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ARTICULATION IN COLLEGIATE EDUCATION FOR BUSINESS

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ARTICULATION IN COLLEGIATE EDUCATION FOR BUSINESS

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ARTICULATION IN COLLEGIATE EDUCATION FOR BUSINESS

CHAPTER I

THE PROBLEM

Introduction

One of the most dynamic movements in American higher education today is the development of junior colleges. The rapid growth of junior college education and its unique intermediate position in the educational structure--functioning between the high school and the college or university and parallel to the college lower division--has posed a serious articulation problem for those engaged in education at all three levels.¹

One student in every four beginning his program of higher education in 1963 in the United States enrolled in a junior college. In some parts of the country the proportion was much greater.² The Junior College Journal reports that the number of students enrolled in junior colleges in 1960 was over 800,000, with about one-tenth of this number, 80,000,

¹"The Role of the Public Junior College," The Public Junior College, Fifty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1956), pp. 64-74.

²Edmund J. Gleazer, Jr. (ed.), American Junior Colleges (6th edition; Washington, D.C.: American Council on Education, 1963), p. 3.

enrolled in business programs.¹ In 1963, the enrollment in public junior colleges alone was around 600,000 students, and it is estimated that by 1985 there are likely to be no fewer than 1,000 public junior colleges with a likely enrollment between four and five million students.² The Oklahoma State Regents for Higher Education reports enrollment in terms of full-time equivalency. This is a statistic which represents one person carrying a normal load of 15 credit hours each semester. The full-time equivalency is calculated by dividing the figure 15 into the total student credit hours. On this basis, total enrollment in Oklahoma's colleges was 36,193 students in 1958, of which 4,325, or 11.9 per cent, were junior college students. In 1962 total enrollment was 43,686 students, of which 4,922, or 11.3 per cent, were enrolled in junior colleges. These figures represent only state colleges.³

Education for Business in the Junior College

Gordon and Howell⁴ report that about 60.0 per cent of the junior colleges of the United States have transfer programs in business. They indicate that somewhat in excess of 10.0 per cent of all junior college students are enrolled in education for business, with about one-half of

¹Junior College Directory, 1961," Junior College Journal, XXXI (January, 1961), 300.

²Sidney G. Tickton, "What's Ahead for Public Junior Colleges," Junior College Journal, XXXIII (November, 1963), 9.

³Operating Budget Needs of the Oklahoma State System of Higher Education for the 1963-65 Biennium (State Capitol, Oklahoma City: Oklahoma State Regents for Higher Education, January, 1963), p. 19.

⁴Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York: Columbia University Press, 1959), p. 243.

this group in the transfer programs. The growth of junior colleges in Oklahoma has paralleled the national pattern of development. Oklahoma's junior college students numbered in excess of 6,000, and those enrolled in business programs in excess of 600, at the beginning of the 1962-63 school year.¹ The junior college is recognized as an integral part of Oklahoma's system of higher education. It is a major instrument in putting college opportunities within the reach of aspiring students. The extent to which it facilitates learning warrants attention by any person interested in benefiting by or supporting higher education in Oklahoma.

Throughout the history of the junior college, the department of business has grown more rapidly than most other departments. It is still growing, with no end yet in sight. Business educators, in particular, have much to gain from lending their support to the establishment and expansion of junior colleges. This is true because of the important immediate needs of junior college students that are served. It is also true because of the extent to which junior colleges provide lower-division work, thereby enhancing the programs of upper-division work in colleges and universities by allowing more of the time of the faculty and more of the facilities to be utilized on undergraduate and graduate degree programs. It may be assumed that the junior colleges further aid the four-year institutions in that they serve to "weed out" a large portion of those students who are not of college calibre. They also tend to "save" a number of borderline students for further education through the more

¹Gleazer, op. cit., pp. 364-374.

informal atmosphere and the closer student-teacher relationship that exists in the junior colleges.

The increase in the proportion of all students represented by transfer has continued upward through the years. In view of this fact, numerous questions relative to the transfer student and the articulation of business programs present themselves to administrators and faculty concerned with curriculum, academic policy, student personnel services, and so forth. These questions are also of concern to the transfer student himself, his family, the taxpayer, and the community and state at large. Those who are concerned with student transfers, both in the institutions from which they transfer and those to which they move, need to give much more careful attention and investigation to the experiences of transfer students moving from and to colleges and universities of various types.

The junior college preparatory programs in business in any state require close articulation with senior college and/or university business programs. Medsker noted the need for junior and senior college cooperation in developing a baccalaureate program in business when he stated:

The necessity for very close cooperation and articulation between two- and four-year colleges is apparent. The divided plan inherent in a system which utilizes two types of colleges cannot work to the advantage of the student unless there is a high degree of joint planning and of communication between and among the institutions involved.¹

¹Leland Medsker, "Preparation for Business in Junior Colleges," The Education of American Businessmen (New York: McGraw-Hill Book Co., 1959), p. 660.

From this it is apparent that such a relationship is a two-way street. Senior institutions and junior colleges must jointly make the plans and design the business programs. No longer is it feasible for senior institutions to be the planners and junior colleges the followers in educational planning. Both types of colleges should now act jointly to plan sound programs in business which will facilitate the movement of students between the types of colleges.

Concern of the American Association of
Collegiate Schools of Business

A letter received from the president of the American Association of Collegiate Schools of Business¹ indicates that the Association is very much interested in junior colleges. During 1963-64 the American Association of Collegiate Schools of Business and the American Association of Junior Colleges began the development of a working relationship. Although no rules have been formalized, the two associations are currently engaged in discussing mutual problems.

In a report prepared by the president of the Association of Collegiate Schools of Business, it is stated:

Naturally, many junior college students consider themselves in a two-year terminal program. Therefore, it seems entirely justifiable that a junior college has an obligation to provide terminal vocational courses in the two years and even business courses which are normally offered in the junior year of a four-year collegiate institution. This frequently presents some problems in the transfer of credits.²

¹Letter from R. F. Patterson, President, American Association of Collegiate Schools of Business, Vermillion, South Dakota, May 5, 1964.

²R. F. Patterson, "President's Report on Conference with American Association of Junior Colleges," prepared for the officers and executive committee of American Association of Collegiate Schools of Business, December 2, 1963. (Mimeographed.)

The Executive Secretary and the Assistant Director for Commissions of the American Association of Junior Colleges have recommended several ways by which the American Association of Collegiate Schools of Business can work cooperatively for the success of transfer students. Included are suggestions for joint meetings and better communication between schools belonging to the American Association of Collegiate Schools of Business and junior colleges, particularly when changes in curriculum of the former are planned which will affect junior college transfer students.¹

During the school year 1963-64 a Committee on Collegiate Junior Colleges was appointed by the president of the American Association of Collegiate Schools of Business to explore some kind of membership relationship with junior colleges and the possibility of greater service to them. Preliminary fact-finding activities of this ad hoc committee resulted in six recommendations, one of which is particularly pertinent to this study:

In the light of expressed interest by various junior college leaders, and of the foregoing recommendations, that an enlarged Committee on Junior College Relations be appointed

(a) To explore with the junior colleges, nationally, regionally and state-wide, various avenues of cooperation related to their common problems.

(b) To encourage better communication and closer liaison between junior colleges and collegiate schools of business, especially at local and state-wide levels.

(c) To identify the problems faced by the collegiate schools of business in the transfer of junior college credits to their institutions.

¹Ibid., p. 9.

(d) To interpret the problems of the college schools of business to the junior colleges and the pertinent problems of the junior colleges to the members of AACSB.¹

The Committee emphasized that, although no reliable data are available, discussions with knowledgeable junior college administrators and a limited study of the literature indicate that transfer business students usually include terminal business subjects in their junior college programs. In order to determine the kinds of problems faced by collegiate schools of business when subjects are presented for transfer credit by students from junior colleges, the Committee made an informal inquiry of one or two member deans in each state. Inquiry was also made regarding procedures for handling these matters. The Committee concluded that, roughly, the problems can be grouped in six categories: (1) admission, (2) transfer of lower-division subjects, (3) transfer of junior college subjects offered at the junior or senior level in the business schools, (4) the transfer of terminal subjects, including identification of such subjects, (5) the quality of the work in junior colleges, and (6) adjustment problems of junior college transfers.² All six of these problem areas as reported by the Ad Hoc Committee on Collegiate Junior Colleges will be dealt with to some extent in this investigation.

¹McKee Fisk, W. C. Flewellen, Jr., and Paul L. Noble, Report of Ad Hoc Committee on Collegiate Junior Colleges, A Report to the American Association of Collegiate Schools of Business, 1964, p. 10.

²Ibid., p. 14.

Need for this Study

A study has long been needed to determine the extent and the seriousness of articulation problems and elements present in the junior college-senior college relationship in Oklahoma in the area of education for business and to provide a basis for improvement in those areas where problems and undesirable situations exist that are not of maximum educational benefit for the transferring business student. Such a study should dispel some of the erroneous beliefs currently held about junior college business programs and students. It should also contribute materially to the creation of a smooth-functioning program in education for business for the increasing number of youth who wish to begin their business program in a junior college and to matriculate from a senior college or university.

Statement of the Problem

The problem of this investigation was to isolate, define, and interpret certain elements that require attention in the articulation of programs in education for business in junior and senior colleges. The underlying purpose was to develop recommendations for the improvement of the preparation of students who enter education for business in junior colleges and transfer to senior colleges and universities to complete degree programs.

Delimitation

This research study directly involves the business programs of eight senior colleges and universities and fifteen junior colleges in the

state of Oklahoma. The curriculum information and student data are limited to a five-year period from the 1957-58 school year to 1962-63. This study does not involve an attempt to compare specific subjects offered by both junior and senior colleges in terms of instructional methods, textbooks used, content emphasis, or other such elements. This study is restricted in that it does not reveal comparative data concerning junior college students who completed degree programs and those students who did all their work in senior institutions.

Definitions

Articulation refers to the extent to which the two levels of higher education--the junior college and the senior college--are systematically interrelated so as to provide for continuous educational progress of students with a minimum of repetition and a maximum of efficiency.

Junior college refers to both publicly supported and privately supported two-year colleges which offer a program of studies preparing one for upper-division work in a senior college upon transfer.

Senior college refers to publicly supported and privately supported four-year colleges and universities offering a baccalaureate degree in business.

Terminal curriculum is defined as a sequence of subjects or group of subjects which are organized so as to facilitate admission of a student into one of the business occupations at a semi-professional level and which is not designed for the "transfer" student.

Business subject is defined as any subject appearing as an offering of the business department or school of business of any of the 23 colleges included in this study, including economics in general but excluding economic history of the United States.

Sources of Data

Several different sources of data were utilized as this study progressed from its planning stage to its culmination in this report. These sources are identified and described in the following paragraphs.

Published and unpublished literature revealed the extent of research in the general area of this study, focused attention on the growth and importance of junior college business programs, and provided the investigator with the knowledge necessary to formulate this study. This literature included doctoral dissertations, masters' theses, books, and periodicals.

College catalogs of each of the 23 colleges included in this study yielded much information relative to curricular programs, general policies, and regulations of the various colleges. These catalogs included both general and departmental publications.

Permanent student records provided much of the data on high school work, junior and senior college academic records, sequential deviations, overage and underage of credits, program interruptions, subjects taken, work accepted in transfer, colleges attended, and significant program variations. Information from these records provided the real foundation of this study.

Questionnaires provided information unobtainable from other sources utilized in the study. These provided much of the data on the characteristics of the junior college student and his experiences and viewpoints; the policies and viewpoints of junior and senior college registrars; recent and anticipated curricular changes; and suggestions of graduates, registrars, and departmental chairmen for the improvement of articulation in collegiate education for business. Questionnaires utilized as data gathering devices numbered five.

Conferences and miscellaneous correspondence engaged in with registrars and departmental chairmen provided part of the data used in Chapter VI, Administrative Concern About Articulation. They also helped to establish the tone of this study and to clarify various data, e.g., definite college policies relative to transfer of specific subjects.

Procedure

The first step taken in this study was to analyze the factors important in articulation in collegiate education for business by diligently studying the literature in this area, both published and unpublished. Armed with a knowledge of significant research and opinion in this realm, and with a knowledge of those facets of articulation conspicuous by the lack of research to date, the writer was able to organize his study along paths previously not explored, although potentially of great importance in the maximization of articulation in collegiate education for business.

Having determined the general course of the study, the writer contacted the registrars of the senior colleges involved and secured

their approval to examine the permanent records of business students for the five-year period under study. He then proceeded to construct a form on which to record data secured from permanent record cards and to map out a procedure for collecting this data. A pilot study was done at the University of Oklahoma and at East Central State College to determine if it were possible to isolate the records of those business students who had completed two years of work in an Oklahoma junior college. Another purpose was to determine the type of data that could be gathered from permanent student records. The pilot study indicated that the permanent records of all business graduates would have to be examined to find those that could be used in the study, as the registrars' offices had no means of identifying those graduates who had transferred from a junior college. However, this was recognized merely as an obstacle to be overcome and not as something to make the study impossible. The pilot study also indicated a need for certain revisions in the investigator's recording instrument. These revisions were made and the analysis of permanent record cards began in the summer of 1962 and continued until the summer of 1963.

The third step involved was to secure and study the general and/or departmental catalogs of the 23 colleges included in the study to secure what pertinent information that could be obtained from them. A conclusion was reached that much more information than was obtained from permanent student records and college catalogs were necessary in order to tell a complete story of articulation in collegiate education for business.

The fourth step in this study was concerned with the preparation of five different questionnaires to be answered by graduates, junior college registrars, senior college registrars, chairmen of junior college business departments, and chairmen of senior college business departments. A 93.0 per cent return was secured from the total number of questionnaires submitted to college personnel. One college, Muskogee Junior College, had ceased to exist shortly before this phase of the study. A return of 78.0 per cent was received from graduates. This was the final step in the collection of data necessary for the completion of the study.

The fifth step involved sorting, classifying, studying, and interpreting the information gathered so that conclusions and recommendations could be drawn. The last step involved organizing and writing this report of the investigation.

CHAPTER II

REVIEW OF RELATED LITERATURE

An extensive search of the literature revealed no articulation studies in business per se. Further, of the few articulation studies conducted, none were concerned with the areas emphasized in this study, except by indirection. This is not to imply that worthwhile studies pertaining in part to articulation in education for business have not been conducted. Indeed, there have been a number of articles and research studies which have dealt with some particular phase of junior college-senior college articulation. The most significant investigations of the past several decades are reviewed here under two broad classifications: (1) studies emphasizing the need for closer articulation in collegiate education for business and (2) adequacy of junior college transfer business programs.

Studies Emphasizing the Need for Closer Articulation in Education for Business

Reviewing studies made up to the time of his investigation in 1943, Humphreys¹ reached a conclusion that four studies were necessary in the area of articulation, three of which are pertinent to the present

¹J. Anthony Humphreys, "Transfer of Junior College Graduates to Senior Institutions," Journal of American Association of Collegiate Registrars, XVIII (July, 1943), 408-415.

study. These were: (1) to determine current practices of senior colleges in demanding of junior college transfers exact equivalence of required or elective courses in work taken during freshman and sophomore years, (2) to determine to what extent credit is "lost" by junior college transfers, and (3) to determine to what extent junior college graduates are admitted to full standing without regard to subjects carried.

Marston¹ explored some of the problems of articulation between the junior college and the university in a 1942-43 doctoral study. It did not deal with education for business except in a general way. The investigation was limited to an examination of opinions as to what practices then existent in junior colleges and universities affected articulation. It dealt only by implication with what steps the junior college should take to articulate with the university.

Eleven years passed before another major study emphasized the need for closer articulation in collegiate education. Wessel's² 1954 study analyzed the curricular problems experienced by a group of junior colleges in the North Central Region. Special emphasis was given to the business area. Of the four major curricular problem areas studied, articulation was the one which is of importance to the present study. It was found, in a ranking of seriousness of the curricular problems

¹Frederick James Marston, "Problems of Articulation Between the Junior College and the University," Microfilm Abstracts, V (1944), pp. 64-66.

²Paul Wessel, "Curricular Problems in Junior Colleges" (unpublished Master's thesis, Illinois State Normal University, 1954).

as reported by 60 administrators of junior colleges in the North Central Region, that articulation difficulties were reported as the first problem of seriousness by eight administrators, second most serious problem by 14, third most serious by 19, and fourth most serious by 11 administrators. In a weighting of the seriousness of the curricular problems in 33 public colleges, articulation difficulties ranked third. In a weighting of the seriousness of the curricular problems in 19 private colleges, they ranked second.

Emphasizing the need for curricular articulation, Wessel has stated:

The integration of the junior college curriculum with the senior college programs is difficult largely because of one big factor; namely, meeting the requirements of the senior colleges to which junior college graduates transfer. These graduates may transfer to a variety of senior colleges where they may decide to continue their education in one of the many departments offered by the senior colleges. Some of the individuals who will transfer to a senior college will have followed terminal programs in the junior colleges.¹

Himstreet's² study of business education in the public junior colleges of California adds much light to an understanding of business programs at this level and reinforces indirectly the need for articulation studies of the nature of the present investigation. The study revealed that in California about one out of five junior college students was a business major, that about 80.0 per cent of the business students in the junior college had two-year terminal objectives, and that the

¹Ibid., pp. 71-72.

²W. C. Himstreet, "A Study of Business Education in the Public Junior Colleges of California" (unpublished Doctor's dissertation, School of Education, The University of Southern California, Los Angeles, 1955).

enrollment in business subjects increased more than 400.0 per cent between 1945 and 1954 and more than 55.0 per cent between 1951 and 1954.

In Chapter XXIII of The Education of American Businessmen, Medsker¹ emphasizes the fact that more and more students each year are enrolling in junior colleges to complete the first two years of work leading to a baccalaureate degree in business and that a greater amount of articulation is needed between junior and senior colleges to discover the requisites for business transfer. He justified to some extent the rigidity of junior college programs by arguing that students who transfer must be prepared to fit into the required program in the senior institution. He points out that the task of the junior college is simplified when its program consists mainly of a prescribed liberal arts program with only a few fundamental subjects, such as economics and accounting, included as an introduction to the field of business. Partly admitting that this situation leaves little opportunity for the junior college to be original or to develop its own institutional personality, Medsker suggests that greater latitude be granted on the part of senior colleges relative to the exact nature of the junior college subjects to be accepted in a given field in satisfaction of specific requirements. Commenting to the effect that junior colleges have seemingly done an acceptable job in preparing students for transfer, he, nevertheless, indicates that too many students fail to obtain a degree after transferring and that many of those who do obtain a degree require

¹Leland Medsker, "Preparation for Business in Junior Colleges," The Education of American Businessmen (New York: McGraw-Hill Book Co., Inc., 1959), p. 660.

a longer period of time to do so than do native students. Medsker emphasizes the view that some of the difficulty arising when a student following a business program transfers from a junior college to a senior college is a result of grade-placement of certain key subjects, such as economics, accounting, law, and so forth. Suggesting a minimum amount of business training in the first two years, he argues that the business transfer program must be broader in scope and contain fewer specialized subjects in business than the terminal program.

Medsker,¹ in a 1960 study, reported on the records of transfer students from 61 junior colleges to 16 senior institutions in eight states. His study comprised the years 1953 to 1955, inclusive, and is the only longitudinal comparative study of junior college transfers and native students using a uniform design that has been reported to date. He found that many transfer students had not had certain lower-division subjects which are prerequisites for their chosen major field and that, as a consequence, they were unable to complete a degree in the normal length of time. Wide variations in requirements of senior colleges, Medsker believes, compounds the problem in that often students do not know to what senior institution they will transfer.

Medsker reported that transfer students did less well than native students in the semester after transfer but that this differential decreased with each semester spent in the senior college. By the end of the senior year the transfer student closely approached, and in some

¹Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960).

colleges exceeded, the academic record of the native student. Retention rates for transfer students were markedly lower than for native students. Also, the number of students receiving degrees at the end of the eighth semester was much lower than for native students, although many institutions reported that a number of the transfer students later received degrees, thus indicating that it often takes these students longer to meet the requirements for a degree.¹ Several reasons other than poor scholarship were considered as contributing factors to the low retention rates and lack of attainment of baccalaureate degrees. Among these were lower socioeconomic background, distance from home, and social maladjustment. It was found that poor counseling and lack of rigorous grading standards by junior colleges cause transfer difficulties, as well as frequent inflexibility in lower-division requirements and a lack of orientation and assimilation of transfer students by senior colleges.²

Stressing the need for improved articulation, Medsker comments to the effect that complex problems of articulation must be solved by continuous individual and collective effort. He believes some form of liaison machinery is essential to provide the impetus and coordination necessary for solving these problems. He writes:

Effective articulation depends on research pertaining to the transfer student so that both two-year and four-year institutions can be guided by facts. To date, too much has been left to chance. With the current emphasis on the junior college as the institution which presumably will care for an increasing share of the nation's college freshmen and sophomores, representatives from all types of

¹Ibid., p. 131.

²Ibid., pp. 138-139.

four-year colleges and from all types of junior colleges must use all means of enabling the greatest possible number of transfer students to have a satisfying and successful experience in the next institution.¹

In 1959 the Gordon-Howell report² was published by Columbia University Press. The report embodies the results of a three-year study of collegiate education for business which was sponsored by the Ford Foundation. Although primarily concerned with education for business at the senior college level, Chapter X is devoted in part to business programs in junior colleges. Gordon and Howell believe that the transfer program in the junior college is much more important as a de facto terminal program than as a source of students who eventually receive a degree in business from a four-year college. As mentioned in Chapter I, they report that about 60.0 per cent of the junior colleges have transfer programs in business. They also report that the rest no doubt prepare some students for transfer to schools or departments of business without having formal prebusiness programs. They point up the fact that senior colleges have a virtual veto over the junior college transfer curricula and that in so far as the latter are inadequate, the senior colleges must accept a large portion of the blame. The situation is complicated by the fact that senior college requirements may vary, thus leaving the junior college frustrated in its endeavor to meet minimum transfer requirements.

¹Ibid., pp. 139-140.

²Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York: Columbia University Press, 1959).

Getting to the heart of one of the basic transfer problems,

Gordon and Howell state:

Apparently junior college students who transfer to schools of business have no sounder base in general studies than do students who enter a four-year school as freshmen. The same need for improvement exists here as in the four-year colleges. The transfer students have an additional handicap, however, to the extent that they take "professional" courses before they transfer. Some junior college courses in business have no senior college counterparts, so that the student cannot receive degree credit for them. This is the result of the blurred line separating transfer and terminal offerings in many junior colleges. . . .¹

The researchers conclude their discussion of junior college business programs by reiterating their belief that business schools of the universities have a responsibility, in part based on self-interest, to work closely with the junior colleges toward a workable solution to the problems of articulation in collegiate education for business.

Goddard² completed his study, The Potential Role of the Junior College in Education for Business, in 1962. This is a most valuable source of information for anyone who would study seriously any phase of education for business in junior colleges. Although not an articulation study, it nevertheless has much relevance for the present investigation. Goddard suggests that specialized business subjects in the junior college preparatory program be de-emphasized and that emphasis be placed on general education subjects planned in conjunction with the requirements of the senior college to which transfer will be made. He concurs with

¹Ibid., p. 243.

²Merl Lee Goddard, "The Potential Role of the Junior College in Education for Business" (unpublished Doctor's dissertation, School of Education, Indiana University, 1962).

Medsker relative to the need for a broad, liberal education in the first two years of collegiate work. He believes that specialized training in business for positions at the higher decision-making levels is the responsibility of senior colleges and universities and should not be a part of the junior college preparatory programs in business. However, he recommends that students be permitted to enroll in enough foundation subjects in business to obtain a general understanding of the business world and to become acquainted with the various areas of specialization within the field of business. One very significant thought conveyed by Goddard is his belief that transfer credits should be evaluated in terms of their equivalency rather than in terms of their parallelism.¹

Adequacy of Junior College Transfer Business Programs

Several studies have been concerned with an analysis of the adequacy of junior college transfer business programs. Although not a complete presentation of such studies, the following serve to show the general pattern of such investigations and are, the writer believes, the most significant of such studies.

Bell² surveyed the opinions of 557 students who attended Citrus-Grove Junior College in Azusa, California during the period 1915 to 1930. Eighty per cent of the respondents indicated they received an adequate foundation in junior college.

¹Ibid., p. 256.

²George Bell, "Follow-up of Junior College Students," Junior College Journal, XI (April, 1932), 378-380.

Mead¹ selected a jury of 66 distinguished professors who were asked via a questionnaire certain questions relative to the transfer function, without specific reference to any field. Eight of every ten jurors believed that junior college graduates are in general prepared to compete scholastically with other transfer students from four-year schools. Eighty per cent indicated they would be willing to accept at least as elective credit all academic courses completed with a "C" average.

Mitchell² urges universities to avoid demanding exact equivalence between the subjects given by the junior college and the subjects given to their own freshmen and sophomores. He writes:

It is important that the junior college have freedom in experimenting and devising new combinations of courses and new content for courses, without having the heavy hand of the university over it, trying to dictate what it should do in terms of equivalents of its own courses.³

Sammartino and Burke's⁴ study, made on behalf of the Transfer Study Committee of the Junior College Council of the Middle Atlantic States, was based on questionnaire responses of 150 senior college registrars. It was concluded that there is a general disposition to accept junior college students and in most cases to allow them what would be

¹J. F. Mead, "A Further Investigation of Transfer Relations with Senior Colleges," Journal of American Association of Collegiate Registrars, XVI (October, 1940), 26-36.

²John Pearce Mitchell, "Transfer of Junior College Credits as seen from the Viewpoint of the University," American Association of Collegiate Registrars, XVII (July, 1942), 613-618.

³Ibid., p. 615.

⁴P. Sammartino and A. F. Burke, "Success of Junior College Transfers in Eastern States," Junior College Journal, XVII (April, 1947), 307-10.

considered reasonable amounts of credit, although credit varies according to concordance between the students' junior college work and the program of the first two years of the senior college.

A study by Steggert¹ was concerned with 26 Illinois junior colleges and their curricula. It was found that most of them approximate the initial two years of the average senior college's course of study and that 75.0 per cent of them list preparatory curricula in business. Cooperative programs between selected state universities and public junior colleges was the topic of an investigation undertaken by Puttmann.² He found that curriculums in about 75.0 per cent of the schools were co-ordinated to the extent that transition between institutions was relatively easy.

An examination of the business education programs of the junior colleges in Mississippi and their value for Mississippi students, based on conditions obtained during the school year 1952-53, was undertaken by Fowler³ and completed in 1955. His investigation does not concern itself with curricular articulation between two- and four-year colleges,

¹Frances Y. Steggert, "Terminal and University Parallel Curricula in the Illinois Junior College, 1951-52," College and University, XXVIII (January, 1953), 204-209.

²W. C. Puttmann, "A Survey of Co-operative Programs Between Selected State Universities and Public Junior Colleges" (unpublished Doctor's dissertation, University of North Dakota, 1954).

³Lytle Fowler, "A Study to Determine Whether or not the Junior Colleges of Mississippi are Meeting Adequately the Business Education Needs of the Post Secondary Youth in the Area which these Schools were Organized to Serve" (unpublished Doctor's dissertation, New York University, 1955).

but his findings, in part, indicate an articulation problem. This fact is brought out by the statement:

There was a lack of uniformity among the junior colleges of Mississippi during the school year 1952-1953 in the descriptive titles of certain business courses offered, in the number of hours of credit which students might earn in certain business courses, in the number of hours a week students were required to meet certain business education classes in order to earn the same number of hours of credit.¹

Fowler recommended that junior colleges strive for uniformity in descriptive subject titles, in the hours of credit to be given in each of the business subjects, in the hours of credit to be given in each subject, and in the relation between class-meeting hours and credit hours given in each subject.

In 1957 a follow-up to the Strayer Report² was conducted in California by McConnell, Holy, and Semons³ to determine what changes, if any, had occurred in junior college purposes and to discover new areas of conflict between the junior college and the senior college which might be lessened through cooperative endeavor. Heavy emphasis was placed on the importance of a preponderance of general education at the junior college level.

¹Ibid., p. 283.

²G. D. Strayer, M. E. Deutsch, and A. A. Douglas, A Report of a Survey of the Needs of California in Higher Education, a report submitted to the Liaison Committee of the Regents of the University of California and the California State Board of Education, March, 1948.

³T. R. McConnell, T. C. Holy, and H. H. Semons, Restudy of the Needs of California in Higher Education, a report prepared for the Liaison Committee of the Regents of the University of California and the California State Board of Education (Sacramento: California State Department of Education, 1957).

Chatburn¹ conducted a follow-up study of the graduates of Boise, Idaho Junior College for the period 1934 to 1954 and found that 95.0 per cent of them reported no difficulty in transferring from the junior college to a senior college. Seventy-three per cent of the respondents had continued their education at some other college, with 72.0 per cent of these continuing students going on to complete a baccalaureate or higher degree. This would indicate that the junior college had given transfer students a good academic background for further study. Less than 7.0 per cent reported that they lost any credits in transferring, and the loss reported was, in fact, only refusal to recognize more than 64 semester hours of credit toward a degree.

Tingey's² study of 1957 had as its purpose the identification of the most prevalent problems confronted by Washington Junior College transfer students enrolled in the state four-year institutions. It was found that students experience a new social adjustment after completing one or two years in a junior college, that senior college subjects assume some background knowledge which in some instances was not received in previous training, and that more than 50.0 per cent of the transfers lost an average of nine hours of credit in the process of transition.

¹Acel Handy Chatburn, "An Evaluation of the Program of Boise Junior College by its Graduates," Dissertation Abstracts, XVII (January, 1957), 68-69.

²Dale Thomas Tingey, "A Study of the Guidance Problems of Washington Junior College Students Transferring to the State Four-year Institutions in Washington," Dissertation Abstracts, XVIII (January, 1958), 125-26.

Howell¹ investigated the education for business programs in Kentucky junior colleges. Securing a major part of the data relative to curricula from current college catalogues and bulletins, the investigator found that curricula for different occupations of many junior colleges and the first two years of four-year institutions appear not to provide balanced programs in business education and general education.

Minke² conducted a study to determine whether the business curriculums of the Minnesota public junior colleges were fulfilling their obligation to the college transfer student. Securing his data through questionnaires, college catalogs, and personal interviews, he found that Minnesota junior colleges have not conducted complete follow-up studies of their graduates. He also found that an analysis of the business curriculums of the junior and senior colleges lends strong support to the belief that problems do exist in the area of acceptance of some of the credits of junior college transfers.

Summary

An exhaustive search of the literature revealed no studies dealing directly with articulation in collegiate education for business. It did reveal studies of both a business and non-business nature which were

¹Harry Evon Howell, "An Analysis of the Business Education Programs in Kentucky at the Junior College Level," Dissertation Abstracts, XX (April, 1960), 4000.

²Calvin Minke, "A Study to Determine Whether or not the Business Curriculum of the Minnesota Public Junior College is Fulfilling its Obligation to the College Transfer Student" (unpublished Master's thesis, Mankato State College, Minnesota, 1961).

partially concerned with, or had implications for, articulation in collegiate education for business. These studies were classified broadly as (1) studies emphasizing the need for closer articulation in education for business and (2) adequacy of junior college transfer business programs. A number of studies which compared junior college transfers with native senior college students were not reviewed in this report, since it is not concerned with that phase of articulation.

The literature is perhaps more significant for what it does not reveal than for what it does reveal. It does not reveal any studies which give concrete evidence of the seriousness or extent of problems hinted at--comparability of subjects, improper sequence, validation of subjects, exact equivalency of work, lower scholastic achievement upon transfer, improper balance of general and specialized education, overage of credit and extended programs, and deviations from catalog programs in business as a result of junior college programming.

The literature does indicate a concern and a generally expressed need for closer cooperation between two- and four-year colleges in planning the four-year baccalaureate programs in business. It also indicates the growing importance of junior colleges as agents in the training of individuals who will subsequently receive baccalaureate degrees in business. In addition, the literature reveals a general consensus among senior college business educators that junior colleges should emphasize a broad, liberal education with a few foundation subjects in business, rather than professional subjects in business. However, no study has revealed the extent to which junior colleges are adhering to this viewpoint.

CHAPTER III

BACKGROUND INFORMATION

There is great variety in the size, purpose, curricula, and other facets of the operation of junior colleges in the United States. Traditionally, one of the few things held in common by all of these relatively new, numerous institutions has been a general lack of understanding, appreciation, concern, or even awareness of their existence by the lay public and in many instances even educators themselves.

Colleges Involved in the Study

To fully understand and to appreciate a study of articulation in collegiate education for business between the two- and four-year colleges in Oklahoma, one needs a foundation of knowledge concerning the origin, development, present status, and potential role of the junior and senior colleges about which the report is written. The purpose of this section is to provide at least a part of this foundational knowledge.

Junior Colleges

From a control standpoint, there were three types of junior colleges functioning in Oklahoma during the period of this investigation--state, municipal, and independent institutions. Seven of the 16 colleges were publicly supported, six were municipally supported, and three were independently supported.

Public junior colleges. Oklahoma, very early in its history, provided regional schools for educating young people in the agricultural, mechanical, business, and domestic arts. This was the direct result of the awareness of the Legislature of the inadequate high school opportunities in various sections of the state.¹

The First Legislature provided that a school should be established in each of the judicial districts of the state. There were established six of these regional schools of secondary rank for instruction in agriculture and mechanics and allied branches. They were at first under the administration of the State Commission of Agriculture and Industrial Education. The schools offered upper elementary and high school work as demand was created by the enrollment.² Owing to increasing demands for a higher standard and grade of work, the State Board of Agriculture by resolution in 1922 authorized the schools to add two years of college work. A question arose as to whether or not this could be done under the Act creating the institutions. To settle the matter, the Legislature was asked to sanction, by proper enactment, junior college work. This was done in March of 1924.³ Connell State School of Agriculture, at Helena, and Haskell State School of Agriculture, at Broken Arrow, were officially closed before ever offering any college work. The Panhandle State School of Agriculture grew from a secondary

¹Frank A. Balyeat, "Junior Colleges in Oklahoma," Chronicles of Oklahoma, XXVI (Spring, 1948), 60.

²Ibid.

³Murray State Agricultural College Bulletin, Tishomingo, Oklahoma, 1955-56, p. 9.

school into a junior college and ultimately into a senior college as a result of an act of the Eighth Legislature. This left three of the original six. Later two schools of mines, a military school, and a college preparatory school were established, all of which, along with the original three, became the state junior colleges existing today.¹ These colleges have operated under the Oklahoma State System of Higher Education since 1941.

The seven state junior colleges now in operation represent four types of institutions, although all have the same basic curricula with somewhat different emphasis. Northern Oklahoma Junior College, located at Tonkawa near the north central border, is an arts and sciences centered school. Oklahoma Military Academy, located at Claremore in the northeast corner of the state, is, as the name implies, a military school for boys. The three agricultural colleges are Murray State Agricultural College, at Tishomingo in the south central region; Cameron State Agricultural College, at Lawton in the southwest; and Connors State Agricultural College, at Warner in the east central region. Eastern Oklahoma Agricultural and Mechanical College and Northeastern Oklahoma Agricultural and Mechanical College are located at Wilburton in the southeast and Miami in the extreme northeast corner of the state, respectively.

These seven two-year colleges have similar functions in that they provide undergraduate, lower-division study with emphasis on programs to achieve these purposes: (1) provide general education for all students, (2) provide education in several fields of study for the freshman and

¹Balyeat, op. cit., pp. 60-61.

sophomore years for students who plan to transfer to senior colleges and complete requirements for the bachelor's degree, (3) provide so-called terminal education in several fields of vocational and technical study, and (4) provide both formal and informal programs of study especially designed for adults and out-of-school youth in order to serve the community generally with an opportunity for continuing education.¹

Municipal and independent junior colleges. At least 35 communities in Oklahoma have made attempts to extend their local schools upward to include one or two years of college work since Muskogee Junior College began in the fall of 1920. Nearly all of them have been much too small to carry on an effective college program. Their rise has often been the result of an admixture of ambition of local school officials, economic and social conditions, and so forth.²

Eight towns organized junior colleges in the years 1920-24. Only two of these schools lasted until 1925, these being Hobart Junior College and Muskogee Junior College.³ The latter, one of the junior colleges included in this study, operated continuously until 1962, when it was closed after 42 years of service.

Between 1925 and 1929 six new schools were started. Of these only Altus Junior College remains today. It is second only to Muskogee Junior College in length of existence. Okmulgee Junior College, after

¹Operating Budget Needs of the Oklahoma State System of Higher Education for the 1963-65 Biennium (State Capitol, Oklahoma City: Oklahoma State Regents for Higher Education, January, 1963), p. 19.

²Balyeat, op. cit., p. 56.

³Ibid., p. 58.

operating for 21 years, was closed because of competition of the School of Technical Training, a branch of Oklahoma State University. During the depression years of 1930-34, nine new junior colleges were established by municipalities. Seminole Junior College is the only one of this group still to survive, and it has been in operation for 31 years. Woodward Junior College operated a total of 14 years but did not reopen after being extensively damaged by a tornado in the spring of 1947. Wetumka Junior College made three efforts to survive but finally succumbed in 1948.¹

Of the 12 junior colleges established in the period 1935-39, three are still in operation. These are El Reno Junior College, Poteau Community College, and Sayre Junior College. They have been in operation 24, 21, and 20 years, respectively. Oklahoma City Capitol Hill Junior College remained open for some ten years. Both Carnegie Junior College and Mangum Junior College made two attempts before closing permanently.² Research in the literature of the state indicates that no new municipal junior colleges have been established since 1938, a period of nearly a quarter of a century. This would seem to indicate that the state, independent, and municipal junior colleges now in existence are at least meeting the numerical needs of the bulk of Oklahoma youth for this type of institution.

Three independent junior colleges were functioning in the state during the period of this study. These were Bacone College, Saint Gregory's College, and Central Christian College. Bacone College, located

¹Ibid.

²Ibid.

near Muskogee in east central Oklahoma, had its origin in 1880 as a school dedicated to providing Christian education for American Indian youth. At various times in its existence it has been an elementary school, a high school, and a four-year college in various combinations. It became a junior college in 1927 and has remained so since. The elementary and high school work were discontinued soon after the junior college program was started. Senior college instruction had been dropped earlier. Indian students still account for about 90.0 per cent of the college's enrollment.

Saint Gregory's College, located at Shawnee, was established in 1915 as a private Catholic educational institution for men. It was actually a reestablishment in a different location of Sacred Heart College, opened in 1875. It has flourished while at the same time maintaining its original objective of providing Christian education and preparation for the priesthood.

Central Christian College, founded by the Church of Christ, had its beginning in Bartlesville in 1950. The college was moved to Oklahoma City in 1956 and has been in operation in this location since 1958. In 1959 the school changed its name from Central Christian College to Oklahoma Christian College. It began its change from a junior to a senior college in 1960, and the first bachelors' degrees were granted in June of 1962.

Comparison of state with municipal and independent colleges. With the change in status of Central Christian College from a junior college to a senior college in 1960, and the demise of Muskogee Junior College

in 1962, there were left seven state junior colleges and seven municipal or independent junior colleges. A comparison of state with municipal and independent junior colleges for the year 1961-62 reveal the following statistics:

1. Total enrollment in the municipal and independent colleges was 1,386 students; that in the state colleges was 4,534 students.
2. There were approximately 160 students enrolled in business transfer programs in municipal and independent colleges and approximately 955 in state colleges. These figures do not include those following a terminal business program.
3. Six municipal and independent colleges were accredited only by the Oklahoma Regents for Higher Education. All seven state colleges were accredited by North Central Association as well as by the Oklahoma Regents for Higher Education.
4. Of 1,028 junior college degrees awarded in the spring of 1962, 142 went to graduates of municipal and independent colleges and 886 to graduates of state colleges.
5. Thirty-four full-time and 94 part-time staff members were employed by municipal and independent junior colleges as compared with 266 full-time and 39 part-time staff members in the state colleges.
6. Municipal and independent colleges had an approximate gross income of \$800,000; the state colleges, \$4,740,000.
7. The seven state colleges all maintain dormitories and housing for married students. Six of the colleges are coeducational and one is for male students.

8. Only two of the seven municipal and independent colleges provide boarding facilities. Six are coeducational and one is limited to male students.

9. Ninety-three scholarships in the amount of \$12,198 were granted by the municipal and independent colleges. The state colleges awarded 355 scholarships valued at \$42,635.

10. Four of the seven municipal and independent colleges operated a summer session. Only two of the seven state colleges did so.¹

Particularly noteworthy in regard to this study is the average per cent of transfer to senior institutions by junior college business students. Six business department chairmen of municipal and independent junior colleges reported that, on an average, the approximate per cent of business students transferring from their schools to senior colleges was 60.0, 40.0, 10.0, 25.0, 75.0, and 40.0, respectively. This is an average of 41.7 per cent. One independent college department chairman reported he did not have any idea whatsoever; one municipal college had ceased to exist and the information was not obtainable.

Departmental chairmen of state junior college business departments reported that, on an average, the approximate per cent of transfer of business students from their junior colleges to senior colleges was 50.0, 97.0, 50.0, 100.0, 40.0, 60.0, and 25.0, respectively. This is an average of 60.3 per cent.

¹Edmund J. Gleazer, Jr. (ed.), American Junior Colleges (6th edition; Washington, D. C.: American Council on Education, 1963), passim.

It should be understood that percentages reported in the two preceding paragraphs are "intelligent guesses" but, nevertheless, guesses as to the average per cent of transfer. Although all of the departmental chairmen are keenly interested in, and make a conscientious effort to "keep up" with, their graduates, they make no pretense of knowing how many students make the transition. No organized effort, if in fact any at all, has been made by the various junior colleges to determine which of their business transfer students actually complete a degree program or the reason for noncompletion by the dropout group.

Table 1 shows the total graduates and the number of business graduates by junior college for the period of this study. Central Christian College and Muskogee Junior College, for reasons already explained, are not included in the data gathered from college officials. Neither are Carnegie Junior College and Bartlesville Junior College, which ceased to exist several years ago, from which several of the graduates in this study graduated. The table shows that at least 30.9 per cent of the 4,712 graduates were classified as business majors at the time of their graduation. Two colleges were unable to provide the data on business graduates.

Senior Colleges

Eight state-supported senior colleges and universities were involved in this study. Both of the state universities in Oklahoma were established in 1890 by an act of the first territorial legislature. Their growth has been continuous. Functions of the two state universities

TABLE 1

**TOTAL AND BUSINESS GRADUATES OF OKLAHOMA'S JUNIOR COLLEGES,
1958-62 INCLUSIVE**

Name of College	Total Graduates 1958-62	Business Graduates 1958-62	Per cent of Total Graduates 1958-62
<u>State Colleges</u>			
Cameron State Agricultural College	717	186	25.9
Connors State Agricultural College	355	22	6.2
Eastern Oklahoma Agricultural and Mechanical College	880	196	22.3
Murray State Agricultural College	459	36	7.7
Northeastern Oklahoma Agricultural and Mechanical College	886	222	25.1
Northern Oklahoma Junior College	415	126	30.4
Oklahoma Military Academy	320	80	25.0
<u>Municipal and Independent Colleges</u>			
Altus Junior College	56	11	19.6
El Reno Junior College	37	unknown	----
Poteau Community College	225	50	22.2
Sayre Junior College	111	12	10.8
Seminole Junior College	21	2	9.5
Bacone College	123	unknown	----
Saint Gregory's College	107	14	13.2
Totals	4712	957	20.3

include: (1) both lower-division and upper-division undergraduate study in a number of curriculums leading to the bachelor's degree, (2) graduate study in several fields of advanced learning leading to the master's degree and the doctor's degree, (3) organized basic research, and (4) state-wide programs of extension study and public service. The University of Oklahoma is located at Norman in the central part of the state. In 1962 it consisted of 11 schools and colleges and had an enrollment approximating 12,000 students. Oklahoma State University (Oklahoma Agricultural and Mechanical College until 1957) is located at Stillwater in the north central part of the state. In 1962, it consisted of eight divisions and colleges and had approximately the same enrollment as the University of Oklahoma. The colleges of business of both universities are fully accredited by the American Association of Collegiate Schools of Business.

The six state colleges in Oklahoma were established during the period 1890 to 1909. Central State College, located at Edmond on the outskirts of Oklahoma City, was the first to be established, followed in 1895 by Northwestern State College at Alva. Southwestern State College at Weatherford was established in 1901. East Central State College at Ada, Northeastern State College at Tahlequah, and Southeastern State College at Durant were all established in 1909. Originally, the six state colleges were normal schools and later bore the designation "teachers college." In 1939 they were authorized to expand their programs to include degree curricula in Arts and Sciences as well as Education, and the designation was changed to "state college." Functions of the six

state colleges include: (1) both lower-division and upper-division undergraduate study in several fields leading to the bachelor's degree, with major emphasis given to teacher education, and (2) graduate study in one field, Education, leading to the Master of Teaching degree. The enrollment at Central State College exceeded 4,500 students in 1962; that of the other five colleges ranged from 1,700 to 3,150, with an average enrollment of 2,100 students. None have business departments accredited by the American Association of Collegiate Schools of Business.

During the period of this study, 1958 to 1962 inclusive, the senior institutions reported numbers of business graduates as shown in Table 2. As stated earlier, the term "business graduates" is defined as including economics and business teacher majors as well as those in the more traditional areas of business. Also shown is the number of junior college transfer students in the group and the per cent that junior college transfers are of the total graduating group. A junior college transfer student is taken to mean one who was in actual attendance at an Oklahoma junior college for four semesters or who did the equivalent of four semesters of work while at the junior college. A few simple arithmetical computations from the data in Table 2 indicates that 53 junior college business transfer students, on an average, graduated each of the five years as part of a total average group of 790 students. Approximately 6.7 per cent of those receiving business degrees began their higher education in junior colleges. More junior college transfer students finished degrees at Oklahoma State University than at any other college included in the study.

TABLE 2

**BUSINESS GRADUATES OF EIGHT OKLAHOMA SENIOR COLLEGES,
1958-62 INCLUSIVE**

Name of College	Total Business Graduates	Junior College Transfers	Per cent of Transfers to Total Graduates
Central State College	480	27	5.6
East Central State College	145	10	7.0
Northeastern State College	336	55	13.4
Northwestern State College	106	7	6.6
Oklahoma State University	1035	61	5.9
University of Oklahoma	1500*	42	2.8
Southeastern State College	255	39	15.3
Southwestern State College	95	23	24.2

*Reported as approximate by Office of Admissions and Records

Graduates Involved in the Study

From the outset, it was assumed that only by limiting the investigation to those students who had completed considerable work in a junior college could valid conclusions be developed relative to the seriousness of articulation difficulties related to students' transfer from a junior college to a senior college. Therefore, this study includes only 264 senior college business graduates who were in actual attendance at an Oklahoma junior college for a minimum of four semesters, regardless of credit hours accumulated, or who did the equivalent of four semesters of work in less time. An average of 64.4 semester hours were transferred into senior colleges by the study group. In no case was the amount of hours transferred less than 46.

Characteristics of Students Who Enter Junior Colleges

Age and sex of entering students. The age of the 264 graduates at the time they entered junior colleges ranged from 16 to 41 years. Four-fifths, actually 80.1 per cent, entered junior colleges before reaching their twenty-first birthday. As to be expected, nearly 50.0 per cent entered at the age of 18 years. Only four had passed their twenty-ninth birthday upon entering college.

Male students by far exceeded in number the female students. Included in the 264 graduates of this study are 213, or 80.7 per cent, males and 51, or 19.3 per cent, females. Thus, the ratio is approximately four to one.

High schools attended. A large portion of the 264 graduates involved in this study matriculated from relatively small high schools. A total of 146 high schools were attended by the group, with 248, or 94.0 per cent, attending high schools in Oklahoma. The largest number attending any one school was 19; the school was Lawton High School, located in the same community as Cameron State Agricultural College. Other high schools located in junior college towns accounted for 54 students; therefore, 73, or 27.6 per cent, graduated from high schools located in communities having junior colleges. Only 69 students, however, attended these particular junior colleges. Some idea of the size of the high schools attended may be grasped by observing the size of the community in which the schools are located. Table 3 provides this information.

It will be observed that nearly three-fourths of all the people involved in this study were from communities of either less than 2,000 or over 20,000 population. Only 28.0 per cent, or approximately one-fourth of them, were from the intervening size communities. This fact in itself represents an articulation problem as existing between the high school and the college. Can and does the small high school provide as adequate a foundation education for further study as do the larger high schools? It must be assumed that in terms of the number and scope of subjects offered it generally cannot. Yet 111 graduates involved in this study apparently made the transition successfully.

It is quite likely that junior college business departments fall heir to two extremely opposite groups of students in terms of potential

TABLE 3

SIZE OF COMMUNITIES IN WHICH THE 264 STUDENTS INVOLVED IN THIS STUDY
ATTENDED HIGH SCHOOL

Population of Community	Number of Students from	Per cent of Total
Less than 2,000	111	42.0
2,000 to 5,000	45	17.0
5,001 to 10,000	16	6.0
10,001 to 20,000	13	5.0
Over 20,000	79	30.0
Totals	<u>264</u>	<u>100.0</u>

preparadeness for college. Although this is also true of four-year colleges, evidence seems to indicate that the mortality rate in the junior college is far less than in the first two years of the senior college. As mentioned elsewhere, the Committee on Junior Colleges of the American Association of Collegiate Schools of Business has by implication suggested that this is due to lower standards, high school-ish methods of instruction, and a paternalistic attitude toward its students by the junior college. Information presented later in this study reveals the thoughts of 206 of the 264 graduates relative to the junior college they attended.

High school credits received. At various times during the period covered by this study the number of units required for graduation from high school in Oklahoma was 16, 17, and 18. An analysis of permanent student records reveals that 12 graduates had either 15 or 15½ units indicated on the official transcript issued by the high school. This can only be explained by pointing out the fact that during the time these graduates were in high school there was a rather liberal, flexible interpretation possible of the units rule, and administrators were allowed to waive the requirement of one-half to one unit in certain cases. Also, the colleges had policies which would allow them to accept non-high school graduates when they only lacked a unit or two meeting graduation requirements. The records reveal that 64.3 per cent graduated with less than 17 units and that 34.5 per cent graduated with from 17 to 20 units. The average for all graduates in this study was 16.5 units. Three graduates received their diplomas as a result of successful completion of the General Education Development Test.

High school business subjects taken. Graduates completed an average of two business subjects in high school. Forty-three, or 16.2 per cent, did not take any business subjects, while 52.0 per cent took a maximum of two business subjects. Completing from two and a half to four and a half units in business subjects were 25.5 per cent of the graduates, while 4.5 per cent took five business subjects. One student completed six business subjects. Based on the average of 16.5 high school units, the average of two subjects in business represents 12.1 per cent of the total high school program of studies devoted to the graduates' ultimate broad field of specialization.

Beginning typewriting was the most frequently taken business subject, being taken by 211, or 80.0 per cent, of the group. A breakdown of subjects taken by the group is presented in Table 4. It reveals that 60.4 per cent of the total business credits were in typewriting I and II. The traditional subjects of typewriting, shorthand, and book-keeping accounted for 87.2 per cent of the business instruction of the 264 graduates in the high school.

Aspects of Junior College Matriculation

Factors behind graduates' decisions to attend a junior college.

Reasons given by 206 respondents for beginning their higher education in a junior college were:

<u>Reason for attending a junior college</u>	<u>Number of respondents</u>
Nearness to home	107
Financial	100

TABLE 4

FREQUENCY OF HIGH SCHOOL BUSINESS SUBJECTS TAKEN BY 221 GRADUATES

Title of Business Subject	Number of Graduates Taking	Per cent of 264 Graduates in Study	Per cent of Total Business Subjects Taken ^a
Typewriting I	210	80.0	41.6
Typewriting II	95	35.9	18.8
Bookkeeping I	67	25.3	13.3
Shorthand I	54	20.4	10.7
General Business	37	14.0	7.3
Business Mathematics	12	4.5	1.5 ^b
Economics	11	4.1	1.4 ^b
Business Law	8	3.0	1.0 ^b
Shorthand II	7	2.6	1.3
Commercial Geography	6	2.3	.7 ^b
Business English	5	1.8	.9 ^b
Business Machines	3	1.1	.5 ^b
Bookkeeping II	3	1.1	.6
Secretarial Practice	1	.3	.2
Salesmanship	1	.3	.2

^aTotal high school business subjects accumulated by 221 persons was 504.

^bTaken for one-half unit of credit by some students.

Preference for a small college	24
Advice of friends and/or parents	22
Athletic participation	14
Reputation of college	13
Scholarship	8
No particular reason--chance	5
Military training available	3
Christian atmosphere and training	2
	<hr/> 298

It will be noted that 298 answers were recorded for the 206 respondents. Several gave not one reason but two or three reasons which contributed to their decision. Probably propinquity is in a large measure also a financial consideration, although being close to family and friends would take precedence with many students regardless of their financial situation.

Junior college entered. Upon entering junior college, 18, or 6.8 per cent, of the 264 graduates chose an independent college; 45, or 17.0 per cent, chose a municipal college; and 201, or 76.2 per cent, chose a state college. Four state junior colleges enrolled 61.4 per cent of the transfer students in business. These four were Cameron State Agricultural College, Eastern Oklahoma Agricultural and Mechanical College, Northeastern Oklahoma Agricultural and Mechanical College, and Northern Oklahoma Junior College.

Distance of junior college from hometown. The graduates tended to choose a junior college in relatively close proximity to their hometown.

Two hundred and one, or 76.2 per cent, selected a junior college within a distance of 50 miles from their hometown, while 26, or 9.8 per cent, attended one from 51 to 100 miles distance. Only 37, or 13.9 per cent, students attended a junior college located further than 100 miles from their hometown.

Decision to major in business. It was reported by 124, or 60.2 per cent, of the 206 respondents to the student questionnaire that they made their decision to major in business prior to or at the time they enrolled in junior college. The 82, or 39.8 per cent, students who were not decided on business started out with the intention of concentration in a number of specific fields, with engineering a predominant choice. Other fields with significant representation were general education, medicine, physical education, agriculture, and education. Some students were uncertain what they wanted to do.

Thirty-eight of the 82 respondents not originally committed to business made their decision to specialize in this field while in junior college. Thus, 44, or 21.4 per cent, students made their decision after transferring from the junior college. Although the 264 graduates ultimately majored in 11 business fields, the broad decision to major in some area of business is apparently often sufficient at the junior college level, since the business curriculum is oriented toward providing basic foundation subjects. The effect of not making the decision to major in business until after transfer, or of not taking any business subjects in junior college, will be discussed in Chapter V.

Advantages of junior college reported by 206 graduates. When asked about the major contribution of the junior college to their personal, academic, occupational, or social progress, respondents, in the numbers shown, indicated:

<u>Major contribution</u>	<u>Number of respondents</u>
Ease of transition from high school into college routine	45
Personal concern and attention of faculty .	44
Personality development (particularly self- confidence)	40
Solid academic foundation	26
Development of good study habits	20
Instillment of knowledge of the real value of education--desire for further training	17
Friendships developed	14

A more penetrating analysis of graduates' opinions of their respective junior colleges will be presented in Chapter IV.

Summary

The business graduates involved in this study came from a total of 146 high schools, with 42 per cent of them coming from communities having less than 2,000 population. A majority graduated with about 16.5 units of credit at 18 to 19 years of age. Only 51, or 19.3 per cent, of the 264 graduates were females. An average of two business subjects were taken, although 16.2 per cent of the graduates did not take any business subjects in high school. Fifteen business subjects were

reported as having been taken, with typewriting I, typewriting II, book-keeping, shorthand, and general business the most frequently taken, in the order named. Four-fifths of all the graduates in this study completed typewriting I at this level.

Closeness to home and financial considerations were given by 69.4 per cent of those reporting their reasons for attending a junior college. The decision to major in business was made at, or prior to, enrollment as a freshman, according to 60.2 per cent of the respondents. It was not until the junior year or later that 21.4 per cent of the 206 respondents decided to major in business.

The 264 graduates around whom this study revolved matriculated from 18 junior colleges in the state of Oklahoma. These colleges were comprised of seven state colleges, eight municipal colleges, and three independent colleges. Three of the municipal junior colleges have since become defunct. State colleges surpassed municipal and independent colleges relative to enrollments, graduates, percentage of business students transferring to senior colleges, scholarships granted, accreditation by regional accrediting association, staff members, business students, dormitory and boarding facilities, and gross income.

State junior colleges were selected by 76.2 per cent of the graduates and four of these colleges enrolled 61.4 per cent of the transfer students in business. Graduates tended to choose junior colleges in close proximity to their hometown, with 76.2 per cent going to one located within a radius of 50 miles. They tended to be high in praise of the contributions of the junior colleges to their own personal welfare.

CHAPTER IV

JUNIOR COLLEGE PROGRAMMING FOR TRANSFER STUDENTS

This chapter is the first of two in which the primary data obtained in this investigation are presented. Considered here are the important elements in programming for transfer students in the junior college, namely: (1) the junior college curriculum in relation to requirements of senior colleges, (2) problems of terminal business students in transfer, (3) comparability of business subjects, (4) aspects of curricular experiences, (5) interruptions and extent of transfer, (6) extent of graduation, and (7) evaluation of the junior college. In Chapter V the data will be presented which are pertinent to programming for the completion of degree requirements in the senior college.

Junior College Curricula in Relation to Requirements of Senior Colleges

The junior college is an autonomous unit with a unique educational philosophy. Of necessity, it must endeavor to meet the educational needs of many students who will ultimately transfer to various senior institutions, which in turn have their own individual philosophies relative to the requisites for a sound education. In attempts to meet the needs of their students, junior college curriculum planners have designed separate curricula for "transfer" and "terminal" students. The literature reveals, however, that this by no means has eliminated the problems of articulation

with senior colleges, because of the non-conformity of senior college curricula and because of the extent to which supposedly terminal students enter senior colleges.

Entrance and Degree Requirements

Junior colleges. Oklahoma's junior colleges in general follow an "open door" policy in regard to the admission of students. Any resident of Oklahoma who is a graduate of an accredited high school and who has participated in the American College Testing Program, or has passed the General Education Development Test in lieu of high school graduation, is eligible for admission to an Oklahoma junior college. In 1962, the last year of the period applicable to this study, three municipal junior colleges accepted non-high school graduates who had completed a minimum of 15 units leading toward high school graduation. Four other municipal and independent junior colleges and one state junior college had policies which allowed non-high school graduates to enter if they met specific institutional requirements.

All junior colleges in the state have some provision whereby students 21 years of age or older can be admitted as special students, regardless of the extent of their high school training. These provisions vary slightly from institution to institution and generally provide ways whereby the special students can attain the classification of regular academic students.

Semester hours needed to graduate from the junior colleges varies from 60 to 64. All require a "C" average. Some of the colleges specify a core program of studies which has to be completed before a degree can be awarded.

Senior colleges. In general, the senior colleges of Oklahoma also follow an "open door" policy in general agreement with that of the junior colleges. Admission to freshman standing is commonly granted to graduates of accredited high schools in the state of Oklahoma. Students who are not residents of Oklahoma are eligible for admission if they rank in the upper half of their graduating class, or if they score above the national median on the basic test battery of the American College Testing Program, or equivalent tests. As is true in the junior colleges, special provision is made for admission of students who are not high school graduates but are above the age at which they normally would be graduated.

Since senior colleges do not award degrees at the end of the sophomore year, a comparison of degree requirements is not possible. For all practical purposes, however, the general education requirements given in the next section and one-half (62 to 64 hours) of the total semester hours required for graduation at the end of four years are comparable requirements. Senior college students must also maintain a "C" average for the first two years in order to be "on schedule" toward graduation two years later.

Junior and Senior College Subject Requirements

General education. The minimum graduation requirements in lower-division general education of both junior and senior colleges are revealed in Table 5. Three of the 15 junior colleges did not list in their bulletins any general education requirements for graduation, although it is known that all colleges in the state must require credit in American

TABLE 5

SPECIFIC MINIMUM REQUIREMENTS IN LOWER-DIVISION GENERAL EDUCATION
(Data from Bulletins of Oklahoma Junior and Senior Colleges, 1961-62)

College ^a	Orientation	English	U.S. History	U.S. Government	Science	Humanities	Mathematics	Speech	Phy. Educ. or Military Science	Health	Sociology or Psychology	European History	Controlled Gen- eral Education Electives
Junior	1	6	3	3	8	6	3	4	4	2			
1		6	3	3	8	6	3	4	4	2			
2		6	3	3	8	6	3	4	4	2			
3 ^b		6	3	3	8	6	3	4	4	2			
4 ^b		6	3	3	8	6	3	4	4	2			
5		6	3	3	8	6	3	4	4	2			
6	1	6	3	3	8	6	3	4	4	2			
7	1	6	3	3	8	6	3	4	4	2			
8 ^b	1	6	3	3	8	6	3	4	4	2			
9	1	6	3	3	8	6	3	4	4	2			
10	1	6	3	3	8	6	3	4	4	2			
11	1	6	3	3	8	6	3	4	4	2			
12	1	6	3	3	8	6	3	4	4	2			
13	1	6	3	3	8	6	3	4	4	2			
14	1	6	3	3	8	6	3	4	4	2			
15 ^b	1	6	3	3	8	6	3	4	4	2			
Senior													
16		5	3 ^b	3	4	4	6	4	4	2	6		12 ^e
17		6	3 ^b	3	4	4	6	4	4	2			9 ^f
18		6	3 ^b	3	4	4	6	4	4	2			5 ^g

TABLE 5--Continued

College ^a	Orientation	English	U.S. History	U.S. Government	Science	Humanities	Mathematics	Speech	Phy. Educ. or Military Science	Health	Sociology or Psychology	European History	Controlled Gen- eral Education Electives
19	1	6	3	3	8	7		3	4	2		3	7 ^h
20		6	3	3	4	6	3		4				7 ⁱ
21	1	6	3	3	7	5		2	4	2			12 ^j
22	1	5	3	3	8	2	3	2	2		3	3	9 ^k
23	1	6	3	3	8	6			4	2		3	8 ^l

^aFor purposes of anonymity, code numbers are used to designate each college.

^bNo requirements listed. State law requires American history and American government.

^cOr foreign language 10 hours.

^dEconomic history of the U.S. required in lieu of traditional American history. This requirement has subsequently been lowered to three semester hours.

^eWide range of choices.

^fAny Arts and Sciences subjects except physical education, military science, or economics.

^gThree hours from social science and five hours from areas of mathematics, psychology, foreign language, fine arts, or practical arts.

^hSelected from foreign language, mathematics, fine arts, or practical arts.

ⁱThree hours from social studies and four hours from speech, health, or family relations.

^jSix hours from social science and six hours from mathematics, practical arts, psychology, fine arts, or foreign language.

^kOne course in each of two of the fields economics, geography, or sociology; one course in literature; one course in foreign language, humanities, practical arts, or home economics.

^lThree hours selected from economics I, early western civilization, sociology, or geography; five hours selected from foreign language or mathematics, psychology, fine arts, or practical arts.

history and American government. Bulletins of the three colleges implied that requirements are tailored to fit transfer requirements of the senior institutions to which the students expect to transfer.

The table and its footnotes are largely self-explanatory. Here, references are made to what is considered significant revelations of the table. There was uniform agreement in regard to the requirement of American history and American government of all students. For all practical purposes, English composition may be considered a general graduation requirement because, although three junior colleges did not specify any graduation requirements, data presented later in this report shows that not a single one of the 264 graduates in the study had to make up an English composition requirement after transfer to a senior college. This indicates that all of the junior colleges are, in effect, requiring this subject. There was almost uniform agreement in regard to semester hours of credit required in these three subjects.

The science requirement ranged from four to eight hours in senior colleges and from none to ten hours in junior colleges. In some senior colleges specific science courses were required. One institution required a laboratory science whereas the other seven colleges did not. Thus, a student might have taken as much as eight hours of science in junior college and still not have fully met the requirement of a particular senior college for the area of science.

Eight senior colleges required from two to seven hours of humanities, while junior colleges required zero to six hours. There was also a difference of opinion among the colleges as to what constituted this

area, some colleges defining humanities to include religion, sociology, drama, psychology, and European history, for example, while still other institutions did not give humanities credit for subjects taken in these areas. Only five of 15 junior colleges required any humanities for graduation.

Four of eight senior colleges had definite requirements for mathematics, two requiring six hours of credit in intermediate (unless it was taken in high school) and college algebra and two requiring any three-hour mathematics subject. All of the senior colleges required physical education or military science, six required speech, four required orientation, and four required health. Fewer than eight junior colleges required subjects in any of these fields for graduation, although an analysis of student records indicates many students did complete these subjects in junior colleges.

Footnotes to the table show the nature of the controlled general education electives required for graduation by senior colleges. An analysis of bulletins indicates that the junior colleges have curriculums which are capable of providing these requirements, although the student does not have as wide a choice within the controlled elective group as he might have in the senior institutions. Analysis of the data in Table 5 suggests that good guidance is necessary at the junior college level if students are to make the transition to a senior college with a minimum of lower-division general education deficiencies.

• Education for business. Medsker and others have made clear the difference between the transfer and the terminal curriculum in business.

The various authorities, including the American Association of Collegiate Schools of Business, agree that the transfer program must be broader in scope and contain fewer specialized subjects in business than the terminal program. It has been suggested that principles of accounting and principles of economics should constitute most, if not all, of the work in business at the lower-division level. However, these same authorities agree that the nature of education for business in any junior college must also be determined by the lower-division requirements of the senior colleges to which the junior college will send its transfer students. Education for business in a transfer program will be discussed, then, from the standpoint primarily of its relationship to lower-division business requirements of the eight senior colleges included in this study.

Lower-division business subjects required for degrees at the eight senior colleges vary somewhat depending on the major chosen by the student. Semester credit hours in business required for all majors, with the exception of economics, ranges from six to 23. A majority of the colleges are in general agreement that every business student should have a minimum of six hours of accounting, there being one significant exception. Three of the colleges do not believe that the second subject in accounting principles is necessary for secretarial majors. There is complete agreement that students majoring in business teacher preparation (shorthand option) and secretarial should take six hours each of typewriting and shorthand during the freshman or sophomore years. Six of the eight colleges required all students to earn credit in beginning typewriting unless waived because of having taken it in high school. There

was a general policy among both junior and senior colleges to waive the requirement of typewriting I, typewriting II, shorthand I, and shorthand II if comparable subjects were taken in high school. Only one senior college listed business communication I and business statistics as lower-division requirements. One college listed introduction to business; a second college listed filing and retail selling; and a third college listed principles of business management, advertising, and retail selling as lower-division requirements for certain business majors. These were in addition to the more-or-less common requirements of accounting, economics, and business mathematics.

It should be remembered that junior colleges in Oklahoma do not require specific business subjects for graduation from a transfer program. Although eight of the 15 junior colleges listed in their bulletins suggested business programs, an analysis of student records indicated considerable variation from these. A complete list of business offerings of junior colleges in Oklahoma is given in Table 8. A later section of this chapter reveals the frequency with which specific subjects were taken. A majority of students following a business administration program did complete six hours of accounting, three to six hours of economics, business mathematics, and business communication I. Secretarial students, in addition, generally completed lower-division requirements in typewriting and shorthand while in junior college.

The University of Oklahoma has a more-than-average influence on the curriculum of three junior colleges and three different senior colleges each heavily influence one of the other three junior colleges

reporting curricular influence of specific colleges. This was reported by business department chairmen who explained the cause as a heavy ratio of transfer to the particular senior college involved. Eight chairmen reported that no one institution affected their curriculum planning to a significant degree.

Since subject matter offerings can only be effective if they are available to students, a survey was made of the frequency of offering of the various business subjects appearing in junior college catalogs. Again, departmental chairmen were relied upon for this information. Nine chairmen reported that all business subjects appearing in their respective catalogs were offered at least once each academic year. The report of the remaining chairmen indicated that about 98.0 per cent of their combined offerings were made available each year.

Terminal Business Students in Transfer

Assuming, as stated in the literature, that many students will transfer to senior colleges after having followed a terminal program in junior college, the questions may well be asked, "To what extent is this a problem in Oklahoma?" and "Is there a clear distinction between terminal and transfer business subjects?" These two questions will be considered at this time.

Six of 15 junior college bulletins analyzed listed two-year terminal courses in business. Three were state colleges and three were independent or municipal colleges. Five colleges offered programs in secretarial, four offered programs in business administration, and one offered a typewriting and clerical program. These programs were heavily

weighted with business subjects. For example, one college required 41 hours of business and only 14 hours of general education. Another college required 45 hours of business and only 19 hours of general education. Students finishing five of these programs actually have more hours in business than is required for a degree in business at a majority of the senior colleges. One college listed only one-year terminal programs in business administration and secretarial. Both programs showed 24 hours of business and six hours of general education. Two colleges stated in their bulletins that both one- and two-year terminal programs in business were offered, but these were not shown. Three of the remaining six colleges mentioned that terminal programs in business could be arranged. Only three of the 15 junior colleges warned students that some of the business subjects listed in their catalogs might not be transferrable to certain senior college programs.

The seven junior colleges listing one- and two-year terminal programs in business included in their programs the number of subjects and the amount of credit shown in Table 6. The comparison in Table 6 reveals that a range of four to ten subjects carrying ten to 28 semester hours of credit might be questionable or objectionable in transfer to senior institutions. Considering this phase of the investigation to be especially important, it was decided to analyze every business subject listed in the respective junior college catalogs from this standpoint. The results are shown in Table 7.

It is apparent when one compares the data for colleges numbered 1, 5, 6, 10, 11, 12, and 13, which are shown in both Table 6 and Table 7, that questionable or objectionable subjects are not limited to those

TABLE 6

**JUNIOR COLLEGE BUSINESS SUBJECT OFFERINGS IN TERMINAL PROGRAMS
AS COMPARED WITH SENIOR COLLEGE BUSINESS SUBJECTS
(Seven Junior and Eight Senior Oklahoma Colleges, 1962)**

Junior College*	Subjects Considered by all Eight Senior Colleges as Upper Division		Subjects Considered by a Majority of Eight Senior Colleges as Upper Division		Subjects Having no Apparent Counterpart in any of the Eight Senior Colleges		Total Questionable Subjects and Semester Hours from Standpoint of Transfer	
	No. of Subjects	Semester Hours	No. of Subjects	Semester Hours	No. of Subjects	Semester Hours	No. of Subjects	Semester Hours
1	4	12	2	5	1	3	7	20
5	3	9	1	3	2	6	6	18
6	4	10	-	-	-	-	4	10
10	2	6	3	8	-	-	5	14
11	3	9	1	2	-	-	4	11
12	7	21	2	6	1	1	10	28
13	4	12	3	8	-	-	7	20

*For purposes of anonymity, code numbers are used to designate each college.

TABLE 7

**TOTAL JUNIOR COLLEGE BUSINESS SUBJECT OFFERINGS AS COMPARED WITH
SENIOR COLLEGE BUSINESS SUBJECTS
(Fifteen Junior and Eight Senior Oklahoma Colleges, 1962)**

Junior College*	Subjects Considered by all Eight Senior Colleges as Upper Division		Subjects Considered by a Majority of Eight Senior Colleges as Upper Division		Subjects Having no Ap- parent Counterpart in any of the Eight Senior Colleges		Total Questionable Sub- jects and Semester Hours from Standpoint of Transfer	
	Number of Subjects	Semester Hours	Number of Subjects	Semester Hours	Number of Subjects	Semester Hours	Number of Subjects	Semester Hours
1	4	12	2	6	-	-	6	18
2	4	12	5	12	1	3	10	27
3	3	8	1	2	-	-	4	10
4	2	6	2	6	2	6	6	18
5	3	9	1	3	3	9	7	21
6	6	16	1	3	-	-	7	19
7	-	-	3	9	-	-	3	9
8	3	9	1	3	1	3	5	15
9	5	15	3	7	-	-	8	22
10	3	9	4	9	-	-	7	18
11	11	33	4	10	5	16	20	59
12	8	23	3	8	1	1	12	32
13	7	21	3	8	-	-	10	29
14	3	9	3	7	-	-	6	16
15	2	6	2	6	-	-	4	12

*For purposes of anonymity, code numbers are used to designate each college.

appearing in terminal curricula. They also lap over into transfer curricula. The catalogs of the 15 junior colleges reveal that not a single business subject is labeled as terminal and that, in so far as it can be determined, the same subjects appear in both terminal and transfer programs. In other words, terminal programs are made up of a heavier concentration of regular business subjects normally available to transfer students. The range of questionable subjects in the 15 colleges was three to 20, and these carried credits of nine to 59 semester hours. This is not meant to imply that a great amount of this work is not transferable but merely to show cause why a serious problem may be present in the relationship between junior colleges and senior colleges. Chapter V will in part be concerned with what happens when these various subjects are transferred. What is probably most significant here is the fact that terminal subjects, if they exist, are not identified as such. Therefore, what the junior colleges of Oklahoma actually have to a large extent are not terminal subjects but terminal programs consisting of a heavy concentration of business subjects normally pursued by those students not terminating their education for business.

Communication with junior college business department chairmen in regard to the latter point adds considerable verification. Three chairmen stated they recommended to transfer students that business law not be taken in junior college. Only one chairman in each case stated that his department recommended to transfer students that they not take business communication, income tax, secretarial practice, bookkeeping, business mathematics, salesmanship, or introduction to business. This

indicates that there is very little guidance "away from" any subject in the business curriculum of the junior college. The problem in Oklahoma, then, is not so much one of the transfer of terminal business subjects per se as it is of the transfer of regular business subjects which are not comparable in certain respects (e.g., grade level at which offered, title, description, and credit) with counterparts in some senior colleges, or which are not applicable toward a degree. This will be borne out in later sections of the report.

Business subjects offered by one or more junior colleges which senior colleges agree should be reserved for the upper-division are:

Business Law I	Advanced Typewriting I
Business Law II	Advanced Shorthand I
Office Procedures	Advanced Shorthand II
Secretarial Practice	Transcription I
Income Tax	Transcription II
Salesmanship	Mathematics of Finance
Intermediate Accounting	Consumer Problems
Advanced Accounting	

These titles, and those appearing below, are not necessarily the actual subject titles taken from the catalogs, but are merely meant to be indicative of the general title of the subject offering. Business subjects offered by one or more junior colleges which seven of the eight senior colleges believe should be reserved for the upper-division are:

Business Communication I	Business Management
Business Communication II	Filing
Business Statistics	

A majority of the eight institutions believe that business machines should also be reserved for upper-division enrollment.

Business subjects offered by one or more junior colleges which apparently have no close counterpart in the senior colleges involved in

this study are:

Advanced Shorthand III	Advanced Secretarial
Transcription III	Bookkeeping
Advanced Typewriting II	Business English
Practical Bookkeeping and	Retail Merchandising
Accounting	Business Research and Report
Bookkeeping	Writing
Secretarial Bookkeeping	Advanced Secretarial Practice

Five of these are advanced subjects which apparently go beyond even what the senior colleges offer, at least in terms of credit and number of subjects offered in the field. To illustrate, the maximum number of subjects offered in the field of typewriting by senior colleges in this study is three and the maximum credit allowed is nine hours. The subject "Advanced Typewriting II" is a fourth subject in typewriting at the junior colleges where it is offered, boosting typewriting credits to 12 semester hours.

Comparability of Business Subjects in a Transfer Program

It is assumed that articulation difficulties will be increased in direct proportion to the incomparability of business subjects in a transfer program. The researcher is aware of the fact that complete determination of the comparability of business subjects would involve much more than could be done in this study. Comparison of instructor's qualifications, classroom routine, textbooks, syllabi, and so forth, although desirable, would be most difficult and rather impractical, as it would extend the study well beyond its intended scope. For the purposes of this investigation, it was believed that an analysis of the business subjects in a transfer program would be adequate if approached from the standpoint of: credit, grade level, descriptions, numbers, and titles.

Credit and Grade Level

Table 8 shows the number of junior and senior colleges which offer the subjects making up the entire offering in business by the 15 junior colleges in Oklahoma. The table reveals the extent of variance in semester hours of credit granted for each business subject and the variance in the grade level at which offered. There are 11 subjects offered by at least two-thirds of both junior and senior colleges. There are an additional 14 subjects in the list of 46 that are offered by at least two-thirds of the eight senior colleges. Close inspection of the table reveals that there are also 14 subjects on which there is non-agreement as to the amount of credit in semester hours the subject should carry. Disagreement is evident as to the grade level of 32 of the 46 subjects. Of the 32 subjects, 26 involve a difference of opinion as to whether the subjects should be lower-division or upper-division work.

Subject Titles and Descriptions

A close analysis of the catalogs of the 15 junior colleges and eight senior colleges reveals that subject titles and descriptions vary considerably. Table 9 presents a list of the business subjects offered by 15 junior colleges in the state of Oklahoma and, with the exception of four subjects, by the eight senior colleges in this study. These business subjects are listed in the 23 college bulletins by varying titles. Those subjects which carry a common title by all 23 colleges do not appear in the list. There are 34 subjects of a total of 46 junior college business offerings that are inconsistently titled by either the junior or senior college or both. Topping the list is the second semester of

TABLE 8

COMPARABILITY OF GRADE LEVEL AND CREDIT OF THE LOWER-DIVISION BUSINESS SUBJECTS OFFERED
IN 15 JUNIOR AND 8 SENIOR COLLEGES IN OKLAHOMA, 1961-62

Subject	Number Colleges Offering		Number Granting Semester Hours of Credit						Number Offering at Grade Level						
			Junior Colleges				Senior Colleges		Junior Colleges		Senior Colleges				
	Jr.	Sr.	1	2	3	4	1	2	3	Fr.	So.	Fr.	So.	Jr.	Sr.
Principles of Economics I	12	8			12				8		12		8		
Principles of Economics II	9	8			9				8		9		8		
Consumer Economics	2	7		1	1			5	2	1	1			2	5
Economic Geography	7	7			7				7	4	3	7			
Elements of Accounting I	14	8			14				8	5	9		8		
Elements of Accounting II	14	8			14				8	5	9		8		
Intermediate Accounting	1	8			1				8		1			8	
Advanced Accounting	1	8			1				8		1			1	7
Income Tax	2	8		1	1				8		2			6	2
Bookkeeping	2	-			2					2					
Practical Bookkeeping and Accounting	2	-			2					1	1				
Beginning Typewriting	14	8			14				8	14		2	6		
Intermediate Typewriting	14	8			14				8	13	1	1	7		
Advanced Typewriting I	11	7			11				7	3	8			7	
Advanced Typewriting II	4	-			4						4				
Beginning Shorthand	13	8			13				8	12	1	1	7		
Intermediate Shorthand	12	8			12				8	12		1	7		
Advanced Shorthand I	12	8			10	2			8		12			8	

TABLE 8--Continued

Subject	Number Colleges Offering		Number Granting Semester Hours' Credit						Number Offering at Grade Level						
			Junior Colleges				Senior Colleges		Junior Colleges		Senior Colleges				
	Jr.	Sr.	1	2	3	4	1	2	3	Fr.	So.	Fr.	So.	Jr.	Sr.
Advanced Shorthand II	5	7			4	1			7		5			7	
Advanced Shorthand III	1	-				1					1				
Transcription I	3	3		1	2		1	1	1	1	2			3	
Transcription II	1	1		1				1			1			1	
Transcription III	1	-			1						1				
Office Machines I	8	7	1	5	2			6	1	2	6		3	4	
Office Machines II	4	1		3	1			1			4			1	
Office Machines III	1	-		1							1				
Office Practice	5	4			5			4		1	4			4	
Secretarial Practice	3	8		1	2			6	2	1	2			1	
Principles of Filing	1	7	1				1	5	1		1	1	1	5	
Business Communication I	11	8			11				8		11		1	7	
Business Communication II	8	2		1	7				2		8			2	
Business English	2	3		2				1	2	1	1	1	1	1	
Business Research and Report Writing	1	-	1							1					
Business Law I	8	8			8				8		8			8	
Business Law II	3	8			3				8		3			8	

TABLE 8--Continued

Subject	Number Colleges Offering		Number Granting Semester Hours' Credit						Number Offering at Grade Level						
			Junior Colleges				Senior Colleges		Junior Colleges		Senior Colleges				
	Jr.	Sr.	1	2	3	4	1	2	3	Fr.	So.	Fr.	So.	Jr.	Sr.
Business Mathematics I	13	7		4	9			6	1	10	3	1	6		
Business Mathematics II	1	-		1							1				
Mathematics of Finance	1	6			1				6	1			5	1	
Elements of Statistics	2	8			2				8		2		1	7	
Introduction to Business	9	5	1	1	7				5	8	1	5			
Business Management	1	3			1				3	1				3	
Principles of Advertising	2	7	1	1				6	1		2		6	1	
Personal Finance	1	1			1				1		1	1			
Retail Selling	3	8			3			1	7		3		6		2
Salesmanship	4	6		1	3			4	2	1	3			1	5
Retail Credits and Collections	2	2			2				2		2		1		1

TABLE 9

EXTENT OF VARIANCE IN BUSINESS SUBJECT TITLES AS FOUND IN
OKLAHOMA COLLEGE BULLETINS
(15 Junior and 8 Senior Colleges, 1961-62)

Subject	Number of Different Titles by Which Subjects are Listed in Bulletins		
	Jr. Col. Bulletins	Sr. Col. Bulletins	Cumulative Variance
Principles of Economics I	3	1	3
Principles of Economics II	3	1	3
Consumer Economics	1	2	2
Elements of Accounting I	2	1	2
Elements of Accounting II	2	1	2
Income Tax	2	2	2
Bookkeeping	2	-	2
Practical Bookkeeping and Accounting	2	-	2
Beginning Typewriting	4	3	4
Intermediate Typewriting	6	3	7
Advanced Typewriting I	3	1	3
Advanced Typewriting II	3	-	3
Beginning Shorthand	4	3	4
Intermediate Shorthand	5	3	6
Advanced Shorthand I	3	3	5
Advanced Shorthand II	3	2	3
Advanced Shorthand III	2	-	2
Transcription I	3	2	4
Transcription II	1	1	2
Office Machines I	2	2	3
Office Machines II	4	1	4
Office Practice	3	1	3
Principles of Filing	1	2	2
Business Communication I	2	1	2
Business Communication II	1	2	2
Business English	1	3	3
Business Law II	1	2	2

TABLE 9--Continued

Subject	Number of Different Titles by Which Subjects are Listed in Bulletins		
	Jr. Col. Bulletins	Sr. Col. Bulletins	Cumulative Variance
Elements of Statistics	1	4	4
Introduction to Business	4	1	4
Business Management	1	3	4
Principles of Advertising	2	2	3
Retail Selling	1	3	3
Retail Credits and Collections	2	2	4

typewriting, under seven different titles. The second semester of shorthand is a close second in variation with six different titles. In most cases the difference in title is slight and inconsequential. However, with some subjects the title given to it in a specific college is misleading, according to several senior college registrars. One possible illustration of this point is the title "advanced shorthand" given by one college to what is actually only the second semester of shorthand.

Typewriting and retailing will be used at this point to illustrate both variation in title and subject description as found in the college catalogs. Elementary typewriting, as it is called in seven of the 22 colleges offering it, is also listed as beginning typewriting (five colleges), principles of typewriting I (six colleges), typewriting I (three colleges), and typewriting (one college). The second subject, known as intermediate typewriting in 10 of the 22 colleges offering it, is also, if it can be assumed that in fact it is the same subject, listed in various colleges as principles of typewriting II (four colleges), typewriting II (three colleges), production typewriting (two colleges), advanced typewriting (one college), remedial intermediate typewriting (one college), and elementary typewriting continued (one college). Finally, the third subject, known as advanced typewriting in 15 of 18 colleges offering it, is also known as typewriting 3 in two colleges and as office problems in typewriting in one college. Three colleges offer a fourth typewriting subject, known as advanced typewriting II and a fourth college refers to it as speed typewriting.

Five catalog descriptions for what are supposed to be comparable subjects--all being the second subject in the typewriting sequence at

the institutions where they are offered--are given here to illustrate the variance:

Intermediate Typewriting 213. 3 hours. Continuation of Typewriting 203, emphasizing business letters and improvement of speed and accuracy. Not open to students who have had two years in high school, except by departmental permission. Prerequisite, Typewriting 203.

Advanced Typewriting 103. Prerequisite: Typewriting 101, or proficiency equal to the course requirements of typewriting 101. Class 5, credit 3.

Elementary Typewriting (Continued) B. 3 hours. Prerequisite A.

Remedial Intermediate Typing. Review of keyboard, with emphasis placed on speed and accuracy. An interim course designed for students whose previous typing training is insufficient for enrollment in Typing 263 /Advanced Typewriting/. Five one hour periods weekly. Credit: 3 hours.

Production Typewriting. Prerequisite: Sec. Adm. 103 or equivalent. This course consists of review, refinement, and practice in basic typewriting techniques; emphasis is placed on production of quality work within accepted time limits, timed typing of business forms, letters, manuscripts, and unarranged materials; introduction to statistical typing; and typing experiences typical of the business office. Three lecture hours a week. Credit: Three semester hours.

Two of the five descriptions give no hint as to subject content.

Two meet five days a week, two meet three days a week, and one meets an undetermined number of days. There is no agreement in subject numbers.

To draw an illustration from the field of business administration, the area of retailing will be used. The following subject descriptions are lifted from the catalogs of one junior and two senior colleges:

- (1) (a) Retail Selling 243. 3 hours. Methods and procedures used in the retail store. Arrangement of merchandise, advertising and selling policies. Collection procedures. Laboratory and class work.
- (2) (b) Retail Selling 251. 3 hours. General principles of salesmanship. Class 3, Credit 3.

- (c) Salesmanship 101. General principles of salesmanship. Class 3, Credit 3.
- (d) Retail Merchandising 252. Store organization, management, retail credits and collections, study of merchandising methods of inventory calculations and pricing, and store records and accounts. Class 3, Credit 3.
- (3) (e) Retailing 265. 3 hours. Prerequisite, 100 /Principles of Marketing/or enrollment in 100. Fundamentals; organization; store location, design and layout; aspects of buying and selling; operating activities; personnel control; opportunities.
- (f) Credits and Collection 255. 3 hours. Prerequisite 100. Principles of mercantile credit; organization of the credit department; sources of credit information; statement analysis; determination of credit limits; credit insurance; collection procedures.

Is retail selling as described in (a) the same subject as that described in (b), which is an identical description as that used with salesmanship in (c)? And if so, what is the status of retail merchandising (d) which is also offered by the same college? Senior college registrars reported this type of analysis to be one of their "minor headaches" when receiving transcripts from junior colleges whose titles, descriptions, grade level, and credit hours are different from their own. They also report that subject titles and descriptions sometimes are no indication of the nature of the subject as actually offered. A few examples were given of cases in which students taking upper-division subjects which they supposedly had not previously taken complained of using the same textbooks as were used in subjects they had taken in junior college.

Subject Numbers

A problem reported by senior college registrars as "more troublesome" than serious is that of inconsistent numbering of specific sequence

subjects. For example, in some junior colleges beginning shorthand is numbered "123," whereas in other junior colleges this number is used to designate intermediate shorthand. They reported that this inconsistency in numbering had caused mistakes in student records; also, that it sometimes resulted in enrollment mistakes by the transferring students who believed they were enrolling in subjects needed when in reality they were not. This necessitated enrollment adjustments after classes had started meeting.

Analysis of junior college bulletins indicates no general agreement in regard to subject numbers, not even to the extent of using "100s" for freshman level subjects and "200s" for sophomore level subjects. There is consistency in numbering by seven of the eight senior colleges included in this study. For many subjects these seven colleges use exactly the same numbers. The University of Oklahoma utilizes a numbering system which in essence is used by two junior colleges.

Aspects of Curricular Experiences

Many educational writers have said in effect that articulation success can best be judged by the performance and the experiences of the students who are involved in it. Therefore, this section will present data relative to the graduates' curricular experiences in the junior college; and Chapter V will provide the same type of data for the senior college years; thus making possible an analysis of certain elements of articulation thought to be problem areas--maintenance of grades, sequential difficulties, repetition of subjects, balance of business and general education; extent to which lower-division business requirements are

met in the junior college, interruptions, extensions, excess credits, and so forth.

Business Subjects Taken Out of Sequence

Table 10 shows the frequency with which specific business subjects were taken by the 264 graduates in junior college that were considered to be upper-division subjects in the senior colleges admitting these transferees. For example, 97 graduates listed as taking out of sequence business communication I in junior college do not represent all of the graduates taking this subject at this level. Those students transferring to a senior college where business communication I is considered a lower-division subject are not represented in the table.

The table reveals that Business Communication I was the one subject most often taken out of sequence from the standpoint of the colleges at which graduation would take place. Next, in the order named, were business law I, advanced typewriting, business communication II, and office machines I. In a few cases sequence abnormalities, such as the taking of economics II and business communication II prior to economics I and business communication I, were noted in studying permanent student records. These cases were so few as to be of little significance. Nor were there any significant number of cases involving sequence irregularities in connection with general education subjects. Thus, sequence problems at the junior college level had mainly to do with the taking of upper-division business subjects.

TABLE 10

**FREQUENCY WITH WHICH BUSINESS SUBJECTS WERE TAKEN "OUT OF SEQUENCE"
BY 264 TRANSFERRING STUDENTS IN OKLAHOMA COLLEGES**

Business Subject	Number of Graduates taking the Business Subject and Transferring to a College Where it was an Upper-Division Subject		
	State Junior College	Municipal or Independent Junior College	Combined Total
Intermediate Accounting	1	-	1
Advanced Typewriting I	49	8	57
Advanced Shorthand I	22	7	29
Advanced Shorthand II	4	-	4
Transcription I	18	-	18
Transcription II	7	-	7
Office Machines I	32	4	36
Office Machines II	5	1	6
Office Practice	5	-	5
Secretarial Practice	9	4	13
Business Communication I	85	12	97
Business Communication II	43	-	43
Business Law I	53	8	61
Business Law II	5	5	10
Elements of Statistics	-	1	1
Business Management	-	1	1
Advertising	7	-	7
Retail Selling	2	-	2
Salesmanship	11	1	12

Balance of Business and General Education

The average number of semester hours taken by the 63 graduates of municipal and independent junior colleges was 65.2 and the average of the 201 graduates of state junior colleges was 64.2. The overall average was 64.4 semester hours. The range of hours taken in the two types of junior colleges was: municipal or independent, 48 to 75; state, 48 to 87. Ninety-two state college and 18 municipal or independent college graduates finished with more than the maximum of 64 semester hours acceptable in transfer toward a degree at seven of the eight senior colleges (one accepts 65 hours) involved in the study. Likewise, 25 state and 12 municipal or independent college graduates transferred with fewer than 60 hours. The effect of both situations will be discussed in Chapter V in connection with overage and underage of credit hours.

The average number of semester hours taken in business subjects in all 18 junior colleges attended by the 264 graduates was 18.0. The average for municipal and independent junior colleges was 11.3 semester hours and that for state colleges was 20.1 semester hours. Thus, with an overall average of 64.4 semester hours and a business subject average of 18.0 semester hours, the 264 graduates of this study devoted an average of 28.0 per cent of their junior college course work to the study of business and 72.0 per cent to general education or other vocational fields. It should be pointed out that those students taking no business in junior college were included in the computation of the above average. There were in fact 15 students who took in excess of half (considered to be 32 hours) of the normal junior college work in business.

Table 11 shows the frequency with which business subjects were taken by the 264 graduates while in junior college. Only four subjects were taken by as many as one-half of the graduates. These were, in order of most frequently taken, elements of accounting I, principles of economics I, business mathematics I, and elements of accounting II. Business communication I, principles of economics II, economic geography, and office machines I were taken by over 25.0 per cent of the graduates. Of these eight most frequently taken subjects, only business communication and business machines are questionable as junior college offerings for transfer students.

Maintenance of Grades

The 264 graduates collectively maintained an overall average of 2.7 (on the 4.0 scale) while attending the 18 Oklahoma junior colleges. There was no significant difference between state and municipal or independent junior colleges, the former being 2.7 and the latter 2.8. One hundred and two students, or 38.6 per cent, maintained 3.0 or better averages, while 16, or 6.0 per cent, fell below a 2.0 average.

The grade-point average on business subjects taken by all 264 graduates while in junior college was 2.9. The average of those attending state junior colleges was 2.8 and of those attending municipal or independent junior colleges 3.1. One hundred and twenty-nine of the 264 graduates maintained a 3.0 average or better on business subjects. Sixteen students fell below the 2.0 mark.

To determine if there were any significant variation in grades which might be correlated with amount of business taken in high school,

TABLE 11

BUSINESS SUBJECTS TAKEN BY 246 GRADUATES IN 18 OKLAHOMA JUNIOR COLLEGES,

Subject	Number Graduates Taking	Per cent of 264 Graduates
Principles of Economics I	166	62.9
Principles of Economics II	103	39.0
Applied Economics	1	.3
Consumer Economics	3	1.1
Economic Geography	78	29.5
Elements of Accounting I	194	73.5
Elements of Accounting II	154	58.3
Intermediate Accounting	1	.3
Bookkeeping	3	1.1
Practical Bookkeeping and Accounting	6	2.3
Beginning Typewriting	37	14.0
Intermediate Typewriting	54	20.4
Advanced Typewriting I	57	21.5
Beginning Shorthand	24	9.0
Intermediate Shorthand	37	14.0
Advanced Shorthand I	25	9.4
Advanced Shorthand II	4	1.5
Transcription I	18	6.8
Transcription II	7	2.6
Office Machines I	76	28.7
Office Machines II	12	4.5
Office Machines III	5	1.8
Office Practice	5	1.8
Secretarial Practice	13	4.9
Principles of Filing	2	.7
Business Communication I	128	48.4
Business Communication II	48	18.1
Business English	1	.3
Business Law I	61	23.1
Business Law II	10	3.7
Business Mathematics I	162	61.4
Elements of Statistics	1	.3

TABLE 11--Continued

Subject	Number Graduates Taking	Per cent of 264 Graduates
Introduction to Business	24	9.0
Business Management	1	.3
Principles of Advertising	7	2.6
Business Vocations	3	1.1
Retail Selling	2	.7
Salesmanship	22	8.3

students' junior college grades were grouped according to amount of high school business credits and averages computed. There was no significant difference in junior college business grades between those taking no business in high school (2.8 average) and those taking five business subjects in high school (2.9 average).

Interruptions and Extension of Junior College Programs

Thirty-eight students, or 14.4 per cent of the 264 graduates, experienced what could be considered as interruptions or extensions of their junior college programs. Twenty-six of the 38 students actually withdrew from the junior college for a period of time after having gone at least one semester and before completing the two-year program. This period of time ranged from one semester to 14 years. However, excluding the 14 years that one student was out of school, the average interruption was two years in length. Military service and full-time employment were the two most significant reasons given for the temporary dropout from college. Fifteen students, including three who were involved in the interruptions just mentioned, experienced extensions of their junior college programs ranging from one year to ten years. These extensions were the result of students taking less than a normal load each semester.

Extent of Transfer

The consensus among both students and college officials alike has always been that articulation difficulties are increased in direct proportion to the extent of transfer and to the amount of work completed in each of the colleges preceding that done in degree-granting colleges.

Analysis of permanent student records reveals that only five, or 1.8 per cent, of the 264 graduates involved in this study attended more than one junior college. These five students transferred from eight to 52 semester hours from other junior colleges into the one from which they graduated or attended just prior to transfer to a senior institution. The average amount of work completed in the junior colleges first entered was 28 semester hours. Four junior colleges were involved, one of them twice. One student had attended Ranger Junior College in Texas for one year. The other colleges were Oklahoma junior colleges. Two of the graduates transferred with "D" averages. The average grade of the five was 2.2 upon transfer into the second junior college. Three of the five graduates had completed two to four business subjects in the first junior college. Three of the five reported their reason for changing junior colleges to be financial, one reported convenience (nearness to home) as the cause for transfer, and one gave as a reason the chance to play on a better athletic team.

Five other students were involved in transfer between junior and senior colleges. Four of the students first attended junior colleges, transferred to three of the senior colleges in this study, and then transferred back to the original junior colleges. One student began in a senior college and transferred to a junior college. Three students maintained "C" averages while in attendance at senior colleges and two did not. An average of 15 semester hours was taken in senior colleges by the five students, with six hours of this amount, on an average, being in business subjects.

Co-curricular Activities

Although perhaps not as potentially serious as curricular irregularities, co-curricular activities, nevertheless, provide the student with the possibility of articulation difficulties. This is possible because: (1) the same activity may not be present in the senior college, (2) it may be difficult for a transferee to gain admittance into the activity, or (3) the student may tend to drop out of activities after transferring into a new environment. It is assumed from a study of educational literature that co-curricular activities in toto do contribute to a student's education and vocational competence. Therefore, the questions which arose were:

1. Does the junior college provide ample opportunity for the student to participate in a variety of co-curricular activities?
2. Did the graduate pursue the same activities in senior college that he pursued in junior college?
3. Did the graduate participate in more or less activities in the senior college as compared with the junior college?

It seemed advisable to present the whole story of co-curricular articulation at once rather than dividing it up between Chapter IV and Chapter V as was done with other data. It is believed that this is justified from the standpoint that co-curricular affairs are a fringe, although important, area of articulation.

Table 12 shows the most often engaged in activities of the 206 respondents to the graduate questionnaire. Seventy-one, or 34.5 per cent, graduates did not participate in any activities in junior college, while 86, or 41.8 per cent, did not participate in any senior college activities. Forty-four graduates, or 21.4 per cent, did not participate

TABLE 12

COMPARISON OF CO-CURRICULAR ACTIVITIES ENGAGED IN BY 162
TRANSFER STUDENTS IN 18 JUNIOR AND 8 SENIOR
OKLAHOMA COLLEGES, 1958-1962

Activity	Participants and Per Cent of 206 Respondents			
	Junior College	Per Cent	Senior College	Per Cent
Business Club	44	21.4	40	19.4
Honor Fraternities	14	6.8	37	18.0
Business Fraternities	--	---	28	13.6
Basketball	26	12.6	7	3.4
Church Organizations	24	11.7	15	7.3
Baseball	17	8.3	6	2.9
Football	16	7.7	7	3.4
Other Athletics	9	4.4	10	4.9
Musical Groups	22	10.7	6	2.9
Student Senate	20	9.7	5	2.4
Intramural Sports	20	9.7	11	5.3
Pep Club	19	9.2	2	1.0
Speech and Dramatics	11	5.3	3	1.4
Student Education Association	3	1.4	11	5.3
Miscellaneous Activities	85	41.3	75	36.4

in either institution. Twenty-seven graduates did not participate in junior college who did participate in senior college, while 42 graduates participated in junior college who did not participate in senior college. Graduates as a group reported more activities that they participated in at the junior college level than that they participated in at the senior college level. These data make it apparent that the junior college does provide many opportunities for the junior college student to engage in varied co-curricular activities. It is also apparent that many graduates were able to and did pursue in part or completely the same activities in both institutions. Oddly enough, graduates on an average tended to participate in more activities at the junior college level than they did at the senior college level, despite the fact that senior college co-curricular activities far outnumber those at the two-year institutions.

Extent of Graduation

One hundred sixty-nine, or 82.0 per cent, students of 206 reporting indicated that they received an Associate degree from the junior college attended. Twenty-three of the 37 who did not receive a degree stated that they lacked sufficient credits. Other reasons reported were lack of sufficient grade points, lack of required subjects, failure to pay fees, and the fact that the college attended did not grant degrees.

The seven students who reported that the college did not grant degrees did indicate that they received a diploma, which in essence is the same as a degree, since it represents the highest honor bestowed by the college. Therefore, for all practical purposes, 176, or 85.1 per cent, students received junior college degrees.

Evaluation of the Junior College

An analysis of the success, failure, or problem areas of programming for transfer in the junior college would not be complete without a consideration of the opinions of the graduates themselves. They would seem to be in a position to evaluate the junior college from a vantage point inaccessible to others and to provide an insight into the articulation effectiveness or ineffectiveness of the junior college which mere factual data are unable to provide. The reader should be mindful, however, that this is a select group of junior college students who over a period of time have apparently made successful transitions to senior colleges and ultimately acquired baccalaureate degrees. One cannot safely assume that their opinions--good or bad--are the opinions that would be subscribed too by the unknown number of transfer students who failed to graduate from a senior college.

Junior College Per Se

Graduates were asked to employ their hindsight and to indicate whether--assuming they were financially able to attend any college they wished--they would still begin their higher education in a junior college if they had it all to do over again. The result was that 143, or 69.4 per cent, of 206 respondents said they would still go to a junior college, while 63, or 30.6 per cent, indicated they would not. Reasons for not wanting to attend junior colleges and the number reporting were:

<u>Reason for not wanting to attend a junior college again</u>	<u>Number of graduates</u>
Difficult emotional transition from junior college to senior college	20

Lower standards and quality of instruction in junior college	18
Limited junior college curriculum	12
Loss of credits in transfer	10
Less social opportunities	4
Difficulty of planning a four-year program	4
Sequential problems in course work	2
Employer preference for people trained entirely in senior colleges	2
Prestige factor	1
Difficulty of obtaining athletic scholarship . . .	1
More parental control in a junior college	1

In connection with the reason "difficult emotional transition" graduates mentioned such things as: adapting to new policies, teachers, living conditions, and learning patterns; breaking up of old friendships; not knowing "the way around" in the college; not knowing who the "easy" and "hard" professors were, and so forth.

Specific Junior College Attended

Asked whether they would attend the same junior college, 142 of the 143 graduates who had stated they would still attend a junior college in preference to a senior college replied in the affirmative. The one graduate who replied in the negative gave as reasons insufficiency of co-curricular activities and low standards. Reasons given for the near-unanimous affirmative answer, and the number of graduates giving these reasons, were:

<u>Reasons for wanting to attend the same junior college again</u>	<u>Number of graduates</u>
Convenience (location)	51
Good instruction	37
Good college and environment	30
Belief that it is the best junior college in the state	12
Economy	11
Adequate curriculum	7
Small classes	6
Transferability of credits	6
Co-curricular programs	5
Comparable courses to senior college requirements	3
Type of student body	3
Student employment	2
Military school	2
Christian education	2
Family tradition	1
No particular reason given	15

Five of the six graduates giving "transferability of credits" as a reason mentioned specifically the subject business law, which normally does not substitute for the business law subject offered by the two state universities. These graduates had been successful in receiving degree credit for the subject. More will be said relative to this subject in the next chapter.

Adequacy of Business Subject-matter Foundation

One hundred forty-six, or 70.9 per cent, of 206 respondents received, in their opinion, an adequate subject-matter foundation in junior college for later business subjects taken in senior institutions. Forty-one of these transferees mentioned the ease with which they mastered senior college business subjects. Twenty-four graduates mentioned a similar reason, good instruction in business in junior college. Ease of credit transfer was given by six graduates and quantity of business taken in junior college by nine graduates. Sixty-six graduates, although saying "yes," did not give a reason.

Forty-four, or 21.4 per cent, of the 206 graduates said "no" when confronted with this question of adequacy of subject-matter foundation in business in junior college. Reasons, and the number of graduates giving, were:

<u>Reason for believing junior college business subject-matter foundation inadequate</u>	<u>Number of graduates</u>
Lack of sufficient foundation subjects	11
Poor instruction and low standards throughout the business department	9
Poor instruction and low standards in:	
accounting	9
economics	7
shorthand	2
business communication	1
Poor scheduling on the part of the student	6
Poor study habits	2
No reason given	2

Sixteen, or 7.7 per cent, of the 206 respondents disqualified themselves from answering this question for the reason that they did not take any business subjects in the junior college. Twenty-seven, or 10.2 per cent, of 206 respondents reported they took business subjects in the junior college which they believed would have been to their advantage to have taken in the senior college. These subjects, and the frequency with which they were reported, were:

<u>Business subject</u>	<u>Number of graduates</u>
Elements of Accounting I	11
Elements of Accounting II	11
Advanced Typewriting I	6
Advanced Shorthand I	5
Business Law I	4
Principles of Economics I	4
Principles of Economics II	3
Office Practice	3
Intermediate Typewriting	2
Intermediate Shorthand	2
Beginning Shorthand	1
Beginning Typewriting	1
Business Mathematics	1
Principles of Marketing	1

Adequacy of Instruction, Facilities, and Guidance and Counseling

When asked to rate their junior college business teachers' knowledge of subject-matter with that of their senior college business teachers, 206 respondents reported as follows:

<u>Rating</u>	<u>Number reporting</u>	<u>Per cent of respondents</u>
Superior	14	6.8
Comparable	152	73.8
Inferior	28	13.6
Not applicable	12	5.8

The tabulation shows that 80.6 per cent of the respondents believed their junior college business teachers were comparable, or, in several instances, superior to their senior college counterparts.

These same 206 respondents rated the junior college business department facilities and equipment in terms of the senior college facilities as follows:

<u>Rating</u>	<u>Number reporting</u>	<u>Per cent of respondents</u>
Superior	11	5.3
Comparable	152	73.8
Inferior	37	18.0
Not applicable	6	2.9

Nearly 80.0 per cent, actually 79.1 per cent, of the respondents believed junior college facilities for teaching business were equal to or better than those provided by senior colleges.

It was reported by 142, or 68.9 per cent, of the 206 respondents that they were satisfied with the guidance and counseling service provided them in the junior college, while 64, or 31.1 per cent, reported dissatisfaction with this element.

Graduates' Suggestions for Improvement of Business Programs

Asked to give their suggestions for the improvement of junior college business programs, the 206 respondents replied as summarized below. Some students gave more than one suggestion; therefore, the percents do not add to 100.

<u>Suggestion for improvement</u>	<u>Per cent of respondents</u>
Inclusion of more business subjects in the junior college offerings	15.0
More uniformity relative to semester hours of credit, titles, subject numbers, subjects offered, and so forth	12.1
Better qualified business teachers	10.7
Higher standards of instruction	9.7
Better guidance and counseling relative to transfer	9.2
Improved facilities and equipment	8.3
More practical rather than theoretical approach in instruction	6.3
Addition of or an improvement in the subject "business machines"	4.9
Offering of fewer business subjects in the junior college	3.4
Greater emphasis on library research	3.4
Closer personal contact between junior college and senior college department heads	1.4
Greater emphasis on communication	1.0
Greater emphasis on theory in instruction	1.0
Establishment of business clubs	1.0
No suggestions given	38.8

The suggestions of students correlated in some degree with suggestions of administrative personnel presented in Chapter VI, although the students expressed more concern for actual instruction than for other facets of the business program.

Summary

Rather than writing the usual type of summary, it is believed that a crystallization of articulation problems pointed out in the chapter would serve a more useful purpose. Information presented in the chapter which seems to indicate that such problems are present as between and among the 15 junior colleges and eight senior colleges in this study is summarized below:

1. Lower-division general education requirements of both junior colleges and senior colleges varied considerably during the period of this study, thereby making easy transition from one college to another somewhat difficult.

2. Lower-division business subject requirements of the eight senior colleges in the study also varied somewhat. It was probable that a junior college transfer student not having followed the catalog of the specific senior college in scheduling subjects in the junior college attended would, upon transfer, either be deficient in specific business subjects or have a surplus of lower-division business subjects.

3. There was no clear distinction between terminal and transfer subjects in the junior colleges of Oklahoma during the period of this study. Data collected indicated that all business subjects offered by the various junior colleges were available to transfer students for credit.

4. All junior colleges offered business subjects which were either considered as upper-division subjects by all or a majority

of the eight senior colleges included in the study or which had no counterpart in these senior colleges.

5. Grade level, credit, titles, numbers, and descriptions of business subjects offered by both junior colleges and senior colleges in Oklahoma varied considerably.

6. Various business subjects, in terms of the subject's grade level at the senior colleges to which they transferred, were taken out of sequence a significant number of times by the students involved in the study.

7. A significant per cent of the 264 graduates transferred with more than the 64 semester hours acceptable in transfer toward a degree at the eight senior colleges involved in the study. Likewise, a significant per cent transferred with fewer than 60 semester hours, the minimum number normally achieved by the end of the fourth semester in college.

8. The 264 graduates in this study, on an average, accumulated semester hours in business subjects in the junior colleges which were in excess of the lower-division business requirements of the eight Oklahoma senior colleges.

9. Sixty-three graduates indicated that they would not attend a junior college if they again had the opportunity. Their reasons included the problem of emotional transition, the belief that lower standards and quality of instruction exist in junior colleges, the belief that the junior college curriculum is too limited, and a belief that credits are lost in transfer from junior colleges.

10. There was some dissatisfaction with the business subject-matter foundation received in junior colleges. Reasons for this dissatisfaction included insufficiency of subjects, poor instruction, and low standards.

11. Business Communication I and Business Machines I--two of the most frequently taken business subjects in the junior colleges of this study--are frequently upper-division offerings in the senior colleges; therefore, they may be questionable as junior college offerings for transfer students.

12. Heading the list of suggestions offered by the graduates for the improvement of junior college business programs were: expanded junior college business curricula; more uniformity relative to semester hours of credit, titles, and subject numbers; better qualified junior college business instructors; higher standards of instruction; and better guidance and counseling relative to transfer.

CHAPTER V

PROGRAMMING FOR COMPLETION OF DEGREE REQUIREMENTS IN THE SENIOR COLLEGE

Programming for transfer was presented in Chapter IV; now, the concern is with programming for completion of degree requirements. As a prelude, however, material is presented relative to the types of degrees, majors, and minors around which programming for junior college transfer students in senior colleges must revolve.

An examination of permanent student records indicated that the 264 graduates received degrees as follows: Bachelor of Science, 127; Bachelor of Science in Education, 94; Bachelor of Business Administration, 38; and Bachelor of Arts, 5. Forty-nine of the graduates obtained their degrees in 1958, and the number increased to 58 in 1962. The average number of degrees for the years 1958 through 1962 was 53.

Of ten major fields chosen by the study group, two attracted 173, or 65.5 per cent, of 264 transferees. This is shown in Table 13. Business teacher preparation was the most popular major in terms of student selection, with general business preparation a relatively close second. Of the ten major fields chosen by the graduates of this study, at least five (business teacher preparation, general business, secretarial, accounting, and economics) are majors in which beginning courses are normally offered by the junior colleges of the state. These absorbed

TABLE 13

MAJOR FIELDS CHOSEN BY 264 OKLAHOMA JUNIOR COLLEGE TRANSFEREES
TO EIGHT OKLAHOMA SENIOR COLLEGES

Major Field	Number of Graduates Choosing	Per cent of 264 Graduates
Business Teacher Preparation	95	36.0
General Business	78	29.5
Accounting	35	13.2
Management	21	8.0
Marketing	16	6.0
Finance	8	3.0
Economics	6	2.3
Secretarial	3	1.1
Insurance	1	0.3
Distributive Education	1	0.3

82.1 per cent of the 264 graduates. Joint planning and cooperation between junior and senior colleges should definitely work to the advantage of students selecting these majors.

Twenty-six different identifiable minors were noted in studying permanent student records and in recording responses of 206 graduates to the question asking for identification of college minors. Of 345 individual minors earned by the graduates, 190, or 55.1 per cent, were in the area of business. The field of social sciences was next in importance, with 67 graduates, or 25.4 per cent, earning minors in the area. Other fields represented, in order of numbers of students earning minors, were: language arts, law, physical education, mathematics, home economics, elementary education, industrial arts, science, fine arts, and agriculture. With the exception of law and agriculture, these are fields in which a majority of the junior colleges offer some course work. Student permanent records reveal that much of the minor field work was divided between junior colleges and senior colleges rather than being completed in its entirety in senior colleges. Thus, again, is seen the two-way involvement in maximum programming for completion of degree requirements.

The two most important elements in programming for completion of degree requirements are: (1) aspects of entrance into senior colleges and (2) aspects of curricular experiences. These will be discussed under appropriate subheadings.

Aspects of Entrance into Senior Colleges

This section contains data gathered from graduates, permanent student records, college catalogs, and administrative personnel relative

to graduates' selection of senior colleges, their transitional experiences, and senior college entrance requirements and policies for junior college transferees.

Selection of Senior Colleges

Having completed two years of college work, each of the 264 transferees of this study was faced with a decision relative to a choice of a senior college to attend. Approximately 75.0 per cent of the group had already begun work on their business majors. What considerations would determine the selection of the senior colleges from which these transferees would graduate or transfer further? This is important because of the implications that it might have for four-year programming for business students who are to change colleges at the halfway mark in their baccalaureate program. The 206 respondents gave 261 reasons for selecting the particular senior colleges to which they transferred from junior college:

<u>Reason for selecting senior college</u>	<u>Number respondents</u>
Considered it to be the best college	79
Convenience (location)	72
Financial	44
Influence of family and friends	36
Desire for smaller senior college	9
Facilities	4
Familiarity with college	3
Necessity	3
All credits transferable	2
No particular reason (chance)	9

Only 88, or 42.7 per cent, of 206 respondents chose a senior college based upon the belief that it was the best college in the state or because of its superior facilities. But these beliefs may have been the causes of the influence exerted by family and friends, which accounted for the enrollment of 36, or 17.5 per cent, respondents in specific colleges. Three reasons ranking high in the decision to attend both a specific junior college and a specific senior college were convenience, financial, and influence of family and friends. Combined, these accounted for 76.8 per cent of the reasons offered for attending a specific junior college and for 58.2 per cent of the reasons given for selecting a particular senior college.

Problems Involved in Transition

Problems reported by students. It was reported by 124, or 60.2 per cent, of 206 respondents that the transition from junior colleges to senior colleges presented problems for them, whereas 82, or 39.8 per cent, stated that there were no problems involved in the transition. Of the 124 respondents reporting that transition caused problems, the seriousness was stated as: great, 15 students; average, 60 students; and slight, 49 students. Asked to identify problems encountered in transferring to senior colleges from junior colleges, the 124 graduates gave 158 answers, as follows:

<u>Problem encountered</u>	<u>Number respondents</u>
Increased financial strain	51
Higher standards	31

Less time to socialize	27
Adjusting to routine and professors	25
Making new friends	16
Letdown in study habits	6
Loss of credits	2

It was reported by 142, or 68.9 per cent, of the 206 respondents that they were satisfied with the guidance and counseling service provided them in the junior colleges, while 64, or 31.1 per cent, reported dissatisfaction with this element. This was brought out in Chapter IV. At the senior college level, 121, or 58.7 per cent, expressed satisfaction with guidance and counseling while 85, or 41.3 per cent, reported the element unsatisfactory. On a whole, then, 21, or 10.2 per cent, more students were satisfied with the guidance and counseling received in junior colleges than were satisfied with that received in senior colleges. These statistics would seem to be a mandate for improved guidance and counseling at both levels as a partial solution to articulation problems.

Problems reported by junior college registrars. Asked if they knew of any special problems faced by business students transferring to a particular senior college, seven of 14 junior college registrars responding to the question replied "yes" and seven replied "no." Five of those replying "yes" represented state junior colleges, which furnished 201 of the 264 graduates included in this study. Two subjects and two colleges were invariably mentioned by a majority of the seven registrars who reported special problems. The subjects were business mathematics and business law and the colleges were the University of Oklahoma and

Oklahoma State University. Both universities were reported by four registrars to be very reluctant in accepting business mathematics for degree purposes. Five registrars believed that failure of the two universities to accept the subject of business law in meeting their business law requirements has created problems for students.

One university's catalog states that advanced shorthand and transcription taken in junior colleges cannot be substituted for the advanced subjects in these areas offered by that university. Only one junior college registrar called attention to this. One registrar reported that typewriting and introduction to business do not appear in the requirements of business programs at either of the two state universities and that this causes a guidance problem. One state senior college requires all students with high school typewriting credit to enroll in advanced subjects in this area should they need to pursue the subject. This is done regardless of the level of achievement of the students. This policy is in opposition to that of a junior college whose transferees often transfer to the senior college having the policy. The junior college places students in typewriting classes on the basis of achievement and gives credit regardless of previous training in the area. The junior college registrar reports problems in connection with transfer of typewriting credit to the senior college.

Asked to identify problems faced by business students transferring to senior colleges in general, three junior college registrars reported as follows: (1) lack of a uniform system of numbering courses and uniform curricula between colleges, (2) "loss of credit" believed by students to be a reality when more than 64 semester hours are transferred or when the

major field of study is changed, and (3) the problem of business law as a non-transferable subject. To clarify the position of business law, a "sore point" with junior college business teachers in Oklahoma, letters were sent to registrars of the eight senior colleges included in this study and a request made for a letter stating their policies with regard to the subject in transfer. Six of the eight indicated they would and did accept junior college credit in business law toward a degree and in lieu of their own law subject offered at the junior level. Each indicated, however, that they preferred students to take it on the junior or senior level. They mentioned as a reason the requirement of a specific number of semester hours in upper-level subjects and the problem students might have in accumulating enough upper-level subjects when several advanced subjects had been taken on the lower level.

The two universities explained their position in not accepting the subject in lieu of their own offering except when offered under certain conditions by the junior colleges. These conditions are that specific texts be used and that people with law degrees serve as instructors. It is the belief of those who make the regulations in the universities that the subject is definitely upper-division and that when offered in junior colleges the comparableness of standards is questionable. The universities do, however, give elective credit for the subject when transferred from junior colleges.

Problems reported by business department chairmen. Junior college business department chairmen were equally divided in their opinions as to whether there were serious problems involved in the transfer of

business students from junior colleges to senior colleges in Oklahoma. Problems reported by seven junior college business department chairmen included (1) non-acceptance of business law (four reported this), business mathematics, and business communication at the two universities; (2) non-acceptance of business statistics at Oklahoma State University; (3) lack of coordination in the respective curricula of the two state universities; and (4) grade level placement of several subjects which results in less than full face value acceptance in transfer. All problems reported were in connection with transfer to the two state universities rather than with transfer to the six state four-year colleges.

Seven senior college business department chairmen registered the opinion that junior college transfer students in business do not experience significant difficulty in their general adjustment to senior colleges. One chairman dissented in this belief.

Extent of Transfer

Analysis of permanent student records revealed that a total of 43, or 16.2 per cent, of the 264 graduates attended more than one senior college. Seven of the 43 graduates attended two senior colleges other than the one granting their degree. One graduate attended three other colleges, although only three semester hours of credit were involved in attending one of them. On an average, the 43 students accumulated 4.5 semester hours more total college credits than did those students attending only one senior college.

Colleges attended by these 43 graduates before entering the institution which would subsequently grant the baccalaureate degree included

all of the eight senior colleges involved in this study. Twenty-one of the 43 graduates did work at one of the two state universities before transferring to state colleges. One of these graduates also attended Oklahoma City University. There were only two graduates who transferred from one state university to the other. The other 19 graduates transferred from universities to state four-year colleges. Of the remaining 22 graduates, 13 did work in the six state colleges included in this study, one did work at Oklahoma Baptist University, one attended Oklahoma College for Women, and eight did work outside the state in some 12 institutions.

A total of 817 semester hours were completed in senior colleges other than those institutions granting baccalaureate degrees to the 264 graduates of this study. This is an average of 19.0 semester hours based on the 43 graduates actually attending a second senior college. These 43 graduates achieved a grade average of 2.6 in completing the 817 semester hours of credit. Included in the 817 total hours were 335 hours, or 40.0 per cent, of business credits. The average number of semester hours taken in business by the 43 graduates was 7.8; the average grade earned was 2.0. Five hundred and forty-one, or 66.2 per cent, of the 817 semester hours were completed in Oklahoma colleges. The University of Oklahoma, Southeastern State College, and Northeastern State College were the three colleges most affected by this additional transfer work, in the order mentioned.

Of the 206 respondents who returned the graduate questionnaire, 40 were graduates who had attended a second senior institution. Therefore, reasons given below for having changed senior colleges represents

93.0 per cent (40 of 43 students) of all those who did make a change.

These reasons, and the number of graduates reporting each, were:

<u>Reason for attending more than one senior college</u>	<u>Number of graduates</u>
Convenience	8
Financial	7
Poor scholastic record in first college	6
Change of major	4
First senior college too large	4
General dislike for first choice	4
Family conflicts	2
Business curriculum dissatisfaction	2
To avoid make-up of certain courses required by first senior college	1
Belief that first senior college was unfair to transferees	1
To study under a particular instructor	1

Regulations Concerning Transfer

The eight senior colleges involved in this study were in agreement that credit for acceptable work done in an accredited two-year junior college is applicable on the first 64 semester hours of college study, with a maximum of 60 hours in academic fields (other than health and physical education). No junior college credit may apply on the last 60 hours for a bachelor's degree.

Validation of work. Only one of the eight senior colleges, according to registrars and business department chairmen, require that any junior college business subjects be validated by passing a proficiency

examination. This validation involves junior-senior level work, such as business law, principles of management, and so forth. Only two of 264 graduates were required to take a validation test for subjects presented in transfer. The two subjects were business law and advanced typewriting. Music was the only non-business subject taken by the graduates that was subject to validation, and this was required at only one college.

Degree and non-degree acceptance of hours. The 264 graduates transferred to the eight senior colleges in this study a total of 17,011 semester hours, or, as previously stated, an average of 64.4. Accepted for degree purposes without question were 16,490, or 96.5 per cent, semester hours. Another 19 hours were accepted by the University of Oklahoma for degree purposes subject to departmental approval. These hours involved music, business machines, and salesmanship. Inspection of the work taken at the University of Oklahoma revealed that none of the subjects were repeated; thus, 97.0 per cent of the work transferred from the junior colleges of Oklahoma to the eight senior colleges in this study was acceptable for degree purposes. Five hundred and two semester hours, or 3.0 per cent, were accepted in transfer for non-degree credit. Ninety-seven per cent of the 502 semester hours involved accumulated credits above the 64 or 65 acceptable in transfer. The other 3.0 per cent involved mostly subjects in which students had made grades of "D" which were not acceptable for degree purposes by certain senior college departments. Mathematics and other general education subjects accounted for most of this numerical insignificant rejection of credits. One hundred and ten, or 42.0 per cent, of 264 graduates were involved in the acceptance of credits for non-degree purposes only. The average number

of semester hours accepted for non-degree purposes was 4.6. Thus, the number of students concerned, plus the fact that nearly five semester hours were involved, makes this significant.

Concessions to transferees. Six of eight senior college registrars reported that their institutions made special concessions to junior college transfers, such as allowing a student to meet requirements for, say, a four-hour subject in biology by accepting junior college credit of three hours in that subject, or by accepting a five-hour English subject in lieu of a six-hour English requirement. One institution waives all lower-division general education requirements not already completed by the junior college graduates.

Aspects of Curricular Experiences

This section contains data which is a continuation of, or an addition to, that presented in Chapter IV under the same heading. Thus, certain comparisons can be made and various conclusions drawn relative to specific elements of articulation present in the relationship of junior colleges and senior colleges in Oklahoma.

Interruptions and Extensions of Degree Programs

Seventy-eight students, or 29.5 per cent, of 264 involved in the study experienced interruptions of their degree programs after graduation or termination from the respective junior colleges attended. Forty-three, or 16.2 per cent, were out of college for an average of two years before entering senior colleges. Forty-two students, or 15.9 per cent, were involved in interruptions of their degree programs after starting to senior colleges. Seven of these 42 students were also involved in the average

of two years away from college just prior to enrolling in senior colleges. The range of interruptions was one semester to 19 years. Eliminating from the computation the one student who was out of college 19 years, since the next largest number was eight and one-half years, an average interruption of 2.0 semesters was obtained for the group of 78 students.

Fifty-six students, or 21.1 per cent of 264 graduates, who were involved in interruptions were also involved in extensions of degree programs beyond the normal four semesters as upper-classmen. These students were enrolled for one summer session, considered as one-half semester, to seven and one-half semesters in addition to the four semesters normally constituting the work of the junior and senior years. The average extension was 1.6 semesters. Therefore, 21.1 per cent of all of the 264 graduates not only had their program extended by approximately one and one-half semesters but were also out of college approximately two semesters on an average.

Ninety students, or 34.0 per cent, not involved in interruptions also experienced extensions of their degree programs ranging from one-half semester to four semesters. The average extension was 1.0 semesters. Thus, 55.1 per cent of the 264 graduates whose records were studied were involved in senior college program extensions of approximately 1.2 semesters on an average. In an attempt to "get at" extensions in a different manner, computations were made on a basis of eight semesters at 17 semester hours each. Thus, a student would have to have had over 146 hours to be above 8.0 semesters, or the normal number, when his total college hours

were divided by 17. This is 18 to 22 hours more than is required for a degree at the eight senior colleges, but it was considered possible that some students might prefer to take a "full" load each semester even when they were not required to do so. Assuming 17 hours were carried for each of eight semesters, 88 graduates, or 33.3 per cent, still had accumulated enough hours to cause an extension of their program beyond its normal limits.

Graduates were asked if they completed their total four-year program in four years. Two hundred and six respondents replied, 116 indicating they did and 90 indicating they did not. Reasons for not completing their programs in the normal length of time are given below:

<u>Reason for interruption or extension of four-year baccalaureate program</u>	<u>Number of graduates</u>
Military service	29
Employment	22
Change of major or delayed decision as to major . .	18
Part-time attendance	12
Grade-point average insufficient	6
Purposely planned because of desire for more course work	4
Loss of credits in transfer	4
Family reasons necessitating withdrawal temporarily	3
Poor scheduling	3
Health	3
Extra hours needed to fulfill AFROTC requirements .	2
Suspension	1

Several factors were recognized as contributing to extensions of degree programs as permanent student records were studied. These are discussed in the following paragraphs.

Credit overage. Two hundred and fifteen students, or 81.4 per cent, of the 264 involved in the study completed more hours in senior colleges than the 60 to 64 normally required to complete a baccalaureate degree. The range of credit overage was one to 42 semester hours. One hundred and twenty-five graduates completed from one to ten hours of extra work, 55 graduates completed from 11 to 20 hours of extra work, and 35 graduates completed over 20 hours of extra work. The average for the 215 graduates was 11.6 semester hours of credit overage.

Junior college credit underage. Fifty-five graduates, or 20.8 per cent, completed less than the normal 64 semester hours while in junior colleges, thereby increasing the number of hours required in the eight senior colleges attended. Thus, it is theoretically possible that 55 of the 215 students completing extra work in senior colleges would not have had to do so had they completed the normal amount of work at the junior college level. The range of underage was one to 16 semester hours and the average was 8.0 semester hours for the 55 graduates. It can be seen that the underage credit average is less than the average of credit overage.

Low grades and withdrawals. Sixty-eight, or 25.7 per cent, of 264 graduates made grades of "F" in one or more subjects in senior college, while 154, or 58.3 per cent, made grades of "D" in one or more subjects. Fifty-eight students made grades of "D" only in business subjects, 37 students made grades of "D" only in non-business subjects, and

59 students made such grades in both business and non-business subjects. Fifty-five graduates, or 20.8 per cent, were involved in the accumulation of both "F" and "D" grades. Thus, 167, or 63.3 per cent, of 264 graduates finished senior colleges with one or more low grades. The average number of semester hours of "F" grade accumulated in senior colleges by the 68 students involved was 5.0. The average number of semester hours of "D" grade accumulated by 154 graduates was 4.8. The low grades accumulated by a significant per cent of the 264 graduates could have caused extensions both in terms of actual semesters in attendance and in total semester hours accumulated because of the need to repeat subjects failed if needed for degrees and because of a need to accumulate more grade points. An average of 4.5 semester hours were dropped by 60 graduates in senior colleges which could have caused extensions of programs in terms of semesters actually attended if the subjects dropped were required for graduation. Thirty-five graduates, or 13.2 per cent, withdrew from business subjects or both business and non-business subjects, while 25 graduates withdrew only from non-business subjects. The area most involved in withdrawals was accounting.

Underage of subject load. The average credit hour load carried by the 264 graduates their first four semesters in senior colleges, excluding summer sessions, were: first, 16.0; second, 15.6; third, 15.5; and fourth, 15.2. These averages are based on semester hours enrolled in before any withdrawals or failures. Thus, the average hours of enrollment during four semesters in senior colleges was 62.3. Taking into consideration withdrawals and failures, the average semester hours accumulated was only 60.2, with 60.0 hours being the absolute minimum number

required for completion of a degree in the senior colleges. Ninety-seven, or 37.7 per cent, of the 264 graduates during one semester enrolled in less than 15 semester hours. Thirty-three, or 12.5 per cent, enrolled in less than 15 hours two different semesters; 15, or 5.6 per cent, did the same for three semesters; and three, or 1.1 per cent, did the same for more than three semesters.

Business Subjects Taken

Since no useful purpose would be served by presenting a list of all business subjects taken by the 264 graduates in senior colleges, Table 14 presents a list of those business subjects taken by at least 20.0 per cent of the group. It is believed that a selective listing of this nature will serve as an indicator of several elements of articulation needing attention by program planners. The table reveals that business law I outstands as the most often taken business subject in senior colleges by Oklahoma junior college transferees. Comparison with Table 11 indicates that this subject was taken and passed a total of 276 times. This means that the subject was repeated a minimum of nine times, since there are only 264 graduates involved. Actually, it was repeated considerably more times than this. Further analysis of permanent student records revealed other cases of repetition. The extent to which subjects were repeated will be discussed in a later section dealing specifically with repetition.

Table 14 also reveals that many students waited until their senior college years to take elements of accounting I and II, principles of economics II, and introduction to business. These are consistently

TABLE 14

**BUSINESS SUBJECTS TAKEN BY AT LEAST 20 PER CENT OF 264 GRADUATES
IN EIGHT OKLAHOMA SENIOR COLLEGES**

Business Subject	Number of Graduates Taking	Per cent of 264 Graduates
Business Law I	215	81.4
Principles of Marketing	144	54.5
Business Statistics	134	50.7
Business Law II	130	49.2
Intermediate Accounting I	124	46.9
Income Tax Accounting	96	36.3
Elements of Accounting II	92	34.8
Money and Banking	89	33.7
Elementary Cost Accounting	87	32.9
Business Communication I	84	31.8
Principles of Economics II	68	25.7
Introduction to Business	63	23.8
Elements of Accounting I	61	23.1
Advanced Typewriting I	60	22.7
Salesmanship	60	22.7
Personnel Management	57	21.5
Principles of Management	56	21.1
Office Practice	54	20.4
Business Finance	53	20.0
Office Machines	53	20.0

considered as lower-division subjects. Also revealed is the fact that a significant portion of the graduates took additional work in accounting beyond the elementary level, thus emphasizing the need for the establishment of a solid foundation in the field during the junior college years.

Balance of General and Business Education

The amount of general and business education acquired by the 264 graduates in this study while attending senior colleges is shown in Table 15. Also shown for convenience in comparison is the data on business and general education acquired in junior colleges. The graduates were classified according to senior colleges attended and the "average" performance in particular senior colleges of junior college transferees in general is shown. The table indicates that an overall average of 38.5 semester hours in business subjects was completed by the 264 graduates in senior colleges, that the same group completed an average of 18.0 semester hours in business subjects in junior colleges, and that the total average amount of business taken was 56.5 semester hours. On a percentage basis, 68.1 per cent of the total business subjects completed were taken in senior colleges and 31.9 per cent were completed in junior colleges. Also revealed by the table is the fact that 29.3 semester hours of general education were taken in senior colleges as compared with 46.4 semester hours in junior colleges. The overall average amount of semester hours accumulated by the graduates in the process of completing degree requirements was 132.2 semester hours, composed of 42.7 per cent in business and 57.3 per cent in general education.

TABLE 15

AMOUNT OF GENERAL AND BUSINESS EDUCATION ACQUIRED BY 264 GRADUATES
OF OKLAHOMA COLLEGES, 1958-1962, WITH STUDENT INFORMATION
CLASSIFIED BY SENIOR COLLEGES ATTENDED

College ^a	Average Number of Credit Hours in Business			Average Number of Credit Hours in General Education ^b			Average Total College Hours
	Senior College	Junior Colleges	Total	Senior College	Junior Colleges	Total	
16	57.2	11.7	68.9	19.4	44.5	63.9	132.8
17	49.5	25.5	75.0	16.0	48.3	64.3	139.3
18	28.4	20.6	49.0	38.2	45.4	83.6	132.5
19	32.7	13.3	46.0	46.5	49.4	95.9	141.9
20	40.8	16.3	57.1	23.4	44.8	68.2	125.3
21	27.1	17.2	44.3	42.9	44.5	87.4	131.7
22	21.5	22.0	43.5	48.8	41.1	89.9	133.4
Total Average	38.5	18.0	56.5	29.3	46.4	75.7	132.2

^aFor purposes of anonymity, code numbers are used to designate each college.

^bFor the purposes of this table only, professional education credit is combined with general education.

Maintenance of Grades

A study of published and unpublished literature in the field reveals the general consensus that junior college transfer students' grade averages drop after transfer to senior colleges, especially in the first semester after transfer. Data accumulated in this study shows that the 264 students did in fact experience a grade average drop in the first and second semesters after transfer, since the average in any of the eight colleges did not come up to the 2.7 overall average accumulated in the junior colleges from which the students transferred. Only in two colleges did students maintain an average for the senior college years equal to that maintained in junior college. The overall college record, including both junior college and senior college work, ranged from 2.4 to 2.7 in the eight senior colleges.

Grade averages earned on business subjects ranged from 2.3 to 2.7 in the eight senior colleges, with a combined average of 2.4. The students had accumulated an average of 2.9 on business subjects in junior colleges. Actually failing business subjects in senior colleges were 64, or 24.2 per cent, of the 264 graduates studied. The average failure was 3.2 semester hours. No particular subjects predominated significantly, although business statistics, elements of accounting II, money and banking, and business finance were each failed several times. Grades of "D" were most often made, in order of frequency of occurrence, in intermediate accounting I, business statistics, business law I, economics II, and money and banking.

Senior college business subject grades were compared for those graduates completing a minimum of 25 semester hours in business in junior

colleges and those graduates not taking any business subjects before entering senior colleges. The 83 graduates with a minimum background of 25 semester hours in business maintained a senior college business subject average of 2.5 and the 26 students with no prior work in business earned a 2.4 average. Thus, there was no significant correlation between previous enrollments in business and grades earned on business subjects in senior colleges.

Subjects Taken Out of Sequence

An average of 20.7 semester hours of freshman and sophomore level subjects was taken by the 264 graduates of this study in the eight senior colleges attended. An average of 15.0 hours was taken in the junior year and 5.7 hours in the senior year. Table 16 shows a breakdown by senior college of the average amount of lower-division work taken by the 264 junior college transferees. The average for the two years ranged from 14.0 to 33.9 semester hours in the eight institutions. Thus, transfer students spent from one to two semesters, on an average, in taking work that should have been taken on the junior college level. This was by no means offset by upper-division work taken in junior colleges, which on an average was approximately five to six semester hours. Perhaps the most significant point to be made here is that all of the 264 graduates took some lower-division work in senior colleges after transfer from junior colleges.

Total semester hours accumulated by the 264 graduates in subjects taken out of sequence in senior colleges were:

TABLE 16

SEMESTER HOURS OF LOWER-DIVISION WORK TAKEN BY 264 STUDENTS IN THE
JUNIOR AND SENIOR YEARS IN EIGHT OKLAHOMA SENIOR COLLEGES,
1956-62

College*	Average Amount of Lower-Division Work Taken in Junior Year	Average Amount of Lower-Division Work Taken in Senior Year	Cumulative Average Semester Hours
16	11.9	2.1	14.0
17	13.0	3.0	16.0
18	14.6	7.0	21.6
19	20.9	13.0	33.9
20	15.0	9.7	24.7
21	17.5	6.6	24.1
22	17.7	4.3	22.0
23	16.8	6.6	23.4

*For purposes of anonymity, code numbers are used to designate each college.

<u>Subject taken out of sequence</u>	<u>Total hours accumulated by graduates</u>
Business	1925
Social Science	944
Humanities	733
Science	579
Education	320
Physical education and health	318
Mathematics	206
Language Arts	132
Industrial Arts	104
Home Economics	59
Fine Arts	50

The total of 1925 semester hours of lower-division business subjects taken by 204 graduates, or 77.3 per cent, represents an average of 9.4 for the group. Accounting and economics were the two business subjects most involved. In the social science, humanities, and science areas, the subjects most often taken, in the order mentioned, were: general humanities, general physical science, psychology, sociology, general biology, geography, and European history.

Appraising the situation not from the standpoint of actual grade level but from the students' viewpoints, graduates were asked if they had taken subjects in senior colleges which they believe would have been to their advantage to have taken in junior colleges. Eighty-one, or 39.3 per cent of 206 respondents, replied that they did. The subjects listed more than once by graduates as being those they wished they had taken before entering senior college were, by general area, as follows:

<u>Subject area</u>	<u>Number of graduates</u>
Business	74
Humanities	20
Social science	17
Science	14
Health and physical education	7
Mathematics	4
Education	3

Fifty-three and two-tenths per cent of the subjects listed by students were business subjects. Accounting I and II alone accounted for 17.5 per cent of the responses. Economics II, business mathematics, and economics I were next in order in terms of number of times reported. Upper-division subjects business law II, business statistics, principles of marketing, principles of business management, business machines, and business communication I were each reported several times, as were lower-division typewriting. In general, responses from 206 graduates seemed to indicate that senior college counselors did not make an issue of work taken out of sequence as the students completed degree programs. A majority of graduates indicated no concern at having taken lower-division work in senior colleges.

Credit Overage

Two hundred and thirty-eight graduates, or 90.1 per cent, accumulated an average of 10.3 semester hours more in the colleges comprising this study than the minimum required for baccalaureate degrees. Analysis of permanent student records indicates that the factors discussed in the

following paragraphs were the chief identifiable ones involved in this situation.

Excess junior college credit. One hundred and eleven of the 264 graduates, or 42.0 per cent, accumulated 460 semester hours more in junior colleges than were transferable on degree programs. Thus, each of these 111 graduates, on an average, completed an additional 4.1 semester hours in junior colleges beyond the amount transferable on a degree.

Repetition of subjects for credit. Sixty, or 22.7 per cent, of 264 graduates repeated subjects while attending college but only 51, or 19.3 per cent, received double credit for a total of 64 repetitions of subjects. Involved were 16 business subjects and four general education subjects. Business law I was repeated for credit 21 times; elements of accounting I and advanced typewriting I, 4 times. Other subjects repeated by one to three students were: principles of economics I, intermediate typewriting, secretarial practice, principles of economics II, advanced shorthand I, beginning shorthand, business mathematics, intermediate shorthand, business law II, music history, college algebra, business communication II, intermediate algebra, intermediate accounting I, and humanities. The 51 graduates, on an average, repeated for credit 3.7 semester hours of work for which credit was already recorded once.

Fifteen, or 23.4 per cent, of the 64 repetitions involved earning a higher grade the second time the subject was taken; 27, or 42.2 per cent, repetitions involved earning the same grade as that made the first time; and 22, or 34.4 per cent, repetitions involved earning a lower grade than that made the first time the subject was taken. Each

of the repetitions involved first taking the subject in junior college and then repeating it in senior college for additional credit. Thirty of the 51 graduates repeating subjects for credit were included in the 206 who responded to the student questionnaire. Fifty per cent of the "repeaters" who responded stated that they took subjects a second time because the senior colleges they attended would not accept junior college credit (although elective credit was given) in lieu of a senior college requirement for the same subject. Five students listed dissatisfaction with knowledge gained the first time the subject was taken. Four said that titles and numbers were misleading.

Required lower-division general and professional education subjects taken in senior colleges. Two hundred and forty-eight graduates, or 94.0 per cent, were involved in makeup of lower-division general and professional education requirements after transfer to senior colleges. Table 17 shows the frequency with which specific subject areas were involved in this makeup work. The overall average number of semester hours of credit acquired in senior colleges in required lower-division general and professional education subjects by the 248 graduates was 10.4. In the discussion of Table 16, it will be recalled that an average of 20.7 semester hours of lower-division subjects were taken in senior colleges by the transferees. Thus, only about half of this apparently was required, unless it met minor requirements. Specific subjects that were of significant importance from a frequency taken standpoint were general humanities (106), introduction to teaching (96), general physical science (71), personal hygiene (63), sociology (53), European history (47), and general biology (42).

TABLE 17

**LOWER-DIVISION GENERAL AND PROFESSIONAL EDUCATION REQUIREMENTS
COMPLETED IN EIGHT OKLAHOMA SENIOR COLLEGES BY 248
JUNIOR COLLEGE TRANSFER STUDENTS, 1956-62**

Subject Area	Number of Graduates Taking	Per cent of 264 Graduates	Average Semester Hours Taken in Subject Area by Graduates
Social Science	237	95.6	3.0
Humanities	158	63.7	4.2
Science	131	52.8	4.1
Education	96	38.7	2.6
Health and Physical Education	86	34.6	2.0
Mathematics	35	14.1	3.5
Language Arts	32	12.9	2.5
Library Science	31	12.5	1.0
Home Economics	4	1.6	3.0
Industrial Arts	2	.8	2.5

Required lower-division business subjects taken in senior colleges. One hundred and eighty-one, or 68.6 per cent, of 264 graduates were involved in completing lower-division business subject requirements after enrolling in senior colleges. These required lower-division business subjects and the frequency with which they were taken in senior colleges are shown in Table 18. Elements of accounting and principles of economics involved more students than did all other subjects combined. The average number of semester hours of credit accumulated in lower-division required business subjects by the 181 students in senior colleges was 7.6.

Excess military credit. Thirty-six of 264 graduates, or 13.6 per cent, received military credit beyond that necessary to fulfill physical education requirements. Total credit involved was 108 semester hours; thus, the average excess military credit for the 36 graduates was 3.0 semester hours.

Elective senior college work. In analyzing permanent student records it was noted that some students took subjects which would not meet either major, minor, or general education requirements and which were alien to the business field. An average of 8.3 semester hours of such work was taken by 51, or 19.3 per cent, graduates.

Surplus hours in business. One hundred and eighty, or 68.2 per cent, of the 264 graduates whose records were studied accumulated hours in business which could be classified with a high degree of certainty as being unnecessary for purposes of fulfilling total hours requirements for business majors and minors held by them. On an average, each of the 180

TABLE 18

LOWER-DIVISION BUSINESS SUBJECT REQUIREMENTS COMPLETED IN EIGHT
OKLAHOMA SENIOR COLLEGES BY 181 JUNIOR COLLEGE
TRANSFER STUDENTS, 1956-62

Subject	Number of Graduates Taking	Per cent of 264 Graduates
Elements of Accounting II	94	35.6
Elements of Accounting I	65	24.6
Principles of Economics II	62	23.4
Principles of Economics I	57	21.5
Business Statistics	34	12.8
Intermediate Typewriting	34	12.8
Business Mathematics	31	11.7
Business Communication II	21	7.9
Intermediate Shorthand	15	5.6
Business Communication I	15	5.6
Introduction to Business	12	4.5
Beginning Shorthand	10	3.7
Beginning Typewriting	7	2.6
Retail Selling	2	.7

graduates finished with additional credit in business amounting to 7.3 semester hours beyond that required for majors and minors in the field.

Summary

In keeping with the format of Chapter IV, this summary is focused on a crystallization of those elements presented in the chapter which seem to constitute or suggest articulation problems as between and among the 15 junior colleges and eight senior colleges in this study with respect to their student clientele. Data indicative of these problems are summarized below:

1. Transition from junior colleges to senior colleges presented personal problems for many students. These included greater financial burdens, higher standards of instruction, and general adjustment to senior college routines.

2. Approximately four-fifths of the transferees of this study chose business majors in which beginning subjects in the area are normally offered by the junior colleges of the state. In addition, a majority also chose minors in the field of business.

3. Guidance and counseling were reported as unsatisfactory by a significant number of students as found in both junior colleges and senior colleges, but was reported as most unsatisfactory at the senior college level.

4. In general the two state universities do not accept the subjects business law and business mathematics toward a degree in transfer, although they require credit in business law. The six state colleges require both subjects for a degree in business and accept both subjects in transfer from junior colleges.

5. Several problems relative to transfer mentioned by junior college business department chairmen involved the two state universities rather than the six state senior colleges.

6. A significant minority of graduates attended more than one senior college and accumulated approximately one to two more subjects in completing requirements for a degree than did other students.

7. The programs of a majority of the graduates studied were extended, in terms of semester hours accumulated, in completing degree requirements. A significant minority were involved in interruptions of degree programs.

8. Senior college credit overage, even when offset by junior college credit underage, was present in a majority of the 264 cases studied. Junior college credit underage was present in a number of cases.

9. Low grades and withdrawals occurred frequently enough to be an important factor in the extension of degree programs, when coupled with the fact that the highest average number of hours enrolled in by the 264 graduates in any one semester in senior colleges was 16.0.

10. Elements of accounting I, elements of accounting II, principles of economics II, and introduction to business, recognized as lower-division subjects by all the colleges in Oklahoma, were taken in senior colleges by a significant number of the 264 graduates.

11. Business law far exceeded all other subjects as the one business subject most often taken in the eight senior colleges studied, and it also exceeded all others as the subject most often repeated in senior colleges after having been taken in junior colleges.

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12. Students, on an average, experienced a drop in grade averages during the first two semesters in senior colleges; in only two colleges did they maintain overall senior college averages equal to those achieved in junior colleges.

13. A significant number of graduates failed one or more business subjects in senior colleges and an even larger number made grades of "D" in business subjects. The subjects most often involved in both "F" and "D" grades, in order of frequency with which low grades occurred, were intermediate accounting I, business statistics, business law I, money and banking, principles of economics II, and business finance.

14. A relatively large number of lower-division subjects were taken in senior colleges in the junior and senior years by the 264 graduates in this study. Other than the whole general area of business, social science and humanities were the fields in which the largest number of semester hours were taken. Elements of accounting was the business subject most often mentioned by respondents that they wished they had taken in junior colleges.

15. Credit overage was attained by an overwhelming majority of the graduates of this study. Reasons for this credit overage included: excess junior college credits, repetition of subjects for credit, required lower-division general, business, and professional education subjects taken in senior colleges, excess military credits, elective senior college subjects, and surplus hours in business.

CHAPTER VI

ADMINISTRATIVE CONCERN ABOUT ARTICULATION

Concern for improved articulation in collegiate education for business has been manifested at various levels of administration in Oklahoma's colleges, and some concrete action has resulted from this concern. Interviewed personally or by questionnaire were the chancellor of the Oklahoma regents for higher education, eight senior college and 15 junior college registrars, and eight senior college and 15 junior college business department chairmen. Data gathered from these sources that have implications for articulation in collegiate education for business are presented in this chapter. The material that follows is arranged under headings indicating the sources of the data.

Junior College Business Department Chairmen

The chairmen of the various junior colleges involved in this study in general agreed that articulation in collegiate education for business would be improved if the following recommendations were put into effect:

1. Senior colleges and universities should standardize the lower-division requirements of transfer students.
2. An annual meeting of both junior college and senior college business faculties should be held for the purpose of discussing mutual problems.

3. Junior college teachers should be allowed, and possibly required, to spend a few days each year visiting senior college business departments to talk personally with the staff and to visit classes.

4. A research study of transfer students should be undertaken to ascertain the problems encountered by them and a report prepared for the junior colleges.

5. The state board of regents for higher education should decide which subjects are transferrable and which subjects are not, rather than for senior colleges to undertake this task independently of each other.

Although not necessarily made for the purpose of facilitating articulation, curricular changes, nevertheless, have been effected during the period of this study which have a bearing on it. Eight of the junior colleges in this study added business subjects to their curricula during the period of time covered by the investigation. The subjects were in each case added by one college, with the exception of the two subjects noted. The subjects were:

Economics I	Secretarial Practice	
Economics II	Business Machines I	3
Elements of Accounting I	Business Machines II	
Elements of Accounting II	Introduction to Business	4
Consumer Education	Business Ethics	
Business Communication I	Salesmanship	
Business Communication II	Personal Finance	
Transcription I	Income Tax Accounting	
Advanced Shorthand I		

Business subjects were dropped from the curricula of only three of the 15 junior colleges during the same period of time. Each of the following subjects was dropped by one or another of the three colleges:

Business Law I
Business Vocations
Secretarial Practice

Business Communication II
Advanced Shorthand I

Four business department chairmen in junior colleges reported in the fall of 1963 that the following subjects, in each case mentioned by only one or another of the four chairmen, were seriously being considered for addition to the business offerings:

Income Tax Accounting
Intermediate Accounting
Business Law I
Business Psychology

Advanced Typewriting I
Advanced Shorthand
Introduction to Business
Business Machines II

Four junior college business chairmen, including one of the four mentioned as considering new subjects, reported business subjects being considered for deletion from their list of offerings. The following were each reported one time:

Beginning Typewriting
Business Report Writing
Business Communication II

Business Mathematics I
Income Tax Accounting
Salesmanship

Three junior college business department chairmen reported material changes in existing subjects during the period of time covered by this study. In all three junior colleges most of the changes were made in lecture and laboratory hours, subject titles, and subject numbers. The subjects involved were secretarial in nature. Insignificant modifications were made in one or two subjects by three other junior colleges. Thirteen of 15 junior college departmental chairmen responding reported no changes in existing subjects were contemplated. Two reported they were considering making a change in an existing subject. One change involved credit hours and the other involved subject content.

Senior College Business Department Chairmen

Chairmen of the eight Oklahoma senior colleges believed some of the problems involved in articulating junior college and senior college business programs hinge upon the following:

1. Senior colleges tend to set arbitrary rules to which junior colleges are expected to adhere.
2. There is disparity in subject content of similarly titled subjects in junior and senior colleges.
3. Junior college standards tend to be lower than senior college standards.
4. Students have a problem of acquiring enough 300 and 400 level subjects in the senior college when upper-division subjects have been taken in junior college.
5. Junior colleges are unwilling to assume the role of preparing students soundly in the liberal arts during their first two years while abstaining from entering the professional business area.
6. There is lack of adequate guidance in the junior colleges.

When asked what business subjects being offered by junior colleges they believed should not be offered at that level, senior college business department chairmen varied considerably in their opinions. Five of the eight were in agreement that income tax accounting, business communication II, business law II, retail credits and collections, principles of marketing, and business management should not be offered in the junior colleges for transfer students. None of the eight chairmen believed that any additions to the existing junior college curricula in

business were necessary or desirable. Although the eight chairmen were in agreement in their belief that the junior college transfer student who takes foundation subjects in such areas as accounting, marketing, economics, and shorthand in the junior college is not at a significant disadvantage when he enters advanced subjects in these areas in senior college, several did voice concern about the problem arising when students take upper-division subjects in the junior colleges and then find it hard to attain the required number of junior and senior level subjects after transfer.

Recommendations for improvement of junior college business programs made by two or more senior college business department chairmen are shown below, with the actual number of chairmen recommending indicated in parentheses.

1. Offer an outstanding liberal arts program with highly qualified teachers in principles of economics and elements of accounting. Secretarial work in the skill areas should be offered for those who plan to be secretaries. Refrain from offering professional business subjects. (8)

2. Maintenance of close liaison between junior and senior colleges should be attained in order that senior college requirements are understood by the junior colleges. (5)

3. Adjust junior college standards and subject titles, credit, numbers, and descriptions to that in the majority of senior colleges. (5)

4. Provide better guidance at the junior college level in informing students about senior college programs and requirements. (5)

5. Label junior college transcripts to indicate that upper-division subjects such as business communication and business law are terminal credit only and not acceptable in transfer. (2)

6. Through greater community financial support, raise the standards of municipal junior colleges to a level equal to that of the state junior colleges. (2)

Junior College Registrars

Asked what they considered the major articulation problems present in the junior college-senior college relationship in Oklahoma to be, junior college registrars were in general agreement with regard to the following.

1. There is lack of conformity in senior college lower-division requirements.

2. There is lack of conformity in credit given in specific subjects in senior colleges.

3. There is lack of a uniform system of numbering subjects.

4. There is lack of conformity or similarity in subject descriptions.

5. Poor counseling exist at the senior college level.

Suggestions for improvement of articulation between junior and senior colleges in Oklahoma were offered by junior college registrars as follows, with the actual number of registrars recommending each indicated in parentheses.

1. Junior colleges in Oklahoma must be kept informed of changes in general education requirements by the various senior colleges. (6)

2. Either set up a uniform pattern of required lower-division subjects or establish more flexibility in substitution of subjects for required subjects. (4)

3. Set up uniformity of subject descriptions, titles, credit, and numbers for lower-division subjects in all institutions in the state. (4)

4. Continue the annual fall inter-college meetings at Oklahoma State University, where the problems of transfer are considered. (2)

Junior college registrars were asked if any new general education subjects had been added to the curriculum since the beginning of the period covered by this study for the express purpose of providing better articulation between the junior colleges and senior colleges in Oklahoma. Eleven registrars said "no" and four replied "yes." One college had added 14 subjects; one college, 8; one college, 4; and one college, 2 subjects. Of the 28 subjects added to the combined list of offerings, 22 met specific requirements at one or another of the eight senior colleges involved in this study. Various humanities and science subjects outnumbered other additions.

When asked if any changes had been made in existing general education subjects (credit hours, content, title, and so forth) during the period covered by this study for the purpose of bringing the junior college offerings into closer harmony with the offerings and requirements of the eight senior colleges involved, four of the 15 registrars reported that there had been. Only one of this group was included in the registrars who had reported additions to curricular offerings. Each registrar

reported a change in one specific subject, these being business communication I, biology, business machines I, and shorthand I. The changes involved credit and laboratory hours.

Senior College Registrars

Asked what they considered the major articulation problems in the Oklahoma junior college-senior college relationship to be, various senior college registrars gave the following opinions.

1. "The junior college objective may require subjects that do not apply on a degree in a field later elected by students. This causes some to have to complete more than 60 hours at the senior college."
2. "Junior college instructors are just as capable in most instances as senior college instructors, but the latter sometimes have the opinion that junior college instructors are overly ambitious in their subject offerings. This is true to the extent that transfer students are sometimes lacking in general education requirements as a result of concentration in departmental fields."
3. "As far as I am concerned, there are no major articulation problems with junior colleges in Oklahoma. A few minor problems occur when the semester hours of credit do not correlate one to one."
4. "After having done 64 hours in junior college, the transferee must complete several more than the minimum hours for graduation, due to his having taken subjects on the junior college level which would be numbered as upper-division subjects here. Therefore, he must do senior college electives so that he meets the 40-hour minimum requirement for upper-division work."

5. "A few junior colleges will permit a student to earn too many hours (more than 64) before he transfers."

6. "Most students fail to acquaint the junior college with their future plans as to colleges and as to majors."

7. "Students in the junior college receive poor counseling as to curricula into which they will transfer."

8. "Many times students transferring from junior colleges are not aware of our particular requirements. They have perhaps met the requirements for another school and then at the last minute have decided to come to our college."

Suggestions concurred in by three or more of the eight senior college registrars for the improvement of articulation between the junior colleges and the senior colleges in Oklahoma are given below, with the actual number of registrars making each recommendation shown in parentheses.

1. Urge students to become aware of requirements at the senior colleges to which they are transferring and to realize that requirements might differ at different colleges. (7)

2. Engagement in more cooperative planning by all colleges in the state should be sought. (6)

3. The colleges of the state should work for better correlation of credit hours. (5)

4. State-wide agreement on general education requirements should be sought. (4)

5. There needs to be established between the junior college and the senior college a better articulation among subject offerings

which will result in the labeling of specific subjects as either junior college level or senior college level by all colleges in the state. (4)

6. Junior college representatives should visit each of the senior colleges periodically to become better informed about the senior colleges and their requirements. (3)

One senior college registrar reported that the college he represented had solved its major articulation problem by waiving all general education subjects when the individual transfer student has graduated from a two-year college. Only one of eight senior college registrars reported any organized attempt by the college he represented to compare the performance of junior college transfer students with native students. This was Oklahoma State University. It was reported that transferees at Oklahoma State University tended to drop slightly in their grade averages during the first and second semesters after transfer. This is in agreement with the findings of this investigation, as reported in Chapter V.

Summary

Opinions and suggestions for improvement relative to the articulation of senior college and junior college programs in business were obtained from business department chairmen and registrars of 23 colleges included in this study. Four concrete findings having implications for articulation of collegiate education for business were:

1. A number of junior college and senior college business department chairmen and junior college and senior college registrars all expressed concern over variance in subject credit hours, grade

level, titles, descriptions, and numbers, which they in general believed caused problems in transfer.

2. During the period of the study four times as many business subjects were added to the combined curricula of 15 junior colleges in Oklahoma as were dropped. More subjects were being considered for addition than were being considered for deletion from the business curricula. Thus, the amount of business offered in the combined junior colleges of Oklahoma was substantially increasing during the period under investigation.

3. Only seven of 15 junior colleges included in this study had made any addition to or changes in their existing general education offerings for the purpose of better alignment with senior college requirements.

4. Suggestions and opinions expressed by business department chairmen and registrars of Oklahoma's eight senior colleges and 15 junior colleges indicated a knowledge of inadequate articulation in Oklahoma's system of higher education, a desire to improve articulation, and both agreement and implied disagreement relative to methods of attaining better articulation.

CHAPTER VII

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this investigation was to isolate, define, and interpret certain elements that require attention in the articulation of programs in education for business in junior and senior colleges. The underlying purpose was to develop recommendations for the improvement of the preparation of students who enter education for business in junior colleges and transfer to senior colleges to complete degree programs.

Specifically, the problem included an intensive analysis of the permanent student records of 264 business graduates of eight Oklahoma senior colleges and universities who transferred from 18 Oklahoma junior colleges with the equivalent of four semesters of college work. These 264 transferees constituted all of the junior college students (having completed a full four semesters in the junior college) receiving baccalaureate degrees during the years 1958-1962, inclusive, at the eight senior colleges. Supporting data were obtained from 206 of the graduates who returned usable responses to the questionnaires mailed to them.

Other data used in the study were obtained from bulletins of 23 colleges in Oklahoma, from published and unpublished literature, from personal interviews and written communication with educators, and from responses to questionnaires returned by registrars and business department chairmen of Oklahoma junior and senior colleges.

Related literature was first studied to determine what studies had already been made in the area and to learn just what elements of articulation were likely to be important in collegiate education for business. Step two involved contacting senior college registrars to secure permission to examine permanent student records, constructing working forms, conducting a pilot study, and visiting each of the eight senior colleges in the study to secure the necessary student data. Step three involved studying college catalogs of the 23 colleges included in the study to gather pertinent data. The fourth step was concerned with the preparation of five different questionnaires to be answered by graduates, junior college registrars and business department chairmen, and senior college registrars and business department chairmen. The fifth step involved sorting, classifying, studying, and interpreting the information gathered in steps one through four, which logically led to the sixth step, drawing conclusions and arriving at recommendations, and the seventh step, organizing and writing the report.

Summary of Significant Findings

In view of the facts summarized at the ends of Chapters III through VI, the following summary of major findings was developed. For purposes of reiteration and to facilitate synthesis of the elements of articulation discussed in preceding pages, these findings are grouped under two principal headings.

Junior Colleges

1. The existing general education offerings of Oklahoma junior colleges are adequate for meeting lower-division requirements of

Oklahoma senior colleges, with a few isolated exceptions, without further additions to the offerings.

2. The existing business offerings of Oklahoma junior colleges are adequate to meet the lower-division needs of students in transfer to Oklahoma senior colleges.

3. Variation in lower-division requirements among the eight senior colleges in this study results in serious problems for students in transfer from junior colleges.

4. Lack of a clear distinction between terminal and transfer subjects in the junior colleges of Oklahoma results in students taking upper-level work and work having no senior college counterpart at the junior college level.

5. The variation in grade level, credit, titles, numbers, and descriptions of business subjects offered by both junior colleges and senior colleges in Oklahoma results in problems for both students and administrative personnel.

6. Junior college opportunities for participation in co-curricular activities are comparable to those to be found in senior colleges in Oklahoma.

7. Oklahoma junior college graduates in general are well satisfied with their experiences in these institutions and do not regret their decisions to attend them.

Senior Colleges

1. Minor concessions are made to junior college transfer students by a majority of senior colleges in Oklahoma for the purpose

of easing the friction resulting from transfer from one college to another. Such concessions include waiving of certain subject and hours requirements, non-insistence on validation and departmental approval of transferred subjects, and so forth.

2. Increased financial burdens, higher standards of instruction, and general social adjustment constitute for many students problems of a personal nature which relate to articulation in terms of transfer. Academic problems include extent of transfer, program interruptions, and extensions of programs at the senior college level.

3. Transferees can expect a grade average drop in the first semester after transfer to senior colleges. However, in general, Oklahoma junior college graduates progress satisfactorily from an academic standpoint after transfer to Oklahoma senior colleges, maintaining grade averages only slightly less than that achieved in junior colleges.

4. Much lower-division work, both business and non-business, is taken in the junior and senior years by junior college transfer students as a result of a number of reasons related to poor scheduling, personal desire, change from "terminal" to "continuing" student classification, and inadequate guidance.

5. Most of the graduates of this study were involved in credit overage due to one or more of these reasons: excess junior college credits, repetition of subjects, required lower-division general education and business subjects taken in senior colleges, excess military credit, elective senior college work, and surplus hours in business.

6. More problems are reported by both students and administrative personnel in the junior colleges in connection with transfer to the two state universities than in connection with transfer to state four-year colleges. Most of these problems revolve about lower-division requirements. For example, a common irritant is the non-acceptance for degree purposes of the subject business law and, to a lesser extent, business mathematics.

Conclusions

The conclusions presented here are based upon a careful consideration of the findings of this investigation and their concomitant implications. It may reasonably be assumed that the circumstances surrounding articulation in collegiate education for business in Oklahoma are similar to the circumstances existing in collegiate education for business in other states. However, no claim is made that the data presented in this study or the conclusions reached are applicable to circumstances other than those specifically set forth.

1. Serious articulation problems will continue to exist in collegiate education for business so long as extensive variation in business subject offerings and requirements exist. This is particularly true when these offerings and requirements vary in course titles, descriptions, numbers, and semester hours of credit.

2. Subjects taken out of sequence in both junior colleges and senior colleges causes much of the articulation difficulty encountered by transfer students. Students' own indecisions regarding continuation in school and/or the selection of a senior college

intensifies the problem of proper sequence. Even though other problems might be alleviated, there will still remain the matter of decision making by the student as early as possible so that he might be counseled properly. Improved counseling might help to alleviate this problem of improper sequence. If the counselor knows to what senior college a student will transfer, that student can be informed of the specific articulation problems involved. Concomitantly, if the counselor even knows for certain that the student is a "transfer" student, he can advise him relative to general articulation problems.

3. There is need for a greater amount of conformity in lower-division general and business education requirements by senior colleges, as well as conformity in the subjects that are accepted in transfer at full face value. As the situation now exists, junior college counselors and business faculties cannot meet the transfer needs of large segments of their clientele, who have not yet made a decision about a senior college.

4. Transfer of business students from junior college to senior college would be more readily accomplished if better control was exercised over junior college business offerings. There could be avoidance of work in the junior college which is upper-division or elective work in senior college or for which there is no senior college counterpart, so that work in the junior college would be truly lower-division. Likewise, the postponement of general education requirements because of business concentration could be minimized.

5. There must be positive action at the top administrative echelons to promote active interest in the articulation problems of collegiate education for business and the exertion of influence and authority to bring about desired ends. Because both junior college and senior college business departments exhibit the natural tendency toward concern for their own immediate problems, there is only seldom an exertion of voluntary effort toward solving the larger problem of collegiate articulation.

Recommendations

On the basis of the conclusions just drawn, a single recommendation is made and immediate implementation urged. In making this recommendation the investigator was cognizant of the need for a realistic viewpoint and thus confined his suggestions to those not necessitating any great amount of money for execution. If this recommendation is adopted, it seems to the investigator, in the light of his analysis and interpretation of the findings of this study, that most of the friction points now found in collegiate education for business in Oklahoma will be ultimately resolved.

It is recommended that a state committee for articulation of collegiate education be established in Oklahoma under the sponsorship of the Oklahoma Regents for Higher Education, with a subcommittee on business education.

The subcommittee, composed of members drawn from junior and senior college business faculties and from counselor groups, could function to consider all aspects of articulation in collegiate education for business and to make recommendations as necessary for the advancement of

education for business in the state. Foremost on its agenda should be (1) a consideration of the standardization of business subjects as regards grade level, credit, titles, numbers, and descriptions and (2) the reaching of an agreement as to what business subjects are to be accepted in transfer at all colleges in the state and which subjects are to be considered as "terminal" and non-acceptable in lieu of senior college requirements when taken in junior colleges. Additional problems that the committee might consider include:

(a) whether the junior colleges should jointly adopt a core program in general education acceptable to senior colleges of the state,

(b) whether senior colleges should waive specific general education requirements in their particular institutions which have not been met by the graduates of junior colleges,

(c) whether steps should be inaugurated to bring about improvement in advisement of business students, and

(d) whether periodic follow-up studies of junior college transfer students should be conducted.

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APPENDIX A

Students Involved in the Study

264 GRADUATES INVOLVED IN THE STUDY OF ARTICULATION IN COLLEGIATE
EDUCATION FOR BUSINESS, CLASSIFIED BY JUNIOR COLLEGES ATTENDED

Altus Junior College

Dennis, Halsey Addison
Gober, Eddie Lavon
Ward, Clarence Emory

Bacone College

Burns, Tommy
Carden, Hugh Carleton
Epperson, John Wesley, Jr.
Goombi, Robert Lawrence
Lullo, Phyllis Jane
Oberly, Jacquelyn Violet
Stanton, Nancy Ann
White, Billy Joe

Cameron State Agricultural College

Adair, Cletus L.
Anderson, Harold Dale
Ashcroft, Boyce Donald
Babbitt, Jack Lewis
Benge, William Jackson
Boone, Daniel Kyle
Cable, Don Ray
Cox, Howard Wayne
Curtis, Geary Stanton
Darnell, Michael Paul
Davidson, James LaRue
Denham, Ronnie James
Dunnivant, Donald G.
Eppler, Daniel Richard
Erwin, William Lee
Ferguson, Juanita Joyce
Fullerton, James Mason
Gallop, Bob Gene
Goodin, Charles Ray
Grose, Paul Edwin
Guthrie, Lanny
Hale, Donna DeEtte
Haynes, Floyd Henry
Jones, Jerry Dale
Joyner, Doris Irene
Kirkpatrick, Tommy Ray
Lewis, Harvey Malcolm
Littell, Frances DeJuan
Livingston, Billy Jim

Lodes, Richard John
Logan, Harold Leon
Long, Gloria Jean
Long, Paul Van
Martin, Dan Lee
McGuffin, Melvin Jordan
McPheeters, Kenneth James
Neal, Thomas Merrill
Nelson, Ronald Francis
Powers, James Sims
Prater, Thomas Elmer
Rickey, William Earl
Ryan, Jerry Melton
Ryder, Jerry L.
Sartin, Wiley Glenn
Sherman, Barbara Joyce
Short, Billy Paul
Stewart, Billy J.
Temple, William Dean
Thompson, William Laurence
Trexler, Anna Ruth
Turner, Barbara Jean
Wagnon, Joe Gale
Wiley, Jimmy Dale
Wright, Madison Philmore

Connors State Agricultural College

Bedwell, Tony E.
Hamilton, Rufus Lee
King, James E.
Livesay, Jerald Boyd
Millsay, John Charles
Statin, Edith M.

Carnegie Junior College

Suter, Donald Ray

Central Christian College

Coffey, Sydnie Marie
Hutchison, Robert Leroy
Miller, Dan E.

Bartlesville Junior College

Flynn, Patti Maxine

Eastern Oklahoma Agricultural and Mechanical College

Adams, John Perry
 Barnes, Johnye Loween
 Beard, Jimmie Earl
 Bennett, Dave A.
 Boyer, William Eugene
 Burnett, Patricia Ann
 Clunn, Jim Wayne
 Collins, Guy R.
 Cooley, Glendon Samuel
 Curtis, Benjamin Jackson
 Enloe, John D.
 Faulkenberry, Lee Boyce
 Gill, Donald Edward
 Huckabee, Elmer C.
 Huddleston, LaHoma L.
 Ledbetter, Foy Gene
 Marr, Margaret Ann
 McGarry, Barbara Ellen
 Mickle, Billie Elizabeth
 Miller, Sarah Linda
 Nichols, Jane
 Owings, Effie Marie
 Parham, Donald Ray
 Parham, Wesley Kenneth
 Park, Edyth Elaine
 Perdue, Peggy
 Prock, Loretta Jean
 Ramsey, Stanley Lynn
 Robbins, Patricia Kay
 Smith, Leonard Wesley
 Stizza, James
 Thomason, Bonnie Jean
 Williams, Jerry Don
 Williams, Roy Glendal

El Reno Junior College

Hopkins, Ronald Carl
 Jimerson, Donald Dale
 Shaw, Leo Harold

Murray State Agricultural College

Aldridge, Charles
 Bennett, Colean Beatrice
 Brown, Clinton O.

Bryant, John D., Jr.
 Burton, Joe C.
 Carrol, Troy Don
 Davidson, Samuel Gary
 Dewbre, Doyle G.
 Epperson, Wanda Fern
 Fanning, Jimmy Ray
 Gill, Mary Katheryn
 Hatley, Robert Larry
 Henderson, Jerry Leon
 Imotichey, Yvonne
 Jackson, Lamar C.
 Maxey, Keith Harold
 Nelson, Shirley Louise
 Oliver, Woody L.
 Porter, George W.
 Shelton, Monroe
 Smiley, Mervyn D.
 Smith, Clarence W.
 Smith, Dorothy Rose
 Smith, Mary June
 Sterling, Henry Hugh

Muskogee Junior College

Blevins, Jerry Douglas
 Branch, Ora Lee
 Chenhall, Billy James
 Choate, Danny Wayne
 Davis, Charles Harlan
 Gardner, DeRutha
 Hannah, Joseph England, Jr.
 Jarrard, Lowell Dean
 Martin, Jack Buster, Jr.
 Miller, Vann David
 Palmer, Joe Don
 Sanders, Billy G.
 Taylor, Paul Wayne
 Townsend, Robert Lawson

Northeastern Oklahoma Agricultural and Mechanical College

Atkins, Kenneth Joe
 Barnes, Elbert Joseph, Jr.
 Berg, Ralph Rudolph
 Berkey, J. W.
 Brewer, Bill
 Browning, Sidney Dewayne
 Burkardt, Karen J.
 Colclasure, Raymond Lester

Conard, James R.
 Crabaugh, Duane Carrol
 Davis, Jimmy Lee
 Duncan, Faye Marie
 Edens, Jerry R.
 Fanning, Daisy Darlene
 Gibbs, Nelson Franklin
 Gilstrap, Gary Wayne
 Lair, Gary R.
 Lair, Jerry Lee
 Langley, Joe Max
 Luginbuel, Jack Reid
 Morris, Joanne Harrison
 Mustain, Howard R.
 Potter, Marion Lee
 Provance, Bennie F.
 Rogers, Bartley Howard
 Seals, William F.
 Stover, Nellie K.
 Sutton, Dave Thomas
 Taylor, James Dwight
 Vincent, Melba Lou
 Weaver, George Edward
 Webber, Eugenia Lona
 Yancey, Joe Dennis

Northern Oklahoma Junior College

Adams, Robert Chapman
 Bracken, Gary Donovan
 Campbell, Carol Joan
 Cannon, Billy Donald
 Cantwell, Levell Stewart
 Casey, John Patrick
 Cody, Barbara Joan
 Coffelt, Donald Warren
 Czapansky, Emma Illene
 Eastin, Kenneth Leon
 Foster, Warren Dee
 Gard, Jerry Robert
 Harrisberger, Thomas Albert
 Hayden, Ted Joe
 Jeans, Joe Allen
 Johnson, Delbert Carl
 Keltch, George Francis
 Kendall, Jack Wade
 Kidder, Marty Fae
 Killian, John Vernon
 Landis, Donald V.
 Larimer, Dwight Spencer
 Martin, Stanley A.
 McConnell, Bobby Gene

Mills, Joe Dean
 Mugg, William Herbert
 Newland, Harold Eugene
 Parker, Lyle Ray
 Porter, Raymond Eugene
 Postlewaite, William Keith
 Reese, Jack Arthur
 Reeves, Jimmy Don
 Rein, Jackie Leroy
 Riggs, Harold Wayne
 Robertson, Johnny Lee
 Robinson, Robert Phillip
 Sanders, Franklin Delano
 Sherbon, Lloyd Dewey
 Shurden, Franklin David
 Stedham, Charles Wesley
 West, William Edwin

Oklahoma Military Academy

Boyd, Garry Kenton
 Landrum, Benson Frank
 Needham, Billy Ralph
 Smith, Robert Charles
 Sumner, Neal Charles
 Stizza, John Bonat
 Upton, George Stevens
 Watts, Wayne Eldon

Poteau Community College

Braun, Paul Edward
 Burrow, Milburn R.
 Elbertson, Jerome, Jr.
 Elliott, Lowell D.
 Fuller, Sammie Louella
 Morris, Wanda Jean
 Pickle, Mildred E.
 Plummer, Janice Lee
 Taylor, Alma G.
 Underwood, Howard Hugh

Saint Gregory's College

Bordenkircher, Roger Edmond
 Harrison, James Alfred
 McCullough, John Edward
 Navin, Robert Joseph
 Roy, Jean Francis
 Turinetti, Bill Joe

Sayre Junior College

Burden, Johnnie James, Jr.
Dorsey, Kenneth Earlon
Eastham, Robert Kenneth
Fletcher, Garland D.
Hartman, Johnnie Eugene
Hildebrand, Editha Dean
Largent, Ronald Don
Roberts, Don Marshall
Robinson, Charles Lee
Thompson, Royce Lee
Ward, Chester Lee
Wood, Robert Allan

Seminole Junior College

Roberson, Bill Dean
Shull, Jim Wayne

APPENDIX B

Administrative Personnel Aiding in the Study

ADMINISTRATIVE PERSONNEL INVOLVED IN THE STUDY OF ARTICULATION
IN COLLEGIATE EDUCATION FOR BUSINESS

1. Adams, Homer, Dean of Instruction, Seminole Junior College.
2. Bast, Milton, Chairman, Department of Business, Central State College.
3. Beavers, Blanche, Chairman, Department of Business, Cameron State Agricultural College.
4. Brown, Horace B., Dean, School of Business, University of Oklahoma.
5. Bryan, Noble, Registrar, Northeastern State College.
6. Cheek, William Wayne, Chairman, Department of Business, Bacone College.
7. Clark, Lowell W., Registrar, Northern Oklahoma Junior College.
8. Clemons, Glade, Chairman, Department of Business, Altus Junior College.
9. Coyle, Edward, Chairman, Department of Business, East Central State College.
10. Craven, H. Louise, Registrar, Murray State Agricultural College.
11. Cunningham, Marion, Registrar, Oklahoma Military Academy.
12. Dodson, Robert G., Registrar, Saint Gregory's College.
13. Donathan, Gayle, Registrar, Poteau Community College.
14. Dunlap, E. T., Chancellor, Oklahoma State Regents for Higher Education.
15. Ernst, Wilma A., Chairman, Department of Business, Northwestern State College.
16. Fails, Maurine, Registrar and Chairman, Department of Business, Sayre Junior College.
17. Faust, W. Harvey, Registrar, East Central State College.
18. Fellows, J. E., Dean of Admissions and Registrar, University of Oklahoma.
19. Freeman, W. L., Chairman, Department of Business, Seminole Junior College.

20. Gatlin, Anna B., Registrar, Connors State Agricultural College.
21. Girod, Raymond, Registrar, Oklahoma State University.
22. Gross, Lila G., Assistant Registrar, Northwestern State College.
23. Hall, Clyde, Department of Business, Murray State College.
24. Hall, Linnie Ruth, Chairman, Department of Business, Southeastern State College.
25. Harmon, Leo D., Registrar, Bacone College.
26. Huguley, Aurice, Registrar, Northwestern State College.
27. Hutts, Elizabeth, Registrar, Northeastern Oklahoma Agricultural and Mechanical College.
28. Jessup, Donald, Registrar, Central State College.
29. Johnson, Orville, Dean of Instruction, Poteau Community College.
30. Lessley, Hoyt R., Chairman, Department of Business, Oklahoma Military Academy.
31. Littlejohn, Ora L., Dean of Instruction, Altus Junior College.
32. Massoth, Damion, Chairman, Department of Business, Saint Gregory's College.
33. Noble, Dovie Anna, Chairman, Department of Business, El Reno Junior College.
34. Paine, Gordon L., Registrar, Cameron State Agricultural College.
35. Patterson, R. F., President, American Association of Collegiate Schools of Business.
36. Porter, Ray P., Dean of Administration, El Reno Junior College.
37. Reed, Frances Autrey, Chairman, Department of Business, Connors State Agricultural College.
38. Swearingen, Eugene L., Dean, School of Business, Oklahoma State University.
39. Thomas, Homa S., Department of Business, Northeastern Oklahoma Agricultural and Mechanical College.
40. Thomas, Millie A., Registrar, Southwestern State College.

41. Timmons, Boyce, Assistant Registrar, University of Oklahoma.
42. Walcher, Olin D., Chairman, Department of Business, Northern Oklahoma Junior College.
43. Walker, Minnie, Chairman, Department of Business, Eastern Oklahoma Agricultural and Mechanical College.
44. Walker, Russell L., Chairman, Department of Business, Northeastern State College.
45. Ward, W. W., Chairman, Department of Business, Southwestern State College.
46. Williams, Gerald, Dean of Instruction, Eastern Oklahoma Agricultural and Mechanical College.

APPENDIX C

Five Questionnaires Used in the Study

**SURVEY OF COLLEGE GRADUATES WITH A DEGREE IN BUSINESS HAVING ATTENDED
BOTH A JUNIOR AND SENIOR COLLEGE**

Name _____ Address _____

Graduate of _____

DIRECTIONS: Your answer to all questions is vitally important to the success of this study. Please read each question carefully and be as explicit as possible in answering those questions requiring explanation. Thank you.

1. If you had it to do over again, and assuming you could financially afford to go elsewhere, would you attend a junior college? YES _____ NO _____. WHY? _____

2. If you answered "yes" in (1) above, would you attend the same junior college? YES ____ NO _____. WHY? _____

3. Was the transition from a junior college to a senior college or university a strain on you? YES ____ NO _____. If yes, to what degree? GREAT ____ AVERAGE ____ SLIGHT ____.
4. Do you feel that you received sufficient guidance and counseling service (academic, occupational, and personal) in the junior college? YES ____ NO ____; in the senior college? YES ____ NO ____.
5. Do you feel that you received an adequate subject-matter foundation in junior college for later business courses taken in senior college or university (e.g., additional shorthand, accounting, economics, typewriting, etc.)? YES ____ NO _____. WHY? _____

6. Did you start out in the junior college with the objective of majoring in business? YES ___ NO ___. If no, what was your original objective? _____
7. Did you attend more than one junior college? YES ___ NO ___ WHY? _____

8. Did you attend more than one senior college or university? YES ___ NO ___. WHY? _____

9. Has your employment since graduation been in the area of your college specialization? YES ___ NO ___. If no, WHY? _____

10. Did you complete your total four-year program in four years? YES ___ NO ___. If not, why was the program interrupted or extended? _____

11. Did you repeat any courses in senior college or university that you had taken in junior college? YES ___ NO ___. If yes, WHY? _____

12. Was it necessary for you to take a test or otherwise validate work taken in the junior college before credit was allowed by the senior college? YES___ NO___. If yes, EXPLAIN _____

13. Did you take work in the senior college or university that should or might better have been taken in the junior college? YES___ NO___. If yes, EXPLAIN _____

14. Did you take work in the junior college that should or might better have been taken in the senior college or university? YES___ NO___. If yes, what was the nature of it? _____

15. As a result of transferring, did you take work out of sequence or at a higher than appropriate year? YES___ NO___. If yes, what was the nature of it? _____

16. In your opinion were your junior college business teachers' knowledge of subject matter SUPERIOR___ COMPARABLE___ INFERIOR___ to that of your senior college or university teachers?
17. In your opinion were the junior college facilities (equipment, laboratories, classrooms, supplies) for teaching business SUPERIOR___ COMPARABLE___ INFERIOR___ to those of the senior college?

18. What extra-curricular activities did you engage in during your junior college years? _____

19. What extra-curricular activities did you engage in during your senior college years? _____

20. What particular problems (academic, social, financial, etc.) did you experience when you transferred to a senior college from the junior college? _____

21. What was your reason for starting your education in a junior college? _____

22. What was your reason for choosing the senior college or university from which you received your degree? _____

23. What do you consider the chief contribution of the junior college to your personal academic, occupational, or social progress? _____

24. (a) What was your college major? _____
- (b) Do you now regret having chosen this major? YES ___ NO ____.
- If yes, WHY? _____
- _____
- (c) What were your college minors? _____
- _____
- (d) Do you now regret having chosen these minors? YES ___ NO ____.
- If yes, WHY? _____
- _____
- _____
- (e) Did you receive a degree from the junior college you attended?
YES ___ NO ____ . If no, WHY? _____
- _____
25. Please make suggestions you have for the improvement of business programs in the junior college.

ARTICULATION IN COLLEGIATE EDUCATION FOR BUSINESS

Questionnaire Two -- Chairmen of Junior College Business Departments

Name of College

Name of Department Chairman

DIRECTIONS: Your answer to all questions is vitally important to the success of this study. Please read each question carefully and be as explicit as possible in answering those questions requiring explanation. Thank you.

1. Have any business courses been added to the curriculum since July 1, 1957? YES ___ NO ___. If yes, please give:

Name of Course

Reason for Adding to Curriculum

2. Have any business courses been dropped from the curriculum since July 1, 1957? YES ___ NO ___. If yes, please give:

Name of Course

Reason for Dropping from Curriculum

3. Are you now seriously considering the addition of new business courses to the curriculum? YES ___ NO ___. If yes, please give:

Name of Course	Reason for such Consideration
_____	_____
_____	_____
_____	_____
_____	_____

4. Are you now seriously considering dropping any business courses from the curriculum? YES ___ NO ___. If yes, please give:

Name of Course	Reason for such Consideration
_____	_____
_____	_____
_____	_____
_____	_____

5. In the last five years have any material changes been made in existing business courses (change in course content, credit hours, title, laboratory and lecture hours, etc.)? YES ___ NO ___. If yes, please give:

Name of Course	Nature of Change
_____	_____
_____	_____
_____	_____

(Continued on next page)

6. Are you now considering a material change in any existing business courses? YES ___ NO ___. If yes, please give:

Name of Course

Nature of Contemplated Change

Name of Course	Nature of Contemplated Change

7. On an average, what is the approximate per cent of business students in your school who, upon graduation, transfer on to a senior institution? _____ per cent.

8. In planning the junior college curriculum for business students (including general education requirements as well as business courses), is there a tendency to mold it after one particular senior institution more so than others? YES ___ NO ___. If yes, please give name of this senior institution and explain the reason for its influence on the curriculum of the junior college.

Name: _____ . Reason: _____

9. Are there business courses in your curriculum which are limited to terminal students or which transfer students are advised not to take? YES ___ NO ___. If yes, please explain. _____
- _____
- _____
- _____
10. Do you believe there are serious articulation problems involved in the transfer of business students from the junior college to the senior college or university? YES ___ NO ___. If yes, please explain.
- _____
11. Are each of the business courses listed in your college catalogue offered at least once each academic year? YES ___ NO ___. If no, please give the name of those offered only periodically and the reason why.
12. On the back of this sheet please write your suggestions for the improvement of junior college business programs and for the improvement of junior college-senior college articulation.

Questionnaire Three -- Chairmen of Senior College Business Departments

Name of College

Name of Department Chairmen

DIRECTIONS: Your answer to all questions is vitally important to the success of this study. Please read each question carefully and be as explicit as possible in answering those questions requiring explanation. Thank you.

1. Below are listed the business courses currently appearing in Oklahoma junior college bulletins. Please check those that you believe should not be offered at the junior college level but that should be reserved to the senior college or university.

<input type="checkbox"/> Prin. of Accounting I	<input type="checkbox"/> Business Machines I
<input type="checkbox"/> Prin. of Accounting II	<input type="checkbox"/> Business Machines II
<input type="checkbox"/> Income Tax Procedures	<input type="checkbox"/> Introduction to Business
<input type="checkbox"/> Business Communication I	<input type="checkbox"/> Beginning Typewriting
<input type="checkbox"/> Business Communication II	<input type="checkbox"/> Intermediate Typewriting
<input type="checkbox"/> Economic Geography	<input type="checkbox"/> Advanced Typewriting
<input type="checkbox"/> Principles of Economics I	<input type="checkbox"/> Beginning Shorthand
<input type="checkbox"/> Principles of Economics II	<input type="checkbox"/> Intermediate Shorthand
<input type="checkbox"/> Business Mathematics	<input type="checkbox"/> Advanced Shorthand I
<input type="checkbox"/> Business Law I	<input type="checkbox"/> Advanced Shorthand II
<input type="checkbox"/> Business Law II	<input type="checkbox"/> Transcription
<input type="checkbox"/> Principles of Advertising	<input type="checkbox"/> Office Procedures
<input type="checkbox"/> Salesmanship	<input type="checkbox"/> Secretarial Training
<input type="checkbox"/> Retail Selling	<input type="checkbox"/> Prin. of Marketing
<input type="checkbox"/> Retail Credits and Collections	<input type="checkbox"/> Prin. of Business Management

2. Are there business courses not in the above list that you feel should be offered on the junior college level? YES ☐ NO ☐. If yes, please give title of course and your reason for this belief:

Title of Course

Reason

3. Do you believe that the business student who takes foundation courses in accounting, economics, marketing, and shorthand in a junior college is at a significant disadvantage in more advanced courses in these areas in the senior college or university? YES ____ NO ____ . If yes, please explain.

4. Do you believe the junior college transfer business student has significant difficulty in his general adjustment to the senior college or university? YES ____ NO ____ . If yes, please explain.

5. Is it necessary for the business student transferring from an Oklahoma junior college to validate one or more business courses taken in the junior college by passing a proficiency examination or by some other means? YES ____ NO ____ . If yes, please explain.

6. What do you consider the major articulation problems in the Oklahoma junior college-senior college (or university) relationship?

7. On a separate sheet please give your suggestions for the improvement of junior college business programs. What, specifically, do you believe should be the role of the junior college in the preparation of business students in the four-year program?

ARTICULATION IN COLLEGIATE EDUCATION FOR BUSINESS

Questionnaire Number Four -- Registrars of Junior Colleges

Name of College

Name of Registrar

DIRECTIONS: Your answer to all questions is vitally important to the success of this study. Please read each question carefully and be as explicit as possible in answering those questions requiring explanation. Thank you.

1. Have any new general education courses been added to the curriculum since July 1, 1957, for the express purpose of providing better curricular articulation between the junior college and senior colleges or universities? YES ___ NO ___. If yes, please give:

Name of Course

Reason for Adding to Curriculum

(If additional space is needed, attach supplemental list)

2. Have any changes been made in existing general education courses (credit hours, content, title, lecture and laboratory hours, etc.) since July 1, 1957, for the purpose of bringing the junior college offerings into closer harmony with the offerings and requirements of the senior colleges? YES ___ NO ___. If yes, please give:

Name of Course

Nature of Change

[illegible]

(If additional space is needed, please attach supplemental list)

3. Do you know of any special articulation problems faced by business students transferring to a particular senior college or university? YES ___ NO ___. If yes, please explain.
4. Do you know of any articulation problems faced by business students transferring to senior colleges and universities in general, i.e., curricular and/or other articulation problems that probably face the student regardless of which senior college or university in Oklahoma he elects to attend? YES ___ NO ___. If yes, please explain.

6. Please give your suggestions for the improvement of articulation (particularly curricular articulation) between junior and senior colleges (or university) in Oklahoma.

ARTICULATION IN COLLEGIATE EDUCATION FOR BUSINESS

Questionnaire Five -- Registrars of Senior Colleges or Universities

DIRECTIONS: Your answer to all questions is vitally important to the success of this study. Please read each question carefully and be as explicit as possible in answering those questions requiring explanation. Thank you.

Name of College

Name of Registrar

-
1. Are there business courses or general education courses being offered by one or more Oklahoma junior colleges that your institution will not accept for credit toward a degree (assuming it is within the 64 hour limitation)? YES ___ NO ___. If yes, please explain.

 2. Are there business courses or general education courses being offered by one or more Oklahoma junior colleges that your institution will not accept as a substitute for a course with the same title that it offers? YES ___ NO ___. If yes, please explain.

 3. Must certain business courses or general education (including music) courses transferred from the junior college be validated through the passing of a proficiency examination or by some other means? YES ___ NO ___. If yes, please explain.

4. Does your institution make any special concessions to junior college transfers (e.g., waiving of all freshman and sophomore requirements not taken by the student in the junior college, allowing student to meet requirements for, say, a four-hour course in biology by accepting junior college credit of three hours in that subject, etc.)? YES ☐ NO ☐. If yes, please explain.
5. From your own experience as a registrar, what do you consider the major articulation problems present in the Oklahoma junior college-senior college relationship?
6. Please give your suggestions for the improvement of curricular articulation between the two-year college and the four-year college in Oklahoma.
7. Have any studies been made in your institution in the last five to ten years to compare the performance of junior college transfers with "native" students in the junior and senior years? YES ☐ NO ☐. If yes, please summarize the results on a separate sheet.