July 23, 1976

To the Graduate Council:

I am submitting herewith a thesis written by Florence Jones Green entitled "Academic Achievement of Tennessee Community College Transfer Students, College of Business Administration, The University of Tennessee, Knoxville, 1968-1976." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Business Education.

Donald F. Hampton, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

ACADEMIC ACHIEVEMENT OF TENNESSEE COMMUNITY COLLEGE TRANSFER STUDENTS, COLLEGE OF BUSINESS ADMINISTRATION, THE UNIVERSITY OF TENNESSEE, KNOXVILLE, 1968-1975

A Thesis

Presented for the

Master of Science

Degree

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Florence Jones Green

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This study is dedicated to my mother, the late Rosana Kennon Jones (who demised during my graduate matriculation); to my daughters, Rose Etta, Dianne Elizabeth, Georgia Mae, Deborah Kennon; to my grandson, Kenyatta; to my cousins, Clifford and Pauline; and to my first-grade teacher, Carrie Lou Hardy Royston.

ABSTRACT

The purpose of this investigation was to show the academic achievement of 80 Tennessee community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville, from 1968-1975.

The data were collected from the unidentified transcripts of the 80 Tennessee community college transfer students that were used in this study. The unidentified transcripts were obtained from The University of Tennessee, Knoxville Admissions and Records Office, and provided the following information: (1) community college cumulative grade point averages; (2) The University of Tennessee, Knoxville, cumulative grade point averages; (3) Academic major fields; and (4) if the student obtained a degree from The University of Tennessee, Knoxville. Tabulation consisted of averaging the community college grade point averages and The University of Tennessee, Knoxville, grade point averages and comparing the results between the community college and The University of Tennessee, Knoxville. Data from the students' transcripts were treated by analysis of covariance.

It was found that the community college mean cumulative grade point average for the 80 transfer students was 2.86, and The University of Tennessee, Knoxville, mean cumulative grade point average for the 80 transfer students was 2.40 at the end of the first 45 hours at the College of Business Administration, The University of Tennessee, Knoxville. It was also found that the largest number of community college transfer students used in this study were in the major area

of accounting, and 41 community college transfer students graduated from the College of Business Administration, The University of Tennessee, Knoxville, from 1968-1975.

The Investigator drew the following conclusions regarding the academic achievement of 80 Tennessee community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville:

1. The majority of transfer students achieved a higher mean cumulative grade point average at the community college than was achieved at The University of Tennessee, Knoxville.
2. The drop in mean cumulative grade point average at the end of the first year (after 45 hours) at The University of Tennessee, Knoxville, may be attributed to the influence of transfer shock.
3. The students had the lowest mean cumulative grade point average at The University of Tennessee, Knoxville, for the remainder of hours completed at The University of Tennessee, Knoxville, and the highest mean cumulative grade point average at the community college.
4. Students majoring in accounting maintained the highest mean cumulative grade point average throughout their course work at The University of Tennessee, Knoxville; however, there was no significant difference in grade point averages maintained by the students in the five

major areas compared (accounting, general business, marketing, transportation, and personnel management).

TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE PROBLEM AND METHODS OF PROCEDURE	1
	Introduction	1
	Statement of the Problem	3
	Analysis of the Problem	4
	Importance of the Problem	5
	Scope of the Problem	5
	Sources of Data and Methods of Procedure	6
	Definition of Terms	9
II.	REVIEW OF LITERATURE	11
	Introduction	11
	Summary of the Review of Literature	26
III.	HISTORY OF THE COMMUNITY COLLEGE	28
	National History of the Community College	28
	Tennessee History of the Community College	34
IV.	GENERAL TRANSFER PROBLEMS	43
V.	ANALYSIS OF DATA	47
VI.	SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	68
	Summary of the Problem	68
	Findings	69
	Conclusions	72
	Recommendations for Further Study	73
BIBLIOGRAPHY		75
APPENDIX		79
VITA		82

LIST OF TABLES

TABLE PAGE

I. Grade Point Averages - 80 Community College Transfer Students to the College of Business Administration - The University of Tennessee, Knoxville, 1968-1975. . . . 48

II. Change in Grade Point Averages in General Education Course Work from Community College to The University of Tennessee, Knoxville. 50

III. Change in Grade Point Averages in Business Course Work from Community College to The University of Tennessee, Knoxville 52

IV. Change in Grade Point Averages at the End of Quarter in Which the First 45 Hours Were Completed - The University of Tennessee, Knoxville 54

V. Change in Grade Point Averages for Course Work Beyond the First 45 Hours - The University of Tennessee, Knoxville. 56

VI. Change in Grade Point Averages for Course Work Beyond First 45 Hours of Course Work Were Completed - The University of Tennessee, Knoxville 58

VII. Grade Point Averages for All Course Work Completed - The University of Tennessee, Knoxville 60

VIII. Grade Point Average for Graduation/Ninety Hours Work - The University of Tennessee, Knoxville 62

TABLE PAGE

IX. Major Areas of 80 Community College Transfer Students - The University of Tennessee, Knoxville 64

X. Grade Point Averages of Five Major Areas for All Course Work at the Community College and The University of Tennessee, Knoxville 65

CHAPTER I

THE PROBLEM AND METHODS OF PROCEDURE

I. INTRODUCTION

The first junior college in the United States was established in Joliet, Illinois, in 1902. For at least two decades following this landmark in the history of American higher education, the junior college movement focused on the need of college bound youth who had just finished high school. The 1930's brought the addition of terminal degree and certification programs in vocational and technical education, thereby opening the doors of the junior colleges to the adult learner. A significant third phase of development occurred in the late 1940's and early 1950's, when the colleges began to extend their resources to the total community. The term "community" was added to the identification of these two-year institutions, and the comprehensive community college concept was born.[1]

The community college has taken higher education to the people, it has supplied education needs of young people who cannot leave their homes to attend college, and it has provided higher educational training for working adults. The community college has reached the little places, evoked and helped to develop unseen talents of leadership and ability that were hampered within the community. Growth of the

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[1]Jimmy H. Wyatt, "A Study of Continuing Education and Community Services In The Tennessee's Community Colleges" (unpublished Dissertation, The University of Tennessee, Knoxville, 1973), p. 1.

community college stimulated and enriched communities that had been ignored by modern education.

In growth units, the community college has become a dynamic part of the higher educational system, increasing an average rate of one per week (during 1964). Accompanying this growth has been an increasingly complex problem of articulation between the two-year institutions and the four-year institutions.[2]

Higher education enrollment has been and will continue expanding at an unprecedented rate in the future. In the 1968-1969 School Year, there were 6.8 million Americans attending college, more than twice as many as 10 years before. By 1980, it is estimated that 11.2 million will be enrolled.[3]

The United States Office of Education has projected 13.3 million students for the United States in 1980. In the latest Southern Regional Education Board Factbook on Higher Education in the South it is forecast that the region will account for 23.9 percent of 13.3 million in 1980, which would mean a regional increase of almost one million students.[4]

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[2]Donald P. Hoyt, "Junior College Performance and Its Relationship to Success at Kansas State University," College and University--Journal of The American Association of Collegiate Registrars and Admissions Officers (Athens, Ohio: Published by the Association, Spring 1960), pp. 281-291.

[3]Virgil Thomas Dock, "The Significance of Class Size In Two College-Level Introductory Classes of Business Management, University of North Carolina" (unpublished Dissertation, The University of Northern Colorado, Greeley, Colorado, 1970), Microfilm, The University of Tennessee, Knoxville.

[4]"Enrollment Trends In The South," (A Report to The Twenty-second Southern Regional Education Board, Legislative Work Conference, Memphis: Special Report Published by The Board, August, 1973), p. 22.

The State of Tennessee Higher Education Commission staff made a series of enrollment projections for all public institutions in the State for Fall Terms 1970-74 and included projections for the community college. During School Years 1970-74, the community colleges, in the State of Tennessee, had an enrollment of 20,200. The State of Tennessee Higher Education Commission projected a student enrollment for the State of Tennessee by 1980 to be 40,000.[5]

II. STATEMENT OF THE PROBLEM

The purpose of this study was to show the academic achievement of 80 Tennessee community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville.

Specific objectives were:

1. To discuss some of the general transfer problems that exist on a national level among community colleges.
2. To determine the academic achievement of the transfer students in the community colleges with their academic achievement in the College of Business Administration, The University of Tennessee, Knoxville.
3. To show the number of community college transfer students who earned an undergraduate degree in the

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[5]"Enrollment Projections and Community College Location" (Prepared by: Tennessee Higher Commission, A Report to The Tennessee Higher Education Facilities Commission, Nashville: Published by the Commission, August, 1973), p. 8.

College of Business Administration, The University of Tennessee, Knoxville, from 1968 through 1975.

III. ANALYSIS OF THE PROBLEM

The study was concerned with the academic achievement of 80 Tennessee community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville.

Specific purposes were:

1. To present the national historical development of the community college and a brief description of the community colleges in the State of Tennessee.
2. To determine the majors which the Tennessee community college transfer students pursued in the College of Business Administration, The University of Tennessee, Knoxville.
3. To show the grade-point average of the Tennessee community college students prior to matriculation at the College of Business Administration, The University of Tennessee, Knoxville.
4. To show the comparison of grade-point averages of the Tennessee community college transfer students at the College of Business Administration, The University of Tennessee, Knoxville, as compared to their respective community college grade point averages.

5. To show the comparison of achievement by majors of the Tennessee community college transfer students at the College of Business Administration, The University of Tennessee, Knoxville.

IV. IMPORTANCE OF THE PROBLEM

The data in this study should provide administrators, educators, and laymen, who are identified with the community college and who have an interest in the community college, with information about transfer students' academic progress.

This study should make available up-to-date information on academic achievements of 80 Tennessee community college transfer students to the College of Business Administration at The University of Tennessee, Knoxville.

This study was conducted to show the academic achievement of the transfer students in their respective business courses and general courses, and the results should show the academic progress of transfer students from a minimum of 15 quarter hours to a maximum of 90 quarter hours or graduation from the College of Business Administration at The University of Tennessee, Knoxville.

V. SCOPE OF THE PROBLEM

The study was limited to nine Tennessee community colleges' transfer students to the College of Business Administration, The University of Tennessee, Knoxville.

The scope was limited to nine Tennessee community colleges; further, to the number of students who transferred from each college:

Community College	No. of Students
Cleveland State	32
Columbia State	13
Dyersburg State	3
Jackson State	6
Motlow State	3
Roane State	5
Shelby State	0
Volunteer State	1
Walters State	17

No comparison was made with out-of-state community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville, or other Colleges within The University of Tennessee.

VI. SOURCES OF DATA AND METHODS OF PROCEDURE

The data used in this study were obtained from The University of Tennessee, Knoxville Admissions Records Office, theses, dissertations, and other materials located in the graduate and undergraduate libraries at The University of Tennessee, Knoxville.

The methods of procedure were carried out as follows: Several studies on the community college transfer student (to senior institutions) were read, transferred to index cards, and combined. Then the bibliography of each study was checked for additional studies (on the community college transfer student) that were discussed in the initial study. Journals which frequently published studies on the community

college transfer students were checked by their tables of contents for studies that were appropriate for this investigation from 1964 through 1975. Finally, several books were read on the community college to complete the search for materials that were used in this study.

The Advisor, for the Investigator, asked the Head of the Business Education Department to contact The University of Tennessee, Knoxville Admissions Records Office for permission to use copies of transcripts of students who had transferred from a State community college in Tennessee to the College of Business Administration, The University of Tennessee, Knoxville. Approval of the use of community college transfer students' transcripts without identification of names was granted. The Admissions Records Office received the following criteria for selecting the community college transfer students' transcripts:

1. At least 60 hours from a Tennessee Community college;
2. Not more than 12 hours at another institution between the community college and the College of Business Administration, The University of Tennessee, Knoxville; and
3. Completed at least 36 hours at The University of Tennessee, Knoxville, through Summer 1975.

The Admissions Records Office made available to the Investigator (through the Advisor) copies of the transcripts of 98 unidentified community college students who had transferred to the College of Business Administration, The University of Tennessee, Knoxville.

The Investigator reviewed the 98 transcripts and eliminated 18 transcripts which did not completely meet all the criteria. Three

authorities reviewed the 80 transcripts that the Investigator selected (from the original 98) and approved them for the study.

The transcripts were grouped according to their respective nine community colleges in the State of Tennessee. Each community college was assigned a letter of the alphabet for identity. Each transcript was assigned an arabic number for identity. The transcripts were arranged in numerical sequence. The Student Advising Center of the College of Business Administration, The University of Tennessee, Knoxville, supplied the Investigator with a list of the students' majors (identified by transcript numbers). Each student's major was written in the upper right-hand corner of the transcript.

Then, the Investigator used work sheets (see Appendix) to calculate each student's quality points, grade point average, percentage of change in cumulative grade point averages, and all information expressed in tables and discussed in Chapter V under Analysis of Data.

Grade point average for work completed at the community college was determined for each student. Also, grade point averages at the end of the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville, and for remainder of hours completed at The University of Tennessee, Knoxville, were determined. Forty-five hours were added to hours transferred to The University of Tennessee, Knoxville, to determine the quarter in which 45 hours were completed. Transferred hours and quality points were subtracted from cumulative hours and quality points at end of the quarter determined. Remaining hours were found by subtracting cumulative hours and quality

points at end of quarter in which the first 45 hours were completed from final hours and quality points.

When a grade of "F" was repeated in a later quarter, total hours taken according to the transcript was reduced by the number of hours of the "F."

When a grade of "D" was repeated in a later quarter, both hours and quality points for the "D" were subtracted from the total.

The percentage of change in the student's grade point average was determined by subtracting the lower grade point average from the higher grade point average and dividing the remainder between lower grade point average if there was an increase or between higher grade point average if there was a decrease.

The raw data was recorded on working tables from which was obtained the information shown on the summary tables discussed in Chapter V.

In order to insure the protection of the identity of the students and of the colleges in this study, the tables of raw data are not displayed in the Appendix.

VII. DEFINITION OF TERMS

The terms used in this study relate meanings that are used in post secondary and higher educational training and that have been used purposely for this study.

Transfer student. A student who has transferred from one of the nine community colleges to the College of Business Administration,

The University of Tennessee, Knoxville; a student who has transferred from a two-year college to a four-year college or university.

Junior institution. An institution of higher education that provides a maximum of two years of educational training which may be terminal or transferrable.

Academic achievement. Academic progress of a transfer student.

Laymen. People who are interested in progressive education and who are not administrators or teachers.

Senior institutions. Four-year colleges or universities.

Native students. Students who entered a four-year college or university as freshmen.

Articulation. Communication between the administrators at the community college and senior institutions.

Grade point average. The average numerical scores on courses taken by students A, B, C, and D equal 4.00, 3.00, 2.00, and 1.00, respectively.

Percentage of change. The amount of increase or decrease in a student's grade point average expressed by percentages.

CHAPTER II

REVIEW OF LITERATURE

I. INTRODUCTION

Transfer among colleges became popular during the 1970's. Senior institutions then began to give serious attention to junior-senior college articulation.[1]

The literature reviewed in this study relates to factors pertaining to the student transfer process at junior-senior institutions, academic performance, academic achievements, and academic success.

Native and Transfer Students at Senior Institutions

Wildman (1972) conducted a study that compared native and transferred student institutional perceptions of Seattle Pacific College. The College and University Environment Scales (practicality, awareness, and scholarship) instrument was used to compare transfer and native students. The study showed that native and transferred students differed significantly on the practicality, awareness, and scholarship. The study further showed that in comparison with native students, transferred students perceived a more practical, though less aware and scholarly environment at Seattle Pacific College.[2]

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[1]Julius Menacker, "From School to College: Articulation and Transfer" (American Council on Education, Washington, D. C.: Published by The Council, 1975), p. 59.

[2]Louis Wildman, "The Relationships Between Student Perceptions of a College and Student Transfer," College Student Journal, Volume VI, No. 1, Oshkosh, Wisconsin: Academia Press (November-December, 1972), pp. 57-58.

Anderson and Peterson (1973) designed a study to compare community college transfer students (Transfers) with students who had matriculated on campus since freshman entry (Natives) at a single four-year institution, Washington State University. The study was made during the spring semester of 1969 and focused on the subjects' perceptions of selected dimensions of the Washington State University environment and their satisfaction with key elements of that environment. The results of the study showed that: Both Transfers and Natives possessed attitudes and perceptions that were quite neutral and well within normal range for college students. Both Transfers and Natives were to a large extent happy and content with the student life at the four-year institution as indicated by their satisfaction with the essential aspects of their environment as it existed and by their reported satisfaction with the four-year institution both as a first choice for matriculation and as a senior college. Both groups perceived the atmosphere at the University to be relatively nonthreatening academically and one that promoted personal independence.[3]

Saddlemire (1969) conducted a study to answer three questions: (1) Are they (transfer students) different from the de novo freshman?

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[3]Dale G. Anderson and Arlin Peterson, "A Comparison of College Transfer Students and Native University Students of Non-academic Factors," College Student Journal, Volume VII, No. 1, Columbia, Missouri: American Press, Incorporated (January-February, 1973), pp. 70-77.

(2) Does the transfer student contribute to the heterogenity of the student body? (3) What is the socio-economic level of the transfer student, his attitudes, philosophy, plans? The study showed that the transfer student did not expect a great deal of competition for grades. The economic resources of the transfer students are more limited than the high school graduate. Transfers were a "service" oriented group. Their goals were directed toward the "helping professions." The study further showed that a majority of transfer students did not perceive their high school record as satisfactory of representative of their ability. The transfer student increased the urban influence among new students. Most of the students identified themselves as "liberal"; however, only a minority had strong feelings or concern about a variety of social problems or issues. Their questionnaire responses were similar to those given by the new freshmen.[4]

Senior Institutions' Interest in The Total Welfare of The Transfer Student.

In the spring of 1972, Maryland State College noted that the college failed the transfer student by not providing him: (1) Equal and significant academic advisement. (2) Equal opportunity in registration. (3) Easy access to an information source.[5]

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[4]Gerald Saddlemire, "Motivation and Attitudes of Transfer Students," College Student Journal, Volume III, Number 1, Oshkosh, Wisconsin: Academia Press (Spring 1969), pp. 8-13.

[5]M. Edgerton Deuel, II, and P. R. Lyons, "Transfer Students Advisement and Registration: An Approach," College and University, The Journal of the American Association of Collegiate Registrars and Admissions Officers, Volume XLIX, No. 3, Athens, Ohio: Published by The Association (Spring 1974), p. 222.

Deuel and Lyons (1974) conducted a study on the Transfer Student Advisement and Registration Program that Maryland State College organized to provide better service for a transfer student who did not fall within traditional orientation programs. The Transfer Student Advisement and Registration Program was formulated with three options open to the transfer:

Option 1. Individual, on-campus registration and advisement

Option 2. Mail-in registration

Option 3. Large group on-campus advisement and registration

Option 1 allowed those students who had been admitted sufficiently early to participate within the registration session scheduled for native students. Option 2, mail-in, was designed to accommodate a limited number of students who would be unable to participate in any of the other options available to them. Option 3, large group session was to gather all late applicants who could not take advantage of the previous options for a significant advisement and registration experience.[6]

Deuel and Lyons' study findings indicated that it is more expensive to treat transfers on an individual basis than to group them for a mass registration and/or orientation program. The study further showed that very little of the communication between transfer student and faculty advisors had to do with general information regarding academic regulations, college services, and the like. Faculty advisors expressed themselves as being very much in favor of having direct contact on an individual basis with those students who would be majors in

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[6]Deuel, pp. 222-229.

their disciplines. Transfer students were given equal footing with "natives" with regard to registration and advisement.[7]

DeVecchio (1972) (Matton, Illinois) did an investigation to determine certain scholastic aptitudes, academic motivation, and personality and biographical characteristics could be used to distinguish nonreturning from returning community college freshmen. The results indicated that it was possible to identify characteristics which differ between nonreturning and returning community college students. DeVecchio maintained that unless it is possible to identify a much greater portion of the variance between nonreturning and returing community college freshmen, prediction of withdrawal based on several variables will remain inaccurate and misleading.[8]

Long (1974) was a participant in a "collection of abstracts" that regarded Colleges That Care About Transfers. At the University of Washington, the program for two-year transfer students included admissions process, registration, orientation, academic advising, financial aid, housing, and, in many cases, temporary employment. Long's study showed that the University of Washington established a procedure whereby high admission priority was granted to transfer students, particularly those from two-year colleges. The University

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[7]Deuel, pp. 222-229.

[8]Richard C. DeVecchio, "Characteristics of Nonreturning Community College Freshmen," The Journal of College Student Personnel, Volume VIII, No. 5, Columbia, Missouri: Published by The American College Personnel Association, at American Press, Incorporated (September, 1972), pp. 429-432.

examined its curricula from time to time and determined if the offerings were consistent with the needs and the interests of the students seeking a particular degree or program. Information, descriptive of various curricula offered at institutions, was readily available, explicit, and concise. At the University of Washington, transfer students may obtain a brochure, "Community College Transfer Program," which contains a wealth of information applicable to the community college transfer and his planning to attend the University. Long emphasized that there was a serious responsibility which must be placed on the four-year institution for providing the transfer student with all available information.[9]

The Need of Institutional Policy Regarding Two-year Institution Transfer Students

Burke (1973) conducted a study at the University of Connecticut to investigate the need of implementing institutional policies, especially with the suddenly dominant budgetary constraints and search for greater fiscal effectiveness, that would help to maintain the transfer student's grade point average and that would help to curb student transfer shock. Burke's study further researched for evidence that institutions individually and collectively must assess their priorities and problems, ask decisive questions, dig for answers, and as best

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[9] J. Robert Long, "Colleges That Care About Transfers," College and University, The Journal of The American Association of Collegiate Registrars and Admissions Officers, Volume XLIX, No. 4, Athens, Ohio: Published by The Association (Summer 1974), pp. 420-423.

they can, create sensible policies on what they learned from their investigation. The study showed that with so many applications received each year for reasons both of practical necessity and fairness, some objective academic criteria must be used to aid in the selection of those transfers to whom admission will be offered. The admission policy with regard to applicants from Connecticut's Community Colleges, that of extending priority on the basis of the completion of a transferable program with a sufficient grade point average regardless of previous academic background, was supported by the results of the study. The study further showed that in institutions concerned with general student welfare, the thrust of counseling efforts both pre- and post-transfer, should be considerably different from those in Connecticut's Community Colleges, if the institutions experience no transfer shock pattern. Institutions generally concerned with institutional efficiency, whether transfer admission was highly selective or was accommodating of all those who surpassed some given criterion, should employ the tools which create the most effective use of institutional resources. Burke maintained that institutions becoming involved in systems of higher education or any form of organized articulation must continually generate and compare meaningful data.[10]

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[10]Brian H. Burke, "Changing Needs In Transfer Admissions: Build Policy From The Data," College and University, The Journal of The American Association of Collegiate Registrars and Admissions Officers, Volume XLVIII, No. 2, Athens, Ohio: Published by The Association (Winter 1973), pp. 69-79.

The Need for Counseling Transfer Students in The Academic Restoration Procedure

Abel (1967) conducted a study that was a comparison of a compulsory group procedure for the reorientation of probationary transfer students with an individual procedure in current use. The study incidentally provided the opportunity to contribute to the compulsory counseling-readiness controversy and to advocate the use of persistence in college as a meaningful performance criterion, in addition to immediate grade improvement. Abel maintained, as a result of the study findings, that in spite of the fact that the student sample (used for the study) was small, one conclusion that was warranted was that group activity, already found to be an effective aid to problem-solving in other situations, can be an effective and efficient approach to helping the probationary transfer student know and perform within the accepted standards of his/her "new" institution. The study also showed that spontaneous peer-obtained standards under certain conditions could be just as effective. Abel assumed that correct institutional expectations provided in the peer-reinforcing atmosphere of the group were in part responsible for the change that was observed.[11]

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[11]Walter H. Abel, "Group Counseling and Academic Rehabilitation of Probationary Transfer Students," The Journal of College Student Personnel, Volume VIII, No. 3, Columbia, Missouri: Published by The American Personnel Association, at American Press, Incorporated (May, 1967), pp. 185-188.

The Performance of Academic Suspended Transfer Students from Four-year Institutions to a Two-year Institution

McCandless and Pope (1974) conducted a study of junior or community colleges in Texas to determine: (1) How accessible Texas junior colleges were to students who were on academic suspension from senior colleges and universities. (2) If students who were on academic suspension from senior colleges or universities were eligible for all courses of study offered by Texas junior or community colleges, or if they were restricted to special programs. The study revealed that students who became scholastically ineligible to return to a senior college or university found a reasonable large number of junior or community colleges that would accept them as students. For the most part, however, these students had to be persistent in order to gain entry into most of the junior colleges, of course, they were able to attend one of the few schools that had open admissions or special admissions programs for such students.

The study further maintained that once admitted, the student on academic suspension from a senior college generally found that he/she faced certain restrictions and that he had to perform at an acceptable level in order to remain enrolled. The study further showed that most of the junior or community colleges which admitted these students made a genuine effort to furnish the student with individualized

counseling and academic advisement in order to guide them past a very difficult period of adjustment.[12]

The Effectiveness of an Enriched Honors Program

Dennis, Higgins, and Robinson (1964) designed a study, at Marymount College of Virginia purposely to demonstrate one approach for the development of an enriched honor program for use in junior community colleges and, secondarily to evaluate its effectiveness over a two-year period. The study emphasized that an enriched honor program be credited with increased student persistence as demonstrated by a markedly decreased dropout rate. Furthermore, students exposed to such a program did not seem to evidence the initial drop in grade point average at the transfer institution which was characteristic of the typical junior college transfer.[13]

Personality Score Distinction of Transfer Students

Rose and Elton (1970) conducted a study at the University of Kentucky to compare the personality factor scores of students at the time of transfer from two-year colleges with those of students at the

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[12]Charles E. McCandless and Henry D. Pope, "Transfer Practices of Junior Colleges Affecting Students on Academic Suspension From Senior Colleges," College and University, The Journal of The American Association of Collegiate Registrars and Admissions Offices, Volume XLIX, No. 2, Athens, Ohio: Published by The Association (Winter 1974), pp. 178-185.

[13]Lorraine B. Dennis, Martin J. Higgins, and Donald W. Robinson, "An Investigation of The Effect of an Enriched Basic Liberal Arts Program on The Educational Development of The Junior College Liberal Arts Transfer Student" (Washington, D. C.: Publishers Cooperative Research Program of The U. S. Office of Education, Cooperative Research Project No. OE 1549, 1964), pp. 2-16.

time of transfer between four-year institutions. The study results showed that presumed differences in personality structure between two- and four-year transfers cannot be used to justify a special orientation program for junior college transfer students.[14]

Academic Achievement of Transfer and Native Students at Senior Institutions

Lindsay, Marks, and Hamel (1966) conducted a study, at the Pennsylvania State University, in which the academic achievement and attrition of two-year campus transfers and students spending their entire four years at the main campus of a large state university were compared at selected points during these students' college programs. The research design employed (analysis of covariance) permitted, aside from increased precision, the partialling out of that portion of variance of academic achievement attributable to scholastic ability. The design also allowed for examination of some of the factors related to the drop in academic achievement, if any, of transfers during their initial terms at the four-year campus.

A summary of study findings showed that although the transfer students were significantly lower than the native students in performance and ability and had a significantly higher level of attrition, there were essentially no differences in their performance when they

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[14]Harriet A. Rose and Charles F. Elton, "Personality Characteristics of Transfer Students," The Journal of College Student Personnel, Volume II, No. 4, Columbia, Missouri: The American College Personnel Association, at American Press, Incorporated (July 1970), pp. 266-270.

were equated for ability. The study summary further showed that no evidence of a drop in performance for students transferring to the main campus was found. It was suggested that dropouts were probably due to nonintellectual factors.[15]

Beavers conducted a study at The University of Oklahoma (1974) to measure and compare achievement in elementary accounting principles of junior college transfer and four-year native or non-transfer students enrolled in first semester of intermediate accounting at selected four-year colleges and universities in Oklahoma. The investigation was made to provide data to indicate if a difference existed in the basic elementary accounting knowledge attained by students taking accounting principles at four-year schools.

A further consideration was to determine if there were a difference in the final grade achievement in first semester intermediate accounting of those students who had elementary accounting principles at two-year institutions as compared to the final grade achievement of those students who have had elementary accounting principles at four-year schools.

The investigation revealed that junior college transfers taking intermediate accounting at Oklahoma four-year schools were not adequately competing with native students of these four-year schools. The study was concerned only with making a determination of any

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[15]Earl A. Lindsay, Edmond Marks, and Lester S. Hamel, "Native and Transfer Baccalaureate Students," The Journal of College Student Personnel, Volume VII, No. 1, Columbia, Missouri: The American College Personnel Association, at American Press, Incorporated (January, 1966), pp. 5-13.

differences that existed between native junior college transfer students. No attempt was made to determine why those differences existed.[16]

The Prediction of The Academic Success of Transfer Students

McCook (1973) conducted a study to determine the probability of academic success for students transferring from the community college of Tennessee to The University of Tennessee, Knoxville. The study maintained that the College of Business Administration majors were found to be significantly different in their University of Tennessee, Knoxville, grade point average from majors in agriculture, architecture, home economics, communication, liberal arts, and engineering at the .01 level. The study showed that significant differences did exist between the different community transfers to The University of Tennessee, Knoxville. McCook's study showed that the transfer student was not placed at a disadvantage due to a loss of credits in transfer to The University of Tennessee, Knoxville. It was found that there was no significant difference at the .05 level between the number of hours that a transfer student had completed for graduation and the number of hours that a native student had completed.[17]

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[16]Loreen H. Beavers, "Elementary Accounting Achievement of Junior College Transfer Students In Oklahoma," The Delta Pi Epsilon Journal, Volume XVII, No. 4, Mankato, Minnesota: D. M. Printing, Incorporated (August, 1975), pp. 38-47.

[17]John Emanuel McCook, "Prediction of Academic Success of Tennessee Community Junior College Transfer Students" (unpublished Doctoral Dissertation, The University of Tennessee, Knoxville, 1973), pp. 92-96.

Academic Performance of Transfer Students to A Senior Institution

Taylor (1970) conducted a study regarding the identification and determination of the predictive validity of certain factors related to the academic performance of junior college transfer students majoring in business education at the University of Southern Mississippi. Taylor maintained that it was possible to conclude that the public junior colleges of Mississippi are preparing their students adequately for the pursuit of a baccalaureate degree with a major in business education at the University of Southern Mississippi. Following a period of adjustment, junior college students find, within the department of business education, a means of adapting successfully to the academic climate of the department and of the University. The study also showed that generally acceptable academic averages, high percentages of students achieve graduation, and large membership in the honor society are indications that the business education students in the study achieved success.[18]

Number of Semesters Necessary to Graduate from Queensborough Community College

Miller (1970) conducted a study to investigate the number of semesters of study day division students of an eastern urban, publicly supported community college take to graduate in the school's various

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[18]Gloria Bruemmer Taylor, "Factors Related to The Academic Performance of Students Transferring From Mississippi Public Junior College to The Department of Business Education, University of Southern Mississippi" (unpublished Doctoral Dissertation, The University of Southern Mississippi, Hattiesburg, 1970), pp. 163-164.

curricula; and to determine the relationship between the number of semesters taken to graduate and student's final level of community college academic achievement.

Miller's study showed that a large proportion of graduating students require more than four semesters to complete their studies at the community college investigated in his study. The study showed that there was one limitation to this conclusion. Many students who took 6 to 12 semesters to graduate had studied in the evening division as part-time students for one or more semesters and were not solely day division graduates. Miller's study further showed that the more semesters a student took to graduate, the more likely he was to have a lower grade point average at graduation (from Queensborough Community College). The higher the student's grade point average at graduation, the more likely he/she was to have taken fewer semesters to complete his/her studies at Queensborough Community College. The study suggested what may be found in general, including other two-year institutions having quite different characteristics as well as colleges similar to the one (Queensborough Community College) Miller reported. Miller reported that studies in several other two-year colleges were obviously needed before even tentative conclusions could be drawn.[19]

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[19]Michael F. Miller, "Time Taken to Graduate From Community College In Relation to Academic Achievement," The Journal of College Student Personnel, Volume II, No. 4, Columbia, Missouri: Published by The American College Personnel Association, at American Press, Incorporated (July, 1970), pp. 261-265.

Perception of Community College Students Before and After The Transfer Process

Quay and Dole (1972) conducted a study to compare the expectations held by prospective students with their perceptions after one semester of the Montgomery County Community College environment. The perceptions of students after one semester's experience were assumed to represent a realistic description of the Campus. The College and University Environment Scale was used as a source of measurement for student inventory. As measured by College and University Environment Scales, and regardless of sex and previous college experience, expectations held by prospective students of Montgomery County Community College environment were significantly higher (at the .01 level) on four (Practicality, Community, Awareness, and Scholarship) of the five scales when compared with their perceptions one semester later. Propriety was the exception. However, pre-test means on Propriety for both males and females were very similar to the corresponding post-test means.[20]

II. SUMMARY OF THE REVIEW OF LITERATURE

The major findings in this chapter revealed outcomes of factors related to community college transfer students' matriculation at four-year colleges and universities which were relevant to this study.

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[20]Alan T. Quay and Arthur A. Dole, "Changes In Community College Perceptions Before and After Matriculation," Journal of College Student Personnel, Volume XIII, No. 2, Columbia, Missouri: Published by The American College Personnel Association, at American Press, Incorporated (March, 1972), pp. 120-125.

Among the studies, it was noted that the community college students were academically service oriented, that they needed better academic counseling which was helpful to avoid "transfer shock," and that some states adequately prepared their community college transfer students for academic success at a senior institution.

CHAPTER III

HISTORY OF THE COMMUNITY COLLEGE

Five hundred new community colleges sprang up in the 10-year period from 1958 to 1968. During a time called "the age of education" by the President of the United States, this was one of the big stories. But it was more than a story of explosive growth, for here was a new kind of college.[1]

In 1958 one out of five students in the nation began his/her work in a community college. In 1968 the number was more than one out of three. It has been predicted that one out of two students can be expected to enroll in a community college throughout the 1970's. Within a decade, 1,000 publicly supported community colleges have made education beyond the high school available to youth and adults in every state.[2]

I. NATIONAL HISTORY OF THE COMMUNITY COLLEGE

The American educational system has provided society with formal training that satisfied individual desires and prepared participants to become financially independent.

The junior college has emerged as an established element in the American system of education over the past 60 years. Only a handful

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[1]Edmund J. Gleazer, Jr., This Is The Community College, (Boston, Massachusetts: Houghton-Mifflin Company, 1968), p. 4.

[2]Gleazer, Jr., p. 4.

of two-year colleges existed anywhere in the world in 1900; yet by 1960 the United States had 677 of them, with 905,000 students. This rapid growth can be attributed to three main factors, although a good many subsidiary explanations can be found.[3]

First, there was the idea of university presidents and deans who stimulated the first impetus to the establishment of junior colleges in several areas of the nation. Second, the constant increase in economic wealth in the United States enabled the country to support more students in college. Third, "The American Dream"--the belief inbred in every stratum of society that education was a social good that an individual desired and could profit from.[4]

William Rainey Harper was instrumental in influencing the foundation of several of the public junior colleges (notably Lewis Institute in Chicago in 1896 and Bradley Polytechnic Institute in Peoria in 1897) and obtained the addition of two years to the high school program in Joliet, Illinois, in 1901. Therefore, Joliet Junior College has been identified as the oldest extant public junior college in the nation.[5]

The present-day community junior college has provided higher educational facilities that have satisfied individual desires since 1945. It evolved from the junior college that provided two years of

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[3]James W. Thornton, Jr., The Community Junior College, (New York, New York: Wiley and Sons, Incorporated, 1960), p. 45.

[4]Thornton, p. 45.

[5]Thornton, pp. 46-47.

baccalaureate curriculum from 1850 to 1920, and from 1920 to 1945 the junior college offered terminal and semi-professional education.[6]

During World War II, the junior college experienced a drop in enrollment and became involved in community affairs. The offerings were valuable and continued after the War.[7]

Finally, the changes in post-high-school education brought by World War II emphasized the responsibility of service to the adults of the community, and so the period from 1945 to the present saw the development of the community college.[8]

In 1930, in the first issue of the "Junior College Journal," Nicholas Ricciardi gave a definition of the functions of the community college which served as model for other definitions:

> A fully organized junior college aims to meet the needs of a community in which it is located, including preparation for institutions of higher learning, liberal arts education for those who were not going beyond graduation from the junior college, vocational training for particular occupations usually designated as semi-professional vocations, and short courses for adults with special interest.[9]

In 1936, Byron S. Hollinshead essayed a restatement of the same principles:

> That the junior college should be a community college, meeting community needs; that it should serve to promote a greater social and civic intelligence in the community; that it should provide opportunities for increased adult education; that it should provide educational, recreational, and vocational opportunities for young people; that the

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[6]Thornton, pp. 45-47.

[7]Thornton, p. 53.

[8]Thornton, pp. 45-47.

[9]Thornton, p. 53.

> cultural facilities of the institution should be placed at the disposal of the community; and that the work of the community college should be closely integrated with the work of the high school and the work of other community institutions.[10]

Individuals recognized the need for higher educational training and were persistent in their requests that advanced education be brought to them. Many students had experienced that their education terminated at the secondary level, even when they had academic aptitudes and abilities to matriculate in college; and the evolution of the community college offered them post-secondary training.

Even though the need for community colleges prevailed long before they came into existence, attitudes of some educators and some administrators of junior colleges, four-year colleges, and universities hampered its growth.

Some existing colleges and universities retarded the development of the community college when they raised questions about the effect that greater state financial support of these institutions (community colleges) would have upon appropriations to older members of the educational family. Proposals were heard which called for either elimination of freshman and sophomore work by the senior institutions or marked reduction and consequent diversion of lower-division students to community colleges.[11]

Further, the universities and other established institutions often questioned the "equality" which might be expected of the new

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[10]Thornton, pp. 52-53.

[11]Thornton, p. 11.

institutions. Could they secure competent staff? Would their "standards" be high enough so that students who transferred to the four-year institutions would do well? How soon could these new colleges meet requirements for regional accreditation? Would it not be better to have the university extend its services than to establish these new institutions?[12]

Higher education's reluctance to accept community colleges was not a problem in all the states. In some, encouragement by the state university in particular was a most important factor.[13] Some educators believed that the community college was a stage in the evolution of becoming a four-year college. Some states accepted the community college, and had their acceptance expressed in a legislative bill that prevented conversion of the community college into a four-year institution.

Developed in Congress was an awareness that education was a matter of national policy and that the community college had an important part to play.

Although no national consensus was apparent, there was enough agreement to suggest a general profile of this developing institution, with the caution repeated that some state and local divergencies existed. A national overview would see the community college as:

1. A part of higher education in a state plan.
2. Receiving an increasing proportion of financial support from the state.

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[12]Thornton, p. 11.

[13]Thornton, p. 15.

3. Established and operated under standards set at the state level.
4. Admitting all students who can benefit by a program.
5. Charging little or no tuition.
6. Having almost entirely students who commute.
7. Increasing the number and variety of technical and semi-professional programs.
8. Comprehensive in its programs.
9. Providing services to aid undereducated students of post-high school age.
10. Looking to a state-level junior college board for coordination of planning, programs, and services and for state aid.
11. Represented in a state board or council for coordination with other institutions of higher education.
12. Having a separate and distinct district board, facilities, and budget.
13. Locally initiated and controlled, with sufficient state participation to maintain standards.[14]

In the words of Hillway, "three major currents have created the modern community college":

1. The nineteenth century efforts to reform American university education.
2. The extraordinary growth in the United States of the various types of adult and vocational education as our economy became increasingly industrialized.
3. The continuing democratic tendency toward the extension and equalization of educational opportunity for all Americans.[15]

Thus, the concept of the community college has been fully developed, and the need for it was established in all parts of the nation. Within the near future, many of the present public junior colleges with partial programs will become true community colleges which will provide the full scope of service implied in that title, and the institution will spread to all the regions of the land, to serve all the people of the land.[16]

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[14]Thornton, p. 36.

[15]Thornton, p. 54.

[16]Thornton, p. 54.

Even with its personality differences, the community college has served the academic needs of the community of a technical nature for terminal students and for students transferring to a four-year college or university.

II. TENNESSEE HISTORY OF THE COMMUNITY COLLEGE

Higher education in the State of Tennessee began with Blount College which was established by the territorial legislature in 1794. During 1804-1806, Barbara Blount and a group of girls attended Blount College, and they became the first "co-eds" in the country. Blount College later became The University of Tennessee.[17]

Each State institution (in Tennessee) of higher learning is governed by the State Board of Education.[18]

Interested citizens and prospective students in the State of Tennessee influenced the availability of higher educational facilities for all people in the State regardless of their economic status.

In 1957, the Pierce-Albright Report, a study ordered by State legislature, was made to the Tennessee Legislative Council. The increasing need for the easy availability of education throughout the lifetime of the individual was recognized in the report.[19]

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[17]Mary French Caldwell, Tennessee: The Volunteer State, (Chicago, Illinois: Richtex Press, 1968), pp. 173-178.

[18]Caldwell, p. 179.

[19]Dyersburg State Community College Catalog 1973-1974, (Volume VI, No. 1, Dyersburg, Tennessee: February, 1972), p. 12.

In 1963, the Tennessee General Assembly appropriated $200,000 for use over a two-year period to implement the Pierce-Albright Report; and under the direction of Commissioner J. Howard Warf, the State Department of Education developed plans for the establishment of a group of community colleges. This was in keeping with the plan for placing an institution of higher education within 50 miles of every college-age person in Tennessee.[20]

On February 11, 1966, The State Board of Education voted that the sites of Tennessee's three Community Colleges were to be part of the official names of the colleges.[21]

On July 20, 1966, construction contracts were let for construction of a five-building complex, containing 130,000 square feet of floor space in Cleveland, Tennessee. In September, 1966, a ground-breaking ceremony was held and the Cleveland State Community College became a reality.[22]

During the first quarter of school year 1967-68, Cleveland Community College classes were held in the educational building of a local church. On April 29, 1967, Dr. D. F. Adkisson, the selected president, conducted a dedicatorial program of the buildings and campus and the College began to occupy its new facilities.[23]

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[20]Dyersburg Catalog, p. 17.

[21]Dyersburg Catalog, p. 16.

[22]Cleveland State Community College Catalog 1972-1973, (Volume VI, No. I, Cleveland, Tennessee, February, 1972), p. 12.

[23]Cleveland State Catalog, p. 12.

Beginning operation in September, 1967, with 681 students enrolled, Cleveland State Community College has grown to the largest community college in the State with a present enrollment in excess of 2,500 students. The College is located in a fast growing community (Cleveland, Tennessee) with a population of approximately 50,000. Cleveland State is located in an area which combines a largely rural population with the highly industrialized major city, Chattanooga.[24]

Columbia State Community College was the first publicly supported community college in the State of Tennessee. On June 22, 1965, the State Board of Education approved the location of the College in Columbia. The Maury County Quarterly Court approved a resolution to purchase the 204-acre Hickman farm and pledged $250,000 to aid construction of the College. Columbia State graduated its first class in June, 1968.[25]

The College is located in Columbia, a city of some 25,000 persons, which lies in a largely rural area of southern Tennessee. No major metropolitan areas are in commuting distance of the College, but the service area does include approximately 20,000 persons.[26]

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[24]John Emanuel McCook, "Prediction of Academic Success of Tennessee Community Junior College Transfer Students" (unpublished Doctoral Dissertation, The University of Tennessee, Knoxville, 1973), p. 28.

[25]Columbia State Community College Catalog 1975-1976, (Columbia, Tennessee, 1975), p. 137.

[26]Arthur Podolsky, Education Director 1974-75 Higher Education, (National Center for Education Statistics Education Division, U. S. Department of Health, Education, and Welfare, Washington, D. C.: U. S. Government Printing Office, 1975), p. 391.

On June 13, 1967, the announcement was made that Dyersburg had been selected by the State Board of Education as the site for one of the three "first" state community colleges. The site was selected to serve Dyer and surrounding west Tennessee counties on December 18, 1968. Dr. E. B. Eller was selected as the first president of Dyersburg State and in 1971, the first class was graduated.[27]

Dyersburg State Community College is located in Dyersburg, a city of approximately 18,000 persons, situated in a largely agricultural area of northwest Tennessee.[28]

The announcement from Nashville in the summer of 1965 that Jackson had been selected for the establishment of the first community state college in west Tennessee came as a pleasing surprise to the citizens of Jackson, Madison County, and the surrounding area. Although colleges were not new to Jackson, the community college concept of higher education was different. It was indeed a bold new approach in the field of higher education.[29]

Dr. F. E. Wright, well-known educator, was named the first president of Jackson State Community College on February 17, 1967. Immediately, he began the task of selecting the administrative staff, the academic faculty, and making many other important decisions vital and exclusive to the creation of a community college program.[30]

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[27]Dyersburg Catalog, p. 17. [28]McCook, p. 29.

[29]Jackson State Community College Catalog, 1971-1972, (Volume V, No. 1, Jackson, Tennessee, April, 1971), p. 15.

[30]Jackson State Catalog, p. 15.

Jackson State Community College has been in operation since 1967 in a highly industrialized city of approximately 40,000 persons. Jackson State serves a propulation of approximately 500,000 persons within a 50-mile radius. In 1973, the College enrollment was in excess of 1,500 students.[31]

A 187-acre site was donated by the Motlow family of Lynchburg, Tennessee, for location of a community college. Because of this generous gift and because of Senator Reagor Motlow's contributions to education in Tennessee, Governor Buford Ellington and Commissioner of Eduçation, J. Howard Warf, recommended that the college be named Motlow State Community College.[32]

Dr. Sam H. Ingram was appointed the first president of the College. The first quarter was begun in September, 1969, with approximately 500 students and 25 faculty members. By September, 1972, the enrollment had risen to more than 900 students and a faculty of 42.[33]

Motlow State Community College is located in Moore County, just outside the city of Tullahoma in the southeastern portion of middle Tennessee. The College is located in an area which contains an approximate population of some 150,000 persons.[34]

Acting upon the recommendation of Governor Buford Ellington and the State Department of Education, the 1969 Tennessee General Assembly

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[31] McCook, p. 29.

[32] Motlow State Community College Catalog 1973-1974, (Volume V, Number I, Tullahoma, Tennessee, March, 1973), p. 16.

[33] Motlow State Catalog, p. 16.

[34] McCook, p. 29.

authorized the establishment of three additional community colleges. These colleges were to be located in Sumner, Roane, and Shelby Counties. In July, 1969, Commissioner J. Howard Warf and other State Department of Education officials visited various sites proposed for the new college in Roane County. After appropriate studies were made, a site on Patton Lane was chosen for the location of the Roane State Community College.[35]

In May of 1970, Dr. Cuyler A. Dunbar was selected as the first president of the College; and in the late summer, temporary offices were opened on Ruritan Road in South Harriman.[36]

When bids for construction were opened in August, 1970, the low bid was approximately $700,000 higher than the amount of available funds. Subsequently, a decision was made by State Department of Education officials and College administrative personnel to open in temporary quarters in the fall of 1971.[37]

Bids for construction were opened again in June, 1971, and construction was begun in July, 1971. The building was occupied in August, 1973.[38]

The College is located in eastern Tennessee in a central location between the three towns of Kingston, Rockwood, and Harriman with combined populations of less than 16,000 persons. In 1973, the College enrolled in excess of 700 persons with the majority of the students coming from primarily rural areas.[39]

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[35] Roane State Community College General Catalog 1975-76, (Volume V, Number 1, 1975), Harriman, Tennessee, 1975), p. 14.

[36] Roane State Catalog, p. 14.

[37] Roane State Catalog, p. 14.

[38] Roane State Catalog, p. 14.

[39] McCook, p. 30.

Shelby State Community College is unique among the institutions of higher education in the State of Tennessee. It is the only multi-campus school specifically designed to serve a wide variety of higher educational needs on a completely local basis for the benefit of residents in a single, but large, metropolitan area. Shelby State is the ninth community college to be established in Tennessee and is the result of several years of planning. Dr. Jess H. Parrish, the first president of the College, was appointed on July 1, 1970, by Commissioner Warf. Since then, about $5,500,000 has been appropriated for the development of two campus sites.[40]

Shelby State Community College is located in Memphis, the State's largest metropolitan area. The College began operation in 1972 in a unique tri-state area of Tennessee, Arkansas, and Mississippi with an area population in excess of one million persons. The service area of the college combines a majority Black population within the city of Memphis with the agriculturally based cotton growing area outside Shelby County. The College is expected to quickly grow into the largest community college in the State.[41] In 1973, the enrollment was 2,199.[42]

For many years, the citizens of Sumner and surrounding counties had realized the need for a State-supported institution of higher learning. In 1969-70 year, the announcement came from Nashville that

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[40] Shelby State Community College Bulletin 1973-1974, (Volume I, No. 6, Memphis, Tennessee, June, 1973), p. 9.

[41] McCook, p. 30.

[42] Podolsky, p. 391.

the Gallatin area had been selected for the establishment of a community college to be located in middle Tennessee. A portion of the Louis Green farm on U. S. Highway 31-E was selected for the 100-acre college site. Dr. Hal R. Ramer was selected president of the College effective July 1, 1970. On July 2, 1970, the State Board of Education officially voted to name the new institution, and Volunteer State Community College moved towards reality.[43]

Volunteer State Community College is located in Gallatin within commuting distance of Nashville, The State Capitol, and an approximate population of 700,000. The College had an enrollment in excess of 1,500 students in 1973.[44]

Walters State Community College located in Morristown, was the sixth such college in the State of Tennessee. The College opened in September, 1970. This sixth community college was named for former U. S. Senator Herbert S. Walters, who not only worked diligently for the establishment of a community college in Morristown, but also for acceptance of the community college movement over the State of Tennessee.[45]

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[43] Volunteer State Community College General Catalog 1972-1973, (Volume II, No. 1, Gallatin, Tennessee: July, 1972), pp. 20-21.

[44] McCook, p. 30.

[45] Walters State Community College General Catalog 1972-1973, (Volume III, No. 1, Morristown, Tennessee, 1972), pp. 15-16.

Dr. James W. Clark was selected as president of Walters State Community College, and the College opened its doors to students in the fall of 1971.[46]

Walters State Community College is in a city in excess of 20,000 persons in population, and one of the most highly industrialized areas in the State. In 1973, the College had an enrollment just under 1,400 students. Walters State services a rural area of 10 counties with a population of approximately 230,000 persons.[47]

The unique concept of the comprehensive community college is American and has developed over the last few years. This type of college comes nearer providing the answer for the average citizen to begin obtaining higher education for himself and his children while saving time and money, due to the college proximity and low tuition charges. The community college is a fusion of instruction in the arts-sciences-occupations to meet the needs of the academically capable, the slower starter, and the working person unable to attend full-time but motivated to obtain a college education.[48]

The community colleges in the State of Tennessee have "joined forces" with 49 other States in making higher educational opportunities available to all peoples, in every economic classification and academic ability.

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[46]Walter State Catalog, pp. 15-16.

[47]McCook, p. 31.

[48]Walters State Catalog, p. 16.

CHAPTER IV

GENERAL TRANSFER PROBLEMS

The higher proportion of freshmen now enrolled in two-year colleges attests to the success of the world's most dramatic and successful experiment in higher education. The community college has provided access to a variety of postsecondary educational programs for hundreds of thousands of students who would not have otherwise had the opportunity for advanced education. Many would have been excluded from the traditional four-year institutions because of inadequate high school records or test scores, financial limitations, the need to stay near home, and a plethora of other reasons. The vast pool of new college students--far more heterogeneous in ability and interests than any previous group--has added a whole new dimension to educational articulation in the past two decades.[1]

The existence of the community college stimulated the interest of four-year college and university administrators to become solemnly involved in emerging articulation problems with community college transfer applicants.

In general, the senior college admissions officers saw five recurrent problem areas:

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[1]Julius Menacker, "From School to College: Articulation and Transfer" (American Council on Education, Washington, D. C.: Published by The Council, 1975), p. 59.

1. Few data were available to determine the proper grade point average for transfer admission.
2. The rapid emergence of new community colleges that had not been accredited presented a problem of how much credit should transfer under what conditions.
3. Variations in university departmental requirements complicated the establishment of uniform credits for studies involving skills and specific knowledge.
4. How much credit a university should honor from a two-year college: Should there be an arbitrary limit, or should any number of credit hours be accepted? What role if any should the associate degree play?
5. Community college experimentation in programs and courses, while commendable, caused difficulties for senior institutions in establishing equivalencies and course placement.

Also, few guidance data accompanied the community college transfer as compared to the beginning freshman and many transfer students lacked defined educational goals even after two years at the community college.[2]

Medsker, speaking about the nineteenth annual conference of the American Association for Higher Education, put the problems involved in the junior-senior articulation into four categories:

1. The Student

His academic goals in relation to the academic and economic resources available to him.

2. The curriculum

Guidelines for accepting transfer credit and degree requirements and coordination of teaching methods, materials, and examinations.

3. Student Personnel Services

Development of financial aid and transfer orientation programs and exchange of information to improve counseling at both levels.

4. Facilities and Resources

Establishment of enrollment quotas and priorities, methods for diverting students to junior colleges, differentiation in specialized programs offered by two- and four-year colleges, shared use of facilities, and coordination of calendars.[3]

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[2]Leland L. Medsker, "Problems of Articulation" (Conference on Higher Education, Allerton Park, Monticello, Illinois: Published by The Conference, November, 1964), p. 302.

[3]Medsker, p. 304.

The general transfer problems that were prevalent during the 1960's were controlled by admission guidelines that were utilized by four-year colleges and universities. Nevertheless, articulation issues among community colleges and senior institutions carried over into the entrance of the next (1970) 10-period epoch.

As the decade of the 1970's opened, Kintzer claimed that the heart of the articulation process lay in three major activities:

> 1. Admissions evaluation of transfer courses and grades.
> 2. Curriculum planning, advising, counseling, and other student services.
> 3. Articulation programs that include types of representation, machinery, procedures, and communication between institutions.[4]

Some issues have been ameliorated considerably during the past few years. The remaining issues, with varying levels of severity, still concern the states with significant community college programs. One pervasive problem of junior-senior college articulation is the attitude of professionals at both levels. As Edmund J. Gleazer stated, "Articulation is both a process and an attitude, and . . . attitude is the more important of the two, for without it there can be no workable process." While criticism has been primarily directed to senior college personnel, community college professionals must increasingly share the blame for counterproductive attitudes. In the early years of the junior college movement, the senior institutions richly deserved the

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[4]Frederick C. Kintzer, "Nationwide Pilot Study of Articulation" (Topical Paper No. 15, Los Angeles: ERIC Clearinghouse for Junior Colleges, University of California, 1970), p. 2.

one-sided criticism for resisting policy change in accordance with the needs of transfer students.[5]

Raymond E. Schultz, writing in the Virginia Journal of Education, criticized junior college articulation practices for lacking the sensitivity to channel students with lower abilities into technical-vocational programs better suited to their potential than college transfer programs, for maintaining a double standard--one for transfer students and one for terminal students--and for ignoring the policies and programs of senior institutions.[6]

The critical need for collaboration between the community college and senior colleges has often led state agencies to take a hand in compelling cooperation and order transition processes. Good articulation, however, results from mutual concern for students making the transition rather than institutional prerogatives.[7]

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[5]Menacker, p. 61.

[6]Menacker, p. 61.

[7]Menacker, p. 62.

CHAPTER V

ANALYSIS OF DATA

The findings discussed in this chapter were determined from information obtained on 80 Tennessee community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville, during the years 1968 through 1975.

Frequency Distribution of Cumulative Grade Point Averages for 80 Tennessee Community College Transfer Students

Table I shows the mean cumulative grade point average at stated intervals for each community college transfer student to the College of Business Administration, The University of Tennessee, Knoxville, used in this study. Grade point averages were computed at the end of the quarter in which stated number of hours were earned. The mean grade point average of the transfer students at the end of the quarter in which the first 15 hours of course work were completed at The University of Tennessee, Knoxville, was found to be 2.73; after 30 hours, 2.55; after 45 hours, 2.56; after 60 hours, 2.52; after 75 hours, 2.45; after 90 hours, 2.46; and upon graduation, 2.54. The number of students shown in the columns beyond at least 30 hours is fewer than 80 because students with as few as 36 hours course work at The University of Tennessee, Knoxville, were used in the study. The mean averages remained in what would be considered the "high C" range throughout the transfer students' attendance at The University of Tennessee, Knoxville.

TABLE I

GRADE POINT AVERAGES - 80 COMMUNITY COLLEGE TRANSFER STUDENTS
TO THE COLLEGE OF BUSINESS ADMINISTRATION - THE UNIVERSITY OF TENNESSEE, KNOXVILLE
1968-1975

Grade Point Average	After 1st 15 Hours*	At Least 30 Hours*	At Least 45 Hours*	At Least 60 Hours*	At Least 75 Hours*	At Least 90 Hours*	Upon Graduation
1.75 - 1.99	3	8	5	5	3	2	1
2.00 - 2.24	8	10	9	11	11	12	9
2.25 - 2.74	33	30	30	27	28	24	22
2.75 - 2.99	18	19	16	14	8	8	9
3.00 - 3.24	7	4	2	-	-	-	1
3.25 - 3.74	12	9	9	8	5	5	4
3.75 - 3.99	1	-	-	-	-	-	-
4.00 - 0.00	-	-	-	-	-	-	1
Total	80	80	71	65	55	51	47

*The University of Tennessee, Knoxville, grade point averages computed at the end of the quarter in which stated number of hours earned.

General Education Course Work Grade Point Averages

Table II shows a comparison of the community college transfer students' grade point averages in general education course work at the end of the quarter in which 45 hours of course work were completed at The University of Tennessee, Knoxville, with the grade point averages of all general education course work at the community college. Only those students who had completed a total of at least 15 hours general education course work at the community college and at least 15 hours general education course work at The University of Tennessee, Knoxville, by the end of the quarter in which 45 hours were completed are reflected in the table. Therefore, of the 80 students included in this study, 22, or 27.5 percent, are shown in Table II. These 22 students had a community college general education course work mean cumulative grade point average of 2.63 and a University of Tennessee, Knoxville, mean cumulative grade point average of 2.33 in general education course work completed by the end of the quarter in which 45 hours work were completed at The University of Tennessee, Knoxville. The mean cumulative grade point averages reflect a drop of .30 points, or 11.4 percent, in general education course work cumulative grade point averages in initial course work at The University of Tennessee, Knoxville.

Of the 22 students in the general education course comparison, 11, or 50 percent, show a higher grade point average at The University of Tennessee, Knoxville, than in the community college. The percentage of increase ranged from a low of 9.9 to a high of 49.1 percent. Eleven,

TABLE II

CHANGE IN GRADE POINT AVERAGES IN GENERAL EDUCATION COURSE WORK* FROM COMMUNITY COLLEGE TO THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Percentage of Change	Number of Students
+ 40.1 - 50	1
+ 30.1 - 40	-
+ 20.1 - 30	-
+ 10.1 - 20	6
+ 0.1 - 10	4
0	-
- 0.1 - 10	1
- 10.1 - 20	3
- 20.1 - 30	2
- 30.1 - 40	2
- 40.1 - 50	3
Total	22

*A minimum of 15 hours in general course work at the community college and at The University of Tennessee, Knoxville.

or 50 percent, showed a lower grade point average at The University of Tennessee, Knoxville, than in the community college. The percentage of decrease ranged from a low of 9.9 percent to a high of 44.6 percent.

Business Course Work Grade Point Averages

Table III shows a comparison of the community college transfer students' grade point averages in business course work at the end of the quarter in which 45 hours of course work were completed at The University of Tennessee, Knoxville, with the grade point average of all business course work at the community college. Only those students who had completed a total of at least 15 hours business course work at the community college and at least 15 hours business course work at The University of Tennessee, Knoxville, by the end of the quarter in which 45 hours were completed, are reflected in the table. Therefore, of the 80 students included in this study, 72, or 90 percent, are shown in Table III. These 72 students had a community college business course work mean cumulative grade point average of 2.97 and a University of Tennessee, Knoxville, mean cumulative grade point average of 2.29 in business course work completed by the end of the quarter in which the first 45 hours course work were completed at The University of Tennessee, Knoxville. The mean cumulative grade point averages reflect a drop of .68 points, or 22.9 percent, in business course work cumulative grade point averages in initial course work at The University of Tennessee, Knoxville.

Of the 72 students in the business course work comparison, eight, or 11.1 percent, show a higher grade point average at The University of

TABLE III

CHANGE IN GRADE POINT AVERAGES IN BUSINESS COURSE WORK* FROM COMMUNITY COLLEGE TO THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Percentage of Change	Number of Students
+ 30.1 - 40	2
+ 20.1 - 30	-
+ 10.1 - 20	1
+ 0.1 - 10	5
0	1
- 0.1 - 10	8
- 10.1 - 20	14
- 20.1 - 30	15
- 30.1 - 40	17
- 40.1 - 50	7
- 50.1 - 60	1
- 60.1 - 70	1
Total	72

*A minimum of 15 hours in business course work at the community college and at The University of Tennessee, Knoxville.

Tennessee, Knoxville, than in the community college. The percentage of increase ranged from a low of 0.6 to a high of 40 percent. Sixty-three students, or 87.5 percent, showed a lower point average at The University of Tennessee, Knoxville, than in the community college. The percentage of decrease ranged from a low of 2.5 to a high of 68.4. One student, or 1.3 percent, had no change in grade point average.

The Community College Grade Point Average With The University of Tennessee Grade Point Average at the End of the Quarter in Which the First 45 Hours Were Completed

Table IV shows a comparison of the community college grade point averages with The University of Tennessee, Knoxville, grade point averages at the end of the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville, for 80 Tennessee community college transfer students. The mean community college cumulative grade point average for the 80 transfer students was 2.86; and The University of Tennessee, Knoxville, mean cumulative grade point average at the end of the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville, was 2.40. The mean cumulative grade point averages reflect a drop of .46 points, or 16 percent.

Of the 80 students included in this study, 12, or 15 percent, attained a higher grade point average at The University of Tennessee, Knoxville, at the end of the quarter in which 45 hours were completed than at the community college. The percentage of increase ranged from a low of 0.2 percent to a high of 33.9 percent. Sixty-seven students, or

TABLE IV

CHANGE IN GRADE POINT AVERAGES AT THE END OF QUARTER IN WHICH THE FIRST 45 HOURS WERE COMPLETED - THE UNIVERSITY OF TENNESSEE, KNOXVILLE*

Percentage of Change	Number of Students
+ 30.1 - 40	2
+ 20.1 - 30	-
+ 10.1 - 20	2
+ 0.1 - 10	8
0	1
- 0.1 - 10	15
- 10.1 - 20	27
- 20.1 - 30	14
- 30.1 - 40	8
- 40.1 - 50	1
- 50.1 - 60	1
- 60.1 - 70	1
Total	80

*Compared with community college grade point averages.

83.7 percent, attained a lower grade point average at The University of Tennessee, Knoxville, at the end of the quarter in which the first 45 hours were completed than in the community college. The percentage of decrease ranged from a low of 0.5 percent to a high of 63 percent. One student, or 1.2 percent, had no change in grade point average.

The Community College Grade Point Averages With The University of Tennessee, Knoxville, Grade Point Averages for the Remainder of Hours Completed at The University of Tennessee, Knoxville

Table V shows a comparison of the community college grade point averages with The University of Tennessee, Knoxville, grade point averages for the remainder of hours completed at The University of Tennessee, Knoxville. Students with as few as 36 hours course work completed at The University of Tennessee, Knoxville, were used in the study; therefore, 18 of the 80 students, or 22.5 percent, did not have any hours beyond the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville, and no comparison could be made. The mean cumulative grade point average for the remainder of hours completed at The University of Tennessee, Knoxville, for the 62 students included in Table V was 2.03. This mean cumulative grade point average (2.03) reflected a drop of .83 point, or 29 percent, for the remainder of hours completed at The University of Tennessee, Knoxville, when compared with the mean community college grade point average of 2.86.

Of the 62 students included in Table V, 19, or 23.7 percent, showed an increase in grade point average for the remainder of hours completed at The University of Tennessee, Knoxville, when compared

TABLE V

CHANGE IN GRADE POINT AVERAGES
FOR COURSE WORK BEYOND THE FIRST 45 HOURS -
THE UNIVERSITY OF TENNESSEE, KNOXVILLE*

Percentage of Change	Number of Students
+ 20.1 - 30	2
+ 10.1 - 20	6
+ 0.1 - 10	11
0	1
- 0.1 - 10	18
- 10.1 - 20	15
- 20.1 - 30	4
- 30.1 - 40	3
- 40.1 - 50	2
Total	62

*Compared with community college grade point averages.

with their community college grade point averages. The percentage of increase ranged from a low of 1.7 percent to a high of 26.9 percent. Forty-two students, or 52.5 percent, showed a lower grade point average for remainder of hours at The University of Tennessee, Knoxville, than the community college grade point average. The percentage of decrease ranged from a low of 0.9 percent to a high of 42.1 percent. One student, or 1.2 percent, had no change in grade point averages.

Grade Point Averages at the End of the Quarter in Which 45 Hours Were Completed at The University of Tennessee, Knoxville, With Grade Point Averages for the Remainder of Hours Completed at The University of Tennessee, Knoxville

Table VI shows a comparison of grade point averages at the end of the quarter in which 45 hours were completed at The University of Tennessee, Knoxville, with grade point averages for the remainder of hours completed at The University of Tennessee, Knoxville. The mean cumulative grade point average of 2.03 for the remainder of hours completed at The University of Tennessee, Knoxville, reflected a drop of .37 points, or 15.4 percent, when compared with the mean cumulative grade point average of 2.4 at the end of the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville.

Of the 62 students included in Table VI, 45, or 56.2 percent, attained a higher grade point average at The University of Tennessee, Knoxville, for the remainder of hours completed at The University of Tennessee, Knoxville, than at the end of the quarter in which the first

TABLE VI

CHANGE IN GRADE POINT AVERAGES FOR COURSE WORK BEYOND FIRST 45 HOURS OF COURSE WORK WERE COMPLETED - THE UNIVERSITY OF TENNESSEE, KNOXVILLE*

Percentage of Change	Number of Students
+ 71.1 - 80	1
+ 60.1 - 70	-
+ 50.1 - 60	-
+ 40.1 - 50	3
+ 30.1 - 40	6
+ 20.1 - 30	7
+ 10.1 - 20	15
+ 0.1 - 10	14
0	-
- 0.1 - 10	9
- 10.1 - 20	5
- 20.1 - 30	2
- 30.1 - 40	1
Total	62

*Compared with averages at end of first 45 hours course work completed at The University of Tennessee, Knoxville.

45 hours were completed at The University of Tennessee, Knoxville. The percentage of increase ranged from a low of 1.5 percent to a high of 75.2 percent. Seventeen students, or 21.2 percent, attained a lower grade point average at The University of Tennessee, Knoxville, for the remainder of hours completed at The University of Tennessee, Knoxville, than at the end of the quarter in which the first 45 hours were completed. The percentage of decrease ranged from a low of 0.3 percent to a high of 29.8 percent.

The University of Tennessee, Knoxville, Overall Averages With the Community College Grade Point Averages

Table VII shows a comparison of The University of Tennessee, Knoxville, overall grade point averages with the community college grade point averages. The 80 students included in the study showed a mean cumulative grade point average of 2.51 for all work completed at The University of Tennessee, Knoxville. This mean cumulative grade point average of 2.51 reflected a drop of .35 points, or 12.2 percent, when compared with the mean community college cumulative grade point average of 2.86.

Of the 80 students included in Table VII, 19, or 23.7 percent, attained a higher overall grade point average at The University of Tennessee, Knoxville, than at the community college. The percentage of increase ranged from a low of 1.1 percent to a high of 26 percent. Sixty-one students, or 76.2 percent, attained a lower overall grade point average at The University of Tennessee, Knoxville, than at the

TABLE VII

GRADE POINT AVERAGES FOR ALL COURSE WORK COMPLETED - THE UNIVERSITY OF TENNESSEE, KNOXVILLE*

Percentage of Change	Number of Students
+ 20.1 - 30	2
+ 10.1 - 20	3
+ 0.1 - 10	14
0	-
- 0.1 - 10	19
- 10.1 - 20	26
- 20.1 - 30	12
- 30.1 - 40	4
Total	80

*Compared with community college grade point averages.

community college. The percentage of decrease ranged from a low of 0.2 percent to a high of 36 percent.

Community College Grade Point Averages With Cumulative Grade Point Averages for All Work Completed Upon Graduation or Completion of 90 or More Hours at The University of Tennessee, Knoxville

Table VIII shows a comparison of community college grade point averages with cumulative grade point averages for all work completed upon graduation or completion of 90 or more hours at The University of Tennessee, Knoxville. Of the 80 students included in this study, only 42 had completed 90 or more hours at The University of Tennessee, Knoxville. The mean community college cumulative grade point average for the 42 students was 2.5; and the mean cumulative grade point average upon graduation or completion of 90 or more hours at The University of Tennessee, Knoxville, was 2.45. This mean cumulative grade point average (2.45) reflected a decrease of 0.5 points, or 2 percent, for grade point averages upon graduation or completion of 90 or more hours at The University of Tennessee, Knoxville, when compared with the mean community college grade point average.

Of the 42 students included in Table VIII, seven, or 16.6 percent, showed an increase in their grade point averages upon graduation or completion of 90 or more hours when compared with the community college grade point averages. The percentage of increase ranged from a low of 0.3 percent to a high of 6.9 percent. Thirty-five students, or 83.3 percent, showed a lower grade point average upon graduation or completion of 90 or more hours at The University of Tennessee,

TABLE VIII

GRADE POINT AVERAGE FOR GRADUATION/NINETY HOURS WORK - THE UNIVERSITY OF TENNESSEE, KNOXVILLE*

Percentage of Change	Number of Students
+ 0.1 - 10	7
0	-
- 0.1 - 10	23
- 10.1 - 20	11
- 20.1 - 30	1
Total	42

*Compared with community college grade point averages.

Knoxville, than at the community college. The percentage of decrease ranged from a low of 0.3 percent to a high of 15.7 percent.

Major Areas of 80 Tennessee Community College Transfer Students to the College of Business Administration, The University of Tennessee, Knoxville

Table IX shows the major areas of 80 Tennessee community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville. These 80 students when grouped by majors and in descending order reflected: 24 students, or 30 percent, in accounting; 14 students, or 17.5 percent, in general business; 13 students, or 16.2 percent, in marketing; 12 students, or 15 percent, in transportation; 8 students, or 10 percent, in personnel management; 2 students, or 2.5 percent, in banking; 2 students, or 2.5 percent, in industrial management; and 1, or 1.2 percent each in business education, finance, insurance, office administration, and real estate, respectively.

The Community College Grade Point Averages of Five Major Areas With Grade Point Averages at the End of the Quarter in Which the First 45 Hours Were Completed at The University of Tennessee, Knoxville; Overall University of Tennessee, Knoxville, Grade Point Average; and Cumulative Average Upon Graduation or Completion of 90 Hours or More

Table X shows a comparison of the community college grade point averages of five major areas with grade point averages at the end of the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville; overall University of Tennessee, Knoxville,

TABLE IX

MAJOR AREAS OF 80 COMMUNITY COLLEGE TRANSFER STUDENTS - THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Major	Number of Students
Accounting	24
General Business	14
Marketing	13
Transportation	12
Personnel Management	8
Banking	2
Industrial Management	2
Business Education	1
Finance	1
Insurance	1
Office Administration	1
Real Estate	1
Total	80

TABLE X

GRADE POINT AVERAGES OF FIVE MAJOR AREAS FOR ALL COURSE WORK AT THE COMMUNITY COLLEGE AND THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Factor	Accounting	General Business	Marketing	Transportation	Personnel Management	Overall Mean	F Value
Community College Mean Cumulative Grade Point Average	3.07	2.81	2.67	2.81	2.68	2.85	0.08493*
Grade Point Average At End of Quarter in Which First First 45 Hours Were Completed at The University of Tennessee, Knoxville	2.57	2.39	2.35	2.54	2.32	2.45	0.02470*
Overall University of Tennessee, Knoxville, Grade Point Average	2.63	2.41	2.47	2.58	2.49	2.53	0.02383*
Cumulative Average Upon Graduation or Completion of 90 Hours or More	2.82	2.66	2.55	2.69	2.55	2.68	0.03767*

*There was no significant difference in mean cumulative grade point averages at the .05 percent level of significance.

grade point average; and cumulative average upon graduation or completion of 90 hours or more. The analysis of covariance method was used for the student achievement comparison by majors. Only those majors with more than five students were used for the comparison.

Of the five major areas used in this comparison, the 24 majors (33.8 percent) in accounting reflected the highest mean cumulative grade point average of 3.07 at the community college. The 13 majors (18.3 percent) in marketing reflected the lowest mean cumulative grade point average of 2.67 at the community college. Both the 14 general business (19.7 percent) and the 12 transportation (16.9 percent) majors attained a mean cumulative grade point average of 2.81 and the 8 personnel management majors (11.2 percent) attained a grade point average of 2.68.

The 24 accounting majors showed the highest mean cumulative grade point average of 2.57 for the end of the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville. The eight personnel management majors showed the lowest mean cumulative grade point average of 2.32 for the end of the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville. The 12 transportation majors attained a mean cumulative grade point average of 2.54; the 14 general business majors, 2.39; the 13 marketing majors, 2.35.

The 24 accounting majors showed the highest mean cumulative grade point average of 2.63 for the overall University of Tennessee, Knoxville, grade point average. The 14 general business majors showed the lowest mean cumulative grade point average of 2.41 for the overall

University of Tennessee, Knoxville, grade point average. The 13 marketing majors attained a mean cumulative grade point average of 2.47; the 12 transportation majors, 2.58; and the 8 personnel management majors, 2.49.

The 24 accounting majors showed the highest mean cumulative grade point average of 2.82 upon graduation or completion of 90 hours or more at The University of Tennessee, Knoxville. The 13 majors in marketing and the 8 majors in personnel management each showed the lowest mean cumulative grade point average of 2.55 upon graduation or completion of 90 hours or more at The University of Tennessee, Knoxville. The 14 majors in general business had a mean cumulative grade point average of 2.66, and the 12 transportation majors had a grade point average of 2.69.

Among the five major areas compared in this study (accounting, general business, marketing, transportation, and personnel management), there was no significant difference in the students' mean cumulative grade point averages at the .05 percent level of confidence.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The contents of this chapter give a summary of the problem, findings, conclusions, and recommendations based upon results shown in this study. Each of these areas is discussed separately.

I. SUMMARY OF THE PROBLEM

The purpose of this study was to show the academic achievement of 80 Tennessee community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville; to present a brief history of the community college nationally and in the State of Tennessee; and to discuss general transfer problems that existed on a national level among community colleges from 1968 through 1975.

From 98 unidentified transcripts of Tennessee community college transfer students (to the College of Business Administration, The University of Tennessee, Knoxville, from 1968-1975) that were made available for this study, 80 were chosen for this study. The 80 unidentified students' transcripts were analyzed and studied statistically to determine the academic success of each student (80) in this study and to show if there were any significant differences in the comparison of general course work, business course work, and major areas at the College of Business Administration, The University of Tennessee, Knoxville.

II. FINDINGS

The significant findings in this study were:

1. Articulation problems existed nationally between the community college and senior institutions regarding students' grade point averages, non-accreditation of early emerging community colleges, acceptance of students' transfer credits, lack of student counseling at the community college, and lack of student defined educational goals.
2. The Tennessee Legislature ordered a study to be made regarding the educational needs of the people in the State. Implementation of the Pierce-Albright study showed that there was a need for community colleges in the State of Tennessee.
3. Forty-one community college transfer students earned undergraduate degrees in the College of Business Administration, The University of Tennessee, Knoxville, from 1968-1975.
4. The 80 students in this study pursued 12 major areas at the College of Business Administration, The University of Tennessee, Knoxville; namely: accounting, general business, marketing, transportation, personnel management, banking, industrial management, business education, finance, insurance, office administration, and real estate.

5. Of the 80 transfer students used in this study, 22 (or 27.5 percent) met the criteria for the comparison of general course work at the community college and The University of Tennessee, Knoxville. These 22 students had a community college general course work mean cumulative grade point average of 2.63, and a University of Tennessee, Knoxville, mean cumulative grade point average of 2.33.
6. Of the 80 transfer students used in this study, 72 (or 90 percent) met the criteria for the comparison of business course work at the community college and at The University of Tennessee, Knoxville. These 72 students had a community college business work mean cumulative grade point average of 2.97 and a University of Tennessee, Knoxville, mean cumulative grade point average of 2.29.
7. The mean community college grade point average for the 80 transfer students was 2.86 prior to matriculation at the College of Business Administration, The University of Tennessee, Knoxville.
8. The University of Tennessee, Knoxville, mean cumulative grade point average at the end of the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville, was 2.4. When compared with community college grade point averages, 12, or 15 percent, attained a higher grade point average at The University

of Tennessee, Knoxville; 67, or 83.7 percent, attained a lower grade point average; and 1, or 1.2 percent, had no change in grade point average.

9. The mean cumulative grade point average for the remainder of hours completed at The University of Tennessee, Knoxville, for the 62 transfer students who completed course work beyond the first 45 hours was 2.03. When compared with community college grade point averages, 19, or 23.7 percent, attained a higher grade point average at The University of Tennessee, Knoxville; 42, or 52.5 percent, attained a lower grade point average; and 1, or 1.2 percent, had no change in grade point average. When compared with the grade point averages at the end of the quarter in which the first 45 hours were completed at The University of Tennessee, Knoxville, 45, or 56.2 percent, attained a higher grade point average and 17, or 21.2 percent, a lower grade point average.
10. The mean cumulative grade point average for the 80 transfer students for all course work completed at The University of Tennessee, Knoxville, was 2.51. When compared with the community college grade point average of 2.86, 19, or 23.7 percent, attained a higher grade point average and 61, or 76.2 percent, attained a lower grade point average.
11. The mean community college grade point average for the 42 students who completed 90 or more hours at The University of Tennessee, Knoxville, was 2.50, and the mean cumulative

grade point average for all college course work was 2.45. When compared with the community college grade point averages, 7, or 16.6 percent, attained a higher grade point average for all college course work, and 35, or 83.3 percent, attained a lower grade point average.

12. There was no significant difference at the .05 percent level of confidence in the achievement among the students majoring in the five areas compared (accounting, general business, marketing, transportation, and personnel management).

III. CONCLUSIONS

The Investigator drew the following conclusions regarding the academic achievement of 80 Tennessee community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville:

1. The majority of transfer students achieved a higher mean cumulative grade point average at the community college than was achieved at The University of Tennessee, Knoxville.
2. The drop in mean cumulative grade point average at the end of the first year (after 45 hours) at The University of Tennessee, Knoxville, may be attributed to the influence of transfer shock.
3. The students attained the lowest mean cumulative grade point average (2.03) at The University of Tennessee, Knoxville, for the remainder of hours completed at The

University of Tennessee, Knoxville, and the highest mean cumulative grade point average (2.86) at the community college.

4. Students majoring in accounting maintained the highest mean cumulative grade point average throughout their course work at The University of Tennessee, Knoxville; however, there was no significant difference in grade point averages maintained by the students in the five major areas compared (accounting, general business, marketing, transportation, and personnel management.)

IV. RECOMMENDATIONS FOR FURTHER STUDY

After completion of this study, it appeared to the Investigator that there was a need for further analysis. Based on the factors in this study, the following recommendations are made for further study on Tennessee Community College transfer students to the College of Business Administration, The University of Tennessee, Knoxville:

1. In this study, no attempt was made to show why the community college transfer students had a decline in their grade point averages the first year at the College of Business Administration, The University of Tennessee, Knoxville. A study should be made to determine the factors that contributed to a decline in grade point averages for the first year at senior institutions for community college transfer students.

2. This study did not investigate determining factors relating to community college students' academic preparation for transferring to the College of Business Administration, The University of Tennessee, Knoxville. A study should be made to determine the adequacy of textbooks, the kinds of classroom instruction, and the kinds of counseling that are available to transfer students at the community college and at The University of Tennessee, Knoxville.
3. In this study, only Tennessee community college transfer students to the College of Business Administration, The University of Tennessee, Knoxville, were investigated. A study should be made to include students transferring from community colleges outside of the State of Tennessee to the College of Business Administration, The University of Tennessee, Knoxville.
4. Within five years, a larger number of students will have transferred from Tennessee community colleges to the College of Business Administration, The University of Tennessee, Knoxville. A follow-up study replicating the present study (approximately in 1981) should be made to determine their academic achievement.

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APPENDIX

WORKSHEET

Student No._____ Major_____

FREQUENCY DISTRIBUTION
OF COMMUNITY COLLEGE MEAN CUMULATIVE
GRADE POINT AVERAGE

15 hours	30 hours	45 hours	60 hours	75 hours	90 hours	Upon Graduation

COMPARISON OF GENERAL COURSE WORK

Community College General Course Work				The University of Tennessee, Knoxville - General Course Work			
Grade	Hours	Quality Points	Grade Point Averages	Grade	Hours	Quality Points	Grade Point Averages
A				A			
B				B			
C				C			
D				D			
F				F			

COMPARISON OF BUSINESS COURSES

Community College Business Courses				The University of Tennessee, Knoxville - Business Courses			
Grade	Hours	Quality Points	Grade Point Averages	Grade	Hours	Quality Points	Grade Point Averages
A				A			
B				B			
C				C			
D				D			
F				F			

WORKSHEET

Student No._____ Major_____

COMPARISON OF MEAN CUMULATIVE
GRADE POINT AVERAGES AND PERCENTAGE OF CHANGE
FROM THE COMMUNITY COLLEGE THROUGH NINETY HOURS
OR MORE OR UPON GRADUATION AT THE UNIVERSITY OF TENNESSEE, KNOXVILLE

C.C. Cum. G.P.A.			1st 45 Hours Completed at UTK			C.C. % of Change	Remainder of Hours Completed at UTK			C.C. % of Change	UTK % of Change	UTK Overall Average			C.C. % of Change	Mean Cumulative Average Upon Graduation Completion of 90 Hours			C.C. % of Change
Hrs	QP	GPA	Hrs	QP	GPA		Hrs	QP	GPA			Hrs	QP	GPA		Hrs	QP	GPA	

VITA

Florence Jones Green was born in Knoxville, Tennessee, on April 10, 1925. She attended Oakland Elementary School and graduated from Austin High School in that city in June, 1942.

In September, 1954, she enrolled in a private business college in Knoxville, as a part-time student, and received an Executive Secretarial Diploma in 1958.

In 1960, she entered Knoxville College, a private liberal arts college, and matriculated as a part-time student. In 1966, she received a Bachelor of Science Degree in Business Education.

She worked as a Secretary from 1957 to 1969, and taught at a private business college in Knoxville from 1969 to 1976.

She entered the Graduate School at The University of Tennessee, Knoxville, as a part-time student in 1973 and received the Master of Science Degree with a major in Business Education in August, 1976.

She is a member of Delta Pi Epsilon, The American Association of University Women, and a certified secondary teacher for the State of Tennessee. She is employed at Knoxville College.

She is the mother of four daughters.