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GRADUATE COLLEGE

AN INVESTIGATION OF MAJOR ARTICULATION PROBLEMS AND PRACTICES PERTINENT TO HIGH SCHOOL-- COLLEGE RELATIONS IN OKLAHOMA

A DISSERTATION

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AN INVESTIGATION OF MAJOR ARTICULATION PROBLEMS
AND PRACTICES PERTINENT TO HIGH SCHOOL--
COLLEGE RELATIONS IN OKLAHOMA

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AN INVESTIGATION OF MAJOR ARTICULATION PROBLEMS AND PRACTICES PERTINENT TO HIGH SCHOOL-- COLLEGE RELATIONS IN OKLAHOMA

CHAPTER I

THE PROBLEM

Introduction

The articulation of secondary schools and colleges has been recognized as a major educational problem for many years. John Dewey, speaking in 1899 on the subject of "Waste in Education" stated:

> All waste is due to isolation. Therefore in speaking of this question of waste in education, I desire to call your attention to the isolation of various parts of the school system, to the lack of unity in the aims of education, to the lack of coherence in its studies and methods.[1]

There have been only two periods in the history of education in the United States when we have approached ideal articulation. These periods were from 1636 to the close of the Civil War and from about 1900 to the time of World

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[1]John Dewey, The School and Society (Chicago: University of Chicago Press, 1900), p. 78.

War II.[1]

From the founding of Harvard College in 1636 until sometime after the Civil War there existed a close relationship between school and college programs. College admission requirements were stated in an exact and specific manner. Particular schools prepared students only for particular colleges. College choices by students were confined essentially to a local or regional area. But as secondary education expanded and student enrollments increased, resulting in the development of the comprehensive high school, articulation problems began to arise. The increasing mobility of the population added to the problem.

The organization of the College Entrance Examination Board resulted in the second period of satisfactory articulation which existed from about 1900 to the time of World War II. Definite and specific entrance policies based upon examinations improved the articulation between schools and colleges.

Since the beginning of World War II our culture has been greatly affected by rapid changes. The schools which reflect society and which act upon society have likewise undergone many changes. Enrollments have increased tremendously and indications are for still greater increases. The objectives of the secondary schools have changed to meet the

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[1]William C. Fels, "Articulation Between School and College," Educational Record, XXXIX (April, 1958), 110-12.

demands of our changing society and to meet the needs of the increased student enrollment with diverse abilities and interests. The colleges also have grown in size, in complexity, and in diversity. These factors have all contributed to increased problems of articulation.

The obvious articulation problems which have resulted due to changing conditions are compounded by frequent lack of understanding between personnel of the high schools and colleges. Teachers and administrators of secondary schools are influenced in their point of view by conditions and problems relating to their own school and students. On the other hand college teachers and administrators will frequently have an entirely different viewpoint because of the different nature of their school and because of their concern with problems that pertain only to college education.

A summary of the viewpoint of high school authorities is given by Pattillo and Stout as follows:

1. College admissions requirements in present form are adversely influencing the curricular offerings of secondary schools.

2. Colleges have not adapted their curricula, teaching methods, guidance services, and admission practices to serve the needs of their students and to accord with the findings of modern research in education.

3. Colleges do not provide high schools with adequate information about college programs, admission

requirements and procedures, and the level of ability of students in particular higher institutions.

4. The visitation of college representatives and college publications are often of a purely promotional nature.

5. Parents and college personnel too frequently place sole responsibility on the high school for the failure of students in college.

6. Colleges make heavy demands on high school authorities for detailed information about applicants and much of this is not specifically needed or properly used for admission purposes.[1]

A very similar summary of the high school viewpoint is given by Burns. He states that high schools complain that their efforts to effect necessary changes in the curriculum have been hampered by the continued insistence of many colleges on a particular type of program as prerequisite to college work, and even on a particular pattern of courses for admission to college. The high schools further complain that in many cases they are unable to secure adequate information about a college's program or about the level or kind of ability necessary for success in a given college. Neither college announcements nor institutional representatives are considered satisfactory in this regard. Finally, the high schools consider as unreasonable the colleges' demands for information

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[1]Manning M. Pattillo and Lorence Stout, "Cooperation Between Secondary Schools and Colleges," North Central Association Quarterly, XXV (January, 1951), 313-45.

about applicants and by the variety of forms in which such information must be provided. They doubt the effective use of the large amount of information which they provide.[1]

The theme of the North Central Association annual meeting in Chicago in April, 1960, was "Improving School--College Articulation." Fisher reported the conclusions of members of the Articulation Sub-committee of the Commission on Research and Service and the College Relations Committee of the Commission on Secondary Schools. A summary of the views of secondary school administrators is as follows:

1. Students are subjected to a multiplicity of tests for college admission, scholarships, and guidance and counseling.

2. The variation of admission application forms should be made more uniform and less complicated.

3. Admission requirements should more nearly reflect the purposes of the higher institutions and the competencies needed for success at particular institutions.

4. Many institutions do not attempt to make effective use of available data in the high school cumulative records.

5. Colleges are increasingly and steadily bringing pressure on the secondary school to change its curriculum.

6. Secondary school administrators deeply feel that

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[1]Norman Burns, "High School--College Articulation," The School Review, LIX (January, 1951), 1-5.

many higher institutions appear to be aloof to the common problems of school--college relationships.[1]

Pattillo and Stout have summarized the viewpoint of the college authorities as follows:

1. Many secondary schools seem unwilling to accept the idea that each college has the right to select the students it wishes to educate.

2. Some high school educators fail to recognize that special preparation is required for special college curricula.

3. Many high school graduates lack the basic skills in reading, writing and thinking that are essential for success in college.

4. In many cases secondary schools have not taken the trouble to revise their curricula and instruction in accordance with new research.

5. Too often entering freshmen are unacquainted with simple college terminology and have little skill in adjusting to college campus living and study conditions.

6. Some of the conclusions drawn from the data of the Eight-Year Study and similar investigations may be unsound and have been improperly used as arguments for changes in college entrance requirements.[2]

Burns stated that college authorities have complained

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[1]Lowell B. Fisher, "An Analysis of Problems of Articulation and Suggestions for Action," North Central Association Quarterly, XXXV (July, 1960), 11-16.

[2]Pattillo and Stout, op. cit., p. 329.

about inadequacies of the high school. They contend that students are not being adequately trained in the high schools in the basic skills of reading, writing, and speaking that are needed for the successful pursuit of a college program. Colleges feel that the high schools fail to provide the students with the kind of guidance they need for adjustment to the college situation.[1]

The views of college officials, as summarized by the North Central Articulation Sub-committee and reported by Fisher, is as follows:

1. Many secondary schools are not tough enough, especially in the area of basic knowledge subjects.

2. The high school curriculum includes too many frills or subjects not the job of the high schools. The college bound student should be required to take more academic subjects.

3. High schools should, in cooperation with colleges, plan sequentially progressive higher levels of work in fields which are currently repetitions at the various levels in high school and college.

4. The high schools and parents must assume the responsibility for instilling into students a self-reliance and an acceptance of personal responsibility.

5. High school graduates do not know how to budget their time and have not learned how to study.

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[1]Burns, op. cit., p. 2.

6. The high school should assume more responsibility for early identification of students having college potentialities and provide them with proper motivation.

7. Too many students are permitted to underachieve.[1]

A study conducted in Kansas indicated a great need for increased cooperation between high schools and colleges in that state. Ninety-five per cent of the college representatives who responded and eighty-six per cent of the high school respondents indicated a belief that more cooperation between school and college is needed. They identified as areas representing the most pressing problems those of improving transition, coordinating curriculum and determining more clearly who should go to college.[2]

Need for the Study

The transition from high school to college is probably the most difficult in the entire educational system. Many high school graduates who enter college do not complete their college program. Many who drop out do so because of the difficulty of adjusting to the great differences now existing between the two levels of the educational organization.

According to a recent study, Oklahoma colleges and universities reported a total of 19,216 freshmen enrolled at

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[1]Fisher, op. cit., pp. 13-14.

[2]Nathan P. Budd, "A Study of High School--College Cooperation in Kansas" (Unpublished Ed. D. dissertation, University of Colorado, 1956).

the beginning of the fall semester of 1961. Of these freshmen, 3,822, or almost 20 per cent of the original group, failed to re-enroll in the spring semester.[1]

As our society continues to emphasize the values of education, as the school age population increases, and as high school holding power increases, our high school enrollments will continue to grow. The high school must assume the dual responsibility of preparing some of these students for higher education and for providing an adequate education for life of those students who end their formal education at the high school level. These responsibilities will determine a school's philosophy and will affect its curriculum. They will present problems to both the school and the college.

The college age population is increasing also. Thompson estimated an increase of 70 per cent in college age students in the United States within the period from 1954 to 1970.[2] It follows that college enrollments will continue to increase.

At the beginning of this century approximately 11 per cent of the high school age group was in high school and approximately 4 per cent of the college age group was in college.

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[1]Oklahoma Regents for Higher Education, Oklahoma Higher Education Enrollments and Projections (Oklahoma City: Oklahoma Regents for Higher Education, 1963), p. 53.

[2]Ronald B. Thompson, "A Time for Decision in Higher Education," A Call for Action to Meet the Impending Increase in College and University Enrollment (Washington D.C.: American Council on Education, May, 1954), p. 9.

In 1925, 50 per cent of the high school age group was in high school and 11 per cent of the college age group was in college. By 1955 these percentages had increased to 85-90 per cent for high school enrollment and to 50 per cent for college enrollment. If this trend continues, by 1980 approximately 85-90 per cent of the college age students will be attending college. College will then be as universal a form of education as high school is today.[1]

A projection of students now enrolled in Oklahoma elementary and secondary schools indicates that during the ten years from 1963 to 1973, the number of Oklahoma high school graduates will increase from 26,039 to 34,457 and the number of college freshmen will increase from 14,608 to 21,225. These statistics are conservative, since they are based upon students actually enrolled at this time and the dropout ratios used in the projection are those which existed in Oklahoma public schools in 1959-60 and 1960-61. It is logical to assume that public school holding power will improve during the next ten years and that the number of Oklahoma high school graduates will be greater than is indicated by the projection.[2]

Increases in college enrollments have been the result of several factors. The population of the college age group

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[1]Frank H. Bowles and Charles M. Holloway, "The Coming Age of College." Bulletin of the American Association of University Professors, XLVI (Autumn, 1960), 271-76.

[2]Oklahoma Regents for Higher Education, op. cit., p. 66.

is increasing. Greater importance is being placed upon education at all levels. Education is accepted as essential for the welfare of our nation. It is recognized that higher education offers a wide range of opportunity and increased economic benefits. College education is becoming increasingly necessary for entering occupations as well as the professions. Automation and specialization require different and more demanding skills. It may soon become necessary to have some college training in order to succeed in most fields of endeavors.

As more students go from high school to college it becomes important for both the school and the college to provide opportunities for making this transition as effective as possible. A study of various articulation problems and practices will provide the basis for better understanding and improved relations between high schools and colleges in Oklahoma.

Statement of the Problem

This study was an investigation of major articulation problems and practices pertinent to high school--college relations in Oklahoma. More specifically it attempted to identify the major problems existing in the broad area of high school--college relations and to discover and evaluate significant practices used by colleges and high schools in attempting to alleviate the problems identified. It sought answers to the following questions:

1. What is the present status of high school--college relations in Oklahoma?

2. What major problems exist in the area of high school--college articulation in Oklahoma?

3. What is the value of identified articulation practices to high school--college relations in Oklahoma?

4. To what extent are identified articulation practices now being utilized by Oklahoma high schools and colleges?

5. To what extent is there a willingness to employ recommended articulation practices not now being used?

6. What immediate steps should be taken to provide more effective relations between high schools and colleges in Oklahoma?

Major Assumptions

The following assumptions were made in this study:

1. That a problem does exist to some extent in the area of high school--college relations in Oklahoma.

2. That various articulation practices, and the degree of their effectiveness, affect high school--college relations.

3. That high school and college administrators in Oklahoma are sufficiently competent to identify existing articulation problems and to evaluate the effectiveness of practices in the alleviation of the problem.

4. That improved articulation practices and relations

will enable both the school and the college to serve more effectively the needs of their students through program continuity.

5. That the improvement of relations through improved articulation procedures is the concern of both the high school and the college.

Definition of Terms

Articulation. Articulation is defined by Good as the relationship and interdependence existing among the different elements of the educational program, and the degree to which the interlocking and interrelationship of the successive levels of the educational system facilitate continuous and efficient educational progress of pupils.[1] This definition was used in the study.

High School. The high school is that division or level of the educational program consisting of grades nine through twelve.

College. College is considered to be that level of higher education following graduation from high school.

Limitations of the Study

The study was limited to institutions of the Oklahoma State System of Higher Education and all Oklahoma high schools which are members of the North Central Association of

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[1]Carter C. Good (ed.), Dictionary of Education (New York: McGraw-Hill Co., Inc., 1959), p. 39.

Colleges and Secondary Schools. Included were 2 universities, 9 colleges, 7 junior colleges, and 177 high schools.

The high schools were located throughout the state in 67 of the 77 counties and in 1961-62 these schools enrolled 82,880 students. They varied in size from an enrollment of 67 to one of 3,381.[1] A substantial majority of students who continue their education beyond the high school generally graduate from these schools.

The study was concerned primarily with articulation problems relating to transition from high school to college. Included were practices and procedures relating to college admission, guidance and counseling, testing, curriculum, exchange of information, placement in college courses, preparation for college, responsibility for student progress, and responsibility for improved high school--college relations.

Procedures

This study included an investigation and analysis of available related literature. A review of such literature is found in Chapter II.

Some information was obtained through a personal interview with high school principals and college administrators. The principal method of gathering information consisted of the use of a questionnaire distributed to administrators of

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[1]North Central Association, "List of Member Schools By States," North Central Association Quarterly, XXXIII (Summer, 1962), 125-28.

all state-owned colleges in Oklahoma and to principals of North Central high schools in Oklahoma. A copy of the questionnaire is included in the appendix.

The questionnaires were personally delivered to the college administrators. Sixteen of the eighteen colleges involved were visited during July, 1963. The questionnaires were explained and the problem was discussed with either the president, dean of instruction, or director of admissions, and in some instances, with two of them and occasionally with all of them.

The two remaining colleges were not visited, but interviews were held with the presidents of these colleges in Oklahoma City in July, 1963. Again the problem was discussed and the questionnaires explained.

Questionnaires were distributed to the high school principals at the Conference for Administrators of North Central High Schools in Norman, September 29, 1963. At that meeting this problem was discussed and instructions were given relative to the completion of the questionnaires.

The response to these questionnaires was very good. All eighteen colleges and 137 of 177 high schools responded. The response was 100 per cent from college administrators and 77.4 per cent from high school principals.

Prior to engaging in this study, it was believed desirable to obtain the approval of several professional organizations whose members would be interested in and affected by

the study. Accordingly, the approval and endorsement of the study by the following were obtained: State Department of Education, State North Central Association Committee, Oklahoma Association of Secondary School Principals, and the office of the State Regents for Higher Education. Letters of approval and endorsement from these organizations are included in the appendix.

Overview of Following Chapters

A study of available research and literature related to the subject is presented in Chapter II. Chapter III includes an explanation of the design of the study. Chapter IV is an analysis of the data pertaining to articulation problems. A report and analysis of the data pertaining to articulation practices is included in Chapter V. Chapter VI is composed of a summary of the study and some conclusions and recommendations based upon the study.

CHAPTER II

A REVIEW OF RELATED RESEARCH

There is a considerable amount of literature available on the subject of articulation and specifically on transition from high school to college. Many professional groups and organizations, on local, state, and national levels, have recognized the importance of solving articulation problems and are making great efforts toward that end. Included in this group are: The College Entrance Examination Board, The Educational Records Bureau, The American Council on Education, The Association of College Admissions Counselors, The National Association of Secondary School Principals, The American Association of Collegiate Registrars and Admissions Officers, and The North Central Association of Secondary Schools and Colleges.

The Committee on School and College Relations of The Educational Records Bureau completed in 1951 a study of college admission practices which involved approximately 600 colleges and 1,300 secondary schools. Four clear conclusions were drawn from the committee's investigation as follows:

1. An appraisal of the total personality of a

student had greater significance in preparing and selecting students for college than it had earlier.

2. Greater flexibility exists in college preparation despite the formal statement of unit requirements which is still the prevailing pattern of college catalogs.

3. More effective modes of communication exist between the high school principal's office and the college admissions office.

4. The wider use of standard tests and cumulative records has given greater reliability to the quantitative data furnished the college.[1]

Many recommendations were developed by the committee on School and College Relations. They are general recommendations and are concerned more with nonpublic colleges than with state supported institutions. A summary of the recommendations follows:

Pertaining to College Admission

1. The welfare of the individual student should be made the focal point and each applicant should be viewed completely as a person rather than a mere composite of academic units.

2. Admissions should be treated as one step in a continuous guidance process.

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[1]Arthur E. Traxler and Agatha Townsend (ed.), Improving Transition from School to College (New York: Harper and Bros., 1953), p. xi.

3. Selection should be based on what the specific college has to offer the applicant and on a careful appraisal of the applicant's abilities, preparations, and interests.

4. Admission requirements should be set up in balanced form rather than as a series of hurdles.

5. A thorough assessment of the aptitudes, achievements, interest and personal qualities of each candidate should be made through a variety of techniques.

6. Colleges should give greater attention and weight to ability to read, use of the library, self-expression in oral and written communication, ability to take notes and other similar abilities.

Pertaining to Qualitative Data

1. Schools are encouraged to maintain comprehensive cumulative records containing information about personal characteristics, strengths, weaknesses, habits, attitudes, and interests of individual students.

2. Each school should prepare a summary statement for each graduate based upon the information in the cumulative record.

3. Colleges are encouraged to request such statements from secondary schools and to place a considerable value upon them when considering applicants.

4. Colleges are encouraged to disseminate such information on students selected to various staff members and the staff members encouraged to use the information in

orienting students to college life.

Pertaining to Quantitative Data

1. It is recommended that each secondary school carry on a systematic testing program consisting of tests of scholastic aptitude, tests of general educational development, and appropriate subject matter tests.

2. It is recommended that colleges accept transcripts of test scores and consider them along with their own entrance tests and also use them in a counseling and guidance program.

3. It is recommended that students' high school grades be supported by verbal descriptions of course accomplishment in order to make the marks more meaningful.

4. Some colleges are willing to accept comprehensive and dependable statements of accomplishments in lieu of marks. Where secondary schools and colleges adhere to the same liberal philosophy of education, this is a desirable practice.

5. Some schools criticize the practice of ranking students, but there is no widespread protests among the schools against the college practice of requesting the rank order of applicants. Colleges might consider the acceptance of ranking in broad categories, such as quarter, fifth, or tenth, instead of rank in exact numerical order. When considering rank in class, colleges are urged to give consideration to the degree of selectivity exercised by the schools from which applicants come.

Pertaining to Units of School Work

1. The committee believes that the Carnegie Unit is outdated by modern techniques of evaluation and recommends that schools and colleges work cooperatively toward the substitution of more meaningful statements of accomplishment.

Pertaining to Subject Matter Requirements

1. It is recommended that the fixed pattern of subject matter requirements be liberalized as rapidly as possible to consider abilities, background, and needs of individuals.

2. It is recommended that colleges state admission requirements in terms of level of accomplishment necessary for successful study at its own freshman level rather than in terms of number of units of a subject studied.

3. Colleges are urged to revise their requirements for admission in order to encourage experimentation with new courses and different organization of courses at the secondary level.

Pertaining to Entrance Blanks

1. Colleges and secondary schools should cooperate in an effort to develop a comprehensive, yet flexible, admission form that would meet the needs of a wider variety of institutions than any now available. There should be sections for recording personal characteristics and objective test data.

Pertaining to Continuous Guidance

1. Schools should provide trained, qualified, personnel to assist students in preparing for college. Colleges should provide these counselors with continuous reliable information concerning requirements and opportunities in individual colleges.

2. Colleges should develop systematic plans for keeping schools informed of the progress and adjustment of their former students. Schools should request this information where it is not automatically provided.

Pertaining to Experimentation

1. It is recommended that groups of colleges and schools in the same area, or those with common interests and philosophy, experiment with flexible curricula and with cooperative arrangements involving innovations in the transfer of students. Much research and experimentation will be needed in order to determine what new procedures can be developed and applied in different entrance situations.[1]

There has been some research and experimentation as recommended by the Committee on School and College Relations. Pattillo and Stout listed several cooperative projects among schools and colleges. Included are: The Eight Year Study, The Southern Study, The Michigan Agreement, Programs of the State Universities of California, Michigan, and Missouri, The

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[1] Ibid., pp. 100-11.

Illinois Curriculum Program, State Projects in Minnesota, Ohio, Oklahoma, Oregon, Texas, and Washington, and individual college programs at Alleghenny College, Hiram College, Kenyon College, Ohio State University, University of Colorado, University of Minnesota, and Western Reserve University.[1]

The Eight Year Study was a cooperative agreement study involving 300 accredited higher institutions and 30 high schools. There were 1475 students selected from these high schools on the basis of school records and reports and were admitted to the colleges without the usual entrance requirements. These students were carefully matched in many respects with the same number of students from other high schools admitted under the usual procedure. The students admitted without usual requirements compared favorably with students in the other group. It was concluded that the traditional course of study in high school is not essential to success in college.[2]

Faunce[3] and Waskin[4] described the Michigan Agreement, a plan in which many Michigan schools and colleges participate. The college agrees to disregard the pattern of subjects

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[1]Pattillo and Stout, op. cit., pp. 335-42.

[2]Wilford M. Aikin, The Story of the Eight Year Study: With Conclusions and Recommendations (New York: Harper and Bros., 1942), pp. 157.

[3]Roland C. Faunce, "A Functional Program for Michigan Youth," Educational Leadership, VI (March, 1949), 381-84.

[4]Leon S. Waskin, "The Michigan Secondary School--College Agreement," Bulletin of the National Association of Secondary School Principals, XXXIII (January, 1949), 49-64.

pursued in considering for admission the graduates of selected accredited high schools, provided they are recommended by the school from among the more able students in the graduating class. This does not imply that students must be admitted to certain college courses or curricula for which they cannot give evidence of adequate preparation. In this agreement the high school assumes the responsibility for: (1) developing an adequate personal file about each student, including testing data of various kinds, anecdotal records, personality inventories, achievement samples, etc.; (2) a basic curriculum study and evaluation of the purposes and program of the secondary school; (3) procedures for continuous follow-up of former pupils; and (4) a continuous program of information and orientation throughout the high school course regarding the nature and requirements of certain occupations and specialized college courses.

A regional project similar to the Michigan Agreement was the Southern Study. This project involved 33 secondary schools, 50 junior colleges, and 125 senior colleges in the Southern Association of Secondary Schools and Colleges. Accrediting regulations were waived for the participating secondary schools by the Association's Commission on Secondary Schools, and the participating colleges agreed to accept students from those schools upon recommendations of their respective faculties. The students so selected and accepted

made satisfactory progress in their college work.[1]

The Illinois Secondary School Curriculum Program recommended that colleges adopt admission policies which do not specify the courses that students should take in high school, but rather lists the kinds of competence to be required of entering students. The following criteria are suggested for college use to provide the best prediction of probable success: (1) score on scholastic aptitude test, (2) score on test of critical reading, (3) score on test of writing skill, (4) score on a simple mathematical test, and (5) evidence of an intellectual interest and some effective study habits.[2]

Washington and Oregon educators organized in 1946 the Interstate Council of High School--College Relations. The Council published in 1947, and revised in 1950, a guidebook to secondary students concerning college education. Part I contains information to help students in selecting a college. Part II is a digest of catalogs from colleges in Oregon and Washington. The guidebook was financed by each college purchasing space from 4 to 12 pages at $100.00 per page and

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[1]Frank C. Jenkins et al., "Cooperative Study for the Improvement of Education." A Staff Report of the Southern Association Study in Secondary Schools and Colleges. Reprinted from the Southern Association Quarterly, X (February and August, 1946), 242.

[2]Victor M. Houston, "What About Articulation of Secondary School and College?" Bulletin of the National Association of Secondary School Principals, XXIV (March, 1950), 149-56.

selling the book to the high schools for $1.00 per copy.[1]

In 1944 the Minnesota Association of Secondary School Principals and the Minnesota Association of Colleges jointly organized the Committee on High School--College Relationships. Membership on the committee consists of representatives of the State Department of Education, high school principals, and state colleges, chosen by their respective groups.[2]

The North Central Association created in 1949 the Committee on High School--College Relations. This committee, in considering the ways in which the Association might best foster improved school--college articulation, has concluded that the greatest contribution could be made through encouraging the creation of additional working agreements between schools and colleges and through disseminating reports of progress on the projects now under way and on new studies which may develop.[3]

The Fund for the Advancement of Education, established by the Ford Foundation, has sponsored three experiments relating to problems of college admission. In an experiment on early admissions, twelve colleges cooperated in accepting

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[1]Rein E. Jackson, "What New and Significant Developments in School and College Relations?" Bulletin of the National Association of Secondary School Principals, XXXVII (April, 1953), 109-12.

[2]Charles W. Boardman, "A Study of High School--College Curriculum Articulation in Minnesota," North Central Association Quarterly, XXVI (October, 1951), 195-201.

[3]Burns, op. cit., p. 5.

students under 16 1/2 years of age who had not graduated from high school. The second experiment was designed to provide better planning and correlation of students' work in high school and college. Three independent secondary schools are cooperating with Harvard, Yale, and Princeton in developing a coherent plan of general education for the last two years of high school and the first two years of college. The third experiment pertains to advanced placement. A committee of school and college representatives have planned procedures providing for advanced credit for the able student through the development of intensified courses in secondary schools.[1]

Gilbert reported on a study of 150 freshmen in three colleges of central Pennsylvania. The study indicated four serious academic handicaps; poor study habits, inadequate preparation, difficulty of adapting to new classroom procedures, and difficulties in learning to budget their time. His recommendations include: (1) give special attention to the development of proper study habits; (2) emphasize skill in reading, writing, and speaking; (3) have some senior work taught by college methods; and (4) whenever and wherever possible have college and secondary-school personnel work together.[2]

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[1] Traxler and Townsend, op. cit., p. 16.

[2] George H. Gilbert, "What New and Significant Developments in School and College Relations?" Bulletin of the National Association of Secondary School Principals, XXXVII (April, 1953), 106-109.

Several cooperatively developed innovations have been listed as promising practices in providing better articulation. Included are:

1. Employing qualitative rather than quantitative admission criteria. Some colleges have adopted criteria which stipulate the qualities which students should possess rather than specifying the means by which these qualities should be developed. The college indicates the desirable ends but frees the high school to use whatever means it desires in order to achieve those ends.

2. Providing greater flexibility in entrance criteria and placement. In order to eliminate undesirable duplication many colleges permit students to take advanced-standing examinations enabling them to gain college credit and to be placed in advanced college courses.

3. Improving continuity between high school and college. Some colleges hold an articulation day each year and invite high school teachers to the college on that day to meet with college representatives from the various departments. These meetings often result in the formation of committees composed of personnel from both high school and college which develop curriculum materials in their subject matter areas.

4. Informing high school students of college opportunities and requirements. Many high schools sponsor a college day or college night for the purpose of providing information to students and parents concerning college

attendance. Representatives of colleges meet with students and parents to answer questions about their institutions.

5. Securing follow-up information on high school graduates who attend college. The most common methods of securing this information is to have the colleges report to the high schools regarding the progress of their students and by the use of a questionnaire sent by the high school to all their graduates who are currently in college. These students are asked to evaluate their high school preparation for college.[1]

Pattillo and Stout in discussing college preparation and admission, suggest as criteria for college admission the following: entrance and placement examinations, interviews and personal statements, personality and aptitude tests, record of extra curricular activities, cumulative records from high school, and interviews with principals, teachers, and parents. The best procedure would involve a combination of the methods listed.[2]

Douglass lists the following general qualifications required for academic success in the typical college program:

1. A large and precise vocabulary.

2. Skill in the use of books, periodicals, and all library facilities.

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[1]Raymond B. Fox, "Improving Relations Between High Schools and Colleges," Clearing House, XXXVI (February, 1962), 323-26.

[2]Pattillo and Stout, op. cit., p. 336.

3. The ability to express oneself fluently and precisely in oral and written language.

4. Study habits and skills, including problem solving, rapid reading, careful reading, and note taking.

5. A high degree of computational ability in arithmetic and the simpler aspects of algebra.

6. The development, preservation, and expansion of interests in the various fields of experience such as public affairs, science and technology, and creative arts.[1]

Beyond the efforts of colleges and secondary schools to improve articulation there are a number of developments which will tend to ease the admission and transfer of students from high school to college. These include:

1. The offering of five or more subjects each year of the high school.

2. The enlarging of high school districts by consolidation.

3. The promotion of conferences among high school and college faculties and students.

4. The use of a common freshman application form for admission by all four year colleges in a state.

5. The increase in well organized college and career day conferences in the high schools.[2]

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[1]Harl R. Douglass, "Education of All Youth for Life Adjustment," Annals of the American Academy of Political and Social Science, CCLXV (September, 1949), 108-14.

[2]E. M. Gerritz, "Easing Transition from High School to

According to Nelson, the development and maintenance of good relations between schools and colleges is essentially a problem of human relations. Too frequently we tend to emphasize procedures rather than common understandings. He suggests that colleges need a more concise, clear, and usable statement of the following items:

1. The basic purpose or educational objective and the kind of student body sought by the college.

2. The requirements for admission to the college and degree of relative emphasis placed upon various factors affecting admission decisions.

3. The procedures followed by the college in the processing of candidates for admission.[1]

Thresher views school--college relationship as primarily a problem in communication. He suggests that information to be communicated to the college includes marks, test scores, personal traits, conditions in the school, quality of instruction and the nature and extent of the guidance program. He further suggests that college teachers should be encouraged to visit schools that send them students. Information to be communicated to the school include the nature of studies at various levels, outlook and objectives of college study, and

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College," Bulletin of the National Association of Secondary School Principals, XXXVIII (February, 1954), 98-101.

[1]Lester W. Nelson, "Secondary-School-College Relationships," College and University, XXVI (October, 1950), 67-71.

kinds of preparation necessary for the various occupational or professional goals.[1]

Broad suggests seven procedures for improved articulation, as follows:

1. Regional and state conferences on high school--college relations.

2. Interschool visitation by high school and college teachers.

3. Cooperative action by principals and admissions officers regarding records.

4. Cooperative action by guidance counselors of both levels.

5. Include college upperclassmen in exploration of the problem of adjustment to college life.

6. Publish through cooperative action guides such as those published in Michigan, Colorado, Washington and Oregon.

7. The expansion of principal--freshman conference with appropriate follow-up procedures.[2]

A meeting of representatives of high schools and colleges in Texas resulted in the following suggestions from the college representatives:

1. More thorough pre-admission testing.

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[1]Alden B. Thresher, "School--College Relations: A Problem in Communication," College and University, XXIX (July, 1954), 548-55.

[2]Harry T. Broad, "Problems and Responsibilities of the High Schools in High School--College Relations," College and University, XXIX (July, 1954), 543-47.

2. Improved and possibly uniform transcript reporting.

3. More selective college admission procedures under conditions which hamper colleges from accepting all candidates.

4. Advanced placement of brighter high school graduates.[1]

Another example of cooperative evaluation and planning occurred in Chicago. It was believed by college admissions officers that the transcripts received from the Chicago high schools contained insufficient information. A conference of college representatives and principals and guidance personnel from each high school resulted in improved methods of the reporting of students academic records.[2]

An investigation by questionnaire involving 331 administrators in 46 states concerning college entrance requirements revealed the following types of information utilized by high school counselors in preparing students for college:

1. Grades in high school subjects.
2. Personality and character attributes.
3. Scores on intelligence tests.
4. Vocational interests and abilities.

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[1]Berlie J. Fallon, "Face-to-Face Discussion is the Answer," The Texas Outlook, XLIII (October, 1959), 32-33.

[2]William K. Selden, "Improving School--College Relations," Bulletin of the National Association of Secondary School Principals, XXXVII (March, 1953), 93-96.

5. Economic status.

6. Desire of students' parents.

7. Number of credits earned in certain subjects.

8. Scores on college aptitude tests.[1]

The study also revealed that, in the opinion of principals, information concerning marks, mental ability, standardized achievement test scores, activities, health, interests, aptitudes and personality traits would be better indicators of college success than set patterns.

Budd's study of high school--college cooperation revealed the need for a handbook for use by high school counselors. This need was indicated by 93 per cent of the high school respondents and by 81 per cent of the college respondents. The handbook should contain information regarding student costs, admission policies and procedures, college curricula, scholarships, and housing.[2]

It is apparent from a review of the literature related to articulation problems that many individuals, groups, and organizations are aware of the problems that exist and are making efforts to find solutions to the problems. The literature contains many suggestions and recommendations for articulation improvement. The most frequently occurring recommendation is based upon the recognition of the fact that

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[1]Thelma A. Bollman, "Secondary School Principals Look at College Entrance Requirements," The School Executive, LXXI (February, 1952), 63-64.

[2]Budd, op. cit., p. 4.

articulation problems are of mutual importance to the high schools and the colleges and it is their joint responsibility to seek solutions. Improved relations based upon a better understanding of the over-all problem and a cooperative approach to the solution of common problems will result in improved high school--college articulation.

CHAPTER III

DESIGN OF THE STUDY

In order to investigate articulation problems and practices affecting high school--college relations in Oklahoma, it was necessary to secure information and opinions concerning these matters from a large number of high school and college administrators. It was possible to interview a substantial number of administrators, but it was recognized that this method would not produce sufficient data for valid conclusions. Consequently, a questionnaire in two parts was developed which would elicit the desired information. Part I pertained to problems and Part II concerned practices and their use. In an effort to obtain maximum response, the instrument was designed to require for completion only the writing of an opinion code number and the placing of a check mark beside various questionnaire items. Open-ended questions were provided to give the respondents an opportunity to state opinions not called for by the structured items.

In developing the instrument, all high school--college articulation problems identified in the literature were listed. Other problems suggested by high school and

college personnel were added. These problems were then categorized into eight major areas and so arranged in Part I of the questionnaire. Respondents were asked to indicate the importance of each of the listed problems in terms of the implications for high school--college relations in Oklahoma. The importance scale included very important, important, somewhat important, and unimportant.

Part II of the instrument pertaining to articulation practices was developed in the same manner. In addition to the respondents' opinion of the value of the various articulation practices listed, it was desired to also determine the extent to which these practices are being used and the extent of willingness to employ recommended practices not now being used. Consequently, the respondents were asked not only to indicate their opinion of the value of the practices, but also to place check marks in the appropriate columns so as to provide the additional desired information pertaining to their use.

In the preparation of the instrument, advice was obtained from both high school and college administrators. Following completion of the instrument, copies were distributed to several principals and college administrators for their reaction and evaluation. Some suggestions were thus obtained, revisions were then made in the instrument and it was printed in its final form.

In July, 1963, sixteen of the eighteen colleges and

universities in the Oklahoma System of Higher Education were visited and discussions held with the chief administrators. Copies of the questionnaire were explained and left to be completed and returned. The study was discussed with, and questionnaires given to, the presidents of the two remaining colleges at a meeting in Oklahoma City in July, 1963.

When visiting colleges, the study was discussed with as many administrators as were available. Included were eleven presidents, ten deans, and seven directors of admissions. Without exception, college administrators indicated a concern for improved high school--college articulation and offered complete cooperation in seeking such improvement. Completed questionnaires were received from all colleges included in the study. Table 1 includes the sources of data from each of the colleges.

In speaking at the Seventh Annual Conference for Administrators of North Central High Schools in Norman, Oklahoma, on September 29, 1963 an explanation of this study was given and questionnaires were explained and distributed to the administrators, predominantly high school principals, of the North Central high schools. After a period of approximately three weeks, all principals who had not returned their completed questionnaires were mailed copies by the Chairman of the State North Central Committee. These efforts resulted in responses from 137 of 177 North Central High Schools. These returns of 77.4 per cent were considered adequate for

TABLE 1

SOURCES OF DATA FROM THE COLLEGES

College or University	Interview			Questionnaire		
	President	Dean	Admissions Director	President	Dean	Admissions Director
Central	X			X		
East Central	X	X			X	
Langston	X			X		
Northeastern	X	X	X		X	
Northwestern	X			X		
Oklahoma College for Women		X	X		X	
Oklahoma State			X			X
Panhandle A & M	X				X	
Southeastern	X	X	X		X	
Southwestern	X	X			X	
University of Oklahoma			X			X
Cameron			X			X
Connors	X	X			X	
Eastern A & M	X	X			X	
Murray		X			X	
Northeastern A & M		X			X	
Northern			X			X
Oklahoma Military Academy	X	X			X	

this study and its conclusions.

It was previously reported that North Central high schools were located in 67 of the 77 counties in Oklahoma. Responses were received from high schools in 63 of these 67 counties. It was also reported that the state's North Central high schools were distributed throughout the state and that they included high schools of varying size. Table 2 shows the distribution by sections of the state and also the questionnaire response from each section. The distribution by size, and the response from schools of varying size are shown in Table 3.

All questionnaires completed by high school and college administrators were analyzed, the data tabulated, and percentages calculated for responses by administrators of both levels to each questionnaire item. This information appears in the next two chapters.

TABLE 2

AREA DISTRIBUTION OF NORTH CENTRAL HIGH SCHOOLS AND RESPONDING SCHOOLS

Section	Number of North Central Schools	Number of Responding Schools	Percent of Responding Schools
Northwest	47	38	80.9
Northeast	65	46	70.8
Southwest	37	31	83.8
Southeast	28	22	78.6
Totals	177	137	77.4

TABLE 3

SIZE DISTRIBUTION OF NORTH CENTRAL HIGH SCHOOLS AND RESPONDING SCHOOLS

Enrollment	Number of North Central Schools	Number of Responding Schools	Percent of Responding Schools
Under 100	6	4	66.7
100-249	71	53	74.6
250-499	47	34	72.3
500-1000	32	29	90.6
Over 1000	21	17	81.0
Totals	177	137	77.4

CHAPTER IV

ANALYSIS OF THE DATA PERTAINING TO PROBLEMS

The instrument used to elicit respondents' opinions concerning the importance of articulation problems was developed by listing major high school--college articulation problems identified in the literature and by adding other problems suggested by high school and college personnel. A list of 52 problems was identified and arranged in categories in Part I of the instrument. Respondents were asked to indicate the importance of each of these listed practices in terms of the implications for high school--college relations in Oklahoma.

The problem of articulation and the need for improved relations is of major importance to high school and college administrators. In reply to the question, "To what degree do you view the problem of articulation and the need for improved high school--college relations in Oklahoma?", 50 per cent of the college administrators and 37 per cent of the high school principals indicated "very important" and 33 per cent of the college administrators and 48 per cent of the principals indicated "important". The remaining 17 per cent of the college

administrators and 15 per cent of the principals indicated "somewhat important". High school--college articulation, then, is viewed as an important problem in Oklahoma by 85 per cent of the high school respondents and by 83 per cent of the college respondents.

The opinions of administrators relating to the extent of the articulation problem were not unexpected, as a consideration of existing conditions and the interviewing of many administrators gave evidence in support of their opinions. It was encouraging to find among administrators practically unanimous interest and concern in this problem area and a cooperative attitude toward the search for solutions to common problems.

College Admission Procedures

The general area of college admission appeared at this time to present a minimum of significant problems. The problems of importance concerned the cooperative development of admission procedures, the relationship between the college's admission policies and its characteristics, and the college admission application form.

The cooperative development of admission policies and procedures by high school and college personnel was viewed as an important problem by 83 per cent of the college administrators and by 75 per cent of the high school principals. This is a logical approach to the development of appropriate, comprehensive, and defensible admission policies.

That college admission policies should more nearly reflect the institution's functions, purposes, and programs, was a problem of importance according to 83 per cent of the college administrators and 69 per cent of the principals. This apparently indicates a belief that there should be different policies for different types of institutions.

The need for uniformity in college admission application forms was considered important by 71 per cent of the college administrators and 64 per cent of the principals. When considered as an isolated segment of the broad problem of articulation, the application form may appear as a simple and insignificant matter; however, standardization and uniformity in procedural matters should improve communications and understanding.

Present admission policies were not undesirably influencing high school curricula according to the majority of the respondents. Only 28 per cent of the college administrators and 35 per cent of the principals viewed this as an important problem. It is believed that colleges greatly influence high school curricula since the majority of programs are developed for the college bound student.

Present college admission requirements appeared to be satisfactory to a majority of the respondents. The inadequacy of present requirements was viewed as an important problem by only 18 per cent of the college administrators and 48 per cent of the principals. There seemed, however, to be some

inconsistencies in respondents' opinions relating to admission requirements. While only 18 per cent of the college administrators viewed present requirements as being inadequate, 39 per cent indicated a belief that admission policies should place greater significance upon high school recommendations of applicants and 61 per cent implied that the requirements should include additional appropriate criteria. Although 48 per cent of the principals indicated some dissatisfaction with present admission requirements, 63 per cent indicated that admission policies should place greater significance upon high school recommendations of applicants and 53 per cent signified a belief that admission requirements should include additional appropriate criteria.

It is believed that admission requirements are generally satisfactory at this time, but that provision must be made for their periodic and systematic review by high school and college personnel. It is also believed that greater significance should be placed upon high school recommendations of applicants. This, of course, presumes an accurate, objective appraisal of the student and a highly confidential and ethical use of such recommendations. And, finally, it is further believed that admission policies should be based upon the following principles.

1. All graduates of accredited high schools in Oklahoma should be given the opportunity of continuing their education in some institution in the Oklahoma State System of

Higher Education.

2. Admission policies should recognize and be consistent with the functions, purposes, and programs of their institutions.

3. A major function of admission policies is to direct students into those institutions for which they are best suited and in which they may be expected to maintain a satisfactory performance.

4. Admission policies should be administratively feasible and readily understandable to all whom they affect.

Guidance and Counseling

The area of guidance and counseling included many articulation problems of importance according to responses from both college and high school administrators. As a matter of fact, every problem found in Table 5 was identified as an important problem by a majority of the respondents. It is readily apparent from this table that there is a great need for improvement at both levels in the guidance provision for college bound and college freshmen students.

Over 90 per cent of both the college and high school respondents indicated a belief that colleges should improve their guidance and counseling for freshmen, that high schools should improve their guidance provisions for college bound students, and that high schools should be more concerned with the early identification and motivation of students having college potentialities. Another problem of indicated

TABLE 4

THE IMPORTANCE OF ARTICULATION PROBLEMS RELATING TO COLLEGE ADMISSION PROCEDURES

Problems	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
College admission application forms should be made more uniform and less complicated.	28	12	36	59	23	29	13	0
Present admission policies (requirements or recommendations) are undesirably influencing high school curricula.	8	6	27	22	38	33	27	39
College admission policies should more nearly reflect the functions, purposes, and programs of their institution.	26	44	43	39	21	11	10	6
Colleges should use advice and cooperation of high schools in developing admission requirements, policies, and procedures.	35	39	40	44	18	11	7	6
College admission requirements based upon high school grade average, rank in class, and ACT scores appear inadequate.	11	6	37	12	28	41	24	41
College admission policies should place greater significance upon high school recommendations of applicants.	25	11	38	28	26	28	11	33
College admission requirements should consider additional appropriate criteria.	16	28	37	33	34	22	13	17

importance by a large majority of respondents concerned high school students who perhaps should not attend college. Eighty-nine per cent of the college administrators and 90 per cent of the principals implied that high schools should advise students lacking necessary qualifications for college success to consider other vocational opportunities.

Other problems in the area of guidance, each of which was recognized as important by a majority of the respondents, pertained to the need for improved college freshmen orientation procedures, the cooperative development of programs of guidance for high school seniors and college freshmen and the promotional nature of some college publications and college representative visitations.

The great majority of the respondents indicated guidance and counseling represents a problem area of great significance which merits our concern and cooperative efforts toward solutions. It was recognized that both high schools and colleges were handicapped by the lack of adequate personnel working in this area. Obviously, larger staffs are needed to provide effective programs throughout the state; however, through the recognition and understanding of the problems and by working together, improvements can be achieved.

Testing

Some of the problems identified in the literature, such as the multiplicity of tests for various purposes, the excessive amounts of time spent in administering and taking

TABLE 5

THE IMPORTANCE OF ARTICULATION PROBLEMS RELATING TO GUIDANCE AND COUNSELING

Problems	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
High schools should improve their guidance and counseling provision for college bound students.	51	56	42	44	4	0	3	0
High schools should assume more responsibility for early identification of students having college potentialities and provide them with proper motivation and guidance.	53	72	38	22	7	6	2	0
Colleges should improve their programs of guidance for freshmen students.	76	78	17	16	7	6	0	0
College freshmen orientation procedures should be improved.	60	61	29	22	10	11	1	6
High school and college counselors should cooperatively develop programs of guidance for high school seniors and college freshmen.	47	50	39	28	11	22	3	0
High schools should advise students lacking the necessary qualifications for college success to consider other vocational goals.	59	61	31	28	7	11	3	0
College publications and visitations by college representatives are too often purely promotional.	29	28	39	38	17	28	15	6

tests, and pressures on schools to participate in external testing programs, were not important problems in Oklahoma in the opinion of the majority of the college administrators and high school principals; however, the duplication of tests used in many high schools by some of the external tests was viewed as an important problem by 53 per cent of the principals, but by only 40 per cent of the college administrators.

One problem in the area of testing, which was considered to be important by a great majority of the respondents, concerned study and evaluation of programs. Ninety-four per cent of the college administrators and 91 per cent of the principals indicated that high schools and colleges should cooperatively study and evaluate testing programs.

It is believed that cooperative studies and evaluations of testing programs are desirable. It is also believed that such studies should consider the duplication of tests included in the programs of many high schools by certain external tests.

Curriculum

Several significant problems in the area of curriculum articulation were identified by respondents. A majority of college and high school administrators indicated that all problems included in Table 7 were important, but in general, college administrators place slightly greater importance on curriculum problems than do high school principals.

TABLE 6

THE IMPORTANCE OF ARTICULATION PROBLEMS RELATING TO TESTING

Problems	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Students are subjected to too many tests for admission, scholarships, placement, and counseling.	19	6	27	18	33	38	21	38
High school administrators and guidance counselors are required to spend too much time in registering students for various external tests and in actually administering some of them.	14	13	27	13	39	54	20	20
Too much time is spent by the high school student in taking external tests.	10	13	20	13	33	34	37	40
Pressures on schools to participate in various external testing programs are too great to be resisted and these pressures have a detrimental effect.	8	13	26	13	32	43	34	31
Many external tests, such as the ACT, are duplicative of other tests used by many high schools.	19	13	34	27	28	40	19	20
High schools and colleges should cooperatively study and evaluate testing programs.	55	61	36	33	5	0	4	6

TABLE 7

THE IMPORTANCE OF ARTICULATION PROBLEMS RELATING TO CURRICULUM

Problems	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Many high schools have not revised their curricula and instruction in accordance with new research.	37	62	38	19	17	19	8	0
Colleges have not adapted their curricula and teaching methods to accord with recent research findings.	41	50	37	33	16	17	6	0
Rigid college curricula often prevent the rapid advancement of academically superior students.	23	28	36	50	30	17	11	5
Colleges should make provision for advanced placement and admission with advanced standing for those academically superior students who qualify.	52	78	32	17	12	5	4	0
Provision should be made for the coordination of the high school and college honors programs.	20	45	41	22	26	22	13	11
Greater attention should be given to recent curriculum trends and developments and to the newer teaching techniques and instructional media as means of improving high school-college articulation.	35	45	44	50	19	5	2	0
High schools and colleges should cooperatively study the subject matter content of high school and college courses in order to define responsibility at the different levels and to eliminate unnecessary duplication of course content.	52	62	35	28	11	5	2	5
Provision should be made for greater cooperation between high school and college faculties within the several disciplines.	40	61	40	34	18	5	2	0

Provision for advanced placement in college, provisions for cooperative studies of subject matter content at the different levels, and for greater cooperation between teachers of the same subjects at the different levels were recognized as being among the most important problems in this area. More than 90 per cent of the college administrators and more than 80 per cent of the principals believed these problems to be important.

More than three-fourths of the respondents implied the need for curriculum revision at both high school and college in accordance with the results of recent research, and also that recent curriculum trends and developments and the newer teaching techniques and instructional media should receive greater attention.

The two remaining problems listed in Table 7 were considered important by more than 67 per cent of the college administrators and by more than 59 per cent of the principals. These problems were associated with superior and talented students and suggested the need for coordination of the high school and college honors programs and provision for acceleration of academically superior students in college curricula.

Curriculum articulation is viewed as one of the most important problem areas. Of particular importance are the need for greater cooperation between high school and college teachers and the cooperative study of high school and college course content in order to define responsibility at the

different levels.

Exchange of Information

College administrators, generally, viewed the problems related to exchange of information as being slightly more important than did high school principals. A majority, and in most cases a large one, of all respondents evidenced the belief that every problem listed in Table 8 was important.

The need for uniformity in high school reporting forms was indicated by all the college administrators and by 88 per cent of the principals. The problem of uniform reporting and the need to develop better communication between high school and college educators were specified as the most important problems in this area.

Other problems of significance related to records, reports, and dissemination of information at both levels. A substantial majority of the respondents in both groups implied that high schools should maintain comprehensive cumulative records of individual students and transmit this information to colleges, that colleges should provide high schools with more adequate information of interest to students, and that colleges should report student progress to the high schools.

Another problem recognized by many respondents is a corollary to the earlier identified problem of the need for high schools maintaining cumulative records and making them available to colleges. A large majority of administrators at both levels indicated that colleges should make more effective

use of available data on students' high schools records. The question is sometimes asked by high school personnel, "Why should we send the information in students' cumulative records to colleges when it is not being used?" Presumably, this information should be used not only for admission purposes, but also for placement in courses and for guidance and counseling in college.

Of lesser importance, but indicated as important by a majority of respondents, were problems relating to the necessity of providing students' transcripts for purposes other than admission and for admission each time they transfer to another college. There has been a steady increase in the number of transcripts being prepared by high schools. This increase is a result of increases in several influencing factors, including the size of graduating classes, number of students attending college, multiple admission applications, scholarship applications, and transfers from one college to another. This increase in the preparation of transcripts has resulted in an increase in the work load of high school offices, which are typically understaffed and frequently inadequate to perform all their responsibilities.

It seems apparent that, in the area of information exchanges, there are many opportunities for improvement in mutual understanding and for improved high school--college relations. The need for improved communications between educators at both levels is recognized as a major problem.

TABLE 8

THE IMPORTANCE OF ARTICULATION PROBLEMS RELATING TO EXCHANGE OF INFORMATION

Problems	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
High schools should maintain comprehensive cumulative records of individual students and transmit this information to colleges in the clearest and most usable form.	44	62	35	22	16	11	5	5
Forms for reporting information from high school to college, including transcript forms, should be made more uniform.	59	83	29	17	11	0	1	0
It should not be necessary for the high school to provide transcripts to various departments of the same institution.	53	76	17	0	11	24	19	0
It should not be necessary for the high school to provide a transcript when a college student transfers to another college.	49	56	17	5	14	22	20	17
Colleges should make more effective use of available data on students' high school records.	42	56	33	33	20	11	5	0
Colleges should provide high schools with more adequate information about college programs, admission procedures, scholarships and financial aids, and general information.	35	56	42	44	19	0	4	0
Colleges should report student progress and adjustment to the high schools.	35	45	38	50	22	5	5	0
There is a need to develop better communication between high school and college educators.	53	72	38	28	7	0	2	0

It has long been recognized that uniform reporting procedures would improve articulation. Considerable progress has been made toward a solution to this problem. A committee of public school administrators, college admission officers, and other educators recently developed and recommended a uniform high school transcript form. This form was adopted by the State Department of Education and is now the official transcript form for Oklahoma high schools.

It is further believed that high schools should maintain cumulative records of individual students and transmit all pertinent information to colleges and that colleges should make more effective use of this information. Also that colleges should provide high schools with sufficient information to properly guide high school seniors, and that colleges should report student progress and adjustment to the high schools.

Placement in College Courses

The most important problem in this area concerned the use of multiple criteria in assigning students to college courses and sections. All the college administrators and 90 per cent of the high school respondents implied that all available information concerning a student, rather than information of one type or from one source, should be utilized in assignment to college courses and sections.

It was acknowledged by a large majority of respondents at both levels that placement in college courses is a matter

TABLE 9

THE IMPORTANCE OF ARTICULATION PROBLEMS RELATING TO PLACEMENT IN COLLEGE COURSES

Problems	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Placement of students in college courses is a matter of concern and responsibility to both high schools and colleges.	40	62	38	28	17	5	5	5
Much student failure in college results from improper student placement in courses during the freshman year.	30	11	42	50	22	34	6	5
All available information concerning a student should be utilized in assignment to college courses and sections rather than relying upon a single criterion.	52	78	38	22	9	0	1	0
Schools and colleges should jointly review and evaluate a student's progress during his freshman year in college.	29	22	38	73	20	5	13	0

of concern and responsibility to both high schools and colleges and that high schools and colleges should jointly review and evaluate student's progress during their freshmen year in college. Also a majority at both levels, although a larger one of high school principals, suggested that much student failure in college results from improper student placement in courses during the freshmen year.

These implications appear sound, especially that of using all available information in assigning students to college courses and sections. There have been examples of students with identical preparation and similar achievement being placed in college courses of three different levels on the basis of the ACT score in that subject matter field. This appears to be placing too much reliance upon a single criterion.

Preparation for College

The diverse roles of the high school presents problems of significance. It was recognized by 97 per cent of the principals and by 90 per cent of the college administrators that high schools must provide good terminal education for many students. It was also indicated by 95 per cent of the principals and by 89 per cent of the college administrators that the responsibility of high schools to provide adequate basic preparation for college bound students is an important problem.

Present concern over the dropout rate and the need for

improved holding power places additional responsibilities upon the high school. This was viewed as an important problem by 84 per cent of the college administrators and by 83 per cent of the principals.

Among the most important problems were those relating to inadequate preparation. All college administrators and 96 per cent of the principals indicated as an important problem that many high school graduates did not know how to study and to budget their time. And 95 per cent of the college administrators and 88 per cent of the principals implied that too many high school graduates entered college with obvious inadequacies in preparation for college.

High school principals, more so than college administrators, seemed to believe that parents and college personnel too frequently placed sole responsibility on the high school for college failures. Seventy-eight per cent of the principals view this as an important problem as do only 51 per cent of the college administrators.

The remaining problem listed in this area, that of some high school educators failing to recognize that special preparation is required for special college curricula, was rated as important by only slightly more than one-half the respondents at both levels.

It is believed that a primary responsibility of the high school is to provide adequate preparation for college, and that the high school also has an equally important

TABLE 10

THE IMPORTANCE OF ARTICULATION PROBLEMS RELATING TO PREPARATION FOR COLLEGE

Problems	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
High schools must provide good terminal education for many as well as preparation for college bound students.	79	67	18	23	2	5	1	5
Great pressure exists on high schools to alter curricula and improve services in order to decrease the dropout rate.	47	61	36	23	11	16	6	0
Parents and college personnel too frequently place sole responsibility on the high school for college failures.	38	23	40	28	18	33	4	16
High schools have a responsibility to provide adequate basic preparation in academic areas leading to college study.	68	72	27	17	4	11	1	0
Some high school educators do not recognize that special preparation is required for special college curricula.	14	18	41	41	31	23	14	18
Many high school graduates do not know how to study and to budget their time.	66	89	28	11	5	0	1	0
Too many high school graduates enter college with obvious inadequacies in preparation for college.	50	62	38	33	10	5	2	0

responsibility for providing good terminal education and education for many who will not complete a high school program. Although an estimated 60 per cent of Oklahoma's high school graduates will attend college, approximately 30 per cent of students who enter high school will leave school before graduating. Therefore, only slightly more than 40 per cent of our total high school enrollment will attend college.

It is further believed that, while high school preparation for college is continually improving, many high school graduates do not know how to study and to budget their time. More adequate programs of college preparation, improved programs of terminal education, and programs which better serve the needs of all students should receive equal priority in planning for the future.

Responsibility

College administrators apparently recognized the problems associated with responsibility as being of slightly greater importance than did high school principals. Respondents at both levels, however, considered all listed problems in this area to be important with 82 per cent or more of all respondents so indicating.

All college administrators and 94 per cent of the high school respondents signified that the responsibility for effective high school--college relations should be shared by high schools and colleges. The joint responsibility for the educational success of students was considered important by

TABLE 11

THE IMPORTANCE OF ARTICULATION PROBLEMS RELATING TO RESPONSIBILITY

Problems	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
High schools and colleges should jointly assume responsibility for the educational success of students.	59	67	33	28	7	5	1	0
The responsibility for effective high school--college relations should be shared by high schools and colleges.	54	83	39	17	6	0	1	0
Every high school and college should have a well planned program for the improvement of high school--college relations.	45	78	41	11	13	11	1	0
There should be an active state-wide program of high school--college articulation involving the various state professional associations, institutions of higher learning, and state educational agencies.	46	61	36	28	15	11	3	0
Teacher education institutions should emphasize in both pre-service and in-service programs the problems associated with high school--college articulation.	42	61	43	28	13	11	2	0

95 per cent of the college administrators and by 92 per cent of the principals.

Planned programs for attacking articulation problems and improving high school--college relations were considered important by a large majority of the respondents. The need for well planned programs in every high school and college, the desirability of an active state-wide program for improving articulation, and the emphasizing of articulation problems in pre-service and in-service programs of teacher education institutions were considered important by 89 per cent of the college administrators and by 82 per cent to 86 per cent of the principals.

It is believed that all problems listed in this area are important, and that a general recognition of these problems and the implementation of programs directed toward solutions of these problems should result in greatly improved high school--college articulation.

General

What are the most pressing problems in the area of high school--college relations in Oklahoma? Respondents were asked to identify, in their opinion, the most pressing problem. The most frequently identified problems were those relating to communications, understanding, responsibilities, guidance, preparation for college, and curriculum articulation.

The following problems were listed most frequently by

high school and college respondents:

1. The need for improved communications between high school and college educators.

2. The need for better understanding of the problems at each level.

3. The need for improved guidance services at both levels.

4. The need for a definition of the responsibilities of institutions at each level.

5. The lack of adequate high school preparation of many college students.

6. The need for improved curricular articulation.

7. The need for closer relations, greater cooperation, and mutual respect between educators at both levels.

The most pressing problem appears to be the need for greatly improved communications between high school and college teachers and administrators. Such improvement would result in better understanding, closer relations, and greater cooperation. It was apparent, from interviews, discussions, and the questionnaire data, that virtually all educators at both levels are desirous of such improvement. They appear willing and eager to cooperate in efforts toward achieving such a goal.

Other pressing problems appeared to be a need for improved guidance at both the high school and college, which will require larger staffs, and the need for improved

curricular articulation. The need for a more active statewide program of articulation and the need for institutional and area programs for improved high school--college relations also appear to be major problems.

Ranking of Problems

In order to determine the rank order of problems according to their importance, weights were applied to the categories of responses as follows: very important, 4; important, 3; somewhat important, 2; and, unimportant, 1. Then the per cent of responses in each category was multiplied by the appropriate weight value and the products were totaled to give the weighted value of each problem. From these weighted values the rank order of importance of articulation problems was determined for each group of respondents. The weighted value and the rank of each problem appear in Table 12. In this table the problems are identified by the number assigned to them in the questionnaire, a copy of which may be found in the appendix.

The rank correlation between the indicated opinions of the high school principals and the college administrators was computed by using the Spearman Rho rank-difference correlation technique.[1] By this computation, a rho of .858 was obtained. This indicated a high degree of relationship between the opinions of the two groups of administrators

[1]Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Co., Inc., 1962), p. 301.

TABLE 12

WEIGHTED VALUES AND RANK OF ARTICULATION PROBLEMS

Problem	Weighted Value		Rank		Problem	Weighted Value		Rank	
	High School	College	High School	College		High School	College	High School	College
1.01	279	283	40	40	4.07	337	347	15	22.5
1.02	216	195	50	50	4.08	318	356	23.5	14
1.03	285	321	37	33	5.01	318	336	23.5	30
1.04	303	316	33.5	35	5.02	346	383	8	2.5
1.05	235	183	48.5	52	5.03	304	352	31.5	16.5
1.06	277	217	41	47	5.04	295	300	36	38
1.07	256	272	44	41	5.05	312	345	28	24.5
2.01	341	356	13.5	14	5.06	308	356	30	14
2.02	342	366	11	9	5.07	303	340	33.5	27.5
2.03	369	372	2	6.5	5.08	342	372	11	6.5
2.04	348	338	6	29	6.01	313	347	25.5	22.5
2.05	330	328	18.5	32	6.02	296	263	35	42
2.06	346	350	8	19	6.03	341	378	13.5	4
2.07	282	288	39	39	6.04	283	317	38	34
3.01	244	192	47	51	7.01	375	352	1	16.5
3.02	235	219	48.5	46	7.02	324	345	22	24.5
3.03	203	199	52	49	7.03	312	258	28	44
3.04	208	308	51	48	7.04	362	361	3	11
3.05	253	233	46	45	7.05	255	259	45	43
3.06	342	349	11	21	7.06	359	389	4	1
4.01	304	343	31.5	26	7.07	336	357	16	12
4.02	313	333	25.5	31	8.01	350	362	5	10
4.03	271	301	42	36.5	8.02	346	383	8	2.5
4.04	332	373	17	5	8.03	330	367	18.5	8
4.05	268	301	43	36.5	8.04	325	350	20.5	19
4.06	312	340	28	27.5	8.05	325	350	20.5	19

relative to the importance of articulation problems. This correlation is significantly different from zero at the .01 level of significance.[1]

Summary

High school principals and college administrators acknowledged many important problems in the area of high school--college articulation. Of the 52 problems listed in the questionnaire, 46 were indicated important by a majority of principals and 44 were indicated important by a majority of the college administrators. The most important problems, in order of their significance, include the following:

1. Many high school graduates do not know how to study and to budget their time.

2. Colleges should improve their programs of guidance for freshmen students.

3. The responsibility for effective high school--college relations should be shared by high schools and colleges.

4. Forms for reporting information from high school to college, including transcript forms, should be made more uniform.

5. High schools must provide good terminal education for many as well as preparation for college bound students.

6. High schools have a responsibility to provide

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[1]Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1960), p. 201.

adequate basic preparation in academic areas leading to college study.

7. All available information concerning a student should be utilized in assignment to college courses and sections rather than relying upon a single criterion.

8. There is a need to develop better communication between high school and college educators.

9. High schools and colleges should jointly assume responsibility for the educational success of students.

10. High schools should assume more responsibility for early identification of students having college potentialities and provide them with proper motivation and guidance.

11. Colleges should make provision for advanced placement and admission with advanced standing for those academically superior students who qualify.

12. Every high school and college should have a well planned program for the improvement of high school--college relations.

13. High schools should improve their guidance and counseling provision for college bound students.

14. High schools should advise students lacking the necessary qualifications for college success to consider other vocational goals.

15. Too many high school graduates enter college with obvious inadequacies in preparation for college.

16. High schools and colleges should cooperatively

study and evaluate testing programs.

17. College freshmen orientation procedures should be improved.

18. High schools and colleges should cooperatively study the subject matter content of high school and college courses in order to define responsibility at the different levels and to eliminate unnecessary duplication of course content.

19. There should be an active state-wide program of high school--college articulation involving the various state professional associations, institutions of higher learning, and state educational agencies.

20. Teacher education institutions should emphasize in both pre-service and in-service programs the problems associated with high school--college articulation.

21. Provision should be made for greater cooperation between high school and college faculties within the several disciplines.

22. Great pressure exists on high schools to alter curricula and improve services in order to decrease the drop-out rate.

23. Colleges should provide high schools with more adequate information about college programs, admission procedures, scholarship and financial aids, and general information.

24. Placement of students in college courses is a

matter of concern and responsibility to both high schools and colleges.

25. High school and college counselors should cooperatively develop programs of guidance for high school seniors and college freshmen.

26. It should not be necessary for the high school to provide transcripts to various departments of the same institutions.

27. Colleges should make more effective use of available data on students' high school records.

28. High schools should maintain comprehensive cumulative records of individual students and transmit this information to colleges in the clearest and most usable form.

29. Greater attention should be given to recent curriculum trends and developments and to the newer teaching techniques and instructional media as means of improving high school--college articulation.

30. Many high schools have not revised their curricula and instruction in accordance with new research.

31. Colleges have not adapted their curricula and teaching methods to accord with recent research findings.

32. Colleges should report student progress and adjustment to the high schools.

33. Colleges should use advice and cooperation of high schools in developing admission requirements, policies, and procedures.

The problem of high school--college articulation and the need for improved relations was indicated as being important by 85 per cent of the high school principals and by 83 per cent of the college administrators.

Respondents identified as being among the most pressing problems those relating to improved communications, better understanding, improved guidance, definition of responsibilities, inadequate high school preparation for college, and improved curricular articulation.

There is a high degree of relationship in the views of high school principals and college administrators regarding the relative importance of articulation problems. The correlation is significantly different from zero at the .01 level of significance.

CHAPTER V

ANALYSIS OF THE DATA PERTAINING TO PRACTICES

There were 44 articulation practices listed in Part II of the instrument. These were practices identified in the literature. Respondents were asked to indicate their opinion of the value of these practices, and to also indicate if the practices were being used and if they were willing to use practices not now being used.

Of the 44 identified articulation practices listed in the questionnaire, 43 were indicated as being important by a majority of the college respondents and 42 were recognized as important by a majority of the high school respondents. These majorities were, however, considerably smaller than those indicating the importance of articulation problems. Also, there were greater variations in the views of the two groups regarding practices.

This chapter contains two groups of tables. The first group presents the respondents' opinions concerning the importance of various articulation practices. Immediately following each table of this group is one of another type which gives information concerning the extent to which these

practices are being used by Oklahoma high schools and colleges and the extent of willingness to employ practices not now being used. In tables of the latter type, the first two columns show the per cent of respondents now using the listed practices and the remaining two columns give the per cent of those respondents not now using the practice who are willing to do so.

It is apparent from the tables that there was an overwhelming willingness to use approved effective practices. Of the 44 listed practices, 29 are applicable to high schools. While a majority of high school respondents were using only 8 of these practices, a majority were either using or have indicated a willingness to use all 29 practices. A majority of the colleges were using only 14 of their 37 applicable practices, but a majority were either using or were willing to use all 37 practices.

College Admission Procedures

The reporting by colleges to high schools of college admission action and the use of uniform college admission application forms are the most important practices in this area according to the high school principals. These practices were rated important by 80 per cent and 75 per cent, respectively, of the high school respondents. These same practices were indicated important by 71 per cent and 65 per cent, respectively, of the college administrators.

Present criteria for admission to Oklahoma's four-

year colleges and universities, high school grade average, rank in class, and standardized test scores, were the most important practices relating to admission procedures according to the college administrators. They were indicated important by 88 per cent, 82 per cent, and 76 per cent, respectively, of the college respondents. These same practices were rated important by 66 per cent, 42 per cent, and 66 per cent, respectively, of the high school principals.

The two remaining practices which are admission criteria, high school recommendation and total personality of a student, were recognized as important by 65 per cent and 66 per cent, respectively, of the principals and by 60 per cent and 67 per cent, respectively, of the college administrators.

College administrators viewed the practices relating to present college admission requirements as being of greater importance than did high school principals. Rank in class as an admission criterion is of unusually low value according to principals. This could be due to a dislike for ranking because of problems associated with it, such as variations in methods of determining rank and the time required for ranking students in large classes.

It is believed that all listed practices are worthwhile and should be used. A uniform college admission application form would aid the high school counselor. It is further believed that colleges should place more significance upon the high school recommendation as a criterion for college admission.

TABLE 13

THE IMPORTANCE OF ARTICULATION PRACTICES RELATING TO COLLEGE ADMISSION PROCEDURES

Practices	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Use of uniform college admission application forms.	39	35	36	30	19	30	6	5
Report to high schools of college admission action.	34	24	46	47	20	24	0	5
High school recommendation as a criterion for college admission.	22	30	43	30	25	30	10	10
Rank in class as a criterion for college admission.	9	41	33	41	39	12	19	6
High school grade average as a criterion for college admission.	15	56	51	32	30	6	4	6
Standardized test scores as a criterion for college admission.	13	41	53	35	29	18	5	6
Total personality of a student as a criterion for college admission.	25	40	41	27	25	33	9	0

TABLE 14

THE USE OF ARTICULATION PRACTICES RELATING TO COLLEGE ADMISSION PROCEDURES

Practices	Use			
	Now Using		Willing to Use	
	High School	College	High School	College
	%	%	%	%
Use of uniform college admission application forms.	--	29	--	92
Report to high schools of college admission action.	--	6	--	100
High school recommendation as a criterion for college admission.	--	35	--	64
Rank in class as a criterion for college admission.	--	88	--	50
High school grade average as a criterion for college admission.	--	82	--	33
Standardized test scores as a criterion for college admission.	--	94	--	100
Total personality of a student as a criterion for college admission.	--	6	--	75

Guidance and Counseling

The value of cooperative relations in programs of guidance and counseling was recognized by respondents. Conferences involving high school and college counselors and the cooperative development of materials for use by high school counselors were identified as important practices by 89 per cent of the college administrators and by 82 per cent and 81 per cent, respectively, of the principals.

The provision by colleges of counseling and orientation clinics for entering freshmen is an important practice according to 79 per cent of the principals and 76 per cent of the college administrators. The opportunity for discussions involving college freshmen and high school seniors is a useful practice in the opinions of 83 per cent of the college administrators and 69 per cent of the principals.

There is an obvious difference in opinions regarding high school visits by college representatives and college visits by high school seniors. Visits to high schools by college representatives was believed to be an important practice by 89 per cent of the college administrators, but by only 52 per cent of the principals. While 76 per cent of the college administrators believed that campus visitation by high school seniors is important, this opinion was shared by only 33 per cent of the principals. The use of this practice was limited among the high schools as only 45 per cent of the principals reported its present use, and some of them listed

qualifications or expressed some reluctance to its use. Of those principals not now using this practice, 68 per cent indicated an unwillingness to do so.

A majority of respondents in both groups questioned the usefulness of the College Day or College Night program. This practice was rated important by 48 per cent of the college administrators and by 45 per cent of the principals. Approximately one-half of the principals reported present use of such a program. Approximately one-half of those not now using this practice indicated their unwillingness to do so.

It is believed that the most important practice in this area is the conference involving high school and college counselors. At such conferences, materials for use at both educational levels can be cooperatively prepared and plans can be made for the implementation of programs and practices which will provide improved guidance services in high schools and colleges.

It should be emphasized to college personnel that high school administrators place a low value upon campus visitation by high school seniors. This can probably be attributed to several factors, among them being conflicts in scheduling visits, transportation problems, excessive loss of time from high school classes, and perhaps the uncertainty of the value of such visits.

College administrators might also note the lower value placed by principals upon high school visits by college

TABLE 15

THE IMPORTANCE OF ARTICULATION PRACTICES RELATING TO GUIDANCE AND COUNSELING

Practices	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Campus visitation by high school seniors.	9	41	24	35	33	24	34	0
College Day (or Night) program.	13	24	32	24	35	41	20	11
College freshman--high school senior discussions.	13	18	56	65	23	11	8	6
High school visitation by college representatives.	17	48	35	41	39	11	9	0
College counseling and orientation clinics.	30	35	49	41	17	24	4	0
High school--college counselor conferences.	32	65	50	24	15	11	3	0
Cooperative development of guides and handbooks for high school counselors.	37	48	44	41	16	11	3	0

TABLE 16

THE USE OF ARTICULATION PRACTICES RELATING TO GUIDANCE AND COUNSELING

Practices	Use			
	Now Using		Willing to Use	
	High School	College	High School	College
	%	%	%	%
Campus visitation by high school seniors.	45	76	32	100
College Day (or Night) programs.	51	71	53	80
College freshman--high school senior discussions.	42	41	85	90
High school visitation by college representatives.	79	94	74	100
College counseling and orientation clinics.	--	59	--	100
High school--college counselor conferences.	37	47	96	100
Cooperative development of guides and handbooks for high school counselors.	27	19	100	100

representatives. There is, perhaps, an implication that colleges should improve this service, possibly by placing more emphasis upon the dissemination of desired and necessary information and less upon the promotion of the institution represented.

Testing

The majority of respondents from both high schools and colleges believed that external tests should be scheduled at times other than during regular school days. This was revealed by 80 per cent of the principals and by 78 per cent of the college administrators.

A joint study of testing programs is an important practice according to 81 per cent of the principals and 70 per cent of the college administrators. The development of equivalency tables for comparing scores from various tests would be beneficial. The importance of such tables was indicated by 75 per cent of the principals and by 70 per cent of the college respondents.

A joint study of testing programs would be helpful. Such a study might have as its objectives the elimination of possible duplication in existing testing programs and the development of recommendations concerning the nature of desirable testing programs for the secondary schools of Oklahoma.

Curriculum

High school and college administrators appeared to be in agreement that provision should be made for the

TABLE 17

THE IMPORTANCE OF ARTICULATION PRACTICES RELATING TO TESTING

Practices	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Joint study of testing programs.	35	41	46	29	18	24	1	6
Development of equivalency tables for comparing and using results from various tests.	28	53	47	17	21	24	4	6
Scheduling of external tests outside regular school days.	38	50	42	38	12	12	8	0

TABLE 18

THE USE OF ARTICULATION PRACTICES RELATING TO TESTING

Practices	Use			
	Now Using		Willing to Use	
	High School	College	High School	College
	%	%	%	%
Joint study of testing programs.	16	12	96	100
Development of equivalency tables for comparing and using results from various tests.	16	18	94	100
Scheduling of external tests outside regular school days.	58	69	80	100

acceleration of academically superior students. Such acceleration is an important practice according to 94 per cent of the college respondents and 88 per cent of the high school respondents. College admission with advanced standing and the college advanced placement program were recognized as important practices by a majority, from 77 per cent to 87 per cent, of all respondents.

Honors programs are significant practices according to respondents. High school honors programs and college honors programs were indicated important by 70 per cent and 88 per cent, respectively, of the college administrators and by 72 per cent and 73 per cent, respectively, of the principals.

The provision of opportunities for cooperative planning and action in the area of curricular articulation was obviously recommended by a majority of respondents. Joint curriculum committees, conferences of high school and college teachers, and intervisitation of high school and college teachers were acknowledged as important practices by a majority of all respondents ranging from 68 per cent to 78 per cent.

Joint committees, faculty conferences, and faculty intervisitation were viewed as promising practices in the improvement of curricular articulation. It is recognized that conferences and intervisitation will present some problems of a mechanical or procedural nature, but such problems can be

TABLE 19

THE IMPORTANCE OF ARTICULATION PRACTICES RELATING TO CURRICULUM

Practices	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Joint curriculum committees to define responsibility at the different levels.	41	47	33	24	20	12	6	17
High school--college faculty conferences.	33	47	45	29	16	24	6	0
High school--college faculty intervisitation.	31	47	37	29	24	24	8	0
College advanced placement program.	27	47	50	41	22	12	1	0
College admission with advanced standing.	33	47	44	35	17	12	6	6
High school honors programs.	28	29	44	41	23	18	5	12
College honors programs.	23	41	50	47	23	12	4	0
Acceleration for academically superior students.	39	65	49	29	10	6	2	0

TABLE 20

THE USE OF ARTICULATION PRACTICES RELATING TO CURRICULUM

Practices	Use			
	Now Using		Willing to Use	
	High School	College	High School	College
	%	%	%	%
Joint curriculum committees to define responsibility at the different levels.	8	34	92	92
High school--college faculty conferences.	21	47	92	100
High school--college faculty intervisitation.	11	18	94	100
College advanced placement program.	--	65	--	83
College admission with advanced standing.	--	65	--	83
High school honors programs.	61	--	79	--
College honors programs.	--	53	--	88
Acceleration for academically superior students.	44	41	94	90

overcome.

It is also recognized that college advanced placement programs are examples of cooperative action in improving curricular articulation. It is believed that such programs, along with coordinated high school and college honors programs, should be encouraged and expanded.

Exchange of Information

Most high schools have much information concerning each graduate's achievement, ability, and personal characteristics. Colleges, also, have much information concerning the achievement and personal adjustment of each freshman student. The exchange of such information and the manner in which it is used can be a very important factor in achieving better articulation.

It was recognized that colleges should make proper use of information received from high schools through the dissemination of such information to appropriate college personnel. This was indicated an important practice by 94 per cent of the college respondents and by 80 per cent of the high school respondents.

The reporting of students' academic and test records would be more meaningful and of greater use to colleges if such reports are made more uniform. The use of uniform high school transcript forms was identified as an important practice by 94 per cent of the college administrators and 82 per cent of the principals. Every college admissions officer who

was interviewed by the investigator emphasized the problems associated with the great variation in reporting forms and strongly recommended the use of a uniform high school transcript form.

It was indicated by 78 per cent of the principals and 70 per cent of the college administrators that high schools should maintain and make available to colleges comprehensive cumulative records of individual students. Seventy-six per cent of the college administrators, but only 56 per cent of the principals suggested that high schools should prepare a summary statement for each graduate based on information in cumulative records. This variation in the evaluation of this practice might be due to the time required in preparing such statements and the lack of adequate office personnel in many Oklahoma high schools.

Follow up studies of high school graduates are recommended as 84 per cent of the principals and 82 per cent of the college administrators rate such studies as an important practice. Less than one-half of the high school respondents are now conducting such studies, but practically all others indicated a willingness to do so.

Related to follow up of graduates is the reporting of college grades to high schools. This practice is important according to 88 per cent of the college administrators and 71 per cent of the principals. While only 47 per cent of the colleges are now sending students' grades to their high

TABLE 21

THE IMPORTANCE OF ARTICULATION PRACTICES RELATING TO EXCHANGE OF INFORMATION

Practices	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
High School--College Articulation Conferences.	37	50	44	19	16	31	3	0
Report of college grades to high schools.	28	47	43	41	24	12	5	0
Follow up studies of high school graduates.	32	44	52	38	13	18	3	0
Use of uniform high school transcripts.	56	65	26	29	16	6	2	0
Schools maintain and make available to colleges comprehensive cumulative records of individual students.	38	35	40	35	18	24	4	6
Schools prepare a summary statement for each graduate based on information in cumulative records.	21	41	35	35	32	18	12	6
Colleges make proper use of information supplied by high schools through dissemination of this information to appropriate staff members.	39	75	41	19	17	6	3	0

TABLE 22

THE USE OF ARTICULATION PRACTICES RELATING TO EXCHANGE OF INFORMATION

Practices	Use			
	Now Using		Willing to Use	
	High School	College	High School	College
	%	%	%	%
High School--College Articulation Conferences.	66	31	83	100
Report of college grades to high schools.	--	47	--	100
Follow up studies of high school graduates.	47	--	98	--
Use of uniform high school transcripts.	26	--	94	--
Schools maintain and make available to colleges comprehensive cumulative records of individual students.	48	--	89	--
Schools prepare a summary statement for each graduate based on information in cumulative records.	17	--	72	--
Colleges make proper use of information supplied by high schools through dissemination of this information to appropriate staff members.	--	75	--	100

schools, all other colleges have indicated a willingness to send them.

Articulation conferences, involving high school principals, college students and college administrators, provide excellent opportunities for the exchange of certain types of desired information. Such conferences are important according to 81 per cent of the principals and 69 per cent of the college respondents. Fewer than one-third of the colleges now provide for such conferences, but all others are willing to do so.

The recent adoption by the State Department of Education of a uniform high school transcript form should be useful. High schools should attempt to conduct follow up studies of graduates and to study their progress for at least one year following graduation. Colleges should report students' grades to their high schools and high schools should make appropriate use of this information. When grades of former students are not received from the colleges, high schools should request them if this information is desired and will be used.

Articulation conferences involving representatives from high schools, former high school students now in college, and college staff personnel are of great importance. It is believed that this is one of the most important articulation practices and that every college should attempt to provide for such conferences.

Placement in College Courses

Respondents from both high schools and colleges have emphasized the importance of using all available information concerning a student when enrolling in specific college courses. This was recognized by respondents as the most important practice, since 94 per cent of the college administrators and 90 per cent of the principals indicated it to be important.

The enrollment of students in college courses by cooperative action of high school and college counselors is much less important according to the respondents. This was identified as an important practice by 73 per cent of the principals and 64 per cent of the college administrators. The lesser importance placed by respondents on this practice is probably, to some degree, a result of the increase in counseling personnel which would be required to provide this service to students throughout the state.

Both these practices are important even though it is obvious that limited counseling staffs make the implementation of the latter practice virtually an impossibility at the present time. It might, however, be considered as a future possibility.

It is definitely believed that colleges should never enroll students in courses on the basis of standardized test scores alone, but should consider the high school preparation, including courses completed and grades received, and high

TABLE 23

THE IMPORTANCE OF ARTICULATION PRACTICES RELATING TO PLACEMENT IN COLLEGE COURSES

Practices	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Use of all available information concerning a student in assignment to specific college courses.	49	76	41	18	7	6	3	0
Enrollment in college courses by cooperative action of high school and college counselors.	28	35	45	29	18	24	9	12

TABLE 24

THE USE OF ARTICULATION PRACTICES RELATING TO PLACEMENT IN COLLEGE COURSES

Practices	Use			
	Now Using		Willing to Use	
	High School	College	High School	College
	%	%	%	%
Use of all available information concerning a student in assignment to specific college courses.	--	82	--	100
Enrollment in college courses by cooperative action of high school and college counselors.	9	6	90	69

school recommendations, when available.

Preparation for College

There was an apparent difference of opinion between high school and college respondents concerning the value of practices relating to preparation for college. All practices in this area were considered to be of greater importance by principals than by college administrators. This is shown in Table 25.

The requirement of specific high school courses, the recommendation of specific high school courses, and the recommendation of a pattern of high school courses were indicated important by 76 per cent, 88 per cent, and 84 per cent, respectively, of the high school principals and by 57 per cent, 75 per cent, and 62 per cent, respectively, of the college administrators.

Special high school courses in how to study and in orientation to college procedures were considered important by 78 per cent and 63 per cent, respectively, of the principals and by 62 per cent and 56 per cent, respectively, of the college administrators.

The objective of high school preparation for college is to develop the skills, competencies, and personal attributes necessary for success in college. Included are the acquisition of an adequate vocabulary, the attainment of proficiency in writing and speaking, the mastery of the fundamentals of mathematics, the knowledge and understanding of

TABLE 25

THE IMPORTANCE OF ARTICULATION PRACTICES RELATING TO PREPARATION FOR COLLEGE

Practices	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Specifically required high school courses.	44	18	32	29	19	41	5	12
Recommendation of specific high school courses.	44	19	44	56	11	19	1	6
Recommended pattern of high school courses.	38	31	46	31	12	25	4	13
Special high school courses in how to study.	44	31	34	31	17	13	5	25
Special high school courses in orientation to college procedures.	22	25	41	31	21	19	16	25

TABLE 26

THE USE OF ARTICULATION PRACTICES RELATING TO PREPARATION FOR COLLEGE

Practices	Use			
	Now Using		Willing to Use	
	High School	College	High School	College
	%	%	%	%
Specifically required high school courses.	61	12	77	64
Recommendation of specific high school courses.	77	31	85	82
Recommended pattern of high school courses.	72	31	88	82
Special high school courses in how to study.	14	--	93	--
Special high school courses in orientation to college procedures.	11	--	76	--

the basic concepts of the sciences, the social sciences, and the humanities, the achievement of skill in the use of all library facilities, and the development of desirable study habits and skills. In addition, personal qualities such as motivation, perseverance and diligence are essential to success.

Certain high school courses, and certain patterns of courses provide better opportunities for the development of the desired skills, competencies, and attributes. Such courses should therefore be recommended as preparation for higher education. It is also believed that efforts in the high school to improve students' study habits and skills and to provide instruction in orientation to college procedures will be highly beneficial to the students.

Responsibility

Each practice in this area was considered important by a large majority of respondents varying from 75 per cent to 100 per cent. College administrators apparently placed a higher value on practices relating to responsibility as can be seen in Table 27.

The establishment of an institution-wide program of articulation was identified as the most important practice in this area by college administrators with 100 per cent of the respondents indicating the practice as being important. Of almost equal importance according to college personnel is the formation of a joint relations committee. This was believed

TABLE 27

THE IMPORTANCE OF ARTICULATION PRACTICES RELATING TO RESPONSIBILITY

Practices	Importance							
	Very Important		Important		Somewhat Important		Unimportant	
	High School	College	High School	College	High School	College	High School	College
	%	%	%	%	%	%	%	%
Formation of a joint relations committee composed of principals and admissions officers.	30	65	45	29	18	0	7	6
Establishment of an institution-wide program of articulation.	21	63	55	37	21	0	3	0
Establishment of a state-wide program to provide leadership in the improvement of articulation practices.	35	50	47	31	13	13	5	6
Teacher education programs as a means of improving articulation.	32	60	47	26	17	7	4	7
In-service education programs as a means of improving articulation.	34	60	47	26	14	7	5	7

TABLE 28

THE USE OF ARTICULATION PRACTICES RELATING TO RESPONSIBILITY

Practices	Use			
	Now Using		Willing to Use	
	High School	College	High School	College
	%	%	%	%
Formation of a joint relations committee composed of principals and admissions officers.	5	12	90	93
Establishment of an institution-wide program of articulation.	5	19	95	100
Establishment of a state-wide program to provide leadership in the improvement of articulation practices.	5	0	95	93
Teacher education programs as a means of improving articulation.	--	43	--	75
In-service education programs as a means of improving articulation.	22	47	92	75

important by 94 per cent of the college administrators.

The establishment of a state-wide program to provide leadership in the improvement of articulation practices was indicated important by 82 per cent of the principals. Almost as high in the principals' opinions is in-service education as a means of improving articulation.

Teacher education programs as a means of improving articulation was considered important by 86 per cent of the college administrators and 79 per cent of the principals.

Every practice listed in the area of responsibility may be contributive. The implementation of these practices should result in the improvement in high school--college articulation.

Some progress is being made in this area. There is presently functioning a state-wide articulation committee composed of representatives from high schools, colleges, the State Department of Education, and the Oklahoma Regents for Higher Education. This committee has had sub-committees working in the areas of college admissions, uniform reporting from high school to college, and curricular articulation. Some high schools and colleges have reported the establishment of institution-wide programs of articulation, and several high schools and colleges are using in-service education programs as a means of improving articulation. Finally, almost one-half the colleges reported the use of teacher education programs as a means of improving articulation.

General

What are the most promising practices in the improvement of high school--college articulation? In reply to such a question, the following practices were listed most frequently by high school and college respondents:

1. Articulation conferences.
2. Joint articulation committees.
3. Improved guidance at both levels.
4. High school--college personnel intervisitation.
5. Present admission requirements.
6. Use of the ACT program.
7. High school visitation by college representatives.
8. In-service education.

The most promising practice appears to be the articulation conference involving representatives from high schools and colleges. It is believed that each college should annually conduct such a conference. Also considered important are joint articulation committees, joint curriculum committees, and high school--college faculty intervisitation.

What immediate steps should be taken to provide more effective relations between high schools and colleges in Oklahoma? In reply to this question, the following responses were given most frequently by high school and college personnel:

1. Establish joint relations committees.

2. Establish a state committee composed of high school and college personnel.

3. Conduct high school--college faculty conferences.

4. Establish joint curriculum committees.

5. Provide opportunity for high school--college faculty intervisitation.

6. Develop uniform reporting forms.

7. Improve communications.

8. Develop mutual respect.

One desired step has been taken in the establishment of the State High School--College Articulation Committee. Perhaps area committees or college committees would also be of value. The next step is for the State Committee to study the major problems in the area of high school--college articulation and to provide leadership in the development of programs of action which would result in improved articulation.

Ranking of Practices

In order to determine the rank order of practices according to their value, weights were applied to the categories of responses as follows: very important, 4; important, 3; somewhat important, 2; and, unimportant, 1. The per cent of responses in each category was then multiplied by the appropriate weight value and the products were totaled to obtain the weighted value of each practice. From these weighted values, the rank order of importance of articulation practices was determined for each group of respondents. The

weighted value and the rank of each practice appear in Table 29. The practices in this table are identified by the number assigned to them in the questionnaire, a copy of which is included in the appendix.

The rank correlation between the indicated opinions of the high school and college administrators was computed by using the Spearman Rho method of rank-difference correlation.[1] A rho of .181 was obtained by this computation. This is a very low correlation which indicated no statistically significant relationship between the perceptions of high school and college administrators regarding the effectiveness of identified articulation practices.[2]

Summary

Virtually all the identified practices were indicated important by a majority of respondents; however, the size of the majority, in practically every instance, was considerably smaller than that indicating the importance of articulation problems. There was an indicated willingness to use approved practices by a very large majority of all respondents.

The most important practices, in order of significance, include the following:

1. Use of all available information concerning a

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[1]Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Co., Inc., 1962), p. 301.

[2]Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1960), p. 201.

TABLE 29

WEIGHTED VALUES AND RANK OF ARTICULATION PRACTICES

Practice	Weighted Value		Rank		Practice	Weighted Value		Rank	
	High School	College	High School	College		High School	College	High School	College
1.01	308	295	20	33.5	4.06	295	288	28	36.5
1.02	314	290	12	35	4.07	292	329	31.5	16
1.03	277	280	34.5	39.5	4.08	325	359	4	4.5
1.04	232	317	43	24	5.01	315	319	9.5	22
1.05	277	338	34.5	10.5	5.02	294	335	29.5	14.5
1.06	274	311	36.5	27	5.03	313	326	13	17
1.07	282	307	33	29	5.04	336	359	2	4.5
2.01	208	317	44	24	5.05	312	299	14.5	32
2.02	238	261	42	42	5.06	265	311	39	27
2.03	274	295	36.5	33.5	5.07	316	369	7	2
2.04	260	337	41	12.5	6.01	356	370	1	1
2.05	305	311	22.5	27	6.02	292	287	31.5	38
2.06	311	354	16	6	7.01	315	253	9.5	44
2.07	315	337	9.5	12.5	7.02	331	288	3	36.5
3.01	315	305	9.5	30	7.03	318	280	5	39.5
3.02	299	317	26	24	7.04	317	268	6	41
3.03	310	338	17.5	10.5	7.05	269	256	38	43
4.01	309	301	19	31	8.01	298	353	25	7
4.02	305	323	22.5	20	8.02	294	363	29.5	3
4.03	261	323	40	20	8.03	312	325	14.5	18
4.04	303	335	25	14.5	8.04	307	339	21	8.5
4.05	304	323	24	20	8.05	310	339	17.5	8.5

student in assignment to specific college courses.

2. Use of uniform high school transcripts.

3. Colleges make proper use of information supplied by high schools through dissemination of this information to appropriate staff members.

4. Acceleration for academically superior students.

5. High school--college counselor conferences.

6. Establishment of an institution-wide program of articulation.

7. Formation of a joint relations committee composed of principals and admissions officers.

8. Cooperative development of guides and handbooks for high school counselors.

9. In-service education programs as a means of improving articulation.

10. Scheduling of external tests outside regular school days.

11. Teacher education programs as a means of improving articulation.

12. Follow up studies of high school graduates.

13. College advanced placement program.

14. Establishment of a state-wide program to provide leadership in the improvement of articulation practices.

15. High school principal--college student--college faculty articulation conferences.

16. Report of college grades to high schools.

17. High school--college faculty conferences.

18. College admission with advanced standing.

19. College honors programs.

20. Joint study of testing programs.

21. Recommendation of specific high school courses.

22. High school grade average as a criterion for college admission.

23. College counseling and orientation clinics.

24. Development of equivalency tables for comparing and using results from various tests.

25. Schools maintain and make available to colleges comprehensive cumulative records of individual students.

Among the most promising practices in the improvement of articulation, as suggested by respondents, were high school--college articulation conferences, joint articulation committees, improved guidance at high schools and colleges, high school--college faculty intervisitation, and existing college admission requirements.

Immediate steps which should be taken to provide more effective relations between high schools and colleges, according to the respondents, included the establishment of joint relations committees, joint curriculum committees, and a state committee composed of high school and college personnel, and the provision for high school--college faculty conferences and high school--college faculty intervisitation.

There was a very low correlation between the views of high school principals and those of college administrators regarding the relative importance of articulation practices. This correlation indicated no statistically significant relationship in their views.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This problem was an investigation of major articulation problems and practices pertinent to high school--college relations in Oklahoma. It attempted to identify the major problems existing in the broad area of high school--college relations, to discover and evaluate significant practices used by high schools and colleges in attempting to alleviate the problems identified, and to determine the extent of the willingness of high schools and colleges to employ practices not now being used. It also attempted to determine the present status of high school--college relations in Oklahoma and to ascertain the immediate steps which should be taken to provide more effective relations.

The study was concerned primarily with articulation problems and practices relating to transition from high school to college. Included were those associated with college admission, guidance and counseling, testing, curriculum, exchange of information, placement in college courses, preparation for college, and the determination of responsibilities.

The study included all institutions of the Oklahoma State System of Higher Education and all Oklahoma high schools which are members of the North Central Association of Colleges and Secondary Schools. Included were 18 colleges and universities and 177 high schools.

Some information was obtained through personal interviews with high school and college personnel. The main source of data was through the use of an instrument designed to elicit the desired information. The instrument was constructed in two parts with the first part pertaining to problems and the second part concerning practices and their use. It was designed to require for completion only the writing of an opinion code number and the placing of a check beside various questionnaire items. A limited number of open-ended questions were provided to give respondents the opportunity for expression of opinions.

The instruments were personally delivered and explained to all college administrators. They were distributed and explained to high school administrators at the Seventh Annual Conference for Administrators of North Central High Schools in Norman, Oklahoma, on September 29, 1963. Completed instruments were returned by 100 per cent of the college administrators and by 77 per cent of the high school administrators.

A large majority of respondents considered high school--college articulation in Oklahoma to be an important

problem and indicated the need for improved high school--college relations. Opinions to this effect were reported by 85 per cent of the high school principals and 83 per cent of the college administrators.

The questionnaire responses implying the extent of the articulation problem were substantiated and reinforced by personal interviews with administrators from all colleges included in the study and with a substantial number of high school principals. Among these educators there appeared to be virtually unanimous interest and concern in this problem area and an attitude of cooperation in seeking solutions to common problems.

The respondents identified many important problems having implications for high school--college relations in Oklahoma. There were 52 problems listed in the questionnaire. Of these, 46 were indicated important by a majority of principals and 44 were indicated important by a majority of college administrators.

Respondents considered practically all identified articulation practices to be important. Of the 44 practices listed in the questionnaire, 43 were indicated important by a majority of the college respondents and 42 were indicated important by a majority of the high school respondents. The majorities were, however, smaller than those indicating the importance of articulation problems and there were greater apparent variations in the opinions of the two groups

regarding practices.

There was virtually a unanimous willingness to use approved practices. The use of 29 of the listed practices is applicable to high schools. A majority of high school respondents are now using only 8 of these practices; however, a majority are either using or have indicated a willingness to use all 29 practices. A majority of the colleges are now using only 14 of their 37 applicable practices, but a majority are either using or are willing to use all 37 practices.

In order to determine relative importance of each problem and practice, weighted values were determined according to the responses. From these weighted values the rank order of importance of problems and practices was determined for each group of respondents.

The rank correlation between the indicated opinions of high school and college administrators was computed by using the Spearman rank-difference correlation technique. This resulted in a rho of .858 for problems and a rho of .181 for practices. This indicated a high degree of relationship between the opinions of the two groups concerning articulation problems which is significantly different from zero at the .01 level of significance. No statistically significant relationship was indicated between the views of high school and college administrators regarding the value of identified articulation practices.

Conclusions

Problems

High school and college administrators in Oklahoma consider articulation to be a major problem and they recognize the need for improved high school--college relations. Interest and concern in this problem area are shared by virtually all administrators and they appear willing to cooperatively seek solutions to common problems.

The general area of college admission appears to present a minimum of significant problems. While admission requirements are generally satisfactory at this time, provision should be made for their periodic and systematic review by high school and college personnel. There should be different admission policies for different types of institutions according to their functions, purposes, and programs. Standardization and uniformity in college admission application forms is desirable.

There are several problems of importance in the area of guidance and counseling. High schools should improve their guidance for college bound students. Colleges should improve their programs of guidance for freshmen students, including freshmen orientation procedures. High school and college counselors should cooperatively develop programs of guidance for high school seniors and college freshmen.

The area of testing presents few important problems at this time. There is a need for the cooperative study and evaluation of testing programs. Such studies should consider

the duplication of tests included in the programs of many high schools by certain external tests.

Several significant problems exist in the area of curriculum articulation. Provision for advanced placement in college, provisions for cooperative studies of subject matter content at the two levels, and provision for greater co-operation between teachers of the same subjects at the two levels are the most important problems in this area.

Other problems relating to curriculum are the need for curriculum revision at both high school and college in accordance with the results of recent research, the need for greater consideration and attention to recent curriculum trends and developments and newer teaching techniques and instructional media, and the need for coordination of high school and college honors programs and the provision for acceleration of academically superior students in college curricula.

In the area of information exchanges, there are many opportunities for improvement in mutual understanding and for improved high school--college relations. The need for improved communications between educators at both levels is a major problem.

There is a need for uniformity in high school reporting forms. High schools should maintain comprehensive cumulative records of individuals and transmit this information to colleges and colleges should make more effective use of the data on students' high school records. Colleges should

provide high schools with more adequate information of interest to students and colleges should report student progress to the high schools.

All available information concerning a student, rather than information of one type or from one source, should be utilized in the college enrollment of students. Placement in college courses is a matter of concern and responsibility to both high schools and colleges and they should jointly review and evaluate students' progress during their freshman year in college.

The diverse roles of the high school creates problems of significance. High schools must provide good terminal education for many students. They must also provide adequate basic preparation for college bound students. Present concern over the dropout rate and the need for improved holding power places additional responsibilities upon the high school.

Among the most important problems are those relating to inadequate preparation for college. Many high school graduates do not know how to study and to budget their time. Too many high school graduates enter college with obvious inadequacies in preparation for college.

The responsibility for effective high school--college relations should be shared by high schools and colleges. They should also share the responsibility for the educational achievement of students.

Planned programs for attacking articulation problems

and improving high school--college relations are important. There should be a well planned program in every high school and college and an active state-wide program for improving articulation. Teacher education institutions should emphasize in both pre-service and in-service programs the problems associated with high school--college articulation.

Practices

Virtually all identified articulation practices are important as they relate to improved articulation and improved high school--college relations in Oklahoma. While only one-third, approximately, of the practices are now being used by a majority of high schools and colleges, there is practically a unanimous willingness to employ approved practices.

The use of uniform college admission application forms and present criteria for admission to Oklahoma's four-year colleges and universities, high school grade average, rank in class, and standardized test scores, are the most important practices in the area of college admission. Other important practices are the use of two additional admission criteria, high school recommendation and total personality of a student.

There are some important practices in the area of guidance and counseling requiring cooperative action, such as conferences involving high school and college counselors and the cooperative development of materials for use by high school counselors. Other important and useful practices include college counseling and orientation clinics and

discussions involving college freshmen and high school seniors.

College administrators and principals differ in their opinions regarding the value of high school visits by college representatives and college visits by high school seniors. Most college administrators consider these to be important practices but a much lower value is placed upon them by principals. College administrators should note the low value placed by principals upon campus visits by high school seniors and the implied need for improving the service of sending representatives to the high schools.

External tests should be scheduled at times other than during regular school hours. The joint study of testing programs and the development of equivalency tables for comparing scores from various tests are also important practices in the area of testing.

Provision should be made for the acceleration of academically superior students. Important practices in the area of curricular articulation which provide for acceleration are college admission with advanced standing, college advanced placement programs, and high school and college honors programs.

Opportunities for cooperative planning and action are needed for improved curricular articulation. Joint curriculum committees, conferences of high school and college teachers, and intervisitation of high school and college teachers are all important practices.

The exchange of information and the manner in which it is used is very important in achieving better articulation. Advantageous practices in this area include the use of uniform transcript forms by high schools, the maintenance of high school students' cumulative records and making such records available to colleges, and the preparation of a summary statement by the high school for each graduate based upon information in cumulative records. Colleges should make proper use of information received from high schools by disseminating such information to appropriate college personnel. Other useful practices are follow up studies of high school graduates and the reporting of college grades to high schools.

Articulation conferences, involving high school representatives, college students, and college staff personnel, provide excellent opportunities for the exchange of certain types of desired information. This is a valuable practice and should be used by all colleges.

All available information concerning a student should be considered when enrolling in specific college courses. Colleges should never enroll students in courses on the basis of standardized test scores alone, but should also consider high school preparation, including courses completed and grades received, and high school recommendations, when available. The enrollment of students in college courses by cooperative action of high school and college counselors is a worthwhile practice, but its use is limited because of the

considerable increase in counseling personnel which would be required to provide this service to students throughout the state.

The requirement of specific high school courses, the recommendation of specific high school courses, and the recommendation of a pattern of high school courses are significant practices relating to preparation for college. Certain high school courses provide better opportunities for the development of the skills, competencies, and attributes believed necessary for college success. Such courses should therefore be recommended as preparation for higher education. Special high school courses in how to study and in orientation to college are also useful practices. Efforts in the high school to improve students' study habits and skills and to provide instruction in orientation to college procedures should result in better prepared college students.

There are many very important practices relating to responsibility, which if implemented, would result in immediate improvement in high school--college articulation. Some of these practices are the formation of a joint relations committee, the establishment of an institution-wide program of articulation, and the establishment of a state-wide program to provide leadership in the improvement of articulation practices. Teacher education programs and in-service education programs directed toward articulation improvement are also important practices.

Recommendations

1. It is recommended that all high school and college administrators be made aware of the articulation problems identified by this study.

2. It is recommended that high schools and colleges make use of all approved articulation practices determined by this study.

3. It is recommended that the present state-wide articulation committee, consisting of public school and college administrators and representatives from the State Department of Education and Oklahoma Regents for Higher Education, continue to function and that it provide leadership for an active state-wide program of high school--college articulation.

4. It is recommended that joint articulation committees for the various colleges be established.

5. It is recommended that all colleges conduct annual articulation conferences involving representatives from the area high schools, college students, and college faculty representatives.

6. It is recommended that colleges take the initiative in planning and conducting periodic conferences for high school and college counselors.

7. It is recommended that colleges take the initiative in planning and conducting periodic conferences for high school and college teachers of the same disciplines.

8. It is recommended that every high school and college develop a well planned program for the improvement of high school--college relations.

9. It is recommended that, when possible, high schools and colleges make provisions for faculty intervisitation.

10. It is recommended that teacher education institutions include a treatment of articulation problems in teacher education programs.

11. It is recommended that high schools evaluate their programs of guidance for college bound seniors.

12. It is recommended that colleges evaluate their programs of guidance for college freshmen.

13. It is recommended that high schools and colleges provide for the coordination of their honors programs.

14. It is recommended that high schools and colleges make appropriate provisions for the acceleration of academically superior students.

15. It is recommended that all high schools begin the immediate use of the approved uniform transcript form.

16. It is recommended that colleges report student progress and adjustment to the high schools.

17. It is recommended that colleges use all available information concerning a student in assignment to college courses and sections.

18. It is recommended that high schools attempt to

improve students' study habits and skills.

19. The development and maintenance of good high school--college relations is principally a problem of human relations. It is recommended that high school and college educators approach the problems of articulation cooperatively and with mutual respect. Educators should speak with candor and sincerity concerning high school--college relations and should manifest a charitable attitude toward those engaged in educational endeavors at opposite levels.

20. Problems of articulation may relate to administrative practice, student guidance, teaching methods, or the curriculum. Since this study was concerned essentially with administrative practice, it is recommended that further studies be conducted with emphasis upon one or more of the remaining problem areas.

APPENDIX

AN INVESTIGATION OF MAJOR ARTICULATION PROBLEMS AND PRACTICES PERTINENT TO HIGH SCHOOL--COLLEGE RELATIONS IN OKLAHOMA

PART I PROBLEMS

This is an attempt to identify some of the major problems existing in the area of high school--college articulation in Oklahoma. Please indicate the importance of each of the listed problems in terms of the implications for high school--college relations in Oklahoma. Indicate your opinion by writing the appropriate opinion code number in the column on the right side of the page.

Opinion Code

4 - Very important
3 - Important
2 - Somewhat important
1 - Unimportant

	WRITE IN CODED OPINIONS	
1. COLLEGE ADMISSION PROCEDURES		
1.01 College admission application forms should be made more uniform and less complicated.	1.01	
1.02 Present admission policies (requirements or recommendations) are undesirably influencing high school curricula.	1.02	
1.03 College admission policies should more nearly reflect the functions, purposes, and programs of their institution.	1.03	

1.04	Colleges should use advice and cooperation of high schools in developing admission requirements, policies, and procedures.	1.04
1.05	College admission requirements based upon high school grade average, rank in class, and ACT scores appear inadequate.	1.05
1.06	College admission policies should place greater significance upon high school recommendations of applicants.	1.06
1.07	College admission requirements should consider additional appropriate criteria.	1.07

2. GUIDANCE AND COUNSELING

2.01	High schools should improve their guidance and counseling provision for college bound students.	2.01
2.02	High schools should assume more responsibility for early identification of students having college potentialities and provide them with proper motivation and guidance.	2.02
2.03	Colleges should improve their programs of guidance for freshmen students.	2.03
2.04	College freshmen orientation procedures should be improved.	2.04
2.05	High school and college counselors should cooperatively develop programs of guidance for high school seniors and college freshmen.	2.05

2.06	High schools should advise students lacking the necessary qualifications for college success to consider other vocational goals.	2.06	
2.07	College publications and visitations by college representatives are too often purely promotional.	2.07	

3. TESTING

3.01	Students are subjected to too many tests for admission, scholarships, placement, and counseling.	3.01	
3.02	High school administrators and guidance counselors are required to spend too much time in registering students for various external tests and in actually administering some of them.	3.02	
3.03	Too much time is spent by the high school student in taking external tests.	3.03	
3.04	Pressures on schools to participate in various external testing programs are too great to be resisted and these pressures have a detrimental effect.	3.04	
3.05	Many external tests, such as the ACT, are duplicative of other tests used by many high schools.	3.05	
3.06	High schools and colleges should cooperatively study and evaluate testing programs.	3.06	

4. CURRICULUM

4.01	Many high schools have not revised their curricula and instruction in accordance with new research.	4.01
4.02	Colleges have not adapted their curricula and teaching methods to accord with recent research findings.	4.02
4.03	Rigid college curricula often prevent the rapid advancement of academically superior students.	4.03
4.04	Colleges should make provision for advanced placement and admission with advanced standing for those academically superior students who qualify.	4.04
4.05	Provision should be made for the coordination of the high school and college honors programs.	4.05
4.06	Greater attention should be given to recent curriculum trends and developments and to the newer teaching techniques and instructional media as means of improving high school--college articulation.	4.06
4.07	High schools and colleges should cooperatively study the subject matter content of high school and college courses in order to define responsibility at the different levels and to eliminate unnecessary duplication of course content.	4.07
4.08	Provision should be made for greater cooperation between high school and college faculties within the several disciplines.	4.08

5. EXCHANGE OF INFORMATION

5.01	High schools should maintain comprehensive cumulative records of individual students and transmit this information to colleges in the clearest and most usable form.	5.01	
5.02	Forms for reporting information from high school to college, including transcript forms, should be made more uniform.	5.02	
5.03	It should not be necessary for the high school to provide transcripts to various departments of the same institution.	5.03	
5.04	It should not be necessary for the high school to provide a transcript when a college student transfers to another college.	5.04	
5.05	Colleges should make more effective use of available data on students' high school records.	5.05	
5.06	Colleges should provide high schools with more adequate information about college programs, admission procedures, scholarships and financial aids, and general information.	5.06	
5.07	Colleges should report student progress and adjustment to the high schools.	5.07	
5.08	There is a need to develop better communication between high school and college educators.	5.08	

6. PLACEMENT IN COLLEGE COURSES

6.01	Placement of students in college courses is a matter of concern and responsibility to both high schools and colleges.	6.01	
6.02	Much student failure in college results from improper student placement in courses during the freshman year.	6.02	
6.03	All available information concerning a student should be utilized in assignment to college courses and sections rather than relying upon a single criterion.	6.03	
6.04	Schools and colleges should jointly review and evaluate a student's progress during his freshman year in college.	6.04	

7. PREPARATION FOR COLLEGE

7.01	High schools must provide good terminal education for many as well as preparation for college bound students.	7.01	
7.02	Great pressure exists on high schools to alter curricula and improve services in order to decrease the dropout rate.	7.02	
7.03	Parents and college personnel too frequently place sole responsibility on the high school for college failures.	7.03	
7.04	High schools have a responsibility to provide adequate basic preparation in academic areas leading to college study.	7.04	
7.05	Some high school educators do not recognize that special preparation is required for special college curricula.	7.05	

7.06	Many high school graduates do not know how to study and to budget their time.	7.06
7.07	Too many high school graduates enter college with obvious inadequacies in preparation for college.	7.07

8. RESPONSIBILITY

8.01	High schools and colleges should jointly assume responsibility for the educational success of students.	8.01
8.02	The responsibility for effective high school--college relations should be shared by high schools and colleges.	8.02
8.03	Every high school and college should have a well planned program for the improvement of high school--college relations.	8.03
8.04	There should be an active state-wide program of high school--college articulation involving the various state professional associations, institutions of higher learning, and state educational agencies.	8.04
8.05	Teacher education institutions should emphasize in both preservice and in-service programs the problems associated with high school--college articulation.	8.05

9. GENERAL

9.01	To what degree do you view the problem of articulation and the need for improved high school--college relations in Oklahoma?	9.01

9.02 What do you consider to be the most pressing problem in the area of high school--college relations in Oklahoma?

9.02	

_____

_____

_____

10. REMARKS (Optional)

_____

_____

_____

_____

_____

Name_____ Date _____

Institution_____

Address_____

Return to: Roy Troutt, Box 1709, Ardmore, Oklahoma

AN INVESTIGATION OF MAJOR ARTICULATION PROBLEMS AND PRACTICES PERTINENT TO HIGH SCHOOL--COLLEGE RELATIONS IN OKLAHOMA

PART II PRACTICES

This is an attempt to determine (1) the value of various articulation practices; (2) the extent to which these practices are being used; and (3) the extent of willingness to employ practices not now being used. Please indicate your opinion of the effectiveness of the listed practices by writing the appropriate opinion code number in column one. Check in column two to indicate if the practices are now being used and in column three to indicate if your school is willing to use practices not now in use.

Opinion Code

4 - Very important
3 - Important
2 - Somewhat important
1 - Unimportant

		1	2		3	
		Write in Coded Opinions	Now Using		Willing to Use	
			Yes	No	Yes	No
1.	COLLEGE ADMISSION PROCEDURES					
1.01	Use of uniform college admission application forms.	1.01				
1.02	Report to high schools of college admission action.	1.02				
1.03	High school recommendation as a criterion for college admission.	1.03				
1.04	Rank in class as a criterion for college admission.	1.04				
1.05	High school grade average as a criterion for college admission.	1.05				
1.06	Standardized test scores as a criterion for college admission.	1.06				

Opinions	Yes	No	Yes	No
1.07				

1.07 Total personality of a student as a criterion for college admission.

2. GUIDANCE AND COUNSELING

2.01					
2.02					
2.03					
2.04					
2.05					
2.06					
2.07					

2.01 Campus visitation by high school seniors.

2.02 College Day (or Night) program.

2.03 College freshman--high school senior discussions.

2.04 High school visitation by college representatives.

2.05 College counseling and orientation clinics.

2.06 High school--college counselor conferences.

2.07 Cooperative development of guides and handbooks for high school counselors.

3. TESTING

3.01					
3.02					
3.03					

3.01 Joint study of testing programs.

3.02 Development of equivalency tables for comparing and using results from various tests.

3.03 Scheduling of external tests outside regular school days.

4. CURRICULUM	Opinions	Yes	No	Yes	No
4.01 Joint curriculum committees to define responsibility at the different levels.	4.01				
4.02 High school--college faculty conferences.	4.02				
4.03 High school--college faculty intervisitation.	4.03				
4.04 College advanced placement program.	4.04				
4.05 College admission with advanced standing.	4.05				
4.06 High school honors programs.	4.06				
4.07 College honors programs.	4.07				
4.08 Acceleration for academically superior students.	4.08				

5. EXCHANGE OF INFORMATION						
5.01 High School--College Articulation Conferences.	5.01					
5.02 Report of college grades to high schools.	5.02					
5.03 Follow up studies of high school graduates.	5.03					
5.04 Use of uniform high school transcripts.	5.04					
5.05 Schools maintain and make available to colleges comprehensive cumulative records of individual students.	5.05					

Opinions		Yes	No	Yes	No
5.06	Schools prepare a summary statement for each graduate based on information in cumulative records.				
5.07	Colleges make proper use of information supplied by high schools through dissemination of this information to appropriate staff members.				

6. PLACEMENT IN COLLEGE COURSES

6.01	Use of all available information concerning a student in assignment to specific college courses.					
6.02	Enrollment in college courses by cooperative action of high school and college counselors.					

7. PREPARATION FOR COLLEGE

7.01	Specifically required high school courses.					
7.02	Recommendation of specific high school courses.					
7.03	Recommended pattern of high school courses.					
7.04	Special high school courses in how to study.					
7.05	Special high school courses in orientation to college procedures.					

	Opinions		Yes	No	Yes	No
8. RESPONSIBILITY						
8.01 Formation of a joing relations committee composed of principals and admissions officers.	8.01					
8.02 Establishment of an institution-wide program of articulation.	8.02					
8.03 Establishment of a statewide program to provide leadership in the improvement of articulation practices.	8.03					
8.04 Teacher education programs as a means of improving articulation.	8.04					
8.05 In-service education programs as a means of improving articulation.	8.05					

9. GENERAL

9.01 What do you consider to be the most promising practice in the improvement of school--college articulation? _____ _____	9.01					
9.02 What immediate steps do you think should be taken to provide more effective relations between high schools and colleges in Oklahoma? _____ _____	9.02					

10. REMARKS (Optional)

_____

_____

_____

_____

_____

Name_____ Date _____

Institution_____

Address _____

Return to: Roy Troutt, Box 1709, Ardmore, Oklahoma

STATE DEPARTMENT OF EDUCATION

Oliver Hodge, Superintendent
E. H. McDonald, Asst. Superintendent--Administration
Jake Smart, Asst. Superintendent--Instruction

Oklahoma City, Oklahoma
March 6, 1964

Mr. Roy Troutt, Principal
Ardmore High School
Ardmore, Oklahoma

Dear Mr. Troutt:

The problem of high school--college articulation which you have selected for a study has been a concern of the members of the State Department of Education for sometime. It has always been the policy of the State Department of Education to assist individuals or groups who are working to improve our educational program in the state.

After studying the questionnaire being used and the program involved, the members of the State Department of Education felt that the study would make a great contribution to our educational program.

The study has the approval of the State Department of Education and we are certainly interested in your findings and conclusions.

Yours truly,

/s/

Jake Smart, Assistant
Superintendent in Charge
of Instruction

JS:b

NORTH CENTRAL ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS

Commission on Secondary Schools

March 6, 1964

Mr. Roy Troutt, Principal
Ardmore High School
Ardmore, Oklahoma

Dear Mr. Troutt:

The problem of high school--college articulation which you have selected for a study was presented to the members of the Oklahoma State North Central Committee at their regular meeting on September 29, 1963.

Since this problem had been a concern of each of the members of the committee for sometime and considerable discussion that evolved relative to the question, a number of times, each of the committee members were very much interested in the study.

After careful consideration of the problem and reviewing the questionnaire being used, the committee felt that such a study would be of great help to both high schools and colleges in Oklahoma. The committee voted unanimously to endorse the study.

Each member of the State North Central Committee in Oklahoma also expressed their willingness to assist with the study in any way they may be of help. They would appreciate of being kept informed and would also like to receive a copy of your findings.

Yours truly,

/s/

Jake Smart,
State Chairman,
Oklahoma State North Central
Committee

JS:b

A Department of the
Oklahoma Education Association

THE OKLAHOMA ASSOCIATION

OF SECONDARY SCHOOL PRINCIPALS

J. Frank Malone, Executive Secretary
2801 N. W. 27th Street
Oklahoma City, Oklahoma

November 11, 1963

Mr. Roy Troutt, Principal
Ardmore High School
Ardmore, Oklahoma

Dear Roy:

I am writing you on behalf of the Executive Committee of Oklahoma Secondary School Principals' Association, stating that we have gone on record endorsing your dissertation entitled "An Investigation of Major Articulation Problems and Practices Pertinent to High School--College Relations in Oklahoma."

This is a problem of great concern of our Association, and we are pleased at seeing you, as President of our Association, involved in this. As you know we have three committees working on this at the present time. Any help we can be, please let us know.

Very truly yours,

/s/

J. Frank Malone
Executive Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

State Capitol

Oklahoma City, Oklahoma

August 7, 1963

Mr. Roy Troutt, Principal
Ardmore High School
Ardmore, Oklahoma

Dear Mr. Troutt:

I have now had an opportunity to review your prospectus for a status study of high school--college articulation, in Oklahoma, along with the instruments which you have designed to gather information from the high schools and colleges with regard to this important subject. Let me congratulate you for your interest in this area of concern, and for the thorough manner in which you have covered the various aspects of the problem.

As you are aware, having served as a member of the Oklahoma High School--College Articulation Committee, the State Regents are vitally interested in building and maintaining a bridge of cooperation and communication between the high schools and the colleges of Oklahoma, and you can be assured that you will have our whole-hearted cooperation in your current project.

If we can personally be of assistance to you as you carry out this study, we will be happy to do so. Please keep us informed as to your progress, and we would of course appreciate receiving copies of your findings and conclusions.

Sincerely,

/s/

E. T. Dunlap
Chancellor

ss

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