



The Changing Patterns of College-to-University Transfer:

Examination of the Graduate Satisfaction Survey since 2006-07

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INTRODUCTION

- Preliminary analyses of the further education pathways of Ontario College graduates six months after graduation.
- Graduation years of 2006-7 to 2012-13 were analyzed using the MTCU KPI Graduate Student Satisfaction Survey.
- The study is a follow-up of the 2011 HEQCO report, which analyzed the pathways of the 2006-07 graduates from this annual survey.
- Conducted preliminary regressions to better understand who transfers and who doesn't.

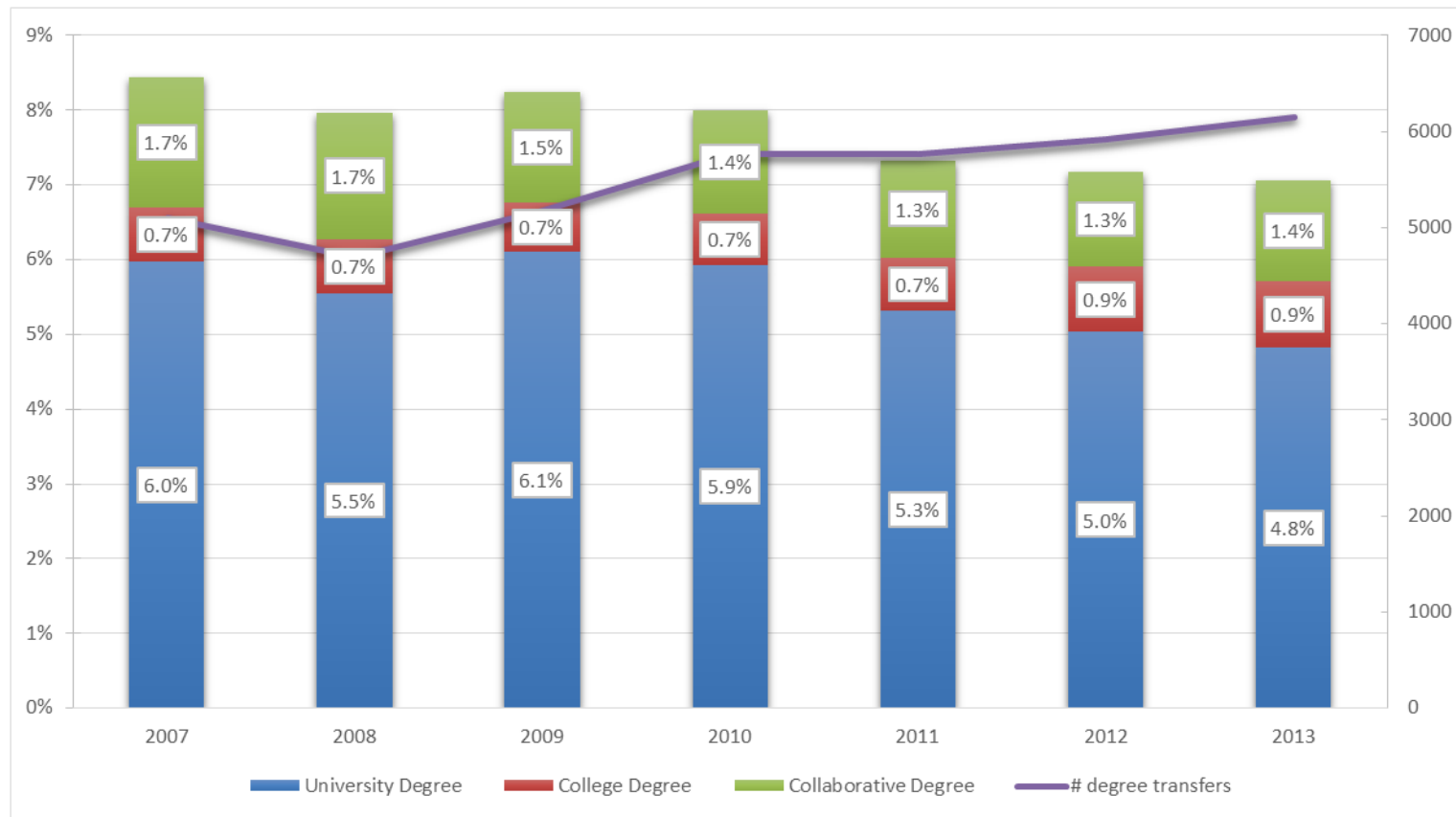
PROVINCIAL ANALYSIS: KPI GRADUATE SATISFACTION SURVEY



- Telephone survey administered to all Ontario college graduates six months after graduation since 1999
- Response rates are high, typically 70%
- Consists of detailed labour market, satisfaction, and further education questions
- Detailed question on the transfer experience added for 2006-07 graduates

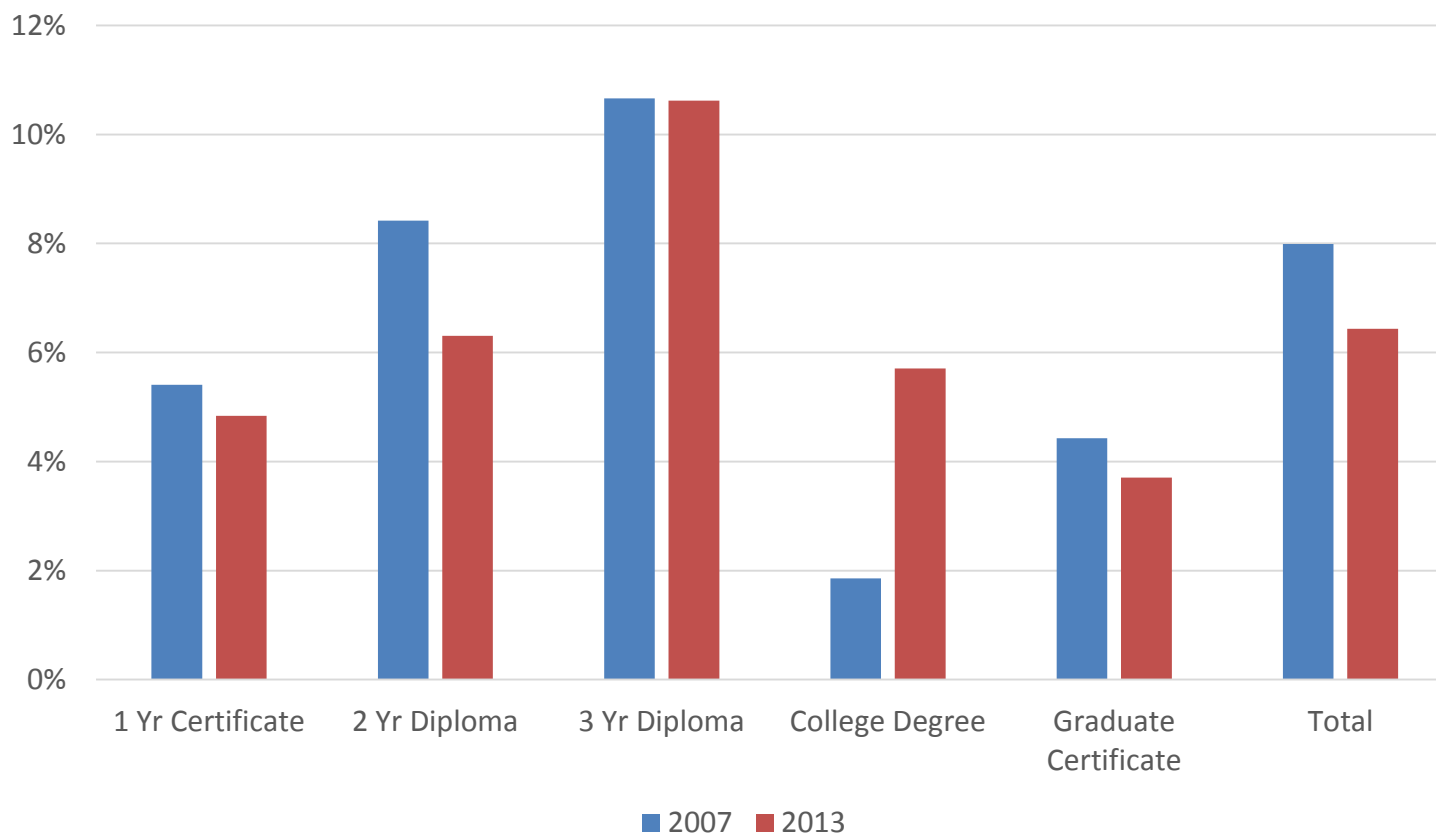
COLLEGE TO DEGREE TRANSFER RATES

Percentage and estimated number of college graduates furthering their education in a degree program, 2006-07 to 2012-13



COLLEGE TO UNIVERSITY TRANSFER RATES

Percentage of college graduates furthering their education in university by credential, 2006-07 compared to 2012-13



COLLEGE TO ANY UNIVERSITY TRANSFER RATES

Ranking of top 10 transfer programs by MTCU code, 2006-07 vs. 2012-13, any university

Program	2007		2013	
	Rank	% grads transfer	Rank	% grads transfer
Early Childhood Education (2 yr)	1	17%	2	9%
General Arts and Science (1 yr)	2	18%	4	14%
Police foundations (2 yr)	3	14%	1	16%
General Arts and Science (2 yr)	4	28%	6	21%
Social Service Worker (2 yr)	5	17%	3	16%
Business Administration (3 yr)	6	18%	8	16%
Bus Admin- Accounting (3 yr)	7	20%	5	22%
Preparatory Health Sciences (1 yr)	8	9%	7	9%
Child and Youth Worker (3 yr)	9	12%	9	12%
Business Admin- Marketing (3 yr)	10	14%	15	17%

These 10 programs comprised 50% of all college to university transfer but only 25% of all graduates.

OVERALL TRANSFER PATTERN SUMMARY

- Decrease in overall percentage of transfer to degree programming, particularly to a university.
- Movement to baccalaureate degrees offered at colleges
- Decrease in transfer from two year programs – significant change in the pattern for Early Childhood Education graduates
- The number of transfer is increasing
- Same programs overall makeup the majority of transfers

- What we don't know:
 - Does the pattern reflect a change in transfer timing? That is, are graduates delaying transfer? Or leaving before graduating?
 - Will results of GSS two years out contribute to understanding?

WHO TRANSFERS TO UNIVERSITY?

The characteristics, programs and colleges of graduates who continue to university

SAMPLE SELECTION CRITERIA

Total number of 2006-07 to 2012-13 graduates in GSS data	504,298
<i>less:</i>	
<i>Those who were non-respondents to the GSS survey</i>	156,874
<i>Those who graduated from a collaborative nursing program*</i>	1256
Sample used for summary statistics	346,168

DEMOGRAPHIC CHARACTERISTICS OF TRANSFER STUDENTS

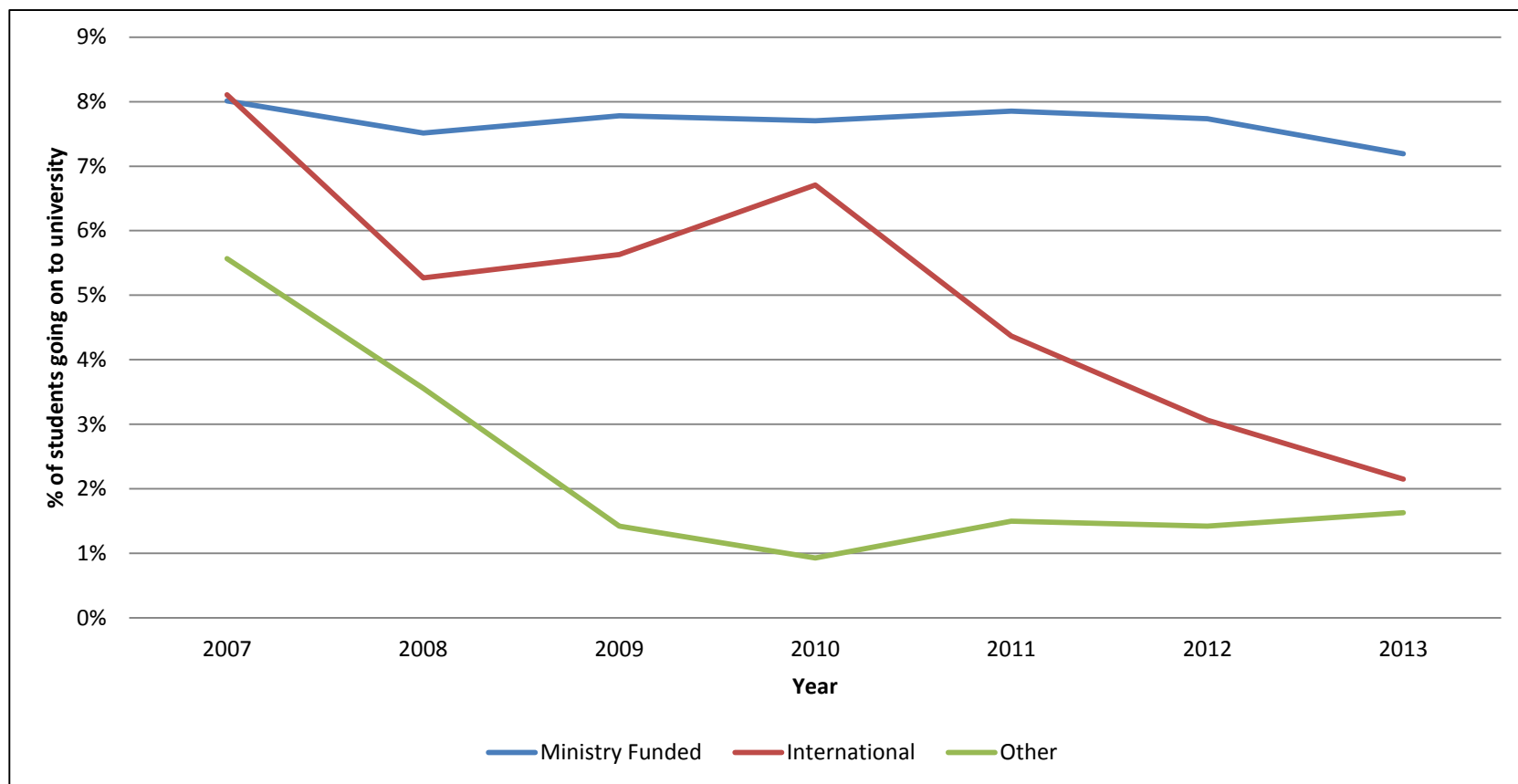


**Of the students in the
following groups:**

Continued on to University

Full sample	7.3%
Ministry Funded	8.4%
International	4.3%
Other	1.7%
Female	7.6%
Male	6.9%
21 and under	10.6%
22 to 25	7.8%
26 and over	4.0%
Low income neighborhood	6.8%
Mid income neighborhood	7.1%
High income neighborhood	8.0%

TIME LINE GRAPH – STUDENT FUNDING STATUS



PERCENTAGE ATTENDING UNIVERSITY BY PROGRAM CHARACTERISTICS

Of the students in the following groups:	Continued on to University
Full sample	7.3%
Students from programs with small cohort size†	4.2%
Students from programs with mid cohort size	4.3%
Students from programs with large cohort size	7.7%
Programs with low levels job relatedness reported (<33%)‡	12.7%
Programs with mid levels of job relatedness reported (33% - 66%)	8.3%
Programs with high levels job relatedness reported (>66%)	5.5%
By Program Grouping:	
<i>Business</i>	8.0%
<i>Community service</i>	12.1%
<i>Creative and Applied Arts</i>	4.4%
<i>Health</i>	2.9%
<i>Hospitality</i>	2.7%
<i>Preparatory/Upgrading</i>	15.3%
<i>Engineering/Technology</i>	3.9%
By Program Duration	
<i>Certificate</i>	5.6%
<i>Diploma</i>	7.3%
<i>Advanced Diploma</i>	10.9%
<i>Degree</i>	3.8%
<i>Graduate Certificate</i>	4.0%

PERCENTAGE ATTENDING UNIVERSITY BY COLLEGE CHARACTERISTICS



Of the students in the
following groups:

Continued on to University

Full sample	7.3%
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Size of College by Enrollment:

<i>Small</i>	6.0%
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<i>Medium</i>	6.7%
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<i>Large</i>	7.7%
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Region of College:

<i>Central</i>	7.6%
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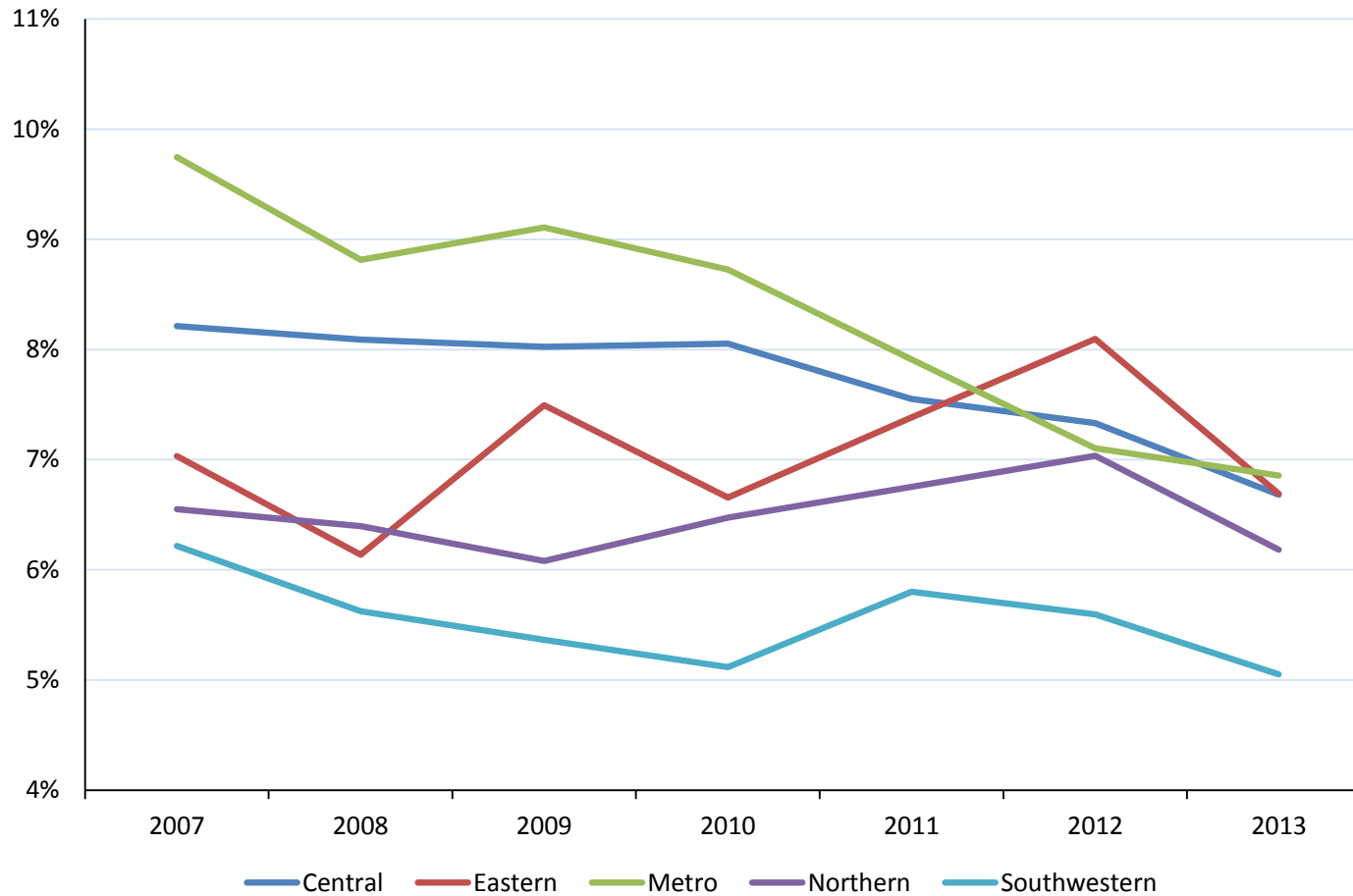
<i>Eastern</i>	7.1%
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<i>Metro</i>	8.2%
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<i>Northern</i>	6.5%
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<i>Southwestern</i>	5.5%
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TIME LINE GRAPH – PERCENTAGE UNIVERSITY ATTENDANCE BY REGION



REGRESSION ANALYSIS

What do our results tell us?

SAMPLE SELECTION CRITERIA

Total number of 2006-07 to 2012-13 graduates in GSS data	504,298
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less:

<i>Those who were non-respondents to the GSS survey</i>	156,874
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<i>Those who graduated from a collaborative nursing program*</i>	1256
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Sample used for summary statistics	346,168
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<i>Those with an invalid/missing Ontario FSA</i>	12173
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<i>Those linked to FSA with suppressed/Missing info</i>	810
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<i>Those with an invalid/missing age or gender</i>	2306
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Sample used in regression analysis	330,879
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METHODOLOGY

Who transfers, who doesn't?

- Using a linear probability model, we estimate the relative probabilities of different groups of graduates transferring to university.
- Specifically, our outcome of interest is whether the student attended a university within 6 months of graduating?
- We are interested in transfer likelihood differences across the following types of fields:
 - Demographic characteristics
 - Program types
 - College characteristics
 - Changes over time

DEMOGRAPHIC CHARACTERISTICS

Demographic Variables	% more or less likely
Compared to Females:	
Male	ns*
Compared to Ministry Funded Graduates:	
International	- 3.5%
Other	- 2.5%
Compared to Students under 22:	
22-25 Yrs of Age	- 3.3%
26+ Yrs of Age	- 6.6%
Compared to those in Low Income neighbourhoods:	
Mid Income	+ 0.8%
High Income	+ 1.7%
2006 Neighbourhood Unemployment Rate	
Change in likelihood of transfer associated with a 1% increase in unemployment	+ 0.2%
Neighbourhood share with English as Mother Tongue	
Change in likelihood of transfer associated with a 1% increase in mother tongue	- 0.1%

*Not significant at 99% confidence level

All values reported $p < 0.01$

Demographic Variables	% more or less likely
Compared to Diploma Programs (2yr)	
Certificate (1yr)	- 3.4%
Advanced Diploma (3yr)	+ 5.5%
College Degree (4yr)	ns*
Graduate Certificate	- 0.5%
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Reference: Small Cohort Sizes	
Medium Cohort Size	- 0.9%
Large Cohort Size	+ 0.7%
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Reference: Business	
Program Type: Community Service	+ 4.3%
Program Type: Creative and Applied Arts	- 4.8%
Program Type: Health	- 2.4%
Program Type: Hospitality	- 4.6%
Program Type: Preparatory/ Upgrading	+ 10.0%
Program Type: Engineering/ Technology	- 4.1%

*Not significant at 99% confidence level

All values reported $p < 0.01$

COLLEGE AND YEAR

Demographic Variables	% more or less likely
Compared to Small Colleges (by enrollment):	
<i>Medium College</i>	ns*
<i>Large College</i>	ns
Compared to Central Colleges (by postal area):	
<i>Geography: Eastern</i>	- 0.9%
<i>Geography: Metro Toronto</i>	+ 0.4%
<i>Geography: Northern</i>	- 0.5%
<i>Geography: Southwestern</i>	- 2.3%
Year controls (Compared to 2010)	
2007	ns*
2008	ns*
2009	ns*
2011	ns*
2012	ns*
2013	- 0.8%

*Not significant at 99% confidence level

All values reported $p < 0.01$

SELECTED REGRESSION FINDINGS

- Factors associated with ***increased*** likelihood of transfer:
 - Community service programs, preparatory programs, advanced diploma graduates

- Factors associated with ***decreased*** likelihood of transfer:
 - Older students, international students, low income neighbourhood

- Found to be ***not significant***:
 - Time effects (except 2013), college size, gender

TRANSFER EXPERIENCE

Responses to reasons, sources and experience of transfer for graduates attending university degree programs fulltime

REASONS FOR FURTHER EDUCATION (% MAJOR/ MINOR)

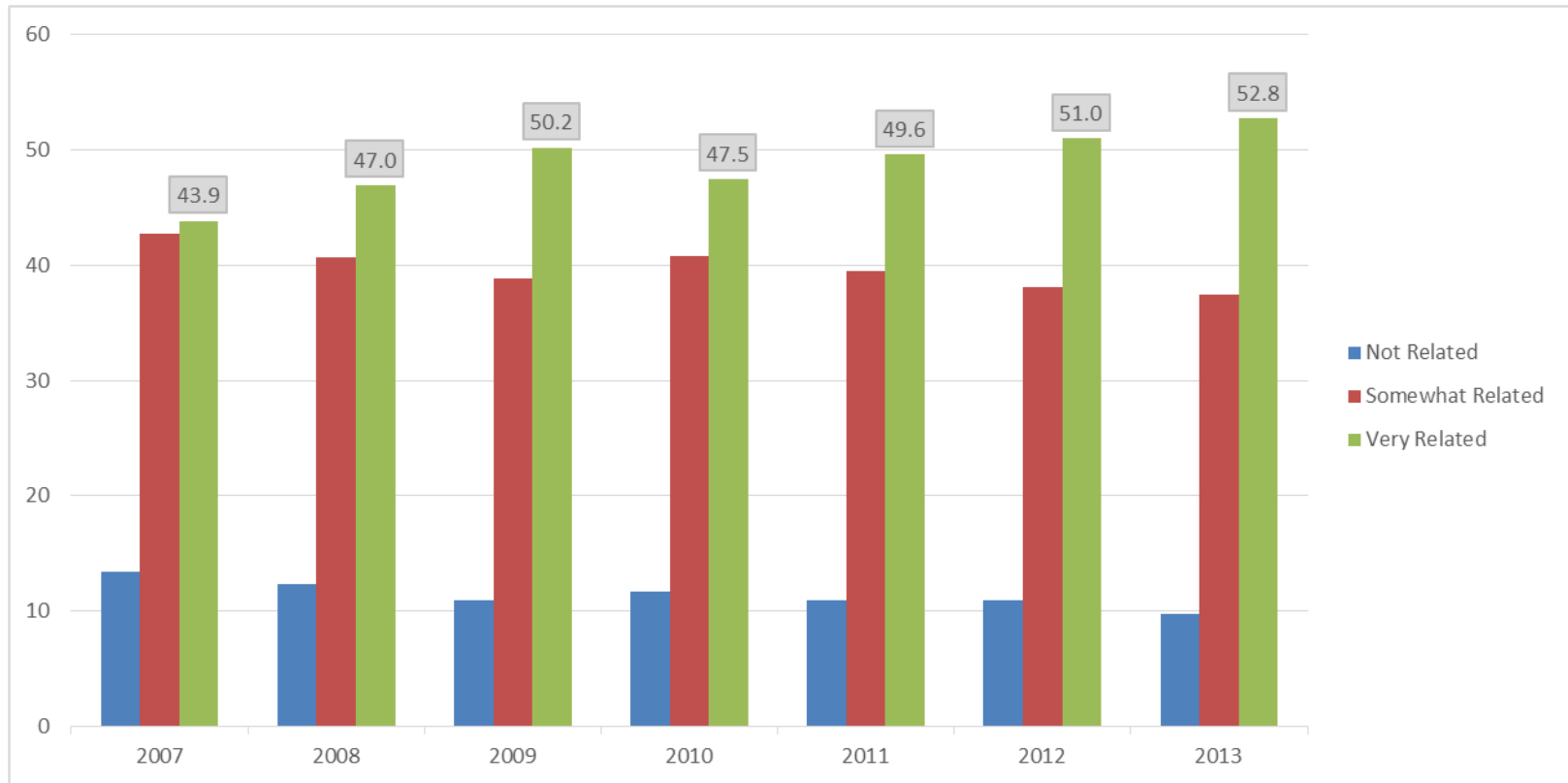
	2007	2013	% point change, 2007-2013
More opportunities for career advancement	98.0	97.3	-0.7
To get diploma/ certificate/ degree	97.3	96.2	-1.1
Gain theoretical knowledge/ broader education	93.9	95.7	1.8
Upgrade/ improve skills	93.5	94.6	1.1
Interest in further/ more in-depth training in field	90.6	91.8	1.3
Potential for higher income	91.6	91.1	-0.5
Needed for professional designation	78.8	78.3	-0.5
Encouragement from others (family members, friends, faculty)	75.7	76.2	0.5
There was a formal transfer agreement between your previous and your current program	62.2	65.8	3.6
Interest in pursuing a different field of study	62.1	54.1	-8.0
No work/ job available in your field of study	39.5	45.7	6.2
Company required/ paid for it	18.9	15.3	-3.6

MAJOR SOURCES OF INFORMATION (% MAJOR/ MINOR)

	2007	2013	% point change, 2007-2013
University website/ publications	86.6	86.5	-0.2
University staff (including registrar's office, faculty, etc.)	73.4	74.4	1.0
Other students (including current and former college and university students)	73.1	73.6	0.5
College faculty/ counselors/ program coordinators	72.1	70.8	-1.3
Parents and Family	69.7	68.1	-1.6
College website	66.3	62.9	-3.5
University credit transfer advising services		62.8	
College administration, i.e. registrar's office, student services	60.9	61.3	0.4
College credit transfer advising services	--	59.7	--
Ontario College University Transfer Guide (OCUTG)	54.0	--	--
College hard copy publications	52.3	43.9	-8.5
ONTransfer.ca web site	--	37.0	--

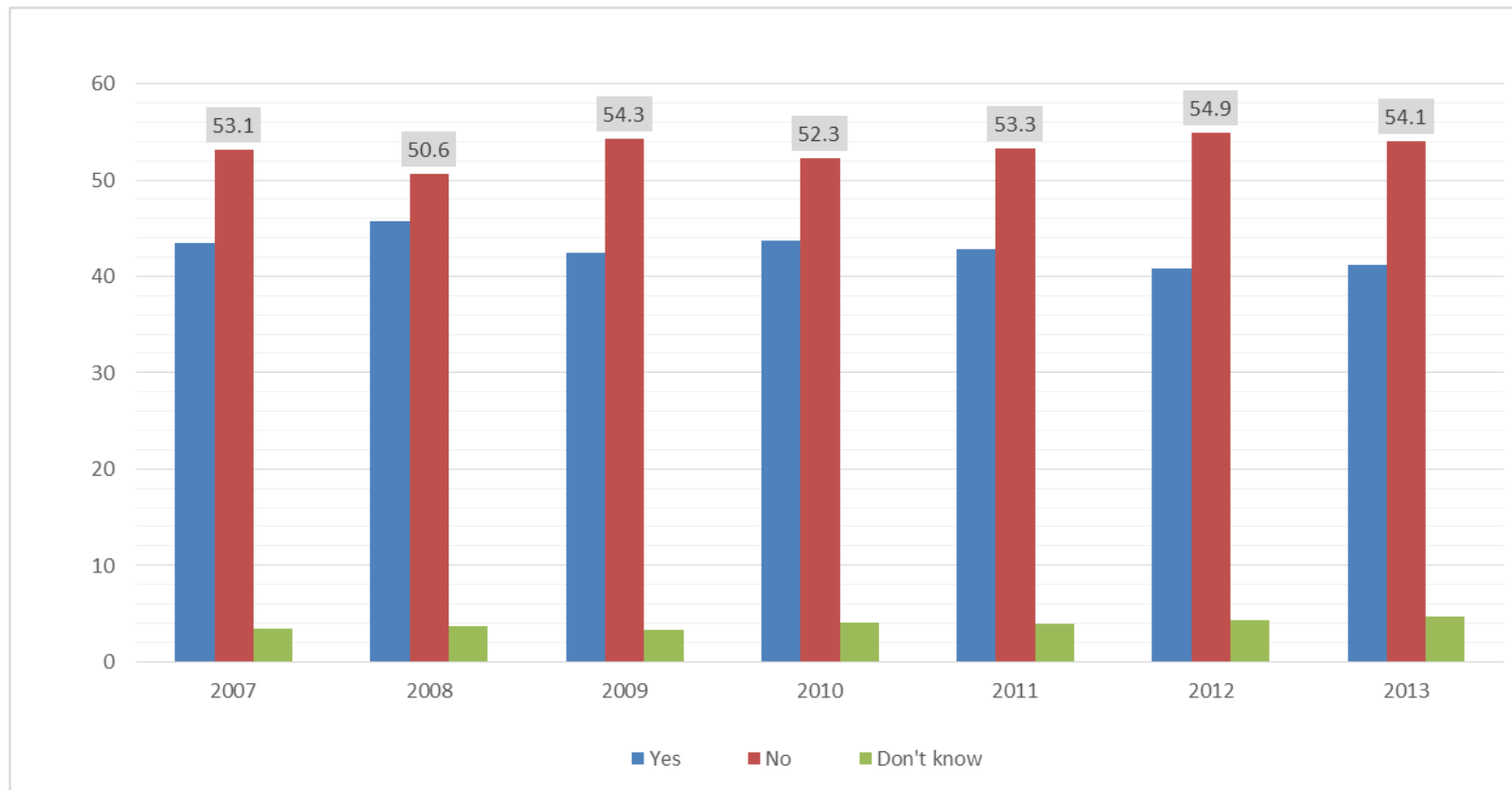
PERCEIVED PROGRAM RELATEDNESS IS INCREASING

How related is your current program to the program at the university? (%)



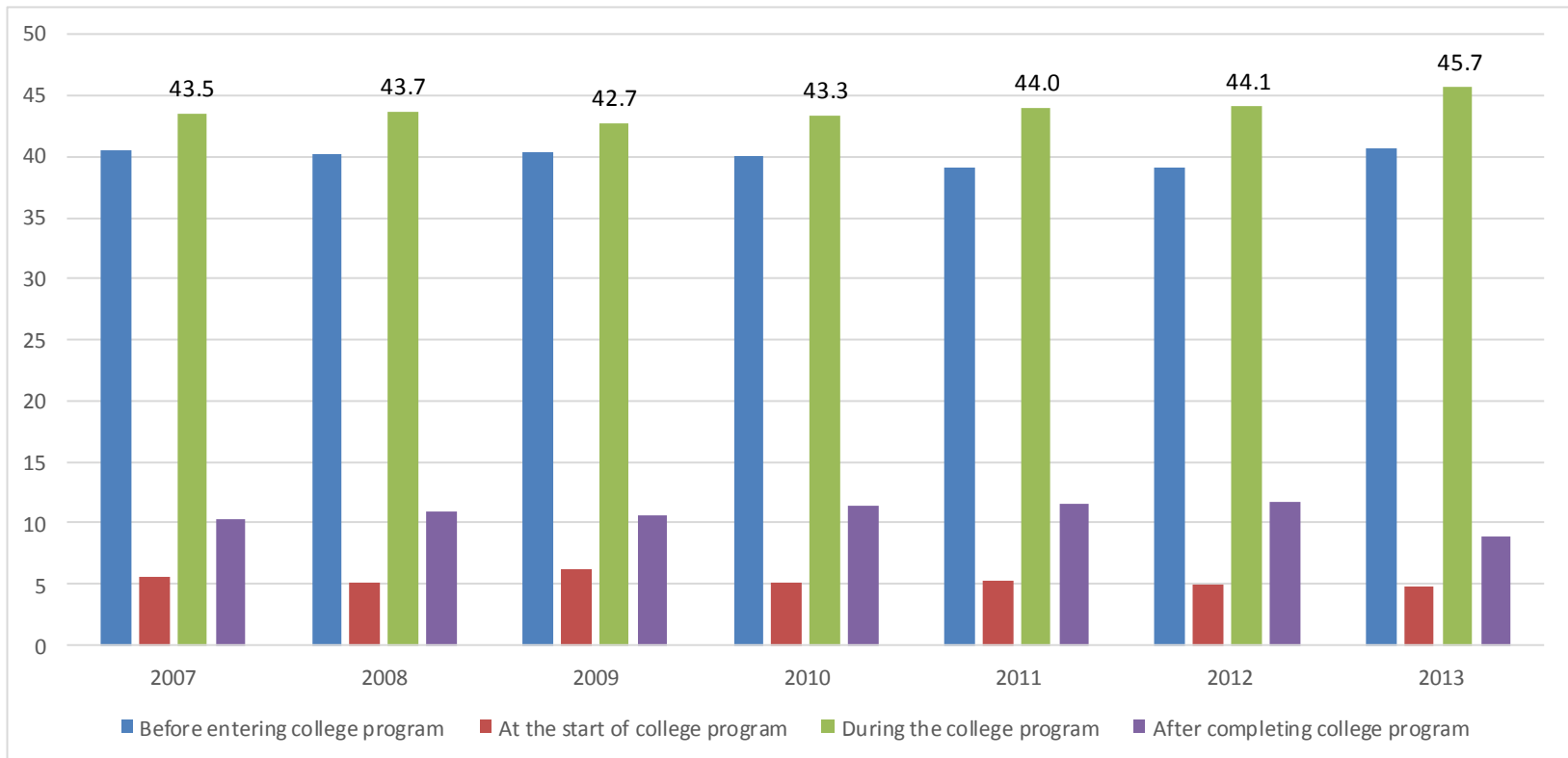
MEETING UNIVERSITY ENTRANCE REQUIREMENTS

Do you think you would have been accepted into your current program without graduating from college first? (%)



TIMING OF DECISION

When did you decide that you would further your education after college graduation? (%)

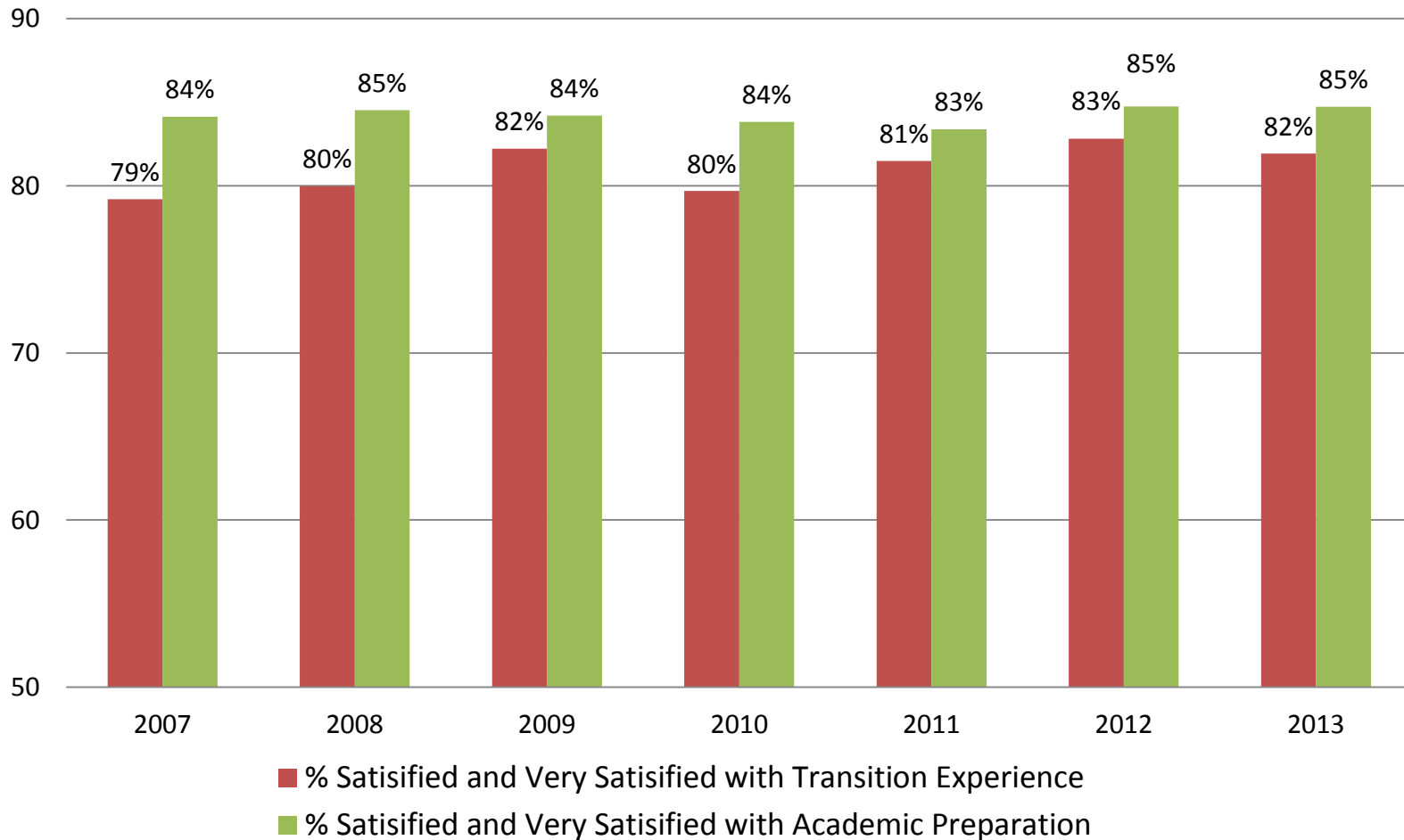


ESTIMATE OF AMOUNT OF CREDIT RECEIVED

Reported amount of credit received for college diploma programs, %

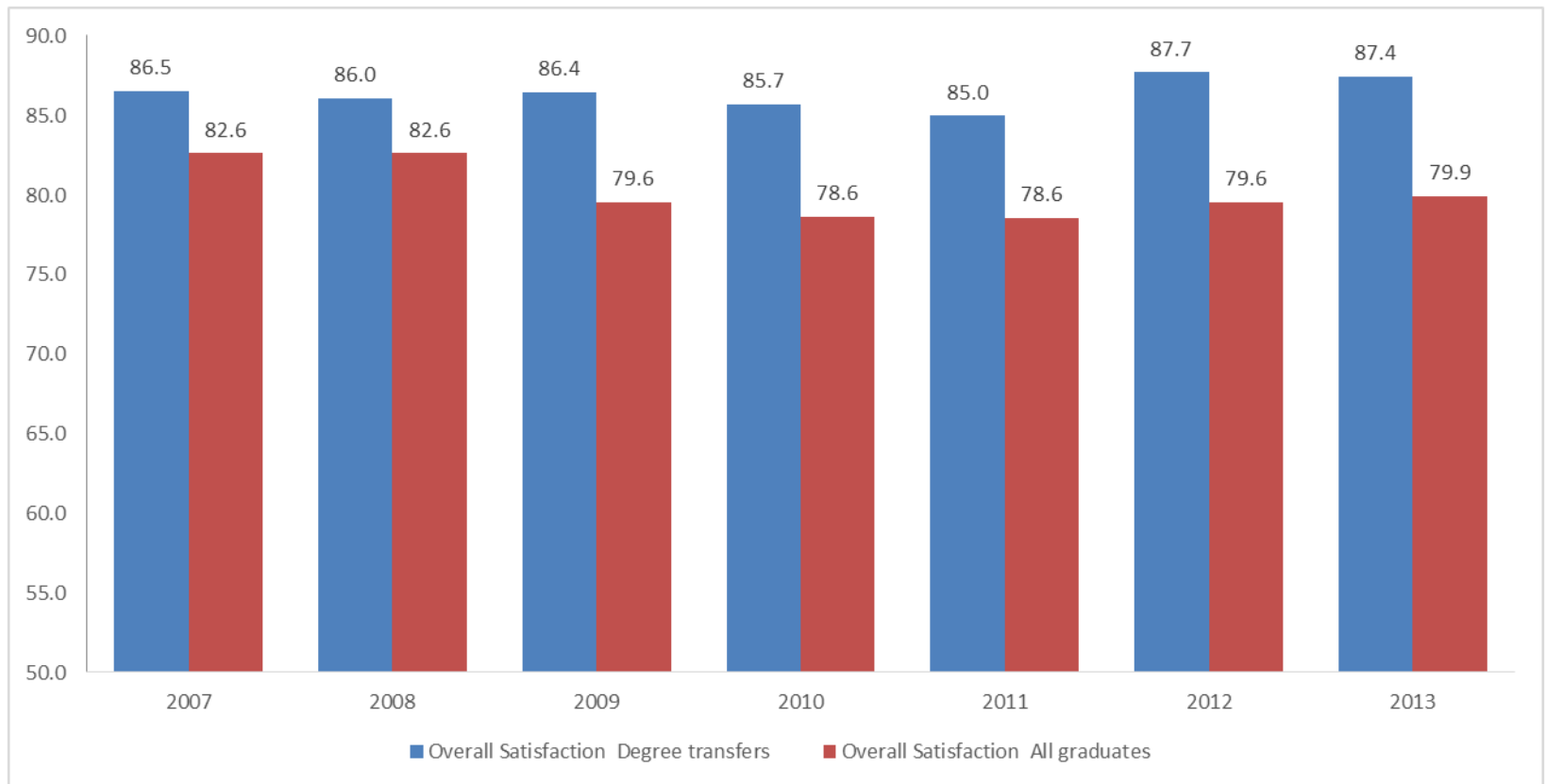
	2007		2008		2013	
	2 Year	3 Year	2 Year	3 Year	2 Year	3 Year
None	7.3	3.7	5.7	4.8	8.1	5.6
Less than half a year	8.0	4.3	8.4	3.4	6.6	4.3
About half a year	13.0	8.3	11.9	6.0	10.0	4.0
One year	39.5	16.5	41.2	11.1	40.9	12.1
One to two years	14.1	28.4	13.0	37.5	10.8	19.2
Two years or more	15.8	37.5	17.0	36.1	19.8	51.4
Refused			0.3	0.0	0.7	0.6
Don't know	2.3	1.3	2.4	1.2	3.2	2.8

SATISFACTION WITH TRANSFER EXPERIENCE AND ACADEMIC PREPARATION IS CONSISTENTLY HIGH



UNIVERSITY TRANSFERS ARE MORE SATISFIED

How would you rate your **SATISFACTION** with the usefulness of your college education in achieving your goals after graduation? (%)



TRANSFER EXPERIENCE SUMMARY

- Reasons for continuing have been consistent and include career advancement, obtaining the credential, and expanding education, skills and training.
- Transfers report a high use of a variety of information sources, with university sources, either through staff, website or publications the most common.
- Perceived program affinity is increasing:
 - an increased relatedness of college and university programs,
 - more transfer credit,
 - a reduced interest in entering a different field of study, and slight increase in a transfer agreement as a reason for continuing
- Satisfaction with academic preparation, the transition process, and their college education overall remains consistently high.

NEXT STEPS

- Forthcoming report for ONCAT
- Access issues including geographic proximity of mobility, by region, institution, and income
- Detailed examination of international students
- Program relatedness; mapping of sending to receiving program (perhaps in relation to transfer agreements).
- Analyses of detailed credit transfer questions.
- The addition of the 2013-14 graduates, released in May 2015.

CONTACT INFORMATION

- <http://www.senecacollege.ca/mobilityresearch>

Centre for Research in Student Mobility

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Seneca Degree and Credit Transfer Office





Queen's University @queensu 16 Apr

Queen's partners with Jilin University: A new "two-plus-two" degree program will see Jilin students study comp... bit.ly/1PTZg9t

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Mobility Research @CRSM_Seneca 16 Apr

New collaboration to create pathways for Aboriginal learners across three institutions cwi.ly/LHyH #canpse #studentmobility

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Mobility Research @CRSM_Seneca 14 Apr

Northern Colleges Work Together to Expand Access to Education - See more at: canadarenews.ca/northern-colle... #cdnpse #studentmobility

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Centre for Research in Student Mobility

Seneca has established a first-of-its-kind research centre dedicated to student mobility, which will become a hub for ongoing research in student movement within the postsecondary education sector.

The Centre will investigate how and why students transfer between postsecondary institutions and programs. The research will include student movement within the sector provincially, nationally and internationally to help inform policy, program and pathway development, student advising, student support services and institutional partnerships.

Seneca is Ontario's leader in credit transfer and college-university collaboration. The College helps hundreds of students each year pursue further education at other colleges and universities.

CONTACT

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