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ABSTRACT

A study was conducted in Florida to compare the academic progress of community college transfer students with those students who had completed their first 2 years of study at the University of Florida, the University of South Florida Technological University. A data file was initiated for the fall 1976 term of all students who had transferred to one of these three State Universities with an associate degree (N=2,459) and a similar group of native students who had entered one of the universities approximately 2 years earlier and had completed their lower division work (N=1,133). Data were collected on each subsequent quarter for the next several years to produce a longitudinal database. Study findings included the following: (1) transfer students had slightly lower term and cumulative grade point averages (GPA's) than native students; (2) the greatest difference in fall 1976 GPA's was found among social science majors, with the native students having a 2.91 GPA and the transfer students earning a 2.31 GPA; (3) by fall 1977, it appeared that almost twice the percentage of transfer students as native students were no longer attending school; (4) transfer students were suspended at the end of a term at a rate three times higher than that of native students; (5) as of spring 1978, 38% of the native students and 21.9% of the transfer students in the original sample had been granted a baccalaureate degree; and (6) native students took more lower division courses than transfer students. A short report on community college student performance in Florida universities covering the years 1979 through 1982 is included. (AYC)

A LONGITUDINAL STUDY COMPARING UNIVERSITY NATIVE AND COMMUNITY COLLEGE TRANSFER STUDENTS IN THE STATE UNIVERSITY SYSTEM OF FLORIDA

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

A Longitudinal Study Comparing University Native and Community College Transfer Students in the State University System of Florida

Introduction

In 1971 the Board of Education of the State of Florida approved a rule known as the Articulation Agreement. The primary purpose of this agreement was to facilitate the transfer of students from the 28 public community colleges to the nine state universities. The Agreement provides that an Associate in Arts Degree from a community college be accepted by any of the nine state universities as indication that the student had completed requirements for the lower division. The student could transfer into a university at the upper division level without specific review of the courses taken to fulfill the requirements for the community college Associate in Arts Degree.

The Division of Community Colleges began in 1973 to annually analyze the work of community college students transferring to State Universities. These studies are published as an annual Articulation Report which provides demographic and academic information on all students who transferred from a community college to the State University System (SUS). Since studies are based only on the students enrolled in each Fall quarter, a need has been identified for a more comprehensive longitudinal study of community college transfers. Until recently the data required to conduct such a study have not been available in the proper format or form from the entire SUS.

The Division of Universities began in 1974 to develop a standardized data base known as the Student Data Course File. A file is created quarterly and contains demographic and academic data on each student enrolled in the SUS. By 1976 the Student Data Course File had developed sufficiently to form the data base for a longitudinal study of community college students transferring to the SUS.

The purpose of this study is to compare the academic progress of community college transfer students with those students who had completed their first two years of academic work at a State university. To accomplish this, a data file was initiated for the Fall term of 1976 of all students who had transferred to a State university with an AA degree and a similar group of native students who had entered a university approximately two years earlier and had completed their lower division academic work. The assumption is that these two groups are at approximately the same point in their academic careers. Following the selection of these groups, data were collected on each subsequent quarter for the next several years in order to produce a longitudinal data base so that comparisons could be made over an extended period of time.

It should be noted that the initial efforts of this research are basically experimental and thus, the information developed should not be used as a basis to draw conclusions. Preparation is being made, however, to extend this research to a new cohort beginning in the Fall of 1977 so that a systematic analysis of these data can be made and conclusions developed with confidence. Another aspect of the study will be to extract a specific community college's transfer students so that follow-up information on its students can be provided for analysis. The objective of this project is not merely to conduct a single longitudinal study, rather it is to develop a system which will continue to provide information to the individual colleges so that they can follow-up on their students attending a State university.

Group Selection Criteria

The current study began with the Fall 1976 Student Data Course File for all nine State universities, but finally ultimately included only those students enrolled at the University of Florida, University of South Florida and Florida Technological University. There were two reasons for eliminating the other universities from this study. First, there are four State universities that do not have the first two years of college level work (or the lower division). It was felt that these universities should not be included since a cohort of native students could not be drawn. Second, The Florida State University and Florida A & M University data had errors which precluded their inclusion in the study. Therefore, one reviewing the information presented should keep in mind that the data from which it was developed may not be representative of the State University System as a whole. Five critera were used for the selection of the community college transfer student cohort.

1. transferred from a Florida community college
2. earned an Associate in Arts or Science Degree
3. had 90 or more hours accepted for transfer
4. entered the SUS in the Fall of 1976
5. had earned between 90 and 100 hours toward a degree

Two criteria were used to select the university native student cohort.

1. had entered the SUS as a first-time-in-college student in either 1973 or 1974
2. had earned between 90 and 100 hours toward a degree prior to the Fall term of 1976

For the transfer cohort, criteria 1, 2, and 3 would qualify the students for admission to the upper division of a State university under the Articulation Agreement. Criteria 4 and 5 would place the students at the beginning of their upper division work.

For the native cohort, these criteria would select students who had started at a university within two or three years prior to the Fall of 1976 and who were at the same stage of their academic careers in terms of hours earned toward a degree.

Once these cohort groups were established certain data from each subsequent quarter were added to the students' records who were enrolled in that quarter. Currently the file goes through the Spring quarter of 1978, but it will be extended as additional quarters are available.

Table 1 presents a student profile which compares the two groups at the beginning of the study; i.e., Fall quarter 1976. It provides certain demographic data available on the Student Data Course File. Table 2 presents the same type of student profile for those students from the original groups (Fall 1976) who were still enrolled in the Fall of 1977, one year later. This provides a basis for comparing the changes in certain group characteristics for the students who had continued their academic work in the Fall of 1977.

TABLE 1

STUDENT PROFILE

Students Present in the Original Fall 1976 Groups

		NATIVES		TRANSFERS	
Age:	Mean	21		23	
	Median	21		21	
	Mode	20		20	
	Maximum	52		62	
	Minimum	18		17	
		Number	Percent	Number	Percent
Sex:	Male	612	54.0	1336	53.3
	Female	521	46.0	1125	45.7
	Total	1133		2461	
University:	FTU	120	10.6	361	14.7
	UF	703	62.0	1060	43.1
	USF	310	27.4	1040	42.3
Race:	Oriental	5	0.4	6	0.2
	Black	58	5.1	155	6.3
	Hispanic	24	2.1	97	3.9
	Am. Ind./Als.Native	0	0.0	2	0.1
	Non-Resid. Alien	4	0.4	18	0.7
	White	1032	91.1	2154	87.5
	Not Reported	10	0.9	29	1.2

TABLE 1 (Continued)

		Natives		Transfers	
		Number	Percent	Number	Percent
Community College:	Brevard			173	7.0
	Broward			110	4.5
	Central Florida			50	2.0
	Chipola			16	0.7
	Daytona Beach			65	2.6
	Edison			68	2.8
	Florida JC at Jacksonville			73	3.0
	Florida Keys			9	0.4
	Gulf Coast			23	0.9
	Hillsborough			273	11.1
	Indian River			62	2.5
	Lake City			34	1.4
	Lake-Sumter			37	1.5
	Manatee			115	4.7
	Miami-Dade			252	10.2
	North Florida			9	0.4
	Okaloosa-Walton			23	0.9
	Palm Beach			75	3.0
	Pasco-Hernando			24	1.0
	Pensacola			42	1.7
	Polk			97	3.9
	St. Johns River			25	1.0
	St. Petersburg			381	15.5
	Santa Fe			157	6.4
	Seminole			90	3.7
	South Florida			13	0.5
	Tallahassee			7	0.3
	Valencia			158	6.4
				2461	100.0
Major:	Agriculture	33	2.9	100	4.1
	Architecture	33	2.9	39	1.6
	Area Studies	3	0.3	5	0.2
	Biology	77	6.8	135	5.5
	Business	177	15.6	422	17.1
	Communications	107	9.4	156	6.3
	Computer Science	7	0.6	16	0.7
	Education	136	12.0	482	19.6
	Engineering	106	9.4	218	8.9
	Fine Arts	31	2.7	52	2.1
	Foreign Lang.	8	0.7	4	0.2
	Health	63	5.6	152	6.2
	Law	1	0.1	41	1.7
	Letters	33	2.9	1	0.0
	Mathematics	6	0.5	19	0.8
	Physical Science	24	2.1	74	3.0
	Psychology	42	3.7	134	5.4
	Public Affairs	45	4.0	92	3.7
	Social Science	103	9.1	246	10.0
	Interdisciplinary St.	59	5.2	34	1.4
	Unclassified	39	3.4	39	1.6
		1133	100.0	2461	100.0

TABLE 2

STUDENT PROFILE

For Students in the Original Groups Who Were Enrolled in Fall 1977

		NATIVE		TRANSFER	
Age:	Mean	22		24	
	Median	22		22	
	Mode	21		21	
	Maximum	53		63	
	Minimum	19		18	
		Number	Percent	Number	Percent
Sex:	Male	548	55.1	1040	55.0
	Female	446	44.9	851	45.0
	Total	994		1891	
University:	FTU	115	11.6	270	14.3
	UF	614	61.8	860	45.5
	USF	265	26.7	761	40.2
Race:	Oriential	5	0.5	5	0.3
	Black	47	4.7	117	6.2
	Hispanic	18	1.8	80	4.2
	Am. Ind./Als.Native	0	0.0	1	0.1
	Non-Resid. Alien	4	0.4	13	0.7
	White	912	91.8	1650	87.3
	Not Reported	8	0.8	25	1.3

TABLE 2 (Continued)

		NATIVE		TRANSFER	
		Number	Percent	Number	Percent
Community College:	Brevard			139	7.4
	Broward			89	4.7
	Central Florida			36	1.9
	Chipola			13	0.7
	Daytona Beach			54	2.9
	Edison			51	2.7
	Florida JC at Jacksonville			63	3.3
	Florida Keys			5	0.3
	Gulf Coast			19	1.0
	Hillsborough			179	9.5
	Indian River			53	2.8
	Lake City			24	1.3
	Lake-Sumter			31	1.6
	Manatee			85	4.5
	Miami-Dade			205	10.8
	North Florida			9	0.5
	Okaloosa-Walton			19	1.0
	Palm Beach			63	3.3
	Pasco-Hernando			16	0.8
	Pensacola			34	1.8
	Polk			62	3.3
	St. Johns River			23	1.2
	St. Petersburg			304	16.1
	Santa Fe			114	6.0
	Seminole			66	3.5
	South Florida			11	0.6
	Tallahassee			6	0.3
	Valencia			119	6.3
				1891	100.0
Major:	Agriculture	28	2.8	77	4.1
	Architecture	28	2.8	30	1.6
	Area Studies	6	0.6	4	0.2
	Biology	48	4.8	102	5.4
	Business	181	18.2	318	16.8
	Communications	96	9.7	115	6.1
	Computer Science	9	0.9	10	0.5
	Education	151	15.2	415	21.9
	Engineering	91	9.2	181	9.6
	Fine Arts	22	2.2	34	1.8
	Foreign Lang.	6	0.6	4	0.2
	Health	38	3.8	127	6.7
	Law	1	0.1	29	1.5
	Letters	30	3.0	1	0.1
	Mathematics	5	0.5	13	0.7
	Physical Science	22	2.2	47	2.5
	Psychology	41	4.1	92	4.9
	Public Affairs	54	5.4	88	4.7
	Social Science	104	10.5	161	8.5
	Interdisciplinary St.	23	2.3	30	1.6
	Unclassified	10	1.0	13	0.7
		994	100.0	1891	100.0

Research Questions and Methodology

The basic thrust of this research effort is an attempt to discover if there is a difference in the performance of native and community college transfer students in the Florida SUS. It was felt that with the available data the best measures of the relationship would be indicators of academic performance.

Probably the most basic indicator of a person's academic performance is the Grade Point Average (GPA). The research question developed was

1. Is there a difference in the GPA of native vs transfer students?

There were two types of GPA available for our consideration - a term GPA and the cumulative GPA. Both were plotted on a quarterly basis for the length of the study.

A second indicator is termination. There was interest in determining the number and rate of terminations and their cause. The formal questions developed were

2. Is there a difference in the rate of terminations for native vs transfer students?

3. Is there a difference in the cause of terminations between the two groups?

Term-by-term rates and percentages distributions for the reasons for termination were computed for each group. The reasons for termination are those given on the SDCF tape and are limited to W-withdrew during term, E-suspended during term, S-suspended at end of term, D-deceased, F-fee deferment default (veterans only), and C-cancelled for non-payment.

The third major area of consideration was completions. For those persons who finished the program requirements and were granted degrees, two general areas were addressed. The first was how many completed and the second was how long did it take. The first part lead to the question

4. Is there a difference in completion rate between the two groups?

The completion rate was simply defined as the number of baccalaureate degrees received divided by the original group size.

The length of time require by different individuals to complete a degree program can vary for numerous reasons. Among them are course load per quarter, number of courses required and change of major. The first question considered was the general one

5. Is there a difference in the length of time it takes the two groups to complete their degree requirements?

Four additional, more narrowly defined questions, were also considered.

6. Is there a difference in the average course load per quarter?

7. Is there a difference in program requirements for the two groups?

8. Is there a difference in the number of times the groups change majors?

9. Is there a difference in the total number of hours accumulated in upper division prior to graduation?

Data addressing questions 6, 7 and 8 were plotted on a quarter-by-quarter basis. Questions 5 and 9 could only be partially addressed after Spring 1978 due to the limited number of graduates by that time.

Results

The results at this time are based upon seven quarters of upper division experience. The study will be continued but it is felt that these results already provide some meaningful indications of the differences and similarities of the two groups.

The results are presented on a question-by-question basis.

Question 1: Is there a difference in the GPA of native vs transfer students?

Two types of GPA's were available for comparison - the term GPA and the cumulative GPA. The cumulative GPA was calculated for both groups beginning with Fall 1976 data. Both types of GPA's are calculated for only those students enrolled during a given term. Since the cumulative GPA is given at the beginning of the following quarter, it is based upon those students who returned to the universities from the previous quarter. This is why the Fall 1976 term and Fall 1976 cumulative GPA's are different.

Graph 1 - GPA

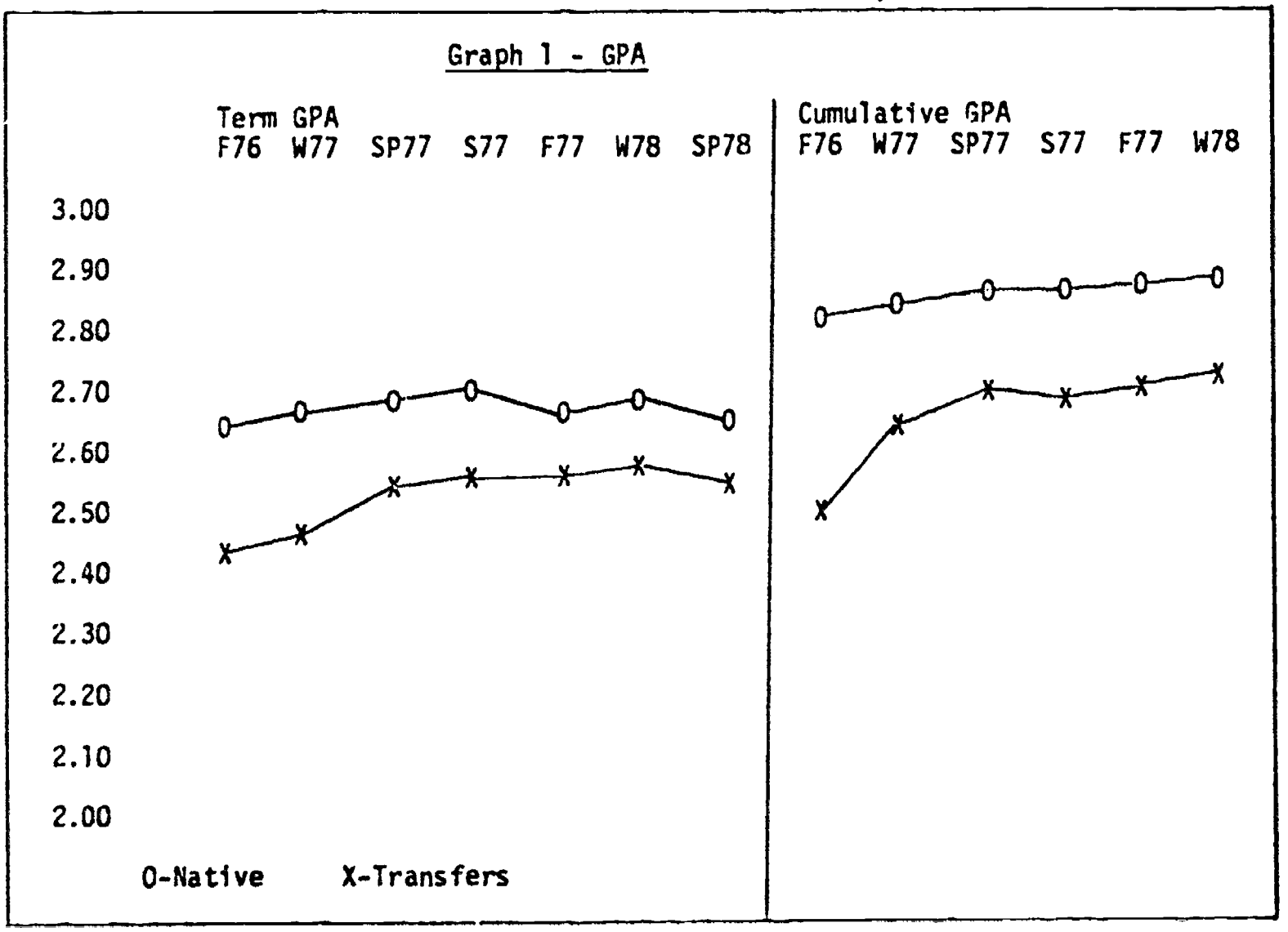


TABLE 3

GPA's

	Term			Cumulative		
	Native	Transfer	Difference	Native	Transfer	Difference
Fall 1976 (F76)	2.65	2.43	.22	2.82	2.54	.28
Winter 1977 (W77)	2.69	2.48	.21	2.86	2.66	.20
Spring 1977 (SP77)	2.71	2.59	.12	2.88	2.74	.14
Summer 1977 (S77)	2.74	2.61	.13	2.89	2.72	.17
Fall 1966 (F77)	2.70	2.61	.09	2.90	2.77	.13
Winter 1978 (W78)	2.72	2.66	.06	2.92	2.77	.15
Spring 1978 (SP78)	2.64	2.56	.08			

In addition to the GPA's a grade distribution was compiled based upon the standard grading system of A, B, C, D, F and S-Satisfactory, U-Unsatisfactory, W-Withdrawn, and I-Incomplete. While there were a few unsatisfactory's given, they were never as much as one percent of the total and U has been left out of Table 4. The percents are for the grades received during the specified quarter only. The percent of A's received increased during this time span for both Natives and Transfers while the percent of C's and D's declined.

TABLE 4

Grade Distribution

(Percents)

	F76		W77		SP77		S77		F77		W78		SP78	
Grades	N	T	N	T	N	T	N	T	N	T	N	T	N	T
A	24	20	26	22	26	24	27	24	29	25	29	27	29	25
B	35	31	33	30	34	32	33	33	33	33	33	32	31	32
C	23	26	23	25	20	22	20	22	20	22	18	21	19	20
D	5	7	4	7	5	6	5	5	4	5	4	5	4	4
F	1	3	1	3	1	2	1	1	1	2	1	2	1	1
S	5	3	5	4	6	6	5	4	6	5	8	6	10	9
W	5	8	5	7	6	6	5	8	4	5	3	4	4	6
I	2	2	2	2	2	2	2	4	3	2	3	3	3	2

N-Native T-Transfers

Table 5 gives a comparison of GPA's by major as of Fall 1976 and Fall 1977. The Fall 1976 values are actually term GPA in order to equalize the averages and the Fall 1977 values are cumulative up to Fall 1977 (i.e., as of the beginning of Fall 1977). In all but five areas, the GPA increased over time for both the Natives and the Transfers.

The greatest difference in GPA's in Fall 1976 was for Social Science majors with the Natives having a 2.91 and the Transfers a 2.31. The range for GPA for the Natives was from 3.22 in Area Studies to 2.30 in both Agriculture and Architecture. The Transfers had a range of 3.53 in Area Studies to 2.20 in Biology.

For Fall 1977, the greatest difference was in Interdisciplinary Studies with the Natives having a 2.11 and the Transfers a 2.61. The range for native students was from 3.24 in Health to 2.11 in Interdisciplinary Studies. For transfer students the GPA's ranged from 3.46 in Area Studied to 2.51 in Social Science.

TABLE 5

Comparison of GPA by Major

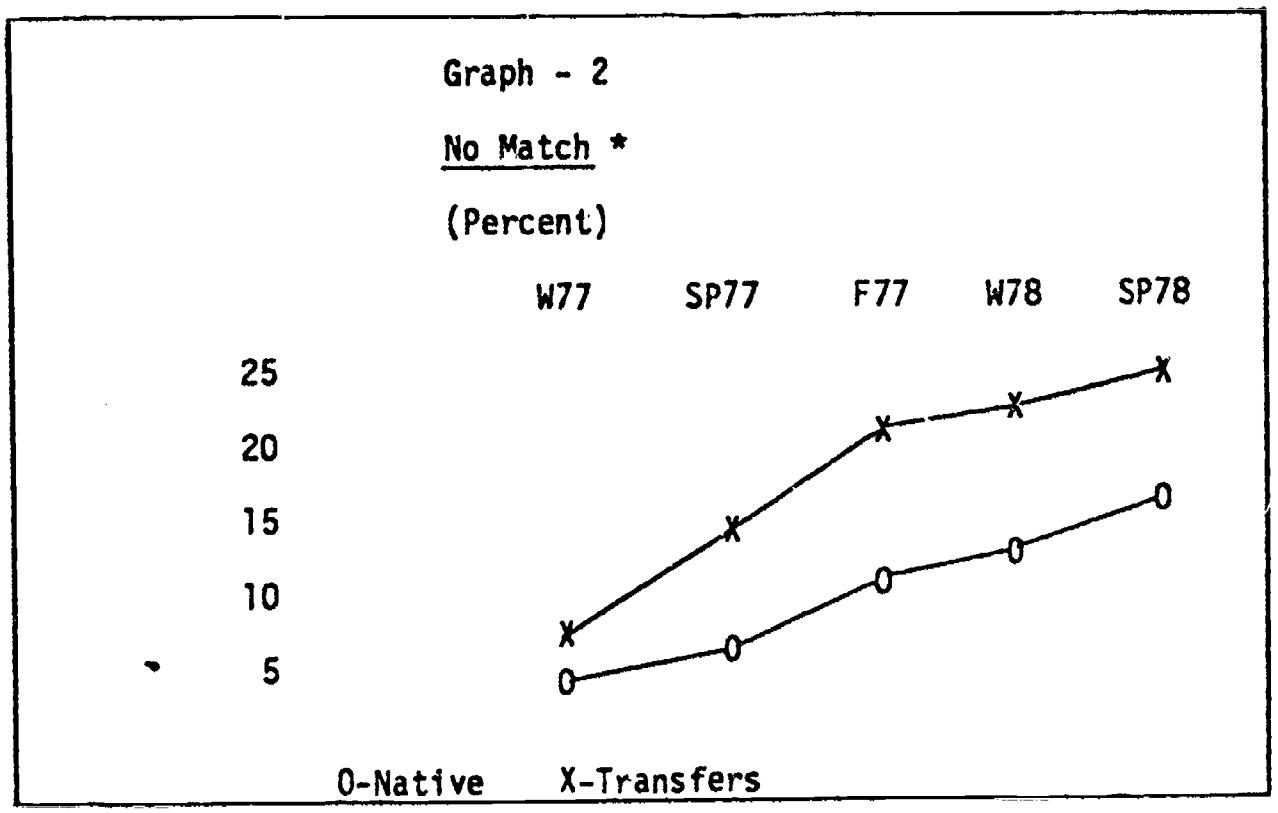
	Fall 1976		Fall 1977	
	Native	Transfer	Native	Transfer
Agriculture	2.30 (33)	2.44 (100)	2.86 (28)	2.65 (77)
Architecture	2.30*(33)	2.24 (39)	2.69 (28)	2.55 (30)
Area Studies	3.22* (3)	3.53* (5)	3.17 (6)	3.46* (4)
Biology	2.70 (77)	2.20* (135)	2.77 (48)	2.65 (102)
Business	2.53 (177)	2.28 (422)	2.75 (181)	2.59 (318)
Communications	2.73 (107)	2.31 (156)	2.87 (96)	2.53 (115)
Computer Science	2.54 (7)	2.34 (16)	2.88 (9)	2.79 (10)
Education	3.02 (136)	2.66 (482)	3.18 (151)	2.97 (415)
Engineering	2.26 (106)	2.27 (218)	2.69 (91)	2.63 (181)
Fine Arts	2.74 (31)	2.60 (52)	2.94 (22)	2.66 (34)
Foreign Lang.	2.77 (8)	2.99 (4)	2.80 (6)	3.18 (4)
Health	2.87 (63)	2.63 (152)	3.24* (38)	2.99 (127)
Law	3.25 (1)	0	2.98 (1)	0
Letters	2.75 (33)	2.72 (40)	3.14 (30)	2.69 (29)
Library Science	0	2.00 (1)	0	3.00 (1)
Mathematics	2.94 (6)	2.51 (19)	3.01 (5)	2.66 (13)
Phy. Science	2.72 (24)	2.46 (74)	2.77 (22)	2.76 (47)
Psychology	2.93 (42)	2.97 (134)	3.12 (41)	2.69 (92)
Public Affairs	2.60 (45)	2.57 (92)	3.05 (54)	2.81 (88)
Social Science	2.91 (103)*	2.31 (245)	2.83 (104)	2.51* (161)
Interdis.	2.32 (59)	2.60 (34)	2.11* (23)	2.61 (30)

* Indicates high, low, or largest difference

The number of students declaring a given major is in parentheses.

Question 2: Is there a difference in the rate of terminations for native vs transfer students?

One of the advantages of creating the type of data tape that we have is being able to tell when the students were and were not in school. For each quarter, the number and percent of students who were in the original groups but were not currently enrolled were calculated. These students were labeled "no-match" for that quarter. These values include both formal withdrawals and drop-outs or stop-outs.



*Summer quarter was not included due to the fact that it is not yet considered part of the standard school year for a majority of the students.

TABLE 6

No Match

	F76	W77		SP77		S77		F77		W78		SP78	
Native	0	65	5.7%	91	8.0%	631	55.7%	139	12.3%	167	14.7%	224	19.8%
Transfer	0	235	9.0%	415	16.9%	1458	59.3%	569	23.1%	657	26.7%	788	32.0%

Thus, by Fall 1977 it appears that almost twice the percentage of Transfers as Natives are no longer in school. However, this cannot be inferred as representing a true "drop-out" rate since the study has not covered enough time to allow for "stop-outs".

Question 3: Is there a difference in the cause of terminations between the two groups?

The reason for termination are limited to those give on the SUS base tape. They are W-withdrew during term, E-suspended during term, S-suspended at end of term, D-deceased, F-fee deferment default (veterans only), and C-cancelled for non-payment.

TABLE 7

Cause of Terminations

(Number of Persons)

	F76		W77		SP77		S77		F77		W78		SP78		Cumulative		Percent*	
Cause	N	T	N	T	N	T	N	T	N	T	N	T	N	T	N	T	N	T
C	5	4	1	1	4	6	0	2	0	4	1	2	6	9	17	28	1.5	1.1
F	0	3	0	8	0	10	1	4	0	2	0	2	0	5	1	34	0.1	1.4
S	9	18	12	104	9	70	3	22	9	55	7	32	4	25	53	326	4.7	13.3
W	10	63	16	57	18	36	14	29	12	26	6	20	6	37	82	268	7.2	10.9
Total	24	88	29	170	31	122	18	57	21	87	14	56	16	76	153	656	13.5	26.7

*Percents are based upon 1133 persons in the original Native sample and 2459 in the Transfer sample.

Combining the information in Tables 6 and 7 and assuming that once an official termination has occurred that person does not return, there are 87 unaccounted for "no-matches" for Native students or 7.7%, and 208 unaccounted for "no-matches" for Transfer students or 8.4% of Fall 1977.

The greatest difference in academic terminations is in "suspended" at the end of the term where the rate for Transfers is almost three times that of Natives.

Question 4: Is there a difference in completion rate between the two groups?

Question 5: Is there a difference in the length of time it takes the two groups to complete their degree requirements?

TABLE 8

DEGREES GRANTED

	F76	W77	SP77	S77	F77	W78	SP78	Total	% of Sample
Native					5	64	362	431	38.0
Transfers				2	11	73	453	539	21.9

As of Spring Quarter 1978, 431 Natives and 539 Transfers had been granted a baccalaureate degree. This was 38.0 and 21.9 percent of the samples, respectively. Even though the study has covered almost two calendar years of upper division work, it is not felt these are the final completion rates for these two groups. However, up until this time the Transfers have been completing at a slower rate which may imply they take longer in terms of calendar time to complete their degrees. Question 9 addresses the hours needed or "school time" aspect of a degree.

Table 9 presents a breakdown by major of the degrees received in Winter and Spring 1978.

TABLE 9

Degree Distribution for Winter and Spring 1978*

Area	Native		Transfers	
	Number	Percent	Number	Percent
Agriculture	9	2.1	21	4.0
Architecture	8	1.9	10	1.9
Area Studies	6	1.4	1	0.2
Biology	10	2.3	14	2.7
Business	97(1)	22.8	89(2)	16.9
Communications	61(3)	14.3	33(5)	6.3
Computer Science	3	0.7	3	0.6
Education	95(2)	22.3	183(1)	34.8
Engineering	6	1.4	4	0.8
Fine Arts	4	0.9	7	1.3
Foreign Language	2	0.5	1	0.2
Health	3	0.7	10	1.9
Home Economics			1	0.2
Law				
Letters	10	2.3	11	2.1
Library Science				
Mathematics	1	0.2	5	1.0
Military Science				
Physical Science	3	0.7	7	1.3
Psychology	22	5.2	24	4.6
Public Affairs	36(5)	8.5	46(4)	8.7
Social Science	44(4)	10.3	48(3)	9.1
Interdisciplinary	4	1.4	8	1.5
	426		526	

*The number in parenthesis is the rank for that area of study.

Question 6: Is there a difference in the average course load per quarter?

The average course load, defined as the average number of hours taken per quarter, was examined both the for the entire group for all quarters and by major for the Fall 1976 and Fall 1977 quarters.

GRAPH - 3

Average Course Load

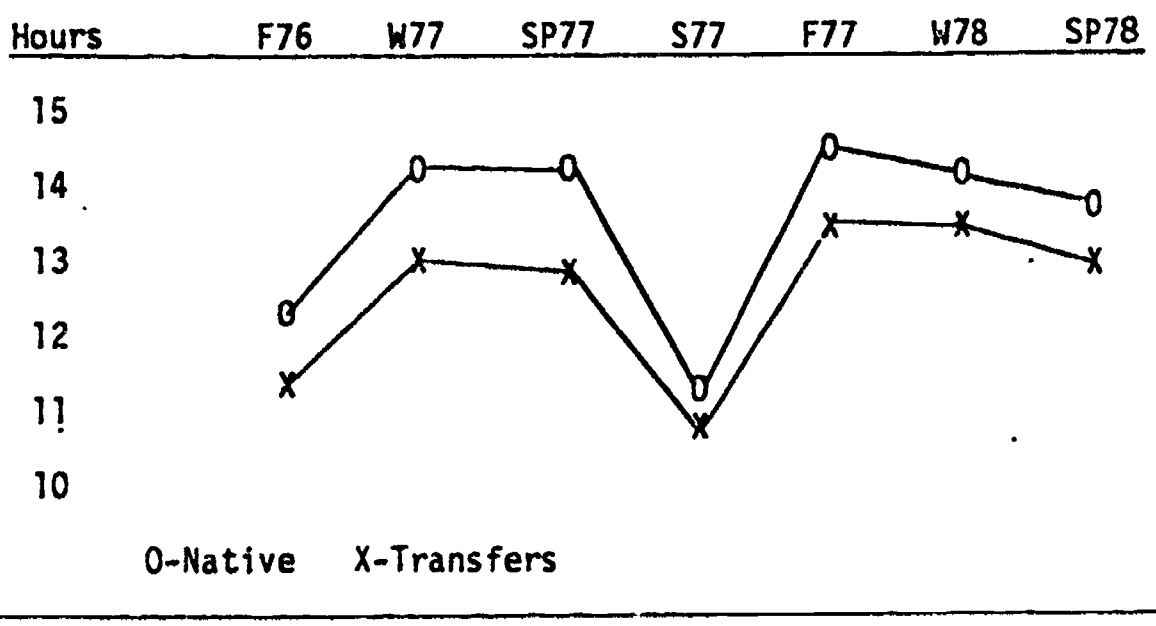


TABLE 10

Average Course Load

	F76	W77	SP77	S77	F77	W78	SP78
Native	12.8	14.3	14.2	11.0	14.7	14.6	14.0
Transfer	11.6	13.6	13.6	10.7	13.9	13.9	13.4
Difference	1.2	.7	.6	.3	.8	.7	.6

Table 11 gives the average course load by major for the Fall 1976 and the Fall 1977 terms. In all but eight areas the average number of hours taken increased between 1976 and 1977 for both the Natives and the Transfers. The largest difference in hours in 1976 was in the area of Business. The Natives were taking an average of 14.2 hours while the Transfers were taking 12.0 hours. In 1977 the area was Computer

TABLE 11

Comparison of Average Course Load by Major

	Fall 1976		Fall 1977	
	Native	Transfer	Native	Transfer
Agriculture	14.5 (33)	14.3 (100)	15.6 (28)	15.7* (77)
Architecture	14.1 (33)	13.7 (39)	14.5 (28)	15.1 (30)
Area Studies	15.3 (3)	14.2 (5)	15.3 (6)	14.2 (4)
Biology	13.9 (77)	13.1 (135)	13.5 (48)	13.6 (102)
Business	14.2 (177)	12.0* (422)	14.6 (181)	13.1 (318)
Communication	14.7 (107)	13.5 (156)	15.8* (96)	13.8 (115)
Computer Science	15.3 (7)	13.8 (16)	14.3 (9)	10.8*(10)
Education	14.9 (136)	13.7 (482)	15.4 (151)	14.9 (415)
Engineering	13.8 (106)	13.5 (218)	14.6 (91)	13.4 (181)
Fine Arts	13.5 (31)	13.4 (52)	12.9 (22)	12.8 (34)
Foreign Languages	15.6* (8)	14.5*(4)	14.7 (6)	12.5 (4)
Health	13.3* (63)	13.5 (152)	13.8 (38)	13.6 (127)
Law	16.0 (1)	0	8.0 (1)	0
Letters	15.3 (33)	13.5 (40)	15.5 (30)	13.8 (29)
Library Science	0	12.0 (1)	0	14.0 (1)
Mathematics	14.8 (6)	13.6 (19)	15.0 (5)	13.5 (13)
Physical Science	13.7 (24)	13.6 (74)	13.3 (22)	14.4 (47)
Psychology	14.1 (42)	12.6 (134)	14.4 (41)	13.6 (92)
Public Affairs	13.8 (45)	12.5 (92)	14.3 (54)	13.8 (88)
Social Science	14.6 (103)	13.4 (245)	14.9 (104)	13.5 (161)
Interdisciplinary	13.7 (59)	12.1 (34)	13.9 (23)	14.4 (30)

* Indicates highest or lowest course load

The number of students declaring a given major is in parenthesis.

Science with the Natives at 14.3 and the Transfers at 10.8. The greatest difference during Fall 1977 for a major chosen by over 50 students from each group was two hours with Native Communication majors taking 15.8 while Transfers took 13.8.

During Fall 1976, the average course load for Natives ranged from 13.3 in Health to 15.6 in Foreign Languages. For Transfers, the range was from 12.0 in Business to 14.5 in Foreign Language. In Fall 1977, the average course load ranged from 15.8 in Communications to 12.9 in Fine Arts for the Natives and from 15.7 in Agriculture to 10.8 in Computer Science for the Transfers.

Question 7: Is there a difference in program requirements for the two groups?

This question was really concerned with whether the transfer students have to go back and pick up more lower level courses after being admitted into upper division than the native students. The data gathered on the level of courses assumed that 0, 1, 2 were lower division and 3 or above upper division. As Table 12 indicates up until this time the native students have been taking relatively more lower division courses than the transfer students.

GRAPH - 4

Percent of Courses at the 0-200 Level

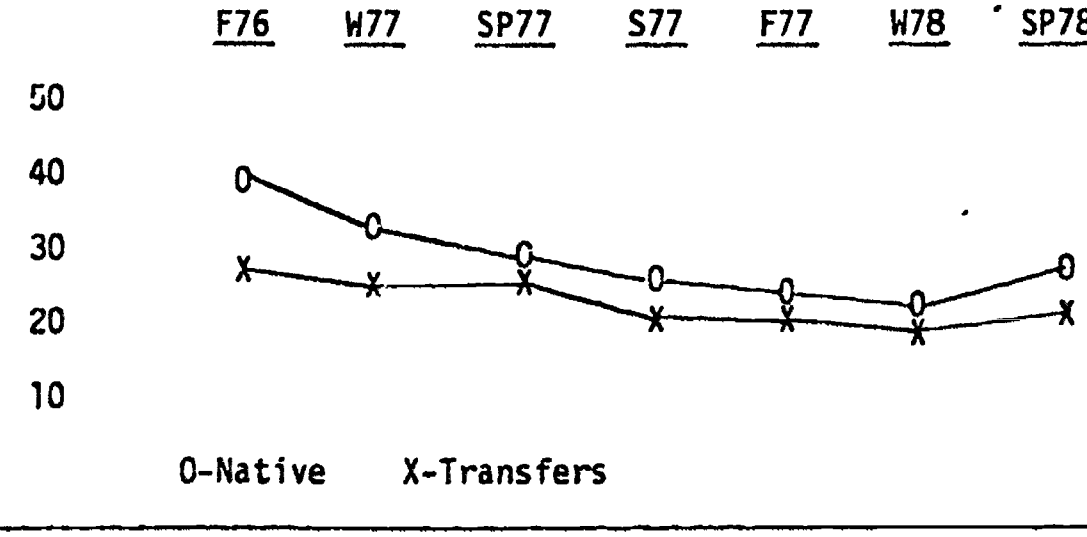


TABLE 12

Percent of Courses at the Lower Division Level

	F76	W77	SP77	S77	F77	W78	SP78
Native	40	31	25	20	17	16	21
Transfers	29	24	23	16	16	14	14
Difference	11	7	2	4	1	2	7

Question 8: Is there a difference in the number of times the groups change majors?

A change of major was counted each time a different major code was entered than the previous quarter's code. Thus, if one student changed his major twice, two changes would be counted. Summer quarter was not counted due to the smaller number of persons present. The percents presented in Graph 5 are based upon the number of students enrolled in the given quarters and not the original group size. A change for Fall 1977 is defined as a change between Spring 1977 and Fall 1977. Table 13 gives the actual number of changes.

GRAPH - 5

Percent of Population Changing Major

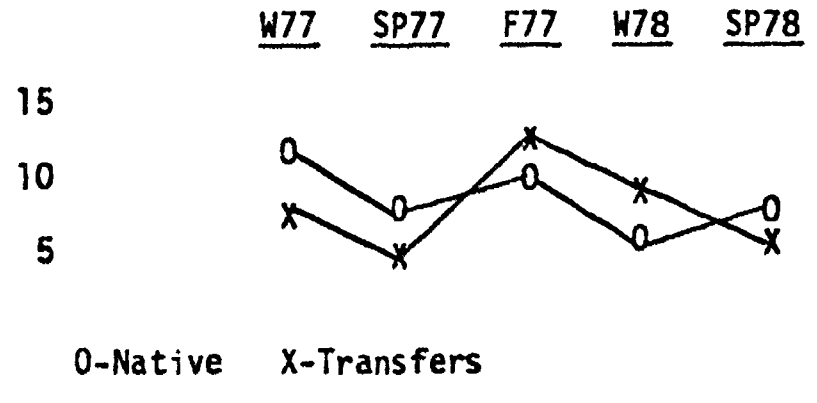


TABLE 13

Number of Changes in Major

	W77	SP77	F77	W78	SP78	Cumulative	Rate
Native	139	91	103	69	83	485	.428
Transfers	139	107	255	154	145	800	.325

Rate is the cumulative number of changes divided by the original sample size.

Question 9: Is there a difference in the total number of hours accumulated in upper division prior to graduation?

Table 14 gives the average number of hours earned for a degree by major for those persons graduating in Winter or Spring 1978. The largest difference is in Foreign Lanuage, but there are only three graduates in that area. For those fields with moee than one graduate in each group, the largest differences were 5.6 and 5.3 hours in Physical Science and Interdisciplinary Studies, respectively. Overall, the average hours earned was almost identical with the Natives averaging 186.8 hours the the Transfers 186.3 hours.

TABLE 14

Degree Distribution and Average Hours Earned for Winter and Spring 1978

Area	Natives			Transfers		
	No.	Percent	Avg. Hrs.	No.	Percent	Avg. Hrs.
Agriculture	9	2.1	192.8	21	4.0	193.4
Architecture	8	1.9	193.1	10	1.9	191.0
Area Studies	6	1.4	182.7	1	0.2	181.0
Biology	10	2.3	187.2	14	2.7	185.4
Business	97	22.8	185.6	89	16.9	184.1
Communications	61	14.3	190.2	33	6.3	189.3
Computer Science	3	0.7	186.3	3	0.6	190.3
Education	95	22.3	186.5	183	34.8	185.8
Engineering	6	1.4	205.2	4	0.8	203.0
Fine Arts	4	0.9	183.0	7	1.3	184.4
Foreign Language	2	0.5	181.0	1	0.2	198.0
Health	3	0.7	187.5	10	1.9	188.7
Home Ec.	0	0.0		1	0.2	191.0
Laws	0	0.0		0	0.0	
Letters	10	2.3	186.0	11	2.1	190.0
Library Science	0	0.0		0	0.0	
Mathematics	1	0.2	184.0	5	1.0	192.2
Military Science	0	0.0		0	0.0	
Physical Science	3	0.7	184.7	7	1.3	190.3
Psychology	22	5.2	185.1	24	4.6	182.8
Public Affairs	36	8.5	183.3	46	8.7	184.2
Social Science	44	10.3	184.9	48	9.1	186.0
Interdisciplinary	6	1.4	193.4	8	1.5	188.1
Overall	426	100.0	186.8	526	100.0	186.3

Conclusion

The data collected so far appears to indicate some definite differences between the transfer and native students as represented by these groups. The Transfers have had a slightly lower GPA for both term and cumulative. They have maintained a higher termination rate with suspension being the prime cause whereas for Natives it was withdrawal. The completion percentage is currently lower for Transfers and the average course load is less. However, the Transfers have been taking more upper level courses and tend to change their major more often. For those graduating there appears to be no large difference in the number of hours earned for the degrees.

This study will continue for several more quarters and a new cohort will be begun with Fall 1977 students. We feel this study will improve our understanding of the community college transfers in our State University System.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

Community College Student Performance in Florida Universities

The following information indicates how well community college students perform in the upper divisions of Florida's universities as measured by grade point averages earned fall term, 1979, fall term, 1980, winter term, 1981, spring term, 1981, fall term 1981, and fall term, 1982, by those students who entered the universities prior to those terms. The grade point averages of university native (as opposed to transfer) students the same terms are provided for comparison. The university transfer students from community colleges are separated into those who earned an associate degree at a community college and those who transferred before earning an associate degree.

This introduction is followed by a discussion of data problems and recommendations so the reader will realize the limitations of the information. Then follows a discussion of the grade point averages with their display in graph form.

Limitations in the Information

Data for this report were obtained from State University System (SUS) data tapes for fall term, 1979, fall term, 1980, winter term, 1981, spring term, 1981, fall term, 1981, and fall term, 1982, and include grade point averages (GPA) for those terms only. Therefore, the identification of transfer students is a function of the SUS reporting system. Not all community college transfer students are identified. The data tapes generally indicate the college or university last attended. If a community college student enters a SUS institution and then transfers to another SUS institution, the classification as a community college transfer student

is lost. Similar problems include improper reading of transcript information and delay or loss in recording the associate degree award.

Discussion of the Information

The following graph compares university native students with community college transfer students who received the associate degree prior to transferring and with community college transfer students who transferred without completing associate degree requirements. The comparison in the graph is on the basis of grade point averages below 2.0, from 2.0 through 2.9, and 3.0 and above. The grade point averages for the fall term, 1979, are for students who entered the SUS prior to that term. Similarly, the grade point averages for the other terms are for students who entered the SUS prior to each of those respective terms. The GPA given is for each term rather than cumulative.

Despite the selective admissions process used by the state universities and the open admissions process used by the community colleges, there is very little difference between the percentages of SUS native students and community college transfer students with associate degrees in the comparison grouping. The slight and inconsistent differences favor the SUS native students at one point and the community college transfer students at another point.

Upper Division Grade Point Averages
Native SUS Students and
CC Students Who Transferred to SUS Prior to Term Reported