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Signature Robert E. Western

Date May 20, 1970

A LONGITUDINAL COMPARISON OF TRANSFER AND NATIVE STUDENTS IN THE COLLEGE OF EDUCATION

by

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Abstract

The purpose of this study was to assess how well the transfer student performed academically in the College of Education at Montana State University. To do this, the files of students transferring into the College of Education at Montana State University during the fall quarter of 1966 were examined from the time that these students entered, through winter quarter, 1970. A random sample of native students was selected to approximate the number of transfer students, and the academic records of students in this random sample were also examined. Grade point averages and attrition rates were computed from both group's academic records, and comparisons between the two groups were made.

It was found that the transfer student had a 6.1% higher attrition rate than did the native student. The highest attrition rate for transfer students was in the first year of attendance at Montana State University. As the number of students transferring into the College of Education at Montana State University from junior colleges was very small, it was not possible to make any comparisons between their attrition rate and those of transfer students from four year institutions of higher learning.

The grade point averages of transfer students were examined, and it was found that grade point averages dropped during the first year after entering Montana State University. This finding was in keeping with studies done at other four year institutions. In nine of the 11 comparisons made, the transfer students' grade point averages after the first year at Montana State University surpassed the grade point averages of the native students. As compared with studies done at other four year institutions on the transfer student, the Montana State University transfer student did a superior job academically.

The mean number of credits earned by the transfer student prior to entering Montana State University was computed. This was found to be 70.8, with seniors transferring in the greatest number of credits.

The percentage of transfer students in the College of Education at Montana State University during fall quarter of 1966 was 6.7%. Students transferring from four year institutions comprised 94.8% of all the transfer students in the College of Education during fall quarter, 1966.

The findings of this study, along with other research which was recommended, could be used to aid in lowering the attrition rate of the transfer student. It was felt that by furnishing more information on the transfer student to college counselors and student advisors, these people would be in a better position to help the transfer student succeed in his new environment.

Chapter I

Introduction

Statement of the Problem

Educators have for many years been faced with the problem of the transfer student. Throughout the history of higher education in the United States, there have been students who have transferred from one institution of higher learning to another. At first, this problem did not cause concern to institutions of higher learning because the total number of transfer students in proportion to the total number of students enrolled was small. Since there were few transfer students, they were either readily discerned from the native students or were absorbed quite easily into the new institution. The relatively low percentage of transfer students in comparison to the entire student population was not of a magnitude to arouse concern in colleges and universities. However, in the last decade the number of transfer students has increased at a startling rate. Today one out of five students on college and university campuses is a transfer student (Young, 1964). A major cause of this tremendous increase has been due to the rapid expansion in the number of junior colleges and the greater mobility of our population. Increased specialization in subject areas by particular institutions of higher learning has also caused an increasing number of students to seek out these institutions in order to complete their academic careers after attending less specialized institutions. Nationally the major influx of transfer students to four year institutions of higher learning has come from the junior college. In 1957

there were 493 junior colleges and by 1967 this number had increased to 789, an increase of 60% (Almanac, 1960, 1969). The number of students enrolled in junior colleges has had an even more rapid rate of growth. In 1957 there were 369,963 students enrolled in junior colleges and by 1967 the number had grown to 1,518,079 which is an increase of 310% (Almanac, 1960, 1969). The exact percentage of students presently attending junior colleges who will continue their academic careers at four year institutions of higher learning is not known. The vast expansion in enrollment at junior colleges tends to forecast an increase in the number of transfer students who will be attending four year institutions in the future.

Educators are beginning to recognize their responsibility in connection with transfer students. In order that educators may work effectively with transfer students, they must be able to predict what effect transferring will have upon students and use this information in such a way that the transfer students' education will not be impaired.

Purpose

The purpose of this study has been to examine all students who have transferred into the College of Education at Montana State University from another institution of higher learning during the academic years 1966-1967, 1967-1968, 1968-1969, fall quarter 1969, and winter quarter 1970. The examination has been focused on the academic performance of transfer students as compared to the academic performance of native students.

Questions to be Answered

All questions answered in this study pertained to transfer and native students in the College of Education at Montana State University. They are:

1. Is there a difference between the attrition rates of transfer and native students?
   - A. Is there a difference between the attrition rates of junior college transfer students and transfer students from a four year institution?
2. Is there a difference between the grade point averages of transfer students and native students?
   - A. Is there a difference between the grade point averages at Montana State University of junior college transfer students and transfer students from four year institutions?
3. Is there a difference between transfer students' transferred grade point average and their grade point average while in attendance at Montana State University?
4. What is the average number of credits earned by transfer students before they enter Montana State University?
5. What percentage of students in the College of Education at Montana State University are transfer students?

Procedure

The date collected consisted of grade point averages and attrition rates for all students attending the College of Education at Montana State University between the beginning of fall quarter, 1966 to the end of winter quarter, 1967. At the time of data collection, the data were coded as to whether they pertained to native, junior college transfer, or transfer student from a four year institution of higher learning. In addition to the grade point averages earned while at Montana State University, data were collected on grade point averages of transfer students at the time of enrollment at Montana State University.

The information was obtained from the Registrar and the files of the Dean of the College of Education.

The data were compiled during Spring Quarter of 1970.

Limitations

The following limitations should be recognized when interpreting the results of this study:

1. The study is limited to an examination of transfer students in the College of Education at Montana State University.
2. Students included in this study were enrolled in the College of Education at Montana State University during the academic years 1966-1967, 1967-1968, 1968-1969, fall quarter 1969, and winter quarter 1970.

Definition of Terms

1. Transfer Students: Students who did not initiate their academic careers at Montana State University, but enrolled as teacher candidates at Montana State University.
2. Native Students: Students who initiated their academic careers at Montana State University as teacher candidates.
3. Four Year Institution of Higher Learning: Any institution which grants the Bachelor's Degree.
4. Junior College: A college consisting of the freshman and sophomore years.
5. Transfer Shock: The psychological effects, both social and academic, resulting from a change in the learning environment.

Summary

One of the most pressing problems facing higher education today is the expanded enrollment in colleges and universities. Increasingly, the junior college is being called upon to relieve the enrollment loads placed on the four year institutions. New problems, however, are created when the transfer student enters the four year institution. A body of knowledge should be available institutionally and nationally to enable four year institutions to better equip themselves to meet the problems fostered by the rising numbers of transfer students.

It is hoped that this study in examining the transfer student

as compared to the native student will give some criteria for appropriate action in dealing with the transfer student.

Chapter II

Review of Related Research

In examining the transfer student in the related literature, it becomes apparent that some form of divisions must be used to increase understanding. Therefore, in the review of related research dealing with the transfer student, divisions will be presented. The grade point averages of transfer students are first compared to grade point averages before enrollment at their present institutions. Next, the success of transfer students is compared to that of native students in the same institutions. The third area reviewed is that of the attrition rate of the transfer student. The last division examined is that of the related problems affecting the success or failure of students after transferring.

Academic Achievement of Transfer Students

As grades are a critical test of the performance of transfer students after entering a new institution, many studies have been done in this area. These studies have primarily been used to evaluate the caliber of student that is being produced by the junior college (Knoell & Medsker, 1965). Knoell and Medsker point out that in California, junior colleges are taking as much as 60% of the freshman load. The evaluation of the junior college transfer is very important in assessing the weaknesses of the junior colleges so that they may be rectified. Success in this way may be obtained by a greater number of junior college transfer students.

A drop in grade point average after transfer was reported in a

majority of the studies reviewed. In a study by Arland L. Grover (1967) on junior college transfers at the University of Wyoming, a drop after transfer of .36 of a grade point was reported. At Syracuse University a drop of .3 on a three point scale was reported (Holmes, 1961). The type of institution attended was also cited by Knoell and Medsker (1965) as being a significant factor in determining how much of a decline there would be in grade point average. Students transferring to major state universities decreased in grade point average by .50 while those attending teacher's colleges declined only .09.

Grade point averages increased for transfer students as their tenure at the institution lengthened. At the University of Wyoming (Grover, 1967) the transfer student during the first semester in attendance had a 2.34 grade point average, for the second semester a 2.39, and the third a 2.47. This trend was also borne out in Knoell and Medsker's study (1965) done in 43 four year institutions of higher learning where during the first semester the transfer student received a 2.27 grade point average, but had improved his grade point average to 2.68 by the end of the fourth semester in attendance.

The most significant variation in grade point averages was found by investigators between the cumulative grade point average from the junior college and the first term grade point scores while in attendance at a four year institution (Knoell and Medsker, 1965). At the University of Wyoming the grade point average from the junior college was 2.70, while after one semester at the University the transfer

students' academic achievement had dropped to 2.34 (Grover, 1967). The differential between grade point averages from junior colleges to first term at four year institutions was not as great for teacher's colleges where there was a .16 drop, as for major state universities where there was a drop of .58 (Knoell & Medsker, 1965).

Students transferring from other than junior colleges to Pennsylvania State University had less of a decline in grade point averages (Young, 1964). Students transferring from private universities to Pennsylvania State University had no appreciable drop in grade point averages. For the entire spectrum of institutions--junior colleges, liberal arts' colleges, women's colleges, teacher's training colleges, public universities, and private universities--which sent students to Pennsylvania State University, the decline in grade point average was only 0.3. A ranking of institutions as to difficulty encountered by transfer students at Pennsylvania State University went from high to low--junior colleges having the most difficulty, next liberal arts' colleges, women's colleges, teacher's colleges, public universities, and finally private universities experiencing the least difficulty (Young, 1964).

Academic Comparison of Native and Transfer Students

The comparison of transfer students with the native students gave the researcher another area in which to evaluate the transfer student. In almost every instance the transfer student did not achieve as well as the native student. In only one study, done at the Univer-

sity of Michigan (De Ridder, 1951), were the transfer students shown to achieve as well as the native students. The University of Wyoming study (Grover, 1967) found that at graduation the native students had a grade point average of 2.89, while the transfer students' grade point average was 2.70. The difference between native and transfer students at the University of Georgia was approximately the same as at Wyoming with female transfer students showing slightly less difference from native female students (Irvine, 1966).

A comparison of native and transfer students as to the type of institution which they were attending was done by Knoell and Medsker (1965). At state universities the native student had a grade point average of 2.88 for upper division work while the transfer students' was 2.68. In teacher training institutions the range was not as great, with native students having a grade point average of 2.78 for upper division work, while transfer students had a grade point average of 2.70.

Attrition Rate of Transfer Students

The attrition rate of the transfer student is perhaps the best way of measuring the success of transfer students. Grade point averages reflect the degree of success that the transfer student has had, while the attrition rate is a positive measure of how successful the transfer student has been. Transfer students from junior colleges have about a 30% attrition rate (Knoell & Medsker, 1965). This rate varies depending on the type of institution transferred into with the attrition rate

falling as low as 19% for students transferring into teachers' training institutions (Knoell & Medsker, 1965). The attrition rate for transfer students from four year institutions was four percent less than for junior college transfers (Holmes, 1961). It was estimated in the study by Knoell and Medsker (1965) that eventually 75 to 80% of those students transferring to four year institutions would receive their degrees. Of the 7,243 junior college transfer students observed, only 10% were dismissed for academic reasons. Various other factors accounted for the remaining 20%. Some of the students had poor grades and terminated their college careers before they were forced to because of their inadequacy to meet academic standards (Knoell & Medsker, 1965).

Problems Confronted

Numerous problems face both the four year institution and the transfer student in their quests to respectively give and receive an education. To be better able to help the ever increasing numbers of transfer students fulfill their educational desires, four year institutions and junior colleges are offering a greater number of guidance services to the transfer student. Better articulation is also going on between institutions of higher learning in order that the transfer student will be better able to meet the demands of his new educational environment. Studies such as those referred to earlier in this paper are broadening the knowledge about the mobility of college students and aiding institutions of higher learning in meeting the needs of the transfer student.

The guidance services that are available to the transfer student can aid him in determining his future academic career. Transfer students by seeking the help of guidance counselors may discover that they are not prepared to meet the demands of particular institutions. By doing this, they may avoid failure. If counseling had been obtained before transferring, the students may have chosen a more appropriate institution and been successful. Although the guidance services are expanding in many institutions, a good deal more emphasis needs to be placed on this area. Transfer students must be made aware of these services when they are available.

Additional studies of attrition rates and grade point averages will give the guidance counselor better information with which to guide the transfer student. Information also needs to be compiled on the effects of transfer shock which educators feel hampers transfer students both academically and socially. If a way could be devised to prepare the transfer student for transfer shock, a much smoother transition could be made from one institution to another.

One of the primary problems faced by the transfer student is the lack of ability to apply all previous academic credits toward a degree in the institution to which he transfers. Only 45% of those graduating from a junior college are able to obtain a Bachelor's Degree with two years of work (Knoell & Medsker, 1965) after transferring to a four year institution. Better articulation between junior colleges and four year institutions would alleviate part of this problem.

Summary

Each section of the review of related literature has attempted to increase the reader's information about the transfer student. Because of the urgency of the problem of the junior college transfer student, most of the material presented was written about this group.

The ability of the transfer student to survive in a new academic environment was examined from three perspectives: grade point averages before and after transfer, a comparison between native and transfer students, and the rate of attrition among transfer students. In the studies presented, most transfer students did not achieve as well academically after transferring and their grade point averages were lower than the native students. Attrition rates were found to be a good index of academic success. They were not found, however, to be good criteria for comparing native and transfer students. Students tended to show the highest rate of attrition during the earlier phases of their college careers. This caused the comparison to be distorted, as the transfer students could only be compared on advanced standing, while native students were compared for their entire academic careers.

Four year institutions must become more cognizant of the transfer students as their numbers increase. The body of knowledge about the mobility of college students should be expanded. With this knowledge educators and counselors would be able to make certain adjustments in higher education so that transfer students would be better able

to function. Counselors with this type of knowledge would be able to cushion the effects of social and academic transfer shock upon the student and ease his burden in attaining the training he desires.

Chapter III

Procedures

The major thesis of this study was to investigate the transfer students' academic achievement at Montana State University as compared to the academic achievement of the native students at Montana State University. In order to adequately investigate this problem, it was necessary to locate the population and obtain their grade point averages. This chapter will indicate the procedure for data collection in order to assure that accurate findings will result.

Description of Population and Sample

The population investigated in this study was composed of all teacher candidates enrolled in the College of Education at Montana State University during the fall quarter of 1966. Two samples were drawn from the population. The first consisted of all students who transferred into the College of Education at Montana State University during fall quarter 1966. The sample consisted of all transfer students because of the relatively small size of this group. The second sample was randomly selected from all native students who were members of the population. This sample had the same numbers of freshmen, sophomores, juniors, and seniors as did the first sample.

Data Collection

The initial phase of data collection was to locate the academic records of all members of the population. The investigator carefully examined the records of the Dean of the College of Education and the Registrar at Montana State University in an attempt to secure this

information. After the necessary records had been located, the second phase of the data collection began. This phase included the identification of each member of the population as belonging to one of several stratified groups. Freshman students were classified as either natives or transfers with transfer students being subdivided as to having either previously attended a four year institution or a junior college. The freshmen were studied during the academic years 1966-1967, 1967-1968, 1968-1969, fall quarter 1969, and winter quarter 1970. Sophomore students were divided into groups like those of the freshmen and their records during the academic years 1966-1967, 1967-1968, and 1968-1969 were studied. Juniors and seniors were also divided into like groups with juniors being studied during the academic years 1966-1967, 1967-1968, and seniors being studied only during the academic year 1966-1967.

Grade point averages for each group were compiled. The grade point average for the transfer students was compiled both for work done at Montana State University and work previously done at other institutions of higher learning. The native students' grade point average was compiled for grades they received at Montana State University.

Data Analysis

After data collection, it was necessary to analyze the data in order to answer the questions presented in Chapter One. This section will present the intended analysis for answering each question.

Question 1: Is there a difference between the attrition rates of transfer and native students?

Analysis: The attrition rate of students transferring to Montana State University with freshman standing in 1966 was determined by finding the percentage of those students who withdrew from Montana State University between the fall quarter of 1966 and the end of winter quarter 1970. This percentage was compared with the attrition rate of all native students who entered Montana State University as freshmen in the fall of 1966. Sophomore, junior and senior transfer students were compared to their native counterparts beginning in the fall of 1966 and each year thereafter as to the rates of attrition.

Question 1A: Is there a difference between the attrition rates of junior college transfer students and transfer students from four year institutions?

Analysis: The transfer students were divided into two subgroups consisting of students transferring from junior colleges and students transferring from four year institutions. The attrition rates of these two subgroups were then compared. This analysis parallels the analysis in question one, but instead of comparing native and transfer students, the two groups of transfer students were compared.

Question 2: Is there a difference between the grade point averages of transfer students and native students?

Analysis: The Montana State University grade point averages of transfer students who entered Montana State University in 1966 with freshman standing were compared with the cumulative grade point average of all native students entering Montana State University as freshmen in 1966. This comparison was completed by examining the grade point averages earned in the College of Education at Montana State University by native and transfer students during the academic years 1966-1967, 1967-1968, 1968-1969, fall quarter 1969, and winter quarter 1970. A final comparison was made by comparing the total grade point averages of the two groups. The longitudinal comparison allowed the investigator to observe trends and patterns of transfer students' cumulative grade point averages. The analysis of cumulative grade point averages for sophomore, junior, and senior transfer students paralleled the analysis used with the freshman population. Those years when the sophomore, junior, and senior transfer students were enrolled at Montana State University were analyzed.

Question 2A: Is there a difference between the grade point averages at Montana State University of junior college transfer students and transfer students from four year institutions?

Analysis: The transfer student at each grade placement was divided into two subgroups, transfer students from junior colleges and transfer students from four year institutions. The grade point aver-

ages earned by each of these groups during the academic years 1966-1967, 1967-1968, 1968-1969, fall quarter 1969, and winter quarter 1970 were compared. A final comparison was made by comparing the total grade point averages of the two groups.

Question 3: Is there a difference between transfer students' transferred grade point average and their grade point average while in attendance at Montana State University?

Analysis: The transferred grade point average of the freshman group was compared with the grade point average they earned after one year at Montana State University, the grade point average they earned during the second year at Montana State University, and the grade point average they earned during their third year at Montana State University.

Question 4: What is the average number of credits earned by transfer students before they enter Montana State University?

Analysis: The number of previously earned credits of all students who transferred to Montana State University in 1966 was summed. A mean was then computed.

Question 5: What percentage of students in the College of Education at Montana State University are transfer students?

Analysis: The percentage of transfer students enrolled as teacher candidates at Montana State University was computed for the academic years 1966-1967, 1967-1968, 1968-1969, fall quarter 1969, and winter quarter 1970.

Precautions Taken for Accuracy

The necessary computational procedures were made on the Sigma 7 computer at Montana State University and an electronic desk calculator.

Summary

The procedures used in this study were designed to give the reader a number of areas in which to compare native students with transfer students at Montana State University. By using a longitudinal study, a better analysis of the data was possible and trends and patterns could be easily identified wherever they occurred. The use of subgroups within the transfer student group was designed to add another area in which a comparison could be made of the academic achievement of junior college transfer students and transfer students from four year institutions. All of the data was collected at Montana State University and the sample population was limited to students pursuing a degree in Education during the academic years 1966-1967, 1967-1968, 1968-1969, fall quarter 1969, and winter quarter 1970.

Chapter IV

Findings and Interpretations

Introduction

The statistics employed to analyze the data were descriptive techniques. No tests of significance were used. This chapter will present each question and the analysis needed to answer the question.

Analysis of Questions to be Answered

In Chapter One, five specific questions were presented as being the basis of the study. The analysis which follows considers each question presented in Chapter One.

Question 1

Is there a difference between the attrition rates of transfer and native students?

A. Is there a difference between the attrition rates of junior college transfer students and transfer students from four year institutions?

Table 1

Attrition Rates of Freshmen

Group	N	1966-1967	1967-1968	1968-1969	Total	Total %
Transfer	15	3	2	3	8	53.33
Native	15	6	4	0	10	66.66

Note - 1969 fall quarter and 1970 winter quarter are included in 1968-1969.

The findings shown in Table 1 are not unusual, as the transfer students entering the College of Education at Montana State University had previously been exposed to college, while the native freshman students had not. During the first two years of the study, ten native freshman students dropped out of the College of Education as compared to five freshman transfer students. After three years of academic work, the attrition rate of transfer students surpassed that of the native students. The benefit of prior college experience would explain in part a 13.33% lower attrition rate for transfer students than for native students.

Table 2

Attrition Rates of Sophomores

Group	N	1966-1967	1967-1968	1968-1969	Total	Total %
Transfer	25	8	1	4	13	52
Native	25	6	2	1	9	35

The attrition rates of sophomore native students and sophomore transfer students were similar to those found at other four year institutions. Both the native and the transfer students had previous experience in college which facilitated a better comparison than with the freshman samples. During the first year after entering the College of Education at Montana State University, 25% more sophomore transfer students dropped out than did sophomore native students. This may in part be explained by transfer shock experienced by the transfer students. Most of

the sophomore native students were by this time adjusted to Montana State University.

During the last two years of the study, five sophomore transfer students dropped out of Montana State University, while only three sophomore native students dropped out. In this study, sophomore transfer students had a 17% higher attrition rate than did sophomore native students.

Table 2 does not show the two transfer students who transferred to other curriculums after enrolling in the Montana State University College of Education.

Table 3

Attrition Rates of Juniors

Group	N	1966-1967	1967-1968	1968-1969	Total	Total %
Transfer	12	2	1	0	3	25
Native	12	1	0	1	2	16.66

Table 3 illustrates a trend that is similar to that found at other four year institutions of higher learning. Although the number of students who dropped out of the College of Education at Montana State University was small for both junior native and transfer students, the number of junior transfer students who dropped out exceeded the number of junior native students. The low rate of attrition at the junior level is understandable, because this group of students had previously

survived for two years in college. By this time, less able students had dropped out of college.

Of the twenty-five junior native and transfer students studied in this sample, only one native student changed curriculums.

Table 4

Attrition Rates of Seniors

Group	N	1966-1967	1967-1968	1968-1969	Total	Total %
Transfer	3	0	0	0	0	0
Native	4	0	0	0	0	0

The sample of senior students, both native and transfer, had no attrition rate, which was to be expected. Students that have progressed to this level are among the more able, academically, and would in most cases be able to progress through their final year of college work.

Table 4 does not show the one transfer student who changed his course of study from education to general studies and applied science, after first enrolling in education. The length of time needed to complete the degree requirements in education may have been partly responsible for this change of curriculum. The continuance in education by the remaining seniors, both transfer and native, could be attributed to the completion of three years of study in this area, as well as to the preference for it over other courses of study.

Table 5

Percentage of Attrition at Each Grade Level

Group	Freshmen	Sophomores	Juniors	Seniors	Total
Transfer	53.33	52	25	0	43.6
Native	66.66	35	16.66	0	37.5

Summary of Question 1

Table 5 summarizes the attrition rates and gives a comparison of these rates between transfer and native students at all four grade levels. During only the freshman year was the attrition rate higher for native students than it was for transfer students. A 6.1% higher attrition rate was found for transfer students over native students for the total length of the study. The attrition rate for transfer students was highest during their first year at Montana State University.

There was an insufficient number of transfer students entering the College of Education at Montana State University from junior colleges to make it possible to answer that part of Question 1 pertaining to the attrition rates of junior college transfer students.

Questions 2 and 3

Questions 2 and 3 are stated below and will be answered with the following data:

Is there a difference between the grade point averages of transfer students and native students?

to go beyond one academic year before receiving a degree. This was caused by the inability to apply all of their transferred credits toward a degree from Montana State University.

Summary of Questions 2 and 3

When comparing the total grade point averages earned at Montana State University, the difference between the native students and the transfer students was found to be very slight. For two grade levels, freshman and senior, the transfer students surpassed the native students, while the native students surpassed the transfer students at the junior level. At the sophomore level, both groups had identical total grade point averages.

A more significant difference was seen when comparing grade point averages of native and transfer students for academic years. In nine of the eleven comparisons which were made of achievement at the various grade levels for academic years, the transfer students earned higher total grade point averages than did the native students. The differences between grade point averages in some comparisons were very slight, with the greatest difference being .48 of a grade point at the senior level.

These findings do not coincide with findings of studies of the transfer student at other four year institutions of higher learning. In these studies, the transfer students were found to be below the native students in grade point averages.

Because of the insufficient number of transfer students coming

A. Is there a difference between the grade point averages at Montana State University of junior college transfer students and transfer students from four year institutions?

Is there a difference between transfer students' transferred grade point average and their grade point average while in attendance at Montana State University?

Table 6

Grade Point Averages of Freshmen

	1966-1967		1967-1968		1968-1969		1969-W1970		Total Transferred			
Group	N	G.P.A.	N	G.P.A.	N	G.P.A.	N	G.P.A.	N	G.P.A.	N	G.P.A.
Transfer	12	2.11	9	2.49	6	2.95	3	2.99	12	2.14	13	2.23
Native	12	2.04	6	2.29	3	2.91	3	3.28	12	2.13		

Note - Grade point averages shown, except for transferred grades, were earned at Montana State University. W designates winter quarter.

The findings in Table 6 show that there was not more than .29 of a grade point difference between grade point averages of freshman native and freshman transfer students in any area of comparison. During each of the first three years of academic work, the freshman transfer students exceeded the grade point average of the freshman native students by a very small margin. Only during the final two quarters of academic work did the freshman native students surpass the freshman transfer students in grade point average. The total grade point averages for both the freshman native and the freshman transfer students

were within .01, which is a very insignificant difference.

The total grade point average transferred into the College of Education at Montana State University by freshman transfer students was higher than the total grade point average earned by the same students during their first academic year of work at Montana State University. The effect of transfer shock may have been a cause in this dropping of grade point average. The total grade point average earned at Montana State University did not exceed that of the transferred grade point average. However, a difference of .09 is not significant enough to make conclusions as to the difficulty that freshman transfer students had in attaining grades while at Montana State University, as compared to the institutions of higher learning from which they transferred.

Table 7

Grade Point Averages of Sophomores

	1966-1967		1967-1968		1968-1969		Total		Transferred	
Group	N	G.P.A.	N	G.P.A.	N	G.P.A.	N	G.P.A.	N	G.P.A.
Transfer	25	2.45	16	2.75	13	2.97	25	2.54	25	2.48
Native	25	2.36	18	2.89	17	2.79	25	2.54		

Note - Grade point averages shown, except for transferred grades, were earned at Montana State University.

Grades of sophomore transfer students shown in Table 7 were found to deviate from grades of transfer students at other four year

institutions of higher learning. The sophomore transfer students exceeded the performance of sophomore native students two years out of the three that they attended Montana State University. Only during the academic year 1967-1968 did the sophomore native students surpass the sophomore transfer students in grade point average.

For two of their three years at Montana State University, the sophomore transfer students surpassed the grade point which they transferred to Montana State University. Only during the first year in attendance at Montana State University did the grade point average of the sophomore transfer students fall below that of their transferred grade point average. This fact may be attributed to transfer shock.

It is interesting to note that both groups of students in this sampling had exactly the same total grade point average. This is not in keeping with the statistics from other four year institutions which show the transfer students to be below the native students by .19 of a grade point.

Table 8

Grade Point Averages of Juniors

	1966-1967		1967-1968		1968-1969		Total		Transferred	
Group	N	G.P.A	N	G.P.A.	N	G.P.A.	N	G.P.A.	N	G.P.A.
Transfer	12	2.55	10	3.02	4	3.22	12	2.65	12	2.61
Native	11	2.76	10	2.95	4	3.15	11	2.69		

Note - Grade point averages shown, except for transferred grades, were

earned at Montana State University.

The junior transfer students, as can be seen in Table 8, performed above the native students each year except their first in attendance at the College of Education at Montana State University. The total grade point average of the junior native students surpassed that of the junior transfer students by only .04 of a grade point. This is not significant enough to make any conclusions about the superiority of one group over the other.

The higher grade point averages earned by juniors in both groups over those earned by freshmen and sophomores may be attributed in part to the fact that by the time students reach the junior year of college, they have developed better study habits and most of the less able students have dropped out.

Only during the first year in attendance at Montana State University did the grade point average for junior transfer students drop below that earned before coming to Montana State University. The total grade point average attained at Montana State University was slightly above that earned prior to coming to Montana State University. This can be explained in part by students generally earning higher grades during their last year of academic work.

Four transfer students and four native students continued beyond the two years usually necessary for juniors to graduate. The data did not indicate the reasons why this occurred.

Table 9

Grade Point Averages of Seniors

	1966-1967		1967-1968		Total		Transferred	
Group	N	G.P.A.	N	G.P.A.	N	G.P.A.	N	G.P.A.
Transfer	3	3.31	3	3.65	3	3.52	4	2.50
Native	4	2.83			4	2.55		

Note - Grade point averages shown, except for transferred grades, were earned at Montana State University.

Table 9 shows the senior transfer students to have performed better academically than the senior native students. This was true for the academic year 1966-1967, but not for the total grade point average, as the figures seem to indicate. In computing the senior native students' total grade point average, it was necessary to use the entire number of grades earned during their four years at Montana State University. The senior transfer students' grades reflect academic achievement during only the senior year. As grades generally improve as a student progresses through college, this would have the decided effect of raising the transfer students' grade point average earned at Montana State University. This would explain in part why the grade point average earned at Montana State University by senior transfer students far surpassed that earned before coming to Montana State University, as it reflected only the senior year of work.

Table 9 also shows that senior transfer students were required

from junior colleges to the College of Education at Montana State University, it was not possible to make a comparison of grade point averages between these students and transfer students coming from four year institutions of higher learning.

The grade point averages earned by transfer students prior to entering the College of Education at Montana State University were higher than those earned for the first year in attendance at Montana State University, except for the seniors. During the remaining years in attendance at Montana State University, the transfer students' grade point averages surpassed the grade point averages earned before entering Montana State University. The total grade point averages for transfer students while attending Montana State University were higher than those earned prior to coming to Montana State University, except for freshmen.

Question 4

What is the average number of credits earned by transfer students before they enter Montana State University?

Table 10

Average Credits Transferred

Freshmen	Sophomores	Juniors	Seniors	Total
29	59.22	111.5	163.5	70.8

Summary of Question 4

The average number of credits earned before entering Montana

State University was 70.8. Freshmen had the least number of credits transferred, while seniors had the greatest number.

Question 5

What percentage of students in the College of Education at Montana State University are transfer students?

The percentage of transfer students in the College of Education at Montana State University as compared to the total enrollment during fall quarter 1966 was 6.7%. One of the reasons for this low percentage of transfer students in the College of Education at Montana State University could be the small number of junior colleges in the State of Montana.

Chapter V

Summary and Recommendations

Summary

Transfer students comprised 6.7% of the entire enrollment in the College of Education at Montana State University during fall quarter of 1966. These students transferred in with an average of 70.8 credits. The attrition rate between fall quarter 1966 and winter quarter 1970 for transfer students was 43.6%, which was 6.1% higher than for native students. The attrition rate for transfer students was highest during their first year in attendance at Montana State University. Grade point averages of the transfer students compared favorably with those of native students. In eleven of the fifteen comparisons made, the transfer students surpassed the native students in grade point averages. The grade point averages earned in the College of Education at Montana State University by transfer students, consistently surpassed those earned prior to coming to Montana State University, except during the first year in attendance at Montana State University.

The limited number of transfer students from junior colleges entering the College of Education at Montana State University did not provide enough data for a comparison between their grade point averages and attrition rates, and those of transfer students entering from four year institutions of higher learning.

Recommendations

It is recommended that further research be done on the transfer student. The following areas of investigation would prove to be extremely beneficial in better understanding and working with the transfer student.

1. What is the average number of credits needed to graduate for the transfer student as compared to the average number needed by the native student?
2. What is the average number of credits lost by the student when transferring and what is the reason for this loss?
3. What are the reasons for the transfer student dropping out of the College of Education at Montana State University?
4. What percentage of transfer students are presently enrolled in the College of Education at Montana State University and how does this compare with past quarters?
5. What percentage of transfer students graduate from the College of Education at Montana State University as compared to the percentage of native students?

These findings, along with those presented in this paper, could aid in counseling transfer students. With these facts, more effective counseling, by both college counselors and student advisors, could be given to transfer students, and possibly their attrition rate could be lowered.

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