

A DECADE OF HISTORY:
COMPARING ONTARIO SECONDARY SCHOOL &
COLLEGE (CAAT) TRANSFER STUDENTS
AT YORK UNIVERSITY

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Overview of the Study

- Thank you to CUCC for commissioning York University to conduct this study on the differences in university performance of Ontario CAAT transfer students and secondary school students.
- For the purpose of this study, drop out rates and graduation rates were deemed to be the best indicators of university performance over the period of 1996 to 2006.
- The demographic differences between the secondary school students and CAAT transfer students were also included as they are important determinants of university performance.

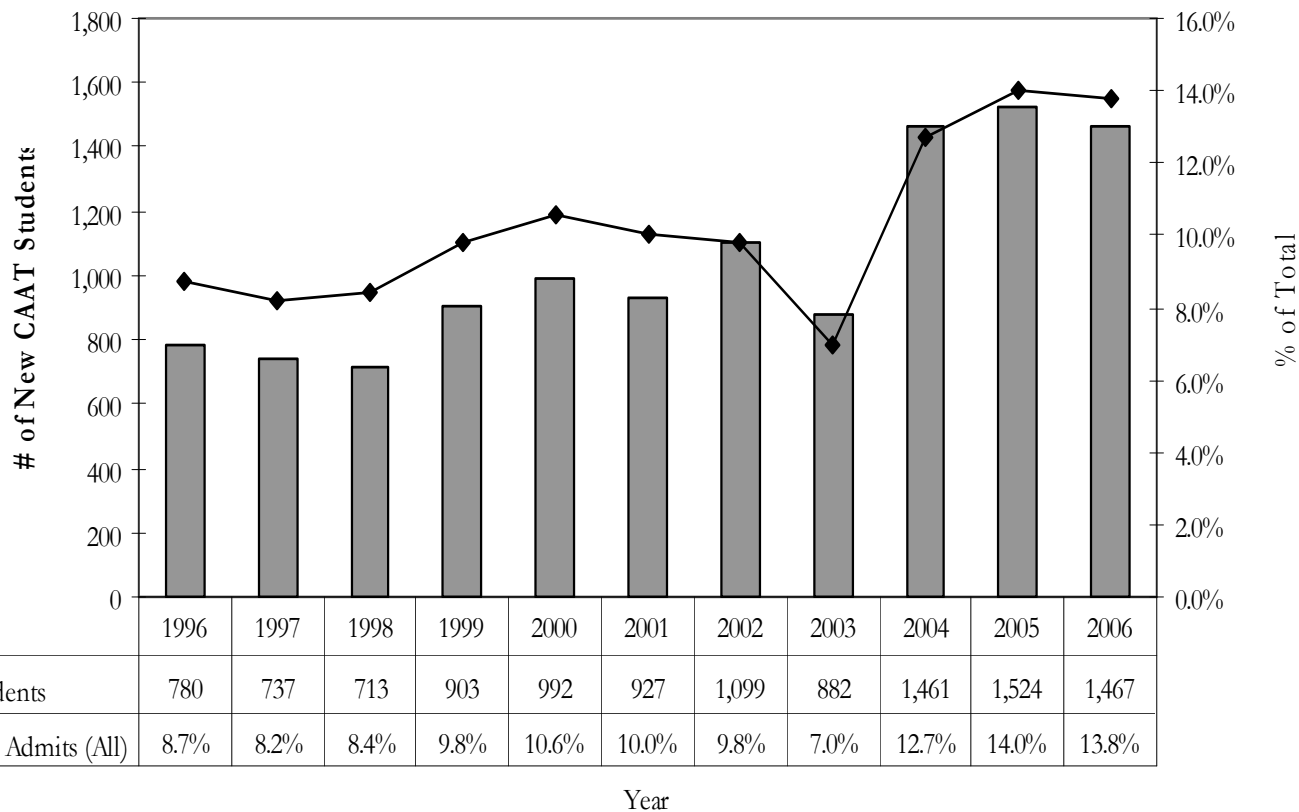
Discoveries about CAAT Transfer Students...

- Represent an increasing proportion of York's entering class
- Collaboration & partnerships are influencing growth
- GTA colleges are an increasing source of the CAAT Transfer growth
- Student profiles are becoming similar to their secondary school peers
- Students are entering with more transfer credit
- Social Sciences & Humanities are the university disciplines of choice
- Drop out rates are dropping
- Graduation rates are on the rise

Enrolment Picture of CAAT Transfers @ York

- Over the last decade, York's new student intake grew steadily, with the growth in new CAAT Transfers keeping pace.
- This growth meant a doubling of CAAT Transfers from 780 in 1996 to 1,467 in 2006.
- CAAT Transfers have accounted for an increasing proportion of York's overall new student intake, growing from 8.7% in 1996 to 13.8% in 2006.

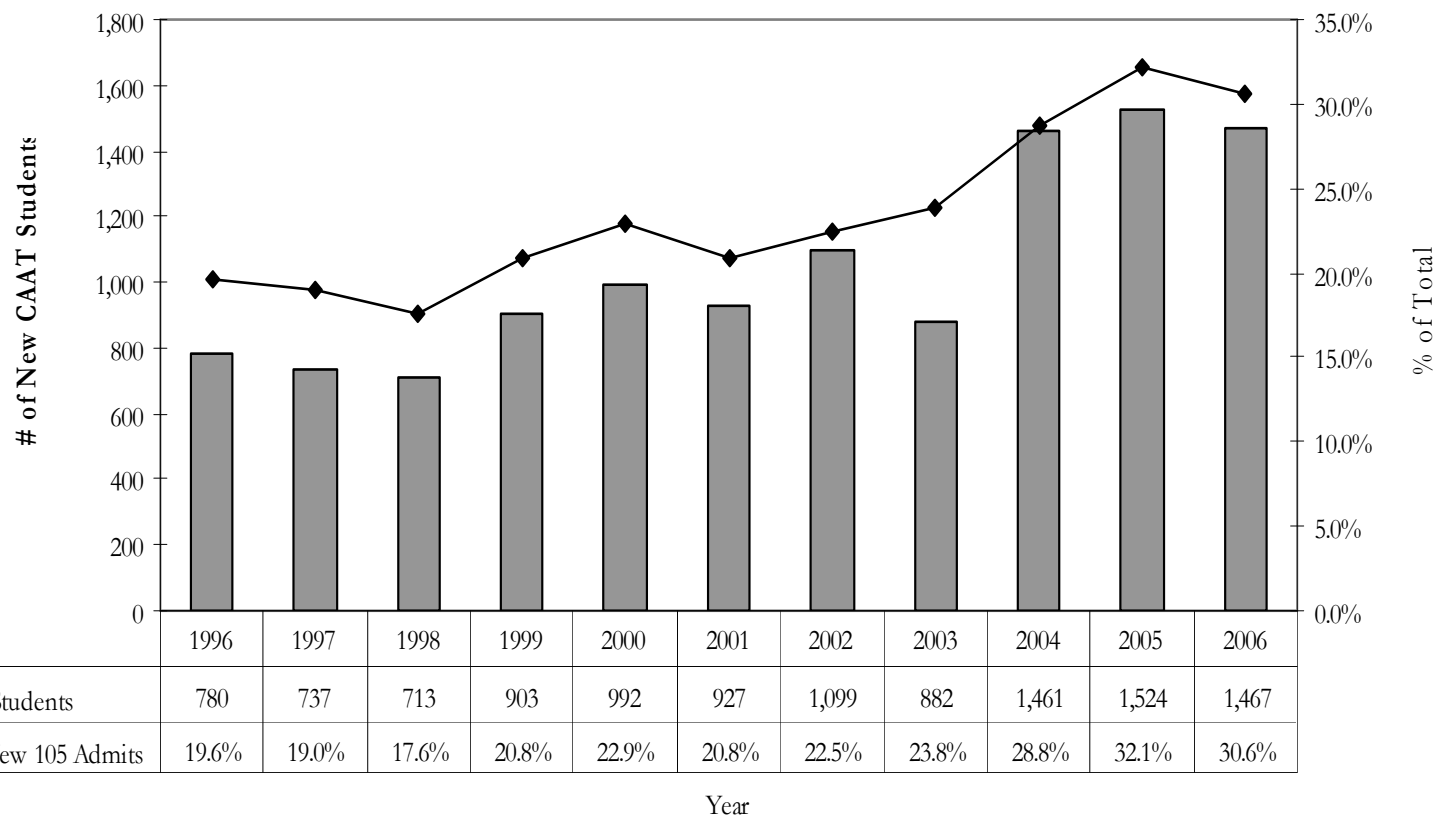
New CAAT Transfers as a Percentage of Total York University Admits



Increase in CAAT Transfers

- Colleges in the GTA are becoming an increasing source of student transfers for York.
- CAAT Transfers represented approximately 31% of the 105 cohort in 2006 compared to only 19.6% eleven years earlier.
- The increasing proportion of CAAT Transfers in the 105 cohort can in large part be attributed to the college-university collaborations developed by York over this period of time.

New CAAT Transfers as a Percentage of Total York University 105 Admits



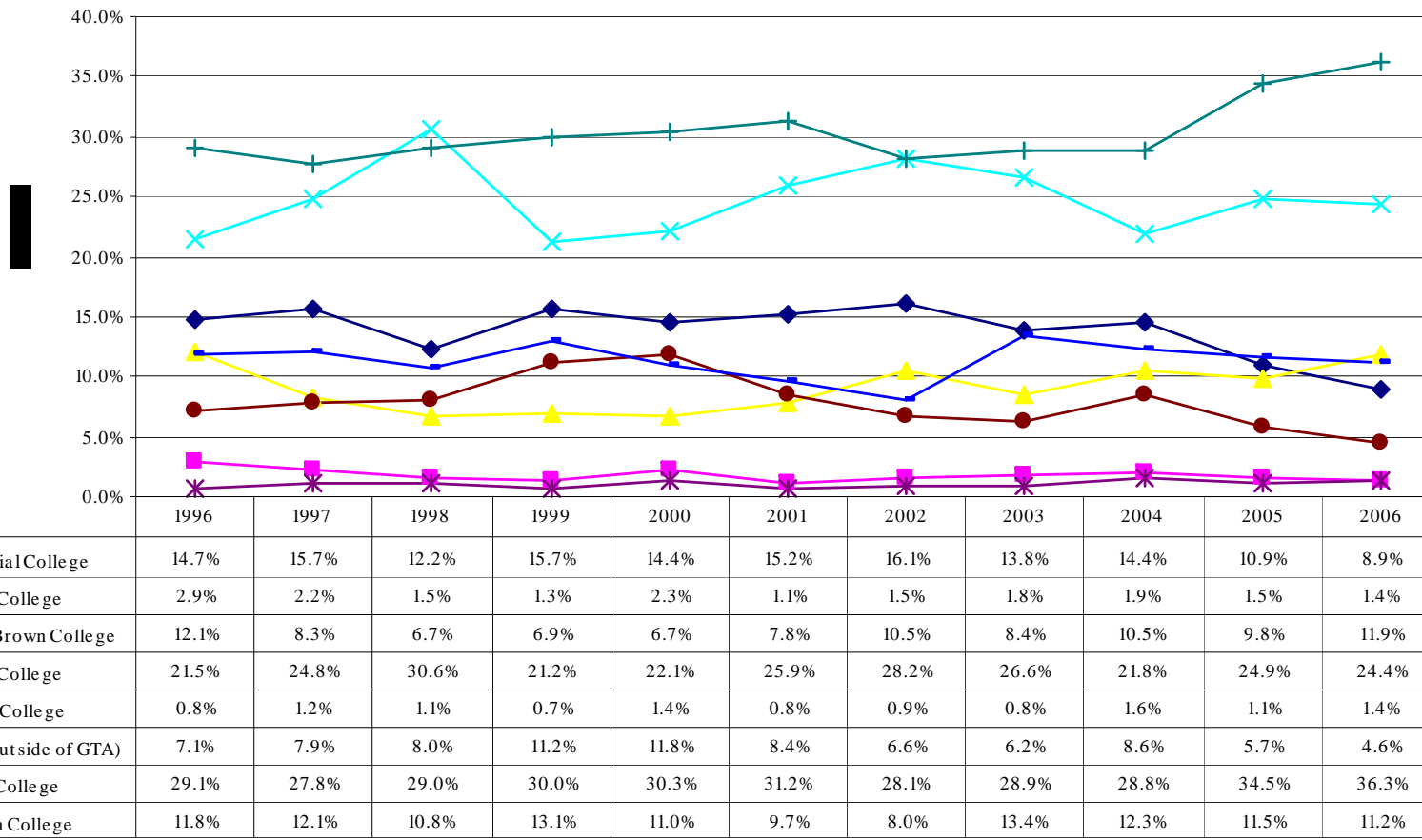
Distribution of GTA CAAT Transfers

- While York has seen an overall increase in the number of students transferring from college to university since 1996, the proportion of students entering York from each of the colleges has not varied much through this growth period.
- Seneca continues to be York's largest source of college transfers due to the evolution of York and Seneca's strong collaborative relationships over the past decade, including the Seneca move onto York's Keele campus.

Number of Students Entering York from Ontario Colleges – 1996 vs. 2006

<i>Colleges</i>	<i>1996</i>			<i>2006</i>		
	<i>N</i>	<i>% of Total</i>	<i>Rank</i>	<i>N</i>	<i>% of Total</i>	<i>Rank</i>
Centennial College	115	14.7%	3	130	8.9%	5
Durham College	23	2.9%	7	20	1.4%	7
George Brown College	94	12.1%	4	174	11.9%	3
Humber College	168	21.5%	2	358	24.4%	2
Mohawk College	6	0.8%	8	21	1.4%	7
Other (Outside of GTA)	55	7.1%	6	67	4.6%	6
Seneca College	227	29.1%	1	532	36.3%	1
Sheridan College	92	11.8%	5	165	11.2%	4
Total	780	100.0%		1,467	100.0%	

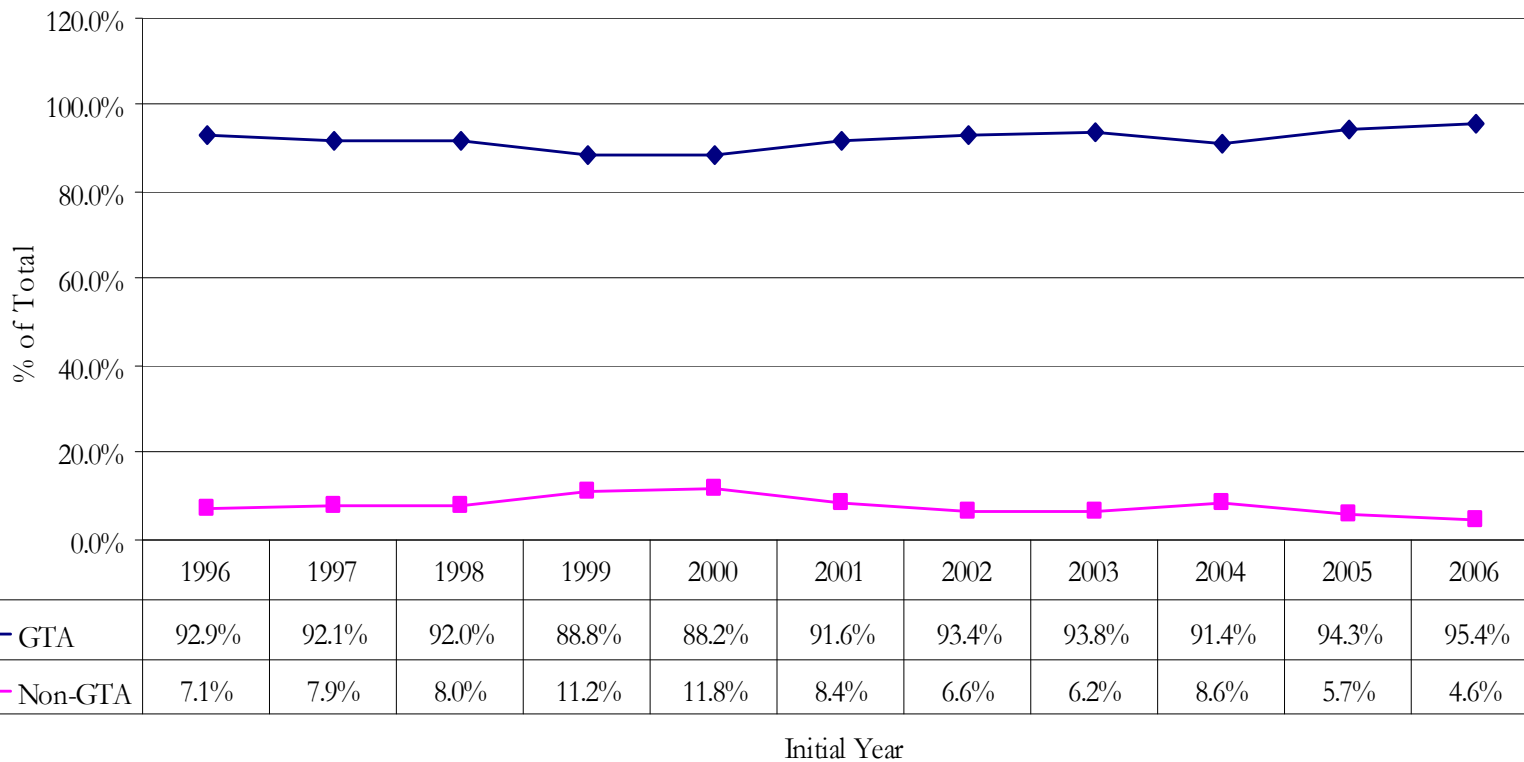
Distribution of CAAT Students by College



Collaborations & Partnerships Yield Higher Transfer Rates

- Since 1996, the percentage of students transferring to York from CAATs in the GTA has grown slightly (2.5%) with a corresponding decrease in the percentage of students transferring from colleges from outside of the GTA.
- Historically the highest proportion of college transfers have been, and continue to be, those who come from colleges that have established collaborations and partnerships with York University.
- Successful ongoing and new CAAT collaborations and partnerships are resulting in a greater number of CAAT Transfers to York, which are for the most part with colleges in the GTA.

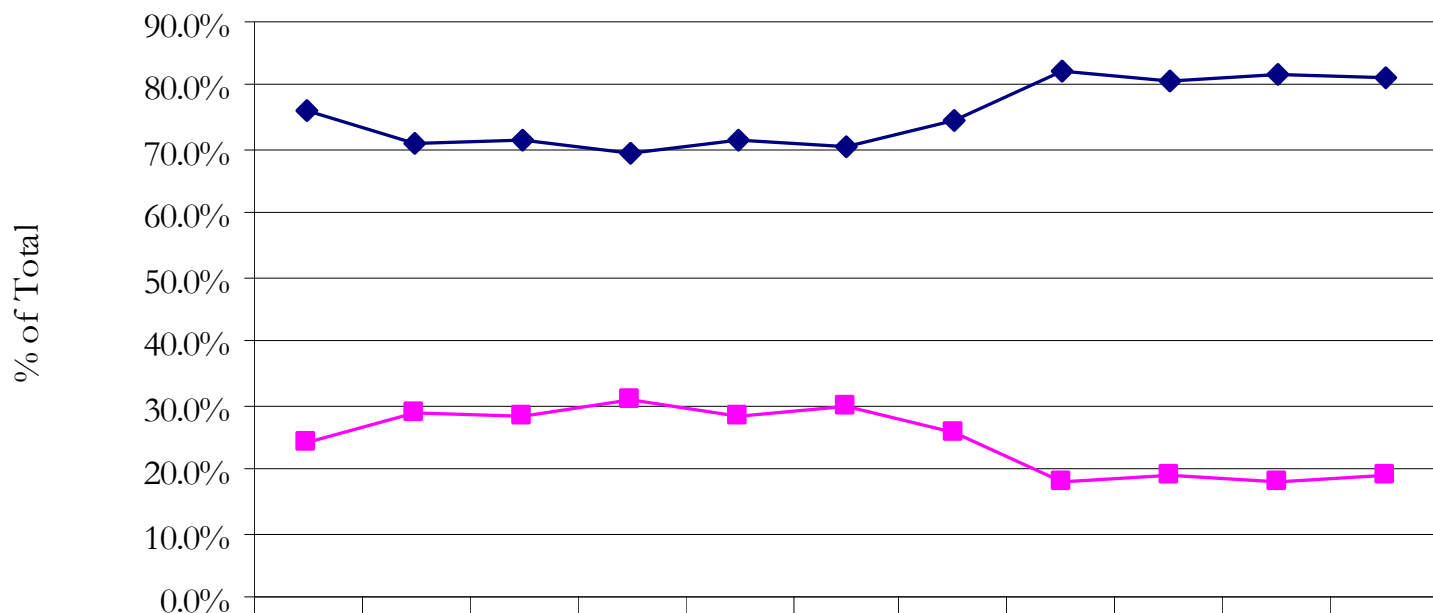
CAAT Students – GTA vs. Non-GTA Colleges



Demographic Similarities...

- Demographically, the profile of CAAT Transfers has shifted over the past decade, with CAAT Transfers becoming more similar to the secondary school cohort and less like their non-secondary school comparator, with respect to gender, full-time/part-time status and age.
- Full-time vs. Part-time - There has been an increase in the percentage of CAAT Transfers pursuing full-time studies in their initial year at York.

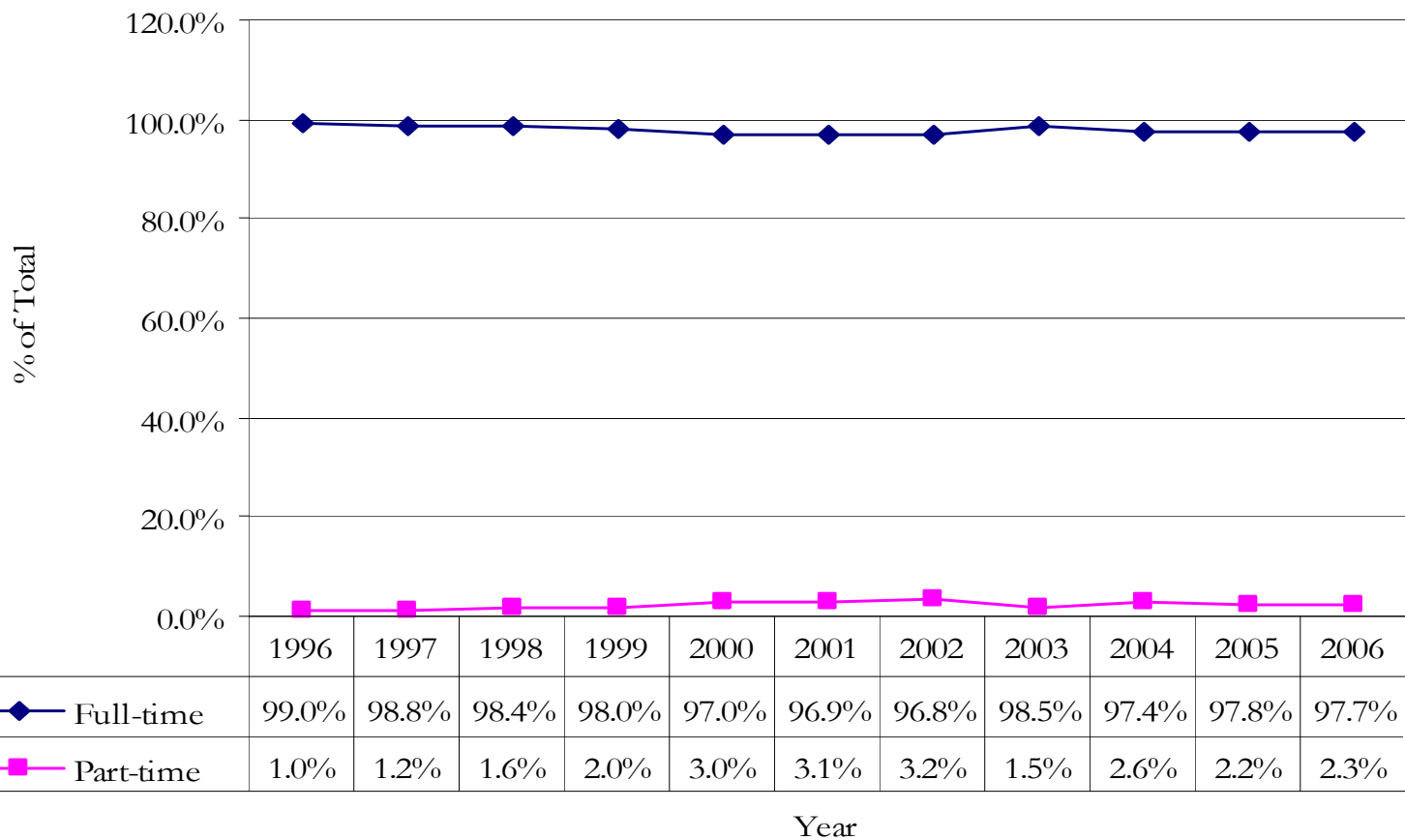
CAAT Transfers Attending York Full-time vs. Part-time



◆ Full-time	76.0%	71.0%	71.7%	69.3%	71.7%	70.3%	74.3%	82.2%	80.8%	82.0%	81.2%
■ Part-time	24.0%	29.0%	28.3%	30.7%	28.3%	29.7%	25.7%	17.8%	19.2%	18.0%	18.8%

Initial Year

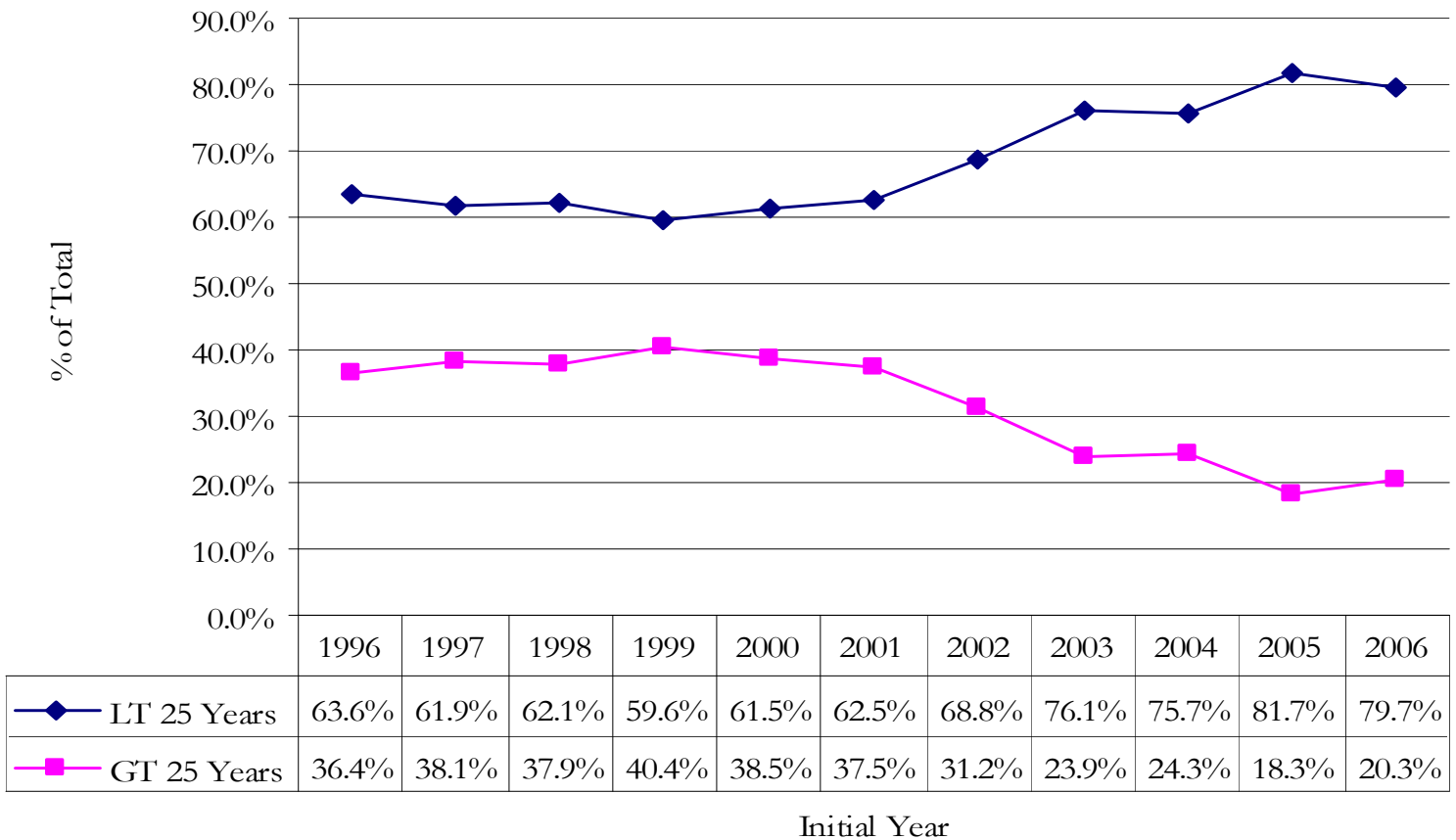
Secondary School Students Attending York Full-time vs. Part-time



Gender & Age Profiles

- Gender – The gender split of the CAAT Transfers has remained very consistent at approximately 1/3 males to 2/3 females, which is similar to York's secondary school student population.
- Age – Since November 2003 there has been a notable increase in the proportion of CAAT Transfers who are under the age of 25 in their initial year of study at York.

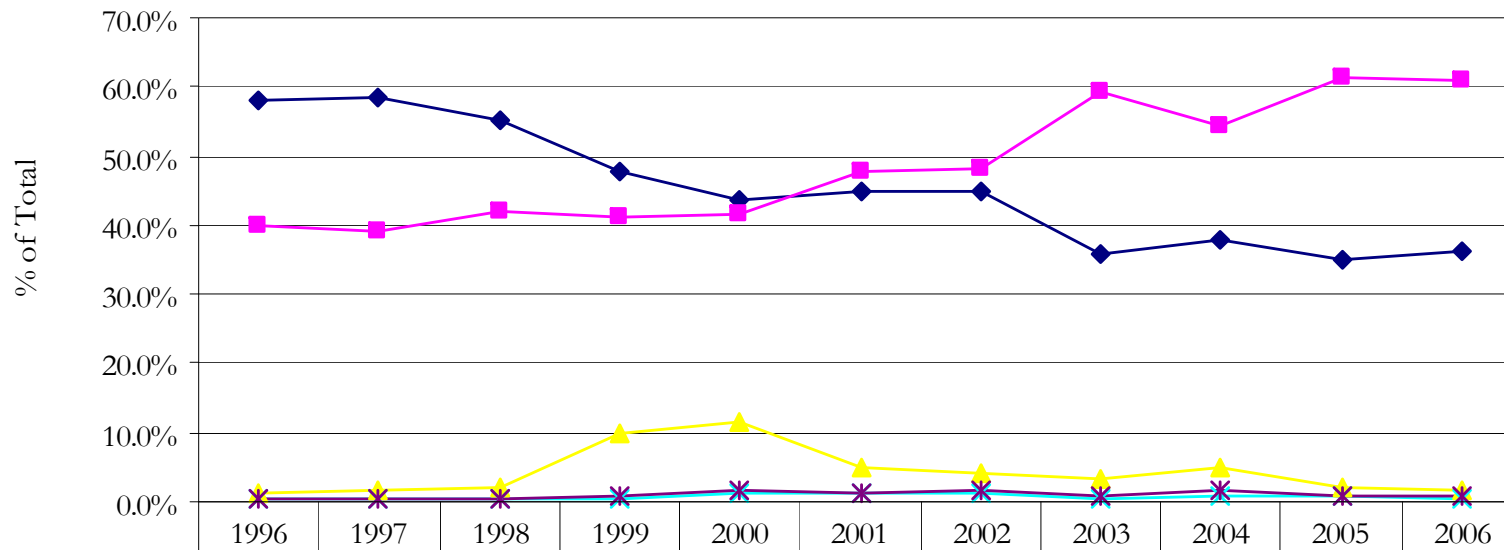
Age Profile of CAAT Transfers



Recognition of Higher Transfer Credit

- There has been a significant decrease in the proportion of CAAT students entering York in study level 1 and a corresponding increase in those entering in study level 2 as CAAT students are being admitted to York with more transfer credit.
- It is believed that this increase is a reflection in the changes in York's practice in recognizing transfer credit as well as the increase in collaborations between York and CAATs over the past decade.

CAAT Transfers Entry by Study Level



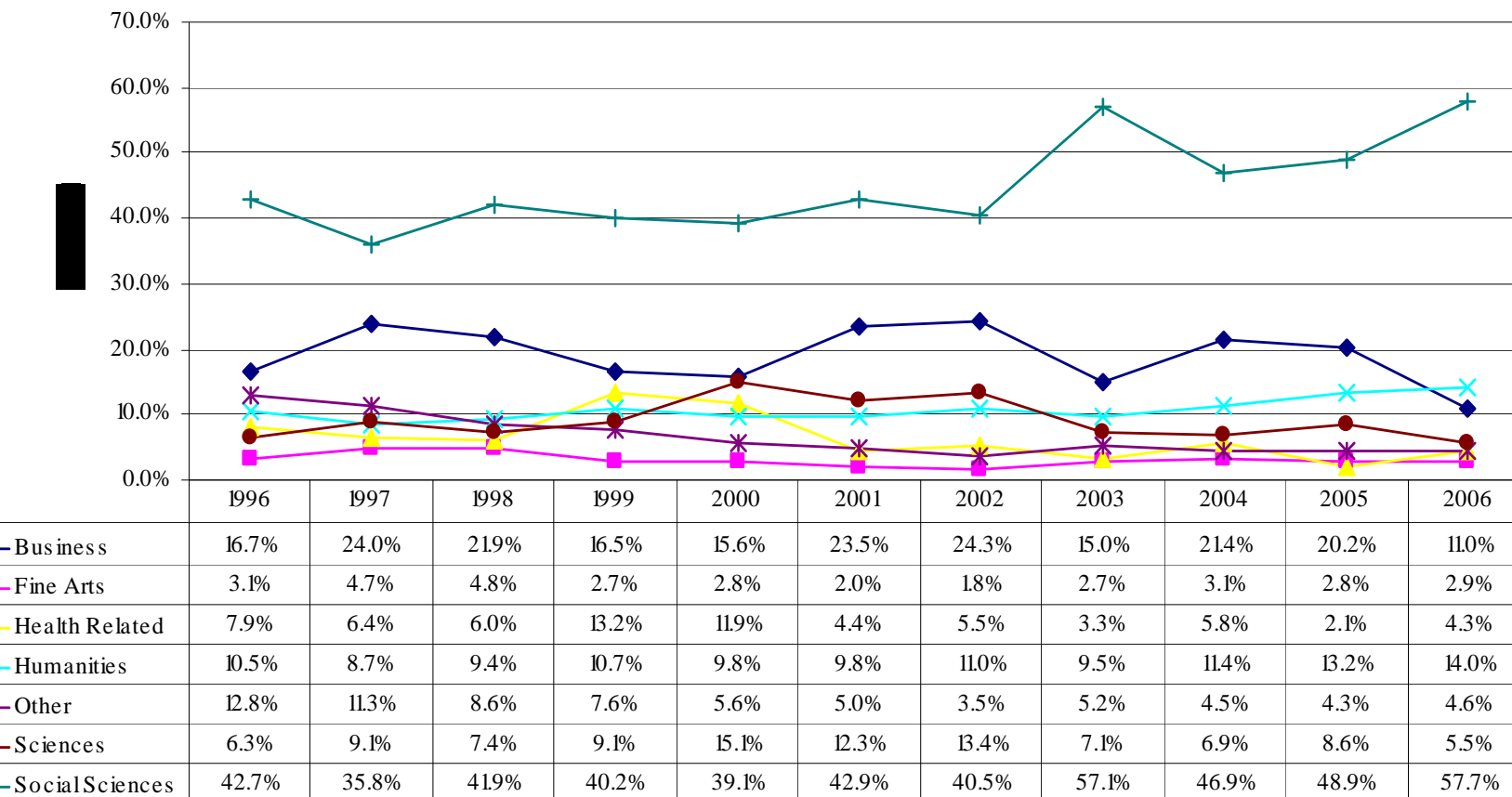
◆ Year 1	58.2%	58.3%	55.3%	47.6%	43.8%	45.0%	44.8%	35.8%	37.9%	35.2%	36.3%
■ Year 2	39.9%	39.2%	41.9%	41.1%	41.7%	47.6%	48.1%	59.4%	54.6%	61.2%	61.1%
▲ Year 3	1.2%	1.6%	2.1%	10.0%	11.4%	5.0%	4.3%	3.3%	4.9%	2.2%	1.6%
✕ Year 4	0.5%	0.3%	0.3%	0.3%	1.3%	1.2%	1.1%	0.5%	0.8%	0.8%	0.3%
✱ Special	0.3%	0.5%	0.4%	1.0%	1.8%	1.3%	1.7%	1.0%	1.8%	0.7%	0.7%

Initial Year

Where do CAAT Transfers begin their studies at York?

- The Social Sciences have continued to be the initial discipline of choice among CAAT Transfers over the past eleven years.
- Interest in the Humanities has increased from third choice to second choice over the same period.
- Transfers to business programs have decreased due to the limited number of spaces available in such programs and higher entrance requirements.

CAAT Transfers Choice of Discipline at Entry to York

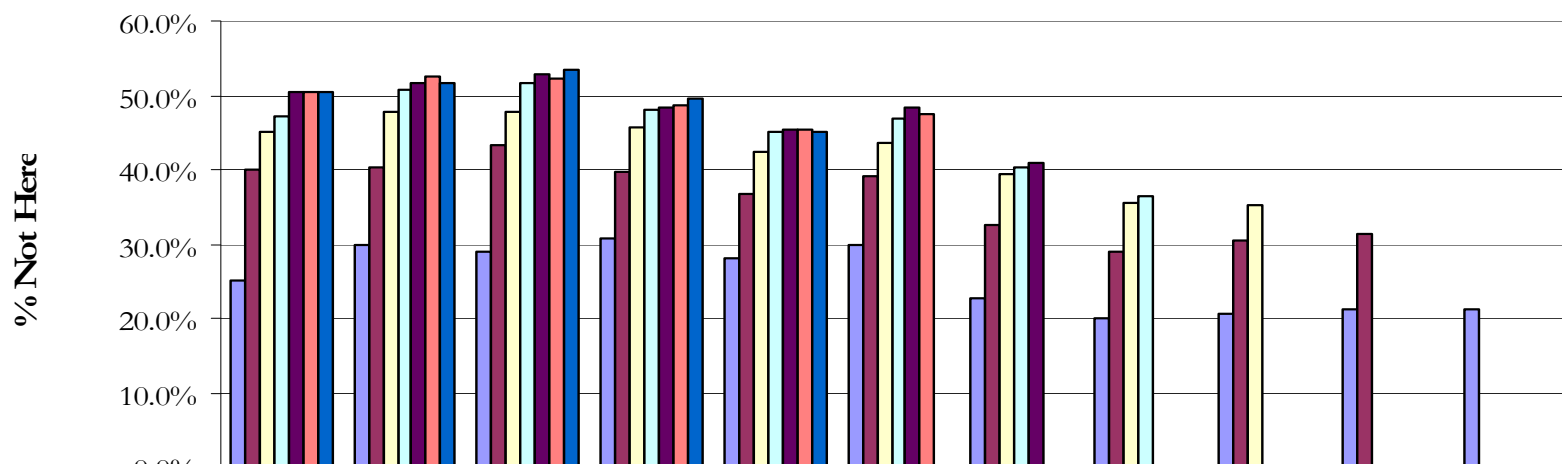


Initial Year

Recent Improvement in Drop-out Rates

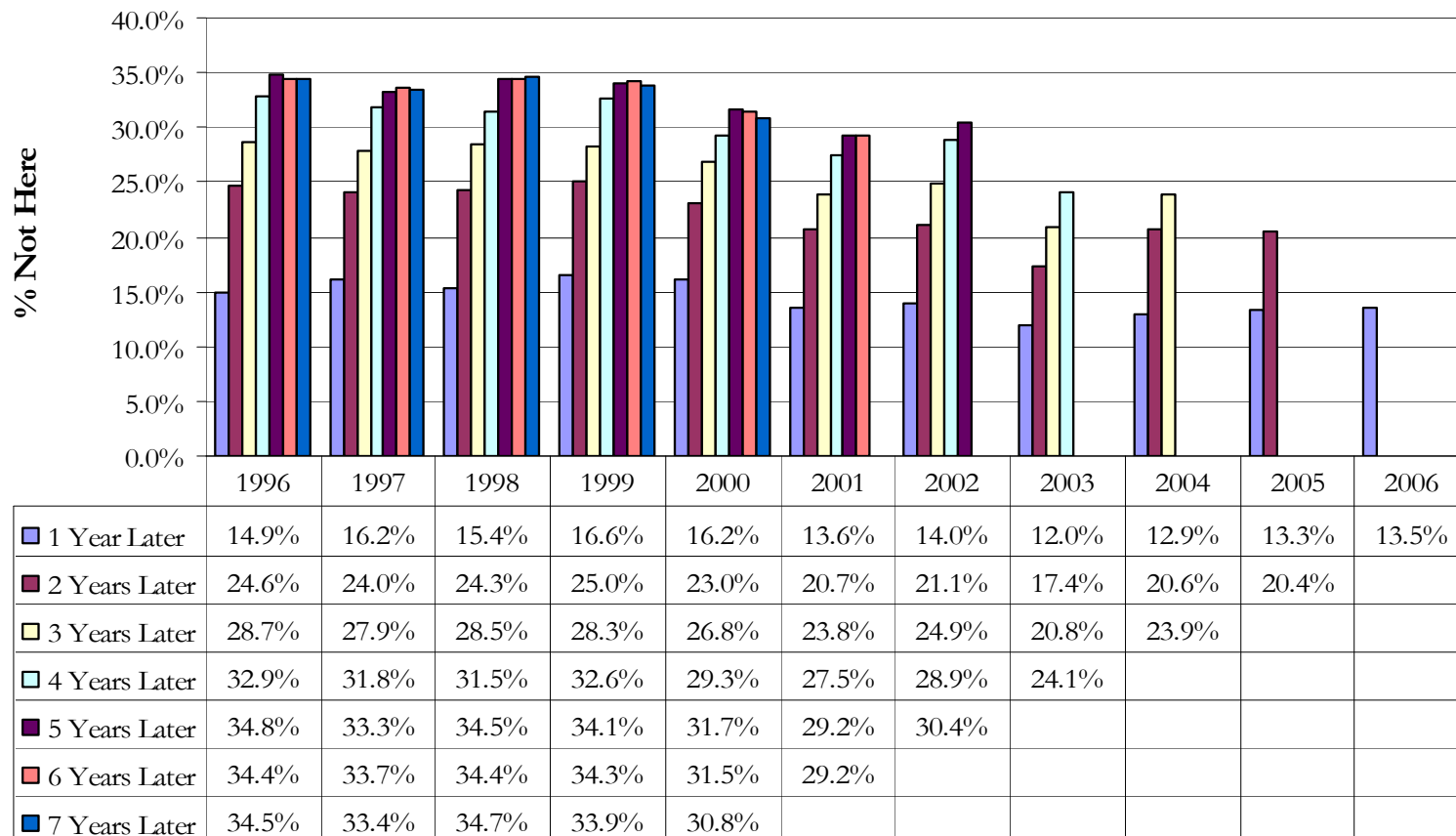
- Between 1996 and 2001, there was little change in drop-out rates among CAAT transfers, with approximately 30% of these students dropping out after their first year, and increasing with each year that students remained at York.
- Since 2001 there has been a marked decrease in drop-out rates among this group.
- By comparison, the secondary school cohort has demonstrated the same pattern with respect to drop-out rates; however drop-out rates remain notably lower among this cohort.

Drop-out Rates of CAAT Transfers



	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
1 Year Later	25.1%	30.0%	29.0%	30.8%	28.1%	29.9%	22.6%	20.1%	20.6%	21.2%	21.3%
2 Years Later	39.9%	40.3%	43.3%	39.6%	36.8%	39.0%	32.6%	29.0%	30.3%	31.3%	
3 Years Later	45.0%	47.8%	47.8%	45.8%	42.4%	43.7%	39.3%	35.4%	35.2%		
4 Years Later	47.3%	50.6%	51.6%	48.1%	45.2%	47.0%	40.3%	36.3%			
5 Years Later	50.4%	51.7%	52.7%	48.4%	45.4%	48.3%	41.0%				
6 Years Later	50.3%	52.6%	52.3%	48.7%	45.4%	47.6%					
7 Years Later	50.5%	51.7%	53.3%	49.5%	45.0%						

Drop-out Rates of Secondary School Students



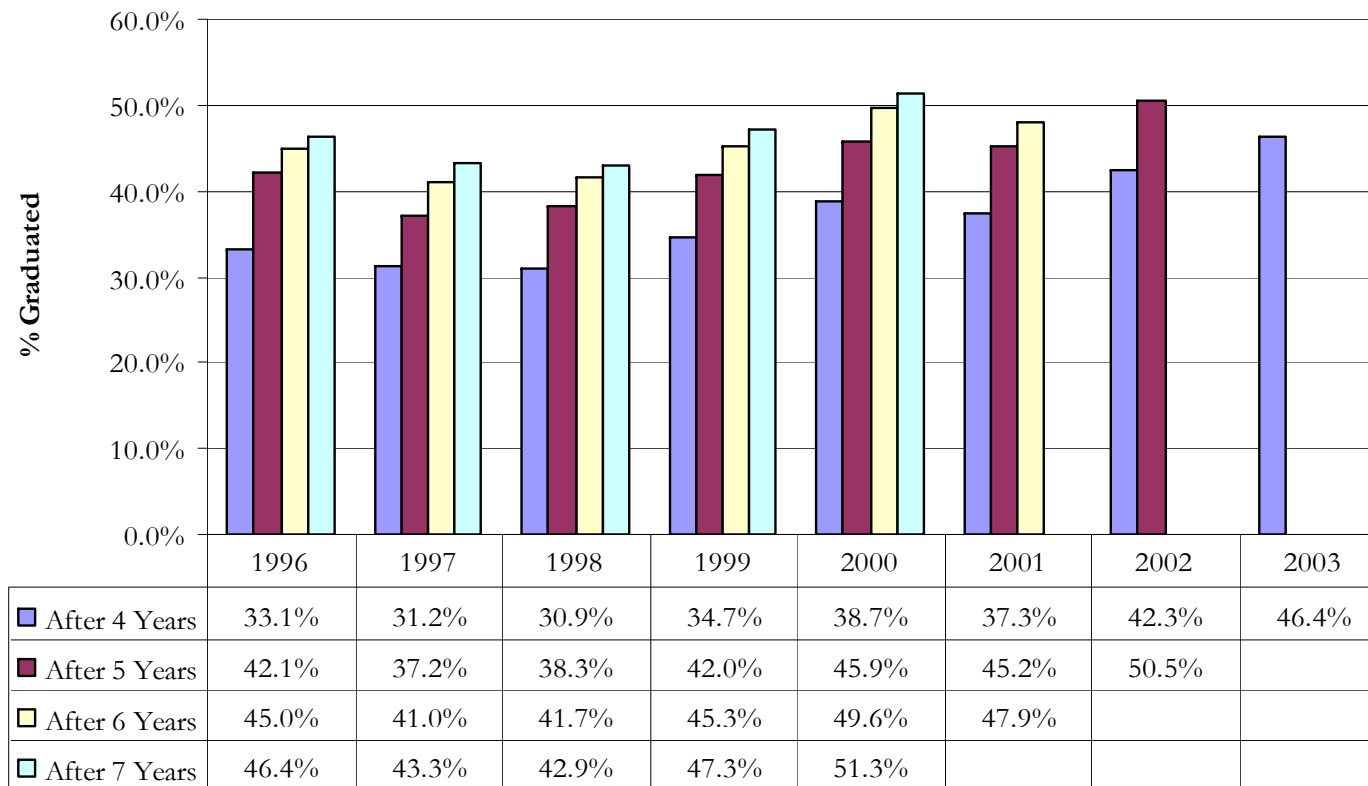
Increase in Graduation Rates for CAAT Transfers

- Since 1999 the proportion of CAAT Transfers graduating has increased and they are graduating earlier than a decade ago.
- Significant increases in graduation rates appear after 4 and 5 years, in large part as a result of students entering York with more transfer credits than their predecessors.

Graduation Rates

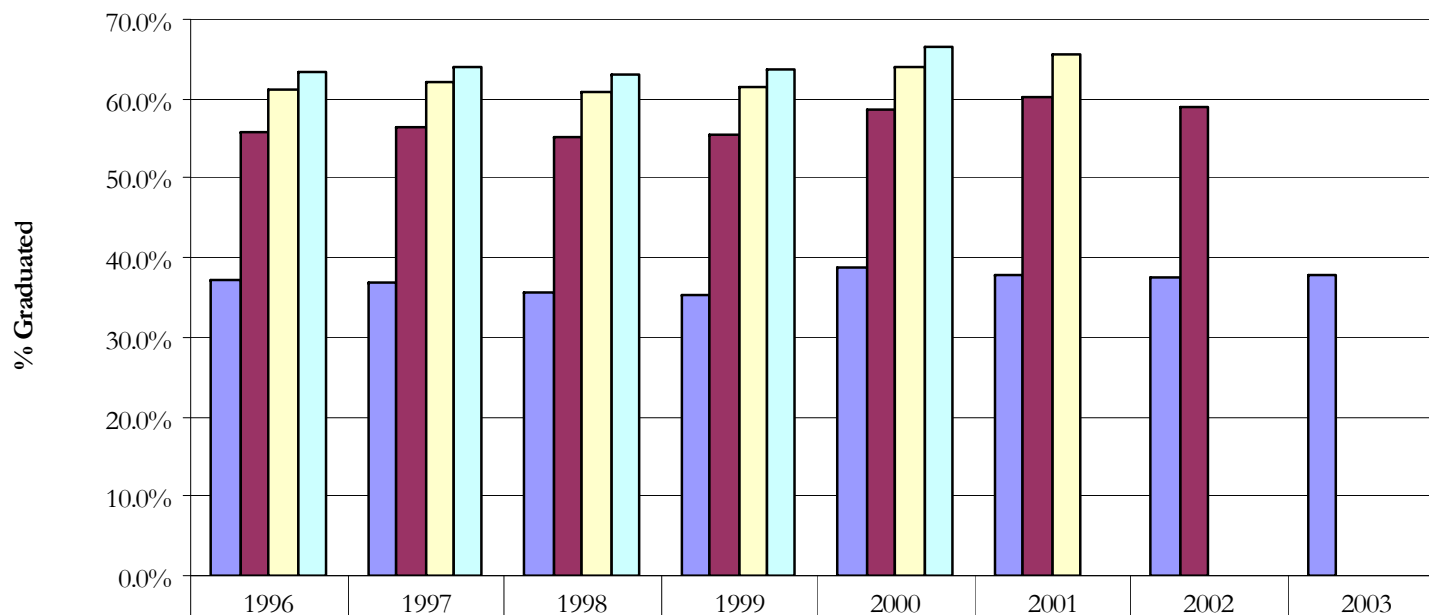
- Secondary school students graduate at a higher rate (63% to 66%), after 7 years, than the CAAT Transfers (46% to 51%)
- The gap between the groups has narrowed from 20.6% for the 1997 cohort to 15.2% for the 2000 cohort.
- At the same time the 2000 CAAT Transfer cohort has a higher graduation rate (51.3%) compared to the Non-Secondary School cohort (43.2%).

Graduation Rates of CAAT Transfers



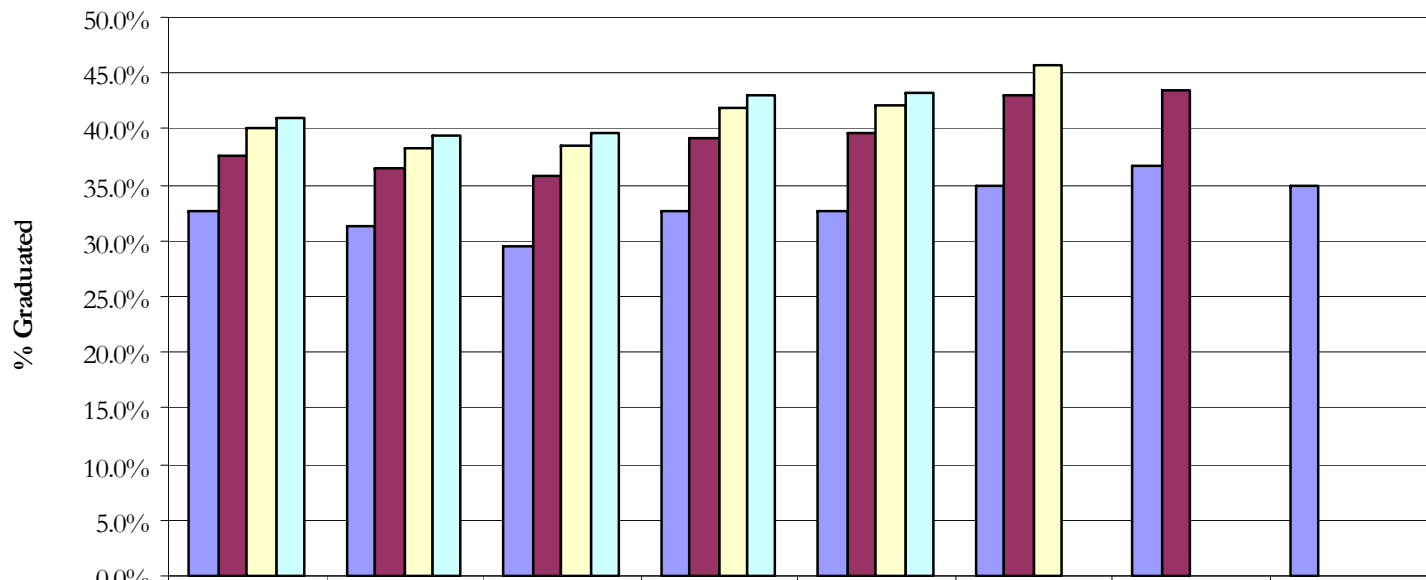
Initial Year

Graduation Rates of Secondary School Students



After 4 Years	37.2%	37.0%	35.5%	35.4%	38.7%	37.7%	37.6%	37.7%
After 5 Years	55.9%	56.3%	55.3%	55.5%	58.8%	60.2%	58.9%	
After 6 Years	61.2%	62.2%	60.8%	61.4%	64.0%	65.7%		
After 7 Years	63.3%	63.9%	63.1%	63.7%	66.5%			

Graduation Rates of Non-Secondary School Students



	1996	1997	1998	1999	2000	2001	2002	2003
After 4 Years	32.6%	31.2%	29.4%	32.6%	32.6%	34.8%	36.6%	34.9%
After 5 Years	37.6%	36.4%	35.8%	39.3%	39.7%	43.0%	43.5%	
After 6 Years	40.0%	38.2%	38.6%	42.0%	42.1%	45.7%		
After 7 Years	41.1%	39.5%	39.6%	43.0%	43.2%			

Initial Year

Closing Remarks

This study has provided York with:

1. A better understanding of the changing profile, composition and performance of CAAT-University transfers.
2. Resourceful support in planning at York, including specific retention initiatives, the provision of student services, and enhanced college-university collaborations.
3. A looking glass – for having identified some of the limitations of the CAAT student data in our student record systems.

Thanks again to the College-University Consortium Council for their contributions that enabled York to undertake this research.

Website Reference

*The “York University CAAT Study” can be found under
‘Publications’ on the CUCC website at:*

cucc.cou.on.ca