

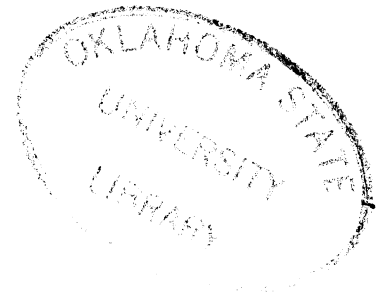
NORTHERN OKLAHOMA COLLEGE HOME
ECONOMICS STUDENTS' PERCEPTION
OF THE TRANSITION FROM TWO-YEAR
TO FOUR-YEAR INSTITUTIONS

By

JUDITH HELEN QUEEN


Bachelor of Science in Home Economics
Oklahoma State University
Stillwater, Oklahoma
1978

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1987

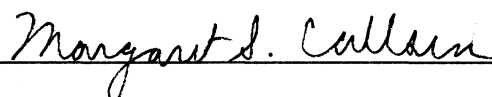


NORTHERN OKLAHOMA COLLEGE HOME
ECONOMICS STUDENTS' PERCEPTION
OF THE TRANSITION FROM TWO-YEAR
TO FOUR-YEAR INSTITUTIONS


Thesis Approved:



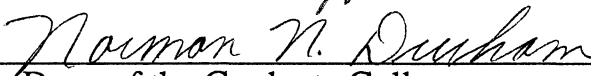
Thesis Adviser



Margaret S. Collier



Lana Stufflebean



Norman N. Durham
Dean of the Graduate College

ACKNOWLEDGMENTS

Many people have helped make this study possible. Some contributed wisdom and guidance; others financial support, love, and understanding; and for some it was giving encouraging words at times when they were needed the most.

I want to extend my sincere appreciation to the members of my committee, Dr. Bettye Gaffney, Dr. Margaret Callsen, and Dr. Tana Stufflebean, for their guidance, wisdom, and support. Special appreciation is extended to the chairman of my committee, Dr. Bettye Gaffney, who is my mentor and confidant and whose encouragement has led this researcher to reach a seemingly unreachable goal. Appreciation is extended to Dr. Gerald Burson for assisting in the development of the questionnaire used in this study.

Heartfelt gratitude is expressed to Mrs. Carleta Robertson, who typed my letters to accompany my questionnaire. A special thank you is extended to Mr. Larry Grantz, Mr. Randy Long, and Mrs. Ilene Rhea for the excellent graphics and printing of the questionnaire cover and other materials used in this study.

A very special thank you is extended to Mrs. Mary Perks, for her assistance in the statistical programming and analyses of the gathered data.

Sincere and heartfelt appreciation is extended to my family:

To my parents for having faith in me and my capabilities as a person and as a student; to my parents for giving me a warm, secure and

understanding home atmosphere. To my Dad, for just being there when I needed him.

To my brother, Jerry, for giving me support and being my friend.

To my husband, Jerry, who has been my biggest fan and best friend — one who has kept me going when I was ready to give up. To my husband for his love, patience, and constant support.

To my children, Jackie, John, and Julie, for their concern, patience, and constant support and love.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Purposes and Objectives	5
Assumptions and Limitations	5
Definitions	6
II. REVIEW OF LITERATURE	7
Introduction	7
Historical Review	7
Factors That Affect Transfer Process	11
Services Provided Students Who Transfer	14
Suggestions for Needed Services	15
III. METHOD AND PROCEDURES	21
Introduction	21
Type of Study	21
Selection of Population	22
Collection of Data	22
The Instrument	23
Analysis of Data	24
IV. ANALYSIS OF DATA.....	25
Introduction	25
Descriptive Demographic Data of Respondents	26
Perceptions and Goals of Respondents	28
Statistical Comparison of Grade Point Averages	34
Reasons for Transfer Difficulties	39

Chapter	Page
V. SUMMARY AND RECOMMENDATIONS	42
Introduction	42
Purpose and Objectives	42
Limitations	43
Population	43
Instrument Design.....	43
Statistical Analysis.....	44
Results and Conclusions	44
Open-Ended Responses	45
Recommendations	45
SELECTED BIBLIOGRAPHY.....	47
APPENDIXES	50
APPENDIX A – CORRESPONDENCE	50
APPENDIX B – INSTRUMENT USED IN STUDY	53
APPENDIX C – OPEN-ENDED RESPONSES	62

LIST OF TABLES

Table	Page
I. Responses by Methods	23
II. OSU Transfers	30
III. CSU Transfers	31
IV. NWOSU Transfers	32
V. Raw Data Comparison for Grade Point Averages.....	35

LIST OF FIGURES

Figure	Page
1. Average Age of Respondents	27
2. Profile of a Typical Respondent.....	29
3. Perception of How Well NOC's Courses Prepared Students for Transfer (—) and Comparison of Quality of NOC's Courses with Quality at Other Institutions (---)	33
4. Scattergram and Regression Line for Grade point Comparison	37
5. Causes of Transfer Difficulty	40

CHAPTER I

INTRODUCTION

Transfer education has always been the main function of the junior college; however, it has moved from being a main function to one of many functions. It is still an important function but junior colleges today enroll a much smaller proportion of their students for transferring than in the past. The concept of the institution has evolved from the junior college which offered courses and programs at the thirteenth and fourteenth grade levels to community colleges which offer both transfer and occupational education to comprehensive community colleges with many functions and a variety of clientele. This evolution has wrought changes in student characteristics which must be understood if a logical determination is to be made about transfer education and the problems transfer students encounter (Knoell, 1982).

Students have been attracted to junior colleges because the cost is relatively low; the location is convenient; junior colleges have a reputation for good teaching and counseling; and they have a record for preparing students who transfer to four-year colleges and universities. In addition, junior colleges have been the low-risk institution for those high school students who have recently graduated and did not know what fields they wanted to enter and those who were not sure of their ability to compete in college level work. The junior colleges provided opportunities for those

students who needed a special chance to realize that they had the potential to do college work even though they had not done well in high school.

Another group that the junior colleges served well was the 'adult student' or 'late bloomers' — those students who did know what they wanted to do when they got out of high school, but wanted the option of going back to school and completing a degree. The junior colleges offered the opportunity to explore the baccalaureate degree as well as occupational preparation.

Knoell (1982) said that the identity of the transfer function may have become blurred in the large, complex community colleges which have open admissions policies — a primary goal of being responsive to changing community interests and needs; a commitment to flexibility and adaptation to changing conditions; and a reputation as a low-risk, low-cost institution. A Gallup pole, reported by Knoell (1982), found that half of the sample thought that the community college's main job was to give "preliminary academic training" to students transferring to four-year institutions.

The researcher undertook this study to get a better understanding of the junior colleges' transfer system and to explore how better preparation might decrease some of the transfer shock encountered by students. Program evaluation is a constant concern which every segment of society considers. Higher education is no exception. Colleges and universities as well as the junior and community colleges are concerned with and about the effectiveness of the preparation of junior college students who transfer to four-year colleges and universities.

Many factors affect the competency level of junior college students who continue their education; therefore, it is difficult to separate and segment the many variables that interact. However, the researcher

proposed to examine the effectiveness of one junior college by checking the perceptions and attitudes of students who graduated from the program and went to a senior level college.

Transferring, like all changes, can be traumatic. The transfer trauma has been studied for some time and the increased growth in the number of junior and community college students made it even more desirable for educational planners and administrators to be aware of the many interacting factors which contribute to the syndrome known as transfer shock (Parker, 1984). Transfer shock has been technically defined as a drop in grade point average during the first term after transferring. Research findings emphasized that transfer shock is symptomatic of larger human issues.

According to Parker (1984) the decline in grades was a manifestation of the problem of adjusting to a new educational environment. Questions should be raised as to the potential transfer student's awareness of what to expect in the transfer process.

When students transfer to a new school, they undergo a coping period which tended to be part of the reason for the first-semester grade decline. Parker (1984) said that many of the senior colleges are academically demanding, especially in the upper division classes where the transfer student will be enrolled. Generally, students at the four year schools tend to be more competitive as a group than those from the community colleges. A change in environment can be very upsetting. When the transfer student suddenly makes the change he is thrown into different surroundings. New faces and places require time for adjustment. The junior college is smaller and more protected than the four year schools. The transfer student often found his new surroundings less secure and not as predictable as it was at the junior college.

Parker (1984) indicated that the junior college student may have been ill-informed. Advisers may be inaccessible or ill-informed or both at the senior institution. Some of the other problems cited had to do with "freshmanitis", red-tape runaround and inadequate orientation. Freshmanitis usually referred to the younger transfer students who were away from home for the first time and experiencing many of the difficulties that are common to college freshmen. Anxiety and insecurity, time and money management woes, and adjusting to different lifestyles are evident among transferring students. The red tape runaround connected with registration procedures and inconvenient deadlines were listed as reasons transfer students are left confused and disillusioned. The last problem Parker (1984) cited was inadequate orientation for transfer students. Many senior colleges do not have an orientation for transfers and simply lump them into the orientation activities planned for freshman.

Transfer students are usually eager to start a new educational venture, but when colleges and universities do not greet them with the same enthusiasm, they may be let down. Even though transfer students encounter some difficulties, if they are capable and conscientious, and the junior college has handled its responsibilities competently, the transition should be relatively easy.

The focus of this study is to determine the readiness of students of Northern Oklahoma College (NOC) for making the transfer. These determinations were based upon attitudes and perceptions of students who have graduated from the program and transferred to a four year college or university.

Purpose and Objectives

The purpose of this study was to access the perceptions of home economics graduates/transfers from NOC relating to their educational experiences at NOC. Specifically, the objectives of the study were to:

- 1) Analyze the services provided by NOC to students in home economics who transferred to four-year colleges and universities;
- 2) Identify the causes of transfer shock among NOC home economics students who transferred to four-year colleges and universities;
- 3) Suggest ways to make transferring less traumatic for junior college transfers; and
- 4) Recommend further study for decreasing transfer shock.

Assumptions and Limitations

This study was based on the following assumptions:

1. It was assumed that the selected sample would be willing participants.
2. It was assumed that the respondents were truthful in completing the questionnaire.
3. It was assumed that the time periods set up for responses will allow for a high rate of return.

The following were the limitations of this study:

1. The study was limited to home economics transfer students from NOC.
2. The study was limited to voluntary responses to a questionnaire.

Definitions

The following definitions were utilized in the study:

Community College — to serve the community – provide a broad array of educational programs and services in response to community needs (McCabe, 1984).

Competency — the quality or state of being, functionally adequate or of having sufficient knowledge, skill, or strength (Guralnik, 1972).

Junior College — course offering at the thirteenth and fourteenth grade levels to obtain two years of college work (Knoell, 1982).

Late bloomer — students with potential to do college work but had not done well in high school (Knoell, 1982).

Native-student — students who began as freshmen and continued through the baccalaureate degree at the four-year institution (Kissler, 1981)

Transfer shock — "a drop in grade point average in the first term" (Parker, 1982). A trauma resulting from change.

Transfer student — one who changed from one school to another (Kay, 1976).

Trauma — intense mental, emotional, or physical disturbance resulting from stress (Kay, 1976).

CHAPTER II

REVIEW OF LITERATURE

Introduction

In the mid-1960's the growing numbers of transfers from junior and community colleges alerted administrators and student personnel workers to the special needs of transfer students (Hendel, Teal, & Benjamin, 1984). It has been suggested that transfer students may have special problems that have not been met.

According to Richardson, Jr., & Doucette (1982), transfer students do tend to suffer "transfer shock," to varying degrees, during their first semester at a university. However, they do recover and are able to complete their academic careers.

The review of literature provided a background for this study. It included a historical review of junior college transfers, factors that affect transfer process, services provided students who transfer, and suggestions for needed services.

Historical Review

In recent years much evidence has been gathered indicating a decline in the number of students who transfer from the community colleges to universities. Yet there are a larger number of high school graduates who do

enter the community colleges with the intention of completing a bachelor's degree (Kintzer & Wallenbarger, 1981).

In 1974, Van Alstyn estimated that one out of every four entering full-time freshmen who had entered a community college had at some point transferred. In the same year about half of all entering freshmen initially enrolled in two-year colleges and those who take the route from two-year to four-year institutions are increasing as a percentage of all transfer students. Given a national perspective, the percent of full-time, first-time entering freshmen in higher education who enroll at two-year colleges remained the same — thirty-six percent — from 1971 to 1981, and most of those entering community colleges wanted to earn a college degree (Astin, 1981).

Van Alstyne (1974) discussed how the American Council on Education's Cooperative Institutional Research Program (CIRP) since 1965 have annually collected information by way of questionnaires from freshmen to assess the impact of colleges on students. Van Alstyne (1974, p. 12) wrote:

In the fall of 1967, 186,000 freshmen entering 252 institutions were surveyed by the CIRP. Then in 1971, there was a follow-up of some 34,000 of those same students upon the completion of their baccalaureate degree. Those students indicated they were classified as "transfers". All other students who had entered as freshmen without transferring were classified as "nontransfers".

From that study some of the findings as reported by Van Alstyn revealed that parents of the transfer students were slightly better educated than the parents of the nontransfer students. Nontransfer students made somewhat better grades in high school and transfer students had better college grades. More of the transfer students had changed their major field or career choice than the nontransfer. The major difference between these two groups was

that transfer students tend to take longer to finish their education. Because of the delay in getting a degree there was also delayed entry in the labor force full-time which resulted in a loss of earning. There was indication that transfer students loose credits in transferring from one institution to another. The loss of credits could also cause a delay in degree completion. It was estimated that fifty percent of the students who transfer complete a baccalaureate degree in the two years after they transferred (Hendel, Teal, & Benjamin, 1984).

According to Burson (1977), more first time students are beginning their education in two-year colleges. Furthermore, larger and increasing numbers of older adults and non-traditional students are entering higher education. These two factors are influencing the decisions concerning student access to higher education and they are specifically bringing great pressures on the system in the following areas:

1. The geographic locations of institutions and fiscal potentials necessary to accommodate the changes.
2. The articulation processes vital to the efficient transfer of the students from the two-year to the four-year colleges and universities as they pursue their educational objectives (p. 1).

Burson (1977) said transfer students often had difficulty in going from one institution to another and having their courses meet degree requirements. Even when the transcript is moved and the courses all transfer, they received varying levels of evaluation within and among institutions. In that same year it was estimated that ten to twenty percent of the transfer students experienced varying levels of difficulties in enrollment.

The review of the literature revealed that relatively little research had been done on transfer students; thus very little is known about their needs and problems.

The Knoell & Medsker's study (cited in Richman, 1979) concluded that freshmen were the preferred clientele of four-year colleges. This resulted in transfer students' needs being either overlooked in orientation programs planned to facilitate freshman or they were combined with the planned freshmen activities. Research has revealed that transfer students' needs are not similar to those of freshmen and the merging of these two groups alienates the transfer student. Knoell and Medsker (1979) suggested that transfer students are neither offered sufficient counseling services; invited to participate in social and extra-curricular activities; given adequate academic advice; nor made a welcomed part of the university. They also concluded that transfer students have less identity and sense of belonging in the university than their native student counterparts.

Research suggested that transfer students received lower scores on academic tests than native students, came from lower socioeconomic status, and had less self-confidence. Furthermore, the results indicate that transfer students needed help adjusting to college life and learning how to compete with native college juniors.

Transfer students tend to experience many unique problems that occur during the transferring process. Transfer shock, i.e., a decrease in grade point average upon transferring, has been substantiated by several authors (Cross, 1969; Hill, 1965). Not enough attention and few programs have been developed to met the needs for a growing population (Goodale & Sandeen, 1971).

Factors That Affect Transfer Process

Studies by Cross, Rose & Elton, Knoell & Medsker and Anstett (cited in Hendel, Teal, and Benjamin, 1984) suggested that transfer students have special problems in adjusting to the social environment at a new institution; maintaining grades achieved before transfer; in dealing with the stress experienced during the first year following a transfer, and in arranging financial matters. Hendell, Teal, & Benjamin (1984) stated there was much discussion in early literature on the transfer student and the problems they had transferring credits from one institution to another. The problem of transferring credit may be part of the reason it takes students longer to complete a degree.

Cohen and Brawer (1981) have noted a decline in transfer-oriented education and in the percentage of students who enter an institution, especially a community college, with the intention to transfer. The Friedlander study (cited in Hendel, Teal, & Benjamin, 1984) showed a drop in transfer-oriented education and in the percentage of students who enter an institution with the intention to transfer. During the 1980's the percentage of students in junior colleges who were transfer-oriented was 30%, compared to a sixty to seventy percent three decades earlier. Institutional and social factors have been identified as part of the reason for the decline in the percentage of transfer students. Increased enrollment in specific occupational programs; growth of remedial and adult basic education, and the increase in the proportion of part-time and older students were also listed as reasons for the problems. Students who seem to have a higher degree of knowledge about transferring perceived the process as less difficult than those with less knowledge (Hendel, Teal, & Benjamin, 1984).

Richman (1979) stated transfer students must comprehend and adjust to different and sometimes complex procedures involved with housing, registration and financial aid. It seems that transfer students have been penalized because they were transfer students (Van Alstyne, 1974). Because of the increase in tuition, much of the financing of higher education was carried by the students and/or their families. According to the United States Office of Education figures, in 1971 the average tuition at four-year private colleges was ten times higher than the average tuition at two-year public colleges; \$2,000 per year and \$200 per year, respectively. Other costs mentioned were books, room, board, transportation and forgone earnings (1974). Those may very well be anticipated costs, but what about unanticipated costs? One source of the added cost was a delay in a baccalaureate degree. The reasons for that delay were: lost of credit due to poor articulation between the education programs of the sending and receiving institutions; loss of credit due to changes in the major field that resulted from or caused the transfer; or attendance on a part-time rather than a full-time basis. Over three-fifths of public institutions and over half of private institutions charged more per credit hour for part-time than for full-time students (Van Alstyne, 1974). Other sources of unanticipated costs that transfer students have had to pay came from their difficulty in getting scholarships, grants and loans. Many institutions, having limited funds for student aid, have favored their native students. The transfer student may have been put on a waiting list, given low priority, or otherwise suffer reduced eligibility. Some of the problem transfer students had in regard to financial aid and housing stemmed from meeting deadlines or giving proper information (Vaughan & Dassance, 1982).

According to Goodale and Sandeen (1971) transfer students did not give as favorable ratings for their personal counseling and academic advising in the four-year college or university as they did for services received in college in the various aspects of the instructional and personal endeavors. Their opinions of junior college counseling and advising were far more favorable than their feelings toward comparable services in the four-year institutions to which they transferred. A large percentage of students reported that they had not received personal counseling at either type of institution. The Knoell and Medsker study (cited by Goodale and Sandeen, 1971) indicated that transfer students with everyday problems or doubts about their motivation and interest seldom seem to find help at the four-year colleges and universities. This research also suggested that many transfer students have had unsatisfactory experiences with their faculty advisors either because they were unfamiliar with the junior colleges or many times disinterested in their advisees and seldom available for consultation when the students felt the need for it.

Goodale and Sandeen (1971) found few studies that suggested or described innovative educational development program for transfer students. They suggested that considerable benefit could come from studies of transfer students in relationship to such areas as:

1. Orientation
2. Student behavior
3. Student activities or organizations
4. Residential programs and problems
5. Financial need and assistance (including student employment)
6. Educational and professional aspirations
7. Counseling needs

8. Attrition
9. Impact of the college on attitudes and values
10. Student perception of college environment (p. 251).

Not enough attention has been focused upon the special needs of transfer students by the senior institutions, and too few programs attempt to meet those students' needs (Sandeen & Goodale, 1972).

Services Provided Students Who Transfer

The Koltai study (cited by Handel, Teal, & Benjamin, 1984) uncovered the fact that transfer education is at a crossroads, especially for American community colleges. The transfer student is an important market for four-year colleges and universities that wish to counteract the enrollment declines. Special services for transfer students may become an important component for institutional marketing strategies.

The work of Sandeen and Goodale (1972) resulted in a series of suggestions which they deemed useful in decreasing transfer shock. A liberal arts college in the midwest had a student committee for transfer students that functioned effectively. Its members met students when they arrived and arranged some special activities for them. The intent was to get the transfer student into the mainstream of college life as soon as possible.

A new four-year institution (1972) in an eastern urban area stated that they felt transfer students were not getting the same treatment that other new students were getting. They started an orientation program for their transfers and were giving them higher priority in registration than they had received in the past.

A large northeastern institution had a special orientation program that lasted for two days for their transfer students. They had meetings with academic administrators and others who would meet with the new transfer students during their early weeks at the university.

Another institution held a special week-end for junior college students who were thinking of transferring. They offered free room and board at the residence halls. While there, the students had an opportunity to visit with department chairpersons and tour departments in which they were interested.

One school's policy was to assign the transfer student to a roommate that was an upperclassman. Thus assimilation into the college community could be accomplished without any observable problems.

Another example of help for the transfer student was a midwestern public university that encouraged residence hall staff to identify and meet entering transfer students to try and help them become part of the community. Another example of encouragement of transfer students would be to form a type of club for transfers as one Catholic university has done. This was an "interest club" for transfers and students who returned to the campus after several years, whether the absence was for raising a family, military service, or any other reason.

Suggestions for Needed Services

Hendel, Teal, and Benjamin (1984) suggested that if institutions who wished to attract transfer students must first communicate to potential transfer students that transferring is straightforward provided that students follow guidelines that have been clearly specified. Then the institutions must follow through on their promises by eliminating barriers that had little

educational significances. There needs to be good continual communication to bring together counselors of two and four-year institutions so that the potential transfer student will be fully aware of his standing in the respective institutions.

Another suggestion discussed by Sandeen and Goodale (1972) was that grade transcripts be made available to the student within a ten-day period following the semester. A proper evaluation could then be made in time to assist the student in his decision to transfer to a particular college or university.

An official at a large eastern university recommended the public four-year university establish an office of transfer affairs with the following primary responsibilities:

1. Organization and administration of all functions pertaining to transfer affairs.
2. Liaison with academic deans and department heads concerning coordination and transition of comparable academic programs in the community college level.
3. Conduct studies and research on transfer matters; provide feedback to sending institutions.
4. Organize and conduct seminars and workshops on transfer problems and programs.
5. Develop and publish informational materials and brochures pertaining to transfer affairs.
6. Participate in local, regional, and national meetings and conferences.
7. Recommend policies and procedures concerning matters pertaining to transfer affairs.

8. Coordinate transfer functions on campus with admissions, records, counseling, orientation, special programs, housing, financial aids, and placement offices (p. 196).

If the community or junior college values the students and all functions equally and they are committed to responding to the ever changing needs of the community, it is likely that they will face problems with transfer functions, especially in times of fiscal constraints. It is important for the community or junior colleges to identify transfer students and advise them of transfer courses; to advise them about educational and career opportunities at the baccalaureate level; including student aid, in relation to their own interest and abilities.

As suggested by Knoell (1982) the transfer function has become less dominant in the community college mission, the transfer process has become more complex. Students are transferring to a wider range of four-year institutions both inside and outside the state in which the community college is located. The range of baccalaureate programs that the students are transferring to is also large, and many four-year universities are adopting new, more stringent graduation requirements with respect to general education and the ability to write. The result of these changes tend to be part of the increased articulation problems. One possible community response to those changes would be to offer a general transfer program of courses that would be certified as baccalaureate-level instruction, with options included to prepare students for certain upper-division majors.

Vaughan and Dassance (1982) offered some observations based on Project CHOICE, (sponsored by the Fund for the Improvement of Postsecondary Education) that was designed to help students make better

choices in selecting a college. The following observations about the articulation process were offered.

1. The emphasis is on the transfer of credits, rather than the transfer of the student. The transfer of credit is important, but only one aspect of the total process. Individuals vary significantly in terms of intellectual, social, physical and moral development. Yet they may all be transferring the same number and kinds of credits to the same four-year universities. While one student may be very mature emotionally and capable of handling the environment of the receiving institution and therefore require very little special attention, another may be immature and need a great deal of special attention.

2. Transfer students seldom have all the necessary and detailed information they need to make a smooth transition from the two-year to four-year university. It has been suggested that in some ways they need more information than the entering freshmen, since university policies on advising, financial aid, and housing tend to favor freshman.

3. Transfer students often must face the same adjustment problems as freshmen. The four-year universities see the transfer as a junior and expect them to act like the native third-year student. The transfer student wants to be treated as an upperclassman and may assume that they know, or feel they are supposed to know, how they are to perform and act in their new environment. The transfer student does need help in the adjustment process as it is more complex than just adjusting to a different academic environment.

4. It was suggested that the community or junior colleges pamper their students too much. This made the student less prepared for the transfer environment where they must deal with a less caring environment at the university.

5. Another observation was that many universities of higher education have fallen into the trap of responding to external pressures (federal and state regulations) and meeting external requirements, rather than acting in the best interests of students. It was suggested that the postsecondary universities need to provide fair and accurate information to prospective and current students rather than simply responding to external pressures.

Vaughan and Dassance (1982) suggested that transfer students should be given usable, accurate and timely information. Both the community and four-year universities should share this responsibility. Community colleges should help prospective transfer students understand their rights as consumers and raise their awareness regarding the kind of information they should expect from the receiving university. In turn the four-year university should furnish the transfer student with the information they need, both to assist them in their decision of selection of a transfer institution and also provide necessary information that will help ease the adjustment process. The community college must keep records of all transferable credits and which credits will transfer to various receiving universities. This information should be made available to all students. There should be awareness of the unique requirements of the different schools and colleges within the receiving universities. Some receiving institutions will not accept cooperative education or credit by examination; if this is the case then the receiving institution should inform the transfer student about what courses are accepted and what lower-division course work still must be completed, if any.

Community colleges and four-year universities need to give greater emphasis to the transfer student (Vaughn & Dassance, 1982). They must make adjustments to the new environment and it should be a concern of both

institutions to improve their chances for success in this transition. Possibly programs set up for transfer students would be of help. There could be a way to utilize the students who have transferred previously to help those in the transition. They could help the transfer student to know what to be aware of. Sharing of ideas and informing them of pitfalls of the transfer and they could give suggestions concerning information and people to see. Another way would be for the community college to educate transfer students on how to use the services that are available at the four-year college.

The receiving institution has the primary responsibility for helping the transfer student to adjust. To look upon these people the same way as the "native" student is shirking this responsibility. It has been suggested that one possible way to eliminate some of this problem would be to have orientation programs for transfer students only. Another method that seems to be working for some colleges is to match a new transfer student with one who has successfully transferred.

According to the Maryland State Board for Community Colleges (1983, p. 8), if the transfer is going to work, four-year universities must accept the transfer student as a "legitimate advanced student". It is up to the community college to provide the individual with a program and challenge that will permit the student to succeed in the remainder of the college program. There should not be too many barriers to cause frustration in transferring from one environment to another and the student has to want to transfer and be able to perceive that the goal of a bachelor's degree can be achieved through the community college.

CHAPTER III

METHOD AND PROCEDURES

Introduction

The major purpose of this study was to determine how well home economics students of Northern Oklahoma College had been prepared for making the transfer to four-year colleges and universities. The purpose of this chapter is to describe the type of research, the population and sample plan, the instrumentation procedure, the collection of data, and the statistical analysis of procedures.

Type of Study

This study utilized the descriptive type of research design. Best (1981) discussed descriptive design as a study that describes and interprets; describing what is. Descriptive design involves the description, recording, analysis, and then interpretation of the existing conditions. It involves some type of comparison or contrast and attempts to discover relationships between existing nonmanipulated variables.

A questionnaire was used to obtain data because the objectives of the study called for information to be supplied by the transfer student. Data were collected primarily via questionnaires and telephone interviews with the researcher recording the responses.

Selection of Population

The population for this study included home economics students from Northern Oklahoma College in the years 1983 through 1985. The population sample was made up of all seventy-two home economics majors for that period. The list of names was obtained through the registrar's office.

Collection of Data

The population, 72 home economic students, was surveyed through a self-administered written questionnaire. In addition to the questionnaire the survey package contained a letter of explanation and a stamped self-addressed envelope. There was a 45% response to the first mailing. Two weeks later a follow-up letter along with another questionnaire and stamped self-addressed envelope was sent to those who had not responded to the first request. After the follow-up letter was sent there was a 27.5% response. Two weeks later a kind attempt was made through telephone calls to those who had not responded. Again a 27.5% response was received.

The researcher asked questions and recorded responses on the questionnaire. Table I gives a breakdown of responses by type and percentages of the responses. The final response rate for the survey was 55.5 percent.

TABLE I
RESPONSES BY METHODS

Response	Total	Percentage
Response by Questionnaire (First)	18	.45
Follow-up Questionnaire	11	.275
Telephone Calls	11	.275
Totals	40	100.

N = 40

The Instrument

In the preparation of this study, the decision was made to use a questionnaire to collect data to meet the objectives. During the review of literature, various methods of data gathering were reviewed by this researcher.

A set of questions were constructed to gather data concerning the attitudes and perceptions of students who have graduated from the program and attended a four-year college or university. The instrument was reviewed by a panel of experts and modified in terms of clarity, concepts, and objectivity. A combination of multiple choice and open-response questions was the format used in the questionnaire (see Appendix B). The open response questions were included to allow the respondents an opportunity to candidly express positive and negative aspects of transfer

problems. Specific questions were determined through a review of literature and the objectives of this study.

The final form of the instrument contained three areas to which students responded: 1) demographics, 2) perceptions of home economics students' preparation for transfer, 3) reasons for transfer difficulty.

Analysis of Data

The data gathered in this study was tabulated and then organized into tables and figures. Descriptive statistics, utilizing frequencies and percentages, was the major basis of presentation of data. However, in addition to simple descriptive statistical methods, a correlation study was also done to compare the grade point average earned at NOC with the grade point average earned after one semester at the transfer institution. A "paired difference" hypothesis test was also employed in this particular comparison study.

In order to construct a "profile" of the typical respondent in this study, it was necessary to use the Mode Average on some items and the Mean Average on others. All forty respondents' questionnaires were used to tabulate each category of the profile, but later in the study when questions of GPA comparison and problems cited in the transfer process were considered, the number of respondents was less than 40, because not all of the 40 questionnaires returned involved a student who had actually transferred. The table or figure summarizing each type of response includes the total number of questionnaires used in the data analysis. In each case, the only questionnaires not used in any portion of the study were those which were either incomplete or not applicable to the question asked.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The objectives of this research were to analyze the services provided by NOC to students in home economics who transferred to four-year colleges and universities; identify the causes of transfer shock among NOC home economics students who transferred to four-year colleges and universities; suggest ways to make transferring less traumatic for junior college transfers and recommend further study for decreasing transfer shock. The purpose of this chapter is to present the analysis of the data collected using the procedures described in Chapter III. The research findings are broadly classified in three areas: demographics; perceptions and attitudes of the transfer student; and reasons for transfer difficulties.

The first section of this chapter uses the data to describe the respondents. This description provides a more complete picture of the students involved in the study.

The second section of this chapter explores the perceptions held by the respondents concerning the adequacy of preparation they received at Northern Oklahoma College. A correlation study comparing the grade point average at NOC with the grade point average earned at the transfer institution was done to determine the answers to several questions. In the second chapter it was pointed out that a review of the literature suggested

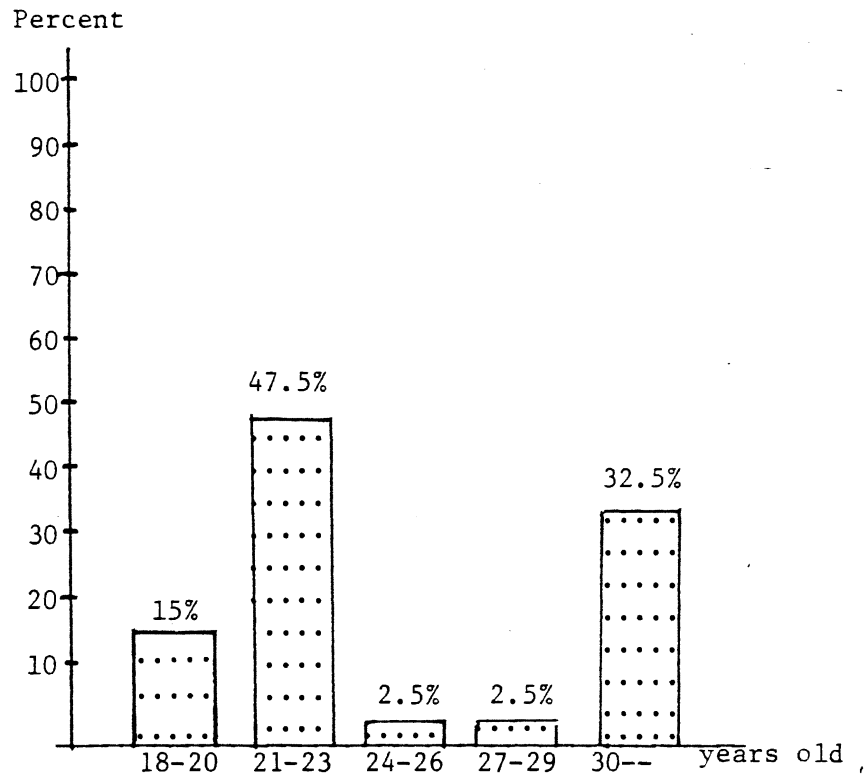
that a drop in grade point average of the transfer student was to be expected. Therefore, a comparison was made of the grade point averages to see if a drop was actually a reality and, if so, to determine if the drop was significant.

The third section of this chapter explores the reasons for transfer difficulty, as perceived by the students surveyed. The research findings were organized in chart form to provide an easily read set of results. Chapter V presents conclusions and also the recommendations from the research findings.

Descriptive Demographic Data of Respondents

The average age of the respondents in this study is summarized in Figure 1, on the following page. Although most literature concerning the "typical" community college student indicates an older, non-traditional student, the typical student in this study was between twenty-one and twenty-three years of age. Almost half (47.5%) of the respondents fell in this age category; making them younger than projected yet older than the typical college freshman or sophomore. The second highest group was the older, non-traditional student.

In order to obtain a more complete description of a typical student participating in this study, other variables besides age were examined. Specific characteristics of interest were the number of hours completed at NOC; the grade point average earned at NOC; whether or not the student entered NOC with a high school diploma; to what college the student transferred; the student's perception of the quality of his coursework done at NOC; and whether or not the student experienced difficulty when the transfer was accomplished. Even though there were forty respondents, not



n= 40 (number of respondents)

Figure 1. Average Age of Respondents

all of the forty actually transferred. Therefore, the percentage reported in Figure 2 for "reported some transfer difficulties" applies only to the twenty students who did transfer.

Perceptions and Goals of Respondents

The perceptions held by the respondents concerning the quality or adequacy of preparation afforded them at Northern Oklahoma College were considered an important part of this study. In order to utilize the findings to draw conclusions and make recommendations for improvement, it was desirable to examine the perceptions along with the student's academic degree goals and career objectives. Of the forty respondents, an overwhelming majority transferred to Oklahoma State University (16 out of 20), two transferred to Central State University, two transferred to Northwestern Oklahoma State University, and 20 out of the 40 respondents did not transfer. Tables II, III and IV shows the questions asked and the percentages of the responses.

Figure 3 on page 33 shows a line graph indicating the percent of the transfer students giving the indicated rating. Twenty students participating in the study did not transfer but gave ratings, and these were not counted in the total. Only those students who had actually transferred and had, therefore, taken classes at a four-year institution were counted when this graph was plotted. Seventy-five percent perceived the NOC course preparation as being good while fifty-three percent of transfer students said quality was good.

One major goal of this research study was to suggest ways to make transfer from a junior or community college to the four-year institution less traumatic. Transfer shock, technically defined as a drop in the grade point

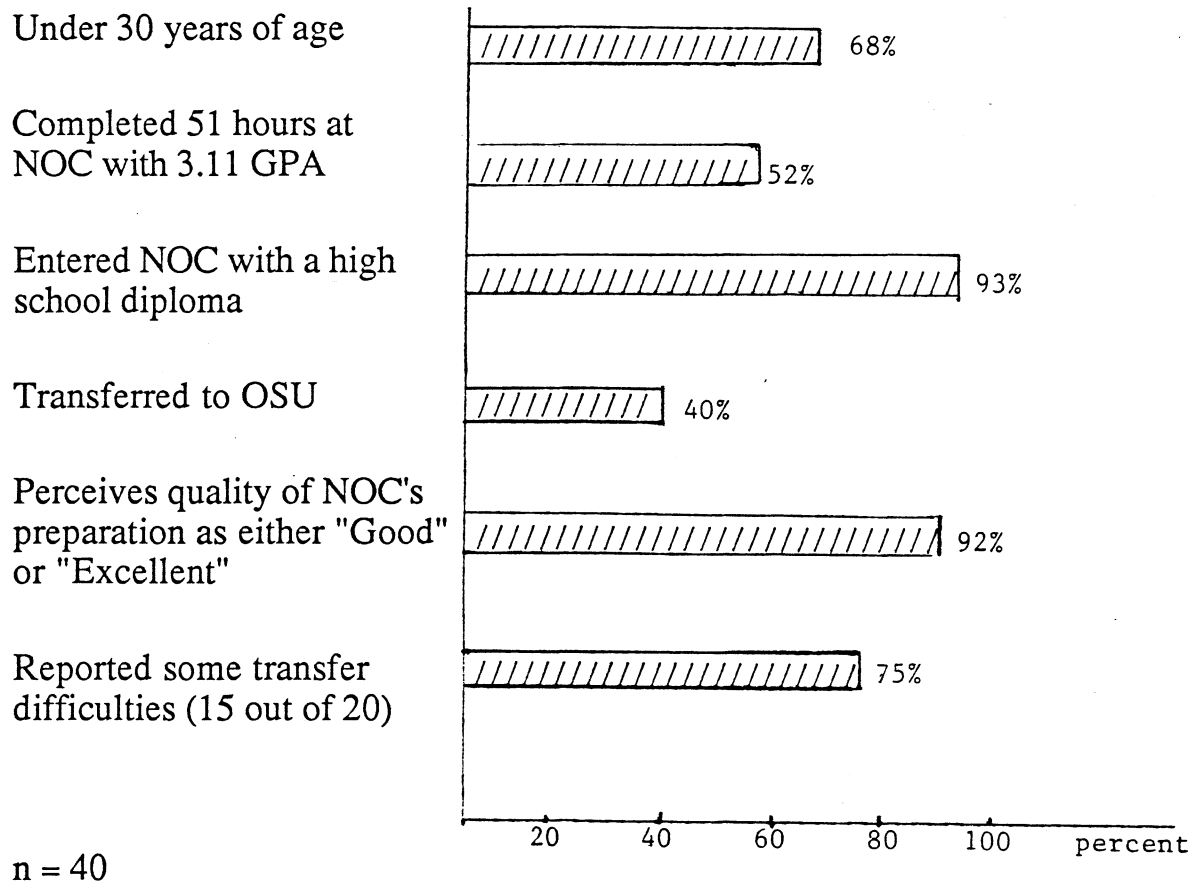


Figure 2. Profile of a Typical Respondent.

The mode average was used, i.e., the largest number of responses out of the total was "transfer to OSU". Other responses were "transfer to NWOSU", "to CSU", or "didn't transfer".

TABLE II
OSU TRANSFERS

QUESTION	RESPONSE		
	Excellent	Good	Fair
How well did NOC's courses prepare you for transfer?	20%	73%	7%
How does the quality of NOC's courses compare with those taken at transfer institution?	33%	53%	13%
	BS	MS	PhD
What is the highest academic degree you intend to obtain?	67%	27%	7%
What is your career objective?	Dietician		7%
	Retail Mgmt.		40%
	Hotel/Rest. Mgmt.		27%
	Operate Daycare		13%
	Interior Decor.		13%

n = 16.

TABLE III
CSU TRANSFERS

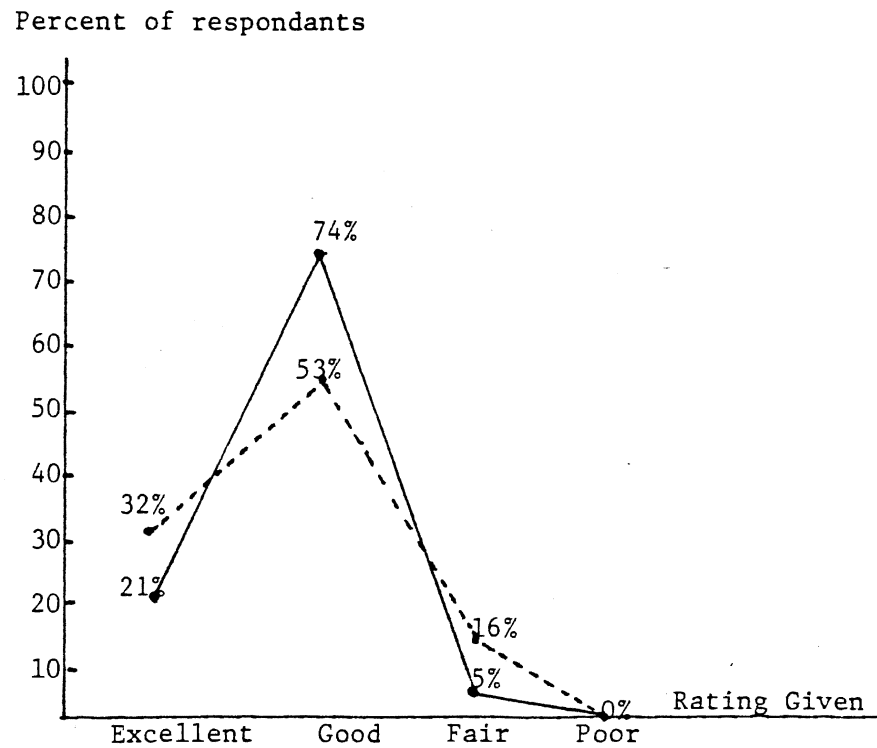
QUESTION	RESPONSE		
	Excellent	Good	Fair
How well did NOC's courses prepare you for transfer?	50%	50%	0%
How does the quality of NOC's courses compare with those taken at transfer institution?	0%	100%	0%
	BS	MS	PhD
What is the highest academic degree you intend to obtain?	0%	100%	0%
What is your career objective?	Teach Home Economics		50%
	Teach children		50%

n = 2.

TABLE IV
NWOSU TRANSFERS

QUESTION	RESPONSE		
	Excellent	Good	Fair
How well did NOC's courses prepare you for transfer?	0%	100%	0%
How does the quality of NOC's courses compare with those taken at transfer institution?	50%	0%	50%
	BS	MS	PhD
What is the highest academic degree you intend to obtain?	67%	27%	7%
What is your career objective?	Teach home economics Teach pre-school		50% 50%

n = 2.



n = 20

Figure 3. Perception of How Well NOC's Courses Prepared Students for Transfer (—) and Comparison of Quality of NOC's Courses with Quality at Other Institutions (----)

average (Parker, 1984), has been identified and studied for some time. The data from this research was organized into pairs so that a comparison study could be made.

Each person who was sent a questionnaire had a number assigned, and the number is given in Table V.

The number of students whose averages were used in this portion of the study is equal to 16. To make a comparison, an average GPA from both Northern Oklahoma College and the transfer institution is necessary, and although 20 out of the 40 respondents did transfer, only 16 of these 20 reported GPS's from both institutions. A follow-up on the four who did not report both GPA's revealed that one had transferred to OSU and then dropped out during the first semester of transfer; two were currently in their first semester at the transfer institution and had not received grades yet; and one of the four declined to give this information. A cursory inspection of Table V shows that the majority (12 out of 16) suffered a drop in GPA's, but 4 of 16 actually experienced a rise in GPA.

A correlation study between the reported GPA's was done to reveal if the drop in GPA was a reality and if the drop was significant. In Figure 4, each pair of GPA's is graphed on a scattergram, and then a regression equation was derived from the raw data. This regression equation relating the GPA's is graphed on the scattergram.

Statistical Comparison of Grade Point Averages

A comparison of the calculated value of r with critical values of r indicates on a Pearson Product-Moment that the 0.617 value of the calculated value of r is significant. That is, at the 5% significant level, a calculated r -value that exceeds 0.44 from a sample size 16 is considered to be

TABLE V
RAW DATA COMPARISON FOR GRADE POINT AVERAGES

Student Number	Grade Point Average Northern Oklahoma College	Grade Point Average Transfer Institution After One Semester
002	3.82	2.82
004	3.23	3.02
008	2.97	2.79
010	2.89	3.00
012	2.80	2.60
015	2.27	2.00
023	3.71	3.50
025	3.14	2.81
027	2.80	2.30
030	3.92	2.66
052	3.90	3.79
053	3.50	3.63
055	3.25	3.00
056	3.42	3.60
057	3.25	3.07
064	3.00	3.46

n = 16.

\bar{X} = 3.24 (average GPA earned at NOC by the respondents)

\bar{Y} = 3.00 (average GPA earned at transfer institution)

r = 0.617 (correlation coefficient between x and y)

y = 0.671x + 0.827 (regression equation between x and y)

n = 16 (total number of students used in this part of study)

significant correlation.

Since the scatter diagram indicates a linear relationship between the reported GPA's at NOC (x-values) and the reported GPA's at the transfer institution (y-values), the standard regression equation was calculated and graphed on the scatter diagram (solid line). The broken lines above and below the regression equation constitute a 95% "prediction band." This band is located $\pm .8$ units above and below the regression equation, and theoretically, 95% of all points (x,y) would lie between the broken lines.

The regression equation indicates that a 3.0 GPA earned at NOC would predict a corresponding 2.84 at the transfer institution. The cluster of points on the interval from 3.0 to 3.4 shows the regression equation to be a more accurate predictor for GPA's at the transfer institution when the GPA earned at NOC lies from 3.0 to 3.4. The greatest amount of variance along the prediction line occurs at both the lower and upper bounds of GPA's. The scatter graph of raw data points shows that students who do 2.0 work at NOC tend to do worse at the transfer institution than predicted by the regression line, and conversely, students who do better than 3.4 work at NOC tend to earn GPA's at the transfer institution which are slightly more than the regression line would predict. Although the greatest amount of variance occurs close to both endpoints of the spectrum of GPA values, neither variance is significant. For the variance to be significant, the scatter point would lie outside the dotted prediction band, and this did not occur with any of the reported values.

The scatter diagram of raw data points, regression line and prediction band are shown in the graph. All equations used in the calculations are shown under the graph.

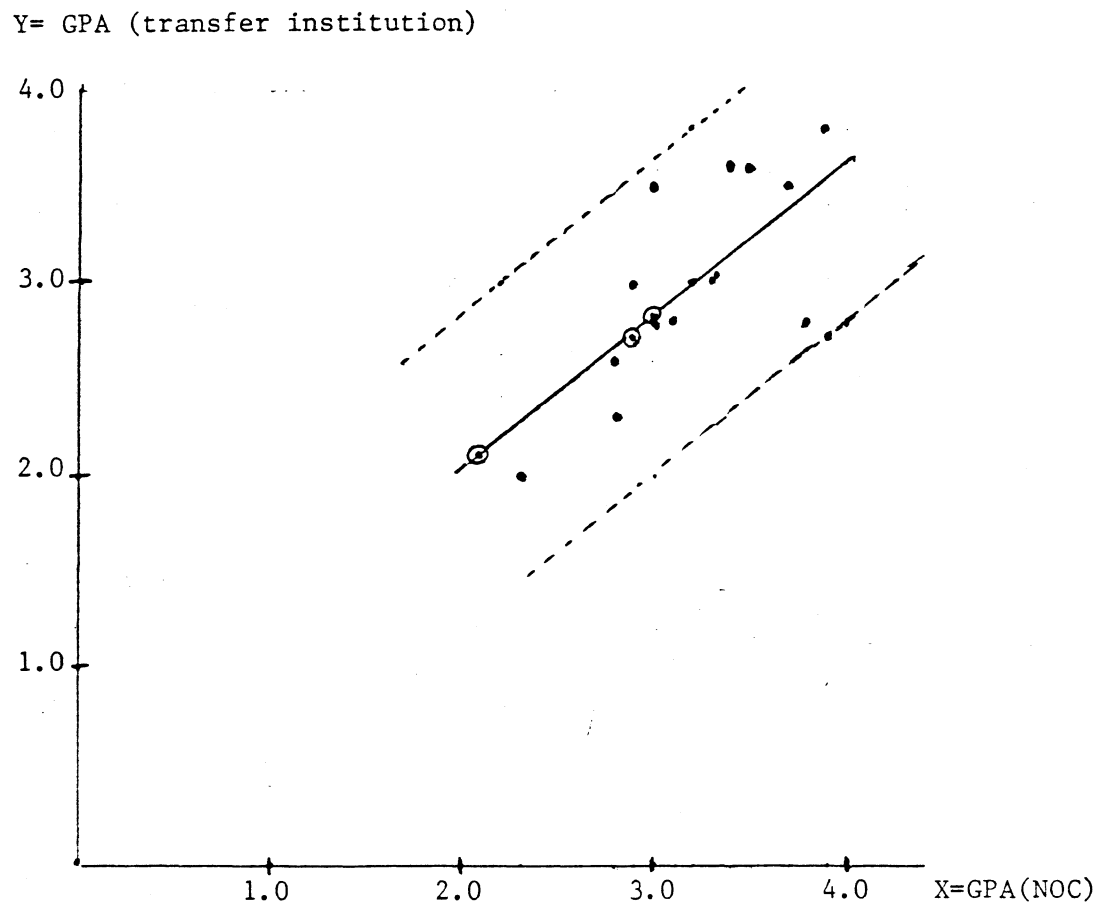


Figure 4. Scattergram and Regression Line for Grade point Comparison

$$n = 16$$

$$y = .671x + .827 \text{ (equation of regression line)}$$

○ = predicted points

• = actual data points

Regression line formula: $y = bx + a$, where $b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum y)^2}$

$$\text{and } a = \bar{y} - b\bar{x}$$

$$\text{Correlation coefficient } r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{n(\Sigma x^2) - (\Sigma x)^2} \sqrt{n(\Sigma y^2) - (\Sigma y)^2}}$$

$$\text{Standard Error } S_e = \sqrt{\frac{\Sigma(y - \hat{y})^2}{n - 2}}$$

where $(y - \hat{y})$ is the difference between the actual value of y and the predicted value of y , using the regression line as a predictor.

Prediction bands were calculated by multiplying S_e by the standardized variant z which corresponds to 95% confidence (1.96).

Proceeding with the null hypothesis that the difference in GPA's is equal to 0 (i.e., there is not a significant difference in GPA's), the observed average change D was computed and found to be -0.23875. To test for significance, the critical value of D_o was computed and found to be -0.184. Therefore, at the .05 significance level, the null hypothesis was not accepted. The conclusion of this test was that there is a significant difference in GPA's between that earned at NOC and the transfer institution, and furthermore, the GPA earned at the transfer institution was approximately 7.4% lower than that earned at NOC.

$$\bar{D} = -0.23875 \text{ (observed difference in GPA)}$$

$$\bar{D}_o = -0.184 \text{ (critical value of } D)$$

formula for

$$\text{critical value: } \bar{D}_o = \frac{t S_d}{n}$$

, where t = standardized variate for small samples (less than 30)

S_d = standard deviation of observed differences

$$\text{Percent Change} = \frac{\text{Average Change}}{\text{GPA at NOC}} = \frac{-0.23875}{3.24} = -.074 = -7.4\%$$

Reasons for Transfer Difficulties

The last portion of the data analysis consisted of examining the reasons for transfer difficulty given by the transfer students in this study. There were over twenty responses given to question number 16, "What caused the difficulty in your transfer?", and the results are presented in Figure 5. The difficulties cited by the respondents on question number 16 can be addressed by faculty at both the community college level and the university level. There were so few responses listed to question number 18 on the questionnaire that it was not feasible to examine those responses in detail. Class size was marked twice, amount of homework marked once, level of assignments was marked 3 times, difficulty in competing with "native" students was marked 3 times, and lost hours was marked twice. Some of the difficulties cited in question number 18 are things that are beyond the control of faculty, such as class size.

Although a review of the literature appropriate to this research study identified several reasons why transfer students suffer "transfer trauma", one major goal of this study was to examine areas pointed out by the transfer students, themselves, as to why they believed the transfer process was difficult for them. The questionnaire dealt with this issue with a multiple choice response, but left a blank for the student to fill in with any other difficulties experienced that were not listed as choices. The reasons given by the students are summarized in Figure 5.

Thirty-five percent of respondents said some of the difficulty was due

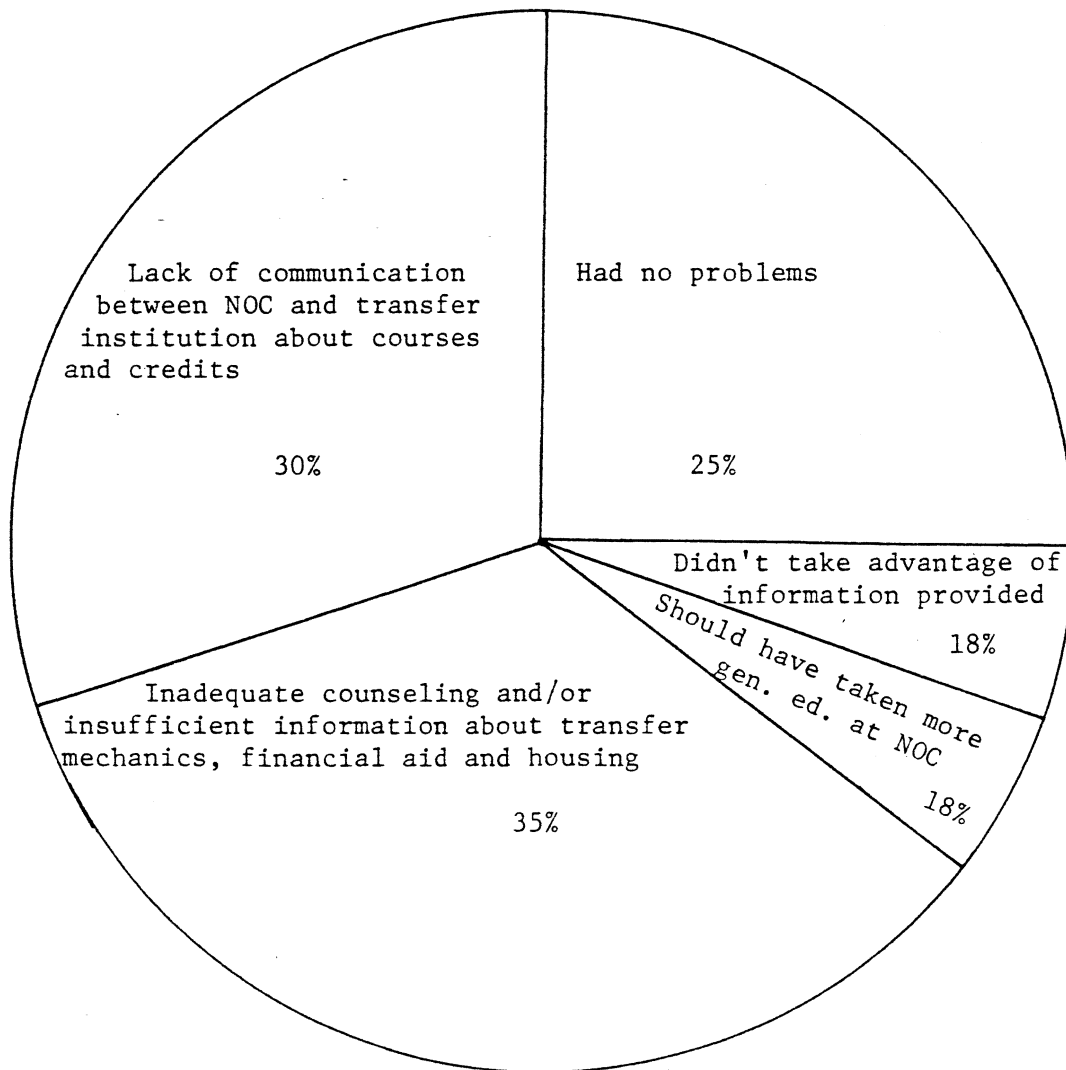


Figure 5. Causes of Transfer Difficulty

to inadequate counseling and/or insufficient information about transfer mechanics, financial aid and housing. The second largest percentage (30%) of transfer difficulty pertained to a lack of communication between NOC and the transfer institution about courses and credits. Twenty-five percent felt the transition went well, with no recorded problems. Eighteen percent said it was more their fault the transition did not go well, because they did not take advantage of the information that was provided. Eighteen percent said they should have taken more general education courses at NOC.

Three items on the questionnaire were not statistically analyzed. These items questioned how long they attended NOC (#3); the major reason for attending NOC (#12), and suggestions that might make the transfer for future junior college students any easier (#29) (see Tables VI, VII and VIII).

This chapter summarized, tabulated and categorized the data gathered in the research study. The analysis of descriptive data was provided in order to gain a clear picture of the demographics of the typical transfer student, to examine the perceptions and aspirations of the transfer student, and to study the reasons for transfer difficulties experienced by these students. Conclusions and recommendations drawn from the data will be presented in the next chapter.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Introduction

Transferring takes patience. Transfer shock seems to be temporary and once the transfer student begins to adjust to the new environment, his grades should rise with his spirits. Transfer education is an important function both for the student and the institutions. A better understanding of the characterization and needs of students who transfer will enable educational planners to do a more effective job of helping these students resolve some of the shock of the transfer process. This study was designed to determine the perceived transfer problem of students who had transferred from two-year colleges to four-year colleges and universities. These data were sought to help resolve the transfer trauma.

Purpose and Objectives

The overall purpose of this study was to access the perceptions of home economics graduates/transfers from NOC relating to their educational experiences at NOC and how well they had been prepared for making the transfer to four-year colleges and universities.

The specific objectives were to:

- 1) Analyze the services provided by NOC to students in home economics who transferred to four-year colleges and universities;

- 2) Identify the causes of transfer shock among NOC home economics students who transferred to four-year colleges and universities;
- 3) Suggest ways to make transferring less traumatic for junior college transfers; and
- 4) Recommend further study for decreasing transfer shock.

Limitations

The following limitations were considered in this study:

- 1) The study was limited to home economics transfer students from NOC.
- 2) The study was limited to voluntary responses to a questionnaire.

Population

The population for this study included home economics students from NOC in the years 1983 through 1985. The population sample was made up of all seventy-two home economics majors for that period.

Instrument Design

The instrument used to collect data for the study was developed by the researcher using suggestions by a panel of experts from Oklahoma State University and Northern Oklahoma College to develop the items. The instrument was used to access the perceptions and attitudes of students who have graduated from the program and transferred to a four-year college or university. The questionnaire was sent to seventy-two potential transfer students.

Statistical Analysis

Frequencies and percentages of responses were utilized in describing the respondents in citing their perceptions of the quality of their coursework. A correlation study was done to determine the relationships between grade point averages of students at both NOC and their respective transfer institution. Responses to the open-ended questions were categorized and utilized to validate recommendations.

Results and Conclusions

The following results were substantiated by statistical analysis. The analysis indicated that:

- 1) All of the potential transfer students did not transfer.
- 2) The average age of the respondents in this study was between 21-23.
- 3) There was a significant drop (.05 level) in GPA's the first semester at the receiving university.
- 4) The majority of NOC students transferred to OSU.
- 5) NOC students perceived that there is some lack of communication between NOC and transfer universities about courses and credits that will transfer.
- 6) NOC students perceived that there is some inadequate counseling and/or insufficient information about transfer mechanics, financial aid and housing.
- 7) The majority of the students said their preparation for transfer was good.
- 8) Of the 20 students who responded, 53% said the course preparation at NOC was good. Seventy-five percent had perceived it as being

excellent or good.

- 9) Students who did 2.0 work at NOC tended to do worse at the transfer institution; students who did 3.0 to 3.4 work at NOC tended to continue to do well at the transfer institution.

According to these transfer students, more (35%) felt that their greatest difficulties resulted from inadequate counseling and/or insufficient information about transfer mechanics, financial aid, and housing. These concerns may be closely associated with what students perceived as lack of communication between NOC and the transfer institution about courses and credits. If students do not take advantage of the information present to them, as 18% indicated, they may easily find themselves confronted by most, if not all, these transfer difficulties.

Open-Ended Responses

Three items on the questionnaire were not statistically analyzed. These items questioned how long students attended NOC; the major reason for attending NOC; and suggestions that might make the transfer for future junior college students easier (see Appendix C).

Recommendations

The findings of this study and the limitations under which it was conducted indicated the need for additional research relative to transfer students, problems and concerns. Although only home economics students at NOC were surveyed, the literature review indicated that transfer shock is fairly widespread.

On the basis of the findings of this study and the support of the

literature, the researcher recommends the following:

- 1) Junior college administrators work more closely with receiving institutions in developing and implementing articulation agreements. For example, the transfer ability of courses should be clearly identified and adhered.
- 2) Junior college faculty and staff work more diligently to help students develop more positive attitudes toward transferring.
- 3) Receiving institutions should plan more reception orientation programs for junior college transfers. These students are not freshmen and their needs are different than freshmen even though this is their first semester in the institution.
- 4) Junior college and receiving institutions conduct regular follow-up studies of their graduates and use the findings as bases for program improvement.
- 5) Junior colleges and universities should show the type of programs they have found successful for their transfer students.

It is generally believed that transfer students are special students — special in the sense that they have needs that are different from the native student at the four-year university. The community college transfers do not receive the attention they need in areas such as social adjustment, financial aid and housing. More emphasis is placed on the transfer of credits than on the students who are transferring. This researcher agrees with Kissler (1981) that transfer shock may be the result of differences in the size of the campuses or differences in part-time versus full-time enrollment. Another important factor is related to the different grading practices and the level of competition in the classroom.

SELECTED BIBLIOGRAPHY

- Astin, A. W. (1981). The American freshman: National norms for fall 1980. Washington, D.C.: American Council on Education, and Los Angeles: lab for research on higher education, University of California (ERIC Document Reproduction Service No. ED 207 404).
- Best, J. (1981). Research in Education. 4th Ed. Englewood Cliffs: Prentice-Hall, Inc., 25.
- Burson, G. (1977, April). A history of the activities which lead to a formal articulation policy for higher education in Oklahoma. Paper presented at the annual convention of the American Association of Community and Junior Colleges, Chicago, Illinois (ERIC Document Reproduction Service No. ED 169 970).
- Cohen, A., & Brawer, F. (1981). The persistent issues. Community and Junior College Journal, 52, 17-21.
- Cross, P. (1969). Higher education's student. Junior College Journal, 39, 38-42.
- Guralnik, D. B. (Ed.) (1972). Webster's New World Dictionary. New York: The World Publishing Company.
- Goodale, R., & Sandeen, A. (1971). The transfer student: A research report. NASPA Journal, 8(4), 248-263.
- Hendel, D., Teal, J., & Benjamin, E. (1984). Student attitudes about the transfer process: A comparison among three student populations. NASPA Journal, (21)(3), 13-20.

- Hill, J. (1965). Transfer shock: The academic performance of the junior college transfer. The Journal of Experimental Education, 33(3), 201-215.
- Kay, M. W. (Ed.) (1976). Webster's Collegiate Thesaurus, MA. C & G Merriam Company.
- Kintzer, F., & Wallenbarger, J. L. (1981). The articulation/transfer phenomenon: Patterns and directions. American Association of Community and Junior Colleges, National Center for Higher Education. Washington, D.C., 1.
- Knoell, D. (1982). The transfer function – one of many. New Directions for Community Colleges: Improving Articulation and Transfer Relationships, 10(39), 5-17.
- Kissler, G.R., Lara, J. F., & Cardinal, J. L. (1981 Apr.). Factors contributing to the academic difficulties encountered by students who transfer from community colleges to four-year institutions. A paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, Ca. (ERIC Reproduction Service No. ED 203 920).
- Maryland State Board for Community Colleges. (1983). The role of community colleges in preparing students for transfer to four-year colleges and universities. The Maryland experience. Baltimore, Maryland: Maryland State Department of Education, Div. of Vo-Technical Ed. (ERIC Document Reproduction Service No. ED 230 255).
- McCabe, R. H. (1984). Evaluating a community college transfer program: A proposal. Miami-Dade Community College (ERIC Document Reproduction Service No. ED 255 245).

- Parker, E. (1984, November). Transfer Shock, College Outlook and Career Opportunities, P.P., 4-5.
- Richardson, R. C., & Doucette, D. S. (1982). The transfer function: alive and well in Arizona. Community and Junior College Journal, 52, 10-13.
- Richman, J. (1979). Homogeneous housing: a transfer student adjustment program. NASPA Journal, 17(21), 43-47.
- Sandeen, A., & Goodale, T. (1972). Student personnel programs and the transfer student. NASPA Journal, 9(3), 179-200.
- Van Alstyne, C. (1974). The high cost of transfer: Hidden penalties. Community and Junior College Journal, 45(21), 12-14.
- Vaughan, G., & Dassance, C. (1982). The missing link in the student consumer movement. New Directions for Community Colleges: Improving Articulation and Transfer Relationships, 10(39), 31-40.

APPENDIX A
CORRESPONDENCE



Northern OKLAHOMA COLLEGE

P.O. Box 310
TONKAWA, OKLAHOMA 74653-0310
Ph 405-628-2581

DIVISION OF APPLIED SCIENCE

February 17, 1987

Dear

Those of us in two-year college home economics programs hear about difficulties some students have when transferring to four-year college and university programs. Many of the problems are not the quality of instruction, but rather variances in course titles or inconsistencies in prefix course numbers. Some problems may be institutional. The attached questionnaire is an effort as part of my master's program to evaluate directly and fairly the scope of articulation/transfer problems of home economics majors.

As a former junior college student who transferred to a four-year institution, you are in a unique position to provide the information I need. Will you please complete the enclosed questionnaire and return it in the self-addressed, stamped envelope by March 6, 1987. The information you provide will be strictly confidential. The number on your questionnaire is only for response record so that you will not be contacted after you have responded.

Your participation is vital to the success of this project. Only you can provide the information I need to determine what has happened; and thus, proceed to correct the situation. Your help could make possible a smoother transition from the junior college to the four-year institution for future junior college students.

I look forward to your participation. Thank you for helping.

Sincerely,

A handwritten signature in cursive script that reads "Judy Queen".

Judy Queen
Home Economics



Northern OKLAHOMA COLLEGE

TONKAWA, OKLAHOMA 74653

DIVISION OF SCIENCE AND ENGINEERING

March 11, 1987

Dear

About two weeks ago you recieved a questionnaire asking for your input on the transfer encounters from NOC. I am sending another one for your convenience in case the first one was misplaced. It would be of great help if you would complete the questionnaire and return to me by March 31.

Thank you for your help and cooperation.

Sincerely,

A handwritten signature in cursive script that reads 'Judy Queen'.

Judy Queen
Home Economics

APPENDIX B

INSTRUMENT USED IN STUDY

TRANSFER FROM

n

O

C

O

**Northern
Oklahoma College
Tonkawa, Oklahoma**

C

TO ?

Please check (✓) the most accurate and appropriate response for you to each of the following items.

1. What is your current age?
 - a. ☐ 18-20
 - b. ☐ 21-23
 - c. ☐ 24-26
 - d. ☐ 27-29
 - e. ☐ 30 or over
2. Identify your high school certification.
 - a. ☐ High school diploma
 - b. ☐ Profeciency Exam
 - c. ☐ Certification of completion
 - d. ☐ GED
 - e. ☐ Not a high school graduate
3. How long did you attend Northern Oklahoma College (NOC)?
 - a. ☐ One semester
 - b. ☐ Two semesters
 - c. ☐ Three semesters
 - d. ☐ Four semesters
 - e. ☐ Other (specify how many semesters) _____

4. How many hours did you successfully complete at NOC? _____
5. Name of the institution in which you are currently enrolled, or last attended. _____

6. What was your reason for choosing that institution when you transferred?
- a. ☐ Parent(s) attended there
 - b. ☐ Other relatives attended there (specify) _____
 - c. ☐ Close to home
 - d. ☐ This college has a very good reputation
 - e. ☐ Most of my friends attend/ed there
 - f. ☐ Wanted to move away from home
 - g. ☐ Other (specify) _____
7. Indicate your area of study.
- a. ☐ Clothing, Textiles, and Merchandising
 - b. ☐ Family Relations and Child Development
 - c. ☐ Food, Nutrition and Institution Administration
 - d. ☐ Home Economics Education and Community Service
 - e. ☐ Hotel and Restaurant Administration
 - f. ☐ Housing, Interior Design and Consumer Studies
 - g. ☐ Other (specify) _____
8. Indicate your current educational classification.
- a. ☐ Freshman
 - b. ☐ Sophomore
 - c. ☐ Junior
 - d. ☐ Senior
 - e. ☐ Graduate Student
 - f. ☐ Other (specify) _____
9. Indicate your enrollment status.
- a. ☐ Part-time (less than 12 credit hours)
 - b. ☐ Full-time (12 credit hours or more)

10. What was your cumulative grade point average (GPA) your last semester at NOC? _____

11. What is/was your cumulative GPA at the four-year institution you are/last attending/ed? _____

12. What was your major reason for attending NOC?
- a. _____ Financial reasons
 - b. _____ Recommended by recruiter
 - c. _____ My relatives wanted me to come here
 - d. _____ This college has a very good reputation
 - e. _____ Most of my friends went to this college
 - f. _____ Because of low tuition
 - g. _____ Someone who had been here before advised me to go
 - h. _____ I wanted to live at home
 - i. _____ The educational program I wanted was highly recommended
 - j. _____ Recieved a scholarship
 - k. _____ Other (specify) _____

13. To what extent was your objective indicated in question 12 completed?
- a. _____ Fully completed (go to question #15)
 - b. _____ Partically complested (go to question #14)
 - c. _____ Not completed (go to question #14)
14. If your primary objective was not fully completed at NOC, what was the major reason(s)?

- a. ☐ Conflict with job
- b. ☐ Financial reasons
- c. ☐ Obtained a job
- d. ☐ Health or medical reasons
- e. ☐ Changed educational goals
- f. ☐ Moved
- g. ☐ Dissatisfied with the institution. Why? _____
- h. ☐ Transferred to another institution. If so
what was the reason? _____
- i. ☐ Transportation problems
- j. ☐ Entered military service
- k. ☐ Other (specify) _____

15. How well did your courses at NOC prepare you for transferring to another college or university?

- a. ☐ Excellent preparation
- b. ☐ Good preparation
- c. ☐ Fair preparation
- d. ☐ Poor preparation

16. What caused the difficulty in your transfer?

- a. ☐ Lack of communication between NOC and the transfer institution regarding the courses and the credits being transferred.
- b. ☐ Inadequate counseling to transfer student about educational and career opportunities at the baccalaureate level.
- c. ☐ Insufficient information regarding the mechanics of transferring.
- d. ☐ Lack of information regarding financial aid and housing.
- e. ☐ Didn't take advantage of the information that was provided.
- f. ☐ Other (specify) _____

17. Was the transfer difficult for you?
- a. ☐ Yes
 - b. ☐ No
18. If you answered yes to question number 17, what caused the greatest difficulty in transferring?
- a. ☐ Class size
 - b. ☐ Attitude of instructor
 - c. ☐ Amount of homework
 - d. ☐ Level of assignments
 - e. ☐ Difficult to compete successfully with "native" students (those who started at 4 yr. inst.) in upper-division courses after transfer
 - f. ☐ Didn't make good use of my study time
 - g. ☐ Other (specify) _____

19. What could you have done to make the transfer less difficult?
- a. ☐ Developed a plan of study
 - b. ☐ Obtained the name of a contact person at the four-year college or university
 - c. ☐ Visited the college or university before the transfer
 - d. ☐ Other (specify) _____

20. How does the quality of courses at NOC compare with those at the four-year college or university?
- a. ☐ Excellent
 - b. ☐ Good
 - c. ☐ Fair
 - d. ☐ Poor

21. How does the quality of instruction at NOC compare with that recieved at the four-year college or university?

a. ☐ Excellent
b. ☐ Good
c. ☐ Fair
d. ☐ Poor

22. Did any of your prior courses not apply toward your degree?

a. ☐ Yes
b. ☐ No

If yes, please list those courses. _____

23. Did any of your general education courses not meet a requirement?

a. ☐ Yes
b. ☐ No

If yes, please list them. _____

24. Were any of the courses you took at NOC not placed on your current transcript?

a. ☐ Yes
b. ☐ No

If yes, please list them. _____

25. If you lost credit hours, how many were lost?

a. ☐ less than 6 credits
b. ☐ more than 6 credits

26. If credit hours did not apply, what was the reason?

- a. ☐ Grades
- b. ☐ Program change
- c. ☐ Tried to transfer more than 64 hours
- d. ☐ Other (specify) _____

27. What is the highest academic degree that you intend to obtain?

- a. ☐ Associate degree
- b. ☐ Bachelor's degree
- c. ☐ Master's degree
- d. ☐ Ph.D or Ed.D
- e. ☐ Other (specify) _____

28. What is your career objective? _____

29. Do you have any other suggestions or comments that might make the transfer for future junior college students any easier? _____

APPENDIX C

OPEN-ENDED RESPONSES

TABLE VI
LENGTH OF ATTENDANCE AT NOC

Semesters	Total
One semester	4
Two semesters	3
Three semesters	6
Four semesters	18
Over four semesters	9
Total	40

n = 40.

The majority of students took the full two-years before leaving NOC.

TABLE VII
REASONS FOR ATTENDING NOC

Reason	Total
Financial	6
Recommended by recruiter	0
Relatives wanted me to come here	3
This college has a good reputation	3
Friends went here	2
Low tuition	12
Someone who had gone here before advised me	2
Wanted to live at home	8
Educational program was highly recommended	2
Received a Scholarship	3
Married-husband's job was here	1
Better preparation for OSU	1
Close to home	3
To get general education courses	1
Total	47*

n = 40.

*May have identified more than one reason.

The greatest response for attending NOC was because of low tuition and they wanted to live at home. Several checked more than one choice for attending NOC.

TABLE VIII
RESPONDENTS' SUGGESTIONS TO MAKE TRANSFER EASIER

Response	Total
Keep up reading habits	1
Better preparation for regular quizzes	1
Have a study plan	2
Develop good study habits	2
Make sure all classes apply to transfer institution	6
Make an adviser contact at the four-year institution	2
Take all general education courses at NOC	3
Make sure job possibility relates to major field of study	1
Be brave	3
Have correspondent courses at NOC	1
Be better prepared for entrance exams (ACT-SAT)	1
Total	27

n = 40.

These were suggestions of the students as to how they felt it would help future transfer students be better prepared.

VITA

Judith Helen Queen

Candidate for the Degree of

Master of Science

Thesis: NORTHERN OKLAHOMA COLLEGE HOME ECONOMICS
STUDENTS' PERCEPTION OF THE TRANSITION FROM
TWO-YEAR TO FOUR-YEAR INSTITUTIONS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, August 27, 1941,
the daughter of Mr. and Mrs. L. B. Higbee.

Education: Graduated from Noble High School, Noble, Oklahoma, in
May, 1959; received Bachelor of Science in Home Economics
Education from Oklahoma State University, Stillwater, Oklahoma,
1978; completed the requirements for the Master of Science
degree at Oklahoma State University, Stillwater, Oklahoma, in
July, 1987; Certified Home Economist, 1987.

Professional Experience: Braman High School Instructor, 1978-84;
Home Economics Head/Instructor at Northern Oklahoma College,
1984 to Present; Cowley County Community College-Continuing
Education and Work and Family Seminars for Business and
Industry, 1987.

Professional and Honorary Affiliations: Member of American Home
Economics Association, Oklahoma Home Economics Association,
Home Economics Education Association, Phi Upsilon Omicron
Nu, Kappa Delta Phi, Alumni member of Future Homemakers of
America and Oklahoma State University.