A survey of 24 studies received at the clearinghouse dealing with success achieved by the transfer student leads to the following conclusions—(1) Students typically experience a lower grade-point average during the first semester following transfer, (2) in most cases recovery of marks during subsequent semesters can be noted, and (3) grade point averages improve with each successive semester at the senior institution. Surveys of the literature determined that transfer students' marks are lower than the average grades made by students who entered senior institutions as freshmen, that the transfer student is less likely than the native to graduate, and that the transfer student who does graduate takes longer to reach the baccalaureate than does the comparable native student. With regard to methodology and quality of the studies themselves—(1) the studies are for the most part based on compilations of grade-point records and as such do not lend insight into reasons for success or failure of the transfer students, and (2) they do not attempt to draw inferences, conclusions, or recommendations for modifying junior college offerings in the light of their findings. (Bibliography of studies included in the summary is appended.) This article was published in "Junior College Research Review," volume 1, number 1, February 1967. (AL)
The studies included in this review are drawn from those which have been received at the Clearinghouse during the past six months. The Clearinghouse processes only those reports which summarize information — it does not include raw statistical data in its collection except as that data is contained in the research studies themselves.

Sources: To date, twenty-four research reports on success achieved by the junior college transfer student have been received and processed at the Clearinghouse for Junior College Information. Of those studies, ten were produced by junior college counseling centers, four by junior college research offices, and six by staff members. Four are journal articles.

Methodology: Fifteen studies gained requisite data by surveying student achievement records made at transfer institutions, six mailed questionnaires to their graduates, and three surveyed the literature of the field. Data was reported in tables or graphs along with narrative comments and recommendations. Eight reports included breakdowns of grades earned by major field studies, and two by departments entered at the senior institution. Five studies reported cumulative grade-point averages of all transferring students; ten included breakdowns by names of institutions to which students transferred. Two added other types of personal data.

Outstanding in methodology are studies done at Los Angeles City College (see Bibliography). Each of these research documents defines purposes, spells out procedures, presents findings in tabular form with narrative explanations, and makes summaries.

Findings: The following may be concluded by a survey of the twenty-four studies included in this review:

1) Students who enter junior colleges and transfer eventually to senior institutions typically experience a lower grade-point average during the first semester following transfer.

2) In most cases, the transfer student’s marks recover from the loss which occurs during his first semester.

3) Transfers’ grade-point averages improve with each successive semester in which they are enrolled at the senior institution.

4) The studies which surveyed the literature determined that (a) transfer students’ marks are lower than the average grades made by students who entered senior institutions as freshmen (natives); (b) the transfer student is less likely than the native to graduate; (c) the transfer student who does graduate takes longer to reach the baccalaureate than does the comparable native student.

These findings tend to corroborate conclusions drawn recently by Medsker' and Knoll' and to reinforce data reported in research dating to 1928.3

Summary: Most follow-up studies received in the Clearinghouse focus on success of the junior college transfer student with success being measured by grade marks earned at four-year colleges and universities. Although a few of these institutional research reports add biographical data on students, most include only grade compilations and comparisons tabulated by subject area and name of transfer institution. In all cases, tables and graphs are clearly presented.

Institutional studies summarized in this
review report information well. They do not, however, lend insight into reasons for success or failure of the transfer student, nor do they attempt to draw inferences, conclusions, or recommendations for modifying junior college offerings in the light of their findings. Research expanded in scope to include attacks on these and other problems associated with junior college transfer students is indicated.


John E. Roueche
JC 66-0049
Los Angeles City College. April 1965. 7 p.

JC 66-0050
Academic performance of L.A.C.C. transfers in their first semester at San Fernando Valley State College, Fall 1964, by Ben K. Gold.
Los Angeles City College. May 1965. 6 p.

JC 66-0057

JC 66-0061

JC 66-0095
What transfer students to senior colleges think of their junior college; a study of the Bogan Junior College transfer student, by Wesley E. Soderquist.
Chicago City College, Bogan Campus. April 1965. 60 p.

JC 66-0110
Activities of Pasadena City College graduates, Class of 1961, by Milton C. Mohs.

JC 66-0141
Focus on the Los Angeles City College student, by Hope M. Powell.

JC 66-0146
A follow-up study on students of French and German, 1959-63, by Catherine Farley.
Merritt College, Oakland, Calif. March 1965. 9 p.

JC 66-0158
A comparative study of academic achievement of Santa Monica City College transfers to ten California state colleges, by Thomas Sharp.
Santa Monica City College. Oct. 1965. 5 p.

JC 66-0159
A comparative study of academic achievement of Santa Monica City College transfers to the University of California, 1954-64, by Archie M. Morrison.
Santa Monica City College. Oct. 1965. 6 p.

JC 66-0151
The class of 1963, a study.

JC 66-0173
A report to the college faculty; Pierce transferees to California universities and colleges, by Walter Hadel.

JC 66-0175
Report on Pierce transferees to four state colleges and the University of Southern California, by Walter Hadel.

JC 66-0189
Academic performance of L.A.C.C. transfers to California State College at Los Angeles, Fall 1965, by Ben K. Gold.

JC 66-0331
Transfer students' mean cumulative grade-point average at Yuba College compared with Fall 1964 mean grade-point average at four-year institutions.

JC 66-0379
North Dakota School of Forestry and Junior College, Bottineau, August 1963. 24 p.

JC 66-0391
Preliminary report on success patterns of BCC students in attendance at CCNY, by Robert M. Hecht.

JC 66-0412

(continued on page 4)
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JC 66-0.414
A comparative study of achievement at Orange Coast and subsequent achievement at California State College, Fullerton. Orange Coast Junior College District, Costa Mesa, Calif. 1964. 19 p.

JC 66-0.417

JC 70-0005

JC 70-0007

JC 70-0008

JC 70-0009

Abstracts of reports mentioned in this review may be obtained from the Clearinghouse on request.

Write to:
Clearinghouse for Junior College Information
Room 96, College Library Bldg.
University of California
Los Angeles, California 90024

Be sure to request abstract by document number.

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