



# ANNUAL REPORT 2023 2024





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# Land Acknowledgement

We acknowledge that we are here today, and work regularly, on land within the traditional territory of many Indigenous nations: including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples. We would also like to acknowledge that Toronto is covered by Treaty 13 with the Mississaugas of the Credit. This land continues to be home to many diverse First Nations, Inuit and Métis peoples. We recognize the enduring presence, resilience, and contributions of Indigenous peoples past, present, and future, and we commit to honoring their stewardship of this land.

ONCAT is committed to supporting Indigenous learners — who face additional barriers to postsecondary education because of the ongoing harms of colonization. We look forward to continuing to work with all of our postsecondary partners to remove barriers and ensure that Indigenous learners have access to the educational pathways they desire.



# Message from the Board Co-Chairs

Over the last year, we have been honoured to serve as Board co-chairs for ONCAT. It has been fulfilling to support the organization to implement the new strategic plan and see those goals come to fruition.

ONCAT's vision and mandate continue to evolve to better serve transfer professionals and students, as they understand the importance of mobility in the sector. Over many years, we have seen ONCAT evolve into a key connector that brings together universities, colleges and Indigenous Institutes in Ontario. The beneficiaries are Ontario postsecondary students who can chart a unique educational journey and can take advantage of the programs and courses available at multiple institutions. In the future, we believe that ONCAT's role will continue to grow and evolve in a way that allows our institutions to meet the needs of individual students – and the province – in the best way possible.

On behalf of the Board, we thank the Government of Ontario for funding ONCAT's work, our institutional partners for their continued collaboration, and the Ontario Ministry of Colleges and Universities for their continued support for learner mobility.

As many of you are aware, Leo has finished his term on the Board, due to his retirement. We wish the best to the incoming co-chair, Dr. Lesley Rigg, President and Vice-Chancellor, Brock University, and thank the team at ONCAT for their incredible work during our term.

We are proud to have been a part of a Board committed to innovation and excellence, and we look forward to ONCAT's future endeavours. ONCAT continues to empower learners to build upon their previous education and work experience to achieve their personal, educational, and professional goals, as exemplified in this report.

Best wishes,



**Leo Groarke,**  
Past President and  
Vice-Chancellor,  
Trent University



**Kevin Weaver,**  
President and CEO,  
Georgian College

# Message from the Executive Director

Welcome to the ONCAT Annual Report, an opportunity for us to reflect on our organization's achievements, challenges and impact. Over the past year, ONCAT has continued to be a beacon of collaboration and innovation, fostering partnerships that enhance student mobility and streamline pathways across our province's diverse institutions.

Guided by our 2023-26 Strategic Plan, ONCAT has expanded its focus to supporting learner mobility through the education-to-career journey. By empowering learners to build on their previous education and work experience to achieve their personal, educational, and professional goals, ONCAT is working to help postsecondary learners get where they want to go, no matter where they begin.

A key highlight of this year has been the unprecedented interest and tremendous response to our streamlined and refocused calls for funding. We recently announced funding for 39 new projects that will facilitate student pathways and enhance learner mobility. Another key accomplishment was ONCAT's first in-person conference since 2018. Over two jam-packed days last November, transfer professionals, researchers, and others from the postsecondary sector, gathered to network, collaborate and participate in informative sessions.

These milestones stand as testaments to the dedication and hard work of our partners, stakeholders and the ONCAT team.

I'd like to thank the Government of Ontario and the Ministry of Colleges and Universities for their continued support. We appreciate the dedication and service of our board Co-Chairs, Leo Groarke and Kevin Weaver. I'd also like to make special mention of our Student Representative, Stephanie Ye-Mowe, for their outstanding contributions. Leo, we wish you all the best in your future endeavours. I am grateful to our wonderful Board and I extend my sincere thanks to all our current and outgoing members.

As we navigate the evolving landscape of postsecondary education, ONCAT remains steadfast in its mission to advocate for student success, promote equitable access to education, and drive systemic change. Together, we are shaping a brighter future for Ontario's learners.



**Adrienne Galway,**  
Executive Director, ONCAT

# Mandate, Vision, and Values

## Vision

A postsecondary education and training system that empowers learners to build upon their previous education and work experience to achieve their personal, educational, and professional goals.

## Mandate

ONCAT drives innovation to help postsecondary learners get where they want to go, no matter where they begin. We do this as a vital partner and convener of the postsecondary education and training sectors, maximizing opportunities for institutional collaboration to create academic pathways, facilitating recognition of prior learning, and supporting learner transitions and entry into the labour market.

## Values

Grounded in a commitment to equity, diversity, access, and inclusion, we are guided by the following values:

- Learner-Centred
- Impact
- Adaptability
- Collaboration
- Knowledge Sharing



# Strategic Planning Updates

As we celebrate the successful completion of the first year of our three-year strategic plan, we look forward to continued collaboration with our partners and a growing impact on learners in Ontario and beyond.

## 2023-26 Strategic Priorities

- Make pathways through postsecondary education and training and into the labour market more transparent.
- Improve opportunities for learner mobility.
- Understand learner mobility.
- Raise awareness of learner mobility.
- Build our capacity and expertise.

See the 2023-26 [strategic plan](#) for more information.



# Priority One: Make Pathways Through Postsecondary Education and Training and into the Labour Market More Transparent



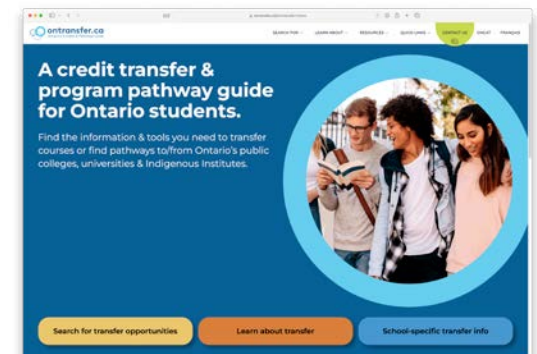


ONTransfer.ca, Ontario's Transfer & Pathways Guide, is an indispensable tool that allows students to explore and identify their transfer options and make informed decisions during their academic journeys.

To better support students and Ontario's postsecondary institutions, the Transfer Services team continues to develop the platform and engage with partners to provide the most relevant and up-to-date information possible.

## ONTransfer.ca Website Improvements

In 2023-24, the ONTransfer team continued to focus on enhancing services that support the Ontario public and institutions alike. We initiated a new annual operational data engagement plan with targeted communications to update institutional information. In the first year of ONCAT's new strategic plan, we completed the priority expansion of the pathways system to support national and international pathways to Ontario. In May 2024, we successfully launched a new artificial intelligence (AI)-powered search as an additional way for students to find relevant pathways between institutions.



## ONTransfer.ca Analytics and Growth

The creation of a new data collection and engagement plan resulted in a 15% increase in institutional data updates by March 31, 2024.

182,697

Unique users of  
ONTransfer.ca

1,979

Academic  
pathways

250,521

Course  
equivalencies

25,176

Unique  
pathways





# Priority Two: Improve Opportunities for Learner Mobility

Since 2011, ONCAT has worked with Ontario's postsecondary institutions to guide learners through their education-to-employment journey. To help publicly assisted colleges, universities and Indigenous Institutes achieve their ambitious plans for supporting learner mobility, ONCAT provides funding for projects that bolster administrative capacity and foster productive collaboration.

## The funding helps to:

- Expand opportunities for learners to move between postsecondary programs and institutions.
- Facilitate recognition of prior learning.
- Maximize credit that learners receive for their previous education and experience.
- Reduce unnecessary, bureaucratic or inequitable barriers that impede a learner's ability to pursue their educational and professional goals.
- Help learners achieve greater levels of academic success and personal satisfaction with their postsecondary experiences.
- Support learners with transitions into the labour market.



# Grants by the Numbers

32

ONCAT funded projects were completed during 2023-24

3

Pathway Development

3

Seamless Transfer

9

MapIt

4

Indigenous Institutes Capacity Grant

3

Pathways into Postsecondary for Students Impacted by the Pandemic

5

MyCreds Onboarding

3

DataPilot

\*Project Grant names are in line with pre-2024 calls for funding.

# Funding Spotlight: Queen's Engineering Bridge

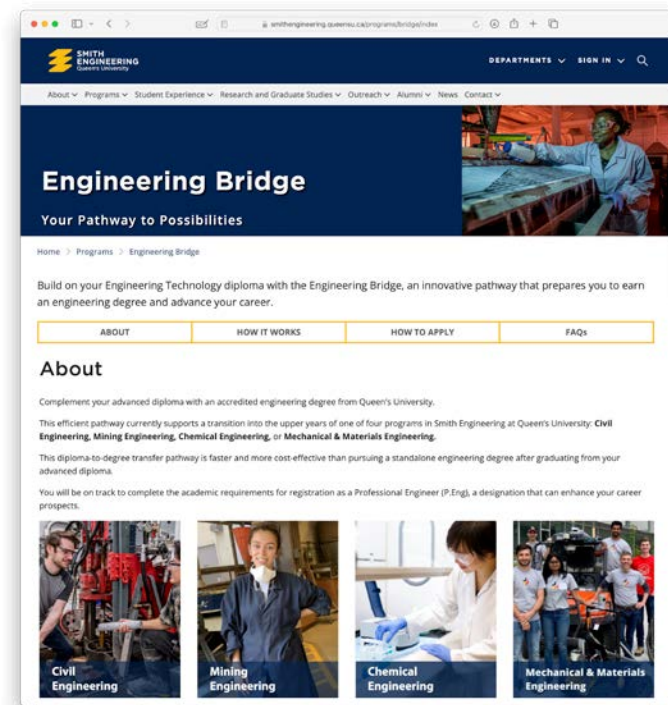
This ONCAT-supported program is providing Ontario college students with an exciting new path toward becoming a Professional Engineer (PEng), a designation that can enhance career prospects and increase earning potential.

Queen's University developed this program in collaboration with three other universities and 11 colleges, although students from any engineering technology program are eligible to apply.

The pathway provides opportunities for students with an advanced diploma in Engineering Technology to transfer into an upper year of the accredited engineering degree program offered by Smith Engineering at Queen's University. Engineering technology students who have completed three or more semesters of an advanced diploma can apply. Graduates are also eligible.

Those who complete the pathway will be awarded a Bachelor of Applied Science (BASc) in Engineering. Transferring from an advanced diploma to an accredited engineering degree program puts students on the road to meeting the academic requirements for PEng licensure – and does so more quickly and economically than pursuing a standalone degree after college.

In September 2024, the first cohort of Engineering Bridge students will complete their bridging requirements and will join their degree program peers at Queen's University.



# Funding Spotlight: The Pandemic Pathway Recovery Project

The COVID-19 pandemic interrupted the educational experience and opportunities for many Ontario learners. The Pandemic Pathway Recovery project was developed to address pandemic-related and other barriers to postsecondary access and learner success.

A Georgian College program, *Learning to Thrive: Unleashing Your Potential*, supported by ONCAT, was designed to help get students back on track.

Offered since the winter 2024 term *Learning to Thrive* provides the academic, social, and cultural tools to help students become master learners at any Ontario postsecondary institution while teaching life skills such as resiliency and self-advocacy.

Those who complete the course and then enroll at any Ontario postsecondary institution can have credit for it applied toward their new program's requirements.

In addition, Georgian created a coaching model to support a return to school for those whose journeys were disrupted.

Under this program, mentors were assigned to help prospective students explore postsecondary options. They connected learners to college services and information, while providing needed encouragement and networking support.

ONCAT is proud to have supported this initiative, which empowers students to find their pathways and expand access to postsecondary education in Ontario.



# 2023-24 Funding Review

To better support Ontario's students and postsecondary institutions, ONCAT completed a comprehensive review and revision of its funding streams during 2023–24.



The scope of eligible activities was expanded to reflect ONCAT's [2023–26 Strategic Plan](#), which supports learners through their entire education-to-employment journey. Additionally, we simplified program structures, and revised budget guidelines.

Over the course of several funding rounds, ONCAT received an unprecedented number of applications. This was a clear demonstration of the postsecondary sector's commitment to supporting learner mobility, expanding access to academic opportunities, and improving pathways to the labour market.

A full list can be found in the Appendix on page 31.

These projects aspire to create transformative change for Ontario learners by launching new initiatives, testing innovative practices and expanding effective programs.



# 2023-24 Funding Opportunities for Institutional Projects

- **ONCAT Capacity Grants** support the development and implementation of learner-centric policies, practices, and pathways at a single postsecondary institution.
- **ONCAT Collaboration Grants** support the development and implementation of learner-centric policies, practices, and pathways across multiple postsecondary institutions or the entire postsecondary sector.
- **Indigenous Institutes Transfer Grants** support the development and implementation of learner-centric policies, practices, and pathways at a single Indigenous Institute.
- **MyCreds Onboarding Grants** support a postsecondary institution's integration with MyCreds, a digital platform for academic credentials.
- **PLAR Innovation Grants** support a postsecondary institution's participation in a pilot program that will test and evaluate the potential opportunities of AI-powered assessment processes.
- **Transfer Bridging Grants** support a postsecondary institution's development and implementation of academic bridging programs.



## Sector Engagement

Understanding the needs of the postsecondary sector informs all aspects of ONCAT’s work. Collaboration and consultation with student-facing staff, including those at Indigenous Institutes, are key to fostering shared responsibility for student transfer. This approach allows ONCAT to keep the sector informed, share best practices, build capacity, and address challenges through professional development.

In its role as a “system facilitator,” ONCAT brings together senior faculty and decision-makers from institutions across the province to address challenges and opportunities in pathway development and articulation agreements, often in connection with ONCAT’s funding opportunities for new pathways.



## Standing Committees

**Heads of Transfer Advising:** Made up of senior transfer advisors, HOTA works closely with ONCAT to build the capacity and efficacy of transfer advising both across the system and at individual institutions. HOTA supports the development of knowledge mobilization and professional development activities as well as advising on content and activities to support the Transfer Advisor Group.

**Transfer Advisor Group:** A community of transfer professionals across Ontario who meet regularly, share promising practices and innovations in the transfer space, and support each other to address transfer issues that may impact students and explore possible solutions.

**Northern Institutions’ Pathways Steering Committee (NOSC):** NOSC collaborates on integrated strategies to create student pathways and enhance institutional collaboration among Northern institutions in Ontario. NOSC focuses on encouraging dialogue about new ideas and initiatives to support Northern students and students who study in the North.

# ONCAT's Professional Development Course for Transfer Advisors

Inspired by research and created by transfer experts, ONCAT has created *Essentials in Transfer and Student Mobility*, our first professional development course for transfer advisors.

This online, asynchronous, six-week course was launched in spring 2024, and is offered free of charge to postsecondary institution staff in Ontario on an ongoing basis.

Developed in collaboration with ONCAT's Heads of Transfer Advising committee, the course addresses topics such as the history and context of transfer across Canada, transfer advising as a profession, and credit assessment principles and guidelines.





# Priority Three: Understanding Learner Mobility

# Research

Research activities play a vital role in shaping the policies, practices and pathways that help learners reach their academic and professional goals.

ONCAT conducts original research programs that investigate learner mobility, student transfer experiences, academic achievement, equity, labour market outcomes, and related topics.

To strengthen ONCAT's ongoing research agenda during the 2023-24 year, our team pursued three strategic goals:

- Bolstering relationships with academic and non-academic researchers, with particular focus on seeking new partners and collaborators.
- Conducting research on emerging and urgent issues in postsecondary education.
- Streamlining internal and external processes to produce deliverables that are more accessible to a wider audience of stakeholders.



## ONCAT Longitudinal Study of Transfer Students

ONCAT Longitudinal Study of Transfer Students (OLSTS) is a mixed-methods data collection initiative that tracks students from the earliest stages of the transfer decision-making process through their first semester of study at their receiving institution. Launched in 2021, this first-of-its-kind data collection initiative facilitates detailed analyses of the transfer process which are currently impossible with existing data sets.

In 2023–24, the initial wave of survey and interview data collection was completed, yielding over 4,000 responses and 100 in-depth interviews with students at various points in their transfer journey.

### Key Findings

- Students value the programs and courses institutions have to offer over other factors, especially when choosing a college.
- Location is a major consideration for transfer students, with students preferring to study near their current locations/homes.
- Program and faculty reputation is an influential factor for students.

### Future Steps

- A series of reports utilizing the first wave of data collection will be released in 2024.
- Key insights will be presented at conferences and ONCAT-sponsored events.



# ONCAT-Funded Research Activities

ONCAT collaborates with external partners to pursue research activities that contribute to a greater understanding of Ontario's postsecondary education sector.

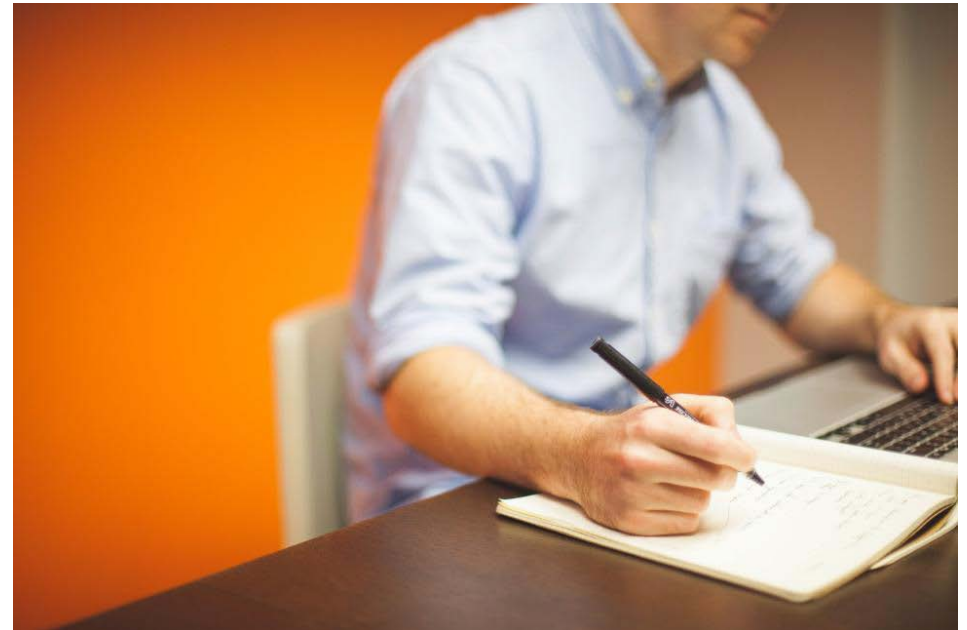
## Funding Opportunities for Research Projects

**ONCAT Research Grants** support the generation of new insights about issues related to learner mobility.

**ONCAT Resource Grants** support the identification and collection of new information related to learner mobility that can enrich ONCAT's ongoing research activities.

As a guiding principle, ONCAT prioritizes funding for research projects that can inform and inspire learner-centric improvements to policies, practices, and pathways at publicly assisted colleges, universities, and Indigenous Institutes in Ontario.

*For more information on research articles funded by ONCAT, visit <https://oncat.ca/publications>*





Helping  
students  
find their  
path.

 **oncat**  
**2023**

Student Mobility and  
Pathways Conference  
November 15 - 16, 2023  
Toronto

# Priority Four: Raise Awareness of Learner Mobility



# ONCAT's 2023 Student Mobility & Pathways Conference



On November 15 and 16, 2023, ONCAT welcomed Ontario's postsecondary education professionals to the Student Mobility & Pathways Conference. It was a fantastic opportunity to collectively enhance our efforts in facilitating student mobility, pathways and transfers.

Thanks in large part to the engagement of the conference panelists, presenters and attendees, the conference was a resounding success. We were especially grateful for the participation and support of Hon. Jill Dunlop, former Minister of Colleges and Universities.

Over the two-day conference, 200+ attendees enjoyed keynote speakers and panels connecting pathways and mobility to learner success.

More than 90% of attendees rated their overall conference experience as excellent!

## Attendee Feedback:

*"The conference was a great opportunity to connect with colleagues across the sector."*

*"The sessions were informative, interesting, motivating and eye-opening."*

*"The conference gave me a lot of exposure to the different funding that ONCAT provides, as well as insight into what other colleges are doing."*

## Post-Conference Content

The keynote addresses and a selection of the presentations were recorded. After the conference, the content was edited and packaged into a series of videos that were shared via ONCAT's monthly newsletter and YouTube channel.



## Student and Support Services

From April 1, 2023, to March 31, 2024, the team attended 18 in-person events with over 3,000 attendees and answered thousands of inquiries from postsecondary students and Ontarians. We participated in large fairs, such as the Ontario University Fair, Ontario College Fair and the Student Life Expo, as well as smaller events at high school fairs and graduate expos hosted by our institutional partners.

Annually, the team answered close to 400 service inquiries from institutions and approximately 750 website inquiries, averaging three questions each workday. We use these questions as a catalyst to enhance our services and improve the guide to better support Ontario learners.

## Development of Resources to Support the Sector

### Reports and Infographics

ONCAT regularly mobilizes knowledge on transfer and student mobility in Ontario by publishing research reports online and providing plain language summaries.

In 2023, we added a new way to share these findings and expand their impact: a series of ONCAT infographics that present key information in a visually appealing and accessible format. Topics included the most common transfer pathways, transfer students' grade point averages and graduation rates, facts about credit recognition, and a map of the province's transfer pathways.

First introduced at ONCAT's November conference, these infographics are shared and promoted through social media and ONCAT's newsletter.



## Lunch and Learn Series

**TRANSFER ADVISORS GROUP**

**LUNCH + LEARN** 

**EVERY 4TH FRIDAY AT 12:15 PM**

The Policy and Public Affairs team continued to produce its Transfer Advising Lunch and Learn program, hosting eight monthly sessions. These virtual gatherings offer postsecondary professionals an opportunity to learn more about student mobility and a forum to discuss attendees' own practices, challenges and strategies. Highlights from the 2023-24 season include: research examining transfer students' intentions and application experiences, a presentation from Seven Generations Education Institute (SGEI), best practices in communicating and supporting students after they transfer, using transfer student data to better understand pathways, and Prior Learning Assessment and Recognition (PLAR).

## Resources for Guidance and Transfer Professionals

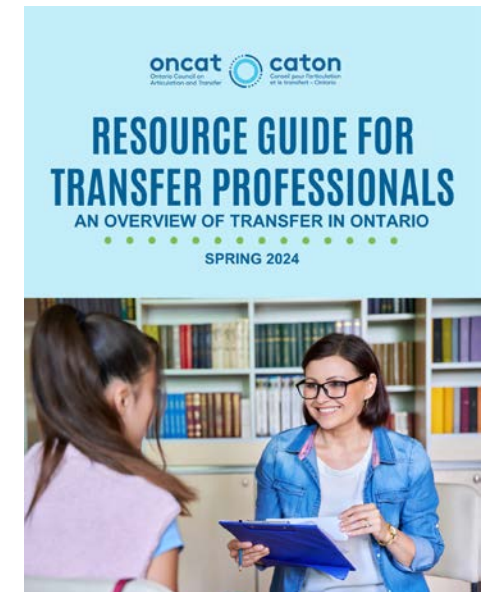
ONCAT developed two Digital Resource Kits for transfer professionals and guidance counsellors. They are a collection of materials and information used to help raise student awareness and understanding of transfer. These downloadable kits are packed with resources, guides, information, instructional videos, and more.



**ontransfer.ca**  
Ontario's Transfer and Pathways Guide

**Transfer Information for Guidance Counsellors**

**Helping students plan for postsecondary?**  
ONTransfer.ca can help navigate the way.



**oncat** **caton**  
Ontario Council on Advancement and Transfer | Council and Participation in a Transfer Career

**RESOURCE GUIDE FOR TRANSFER PROFESSIONALS**  
AN OVERVIEW OF TRANSFER IN ONTARIO  
SPRING 2024

# Financial Report

2023-24

Our audited financial statement for 2023-24 can be found at [oncat.ca/about us](https://oncat.ca/about-us).

The report is comprised of the statement of financial position as of March 31, 2024; the statements of operations and changes in net assets and cash flows for the year; and notes on the financial statements, including a summary of significant accounting policies.

# ONCAT Team



**Adrienne Galway**  
Executive Director



**Shauna Love**  
Operations Director



**Andrew Wilson**  
Transfer and Technology  
Director



**Rachel Houpt**  
Director of Policy and  
Public Affairs



**Nick Hanson**  
Director of Research,  
Data and Funding



**Peter Ssekiziyivu Desera**  
Finance Manager



**Natalie Isber**  
Manager, Strategic  
Initiatives



**Leah Bernardo-Ciddio**  
Transfer & Student  
Services Manager



**Amy Oziel**  
Operations Specialist



**Jeffrey Napierala**  
Research Manager



**Emerson Lacroix**  
Senior Researcher



**Zexi Fan**  
Researcher



**Melinda Cheng**  
Senior Data Analyst



**Tina Liu**  
Data Analyst



**Christine Liber**  
Communications Manager



**Jane Waldner**  
Senior Communications  
Specialist



**Lindsay Bindman**  
Stakeholder Engagement  
Specialist



**Meryl Borato**  
Knowledge Mobilization  
Manager



**Sanja Pavlovic**  
Event Planner



**Allison Maldonado**  
Business Systems Analyst



**Inna Yerosyan**  
Grants and Projects  
Specialist



**Victoria Nickerson**  
ONTransfer Services  
Coordinator



**Andrea Bayuelo**  
ONTransfer Services  
Coordinator



**Abdullah Mushtaq**  
Executive and Governance  
Coordinator

# Board Members

## **Kevin Weaver** *(co-chair)*

President and CEO,  
Georgian College

## **Leo Groarke** *(co-chair)*

President & Vice-Chancellor,  
Trent University

## **David Barnett**

Vice President, Academic,  
Lakehead University

## **Cebert Adamson**

Vice President, Academic,  
Mohawk College

## **Jen McMillen**

Vice Provost, Students,  
Toronto Metropolitan University

## **Laura Stanbra**

Vice President Student  
Services,  
Algonquin College

## **Serge Demers**

Registrar,  
Laurentian University

## **Cindy Fong**

Registrar,  
Seneca Polytechnic

## **Stephanie Ye-Mowe**

Student Representative,  
Waterloo University

## **Bariş Berber**

Student Representative,  
Seneca Polytechnic

## **Kathryn Kettle**

Graduate Representative

## **Christine Bradaric-Baus**

External Representative,  
Vice-President Academic  
of Canadian Memorial  
Chiropractic College

## **Gillian Gibbons**

External Representative,  
Superintendent of Education,  
School and System Operations,  
York Region District School  
Board

## **Adam Hopkins**

Sr. Vice President Academic,  
FNTI

## **Ex Officio Members**

### **Janet Hope**

VP of Policy and Innovation,  
Colleges Ontario

### **Robert Luke**

CEO,  
eCampusOntario

### **Marny Scully**

VP of Policy and Strategy,  
COU

### **Heather Lane**

Executive Director,  
OUAC

### **Marc Provencher**

President & CEO,  
OCAS

### **Adrienne Galway**

Executive Director,  
ONCAT

# Our Partners

Proudly partnering with Ontario's universities, colleges, and Indigenous Institutes.



# Appendix

ONCAT supports Ontario's postsecondary sector through funding to drive learner mobility and transfer support across the province. In 2023-24, ONCAT is funding the following 39 projects:

## ONCAT Capacity and ONCAT Collaboration Grants

**Brock University:** Explore ways to expand equitable admission processes by creating a new Prior Learning Assessment and Recognition (PLAR) policy and operations framework. The project aims to reduce barriers for non-traditional learners, cultivate innovative assessment practices, and increase access to postsecondary education.

**Carleton University:** Develop an institutional micro-credential framework, guidelines and templates. The project builds capacity for the offering of micro-credentials that will increase learner mobility and improve transitions to the workforce.

**Centennial College:** Leverage technology to expedite admissions offers and transfer credit processes, empowering individuals to proactively plan their academic journey earlier and facilitating more efficient access to pathways into the college.

**Collège Boréal:** Create a range of evaluation tools and new training to improve how subject experts complete file evaluations.

**Fanshawe College:** Develop a new model for PLAR assessments that matches applicants' vocational skills to program learning outcomes. The project will reduce the time and costs associated with upskilling and retraining learners for in-demand workforce sectors.

**George Brown College:** Develop a series of academic tools and resources that help newcomers make informed decisions about postsecondary education and career pathways in Canada.

**Georgian College:** Review policies, procedures and practices related to pathways and partnerships, with the goal of making pathways more accessible and transparent for learners.

**Georgian College:** Enhance student experience by reviewing the implementation of articulations and pathways, and database assessment to ensure students access accurate information.

**Humber College:** Create seamless transfer pathways for academic upgrading students. The project will lead to quicker credential completion for these students, reducing their financial burden and expanding their access to additional pathway opportunities.



**Humber College:** Develop a self-assessment tool that will systematically guide learners in evaluating the knowledge, skills and attitudes gained from prior learning against relevant course learning outcomes.

**Lakehead University:** Revise pathways with eight Ontario colleges to update curriculums and renew institutional relationships. The goal is to improve pathways to enhance learners' career opportunities.

**Laurentian University:** Enable learners to gain recognition for prior learning, focusing on educational and professional development non-credit credentials. The aim is to create an internal dataset that will support learners to effectively leverage their prior learning experiences.

**Loyalist College:** Explore ways to help home-care workers leverage their prior learning and experience, facilitating their advanced entry into the PSW program. The project aims to reduce barriers for mature students interested in pursuing postsecondary and career opportunities.

**Mohawk College:** Support the development of a collaborative partnership with college stakeholders and community social service agencies. Individuals who engage in informal learning and volunteer work will have opportunities to receive recognition and academic credit that ladders to college programs.

**Mohawk College:** Raise awareness about PLAR opportunities among prospective students and equity-deserving groups. The project involves redesigning websites to provide clearer guidance, developing a pre-assessment tool for learners, and engaging in efforts to increase the number of PLAR submissions.

**Niagara College:** Implement new strategies to facilitate a smooth transition to postsecondary programs and create new pathway/transfer opportunities for Indigenous learners. The program provides learners with access to holistic and cultural services and supports.

**Sault College:** Expand database of pre-approved credit equivalencies, increasing transfer credit offerings at the time of admission, strengthening student-facing self-service database, and reducing wait times at the start of each semester.

**Trent University:** Develop an institutional transfer credit processing policy that will enhance internal efficiencies and reduce wait time for incoming transfer students.

**Trent University:** Develop tools to assess, monitor, and improve transfer student academic success and satisfaction. The project will research and pilot skills development opportunities to assist student transition, while developing systems for tracking success over time.

**Université de Hearst:** Implement a student mobility data system. The system will facilitate the recognition of prior learning and improve credit transfer processes for students.

**University of Ottawa:** Upgrade the course equivalency database by adding cyclical review for equivalencies and integrating international credits. The upgraded database will increase credit recognition, expand opportunities for learner mobility, and enhance student experience.

**York University:** Develop resources and programming that support the academic success and social connectivity of transfer students. The project will enhance the overall experience of transfer students by building academic skills, exploring career development, and fostering personal wellbeing.

**College La Cité:** Analyze the feasibility of a pathway from a partner institution to the Advanced Paramedical Care program at Collège La Cité.

**College La Cité:** Develop the organizational and administrative infrastructure to allow a new joint bachelor's degree in business administration program to be offered in September 2024 by College La Cité and the Université de l'Ontario français. This innovative collaboration will allow students to simultaneously take university and college courses completely in French.

**Lakehead University:** Explore new program pathways for registered practical nurses by building connections between Lakehead University and Centennial College. In particular, the project aims to provide learners with more opportunities to receive advanced standing for their prior learning and skills.

**Lakehead University:** Develop integrated pathways for law clerks, by building connections between Lakehead University and Seneca Polytechnic. The pathways enhance postsecondary access in northwestern Ontario and provide students with opportunities to gain valuable workforce experience and connections.

**Lakehead University:** Expand pathways to degree programs for college graduates from general arts and science programs, by building connections between Lakehead University, Confederation College, Fanshawe College and Georgian College. The project reviews transfer requirements and credits to facilitate greater learner mobility.

**Queen's University:** Expand a network of transfer pathways from engineering technology diplomas to accredited engineering degrees. The project adds two new university partners and increases the visibility and efficiency of accredited engineering transfer pathways through cross-institution collaboration.

**Université de Hearst:** This project explores an opportunity to create an academic pathway for French-language psychology programs at the Université de Hearst.

## Transfer Bridging Grants

**Fleming College:** Establish a bridging program that engages Indigenous learners during their transition to postsecondary studies. The program offers foundational and college-level courses that integrate Indigenous perspectives and support Indigenous learners' educational aspirations.

**Trent University:** Develop a transfer student-specific bridging program to support student transition centered on academic success and social integration. Consultation and design will occur with students, faculty, staff, and curriculum designers.

**Université de Hearst:** Create a transition program to support transfer student success. This will include adapting a university refresher course into a self-guided online format as well as creating additional tools and procedures.

**University of Ottawa:** Create a bridging program in French and English for students with advanced placement. The credit-bearing course will provide orientation to university life, competencies for success, networking opportunities, early intervention, and direct access to student support services.

**York University:** Develop and implement a bridging course with wraparound supports for incoming transfers students. The course takes a preventative approach to addressing challenges and will build academic skills and campus connections that will set students up for academic and personal success.

## Indigenous Institutes Transfer Grants

**FNTI:** Enhance transfer operations by improving data tracking systems, liaising with postsecondary partners, and advocating for transfer students. The project ensures that the development process for any new standalone program will consider opportunities for transferability and pathways.

## MyCreds Onboarding Grants

**St. Clair College**  
**Ontario Tech University**

## Prior Learning Assessment and Recognition (PLAR) Innovation Grants

**Fleming College:** Support the institution's participation in a pilot program that will test and evaluate the potential benefits of AI-powered tools to assess skills and competencies. By reducing the time and cost of PLAR processes, the project aspires to broaden access to postsecondary opportunities.

**Humber College:** Explore ways that AI-powered language model tools could enhance the efficiency and quality of PLAR assessment activities. The project will establish a comprehensive process for the determination, development, and deployment of PLAR assessment tools across the institution.



## Moving Student Mobility Forward

Established in 2011, the Ontario Council on Articulation and Transfer (ONCAT) plays a pivotal role in supporting learner mobility, working to reduce barriers for students seeking to transfer among the province's public colleges, universities, and Indigenous Institutes. ONCAT is funded by the Government of Ontario.

Ontario Council on Articulation and Transfer/  
Conseil Ontarien pour l'articulation et le transfert  
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