

**2020**  
annual

**2021**  
report

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# Message from the Board Co-Chairs

This has been a year unlike any other — for ONCAT, postsecondary institutions, students, and for our world.

Our fiscal year began amidst Ontario's first lockdown and saw our classes move online, campuses close, and our sector brace for inevitable uncertainty. It was difficult to anticipate how the year would unfold and how quickly we would need to adapt and respond. A year later, we can look back now and agree that we, like our students, were resilient and found ways to work differently.

Despite all these unknowns, there was a great deal we *were* certain of. The previous year, ONCAT had established a Strategic Plan, identifying key priorities focused on supporting the development of in-demand pathways, facilitating fair and seamless transfer processes, and strengthening ONCAT's organizational

capacity. Those priorities did not have to shift because of the pandemic; in fact, we found that they had greater resonance because of it. Our focus on what needed to get done was also strongly supported by the Government of Ontario, both through continued funding as well as the Ministry of Colleges and Universities' commitment to working with us to identify additional areas for MCU/ONCAT collaboration.

As colleges, universities, and Indigenous Institutes, we share a common interest in providing top-notch postsecondary education to students and helping direct-entry and transfer students gain the skills they need to thrive, regardless of the hurdles they encounter along the way. The hard work of the ONCAT team over the past year has resulted in many new, successful projects to support and aid institutions.

We have seen traffic to ONTransfer.ca increase significantly, data linkage research projects lead to new insights, and institutions improve their internal transfer processes. At a time when all institutions face serious operational and financial challenges, instead of remaining in silos, we have seen a renewed commitment to collaboration.

On behalf of the Board, we would like to thank our many postsecondary institution partners and the Ontario Ministry of Colleges and Universities for supporting transfer. We also want to extend our appreciation to the ONCAT team for their accomplishments over this past year — we know it has not been easy.

We all hope for and look forward to a smoother year ahead.



**Ron Common**

President,  
Sault College



**Deb MacLatchy**

President and Vice-Chancellor,  
Wilfrid Laurier University




# Message from the Executive Director

It's hard to believe that despite another year passing, most of our day-to-day work lives have remained relatively unchanged from last spring. It feels as though the global pandemic has taken from us — temporarily, of course, but still longer than we originally imagined — the many joys that come from campus life and the changing seasons of the academic year. A full year has passed without the excitement of students moving into residence or the cheers as graduates cross the convocation platform. For those of us working in postsecondary education, we miss grabbing the occasional coffee with colleagues or catching up at annual sector gatherings.

All our virtual meetings have had many cherished moments, however. I've been introduced to a few pandemic puppies (shout-outs to River, Zahra, and Kirby!), discovered the expert bread bakers among us, and seen some novel virtual meeting backgrounds. And most certainly, over the last month, there does seem to be light shining at the end of this long tunnel as we begin to plan for a post-vaccine year ahead.

This past year has also seen a great deal happen across Ontario's transfer system. I am glad to highlight some of these achievements, and many more are featured in this report, but must begin by acknowledging the unwavering cooperation of our sector partners. This could have been the year that you told us, quite believably, that you had too many pressing issues, or no bandwidth to participate in an ONCAT project or attend yet another virtual meeting. You did not — and we were pleasantly surprised by your willingness to join our data pilots, participate in process mapping collaboratives, and help us update and refresh ONTransfer.ca. The relationships we built with notable and skilled quantitative researchers over this past year have generated new research and data that give us a clearer picture of Ontario's transfer students. We have also deepened our connection with Indigenous Institutes, and through their participation across many of ONCAT's initiatives — and through their willingness to share with us — we know there is a great deal of work we can do, together, to address the unique barriers facing Indigenous transfer students.



No doubt: the pandemic threw some new challenges our way and we had to get creative. As many institutions considered establishing interim policies relating to grades, alternatives to exams and deferrals, some of our student-facing transfer colleagues wondered about unintentional implications for transfer students in particular. In response, we encouraged institutions to consider these implications, both short- and long-term, and issued a COVID-19 Policies and Practices survey and shared results widely. We also saw transfer fairs put on hold, reducing opportunities for prospective transfer students to discover transfer pathways and meet transfer admissions officers. In response, the first-ever, all-virtual Ontario Student Transfer Fair was launched in May, providing an online platform for students to view presentations and visit transfer 'booths' from about 40 colleges, universities, and Indigenous Institutes.

We have also made very good progress in our ongoing discussions with the Ontario Ministry of Colleges and Universities on what will become the Credit Transfer System Strategic Plan. We've had the opportunity to consult and share potential new priorities with institutions, sector organizations, and committees, and look forward to finalizing details with the Ministry

over the summer. We remain grateful to the Ontario Government for their ongoing funding support to ONCAT and to public institutions through the Credit Transfer Institutional Grant, which enables us to work together and continue to build a strong transfer system in our province. All levels of government and every government portfolio has been affected deeply by the pandemic — and the Ministry of Colleges and Universities is no different. As such, we are very appreciative that transfer has remained a priority and that the Ministry continues to reach out to and engage our organization as often as they do.

A final word of thank you to ONCAT's Board of Directors and staff. Our Board is primarily composed of senior academic leaders from Ontario's colleges and universities, as well as transfer students, and the direction they have provided and the time they have dedicated, especially over the past year, has been critical to our success. I am both privileged and humbled to work with a stellar team, including some new (virtual!) faces. Their expertise and backgrounds are varied, but we all share a common interest in making a difference for transfer students and doing so in collaboration with our partner institutions.

Clearly this has been a time unlike any other. We are all eager to put most of this behind us, but these past 15 months have taught us to work differently, value connection, and expose inequity and injustice.

We have lots to catch up on but even more to do.

I have faith that we will find a way to do this together and look forward to seeing you, in person, once again.

Keep well.



**Yvette Munro**  
Executive Director

## COVID-19 Funding Adjustments

In response to the uncertainties facing our institutional partners, we implemented *ongoing* funding intake processes across a number of funding streams. The shift to an open intake process offers greater flexibility in developing proposals.

We also worked collaboratively with our project leaders to adjust timelines and project activities to mitigate against disruptions.





# Transfer System Improvements



# Transfer System Improvements

ONCAT offers project grants and facilitates learning collaboratives to bring about student-level, institution-level, and system-level change.

Our grant-making strategies are designed to:

- 1) Build a body of knowledge on student mobility in Ontario to inform planning and sector-wide improvements.
- 2) Support the development and implementation of in-demand pathways.
- 3) Enhance student-centred transfer processes in postsecondary institutions and across the sector.

Staying receptive to our stakeholders' concerns and insights ensures our work is continually informed by the field and current and emerging transfer-related research.

This year's funding guidelines and RFP priorities are designed to build on the momentum of 2019–2020 and **ONCAT's Strategic Plan**.



Total Cases	New Cases	Total Deaths	New Deaths	Total Recovered	Active Cases	Serious Critical
80,881	+21	3,226	+13	68,715	8,940	3,226
31,506	+3,526	2,503	+345	2,941	28,062	2,084
16,169	+1,178	988	+135	5,389	9,792	563
11,409	+1,467	510	+168	1,028	9,871	563
8,639	+1,367	23	+6	67	8,549	50
8,320	+84	81	+6	1,401	6,838	50
6,633		148		12	6,473	400

# Funding Streams

## Transfer Pathways

Transfer Pathway funding supports pathway viability exploration and the development, scaling, and remodeling of pathways. This stream helps institutions focus on preliminary stages of inter-institutional collaboration — identifying student interest, regional needs, institutional priorities, labour market opportunities, and the diverse experiences of under-represented learners.

## Seamless Transfer

Seamless Transfer projects support experimentation and innovations in credit transfer processes and identify models that can be scaled province-wide. This includes projects that support transformation within an institution and projects that affect the credit transfer system across Ontario.

## Research and Data Linkages

Research and Data Linkage projects generate knowledge that can directly inform policies, pathways, and institutional practices, which in turn contribute to a better understanding of system-wide issues that impact transfer and student mobility.



## MapIt Learning Collaborative

MapIt supports the documentation of the current state of transfer processes at publicly assisted colleges, universities, and Indigenous Institutes in Ontario so institutions can identify process improvements to better serve the needs of transfer students. Institutions work with Higher Education Strategy Associates (HESA) to record the step-by-step processes of both students and institution staff as student transfer from one postsecondary institution to another — thus helping to identify pain points in the process. The first cohort completed MapIt in June of 2020, and nine institutions joined the second MapIt cohort in the winter of 2021.



## DataPilot Learning Collaborative

The DataPilot enhances transfer student reporting capacity within postsecondary institutions to assess transfer student uptake of pathways and student outcomes. Institutions receive funding to support in-house data clean-up, linkage, and analysis focused specifically on transfer students. ONCAT also provides in-kind data analysis support. There were two intakes in 2020–2021 with six institutions completing the first phase of the DataPilot and four institutions joining the second cohort.





# Spotlight on Seamless Transfer Projects

Through Seamless Transfer projects, ONCAT is seeing institutional collaborations focused on Indigenous transfer student success. During 2020–21, ONCAT continued to support Indigenous student transfer pathways and strategies, both between and within Indigenous Institutes, colleges, and universities.

## **Developing Transferable Entry-Year Programming between Indigenous Institutes**

First Nations Technical Institute, Seven Generations Education Institute, and Kenjegin Teg Educational Institute collaborated on developing an Indigenous Institute-specific, Indigenous learner-centred, entry year of programming. This one-year admissions program (the Good rED Road Program) is designed to create and support trusting relationships and career counseling while assisting admissions and student support teams to get a deeper understanding of their learners' hopes and potential. Students entering the Good rEd Road Program will have full transferability and will receive advanced standing upon admission to several diploma- and degree-level programs across the three institutions.

## **Actioning Inter-Institutional Transition Supports for Indigenous Learners (Phase 3)**

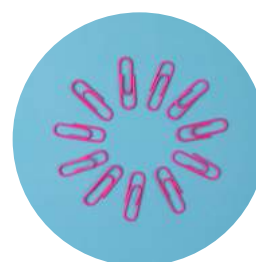
ONCAT has been supporting inter-institutional collaboration to encourage and facilitate educational opportunities for Indigenous transfer students. The first phase of this project culminated in the formal signing of a five-year Memorandum of Understanding between Lakehead University, Confederation College, and Canadore College in Feb. 2021 that outlines how the institutions will develop and establish transfer agreements and support the enhancement of wrap-around supports for Indigenous transfer students. In 2020-21, ONCAT continued to support the expansion of this work. Guided by Indigenous worldviews, Lakehead University, Confederation College, Seven Generations Education Institute, Anishinabek Employment and Training Services, and Oshki Pimache-O-Win: The Wenjack Institute will apply a collaborative and reciprocal approach to Indigenous student mobility and pathways (see our Appendix for more information).

# Recently Completed Work with New Administrative Linkages

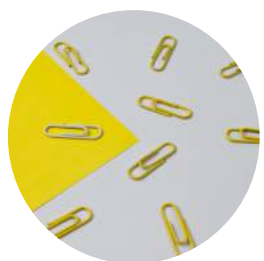
During 2020-2021, several ONCAT-funded studies drew on innovative data sources, spurring significant advancements in transfer research within the province. Linkages between PSE enrolment data and K-12 academics, debt borrowing, and tax files have allowed for analyses of the precursors and consequences of transfer that were previously not possible. Insights derived from these projects are advancing both academic and policy discussions about transfer, and informing the design of new ONCAT research projects and data sources.



**Dr. Scott Davies** (Canada Research Chair in Data, Equity and Policy in Education, University of Toronto) analyzed transfer students using a first-of-its-kind administrative linkage between the **Toronto District School Board (TDSB)** and **University of Toronto** records containing *32,000+ students*.



**Dr. David Zarifa** (Canada Research Chair in Life Course Transitions in Northern and Rural Communities, Nipissing University) and his team analyzed regional patterns in student mobility across Ontario postsecondary education using a sample of *420,000+ students* in the **PSIS** and the **T1 Family Files**.



**Dr. Ross Finnie's** (University of Ottawa) Phase-II analysis of transfer student labour market outcomes used the **Postsecondary Student Information System (PSIS)** and **T1 Family Files** in Statistics Canada's **Education and Labour Market Longitudinal Platform (ELMLP)** containing information on *65,000+ Ontario graduates*.



**Drs. David Walters** (University of Guelph), **Rob Brown**, and **Gillian Parekh** (York University) analyzed student loan borrowing, focusing on a sample of *90,000+ students* in the **PSIS** and **Canada Student Loans Program (CSLP)** files in the **ELMLP**.



# Spotlight on New System-Level Research Projects

## **Apprentices in Ontario: Who Pursues Apprenticeships and What Are Their Pathways into and out of Various PSE Institutions and the Labour Market?**

Drawing on the PSIS and Registered Apprenticeship Information System (RAIS) files in Statistics Canada's ELMLP, Dr. Michael Haan — previously the Canada Research Chair in Migration & Ethnic Relations — and Dr. Wolfgang Lehman (both at Western University) will examine student pathways into and out of registered apprenticeships in Ontario. The project will focus on the sequencing of pathways and on existing disparities in the pathways and outcomes of visible minority, immigrant, Indigenous, and female registered apprentices.

## **Student Outcomes Across Transfer Pathways: A Phase II Regional Analysis**

Dr. David Zarifa's team at Nipissing University will build on his existing research on the predictors of transfer across regions via a Phase II study, which aims to explore the intersections of transfer pathways, geographical region, and measures of student success, including graduation rates and time-to-completion, as well as access to STEM fields. They will also reproduce a set of tables with summary statistics from their original initial set of reports using updated PSIS files containing additional data on students within the Ontario college sector.

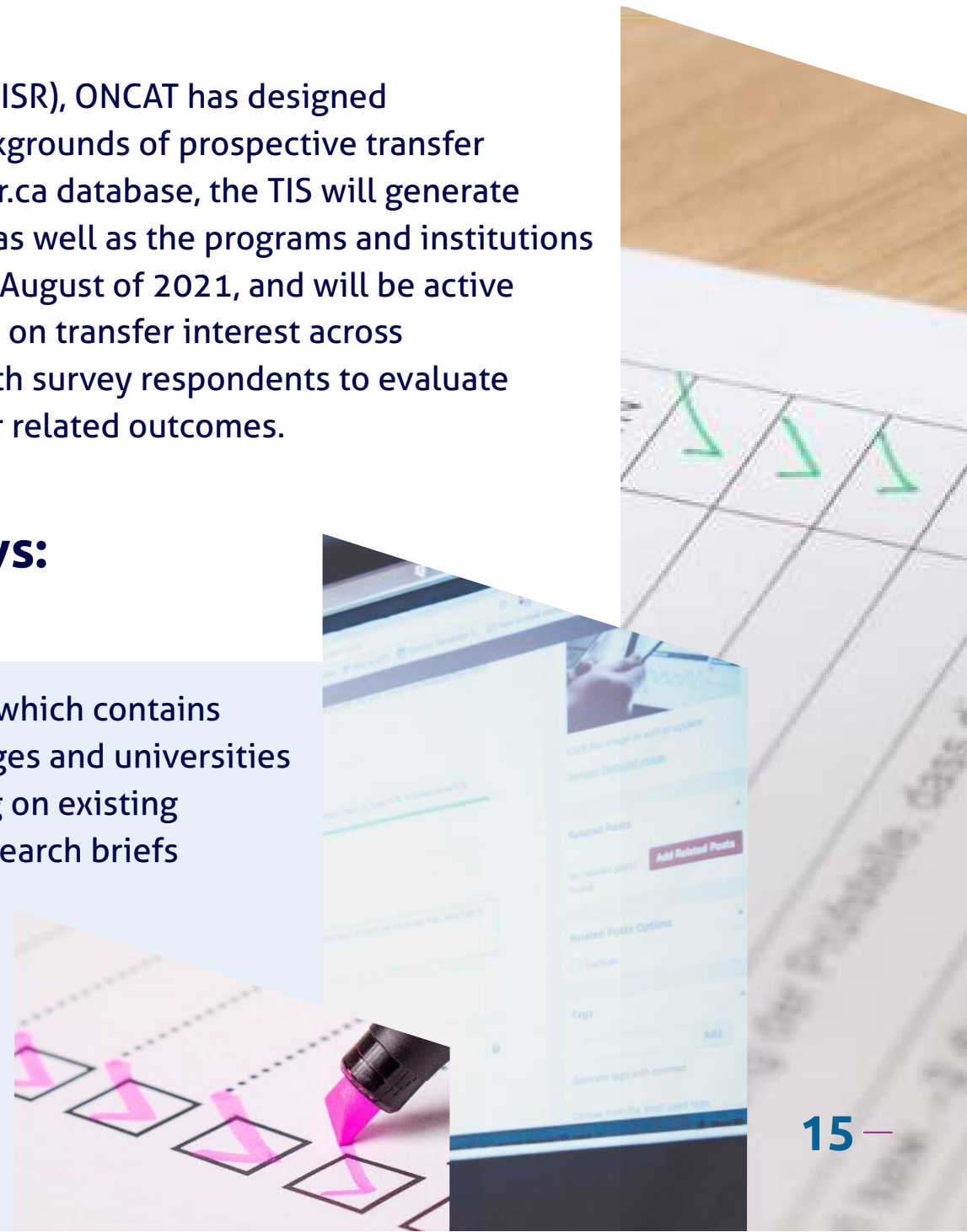
# ONCAT Internal Research and Data Projects

## Transfer Intent Survey (TIS)

This fall, working with York University's Institute for Social Research (ISR), ONCAT has designed a new survey that will explore the demographic and educational backgrounds of prospective transfer students. By randomly sampling individuals searching the ONTransfer.ca database, the TIS will generate data on both the characteristics of individuals interested in transfer, as well as the programs and institutions they are interested in transferring to. This survey will be launched in August of 2021, and will be active over a 12-month period, providing ONCAT with real-time information on transfer interest across the province. An opt-in feature will also allow ONCAT to follow up with survey respondents to evaluate their transfer experience, potential roadblocks faced, as well as other related outcomes.

## Student Outcomes Across Transfer Pathways: A Phase II Regional Analysis

In the summer of 2020, ONCAT secured access to the UCAS™ survey, which contains information on hundreds of thousands of applicants to Ontario colleges and universities since the mid-2000s. Using this proprietary data source, and building on existing research, ONCAT's research team has been working on an array of research briefs that explore the correlations of transfer pathways. Initial findings from these analyses will be published in the summer of 2021. ONCAT is collaborating on multiple briefs with academic and policy researchers across various organizations in our sector, including Nipissing University, the University of Toronto, and the Higher Education Quality Council of Ontario (HEQCO).





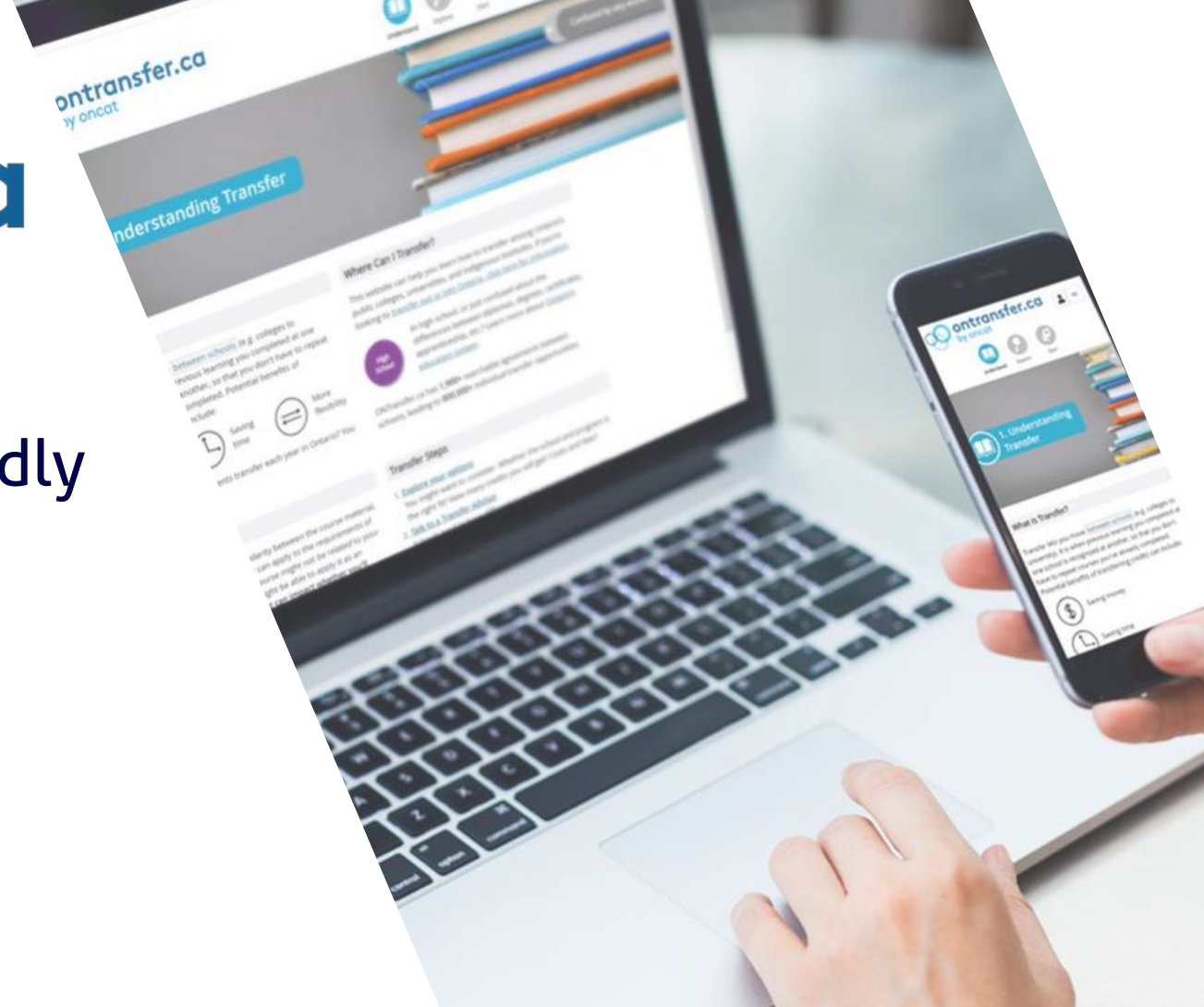


**ONTransfer.ca**

The logo features the text "ONTransfer.ca" in a bold, white, sans-serif font with a dark blue outline, centered within a large, solid light blue circle. This central circle is positioned on the right side of the image. To its left, there is a cluster of smaller, solid dark blue circles of various sizes. Two light blue curved arrows originate from this cluster: one points upwards and to the left, and the other points downwards and to the left. The entire composition is set against a solid medium blue background.



**ONTransfer.ca** provides a user-friendly platform for students to explore their transfer options and receive support on their academic journey.



Able to support data from Ontario's Indigenous Institutes and **all** of the province's 45 public colleges and universities, ONTransfer.ca is continuously being updated with relevant, up-to-date information. Here's how we made improvements in 2020/2021.

# Website Improvements

In 2020, we continued to retool **ONTransfer.ca** to be design-savvy and user-centric. Based on Google Analytics, previous audits and stakeholder consultations, we improved the browsing experience; simplified navigation; overhauled data collection methods; and added a new pathway search functionality.

Many of these improvements will be operationalized early in the new fiscal year and will support ongoing development of ONTransfer.ca in 2021.



Search Pathways ...



# Analytics and Growth

Comparing April 1, 2020, and March 31, 2021, there was an **8.46% increase** in **course equivalencies** (accounting for all institutions) and a **3.36% increase** in the **number of pathways**.

Overall, there were **172,052 unique users** and **240,850 session visits**. These numbers represent a decrease of 11.7% and 12.9% from the previous fiscal year due to COVID-19 and the suspension of in-person events.



**Spencer Gordon**

Communications Specialist

Beginning in Nov. 2020, new **social media campaigns** were launched by **Spencer Gordon** (Communications Specialist) to increase website traffic and support students via targeted messaging about transfer information. Comparing Jan. 1 and Mar. 31, 2020 and 2021, ONTransfer.ca's new user traffic has **actually increased** by 8.58%. Platforms now established, numbers continue to rise!

# ONTransfer.ca Services

Part of **ONTransfer.ca**'s commitment to enhancing services for transfer students is through articulating our commitment to institutions. To do so, we developed a **Service Level Expectations** document to catalogue issues, incidents, and questions — as they occur — so that they can be reviewed and analyzed to enhance our supports annually.



**Andrew Wilson**

Transfer and Technology  
Director



**Sienna Stock**

ONTransfer.ca  
Service Manager



**Sarra Saiyed**

ONTransfer.ca  
Coordinator



We have had a number of staffing changes this reporting year; **Sienna Stock** (Service Manager) joined in July 2020 and **Sarra Saiyed** (Coordinator) joined in April 2021. These two will support the continued redevelopment of ONTransfer.ca and enhance capacity and process efficiencies related to transfer and student mobility across Ontario's postsecondary institutions. In addition, in spring 2021, these staff members were fundamental in providing administrative support for **Ontario's first all-digital Student Transfer Fair**.



# **Sector Engagement & Knowledge Mobilization**



# Sector Engagement and Knowledge Mobilization

ONCAT recognizes the diversity of stakeholders in Ontario's postsecondary system. To ensure credit transfer and student mobility is developed to serve and represent all parties, we bring together stakeholders in **facilitated communities of practice**.

In early April 2021, ONCAT hired a **Knowledge Mobilization Specialist** to expand and amplify our research and policy work and develop our knowledge mobilization plan, aligned with ONCAT's three-year **Strategic Plan** and based on input from our sector partners and researchers. These activities will include the development of research snapshots, spotlights on innovative transfer policies, guides and resources, workshops and training sessions that enhance the capacity of transfer personnel, as well as events that elevate the profile of transfer more broadly.



**Carolyn Poplak**  
Manager, Sector  
Engagement



**Meryl Borato**  
Knowledge  
Mobilization Specialist

# Heads of Transfer Advising (HOTA)

**Heads of Transfer Advising (HOTA)** is made up of representatives from Indigenous Institutes, colleges, and universities across Ontario. These members — people with significant senior leadership experience in transfer — advise and support ONCAT on how to better serve a mature transfer system through building the capacity and efficacy of transfer advising, both across the system and at individual institutions. An evolution of the Transfer Advisor Group (TAG), HOTA has met monthly since the summer of 2020.

Heather O'Leary  
University of Waterloo



Victoria Baker  
Seneca College



Judy Tavares  
Humber College



Scott Walker  
Conestoga College



Sharon Estok  
Centennial College



David Adam Baker  
Centennial College  
Fleming College



Sheila LaFrance  
Iohahi:lo Akwesasne  
Education & Training  
Institute





# The Transfer Faculty Advisory Committee

ONCAT brought together a group of six faculty members from different disciplines. Formed in January 2021, the **Faculty Advisory Committee** advises on how we can support diverse faculty course-to-course equivalency review processes. The longer-term goal is to improve transfer opportunities for students by **maximizing transfer credit recognition**, where appropriate, and reducing duplication of commensurate previous learning.

This TFAC has helped develop the **Credit Transfer Assessment Guide**, which will support faculty in making assessment decisions across the province and serve as an anchoring resource for discipline-based transfer committees.

Sheridan



Carol Bureau  
Sheridan College



Julie Cross  
Fanshawe College



SIX NATIONS  
POLYTECHNIC



Stevie Jonathan  
Six Nations  
Polytechnic



Laurentian  
Université La



Louis Durand  
Laurentian  
University

ALGONQUIN  
COLLEGE



Marco Campagna  
Algonquin College



Shawn J. Richards  
Humber College

# Transfer Student Projects

In the summer of 2020, ONCAT piloted the development of three **student-led, transfer-related projects**. Topics included understanding the transfer journey from a student perspective, transfer and the trades, and transferring within Ontario from an international perspective.

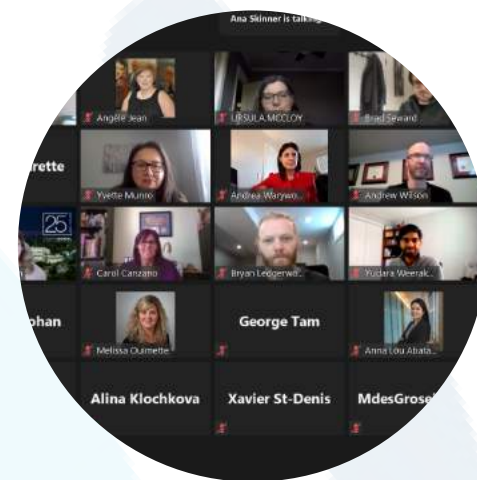
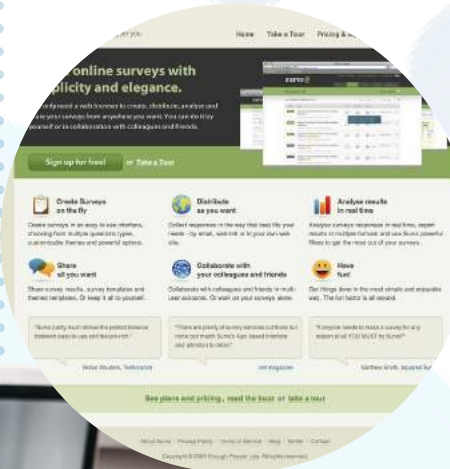
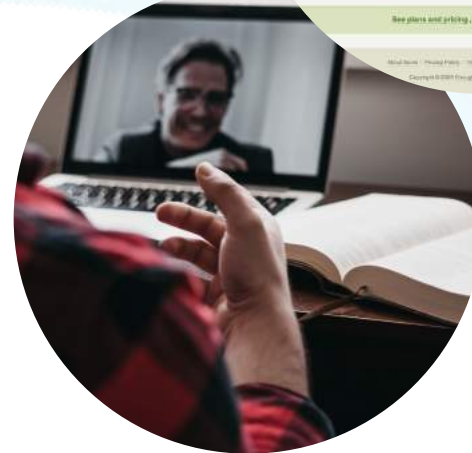
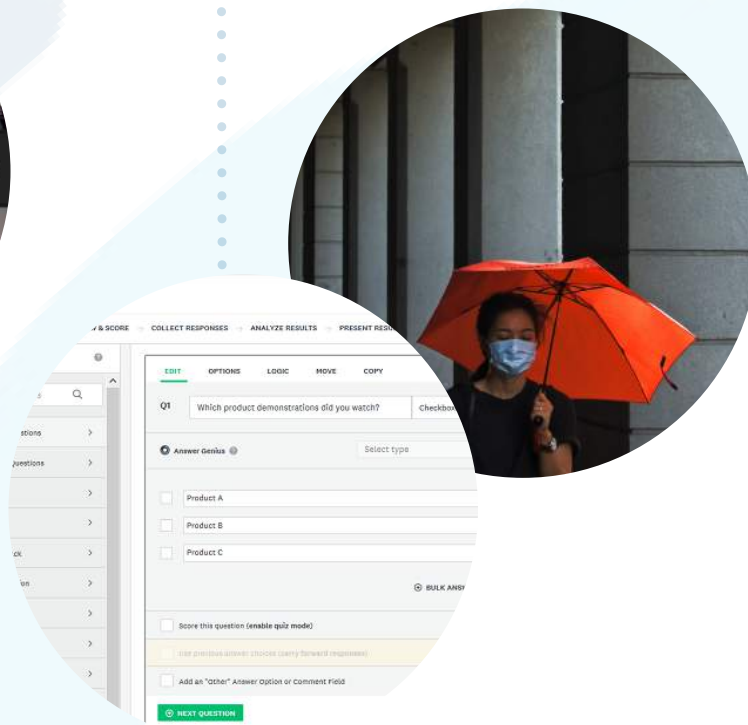
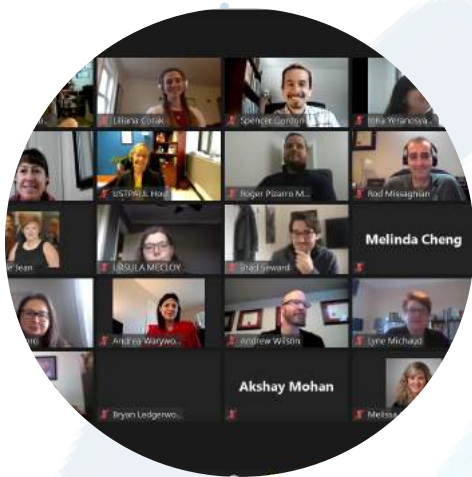
These three initiatives will be communicated to the sector in the upcoming months as ONCAT continues to support **student-led initiatives**!





# Transfer Advisors and COVID-19

ONCAT distributed a **survey** to institutions to garner any shifts in transfer policies and processes in response to **COVID-19**. A preliminary survey was distributed in the spring of 2020 and updated in early fall. Two **webinars** were held following the survey to bring **transfer advisors** together virtually to share the responses and discuss some of the creative ways institutions have supported students in this challenging time.





# **ONCAT Strategic Plan, 2020–2023**

# Strategic Priorities



## **Priority 1: Targeted and in-demand pathways for students**

With our understanding of transfer behaviour, trends, and the emerging needs and interests of students, we support the development of efficient and effective transfer pathways between institutions and across systems. These provide clearly articulated options that support student access to postsecondary education, laddering of credentials, opportunities for re-training, and the development of new skills.

## **Priority 2: Transparent, consistent, and seamless transfer credit processes**

ONCAT strives to ensure Ontario has a leading transfer-receptive PSE system. Students should be able to navigate the transfer process with relative ease — and should receive maximum credit recognition for commensurate academic credits. We work to ease the burden of transfer administration on institutions, provide consistent information, and improve student experience at all stages of their transfer journey.

## **Priority 3: Robust, reflective governance and operational capacities**

As the intermediary provincial organization responsible for building a strong transfer system in Ontario, ONCAT has the potential to achieve more than what the Government can do alone, develop and share subject matter expertise about transfer, and engage education sector partners to work collaboratively. ONCAT should be reflective, establish accountabilities, and facilitate improvement to ensure our operational capacities are aligned.





**ONCAT Team,  
Board, Partners,  
& Finances**



**Yvette Munro**  
Executive Director



**Shauna Love**  
Operations Director



**Andrew Wilson**  
Transfer and Technology  
Director



**Peter Ssekiziyivu  
Desera**  
Finance Manager



**Roger Pizarro  
Milian**  
Senior Researcher



**Sarah Fuchs**  
Senior Policy  
Analyst



**Carolyn Poplak**  
Manager, Sector  
Engagement



**Spencer Gordon**  
Communications  
Specialist



**Ana Skinner**  
Manager, Funding  
Programs



**Melinda Cheng**  
Research Data  
Analyst



**Rod Missaghian**  
Researcher



**Henrique Hon**  
Quantitative Researcher



**Derek Chan**  
Project Manager



**Sienna Stock**  
ONTransfer.ca  
Service Manager



**Allison Maldonado**  
Business Systems  
Analyst



**Sarra Saiyed**  
ONTransfer.ca  
Coordinator



**Inna  
Yeranossyan**  
Coordinator:  
Grants and Projects



**Meryl Borato**  
Knowledge  
Mobilization  
Specialist



**Jane Waldner**  
Office and Meeting  
Coordinator



**Anjana Rao**  
Operations  
Coordinator

# Board of Directors

## Board Chairs

- Deb MacLatchy, President and Vice-Chancellor, Wilfrid Laurier University
- Ron Common, President, Sault College

## Board Members

- Caitlin Smith, George Brown College, College Student Representative
- Christine Bradaric-Baus, Vice President Academic and Chief Learning Officer, Canadian Memorial Chiropractic College
- Elaine Popp, Vice-President Academic, Durham College
- Kathryn Kettle, University Student Representative
- Lyne Michaud, Vice President Academic Affairs, Collège Boréal
- Pierre Riopel, External Representative
- Serge Demers, AVP, Student Affairs, Registrar and Secretary of Senate, Laurentian University

## Ex-Officio Members of the Board

- David Corcoran, Senior Researcher, Policy Advisor and Statistician, Colleges Ontario
- Robert Luke, Chief Executive Officer, eCampusOntario
- Eva Busza, Vice-President, Policy and Sector Collaboration, Council of Ontario Universities
- Heather Lane, Executive Director, Ontario Universities' Application Centre
- Karen Creditor, President and CEO, Ontario College Application Service
- Yvette Munro, Executive Director, ONCAT



# Our Partners



# Our Partners

We also work closely with:

- Indigenous Institutes;
- students;
- the Government of Ontario, Ministry of Colleges and Universities;
- sector organizations like Higher Education Quality Council of Ontario (HEQCO) and eCampusOntario; and
- representative bodies like the Council of Ontario Universities (COU), Colleges Ontario (CO), the Canadian Federation of Students-Ontario (CFS-ON), the Ontario Undergraduate Student Alliance (OUSA), and the College Student Alliance (CSA).

ONCAT is partnered nationally through the **Pan-Canadian Consortium on Admissions & Transfer (PCCAT)** and the provincial councils:



# Finances

Our audited financial statements, which comprise the statement of financial position as of March 31, 2020, the statements of operations and changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, can be found at:

<https://oncat.ca/en/about-us>





**oncat**

Ontario Council on  
Articulation and Transfer

**2020**  
annual

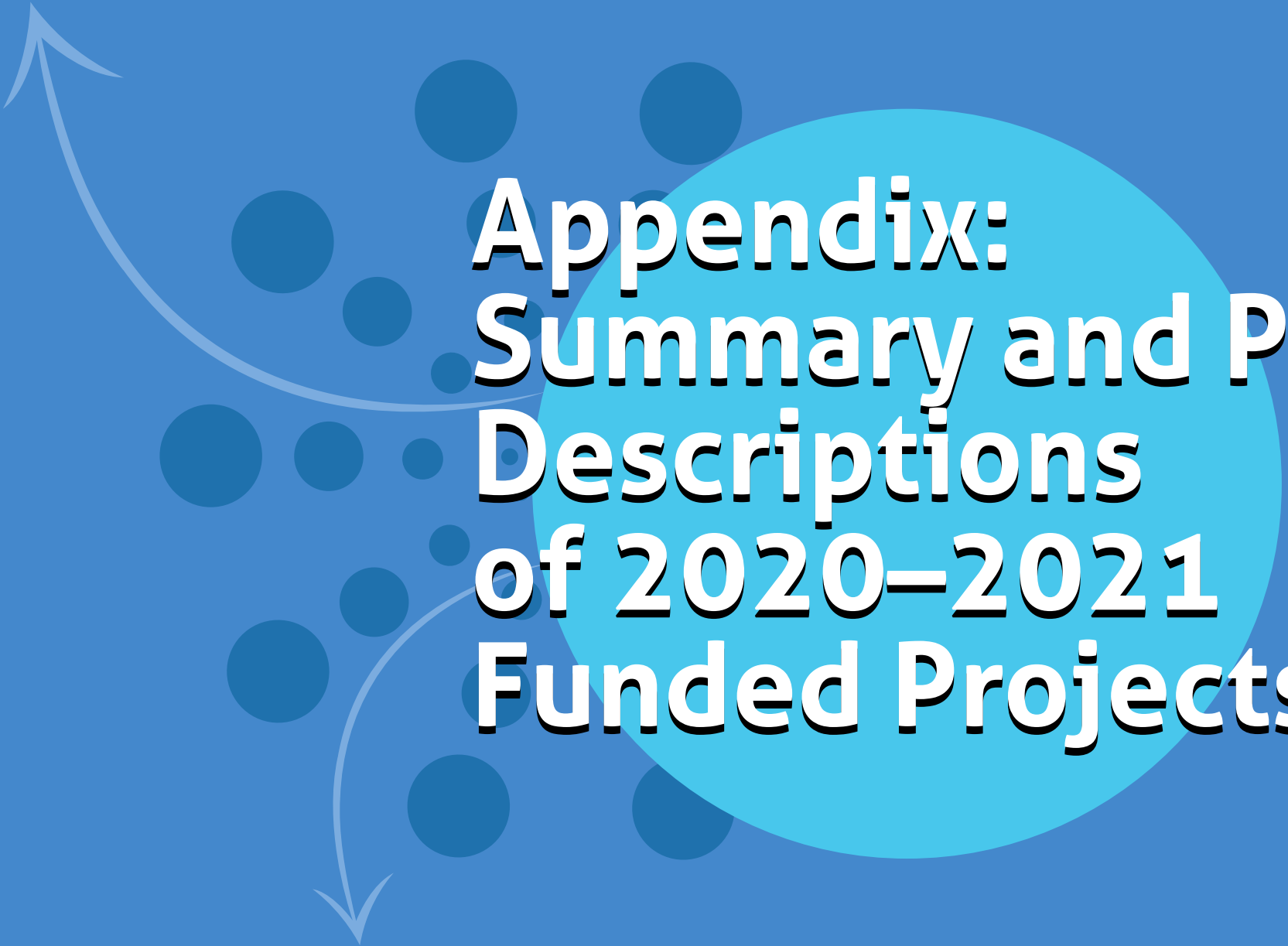
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[www.oncat.ca](http://www.oncat.ca)

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Toronto, ON M5G 1Z8

The Ontario Council on Articulation and Transfer (ONCAT) is funded  
by the Government of Ontario. Cette information est aussi disponible en français.



# **Appendix: Summary and Project Descriptions of 2020–2021 Funded Projects**

## 2020–2021 Transfer Pathways Funding Stream

*Remodeling Transfer Pathways in the Business Management and Business Administration Fields between Collège Boréal, Collège La Cité, and Université de Hearst*

**Project Lead:** Université de Hearst | **Partners:** Collège Boréal, Collège La Cité | **Amount Awarded:** \$44,335

Collège Boréal, Collège La Cité, and Université de Hearst are committed to continuing their efforts to promote the continuum of postsecondary education for Francophone and bilingual students in Ontario. This project will support the continued collaboration on transfer pathways in Business Management and Business Administration. Through this project, the partners will remodel existing transfer pathways and add new institutional programs to them so that graduates of college programs can obtain their bachelor's degree in Business Management or Business Administration at the Université de Hearst. The partners will also develop an umbrella agreement to help facilitate transfer pathways, determine the number of credits recognized, and develop the internal administrative tools required to manage the pathways more effectively based on the realities of the originating/receiving institutions.

## 2020–2021 Seamless Transfer Funding Stream

*Actioning Inter-Institutional Transition Supports for Indigenous Learners (Phase 3)*

**Project Lead:** Lakehead University | **Partners:** Confederation College, Seven Generations Education Institute, AETS (Anishinabek Employment and Training Services), Oshki Pimache-O-Win: The Wenjack Institute | **Amount Awarded:** \$105,666

By supporting inter-institutional collaboration and expanding on a Memorandum of Understanding to include additional institutional partners, this project helps maximize transfer supports for Indigenous students. Guided by Indigenous worldviews, new and existing project partners will apply a collaborative and reciprocal approach to Indigenous postsecondary mobility. Collaborators intend to create and update credit transfer pathways; explore creative credential and transfer credit combinations (microcredentials and certificates leading toward a degree) that are directly related to First Nations education and employment outcomes; develop joint admissions policies with current and new partners; expand wrap-around supports for Indigenous Learners; and pilot a shared Indigenous transfer staff position between participating institutions. Broadly, project partners at regional colleges, Indigenous Institutes, and Lakehead University are working together to identify, locate, and begin to disrupt colonial structures and pedagogy that exists in postsecondary student mobility and the transition between different types of institutions.



### *Understanding Transfer Student Experience and Outcomes through Business Intelligence Analytics*

**Project Lead:** Lakehead University | **Amount Awarded:** \$77,448

This project leverages existing transfer student datasets developed with ONCAT support to enhance the understanding of transfer student experiences and outcomes through the development of enhanced transfer student business intelligence visualizations. Through this project, Lakehead University will also construct data models that will improve the understanding of its transfer student outcomes and potentially identify early alerts and indicators to support transfer student success and new transfer pathway opportunities. These datasets will also support decision-making at the faculty level and decisions related to academic and non-academic supports for transfer students with the aim of improving student outcomes.

### *Indigenizing Prior Learning Assessment and Recognition (PLAR): Exploring How Postsecondary Institutions Can Recognize Indigenous Community-Based Knowledge during Credit- and Degree-Granting Processes*

**Project Lead:** Lakehead University | **Partners:** Nokiiwin Tribal Council, Kiikenomaga Kikenjigewen Employment & Training Services (KKETS) | **Principal Investigator:** Dr. Lana Ray | **Amount Awarded:** \$114,095

This community-based participatory action research project explores how postsecondary institutions can recognize Indigenous community-based knowledge during credit- and degree-granting processes, as well as the readiness of institutions to do so. It will be conducted in collaboration with Nokiiwin Tribal Council and Kiikenomaga Kikenjigewen Employment & Training Services (KKETS), and will help increase knowledge of the intersections of PLAR and the credit transfer system through the development of a policy paper on Indigenous PLAR, a feasibility workbook for postsecondary institutions, and a plan to implement Indigenous PLAR at Lakehead University.

## 2020–2021 Research Projects

### *Apprentices in Ontario: Who Pursues Apprenticeships and What Are Their Pathways into and out of Various PSE Institutions and the Labour Market?*

**Project Lead:** Western University | **Principal Investigator:** Dr. Michael Haan | **Amount Awarded:** \$84,678

An important and under-researched aspect of developing a skilled workforce in Canada are the pathways taken by students into and out of PSE and apprenticeships, and, more specifically, how student mobility factors into completion rates. Drawing on Statistics Canada's Education and Labour Market Longitudinal Platform, this research project will analyze the students who pursue apprenticeships; what lateral and vertical transfer pathways students take into and out of various postsecondary education institutions in Ontario; and the sequencing of these transfers. In addition, this study is interested in examining the destinations of individuals exiting apprenticeship programs, including vertical transfers into other apprenticeship programs, divergent transfers into colleges and/or university programs, and direct-entry into the labour market. An important contribution of this study will be to investigate visible minority, immigrant, Indigenous, and female apprentice registration in training programs, their certification completion rates, and the degree of student mobility and vertical and lateral transfers taken by these groups into apprenticeship programs in Ontario.

### *Implications of COVID-19 on Student Mobility at Seneca College*

**Project Lead:** Seneca College | **Principal Investigator:** Dr. Ursula McCloy | **Amount Awarded:** \$37,672

When the global COVID-19 pandemic struck in March 2020, postsecondary institutions quickly made the shift from in-person to almost completely online delivery. Adapting to online learning, uncertainty about our current and longer-term economic future, and coping with social isolation can have major effects on student attendance, transfer, and academic performance. This project explores the effects of the pandemic on Seneca College students. This study will compare Seneca students who entered the college in the fall of 2020 or winter of 2021 with entrants from the previous five years (2015–16 to 2019–20). Overall effects of the pandemic will be compared with a particular focus on transfer students and direct-entry students. Demographic comparisons include: neighbourhood income, age, gender, status in Canada (international, citizen, or other), country of birth, geographic distance from college, pathway taken into college, sending institutions (within region, outside of region, or province), and program selection, including program area and credential.

### *Understanding Transfer Experience in the Skilled Trades*

**Project Lead:** Durham College | **Principal Investigator:** TBD | **Amount Awarded:** \$101,428

The shortage of skilled trade workers in Ontario has led to a renewed focus on enabling access to skilled trades education through related postsecondary and apprenticeship training. This project explores the educational pathways taken by students entering construction-related programs at Durham College, their demographic profiles, and academic outcomes. To do so, it contrasts this group with individuals entering non-constructed related programs within the institution.

### *Layering and Animating Meaning: Exploring Experiences of Black College-to-University Transfer Students at McMaster University Through Interviews and Digital Storytelling*

**Project Lead:** McMaster University | **Principal Investigator:** Dr. Selina Mudavanhu | **Amount Awarded:** \$110,168

This project explores the experiences of Black college-to-university transfer students at McMaster University, focusing specifically on their experiences of transferring and settling into university. The project will identify ways of making the transfer process more seamless for Black students as well as ways universities can develop supportive and inclusive environments.



### *Trading Places: The Flow of Students into and out of Apprenticeship Programs*

**Project Lead:** McMaster University | **Principal Investigators:** Dr. Nicole Malette, Dr. Karen Robson | **Amount Awarded:** \$63,850

Apprenticeships provide alternative education pathways for a significant proportion of the Canadian population. However, little is known about the reasons students transfer into apprenticeship programs or the educational pathways of former apprenticeship students. Similarly, very little is known in Canada about students with university or college education who transfer into apprenticeship programs, either before or after completing their degrees/diplomas. Through interviews with Ontario-based former apprentices who left to attend college or university (not connected to their apprenticeship program), as well as former college or university students who left their postsecondary institution to pursue apprenticeships, this project will advance understandings of former apprenticeship/undergraduate students' educational pathways and transfer pathways, informing the design and implementation of transfer student support strategies and continued education policies.

### *Access to Postsecondary Schooling and the Credit Transfer Experience of Incarcerated Students in Ontario*

**Project Lead:** Amadeusz | **Project Partners:** Humber College Institute of Technology and Advanced Learning |  
**Principal Investigator:** Tina-Nadia Chambers | **Co-Investigator:** Dr. Ardavan Eizadirad | **Amount Awarded:** \$44,000

This project explores the transfer experiences of students who are or have been in remand custody in Ontario. Through interviews with students in remand, incarcerated or recently released from custody, educators working in remand facilities, and postsecondary institutions, this research will help identify formal and informal pathways for students while incarcerated and opportunities or barriers to transfer between postsecondary institutions after students complete postsecondary courses while incarcerated. This project will help inform programming and strategies to develop pathway and supportive credit transfer processes for the incarcerated population in Ontario.

## *An Analysis of Student Mobility within Ontario's Northern and Southern Institutions: Phase 2*

**Project Lead:** Nipissing University | **Principal Investigator:** Dr. David Zarifa | **Amount Awarded:** \$114,932

A growing area of student mobility research points to the importance of examining regional differences in educational trajectories within Canada. Students from the northernmost parts of provinces often face significant proximity and socio-demographic barriers to attending postsecondary education, accessing various types of postsecondary education, and accessing many lucrative fields of study at the university level, such as the STEM fields (Science, Technology, Engineering, and Mathematics). This project explores regional differences in educational trajectories within Ontario. Building on the first phase of research utilizing Statistics Canada's Postsecondary Student Information System, this second phase will explore the following: graduation rates, access to STEM fields, and timely completion for transfer students in Northern and Southern Ontario.

## 2020–2021 Data Linkages

### *Nipissing University NSSE Analysis Project*

**Project Lead:** Nipissing University | **Amount Awarded:** \$30,000

This project supports the analysis of the National Survey of Student Engagement results at Nipissing University across multiple years in order to analyze differences among students that entered directly with those who had previous post-secondary experience. This project will help increase institutional data related to transfer student experiences and outcomes.

### *Transfer Data Custom Linkages: Improving Internal Reporting Capacity*

**Project Lead:** Canadore College | **Amount Awarded:** \$24,150

This project supports the development of a custom data linkage drawing on across various administrative data sources within Canadore College. It will improve internal reporting capacity and increase data related to transfer student outcomes at Canadore.