

ACADEMIC ACHIEVEMENT COMPARISON, BEFORE AND AFTER
TRANSFERRING, OF OKLAHOMA JUNIOR COLLEGE HOME
ECONOMICS MAJORS WITH THOSE AT OKLAHOMA
STATE UNIVERSITY

By

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CHAPTER I

DESCRIPTION OF THE STUDY

At the beginning of this century an eighth grade education was satisfactory to remove one from the uneducated category. As uneducated came to be associated with unemployable, the high school graduate gained importance. "Now with the threat and promise of automation, the college degree is gaining the significance once accorded the high school diploma (4:2)."

It has been pointed out by the Regents of Higher Education of Oklahoma that perhaps no previous generation of students in America has been studied so intensively as the group now attending the nation's colleges and universities. The demand for additional information needed, which may be used for planning, far exceeds the available supply. The envisioned sizable increase in enrollment in the nation's colleges and universities may place burdens on already overcrowded campus and instructional programs.

Coffelt and Hobbs (11:1) have quoted Dr. J. R. McConnell as saying "presumably, there is a college which would be a productive place for one student, but not for another." They (11) theorize that the ultimate goal of research relating to college students is to discover ways to place the right student in the right institutional environment.

One of the distinguishing characteristics of American higher education is its diversity. A variety of different kinds of institutions

have developed since the founding of Harvard in 1636. The most recent is the junior college.

The new institution was christened "junior" because in its early years it bore unmistakable evidence of relationship to the colleges and universities. More recently advocates have been using the term "community college." It has become an institution which offers the first two years of college education but has added vocational curricula and an adult education program.

Many educators and state planners of the educational system have voiced their opinion that the junior college is the solution to relieve the universities of some of the pressure of the first two years so that the universities can concentrate their programs on upper-division and graduate programs. It has been estimated that by 1970 at least 50 per cent of all beginning students will start their college years in two-year institutions.

With this in mind and because the academic achievement of majors in the home economics program in the junior colleges of Oklahoma had not been investigated, this writer, as a home economist on the faculty of a junior college, felt the need for an evaluative study.

Statement of the Problem

One of the purposes of junior or community colleges is to offer a basic curriculum which contains the typical freshman and sophomore courses for students who wish to complete four years of college work either in general education or in professional or pre-professional training. In some fields of study, students often have had difficulty when transferring to a four-year college or university in maintaining

their freshman-sophomore academic achievements, while others have not. From the findings of this study, it is hoped it will be possible to determine the effectiveness of home economics majors who transfer from a junior or community college to an upper division school of home economics of a four-year university. Secondly, the study is an attempt to find out if home economics transfer students from junior colleges compare favorably or unfavorably in continuing their work during the junior and senior years with the students who have had four full years training in home economics in the same four-year institution.

Purposes of the Study

It is hoped that through this study answers to the following questions would be answered, in part, if not completely:

1. Does the transfer student's academic achievement remain about the same at the university as maintained at the junior college?

2. What per cent of the transfer and native students withdraw from college during the fifth, the sixth, the seventh, and the eighth semesters?

3. What are the major reasons given for withdrawal or transfer-out by home economics students?

4. How does the quality of academic achievement of a transferee compare at the time of entrance of fifth semester work at Oklahoma State University with that of the native students? Then again at graduation?

5. Does it take a greater number of college credit hours for the transfer students to reach graduation than it does for the native students?

6. What per cent of the transfer students actually graduate and how does this compare with the native students following the academic achievements reached at the AA level?

7. What professional field of home economics do junior college transfer students most often choose?

Answers to the above questions should wholly or in part answer the following: How can the curricula of the junior colleges be articulated with the university curriculum to overcome the inadequacies if any do exist?

Definition of Terms

The following terminology is used throughout this study:

State Junior College -- A state junior college is a state supported college consisting of the freshman and sophomore college years.

University -- A Land-Grant University will be referred to as the university in this study, one participating in the benefits of grants of land made in accordance with the Morrill Act approved July 2, 1862, and supplementary legislation--in this study, Oklahoma State University.

Transfer Student -- A student who has transferred his enrollment from a junior college to a university will be referred to in this study as such.

Native Student -- A native student is a junior or senior student in the university who has spent his freshman and sophomore years at the same university: a term used for purposes of comparison in studies of the success of former junior college students (transfer students) enrolled in the upper division of the university.

Intra-college Transfer Student -- An intra-college transfer student

is the student making the change from a home economics major to another college within the university and referred to as a transfer out.

Withdrawal -- A withdrawal is the student who attends college but withdraws prior to the completion of the term or academic year but does not return to continue his college education the following year--home economics majors.

Grade Point Average -- Grade point average is calculated on a four point scale, with "A" yielding four points, "B" three points, "C" two points, and "D" one point. This will be referred to as GPA.

Curriculum -- Curriculum is a general over-all plan of the content or specific materials of instruction that the college should offer the student by way of qualifying him for graduation or entrance into a professional or vocational field.

Curriculum, Articulated -- Curriculum, articulated is a continuous curriculum in which there is a close relationship between the junior college and the university curriculum in order to prevent needless repetition and bring about coordination.

Evaluation -- Evaluation is method and fact finding which involve careful description of aspects to be evaluated, statement of purposes, form of reference, and criteria for the evaluation and degree or terms that are to be employed in recording judgments.

AA Equivalent -- The completion of the first two years of work in any given curriculum amounting to approximately 60 hours of college credit.

Hypotheses

The major hypotheses used to give direction to this study were:

1. The cumulative grade point average at the end of lower division work of those students who transfer from junior colleges will be higher than for those students who complete their first two years at the degree granting institution.

2. The academic achievement of home economics students transferring from junior college will decline during their first semester after transfer, below their cumulative average earned during two years in junior college.

3. The academic achievement of the junior college student in home economics will improve in successive semesters following the first semester after transfer.

4. Junior college home economics students often will not perform academically as well as the native student the first semester in the upper division, but the differential between the two groups decreases in successive semesters.

5. Junior college transfer home economics majors often require a longer time to complete their programs for their baccalaureate degree.

6. The per cent of junior college transfer home economics majors who withdraw tends to be higher than the native students.

7. The major reason for withdrawal among home economics majors is to get married and the incidence will be higher among the natives.

8. Junior college transfers tend to select home economics education as their professional major more often than any other field.

Basic Assumptions

The following assumptions were made in planning this study:

1. A good home economics program is an asset and can be beneficial to the institution and to the student in at least two ways: (1) Many students have not decided on a major field of study in their freshman and sophomore years and if they come into contact with a good program they might choose this area as a major. (2) Even those students who do not major in home economics are affected by the quality of the overall program. The attitude of many students toward home economics will be formulated on the basis of what exists in the junior college which they attend. Thus it is important to try to determine the attitude toward home economics so that steps may be taken to improve the program, if necessary.

2. Junior colleges will continue to expand in the future both in number and in breadth of program offered (28).

3. The six state-supported junior colleges of Oklahoma have already become established within the educational structure of the state. As the junior college system grows the function and scope of each academic area should grow. Home economics would not be an exception.

4. Students going to junior college are probably different from those attending four-year institutions as freshmen, in their socioeconomic characteristics, intellectual disposition, occupational interests, and abilities to do college work (33:4).

5. Junior college grading standards may (and perhaps should) be different from those of many four-year colleges because of differences in the students whom they serve and in the objectives they are expected to achieve (33:4).

6. The junior college should not be a duplication of the lower division of the state university or any other four-year institution.

Instead, each junior college should create the best possible program to prepare transfer students for upper division work in a multiplicity of four-year institutions, and to give those students who do not transfer a general education experience of high quality (33:5).

7. The size, growth, and quality of the home economics program is not only important to the junior college system but also to the institutions to which the junior college student transfers.

8. The quality of program a student receives in the junior college is an influential factor in his success or failure when he transfers to the four-year college or university.

9. The guidance in and type of curriculum a student receives during his first two years of college training in one of the determining factors of the quality of work he will do in upper divisional work.

Limitations of Study and Procedure

In order to determine how the level of achievement of the junior transfers in home economics compares with the achievement of the four year university student, a comparison of the level of achievement of the two groups will be made with the students who entered as freshmen at Oklahoma State University. Oklahoma State University has been selected as the university not only because of the success of its graduates but also for the fact that a large percentage of the home economics students who graduate and earn the AA degree from the junior colleges in Oklahoma transfer to Oklahoma State University and complete the requirements for the baccalaureate.

Therefore, a comparison seemed advisable to be made of the Oklahoma State University students' first two years of work in home economics

with the junior and senior years. The justification for the comparison of the Oklahoma State University grade point average with junior year is based upon the assumption that junior college transfers had a troubled transition period upon the initial transfer.

Records from the academic folders of home economics majors with two years of college or university training upon entering the upper division of the Division of Home Economics at Oklahoma State University were studied. Grade sheets compiled by the registrar and distributed to the administrative office of each division were used.

The sample consisted of four groups: Group I--Home Economics Majors with two full years of background training at Oklahoma State University in the Division of Home Economics; Group II--Home Economics Majors who transfer to Oklahoma State University from Northeastern Oklahoma Agricultural and Mechanical College with two years training in home economics at that institution; Group III--Home Economics Majors who transfer to Oklahoma State University from all two-year state supported institutions. Schools included were Cameron State Agricultural College, Connors State Agricultural College, Eastern Oklahoma Agricultural and Mechanical College, Murray State Agricultural College, Northeastern Oklahoma Agricultural and Mechanical College, and Northern Junior College; and Group IV--Home Economics Majors who transfer to Oklahoma State University from two year state supported institutions exclusive of Northeastern Oklahoma A & M College.

Five academic years were considered: 1960-1961; 1961-1962; 1962-1963; 1963-1964; 1964-1965. The study included carrying the students entering the fall of 1964 through to graduation in May, 1966.

Study has entailed use of the records on file at the Division of

Home Economics at Oklahoma State University. Grade point averages have been categorized for each group and checked for each succeeding semester. The professional major of each student was recorded as well as the number of hours and the accumulative grade point average at entrance of the upper division level. Cumulative grade point averages were recorded after each semester or term until graduation, or withdrawal, or intra-college transfer.

Group I or the native group used for comparison, was selected by numbering all home economics and hotel and restaurant administration majors listed in the Faculty Advisory Lists who had 55 to 67 hours of lower division work of each fall of the years. An equivalent number corresponding to the number of junior college transfers was selected for each year. The university students were selected by using a random sample table.

A record was kept as to the date of graduation, number of hours and grade point average, withdrawal or intra-college transfer recorded with the number of hours, cumulative grade point average, and the reason for withdrawal or transfer as given at the time of termination.

The same data were collected on the transfer students who entered each fall of the five consecutive years as full-time students with junior or upper division standing--55 to 67 hours.

After the data were collected, the results were averaged and tabulated for the purpose of making comparisons of the academic achievements of the groups involved. The data were interpreted in terms of achievement on the basis of grade point averages.

Conclusions were drawn from the results of the study and implications made concerning the use of these conclusions. Recommendations

were made.

The purposes of the study, hypotheses, assumptions, procedures and other information relevant to the development of the problem have been outlined in this chapter. In Chapter II, information relating to education, home economics in education, the growth and development of the junior college with some of its problems, and related studies are reviewed. Chapter III sets forth the treatment of data. Chapter IV is the summary, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF LITERATURE

Education in General

Education, in a changing world of conflict, should provide for the individual the opportunity to develop to the maximum capacity of his potentialities as a member of society. Within a democratic society few would challenge the belief that the democratic way of learning is the best way. While there may be disagreement as to the way education is achieved, most educators put the growth and development of the individual first. Intellectual development of the individual should not or does not take place apart from personal, social, or physical growth. Education must be constantly enriched; it must not be static.

In the United States the citizens are promised freedom--an opportunity to realize their dreams. The problem of the modern American is the problem of dealing intelligently with what he does not understand. Education then needs to devise means whereby comprehension is possible for the ordinary mind (31). No longer is mere collection and accumulation of knowledge and the development of skills considered adequate. The scientific revolution has caused an explosion of knowledge. Drastic change has been noted in the relationship between science and economic creativity and between science and society as a whole. Discoveries of the next two decades will revolutionize man's concepts of nature. There will be a possibility of the ability to create a world according

to man's own choosing. His developing technology has steadily served to extend and amplify his range of perception and power. With a more complex world, educators' responsibilities and opportunities are much greater. The need is to expand and accelerate the process of creative evolution: a need to insure that this process serves and gives further meaning to the modern concept as the focus on human values.

Higher Education

Institutions of higher learning have the responsibility to give high quality training to an increasing number of people and to serve as a major base for further expansion and exploitation of knowledge. Every bright student should not be made into a scientist. In the healthy workings of the democratic process, a wider understanding of the dynamics of science, philosophy, economics, problems in social and political fields--in fact in all areas of knowledge--is imperative. Higher education must see that the generalist has a firm grasp of his liberal-humanitarian heritage. He must comprehend the value of freedom and truth and be sensitive to significance in philosophy, art, music, and literature. He should be intelligently flexible and receptive to new knowledge and new patterns of living. He must be able to differentiate between intrinsic and superficial values: to understand and act upon the knowledge that the value of creative evolution lies not in mere acquisition of material wealth and leisure, but in the capacity of these things to help him achieve more meaningful fulfillment. He must be responsible and contribute his full share, intelligently, to democratic processes. To equip a student with these good qualities is a tremendous task (48).

Home Economics in Higher Education

With these objectives of education in general in mind, what is home economics and how does it fit into the pattern of education? Home Making Education has been defined by Dr. Millie Pearson, July, 1964, during a Philosophy of Home Economics Education Course, as

.....that area of knowledge which helps youths and adults to understand the relationships, behaviors, activities and material things which determine and maintain satisfactory personal, home, and family living.

It is imperative that home economists have a knowledge of the individual, his basic needs, and a sincere desire to help that person develop to his maximum potential. They must be the first to recognize change to help the individual meet demands to benefit families. By any standard, the home economist must work with the individual to build confidence in himself.

What is the role home economics is playing in higher education? Home economics is concerned with the problem of organizing and managing human material resources so as to deal more effectively with changes as a result of modern technology and, socio-economic conditions at local, national and international level as related to home and family life. In the university setting, home economics is determined by the extent of the curriculum, research programs, and services designed to fit realities (1). Recently the objectives and philosophy have been re-defined. This is as it should be because of the earlier statement that education must not be static. The curriculum should help the student to change behaviors, acquire the necessary knowledge, develop understandings, and acquire ability in critical thinking, creativity, attitudes, interests, appreciations, skills and habits (45).

Resources of money, staff, and physical facilities set limitations on the quality of the program offered (49). The writer strongly feels that the quality of the staff is by far the most significant factor. The instructor who incorporates creative writing and speaking, group planning and evaluation, and new advanced teaching techniques is as interested in the process of learning as in the subject matter learned. The staff must be willing to discard the obsolete, unimportant, and eliminate proliferation, duplication, and over application. It must find ways of integrating, relating, and applying principles and concepts to problems which confront families. An evaluation of the curriculum should reflect balance and inter-relationship between general-liberal education and purely professional-technical specialization. It would be well if more emphasis could be given for promoting independent study and research at the undergraduate level for those students of high academic ability (1).

The Junior College and its Role in Higher Education

The last twenty-five years have witnessed an unparalleled educational movement in history. The concept that higher education should be free or inexpensive to the masses has been advanced (4:v). Vast numbers of students seeking higher education have stimulated universities and four-year colleges to raise their standards of admission, increase tuition charges, eliminate large percentages of entering classes and a resistance to include work not traditionally college level (4:vi).

A relatively new institution, the junior or community college has assumed part of the responsibility of educating the resultant heavy

enrollment for the first two years of higher education. "The two-year college is receiving increasing recognition as the most significant development in American education in the past half-century (4:1)."

Brumbaugh (9:1) states that "the community junior college during recent years has been in many respects the most dynamic segment of American higher education." It has been caught in the middle of the drive to increase the educational level of the population. The four-year college and the university are not too well equipped to cope with the increasing number of students... "particularly when so many of them [students] lack even the most rudimentary requirements for baccalaureate courses (4:2)." The comprehensive two-year college, with its willingness to offer courses of less than collegiate level, has been cited as the salvation of low-ability students (4:3).

Brick (8:195) however, points out that... "an excellent junior college is one which takes students of the most diverse abilities and develops their talents, whatever they may be, to the fullest." No institution should be ashamed to serve students of modest academic ability (8:195).

Brumbaugh (9:1) points out that large numbers of community colleges have been established recently

because of changing socio-economic conditions, because of increased recognition of the distinct place of the junior college in the scheme of higher education, and because of the gradual clarification of the multiple functions of the junior college.

A recent report (20:42) shows that late in 1965 fifty new junior colleges, most of them publicly supported institutions, brings to 780 the total number of two-year institutions now operating in this country.

Eighty of these schools are in California. Enrollment figures estimated by the American Association of Junior Colleges is 1.5 million students.

Cosand (13) stated that a recent map printed in the New York Times showed that there were 19 states where junior college enrollments exceeded 15 per cent of the total college enrollment within the state. California and Florida lead with percentages of 56.4 and 39 respectively.

E. T. Dunlap (18) Chancellor of Oklahoma State Regents for Higher Education as recently as June 11, 1966, stated "we have found that 67 per cent of Oklahoma college freshman go to school within 40 miles of home as do something like 50 per cent of the sophomores." He also stated that 61 per cent of the high school graduates go to college-- double the number that went to college in 1954. The Oklahoma college enrollment has increased by 58 per cent in the last five years, with indications that by 1975 it will be double the present enrollment (18).

Junior college expansion in Oklahoma is predicted by Dunlap (18). The Oklahoma Regents for Higher Education will recommend an undetermined number of two-year comprehensive colleges especially for the Tulsa and Oklahoma City metropolitan areas when they present their report to the state legislature in January, 1967.

The fact that during the past three years the increase in the numbers of junior colleges and corresponding enrollments has moved with such speed, there have been many stresses and strains throughout the United States with respect to facilities and staffing. Cosand (13) believes, however, that those junior colleges and states which still limit themselves to the academic program are not growing with the

rapidity of the comprehensive institutions. The latter institutions offer academic, technical, remedial and community service adult education, as well as a strong counseling program.

Brumbaugh (9:2) summarized basic philosophical assumptions which underlie the community junior college movement:

that every individual should have the opportunity to pursue education to the full extent of his ability and competence;

that the two-year community junior college is an effective and economical means of extending full opportunity for education beyond the high school;

that the two-year community junior college must be multi-purpose institution if it is to serve its function fully;

that the community college's specific purposes and programs must be determined by the needs of its constituency;

that financial support for the colleges should be provided on a predetermined basis by both the community and the state;

that the community junior college should operate under local administrative control to afford the necessary degree of flexibility but also should be part of a coordinated state pattern of higher education established and directed by a state agency.

Another authority, Thorton (52:17) says that the community junior college must develop a wide variety of curriculums, "but each must combine demanding standards of student achievement with responsible and effective guidance and all reasonable fiscal economy." He believes that if unnecessary or trivial courses are offered, if students are enrolled in such haphazard fashion that they withdraw in great numbers, if the standards of instruction are allowed to deteriorate... "then the community college shall have forfeited its right to a share in the achievement of the most majestic educational ideal ever attempted by a nation."

Coffelt and Hobbs (11:113) indicate that each Oklahoma college is unique to some extent; each with its own student "mix," its own faculty attitudes and perceptions, and its own purposes and functions. No two colleges or universities are enough alike to allow exact comparisons to be made. Each college and university should consciously seek to attract and retain the kinds of students whom it is best equipped to educate and who will best fit into the institutional environment. Likewise, parents, counselors, and faculty of high school students, along with the prospective college student should examine an institution carefully before making a decision to enroll in that institution. They should be aware of its standards, its programs, the intellectual and socio-economic makeup of its student body, the dropout and retention rates. The student will then be able to visualize how he fits into the total institutional setting.

Reynolds (46:97) reports that the junior college is completely native to the United States which accounts for the fact that junior colleges are found in every state except Nevada. The effect of the community junior colleges on the local population was reported by Bashaw (3:29) that the location of a new public junior college in an area results in a significantly greater increase in the enrollment-population ratios as compared to areas without public junior colleges. Also, as was evidenced by a private citizen writing to the editor of the Daily Oklahoman recently, that several industries had considered coming to her area but after comparing it with areas that had colleges, the industries had selected the college towns. Consideration for their managers who would rather be transferred to college towns was the reason given. Her conclusion was that before her area could get an

industry, it must establish a college. She was also interested in the fact that her three young children have access to a "near-by college" when they would reach the college level in their education.

Related Studies

Although no publications dealing specifically with the field of home economics in the junior college transfer program have been identified by the writer, there are some recent relevant studies that may prove helpful. The junior college population is made up of a variety of students including: high school underachievers who take advantage of one more chance to demonstrate their ability to do satisfactory college work; the late deciders about college attendance who have high school deficiencies; the immature who are emotionally and intellectually unready to enter a four-year college; the insufficiently motivated and the uncertain; and the capable students who lack financial backing for college attendance away from home or who simply want to attend what may be a smaller, less formal college for the first two years (33:3).

Medsker says (38:30)

the available facts indicate that the average academic aptitude level of students entering two-year colleges is somewhat below that of those who enter four-year colleges. However, there is a wide range of abilities among two-year college students, and many of them are superior in ability to many in four-year institutions.

Many plans of higher education now on the state level include proposals for achieving more coordination of higher education and for strengthening the two-year colleges. It is the plan to have a low-cost, open-door community college within the reach of nearly all graduates of high school by the early 1970's. Planners make the assumption....

that there will continue to be ample opportunity for qualified junior college graduates to transfer to four-year institutions to complete their degree programs and that articulation between and among the two types of institutions will be easily accomplished (33:2).

Bolman (6:20) says in looking at articulation between the two-year and four-year institutions.... "we must keep the student foremost in mind....we will ask how collegiate education can conform to the real and lasting needs of students."

In 1951 Bolman (6:20) recognized the problems of articulation and transfer when developing the first community college under the auspices of the State University of New York. After developing semi-professional and liberal arts programs he sent details of them to nearly 500 colleges and universities throughout the country to ask which programs might be transferable with full credit. All institutions except one, Harvard,... "were willing, under proper safeguards, to admit transfers from at least some of our programs (6:20)." Two years later, Harvard accepted the programs.

Bolman (6:20) also reports that the far west began working on the problem of articulation and transfer decades ago. California developed"A solution as wooden and traditionalist as the words 'university parallel courses' imply."

Conant several years ago urged the University of Virginia to respect the two-year college, but no foundation was putting his views into the practical and political area(6). Gradually in the South, Midwest, and Northeast, the junior colleges multiplied and with them the problem of transfer.

Medsker (38:52) relates that in one sense the task of preparing the transfer students is becoming more uniform because of the trend

away from specialization and toward a more liberal arts education in the lower-division curriculum. Even though this reduces the necessity for the two-year college to offer a wide variety of specialized courses, the writer has observed that if the student does not have any courses in his chosen field, his interests may change, and he may be motivated to enter one of the fields required to fulfill his general education requirements for his first intended majors. For example, if a home economics major does not have a course in home economics during the first two years of college work, that major may turn to a new interest, due to an inspirational presentation by an outstanding faculty, in one of the general education requirement subjects. Experience of the writer has been that much of the teaching during the student's freshman year is to inspire the student to want to remain in his pre-professional work or to choose a professional field. Also, to continue his aspirations toward a baccalaureate degree or the goals that he came to college with rather than to drop out because of disinterest.

Problems pertaining to communication and articulation with four-year colleges, to requirements for admission to individual courses, and to grading standards, arise in connection with the transfer program. "They all bear on the record made by students who transfer (38:53)."

Many educators find it difficult to believe that the junior college can effectively prepare students for advanced college work because of the highly diversified student body, and, to sufficiently stress academic excellence (38:119).

If the junior college does an acceptable job as an institution for transfer preparation, it will be looked to, to accommodate large numbers of freshmen and sophomore students.

If the transfer students do not do well, then either their shortcomings in the next institution and the apparent reasons for their poor performance must be investigated and corrective steps taken, or the junior college should not be looked to so extensively as a transfer institution (38:119).

This belief is verified by Cozine (15:4) in relation to home economics. She says,

the effectiveness of a home economics program is determined by the quality of the product which results. This product in the teaching field would be the accomplishments of the students. The progress made by the students would be the best evidence to examine to determine the effectiveness of a given program.

Medsker (38:119) reports numerous studies on the performance of transfer students in particular institutions have been made....

Bird arrived at general conclusions favorable to the junior college transfer....Nall in 1958....on the performance of junior college transfers to the University of Colorado arrived at results less favorable to transfer students (38:120).

The office of Relations with Schools at the University of California has periodically made summary studies of how transfers compare with native students. The report results are sent to the junior colleges from which transfers come.

At the time Medsker (38) wrote his The Junior College: Progress and Prospect in 1960, no study of transfers had been completed under a design in widely scattered four-year colleges and universities known to enroll large numbers of transfer students. However, sixteen institutions agreed to participate in a longitudinal study of two groups of students, juniors 1953, those who had taken all their lower division work in the institutions and were classified as native students, and those who had transferred as juniors with junior standing. The object was to compare the two groups on scholarly performance as expressed by a

median grade-point average, persistence, and graduation by the end of two years following junior classification (38:120). The states involved in the study were California, Georgia, Illinois, Iowa, Kansas, Michigan, Mississippi, and Texas.

The over-all information was both encouraging and discouraging.

That transfer students earn grades quite comparable to those of native students undoubtedly reflects a high quality of teaching in the junior college. The comparatively good record of transfers in most institutions may also be due to the natural selection that takes place during the two junior college years. The extent to which junior colleges gear their transfer curricula and their teaching methods to needs of students who propose to enter certain colleges and universities is undoubtedly an additional contributor to the success of the transfer group (38:135-136).

In only one group were the transfers and natives matched according to ability, previous academic achievement and other factors. The sample, at Kansas State College, the transfers did better on all measures than the native students.

Although the transfer students in most institutions earned grade-point averages comparable to native students, their record in retention and in attainment of baccalaureate degrees is poor. The data from several institutions.... show attrition tended to be greater following an increase in the grade-point average. This suggests that there are other reasons why transfer students (as well as natives) drop out of college (38:137).

Medsker (38:137) goes on to say that the transfer student may find it difficult to meet the higher cost in the four-year college. The attrition of women is greater than men, probably because women get married and often discontinue their college careers in order to go to work so their husbands may complete college. It was pointed out that junior colleges do not do enough to prepare students for non-academic life in the four-year college. Even more serious, four-year colleges and particularly the large universities...."do little to orient and

assimilate transfer students. Nothing comparable to the program for entering freshmen exists. No thorough study has been made of the reasons for attrition among junior college transfers (38:137)."

Some factors which influence persistence, attainment of degree, length of time required in obtaining the degrees, and academic performance are: some transfer students may not have had certain lower-division prerequisite courses in their major field; students generally have many choices of four-year institutions in which to transfer but do not always know well in advance which one they will enter; if the student's choice of four-year institution changes, he may not be able to meet the requirements of the one he does enter--hence it will take longer to attain his baccalaureate degree; careless counseling of the two-year college about course requirements in other institutions; if a junior college fails to advise students about their ability to pursue a baccalaureate degree program; junior colleges that do not have rigorous grading standards and study habits for students who plan to transfer--thus letting the student have a false impression of his ability to compete with students in a four-year institution (38:138).

Four-year institutions also create obstacles by inflexible lower-division requirements. Some insist that the junior college offer identical or equivalent courses covering the same content and taught in the same manner as the four-year college. This would be impossible for junior colleges to satisfy requirements that differed from several four-year institutions.

A conclusion to be drawn is that one of the great needs in many states is closer coordination between two- and four-year colleges. Relationships appear to be cordial but to work out complex problems of

articulation and to always keep in mind the best interest of the transfer student requires continuous effort (38:139). Subject matter teachers and administrators in both types of institutions must have an opportunity to share in the solution of the problem.

Blocker, Plummer, and Richardson (4:285) comment that the time is not far off when universities may find that a majority of their upper division students come to them from junior colleges. Universities must face the responsibility for giving leadership to the "feeder" institutions. "With a few notable exceptions, universities have overlooked this responsibility." Today as in the past the transfer program depends upon the acceptance of the two-year college credits by four year schools (4:4).

A major national study of the junior college transfer students was completed in 1965. It involved 7,243 students from 345 two-year colleges who transferred to forty-three four-year colleges and universities in ten states as juniors in the fall of 1960 and 3,349 native students were chosen as comparison groups (33:8,13). Research undertaken was at the request of the Joint Committee on Junior and Senior Colleges of the American Association of Junior Colleges, the Association of American Colleges, and American Association of Collegiate Registrars and Admission Officers (32:5).

The study was financed by two grants from the United States Office of Education between 1961 and 1964 (32:5). A grant from the Esso Education Foundation made it possible for the American Association of Junior Colleges to hold state conferences on the results of these studies and the implications of the findings...."For admission, counseling, curriculum, instruction, and institutional articulation for both two-year

and senior institutions (33:vi).

The states in the study were California, Florida, Georgia, Illinois, Kansas, Michigan, New York, Pennsylvania, Texas and Washington.

The main objectives of the study were to find out how successful the junior college students were in achieving their degree goals; how they compared with native students with respect to ability, grades, and time needed to earn their degrees; what effect institutional factors had on the success of the students; and what kinds of transfer policies, practices, programs, and machinery for articulation and coordination were operating during the period of the study (32:6).

Major findings which relate to the writer's study were:

1. Grade-point differentials: Most junior college students experienced some drop in grades when they transferred. The grades then improved to about the level of their junior college grades.

2. Comparisons with native students: The students who entered the universities had more academic aptitude and a greater readiness to undertake college work as freshmen than those who entered the junior colleges. Although the lower division grades of the native students were lower than the transfer students their upper divisional grades were significantly higher than the junior college students when in direct competition. The grades of the native students improved steadily as they progressed through their four-year programs.

This pattern was more likely found in the large universities than in the teachers' colleges where the native students did not differ from the transfers with respect to ability or performance.

Attrition after transfer: Almost thirty per cent dropped out. Only ten per cent of the total transfer group were dismissed for poor scholarship. Some type of financial problem was the decision of about

forty per cent who withdrew of their own choice. Still others found business opportunities more attractive than the baccalaureate degree. About two-thirds of each group (voluntary and those who were dismissed) felt that some type of motivational problem was a major factor in their dropping out, often disappointment in the four-year institution, their instructors and in their major field.

The economic problems of the transfer appeared at many points in initial decision to attend a junior college, their employment while in college, and in their attrition.

Transference of grades: Almost none of the institutions credited the transfer students with the grades they earned in junior college, either when making decisions about retention when they incurred poor grades after transfer or in evaluating them for graduation.

It seems reasonable to require transfer students to do satisfactory work at the institution granting the degree but disregard of information about the work done by the students in junior college seems an ill-advised loss (32:8).

Knoell and Medsker (33) have drawn many conclusions and presented important implications and recommendations from the extensive study that all who work with transfer students would profit in studying them. One of these conclusions is that the general public still does not fully appreciate the role of the junior college in higher education in preparing students for transfer. Every advisor who works with transfer students both in the two-year and the four-year institutions is becoming more aware and appreciative of problems facing the transfer student.

One authority, Arny (2:45) believes that if transfer [home economics] students and freshmen could be placed in accordance with their level of proficiency upon entrance, the following results could

be anticipated:

1. More girls who looked forward to home economics as a profession would elect homemaking courses in the senior high school.
2. Fewer good students would drop out of the home economics curriculum in college.
3. There would be less difficulty in locating competent home economists for the leadership jobs developing in so many areas.

Army (2:43-44) goes on to say....

it would be better to compare scores of transfer students on valid and objective tests with those of the students who had completed courses in the college to which they transfer, or at least to supplement other information with test results.

The writer found very little information pertaining to home economics in the junior college.

Since Oklahoma was not included in the national study just completed by Knoell and Medsker, a report of the longitudinal study of the 1962 freshman class in Oklahoma colleges being made by the Oklahoma State Regents for Higher Education is advisable. The writer's study includes some of the same students who are in the Oklahoma study.

The study is of 13,276 first time freshmen who enrolled in 32 Oklahoma colleges and universities in the fall semester of 1962. Coffelt and Hobbs (11:11) state that few states have attempted to make a study of the retention, transfer and graduation of students in institutions of higher education. Therefore, there is very little published research on the results available....

students must be followed on a name-by-name basis, and women often complicate this game by legally changing their names through marriage. Faced with these... institutions turn inward when designing research of a retention-transfer-graduation nature (11:10).

This was particularly true of the writer's data collecting especially since the greater portion of home economics majors are women.

The most pertinent findings from this study which are related to the writer's research are as follows:

Of the students who begin their college careers in Oklahoma institutions, approximately 7 out of each 100 transfer from the college of original registration to another college sometimes before the beginning of the sophomore year. Of the students who transfer, the majority move "down" from a large institution to a smaller one. Those freshmen who transfer out of other colleges into the universities are generally students who are both academically and scholastically well-qualified, with college grade-point averages between "B" and "C". Although the students who transfer out of other institutions into the four-year colleges are scholastically below those who transfer into the universities, they are nevertheless better qualified than those students who drop out of the four-year colleges. These latter institutions therefore use the drop-out and transfer mechanisms not only to grow in size, but also to upgrade themselves scholastically. Only the junior colleges drop-out students are better qualified than the ones that they attract through transfer. On the basis of these data, it could be said that the two-year institutions serve a dual function in the state: (1) they act as launching pads to send many of their better students on to larger and more complex institutions, and (2) they apparently serve a recovery function, whereby many of those who have not found a compatible environment in other institutions may come to make a new start (11:109-111).

From information found by Coffelt and Hobbs (11:68-69) concerning the fields of study chosen by first time freshmen in 32 Oklahoma colleges in 1962, fifty-one state junior college freshmen students chose

home economics for a major. Twenty-one of these students matriculated at Northeastern Oklahoma A & M College. This home economics enrollment, comparatively speaking, amounted to two and one-half times more than the next highest junior college and was higher than eight of the four-year state colleges. Oklahoma College for Women exceeded this number of home economics freshmen by two students.

In comparison with the other fields of study chosen, home economics ranked third at Oklahoma State University, and fourth at Northeastern Oklahoma A & M College. The students had selected from twenty-three categories. Only engineering and business outranked home economics at Oklahoma State University. Business, engineering, and agriculture ranked before home economics at Northeastern Oklahoma A & M College.

Because the purposes of the state supported junior colleges of Oklahoma are similar in nature, only one will be presented in this study. A copy of the purposes and objectives of the underlying philosophy of Northeastern Oklahoma Agricultural and Mechanical College, Miami, Oklahoma, will be found in Appendix A. The writer has been a faculty member in the Home Economics Department since 1960 and presently is head of the department. She has been connected with and interested in the college the past eighteen years.

Summary

Education should provide for the individual the opportunity to develop the maximum capacity of his potentialities as a member of society. Intellectual development should not take place apart from the personal, social, or physical growth.

Higher education has the responsibility to give high quality training to equip students to be responsible so that they can contribute intelligently their full share to the democratic processes.

Home economics is concerned with the problem of organizing and managing human material resources so as to deal more effectively with changes as a result of modern technology and socio-economic conditions at the local, national and international level, as related to home and family life. The curriculum of home economics in higher education should help the student to change behaviors, acquire the necessary knowledge, develop understandings, and acquire the ability in critical thinking, creativity, attitudes, interests, appreciation, skills and habits.

The community junior college in the past decade has been the most dynamic segment of American higher education. Large numbers (780) of junior colleges have been established because of the changing socio-economic conditions; because of the recognition in the plan of higher education; and because of the gradual clarification of the multiple functions of the junior college. The prediction is that the expansion will continue and the two-year college will be expected to accommodate larger numbers of freshmen and sophomore students in the future.

Articulation and coordination between the junior and senior colleges and universities for the transfer student have been and still are the problems confronting higher education planners. Three related studies--a national, regional, and a state of Oklahoma--were reviewed and reported in part in this chapter. The national study which has been completed two years after the writer started her study, had as its major aim to improve articulation between two-year and four-year

colleges. Valuable data and recommendations furnished by the regional study helped to identify areas that needed further study on a national basis, and to serve as guidelines for the national research. In Oklahoma a six-year study by the Regents of Higher Education is underway. This study includes some of the students who are part of the writer's study universe. Only a partial report has been released.

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

The purpose of this chapter is to summarize and present the findings of this study. The writer believed that an effective comparison between the quality of work completed by Junior College Home Economics Majors and University Home Economics Majors would provide valuable information to both junior college and university advisers. As a result of this study it was hoped that problems for the transfer student could be viewed more easily by the junior college and university advisers; problems for the new student at the junior college could be lessened by the understanding of existing problems; adjustments could be made based on findings of the study on the junior college level to eliminate many of the existing problems for the transfer; and that recommendations might be made based on related studies and the results of this investigation that could prove beneficial to those persons concerned with transfers. The goal would be to improve articulation and coordination for the benefit of home economics majors between the junior colleges and the university.

The major type of data used for analysis in this study was compiled from the college transcripts. The hours of work taken and grades achieved were studied and calculations made. Complete transcripts of work taken at the junior college and university were obtained for all students. It was not necessary to request transcripts from the various

junior colleges for the transfer students records as the Home Economics Division at Oklahoma State University included complete information of courses taken; grades achieved; credits received and evaluated. This information was complete and included in each student's academic file.

Performance was studied of only the junior college home economics students who entered upper division work at Oklahoma State University. This performance was compared with that of the native students.

Seventy-two junior college home economics students met the criteria. This included students who had had two years of lower division training at a junior college. Students receiving any training at other institutions of higher learning were not included in this study. A range of 55 to 67 hours completed was considered as acceptable. At first, the study included all junior colleges in Oklahoma. Since only four students had transferred from private or municipal two-year colleges, it was decided to include only the six state supported junior colleges. Over 100 academic folders of junior college transfer students were studied before the 72 were found to meet all the specifications formulated by the writer.

To select the comparison group for each year to be studied, the Faculty Advisers List was used. Students who had between 55-67 hours of work, all completed at Oklahoma State University, were numbered. A random sample table was used for the selection. Nearly 100 academic folders were studied in this group. Eliminations were made as some students had had summer school in other institutions or a semester of study elsewhere. Finally, 76 students met the criteria and became known as Group I called "native students" or simply "natives".

Students were divided into four groups namely; Group I, Oklahoma

State University; Group II, Northeastern Oklahoma Agricultural and Mechanical College transfer students; Group III, transfer students from all six state supported junior colleges, namely; Cameron State Agricultural College, Connors State Agricultural College, Eastern Oklahoma Agricultural and Mechanical College, Murray State Agricultural College, Northern Junior College and Northeastern Oklahoma Agricultural and Mechanical College; Group IV, home economics majors who transfer to Oklahoma State University from two-year state supported institutions exclusive of Northeastern Oklahoma Agricultural and Mechanical College.

Five academic years were considered: 1960-1961; 1961-1962; 1962-1963; 1963-1964; 1964-1965. The study included carrying the students entering the fall term of 1964 through to graduation in May, 1966.

In the tables that follow, the groups of home economics majors will be identified as Group I, II, III and IV. Compilations and interpretations will be on the basis of the average GPA for each specific group. The GPA was obtained by identifying the total number of hours credit earned per semester, at the time of transferring or the AA equivalent for the native student, and at the time of graduation or withdrawal at the university, and dividing the total grade points earned for that specific period by the hours of course work attempted. Grade points were computed by multiplying the number of hours for a specific course, times the value of one hour of grade as one hour A was given four points, B was given three grade points, C was given two points, D was given one point and F receives none.

From a study of the data presented in Table I, it can be seen that the AA equivalent GPA of the students in Group I, native students, was lower for four of the five years than for the students in Group III and

TABLE I

A COMPARISON OF THE GRADE POINT AVERAGES OF TRANSFER WITH NATIVE STUDENTS BY SEMESTERS FOR A FIVE YEAR PERIOD

	1960			1961			1962			1963			1964			Average for all Students of the Five Year Period		
	*Group I	*Group II	*Group III	Group I	Group II	Group III	Group I	Group II	Group III	Group I	Group II	Group III	Group I	Group II	Group III	Group I	Group II	Group III
AA EQUIVALENT	2.689	3.412	3.209	2.886	2.736	2.775	2.396	3.122	2.876	2.440	2.223	2.688	2.314	3.129	2.859	2.480	3.017	2.861
FIFTH SEMESTER	2.429	2.612	2.484	2.906	1.684	1.984	2.497	2.712	2.388	2.554	1.464	2.106	2.500	2.402	2.172	2.559	2.311	2.218
SIXTH SEMESTER	2.785	2.812	2.670	2.908	2.281	2.191	2.607	2.749	2.522	2.582	1.729	2.149	2.631	2.671	2.673	2.666	2.561	2.471
SEVENTH SEMESTER	2.867	2.686	2.624	3.105	2.635	2.700	2.610	2.827	2.739	2.646	2.531	2.517	2.837	2.955	2.787	2.767	2.796	2.688
EIGHTH SEMESTER	2.989	3.149	2.900	3.271	3.400	3.107	2.914	2.921	2.977	2.840	2.366	2.734	2.979	3.388	3.045	2.959	3.113	2.896
TOTAL CUMULATIVE GPA AT GRADUATION OR WITHDRAWAL	2.814	3.135	3.105	2.989	2.842	2.706	2.565	2.970	2.910	2.633	2.488	2.757	2.611	3.172	2.954	2.631	3.010	2.896

* Group I - Oklahoma State University

Group II - Northeastern Oklahoma A & M College

Group III - All State Junior Colleges

for three of the years for students in Group II. It is also evident the difference between the three groups varied for the four semesters of upper division work. The GPA average for Group III was lower for all four semesters and for Group II for the fifth and sixth semesters than was the GPA for Group I. At the beginning of upper division work Group III was higher than Group I by a difference of .381 and at completion of the eighth semester the difference had decreased to .265. This was likewise true for Group II with the difference decreasing from .537 to .379. At the conclusion of the four year program the GPA was higher for both transfer groups than it was for the native students. This higher final GPA for the two transfer groups could be accounted, in part at least, by the higher GPA transferred from the junior colleges.

In Figure 1, is presented a graphic comparison of the GPA as achieved for the four semesters by the three groups. It is evident from this that the students in Group I, native students, gradually improved the GPA over their AA equivalent GPA. In only one semester, the fifth semester for the 1960 students, was there a decrease.

This consistency of improvement in GPA is not found for the students in Group III, transfers from all the junior colleges. The first semester at Oklahoma State University, without exception, resulted in a reduction of GPA. The average drop for the fifth semester was .643. Each semester after the fifth, the GPA increased over the preceding semester except for the seventh semester for the 1960 students which resulted in a slight reduction. The students in Group II from Northeastern Oklahoma A & M College experienced comparable difficulty in the fifth semester. These transferees then showed a steady increase in GPA and during the eighth semester had a cumulative GPA of 3.113

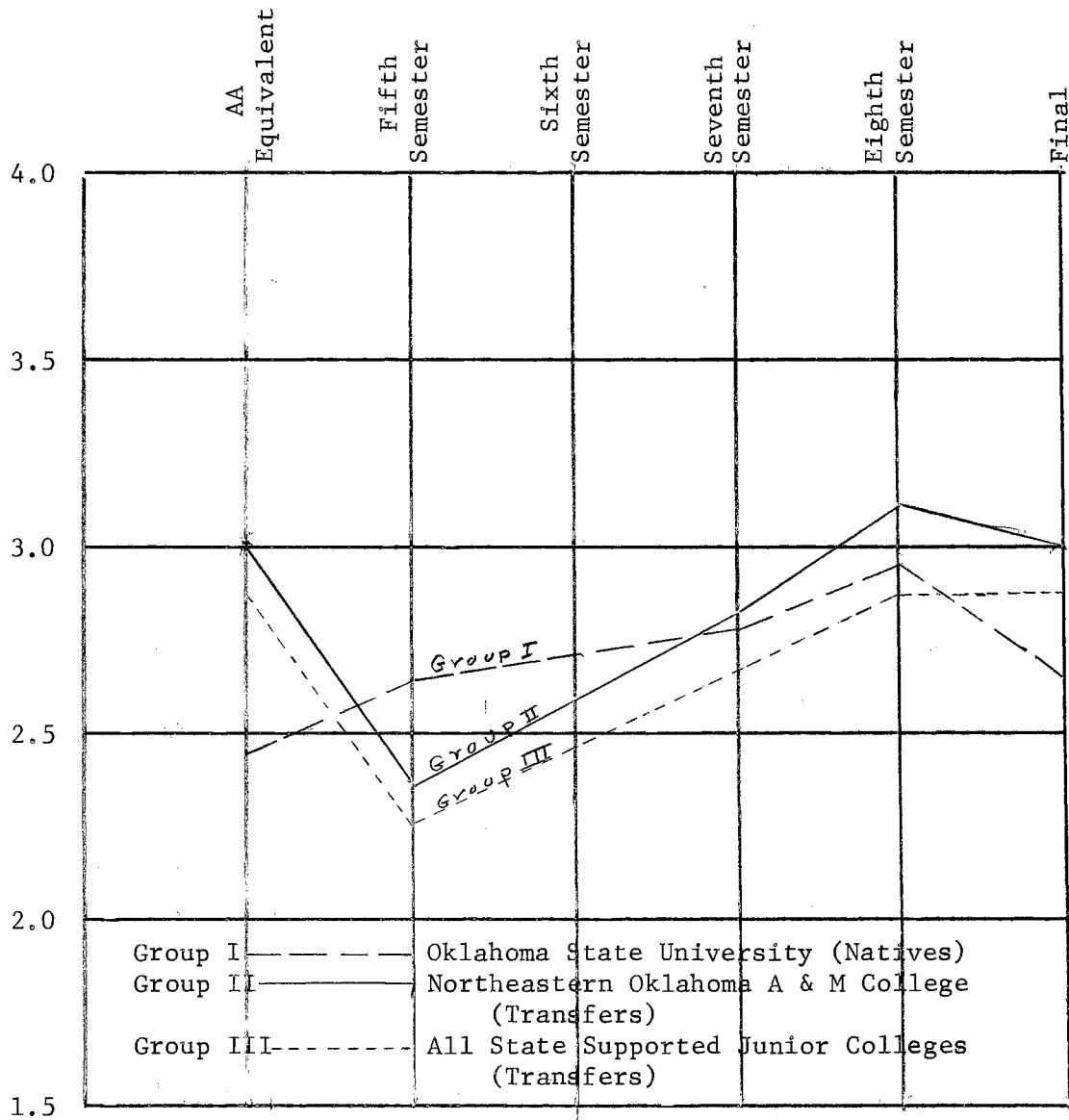


Figure 1. A Graphic Comparison of Cumulative GPA at Various Levels of Groups I, II and III.

compared to 2.959 and 2.896 for Oklahoma State University and the junior colleges respectively. Thus it can be seen that the GPA for all transfer students fell during the first semester after transferring and then gradually improved during the other three following semesters. It can be concluded that the transfer students from the junior colleges used in this study experienced academic difficulty in the initial transfer semester then gradually improved during the remaining semesters. Further review of the data in Table I indicates that the Oklahoma State University students maintained and improved the AA equivalent GPA for all but one semester, that for the 1960 students in the fifth semester did they reduce their GPA.

TABLE II
COMPARISON OF THE AA EQUIVALENT GPA OF HOME ECONOMICS
MAJORS OF GROUPS I, II, III, AND IV

Year	O.S.U. Group I	NEOAMC Group II	All Junior Colleges Group III	(Group III Less Group II) Group IV
1960	2.689	3.412	3.209	3.047
1961	2.886	2.736	2.775	2.779
1962	2.396	3.122	2.876	2.712
1963	2.440	2.223	2.688	2.804
1964	<u>2.314</u>	<u>3.129</u>	<u>2.859</u>	<u>2.707</u>
Average	2.480	3.017	2.861	2.721

Data in Table II give a comparison of the AA equivalent GPA by years as is also included in Table I, but differs in that Group IV transfers are included. The information in this table is used to emphasize the difference between Group II, Northeastern Oklahoma A & M

College transfers, in performance with that of Group IV, which includes transfers from the other five state junior colleges. Group II had a higher GPA for three of the five years than did the transfers of the other junior colleges, Group IV, and the total cumulative GPA for the five year period was higher for Group II. It is also evidenced from the comparisons which can be made from the presentation in Table II, that not only do transfers enter the upper division with a higher GPA than do natives but that there are differences in GPA among the transfer groups.

Analysis of the data in Table III indicate that the Home Economics students who enroll at Oklahoma State University and complete their first two years do comparable work the fifth semester. Only one year--1960--did the Oklahoma State University students lower their grade point average, and then by only .260. The other four classes did better work as determined by the grade point average.

Information in Table III illustrates the comparison of the grade point average of Home Economics majors of Oklahoma Junior College transferees with their first semester grade point average earned at Oklahoma State University. This comparison justifies the assumption that the fifth semester transfers have a period of adjustment. Each of the years (1960-1964) those transfer students from Oklahoma Junior Colleges had a reduction in grade point average. It is also significant that in each year there was a decrease in grade point average. This is in contrast to the increase made by the Oklahoma State University students.

A further analysis of data in Table III shows that after the fifth semester the Oklahoma Junior College transferees began to improve

TABLE III

COMPARISON OF THE AA EQUIVALENT GPA WITH THE GPA FOR THE FIFTH AND EIGHTH SEMESTERS
AND FINAL GPA OF GROUPS I, II, AND III

Group	Year	GPA-AA Equivalent	Fifth Semester		Eighth Semester		Final Cumulative GPA	
			GPA	Difference	GPA	Difference	GPA	Difference
I (Oklahoma State University) 76 Students	1960	2.689	2.429	-.260	2.989	+.300	2.814	+.125
	1961	2.886	2.906	+.019	3.271	+.385	2.989	+.103
	1962	2.396	2.497	+.101	2.857	+.461	2.385	-.011
	1963	2.440	2.554	+.114	2.840	+.400	2.633	+.193
	1964	2.314	2.500	+.186	2.979	+.665	2.561	+.247
Average		2.480	2.559	+.079	2.959	+.479	2.631	+.151
II (Northeastern Oklahoma A & M College) 25 Students	1960	3.412	2.612	-.800	3.149	-.263	3.135	-.277
	1961	2.736	1.684	-1.052	3.400	+.664	2.842	+.106
	1962	3.122	2.712	-.410	2.921	-.210	2.970	-.152
	1963	2.223	1.464	-.759	2.366	+.143	2.488	+.265
	1964	3.129	2.402	-.727	3.388	+.259	3.172	+.043
Average		3.017	2.311	-.706	3.113	+.096	3.010	-.007
III (All Junior College Transfers) 72 Students	1960	3.209	2.484	-.725	2.900	-.309	3.105	-.104
	1961	2.775	1.984	-.791	3.107	+.332	2.706	-.069
	1962	2.876	2.388	-.488	2.977	+.101	2.910	+.034
	1963	2.688	2.106	-.582	2.734	+.046	2.757	+.069
	1964	2.859	2.218	-.641	3.045	+.186	2.954	+.095
Average		2.861	2.218	-.598	2.896	+.080	2.896	+.035

academically as measured by the grade point average. In all years, except in 1960, the Junior College transfers' eighth semester academic achievements exceeded their AA equivalent as measured by the grade point average. Upon completing the eighth semester, the transfers had a cumulative grade point average equal to and better than that earned in the junior college, with the exception of the years 1960 and 1961. In these years the transfers had a final cumulative grade point average of .104 and .069 respectively less than their AA equivalent cumulative grade point average. However, the average cumulative grade point average at the end of the eighth semester exceeded the AA equivalent by .035 grade points. This difference is not significant in itself but does demonstrate that the students were able to progress successfully.

Additional analysis of Table III indicates that the transfer from Northeastern Oklahoma Agricultural and Mechanical College to Oklahoma State University experienced an initial fifth semester difficulty. This difficulty is comparable to all junior college transfers but somewhat higher in all years except in 1962. The initial fifth semester drop in grade point average is in agreement with the assumption made earlier that junior college transfers have difficulty competing with those students who have completed the AA equivalent in the degree granting institution.

The transfers complete their degree requirements with a higher cumulative grade point average amounting to .265. At the same time the Northeastern Oklahoma A & M College transfers excel the native students in this respect by .379 grade points. A part of this difference between the natives and transfers is accounted for in the higher AA

TABLE IV

COMPARISON OF GPA RANGE AT AA EQUIVALENT LEVEL - STUDENT TERMINATION

Students	3.5- 4.0	3.0 - 3.499	2.5 - 2.999	2.0 - 2.499	Below 2.0	Total
Group I - Natives						
N	4	8	24	27	13	76
N Graduating	4	8	22	23	6	62
N GPA Increase	3	6	18	21	9	44
N GPA Decrease	1	2	4	6	3	16
N GPA Decrease but above Low Point of Range	1	1	5	4	0	11
N Withdrew	0	0	1	3	6	10
N Transfer Out	0	0	0	1	1	2
Still Continuing	0	1	1	0	1	3
Group III - Transfers						
N	13	20	18	16	5	72
N Graduating	13	20	15	7	1	56
N GPA Increase	2	3	2	3	2	12
N GPA Decrease	11	17	16	12	3	50
N GPA Decrease but above Low Point of Range	5	9	8	7	0	29
N Withdrew	0	0	3	6	3	12
N Transfer Out	0	0	0	3	1	4

equivalent cumulative grade point average of both transfer groups. The data in Table III indicates that the GPA difference between the natives and both transfer groups was less at the end of the eighth semester than at the AA equivalent level.

In order to determine if any relationship of the grade point level and the students' termination existed, a comparison of GPA-range at the AA equivalent level was made. In Table IV data show that all students, natives and transfers, were graduated who entered the upper division with a GPA of 3.0 or more.

Although a larger number of transfers entered the upper division in the 3.5-4.0 GPA range, a greater proportion of native students in this range and also in the 3.0-3.499 range raised their GPA by graduation than did the transfers. There was no significant difference in the two groups in the 2.5-2.999 range as to graduation termination, but here again, a larger proportion of native students raised their GPA. It is also noted that in the GPA range of 2.0-2.499 and the below 2.0 range, a significantly higher proportion of natives not only raised their GPA but a much higher proportion terminated in graduation.

Termination of studies in home economics due to withdrawal or transfer-out was, as would be expected, most common in the lower two GPA ranges. Even here, the casualties were higher for the transfers than for the native students in the 2.0 to 2.499 range but in the below 2.0 range, the record of the native group was not as good as it was for the transfers. A total of twelve transfers withdrew and four transferred-out as compared to ten natives withdrawing and two transferring out.

There were no withdrawals or transfer-outs recorded in the two

GPA ranges above a 3.0.

TABLE V
COMPARISON OF GROUPS IN CREDIT HOURS
COMPLETED - PER CENT GRADUATING

Group	N.	AA Equivalent Hours	Total Hours Graduation	N. Graduation	Per Cent Graduating
Native (Group I)	76	61.22	128.35	62	81.57
Transfers (Group II)	25	65.04	136.19	21	84.00
Transfers (Group III)	72	64.88	133.33	56	77.777
Transfers (Group IV)	47	64.78	131.61	35	74.468

Information in Table V verifies the prediction that transfers accumulate more academic credit hours by graduation time than do natives. Part of this difference is accounted for in the additional three to four hours accumulated by transfers at the AA equivalent level. Eighty-four per cent of the Group II transfers terminated in graduation followed by Group I, 81.57 per cent; Group III, 77.777 per cent and Group IV, 74.468 per cent.

The average number of hours that the transfers amassed was higher for still another reason. This being due in part to the fact that four transfers pursued the double major in Family Relations and Child Development with Elementary Education which required 151 to 156 hours for graduation. Three of the four transfers were from Group II which also in part accounts for the greater number of hours at graduation by

the transfers of Group II. There were no natives in this study seeking this same double major.

TABLE VI
COMPARISON OF TRANSFER-NATIVE STUDENT ATTRITION 1960-1966

Group Number	N	With- drawals N	Transfer Out N	Per Cent of Withdrawals or Transfer Out	Reasons for Withdrawal or Transfer Out*			
					1	2	3	4
I								
Oklahoma State University	76	10	2	15.79	4	2	3	3
II								
Northeastern Okla. A & M College	25	3	1	16.00	2	0	1	1
IV								
State Junior Colleges Less Group II	<u>47</u>	<u>9</u>	<u>3</u>	<u>25.53</u>	<u>6</u>	<u>2</u>	<u>1</u>	<u>3</u>
Total	148	22	6	18.9	12	4	5	7

*Key Reasons for Withdrawal or Intra-College Transfer

1. Low Grades
2. Health
3. To get married
4. Lack of interest

The per cent of native students withdrawing or transferring out was 15.79. Reference is made to Table V which points out that 81.57 per cent of the natives terminated in graduation. (Table IV shows three natives still continuing which accounts for the fact that the above percentage values do not add up to 100.)

The data in Table VI reveals that 25.53 per cent of Group IV transfers withdrew or transferred-out as compared to 16 per cent of Group II transfers. The average withdrawal or transfer-out of all transfers,

totaling 72 in the study, was 22.222 per cent. The comparison answers in the affirmative hypothesis number 6 in that the retention is higher among the natives.

Low grades followed by lack of interest, to get married, and health in that order were the major reasons given for withdrawal or transfer-out.

TABLE VII
PROFESSIONAL FIELDS SELECTED BY TRANSFERS

Majors Selected by Students	1960	1961	1962	1963	1964	Total
Home Economics Education	5	7	12	7	17	48
Family Relations and Child Development	3	1	1	1	2	8
Hotel and Restaurant Administration	0	0	2	4	1	7
Clothing, Textiles and Merchandising	1	0	1	0	2	4
Housing and Interior Design	0	0	0	1	2	3
Food, Nutrition and Institution Administration	0	0	0	1	1	2
General	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	9	8	16	14	25	72

Information in Table VII, over a five year period, indicates the interest shown in the various professional fields of home economics by transfer students. The data points up some differences in the fields of study chosen by transfers. It is interesting to note that 48, or two-thirds, of the 72 transfers selected the field of home economics education.

It was noted in the raw data of this study that fifty per cent of the majors in Family Relations and Child Development in the transfer students worked toward a double major with Elementary Education.

Summary

The data presented in this chapter was compiled from complete college transcript of all students included in this study. The information of courses taken, grades achieved, credits received, and evaluated and student termination was taken from the academic folders of the students in the Division of Home Economics of Oklahoma State University. Grade sheets compiled and distributed by the registrar to the division administrators were used.

After meeting an identified criteria, 72 junior college home economics transfers were selected, and 76 native students were selected by random sample.

The students were studied in four groups namely: Group I - Oklahoma State University, Group II - Northeastern Oklahoma A & M College transfers, Group III - transfers from all state supported Junior Colleges, and Group IV - all junior colleges except Northeastern Oklahoma A & M College. Five full academic years were considered.

The study revealed that the cumulative grade point average at the end of lower division work was higher for students transferring from the junior colleges. The academic achievements or grades showed a significant drop during their first semester of work in the upper division level at the University. Although the native students ranked lower in grade point averages at the AA equivalent level, their academic achievements improved steadily throughout all semesters until graduation.

Transfer students grade point average in general showed a definite gradual increase following the fifth semester. Transfer students in Group III finished with a higher cumulative grade point average than did the native students but did not achieve as high grade point averages in any semester of work when compared with natives. On the other hand, Group II transfer students surpassed the natives in grade point averages in both the seventh and eighth semester. They also had a final cumulative grade point average higher than did the natives. It was found that transfer students required a few more hours for graduation than the natives. Transfer students also had more hours when transferring at the AA equivalent level.

All students scoring well academically in all groups continued to do well and to terminate in graduation. Withdrawals and transfer-outs were more common in the lower grade point average ranges. However, native students in these ranges had more success in terminating by graduation.

The major reason found for withdrawals or transfer-out was low grades. This was followed in the order of lack of interest, to get married, and health. It was found that more junior college transfers tend to select home economics education as their professional major than any other field.

In general, it is felt, based on all data presented that junior college transfer students in home economics articulate with apparent success in competition with the native students particularly following the end of the fifth semester.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

The study was concerned with the problems junior college transfer students in the field of home economics have in maintaining their academic achievement level after transferring to a four-year college or university.

Secondly, the study was an attempt to find out how the junior college home economics transfers compare with native students who had all of their training in the same four-year institution.

QUANTITATIVE ANALYSIS

Hypothesis 1.

The cumulative grade point average at the end of lower division work of those students who transfer from junior colleges will be higher than for those students who complete their first two years at the degree granting institution.

This is verified in Table I for all five years covering this study with the exception of the year 1961, when native students had a .111 higher grade point average. The AA equivalent cumulative total of a five year average, however, favors the transfer by .381 grade points.

Hypothesis 2.

The academic achievement of home economics students transferring from junior college will decline, during their first semester after transfer, below their cumulative average earned during two years in junior college.

This is shown in the graphic comparison of GPA (Fig. 1). Native students raised their AA equivalent .079 in the fifth college semester while junior college transfers experienced a drop of .706 grade points (Table I).

Hypothesis 3.

The academic achievement of the junior college student in home economics will improve in successive semesters following the first semester after transfer.

Junior college transfers do less well than native students in their first term in the upper division, but the differential between the two groups decreases in successive terms. While natives achieved a .341 higher five year average cumulative grade point in the fifth semester than junior college transfers, this difference declined in succession to .195 in the sixth, .079 in the seventh, and .063 in the eighth semesters. Native students achieved a .248 higher fifth semester GPA than the Group II transfers. This difference narrowed to .105 in the sixth semester. However, the Group II transfers achieved higher averages in the seventh and eighth semesters of .029 and .154 respectively.

Hypothesis 4.

Junior college home economics students often will not perform

academically as well as the native student the first semester in the upper division, but the differential between the two groups decreases in successive semesters.

This is evidenced by the graphic comparison (Fig. 1), showing a steady improvement following the fifth semester. Tables I and III indicate the following improvements in GPA of the transfers by semesters: fifth, 2.218; sixth, 2.471; seventh, 2.688; and eighth, 2.896. These averages indicate an improvement of .253 of sixth over the fifth semester's work; .217 gain in seventh over the sixth semester and .208 gain in the eighth over the seventh semester. This same improvement in successive terms is verified for Group II transfers in Table I. Oklahoma junior college transfer home economics students graduated with a higher cumulative grade point average, (considered of no significance), equal to .265. It is noted here that the transfer students' GPA is higher at the beginning of the fifth semester.

Hypothesis 5.

Junior college transfer home economics majors often require a longer time to complete their programs for their baccalaureate degree.

Transfer students were graduated with an average of 133.33 academic hours of credit. This compares with native graduates with an average of 128.35 academic hours at graduation. Group II transfers terminated in graduation with an average of 136.19 academic hours. One notation should be made about those students pursuing a double major in Family Relations and Child Development, and Elementary Education as the academic requirements required are 152 to 156 hours.

Hypothesis 6.

The per cent of junior college transfer home economics majors who withdraw tends to be higher than the native students.

The per cent of the students in this study terminating with a baccalaureate degree ranked as follows: Group I, 81.57; Group II, 84.0; Group III, 77.777 and Group IV, 74.468. The total number of withdrawals of the transfers was twelve compared with ten natives. Intra-college transfers included four transfers as compared to one native.

Hypothesis 7.

The major reason for withdrawal among home economics majors is to get married and the incidence will be higher among the natives.

Low grades were found to be the major reason for withdrawal (Table VI) and transfer-out followed by lack of interest, to get married and to health. This disproves the hypothesis seven, in that marriage is the major reason for withdrawal, however Table VI does follow the hypothesis in that more natives than transfers withdrew to get married.

Hypothesis 8.

Junior college transfers tend to select home economics education as their professional major more often than any other field.

The information from data in Table VII indicates that over the five year period 66.67 per cent of the transfers selected home economics education as their professional major. This field was followed by family relations and child development of which one-half had a double major in elementary education; hotel and restaurant administration; clothing, textiles and merchandising; housing and interior design; and foods, nutrition and institutional administration followed in that order.

The evidence presented shows that the data supported six of the hypotheses and rejected one.

Recommendations

The problems identified in this study of the State junior college home economics transfers, especially those from Northeastern Oklahoma Agricultural and Mechanical College, were fewer in number and less in degree of intensity than the writer had anticipated.

This study has revealed that one of the problems junior college home economics transfer students experienced in articulation was the drop in grades their first term in the university. The following recommendations could be used for the basis of possible solutions to this problem:

1. Junior college home economics instructors could assess their grading system. As enrollments increase, the junior colleges and four-year institutions could cooperatively strive for comparable grading standards.

2. Evaluation of the lines of communication between the two and four-year home economics departments with a possible similarity of course content taught, on a state-wide basis might prove beneficial. An annual conference of personnel of junior college home economics staffs with staff members teaching equivalent courses at the State four-year institutions could prove helpful.

3. A more thorough guidance program in the junior college to prepare the student desiring to transfer to be aware of the changed environment. The University might have an expansion of the present orientation program for the transfer students.

Another problem revealed by the data in the study was that a higher percentage of home economics transfer students withdrew or made an intra-college transfer than did the natives. The major reason was found to be low grades, followed by lack of interest. Recommendations for suggestions that might lead to solutions of this problem are:

1. Home economics departments in the junior colleges should strive to offer a variety of courses and activities to help prepare the students for professional training, and courses of the calibre necessary for those students who desire to reach baccalaureate goals.

2. Junior college home economics advisers should be more aware of and advise the low achieving student so that he will not be misled in the direction of competition in the upper division work. The advisers should try to help the student to select an institution appropriate to his ability and prior achievement.

3. If more information could be made available to the junior college home economics departments as a follow-up study of students continuing in the upper division program, particularly if the transfer students withdrew with failing grades, or made an intra-college transfer, then weaknesses in curriculum during lower division work might be identified.

A third problem as evidenced by the study was identified as home economics junior college transfer students amassed more credit hours to graduate. Suggestions that might be used to solve this problem are:

1. Junior college home economics advisers could help the student preparing to transfer to select his major field at least by the end of his freshman year. Also to select early in the lower division program the institution to which he will transfer in order to prevent a lack of

needed requirements and prerequisites in the upper division. Improved counseling could be most beneficial.

2. A suggestion made by interviews with students of high academic achievement as reported in the national study by Knoell and Medsker might prove beneficial for Oklahoma junior colleges to consider. The recommendation that if instruction in the junior colleges be accelerated, especially during the second year, substantial benefits accruing to the students who intend to transfer to major universities could be realized.

The findings, conclusions and recommendations of this study might be summarized in this manner: the record of the home economics junior college transfer students in this study, on the whole, have academic achievements that should improve the image of the state-supported junior colleges as institutions capable of preparing those majors for upper division work. Ways need to be found to help the public to understand the potential of junior college home economics programs. A sound public relations program could prove beneficial.

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APPENDIX A

PURPOSE AND OBJECTIVE

OF

NORTHEASTERN OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

MIAMI, OKLAHOMA

Northeastern Oklahoma Agricultural and Mechanical College is organized to prepare young people for enriched living and occupational competence and to offer continued cultural or occupational education to adults. It aims to help the young students to develop a sound philosophy of life, to cultivate self-reliance and independence, to acquire a consciousness of civic responsibilities, and to become vocationally competent.

To carry out these plans, two types of curricula are offered. (1) The basic curriculum contains the typical freshmen and sophomore courses for students who wish to complete four years of college work either in general education or in professional or pre-professional training. This course enables any student to enter a four-year college or university as a junior. (2) The terminal program enables the student who desires a two-year college course to secure a cultural and vocational education best suited to his needs. The chosen course may lead to the Associate of Arts Degree.

To further the cultural and vocational education of adults of the community, the college offers, either with or without credit, a night

school program designed to enrich leisure time, to increase efficiency in participation in public affairs, in home life, and in occupational activities.

APPENDIX B

LIST OF INSTITUTIONAL ABBREVIATIONS
AND PARTICIPATING INSTITUTIONS

University

OSU - Oklahoma State University, Stillwater

State Junior Colleges

Cameron - Cameron State Agricultural College, Lawton

Connors - Connors State Agricultural College, Warner

Eastern - Eastern Oklahoma Agricultural and Mechanical College,
Wilburton

Murray - Murray State Agricultural College, Tishomingo

NEOAMC - Northeastern Oklahoma Agricultural and Mechanical
College, Miami

NOJC - Northern Oklahoma Junior College, Tonkawa

VITA

Bonnie Phillips Synar

Candidate for the Degree of

Master of Science

Thesis: ACADEMIC ACHIEVEMENT COMPARISON, BEFORE AND AFTER TRANSFERRING, OF OKLAHOMA JUNIOR COLLEGE HOME ECONOMICS MAJORS WITH THOSE AT OKLAHOMA STATE UNIVERSITY

Major Field: Home Economics Education

Biographical:

Personal Data: Born near Fairview, Oklahoma, February 22, 1920, the daughter of Everett I. and Hattie Ellen Phillips.

Education: Graduated from Cheyenne Valley Consolidated High School in 1938; attended Northwestern State College 1938-1939; received the Bachelor of Science degree from Oklahoma State University, with a major in Vocational Home Economics Education in May, 1942; completed requirements for the Master of Science Degree, Oklahoma State University, July, 1966.

Professional Experience: Taught Vocational Home Economics, Watonga, Oklahoma, August, 1942 to June, 1943; taught junior high all subjects and social studies of sixth grade, Cheyenne Valley Consolidated High School, 1943-1944; Assistant Home Demonstration Agent, Major County, Oklahoma, May-September, 1944; taught Vocational Home Economics, Fairview, Oklahoma, 1944-1945; Home Economics Instructor, Northeastern Oklahoma Agricultural and Mechanical College, Miami, Oklahoma, September, 1960 to present. Was appointed Head of the Home Economics Department, July, 1966.

Professional Organizations: American Home Economics Association; Oklahoma Home Economics Association; Oklahoma Education Association; Home Economics Alumni Association of Oklahoma State University.