THE STUDENT EXPERIENCE IN TRANSFER — YORK / SENECA

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EXECUTIVE SUMMARY

In Ontario and across Canada, student mobility has been a vital part of the academic relationship between colleges and universities. Within Ontario, Seneca College and York University has had a longstanding informal partnership for over 40 years and is considered a leader in pathways. More recently, the York Seneca Partnership (YSP) was created to support bidirectional student mobility between York University and Seneca College. The current study, through a mixed methods approach, measured the student experience of those transferring within this partnership.

The four primary research questions were:

1) How did Seneca and York students gain information about transfer options, advising services, transition supports, financial aid and transfer credits?

2) How effective was this information in supporting their decision-making, application process and registration?

3) What improvements to registration processes and student services were most likely to have a positive impact on the transfer student experience? How did students experience transfer?

4) How did sociodemographic characteristics, academic performance and engagement influence satisfaction with the transfer experience, and the decision to transfer? How did these characteristics influence academic performance and adjustment post-transfer?

Methodology

The 'Student Experience in Transfer' research project used a combination of surveys, focus groups and administrative data. The study population included students enrolled at York University or Seneca College in Fall 2019 who had previously attended either York (current Seneca students) or Seneca (current York students). Of 652 York to Seneca transfer students,162 participated in the survey (25%). For Seneca to York transfer students, 354 (28% of 1260) participated in the survey. For participating students, details from their academic record, including grades and transfer credit, were extracted from each institution's administrative systems, and linked to their survey responses. Survey respondents were also invited to participate in focus groups, resulting in 33 participants.

The first part of the quantitative analysis included descriptive statistics (frequencies and cross-tabulations) of the socio-demographic, program-related characteristics, information sources used and experiences of students as they went through the various stages of the transfer process. Multivariate regression analysis was then used to investigate respondent satisfaction with the transfer process, the decision to transfer to York or Seneca, their previous academic preparation, and—if given the opportunity—whether they would transfer again to the receiving institution.

For the qualitative analysis, textual analysis was used to generate themes and that data was triangulated with the narratives emerging from the surveys, particularly the open-ended responses. The patterns emerging from the data were presented using 'thick description' of excerpts from the focus group dialogue. Some content analysis was also used to evaluate and summarize the open-ended responses.

Results

Transfer student profile:

For Seneca To York transfers, just over one-fifth (21%) of the Seneca to York transfer group reported a disability, while among those who transferred from York to Seneca it was 15.5%. Over a third (34%) had a parent with a degree and 72% reported being a visible minority (Chinese,19%, South Asian, 18%, and Black, 9%). Over a third (35%) were aged 25 or older when they transferred.

For York to Seneca transfers, 16% reported a disability and 47% had a parent with a university degree. When they transferred, 58% were aged 25 or older. In terms of ethnicity, 73% reported being a visible minority with South Asian (17%), Chinese (14%) and Black (11%) the top four groups.

Regression analysis included four outcomes; 1) satisfaction with the transfer process; 2) satisfaction with the decision to transfer to York/Seneca; 3) if they could start over, would they choose to transfer to York/ Seneca again; and 4) GPA at York/ Seneca (post-transfer).

Seneca to York

Sociodemographic factors: Students who had a parent with a university degree were both more likely to be satisfied with the transfer process, as well as the decision to transfer to York than those whose parents did not have a degree. Females were more likely than males to indicate that if they could start over, they would transfer to York. Students who reported having a disability were less likely to choose transfer to York, if they could start over. In terms of GPA outcome, the only significant sociodemographic factor was gender, with male transfers to York obtaining a higher GPA.

Transfer factors: Students who indicated they received fewer credits than expected had lower satisfaction with the transfer process and the decision to transfer to York. As well, students who received fewer credits than expected indicated they would be less likely to transfer to York if they could start over. Satisfaction with the transfer process was lower for students who received their transfer credit notification after program registration versus those notified earlier. The amount of transfer credit provided did not have a significant impact on GPA post-transfer, although GPA pre-transfer did.

Student experience: Those who indicated that they transferred for academic-related reasons were more likely to be satisfied with the decision to transfer, compared to students who continued their education at the university due to transfer-related reasons. Transfer students who interacted with faculty at the receiving institution were more likely to be satisfied with the transfer process and their decision to transfer to York. Interacting with faculty and receiving academic advising resulted in higher GPA at York for transfer students. Transfers into York who first found out about their transfer options using college sources like college websites, publications and staff had lower levels of satisfaction with the transfer process than those who relied on university sources.

Sociodemographic factors: Age at the time of transfer influenced satisfaction with the transfer process for University to college transfers. Students who were between the ages of 22 and 24 tended to be more satisfied with the process than younger students. Among university to college transfers, females were more satisfied than males with the decision to transfer.

Transfer factors: Transfers who received advanced standing (received at least five transfer credits or enrolled in graduate certificates or accelerated diplomas) at Seneca were less satisfied with their decision to transfer than other transfer students. Unlike the Seneca to York transfer group, the impact of transfer credit expectations on satisfaction was not significant for York to Seneca transfer students.

Student experience: Students who interacted with faculty post-transfer had higher levels of satisfaction with the transfer process and the decision to transfer. They also obtained higher grades. Students who relied mostly on Seneca sources for information such as websites, publications and staff were more satisfied with transfer process than those who relied on York sources.

Throughout the focus groups and based on some of the qualitative responses received from the survey, several structural challenges emerged as creating difficulties for transfer students. These included adjusting to the new campus environment, differences in class sizes and to new student service practices that affected student access and supports. In particular, issues with the accessibility services offered at both institutions (e.g. low awareness, long waiting periods) and frustration with institutional financial aid processes and practices were commonly raised.

Students reported turning to informal networks such as other students for information. To address this, some suggestions for improvements by students included separate orientations for transfer students, more one-on-one advising and improving the quality and accessibility of the information about transfer on institutional websites. Another option is to train peer mentors, who have been through the transfer process, to support incoming transfer students. Overall, respondents observed that the inter-institutional relationship between York and Seneca helped to facilitate the ease of transfer and the credit transfer process.

Transfer students are an important constituent in the postsecondary environment. They are a sizable proportion of the enrolment at university and college campuses across Ontario, and institutions must have an effective infrastructure to support them.

Table of Contents

List of Tables

List of Figures

INTRODUCTION

In Ontario and across Canada, student mobility has been a vital part of the academic relationship between colleges and universities. Despite the importance of mobility between the two sectors and a growing literature, it is still under-studied relative to jurisdictions like the United States. Most of the previous research done by the York-Seneca Partnership has relied on administrative data to provide institutional and system-wide analyses into transfer student experiences and emphasized system-level perspectives on transfer patterns and trends. This study was unique in that it linked administrative records, surveys and focus groups for students who transferred between the two institutions. This project was designed to produce insights and practical examples that institutions could use to help improve the experiences, supports and services of and for transfer students within the postsecondary learning environment.

The York Seneca Partnership

The York Seneca Partnership (YSP) was created to support bidirectional student mobility between York University and Seneca College. The YSP is governed by a signed MOU and overseen by a Steering Committee, chaired by the Vice-Presidents Academic of each institution. Agreements to support student mobility between the partner institutions are formalized through articulations, MOUs, and other types of signed arrangements. In addition to academic collaboration, the Partnership encompasses shared use of space, leasing agreements and joint research.

Credit Transfer Agreements & Policies

College to University

Since 1991, York University has had a block credit transfer policy in which students transferring from a recognized postsecondary institution in Canada or from abroad receive predetermined university credits. Students do not need to apply for the credits, they are assessed and allocated by the admissions office at York. (Smith, Decock, Lin, Sidhu & McCloy, 2016; York University-Secretariat Policies).

The number of credits received depends on factors such as minimum grade requirements, prerequisite courses taken and whether the credential from the sending institution was completed. They are allocated based on the sending program's academic content and affinity to programs at York University. Depending on program content and length of study at the sending institution, a standard or enhanced block of credits[1] are applied. For example, at York, a high affinity[2] two-year college diploma would typically receive a standard block of thirty credits towards a 120-credit or 90-credit degree program. The award is dependent on successful completion of all courses within the sending diploma and the maintenance of the required admissions GPA for the receiving program. On the other hand, enhanced block credit transfer is generally guided by formalized articulation agreements between York and the sending institution. For example, students transferring from Seneca's two-year Liberal Arts Transfer (LAT) program, which has a formalized articulation agreement with York, receive an enhanced block of 48 transfer credits towards a degree. These students must maintain a required

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[1] "Block Transfer Credit refers to a specific amount of credit granted based on a completed certificate, diploma or degree and is accepted for transfer credit into a degree program. Block transfer credit may also be granted for completion of a minimum of two semesters in a certificate or diploma program" https://futurestudents.yorku.ca/definitions
[2] Program curricula is aligned to degree courses and has substantive academic content.

admissions GPA of 3.0 (70%) and must have completed specified courses within the diploma to receive the full block of 48 credits. Students who don't complete the LAT diploma prior to transfer or and did not successfully complete all the diploma courses, including the specified courses described in the LAT articulation agreement, would not receive the full block.

Articulation agreements are developed when specified credits from within the block of credits are identified as transferrable into a degree. These enhanced block credit arrangements therefore consist of specified and non-specified credits. The allocation of specified credits for courses completed in a sending program listed is negotiated between academic staff from the sending program and the York degree program staff. The course assessments result in a one-to-one or many-to-one course credit determination.[3] Once the agreement is signed, students from the sending program will receive the enhanced block of credits that has been agreed to within the articulation document, regardless of the degree program that they register into at York University. For example, Seneca's SSW graduates would receive 45 block transfer credits when they enroll in degree programs at York University, providing that they complete the credential and have the required 3.0 GPA for admissions. Similarly, graduates who transfer from Seneca's three-year accounting program should receive 57 credits, while those who transfer from the two-year program receive 45 credits. These transfer students must be diploma graduates and have an overall GPA of 3.0 to be allocated the full block of transfer credits, as per the agreement. However, in the example above, while the agreement is specific to the Bachelor of Commerce program at the University, these students can enroll in any degree program at York University and receive the allocated transfer credits as outlined in the signed agreement[4]. Additionally, some of the written academic agreements between the two institutions such as those relating to Science programs for example, also have grade requirements for specific courses identified within them.

University to College

York students entering Seneca College may also receive transfer credits. If the student graduated from the university prior to transferring they could receive advanced standing into a college diploma. In this scenario, general education and English courses are waived/ given as transfer credit toward the completion of the college diploma credential[5]. There are also a few concurrent degree-diploma arrangements between the two institutions that admit York students only into specific program streams. Recently, York and Seneca have signed agreements that facilitate the movement of York degree graduates into Seneca graduate certificates. In these cases, York graduates who take advantage of these options will receive transfer credits towards

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[3] In some cases, a few courses from Seneca fulfill the academic requirement of a single York course.
[4] Where the degree and the sending credential are not highly aligned, some of the transfer credits will be used towards elective requirements, but some may not end up being used towards the degree. They have the potential to become excess credits. Sidhu et al. (2016) however, found, that on average transfer students at York only generated three more excess credits than non-transfer students. the equivalent of a regular one-term course. The median of the two groups only differed by one credit (p. 18).
[5] Seneca's Transfer Credit Policy - "For students entering a diploma or advanced diploma program: Graduates with a completed three- or four-year undergraduate degree from a recognized Canadian postsecondary institution are eligible to receive transfer credits for COM101 and all other required general education courses" https://www.senecacollege.ca/about/policies/transfer-credit-policy.html. At the time of the survey, graduates who transfer can therefore enter into a regular diploma program and request these transfer credits; or enter, where available, an accelerated diploma program.

some of the courses identified in specific graduate certificates. Finally, although not as common, York University degree graduates may receive transfer credits if they enroll in high affinity college degree programs at Seneca.

Seneca College also gives transfer credits to students who did not graduate from university. The number of credits granted depends on the grade received in the courses being transferred. A minimum GPA of C is required in courses for students transferring to college non-degree programs, or C+ for those transferring into college degree programs (McCloy, Williams, Childs & Manoir, December 2019, p. 17).

As of July 2020, the York Seneca Partnership had more than twenty-seven signed academic agreements supporting bidirectional student mobility. These agreements typically have a five-year term and are signed by the Vice Presidents Academic (or their designates) at both institutions.

The report will begin with an overview, followed by a literature review, methodology and findings section. The latter results were subdivided by transfer direction – Seneca to York and York to Seneca. Additionally, the rich textual details from the focus group discussions and qualitative survey responses were also separately presented as part of the findings. The report will conclude with a discussion section, some institutional and policy recommendations.

PROJECT OVERVIEW

The 'Student Experience in Transfer' research project used a combination of surveys, focus groups and administrative data. The study population is transfer students who were enrolled at York University and Seneca College in Fall 2019. Two surveys to students who had transferred in either direction was administered electronically between October 2019 and November 2019:

1. Of 652 York to Seneca transfer students,162 went on to participate in the survey (25%).
2. Of 1,260 Seneca to York transfer students enrolled at the University, 354 (28%) participated in the survey.

Overall, 516 students responded — a participation rate of 27%. For participating students, details from their academic record, including grades and transfer credit were extracted from each institution's administrative systems and linked to their survey responses.

At the end of the survey, these participants were asked if they were interested in participating in a focus group to expand upon their transfer experiences, and more than 50% indicated they were. From them, a group of 40[6] that reflected the demographic profile of the survey population with regard to age, gender, graduation status and academic programs was recruited. On February 2020, thirty-three of them participated in four focus groups conducted by staff from the Institute for Social Research (ISR) at York University.

Definition of the transfer students in the study

A transfer student was defined as anyone who enrolled at York University after submitting a transcript from Seneca College, or at Seneca College after submitting a transcript from York University. At York, only students entering a degree program were included, and at Seneca only students entering a credited Ontario College credential was included. Students were included

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[6] As will be discussed in the methodology, survey and focus group participants were given monetary incentives. Given budget and time constraints, a total of 40 focus group participants were indicated as ideal for this research project, at the onset.

whether or not transfer credit was obtained, as well as whether they graduated before transferring. Therefore, the sample included transfer students who partially completed a credential at one institution before transferring or enrolling in the other. A few students in the study were also concurrently enrolled in degree and diploma programs at both institutions, but those numbers were quite small. [7]Excluded from the sample were students who subsequently enrolled in Continuing Studies.

THE RESEARCH QUESTIONS

The study sought to learn about service information gaps to help improve the supports for transfer students at York and Seneca, especially through advising, admission and recruitment. Although it focused on two institutions, the results should be generalizable to other postsecondary relationships within Ontario. Secondarily another goal included the provision of information to support the work of stakeholders across the postsecondary system in Ontario through ONCAT (Ontario Council on Articulation & Transfer).

The four primary research questions were:

1. How did Seneca and York students gain information about transfer options, advising services, transition supports, financial aid and transfer credits?

2. How effective was this information in supporting their decision-making, application process and registration?

3. What improvements to registration processes and student services were most likely to have a positive impact on the transfer student experience? How did students experience transfer?

4. How did sociodemographic characteristics, academic performance and engagement influence satisfaction with the transfer experience, and the decision to transfer? How did these characteristics influence academic performance and adjustment post-transfer?

These questions shaped the survey instruments and focus group discussion guide used for the study.

LITERATURE REVIEW

Although there has been growth in Canadian student transfer literature, the amount is still small compared with jurisdictions like the United States. This review primarily used works from the United States, British Columbia, and Ontario to provide an academic and theoretical underpinning for the current study. Transfer students form a heterogenous group and are different from other students who enter the postsecondary system directly, leading some researchers to describe them as 'non-traditional'.

Non-traditional versus Traditional Postsecondary Students – College to University Transfers

In Canada, Direct Entry High School (DEHS) students have often been defined in the literature as 'traditional' students. This group has included students who matriculated directly to a postsecondary institution from high school (Robson, Brown, Maier & Ranjbar, 2016; Acai &

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[7] Collaborative Nursing students from Seneca who moved to York within that program were not considered transfer students and were not included in this sample. Students who moved into or out of Collaborative Nursing into other programs at York or Seneca were included.

Newton, 2015) and were more likely younger, age 19 or below, female, single, had no children, were non-aboriginal and had no declared disability (Acai & Newton 2015).

There is however a growing awareness in Canada that the "traditional" pathway of moving seamlessly and uninterrupted from high school directly into a postsecondary institution and graduating within a specified timeframe is not always the norm. Many students experience gap years or temporary interruptions during their pursuit of postsecondary education. Accordingly, results from the 2013 National Graduates Survey conducted by Statistics Canada found that only 53% of university degree graduates in 2010 entered their program directly from high school (Ferguson & Wang, 2014, p. 6). The other 47% would therefore be considered non-traditional entrants.

American student mobility literature has typically distinguished the 'traditional' from 'non-traditional' student. By the end of the 1980's American transfer research described the traditional student as moving from 2 year to 4-year institutions typically between the ages of 18-22, with a non-minoritized background, whose parents were middle class and had previously attended college. The adequacy of their academic preparation, the appropriateness of their academic expectations, and the socialization they received from their parents, peers and others supported their integration into the postsecondary environment (Strage, 2008 p. 225-226). Non-traditional students have been described as older, living off campus, were often enrolled in part-time studies and often took a more circuitous route into the institution. This definition expanded in recent years to include commuter and minority students, women, persons with disabilities, those who were married or parents, who were also attending postsecondary institutions (Monroe, 2006, p. 33; Hyatt & Smith, 2019, p.4; Strage 2008). Many college transfer students shared many of these same characteristics as other non-traditional students including coming from weaker academic backgrounds, and so often had less confidence in their ability to complete a postsecondary credential because of their circumstances (Monroe, 2006, p. 35). Therefore, the term non-traditional has been used in the American literature to describe a wide range of individual characteristics, including age, ethnicity, residence, disability status and gender (Monroe, 2006, p. 35). Given these characteristics, much of the literature and consequently many American researchers have categorized college transfers into university as non-traditional students (Hyatt & Smith, 2019, p.4; Monroe, 2006, p. 35).

In Canada, non-traditional students have been defined according to the route used to access higher education. Unlike DEHS students, transfer students tended to be older, married, had children, and had lower incomes. As a result, this group had more external pressures and more demand on their time due to family and work obligations (Henderson & McCloy, 2019; Robson, Brown, Maier & Ranjbar, 2016, p. 4-7).

Hyatt & Smith (2019) conducted a study at a small, private, non-profit southeastern university in the United States where 40% of students enrolled at the institution were transfer students. The researchers found that faculty at the institution perceived college transfer students as 'complex'. Students were considered 'layered' and 'messy' because they were often older, had busy lives, juggled family, and work, and had financial challenges. They needed to balance taking classes at the university with many other priorities. Faculty members therefore perceived these 'non-traditional' students as having limited time available for academics and diverse overburdening challenges that traditional students did not have. They were thought to be difficult to teach and advise, and in many cases, faculty avoided interacting with them (Hyatt & Smith, 2019, p. 10). The researchers found that faculty were often unaware of the processes and steps needed to help these students to become successful and that these processes were not clearly articulated

on the websites that the students used (Hyatt & Smith, 2019, p.14). Such deficiencies adversely affected students' experiences and pathways to graduation (Hyatt & Smith, 2019, p.14).

Monroe (2006) suggested that universities were not incentivized to support transfer or non-traditional students as they are typically not in the majority and not preferred. Yet designing programs to support and meet the needs of non-traditional learners is becoming an important part of the planning and responsibilities of institutions. Monroe (2006) also observed that, these "non-traditional learners [often] think in terms of being customers, and [so] hold higher education accountable to provide results for the exchange of their time, effort, and money. They are demanding customers with high expectations" (p. 43). Yet many institutions do not regularly assess the impact of policies and the effectiveness of the services provided to either traditional or non-traditional students. Fundamental to this is the provision of timely and accurate information to these students when they were being advised or supported through the services offered at the institutions (Monroe, 2006, p. 45).

Non-traditional versus Traditional Postsecondary Students – University to College Transfer

The literature on university to college transfer, sometimes referred to a 'reverse transfer' has been relatively sparse. Most of the literature described above referenced the experiences and profiles of students who transferred from the college to the university. Yet a growing number of students have and continue to take non-linear or non-traditional pathways into Ontario's postsecondary system, particularly the university to college pathway. A study conducted by Ferguson & Wang (2014) found that over 30% of students in higher education had previously completed a postsecondary credential (p. 7). Ontario's 2018-19 Student Satisfaction KPI Survey showed that 21% of students had a university degree, and an additional 7% had previously attended university. Of those transferring into an Ontario college that year, 59% came from a university. Since 2011 the percentage of students who reported having a university degree increased by 11%. This may be due to the influx of international students with university education (McCloy 2021).

On arrival at the university, transfer students in Ontario were more likely to enter social science and commerce programs than science programs (McCloy, Steffler & Decock, December 2017, p. 20). University to college transfer students also tended to enroll in business, or social sciences and related programs rather than health, science, or technology programs (Smith, Decock, Lin, Sidhu & McCloy 2016; Maier & Robson, 2020, p. 84). Forty-five percent of university to college transfer students enrolled in graduate certificates, while 42% enrolled in two-or three-year diploma programs (McCloy 20210).

There are many similarities in the description of the non-traditional and transfer students in both the Canadian and American literature. The combination of the alternative pathway route into postsecondary and their particular characteristics warrant a definition of transfer students as non-traditional, with specific needs and supports, which differed from 'traditional' postsecondary students. Postsecondary institutions therefore have a responsibility to aid in their academic success, through the academic advising experiences, services and supports offered to non-traditional students, who may not have the social and cultural capital to properly navigate the postsecondary academic environment.

Sociodemographic Characteristics of Transfer students

Research on Ontario college graduates indicate minimal differences in transfer rates across sociodemographic factors. For the years 2014-2016, the rate of transfer was only slightly higher (6.3%) for those without a disability compared to those with a disability (5.9%) (Williams & McCloy, 2019). However, transfer students with a disability were somewhat less likely to be satisfied with the transition experience and their academic preparation than transfer students who did not report a disability. In the 2015 Graduate Satisfaction survey, Indigenous college graduates had a slightly higher rate of transfer (7.3%) than non-Indigenous graduates (6.8%), although the difference was not found to be significant in the regression models (McCloy, Steffler & Decock, 2017). In a study of Seneca students, transfer to university was 3 percentage points higher for college graduates who had a parent with a degree than those who did not, an effect that held when controlling for demographic factors and grades (Steffler & McCloy, 2018). The study showed that rates of transfer did not differ by income, however.

When the sociodemographic characteristics of college transfers were compared with university non- transfer students, there were marked differences in the populations. An Ontario survey showed that college to university transfer students were more likely to come from groups underrepresented in university. They were more likely to report a disability, be from low-income households and neighbourhoods, identify as Indigenous and come from a rural community (Henderson & McCloy, 2019). In addition, they were more likely to identify as White/Caucasian, or Black, and less likely to indicate they were Chinese or South Asian.

Less is known about the sociodemographic characteristics of university students who transferred into college. Previous university attendance, as expected, was associated with an older demographic. Accordingly, 40% of students with previous university experience were over 25, versus 17% of non-university transfers (McCloy 2021). A study of students who transferred from Ryerson or York University to business programs at Seneca college (the two predominant institutional sources of transfer in Ontario), found that the university transfers were more likely to come from higher income neighbourhoods, were more likely to have a parent with a degree, and were far more likely to be Canadian citizens than others students at Seneca (McCloy, Williams, Childs, & Du Manoir, 2019). The Ontario KPI Student Satisfaction Survey also found that entering students with previous university experience were less likely to report a disability than non-university transfers (12% versus 24%) (McCloy 20210). However, most of this difference was due to those who completed university, of whom only 8% reported a disability (versus 25% for those with an incomplete university education). In a study of grade 9 students in Toronto, researchers found that students who transferred from university to college were more likely to come from lower socioeconomic groups and be Black, South Asian, or Southeast Asian than those who stayed in university (Robson, et al, 2016).

Social and academic Integration and Engagement Among University to College Transfers

Defining Social and Academic Integration

Tinto 1993 defined Social integration as "the degree to which a student feels comfortable in the college environment and belongs to one or more affinity groups" (Kuh, Kinzie, Buckley, Bridges & Hayek July 2006, p. 5). Tinto believed that academic and social integration were complementary but independent processes by which students adjusted to postsecondary life. Academic integration included compliance with specific norms: maintaining or achieving passing grades, for example. The former was measured by a student's satisfaction with their academic

progress and choice of major. On the other hand, social integration was the extent to which a student found the institution's social environment congenial to their preferences. It was shaped by the student's background, values, and aspirations. Social integration was therefore measured by composite of peer-to-peer and faculty-student interactions. Therefore, a student's persistence through to academic success was a function of the relationship between individual actors (the student), the postsecondary environment and their home community (Kuh, Kinzie, Buckley, Bridges & Hayek July 2006, p. 11). Consequently, Tinto (1975, 1993) found that faculty-student interaction was one of the predictors of attrition and postsecondary dropout (Hyatt & Smith, 2019, p.2).

Tinto concluded that increased levels of academic and social integration led to greater levels of institutional commitment and consequently the achievement of student success goals like graduation. He also theorized that families played a key role in passing on privileges to their children via a process of expectation development. Consequently, social, and academic integration were outcomes that led to successful postsecondary achievement (Kuh, Kinzie, Buckley, Bridges & Hayek July 2006, p. 11)

Cotton & Wilson (2006) found that successful college transfer students placed greater importance on academic integration rather than social integration. These researchers found that transfer/non-traditional students were often hesitant to approach faculty. They felt that their ideas would not be welcome, so doing so would be of little benefit. However, Hyatt & Smith (2019) noted that when faculty did reach out to them, many of these students reciprocated (p.1-4).

Lanaan (1996) established the importance of psychological and social adjustment for college transfer students who enrolled in four-year institutions. Townsend and Wilson (2009) built on Lanaan's work with a qualitative study on the impact of social and academic integration on student college transfer success. Participants were interviewed in 2004 when they transferred, then in 2008 when they graduated. While social integration such as participation in co-curricular activities was initially important, the study found that students felt doing well in class was more important than making friends. Students found relationships with faculty difficult, so felt no overwhelming connection with them. The authors concluded that, because students lacked interest in campus social activities, academic integration was more important than social integration to student success (Hyatt & Smith, 2019, p.4).

Student Engagement
The terms integration and engagement have been used interchangeably in much of the higher education literature. Kuh (2003) defined engagement as the "the time and energy that students devote to educationally sound activities inside and outside of the classroom, and the policies and practices that institutions use to induce students to take part in these activities" (p. 25). In short, engagement was part of the process that led to a student's integration into their academic environment.

Student engagement was comprised of two key components that contributed to a student's academic success. The first referred to the amount of time and effort that students put into their studies, including educationally purposeful activities. Learning and success was therefore influenced by the degree to which the individual student invested in the learning process. The second component referred to the ways in which institutions provided learning opportunities and services that encouraged students to participate and benefit from their participation. This included how institutions deployed resources and organized curricula, and other opportunities.

Engagement also included the support services that institutions provided to induce students to participate in activities that led to desired outcomes such as persistence, satisfaction, learning and graduation. Therefore, institutional actions were thought to affect levels of student engagement and learning on campus (Kuh, Kinzie, Buckley, Bridges & Hayek July 2006, p. 31; CCI Research 2009, p. 15).

Academic & Social Engagement

Academic engagement has been described as activities that included meaningful connections with faculty in the context of course or educational studies. These interactions included but were more not limited to email exchanges and attending office hours, faculty members monitoring a student's progress and regularly assisting students with learning the material outside of the classroom. Measures of academic engagement included academic challenge, student-faculty interaction, and collaborative learning. On the other hand, social engagement involved interacting with others broadly both inside and outside of the institution. Social engagement was often evaluated or measured on the basis of how enriched the student's educational experiences were, as well as the supportiveness of the campus environment (Kuh, 2003, p. 29; Lester, Leonard & Mathias, 2013).

Studies have shown that transfer students were often challenged when navigating the transition from the community college to university which Kuh (2003) described this as "transfer tremor". This phenomenon referred to the act of negotiating the challenges that came with navigating the cultural pathways of the new institutional environment (p.30).

A Canadian study conducted by Gawley & McGowan (2006), found that being older and more mature, transfer students were more motivated to reduce their social activities deliberately and placed greater emphasis on university degree completion. They were eager to get out of the institution to 'get on' with their adult lives (p.10-11). Another Canadian study found that, by comparison, college to university transfer students were more likely than their non-transfer counterparts to engage in student-faculty interactions, and to discuss assignments, grades, and career plans. However, they were less likely to participate in volunteer activities, student clubs and cultural events (Henderson & McCloy, September 2019, p.8-9). The authors stated that:

> While college-to-university transfer students tended to be highly academically engaged, engagement outside of the classroom was found to be a challenge. This [was] likely related in part to age differences, as college-to-university transfer students tend[ed] to have more outside responsibilities such as dependent children, as well as less financial supports (McCloy & Henderson, September 2019, Executive Summary).

There was therefore a higher level of interest in academic engagement than in social engagement, juxtaposed against the specific characteristics of transfer students.

In both Canada and the United States engagement has been measured by survey instruments such as the National Survey of Student Engagement (NSSE), Community College Survey of Student Engagement (CCSSE) and the KPI Student Satisfaction and Engagement Survey (Ontario Colleges). This annual survey has looked at what colleges and universities expected in terms of homework, reading, writing assignments and intellectual tasks; how frequently their students participated in various forms of active collaborative learning; and how often students interacted with professors (Kuh 2003, p.26). In Canada, NSSE has been administered to first and final year undergraduates who are nearing the completion of their postsecondary credential.

In Ontario, all college students beyond first semester complete the annual KPI Student Satisfaction and Engagement Survey[8].

Student engagement questions have therefore been based on four areas: active participation, quality of effort, the inter-relationship between the student and the institution and an account of the student's use of their time. Active participation involved a student's levels of participation in the classroom, whether they asked questions, presented information, and worked with other students on assignments. Quality of effort was measured by whether they completed homework or assignments, attended, or skipped classes, reviewed, or revised assignments before turning them in, and whether they used information from different sources to complete assignments. On the other hand, the inter-relationship between the student and institution was measured by whether an institution encouraged and provided meaningful opportunities for interactions, an institution's provision of information regarding social opportunities, financial services, academic responsibilities, student's non-academic responsibilities, and information on how time should be spent doing course or other academic work. Finally, accounting for the student's time in areas such as their involvement in volunteer activities, whether they were working for pay, caring for dependents, and the amount of time spent preparing for class were also other components of engagement surveys (Cooke & Charlebois, June 2009).

College to University – Social and Academic Engagement

Transfer students conceptualized academic engagement in relation to challenge and learning, with higher levels of challenge being associated with increased engagement identification with the campus community. NSSE results also showed that transfer students were also often concerned that social activities would detract from their academic work (Lester, Leonard & Mathias, 2013, p. 215).

Engagement surveys have therefore found that certain groups of students were more engaged than others. Students who lived on campus for example had better access than their commuting peers to institutional resources for learning, including faculty members and other students. Full time students tended to have more responsibilities and off-campus work that prevented their participation in educational and extracurricular activities (Kuh, 2003, p. 27). NSSE results also found that minority students often experienced postsecondary education differently from their White peers (Kuh, 2003, p. 27).

Other student characteristics such as First-Generation status also played a role in expectations, student effort, persistence, and other measures of postsecondary success. For example, First-Generation students who reported more participation in group discussions, presentations, performances, research projects, and group projects, and who frequently discussed courses with other students, had a higher probability of success in postsecondary (Kuh, Kinzie, Buckley, Bridges & Hayek July 2006, p. 6-7). As well, studies of non-traditional students, commuters, and other underrepresented populations identified other external factors which affected student persistence. This included parental encouragement, support from friends and finances (Kuh, Kinzie, Buckley, Bridges & Hayek July 2006, p. 6-7).

Overall transfer students and other non-traditional students were generally more interested in academic than social integration. As well, while social and academic engagement were important to academic success, students from these groups were often more interested in

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[8] Previously, the KPI Student Satisfaction and Engagement Survey was a mandatory survey, funded by the Ontario Government. However, in 2019-20, it became voluntary, with many colleges continuing it.

academic engagement. However, challenges were often faced even when they pursued academic engagement initiatives. NSSE survey results showed that when compared to non-transfers, transfer students were generally less involved in educationally engaging activities in the postsecondary institution from which they were about to graduate (Kuh, 2003, p. 27).

University to College – Social and Academic Engagement

The academic and social engagement of students who transferred from university to college has been little studied[9]. In a qualitative study of 20 Ontario students who left university without completing, the authors detected a sense that university was an "indifferent place", with large class sizes, lack of support, difficulties in reaching faculty, and administrative issues (Maier & Robson, 2020). At college, on the other hand, they found smaller class sizes, friendlier atmosphere, and more hands-on-learning.

Transfer Students Satisfaction, Reasons for Transfer & Credit Expectations

Studies dating back to 2000 on the admission, transfer experiences and satisfaction levels of former postsecondary students from British Columbia found that 86% were either very satisfied or satisfied with their overall transfer experience[10] (Lawrance, 2001, p.42/44). Results from the 2005 BC survey also found that 83% of respondents were very satisfied or satisfied with the admissions services and application processes received at the transferring institution (BC Stats, February 2006, p. 43).

Lawrance (2001) found that students transferring to unrelated programs were less likely to realize their transfer expectations. He also found that success in realizing transfer expectation was closely related to satisfaction. These findings were echoed in McCloy, Steffler & Decock (2017), a quantitative study of Ontario's College Graduate Satisfaction Survey (GSS) from 2007 to 2015. The authors found that 86% of college graduates who transferred to a related program were very satisfied or satisfied, compared to 71% of those who had transferred into an unrelated program (p.46).

In 2015, 17% of GSS respondents indicated that they had received more credit than expected upon transferring, 56% stated that they received the amount they expected and 26% reported receiving less credit. Those who received more credits than expected were 17% more likely to be satisfied than those who received fewer credits (McCloy, Steffler & Decock, 2017, p.43). The same paper reported that 85% of transfer students indicated being satisfied with their academic preparation and 81% were satisfied with their college to university transition. (McCloy, Steffler & Decock, 2017, p.7). Additionally, satisfaction with the transfer experience was higher among male students than female and among older students (McCloy, Steffler & Decock, 2017).

Overall, 26% of graduates said they got their transfer credit notification with their offer of admission, 36% said before registration, 25% after registration and 2% had not heard back by the time GSS was administered. The remaining 11% had not applied yet or were not planning to apply (McCloy, Steffler & Decock, 2017, p. 42). Regression analysis showed that, "transfer

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[9] In 2020 Seneca College received funding from ONCAT to study university to college transfers in Ontario using data from the KPI Student Satisfaction and Engagement Survey.

[10] "Several different institutions participate in the B.C. Transfer System…The BC Transfer System includes public and recognized private and out-of-province institutions, facilitates student mobility, supports system quality and ensures the portability and applicability of credit by providing dependable, accurate resources to students and institutions… There is a high degree of flexibility in the system because students can transfer among all different types of institutions, not just from colleges to research universities" (Trick 2013, p. 10 –17; https://www.bccat.ca/system/policies). The greater integration of the BC postsecondary system could be a reason behind the higher levels of satisfaction and transfer credits received when compared to jurisdictions such as Ontario.

credit amounts that either met or exceeded expectations was a significant influencer on satisfaction with the transition, with those who received more transfer credit than they expected, [being] 17 percentage points more likely to be satisfied than those who received less than expected. Those who received some transfer credit relative to no credit were 7 percentage points more likely to be satisfied. The timing of notification was not significant" (McCloy, Steffler & Decock, 2017, p. 53).

When GSS respondents were also asked about the reasons for transferring, the most popular responses were to advance their career and to obtain a university credential. Transferring because they had no job or work available in their field and because the company required or paid for the credential were the least cited reasons for transfer among respondents (McCloy, Steffler & Decock, 2017, p. 58). Respondents who transferred for academic reasons were 10% more likely to be satisfied. Those who pointed to extrinsic reasons such as being encouraged by others or to enhance career and labour market outcomes were less likely to be satisfied than those who did not (McCloy, Steffler & Decock, 2017, p.59).

College transfer students were often attracted to a university education because it conferred a higher social status, promised better career prospects and potential increases in earnings. Although poor academic performance at the college often limited the opportunity for transfer, students have continued to combine or have expressed an interest in combining a college credential with a university education (Decock & Janzen, December 2016; McCloy, Steffler & Decock, December 2017; ONCAT, 2013, p. 3).

In terms of college to university transfer, in one Ontario college, over 71% of university students who entered graduate certificates were satisfied with the admissions process, and 68% reported no difficulties with the transition prior to enrolment. For those who did experience difficulties, 28% stated that information on student services offered and how to find their way around campus (27%) were the top challenges, pre-enrolment (Durham College, 2013). Since these students were often mature, they felt the college should develop unique convenient social networking opportunities geared towards graduate certificate students.

A study of university students who enrolled at an Ontario college between 2010 and 2012, found that found only 50% were satisfied with the transfer credit process. Respondents pointed to issues such as obtaining and paying for university courses, and the refusal of transfer credit by the College (Confederation College, 2013). However, students commented on the helpfulness of college professors in reviewing course outlines and recommending transfer credit. Their main reasons for attending university were to gain skills to further employment opportunities. On the other hand, the findings regarding financial considerations were mixed. A majority of participants from the study's focus group indicated that financial considerations did play a role in their decision to transfer from university to the College. They cited the lower tuition costs and shorter program lengths as the two most crucial factors (Confederation 2013, p.21).

One of the goals of the Confederation study was to understand reasons for university to college transfer. Many of them were career related. When asked explicitly about their decision to attend college, many pointed to practical skills and experiences including resume writing, an interest in career change, the need for a clearer career path and the difficulties with finding employment after completing university. The differences in teaching styles between the university and college, as well as the expertise of college instructors who worked in the field, and the latter's ability to help them prepare for careers were also cited (Confederation 2013, p.21).

Timing of Decision to Transfer

Understanding the evolution of plans to attend university was important for targeting students and for determining how, what and when information should be provided. Ontario's Graduate Survey results from 2007 to 2015 indicated that for 43-48% of respondents the decision to transfer to university was made before starting their college program; 42% to 46% said it was during their program; 10% -12% after (program) completion or after graduation; and for less than 10% it was at the start of their college program (McCloy, Steffler & Decock, December 2017, p. 37-38). "Of those who made the decision to transfer after they had graduated, 29% cited a lack of jobs as a major reason [for continuing] their education, compared with 15% for those who decided earlier. However, the timing of the decision did not appear to be related with other cited reasons for transfer" (McCloy, Steffler & Decock, December 2017, p. 38). In a comparison of university non-transfer and transfer students, 69% of the direct entry students "always assumed" they would attend university, compared with 27% of students who transferred to university (Henderson & McCloy, 2019).

Lang & Lopes (2014) also found that for students who were admissible to college and university, transfer was initially coincidental and then later became planned. These students made the decision to transfer along a continuum: before, during and after enrolment at their first postsecondary institution. Consequently, an understanding the decision-making processes of transfer students would help institutions determine the changes needed to improve them.

Transfer Students and Educational Interests

A qualitative study of 20 students by Maier & Robson (2020) found that students who transferred before completing their degree found that they had multiple, and often interconnected reasons for transferring to college. They found that the students left university due to "academic struggles, physical/mental health struggles, and future concerns", whereas they entered college motivated by "subject interest, college learning environment, location, and future prospects." A study of York and Ryerson students who transferred into Seneca's business programs supported this finding of academic struggles, with over 70% of those who did not graduate before transferring averaging only a D in university pre-transfer (McCloy et al, 2019).

Information sources and transfer students

According to the 2005 BC transfer and admission survey, the most important sources used by students planning to transfer were institutional websites, counsellors, student advisors and other college officials. However, 2005 was the first year that the BC survey included institutional websites. Prior to that inclusion, counsellors, advisors, and other college staff were found to be the most useful sources of information for transfer students (Lawrance, 2001, p. 55/57). Based on the results of the 2005 survey, the BC Transfer Guide, calendars, advising sheets and the websites of sending institutions were also some of the most frequently used sources of information by transfer students (BC Stats, February 2006, p. 53).

The receiving institution's websites were also the most popular source used for students expecting to transfer (BC Stats, February 2006, p. 54-55). One of the conclusions emerging from the 2005 BC study was the notion that the development and promotion of transfer materials that were most likely to be used by students, should make the difference in their transfer success (BC Stats, February 2006, p. 55).

The Ontario Graduate Satisfaction survey (GSS) showed that by 2015, university sources - especially websites - ranked highest overall, followed by college academic staff, then other

students, as the most used sources of information for university transfers. As well, about 44% of transfers reported using the ONTransfer.ca website as a source for transfer information (McCloy, Steffler & Decock, December 2017, p. 35-37). Hard copy publications were the least cited source of information used by respondents (McCloy, Steffler & Decock, December 2017, p.34). In a study conducted by Henderson & McCloy (2019), which compared college to university transfer students to non-transfer students in Ontario, the authors found less reliance on traditional university channels (university fairs, viewbooks, etc.) but more reliance on interpersonal contacts such as faculty and staff for targeted information

Less is known about information sources used by university students who transferred to college. In one provincial survey of both college and university students entering college, the website of the college they entered was the overwhelming top source. This result was similar to the results for college to university transfers (Usher & Jarvey, 2013).

A study conducted by Lang & Lopes (2014) of students interested in university transfer at five Ontario colleges, found that for information on the transfer process they mostly relied on university websites and college admission offices. Similar results were found in Decock & Janzen (2016)[11] and Henderson & McCloy (September 2019). However, the research found that respondents often complained about the timing and the lack of information about number of credits being granted for previous education by the receiving institution (Decock & Janzen, December 2016, p.15). The biggest challenges were difficulties with specific transfer credits, the number of credits being granted by the receiving institution, inadequate advising, lack of coordination and irregularities in transcript information (Decock & Janzen, December 2016, p.17). Arnold (2014) partly described the latter as a lack of 'transfer literacy'[12] (p. 4). Once arriving at the university, some non-Canadian transfer students faced difficulties with the English language and with managing the expectations of their new learning environment. These factors made interacting with professors a challenge (Decock & Janzen & Decock, December 2016, p.17).

Some of the other areas that proved to be a challenge for college to university transfer students were in fact that the orientation sessions typically targeted or supported direct entry students. Transfer students expressed that universities needed to improve "with respect to supporting students' adjustment to the academic expectations of university" (McCloy & Henderson, September 2019, Executive Summary).

Aspirations for Transfer
Many incoming college students aspired to a university education. McCloy, Baker, Williams & Decock (2017) found that 44% of incoming students to Seneca College planned to pursue further education after completing their college credential and 36% expressed an interest in pursuing a university degree. Of the students who accessed transfer support through Seneca's

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[11] In this study research participants used both York and Seneca websites. However, they commented that information was often 'insufficient or inaccessible'. The York website was informative, but information was difficult to find, and that the Seneca website needed more detailed information (Decock & Janzen, 2016).

[12] Transfer literacy "is the ability to comprehend credit transfer procedures, policies and outcomes. It refers to a set of knowledge and skills that allow individuals to advise and/or make informed decisions about admission and the mobilization of academic credits between colleges and universities to avoid the repetition of coursework, lack of financial assistance and misaligned institutional and program fit" (Arnold, 2014, p. 4).

Degree and Credit Transfer Office[13], 65% had plans to go to university when they first entered the college. Additionally, college entrants with university-educated parents were more likely to plan to attend university after college than students without university-educated parents (Steffler, McCloy & Decock, 2018).

Less is known about aspirations for students taking the university to college pathway. In Maier & Robson (2020), the authors noted that these transfers originally saw university as the only route to a successful future and struggled with the decision to leave. However, the decision to pursue college involved a careful cost-benefit analysis and a desire not to repeat the struggles they had at university.

METHODOLOGY

The survey was completed by 516 respondents who transferred between York University and Seneca College and were enrolled in programs in Fall 2019, an overall 27% participation rate. The final analytical sample consisted of 354 Seneca-to-York and 162 York-to-Seneca respondents. An overall participation rate of 20% was initially established as the minimum requirement for the survey and multiple email reminders were sent to achieve it. Survey respondents were asked for permission to access their administrative data at York and Seneca. These data included the number of transfer credits received, their current academic program and program from sending institution, year of birth, gender, present GPA, year of entry and time spent in the current institution, and their status in Canada. This administrative data was then merged with survey data by the Institute for Social Research, who then de-identified it and shared the student level data with the Office of Institutional Planning and Analysis.

After ethics approval, contact information of all currently enrolled transfer students from both sending institutions was extracted by the Office of Institutional Planning and Analysis (OIPA) at York, and the Centre for Research in Student Mobility (CRSM) at Seneca. These data were then used by the York's Institute for Social Research (ISR) as a population file for administering the surveys and focus groups.

The survey instrument asked participants to indicate their interest in participating in a focus group and 50% were. The group was vetted to ensure that students selected for the focus groups were still enrolled at the College and the University. Survey respondents received $5 and focus group participants got an additional $40.

Researchers needed to modify some of the language in the surveys to accommodate assumed differences in how the two survey populations defined their status: York to Seneca and Seneca to York. It was assumed that students who moved from college to university would define themselves as transfer students, whereas those who moved from the university to college, regardless of graduation status, would see themselves as 'continuing their studies'. Questions were adjusted accordingly but the terms/phrases 'transfer' and 'continuing their education' were used interchangeably in this report.

Focus Group Analysis

There were four focus groups. Of 40 focus group participants were identified, 33 transfer students attended and participated. There were 22 Seneca to York and 11 York to Seneca transfer students.

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[13]Seneca's Degree and Credit Transfer Office was renamed the Academic Pathways Office in May 2020.

There were four broad focus group questions: (1) what were the factors motivating students to transfer? (2) what were the experiences of students as they navigated through the application, registration, and enrolment process at the receiving institution? Which information sources were used, and which were most or least helpful? (3) based on program, gender, or transfer direction, were there differences in how transfer was experienced? (4) what would the advice be for future students who 8

Survey Analysis

As a first step in the descriptive analysis, the socio-demographic and program related characteristics of the sample were explored. The next step examined experiences at the various stages of the transfer process. These included:

(1) Transfer planning: analysis of the reasons for transfer, perceptions surrounding their decision-making and timing of their decision.
(2) Information acquisition: determining what sources respondents used in the planning, application, and registration processes and how helpful these sources were in assisting them in the overall transfer process.
(3) Transfer support and experience: determining how support resources were used and how satisfied respondents were with their transfer experience.

Where possible, cross-tabulations of these variables with socio-demographic and program-related characteristics were done to provide further insights into the descriptive findings. Tests were conducted to see if the observed variations were statistically significant.[14]

Multi-variate regression analysis was used to investigate respondent satisfaction levels and academic performance at the receiving institution. This allowed the researchers to control for other factors while analyzing the impact of the determinants. The outcomes of interest were respondent

(1) satisfaction with the overall transfer process;
(2) satisfaction with the decision to transfer;
(3) likelihood to transfer again, and;
(4) academic performance at the receiving institution.

The first three were dichotomous variables, so logistic regression was used to examine the likelihood of each outcome. Ordinary Least Squares (OLS) regression was used to analyze student academic performance at the receiving institution, as measured by current GPA. Within each set of regressions, the researchers included a set of explanatory variables to control for the independent effects of variables and presented changes in coefficients to explain the outcomes.[15] The sample was restricted to respondents with complete data for all variables. A variety of goodness-of-fit indicators were assessed.

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[14] Chi-square tests were performed using a 5% level of statistical significance. In the entire report, *statistically significant or significant* implies that the variation is significant at 5% level.

[15] For each regression model, the selection of independent variables was done by estimating the unadjusted association with the dependent variable and those with a p-value ≤ 0.25 were selected for inclusion in the multivariable model. Variables of interest were assessed independently by removing each variable from the multivariable model one at a time. If the independent variables of interest or the corresponding standard errors changed by greater than or equal to 10% upon removal of a variable, the variable was included in the model. The likelihood-ratio (LR) test was also used to assess whether inclusion of the variable significantly improved model fit. Variables for student gender and age were included in all regression models regardless of their statistical significance.

Construction of the Outcome Variables

For transfer in both directions:

Model one (I) used satisfaction with the overall transfer process, including with application, registration and the course selection processes.

Model two (II) used student satisfaction with the decision to transfer.

In models I and II, respondents chose options on a 5-point Likert scale with responses ranging from very satisfied to neither satisfied nor unsatisfied to very unsatisfied. To construct the binary outcomes of interest, the first two responses were grouped as satisfied and the other three as not satisfied.

Model three (III) used satisfaction with student choice to transfer to the receiving institution. Students were asked if they would transfer to York or Seneca if they could start over again. Response options were on a four-point Likert scale ranging from 'definitely yes' to 'definitely no'. To construct the outcome of interest, the first two responses were grouped as 'would transfer again' and the last two were grouped as 'would not transfer again'.

Model four (IV) analyzed student academic performance at the receiving institution. This variable was constructed from the merged administrative data that contained their current GPA information. At Seneca, GPAs included the Fall of 2019, however, information for students who entered York in 2019 was not available, so those students were excluded from this model.

Construction of the Explanatory Variables

For all the regression models, gender, age at the time of transfer[16], and status in Canada from administrative data were included as control variables. Disability status was defined as having a disability or continuing health condition as self-reported on the survey. Graduation status was as self-reported on the survey. Student ethnicity was defined by either belonging to a 'non-visible minority' ethnic group or a 'visible minority' group.[17]

For parental education, students with parents having a 'University Degree' was derived from the survey question about the highest level of education completed by either of parent or guardian. Eight categories were provided:

   (1) did not finish high school;
   (2) graduated from high school;
   (3) completed some college or CEGEP[18] courses;
   (4) completed college or CEGEP;
   (5) completed some university courses;
   (6) received a bachelor's degree;
   (7) received a masters' degree, and;
   (8) received a doctoral degree.

If students reported that either parent had completed a bachelors, masters', or doctoral degree, it was considered a 'university degree'. 'First-Generation' status of a student was also derived

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[16] To align the age groups with the discussion on traditional/non-traditional students, three age groups were constructed in our analysis: Less than 22 years, 22-24 years, and 25 years and over.
[17] The Statistics Canada definition was used: https://www23.statcan.gc.ca/imdb/p3Var.pl?Function=DEC&Id=45152. In our sample, more than 25 percent of student identified their ethnic group as 'White' or 'Aboriginal'.
[18] In Québec, Collège d'enseignement général et professionnel.

by labelling the first two categories as First-Generation, and the other six as non-First-Generation. [19]

For the 'Sending Faculty' and 'Receiving Faculty' variables in the regression analysis, students were organized into four groups at each institution:

Faculties at York:

- Liberal Arts & Professional Studies (LA&PS);
- Faculty of Health;
- Faculty of Science;
- Other faculties.

Faculties at Seneca:

- Faculty of Applied Arts & Health Sciences;
- Faculty of Applied Science & Engineering Technology;
- Faculty of Communication, Art & Design;
- Seneca Business.

The 'Interacting with Faculty' variable was formed from questions regarding student engagement in academic activities at the receiving institution. Students who reported that they frequently or sometimes engaged in activities that involved a discussion of grades, assignments, ideas for class project, and career plans with faculty members were classified as 'interacting with faculty'.

The 'Academic Advising' variable was formed from the survey question where the students reported using advising services. For Seneca-to-York students, this meant accessing academic advising at York, and for York-to-Seneca students, this meant using student advising at Seneca.

The 'Timing of Notification of Credit' variable was constructed from the question regarding when students found out they received credit from the receiving institution. Survey respondents chose from the 7 options: (1) with the offer of admission; (2) at or before registration; (3) after registration; (4) have not applied for credit transfer yet; (5) have applied for credit transfer, but have not heard yet; (6) not applying for credit transfer; and (7) don't know. Those who chose the first two options were considered as receiving credit notification before the start of the program, and those who chose 'After Registration' were deemed as having received notification after the start of their program.

The 'Expectation of Credit Received' variable was constructed from questions that asked whether students received the transfer credits they anticipated. The options were: (1) Yes, courses/credits that were transferred were more than expected; (2) Yes, the courses/credits that were transferred were what I expected and (3) No, fewer courses/credits were transferred than expected. Students selecting the first two options were labelled as receiving more/or the same credits as 'expected', whereas students selecting the third option were labelled as 'receiving fewer credits than expected'.

Students were asked how they first found out about the educational/transfer options between York and Seneca from a selection of 12 options: (1) Seneca website/publications; (2) Seneca faculty/program coordinators; (3) Seneca staff; (4) 'Fast Track' event at Seneca; (5) York website/publications; (6) York staff; (7) College and University fair/on-campus information

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[19] This definition conforms with the one used by the Ministry of Colleges & Universities in its Strategic Mandate Agreements.

fair/open house; (8) Social media; (9) other students/friends; (10) parents/family; (11) ONTransfer.ca website; and (12) OCAS/OUAC websites. These categories were then classified into university sources, college sources, university/college sources[20] and personal sources of information, which were then used in the regression model.

The 'Most Important Reason for Transfer' as described by students was grouped into four categories[21] for the purpose of regression analysis:

(1) Career or labour market-related: Where students chose either of 'the potential for higher income,' 'no work available,' 'company paid,' 'more opportunities for career advancement,' or 'practical skills for career progression'.
(2) Academic or program-related: This included 'upgrading skills' and 'pursuing a different field of study'.
(3) Credential or designation acquisition-related: This included the responses to 'get diploma/certificate/degree' and 'needed / required for a professional designation'.
(4) Transfer process-related: This included 'the presence of transfer agreement' and 'ease of the transfer credit process'.

SURVEY FINDINGS: SENECA TO YORK TRANSFERS

Both descriptive analyses and multivariate regressions were used to evaluate the survey findings from the Student Experience in Transfer study. The research results were organized by student transfer direction: first Seneca to York then York to Seneca. Each of the survey findings sections was further divided into sub-sections to investigate different themes pertaining to student transfer experience. The section will start with socio-demographic characteristics of the sample, followed by the planning and decision-making for transfer, the information sources and expectations related to the transfer experience, and finally, the satisfaction levels associated with it.

Socio-Demographic Characteristics

Appendix 1, Table 20 summarized the socio-demographic characteristics of the sample. Of 354 Seneca to York transfer students that responded to the survey:

- 213 (60.2%) were female and 141 (39.8%) were male.
- 124 (35.0%) at the time of *transfer* were aged 25 and over; 114 (32.2%) were between the ages of 22 and 24; and 116 (32.8%) were less than 22.
- 201 (56.8%) at the time of *survey* were aged 25 and over, 120 (33.9%) were between the ages of 22 and 24 (9.3%) were less than 22.
- 267 (75.4%) were identified as Canadian, 45 (12.7%) as permanent residents and 42 (11.9%) as visa students.

Ethnic & Cultural Background

Participants were asked to identify the ethnic and cultural groups they belonged to on the survey and could select all the options that applied. Based on the first response selected, the respondents' ethnicity was cross tabulated by status in Canada. [22] Twenty-five percent of the respondents identified themselves as White and Canadian and only 2.9% as White with

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[20] This category included the college and university fair, ONTransfer.ca website, and OCAS/OUAC websites.
[21] These groupings were developed from categories used in a previous Centre for Research in Student Mobility report. https://www.senecacollege.ca/mobilityresearch/reports/The-Changing-Patterns-of-College-to-University-Transfer.pdf
[22] Two students in the sample identified themselves as Indigenous (e.g., First Nations, Métis, Inuit).

Permanent Residents or Visa status. The remaining 72% were from various minority groups, with South Asian, Chinese, and Black topping the list. (See Table 1).

Table 1. Seneca to York Transfer Students - Ethnic Group by Status in Canada

Ethnicity	Status in Canada			Total by Ethnic Groups[23]
	Canadian Citizens	Permanent Resident	Visa	
White	25.3%	2.0%	0.9%	28.2%
South Asian	12.8%	3.1%	1.7%	17.6%
Chinese	9.7%	4.0%	5.4%	19.1%
Black	9.1%	0.3%		9.4%
Arab	2.6%			2.6%
West Asian	2.6%	0.9%		3.5%
Filipino	2.3%	0.3%		2.6%
Latin American	2.3%	0.9%	0.9%	4.1%
Southeast Asian	2.0%		0.6%	2.6%
Korean	1.4%	0.3%	1.4%	3.1%
Japanese			0.6%	0.6%
Other groups	5.1%	1.1%	0.3%	6.5%
Total	75.2%	12.9%	11.8%	99.9%

Disability Disclosure
20.7% of the sample self-disclosed that they have a disability. The top three disabilities identified by these respondents were: (1) mental disability (56.2%), (2) medical disability (24.7%), and (3) learning disability (21.9%). (See Appendix 1, Table 20, and Table 21).

Parental Education
Respondents self-reported that 34.3% had at least one parent with a bachelor's degree or higher and 34.9% at least one parent who had attended PSE without completing. The remaining 30.8% had parents with a high school education or less and so were 'First-Generation' as defined by the Ontario Ministry of Colleges and Universities.[24] (See Appendix 1, Table 20).

Respondents College and University Faculty Affiliation
The distribution of college to university transfers by sending Seneca faculty and receiving York faculty is presented in Table 2. The largest number of transfer respondents came from Seneca's Faculty of Applied Arts & Health Sciences and Faculty of Business. Fifty-eight percent of Seneca to York transfers enrolled in the Faculty of Liberal Arts and Professional Studies, followed by the 17.3% in Health and 15% in Science. Pathways of high affinity were observed, with, for example, 41 of the 53 transfers into the Faculty of Science originating in Seneca's Faculty of Applied Science and Engineering Technology, and 41 of 61 transfers into the Faculty of Health transfers originating from the Faculty of Applied Arts and Health Science. The wide variety of programs offered by the Faculty of Liberal Arts and Professional Studies resulted in transfer students coming from diverse faculties at Seneca. (See Table 2).

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[23] The total may not add to 100 due to rounding errors.
[24] https://www.ontario.ca/page/students-special-circumstances#section-2

Table 2. Sending Seneca Faculty and Receiving York Faculty – Seneca to York

Receiving York Faculty	Sending Seneca Faculty											
	Faculty of Applied Arts & Health Sciences		Faculty of Applied Science and Engineering Technology		Faculty of Business		Faculty of Communication, Art & Design		Unknown		Total by York Faculty[25]	
	N	%	N	%	N	%	N	%	N	%	N	%
Faculty of Liberal Arts & Professional Studies	61	17.2%	13	3.7%	84	23.7%	46	13.0%	1	0.3%	205	57.9%
Faculty of Education	1	0.3%									1	0.3%
Faculty of Environmental Studies			6	1.7%			3	0.9%			9	2.6%
School of the Arts, Media, Performance & Design (AMPD)							4	1.1%			4	1.1%
Faculty of Health	41	11.6%	3	0.9%	4	1.1%	11	3.1%	2	0.6%	61	17.3%
Lassonde School of Engineering			20	5.7%							20	5.7%
Faculty of Science	5	1.4%	41	11.6%	3	0.9%	4	1.1%			53	15.0%
Unknown	1	0.3%									1	0.3%
Total by Seneca Faculty	109	30.8%	83	23.6%	91	25.7%	68	19.2%	3	0.9%	354	100.2%

The responses showed that 83.3% of the students who transferred from Seneca to York had graduated and 16.7% had not. Regardless of graduation status, most of the students who transferred to York came from two-year diploma programs (68.4%), and three-year diploma programs (23.5%) at Seneca. (See Appendix 1, Table 24).

A higher percentage of males than females transferred from Seneca's Faculty of Applied Science and Engineering Technology (FASET).[26] Although the male transfers from FASET were distributed amongst York's Faculties of Science, Lassonde and LA&PS, females primarily enrolled themselves in the Faculty of Science. On the other hand, a greater proportion of females relative to males transferred from Seneca's Faculty of Applied Arts and Health Sciences. (See Appendix 1, Table 25).

Planning and Decision-Making for Transfer
Respondents were asked to indicate their reasons for transferring from Seneca to York.[27] More than 80% chose to obtain a degree, upgrade skills, or provide more career opportunities as their major reasons. (See Table 3).

The major reasons were summarized across various socio-demographic characteristics in Appendix 1, Table 28. More females than males specified upgrading of skills, the need for

[25] The total may not add to 100 due to rounding errors.
[26] It includes Seneca programs of Aviation, Biotechnology, Chemical Laboratory Technician, Civil Engineering Technology/ Technician, Computer Engineering Technology, Electrical Engineering Technology/ Technician and Environmental Technology/Technician.
[27] For each reason for transferring, three response options were provided: 'major reason', 'minor reason', or 'not a reason'.

professional designation and opportunities for career advancement. Also, more females than males chose transfer-related reasons like ease of transfer process and opportunity for transfer credits.

Students who were either under 22 or 25 of age and over attached more value to acquisition of degree as a reason for transferring than those between 22 and 24. This was also true for students who had parents with no university degree.

Family and friends had a stronger and statistically significant influence on the decision to transfer for students from visible minorities compared to non-visible minorities. They also indicated that lack of work, the need for a professional designation and transfer-process related reasons were more important. (See Appendix 1, Table 28).

Table 3. Reason(s) for Transfer, % Major Reason - Seneca to York Transfers

Reasons for Transferring	Percentage (%)
To get a degree	88.3
More opportunities for career advancement	83.5
Upgrade/Improve Skills	79.6
Higher income	69.7
The opportunity for transfer credit between the previous college program and the current university degree	67.6
The ease of the transfer process	64.6
Needed for a professional designation	60.4
Because of encouragement from family members or friends	45.9
Interest in pursuing a different field of study	45.6
No job or work available in my field	44.7
Could not get into York, but could get into Seneca	18.9
Company/ employer required and paid for it	16.5

Note: Respondents could select more than one reason.

From the reasons that survey respondents indicated were very important to their decision to transfer from Seneca to York, they were asked to select one that was the 'most' important. The top three most important reasons for transferring were identified as: (1) to obtain a university degree (29.1%); (2) potential for a higher income (20.1%); and (3) the prospects of more opportunities for career advancement (19.2%). (See Table 4).

Table 4. Most Important Reason for Transfer - Seneca to York Transfers

Most Important Reason	Percentage (%)
To get a degree	29.1
Potential for higher income	20.1
More opportunities for career advancement	19.2
Upgrade/improve skills	8.1
Interest in pursuing a different field of study	6.5
Needed for professional designation	4.6
The opportunity for transfer credit between my previous and current program	4.6
No work/ job available in my field	2.8
Could not get into York, but could get into Seneca	1.9

Most Important Reason	Percentage (%)
Encouragement from others (family members, friends, faculty)	1.6
Ease of the transfer credit process	0.6
Other reason	0.6

Note: Respondents could select only one reason.

Non-Graduates and Reasons for not Graduating from Sending Institution

Seneca to York transfers who did not graduate prior to transferring to the University were asked to provide reasons for not finishing their studies at Seneca. Two stood out. The desire for a university degree was cited by 64.4% and that university was better suited to their learning interests by 40.7%. (See Figure 1).[28]

Figure 1. Reason(s) for Not Graduating from Seneca Before Transferring
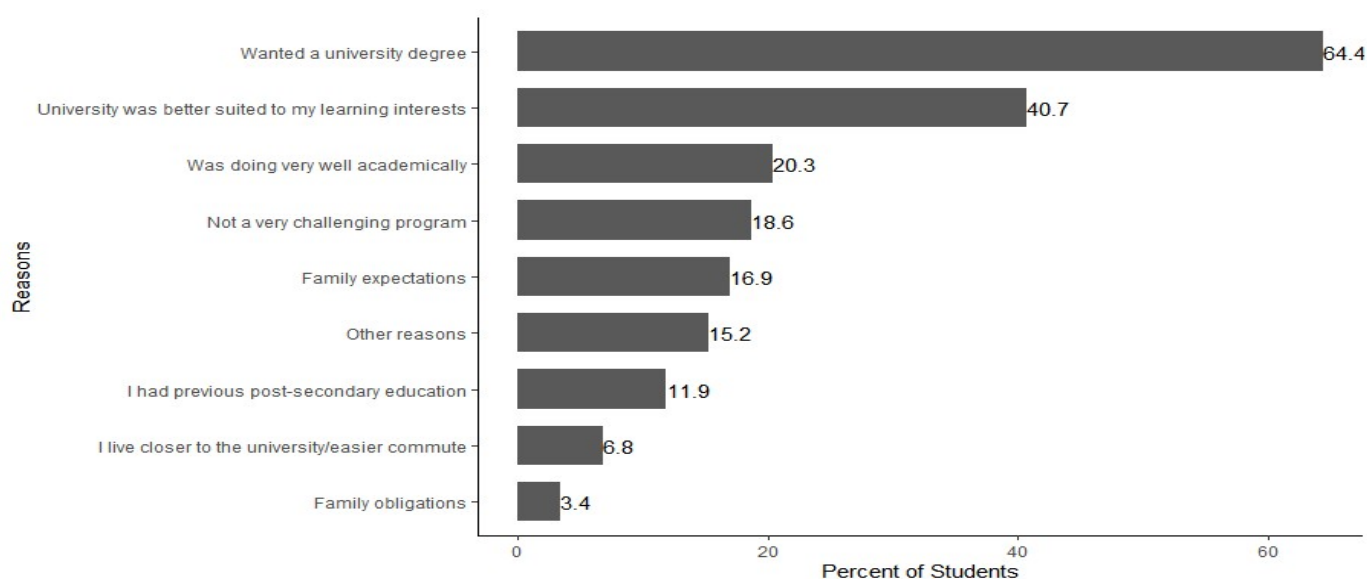
Note: Respondents could select more than one reason.

Decision-Making Timelines Regarding Transfer

Previous research on transfer students has revealed that decision-making regarding the transfer process usually occurred along a continuum. In this study, Seneca to York transfer students were asked when they specifically decided to transfer to York. Overall, students who had graduated from Seneca were likely to have made the decision to transfer to York after they had graduated from Seneca (31.6%) or as they were finishing their program at the college (27.6%). Students who transferred to York before graduating were more likely to have decided to transfer to York before entering Seneca (22%) than the transfers who first graduated, (12.6%). This variation in decision-making timelines by graduation status was statistically significant. (See Figure 2).

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[28] One limitation of this survey question was that the responses were not designed to fully capture the differences between the graduates and non-graduates reasons for transferring from Seneca.

Figure 2. Timing of Decision to Transfer to York by Graduation Status from Seneca
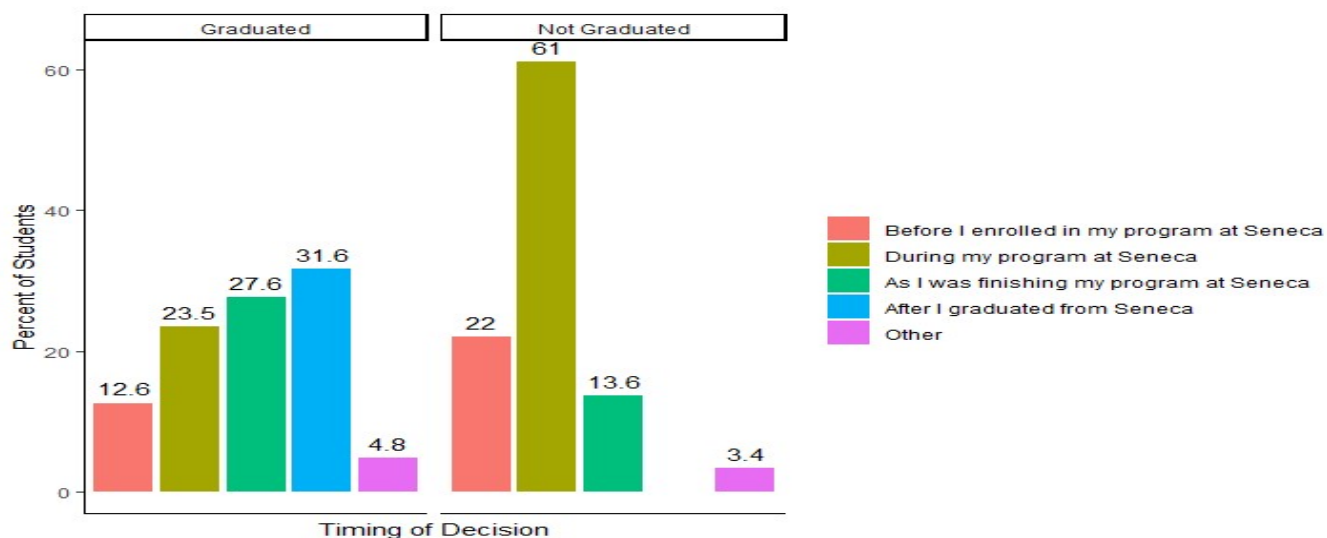
The Transfer Experience - Information Sources & Expectations

This section of the results will describe how respondents first heard about transfer, and the sources of information used along the various stages of the decision-making continuum: considering transfer, applying to transfer, and enrolling at the receiving institution. The number of transfer credits received, the timing of the transfer credit information, expectations about transfer credits and services accessed at York and their usefulness were also evaluated.

Hearing About Transfer Opportunities for the First Time

Seneca to York respondents were asked how they *first* found about their educational options regarding transfer. In general, among the Seneca to York transfers, the top two sources were Seneca websites/publications (29.2%) and Seneca faculty/program coordinators (17.3%). (See Figure 3). Grouping of these sources showed that 57.8% of the students first heard about transfer options at the college, while the remaining were informed through personal, university and other mixed sources.

Figure 3. How did respondents FIRST find out about the transfer options to York?
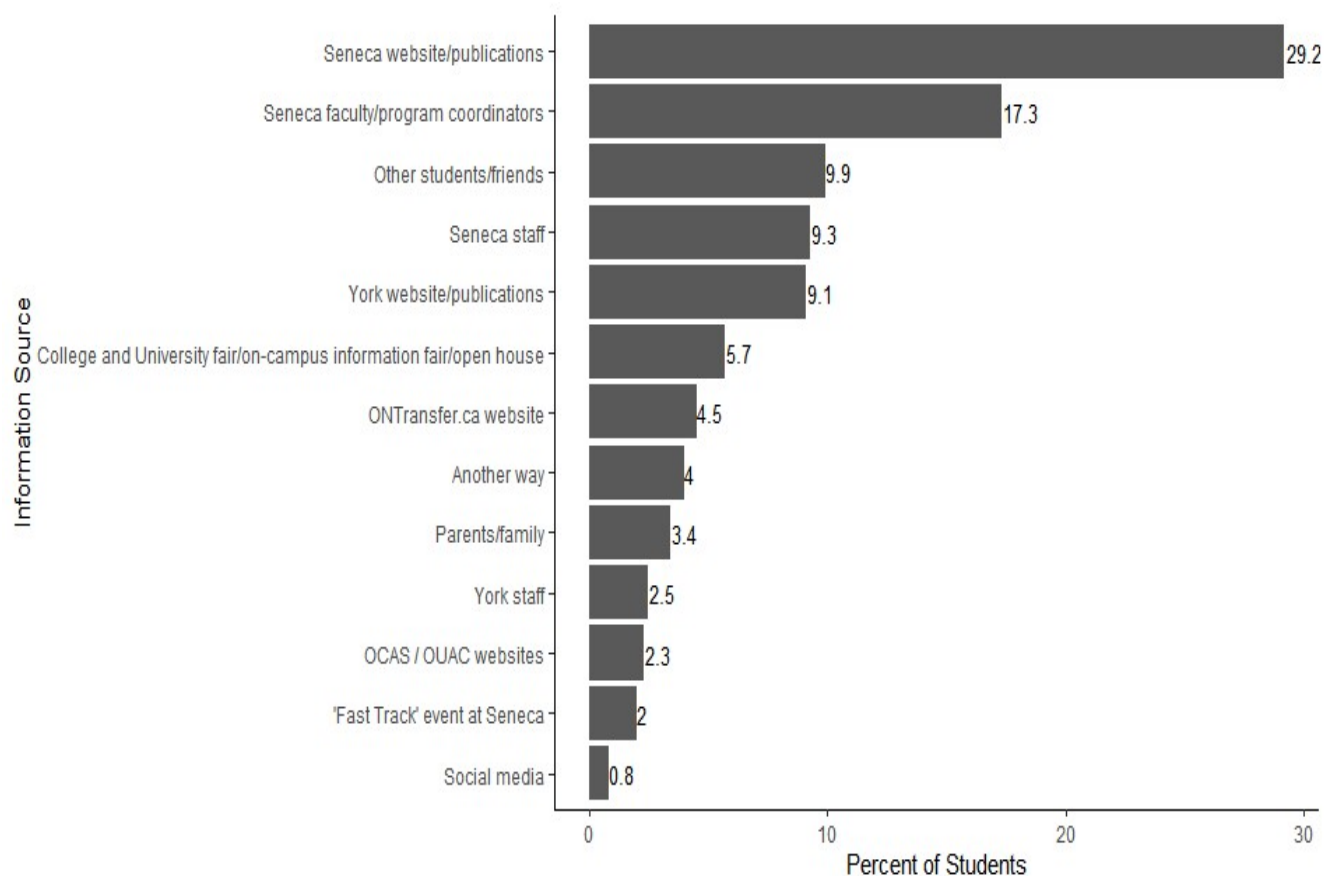
Note: Respondents could only choose one source of information.

Considering Transfer: Sources of Information accessed and their usefulness

Seneca to York respondents were asked to recall *all* the sources of information they accessed when considering transfer. The top three sources of information sources used included:

- York's Future Student's website (41.8%),
- Seneca websites (38.4%), and
- Seneca's Degree and Credit Transfer Office Publication (24.6%).

Apart from the use of the York Future Students website, transfer students predominantly relied on college rather than university sources for information (See Figure 4).

When asked about the usefulness of the sources of information, more than 90% of those who responded relied on York Futures Website, Seneca Website, the Degree and Credit Transfer (Academic Pathways) Publication, OCAS/ OUAC Websites and Seneca Staff, and deemed them to be very or somewhat useful.[29] (See Figure 5).

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[29] For the usefulness of each source of information used, four response options were provided: *'very useful', 'somewhat useful', 'not very useful',* or *'not at all useful'*.

Figure 4. Sources of Information used when Considering Transfer- Seneca to York
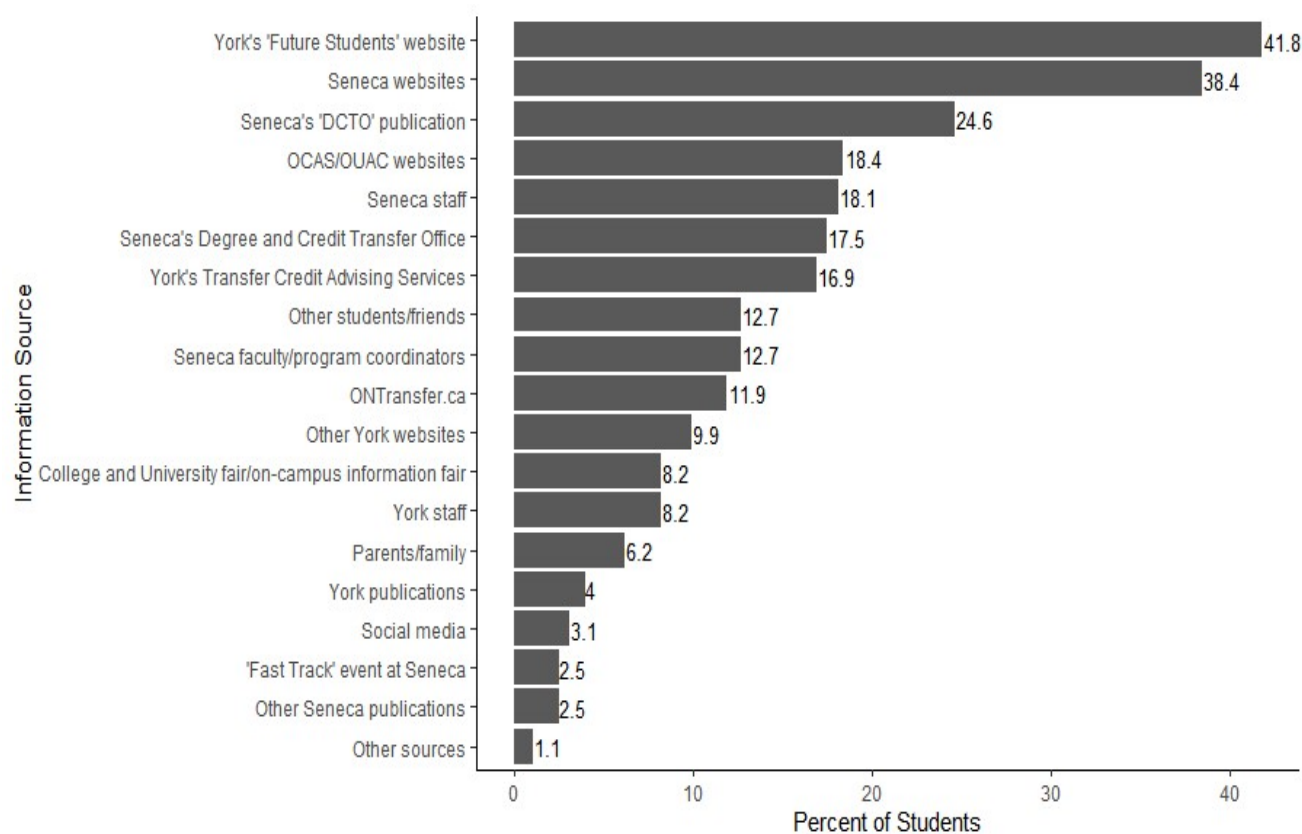
Note: Respondents could choose more than one source of information.

Figure 5. Usefulness of Sources of Information used when Considering Transfer (% very or somewhat useful)
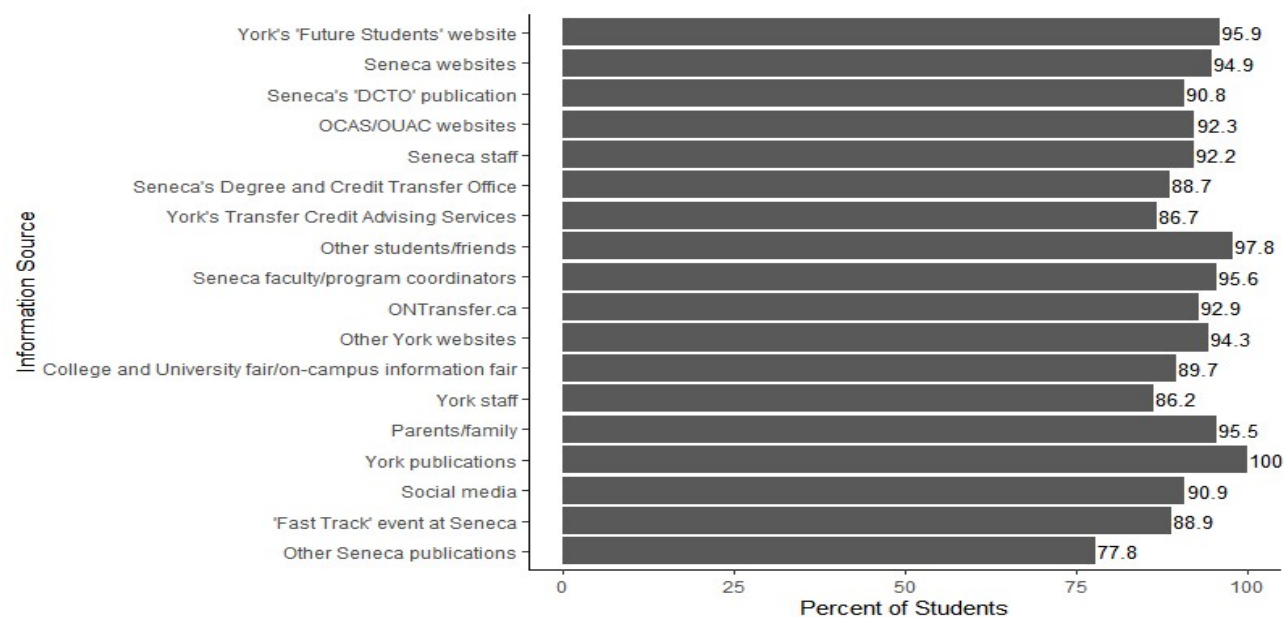
Applying to Transfer: Sources of Information accessed and their usefulness

Seneca to York transfer respondents were asked about the sources of information they relied upon at the time of their application to York. The top three sources used were the York websites (71.5%), email communications from staff at York (33.9%), and the Seneca websites (31.1%). (See Figure 6). The degree of reliance on electronic sources resembled the findings from the literature of other extant studies from British Columbia and Ontario previously discussed.

Figure 6. Sources of Information used at the time of application- Seneca to York Transfers
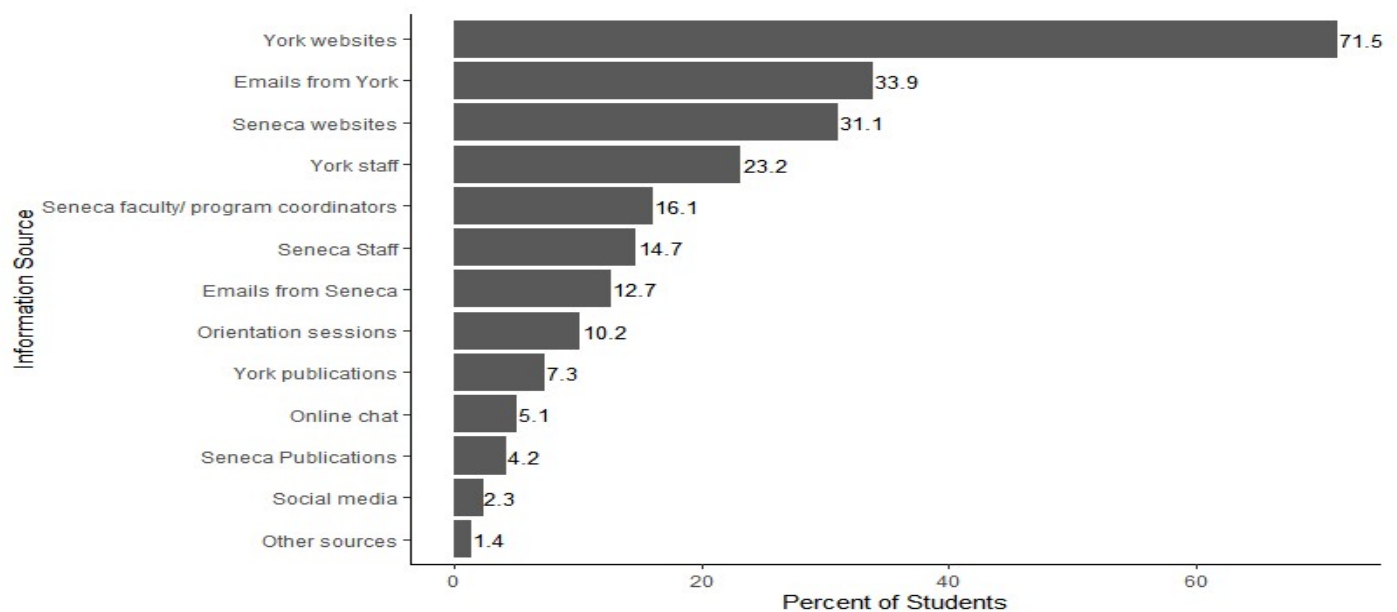
Note: Respondents could choose more than one source of information.

Respondents were also asked to comment on the usefulness of the sources identified when they were applying to York. Of the12 named sources, 9 of them were deemed useful or very useful by more than 90% of respondents. (See Figure 7).

Figure 7. Usefulness of Sources of Information used when Applying (% very or somewhat useful)
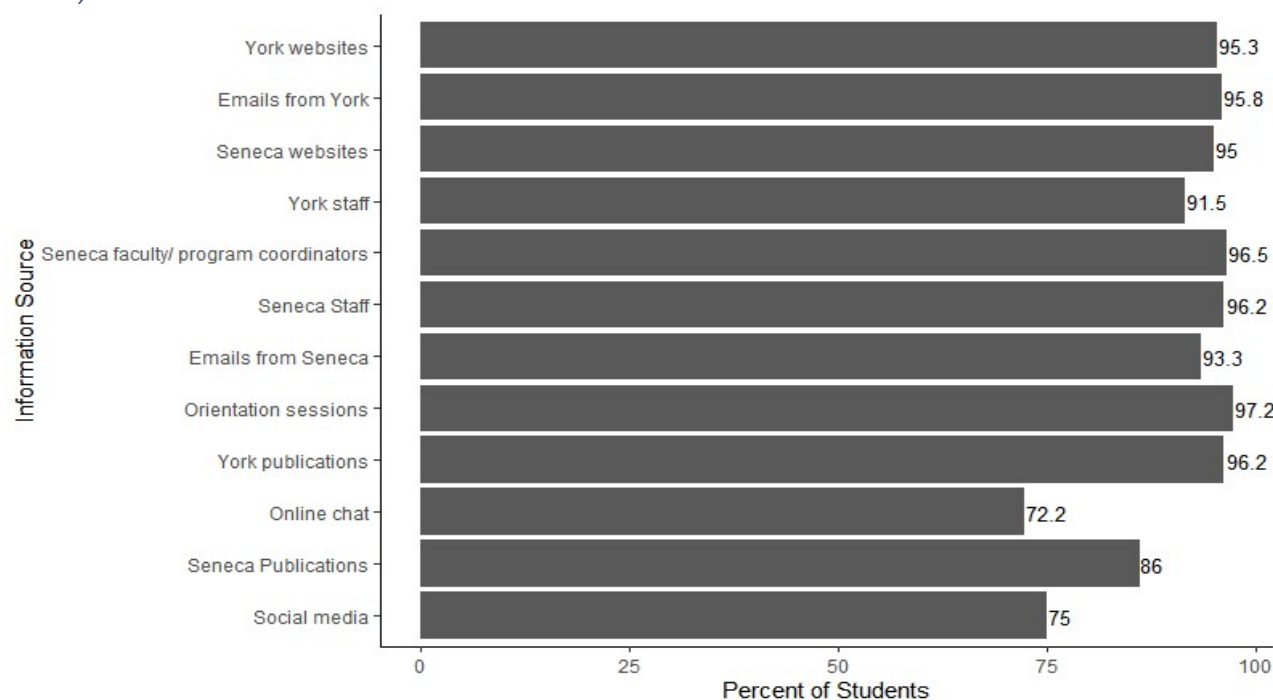
Financial Aid Information provided at the time of application

Survey respondents who transferred from Seneca to York were asked about the information they received regarding financial aid when they applied to York. About 28% of respondents stated they were provided with information, 36% said that no information was provided and 30% did not remember, although many of the latter group may not have required financial aid. That number could not be quantified, however. (See Figure 8).

Figure 8. Information Provided on Financial Aid Options - Seneca to York
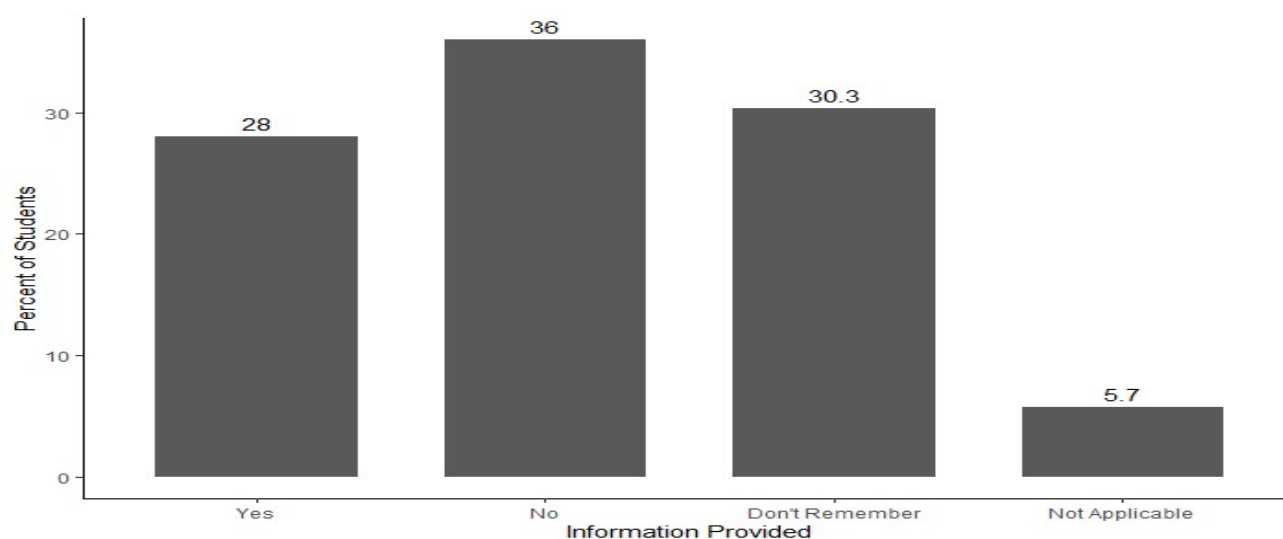
Students who reported receiving information about financial aid were asked about their sources of information. Approximately one-half (51.5%) of these respondents stated it was the York

website, 33.3% said it was the Financial Aid Office at York and 17.1% indicated the Financial Aid Office at Seneca. (See Table 5).

Table 5. Source(s) of Information about Financial Aid – Seneca to York

Sources of Information	Number	Percentage (%)
York Website	51	51.5
Financial Aid office at York	33	33.3
Financial Aid Office at Seneca	17	17.1
York Future Students Page	13	13.1
Other[30]	13	13.1
Seneca Website	12	12.1

Note: Respondents could choose more than one source. The denominator is respondents who received information about financial aid.

Enrolment: Sources of Information accessed after Registration at York and their usefulness

As expected, once the Seneca to York transfer students were enrolled at the University there was greater emphasis on accessing sources at the receiving institution. However, a small number of students said they continued to use Seneca sources even after registration at York.[31] York's websites and publications, York advising appointments, York staff and email communications from staff at York were the topmost sources used by Seneca to York transfer respondents. (See Figures 9 and 10).

- 63.3% of transfer students used the York website and publications, and 94% of these users found these sources to be useful.
- 40.4% of transfers relied on information from advising appointments, and 92% found this source to be useful.
- 33.6% relied on information from York staff, with 95% of users found this source to be useful.
- 30.5% of transfers relied on emails from York, and 96% found this source of information to be useful.
- 15.5% of transfers relied on other students and friends and 98% found these sources to be useful.

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[30] Other sources could possibly include the OSAP website as mentioned by some students during the Focus Group.
[31] It may be because they needed some information on transfer credit allocation, or they were more comfortable with the Seneca websites due to familiarity.

Figure 9. Sources of Information used after Registration - Seneca to York
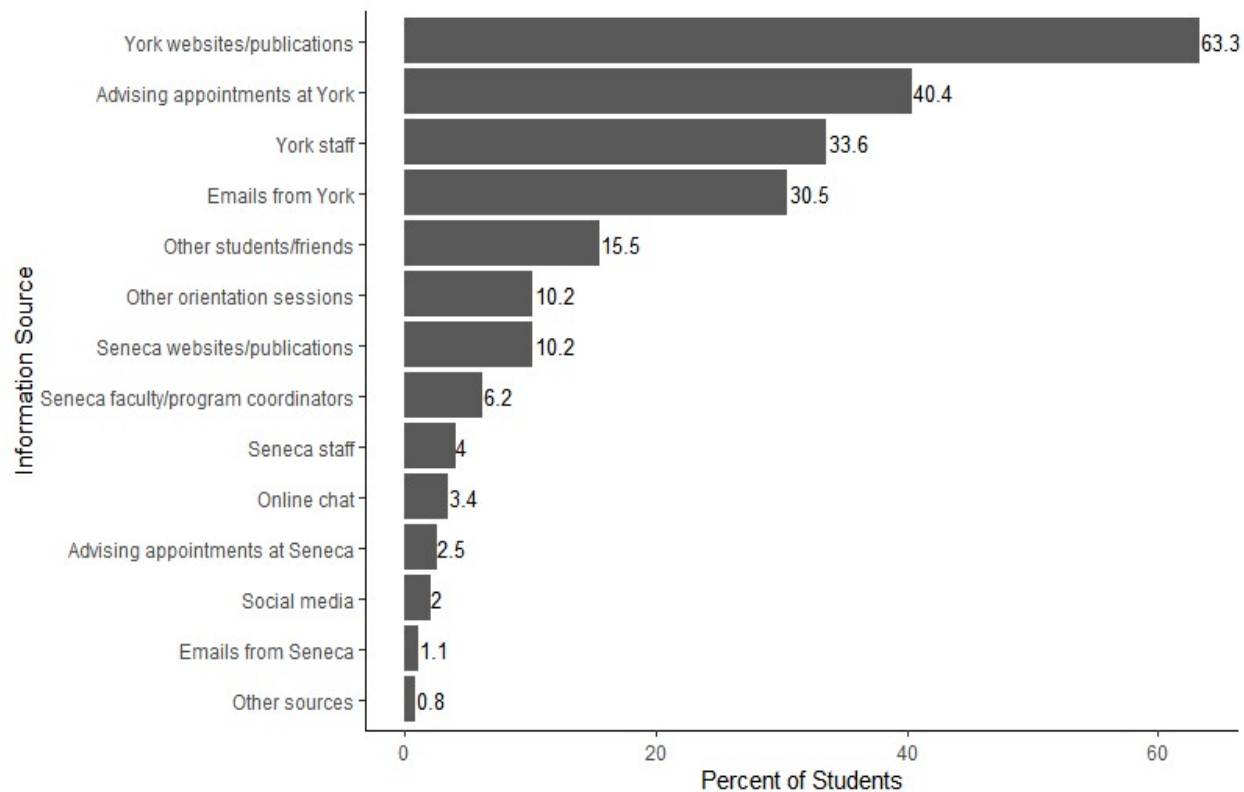
Note: On the survey, respondents had the option to choose more than one source of information.

Figure 10. Usefulness of the Sources of Information used after Registration (% very or somewhat useful)
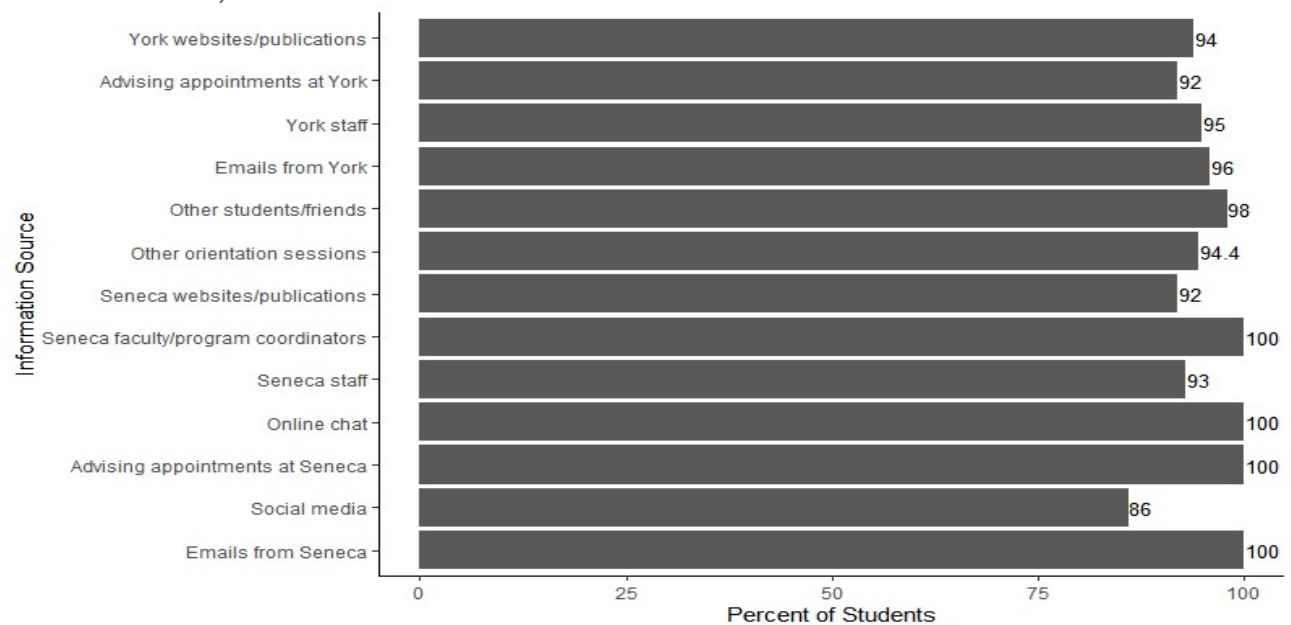
Timing of Information about Transfer Credit

Half of Seneca to York transfers indicated that they received information about their transfer credit allocation with the offer of admission to York, 22.5% said 'at or before' registration and 18.5% said after registration. The remainder either did not know or had' other' reasons.[32] (See Figure 11).

Figure 11. Timing of Transfer Credit Notification - Seneca to York
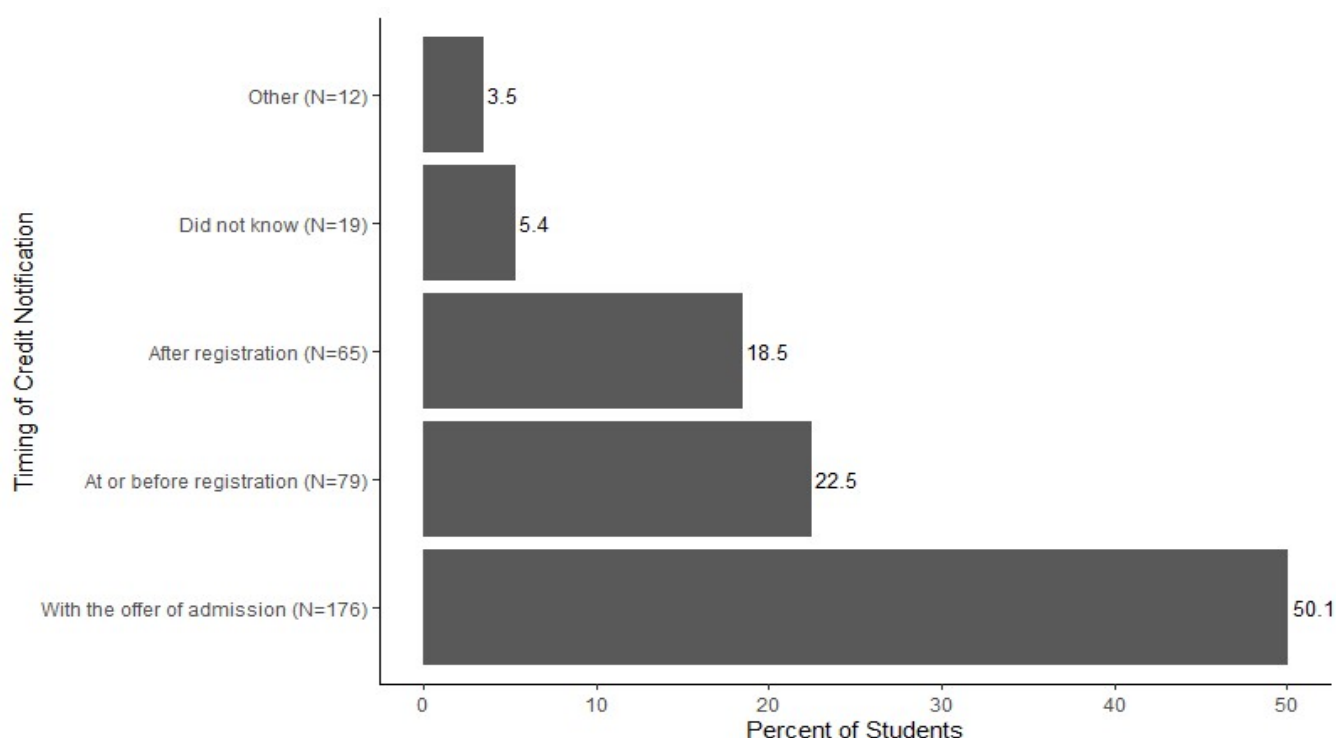
Expectations about Transfer Credit

Several factors may have played a role in the formation of student expectations about transfer credits. These included the presence of articulation agreements between the two institutions, information gained from university or college sources like websites, publications, from staff during the planning and application process, and information from personal sources such as conversations held with other students and friends.

Student's transfer credit expectations are shown in Figure 12.[33] Over half, or 51.4% received the amount of credit they expected or more, while 43.2% of respondents indicated that they received fewer transfer credits than expected[34].

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[32] The other reasons were either they had applied but had not yet heard back at the time of the survey, they had not applied for transfer credit yet, or they were not applying for transfer credit.

[33] This question was only asked of transfers who had applied for credit and had heard back. Transfers who did not apply, had not yet applied, or applied and had not heard back were not asked.

[34] If you do not count those who did not respond, 54.3% received as much or more credit than they expected and 45.7% received less

Figure 12. Expectation of Transfer Credits received - Seneca to York
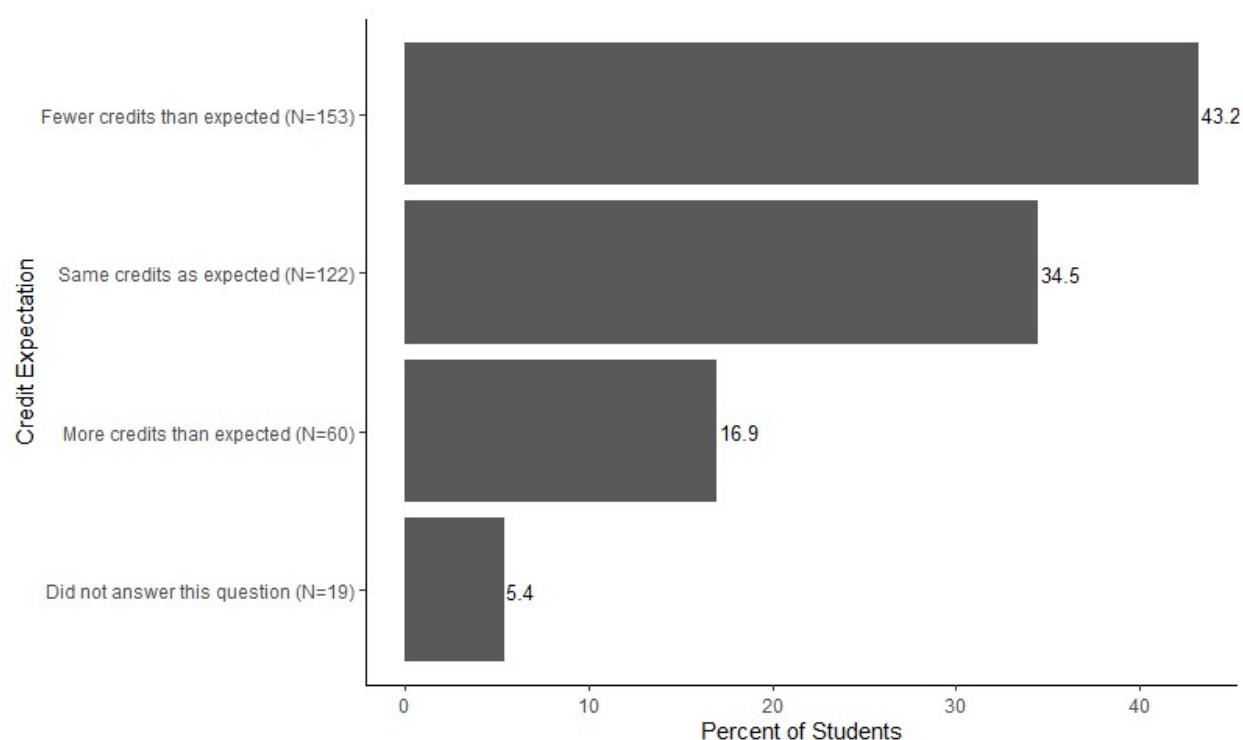
Figure 13 compared the distribution of actual credits received with student transfer credit expectations, where the number of credits students received for their Seneca program was derived from administrative data. (See Appendix 1, Table 38). There was a statistically significant difference in the credit expectation by the actual number of transfer credits received: the higher the amount of transfer credits students received, the less likely they were to report receiving 'fewer credits than expected'.[35] (See Figure 13).

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[35] Note that 25% of the 16 students who received no credits for their Seneca program reported that they received more credits than expected. Either they received credits for studies completed at another institution, or they misremembered what they received, or their transfer literacy was low.

Figure 13. Student Expectations by Actual Credits Received – Seneca to York
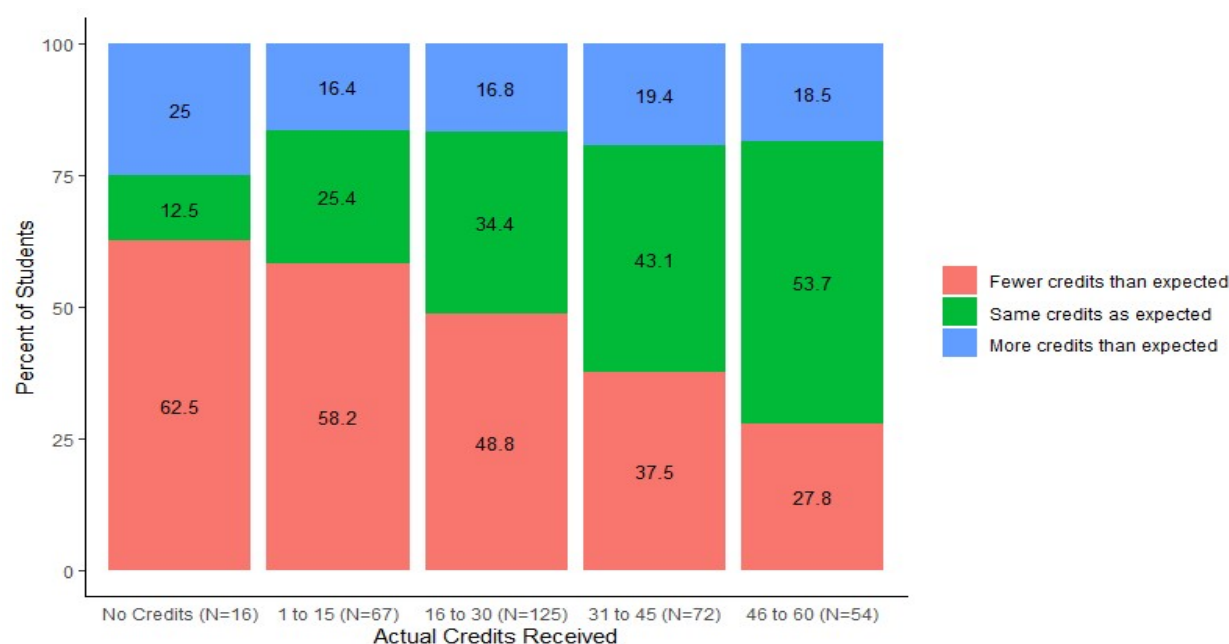
The lower the sending GPA, the more often students reported receiving fewer credits than expected: 36.5% of A grade students, 48.1% of B grade, 60.7% of C (or less) received fewer credits than expected. (See Figure 14).

Figure 14. Expectation of Transfer Credits Received & Academic Performance at Seneca – Seneca to York
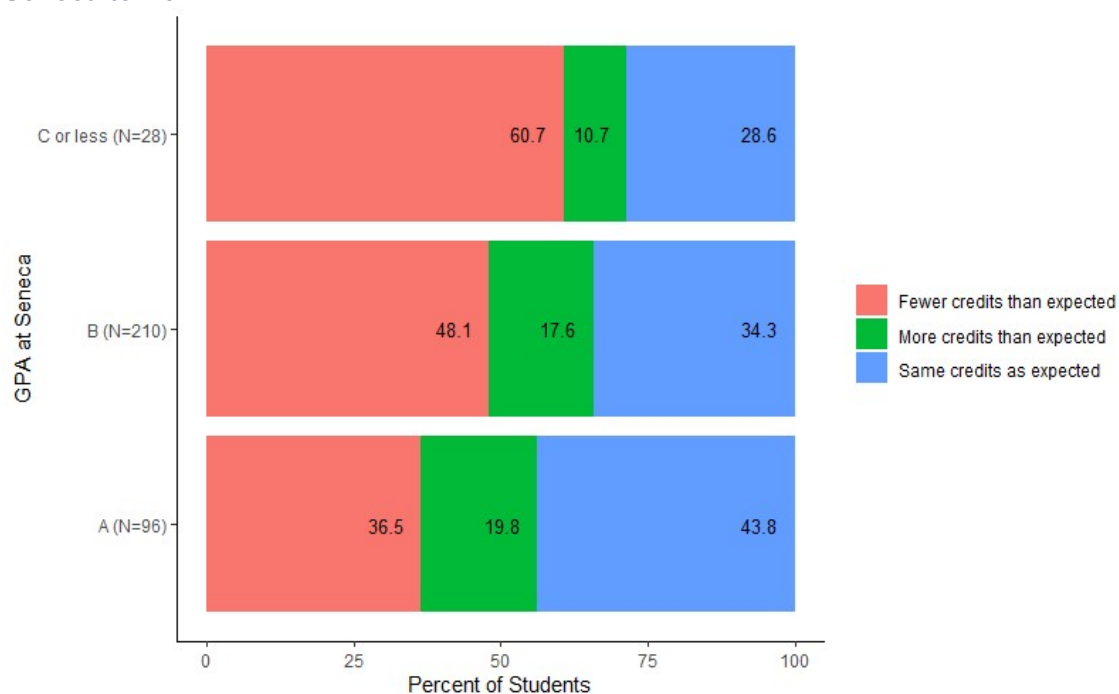
Table 6 presents a snapshot of the transfer credits allocated to Seneca graduates who entered specified degree programs at York. Students from the Early Childhood Education program at

Seneca had slightly higher Seneca and York GPAs, relative to students from other programs. Also, students who took the articulated pathways from Science programs (Biotechnology and Chemical Lab Technology) at Seneca, on average had the highest amount of transfer credits.

Table 6. Transfer Credits Received by Seneca Graduates & Articulation Agreements

Sending Program at Seneca	Receiving Faculty at York	N	Mean Seneca GPA (/4.0)	Mean York GPA (/9.0)	Transfer Credits Received		
					Mean	Minimum	Maximum
Liberal Arts Transfer	Any faculty	27	2.90	5.53	44.2	6	48
Social Service Worker	LA&PS	35	3.08	5.86	36.9	3	45
Early Childhood Education	LA&PS	17	3.22	6.25	34.4	15	45
Biotechnology	Science-Biology	14	2.92	5.86	45.7	36	51
Chemical Lab Technology	Science-Chemistry	17	3.19	5.48	47.6	24	51

Eighty-seven percent of respondents in the Seneca to York transfer sample started at the York University in 2017 or after. By this year all of the current articulation agreements facilitating transfer into the York degrees mentioned in Table 6 were in effect.[36] Based on the current agreements, transferring LAT graduates are to receive 48 credits; Social Service Worker graduates 45 credits; Early Childhood Education graduates 45 credits; Biotechnology and Chemical Laboratory Technology graduates 51 credits, respectively. With the exception of Biotechnology which has an admissions GPA of 3.3, the remaining programs have a GPA requirement of 3.0 for entry into York degrees.

The chart above shows the mean Seneca average for students entering York, which in three programs is below the minimum, as well as the average number of credits. Therefore, several students did not meet the normal minimum average but were granted admission to the program. Normally these admission decisions are made by a Faculty-led subcommittee which considers additional information, including extenuating circumstances, for example. Students admitted by a subcommittee decision will often be granted a reduced number of transfer credits after careful consideration of their performance at Seneca.

As will be discussed subsequently, transfer credit issues were a major source of concern, vocalized by many students during the focus group discussions and open-ended responses related to satisfying and unsatisfying transfer experiences. As was previously illustrated, respondents who received fewer transfer credits than expected had lower levels of satisfaction and unfavourable transfer experiences**.** Therefore, to improve students' confidence and trust in the credit allocation process of the institution, greater transparency and communication will be warranted.

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[36] The articulation agreements facilitating mobility from Seneca's LAT and SSW programs were signed in 2015; Biotechnology into Biology, March 2017; Chemical Laboratory Technician and Chemical Engineering Technology into Chemistry August 2017; and Early Childhood Education into York degrees, December 2017.

Use of Services

The two most widely used services at York by Seneca to York transfer students were York's Library and Learning Commons (78.8%), and academic advising (73.5%). (See Figure 15). Approximately 30% of students also reported using the services of YU START, the transition program for new students, and Student Papers and Academic Research Kit (SPARK). Many services were not used or little-known, although not all services were necessarily relevant to every student. In some cases, students might have been familiar with the service offered, but not the unit administering them.[37] (See Figure 15).

Figure 15. Service Usage at York - Seneca to York

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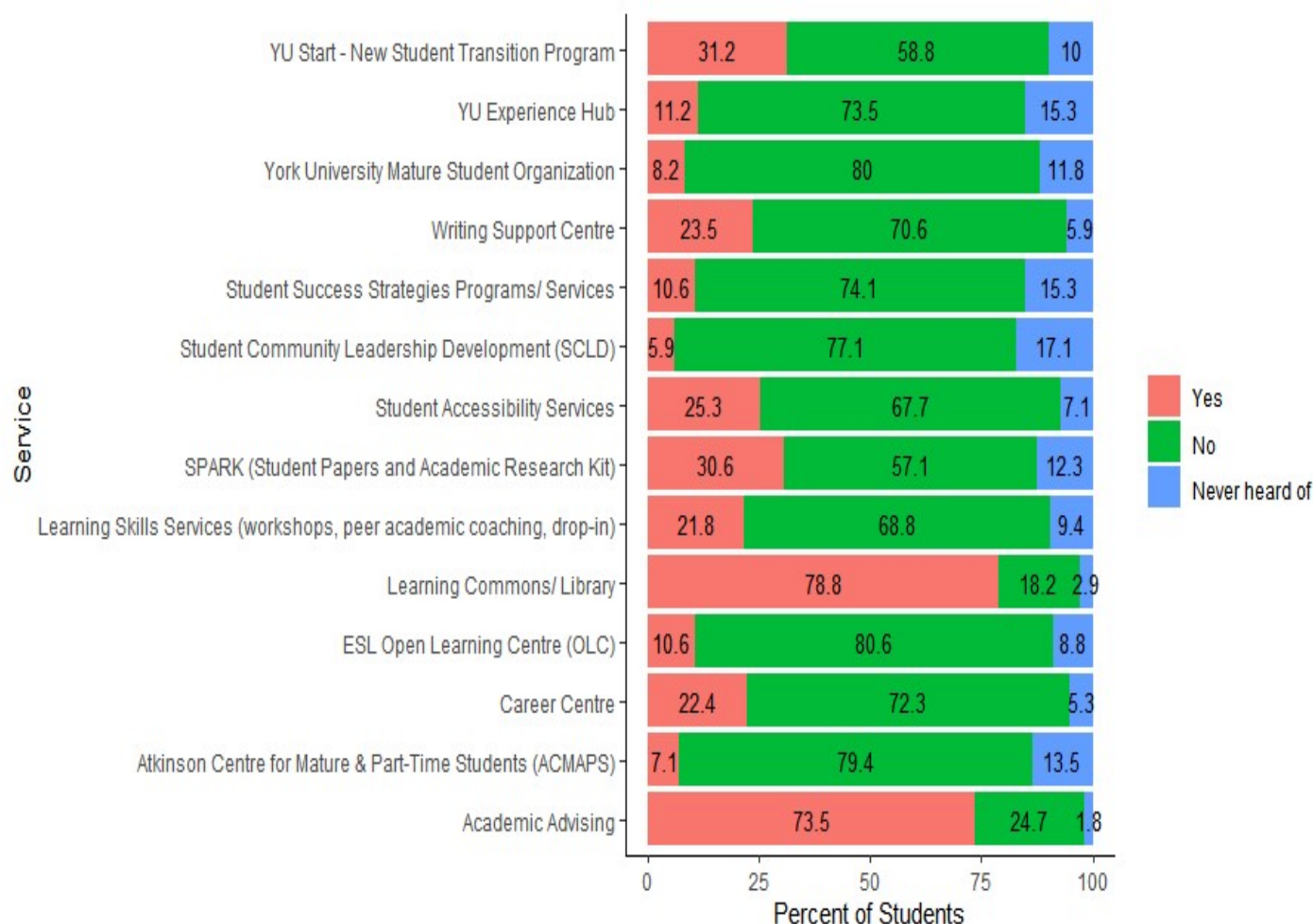
[37] An example might be SCLD, which administers many services that students might individually be familiar with (e.g. RED Zone, student clubs, Orientation), but may not know that SCLD coordinated them.

Figure 16 showed that the more time students spent at York, the more they accessed some of the available services. [38] Statistically significant variation [39] was observed in the utilization of the following services by terms at York: Academic advising, Career centre, Atkinson Centre of Mature & Part-Time students (ACMAPS), Writing Support Centre and YU START program.

According to the snapshot in Figure 16, 50% or more of students used academic advising, the library, SPARK, or the Career Centre services at least once the more terms they were enrolled at York. The remaining services were used by less than 50% of respondents, although usage for the Writing Support Centre, Disability Services and YU Start was in the mid to high 40% range.

Figure 16. Service Usage at York by terms at York- Seneca to York
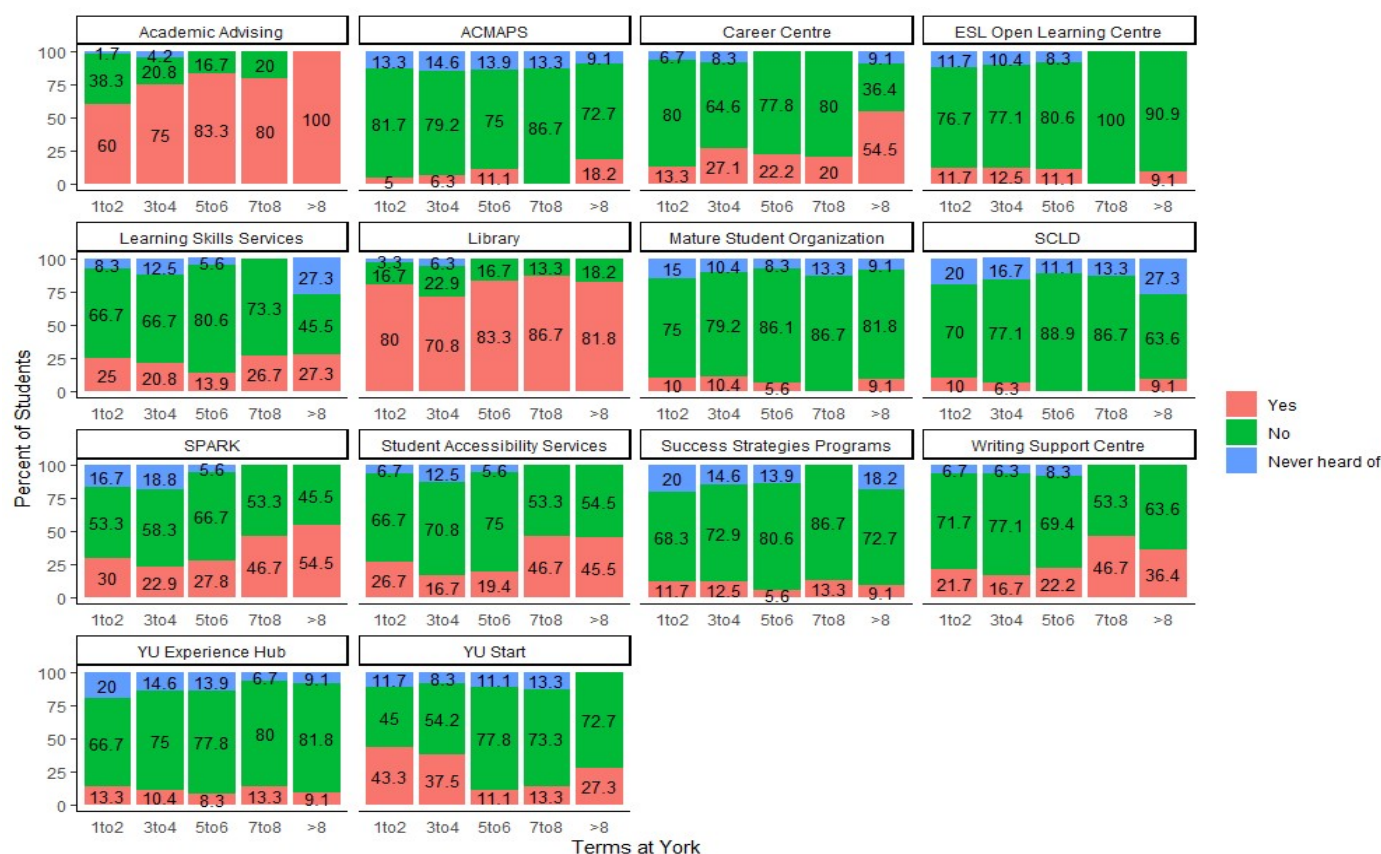
Note: ACMAPS: (Atkinson Centre for Mature and Part-time Students), SPARK: (Student Papers and Academic Research Kit), SCLD: Student Community Leadership Development.

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[38] A major exception to this is YU START, a new student transition program. Prior to 2017 not all Faculties had their new students participate. This may explain why students in our sample who had been at York for a longer time did not identify YU Start as a service they had used

[39] This figure provided a snapshot of service usage at York and was not intended to show trend of service usage. It included students from multiple cohorts entering York at different points of time. There could be other possible confounding factors affecting service usage like the availability of the service and occurrence of previous strikes.

Appendix 1, Table 30 compared the utilization of these services based on various socio-demographic characteristics.[40] Out of all the services, statistically significant gender-based variation was only seen for the Writing Support Centre and Student Success Strategies program. More females used Writing Centre support and more males use student success strategy programs.

The age group of the respondents at the time of transfer affected students' access to the York University Mature Student Organization and Atkinson Centre for Mature & Part-Time Students. However, these two services were under-utilized, with only 10.9% of students who were 25 and over at the time of transfer reporting usage.

There was also a statistically significant variation in the use of Student Accessibility Services at York based on whether students reported having a disability or not. (See Table 7)

Table 7. Proportion of students accessing Disability Services by Disability Status – Seneca to York

Accessing Student Accessibility Services	Students Reporting Disability	
	Yes	No
Yes	68.1	17.9
No	26.1	73.3
Never Heard Of	5.8	8.8

As would be expected, a higher percentage of permanent residents and visa students reported using the services of ESL Open Learning Centre, YU Start, Career Centre and Learning Skills relative to Canadian students. (See Appendix 1, Table 30). This information on differences in service utilization by socio-demographic characteristics could provide insight into Student Services at York. Knowing how and how much, this diverse student population was being allocated resources and incentivized, would support their academic success at York.

Engagement in Academic and Non-Academic Activities

This section explored patterns of academic and social engagement of the Seneca to York transfer students. Almost 100% said they completed assignments on time, 91% frequently. For each of the other academic activities, more than half of the respondents said they engaged frequently or sometimes. Only for 'discussed career plans with faculty' did nearly half of respondents say 'never'. (See Figure 17). These findings were aligned with the extant studies previously mentioned.

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[40] Access to services of academic advising, student success strategies, SPARK and writing support were not *significantly* related to students' current academic performance at York. Therefore, the results were not shown.

Figure 17. Engagement in Academic Activities at York – Seneca to York
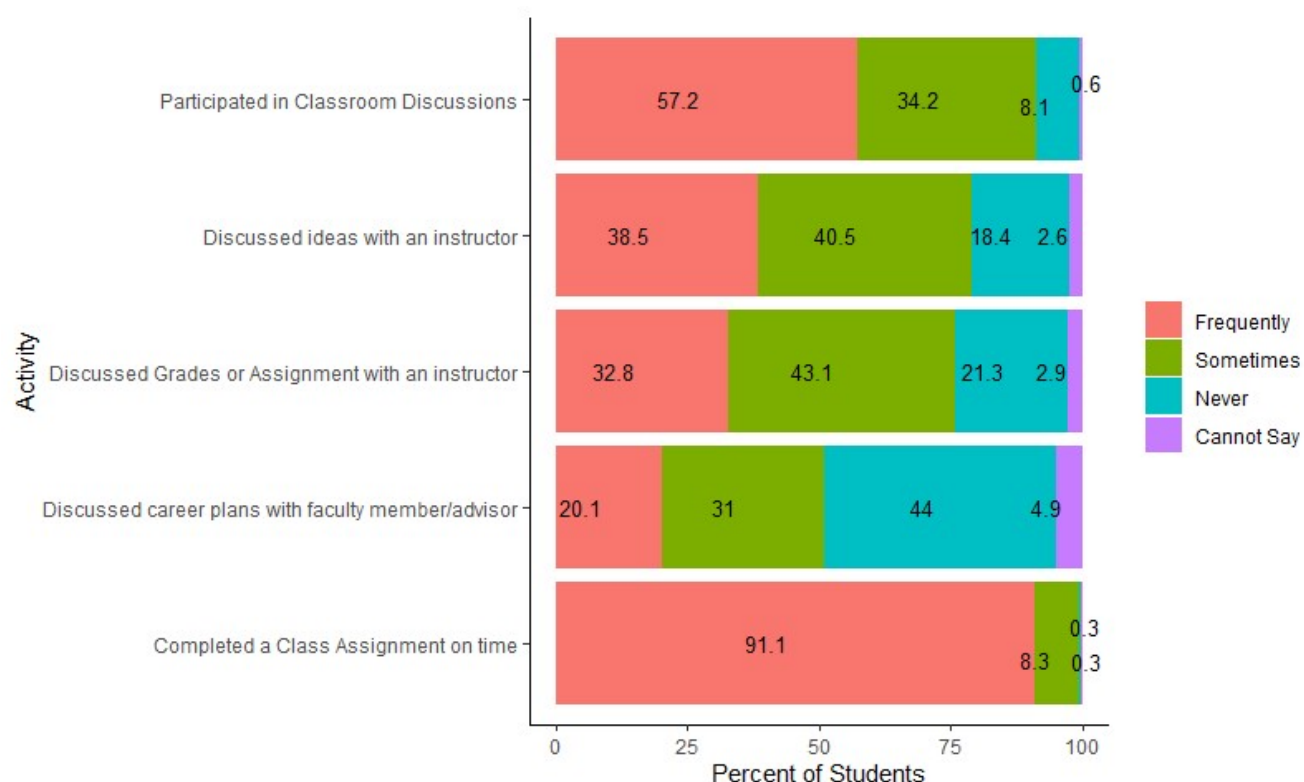
The distribution of students who reported engagement in academic activities by number of terms at York was presented in Figure 18. For each of the academic activities described, a greater proportion of students who were at York for longer period reported increased engagement. The largest and statistically significant increase in engagement by the length of time that students were at York was observed among those who 'discussed grades or assignments with instructor'. More than ninety percent of the students who were at York for more than 8 terms sometimes or frequently discussed grades as opposed to 64.3% of students who at the time of survey were at York only for one to two terms.

Figure 18. Engagement in Academic Activities at York by Terms at York– Seneca to York
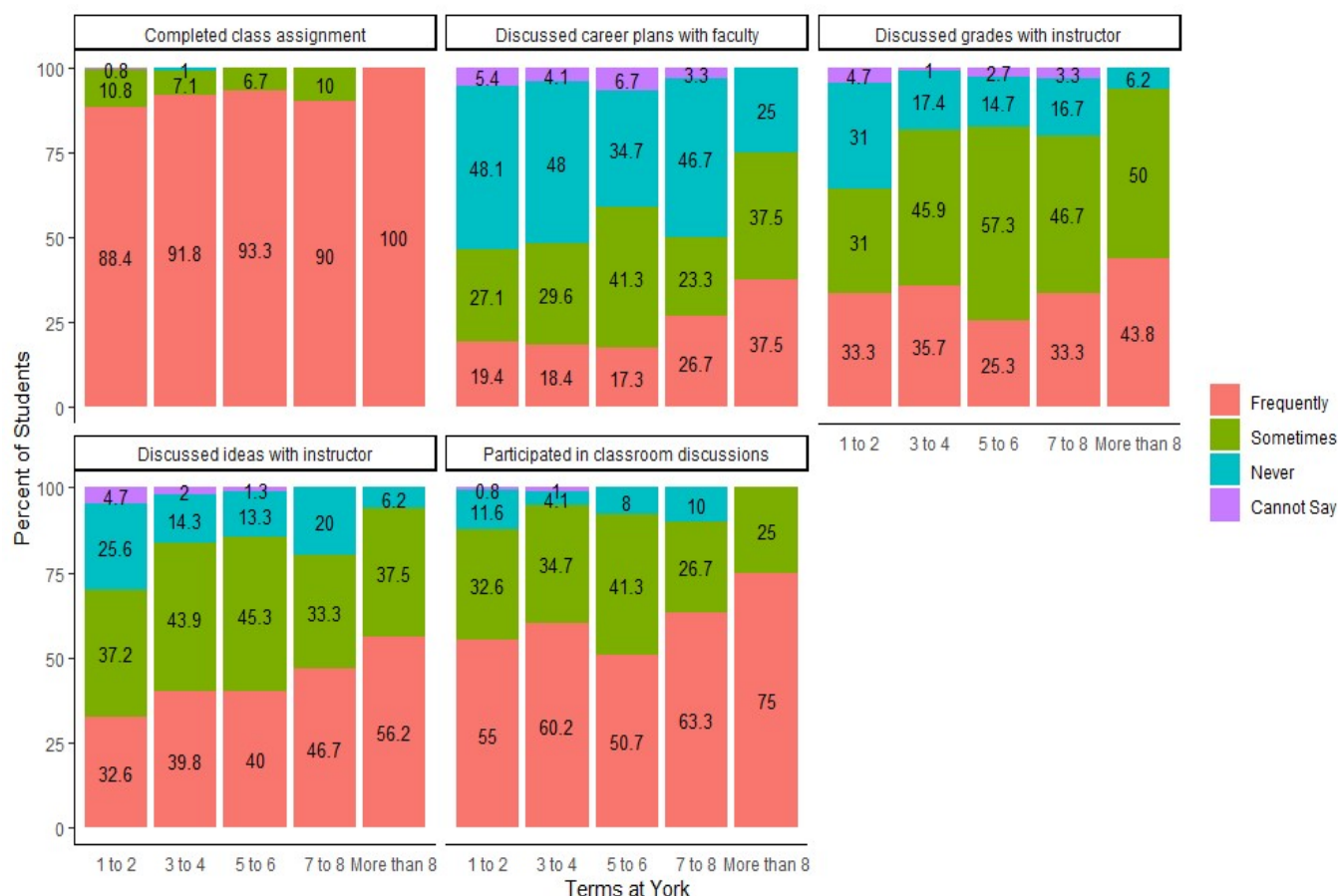
Respondents were asked to comment on their work habits, as well as their on-campus and community engagement activities. (See Figure 19). Involvement in non-academic activities at educational institutions was considered important for creating a sense of community and to help enrich the learning experiences of students. The results of the survey revealed high levels of employment among the Seneca to York transfer students, and limited involvement in extracurricular and other on-campus activities. Approximately forty-six percent of respondents who transferred from Seneca to York indicated that they worked more than ten hours during the week while in school. On the other hand, 65.8% did not participate in co-curricular activities and 79.9% stated that they did not participate in any on-campus community service or volunteer activities. (See Figure 19).[41] Again, these results reflected some of the findings of previous studies.

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[41] Analysis of York's 2017 National Survey of Student Engagement (NSSE) results suggested that, by controlling for age, transfer students worked off campus an average of 9.9 hours vs 8.0 for non-transfer students. The result is statistically significant at $p < .05$.

Figure 19. Engagement in Non-Academic Activities (Hours in week)- Seneca to York
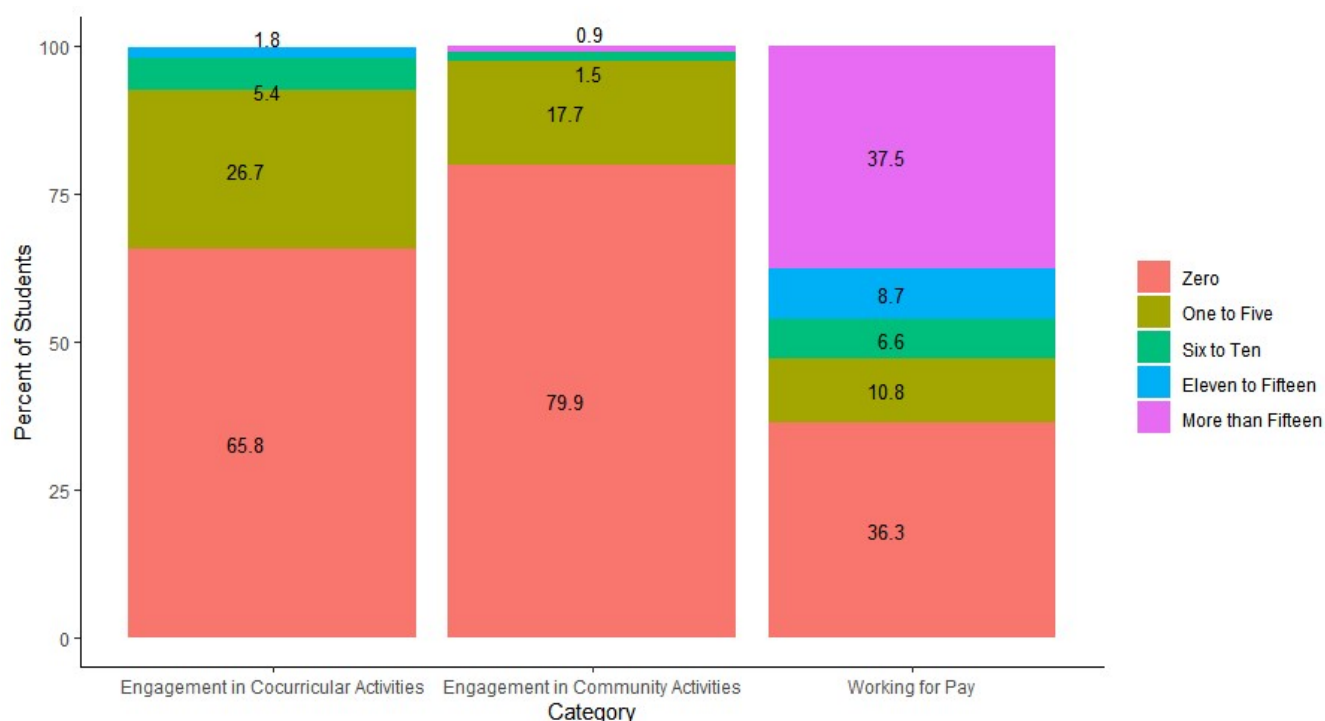
Satisfaction Levels

As previously discussed in the literature review, satisfaction levels with transfer were associated with transfer student academic preparation, experiences at the sending and receiving institution and academic success. To gauge the levels of student satisfaction with their transfer experience from Seneca to York, students were asked:

Overall, how satisfied were you with your decision to transfer from Seneca to York?

- How satisfied were you with the overall process of transferring from one institution to the other (including application, registration, selecting courses, etc.)?
- If you could start over again, would you transfer to York?

Appendix 1, Table 35 is a cross-tabulation of the proportion of students who transferred to university and were satisfied with the transfer process, their decision to transfer to York and whether they would make that decision again, against various sociodemographic, programmatic, and transfer-related characteristics. Some variations in the satisfaction rates were apparent.

Overall Transfer Process & Satisfaction Levels

Almost 71% of Seneca to York transfer respondents stated that they were very satisfied or somewhat satisfied with the overall process of transfer from the College to the University. (See Figure 20).

Figure 20. Satisfaction with Overall Process – Seneca to York
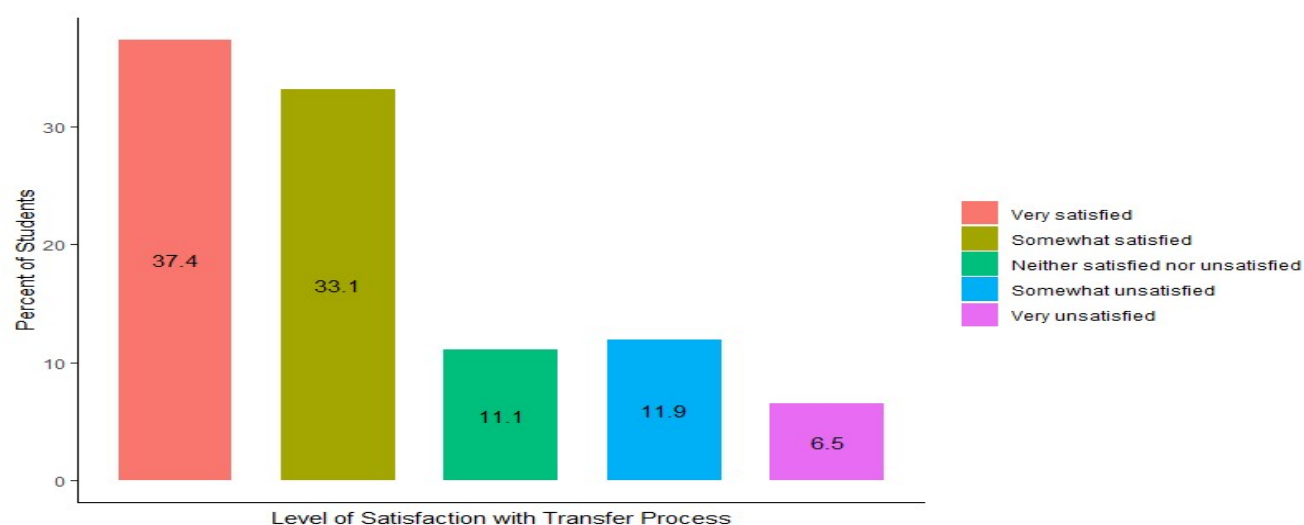
Transfer students who reported being satisfied or somewhat satisfied with the overall transfer process more often reported that they learned about their transfer credit allocation at or before registration and received the same or more credits than expected (See Figures 21 & 22). These findings suggested that timing and the receipt of the transfer credit allocation were important factors in student satisfaction with the transfer process.

Figure 21. Satisfaction with Overall Transfer Process by Expectation of Transfer Credits
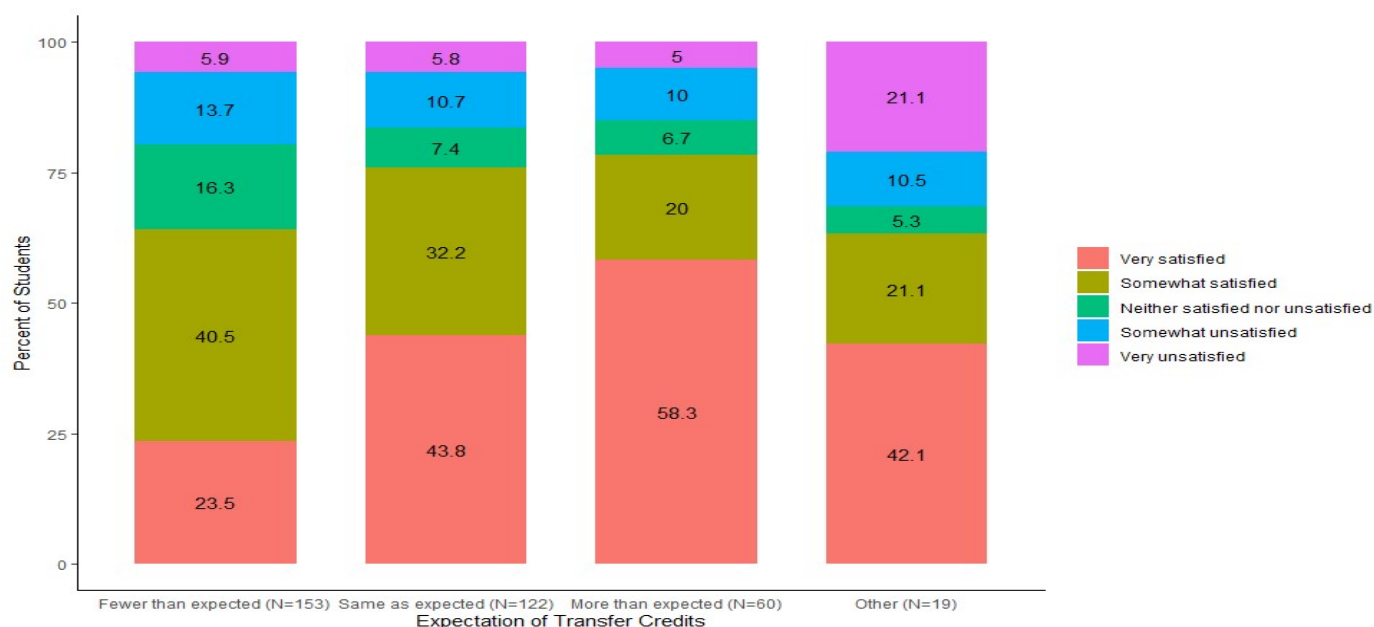
Note: 'Other' includes students who did not answer this question, as they did not apply for credits or had not heard back by the time the survey was administered.

Figure 22. Satisfaction with Overall Process by Timing of Credit Notification
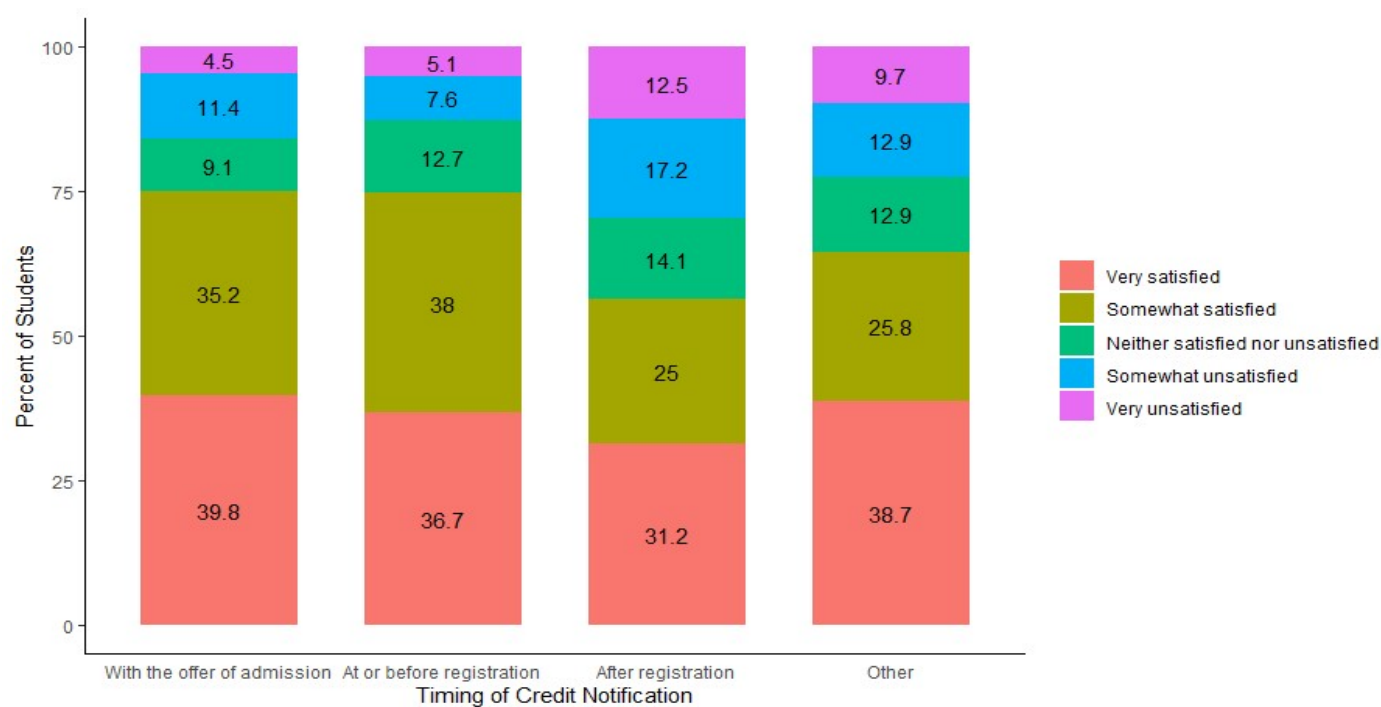
Note: 'Other' includes students who either 'had not applied for credit transfer yet' or 'had applied for credit transfer but had not heard yet' or 'didn't know'.

Decision-making and Satisfaction

A total of 81.3% of transfer respondents stated that they were very satisfied or somewhat satisfied with the decision to transfer to York. (See Figure 23).

Figure 23. Satisfaction with Transfer Decision—Seneca to York
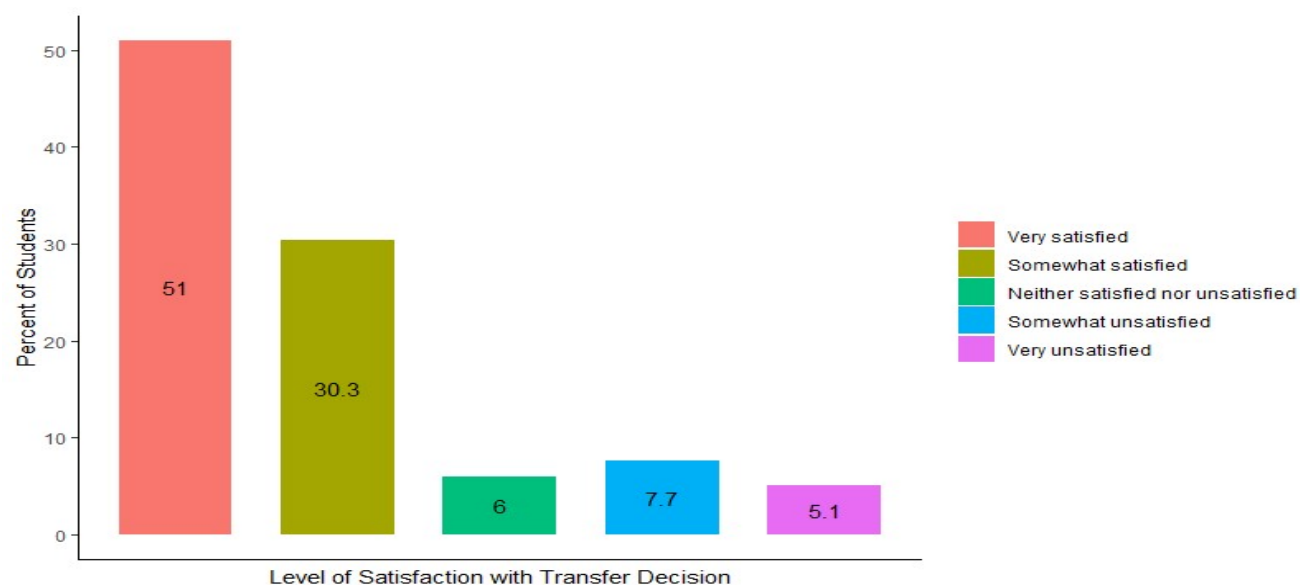
Table 8 (excerpted below) and Figure 24 showed differences in satisfaction with the decision to transfer by York Faculty.

Table 8. Satisfaction with Decision to Transfer by Faculty – Seneca to York

York Faculty	% of Transfers	% Satisfied with Decision to Transfer
Liberal Arts & Professional Studies	57.9%	82.9%
Faculty of Health	17.3%	86.6%
Faculty of Science	15.0%	69.8%
Lassonde School of Engineering	5.7%	80.0%

Figure 24. Satisfaction with Transfer Decision by York Faculty - Seneca to York
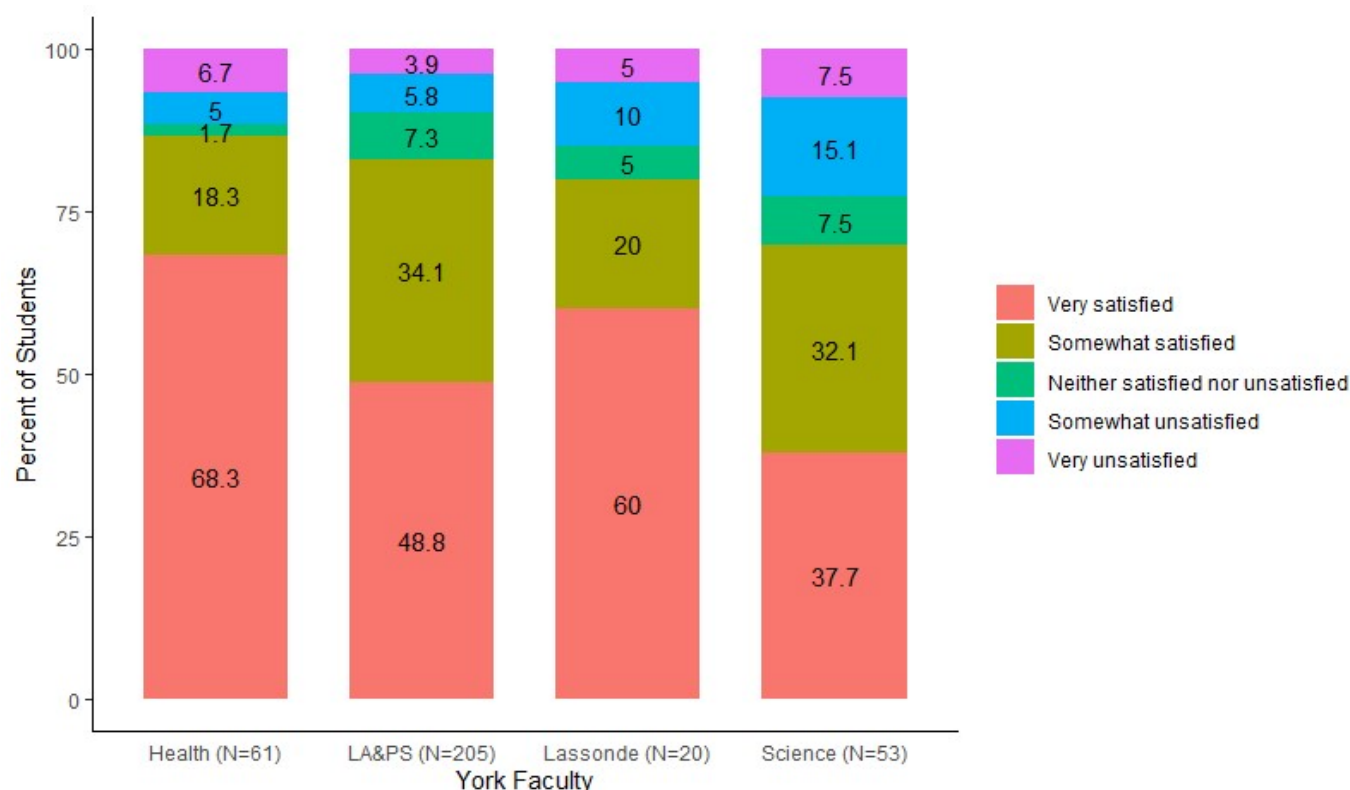
Note for York Faculties: Faculties with less than 10 observations were not shown in this figure; Health = Faculty of Health; LA&PS = Liberal Arts & Professional Studies; Lassonde = Lassonde School of Engineering; Science = Faculty of Science.

Despite these disparities in satisfaction, logistic regression model II in Table 9 illustrated that when other factors were controlled for the Faculty that students were enrolled in, it was not predictive of satisfaction with their transfer decision.

Academic Preparation and Satisfaction Levels

Figure 25 showed how satisfied students were with previous academic preparation for current program of study at York. Most, (80.9% of students) reported being very or somewhat satisfied with their academic preparation.

Figure 25. Satisfaction with Academic Preparation at Seneca - Seneca to York
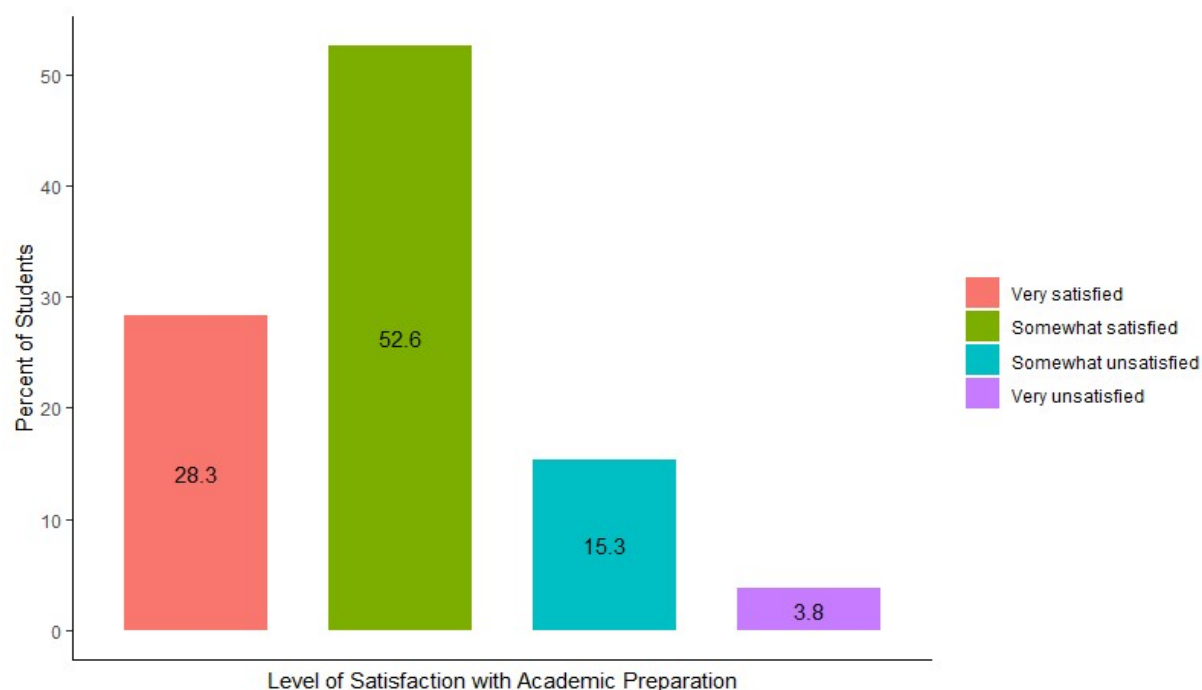
Specifically, 89.4% of those who transferred into Lassonde, 86.4% into the Faculty of Health, 80.1% into LA&PS programs and 75.5% into the Faculty of Science stated that they were very satisfied or somewhat satisfied with their previous academic preparation. The tendency for Science students to be less satisfied with their college preparation was evident. (See Figure 26).

Figure 26. Satisfaction with Academic Preparation for Study at York by York Faculty
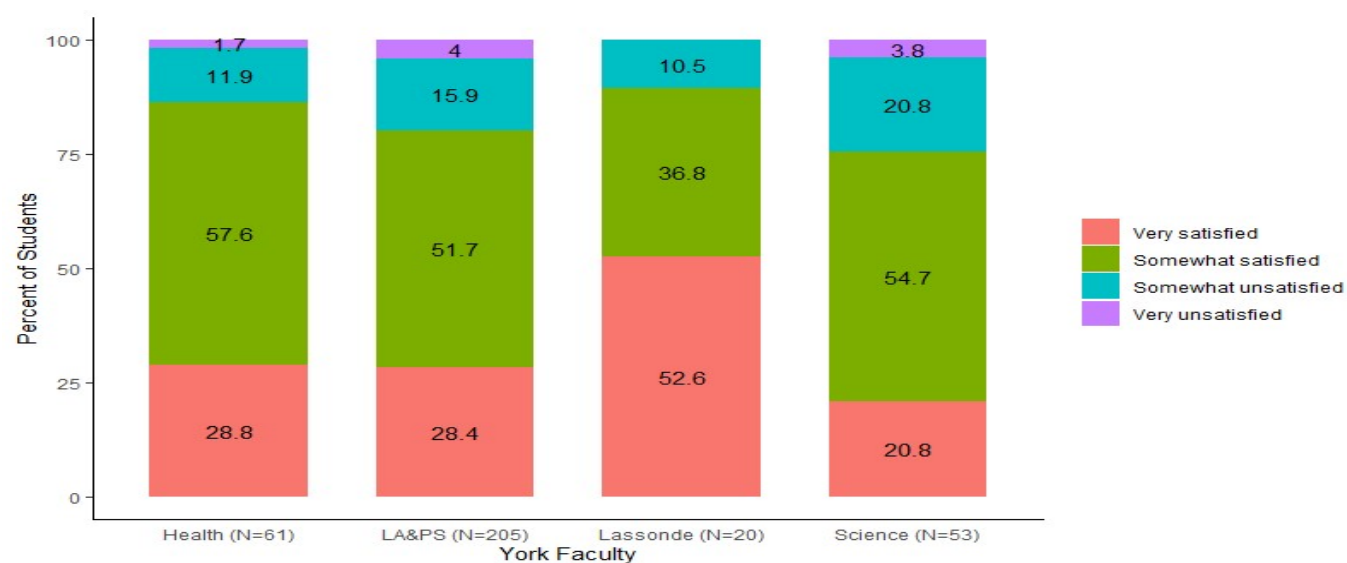
Note for York Faculties: Faculties with less than 10 observations are not shown in this figure; Studies; Health = Faculty of Health; LA&PS = Liberal Arts & Professional Studies; Lassonde = Lassonde School of Engineering; Science = Faculty of Science.

The higher the York GPA of Seneca to York transfer students, the more likely they were to express satisfaction with their pre-transfer academic preparation. For students with a GPA of A, 92.9% expressed satisfaction and for B, 90.3%. Yet only 70.9% of those with C and 40.0% of those with D were satisfied with their academic preparation. (See Figure 27).

Figure 27. Satisfaction with Academic Preparation for Study at York by Grades at York
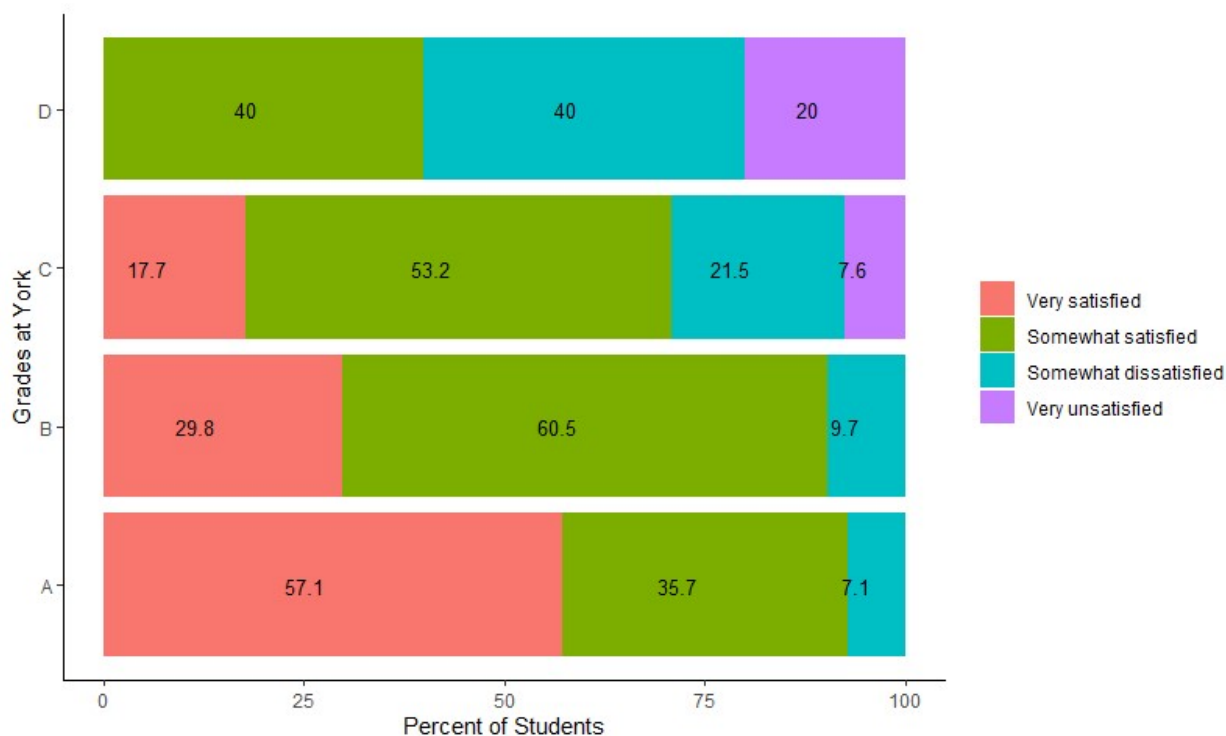
If you could start over again, would you transfer to York?

Most Seneca to York transfer respondents indicated that they would transfer again: 44.5% said definitely yes and 40.2% said probably yes. (See Figure 28). However, more females (89.2%) than males (77.9%) stated that they would choose York if they could start over again.[42] (See Figure 29). This disparity remained significant after controlling for other factors: females were 3.2 times more likely to indicate that they would choose to transfer again than males. (See Table 9).

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[42] See Appendix 1, Table 35 for detailed descriptives.

Figure 28. Transfer Again to York- Seneca to York
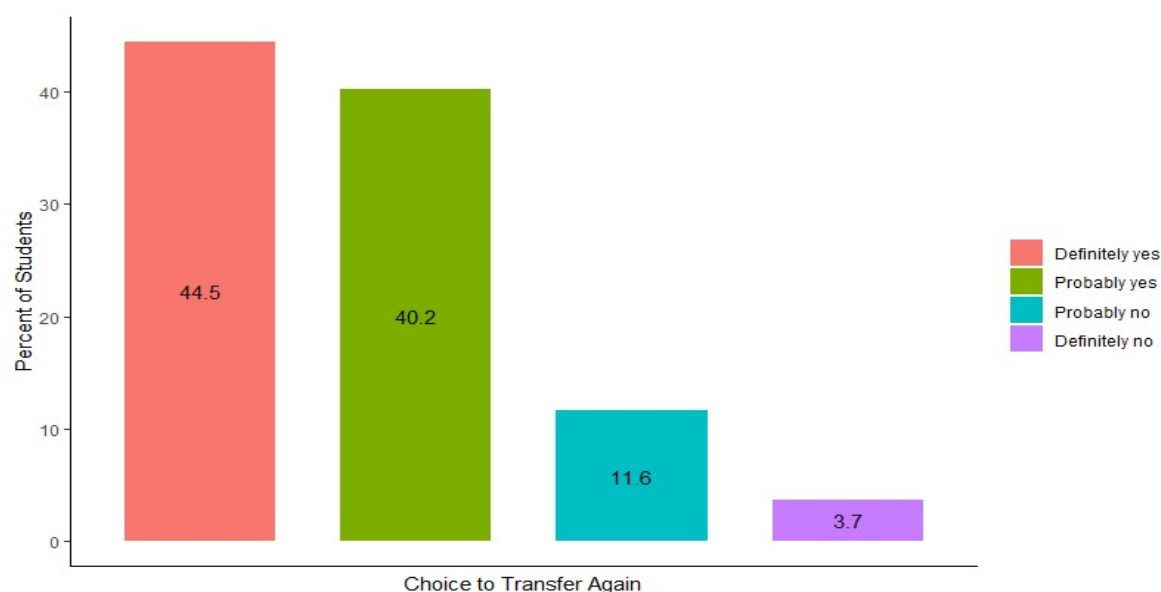
Figure 29. Transfer Again to York by Gender- Seneca to York
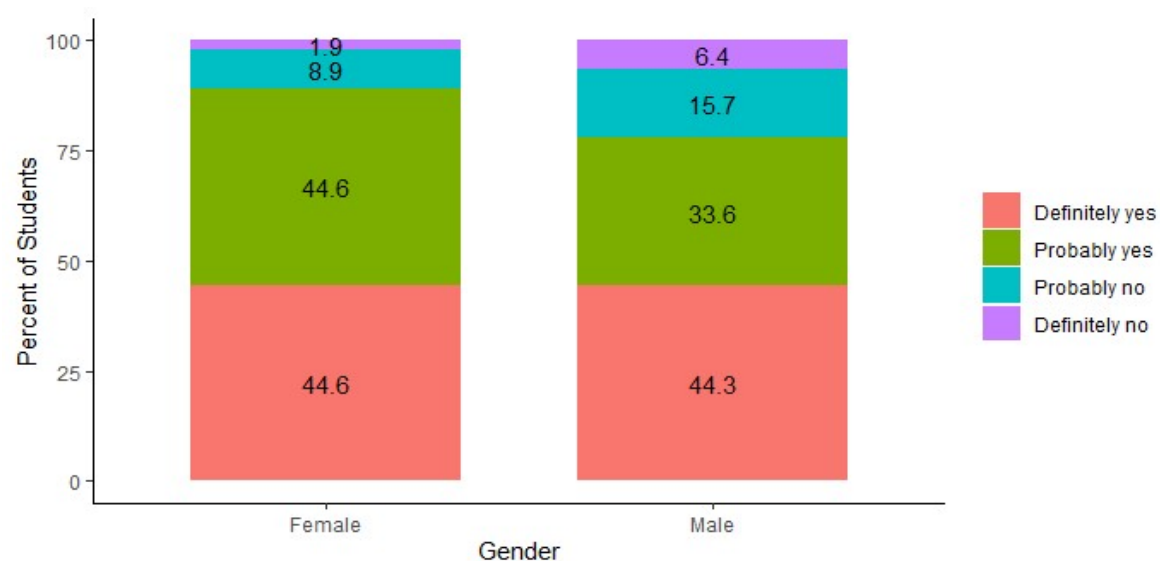
Similar to other measures of satisfaction, 95% of those who transferred into the Faculty of Health; 84.4% into LA&PS programs; 81.1% into the Faculty of Science; and 80% into Lassonde stated that if they could start over again, they would definitely or probably choose York. (See Figure 30). However, these were not found to be statistically significant in the regression model. (See Model III in Table 9).

Figure 30. Transfer Again to York by York Faculty - Seneca to York
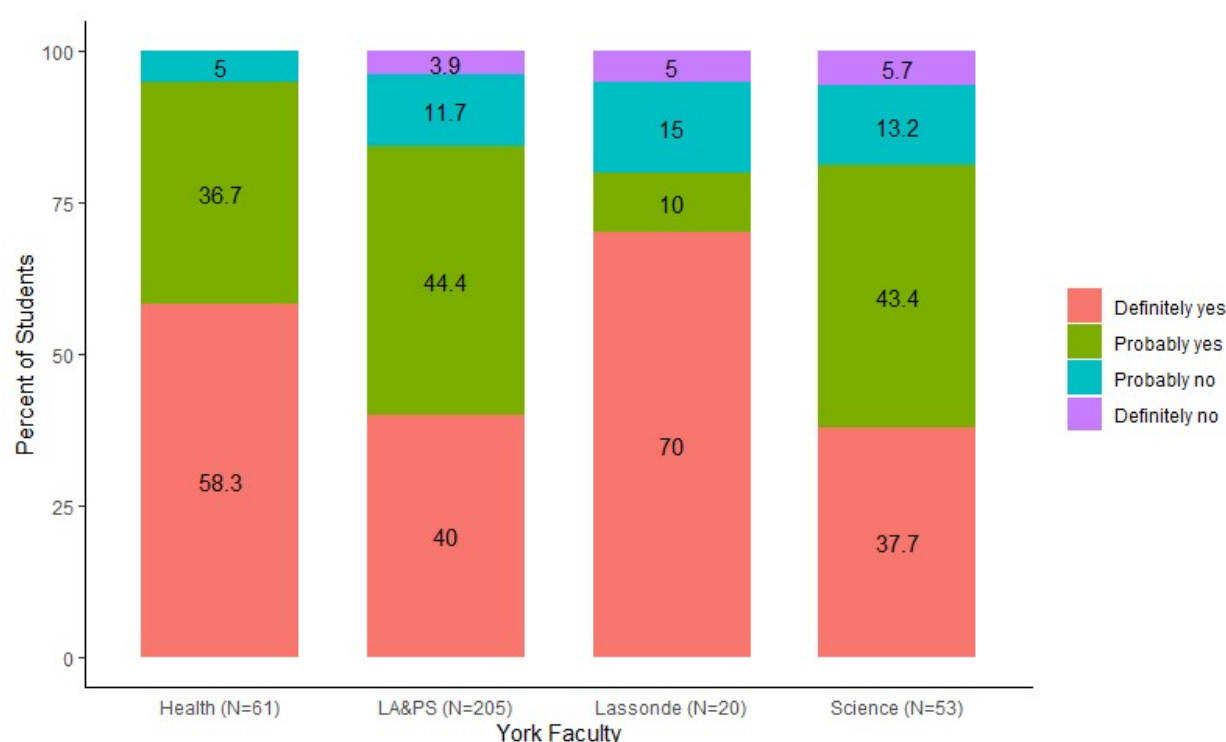
Note for York Faculties: Faculties with less than 10 observations are not shown in this figure; Health = Faculty of Health; LA&PS = Liberal Arts & Professional Studies; Lassonde = Lassonde School of Engineering; Science = Faculty of Science.

There was also no statistically significant relationship between the actual credits received by students and their choice to transfer again. Regardless of the number of credits received, most respondents indicated that they would definitely or probably transfer again. (See Figure 31).

Figure 31. Transfer Again to York by Actual Transfer Credits Received - Seneca to York
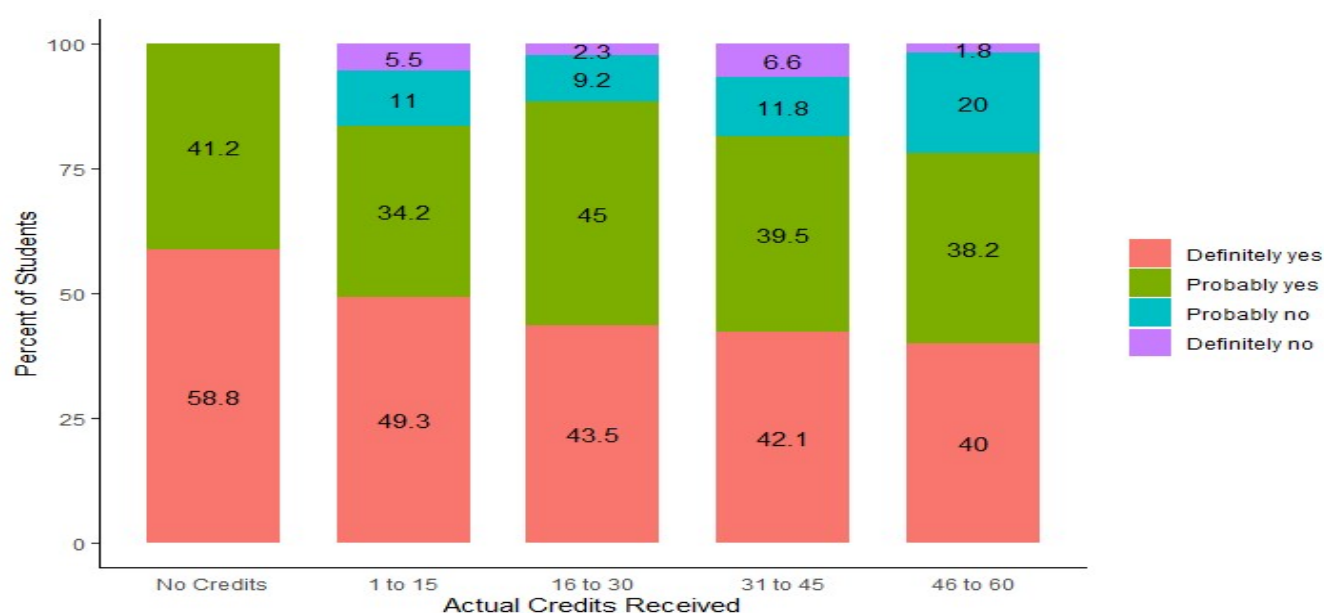
Regression Models[43]

Satisfaction with the overall process of transferring from Seneca to York (including application, registration, selecting courses)

The findings from the logistic regression model (Model I in Table 9) showed that after controlling for other factors, timing of credit transfer notification and transfer credit amount relative to expectations continued to be a significant influencer of satisfaction with the transfer process. Seneca to York transfer respondents who received fewer credits were less likely to be satisfied than those who received the same amount of credit or more than expected. The odds of being satisfied with the transfer process were 0.57 times lower for students who received fewer credits than expected, than students who received more or the expected number of credits. Similarly, students who received their transfer credit notification after program registration at the university, had 0.36 times lower odds of being satisfied with the transfer process relative to students who were notified before or at the start of the program.

Model I also showed that students who had a parent with a university degree had 2.11 times higher odds of being satisfied with the transfer process than those whose parents did not have a university education. As well, transfer students who interacted with faculty at the receiving institution were 4.32 more likely to be satisfied with the transfer process. Furthermore, students who first found out about transfer options through college sources had 0.83 times lower odds of being satisfied with the transfer process than those who first used university sources.

The Receiving Faculty at York variable was only marginally significant at 10% level. For students enrolled in LA&PS programs, the odds of being satisfied with the process were 2.85 times higher compared to students enrolled in the Faculty of Science, the reference. The relative dissatisfaction of students in the Faculty of Science may be related to issues of inadequate college preparation expressed in focus groups by some students.[44]

Satisfaction with the Decision to Transfer from Seneca to York

Significant factors predicting satisfaction with the transfer decision (Model II in Table 9) included respondents:

- whose parents or guardians had a university degree they were 3.34 times more likely to be satisfied than those who did not.
- who received the fewer credits than expected, they had 0.43 times lower odds of being satisfied than students who received the same or more transfer credits.

The timing of credit notification was not predictive of satisfaction with the transfer decision. The 'most important' reason for transferring as described by respondents was grouped into four categories to test the association with the outcomes of interest.[45]Those who indicated that they transferred for academic related reasons had higher odds of indicating their satisfaction with the decision to transfer, compared to students who continued their education at the university due to transfer-related reasons.

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[43] Inclusion of 'timing of credit notification' and 'credit expectation' variables in our regression analysis would exclude students who did not apply for transfer credits. Therefore, additional models were run by removing these variables. However, for Seneca-to-York sample, there was no change in terms of significance of explanatory variables, so the results for these additional models were not reported.

[44] Several transfer students enrolled in Chemistry at York noted that there was a disconnection between Seneca Chemistry (for which credits were received) and York Chemistry courses. They struggled academically because they were not taught some important topics at Seneca that were a pre-requisite for some of the York courses.

[45] Career or labour market-related; Academic or program-related; Credential or designation acquisition-related; and Transfer process-related. See Methodology.

If you could start over again, would you transfer to York?

The question 'if you could start over again, would you transfer to York' tried to uncover the propensity of students to transfer to York, given their experiences to date. According to Logistic Model III in Table 9, females had 3.15 times higher odds of choosing to transfer again than males and students who reported having a disability had 0.39 times lower odds than those not reporting a disability.

As with previous measures of satisfaction, the fewer the number of credits received relative to expectations for their college program, the lower the odds that they would choose to transfer again. Students who received fewer than the expected number of credits had 0.25 times lower odds of choosing to transfer to York again, if they were to start over, relative to students who received the expected number of credits or more.

In terms of the most important reason for transferring, those who indicated that they transferred for academic reasons had 3.35 times higher odds of choosing to transfer again than those who selected transfer process-related reasons.

Relative to students who transferred from Seneca's Faculty of Communication, Art, and Design, only those who transferred from Seneca's Faculty of Applied Science and Engineering Technology had 5.1 times higher odds of indicating that they would transfer to York again if given the opportunity. (See Model III, Table 9).

Table 9. Logistic Models for Satisfaction with Transfer Experience - Seneca to York

Seneca to York Transfers		Model I: Satisfaction with the Overall Process				Model II: Satisfaction with the Transfer Decision				Model III: Decision to Transfer Again			
Categories	Independent Variables	St. Beta	Std. Err	Odds Ratio	sig.	St. Beta	Std. Err	Odds Ratio	sig.	St. Beta	Std. Err	Odds Ratio	sig.
Gender (ref=Male)	Female	-0.08	0.17	0.84		0.19	0.20	1.46		0.57	0.21	3.15	***
Status in Canada (ref=Visa Student)	Canadian Citizen	-0.32	0.27	0.81		0.03	0.30	1.42		-0.18	0.31	0.47	
	Permanent Resident	0.43	0.40	1.70		0.29	0.44	1.85		-0.42	0.43	0.37	
Age at time of Transfer (Ref = Less than 22)	22-24	0.45	0.24	3.05	*	0.49	0.29	3.23	*	-0.10	0.29	1.29	
	25 and over	0.21	0.23	2.40		0.20	0.27	2.41		0.44	0.31	2.19	
Parental Education (ref=No University Degree)	University Degree	0.75	0.38	2.11	**	1.21	0.47	3.34	***	0.62	0.46	1.86	
Disability Status (ref= Did not Report Disability)	Reported a Disability	-0.43	0.42	0.65		0.33	0.52	1.39		-0.95	0.48	0.39	**
Ethnicity (ref= Did not Belong)	Belong to a non-visible minority group	0.41	0.38	1.51		-0.33	0.45	0.72		0.32	0.50	1.38	
Expectation of Credits Received for the study from Seneca (ref=More or same as expected)	Fewer credits than expected	-0.28	0.13	0.57	**	-0.43	0.19	0.43	**	-0.70	0.21	0.25	***
Timing of Credit Notification (ref= Before or at the start of the program)	After the start of the program	-0.52	0.19	0.36	***	-0.01	0.25	0.99		0.01	0.24	1.01	
Faculty at Seneca (ref= Communication, Art & Design)	Applied Arts & Health Sciences	-0.00	0.33	0.96		-0.13	0.38	0.59		-0.50	0.42	0.83	
	Applied Science & Engineering Technology	0.26	0.48	1.25		-0.09	0.51	0.62		1.32	0.59	5.10	**
	Business	-0.30	0.36	0.71		-0.18	0.41	0.57		-0.50	0.43	0.82	
Credential at Seneca (ref = Other*)	Advanced Diploma	-0.15	0.38	0.98		-0.02	0.46	0.76		-0.51	0.45	0.58	
	Diploma	0.28	0.31	1.49		-0.24	0.39	0.61		0.46	0.38	1.51	
Faculty at York (ref= Faculty of Science)	Liberal Arts & Professional Studies	0.61	0.36	2.85	*	0.22	0.40	3.48		0.24	0.43	3.20	
	Faculty of Health	-0.24	0.39	1.21		0.60	0.52	5.10		1.25	0.90	8.79	

Seneca to York Transfers		Model I: Satisfaction with the Overall Process				Model II: Satisfaction with the Transfer Decision				Model III: Decision to Transfer Again			
Categories	Independent Variables	St. Beta	Std. Err	Odds Ratio	sig.	St. Beta	Std. Err	Odds Ratio	sig.	St. Beta	Std. Err	Odds Ratio	sig.
	Other Faculties	0.07	0.45	1.67		0.22	0.54	3.48		-0.55	0.55	1.45	
First information source of educational options between Seneca and York (ref=University)	*College*	-0.55	0.27	0.83	**	-0.26	0.34	1.44		0.04	0.34	2.16	
	College/University	0.54	0.54	2.46		-0.21	0.62	1.51		0.41	0.62	3.10	
	Personal	0.38	0.44	2.11		1.09	0.63	5.50	*	0.27	0.51	2.71	
Most Important Reason for Transfer (ref=Transfer credits and agreement)	*Academic-related*	0.43	0.39	2.81		0.67	0.21	2.33	***	0.62	0.28	3.35	**
	Career-related	-0.08	0.28	1.70		0.17	0.35	1.41		0.25	0.36	2.30	
	Credential-related	0.26	0.29	2.38		0.37	0.21	2.92	*	0.29	0.16	2.48	*
Faculty Engagement (Ref = Not interacted with faculty)	*Interacted with Faculty*	1.46	0.48	4.32	***	0.85	0.54	2.34		0.49	0.65	1.63	
Total N		262				262				262			

Note. * p < .10; **p < .05; *** p < .01; ref = reference group; sig. = significance level. Other credentials include 1yr certificates, bachelors' degrees, and graduate certificates

Academic Performance at York

The academic performance of students who transferred to York was generally good. Based on available administrative GPA data,[46] more than sixty percent of students who transferred from Seneca to York had an A or B average at York: (1) 11.2% had a GPA of A, (2) 49.4% had a GPA of B, (3) 32.7% had a GPA of C, and(4) 6.7% had a GPA of D or E. The proportion of students with excellent or good academic performances at York by various socio-demographic, program-specific and transfer-related characteristics was summarized in Appendix 1, Table 35.

The determinants of academic performance at York were analyzed via ordinary least squares regression technique, with the last reported GPA at York as the outcome variable (Model IV in Table 10). After controlling for other factors, statistically significant findings included:

- On average, female transfers had GPAs 0.20 points lower than their male counterparts.
- A one-point increase in Seneca GPA was associated with an average of 0.46 points increase in York GPA.
- Students coming from Seneca's Faculty of Business had York GPAs that were 0.67 points higher than students from Faculty of Communication, Art & Design. The differences in GPAs for students coming from the two other Faculties were not statistically significant.
- Relative to Seneca students enrolling in 'the 'Faculty of Liberal Arts and Professional Studies', those who enrolled in the Faculty of Health had a GPA 0.48 points higher; and those who enrolled in 'Other Faculties'[47] had a GPA 0.73 higher. The GPA difference of students enrolling in the Faculty of Science and LA&PS was not statistically significant.
- Transfer students who received academic advising at York had a GPA 0.31 higher than those who did not.
- Seneca transfers who interacted with faculty at York post-transfer had York GPA 0.85 points higher than those who did not.
- The effects of the number of terms at York and the number of credits received from Seneca on York GPA, were not statistically significant (See Table 10).

Table 10. OLS Regression for Academic Performance at York - Seneca to York

Seneca to York Transfers		Model IV: Academic Performance at York		
Categories	**Independent Variables**	**St. Beta**	**Std. Err**	**Sig.**
Gender (ref= Male)	*Female*	-0.20	0.09	**
Status in Canada (ref=Visa Student)	*Non-Visa Student*	-0.11	0.27	
Age at Transfer (ref= Less than 22)	*25 and over*	0.10	0.21	
	22-24	0.08	0.22	
Disability status (ref = Did not report a disability)	*Reported a disability*	-0.07	0.21	
Parental Education (ref= No university degree)	*University degree*	0.02	0.18	
Ethnicity (ref= Did not belong)	*Belong to a non-visible minority group*	0.06	0.19	
Faculty at Sending Institution (ref= Communication, Art & Design)	*Applied Arts & Health Sciences*	0.04	0.27	
	Applied Science & Engineering Technology	0.18	0.33	
	Business	0.67	0.26	***

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[46] These percentages were based on the respondents for whom GPA data was available. 103 (out of 354) students entered York in 2019 and had missing information on York GPA. (See Appendix 1, Table 23).
[47] School of Arts, Media, Performance and Design (AMPD), Lassonde School of Engineering, Faculty of Education, and Faculty of Environmental Studies.

Seneca to York Transfers		Model IV: Academic Performance at York		
Faculty at Receiving Institution (ref=Liberal Arts & Professional Studies)	*Faculty of Health*	0.48	0.26	*
	Faculty of Science	-0.02	0.34	
	All Other Faculties	0.73	0.37	**
Academic Performance at Seneca	*GPA at Seneca*	0.46	0.07	***
Academic Advising (ref = Did not access advising)	*Accessed advising services*	0.31	0.14	**
Reason for Transfer (ref= Other Reasons)	*Academic/Credential*	0.23	0.17	
Time at York	*Number of Terms*	0.03	0.06	
Transfer Credits	*Credits from Seneca*	-0.01	0.01	
Faculty Engagement (Ref = Not interacted with faculty)	*Interacted with Faculty*	0.85	0.34	***
Total N	238			
Note. * $p < .10$; ** $p < .05$; ***$p < .01$; ref = reference group; sig. = significance level				

Student Experiences- Satisfying and Unsatisfying – Seneca to York

Respondents were asked to provide open-ended responses on the most satisfying and unsatisfying aspects of their transfer experience to York. Using content analysis, this information was cross-tabulated and presented using broad descriptions. The most satisfying aspects of transfer indicated by most respondents related to the ease of transfer process and the amount of transfer credits they received. The next highest group of comments were related to student perceptions that the university had a better program layout, and better-quality courses and content within its degree programs. (See Appendix 1, Table 39). [The subsequent Focus Group and Qualitative Response Findings section will provide additional elaboration].

Reasons for dissatisfaction included fewer credits received and difficulties experienced through the transfer credit process and poor access to advising. (See Appendix 1, Table 40). Individual student experience varied greatly. While some students were highly satisfied with the transfer process, others were highly dissatisfied. [The subsequent Focus Group and Qualitative Response Findings section will provide additional elaboration].

Student Recommendations for Improving Transfer Experiences

Some of the recommendations that emerged from the open-ended responses included greater transparency and accuracy of transfer credit information, better information to inform their transfer credit expectations, greater availability of information about the timing of credits being transferred and the processing timelines, more consistency in the allocation of transfer credits and coordination between institutions and departments about transfer credits.

The second most commented on group of issues and resulting recommendations were related to academic experience. They included clearer information regarding degree progression and its relationship to the amount of transfer credits granted by the university. This for many respondents was not necessarily aligned to the length of time it was taking for them to complete the university credential. Respondents wanted clearer timelines for the completion of degrees. Other academic issues included more advising and better availability of advising appointments; better transition supports for respondents as they moved from college to university; and better orientation to the university system when they transitioned from one institution to the other. Survey participants also wanted more opportunities for interactions between students and professors to understand academic expectations. They also raised questions about the need for transfer students to take general education courses and some electives. In some cases, a small

number of students expressed frustration at having to repeat course content in their chosen degree program, while some felt that they received inadequate foundational preparation for some science programs. Respondents therefore recommended more opportunities to take electives at York prior to transfer and for more curricula coordination between York and Seneca. (See Group and Qualitative Response Findings section will provide additional elaboration).

Greater academic supports to students; improvements to the quality and accessibility of the information regarding transfer on institutional websites; better communication to transfer students about the receiving institution; coordination of financial aid services to better support requests for information, and specific supports were needed especially for/ by concurrently enrolled students. Participants also requested transfer-student specific orientation sessions, as some of the information in the sessions they attended were too generic and not applicable to their transfer needs. Also mentioned were reinstituting the on-campus transportation services, which brought buses from regions outside of Toronto to the York campus, more opportunities for interactions between students and faculty and improved technology.

SURVEY FINDINGS: YORK TO SENECA TRANSFERS

This section will outline the sample's demographics, followed by planning and decision-making, transfer experiences and satisfaction levels. Additionally, recommendations for improving the transfer experience for this transfer group will be presented. Finally, participant engagement in academic, employment, on-campus and extracurricular activities will be assessed to determine their levels of academic and social integration.

Socio-Demographic Characteristics

Appendix 1, Table 20 summarized the socio-demographic characteristics of the sample. Of 162 York to Seneca transfer students that responded to the survey:

- 107 (66%) were female and 55 (34%) were male.
- 94 (58.0%) at the time of *survey* were aged 25 and over, 49 (30.3%) were between the ages of 22 and 24 (11.7%) were less than 22.
- 53 (32.7%) at the time of *transfer* were aged 25 and over; 57 (35.2%) were between the ages of 22 and 24; and 52 (32.1%) were less than 22.
- 88 (54.3%) identified as Canadian citizens; 70(43.2%) as permanent residents and 4 (2.5%) as visa students.

Ethnic and Cultural Background

Participants were asked to identify the ethnic and cultural groups they belonged to on the survey and could select all the options that applied to them. Based on the first response selected, the respondents' ethnicity was tabulated by status in Canada. More than one quarter of the respondents identified themselves as White, with 15.5% of the sample identifying as White Canadians. 11.2% also identified as White permanent residents. The remaining 72.7% of the York to Seneca transfer group were from different minority groups, with South Asian and Chinese topping the list. (See Table 11).

Table 11. Proportion of the students belonging to an Ethnic group by Status in Canada

Ethnicity	Status in Canada			Total by Ethnic Groups[48]
	Canadian Citizen	Permanent Resident	Visa[49]	

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[48] The total may not add to 100 because of rounding error.
[49] There were only 4 visa students in the sample.

White	15.5%	11.2%	0.6%	27.3%
South Asian	9.9%	6.8%		16.7%
Chinese	8.1%	4.4%	1.2%	13.7%
Black	3.7%	6.8%		10.5%
Filipino	3.7%	2.5%		6.2%
Arab	2.5%	2.5%		5.0%
West Asian	2.5%	2.5%	0.6%	5.6%
Korean	1.9%			1.9%
Southeast Asian	1.2%	1.2%		2.4%
Latin American	0.6%			0.6%
Other groups	4.4%	5.6%		10.0%
Total	54.0%	43.5%	2.4%	99.9%

Note: No respondents from the York to Seneca transfer group identified as Indigenous.

Disability Disclosure

About 15.5% of the sample self-disclosed that they had a disability. The top three disabilities identified by these respondents were: (1) mental disability (44%), (2) medical disability (32%), and (3) learning disability (24%). (See Appendix 1, Table 20, and Table 21).

Parental Education

When asked about the highest educational level of either of their parents or guardians, 47.7% of the York to Seneca sample had a parent or guardian with a university degree and about a quarter of the respondents were First-Generation students where neither parent nor guardian attended PSE. (See Appendix 1, Table 20). The proportion of students having parents with university degree was higher in the York to Seneca sample than in the Seneca to York sample (47.4% vs 34.3%, respectively).

Respondent College and University Faculty Affiliation

The distribution of university to college transfers by sending York and receiving Seneca faculty was presented in Table 12. The largest number of student transfers came from York's Faculty of Liberal Arts and Professional Studies (44.4%) and the Faculty of Health (19.8%). More than one-third of overall transfers enrolled in the Faculty of Applied Arts and Health Sciences at Seneca, 30.9% in Seneca Business, and 27.8% in Faculty of Communication, Art and Design. Gender-based distribution of these transfers in Appendix 1, Table 32 showed a higher proportion of females relative to males were transferring into Seneca's Faculty of Applied Arts and Health Sciences.

Table 12. *Sending York and Receiving Seneca Faculty – York to Seneca*

Number of students by sending York Faculty	Number of students by receiving Seneca Faculty									
	Faculty of Applied Arts & Health Sciences		Faculty of Applied Science & Engineering Technology		Faculty of Communication, Art & Design		Seneca Business		Total by York Faculty	
	N	%	N	%	N	%	N	%	N	%
School of the Arts, Media, Performance & Design	2	1.2%			7	4.3%	4	2.5%	13	8.0%
Faculty of Education	1	0.6%							1	0.6%

Number of students by sending York Faculty	Number of students by receiving Seneca Faculty									
	Faculty of Applied Arts & Health Sciences		Faculty of Applied Science & Engineering Technology		Faculty of Communication, Art & Design		Seneca Business		Total by York Faculty	
Faculty of Environmental Studies	3	1.9%			2	1.2%	1	0.6%	6	3.7%
Faculty of Health	19	11.7%	2	1.2%	4	2.5%	7	4.3%	32	19.8%
Faculty of Liberal Arts and Professional Studies	17	10.5%			21	13.0%	34	21.0%	72	44.4%
Faculty of Science	9	5.6%	9	5.6%	5	3.1%	1	0.6%	24	14.8%
Glendon	3	1.9%			1	0.6%	2	1.2%	6	3.7%
Lassonde School of Engineering	2	1.2%			5	3.1%			7	4.3%
Missing							1	0.6%	1	0.6%
Total by Seneca Faculty	56	34.6%	11	6.8%	45	27.8%	50	30.9%	162	100%

Fifty-seven percent of respondents graduated from York prior to transferring to Seneca and 43% did not. The receiving Seneca credentials and transfer credits received [50] for studies completed at York were described in Table 13. More than fifty percent of the students were enrolled in two-year and accelerated diploma programs at Seneca, while 12% were enrolled in graduate certificates. For this study, the variable named 'advanced standing' was defined for students who either received credits for 5 or more York courses (approximately one semester at Seneca); were enrolled in a graduate certificate (which requires a college or university credential for entry); or an accelerated diploma program (which requires a degree for entry). This variable was later used in regression analysis to investigate differences in satisfaction levels amongst students based on their academic performance.

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[50] Transfer credits at the college are mostly awarded on a course by course basis. At York, one half course is typically one semester long and equal to three credits. Therefore, one credit at Seneca can be equated with three credits at York.

Table 13. Characteristics of Receiving Seneca Program by Graduation Status from York and Transfer Credits Received

Credential at Seneca	Students receiving Transfer Credits																						Total by Seneca Credential[51]	
	Did not Graduate from York											Graduated from York												
	No credit		1-4 credits		5-9 credits		10+ credits		Total by Not Graduated			No credit		1-4 credits		5-9 credits		10+ credits		Total by Graduated				
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%		N	%
1-year certificate	2	1.2%							2	1.2%		1	0.6%			1	0.6%			2	1.2%		4	2.4%
2-year diploma	11	6.8%	16	9.9%	3	1.9%	1	0.6%	31	19.2%		5	3.1%	17	10.5%	10	6.2%	2	1.2%	34	21.0%		65	40.2%
2-year diploma- York Collab	2	1.2%	2	1.2%					4	2.4%										0	0.0%		4	2.4%
2-year diploma (Accelerated)	1	0.6%							1	0.6%		21	13.0%			1	0.6%			22	13.6%		23	14.2%
3-year diploma	7	4.3%	6	3.7%	1	0.6%			14	8.6%		1	0.6%	6	3.7%	6	3.7%			13	8.0%		27	16.6%
Graduate Certificate	1	0.6%	1	0.6%					2	1.2%		17	10.5%	1	0.6%					18	11.1%		20	12.3%
Bachelor's degree	6	3.7%	3	1.9%					9	5.6%				1	0.6%					1	0.6%		10	6.2%
Bachelor's degree- Collaborative Nursing	2	1.2%	5	3.1%					7	4.3%				2	1.2%					2	1.2%		9	5.5%
Total by Transfer Credits and Graduation Status	32	19.6%	33	20.4%	4	2.5%	1	0.6%	70	43.1%		45	27.8%	27	16.6%	18	11.1%	2	1.2%	92	56.7%		162	99.8%

[51]The total may not add to 100 due to rounding.

More than 50% (57.4%) of York to Seneca transfers had As and Bs at York prior to transfer. On arriving at Seneca, 82.7% of respondents obtained GPA's of As and Bs at the College. (See Appendix 1, Table 33). A greater percentage of females had A- or B-level GPAs at Seneca than their male counterparts: 86% and 76.4% respectively. (See Appendix 1, Table 34).

Planning and Decision-Making for Transfer

Respondents were asked to identify their reasons for transferring. [52] (See Table 14). The most popular choice was to acquire a college credential to equip them with the practical skills specific to a career or interest, whereas the most popular for the college to university group was to get a degree. For both groups, however, the second and third major reasons identified were related to career and skills improvement.

Table 14. Reason(s) for Transfer, % Major Reason– York to Seneca

Reasons for Transferring	Percentage (%)
To gain practical skills specific to a career or interest	83.3
More opportunities for career advancement	81.2
Upgrade/Improve Skills	75.4
To obtain a certificate/ diploma/degree	64.5
Higher income	60.1
Interest in pursuing a different field of study	60.1
No job or work available in my field	58.0
The convenience or location of Seneca College	53.6
Needed for a professional designation	51.4
Ease of the transfer credit process	42.8
Opportunity for transfer credit	31.9
Encouragement from others (family members, friends, faculty)	31.2
Company required/paid for it	15.9
Other	6.5

Note: Respondents could select more than one reason.

Appendix 1, Table 29 summarized the reasons for transferring across various socio-demographic characteristics and investigated any significant variations within these groups. Students could choose as many reasons as applied. Statistically significant findings included:

- Transferring to gain career-specific practical skills was more important for females than males: 88.9% of females chose this as a major reason versus 72.9% of males.
- Students who were older at the time of transfer were more likely to choose 'no work or job available in my field' as a major reason for transferring.
- The convenience or location of Seneca college was chosen by more students who had parents or guardians with university a degree than those who did not.
- More students from visible minority than non-visible minority groups indicated that their major reason for transferring was that their employer required or paid for the credential.

In the survey, respondents were asked to identify from their 'very important' reasons, the 'most' important reason for transfer. (See Table 15). The following were identified as the top three most important reasons: (1) interest in pursuing a different field of study (21.6%); (2) gaining practical skills specific to a career interests (20.2%), and (3) lack of work/ job available in their field (14.9%).

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[52] For each reason for transferring, three response options were provided: 'major reason', 'minor reason', or 'not a reason'.

Table 15. Most Important Reason for Transfer – York to Seneca

Most Important Reason	Percentage (%)
Interest in pursuing a different field of study	21.6%
To gain practical skills specific to my career interests	20.2%
No work/ job available in my field	14.9%
Potential for higher income	13.5%
To get a certificate/diploma or degree	12.2%
More opportunities for career advancement	10.8%
Needed for professional designation	2.7%
Encouragement from others (family members, friends, faculty)	1.4%
Upgrade/ improve skills	1.4%
Ease of the transfer credit process	1.4%

Note: Respondents could only select one reason.

Non-Graduates and Reasons for not Graduating from Sending Institution

Students who did not graduate from the University prior to transferring to College cited many reasons for not finishing their program at York. The two biggest reasons were that they did not like their university program (60.0%) and that their marks were too low (41.4%). (See Figure 32).

Figure 32. Reason (s) for Not Graduating from York – York to Seneca
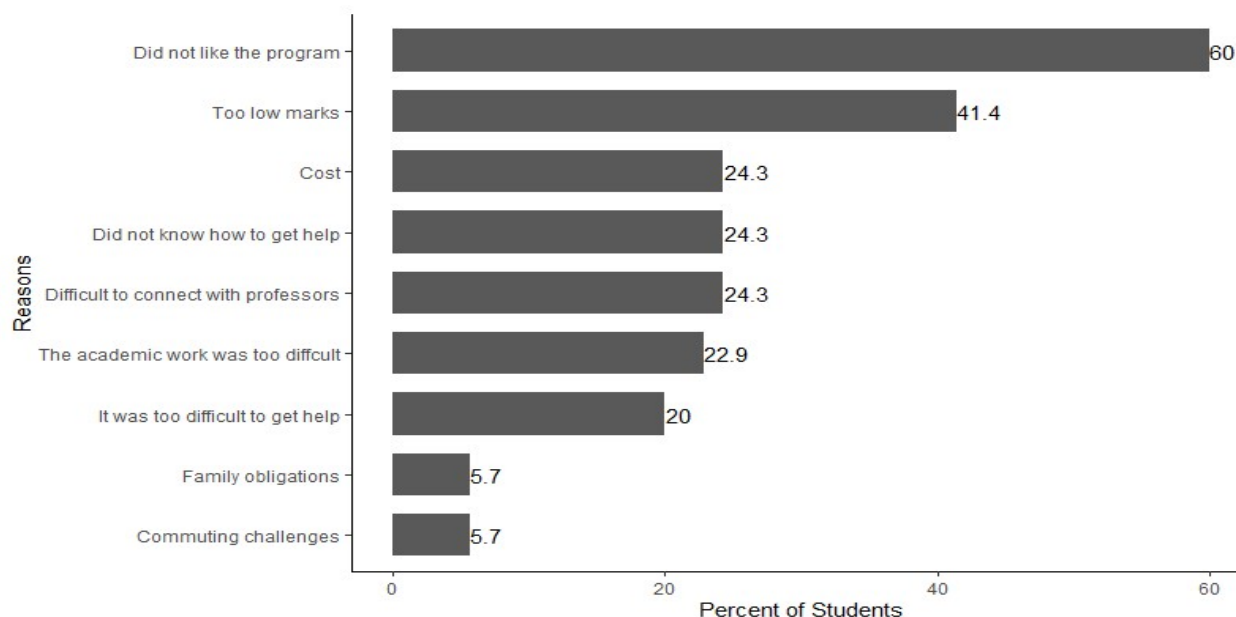
Note: Respondents could select more than one reason.

Decision-Making Timelines Regarding Transfer

Overall 67.4% of York to Seneca transfers decided to do so after graduate and 20.7% as they were finishing their university program. This compared with 72.9% of Seneca to York transfers who made their decision prior to graduating. Regardless of graduation status, less than 3% percent had planned to go to Seneca before they first enrolled at York. (See Figure 33).

Figure 33. Timing of Decision to Transfer to Seneca by Graduation Status from York
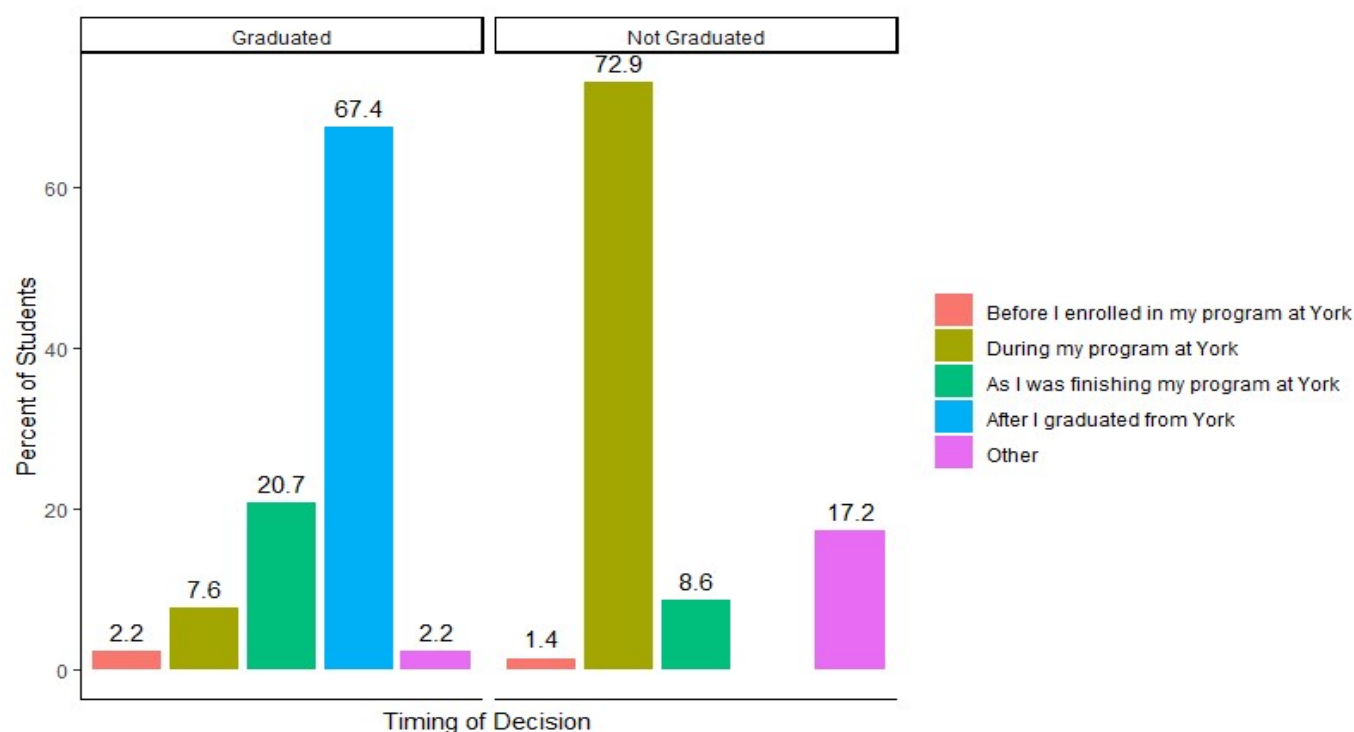
The Transfer Experience - Information Sources & Expectations

Hearing About Transfer Opportunities for the First Time

When asked how they first found about transfer options, 54.1% said it was from Seneca websites or publications (34.8%) or other students and friends (19.3%). The remaining 45.9% said they first found out through a variety of other sources (See Figure 34).

Figure 34. How the respondents FIRST found about the Transfer Options to Seneca
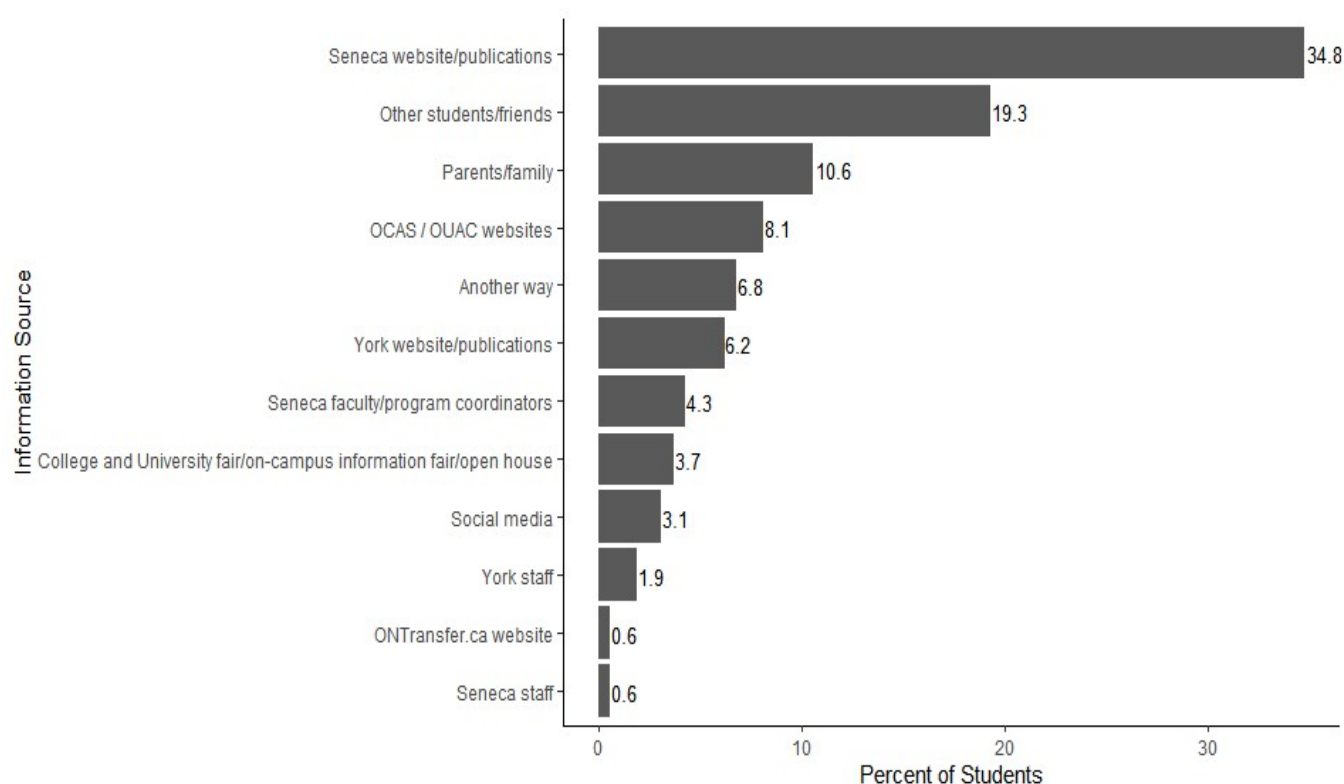
Note: Respondents could select only one source of information.

Considering Transfer: Sources of Information accessed and their usefulness

Eighty-four percent of respondents indicated that they relied on Seneca websites and 38.3% on OCAS/OUAC Websites. Other students or friends, Seneca's Degree and Credit Transfer Office[53] and Publication were relied on by 18-19%. The remaining sources of information were relied up by 10% or fewer. (See Figure 35).

When asked about the usefulness of these sources of information when considering transfer, for thirteen out of the eighteen sources, more than ninety percent of the students felt they were very useful or somewhat useful (See Figure 36).

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[53] Renamed the Academic Pathways Office in 2020

Figure 35. Source (s) of Information used when Considering Transfer– York to Seneca
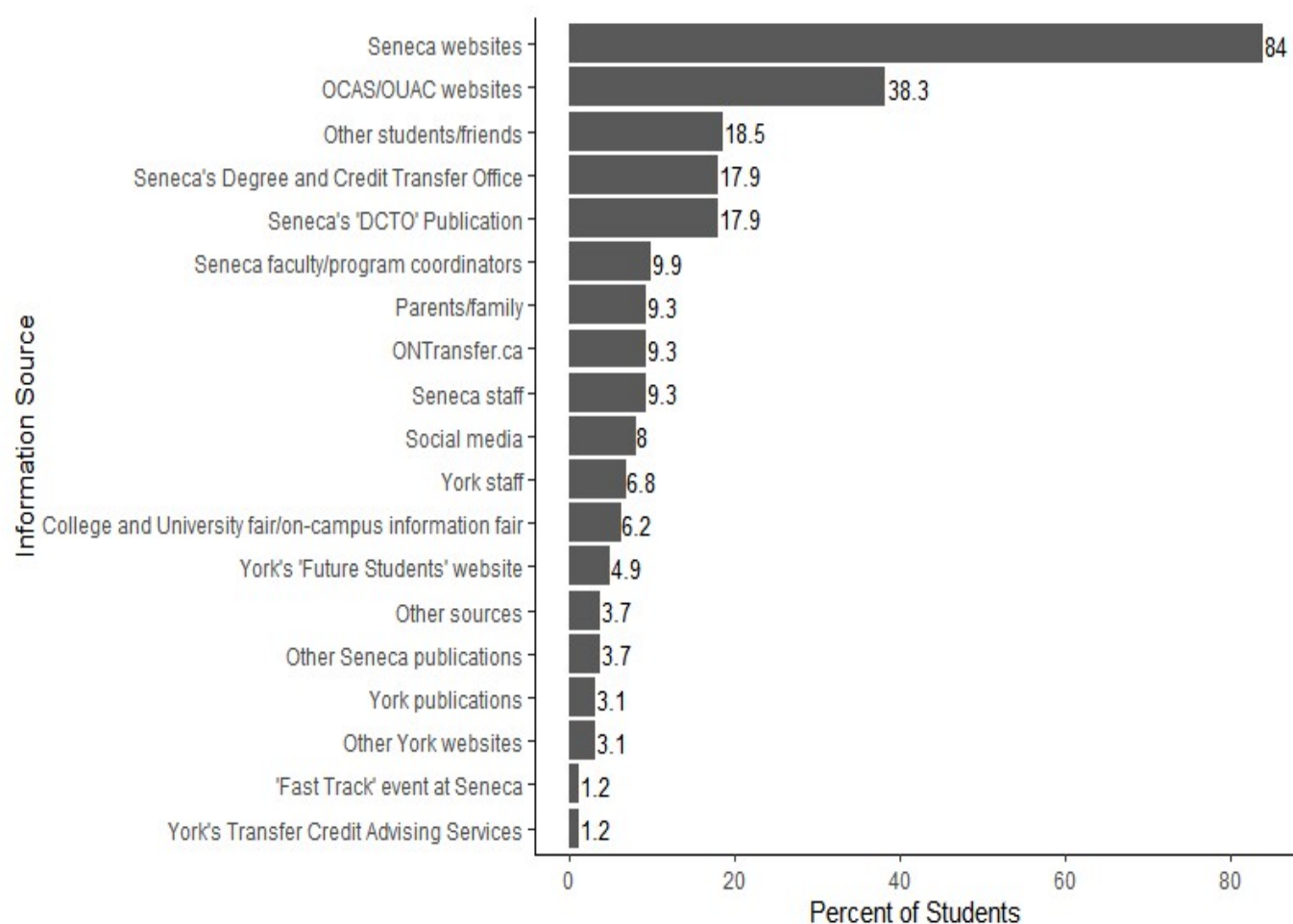
Note: Respondents could select more than one source of information.

Figure 36. Usefulness of Sources of Information used when Considering Transfer --- York to Seneca (% very or somewhat useful)
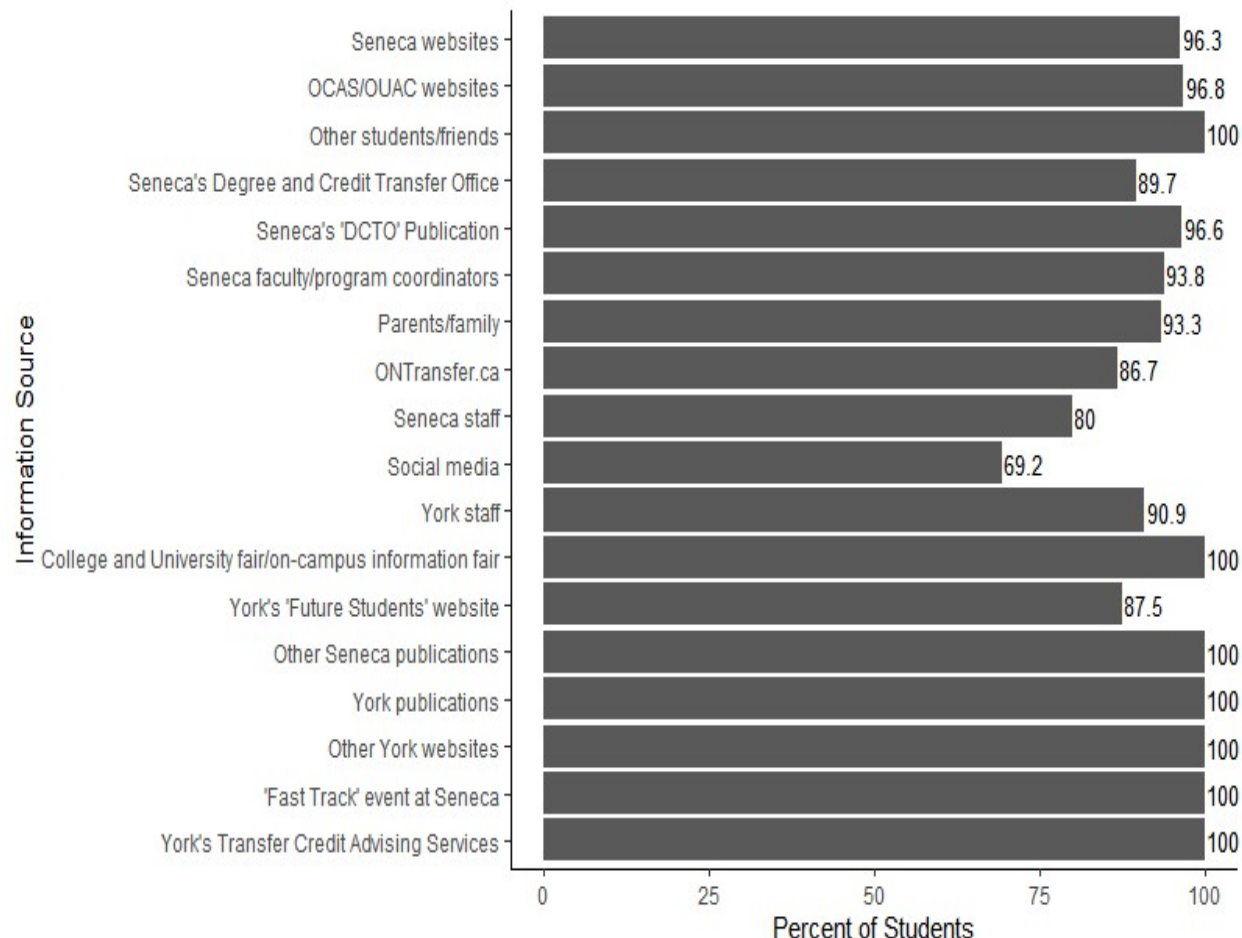
Applying to Transfer: Sources of Information accessed and their usefulness

When York to Seneca transfer respondents were asked which sources of information were used at the time of application, 85.2% indicated using the Seneca websites and 45.1% said Seneca emails. Seneca faculty, Seneca staff and York websites were used by 13-18% and the remaining sources were used by less than 10% of respondents. (See Figures 37 and 38).

Figure 37. Source (s) of Information used at the time of Application– York to Seneca
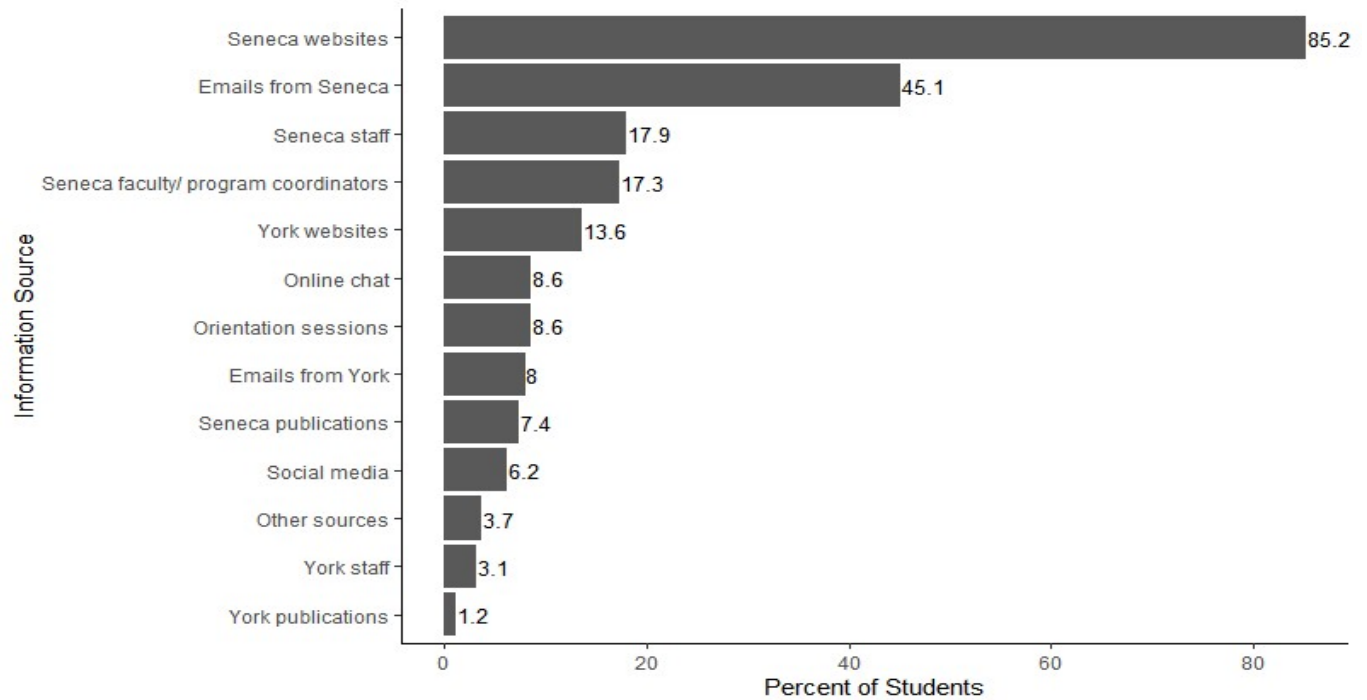
Note: Respondents could select more than one source of information.

Figure 38. Usefulness of Sources of Information used when Applying (% very or somewhat useful)
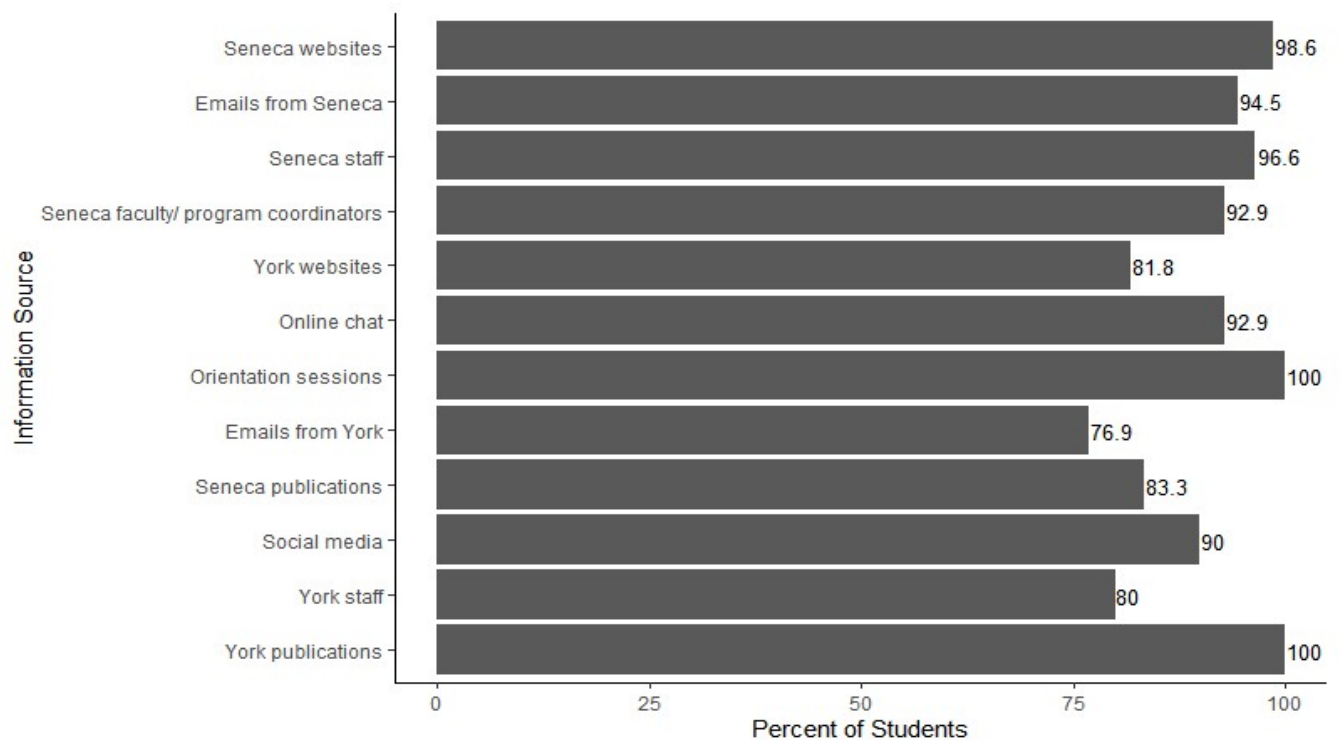
Financial Aid Information provided at the time of application

When York to Seneca transfer students were asked about whether financial aid information was provided to them: 38.3% said yes, 29.6% said no and 28.4% did not remember, although many of the latter group may not have required financial aid. However, that number could not be quantified. (See Figure 39).

Figure 39. Information Provided on Financial Aid Options – York to Seneca
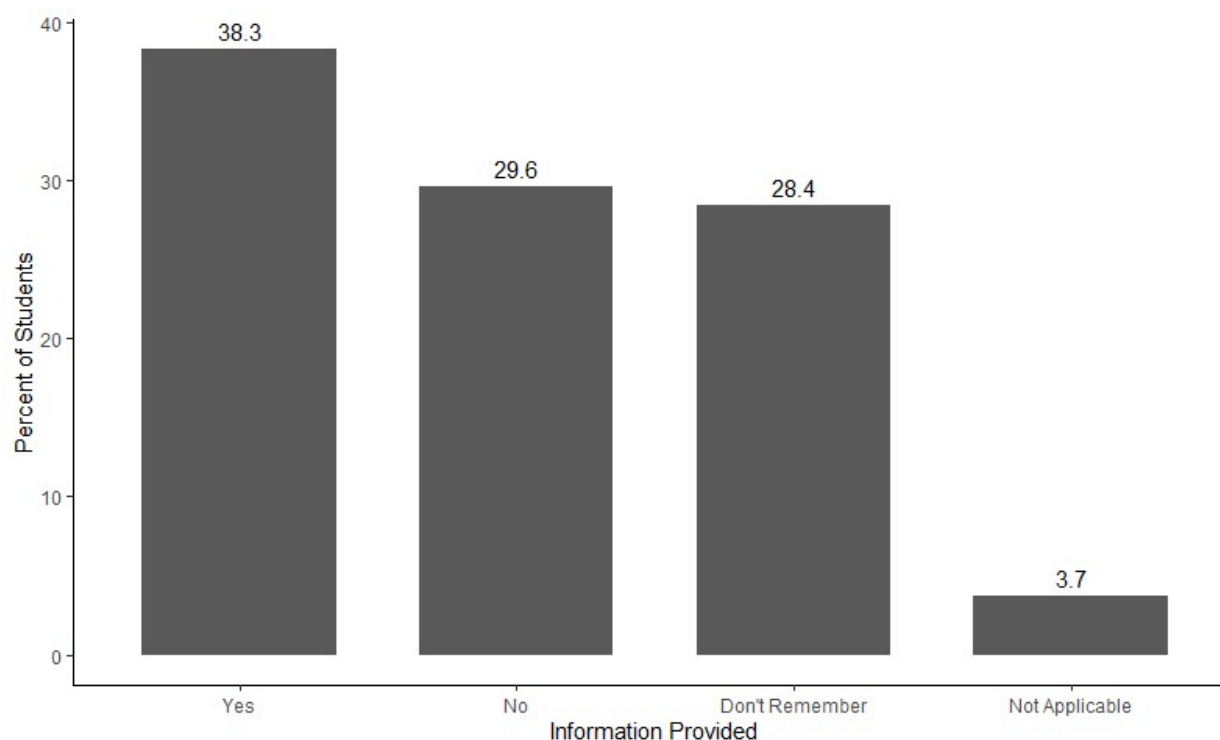
Table 16 revealed that when considering transfer and receiving financial aid information, respondents relied mostly on the Seneca website (64.5%), the Financial Aid Office at Seneca (48.3%) and the Seneca awards and Seneca bursaries webpage (46.9%).

Table 16. Source (s) of Information on Financial Aid – York to Seneca

Sources of Information	Number	Percentage (%)
Seneca Website	40	64.5
Financial Aid Office at Seneca	30	48.3
Seneca Awards, Scholarships, Bursaries webpage	29	46.8
York Website	8	12.9
Financial Aid Office at York	7	11.3
Other	1	1.6

Note: Respondents could select more than one source of information. The denominator is respondents who received information about financial aid.

Registration/ Enrolment: Sources of Information accessed after Registration at York and their usefulness

Approximately eighty-one percent of York to Seneca transfers relied on the Seneca websites and publications and 97.7% indicated that they found it useful. Thirty percent received information via emails from Seneca, while 29% and 26.5%, received information from Seneca Staff, and Seneca faculty and program coordinators, respectively. More than 90% of the students found these information sources to be useful. (See Figures 40 and 41). As expected, in all the phases of the transfer process from University to College, college sources were the predominant sources of information and they were found to be useful for the majority of respondents.

Figure 40. Source (s) of Information used after Registration at Seneca – York to Seneca
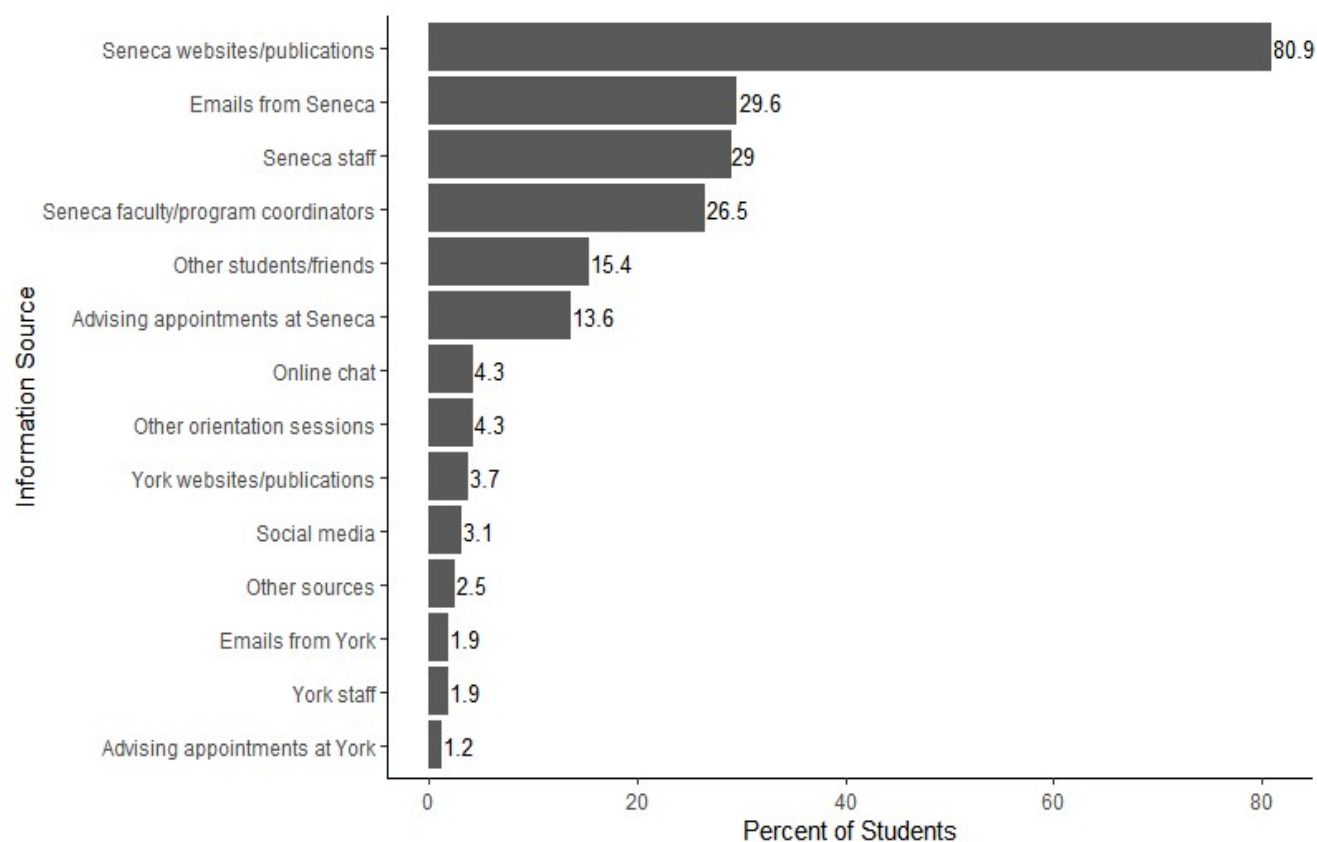
Note: Respondents could select more than one source of information.

Figure 41. Usefulness of Sources of Information used after Registration, (% very or somewhat useful)
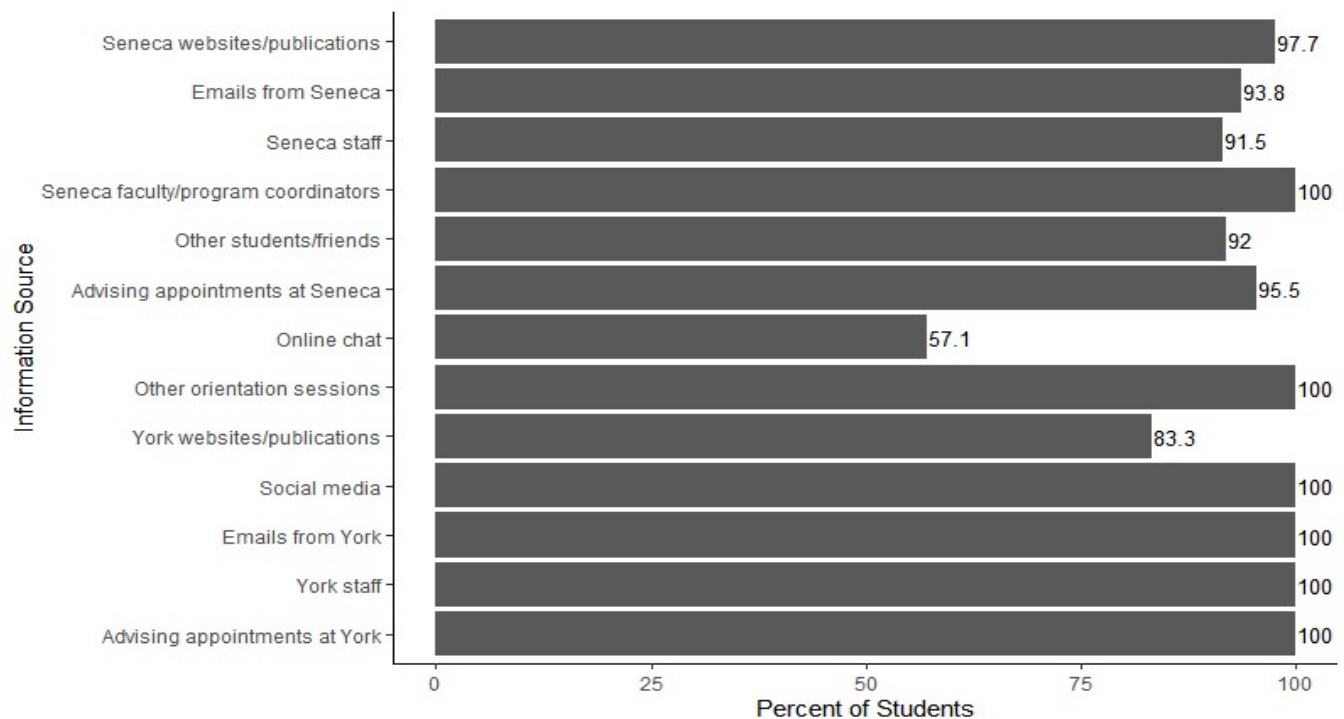
Timing of Information about Transfer Credit

Figure 42 illustrated that students who applied for transfer credits mostly received the information after registration at Seneca.[54] This variation in timing of information by the credential they enrolled at Seneca was statistically significant. Students who enrolled in Graduate Certificates or accelerated 2-year diplomas typically could not apply for transfer credits.[55] However, there are few exceptions to this rule, particularly where specific articulation agreements had been developed to support student mobility. Therefore, approximately 50% of respondents who enrolled in Graduate Certificates or accelerated 2-year diplomas reported that they had not applied for transfer credits. (See Figure 42).

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[54] The figure does not show students who enrolled in one-year certificate at Seneca as N=4, and three of these did not apply for credit transfer.
[55] Graduate Certificates are typically eight months to one year long and very subject-matter specific, so students usually do not qualify for transfer credits.

Figure 42. Timing of Credit Notification by Credential at Seneca– York to Seneca
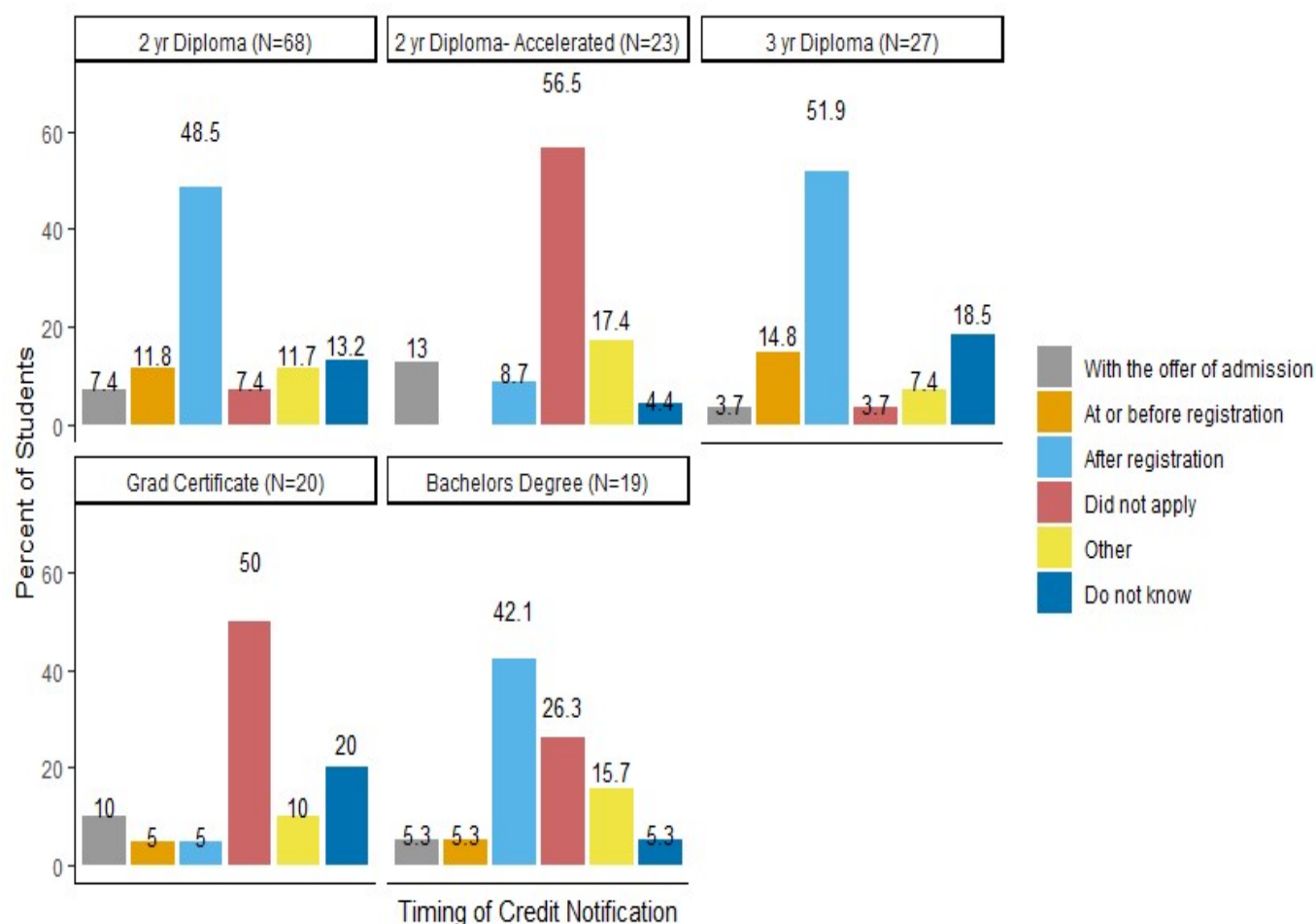
Note: 'Other' includes students who either 'had not applied for credit transfer yet' or 'had applied for credit transfer but had not heard back yet by the time the survey was administered.

Expectations about Transfer Credit

York to Seneca respondents who applied and received credits were asked about their expectations relative to the transfer credits they received at the College. About 31% of respondents indicated that they received fewer transfer credits than expected; 28% the same amount of credits as expected and 18% more than expected. The remaining 24% did not reply.[56] (See Figure 43).

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[56] This question was only asked of transfers who had applied for credit and had heard back. Transfers who had not yet applied or were not applying, or applied and had not heard, were not asked.

Figure 43. Expectation of Transfer Credits Received – York to Seneca
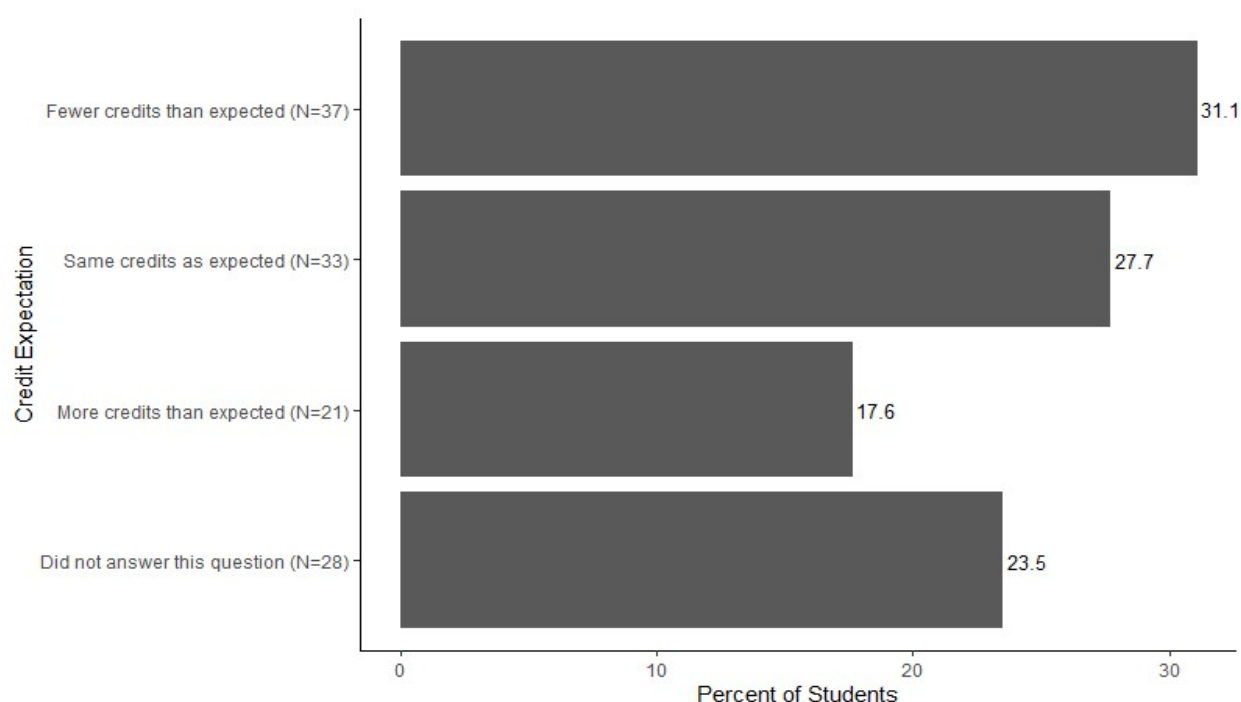
Note: This figure includes transfers who couldn't recall the timing of notification. It excludes students who enrolled in Graduate certificates or accelerated 2-year diplomas at Seneca.

Unlike the findings from the Seneca to York transfer group, no *statistically significant* differences were observed in the credit expectations, when compared to the actual number of transfer credits received for studies completed at York.[57] (See Figure 44).

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[57] Note that 21% of the 14 students who received no credits for their York program reported that they received more credits than expected. Either they received credits for study from some other institution, or they misremembered what they received, or their transfer literacy was low.

Figure 44. Student Expectations by Actual Credits Received – York to Seneca
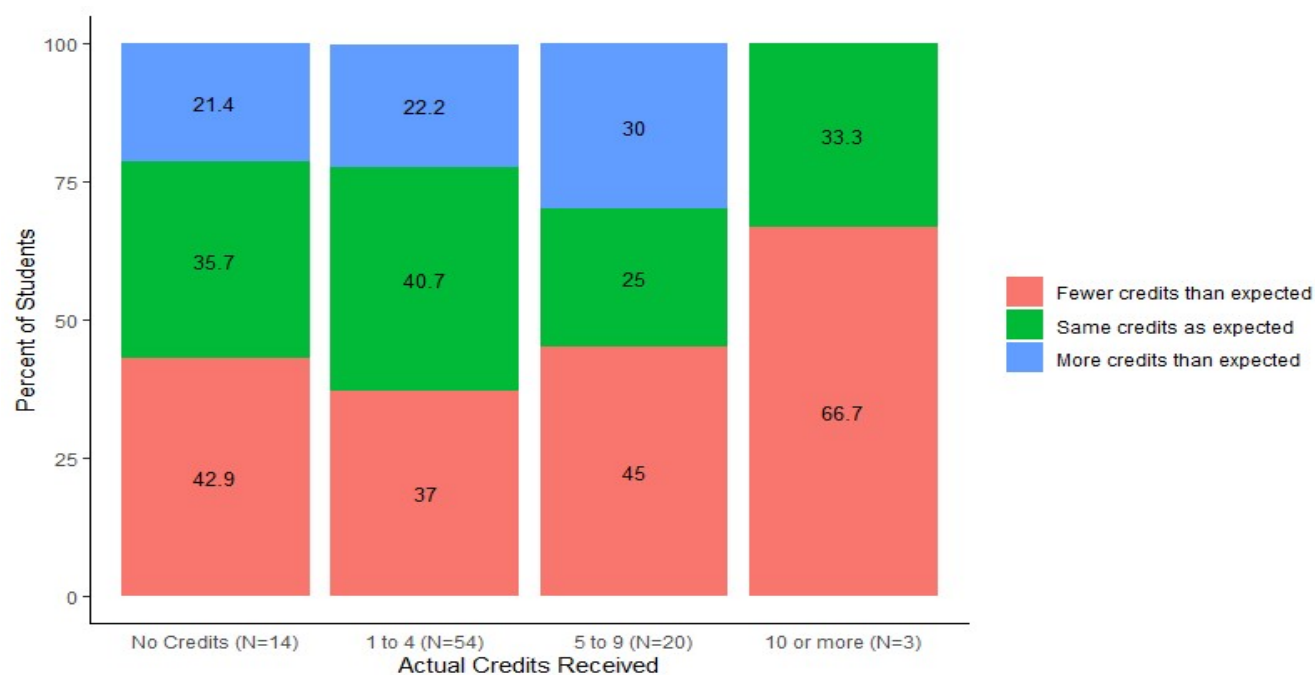
Note: There are only 3 students who received 10 or more credits. This figure excludes students enrolled in Graduate certificates and accelerated 2-year diplomas, as they typically did not apply for or receive transfer credits.

Use of Services

Service Usage

The services most used by York to Seneca transfer students when they enrolled at the college were the Seneca libraries (82.9%), Degree and Credit Transfer Office (53.7%), Student Advising (37.8%) and co-op work term/Work Integrated Learning supports (29.3%). For most of the services a substantial percentage of students reported not using them, but few students indicated that they did not know about these services. (See Figure 45).[58]

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[58] There is no Work Integrated department at Seneca. However, work-integrated learning (WIL) is an educational partnership between Seneca, students, and the employers, under which skilled employees are provided with an opportunity to work with various industries or sectors, while obtaining college credits.

Figure 45. Overall Service Usage at Seneca – York to Seneca
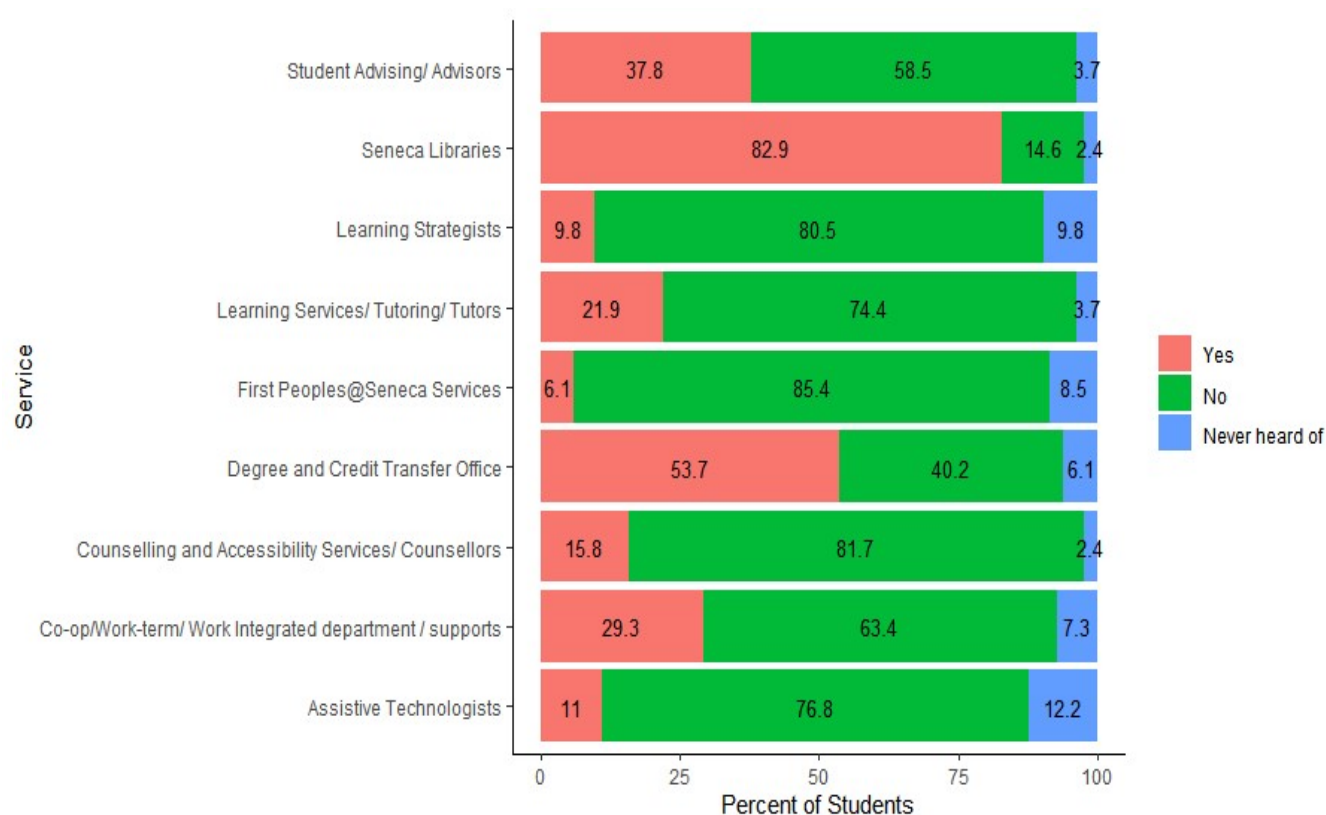
The use of services differed according to which credential students were enrolled in. (See Figure 46).[59] It was observed that there was *a significant* gap in the usage of DCTO services. Students who enrolled in 'graduate certificate' programs and 'accelerated' diplomas were less likely to access DCTO relative to students enrolled in other diploma /degree programs.[60] One possible explanation may be that students who pursued graduate certificates required a completed post-secondary credential and did not qualify to receive transfer credits; or did not require transfer credits. *Statistically significant* variations were also observed in the usage of the following services by credential at Seneca: Student Advising, Learning Services/Tutoring/Tutors and Co-op/Work Integrated Learning.

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[59] As college programs differed by duration depending on the credential student enrolled in, the figure showed service usage by credential and not by the time spent at the college. Regardless of the credential, the current term of the students at Seneca will be a possible confounding factor.
[60] 2.5% of the York to Seneca respondents (N=4) were enrolled in 1-year certificates. This was not shown.

Figure 46. Overall Service Usage by credential enrolled at Seneca – York to Seneca

The significant differences within various socio-demographic groups were analyzed in Appendix 1, Table 31. More males than females accessed Work Integrated services and the proportion of males accessing Learning Strategists were three times that of females. The age of students at the time of transfer affected access to tutoring services at Seneca, with a higher proportion of students under the age of 22 utilizing these services compared to older students.

As expected, students with disabilities used the Counselling and Accessibility Services and Assistive Technologists at Seneca. All the students who reported having a disability had knowledge of the accessibility services at Seneca and more than half of these students used the service. A greater percentage of Canadians accessed the services of the Degree Credit and Transfer Office (DCTO) than Permanent Residents.

Engagement in Academic and Non-Academic Activities

The York to Seneca transfer group was asked to comment on their involvement in academic, employment, on-campus activities, and community engagement initiatives. Nearly all the York to Seneca transfers who responded indicated that they frequently completed class assignments on time. As well, 70.2% indicated that they frequently participated in classroom discussions, 48.7% had frequently discussed ideas about term papers, class projects and group assignments with their instructor, 44.9% frequently discussed grades or assignments with their instructor, and 30.4% frequently discussed career plans with faculty members or advisors. (See Figure 47).

Figure 47. Engagement in Academic Activities at Seneca – York to Seneca
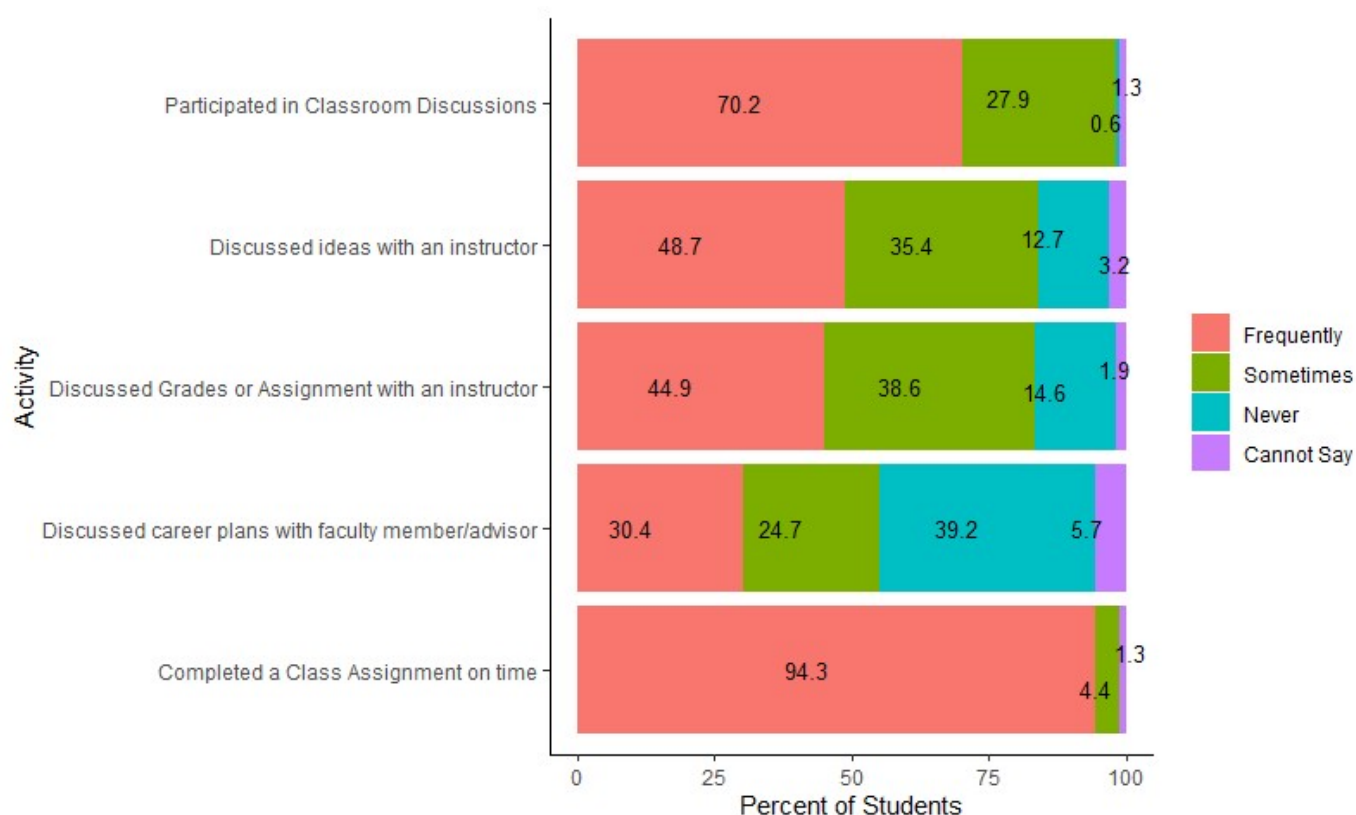
The distribution of students who reported engagement in academic activities by the credential enrolled at Seneca[61] was presented in Figure 48. A similar proportion of students reported academic engagement across credentials at Seneca with no statistically significant difference. The only significant difference in engagement by credential related to those who 'discussed career plans and ambitions with a faculty member or advisor' at Seneca. More than 60% of the students enrolled in graduate certificates and two-year diplomas sometimes or frequently discussed career plans, as opposed to less than forty percent of the students who enrolled in bachelor's degrees or accelerated diplomas.

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[61] As college programs differ by duration depending on the credential student enrols in, the figure shows academic engagement by credential and not by the time spent at the college.

Figure 48. Engagement in Academic Activities by Credential at Seneca
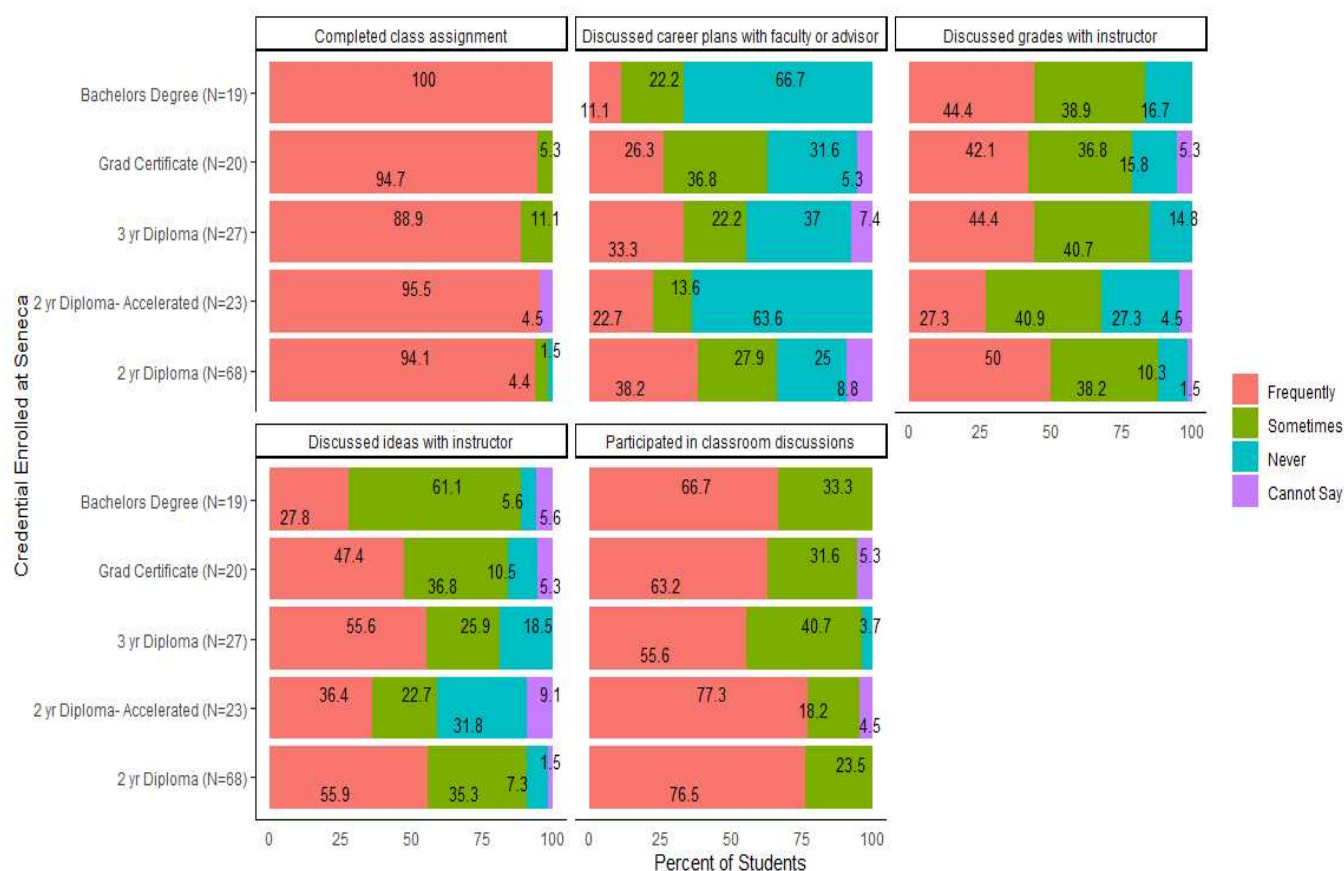
Note: The figure does not show students who enrolled in one-year certificate at Seneca as N=4.

Finally, 57.3% of respondents who transferred from York to Seneca indicated that they worked at least one hour per week during their studies and 65% of those who worked did so for more than 10 hours (37% of 57.3%). With regards to weekly engagement in other social activities, 73.9% stated that they did not participate in co-curricular activities, and 86.6% indicated that they did not participate in community activities. This low engagement in social activities was similar to the results found for the Seneca to York transfer student group. (See Figure 49).

Figure 49. Engagement in Non-Academic Activities (Hours in week) at Seneca
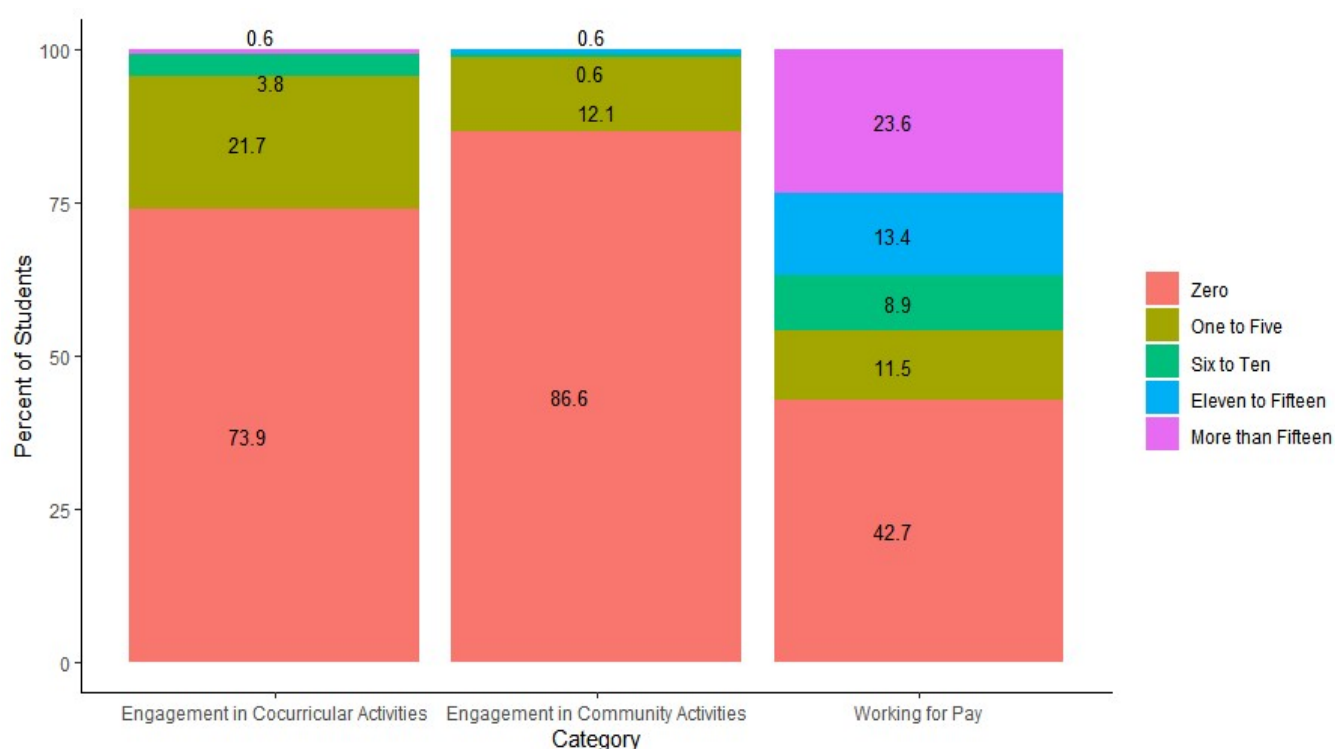
Satisfaction Levels

To gauge the levels of student satisfaction with their transfer experience from York to Seneca, students were asked:

Overall, how satisfied are you with your decision to continue education at Seneca?

- How satisfied were you with the overall process of transferring from one institution to the other (including application, registration, selecting courses, etc.)?
- If you could start over again, would you choose to attend Seneca?

Appendix 1, Table 36 compared the proportion of students who transferred to college and were satisfied with the transition process, transfer decision and the choice to transfer, against various sociodemographic factors, and program and transfer-specific characteristics. Across most of these characteristics there was very little variation in satisfaction levels. Most respondents were very satisfied or somewhat satisfied.

Regression models were also used to see if the satisfaction levels expressed by students varied after controlling for socio-demographic characteristics, program features and other aspects of the transfer process. The models were constructed as described in the methodology section.

Satisfaction with the overall process of transferring from York to Seneca (including application, registration, selecting courses)

Approximately 79% of York to Seneca transfers stated that they were very satisfied or somewhat satisfied with the overall process of transfer from the university to the college. (See Figure 50).

Figure 50. Satisfaction with Overall Process – York to Seneca
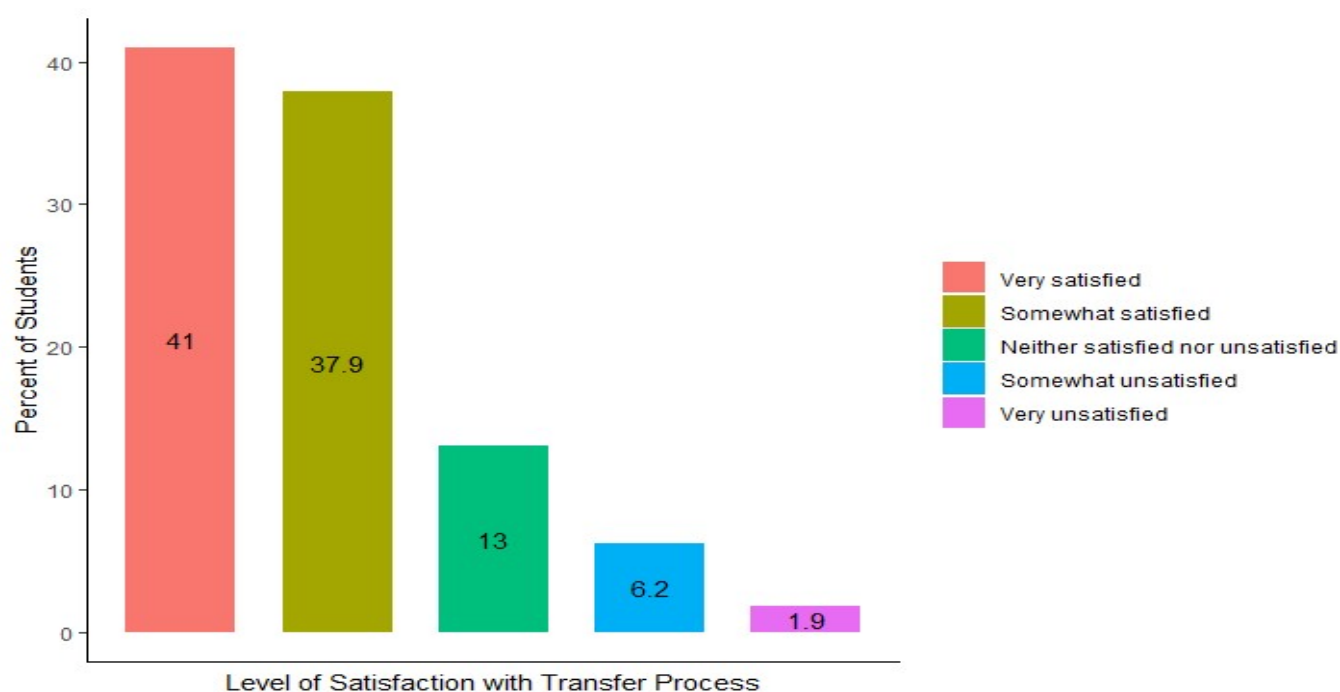
Respondents who had applied for transfer credits and received more or same credits as expected were also more likely to report being satisfied with the transfer process. (See Figure 51). This relationship was further investigated in the regression model. (See Table 17).

Figure 51. Satisfaction with Overall Process by Expectation of Transfer Credits Received
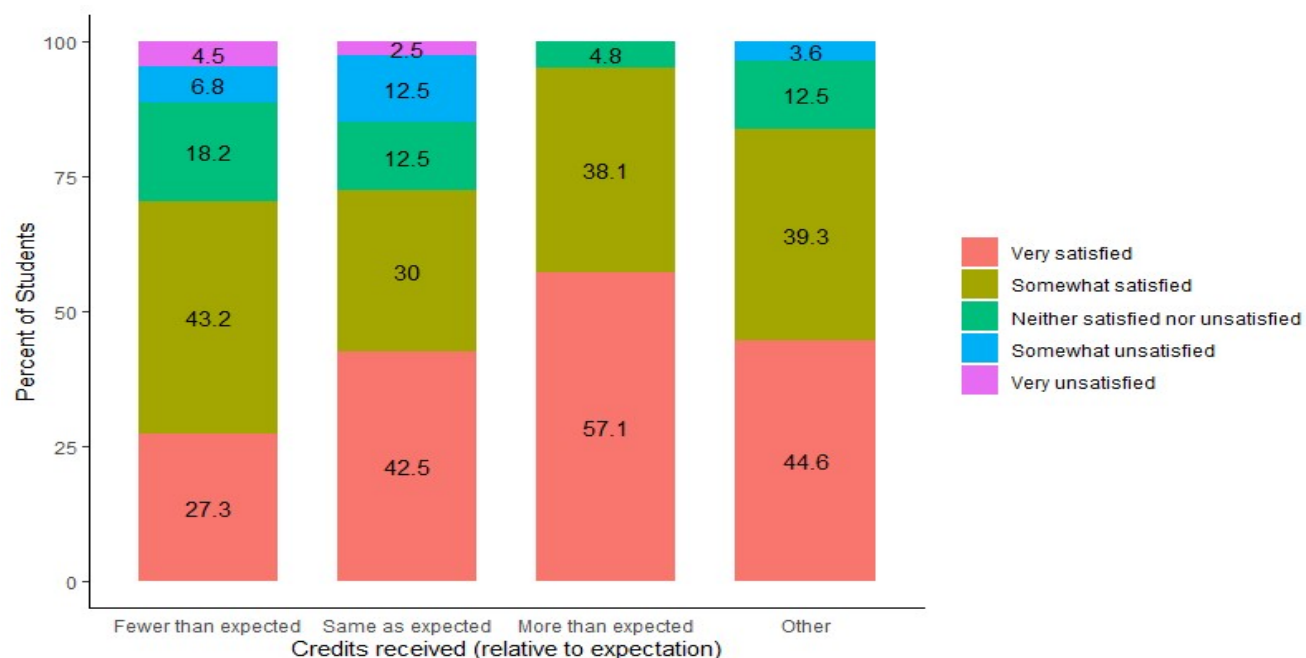
Note: 'Other' included students who did not answer this question, as they did not apply for credits or hadn't heard or received a response by the time the survey was administered.

Satisfaction with Decision to Continue Education at Seneca

Nearly 88% of York to Seneca transfer respondents stated that they were very satisfied or somewhat satisfied with the decision to transfer. (See Figure 52).

Figure 52. Satisfaction with Transfer Decision – York to Seneca
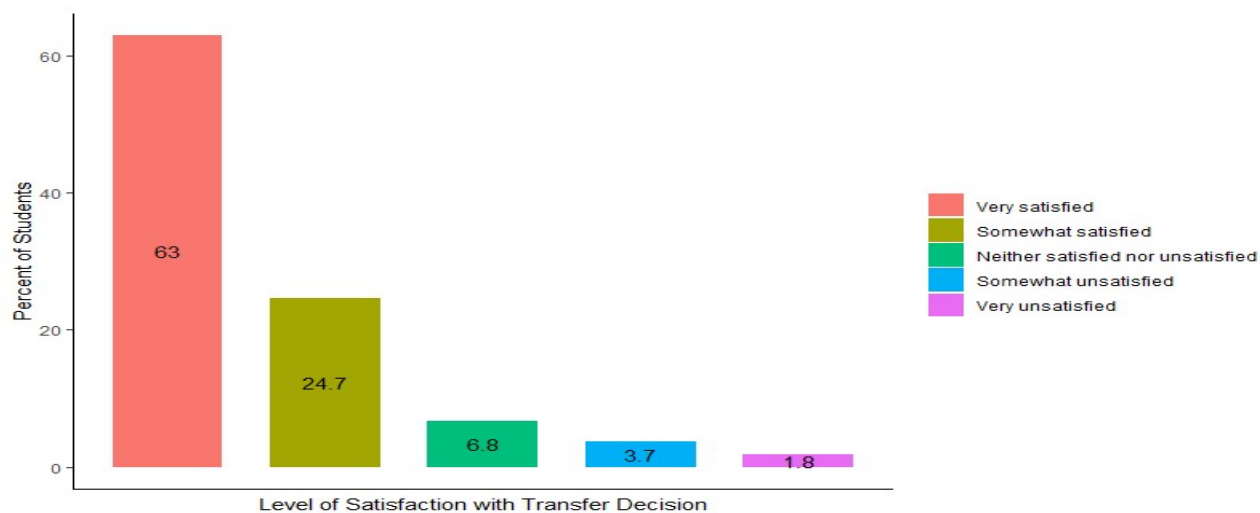
Respondents who enrolled into the Faculty of Applied Science and Engineering Technology (FASET) at Seneca expressed slightly less satisfaction with their transfer decision than those who transferred into other Seneca faculties. However, in the regression model this observation was not found to be statistically significant when other factors were controlled for. (See Figure 53).

Figure 53. Satisfaction with Transfer Decision by Faculty– York to Seneca
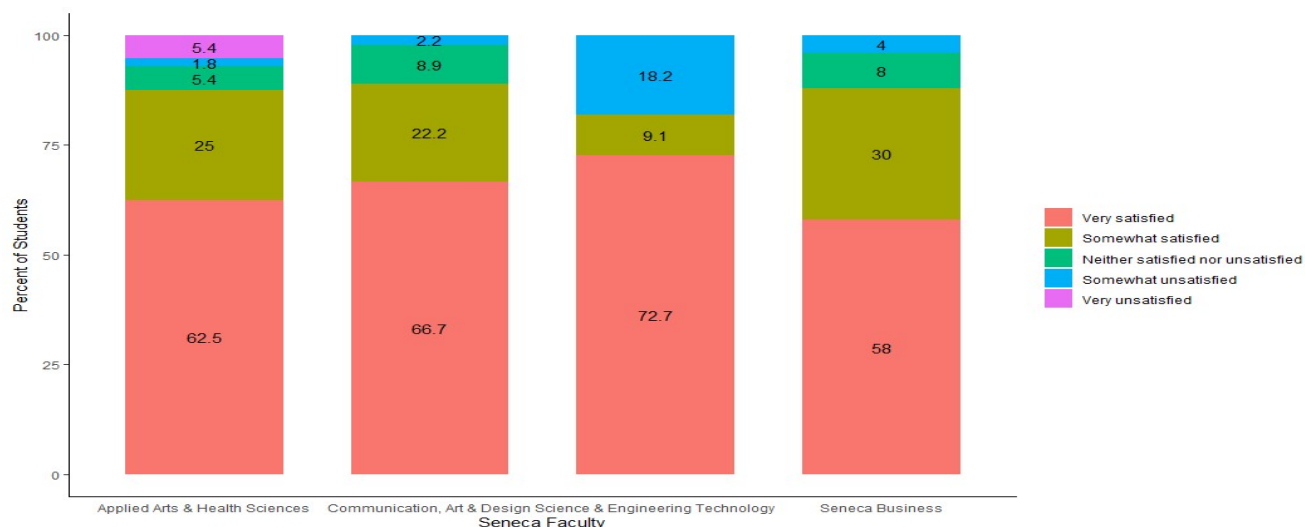
Academic Preparation and Satisfaction Levels

Almost 92% of respondents stated they were very or somewhat satisfied with their academic preparation for their current program of study at Seneca. (See Figure 54).

Figure 54. Satisfaction with Previous Academic Preparation – York to Seneca
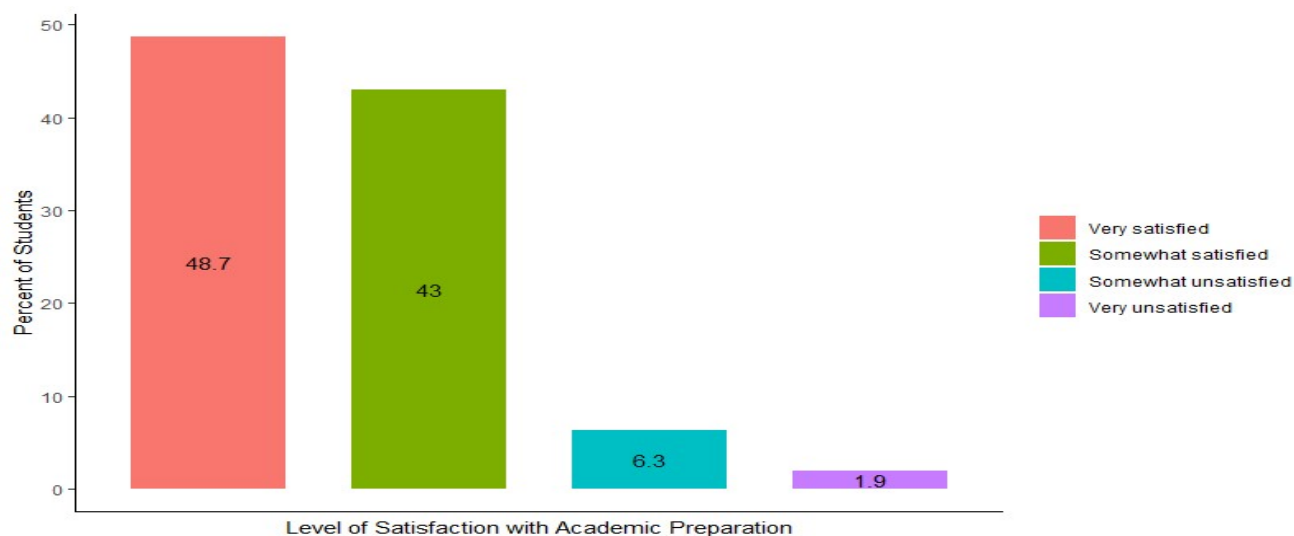
Respondents who transferred into FASET at Seneca were slightly less satisfied with their previous academic preparation than those who transferred into other Seneca faculties. Only 80% of transfers into FASET were very satisfied or somewhat satisfied with their previous academic preparation, compared with 94.5% of transfers into the Faculty of Applied Arts and Health Sciences (FAAHS). (See Figure 55).

Figure 55. Satisfaction with Academic Preparation at York by Seneca Faculty
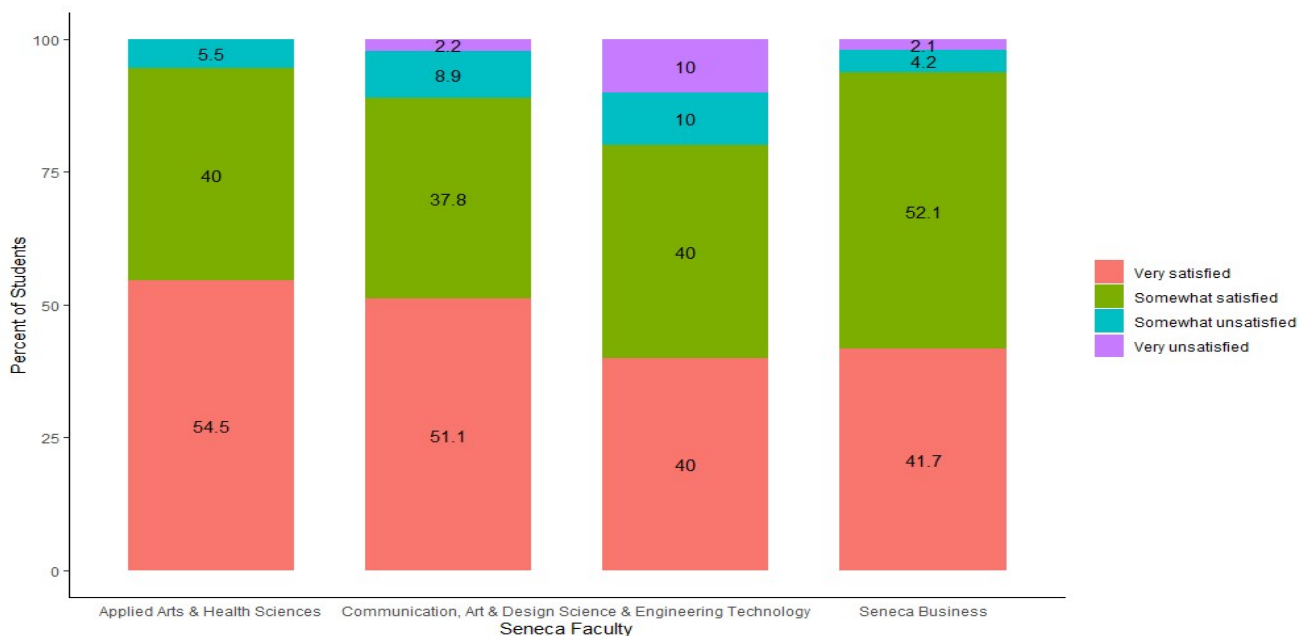
Of York to Seneca transfers with a GPA of A while enrolled at Seneca, 97.1% were very satisfied or somewhat satisfied with the level of academic preparation they received from York for their current program of study. For other grade levels, 91.7% of B grade students, 81.9% of C grade and all the students who had a D grade stated they were either very satisfied or

somewhat satisfied with the level of academic preparation they previously received. (See Figure 56).

Figure 56. Satisfaction with Academic Preparation by Grades at Seneca – York to Seneca
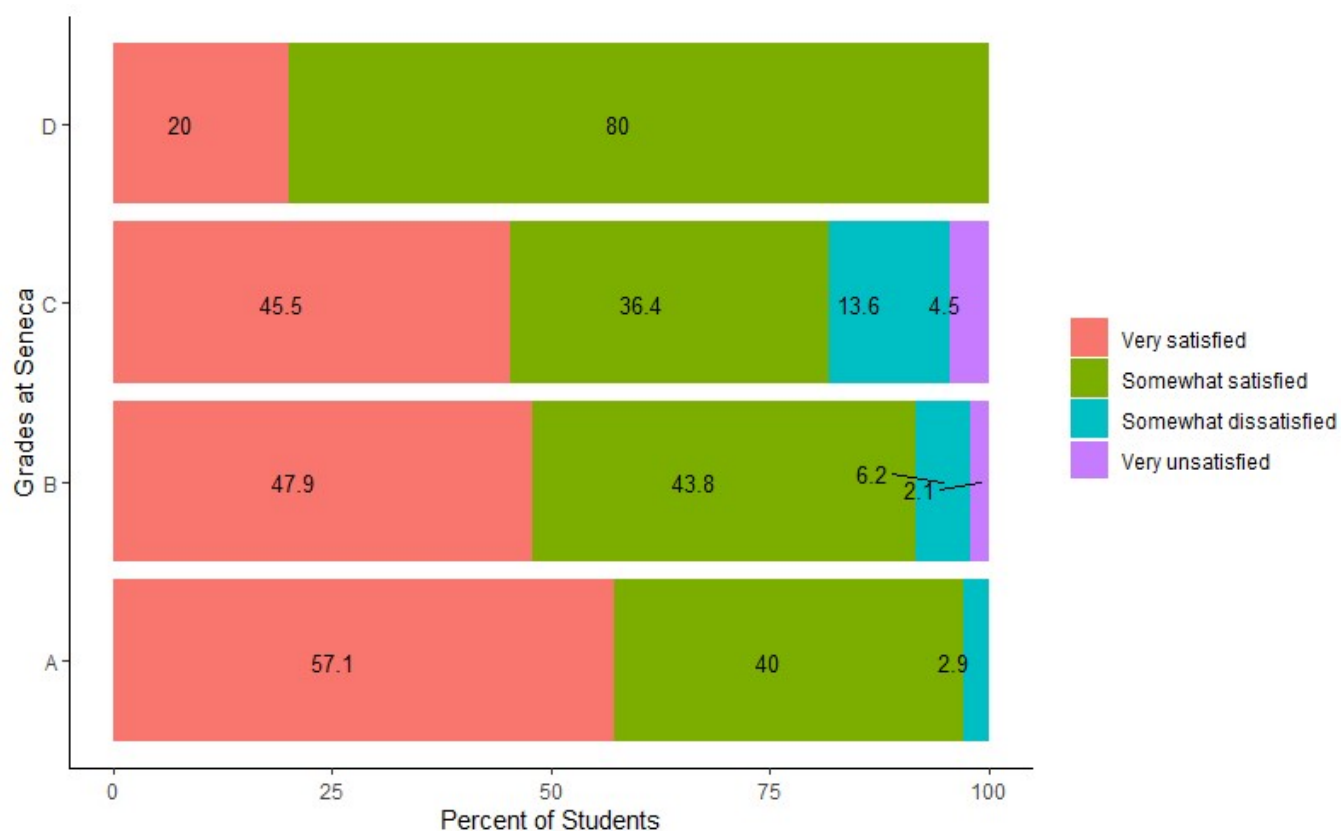
If you could start over again, would you choose to attend Seneca?

Overall, a high percentage (95%) of the respondents said they would definitely or probably choose Seneca again, if they could start over. (See Figure 57).

Figure 57. Transfer Again to Seneca – York to Seneca
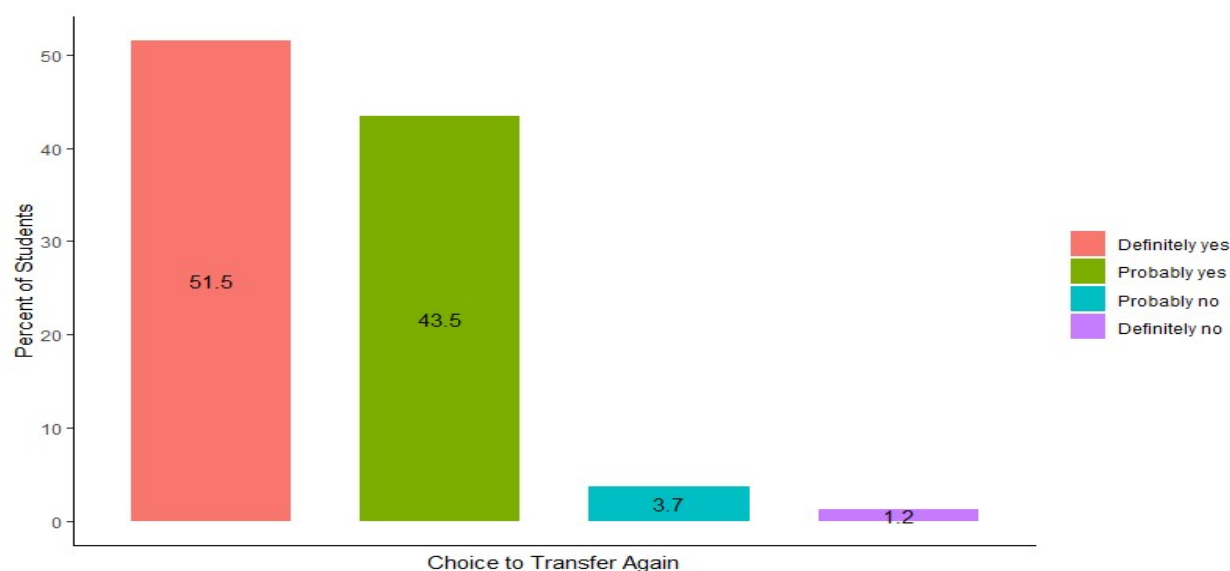
In every Faculty 90% or more of the students who transferred indicated they would choose Seneca if could start over again, with the Faculty of Applied Arts & Health Sciences respondents the highest, at 98.2%. (See Figure 58).

Figure 58. Transfer again to Seneca by Seneca Faculty – York to Seneca
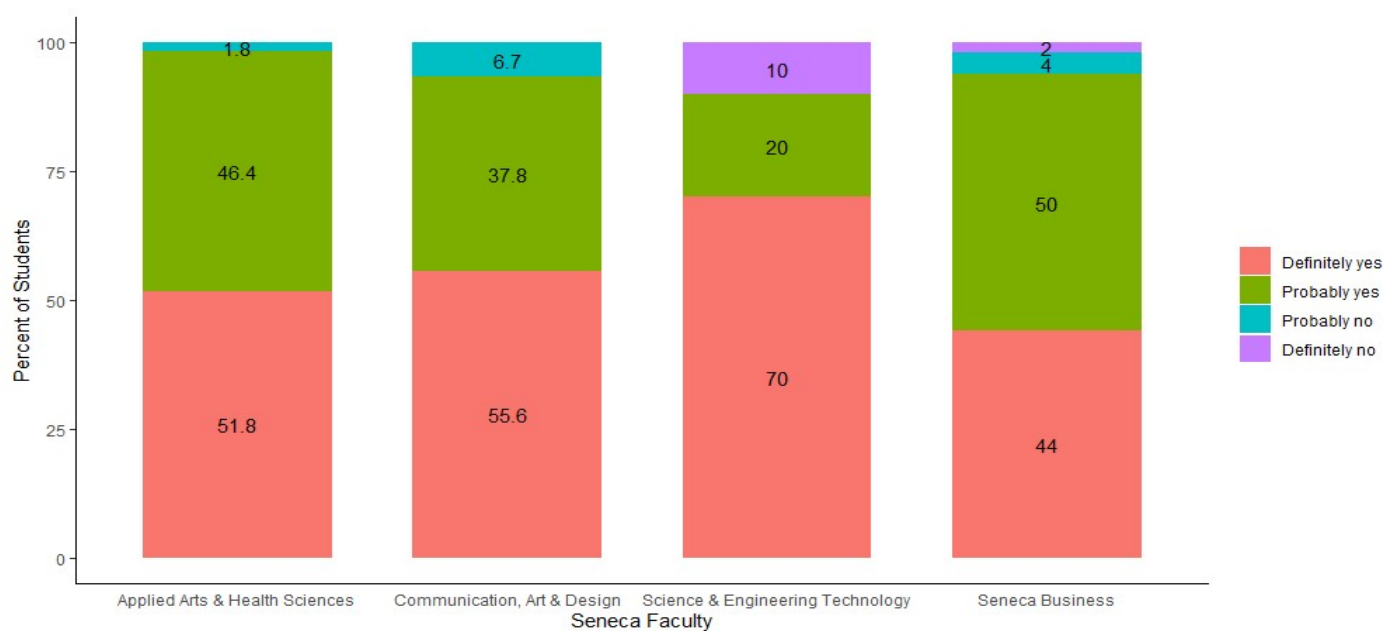
There was no *significant* variation in the choice to transfer again to Seneca by the actual transfer credits received by students. (See Figure 59).

Figure 59. Transfer again to Seneca by Actual Transfer Credits Received
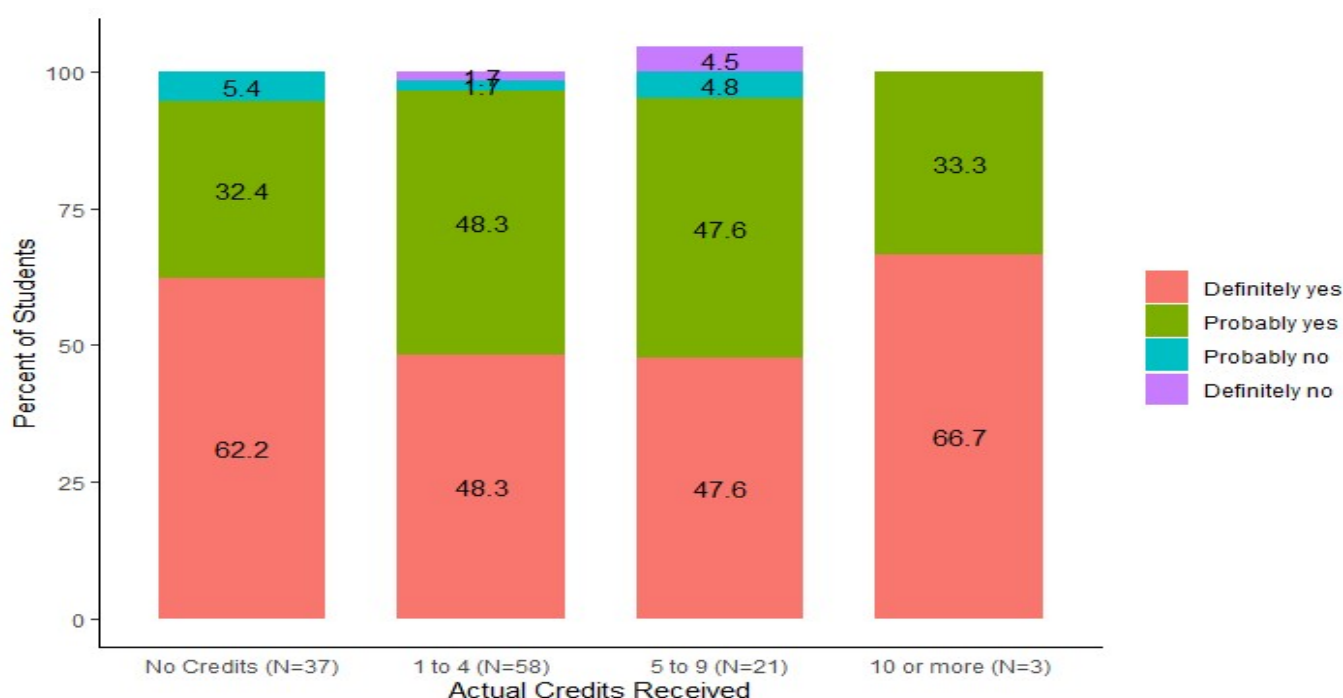
Note: There are only 3 students who received 10 or more credits. This figure excluded students enrolled in Graduate certificates and accelerated 2-year diplomas, as they typically did not apply for or receive transfer credits.

Regression Models

For the York-to-Seneca sample, regression models were performed to investigate the effect of the expectation of transfer credits and other characteristics on satisfaction levels (See Tables 17 and 18).[62] Since a large proportion of the York-to-Seneca transfers did not apply for transfer credits, additional models were run for the full sample by excluding the expectation of transfer credit variable. Therefore, Model IA and IIA was restricted to students who had responded to the question on the expectation of transfer credits, whereas Model IB and IIB analyzed the full sample by excluding the transfer credit variable.

Satisfaction with the overall *process* of transferring from York to Seneca (including application, registration, selecting courses, etc.)

Results of Model IA provided evidence that respondents from the non-minoritized groups had twice the odds of being satisfied with the process than those from visible minority groups. Transfer students who had interactions with faculty members were 2.8 times as likely to be satisfied with the transfer process as those who did not. However, students who reported a disability were only 0.4 times as likely to be satisfied with the transfer process to college than students without a disability. (See Table 17).

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[62] For the regression model on choosing to attend Seneca again, there was little variation in the outcome of interest (more than 95% likely to transfer again and only 5% of the sample not wanting to transfer again). Coupled with small sample size, the logistic regression model for propensity to transfer again to Seneca failed to converge due to complete separation of data points. This happens when the outcome variable separates an explanatory variable completely, and the maximum likelihood estimates do not exist. Therefore, these regression results were not reported.

The results from the regression analysis showed that after controlling for other factors, the effect of the number of transfer credits received relative to expectation, on satisfaction levels for York-to-Seneca transfers was marginally significant at the 10 percent level, whereas it was highly significant in the Seneca-to-York sample.

For the full sample in Model IB in Table 17, age at the time of transfer influenced satisfaction with the transfer process. Students in the 22-24 age group had 5.8 times higher odds of being satisfied relative to students under 22. Moreover, the odds of being satisfied for students coming from Faculty of Health programs at York were 6.58 times higher compared to students from the Faculty of Science, the reference.

York to Seneca transfer students who first found out about the educational options between Seneca and York through college sources had 7.91 times higher odds of being satisfied with the transfer process than those who used university sources.

As in Model IA, students who interacted with faculty at Seneca were more likely to be satisfied with the transfer process. However, disability and ethnicity were no longer statistically significant predictors of satisfaction with transfer process. [63]

Satisfaction with Decision to Continue their Education at Seneca

Logistic regression models IIA and IIB were about satisfaction with the transfer decision and showed that females had 1.4 times higher odds of being satisfied relative to males. (See Table 18). Also, engagement with the faculty continued to be a predictor of satisfaction levels. Regardless of whether students applied for transfer credits, students who interacted with faculty at Seneca had 1.56 times higher odds of being satisfied with the decision to transfer than students who did not.

The only statistically significant difference between Model IIA and IIB was the effect of the 'advanced standing' variable. In model IIB, students with advanced standing in terms of the credential they enrolled at Seneca only had 0.19 times the odds of being satisfied with their transfer decision than students without advanced standing.

Table 17. Logistic Models of Satisfaction with Overall Process

York to Seneca Transfers – Regression Table		Model IA: Satisfaction with the Overall Process				Model IB: Satisfaction with the Overall Process			
Categories	Independent Variables	St. Beta	Std. Err	Odds Ratio	Sig.	St. Beta	Std. Err	Odds Ratio	Sig.
Gender (ref=Male)	Female	-0.06	0.32	0.90		-0.22	0.29	0.64	
Status in Canada (ref= Non-Canadian)	Canadian Citizen	-0.58	0.72	0.56		-0.94	0.56	0.39	*
Age at the time of Transfer (ref= Less than 22)	22-24	0.63`	0.52	3.76		1.08	0.47	5.84	**
	25 and over	0.07	0.52	2.14		-0.40	0.40	1.32	
Ethnicity (ref= Did not belong)	Belong to a non-visible minority group	0.41	0.20	2.10	**	1.25	0.66	3.49	*
Disability status (ref = Did not report a disability)	Reported a disability	-0.31	0.15	0.40	**	-0.78	0.69	0.46	
Parental Education (ref=No University Degree)	University Degree	0.39	0.57	1.50		-0.03	0.53	0.97	
Expectation of Credits Received for the study	Fewer credits than expected	-0.15	0.09	0.70	*				

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[63] Not statistically significant at the 5% level.

York to Seneca Transfers – Regression Table		Model IA: Satisfaction with the Overall Process				Model IB: Satisfaction with the Overall Process			
from York (ref= More or Same credits as expected)									
Faculty at Receiving Institution (ref= Seneca Business)	Applied Arts & Health Sciences	-0.57	0.52	0.30		-0.70	0.45	0.23	
	Applied Sciences & Engineering Technology	0.38	1.02	0.70		0.24	0.86	0.59	
	Communication, Art & Design	-0.59	0.58	0.30		-0.32	0.50	0.33	
Faculty at Sending Institution (ref= Faculty of Science)	LA&PS	0.63	0.57	3.34		0.28	0.45	2.76	
	Faculty of Health	0.93	0.67	4.47		1.15	0.57	6.58	**
	Other Faculties	-0.99	0.63	0.66		-0.70	0.66	1.05	
First information source of educational options between Seneca and York (ref=University)	College	0.44	0.24	2.20	*	1.13	0.46	7.91	**
	Personal	0.36	0.52	3.40		0.08	0.40	2.78	
	College/University	0.54	0.75	1.80		-0.27	0.53	1.95	
Advanced Standing (ref= No)	Yes	-0.57	0.62	0.60		-0.70	0.66	0.50	
Faculty Engagement (Ref = Not interacted with faculty)	Interacted with Faculty	1.02	0.43	2.80	**	2.20	0.81	9.02	***
Total N		99				152			
*Note. *p < .10; ** p < .05; ***p < .01; ref = reference group; sig. = significance level.*									

Table 18. Logistic Models of Satisfaction with the Decision to Transfer

York to Seneca Transfers – Regression Table		Model IIA: Satisfaction with the Transfer Decision				Model IIB: Satisfaction with the Transfer Decision			
Categories	Independent Variables	St. Beta	Std. Err	Odds Ratio	Sig.	St. Beta	Std. Err	Odds Ratio	Sig.
Gender (ref=Male)	Female	0.16	0.07	1.40	**	0.57	0.28	3.11	**
Status (ref= Non-Canadian)	Canadian Citizen	-0.69	0.54			-1.02	0.67	0.36	
Age at the time of Transfer (ref= Less than 22)	22-24	0.15	0.98	2.36		0.70	0.50	4.74	
	25 and over	0.47	0.53	3.45		0.15	0.46	2.71	
Ethnicity (ref= Did not belong)	Belong to a non-visible minority group	0.38	0.21	1.85	*	0.93	0.79	2.52	
Disability status (ref = Did not report a disability)	Reported a disability	0.12	0.15	1.15		0.44	0.39	2.25	
Parental Education (ref=No University Degree)	University Degree	-1.47	0.89	0.20		-0.97	0.63	0.38	
Expectation of Credits Received for the study from York (ref= More or Same credits as expected)	Fewer credits than expected	-0.61	0.45	0.30					
Faculty at Receiving Institution (ref= Seneca Business)	Applied Arts & Health Sciences	0.14	0.69	0.80		-0.60	0.58	0.41	
	Applied Sciences & Engineering Technology	-1.57	1.02	0.10		0.31	0.91	1.03	

York to Seneca Transfers – Regression Table		Model IIA: Satisfaction with the Transfer Decision				Model IIB: Satisfaction with the Transfer Decision			
	Communication, Art & Design	1.04	0.87	1.90		0.02	0.64	0.77	
Faculty at Sending Institution (ref= Faculty of Science)	LA&PS	0.71	0.92	4.04		-0.32	0.58	1.34	
	Faculty of Health	-0.14	0.09	0.84		-0.11	0.66	1.65	
	Other Faculties	0.13	0.55	1.46		1.05	0.75	5.27	
First information source of educational options between Seneca and York (ref=University)	College	-0.28	0.98	1.07		0.02	0.50	0.93	
	Personal	0.88	0.94	3.42		0.43	0.53	1.40	
	College/University	-0.25	1.30	1.11		-0.53	0.62	0.54	
Advanced Standing (ref= No)	Yes	-1.39	0.98	0.30		-1.67	0.82	0.19	**
Faculty Engagement (Ref = Not interacted with faculty)	Interacted with Faculty	0.45	0.21	1.56	**	1.89	0.87	6.64	**
Total N		99				152			

*Note. *p < .10; ** p < .05; ***p < .01; ref = reference group; sig. = significance level.*

Academic Performance at Seneca

The academic performance of transfer students at the receiving institution was generally good, with only 17.3% achieving a GPA of C or D. Appendix 1, Table 36 summarized the proportion of students with excellent or good academic performance at Seneca by various socio-demographic, program-specific and transfer-related characteristics.

OLS regression was used to further investigate the determinants of academic performance at Seneca, using the last reported GPA at Seneca as the outcome variable. (See Model IV in Table 19). On average, students in the 22-24-year age group had a GPA of 0.34 points higher than students under 22 and students who were 25 and over had on average a GPA of 0.39 points higher than students under 22.

The model suggested that after controlling for other factors there was variation in academic performance by Faculty. Students who transferred into programs in Seneca's Faculty of Business were likely to have lower GPAs than students who transferred into the Faculty of Applied Science & Engineering Technology. Students who interacted with faculty were likely to have a GPA of 0.25 points higher than students who did not.

Table 19. OLS Regression for Academic Performance at Seneca – York to Seneca

York to Seneca Transfers		Model IV: Academic Performance at Seneca		
Categories	Independent Variables	St. Beta	Std. Err	Sig.
Gender (ref=Male)	Female	-0.03	0.11	
Status in Canada (ref =Non-Canadian)	Canadian Citizen	-0.13	0.31	
Age at Transfer (ref = Less than 22)	22-24	0.34	0.16	**
	25 and over	0.39	0.14	***
Parental Education (ref = No university degree)	University degree	0.02	0.11	
Disability status (ref = Did not report a disability)	Reported a disability	-0.10	0.14	
Ethnicity (ref= Did not belong)	Belong to a non-visible minority group	0.21	0.12	*

York to Seneca Transfers		Model IV: Academic Performance at Seneca		
Faculty at Receiving Institution (ref= Applied Sciences & Engineering Technology)	*Applied Arts & Health Sciences*	0.07	0.25	
	Seneca Business	-0.39	0.19	**
	Communication, Art & Design	-0.38	0.23	*
Faculty at Sending Institution (ref = LA&PS)	*Faculty of Health*	-0.02	0.14	
	Faculty of Science	0.15	0.18	
	All Other Faculties	0.16	0.14	
Advanced standing (ref = No)	*Yes*	-0.14	0.12	
Academic Performance at York	*GPA at York*	0.13	0.07	*
Time at Seneca	Number of terms	-0.01	0.03	
Academic Advising (ref = Did not access advising)	*Accessed advising services*	-0.05	0.10	
Faculty Engagement (ref = Did not interact with Faculty)	*Interacted with Faculty*	0.25	0.13	**
Total N		150		
*Note. * p < .10; ** p < .05; *** p < .01; ref = reference group; sig. = significance level*				

Student Experiences- Satisfying and Unsatisfying – York to Seneca

As mentioned in Seneca to York findings section, the survey asked the students to provide information about the most satisfying and unsatisfying aspects of their transfer experiences to Seneca. This information was also summarized and presented in a cross tabulation. A majority of respondents stated that the most satisfying aspect of the experience was the academic knowledge of faculty, the nature of the college programs and the smaller class sizes. This was followed by the 'practical, hands on skills development' opportunities offered at the college. (See Appendix 1 Table 41).

Academic reasons and administrative issues accounted for more than half of the comments regarding respondent's dissatisfaction with transfer into Seneca College. (See Appendix 1 Table 42).

Student Recommendations for Improving Transfer Experiences

Respondents were asked to respond to the question, what was the one change that they would like to see implemented that would help to improve the experiences of students who transferred from York to Seneca. Several recommendations emerged and were similar to those raised by the Seneca to York respondents. They included the need for improvements in the facilities to minimize the disparities between the Seneca campuses; transportation services, such as better shuttle services between the Seneca campuses; more opportunities for work placements and supports with finding employment. They also wanted more tools to help with adjusting to the new learning environment, as college was different from the university. Better information including knowing where to find information on how to apply to college; and how to obtain course and exam scheduling information. Survey participants also wanted improvements to the information on how to change timetables, select courses and programs. They also recommended better supports to transfer students to assist with workload and work-life balance.

Other recommendations included the need for improvements to the quality and accessibility of the information regarding transfer on institutional websites; library services; parking (lowering parking fees); gymnasium facilities across the various campuses (as there were disparities between the campuses). They also recommended more on-campus food options; better campus security; and transfer credit processing information. These responses echoed much of the comments that emerged regarding satisfaction and dissatisfaction.

FOCUS GROUP FINDINGS & QUALITATIVE RESPONSES
Seneca To York & York to Seneca Transfer Students

A total of four focus groups were conducted. There were eleven York to Seneca transfer respondents who participated in two focus groups held at the Seneca@York and Newnham Campuses. The remaining two focus groups of 21 Seneca to York transfer respondents were held at York's Keele campus. Sixty one percent of participants were over the age of 25 and 61% had graduated from a previous postsecondary program. There were four broad focus group questions: (1) what were the factors motivating students to transfer; (2) what were the experiences of students as they navigated through the application, registration and enrolment process at the receiving institution - what was most or least helpful and what information sources were used; (3) were there differences in how transfer was experienced, based on program, gender or transfer direction; and (4) what would the advice be for future students who may be considering transfer. The themes emerging from these focus groups were broadly grouped as structural challenges/ factors. These were transfer specific services and supports including disability and financial services and credit transfer issues.

Structural Factors & Challenges

Throughout the focus groups and based on some of the qualitative responses received from the survey, several structural challenges emerged as creating difficulties for transfer students. These included adjusting to the new campus environment, differences in class sizes and to new student service practices that affected student access and supports. Many of these challenges were largely due to the type of encounters students had when interacting with staff, services and faculty within the postsecondary environment.

Cotton & Wilson (2006) defined structural factors as patterns of social interactions and relations in higher education. These included but were not limited to spaces, places and programs that exist or were created to facilitate interactions between students and faculty. For this research project we broadened the term to include interactions between students, staff, and faculty, and to the services and supports they engaged with in the on-campus environment.

Class Size & Campus Environment Adjustments

Interviewees expressed the challenge of adjusting to larger class sizes and larger environment when moving from college to university. This made accessing assistance more challenging and created difficulties for establishing strong and valuable interactions with other students and faculty.

> "So, if you ask what I find challenging – in college it's a very small class and it's easier to find help...I do kind of miss the smaller class sizes from college to university" .Male Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).[64]

> "Well, like in Seneca, [the] classroom [is] small, people [meet/see] each other every day. So like teachers and students, we all get close. Over here, it's not like that. So, you got to be kind of prepared and kind of like got to do your own thing. No one's going to help you out or grab your hand to run around with you. So, you got to make sure that you're on top of things on your own.

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[64] For the Focus Groups participants, only their York program information was captured. Therefore, the quotations are referenced accordingly.

Otherwise you're going to fall so behind, which is not as hard. Like at Seneca it was way easier, like, you know, people, you could talk to them like profs, students, everything. [Over] here, [its]not like that" (Male Non-Graduate, Seneca to York Transfer, Faculty of Health, January 2020).

"In terms of the education, I'm definitely a lot, lot happier at Seneca than I was at York. At York – I don't know if it's just, like, university compared to college style, or if it's York versus Seneca, but I felt that because the classroom sizes are generally smaller over here, you're able to get more one-on-one time with your professor, if you need it" (Female Non-Graduate, York to Seneca Transfer, Faculty of Environmental Studies, January 2020).

Some of the other structural challenges identified included adjusting to new and different academic expectations, when compared to their college experiences. Some cited significant differences between essay writing and research citation requirements, for example, between the College and University.

It's kind of tough …, you know, like writing essays and stuff like that. I didn't really have to write that much essays in college but then coming to university, a lot of writing work and stuff like that so it's kind of challenging" (Male Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

"I thought my previous program, [was] really critical [and] prepared] me for my current one… The way how they provide information about even like APA citation. About citing the work. Back at Seneca, they give me like …for like APA because even like previous assignments that they had like in my current classes, many people who just went from the high school, I think like maybe 70-75 percent of that like class, they get like C on citation" (Male Graduate, Seneca to York Transfer, Faculty of Health, January 2020).

Students who transferred from the University to the College also expressed a lack of familiarity with the latter's enrolment/registration process. In some of the qualitative survey responses they described it as "*confusing and not easy to use*" while others felt that the information was "*hidden,*" which led them to seek out the assistance of their peers. The frustration with registration/ course enrolment was also expressed by focus group respondents.

"So, I had no idea how college enrolment worked. It's different from my enrolment at York, so I was confused about that, and my advisor did not help me. She didn't send out anything prior that gave me the instructions. So, it was a week before school, and I was trying to email her to find out how to enrol" (Female Non-Graduate, York to Seneca Transfer, Faculty of Environmental Studies, January 2020).

However, once transfer students began to understand these challenges, they mapped out solutions and coping mechanisms. As previously discussed in the quantitative survey findings, although many support services were not readily used or known about by transfer students, a small number accessed them. These included on campus workshops at the University on time-management and note-taking, for example. As one respondent described below:

"Yeah, because the way how like people say in Seneca, you have smaller classes like you can talk to professors. Here, it's based everything on time management and all of those, things that no one's going to teach you but like for the skill learning workshops, they have separate presentation. It's like hour, hour, and a half presentation. When they explain you like how you manage your time

properly, how you relate better like take your notes, how you do like everything, all those skills like no one is going to teach you like that at York. But this is like free opportunities that you can take it and make benefit" (Male Graduate, Seneca to York Transfer, Faculty of Health, January 2020).

Some other students sought assistance from Teaching Assistants (TA's). These respondents also observed that students who came in directly from high school had more time to cultivate interactions and relationships with faculty than transfer students. However, while interactions with TA's were helpful, relationships with professors were seen as more valued by transfer students, particularly if they aspired to post-graduate studies.

"Not only just your TAs, you've got – so when you start taking seminar classes, when you're really in with just a professor – if you want to go into a graduate program like I am, you really need to make a connection with your professors because they're the ones who are going to give you the references. TAs are great and they can help to guide you, but unfortunately, they're not as strong about reference as your professor. So – and since you were – you were transferred so you have less time to connect with your professors. Like a new York student has four years, they can really find that time to get the right professor to give a stellar review and a recommendation, but as transfer students we only have a limited amount of time which is two years, right? So, you really want to start making those connections as soon as you get in" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

"… the website is a matrix. So, it's really difficult to navigate and a lot of the links are either dead or outdated. So, for you to find the stream that you want to go in, I had to like – I made friends with like – a few TAs and they were more helpful than the advisors because I found the advisors just didn't know" (Male Graduate, Seneca to York Transfer, Faculty of Health, January 2020

Some students expressed that preparing in advance made the transition from college to university easier.

"I mean, I think it's a good advice to be prepared. I was told university is so much different from college, so just be prepared for the big change. So, once you are prepared mentally, you know this is going to be a different life, different life in university, you kind of – you don't encounter anything that's not totally unexpected. So, you're like "Okay, I knew it was going to be different." It is different, so its kind of makes it, you know. I mean, aspects like school, really large classrooms, more people basically. If you want to see or talk to registration, there's a big line of people. To get to anywhere you have to wait. Just more people and the amount of – you know how in college it's more hands-on Labs and there it's more theory-heavy, so we just have to switch from Lab work to more theory, reading books" (Female Non-Graduate, Seneca to York Transfer, Faculty of Science, January 2020)

When asked what change they would like to see to help improve the transfer experience into college, a "*one on one interview explaining how everything worked*" was recommended. Similarly, for student transfers into the University, there were requests from respondents for more one and one assistance. As one respondent aptly put it "*it is my first year and I am having a hard time with the university school life*" (Seneca to York Transfer students, Survey Response, Open-Ended Question, November 2019).

Supports and Services

As previously illustrated in the survey responses, many of the specific support services offered to transfer students at York and Seneca were not always used by those requiring it. There were however some levels of increase over time in some of the services offered. There were also high levels of frustration expressed by students who attempted to access on-campus services. Disparities were also identified in the quality and availability of services, based on campus location and/or institutional type. Additionally, comments highlighted that information provided on the websites was often inadequate. This caused respondents to turn to other students for advice on how to navigate access to institutional services. Based on their own experiences, some students discouraged others from seeking particular on-campus supports.

> *"One of the things too that would be helpful is in coming here, I didn't know about any like offices or services that existed. And every once in a while, someone will say, "Oh yeah, and there are all these services, but nobody tells you about them or where they are, how you get to them. So, I'm only hearing about different services that are available to us through people who have randomly discovered them and now they're using them. Kind of like the Counselling Services that's available. Anything having to do with Accessibility, the Student Conduct Office, we had no idea that was a thing and that's a really important point to know about" (Female Graduate, York to Seneca Transfer, Glendon Campus, January 2020)*

> *"And the website is blank. When you go on the Seneca website and type in something, it just shows a list of numbers, don't show you anything. The address is not there, it's blank…[The] Counselling Office services and usually nothing pops up, it just takes you to some other random page. You know Newnham campus, they use their system, you don't know that it actually exists here at Seneca@York." (Male Graduate, York to Seneca Transfer, Liberal Arts & Professional Studies, January 2020).*

> *I feel like there is a lot more in terms of services and resources that students might not know of, …. Because even until now, I don't even know where the clinic – at Seneca [is]" (Female Non-Graduate, York to Seneca Transfer, Faculty of Arts, Media, Performance & Design).*

> *"At Newnham[65] everything's …really easy to find …, they have signs everywhere, they have – people [who]are ready to jump in. When I came to the Seneca@York to gather more information, I had absolutely no idea where to go. There was no one around, there was no signs. I think I wandered for 30 minutes before I finally found someone" (Female Graduate, York to Seneca Transfer, Liberal Arts & Professional Studies, January 2020).*

> *"I finally know that academic supports are available if struggling; I never knew there was ways to get extra academic help, so I struggled in courses. I found out when it was too late. I wish I could have done better at York and achieved my masters" (York to Seneca Transfer, Survey Response, Open-Ended Question).*

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[65] Seneca has eight campuses. Newnham is Seneca's main campus located on Finch Avenue near the Don Valley/ Hwy404. Seneca@York is located at the York University Campus site while the King Campus is located in York Region is 40 minutes north of Toronto. These campuses are connected to each other via a shuttle service offered to students, faculty, and staff.

Long waits and lines were a concern, particularly at the university campus. These also provided a bigger challenge for students with disabilities. (A more detailed discussion regarding disability services will be done subsequently).

> *"most of my decisions was through the phone calls but it was so hard to get in touch with the York admissions through the phone. Their waiting time is insane like two hours" (Female Graduate, Seneca to York Transfer, Lassonde - Faculty of Engineering, January 2020).*

> *"Yeah, when it comes to the counselling office, they tend to do it to other people. Like those ones that are [unintelligible] another person that have like anxiety and depression. They will tell that person to wait. You know, those other people that are like special needs in a wheelchair, they give them more accessibility over the other person that might need it. And then sometimes they get frustrated, they're like, you know what, instead of waiting, you leave the office...yeah, I've seen it because I've left... I didn't bother go see them" (Male Graduate, York to Seneca Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).*

Satisfaction with Supports & Services

Some respondents felt that sufficient supports and services were already being provided to students. Respondents who had connections to York or were facilitated by a Seneca staff, seemed to have had fewer difficulties.

> *"... The communication between the coordinator at Seneca and the student...it was one person dealing with everyone transferring from the LAT program. I found it very helpful to communicate with the Office of Admissions from York at the Bennett Centre[66] even before I got admitted into York because they gave me up to date information and helped me prepare information and documents I would have otherwise not known I needed to be considered for the transfer. Otherwise the process was smooth just lengthy" (Seneca to York Transfer, Survey Response, Open-Ended Question, November 2019).*

> *"...It was fine. I think students are accommodated enough already. There isn't much else to add to the process; The services are there for you to use, it is up to you to use them. (Seneca to York respondents, Qualitative Survey Response, November 2019)*

> *"My admission was a bit smoother since they are drawing[67] programs. I would say other programs should have something similar where I had like a third party. So, there was a person that processed my application, I talked through him...Like, it's not a third person technically. My coordinator passed me down to him and he processed everything. So, I didn't have to like contact York's admission...Within Seneca and I had to call him, and I emailed him personally. And so, I didn't have to wait for that long but once I got inside York, that's when the waiting time was like an hour or same day" (Male Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020)*

Regardless of transfer direction, many respondents identified disparities in the service and support levels received, offered, or made available from one campus to the next and between

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[66] The Bennett Centre is York's Student Services hub. The Registrar's Office, Admissions, Financial Aid, Counselling, and other support offices are located in this building on the Keele Campus.
[67] There is a formalized articulation agreement between Seneca's Independent Illustration and York's Bachelor of Fine Arts programs. Staff at the College often facilitate connections to the program staff at York on behalf of students.

the two institutions. Administrative services, campus amenities such as food, parking, transportation/ shuttle services and gymnasium facilities between York and Seneca were often evinced. Students generally lauded the food and gymnasium services at the York University Keele campus and had issues with disparities between Newnham campus other Seneca campuses. The lack of food options was cited as a great source of dissatisfaction, especially among transfers from York to Seneca. Others however, pointed to some of the more modernized facilities available at some of the campuses.

"Because I think like it's like – you have this – usually most campuses it's like in the city whereas King campus is like – it was just a school and then like a bunch of land and then you get more into it. So, we were just kind of like stuck in that one little bubble…It sits on like 50 acres or 100 acres or something. It's beautiful…Yeah. And so, it's like – so it's like you come over here you can kind of take the subway or go somewhere out, like over there – it's nice but yeah, you're just like on campus… They took care of everything and you could definitely get help from them because you knew everybody and you had the same teachers, I had two teachers the whole time I was there….It's kind of like being in high school, it's like a little bubble…But I wouldn't want to have to live on campus…There's nothing there, you have to like drive out really far just to get – like if you had a car, for people in res, yeah" (Female Graduates, Seneca to York Transfer, Liberal Arts & Professional Studies, January 2020).

"Like, it's way slower there, because it's at King too, it's like a small high school, is what it felt like and it had no options when it comes to food" (Female Non-Graduate, York to Seneca Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

"functioning and upgraded computers and printers in the computer labs/classrooms at Seneca@York building just like the computer classrooms/labs at Newnham campus please and thank you!" (York to Seneca Transfer, Survey Response, Open-Ended Question, November 2019).

"For some things they say go to Newnham… [to submit], documents about transfer, [the transfer] credit office is in Newnham, so you can't get it here, they have to send it to Newnham from here" (Female Graduate, Seneca to York Transfer, Faculty of Science, January 2020).

"…Newnham is amazing. They have 3D printers, they have all these things, they have skating rinks. They have all these things that are free for students to use. Once we move to [Seneca@York], we don't get to use them anymore. We are only able to use things that are at York but there's nothing at [Seneca@York]" (Female Graduate, York to Seneca Transfer, Glendon Campus, January 2020)

" More food options that supports dietary restrictions; [there is] less variety in terms of food options…at Seneca; More affordable and healthy food choices [are needed] on campus" (York to Seneca, Survey Response, Open-Ended Question, November 2019).

"Finding more options for students to get up to King campus since the busses fill up quickly; Better shuttle bus times and more accessibility to busses that travel throughout GTA; - someone to talk to about shuttles after hours during winter.[I] had to wait ~2hrs during a snowstorm at king last winter with no idea if bus was coming or not" (York to Seneca Transfer, Survey Response, Open-Ended Questions, November 2019).

"Parking fees, people are already paying tuition, why are we paying $6.25 for a whole day of parking. Cut it in half if not remove it; Seneca [needs to] implement a more affordable parking system for its students and more affordable and healthy food choices on campus" (York to Seneca, Survey Response, Open-Ended Question, November 2019).

"And I honestly just like the environment of Seneca better than York. I find York is - like, a lot of places are very dark and not appealing, and it doesn't really make you want to stay there and it doesn't make you want to work, whereas at Seneca, everything – like, I can tell they really try with the aesthetics, to make everything really clean… York, even the main Vari Hall, it's dark. So you can even get in trouble over there, because there's no light, and if a light goes out, it's like, completely black" (Female, Non-Graduate, York to Seneca Transfer, Faculty of Environmental Studies, January 2020).

When asked on the survey about the changes they would like to see implemented to improve the experience for transferring students, some indicated the need for increased email communication about all available services, more online information about services and supports. The sample for this study consisted of a higher number of mature transfer students so most of the respondents wanted to ensure that their needs were distinguished from other 'traditional' students' at the receiving institution. Also, separate orientations for transfer students were deemed helpful in easing the transfer shock and ensuring an overall positive transfer experience.

My ONE change would be to provide better all-around online services - online chat availability (with transfer office and also with department offices) updated webpages, realistic expectations of being mature students, an immediate invitation to and reminders for mature student clubs (and program-specific clubs), more alluring academic supports (with more detailed descriptions) to [acclimatize] first year transfer students as the workload changes. (Seneca to York Respondent-Qualitative Survey, November 2019).

"… Let's just compare our situation to high school. When you apply for high school, they come to your school, they educate you. I'm not saying they should take our hand and show us but when you don't know where to research, you don't know where to start, you spend instead of like five hours, you spent 15 hours navigating trying to figure out where do you even start? What do you even need? You don't know about any of those. So, you spend extra time researching. Like I did not know about orientation, I should have researched but I didn't, so I missed my orientation day. So, what I would say is like just like she said, create a group where the transfer students can have like a different experience of like, "Hey, this is orientation. When you go to York, it will be like so or there's a mature section for students that are transferring." I didn't know there was an extra help inside York until like my second semester at York. So, you don't need any of these until you get into it, which is too late" (Male Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

"I didn't attend orientation because it was held… in the afternoon like 5pm. I was working at that time, so I wasn't able to make it. But I did attend the mature students' information session like in York. I went there, somebody like introducing the process of transferring credit and all kinds of things, but we don't have a good discussion after that mature student information session. So, we didn't get a chance to talk about our situation or present situation… But the thing is...or the options that you can attend the orientation because honestly, I thought there was no orientation for it, or I thought I can't attend the orientation. So, I missed it" (Female Graduate, York to Seneca Transfer, Faculty of Engineering, January 2020).

"Because if it's a general orientation, mostly not particularly for transfer students how things are, but just for – or how to – you have to do your homework and just regular tips, you know, how you – from high school, out of high school, just yeah, you have to go to school, you have to be ready

for this, do your homework and stuff like that. Just not – you know, general advice they give, but not specifically about-" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

"I think – like I just remember like my orientation at Seneca and stuff and I think they were very clear about like a lot of resources, a lot of like opportunities to like know the campus and like they just gave everything all out very clearly. So I think that kind of helped [unintelligible] and then because obviously it was smaller, it was easier to kind of go around and make your way and it was easier to get things done as opposed to like having to go around finding it here, like not having any responses from advising because no one like answers you and then you're constantly like back and forth. I think – yeah, over there, they kind of made everything very laid out and open. So I think that's why when you just first go in there, even if like you feel like you don't know anything, they kind of just give you everything laid out –At Seneca" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

Orientation/Student Advising could've been more organized…Club Fair for mature student, since I felt quite uncomfortable to join a bunch of new students for New Student Orientation who are younger than me…More information and more orientation sections would be useful…Orientation to choose courses was at a later time than when the platform to choose courses was already open leaving fewer courses to enrol into…more engaging transfer students, orientation with more fun… It was hard to make friends because the transfer students feel that they all know each other before hand…they should provide more detail explanation in orientation for transfer student… Like now they just provide few information such as how to enroll the courses…Have a separate orientation for transfer students as the transfer student were getting the same information about new student from high school…The amount of paper work that had to flow through from Seneca to York, how much I was left on my own after orientation without the help that I really needed…Orientation days and teaching students how to get to their classrooms and how to use Moodle…I missed my first class because orientation happened after classes started. (Seneca to York, Qualitative Survey Responses).

Some of the other supports and services being requested by transfer respondents could be classified as academic and administrative. This included support with class or course scheduling and selection, including the timing and early identification of courses required for credential completion. Students who transferred into the university degree programs often wanted 'more communication' on 'preparing for university,' particularly 'course selection' and 'expectations'. There were also complaints that some of the required courses for credential completion quickly filled up, leading to delays in program completion and ultimately graduation. (Seneca to York Transfers, Qualitative Survey Responses, November 2019).

Among the students who transferred into the college, many were unfamiliar with college course scheduling or limitations on what could be selected. College and university processes differ. As well, the college requirement of seeking permission from specific staff-- such as program coordinators or academic chairs for 'course drops'-- was an annoyance given the autonomy they had with doing this at the university. Others called for better communication with new Seneca students regarding course registration and transfer credits.

Overall, regardless of transfer direction, students sought more academic advising and services to help with academic questions. (York to Seneca Transfers, Survey Response, Open-Ended Question, November 2019). As discussed in the literature review, transfer students were

generally more interested in academic services that would better support their integration at the receiving institution.

Disability Status & Supports / Accessibility Services

A greater percentage of Seneca to York transfer respondents disclosed that they had a disability compared to those who transferred from York to Seneca: 20.7% and 15.5%, respectively. However, the respondents who disclosed having a disability often complained about the accessibility services offered at both institutions. The expressed frustration with long waiting periods, inadequate facilities, and a lack of awareness of these services.

"...Yeah. I just want it to be known that the accessibility at the school is horrible. Like any accommodations or anything. I don't even know how to go about doing it and I don't trust that just going to the office and saying, "So my doctor said I need this." I don't believe that they will be helpful. But also, so like I wrote in the test centre once before because I missed the test. And that is the worst test writing experience of my life and I've had a lot of bad ones but it's really bad in there. And they kind of like they seat you like you're in a restaurant. So, it could be an empty room and they'll put you here and then they'll put the other person here and it's like there are 30 empty chairs and we have to sit next to each other? Why would you do that? Yeah, it's because there are only so many single rooms. So, it's first come first serve. So, if your test is scheduled 12 and its part of your accommodation that you are supposed to get a single room, but there's someone who's scheduled at 12 or like 11:45. And so, they show up, they're first, they ask for the room, they just get the room, even though you're supposed to get it" (Female, Glendon, York to Seneca Graduate, Focus Group Respondent, January 2020).

"And they know that some people get distracted. Me, for example, I have ADHD. So anytime they put me in the test centre, it's on my psyche assessment that I need to be in the room by myself. But they put me in the room by other people. Luckily, I force myself to not focus on the other person beside me" (Male, York to Seneca Graduate, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"There's also that 1% interest fee [penalty for late payments on tuition]. It's not a lot, but if you're a struggling student that's a big thing. I think the biggest issue is that – it's just to really front people, the people at the counter, because they don't know the answer and they want you to wait in line and that's a really long time. So I personally have a permanent disability so I'm on a very different schedule and I have to go and ask like "Okay, my situation is different and I need to do this fast" those with disabilities, you are on a very strict timeline for very good reasons and they would just say "I'm not sure." So, I will sit there and then I would wait, and I go see a counsellor or an advisor and she said, "You're in the wrong place, you've got to go somewhere else for this." So, I was sent all across the campus and I [wasted/waited] an entire afternoon…" (Female, Seneca to York Graduate, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"...At Seneca and I have accommodation letter. [I only needed to notify them once and my tests were booked] ...That [went on] for two years, three years, [while I was in] the program...but here [at York it] is different. So, I didn't know that, and I missed a test and something like that. If they have something in orientation session, [about this], I don't know. ... I think here – because I was thinking about [it being] the same in Seneca. So, here is [is] different and ... yeah.... [you have to apply] ...for each test...– I have to book differently for each test, if I want. And in one course I have for example two...tests I have to apply for different test, and you know…, I didn't [have to] do that

[at] the college" (Male, Seneca to York Graduate, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

Financial Aid

Accessing financial aid information and services often proved to be a challenge. Since transfer pathways usually resulted in a greater amount of time in postsecondary, students could accrue more debt. Although a significant number of transfer students indicated that they were balancing employment and academic responsibilities, many still required financial assistance to support credential completion. Some of the research coming out of the United States and Canada has observed that although paid employment while pursuing a postsecondary credential can help students achieve their academic goals, working more than 20 per week was counterproductive to academic completion. (Handel, Fall 2008, p.11). Canadian researchers have also recorded similar findings that working had a negative effect on student persistence (Motte and Schwartz, 2009).

Many of the respondents from the current project expressed frustration with institutional financial aid processes and practices. When they experienced difficulties, respondents often turned to their personal networks, -mostly other students, to provide them with information on how to navigate these services.

> *"Funny enough, I actually remember distinctly telling my friends when they first came to York "Don't go to the Bennett Centre, just ask your classmates because it's so much more useful." Like at Newnham campus I had [no] problems whatsoever getting any financial help. I would literally just stand in like, they'll come up, I asked them all of the questions I needed and I'll be just done, but over here at the Bennett centre it's just like a nightmare because the people at the front they all know the answer so they tell you to take a number and then you're sitting there for like an hour or two and then you go in they're like – they give you a really short answer and then you go out, you find out that that's not the right answer and you've got to do the process all over again" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).*

Transfer respondents who relied on OSAP (Ontario Student Assistance Plan) also complained that tuition payment delays sometimes led to financial penalties, such as late fees or even ejection from their academic programs.

Concurrently enrolled students faced even greater hurdles navigating the information requirements to support their financial aid applications. Some transfer students complained that some staff seemed to be unaware of joint or concurrent academic arrangements between York and Seneca. They also a lack of communication between the two institutions that affected their financial aid application. There were complaints about service levels and quality and lack of support by some staff working in financial aid offices. Some respondents also hoped that with the advances in technology, information requests between York and Seneca could be better facilitated.

> *Even getting OSAP, I was running back and forth like literally running with the form, just one page. "Okay, well, can I get your signature? Okay, you're not available. I'll wait half an hour." Okay, waited half an hour then I have to go back to the Bennett Centre, get into line again, do the application all over again. Okay, well, I missed something. I got to run back. Like there was absolutely no communication between York and Seneca. So I'm still upset like I'm still going through it like right after this session, I'm going back to go do the application again, because York*

and Seneca did not state that I'm in a joint program[68] even though my online applications everything can be done online these days was done from my end but it was never like taking—it just wasn't added onto my application apparently or my profile, my York profile… (Female Graduate, York to Seneca, Liberal Arts & Professional Studies, January 2020).

"…. No institution is talking to another, even the campuses don't talk to each other. So, the thing is, the school doesn't talk to OSAP, who doesn't talk to National Student Loan Service Centre because they're the ones who actually give the money. But you have to talk to OSAP if you're having problems, but there's no way to contact them anymore, since they changed the whole thing. So, you have to talk to your school, who can't do anything because you have to talk to OSAP, but they can't even talk to OSAP and then your money never comes in and you're just fighting for months. You get locked out of the program. So, if you don't pay for long enough, they lock you out. You can't sign into your Seneca stuff anymore and you're not allowed to be in class anymore, but they do know that OSAP is coming but they don't. So, when you first get in, I think it used to be and now it's $500 every time and it's ridiculous. That's a lot of money, especially for someone who needs OSAP. But that is due before even your school confirms that you're a student. You just have to pay it" (Female Graduate York to Seneca, Glendon, Focus Group, January 2020).

"Yes, because for OSAP, when you're applying and stuff, you can't contact OSAP directly, you contact your school. So, if you have a problem with your application or something, you have to the financial aid office at your school. And people go to the financial aid office for all types of things, not just OSAP. So, it's just a whole bunch of people just going to the same office. And at York, I think just because there are so many people, maybe they're understaffed there, I don't know, but that was just a really bad experience for me at York" (Female, York to Seneca Non-Graduate, Faculty of Environmental Studies, Focus Group, January 2020).

"Not OSAP, the financial office. For them to do their work, it's always so many issues. I won't get in the application done. And then they're like, "Your account is outstanding. You need to pay a late fee. Oh yeah, they actually dropped. When I was at York, I did have these issues. To be honest, I have a lot of issues with everyone—the advising office. Even when it comes to OSAP, oh my God, that's another problem" (Male Graduate York to Seneca, Liberal Arts & Professional Studies, January 2020).

"Proof of academic progress – like so basically part of the process – and I think it stopped after my second year at York – every year you'd have to write out like basically a statement of "I'm in this program. This is why I'm doing it. I have good grades." I guess it's to prove who you are for OSAP purposes. But like multiple times the Bennett centre like had no record of it, they lost it or they just didn't know – so I literally handed in a paper copy because they request – usually they want like an emailed version or something like that, but I didn't – like I stopped trusting them because they kept on losing it, so when it came time, you know, in the last few months to start to apply for graduate schools, I would literally just – you know, try to get the transcript from them and deliver it myself to the institution that I wanted rather than trusting something that I didn't

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[68] This respondent was at the time of the focus group concurrently registered in a York degree and Seneca diploma through a formalized agreement in Communication Arts that has existed since the 1990's. York degree students have the opportunity to enroll concurrently in one of four diplomas at Seneca: Journalism, Radio, Television and Creative Advertising.

really trust. So, kind of had some issues there" (Male graduate, Seneca to York, Liberal Arts & Professional Studies, Focus Group, January 2020).

"Yeah, because they're the ones that also like kind of process – like York has to process our school information to OSAP for us to get our money and so that's why I think I end up having to go there sometimes because they'll tell me sometimes I've gotten cases where I'm like, OSAP doesn't think I'm a student and I'm like "I'm here. I don't know" and so – yeah. So that's where it's just like – stuff with that, because it does seem disorganized, but they just give you a very quick answer like "We'll upload it now" but then it will be a month and I still don't have my money and then you get the emails of like "Your student account statement is this" and I'm like "Well" (Male graduate, Seneca to York, Liberal Arts & Professional Studies, Focus Group, January 2020).

"One time I waited two and a half hours, I brought an envelope with some document, a letter typed out for OSAP and I came to the front, "Just take a ticket, sit down and wait" so I waited two and a half hours and then finally I see somebody and I say "I just came to submit this document" and she's like "It's outside in the box, you didn't have to wait, just throw it in the box. Yes. This was – I was so angry" (Non-Graduate, Seneca to York Female, Faculty of Science Focus Group Respondent, January 2020).

Other transfer students talked about how staff from outside of the financial aid office were supportive in facilitating financial aid application process.

I might be different from the rest of you because I'm in a more-tight-knit program. But my program advisor was really helpful with me because it's an eight-month program and then it's eight courses a semester, which is really heavy. And then I'm with the second class now, the fall-winter intake, because I asked them to accommodate me. And then they said, "Oh, here's what you can do. You can split your classes this way, in that way." So that you can take, I could be full time and then part time, part time and then full time. Yeah. And then he was also—he wasn't in animation, but he was a Seneca student and then he was very professional. He said, "Oh, I understand. I can help you out. You're not the only one going through this issue." And I had to do this because I have to keep my job as well as OSAP to support my going to school. Yeah. So, it's just a part time job. So now I'm full time and doing the part time job, so I just work a bit less. But when I was part time, I worked more. But that's just something I would say about my experience is good because before I did this, I talked to the program coordinator. And then he made sure I didn't feel like an idiot for saying, "Oh, this program is so intense…" (Female Graduate York to Seneca, Faculty of Arts, Media, Performance & Design, January 2020).

"I had filled all the forms that they requested you. The main thing is just following the deadlines that they provide you on the website. You just follow those deadlines and like basically, if you read through the website, it's pretty simple to navigate like the OSAP website. They explain you like what form you should like fill in, what form you should send to you, that was like pretty simple steps" (Male Graduate from Seneca, Faculty of Health, Focus Group Respondent, January 2020).

Credit Transfer

Respondents observed that the inter-institutional relationship between York and Seneca helped facilitate the ease of transfer and the credit transfer process. The transfer credits allocated by York were viewed as being more generous than other institutions. The support that Seneca staff

provided to students transferring to York about the existence of articulation agreements and the number of transfer credits was cited as a reason for transferring between the two institutions.

"...I went to go see my counsellor to talk about it in person. They were the ones who told me exactly how many credits and I had to go to the actual websites of the universities to find out how many transfer credits it will give me. So, for example when it went to U of T I saw that they were only giving like half credits and that's what swayed my decision to come to York instead" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"My experience was slightly different, because when I spoke to an advisor it was online because I was abroad, I couldn't come in and do it myself, but it was actually really helpful, even though it was through an email. I received like a detailed document of exactly what my transfer credits were and what courses I – like that I don't have to do at York. And then she – the advisor, gave me a list of what she suggests I do for the first year. She was like "Oh, three credits in this, like microeconomics, microeconomics and then six credits of humanity and then nine credits of social science." And then it's like up to you what you want to do because most of – those were electives for me, except for just the one, the microeconomics and then like my major, those were like I have to take them. It was pretty, like laid out for me. So that was different for me" (Female Non-Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"I studied Liberal Arts at Seneca and transferred into York. The transition was a little smoother because of the partnership with York and Seneca. However, like I agree with him, the whole transfer credits like just because I didn't take two of classes like literature, the YKLs, I was behind like half of a semester. Whereas my other classmates, they took those two classes and end up getting like almost 30 credits, whereas like I was behind a semester just from two classes. So, the transition is just a little unclear sometimes" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"I'm in the Law & Society program. Same reason why I transferred, because the transfer credits were a lot better than other universities and the program at the college was – matches very closely with the program at the university" (Female, Seneca to York Graduate, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"I'm in the Professional Writing program. And I came out of the Liberal Arts program at Seneca which is an articulation agreement between York and a few other schools. Yeah, so there's [unintelligible] transfer credits that come with it and it's also tied – like it's related to each other" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"Yeah...at Seneca, I was in an international business program. I graduated from Seneca and I just wanted to get a degree and stay competitive in the job market. I chose York mostly because I found that they gave like the most transfer credits and I'm left with a year left to graduate" (Male Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"For me, for transfer credits it was just like you log into York file and they just send an email that there's a transfer credit statement or something and then you just get a thing that "You have these many credits and you have to go and take this course from Seneca". Like you have the total

credits on your file and then you apply for the transfer credits" (Female Non-Graduate, Seneca to York Transfer, Faculty of Science, January 2020).

However, respondents who transferred from York to Seneca were motivated by similar and different factors from their Seneca to York counterparts. The existence of concurrent opportunities often referred to as 'joint programs,' Work Integrated Learning opportunities such as job placements; and the industry experience of the teaching faculty at Seneca, were among the primary reasons cited.

> *"So, I'm currently in my last year at Media Communications at York. So, I am doing the joint program with journalism" (Female Non-Graduate, York to Seneca Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).*

> *"I'm still I'm happy that I did it because I did find the first year really valuable and I learned a lot and the placements are amazing" (Female Graduate, York to Seneca Transfer, Glendon Campus, Focus Group, January 2020).*

> *"While at Seneca, all of my professors work in the field, so them teaching me, teaches me firsthand experience of their experience working in the field, and they've been very helpful for all of the students in my program to help get a job afterwards, or a co-op placement, or just helpful tips in general. So, it's more related to the program, as opposed to at York" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).*

> *"…in my ECE, because I was working in the – like, going for a placement twice a week and seeing, and then I graduated, and I did work in the field, and it was exactly give or take, what I'd experienced before. So, I think if you're just someone that wants to work and know what you want, you could also come through here…they give you a placement at daycare and every semester it's a different placement with different age groups. So, you experience it all and you decide" (Female Non-Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).*

Nevertheless, not all transfer transitions were smooth. Some transfer students faced many challenges, including misinformation and workload issues.

> *"I'm currently in my last year at Media Communications at York. So I am doing the joint[69] program with journalism …What really drew me to go to Seneca, I won't lie, I think it was a mistake, only because of my transfer process was like really bad and I did not like it. That's actually one of the reasons why I came in today because I have such strong—like I've never like felt so upset about something or school because I love going to school which is why I'm at York. I knew what I wanted to do in the beginning for university. I wanted to do go to Seneca but because I love writing the essays and writing, I decided to go to York....But long story short, yeah, basically I want to transfer because when I went in to acknowledge about or sorry, get more education about what Seneca has to offer, they were very promising and they would be helpful and like, oh, you know, we'll help you get through this and they made it look like it was such an easy transition, but it wasn't. I felt like I was thrown under the bus…I went third year to Seneca and they had promised me that they would help schedule my courses according to York, and like they would help me graduate York first and they would like you know, have someone like monitoring me and like mentoring me step-by-step"*

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[69] A concurrently enrolled student.

(Female Non-Graduate, York to Seneca Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"... I'm struggling, [to manage] like nine classes, including York and Seneca because they're also full time. I'm full time at York. So, I have like nine, 10 classes and the ones online. And they're like, "We can't do anything." And I was like, "You promised me this. And another thing that really triggered me was the process of transferring. So, I had to join, I had to go to the Ontario College website. So, I joined, that was a hassle because no one was getting back to me and classes already started. So, I enrolled at Seneca three weeks after classes started. So, I was already a month behind I would say. And it was really awkward because I went into with such confidence and like I look like an idiot walking into class because I didn't know what to do. (Female Non-Graduate, York to Seneca Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

However, the lack of consistent, updated, timely information on the transfer process was also evident throughout the research. Below is one example of the difficulties faced by students when they were not informed about their admission status in time.

"I didn't even know I got accepted. So apparently like they accepted me at Seneca but the Ontario College website, it was always blank like I would check like every hour, two hours. But apparently, Seneca has already seen the application, so they accepted me from their end but apparently, it was never stated on the official website." (Female Non-Graduate, York to Seneca student, Faculty of Liberal Arts & Professional Studies, January 2020).

There were also a number of other issues raised including misinformation or inconsistent information, service issues, lack of transparency and disappointment with transfer credit allocations. Students often expected a higher number of transfer credits than what was actually received from the institution. Throughout the focus groups, many students demonstrated some understanding that more generous transfer credits allocations would be granted in related programs, programs that were successfully completed and when appropriate grades were achieved. However, students expressed that different staff, counsellors or advisors provided different responses to many of their questions regarding transfer credits. This was often in relation to requirements for graduation and / or admissions.

"Going back to the transfer credits, so I'm hearing like from most people that doing two years they got 60 credits. I did one year, and I only got 21 credits and I feel like maybe I should have gotten 30 because I did – like I took, I think 12 credits for a semester and 16 credits second semester, something like that, something around that. So, I feel like I should have gotten more credits and I also know – one of my friends also transferred from Seneca. He did a year and a half, like three semesters and he only got 18 credits, which doesn't make sense to me. So, I feel like there is some problems with the transcript credits" (Female Non-Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"So, the application process was really easy. I just went onto the Seneca website and I just – they had a whole bunch of universities that I could transfer my credits to. The only thing that I found like a little bit hard was I didn't know how many transfer credits I actually was going to get until after I got accepted at York" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"... I went to three different separate counsellors [at York] and they all gave me conflicting information. So, I was really upset about that because I'm approaching graduation, so I went to them to ask "Hey, am I on the right track? Do I have all credits?" One of them told me I needed six credits, one of them told me I need 12 credits and another one told me I need nine credits [to graduate]. So, I was completely confused. I think – I don't know maybe it was the academic advisors that I seen and I just got the bad draw, but I think they're really unsure when it comes to transfer credits involved, because I don't think they're used to it" (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, Focus Group, January 2020).

"In my experience, I had some troubles understanding the required credits to graduate section, especially for the general education. By the time I had brought over my credits from York, it turned out that I had accidentally taken a class that the credit from York would have qualified for. I feel that at registration it should be made clear which credits from York will work for certain requirements and that they should be sent through the process immediately, so they do not have the same experience I did"(York to Seneca Transfer, Survey Response, Open-Ended Question, November 2019).

The qualitative survey responses from students offered several solutions to improve the transfer credit services offered. Some of their recommendations included an automated online system to facilitate the process between the two institutions, being able to transfer all credits from completed programs at the college towards the university degree. and getting more accurate assistance and support with the transfer credit process from both institutions. Survey participants also expressed frustration over the need to find past course syllabi to obtain transfer credits.

Course Repetition

The theme of course repetition also persisted throughout the focus groups and qualitative survey responses. The students called for better coordination of course content in the two institutions as this affected transfer credit allocations and expectations, and student satisfaction levels.

"I went to the office five times about the same thing. I guess they wanted me to do most of those courses. [unintelligible] I could transfer over, but they keep giving me the run around over and over again and keep charging me [unintelligible] for all these courses I don't really need. And it happened in second semester, the same course I did from the first again, I have to do them again like I don't understand. It's the same program but it's like a different set and you explain to them that, "Oh, this relates to that." They're like, "No, no, no, it's a different class. We can't transfer these over." So, they give you a hard time" (Male Non-Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

"Looking more at transfer credits. It is unfair that we have to repeat very similar courses for the second time!!" (Seneca to York Transfer, Qualitative Survey Response, November 2019).

"Having to repeat courses I've done well at Seneca (such as microeconomics, macroeconomics, management accounting, etc." (Seneca to York Transfer, Qualitative Survey Response, November 2019)

"York University only granted the students with 30 transfer credits, meaning college graduated students still have to complete 3 years in university. Also, the students repeat learning the same

thing since most of the course materials teaching at York are similar to what has already been taught at Seneca" (Seneca to York Transfer, Qualitative Survey Response, November 2019)

"There should be more transfer credits... because I feel like am repeating things I already learn in Seneca" (Seneca to York Transfer, Qualitative Survey Response, November 2019).

"Repeated course from the same courses that I have to retake again where the transfer credits did not count in my accounting program" (Seneca to York Transfer, Qualitative Survey Response, November 2019).

The larger university campus size also made access to information more challenging for many transfer students. Those who had strong peer networks and had staff at the receiving institution to intervene on their behalf had more positive experiences. Institutional processes and practices that impeded the access and timing of accurate information contributed to many negative transfer experiences.

Despite the many challenges outlined above, transfer could be a positive experience for students. It allowed them to solidify their career interests and achieve academic goals.

"I'm very happy now [at Seneca]. When I was at York, I kind of didn't know what I wanted to do with my life and then I left. It took time to figure it out, and about a year later, that's when I started at Seneca. I had a very small interest in technology, and that was all it took. And my program also had co-op options, so that was a big reason I came here, and I did that two years ago already. And yeah, I'm about to finish and ... It gave me a taste of what the industry is like, and I got to work in a great company, met some great people, made some good friends" (Male Non-Graduate York to Seneca Transfer, Faculty of Health, January 2020)

"Just going down the pathway, I know a lot of people look down on college compared to university. But a lot of students – like, I feel like they don't know about the pathway options. I went to my program that I'm in now, in order to help me also get into a master's degree program, that I never would have got into without going to Seneca. So, I finished my undergrad at York and then I was interested in pursuing a master's degree, but me being at Seneca, had the pathway option to apply to certain schools that would give me advanced standing and a better chance of getting in, I guess. But if I applied without my Seneca diploma, I probably wouldn't have had a chance of being accepted" (Female Graduate, York to Seneca Transfer, Faculty of Liberal Arts & Professional Studies, January 2020)[70].

"It's very complicated because I was in York—okay, this is going to be more than one sentence, but I was in York 2017 to 2018. So, when the strike happened, I couldn't like to finish the year. Plus, my program wasn't the best fit for me. So, I was like, "I'm going to find something that's closer to what I like, to do what I'm good at; art I guess." And I guess I took a year off and then I came to Seneca to do the fundamentals program" (Female Non-Graduate, York to Seneca Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

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[70] Seneca has a number of agreements where students who complete graduate certificates can gain admission into master's degrees at US Universities. These students still do need a degree for admission into the master's program. This student was at the time of the focus group enrolled in Seneca's Public Relations, Corporate Communications Graduate Certificate program, which has this existing pathway arrangement.

"So, I went to Seneca College for Behavioural Sciences. After I graduated, I worked as a therapist for about a year and a half full time and then I kind of decided I wanted to advance my career, so it was just easier to just transfer my credits to York." (Female Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

"I studied behavioural science at Seneca, so the natural next step for me in like a health-related field would be to complete my honours Psychology degree. It was a relatively painless process and proximity-wise it was a lot closer than a lot of the other universities, so that's basically why." (Male Graduate, Seneca to York Transfer, Faculty of Liberal Arts & Professional Studies, January 2020).

DISCUSSION

The Student Experience in Transfer Study (SETS) examined the experiences of transfer students who transferred between York University and Seneca College in either direction. The primary research questions for the SETS were:

1) How did Seneca and York students gain information about transfer options, advising services, transition supports, financial aid and transfer credits?

2) How effective was this information in supporting their decision-making, application process and registration?

3) What improvements to registration processes and student services were most likely to have a positive impact on the transfer student experience? How did students experience transfer? and

4) How did sociodemographic characteristics, academic performance and engagement influence satisfaction with the transfer experience, and the decision to transfer? How did these characteristics influence academic performance and adjustment post-transfer?

Reasons for Transfer

The most important reason for transfer among the Seneca to York transfer group was to obtain a degree, while for the York to Seneca group it was to gain practical skills towards a specific career or interest. (See Tables 3 and 14). Regardless of transfer direction, more opportunities for career advancement and the opportunity to improve or upgrade skills also ranked as one of the top reasons for transfer. For the regression analysis, responses to the *most important* reasons for transfer were grouped into four categories: academic, career, credential and transfer agreement reasons.[71] The findings from regression analysis of Seneca to York transfers showed that those who transferred for academic-related reasons were more likely to be satisfied with their decision to transfer and had a higher propensity to indicate that they would transfer again to York. These findings were similar to a study of Ontario college graduates who transferred to university, which found those who transferred for academic related reasons displayed greater levels of satisfaction (McCloy, Steffler & Decock, 2017). In the York to Seneca direction, the most important reason variable did not meet the statistical test for inclusion in the regression model (see footnote 17).

Information Sources

Transfer students were asked about sources of information at each step of the decision-making process, including where they first heard about transfer, their sources when they were considering, and when they were finally applying to transfer. Regardless of transfer direction,

survey respondents were most likely to indicate that they' first' heard about transfer options from the Seneca college website and publications. For Seneca to York transfers 'Seneca faculty/program coordinators' is the strong second choice while for York to Seneca 'other students and friends' was the strong second choice. (See Tables 3 and 34). In both directions, however, the first source of information was not a statistically significant predictor of satisfaction with the overall process, the transfer decision or the students' propensity to transfer again (See Tables 9, 17 and 18)

When 'considering transfer', the most important source utilized by college to university transfers was the 'York Future Students Website[71]' followed by Seneca Website and Seneca's DCTO (Academic Pathways Office). In the other direction, the 'Seneca websites' were the most frequently used source at the time of considering transfer. Once the decision to transfer was made and students began to register, the receiving institutions website became the most used source.

Service Usage

The SETS study investigated service use by transfer students, which also serves as a measure of institutional integration and engagement.

Across demographic variables and in both directions, roughly 80% of transfer students used the library. Other high-use services were Academic Advising at York for Seneca – York transfers (73.9%) and the Degree and Credit Transfer at Seneca for Seneca – York transfers (53.7%).

Other services were used by varying percentages of transfer students: for Seneca York transfers usage ranged from 5.9% for Student Community Leadership Development (SCLD) to 31.2% using the YU Start student transition program; for York to Seneca transfers service use ranged from 6.1% for First Peoples@Seneca to 37.8% for student advising. As many as 17% of transfers reported that they had never heard of some services, but in some cases that might have been because the service was not relevant to them (e.g. Assistive Technologies at Seneca), or they might have been familiar with the services but not the name of the unit that administered them (e.g. SCLD administers or coordinates student transition programs and clubs). In other cases, service use appeared low even among the population it was designed to serve, like York's mature student services which were used by 10.9% of Seneca-York students over 25 years of age.

A lack of knowledge of the existence of some services at the start of their academic program was a concern raised by some transfer students in the focus groups. Participants indicated they had only heard about some services from other students and rather than from the institutional websites or other formal institutional sources.

Financial Aid & Disability Services

In the focus groups, issues with the accessibility services offered at both institutions (e.g. low awareness, long waiting periods) and frustration with institutional financial aid processes and practices arose. The survey found that 38.3% of York to Seneca transfers indicated they received information regarding financial aid, versus 28% of those who transferred from Seneca to York. A substantial proportion of the remainder in each case may not have required financial

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[71] The transfer section of York's Future Students Website (https://futurestudents.yorku.ca/transfer) is York's primary source of information for transfer students before admission.

aid so did not need the service. For both, the receiving institution's website was the primary source for information, followed by the financial aid office, although a small number continued to access resources at the sending institution. (See Tables 5 & 16; Figures 8 & 39).

All the university to college transfer students who reported a disability knew of the service at Seneca and more than half accessed it (See Appendix 1, Table 31). For Seneca to York transfers, 68.1% who reported a disability accessed the Student and Accessibility service at York. (See Table 7).

Timing of Credit Notification

Over 50% of Seneca to York transfers indicated they received their transfer notification with the offer of admission with 20% each indicating before or after admission. None of those times was found to be a significant predictor of satisfaction with the overall process, transfer decision or the propensity to transfer again.

Measures of Academic & Social Engagement, Academic Performance & Levels of Satisfaction

The literature review suggested academic and social engagement were linked to student academic success in PSE. In the current study, more than two-thirds of transfer students did not participate in co-curricular activities and more than three-quarters did not engage in community activities. (See Appendix 1, Figure 66).). However, regardless of transfer direction, most SETS transfer respondents indicated that they completed class assignments on time, and more than three-quarters stated that they participated in classroom discussions and had discussions with faculty about their academic performances, all measures of high levels of academic integration (See Appendix 1, Figure 65). This is similar to the findings of Gawley & McGowan (2006), Henderson & McCloy (September 2019), which also found that students placed greater levels of importance on academic integration/ engagement than social integration/ engagement.

The ability to engage in non-academic activities may be impacted by the number of hours a student works for pay. Almost 50% of Seneca to York transfers and 37% of York to Seneca transfers said they worked more than ten hours per week while enrolled in PSE. (See Figures 19 and 49). The findings suggest financial need among students, one of the recurring threads from the focus group discussions. An analysis of York's 2017 National Survey on Student Engagement (NSSE) results revealed that, even after controlling for age, NSSE respondents who were transfer students worked an average of almost two hours per week more than non-transfer students. University students who transferred to Seneca report similar hours of work as other students, with 42% working more than 10 hours/ week compared to 41% of other students (McCloy, forthcoming, 2021). Working more reduces the opportunity for social and academic engagement.

Student Faculty Interactions, Satisfaction and Academic Performance

Student-faculty interaction positively affected transfer students' experience and academic performance. For the Seneca to York transfer group, students who engaged with faculty at York had 4.3 times higher odds of being satisfied with the overall transfer process than those who did not, although such engagement was not statistically significant for satisfaction with the transfer decision and preponderance to transfer again. Holding other factors constant, Seneca to York transfer students who interacted with faculty had a York GPA that was 0.85 higher than those who did not. (See Tables 9 and 10)

Among the York to Seneca group, students who interacted with faculty had statistically significantly odds of being satisfied the overall transfer process and the transfer decision and had a high preponderance to say they would transfer again if they had the option. On average they also had a 0.25 higher GPA than those who did not interact with faculty. (See Tables 17,18 and 19).

Transfer Credits Expected and Received, Student Satisfaction Levels & Academic Performance

Over half of Seneca to York transfer students (54%) who had applied for transfer credit and had heard back reported as many or more credits than expected. (See Figures 12 and 43). Students with lower grades at Seneca were more likely to indicate they received fewer transfer credits than expected. Those who received fewer credits than expected often express frustration and this was apparent in the open-ended responses and during the focus groups regarding credit allocations.

In the regression models, Seneca to York transfer students who received as many or more credits than expected were more satisfied with their decision to transfer to York and with the overall transfer process than those who received fewer. As well, they were more likely to indicate they would choose to transfer to York again, if given the opportunity.

For York to Seneca transfer students, of those who applied for transfer credit and had heard back, 59% received as much or more than they expected. However, credit expectation was not a significant factor in the satisfaction regression models. (See Tables 9, 17 & 18).

Socio-Demographic Profile and Satisfaction Levels

The sociodemographic variables of parental education, gender, age, indigenous, minority, First-Generation status, faculty/ program of study had varying levels of impact on SETS respondent's satisfaction levels.

Gender

The OLS regression model in Table 10 showed that female transfers in the Seneca to York group of SETS had GPAs 0.2 lower than males on average. However, regression analysis indicated that females were more likely to decide to transfer again if given the opportunity. There was no significant distinction in males and females with respect to satisfaction with the overall process or the transfer decision.

Regression analysis showed that in the York to Seneca group the GPAs of males and female students were not significantly different. Females were significantly more satisfied about their decision to transfer but there was no difference in satisfaction with the transfer process by gender.

Age

Overall, more than fifty percent (57.2%) of study respondents were aged 25 and over while 32.8% were between 22 and 24 and 10.1% were less than 22 at the time of the study. (See Appendix 1, Table 20).

Relative to respondents under 22 years old, York to Seneca respondents between the ages of 22 to 24 had higher levels of satisfaction with the transfer process but those 25 and older were not significantly more satisfied. (See Table 17). Each of the older York to Seneca transfer

groups had higher GPAs when they transferred to the College. (See Table 19). However, age had no effect on satisfaction levels and academic performance of transfer students from Seneca to York when other factors were controlled for. (See Tables 9 and 10).

Disability

Overall, about 19.1% of SETS respondents reported having a disability. For Seneca to York group, students reporting a disability had lower odds than students without a disability of indicating that they would transfer again to the university if they could start all over again. In the York to Seneca group satisfaction with the overall process was not significantly different from their non-disabled counterparts. Disability status was not found to have a significant effect on academic performance in either direction. (See Tables 10 and 18)

Parental Education and First-Generation Status

In SETS, Seneca to York transfer students who had a parent with a degree had significantly higher levels of satisfaction with the transfer process and the decision to transfer when compared with those whose parents or guardians did not have a postsecondary credential. (See Table 9). However, parental education had no effect on the satisfaction levels of York to Seneca students. Parental education was not a significant factor in academic performance in either direction.

Status in Canada, & Ethnicity/ Minorities

More than two thirds (68.8%) of the overall SETS sample were Canadian residents: 22.3% were permanent residents and 8.9% were international/ visa students, at the time of the survey. (See Appendix 1, Table 20). Finally, more than a quarter (28%) of the overall SETS sample described themselves as Caucasian, while the remaining were from minority groups, particularly, Chinese, South Asian and Black. (See Appendix 1, Table 20). Regression results showed that status in Canada or ethnicity did not significantly influence satisfaction levels nor their academic performances at both institutions.

A Case for Non-Traditional Transfer Student Designation

Based on the findings of the study and regardless of transfer direction, the term non-traditional student fits the population of transfer students described in the current study. These students exhibited many of the non-traditional student characteristics that were previously outlined in the literature review. Their needs differed from direct entry high school students entering postsecondary. Consequently, a different approach to supporting these non-traditional students within postsecondary institutions may be warranted. Yet despite their many obligations, survey respondents were genuinely interested in succeeding at the receiving postsecondary institution, were more involved in academic than social activities. Student-faculty interactions positively affected their transfer experience and academic performance.

The Implications

Transfer students bring a range of expectations to their new institution, largely shaped by their experiences and their prior institution These include class sizes, campus environment, course selection, scheduling, and registration procedures. As the Tobolowsky & Cox (2012) study said about institutional transfer response, when expectations are misaligned to the realities of the new campus environment, confusion and frustration ensue.

In the Student Experience in Transfer Study we saw that transfer students turned to informal sources when they felt their needs were not adequately addressed. Their lack of knowledge

about existing services and supports, for example, impeded their academic integration and engagement. Many of the transfer students who participated in the focus groups did not know initially about many of the available services that were available to them. As illustrated in Figure 16, students who had been enrolled longer at York (based on academic terms) were more likely to use several of the services offered.

Factors that affected the experiences of transfer students in the SETS included accessibility issues, and unclear transfer credit and financial aid policies. When students could not get information through official channels they often turned to informal ones. The use of informal networks can lead to inaccuracy, reduced transfer literacy, cause students to delay action and contribute to distrust of the institution.

One of the limitations of this study was that the opinions of other institutional stakeholders were not solicited. Future studies should also examine how institutional beliefs about transfer students shape institutional supports for transfer students.

RECOMMENDATIONS FOR INSTITUTIONS

1) Improve the transfer credit system to increase student satisfaction and improve the transfer experiences.

    i) Endeavour to provide students as much transparency as possible to improve trust in the transfer process.
    ii) Increase inter-institutional access to course outlines and curricula to help prevent unnecessary course repetition and fill gaps in information.
    iii) Establish a neutral office between the two institutions to monitor and facilitate bilateral transfer between them, where warranted by transfer volume.
    iv) Create a clear advocacy path for students to help them with unmet support needs.
    v) Endeavour to improve transfer credit processing to reduce inconsistencies in the allocation of transfer credits. Coordinate the flow of information from agreements to the transfer credit processing system.

2) Streamline the services offered to transfer students with disabilities and those in need of financial aid services.

3) Develop and promote transfer-specific orientation sessions.

4) Provide students with information about transfer in both directions early in their academic career.

5) Increase awareness of the supports provided to transfer students. These students are usually older than the non-transfer population and have additional non-academic responsibilities.

6) Include the perspective of transfer students in any student service evaluation

7) To reduce reliance on informal networks, provide peer mentoring for transfer students that is conducted by transfer students who have received specific training from their institution.

8) Improve the opportunities for transfer students to have more meaningful engagement with faculty.

9) Share data between sending and receiving institutions to help them understand how the experiences of transfer populations differ from that of the non-transfer populations.

10) Recognize that college to university transfer students who do not have a parent who completed university may need additional support with the transfer process.

11) Explore whether different diversity groups have different transfer experiences.

APPENDICES

APPENDIX 1. Additional tables and figures

Appendix 1 Table 20. Socio-Demographic Characteristics of the Sample

Socio-Demographic Characteristics			Seneca to York Transfers		York to Seneca Transfers		Total	
			N	Percentage	N	Percentage	N	Percentage
Total Sample			354	100	162	100	516	100
Categories		Variables						
Gender		Female	213	60.2	107	66.0	320	62.0
		Male	141	39.8	55	34.0	196	38.0
Status in Canada		Canadian Citizen	267	75.4	88	54.3	355	68.8
		Permanent Resident	45	12.7	70	43.2	115	22.3
		Visa Student	42	11.9	4	2.5	46	8.9
Age at Transfer		<22	116	32.8	52	32.1	168	32.5
		22-24	114	32.2	57	35.2	171	33.1
		>=25	124	35.0	53	32.7	177	34.3
Age at Survey		<22	33	9.3	19	11.7	52	10.1
		22-24	120	33.9	49	30.3	169	32.8
		>=25	201	56.8	94	58.0	295	57.2
Parental Education	First Generation	Did not finish high school	44	12.9	13	8.5	57	11.5
		Graduated from high school	61	17.9	26	17.0	87	17.6
	Non-First Generation	Some college or CEGEP	27	7.9	11	7.2	38	7.7
		Completed college or CEGEP	78	22.9	21	13.7	99	20.0
		Attended university without earning degree	14	4.1	9	5.9	23	4.7
		Completed Bachelor's degree	83	24.3	63	41.2	146	29.6
		Completed Master's degree	22	6.5	6	3.9	28	5.7
		Completed Doctoral degree	12	3.5	4	2.6	16	3.2
Ethnicity		White/Caucasian	99	28.1	44	27.3	143	28.0
		Chinese	67	19.0	22	13.7	89	17.4
		South Asian	62	17.6	27	16.8	89	17.4
		Black	33	9.4	17	10.6	50	9.8
		Latin American	14	4.0	1	0.6	15	2.9
		West Asian	12	3.4	9	5.6	21	4.1
		Korean	11	3.1	1	1.9	12	2.3
		Southeast Asian	9	2.6	4	2.5	13	2.5
		Filipino	9	2.6	10	6.2	19	3.7
		Arab	9	2.6	8	5.0	17	3.3
		Japanese	2	0.6	0	0.0	2	0.4
		First-Nation	2	0.6	0	0.0	2	0.4
		Other	23	6.5	16	9.9	39	7.6
Reported a Disability		Yes	73	20.7	25	15.5	98	19.1
		No	279	79.3	136	84.5	415	80.9

Appendix 1 Table 21. Type of Disabilities reported by Students in the Sample

Types of Disabilities (for people who reported a disability)	Seneca to York		York to Seneca	
	N	Percentage	N	Percentage
Blind or visually impaired (not including problems correctable with lenses)	2	2.7	0	0
Deaf or hard of hearing	4	5.5	1	4.0
Dexterity or coordination disability	2	2.7	0	0.0
Intellectual disability, such as Down's Syndrome	0	0.0	0	0.0
Learning disability	16	21.9	6	24.0
Medical disability	18	24.7	8	32.0
Mobility disability, such as the need to use canes or a wheelchair	3	4.1	0	0.0
Psychiatric illness such as depression, bipolar disorder, anxiety disorder, etc.	41	56.2	11	44.0
Substance dependency, such as alcoholism	1	1.4	0	0.0
Other disability	11	15.1	6	24.0

Appendix 1 Table 22. Year of Entry into the Receiving Institution

Year of Entry into the Receiving Institution	Seneca to York		York to Seneca	
	N	Percentage	N	Percentage
2015 or before	16	4.5	10	6.2
2016	30	8.5	4	2.5
2017	77	21.8	14	8.6
2018	101	28.5	31	19.1
2019	130	36.7	103	63.6

Appendix 1 Table 23. Sending Seneca GPA and Present York GPA – Seneca to York

Sending Seneca GPA	Present York GPA												
	Missing		A		B		C		D		E		Total by Sending Seneca GPA
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage[72]
Missing					1	0.3							1	0.3
A	30	8.5	20	5.7	36	10.2	11	3.1	1	0.3			98	27.8
B	65	18.4	8	2.3	80	22.6	61	17.2	12	3.4			226	63.9
C	8	2.3			6	1.7	8	2.3	2	0.6	2	0.6	26	7.5
D							1	0.3					1	0.3
E							1	0.3					1	0.3
F					1	0.3							1	0.3
Total by Present York GPA	103	29.2	28	8	124	35.1	82	23.2	15	4.3	2	0.6	354	100.4

Appendix 1 Table 24. *Proportion of Students by Actual Transfer Credits received, Graduation status from Seneca and Credential from Seneca*

Credential from Seneca	Transfer Credits Received at York										Total by Credential[73]
	Did not graduate from Seneca					Graduated from Seneca					
	No credits	1 to 15	16 to 30	31 to 45	46 to 60	No credits	1 to 15	16 to 30	31 to 45	46 to 60	
Advanced Diploma	0.3%	2.6%	0.6%	0.3%		0.3%	0.9%	4.3%	6.5%	7.7%	23.5%
Bachelors	0.6%	0.6%		0.6%			0.3%	0.6%	0.3%	0.4%	3.4%
Certificate	0.3%		0.3%			1.1%	3.7%				5.4%
Diploma	0.9%	4.8%	4.0%	0.9%	0.3%	1.4%	8.0%	27.6%	13.1%	7.4%	68.4%
Total by Transfer Credits	2.1%	8.0%	4.9%	1.8%	0.3%	2.8%	12.9%	32.5%	19.9%	15.5%	100.7%

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[72] The total percentage add up to more than 100 due to rounding off error.

[73] The total percentage add up to more than 100 due to rounding off error.

Appendix 1 Table 25. Proportion of Male and Female Students by Sending and Receiving Faculty —Seneca to York

Sending Seneca Faculty	Receiving York Faculty	Gender	
		Female	Male
		Percentage	Percentage
Faculty of Applied Arts & Health Sciences	LA&PS	24.3	7.1
	Education	0.5	
	Health	12.9	10.0
	Science	1.0	2.1
Faculty of Applied Science and Engineering Technology	LA&PS	1.0	7.9
	Environmental Studies	1.0	2.9
	Health	0.5	1.4
	Lassonde School of Engineering	1.4	12.1
	Science	11.9	11.4
Faculty of Business	LA&PS	21.9	27.1
	Health	1.9	
	Science	1.0	0.7
Faculty of Communication, Art & Design	LA&PS	13.3	12.9
	Environmental Studies	1.0	0.7
	AMPD	1.9	
	Health	3.3	2.9
	Science	1.4	0.7
Total		100	100

Appendix 1 Table 26. Proportion of Students by Timing of the Decision to Transfer- Seneca to York

Proportion of Students by Timing of the Decision to Transfer- Seneca to York **Timing of Decision to Transfer to York**	Gender			Age at time of transfer				Graduation Status from Seneca	
	Female	**Male**		**Less than 22**	**22-24**	**25 and over**		**Did not graduate**	**Graduated**
Before I enrolled in my program at Seneca	13.6	14.9		17.2	17.5	8.1		22.0	12.6
During my program at Seneca	26.3	34.8		36.2	30.7	22.6		61.0	23.5
As I was finishing my program at Seneca	26.8	22.7		34.5	23.7	17.7		13.6	27.6
After I graduated from Seneca	28.2	23.4		9.5	23.7	44.4			31.6
Other/Not Sure	5.2	4.3		2.6	4.4	7.3		3.4	4.8

Appendix 1 Table 27. Proportion of Students by Timing of Decision to Transfer to Seneca – York to Seneca

Timing of Decision to Transfer to Seneca	Gender		Age at time of Transfer			Graduation Status from York	
	Female	Male	Less than 22	22-24	25 and over	Did not graduate	Graduated
Before I enrolled in my program at York	0.9	3.6	1.9	1.8	1.9	1.4	2.2
During my program at York	32.7	41.8	71.2	33.3	3.8	72.9	7.6
As I was finishing my program at York	16.8	12.7	7.7	21.1	17.0	8.6	20.7
After I graduated from York	43.0	32.7	7.7	40.4	69.8		67.4
Other/Not sure	6.5	9.1		3.5	7.6	17.2	2.2

Appendix 1 Table 28. Major Reason(s) for Transferring, % of Students- Seneca to York

Major Reasons for Transferring- Seneca to York	Gender		Age at time of transfer			First-Generation status		Parents having University Degree		Reported a disability		Status in Canada			Belonging to a non-visible minority group	
	Female	Male	Less than 22	22 - 24	25 and over	No	Yes	No	Yes	No	Yes	Canadian Citizen	Permanent Resident	Visa	No	Yes
Potential for higher income	69.6	69.8	70.0	66.1	72.8	69.6	69.3	70.3	67.9	70.5	68.7	70.8	69.8	62.5	66.5	77.3
No work/job available in my field	47.6	40.3	47.3	42.2	44.7	40.0	55.5	50.0	34.9	45.1	44.8	44.8	48.8	40.0	47.9	37.1
To get a certificate/diploma or degree	90.7	84.5	90.9	83.5	90.4	86.4	94.1	92.0	82.6	89.0	86.6	88.4	86.1	90.0	89.0	86.6
Interest in pursuing a different field of study	51.0	37.2	44.6	49.5	43.0	45.0	47.5	45.8	45.9	43.6	55.2	43.6	62.8	40.0	44.5	48.5
Needed for professional designation	69.1	46.5	59.1	61.5	60.5	57.7	67.3	65.1	52.3	60.6	61.2	58.0	72.1	62.5	65.3	48.5
Encouragement from others (family members, friends, faculty)	50.0	39.5	50.0	50.5	37.7	45.9	44.6	45.3	45.9	48.1	38.8	44.8	51.2	47.5	51.7	32.0
More opportunities for career advancement	88.7	75.2	80.0	85.3	85.1	82.7	87.1	87.7	77.1	84.9	79.1	84.4	81.4	80.0	84.8	80.4
Upgrade/improve skills	84.3	72.1	75.5	82.6	80.7	78.2	82.2	79.7	78.9	79.2	82.1	78.4	83.7	82.5	80.1	78.4
Could not get into York, but could get into Seneca	17.7	20.9	11.8	24.8	20.2	17.3	21.8	19.8	16.5	20.1	14.9	17.6	30.2	15.0	19.9	16.5
Opportunity for transfer credit	75.0	55.8	70.0	63.3	69.3	64.6	74.3	72.2	58.7	68.2	67.2	68.0	69.8	62.5	71.2	58.8
Ease of the transfer credit process	70.6	55.0	67.3	61.5	64.9	60.5	72.3	67.5	57.8	66.3	59.7	64.0	67.4	65.0	66.5	59.8
Company required/paid for it	18.1	14.0	13.6	15.6	20.2	10.0	29.7	19.8	9.2	17.1	14.9	13.6	27.9	22.5	20.8	6.2
Note: The differences in the highlighted cells are statistically significant at 5% level.																

Appendix 1 Figure 60. Reasons for Transfer by Graduation Status – Seneca to York
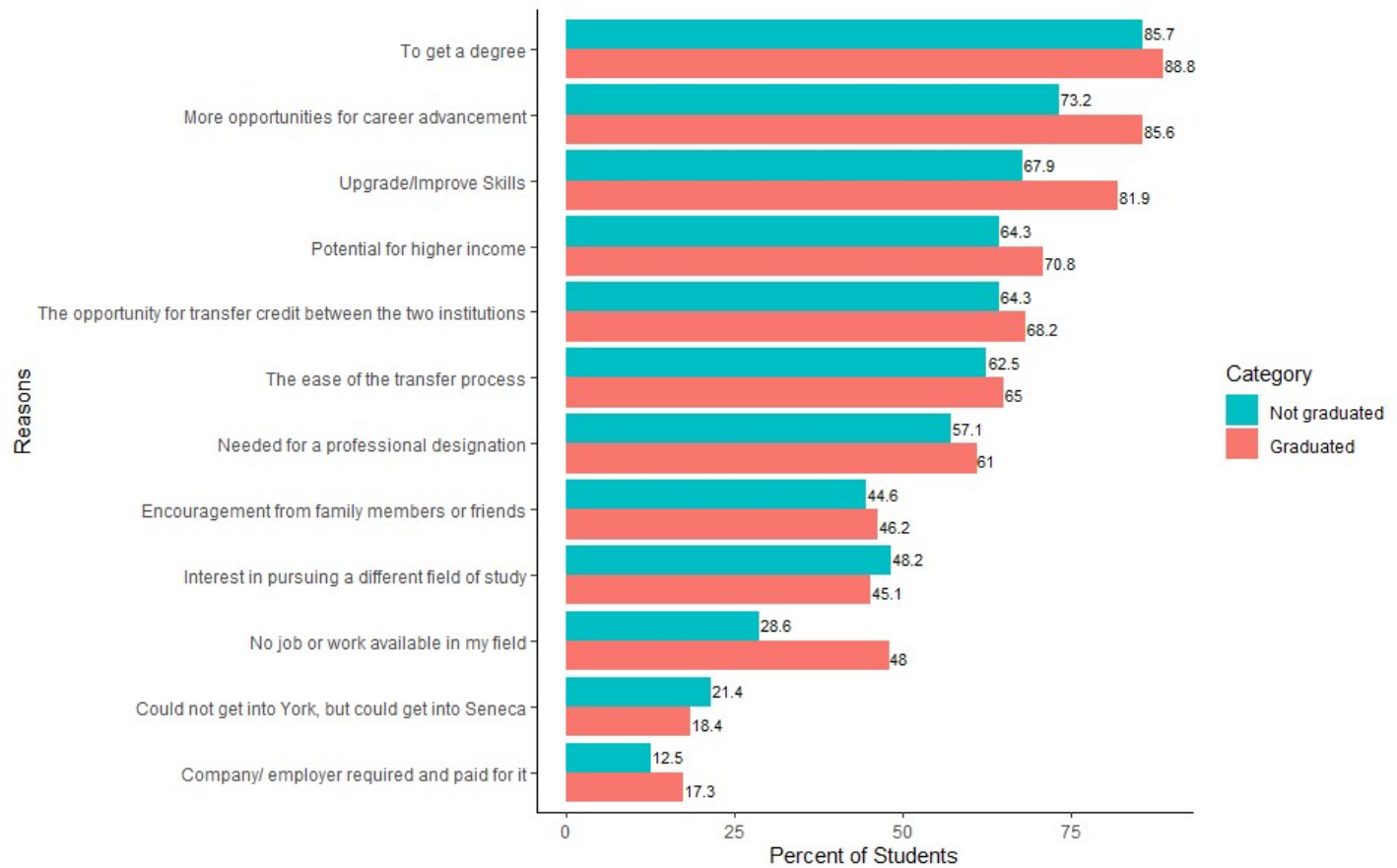
Appendix 1 Figure 60. Reasons for Transfer by Gender – Seneca to York
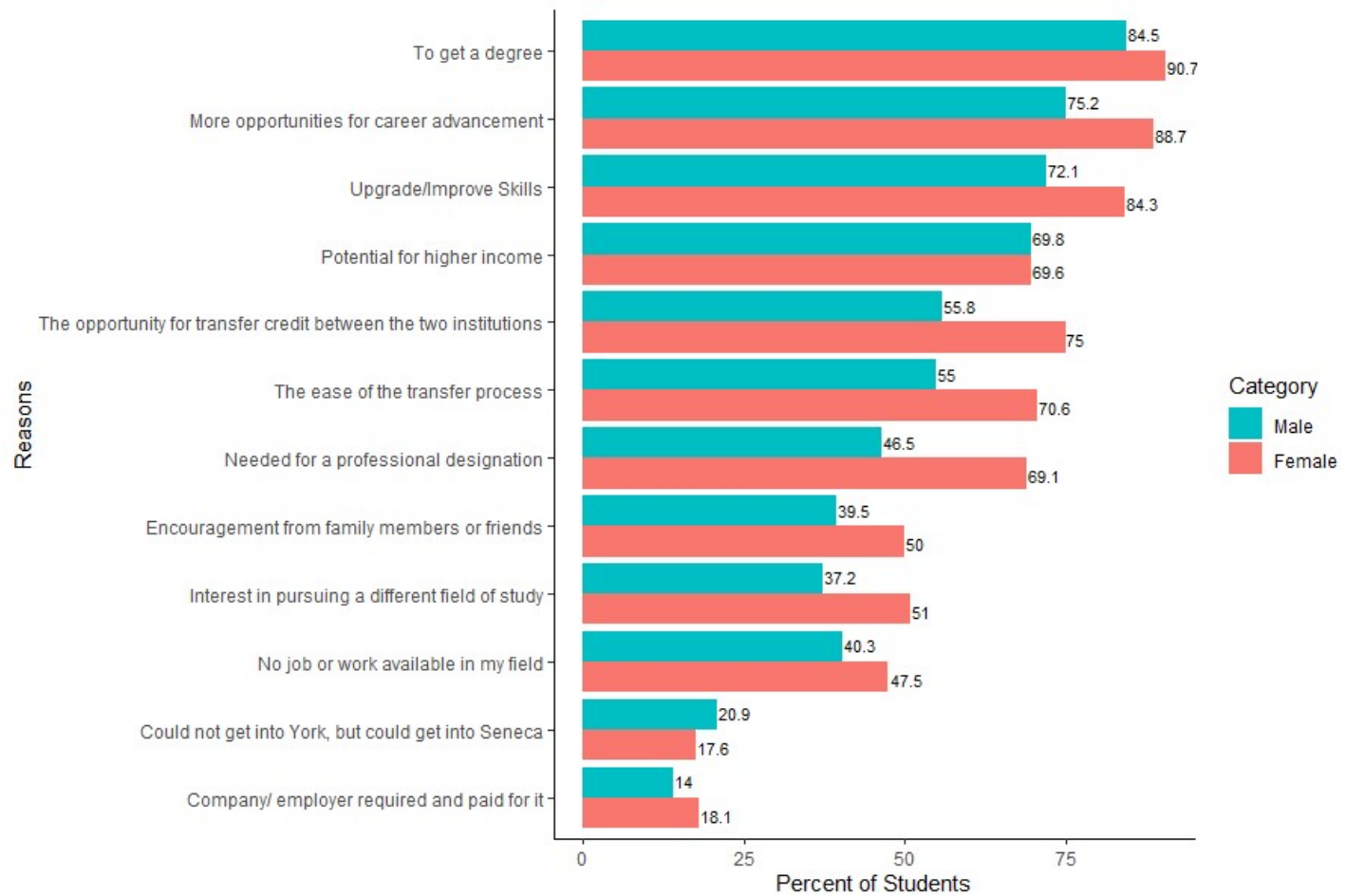
Appendix 1 Table 29. Major Reason(s) for Transferring- York to Seneca

Major Reasons for Transferring- York to Seneca	Gender		Age at time of transfer			First-Generation status		Parents having University Degree		Reported a disability		Status in Canada			Belonging to a non-visible minority group	
	Female	Male	Less than 22	22-24	25 and over	No	Yes	No	Yes	No	Yes	Canadian Citizen	Permanent Resident	Visa[74]	No	Yes
Potential for higher income	63.3	54.2	45.8	67.4	68.2	57.0	68.8	55.1	65.1	58.8	68.4	62.0	61.8		61.8	55.6
No work/job available in my field	58.9	56.3	45.8	60.9	68.2	55.0	68.8	59.4	57.1	58.8	52.6	59.5	56.4	50.0	60.8	50.0
To get a certificate/diploma or degree	64.4	64.6	72.9	58.7	61.4	64.0	65.6	65.2	63.5	63.0	73.7	70.9	54.6	75.0	67.7	55.6
Interest in pursuing a different field of study	60.0	60.4	68.8	54.4	56.8	59.0	62.5	63.8	55.6	58.0	73.7	67.1	54.6		62.8	52.8
Needed for professional designation	54.4	45.8	56.3	39.1	59.1	49.0	65.6	55.1	50.8	52.1	47.4	54.4	49.1	25.0	52.9	47.2
Encouragement from others (family members, friends, faculty)	30.0	33.3	35.4	34.8	22.7	31.0	34.4	27.5	36.5	31.1	31.6	32.9	29.1	25.0	31.4	30.6
To gain practical skills specific to my career interests	88.9	72.9	77.1	89.1	84.1	85.0	84.4	82.6	87.3	82.4	89.5	82.3	85.5	75.0	85.3	77.8
More opportunities for career advancement	83.3	77.1	72.9	80.4	90.9	81.0	84.4	78.3	85.7	79.8	89.5	81.0	83.6	50.0	80.4	83.3
Upgrade/improve skills	74.4	77.1	77.1	76.1	72.7	77.0	75.0	69.6	84.1	76.5	68.4	77.2	72.7	75.0	78.4	66.7
Opportunity for transfer credit	35.6	25.0	33.3	39.1	22.7	28.0	37.5	33.3	27.0	32.8	26.3	39.2	23.6		32.4	30.6
Ease of the transfer credit process	42.2	43.8	41.7	45.7	40.9	39.0	53.1	44.9	39.7	42.9	42.1	50.6	32.7	25.0	45.1	36.1
Convenience/location	51.1	58.3	58.3	54.4	47.7	55.0	50.0	40.6	68.3	52.1	63.2	58.2	50.9		52.9	55.6
Company required/paid for it	14.4	18.8	12.5	15.2	20.5	14.0	21.9	14.5	17.5	16.8	10.5	15.2	16.4	25.0	17.7	11.1
Other	4.4	10.4	6.3	6.5	6.8	5.0	9.4	5.8	6.4	5.9	10.5	7.6	5.5		8.8	

Note: The differences in the highlighted cells are statistically significant at 5% level.

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[74] These percentages are just based on 4 visa students in the sample, so should be treated with caution.
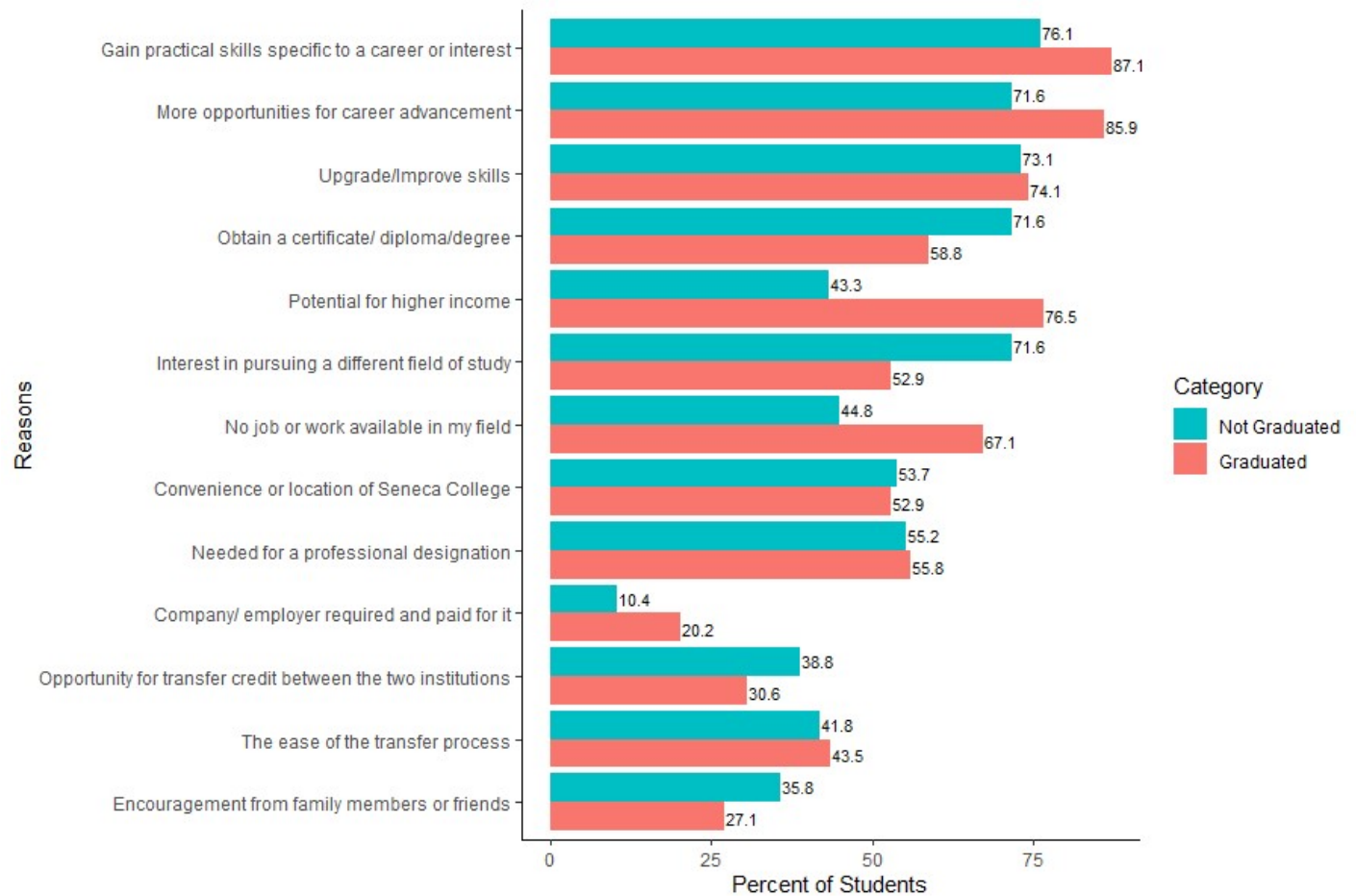
Appendix 1 Figure 62. Reasons for Transferring by Gender – York to Seneca

Appendix 1 Table 30. Service Usage at York- Seneca to York

Students reporting Usage of Services	Gender		Age at time of transfer			First-Generation status		Parents having University Degree		Reported a disability		Status			Belonging to a non-visible minority group	
	Female	Male	Less than 22	22-24	25 and over	No	Yes	No	Yes	No	Yes	Canadian	Resident	Visa	No	Yes
Student Accessibility Services	23.5	27.9	26.5	26.3	23.4	20.8	32.8	26.4	22.2	17.9	68.1	24.2	37.5	19.2	27.1	21.2
Academic Advising	75.5	70.6	67.4	79.0	73.4	77.4	69.0	72.7	77.8	71.8	82.1	70.8	70.8	88.5	72.9	75.0
Career Centre	18.6	27.9	28.6	15.8	23.4	21.7	25.9	25.5	18.5	19.7	35.7	18.3	41.7	23.1	23.7	19.2
ESL Open Learning Centre (OLC)	10.8	10.3	4.1	12.3	14.1	11.3	10.3	10.9	11.1	11.3	7.1	5.7	30.0	21.4	15.3	
Atkinson Centre for Mature & Part-Time Students (ACMAPS)	5.9	8.8	2.0	7.0	10.9	5.7	10.3	9.1	3.7	7.0	7.1	3.3	20.8	11.5	10.2	
York University Mature Student Organization	7.8	8.8	4.1	8.8	10.9	5.7	12.1	10.0	3.7	7.8	10.7	4.2	25.0	11.5	11.0	1.9
SPARK (Student Papers and Academic Research Kit)	33.3	26.5	28.6	38.6	25.0	27.4	36.2	33.6	24.1	29.6	35.7	28.3	41.7	30.8	29.7	32.7
Learning Commons/ Library	81.4	75.0	75.5	79.0	81.3	77.4	84.5	80.0	79.6	78.2	82.1	77.5	83.3	80.8	75.4	86.5
YU START - Transition Program for new students	29.4	33.8	30.6	35.1	28.1	32.1	31.0	28.2	38.9	30.3	35.7	21.7	54.2	53.9	34.8	23.1
Writing Support Centre	27.5	17.7	20.4	28.1	21.9	20.8	29.3	25.5	20.4	22.5	28.6	20.0	37.5	26.9	26.3	17.3
Student Community Leadership Development (SCLD)	3.9	8.8	4.1	8.8	4.7	4.7	8.6	7.3	3.7	5.6	7.1	3.3	12.5	11.5	8.5	
Learning Skills Services (workshops, peer academic coaching, drop-in)	20.6	23.5	20.4	21.1	23.4	21.7	24.1	24.6	18.5	19.7	32.1	16.7	45.8	23.1	23.7	17.3
Student Success Strategies Programs/ Services	5.9	17.7	4.1	15.8	10.9	7.6	17.2	12.7	7.4	9.9	14.3	7.5	25.0	11.5	11.9	7.7
YU Experience Hub	7.8	16.2	8.2	14.0	10.9	9.4	15.5	10.9	13.0	10.6	14.3	9.2	20.8	11.5	12.7	7.7
Other	3.9	11.8	4.1	8.8	7.8	6.6	8.6	7.3	7.4	5.6	14.3	4.2	20.8	7.7	9.3	1.9
Note: The differences in the highlighted cells are statistically significant at 5% level.																

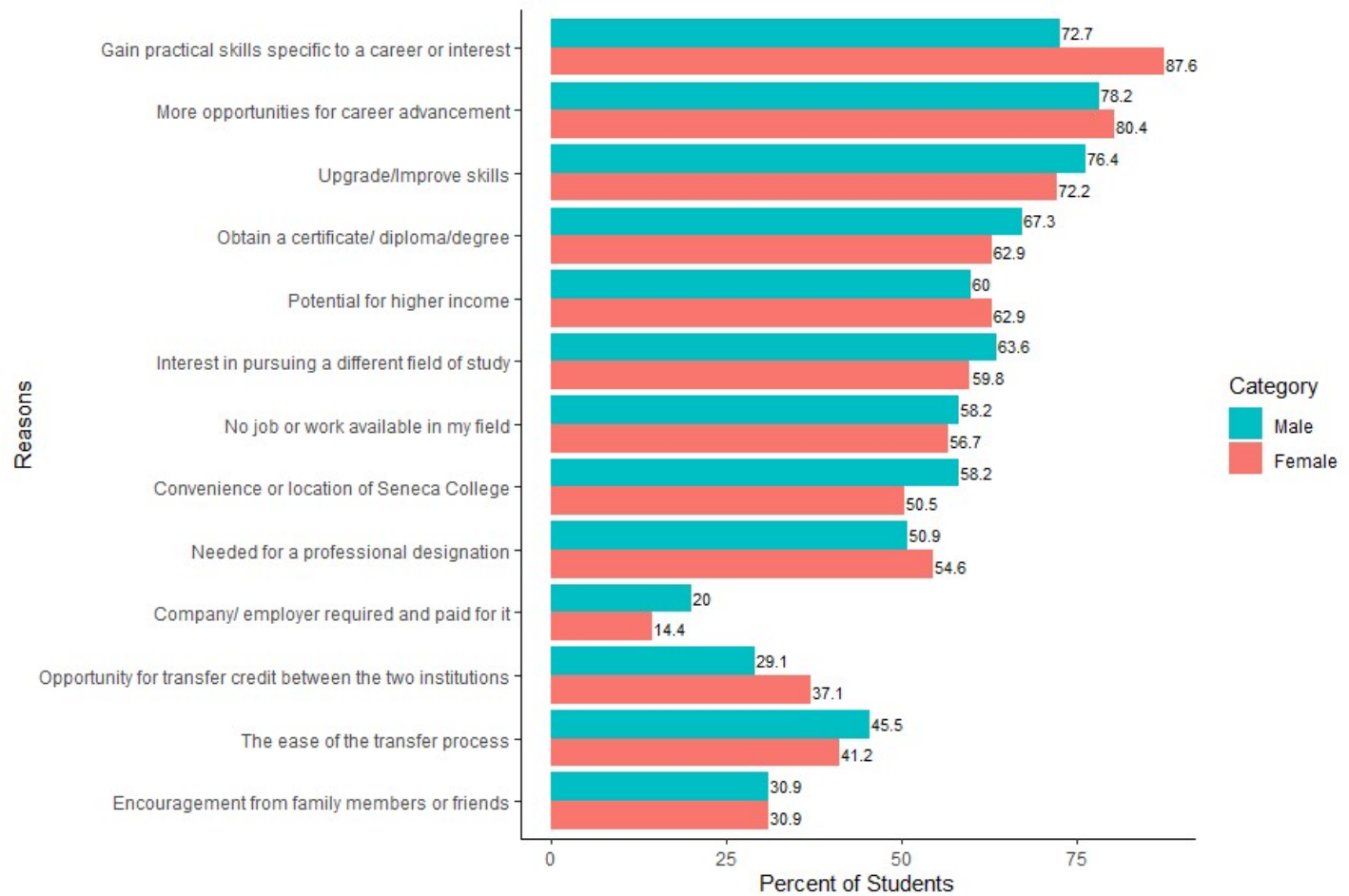| Students reporting Usage of Services	Gender		Age at time of transfer			First-Generation status		Parents having University Degree		Reported a disability		Status in Canada			Belonging to a non-visible minority group	
	Female	Male	Less than 22	22-24	25 and over	No	Yes	No	Yes	No	Yes	Canadian Citizen	Permanent Resident	Visa[75]	No	Yes
Degree and Credit Transfer Office	56.6	48.3	64.3	46.2	50.0	51.7	64.7	59.0	50.0	53.4	55.6	67.4	34.3	100.0	53.7	53.6
Counselling and Accessibility Services/ Counsellors	15.1	17.2	17.9	19.2	10.7	18.3	11.8	12.8	21.1	13.5	54.2	17.4	14.3		18.5	10.7
Learning Strategists	5.7	17.2	14.3	7.7	7.1	8.3	17.7	12.8	7.9	8.2	22.2	8.7	11.4		11.1	7.1
Assistive Technologists	7.6	17.2	10.7	11.5	10.7	8.3	23.5	15.4	7.9	9.6	22.2	13.0	8.6		11.1	10.7
Learning Services/ Tutoring/ Tutors	18.9	27.6	32.1	19.2	14.3	13.3	52.9	33.3	10.5	21.9	22.2	26.1	14.3	100.0	18.5	28.6
Student Advising/ Advisors	34.0	44.8	50.0	26.9	35.7	33.3	64.7	51.3	29.0	38.4	33.3	43.5	28.6	100.0	38.9	35.7
Co-op/Work-term/ Work Integrated department / supports	28.3	31.0	42.9	26.9	17.9	33.3	17.7	28.2	31.6	30.1	22.2	37.0	20.0		27.8	32.1
Seneca Libraries	83.0	82.8	82.1	80.8	85.7	80.0	94.1	84.6	81.6	84.9	66.7	87.0	77.1	100.0	79.6	89.3
First Peoples @Seneca Services	1.9	13.8	7.1	7.7	3.6	5.0	11.8	10.3	2.6	5.5	11.1	6.5	5.7		5.6	7.1
Other	5.7	17.2	10.7	11.5	7.1	11.7	5.9	7.7	13.2	9.6	11.1	6.5	14.3		9.3	10.7

Note: The differences in the highlighted cells are statistically significant at 5% level.

[75] These percentages are just based on 4 visa students in the sample.

Appendix 1 Table 32. Receiving Seneca Faculty by Gender – York to Seneca

Receiving Seneca Faculty	Gender			
	Female		Male	
	N	Percentage	N	Percentage
Faculty of Applied Arts & Health Sciences	45	42.1	11	20.0
Faculty of Applied Science & Engineering Technology	5	4.7	6	10.9
Faculty of Communication, Art & Design	24	22.4	21	38.2
Seneca Business	33	30.8	17	30.9

Appendix 1 Table 33. Sending York GPA and Present Seneca GPA – York to Seneca

Present GPA at Seneca	Sending York GPA as reported by Student											
	A		B		C		D/F		Missing		Total by Present GPA at Seneca	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage
A	7	4.3	20	12.4	6	4	2	1.2	1	0.6	**36**	**22.2**
B	10	6.2	47	29.0	29	18	10	6.2	2	1.2	**98**	**60.5**
C	1	0.6	5	3.1	11	7	5	3.1			**22**	**13.6**
D	1	0.6	2	1.2	3	2					**6**	**3.7**
Total by Sending York GPA as reported by students	**19**	**11.7**	**74**	**45.7**	**49**	**30**	**17**	**10.5**	**3**	**1.9**	**162**	**100.0**

Appendix 1 Table 34. Present Seneca GPA by Gender – York to Seneca

Present Seneca GPA	Gender			
	Female		Male	
	N	Percentage	N	Percentage
A	26	24.3	10	18.2
B	66	61.7	32	58.2
C	11	10.3	11	20.0
D	4	3.7	2	3.6

Appendix 1 Table 35. Proportion of Seneca to York transfer students who were satisfied with their transfer experience and had good academic performance.

Seneca to York Transfers	Variables	Categories	%Satisfied with Transfer Process	% Satisfied with Transfer Decision	% Transfer again	% Students with GPA of A/B at York
Overall Sample			**70.5**	**81.3**	**84.7**	**60.6**
Socio-demographic characteristics	**Gender**	*Female*	71.7	83.5	89.2	58.3
		Male	68.8	78.0	77.9	64.2
	Age at Transfer	<22	63.5	78.3	83.5	55.7
		22-24	75.4	80.7	82.5	53.3
		>=25	72.6	84.7	87.9	69.2
	Age at Survey	<22	50.0	65.6	84.9	66.7
		22-24	68.3	81.7	84.9	52.9
		>=25	75.1	83.6	84.5	63.4
	Status in Canada	*Canadian*	69.9	81.2	83.8	59.9
		Resident	80.0	86.7	86.7	69.0
		Visa	64.3	76.2	88.1	56.7
	Parents with University Degree	*Yes*	71.6	85.3	85.5	65.9
		No	70.1	79.0	83.9	59.1
	First-Generation Status	*Yes*	67.6	77.1	81.9	57.8
		No	71.9	83.0	85.6	62.9
	Ethnicity (Belonging to a non-visible minority group)	*Yes*	74.8	82.8	87.9	63.9
		No	68.9	80.7	83.5	59.2
	Reported a Disability	*Yes*	66.7	80.6	75.3	57.6
		No	71.7	81.7	87.1	61.2
		Applied Arts & Health Sciences	71.3	84.3	88.0	52.1

Program-related characteristics	**Sending Seneca Faculty**	Applied Science and Engineering Technology	66.3	74.7	83.1	62.3
		Business	70.3	81.3	82.4	71.0
		Communication, Art & Design	73.5	85.3	83.8	54.2
	Sending Seneca GPA	A	69.4	82.7	86.7	82.4
		B	70.4	80.5	83.1	54.7
		C	72.0	84.0	88.5	33.3
		D	100.0	100.0	100.0	0.0
		E/F	100.0	50.0	100.0	0.0
	Graduated from Seneca	Yes	69.7	81.3	84.6	61.6
		No	74.6	81.3	84.8	54.3
	Credential from Seneca	Advanced Diploma	62.2	75.6	76.8	58.1
		Bachelors	72.7	81.8	75.0	87.5
		Certificate	85.0	80.0	90.0	73.3
		Diploma	72.1	83.3	87.5	59.0
	Receiving Faculty	LAPS	73.2	82.9	84.4	61.9
		Health	70.0	86.7	95.0	52.3
		Science	62.3	69.8	81.1	53.0
		Other	68.6	80.0	74.3	76.9
	Present York GPA	A	67.86	78.57	92.86	
		B	75	83.87	80.65	
		C	70.73	81.71	80.49	
		D	60	60	66.67	
		E	100	100	100	
Transfer-related characteristics	**Transfer Credits Received**	No Credits	100.0	94.1	100.0	57.1
		1 to 15	69.9	78.1	83.6	59.6
		16 to 30	72.5	80.9	88.6	64.4
		31 to 45	65.8	86.8	81.6	47.4
		46 to 60	65.5	76.4	78.2	64.3
	Credits Received vs Expectation	Less than expected	64.1	74.5	76.5	65.8
		Same as expected	76.0	86.8	94.2	60.7
		More than expected	78.3	88.3	88.3	48.6
	Timing of Credit Notification	Before or at the start of the program	74.9	81.6	87.1	62.2
		After the start of the program	56.3	79.7	75.4	57.1
	Timing of Decision to Transfer	Before the start of Seneca program	66.0	80.0	90.0	46.9
		During the Seneca program	69.0	81.4	82.9	58.3

		After graduating from Seneca program	76.3	82.8	83.9	70.4
	Most Important Reason for Transfer	Academic	77.4	88.7	92.5	59.5
		Career	66.4	84.7	86.1	58.3
		Credential	75.2	87.1	80.7	62.3
		Transfer Agreement	58.8	82.4	76.5	53.3
	First source of Information on Transfer Options	College/University	77.3	86.4	81.8	75.0
		College	65.2	79.9	84.7	56.6
		Personal	78	86.0	88.0	57.9
		University	77.5	77.5	87.8	71.1
	Time at York	1-2 terms	66.2	81.5	91.5	58.6
		3-4 terms	68.3	79.2	88.1	63.0
		5-6 terms	76.3	80.3	76.6	52.6
		7-8 terms	76.7	83.3	66.7	73.3
		More than 8 terms	81.3	93.8	81.3	62.5
	Interacted with Faculty members at York	Yes	73.1	82.6	85.5	62.5
		No	48.7	70.3	77.8	31.3

Appendix 1 Table 36. Proportion of York to Seneca transfer students who were satisfied with their transfer experience and had good academic performance

York to Seneca Transfers	Variables	Categories	%Satisfied with Transfer Process	% Satisfied with Transfer Decision	% Transfer again	% Students with GPA of A/B at Seneca
Overall Sample			78.9	87.7	95.0	82.7
Socio-demographic characteristics	Gender	*Female*	78.3	89.7	95.3	86.0
		Male	80.0	83.6	94.5	76.4
	Age at Transfer	*Less than 22*	73.1	88.5	96.2	76.9
		22-24	89.5	87.7	91.1	87.7
		25 and over	73.1	86.8	98.1	83.0
	Age at Survey	*Less than 22*	73.7	89.5	94.7	84.2
		22-24	77.6	87.8	95.8	79.6
		25 and over	80.7	87.2	94.7	84.0
	Status in Canada	*Canadian*	73.6	86.4	94.3	85.3
		Resident	85.7	90.0	97.1	80.0
		Visa	75.0	75.0	75.0	75.0
	Parents with University Degree	*Yes*	79.5	84.9	93.2	80.9
		No	79.8	91.3	96.2	83.8
	First-Generation Status	*Yes*	81.6	89.7	94.9	84.7
		No	78.9	87.7	94.7	81.5
	Ethnicity (Belonging to a non-visible minority group)	*Yes*	83.7	93.2	95.5	90.9
		No	77.1	85.6	94.9	79.7
	Reported a Disability	*Yes*	76.0	100.0	96.0	72.0
		No	80.0	85.3	94.8	84.6
Program-related characteristics	Graduated from York	*Yes*	80.2	87.0	94.5	85.8
		No	77.1	88.6	95.7	78.5
	Sending York Faculty	*AMPD*	61.5	92.3	100.0	84.6
		Education		100.0	100.0	100.0
		FES	66.7	100.0	100.0	100.0
		Health	90.0	90.0	96.7	86.7
		LAPS	83.3	86.1	93.1	77.8
		Science	70.8	79.2	95.7	91.7
		Glendon	83.3	100.0	100.0	100.0
		Lassonde	57.1	85.7	85.7	57.2
	Receiving Seneca Faculty	*Faculty of Applied Arts & Health Sciences*	73.2	87.5	98.2	91.0

| York to Seneca Transfers	Variables	Categories	%Satisfied with Transfer Process	% Satisfied with Transfer Decision	% Transfer again	% Students with GPA of A/B at Seneca
Overall Sample			78.9	87.7	95.0	82.7
		Faculty of Applied Science & Engineering Technology	81.8	81.8	90.0	100.0
		Faculty of Communication, Art & Design	75.6	88.9	93.3	75.6
		Seneca Business	87.8	88.0	94.0	76.0
	Credential at Seneca	1 yr. certificate	50.0	75.0	100.0	75.0
		2 yr. diploma	84.6	89.1	94.6	84.8
		3 yr. diploma	74.1	85.2	92.6	77.8
		Grad certificate	75.0	85.0	100.0	85.0
		Bachelor's degree	68.4	89.5	94.7	79.0
	Advanced Standing at Seneca	Yes	77.3	82.1	93.9	80.6
		No	80.0	91.6	95.8	84.2
	Present Seneca GPA	A	75.0	91.7	97.1	
		B	82.5	88.8	95.9	
		C	72.7	81.8	95.5	
		D	66.7	66.7	66.7	
Transfer-related characteristics	Transfer Credits Received	No Credits	78.9	85.7	94.7	75.3
		1 to 4	80.0	93.3	96.7	91.7
		5 to 9	77.3	81.8	90.9	81.8
		10 or more	66.7	66.7	100.0	100.0
	Credits Received vs Expectation	Less than expected	70.5	77.3	90.9	79.5
		Same as expected	72.5	90.0	97.5	85.0
		More than expected	95.2	100.0	100.0	100.0
	Timing of Credit Notification	Before or at the start of the program	77.8	81.5	100.0	74.1
		After the start of the program	79.3	89.7	96.6	91.4
	Timing of Decision to Transfer	Before	100.0	100.0	100.0	100.0
		During	81.9	89.1	95.1	80.7
		After	75.0	84.4	93.8	89.1
	Most Important	Academic	71.0	84.4	100.0	87.5
		Career	82.2	90.0	94.4	84.4
		Credential	77.3	86.4	95.5	68.2

York to Seneca Transfers	Variables	Categories	%Satisfied with Transfer Process	% Satisfied with Transfer Decision	% Transfer again	% Students with GPA of A/B at Seneca
Overall Sample			78.9	87.7	95.0	82.7
	Reason for Transfer	*Transfer Agreement*	100.0	100.0	100.0	50.0
		Other	100.0	100.0	100.0	100.0
	First source of Information on Transfer Options	College/University	70.0	80.0	95.0	65.0
		College	88.9	90.6	95.2	84.4
		Personal	75.0	87.5	96.9	86.0
		University	69.2	84.6	84.6	84.6
	Time at Seneca	*1 to 2*	83.9	90.4	96.8	84.0
		3 to 4	67.5	82.5	92.5	87.5
		5 to 6	76.5	82.4	94.1	76.5
		More than 6	81.8	90.9	90.9	63.7
	Interacted with Faculty	*Yes*	81.2	89.3	98.0	84.0
		No	50.0	66.7	54.5	66.7

Appendix 1 Figure 63. Engagement in Academic Activities – Overall Sample
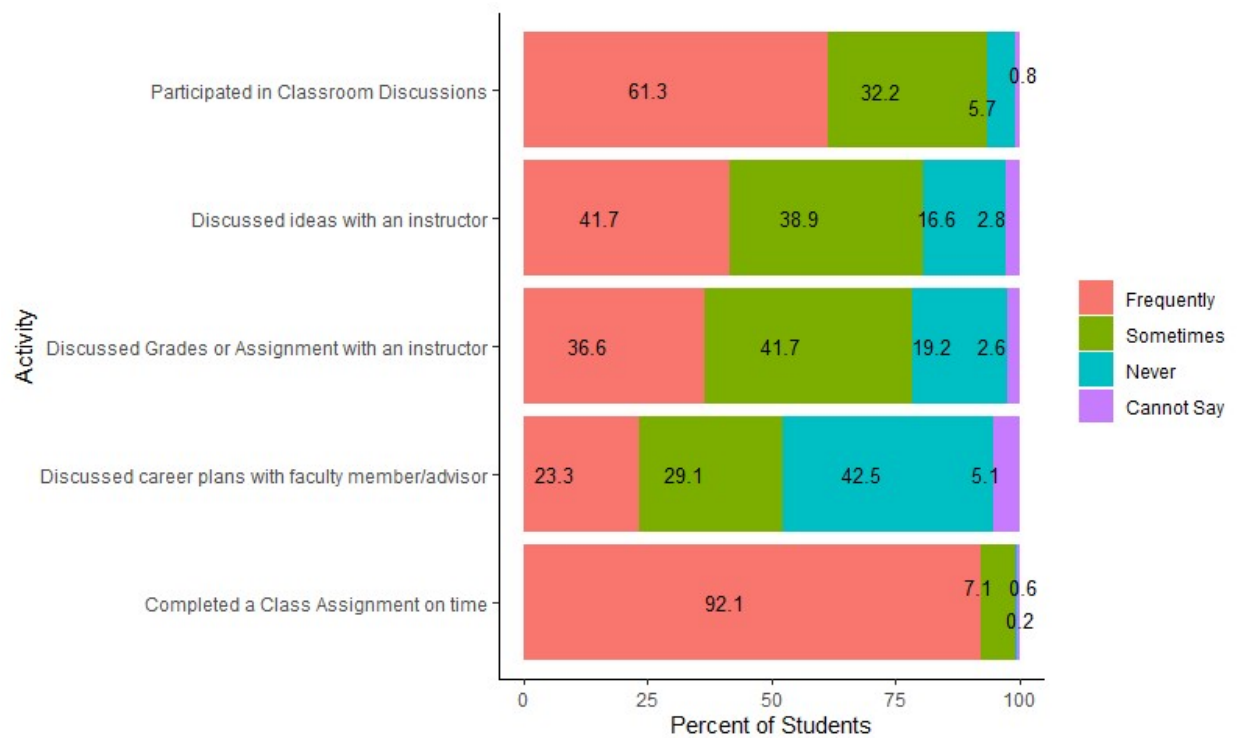
Appendix 1 Figure 64. Engagement in Non-Academic Activities (Hours per Week) – Overall Sample
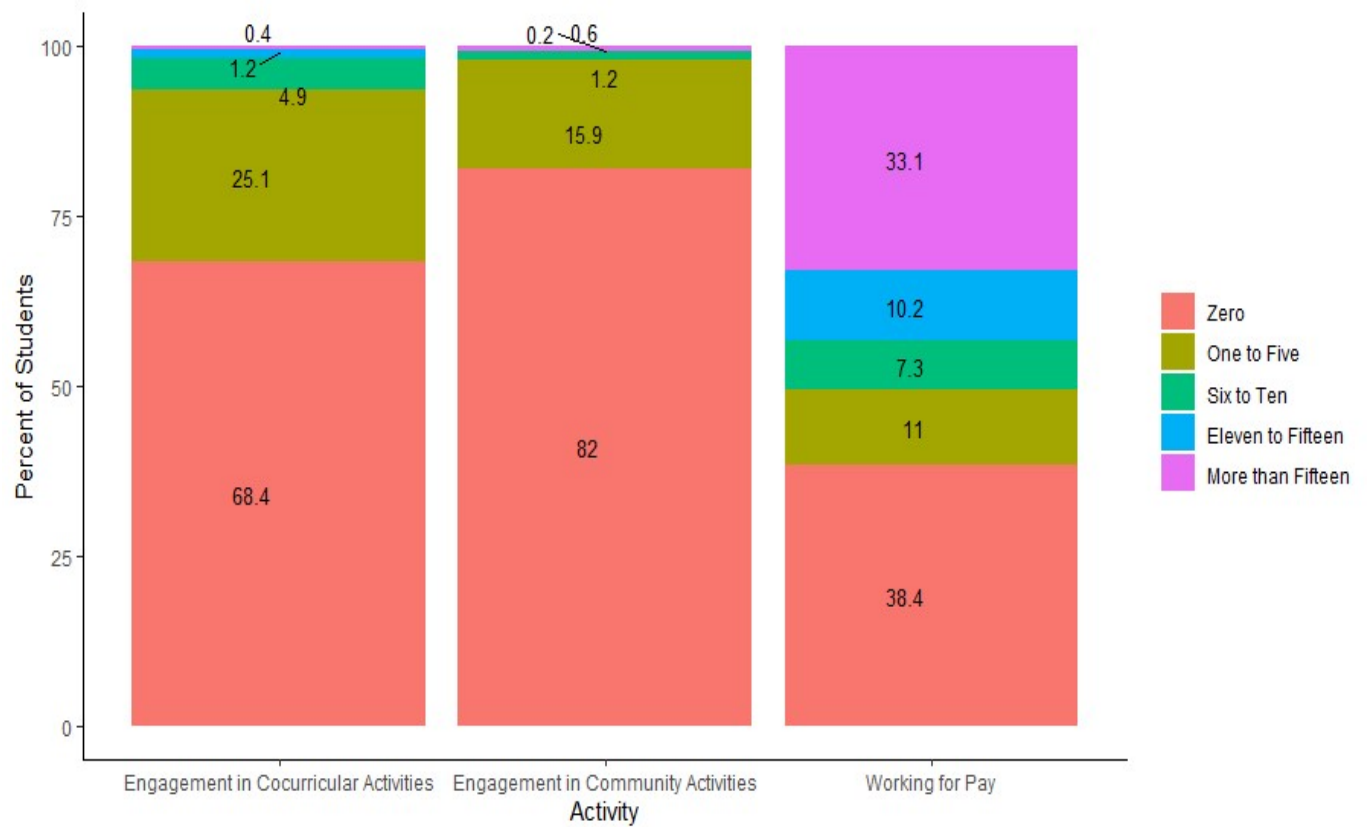
Appendix 1 Figure 65. York Sending Faculty into Seneca – York to Seneca
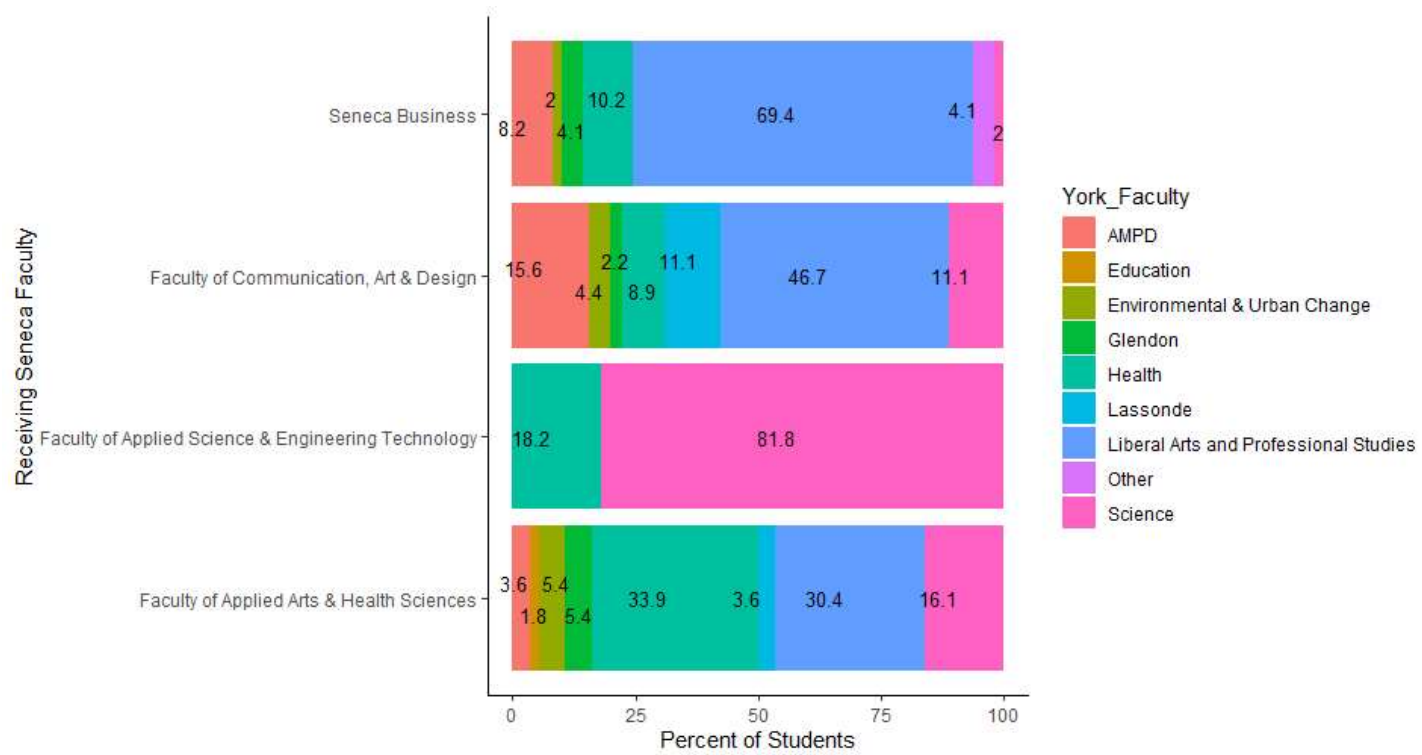
Appendix 1 Table 37. Seneca Sending Programs into York -- Seneca to York

Sending Seneca Program Cluster	Receiving York Faculty							
	Faculty of Liberal Arts and Professional Studies	Faculty of Education	Faculty of Environmental Studies	School of the Arts, Media, Performance & Design	Faculty of Health	Lassonde School of Engineering	Faculty of Science	Total by Seneca Program
Accounting	3.7						0.3	**4.0**
Accounting and Finance	2.8							**2.8**
Aviation	0.6					0.3		**0.9**
Biotechnology							5.7	**5.7**
Business	11.1						0.3	**11.3**
Chemical Lab			0.3	.	0.3	0.6	5.7	**6.8**
Child and Youth	0.3	0.3						**0.6**
Civil Engineering			0.9			1.1		**2.0**
Communication Arts	2.3			0.3	0.3			**2.8**
Computers	2.6				0.3	2.8		**5.7**
Court Tribunal	0.9				0.3			**1.1**
Early Childhood Education	4.3				0.9			**5.1**
Electrical Engineering						0.3		**0.3**
Environmental Tech			0.3		0.3			**0.6**
General Arts and Science	1.7				0.3		0.9	**2.8**
Law	2.0							**2.0**
Liberal Arts Transfer	7.4		0.9		2.3		0.3	**10.8**
Police Foundations	0.9				0.9			**1.7**
Social Services	10.2				3.1			**13.3**
Other	7.7		0.3	0.9	8.5	0.6	2.0	**19.8**
Total by York Faculty	**58.1**	**0.3**	**2.6**	**1.1**	**17.3**	**5.7**	**15.0**	**100**

Appendix 1 Table 38. Transfer Credits Received for Seneca Program -- Seneca to York

Transfer Credits Received for Seneca study	Number	Percentage (%)
No credits	17	4.8
1 to 15	73	20.7
16 to 30	131	37.1
31 to 45	77	21.8
46 to 60	55	15.6

Appendix 1 Figure 66. Credits received (relative to expectations) by Graduation Status – Seneca to York
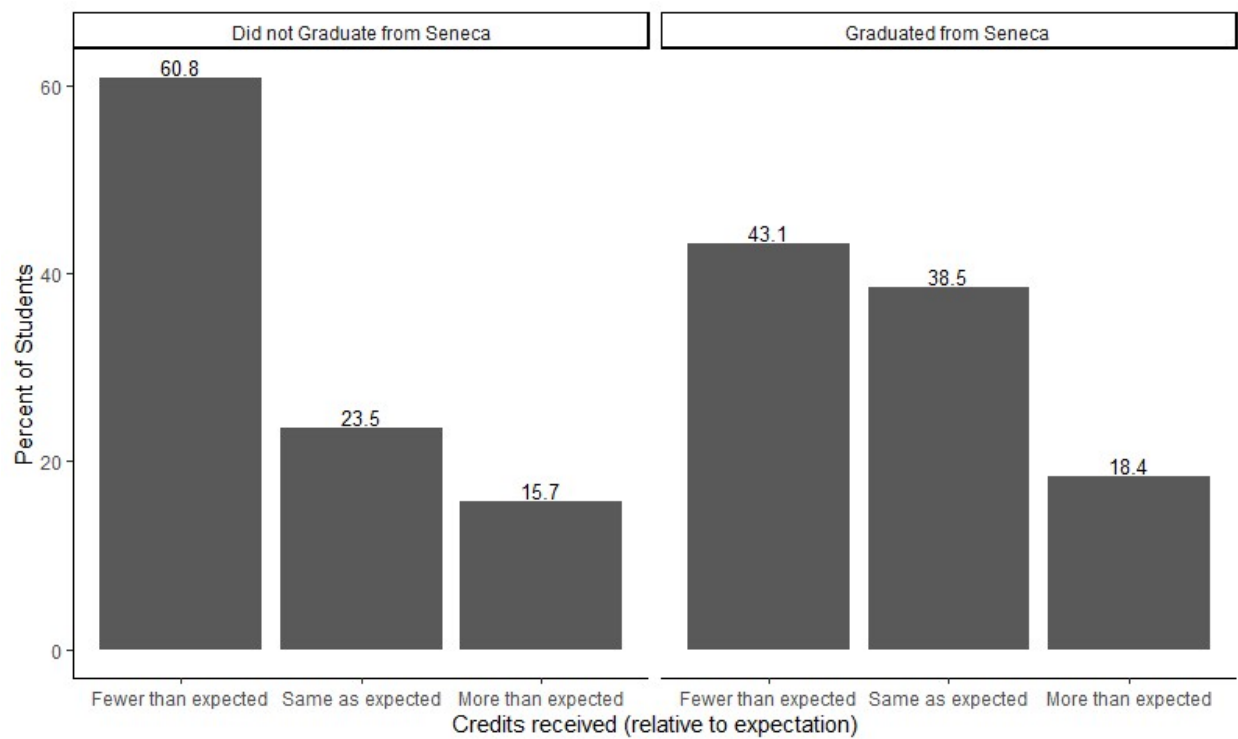
Appendix 1 Figure 67. Credits received (relative to expectations) by Graduation Status – York to Seneca
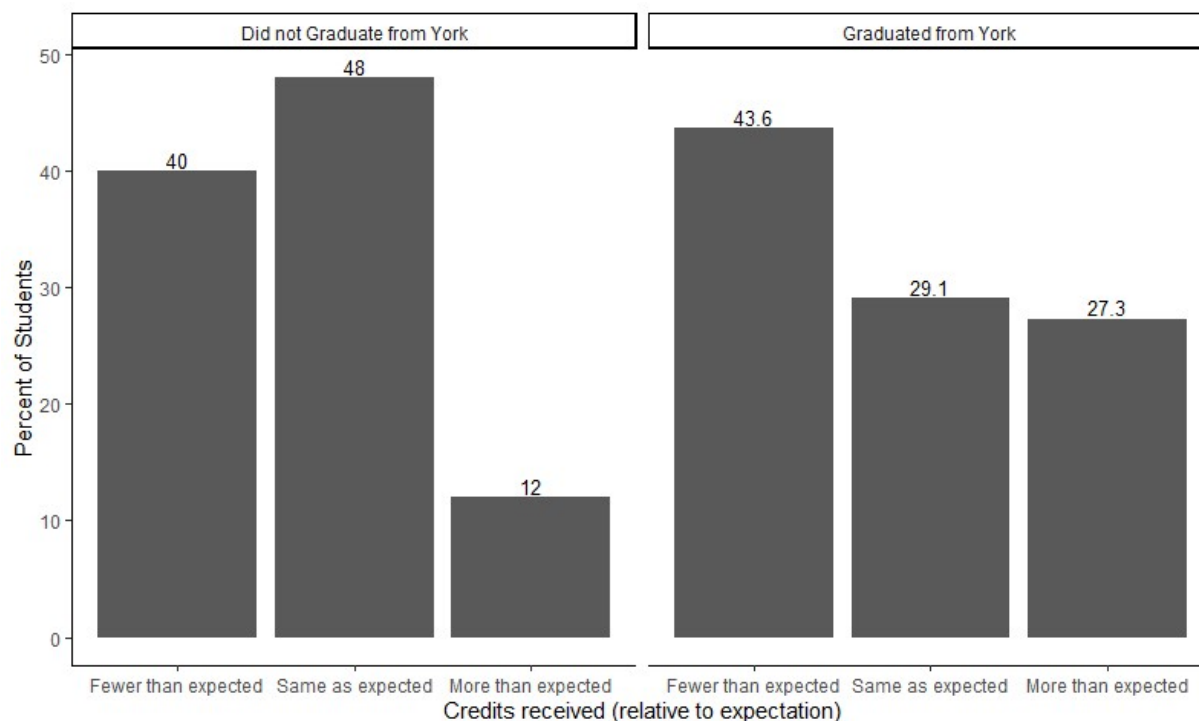
Appendix 1 Table 39. Most Satisfying Things about Transferring to York

Satisfying Aspect	N	Percent
Ease of transfer process and opportunities for transfer credits	100	33.9
Academic Reasons (program quality, content & structure)	62	21.0
University Experience	55	18.6
Opportunity to acquire credential	40	13.6
Convenience due to location	18	6.1
Career Related	10	3.4
Nothing	10	3.4

Appendix 1 Table 40. Most Unsatisfying Things about Transferring to York

Unsatisfying Aspect	N	Percent
Transfer credit expectations	68	26.0
Academic related (program quality, content & structure)	49	18.7
Problems with the transfer process	49	18.7
Administrative issues (course enrolment issues, large class sizes, strikes)	35	13.4
Poor access to academic advising	31	11.8
Commute to university and parking fees	16	6.1
University environment	14	5.3

Appendix 1 Table 41. Most Satisfying Thing about Transferring to Seneca

Satisfying Aspect	N	Percent
Academic related	60	40.8
Opportunities for practical experience	38	25.9
Career related	20	13.6
College experience and environment	19	12.9
Convenience/Location	4	2.7
Other	3	2.0
Opportunity for transfer credits	2	1.4
Nothing	1	0.7

Appendix 1 Table 42. Most Unsatisfying Thing about Transferring to Seneca

Unsatisfying Aspect	N	Percent
Academic related	43	35.3
Administrative issues	30	24.6
Commute to College	19	156
Other	12	9.8
Transfer credits process	11	9.0
College environment	7	5.7

APPENDIX 2. Student Experience in Transfer Survey

[York to Seneca]
What faculty/school were you enrolled in at York before you decided to continue your education at Seneca?

    School of the Arts, Media, Performance & Design
    Faculty of Education
    Faculty of Environmental Studies
    Faculty of Health
    Faculty of Liberal Arts and Professional Studies
    Faculty of Science
    Glendon
    Lassonde School of Engineering
    Other (please specify) _____

[York to Seneca]   **What degree program were you enrolled in?**

    [if AMPD]
    BA
    BFA
    Bodes

    [if ED]
    BA
    Beed

    [if HLTH]
    BA
    BSc
    BHS

    [if LAPS]
    BA
    BCom
    BHRM
    BDEM
    BSW
    BAS
    BPA
    iBA

    [if SCI or if GLENDON]
    BA
    BSc
    iBA
    [if LAPS]
    BA
    BSc
    BEng
    iBSc
    iBA

    [if other]
    open-ended

[York to Seneca]
What was your GPA at York before you decided to continue your education at Seneca?

        8.0 - 9.0   (A)
        6.0 - <8.0   (B)
        4.9 - <6.0   (C)
        < 4.0   (D/F)

[Seneca to York]
Overall, how satisfied are you with your decision to transfer from Seneca to York?

[York to Seneca]
Overall, how satisfied are you with your decision to continue your education at Seneca?

        Very satisfied
        Somewhat satisfied
        Neither satisfied nor unsatisfied
        Somewhat unsatisfied
        Very unsatisfied

[ask all]
How satisfied were you with the overall *process* of transferring from one institution to the other (including application, registration, selecting courses, etc.)?

        Very satisfied
        Somewhat satisfied
        Neither satisfied nor unsatisfied
        Somewhat unsatisfied
        Very unsatisfied

[York to Seneca]
Please tell us how important each of the following were in your decision to continue your education at Seneca.

[Seneca to York]
Please tell us how important each of the following were in your decision to transfer from Seneca to York.

    Very Important   Somewhat Important   Not at all Important

- Potential for higher income
- No work/ job available in my field
- To get a certificate/diploma or degree
- Interest in pursuing a different field of study
- Needed for professional designation
- Encouragement from others (family members, friends, faculty)
- To gain practical skills specific to my career interests *[York to Seneca only]*
- More opportunities for career advancement
- Upgrade/ improve skills
- Could not get into York, but could get into Seneca *[Seneca to York only]*
- The opportunity for transfer credit between my previous and current program
- Ease of the transfer credit process
- Convenience/location [*York to Seneca only*]
- Company required/ paid for it
- Other (please specify) _____

[York to Seneca - if more than one response selected as very important, list those and ask:]

Of the reasons that you indicated were very important in your decision to continue your education at Seneca, which one was the MOST important?

[Seneca to York -if more than one response selected as very important, list those and ask:]

Of the reasons that you indicated were very important in your decision to transfer from Seneca to York, which one was the MOST important?

[York to Seneca]
Did you graduate from York before continuing your studies at Seneca?

Yes
No

[York to Seneca – non-graduates]
Which of the following reasons best explains why you chose not to continue your studies at York? (Select all that apply)

My marks were too low
Didn't like the program
The academic work was too difficult
It was too difficult connect with professors
Didn't know how to get help
It was too difficult to get help
Commuting challenges (travel distance and transportation difficulties)
Cost
Family obligations (child/ elder care/ care for dependents etc.)
Other (please specify) _____

[Seneca to York]
Did you graduate from Seneca before transferring to York?

Yes
No

[Seneca to York – non-graduates]
Which of the following reasons best explains why you chose not to continue your studies at Seneca? (select all that apply)

My program was not very challenging
I was doing very well academically
I wanted a university degree
University was better suited to my learning interests and/ or style
I had previous post-secondary education
Family expectations
I live closer to the university/ the commute was easier
Family obligations (child/ elder care/ care for dependents etc.)
Other (please specify) _____

[Seneca to York]
How did you FIRST find out about the transfer options between York and Seneca?

[York to Seneca]
How did you FIRST find out about the educational options between York and Seneca?

Seneca website/publications
Seneca faculty/program coordinators
Seneca staff
'Fast Track' event at Seneca
York website/publications
York staff
College and University fair/on-campus information fair/open house
Social media
Other students/friends
Parents/family
ONTransfer.ca website
OCAS / OUAC websites
Other (please specify) _____

[York to Seneca]
Thinking back to when you were *considering* continuing your education at Seneca, which of the following sources of information did you use? Please select all that apply.

[Seneca to York]
Thinking back to when you were *considering* transferring to York, which of the following sources of information did you use? Please select all that apply.

Seneca websites
ONTransfer.ca
OCAS/OUAC websites
Seneca's 'Degree and Credit Transfer Office' Publication
Other Seneca publications
Seneca faculty/program coordinators
Seneca staff
Seneca's Degree and Credit Transfer Office
'Fast Track' event at Seneca
York's 'Future Students' website
Other York websites
York publications
York staff
York's Transfer Credit Advising Services
College and University fair/on-campus information fair/open house
Social media
Other students/friends
Parents/family
Other (please specify) _____

[follow-up questions to each source of information selected]
How useful was [source of information]?

Very useful
Somewhat useful
Not very useful
Not at all useful

[if not very useful or not at all useful]
Please tell us a bit more about why you did not find [source of information] a useful source of information.
_____
_____

[York to Seneca]
When you were thinking about going to Seneca, were you provided with information on financial aid options?

   Yes
   No
   Don't remember
   Not applicable

[if yes]
Which of the following sources did you get information about financial aid options from? Please select all that apply.

   York website
   Seneca website
   Financial Aid Office at York
   Financial Aid Office at Seneca
   Seneca's 'Awards, Scholarships & Bursaries' webpage
   Other (please specify) _____

[Seneca to York]
When you were thinking about transferring to York, were you provided with information on financial aid options?

   Yes
   No
   Don't remember
   Not applicable

[if yes]
Which of the following sources did you get information about financial aid options from? Please select all that apply.

   York website
   Seneca website
   Financial Aid Office at York
   Financial Aid Office at Seneca
   York's 'Future Students' webpage
   Other (please specify) _____

[York to Seneca]
When did you make the decision to apply to Seneca?

   Before I enrolled in my program at York
   During my program at York

As I was finishing my program at York
After I graduated from York
Not sure
Other (please specify) _____

[Seneca to York]
When did you make the decision to apply to York?

Before I enrolled in my program at Seneca
During my program at Seneca
As I was finishing my program at Seneca
After I graduated from Seneca
Not sure
Other (please specify) _____

[York to Seneca]
Now, thinking back to when you *applied* to Seneca, which of the following sources of information did you use (for example to track your application, number of credits transferred, financial information, etc.)? Please select all that apply.

[Seneca to York]
Now, thinking back to when you *applied* to York, which of the following sources of information did you use (for example to track your application, number of credits transferred, financial information, etc.)? Please select all that apply.

- Seneca websites
- Seneca publications
- Seneca faculty/program coordinators
- Seneca staff
- York websites
- York publications
- York staff
- Emails from York
- Emails from Seneca
- Social media
- Online chat
- Orientation sessions
- Other (please specify) _____

[follow-up questions to each source of information selected]
How useful was [source of information]?

Very useful
Somewhat useful
Not very useful
Not at all useful

[if not very useful or not at all useful]
Please tell us a bit more about why you did not find [source of information] a useful source of information during the application process?

_____

_____

[Seneca to York]
When did you find out whether you were receiving credit for your Seneca program?

[York to Seneca]
When did you find out whether you were receiving credit for your York program?

> With the offer of admission
> At or before registration
> After registration
> Have not applied for credit transfer yet   *[skip next question]*
> Have applied for credit transfer, but have not heard yet *[skip next question]*
> Not applying for credit transfer *[skip next question]*
> Don't know

Was the number of credits that were transferred the same as what you expected would transfer?

> Yes, more courses/credits transferred than I expected
> Yes, the courses/credits that I expected transferred
> No, fewer courses/credits transferred than I expected

[York to Seneca]
Once you had *registered* at Seneca, which of the following did you use to get information on things such as selecting courses, understanding program requirements and academic rules and policies? Please select all that apply.

- Seneca website/publications
- Seneca faculty/program coordinators
- Seneca staff
- York website/publications
- York staff
- Email communication with York
- Email communication with Seneca
- Social media
- Online chat
- Other students/friends
- Other orientation session
  Advising appointments at York
- Advising appointments at Seneca
- Other (please specify) _____

[Seneca to York]
Once you had *registered* at York, which of the following did you use to get information on things such as selecting courses, understanding program requirements and academic rules and policies? Please select all that apply.
- Seneca website/publications
- Seneca faculty/program coordinators
- Seneca staff
- York website/publications
- York staff

- Email communication with York
- Email communication with Seneca
- Social media
- Online chat
- Other students/friends
- ACMAPS (Atkinson Centre for Mature and Part-time Students)
- YU Start orientation session
- Other orientation session
- Other (please specify) _____

[follow-up questions to each source of information selected]
How useful was [source of information]?

>> Very useful
>> Somewhat useful
>> Not very useful
>> Not at all useful

[York to Seneca - if not very useful or not at all useful]
Please tell us a bit more about why you did not find [source of information] a useful source of information once you had registered at Seneca?

_____

_____

[Seneca to York - if not very useful or not at all useful]
Please tell us a bit more about why you did not find [source of information] a useful source of information once you had registered at York?

_____

_____

[York to Seneca]
How would you rate your academic performance at Seneca?

>> Excellent   (GPA=4.0)
>> Good   (GPA=3.0 - <4.0)
>> Satisfactory   (GPA=2.0 - <3.0)
>> Unsatisfactory (GPA<2.0)
>> Cannot say

[Seneca to York]
How would you rate your academic performance at York?

>> Excellent   (GPA=8.0 – 9.0)
>> Good   (GPA=6.0 - <8.0)
>> Satisfactory   (GPA=4.0 - <6.0)
>> Unsatisfactory (GPA<4.0)
>> Cannot say

[ask all]
Overall, how satisfied are you with your academic preparation for your current program of study?
>> Very satisfied
>> Somewhat satisfied
>> Somewhat dissatisfied

Very dissatisfied
Cannot say

[Seneca to York]
What was the ONE most satisfying thing about transferring from Seneca to York?

_____

_____

[York to Seneca]
What was the ONE most satisfying thing about continuing your education at Seneca?

_____

_____

[York to Seneca]
What was the ONE most unsatisfying thing about continuing with your education at Seneca having attended York?

_____

_____

[Seneca to York]
What was the ONE most unsatisfying thing about transferring from Seneca to York?

_____

_____

[York to Seneca]
Since you have been at Seneca, have you used any of the following student services?

	Yes	No	Never heard of	Not applicable
• Degree and Credit Transfer Office				
• Counselling and Accessibility Services/ Counsellors				
• Learning Strategists				
• Assistive Technologists				
• Learning Services/ Tutoring/ Tutors				
• Student Advising/ Advisors				
• Co-op/Work-term/ Work Integrated department / supports				
• Seneca Libraries				
• First Peoples@Seneca Services				
• Other (please specify) _____				

[Seneca to York]
Since you have been at York, have you used any of the following student services?

	Yes	No	Never heard of	Not applicable
• Student Accessibility Services				
• Academic Advising				
• Career Centre				
• ESL Open Learning Centre (OLC)				
• Atkinson Centre for Mature & Part-Time Students (ACMAPS)				

- York University Mature Student Organization
- SPARK (Student Papers and Academic Research Kit)
- Learning Commons/ Library
- YU Start - New Student Transition Program
- Writing Support Centre
- Student Community Leadership Development (SCLD)
- Learning Skills Services (workshops, peer academic coaching, drop-in)
- Student Success Strategies Programs/ Services
- YU Experience Hub
- Other (please specify) _____

[York to Seneca]
Since you enrolled at Seneca, how often have you engaged in the following activities?

[Seneca to York]
Since you transferred to York, how often have you engaged in the following activities?

	Frequently	Sometimes	Never	Cannot say

- Completed a class assignment on time
- Participated in classroom discussions
- Discussed grades or assignments with an instructor
- Discussed ideas about a term paper, class project or
- group assignment with an instructor
- Discussed career plans and ambitions with a faculty
- member or advisor

[ask all]
About how many hours do you spend in a typical 7-day week doing the following?

Participating in co-curricular activities
(clubs, organizations, student government, sports, etc.)   ____

Participating in an on-campus community service or volunteer activity   ____

Working for pay   ____

[York to Seneca]
If you could start over again, would you choose to attend Seneca?

[Seneca to York]
If you could start over again, would you transfer to York?
- Definitely yes
- Probably yes
- Probably no
- Definitely no

[York to Seneca]
What is the ONE change that you would like to see implemented that would improve the experience for students choosing to continue their education at Seneca?

_____

_____

[Seneca to York]
What is the ONE change that you would like to see implemented that would improve the experience for students transferring from Seneca to York?

_____

_____

[ask all]
These last few questions ask about your background.

What is the highest level of education completed by either of your parents (or those who raised you)?

- Did not finish high school
- Graduated from high school
- Some college or CEGEP
- Completed college or CEGEP
- Attended university without earning degree
- Completed Bachelor's Degree (e.g., BA, BSc, LLB, BEng, etc.)
- Completed Master's Degree (e.g., M.A., MSc. LLM, MEng, MD, etc.)
- Completed a Doctoral Degree
- Not sure

To what ethnic or cultural group do you belong? (Please select all that apply)

- White
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- Chinese
- Black
- Filipino
- Latin American
- Arab
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, etc.)
- West Asian (e.g., Iranian, Afghan, etc.)
- Korean
- Japanese
- Indigenous (e.g., First Nations, Métis, Inuit)
- Other (please specify) _____

Do you have any disability or continuing health condition? Please include any learning, physical, or mental health disability.

Yes

No   *[go to consent]*

[Seneca to York]
Did you register with Student Accessibility Services?

Yes

No

[York to Seneca]
Did you register with Counselling and Accessibility Services?

Yes

No

Please indicate the nature of your disability or continuing health condition. Please select all that apply.

- Blind or visually impaired (not including problems correctable with lenses)
- Deaf or hard of hearing
- Dexterity or coordination disability
- Intellectual disability, such as Down's Syndrome
- Learning disability
- Medical disability
- Mobility disability, such as the need to use canes or a wheelchair
- Psychiatric illness such as depression, bipolar disorder, anxiety disorder, etc.
- Substance dependency, such as alcoholism
- Other disability (please specify) _____

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