

# **Assessing Determinants of Academic Success for College to University Transfer Woodsworth College, Faculty of Arts and Science, University of Toronto**

## **Executive Summary**

The Diploma to Degree program at Woodsworth College in the Faculty of Arts and Science, University of Toronto is built upon articulated, bilateral agreements with George Brown College, Humber College and Seneca College. The facilitated transfer model for these pathways is unique in that it provides early academic advising and an opportunity to experience university life prior to making the decision to pursue degree studies after successfully completing a two-year, liberal arts diploma program at college.

This study set out to compile and analyze data collected prior to and specifically for this project to contribute to the research of assessing college to university transfer and in particular the Diploma to Degree facilitated model. To date, 385 students have participated in the program with the majority coming from Seneca College which piloted the program with Woodsworth College in 2007.

- Since introducing the Diploma to Degree pathway, the Faculty of Arts and Science at the University of Toronto has increased the number of college transfers entering degree studies significantly.
- A higher percentage of Diploma to Degree students access OSAP and other financial assistance. This suggests there may be higher financial need amongst this group than the overall undergraduate population in the Faculty of Arts and Science at the University of Toronto. In addition, this suggests that this group of students may be better equipped to access financial aid resources as a result of targeted efforts to make these available specifically to this group.
- A significant number of the Diploma to Degree students (43%) worked on average 16 hours a week while attending college. College transfers move from an institutional culture where more than 50% of the students work to a university

culture where less than 10% of the population is employed while studying.

Financial need is likely a combination of low socioeconomic status and the need to decrease hours worked while pursuing degree studies.

- The gender balance in the Diploma to Degree Program (50.8% female; 48.2% male) is more even than in the Faculty of Arts and Science generally (59% female; 41% male). A slighter higher number of male students have graduated from the Diploma to Degree Program (52%). This suggests that this initiative breaks down barriers to post-secondary access for some male students who may not have considered university studies prior to engagement at the college level.
- Diploma to Degree students behave in a similar way to the general Arts and Science population at the University of Toronto. They persist to degree completion and upon graduating have similar program combinations and grade point averages.
- Initial institutional concerns about increasing the number of transfer credits (from 2.0 to 6.0) into a program-based HBA degree program have been addressed with the Diploma to Degree program. There has been increased participation, retention and overall academic success for college transfers.

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