


Student Pathways through Seneca College's Liberal Arts Transfer Program: Student progression, transfer to York University, and success after transfer

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About Liberal Arts at Seneca

- Seneca College's Liberal Arts Transfer (LAT) program was initiated in 1986, as a two year general arts and science (GAS) program for students who were exploring college options and interested in upgrading their skills.
- Student interest led to an evolution into a university transfer pathway and an articulation agreement with York was signed in 1997.
- Initially titled "General Arts and Science" it was renamed in 2008 to better reflect its content and role to lead students to degrees in humanities and liberal arts.
- In recent years, similar agreements have been signed with the University of Toronto and Trent.
- The structure and amount of credit granted for the intensive program was unique and continues to be unparalleled as other colleges have incorporated a similar model.

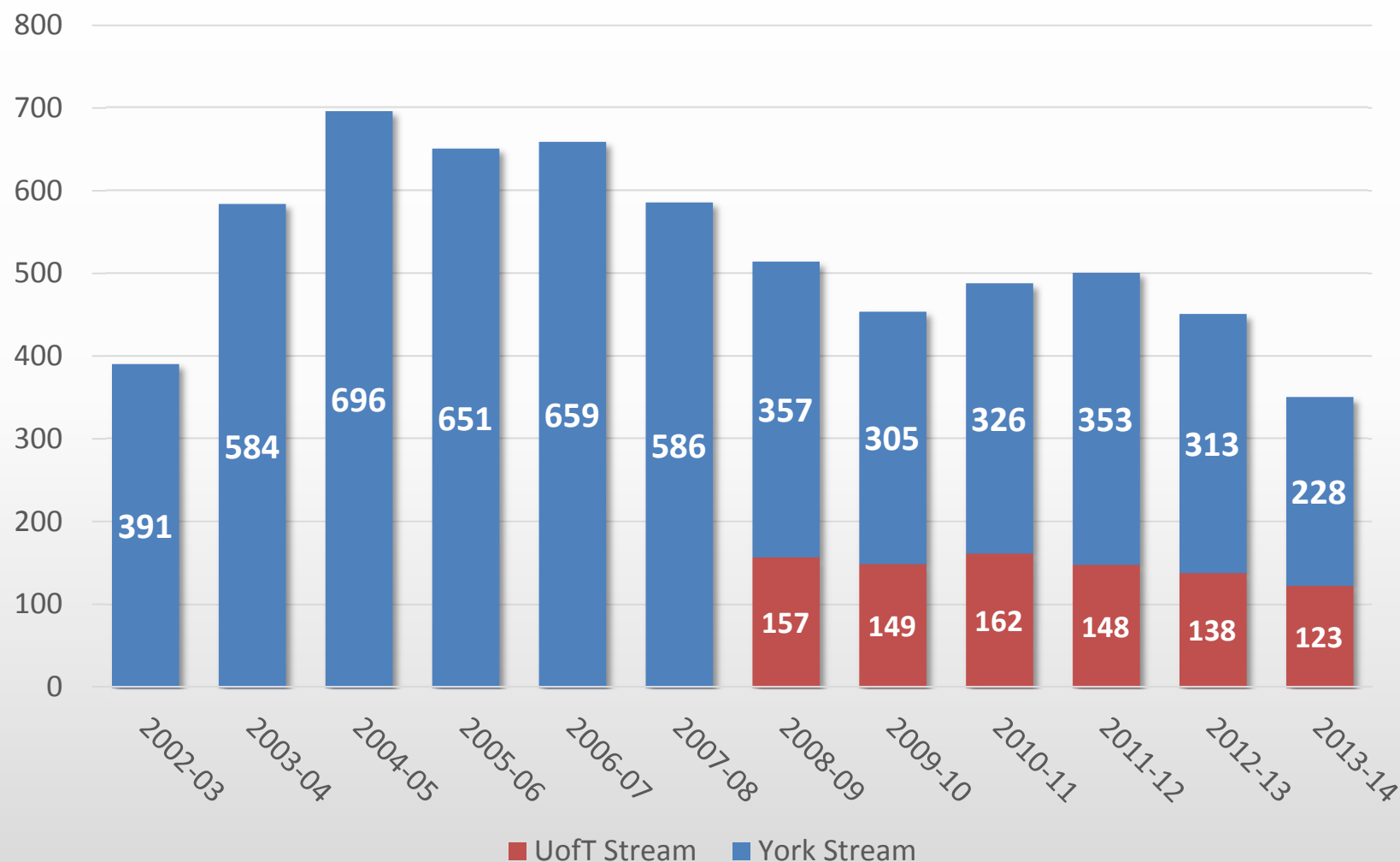
Seneca- York LAT/ GAS agreement

The amount of transfer credit and the structure of the program made it the first of its kind in Ontario:

- Students transfer based on their performance in the GAS program, without needing to fulfill university requirements. Entrance into LAT requires only a OSSD with a Grade 12 English.
- Upon LAT graduation, students receive 30 advanced standing credits (Seneca GPA of 3.0) plus an additional 12 advanced standing credits for the jointly approved courses (minimum C grade). Recently this has changed to 48 advanced standing credits. (1 semester York course=3 credits)
- In addition, students can concurrently enrol at York after first year for up to two full courses during the LAT program (up to 12 credits).
- There is no cap on the number of transfers admitted. As long as the students met the criteria (3.0 GPA, and C grade in York approved courses), they would receive the full credits towards a BA program.

Source: http://www.oncat.ca/files_docs/content/pdf/en/oncat_research_reports/oncat_research_reports_2.pdf

First year enrolment trends in GAS/ LAT, 2002-2013



Research Questions

- How well do students' progress through Seneca's Liberal arts transfer (LAT) program?
- What are the characteristics of students entering the LAT program?
- What share of entrants, including leavers and graduates continue on to York?
- What are the sociodemographic and academic characteristics of those who transfer?
- What are the sociodemographic and academic characteristics of those who are successful at York after transfer?

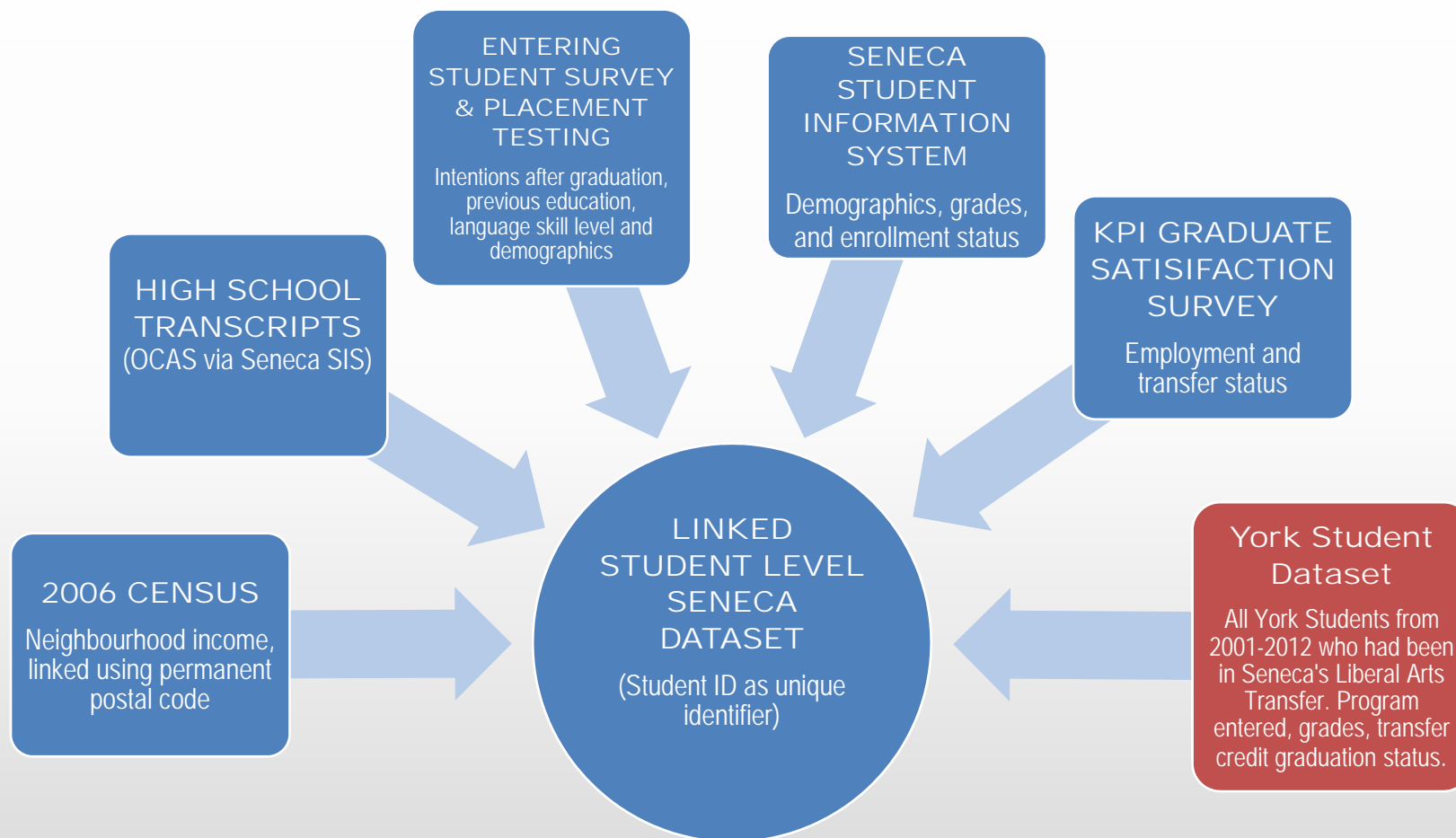
Project Funded by ONCAT

Research Design



1. Seneca-only cohort analysis: tracking the progress of students who entered LAT/GAS between 2005 and 2012
2. Seneca- York transfer analysis: tracking the transfer rates and progress through York using a previously created Seneca/York joint dataset for all students who enrolled in both Seneca and York between 2000 and 2012.
 - Subset used for current analysis contained students who appeared in York dataset after enrolling in LAT, regardless of graduation status, for the years 2002-2012 containing:
 - status at York as of 2012 (graduated, in progress, withdrew)
 - # transfer credits provided
 - timing of transfer
 - type of degree granted
 - # years at York
 - program of entry
 - York GPA

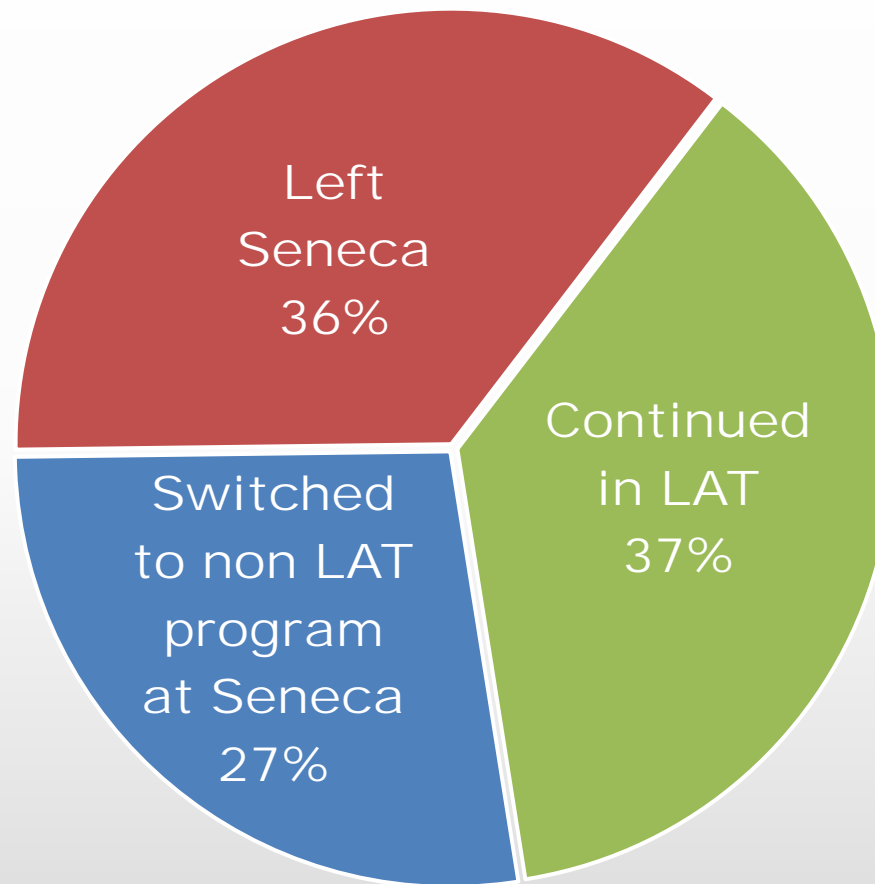
Creation of the Linked Dataset



Cohort Analysis

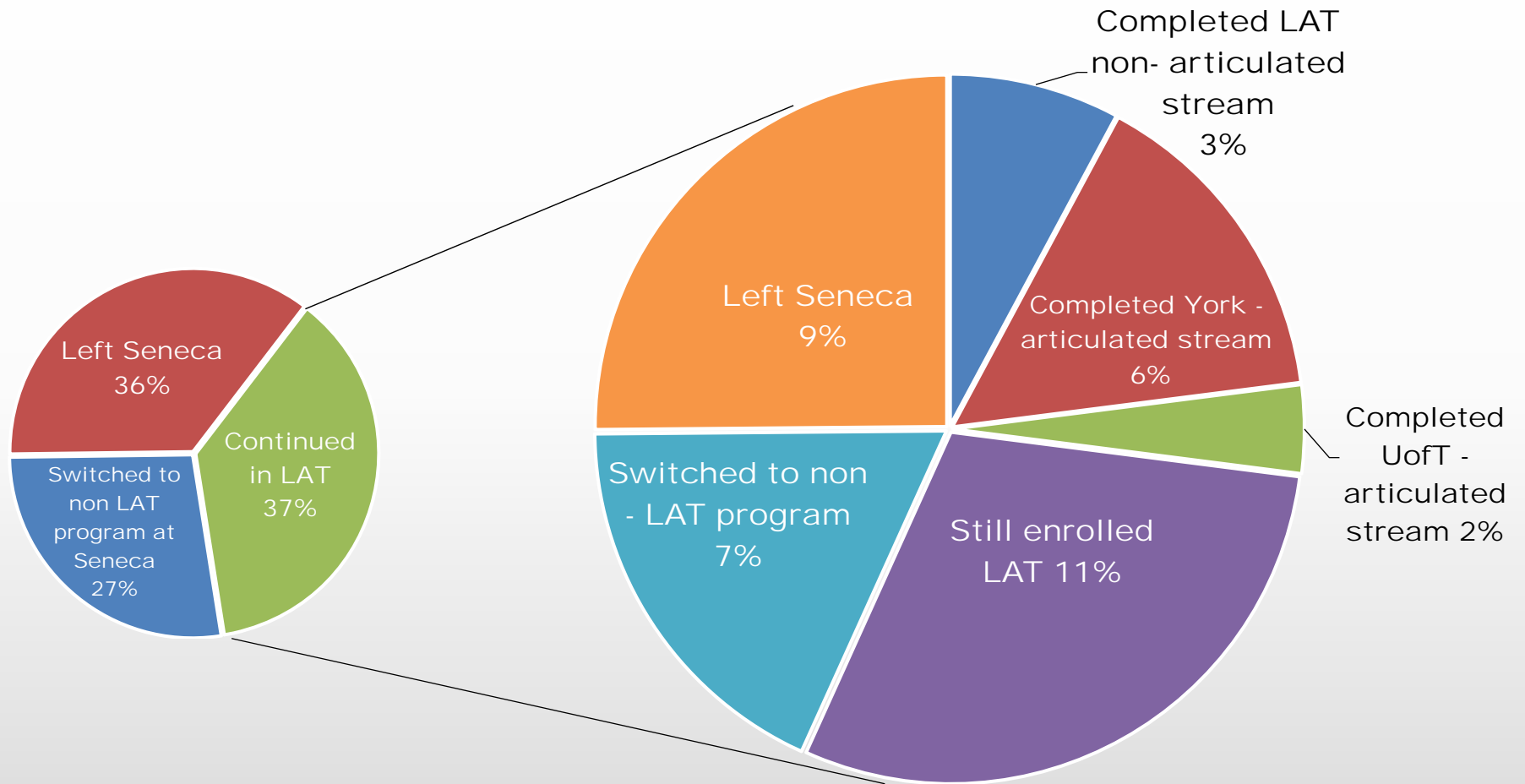
Analysis of 2005-2012 Seneca entering cohorts

Cohort analysis: Status of LAT entrants (2005-2012) after first year of program



n=3,622 entrants

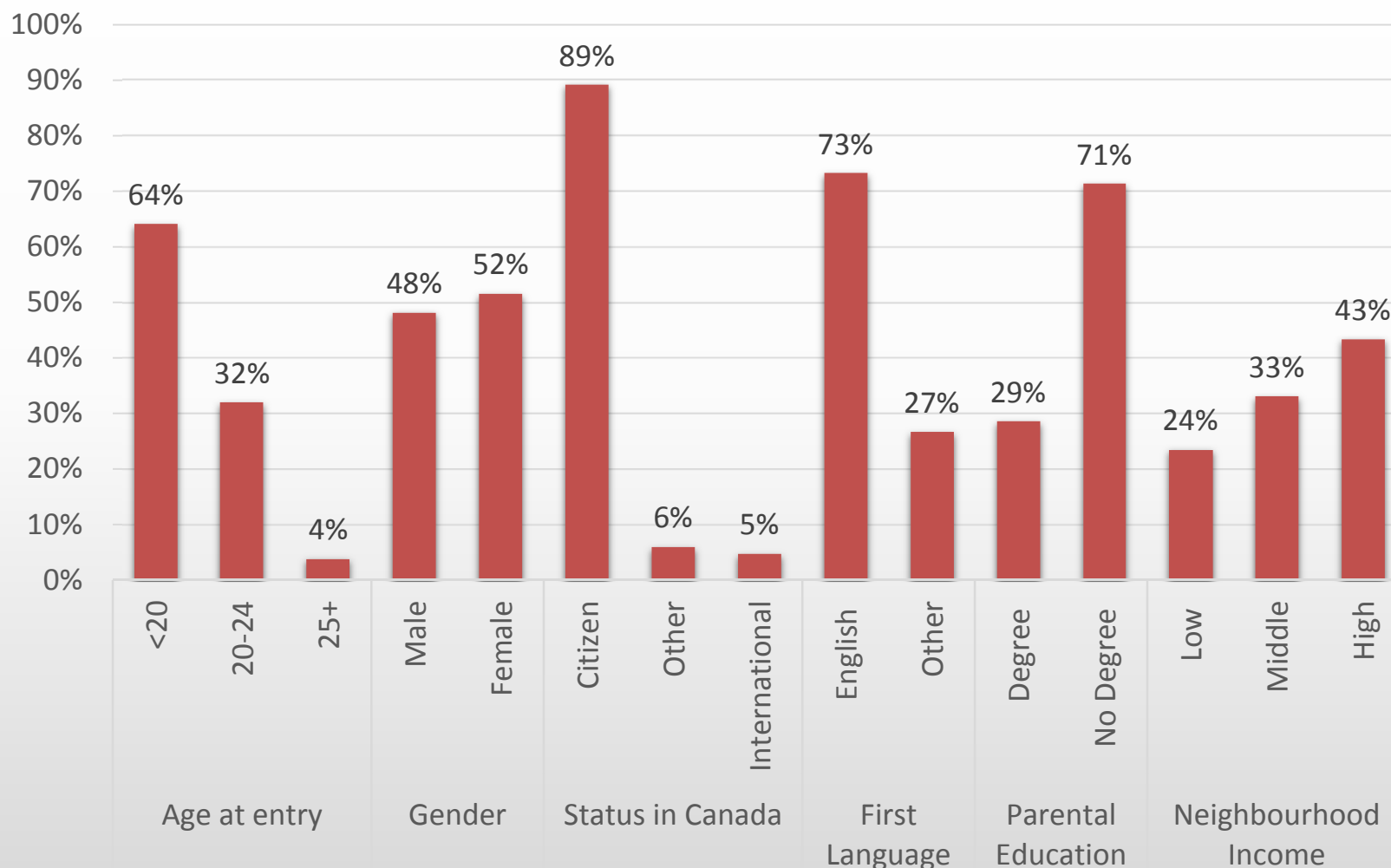
Cohort analysis: Status of second year LAT continuers (2005-2012) by end of program



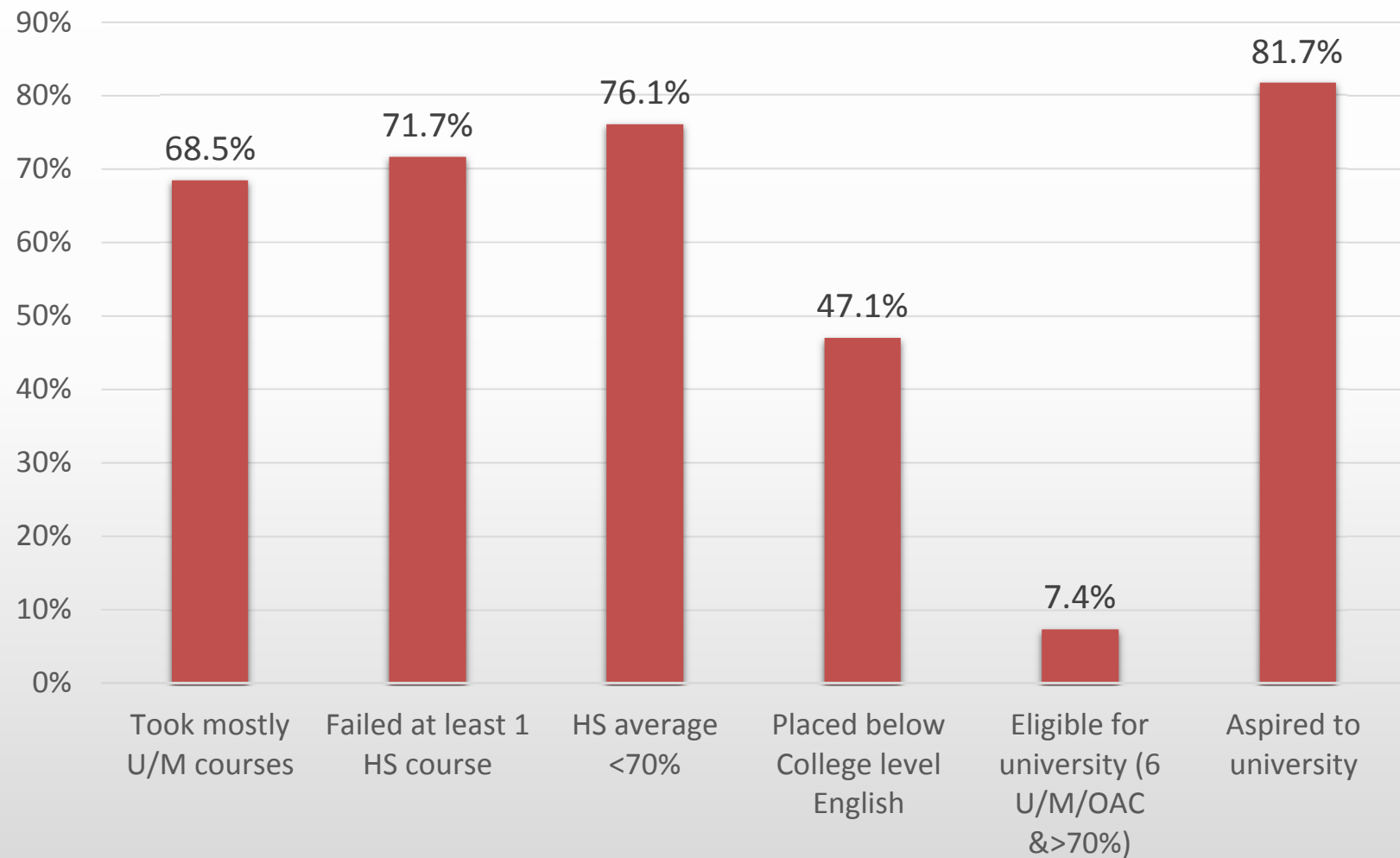
n=1,342

LAT- York stream: Entrant profile and transfer rates to York

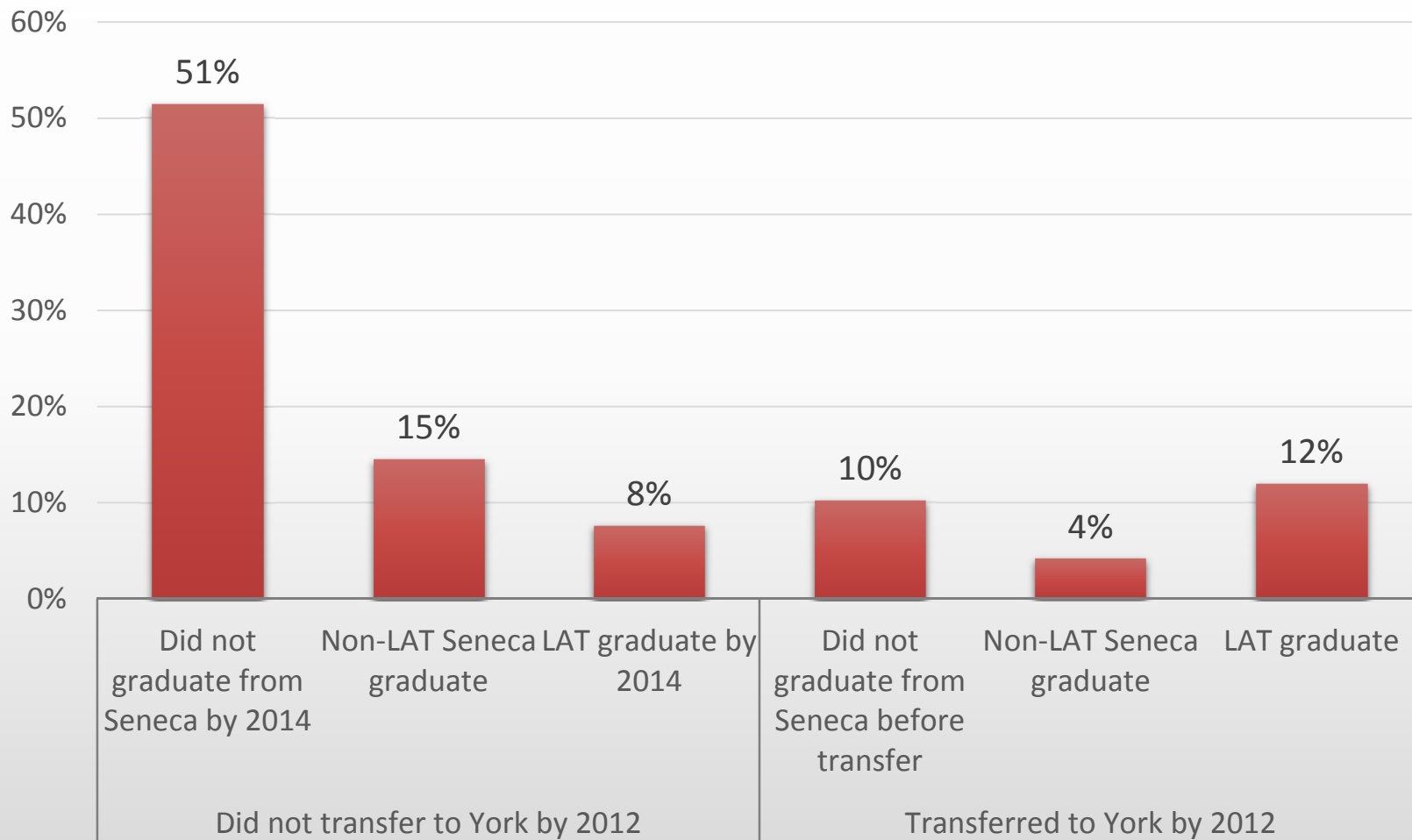
Sociodemographic profile LAT/GAS entrants (York Stream), 2002-2010



Academic background of LAT/GAS entrants (York Stream), 2002-2010



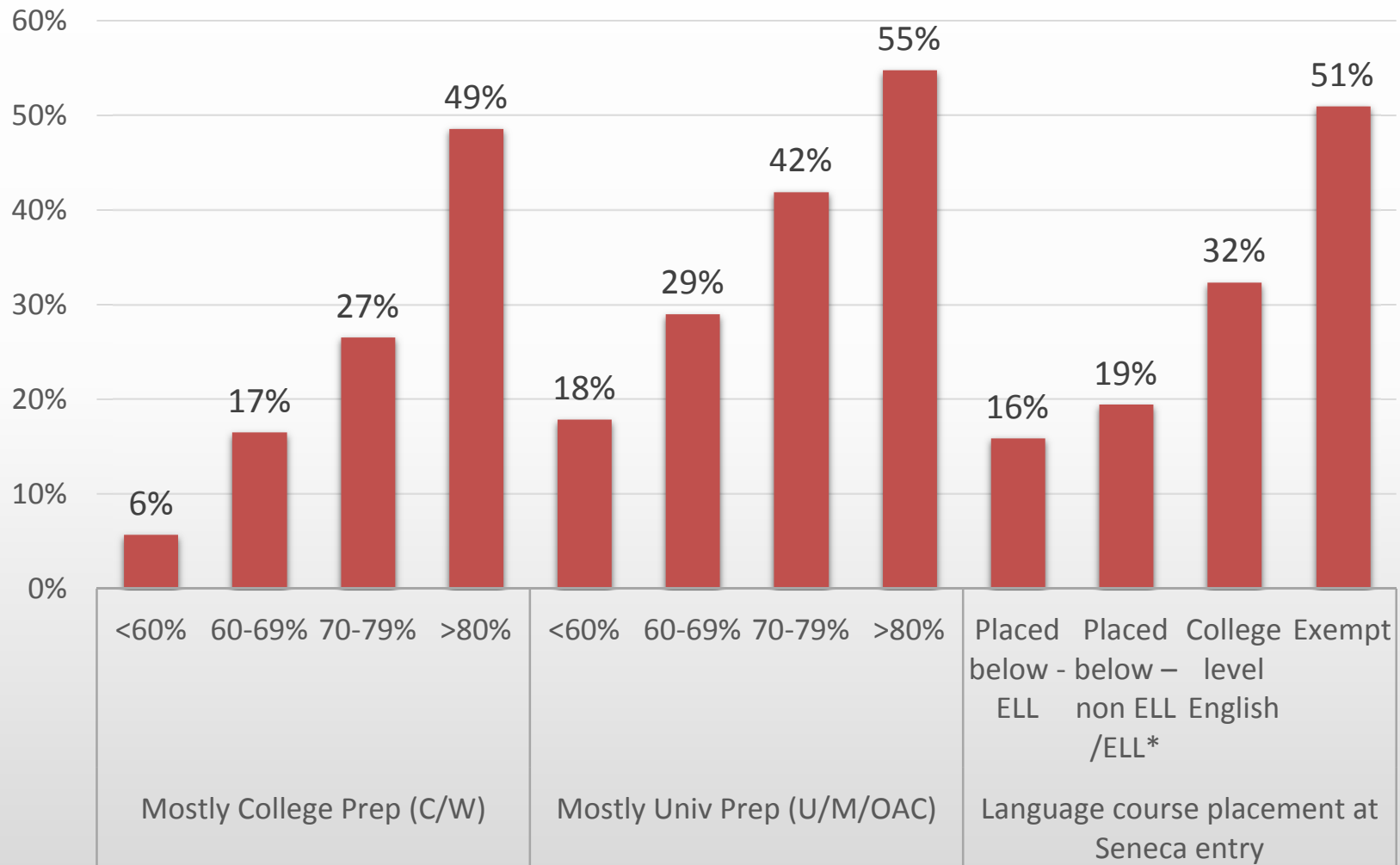
Pathways of LAT- York stream entrants, 2002-2010



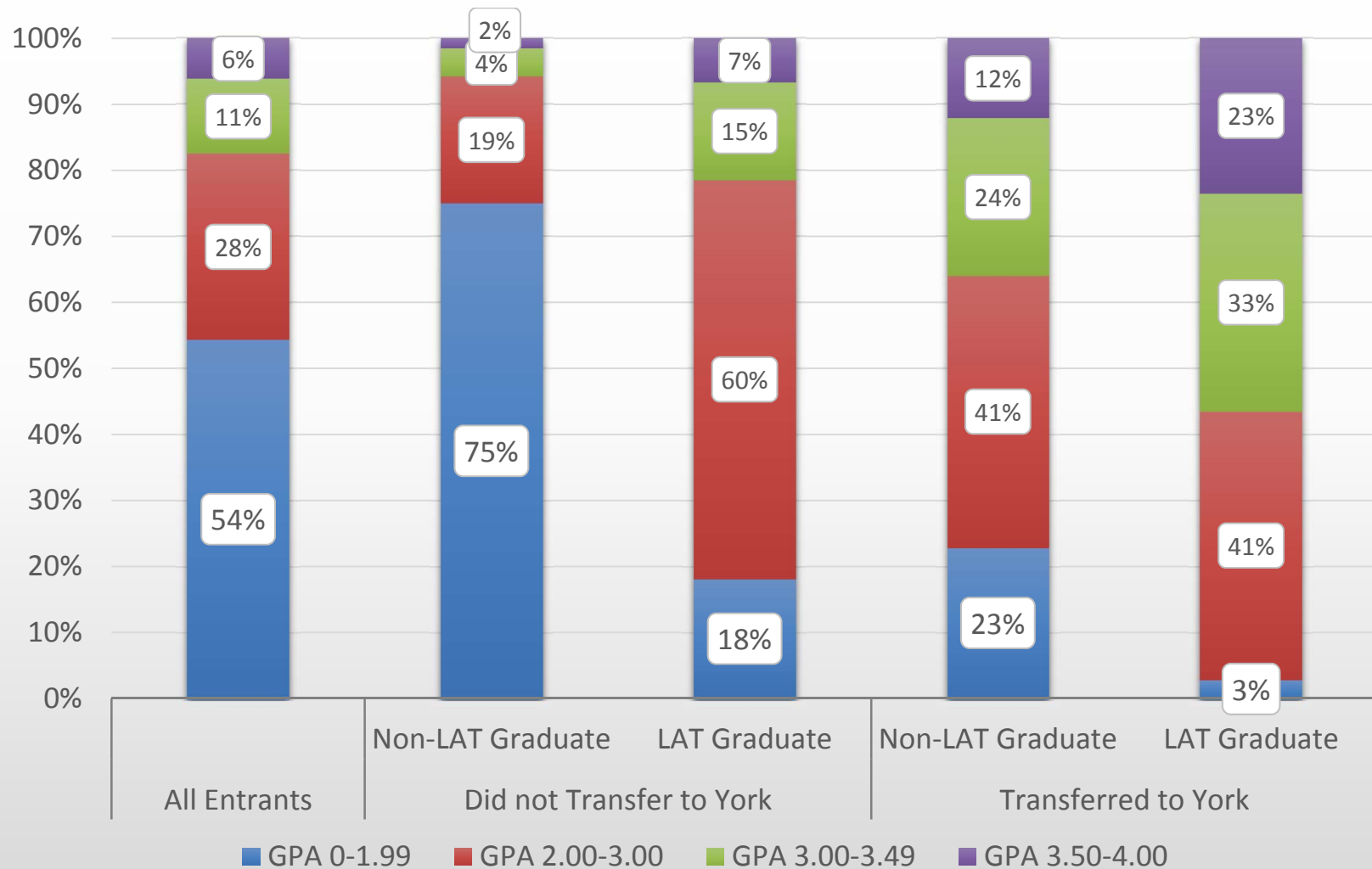
Who transfers to York?

Sociodemographic and academic factors

Transfer rate to York by high school background and language placement



Seneca grades of LAT- York stream entrants by transfer pathway, 2002-2010



Who transfers? Regression findings

Factors *increasing* likelihood of transferring:

- High school grades over 75% and taking >50% courses in univ-prep stream
- plans for university after graduation
- coming from high income neighbourhoods
- Graduating from LAT
- Seneca grades over 3.0

Factors *decreasing* likelihood of transfer:

- Placement in English language learner course (two levels or more below college level English)
- having English as a first language
- previous university attendance

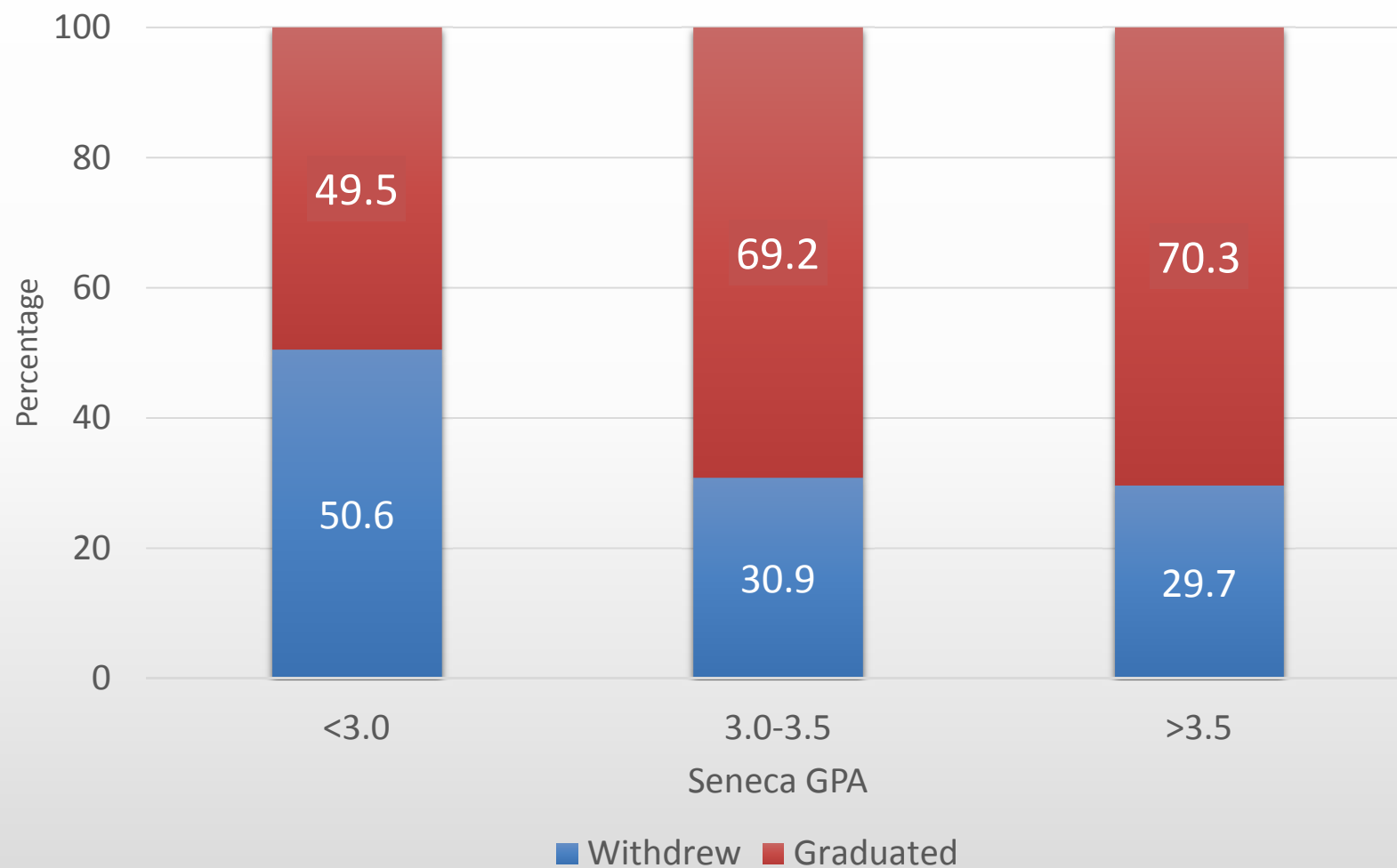
Factors *minimally or not* related to transferring

- Age, gender, citizenship

Who is successful at York?

Sociodemographic and academic factors associated with persistence to graduation and academic performance

Graduation status at York by Seneca grades, York transfers 2002-2012



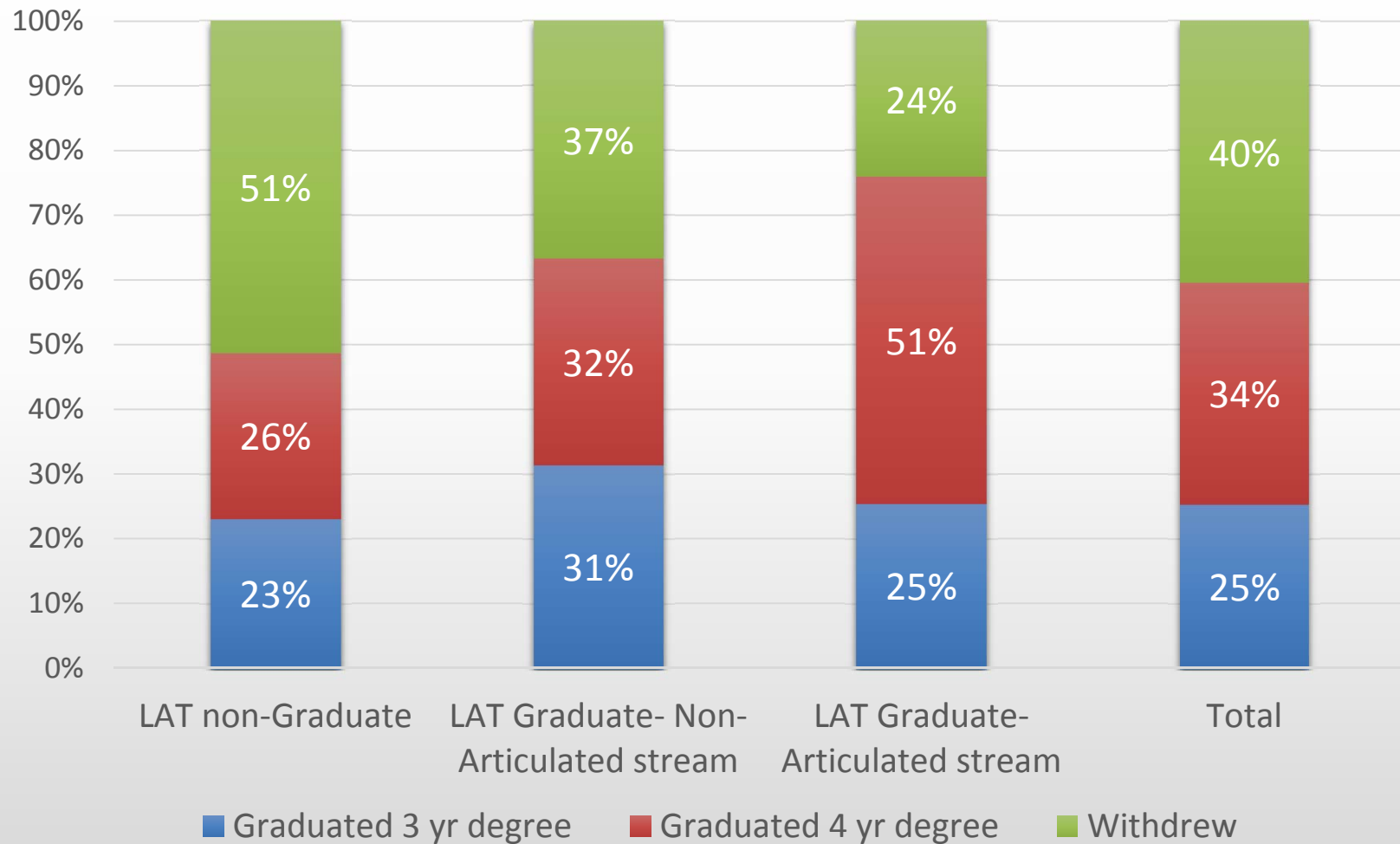
*In progress removed, n=333

Status of LAT-York transfers, 2002-2012

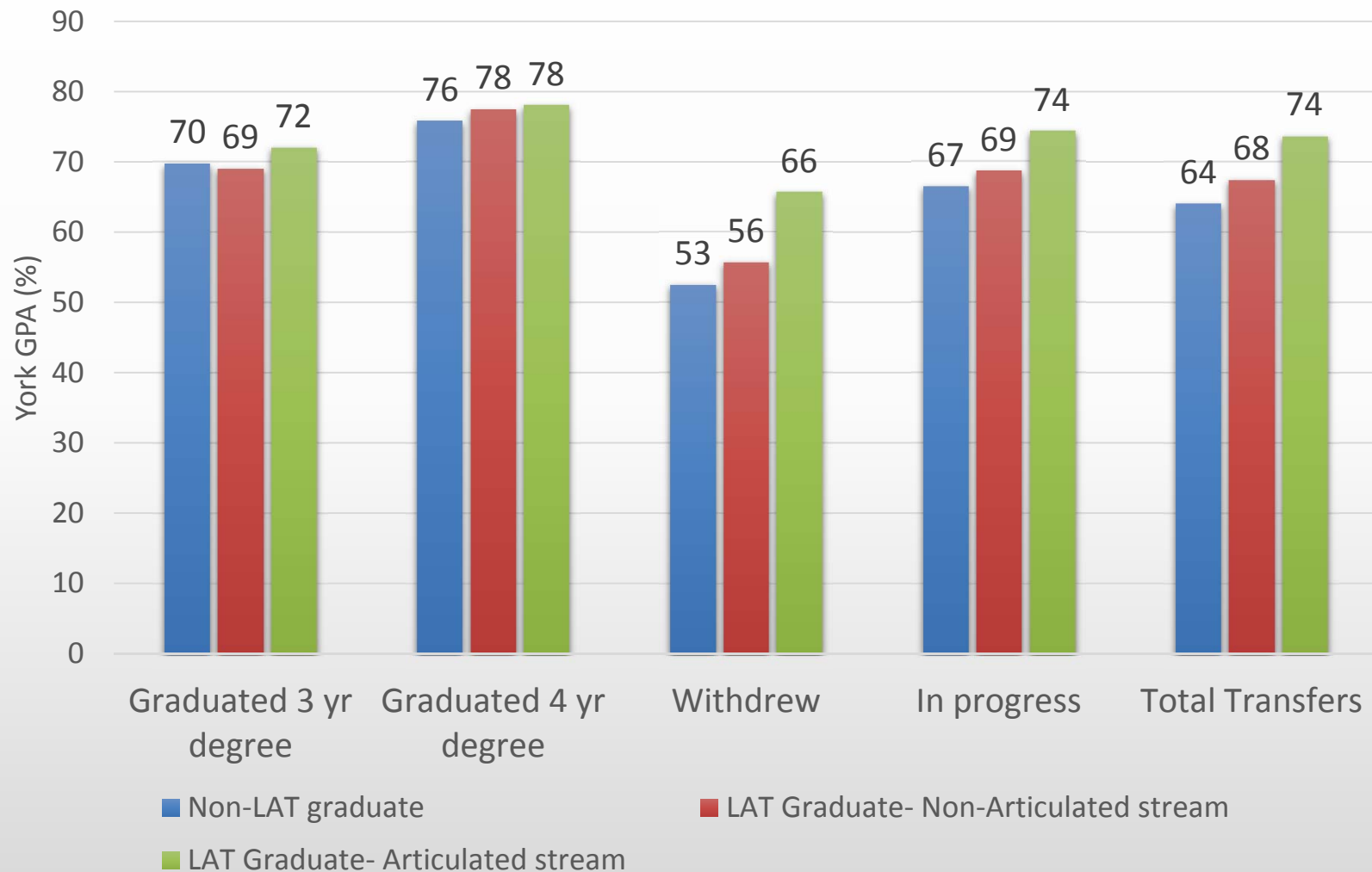
	Non-LAT graduate	LAT Graduate-Non-Articulated stream	LAT Graduate-Articulated stream	Total Transfers
Graduated 3 yr degree	112	54	71	237
Graduated 4 yr degree	124	55	141	320
Withdrew	248	63	67	378
In progress	203	61	69	333
Total Transfers	687	233	348	1268

*An additional 75 students transferred from York to Seneca's LAT program; they were excluded from the analysis.

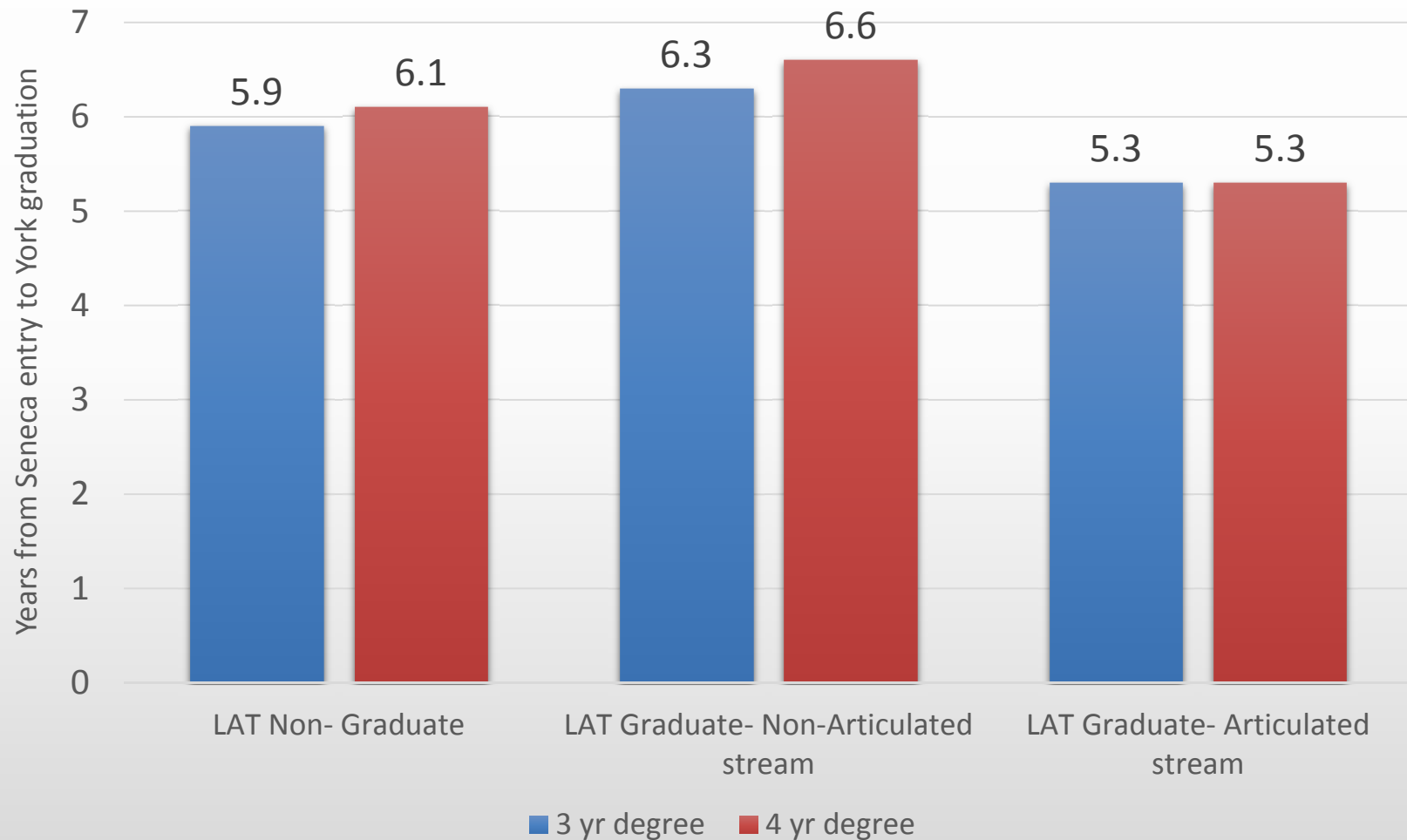
Status at York by Seneca LAT pathway, York transfers 2002-2012



Degree type and grades obtained at York for LAT transfers, 2002-2012



Combined average number of years by pathway, Seneca LAT entry to York graduation



Who is successful after transfer? Regression findings

An analysis of academic performance and graduation post-transfer

Who graduates after transfer to York?



More likely to graduate:

- LAT graduates, younger transfers, those who had obtained good grades at Seneca were more likely to graduate

No effect on graduation:

- High school grades and course type or language placement at Seneca, income and gender did not affect whether a student graduated from York.

Less likely to graduate:

- Taking a break of 2 years or more before transferring to York, Canadian citizens

Academic success after transfer: York GPA >5.0



More likely to obtain GPA>5.0 at York:

- LAT graduates, those who had obtained good grades at Seneca received more transfer credit; and came from higher income neighbourhoods

No effect on likelihood to obtain GPA>5.0:

- age, gender, language skills, HS grades/ courses, transfer timing

Less likely to obtain GPA>5.0

- Those who took science programs versus those who took humanities, arts and education; as well as Canadian citizens

*A 5.0 GPA level was chosen since it is required for an Honours BA degree at York

Results summary: regression analysis

	Transfer to York	Graduating from York	GPA>5.0 at York
College start age	no effect	younger higher	no effect
Gender	no effect	no effect	no effect
Income	higher	no effect	higher
Citizenship	no effect	CDN lower	CDN lower
First language	English lower	no effect	no effect
Plans for university	higher	---	---
Language skills	lower	no effect	no effect
HS grades/ courses	higher	no effect	no effect
Seneca grades	higher	higher	higher
Graduate from LAT	higher	higher	higher
Transfer credit provided	---	no effect	higher
Timing of transfer	---	2+ years lower	no effect
Program area	---	no effect	Science lower

Conclusion

- Seneca's GAS/LAT program is a unique program in Ontario with a longstanding agreement with York university
- Enrolment peaked 2003-05, coinciding with the double cohort
- It has long been a pathway for students who could not enter university through other means:
 - Many LAT students took university preparatory pathway in HS but struggled; maintain high aspirations for university.
 - In college, many continue to struggle academically, with only 7% graduating from an articulation pathway within two years. Over half leave Seneca without a Seneca credential or transferring to York.
 - 26% of LAT entrants transferred to York, but only 27% from the articulated pathway
 - However, those who make it through the articulated pathway do well at York, with strong graduation rates and grades.
 - There are many LAT entrants who struggle academically but demonstrate resilience by eventually graduating.

Recommendations

- Ensure prospective students are aware of the academic level required to be able to complete LAT and perform well after transfer.
- Ensure students who are at risk of not meeting requirements for transfer are provided with other diploma or degree pathways options at Seneca or other colleges.
- For universities, need awareness that academic performance at college is a stronger indicator of success in university than high school. Transfer students who performed poorly in college require more support from the university for success.

Further research

- Follow pathways of non-York LAT partners (University of Toronto, perhaps Trent)
- Conduct a similar analysis with other programs, both with and without articulation agreements (eg. business)
 - Partner with other institutions to share data and research capacity
 - Investigate tracking Seneca students at other institutions using the OEN
- Explore student decision making, advising, and information sources before, during, and after transfer through surveys and/ or interviews.
- Factors associated with transfer and performance such as family income, immigration status, and language should be investigated further.



Thank you!

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