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DISQUALIFIED STUDENTS ADMITTED TO THE FALL, 1965 SEMESTER.

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ANALYSIS OF THE RECORDS OF 387 STUDENTS ADMITTED TO LOS ANGELES CITY COLLEGE (LACC) AFTER DISQUALIFICATION FROM VARIOUS COLLEGES, INCLUDING LACC, PROVIDES GUIDELINES FOR USE IN COUNSELING DISQUALIFIED STUDENTS. AS COMPARED TO THE TOTAL SCHOOL POPULATION, THESE STUDENTS TEND TO BE SLIGHTLY OLDER, THERE ARE MORE MALES, THEY ALL HAVE HAD PREVIOUS COLLEGE ATTENDANCE, THEY COME FROM THE SAME HIGH SCHOOLS, AND 65 PERCENT OF BOTH GROUPS SCORE BELOW THE 50TH PERCENTILE ON ENTRANCE TESTS. CHANCES OF SUCCESS APPEAR BETTER FOR A READMITTED STUDENT (52 PERCENT) THAN FOR A REGULAR FRESHMAN STUDENT (45 PERCENT). MORE STUDENTS WHO HAD COMPLETED OVER 21 UNITS BEFORE DISQUALIFICATION SUCCEEDED THAN DID THOSE COMPLETING LESS. FORMER STUDENTS OF LACC AND OTHER JUNIOR COLLEGES STAND THE LEAST CHANCE OF SUCCESS. THOSE STUDENTS WHO SHOWED HIGH PERFORMANCE IN HIGH SCHOOL ACHIEVEMENT AND WERE READMITTED FROM CALIFORNIA STATE COLLEGES AND UNIVERSITIES HAD A VERY HIGH LEVEL OF SUCCESS. STUDENTS 18 YEARS OLD AND THOSE OVER 30 WERE VERY SUCCESSFUL. THERE IS NO EVIDENCE OF A RELATIONSHIP BETWEEN SIZE OF GRADE POINT DEFICIENCY AND SUCCESS AFTER READMISSION, NOR OF VALUE IN THE PRACTICE OF REQUIRING THE STUDENT TO STAY OUT OF SCHOOL FOR A SEMESTER BEFORE READMISSION. (HS)

ED010734

**LOS ANGELES CITY COLLEGE**

**"DISQUALIFIED STUDENTS ADMITTED TO THE FALL, 1965 SEMESTER"**

**Counseling Center Research  
Study #66-----6**

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August, 1966**

JC 660 059

## "DISQUALIFIED STUDENTS ADMITTED TO THE FALL, 1965 SEMESTER"

### PURPOSE OF THE STUDY

This study was initiated at the request of Dr. Lombardi, President of Los Angeles City College, to evaluate the progress of students admitted by the "Admissions Committee".

Disqualified college students often have a problem adjusting to their failure, which may be a traumatic experience for many of them. They may accept disqualification and not seek readmission to college, implying that they do not possess the necessary qualifications. They may rationalize their problem and blame some contributing cause for their failure. They may accept the blame, realizing they could have done better, and request another chance. For some, disqualification was proof enough that their future was not in the academic world, while for others the disqualification served as an "eye opener" and provided the necessary motivation to "turn over a new leaf".

The educator is often faced with the task of working with these disqualified students: helping them face their goals realistically and giving them information and motivation that may help them continue their education.

The purpose of this study is to analyze the background and performance of previously disqualified students admitted to Los Angeles City College. It is hoped that this study will provide guidelines for use in counseling disqualified students.

## PROCEDURE OF THE STUDY

Among the 13,895 applications for the Fall, 1965 semester were 1517 applications of students who had been disqualified from colleges across the nation, including Los Angeles City College. The applications, transcripts, and any personal letters or letters of recommendation were evaluated during the summer by a counselor. An Admissions Committee Evaluation Form (Appendix 1) was completed in triplicate. One copy was sent to the student, one to the Admissions Office, and one kept on file in the Counseling Center.

From the 1517 previously disqualified applicants, 51% or 774 were accepted on probation. This study examines 387 of these accepted applicants, a 50% sample. Thirty items of data; available from applications, transcripts, Admissions Committee Evaluation Forms, Personnel Cards, Fall 1965 Grade Reports, Fall 1965 Admissions Committee Actions, and Spring 1966 Work in Progress Forms, were tallied. The thirty items were then coded numerically and tabulating cards were mark sensed. With the help of Mr. Ben Kurmoto and Mr. Rudy Williams of the Tabulation Unit, these 774 cards, two for each student, were punched and then, because of the memory limitations of the Bendix G-15 computer, 23 items were selected and transferred to a single card for each of the students (387).

The Tabulation Unit then compared and tabulated various items for evaluation. With the help of Mr. Marshall Elder of the Mathematics Department, correlations, means, and standard deviations were made on those items that appeared to have significance. The findings of this study are based on the 23 items indicated above for each of the 387 students in the 50% sample.

**FINDINGS****Characteristics of the Disqualified Student Admitted to L.A.C.C.**

Since this is the first study of disqualified students made at L.A.C.C., a comparison with a similar group is not possible. Instead a comparison is made with the general student body.

Table 1 presents a comparison of readmitted students with all students who took the entrance examination for the fall semester, 1965, according to the last high school they attended. Because this examination is required only for day-registered students, it is probably best compared with day-registered students admitted by the Admissions Committee. The table reveals that the distribution of students, according to the last high school attended, is essentially the same for all three categories: all entering students, day-registered Admissions Committee entrants, and all Admissions Committee entrants. Admissions Committee entrants, however, contain a significantly larger percentage of males than all entrants. This higher percentage is reflected in eight of the ten high school categories.

**TABLE I - Summary by Last High School Within the Los Angeles City Schools**

SCHOOL	Fall '65 Freshmen				Fall '65 Accepted by Admissions Committee							
	**				Day Registered				Day and Evening			
	No.	%	Male	%	No.	%	Male	%	No.	%	Male	%
Fairfax	355	12	180	51	25	17	14	56	31	15	17	55
Los Angeles	333	11	153	46	19	13	13	68	26	13	14	54
Manual Arts	285	9	110	39	11	8	6	55	19	9	11	58
Marshall	237	8	131	55	6	4	3	50	15	7	9	60
Dorsey	234	8	110	47	10	7	6	60	17	8	9	53
Hollywood	214	7	120	56	10	7	9	90	14	7	11	79
Belmont	196	6	118	60	7	5	5	71	10	5	8	80
Hamilton	173	6	82	47	15	10	9	60	15	7	9	60
Fremont	140	5	60	43	9	16	6	67	12	6	8	67
Jefferson	131	4	70	53	5	3	3	60	8	4	3	37
Washington	136	4	69	51	1		1		4	2	2	
Jordan	68	2	25	37	1		0		3	1.4	1	
Franklin	59	1.9	33	56	3	2	3		4	2	4	
Lincoln	44	1.4	18	41	0		0		1	0.5	1	
Roosevelt	39	1.3	23	59	2	1	2		3	1.4	3	
University	38	1.3	23	61	3	2	3		4	2	4	
Eagle Rock	32	1.0	19	59	2	1	2		2	1.0	2	
North Hollywood	20	0.7	10	50	0		0		0	0	0	
Westchester	13	0.4	8	62	1		1		1	0.5	1	
Gardena	10	0.3	3	30	0		0		0	0	0	
Verdugo Hills	5	0.2	3	60	0		0		0	0	0	
Wilson	6	0.2	4	67	1		1		1	0.5	1	
Other L.A. City	295	10	145	49	6	4	3	50	9	4	4	
<b>T O T A L</b>	<b>3063</b>	<b>100</b>	<b>1517</b>	<b>49.5</b>	<b>145</b>	<b>60</b>	<b>94</b>	<b>65</b>	<b>207</b>	<b>53</b>	<b>126</b>	<b>61</b>

\* Numbers represented are from a 50% sample .

\*\* Students taking Fall, 1965 entrance examination as shown on Counseling Center Research Study by Ben Gold, #65-10, p. 12

Table 2 presents comparisons similar to Table 1 for students last attending high school within the Los Angeles Unified School District. When comparing the Fall, 1965 freshmen with students accepted by the Admissions Committee and subsequently registering for day classes, the percentage from each high school is within five percent, with the exception of Fremont High School which differs by eleven percent. When comparing the Fall, 1965 freshmen with combined day and evening students admitted by the Admissions Committee, all high schools shown are represented within two percent, for both freshmen and previously disqualified students, with the exception of Fairfax High School which has a three percent differential. Thus, it appears that the students admitted by the Admissions Committee were from the same general cross section of local high schools.

From Table 3 which presents comparisons by age for students taking the Fall, 1965 entrance examination and those accepted by the Admissions Committee, it is clear that those students accepted by the Admissions Committee, after having been disqualified, are older as a group than those taking the entrance examination. There is, as one might expect, a two-year median age differential when comparing new students (median age 17 years and 8 months) with formerly disqualified students in day classes (median age 19 years and 7 months). Also, the median age of previously disqualified students registering for evening classes (21 years and 0 months) is one year and 5 months older than day-registered in the same category. The disqualified student who is admitted to the college is slightly older than the general student making application for the first time.

**TABLE 2 - Summary by Last High School Attended**

High School Location	Fall '65 Freshman				Fall '65 Accepted by Admissions Committee							
	**				Day Registered				Day & Evening			
	No.	%	Male	%	No.	%	Male	%	No.	%	Male	%
L. A. City High Schools	3063	56	1517	49	145	60	94	65	207	53	126	61
Other California Public	479	9	247	52	26	11	19	73	46	12	30	65
California Private H.S.	394	7	198	50	20	8	14	70	24	6	15	62
Other Western States	210	4	130	62	5	2	3	60	10	3	5	50
West Central States	55	1	32	58	1	0.5	1	100	5	1	3	60
Central States	222	4	134	60	8	3	6	75	19	5	14	74
So. Central States	94	2	53	56	3	1	0	0	9	2	4	45
Southern States	430	8	225	52	9	4	8	89	18	5	14	78
Northeastern States	235	4	144	61	12	5	9	75	25	6	19	76
Foreign	305	5	191	63	12	5	10	83	27	7	21	78
Unknown	10		5		4		1		7		3	
<b>TOTALS</b>	<b>5496</b>	<b>100%</b>	<b>2876</b>	<b>52</b>	<b>241</b>	<b>100%</b>	<b>164</b>	<b>68</b>	<b>*387</b>	<b>100%</b>	<b>249</b>	<b>64</b>

\* Number of students in study is 50% of those that were admitted.

\*\* Students taking Fall, 1965 entrance examination as shown on Counseling Center Research Study by Ben K. Gold, #65-10 p. 11



TABLE 3 - Summary by Age

AGE	Fall 1965 Freshman				* Fall 1965 Accepted by Admissions Committee							
	**				Day Registered				Day & Evening Registered			
	No.	%	Male	%	No.	%	Male	%	No.	%	Male	%
Less than 17	47	0.8	21	45	0	-	0	-	0	-	0	-
17	1532	28	634	41	0	-	0	-	0	-	0	-
18	1829	33	945	52	17	7	10	59	19	5	10	52
19	553	10	345	62	70	29	43	61	78	20	47	60
20	295	5	183	62	56	23	26	46	58	15	33	57
21	222	4	150	68	28	12	20	71	40	10	24	60
22	179	3	135	75	17	7	14	82	34	9	20	59
23	138	2	93	67	13	5	11	85	29	8	20	69
24	89	1.6	60	67	10	4	9	90	18	5	17	95
25	88	1.6	57	65	7	3	6	86	16	4	9	56
26-30	249	4	152	61	18	7	16	89	41	10	34	83
31-35	111	2	56	50	12	5	6	50	27	7	20	74
36-40	61	1.1	23	3.8	4	1.7	2	50	19	5	10	53
41-50	74	1.3	20	27	3	1.2	1	33	6	1.5	4	100
over 50	25	0.5	1	4	0	-	0	-	2	0.5	0	0
Not stated	3											
<b>T O T A L</b>	<b>5495</b>	<b>19.9</b>	<b>2877</b>	<b>52</b>	<b>241</b>		<b>164</b>		<b>387</b>		<b>249</b>	

Median age 17 yrs. 8 mos. Med. age 19 yrs. 7 mos. Med. age 21 yrs. 0 mos.

\* Numbers represented are from a 50% sample

\*\* Students taking Fall, 1965 entrance examination as shown on Counseling Center Research Study #65-10, p. 14 by Ben K. Gold

Figure 1 shows the levels of previous college attendance for the Fall, 1965 students taking the entrance examination and those admitted by the Admissions Committee. From this figure it is apparent that about one-fourth of all new students have had some previous college, transferring from colleges across the nation, while about one-half of the previously disqualified students have attended colleges other than Los Angeles City College. The Los Angeles City Junior Colleges and the University of Southern California are represented by approximately the same percentage from both groups. There is about twice the percentage of previously disqualified students from other California junior colleges and the University of California, as compared to freshmen students. Percentage-wise there are four times as many transfers from the California State Colleges admitted by the Admissions Committee as compared to the freshmen students.

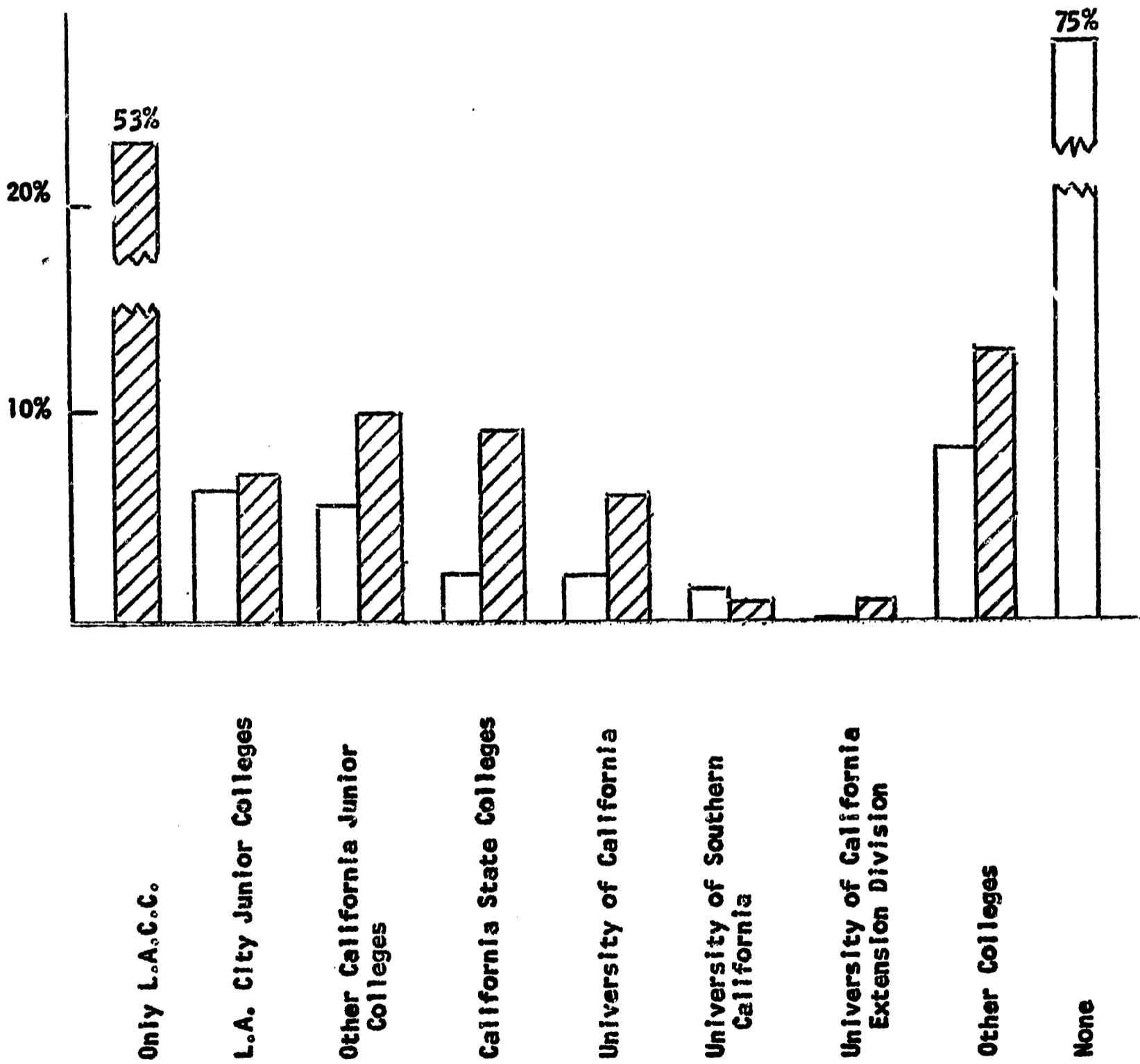
Other data reveal that about two-thirds of those students admitted by the Admissions Committee had previously attended Los Angeles City College at one time or another.

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Figure 1 - Levels of Previous College Attendance

- Fall, 1965 Students Taking Entrance Examination (5496)
- ▨ Fall, 1965 Students Admitted by the Admissions Committee (774)



The data presented in Table 4 compare the group of students according to their class standing. The readmitted day students are within five percent of the total day college enrollment for freshmen, sophomores, and combined. The evening students are represented by a higher percentage of sophomores than the total evening enrollment, however, the combined figure is within four percent. Thus, it is shown that those students admitted by the Admissions Committee are a cross section of the regular school population except that there are relatively less freshmen and more sophomores in the evening division. The readmitted students represent 5.1 percent of the day division, 4.5 percent of the evening division, and 4.9 percent of the total school population.

Figure 2 presents the comparison of the School and College Ability Test (SCAT) scores of the readmitted disqualified students with national, local, and Los Angeles City College Fall 1965 freshman norms. Students admitted by the Admissions Committee scored within three percentile points for all deciles except number two, when compared with the California junior college norm and all deciles except one and two for the Los Angeles City College Fall, 1965 norm. Decile two contains a much larger percentage of readmitted students than the Los Angeles City College norms and almost twice as many students as contained in any one of the other deciles. About fifty-nine percent of the students are in the first four deciles.

#### **SUMMARY**

Students admitted by the Admissions Committee, as compared to the total school population, are in general slightly older; there are more males; they all have had previous college attendance, compared to one in four of the total school population; they have approximately the same high school distribution; and sixty-five percent of both groups are within the lowest five deciles.

**TABLE 4 - Active Enrollment Los Angeles City College, Fall, 1965**

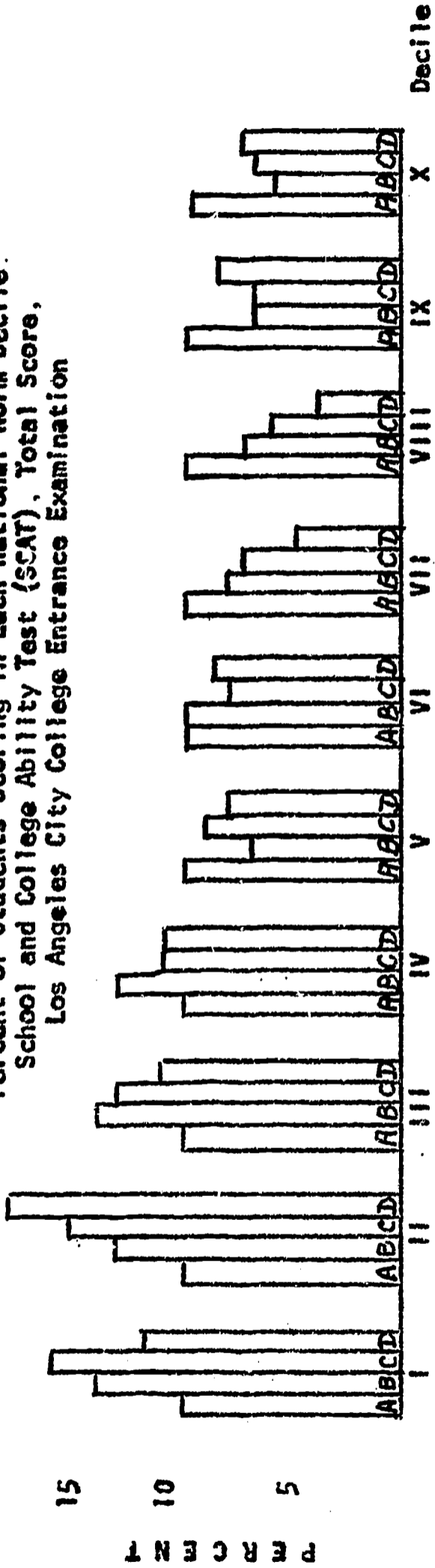
	D A Y				E V E N I N G				T O T A L			
	(1)		(2)		(1)		(2)		(1)		(2)	
Year Level	No	%	No	%	No	%	No	%	No	%	No	%
Freshman (0-30 units)	6708	42	180	47	5102	32	87	22	11810	74	267	68
Sophomore (31 or more units)	2663	17	61	16	1392	9	59	15	4055	26	120	31
<b>C O M B I N E D</b>	<b>9371</b>	<b>59</b>	<b>241</b>	<b>63</b>	<b>6494</b>	<b>41</b>	<b>146</b>	<b>37</b>	<b>15865</b>	<b>100</b>	<b>387</b>	<b>100</b>

(1) Total college enrollment

(2) 50% sample of students admitted by the Admissions  
Committee for Fall, 1965

NOTE: Percentages shown are of the combined totals

**Figure 2**  
**Percent of Students Scoring in Each National Norm Decile.**  
**School and College Ability Test (SCAT), Total Score,**  
**Los Angeles City College Entrance Examination**



A National college freshmen norms<sup>1</sup>

B 51,531 students applying to 20 California junior colleges<sup>2</sup>

C LACC entrance examinations, Fall 1965<sup>3</sup>

D Students admitted by the LACC Admissions Committee, Fall 1965

A 50 percent sample of 774 students

<sup>1</sup>SCAT Publishers Manual, Educational Testing Service Berkeley, California

<sup>2</sup>Risser, John J. "SCAT Table of Percentile Equivalents," June, 1965.

<sup>3</sup>Gold, Ben K. LACC Counseling Center Research Study. #65-10, p. 7.

Characteristics of Disqualified Students in Their First Semester After Being Readmitted to Los Angeles City College

The data that follow attempt to make certain comparisons, within the group of students admitted by the Admissions Committee at Los Angeles City College, between those who were successful and those unsuccessful. In this study, those students who made a 2.00 grade point average, "C" or better, are classified as successful and all others unsuccessful. Some justification for this statement can be seen in Table 5, in which the data show a much higher percentage of Admissions Committee entrants than Fall, 1962 freshmen completing their first semester. It is assumed that if a student felt he could not make satisfactory grades he would withdraw rather than accept low grades. In addition, readmitted students were admitted on probation and would be subject to disqualification if they failed to make a "C" average. For these reasons all withdrawals were considered to be unsuccessful.

Data presented in Table 5 further show a slightly higher percentage of students admitted by the Admissions Committee completed the semester with a "C" average or above, and a smaller percentage enrolled for the Spring semester, when compared with Fall, 1962 entering students.

It will be noted in Figure 3 that one-half of the students completed 23 units or more, with one student completing over one hundred units. Those students who completed less than twenty units were much less successful than those students who completed 51-60 units prior to being accepted for the Fall, 1965 semester. There appears to be no pattern for the other groups.

Figure 4 indicates the relationship between the type of college from which a student was disqualified and success in his first semester after being admitted by the Admissions Committee. The three levels of higher education are quite evident from this figure: the state university with 95 percent success, the state college with 71 percent, and the junior college with about 50 percent. Sixty-eight percent of the students were admitted after disqualification from Los Angeles City College and this group had the lowest percentage of success (45 percent).



TABLE 5

**STUDENTS ENTERING, FALL 1962, AND STUDENTS ADMITTED, FALL 1965  
BY ADMISSIONS COMMITTEE COMPARED ACCORDING TO SUCCESS  
IN THEIR FIRST SEMESTER, LOS ANGELES CITY COLLEGE**

	Percent Registered Freshmen Fall. 1962		Percent Students Admitted by Admissions Committee Fall. 1965	
	Day	Evening	Day	Day & Evening
Success First Semester	14	22	33	26
Did not complete the Semester	45	51	52	52
Completed semester with C average or above	41	27	22	25
Completed semester with C average or below	71	60	42	53
Registered for the Spring semester				

Figure 3

Units Completed Prior to Fall, 1965 by Students Admitted to the Fall, 1965 Semester by the Admissions Committee, Los Angeles City College

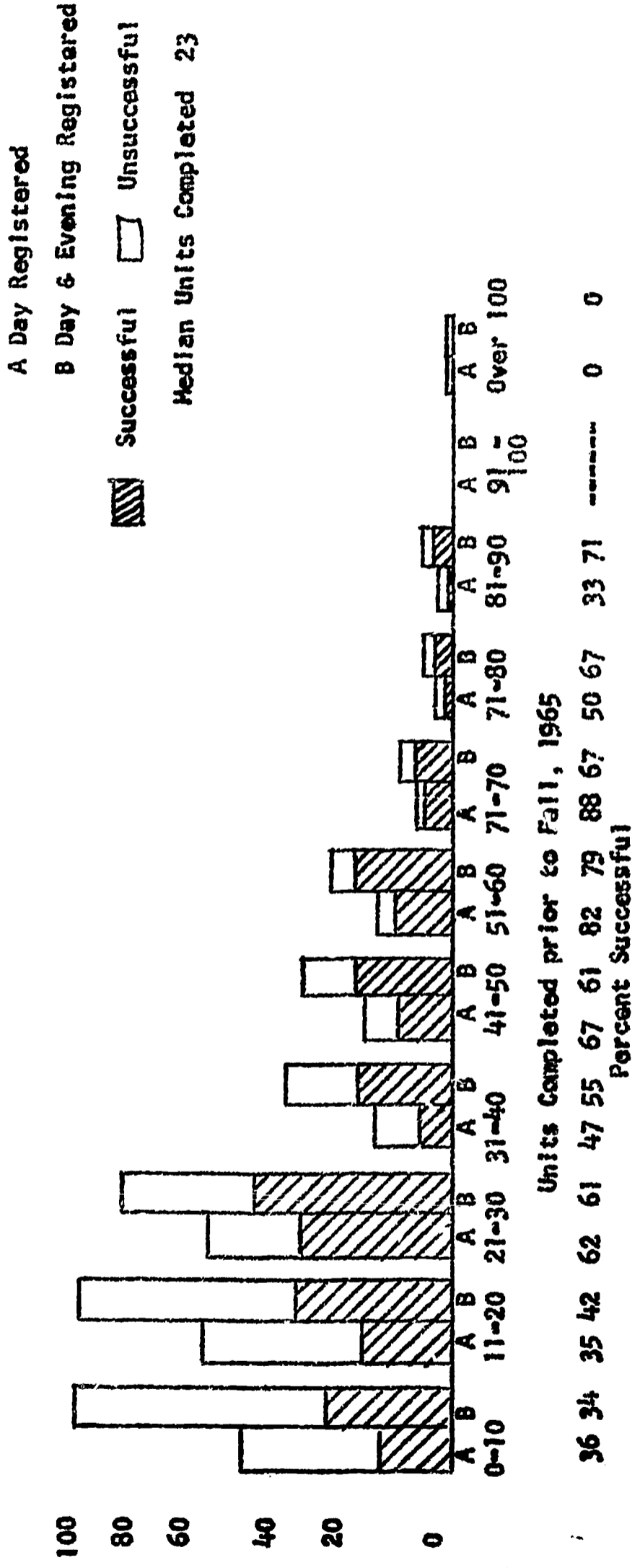


Figure 4

College From Which Readmitted Student Was Disqualified Before Being Admitted to Los Angeles City College

A = College of Disqualification

▨ Successful      □ Unsuccessful

B = Percent of Successful from each school

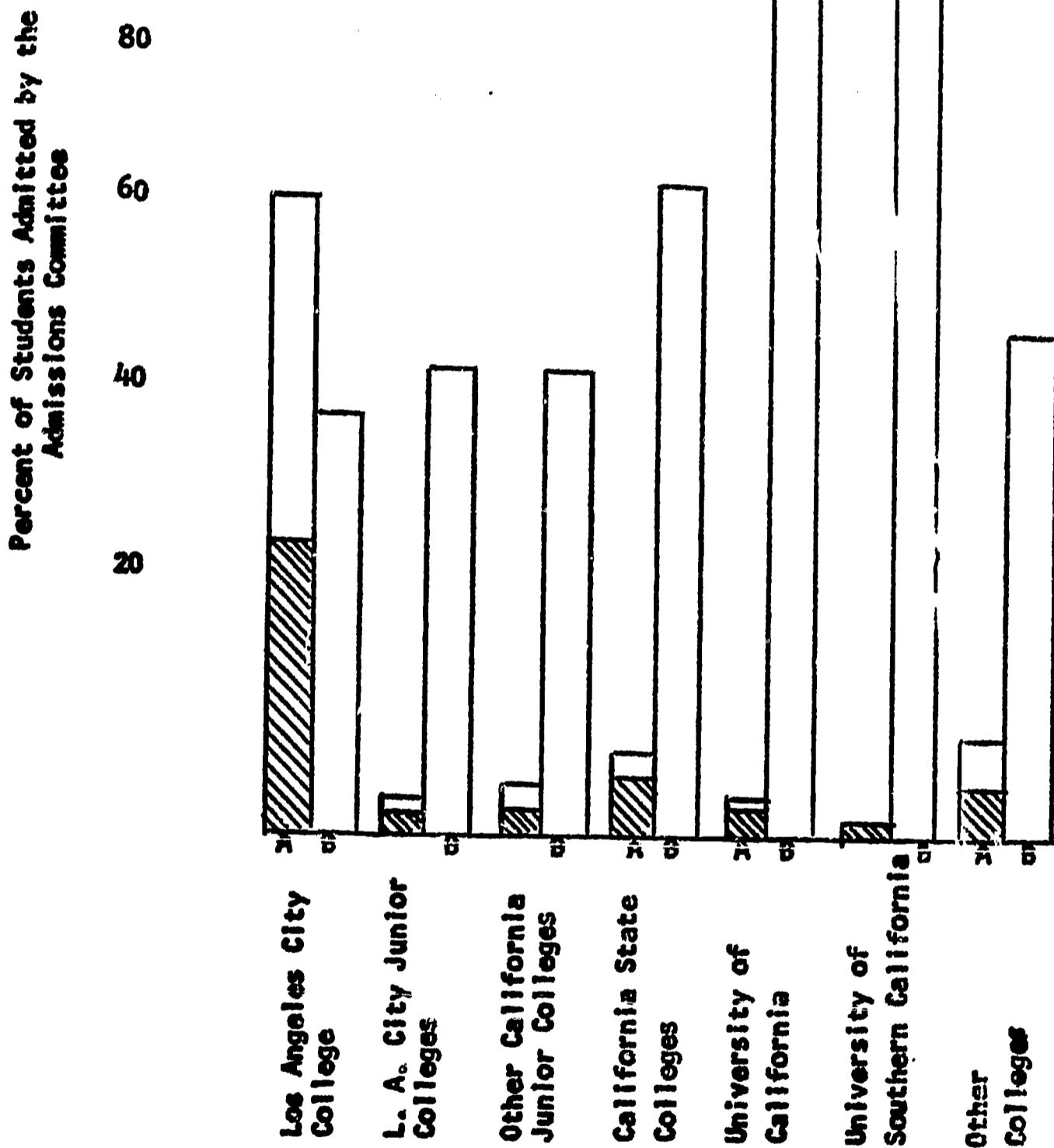


Figure 5 supplements Table 3 which shows numbers of students in each age bracket. For day-registered students, students of two ages--18 and 25 years--were over 70 percent successful. For combined day and evening the 18 and 36-40 age brackets were over 70 percent successful. The students over thirty years of age were 81 percent successful, compared to 49 percent successful for students aged thirty and under.

Figure 6 shows that those students who were disqualified for not completing any college work were less successful than those who completed some college work and were subsequently disqualified. The day-registered students, deficient between 26 and 30 grade points, were very unsuccessful when compared to the other groups. Reasons for this are not apparent. There appears to be no relationship between success in the first semester after disqualification and grade point deficiency.

Table 6 indicates the restrictions of the Admissions Committee for each student admitted. As there was no follow-up at the time of enrollment, some students did not comply with the committee's recommendation.

Students admitted to the transfer curricula with no restrictions were among the most successful groups. This is to be expected because the more capable students were admitted to this curricula by the Admissions Committee.

Figure 5

Comparison by Age for Successful Students Admitted  
to the Fall, 1965 Semester by the Admissions  
Committee, Los Angeles City College

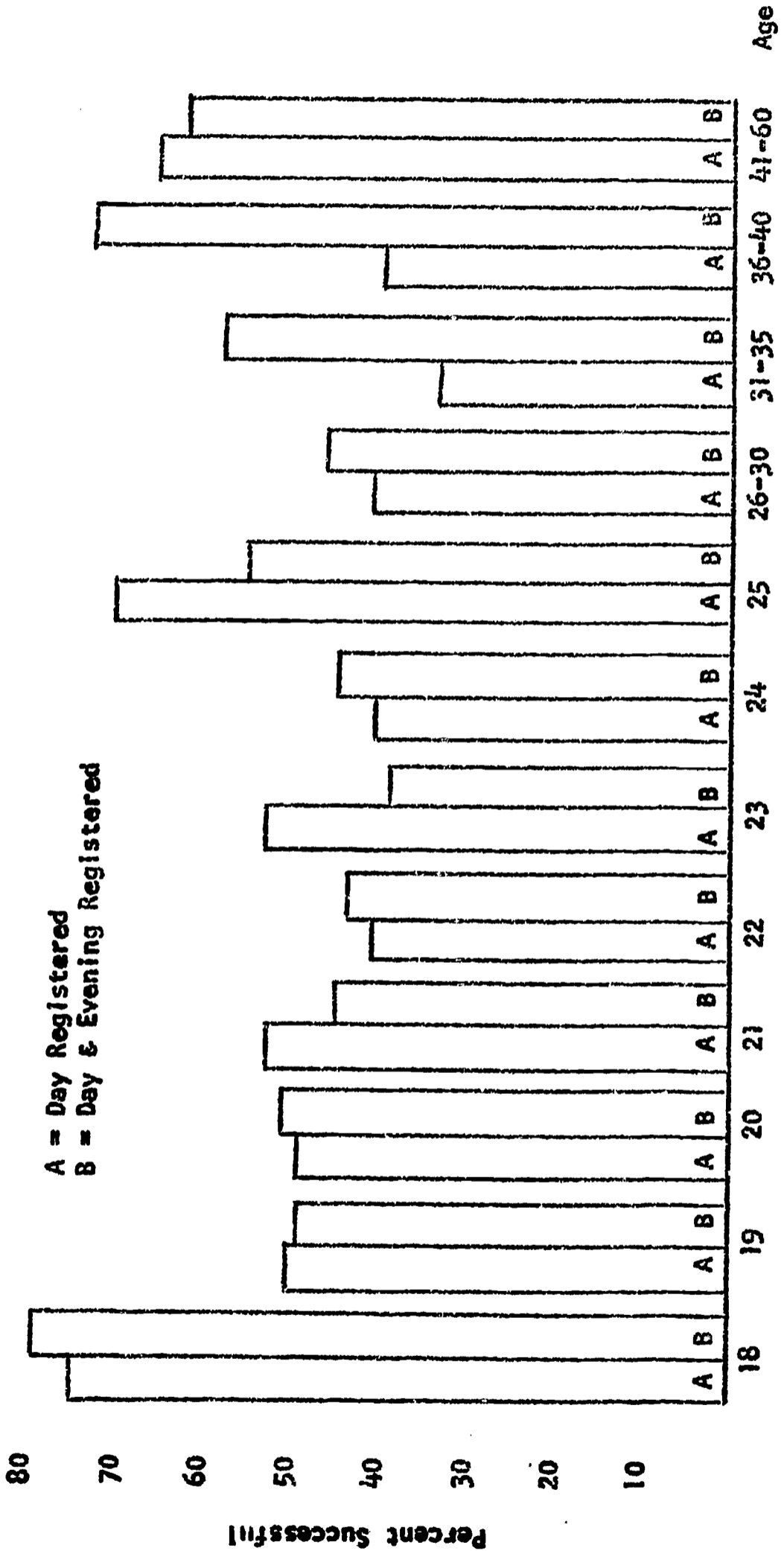


Figure 6

Comparison by Grade Point Deficiency at the Time of Readmission  
for Students Readmitted to the Fall, 1965 Semester  
Los Angeles City College

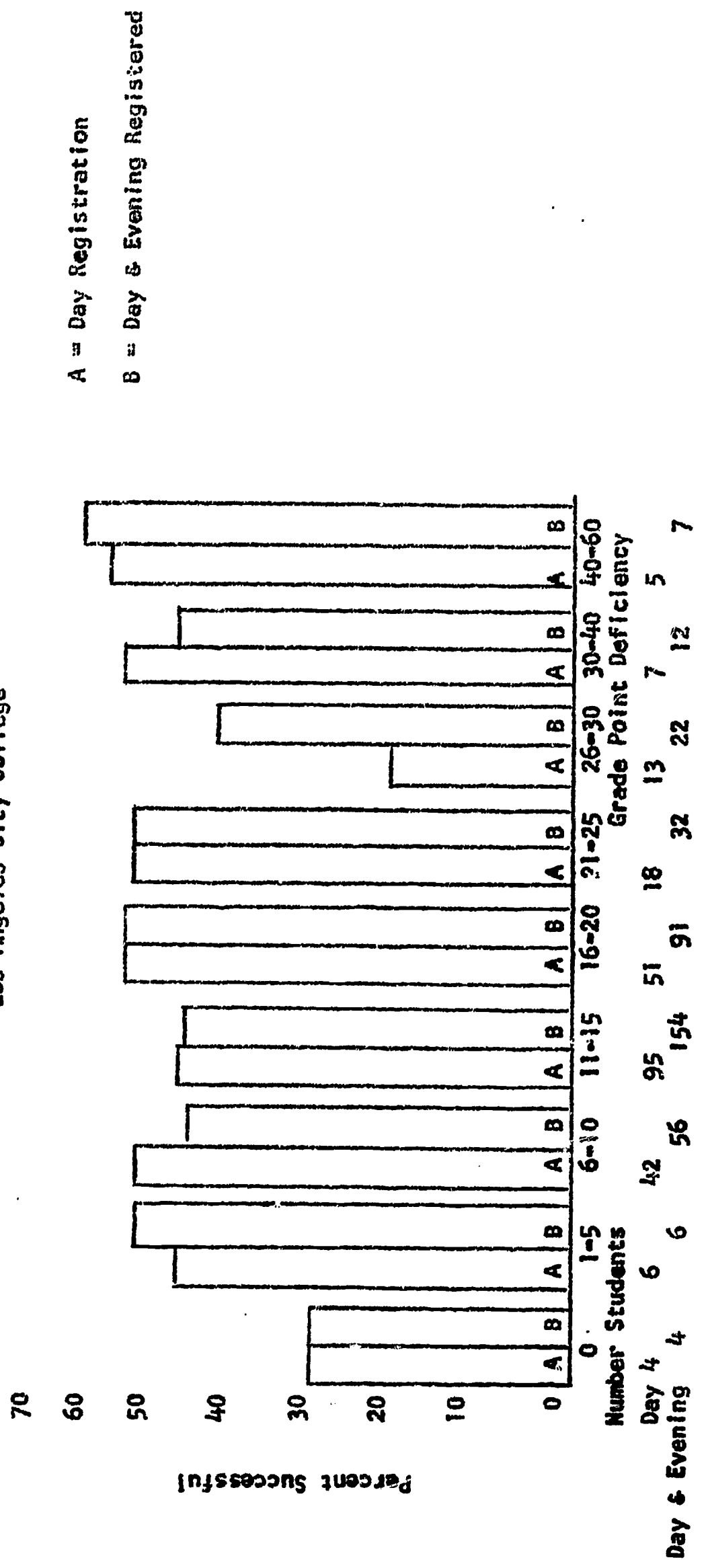


Table 6

**RESTRICTIONS ON STUDENTS ADMITTED AFTER  
DISQUALIFICATION FALL, 1965  
LOS ANGELES CITY COLLEGE**

Courses	Day		Evening		Day and Evening		Total
	S	U	S	U	S	U	
<b>Transfer Courses</b>							
None	20	7	4	2	24	9	33
6 Units	2	2	5	8	7	10	17
9 Units	2	3	1	2	3	5	8
12 Units	7	14	1	1	8	15	23
Two Courses	0	2	3	3	3	5	8
No Math. or Science	1	2	0	1	1	3	4
Include Psychology 3	5	4	0	0	5	4	9
Evening only	1	0	7	2	8	2	10
					Total		112
<b>Vocational Courses</b>							
None	61	59	23	27	84	86	170
6 Units	1	0	5	5	6	5	11
9 Units	2	7	1	1	3	8	11
12 Units	7	4	0	2	7	6	13
Two Courses	2	0	18	9	20	9	29
No Math. or Science	0	1	1	2	1	3	4
Evening only	0	2	0	1	0	3	3
					Total		241
<b>Designated Vocational Courses</b>							
None	2	2	2	0	4	2	6
6 Units	0	0	2	0	2	0	2
9 Units	0	1	0	0	0	1	1
12 Units	3	1	0	0	3	1	4
Evening only	0	0	1	1	1	1	2
					Total		15
Not Available	7	7	2	3	9	10	19
					Total		387

Evening-enrolled students admitted to the evening transfer courses or limited to two vocational courses made up the remainder of the most successful groups. Five out of six evening-enrolled students and five out of eight day-enrolled students, admitted to specific vocational courses, were successful. Day students restricted to twelve units of transfer courses were much less successful than any other group.

Table 7 which compares successful and unsuccessful students, according to consecutive semesters of nonattendance in college prior to being accepted by the Admissions Committee, does not suggest a pattern for predicting success. Those students who were out of college nine or more semesters were the most successful group, showing a very high success ratio of 73 percent. Those out one, three, five, six or seven semesters were less than 56 percent successful. Those students allowed to continue in college directly after being disqualified were slightly more successful (54 percent) than the group as a whole (51 percent).

Table 8 shows the types of courses in which the students enrolled. Fifty-four percent enrolled in the transfer program. However, Table 7 indicates only 101 students (26 percent) were admitted to this program by the Admissions Committee. Thus, the type of courses in which they enrolled did not appear to have any bearing on success.

The group of students who were allowed to continue, although classified as unsuccessful in this study, is shown in Table 8 in the unsuccessful columns for Spring, 1966. Slightly more than one-half of the students attending each semester enrolled in the transfer program.



TABLE 7

**CONSECUTIVE SEMESTERS OF NON-ATTENDANCE IN COLLEGE  
IMMEDIATELY PRIOR TO FALL 1965 FOR STUDENTS  
ADMITTED BY THE ADMISSIONS COMMITTEE,  
LOS ANGELES CITY COLLEGE**

Semesters Out	Day		Evening		Day & Evening		Total
	S	U	S	U	S	U	
0	71	64	23	16	94	80	174
1	5	15	12	13	17	28	45
2	17	12	10	9	27	21	48
3	3	6	4	5	7	11	18
4	7	4	3	6	10	10	20
5	3	3	1	7	4	10	14
6	0	2	1	4	1	6	7
7	3	2	2	4	5	6	11
8	1	2	4	3	5	5	10
9 or more	13	8	16	3	29	11	40

A 50 percent sample of 774 students admitted to the Fall, 1965 semester.

TABLE 8

**CURRICULA ENROLLED IN FALL AND SPRING 1965-1966  
READMITTED STUDENTS, LOS ANGELES CITY COLLEGE**

Semester	Type of Course	Day				Evening				Day and Evening Men and Women				
		Men		Women		Men		Women		Men and Women		Men and Women		
		S	U	S	U	S	U	S	U	S	U	S	U	Total
Fall 1965	Transfer	50	53	22	17	21	16	15	17	108	103	211		
	Vocational	34	27	17	11	26	22	14	15	91	85	176		
Spring 1966	Transfer	50	17	19	6	16	3	11	5	96	31	127		
	Vocational	17	11	14	9	14	3	6	3	51	26	107		
	Not Enrolled	17	52	6	23	17	32	12	24	132	131	183		

A 50 percent sample of 774 students admitted to the Fall 1965 semester.

Table 9 reveals that of those students allowed to take the transfer program, 25 percent enrolled in the vocational program and about one-half of them were successful. Also, about one-half of the transfer eligibles enrolling in the vocational curricula were successful. A total of 241 students were required to take the two-year vocational curricula. However, 48 percent of these enrolled in the transfer program. Those restricted to and enrolling in two-year vocational courses were 52 percent successful. Those restricted to two-year vocational courses, but enrolling in transfer courses were 48 percent successful.

Table 10 indicates that about ten percent of the Fall, 1965 transfer-successful students changed their objective to a two-year vocational major, while twenty-six percent of the vocational-successful students changed to a transfer curricula for the Spring, 1966 semester. About twenty-five percent of the Fall, 1965 transfer-unsuccessful students continued in the Spring, with one in five changing to a vocational objective. About 34 percent of the vocational-unsuccessful students continued in the Spring semester, with about one in three changing to a transfer objective.

Table 11 shows the four categories of students resulting from an evaluation by the Admissions Committee at the fourteenth week of the semester and at the end of the semester for those students denied admission at the fourteenth week. An evaluation form (Appendix II) is made out in duplicate when the grades are received; one copy is retained with the personnel card and one copy is given to the student on the following day. Twenty-four students were released from probation although their final grades were not a "C" average or better. Fifty-seven students were continued on probation although they received a "C" average, probably because of the small number of units taken, and/or the grade point average was barely a "C". Twenty-five successful students did not apply to Los Angeles City College and quite possibly some of them continued their education at another institution.

TABLE 9

COMPARISON OF RESTRICTIONS BY THE ADMISSIONS COMMITTEE AND TYPE OF COURSE IN WHICH READMITTED STUDENTS\*  
ACTUALLY ENROLLED, FALL, 1965  
LOS ANGELES CITY COLLEGE

Admissions Committee Restrictions	Type of Course in Which Students Enrolled					
	TRANSFER		VOCATIONAL			
	Successful	Unsuccessful	Combined	Successful	Unsuccessful	Combined
Transfer (112)	44	40	84	15	13	28
Vocational (241)	56	61	117	65	59	124
Designated Vocational Courses (15)	3	1	4	7	4	11

\* A 50 percent sample of 774 students admitted to the Fall, 1965 semester

Table 10

**COMPARISON BETWEEN TYPE OF COURSE IN WHICH READMITTED STUDENTS\*  
ENROLLED AND SUCCESS, FALL AND SPRING, 1965-1966  
LOS ANGELES CITY COLLEGE**

Type of Course in which Enrolled	Number	Fall, 1965		Transfer	Spring, 1966	
		Results of Semester's Work	Number		Vocational	Not Enrolled
Transfer	211	Successful	108	72	10	26
		Unsuccessful	103	22	6	75
Vocational	176	Successful	91	24	41	26
		Unsuccessful	85	9	20	56

\* A 50 percent sample of 774 students admitted to the Fall, 1965 semester

Table 12 makes a comparison according to units attempted for the Fall, 1965 semester. Sixty-six students completed no work. Those students (both day and evening enrolled) who attempted eight or nine units were the only groups to show less than 50 percent success. Two out of three students attempting three, six, ten, eleven, twelve, and fourteen units were successful. The highest percentage of evening successfuls attempted six or less units. The highest percentage of day successfuls attempted ten or more units.

Figure 7 shows that those students scoring in the lowest six deciles on the entrance examination with one exception were less successful than unsuccessful. Those students in the top four deciles were more successful than unsuccessful. About 59 percent of the students were from the lowest four deciles, based on the national norm.

Table 13 compares the School and College Ability Test total scores for students enrolled in transfer or vocational curricula. The highest mean score was 68.23 for the transfer-successful and the lowest mean score was 53.35 for the vocational-unsuccessful. The total mean score for the transfer-unsuccessful was one and one-half points higher than that for the vocational-successful. The difference between the total mean SCAT score for the transfer student who was successful and the transfer-unsuccessful is highly significant. The opposite was true for the student taking a two-year occupational curricula, that is there is no significant difference between the SCAT total mean scores for the successful and unsuccessful. The SCAT total mean scores for combined successful students is significantly higher than the SCAT total mean score for the combined unsuccessful. When comparing the SCAT total mean scores of the two groups of successful students, the difference between the mean score of the transfer student and the vocational student is highly significant. The difference between the SCAT total mean score for the unsuccessful-transfer and the unsuccessful-vocational is not significant at the five percent level. The difference between the SCAT total mean

Table 11

**ADMISSION COMMITTEE ACTIONS ON FALL, 1965 READMITTED  
STUDENTS TO THE SPRING, 1966 SEMESTER  
LOS ANGELES CITY COLLEGE**

Action	Day			Evening			Day and Evening				
	Men		Women	Men		Women	Men and Women		TOTAL		
	S	U	S	U	S	U	S	U			
Released	62	9	20	8	23	3	12	4	117	24	141
Continued Probation	16	27	14	12	17	5	10	5	57	49	106
Denied	0	2	0	2	0	1	0	1	0	6	6
Did not Apply	6	42	5	16	7	29	7	22	25	109	134

Table 12

**UNITS ATTEMPTED IN THE FALL, 1965 SEMESTER FOR  
SUCCESSFUL\* AND UNSUCCESSFUL\*\* STUDENTS  
READMITTED BY THE ADMISSIONS COMMITTEE  
LOS ANGELES CITY COLLEGE**

Units Attempted	Day		Evening		Combined		Sub Total
	S	U	S	U	S	U	
0	0	34	0	32	0	66	66
1	0	0	2	0	2	0	2
2	0	2	5	2	5	4	9
3	8	7	24	9	32	16	48
4	3	3	6	1	9	4	13
5	3	4	6	3	9	7	16
6	11	8	26	9	37	17	54
7	8	3	2	6	10	9	19
8	4	8	2	4	6	12	18
9	11	13	1	4	12	17	29
10	7	4	1	0	8	4	12
11	13	5	1	1	14	5	19
12	26	12	0	0	26	12	38
13	11	6	0	0	11	6	17
14	10	5	0	0	10	5	15
15	6	4	0	0	6	4	10
16	2	0	0	0	2	0	2
<b>Total</b>							<b>387</b>

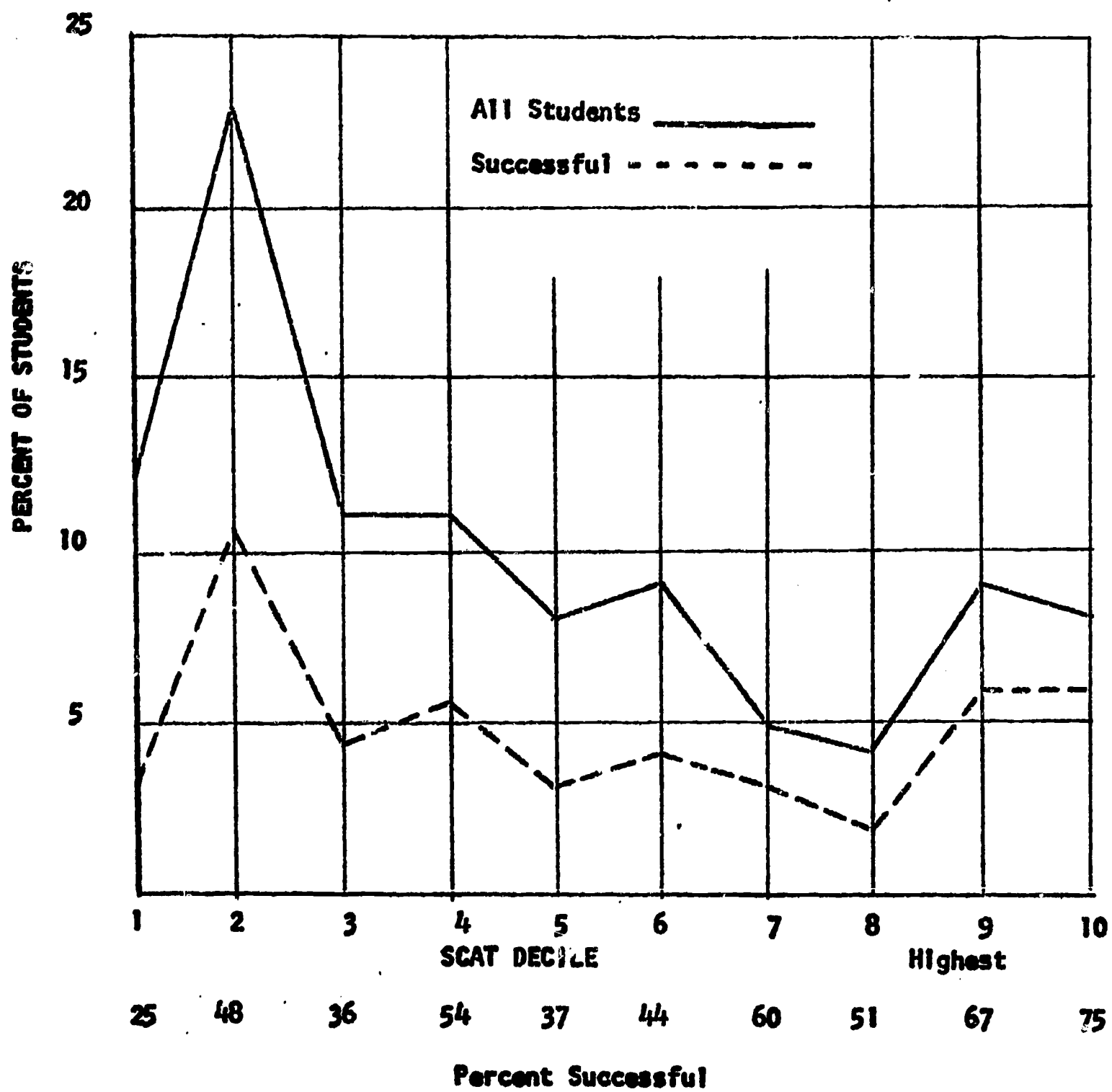
\* Completed the semester with a 2.00 or higher GPA

\*\* Withdraw from school or received less than a 2.00 GPA



Figure 7

Percent of Students, Admitted to the Fall, 1965  
Semester by Admissions Committee, Scoring in Each  
National Norm Decile, School and College  
Ability Test (SCAT) Los Angeles City College



**SCHOOL AND COLLEGE ABILITY TEST TOTAL MEAN SCORES,  
STANDARD DEVIATIONS, AND SIGNIFICANT  
DIFFERENCES OF MEAN TOTAL SCORES  
FOR STUDENTS ADMITTED BY THE  
ADMISSIONS COMMITTEE, LOS  
ANGELES CITY COLLEGE**

Results Fall, 1965 Semester	SCAT Total Score	Trans- fer	Curricula Enrolled in Fall, 1965		
			t	Vocational	Combined
Successful	Mean	68.2		56.7	63.6
	Standard Deviation	19.3	3.13	19.3	20.1
	Number	69		46	115
	t	3.01		0.88	2.80
Unsuccessful	Mean	58.3		53.3	56.4
	Standard Deviation	19.7	1.42	17.8	19.1
	Number	71		46	117
Combined	Mean	63.2		55.0	60.0
	Standard Deviation	20.1	3.15	18.6	19.9
	Number	140		92	232

**NOTE:** If  $t$  is larger than 1.96 the difference is significant at the 5 percent level. If  $t$  is larger than 2.58 the difference is significant at the one percent level.

SCAT total scores were available for only 232 students of the 387 that comprised the group.

score for the unsuccessful-transfer and the unsuccessful-vocational is not significant at the five percent level. The difference between the SCAT total mean score of the transfer student and that of the two-year terminal student is highly significant.

Table 14 shows no significant correlation between grade point average for the Fall, 1965 semester and units completed, grade point deficiency, or semesters out of college prior to the Fall, 1965 semester. Considering those students with a grade point average between 0.01 and 4.00, their mean GPA was 2.19. If the thirty-five students with a 0.00 grade point average are included, the mean GPA becomes 1.95. Considering the sixty-six students who withdrew with no units charged against them as failures and considering them to have the equivalent of a 0.00 GPA, the mean grade point average for the entire sample drops to 1.63. The only mean difference that shows high significance is that between the units completed prior to the Fall, 1965 semester for the 2.00 GPA or higher and the 0.01 to 1.99 GPA. The students that made a "C" average or better in the Fall, 1965 semester completed an average of ten more units before being readmitted than their counterparts completed. The difference in mean semesters out of college is barely significant at the five percent level of confidence, and the difference in mean grade point deficiency prior to being admitted for the Fall, 1965 semester is not significant.

TABLE 14

MEANS AND STANDARD DEVIATIONS OF GRADE POINT AVERAGE, DIFFERENCE OF THE MEANS,  
UNITS COMPLETED, GRADE POINT DEFICIENCY, AND SEMESTERS OUT OF COLLEGE  
FOR READMITTED STUDENTS FALL, 1965, LOS ANGELES CITY COLLEGE

Factors	Fall, 1965 semester grade point averages				Combined (296)			
	2.00 or higher (199)		t 0.01 to 1.99 (97)		Mean	Std. Dev.	C.C. GPA	C.C. GPA
	Mean	Std. Dev.	Mean	Std. Dev.				
Grade Point Average	2.58	0.57	1.33	0.441	2.19	0.79		
Units Completed	31.3	20.5	21.0	16.3	28.1	19.8	0.24	0.24
Grade Point Deficiency	16.3	7.8	15.4	8.2	16.0	8.0	0.11	0.11
Semesters out of College	2.5	3.3	1.8	2.7	2.3	3.1	0.19	0.19

NOTE: C.C. GPA is to be read Correlation Coefficient with Grade Point Average.

Semesters out of college refers to those prior to beginning of Fall, 1965.

In the sample there were 101 students with a 0.00 GPA or no units attempted who were not included in the study.

If t is larger than 1.96 the difference is significant at the five percent level of confidence. If t is larger than 2.58 the difference is significant at the one percent level of confidence.

**SUMMARY AND CONCLUSIONS**

Sixty-eight percent of the disqualified students included in the study were male. This substantiates the study by Schultz<sup>1</sup> who found the same ratio--two to one--in his study of twenty-seven eastern public junior colleges. It was noted also that the disqualified student was from the same general cross section of high schools that make up the freshman class. Approximately two-thirds of the day-enrolled students were under twenty-two years of age, compared to the aforementioned study by Schultz who found 82 percent in this same category. As might have been expected, the median age for the readmitted student was almost three years older than the regular day-enrolled freshman. A higher percentage of the disqualified students came from four-year colleges. These disqualified students had requested admission to the 'open door' college, quite possibly to gain readmission to a four-year college. A higher percentage of sophomores occurred among the readmitted students than in the regular school population.

It is apparent from data presented (Table 5) that the chances of success are better for a readmitted student (52 percent) than for a regular freshman student (45 percent). Considering that each readmitted student was unsuccessful for two semesters, the committee is to be congratulated for their selection of students.

Day and evening students who had completed over twenty-one units had a much better chance of being successful than those completing less. It is reasonable to assume that if a student withdraws or fails classes, he stands little chance of being successful when readmitted. The student who is one-third or more on his way toward the Associate in Arts degree has

<sup>1</sup> Schultz, Raymond E. "The Impact of Academic Probation and Suspension Practices on Junior College Students," Junior College Journal, 32 (January, 1962), 271-75.

completed twenty units and has known some success. Although his grade point average has been below a "C" for two semesters, he is a better risk than a student completing less than twenty units. As one might expect, a large proportion of inbred students existed among those admitted by the Admissions Committee. These former Los Angeles City College students, together with other junior college students, stand the least chance of success. Those students who showed high performance in high school achievement and were readmitted from California state colleges and universities had, as Brown<sup>1</sup> would have predicted, a very high level of success (Figure 4).

Although they were few in number the 18-year olds were outstanding in their success (Figure 5). There appears to be an abrupt change in the percentage of successful students at thirty years of age. The students over thirty years of age were 81 percent successful, compared to 49 percent success for those thirty and under. Powell<sup>2</sup> and Jourard found that immaturity was a factor in underachieving students. It may be concluded that if a student who has been disqualified from college decides after he is thirty years of age to return, he is probably mature and in four chances out of five he will be successful.

Those students (Figure 6) with 0 grade point deficiency were disqualified from college because they withdrew for two or more semesters: only 33 percent of this group were successful. It does not appear that success for readmitted students can be predicted from the number of grade points in which they were deficient, except as mentioned above.

The Admissions Committee was able to select those students who were most capable of succeeding and gave them permission to take transfer courses with no restrictions (Table 6).

<sup>1</sup> Brown, C., and Lofgren, P.V. "The Nature of Some of the Difficulties of Students Failing the First Two Years of College," Journal of Experimental Education, 9 (March, 1941), 209-215.

<sup>2</sup> Powell, W. James, and Jourard, Sidney M. "Some Objective Evidence of Immaturity in Underachieving College Students," Journal of Counseling Psychology, 10 (Fall, 1963), 276-82.

Students who had been out of college nine or more semesters had an outstanding record of success. It would be impossible to predict success for the remainder from the number of semesters out of college. The notion that a student should remain out of college one semester before being re-admitted was not supported by this study. In fact, students out one semester were 38 percent successful, while those allowed to continue without interruption were 54 percent successful (Table 7). No doubt just receiving a letter notifying the student of his disqualification was enough reason for motivation.

Students met with similar success patterns irrespective of the type of program for which they enrolled (Table 8). Fifty-seven students were permitted to register for the spring semester although they were unsuccessful.

Almost one-half of the students who were required to take vocational courses enrolled in transfer programs (Table 9). This occurred because there was no agreement on the part of the student and no enforcement by the committee. The student was able to make his own decision, even though the committee required vocational courses, and he enrolled in those courses he felt were best for him. It is not apparent that he was any worse off for having made that decision. The change of objective was apparent, as noted in Table 10. It may be concluded that some students, both successful and unsuccessful, will change from a transfer program to vocational and vice versa.

The limitations of predicting success at the fourteenth week were apparent from Table 11, with seventeen percent of the released students not achieving a "C" average in their final grades. However, releasing qualified students to preregister for the Spring semester will assure them a selection of classes they desire. The Evaluation Committee felt that 64 percent of the

students should continue for a second semester, and another six percent were successful but did not apply to enroll in the Spring semester. Together they represent 70 percent of those students that were readmitted. This figure represents a very high level of achievement for these formerly disqualified students. It is certainly much higher than Schultz<sup>1</sup> found in his study of twenty-seven Junior colleges. His study showed 49 percent of the readmitted disqualified students were allowed to continue for a second semester.

When comparing units attempted, the evening enrolled student must be considered separately. Those evening students taking over six units were very unsuccessful. No doubt they were attempting too heavy a load. The successful day students were capable and able to handle a full load. The less capable students enrolled in fewer units and were still unsuccessful. Culley<sup>2</sup> in his study of probation students also found this to be true at Occidental College. From Figure 7 it is apparent once again that students with high aptitude have the best chance of success. This was also brought out by Culley and by Osmon<sup>3</sup> at Indiana State College. Osmon found low intelligence was a differential factor, in comparing students who withdrew failing with the student body in general. The intelligence factor was further clarified in Table 13, which compares transfer and vocational curricula. The transfer-successful students had the highest mean score. The differences between this score and the mean scores of the successful-vocational and the unsuccessful-transfer students were both highly significant. This seems to suggest that success in the transfer curricula may be pre-

<sup>1</sup> Ibid. p. 66

<sup>2</sup> Culley, Benjamin H. "An Evaluation of a Program of Disqualification in a Small Liberal Arts College." Unpublished Doctor's Dissertation, University of Southern California, 1949.

<sup>3</sup> Osmon, William R. "The Personality Patterns of Failing Freshmen, Indiana State College 1961-62," The Teachers College Journal, 35 (November, 1963). 61-65.



dicted within reason from an achievement test. This same prediction is not true for the vocational student.

The low correlation coefficient between grade point average and units completed, grade point deficiency, and semesters out of college prior to the Fall, 1965 semester are not indicative of predictive validity. However, the difference between units completed for the C or better student and units completed for the student having a grade point average between 0.01 and 1.99 is highly significant.

### RECOMMENDATIONS

The findings of the study showed that the previously disqualified student achieved at a higher level than the day enrolled freshman and did not dilute the academic level of the student body. Therefore, the writer recommends the "open door" should revolve for those students meeting readmission requirements. More specifically, a consideration of the following is recommended:

1. The selection of readmitted students should be based on an individual appraisal of the qualifications of each student seeking readmission.

There is no evidence that any satisfactory set of rules can be formulated to determine eligibility but, rather, a comprehensive evaluation of the student, his background, and his objectives is required.

2. Those students, both day and evening, who completed over twenty units before being disqualified should be given special consideration.

If a student has not completed about twenty semester units in college before being disqualified, he has only a 38 percent chance of being successful, compared to 63 percent success for those taking over twenty units.

3. Students seeking readmission after having attended, in regular session, a California state college or university, should be considered acceptable.

Three out of four students having previous attendance at a California state college or university were successful.

4. Students over thirty years of age and/or out of college for nine or more semesters, and meeting other qualifications should be readmitted.

Students over thirty years of age were successful in four cases out of five, as were three out of four students out of college nine or more semesters.

5. Readmitted evening enrolled students should be limited to six units; day enrolled students should be allowed to enroll in a full program, up to sixteen units.

The evidence shown in Table 12 clearly supports this recommendation.

6. Students in the top decile on the School and/Ability Test should be considered a good risk.

Students whose total score on the SCAT was 92 or more were successful in three out of four cases.

7. An acceptable student whose SCAT total score is low should be encouraged not to take a transfer curriculum in his first semester after being readmitted.

Results shown in Table 13 indicate the SCAT total score as a possible predictor for success in the transfer curriculum.

8. Students should not be required to remain out of college for one semester to establish eligibility.

The evidence does not indicate that students who remained out of college from one to four semesters did any better than those continuing without interruption. No doubt the very traumatic experience of being disqualified is sufficient, if success is to be achieved at all.

9. Students otherwise qualified for readmission should not be denied solely because of their previous grade point deficiency.

There is no evidence to support a relationship between grade point deficiency and success after readmission.

10. Students admitted with restrictions imposed by the Admissions Committee should not be permitted to deviate from these restrictions without an approval.

After the committee evaluates an expository letter, SCAT test scores, and an application for readmission, those acceptable students whose objective is also acceptable should be sent a letter to this effect. A signed copy should be returned before the student is sent an acceptance. Those students (242 in the Fall, 1965 semester) acceptable with restrictions on their major or objective, should be called before a counselor to arrive at a selection of courses acceptable to the student and the committee. The committee can then retain a signed copy of the agreement for its files.

A P P E N D I X

APPENDIX 1  
LOS ANGELES CITY COLLEGE  
ADMISSIONS COMMITTEE

DATE \_\_\_\_\_

NAME \_\_\_\_\_  
(Last) (First) (Middle)  
ADDRESS \_\_\_\_\_  
Street and Number Zone Phone

The Faculty Admissions Committee has reviewed the record (s) of this student and in accordance with the policy of the College recommends as indicated by check (s):

- \_\_\_\_\_ 1. The Committee finds no basis upon which it can justify recommendation for approval of the application. Applicant is advised to attend adult or extension schools and attain A or B grades before reapplying.
- \_\_\_\_\_ 2. The Committee recommends admission on probation without limitation of the number of units or subjects that the student may take.
- \_\_\_\_\_ 3. Before making any recommendation the committee requires a written statement by mail from the applicant outlining causes for previous deficiencies, courses since taken to correct such deficiencies, and statement of educational and occupational objective in the event applicant is admitted to this college.
- \_\_\_\_\_ 4. The Committee recommends admission on probation subject to limitation (s) as follows:
  - a. Study list limited to a maximum of \_\_\_\_\_ units.
  - b. Study list limited to a selection from the following subjects:  
\_\_\_\_\_  
\_\_\_\_\_
  - c. Study list must include all of the following subjects:  
(Other subjects may be taken at student's discretion).  
\_\_\_\_\_  
\_\_\_\_\_
  - d. Assigned to \_\_\_\_\_ (counselor) who will supervise the following conditions:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - e. REMARKS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Student \_\_\_\_\_

\_\_\_\_\_  
Signature of Committee Member

APPENDIX II  
LOS ANGELES CITY COLLEGE  
ADMISSIONS COMMITTEE

January 1966

Dear

The Admissions Committee has reviewed your current grades and has made the following decision:

- Registration for Spring 1966 is approved. Program advisement is available in the Counseling Center if desired.
- Registration for Spring 1966 is conditionally approved and your status will be "continued probation". We recommend consulting with a counselor in selecting your courses for next semester.
- Registration for Spring 1966 semester is denied at this time. If upon receipt of your final grades (post cards which you would provide for each instructor) there is an improvement in your grades, you may bring the post cards in the Counseling Center for review of your standing.
- Grades required for classes dropped after the 5th week.
- Make an appointment with a counselor as more information is needed before a decision can be reached.

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Admissions Committee