

A STUDY OF BUSINESS COURSE TRANSFER CREDIT
POLICIES AND PROCEDURES AT FOUR-YEAR
INSTITUTIONS OF HIGHER EDUCATION
IN OKLAHOMA

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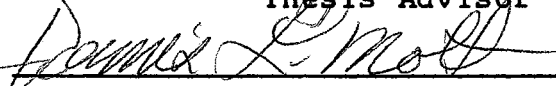
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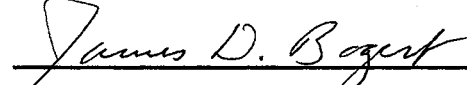
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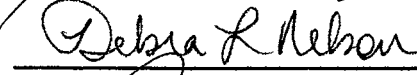
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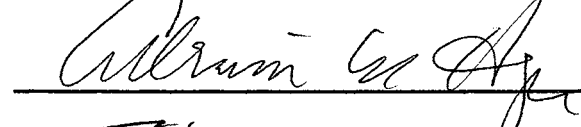


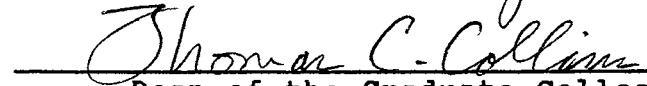
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CHAPTER I

INTRODUCTION

From the earliest noted pronouncement of the need for a junior college to the establishment of the first junior college in Joliet Illinois in 1902, the mission of the two-year college was singularly clear. The philosophical origins of the junior college can be traced to Henry P. Tappan's suggestion that the first two years of college had no place in the university environment (Yielding, 1987). Tappan, then the president of the University of Michigan, made this pronouncement in 1851, but was not able to garner sufficient support for the idea of separate junior and senior colleges. The idea was primarily brought to fruition through the efforts of University of Chicago President William Rainey Harper, with the establishment of Joliet Junior College in Joliet Illinois. Joliet is the oldest functioning public junior college in the United States (Cohen and Brawer, 1989). Researchers generally concur that the idea for separating the first two years of college from the last two years had its origin in the German gymnasium/university model (Yielding, 1987; Cohen and Brawer, 1989).

The mission of the junior college as perceived by these early educators was to free the university from the need to

provide the first two years of college, which were considered by many to be more closely aligned with the secondary school system (Birenbaum, 1986). However, this was not to be the case because by 1930, ninety percent of the state universities surveyed had established their own junior college (Levine, 1986), but none had abolished the first two years of college from the university. The primary reasons given were fear of losing their feeder system for the upper division programs, and the realization that the higher social classes did not want their sons and daughters attending the less prestigious junior colleges. Even at that early stage, the junior college was perceived as the entry point to higher education for the lower classes--but not for the upper class. The attitude that the junior college was "Second Best" (Zwerling, 1976) had already emerged.

One of the earliest questions about the junior college was its proper placement in the overall education scheme. Many thought that the junior college was more closely aligned with secondary schools than with post secondary education. The escalation of the industrialization of America in the 1940's and 50's brought a broadening of the junior college function. Other missions such as vocational technical or "terminal" education became important. The purpose of this terminal education was to prepare students for direct entry into the job market. Zwerling (1976) argued that this function turned junior colleges into the ultimate tracking stations where underprepared students were, to paraphrase

Burton Clark (1960), "cooled out" and effectively eliminated from entry into higher education. Karabel (1972) charged that the emphasis away from transfer negated the egalitarian access mission of the junior college.

By the 1970's, the community college had further expanded its role to include continuing education, developmental or remedial education, and community service programs (Yielding, 1987). By 1980, Tappan's idea had grown to 1,231 public and private two-year colleges in the United States (Yielding, 1987). This tremendous growth, which was beyond the wildest dreams of early educators, reached the point to where over half of all first time college students matriculated at the junior college level (Cohen and Brawer, 1989).

The high percentage of undergraduate students enrolled in community college credit programs (43 percent in 1985) makes the transfer function even more critical (Watkins, 1990). Kintzer and Wattenbarger (1985) found that while large numbers of high school graduates entering community college intended to complete the baccalaureate degree, comparatively few matriculated at senior institutions. This fact led Zwerling (1976) to classify the two-year college "second best," and Astin (1982) to assert that the very fact that a student entered a community college significantly lessened the likelihood that he or she would complete a bachelors degree compared to a student who began post secondary education at a four-year institution.

These criticisms combined with the open door policy

common to most community colleges caused a negative attitude toward two-year colleges among many in higher education. In recent years, critical books such as The Diverted Dream by Brint and Karabel (1989) have contributed to this negative attitude.

Many studies have examined how the attitudes of various factions in higher education affected the quality and acceptance of community college education. Some of the studies that have been reviewed and which led to the perceived need for this study include Baser's (1992) A Study of The Attitudes of Academic Administrators of Public Two -And Four-Year Institutions of Higher Education in Oklahoma Toward Community College Education, Nazori-Robati's (1981) A Study of Administrators of Junior and Senior Institutions of Higher Education Toward Junior College Education, Rice's (1976) An Analysis of Attitudes of Full Time Teaching Faculty in Six Oklahoma State Universities Toward Junior College Education, and James' (1969) The Assessment of attitudes of Illinois Public High School Counselors Toward the Junior College. All of these studies stressed the importance of the transfer function to the smooth transition from two-year to four-year institutions; however, none of these studies actually examined how credit transfer policies at the receiving institution were formulated and implemented. This study examined these policies and practices at the four largest receiving institutions in the state of Oklahoma in an attempt to answer the following questions: 1. Who makes the decision as to the

acceptance of business transfer credits at the four-year institutions?, 2. What criteria are used to determine these decisions?, 3. Are the policies uniformly applied to all students?, and 4. Is consistency of criteria apparent at the various receiving institutions?

Statement of the Problem

According to the Oklahoma State Regents for Higher Education (OSRHE) Admission Policy Impact Study for 1993, there were 32,670 high school graduates in the 1991-1992 school year. Sixty percent of Oklahoma high school graduates went directly into college in 1990, compared to forty-seven percent in 1973. The total public higher education enrollment headcount for 1993 in Oklahoma was 230,917. Of these students, 106,993 were enrolled at two-year colleges (OSRHE, 1994a). Total enrollment in private institutions for 1993 was 25,443 (OSRHE, 1994a).

The Admission Policy Impact Study makes the following observation:

Minority student enrollment increased from 16.7 percent in fall 1987 to 23.3 percent in fall 1992, with each of the five minority groups enrolling more first-time-entering freshmen. Native American student enrollment posted the largest percentage point gain (OSRHE, 1993 p. iii).

The Admission Policy Impact Study also points out that minority student made up thirty-one percent of alternative admission students in fall 1992 (OSRHE, 1993). Alternative admission students in Oklahoma are those who do not meet one or more of the admission standards for admission to the

comprehensive and regional institutions.

If the goal of a supposedly egalitarian system is to provide social mobility (Cohen & Braver, 1989), admitting these minority and lower income students is not sufficient. Barriers to articulation, if they exist, must be identified and measures taken to mitigate their effect. This study examined transfer credit acceptance policies and practices at Oklahoma's public four-year institutions of higher education. Policies and practices were reviewed to determine whether they contribute to or detract from the stated goal of egalitarian access to higher education within the state.

Purpose

The purpose of this study was to assess how Oklahoma's public four-year institutions of higher education establish and administer policy on the acceptance of business transfer course credit for courses not covered by the OSRHE policy statement. An additional purpose was to examine how these policies affect the transfer programs between public two -and four-year institutions in Oklahoma. The following research questions related to transfer credit acceptance were asked:

1. Do current policies and practices at Oklahoma's public four-year institutions of higher education regarding the acceptance of business transfer course credit discriminate against transfer students on the basis of race, national origin, gender, or age?
2. Are the persons making the decisions on transfer

credit acceptance at the various institutions qualified to make these decisions?

3. (a) Have clear criterion for the acceptance or rejection of transfer credit been established at each receiving institution? (b) If so, are these criterion consistently followed?

4. Are the policies, practices, and criteria for the acceptance of transfer credit consistent from institution to institution?

5. Is information on the progress of transfer students routinely shared with each transferring institution?

Scope of the Study

The scope of this study is limited to those administrators, faculty, and staff responsible for the acceptance of undergraduate business transfer credit at the four Oklahoma public four-year institutions that accounted for 73.9 percent of the incoming transfer students in 1991, according to The Oklahoma State Regents for Higher Education Admission Policy Impact Study-1993 (see TABLE I, on the following page). These institution, with the number of incoming transfer students for 1991 in parenthesis, are as follows: Oklahoma University (1,250), Oklahoma State University (1,461), University of Central Oklahoma (1,631), and Northeastern State University (1,335).

The other eight regional state universities combined accounted for only 26.1 percent of the 7,691 incoming

transfer students for 1991. The largest receiving institution of this group, East Central State University, accounted for only six percent of the total with 480 incoming transfer students.

TABLE I
INCOMING TRANSFER STUDENTS BY INSTITUTION
FOR THE STATE OF OKLAHOMA

Institution	Incoming Transfer Students For the Year 1991
University of Central Oklahoma	1,631
Oklahoma State University	1,461
Northeastern State University	1,335
The University of Oklahoma	1,250
East Central University	480
All Other Four-Year Public Institutions	1,534
Total	7,691

Definition of Terms

For the purpose of this study and to assure common understanding, the following significant terms are defined:

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

Community College-According to a Carnegie Foundation for the Advancement of Teaching Technical Report entitled A Classification of Institutions of Higher Education (1994b), two-year, community, junior, and technical colleges were defined as those institutions that offer certificate or degree programs through the Associate of Arts level. The terms "community college," "junior college," "two-year college," and "technical college" are used interchangeably in this study.

Four-Year College-refers to institutions authorized to award the bachelor or higher degree. The terms "senior college," "university," and "four-year college" are used interchangeably.

Transfer Function-refers to the collegiate function of the community college in offering the freshman and sophomore course work designed for transfer to a baccalaureate degree granting institution and specifically "...the mechanics of credit, course, and curriculum exchange" (Kintzer & Wattenbarger, 1985, p.iii).

Assumptions of the Study

1. It is assumed that responses to the questions will reflect actual attitudes and practices of the respondents toward the articulation and transfer process in Oklahoma.

2. It is assumed that the administrators, faculty, and staff included in the study have a significant impact on the interinstitutional articulation process, and that their attitudes influence decisions concerning articulation and two-year college transfer processes.

Significance of the Study

A review of the literature points out seemingly inherent inconsistencies in interinstitutional degree and course articulation agreements between community colleges and four-year institutions (Ernst, 1978). The mitigating effect of attitudinal barriers on the credit acceptance and matriculation of transferring students, and the link between attitudes and behavioral action (Triandis, 1971) together indicate a need for this study. Baser (1992), Rice (1976), and Nazari-Robati (1981) used a revised version of the Junior College Attitude Survey to analyze the attitudes of two -and four-year college personnel. None of the above, however, assessed how articulation and transfer policies are formulated and implemented at four-year colleges and universities in Oklahoma.

Baser (1992) found that although the overall attitude of

two -and four-year college administrators toward community college education was favorable, there was a significant difference between the attitudes of the two populations on four of the five facets examined (e.g., students, faculty, administration, and transfer degree programs), with four-year college administrators having a less favorable attitude than two-year college administrators. He concluded that, in lieu of state-mandated transfer agreements, the transferability of credit hours is primarily determined by department heads at the four-year institutions. He also concluded that the lower the level of administration, the less favorable the attitude toward community college education. Baser (1992) recommended additional attitudinal studies of other groups involved in the articulation/transfer process, including faculty.

Nazari-Robati (1981) examined the attitudinal differences between community and four-year college administrators in a stratified national sample based on key articulation types found in the various states (e.g., formal agreement, informal agreement, state agency, etc.). He found significant differences in the attitudes of both junior college and senior college administrators toward community college education and between those administrators representing different state articulation plans. Nazari-Robati recommended additional attitudinal studies in states not included in the study and for institutions within a given state.

Rice (1976) surveyed the attitudes of faculty at

Oklahoma's six regional colleges (now regional universities) toward community college education. His study revealed that "the full-time faculty of Oklahoma's six regional colleges have had such information and/or experiences that would cause them as a group, to be generally favorable toward junior college education" (Rice, 1976, p. 106).

The assumption of this study is that administrators, faculty, and staff at the four-year institutions play a major role in the development and implementation of articulation policy, especially in the absence of strong statewide agreement. A study of transfer credit acceptance policy and practices at these receiving institutions should prove to be of value to state planning agencies responsible for the development of interinstitutional articulation agreements, and to administrators at both two- and four-year institutions in Oklahoma. The knowledge of the existence of attitudinal barriers, if they do exist, could aid interested parties in eliminating or compensating for them.

Overview of the Study

In the following chapters, the literature pertaining to the development of the community college is reviewed with particular emphasis on the transfer function and inter-institutional agreements; the method of gathering data is described; and the method of data analysis is discussed.

CHAPTER II

REVIEW OF SELECTED LITERATURE

During the background research, several areas emerged as relevant to the study of articulation and transfer policies and practices. The review of the literature is divided into five sections: (1) Introduction, (2) Articulation, (3) Transfer, (4) Articulation and Transfer in Oklahoma, and (5) Summary.

Introduction

Articulation and open access were not always seen as the primary purposes of the junior college. Hutchins (1936) took an elitist approach. He envisioned one of the primary purposes of the junior college as being to "keep the riff raff out of the university." He did not see a university education for everyone but proposed an extension of post secondary education for the less qualified. He saw the junior college as the vehicle for this extension. Most supporters of the junior college, however, have taken the egalitarian approach. Levine (1986) acknowledged the importance of the community college in opening the door to inner city and other low income students who would not have had access to the four-year institutions. Due to the

popularity and growth of community college education over the past three decades, there has been an abundance of research and literature on the subject; however, too little attention has been paid to the actual policies and practices that lead to the acceptance or rejection of transfer credits at the four-year institution. James (1969) studied the attitudes of high school counselors toward community college education. Baser (1992), and Nazari-Robati (1981) examined attitudinal barriers to effective two- and four-year articulation, and Rice (1976) studied the attitudes of college teaching faculty at six Oklahoma universities. All of these studies were concerned with attitudes of various factions toward community college education. None studied articulation and transfer policies and practices and their impact on the transfer student.

Articulation

A review of the literature dealing with articulation reveals two basic problems: First, the disparity between definitions and application, and second, the lack of understanding on the part of administrators and faculty regarding articulation. Before either of these problems can be addressed, a workable definition must be established. Ernst offered the following definition for articulation:

Articulation is systematic coordination between an education institution and other educational institutions and agencies designed to insure the efficient and effective movement of students among those institutions and agencies, while guarantying the students continuous advancement in learning.

This coordination requires the institution to provide each incoming and transferring student an effective transition from one institution to another with consideration for: (1) The students prior and subsequent courses of study. (2) The students need for information concerning procedures and practices of the new environment. (3) The students financial needs (1978,p 32).

Edwards, Leonard, and Southerland (1989) stressed the importance of cooperation and communication between institutional types, Romine (1975) stated that articulation was what made the higher education system a system, and Ernst (1978) singled out attitude as the key element to success or failure of the articulation process. All agreed that articulation was an important factor in the success of the higher education system. No common definition was found, therefore, the definition provided by Kintzer and Wattenbarger will be used for the purposes of this study. That definition is as follows:

Articulation is the generic term referring to the entire range of processes and relationships involved in the systematic movement of students interinstitutionally and intersegmentally throughout postsecondary education (1985, p. iii).

The lack of agreement on a definition for articulation stems from the fact that unlike most other nations, the higher education system in America is not controlled at the national level. Articulation/transfer agreements appeared first as informal agreements between institutions in the midwest before formal agreements were negotiated, usually as a result of student demand (Kintzer and Wattenbarger, 1985). Articulation agreements in the states have evolved over the years, but for the most part there is little similarity.

Some states such as Oklahoma have a state articulation policy, set by the state Higher Education coordinating agency or board. In other states, interinstitutional agreements determine transfer policy, while in still others, statutory agreements exist. In lieu of legislatively enforced statutes in states such as Florida, the responsibility for establishing and carrying out these policies is left primarily to the administrators, faculty, and staff of the receiving institution. In Oklahoma, the credit hours not covered by the state policy and therefore left to the discretion of the receiving institution account for almost forty percent of the credit hours subject to transfer.

Transfer

A definition for the term "transfer student" is as hard to pin down as is one for articulation. There appears to be as many definitions as there are studies on the subject. The same can be said of the transfer rate. Arthur Cohen (1991) gave the following formula for deriving the transfer rate. Cohen stated that the transfer percentage could be derived by defining transfer rate as:

..all students entering a two-year college in a given year who have no prior college experience and who complete at least 12 college credit units, divided by the number of that group who take one or more classes at a university within four years (p. 3).

Using this formula, Cohen's Center for the Study of Community Colleges' Transfer Assembly project established a transfer rate of 23.5 percent between 1984 and 1986 (Cohen, 1991).

The formula and definition, while not perfect, is better than most. Its conceptual shortcomings include its failure to take into consideration reverse transfer students (who transfer from four-year institutions to two-year institutions), but it removes from consideration students who may take a community college course, enter the work force, and resume their education at a four-year college years later.

For the purpose of this study, Cohen's definition is applicable. Reverse transfer students and students who enter the community college with no intention of matriculating at a four-year college or university are beyond the scope of the study. The group that is most affected by articulation and transfer policy are those students who enter a two-year college with the intention of completing all or part of the first two years of higher education there, and then matriculating at a four-year institution. These students are the ones that most researchers would consider to be the traditional transfer students.

Articulation and Transfer in Oklahoma

In Oklahoma, the responsibility for interinstitutional articulation rests with the Oklahoma State Regents for Higher Education (OSRHE). Ostensively, this body sets the policy for articulation within the state. Policy statements issued by the Oklahoma State Regents for Higher Education set the tone for articulation, but actual details are primarily left to the institutions involved. Bernstein notes that without

the dedication to student articulation on the part of each individual institution individual articulation agreements may not be worth the paper on which they are written (1986).

In the new Policy Statement On Undergraduate Degree Requirements And Articulation issued in April of 1994, the OSRHE set forth new guidelines for articulation of transfer students and established standards for the awarding of degrees. Specifically, the statement prescribes a 37 semester-credit-hour (minimal) basic general education core requirement for both associate and baccalaureate degrees. Each two-year college may, with the approval of OSRHE, develop additional lower-division general education requirements for its own students, however, these additional credits may not transfer. The statement also states the general goal that "traditional bachelor's degrees--all degrees with the exception of professional or conservatory-type degrees--should be attainable in four years of full-time academic study."

In Section II, Part B, of the 1994 policy statement, OSRHE makes the following pronouncement:

An advisory articulation committee composed of members of the Oklahoma State Regents for Higher Education Council on Instruction representing the various types of institutions within the Oklahoma State System of Higher Education shall be established to work with the State Regent's staff to review and evaluate articulation policies and to make recommendations for improvements needed.

The policy statement sets the number of credit hours required for an associate degree at 60 hours, but only 37 hours of general education is specified as eligible for

transfer. This leaves 23 hours (38 percent) of course credits toward an associate degree subject to department by department interpretation as to acceptance for transfer by the senior institutions. The new policy statement also does not address vocational transfer students (Architecture, agriculture, etc.). These students may still lose credit when transferring. Cohen (1989) found that students who complete the associate degree transfer at a higher rate than those who do not. The OSRHE policy, however, does not appear to be built around the completion of an Associates degree.

Taken together, the 23 hours of associate degree credits not addressed and the vocational transfer credits constitute over forty percent of transfer credits which are potentially subject to approval by the receiving institutions. This is reason enough to justify this study and others dealing with articulation and transfer. Perhaps the new policy will be a step toward a statewide policy on the acceptance of transfer credits, however, four-year institutions may view this as an attempt to infringe upon their historical right to establish program by program academic standards.

A brief history of the development of community colleges in Oklahoma follows, along with some background information on how their relationship with Oklahoma four-year institutions has developed.

Community colleges in Oklahoma were developed as an additional two years of high school (Galbert, 1991). According to L. W. Nutter (1974), now president of Rose State

College, a public community college located in Midwest City, Oklahoma, they were created to augment an inferior public school college preparatory system. The transfer function of the two-year college in Oklahoma was established early in its development, according to Nutter, who found that legislative directives noted that the seven original junior colleges were established as "preparatory toward two years of traditional college work" (1974, p. 26).

In 1901, the territorial government established the Oklahoma University Preparatory School at Tonkawa. In 1920, the institution was certified as the first state junior college. Now known as Northern Oklahoma College, It is the oldest junior college in the state still functioning in that capacity. Six other institutions founded between 1908 and 1919 joined the college at Tonkawa as the first seven two-year colleges in the state. Nutter further states:

The first state supported junior colleges were dependent on funds from the state, usually served a fairly well defined region, and were designed for special types of schooling. The early municipal junior colleges were financed and operated by public school districts, usually in shared high school facilities (Nutter, 1974, p.14).

Muskogee Junior College, founded in 1920 became the first municipal junior college in the state.

The Student Data Report: Oklahoma Higher Education 1992-93, published by the Oklahoma State Regents for Higher Education, provides the breakdown for first-time entering freshmen as follows: two-year institutions, 65 percent; four-year institutions, 22 percent; and comprehensive

universities, 13 percent. (Comprehensive Universities under the Carnegie topology include the two state Research II Universities: Oklahoma University and Oklahoma State University). These statistics illustrate the importance of a system for the orderly transfer of credits within the state system. While several authorities have cited Oklahoma as having one of the better statewide transfer systems (Bender, 1990), improvements clearly could be made to better serve students and provide more effective use of limited state financial resources. The present system relies almost entirely on the receiving institutions and/or academic departments to evaluate the acceptability of transfer credit hours. Many four-year colleges accept some of these credits only as electives, practically assuring the student that he or she will not complete a baccalaureate degree in four years. The provisions of the 1994 OSRHE policy statement may rectify some of these problems, but much of the responsibility for the establishment and implementation of articulation and transfer policy still rests with each receiving institution.

Summary

Baser (1992) and Nazari-Robati (1981) examined the importance of attitudes of administrators and others toward community college education. Both found that attitude played an important role in articulation/transfer policies. Turner (1990) asserted that *It Takes Two To Transfer*, implying that

faculty and administrators at both two-year and four-year institutions must work together to improve the articulation process. This study is focused on transfer credit acceptance policies and procedures at four-year institutions in Oklahoma, in an attempt to determine to what extent these policies and procedures affect articulation and transfer in the state. It is hoped that the recommendations derived from this study will prove useful to those who are interested in improving articulation policies and practices in Oklahoma.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to assess how Oklahoma's public four-year institutions of higher education establish and administer policy on the acceptance of business transfer course credit for courses not covered by the OSRHE policy statement, and examine how these policies affect the transfer programs between public two -and four-year institutions in Oklahoma. The methods used to accomplish this task included the analysis of policy statements and other data furnished by the Oklahoma State Regents for Higher Education; the written policies and procedures obtained from Oklahoma four-year institutions included in the study; and information gained from the submission of sample two-year college transcripts for evaluation by the four-year institutions involved in the study.

The following research questions related to transfer credit acceptance were asked:

1. Do current policies and practices at Oklahoma's public four-year institutions of higher education regarding the acceptance of business transfer course credit discriminate against transfer students on the basis of race,

national origin, gender, or age?

2. Are the persons making the decisions on transfer credit acceptance at the various institutions qualified to make these decisions?

3. (a) Have clear criterion for the acceptance or rejection of transfer credit been established at each receiving institution? (b) If so, are these criterion consistently followed?

4. Are the policies, practices, and criteria for the acceptance of transfer credit consistent from institution to institution?

5. Is information on the progress of transfer students routinely shared with each transferring institution?

Chapter III includes components of the design of research through which the purpose of the study was accomplished. The chapter is divided into the following sections: definition and selection of the population, description of data collection procedures, sample transcripts, the Oklahoma State Regents for Higher Education, the OSRHE Policy Statement on Undergraduate Degree Requirements and Articulation, the Study of the Success of Community College Transfer Students in the Oklahoma State System of Higher Education, Social Justice in Oklahoma Higher Higher Education, the 1994 Student Data Report on Oklahoma Higher Education, and methods used in analysis of the data.

Definition and Selection of the Population

This study includes administrators, faculty, and staff responsible for the acceptance of undergraduate business transfer credit at the four Oklahoma public four-year institutions that accounted for 73.9 percent of the incoming transfer students in 1991, according to The Oklahoma State Regents for Higher Education Admission Policy Impact Study-1993. These institutions, with the number of incoming transfer students for 1991 in parenthesis, are as follows: Oklahoma University (1,250), Oklahoma State University (1,461), University of Central Oklahoma (1,631), and Northeastern State University (1,335).

The other regional state universities combined accounted for the remaining 26.1 percent of the 7,691 incoming transfer students for 1991. The largest receiving institution of this group, East Central State University, accounted for only six percent of the total with 480 incoming transfer students.

Private four year-institutions of higher education are not included in the design of this study because the Admission Policy Impact Study issued by the Oklahoma State Regents for Higher Education on September 23, 1993 reported that ninety-three percent of Oklahoma's two-year college students were enrolled in public institutions in 1990.

Description of Data Collection Procedures

The primary method of gathering data for this study was by personal interview with those individuals most involved in

the undergraduate articulation and transfer process at the institutions included in the study. They include the articulation and transfer coordinator, the Dean of Admissions, and a representative of the Business Department at each institution. A copy of the interview questions is included as Appendix A.

The initial letters explaining the purpose of the study and asking for cooperation were mailed on March 31, 1995. A follow-up telephone call was made to the Associate Dean of Admissions (or the equivalent) at each institution on April 10, 1995. The purpose of this call was to answer questions and elicit support for the study. The transcripts (Appendix D) were mailed to the four institutions on April 13, 1995. After the institutions representatives completed their evaluation of the transcripts, they were contacted by telephone to establish a date and time for the interviews. The results of the evaluations are examined individually and then combined for a comparison and comprehensive analysis of the data. The first visit was conducted on April 18, 1995. Correspondence related to this process is included as Appendix B.

Prior to the scheduled interviews, copies of nine sample transcripts with student identifying data obscured were distributed to the selected institutions for evaluation as to which courses would be accepted for transfer (Appendix D). The resulting data were compared to determine the degree of consistency that exists between the receiving institutions.

Transcript evaluation comparisons are included as Appendix C.

In addition, policies and procedures and other literature furnished by the Oklahoma State Regents for Higher Education were analyzed, as were written policies and procedures obtained from the institutions included in the study. The following sections give a more detailed description of the transcripts submitted for evaluation and Oklahoma State Regents for Higher Education documents examined.

Transcripts

Nine transcripts were selected for inclusion in the study from a pool of approximately 50 that had been submitted to four year institutions for evaluation during the 1994-95 school year. The transcripts with student identifying data obscured were from three different community colleges in Oklahoma. Of the three institutions, one was located in a metropolitan area, one in a suburban area, and the third was located in a rural area. Three transcripts were selected from each of the community colleges. Three of the transcripts were from students who had completed an Associates Degree and the remainder were from students who had completed from 51 to 93 credit hours. Major fields of study included Business, Agriculture, Education, Computer Science, Home Economics and Engineering.

After initial telephone contact, copies of the nine transcripts were submitted with a cover letter to each of the universities included in the study. The transfer coordinator

at each receiving institution was asked to evaluate the transcripts using normal procedure and to indicate by the appropriate symbol whether the credits were accepted for full credit, accepted as an elective only, or were not acceptable for transfer credit at that institution. The transcripts were then picked up and the results of the evaluation were discussed with the transfer coordinator and others involved in the evaluation at each of the four institutions. Representatives of the four institutions were also interviewed concerning the establishment and implementation of transfer credit policies and procedures. Copies of written procedures were obtained whenever possible.

The Oklahoma State Regents
For Higher Education

The Oklahoma State Regents For Higher Education (OSRHE) is designated by the Oklahoma state constitution (Article XIII-A) as the coordinating board for all institutions of higher education in Oklahoma. In this capacity, it performs several functions related to higher education in the state. In addition to the important functions of allocating state funds to the various public two -and four-year institutions and the granting of degrees, OSRHE establishes degree requirements, issues guidelines pertaining to articulation and transfer within the state, and conducts studies to determine the effectiveness of the state higher education system. As a part of this study, the following OSRHE

publications were examined and pertinent information reviewed in subsequent sections of this chapter: (1) The April, 1994 Policy Statement On Undergraduate Degree Requirements And Articulation, (2) the November, 1994 study of the Success of Community College Transfer Students in the Oklahoma State System of Higher Education, (3) the June, 1990 Study of Social Justice In Oklahoma Higher Education, and (4) the April, 1994 Student Data Report on Oklahoma Higher Education (1992-93).

The April, 1994 Policy Statement On Undergraduate Degree Requirements And Articulation

This document literally sets the standards for higher education in Oklahoma. The rationale of the policy statement could reasonable be interpreted as access and equity. It attempts to establish equal access to higher education in the state for all qualified students who seek admission, and to insure that all students in the system will receive fair and equitable treatment without regard to race, color, creed, national origin, gender or other non-educational related factors. Major provisions of the 1994 policy statement are as follows:

(1) Establishment of a basic general education core requirement of a minimum of 37 semester-credit-hours for the Associate in Arts and the Associate in Science degrees. This requirement also applies to the baccalaureate degree. This requirement includes 6 hours of English Composition, 6 hours

of U. S. History and U. S. Government, 6 hours of Science, 6 hours of Humanities, 3 hours of Mathematics, 3 hours from the areas of Psychology, Social Sciences, Foreign Languages, or Fine Arts, and additional liberal arts and science courses as needed to meet the minimum of 37 credit hours required by the policy. These courses when completed at an accredited institution shall be fully transferable to any other state institution. It should be noted that the remaining 23 hours (38%) required for an associates degree may be transferred only at the discretion of the receiving constitution. It is this portion of the course work that leaves the door open for the possibility of inequitable treatment, and this portion is the focus of this study.

(2) Another important provision of the policy statement is the requirement that each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the state system, and shall include in its official catalog information stating all lower division prerequisite requirements for each upper-division course. This permits two-year colleges to design curriculums to meet their students needs, providing these students know in advance to which four-year institution they may wish to transfer. This point emphasizes the need for communication between the institutions involved, bringing us to the last portion of the OSRHE policy statement that will be examined

in this section.

(3) Section II Part B of the 1994 OSRHE policy statement calls for the establishment of an advisory articulation committee composed of members of the Oklahoma State Regents for Higher Education Council on Instruction representing the various types of institutions within the Oklahoma System of Higher Education. The committee will work with the State Regents staff to review and evaluate articulation policies and practices and make recommendations for improvement. The policy statement also recommends that "institutions planning on making changes in programs which will affect transfer students, such as substantive course revisions, addition or deletion of courses, admission requirements, or degree requirements, utilize the advisory articulation committee as an interinstitutional communication process."

The Study of the Success of Community College
Transfer Students in the Oklahoma State
System of Higher Education

This OSRHE study established a 1986 student cohort group and compared the performance of native students (students who completed their first and second years of postsecondary education at a four-year institution) and transfer students. The term "native student" used in this study should not be confused with the term "Native American student" used in the next study to be examined. The fall 1986 cohort file contains 38,322 student files including 11,497 full time

students at four-year institutions and 6,478 full time students at two-year institutions. To be included in the cohort group a student must have entered a two-year college full time in the fall of 1986, completed more than 30 credit hours, and transferred to a four-year institution within three years. Some of the pertinent findings of the study are summarized as follows:

The lowest average ACT scores were reported by the two-year transfer students (17), followed by regional university students with an average ACT of 18, and comprehensive university students with an average ACT of 22.

The average GPA of incoming transfer students was slightly higher than the lower division average GPA of native students. The average GPA's were: two-year - 2.93, regional - 2.82, and comprehensive - 2.76.

Overall, the average upper-division GPA of transfer students was slightly lower than the average upper-division GPA of native students-3.02 compared to 3.04.

Because of the higher lower-division GPAs, transfer students reported a slightly higher graduation GPA than native students-3.06 compared to 3.04.

Transfer students perform in a manner comparable to native students based on upper-division and graduation GPAs.

This performance is better than expected given that transfer students have an average ACT equal to the lowest performing group of native students. Because community college students tend to be more mature, the ACT may not be as predictive of their future performance.

The transfer and graduation rates of Oklahoma transfer students are similar to the rates provided in national and regional studies.

The criteria applied to the native and transfer student populations substantially restricted the size of the cohort group. As a result, the number of transfer students meeting the cohort group

criteria and graduating fell to less than ten at four of the institutions surveyed. Generalizing based on these results is problematic given the small student populations.

Despite the limitations of this study, it seems fair to state that transfer students as a whole appear to be able to compete quite well with native students in the completion of upper-division course work.

Social Justice in Oklahoma Higher Education

This 1990 OSRHE study examines the distribution of Native Americans in the Oklahoma state system of higher education. Among the findings that are deemed pertinent to this study are the following:

Native Americans constitute 5.6 percent of the Oklahoma population and 41.1 percent of the Oklahoma minority population.

Native Americans comprise 4.8 percent of the enrollment in public Oklahoma institutions of higher education.

Eighty-two percent of Native American students attend either a two-year or four-year institution while only 18 percent attend a comprehensive university. This compares to 70 percent of students in the general population who attend either a two-year or four-year institution.

Over the last ten years, Native American enrollment in all Oklahoma public institutions of higher education has increased by 41.3 percent. Two-year public institutions have seen Native American enrollment increase by 26 percent and four-year public institutions have experienced an average increase of 56 percent. The enrollment increases at four-year institutions, however, is skewed by the change at two universities, Northeastern State University and Southeastern Oklahoma State University. Combined, these two institutions show an increase of 107 percent Native American enrollment between 1978 and 1988.

Ninety percent of the Native American population in Oklahoma live in the 47 most eastern counties of the state and Native American students are more likely to attend institutions close to home than students in the general population.

Two-thirds of Oklahoma's Native Americans live in rural areas compared to less than one-third of the general population.

These findings indicate that Oklahoma's second largest minority group (Native Americans) would be the most severely impacted by unfair or unevenly applied articulation and transfer policies.

The 1994 Student Data Report on
Oklahoma Higher Education

The Student Data Report on Oklahoma Higher Education is prepared annually by the staff of the Oklahoma State Regents for Higher Education. This report provided valuable information that is commented upon extensively in other sections of this study including most of the data pertaining to the number of students transferring in and out of Oklahoma's nine regional universities. The report also contains data on minority enrollment in the state as well as the number of first-time entering freshmen and total number of students served by the state system. The staff of The Oklahoma State Regents For Higher Education was extremely helpful in furnishing the reports and studies used in this section of the study.

Summary

Following the review of the above data, the returned transcripts, the individual institutions guidelines, and personal interviews with the involved parties, The researcher analyzed the information. The findings and recommendations are included in Chapter V.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

Introduction

The purpose of this study was to assess how Oklahoma's public four-year institutions of higher education establish and administer policy on the acceptance of business transfer course credit for courses not covered by the OSRHE policy statement. A secondary purpose was to examine how these policies affect the transfer programs between public two- and four-year institutions in Oklahoma. The methods used to accomplish this task included the analysis of policy statements and other data furnished by the Oklahoma State Regents for Higher Education, written policies and procedures obtained from the four-year institutions included in the study, and the submission of sample two-year college transcripts for evaluation to the four-year institutions involved in the study.

The following research questions related to transfer credit acceptance were asked:

1. Do current policies and practices at Oklahoma's public four-year institutions of higher education regarding the acceptance of business transfer course credit discriminate against transfer students on the basis of race,

national origin, gender, or age?

2. Are the persons making the decisions on transfer credit acceptance at the various institutions qualified to make these decisions?

3. (a) Have clear criterion for the acceptance or rejection of transfer credit been established at each receiving institution? (b) If so, are these criterion consistently followed?

4. Are the policies, practices, and criteria for the acceptance of transfer credit consistent from institution to institution.

5. Is information on the progress of transfer students routinely shared with each transferring institution?

Population

The four Oklahoma public four-year institutions that accounted for 73.9 percent of the incoming transfer students in 1991, according to The Oklahoma State Regents for Higher Education Admission Policy Impact Study-1993 were included in this study. These institution, with the number of incoming transfer students for 1991 in parenthesis, are as follows: Oklahoma University (1,250), Oklahoma State University (1,461), University of Central Oklahoma (1,631), and Northeastern State University (1,335).

While the population was small in number, it bears repeating that these institutions account for more than 73 percent of the incoming transfer students in the state.

Data Analysis

The method of gathering and evaluating the data for this study (personal interview, sample transcript, and policy analysis) required analysis and comparison of answers to interview questions, review of responses to the sample transcripts submitted, and analysis of policies and procedures furnished by the Oklahoma State Regents For Higher Education and the institutions surveyed. The data are presented in summary form to insure ethical protection of individuals and institutions involved in the study.

For purposes of anonymity of the participants, the four-year institutions included in this study were designated Institution A, Institution B, Institution C, and Institution D. The order of designation is not based on size, number of transfer students or any other identifiable criteria. The two-year institutions whose transcripts were submitted for analysis were in no particular order designated as College 1, College 2, and College 3. To facilitate comparison of responses, the transcripts were designated 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, and 3c, with the first transcript from college 1 (representing a student who had attained an Associate Degree) designated 1a. This pattern was followed until all transcripts had been marked.

The data obtained as a result of the visits to the four-year institutions included in the study make up the next section of this study.

Presentation of Institutional Data

The data for this section were compiled through a combination of personal interviews, analysis of each institutions policies and procedures, and review of transcript evaluations.

University A

This university maintains a database of all courses that are accepted for transfer from Oklahoma two-year colleges as well as for many out of state institutions. A course that has previously been approved for transfer at the university is included in the database. Transcripts submitted for evaluation are routed to the transfer coordinator who compares the courses to those in the university database of previously approved courses and an electronically generated evaluation sheet is produced. The program places the equivalent university course number next to the courses that receive a match from the database. Courses that do not match a course in the database or those about which there is a question regarding acceptability are referred to the appropriate college or department. Those courses not matching an acceptable course are accepted as electives at the university level; however, the level of acceptance may vary at the college or department level.

In the business department, final decisions as to acceptability are made by the dean of the college after a departmental meeting and discussion with interested faculty.

A similar procedure is followed at other colleges in this particular university. It should be noted that a maximum of 63 credit hours is accepted for transfer by the business department. Course work that exceeds 63 credit hours is essentially lost. It is also important to note that the degree programs offered by the business department allow for a fixed number of elective credit hours ranging from 5 credit hours for a Bachelor of Science In Business Administration with a major in Management Science and Computer systems to 17 credit hours for the same degree with a major in Accounting.

In addition to the guidelines of the Oklahoma State Regents for Higher education, the business department is also bound by directives of its accrediting body. No course taken at the community college level may substitute for a junior level course regardless of the similarity of content or difficulty of the material. This is true at all the universities surveyed.

A particular problem identified by several interviewees involves the applied programs offered by most community colleges. These programs are designed to prepare a student for the job market in a short period of time. The courses offered are not comparable to college level courses and are not recommended for academic transfer students. However, often a student enrolled in an applied program will decide to matriculate at a four year institution. Only then do many of these students realize that much of their course work will not transfer. Improved early counseling could make the path

of higher education smoother for many of these students.

University B

This university is partially automated but evaluation of transcripts for acceptance of course credit is done manually. A university transfer guide in pamphlet form is prepared for each two-year college in the university's transfer area. Two-year college courses that match up with university courses are listed. In a separate section, courses are compared by degree program, with courses not matching a general education course or major elective accepted as free electives. A maximum of 64 semester-credit-hours from a two-year college may be applied toward a baccalaureate degree. Decisions concerning the acceptance of courses not covered by the transfer guide are made by academic advisors and department chairs. An appeals process is available for disputed courses. As is the case with all the universities in the state, the OSRHE policy guidelines are the basis for this universities articulation and transfer policy.

University B is a suburban university that works closely with the two-year colleges in the surrounding area. Each semester two-year colleges are provided with a progress report on their former students. To minimize the problems encountered by students of the applied sciences who aspire to a baccalaureate degree, the university has established a 2 + 2 articulation agreement with area community colleges. Under the agreement, 16 Associate in Applied Science Degree options

transfer directly to the Bachelor of Science in General Studies in Training and Development at University B. These options include the Associate in Applied Science in Computer Science, the Associate in Applied Science in Automotive Technology, and the Associate in Applied Science in Commercial Art. This program allows an applied science student to complete a baccalaureate Degree in approximately the same number of semester-credit-hours as other students. Programs such as this have made University B one of the largest institutions in the state in terms of incoming transfer students.

University C

University C is another suburban university that draws transfer students from across the state. This university also maintains a database of two-year college courses in the state and matches them to University C courses by computer. Transferable courses that do not match a university equivalent are accepted as electives. Those courses which are in dispute, or on which there is a question are referred to the academic advisors and, if necessary, to the Dean or a committee in the degree department. The student may request a departmental review of any course in dispute. The university provides transfer guides for all two-year colleges in the state that lists the community college course and its university equivalent, if one exists. The OSRHE policy statement forms the basis for the institutional articulation

and transfer policy. Others who have input into the establishment of policy include the admissions office, the degree recommending colleges, and the Associate Provost for Undergraduate Programs. The Associate Provost for Undergraduate Programs oversees the program in conjunction with the State Board of Regents for Higher Education.

The business department will accept a maximum of 65 semester-credit-hours from a community college toward a baccalaureate degree. It requires completion of 127 semester-credit-hours for a baccalaureate degree as compared to 124 semester-credit-hours for most of the other universities. Acceptance of courses as electives is subject to the limitations of the different degree programs. Representatives of the university visit area community colleges on a regular basis to meet with prospective transfer students to minimize the loss of credit hours at the time of transfer. As is the case with the other state universities, University C relies heavily on the community college system to maintain its enrollment. Those contacted at this and the other universities voiced a high opinion of the state community college system, particularly the public community colleges. It appears that the depiction of the transfer student as a second class citizen is a thing of the past, at least at this university. This is not surprising since at any given time the number of transfer students at University C is approximately equal to the number of native students.

University D

This university has not yet automated its transfer evaluation system. Courses submitted for evaluation are matched against a transfer equivalency chart that is maintained for all two-year colleges from which transcripts are regularly received. Transcripts from other two-year colleges must be evaluated on a course by course basis. This process, naturally, requires more time for each evaluation. This method allows for a more personal evaluation of each course, but could allow for inconsistency in application of the evaluation process. At the time of this study, University D was without an Associate Dean of Admissions and a Transfer Coordinator. The point of contact was with the Associate Vice President for Academic Affairs who was most helpful at an inconvenient time, especially since the evaluations had to be done manually.

Transfer guidelines are established and disseminated by the Academic Vice President in conjunction with the Academic Council and in accordance with the guidelines furnished by the Oklahoma State Regents for Higher Education. The final decision on the acceptance of courses not covered by the guidelines are made by the dean of the appropriate College. An appeals process is available for contested courses. Meetings between representatives of the transferring and receiving institutions are held on an annual basis. A maximum of 64 credit hours from a two-year college may be counted toward a baccalaureate degree.

This university found a match for more community college courses than any of the other universities surveyed. This was particularly true in the areas of business and computer science. Transfer students in these areas appear to be well served by University D. Because of the limitations on the number of community college hours applied toward a baccalaureate degree and the number of elective hours accepted by the various degree programs, students transferring with more than 60 hours fared no better than at the other universities. This illustrates the need for early advisement and the need for the student to determine his or her goal early in the higher education process.

Transcript Evaluation Data

This section constitutes a summary of the transcript evaluation comparison Data (Appendix C). This information is also summarized in TABLE II on the following two pages (46 and 47).

The nine transcripts submitted for evaluation contained a total of 307 courses. Of these, 250 courses were considered eligible for transfer. Those not eligible for transfer included zero level courses (remedial courses) and courses in which the student attained less than a passing grade (grades of "F", "W", AND "I"). The 250 courses eligible for transfer represented a total of 700 earned semester-credit-hours.

TABLE II
SUMMARY OF TRANSCRIPT EVALUATION COMPARISONS
BY SELECTED OKLAHOMA UNIVERSITIES

Transcript No.		Institution*			
		A	B	C	D
1a	Major: Agriculture				
	Earned Hours	119			
	Transferable Hrs.	63	64	65	64
	Eligible Courses	50			
	Courses Matched	17	13	13	14
1b	Major: Comp. Science				
	Earned Hours	45			
	Transferable Hrs.	45	45	45	45
	Eligible Courses	15			
	Courses Matched	7	6	6	12
1c	Major: Business				
	Earned Hours	64			
	Transferable Hrs.	63	64	64	64
	Eligible Courses	24			
	Courses Matched	15	18	14	22
2a	Major: Education				
	Earned Hours	73			
	Transferable Hrs.	63	64	65	64
	Eligible Courses	28			
	Courses Matched	14	25	15	20
2b	Major: Mathematics				
	Earned Hours	54			
	Transferable Hrs.	50	50	50	50
	Eligible Courses	17			
	Courses Matched	15	13	13	16
2c	Major: Envir. Science				
	Earned Hours	71			
	Transferable Hrs.	63	64	65	64
	Eligible Courses	25			
	Courses Matched	9	10	11	8
3a	Major: Bus. Adm.				
	Earned Hours	112			
	Transferable Hrs.	63	64	65	64
	Eligible Courses	36			
	Courses Matched	24	28	30	29

TABLE II (Continued)

Transcript No.		Institution			
		A	B	C	D
3b	Major: Comp. Science				
	Earned Hours	80			
	Transferable Hrs.	63	64	65	64
	Eligible Courses	26			
	Courses Matched	10	12	13	13
	Note: Transcript contained several advanced computer language courses that were not offered at the evaluating institutions.				
3c	Major: Engineering				
	Earned Hours	86			
	Transferable Hrs.	63	64	65	64
	Eligible Courses	29			
	Courses Matched	20	15	21	19
Total Courses Matched		131	140	131	153
Total Hours Accepted		536	543	549	543
Adjustments **		7		-6	
Adjusted Total Hrs Accepted		543	543	543	543
Total Courses Completed				307	
Total Courses Eligible for Transfer				250	
Total Hours Earned				700	
Total Hours Eligible for Transfer				543	

* Universities are not identified to protect their anonymity.

** University A will apply a maximum of 63 hours from a two-year college toward a Baccalaureate Degree and requires 124 hours of course work for the degree. University C will apply a maximum of 65 hours from a two-year college toward a Baccalaureate Degree and requires 128 hours for the degree. Universities B and D accept a maximum of 64 hours from a two-year college. Since six of the transcripts presented for evaluation had more than 64 hours and one had exactly 64 hours, these adjustments were necessary in order to make a fair comparison.

On the initial evaluation, usually performed by the transfer coordinator or equivalent (either by computer program or manually), University A found a match for 131 courses, University B found a match for 140 courses, University C found a match for 136 courses, and University D found a match for 153 courses. A match indicates that the university offers a course that is equivalent to that offered by the two year college. Courses not receiving a match can be accepted for transfer as an elective only. Because of the limitation on the total number of two-year college hours that may be applied toward a baccalaureate degree (ranging from 63 to 65), the total number of earned semester-credit-hours eligible for transfer was the same for all four universities (543 hours). This constitutes more than 77 percent of the total earned hours. This figure, however, is misleading. Because of the limitations on the number of elective hours in the various degree programs, a substantial number of the elective credit hours will probably be lost. The matched courses constitute slightly more than 50 percent of the courses eligible for transfer. The actual number of earned hours that would transfer and be applied toward a baccalaureate degree constitute approximately 60 percent of total earned hours.

Several reasons exist for the number of semester-credit-hours lost by community college transfer students. One reason is that many community college students complete more than 64 credit hours, either because of a change in the major

area of concentration or poor planning. Another reason is that "applied" courses, designed primarily to prepare the student for employment, often do not meet the requirements of baccalaureate degree granting institutions for transfer. The blame for this loss of credit must be born by the student, the community college, and the counselors.

As for the four-year institutions included in this study, there was little difference in the number of courses matched, or accepted for full credit by University's A, B, and C. University D was able to match 13 more courses than its closest competitor. This was primarily because of University D's large offering of business and computer science courses. It appears that a community college business or computer science student would receive better treatment on transfer credit at University D. It should be noted, however, that this university is the only one surveyed that completes the process manually, and the matching was not done by the person who would normally perform the task. This person may have been able to make "judgement calls" that cannot be made by a computer program.

University B was the next highest in the number of courses matched or accepted for full credit. This university offers a wide range of courses as well as the special programs for "applied" students mentioned earlier. University B is the largest institution in terms of total number of incoming transfer students.

University Transfer Personnel Qualifications

All of the personnel interviewed for this study were college graduates. In addition, four held Master's degrees and four held Doctor's degrees. All had three or more years experience in their positions and appeared knowledgeable of state and institutional articulation and transfer policies and procedures. All were aware of the emphasis placed on the articulation and transfer functions by the Oklahoma State Regents for Higher Education and appeared genuinely concerned for the welfare of the transfer student.

Decisions on courses where there was doubt about the acceptability for transfer were made by deans, department heads, and senior faculty, often after consultation with the transferring institution. Most four-year institutions have an appeals process for disputed courses.

The initial matching of courses at three of the four universities was done with the aid of a computer database. The persons performing these supposedly "clerical" duties were able to expedite the process for transfer students by initiating contact with the proper departmental personnel about courses where an initial match was not found.

Summary

Based on the analysis of the Oklahoma State Regents for Higher Education articulation policy, policy guidelines obtained from the four-year institutions involved in the study, interviews with key representatives of these

institutions, and the data generated by the evaluation of transcripts submitted, certain findings, conclusions, and recommendations were generated. The following chapter will concentrate on the presentation of this material.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to assess how Oklahoma's public four-year institutions of higher education establish and administer policy on the acceptance of business transfer course credit, and examine how these policies affect the transfer programs between public two -and four-year institutions in Oklahoma as a means of improving inter-institutional articulation. The methods of assessment included analysis of policy statements obtained from the Oklahoma State Regents for Higher Education and the institutions surveyed, personal interviews with representatives of the four largest four-year institutions in Oklahoma in terms of incoming transfer students, and review of transcripts submitted to these four institutions for evaluation as to acceptance of transfer credits.

Oklahoma, like many states, bases its articulation policy on the concepts of access and equity. As cited in Chapters I and II, the majority of the general population of the state has gained entrance to higher education through the open doors of the community college. The Oklahoma State Regents for Higher Education states in its Policy Statement on Undergraduate Degree Requirements And Articulation (1994)

that one of the primary goals of the Oklahoma State System of Higher Education is to provide access at some public institution for all Oklahoma citizens whose interests and abilities qualify them for admission.

It seems clear that the intent of the Oklahoma State Regent's policy on higher education is to provide access to the state system on an equitable basis, without regard to race, ethnic origin, color, creed, gender or any other non-educational criteria. The "separate but equal" system that many of us remember from the 1940's and early 1950's would not be tolerable under today's climate of equal opportunity for all. But because of the OSRHE's role as a coordinating board (as opposed to a regulatory agency), many of the decisions regarding articulation and transfer are left to the discretion of the receiving institutions. These institutions must balance their decisions between providing easy access and maintaining academic integrity. The remainder of the study will be dedicated to an attempt to determine just how well these institutions are performing this balancing act.

Review of Research Questions

In previous chapters, several research questions were posed. This section will attempt to answer these questions.

1. Do current policies and practices at Oklahoma's public four-year institutions of higher education regarding the acceptance of business transfer course credit

discriminate against transfer students on the basis of race, national origin, gender, or age?

The answer is "no" on all counts--with a slight qualification. Since the transcripts submitted had the data pertaining to race, national origin, gender, and age blacked out; and in no instance were identical transcripts submitted with this type of information being the only differentiating data; the question of discrimination on the basis of race, national origin, gender, or age was not adequately tested. Because of these measures (which were taken to assure anonymity of the participants in the study) the researcher's opinions are based on observations, responses to interview questions, and review of policies and procedures.

Based on analysis of the data obtained through interview and review of available publications and other material (see Chapter IV), this researcher is confident that current policies and practices at Oklahoma's public four-year institutions of higher education do not discriminate against transfer students on any non-educational basis. The policies of the Oklahoma State Regents for Higher Education explicitly prohibit discrimination in any form. The policies and practices of the receiving institutions also appear to limit the possibility of intentional or unintentional discrimination.

Even the bias against the community college and community college students that has been reported by some earlier

writers (James, 1969, Zwerling, 1976) appears to have greatly diminished (at least in Oklahoma). Those involved in the articulation and transfer process at the four-year college level that were interviewed for this study expressed the opinion that Oklahoma's two-year colleges were fulfilling their assigned roles admirably. The fact that transfer students are successfully competing with native students in upper division courses (OSRHE, 1994c) seems to confirm this view.

2. Are the persons making the decisions on transfer credit acceptance at the various institutions qualified to make these decisions?

Yes. Again, based on the data presented in Chapter IV, the persons interviewed for this study appeared not only qualified but highly conscientious and interested in the welfare of the student. In addition, the transfer guides and other policy statements appeared to be well developed. Most were also aided by databases and sophisticated computer programs. In the instances where decisions were made at the department or college level, these decisions were made or approved by the dean or an appropriate committee of qualified individuals. Therefore, the researcher concludes that the persons making transfer credit acceptance decisions at the various institutions are qualified to make these decisions.

3. (a) Have clear criterion for the acceptance or rejection of transfer credit been established at each receiving institution? (b) If so, are these criterion consistently followed?

Yes. As discussed in Chapter IV, each of the four institutions has established transfer guides or charts for each of the various Oklahoma institutions based on the Oklahoma State Regents for Higher Education guidelines and in house committee recommendations. Each institution surveyed furnished either a complete set of transfer guides (usually in pamphlet form) or samples during the campus visit. Each institution also shared copies of written guidelines. Most of the institutions have a computer database and computer programs to facilitate the articulation and transfer process. This eliminates much of the decision making and the detail work of matching courses.

4. Are the policies, practices, and criteria for the acceptance of transfer credit consistent from institution to institution.

This question would seemingly have to be answered both yes and no. All four-year institutions are bound by the Oklahoma State Regents Policy Statements as far as the acceptance of core courses are concerned. Concerning these courses, there is consistency throughout the state system.

The transcript evaluation data (Chapter IV) also shows that, taken in total, all the four-year institutions surveyed accepted the same number of semester-credit-hours for transfer. Also, transfer students who have completed their Associate Degree with a minimum of excess hours (over 60) can expect fairly even treatment.

Concerning elective courses, however, there is some variation. For instance, two of the four universities surveyed apply a maximum of 64 semester-credit-hours from a two-year college toward a baccalaureate degree, one applies 63 hours, and another applies 65 hours. However, this is a small variation and is based on the total number of hours required for the Degree. All require a minimum of 60 hours of upper division course work.

Another problem area involves various specializations at both two- and four-year institutions. Transfer students who specialize in an area such as agriculture could expect to match more courses at a University with an agriculture program, whereas, a transfer to an institution with a different specialization would result in fewer course matches. Regardless of the specialized area, many of the courses would be wasted if the student were to switch to a business degree because of a limited number of electives. This is not a problem unique to the department of business. All colleges must meet the requirements of The Oklahoma State Regents for Higher Education and also their accrediting agencies. In addition, most also have professional

organizations which set course requirements. These requirements leave little room for electives in many degree programs.

The transcript evaluation comparison (Appendix D) showed that all four universities accepted the same number of hours when the nine transcripts were taken in total, however, University D was able to match more courses in the business and computer science areas. University B was also slightly above Universities A and C. The keys for maximizing transfer credit acceptance appear to be an early decision on the part of the student as to his or her area of specialization, and early advisement. A student at either the two- or four-year college who changes majors is likely to have "wasted" hours.

5. Is information on the progress of transfer students routinely shared with the transferring institution?

Yes. Two of the four receiving institutions included in the study send a report to the transferring institution each semester. This report lists the name, student number, and progress of transfer students. One produces a similar report annually, and the fourth has instituted this practice with the spring semester of 1995. All four institutions maintain a close relationship with representatives of the area community colleges. As suggested by the OSRHE Policy Statement, each university furnishes community colleges with a pamphlet or guide that lists baccalaureate degree

requirements and course prerequisites to assist in counseling prospective transfer students.

Conclusions

1. One conclusion of this study is that once the student reaches the point of transfer to a four-year institution, majority and minority students can expect fair and uniform treatment. In fact, all of the four-year institutions surveyed actively recruit minority students through some form of affirmative action program. No conscious attempt to discriminate against transfer students on the basis of race, creed, color, national origin, gender, or any other criteria was apparent. Because the testing procedures employed in this study were not designed to detect willful acts of discrimination on the basis of race, national origin, gender, or age, this study cannot conclude that such practices do not exist; however, the policies of the Oklahoma State Regents for Higher Education and the institutions involved (as outlined in Chapter IV) tend to make discrimination practically impossible. Furthermore, there is little if any bias on the part of faculty, administrators, and staff at the four-year institutions toward community college students, programs, and administration. Most of those involved in the articulation and transfer process at the four-year level consider the transfer student a positive addition to the university campus. The four-year institutions included in this study actively recruit transfer

students as a means of maintaining current enrollment figures.

2. A second conclusion is that established written policies and published transfer guides are made available to counselors and students at area two-year institutions. These published guides and computer databases (where available) are consistently used and the criteria consistently applied to all transfer students.

3. The final conclusion of the study is that the articulation and transfer system in Oklahoma has developed into a bureaucracy which sometimes hampers the very process it is designed to help. Having come into this study with the feeling that perhaps the four-year institutions had too much flexibility, this researcher has now come full circle and concludes that the student would be better served by less bureaucracy and more flexibility on the part of the universities.

Recommendations

The following recommendations are based on the findings of this study and upon comments and suggestions from faculty, staff, and administrators interviewed:

1. A common statewide core of course numbers for course work should be considered by the Oklahoma State Board of Regents for Higher Education. This simple measure would greatly simplify the state articulation process.

2. The establishment of a state funded, state wide

database of courses eligible for transfer, with access available to all state institutions of higher education. Such a system would have to be instigated by the State Board of Regents for Higher Education and would undoubtedly be expensive in the short run, but should prove cost effective in the long run.

3. An improved indoctrination and counseling system for first-time entering freshmen at all levels of higher education in the state could alleviate many of the problems encountered by transfer students. This is especially important at the two-year colleges. Students should be made aware early in their higher education experience of which courses will transfer and which will not, and of the importance of sound early career decisions.

4. A comprehensive study of high school counselors and high school seniors regarding their attitudes toward, and understanding of, the academic transfer function and the occupational or terminal education function of the community college should be completed.

5. Finally, a follow-up study designed to test for discrimination on the basis of race, national origin, gender and age would seem to be in order. This should include an analysis of the practice of not allowing credit for courses taken more than a certain number of years in the past. If such a policy still exist, does it constitute age discrimination?

Concluding Remarks

Such eminent scholars as Cohen (1991), Knoell (1990), and Eaton, (1991) studied and wrote about the academic transfer function of the community college in a positive and hopeful tone. Others, such as Brint and Karabel (1989), and Zwerling (1976) have been more critical of the community college system as a whole, and the transfer process in particular. Both groups have made valid observations. This report will not be considered to be in the same class with the works of the above cited authors, nor was it intended to be. This study sought to examine the articulation and transfer process in Oklahoma and, hopefully, to offer some suggestions for improvement. Just how well that goal was met will be left to the judgement of the reader. One thing can be said for certain; it was an interesting and often grueling journey for the author.

One important point that should be made before concluding this study is that much the of the blame for the loss of semester-credit-hours on transfer from a two-year college to a senior institution is unfairly placed on the shoulders of the senior institution. The academic transfer function is no longer the single function (or in many instances even the primary function) of the community college. Baser (1992) lamented the fact that less than 25 percent of two-year college students actually transfer (Bender, 1990). He failed to point out, as Bender did, that this failure to transfer is often the choice of the two-year college student. The

increased emphasis on the part of the community college over the past decade on practical or terminal programs, coupled with the desire on the part of many two-year college students to enter the job market as quickly as possible, has greatly contributed to the decline in the number of students seeking to matriculate at a senior institution.

These practical or applied programs do not stress the general education courses that are required for a baccalaureate degree. Therefore, when such a student does decide to transfer to a senior institution and seek a baccalaureate degree, he or she often finds that the courses offered in the applied program will not meet the requirements of the senior institution for that degree. The senior institutions cannot be expected to lower their requirements in order to eliminate this problem. Therefore, it is incumbent upon two-year colleges to encourage those students who may be interested in upper-division work to include general education core courses in their plan of study, and to provide adequate early counseling for all students as recommended above.

At this point the possibility of a conflict of interest on the part of the transferring institutions should be raised. They are faced on the one hand with the need to prepare their students for transfer, and on the other hand with the need to keep their students enrolled in as many classes as possible for as long as possible. They are also faced with the desire on the part of many of their students to take only those courses that will be of immediate benefit

in finding employment, only to have these same students complain of "wasted" hours if they decide to pursue a baccalaureate degree. These institutions also face a "balancing act" that requires all of their ingenuity and professionalism to accomplish.

It should also be recognized that many of Oklahoma's two-year colleges do provide outstanding counseling programs, however, many of their students are adolescents who cannot always be expected to make wise or permanent career choices at such an early age. This being the case, there will always be some dissatisfaction with the articulation and transfer process.

Finally, because of the declining rate of first-time entering freshmen in public colleges and universities in Oklahoma the fall following high school graduation (from 42 percent in 1986 to 39 percent in 1991), and the increased number of first-time entering freshmen who are entering higher education at the community college level (OSRHE, Student data report, 1994a), the importance of the transfer student to Oklahoma's senior institutions is greatly increased. It is in the best interest of these senior institutions to be as generous in the acceptance of transfer credit as academic standards will allow. These facts make the academic transfer function of the community college more important than ever. The two-year college transfer student can no longer be considered the "step child" of higher education, at least not in Oklahoma.

This study began with an attempt to assess the articulation and transfer process in Oklahoma, and to find ways of improving that process. To that end, several recommendations have been made. This researcher reviewed the articulation and transfer system in Oklahoma. Although it may perhaps be slightly ailing, is not seriously ill. Improvements can be made, and it is hoped that the recommendations will be helpful toward that end. The ground work has already been laid for a successful state system. The Oklahoma State Regents for Higher Education has made the articulation and transfer process a priority item. Hopefully, they will continue to show even stronger leadership in the future, without the addition of burdensome and unnecessary paper work and overly restrictive policies. A statewide database and course numbering system would be an excellent start.

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APPENDIX A

INTERVIEW QUESTIONS

ARTICULATION AND TRANSFER
QUESTIONS

Pre-selected questions for the interview of key personnel at the four Oklahoma four-year institutions that account for more than seventy percent of incoming transfer students.

Note: Your responses to the following questions will held in strict confidence. Responses will not be identified with a particular person or institution.

1. How is articulation and transfer policy established at your institution (What person, group, or board sets the policy)?
2. Does your institution have written articulation policies or guidelines?
3. Does your institution regularly share information on the progress of transfer students with the transferring institution?
4. Have stricter admission policies at four-year institutions imposed by the State Regents for Higher Education resulted in an increase in the number of transfer students who are not able to compete with native students in upper division course work?
5. Are meetings between representatives of transferring and receiving institutions regarding articulation and transfer held on a regular basis?
6. If the answer to question number 5 is no, do you feel such meetings would be beneficial?
7. If there is a question about the acceptability of a particular course for transfer, by whom is the final decision to accept or decline made? (Dept. Head, Dean of Admissions, Senior Faculty Member, Articulation-Transfer, etc.)

8. Do you find that transferring students from some two-year colleges are consistently better prepared for upper division work than are others (are particular two-year programs noticeably superior to others)?
9. If the answer to question number 8 is yes, what factors (in your opinion) account for this difference?
10. Percent of your students who transfer into your institution from two-year institutions. (circle number)
1. < 10 percent
 2. 10 - 20 percent
 3. 21 - 30 percent
 4. 31 - 40 percent
 5. 41 - 50 percent
 6. 51 - 60 percent
 7. > 60 percent
11. Do the two-year colleges that you deal with on a regular basis have a designated articulation/ transfer coordinator?
12. In your opinion, should the State Regents for Higher Education be more or less involved in the articulation and transfer process in Oklahoma?
13. Approximately what percentage of two-year college credit hours presented for transfer to your institution are accepted for full credit?
For elective credit only?
14. The most recent student data report from the Oklahoma State Regents for Higher Education indicates that more than half of all first-time entering freshmen (and an even higher percentage of minority and lower income students) begin their college education at a two-year college. In your opinion, do present articulation and transfer policies in Oklahoma discriminate in any way against minority or low income students?
15. Do you have any specific suggestions for improving the articulation and transfer process in the state?
16. Do you wish to receive a summary of the results of this study? () Yes () No

APPENDIX B

CORRESPONDENCE

Date

Name
Title
Address
Institution
City, State, Zip

Dear colleague:

As those of us in higher education are well aware, more and more first-time entering freshmen enter higher education by way of the two-year college, making the articulation and transfer process increasingly important to both two- and four-year institutions.

As one of the four largest state universities in terms of entering transfer students, your institution has been selected to participate in a statewide study of articulation and transfer policies and procedures. The method of the study will be a personal interview with the Dean of Admissions and the articulation and transfer coordinator (or their equivalent), and a member of the College of Business who is active in the review of incoming transfer credits at each of the four leading institutions in Oklahoma in terms of incoming transfer students.

Another aspect of the study will be the submission of nine actual two-year college transcripts (with student name and number obscured) to each school for evaluation as to acceptance or rejection of the course credits for transfer. These transcripts will be submitted prior to the interviews and picked up at the time of the interview. It would also be helpful if written policies and guidelines were made available.

You may be assured of complete confidentiality. Results of the study will be in summary form and responses will not be identified to either the respondent or the institution. A summary of the results of the study will be made available to all parties involved in the study if desired.

Thank you in advance for making this study truly representative of Oklahoma higher education. If you have any questions or comments, please feel free to contact Dr. Martin Burlingame at Oklahoma State University (405/744-8062) or myself at 405/446-5467.

Sincerely,

C. Wayne Tyler
Research Associate

Date

Name

Title

Address

Institution

City, State, Zip

Dear:

As mentioned in my earlier letter and in our telephone conversation, I am enclosing transcripts from three Oklahoma community colleges for your evaluation. Please review these transcripts at your convenience and evaluate them according to your institution's guidelines for transfer credit acceptance. For uniformity and ease in compilation of results, the following codes are suggested.

A accepted for full credit

E accepted for elective only

R requires further review

N not acceptable for transfer

Notations may be made either on the transcripts or on a separate evaluation sheet. We can discuss any problems you encounter or questions you may have when I pick up the transcripts.

I will be contacting you in the near future to set up an personal interview and to pick up the transcripts.

Thanks again for participating in this important study. If you have any questions or comments, please feel free to contact Dr. Martin Burlingame at Oklahoma State University (405/744-8062) or myself at 405/446-5467.

Sincerely,

C. Wayne Tyler
Research Associate

APPENDIX C

TRANSCRIPT EVALUATION COMPARISONS

TRANSCRIPT EVALUATION COMPARISONS

The following data depicts the nine transcripts submitted to the four universities for evaluation. The three columns on the left show the course number, grade, and number of credit hours for each course attempted. The four columns on the right indicate the action taken by the universities (A,B,C, and D) on the initial review.

The receiving institutions' equivalent course number, or the letter "A" in a column indicate that the courses matches a course offered by the receiving institution. The letter "E" indicates that the course will transfer as an elective only. The letter "N" indicates that the course is not eligible for transfer. This would include zero level courses (remedial) and courses in which a passing grade was not attained (grades of "F","W", or "I" for example). The letter "R" indicates that the course would be submitted to the appropriate college for further review.

TRANSCRIPT EVALUATION COMPARISONS

TRANSCRIPTS				UNIVERSITIES			
NO. 1a COURSE	GRADE		HRS	A	B EVALUATIONS	C	D
AGR1101	A		1	1011	1101	E	E
ANS1120	A		0	E	E	E	E
ANS1124	A		4	1124	E	E	E
ANS2142	A		2	E	E	E	E
ENG1113	A		3	1113	1113	1113	A
POL1113	A		3	1013	1013	1113	A
ANS1213	A		3	E	E	E	E
ANS2123	A		3	2123	E	E	E
BUS1103	A		3	E	E	E	A
ENG1213	A		3	1213	1213	1213	A
HIS1493	A		3	1493	1493	1493	A
AGR2001	A		1	E	E	E	E
COP1111	A		1	E	E	E	E
COP1113	A		3	E	E	E	E
ENG2413	A		3	2413	2413	2413	A
AGE1374	A		4	E	E	E	E
AGE2123	F%		0	N	N	N	N
AGE1113	A		3	1114	E	E	E
ANS2112	C		2	2112	E	E	E
BIS1110	D	LAB	0	A	A	E	A
BIS1114	D		4	1114	1114	1114	N
ENG2433	A		3	2773	A	2773	A
AGE2113	B		3	E	E	E	E
AGR1210	A	LAB	0	E	E	E	E
AGR1214	A		4	1213	E	E	E
AGR2120	A	LAB	0	E	E	E	E
AGR2124	A		4	2124	E	E	E
ENG2063	B		3	E	E	2123	A
ANS2133	A		3	E	E	E	E
ENG2001	A		1	E	E	E	E
HIS2123	W		0	N	N	N	N
HPR1451	A		1	E	E	E	E
JOR1113	B		3	E	E	1013	A
POL1143	B		3	E	A	E	A
AGE2123	C*		3	E	E	E	E
EAS2161	A		1	E	A	1504	A
EAS2163	A		3	1104	A	1504	A
ENG2423	B		3	E	R	2213	R
ENG2443	C		3	2883	A	2883	A
HPR1451	A		1	E	E	E	E
AGQ1130	A	LAB	0	E	E	E	E

AGQ1134	A		4	E	E	E	E
AGQ2122	A		2	E	E	E	E
AGQ2150	A	LAB	0	E	E	E	E
AGQ2153	A		3	E	E	E	E
AGQ2223	C		3	E	E	E	E
AGQ2324	A		4	E	E	E	E
AGQ1213	A		3	E	E	E	E
AGQ2134	A		4	E	E	E	E
AGQ2243	I		3	N	N	N	N
AGQ2402	A		2	E	E	E	E
AGQ2423	B		3	E	E	E	E
TOTAL HRS EARNED			119				
ELEGIBLE FOR TRANSFER				63	64	65	64
COURSES ELIGIBLE			50				
COURSES MATCHED				17	13	13	14

TRANSCRIPTS

UNIVERSITIES

NO. 1b COURSE	GRADE	HRS	A	B EVALUATIONS	C	D
ENG1113	B	3	1113	1113	1113	A
HIS1493	C	3	1493	1493	1493	A
HUM2223	B	3	2203	2203	E	A
MAT0103	A	3	N	N	N	N
ECN2203	C	3	2023	2023	2123	A
ENG1213	B	3	1213	1213	1213	A
DAT2153	A	3	E	E	E	A
POL1113	F	3	N	N	N	N
CMS1223	B	3	E	E	E	A
COP1113	A	3	E	E	E	E
ACT2173	F	3	N	N	N	N
CMS1213	B	3	E	E	2003	A
ECN2193	C	3	2013	A	2113	A
DAT1033	B	3	2313	E	E	A
BUS1103	C	3	E	E	E	A
CMS1373	C	3	E	E	E	R
CMS2303	A	3	E	E	E	R
DAT1043	B	3	E	E	E	A
TOTAL HRS EARNED		45				
ELEGIBLE FOR TRANSFER			45	45	45	45
COURSES ELIGIBLE		15				
COURSES MATCHED			7	6	6	12

TRANSCRIPTS

UNIVERSITIES

NO. 1c COURSE	GRADE	HRS	A	B EVALUATIONS	C	D
ACT2173	A	3	2103	A	E	A
CMS1223	A	3	E	E	E	A
ENG1113	A	3	1113	A	1113	A

MAT1513	C		3	1513	A	1503	A
POL1113	A		3	1013	A	1113	A
ACT2183	B		3	2203	A	E	A
ECN2203	A		3	2023	A	2123	A
ENG1213	A		3	1213	A	1213	A
HIS2133	B		3	E	A	1233	A
HPR1061	A		1	E	A	1981	A
HPR2001	P		1	E	A	E	E
PSY1113	B		3	1113	A	1113	A
SOC1113	B		3	1113	E	1113	A
BIS1111	B	LAB	1	E	A	1005	A
BIS1113	B		3	E	E	1005	A
HUM2223	A		3	2203	A	E	A
PHS1111	A	LAB	1	E	A	E	A
PHS1113	A		3	1114	A	E	A
CMS1113	A		3	2103	E	E	A
COP1113	A		3	E	E	E	E
ECN2193	A		3	2013	A	2113	A
HIS1483	A		3	1483	A	1483	A
DAT2153	A		3	E	E	E	A
SPH1113	A		3	2713	A	2613	A
TOTAL HRS EARNED			64				
ELEGIBLE FOR TRANSFER				63	64	64	64
COURSES ELIGIBLE			24				
COURSES MATCHED				15	18	14	22

TRANSCRIPTS

UNIVERSITIES

NO. 2a				A	B	C	D
COURSE	GRADE		HRS		EVALUATIONS		
MAT1123	F		3	N	N	N	N
ENG1313	B		3	1113	A	1113	A
HPR1401	A		1	E	A	E	A
PSY2203	C		3	1113	A	1113	A
HIS1223	B		3	1493	A	1493	A
POL2303	B		3	1013	A	1113	A
HMC2523	X		3	N	N	N	N
HPR1401	A		1	E	A	E	A
ENG1323	W		3	N	N	N	N
HUM1223	A		3	2203	A	E	A
ENG1323	B		3	1213	A	1213	A
HPR1501	A		1	E	A	E	E
PSY2303	A		3	E	A	2403	E
HPR1501	A		1	E	A	E	E
PHL1103	I		3	N	N	N	N
LFS1315	D		5	N	N	N	N
HPR1501	A		1	E	A	E	E
SOC2213	C		3	1113	E	1113	A
HPR1202	C		2	2603	A	2913	A
SPH1213	C		3	2713	A	1113	A
LFS1315	B*		5	E	A	1114	A
PHS1314	D		4	E	A	E	A
DRM1313	A		3	2413	A	1713	A

HPR1401	B	1	1352	A	1121	A
GEO1103	C	3	1113	A	1103	A
HMC2523	C	3	E	A	E	A
HPR1501	A	1	E	A	E	E
MAT1153	C	3	1513	A	1513	A
PHL1103	A	3	2113	A	1013	A
HPR1401	A	1	E	A	E	A
PSY2403	B	3	E	E	E	E
HMC2513	A	3	E	A	E	A
HPR1501	A	1	E	E	E	E
TOTAL HRS EARNED		73				
ELEGIBLE FOR TRANSFER			63	64	65	64
COURSES ELIGIBLE		28				
COURSES MATCHED			14	25	15	20

TRANSCRIPTS

UNIVERSITIES

NO. 2b COURSE	GRADE	HRS	A	B	C	D
			EVALUATIONS			
HIS1223	B	3	1493	A	1493	A
PSY2203	B	3	1113	A	1113	A
ENG1313	B	3	1113	A	1113	A
MAT1153	W	3	N	N	N	N
HPR1102	B	2	2602	A	2212	A
POL2303	B	3	1013	A	1113	A
ENG1323	A	3	1213	A	1213	A
MAT0124	B **	4	N	N	N	N
MAT1153	D	3	1513	A	1503	A
PHY1513	W	3	N	N	N	N
HUM1213	C	3	2103	A	E	A
SOC2213	C	3	1113	E	1113	A
CIS1103	B	3	E	E	2003	A
LFS1125	C	5	1114	A	1005	A
HUM1223	C	3	2203	A	E	A
HPR1401	S	1	1352	A	1121	A
ACT1123	C	3	E	E	E	E
CIS1093	B	3	2103	E	E	A
MAT2223	C	3	2103	A	1743	A
SPH1213	B	3	2713	A	1113	A
TOTAL HRS EARNED		54 **	(TOTAL INCLUDES 4 HRS REMEDIAL)			
ELIGIBLE FOR TRANSFER			50	50	50	50
COURSES ELIGIBLE		17				
COURSES MATCHED			15	13	13	16

TRANSCRIPTS

UNIVERSITIES

NO. 2c COURSE	GRADE	HRS	A	B	C	D
			EVALUATIONS			
ENS2092	S	2	E	E	E	E
ENS2092	S LAB	2	E	E	E	E
ENS2092	S	2	E	E	E	E

ENS2092	S		2	E	E	E	E
ENS2092	S		2	E	E	E	E
ENS2113	A		3	E	E	E	E
ENG0103	A		3	N	N	N	N
HPR1102	B		2	2602	A	2212	A
PSY1203	B		3	E	A	2513	A
ENS1103	B		3	E	E	E	E
MAT0113	W		3	N	N	N	N
HIS1223	A		3	1493	A	1493	A
ENS2233	A		3	E	E	E	E
ENS2092	A		2	E	E	E	E
ENS2092	A	LAB	2	E	E	E	E
ENG1313	C		3	1113	A	1113	A
ENS2403	B		3	E	E	E	E
MAT0113	B		3	N	N	N	N
ENG1323	C		3	1213	A	1213	A
MAT0114	W		4	N	N	N	N
ENS2092	A		2	E	E	E	E
POL2303	A		3	1013	A	1113	A
ENS2223	B		3	E	E	E	E
ENS1113	B		3	E	E	2403	E
ENS2123	B		3	E	E	E	E
MAT0114	W		4	N	N	N	N
ENS2092	A		2	E	E	E	E
MAT0114	C		4	N	N	N	N
CHM1114	C		4	1014	A	1014	E
ENV1205	B		5	2124	A	A	E
LFS1125	C		5	1114	A	A	A
MAT1153	W		3	N	N	N	N
MAT0124	W		4	N	N	N	N
MAT0124	S		4	N	N	N	N
MAT1153	C		3	1513	A	1503	A
TOTAL HRS EARNED			71				
ELIGIBLE FOR TRANSFER				63	64	65	64
COURSES ELIGIBLE			25				
COURSES MATCHED				9	10	11	8

TRANSCRIPTS

UNIVERSITIES

NO. 3a				A	B	C	D
COURSE	GRADE	HRS		EVALUATIONS			
ENG2433	B	3		E	E	E	E
HIS1483	W	3		N	N	N	N
ENG1113	W	3		N	N	N	N
PHI1223	W	3		N	N	N	N
CHE1315	W	5		N	N	N	N
ENG1113	F	3		N	N	N	N
HUM2113	F	3		N	N	N	N
HIS1493	XP	3		N	N	N	N
GEO2113	XP	3		N	N	N	N
BIO1114	F	4		N	N	N	N
MAT0123	XF	3		N	N	N	N
HIS1493	B	3	1493	A	A	1493	A

ENG1113	RA	3	1113	N	1113	A
PSY1313	A	3	2313	A	E	E
CSC1202	W	2	N	N	N	N
CSC1211	W	1	N	N	N	N
ENG1213	A	3	1213	A	1213	A
MAT1513	A	3	1513	A	1503	A
PHI1113	B	3	2113	A	1013	A
BIO1114	RA	4	1114	A	1005	A
POS1113	A	3	1013	A	1113	A
MUS1113	A	3	2573	A	1113	A
SPE1113	A	3	2713	A	1113	A
CSC1202	A	2	E	E	2003	E
CSC1232	B	2	E	E	E	E
PSY1113	A	3	1113	A	1113	A
ECO2013	B	3	2013	A	2113	A
BUS1053	A	3	E	E	E	A
PSC1114	A	4	E	A	E	A
ACC2113	W	3	N	N	N	N
MAT2513	W	3	N	N	N	N
ECO2023	A	3	2023	A	2123	A
SPA1103	A	3	E	A	1115	A
ACC2213	C	3	2103	A	2113	A
ACC2223	A	3	2203	A	2123	A
PHY1114	A	4	1114	A	2414	A
CHE1315	B	5	1314	A	1315	A
BIO1024	A	4	E	A	1114	A
BIO2164	B	4	E	A	2815	A
BIO2154	A	4	E	A	2154	A
PHY1214	A	4	1114	A	2424	A
PHY2023	A	3	1214	E	2603	E
SOC1113	B	3	1113	A	1113	A
PE2212	A	2	2602	A	2212	A
MAT2193	A	3	2013	A	2843	A
MS1313	W	3	N	N	N	N
CHE1415	A	5	1515	A	1415	A
GEO1043	A	3	2253	A	1103	A
BIO1014	B	4	E	A	1114	A
SOC2991	A	1	E	E	E	E
MS1313	##	3	E	E	2412	E
TOTAL HRS EARNED		112				
ELIGIBLE FOR TRANSFER			63	64	65	64
COURSES ELIGIBLE		36				
COURSES MATCHED			24	28	30	29

TRANSCRIPTS

UNIVERSITIES

NO. 3b COURSE	GRADE	HRS	EVALUATIONS			
			A	B	C	D
ESL0211	A	1	N	N	N	N
ESL0341	A	1	N	N	N	N
ESL0331	A	1	N	N	N	N
ESL0321	A	1	N	N	N	N

ESL0311	A	1	N	N	N	N
ESL0421	A	1	N	N	N	N
ESL0431	A	1	N	N	N	N
ESL0441	A	1	N	N	N	N
ACC2113	A	3	E	A	E	A
CSC1232	A	2	E	E	E	E
SCS1202	A	3	E	E	2003	E
MAT1513	A	3	1513	A	1503	A
ENG0933	W	3	N	N	N	N
ENG0923	A	3	N	N	N	N
CSC1354	A	4	2203	E	2323	E
ACC2123	W	3	N	N	N	N
CSC1463	B	3	E	E	E	E
CSC1393	A	3	E	E	E	E
CSC1344	A	4	E	A	2523	A
CSC2473	A	3	E	E	1324	E
ACC2123	A	3	E	A	E	A
ENG0933	A	3	N	N	N	N
MAT2513	A	3	2603	A	E	A
CSC2333	A	3	E	E	E	E
ENG1113	A	3	1113	A	1113	A
CSC1443	A	3	E	E	E	E
CSC1483	A	3	E	E	E	E
HIS1493	W	3	N	N	N	N
HIS1493	A	3	1493	E	1493	A
CSC2783	A	3	E	E	E	E
CSC2043	A	3	E	E	E	E
CSC2314	A	4	E	E	2523	E
POL1113	A	3	1013	A	1113	A
CSC2013	A	3	E	E	E	E
SPE1113	A	3	1113	A	1113	A
ENG1213	A	3	1213	A	1213	A
CSC2303	A	3	E	A	E	A
MAT2114	A	4	2423	A	2423	A
PSY1113	A	3	1113	A	1113	A
TOTAL HRS EARNED		80				
ELIGIBLE FOR TRANSFER			63	64	65	64
COURSES ELIGIBLE		26				
COURSES MATCHED			10	12	13	13

TRANSCRIPTS

UNIVERSITIES

NO. 3c COURSE	GRADE	HRS	A	B EVALUATIONS	C	D
MAT1313	C	3	E	E	E	E
PHY1304	B	4	E	A	E	E
DRF1323	B	3	1153	A	1213	A
HIS1493	B	3	1493	A	1493	A
CSC1202	B	2	E	E	2003	E
CSC1211	A	1	E	E	2003	E
CSC1501	S	1	E	E	E	E
POS1113	B	3	1013	A	1113	A

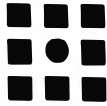
POS1113	B	3	1013	A	1113	A
MAT0105	C	5	N	N	N	N
DRF2213	A	3	E	E	E	E
EGR1112	B	2	1111	E	1112	A
MAT1513	WP	3	N	N	N	N
CHE1315	B	5	1314	A	1315	A
HUM2113	A	3	2103	A	E	A
PSY1113	B	3	1113	A	1113	A
EGR1212	A	2	E	E	E	E
MAT0123	B	3	N	N	N	N
MAT1513	A	3	1513	A	1503	A
PSY1313	B	3	2313	E	E	E
PE2212	A	2	2602	E	2212	A
ENG1113	B	3	1113	A	1113	A
ENG1213	W	3	N	N	N	N
CHE1415	C	5	1515	A	1415	A
MAT1613	C	3	1613	A	1523	A
MAT2193	A	3	2112	A	2843	A
MAT2114	W	4	N	N	N	N
ENG1213	B	3	1213	A	1213	A
MAT2114	B	4	E	E	2423	A
PHY2034	C	4	2142	E	2514	A
MUS1113	B	3	2573	A	1113	A
EGR2534	C	4	2014	E	2113	E
MAT2124	A	4	2145	E	2423	A
PHY2124	B	4	2114	A	2524	A
MAT2134	AU	4	N	N	N	N
TOTAL HRS EARNED		86				
ELIGIBLE FOR TRANSFER			63	64	65	64
COURSES ELIGIBLE		29				
COURSES MATCHED			20	15	21	19

TOTAL COURSES
307 COURSES

COURSES ELIGIBLE	TOTAL COURSES MATCHED			
250 COURSES	131	140	136	153
TOTAL HRS EARNED	TOTAL HRS ELIGIBLE FOR TRANSFER			
700 HRS	536	543	549	543
ADJUSTMENTS *	+7		-6	
	<hr/> 543	<hr/> 543	<hr/> 543	<hr/> 543

* University A will apply a maximum of 63 hours from a two-year college toward a Baccalaureate Degree and requires 124 hours of course work for the degree. University C will apply a maximum of 65 hours from a two-year college toward a Baccalaureate Degree and requires 128 hours for the degree. Universities B and D accept a maximum of 64 hours from a two-year college. Since six of the transcripts presented for evaluation had more than 64 hours and one had exactly 64 hours, these adjustments were necessary in order to make a fair comparison.

APPENDIX D
TRANSCRIPTS



REDLANDS
COMMUNITY COLLEGE

1300 COUNTRY CLUB ROAD, EL RENO, OK 73036



I. D. NUMBER [REDACTED]
SEX [REDACTED]
BIRTH DATE [REDACTED]

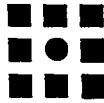
REPORT DATE [REDACTED]

COURSE	DESCRIPTION	GRADE	HOURS	POINTS	COURSE	DESCRIPTION	GRADE	HOURS	POINTS
Fall Semester 1990					Undergrad Attempt Earned Points Divisor GPA				
AGRI1101	AGRICULTURE OR	A	1.00	4.00	Current Term	19.00	16.00	48.00	19.00 2.53
ANSI1120	INTRO ANML SCI	A	0.00	0.00	Ret/Graduation	55.00	52.00	192.00	55.00 3.49
ANSI1124	INTRO ANIMAL S	A	4.00	16.00	Cum Undergrad	55.00	52.00	192.00	55.00 3.49
ANSI2142	ARTFCL INSEMNT	A	2.00	8.00	Spring Semester 1992				
ENGL1113	ENGLISH COMP I	A	3.00	12.00	AGEC2113	Frm Rnch Mgmt	B	3.00	9.0
POLS1113	US GOVERNMENT	A	3.00	12.00	AGRN1210	In Plnt-Sci Lb	A	0.00	0.0
Undergrad Attempt Earned Points Divisor GPA					AGRN1214	Intr Plnt Sci	A	4.00	16.0
Current Term	13.00	13.00	52.00	13.00 4.00	AGRN2120	Fnd Soil Sci L	A	0.00	0.0
Ret/Graduation	13.00	13.00	52.00	13.00 4.00	AGRN2124	Fund Soil Sci	A	4.00	16.0
Cum Undergrad	13.00	13.00	52.00	13.00 4.00	ENGL2063	Crtv. Writng I	B	3.00	9.0
Spring Semester 1991					Undergrad Attempt Earned Points Divisor GPA				
ANSI1213	LVSTK PRODTION	A	3.00	12.00	Current Term	14.00	14.00	50.00	14.00 3.57
ANSI2123	LVSTK FEEDING	A	3.00	12.00	Ret/Graduation	69.00	66.00	242.00	69.00 3.51
BUS 1103	INTRO TO BUS	A	3.00	12.00	Cum Undergrad	69.00	66.00	242.00	69.00 3.51
ENGL1213	ENGL COMP II H	A	3.00	12.00	Fall Semester 1992				
HIST1493	US HIST SNC 18	A	3.00	12.00	ANSI2133	Rh-AmlAtmy-Ds	A	3.00	12.0
Undergrad Attempt Earned Points Divisor GPA					ENGL2001	Nat Am Lit (H)	A	1.00	4.0
Current Term	15.00	15.00	60.00	15.00 4.00	HIST2123	West Civ-1815	W	0.00	
Ret/Graduation	28.00	28.00	112.00	28.00 4.00	HPER1451	Rodeo Activity	A	1.00	4.0
Cum Undergrad	28.00	28.00	112.00	28.00 4.00	JOUR1113	Mass Comm	B	3.00	9.0
President's Honor Roll					POLS1143	St/local Govt	B	3.00	9.0
Summer Semester 1991					Undergrad Attempt Earned Points Divisor GPA				
AGRI2001	SEM: CATTLE GR	A	1.00	4.00	Current Term	11.00	11.00	38.00	11.00 3.45
COOP1111	Career/Per Pla	A	1.00	4.00	Ret/Graduation	80.00	77.00	280.00	80.00 3.50
COOP1113	Sprv Wrk Exp I	A	3.00	12.00	Cum Undergrad	80.00	77.00	280.00	80.00 3.50
ENGL2413	Intro Lit I	A	3.00	12.00	Spring Semester 1993				
Undergrad Attempt Earned Points Divisor GPA					AGEC2123	Frm-Rch Fin-Rc	C*	3.00	6.0
Current Term	8.00	8.00	32.00	8.00 4.00	EASC2161	Elem Astrnmy Lb	A	1.00	4.0
Ret/Graduation	36.00	36.00	144.00	36.00 4.00	EASC2163	Elem Astrnmy	A	3.00	12.0
Cum Undergrad	36.00	36.00	144.00	36.00 4.00	ENGL2423	Intro Fiction.	B	3.00	9.0
Fall Semester 1991					ENGL2443	Am Lit II	C	3.00	6.0
AGEC1374	Intro Agri Eco	A	4.00	16.00	HPER1451	Rodeo Activity	A	1.00	4.0
AGEC2123	Frm & Rnch Fin	FZ	(3.00)	0.00	Undergrad Attempt Earned Points Divisor GPA				
AGEQ1113	Intro Equine S	A	3.00	12.00	Current Term	14.00	14.00	41.00	14.00 2.93
ANSI2112	Lvstk Judg-Eva	C	2.00	4.00	Ret/Graduation	91.00	91.00	321.00	91.00 3.53
BISC1110	Gen Biology Lb	D	0.00	0.00	Cum Undergrad	94.00	91.00	321.00	94.00 3.41
BISC1114	Gen Biology	D	4.00	4.00	MAJOR: Farm & Ranch Mgmt				
ENGL2433	Am Literature	A	3.00	12.00	*** CONTINUED ON NEXT PAGE ***				

X = course forgiven - not counted in RET/GRD status
 [] = Remedial course work - counted in term ONLY
 () = course credit not counted in EARNED
 * = repeat of course

3156
 JAN 9 1995
 REGISTRAR & ADMINISTRATOR

[Signature]



REDLANDS
COMMUNITY COLLEGE

300 COUNTRY CLUB ROAD, EL RENO, OK 73036

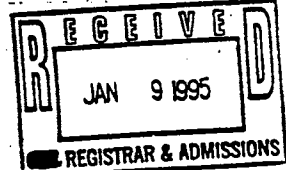


I.D. NUMBER [REDACTED]
SEX [REDACTED]
BIRTH DATE [REDACTED]

REPORT DATE [REDACTED]

PAGE 2 OF 2
1a

COURSE	DESCRIPTION	GRADE	HOURS	POINTS	COURSE	DESCRIPTION	GRADE	HOURS	POINTS
Associate of Applied Science Degree Graduated May 7, 1993 Graduated Cum Laude Phi Theta Kappa MAJOR: Liberal Arts/General Education DEGREE: Associate of Arts Graduated May 7, 1993									
Fall Semester 1993									
AGEQ1130	Bsc Cr Tng Lb	A	0.00	0.00					
AGEQ1134	Bsc Eq Cr&Tng	A	4.00	16.00					
AGEQ2122	Eq Judg & Eval	A	2.00	8.00					
AGEQ2150	Groom & Shq Lb	A	0.00	0.00					
AGEQ2153	Groom & Showing	A	3.00	12.00					
AGEQ2223	Eq Nutri&Hlth	C	3.00	6.00					
AGEQ2324	Equine Practcm	A	4.00	16.00					
Undergrad Attempt Earned Points Divisor GPA									
Current Term	16.00	16.00	58.00	16.00	3.63				
Ret/Graduation	107.00	107.00	379.00	107.00	3.54				
Cum Undergrad	110.00	107.00	379.00	110.00	3.45				
Vice-Presidents Honor Roll									
Spring Semester 1994									
AGEQ1213	Horsemanship	A	3.00	12.00					
AGEQ2134	Adv Eq Cr&Trng	A	4.00	16.00					
AGEQ2243	Breeding & Mgmt	I	3.00						
AGEQ2402	Hoof Care	A	2.00	8.00					
AGEQ2423	Eq Anat & Phys	B	3.00	9.00					
Undergrad Attempt Earned Points Divisor GPA									
Current Term	12.00	12.00	45.00	12.00	3.75				
Ret/Graduation	119.00	119.00	424.00	119.00	3.56				
Cum Undergrad	122.00	119.00	424.00	122.00	3.48				
Vice-Presidents Honor Roll									
MAJOR: Equine Science Degree: Associate of Applied Science Graduated May 6, 1994 Graduated Magna Cum Laude									
** END OF TRANSCRIPT **									



Z = course forgiven - not counted in RET/GRD statistics
 [] = Remedial course work - counted in term ONLY
 () = course credit not counted in EARNED
 * = repeat of course

1-3-95
DATE

[Signature]
REGISTRAR



REDLANDS
COMMUNITY COLLEGE

1000 COUNTRY CLUB ROAD, EL RENO, OK 73036



I.D. NUMBER [REDACTED]
SEX [REDACTED]
BIRTH DATE [REDACTED]

REPORT DATE [REDACTED]

PAGE 1 OF 1

COURSE	DESCRIPTION	GRADE	HOURS	POINTS	COURSE	DESCRIPTION	GRADE	HOURS	POINTS
THE AMERICAN COLLEGE TESTING PROGRAM - 0491 ENGL 19; MATH 18; READING 21; SCI REAS 17; COMP 19					Spring Semester 1994				
Fall Semester 1992					BUS 1103 Intro Bus C 3.00 6.0				
ENGL1113	Engl Comp I	B	3.00	9.00	CMSC1373	Opntng Systems	C	3.00	6.0
HIST1493	US His sn 1877	C	3.00	6.00	CMSC2303	Dsktp Pub:BUS	A	3.00	12.0
HUM 2223	Gen HmanitiesII	B	3.00	9.00	OAT 1043	Docmnt Formatg	B	3.00	9.0
MATH0103	Gen Clg Math	A	[3.00]	12.00	Undergrad Attempt Earned Points Divisor GPA				
Undergrad Attempt Earned Points Divisor GPA					Current Term 12.00 12.00 36.00 12.00 3.00				
Current Term 12.00 12.00 36.00 12.00 3.00					Ret/Graduation 51.00 45.00 129.00 51.00 2.53				
Ret/Graduation 9.00 9.00 24.00 9.00 2.67					Cum Undergrad 51.00 45.00 129.00 51.00 2.53				
Cum Undergrad 9.00 9.00 24.00 9.00 2.67					** END OF TRANSCRIPT **				
Spring Semester 1993									
ECON2203	Prn Microecon	C	3.00	6.00					
ENGL1213	Engl Comp II	B	3.00	9.00					
OAT 2153	Word Procs I	A	3.00	12.00					
POLS1113	US Government	F	3.00	0.00					
Undergrad Attempt Earned Points Divisor GPA									
Current Term 12.00 9.00 27.00 12.00 2.25									
Ret/Graduation 21.00 18.00 51.00 21.00 2.43									
Cum Undergrad 21.00 18.00 51.00 21.00 2.43									
Summer Semester 1993									
CMSC1223	Bus Appl Sftwr	B	3.00	9.00					
COOP1113	Sprv Wrk Exp I	A	3.00	12.00					
Undergrad Attempt Earned Points Divisor GPA									
Current Term 6.00 6.00 21.00 6.00 3.50									
Ret/Graduation 27.00 24.00 72.00 27.00 2.67									
Cum Undergrad 27.00 24.00 72.00 27.00 2.67									
Fall Semester 1993									
ACCT2173	Prn Acct I	F	3.00	0.00					
CMSC1213	Intro Captr Sc	B	3.00	9.00					
ECON2193	Prn Macroecon	C	3.00	6.00					
OAT 1033	Caprhsv Keybrd	B	3.00	9.00					
Undergrad Attempt Earned Points Divisor GPA									
Current Term 12.00 9.00 24.00 12.00 2.00									
Ret/Graduation 39.00 33.00 96.00 39.00 2.46									
Cum Undergrad 39.00 33.00 96.00 39.00 2.46									

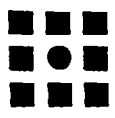
SS # [REDACTED]
Enr [REDACTED]
Type CI 1st Sem
Old # 3156



Z = course forgiven - not counted in RET/GRD statistics
[] = Remedial course work - counted in term ONLY
- = course credit not counted in EARNED
* = repeat of course

10-26-94
DATE

[Signature]
REGISTRAR



REDLANDS COMMUNITY COLLEGE

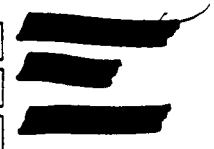
1300 COUNTRY CLUB ROAD, EL RENO, OK 73036



I.D. NUMBER

SEX

BIRTH DATE



REPORT DATE

09-Jan-95

PAGE 1 OF 1

COURSE	DESCRIPTION	GRADE	HOURS	POINTS	COURSE	DESCRIPTION	GRADE	HOURS	POINTS		
THE AMERICAN COLLEGE TESTING PROGRAM - 1092 ENGL 26; MATH 21; READ 28; SCI REAS 25; COMP 25 Presidents Honor Roll					Fall Semester 1994						
Fall Semester 1993					CMSC1113 Captr Cnpt App A 3.00 12.0						
ACCT2173	Prn Acct I	A	3.00	12.00	COOP1113	Spv Wrk Exp I	A	3.00	12.0		
CMSC1223	Bus Appl Sftwr	A	3.00	12.00	ECON2193	Prn Macroecon	A	3.00	12.0		
ENGL1113	Engl Comp I	A	3.00	12.00	HIST1483	US His to 1877	A	3.00	12.0		
MATH1513	Clg Algebra	C	3.00	6.00	OAT 2153	Word Procs I	A	3.00	12.0		
POLS1113	US Government	A	3.00	12.00	SPCH1113	Fund Speech	A	3.00	12.0		
Undergrad Attempt Earned Points Divisor GPA					Undergrad Attempt Earned Points Divisor GPA						
Current Term	15.00	15.00	54.00	15.00	3.60	Current Term	18.00	18.00	72.00	18.00	4.00
Ret/Graduation	15.00	15.00	54.00	15.00	3.60	Ret/Graduation	63.00	64.00	230.00	63.00	3.65
Cum Undergrad	15.00	15.00	54.00	15.00	3.60	Cum Undergrad	63.00	64.00	230.00	63.00	3.65
Vice-Presidents Honor Roll					Presidents Honor Roll						
Spring Semester 1994					Requirements of degree completed December 19, 199						
ACCT2183	Prn Acct II	B	3.00	9.00	MAJOR: PRE-ACCOUNTING						
ECON2203	Prn Microecon	A	3.00	12.00	DEGREE: Associate in Arts						
ENGL1213	Engl Comp II	A	3.00	12.00	** END OF TRANSCRIPT **						
HIST2133	Wst Vic 1815-P	B	3.00	9.00	S# [REDACTED]						
HPER1061	Beg Volleyball	A	1.00	4.00	m [REDACTED] Ent [REDACTED]						
HPER2001	Sm:Super Circu	P	1.00		199 [REDACTED] 1stSem [REDACTED]						
PSY 1113	Elem Psych	B	3.00	9.00	Old # [REDACTED]						
SDC 1113	Intro to Soc	B	3.00	9.00							
Undergrad Attempt Earned Points Divisor GPA											
Current Term	19.00	20.00	64.00	19.00	3.37						
Ret/Graduation	34.00	35.00	118.00	34.00	3.47						
Cum Undergrad	34.00	35.00	118.00	34.00	3.47						
Summer Semester 1994											
BISC1111	Gen Biology Lb	B	1.00	3.00							
BISC1113	Gen Biology	B	3.00	9.00							
HUM 2223	Gen Hum II	A	3.00	12.00							
PHSC1111	Gen Ph Sci Lab	A	1.00	4.00							
PHSC1113	Gen Physcl Sci	A	3.00	12.00							
Undergrad Attempt Earned Points Divisor GPA											
Current Term	11.00	11.00	40.00	11.00	3.64						
Ret/Graduation	45.00	46.00	158.00	45.00	3.51						
Cum Undergrad	45.00	46.00	158.00	45.00	3.51						

Z = course forgiven - not counted in RET/GRD statistics
 [] = Remedial course work - counted in term ONLY
 () = course credit not counted in earned
 * = repeat of course

1-9-95
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6420 S.E. 15th • Midwest City, OK 73110
(Formerly Oscar Rose Junior College)

Page 01

ID NUMBER: [REDACTED]
NAME: [REDACTED]
BIRTH DATE: [REDACTED]
PLACE OF BIRTH: [REDACTED]
SEX: [REDACTED]

ADMISSION DATE: [REDACTED]

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE	
Fall 1986					
MATH	1123	INTERMED ALGEBRA	3	F -	
ENGL	1313	ENGLISH COMP I	3	B	
HPER	1401	DANCE AEROBICS	1	A	
PSYC	2203	GENERAL PSYCHOLOGY	3	C	
HIST	1223	US HIST SINCE 1877	3	B	
ATT EARN GP HR PTS GPA					
TERM	13.00	10.00	13.00	28.00	2.154

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE	
Spring 1987					
POLS	2303	AMERICAN NATL GOVT	3	B	
HMEC	2523	CHILD GROWTH & DEV	3	X	
HPER	1401	ADV SWIM/LFSUG	1	A	
ENGL	1323	ENGLISH COMP II	3	W	
HUM	1223	GEN HUM FROM 1400	3	A	
ATT EARN GP HR PTS GPA					
TERM	7.00	7.00	7.00	25.00	3.571

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE	
Summer 1987					
ENGL	1323	ENGLISH COMP II	3	B	
HPER	1501	VARSIY CHEERLDING	1	A	
ATT EARN GP HR PTS GPA					
TERM	4.00	4.00	4.00	13.00	3.250

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE	
Fall 1987					
PSYC	2303	PSY OF PERSONALITY	3	A	
HPER	1501	VARSIY CHEERLEAD	1	A	
PHIL	1103	INTR TO PHILOSOPHY	3	I	
LFSC	1315	GENERAL ZOOLOGY	5	D	
ATT EARN GP HR PTS GPA					
TERM	12.00	9.00	21.00	21.00	2.333

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE	
Spring 1988					
HPER	1501	VARSIY CHEERLEAD	1	A	
SOC	2213	INTRO TO SOCIOLOGY	3	C	
HPER	1202	PERSONAL HEALTH	2	C	
SPCH	1213	FUND OF SPEECH	3	C	
LFSC	1315	GENERAL ZOOLOGY	5	B	
ATT EARN GP HR PTS GPA					
TERM	14.00	14.00	14.00	35.00	2.500

IS # _____
Enr _____
ype _____ 1st Sem _____
Old # _____ 140#

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE	
Fall 1988					
PHSC	1314	GEN PHYS SCIENCE	4	D	
DRMA	1313	INT TO THE THEATRE	3	A	
HPER	1401	WEIGHT TRAINING	1	B	
GEOG	1103	ELEM OF HUMAN GEOG	3	C	
HMEC	2523	CHILD GROWTH & DEV	3	C	
HPER	1501	VARSIY CHEERLEAD	1	A	
ATT EARN GP HR PTS GPA					
TERM	15.00	15.00	15.00	35.00	2.7

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE	
Spring 1989					
MATH	1153	COLLEGE ALGEBRA	3	C	
PHIL	1103	INTR TO PHILOSOPHY	3	A	
HPER	1401	DANCE AEROBICS	1	A	
PSYC	2403	CHILD PSYCHOLOGY	3	B	
HMEC	2513	MARRIAGE & FAM REL	3	A	
HPER	1501	VARSIY CHEERLEAD	1	A	
ATT EARN GP HR PTS GPA					
TERM	14.00	14.00	14.00	47.00	3.2

AA May 05, 1989
ELEMENTARY EDUCATION

	ATT	EARN	GP	HR	PTS	GPA
RSC RET	79.00	73.00	76.00	204.00	2.0	
TRANS RET	0.00	0.00	0.00	0.00	0.0	
TOT RET	79.00	73.00	76.00	204.00	2.0	
RSC CUM	79.00	73.00	76.00	204.00	2.0	
TRANS CUM	0.00	0.00	0.00	0.00	0.0	
TOT CUM	79.00	73.00	76.00	204.00	2.0	

*** End of Transcript ***



OFFICIAL SIGNATURE: *Clayton K. Hutchings*

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ROSE STATE COLLEGE
6420 S.E. 15th • Midwest City, OK 73110
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Page 1 of 1

ID NUMBER: [REDACTED]
NAME: [REDACTED]
BIRTH DATE: [REDACTED]
PLACE OF BIRTH: [REDACTED]
SEX: Male

ISSUED TO STUDENT

ADMISSION DATE: 2/6 [REDACTED]

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE		
Fall 1992						
HIST	1223	US HIST SINCE 1877	3	B		
PSYC	2203	GENERAL PSYCHOLOGY	3	B		
ENGL	1313	ENGLISH COMP I	3	B		
MATH	1153	COLLEGE ALGEBRA	3	W		
TERM	ATT	EARN	GP	HR	PTS	GPA
	9.00	9.00	9.00		27.00	3.000
Spring 1993						
HPER	1102	FIRST AID	2	B		
POLS	2303	AMERICAN NATL GOVT	3	B		
ENGL	1323	ENGLISH COMP II	3	A		
MATH	0124	INTERMED. ALGEBRA	4	B		
TERM	ATT	EARN	GP	HR	PTS	GPA
	12.00	12.00	12.00		39.00	3.250
Fall 1993						
MATH	1153	COLLEGE ALGEBRA	3	D		
PHYS	1513	INTRO PHYSICS	3	W		
HUM	1213	GEN HUM TO 1400	3	C		
SOC	2213	INTRO TO SOCIOLOGY	3	C		
TERM	ATT	EARN	GP	HR	PTS	GPA
	9.00	9.00	9.00		19.00	1.667
Spring 1994						
CIS	1103	INTRO TO COMPUTERS	3	B		
LFSC	1125	GENERAL BIOLOGY	5	C		
HUM	1223	GEN HUM FROM 1400	3	C		
HPER	1401	WEIGHT TRAINING	1	S		
TERM	ATT	EARN	GP	HR	PTS	GPA
	12.00	12.00	11.00		25.00	2.273
Fall 1994						
ACCT	1123	COLLEGE ACCT PROC	3	C		
CIS	1093	MICRO APPLICATIONS	3	B		
MATH	2223	CALCULUS I BUS/SS	3	C		
SPCH	1213	FUND OF SPEECH	3	B		
TERM	ATT	EARN	GP	HR	PTS	GPA
	12.00	12.00	12.00		30.00	2.500
RSC RET	54.00	54.00	53.00		136.00	2.566
TRANS RET	0.00	0.00	0.00		0.00	0.000
TOT RET	54.00	54.00	53.00		136.00	2.566
RSC CUM	54.00	54.00	53.00		136.00	2.566
TRANS CUM	0.00	0.00	0.00		0.00	0.000
TOT CUM	54.00	54.00	53.00		136.00	2.566

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IS # [REDACTED]
Enr [REDACTED]
1st Sem [REDACTED]
Old # [REDACTED]

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OFFICIAL SIGNATURE: *William K. Hutchings*
REGISTRAR

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(Formerly Oscar Rose Junior College)

STUDENT NUMBER: [REDACTED]
 NAME: [REDACTED]
 BIRTH DATE: [REDACTED]
 PLACE OF BIRTH: [REDACTED]
 SEX: [REDACTED]

SS # [REDACTED]
 Enr [REDACTED]
 Type [REDACTED] 1st Sem
 Old # [REDACTED]
 ADMISSION DATE [REDACTED]

DEPT.	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE	DEPT.	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE
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***** Transfer Credit *****
 UNIVERSITY OF OKLAHOMA, 1992-93
 ATT EARN GP HR PTS GPA
 ET 3.00 3.00 0.00 0.00 0.000
 UM 3.00 3.00 0.00 0.00 0.000

OKLAHOMA CITY COMMUNITY COLLEGE, 1993-93
 ATT EARN GP HR PTS GPA
 ET 5.00 5.00 5.00 15.00 3.000
 UM 5.00 5.00 5.00 15.00 3.000

ATT EARN GP HR PTS GPA
 TRANS RET 8.00 8.00 5.00 15.00 3.000
 TRANS CUM 8.00 8.00 5.00 15.00 3.000

Spring 1986
 NSC 2092 BASIC WTR PLT OPER 2 S
 NSC 2092 BASIC LAB TECH CSE 2 S
 ATT EARN GP HR PTS GPA
 TERM 4.00 4.00 0.00 0.00 0.000

Summer 1986
 NSC 2092 LAB: POT. W PARAMTRS 2 S
 ATT EARN GP HR PTS GPA
 TERM 2.00 2.00 0.00 0.00 0.000

Spring 1988
 NSC 2092 LAB: WW PARAMTRS 2 S
 ATT EARN GP HR PTS GPA
 TERM 2.00 2.00 0.00 0.00 0.000

Spring 1989
 NSC 2113 SOLID WST PRIN/MGT 3 A
 ENGL 0103 BAS COMMUNICATIONS 3 A
 ATT EARN GP HR PTS GPA
 TERM 6.00 6.00 6.00 24.00 4.000

Summer 1989
 IPER 1102 FIRST AID 2 B
 PSYC 1203 PERSONAL DEVELOP 3 B
 ATT EARN GP HR PTS GPA
 TERM 5.00 5.00 5.00 15.00 3.000

Fall 1989
 ENSC 1103 INTRO TO ENVIR SCI 3 B
 MATH 0113 BASIC MATHEMATICS 3 W
 ATT EARN GP HR PTS GPA
 TERM 3.00 3.00 3.00 9.00 3.000

Spring 1990
 HIST 1223 US HIST SINCE 1877 3 A
 ENSC 2233 WATER QUALITY 3 A
 ENSC 2092 LAB TECH: MICRO PMT 2 A
 ATT EARN GP HR PTS GPA
 TERM 8.00 8.00 8.00 32.00 4.000

Summer 1990
 ENSC 2092 LAB: SPECL MONITOR 2 A
 ENGL 1313 ENGLISH COMP I 3 C
 ATT EARN GP HR PTS GPA
 TERM 5.00 5.00 5.00 14.00 2.800

Fall 1990
 ENSC 2403 IND HYGIENE PRACT 3 B
 MATH 0113 BASIC MATHEMATICS 3 B
 ENGL 1323 ENGLISH COMP II 3 C
 ATT EARN GP HR PTS GPA
 TERM 9.00 9.00 9.00 24.00 2.66

Spring 1991
 MATH 0114 ELEMENTARY ALGEBRA 4 W
 ENSC 2092 PREP A & B CTF/WW 2 A
 ATT EARN GP HR PTS GPA
 TERM 2.00 2.00 2.00 8.00 4.000

Summer 1991
 POLS 2303 AMERICAN NATL GOVT 3 A
 ATT EARN GP HR PTS GPA
 TERM 3.00 3.00 3.00 12.00 4.000

Fall 1991
 ENSC 2223 COMMUN SANITATION 3 B
 ENSC 1113 ENVIRON ECOLOGY 3 B
 ATT EARN GP HR PTS GPA
 TERM 6.00 6.00 6.00 18.00 3.000

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NUMBER: [REDACTED]
NAME: [REDACTED]
BIRTH DATE: [REDACTED]
PLACE OF BIRTH: [REDACTED]
SEX: [REDACTED]

ADMISSION DATE: [REDACTED]

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE
Spring 1992				
NSC	2123	AIR QUALITY	3	B
MATH	0114	ELEMENTARY ALGEBRA	4	W
NSC	2092	IND WASTE PRE TMT	2	A
TERM		ATT EARN GP HR	PTS	GPA
		5.00 5.00 5.00	17.00	3.400
Summer 1992				
MATH	0114	ELEMENTARY ALGEBRA	4	C
TERM		ATT EARN GP HR	PTS	GPA
		4.00 4.00 4.00	8.00	2.000
Fall 1992				
CHEM	1114	INTRO CHEMISTRY	4	C
TERM		ATT EARN GP HR	PTS	GPA
		4.00 4.00 4.00	8.00	2.000
Spring 1993				
ENVT	1205	ENVIRON MONITOR	5	B
TERM		ATT EARN GP HR	PTS	GPA
		5.00 5.00 5.00	15.00	3.000
Summer 1993				
LFSC	1125	GENERAL BIOLOGY	5	C
TERM		ATT EARN GP HR	PTS	GPA
		5.00 5.00 5.00	10.00	2.000
Spring 1994				
MATH	1153	COLLEGE ALGEBRA	3	W
MATH	0124	INTERMED ALGEBRA	4	W
TERM		ATT EARN GP HR	PTS	GPA
		0.00 0.00 0.00	0.00	0.000
Summer 1994				
MATH	0124	INTERMED ALGEBRA	4	S
TERM		ATT EARN GP HR	PTS	GPA
		4.00 4.00 0.00	0.00	0.000

DEPT	COURSE NUMBER	COURSE TITLE	CR HOURS	GRADE	
Fall 1994					
MATH	1153	COLLEGE ALGEBRA	3	C	
TERM		ATT EARN GP HR	PTS	GPA	
		3.00 3.00 3.00	6.00	2.000	
RSC RET	81.00	81.00	73.00	220.00	3.014
TRANS RET	8.00	8.00	5.00	15.00	3.000
TOT RET	89.00	89.00	78.00	235.00	3.013
RSC CUM	85.00	85.00	73.00	220.00	3.014
TRANS CUM	8.00	8.00	5.00	15.00	3.000
TOT CUM	93.00	93.00	78.00	235.00	3.013

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Tulsa Junior College

TULSA, OKLAHOMA

NEED ✓

NAME: [REDACTED] ID NUMBER: [REDACTED] ADMISSION BASIS: [REDACTED]
 BIRTHDATE: [REDACTED] SEX: M MAJOR: [REDACTED]
 HIGH SCHOOL: [REDACTED] H.S. LOCATION: [REDACTED] H.S. GRAD.: [REDACTED]

3 a

COURSE					COURSE				
DISCIP	NUMBER	COURSE TITLE	HOURS	GRADE	DISCIP	NUMBER	COURSE TITLE	HOURS	GRADE
FALL 1986 08/25/86 - 12/19/86					FALL 1986 08/25/86 - 12/19/86				
ENG	2433	CR WR NOVEL 1	3.0	B	MTE	1513	COL ALGEBRA	3.0	A
SEM HRS ATT	3.0	EARN	3.0	QPTS	9.0	GPA	3.00		
NET HRS ATT	3.0	EARN	3.0	QPTS	9.0	GPA	3.00		
TOT HRS ATT	3.0	EARN	3.0	QPTS	9.0	GPA	3.00		
SPRING 1987 01/12/87 - 05/08/87					SPRING 1987 01/12/87 - 05/08/87				
BIS	1483	US TO 1865	3.0	W	PHI	1113	INTRO PHILOS	3.0	B
ENG	1113	FRESH COMP 1	3.0	W	BIO	1114	GEN BIOLOGY	4.0	NA
PHI	1223	KELS WRLD/WEST	3.0	W	SEM HRS ATT	13.0	EARN	13.0	QPTS
CHE	1315	GEN CHEM 1	5.0	W	NET HRS ATT	25.0	EARN	25.0	QPTS
SEM HRS ATT	0.0	EARN	0.0	QPTS	9.0	GPA	0.00		
NET HRS ATT	3.0	EARN	3.0	QPTS	9.0	GPA	3.00		
TOT HRS ATT	3.0	EARN	3.0	QPTS	9.0	GPA	3.00		
SPRING 1988 01/11/88 - 05/06/88					SPRING 1988 01/11/88 - 05/06/88				
ENG	1113	FRESH COMP 1	3.0	F**	PHI	1113	INTRO PHILOS	3.0	A
HUM	2113	HUMANITIES 1	3.0	F**	MUS	1113	MUS APPRECIATION	3.0	A
BIS	1483	US FROM 1865	3.0	XP**	SPE	1113	SPEECH COMM	3.0	A
SEM HRS ATT	6.0	EARN	0.0	QPTS	0.0	GPA	0.00		
NET HRS ATT	3.0	EARN	3.0	QPTS	9.0	GPA	3.00		
TOT HRS ATT	9.0	EARN	3.0	QPTS	9.0	GPA	1.00		
SPRING 1989 01/16/89 - 05/12/89					SPRING 1989 01/16/89 - 05/12/89				
GEO	2113	OCEANOGRAPHY	3.0	XP**	CSC	1202	COMP CONCEPTS	2.0	A
BIO	1114	GEN BIOLOGY	4.0	F**	CSC	1232	PROG/ASSEMBLER	2.0	B
MTE	0123	INT ALGEBRA	3.0	XP**	SEM HRS ATT	13.0	EARN	13.0	QPTS
SEM HRS ATT	7.0	EARN	0.0	QPTS	0.0	GPA	0.00		
NET HRS ATT	3.0	EARN	3.0	QPTS	9.0	GPA	3.00		
TOT HRS ATT	16.0	EARN	3.0	QPTS	9.0	GPA	0.56		
SPRING 1991 01/12/91 - 05/10/91					SPRING 1991 01/12/91 - 05/10/91				
BIS	1483	US FROM 1865	3.0	B	PHI	2513	FINITE MATH	3.0	W
ENG	1113	FRESH COMP 1	3.0	NA	ECC	2023	MICROECONOMICS	3.0	A
PSY	1313	HUMAN RELATIONS	3.0	A	SPA	1103	SPANISH 1	3.0	A
SEM HRS ATT	9.0	EARN	9.0	QPTS	33.0	GPA	3.66		
NET HRS ATT	12.0	EARN	12.0	QPTS	42.0	GPA	3.50		
TOT HRS ATT	25.0	EARN	12.0	QPTS	42.0	GPA	1.68		
SUMMER 1991 06/03/91 - 07/29/91					SUMMER 1991 06/03/91 - 07/29/91				
CSC	1202	COMP CONCEPTS	2.0	W	ACC	2213	FINANCIAL ACCT	3.0	C
CSC	1211	MICRO FUND LAB	1.0	W	SEM HRS ATT	9.0	EARN	9.0	QPTS
SEM HRS ATT	0.0	EARN	0.0	QPTS	0.0	GPA	0.00		
NET HRS ATT	12.0	EARN	12.0	QPTS	42.0	GPA	3.50		
TOT HRS ATT	25.0	EARN	12.0	QPTS	42.0	GPA	1.68		
FALL 1991 08/19/91 - 12/13/91					FALL 1991 08/19/91 - 12/13/91				
ENG	1213	FRESH COMP 2	3.0	A					

C O N T I N U E D

[REDACTED]
 [REDACTED]
 [REDACTED] 1st Sem
 Old # [REDACTED]

TULSA JUNIOR COLLEGE - TULSA JUNIOR COLLEGE - TULSA JUNIOR COLLEGE



Tulsa Junior College

TULSA, OKLAHOMA

MEMO
02/09/95

NAME: [REDACTED] ID NUMBER: [REDACTED] ADMISSION BASIS: [REDACTED]
 SCHEDULE: [REDACTED] SEC: M MAJOR: [REDACTED]
 HIGH SCHOOL: [REDACTED] H.S. LOCATION: [REDACTED] H.S. GRAD: [REDACTED]

DISCIP	COURSE NUMBER	COURSE TITLE	SEM HOURS	GRADE	DISCIP	COURSE NUMBER	COURSE TITLE	SEM HOURS	GRADE
SUMMER 1993 06/04/93 - 07/30/93 ACC 2223 MANAGERIAL ACCT 3.0 A ASSOC DEGREE 07/93 IN SCIENCE BUSINESS ADMINISTRATION GRAD GPA = 3.68 SEM HRS ATT 3.0 EARN 3.0 QPTS 12.0 GPA 4.00 NET HRS ATT 63.0 EARN 63.0 QPTS 232.0 GPA 3.68 TOT HRS ATT 76.0 EARN 63.0 QPTS 232.0 GPA 3.05					SPRING 1995 01/09/95 - 05/05/95 NS 1313 MED TERM 1 3.0 # SEM HRS ATT 0.0 EARN 0.0 QPTS 0.0 GPA 0.00 NET HRS ATT 112.0 EARN 112.0 QPTS 412.0 GPA 3.67 TOT HRS ATT 125.0 EARN 112.0 QPTS 412.0 GPA 3.29 **** END OF RECORD **** ISSUED TO : STUDENT				
FALL 1993 08/23/93 - 12/17/93 PHY 1114 GEN PHYSICS 1 4.0 A CHE 1315 GEN CHEM 1 5.0 B BIO 1024 ZOOLOGY 4.0 A BIO 2164 MICROBIOLOGY 4.0 B SEM HRS ATT 17.0 EARN 17.0 QPTS 59.0 GPA 3.47 NET HRS ATT 80.0 EARN 80.0 QPTS 291.0 GPA 3.63 TOT HRS ATT 93.0 EARN 80.0 QPTS 291.0 GPA 3.12									
SPRING 1994 01/10/94 - 05/06/94 BIO 2164 PHYSIOLOGY 4.0 A PHY 1214 GEN PHYSICS 2 4.0 A PSY 2023 DEVELOP PSYCH 3.0 A SOC 1113 MICRO/SOCIOLOG 3.0 B PE 2212 FIRST AID 3.0 A SEM HRS ATT 16.0 EARN 16.0 QPTS 61.0 GPA 3.81 NET HRS ATT 96.0 EARN 96.0 QPTS 352.0 GPA 3.66 TOT HRS ATT 109.0 EARN 96.0 QPTS 352.0 GPA 3.22									
SUMMER 1994 06/03/94 - 07/29/94 NS 2193 KLEM EDUCATION 3.0 A NS 1313 MED TERM 1 3.0 W SEM HRS ATT 3.0 EARN 3.0 QPTS 12.0 GPA 4.00 NET HRS ATT 99.0 EARN 99.0 QPTS 364.0 GPA 3.67 TOT HRS ATT 112.0 EARN 99.0 QPTS 364.0 GPA 3.25									
FALL 1994 08/22/94 - 12/16/94 CHE 1415 GEN CHEM 2 5.0 A GEO 1043 GEOGRAPHY/CUL 3.0 A BIO 1014 BOM/BOTANY 4.0 B SOC 2891 TUTOR PRACTICU 1.0 A ASSOC DEGREE 12/94 IN ARTS EDUCATION (KLEM) GRAD GPA = 3.67 SEM HRS ATT 13.0 EARN 13.0 QPTS 48.0 GPA 3.69 NET HRS ATT 112.0 EARN 112.0 QPTS 412.0 GPA 3.67 TOT HRS ATT 125.0 EARN 112.0 QPTS 412.0 GPA 3.29									

TULSA JUNIOR COLLEGE

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Tulsa Junior College

TULSA, OKLAHOMA

SCOUTED
01/03/95

NAME: [REDACTED] ID NUMBER: [REDACTED] ADMISSION BASIS: GRAD BA/BS
 BIRTHDATE: [REDACTED] SEX: F MAJOR: COMPUTER PROGRAMMING
 HIGH SCHOOL: [REDACTED] H.S. LOCATION: [REDACTED] H.S. GRAD.: [REDACTED]

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DISCIP	COURSE NUMBER	COURSE TITLE	SEM	HOURS	GRADE	DISCIP	COURSE NUMBER	COURSE TITLE	SEM	HOURS	GRADE			
FALL	1991	08/19/91 - 12/13/91				CSC	2333	SYS ANAL/DSCM1	3.0	A				
ESL	0211	ESL LIS/VOC 2	1.0	A	ENG	1113	FRESH COMP 1	3.0	A					
ESL	0341	ESL WRIT 3	1.0	A	CSC	1443	MICRO ASSEMBLR	3.0	A					
ESL	0331	ESL GRAM 3	1.0	A	CSC	1483	INTRO/UNIX	3.0	A					
ESL	0321	ESL READ 3	1.0	A	HIS	1493	US FROM 1865	3.0	W					
ESL	0311	ESL LIS/VOC 3	1.0	A	SEM HRS ATT	12.0	EARN	12.0	QPTS	48.0	GPA 4.00			
ESL	0421	ESL READ 4	1.0	A	TOT HRS ATT	56.0	EARN	45.0	QPTS	221.0	GPA 3.94			
ESL	0431	ESL GRAM 4	1.0	A										
ESL	0441	ESL WRIT 4	1.0	A	SPRING 1994	01/10/94 - 05/06/94								
SEM HRS ATT	8.0	EARN	0.0	QPTS	32.0	GPA	4.00	HIS	1493	US FROM 1865	3.0	A		
TOT HRS ATT	8.0	EARN	0.0	QPTS	32.0	GPA	4.00	CSC	2783	ADVANCED UNIX	3.0	A		
								CSC	2043	MICRO DATABASE	3.0	A		
								CSC	2314	ADVANCED COSCL	4.0	A		
SPRING 1992	01/13/92 - 05/06/92				SEM HRS ATT	13.0	EARN	13.0	QPTS	52.0	GPA 4.00			
ACC	2113	PRIN/ACCTG 1	3.0	A	TOT HRS ATT	69.0	EARN	58.0	QPTS	273.0	GPA 3.95			
CSC	1232	PRPG/ASSEMBLER	2.0	A										
CSC	1202	COMP CONCEPTS	3.0	A	SUMMER 1994	06/03/94 - 07/29/94								
SEM HRS ATT	7.0	EARN	7.0	QPTS	28.0	GPA	4.00	POS	1113	AMER FED GOVT	3.0	A		
TOT HRS ATT	15.0	EARN	7.0	QPTS	60.0	GPA	4.00	CSC	2013	WRD PROC MICRO	3.0	A		
								SEM HRS ATT	6.0	EARN	6.0	QPTS	24.0	GPA 4.00
SUMMER 1992	06/05/92 - 07/31/92				TOT HRS ATT	75.0	EARN	64.0	QPTS	287.0	GPA 3.96			
MTH	1513	COL ALGEBRA	3.0	A	FALL 1994	08/22/94 - 12/16/94								
ENG	0933	WRITING 2	3.0	W	SPE	1113	SPEECH COMM	3.0	A					
SEM HRS ATT	3.0	EARN	3.0	QPTS	12.0	GPA	4.00	ENG	1213	FRESH COMP 2	3.0	A		
TOT HRS ATT	18.0	EARN	10.0	QPTS	72.0	GPA	4.00	CSC	2303	PASCAL	3.0	A		
								MTH	2114	ANLY GEO CAL T	4.0	A		
FALL 1992	08/26/92 - 12/18/92				SEM HRS ATT	16.0	EARN	16.0	QPTS	64.0	GPA 4.00			
ENG	0923	WRITING 1	3.0	A	TOT HRS ATT	91.0	EARN	80.0	QPTS	361.0	GPA 3.96			
CSC	1354	ASSEMBLER LANG	4.0	A										
ACC	2123	PRIN/ACCTG 2	3.0	W	PSY	1113	GENERAL PSYCH	3.0	A					
CSC	1463	OPER SYS MICRO	3.0	B	SEM HRS ATT	13.0	EARN	13.0	QPTS	52.0	GPA 4.00			
SEM HRS ATT	10.0	EARN	7.0	QPTS	37.0	GPA	3.70	TOT HRS ATT	41.0	EARN	30.0	QPTS	161.0	GPA 3.92
TOT HRS ATT	28.0	EARN	17.0	QPTS	109.0	GPA	3.89							
SPRING 1993	01/11/93 - 05/07/93													
CSC	1393	JOB CIL LANG	3.0	A										
CSC	1344	COSCL	4.0	A										
CSC	2473	C LANGUAGE	3.0	A										
ACC	2123	PRIN/ACCTG 2	3.0	A										
SEM HRS ATT	13.0	EARN	13.0	QPTS	52.0	GPA	4.00							
TOT HRS ATT	41.0	EARN	30.0	QPTS	161.0	GPA	3.92							
SUMMER 1993	06/04/93 - 07/30/93													
ENG	0933	WRITING 2	3.0	A										
MTH	2513	FINITE MATH	3.0	A										
SEM HRS ATT	3.0	EARN	3.0	QPTS	12.0	GPA	4.00							
TOT HRS ATT	44.0	EARN	33.0	QPTS	173.0	GPA	3.93							
FALL 1993	08/23/93 - 12/17/93													

**** END OF RECORD ****
 ISSUED TO: STUDENT

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TULSA JUNIOR COLLEGE



Tulsa Junior College

TULSA, OKLAHOMA

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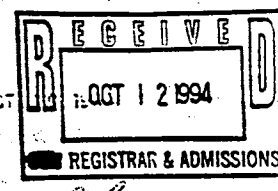
NAME: [REDACTED] ID NUMBER: [REDACTED] ADMISSION BASIS: HIGH SCHOOL
 BIRTHDATE: [REDACTED] SEX: M MAJOR: [REDACTED]
 HIGH SCHOOL: [REDACTED] H.S. LOCATION: [REDACTED] H.S. GRAD.: [REDACTED]

3C

DISCIP	COURSE NUMBER	COURSE TITLE	SEM	HOURS	GRADE	DISCIP	COURSE NUMBER	COURSE TITLE	SEM	HOURS	GRADE		
SPRING 1991 01/12/91 - 05/10/91													
MTH	1313	TECH MATH 1		3.0	C	MTH	1613	PLANE TRIG		3.0	C		
PHY	1304	APPLIED PHYS		4.0	B	MTH	2193	ELEM STATISTIC		3.0	A		
DUP	1323	BASIC DRAFTING		3.0	B	SEM HRS ATT	11.0	EARN	11.0	QPTS	28.0	GPA 2.54	
ELS	1483	EN FROM 1985		3.0	B	TOT HRS ATT	67.0	EARN	60.0	QPTS	202.0	GPA 3.01	
SEM HRS ATT	13.0	EARN	13.0	QPTS	36.0	GPA 2.76							
TOT HRS ATT	13.0	EARN	13.0	QPTS	36.0	GPA 2.76							
SUMMER 1991 06/03/91 - 07/29/91													
CSC	1202	COMP CONCEPTS		2.0	B	SEM HRS ATT	3.0	EARN	3.0	QPTS	9.0	GPA 3.00	
CSC	1211	MICRO FUND LAB		1.0	A	TOT HRS ATT	70.0	EARN	63.0	QPTS	211.0	GPA 3.01	
CSC	1501	DIAG OVER SYS		1.0	S								
SEM HRS ATT	3.0	EARN	4.0	QPTS	10.0	GPA 3.33							
TOT HRS ATT	16.0	EARN	17.0	QPTS	46.0	GPA 2.87							
FALL 1991 08/19/91 - 12/13/91													
PCS	1113	AMER FED GOVT		3.0	B	FALL 1993 08/23/93 - 12/17/93							
MTH	0105	BEG/INT ALGEBRA		5.0	C	MTH	2114	ANLY GEO CAL 1		4.0	B		
DSP	2213	CAD SYST OPER		3.0	A	PHY	2034	EUR PHYSICS 1		4.0	C		
EUR	1112	INTRO EUR 1		3.0	B	MUS	1113	MUS APPRECIATION		3.0	B		
SEM HRS ATT	13.0	EARN	8.0	QPTS	37.0	GPA 2.84	SEM HRS ATT	11.0	EARN	11.0	QPTS	29.0	GPA 2.63
TOT HRS ATT	39.0	EARN	25.0	QPTS	83.0	GPA 2.86	TOT HRS ATT	81.0	EARN	74.0	QPTS	240.0	GPA 2.96
SPRING 1992 01/13/92 - 05/08/92													
MTH	1313	COL ALGEBRA		3.0	W	SPRING 1994 01/10/94 - 05/06/94							
CHM	1315	GEN CHEM 1		5.0	B	EUR	2534	EUR STAT/STOR		4.0	C		
EUR	2113	SUMMITES 2		3.0	A	MTH	2124	ANLY GEO CAL 2		4.0	A		
PSY	1113	GENERAL PSYCH		3.0	B	PHY	2124	EUR PHYSICS 2		4.0	B		
SEM HRS ATT	11.0	EARN	11.0	QPTS	36.0	GPA 3.27	SEM HRS ATT	12.0	EARN	12.0	QPTS	36.0	GPA 3.00
TOT HRS ATT	40.0	EARN	36.0	QPTS	119.0	GPA 2.97	TOT HRS ATT	93.0	EARN	86.0	QPTS	276.0	GPA 2.96
SUMMER 1992 06/05/92 - 07/31/92													
EUR	1212	INTRO EUR 2		2.0	A	SUMMER 1994 06/03/94 - 07/29/94							
MTH	0123	INT ALGEBRA		3.0	B	MTH	2134	ANLY GEO CAL 3		4.0	A		
SEM HRS ATT	5.0	EARN	2.0	QPTS	17.0	GPA 3.40	SEM HRS ATT	0.0	EARN	0.0	QPTS	0.0	GPA 0.00
TOT HRS ATT	45.0	EARN	38.0	QPTS	136.0	GPA 3.02	TOT HRS ATT	93.0	EARN	86.0	QPTS	276.0	GPA 2.96
FALL 1992 08/24/92 - 12/18/92													
MTH	1313	COL ALGEBRA		3.0	A	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Enr</p> <p>type</p> <p>Old #</p> </div>							
PSY	1313	HUMAN RELATIONS		3.0	B								
PE	2212	FIRST AID		2.0	A								
ENG	1113	FRESH COMP 1		3.0	B								
SEM HRS ATT	11.0	EARN	11.0	QPTS	39.0							GPA 3.45	
TOT HRS ATT	56.0	EARN	49.0	QPTS	174.0	GPA 3.10							
SPRING 1993 01/11/93 - 05/07/93													
ENG	1213	FRESH COMP 2		3.0	W								
CHM	1415	GEN CHEM 2		5.0	C								

**** END OF RECORD ****
 ISSUED TO : STUDENT

SS# [REDACTED]
 em [REDACTED]
 type [REDACTED]
 Old # [REDACTED]



TULSA JUNIOR COLLEGE, TULSA, OKLAHOMA

2
VITA

Clarence Wayne Tyler

Candidate for the Degree of
Doctor of Education

Thesis: A STUDY OF BUSINESS COURSE TRANSFER CREDIT POLICIES
AND PROCEDURES AT FOUR-YEAR INSTITUTIONS OF HIGHER
EDUCATION IN OKLAHOMA

Major Field: Higher Education

Biographical:

Personal Data: Born in Ada, Oklahoma, May 18, 1936,
the seventh son of John W. and Mattie P. Tyler.

Education: Attended Byng, High School, Ada, Oklahoma
and received a G E D through the U. S. Armed
Forces Institute in February, 1954; received the
Bachelor of Business Administration Degree from
the University of Oklahoma, Norman, Oklahoma in
May 1963; received the Master of Education
Degree from East Central University, Ada,
Oklahoma in May, 1991; completed requirements
for the Doctor of Education Degree at Oklahoma
State University in December, 1995.

Professional Experience: Chief Accountant, Lear
Siegler Service Inc., Del City, Oklahoma,
1963-65; Operating Accountant, Oklahoma City Air
Material Area, Tinker AFB, Oklahoma 1966-70,
Farm Credit Bank Examiner, Fourth Farm Credit
Region, 1973-76; Vice President-Operations, Farm
Credit System of Oklahoma, Guymon and Enid,
Oklahoma, 1976-81; Self Employed Tax Accountant,
Taxmaster Accounting Service, Enid Oklahoma,
1984-90.

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 01-10-95

IRB#: ED-95-038

Proposal Title: A STUDY OF ARTICULATION AND TRANSFER POLICIES AND PROCEDURES AT FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION IN OKLAHOMA REGARDING BUSINESS COURSE TRANSFER CREDIT ACCEPTANCE AND THEIR IMPACT ON THE TRANSFER STUDENT

Principal Investigator(s): Martin Burlingame, C. Wayne Tyler

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

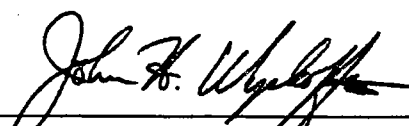
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

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

Provisions received and approved.

Signature:



Chair of Institutional Review Board

Date: June 28, 1995