

A COMPARISON OF THE ACADEMIC PERFORMANCE  
OF HIGH SCHOOL GRADUATES AND  
GED CERTIFICATE HOLDERS AT  
TULSA JUNIOR COLLEGE

By

SUE CAROLYN WILSON

Bachelor of Science in Education  
University of Arkansas  
Fayetteville, Arkansas  
1959

Master of Arts  
University of Tulsa  
Tulsa, Oklahoma  
1977

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
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Thesis Approved:

*Wayne B. James*  
\_\_\_\_\_  
Thesis Adviser

*John L. Beard*  
\_\_\_\_\_  
*Erwin Duggan*  
\_\_\_\_\_

*Joseph A. Beard*  
\_\_\_\_\_

*Norman N. Durkin*  
\_\_\_\_\_  
Dean of the Graduate College

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## CHAPTER I

### INTRODUCTION

The American public has become extremely critical of the public educational system, and there has been a concerted effort to force schools to go "back to basics." Much of the pressure for increased emphasis on the basics on the secondary level has come from colleges. Increasingly the colleges have "complained about entering freshmen who are deficient in basic reading and writing skills" (deLesseps, 1975, p. 671). Colleges nationwide are "being forced to set up remedial reading programs for entering freshmen" (Leepson, 1978, p. 604). Wilson, Davis and Davis (1980) pointed out several questions that have caused concern in colleges which admit students who are not high school graduates but who have passed the General Educational Development (GED) test:

If there are problems with students who complete their high school programs, what can be expected from those who did not? Can GED people complete successfully? Will they complete their new programs or will they drop out again? (p. 4).

In Oklahoma, adults who are not high school graduates are "eligible for provisional admission as a special student" if they have achieved "a satisfactory score on the General Educational Development (GED) test" (Oklahoma State Regents for Higher Education, 1980, p. 14). This pool of potential students in Oklahoma has grown tremendously since 1964 when 115 adults were issued GED certificates to 1981 when 6,078 adults were issued GED certificates (Oklahoma State Department of Education, 1982).

In Tulsa County, during the 1981-1982 academic year 640 adults were issued GED certificates through the Tulsa Public School's Adult Education Program (Tulsa Public Schools, 1982). Another 83 adults were issued GED certificates through the testing center at Tulsa Junior College's Northeast Campus during this same period (Tulsa Junior College, 1982a). In comparison there were 3,388 students who graduated from the Tulsa Public Schools during the 1981-1982 academic year (Hales, 1982). As potential first-time-entering students, the GED certificate holders represent a significant percentage of the population in the area Tulsa Junior College was designed to serve.

#### Need for the Study

Tulsa Junior College is a multi-campus, two-year state college with an enrollment of over 15,153 students (Oklahoma State Regents, 1982). Even though enrollment at Tulsa Junior College continues to increase each year and forecasts for the next ten years look good, there is still a concern about recruitment and retention (Welling, Minton, and Vander-slice, 1981). Some of the questions for which faculty and administrators continually must seek answers are: Have we made responsible decisions and are we taking appropriate steps to ensure, as much as possible, that the "open door" does not become a "revolving door?" Do we experience a higher rate of attrition with the students who enter without the traditional high school diploma? Are we recruiting (or not recruiting) students who can benefit from post-secondary education? Are the resources of the college being spent recruiting and enrolling students who cannot be expected to successfully reach their academic goals? In order to develop a sound and logical basis for the decisions which must

be made in connection with the recruitment and enrollment of the students who will be admitted with a GED certificate, the college must begin to collect evidence related to the question: Is the student who enters Tulsa Junior College with a GED certificate competing successfully academically with the student who enters with a high school diploma?

#### Statement of the Problem

The problem is a lack of information about how the students entering Tulsa Junior College with a GED certificate compare with the students entering with a high school diploma in terms of academic performance.

#### Purpose of the Study

The purpose of this study was to examine and compare the academic performance and the background of the first-time-entering high school graduate and the first-time-entering GED certificate holder. The questions addressed in the study were:

1. Is there a difference between the grade point average (G.P.A.) at the end of the first semester of enrollment of students who entered Tulsa Junior College with a high school diploma compared with students who entered with a GED certificate?
2. Is there a difference between the high school graduate and the GED certificate holder with respect to attrition during the first semester of enrollment?
3. Is there a difference between high school graduates and GED certificate holders with respect to number of hours attempted during the first semester of enrollment?
4. Is there a difference between high school graduates and GED

certificate holders with respect to number of hours completed during the first semester of enrollment?

In addition, this study compared the relationship between the admission status (high school graduate or GED certificate holder) and the background of the two groups of students to determine if there was any difference with regard to age, sex, marital status, stated educational goals, stated objectives, or time of attendance.

#### Limitations

The study had the following limitations:

1. The study was limited to an urban two-year state college.
2. The study was limited to first-time-entering high school graduates and first-time-entering GED certificate holders at Tulsa Junior College.
3. The study was limited to the fall semester, 1981, at Tulsa Junior College.

#### Assumptions

The study made the following assumptions:

1. All students understood the intent of the questions on the Application for Admission and provided accurate and consistent information when they completed the form.
2. The GED test is an acceptable alternative to the high school diploma for entrance into post-secondary institutions in the State of Oklahoma.

## Definition of Terms

The following terms have been defined for use in this study:

Attrition - Withdrawing from or failing to complete a credit class during the semester as reflected by grades of W, WN, WP, WF, I, IF, IW, or NC on the student's final grade report at the end of the semester (See Appendix A).

Academic Performance - Comprised of the student's grade point average and hours completed during a semester.

Credit Hour - One credit hour is equivalent to 16 50-minute hours.

Educational Objectives - On the "Application for Admission" form students choose one of the following as their educational objective while attending Tulsa Junior College:

1. Complete a one-year certificate program,
2. Complete a two-year associate degree,
3. Enroll for self-improvement,
4. Enroll for audit credit,
5. Enroll for transfer credit.

Educational Goal - On the "Application for Admission" form, students indicate their college major at Tulsa Junior College by checking the appropriate programs which are listed under "College Parallel" and "Technical Occupational."

First-time-Entering Student - A student who has not previously been enrolled in college credit classes.

Full-time Student - Students who were enrolled in more than 11 credit hours as of August 29, 1981, which was the last day for schedule adjustment and late registration.

General Education Development (GED) Test - A test given by the State Board of Education which certifies, upon receipt of a satisfactory score, that the person tested has shown evidence of general educational development equivalent to a liberal high school education.

G.E.D. Certificate Holder - A student who has received a satisfactory high school equivalency score on the General Educational Development Test.

G.P.A. - Grade point average. Obtained by assigning quality points of 4, 3, 2, 1, 0 to grades of A, B, C, D, and F respectively. All courses in which the student received a grade of A, B, C, D, and F were used in computing grade point average. (See Appendix A for grade and record policy.) Following is an example for calculating G.P.A.

Student #1:

<u>Quality (course) Hours</u>	<u>Grade</u>	<u>Total Quality Points</u>
3 hours	A	12
3 hours	B	9
2 hours	D	2
<u>5 hours</u>	B	<u>15</u>
Total-13 hours		38 points

Total Quality Points  $\div$  Total Quality Hours = G.P.A. ( $38 \div 13 = 2.92$ )

Student #2:

3 hours	B	9
<u>3 hours</u>	C	<u>6</u>
Total- 6 hours		15 points

Total Quality Points  $\div$  Total Quality Hours = G.P.A. ( $15 \div 6 = 2.50$ )

High School Graduate - A student who has graduated from a high school "accredited by the regional association or by an appropriate accrediting agency of his or her home state"(Oklahoma State Regents for Higher Education, 1980, p. 19).

Hours Attempted - All credit hours in which a student was enrolled as of September 9, 1981, which was the last day to completely withdraw with a refund for the Fall, 1981, semester.

Hours Completed - Includes all credit hours for which a grade of A, B, C, D, F, S, AU, S, NG was assigned during the Fall, 1981, semester. (See Appendix A for grade and record policies.)

Part-time Student - Students who were enrolled in less than 12 credit hours during an academic semester as of August 29, 1981, which was the last day for schedule adjustment and late registration.

Profile Analysis - A program which has been written for the computer at Tulsa Junior College that can assemble background information about the student such as age, sex, major, marital status, educational objectives, educational goals, and time of attendance.

Time of Attendance - Time of attendance is divided into three categories:

1. Day - attendance between 7:00 a.m. and 5:00 p.m., Monday through Saturday,
2. Evening - Attendance after 5:00 p.m. and before 7:00 a.m.,
3. Day/Evening - Attendance in a combination of day and evening classes.

Two-Year State College - The Oklahoma State Regents for Higher Education refer to publicly supported junior and community colleges as two-year state colleges (Hobbs, 1976).

#### Organization of the Study

Chapter I introduces the study, presenting the problem, purpose, limitations, assumptions, definitions, and organization of the study.

Chapter II includes the background and significance of the literature focusing on; (1) community/junior colleges which includes a discussion of the goals of the community colleges as they relate to the concept of a "peoples college" and the "open door philosophy," the goals of the two-year state colleges in Oklahoma, and a review of the admission policies in Oklahoma; (2) GED tests which includes a discussion of the purpose and meaning of the tests and recent trends in the number of adults being awarded GED certificates; (3) current research related to the academic success of the GED certificate holders in post-secondary institutions; and (4) a summary. Chapter III contains the statement of the hypotheses, a description of the sample, a description of the procedures for collecting the data and a description of the procedures for analyzing the data. Chapter IV includes a presentation and discussion of the findings of the study. Chapter V includes a summary, findings and conclusions, recommendations for practice, and recommendations for future research.



## CHAPTER II

### REVIEW OF THE LITERATURE

Chapter II is organized as follows; (1) community/junior colleges, which includes a discussion of the goals of the community college related to the concept of a "peoples college" and the "open door philosophy," the goals of the two-year state colleges in Oklahoma, and a review of the admission policies for institutions in the Oklahoma system of higher education; (2) GED tests, which includes a discussion of the purpose and meaning of the tests and recent trends in the number of adults being awarded GED certificates; (3) current research related to the academic success of the GED certificate holders in post-secondary institutions, and (4) summary.

#### Community/Junior Colleges

##### The "Peoples College"

The concept of a "peoples college" which would fit into the total system of free education was being discussed before the Civil War and in 1862 the Morrill Act was passed (Monroe, 1977). This act was based on the following educational principles:

1. Low cost college education for the common people,
2. Federal support of higher education,
3. A college curriculum which provided a nonsectarian, nonclassical education geared to the practical

vocations and the applied sciences of engineering and technology in agriculture and industry (p. 6).

Raub (cited in Blocker et al., 1965) observed that:

The public two-year college is the outgrowth of a philosophy of education which believes that: 'the American way of life holds that all human beings are supreme, hence of equal moral worth and are, therefore, entitled to equal opportunities to develop to their fullest capacities. The basic function of public education then should be to provide educational opportunity by teaching whatever needs to be learned to whoever needs to learn it, whenever he needs to learn it' (p. 32).

The public community college has been credited with being one of the "most effective means of meeting the demands for universal education" (Monroe, 1977, p. 2).

The arguments set forth in support of the local community college movement were the same as those used in support of free elementary schools in the 1830's and 1840's for the free elementary school and again from 1870 to 1900 in support of the public high school.

1. National income increases in proportion to the increase in educational investments,
2. The national security is made more secure from the ravages of illiterate, uneducated citizens who might be inclined to be disruptive to the public welfare,
3. The pursuit of freedom for the individual and the promise of the good life for all can be best secured by extending secondary educational opportunities (Monroe, 1977, pp. 13-14).

Thornton (1966, p. 36) proposed that community colleges must "actively recruit able youth who have never seen themselves as 'college material'." He also proposed the development of "unconventional methods to prepare their recruits psychologically and academically for the struggle to develop their talents."

As Monroe (1977) pointed out

If the community college is to fulfill the promise of offering

the widest possible post-high school education possibilities, then the open-door principle becomes an absolute necessity. The open-door principle means that any person who is a high school graduate or who is an adult citizen (over 18) is welcome to attend a community college (p. 26).

The Carnegie Commission on Higher Education (1970, p. 15) echoed this belief and recommended "Community colleges should follow an open-enrollment policy, whereas access to four-year institutions should generally be more selective." They further recommend that "community colleges should admit all applicants who are high school graduates or persons over 18 years of age who are capable of benefiting from continuing education programs" (p. 15).

Modifications of the open-door principle which has been a tradition since the 1960's are being considered by some of the community colleges today (Watkins, 1982).

Some two-year institutions are establishing admission standards for the first time. That is a departure from the prevailing policy of admitting any adult student who may benefit from the college's program, including remedial offerings (p. 1).

In New Jersey, a study of student records at Essex County College showed that "about 85 percent of new students had serious academic deficiencies" (Watkins, 1982, p. 8). The New Jersey Council of County Colleges, whose members are presidents of two-year institutions, is presently studying open access and the under-prepared student and will make recommendations to the state board of higher education for "revising the state policy that guarantees all high school graduates admission to a two-year college" (Watkins, 1982, p. 8).

Even though critics of the "open-door" policy are calling for a partial closing of the open door, its supporters feel that the problems stem from the fact that "our students today simply have not been taught

by the nation's public schools" (Rouche, 1981, p. 23). Rouche (1981, p. 23) goes on to say, however, that "today's students can learn. They are motivated and most want to succeed. The promise of the open-door can, in fact, be a reality for such students." Rippy and Rouche (1977) fear that because of reduced funding and the high cost of providing remedial and developmental programs, the recommended solution by some will be that we should just "stop recruiting the non-traditional students" (p. 57). This alternative was voiced at a time when questions were being raised as to whether community colleges were in reality peoples colleges.

According to a study conducted by the North Carolina Community College System.

Important segments of the population not proportionally represented in community college enrollments were persons with less than 12 years of education and older adults who were 50 or more years of age (Templin et al., 1977, p. 13).

Proponents of open admission in the community college held that each individual should have the "opportunity to establish a record of success at the college level. They considered the standards met after the individual is admitted to be paramount" (Vincent, 1981, p. 12).

Vincent goes on to say that:

Although community colleges have plenty to improve upon in the future, they have little reason to apologize for the past with respect to their admission policies and rate of attrition (p. 13).

#### Two-Year State Colleges in Oklahoma

In 1968, shortly after the Oklahoma Legislature had authorized the establishment of Tulsa Junior College, Knoell proposed that the urban community college not try to be:

all things to all people, to offer by itself all programs and services to the urban populace. Instead, the urban college should be aggressive in identifying unmet educational needs and in encouraging the appropriate educational or other agency to meet them (Hobbs, 1969, p. 70).

In 1971, when the Oklahoma State Regents for Higher Education established the policy guidelines and recommendations for the 1970's two of the goals which were established were:

- Goal 1. Appropriate opportunities for education beyond the high school should be available to all who seek and can profit therefrom.
- Goal 2. Those responsible for education beyond the high school in Oklahoma should attempt to identify, conserve and develop the talents of all worthy youth (Hobbs, 1971, p. 47).

The State Plan for the 1970's (Hobbs, 1971), provided that:

Policies for admission of first-time-entering students at public two-year colleges should continue to provide for the admission of all high school graduates, as well as other persons over 18 years of age who are capable of benefiting from education beyond the high school (p. 14).

Previously, the state policy had made "special provisions for probationary admission of adult residents of Oklahoma 21 years of age or older" (Hobbs, 1971, p. 14).

In 1976, when the Plan for the 70's was revised the Oklahoma State Regents for Higher Education outlined the function of the two-year state colleges as follows:

- (1) to provide general education for all students; (2) provide education in several basic fields of university-parallel study for those students who plan to transfer to a senior institution and complete a bachelor's degree; (3) provide one-and-two-year programs of technical and occupational education to prepare individuals to enter the labor market; (4) provide programs of remedial and developmental education for those whose previous education may not have prepared them for college; and (5) 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 a continuing education opportunity (Hobbs, 1976, pp. 74-75).

The admission policy for the first-time-entering students at two-year state colleges in Oklahoma states:

Any resident of Oklahoma who (a) is a graduate of an accredited high school and (b) who participated in the American College Testing Program is eligible for admission to any of the two-year colleges in the Oklahoma State System of Higher Education (Oklahoma State Regents, 1980, p. 18).

In addition to meeting certain academic standards, non-residents of Oklahoma:

(a) must be a graduate of a high school accredited by the regional association or by an appropriate accrediting agency of his or her home state, and (b) must have participated in the American College Testing Program or a similar acceptable battery of tests (Oklahoma State Regents, 1980, p. 19).

Adult residents of Oklahoma (18 years of age or over) who are not high school graduates are eligible for provisional admission if they meet the following standards:

- a. His high school class must have been graduated prior to the date of his application.
- b. He must have attained a composite standard score on the American College Testing Program which would qualify him under the aptitude test criterion in effect for the institution to which he is making application.
- c. In the event he is not eligible for admission as provided in Item 1-b above his application may be reviewed by a faculty committee appointed by the president of the institution. If, in the considered judgment of the committee, the applicant is worthy, and if he has been able to achieve a satisfactory score on the General Educational Development Test (GED), the applicant should be admitted (Oklahoma State Regents, 1980, p. 14).

It should be noted that the standards for the non-high school graduates are minimal and

Any institution may set a higher standard for its own use if approved by the Oklahoma State Regents for Higher Education, subsequent to the adoption of

this policy (Oklahoma State Regents, 1980, p. 14).

In addition to the policies already discussed, a policy on alternative criteria has also been established to meet the needs of individuals who "meet all the criteria contained in the regular institutional admissions policy with the exception of the prescribed academic criteria" (Oklahoma State Regents for Higher Education, 1980, p. 15). See Appendix B for a complete copy of the Policy.

The current admissions policy in effect at Tulsa Junior College (1982b) provides, in part

Adults (18 years old or over) whose high school class has graduated and who are not high school graduates may be admitted by submitting a satisfactory high school equivalency score (GED) (p. 5).

In addition, admission may also be by individual approval as follows:

Adults (18 years or older) whose high school class has graduated may be admitted on the recommendation of a specific program director and/or the approval of the college admissions committee. Students admitted by individual approval will be required to complete the GED test during their first semester as a registered student. A recommendation for individual approval must be RECEIVED 30 DAYS BEFORE REGISTRATION (p. 5).

### General Educational Development (GED) Tests

#### Purpose and Meaning of the GED Test

The American Council on Education developed the battery of tests called the General Educational Development Tests to meet the needs of "students who had been forced to leave school during World War II to serve in the armed forces" (Turner, 1978, p. 9). The tests provided these students a chance to receive a high school diploma.

The purpose for taking the GED test is "to establish that a person

who has not attended high school classes has, nevertheless the educational background of a high school graduate" (Turner, 1978, p. 9). The GED Testing Program "was derived with the express intent of measuring as nearly as possible the major and lasting outcomes and concepts generally associated with four years of regular high school instruction" (James et al., 1978, p. 16).

The Certificate of High School Equivalency plan became effective in Oklahoma in 1965 (Oklahoma State Department of Education, 1978). The Certificate is based on scores made on the GED test and, while it cannot be exchanged for a high school diploma, it "may be used to secure employment or an advancement in a job already held and also to meet one entrance requirement in most colleges and universities" (p. 8). See Appendix C for the "eligibility" requirements to take the GED test.

### Recent Trends

The extent to which people have chosen to utilize the GED test as an option to graduation from high school is quite evident when the recent trends in graduation are examined (Grant and Eiden, 1981). In 1979, there were 3,134,000 graduates from American public and private high schools. In addition, there were 375,000 persons who were awarded high school equivalency certificates. Other public school programs, such as evening schools, graduated an additional 37,000 graduates. In Oklahoma, 5,903 GED certificates were issued in 1979 (Oklahoma State Department of Education, 1982). Between its inception in 1965, and July 2, 1982, 73,906 GED certificates were issued in the State.

The number of high school graduates is predicted to "decrease slightly each year as the population in the appropriate age group trends



downward" (Grant and Eiden, 1981, p. 67). This trend, coupled with the fact that many more adults are eligible for admission into post-secondary institutions as a result of having obtained their GED certificates, creates an urgent need for people in higher education, particularly those in community colleges, to take a critical look at their admission policies, as well as the direction of their recruitment efforts.

### Current Research

A review of related literature revealed a number of studies dealing with the academic performance of GED certificate holders and several studies in particular dealing with a comparison of the academic performance of the high school graduate and the GED certificate holder. Wilson, Davis, and Davis (1980), conducted a study which compared the post-secondary vocational success of high school graduates and GED certificate holders in vocational programs at Lake City Community College in Florida. This study was based on the school records and responses from former instructors of 104 former vocational students (77 high school graduates and 27 GED certificate holders) at Lake City Community College. The grade point average was found to be higher for the GED certificate holder (2.80) than for the high school graduate (2.56). Since the GED certificate holders tended to be older than the high school graduates, the influence of age was removed, and the result was no significant difference was found between the two groups with respect to grade point average. In addition, the study found no significant difference in the completion rates nor in attainment with respect to job placement within the field of their vocational preparation. Conclusions made as a result of this study were that

post-secondary vocational institutions can "recruit and admit GED students with full confidence in their ability" and could "profitably consider a more active role in offering or relating to high school equivalency (GED) programs" (pp. 7-8). It was also recommended that post-secondary vocational institutions seek relationships with GED programs.

Ayers (1978) conducted a study to compare the academic success of GED certificate holders and high school graduates at Surry Community college (SCC) in North Carolina. The college transcripts of 37 GED certificate holders were compared with the transcripts of 37 randomly selected high school graduates. Findings of the study indicated a GPA for the high school graduates ranging from 4.00 to 1.15 and a GPA for the GED certificate holders ranging from 4.00 to 0.88. The difference was not found to be significant between the two groups. Ayers made the following recommendations as a result of the study:

General Educational Development test graduates should be encouraged to attend college.

College admissions offices should enroll GED test graduates on the same basis as traditional high school graduates.

Educators should publish information on the success of GED test graduates in college (pp. 10-11).

In a second study conducted by Ayers (1980) at Surry Community College (SCC) in North Carolina, 50 GED certificate holders were surveyed to determine the value of the GED certificate. Of particular interest to this study were the following conclusions which were reached by Ayers:

The GED graduates who reported enrollment in post-high school studies held a mean mid-point grade point average of 2.92 (C+). Twenty-five percent of the GED respondents

were enrolled at SCC for post-high school studies and 25 percent reported that they expect to enroll at SCC for post-high school studies on some future date (pp. iv-v).

Ayres (1980) also offered the following recommendations which had particular relevance to this study, "SCC should implement an active and continuing program for recruitment of both adult non-high school graduates for the GED program and GED graduates for college-level work" (p. v).

Byrd et al., (1973), in a study comparing the academic success of GED certificate holders and high school graduates at Wilkes Community College in North Carolina, found no significant difference in the reading placement scores nor freshmen English scores, nor mathematics scores in the two groups of students. The sample included 30 GED certificate holders and 50 high school graduates. The authors concluded that the traditional high school graduate had the same degree of need for skill reinforcement in the areas of reading, mathematics and English.

Three studies were carried out during 1971-1972, 1977-1978, and 1980-1981 to determine the ability of the GED certificate holder to achieve in college without the traditional high school education (Swarm, 1981). The first study completed in 1973 assessed educational progress and problems encountered by the GED certificate holders and looked at attrition. The study conducted with 184 students enrolled in the Indiana University system found that the typical GED certificate holder was older (between 26 and 35), married with 2.4 dependents, employed full-time (43 percent), was achieving lower academically but maintained a positive attitude and was career oriented.

The second study, involved 109 GED certificate holders enrolled in Chicago State University and Northeastern Illinois University. The

participants were interviewed or surveyed and the overall feeling of the majority of these students indicated "they did not feel as well prepared for college as their counterparts who had finished high school in the traditional way" (Swarm, 1981, p. 17). However, they went on to say that "at test and grade time they competed almost equally" (p. 17).

The third study, conducted in 1980-1981, looked at GED certificate holders currently in college throughout the United States. Nine hundred eighty-one students were surveyed with a questionnaire and 56 percent of the respondents completed and returned the questionnaire. The following findings were of particular interest in connection with this study:

The ages of the respondents were between 19 and 32.

Reasons why they took the GED test and enrolled in college:

- a. personal satisfaction-48 percent,
- b. employment prerequisites-23.3 percent,
- c. job promotion-28.7 percent,
- d. prerequisite for further training.

Nearly 70 percent of those respondents indicated they were performing at a grade level of a C or better (Swarm, 1981, p. 18).

Swarm (1981) concluded that:

The GED students overall do not appear to be educationally disadvantaged as is evidenced by their grade point averages, but do feel, as a group, they need help in several distinct areas and that the special services areas should be referred to them more often by the college counselors (p. 21).

She continued with the statement that "results of research compiled from other researchers and completed by this author indicated that the GED students were comparable to standard high school graduates" (p. 21).

In the study conducted by Reyes (1974) on the Academic Success of San Jose City College Students Using Selected Student Characteristics, the following conclusion was reached as a result of the findings of the study:

Regardless of whether the San Jose City College graduate was high school graduate or non-graduate, neither type

of student will show a significant difference in grade point average from the other while attending San Jose City College (p. 6).

This study was based on a sample of 300 Associate of Arts graduates.

The first semester college performance of 170 GED certificate holders was studied by Rogers (1977). In comparing the first semester grade point averages of the GED certificate holders with the grade point average of students who had entered as high school graduates, the high school graduates had a mean G.P.A. of 2.11 (on a 4.0 point scale) while the G.P.A. of the GED group was 1.71. Fifty-nine percent of the GED group functioned at or below the 1.90 level while 38 percent of the other group functioned at or below the 1.90 grade level. These findings led Rogers (1977, p. 5) to make the following observation: "in essence a G.E.D. Certificate and four years of high school training are not equivalent regarding preparation for initial collegiate experiences."

Rogers went on to point out "one must consider the idea that G.E.D. recipients who wish to become college freshmen cannot equate a 10-hour exam and four years of formal schooling" (p. 5).

In in-depth interviews with 30 GED students at colleges participating in a study conducted by Sharon (1972) when asked why they took the GED test, over half of the students stated:

they took the tests specifically in order to be able to go to college. Others took the tests because they were urged to take them by parents or relatives or because they simply wanted a high school equivalency certificate. Almost all of these students felt that the major effect of taking the tests was that they were able to enroll in a college (pp. 19-20).

In Sharon's study, the following observations were made:

The performance of the non-traditional students was significantly higher than that of graduating high school seniors on all GED tests except English.

The college grades of the GED students were found to be only slightly lower than those of traditional students. Although 28 percent of the non-traditional students withdrew from college during the period surveyed, it does not appear that attrition is a more serious problem with non-traditional than traditional students.

High school dropouts who score satisfactorily on the GED examinations are likely to earn college grades comparable to those earned by high school graduates who enroll in college (pp. 58-59).

#### Summary

The open-door principle means that not only high school graduates but also any person over 18 is welcome to attend the community college. The vast majority of the adults who are not high school graduates are admitted on the basis of having passed the GED test.

A large number of adults are receiving their GED certificate each year nationwide. This group represents one segment of the potential student population the community college was designed to serve. Student enrollment at Tulsa Junior College does not currently have a high percentage of GED certificate holders and no recruitment efforts have been aimed specifically at this segment of the community.

The need for responsible recruitment efforts and the concerns with retention of students until they reach their academic goals have caused institutions to look carefully at the open-door principle in general and the academic success of the GED certificate holders in particular. Research reviewed for this study indicated this group can benefit from post-secondary education. No obvious difference was found between the academic performance in post-secondary institutions of high school

graduates and GED certificate holders. As a result of their findings, several of the people whose research was reviewed for this study recommended that community colleges should actively recruit the GED certificate holder.

## CHAPTER III

### METHODOLOGY

This chapter details the procedures utilized for collecting data relevant to the purposes of the study outlined in Chapter I. Included are: (1) a statement of the hypotheses; (2) a description of the sample; (3) a description of the data collection procedures; and (4) a description of the procedures for analyzing the data.

#### Statement of the Hypotheses

The questions which the study sought to answer were: (1) whether there was a difference between the academic performance, as indicated by the G.P.A. of the students who entered Tulsa Junior College with a GED certificate and the students who entered with high school diplomas; (2) whether there was a difference between students who entered Tulsa Junior College with a GED certificate and students who entered with a high school diploma with respect to number of hours attempted, hours completed and hours of attrition. In addition, questions were addressed which dealt with whether there was any difference between the GED certificate holder and the high school graduate with respect to age, sex, marital status, educational objective, educational goal, or time of attendance.

To investigate the basic questions, 20 hypotheses were formulated:

1. There is no significant difference in the G.P.A. of full-time



students admitted on the basis of a high school diploma and full-time students admitted on the basis of GED certificates.

2. There is no significant difference in the G.P.A. of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of GED certificates.

3. There is no significant difference in the rate of attrition of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

4. There is no significant difference in the rate of attrition of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

5. There is no significant difference in the number of hours attempted by full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

6. There is no significant difference in the number of hours attempted by part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

7. There is no significant difference in the number of hours completed by full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

8. There is no significant difference in the number of hours completed by part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

9. There is no significant difference in the ratio of males/females of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

10. There is no significant difference in the ratio of males/females of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

11. There is no significant difference in the marital status of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

12. There is no significant difference in the marital status of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

13. There is no significant difference in the age of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

14. There is no significant difference in the age of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

15. There is no significant difference in the educational objectives of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

16. There is no significant difference in the educational objectives of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

17. There is no significant difference in the educational goals

of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

18. There is no significant difference in the educational goals of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

19. There is no significant difference in the time of attendance of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

20. There is no significant difference in the time of attendance of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

#### Sample

The sample included all first-time-entering high school graduates (HS graduates) and all first-time-entering GED certificate holders (GED students) who were enrolled at Tulsa Junior College in at least one credit hour as of September 9, 1981, which was the last day to completely withdraw from classes with a refund. The students were classified as either full-time or part-time, depending on the number of credit hours in which they were enrolled as of August 29, 1981, which was the last day for schedule adjustments and late registration. Students who were enrolled in more than 11 credit hours were classified as full-time students and those students who were enrolled in less than 12 credit hours were classified as part-time students. There were 2,509 students in the sample which was distributed as follows in Table I.

There were 13,751 students enrolled in Tulsa Junior College classes during the Fall, 1981, semester (Oklahoma State Regents, 1982). This

TABLE I  
FIRST-TIME-ENTERING H.S. GRADUATES AND  
GED STUDENTS ENROLLED FALL, 1981  
TULSA JUNIOR COLLEGE

Group	Number of First-Time-Entering High School Graduates	Number of First Time-Entering GED Cert. Holders	Total
Full-time	592	39	631
Part-time	<u>1,730</u>	<u>148</u>	<u>1,878</u>
Total	2,322	187	2,509

sample represents 18 percent of the total number of students enrolled in the Fall, 1981, semester.

#### Collection of Data

At the time of registration all first-time-entering students are required to complete an Application for Admission. Utilizing the college's computer and the information collected on the Application for Admission, the admissions office is able to produce a comprehensive student profile analysis which includes information on the student's background such as age, sex, marital status, educational goals, educational objectives and time of attendance.

At the end of the semester, all student grades are entered into the computer through the admissions office and a computer tape is prepared immediately after all grades are posted. Withdrawal information is also entered into the computer throughout the semester through the admissions office. Only information from students' records which were available through the Data Processing Center was used in this study.

#### Analysis of the Data

For treatment of the data in this study, four tests were chosen: (1) Analysis of Covariance Test, (2) Independent Samples "t" Test, (3) Mann-Whitney-U Test, and (4) Chi-Square Test. These tests were included in the Statistical Package for Social Science, Version 9, which was available through the Data Processing Center at Tulsa Junior College. Rationale for the selection of the statistical tests for each dependent variable is presented in the following paragraphs.

### Grade Point Average (G.P.A.)

Since interval data was involved and because a covariant was to be used, the analysis of covariance was chosen to test the hypotheses dealing with grade point averages (Nie et al., 1975). The one-way analysis of covariance is a parametric statistical test "similar to the one-way ANOVA, the main difference being the former includes a covariate variable which the latter does not" (Huck et al., 1974, p. 136). Because the GED students were usually older than the high school graduates age was used as a covariate to nullify the effect of age on the grade point average. As Huck et al., (1974, p. 135) pointed out, "use of the covariate data within an analysis of covariance would provide a more powerful (sensitive) statistical analysis" than would analysis of the data with the covariate data omitted. It was necessary to "weight" the G.P.A. prior to performing the analysis since different students had completed different numbers of hours. A new variable was created by taking the number of points earned times the number of hours completed.

Example: A person earning one "A" (4 quality points) in one three hour course would receive 12 quality points.  $1 \times 4 \times 3 = 12$ .

Another person receiving two "A's" in two three-hour courses would receive 24 quality points  $(1 \times 4 \times 3) + (1 \times 4 \times 3) = 24$ .

These total quality points were then used as the dependent variable and were covaried with "actual age" to test the significance of the difference in the G.P.A. of the HS graduates and the GED student. Since there was an unequal number of scores in each group, Bartlett's Chi-Square was used to test the assumption of equal variance (Huck et al., 1974).

Rate of Attrition, Hours Attempted,  
Hours Completed

The independent samples "t" test which is a parametric procedure appropriate for interval data, was chosen to test hypotheses 3, 4, 6, and 7. This test was chosen because the researcher wanted to compare the means of two groups in which there were an unequal number of people in each group and because the scores in one group had no logical relationship with the scores in the other group (Huck et al., 1974). Prior to using this test, a check was made on the assumption of homogeneity of variance. Huck et al. (1974) state:

If the two groups do not contain the same number of scores, then the researcher should check whether the sample data support the assumption of homogeneous variances. A failure to test this assumption indicates that the author has not done as thorough a job as he should have (pp. 57-58).

The F test indicated the assumption of homogeneity was tenable for these hypotheses, therefore permitting the use of the independent samples "t" test.

Hours Attempted, Hours Completed, Age

After a check for homogeneity revealed that the independent samples "t" test would be inappropriate, the Mann-Whitney-U test was chosen to test hypotheses 5, 8, 13, and 14. This test was chosen since it is a nonparametric alternative to the "t" test and it is used to test data involving two samples that do not contain matched pairs and are categorical in nature. The "U test" ranks all of the scores in both samples and measures to see if one group significantly outranks the other. The value of "U" is computed by determining the number of scores in the higher ranked group that are exceeded by those in the lower

ranked group. Popham and Sirotnik (1973, p. 276) stated: "the 'U' test is a powerful nonparametric technique, and may frequently be employed in place of the parametric t-test with little loss in power efficiency."

Sex, Marital Status, Educational Objectives,

Educational Goals, Time of Attendance

Since the "number of responses, objects, or people that fall in two or more categories" (Huck et al., 1974, p. 216) was of interest to the researcher, and since the nonparametric test was necessary to test the nominal scale data, the Chi-Square method of analysis (Nie et al., 1975) was used to test Hypotheses 9 through 12 and Hypotheses 15 through 20. This procedure is sometimes called a:

goodness-of-fit statistic. Goodness-of-fit refers to whether a significant difference exists between an observed number and an expected number of responses, people, or objects falling in each category designated by the researcher. The expected number is what the researcher expects by chance or according to some null hypothesis (Huck et al., 1974, pp. 216-217).

The level of significance chosen for all tests was .05.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF FINDINGS

This chapter is organized to present an analysis of the academic performance and the background of the first-time-entering high school graduate (HS graduate) and the first-time-entering GED certificate holder (GED student). This chapter specifically contains an analysis of whether there is a significant difference between students admitted on the basis of a high school diploma and students admitted on the basis of a GED certificate as related to G.P.A., rate of attrition, hours attempted, hours completed, sex, marital status, age, educational objectives, educational goals, and time of attendance. Also taken into consideration was the possibility of a significant difference between the full-time student and the part-time student, therefore each analysis dealt separately with the two groups.

This chapter is divided into two parts--the first in which the descriptive statistics related to the subjects is presented, and the second section which addresses the basic research questions and the results of the statistical tests on the following dependent variables: G.P.A., Hours Attempted, Hours Completed, Hours of Attrition, Sex, Age, Marital Status, Educational Objectives, Educational Goals, and Time of Attendance.

#### Descriptive Statistics

The raw data contained information on all first-time-entering HS

graduates and all first-time-entering GED students who were enrolled as of September 9, 1981, which was the last day to completely withdraw from classes with a refund. Students were classified as either full-time or part-time as of August 29, 1981, which was the last day for schedule adjustment and late registration. There were 2,322 first-time-entering HS graduates and 187 first-time-entering GED students in the study. The sample included a total of 2,509 students.

Table II and Table III contain a comparison of the G.P.A., the number of students completing at least one credit hour, and the number of students receiving only incompletes and/or totally withdrawing from classes during the semester.

#### G.P.A.

Over 36 percent of the full-time HS graduates were placed on academic probation at the end of the first semester as a result of not having maintained a cumulative grade point average of 2.0 (see Appendix A regarding Policy for Continued Enrollment). This compares to 43.6 percent of the full-time GED students who did not maintain a 2.0 G.P.A. Of the part-time students, 26.6 percent of the HS graduates and 30.5 percent of the GED students had G.P.A.s below 2.0.

As shown in Table IV the grade point average of the full-time HS graduate was 2.10 and 1.62 for the GED student. The grade point average of the part-time HS graduate was 2.19 compared to 2.00 for the GED student.

Table V presents a comparison of the number of hours attempted, completed and the hours of attrition for the full-time students. Table VI presents the same information for the part-time students.

TABLE II  
 COMPARISON OF GRADE POINT AVERAGES  
 FOR FULL-TIME HIGH SCHOOL  
 AND GED STUDENTS

Grade Point Average	High School Graduates		GED Students	
	# of students	%	# of students	%
0.000	92	15.6	11	28.2
0.100 - 0.999	24	4.1	4	10.3
1.000 1.499	49	8.3	-	-
1.500 1.999	52	8.8	2	5.1
2.000 2.499	105	17.7	3	7.7
2.500 2.999	81	13.4	3	7.7
3.000 3.499	76	12.9	6	15.4
3.500 3.999	34	5.8	2	5.1
4.000	15	2.6	1	2.6
Total Students				
Receiving A, B, C, D, F, grades	528	89.2	32	82.1
Total Students				
Receiving S, AU and/or NG grades	2	.3	-	-
Total Students				
Completing at least 1 credit hour (COMPLETION)	530	89.5	32	82.1
Total Students				
Receiving only Incompletes and/or Totally withdrawing from classes	62	10.5	7	17.9
TOTAL STUDENTS ENROLLED				
592		100	39	100

TABLE III

COMPARISON OF GRADE POINT AVERAGES  
FOR PART-TIME HIGH SCHOOL  
AND GED STUDENTS

Grade Point Average	High School Graduates		GED Students	
	# of students	%	# of students	%
0.000	323	18.7	38	25.6
0.100 - 0.999	27	1.6	3	2.2
1.000 1.499	67	3.9	2	1.3
1.500 1.999	42	2.4	2	1.4
2.000 2.499	179	10.3	15	10.1
2.500 2.999	39	2.2	5	3.4
3.000 3.499	277	16.0	26	17.5
3.500 3.999	55	3.2	4	2.7
4.000	329	19.0	20	13.5
Total Students				
Receiving A, B, C, D, F, grades	1338	77.3	115	77.7
Total Students				
Receiving S, AU and/or NG grades	72	4.2	4	2.7
Total Students				
Completing at least 1 credit hour (COMPLETION)	1410	81.5	119	80.4
Total Students				
Receiving only Incompletes and/or Totally withdrawing from classes	320	18.5	29	19.6
TOTAL STUDENTS ENROLLED	1730	100.0	148	100.0

TABLE IV  
 GRADE POINT AVERAGES FOR FULL-TIME AND  
 PART-TIME HIGH SCHOOL  
 AND GED STUDENTS

Group	Number of Students*	Total Quality Points	Total Quality Hours	G.P.A.
FULL-TIME				
HS graduate	528	11,852	5,653	2.10
GED student	32	472	292	1.62
PART-TIME				
HS graduate	1,338	12,564	5,726	2.19
GED student	<u>115</u>	<u>953</u>	<u>476</u>	<u>2.00</u>
Total	2,013	25,841	12,147	2.13

\*Only students who had received grades of A, B, C, D and/or F were included in this calculation.

TABLE V  
 COMPARISON OF HOURS ATTEMPTED/COMPLETED  
 AND HOURS OF ATTRITION FOR  
 FULL-TIME HIGH SCHOOL  
 AND GED STUDENTS

Grades Recorded	High School Graduates		GED Students	
	# of Hours	%	# of Hours	%
A Excellent	932	12.1	52	10.3
B Good	1524	19.9	51	10.1
C Average	1438	18.7	45	8.9
D Passing	676	8.8	21	4.2
F Failure	1083	14.1	123	24.3
S Non-graded class-earned credit established	16	.2	1	.2
AU Audit	-	-	-	-
NG No Grade assigned	14	.2	-	-
TOTAL HOURS COMPLETED	5683	74.0	293	58.0
I Incomplete	132	1.7	12	2.4
W Official Withdrawal	688	9.0	91	18.0
WN Administrative Withdrawal --Non-attendance	132	1.7	47	9.3
NC Course credit not established	6	.1	-	-
WP Official withdrawal after 8 weeks -- Passing	838	10.9	40	7.9
WF Official withdrawal after 8 weeks -- Failing	198	2.6	22	4.4
TOTAL HOURS OF ATTRITION	1994	26.0	212	42.0
TOTAL HOURS ATTEMPTED	7677	100	505	100.0

TABLE VI  
 COMPARISON OF HOURS ATTEMPTED/COMPLETED  
 AND HOURS OF ATTRITION FOR  
 PART-TIME HIGH SCHOOL  
 AND GED STUDENTS

Grades Recorded	High School Graduates		GED Students	
	# of Hours	%	# of Hours	%
A Excellent	1513	18.8	109	15.7
B Good	1338	16.6	113	16.3
C Average	1026	12.7	77	11.1
D Passing	446	5.5	24	3.4
F Failure	1403	17.4	153	22.0
S Non-graded class-earned credit established	53	.7	1	.1
AU Audit	36	.5	6	.9
NG No Grade assigned	98	1.2	18	2.6
TOTAL HOURS COMPLETED	5913	73.4	501	72.1
I Incomplete	181	2.2	12	1.7
W Official Withdrawal	745	9.3	91	13.1
WN Administrative Withdrawal --Non-attendance	134	1.7	13	1.9
NC Course credit not established	6	0	1	.1
WP Official withdrawal after 8 weeks -- Passing	864	10.7	65	9.4
WF Official withdrawal after 8 weeks -- Failing	218	2.7	12	1.7
TOTAL HOURS OF ATTRITION	2148	26.6	194	27.9
TOTAL HOURS ATTEMPTED	8061	100	695	100

### Hours Completed

Over 89 percent of the full-time graduates compared to 82.1 percent of the GED students completed at least one credit hour during the semester. Of the part-time students, 81.5 percent of the HS graduates and 80.4 percent of the GED students completed at least one credit hour during the semester.

The full-time HS graduates completed 74.0 percent of the hours attempted compared to 58.0 percent for the GED student. The part-time HS graduate completed 73.4 percent of the total hours attempted compared to 72.1 percent completed by the GED student.

### Attrition

Of the full-time students, 10.5 percent of the HS graduates and 17.9 percent of the GED students received only incompletes and/or totally withdrew from classes during the semester. This compares with 18.5 percent of the HS graduates and 19.6 percent of the GED students who were enrolled part-time and who received only incompletes and/or totally withdrew from classes during the semester.

Table VII and Table VIII summarize the demographic data relative to full-time students and the part-time students.

### Sex

As illustrated in Table VII, 293 (49.5 percent) of the full-time HS graduates were male and 299 (50.5 percent) were female, compared to 19 (48.7 percent) males and 20 (51.3 percent) females in the GED students group. As shown in Table VIII, 616 (35.6 percent) of the



TABLE VII

COMPARISON OF FULL-TIME HIGH SCHOOL AND GED  
STUDENTS BY SEX, AGE, MARITAL STATUS,  
EDUCATIONAL OBJECTIVES, EDUCATIONAL  
GOAL AND TIME OF ATTENDANCE

Item	High School Graduates		GED Students	
	# of Students	%	# of Students	%
<b>Sex:</b>				
Male	293	49.5	19	48.7
Female	299	50.5	20	51.3
<b>Age:</b>				
16-20	509	86.0	17	43.6
21-31	66	11.1	17	43.6
over 31 (missing)	17	2.9	5	12.8
<b>Marital Status:</b>				
Single	530	89.5	22	56.4
Married	38	6.4	9	23.1
Widowed/Divorced (missing)	17	2.9	7	17.9
	7	1.2	1	2.6
<b>Educational Objectives:</b>				
1 year certificate	51	8.6	3	7.7
2 year assoc. degree	266	44.9	23	59.0
Self-improvement	265	44.8	11	28.2
Audit credit	-	-	-	-
Transfer credit	4	.7	0	-
(missing)	6	1.0	2	5.1
<b>Educational Goal:</b>				
College parallel	366	61.8	20	51.3
Technical Occup.	226	38.2	19	48.7
<b>Time of Attendance:</b>				
Day	484	81.8	27	69.2
Evening	39	6.6	2	5.1
Day/Evening	69	11.6	10	25.7

TABLE VIII

COMPARISON OF PART-TIME HIGH SCHOOL AND GED  
STUDENTS BY SEX, AGE, MARITAL STATUS,  
EDUCATIONAL OBJECTIVES, EDUCATIONAL  
GOAL AND TIME OF ATTENDANCE

Item	High School Graduates		GED Students	
	# of Students	%	# of Students	%
<b>Sex:</b>				
Male	616	35.6	61	41.2
Female	1114	64.4	87	58.8
<b>Age:</b>				
16-20	614	35.5	28	18.9
21-31	566	32.7	74	50.0
over 31	547	31.6	46	31.1
(missing)	3	.2		
<b>Marital Status:</b>				
Single	728	42.1	36	24.3
Married	708	40.9	78	52.7
Widowed/Divorced	183	10.6	21	14.2
(missing)	111	6.4	13	8.8
<b>Educational Objectives:</b>				
1 year certificate	131	7.6	23	15.5
2 year assoc. degree	448	25.9	52	35.1
Self-improvement	1007	58.2	63	42.6
Audit credit	5	.3	--	----
Transfer credit	33	1.9	1	.7
(missing)	106	6.1	9	6.1
<b>Educational Goal:</b>				
College parallel	1108	64.0	85	57.4
Technical Occup.	622	36.0	63	42.6
<b>Time of Attendance:</b>				
Day	424	24.5	44	29.7
Evening	1229	71.0	98	66.2
Day/Evening	77	4.5	6	4.1

part-time HS graduates were male and 1,114 (64.4 percent) were female, as compared to 61 (41.2 percent) males and 87 (58.8 percent) females in the GED students group.

#### Age

Eighty-six percent of the full-time HS graduates were under 21 compared to 43.6 percent of the GED students. Age distribution was fairly even among the three categories for the part-time HS graduate, compared to the GED students of whom 50 percent were in the 21-31 range and over 31 percent were in the over-31 range.

#### Marital Status

As shown in Table VII almost 90 percent (530) of the full-time HS graduates were single as compared to 56.4 percent (22) of the full-time GED students. The marital status of the part-time GED students reversed itself with 52.7 percent in the "married" category and 24.3 percent in the "single" category. The part-time HS graduates were divided almost evenly with 42.1 percent in the "single" category and 40.9 percent in the "married" category.

#### Educational Objectives

As indicated in Table VII and VIII over 80 percent of the students in each group chose either "associate degree" or "self-improvement" as their educational objective. Of the full-time students "associate degree" was chosen by 44.9 percent of the HS graduates and 59.0 percent of the GED students, while "self-improvement" was chosen by 44.8 percent of the HS graduates and 28.2 percent of the GED students. The

most frequent choice of the part-time students was "self-improvement" with 58.2 percent of the HS graduates and 42.6 percent of the GED students choosing this option. The second most frequent choice was "associate degree" with 25.9 percent of the HS graduates and 35.1 percent of the GED students making this choice.

#### Educational Goals

Data in Table VII and Table VIII indicates 61.8 percent of full-time HS graduates chose "college parallel" while 51.3 percent of the full-time GED students chose "college parallel." A slightly larger percentage of the part-time students also chose "college parallel" over "technical occupational." Sixty-four percent of the part-time HS graduates chose "college parallel" compared with 57.4 percent of the part-time GED students who also chose "college parallel."

#### Time of Attendance

As shown in Table VII, 81.8 percent of the full-time HS graduates attend during the day. Over 69 percent of the GED students attend classes during the day while another 25.7 percent attend classes during the day and evening. The analysis of the part-time students is shown in Table VIII. The majority of the part-time students attend classes during the evening with 71 percent of the HS graduates attending during the evening and 66.2 percent of the GED students attending during the evening.

#### Results of Statistical Tests

The results of the statistical tests are discussed below. These

tests were all computed in the Tulsa Junior College Data Processing Center, using SPSS Version 9 on student record data contained on computer tapes in the Data Processing Center. The level of significance chosen for all tests was .05.

#### Analysis of Grade Point Averages

Hypotheses one and two were tested by a covariate procedure (Nie et al., 1975) using Bartlett's Chi-Square to test the assumption of equal variance. Since there was a significant difference in the age of the HS graduates and the GED students, age was used as a covariate in order to nullify its effects on the grade point average. Since different students had completed different numbers of hours, a new variable was created by taking the number of quality points earned times the number of quality hours completed. These total quality points were then used as the dependent variable and were covaried with "actual age" to test the significance of the difference in the G.P.A. of the HS graduate and the GED student. Of the 2,509 students in the sample, 2,013 received grades of A, B, C, D, or F. The remaining 496 students had either completely withdrawn from classes, or had received only grades of S, I, AU, NC, or NG. All courses in which the student received a grade of A, B, C, D, F were used in computing the G.P.A.

The results of the test are shown in Table IX and Table X. The program adjusted the G.P.A. means on the basis of age and then compared the adjusted G.P.A. means to see if they were significantly different from one another. The probability that the difference in G.P.A. between the groups was due to chance was found to be .031 for the full-time students and 0.372 for the part-time students.

TABLE IX

ANALYSIS OF COVARIANCE OF GRADE POINT AVERAGES  
OF FULL-TIME HIGH SCHOOL STUDENTS AND  
GED STUDENTS

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Covariate (age)	1	0.194	0.194	0.001	0.979
Main Effects	1	1905.429	1905.429	7.012*	0.008
Explained	2	1905.625	952.813	3.506*	0.031
Residual	557	151361.688	271.744		
Total	559	153267.313	274.181		

\*Significant at the .05 level.

TABLE X

ANALYSIS OF COVARIANCE OF GRADE POINT AVERAGES  
OF PART-TIME HIGH SCHOOL STUDENTS AND  
GED STUDENTS

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	Significance
Covariate (age)	1	0.571	0.571	0.009	0.927
Main Effects	1	132.288	132.288	1.970	0.161
Explained	2	132.875	66.438	0.990	0.372
Residual	1449	97280.563	67.136		
Total	1451	97413.438	67.135		

Hypothesis one was rejected. There is a significant difference ( $.031 < .05$ ) in the grade point average of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

Hypothesis two was not rejected. There is no significant difference ( $.372 > .05$ ) in the grade point average of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

#### Analysis of the Rate of Attrition

Hypotheses three and four were tested by the independent samples "t" test. A test was conducted for homogeneity of variance prior to using the "t" test for analysis.

On the 2,509 students included in the sample, 911 students received an "incomplete", NC and/or withdrew from at least one class during the semester. Of these 911 students, 339 were full-time students and 572 were part-time students.

As illustrated in Table XI and Table XII, the average number of hours of attrition were as follows:

1. 6.4452 hours for 310 full-time high school graduates;
2. 7.3103 hours for 29 full-time GED certificate holders;
3. 4.0759 hours for 527 part-time high school graduates; and
4. 4.3111 hours for 45 part-time GED certificate holders.

The probability that the difference in the rate of attrition was due to factors other than chance was not found to be significant for either group.

Hypothesis three was not rejected. There is no significant

TABLE XI

RESULTS OF INDEPENDENT SAMPLES "t" TEST ON THE RATE OF  
ATTRITION OF FULL-TIME HIGH SCHOOL AND GED STUDENTS

Group	N	$\bar{X}$	SD	t Value	2-tailed P
High School Graduates	310	6.4452	4.049	-1.09	0.275
GED Certificate Holders	29	7.3103	4.360		
Total	<u>339</u>				

TABLE XII

RESULTS OF INDEPENDENT SAMPLES "t" TEST ON THE RATE OF  
ATTRITION OF PART-TIME HIGH SCHOOL AND GED STUDENTS

Group	N	$\bar{X}$	SD	t value	2-tailed P
High School Graduates	527	4.0759	2.191	-0.69	0.487
GED Certificate Holders	45	4.3111	1.043		
Total	<u>572</u>				



difference ( $0.275 > .05$ ) in the rate of attrition of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

Hypothesis four was not rejected. There is no significant difference ( $0.487 > .05$ ) in the rate of attrition of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

#### Analysis of the Hours Attempted

Hypothesis five was tested by using the Mann-Whitney-U method of analysis after a check for homogeneity revealed that the independent samples "t" test would be inappropriate. The program compared the mean rank of all hours attempted for all full-time students and for all part-time students. The results of this test are shown in Table XIII. On the basis of this test it was determined that there was no significant difference in the number of hours attempted by full-time HS graduates and GED students.

Hypothesis five was not rejected. There is no significant difference ( $0.6040 > .05$ ) in the number of hours attempted by full-time students admitted on the basis of a high school diploma and by full-time students admitted on the basis of a GED certificate.

Hypothesis six was tested using the independent samples "t" test. The mean rank scores were compared and no significant difference was found in the number of hours attempted by the part-time HS graduates and the GED student. The results in Table XIV show the part-time HS graduate attempted an average of 4.6595 hours during the semester compared to 4.6959 hours attempted by the GED student.

TABLE XIII

RESULTS OF MANN-WHITNEY-U TEST ON HOURS ATTEMPTED  
BY FULL-TIME HIGH SCHOOL AND GED STUDENTS

Group	N	$\bar{X}$	Z Score	2-tailed P
High School Graduates	592	316.93	-0.5187	0.6040
GED Certificate Holders	39	301.92		
Total	<u>631</u>			

TABLE XIV

RESULTS OF INDEPENDENT SAMPLES "t" TEST ON HOURS ATTEMPTED  
BY PART-TIME HIGH SCHOOL AND GED STUDENTS

Group	N	$\bar{X}$	SD	t Value	2-tailed P
High School Graduates	1730	4.6595	2.756	-0.16	0.876
GED Certificate Holders	148	4.6959	2.451		
Total	<u>1878</u>				

Hypothesis six was not rejected. There is no significant difference ( $.876 > .05$ ) in the number of hours attempted by part-time students admitted on the basis of a high school diploma and by part-time students admitted on the basis of a GED certificate.

#### Analysis of Hours Completed

Hypothesis seven was tested using the independent samples "t" test and Hypothesis eight was tested utilizing the Mann-Whitney-U method of analysis after a check for homogeneity revealed that the independent samples "t" test would be inappropriate. Data in Table XV and Table XVI indicates a significant difference between the full-time students but no significant difference between the part-time students.

Hypothesis seven was rejected. There is a significant difference ( $.015 < .05$ ) in the number of hours completed by full-time students admitted on the basis of a high school diploma and by full-time students admitted on the basis of a GED certificate.

Hypothesis eight was not rejected. There is no significant difference ( $.4195 > .05$ ) in the number of hours completed by the part-time students admitted on the basis of a high school diploma and by part-time students admitted on the basis of a GED certificate.

#### Analysis of the Ratio of Males/Females

Of the 2,509 students included in the sample, there were 989 males and 1,520 females. The results of the Chi-Square analysis of data concerning the ratio of males/females are shown in Table XVII and Table XVIII. The probability that the difference between the groups was due to chance was not significant for either case.

TABLE XV

RESULTS OF INDEPENDENT SAMPLES "t" TEST ON HOURS COMPLETED  
BY FULL-TIME HIGH SCHOOL AND GED STUDENTS

Group	N	$\bar{X}$	SD	t Value	2-tailed P
High School Graduates	530	10.7226	3.520	2.44*	0.015
GED Certificate Holders	32	9.1563	3.655		
Total	<u>562</u>				

\*Significant at the .05 level.

TABLE XVI

RESULTS OF MANN-WHITNEY-U TEST ON HOURS COMPLETED  
BY PART-TIME HIGH SCHOOL AND GED STUDENTS

Group	N	$\bar{X}$	Z Score	2-tailed P
High School Graduates	1411	763.64	-0.8073	0.4195
GED Certificate Holders	120	793.69		
Total	<u>1531</u>			

TABLE XVII

RESULTS OF CHI-SQUARE ANALYSIS ON THE  
MALE/FEMALE RATIO OF FULL-TIME  
HIGH SCHOOL AND GED STUDENTS

Group	Sex				Composite Totals	
	Male		Female		Number	%
	Number	%	Number	%		
High School Graduates	293	49.5	299	50.5	592	93.8
GED Certificate Holders	<u>19</u>	<u>48.7</u>	<u>20</u>	<u>51.3</u>	<u>39</u>	<u>6.2</u>
TOTAL	312	49.4	319	50.6	631	100

Corrected Chi-Square = 0.0

Probability level = 1.00

D.F. = 1, N = 631

TABLE XVIII

RESULTS OF CHI-SQUARE ANALYSIS ON THE  
MALE/FEMALE RATIO OF PART-TIME  
HIGH SCHOOL AND GED STUDENTS

Group	Sex				Composite Totals	
	Male		Female		Number	%
	Number	%	Number	%		
High School Graduates	616	35.6	1114	64.4	1730	92.1
GED Certificate Holders	<u>61</u>	<u>41.2</u>	<u>87</u>	<u>58.8</u>	<u>148</u>	<u>7.9</u>
TOTAL	677	36.0	1201	64.0	1878	100

Corrected Chi-Square = 1.62538

Probability level = 0.2023

D.F. = 1, N = 1878

Hypothesis nine was not rejected. There was no significant difference ( $1.00 > .05$ ) in the ratio of males/females of full-time students admitted on the basis of a high school diploma and by full-time students admitted on the basis of a GED certificate.

Hypothesis ten was not rejected. There was no significant difference ( $0.2023 > .05$ ) in the ratio of males/females of part-time students admitted on the basis of a high school diploma and by part-time students admitted on the basis of a GED certificate.

#### Analysis of Marital Status

Of the 2,509 students included in the sample, eight full-time students and 132 part-time students chose not to answer this item on the Application for Admission and were therefore omitted from this analysis. In order to produce categories in which all expected frequencies were greater than two (Linton and Gallo, 1975) the categories "divorced" and "widowed" were combined for this analysis.

The Chi-Square analysis revealed a significant difference in the marital status of both the full-time students and the part-time students as shown in Table XIX and Table XX.

Hypothesis 11 was rejected. There is a significant difference ( $0.000 < .05$ ) in the marital status of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

Hypothesis 12 was rejected. There is a significant difference ( $0.0002 < .05$ ) in the marital status of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

TABLE XIX

RESULTS OF CHI-SQUARE ANALYSIS OF THE MARITAL STATUS  
OF FULL-TIME HIGH SCHOOL AND GED STUDENTS

Group	Marital Status						Composite	
	Single		Married		Divorced/Widowed		Total	
	Number	%	Number	%	Number	%	Number	%
High School Graduates	530	90.6	38	6.5	17	2.9	585	93.9
GED Certificate Holders	<u>22</u>	<u>57.9</u>	<u>9</u>	<u>23.7</u>	<u>7</u>	<u>18.4</u>	<u>38</u>	<u>6.1</u>
TOTAL	552	88.6	47	7.5	24	3.9	623	100.0

Raw Chi-Square = 40.57744\*

Probability level = 0.0000

D.F. = 2, N = 623

\*Significant at the .05 level

TABLE XX

RESULTS OF CHI-SQUARE ANALYSIS OF THE MARITAL STATUS  
OF PART-TIME HIGH SCHOOL AND GED STUDENTS

Group	Marital Status						Composite	
	Single		Married		Divorced/Widowed		Total	
	Number	%	Number	%	Number	%	Number	%
High School Graduates	728	45.2	700	43.5	183	11.4	1611	92.3
GED Certificate Holders	<u>36</u>	<u>26.7</u>	<u>78</u>	<u>57.8</u>	<u>21</u>	<u>15.6</u>	<u>135</u>	<u>7.7</u>
TOTAL	764	43.75	778	44.55	204	11.7	1746	100.0

Raw Chi-Square = 17.38133\*

Probability level = .0002

D.F. = 2, N = 1746

\*Significant at the .05 level

### Analysis of Age

The results of a test for homogeneity precluded the use of the independent samples "t" test for hypotheses 13 and 14 and the Mann-Whitney-U test was chosen. The results indicated a significant difference in the ages of both groups as shown in Table XXI and Table XXII.

Hypothesis 13 was rejected. There is a significant difference ( $0.000 < .05$ ) in the age of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

Hypothesis 14 was rejected. There is a significant difference ( $.0073 < .05$ ) in the age of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

### Analysis of Educational Objectives

The Chi-Square method of analysis was chosen to test the "goodness of fit" between educational objectives of full-time students and also between educational objectives of part-time students. Of the 2,509 students included in the sample, eight full-time students and 115 part-time students chose not to answer this item on the Application for Admission and were therefore omitted from this analysis.

The Chi-Square analysis did not indicate a significant difference as shown in Table XXIII and XXIV in the choice of educational objectives for the full-time students but did indicate a significant difference in the choice of the part-time students.



TABLE XXI

RESULTS OF THE MANN-WHITNEY-U TEST ON THE AGE OF  
FULL-TIME HIGH SCHOOL AND GED STUDENTS

Group	N	M	Z Score	2-tailed P
High School Graduates	592	305.33	-6.0926*	0.000
GED Certificate Holders	39	478.00		
Total	<u>631</u>			

\*Significant at the .05 level.

TABLE XXII

RESULTS OF THE MANN-WHITNEY-U TEST ON THE AGE OF  
PART-TIME HIGH SCHOOL AND GED STUDENTS

Group	N	M	Z Score	2-tailed P
High School Graduates	1730	929.70	-2.6834*	0.0073
GED Certificate Holders	148	1053.60		
Total	<u>1878</u>			

\*Significant at the .05 level.

TABLE XXIII

RESULTS OF THE CHI-SQUARE ANALYSIS OF THE EDUCATIONAL OBJECTIVES  
OF FULL-TIME HIGH SCHOOL AND GED STUDENTS

Group	Educational Objectives									
	Certifi- cate		Associate		Interest		College Transfer		Composite Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
High School Graduates	51	8.7	266	45.4	265	45.2	4	.7	586	94.1
GED Certificate Holders	<u>3</u>	<u>8.1</u>	<u>23</u>	<u>62.2</u>	<u>11</u>	<u>29.7</u>	<u>0</u>	<u>0.0</u>	<u>37</u>	<u>5.9</u>
Total	54	8.7	289	46.4	276	44.3	4	0.6	623	100

Raw Chi-Square = 4.26206

Probability level = .2345

D.F. = 3, N = 623

TABLE XXIV

RESULTS OF THE CHI-SQUARE ANALYSIS OF THE EDUCATIONAL OBJECTIVES  
OF PART-TIME HIGH SCHOOL AND GED STUDENTS

Group	Educational Objectives											
	Certifi- cate		Associate		Interest		Adult Transfer		College Transfer		Composite Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
High School Graduates	131	8.1	448	27.6	1007	62.0	5	0.3	33	2.0	1624	92.1
GED Certificate Holders	<u>23</u>	<u>16.5</u>	<u>52</u>	<u>37.4</u>	<u>63</u>	<u>45.3</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>.7</u>	<u>139</u>	<u>7.9</u>
Total	154	8.7	500	28.4	1070	60.7	5	0.3	34	1.9	1763	100

Raw Chi-Square = 22.34248\*

Probability level = .0002

D.F. = 4, N = 1763

\*Significant at the .05 level

Hypothesis 15 was not rejected. There is no significant difference ( $.2345 > .05$ ) in the educational objectives of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

Hypothesis 16 was rejected. There is a significant difference ( $0.0002 < .05$ ) in the educational objectives of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

#### Analysis of Educational Goals

The Chi-Square analysis did not indicate a significant difference in the choice of educational goals, as shown in Table XXV and Table XXVI, of either the full-time students or the part-time students.

Hypothesis 17 was not rejected. There is no significant difference ( $.2548 > .05$ ) in the educational goals of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

Hypothesis 18 was not rejected. There is no significant difference ( $.1297 > .05$ ) in the educational goals of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

#### Analysis of Time of Attendance

The results of the Chi-Square analysis of Hypothesis 19 and Hypothesis 20 reveal a significant difference, as shown in Table XXVII and Table XXVIII, between the time of attendance of the full-time students but no significant difference in time of attendance of the

TABLE XXV

## RESULTS OF CHI-SQUARE ANALYSIS OF THE EDUCATIONAL GOALS OF FULL-TIME HIGH SCHOOL AND GED STUDENTS

Group	Educational Goals					
	University Parallel		Technical Occupational		Composite Total	
	Number	%	Number	%	Number	%
High School Graduates	366	61.8	226	38.2	592	93.8
GED Certificate Holders	<u>20</u>	<u>51.3</u>	<u>19</u>	<u>48.7</u>	<u>39</u>	<u>6.2</u>
Total	386	61.2	245	38.8	631	100.0

Corrected Chi-Square = 1.29702

Probability level = 0.2548

D.F. = 1, N = 631

TABLE XXVI

## RESULTS OF CHI-SQUARE ANALYSIS OF THE EDUCATIONAL GOALS OF PART-TIME HIGH SCHOOL AND GED STUDENTS

Group	Educational Goals					
	University Parallel		Technical Occupational		Composite Total	
	Number	%	Number	%	Number	%
High School Graduates	1108	64.0	622	36.0	1730	92.1
GED Certificate Holders	<u>85</u>	<u>57.4</u>	<u>63</u>	<u>42.6</u>	<u>148</u>	<u>7.9</u>
Total	1193	63.5	685	36.5	1878	100.0

Corrected Chi-Square = 2.29628

Probability level = 0.1297

D.F. = 1, N = 1878

TABLE XXVII

RESULTS OF CHI-SQUARE ANALYSIS OF THE TIME OF ATTENDANCE  
OF FULL-TIME HIGH SCHOOL AND GED STUDENTS

Group	Time of Attendance						Composite	
	Day		Evening		Day/Evening		Total	
	Number	%	Number	%	Number	%	Number	%
High School Graduates	484	81.8	39	6.6	69	11.7	592	93.8
GED Certificate Holders	<u>27</u>	<u>69.2</u>	<u>2</u>	<u>5.1</u>	<u>10</u>	<u>25.6</u>	<u>39</u>	<u>6.2</u>
Total	511	81.0	41	6.5	79	12.5	631	100.0

Raw Chi-Square = 6.54528\*

Probability level = .0379

D.F. = 2, N = 631

\*Significant at the .05 level

TABLE XXVIII

RESULTS OF CHI-SQUARE ANALYSIS OF THE TIME OF ATTENDANCE  
OF PART-TIME HIGH SCHOOL AND GED STUDENTS

Group	Time of Attendance						Composite	
	Day		Evening		Day/Evening		Total	
	Number	%	Number	%	Number	%	Number	%
High School Graduates	424	24.5	1229	71.0	77	4.5	1730	92.1
GED Certificate Holders	<u>44</u>	<u>29.7</u>	<u>98</u>	<u>66.2</u>	<u>6</u>	<u>4.1</u>	<u>148</u>	<u>7.9</u>
Total	468	24.9	1327	70.7	83	4.4	1878	100.0

Raw Chi-Square = 1.98898

Probability level = .3699

D.F. = 2, N = 1878

part-time students.

Hypothesis 19 was rejected. There is a significant difference (.0379 < .05) in the time of attendance of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

Hypothesis 20 was not rejected. There is no significant difference (.3699 > .05) in the time of attendance of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

The results of the statistical tests indicate significant differences between the full-time HS graduates and the full-time GED students on the following variables; G.P.A., number of hours completed, marital status, age, and time of attendance.

The results of the statistical tests indicate significant differences between the part-time HS graduates and the part-time GED students on the following variables: marital status, age, and educational objectives.

## CHAPTER V

### SUMMARY, FINDINGS AND CONCLUSIONS

The discussion in this chapter is divided into three sections. The first section presents a summary of the study. The findings and conclusions are presented in the second section. Implications for future research and practice are presented in the final portion of the chapter.

#### Summary

The purpose of this study was to collect evidence related to the question: Is the student who enters Tulsa Junior College with a GED certificate competing successfully with the student who enters with a high school diploma? In order to collect this evidence, student records were examined to analyze academic performance, as evidenced by G.P.A. and the number of hours completed, to determine if there was a significant difference between the two groups.

Results of this study should assist in the ongoing refinement of the recruitment and retention policies and practices of the college. The study sought to answer the following questions:

1. Is there a difference between the grade point average at the end of the first semester of enrollment of students who entered Tulsa Junior College with a high school diploma compared with students who entered with a GED certificate?

2. Is there a difference between the HS graduates and the GED students with respect to hours of attrition during the first semester of enrollment?

3. Is there a difference between HS graduates and GED students with respect to number of hours attempted during the first semester of enrollment?

4. Is there a difference between HS graduates and GED students with respect to number of hours completed during the first semester of enrollment?

In addition, this study also compared the background of the two groups to determine if there were any differences with regard to age, sex, marital status, stated educational goals, educational objectives or time of attendance.

A comprehensive review of literature revealed two major concerns which were being discussed among community college leaders:

1. To what extent should the "open door" policy be implemented in today's community colleges, i.e., how wide and to whom should the door be open?

2. Responsible recruitment policies and practices require that colleges seek out and serve those students who can "profit therefrom" (Hobbs, 1971, p. 57). The question arises as to whether students who did not receive the essential basic education from the secondary school system, can profit from post-secondary education.

Of primary concern to the researcher was if the literature indicated whether or not the GED student had a record of successful performance in the community college. The majority of the literature reviewed revealed no significant difference between the performance of the GED



student and the HS graduate; however, none of the studies had differentiated between the full-time and the part-time students. This study took into account the possibility of a significant difference between the full-time and the part-time student; therefore, each analysis dealt separately with the two groups.

The Student Profile Analysis and student transcripts for all first-time-entering HS graduates and GED students for Fall, 1981, semester were analyzed. Analysis of the data was accomplished through the use of tests included in the Statistical Package for Social Science, Version 9, which was available through the Data Processing Center at Tulsa Junior College.

## Findings and Conclusions

### Findings

Twenty null hypotheses were formulated for this study. Use of statistical tests for parametric and nonparametric data resulted in eight of the hypotheses being rejected.

The findings of the statistical tests indicate significant differences between the full-time HS graduates and the full-time GED students in G.P.A., number of hours completed, marital status, age, and time of attendance, and resulted in the rejection of the following null hypotheses related to the full-time student:

1. There is no significant difference in G.P.A. of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of GED certificates.
2. There is no significant difference in the number of hours

completed by full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

3. There is no significant difference in the marital status of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

4. There is no significant difference in the age of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

5. There is no significant difference in the time of attendance of full-time students admitted on the basis of a high school diploma and full-time students admitted on the basis of a GED certificate.

The findings of the statistical tests indicate no significant differences between the full-time HS graduates and the full-time GED students in number of hours attempted, rate of attrition, ratio of males/females, educational objectives and educational goals.

The findings of the statistical tests indicated significant differences between the part-time HS graduates and the part-time GED students in marital status, age, and educational objectives and resulted in the rejection of the following hypotheses related to the part-time students:

1. There is no significant difference in the marital status of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

2. There is no significant difference in the age of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

3. There is no significant difference in the educational objectives of part-time students admitted on the basis of a high school diploma and part-time students admitted on the basis of a GED certificate.

The findings of the statistical tests indicated no significant differences between the part-time HS graduates and the part-time GED students in G.P.A., number of hours attempted, number of hours completed, rate of attrition, ratio of males/females, educational goals and time of attendance.

### Conclusions

The conclusions that were drawn from the above findings are as follows:

1. The part-time HS graduates and GED students are similar in terms of academic performance as evidenced by G.P.A. and hours completed during their first semester of enrollment.

2. The full-time HS graduates and GED students are dissimilar in terms of academic performance as evidenced by G.P.A. and hours completed during their first semester of enrollment.

3. Previous studies have concluded that HS graduates and GED students are similar in terms of academic performance as evidenced by G.P.A.; however, these studies did not distinguish between full-time and part-time students and/or were not limited to the first semester of enrollment.

4. The number of hours in which GED students enroll during their first semester appear to correlate with their ability to perform successfully in terms of G.P.A. and hours completed.

5. GED students can be actively recruited and admitted as part-time students with full confidence in their ability to compete successfully academically with the HS graduates.

6. GED students who enroll in more than 11 hours during their first semester can be identified as "high risk" students in terms of academic performance.

#### Recommendations for Practice

The results of this study suggest the following implications for future practice at Tulsa Junior College:

1. Since Tulsa Junior College may, at its discretion, "prescribe the program of courses and the number of credit hours of any student enrolling in the College" (Tulsa Junior College, 1982b, p. 6), it is recommended that consideration be given to:

- a. limiting the number of hours in which the first-time-entering GED students may enroll during their first semester at Tulsa Junior College; and, or
- b. requiring all first-time-entering GED students enrolling in more than 11 hours to enroll through advisement centers.

2. Sharing the results of this study with the Provost of Student Services and the Deans of Student Personnel Services to assist in the continuous refinement of the advisement/registration process.

3. Continuous evaluation needs to be made of the counseling and advisement process, particularly as it relates to first-time-entering students, to enable early identification of and intervention with "high risk" students.

4. Staff development opportunities need to be provided for

faculty and staff related to recruitment and retention and, in particular, related to working with the adult learner.

5. Research into the academic performance of all students needs to be a continuous process at Tulsa Junior College. Results of the research need to be shared with the appropriate faculty and staff and policies and practices revised to meet the changing needs of the community college students.

6. High risk students need to be identified and support programs developed to assist them in achieving their educational goals.

7. Since there was no significant difference in the academic performance of the part-time HS graduate and the GED student, it is recommended that the college recruitment program be expanded to include the Adult Learning Centers and the GED testing centers in an effort to reach those GED students who wish to continue their education

8. Information should be published on the academic performance of GED students in post-secondary institutions.

9. GED students should be encouraged to continue their education in post-secondary institutions.

#### Recommendations for Future Research

The results of this study suggest the following research be conducted, not only at Tulsa Junior College, but also at other post-secondary institutions.

1. Evidence needs to be collected on the academic performance of the GED students beyond their first semester of enrollment to determine whether or not there is a significant improvement in the G.P.A. and the number of hours completed.

2. Follow-up studies are needed on all the students who received incompletes and/or withdrew, either partially or completely, from classes to measure their future academic performance.

3. Follow-up studies are needed on all students who had G.P.A.s below 2.00 to measure their continuing academic performance.

4. Studies are needed on students who pass the GED test to determine how many continue their education in post-secondary institutions.

5. Studies are needed on all first-time-entering students to determine the level of academic performance, as evidenced by G.P.A. and hours completed, at all post-secondary institutions and to identify potential "high risk" students.

6. Studies are needed on all first-time-entering students to determine the rate of attrition at all post-secondary institutions as a means of identifying potential "high risk" students.

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APPENDIXES

APPENDIX A

TULSA JUNIOR COLLEGE ACADEMIC  
POLICIES AND PROCEDURES

**GRADE AND RECORD POLICIES**

- I. Final grades for each term are recorded and preserved.
- II. Grade points are earned and recorded as follows:

Grades		Grade Points Per Semester Hour
A*	Excellent	4
B*	Good	3
C*	Average	2
D*	Passing	1
F*	Failure	0
I	Incomplete	0
IF*	Incomplete — Not removed	0
W	Official Withdrawal — First 8 weeks**	0
WN	Administrative Withdrawal — Non-attendance	0
AU	Audit — See Audit Policy	0
IW	Incomplete — Re-enrollment in class	0
NC	Course credit not established	0
S	Non-graded class — earned credit established	0
NG	No grade assigned	0
WP	Official withdrawal after 8 weeks **	0
	— Passing	0
WF	Official withdrawal after 8 weeks **	0
	— Failing	0

\*Accountable grades used in calculation of grade point averages.  
 \*\*Refers to a 16 week term - an equivalent for an 8 week term is calculated.

- III. "I" grades may be assigned by an instructor at his discretion. Instructors and students may make arrangements for "I" grades if the student wishes to re-enroll for the course or perform further work. Upon re-enrollment and successful completion in the course, the "I" grade will become "IW." "I" grades not removed or changed as previously stated will become "IF" at the end of the next long semester.
- IV. A 4.0 grade point average system is in effect at Tulsa Junior College.
- V. Courses will be recorded and all attempts will be calculated into GPA.
- VI. Students receiving veterans benefits should contact the Veterans Office concerning the grade point average (GPA) calculations for continued veterans benefits.
- VII. Repeated classes in which credit was previously established will not be counted as additional hours earned. Both attempts will be calculated in the cumulative grade point averages.

**POLICY FOR CONTINUED ENROLLMENT**

- I. Academic Probation  
 A cumulative grade point average of 2.0 ("C") on all academic

work attempted at TJC should be maintained. At the end of any academic term in which a student's TJC cumulative grade point average falls below 2.0 ("C"), the student will be placed on "Academic Probation." Probation is a warning period to be used as an advisement tool.

**II. Academic Suspension**

The following standards relating to retention of students pursuing study in undergraduate programs will apply at all institutions in The Oklahoma State System of Higher Education. For continued enrollment at any institution in the State System, a student must have earned a cumulative grade-point average as indicated below:

- At the end of two semesters  
 (24 to 36 semester hours attempted).....1.40
- At the end of four semesters  
 (37 to 72 semester hours attempted).....1.60

A student who achieves a grade-point average of 2.00 or above in the last semester in which he was enrolled will be considered to be making satisfactory progress regardless of his cumulative grade-point average.

Any student not maintaining a 2.0 average toward his study objective as indicated above will be placed on probation for one semester, at the end of which time he must have met the minimum standard required in order to continue as a student. All TJC courses attempted will be utilized in G.P.A. calculations for continued enrollment.

**ADVANCED STANDING CREDIT**

A student who has been admitted to Tulsa Junior College and registered in credit courses, who believes he is qualified by experience or previous training, may request a special advanced standing examination to establish credit in a particular course. Credit in all courses offered at TJC may or may not be available through advanced standing procedures. A student must request to take the examination, complete the paper work, and pay all fees before the end of the 6th full week of the semester. Tests will be administered Saturday of the 10th week.

Tulsa Junior College participates in the advanced standing individual subject examinations of the College Level Examination Program (CLEP). These tests are administered by the Counseling Center.

Credit for the CLEP exam may be evaluated and recorded only for currently enrolled students.

Special requests involving prerequisite courses must be approved and administered by Division Chairmen and/or Area Directors during the week of registration.

A grade of "S" will be assigned to the student's record to designate successful completion of advanced standing credit tests. Advanced standing credit awarded to a student must be validated by successful completion of twelve (12) or more credit hours of academic work. There is no refund of fees if the examination is failed. (See financial section for examination fees.)

One-fourth of the credit hours required for any degree or certificate program must be earned in residency and may not be earned through advanced standing, transfer credit or extension credit. No

must be requested directly to the student's instructor. Grades must be corrected within 60 days from the end of the semester in which the grade was earned.

### AUDIT COURSES

Students may request an audit grade evaluation. The student must complete the "Authorization to Audit" form and have it approved by the instructor of the class being audited within the first eight weeks of class of the fall or spring semester, or during the first four weeks of the summer semester. The student requesting an audit evaluation must adhere to the instructor's class attendance policy and may be dropped for non-attendance. Class test participation is the prerogative of the instructor. Drop of an audit class will warrant a "W" grade only.

### WITHDRAWAL FROM COLLEGE/CLASS

The student must secure a drop from the Counseling Center. After securing approval of the specified offices, the withdrawal form must be submitted to the campus Registration Office. If the withdrawal procedure is not completed a failing grade may be assigned at the end of the semester for all classes of enrollment for non-attendance. A student may drop or withdraw until the end of the 14th week of the fall or spring semester and until the end of the 7th week of summer semester.

### EVENING AND SATURDAY CLASSES

Tulsa Junior College operates on a 16 hour day to serve both full and part-time students from the entire Tulsa metropolitan area. In addition, Saturday classes have been offered for those who are unable to attend during the regular week. Currently, over 80% of Tulsa Junior College students work either full or part-time and this flexible schedule of course offerings is designed to offer a wide range of courses at various times for students with different educational interests and work hours.

Classes are offered Monday through Thursday evenings and Saturday mornings each semester. These courses are coordinated with the educational needs of the students covering university parallel programs in professional and general education, and technical-occupational programs.

The wide variety of courses is chosen not only for the benefit of those working toward a degree, but also for those who need courses to improve their employment opportunities or who are changing occupations. Instruction is provided by the full-time staff, as well as highly competent professionals from business, industry, and other professional areas.

All college policies apply to both day and evening students.

### SUMMER SESSION

The college offers a summer program in professional, occupational, and general education for: 1) current Tulsa Junior College students; 2) high school graduates who plan to attend Tulsa Junior College in the fall; 3) high school graduates who plan to attend another college or university during the fall; 4) Tulsa area students who are home from other colleges or universities for summer vacation and intend to accelerate their collegiate program to reduce their academic load during the regular semester or to remedy academic deficiencies. The summer session consists of one eight week session, day and evening, beginning during the first week in June with each day class meeting two or four times a week depending on the scheduled time and all evening classes twice a week. A student from an institution other than Tulsa Junior College who wishes to take courses for the summer session ONLY must present a completed application for admission. (For additional information, see Admissions Procedures.)

**Note:** The recommended credit hour maximum in an eight week summer session is six semester hours of credit. No more than nine semester hours may be taken.

### PROCEDURE FOR WITHDRAWAL FROM COLLEGE

1. Appear personally at the Campus Counseling Office and request the "Withdrawal Form."
  - a. If circumstances prohibit your personal appearance (illness, etc.) write the Counseling Office and include your name, social security number, classes and reason for withdrawal.
  - b. The date of withdrawal by written correspondence will be the date received by the Counseling Office.
2. Take the form to the Accounting Office, Library and Financial Aids Office for approvals.
3. Submit the completed form to the Campus Registration Office. This will be your date of withdrawal. Your instructors will be notified.
4. Special notes:
  - a. Notification of your instructors by you does not constitute an official withdrawal.
  - b. No withdrawal requests will be accepted after the last day of withdrawal specified in the catalog.
  - c. Each of the above steps must be completed before the withdrawal is official. If circumstances (illness or like emergency) warrant you may write the Office of Counseling, give the information requested above and the form will be processed for you. The official date of withdrawal in all cases is the date the completed form is received in the Registration Office.

### PROCEDURE FOR DROPPING A CLASS

1. Obtain the drop form from the Campus Counseling Office.
2. Print your social security number, name and course information.
3. Have the information verified by the Campus Counseling Office.
4. Sign the form and take it to the Campus Registration Office.
5. Keep your copy of the form dated and signed in the Registration Office.

### VETERANS SERVICES

Tulsa Junior College maintains a full-time office of Veterans Services in room 101 of the Metro Campus Annex for the convenience of veterans and their dependents attending school and receiving educational benefits under the following chapters of title 38 United States Code. This office also serves as a referral agency for veterans on matters concerning employment, medical needs and housing.

### ENTITLEMENT PROGRAMS

1. Chapter 31, Title 38, U.S.C.
  - a. Disabled Veterans, Vocational Rehabilitation Program
2. Chapter 32, Title 38, U.S.C.
  - a. Post-Viet Nam Era Veterans Program (VEAP)
3. Chapter 34, Title 38, U.S.C.
  - a. Post World War II and Viet Nam Era Veterans (GI Bill)
4. Chapter 35, Title 38, U.S.C.
  - a. Spouse of a 100% and Permanently Disabled Veteran
  - b. Spouse of a Deceased Veteran (Service Connected)
  - c. Spouse of a Deceased 100% and Permanently Disabled Veteran
  - d. Children of a, b, or c.

5. Dependent child of a 30% or greater Disabled Veteran may apply for partial educational assistance.

#### POLICIES

The Veterans Administration requires all veterans to abide by the policies and regulations of the college concerning academic standing and progress, class attendance, and conduct. The TJC Veterans Services Office will monitor compliance with these policies and is required to report to the Veterans Administration any deviations. All school policies are stated elsewhere in this catalog. Concurrent with school policies, the Veterans Administration requires the following.

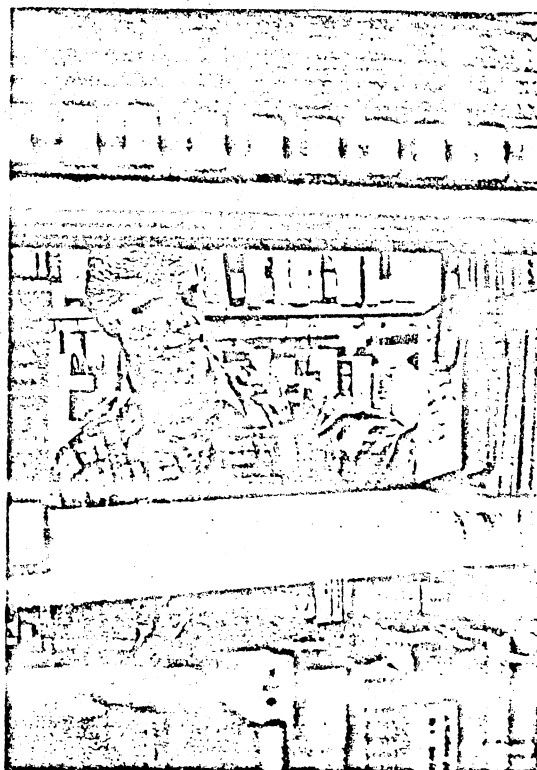
- I. Academic program. A veteran must select and designate the academic program under which he or she will be receiving educational benefits. Any change of academic program must be approved by the Veterans Administration.
- II. Course work. Educational benefits will only be paid on courses applicable toward the academic program. Course substitutions, courses taken outside the catalog listing for a particular program, must be certified as an approved substitution. The Veterans Administration will not award educational benefits for repeated courses in which a "D" or higher grade has already been received or for courses in which an incomplete "I" is earned.
- III. Previous or transfer credit. Applicants for benefits who have earned college credit at another institution must submit transcripts from each institution he or she has attended before the TJC Veterans Services Office can certify enrollment to the Veterans Administration.
- IV. Class attendance. The Veterans Administration requires the institution to report all excessive absences from classes. Failure to attend classes while receiving benefits will result in an overpayment and the student is liable for repayment to the VA.
- V. Tutorial Services are available for veterans and war orphans. The VA will reimburse the student each month after tutorial services are completed. Students interested in this service should go to the campus Counseling Office and arrange for a tutor.

#### PROCEDURES

- I. Apply for admission to the college in the Office of Registration and Student Information and pay the required \$5.00 non-refundable application fee.
- II. Register for classes and pay tuition and fees.
- III. After the application fee is paid and registration for classes is completed, bring the receipt to the TJC Veterans Services Office and request certification for benefits. The following documents must be presented by veterans enrolling under the Veterans Educational program for the first time.
  1. Verification of service on VA form 22-1990V, or the original copy #1 or copy #4 or certified true copy of DD-214 (Report of Separation).
  2. If married, a copy of marriage certificate.
  3. Copies of birth certificates for children, if any.
  4. If divorced, a copy of divorce papers.
  5. If spouse is deceased, a copy of death certificate.
- IV. Regardless as to which campus or location courses are being offered by TJC, all certifications for veterans benefits will be coordinated through the college Veterans Services Office on the Metro Campus. Veterans and eligible dependents of veterans

enrolling for classes at the Northeast Campus, may contact the Northeast Campus Registration Office for information pertaining to VA educational benefits. Students taking courses at locations other than the two principal campuses, must contact the Veterans Services Office for information and certification.

- V. Veterans pursuing concurrent enrollment at more than one college or university may do so, but must coordinate with Veterans Services at both institutions to insure proper certification. All courses taught by Tulsa Junior College, regardless as to campus (Metro, Northeast, etc.), are approved by the same college and are not concurrent enrollments.



APPENDIX B

OKLAHOMA STATE REGENTS

POLICY ON ADMISSION

In order to provide the opportunity for adults who may have had their high school education interrupted before graduation to pursue study at the college level, this policy on admission is provided:

1. Any adult resident of Oklahoma (18 years of age or over) who is not a high school graduate is eligible for provisional admission as a special student to an institution in The Oklahoma State System of Higher Education as follows:
  - a. His high school class must have been graduated prior to the date of his application.
  - b. He must have attained a composite standard score on the American College Testing Program which would qualify him under the aptitude test criterion in effect for the institution to which he is making application.
  - c. In the event he is not eligible for admission as provided in Item 1-b above, his application may be reviewed by a faculty committee appointed by the president of the institution. If, in the considered judgment of the committee, the applicant is worthy, and if he has been able to achieve a satisfactory score on the General Educational Development Test (GED), the applicant should be admitted.
2. The provisional admission will be probationary for a period of two semesters. If at the end of that time, he has made satisfactory progress (see retention standards), he may continue to enroll as a regular college student.

The standard for admission as stated above will be considered minimal. Any institution may set a higher standard for its own use if approved by the Oklahoma State Regents for Higher Education, subsequent to the adoption of this policy.

This policy is effective with the beginning of the 1976 fall semester.

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Approved by the Oklahoma State Regents for Higher Education on February 24, 1976.



POLICY ON ALTERNATIVE CRITERIA FOR ADMISSION  
OF FIRST-TIME-ENTERING STUDENTS AT UNIVERSITIES IN THE STATE SYSTEM

In addition to the regular policy prescribed by the Oklahoma State Regents for Higher Education for admission of first-time-entering freshmen students, the following alternative policy is hereby adopted for application at each university in The Oklahoma State System of Higher Education.

1. Each university in The Oklahoma State System of Higher Education is authorized to admit a number of freshmen students not to exceed five percent of its first-time-entering fall freshman class, provided that the students meet the criteria set forth below.
  - a. The individual must meet all criteria contained in the regular institutional admissions policy with the exception of the prescribed academic criteria,
  - b. The individual must demonstrate unusual talent or ability in an area such as art, drama, music, and the like, or
  - c. The individual must be an educationally or economically handicapped student who shows promise of being able to succeed in a program or curriculum at the institution where he or she desires to enroll.
2. This policy shall be effective for students applying for enrollment in the spring semester of 1976 and succeeding semesters.

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Adopted by the State Regents on September 22, 1975.

## POLICY ON THE ADMISSION OF FIRST-TIME-ENTERING STUDENTS

RESIDENTS OF OKLAHOMAComprehensive State Universities

University of Oklahoma  
Oklahoma State University

Any resident of Oklahoma who (a) is a graduate of an accredited high school, (b) has participated in the American College Testing Program, and (c) meets at least one of the following requirements is eligible for admission to either of the comprehensive state universities in The Oklahoma State System of Higher Education.

1. Maintained an average grade of "B" or above in the four years of high school study (3.0 or higher on a 4.0 scale).
2. Ranked scholastically among the upper one-half of the members of the high school graduating class.
3. Attained a composite standard score on the American College Testing Program which would place the applicant among the upper one-half of high school seniors, based on twelfth-grade state norms (ACT score of 18 or higher).

An individual not eligible for admission as stated above may, if he or she is a high school graduate and has participated in the American College Testing Program be admitted "on probation" for study in any summer session. A student admitted under this provision who (a) carried a load of six or more semester-credit-hours of regular college study and (b) achieved a grade point average of 1.6 or higher (based on a 4.0 scale) will be eligible for continued enrollment in the fall semester.

State Universities -- Group I

Central State University  
East Central Oklahoma State University  
Northeastern Oklahoma State University  
Northwestern Oklahoma State University  
Southwestern Oklahoma State University

Any resident of Oklahoma who (a) is a graduate of an accredited high school, (b) has participated in the American College Testing Program, and (c) meets at least one of the following requirements is eligible for admission to any of the above institutions in The Oklahoma State System of Higher Education.

1. Maintained an average grade of "C+" or above in the four years of high school study (2.2 or higher on a 4.0 scale).
2. Ranked scholastically among the upper two-thirds of the members of the high school graduating class.
3. Attained a composite standard score on the American College Testing Program which would place the applicant among the upper two-thirds of high school seniors, based on twelfth-grade state norms (ACT score of 15 or higher).

An individual not eligible for admission as stated above may, if he or she is a high school graduate and has participated in the American College Testing Program, be admitted "on probation" for study in any summer session. A student admitted under this provision who (a) carried a load of six or more semester-credit-hours of regular college study and (b) achieved a grade point average of 1.6 or higher (based on a 4.0 scale) will be eligible for continued enrollment in the fall semester.

#### State Universities -- Group II

Cameron University  
 Langston University  
 Oklahoma Panhandle State University  
 Southeastern Oklahoma State University

Any resident of Oklahoma who (a) is a graduate of an accredited high school, (b) has participated in the American College Testing Program, and (c) meets at least one of the following requirements is eligible for admission to any of the above institutions in The Oklahoma State System of Higher Education.

1. Maintained an average grade of "C" or above in the four years of high school study (2.0 or higher on a 4.0 scale).
2. Ranked scholastically among the upper three-fourths of the members of the high school graduating class.
3. Attained a composite standard score on the American College Testing Program which would place the applicant among the upper three-fourths of high school seniors, based on twelfth-grade state norms (ACT score of 14 or higher).

An individual not eligible for admission as stated above may, if he or she is a high school graduate and has participated in the American College Testing Program, be admitted "on probation" for study in any summer session. A student admitted under this provision who (a) carried a load of six or more semester-credit-hours of regular college study and (b) achieved a grade point average of 1.6 or higher (based on a 4.0 scale) will be eligible for continued enrollment in the fall semester.

State Universities -- University of Science and Arts of Oklahoma

Any resident of Oklahoma who (a) is a graduate of an accredited high school, (b) has participated in the American College Testing Program, and (c) meets at least two of the following requirements is eligible for admission to the University of Science and Arts of Oklahoma.

1. Maintained an average grade of "C" or above in the four years of high school study (2.0 or higher on a 4.0 scale).
2. Ranked scholastically among the upper one-half of the members of the high school graduating class.
3. Attained a composite standard score on the American College Testing Program or a similar acceptable battery of tests which would place the applicant among the upper one-half among high school seniors, based on twelfth-grade state norms (ACT score of 18 or higher).

An individual not eligible for admission as stated above may, if he or she is a high school graduate and has participated in the American College Testing Program, present evidence of outstanding ability in some academic field or unusual talent in some artistic field to an institutional Admissions Committee appointed by the Dean of Academic Affairs. If in the considered judgment of the Committee the applicant is worthy of acceptance, he or she may be admitted or be admitted "on probation" for study in any summer session. A student admitted under this provision who (a) carried a load of six or more semester-credit-hours of regular college study and (b) achieved a grade point average of 1.6 or higher (based on a 4.0 scale) will be eligible for continued enrollment in the fall semester.

Two-Year Colleges

State Junior Colleges

Carl Albert Junior College  
 Claremore Junior College  
 Connors State College  
 Eastern Oklahoma State College  
 El Reno Junior College  
 Murray State College  
 Northeastern Oklahoma A&M College  
 Northern Oklahoma College  
 Oscar Rose Junior College  
 Seminole Junior College

South Oklahoma City Junior College  
 Tulsa Junior College  
 Western Oklahoma State College

Community Junior College

Sayre Junior College

Technical Colleges

OSU School of Technical Training  
 at Okmulgee  
 OSU Technical Institute at  
 Oklahoma City

Any resident of Oklahoma who (a) is a graduate of an accredited high school and (b) has participated in the American College Testing Program is eligible for admission to any of the two-year colleges in The Oklahoma State System of Higher Education.

NON-RESIDENTS OF OKLAHOMAFirst-Time-Entering Freshmen

A non-resident of Oklahoma in order to be eligible for admission to study as a first-time-entering freshman at any institution in The Oklahoma State System of Higher Education, (a) must be a graduate of a high school accredited by the regional association or by an appropriate accrediting agency of his or her home state, and (b) must have participated in the American College Testing Program or a similar acceptable battery of tests. In addition, the applicant must have met one of the following requirements:

1. Ranked scholastically among the upper one-half of the members of the graduating high school class.
2. Attained a composite standard score on the American College Testing Program, or a similar acceptable battery of tests, which would place the applicant among the upper one-half of high school seniors, based on twelfth-grade state norms.

APPENDIX C

THE G.E.D. PROGRAM

POLICY

# THE G.E.D. PROGRAM

On June 11, 1965 the State Board of Education, by authority vested by the Legislature, authorized the Division of Instruction of the State Department of Education to inaugurate a plan to enable those residents of Oklahoma who are eligible and have not completed their formal high school education to receive a Certificate of High School Equivalency. The plan became effective September 1, 1965.

## DEFINITION

The Certificate of High School Equivalency is a credential certifying that the holder has shown evidence of general educational development equivalent to a liberal high school education as revealed by scores made on the General Education Development Tests (GED). The Certificate of High School Equivalency cannot be exchanged for a high school diploma. It may be used to secure employment or an advancement in a job already held and also to meet one entrance requirement in most colleges and universities.

## ELIGIBILITY

The Adult Education Section of the State Department of Education is authorized by the State Board of Education to implement a program for issuing a certificate of high school equivalency. To be eligible to receive a certificate, an applicant shall meet the following requirements:

- (a) He shall be 18 years of age or older, except as provided below:
  - (1) Applicant in the process of enlisting in the armed services shall have attained 17 years of age;
  - (2) Applicants who are members of a federally-funded Job Corps shall be at least 17 years of age.
- (b) HE SHALL BE A RESIDENT OF THE STATE OF OKLAHOMA.
- (c) He shall make the minimum score required for passing the General Educational Development Test, which is an average of 45 over the five categories included in such tests. NO SCORE SHALL BE LESS THAN 35. The test shall be administered by an approved testing center.

- (d) He shall not be eligible to take the GED test prior to the time his class will have graduated, except as provided in item "a", (1) and (2) above.
- (e) The applicant less than 19 years of age shall file an application on a prescribed form with the Adult Education Section and shall attach to the application a letter from the school last attended verifying the year such student was expected to graduate.
- (f) Any person who has taken the GED Test prior to 1965 shall re-take the test.

#### **APPLICATION AND APPROVAL**

To become eligible to take the GED Test, an application must be made to the Adult Education Section of the State Department of Education through the local Adult Learning Center on forms provided by the Adult Education Section. No fee will be charged by the State Department of Education for the issuance of the certificate; however, a fee is charged by the testing agency authorized to administer the test. The fee is payable by the applicant to the testing agency at the time the tests are taken.

After the application has been received and approved by the Adult Education Section, the applicant will be sent a letter of authorization which he or she will present to the examiner in charge at the testing center selected by the applicant. The applicant is responsible for making all arrangements with the testing center.



VITA<sup>2</sup>

Sue Carolyn Wilson

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARISON OF THE ACADEMIC PERFORMANCE OF HIGH SCHOOL GRADUATES  
AND GED CERTIFICATE HOLDERS AT TULSA JUNIOR COLLEGE

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Prairie Grove, Arkansas, November 23, 1935,  
the daughter of Andrew Jackson Wilson and Grace B. Pyeatt  
Wilson.

Education: Graduated from Westwood Senior High School, Westwood,  
California, in June, 1953; received Bachelor of Science  
in Education degree from the University of Arkansas in 1959;  
received Master of Arts degree from the University of Tulsa  
in 1977; completed requirements for the Doctor of Education  
degree at Oklahoma State University in December, 1982.

Professional Experience: Instructor/Coordinator of Legal Secre-  
tarial Program, Tulsa Junior College, 1970-1971; Coordinator  
of Special Programs, Tulsa Junior College, 1971-1974;  
Associate Dean of Special Programs, Tulsa Junior College,  
1974-1977; Associate Dean of Evening and Special Programs,  
Tulsa Junior College, 1977-1978; Associate Dean of Continuing  
Education, Tulsa Junior College, 1978-1982; Assistant Vice  
President, Marketing and Continuing Education, Tulsa Junior  
College, 1982 to present.