

DOCUMENT RESUME

ED 149 820

JC 780 101

AUTHOR Anderson, Ernest F.
TITLE Three Year Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign, Fall, 1973 Group. Research Memorandum 77-9.

INSTITUTION Illinois Univ., Urbana. Office of School and Coll. Relations.

PUB DATE Aug 77
NOTE 63p.

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Academic Achievement; *College Students; Community Colleges; Comparative Analysis; Dropout Rate; Grade Point Average; *Higher Education; Institutional Research; Junior Colleges; *Junior College Students; *Transfer Students; Universities

IDENTIFIERS University of Illinois

ABSTRACT

The academic progress and success of fall 1973 community college transfers (n=817), four-year college transfers (n=1,136), and continuous juniors (n=3,542) at the University of Illinois (Urbana-Champaign) were compared over six semesters. Comparisons were made in terms of mean grade point average (GPA), academic status, continued enrollment, performance before and after transfer, and GPA in 12 subject areas. Findings showed that community college transfers enter with a GPA equivalent to the lower division university GPA's of native juniors, and four-year college transfers enter with GPA's slightly lower than either of the two other groups; community college transfers experience more academic difficulty after transfer than four-year college transfers and natives, and have higher academic probation and drop rates as well; native juniors have a higher retention and graduation rate than the other two groups; and, community college transfers consistently achieve lower GPA's than the other two groups in the 12 subject areas studied. However, only a small percentage of community college transfers withdraw due to academic difficulty, and two-thirds are successful as measured by graduation and retention rates. Seen in the context of student academic backgrounds and institutional mission, the evidence suggests that community colleges successfully provide access to further education. (LH)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED149820

Three Year Comparison
of
Transfer and Native Student Progress
at the University of Illinois at Urbana-Champaign
Fall, 1973 Group

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Ernest F. Anderson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGI-
NATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

by

Ernest F. Anderson

Coordinator of University-Community College Relations

University Office of School and College Relations

Research Memorandum 77-9

University of Illinois

August, 1977

JC 780101

Three-Year Comparison of Transfer and Native Student Progress
at the University of Illinois at Urbana-Champaign,
Fall, 1973 Group

Purpose

The purpose of this study is to compare the academic progress of two-year college transfers, four-year college transfers, and continuous junior (natives) at the University of Illinois at Urbana-Champaign as measured by mean grade point average (G.P.A.), academic status, and continued enrollment (retention) through the three years following transfer. A secondary purpose is to compare the performance for each group after transfer with performance before transfer on the basis of mean grade point average. In addition, two-year college transfers, four-year college transfers, and continuous juniors are compared in 12 subject matter areas on the basis of mean grade point average during the three academic years covered by this study.

Method

Three groups of students are included in this study. Two-year college transfers include all of the new and readmitted students to the University of Illinois at Urbana-Champaign for the 1973 fall term who had completed 12 or more semester credit hours before transfer, and whose institution of last attendance was a community or junior college. The two-year college transfers are predominantly from the public community colleges and will be referred to as the community college group. Four-year college transfers include all new and readmitted transfer students who had completed 12 or more semester equivalent hours of transfer credit and whose institution of last attendance before transfer was a four-year college or university. The native students include all 1973 fall term continuing juniors who entered as beginning freshmen at the University of Illinois at Urbana-Champaign and had successfully completed more than 60 and less than 90 semester hours of college credit while in continuous

enrollment at the University of Illinois at Urbana-Champaign. The two-year college and four-year college transfer groups include students with less than 60 semester hours of college credit and may include a few students with more than 90 semester credit hours. The groups include 817 community and junior college transfers, 1,136 four-year college transfers, and 3,542 continuous juniors (natives) which was the total population of students in each of the three groups for the 1973 fall semester.

This study does not attempt to account for differences in academic performance related to variance in pre-admission academic and nonacademic variables among the three groups of students studied. In a study of achievement by transfer and native students at the Urbana-Champaign campus, Wermers¹ found

"... that junior college transfer students rank lower than four-year transfer students and natives on ACT, HSPR, and SES. Junior college transfer students also scored lower than the four-year groups on standard scores achieved on the CLEP General Examinations, the common criteria of achievement. Differences between natives and four-year transfers on ACT, HSPR, SES, and CLEP scores were not as clear.

"Differences on mean CLEP scores among the groups diminished when the control variables were applied in the analysis of covariance technique. The results of this study seem to indicate that, generally, students who completed lower division requirements in junior colleges, and then transferred to the University of Illinois progressed academically during the first two years of college at a pace equivalent to students who completed lower division requirements in four-year institutions." [Note: ACT (American College Test); HSPR (High School Percentile Rank); SES (Socioeconomic Status); CLEP (College Level Examination Program)].

1. Donald J. Wermers, Summary of "Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations." University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 72-5, March, 1972.

Limitations

Since differences in characteristics of the students transferring from each of the three types of colleges are not accounted for in this study, it is inadequate to serve as a basis for inferences concerning the independent effects of type of institution attended on academic achievement and success after transfer. Neither do the controls justify inferences about the independent effect of a specific community or junior college or four-year college on the academic performance of transfers from the institution. The study simply reports the academic progress and success of the three groups without accounting for the source of any variance which occurs among the groups.

First Semester Success

Table 1 presents a summary of transfer and native student progress for the six-semester period from fall, 1973 through spring, 1976 including summer, 1976 graduates. The community college group of 817 transfers entered in the fall of 1973 with a pre-transfer grade point average of 4.09 (B=4.0). The community college group achieved a 3.58 mean-first term G.P.A. which is .51 less than these same students achieved before entering the university. This drop in G.P.A. is similar to previous years: a .39 decrease for the 1972 junior college group,² a .42 decrease for the 1971 junior college group,³ a .39 decrease in 1970,⁴ and a .37 drop in 1969.⁵ A total of 1,136 four-year

²Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1972-73 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 75-14, December, 1975.

³Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1971-72 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 74-9, June, 1974.

⁴Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1970-71 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 72-2, January, 1972.

⁵Ernest F. Anderson, "Summary of Transfer Student Progress at the University of Illinois at Urbana-Champaign," Fall 1968 and 1969 Transfers, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 70-24, December, 1970.

TABLE I

Summary of Transfer and Native Student Progress
University of Illinois at Urbana-Champaign
Fall, 1973 Group.

Semester (1)	Two-Year Colleges (2)	Four-Year Colleges (3)	Continuous Juniors (4)
<u>Fall, 1973</u>			
Number of Transfers	817	1,136	3,542
Mean Transfer G.P.A.	4.09	3.99	4.05
Mean First Term G.P.A.	3.58	3.86	4.02
Change in Mean G.P.A.	-.51	-.13	-.03
Status:			
Graduated	0 (0%)	3 *	0 0%
Clear	608 (75%)	949 (84%)	3,257 (92%)
Probation	147 (18%)	107 (10%)	163 (4%)
Dropped	27 (3%)	27 (2%)	61 (2%)
Withdrew	35 (4%)	50 (4%)	59 (2%)
Retention Ratio	755 .92	1,059 .93	3,422 .97
<u>Spring, 1974</u>			
Number Re-enrolled	724	996	3,374
Mean Transfer G.P.A.	4.14	4.01	4.08
Mean Second Term G.P.A.	3.73	4.00	4.13
Change in Mean G.P.A.	-.41	-.01	.05
Increase over 1st Term	.15	.14	.11
Status:			
Graduated	4 (1%)	41 (4%)	233 (7%)
Clear	557 (77%)	844 (85%)	2,928 (87%)
Probation	95 (13%)	61 (6%)	127 (4%)
Dropped	46 (6%)	29 (3%)	40 (1%)
Withdrew	22 (3%)	21 (2%)	46 (1%)
Retention Ratio	656 .80	949 .84	3,288 .93

*Less than one percent.

**Retention Ratio: This proportion of the total Fall 1973 group which has been graduated or completed the term on clear or probationary status.

TABLE I (Cont.)

Summary of Transfer and Native Student Progress
University of Illinois at Urbana-Champaign
Fall 1973 Group

Semester (1)	Two-Year Colleges (2)	Four-Year Colleges (3)	Continuous Juniors (4)
<u>Fall, 1974</u>			
Number Re-enrolled	616 .75	854 .75	2,920 .82
Mean Transfer G.P.A.	4.16	4.05	4.11
Mean Third Term G.P.A.	3.83	4.03	4.17
Change from mean G.P.A.	-.33	-.02	+.06
Increase over 2nd Term	+.10	+.03	+.04
Status:			
Graduated	11 (2%)	50 (6%)	366 (12%)
Clear	519 (84%)	725 (85%)	2,418 (83%)
Probation	51 (8%)	54 (6%)	93 (3%)
Dropped	22 (4%)	10 (1%)	19 (1%)
Withdrew	13 (2%)	15 (2%)	24 (1%)
Retention Ratio	585 (.72)	873 (.77)	3,110 (.88)
<u>Spring, 1975</u>			
Number Re-enrolled	542 .66	745 .66	2,367 .67
Mean Transfer G.P.A.	4.17	4.03	4.13
Mean Fourth Term G.P.A.	3.96	4.12	4.19
Change from mean G.P.A.	-.21	+.09	+.06
Increase over 3rd Term	+.16	+.09	+.02
Status:			
Graduated	295 (54%)	377 (52%)	1,992 (84%)
Clear	213 (39%)	346 (46%)	346 (15%)
Probation	26 (5%)	16 (2%)	19 (1%)
Dropped	2 (1%)	3 **	3 **
Withdrew	6 (1%)	3 **	7 **
Retention Ratio	549 .67	833 .73	2,956 .83

*Less than one percent.

**Retention Ratio: This proportion of the total Fall 1973 group which has been graduated or completed the term on clear or probationary status.

TABLE I (Cont.)

Summary of Transfer and Native Student Progress
University of Illinois at Urbana-Champaign
Fall 1973 Group

Semester (1)	Two-Year Colleges (2)	Four-Year Colleges (3)	Continuous Juniors (4)
<u>Fall, 1975</u>			
Number of Transfers	269 .33	353 .31	441 .12
Mean Transfer GPA	4.03	3.98	3.83
Mean Fifth Term GPA	3.77	4.01	3.87
Change in Mean GPA	-.26	.03	.04
Increase Over 4th Term	-.19	-.11	-.32
Status:			
Graduated	91 34%	87 25%	214 49%
Clear	132 49%	235 67%	181 41%
Probation	32 12%	19 5%	23 5%
Dropped	9 3%	7 2%	11 2%
Withdrew	5 2%	5 1%	12 3%
Retention Ratio	565 .69	812 .71	3,009 .85
<u>Spring, 1976</u>			
Number of Transfers	172 .21	253 .22	203 .06
Mean Transfer GPA	4.08	4.01	3.85
Mean 6th Term GPA	3.80	4.05	3.89
Change in Mean GPA	-.28	.04	.04
Increase Over 5th Term	.03	.04	.02
Status:			
Graduated	98 57%	159 63%	123 61%
Clear	54 31%	78 31%	63 31%
Probation	9 5%	6 2%	5 2%
Dropped	8 5%	3 1%	6 3%
Withdrew	2 2%	4 2%	6 3%
Retention Ratio	548 .67	782 .69	2,996 .85

*Less than one percent.

**Retention Ratio: This proportion of the total Fall 1973 group which has been graduated or completed the term on clear or probationary status.



TABLE I (Cont.)

Summary of Transfer and Native Student Progress
University of Illinois at Urbana-Champaign
Fall 1973 Group

Semester (1)	Two-Year Colleges (2)		Four-Year Colleges (3)		Continuous Juniors (4)	
Summary						
(End of Sixth Semester)						
Graduated	485	59%	698	62%	2,928	83%
Clear	54	7%	78	7%	63	2%
Probation	9	1%	6	1%	5	*
Dropped	74	9%	51	4%	140	4%
Withdrew	57	7%	80	7%	154	4%
Left on Clear	101	12%	185	16%	NA	NA
Left on Probation	37	5%	38	3%	NA	NA
Total	817	100%	1,136	100%	3,542	93%
Retention Ratio	548	.67	782	.69	2,996	.85

*Less than one percent.

**Retention Ratio: This proportion of the total Fall 1973 group which has been graduated or completed the term on clear or probationary status.



college transfers entered with a pre-transfer grade point average of 3.99, and this group achieved a mean first term grade point average of 3.86. The 3,542 continuous juniors had accumulated a lower division average G.P.A. of 4.05 and achieved a 4.02 grade point average during the first term of the junior year, which is higher than the other two groups and slightly higher than the G.P.A. achieved by native juniors in previous years.

Continuous juniors achieved a lower G.P.A. (4.02) while four-year transfers fell slightly to 3.86 and community college transfers experienced the greatest decrease of all from 4.09 to 3.58. As demonstrated by previous studies, this drop in mean G.P.A. for community college transfers has occurred repeatedly over the past several years. Although an analysis of the factors influencing this drop is not readily available, it is clear that community college transfer students consistently suffer this decrease in mean G.P.A. or experience what some have labelled "transfer shock." The "transfer shock" is illustrated in Figure 1 which demonstrates graphically the differential achievement of the groups over the six semesters studied.

At the end of the first term, the native juniors had the highest proportion of students on clear status (92%), followed by the four-year college transfers (84%), with the community college group having the lowest proportion (75%) in this status. The community college group had the highest percentage of students on probation (18%) while 10 percent of the four-year transfers and 4 percent of the continuous juniors were on probation at the end of the first term. Although a very small percentage of all groups was dropped for academic reasons, the community college group shows the highest proportion of these students (3%) while both four-year and native groups show about 2 percent dropped. This is similar to the pattern found for the fall, 1972 groups.⁶ Among students who officially withdrew during the semester, the community college and four-year transfers had an equal percentage (4%) while 2 percent of the continuous juniors withdrew. At the end of the 1973 fall semester, 92 percent of the community college transfers, 91 percent of the four-year college

⁶Anderson, op.cit., December, 1975.

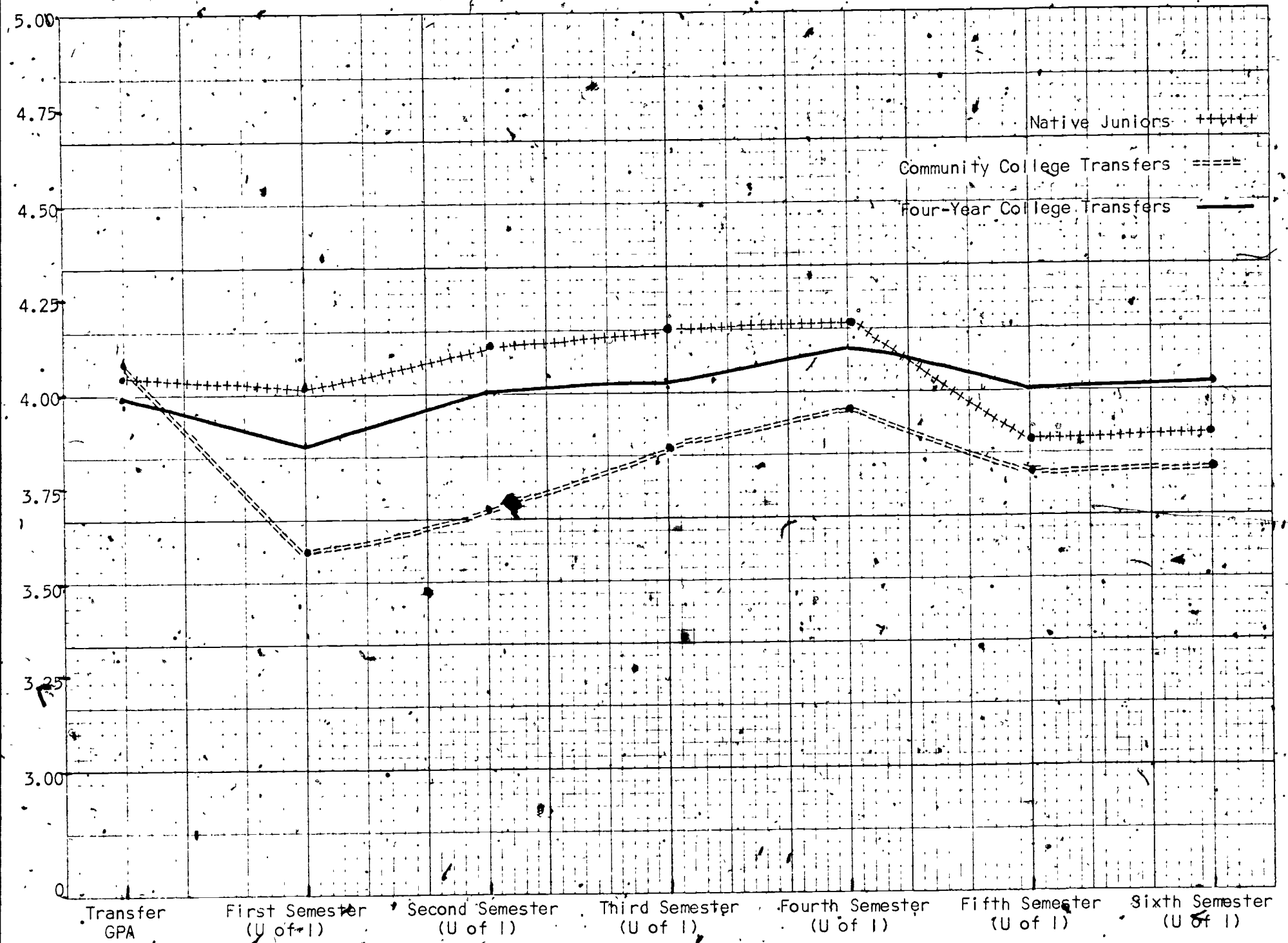


Figure 1. Community College Transfers, Four-Year College Transfers, and Native Student Grade Point Average by Semester

transfers, and 97 percent of the continuous juniors had either graduated, were on clear status, or were on probationary status and eligible to re-enroll for the second semester (see Figure 2). These retention ratios are similar to the ratios reported at the end of the first semester for the 1972,⁷ 1971,⁸ and 1970⁹ groups.

These data demonstrate that even though the community college group achieved a .28 lower first term grade point average than the four-year college group, they were slightly more persistent during the first semester than the four-year college group when evaluated in terms of the total proportion of students who actually re-enrolled on clear or probationary status for the second semester. Eighty-nine percent (724) of the original population of the community college group re-enrolled while 88 percent (996) of the four-year transfers and 95 percent (3,374) of the natives returned for the second semester.

Second Semester Progress

The mean G.P.A. and academic status of community college transfers, four-year college transfers and native juniors who returned for the spring semester are shown in Table 1. The mean transfer G.P.A.'s for the students who re-enrolled was calculated for each group and was slightly higher (.03 to .05) than the mean for the original 1973 fall groups. This almost exactly duplicates the pattern observed in the 1972 and 1971 fall groups.

The differences between the pre-transfer or lower division grade point average and the second semester grade point average for the groups was -.41 for the community college transfers, -.01 for the four-year college transfers, and +.05 for the native juniors. In comparing the first and second term mean G.P.A.'s, the community college group increased the mean second term G.P.A. by .15, the four-year group by .14, and the native juniors increased by .11.

⁷ ibid.

⁸ Anderson, op.cit., June, 1974.

⁹ Anderson, op.cit., January, 1972.

Native: [diagonal lines]

Four-Year: [dotted pattern]

Two-Year: [diagonal lines]

Graduation Ratio: [solid black]

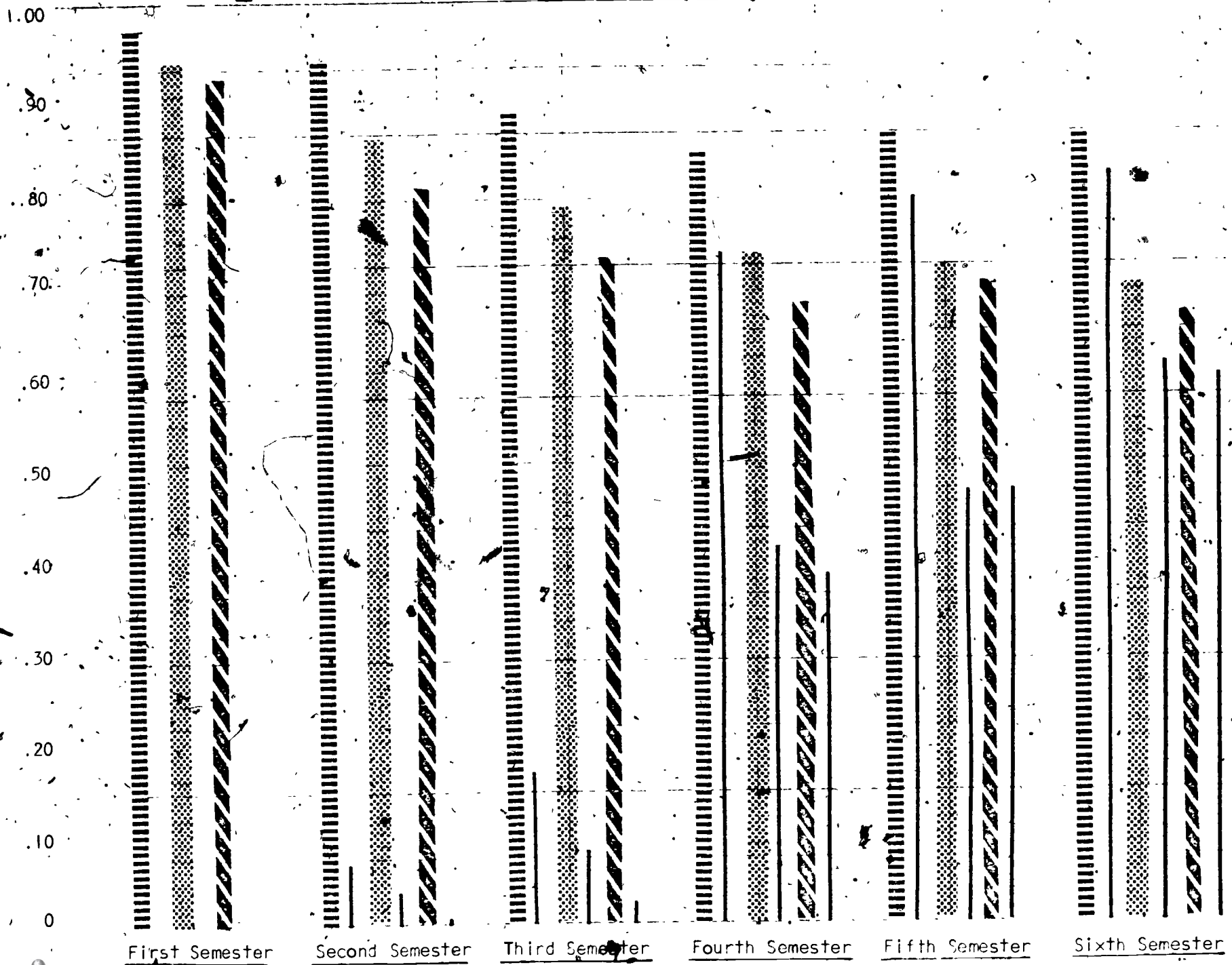


Figure 2. Retention Ratio and Graduation Ratio by Type of College of Last Attendance and Semester of U of I Attendance.

One hypothesis to explain the increase in G.P.A. is that those students returning for the second semester were higher achievers than the total group present for the fall. Table 2 shows the mean transfer G.P.A.'s of students who did not return. It is clear that the students who dropped in the second semester transferred with mean G.P.A.'s below the total group mean transfer G.P.A. (.42 lower for the two-year transfers and .43 lower for the four-year transfers). The students who left on probation were also below the total group's mean transfer G.P.A. However, the actual difference between the mean pre-transfer G.P.A. of all transfers and the "leavers" in the second semester was small (.16 for community college, .14 for four-year transfers) and the slight difference in mean transfer G.P.A. between the first and second semesters (.02 to .05 indicates this hypothesis is probably not sufficient to fully explain the increase in G.P.A. Another possibility which might explain the increase in G.P.A. in the community college group is "transfer shock," which they experience the first semester after transfer. As was stated earlier, in comparing the first and second term mean G.P.A.'s the community college group increased the mean G.P.A. by .15; the four-year college group mean G.P.A. increased by .14; and the native mean G.P.A. increased .11 from the first semester to the second. It appears then, that both two-year and four-year transfer students experience "transfer shock" as both achieve lower first term G.P.A.'s than native students and both groups increase these G.P.A.'s by almost the same amount during the second semester. In the study of the Fall, 1972 groups, it was stated that "four-year transfer students do not suffer transfer shock."¹⁰ It would appear in this study that four-year transfer students did suffer "transfer shock," although this effect is not as great on four-year transfers as it is on community college transfers. These data demonstrate that even though the community college group recovered some of the drop in mean G.P.A. during the second semester, they did

¹⁰ Anderson, Ernest F., "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," Fall 1972 Group, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 75-14, December, 1975.

TABLE 2

Pre-Transfer GPA of Transfer Students Leaving the University
by Type of Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall 1973 Groups

Semester & Academic Status (1)	Two-Year Transfers		Four-Year Transfers	
	No. (2)	Pre-Trans. GPA (3)	No. (4)	Pre-Trans. GPA (5)
<u>First Semester</u>				
Withdraw (1st Semester)	35	3.88	50	3.81
Dropped (1st Semester)	27	3.76	27	3.51
Left on Probation (After 1st Sem.)	14	3.86	15	3.82
Left on Clear (After 1st Sem.)	24	4.07	47	3.98
Total	100	3.89	139	3.81
Mean Transfer GPA for all Transfers	817	4.09	1,136	3.99
<u>Second Semester</u>				
Withdraw (2nd Semester)	22	4.17	21	3.93
Dropped (2nd Semester)	46	3.72	29	3.58
Left on Probation (After 2nd Sem.)	13	4.05	13	3.53
Left on Clear (After 2nd Sem.)	47	4.15	63	4.08
Total	128	3.99	126	3.88
Mean Transfer GPA for all Transfers	724	4.14	996	4.01
<u>Third Semester</u>				
Withdraw (3rd Semester)	13	4.19	15	3.83
Dropped (3rd Semester)	22	3.79	10	3.60
Left on Probation (After 3rd Sem.)	13	4.00	8	3.56
Left on Clear (After 2nd Sem.)	32	4.11	55	3.98
Total	80	4.02	88	3.87
Mean Transfer GPA for all Transfers	616	4.16	854	4.05

TABLE 2 (Cont.)

Pre-Transfer GPA of Transfer Students Leaving the University
by Type of Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall 1973 Groups

Semester & Academic Status (1)	Two-Year Transfers		Four-Year Transfers	
	No. Pre-Trans. (2)	GPA (3)	No. Pre-Trans. (4)	GPA (5)
<u>Fourth Semester</u>				
Withdraw (4th Semester)	6	3.92	3	4.15
Dropped (4th Semester)	2	3.45	3	3.50
Left on Probation (After 4th Sem.)	1	3.76	1	3.00
Left on Clear (After 4th Sem.)	<u>7</u>	<u>4.14</u>	<u>29</u>	<u>4.04</u>
Total	16	3.95	36	3.98
Mean Transfer GPA for all Transfers	542	4.17	745	4.03
<u>Fifth Semester</u>				
Withdraw (5th Semester)		4.07	5	3.68
Dropped (5th Semester)		3.44	7	3.66
Left on Probation (After 5th Sem.)	5	4.15	2	3.58
Left on Clear (After 5th Sem.)	<u>6</u>	<u>4.21</u>	<u>9</u>	<u>3.80</u>
Total	25	3.89	23	3.71
Mean Transfer GPA for all Transfers	269	4.03	353	3.98
<u>Sixth Semester</u>				
Withdraw (6th Semester)	2	3.87	4	3.68
Dropped (6th Semester)	8	3.82	3	3.95
Left on Probation (After 6th Sem.)	NA	NA	NA	NA
Left on Clear (After 6th Sem.)	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Total	10	3.83	7	3.80
Mean Transfer GPA for all Transfers	172	4.08	253	4.01

not achieve a mean second semester G.P.A. equivalent to their pre-transfer G.P.A., nor did they perform academically during the first year after transfer at a level equivalent to the four-year college transfers or native juniors. The community college group did increase their second semester G.P.A. by about .15 but this "recovery" was not even one-third of the difference between the mean transfer G.P.A. and the first semester G.P.A..

Some of the "recovery" in the community college group G.P.A. may be accounted for by the 87 students who were dropped or left on clear or probationary status at the end of the first semester or officially withdrew during the second semester. Analysis of the first semester performance of these 87 students (see Table 3) shows that they achieved a G.P.A. of 2.79 which is 1.30 below the 4.09 average for the total group. A similar analysis (see Table 3) for the four-year college students who did not return or withdrew during the second semester shows that they achieved a mean G.P.A. of 3.05 which is .94 below the average for the total four-year group. These analyses suggest the hypothesis that some of the "transfer shock," first semester drop in G.P.A., followed by a recovery during the second semester by the continuing two and four-year college group, may be explained by the absence of the "leavers" (9-10% many of whom were below average achievers during the second semester (25% for community college transfers and 20% for four-year transfers) and increases again in the third semester (34% for the community college transfers and 27% for the four-year transfers). This trend, the effect of the absence of "leavers," holds true for all semesters except the fifth, when the mean G.P.A.'s decreased for all three groups.

The three groups also differed in academic status (see Table 1) and retention ratio (see Figure 2) at the end of two semesters. The natives (.93), the four-year college group (.84) and the community college group (.80) rank in descending order in the proportion of the fall, 1973 group which either graduated or continued on clear or probationary status at the end of the second semester.

The community college group had 13 percent on probation while the four-year college group had 6 percent and the natives 4 percent on probation. A

TABLE 3

Last Semester Achievement by Transfer Students Leaving the University
By Type of Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall 1973 Group

Semester and Academic Status (1)	Two-Year Transfers		Four-Year Transfers	
	No. (2)	Last GPA (3)	No. (4)	Last GPA (5)
<u>First Semester</u>				
Withdraw (1st Semester)	35	--	50	--
Dropped (1st Semester)	27	1.71	27	1.45
Left on Probation (After 1st Sem.)	14	2.33	15	2.49
Left on Clear (After 1st Sem.)	24	3.50	47	3.98
Total	100	2.50	139	2.69
Mean Transfer GPA for all Transfers	817	4.09	1,136	3.99
<u>Second Semester</u>				
Withdraw (2nd Semester)	22	3.62	21	3.46
Dropped (2nd Semester)	46	2.31	29	2.14
Left on Probation (After 2nd Sem.)	13	2.75	13	2.80
Left on Clear (After 2nd Sem.)	47	3.88	63	4.07
Total	128	3.16	126	3.39
Mean Transfer GPA for all Transfers	724	4.14	996	4.01
<u>Third Semester</u>				
Withdraw (3rd Semester)	13	3.39	15	3.66
Dropped (3rd Semester)	22	2.09	10	2.35
Left on Probation (After 3rd Sem.)	13	2.74	8	2.70
Left on Clear (After 3rd Sem.)	32	3.81	55	3.79
Total	80	3.09	88	3.51
Mean Transfer GPA for all Transfers	616	4.16	854	4.05

TABLE 3 (Cont.)

Last Semester Achievement by Transfer Students Leaving the University
By Type of Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall 1973 Group

Semester and Academic Status (1)	Two-Year Transfers		Four-Year Transfers	
	No. (2)	Last GPA (3)	No. (4)	Last GPA (5)
<u>Fourth Semester</u>				
Withdrawn (4th Semester)	6	3.69	3	3.85
Dropped (4th Semester)	2	2.91	3	2.59
Left on Probation (After 4th Sem.)	1	3.07	1	3.54
Left on Clear (After 4th Sem.)	<u>7</u>	<u>4.02</u>	<u>29</u>	<u>4.10</u>
Total	16	3.70	36	3.94
Mean Transfer GPA for all Transfers	542	4.17	754	4.03
<u>Fifth Semester</u>				
Withdrawn (5th Semester)	5	3.56*	5	3.51
Dropped (5th Semester)	9	1.98	7	2.05
Left on Probation (After 5th Sem.)	5	2.71	2	2.35
Left on Clear (After 5th Sem.)	<u>6</u>	<u>3.82</u>	<u>9</u>	<u>4.46</u>
Total	25	2.88*	23	3.34
Mean Transfer GPA for all Transfers	269	4.03	353	3.98
<u>Sixth Semester</u>				
Withdrawn (6th Semester)	2	4.44*	4	2.69
Dropped (6th Semester)	8	2.78	3	2.12
Left on Probation (After 6th Sem.)	NA	NA	NA	NA
Left on Clear (After 6th Sem.)	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Total	10	3.11*	7	2.45
Mean Transfer GPA for all Transfers	172	4.08	253	4.01

*This average includes one student who withdrew without a last achievement GPA.

total of 9 percent of the community college transfers, 5 percent of the four-year college transfers and 2 percent of the natives were dropped or withdrew during the second semester. These actions, combined with first semester graduation, resulted in a retention ratio of .80 for the community college group, .84 for the four-year college group, and .93 for the natives one year after transfer.

The substantially lower grade point averages of the community college students are the basis for more persons on probation, dropped, and withdrawn, in comparison with the other two groups, resulting in a lower retention ratio for the community college group when compared with the four-year college group. There is also an observable difference between grade point averages of the four-year transfers and the continuous juniors, which may help explain the difference in retention ratios here, too.

Third Semester Progress

Data for those students who re-enrolled for the fall, 1974 semester are shown in Table I (continued). The third semester grade point average continued to increase over the second semester G.P.A. for the community college transfers (.10), but the four-year transfers and the native students experienced only a very slight increase in mean grade point average (approximately .04) from the second semester to the third. The difference between pre-transfer or lower division G.P.A. and the mean third term G.P.A. was -.33 for the community college transfers, -.02 for the four-year transfer group, and +.06 for the continuous juniors. The community college group continued to attain the lowest retention ratio at .72 while the four-year college group had a .77 ratio and the continuous juniors .88. These data are presented in Table I (continued) and illustrated in Figure 2.

Fourth Semester Progress

Data for the 542 community college transfers, 745 four-year transfers, and 2,367 native student re-enrollments for spring, 1975 are shown in Table I.

The fourth semester mean G.P.A.'s for all groups continued the upward movement started in the second semester (see Figure 1). There were increases over the third semester mean G.P.A. of .13, .09, and .02 for the community college transfers, the four-year transfers, and the native students respectively. The native students now surpassed their first semester junior year G.P.A. by .14 while the four-year college transfers surpassed their mean pre-transfer G.P.A. by .13. The community college transfers were still below their mean pre-transfer G.P.A., but only by .13 this semester.

The mean transfer or lower division G.P.A. of students who re-enrolled in each group continued to rise above lower division or pre-transfer G.P.A. of the total 1973 fall population (+.08, +.04, and +.08 for the pre-transfer or lower division G.P.A. for the community college transfers, four-year transfers, and native students respectively (see Table 1).

The retention ratios continued to decline with the lowest again being the community college transfers (.67). The four-year transfers retention ratio was .69 with the native students achieving the highest retention ratio of .85 (see Figure 2). These rankings remained the same throughout the four semesters. The difference between the third and fourth semester retention ratios was -.05 for the community college transfers, -.04 for the four-year transfers, and -.05 for the native students. The difference between the first and fourth semester retention ratios were -.25 for community college transfers, -.20 for four-year transfers, and -.14 for native students (see Table 1).

The native group had the highest graduation ratio with .73 followed by the four-year transfer group with .41 and the community college group with .37 (see Figure 2). The graduation ratio is defined as the cumulative number of graduations within a group divided by the number of fall, 1973 transfer students within that group.

Fifth Semester Progress

Data for the 269 community college transfers, 353 four-year transfers, and 441 native student re-enrollments for fall, 1976 are shown in Table 1.

The fifth semester mean G.P.A.'s for all three groups declined. The native student group exhibited the greatest decline as their fifth semester mean G.P.A. fell from 4.19 to 3.87, down by .32. The community college group experienced a .19 decline while the four-year group suffered a .11 drop. As before, the community college mean G.P.A. was below both of the other groups; but for the first time (excluding pre-transfer mean G.P.A.'s), the native student mean G.P.A. was lower (by .14) than the four-year transfers (see Figure 1).

The mean transfer G.P.A.'s of all three groups also declined in the fifth semester. The native student group exhibited the greatest decline from the fourth semester with a drop of .30. The community college transfers dropped .14 and the four-year transfers experienced a mean transfer G.P.A. drop of .05 (see Table 1). One logical explanation of this is that students with lower pre-transfer and lower division G.P.A.'s required more semesters to graduate either because they repeated courses, took fewer hours per semester, or had more prerequisites to make up before graduation. It could also be that these students may have previously been on probation and might have taken less difficult courses, regardless of curriculum requirements, in order to return to clear status, thus delaying the courses which are difficult until later in their program.

The community college transfers and native students reversed their declining retention ratios with gains of .03 and .02 respectively. This brought the retention ratio for the community college transfers to .69 and for the native students to .85. The retention ratio for the four-year transfers remained constant at .71 (see Table 1 and Figure 2). This change in the decline in the retention ratio could be the result of fewer students leaving the university on clear or probation in the fifth semester. Of 361 community college and four-year transfers that left on clear or probation during the first five semesters of this study only 25 (7%) did so in the fifth semester (see Table 1 and Anderson, Research Memorandum 76-8, Table 1).

Academic Progress and Status Three Years After Transfer

This study demonstrates that community and junior college transfers experienced a substantial drop in G.P.A. during their first semester after transfer, gradually

recover to a level more nearly equivalent to their pre-transfer G.P.A. in the fourth semester, and then drop off again in the fifth semester with not much change coming in the sixth. This same trend for the first four semesters was observed for the fall, 1972¹¹ and fall, 1971¹² community college groups as well. There is no previous data with which to compare the declines in the fifth and sixth semesters in order to identify whether this is an expected occurrence or whether it is a chance occurrence. Figure 1 illustrates this early recovery by the community college group. It also illustrates that, even though native students achieve a higher mean G.P.A. in the fourth semester than their lower division G.P.A., they, along with community college transfers, achieve fifth and sixth semester G.P.A.'s lower than their pre-transfer or lower division mean G.P.A. The four-year group was the only group to achieve a fifth or sixth semester mean G.P.A. above their pre-transfer G.P.A. It is also interesting that the group with the highest pre-transfer mean G.P.A., the two-year transfers, had the lowest fifth and sixth semester mean G.P.A.'s, while the group with the lowest pre-transfer mean G.P.A., the four-year group, had the highest fifth and sixth semester mean G.P.A.'s. Native students, who began with the median pre-transfer or lower division mean G.P.A., achieved the median fifth and sixth semester mean G.P.A.'s. They had, however, the highest mean G.P.A. throughout the first four semesters.

Summary data presented in Table 1 for the three groups shows the proportion of each group in seven academic status categories six semesters after transfer. The 172 community college transfer students who re-enrolled for the sixth semester achieved a mean G.P.A. of 3.80, .16 lower than that group's mean fourth term University of Illinois G.P.A. and .28 lower than that group's mean transfer G.P.A.

¹¹ Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1972-73 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 75-14, December, 1975.

¹² Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1971-72 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 74-9, June, 1974.

Of the original community college group 59 percent had graduated, 7 percent were on clear, 1 percent was on probation, 9 percent were dropped and did not re-enroll, 7 percent withdrew and never returned, 12 percent left on clear status and never returned, and 5 percent left on probation and did not return. A total of 548 of the original 817 fall, 1973 community college group were graduated or completed the spring, 1976 term on clear or probationary status resulting in a retention ratio of .67.

The four-year college group consisted of 253 students enrolled for the sixth semester. This group achieved a sixth semester mean G.P.A. of 4.05, .04 higher than their mean transfer G.P.A. and .07 lower than their fourth term G.P.A. Of the original four-year college group, 62 percent had graduated, 7 percent were on clear, 1 percent was on probation, 4 percent were dropped, 7 percent withdrew, 16 percent left on clear status, and 3 percent left on probation. A total of 782 of the original 1,136 fall, 1973 four-year college transfers were graduated or completed the spring, 1976 term on clear or probationary status resulting in a retention ratio of .69.

There were 203 native juniors who re-enrolled for the sixth semester. They achieved a mean G.P.A. of 3.89, .04 lower than their mean lower division G.P.A. and .38 lower than the fourth semester mean G.P.A. for natives. At the end of the native juniors' sixth semester, 83 percent had graduated, 2 percent were on clear status, less than 1 percent was on probation, 4 percent were dropped, and 4 percent withdrew. Data on the status of native juniors who chose to leave between semesters (on clear or probation) was not available from the basic source documents.

A total of 2,996 of the original 3,542 fall, 1973 continuous juniors were graduated or completed the spring, 1976 term on clear or probationary status resulting in a retention ratio of .85.

The percentages of students on probation after six semesters was very low with both the community college group and the four-year group recording 1 percent while there was less than 1 percent of the native group on probation.

Nine percent of the community college group were dropped while only 4 percent were dropped of both the four-year and the native groups. Four percent of the continuous juniors withdrew while 7 percent of both the four-year and native groups withdrew during the course of these six semesters. Twelve percent of the community college group and 16 percent of the four-year group left on clear status. Five percent of the community college group and 3 percent of the four-year group left on probationary status. There is no recorded explanation of why these students left the campus.

The retention ratio was highest for the native juniors (.85), with little difference between the four-year group (.69) and the community college group (.67). It may be assumed that by the junior year, a student who enrolled at the University of Illinois at Urbana-Champaign as a beginning freshman and continued for two years would be more likely to continue for two more years than a transfer student who is new to the environment and may have only one semester of college credit.

The transfer group from the four-year institutions achieved a sixth semester mean G.P.A. .16 higher than the continuous juniors, yet their retention ratio was 16 percent lower. The community college group had a retention ratio only 2 percent lower than the four-year group but 18 percent lower than the native group (see Figures 1 and 2).

However, the retention ratio reported for the natives is slightly higher than the actual retention because of the inclusion of a few students who graduated in previous semesters and continued on as undergraduates, thus a few students in this group were counted twice. It was not feasible to determine the net number of graduates from the data source used for this study for the native group.

Comparison by Subject Area

Data on transfer and native student G.P.A.'s achieved at the University of Illinois in each of 12 subject areas for the 1973-74, 1974-75, and 1975-76 academic years are presented in Table 4.

Rank ordering of the three groups by subject area G.P.A. shows that the community college transfers achieved a lower mean G.P.A. in 11 of the 12 areas than either the four-year college transfers or native juniors during the first semester. The native juniors achieved the highest G.P.A. in every subject area except education. The four-year college transfers ranked highest in education and tied with the native juniors in the foreign languages subject area. Differences between the four-year college transfers and the natives in most subject areas are small.

Similar analyses for the second and third semesters show that the community college transfers received the lowest mean G.P.A.'s in 11 and 9 areas respectively. The native junior group achieved the highest G.P.A. in all 12 areas the second semester and 10 of 12 subject areas during the third semester. The four-year college group tied for the highest in the areas of English and foreign languages in the second semester and achieved the highest ranking in English for the third semester. The community college group ranked highest in home economics the third semester.

In the fourth semester the community college transfers ranked third in all subject areas, except business and commerce, foreign languages, agriculture, and art and architecture. In no area did this group rank first. The four-year college transfers achieved the highest G.P.A.'s in 3 of 12 areas: business and commerce, English, and social sciences. The native group ranked first in all areas except the social sciences and English.

There were considerable changes in the rankings in the fifth and sixth semesters. In the previous 4 semesters the continuous juniors ranked first in the "all courses" average followed by the four-year group who ranked second and the community college transfers who ranked third. In the last two semesters the four-year transfers ranked first followed by the continuous juniors group who ranked second, and the community college group who again ranked a close third.

TABLE 4

Comparison of Transfer and Native Student Academic Achievement by Subject Area University of Illinois at Urbana-Champaign Fall 1973 Group

Subject Area (1)	Two-Year College Transfers		Four-Year College Transfers		Continuous Juniors (Natives)	
	Mean GPA (2)	Rank (3)	Mean GPA (4)	Rank (5)	Mean GPA (6)	Rank (7)
<u>Fall, 1973 (1st Sem.)</u>						
Biological Sciences	3.55	(3)	3.82	(2)	4.00	(1)
Business & Commerce	3.49	(3)	3.80	(2)	3.89	(1)
English	3.98	(3)	4.04	(2)	4.12	(1)
Foreign Languages	3.78	(3)	4.04	(1)	4.04	(1)
Mathematics	3.14	(3)	3.56	(2)	3.82	(1)
Physical Sciences	3.26	(3)	3.49	(2)	3.86	(1)
Social Sciences	3.62	(3)	3.98	(2)	4.06	(1)
Agriculture	3.65	(3)	3.80	(2)	4.02	(1)
Engineering	3.77	(3)	3.90	(2)	4.01	(1)
Art & Architecture	3.95	(2)	3.87	(3)	4.07	(1)
Education	4.22	(3)	4.50	(1)	4.45	(2)
Home Economics	3.88	(3)	4.07	(2)	4.08	(1)
All Courses	<u>3.58</u>	(3)	<u>3.86</u>	(2)	<u>4.02</u>	(1)
<u>Spring, 1974 (2nd Sem.)</u>						
Biological Sciences	3.57	(3)	3.97	(2)	4.13	(1)
Business & Commerce	3.62	(3)	3.95	(2)	3.97	(1)
English	3.97	(3)	4.21	(1)	4.21	(1)
Foreign Language	3.81	(3)	4.13	(1)	4.13	(1)
Mathematics	3.22	(3)	3.77	(2)	3.81	(1)
Physical Sciences	3.41	(3)	3.73	(2)	4.00	(1)
Social Sciences	3.75	(3)	4.03	(2)	4.19	(1)
Agriculture	3.94	(2)	3.93	(3)	4.10	(1)
Engineering	3.81	(3)	3.91	(2)	4.12	(1)
Art & Architecture	4.05	(3)	4.11	(2)	4.20	(1)
Education	4.36	(3)	4.42	(2)	4.53	(1)
Home Economics	3.86	(3)	3.90	(2)	4.13	(1)
All Courses	<u>3.73</u>	(3)	<u>4.00</u>	(2)	<u>4.13</u>	(1)



TABLE 4 (Cont.)

Comparison of Transfer and Native Student
Academic Achievement by Subject Area
University of Illinois at Urbana-Champaign
Fall 1973 Group

Subject Area (1)	Two-Year College Transfers		Four-Year College Transfers		Continuous Juniors (Natives)	
	Mean GPA (2)	Rank (3)	Mean GPA (4)	Rank (5)	Mean GPA (6)	Rank (7)
<u>Fall, 1974 (3rd Sem.)</u>						
Biological Sciences	3.73	(3)	3.92	(2)	4.03	(1)
Business & Commerce	3.68	(3)	3.90	(2)	3.99	(1)
English	4.00	(3)	4.18	(1)	4.16	(2)
Foreign Languages	3.95	(2)	3.85	(3)	4.22	(1)
Mathematics	3.19	(3)	3.73	(2)	3.79	(1)
Physical Sciences	3.64	(3)	3.76	(2)	3.99	(1)
Social Sciences	3.91	(3)	4.07	(2)	4.16	(1)
Agriculture	4.00	(3)	4.04	(2)	4.17	(1)
Engineering	3.96	(3)	4.05	(2)	4.18	(1)
Art & Architecture	3.84	(3)	4.09	(2)	4.17	(1)
Education	4.62	(2)	4.62	(2)	4.74	(1)
Home Economics	4.17	(1)	4.01	(3)	4.15	(2)
All Courses	<u>3.83</u>	(3)	<u>4.03</u>	(2)	<u>4.17</u>	(1)
<u>Spring, 1975 (4th Sem.)</u>						
Biological Sciences	3.67	(3)	3.97	(2)	4.07	(1)
Business & Commerce	3.79	(2)	3.96	(1)	3.96	(1)
English	3.90	(3)	4.26	(1)	4.17	(2)
Foreign Languages	4.05	(2)	4.05	(2)	4.36	(1)
Mathematics	3.44	(3)	3.72	(2)	3.86	(1)
Physical Sciences	3.63	(3)	3.74	(2)	4.02	(1)
Social Sciences	3.96	(3)	4.19	(1)	4.16	(2)
Agriculture	4.02	(2)	3.96	(3)	4.18	(1)
Engineering	3.98	(3)	4.08	(2)	4.18	(1)
Art & Architecture	4.10	(2)	4.04	(3)	4.14	(1)
Education	4.59	(3)	4.70	(2)	4.73	(1)
Home Economics	4.11	(3)	4.19	(2)	4.21	(1)
All Courses	<u>3.96</u>	(3)	<u>4.12</u>	(2)	<u>4.19</u>	(1)

TABLE 4 (Cont.)

Comparison of Transfer and Native Student
Academic Achievement by Subject Area
University of Illinois at Urbana-Champaign
Fall 1973 Group

Subject Area (1)	Two-Year College Transfers		Four-Year College Transfers		Continuous Juniors (Natives)	
	Mean GPA (2)	Rank (3)	Mean GPA (4)	Rank (5)	Mean GPA (6)	Rank (7)
<u>Fall, 1975 (5th Sem.)</u>						
Biological Sciences	3.18	(3)	4.13	(1)	3.75	(2)
Business & Commerce	3.72	(1)	3.68	(2)	3.52	(3)
English	3.82	(3)	4.29	(1)	4.07	(2)
Foreign Languages	4.00	(3)	4.38	(1)	4.29	(2)
Mathematics	2.86	(3)	3.14	(2)	3.42	(1)
Physical Sciences	3.10	(3)	3.76	(1)	3.72	(2)
Social Sciences	3.85	(2)	3.98	(1)	3.73	(3)
Agriculture	3.82	(3)	4.06	(2)	4.23	(1)
Engineering	3.84	(2)	4.10	(1)	3.84	(2)
Art & Architecture	4.07	(1)	3.98	(2)	3.98	(2)
Education	4.67	(2)	4.69	(1)	4.69	(1)
Home Economics	4.10	(1)	4.00	(2)	3.25	(3)
All Courses	<u>3.80</u>	(3)	<u>4.05</u>	(1)	<u>3.89</u>	(2)
<u>Spring, 1976 (6th Sem.)</u>						
Biological Sciences	3.66	(3)	3.93	(1)	3.73	(2)
Business & Commerce	3.61	(2)	3.77	(1)	3.57	(3)
English	3.83	(3)	3.99	(2)	4.02	(1)
Foreign Languages	3.50	(3)	4.35	(1)	4.07	(2)
Mathematics	2.87	(3)	3.50	(1)	2.97	(2)
Physical Sciences	3.53	(3)	3.58	(2)	3.85	(1)
Social Sciences	3.57	(2)	4.03	(1)	3.57	(2)
Agriculture	3.75	(3)	4.19	(1)	3.98	(2)
Engineering	3.87	(2)	4.13	(1)	3.87	(2)
Art & Architecture	4.09	(1)	3.99	(3)	4.04	(2)
Education	4.81	(1)	4.73	(2)	4.70	(3)
Home Economics	3.67	(2)	3.95	(1)	3.45	(3)
All Courses	<u>3.77</u>	(3)	<u>4.01</u>	(1)	<u>3.87</u>	(2)

There were no discernible patterns in the fifth semester as the four-year transfers ranked first in 7 subject areas, second in 5 subject areas, and never ranked third. The continuous juniors ranked first in 3 subject areas, second in 6 subject areas, and third in 3 subject areas. The community college transfers performed the poorest as they ranked first in 3 subject areas, second in 3 subject areas, and third in 6 subject areas. In the sixth semester the four-year transfers ranked first in 8 subject areas, second in 3 subject areas, and third in 1 subject area. The continuous juniors group ranked first in 2 subject areas, second in 7 subject areas, and third in 3 subject areas. Again the community college group performed the poorest as they ranked first in 2 subject areas, second in 4 subject areas, and third in 6 subject areas.

The community college transfers achieved their best ranking in the subject areas of art and architecture (first for two semesters, second for two semesters, and third for two semesters) and home economics (first for two semesters and second for 1 semester). They performed the poorest in the subject areas of biological science, English, mathematics, and physical science (all with third rankings all six semesters). They also ranked third for all six semesters in the "all courses" average.

The four-year transfers performed best in the subject areas of English (first for four semesters, second for one semester, third for one semester), and social science (first for three semesters, second for three semesters). They performed worst in art and architecture (second for three semesters, third for three semesters), agriculture (first for one semester, second for three semesters, third for three semesters); and home economics (same as the rankings for agriculture).

Performance for the native juniors was the best in mathematics (first for five semesters, second for one semester) and agriculture (same rankings as mathematics). They ranked lowest in home economics (first for three semesters, second for one semester, third for two semesters), social science (first for three semesters, second for two semesters, third for one semester), and business and commerce (first for four semesters, third for two semesters).

Institutional Differences

The numbers of transfers, grade point averages, final academic status and retention ratios for each of the Illinois community and junior colleges which sent five or more transfer students to the University of Illinois at Urbana-Champaign for the 1973 fall semester are presented in Table 5.

The number of students who initially entered for the 1973 fall semester, and the group's mean pre-transfer G.P.A. (based on all courses attempted at all previous institutions), are presented in Columns 2 and 3 respectively. Column 4 shows the mean first semester University of Illinois grade point average. Columns 5 through 14 show the number of students who re-enrolled and the G.P.A. they achieved over the next five semesters. Comparison of the first and second term G.P.A. by institution shows that 21 of the 39 college sub-groups achieved a mean second term G.P.A. higher than their first term G.P.A., 25 of the institutional sub-groups achieved a higher third term average than the second, and 26 a higher fourth term average than third. Five of the 39 institutional sub-groups with students enrolled in the fifth semester achieved a higher fifth term G.P.A. than fourth while 11 of the 35 institutional sub-groups with students enrolled in the sixth semester achieved a higher sixth term G.P.A. than fifth.

Comparison of pre-transfer and sixth semester mean G.P.A.'s shows that 9 of 35 college sub-groups with students enrolled in the sixth semester achieved a sixth semester mean G.P.A. higher than their mean pre-transfer G.P.A. (for the original entering groups). The remaining 26 college sub-groups did not recover to the level of their mean pre-transfer G.P.A. of the 1973 fall transfers from that college (see also Appendixes A-F).

It is clear from these data that a considerable variance still exists in the achievement after transfer among groups from different community colleges. This is true despite the recovery trend in G.P.A. in the second, third, and fourth semesters followed by a drop in the fifth with little change in the sixth semester. There is no evidence presented in this study which explains the source of observed institutional differences or differences which may exist

between students who enter the various subject areas. However, previous studies of transfer students from community colleges demonstrate the variance in the academic abilities of the students transferring from individual junior colleges and this may account for some of the differences. This study does not control for those differences nor present data which show that they actually exist for these groups.

The retention rates for each of the community colleges with five or more transfers are presented in column 29 of Table 5. Five of the 39 institutions show retention rates of .80 or above after six semesters. Eighteen colleges have retention rates less than .66, or two-thirds of their transfers retained or graduated. Seven colleges have retention rates of .50 or less.

Three colleges seem to have a disproportionately high percentage of students dropped as shown in Column 22. Forty percent of the students from the college coded 17 were dropped; 38 percent from college 10 were dropped; and 33 percent from college 33 were dropped. Four other colleges (32, 30, 24, and 05) had 20 percent or more of their students dropped for academic reasons. Withdrawal rates also demonstrate the same pattern. College 10 had a 25 percent withdrawal rate and college 13 had a withdrawal rate of 19 percent. However, all of these colleges (except colleges 13, 30, and 32) have 8 or fewer transfers, and the high proportion may be caused by the small sub-sample size for those institutions.

These data demonstrate that the academic achievement and retention rates for Illinois community colleges with five or more transfers are satisfactory as a group. Twenty-one of the 39 Illinois institutions have retention rates of .66 or higher, and 16 of the colleges have retention rates equal to or higher than .69 found for all four-year college transfers. Two of the community colleges have retention ratios equal to or higher than the .85 retention rate for native students.

Discussion and Interpretation

The findings of this study can be viewed in a positive or negative way, depending upon the orientation of the reader. To the community college reader,

the study demonstrates that two-thirds of the community college transfers are successful after transfer as measured by graduation or continuation rates at this university. The community college transfers achieve, on the average, slightly less than the "B" level during their fourth semester and the "B" level during their fifth and sixth semesters. The decrease in the fifth semester G.P.A. for the community college group should be discounted somewhat since all three groups decreased with the native group losing the most ground. Several hypotheses explaining this fall were presented earlier in the report. Since these students, as a group, entered college with lower high school achievement and lower scores on standardized entrance examinations, community college proponents would view the results of this study as conclusive evidence of the success of those institutions in preparing baccalaureate oriented students for successful university performance.

The university or four-year college oriented reader who views the university's purpose to educate the best qualified youth for leadership roles in the technical and professional occupations may conclude from these data that preference should be given to transfer students from four-year colleges and universities over transfers from community colleges or that transfers from some institutions should receive preference over transfers from those institutions with less than average success records. They could point to the higher mean G.P.A.'s and higher retention ratios by four-year colleges over community colleges and some community colleges over others. However, inspection of the individual student data demonstrates that the "best qualified" students who are successful at the university come from both community colleges and four-year colleges. Therefore, the basis for selection should be the quality of the individual student rather than the institution or the type or level of institution previously attended by the transfer student.

The researcher, a community college proponent fully institutionalized into a major research-oriented land-grant university, evaluates these data both positively and negatively. Ideally, community college transfers with equivalent

pre-transfer G.P.A.'s would perform after transfer at the same level as they did at the community or junior college. Hopefully, they would achieve at the university and graduate in proportions equal to equivalent groups who attended other institutions. However, that was not found to be true for this group of community or four-year college transfers. We need to find out why it is not true and attempt to set up experimental programs to discover if it is possible to achieve the ideal and if not, why not.

Positively, community college transfers perform very satisfactorily as a group when compared with beginning freshmen. Only 74 (9%) of the community college transfers were dropped for academic reasons during the six semesters covered by this study and another 37 (5%) left while on probation. This means that only about 14 percent of these junior college transfers left the university because of demonstrated academic difficulty. This is a good record for a group of students which has 25 percent from the lower half of their high school graduation class, 44 percent from the upper quarter and 31 percent from the second quarter.¹³ These students achieved at about a "C+" (3.58) level immediately after transfer and near the "B" level (3.96) during the fourth semester after which they achieved the "B-" level (3.80) during the sixth semester. Despite this drop in the last two semesters, this is an achievement record which community college transfers, their previous institutions, and the university can point to with a sense of accomplishment.

Data presented in this study demonstrate that the university system of "universal access" to higher education is providing opportunities for many persons to begin their baccalaureate programs in "open door" community and junior colleges and transfer to the more selective universities and successfully perform in competition with natives and transfers from Illinois and non-Illinois public and private colleges and universities.

¹³ Anderson and Riehl, Characteristics of Undergraduate Transfer Students, University of Illinois at Urbana-Champaign, Fall, 1973, University Office of School and College Relations, Research Memorandum 74-7, April, 1974.

Summary of Findings

The data presented in this study support the following conclusions:

1. Community college transfers enter with pre-transfer grade point averages approximately equivalent to the lower division university grade point averages of native juniors, while four-year college transfers enter with slightly lower grade point averages than either of the two groups.

2. Community college transfers experience a first semester drop of .51 in G.P.A. below their pre-transfer G.P.A., whereas four-year transfers and natives experience a .13 and .03 drop below their pre-transfer G.P.A. However, this loss in G.P.A. is greatly recovered by the end of the fourth semester.

3. In the fifth semester all three groups' mean G.P.A.'s dropped. The native group suffered the greatest drop (-.32), followed by the community college group (-.19) and the four-year group (-.11). There was only mild change for all three groups' mean G.P.A.'s in the sixth semester.

4. Retention of two-year and four-year college transfer groups is approximately equal for the first semester at .92 and .93 respectively while .97 of the native group were retained.

5. Community college transfers experience more academic difficulty after transfer than four-year college transfers or natives as measured by drop rates and the number of students who left on probation.

6. The community college transfer group performed at nearly the "B" level during the fourth semester at the university which is slightly less than the pre-transfer G.P.A. for that group. During the fifth and sixth semesters they performed at the "B-" level.

7. Native juniors have higher retention rates than four-year college transfers or community college transfers. Approximately 83 percent of the natives, 71 percent of the four-year college transfers, and 66 percent of the junior college transfers had graduated, or continued on clear or probation at the end of four semesters. It is important to note that these retention ratios were almost 10 percent less than the retention ratios for the fall, 1972 groups. Between the fourth and sixth semester, changes in the retention ratios were quite small. By the sixth semester approximately 85 percent of the natives,

69 percent of the four-year college transfers, and 67 percent of the community college transfers had graduated or were continuing on clear or probationary status.

8. Native juniors also have higher graduation rates than four-year college transfers or community college transfers. Approximately 73 percent of the natives, 37 percent of the community college transfers, and 41 percent of the four-year transfers had graduated by the end of the fourth semester. By the end of the sixth semester 83 percent of the natives, 61 percent of the four-year transfers, and 59 percent of the community college transfers had graduated.

The change in the graduation ratio between the fourth and sixth semesters were small for the natives (+.10), but were more significant for the four-year transfers (+.20), and the community college group (+.22).

9. Community college transfers have higher academic probation and drop rates than four-year college transfers and four-year college transfers have higher probation rates than natives.

10. Community college transfers consistently achieved lower G.P.A.'s than four-year college transfers and natives in the 12 subject areas studied throughout the first four semesters. In the first four semesters the natives performed the best in almost all subject areas. In the fifth and sixth semesters the four-year transfers performed better as a whole than the natives, although they ranked first in slightly more than 50 percent of the subject areas. The community college group again ranked lowest.

Further Interpretation

The findings and conclusions presented in this study need to be interpreted in the context of the environment in which the research was conducted and evaluated and in relation to the differential purposes of the types of institutions represented by students in the study. One purpose of community colleges is to prepare baccalaureate-oriented students for successful transfer to four-year colleges and universities for completion of bachelor's degrees. Community colleges are "open door" institutions obligated to admit all students who are minimally

qualified to complete one of their programs. This means that community colleges have students enrolled in baccalaureate-oriented courses and programs who are high academic achievers with a high probability for success in a bachelor's degree program as well as students with average and below average academic achievement with lower probability of achieving success in a transfer program. It is from this population of community college students that the transfers to the University of Illinois at Urbana-Champaign select themselves to apply for transfer and then are selected for admission in competition with transfers from four-year colleges and universities.

The major purpose of the undergraduate colleges at the University of Illinois is to provide the general education, technical and professional knowledge, and skills needed to fill leadership roles in society at the bachelor's degree level and to prepare students for successful completion of graduate programs. The University of Illinois at Urbana-Champaign admits the "best qualified" beginning freshmen and transfers in each of its colleges and curricula for each admission period. Data for the present and recent beginning freshman classes show that the average beginning freshman student graduated at about the 85th percentile of his or her high school graduating class and had an ACT composite score of about 26,¹⁴ which makes the native student population a very highly qualified group when compared with the population of community and junior college students enrolled in baccalaureate-oriented programs.

The four-year colleges and universities from which the University receives transfer students have diverse purposes, but it is known that the transfers from those institutions to the University of Illinois have high school ranks and college entrance scores very similar to those of native students.¹⁵

This knowledge about the purposes of the institutions and academic characteristics of the three groups of students included in this study provides a basis for the following interpretations of the findings.

¹⁴The Urbana-Champaign Campus Freshman Class Profile," University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 74-14, November, 1974.

¹⁵Wermers, op.cit., March, 1972.

The community and junior colleges provide an opportunity for many students to enter the University's undergraduate programs as transfer students who would not have been admitted under the more competitive beginning freshmen requirements. The community colleges provide access or opportunity for many students to obtain admission and complete bachelor's degree programs which would not have been open to them following graduation from high school. Two-thirds of these students are successful at the university as measured by retention for six semesters after transfer. The "success rate" is about two percent less than for transfers from four-year colleges and approximately 18 percent less than for native juniors who have already successfully completed two years at the University.

The finding that native and four-year college transfer students achieve higher G.P.A.'s than community college transfers may be interpreted by some to mean that those two groups are more qualified at graduation. The writer knows of no evidence which supports that conclusion when evaluated in relation to the purposes of the institution. Universities do not normally evaluate their graduates with 4.12 grade point averages as superior to graduates with 3.96 G.P.A.'s. Therefore the writer finds no evidence that the difference in community college and four-year college and native G.P.A.'s justifies a conclusion that native and four-year college transfers are superior to community college transfers. These data demonstrate that the higher education system in Illinois is sufficiently open to permit students who enter the system at various types of colleges and perform successfully to earn a bachelor's degree at the major research oriented university in Illinois.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 17 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

BIBLIOGRAPHY

- Anderson, [redacted] F. Summary of Transfer Student Progress at the University of Illinois at Urbana-Champaign, Fall 1968 and 1969 Transfers, University Office of School and College Relations, Research Memorandum 70-24, December, 1970.
- _____, Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign, 1970-71 Academic Year, University Office of School and College Relations, Research Memorandum 72-2, January, 1972.
- _____, Characteristics of Transfer Students at the University of Illinois at Urbana-Champaign, Fall 1972, University Office of School and College Relations, Research Memorandum 73-3, February, 1973.
- _____, Characteristics of Undergraduate Transfer Students at the University of Illinois at Urbana-Champaign, Fall 1973, University Office of School and College Relations, Research Memorandum 74-7, April, 1974.
- _____, Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign, 1971-72 Academic Year, University Office of School and College Relations, Research Memorandum 74-9, June, 1974.
- _____, Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign, 1972-73 Academic Year, University Office of School and College Relations, Research Memorandum 75-14, December, 1975.
- _____, Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign, Fall 1973 Group, University Office of School and College Relations, Research Memorandum 76-8, July 1976.
- The Urbana-Champaign Campus Freshman Class Profile, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 74-17, November, 1974.
- Wermers, Don J. Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations, University Office of School and College Relations, Research Memorandum 72-2.

APPENDIX A

Number,¹ Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students
by Institution of Last Attendance
Fall Semester 1973

College Code (1)	Number Fall 1973 Transfer Students (2)	Mean Pre Transfer GPA (3)	Mean First Term (1973) GPA (4)	Drop in Mean GPA (5)	Academic Status ²										Reten- tion Ratio ³ (16)
					Grad		Clear		Pro		Dropped		With		
					No. (6)	% (7)	No. (8)	% (9)	No. (10)	% (11)	No. (12)	% (13)	No. (14)	% (15)	
01	18	3.98	3.80	.18	0	0	17	94	0	0	0	0	1	6	.94
02	30	4.21	3.58	.63	0	0	20	66	6	20	2	7	2	7	.87
03	25	4.18	3.72	.46	0	0	20	80	3	12	2	8	0	0	.92
04	9	4.16	3.53	.63	0	0	7	78	2	22	0	0	0	0	1.00
05	5	4.17	2.96	1.21	0	0	2	40	3	60	0	0	0	0	1.00
06	17	4.12	3.01	1.11	0	0	5	29	8	47	2	12	2	12	.76
07	14	4.03	3.61	.42	0	0	8	57	5	36	0	0	1	7	.93
08	24	4.14	3.84	.30	0	0	19	79	5	21	0	0	0	0	1.00
09	6	3.83	3.17	.66	0	0	5	83	1	17	0	0	0	0	1.00
10	8	4.07	3.19	.88	0	0	4	50	2	25	2	25	0	0	.75
11	5	4.35	3.66	.69	0	0	5	100	0	0	0	0	0	0	1.00
12	8	3.90	3.76	.14	0	0	7	88	1	12	0	0	0	0	1.00
13	16	4.15	3.43	.72	0	0	13	81	1	6	0	0	2	3	.88
14	9	4.19	3.67	.52	0	0	7	78	2	22	0	0	0	0	1.00
15	34	4.03	3.68	.35	0	0	27	79	5	15	0	0	2	6	.94
16	113	4.11	3.59	.52	0	0	69	61	27	24	5	4	12	11	.85
17	5	3.89	2.62	1.27	0	0	1	20	3	60	1	20	0	0	.80
18	33	3.88	3.38	.50	0	0	27	82	6	18	0	0	0	0	1.00
19	39	3.90	3.52	.38	0	0	31	79	6	15	0	0	2	6	.95
20	13	4.26	3.64	.62	0	0	11	84	1	8	0	0	1	8	.92
21	27	3.98	3.76	.22	0	0	24	89	3	11	0	0	0	0	1.00
22	11	3.95	3.58	.37	0	0	7	64	4	36	0	0	0	0	1.00
23	18	4.06	3.49	.57	0	0	13	72	3	17	1	6	1	5	.89
24	5	4.36	3.81	.55	0	0	4	80	1	20	0	0	0	0	1.00
25	10	4.41	3.67	.74	0	0	8	80	2	20	0	0	0	0	1.00

¹Community colleges with five or more transfers in the group.

²Percents are based on the number of transfer students enrolled in the 1973 fall term (Col. 2)

³Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the fourth term on clear or probationary status.

APPENDIX A (Cont.)

Number,¹ Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students
by Institution of Last Attendance
Fall Semester 1973

College Code (1)	Number Fall 1973 Transfer Students (2)	Mean Pre-Transfer GPA (3)	Mean First Term (1973) GPA (4)	Drop in Mean GPA (5)	Academic Status ²										Retention Ratio ³ (16)
					Grad		Clear		Pro		Dropped		With		
					No. (6)	% (7)	No. (8)	% (9)	No. (10)	% (11)	No. (12)	% (13)	No. (14)	% (15)	
26	57	4.06	3.49	.57	0	0	41	72	14	24	1	2	1	2	.96
27	25	4.11	3.72	.39	0	0	20	80	4	16	0	0	1	4	.96
28	40	3.98	3.58	.40	0	0	35	87	3	7	1	3	1	3	.95
29	6	4.11	4.22	+.11	0	0	6	100	0	0	0	0	0	0	1.00
30	20	4.08	3.67	.41	0	0	16	80	3	15	1	5	0	0	.95
31	37	4.25	3.72	.53	0	0	29	78	6	16	1	3	1	3	.95
32	13	3.89	3.14	.75	0	0	8	62	3	23	2	15	0	0	.85
33	6	4.15	2.85	1.30	0	0	3	50	0	0	2	33	1	17	.50
34	8	4.04	3.77	.27	0	0	6	75	1	13	1	12	0	0	.28
35	11	4.06	3.42	.64	0	0	7	64	3	27	1	9	0	0	.91
36	13	4.09	3.41	.68	0	0	10	77	1	8	1	8	1	7	.85
37	24	4.22	3.63	.59	0	0	20	84	2	8	1	4	1	4	.92
38	34	4.11	3.70	.41	0	0	30	88	4	12	0	0	0	0	1.00
39	21	4.02	3.59	.43	0	0	16	76	3	14	0	0	2	10	.90
All Jr. Col.	817	4.09	3.58	.51	0	0	608	74	147	19	27	3	35	4	.92
All Yr. Tr.	1136	3.99	3.86	.13	3		949	85	107	9	27	2	50	4	.93
All Cont. Jrs.	3542	4.05	4.02	.03	0	0	3257	92	165	5	61	2	59	1	.97

¹Community colleges with five or more transfers in the group.

²Percents are based on the number of transfer students enrolled in the 1973 fall term (Col. 2).

³Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the fourth term on clear or probationary status.

*Less than 1 percent.

APPENDIX B

Number,¹ Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students
University of Illinois at Urbana-Champaign
Spring Semester 1974

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-Enrolled for Spring 1974 (3)	Mean Pre-Transfer GPA (4)	Second Term GPA (5)	Drop In Mean GPA (6)	Increase in Mean GPA Over First Term (7)	Academic Status ²						Retention Ratio ³ (18)				
							Grad No. (8)	Grad % (9)	Clear No. (10)	Clear % (11)	Pro No. (12)	Pro % (13)		Dropped No. (14)	Dropped % (15)	With No. (16)	With % (17)
01	8	15	3.96	3.75	.21	-.05	0	0	12	80	3	20	0	0	0	0	.83
02	30	26	3.98	3.65	.33	.17	0	0	20	76	3	12	3	12	0	0	.77
03	25	21	4.25	4.09	.16	.37	0	0	17	81	1	5	2	9	1	5	.72
04	9	8	4.12	3.66	.46	.13	0	0	6	75	1	13	1	12	0	0	.78
05	5	3	4.53	3.49	1.04	-.53	0	0	1	33	2	67	0	0	0	0	.60
06	17	11	4.17	3.69	.48	.68	0	0	8	73	1	9	2	18	0	0	.53
07	14	11	4.00	3.84	.16	.23	0	0	8	73	3	27	0	0	0	0	.79
08	24	23	4.14	3.74	.40	-.10	0	0	20	87	2	9	1	4	0	0	.92
09	6	6	3.80	3.08	.72	-.09	0	0	4	67	2	33	0	0	0	0	1.00
10	8	6	4.05	3.25	.80	.06	0	0	3	50	1	17	1	17	1	16	.50
11	5	5	4.38	4.38	.00	.72	0	0	5	100	0	0	0	0	0	0	1.00
12	8	8	3.91	4.20	+.29	.44	0	0	7	87	0	0	0	0	1	13	.88
13	16	13	4.30	3.53	.77	.10	0	0	10	77	3	23	0	0	0	0	.81
14	9	9	4.19	3.56	.63	-.11	0	0	8	89	1	11	0	0	0	0	1.00
15	34	32	4.03	3.76	.27	.12	0	0	27	84	3	9	1	3	1	4	.88
16	113	92	4.15	3.61	.54	.02	1	1	66	72	11	12	8	9	6	7	.69
17	5	4	4.00	3.31	.69	.69	0	0	2	50	1	25	1	25	0	0	.60
18	33	30	4.30	3.62	.68	.04	1	3	20	67	5	17	1	3	3	10	.79
19	39	35	4.04	3.66	.38	.14	0	0	27	77	4	11	3	9	1	3	.79
20	13	11	4.32	3.96	.36	.32	0	0	11	100	0	0	0	0	0	0	.85
21	27	27	3.98	3.62	.36	-.14	0	0	20	74	5	19	2	7	0	0	.93
22	11	11	3.95	3.86	.09	.28	0	0	10	91	1	9	0	0	0	0	1.00
23	18	15	4.08	3.67	.41	.18	0	0	14	93	1	7	0	0	0	0	.83
24	5	5	4.35	3.86	.49	.05	0	0	3	60	2	40	0	0	0	0	1.00
25	10	9	4.42	3.62	.80	-.05	0	0	8	89	0	0	1	11	0	0	.80

¹Community colleges with five or more transfers in the group.

²Academic Status: The percentages are based on the number of students enrolled in spring, 1974 term (Col. 3).

³Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

APPENDIX B (Cont.)

Number,¹ Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students.
University of Illinois at Urbana-Champaign
Spring Semester 1974

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-Enrolled for Spring 1974 (3)	Mean Pre-Transfer GPA (4)	Second Term GPA (5)	Drop in Mean GPA (6)	Increase* in Mean GPA Over First Term (7)	%Academic Status ²								Retention Ratio ³ (18)		
							Grad No. (8)	% (9)	Clear No. (10)	% (11)	Pro No. (12)	% (13)	Dropped No. (14)	% (15)		With No. (16)	% (17)
26	57	52	4.07	3.63	.44	.14	1	2	33	63	9	17	5	10	4	8	.75
27	25	24	4.37	4.13	.24	.41	0	0	21	88	2	8	1	4	0	0	.92
28	40	37	3.98	3.69	.29	.11	0	0	30	81	5	14	2	5	0	0	.88
29	6	6	4.11	3.97	.14	-.25	0	0	6	100	0	0	0	0	0	0	1.00
30	20	18	4.07	3.61	.46	-.06	0	0	10	56	4	22	2	11	2	11	.70
31	37	35	4.28	3.83	.45	.11	0	0	28	80	2	6	5	14	0	0	.81
32	13	10	4.11	3.71	.40	.57	0	0	8	80	1	10	1	10	0	0	.69
33	6	3	4.34	3.94	.40	1.09	0	0	3	100	0	0	0	0	0	0	.50
34	8	8	4.04	3.78	.26	.01	0	0	7	88	0	0	1	12	0	0	.88
35	11	11	4.06	3.66	.40	.24	1	9	5	46	4	36	1	9	0	0	.91
36	13	10	4.07	3.97	.10	.56	0	0	10	100	0	0	0	0	0	0	.77
37	24	22	4.25	3.75	.50	.12	0	0	19	86	2	9	1	5	0	0	.88
38	34	33	4.15	4.02	.13	.32	0	0	28	85	4	12	0	0	1	3	.94
39	21	19	4.02	3.41	.61	-.18	0	0	12	63	6	32	0	0	1	5	.86
All Jr. Col.	817	724	4.14	3.73	.41	.15	4	*	557	77	95	13	46	7	22	3	.80
All 4-Yr. Col.	1136	996	4.01	4.00	.01	.14	41	4	844	35	61	6	29	3	21	2	.84
All Con. Jrs.	3542	3374	4.08	4.13	+.05	.11	233	7	2928	87	127	4	40	1	46	1	.93

¹Community colleges with five or more transfers in the group.

²Academic Status: The percentages are based on the number of students enrolled in spring, 1974 term (Col. 3).

³Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

*Less than 1 percent.

APPENDIX C

Number,¹ Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students
by Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall Semester 1974

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-enrolled for Fall 1974 (3)	Mean Pre-Transfer GPA (4)	Mean Third Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over Second Term (7)	Academic Status ²								Retention Ratio ³ (18)		
							Grad No. % (8)(9)	Clear No. % (10)(11)	Pro No. % (12)(13)	Dropped No. % (14)(15)	With No. % (16)(17)						
01	18	12	3.99	3.59	.40	-.16	0	0	11	92	0	0	1	8	0	0	.61
02	30	19	3.98	3.88	.10	.23	0	0	14	74	5	26	0	0	0	0	.63
03	25	18	4.22	4.09	.13	.00	0	0	17	94	1	6	0	0	0	0	.72
04	9	6	4.18	3.62	.56	-.08	0	0	6	100	0	0	0	0	0	0	.67
05	5	4	4.33	3.31	1.02	-.18	0	0	3	75	0	0	1	25	0	0	.60
06	17	10	4.24	3.72	.48	.03	0	0	8	80	1	10	1	10	0	0	.53
07	14	10	4.35	3.77	.58	-.07	0	0	9	90	1	10	0	0	0	0	.71
08	24	21	4.22	3.83	.39	.09	0	0	20	95	0	0	1	5	0	0	.83
09	6	5	3.86	3.41	.45	.33	0	0	3	60	1	20	1	20	0	0	.67
10	8	5	4.09	3.21	.88	-.04	0	0	1	20	1	20	1	20	2	40	.25
11	5	5	4.38	3.96	.42	-.42	0	0	5	100	0	0	0	0	0	0	1.00
12	8	5	3.78	4.01	+.23	-.19	0	0	5	100	0	0	0	0	0	0	.63
13	16	11	4.26	3.90	.36	.37	1	9	8	73	1	9	0	0	1	9	.63
14	9	8	4.11	3.89	.22	.33	0	0	7	88	1	12	0	0	0	0	.89
15	34	28	4.04	3.83	.21	.07	1	3	24	86	3	11	0	0	0	0	.82
16	113	74	4.17	3.76	.41	.15	2	3	54	73	10	13	3	4	5	7	.59
17	5	3	4.11	3.75	.36	.44	0	0	1	33	2	67	0	0	0	0	.60
18	33	25	4.23	3.68	.55	.06	2	8	21	84	2	8	0	0	0	0	.79
19	39	29	4.09	3.81	.28	.15	0	0	27	93	2	7	0	0	0	0	.74
20	13	10	4.32	3.80	.52	-.16	0	0	9	90	1	10	0	0	0	0	.77

¹These data only show junior colleges with five or more transfer students in the group.

²Academic status: The percentages are based on number of students enrolled in fall, 1974 term (Col. 3).

³Retention ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

APPENDIX C (Cont.)

Number, Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students
by Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall Semester 1974

College Code (1)	Number Transfer Students (2)	Number Re-enrolled for Fall 1974 (3)	Mean Pre-Transfer GPA (4)	Mean Third Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over Second Term (7)	Academic Status ²								Retention Ratio ³ (18)		
							Grad No. (8)	% (9)	Clear No. (10)	% (11)	Pro No. (12)	% (13)	Dropped No. (14)	% (15)		With No. (16)	% (17)
21	27	22	3.99	4.06	+0.07	.44	0	0	20	90	1	5	1	5	0	0	.78
22	11	10	3.89	4.15	+0.26	.29	2	20	7	70	1	10	0	0	0	0	.91
23	18	15	4.09	3.97	.12	-.30	0	0	13	87	1	7	0	0	1	6	.78
24	5	5	4.36	3.59	-.77	-.27	0	0	3	60	0	0	2	40	0	0	.60
25	10	7	4.54	4.13	-.41	-.51	0	0	7	100	0	0	0	0	0	0	.70
26	57	39	4.11	3.71	-.40	-.08	1	2	32	82	3	8	3	8	0	0	.65
27	25	23	4.41	3.92	-.49	-.21	0	0	20	87	2	9	1	4	0	0	.88
28	40	34	3.99	3.84	-.15	-.15	1	3	28	82	3	9	1	3	1	3	.80
29	6	4	3.95	4.20	+0.25	.23	0	0	4	100	0	0	0	0	0	0	.67
30	20	15	4.10	3.88	-.22	-.27	0	0	12	80	2	13	1	7	0	0	.70
31	37	31	4.31	4.16	-.15	-.33	1	3	28	91	0	0	1	3	1	3	.78
32	13	9	4.08	3.88	-.20	-.17	0	0	9	100	0	0	0	0	0	0	.69
33	6	3	4.33	3.75	-.58	-.19	0	0	6	87	1	33	0	0	0	0	.50
34	8	7	4.16	4.01	-.15	-.23	0	0	6	86	1	14	0	0	0	0	.88
35	11	9	4.02	3.8	-.84	-.48	0	0	7	78	0	0	2	22	0	0	.73
36	13	9	4.12	3.98	-.14	-.01	0	0	9	100	0	0	0	0	0	0	.69
37	24	20	4.24	3.94	-.30	-.19	0	0	17	85	2	10	0	0	1	5	.79
38	34	29	4.11	3.91	-.20	-.11	0	0	28	97	0	0	0	0	1	3	.82
39	21	17	4.02	3.58	-.44	-.17	0	0	14	82	2	12	1	6	0	0	.76
All Jr. Col.	817	616	4.16	3.83	-.33	-.10	11	2	519	84	51	8	22	4	13	2	.72
All 4-Yr. Col.	1136	854	4.05	4.03	-.02	-.03	50	6	725	85	54	6	10	1	15	2	.77
All Exp. Jrs.	3542	2920	4.11	4.17	+0.06	-.07	366	12	2418	83	93	3	19	1	24	1	.88

¹These data only show junior colleges with five or more transfer students in the group.

²Academic status: The percentages are based on number of students enrolled in fall, 1974 term (col. 3).

³Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

APPENDIX D

Number,¹ Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfers
by Institution of Last Attendance
University of Illinois at Urbana-Champaign
Spring Semester 1975

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-enrolled for Spring 1975 (3)	Mean Pre-Transfer GPA (4)	Mean Fourth Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over Third Term (7)	Academic Status ²								Retention Ratio ³ (18)		
							Grad No. % (8) (9)	Clear No. % (10) (11)	Pro No. % (12) (13)	Dropped No. % (14) (15)	With No. % (16) (17)						
01	18	7	3.95	3.48	.47	-.11	2	29	4	57	1	14	0	0	0	0	.39
02	30	19	3.98	3.64	.34	-.24	10	53	9	47	0	0	0	0	0	0	.63
03	25	17	4.24	4.39	+.15	.30	10	59	7	41	0	0	0	0	0	0	.68
04	9	5	4.32	3.79	.53	.17	0	0	5	100	0	0	0	0	0	0	.56
05	5	3	4.51	3.56	.95	.15	0	0	3	100	0	0	0	0	0	0	.60
06	17	10	4.25	3.46	.79	-.26	5	50	4	40	1	10	0	0	0	0	.59
07	14	9	3.8	3.98	.30	.21	4	44	5	56	0	0	0	0	0	0	.64
08	24	19	3.3	3.92	.31	.09	12	63	6	32	1	5	0	0	0	0	.79
09	6	4	3.92	4.07	+.15	.66	2	50	2	50	0	0	0	0	0	0	.67
10	8	1	4.32	2.93	1.39	-.28	0	0	1	100	0	0	0	0	0	0	.13
11	5	5	4.38	4.13	.25	.17	3	60	2	40	0	0	0	0	0	0	1.00
12	8	4	3.77	3.95	+.18	-.06	2	50	2	50	0	0	0	0	0	0	.50
13	16	8	4.12	3.70	.42	-.20	6	75	1	13	1	12	0	0	0	0	.56
14	9	7	4.04	4.00	.04	.11	4	57	3	43	0	0	0	0	0	0	.78
15	34	25	4.09	3.87	.22	.04	15	60	9	36	1	4	0	0	0	0	.76
16	113	63	4.18	3.90	.28	.14	36	57	21	33	4	6	0	0	2	4	.57
17	5	3	4.11	3.35	.76	-.40	2	67	0	0	1	33	0	0	0	0	.60
18	33	20	4.29	3.96	.33	.28	6	30	14	70	0	0	0	0	0	0	.70
19	39	25	4.11	3.92	.19	.11	13	52	10	40	2	8	0	0	0	0	.64
20	13	10	4.31	4.05	.26	.25	4	40	6	60	0	0	0	0	0	0	.77
21	27	22	3.88	4.07	+.19	.01	11	50	9	40	1	5	1	5	0	0	.78
22	11	7	3.79	4.00	+.21	+.15	6	86	1	14	0	0	0	0	0	0	.82
23	18	14	4.09	3.67	.42	-.30	7	50	7	50	0	0	0	0	0	0	.78
24	5	4	4.52	4.36	.16	.77	2	50	1	25	1	25	0	0	0	0	.80
25	10	7	4.54	4.10	.44	-.03	3	43	4	57	0	0	0	0	0	0	.70

¹These data only show junior colleges with five or more transfer students in the group.

²Academic Status: The percentages are based on the number of students enrolled in spring 1975 term (Col. 3).

³Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

APPENDIX D (Cont.)

Number,¹ Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfers
by Institution of Last Attendance
University of Illinois at Urbana-Champaign
Spring Semester 1975

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-enrolled for Spring 1975 (3)	Mean Pre-Transfer GPA (4)	Mean Fourth Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over Third Term (7)	Academic Status ²								Retention Ratio ³ (18)		
							Grad No. (8)	% (9)	Clear No. (10)	% (11)	Pro No. (12)	% (13)	Dropped No. (14)	% (15)		With No. (16)	% (17)
26	57	32	4.08	3.98	.10	.27	16	50	13	41	2	6	0	0	1	3	.58
27	25	23	4.38	4.18	.20	.26	19	82	2	9	2	9	0	0	0	0	.92
28	40	30	3.96	3.97	+.01	.13	18	60	11	37	1	3	0	0	0	0	.78
29	6	4	3.97	4.73	+.76	.53	3	75	0	0	0	0	0	0	1	25	.50
30	20	14	4.08	3.95	.13	.07	7	50	6	43	1	7	0	0	0	0	.70
31	37	28	4.36	4.16	.20	0	18	64	8	29	2	7	0	0	0	0	.78
32	13	9	4.08	3.93	.15	.05	4	45	3	33	2	22	0	0	0	0	.69
33	6	3	4.33	3.92	.41	.17	1	33	2	67	0	0	0	0	0	0	.50
34	8	6	4.26	4.39	+.13	.38	2	33	4	67	0	0	0	0	0	0	.75
35	11	4	4.26	4.01	.25	.83	1	25	3	75	0	0	0	0	0	0	.31
36	13	10	4.07	3.86	.21	.12	6	60	2	20	1	10	0	0	1	10	.69
37	24	19	4.23	4.00	.23	.06	9	48	8	42	1	5	1	5	0	0	.75
38	34	29	4.11	3.96	.15	.05	15	52	13	45	0	0	0	0	1	3	.82
39	21	13	4.00	3.50	.50	.08	11	85	2	15	0	0	0	0	0	0	.62
All Jr. Col.	817	542	4.17	3.96	.21	.13	295	55	213	39	26	5	2	6	1		.65
All 4-Yr. Col.	1136	745	4.03	4.12	+.09	.09	377	51	346	47	16	2	3	3			.69
All Con. Jrs.	3542	2367	4.13	4.19	+.06	.02	1992	84	346	15	19	1	3	7			.67

¹These data only show junior colleges with five or more transfer students in the group.

²Academic Status: The percentages are based on the number of students enrolled in spring, 1975 term (Col. 3).

³Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

**Less than 1%.

APPENDIX E

Grade Point Average and Academic Status of Junior College Transfer Students
by Institution of Last Attendance
University of Illinois at Urbana-Champaign

College Code (1)	No. Fall 1973 Trans. Students (2)	No. Re-Enrolled Fall 1975 (3)	Mean Trans GPA (4)	Mean 5th Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over 4th Term (7)	Academic Status										Retention Ratio (18)	
							Grad		Clear		Prob		Drop		4-B			
							No. (8)	% (9)	No. (10)	% (11)	No. (12)	% (13)	No. (14)	% (15)	No. (16)	% (17)		
01	18	6	3.97	3.62	.35	.14	1	17	5	83	0	0	0	0	0	0	0	.44
02	30	9	4.25	3.85	.41	.21	5	56	3	33	1	41	0	0	0	0	0	.63
03	25	7	4.03	3.93	.10	-.40	5	21	2	29	0	0	0	0	0	0	0	.68
04	9	6	4.31	4.27	.04	.48	1	17	5	83	0	0	0	0	0	0	0	.67
05	5	3	4.91	3.42	1.09	-.14	0	0	2	67	1	33	0	0	0	0	0	.60
06	17	5	4.18	2.93	1.25	-.53	0	0	4	80	0	0	1	20	0	0	0	.53
07	14	6	4.21	3.92	.29	-.06	1	7	4	67	1	17	0	0	0	0	0	.71
08	24	7	4.13	4.07	.06	.15	5	71	2	29	0	0	0	0	0	0	0	.79
09	6	2	3.89	2.78	1.11	-.29	1	50	1	50	0	0	0	0	0	0	0	.67
10	8	1	4.32	4.00	.32	.07	1	100	0	0	0	0	0	0	0	0	0	.13
11	5	1	4.56	3.95	.61	-.68	1	00	0	0	0	0	0	0	0	0	0	.50
12	8	2	3.86	3.74	.28	.79	0	0	2	100	0	0	0	0	0	0	0	.50
13	16	2	3.33	3.62	.31	-.08	1	50	0	0	1	50	0	0	0	0	0	.56
14	9	3	4.22	3.95	.27	-.05	1	33	2	67	0	0	0	0	0	0	0	.75
15	34	11	3.84	3.44	.40	-.43	4	36	4	36	0	0	2	18	1	9	0	.71
16	13	31	4.19	3.63	.50	-.21	9	29	14	45	7	23	0	0	1	3	0	.61
17	5	1	3.61	3.43	.18	.08	0	0	1	100	0	0	0	0	0	0	0	.60
18	33	17	3.79	3.60	.13	-.30	5	29	9	53	3	18	0	0	0	0	0	.79
19	39	14	3.84	3.60	.24	-.32	5	36	9	64	0	0	0	0	0	0	0	.69
20	13	6	4.17	4.10	.07	.05	2	33	4	67	0	0	0	0	0	0	0	.77
21	27	1	3.59	3.97	.38	-.10	4	36	6	55	0	0	0	0	0	0	0	.78
22	11	1	3.58	4.67	1.09	.67	1	100	0	0	0	0	0	0	0	0	0	.82
23	18	7	4.08	3.62	.46	-.05	1	14	4	57	2	29	0	0	0	0	0	.78
24	5	2	4.08	3.79	.29	-.57	2	100	0	0	0	0	0	0	0	0	0	.80
25	10	4	4.56	4.32	.24	.22	2	50	2	50	0	0	0	0	0	0	0	.70
26	57	20	3.98	3.75	.23	-.23	4	20	10	50	1	20	0	0	0	0	0	.63
27	25	4	3.70	3.72	.45	-.36	1	20	1	20	1	25	0	0	0	0	0	.72
28	40	14	3.99	3.52	.41	-.39	4	29	6	43	2	14	1	7	1	7	0	.75
29	6	1	3.65	4.23	.58	-.50	1	100	0	0	0	0	0	0	0	0	0	.07
30	20	8	3.66	3.58	.39	-.37	3	30	2	25	2	25	1	13	0	0	0	.70
31	37	10	4.32	4.20	.10	.34	5	50	4	40	10	10	0	0	0	0	0	.78
32	13	6	3.98	3.71	.27	-.22	1	17	3	50	1	17	1	17	0	0	0	.65
33	6	2	4.14	4.15	.05	.77	1	50	1	50	0	0	0	0	0	0	0	.50
34	8	1	4.27	3.83	.44	-.36	2	50	1	25	1	25	0	0	0	0	0	.75
35	11	3	4.16	4.13	.03	.12	1	30	2	67	0	0	0	0	0	0	0	.45
36	13	4	3.63	3.43	.20	-.43	0	0	2	50	0	0	0	0	1	0	0	.77
37	24	10	4.18	3.74	.44	.26	2	20	6	60	2	20	0	0	0	0	0	.79
38	34	16	4.13	3.85	.28	-.11	5	31	8	50	2	13	0	0	1	0	0	.86
39	21	2	3.48	2.92	.61	-.68	0	0	1	50	0	0	1	50	0	0	0	.57
All Jr. Co.	817	269	4.03	3.77	.26	-.19	31	34	132	49	32	12	9	3	5	2	0	.69
All 4-Yr.	1,136	353	3.98	4.01	.03	-.11	87	25	235	67	19	5	7	2	5	1	0	.71
All Cont. Jrs.	3,542	441	3.83	3.87	.04	-.32	214	49	181	41	23	5	11	2	12	3	0	.85

APPENDIX F

Grade Point Average and Academic Status of Junior College Transfer Students
by Institution of Last Attendance
University of Illinois at Urbana-Champaign

College Code (1)	No. Fall 1973 Trans. Students (2)	No. Re-enrolled Spring 1976 (3)	Mean Trans GPA (4)	Mean 6th Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over 4th Term (7)	Academic Status										Retention Ratio (18)
							Grad.		Clear		Pro		Drop		W-D		
							No. (8)	% (9)	No. (10)	% (11)	No. (12)	% (13)	No. (14)	% (15)	No. (16)	% (17)	
01	13	7	4.06	3.68	.38	.06	3	43	4	57	0	0	0	0	0	0	50
02	30	4	4.46	4.27	.19	.42	1	25	2	50	1	25	0	0	0	0	57
03	25	3	4.62	4.38	.24	.39	2	67	1	33	0	0	0	0	0	0	72
04	9	5	4.19	3.83	.36	-.44	2	40	3	60	0	0	0	0	0	0	67
05	5	3	4.53	3.97	.56	.55	0	0	3	100	0	0	0	0	0	0	60
06	17	5	4.13	3.08	1.05	.15	3	60	1	20	0	0	1	20	0	0	53
07	14	5	4.25	4.02	.23	.10	3	60	2	40	0	0	0	0	0	0	71
08	24	3	4.75	3.97	.22	-.10	1	33	2	67	0	0	0	0	0	0	33
09	6	1	4.32	3.00	1.32	.22	1	100	0	0	0	0	0	0	0	0	50
10	8	1	3.88	2.75	1.13	-1.25	0	0	0	0	1	100	0	0	0	0	25
11	5	0	0.00	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	80
12	8	2	3.86	4.69	.83	-.05	2	100	0	0	0	0	0	0	0	0	50
13	16	1	3.50	4.50	1.00	.88	1	100	0	0	0	0	0	0	0	0	56
14	9	2	4.20	8.75	4.5	-.20	2	100	0	0	0	0	0	0	0	0	78
15	34	4	3.80	4.00	.20	.56	3	75	1	25	0	0	0	0	0	0	68
16	113	26	4.14	3.53	.61	-.16	10	38	8	31	4	15	2	8	2	8	61
17	5	1	3.61	3.75	.14	.32	1	100	0	0	0	0	0	0	0	0	60
18	33	12	3.82	3.48	.34	-.18	7	56	4	33	1	8	0	0	0	0	76
19	39	9	3.84	3.62	.22	.02	5	56	3	33	0	0	1	11	0	0	67
20	13	4	4.55	4.37	.02	.27	2	50	2	50	0	0	0	0	0	0	77
21	27	5	3.64	4.24	.60	.27	3	60	2	40	0	0	0	0	0	0	67
22	11	0	0.00	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	32
23	18	6	4.15	3.77	.38	.15	4	67	1	17	1	17	0	0	0	0	78
24	5	0	0.00	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	40
25	10	2	4.49	4.90	.41	.58	2	100	0	0	0	0	0	0	0	0	70
26	57	12	4.13	3.79	.34	.04	9	75	3	25	0	0	0	0	0	0	60
27	25	2	4.05	3.65	.40	.43	1	50	0	0	0	0	0	0	0	0	88
28	40	7	4.10	3.69	.41	.11	4	57	1	14	1	14	1	14	0	0	70
29	6	0	0.00	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	57
30	20	5	3.85	3.62	.23	.04	3	60	1	20	0	0	1	20	0	0	65
31	37	6	4.12	3.69	.43	.51	3	50	2	33	0	0	1	17	0	0	76
32	13	3	4.42	4.57	.15	-.86	3	100	0	0	0	0	0	0	0	0	62
33	5	1	4.48	4.00	.48	-.19	1	100	0	0	0	0	0	0	0	0	50
34	8	1	4.26	4.00	.26	.17	0	0	1	100	0	0	0	0	0	0	63
35	11	2	4.26	3.79	.47	-.34	1	50	1	50	0	0	0	0	0	0	45
36	15	0	3.42	3.56	.14	.15	1	50	1	50	0	0	0	0	0	0	77
37	24	8	4.14	3.58	.56	-.16	4	50	3	38	1	13	0	0	0	0	79
38	34	10	4.11	3.96	.15	.11	3	80	2	20	0	0	0	0	0	0	85
39	21	2	3.43	4.39	.96	1.57	2	100	0	0	0	0	0	0	0	0	62
All Jr. Co.	817	172	4.08	3.80	.28	.03	98	57	54	31	10	6	8	5	2	1	67
All 4-Yr.	1,136	253	4.01	4.05	.04	.04	159	63	81	32	6	2	3	1	4	2	69
All CPTs:	3,542	203	3.85	3.89	.04	.02	123	61	63	31	5	2	6	3	6	3	85