

DOCUMENT RESUME

ED 038 134

JC 700 106

AUTHOR Frankel, Edward
TITLE The Academic History of Community College
Transferees at Herbert H. Lehman College.
INSTITUTION City Univ. of New York, N.Y. Herbert H. Lehman Coll.
REPORT NO OLC-70-1
PUB DATE Mar 70
NOTE 43p.

EDRS PRICE EDRS Price MF-\$0.25 HC-\$2.25
DESCRIPTORS *Academic Achievement, Academic Performance,
Associate Degrees, College Credits, *Junior
Colleges, *Transfers, *Transfer Students
IDENTIFIERS *New York

ABSTRACT

This study, conducted by Lehman College (part of the City University of New York system--CUNY) is an attempt to ascertain the academic achievement of students who transferred to Lehman College from community colleges. The population consisted of 202 community college transferees, a large majority of whom were from CUNY community colleges, mainly the Bronx Community College which is located near Lehman College. Findings consisted of (1) the status of these students two years after coming to Lehman College; (2) how long they had attended a community college and how many credits were earned; (3) how many credits were accepted by Lehman College; (4) how many of the students had received A.A. degrees; (5) what majors they followed; and (6) their academic performance before and after transferring. In general, it was found that the community college students with A.A. degrees successfully completed the Lehman College requirements for a baccalaureate degree. (BB)

ED038134

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE

OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HERBERT H. LEHMAN COLLEGE
The City University of New York
Bedford Park Boulevard West
Bronx, New York 10468

THE ACADEMIC HISTORY OF COMMUNITY COLLEGE TRANSFEREES
AT HERBERT H. LEHMAN COLLEGE

Edward Frankel

UNIVERSITY OF CALIF.
LOS ANGELES

APR 20 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Office of Institutional Research

No. 70-1

March 1970

JC 700 106

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
	ACKNOWLEDGMENTS	
I	INTRODUCTION	1
II	PROCEDURE	8
III	FINDINGS	10
IV	SUMMARY AND CONCLUSIONS	35
V	RECOMMENDATIONS	38

ACKNOWLEDGMENTS

This is the first study published by the newly established Office of Institutional Research. Its importance lies in its attempt to define the role of the Office operationally, that is, by the nature of the research it undertakes, and also to focus the attention of the College on its research activities.

The report presented is the first step in a longitudinal study which traces the academic history of community college transferees at Lehman College. It is hoped that the findings will provide the College with essential information about these students and so enable the College to make wise administrative and curricular decisions based on specific evidence.

Equally important in preparing this study was the experience gained by the research team regarding sources of information about students in general and community college transferees in particular. A wealth of data was made available by the various offices of the College. Administrative personnel were most cooperative, helpful and patient not only in providing primary sources of data but also in explaining and interpreting student records and procedures. This made it possible to prepare this report in a matter of a few months.

The Director wishes to acknowledge the help, kindness and support extended by innumerable administrative personnel, particularly the Director, the Assistant Directors and personnel of the Office of the Registrar of Lehman College.

Acknowledgment is also made of the invaluable assistance in the form of copies of previous studies and data supplied freely by the personnel of the Office of Institutional Research of the Division of Teacher Education of City University.

The Director thanks the Lehman College administrators and directors for their critical reading of the first draft of this study. Their constructive suggestions helped to strengthen and improve the final draft and their enthusiastic cooperation has encouraged the Office to extend its research activities.

The assistance of three students who currently constitute the research personnel of this Office is also acknowledged, Miss Patricia Boland, Miss Eileen Carroll and Miss Cynthia Roth, as well as the invaluable help provided by Mrs. Rose Selman, Secretary.

CHAPTER I

The Academic History of Community College Transferees at Herbert H. Lehman College

The past decade has witnessed an unprecedented growth in community college enrollment and a corresponding increase in the number of community college transferees to the senior colleges of The City University of New York.

Since 1960, there has been a steady increase of community college graduates with Associate Art (A.A.) degrees as well as transferees without this degree admitted to the four year senior colleges of The City University. These data are summarized in Table I.

TABLE I

COMMUNITY COLLEGE A.A. GRADUATES AND TRANSFEREES TO SENIOR COLLEGES, 1960-68¹

<u>Year</u>	<u>Number of Community College A.A. Graduates</u>	<u>Number of Community College Transferees to Senior Colleges</u>
1960-1	188	175
1961-2	231	294
1962-3	347	419
1963-4	374	486
1964-5	536	585
1965-6	825	1117
1966-7	1353	1384
1967-8	1599	2605
1968-9	2194	2591

¹ Data taken from report The Transfer of Students Between Community College and Senior College, The Office of the Chancellor, The City University of New York, April 18, 1967 and from Office of Coordinator of Institutional Research of The Board of Higher Education.

It is evident that the number of community college graduates with A.A. degrees has increased more than tenfold, from 188 in 1960 to 2194 in 1968. The number of community college transferees to senior college of CUNY has grown about fifteenfold during the same period, from 175 in 1960 to 2591 in 1968.

In every year since 1961, the number of transferees exceeded the number of A.A. degree recipients indicating that some of these students were transferring to senior colleges prior to receiving their degrees. A conservative estimate places the number of community college transferees to senior college by 1975 at 7,000.

The citywide growth in transfer students from community college is reflected in the greater number of these students gaining admission to Lehman College. This tendency is seen in Table II.

TABLE II

**COMMUNITY COLLEGE TRANSFEREES
TO HERBERT H. LEHMAN COLLEGE, 1965-69**

<u>Year</u>	<u>Total Admissions¹</u>	<u>Community College Admissions²</u>	<u>Percentages of C.C. Admissions</u>
1965-66	2351	77	3.3
1966-67	1842	122	6.6
1967-68	2211	202	9.1
1968-69	2034	224	11.0
1969-70	2075	285	13.7

¹These data were obtained from the Office of The Registrar at Herbert H. Lehman College.

²About 90 percent of these students were admitted from CUNY Community Colleges.

There has been a steady increase in the past five years in the number of community college transferees admitted to Lehman College. In 1965, these students constituted 3.3 percent of all admissions which included freshmen, advanced standing students, reinstated and readmitted students and transferees from the School of General Studies. By 1969, 13.7 percent of all admissions were community college transferees.

Previous Studies

Various studies concerning community college graduates have been conducted. The most recent study followed the academic careers of 311 community college transferees from September 1965 to June 1968.¹ The findings may be summarized as follows:

1. There was no marked difference in the success rate (graduate, still at school in relation to dropouts) of transferees as compared to native students (those who entered the senior college as freshmen) of similar academic background except at Brooklyn College.
2. Grade point averages of transferees in community college and in senior college were not significantly different; however those who transferred from the community college after two years did best.
3. Transferees lost few credits upon transfer and were subject to the same policies as other transfer and native students.

¹Lohman, Maurice A. and Ferrara, Amy, Articulation Between the Community Colleges and the Senior Colleges of The City University of New York; Office of Institutional Research, Division of Teacher Education, City University of New York. January 1969.

4. Transferees seemed to be graduated with a greater number of credits than native students but this difference was marked only at City and Queens Colleges.

Furthermore, there was a low correlation between community college and senior college grades, making community college grades an inefficient predictor of senior college performance. Therefore, it was thought that increasing the required community college average for transfer would have only a slight effect upon the performance of community college students in the senior colleges and would deny admission to many students who could do satisfactory work in a senior college.

Finally, community college transfer students were found to be as successful in the senior colleges as native students except in the engineering program.

Resolution of Board of Higher Education

At its April 28, 1969 meeting, the Board of Higher Education reaffirmed its earlier resolution of May 27, 1967 which provided for the automatic admission of community college transfer students to the senior colleges of The City University.

The supporting resolution which was passed stated:

As of September 1969, all community college Associate Arts (A.A.) degree recipients, upon transfer to the senior college of their choice, be granted a minimum of 64 credits toward a baccalaureate degree with the understanding that these credits represent the equivalent of the credits earned by native senior college students in the freshman and sophomore years and that the community college transfer students shall not be required to earn credits above the 128 normally required for a baccalaureate degree unless he changes his major field of study or be found lacking in prerequisites within his major field.

The Board of Higher Education at this same meeting also adopted the following resolution:

Resolved: That the high school records of Associate Arts degree recipients from City University Community Colleges not be reviewed by the senior college upon transfer to the junior year.

Objective

The present study deals with articulation between community colleges and a senior college of The City University of New York. It was proposed as a survey of community college transferees to Lehman College. It was also planned to serve as a benchmark for longitudinal studies of successive groups of community college transferees before and after September 1969, the date of the implementation of the resolution of the Board of Higher Education which provides for the automatic admission of community college A.A. degree recipients to the senior colleges of The City University.

The purpose of this study was to obtain basic data describing the academic performance of the group of community college transferees who entered Lehman College in September 1967, some of whom were in Lehman's first graduating class in June 1969. It was hoped that this survey will provide answers to the following questions:

1. What are some of the academic characteristics of the community college transferees entering Lehman College?
2. How do these transfer students compare academically with native students?

Population

In the fall of 1967, 202 students were admitted to Lehman College from the six community colleges of The City University and three neighboring State University community colleges. This group was composed of 58 men and 144 women, a ratio of about two men to five women, which is approximately the sex ratio of men to women for Lehman College.

The distribution of these transfer students among the community colleges is summarized in Table III.

TABLE III

COMMUNITY COLLEGE TRANSFEREES
OF SEPTEMBER 1967 TO LEHMAN COLLEGE

CUNY	<u>Community Colleges</u>	<u>Number</u>	<u>Percentage</u>
	Bronx	142	
	Manhattan	24	
	Queensborough	10	
	New York City	5	
	Kingsborough	2	
	Staten Island	<u>4</u>	
	Total	187	92.6
SUNY	<u>Community Colleges</u>		
	Westchester	9	
	Rockland	2	
	Nassau	<u>4</u>	
	Total	<u>15</u>	<u>7.4</u>
		202	100

More than 9 out of 10 transferees came from CUNY community colleges and the overwhelming majority from the Bronx Community College, which is located nearby. A few, 7.4 percent, were from community colleges outside of New York City - Westchester, Nassau and Rockland.

CHAPTER II

PROCEDURE

The 1967 community college entrants were divided into three groups:

- (a) those who were graduated from Lehman College in June 1969 or August 1969
- (b) transferees who were still in residence and on the active register
- (c) students who had been dropped from Lehman College between September 1967 and November 1969.

The following data describing the community college performance of all 202 transferees were obtained from official transcripts:

1. Number of years at the community college
2. Number of credits completed at community college
3. Number of transfer credits
4. Credit loss
5. Community college degrees
6. Grade point average at the community college.

Additional data describing the academic performance of each of the three groups at Lehman College were also obtained based on their status at the time of this study. For the graduates, the number of credits earned at Lehman College, the cumulative grade point average and the area of concentration were recorded. For the students in residence, area of concentration and probable date of graduation were noted. For those discharged, the date of discharge and the reason for withdrawal were obtained.

A weakness in most studies comparing the academic achievement of transfer and native students was the failure to equate these groups on scholastic performance before making comparisons. Mlodok (1967)¹ matched community college transferees and native Hunter College students on high school average and socioeconomic level. She found transferees did better in the first 55 credits of college work but performed as well as native students subsequently.

Since one of the purposes of the present study was to compare the academic achievement of transfer and native student at Lehman College, individuals of the same sex were matched for scholastic performance during the first two years of college work and compared for achievement within similar concentrations in the last two years at Lehman College. This design, it was felt, would result in a more accurate assessment of the academic performance of transfer and native students.

The academic achievement of graduates in community college and at Lehman College as measured by grade point averages was compared for significant differences. In addition, achievement at Lehman College was measured by comparing grade point averages of matched transferees with native graduates. These students were matched on a one to one basis with respect to the following variables: (a) length of time in school prior to junior year, (b) sex, (c) cumulative grade point average for period prior to junior year and (d) concentration. The two groups were then compared for cumulative grade point average in the junior and senior years at Lehman College.

¹ Mlodok, Miriam, Comparison of Academic Performance of Community College Transferees With Native Students at Hunter College, Office of Institutional Research, Hunter College, September 1967.

CHAPTER III

FINDINGS

Status of Group in November 1969

The status of each member of the group of September 1967 community college entrants as of November 1969 was ascertained to determine the number that had been graduated in June 1969, the number in residence and the number that had been discharged. These data are presented in Table IV.

TABLE IV

STATUS OF SEPTEMBER 1967 COMMUNITY COLLEGE
ENTRANTS IN NOVEMBER 1969

<u>Status</u>	<u>Number</u>	<u>Percentage</u>
Graduated	74	36.6
Residence	92	45.5
Discharged	<u>36</u>	<u>17.9</u>
Total	202	100.0

It was found that 74 or 36.6 percent had been graduated in June 1969, 92 or 45.5 percent were still in school, and 36 or 17.9 percent had been discharged. If success rate is defined as being graduated or continuing at college then 82.1 percent of the September 1967 transferees were successful as of November 1969.

Sex Ratio

TABLE V

SEX RATIO OF SEPTEMBER 1969
COMMUNITY COLLEGE ENTRANTS

<u>Status</u>	<u>Numbers</u>			<u>Percentages</u>		
	<u>M</u>	<u>F</u>	<u>Both</u>	<u>M</u>	<u>F</u>	<u>Both</u>
Graduates	18	56	74	24.3	75.7	100
Residents	26	66	92	28.2	71.8	100
Dischargees	<u>14</u>	<u>22</u>	<u>36</u>	<u>38.9</u>	<u>61.1</u>	<u>100</u>
Total	58	144	202	28.7	71.3	100

As is evident from Table V, the ratio of men to women among the graduates was 1 to 3 whereas among those who had been discharged in the past two years, the sex ratio was 2 men to 3 women. Proportionately, more men were discharged than were graduated from Lehman College. The sex ratio of the resident population resembled the graduate subgroup more than the discharged subgroup.

In this same period, 45.8 percent of all students discharged from Lehman College were men. This is most closely approximated in the dischargee subgroup where the percentage of men who left college was 38.9 percent.

Numbers of Years in Community College Prior to Transfer

There is some evidence that the dropout rate is significantly higher among community college students who transfer before attaining

the junior level than for those who enter the senior colleges with third year status.¹

The transcripts of the 1967 transferees indicated that they had entered Lehman College having spent an average of 1.7 years in a community college, the range being from 6 months to four years. However, the graduates in this population had averaged 2.2 years whereas both resident and discharged subgroups had spent an average of 1.4 years in a community college prior to transfer. These findings are summarized in Table VI.

TABLE VI

**YEARS IN COMMUNITY COLLEGES
OF SEPTEMBER 1967 TRANSFEREES**

<u>Status</u>	<u>No.</u>	<u>Number of Years in Community College</u>								<u>Av.</u>
		<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	
Graduates	74	2	4	2	45	4	11	2	4	2.2
Residents	92	0	68	1	12	0	10	0	1	1.4
Dischargees	<u>36</u>	<u>1</u>	<u>23</u>	<u>1</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1.4</u>
Total	202	3	95	4	64	5	22	3	6	1.7

Percent Distribution of Years in Community College

<u>Status</u>	<u>%</u>	<u>0.5</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>
Graduates	100	2.7	5.4	2.7	60.8	5.4	14.9	2.7	5.4
Residence	100	0	73.9	1.1	13.0	0	10.9	0	1.1
Dischargees	<u>100</u>	<u>2.8</u>	<u>63.9</u>	<u>2.8</u>	<u>19.4</u>	<u>2.8</u>	<u>2.8</u>	<u>2.8</u>	<u>2.8</u>
Total	100	1.5	47.0	2.0	31.7	2.5	10.8	1.5	3.0

¹ Knoell, Dorothy and L. L. Medsker, From Junior to Senior College: A National Study of Transfer Student, Washington: American Council on Education, 1965.

Furthermore, it was found that 50.5 percent of all September 1967 transferees spent less than two years in the community college, 31.7 percent two years and 17.8 percent more than two years.

However, when these data were analyzed according to subgroup, it was found that the most successful group, the graduates, had the smallest percentage of students with less than two years of community college, 10.8 percent. The least successful, the discharges, had 69.5 percent with less than two years and the resident subgroup had the highest percentage of students with less than two years of community college, 75 percent. There was no statistically significant difference among residents as compared to discharges with respect to the number of transfers with less than two years and the numbers with at least two years of community college. However, the final evaluation of resident students must be delayed until at least the June 1970 graduation since all but one student entered Lehman College at the end of one year of community college.

Nevertheless, on the basis of the data now available, it appears that there is a direct relationship between length of time in community college and "success" in senior colleges.

Credits Earned in Community College

Transfer students come to Lehman College with vastly different numbers of credits depending upon how many years they had studied in the community colleges. These data are presented in Table VII by subgroups according to three grade levels based on credits earned. The following schedule of grade levels according to credits earned was adopted by Lehman College in September 1969:

<u>Credits</u>	<u>Grade Level</u>
less than 28	Freshman
28 - 60 1/2	Sophomore
61 - 93 1/2	Junior
more than 93 1/2	Senior

TABLE VII

**CREDITS EARNED IN COMMUNITY COLLEGE
BY SEPTEMBER 1967 TRANSFEREES**

<u>Status</u> <u>Credits</u>	<u>(Freshman)</u> <u>less than 28</u>		<u>(Sophomore)</u> <u>28 - 60 1/2</u>		<u>(Junior)</u> <u>61 - 93 1/2</u>		<u>Total</u>		<u>Av.</u>
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	
Graduates	0	0	2	2.7	72	97.3	74	100	69.3
Residents	6	6.5	67	72.8	19	20.7	92	100	39.8
Dischargees	<u>9</u>	<u>25.0</u>	<u>14</u>	<u>38.9</u>	<u>13</u>	<u>36.1</u>	<u>36</u>	<u>100</u>	<u>44.6</u>
Total	15	7.4	83	41.1	104	51.5	202	100	51.4

As is shown in Table VII 51.5 percent of the entire group attained junior status. Except for 7.4 percent which earned less than 28 credits and therefore achieved freshmen standing, the remainder earned enough credits for sophomore placement. However, the graduates as a group, averaged 69.3 earned credits which placed them on the junior level. Resident and dischargees averaged 39.8 and 44.6 credits respectively, enough for the sophomore level. Among the graduates 97.3 percent earned junior status as compared to 20.7 percent of residents and 36.1 percent of dischargees. About three out of four resident students attained sophomore status while one out of five dischargees had only enough credits for the freshman level.

Transfer Credits

A sensitive area in articulation between community and senior colleges is that of credit transfer. A summary of transfer credits granted by Lehman College to the September 1967 transferees is given in Table VIII.

TABLE VIII

TRANSFER CREDITS OF SEPTEMBER 1967
COMMUNITY COLLEGE TRANSFEREES

	<u>(Freshman)</u> <u>less than 28</u>		<u>(Sophomore)</u> <u>28 - 60 1/2</u>		<u>(Junior)</u> <u>61 - 93 1/2</u>		<u>Total</u>		<u>Av.</u>
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	
Graduates	0	0	6	8.1	68	91.9	74	100	67.3
Residents	9	9.8	65	70.7	18	19.6	92	100	39.5
Dischargees	<u>9</u>	<u>25.0</u>	<u>14</u>	<u>38.9</u>	<u>13</u>	<u>36.1</u>	<u>36</u>	<u>100</u>	<u>43.3</u>
Total	18	8.9	85	42.1	99	49.0	202	100	50.3

The averages of transfer credits for the total population and the subgroups were about the same as those for credits earned. The average number of credits accepted was 50.3; the graduates averaged 67.3 credits, the residents 39.5 and the dischargees 43.3. The distribution of students in each subgroup for transfer credits was about the same as for credits earned. Among the graduates 91.9 percent were given junior status as compared to 19.6 percent of the residents and 36.1 percent of the dischargees. Of the resident students 70.7 percent entered as sophomores and 25.0 percent of dischargees entered as freshmen.

Credit Loss

Credit loss was reported to be insignificant among students who transfer from City University community colleges to City University senior colleges, although there were variations from institution to institution.¹

The number of credits earned in community college among the 1967 entrants was compared to the number of credits allowed by Lehman College. There was no statistically significant change in the distribution of the number of credits completed and the number transferred as it affected senior college entrance status for all transferees as well as graduates, residents and discharges. A further analysis of the loss of credits is given in Table IX.

TABLE IX

CREDIT LOSS OF SEPTEMBER 1967
COMMUNITY COLLEGE TRANSFEREES

	<u>Total</u>		<u>No Loss</u>		<u>1/2 - 3</u>		<u>4 - 6</u>		<u>6 +</u>		<u>Av.</u>
	<u>No.</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>Loss</u>	
Graduates	74	47	63.5	7	9.5	14	18.9	6	8.1	2.0	
Residents	92	82	89.1	6	6.5	1	1.1	3	3.3	0.5	
Discharges	<u>36</u>	<u>31</u>	<u>86.1</u>	<u>2</u>	<u>5.6</u>	<u>1</u>	<u>2.8</u>	<u>2</u>	<u>5.6</u>	<u>1.3</u>	
Total	202	160	79.2	15	7.5	16	7.9	11	5.4	1.2	

¹Lohman and Ferrara, op. cit., pp. 30-45.

About four fifths of the transferees, 79.2 percent, lost no credit upon entering Lehman College. The average loss for the remaining fifth was 1.2 credits. The graduates had the lowest percentage with no loss, 63.5 percent, with an average loss of 2.0 credits. Proportionately this loss was no greater than that sustained by the discharges. Resident students showed the largest percentage with no loss of credits, 89.1 percent; the remaining 10.9 percent lost an average 0.5 credits. Since the resident group is still in attendance, the final evaluation of their records must wait until they are graduated.

No detailed attempt was made in this study to ascertain the subjects in which credits were lost since a random survey indicated that credits were not granted for a variety of reasons in many subjects. Furthermore, the rules applied to community college transferees in granting or withholding credits were the same as those applied to all advanced standing transferees.

Community College Degree

Another measure of academic achievement in community college was the number of transfer students with A.A. degrees.

This analysis is presented in Table X which follows.

TABLE X

**SEPTEMBER 1967 COMMUNITY COLLEGE TRANSFER STUDENTS
WITH AND WITHOUT A.A. DEGREES**

	<u>A.A. Degree</u>		<u>No Degree</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Graduates	69	93.2	5	6.8	74	100
Residents	16*	17.4	76	82.6	92	100
Dischargees	<u>5</u>	<u>13.9</u>	<u>31</u>	<u>86.1</u>	<u>36</u>	<u>100</u>
Total	90	44.6	112	55.4	202	100

*One student had an A.A.S. degree.

Table X indicates that 44.6 percent of the 1967 transferees were recipients of A.A. degrees and 55.4 percent were not. However, the analyses by subgroups indicated vast differences. Among graduates, 93.2 percent had degrees as compared to 17.4 percent of the residents and 13.9 percent of the dischargees. The fewest degree holders were found in the unsuccessful subgroup, the dischargees.

Discharged Students

The length of time community college transferees were at Lehman College before being discharged was determined. This information is summarized in Table XI.

TABLE XI

**NUMBER OF YEARS COMMUNITY COLLEGE TRANSFEREES
SPENT AT LEHMAN COLLEGE BEFORE BEING DISCHARGED**

<u>Length of Time</u>	<u>Number</u>	<u>Cumulative Percentage</u>
Less than 1 semester	5	13.9
1 semester	4	25.0
1 year	17	72.2
1.5 years	4	83.3
2.0 years	<u>6</u>	100.0
	36	

Before the end of the first semester, five transferees or 13.9 percent had been discharged. By the end of the first semester, four more left bringing the total to 25.0 percent. The largest exodus took place at the end of the first year when seventeen students were discharged; this accounted for an additional 47.2 percent. A year and a half after being admitted, four more left and six additional students were discharged after two years at Lehman College. The number of resident students that will leave before graduation has yet to be determined.

The academic status of the discharges and the length of time at Lehman College were also studied. These are given in Table XII.

TABLE XII

**ACADEMIC STATUS AND LENGTH OF TIME
AT LEHMAN COLLEGE OF DISCHARGEES**

	<u>Academic Status</u>			
	<u>Fresh.</u>	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>
Less than 1 semester	1	3	1	0
1 semester	0	1	2	1
1.0 year	0	12	3	2
1.5 years	0	1	0	3
2.0 years	<u>0</u>	<u>1</u>	<u>3</u>	<u>2</u>
Total	1	18	9	8
Percent	2.8	50.0	25.0	22.2

Half the dischargees were sophomores at the time they withdrew and 90 percent of this group completed only one year of senior college. The one freshman was discharged before the end of the first semester. There were eight seniors who left at various times after one semester.

The reasons for discharges were considered in four categories: transfer to another college, dropped for poor scholarship, dropped for non-attendance, and other reasons for leaving school which included employment, illness, marriage, maternity, finances, unknown and miscellaneous.

Based on information appearing on the transcripts, the reasons for discharged were analyzed and the summary appears in Table XIII.

TABLE XIII

**REASONS FOR WITHDRAWING FROM LEHMAN COLLEGE
OF SEPTEMBER 1967 COMMUNITY COLLEGE TRANSFEREES**

<u>Reason</u>	<u>Fresh.</u>	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>	<u>Total</u>	
					<u>No.</u>	<u>%</u>
Transfer	0	8	3	6	17	47.2
Drop - poor scholarship	0	3	3	2	8	22.0
Non-attendance	0	1	1	0	2	5.8
Others	<u>1</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>9</u>	<u>25.0</u>
Total	1	18	9	8	36	100.0

Almost half the students, 47.2 percent, who withdrew from Lehman College transferred to other colleges. Of these, three fourths entered the Lehman College School of General Studies. One fourth left for personal reasons and almost as many were dropped for poor scholarship. Only 2 (5.8 percent) were discharged for non-attendance.

Area of Concentration

To receive a baccalaureate degree at Lehman College, a student must complete the basic curriculum and in addition, he must choose an area of concentration consisting of 24 to 40 credits in one of the academic departments, except for interdisciplinary areas. For administrative purposes, the departments of the college are divided into three groups:

Group I consists of Art, Classical and Oriental Languages, English, Germanic and Slavic Languages, Library, Music, Puerto Rican Studies, Romance Languages, and Speech and Theatre.

Group II includes Anthropology, Black Studies, Economics, Education*, History, Philosophy, Political Science and Sociology.

Group III is composed of the Biological Sciences, Chemistry, Geology and Geography, Health, Physical Education and Recreation, Home Economics, Mathematics, Physics and Astronomy, and Psychology.

The areas of concentrations of community college transferees were compared with those of Lehman College students generally. This was done to find out how typical the concentration followed by these students was as compared to the concentrations of the rest of the student body.

For purposes of this study and also to simplify the procedure, the concentrations were divided into three groups corresponding to the three administrative divisions of the college.

The concentrations of the June and August 1969 graduates were determined and used as the base of reference on the assumption that they were representative of the school. Comparisons of concentrations were made of graduates and resident students with the reference groups. These are presented in Table XIV.

*Education is not included as an area of concentration.

TABLE XIV

**COMPARISON OF ACADEMIC CONCENTRATIONS OF JUNE - AUGUST 1969
LEHMAN COLLEGE GRADUATES WITH COMMUNITY COLLEGE GRADUATES
AND RESIDENT STUDENTS**

June - August 1969 Graduates	<u>Group I</u>			<u>Group II</u>		<u>Group III</u>	
	<u>No.</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
	1021	325	31.8	336	32.9	360	35.3

C.C. Graduates	74	22	29.7	29	39.2	23	31.1
C.C. Residents	<u>92</u>	<u>30</u>	<u>32.6</u>	<u>32</u>	<u>34.8</u>	<u>30</u>	<u>32.6</u>
	166	52	31.3	61	36.8	53	31.9

The concentrations followed by the June and August 1969 graduating class were almost equally distributed among the three groups; 31.8 percent in Group I, 32.9 percent in Group II and 35.3 percent in Group III. The concentrations of 1967 community college transferees were not significantly different from those of the June - August 1969 graduates. The graduate and resident students among the transferees were also not significantly different with respect to concentrations. The discharges were excluded from this analysis because most of them left the college before their junior year when the concentration is selected.

Education Sequence

Although resident and transfer students followed the same academic concentrations, there was the possibility that the two groups might differ in the proportions following the education sequence. It was found that 66.9 percent of the graduates and resident transferees were taking courses in education. This is about the same as was found

among the June 1969 graduates. Two thirds of these graduates had completed 12 credits or more which qualified them to teach. Of these, 500 were eligible to teach in the early childhood and elementary grades and 100 in the junior and senior high schools.

A further comparison was made of graduates and resident transferees with and without education courses in their programs. The results are summarized in Table XV.

TABLE XV

**COMMUNITY COLLEGE TRANSFEREES
WITH AND WITHOUT EDUCATIONAL SEQUENCE**

	<u>El. Ed.</u>		<u>Sec. Ed.</u>		<u>No Ed.</u>		<u>Chi Square</u>	<u>p</u>
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>		
Graduates	74	43.2	20	27.0	22	29.8	1.84	n.s.*
Residents	92	46.7	16	17.4	33	35.9		
Total	75	45.2	36	21.7	55	33.1		

* not significant

Table XV indicates that about two thirds of all "successful" community college transferees were in the educational sequence. This is typical of Lehman College in which it is estimated that two thirds of the undergraduates are in the educational sequence and the same proportion of the graduates qualify for state certification and meet the New York City license requirements.

Among the graduates, 70 percent are qualified to teach, 43 percent in elementary schools and 27 percent in secondary schools. Of the

resident students, 63 percent are in the educational sequence, 47 percent in elementary and 18 percent in secondary education.

The difference between graduated and resident transfer students with respect to the numbers in education and not in education was not statistically significant.

Grade Point Average in Community College

The academic achievement of students is expressed by the grade point average. Studies have shown that in general, community college transferees experience a drop in academic average after transferring to a senior college. The drop is usually not significant and is not related to the student's eventual success at senior college, success being defined by graduation or continued attendance. The following grade point intervals were selected to distinguish among the various levels of academic achievement:

2.0 - 2.1	passing-borderline
2.2 - 2.4	satisfactory
2.5 - 2.9	good
3.0 - 3.9	excellent

The borderline category was included since it provided the means for identifying the low achievers in the group and obtaining information about their academic achievement in the senior college.

The academic achievements in terms of grade point average of the 1967 transferees as a total group and by subgroups are summarized in Table XVI.

TABLE XVI

**COMMUNITY COLLEGE GRADE POINT AVERAGE
OF 1967 TRANSFEREES**

	<u>2.0 - 2.1</u>		<u>2.2 - 2.4</u>		<u>2.5 - 2.9</u>		<u>3.0 - 3.9</u>		<u>Total</u>		<u>Av.</u>
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	
Graduates	19	25.7	18	24.3	29	39.2	8	10.8	74	100	2.5
Residents	9	9.8	18	19.6	37	40.2	28	30.4	92	100	2.7
Dischargees	<u>8</u>	<u>22.2</u>	<u>9</u>	<u>25.0</u>	<u>15</u>	<u>41.7</u>	<u>4</u>	<u>11.1</u>	<u>36</u>	<u>100</u>	<u>2.5</u>
Total	36	17.8	45	22.3	81	40.1	40	19.8	202	100	2.6

The community college grade point average of the 1967 transferees averaged 2.6 placing them in the "good" level of achievement. Most of the students, 40.1 percent, fell into this category. There were 17.8 percent "borderline" cases, 22.3 percent at the "good" level, and 19.8 percent with "excellent" achievement. The distribution within the three subgroups did not reflect their status as graduates, residents or dischargees. For example, there was no statistically significant difference in the distribution among the four levels of achievement between the most successful (graduates) and the unsuccessful (the dischargees). Both had the same grade point average, 2.5. On the other hand, the resident student had the largest numbers in the "good" and "excellent" categories, the two highest achievement levels.

There appeared to be little relationship between community college achievement and senior college status. The highest percentage of borderline cases, 25.7 percent, and the lowest percentage of excellent students based on community college GPA were found in the most successful group, the graduates. The community college GPA alone was a poor

predictor of senior college achievement. The graduates as compared to those who were discharged spent more time in the community college before transferring, and earned enough credits for an A.A. degree. Apparently, these factors in addition to their motivation to earn a baccalaureate degree, enabled the graduates to sustain themselves and to complete their college education.

Those who withdrew were not significantly different from the graduates in community college achievement. However, they differed from their successful counterparts in the amount of time spent in the community college. About half transferred after one year of community college and withdrew from Lehman College as sophomores after one year. Also half transferred to another college, in most instances to the Lehman College School of General Studies. It would appear that they were not ready for Lehman College and its program of study. The School of General Studies enables them to follow a lighter program. Unfortunately, an indepth study of the discharges could not be undertaken. A follow-up study of the discharges would yield valuable data concerning the factors which prompted these students to leave Lehman College and also their activities since they left the college.

Slippage of Grades

In general, community college transferees register a decline in academic achievement after entering a senior college. This slippage of grades is usually very small and not related to the student's success, that is, his graduation or continued study.

The community college and senior college grade point averages of 53 transferees who entered Hunter College in the Bronx (now Lehman College) in September 1965 were compared in June 1968.¹ It was found that the grade point average at Bronx Hunter College was 2.64 as compared to 2.57 at community college, a gain of .07 points which was not statistically significant. The academic achievement of these transferees was about the same at Lehman College as it had been at the community college.

The grade point averages in community colleges and at Lehman College of 74 graduates among the 1967 transferees were compared for significant differences. These data are summarized in Table XVII.

TABLE XVII

COMPARISON OF GPA IN COMMUNITY AND LEHMAN COLLEGES
OF 1967 TRANSFEREES GRADUATED IN JUNE 1969

	<u>Av. No. of Credits</u>	<u>GPA</u>	<u>Dif.</u>	<u>"t"</u>	<u>p</u>
Community College	67.3	2.46	0.21	4.53	01*
Lehman College	61.1	2.67			

*significant at the 01 level

Table XVII reveals that community college transferees did significantly better academically in Lehman College than they did at the community college. They improved their grade point average by .21, a difference that was statistically significant. Of the 74 graduates, 68.9 percent gained between 0.1 and 1.0, 23.0 percent lost between 0.1 and 1.0, and 8.1 percent showed no change in GPA.

¹Lohman and Ferrara, op. cit., p.29.

A comparison of the distribution of grade point averages by levels of achievement enabled one to see in which categories the greatest changes took place. This analysis is presented in Table XVIII.

TABLE XVIII

COMPARISON OF GPA OF GRADUATED 1967 TRANSFEREES
IN COMMUNITY AND LEHMAN COLLEGES BY LEVELS OF ACHIEVEMENT

	<u>Grade Point Average</u>								<u>Chi</u> <u>Square</u>	<u>p</u>
	<u>2.0 - 2.1</u>		<u>2.2 - 2.4</u>		<u>2.5 - 2.9</u>		<u>3.0 +</u>			
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>		
Community College	19	25.7	18	24.3	29	39.2	8	10.8	13.9*	01
Lehman College	<u>4</u>	<u>5.4</u>	<u>19</u>	<u>25.7</u>	<u>33</u>	<u>44.6</u>	<u>18</u>	<u>24.3</u>		
Diff. (L.C.-C.C.)	-15	-20.3	+1	+1.4	+4	+5.4	+10	+13.5		

*Significant at the 01 level.

The distribution of grade point averages of graduates by levels of achievement was significantly higher at Lehman College than at community college. The greatest gains were registered by students in the borderline category, the lowest level of achievement. There were 19 students, 25.7 percent of the population, who entered from a community college with a borderline GPA and this declined to 4 or 5.4 percent based on Lehman College achievement. Gains were registered in the three other levels of achievement, the greatest gain at the 3.0 + category, the highest level. Here 10 students were added and the percentage rose from 10.8 to 24.3, a gain of 13.5 percent.

An analysis of GPA was also undertaken to find out if there was a relationship between community college and Lehman College achievements. The results are presented in Table XIX.

TABLE XIX

COMPARISON OF GPA IN LEHMAN AND COMMUNITY COLLEGES
BY LEVELS OF COMMUNITY COLLEGE ACHIEVEMENT

	<u>Levels of Achievement</u>			
	<u>2.0 - 2.1</u>	<u>2.2 - 2.4</u>	<u>2.5 - 2.9</u>	<u>3.0 +</u>
No.	19	18	29	8
Average Community College GPA	2.05	2.32	2.63	3.13
Average Lehman College GPA	<u>2.61</u>	<u>2.63</u>	<u>2.66</u>	<u>3.00</u>
Difference	+0.56	+0.29	+0.03	-0.13
"t"	8.83	4.21	0.41	0.77
p	.01*	.01*	n.s.**	n.s.**

*Significant at the 01 level.

**Not significant.

The greatest gains were made by the borderline cases: the college GPA was .56 points higher than the community college GPA, a gain that was statistically significant. The next lowest group, 2.2 to 2.4, improved by .29 in GPA, a gain that was also statistically significant. The largest category, 2.5 to 2.9, showed a very small and insignificant gain of .03 in GPA. The best group academically, declined from 3.13 to 3.0 in GPA, but this decrease was not statistically significant.

The superior academic achievement of the transferees at Lehman College was attributed to the fact that college students in general

achieve higher grades in the upper levels of schools when they are in their concentration than in the lower levels where they are studying prescribed courses.

This assertion was tested by comparing the grade point average for the upper and lower levels of college of 100 native students selected at random. These students had entered Lehman College as freshmen in September 1965 and were graduated in June 1969. They were chosen by selecting every tenth name from the June 1969 list of graduates.

The composition grade point averages for the first two years and the last two years at Lehman College of these 100 graduated native students were compared; the results are summarized in Table XX.

TABLE XX

COMPARISON OF THE CUMULATIVE GRADE POINT AVERAGES
FOR UPPER AND LOWER LEVELS OF COLLEGE OF NATIVE STUDENTS

<u>Cumulative GPA</u>	<u>No.</u>	<u>Mean</u>	<u>Dif.</u>	<u>t</u>	<u>p</u>
Fresh. and Soph. Years	100	2.51	0.40	12.23	01
Jr. and Sr. Years	100	2.91			

The 100 native students drawn at random from the list of 1969 graduates, showed a significant improvement in grade point average in the last two years as compared to the first two years at Lehman College. The average cumulative GPA for the first two years was 2.51 and 2.91 for the last two years, a gain of 0.40 which was statistically significant. These findings support the assertion that in general, students achieve higher grades in the last two years than in the first two years at Lehman College.

**Comparison of Academic Achievement of Matched Community College
Transfer and Native Students**

The academic achievements of transfer and native students while at Lehman College were compared for differences. This analysis was limited to transferees who had completed their first two years in a community college and the last two years at Lehman College. They had entered the community college in September 1965, were admitted to Lehman College in September 1967 and were graduated from Lehman College in June 1969. There were 45 students among the transferee graduates who met these criteria, 39 women and 6 men.

These students were matched at random with native students who had entered Lehman College as freshmen in September 1965 and were graduated in June 1969 having spent all four years at the college. The criteria on which transfer and native students were equated on a one to one basis were sex, academic area of concentration, and cumulative grade point average for freshman and sophomore years with a maximum variation of one tenth of a point. The two matched groups were then compared for significant differences in cumulative grade point average for the junior and senior years at Lehman College.

The 45 transfer students selected for this analysis were not significantly different from the transfer students in the group not selected with respect to sex ratio, academic concentration and cumulative grade point average for freshman and sophomore years at the community college.

The 45 pairs of transfer and native students were equivalent for sex ratio, academic concentration and cumulative grade point average for the two years prior to the junior year at Lehman College. The grade point average of the transfer students was 2.49 and that of the native students 2.48. However, the cumulative grade point averages for the junior and senior years at Lehman College were significantly different for the two groups: native students had an average GPA of 2.84 as compared to 2.66 for transfer students, a difference of .18 points which was statistically significant. These findings are summarized in Table XXI.

TABLE XXI

**COMPARISON OF CUMULATIVE GPA FOR JUNIOR AND SENIOR YEARS
AT LEHMAN COLLEGE OF MATCHED TRANSFER AND NATIVE STUDENTS**

<u>Cum. Grade Point Average</u>	<u>No.</u>	<u>Transferees</u>	<u>Native</u>	<u>Dif.</u>	<u>t</u>	<u>p</u>
Fresh. and Soph. Years	45	2.49	2.48	.01	1.50	n.s.
Jr. and Sr. Years	45	2.66	2.84	.18	3.22	.01

An analysis by levels of achievement revealed that the distribution of GPAs were significantly different for the two groups. The 2.2 - 2.4 (satisfactory) category contained 13 transferees as compared to one native student whereas the 3.0 + category had 10 transferees and 19 native students. Table XXII shows these results.

TABLE XXII

**GRADE POINT AVERAGES BY LEVELS OF ACHIEVEMENT
OF MATCHED TRANSFER AND NATIVE STUDENTS
FOR JUNIOR AND SENIOR YEARS**

	<u>2.0 - 2.1</u>	<u>2.2 - 2.4</u>	<u>2.5 - 2.9</u>	<u>3.0 +</u>	<u>Chi Square</u>	<u>p</u>
Transfer	2	13	20	10	10.12	01
Native	3	1	22	19		

CHAPTER IV

SUMMARY AND CONCLUSIONS

The academic history of community college students who transferred to Lehman College in the fall of 1967 was studied and their scholastic achievement was compared with that of matched native students. The community college transferees consisted of 202 students who, based on their status in November 1969, were divided into three subgroups:

- (a) graduates: transfer students who had been graduated in June or August 1969
- (b) residents: transfer matriculants in the day session as of November 1969
- (c) discharges: transferees who had been officially discharged between September 1967 and November 1969.

After two years, 36.6 percent of the transferees had been graduated from Lehman College, 45.5 percent were still in residence and 17.9 percent had been discharged. Using graduation or continued attendance as definitions of success, 82.1 percent could be regarded as successful.

Half the transferees entered Lehman College before completing the two year community college program. However, among graduates, 89.2 percent finished at least two years; comparable percentages for resident and discharges were 25.0 percent and 30.6 percent respectively.

Relatively few credits were lost by transfer students, an average of 1.2 points. About half, 49.0 percent, were admitted with junior status, 42.1 percent as sophomores and 8.9 percent as freshmen. However, 91.1 percent of the graduates entered Lehman College as juniors as compared to 19.6 percent of resident transferees and 36.1 percent of the discharges.

There were 44.6 percent of transferees who were A.A. degree recipients; graduates accounted for 93.2 percent of them, the residents 17.4 percent and the discharges 13.9 percent.

The areas of academic concentration which graduate and resident students pursued were not significantly different from those followed by the June - August 1969 graduating class. This was also true for the educational sequence.

The greatest withdrawal of transferees took place at the end of the first year at Lehman; most discharges were sophomores. About half transferred to another college, in the majority of cases to the Lehman College School of General Studies.

The grade point average of transferees was significantly higher at Lehman College than in the community college, 2.67 as compared to 2.46. Transferees with the lowest community college GPA showed the greatest improvement in the senior college.

The cumulative grade point average for the junior and senior years at Lehman College was significantly lower for transfer than for matched native students, 2.66 as compared to 2.84.

Conclusions

The following generalizations concerning community college transferees at Lehman College seem to be warranted based on the data presented in this study:

1. Success of transferees at Lehman College is related to the completion of two years of community college.
2. Most of the withdrawals are sophomores who entered with only one year of community college and leave after one year at Lehman College to transfer to another college.
3. Transferees do significantly better at Lehman College than at the community college as reflected in grade point average.
4. The curricular concentration choices of transferees are not different from those of other students in the college.
5. Community college grade point average is not a reliable predictor of achievement in the junior and senior years at Lehman College.
6. Native students do significantly better academically than matched transferees in the last two years at Lehman College.

CHAPTER V

RECOMMENDATIONS

In general, this study of community college transferees to Lehman College appears to confirm the findings of previous studies dealing with the success and performance of community college transferees in senior colleges.

For those unable to gain admission as freshmen to senior colleges, two years in the community colleges appeared to serve as an effective screen which selected those students who were highly motivated and wished to earn a baccalaureate degree in a senior college. The community college also offered a program which enabled transferees not only to maintain themselves academically at Lehman College but to show improvement over their community college record. Even though the transferees were not as successful as matched native students in the last two years at Lehman College, their achievement was creditable and only slightly below that of the native students educationally.

This would tend to support and justify the resolution of the Board of Higher Education which provides for the automatic admission of community college A.A. degree recipients to the senior college of their choice starting September 1969.

It is therefore recommended that Lehman College Office of Admissions encourage community college A.A. degree recipients to seek admission to the college.

On the other hand, transferees with one year or less of community college experience are poor risks and should be discouraged from entering Lehman College. It would appear that the equivalent of 64 credits and/or an A.A. degree from a community college is the best preparation for success at Lehman College.

Further Study

This investigation is the first in a series of longitudinal studies undertaken by the Office of Institutional Research to obtain data concerning community college transferees. Some further studies are planned to yield greater understanding of these students and hopefully to answer the following questions:

1. How typical is the success and performance of the 1967 community college transferee group as compared to other groups of community college entrants at Lehman College?
2. Is the pattern of achievement of Lehman College community college entrants similar to those found in the other senior colleges of The City University?
3. What will be the academic history of the resident students reported in this study?
4. How does the success rate of transferees compare with that of the resident student population?
5. How does the withdrawal rate of transferees compare with that of resident students?
6. What factors are related to success or failure of transferees at Lehman College?

7. Are there differences between transfer and native students with respect to reasons for withdrawal from school?
8. What should the admissions policy and standards be for community college students seeking a transfer to Lehman College before they have completed 64 credits of work?
9. How long does it take community college students as compared to native students to complete four years of undergraduate work?
10. How successful are community college transferees as compared to native students after graduation from Lehman College in (a) graduate school and/or (b) profession?