Program and Overview of Sessions

ONCAT

The Student Mobility & Pathways Conference

DAY 1 NOV. 15	PLENARIES AND FEATURED SPEAKERS	EFFECTIVE PRACTICES AND PROCESSES	RESEARCH AND TRENDS	STUDENT IMPACT	PATHWAYS AND PARTNERSHIPS
8:00AM-5:00PM	REGISTRATION (LOBBY)				
8:00AM-9:00AM	BREAKFAST (LOBBY, GRAND BALLROOM)				

WELCOME/LAND ACKNOWLEDGEMENT AND OPENING PLENARY: "EXPANDING PATHWAYS: FROM POSTSECONDAY TO THE LABOUR MARKET" (GRAND BALLROOM)

9:15AM-11:00AM

- Opening: Erin Moe, Faculty, First Nations Technical Institute
- Welcome: The Honourable Jill Dunlop, Minister of Colleges and Universities
- Dr. Heather McIntosh, Associate Director of Education and Skills, The Conference Board of Canada
- Dr. Andrew Bieler, Director of Partnerships & Experiential Learning, Business & Higher Education Roundtable
- Surranna Sandy, CEO, Skills for Change
- Vaishnavy Gupta, Director of Customer Success, FutureFit AI

11:00AM-11:10AM	REFRESHMENT BREAK (LOBBY)

BLOCK A

11:10AM-12:00PM

INCORPORATING TECHNOLOGY INTO CREDIT TRANSFER ASSESSMENT (YORK A & B)
Kaylin Kainulainen, Vijay Mago, and Andrew Fisher, Lakehead University

ETHNO-RACIAL DISPARITIES IN VERTICAL TRANSFER INTENT (SALON III & IV)
Roger Pizarro Milian, Academica Group

THE TRANSFER STUDENT JOURNEY (SALON I & II)
Nic Boileau, Henrique Hon, Jeffrey Napierala, ONCAT

12:00PM-12:10PM	REFRESHMENT BREAK (LOBBY)

BLOCK B

12:10PM-1:00PM

MAY THE TRANSFER ADVISING BE WITH YOU (SALON III & IV)
Chiara Filicetti and Jameil King, Humber College

BUILDING BRIDGES FOR SUCCESS (SALON I & II)
Nick Hanson, ONCAT; Christina Meredith, Humber College; Lorna Schwartzentruber, York University; and Rebecca Nicholls, Niagara College

ENGINEERING TECHNOLOGY TO ENGINEERING DEGREE TRANSFER PATHWAYS (YORK A & B)
Max Ullrich, Kat Paudyn and Kimia Moozeh, Queens University

*Workshops are subject to change

1:00PM-2:00PM	**LUNCH AND TRANSFER AWARDS CEREMONY (LOBBY, GRAND BALLROOM)**
2:00PM-3:00PM	**KEYNOTE ADDRESS (GRAND BALLROOM)** John Fink, Senior Research Associate at the Community College Research Center (CCRC) at Teachers College, Columbia University
3:00PM-3:10PM	**REFRESHMENT BREAK (LOBBY)**
BLOCK C **3:10PM-4:00PM**	**ACADEMIC SKILLS FOR PATHWAY STUDENTS (SALON III & IV)** Michelle Gravelle and Victoria Baker, Seneca College **ONE SONG, MANY SINGERS (SALON I & II)** Elle Ting and Anna Tikina, British Columbia Council on Admissions and Transfer **SUPPORTING STUDENT MOBILITY & SUCCESS THROUGH STUDENT SERVICES (YORK A & B)** Jennifer Sparks, University of Guelph
4:00PM-4:10PM	**REFRESHMENT BREAK (LOBBY)**
Structured Networking **4:10PM-5:00PM**	**RESEARCH NETWORKING (SALON III & IV)** **STRUCTURED NETWORKING (YORK A & B)** **SPEED DATING PATHWAYS (SALON I & II)**
5:00PM-6:00PM	**RECEPTION AND SPONSOR WELCOME (LOBBY)**

DAY 2 NOV. 16	PLENARIES AND FEATURED SPEAKERS	EFFECTIVE PRACTICES AND PROCESSES	RESEARCH AND TRENDS	STUDENT IMPACT	PATHWAYS AND PARTNERSHIPS
8:00AM-3:00PM	REGISTRATION (LOBBY)				
7:45AM-8:45AM	BREAKFAST (LOBBY, GRAND BALLROOM)				
9:00AM-10:30AM	**KEYNOTE ADDRESS (GRAND BALLROOM)** Jason La Rochelle, Director for the Office of Indigenization at the Justice Institute of British Columbia (JIBC) & Jennifer Anaquod, Ph.D. candidate on displaced place-based education				
10:30AM-10:40AM	COFFEE/TEA BREAK (LOBBY)				
BLOCK D 10:40AM-11:30AM			**STUDENT PATHWAYS INTO ONTARIO COLLEGES' BACHELOR'S DEGREES (SALON III & IV)** Ursula McCloy and Gerardo Infante, Seneca College		
				INDIGENIZING PLAR AT ONTARIO UNIVERSITIES (YORK A & B) Anita Vaillancourt, Lana Ray, Laija Beaulieu, Denise Baxter, Mercedes Jacko, Lakehead University	
					BUILDING BRIDGES BETWEEN TC AND PLAR (SALON I & II) Rod Missaghian, Judy Tavares, and Bonnie Kennedy, Canadian Association for Prior Learning Assessment
11:30AM-11:40AM	REFRESHMENT BREAK (LOBBY)				
BLOCK E 11:40AM-12:30PM		**MAPPING TRANSFER PROCESSES: LEARNINGS AND OUTCOMES FROM THE MAPIT PROJECT (SALON III & IV)** Carolyn Poplak, ONCAT; Tawny Flude, Trent University; Zanita Shamselarijani, York University; Alexandra Bursey, Durham College; and Ji Ae Rhee, Centennial College			
			EXPLORING BLACK STUDENT POST-SECONDARY AMBITIONS (YORK A & B) Kisha McPherson, Toronto Metropolitan University; Sonia Lewis and Anika Forde, York University		
				ENHANCING TRANSFER STUDENTS' SUCCESS: **THE ROLE OF SUPPORT LETTERS IN THE ADMISSIONS PROCESS (SALON V)** Hilary Holmes, University of Guelph	
					PROOFING PATHWAYS: BC'S TRANSFER CREDIT SYSTEM STORY (SALON I & II) Jennifer Kook and Irene Kuo, British Columbia Council on Admissions and Transfer

12:30PM-1:45PM	**LUNCH (LOBBY, GRAND BALLROOM)**
1:00PM-1:45PM	**STUDENT PANEL (GRAND BALLROOM)**
BLOCK F **1:50PM-2:40PM**	**ENHANCING SERVICES AT ONCAT (SALON III & IV)** Andrew Wilson and Sienna Stock, ONCAT
	STUDENT PATHWAYS THROUGH POSTSECONDARY EDUCATION (YORK A & B) Liliana Corak, Statistics Canada
	CHANGING THE TRANSFER ASSESSMENT GAME (SALON I & II) Melissa Ehrlich and Erie Zantingh, Wilfrid Laurier University
	PATHWAI: A TOOL FOR TRANSFER CREDIT ASSESSMENT (LIMITED SEATING, SALON V) Kaylin Kainulainen and Vijay Mago, Lakehead University
2:40PM-2:50PM	**REFRESHMENT BREAK (LOBBY)**
BLOCK G **2:50PM-3:40PM**	**PATHWAI: A TOOL FOR TRANSFER CREDIT ASSESSMENT (LIMITED SEATING, SALON V)** Kaylin Kainulainen, Vijay Mago, and Andrew Fisher, Lakehead University
	TRACKING TRANSFER STUDENT OUTCOMES (SALON III & IV) Tawny Flude, Trent University; Terry Thomason, Canadore College; and David Adam Baker, Fleming College
	BUILDING A DEDICATED VISION FOR RPL (SALON I & II) Katie Cook, Melinda Kao, Alena Shah and Judy Tavares, Humber College
	LEVERAGING CONTINUING EDUCATION PROGRAMMING TO FACILITATE PATHWAYS TO POST-SECONDARY PROGRAMS FOR MATURE LEARNERS (YORK A & B) Katrina Padyk and Minette Klazinga, Fanshawe College
3:40PM-3:45PM	**TRANSITION TIME**
3:45PM-4:00PM	**CLOSING REMARKS (GRAND BALLROOM)**

Sessions Listed Alphabetically

ACADEMIC SKILLS FOR PATHWAY STUDENTS —
MICHELLE GRAVELLE, SENECA COLLEGE

Pathway students arrive at their destination with a diverse range of academic experiences behind them and new challenges ahead. As a result, it is important to have supports in place that can bridge gaps that may exist. Learning centres and libraries provide supplemental instruction to students through a variety of means such as peer-tutoring, synchronous, and asynchronous tutorials and workshops on a wide variety of topics such as course concepts, writing, and communication, math skills, study skills, information, and digital literacies. Managers from Seneca Polytechnique will share the multi-phased approach they took in order to learn what skill sets needed the most development for pathway students including research, writing, citations, critical thinking, group work, and time management.

BUILDING BRIDGES BETWEEN CREDIT TRANSFER AND PLAR —
ROD MISSAGHIAN, CAPLA, AND HUMBER COLLEGE

The Canadian Association for Prior Learning Assessment (CAPLA) has been operating with a mandate on raising awareness and advocating for the efficacy of Recognition of Prior Learning (RPL) in Canada. For this presentation, they will consider RPL as including processes for recognizing the transfer of academic credit and education credentials, in addition to informal or experiential learning through authentic assessments. This panel presentation will bring together members of CAPLA and practitioners who have years of experience administering and researching RPL in the postsecondary sector. The goal of this presentation is to stimulate conversation about how to better integrate the goals of RPL with those of Credit Transfer, as both have potential mutual benefit to gain from aligning their goals and interests. The panel discussion will be preceded by an introduction to how colleges in Ontario conceptualize credit transfer either separately or as part of one similar process.

BUILDING BRIDGES FOR SUCCESS – NICK HANSON, ONCAT, AND HUMBER COLLEGE, YORK UNIVERSITY, NIAGARA COLLEGE

In early 2023, ONCAT announced a special funding opportunity to develop new programs for students who may require additional transition supports due to the impact of pandemic-related educational disruptions. ONCAT received a higher-than-expected number of submissions — a clear sign that Ontario's publicly funded colleges, universities, and Indigenous Institutes are committed to helping students through these unprecedented times. In total, ONCAT awarded over $560,000 in funding to eight postsecondary institutions. This panel presentation and discussion highlights three projects that were developed through this funding stream. Specifically, all three projects involved the launch of a "bridging program" to bolster new students' academic preparedness for postsecondary coursework. Additionally, all three projects featured activities to help familiarize new learners — particularly ones from historically marginalized communities — with social services, tutoring resources, and cultural networks. Panellists will share the "big picture" vision and logistic details of their programs, along with preliminary observations about their successes and limitations.

BUILDING A DEDICATED VISION FOR RECOGNITION OF PRIOR LEARNING (RPL): ONE INSTITUTION'S STORY AND EXPERIENCE – MELINDA KAO, HUMBER COLLEGE

At Humber College, Recognition of Prior Learning (RPL) is comprised of the following three components: transfer credit, pathways, and prior learning assessment and recognition (PLAR). In April 2023, the College launched its three-year *Academic Plan*, outlining the institution's ongoing commitment to "expanding [their] range of credentials, pathways, and recognition of prior learning (RPL) processes to support transitions between high school, postsecondary education, and employment." This presentation will provide a brief history of RPL at Humber, focusing on a recent collaboration between their Quality Assurance and Registrar's Offices to develop a Blackboard resource site, including an accompanying guide. This presentation will discuss lessons learned from this collaboration and opportunities to continuously enhance RPL practices, . Participants are encouraged to share their experiences and identify RPL practices at their own institutions they may want to advance.

CHANGING THE TRANSFER CREDIT ASSESSMENT GAME: A CASE STUDY — MELISSA EHRLICH, WILFRID LAURIER UNIVERSITY

The benefits of completing transfer credit reassessments ensure awarded transfer credits are accurate, appropriately acknowledge previous education, and build up institutional transfer credit databases. However, there is less certainty about the best practices to facilitate transfer credit reassessments. Many individuals in the transfer sector looking to improve their processes are left in the dark with large projects, limited resources, and information gaps. This presentation will highlight why and how Laurier reimagined their transfer credit reassessment process. This session will walk attendees through their previous practices, their project approach, and where they are today. The focus will be on lessons learned and how to have done things differently with more knowledge. This presentation invites colleagues to discuss transfer credit reassessment processes to develop an understanding of best practices, challenges, and successes across the sector. Attendees can expect to learn more about Laurier's approach to improving the transfer credit reassessment process with little time and resources.

ENGINEERING TECHNOLOGY TO ENGINEERING DEGREE TRANSFER PATHWAYS — MAX ULLRICH, QUEEN'S UNIVERSITY

There are a limited number of opportunities for efficient transfer from technology programs into accredited engineering programs in Ontario, and some of the mechanisms that exist involve significant credit loss, additional years of study, and lack of bridging infrastructure. This session provides an overview of a transfer pathway development project led by Queen's University and funded by ONCAT that increases opportunities for students with an advanced diploma in Engineering Technology to transfer into accredited engineering degree programs in Ontario. This session will share details about the pathway, including the Queen's University pilot (Queen's Engineering Bridge), and plans for future growth into an Ontario-wide network. This session will discuss lessons learned in navigating through the logistics of developing transfer pathways into accredited programs.

ENHANCING SERVICES AT ONCAT: A CLOSER LOOK AT SERVICE LEVEL EXPECTATIONS AND TRACKING TECHNOLOGY — ANDREW WILSON, ONCAT

In 2020, our transfer and technology team took proactive measures to ensure timely and efficient response to inquiries from students and institution partners. We implemented service level expectations that are in line with industry standards and best practices, outlining maximum timeframes for acknowledging, resolving, and closing inquiries. To support these efforts, we utilize a web-based tool that facilitates partner and learner service and incident ticketing, project management, and operational workflow management. In this dynamic and interactive presentation, we will share our findings and insights gained during the implementation and operationalization of these expectations, and how they can be applied in your own work, office, or department.

ENHANCING TRANSFER STUDENTS' SUCCESS: THE ROLE OF SUPPORT LETTERS IN THE ADMISSION PROCESS — HILARY HOLMES, UNIVERSITY OF GUELPH

This session will present the findings of a study on the impact of support letters in the transfer admission process which explores the content, quality, and influence of support letters on the admission decision. The presentation will highlight the challenges faced by transfer students during the admission process and provide practical recommendations for improving the quality and effectiveness of personal support letters. The session aims to contribute to the continuous improvement of the transfer admission process and increase opportunities for access and student mobility. Attendees will have the opportunity to engage in an activity where they will need to determine which of two students should be admitted to a program with one remaining space, based on their support letter. This session is suitable for transfer students, transfer advisors, and admission officers who are interested in improving the transfer admission process and supporting the success of transfer students.

ETHNO-RACIAL DISPARITIES IN VERTICAL TRANSFER INTENT — ROGER PIZARRO MILIAN & JULIE PETERS, ACADEMICA GROUP

This presentation will communicate the findings of recently completed analyses of ethno-racial disparities in vertical transfer (e.g., college-to-university) intent among Ontario college applicants using Academica's University/College Applicant Study (UCAS). The intersection of ethno-racial identities and transfer pathways has received limited attention within the Ontario context, but has important research and policy implications. This presentation observes that ethno-racial minority groups have higher levels of vertical transfer intent than white counterparts. These differences persist even after controlling for a series of potential confounders. These findings are used to theorize about prospective mechanisms that could be driving these differences, such as streaming at the high school level. Attention is also drawn to prospective strategies that could be employed by interested stakeholders to facilitate vertical transfer among ethno-racial minority groups.

EXPLORING BLACK STUDENT POSTSECONDARY AMBITIONS: DECISION-MAKING, MOBILITY, AND COLLEGE-UNIVERSITY PLANS — ANIKA FORDE, YORK UNIVERSITY AND TORONTO METROPOLITAN UNIVERSITY

This session will discuss research findings on the experiences and plans of Black students, noting influences on their selection, navigation, and completion of their educational pathway. Additionally, this session discusses the conditions which shaped students' interests, plans and decisions in terms of their education, occupation, and career ambitions. In doing so, the session provides insight into the nuances of their decision-making processes and who have tended historically to select college over university as a postsecondary education path. In exploring the students' pursuits of their postsecondary ambitions, this session will discuss how race factors into their decision-making processes.

INCORPORATING TECHNOLOGY INTO CREDIT TRANSFER ASSESSMENT: THE PATHWAI LEARNING OUTCOMES ANALYSIS SYSTEM – KAYLIN KAINULAINEN, LAKEHEAD UNIVERSITY

With support from ONCAT, the PathwAI team at Lakehead University has been working to create an online learning outcomes analysis system with the goal of providing an innovative, accessible, and technologically-driven tool for use in postsecondary transfer credit assessment. Through continuous development and refinement, PathwAI now represents a unique and innovative tool that can facilitate inter-institutional collaboration and streamline transfer credit evaluations. The panel will discuss relevant topics such as the inspiration for and development of PathwAI; how Natural Language Processing (NLP) works to determine semantic similarity and why this is important for evaluating course equivalency; the ways in which PathwAI can improve the process of transfer credit assessment; and potential future applications. The panel will also include a general discussion about the application of artificial intelligence (AI) to postsecondary credit transfer and provide an opportunity for audience questions.

INDIGENIZING PLAR AT ONTARIO UNIVERSITIES – ANITA VAILLANCOURT, LAKEHEAD UNIVERSITY

Prior Learning Assessment & Recognition (PLAR) is the practice of acknowledging the information, skills, and understanding that adult learners have acquired outside of an accredited institution in formal and non-formal learning environments. Various studies have noted many benefits of PLAR including enhanced retention and graduation rates, shortened time to earn a degree and enhanced confidence and skill building. PLAR has also been identified as a mechanism to support equity and student success for marginalized populations. This roundtable explores the relevance and possibilities of PLAR for Indigenous peoples in a university setting. It is informed by a two-year study conducted in partnership with Nokiiwin Tribal Council and Kiikenomaga Kikenjigewen Employment & Training Services (KKETS). Key findings of the project to be discussed include the alignment of PLAR philosophy with Indigenous educational theory, and current enablers, barriers and considerations to Indigenous PLAR implementation.

LEVERAGING CONTINUING EDUCATION PROGRAMMING TO FACILITATE PATHWAYS TO POSTSECONDARY PROGRAMS FOR MATURE LEARNERS — KATRINA PADYK, FANSHAWE COLLEGE

Fanshawe College recently completed a segmentation study of mature learners. The purpose of this study was to segment and profile the College's mature learners (defined as students who are at least 25 years old) in terms of various factors including: 1) shared demographics (e.g., gender, age, status in Canada, highest level of education, first generation status); 2) academic program/course information (e.g., credentials, study areas, registration status); attitudes (e.g., satisfaction with services, facilities, and learning experiences); 3) behaviors (e.g., engagement in the classroom, usage of services and facilities); 4) registration process (course delivery choice, registration method); 5) employment information (e.g., employment status; employer support); and 6) other factors (e.g. activities outside classroom hours). This session will inform attendees on how to design Continuing Education programs using postsecondary courses and show the pathway benefits of this program planning.

MAKING EDUCATION MORE ACCESSIBLE THROUGH PATHWAYS — PAMELA TEED, CAMBRIAN COLLEGE

Cambrian College designed a common first-year curriculum for programs in business, accounting, hospitality, and finance. The design of this curriculum and the common base of the first year in multiple programs allows for easy transfer into a new program or the opportunity to exit the college if students find permanent employment or if their situation has changed, making it almost impossible to continue their studies. This pathway design provides options to remain in a college program or pursue a degree, or to re-enter later; hence, making education accessible. These options are only possible through the pathways developed to support easy transitions in this learning environment as well as motivate the student to continue their educational path. This pathways model can impact the college and university sectors. Through a discussion on the factors one should consider when designing postsecondary programs, this session plans to influence pathway design.

MAPPING TRANSFER PROCESSES: LEARNINGS AND OUTCOMES FROM THE MAPIT PROJECT – CAROLYN POPLAK, ONCAT, AND TRENT UNIVERSITY, YORK UNIVERSITY, DURHAM COLLEGE, CENTENNIAL COLLEGE

MapIT is a project that evolved from the engagement and capacity building work done with the transfer advisor group (TAG). Members wanted to understand the following: what are our transfer processes? How long does it take? How can we make the process more efficient? What is working for other institutions and why? How do we communicate our policies effectively to students? After a pilot cohort of ten participating institutions, 75% of Ontario institutions have participated in this initiative. This session will be an opportunity to hear from participants from different cohorts and speak about their experience in the project. This panel will be a Q&A style presentation between moderator and panelists.

MAY THE TRANSFER ADVISING BE WITH YOU – CHIARA FILICETTI, HUMBER COLLEGE

Transfer students are a unique group that make up 50% of all Humber students. They require special advising that is all encompassing and considers their education and career past, present and future. Transfer advisors must remain consistent with an eagerness to learn and share their knowledge with each other. This session will touch on transfer student outcomes, experiences and how to build cooperation and collaboration within respective institutions. This session includes an overview of Humber's Advising model including virtual and in-person advising, automated communications and events that build a transfer culture while supporting the students. It will explore the different advising methods and styles such as Developmental Advising, Prescriptive Advising and Intrusive Advising. The session will share examples of times that different advising methods have been used and which methods work best for various situations. There will be a discussion of the positive outcomes of transfer advising for the students such as feelings of inclusion and increased access to resources and information.

ONE SONG, MANY SINGERS: WHAT TRANSFER STUDENTS' EXPERIENCES IN BC PUBLIC POSTSECONDARY CAN REVEAL ABOUT THE PAST, PRESENT, AND FUTURE OF STUDENT MOBILITY – ELLE TING, BCCAT

Examining trends and contexts in British Columbia (BC) transfer and postsecondary enrolment over time makes it possible to highlight important systemic changes in opportunities and limitations for students, with particular attention to students who use transfer to meet their goals. Both the 2019 Survey of Mobile Students and Student Transitions Project data create a clearer picture of trends in transitions to postsecondary in BC and mobile students' backgrounds and motivations. The 2019 Survey of Mobile Students explored goals, motivations, experiences, and level of satisfaction of transfer students at BC public postsecondary institutions. We compare the results of the 2019 survey with a similar 2012 study and with the more recent and routinely updated National Student Clearinghouse Research Center data, in order to assess the BC Transfer System's responsiveness to diverse student needs and the future potential to remove barriers.

PATHWAI: A TOOL FOR TRANSFER CREDIT ASSESSMENT – KAYLIN KAINULAINEN, LAKEHEAD UNIVERSITY

Despite its importance for student mobility, accurately assessing transfer credit can be a complex and challenging process. The PathwAI Online Learning Outcomes Analysis System supports the task of credit evaluation by applying Natural Language Processing (NLP) to compare courses based on the semantic similarity of relevant details like course descriptions and learning outcomes. PathwAI represents an innovative approach to postsecondary transfer credit assessment. By automating course equivalency evaluations and facilitating institutional collaboration, PathwAI can assist transfer professionals in determining accurate and consistent credit for transfer students. This session will introduce audience members to the PathwAI interface as well as provide an instructional "how-to" demonstration. Participants will have the opportunity to ask questions, provide feedback, and learn about potential future developments in this area. Note: Participants are encouraged to bring a laptop as well as a minimum of 2 course descriptions to be able to fully engage in this session.

PROOFING PATHWAYS: BC'S TRANSFER CREDIT SYSTEM STORY — JENNIFER KOOK, BCCAT

BC's transfer system is ideally positioned, both contextually and technologically, to encourage skills development and provide students and postsecondary staff, advisors, faculty, administrators, and leaders, with an easier way to identify and build transfer, bridging or laddering opportunities. By connecting courses, programs, and transfer options, this system facilitates informed decision making throughout a learner's postsecondary journey. This session will share how the TCS Program Pathways project is leveraging course-to-course equivalency information and workflows available in BC's Transfer Credit System to not only identify pathway opportunities available to students and PSIs, but go deeper, to provide course-level details on the transfer credit that would be granted and applied in a subsequent program. There will be an overview of how the BC transfer system, both historically and technologically, has led to this project, a project update and overview, including scope, motivations and goals, how BC's PSI stakeholders have been involved, and the challenges and issues that are being addressed.

STUDENT PATHWAYS INTO ONTARIO COLLEGES' BACHELOR'S DEGREES: PATTERNS OF MOBILITY, STUDENT CHARACTERISTICS, ACADEMIC AND LABOUR MARKET OUTCOMES — URSULA MCCLOY, SENECA COLLEGE

Ontario Colleges have been offering bachelor's degrees since 2002, and they have grown steadily: in 2020 there were 3,896 graduates across the 12 colleges that offer college degrees. Associated with this expansion, colleges have been developing a variety of pathways into their degree programs, including course credit, bridges, preparatory pathways, and block transfer. However, a significant knowledge gap exists in terms of the profile of students who take these pathways, the amount of advanced standing that has been provided, and whether their academic and labour market outcomes are comparable to non-transfers. This study addresses this knowledge gap by analyzing the sociodemographic profile, educational background, pathway to degree entry, and academic outcomes of baccalaureate students at five of Ontario's colleges, who comprise 85% of degree enrolment.

STUDENT PATHWAYS THROUGH POSTSECONDARY EDUCATION: LONGITUDINAL ANALYSIS OF TRANSITIONS BETWEEN EDUCATIONAL QUALIFICATIONS – LILIANA CORAK, STATISTICS CANADA

Postsecondary education is a critical component of the education system, providing students with the skills and knowledge they need to succeed in the labour market and in their personal lives. However, the pathways that students take through postsecondary education are often complex and varied, shaped by various individual, social, and institutional factors. Understanding these pathways is essential for policymakers, educators, and researchers seeking to improve postsecondary education outcomes. This presentation will provide a comprehensive analysis of students' transitions between educational qualifications in Canada. Using longitudinal data from the Education and Labour Market Longitudinal Platform (ELMLP), the study will examine the educational trajectories of cohorts of students starting in 2014, providing national and provincial results. The study will consider a range of factors that influence these pathways, including students' field of study and demographic characteristics such as age, gender, and status of student in Canada.

SUPPORTING STUDENT MOBILITY & SUCCESS THROUGH STUDENT SERVICES – JENNIFER SPARKS, UNIVERSITY OF GUELPH

What supports student success post-transfer? Research has suggested that postsecondary education institutions can support transfer student success with resources and services aimed at assisting students with the adjustment into their new academic and social environment. This session will share preliminary results from an ONCAT funded post-doctoral research study on Transfer Shock and Student Services in Ontario Post-Secondary Education Institutions. Specifically, it will share findings from a website content analysis that was conducted to better understand the range of resources and student services postsecondary education institutions in Ontario currently offer in support of transfer students.

TRACKING TRANSFER STUDENT OUTCOMES: ONCAT'S DATAPILOT PROJECT — MERYL BORATO, ONCAT, AND LAKEHEAD UNIVERSITY, TRENT UNIVERSITY, CANADORE COLLEGE, FLEMING COLLEGE

Through the DataPilot, ONCAT is committed to working with its partners to improve the capacity for pathway monitoring across Ontario colleges, universities, and Indigenous Institutes, supporting each institution to participate in a pilot to assess student uptake of transfer pathways, along with the characteristics and associated outcomes. This session will provide four perspectives on participating in ONCAT's DataPilot project. Panelists will speak about successes and challenges in collecting and managing data on transfer students, what they learned about transfer students at their institution, and more.

THE TRANSFER STUDENT JOURNEY: FINDINGS FROM A LONGITUDINAL STUDY — JEFFREY NAPIERALA, ONCAT

Since 2015, ONCAT has been regularly collecting data on Ontario transfer students' experiences and decision-making. The most recent project of this type, launched in September 2021, is a longitudinal mixed-methods study. The first stage of this study consists of a survey on the intentions/plans of prospective transfer students in Ontario and a follow-up interview with a subset of the participants. The second stage includes an interview about their experience applying for transfer credit. The third stage consists of an interview and survey, both of which are focused on transfer students' experiences at their receiving institutions. This presentation will share findings from each of these stages including where prospective transfer students are considering transferring from and to, their reasons for transferring (in general and to specific institutions and programs), and the sources of information that they consult.