

Revised Edition 1970

The Community College
transfer student at the
University of British Columbia
- a three year study

by
John D. Dennison
and
Gordon Jones

Published by
Vancouver City College
March, 1970

A

LE
3
.V2
D363

COST	CIRC.	BOUND
------	-------	-------

VANCOUVER COMMUNITY COLLEGE

[illegible]

LANGARA-47

FEB 17 1982

UNIVERSITY OF BRITISH COLUMBIA
 LIBRARY
 VANCOUVER
 1985

THREE YEARS STUDY

VANCOUVER COMMUNITY COLLEGE

Vancouver City College
 Faculty
 Gordon Jones

Vancouver Community College
 Central Administration Library

FEB 17 1985

CHAPTER I

INTRODUCTION TO THE STUDY

CONTENTS

Chapter I. Introduction to the Study Page 1

Chapter II. Characteristics of Transfer Students Page 3

Chapter III. Summary Page 50

Chapter IV. Conclusions and Recommendations Page 56

Appendix A. Page 65

The opening of the first community college in British Columbia, in September 1965, introduced an entirely new dimension of higher education into the educational scene in the province. It might be said that the idea of such an institution and achievement of its purpose was not widely accepted by all educators and the public alike. There were a considerable number of critical views, many of which were based on the fact that an educational institution could not offer the quality of tertiary education to which society is accustomed. Furthermore, it was felt that community colleges would have a low status and that their academic standards were insufficient to allow them entrance to the universities. There were many other questions raised, many of which centered on the comprehensive format of the curriculum which suggested the college is striving to be "all things to all people."

Despite these strongly expressed views, the colleges have grown at a rather impressive rate since 1965. The faith and energy of those who believed in the college idea have been rewarded by the present operation of six community colleges in this province.

How successful have the colleges been? The answer, no doubt, lies in the interpretation of which aspects of the college's programs are important. Certainly, they have attracted faculty with impressive credentials; they are providing education for students of diverse backgrounds and aspirations; they have succeeded in keeping a fairly reasonable balance of academic and career type programs, although many might argue that far too many students are enrolled in

CHAPTER I

INTRODUCTION TO THE STUDY

The opening of the first community college in British Columbia, in September 1965, introduced an entirely new dimension of higher education into the educational scene in the province. It might be said that the idea of such an institution had achieved far from unanimous acceptance from professional educators and the public alike. There were a considerable number of critical voices raised, many of which suggested that such an educational institution could not offer the quality of tertiary education to which society in British Columbia had become accustomed. Furthermore, many felt that community colleges would become havens for second class students whose academic achievements were insufficient to allow them entrance to the universities. There were numerous other questions raised, many of which centered upon the comprehensive format of the curriculum which suggested the college is striving to be "all things to all people."

Despite these strongly expressed views, the colleges have grown at a rather impressive rate since 1965. The faith and energy of those who believed in the college idea have been rewarded by the present operation of six community colleges in this province.

How successful have the colleges been? The answer, no doubt, lies in ones interpretation of which aspects of the college's programs are important. Certainly, they have attracted faculty with impressive credentials; they are providing education for students of diverse backgrounds and aspirations; they have succeeded in keeping a fairly reasonable balance of academic and career type programs, although many might argue that far too many students are enrolled in

university parallel courses. At the same time, there are aspects of the college concept which leave room for considerable improvement. Many of these, however, are beyond the control of the college and largely centre upon problems of finance and legislation.

This study is one of a series which attempts to evaluate one aspect of the college's offering - the academic performance at the university of students who transfer from the colleges. It is concerned with one particular institution, Vancouver City College, from which transfer students have been studied since 1966. It might be argued, and with some justification, that this particular phase of the college's operation is but one narrow part of a much broader concept. The point is well taken, but, nevertheless, the quality of a college's transfer program holds great importance in the eyes of the public, the students and the universities.

For these reasons, the authors have attempted to present as valid a profile as possible of the kinds of students who transferred from Vancouver City College over a three year period including the characteristics which they exhibit and their performance at the university after one year of attendance.

While in no way could this study be construed as an evaluation of the broad program of Vancouver City College, the authors have, in view of the evidence, made a number of recommendations which might aid the future operations of the transfer function of the college and, particularly, the articulation process between the college and the university.

A record of previous studies in this series may be found in the appendix.

CHAPTER II

CHARACTERISTICS OF TRANSFER STUDENTS

The first Vancouver City College transfer students, one hundred seventy-six in number, entered the University of British Columbia in September 1966, one academic year after the opening of the college. Since the opening year the number of students transferring to U.B.C. has steadily increased. In September 1967, the number leaving the V.C.C. campus for the university campus was over double the first year, 376 to be exact. The increasing number of students transferring from the two year to four year campus continued in 1968 when 433 students were involved.

Since the community college is providing an opportunity for particular students to transfer to a university, those who would normally not have had the opportunity to enter a university directly, one could expect the rate of transfer to increase. This is at least evident over the first three years of transfer experience from V.C.C. If this trend continues, it would bring into question the degree to which the overall reduction of accommodation pressure on the universities will be accomplished by the presence of community colleges.

Faculty Entered

In September, 1968, slightly over one-third (35.8 per cent) of the V.C.C. transfer students entered the faculty of Education.

The Faculty of Arts experienced the next highest proportion of transfer students, with just over one third (34.4 per cent) enrolling. Seventeen and one half per cent entered the Science and Applied Science faculties with just under seven per cent enrolling in the Commerce Faculty. Lesser percentages were enrolled in the remaining faculties, as indicated in Table 1. It is, therefore, evident that a trend observed in earlier studies on V.C.C. transfer students, to enter faculties concerned primarily with the humanities, is continuing with over two-thirds (70.2 per cent) of the students entering this field of studies.

When the three year period of V.C.C. transfers is considered, the percentage totals for the Education and Arts Faculties remain relatively consistent. The Faculty of Applied Science, after accepting four per cent of transferring students in 1966, took a slightly larger ratio in 1967 and 1968, 5.6 per cent and 5.5 per cent respectively. The percentage of V.C.C. students entering the Science Faculty over the three year period has declined from 16.5 in 1966 to 12.0 in 1968. The total percentage of college transfers entering Science or related faculties has been no more than twenty. Since less than one fifth of V.C.C. transfer students have entered science faculties after transfer, the question could be raised as to the advisability of a community college providing the rather high-priced laboratory equipment required for the first and second year of transfer equivalency in these science areas. It is appreciated that a community college should endeavour to provide for all aspects of community education and training. There is, however, reason to suspect that some of the financial resources needed to finance the university level science curriculum could be directed to provide greater facilities for

TABLE 1

Vancouver City College students entering the University of British Columbia, September 1968, by faculty and sex.

Faculty	Male		Female		Total	
	No.	%	No.	%	No.	%
Arts	86	35.7	63	32.9	149	34.4
Commerce	30	12.4	-	-	30	6.9
Agriculture	1	.4	-	-	1	.2
Home Economics	-	-	1	.5	1	.2
Physical Education	5	2.5	2	1.0	8	1.9
Music	3	1.3	2	1.0	5	1.2
Dental Hygiene	-	-	2	1.0	2	.5
Nursing Certificate	-	-	1	.5	1	.2
Applied Science	23	9.6	1	.5	24	5.5
Science	48	19.9	4	2.1	52	12.0
Pharmacy	1	.4	2	1.0	3	.7
Forestry	2	.8	-	-	2	.5
Education (Elem - A2)	24	9.9	105	54.8	129	29.8
Education (Industrial)	3	1.3	-	-	3	.7
Education (Secondary)	14	5.8	9	4.7	23	5.3
Total	241	100.0	192	100.0	433	100.0

over the three year period is indicated in Table 4.

Year Level Status

In 1968, 300 students (69.3 per cent) transferred to a second year level and 133 students (30.7 per cent) transferred to a third year level. This information is shown in Table 5.

certain college programs such as career preparation. In a case where a small percentage of transfer students enter a specific university area of study, the community college could well re-evaluate its position in the light of this information.

A summary of faculties entered after transfer over the three year period under study may be found in Table 2.

Sex

Of the 433 students involved in the 1968 transfer group, 192 (44.3 per cent) were women. As might well be expected, the humanities faculties, Arts and Education, attracted the majority (92.4 per cent) of these. This information is summarized in Table 3.

When considering the ratio of male and female students over the three year period it is noted, that with the exception of the 1967 transfer year, the percentage of women continuing in higher education at the university level after college has risen from 37.5 per cent to 44.3 per cent. Just how significant is this increase remains to be determined. The increase of females transferring from the college could be the result of a greater awareness and desire upon the part of the women to compete on an equal level with men in the area of higher education. The percentages of males and females transferring over the three year period is indicated in Table 4.

Year Level Entered

In 1968, 300 students (69.3 per cent) transferred to a second year level at U.B.C. with 12.8 per cent entering a third year level. This information will be found in Table 5.

TABLE 1

Vancouver City College students entering the University of British Columbia, September 1968, by faculty and sex.

Faculty	Male No.	Female No.	Total No.
Arts	86	63	149
Commerce	30	-	30
Agriculture	1	-	1
Home Economics	-	1	1
Physical Education	2	1	3
Music	3	1	4
Dental Hygiene	-	1	1
Nursing Certificate	-	1	1
Applied Science	23	1	24
Science	48	4	52
Pharmacy	1	1	2
Forestry	2	-	2
Education (Elem - AS)	24	102	126
Education (Industrial)	3	-	3
Education (Secondary)	14	9	23
Total	241	192	433

TABLE 2

Summary of Vancouver City College students entering the University of British Columbia for indicated years, by faculty.

Faculty	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
Arts	59	33.5	136	36.3	149	34.4	344	34.9
Commerce	19	10.8	35	9.3	30	6.9	84	8.6
Agriculture	2	1.1	3	.8	1	.2	6	.6
Home Ec	-	-	3	.8	1	.2	4	.4
Phys Ed	3	1.7	6	1.6	8	1.9	17	1.7
Music	-	-	2	.5	5	1.2	7	.7
Dental Hyg	-	-	-	-	2	.5	2	.2
Nursing	-	-	-	-	1	.2	1	.1
Ap'd Sc	7	4.0	21	5.6	24	5.5	52	5.3
Science	29	16.5	55	14.5	52	12.0	136	13.9
Pharmacy	2	1.1	-	-	3	.7	5	.5
Forestry	-	-	4	1.1	2	.5	6	.6
Educ (Elem)	3	1.7	2	.5	129	29.8	134	13.6
Educ (Tran)	38	21.6	48	12.8	-	-	86	8.7
Educ (El-Al)	4	2.3	32	8.5	-	-	36	3.6
Educ (Indus)	-	-	2	.5	3	.7	5	.5
Educ (Sec)	10	5.7	27	7.2	23	5.3	60	6.1
Total	176	100.0	376	100.0	433	100.0	985	100.0

TABLE 3

Vancouver City College students entering the University of British Columbia, September 1968, by faculty and year.

Faculty	Year	Male		Female		Total	
		No.	%	No.	%	No.	%
Arts	1	4	1.7	2	1.0	6	1.4
	2	60	24.9	48	25.1	108	25.0
	3	22	9.1	13	6.8	35	8.1
Commerce	1	30	12.4	-	-	30	6.9
Agriculture	2	1	.4	-	-	1	.2
Home Economics	2	-	-	1	.5	1	.2
Physical Education	1	1	.4	-	-	1	.2
	2	4	1.7	2	1.0	6	1.4
	3	1	.4	-	-	1	.2
Music	1	1	.4	1	.5	2	.5
	2	2	.8	1	.5	3	.7
Dental Hygiene	1	-	-	1	.5	1	.2
	4	-	-	1	.5	1	.2
Nursing Cert.	4	-	-	1	.5	1	.2
Applied Science	1	23	9.6	1	.5	24	5.5
Science	2	46	19.1	4	2.1	50	11.6
	3	2	.8	-	-	2	.5
Pharmacy	1	1	.4	2	1.1	3	.7
Forestry	1	2	.8	-	-	2	.5
Education (Elem 2)	1	1	.4	3	1.6	4	.9
	2	18	7.5	90	46.9	108	25.0
	3	5	2.1	12	6.3	17	3.9
Education (Indust)	2	3	1.3	-	-	3	.7
Education (Sec)	1	2	.8	-	-	2	.5
	2	11	4.6	9	4.7	20	4.6
	3	1	.4	-	-	1	.2
Total		241	100.0	192	100.0	433	100.0

TABLE 3

Summary of Vancouver City College students entering the University of British Columbia for indicated years, by faculty.

Faculty	Year	Male		Female		Total	
		No.	%	No.	%	No.	%
Arts	1	4	1.7	2	1.0	6	1.4
	2	60	24.9	48	25.1	108	25.0
	3	22	9.1	13	6.8	35	8.1
Commerce	1	30	12.4	-	-	30	6.9
Agriculture	2	1	.4	-	-	1	.2
Home Ec	2	-	-	1	.5	1	.2
Phys Ed	1	1	.4	-	-	1	.2
Physical Education	1	1	.4	-	-	1	.2
	2	4	1.7	2	1.0	6	1.4
	3	1	.4	-	-	1	.2
Music	1	1	.4	1	.5	2	.5
Dental Hygiene	1	-	-	1	.5	1	.2
	4	-	-	1	.5	1	.2
Nursing Cert.	4	-	-	1	.5	1	.2
Applied Science	1	23	9.6	1	.5	24	5.5
Science	2	46	19.1	4	2.1	50	11.6
	3	2	.8	-	-	2	.5
Pharmacy	1	1	.4	2	1.1	3	.7
Forestry	1	2	.8	-	-	2	.5
Education (Elem 2)	1	1	.4	3	1.6	4	.9
	2	18	7.5	90	46.9	108	25.0
	3	5	2.1	12	6.3	17	3.9
Education (Indust)	2	3	1.3	-	-	3	.7
Education (Sec)	1	2	.8	-	-	2	.5
	2	11	4.6	9	4.7	20	4.6
	3	1	.4	-	-	1	.2
Total		241	100.0	192	100.0	433	100.0

TABLE 4.

Summary of Vancouver City College students entering the University of British Columbia for indicated years, by sex.

	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
Male	110	62.5	248	66.0	241	55.7	599	60.8
Female	66	37.5	128	34.0	192	44.3	386	39.2
Total	176	100.0	376	100.0	433	100.0	985	100.0

TABLE 5.

Vancouver City College students entering the University of British Columbia, September 1968, according to the university year entered.

University year Entered	Male		Female		Total	
	No.	%	No.	%	No.	%
First	65	27.0	10	5.2	75	17.4
Second	145	60.2	155	80.8	300	69.3
Third	31	12.8	25	13.0	56	12.8
Fourth	-	-	2	1.0	2	.5
Total	241	100.0	192	100.0	433	100.0

TABLE 3.

Vancouver City College students entering the University of British Columbia, September 1968, by faculty and year.

Faculty	Year	Male		Female		Total	
		No.	%	No.	%	No.	%
Arts	1	4	1.7	5	1.0	9	1.4
	2	60	24.9	48	25.1	108	25.0
	3	22	9.1	13	6.8	35	8.1
Commerce	1	30	12.4	-	-	30	6.9
Agriculture	2	1	.4	-	-	1	.2
Home Economics	2	-	-	1	.2	1	.2
Physical Education	1	1	.4	-	-	1	.2
	2	4	1.7	2	1.0	6	1.4
	3	1	.4	-	-	1	.2
Music	1	1	.4	1	.2	2	.4
	2	2	.8	1	.2	3	.7
Dental Hygiene	1	-	-	1	.2	1	.2
	4	-	-	1	.2	1	.2
Nursing Cert.	4	-	-	1	.2	1	.2
Applied Science	1	23	9.6	1	.2	24	2.3
Sciences	2	46	19.1	4	2.1	50	11.4
	3	2	.8	-	-	2	.5
Pharmacy	1	1	.4	2	1.1	3	.7
Forestry	1	2	.8	-	-	2	.5
Education (Elem.)	1	2	.8	3	1.6	5	.9
	2	18	7.5	90	44.9	108	25.0
	3	3	1.2	12	6.3	15	3.9
Education (Indus.)	2	3	1.2	-	-	3	.7
Education (Sec)	1	2	.8	-	-	2	.5
	2	11	4.6	9	4.7	20	4.6
	3	1	.4	-	-	1	.2
Total		241	100.0	192	100.0	433	100.0

The Faculties of Commerce and Applied Science are prime examples of

From information contained in Table 6, it will be seen that the numbers and percentages of transfer students entering the university after completing two years at the community college is increasing. In the 1966 transfer year the percentage was only 2.8; in 1967, 7.5 per cent; increasing in 1968 to the indicated 12.8 per cent. There has been a clear indication in prior reports by the authors that achievement after transfer of those students after two years college education is significantly better than for students transferring after only one year. With this in mind, every attempt should be taken to encourage students to remain at the college for the full two year period. The 17.4 per cent figure for students entering the first year is composed primarily of students transferring to faculties where the first year of the specific faculty follows one year in the Arts Faculty.

TABLE 6

Summary of Vancouver City College students entering the University of British Columbia for indicated years according to the University year level entered.

University year entered	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
First	46	26.2	101	26.9	75	17.4	222	22.6
Second	124	70.4	246	65.3	300	69.3	670	68.0
Third	5	2.8	28	7.5	56	12.8	89	9.0
Fourth	1	.6	1	.3	2	.5	4	.4
Total	176	100.0	376	100.0	433	100.0	985	100.0

TABLE 4

Summary of Vancouver City College students entering the University of British Columbia for indicated years, by sex.

	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
Male	110	62.5	248	66.0	241	52.7	599	60.8
Female	66	37.5	128	34.0	192	44.3	386	39.2
Total	176	100.0	376	100.0	433	100.0	985	100.0

TABLE 5

Vancouver City College students entering the University of British Columbia, September 1968, according to the university year entered.

University year entered	Male		Female		Total	
	No.	%	No.	%	No.	%
First	65	27.0	10	5.2	75	17.4
Second	125	60.2	157	80.8	300	69.3
Third	31	12.8	25	13.0	56	12.8
Fourth	-	-	2	1.0	2	.5
Total	221	100.0	194	100.0	415	100.0

From information contained in Table 6, it will be seen that the numbers and percentages of transfer students entering the university after completing two years at the community college is increasing. In the 1966 transfer year the percentage was only 3.8; in 1967, 7.5 per cent; increasing in 1968 to the indicated 12.8 per cent. There has been a clear indication in prior reports by the authors that achievement after transfer of those students after two years college education is significantly better than for students transferring after only one year. With this in mind, every attempt should be taken to encourage students to remain at the college for the full two year period. The 17.4 per cent figure for students entering the first year is composed primarily of students transferring to faculties where the first year of the specific faculty follows one year in the first faculty.

TABLE 6

Summary of Vancouver City College students entering the University of British Columbia for indicated years according to the University year level entered.

University year entered	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
First	46	26.2	101	26.7	75	17.4	222	22.8
Second	124	70.4	246	63.3	300	69.3	670	68.0
Third	5	2.8	28	7.2	26	12.8	59	9.0
Fourth	1	.6	1	.3	2	.5	4	.4
Total	176	100.0	376	100.0	403	100.0	965	100.0

The Faculties of Commerce and Applied Science are prime examples of this.

Age Grouping

Vancouver City College is primarily a college of "college age" students (that is, under 25 years of age) as the term implies. In the case of the 1968 transfers to U.B.C., three-quarters of the students were under 25 years of age. The age grouping is summarized in Table 7.

TABLE 7

Vancouver City College students entering the University of British Columbia, September 1968, by age group.

Age group in years	Male		Female		Total	
	No.	%	No.	%	No.	%
18 - 19	66	27.4	76	39.5	142	32.8
20 - 24	120	49.8	65	33.9	185	42.7
25 - 34	38	15.8	17	8.9	55	12.7
35 - 44	3	1.2	13	6.8	16	3.7
over 44	2	.8	10	5.2	12	2.8
not given	12	5.0	11	5.7	23	5.3
Total	241	100.0	192	100.0	433	100.0

There is some indication that a shift toward older students at college, at least as far as those transferring to university is concerned, is occurring. As will be noted in Table 8, 85.8 per cent of 1966 transfers were under 25 years of age; 78.2 per cent in 1967; and 75.5 per cent in 1968. In other words the fraction of mature student (25 years of age or over) has increased from one seventh of the total transfers to one quarter. Once again, from

previous reports in this series it has been evident that the mature student not only has a higher average achievement after transfer, but a lower rate of attrition and a higher rate of "on time" graduation. It is, therefore, suggested that everything possible be done to encourage the mature student to avail himself of the opportunities of the community college. In fact it would appear that with everything else being relatively equal, the mature student can more readily profit from higher education. It would then seem plausible to suggest that in spite of an "open door" admission policy followed by many, if not all community colleges, enrollment preferences should be given to the student who at the time of transfer from college to university will be 25 years of age or over.

TABLE 8

Summary of Vancouver City College students entering the University of British Columbia, September 1968, by age group.

Age group in years	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
Under 18	-	-	2	.5	-	-	2	.2
18 - 19	61	34.6	112	29.8	142	32.8	315	32.0
20 - 24	90	51.2	180	47.9	185	42.7	455	46.1
25 - 34	20	11.4	54	14.3	55	12.7	129	13.2
35 - 41	3	1.7	7	1.9	16	3.7	26	2.6
over 44	2	1.1	-	-	12	2.8	14	1.4
not given	-	-	21	5.6	23	5.3	44	4.5
Total	176	100.0	376	100.0	433	100.0	985	100.0

V.C.C. Cumulative Grade Point Average

For the detailed study of cumulative grade point averages of transfer students, eight university faculties were selected where a reasonable number of students had transferred. These eight faculties as shown in Table 9a and Table 9b accounted for 392 (90.4 per cent) of the total who transferred to U.B.C. in 1968. Of these eight faculties, the Faculty of Commerce accepted 40 per cent of the entering V.C.C. students with a college G.P.A. under 2.0 (C). Second year Arts Faculty enrolled nearly 18 per cent of their college transfers with a college G.P.A. of less than 2.0. Although not indicated in the table, the Commerce Faculty is the only one that has consistently accepted a large proportion of their entering students from V.C.C. with a G.P.A. under 2.0. Over the three years studied, the other faculties have, for the most part, drastically reduced acceptance of students with a college cumulative G.P.A. below the C grade level. The Commerce Faculty, on the other hand, has accepted an ever increasing percentage of students in this category: 21.1 per cent in 1966; 36.4 per cent in 1967; and 40 per cent in 1968. As a matter of general interest it could be pointed out at this time that while overall numbers enrolling in the various faculties has generally increased, the overall enrollment of V.C.C. students in the Commerce Faculty has somewhat decreased (33 students in 1967 and 30 in 1968).

From the overall point of view for the eight faculties, 12.8 per cent of transferring students did so with a G.P.A. at college under 2.0.

In considering all the transferring students, regardless of faculty entered, the university over the three year period is admitting less students

previous reports in this series it has been evident that the mature student not only has a higher average achievement after transfer, but a lower rate of attrition and a higher rate of "on time" graduation. It is, therefore, suggested that everything possible be done to encourage the mature student to avail himself of the opportunities of the community college. In fact, it would appear that with everything else being relatively equal, the mature student can more readily profit from higher education. It would then seem plausible to suggest that in spite of an "open door" admission policy followed by many, if not all community colleges, enrollment preferences should be given to the student who at the time of transfer from college to university will be 25 years of age or over.

TABLE 8

Summary of Vancouver City College students entering the University of British Columbia by age group at time of entry.

Age Group in years	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
Under 18	-	-	2	2.5	-	-	2	2.5
18 - 19	61	34.8	112	29.8	142	32.8	315	35.0
20 - 24	90	21.2	180	47.9	182	42.7	452	46.1
25 - 29	20	11.4	24	14.3	22	12.7	66	12.2
30 - 34	3	1.7	1	1.9	16	3.7	20	2.8
over 35	2	1.1	-	-	12	2.8	14	1.4
not given	-	-	21	5.6	23	5.3	44	4.3
Total	176	100.0	376	100.0	433	100.0	985	100.0

TABLE 9a

Vancouver City College students entering the University of British Columbia, September 1968, in eight selected faculties, by cumulative grade point average while in attendance at Vancouver City College.

V.C.C. cumulative G.P.A.	University of British Columbia Faculty Entered							
	Arts 2nd yr N %	Arts 3rd yr N %	Commerce 1st yr N %	Applied Sc. 1st yr N %	Total			
3.5 - 4.0	6 5.5	3 8.6	-	2 8.3	20	5.1		
3.0 - 3.4	11 10.2	8 22.8	4 13.3	8 33.3	53	14.0		
2.5 - 2.9	39 36.2	10 28.6	6 20.0	9 38.0	137	34.9		
2.0 - 2.4	32 29.6	10 28.6	8 26.7	5 20.9	130	33.2		
1.5 - 1.9	19 17.6	4 11.4	9 30.0	-	44	11.2		
1.0 - 1.4	-	-	3 10.0	-	5	1.3		
Less than 1.0	1 .9	-	-	-	1	.3		
Total	108 100.0	35 100.0	30 100.0	24 100.0	392	100.0		

with a college G.P.A. under two. In 1966, 25.6 per cent of the transfer students were in this achievement range; 1967, 15.4 per cent; and in 1968, 12.4 per cent. At the same time the proportion of A and B students from the college increased from 15.9 per cent in 1966 to 20.3 per cent in 1967 and then dropped slightly to 19.2 per cent in 1968. The greatest change is evident in the C (2.0 - 2.4 G.P.A.) and C+ (2.5 - 2.9 G.P.A.) category where the percentage of students transferring with a C+ standing increased 10 percentage points from 1967 to 1968. This information is tabulated in Table 10.

University Status

The university status of the V.C.C. transfer students entering the eight selected university faculties is listed in Table 11. The status of the regular university students (that is, those students other than the V.C.C. transfers) is also included for comparative purposes in the same table.

The overall failure rate of transfer students after the end of the first year of transfer is a low 6.6 per cent for the eight faculties studied. This low failure rate is rather indicative for several reasons. Firstly, it is half of the previous years failure rate of 12.4 per cent. This would seem to indicate that the academic preparation at V.C.C. of students planning to transfer to U.B.C. has considerably improved. In fact the V.C.C. transfer students have a lower failure rate than the 7.3 per cent figure for the regular university students.

The percentage of transfer students achieving after transfer at a second class, and pass status (37.5 per cent and 15.5 per cent respectively) is nearly the same as the percentage of regular students achieving a second and pass status (39.7 per cent and 13.2 per cent).

TABLE 10

Summary of Vancouver City College students entering the University of British Columbia for the indicated years according to the cumulative grade point average earned while in attendance at Vancouver City College.

V.C.C. cumulative G.P.A.	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
3.5 - 4.0	11	6.3	21	5.6	25	5.8	57	5.8
3.0 - 3.4	17	9.6	55	14.7	58	13.4	130	13.2
2.5 - 2.9	41	23.3	90	23.9	143	33.0	274	27.8
2.0 - 2.4	62	35.2	152	40.4	153	35.3	367	37.3
1.5 - 1.9	34	19.3	50	13.3	45	10.4	129	13.1
1.0 - 1.4	11	6.3	7	1.8	7	1.6	25	2.5
Less than 1.0	-	-	1	.3	2	.5	3	.3
Total	176	100.0	376	100.0	433	100.0	985	100.0

It is significant to note that the transfer students received a very small percentage of first class grades, only 1.1 per cent. This is considerably lower than the 6.5 per cent figure of the regular students receiving a first class status. It is, therefore, apparent that city college students compare favorably after one year of transfer in all areas except at the first class status level. When one considers that approximately one half of these students were not originally eligible for entrance to U.B.C. by the university's standards, the subsequent achievement of the transfer students can only be considered as remarkable.

TABLE 11

Comparison of year end status of Vancouver City College transfer students at Columbia with the regular U.B.C. populace for eight selected faculties, April

Status	Student	Arts 2nd yr.	Arts 3rd yr.	Commerce 1st yr	Applied Sc 1st yr
First class	Transfer No.	2	1	-	-
	%	1.9	2.8	-	-
	Regular No.	76	98	14	1
	%	5.0	8.8	5.2	0.3
Second class	Transfer No.	28	19	8	12
	%	25.9	54.3	26.6	50.0
	Regular No.	520	520	88	102
	%	34.3	46.8	33.0	29.2
Pass	Transfer No.	20	4	2	4
	%	18.5	11.4	6.7	16.6
	Regular No.	193	107	62	97
	%	12.7	9.6	23.2	27.7
Partial pass	Transfer No.	21	5	2	-
	%	19.4	14.3	6.7	-
	Regular No.	29	35	-	-
	%	1.9	3.2	-	-
Supplement granted	Transfer No.	14	3	3	2
	%	13.0	8.6	10.0	8.4
	Regular No.	123	47	33	68
	%	8.1	4.2	12.4	19.4
Subjects failed	Transfer No.	15	3	6	1
	%	13.9	8.6	20.0	4.2
	Regular No.	316	173	23	-
	%	20.8	15.6	8.6	-
Failed year	Transfer No.	6	-	9	4
	%	5.5	-	30.0	16.6
	Regular No.	127	58	36	42
	%	8.3	5.2	13.5	12.0
Withdrew	Transfer No.	2	-	-	1
	%	1.9	-	-	4.2
	Regular No.	136	73	11	40
	%	8.9	6.6	4.1	11.4
Total	Transfer No.	108	35	30	24
	%	100.0	100.0	100.0	100.0
	Regular No.	1520	1111	267	350
	%	100.0	100.0	100.0	100.0

TABLE 11

the end of their first year in attendance at the University of British

	Science 2nd yr	Education 2nd yr	Education 3rd yr	Education 2nd yr (Sec)	Total
	-	1	-	-	4
	-	.9	-	-	1.1
	126	10	19	5	349
	14.6	1.8	3.6	2.7	6.5
	114	47	9	10	147
	28.0	43.5	52.8	50.0	37.5
	275	262	306	61	2134
	31.9	47.3	57.8	33.0	39.7
	13	12	2	4	61
	26.0	11.1	11.8	20.0	15.5
	86	91	41	33	710
	9.9	16.4	7.8	17.8	13.2
	5	7	2	1	43
	10.0	6.5	11.8	5.0	10.9
	8	15	43	-	130
	.9	2.7	8.2	-	2.4
	2	15	1	2	42
	4.0	13.9	5.9	10.0	10.7
	99	52	37	16	475
	11.5	9.4	7.0	8.6	8.8
	9	26	2	3	65
	18.0	24.1	11.8	15.0	16.6
	123	73	52	45	805
	14.2	13.2	9.9	24.4	15.0
	7	-	-	-	26
	14.0	-	-	-	6.6
	82	19	14	14	392
	9.5	3.4	2.7	7.6	7.3
	-	-	1	-	4
	-	-	5.9	-	1.1
	65	32	16	11	384
	7.5	5.8	3.0	5.9	7.1
	50	108	17	20	392
	100.0	100.0	100.0	100.0	100.0
	864	554	528	185	5379
	100.0	100.0	100.0	100.0	100.0

Comparison of year and status of students in the Faculty of Applied Science and the Faculty of Commerce with the regular U.S.C. population for eight selected faculties, April

Status	Faculty	Student	Arts	Education	Commerce	Applied Science	Applied
First class	1st yr	Transfer	1st yr	2nd yr	3rd yr	4th yr	5th yr
1st class	1st yr	1st yr	1st yr	1st yr	1st yr	1st yr	1st yr
2nd class	2nd yr	2nd yr	2nd yr	2nd yr	2nd yr	2nd yr	2nd yr
3rd class	3rd yr	3rd yr	3rd yr	3rd yr	3rd yr	3rd yr	3rd yr
4th class	4th yr	4th yr	4th yr	4th yr	4th yr	4th yr	4th yr
5th class	5th yr	5th yr	5th yr	5th yr	5th yr	5th yr	5th yr
6th class	6th yr	6th yr	6th yr	6th yr	6th yr	6th yr	6th yr
7th class	7th yr	7th yr	7th yr	7th yr	7th yr	7th yr	7th yr
8th class	8th yr	8th yr	8th yr	8th yr	8th yr	8th yr	8th yr
9th class	9th yr	9th yr	9th yr	9th yr	9th yr	9th yr	9th yr
10th class	10th yr	10th yr	10th yr	10th yr	10th yr	10th yr	10th yr
11th class	11th yr	11th yr	11th yr	11th yr	11th yr	11th yr	11th yr
12th class	12th yr	12th yr	12th yr	12th yr	12th yr	12th yr	12th yr
13th class	13th yr	13th yr	13th yr	13th yr	13th yr	13th yr	13th yr
14th class	14th yr	14th yr	14th yr	14th yr	14th yr	14th yr	14th yr
15th class	15th yr	15th yr	15th yr	15th yr	15th yr	15th yr	15th yr
16th class	16th yr	16th yr	16th yr	16th yr	16th yr	16th yr	16th yr
17th class	17th yr	17th yr	17th yr	17th yr	17th yr	17th yr	17th yr
18th class	18th yr	18th yr	18th yr	18th yr	18th yr	18th yr	18th yr
19th class	19th yr	19th yr	19th yr	19th yr	19th yr	19th yr	19th yr
20th class	20th yr	20th yr	20th yr	20th yr	20th yr	20th yr	20th yr
21st class	21st yr	21st yr	21st yr	21st yr	21st yr	21st yr	21st yr
22nd class	22nd yr	22nd yr	22nd yr	22nd yr	22nd yr	22nd yr	22nd yr
23rd class	23rd yr	23rd yr	23rd yr	23rd yr	23rd yr	23rd yr	23rd yr
24th class	24th yr	24th yr	24th yr	24th yr	24th yr	24th yr	24th yr
25th class	25th yr	25th yr	25th yr	25th yr	25th yr	25th yr	25th yr
26th class	26th yr	26th yr	26th yr	26th yr	26th yr	26th yr	26th yr
27th class	27th yr	27th yr	27th yr	27th yr	27th yr	27th yr	27th yr
28th class	28th yr	28th yr	28th yr	28th yr	28th yr	28th yr	28th yr
29th class	29th yr	29th yr	29th yr	29th yr	29th yr	29th yr	29th yr
30th class	30th yr	30th yr	30th yr	30th yr	30th yr	30th yr	30th yr
31st class	31st yr	31st yr	31st yr	31st yr	31st yr	31st yr	31st yr
32nd class	32nd yr	32nd yr	32nd yr	32nd yr	32nd yr	32nd yr	32nd yr
33rd class	33rd yr	33rd yr	33rd yr	33rd yr	33rd yr	33rd yr	33rd yr
34th class	34th yr	34th yr	34th yr	34th yr	34th yr	34th yr	34th yr
35th class	35th yr	35th yr	35th yr	35th yr	35th yr	35th yr	35th yr
36th class	36th yr	36th yr	36th yr	36th yr	36th yr	36th yr	36th yr
37th class	37th yr	37th yr	37th yr	37th yr	37th yr	37th yr	37th yr
38th class	38th yr	38th yr	38th yr	38th yr	38th yr	38th yr	38th yr
39th class	39th yr	39th yr	39th yr	39th yr	39th yr	39th yr	39th yr
40th class	40th yr	40th yr	40th yr	40th yr	40th yr	40th yr	40th yr
41st class	41st yr	41st yr	41st yr	41st yr	41st yr	41st yr	41st yr
42nd class	42nd yr	42nd yr	42nd yr	42nd yr	42nd yr	42nd yr	42nd yr
43rd class	43rd yr	43rd yr	43rd yr	43rd yr	43rd yr	43rd yr	43rd yr
44th class	44th yr	44th yr	44th yr	44th yr	44th yr	44th yr	44th yr
45th class	45th yr	45th yr	45th yr	45th yr	45th yr	45th yr	45th yr
46th class	46th yr	46th yr	46th yr	46th yr	46th yr	46th yr	46th yr
47th class	47th yr	47th yr	47th yr	47th yr	47th yr	47th yr	47th yr
48th class	48th yr	48th yr	48th yr	48th yr	48th yr	48th yr	48th yr
49th class	49th yr	49th yr	49th yr	49th yr	49th yr	49th yr	49th yr
50th class	50th yr	50th yr	50th yr	50th yr	50th yr	50th yr	50th yr
51st class	51st yr	51st yr	51st yr	51st yr	51st yr	51st yr	51st yr
52nd class	52nd yr	52nd yr	52nd yr	52nd yr	52nd yr	52nd yr	52nd yr
53rd class	53rd yr	53rd yr	53rd yr	53rd yr	53rd yr	53rd yr	53rd yr
54th class	54th yr	54th yr	54th yr	54th yr	54th yr	54th yr	54th yr
55th class	55th yr	55th yr	55th yr	55th yr	55th yr	55th yr	55th yr
56th class	56th yr	56th yr	56th yr	56th yr	56th yr	56th yr	56th yr
57th class	57th yr	57th yr	57th yr	57th yr	57th yr	57th yr	57th yr
58th class	58th yr	58th yr	58th yr	58th yr	58th yr	58th yr	58th yr
59th class	59th yr	59th yr	59th yr	59th yr	59th yr	59th yr	59th yr
60th class	60th yr	60th yr	60th yr	60th yr	60th yr	60th yr	60th yr
61st class	61st yr	61st yr	61st yr	61st yr	61st yr	61st yr	61st yr
62nd class	62nd yr	62nd yr	62nd yr	62nd yr	62nd yr	62nd yr	62nd yr
63rd class	63rd yr	63rd yr	63rd yr	63rd yr	63rd yr	63rd yr	63rd yr
64th class	64th yr	64th yr	64th yr	64th yr	64th yr	64th yr	64th yr
65th class	65th yr	65th yr	65th yr	65th yr	65th yr	65th yr	65th yr
66th class	66th yr	66th yr	66th yr	66th yr	66th yr	66th yr	66th yr
67th class	67th yr	67th yr	67th yr	67th yr	67th yr	67th yr	67th yr
68th class	68th yr	68th yr	68th yr	68th yr	68th yr	68th yr	68th yr
69th class	69th yr	69th yr	69th yr	69th yr	69th yr	69th yr	69th yr
70th class	70th yr	70th yr	70th yr	70th yr	70th yr	70th yr	70th yr
71st class	71st yr	71st yr	71st yr	71st yr	71st yr	71st yr	71st yr
72nd class	72nd yr	72nd yr	72nd yr	72nd yr	72nd yr	72nd yr	72nd yr
73rd class	73rd yr	73rd yr	73rd yr	73rd yr	73rd yr	73rd yr	73rd yr
74th class	74th yr	74th yr	74th yr	74th yr	74th yr	74th yr	74th yr
75th class	75th yr	75th yr	75th yr	75th yr	75th yr	75th yr	75th yr
76th class	76th yr	76th yr	76th yr	76th yr	76th yr	76th yr	76th yr
77th class	77th yr	77th yr	77th yr	77th yr	77th yr	77th yr	77th yr
78th class	78th yr	78th yr	78th yr	78th yr	78th yr	78th yr	78th yr
79th class	79th yr	79th yr	79th yr	79th yr	79th yr	79th yr	79th yr
80th class	80th yr	80th yr	80th yr	80th yr	80th yr	80th yr	80th yr
81st class	81st yr	81st yr	81st yr	81st yr	81st yr	81st yr	81st yr
82nd class	82nd yr	82nd yr	82nd yr	82nd yr	82nd yr	82nd yr	82nd yr
83rd class	83rd yr	83rd yr	83rd yr	83rd yr	83rd yr	83rd yr	83rd yr
84th class	84th yr	84th yr	84th yr	84th yr	84th yr	84th yr	84th yr
85th class	85th yr	85th yr	85th yr	85th yr	85th yr	85th yr	85th yr
86th class	86th yr	86th yr	86th yr	86th yr	86th yr	86th yr	86th yr
87th class	87th yr	87th yr	87th yr	87th yr	87th yr	87th yr	87th yr
88th class	88th yr	88th yr	88th yr	88th yr	88th yr	88th yr	88th yr
89th class	89th yr	89th yr	89th yr	89th yr	89th yr	89th yr	89th yr
90th class	90th yr	90th yr	90th yr	90th yr	90th yr	90th yr	90th yr
91st class	91st yr	91st yr	91st yr	91st yr	91st yr	91st yr	91st yr
92nd class	92nd yr	92nd yr	92nd yr	92nd yr	92nd yr	92nd yr	92nd yr
93rd class	93rd yr	93rd yr	93rd yr	93rd yr	93rd yr	93rd yr	93rd yr
94th class	94th yr	94th yr	94th yr	94th yr	94th yr	94th yr	94th yr
95th class	95th yr	95th yr	95th yr	95th yr	95th yr	95th yr	95th yr
96th class	96th yr	96th yr	96th yr	96th yr	96th yr	96th yr	96th yr
97th class	97th yr	97th yr	97th yr	97th yr	97th yr	97th yr	97th yr
98th class	98th yr	98th yr	98th yr	98th yr	98th yr	98th yr	98th yr
99th class	99th yr	99th yr	99th yr	99th yr	99th yr	99th yr	99th yr
100th class	100th yr	100th yr	100th yr	100th yr	100th yr	100th yr	100th yr

The overall achievement of the transfer students was somewhat influenced by the disproportionately high failure rate in the Commerce Faculty. The failure rate of regular students (13.5 per cent) in this faculty was nearly twice the overall failure rate of 7.3 per cent for regular students. The failure rate for the V.C.C. transfer students in this faculty (30.0 per cent) was five times the overall transfer student failure rate of 6.6 per cent. First class, second class, and pass status of transfer students in this same faculty was also below the percentage of students who achieved similar grades in the other faculties.

It should be recalled, however, that the Commerce Faculty admitted 40 per cent of the transfer students to that faculty with a V.C.C. G.P.A. of less than 2.0 (C).

The failure rate of transfer students in the Faculties of Applied Science and Science was also slightly higher than the rate for regular students. On the other hand transfer students in Arts, 3rd year and the Education Faculties experienced no failures at the completion of their first year of transfer. Even the failure rate for V.C.C. transfer students entering the second year of Arts is lower than for the regular students (5.5 per cent compared to 8.3 per cent for regular students.) It is, therefore, quite clear that V.C.C. transfer students after the first year of transfer are meeting with considerable success especially when the "humanities" faculties are considered.

Tables 12 to 15 inclusive contain information concerning the university status achieved at the end of the first year of transfer according to the

cumulative G.P.A. earned at V.C.C. As would naturally be expected, the highest failure rate was experienced by those students transferring with under a 2.0 G.P.A. In this group 21.2 per cent failed. The failure rate progressively decreased till those students with a college G.P.A. of 3.0 or over, had a nil failure rate. One important aspect should be noted here. It has been suggested in the past that a certain percentage achievement or grade point average be established, below which transfer should not be allowed. The figure has generally been set at 2.0. Although students with less than a 2.0 grade point average did experience a higher failure rate, both for subjects failed and a full year failed, this group did experience a 30.8 per cent pass or better status at the end of the first year at university. In this particular area, 16 students of 52 with a below C college average were successful at university. If the 2.0 G.P.A. had been enforced by university officials, then these sixteen students would have been denied an opportunity to succeed.

The question, of course, that must be decided is the degree to which institutions of higher education can afford to extend such opportunities. If the democratization of university education is to continue, then greater opportunities must be given to those students with marginal success at community colleges. If this is to be the case, then in all probability a complete revision of university financing must be forthcoming.

If V.C.C. students transferring to U.B.C. had been restricted to those with a college G.P.A. of 2.0 and over, the failure rate would have been 4.4 per cent. This rate would be reduced by more than half if entrance to

TABLE 12

Status of Vancouver City College students who transferred with a cumulative college G.P.A. under 2.0 and who entered the University of British Columbia, September 1968, in eight selected faculties, at the end of the first year in attendance at the University of British Columbia.

University Status	University of British Columbia Faculty Entered										Total	
	Arts 2nd yr	Arts 3rd yr	Commerce 1st yr	Applied Sc 1st yr	Science 2nd yr	Education 2nd yr Elem A2	Education 3rd yr Elem A2	Education 2nd yr Secondary	Total		N	%
First class	-	-	-	-	-	-	-	-	-	-	-	-
Second class	5	1	1	-	-	1	1	-	-	-	9	17.3
Pass	2	1	1	-	1	1	1	-	-	-	7	13.5
Partial pass	4	2	-	-	-	-	-	-	-	-	6	11.5
Supplement granted	3	-	-	-	1	2	-	-	-	-	6	11.5
Subjects failed	3	-	2	-	2	5	-	1	-	-	13	25.0
Failed year	3	-	8	-	-	-	-	-	-	-	11	21.2
Withdrew	-	-	-	-	-	-	-	-	-	-	-	-
Total	20	4	12	-	4	9	2	1	-	-	52	100.0

TABLE 15

Status of Vancouver City College students who transferred with a cumulative college G.P.A. of 3.0 - 4.0 and who entered the University of British Columbia, September 1968, in eight selected faculties, at the end of the first year in attendance at the University of British Columbia.

University Status	University of British Columbia Faculty Entered										Total %
	Arts 2nd yr	Arts 3rd yr	Commerce 1st yr	Applied Sc 1st yr	Science 2nd yr	Education 2nd yr	Education 3rd yr	Education 2nd yr			
First class	2	1	-	-	-	1	-	-	-	4	5.4
Second class	4	9	3	7	3	18	2	-	-	46	62.3
Pass	4	1	-	1	-	2	-	-	-	8	10.8
Partial pass	6	-	-	-	-	1	1	-	-	8	10.8
Supplement granted	1	-	-	-	-	-	-	-	-	1	1.3
Subjects failed	-	-	1	-	1	4	1	-	1	6	8.1
Failed year	-	-	-	-	-	-	-	-	-	-	-
Withdrawn	-	-	-	1	-	-	-	-	-	1	1.3
Total	17	11	4	9	4	26	3	-	-	74	100.0

U.B.C. had been reserved for students with a G.P.A. of 2.5 or over. It is of interest to note from Table 16, that although the failure rates, both for the full year and individual subjects, and those requiring supplemental examinations, is significantly reduced when only those students with a college G.P.A. of 2.5 or over is considered, there is very little increase in first class status achieved, pass and partial pass categories. The major increase occurred in the second class category.

Of the 433 V.C.C. students transferring to U.B.C. in 1968, 93 (21.4 per cent) did so with a college cumulative G.P.A. below 2.0 (C). When the university status of those students transferring with a college G.P.A. of 2.0 or better is considered, that is the 340 students, then the achievement of the transfer student is most commendable when compared with the status of the regular student (that is, the student who entered U.B.C. without study at the community college). As shown in Table 16, the failure rate of the college transfer student is considerably lower than for the regular student. The only area in which the regular student has a higher proportion of achievement is in first class university status where at least three times the percentage of the regular students as compared with V.C.C. transfers achieved this high standing.

In comparing the achievement of all V.C.C. students after their first year at university, over the three year term of this series of studies, a remarkable drop in the failure rate was noted, from approximately 15 per cent in 1966 and in 1967 to less than half that rate, 6.7 per cent in 1968. It could be inferred that the increased experience gained by both the college and university in working out articulation problems has largely been responsible for the improvement in status after transfer.

This is not a "fair" comparison should equalize in G.P.A.

Subject	University of British Columbia					University of British Columbia					Total
	1966	1967	1968	1969	1970	1966	1967	1968	1969	1970	
Mathematics	100	100	100	100	100	100	100	100	100	100	100
Physics	100	100	100	100	100	100	100	100	100	100	100
Chemistry	100	100	100	100	100	100	100	100	100	100	100
English	100	100	100	100	100	100	100	100	100	100	100
History	100	100	100	100	100	100	100	100	100	100	100
Political Science	100	100	100	100	100	100	100	100	100	100	100
Social Science	100	100	100	100	100	100	100	100	100	100	100
Business	100	100	100	100	100	100	100	100	100	100	100
Education	100	100	100	100	100	100	100	100	100	100	100
Health	100	100	100	100	100	100	100	100	100	100	100
Art	100	100	100	100	100	100	100	100	100	100	100
Music	100	100	100	100	100	100	100	100	100	100	100
Physical Education	100	100	100	100	100	100	100	100	100	100	100
Other	100	100	100	100	100	100	100	100	100	100	100
Total	100	100	100	100	100	100	100	100	100	100	100

University of British Columbia

TABLE 16

Status of Vancouver City College students after completion of one year at the University of British Columbia according to G.P.A. while at V.C.C., and compared with the status of regular U.B.C. students.

University Status	VCC transfer students with a G.P.A. while at VCC of between:				UBC regular students	
	2.0 and 4.0		2.5 and 4.0		No.	%
	No.	%	No.	%		
First class	4	1.2	4	1.9	349	6.5
Second class	138	40.6	103	50.0	2134	39.7
Pass	54	15.8	34	16.5	710	13.2
Partial pass	37	10.9	25	12.2	130	2.4
Supplement granted	36	10.6	14	6.8	475	8.8
Subjects failed	52	15.3	20	9.7	805	15.0
Failed year	15	4.4	4	1.9	392	7.3
Withdrew	4	1.2	2	1.0	384	7.1
Total	340	100.0	206	100.0	5379	100.0

A summary of university status over the three year period for all V.C.C. transfer students will be found in Table 17.

TABLE 17

Summary of Vancouver City College students entering the University of British Columbia for the indicated years according to university status at the end of the first year of transfer.

University Status	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
First class	2	1.1	11	2.9	5	1.1	18	1.8
Second class	41	23.3	86	22.8	159	36.7	286	29.1
Pass	29	16.5	61	16.2	70	16.2	160	16.3
Partial Pass	49	27.9	50	13.3	46	10.6	145	14.7
Supplement granted	19	10.8	47	12.5	45	10.4	111	11.3
Subjects failed	-	-	53	14.2	74	17.1	127	12.9
Failed year	27	15.3	57	15.2	29	6.7	113	11.4
Withdrew	9	5.1	11	2.9	5	1.2	25	2.5
Total	176	100.0	376	100.0	433	100.0	985	100.0

Relationship Between College G.P.A. and University Academic Average

In an attempt to examine the relationship between the grade point average earned by students at the college and their subsequent academic average in the first year at university, a correlation coefficient was calculated. The mean G.P.A. earned at college was found to be 2.525 with a standard deviation of .52. The mean academic average earned at university was 62.96% with a standard deviation of 9.0. The number of students involved was 409.

The correlation coefficient between these two sets of variables was +.513. Although this coefficient is high and significant at the .01 level, with the number of subjects involved, college G.P.A. does, in fact account for only 25% of the variance in university average obtained.

The rather high standard deviation in university averages indicates a wide variation in achievement which has already been established as consistent with the variation in performances between faculties.

A further multiple regression analysis was calculated utilizing the 176 subjects who had attended Vancouver high schools and for whom High School G.P.A. was calculated and Otis I.Q. available.

The following matrix was obtained:

	Mean	S.D.	Correlation Coefficients			
			1	2	3	4
1. College G.P.A.	2.45	.4655	1.0000			
2. H.S. G.P.A.	2.07	.5187	.4047	1.0000		
3. Otis I.Q.	113.6	8.757	.2383	.3733	1.0000	
4. U.B.C. Average	62.37	9.198	.4829	.3465	.2378	1.0000

G.P.A. (C) was only 3.5 per cent as compared to the 14.4 per cent figure for college age students.

A summary of university status over the three year period for all V.C.C. transfer students will be found in Table IV.

TABLE IV

Summary of Vancouver City College students entering the University of British Columbia for the indicated years according to university status at the end of the first year of transfer.

University Status	1966		1967		1968		Total	
	No.	%	No.	%	No.	%	No.	%
First class	2	1.1	11	5.9	5	1.1	18	1.8
Second class	41	23.3	86	52.8	129	36.7	256	29.1
Pass	29	16.2	61	36.2	70	20.2	160	18.3
Partial Pass	49	27.9	30	17.3	46	13.6	125	14.7
Supplement Granted	19	10.8	45	26.2	45	13.4	109	12.9
Subjects Failed	-	-	22	13.2	74	21.1	127	15.2
Failed Year	27	15.3	32	19.2	29	8.7	88	10.4
Withdraw	9	5.1	11	6.9	2	0.5	22	2.5
Total	176	100.0	376	100.0	433	100.0	985	100.0

By inspection it is clear that college G.P.A. correlates most highly with university average. High school G.P.A. correlates to a lesser extent and Otis I.Q. considerably less so. These findings are in keeping with studies of a similar nature which have been conducted at various times and with various populations.

It appears that the findings from other studies in the series have been substantiated. College G.P.A., although far from perfect, is the best predictor of university success which is available at the moment. However, the question is made more complex by the fact that university success varies greatly between the faculties involved.

Mature versus College Age Student

A further evaluation and comparison of the transfer student achievement is worthy of note. This comparison involves the "mature" student, that is, the student 25 years of age or over at the time of transfer, and the "College age" student, that is, the under 25 year old student. Student records for the eight selected faculties previously mentioned were analyzed from this point of view. Seventy-three students (18.5 per cent) of those transferring to these eight faculties were mature students at the time of transfer. While at V.C.C., the rate of cumulative G.P.A. standing of the mature student was significantly superior to the college age student. Not only did a greater percentage of mature students achieve a college G.P.A. of 3.0 (B) or better (41 per cent for mature students and 14.1 per cent for college age student), but the mature students achieving less than a 2.0 G.P.A. (C) was only 5.5 per cent as compared to the 14.4 per cent figure for college age students.

Upon transfer to university the mature student's rate of achievement at the end of the first year of transfer was still above that achieved by the college age transfer student but the difference was not as pronounced as has been observed for the college achievement. First and second class status at university was earned by 41.1 per cent of the mature students and 37.9 per cent of the college age students. However, the failure rate of college age transfers at the end of the first year of transfer was five and one half times that of the mature student. It, therefore, appears that the achievement of the mature student after transfer to university is still superior to the college age transfer, although not as pronounced as it was in college.

A summary of the achievement status for mature and college age students is given in Table 18.

High School Achievement

In previous reports it has not been possible to trace the high school achievement of V.C.C. students transferring to U.B.C. In this case, however, records were made available for those V.C.C. students who had attended a Vancouver public high school. A total of 241 (55.6 per cent) of the transfer students took their high school education in the City of Vancouver. The remaining 44.4 per cent took their high school education elsewhere than Vancouver. The numbers of students according to high school district attended prior to V.C.C. is listed in Table 19. It, therefore, appears that Vancouver City College is providing educational opportunities, at least as far as transfer students are concerned, for persons outside the city. This same trend was observed in a study of 421 transfer students from V.C.C. to Simon Fraser University where approximately 50 per cent of the students

TABLE 18

Vancouver City College transfer students to eight selected faculties at the University of British Columbia, September 1968, by mature student^a and college student^b classification according to cumulative G.P.A. earned at V.C.C. and university status at the completion of the first year of transfer.

V.C.C. G.P.A.	Mature %	College %	U.B.C. Status	Mature %	College %
3.5 - 4.0	15.0	2.8	First	1.4	.9
3.0 - 3.4	26.0	11.3	Second	39.7	37.0
2.5 - 2.9	32.9	35.4	Pass	9.5	17.0
2.0 - 2.4	20.6	36.1	Partial Pass	12.3	10.7
1.5 - 1.9	5.5	12.5	Supplemental	16.5	9.4
1.0 - 1.4	-	1.6	Subject failed	16.5	16.6
less than 1.0	-	.3	Year failed	1.4	7.8
			Withdrawn	2.7	.6
N =	73	319	N =	73	319

a Mature student: 25 years of age or over
b College student: Under 25 years of age

TABLE 19

V.C.C. transfer students to U.B.C., September 1968, according to location of high school last attended before entry to Vancouver City College.

Faculty	Total	High School District Attended Prior to Entry to V.C.C.					Not Listed
		Vancouver Public	Other Lower Mainland	Other B. C.	Other Province	U.S.A.	
Arts	149	60	21	5	17	2	3
Commerce	30	16	6	3	2	-	2
Agriculture	1	-	-	-	-	-	-
Home Economics	1	1	-	-	-	-	-
Physical Education	8	4	1	-	-	-	-
Music	5	3	-	-	-	-	2
Dental Hygiene	2	-	-	1	1	-	-
Nursing Certificate	1	-	-	-	-	1	-
Applied Science	24	8	1	3	-	-	1
Science	52	24	5	2	6	1	3
Pharmacy	3	1	-	-	-	-	-
Forestry	2	1	-	-	-	-	-
Education (Elem A2)	129	69	11	6	11	2	14
Education (Indust)	3	-	1	-	-	-	-
Education (Sec)	23	7	1	5	4	-	4
Total	433	194	47	25	43	42	29

concerned had taken their pre-college education outside Vancouver.

Of the 241 Vancouver high school students, 194 had attended a high school operated by School District 39 (Vancouver). The high schools attended by these students prior to enrolling at V.C.C. is listed in Table 20. The faculties and year levels entered at U.B.C. by the Vancouver public high school students are indicated in Table 21.

The cumulative G.P.A. earned by the high school students while at V.C.C. who later transferred to U.B.C. was found to be considerably lower than that earned by the total transfer group when the eight selected faculties were considered. One hundred seventy-two students entered these faculties. The cumulative G.P.A. for the Vancouver high school student found .6 per cent with a G.P.A. of 3.5 - 4.0 (5.1 per cent for all transfer students); 3.5 per cent with a G.P.A. of 3.0 - 3.4 (14.0 per cent for all students); 18.6 per cent with a G.P.A. of 2.5 - 2.9 (34.9 per cent for all students). In other words it appears from a comparison of information in Table 9 and Table 22 that the Vancouver high school students attending college have a lower achievement average at college than the total group under study.

The above tendency would seem to be confirmed from information found in Table 23. Of the 194 Vancouver high school students, 96, nearly one half, were not eligible to enter university directly from high school. For the most part, these students had achieved under the 60 per cent needed for admission to U.B.C. With this in mind, it would seem that Vancouver City College is fulfilling one of its primary functions, that is, in giving a second chance to students by providing a recognized type of educational experience to further qualify applicants for university. As might be

TABLE 20

Vancouver City College transfer students to the University of British Columbia, September 1968, according to the Vancouver High School attended prior to College.

Vancouver High School	Entered U.B.C. after attending V.C.C.		Entered U.B.C. directly from a Vancouver High School in 1967	
	No.	%	No.	%
Byng	25	12.9	111	11.0
Hamber	21	10.8	83	8.2
Prince of Wales	21	10.8	83	8.2
Magee	17	8.8	66	6.5
David Thompson	16	8.3	46	4.6
Kitsilano	15	7.7	72	7.2
John Oliver	12	6.2	68	6.8
Churchill	10	5.1	137	13.7
Point Grey	9	4.6	80	7.9
Gladstone	8	4.1	43	4.3
Killarney	8	4.1	34	3.4
Templeton	7	3.6	34	3.4
Britannia	6	3.1	46	4.5
Tupper	6	3.1	46	4.5
King Edward-Adult	5	2.6	-	-
Technical	4	2.1	27	2.7
King George	3	1.6	8	.8
Windermere	1	.5	23	2.3
Total	194	100.0	1007	100.0

TABLE 21

Vancouver City College students who attended a Vancouver High School entering the University of British Columbia, September 1968, by faculty and year.

Faculty	Year	Male		Female		Total	
		No.	%	No.	%	No.	%
Arts	1	1	1.0	-	-	1	.5
	2	28	28.9	21	21.7	49	25.3
	3	6	6.2	4	4.1	10	5.2
Commerce	1	16	16.5	-	-	16	8.3
Home Economics	2	-	-	1	1.0	1	.5
Physical Education	1	-	-	-	-	-	-
	2	2	2.1	1	1.0	3	1.6
	3	1	1.0	-	-	1	.5
Music	1	-	-	1	1.0	1	.5
	2	1	1.0	1	1.0	2	1.0
Applied Science	1	8	8.3	-	-	8	4.1
Science	2	20	20.6	2	2.1	22	11.4
	3	2	2.1	-	-	2	1.0
Pharmacy	1	-	-	1	1.0	1	.5
Forestry	1	1	1.0	-	-	1	.5
Education (Elem A2)	1	-	-	2	2.1	2	1.0
	2	5	5.1	53	54.6	58	29.9
	3	1	1.0	8	8.3	9	4.6
Education (Sec)	1	2	2.1	-	-	2	1.0
	2	3	3.1	2	2.1	5	2.6
Total		97	100.0	97	100.0	194	100.0

TABLE 20

Vancouver City College transfer students to the University of British Columbia, September 1968, according to the Vancouver High School attended prior to College.

Vancouver High School	Entered U.B.C. after attending V.C.C.		Entered U.B.C. directly from a Vancouver High School in 1967	
	No.	%	No.	%
Pyra	25	12.9	111	11.0
Hammer	21	10.8	83	8.2
Prince of Wales	21	10.8	83	8.2
Magae	17	8.8	66	6.5
David Thompson	16	8.3	46	4.6
Kitsilano	15	7.7	75	7.2
John Oliver	12	6.2	68	6.8
Grousehill	10	5.1	137	13.7
Point Grey	9	4.6	80	7.9
Gladstone	8	4.1	63	6.3
Killarney	8	4.1	34	3.4
Templeton	7	3.6	36	3.6
Brilliantia	6	3.1	46	4.6
Tupper	6	3.1	46	4.6
King Edward-Adams	5	2.6	-	-
Technical	4	2.1	27	2.7
King George	3	1.6	8	.8
Windsor	1	.5	23	2.3
Total	194	100.0	1007	100.0

Faculty	Year	Male		Female		Total
		No.	%	No.	%	
Arts	1	1	1.0	-	-	1
	2	28	28.2	21	21.7	49
	3	6	6.2	4	4.1	10
Commerce	1	15	15.2	-	-	15
Home Economics	2	-	-	1	1.0	1
Physical Education	1	2	2.1	1	1.0	3
	2	1	1.0	-	-	1
Music	1	1	1.0	1	1.0	2
Applied Science	1	8	8.3	-	-	8
Science	2	20	20.4	2	2.1	22
	3	2	2.1	-	-	2
Pharmacy	1	-	-	1	1.0	1
Forestry	1	1	1.0	-	-	1
Education (Elem AS)	1	1	1.0	2	2.1	3
	2	2	2.1	2	2.1	4
Education (Sec)	1	1	1.0	2	2.1	3
	2	2	2.1	-	-	2
Total		97	100.0	97	100.0	194

Vancouver City College students who attended a Vancouver High School and entered the University of British Columbia, September 1968, by faculty and year.

TABLE 21

TABLE 22a

Vancouver City College students who attended a Vancouver High School and entered the University of British Columbia, September 1968, in eight selected faculties, by cumulative grade point average while in attendance at Vancouver City College.

V.C.C. cumulative G.P.A.	University of British Columbia Faculty Entered							
	Arts 2nd yr		Arts 3rd yr		Commerce 1st yr		Applied Sc. 1st yr	
	N	%	N	%	N	%	N	%
3.5 - 4.0	-	-	-	-	-	-	-	-
3.0 - 3.4	-	-	-	-	-	-	-	-
2.5 - 2.9	9	18.0	1	10.0	-	1	1	12.5
2.0 - 2.4	19	38.0	6	60.0	5	5	5	62.5
1.5 - 1.9	15	30.0	2	20.0	8	8	1	12.5
less than 1.5	7	14.0	1	10.0	3	3	1	12.5
Total	50	100.0	10	100.0	16	100.0	8	100.0

Grade	40	100.0	50	100.0	10	100.0	8	100.0
Grade 1-2	1	10.0	1	10.0	3	15.0	1	15.0
3-4	12	30.0	5	50.0	5	50.0	1	15.0
5-6	13	32.5	2	20.0	2	20.0	2	25.0
7-8	8	18.0	1	10.0	-	-	1	15.0
9-10	-	-	-	-	-	-	-	-
11-12	-	-	-	-	-	-	-	-
G.C.C. cumulative A.C.C.	11	27.5	11	100.0	11	100.0	11	100.0

NOTE: The percentage of students who attended a high school in the Vancouver City area is 100.0%. The percentage of students who attended a high school in the Vancouver City area is 100.0%. The percentage of students who attended a high school in the Vancouver City area is 100.0%.

TABLE 22b

University of British Columbia Faculty Entered				Total			
V.C.C. cumulative G.P.A.	Science 2nd yr N	Education 2nd yr Elem - A2 N	Education 3rd yr Elem - A2 N	Education 2nd yr Secondary N	Education 2nd yr Secondary %	Education 2nd yr Secondary %	Education 2nd yr Secondary %
3.5 - 4.0	-	-	1	1	14.3	-	1 .6
3.0 - 3.4	1	4.8	3	2	28.6	-	6 3.5
2.5 - 2.9	5	23.8	15	-	-	20.0	32 18.6
2.0 - 2.4	6	28.6	17	1	14.3	40.0	61 35.5
1.5 - 1.9	5	23.8	15	2	28.6	20.0	49 28.5
less than 1.5	4	19.0	5	1	14.3	20.0	23 13.3
Total	21	100.0	55	7	100.0	100.0	172 100.0

expected, however, the failure rate at university for those students originally not eligible for U.B.C. admission was higher (8.3 per cent) than for the students with a high school average of over 60% (4.1 per cent). Similarly, those students with a high school average under 60 per cent had a lower percentage of pass or higher university status at the end of their first year of transfer (43.8 per cent) as compared to the 64.3 per cent of those with a high school average of 60 per cent or over.

Transfer Credit

One of several criteria which may be available for an evaluation of the transfer function is the amount of credit lost upon transfer from the community college to the university. There are two ways of evaluating this function. First is a consideration of all college level courses taken by the student whether recognized for transfer or not. When the eight selected faculties are considered, 48 per cent of the transfer students experienced no loss of credit. A further 20 per cent of the students lost no more than one course of credit upon transfer. Students entering second year Arts and first year Commerce had a greater loss of credits than did those students entering other faculties. The highest ratio of lost credit on transfer occurred in the Commerce Faculty, where eleven of the thirty students lost over eleven units (4 subjects) on transfer. This information is summarized in Table 24.

A second method of evaluating the transfer function is to consider those courses which have recognized transfer credit to U.B.C. and where the grade earned at V.C.C. was 2.0 or over. It is assumed that transfer

TABLE 24

Vancouver City College transfer students losing various amounts of college level course credit upon transfer to the University of British Columbia, September 1968, by selected faculty.

Amount of Credit lost VCC course units ^a	University Faculty Entered										Total	
	Arts 2nd yr	Arts 3rd yr	Comm'ce 1st yr	Ap'd Sc 1st yr	Science 2nd yr	Educ 2nd yr Elem	Educ 3rd yr Elem	Educ 2nd yr Sec	Total		N	%
30 or more	2	-	2	-	-	-	-	-	4	1.0	4	1.0
20 - 29	5	-	2	-	1	-	1	1	10	2.5	10	2.5
17 - 19	2	-	1	-	-	-	-	-	3	.8	3	.8
14 - 16	6	3	4	-	-	1	-	-	14	3.6	14	3.6
11 - 13	7	-	2	-	2	8	3	1	23	5.8	23	5.8
8 - 10	11	1	1	1	5	6	2	-	27	6.9	27	6.9
5 - 7	17	4	5	3	4	7	2	2	44	11.2	44	11.2
1 - 4	16	10	4	6	13	23	4	3	79	20.2	79	20.2
none	42	17	9	14	25	63	5	13	188	48.0	188	48.0
Total	108	35	30	24	50	108	17	20	392	100.0	392	100.0

a Includes all college level courses taken whether recognized for transfer or not, failed, repeated, or granted a pass or incomplete grade. Does not include courses given a "W" (withdraw) grade.

credit is granted for recognized subjects where a C grade (2.0 G.P.A.) or over is earned. A study was made of each individual case in an effort to determine whether any transfer student had lost credit after the completion of college level courses at V.C.C. which have received approval for transfer to U.B.C. No loss of credit was experienced by 276 (70.4 per cent) transferring students. A further 92 (23.4 per cent) lost no more than one course upon transfer. Once again, the greatest proportion of high unit loss upon transfer was found in the Faculty of Commerce.

The high percentage of no loss of credit upon transfer would speak well of the co-operation experienced by V.C.C. in dealing with U.B.C. The information is summarized in Table 25.

An overall evaluation of the actual reason for loss of recognized transfer credit is found in Table 26. In this case the number of actual courses lost is recorded. A total of 162 courses taken were not granted credit even though a minimum of a C grade was obtained. For example, credit was refused for 28 courses where a grade of C or better had been earned for the "A" course. (At V.C.C. there are certain courses where an "A" and "B" sequence need to be taken. Each course is the equivalent of three semester hours, i.e. 3 units, for a total of six units for the "A" and "B" sequence. In this case an acceptable grade must be achieved for both courses in the sequence before equivalent transfer credit will be given.) In certain other areas, it is expected that two courses in a recognized combination will be successfully completed at the college before equivalent credit will be given for a university subject. For example, V.C.C. History 24 and History 25, both one semester courses earning

TABLE 25

Vancouver City College transfer students losing various amounts of U.B.C. recognized transfer courses in transferring to the University of British Columbia, September 1968, by selected faculty.

Amount of Credit lost ^a VCC course units ^b	University Faculty Entered								Total N %	
	Arts 2nd yr	Arts 3rd yr	Comm'ce 1st yr	Ap'd Sc 1st yr	Science 2nd yr	Educ 2nd yr Elem	Educ 3rd yr Elem	Educ 2nd yr Sec		
17 or over	-	-	-	-	-	-	-	-	-	-
14 - 16	-	-	1	-	-	-	-	-	1	.3
11 - 13	-	-	1	-	1	-	-	-	2	.5
8 - 10	-	-	-	-	-	-	-	-	-	- ⁴³
5 - 7	4	-	5	-	1	1	-	-	11	2.8
1 - 4	28	9	4	7	17	20	3	4	92	23.4
none	76	26	19	17	27	83	13	15	276	70.4
not known	-	-	-	-	4	4	1	1	10	2.6
Total	108	35	30	24	50	108	17	20	392	100.0

a Includes all college level courses taken which have recognized transfer credit to U.B.C., and where the grade earned at V.C.C. was C (2.0 g.p.a.) or over.

b Six V.C.C. course units are required to give three U.B.C. units.

P SIX A'C'C' colleges under the authority of Great Britain A'C'C' units.

The College entered at A'C'C' was C (S'0 5'6'9'') at OAC.

Incurred 97 college fees; however, since upon this was recognized transfer credit to A'C'C' was made.

	108	32	36	57	20	108	13	50	368	100%
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										
36										
57										
20										
108										
32										

Reason for loss	Number of courses whose credit lost										Total
	Psych 15A	Psych 15B	Psych 15C	Psych 15D	Psych 15E	Psych 15F	Psych 15G	Psych 15H	Psych 15I	Psych 15J	
1. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
2. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
3. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
4. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
5. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
6. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
7. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
8. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
9. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
10. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
11. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
12. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
13. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
14. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
15. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
16. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
17. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
18. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
19. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
20. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
21. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
22. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
23. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
24. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
25. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
26. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
27. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
28. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
29. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
30. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
31. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
32. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
33. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
34. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
35. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
36. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
37. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
38. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
39. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
40. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
41. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
42. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
43. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
44. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
45. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
46. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
47. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
48. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
49. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
50. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
51. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
52. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
53. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
54. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
55. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
56. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
57. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
58. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
59. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
60. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
61. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
62. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
63. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
64. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
65. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
66. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
67. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
68. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
69. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
70. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
71. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
72. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
73. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
74. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
75. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
76. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
77. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
78. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
79. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
80. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
81. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
82. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
83. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
84. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
85. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
86. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
87. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
88. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
89. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
90. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
91. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
92. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
93. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
94. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
95. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
96. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
97. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
98. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
99. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10
100. One course only, no combination for credit	1	1	1	1	1	1	1	1	1	1	10

3 V.C.C. units each are required for transfer credit in History 202 at the university. In cases such as this, 33 courses were lost in transfer where one or the other of the combination of courses was not completed successfully. In another 48 cases a "P" grade was awarded for one course in the two course combination. (Normally a "P" grade is not given transfer credit.) Consequently, even though the other course in the combination had a C or better grade, transfer credit would be denied. This information is indicated in Table 26.

It is fairly obvious that the bulk of credit lost was due to insufficient grades earned in at least one part of a two course combination. It is, however, interesting to note that 23 courses were refused transfer credit in the Commerce Faculty since that particular faculty restricts transfer credit to no more than 15 university units.

A further break down of credit lost on transfer was done by college subject. The subject sequence with the highest number of courses lost on transfer was History 22 (Modern European History - 1900/1939) and History 23 (Modern European History - 1939 to the present). In this particular case eight courses in the series were denied transfer credit even though the college grades achieved were C or better because one part of the sequence was not taken. In seven other cases credit was not given because one of the courses in the sequence had a "P" grade earned, thereby preventing the transfer of credit for the other section even though a C or better grade was earned. In the case of "duplicated courses", the student concerned had repeated a particular course in an effort to improve a "C" grade already earned.

Students taking Psychology 15A (Fundamentals of Psychology) and Psychology 15B (Behaviour Theory) also experienced a loss of 16 courses

on transfer. The detailed breakdown of subjects lost on transfer and the specific reasons for same is found in Table 27.

Course Achievement

A final analysis of transfer student performance was centered around the results obtained in 38 selected courses at the university. By far the largest number of these students enrolled in English 200 (210). In other courses the totals ranged considerably and it was decided arbitrarily to include only courses in which the enrollment of transfer students reached at least eight.

The percentages of transfer students achieving the various university grades is summarized in Table 28 along with the percentages (in brackets) of all the students, that is both transfer and regular, in the particular course.

TABLE 27

Loss of credit upon transfer to the University of British Columbia by V.C.C. transfer students where a grade of C or better was obtained for one course in the sequence.

A & B Course sequence	Number of courses where credit lost for					Total
	I, F, W grade for B course	B sequence not taken	P grade for either A or B sequence	Duplicate course	Reason unknown	
Biol 16A & B	-	1	5	-	-	7
Chem 15A & B	-	2	2	7	-	11
Ec 21A & B	-	2	-	-	-	2
Eng 17A & B	3	-	1	1	-	5
Fr 17A & B	-	-	3	-	4	7
Fr 27A & B	-	3	1	-	-	4
Fr 29A & B	-	-	3	-	-	3
Germ 17A & B	-	2	1	-	-	3
Math 15A & B	2	3	3	-	1	9
Math 17A & B	-	2	3	-	-	5
Math 27A & B	-	3	-	1	1	5
Phy 15A & B	2	-	2	6	-	10
Phy 25A & B	-	-	1	-	-	1
Psy 15A & B	-	3	9	4	-	16
2 course sequence	I, F, W for one course	1 course of sequence not taken	P grade for one course	Duplicate course	Reason unknown	
Biol 25 & 26	-	3	-	1	-	4
Ec 17 & 18	-	2	-	-	-	2
Eng 23 & 24	-	3	1	-	-	4
Geog 15 & 16	-	1	-	-	-	1
Hist 22 & 23	-	8	7	1	-	16
Hist 24 & 25	-	4	1	-	-	5
Hist 26 & 27	-	5	-	9	-	14
P.S. 17 & 19	-	3	1	-	-	4
Psy 22 & 23	-	3	1	-	-	4
Soc 20 & 21	-	1	2	-	-	3
Total	7	54	48	21	6	136

TABLE 28a

University of British Columbia grades obtained by Vancouver City College transfer students in certain selected university courses and compared with grades achieved by all students enrolled in the course.

Course	First class %	Second class %	Pass class %	Failed %	Misc. W.D. %	Total N
Chem. 230	21 ^a (31) ^b	25 (26)	37 (24)	17 (13)	- (6)	24 662
Chem. 156	18 (8)	37 (28)	37 (40)	4 (12)	4 (10)	27 362
Comm. 151	9 (9)	24 (29)	24 (38)	32 (14)	11 (10)	34 313
Comm. 190	6 (13)	32 (41)	38 (35)	24 (8)	- (3)	34 316
Econ. 200	2 (8)	10 (27)	59 (42)	23 (13)	6 (10)	39 1019
Econ. 300	- (11)	25 (31)	40 (39)	25 (10)	10 (9)	20 544
Educ. 201	25 (26)	52 (47)	23 (22)	- (1)	- (4)	69 670
Educ. 202	30 (21)	55 (56)	12 (19)	- (1)	3 (3)	69 657
Educ. 203	20 (17)	43 (48)	32 (31)	5 (3)	- (1)	63 391
Educ. 204	6 (16)	73 (61)	21 (19)	- (1)	- (3)	62 500
Educ. 310	16 (26)	60 (53)	18 (17)	3 (1)	3 (5)	71 512
Educ. 311	1 (16)	52 (44)	44 (35)	3 (2)	- (3)	71 523
Eng. 200	2 (6)	29 (32)	50 (46)	13 (9)	6 (7)	210 2696
Fr. 110	- (8)	35 (27)	29 (40)	7 (8)	29 (16)	14 908
Fr. 210	- (6)	20 (31)	70 (42)	- (9)	10 (12)	10 197
Fr. 220	8 (16)	38 (49)	54 (20)	- (5)	- (9)	13 237
Hist. 100	- (4)	30 (28)	59 (52)	9 (10)	2 (6)	44 993
Hist. 204	11 (7)	22 (31)	67 (41)	- (2)	- (18)	9 162

a Unbracketed figures are percentages of V.C.C. transfer students.

b Bracketed figures are percentages for all the university students enrolled in the particular course.

TABLE 28b

Course	First Class %	Second Class %	Pass Class %	Failed %	Misc W.D. %	Total N
Math. 120	- (21)	- (26)	45 (30)	22 (13)	33 (10)	9 2198
Math. 155	22 (13)	37 (28)	26 (37)	7 (12)	7 (9)	27 373
Math. 156	26 (13)	33 (28)	22 (35)	15 (15)	4 (10)	27 420
Math. 200	5 (19)	14 (29)	71 (25)	10 (15)	- (11)	21 420
Math. 202	12 (16)	16 (25)	55 (31)	12 (15)	5 (14)	42 805
Math. 203	6 (10)	25 (32)	39 (39)	29 (15)	1 (5)	125 937
Phys. 155	19 (9)	31 (24)	27 (43)	19 (15)	4 (9)	26 384
Phys. 156	48 (21)	22 (34)	22 (30)	4 (5)	4 (10)	27 358
Phys. 200	10 (24)	40 (35)	30 (22)	- (7)	20 (13)	20 281
Phys. 219	11 (16)	63 (50)	26 (21)	- (1)	- (12)	19 262
P. S. 200	- (8)	20 (37)	55 (37)	15 (9)	10 (9)	20 330
P. S. 201	13 (17)	73 (51)	7 (15)	7 (2)	- (15)	15 235
P. S. 202	- (7)	50 (49)	36 (28)	11 (4)	3 (13)	28 380
P. S. 204	- (7)	48 (36)	41 (40)	7 (4)	4 (13)	27 395
Psy. 100	6 (11)	21 (32)	46 (39)	15 (12)	12 (6)	33 2448
Psy. 200	8 (15)	33 (38)	33 (32)	16 (7)	10 (6)	37 442
Psy. 206	5 (15)	66 (65)	27 (17)	2 (1)	- (2)	41 610
Psy. 308	- (13)	75 (54)	13 (27)	13 (2)	- (4)	8 551
Soc. 200	- (10)	30 (28)	60 (49)	6 (5)	4 (9)	47 841
Soc. 301	- (20)	43 (52)	36 (16)	7 (2)	14 (9)	14 306

Characteristics

The trend of V.C.C. students to enter primarily the humanities has been continued with just under three quarters of the students enrolled

TABLE 28a

University of British Columbia grades obtained by Vancouver City College transfer students in certain selected university courses and compared with grades achieved by all students enrolled in the course.

Course	First class %	Second class %	Pass class %	Failed %	Misc. W.D. %	Total N
Math. 120	21 (31) ^d	25 (26)	37 (34)	17 (13)	- (6)	24 662
Math. 155	18 (8)	37 (28)	37 (40)	4 (12)	4 (10)	27 362
Math. 156	9 (9)	24 (29)	24 (28)	32 (14)	11 (10)	34 313
Math. 200	6 (13)	32 (41)	38 (32)	24 (8)	- (3)	34 316
Math. 202	2 (8)	10 (27)	29 (27)	23 (13)	6 (10)	39 1019
Math. 203	- (11)	25 (31)	40 (39)	25 (10)	10 (9)	20 244
Phys. 155	25 (26)	22 (47)	23 (32)	- (1)	- (4)	69 670
Phys. 156	30 (21)	22 (26)	12 (19)	- (1)	3 (3)	69 627
Phys. 200	20 (17)	43 (48)	32 (30)	2 (3)	- (1)	63 391
Phys. 219	6 (16)	73 (61)	21 (19)	- (1)	- (3)	62 300
P. S. 200	16 (26)	60 (52)	18 (27)	3 (1)	2 (2)	71 312
P. S. 201	1 (16)	25 (44)	44 (32)	3 (2)	- (3)	71 323
P. S. 202	2 (6)	29 (32)	20 (25)	12 (16)	6 (7)	210 366
P. S. 204	- (8)	32 (37)	29 (27)	7 (10)	28 (16)	14 308
Psy. 100	6 (8)	32 (37)	29 (27)	- (1)	10 (12)	20 127
Psy. 200	8 (16)	36 (49)	24 (20)	- (2)	- (9)	23 237
Psy. 206	4 (4)	30 (28)	22 (22)	9 (10)	2 (6)	44 293
Psy. 308	11 (7)	22 (31)	67 (41)	- (2)	- (12)	9 162

a Unbracketed figures are percentages of V.C.C. transfer students.

b Bracketed figures are percentages for all the university students enrolled in the particular course.

entering such university faculties as Arts and Education. The percentage of women among the students transferring has risen from 37.5 to 44.3, with the vast majority of these (92.4 per cent) enrolling in the Arts and Education faculties.

The ratio of transfer students moving to the four year campus after completing two full years of the baccalaureate degree requirement at college has quadrupled since the first year of transfer. In spite of this increase, the 1968 percentage of 12.8 transferring after two full years of college study is low when compared with the percentage leaving after just one full year at college. Achievement of two year transfer students as far as "on time" university graduation and degree attainment is concerned has been considerably superior to the one year transfer student. With this in mind, attempts should be taken to encourage students to remain at the community college for two years prior to transfer.

One-quarter of the 1968 transfer students were classed as "mature students" at the time of transfer, that is, 25 years of age or over. This represents an increase of mature transfer students from about 14 per cent in 1966 to the current figure of 25 per cent.

V.C.C. Grade Point Average

The majority of transfer students have entered U.B.C. with a college cumulative G.P.A. of over 2.0 (a C average). There were, however, 54 students (12.5 per cent) with below 2.0 G.P.A. who were admitted to U.B.C. in 1968. This is a reduction from the 15.4 per cent in 1967 and the 25.6 per cent in 1966. In the faculties studied only one, the Commerce Faculty, reversed the above noted trend. This particular faculty accepted 21.1 per

CHAPTER III

SUMMARY

The major objectives for which this study was designed to

achieve are:

1. To make a somewhat more complete analysis of the subsequent success of community college transfer students after the first year of transfer to the University of British Columbia.
2. To determine to what degree college achievement, as reflected in the cumulative grade point average, might relate to future university academic achievement.
3. To examine the high school achievement of transfer students with the possibility of relating this achievement to college and university performance.
4. To find out the extent to which differences in university performance may occur when the academic performance of college transfer students is compared with the regular university student.
5. To document changes and trends that have been observed in performance and achievement after the first year of transfer for college students since the inception of the first study of 1966 transfer students.

This report, which is the fourth and final report in this series, involved a study of 133 Vancouver City College students who transferred to U.B.C. in September 1968. A comparison and an analysis of these students with the 176 college students who entered university in 1966 and the 376 who transferred in 1967 was also carried out.

Characteristics

The trend of V.C.C. students to enter primarily the humanities has been continued with just under three quarters of the students studied

cent of the V.C.C. transfer students with a G.P.A. of less than 2.0 in 1966 and by 1968 were permitting 40 per cent of those transfer students enrolling in the faculty to enter with a G.P.A. less than two.

On the average, the overall college achievement found among the transfer students admitted to U.B.C. is on the increase, at least as represented by G.P.A.

University Status

The failure rate of V.C.C. transfers at the end of the first year of transfer has been reduced to half of the 1967 rate, a low 6.6 per cent for 1968. The transfer students in 1968, for the first time, had a failure rate slightly less than the 7.3 per cent achieved by the "regular" students, in the eight faculties studied. Although the failure rate for the transfer student is low, the percentage of students achieving a first class university grade is likewise low, only 1.1 per cent as compared with the 6.5 per cent figure for the "regular" student.

The transfer student, therefore, compares favorably with the "regular" student in academic status after the first year of transfer at all levels except at the first class standard. This achievement is considered remarkable especially in light of the fact that approximately one half of the transfer students were not originally eligible for university entrance due to pre-college achievement below the university standard for admission.

The highest rate of failure was found amongst those students granted admission to the university with below a 2.0 grade point average (C). Even then, nearly one third of these students with sub-standard college grades obtained at least a "pass" grade in all subjects at the university level.

Students with a higher college G.P.A. were found to have a lower failure rate at university, as would be expected. Although the increase in college G.P.A. gave a corresponding reduction in university failure rate, it did not appreciably increase the rate of students obtaining a first class standing. Overall correlation between college G.P.A. and university average was + .51.

Mature and College age Students

While at the college, the mature student (25 years of age or over) earned a higher percentage of the top college grades, that is, a G.P.A. of 3.0 or over, than did the college age student. Forty per cent of the mature students achieved at this level at college as compared to 14 per cent of the college age students.

Upon transfer to university, the mature student's rate of achievement at the end of the first year of transfer was still above the achievement rate of the college age student, but the difference was not as pronounced as had been observed for the college achievement. Forty-one per cent of the mature students and 38 per cent of the college age students earned a second class or higher standing at the completion of one university year. On the other hand, the rate of failures at university by the college age student was over five times that of the mature student.

High School Achievement

Fifty-five per cent of the transfer students completed their high school education outside of the City of Vancouver. It, therefore, appears that the college is providing the educational opportunities for large numbers of

students whose pre-college education has been elsewhere than in

Vancouver.

The study of records of V.C.C. students who attended Vancouver City public high schools revealed that these students while at college had a lower achievement average than the total transfer group under study. The achievement while at university of the Vancouver high school transfer student was comparable with the averages for the total transfer group.

Transfer Credit

The success in solving articulation problems is demonstrated by the fact that nearly three-quarters of the students transferred with no loss of credit for any college subject in which a grade of C or better had been earned. One-fifth of the students lost credit in only one college course upon transfer.

For the most part the loss of credit for one course was due to a below C grade for a "companion" course. Normally a two course sequence at V.C.C. is required for credit for one university course. In other cases, students lost credit as a result of taking more college courses than the particular university faculty to which they were transferred would allow.

Overall Conclusion

It is evident that the college is adequately preparing students for transfer to the university. In doing so, the college has made it possible for a large number of students who were denied direct university admission due to either low grades at high school or a non university high school program, to eventually enter the university and to succeed at least to the end of the first year of transfer.

In spite of what might originally be termed a marginal achievement prior to college, the instruction at V.C.C. and the first year of university has been such that overall university status of these students has compared favorably with the regular university student. Although the transfer student does not generally achieve at a first class standing at university, his overall rate of failure has been comparable to the "regular" university student.

The success in solving the problem is demonstrated by the fact that nearly three-quarters of the students transferred with no loss of credit for any college course in which a grade of C or better had been earned. One-fifth of the students lost credit in only one college course upon transfer.

For the most part the loss of credit for one course was due to a below C grade for a "companion" course. Normally a two course sequence at V.C.C. is required for credit for one university course. In other cases, students lost credit as a result of taking more college courses than the particular university faculty believed they were transferred would allow.

1. It is evident that the college is adequately preparing students for transfer to the university. In doing so, the college has made it possible for a large number of students who were denied direct university admission due to either low grades at high school or a non university high school program, to eventually enter the university and to succeed at least to the end of the first year of transfer.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Although general conclusions have been included in the previous studies, any definite conclusions were deferred until the completion of this report where a more final and complete assessment of the findings concerning Vancouver City College transfer students will be made. These conclusions are based on the study of 985 transferring students. They deal with the nature and performance of students who began their baccalaureate degree programs at one community college. Although these conclusions depend, for the most part, on studies done on 985 V.C.C. students transferring to U.B.C., consideration has also been given to a 1969 study of 438 V.C.C. students and 14 Selkirk College students transferring to S.F.U., and 88 Selkirk students who have entered U.B.C.

The conclusions contained herein are really judgments or assessments based on the total findings from the authors' previous studies. Undoubtedly, these conclusions will reflect certain values and opinions - these values will reflect a point of view that all of society benefits from its citizens being educated to the highest possible potential. It is, therefore, implied that the community colleges can be a determining force in the development of a better educated citizenry. Others with different points of view could well draw from our findings somewhat different conclusions.

1. Community colleges are making it possible for increasing numbers of high school graduates to begin working for the baccalaureate degree who would not otherwise be able to do so for reasons of

academic or economic deficiency. For example, roughly 50 per cent of the transferring students had a pre-college academic record below the achievement required for direct admission to U.B.C. Although not specifically studied in this series of reports, it has been established that the proportion of citizens attending higher education facilities from lower economic groups is very small. With the reduced fee schedule experienced at the community colleges, when compared to the universities, an ever increasing number of economically disadvantaged should be able to benefit from at least some exposure to post secondary education.

2. The general public still appears to under-estimate the value of the contribution of the community college to higher education and to view it as a kind of sanctuary for the "have nots" both intellectually and financially. To a point this is obviously true. The vast numbers of "average" and "marginal" students found in these studies is an indication of this. At the same time the community college should not be considered as a "second cousin" to the university, nor should it be thought of as an easy way to get part of a university education. The increasing number of college transfer students achieving a first and second class standing after their first year at the four year institution should testify to this. The constant reduction in the failure rate of college students after transfer, a reduction to the point where the percentage of college students failing their complete first year at university is less than that found for the "regular"

university student would also indicate that college academic quality is not second rate.

The public, for the most part, tends to vote for the establishment of new community colleges but resists paying for them, failing to recognize that these institutions are quite appropriate for a majority of high school graduates. Although the numbers of college transfers graduating at the baccalaureate level from U.B.C. has not been overly impressive to date, it is still too early to indicate that this condition will not improve. Certainly the record made by transfer students after one year of transfer, in comparison with regular students has, for the most part, been more than impressive. Yet lack of publication of this fact may have contributed somewhat for the slowness of the community college becoming a more positive force in post-secondary education.

3. The basis for determining success or lack of it on the part of college transfer students has been to evaluate the transfer student by university criteria. If the transfer student achieves favorably while at university when compared with the "regular" student, it has been assumed that the community college has done a "good" job. In other words it is naturally expected that what-ever the four year institution has done is correct, therefore, if the two year institution follows suite, it too must be doing well. There is a possibility, however, that university achievement should not be the only basis upon which college transfer should be evaluated.

As a two-year college program is rapidly becoming more necessary for many types of employment today, it is possible that within a few years the four year degree may become a requirement in new fields. With this in mind, it is not unreasonable to suggest that the evaluation of college transfer students be made on other than present university standards and achievement.

4. There has appeared a wide variation in the success of transfer students at university, depending upon the faculty and year entered. It would appear that most of the transfer students could be successful, at least in their first year after transfer, if they would select a major field which is appropriate to their ability and prior achievement. There are probably one or more university faculties in which the transfer student with a 2.0 grade point average in college could succeed if properly motivated and assisted. It does appear, however, that students are in some cases transferring to inappropriate faculties. The counseling functions of the college and university are vital in these cases.
5. Certain faculties seem to be admitting transfer students on a basis of barely satisfactory community college grades, in fact, in some cases the college grades have been entirely unsatisfactory, that is, under the recognized 2.0 grade point average. It appears that in at least one university faculty the view is that all such students must be given an opportunity to attempt the program.

Such a policy tends to lower the eventual success rate of transfer students at the university, since the studies have clearly shown that it is in the under 2.0 category where the highest university failure rate has occurred.

6. The 2.0 grade point average earned at a community college, although a reasonable indicator of the student's likelihood of future university success, is relatively unsatisfactory as an absolute predictor of success. Some students with less than the suggested 2.0 G.P.A. minimum have been successful after transfer. The probability of this occurring is, however, greatly reduced, when compared with the over 2.0 G.P.A. transfer student. Undoubtedly the C grade was given for compliance of course requirements at a minimally acceptable level. In fact, grades of less than 2.0 (C) are frequently given at the college level with the thought that it will be discounted if the student applies for transfer. Quite naturally a specific grade may mean many things to different instructors. It appears reasonable to suggest that additional criteria to the G.P.A. be considered when applying for entrance to a university.
7. The correlation coefficient obtained between college G.P.A. and university average was in the vicinity of +.5 for the subjects involved. This correlation, although highly significant, is far from being an excellent predictor of future achievement. However, further calculations conducted with subjects whose high school G.P.A. and Otis I.Q. were calculated showed clearly that college G.P.A. remained the best single predictor of university

achievement which was available.

8. The community college is doing an effective job in educating not only good students, but also those students with high school deficiencies and improper pre-college standing for transfer to the four-year campus. Although students with poor high school records have less chance for success after transfer, their record of failure at the university is only slightly higher than the similar record for the regular university student.
9. The success of mature age students as noted in this study, is worthy of special reference. No doubt the high level of motivation which these students tend to possess is responsible, in part, for their success both at college and university. Colleges might be encouraged to be generous about admitting mature students and also offering the counselling facilities of the college to further aid their adjustment to academic life.
10. Grade point averages and percentage achievement grades are one of the present realities of both college and university life which the transfer student must be prepared to accept. Community college students are transferring to different university faculties, with different standards of achievement and with varying admissions requirements. Very few of the transfer students, however, suffered serious drops in grades in their first year after transfer. Achievement and persistence problems did occur after the first year of transfer and varied widely with the faculty

concerned.

11. A number of the problems apparently encountered by transfer students especially in the area of credit loss upon transfer appears to be the result of the individual student not being aware of university requirements in their particular area of study. Wrong courses taken at college; too many courses taken in a particular field; incorrect course sequences; transferring with more than the allowable maximum units; were some of the problems encountered by students. Although university and college publications have the required information needed to clarify the student's problems, for one reason or another the transfer student in certain cases is either not aware of this material, or if he is, is not prepared to accept the pronouncement as applying to him. Counselling, therefore, about university attendance and career choice needs to be greatly expanded at all levels, including high school, community college and university. Despite the foregoing, loss of credit on transfer does not appear to have been experienced by the vast majority of transfer students.

12. There appears to be no reason why community college transfer students generally should require more time and more courses than regular students to complete the degree program. Yet this is apparently the case, in spite of rather close work by both college and university on articulation problems in courses and curricula. The predominance of delayed graduation is found amongst those transfer students who transferred to the university

after only one year at the community college. The rate of "on time" degree graduation from the university for students transferring after two years at the college as compared with those transferring after one year was over four times as much.

13. The present articulation methods, although solving many problems encountered in transferring from a two year campus to a four year campus, obviously is inadequate to solve certain problems such as delayed graduation on a degree program and withdrawal rate. These problems could well be compounded and complicated by an increased diversity of programs contemplated at the university level and by changing patterns of transfer, not only to different institutions, but to different faculties within the institution. Although uniformity of program with the university is possible at the college level, it is probably undesirable due to the wide variation in precollege academic experience and ability of college students.

Difference should continue to exist not only in the structure and content of the programs, but also in the method of instruction and materials. The community college should not be required to offer an indefinite number of transfer programs to parallel those of the university. Certain college programs where rather expensive experimental equipment is required and where the proportion of transferring students is small, could well be reserved for the exclusive jurisdiction of the university

where a much broader financial base is available to finance such requirements.

Further, in the design of community college courses it must be remembered that less than one fifth of the students enrolled in the college transfer program have actually transferred to a university. Even though the remainder of the students have expressed a desire to transfer by the very fact of being in the transfer program, the fact remains that they do not. A good college transfer course must then take this aspect into consideration and if for no other reason, should be developed on lines somewhat dissimilar to its university counterpart.

What is probably required is transfer by program and not by course as is in most cases the situation now. Program transfer would preserve the individual college's right to experiment and innovate and at the same time protect the student's transfer credit.

The various conclusions and findings of this report could be capsulated thus: the community college has generally demonstrated a fine record in preparing students to transfer to a very diverse group of faculties in the university concerned, but there is room for improvement in certain aspects of the transfer situation.

APPENDIX A

John D. Dennison & Gordon Jones.

"A Study of the Characteristics and Subsequent Performance of Vancouver City College Students who transferred to the University of British Columbia in September 1966." Completed December 1967.

John D. Dennison & Gordon Jones.

"A Study of the Characteristics and Subsequent Performance of Vancouver City College Students who transferred to the University of British Columbia in September 1967." Completed December 1968.

John D. Dennison & Gordon Jones.

"A Study of Selkirk College Transfer Students to the University of British Columbia." Completed September 1969.

John D. Dennison & Gordon Jones.

"Supplementary Report on Selkirk College Students who transferred to the University of British Columbia in September 1967." Completed September 1969.

John D. Dennison & Gordon Jones.

"Academic Performance of Community College Transfer Students at Simon Fraser University." Published by the Academic Board for Higher Education in British Columbia. September 1969.

John D. Dennison & Gordon Jones.

"One Year After College - A Study of Career Program Students at Vancouver City College." Completed November 1969.

John D. Dennison & Gordon Jones.

"A Long Range Study of the Subsequent Performance and Degree Attainment of Students who transferred from Vancouver City College to the University of British Columbia from 1966-1969." Published by The Division of Research and Institutional Development. Vancouver City College, January 1970.

APPENDIX A

John D. Dennison & Gordon Jones.
"A Study of the Characteristics and Subsequent Performance of
Vancouver City College Students who transferred to the University of
British Columbia in September 1966." Completed December 1967.

John D. Dennison & Gordon Jones.
"A Study of the Characteristics and Subsequent Performance of
Vancouver City College Students who transferred to the University of
British Columbia in September 1967." Completed December 1968.

John D. Dennison & Gordon Jones.
"A Study of Salish College Transfer Students to the University of
British Columbia." Completed September 1969.

John D. Dennison & Gordon Jones.
"Supplementary Report on Salish College Students who transferred
to the University of British Columbia in September 1967." Completed
September 1969.

John D. Dennison & Gordon Jones.
"Academic Performance of Community College Transfer Students at
Simon Fraser University." Published by the Academic Board for Higher
Education in British Columbia. September 1969.

John D. Dennison & Gordon Jones.
"One Year After College - A Study of Career Progress Students at
Vancouver City College." Completed November 1969.

John D. Dennison & Gordon Jones.
"A Long Range Study of the Subsequent Performance and Degree
Attainment of Students who transferred from Vancouver City College to the
University of British Columbia from 1966-1969." Published by the
Division of Research and Institutional Development, Vancouver City
College, January 1970.