A QUALITATIVE EVALUATION OF A TRANSFER

MANAGEMENT SYSTEM UTILIZED AT A

MULTI–CAMPUS, URBAN COMMUNITY

COLLEGE: A CASE STUDY

By

MATTHEW SWIFT GIFFHORN
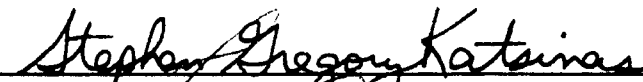
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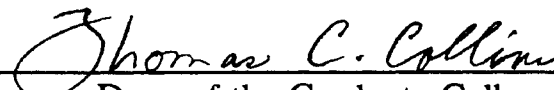
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Thesis Adviser

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Dean of the Graduate College

PREFACE

This study was conducted to evaluate the transfer management system of a multi-campus, urban community college. Administrators selected on the basis of their involvement in the transfer process were intervieewed and their responses, coupled with national literature or the subject and data received from various educational agencies provided the basis for conclusions and recommendations made in the study.

I sincerely thank my masters committee—Drs. David Webster, Thomas Karman, and especially Steven Katsinas—for their insight and guidance in the completion of this study. I also thank my wife, Betty, and my children, Christopher, Benjamin, and Katharine, for their support and encouragement throughout the entire process.

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CHAPTER I

INTRODUCTION

Since their creation in the early 1900's community colleges have been asked to fulfill many obligations that are foreign to other institutions of higher learning. Today, community colleges enroll over fifty percent of all incoming freshmen and more minorities than all four-year colleges and universities combined (El-Khawas and others, 1988). Because of spiraling tuitions costs and to a lesser degree increased admission standards at most research universities, many more students are choosing the community college for their general education requirements.

As the enrollments at community colleges rise, so too will the number of students wishing to transfer to four-year colleges and universities. Historically, community colleges viewed their principal purpose as providing for the transfer of their students to baccalaureate degree-granting institutions. This remained as the main function until World War II when community colleges were asked to take on additional functions (Wechsler, 1989). In addition to the transfer function, the two-year schools began to emphasize technical/vocational education to meet the ever-increasing demand from the private sector. Developmental or remedial education was an inherent function of all institutions that espoused open access. Many experts, including Steven Zwerling, argue that this is the most important function of the community college (1993). Continuing education and community service are the remaining functions and contribute immensely to the colleges impact at the local, state, and national level (Cohen and Brawer, 1989).

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Definition of Terms

Any study of higher education functions requires a basic understanding of significant terms.

Community College - according to a Carnegie Foundation technical report entitled A Classification of Institutions of Higher Education, is an "institution [that] offers certificate or degree programs through the Associate of Arts level and, with few exceptions, offer no baccalaureate degrees" (1978, p.7). Additional terms such as "junior college," "two-year college," and "technical college" carry a similar definition.

Four-Year College - refers to an institution authorized to award the bachelor degree or higher degree. This applies to the terms "senior college" and "university." Transfer - refers to the movement of students from community colleges to four-year colleges and universities (Cohen, 1979).

Transfer Function - refers to the process which supports this movement of students (Cohen and Brawer, 1987). It also includes activities of institutions dedicated to transferring students.

Articulation - is the generic term referring to the entire range of processes and relationships involved in the systematic movement of students institutionally and intersegmentally throughout postsecondary education (Kintzer & Wattenbarger, 1985).

Despite being one of a number of important functions, transfer now takes on an added significance because of the drastic changes (higher admission standards,

increased tuition costs, etc.) that are in store for higher education in the 21st century. As a result, pressure has grown for community colleges to prepare more students to complete their baccalaureate degrees. This further emphasis on transfer has been stimulated by a number of factors, including primarily the need to become more competitive in a global economy (Berman, 1990). With no viable definition of what constitutes a transfer student and the absence of a comprehensive tracking system for those students who do transfer, little can be deduced as to the institutions effectiveness in this area.

At the national level, a number of organizations have created programs that deal directly with the problem of transfer effectiveness. The American Association of Colleges/Mellon Transfer Project, established in 1983, listed among its objectives the uncovering and overcoming of barriers to transfer. Its emphasis was on receiving institutions, yet the proposals apply to both community colleges and four-year institutions (Wechsler, 1989). The National Effective Transfer Consortium (NETC) was founded in the belief that research could help community colleges improve their capability to transfer students to four-year colleges and universities (Berman, 1990). The National Center for Academic Achievement and Transfer was founded in 1989 to help students transferring from comprehensive public community colleges to four-year institutions. The Center, funded by the Ford Foundation and housed at the American Council on Education, has provided millions of dollars in grants to strengthen two-year and four-year cooperative teaching faculty practices, which assist

student in transferring and successfully completing baccalaureate studies (Eaton, 1992).

Each of the above mentioned programs provides suggestions and recommendations for enhancing the transfer function for community colleges. In addition to these general suggestions, certain institutions that have demonstrated successful transfer programs are highlighted, and the steps taken to bring about such successful programs are outlined in detail. These institutions and their transfer programs provide the basis for which to assess and evaluate transfer management at an urban, multi-campus two-year institution, which in this study is identified as Midwestern Community College.

History of Midwestern Community College

Of the numerous two-year institutions within its state, Midwestern Community College (MWCC) stands out as the most comprehensive and perhaps as the most progressive. It is the largest institution of higher learning in the state, with three campuses and a total enrollment in excess of 22,000 students (OSRHE, 1992). The institution also enjoys a reputation for good campus planning. The original plan for the institution's development, released in 1970, called for four campuses to serve a student body of between 22,000 and 30,000 by the year 2000. With the opening of its fourth campus, Technical Campus, in 1995, the planning projections are right on target.

Since its doors opened in 1970, MWCC has served over 250,000 students. The Inner City Campus is the original facility and continues to serve the largest number

of students. Its programmatic emphases includes business, health sciences, and international languages. The Blue Collar Campus, opened in 1979, is noted for its technical programs and the Mathematics Learning Laboratory, a national model in the mathematics field. The Suburban Campus, opened in 1984, is the newest facility and is recognized for its marketing, computer, accounting, and management programs. In addition to the continuing expansion (the creation of Technical Campus), MWCC is consistently noted for outstanding achievements in numerous academic and community service areas and is a benchmark for other two-year schools throughout the region.

Midwestern Community College has enjoyed significant enrollment increases over the past six years. In 1986 enrollment was at 16,261; by 1992 it has risen to 22,056 (Preliminary Headcount Enrollment Reports, OSRHE, 1992).

Because of this dramatic increase in student enrollment, the transfer function has increased in importance at MWCC. In order to evaluate its effectiveness, a review of programs currently in place is needed, as well as personal interviews with those people who are most directly involved in the process. Administrators have the ability to impact the effectiveness of any community college's transfer function, and their assessment of the various measures being implemented at Midwestern Community College will provide valuable information. Finally specific suggestions and recommendations will be made in order to aid in any reform of the current transfer system.

Purpose

The purpose of this study was to evaluate how an urban, multi-campus community college assesses the effectiveness of its transfer program, and a variety of analytical and cognitive methods were employed. Foremost in this assessment are the attitudes of top administrators who play active roles in the implementation of the process. Such a study is necessary in order to comprehend the current barriers that restrict or impede transfer from community colleges to four-year institutions, as well as to provide important operational tactics that might be employed by other such institutions.

The main objectives of this study were to examine (1) how such an institution actually determines transfer effectiveness; (2) what level of importance the school places on this function (in relation to the other inherent functions); (3) how data relevant to this function are gathered and shared with faculty members; (4) what programs associated with transfer are currently in place; and (5) what impressions administrators has concerning any possible improvement of the transfer functions at this institution.

By addressing these objectives through personal interviews with top administrators and through the collection of data provided by Midwestern Community College and the State Coordinating Board for Higher Education, an accurate appraisal of an urban community college's transfer program was drawn. However, in order to analyze such a far-reaching concern in a comprehensive manner, comparisons with similar institutions were necessary. Data were collected from

national literature that outlined numerous innovative steps which have been taken at other urban community colleges, toward the advancement of the transfer system. The study examined the feasibility of such innovations at MWCC, taking into consideration a number of assumptions related to this case study.

Assumptions of the Study

1.   It was assumed that the questionnaire used to elicit responses from the various administrators was appropriate for the purpose of the study.

2.   It was assumed that the institution used in this study, Midwestern Community College, is roughly comparable to other nationally recognized community colleges, despite the presence of unique problems in relation to the effective transfer of its students.

3.   It was assumed that the responses to the questions reflected actual attitudes of the respondents toward the various aspects of the transfer function.

4.   It was assumed that the respondents do have significant impact on the transfer process.

The Scope of the Study

The scope of the study was restricted to Midwestern Community College based on a number of factors.   First of all, MWCC is the only comprehensive urban community college in the state.   Such institutions raise valid concerns regarding the transfer process.   L. Steven Zwerling, in <u>Second Best - The Crises of the Community College</u> (1976), and Judith S. Eaton (1989 and 1992) voiced two major concerns with this particular type of institution.   The first involves the relatively large number of

urban minority students whose transfer rates to four-year institutions are significantly below the national rate. The second concern reflects the length of time it takes to graduate from such institutions.

Furthermore, Midwestern Community College is recognized as one of the more progressive community colleges in the country and offers a wide variety of academic programs in both technical and university parallel areas. Consequently, it handles the largest number of transfers to four-year institutions in the state.

The respondents interviewed for the study represent the top administrators at MWCC with regard to matter of transfer and articulation. These include: the district president, the district executive vice president, the district director of institutional research, and each campus CEO. The are the individuals who exert the greatest impact on the process and who have the ability to make decisions directly affecting its success.

Faculty and support staff members were not included in the study. It was determined that while these people do have significant roles in the transfer process, they rarely possess the authority to affect change. Nevertheless, any successful transfer program must incorporate active participation by faculty and support service members. The extent of their involvement is an integral part of this study.

Significance of the Study

The importance of assessing and evaluating transfer effectiveness has always been recognized as essential in the overall operation of the community college. Since community colleges are the vital links between high schools and four-year colleges,

the effectiveness of their transfer function makes it a major focus of higher education for the 1990s (Banks, 1990).

Declining transfer rates and performance standards of transfer students are seen as the basis for proposals to address those problems (Bender, 1990; and Weschsler, 1989). A number of programs are currently in place and do contribute to an increased effectiveness and efficiency of the transfer function. However most are created with special state funding (Knoell, 1991). The study concentrates on measures that can be taken to enhance the process.

What follows is a review of the national literature on transfer effectiveness and on programs that illustrate certain measures taken to accomplish that objective. Emphases will be placed on comprehensive articulation agreements, curriculum reform at the community college level, and collaboration between two and four-year institutions. In addition the study will analyze the pertinent data and offer an assessment of the current transfer practices at Midwestern Community College. From this assessment will come conclusions and recommendations for additional action.

CHAPTER II

REVIEW OF SELECTED LITERATURE

The assorted literature collected for this study concentrates on several aspects relevant to transfer effectiveness. As such this chapter has been divided into five sections: (1) Introduction, (2) History of the Transfer Function, (3) Transfer Policy in Oklahoma, (4) Issues Concerning Transfer Effectiveness, and (5) Summary.

Introduction

The examination of current practices used by community colleges to increase transfer effectiveness constitutes the bulk of literature reviewed for this study. However the nature of the community college's diversity of mission makes any analysis of transfer fundamentally incomplete, especially when the concentration is on urban institutions. Countless researchers have studied the transfer problem and have yet to develop consensus regarding the solution. The lack of a common definition for transfer, as well as the absence of an appropriate tracking system for those who do transfer has limited researchers in their quest. In order to gain the proper perspective on true transfer effectiveness, literature on the historical background of this function was examined. Since the study reflects the transfer practices of an urban community college in the state of Prairie, a review of relevant data on state transfer policy was also included.

The national literature on transfer effectiveness is mainly concerned with the issues and problems that confront community colleges and their desire to upgrade their transfer process. These issues are discussed in numerous studies conducted by

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various educational consortia and foundations, as well as individual commentators through monographs and articles. Recommendations for specific action are also outlined and are included in the study. Additionally, community colleges that are included in these studies will be noted, with special emphasis placed on their background (with regard to transfer), the steps that were taken to improve transfer performance, and the results of those steps.

History of the Transfer Function

From its birth in the early 1900s, the community college or "junior college" has faced contradictory pressures. On one hand this institution was created to provide access to those previously excluded from higher education opportunities. On the other hand the junior college faced pressure to limit those wishing to obtain a baccalaureate degree because the nation's economy was unable to absorb them (Brint and Karabel, 1989). This paradox contributed to the early emphasis on transfer as the main function of the junior colleges. This function was designed to fulfill several institutional functions: a polarizing function, a democratizing pursuit, and a function of conducting the lower division for the university. The polarizing function sought to promote higher education by emphasizing individual advancement. The democratizing function was apparent when community colleges became the point of entrance for a large and diverse portion of the prospective students. The function of relieving universities from having to deal with freshmen and sophomores allowed universities to maintain higher admission standards while choosing those freshmen and sophomores they desire (Cohen and Brawer, 1982).

While transfer remained the primary function of community colleges, the rise of vocationalism began to take hold. This rise contributed to a modification of the institution's overall objective, and as a result, produced problems. Preparation for employment and preparation for the baccalaureate degree were seen as inherently diverse objectives. The advent of vocationalism was reviewed as a way of diverting students away from an academic track and created an image that community colleges placed relatively little emphasis on the preparation of their students for the transfer to four-year institutions (Palmer, 1990).

Eventually the community college expanded its overall mission to include remedial education, continuing education, and community service, along with the transfer function and vocational education. Nevertheless programs that prepared students for ongoing scholastic study remained the dominant function (Brint and Karabel, 1989).

The massive influx of students during the 1970s contributed to additional problems in the transfer function. This period was marked by the rise in "nontraditional" students, whose attendance patterns and preparation affected transfer rates. Despite the fact that the total number of students transferring declined only slightly during this period (due to the enormous expansion of the community college system as a whole), transfer rates were significantly lower - approximately 25 percent at the beginning of the 1970s and possibly 15 percent by the end of the decade (Ping, 1977; Cohen and Lombardi, 1979; Anderson, 1981; Cohen and Brawer, 1982). The literature indicates that factors such as the lack of residential facilities, lack of support

systems, the nonacademic nature of community colleges, and the tendency to track transfer students to occupational programs were instrumental in the decline of the transfer function (Folger, et. al., 1970; Astin, 1977; Alba and Lavin, 1981; Anderson, 1981; Astin, 1982; Valez, 1985; Dougherty, 1987).

As the community colleges move toward the 21st century, called for "legitimacy" and "accountability" are heard. Brint and Karabel (1989) warned that if community colleges are serious in their quest for legitimacy, they must strengthen their ties to baccalaureate degree-granting institutions. This means addressing the issues that affect transfer and articulation.

Transfer Policy in the State of Prairie

Public two-year college education was developed in Prairie by the early 1900s with the creation of University Preparatory School, which eventually became Northern Prairie College. Subsequently, nine additional junior colleges were created by 1919 (Baser, 1992). Their development was in response to an inferior public school preparatory program (Nutter, 1974). In spite of what was seen as inadequate preparation, legislative directives indicated that the creation of the seven original junior colleges was seen "as preparatory toward two years of traditional college work" (Nutter, 1974, p.26).

The Prairie state articulation policy is recognized by several noted authorities as one of the better policies on record (e.g., Kinter, 1973; Bender, 1990). The policy includes a 37 semester-credit-hour general education requirement while offering individual receiving institutions the discretion to interpret additional credit hour

applications for baccalaureate degree programs. This plan refers specifically to the applicability of the students' remaining units, i.e., "any prerequisite courses necessary for his or her anticipated upper-division program" (Appendix E, p.38). While occupational education is not covered directly in the agreement, those who graduate from community college career programs are encouraged to take major courses for the fulfillment of four-year degree programs (Kintzer and Wattenbarger, 1985).

Prairie's plan is unique to other state articulation policies for two reasons. First of all, under the plan some senior institutions may require transfer students to complete additional general education courses. The Prairie plan states that these courses must be given in the upper-division only, thereby shielding transfers from hidden lower-division requirements. Another factor involves a provision dealing with both upper and lower-divisions: "Courses classified as junior level yet open to sophomores at senior institutions even though taught at a junior college as sophomore level courses, should be transferable as satisfying that part of the student's requirement in the content area" (Appendix E, p.40).

Despite what is seen as a policy receptive to the transfer of community college students to baccalaureate degree-granting institutions, the literature notes that discrepancies exist that adversely affect such movement. While the articulation plan does state that there is no implied guarantee of choice, there are also no assurances that courses taken at a community college beyond the general education requirements will constitute anything more than simply an elective (Baser, 1992).

Additionally, the lack of a viable definition of transfer invalidates any transfer data that attempts to gauge an institution's effectiveness in the overall transfer process. The inability to measure an institution's progress, or lack thereof, in the transfer process is noted in numerous publications and gives credence to additional study in this area.

Issues Concerning Effective Transfer Management

The complexity of transfer and articulation goes beyond the development of articulation agreements. Matters concerning administrative prioritizing, curriculum reform, faculty involvement, and interinstitutional collaboration are seen as vital in gaining a proper perspective on the subject.

Administrative Leadership

The emphasis placed on transfer by top administrators, specifically presidents and CEOs, is directly correlated to the success of an institution's program. Brenda Beckman and Kenneth Woodbury, in their report "Institutional Policy Determination: The Role of the President in Setting Institutional Goals for Transfer," stressed the decision-making responsibility of the CEO and the continuing need for relevant dialogue with four-year institutions. Judith Eaton, Director of the National Center for Academic Achievement and Transfer, states as part of the Center's Nine-Point National Agenda for Action:

> Two and four-year institutions should explicitly declare that transfer is an important institutional investment in expanding academic achievement and transfer is essential. Presidents should issue direct, forceful written statements about the importance of transfer, about

transfer as a central, organizational value and priority, and about the institutional commitment to transfer goals (1992, p.77).

One of the more important findings taken from the Association of American Colleges/Mellon Transfer Project was that presidential participation is crucial in any successful transfer program. This view remained constant throughout the duration of the project. While many important successes were recognized from presidential leadership, many notable shortcomings occurred when it was absent (Wechsler, 1989). Centralized administrative leadership dictates the importance an institution places on the transfer process and, in large measure, determines the level of success it may achieve.

Articulation Agreements

The majority of literature dealing with transfer effectiveness at community colleges concentrates on the development of articulation agreements between two and four-year institutions. These agreements should "provide a framework for the faculty and staff of these institutions to work together to achieve greater program coordination in order to ensure associated degree graduates a smooth transition to a four-year institution" (To-Dutka and Weinman, 1991, p.1). Often, however, these agreements fail to accomplish their intended objectives. If an articulation agreement exists, frequently faculty members have little or no input into its development. Furthermore, while a baccalaureate degree-granting institution, in theory, might accept a particular course for credit, a particular department, in practice, might not.

Also changes in departmental curriculum and prerequisites create additional problems (Donovan, Schaier-Pelez and Forer, 1987).

According to Kintzer (1973), three types of articulation agreements exist:

1) Formal and legally-based policies

2) State system policies (including Oklahoma)

3) Voluntary agreements between individual institutions or systems

Formal and legally-based agreements consider the wide-range of general education requirements at two and four-year schools, timing restraints on when required courses can be offered, and various policies regarding the services that facilitate and movement of students through the system. Studies by Cohen, et. al. (1985); Bender (1990); Rendon et. al. (1988); Richardson and Bender (1986); and Tuner (1987, 1988) concluded that formal course articulation agreements between community colleges and their receiving senior institutions are crucial to the enhancement of the transfer function.

State plans place more emphasis on the details of transfer. Kintzer, in his 1973 work, Middleman in Higher Education: Improving Articulation Among High School, Community College, and Senior Institutions, feels that generally, state governing bodies, such as the State Coordinating Board for Higher Education, are more controlling than coordinating. This is seen most commonly in policy development and implementation. Voluntary articulation agreements are developed by responsible organizations within the institutions who reach decisions through mutual understanding rather than state edict. While problems such as financing,

management, and communication are common with voluntary agreements, it is believed that they usually work better than those that are mandated by legislative directives (Knoell, 1990).

Faculty Involvement

The role of faculty in the development and implementation of articulation agreements cannot be overlooked. In fact for any transfer program to thrive, faculty must assume a large portion of the responsibility. This can be seen in such areas as curriculum reform, transfer counseling, and classroom teaching.

At the heart of any articulation agreement is curriculum (To-Dutka and Weinman, 1991). Three specific approaches to articulation are institution to institution, program to program, and course to course. Watkins (1990) noted that while the institution to institution approach casts a more cooperative image, it is usually too general to ensure the proper compatibility within the curriculum. Course to course agreements provide ample information about course content but fail to recognize program requirements for specific academic majors. The program to program approach avoids these problems by providing detailed curricular information necessary for specific individual programs through the expectations and requirements of the academic departments (Cohen, 1985).

Faculty cooperation between two and four-year institutions is quite possibly the most effective way of enhancing transfer. This cooperation can involve many factor, such as faculty exchanges, interinstitutional faculty meetings (where discussions concerning academic expectations can be held), and exchange of syllabi. Such

involvement helps students shape their learning experience while detailing specific norms for performance and success. In turn these students become accustomed to one set of academic standards at both institutions and avoid the problems associated with moving on to a new academic environment of a four-year institution (Terzian, 1991).

Early assessment and counseling of potential transfer students is another issue that affects transfer effectiveness. Art Cohen (1989) suggested that:

> The most important single statement that can be made regarding student transfer is that the community college staff members must identify the potential transfers early on and monitor their progress through the colleges, making frequent direct contact with them until they complete their studies and enter the universities. This takes the form of dedication to student achievement that stands in contradistinction to the prevalent laissez-faire approach to student attendance. The colleges cannot sit by and allow students to take a random walk through the curriculum and at the same time expedite student progress toward the baccalaureate (p.2).

Other authorities go a step further. Grubb (1992) suggested that initial assessment and counseling (to clarify students' educational goals) is appropriate to all students, including "Experimenters" and undecided students, as well as full and part-time students. Grubb's reasoning was that by identifying students' needs, colleges could coordinate their efforts to enhance transfer and thus create an environment that would better facilitate the process.

Student services also aid in transfer. The creation of transfer centers is one step that has proved successful at various two-year institutions. These centers coordinate visits by faculty counselors and financial aid advisors from four-year

institutions to address questions posed by potential transfer students. In addition materials from the four-year institutions, including course catalogs, admissions applications, and financial aid information are provided to the centers (Eaton, 1992). Incorporating such centers into a community college's overall transfer system has been shown to be productive. The Minicucci, Berman, and Weiler evaluation of transfer centers in California indicates that community colleges having these centers (compared to those without) improved the overall rate of transfer, especially with minority students (1989).

In addition to transfer centers, the publication and distribution of transfer guides is another service that can aid in the transfer process. Such guides are useful in clarifying institutional procedures, course equivalencies, and transfer requirements (Eaton, 1992). Other initiatives that warrant consideration are student orientations and remedial centers, directed toward underprepared students. Community colleges that place transfer at the top of their priorities recognized the importance of such creative measures and provides models for others to follow.

Student Tracking Systems

As the transfer function becomes an increasingly important aspect of the community college's mission, cries for accountability are being heard. Consequently, the development of an effective student tracking system to minority students' progress through their years of higher education and beyond is essential to determine the success of the transfer process. Some stats, specifically California and Florida, have

developed and implemented such plans and have realized an encouraging amount of success.

The term "student tracking system" has been used to describe any collection of data or research for the purpose of measuring students success. Jim Palmer, in Accountability Through Student Tracking (1990), offers a more precise definition:

> Student tracking systems are longitudinal data bases that identify the attributes and educational goals of entering students, track student progress toward those goals on a term-by-term basis, and provide informational feedback for institutional planning and improvement (p.6).

There are, however, certain problems that plague community colleges from developing successful tracking systems. One such problem involves the methodology. Since community colleges have long relied on state and federal collection agencies for their data (such as fall enrollment and expenditures per student), they have relatively little experience analyzing student flow and outcomes. Also, data used in student tracking systems usually come from different college offices, such as the registrar's office, the institutional research office, and even offices of the various receiving institutions (Moore, 1986). Nevertheless, effective student tracking systems are not extremely difficult to implement and provide the type of accountability that will satisfy the concerns of the policy-makers who advocate them.

All community colleges gather information on their students. Following-up studies are common practices and do provide at least a sketchy view of the success of associate degree graduates (Palmer, 1985). Goal analyses are also common, as shown in recent examples from the Community College of Philadelphia (1987),

Glendale Community College in Arizona (Montemayor and others, 1985), Kirkwood Community College in Iowa (Keofoed, 1985), the San Francisco Community College district (Moss, 1985), and Broome Community College in New York (Romano, 1985). While these methods provide some indicators of student characteristics at entry and exit, they generally examine student cohorts at a single point in time. Longitudinal studies examine student cohorts progressively over a specified period of time. For a student tracking system to work effectively, it must track students through the institution while looking at outcomes after graduation (or leaving), and it must draw a link between outcomes and student goals (Palmer, 1990).

The basic design of student tracking systems is easily understood, yet in determining the scope of the system, a number of questions must be addressed.

- Who will be tracked? All students? Credit students who have initiated a matriculation process? Credit students who have completed a minimum number courses?

- How often will new cohorts be tracked?

- What data elements will be tracked each term?

- How will data from various college offices be merged into a single cohort tracking file?

(Ewell, Parker, and Jones, 1988)

Tracking systems such as LONESTAR (Longitudinal Student Tracking and Reporting) and the AACJC - FIPSE Model are the most widely used tracking systems for community colleges. And while such systems go a long way in determining the

success ratio of a community college's transfer function, they are not the guideposts of the total community college mission. Nevertheless, without an effective way to measure student transfer, colleges can never be sure that they are doing their job.

Summary

The enhancement of the transfer function at community colleges, especially urban institutions, involves a wide range of initiatives, each coordinated toward a singular purpose. Identifying transfer as a priority allows administrators to direct specific steps that will not only increase the rate of transfers to four-year institutions, but will also increase the level of preparation for those students to ensure their success in their quest for a baccalaureate degree.

Studies completed by Donovan, et. al. (1987) and Eaton (1990) offer detailed recommendations for the enhancement of transfer/articulation at community colleges. Because urban two-year colleges appear to encounter the most problems relative to transfer, it is important that such schools view the recommendations as options for improvement. Items such as two-year/four-year faculty collaboration, performance expectations, administrative leadership, and systematic tracking of students can be utilized by urban community colleges. Institutions including Roxbury Community College, Olive-Harvey College, Houston Community College, St. Louis Community College at Forest Park, and others have adopted these concepts and have experienced increases in transfer rates and have elevated their academic preparation for transfer students, as well.

This study has indicated that efforts to improve transfer effectiveness at an urban community college depend on the actions taken, most notably by top administrators, within the parameters of the school's overall mission. It has also been noted that while each institution recognizes unique problems related to transfer, and that no transfer program is ideal, an understanding of the issues and objectives can be useful in developing a better system.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this qualitative study was to evaluate the management of the transfer function at a multi-campus urban community college. The difficulty in conducting such a study was the basis for the creation of the Transfer Assembly Project, a component of the Ford Foundation's comprehensive approach to support transfer from urban community colleges to four-year institutions in the late 1980s. Without a valid definition of transfer or enough reliable data to evaluate its effectiveness, institutions cannot know whether their efforts to stimulate it are working (Cohen and Brawer, 1990)

Without a practical definition or verifiable data, this study based its findings, in large part, on extensive personal interviews with top administrators from a midwestern, multi-campus, urban community college district. These interviews centered on the institution's current transfer policy, as well as the institutional steps that were being taken to enhance the transfer function. In addition, available data related to transfer were collected, both from the institution and the state coordinating board of higher education.

The scope of this study was restricted to administrators of the institution. It was determined that these individuals had the most significant impact on transfer management and thus were uniquely qualified to interpret the school's direction, as well as possible changes in this area. Hammons, Thomas, and Ward, in a 1980 study,

verified the importance of administrators in relation to institutional development and

change:

> The key role of administrators in initiating, implementing, and facilitating change has been quite clear throughout the history of the community college. Without vigorous administrative leadership, especially from the chief instructional officers, there is little hope that inertia and faculty resistance can be overcome (p.27).

Research Instrument

The instrument used in this pilot test was a questionnaire (Appendix A)

comprised of numerous open-ended questions related to the management of the

transfer function at a multi-campus urban community college. The source of these

questions were derived from the national literature on transfer effectiveness, as well

as from the analysis of data compiled prior to the interviews. The use of open-ended

questions allowed the respondents to elaborate on specific areas of interest, which in

turn provided additional data for the study. In some cases various questions were

deleted from the interview, either because they were not applicable to the

respondents or because the respondents were unsure of the specific details related

to the questions.

In addition to questions regarding current transfer policy and practices,

questions evoking personal opinions were included. These were necessary to assess

how the individual administrator viewed transfer at his institution and what changes

were necessary to enhance the process. In most cases, these officials noted the same

concerns, yet in some cases disparities existed in their responses.

The Midwestern Community College District consists of three separate campuses: Inner City, Blue Collar, and Suburban. Being a multi-campus system, each site has special transfer problems/situations that require unique handling. Inner City campus deals with a large minority enrollment and therefore encounters special problems not common to the other campuses. Blue Collar campus emphasized more of a technical/vocational setting, yet is does handle a significant number of potential transfer students at the same time. One of its main concerns is the transfer of its Applied Science programs. Suburban campus enrolls more traditional students and as a result handles more transfer cases. Therefore the institution's transfer center is located on that campus.

The school itself has a total enrollment of approximately 21,400 students with a full-time enrollment equivalency of nearly 9,000 students. These figures make it the largest institution of higher learning in the state and the dominant institution of higher education in its region of the state.

Midwestern Community College is part of a state higher education system that includes 25 colleges and universities (including 13 two-year colleges) coordinated by a nine-member board. Cook and Brisch, in their 1992 summary of the state higher education system, noted that the state coordinating board is responsible for the coordination of these institutions, along with nine constituent agencies and four higher education centers. The operation and management of individual institutions within the state system is reserved for institutional governing boards. These boards make recommendations to the state higher education coordinating board regarding matters

of institutional functions, programs, standards, and budgetary needs for both operations and capital improvements (Fountain and Tollefson, 1992).

Since the state has a department of vocational/technical training separate from the state system of higher education, there are limited numbers of such programs offered by state system institutions. The state's two-year institutions offer vocational programs that are strongly based in collegiate-level instruction. There are 357 associate of applied science programs offered by the state's community/junior colleges (Fountain and Tollefson, 1992). The state system for higher education currently includes 13 community/junior colleges, 10 regional universities, and two comprehensive universities, which collectively enroll almost 221,000 students per year. Of this total nearly 40 percent are enrolled in the state's public two-year institutions.

CHAPTER IV

INTERVIEW RESULTS, FINDINGS, CONCLUSIONS,

AND RECOMMENDATIONS

Introduction

The purpose of this study was to assess and evaluate the management of transfer at an urban, multi-campus community college. This was accomplished through the use of an open-ended questionnaire, presented to top administrators from a three campus, single-accredited midwestern community college district and through the gathering of pertinent data on existing transfer policies, procedures, and statistics. The accumulation of data and responses to the questionnaire yielded a broad overview of the school's strengths and weaknesses in the area of transfer and allowed for comparisons to other urban community colleges that have taken aggressive steps toward improving/enhancing their current transfer program.

Based on the review of literature, community colleges that identify transfer as a top priority in their overall mission concentrate their efforts in four specific areas: administrative leadership, faculty collaboration, expanded data collection, and increased emphasis on student centeredness (Eaton, 1992). Since administrators, especially presidents and CEOs, have the ability to impact these areas more than others within the institution, the questionnaire was designed for them. Additional administrators, specifically the executive vice-president, director of institutional research, and the provost for student services, were interviewed because of their total involvement in the school's transfer system.

In addition to the literature review and extensive interviews, current relevant data on the institution's transfer numbers was collected. This data, collected and distributed by the institution and the state coordinating board for higher education, included such information as GPA comparisons (Appendix B), and year-by-year enrollment figures (Appendix C). By analyzing this information, trends developed which aided the study in gaining a more complete picture of the school's direction as far as prioritizing transfer in the future.

The culmination of the information-gathering process brought forth a complex view of the institution's transfer management system. Each campus experiences unique transfer situations that require different approaches. Nevertheless, Midwestern Community College has given transfer a high priority to transfer in its overall mission and recently has appeared to have adopted some progressive measures to ensure its continued success. Still, some areas require additional steps to increase the number of transfers to receiving four-year institutions, as well as to enhance the performance of transfer students at the college and university level. It is these areas that provide the basis for the remainder of this chapter.

Interview Results

The majority of data used in this study come from interviews with the six administrators of Midwestern Community College mentioned early in this study. These formal interviews were conducted in the offices of each administrator and lasted approximately forty-five minutes. The results of those interviews are documented in the following pages.

The president of the Midwestern Community College (MWCC) district prides himself in being a very proactive president, with his hand in all of the innerworkings of the institution. He recognizes the difficulty of operating an expanding, multi-campus institution, especially during times of economic instability. During his tenure MWCC has experienced continued growth in enrollment and is currently in the midst of creating another campus: Western Technical Campus. My discussion with him was both frank and enlightening.

The president addressed the importance of the transfer function (in relation to the other missions of the college) at MWCC by stating that it is "one of the three legs of a stool," the others being technical education and non-credit continuing education. To him, the transfer function is vital to the continuing operation of the school and is an area that needs to be continually enhanced. On the other hand he indicated that there is relatively little faculty interest in transfer/articulation and hinted that this may be an area that needs to be improved.

When asked to define his role in the college's transfer process, he used the term "facilitator." It is his job to push for better information, whether from the State Coordinating Board for Higher Education or from the various receiving institutions that work with MWCC. This information includes updated requirements, course equivalencies, or transfer guides from the assorted majors. In addition to facilitator, he also is an advocate for the college. His use of this term was tied to the belief that by advancing the successes of the college, the perception of how well it functions will improve. He used a specific example. During the 1992-1993 school year, a local

university's top four engineering students were MWCC transfers. Other individual accomplishments were noted and he indicated that those were some of the strongest indicators as to the school's success in the area of transfer.

As the discussion turned to how MWCC assessed and evaluated transfer effectiveness, the president noted that the school has a tracking system with the various receiving institutions within the region. This system includes all students who transferred from Midwestern Community College and draws comparisons with native students' GPA. The school's goal is to function within two-tenths of a point from those native students. He noted that the average GPA of MWCC students at time of transfer is 2.8 and the average at graduation is 2.78. He recognized that while students do experience "transfer shock" when moving from MWCC to a four-year institution, he added that there are numerous factors outside the academic realm that contribute to this phenomena, and that these are usually overcome in a short period of time.

On programs that are currently in place at MWCC that facilitate the transfer process, he was quick to state that the creation of a management institute where top administrators, including the entire executive cabinets from both MWCC and area four-year schools meet to discuss issues such as transfer and articulation. This contributes to a better understanding of problems that may exist and gives them the opportunity to find solutions that will be equally beneficial. He also mentioned the collaborative efforts of faculty from these institutions in relation to curriculum requirements and equivalencies. These efforts are designed to find ways for faculty

members to feel more at ease with each other concerning issues of transfer. The recent creation of a Transfer Center, located on the Suburban Campus, was another step in enhancing the transfer function. This Center is used by academic advisors from surrounding colleges and universities who can coordinate their information with that from MWCC. This pilot program was created in 1992.

The president then talked briefly about what advances he would like to see in the area of transfer and articulation. He is currently working on a "seamless" enrollment process with a local university. This would allow students to get immediate feedback, at the time of enrollment, about course requirements for four-year degrees. By linking the computers, there will be fewer problems and the process can begin at the earliest possible time. As a result transfer decisions can be taken from various faculty members, where discrepancies inevitably exist, and given to a central body. He was also cautiously optimistic about the eventual creation of a common numbering system for all courses in the State of Prairie Higher Education system.

Finally when asked for possible explanations as to the decline of transfers from MWCC during the 1991-92 school year, the president indicated that financial factors and rising admission standards might have an impact. However, since the number was relatively small, various short-term external factors may be responsible.

Also interviewed was the CEO of Blue Collar Campus. Blue Collar Campus, because of its location and emphasis on technical programs, has a somewhat reduced role in the transfer process. Nevertheless the CEO feels it is one of the most

important missions on his campus. This importance is precipitated by an increase in the number of "transfer potential" students. Approximately 50% of those students who enroll at MWCC plan to transfer. This is indicated in the enrollment into parallel studies. Because of these changes, transfer is and will continue to be a top priority.

On the assessment and evaluation of transfer effectiveness at MWCC, the CEO noted that they receive records from the various receiving institutions regarding GPA and conduct mid-level assessment of transfer students. He added that the transfer process is generally effective when dealing with general education requirements. However, there continues to be isolated problems with courses that fit into "gray areas" – those courses that were originally intended to be used for a particular major but are accepted as electives at the receiving institutions.

He then spoke about the current programs that are in place at MWCC that help to facilitate the transfer process. The counseling centers on the various campuses include extensive updated information on four-year degree requirements that allow students to see what is necessary for their particular major. There is currently an effort to create a statewide transcript that will eliminate any confusion when it comes to articulation to a four-year institution. Also mentioned was the creation of the Transfer Center on the Suburban Campus. The CEO was unsure as to how effective this center might be at enhancing transfer effectiveness, yet he feels that it might centralize the process, thereby increasing access to important information.

When asked how data concerning transfer effectiveness was articulated to faculty members, he was unsure about any formal process. However, he did indicate that the school's use of part-time and adjunct faculty does hinder, in some ways, its ability to coordinate a more comprehensive transfer program. He indicated that this is a real issue that needs to be addressed. Nevertheless he did note that information on transfer was available, and faculty members have access to the data. In addition, the various disciplines have articulation agreements that spell out what is required and list the equivalencies for each course. Also, full-time faculty members do meet with four-year faculty members on a need basis to discuss problems that might arise.

As to his role in the transfer process, the provost acts as a facilitator on a campus-wide basis, meeting with four-year administrators and keeping abreast of the most current data. This includes overseeing counseling and advisement aspects, as well as monitoring the developments, nationally and statewide, that might impact the transfer function. One of those is a common numbering system, currently in the developmental stage. He feels this advancement will go a long way in eliminating transfer problems while creating a system that will enhance the process.

The next respondent was the Director of Institutional Research for the Midwestern Community College district. He is responsible for gathering and disseminating data that relates to the overall operation of the college. His role in the transfer process is to collect information provided by the State Coordinating Board for Higher Education and from the various receiving institutions that enroll MWCC transfers.

When he was asked about the priority given to the transfer function, he indicated that it was not as high as it possible should be. The reason for this is because the community college gets no real credit for its efforts unless its students receive a diploma. Since a large number of students use MWCC as a brief stopover in their higher education experience, little can be done to ensure their successful performance after they leave. This is illustrated by the fact that transfer students are not identified as such until they declare a major.

In response to how MWCC assesses and evaluates transfer effectiveness, he provided a summary sheet of figures sent by Prairie University that showed the average GPA of MWCC transfer students at the time of transfer and following their first semester. These figures were compared with native students at the university, as well as transfers from other community colleges in Prairie. Since the data from this sheet indicated that MWCC transfers had a somewhat lower GPA than native students, the subject of "transfer shock" was discussed. The director noted that this phenomena is due in large part to the type of students that commonly enroll at MWCC. By this he means that students from MWCC generally possess lower standardized test scores than their native counterparts and coming from a different educational environment take longer to acclimate themselves to a college or university setting.

On why MWCC experienced a decrease in the number of transfers from 1991 to 1992, he pointed out that one explanation might be an increased effort on the

school's part to increase retention of its students. Financial considerations, such as tuition and housing costs, also were stated as possible reasons for the decrease.

As for the role of faculty members in the transfer process, the director mentioned the articulation agreements from the various disciplines that are created by the faculty. These agreements are continually updated and address the particular requirements that receiving institutions set forth. He indicated that it was up to faculty members at the four-year schools to see that these agreements are applicable to transfer students. Faculty at MWCC do share syllabi on a regular basis, but school-to-school collaboration stops at the stage of identifying courses that will transfer. Regarding the level of instruction at MWCC, he feels that in many cases, it is higher because of a more qualified staff. This is based on the premise that many general education courses at the university level are taught by graduate assistants rather than full professors. This, along with smaller class sizes and more individualized instruction, also contribute.

When asked what MWCC is currently doing to enhance transfer effectiveness, the director mentioned the Transfer Center, located on the Suburban Campus. The articulation agreements and faculty collaboration efforts (mentioned earlier) were included. The work of the individual counseling offices was also mentioned.

Improving the transfer process was an area in which the director had specific recommendations. He sees standardized coursework between schools as a major step in enhancing the transfer function. This concept would be advanced with a common numbering system. Also, it is his belief that for the transfer function to work

properly, it must be faculty-driven at the four-year level and administratively-driven at the two-year level. This can only happen if the community college is recognized as an important part of higher education. At the present time, he did not feel this was the case.

The next interview involved the Executive Vice-President of the Midwestern Community College district. His role in the transfer process is one of facilitator and supporter. He serves on various committees related to all academic affairs and meets periodically with the coordinating board staff on policy matters for academics.

When asked about how MWCC assesses and evaluates transfer effectiveness, the vice-president mentioned the performance records of transfer students from the various receiving institutions. He also noted the unitized data system from the State Coordinating Board. This system is in the preliminary stages and its anticipated expansion will provide the college with more up-to-date information that can help evaluate transfer effectiveness.

On what programs are currently in place that help to facilitate the transfer process, the vice-president first stated that the counseling and advisement centers provide updated transfer information, as well as degree checks. Transfer guides, supplied by the receiving institutions, list course equivalencies that are necessary for classes outside the general education curriculum. The Transfer Center is another program that allows four-year representatives to meet with prospective transfers to discuss various programs that are offered. Indirectly, he noted that the continued

expansion of a local university has brought about a more collaborative arrangement that aids in transfer.

Regarding the decrease in transfers from MWCC to the receiving institutions, the vice-president suggested that such data might reflect that cost factor, i.e., higher tuition costs at the four-year institutions, as well as housing costs. He also noted that Midwestern Community College has begun to place more emphasis on degree completion of its students, thereby reducing the pool of possible transfers. Since the decrease represented a relatively small number, he did not feel this was an ongoing trend.

When asked if faculty members were kept abreast of current transfer data, he stated that such data is made available to all faculty members yet is not distributed. They are involved in curricular changes that are part of the faculty-to-faculty articulation agreements. Transfer guides are also provided by four-year schools to denote curse equivalencies. Adjunct and part-time instructors have no input into curricular changes, but the vice-president did not see this as a problem except in departments that consist solely of adjunct faculty.

On steps that MWCC could take to enhance transfer effectiveness, the vice-president offered a number of points. He stressed early dialogue between prospective transfer students and receiving institutions as a way of eliminating unnecessary confusion. Continuing to update both articulation and transfer guides was another suggestion.

One particular problem that the vice-president indicated was that all but one of the receiving institutions fail to recognize Associate Applied Science degrees for transfer. His recommendation to alleviate this problem would be to introduce an inverted degree program where the general education requirements could be taken in the final two years of a baccalaureate degree.

The CEO for the Inner City Campus at MWCC was another subject interviewed for this study. He assumed that position in 1992 and has taken a special interest in matters of transfer and articulation. One of his top priorities involved the formal articulation agreement reached with a receiving institution concerning the transfer of Applied Science programs. this agreement has led to increased activity with other four-year institutions in all programs involving transfer. He sees his role in the transfer function as one who is constantly looking for ways to improve the process through advisement and encouragement.

The transfer process at MWCC, according to the CEO, is an extremely important function. He noted that while a community college must address the needs of the community to justify its existence, the advancement of its students is essential. This function will assume even greater importance in the future with the push to assess how well community colleges are fulfilling this mission. He feels governing bodies will take a more active role in this process.

The programs currently in place to facilitate the transfer process exist mainly in counseling and advisement. The development of a local university has helped MWCC coordinate closer ties to the receiving institutions. The CEO also indicated

that regular meetings are held with counselors and faculty members to discuss transfer matters. The informal articulation agreements are designed to aid students in understanding requirements that are necessary for degree completion. These agreements are updated on a regular basis to avoid unnecessary confusion. The counseling and advisement centers located on each campus are becoming more efficient in the operation in terms of understanding what other schools are doing.

On the relationship that MWCC administrators have with four-year administrators, he noted that it is a reciprocal process that has been spurred by a change in attitude. Community college transfers are now seen as a more viable part of four-year enrollments. Because of this, college and university administrators are placing greater emphasis on transfer and articulation. Administrators at the community college level facilitate this by making transfer an institutional priority and convey this belief to faculty members. By opening the channels of communication, administrators can determine those programs that suit the needs of their potential transfer students. At the same time, they may scrap outdated programs.

When asked if the use of part-time/adjunct faculty affect the school's ability to coordinate a more comprehensive transfer process, the provost stated that this is not a problem at Midwestern Community College. Adjunct faculty members hired by MWCC are highly qualified and often bring practical experience to the classroom that is invaluable. These people are hired with an understanding of the goals and objectives of the college and the individual departments. On how transfer data is transmitted to faculty members, he stated that transfer guides are provided by

receiving institutions to indicate course equivalencies. He was unsure of any formal tracking system that might be available for faculty use.

The assessment and evaluation of transfer effectiveness at MWCC includes various measures from the State Coordinating Board, receiving institutions, and the school itself. Data on transfer performance is provided by colleges and universities that receive the majority of MWCC's transfer students. Midwestern Community College also surveys a number of their transfer students, collecting personal data on different aspects of their educational preparation and overall experience. The State Coordinating Board for Higher Education also provides transfer data. Informal meetings with four-year counselors provide the college with additional information.

The steps that the CEO would like to see implemented on an institutional basis are in line with those of other MWCC administrators. One major step would be the creation of a seamless computerized degree program. This would allow students to see their entire degree mapped out at time of admission. Another interesting step would be faculty exchanges between MWCC and local four-year institutions. Such a step would, in the provost's view, eliminate some of the myths and stereotypes that surround the quality of instruction at community colleges while at the same time, increase the cooperation among institutions.

The CEO concluded the interview by stating that from his experience, MWCC is far ahead of community colleges in other states in terms of its transfer and articulation process.

The CEO of Midwestern Community College's Suburban Campus was the subject of the final interview. During his tenure there, the CEO has taken a special interest in matters involving transfer and articulation. He sees his role in this process as one of a leader, providing the direction needed to enhance transfer. These efforts are directed towards the creation of a seamless degree program that would significantly reduce the number of problems that transfer students encounter.

When asked how MWCC assesses and evaluates transfer effectiveness, the CEO stressed two important points. Although he related that until recently the school had done relatively little in this area, he noted that currently there are two specific measurements. The first is a comprehensive assessment plan for each university parallel program. This plan incorporates four critical success factors: Entry Level Assessment and Placement, Mid-Level Assessment, Programs Outcomes Assessment, and Assessment of Student and Community Satisfaction. He also mentioned the State Coordinating Board's assessment that includes course comparisons, as well as the data from receiving institutions measuring GPA comparisons of transfer students to native students.

On the programs currently in place that help to facilitate the transfer process, the CEO pointed to a few areas that have significant impact. The first involves the creation of the Transfer Center, of which he is directly responsible. The Center was developed from a combination of models for the purpose of providing a more efficient transfer process. It allows academic advisors to meet directly with students who seek to continue their education as a four-year institution. He recognizes that

the Center is in the preliminary state but sees it expanding into other phases once it can capitalize on the current technology. He also stated that MWCC would be hosting a Transfer Conference at a later date. This conference would be on the faculty level and would give instructors the opportunity to communicate ideas the methods that might benefit at individual schools.

As far as the relationship MWCC administrators have with four-year administrators, the CEO admitted that while in the past, the relationship has been less than cooperative, it improves with time. In previous years four-year schools would have little to do with MWCC in respect to the transfer of its students. However, over the course of the last few years, a dramatic shift in attitude, especially from the nearby comprehensive universities, has taken place. According to the CEO, administrators from the surrounding four-year institutions have come to acknowledge that transfer students from MWCC are adequately qualified to handle the rigors of a university curriculum. Now Midwestern Community College meets regularly with four-year representatives (deans, provosts, faculty, and counselors) to discuss matters of transfer. This has greatly improved the communication so necessary for an effective transfer program.

When asked if the use of part-time/adjunct faculty members affects the school's ability to coordinate a more comprehensive transfer process, the CEO stated that it does have an impact. He indicated that while all faculty members have access to transfer data (numbers of transfers, GPA comparisons, etc.), they may benefit more if they "get into the loop" as far as matters of transfer and articulation are

concerned. He noted that some departments are involving their part-time faculty members on an ad-hoc basis, and he sees others following suit in the near future.

Regarding the level of importance MWCC places on the transfer process, he stressed that it is extremely important, especially on the Suburban Campus. Because this campus is gaining in the number of full-time students, it is also gaining in the number of potential transfers. Acquiring this information at the entry level aids the school in facilitating the transfer process for these students. The CEO sees this as an on-going trend as long as tuition costs and admission standards at four-year institutions continue to rise.

On why the total number of transfers declined from 1991 to 1992, the CEO offered a couple of possible explanations. He indicated that certain economic developments within the college's service area may have had some short-term impact. Also, the increased admission standards at the state's two publicly controlled research universities may have persuaded possible transfers to remain at MWCC.

<p style="text-align:center">Findings</p>

The initial question posed to each administrator addressed the emphasis that MWCC placed on transfer. The transfer process was identified as an important part of the institution's overall mission by all administrators, yet some believed that it was not as important as it should be. The reason for this, according to the director of institutional research, was that the college gets no real "credit" for its efforts unless its students receive diplomas. Many students use MWCC simply as a brief stopover on their educational journey, and little can be done to ensure their success. Since a

transfer student is identified as anyone who takes a curse at the school, the numbers collected by the state higher education coordinating president and campus CEO can be deceiving. The district recognized the fact that transfer will become increasingly important in the future and noted that transfer management must become more streamlined in order to deal with the anticipated influx of transfer potential students.

All community colleges evaluate and assess transfer effectiveness. However, many institutions are hindered by the absence of a comprehensive data-collection process. At MWCC transfer effectiveness is gauged by data collected through the state coordinating board for higher education and the various receiving institutions. The state coordinating board provides an annual transfer "matrix" that examines total numbers of students, broken down by gender and ethnic background, that transfer to state four-year institutions. The individual receiving institutions relay data to MWCC concerning GPA comparisons between transfer students and native students to MWCC. The goal, according to the president, is for transfer students to function within two-tenths of a point of the native students. there is also a comprehensive assessment plan for each university parallel program that incorporates specific levels and outlines specific objectives from faculty members (Appendix D). Additionally, an institutional student survey is issued to randomly selected transfer students to assess their progress in school and their transition from two-year institution to four-year institution.

How administrators see their roles in the management of transfer often indicates how an institution functions in this process. The president and campus

CEOs at MWCC see themselves as facilitators of the transfer process, pushing for more comprehensive information (updated requirements, course equivalencies, transfer guides from assorted majors, etc.), whether from the sate coordinating board or from the receiving institutions. The president of the college indicated that one of his main roles in transfer management was to act as an advocate of the overall institution. By advancing the successes of the college, perceptions of its performance in transfer management will improve. Others noted that the monitoring of developments in transfer, nationally and statewide, was necessary to enhance transfer at the institution.

For a community college to have an effective transfer management program, there should be a cooperative relationship with administrators from the various receiving institutions. This has been and continues to be a problem with many community college transfer programs. The perception that transfer students do not measure up academically with native students at four-year institutions is a common belief that has taken years to overcome. As a result many colleges and universities have been reluctant to accept transfer students without restrictions. However, each campus CEO, as well as the president at MWCC sees this as a problem of the past. Relations between two- and four-year administrators have improved drastically over the past few years, due in large part to the ability of transfer students to handle the rigors of college-level academic work. Specific examples were noted by the president regarding the outstanding performances of MWCC transfer students at receiving institutions as a major reason for the improved relations. Two- and four-year

administrators now recognize that a large percentage of their institution's enrollment comes from transfer students, and thus the need to coordinate their efforts has become more important. Currently MWCC administrators, faculty, and counselors meet annually with four-year representatives to discuss matters of transfer. This, as much as any step, has improved the overall communication so necessary for an effective transfer program. Thus each campus CEO sees his main role in transfer management is to facilitate communication to improve current and future transfer practices.

The role that faculty play in an institution's transfer program is a key in determining the effectiveness of that program. Their participation in the development of articulation agreements and transfer guides for the various parallel programs at MWCC, as well as their collaborative efforts with receiving institutions relating to curricular changes are a few of their proscribed duties. However, some administrators see faculty at MWCC as showing little interest in the transfer process and in need of additional participation. Data related to transfer are available to all faculty but are not distributed as part of a comprehensive arrangement. Part-time faculty members have no input into curricular changes or other matters concerning the enhancement of transfer students. While faculty do share syllabi with their four-year counterparts, actual school-to-school collaboration stops at the point of identifying courses that will transfer. All administrators recognized the level of instruction at MWCC as extremely high, and many indicated that the advantages that come with community college education (i.e., smaller class sizes and more

individualized instruction) are invaluable assets which provide potential transfer students with the necessary tools to succeed at a four-year institution.

Programs currently in place at MWCC that enhance the transfer process give the institution a solid foundation on which to build its overall transfer program. One of the more progressive steps taken during the past year was the creation of a transfer center, located on the Suburban campus. According to the CEO of this campus, the purpose of this center is to provide students with a more efficient means of transferring to four-year institutions. This is done by allowing academic advisors to meet directly with not only transfer students but all students who might seek transfer at a later date. While the center is still in its infancy, it is the hope of administrators at MWCC that it will branch off into other phases once the college capitalizes on the current technology. Additionally, advisement and counseling centers on each campus provide updated transfer information and periodical degree checks. Transfer guides for the main receiving institutions outline all course equivalencies for the various majors to eliminate unnecessary confusion.

Each of the administrators interviewed mentioned steps that the institution could take in order to enhance the transfer process. The district president and executive vice-president mentioned the development of a seamless computerized degree program that would speed the transfer process while reducing the amount of anxiety associated with transfer. Another idea, noted by the Inner City Campus CEO, would involve faculty exchanges between MWCC and nearby four-year institutions. This would dispel some of the myths and stereotypes associated with the

quality of instruction at the community college level. Also, mentioned was an emphasis on early dialogue between prospective transfer students and receiving institutions. Such dialogue would allow students to familiarize themselves with an institution before they actually make the transition. This was seen as a positive factor in improving the channels of communication so vital in the transfer process. Furthermore, standardized coursework between schools was seen as a possible step toward transfer enhancement. In a related sense, a common numbering system, currently in the developmental state at the state level, was viewed as another significant advancement toward an enhanced transfer program.

Information collected through interviews with top administrators was coupled with data received from the institution, the state higher education coordinating agency, and various receiving institutions. These data included specific numbers of transfers, GPA comparisons, and past and current enrollment figures.

Since 1989 enrollment at MWCC has increased from 16,433 students to a total enrollment of 21,855 in the fall of 1993 (Appendix C). During that time the total number of transfers to in-state, public and private four-year institutions has increased as well, with one notable exception. In 1989 there was a total of 1,240 transfers with and without degrees to four-year, in-state institutions. In 1990 that number increased to 1,373, and by 1991 the total rose to 1,486. However, in the fall of 1992, MWCC experienced a reduction in the number of transfers to in-state, four-year institutions, dropping to a total of 1425 (OSRHE, 1989-1992). As stated earlier in the study, various possible explanations have been given and because the reduction was

relatively small in scope, it was not seen as a negative trend in the overall transfer process.

Information concerning GPA comparisons of transfers from MWCC to major receiving institutions was limited to the fall of 1992. At one of the state's comprehensive universities, there were 282 MWCC transfers enrolled. Of this total, the cumulative GPA was 2.49, compared to 2.70 for all native undergraduates. Transfer students enrolled in science and engineering courses received a 2.35 GPA while native students' GPA in the same courses was 2.61. In Mathematics, transfer students registered a 1.89 GPA while native students earned a 2.39 average. As for non-quantitative curses offered at this institution, MWCC transfer students' GPA was listed at 2.64; native undergrads' average was marked at 2.88.

Conclusions

On the basis of the previous findings, the following conclusions can be made:

1.   The level of importance place on the transfer process by MWCC administrators is consistent with other similar urban community colleges. With the anticipated increase in transfer numbers due to increased admission standards for many colleges and universities, community colleges should consider dedicating a larger portion of their resources to this area. At MWCC this fact is recognized and can be seen in the various steps that have been made and the ones in the early stages of implementation. However, efforts at coordination among administrators, specifically in the area of dissemination of transfer data, is one area that should be addressed.

2.   In the assessment and evaluation of transfer effectiveness, MWCC appears to have made significant strides. Despite the sketchy data available through the state regents and from the receiving institutions, the school has gained valuable feedback through its comprehensive assessment plan and its student surveys. These give administrators, faculty, and counselors a clearer picture of how MWCC transfers move to other institutions and their academic performance toward a baccalaureate degree. Currently, MWCC identifies transfer potential students only upon their declaration of a major. Many community college students complete their associate degree without formally declaring a major, thus creating a potential problem when considering the transfer to a four-year institution.

3.   Full-time faculty members have significant input into the transfer process through the development of articulation agreements and transfer guides. The school-to-school collaboration to identify transfer curses also aids in the process. However, beyond this level additional efforts in curricular changes are absent. Part-time faculty members have no input into the transfer process. The level of interest placed on transfer by faculty members is a definite area of concern.

Recommendations

The following recommendations are made based on the findings and conclusions of this study:

1.   Better coordination efforts among administrators are needed to improve communication and unitized transfer procedures throughout the institution. The dissemination of transfer data should be analyzed collectively so administrators can

address the concerns as they arise. Midwestern Community College can improve certain transfer management practices by providing data on transfer to each campus. Another possible step would be the designation of one individual to oversee all matters concerning transfer management within the institution and provide relevant data on transfer to those who are part of the transfer system (administrators, faculty, and selected service personnel).

2. The identification of potential transfer students at the time of initial enrollment and term-by-term monitoring of these students would help to prevent individual cases from "slipping through the cracks" of the existing system. This would also aid in curriculum development by supplying a better perspective on what the potential transfer will need to achieve a smooth transition from one institution to another.

3. The creation of transfer centers at each campus would also aid in the overall management of transfer. At present, only MWCC's Suburban Campus has one, which was initiated in 1993. Each campus recognizes unique problems associated to transfer; consequently, an on-campus transfer center can deal directly with those problems without having to pass them on to a remote center that may be unfamiliar with certain transfer situations. In addition a center coordinator with extensive knowledge of transfer management should operate each center. Such a coordinator would be able to assist all potential transfer students without passing the problems on to someone else. Furthermore, the adaptation of available technology to all

receiving institutions would save valuable time when determining program requirements, changing prerequisites and course equivalencies.

4.   Comprehensive transfer data distribution to all faculty members is essential. Faculty should take a proactive approach to transfer, specifically in the area of curriculum. Students who plan to transfer to four-year institutions should feel confident that courses taken at the community college level are going to prepare them adequately for the coursework at a college or university. This can be achieved through such measures as faculty exchanges. The benefits of such actions favor students and faculty members alike. Standardized coursework between two and four-year institutions is another step in the right direction; the implementation would be aided by a common numbering system, currently being developed by the state regents. Part-time and adjunct faculty members should have an increased role in the transfer process. Because of the number of adjunct instructors at MWCC and the number of university-parallel courses they teach, it is vital that they are kept abreast of instruction.

Concluding Remarks

In conducting a study such as this, it became evident that effective transfer management involves a complex arrangement of steps and procedures. Any institution that truly recognizes the importance of transfer must incorporate a comprehensive plan to achieve success. At MWCC such a plan exists, yet as with all community colleges, continual upgrading of technology and procedures is necessary to meet the changes that affect higher education.

The absence of a nationally accepted definition of a transfer student stifles any serious attempt to gauge transfer effectiveness, at MWCC or any two-year institution. According to Cohen, "...to obtain the needed information, two-year institutions must agree on a definition of a transfer student and collect data every year to support that definition (quoted from Watkins, 1990, p.A38). Once an acceptable definition has been created, community colleges can more accurately evaluate their individual programs and offer the type of assistance that will aid in transfer management.

The collaborative efforts of two- and four-year institutions also dictate how successful transfer can be at a community college. This requires administrators, faculty, can counselors to join in curriculum development, monitoring, and tracking to ensure the successful progress of the students. The first step in such collaboration requires the acceptance of instruction at the community college level. According to Ernst (1978), "...proper attitude accepts the fact that legitimate and creditable education can be attained at institutions other than its own" (p.33). By promoting the successes of MWCC transfer students at four-year institutions, the school can foster a deserved reputation that will further enhance the transfer process.

By focusing on the transfer management of one institution, this study attempted to illustrate how and why creative steps should be taken to enhance the transfer process. Since the transfer of students to four-year institutions is seen as an increasingly important phase of a community college's overall mission, the recommendations made in this study can be viewed as logical stages in the implementation of an effective transfer management system. Yet only through

ongoing communication involving all related parties can such a system exist. It is the hope of this study that institutions like MWCC can realize the full extent of its transfer system.

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APPENDIX A

QUESTIONNAIRE USED FOR INTERVIEWS

QUESTIONNAIRE

1. How would you assess your role in the school's transfer process?

2. How does TJC assess and evaluate transfer effectiveness?

3. How is this data gathered and analyzed?

4. What level of importance is attached to the transfer process in relation to the other missions of the school?

5. Is the transfer function becoming more important with the changes affecting four-year institution? Why/Why not?

6. What programs are currently in place to facilitate the transfer process?

7. How has the creation of a transfer center aided in the transfer process?

8. How was the center created?

9. What other models were used in its creation?

10. What is the nature of the relationship TJC administrators have with four-year administrators concerning transfer?

11. How has that relationship changed over the past five years?

12. How might that relationship be enhanced in the future?

13. How is transfer data transmitted to faculty members?

14. How might that method be improved upon?

15. In what ways, if any, does the use of part-time/adjunct faculty members affect the school's ability to coordinate a more comprehensive transfer program?

16. How do other urban community colleges assess and evaluate transfer effectiveness?

17. How do these compare with TJC?

18. Institutionally, what other steps can be taken to enhance transfer effectiveness?

APPENDIX B

GPA COMPARISON

```
TULSA JUNIOR COLLEGE
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YOUR NEW TRANSFERS AT OU COMPARED TO ALL NEW TWO YEAR COLLEGE TRANSFERS/NEW FRESHMEN

	YOUR COLLEGE NEW '92 TRANSFERS	ALL NEW '92 2 YEAR COLLEGE TRANSFERS	ALL '92 NEW FRESHMEN DIRECT FROM HIGH SCHOOL
Number 1992 new 2 year college transfers	102	805	2476
1st semester G.P.A.	2.31	2.42	2.71
% with 1st sem. G.P.A. 3.00 & over	33%	38%	47%
% with 1st sem. G.P.A. less than 2.0	33%	20%	18%
Transfer grade point average	2.70	2.91	.
Average fall semester grade made in:			
Science/engineering courses	2.06	2.31	2.82
Mathematics courses	1.95	2.30	2.69
Non-quantitative courses	2.55	2.59	2.84
Number of transfers enrolled in remedial math	18	115	621
% of new new transfers enrolled in remedial math	16%	14%	25%

YOUR TRANSFER UNDERGRADUATES AT O.U. COMPARED TO
ALL UNDERGRADUATES AT OU

	ALL TRANSFERS FROM YOUR COLLEGE	ALL TWO YEAR COLLEGE TRANSFERS	ALL '92 OU UNDERGRADUATES
Number enrolled Fall, 1992	282	2235	14640
O.U. G.P.A.	2.49	2.56	2.70
% with O.U. G.P.A. 3.00 & over	32%	36%	38%
% with O.U. G.P.A. less than 2.0	25%	22%	15%
Transfer grade point average	2.70	2.96	
Average fall semester grade made in:		.	
Science/engineering courses	2.35	2.44	2.61
Mathematics courses	1.89	2.20	2.39
Non-quantitative courses	2.64	2.72	2.86
Number of students enrolled in remedial mathematic	19	156	1111
% of students enrolled in remedial mathematics	7%	7%	8%

X=ITEMS ON WHICH THERE WERE LESS THAN 5 STUDENTS REPRESENTED

APPENDIX C

ANNUAL ENROLLMENT FIGURES

TJC Fall Enrollment by Sex. Campus

| | Metro | | NEC | | SEC | | |
	Full–Time	Part–Time	Full–Time	Part–Time	Full–Time	Part–Time	
Fall, 89							
Female	1,190	4,315	329	1,291	777	2,049	9,951
Male	797	2,279	333	1,320	674	1,079	6,482
Total	1,987	6,594	662	2,611	1,451	3,128	16,433
90							
Female	1,414	4,384	386	1,439	913	2,086	10,622
Male	768	2,303	334	1,407	765	1,203	6,780
Total	2,182	6,687	720	2,846	1,678	3,289	17,402
91							
Female	1,492	4,281	449	1,512	982	2,390	11,106
Male	791	2,155	415	1,485	812	1,292	6,950
Total	2,283	6,436	864	2,997	1,794	3,682	18,056
92							
Female	1,335	4,441	462	1,647	1,030	2,772	11,687
Male	739	2.353	432	1,575	846	1,563	7,508
Total	2,074	6,794	894	3,222	1,876	4,335	19,195
93							
Female	1,282	4,141	460	4,574	1,067	2,915	14,439
Male	755	2,171	456	1,425	886	1,723	7,416
Total	2,037	6,312	916	5,999	1,953	4,638	21,855
Grand tot.	10,563	32,823	4,056	17,675	8,752	19,072	92,941

APPENDIX D

ASSESSMENT PLAN

A PLAN TO DEVELOP AN ASSESSMENT PROGRAM AT TULSA JUNIOR COLLEGE

I. Assessment and TJC's Mission and Objectives

The statements on Mission and Objectives adopted by the Regents for Tulsa Junior College are the foundation on which the College's assessment program is planned.

The Mission commits TJC to programs and support services in general education, university-parallel and technical-occupational academic programs, developmental education, continuing education, and institutional research for the purpose of improving the College's programs. In addition, TJC is committed to supporting the economic development of its service area.

Tulsa Junior College's plan leads to the assessment and improvement of programs and services offered by the College. The plan is developed around four critical success factors: Entry Level Assessment and Placement, Mid-Level Assessment, Programs Outcomes Assessment, and Assessment of Student and Community Satisfaction.

II. Conceptual Framework

A. Conceptual Model -

The College's assessment plan is centered around the following areas: instruction, student services, marketing, and resource management

*Attachments 1 & 2

B. Administrative Responsibility -

Dr. William Sutterfield, Executive Vice President

C. Development and Recommendation of College-Wide Assessment Plans and Procedures

Assessment and Institutional Effectiveness Committee

*Attachment 3 - Assessment Matrix

D. Collection, Analysis, and Distribution of Data -

Office of Institutional Research

E. Utilization of Information

Assessment information is utilized in the
College's evaluation and planning processes.

*Attachment 4

CONCEPTUAL MODEL

RESOURCE MANAGEMENT

ACCESS EQUITY

STUDENT PROFILE ANALYSIS

FACILITIES UTILIZATION STUDY

ALUMNI FOLLOW UP

FACULTY LOAD

SALARY ANALYSIS

EXTERNAL FUNDING SUPPORT

HUMAN RESOURCE ANALYSIS

INSTRUCTION

ACADEMIC & T/O PROGRAM REVIEW

CONTINUING EDUCATION REVIEW

LICENSURE TEST REPORTS

STUDENT EVALUATION OF INSTRUCTION/COURSE

TRANSFER RESULTS

EMPLOYER SATISFACTION

GRADE ANALYSIS

INSTITUTIONAL RESEARCH OFFICE

*ANNUAL REPORT
OSRHE REPORTS
INTERNAL/EXTERNAL SURVEYS
LONGITUDINAL STUDIES
RETENTION STUDIES
ENVIRONMENTAL SCAN
ENROLLMENT ANALYSIS*

MARKETING

CONTINUING EDUCATION SURVEYS

COMMUNITY SERVICE ANALYSIS

COMMUNITY OPINION SURVEY

NATIONAL/REGIONAL INVOLVEMENT

INQUIRIES/STUDENT INFORMATION

MINORITY RECRUITMENT ACTIVITIES

ECONOMIC IMPACT STUDIES

STUDENT SERVICES

ENTRY-EXIT TESTS (CPT-MID LEVEL)

GRADUATE SURVEY (JOB PLACEMENT)

ASSESSMENT PLACEMENT RESULTS

STUDENT WITHDRAWAL SURVEY

STUDENT SATISFACTION SURVEYS

RETENTION STUDIES

Organization for
Assessment/Institutional Effectiveness

```
                      PRESIDENT
                           |
                  Executive Vice
                     President
                (Administrator responsible
                    for Assessment)

                  Assessment &
                  Institutional
                  Effectiveness
                   Committee

                  Faculty \ Staff
```

| Evaluation Results | | Planning/ Monitoring |

Evaluation	TJC Strategic Plan
● Annual Report	● Mission
● Critical Success Factors	● Institutional Goals
● Indicators of Effectiveness	● Annual Objectives

Office of Institutional Research	Instruction	Student Services	Resource Management	Marketing
Research/ Coordination	Instructional Effectiveness	Student Success	Resource Utilization	Community Perceptions

Attachment 3

TULSA JUNIOR COLLEGE
ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS COMMITTEE

Program/Discipline Name _____   Date _____

CRITICAL SUCCESS FACTOR	MEASUREMENT AREAS	DATA SOURCE	TIME INTERVAL	USE OF DATA
ENTRY LEVEL ASSESSMENT				
	College Preparation			
		ACT	Each	Student Advisement and Course
		CPT		Placement
		High School Grades	Semester	Determining Placement Decision
		Work Experience		Zones
		Previous College	(Upon Entry)	Revising Developmental Program
		High School Curriculum		Objectives
		Deficiencies		Identifying "At Risk
				Populations"
	Access/Equity			
		Enrollment of Local High	Annually	Revision of Marketing Plan
		School Graduates		Revision of Affirmative Action
		Student Body Age vs. Area	" "	Program
		Population Age Mix		Revision of Advanced Standing
		Student Body Diversity vs.	" "	Exam Standards
		Faculty/Staff Diversity vs.		
		Population Diversity Mix		
		Credit Issued for	" "	
		Non-Traditional Learning		
		High School GPA vs. TJC GPA	" "	
	"Other"			
	(Special Admission			
	Requirements)			
		"List By Program Area"	"List"	(List)
MID-LEVEL ASSESSMENT				
	General Education			
	Competency			
		C-BASE ?	Annually	Revision of General Education
		COMP ?		Core Curriculum and Objectives
	General Education			
	Value Added			
		Pre-Test	Annually	Revision of General Education
		Post-Test		Core Curriculum and Objectives

CRITICAL SUCCESS FACTOR	MEASUREMENT AREAS	DATA SOURCE	TIME INTERVAL	USE OF DATA
OUTCOMES ASSESSMENT				
	Effective Learning			
		Licensure and Certification Exams	Annually	Program Review
		Course Completion	Semester	Revision of Course Objectives
		Course Grades	Semester	Revision of Program Objectives
		Educational Goal Attainment	Annually	Revision of Support Services
		Certificate/Degree Completion	Annually	Development and Revision of
		Capstone Course Completion/ Success	Annually	Short Term Intervention or Early Warning Systems
		Portfolio Analysis	Semester	
		Comprehensive Exam	Semester	
		Skills Test	Semester	
		Performance Test	Semester	
		Interviews	Semester	
	Successful Transfer			
		Students with Transfer as	Annually	Improve Matriculation
		Objective vs. Transfer Rate		Improve Articulation
		Grade Analysis		Revision of Program Objectives
		2 Yr. vs. 4 Yr. College	Annually	Revision of Support Services
		Credit Acceptance	Annually	Guide to Advisement
		Baccalaureate Degrees Obtained	Annually	
		2 Yr. Student General	Annually	
		Education Competencies vs.		
		4 Yr. Student Competencies		
		2 Years of General Education		
		Graduate Survey	Annually	
		Alumni Survey	Every 3 Years	
	Successful Employment			
		Placement of Program Completers	Annually	Revision of Program Objectives
		Employer Survey (Technical and Non-Technical Competence)	6 Months After Graduation	Revision of Course Objectives Revision of Job Placement
		Graduate Survey	Annually	Services
		Alumni Survey	Every 3 Years	
		Licensure and Certification Exam	Annually	

CRITICAL SUCCESS FACTOR	MEASUREMENT AREAS	DATA SOURCE	TIME INTERVAL	USE OF DATA
STUDENT/COMMUNITY SATISFACTION	Effective Service			
		LRC Utilization Reports	Semester	Revision of Instructional
		Math Lab Utilization Reports	Semester	Support Services
		Microcomputer Utilization Reports	Semester	Revision of Student Services
		Communication Center Utilization Reports	Semester	
		Student Services Program Review	Annually	
		ACT Student Satisfaction Survey	Every 3 Years	
		ACT Withdrawing Student Survey	Semester	
		ACT Alumni Survey	Every 3 Years	
	Effective Instruction			
		Instructor/Course Evaluation	Semester	Revision of Course Objectives
		ACT Student Satisfaction Survey	Every 3 Years	Professional Evaluation
		ACT Withdrawing Student Survey	Semester	Professional Staff Development
		ACT Alumni Survey	Every 3 Years	
		Special Programs Course Evaluation	Semester	

1-6-92

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┌─────────────────────────────────────┐
│     TULSA JUNIOR COLLEGE            │
│   ASSESSMENT/INSTITUTIONAL          │
│     EFFECTIVENESS PROGRAM           │
└─────────────────────────────────────┘
              │
      ┌───────┴────────┐
 ┌─────────┐      ┌──────────┐
 │ Planning│      │Evaluation│
 └─────────┘      └──────────┘
     │                 │
 ┌───┴───┐        ┌────┴─────┐
┌────────┐┌──────────┐  ┌──────────┐┌──────────┐
│Strategic││Operational│ │ Mission/ ││ Critical │
└────────┘└──────────┘  │Institutional││ Success │
                        │  Goals   ││ Factors* │
                        └──────────┘└──────────┘
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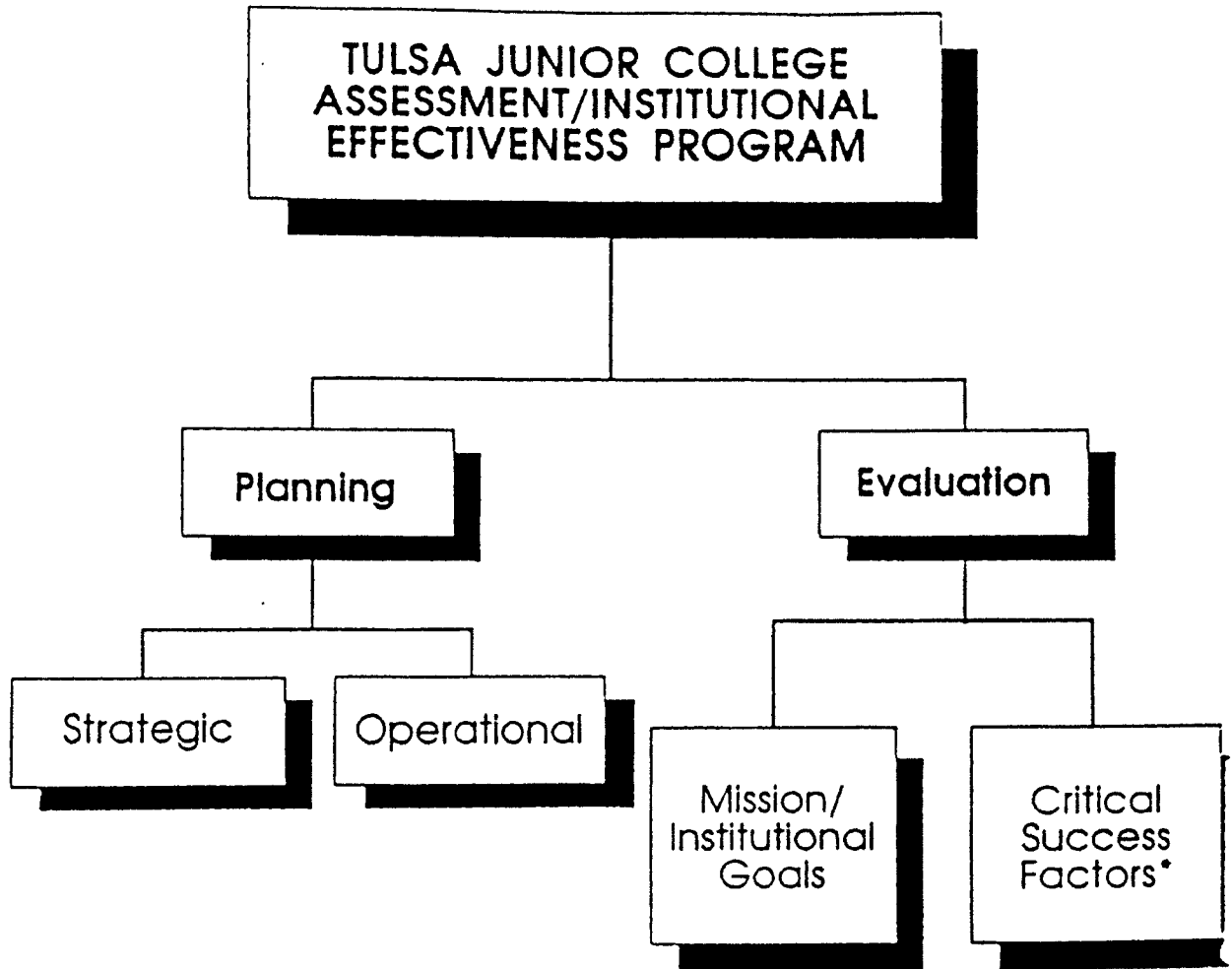
*Entry, Mid-Level, Outcomes, & Student/Community Satisfaction Assessment.

III. Entry Level Assessment, Timeline, and Reporting Procedures

A. Entry Level Assessment

The critical success factor of entry level assessment has been developed to provide a variety of indicators for three measurement areas: college preparation, proficiency, access/equity, and special program admission requirements.

1. Objectives

a. To measure student readiness for academic success
b. To assist and encourage students in selecting programs in which they have a reasonable opportunity for success
c. To develop an on-going process to determine and improve the validity and reliability of assessing and placing students in selected courses of study
d. To determine if the diversity of the College's students, faculty, and staff is congruent with the Tulsa metropolitan area
e. To determine the effectiveness of specific admissions requirements in selected program areas
f. To measure the effectiveness of improvement efforts over a period of time
g. To continuously improve the assessment in this area

2. Current Assessment Practices

a. Administration of the American College Test (ACT)
b. Administration of the Computerized Placement Test (CPT)
c. High school grades
d. Previous college work/grades
e. Work experience
f. Socio-economic factors (Financial Aid)

3. Assessment Population

a. Entering students
b. Selected populations based on educational goals
c. Students enrolling in Freshman Composition I, ENG 1113
d. Students enrolling in College Algebra, MTH 1513, or higher level math course

4. Planning Process for New Assessment Efforts

The Assessment and Institutional Effectiveness Committee will review entry level assessment and make recommendations for the expansion and development of the programs with the support of the Office of Institutional Research.

5. Assessment Components Under Consideration

   a. For the purpose of evaluating the effectiveness of developmental studies programs (zero level classes) at Tulsa Junior College, the Office of Institutional Research developed a system of tracking students who participate, who were advised to participate, and who had the potential to participate in zero level classes based on some admissions criteria. The program is designed to identify students whose standardized test scores, high school curricular deficiencies, or other factors indicate need for academic development upon admission to TJC. Students who have been advised to take computerized placement tests (CPT) in any subject area are flagged and identified as a subject population. The program model identifies several options for students. They may opt to take or not take the CPT, to take or not take zero level classes (whether or not they take the CPT), or not to enroll at all. Students drop out, stop out, and transfer at all levels of their progress, and they can graduate. At all these exit points there exists a need to measure and compare the zero level outcomes with students who persist or take different tracks. To that end, a set of populations and sub-populations was identified and a plan for tracking those students through all possible outcomes was developed.

   b. In addition to Freshman Composition I and College Algebra, entry level assessment/placement guidelines will be explored for other courses; for example, history, American Federal Government, chemistry, biology, psychology, etc.

   c. Analysis of enrollment of local high school graduates

   d. High school grade point average vs. Tulsa Junior College grade point average

   e. Student body demographics vs. Tulsa metropolitan area demographics

   f. Survey of current activities and plans (people who applied but did not matriculate) (ACT)

   g. Survey of post secondary education plans (ACT)
   h. Entering student survey (ACT)

B. Timeline for Adoption and Implementation of Model

The initial entry level assessment model was adopted in the Fall semester of 1991. During the Spring semester of 1992, the Office of Institutional Research began collection and preparation for disseminating assessment data to academic service areas. The model will be fully implemented by June 30, 1993.

C. Procedures for Reporting Assessment Results to Appropriate Institutional Constituencies

Measurement of the effectiveness of TJC's Entry Level Assessment and Placement system relies on the tracking of students within various test score ranges. Placement in courses according to the accepted minimum standards will be researched and necessary changes will be made scientifically. Other groups will be tracked as needs are identified. The summary of student usage, assessment results, methodologies, and tracking data is used by the faculty in the specific service area evaluation to make recommendations for improving each of the above programs and services through the planning process.

In addition, the College annually provides the State Regents the following aggregate data:

1. The number of students participating in entry-level assessment and the assessment results including a frequency distribution;
2. The number of students requiring additional basic skills development by area;
3. A summary and explanation of the assessments results;
4. The methodologies (including courses, tutoring, etc.) by which students are required to participate in the improvement of basic skills.

IV. Mid-Level Assessment, Timeline, and Reporting Procedures

A. Mid-Level Assessment

The critical success factor of mid-level assessment has been developed to provide a variety of indicators to measure general education competencies.

1. Objectives

a. To determine the effectiveness of the College's general education program
b. To determine how broad general education objectives are being met in specific general education courses

c. To measure the effectiveness of improvement
    efforts over a period of time
d. To continuously improve the assessment in this
    area

2. Current Assessment Practices

No formalized assessment program is in place at this
time.

3. Assessment Population

The assessment population will be determined by the
College-Wide Mid-Level Assessment Task Force

4. Planning Process for New Assessment Efforts

The Assessment and Institutional Effectiveness
Committee in conjunction with the Mid-Level Task
Force and General Education Objectives Task Force
will make recommendations for the development and
implementation of the College's mid-level assessment
program. The Office of Institutional Research will
provide support in the development of this plan.

5. Assessment Components Under Consideration

The Mid-Level Assessment Task Force is considering a
variety of mid-level assessment measurements and
will be making recommendations to the Assessment and
Institutional Effectiveness Committee and the
Executive Vice President.

B. Timeline for Adoption and Implementation of Model

1. The General Education Objectives Task Force and
    Mid-Level Assessment Task Force will complete their
    study and make recommendations concerning their
    sample population measurement and general education
    objectives by May, 1993.

2. The mid-level assessment pilot program will be
    introduced during the Fall of 1993.

3. The on-going study and evaluation of the pilot
    program will continue through the 1993-94 school
    year.

4. The mid-level assessment program will be fully
    implemented by Fall of 1994.

C. Procedures for Reporting Assessment Results to Appropriate Institutional Constituencies

The Office of Institutional Research will develop analysis methods appropriate for the measurement criteria and methods selected by the Mid-Level Assessment Task Force. Analysis will be conducted within each discipline, and a comprehensive report will be submitted to the Assessment and Institutional Effectiveness Committee annually. Each discipline's administration will receive a detailed report designed to support program assessment and general education component analyses. In addition, the Office of Institutional Research will work with the Assessment and Institutional Effectiveness Committee and appropriate faculty to assess the effectiveness of the measurement and analysis methods.

V. Outcomes Assessment, Timeline, and Reporting Procedures

A. Outcomes Assessment

The purpose of the outcomes assessment at Tulsa Junior College is to assess what is being taught and learned and to provide program and service areas with timely information to assist in the improvement of learning. The outcomes assessment plan focuses on processes as well as products and actively involves both instructors and students through the use of multiple and varied assessment methods. This plan will be presented throughout the academic year and will provide feedback to those areas affected. The critical success factor of outcomes assessment has been developed to provide a variety of indicators for the measurement areas: effective learning, successful transfer, and successful employment.

1. Objectives

a. To measure the outcomes of programs to provide information useful for their improvement
b. To improve the final product of student learning and training at TJC and thus to increase student expectancy of success in learning, transfer, and employment
c. To measure the effectiveness of improvement efforts over a period of time
d. To continuously improve the assessment in this area

2. Current Assessment Practices

    a. Effective Learning
       1) Licensure and certification exams results
       2) Course completion
       3) Course grades
       4) Certificate/degree completion
    b. Successful Transfer
       1) Grade analysis. TJC GPA vs. four-year college GPA
       2) Graduate Survey
       3) Alumni Survey
    c. Successful Employment
       1) Employer's Survey
       2) Graduate Survey (Placement Analysis)
       3) Alumni Survey (Longevity Analysis)
       4) Licensure and certification exam results

3. Assessment Population

With the support of the Office of Institutional Research, the population and/or sample populations will be determined for each program area based upon students' educational goals and the assessment measurement utilized.

4. Planning Process for New Assessment Efforts

Faculty involvement in the development and implementation of the assessment plan is central to the success of outcomes assessment at Tulsa Junior College.

Faculty are developing plans for assessment of outcomes in programs and on the discipline level. These plans will be submitted to the Assessment and Institutional Effectiveness Committee for review, inventory, and recommendations. The Office of Institutional Research will evaluate program outcomes measurement methodologies. Recommendations for incorporating assessment information into the program evaluation and project management process will also be evaluated by the Executive Vice President.

5. Assessment Components Under Consideration

    a. College-wide program/discipline assessment models are being developed.

       Faculty will be meeting college-wide to develop outcomes assessment plans (see attachment 3 for sample matrix) appropriate for each discipline or program area. The faculty will be developing

and identifying program objectives, data
sources, time intervals, and use of data for
some of the following outcomes measurement
areas: effective learning, successful transfer,
and successful employment.

b. Other outcomes data sources under consideration
include:
1) Survey of students known to have transferred
2) College Outcomes Survey (ACT);
3) Survey of enrolled students with more than
60 hours who have not graduated;
4) Alumni Outcomes Survey (ACT);
5) Survey of Continuing Education/Special
Programs students.
6) Tracking of developmental students who have
transferred.

B. Timeline for Adoption and Implementation of Model

1. August, 1992 - Outcomes assessment orientation
meetings were held with the administration to
discuss the overall plan and the involvement of the
faculty.

2. November - December, 1992 - The Executive Vice
President and the Cochairs of the Assessment and
Institutional Effectiveness Committee met with the
faculty of each instructional divisions to discuss
outcomes assessment, receive faculty input, review
the conceptual model, and address faculty questions
and concerns.

3. January, 1993 - Faculty will meet with their
colleagues on a program/discipline level and begin
developing outcomes assessment model appropriate for
their areas.

4. March, 1993 - The Assessment and Institutional
Effectiveness Committee will make recommendations to
the Executive Vice President for incorporating
outcomes assessment information into the project
management and program evaluation process.

5. May, 1993 - The Assessment and Institutional
Effectiveness Committee and the Office of
Institutional Research will review and inventory
individual program/discipline assessment plans.

6. Fall, 1993 - The newly developed outcomes assessment
program is implemented.

C. Procedures for Reporting Assessment Results to Appropriate Institutional Constituencies

TJC will shift its orientation of university-parallel and technical-occupational program evaluation and project management systems toward outcomes. Once data are collected, the Office of Institutional Research will analyze it in various ways, break it down by discipline, and distribute it for the program evaluation meetings in the fall. The program evaluation and project management documents will be revised to include a section for recording and evaluating the outcomes data for that year and for indicating how we are using the data to improve our programs. In time, trends will also be measured and evaluated. There will also be an opportunity in this part of the process for faculty and staff to recommend improvement to the assessment program.

In addition, the College will submit the following aggregate data annually to the State Regents:

1. The number of students assessed and the assessment results including a frequency distribution;

2. A summary and explanation of the assessment results;

3. Detailed plans for any instructional changes due to the assessment results.

VI. Student/Community Satisfaction Assessment, Timeline, and Reporting Practices

A. Student/Community Satisfaction Assessment

The critical success factor of student/community satisfaction was developed to provide the College with information related to the effectiveness of instructional programs and College services.

1. Objectives

a. To measure in a comprehensive manner student/community satisfaction with College services and programs
b. To use this information to improve College services and programs
c. To improve measurement of TJC's overall efficiency and effectiveness

2. Current Assessment Practices

    a. Student Opinion Survey (ACT)
    b. Withdrawing Student Survey (ACT)
    c. Alumni Survey (ACT)
    d. Non-returning Student Survey (ACT)
    e. Instructor/Course Evaluation
    f. Continuing Education Instructor/Course
       Evaluation
    g. Student Services Program Summary Report

3. Assessment Population

The assessment of student/community satisfaction
with the program and services at Tulsa Junior
College is attained mainly through the periodic use
of survey instruments. In some cases the entire
student population is surveyed, for example, in the
case of course/instructor evaluations. In other
cases, an appropriate sample population is
identified by the Office of Institutional Research.

In the area of student/community satisfaction a
survey cycle has been established. By repeating the
cycle regularly, a longitudinal aspect is added and
trend analysis becomes possible.

4. Planning Process for New Assessment Efforts

The Assessment and Institutional Effectiveness
Committee with support from the Office of
Institutional Research is in the process of
inventorying, reviewing, and recommending updated
student/community satisfaction data sources to
measure effective instruction and effective service.
In time, it is anticipated that additional data
sources will be recommended as needed.

5. Assessment Components Under Consideration

    a. Public Perception Survey
    b. Survey of Academic Advisement (ACT)
    c. Faculty Survey
    d. Survey of Continuing Education/Special Programs
    e. Instructional Labs Satisfaction Surveys
    f. Periodic Survey of Specific Service Areas

B. Timeline for Adoption and Implementation of Model

The initial model for student/community satisfaction is essentially complete and in place.

The Assessment and Institutional Effectiveness Committee with the support of the Office of Institutional Research will review additional data sources for the measurement areas for effective instruction and effective service and will make recommendations to the Executive Vice President as appropriate.

C. Procedures for Reporting Assessment Results to Appropriate Institutional Constituencies

The results of these measurements will be segmented by service and program area and distributed to the appropriate staff and/or faculty for use in the program/service area evaluation process.

In addition, the College will submit the following annual reports to the State Regents as requested.

1. The number of students assessed and the assessment results including a frequency distribution.

2. A summary and explanation of the assessment results.

3. Detailed plans for any instructional changes due to the assessment results.

VII. Assessment Budget

A. ASSESSMENT BUDGET - Actual Operating 1992-93

INCOME ESTIMATE

Fall 1992-93 Semester Hours @ $1.00 per hour	$121,119
Spring 1992-93 Semester Hours @ $1.00 per hour	114,664
Summer 1992-93 Semester Hours @ $1.00 per hour	41,738
Assessment Fee Total Income	277,521
Assessment Expenses from Operating	57,299
Total Income	$334,820

EXPENSES ESTIMATE

METRO CAMPUS ASSESSMENT CENTER	Amount
(10) 80286 Microcomputers	$ 10,430
(1) 80386 Microcomputer File Server	2,031
(1) 80386 Communications Computer	1,908
(1) Novell Network Software	2,200
(13) Surge Suppressors	419
(X) Work Station Software	594
(X) Assessment Center Furniture	10,270

ASSESSMENT BUDGET - Actual Operating 1992-93
(Continued)

```
( X) Cost of CPT Examinations              @   4,500
( X) Counselor (1/2 time)                     18,750
( 1) Assessment Center Paraprofessional       23,920
( X) Part-time Assessment Center Assistants # 9,042
( X) Assessment Center Supplies, etc.       *   200
( 1) Assessment Center 3270 Emulation           673
( X) Assessment Center Remodeling Costs     * 2,000
( 1) Laser Printer                              907
                        Total Metro     $ 87,844
      * Estimate     # Includes 25% benefits
```

NORTHEAST CAMPUS ASSESSMENT CENTER   Amount
```
(10) 80286 Microcomputers                  $ 10,430
( 1) 80386 Microcomputer File Server          2,031
( 1) 80386 Communications Computer            1,908
( 1) Novell Network Software                  2,200
(13) Surge Suppressors                          419
( X) Work Station Software                      594
( X) Assessment Center Furniture             10,270
( X) Cost of CPT Examinations              @  2,000
( X) Counselor (1/2 time)                     18,750
( 1) Assessment Center Paraprofessional       23,920
( X) Part-time Assessment Center Assistants # 9,042
( X) Assessment Center Supplies, etc.       *   200
( 1) Assessment Center 3270 Emulation           673
( X) Assessment Center Remodeling Costs     * 2,000
( 1) Laser Printer                              907
                        Total Northeast   $ 85,344
      * Estimate     # Includes 25% benefits
```

SOUTHEAST CAMPUS ASSESSMENT CENTER   Amount
```
(10) 80286 Microcomputers                  $ 10,430
( 1) 80386 Microcomputer File Server          2,031
( 1) 80386 Communications Computer            1,908
( 1) Novell Network Software                  2,200
(13) Surge Suppressors                          419
( X) Work Station Software                      594
( X) Assessment Center Furniture             10,270
( X) Cost of CPT Examinations              @  2,500
( X) Counselor (1/2 time)                     18,750
( 1) Assessment Center Paraprofessional       23,920
( X) Part-time Assessment Center Assistants # 9,042
( X) Assessment Center Supplies, etc.       *   200
( 1) Assessment Center 3270 Emulation           673
( X) Assessment Center Remodeling Costs     * 2,000
( 1) Laser Printer                              907
                        Total Southeast   $ 85,844
      * Estimate     # Includes 25% benefits
```

ASSESSMENT BUDGET - Actual Operating 1992-93
(Continued)

GENERAL AREA COST ESTIMATES -
    Assessment System Implementation

Programming person for three (3) months	$ 6,444
Microcomputer Coordinator for one (1) month	3,000
(1) Director of Institutional Research (XX months)	11,000
(1) Secretary for Institutional Research (XX months)	4,800
(1) 80486 Microcomputer for Institutional Research	3,600
(1) 80486 Microcomputer for Institutional Research Secretary	1,800
(X) Institutional Research Office Furniture *	4,000
Total General	$ 34,644

ASSESSMENT INSTRUMENT COSTS FOR 1991-1992

ACT Student Opinion Survey Forms	*
Envelopes	*
Printing	*
Postage	*
Analysis (EST)	*
ACT W/D Forms	*
Envelopes	*
Printing	*
Postage	*
Analysis (EST)	*
2001 Survey Printing	*
Students	*
Faculty/Staff	*
Community Leaders	*
Envelopes	*
Printing	*
Postage	*
Faculty Evaluations	*
Printing	*
*Total Estimate	$ 6,500
Total Expenses	$334,820

B.   ASSESSMENT BUDGET - Preliminary Operating 1993-94

INCOME ESTIMATE

Fall 1993-94 Semester Hours @ $1.00 per hour	$130,136
Spring 1993-94 Semester Hours @ $1.00 per hour	122,664
Summer 1993-94 Semester Hours @ $1.00 per hour	44,738
Assessment Fee Total Income	297,538
Assessment Expenses from Operating	92,643
Total Income	$390,181

EXPENSES ESTIMATE

METRO CAMPUS ASSESSMENT CENTER	Amount
(5) 80286 Microcomputers	$ 6,000
(1) Tape Backup System	700
( ) Uninterruptable Power Supply	500
(1) Novell Network Software Upgrade	2,200
(5) Surge Suppressors	200
(5) Work Station Software	600
(X) Cost of CPT Examinations	10,000
(X) Counselor	39,804
(1) Assessment Center Paraprofessional	25,168
(X) Part-time Assessment Center Assistants	9,735
(X) Assessment Center Supplies, etc.	6,604
(1) 300' Cable Raceway	250
Total Metro	$101,781

NORTHEAST CAMPUS ASSESSMENT CENTER	Amount
(5) 80286 Microcomputers	$ 6,000
(1) Tape Backup System	700
( ) Uninterruptable Power Supply	250
(1) Novell Network Software Upgrade	2,200
(5) Surge Suppressors	200
(5) Work Station Software	600
(1) 300' Cable Raceway	250
(X) Cost of CPT Examinations	5,000
(X) Counselor (1/2 time)	19,902
(1) Assessment Center Paraprofessional	25,168
(X) Part-time Assessment Center Assistants	9,755
(X) Assessment Center Supplies, etc.	6,604
Total Northeast	$ 76,629

SOUTHEAST CAMPUS ASSESSMENT CENTER	Amount
(5) 80286 Microcomputers	$ 6,000
(1) Tape Backup System	700
(1) Uninterruptable Power Supply	500
(1) Novell Network Software Upgrade	2,200
(5) Surge Suppressors	200
(X) Work Station Software	600
(X) Cost of CPT Examinations	10,000
(X) Counselor (1/2 time)	40,885

ASSESSMENT BUDGET - Preliminary Operating 1993-94
(Continued)

(1)	Assessment Center Paraprofessional	25,168
(X)	Part-time Assessment Center Assistants	9,755
(X)	Assessment Center Supplies, etc.	6,604
(1)	300' Raceway Cable	250
	Total Southeast	$102,862

GENERAL AREA COST ESTIMATES -
  Assessment System Implementation

Programming person for one (1) month		$ 2,150
Microcomputer Coordinator for one (1) month		3,000
(1) Director of Institutional Research	(12 months)	46,329
(1) Secretary for Institutional Research	(12 months)	19,292
(1) 80486 Microcomputer Hard disk		800
(X) Network Diagnostic Hardware		4,000
New Test Packets (To be determined)		10,000
Total General		$ 85,571

ASSESSMENT INSTRUMENT COSTS FOR 1993-1994

ACT Student Opinion Survey Forms	$ 1,500
Envelopes	200
Printing	85
Postage	6,300
Analysis (EST)	1,500
ACT Survey of Post-secondary	
Education Plans	900
Envelopes	160
Printing	68
Postage	3,810
Analysis	1,000
ACT Survey of Academic Advising forms	360
(to be conducted in-house)	
Analysis	1,200
Faculty Survey Supplies	200
Envelopes	50
Printing	250
Survey of Area Employers Supplies	150
Envelopes	85
Printing	200
Postage	1,270
Annual Graduate Survey Supplies	150
Envelopes	110
Printing	90
Postage	2,800

APPENDIX E

STATE ARTICULATION AGREEMENT

ARTICULATION OF A STUDENT TRANSFER AGREEMENT
AMONG THE JUNIOR COLLEGES, THE SENIOR COLLEGES,
AND THE UNIVERSITIES OF OKLAHOMA

March 28, 1973

This agreement among the junior colleges, senior colleges, and universities of the State of Oklahoma acknowledges the needs of the individual student as well as the interests of the State and society. College students of today are mobile in their search for an education. As part of an effort to assist these students, the institutions of higher education in Oklahoma agree to cooperate in developing curricula that will permit students to transfer from one institution to another with a minimum loss of progress toward their educational objectives.

1. Each junior college, senior college, and university participating in this agreement shall list all graduation requirements for each program leading to the associate and/or baccalaureate degree and shall publicize this information for the use of students and other higher education institutions in the State. Participating institutions are encouraged to work cooperatively in the development of curricula but each institution has the continuing responsibility of determining the character and extent of its own programs. After an institution has developed and publicized its programs, the integrity of these programs will be recognized and honored by other participating institutions. The catalog in effect at the time of the student's initial full-time enrollment in a participating institution shall govern graduation requirements provided continuous enrollment has been maintained as defined in the catalog of the institution granting the degree.

2. The determination of requirements for a degree program shall be the responsibility of the institution awarding the degree. However, the thirty semester credit hours of general education courses as specified in Appendix A will be accepted by all participating institutions as fulfilling part of those degree program requirements.

3. The function of each institution in the state system of higher education determines the nature of its offerings. Junior colleges may offer introductory courses (1000-2000 level) which permit the student to explore the programs that can be pursued at the baccalaureate level. Major course requirements (3000-4000 level) should be offered only at the senior colleges and universities because of the foundation needed to profit fully from these courses. Acceptance of course credits earned toward non-transfer associate degree or certificate programs will be determined by the senior institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. For all baccalaureate degree programs a minimum of 60 semester

credit hours must be completed at a senior institution, and the minimum residence and course requirements must be completed at the senior institution granting the degree.

4. Each student should be made aware of his or her responsibility in meeting requirements for an associate and/or baccalaureate degree. Transfer students should be encouraged to choose as early as possible the institution and program which they plan to enter. Each institution of higher education will accept the responsibility for providing guidance to the student making degree-related decisions.

5. An Articulation Committee, with members to represent the three types of institutions (junior college, senior college, university), shall be formed for purposes of continuing and expanding discussion and exchange of information. This committee may advise or recommend to the presidents of the institutions concerned but shall have no power of approval. Experimental programs in all institutions are encouraged. These proposed experimental programs shall be reported in writing to the Articulation Committee, and the reports shall include information on the purpose, design, participants, duration, and the results of the experiment. A junior college, senior college, or university wishing to engage in a joint experimental program with another college, which would involve variation from the existing transfer policy, shall request advisory comments from the Articulation Committee before entering into the program.

APPENDIX A

GENERAL EDUCATION COURSES

1. English . . . . 6 hours
   Must include the two basic college-level courses in English
   composition.

2. Social Sciences . . . . 9 hours
   Must include six hours of American history and government as
   required by the State Regents for Higher Education. The remaining
   three hours must be chosen from sociology, psychology, anthropology,
   economics, non-physical geography, history, or other social science
   courses.

3. Natural Sciences . . . . 6 hours
   Most choose courses from the life sciences, physical sciences, or
   earth sciences. Some baccalaureate degree programs in engineering
   and technology will accept only specified physical science courses.

4. Humanities . . . . 6 hours
   Must choose courses from history and appreciation of art,
   music, and theatre; English, American, and foreign literatures
   (excluding language skills courses); religion; philosophy
   (excluding logic or critical thinking); courses titled humanities
   or history of civilization.

5. Electives . . . . 3 hours
   Must choose three hours from college-level mathematics, foreign
   languages, or any of the courses listed in the above categories.
   Engineering baccalaureate programs will accept only specified
   mathematics courses.

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*Students should be given every opportunity to fulfill the general
education requirements through advance standing or other means of
submitting evidence of prior learning.

STANDARDS FOR ARTS AND SCIENCES ASSOCIATE DEGREES

1. The completion of 60 semester credit hours exclusive of basic required physical education or military science courses with an overall grade point average of 2.0.

2. The completion as a portion of the overall 60 semester credit hours of a basic general education core of a minimum of 33 semester credit hours which shall include the following:

   a. English and Language Arts . . . . 6 hours
      (This must include the two basic college level courses in English Grammar and Composition or evidence that the student has "tested out" of these courses or established proficiency by advanced standing or other acceptable means.)

   b. Social Studies . . . . 6 hours
      (This must include American History and Government)

   c. Science . . . . 6-8 hours
      (This must include one 3-4 hour course in Life Science and one 3-4 hour course in Physical Science.)

   d. Humanities . . . . 5 hours
      (Chosen from courses defined as humanities by the institution granting the associate degree.)

   e. At least one two-hour course from each of two of the following areas . . . . 4 hours
      Mathematics, Psychology, Foreign Languages, Fine Arts (Art, Music, Dramatics), Practical Arts (Agriculture, Business, Home Economics, Industrial Arts).

   No more than 12 hours in any one area will count toward the basic 33 semester hours of general education.

3. The remaining minimum of 27 semester credit hours of academic work shall be applicable to the student's major objective including any prerequisite courses necessary for his/her anticipated upper-division program. A majority of such student credit hours shall be taken in courses classified as liberal arts and sciences.

4. The general education core of 33 semester credit hours shall be considered minimal and each institution may, with the approval of the State Regents, develop additional lower-division general education requirements for its own students.

II. Guidelines for the Transfer of Students Among Institutions

In order that students completing the above degree requirements may move vertically through the State System with a minimum loss of time and financial outlay, the following guidelines for transfer of students among institutions are hereby adopted for The Oklahoma State System of Higher Education:

1. A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in Section I above, including the basic 33 semester hour general education core, may transfer into a bachelor of arts or a bachelor of science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper-division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.

2. It is understood, however, that it might be necessary for teacher education candidates to take additional courses in general education to meet minimum certification requirements, as defined by the state, i.e., health and physical education, geography, Oklahoma History, etc., or similar additional requirements of other professional fields. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular grade points for admission to professional departments or fields.

3. It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior-level courses in his/her chosen major disciplinary field.

4. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman-sophomore) combined with upper-division (junior and senior) work. The lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree providing the general education requirements specified herein are met. If, for any reason, a student has not completed an approved general education program prior to his transfer to another institution, the general education requirements shall become the responsibility of the receiving institution.

5. Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in

content to be fully counted toward the baccalaureate
degree for students continuing in such a professional
field of specialization. The determination of the major
course requirements for a baccalaureate degree, including
courses in the major taken in the lower-division, shall be
the responsibility of the institution awarding the degree.
However, courses classified as junior-level courses yet
open to sophomores at senior institutions, even though
taught at a junior college as sophomore-level courses,
should be transferable as satisfying that part of the stu-
dent's requirement in the content area.

6.   Other associate degrees and certificates may be awarded
     by institutions for programs which have requirements
     different from the aforementioned degrees, or a primary
     objective other than transfer. Acceptance of course credits
     for transfers from such degree or certificate programs
     will be evaluated by the receiving institution on the
     basis of applicability of the courses to the baccalaureate
     program in the major field of the student. Each receiving
     institution is encouraged to develop admission policies
     that will consider all factors indicating the possibility
     of success of these students in its upper-division.

7.   Each baccalaureate degree granting institution shall list
     and update the requirements for each program leading to
     the baccalaureate degree and shall publicize these require-
     ments for use by all other institutions in the State System.
     Each baccalaureate degree granting institution shall
     include in its official catalog information stating all
     lower-division prerequisite requirements for each upper-
     division course. All requirements for admission to a
     university, college, or program should be set forth with
     precision and clarity. The catalog in effect at the
     time of the student's initial full-time enrollment in a
     college or university shall govern lower-division pre-
     requisites, provided that he has had continuous enroll-
     ment as defined in the college or university catalog.

8.   An advisory articulation committee composed of representa-
     tives of the various types of institutions within The
     Oklahoma State System of Higher Education shall be
     established to work with the State Regents' staff to
     review and evaluate articulation policies and practices
     and to make recommendations for improvement as needed.

Effective Date of Policy

This policy shall be effective for institutions granting the associate
degree beginning with the 1976 fall semester. Those institutions offer-
ing baccalaureate programs shall be expected to implement the policy
effective with the fall semester of 1978.

Adopted by the State Regents on December 15, 1975.
(underlining indicates amendment to policy)

VITA

Matthew S. Giffhorn

Candidate for the Degree of

Master of Science

Thesis: A QUALITATIVE EVALUATION OF A TRANSFER
MANAGEMENT SYSTEM UTILIZED AT A MULTI-CAMPUS,
URBAN COMMUNITY COLLEGE: A CASE STUDY

Major Field: Higher Education

Biographical:

Personal Data: Born in Miami, Oklahoma, on April 27, 1958, the son of Bill
and Sue Giffhorn.

Education: Graduated from Miami High School, Miami, Oklahoma in May,
1976; received Associate of Arts degree from Northeastern Oklahoma
A & M College, Miami, Oklahoma in 1979; received Bachelor of Arts
degree in English from the University of Oklahoma, Norman,
Oklahoma in December, 1980. Completed the requirements for the
Master of Science degree with a major in Higher Education
Administration at Oklahoma State University, Stillwater Oklahoma in
July, 1994.

Experience: Employed as secondary English instructor at Liberty Mounds
High School, Mounds, Oklahoma, January, 1981 to present. Employed
as part-time instructor at Tulsa Junior College 1987 to 1989.

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 06-01-94   **IRB#:** ED-94-106

Proposal Title: A QUALITATIVE EVALUATION OF TRANSFER MANAGEMENT AT A MULTI-CAMPUS, URBAN COMMUNITY COLLEGE

Principal Investigator(s): Stephen G. Katsinas, Matthew S. Giffhorn
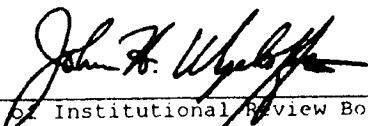
Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): NONE

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

IF THE APPLICATION HAD BEEN SUBMITTED IN A TIMELY FASHION, IT WOULD HAVE BEEN APPROVED AS EXEMPT.

Signature: _____   Date: June 2, 1994
Chair of Institutional Review Board