

DOCUMENT RESUME

ED 136 879

JC 770 218

AUTHOR Reid, Alban E.; And Others
 TITLE Some Concerns and Promises of Two-Year and Four-Year Colleges in Illinois: Further Deliberations on Articulation.
 INSTITUTION Western Illinois Univ., Macomb.
 PUB DATE 76
 NOTE 21p.; Cover title: Articulation Between Two-Year and Four-Year Colleges ; papers presented at a workshop on articulation at Western Illinois University, Macomb, Illinois, April 30 and May 1, 1976

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
 DESCRIPTORS *Articulation (Program); Colleges; Community Colleges; *Higher Education; *Junior Colleges; Student Needs; Transfer Policy; *Transfer Students; Universities
 IDENTIFIERS Illinois

ABSTRACT

This document presents several brief papers and responses concerning articulation and transfer between institutions of higher education in Illinois. Alban E. Reid provides a community college perspective on articulation, dealing with both the issue of students transferring from the community college to senior institutions and with the issue of students transferring from senior institutions to the community college. It is suggested that senior institutions must investigate the development of alternative delivery systems to serve the place-bound potential transfer student. Robert L. Poorman recommends that students transferring from the community college to a four-year college or university be oriented to their new environment separately from new freshmen. Receiving institutions should make an extra effort to enhance the experience of transfer students while simultaneously capitalizing upon their special talents, for example, in the area of student leadership. An addendum outlines the questions and issues which every transfer student should consider to facilitate the transfer process. (JDS)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

ED 136879

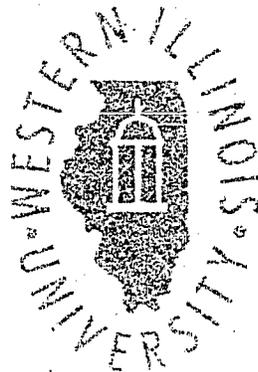
U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

**SOME CONCERNS AND PROMISES OF
TWO-YEAR AND FOUR-YEAR COLLEGES IN ILLINOIS:
FURTHER DELIBERATIONS ON ARTICULATION**

JC 770 2/8

A WORKSHOP
AT
WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS
APRIL 30 AND MAY 1, 1976



FOREWORD

Articulation between two-year and four-year colleges and universities received wide attention in the literature of higher education during the 1960's. Since then, if not before, most states have developed separate boards for public two-year and four-year schools and from them have come formal enunciations of broad policies regarding areas of primary responsibility, transfer of academic credits, joint use of facilities, and similar matters of mutual impact and concern.

Mechanisms have been established to carry out policies—sometimes fortuitously, sometimes unilaterally, and often without provisions for evaluating their effectiveness.

As a major public four-year institution, Western Illinois University established its own relationships with the Illinois Community College System and developed, during the 1960's and early 1970's, reasonably good relationships with the individual two-year colleges belonging to the System. However, as enrollments in Illinois community colleges continued to increase dramatically between 1970 and 1975 and transfer students constituted an increasing proportion of the undergraduate student body at Western Illinois University, it became evident that it would be useful to review existing articulation policies and procedures and to investigate possibilities for desirable changes.

With the encouragement of Dr. Fred Wellman, Executive Director of the Illinois Community College Board, and Dr. James Spencer, Chairman of the Council of Presidents of Illinois Community Colleges, a workshop was planned to deal with these objectives. A broad working committee of presidents determined that topical papers dealing with academic and non-academic articulation should be presented by Community College presidents with responses about each area from appropriate university administrators. These papers in fact constituted the first session of the Workshop.

A discussion session followed the topical presentations during which observations were made about points expressed in the papers. Additional concerns, hopes, desires and expectations were expressed by representatives of both the two-year and four-year colleges. It is unfortunate that it was not possible to publish this entire discussion.

The excellent papers prepared by Dr. Alban Reid, President of Black Hawk Community College, (Moline, Illinois) and by Dr. Robert Poorman, President of Lincoln Land Community College, (Springfield, Illinois) provided good foci for the Workshop participants. They are reprinted with the hope that they will be of equal value to the readers, along with the summary responses prepared on behalf of Western Illinois University by Dr. Bruce Carpenter, Provost and Academic Vice President, and Dr. C. R. Schwartz, Vice President for Student Affairs, and a final summary prepared by Dr. Frederick E. Fess, Dean of Admissions, and Dr. Kenneth B. Epperson, Director of University/Junior College Articulation, who served as recorders for the Workshop. An article by Dr. Epperson in the 1975-76 4th Annual Senior College Directory for the Transfer Student is also included as an addendum.

*Leslie F. Malpass
President
Western Illinois University*

ARTICULATION: A COMMUNITY COLLEGE PERSPECTIVE

By Alban E. Reid, Ph.D.

President, Blackhawk Community College

Articulation is most simply defined as the process of facilitating the transfer of students from one institution to another. I personally perceive three major aspects of articulation from the standpoint of the community college. The first area of articulation focuses upon the relationship between the high schools and the colleges. For many years this aspect of articulation has primarily involved three types of activities: (1) imposition upon the high school of certain academic standards to be met by the high school if its graduates were to qualify for admission to colleges and universities; (2) students being required to demonstrate their qualifications for admission by passing certain examinations designed essentially by collegiate and university faculty representatives; and (3) the requirement that high school graduates were to complete certain prescribed patterns of study as a condition for admission.

During the years when the pressure was great for immediate admission to colleges and universities following high school graduation, competition for space was intense. The role of the college or university was that of selecting the best qualified students for admission; the role of the high school was that of attempting to prepare its students to compete successfully for admission. With today's shrinking high school graduating classes, competition has been reversed so that colleges and universities now compete aggressively in recruitment activities. Additional alternative post graduate options have evolved for today's high school graduate. These include work, military service in a non-combatant climate, and attendance at local community colleges or proprietary schools committed to prepare students as rapidly as possible for the world of work have created a different climate. The process of articulation between high schools and colleges and universities is increasingly becoming that of a peer relationship. The emphasis is on programmatic design and coordination to assure a meaningful relationship between the studies undertaken by the student while in high school and the relationship of those studies to educational programs pursued at the college level.

The second area of articulation is that between the community college and the senior institution. For the community college, the process of articulation is quite similar to that faced by the high schools and their students. Community college students are frequently undecided at the time of entry into the community college as to the senior institution which they will attend. Thus, the community college, like the high school, must prepare its students for potential transfer to an almost unlimited number of post-secondary institutions. The recent increase in the admission of community college graduates from career programs to upper division status at senior institutions has added another complete dimension to the articulation effort.

The wide range of student choice for transfer mandates broad multi-institutional articulation agreements between community colleges and universities and four-year colleges. Many such agreements have been worked out by community colleges in Illinois. As a matter of fact, there are at present four different articulation agreement formats which have been developed and which are in use. There is a definite need to agree on a single format in order to facilitate articulation between the community colleges and the senior institutions in order to simplify the transfer process so that students can be served in the best way possible. Additionally, there is a need for program articulation. It has been discovered by some community colleges where articulation agreements have been negotiated that the faculty of senior institutions frequently do not accept the articulation decisions of the admissions staff who have worked out the articulation agreements for their institutions. As an example, graduates of the Black Hawk College music program have had difficulty in receiving credit from the music department at Western Illinois University for courses completed at the lower division level.

The third area of articulation is what might be called reverse articulation or the transfer of university and four-year college students to community colleges. For a variety of reasons, increasing numbers of senior institution students are transferring back to their local community colleges after a semester or a year of study away from home. Such students have special needs which the community colleges must be prepared to meet.

One of the most important aspects of the articulation process has to do with the new types of clientele being served by institutions of higher education, but especially the community colleges. For example, the average age of community college

students is 29 years. Because of their age, community college students frequently have social and economic commitments which root them to the region of residence and thus render them geographically immobile. Socio-economic factors, such as marriage, home ownership, and employment lead to economic immobility in that students are unwilling or unable to forego income in order to relocate as residential students on the campuses of colleges and universities. Though tremendous amounts of money have been poured into the Illinois State Scholarship Commission along with substantial amounts of Federal resources, even the most optimal level of support available from these varied sources is insufficient to provide an adequate incentive for older students to ignore the socio-economic factors of educational immobility.

Colleges and universities are therefore faced with the need either to ignore the educational aspirations of the place-bound potential transfer student or to investigate the development of alternative delivery systems to serve the new clientele. A number of such alternative systems come to mind. Senior institutions could expand substantially the number of off-campus course offerings where critical population masses exist such as in the Quad Cities area. The new Board of Governors' degree, based upon an instructional learning contract which may extend over a number of years, requiring only a limited amount of study in residence, is an encouraging example of a way to serve the place-bound student. Another alternative delivery system is the concentrated on-campus offering which might be exemplified by brief intensive seminars that students could come to campus to attend for a week or two at a time. A third alternative encompasses the wide range of non-traditional delivery systems which have emerged over the past several decades. These include on-air educational television programs, course offerings delivered through cablevision, library-based educational programs which are offered through video and audio cassettes coupled with self-paced course materials, self-programmed independent study courses, and correspondence studies. Another type of non-traditional delivery system would involve the initiation of comprehensive self-contained off-campus program clusters leading to a degree or certificate, an example of which is the Nova University National Ed.D. Program for Community College Administrators and Teachers presently completing the first year of a three-year program with 35 students enrolled at the Black Hawk College Quad-Cities Campus.

Another type of response to the new clientele for post-secondary education would be the initiation of programs to grant credit for experiential learning. Such

programs would undoubtedly have substantial implications for articulation between and among institutions of higher education because of the need for agreement on standards of acceptance of credit for experiential learning. Finally, there is need to modify traditional residence requirements for the new clientele of post-secondary education. This issue has already been addressed in relation to the place-bound status of the average community college student.

In summary, it may be said that articulation must function as a two-way cooperative communication and planning process between and among institutions at the high school, community college and university and four-year college levels. It is essential that academic staff be involved in the articulation effort as well as the staffs of admissions offices. It is necessary to recognize the emerging changes in the interests and needs of the clients of postsecondary education. Institutions which wish to be successful in serving the new clientele must consider alternative delivery systems and agree upon the viability and acceptability of such systems between and among themselves. Institutions must be willing to structure their programs around the expressed or even the unexpressed needs of the clientele. Education must be regarded in part as a marketing enterprise demanding marketing techniques. Such a concept may not be readily accepted by traditional academicians who hold that education is a privilege and not a right, and who believe that it is the responsibility of the student to pursue the quest for educational opportunity rather than that of the institution to deliver the educational opportunity to the student. It is evident, however, that articulation efforts must be expanded and intensified if post-secondary institutions are to serve students in the way that they expect to be served.

RESPONSES AND ELABORATION

*Bruce Carpenter, Ph.D., Provost and Academic Vice President
Western Illinois University*

Western Illinois University has attempted to respond to the particular needs of community college students who transfer to our campus.

Most of you know that our professional staff travel to your campuses to meet with your counselors and students in order to explain our programs. Each spring we hold pre-registration programs on some of your campuses so that community college students may pre-register for the Fall Quarter without having to come to the campus. There is obviously a need to address ourselves to the problem of jobs and work study programs for these students, and this is something we will be working on over the summer.

I agree with Dr. Reid's statement concerning the need for broad format articulation agreements and, more particularly, the need for more contacts between department chairpersons and individual faculty members in the various disciplines. Western Illinois University will encourage academic departmental chairpersons and faculty members to meet their counterparts on community college campuses to work on areas of curriculum concern and to emphasize the broad areas of concurrence. Such exchanges of ideas, I believe, would enable the formulation of broad articulation agreements which could facilitate the movement of students from one campus to another.

I was also pleased with Dr. Reid's comments about the need for alternative delivery systems and innovative programs for place-bound students. The Board of Governors' Bachelor of Arts degree serves many students in the Quad-Cities, and I would not be surprised if, on each of the community college campuses, there were students who were earning credit in the Board of Governors' degree program by taking courses from your professors. We are currently exploring additional delivery systems, including credit for experiential learning in the so-called University Without Walls and, when the television consortium with Black Hawk, Bradley, Sangamon and Western Illinois University comes into being, we shall expand our ETV delivery systems.

Beyond these regionally oriented programs, there is a need for greater understanding on the part of the public universities, in terms of the programmatic and social needs of the transfer student. Western is vitally interested in being able to respond to these needs and it is through conferences such as this that we are able to determine how effective our current efforts are and what areas need to be explored further.

ARTICULATION IN NON-ACADEMIC AREAS

*By Robert L. Poorman, Ph.D.
President, Lincoln Land Community College*

I'm going to indulge in a bit of gimmickry by calling this presentation "Affirmative Action-Transfer Style." I mean no disrespect at all to our efforts in employment to assure access and opportunity. Rather, I build on that notion by suggesting that our friends at the senior institutions make efforts to assure that the transfer student from the community college gains some measure of extra attention in the transfer process. I will attempt to outline some observations about the non-academic characteristics of community college students. Many of them will not be new to senior institution officials who have analyzed their own student bodies. The difference may be that some of the same needs which freshmen have upon entering the senior institution are felt by the transfer student two years later.

There is a sense of immediacy with the community college student. We find that he is more inclined to the short-range task than to long-range planning. The implication of this for the senior institution, it would seem, is that any efforts extended to the transfer student should be made in the very early days of his transfer or, ideally, before he arrives on campus.

The community college student is task-oriented rather than being concerned with abstractions. He deals more easily with the concrete in both thought and planning. Those who would wish to make the community college transfer student comfortable in a new setting might well speak to the commonplace matters of jobs, rooms, transportation, and dollars, for example. One possibility for treating these matters would be that of bringing transfer students together in a group separate from new freshmen. I would suggest that the transfer student does wish to be assimilated into his upper class status at the university, but might appreciate "learning the ropes" apart from the 18-year-old freshman.

I'm indebted to our Director of Student Activities, Jack Reese, for most of these observations. Jack also points out that in activities the community college student is essentially a non-volunteer. When Jack seeks out a student with a special task with early, tangible results, the response is gratifying, but if he waits in his office for a rush

of volunteers, the students will not be involved. One implication of this for the senior institution might be to seek out the transfer student for involvement in campus activities, asking that a specific short-term job be done.

Community ties with the community college student are still very strong. Fifty percent of our students still live with their parents. For them, the residential experience at a senior institution will be a "first." That community orientation will need to be supplanted by some new "community" within the residential setting. I applaud the efforts of some senior institutions to develop that community idea by such devices as the residence hall "floor" organization. There is, however, another group of transfer students who are not the 20- or 21-year-olds. They are the 25- to 27-year-olds who have had earlier experience in the military or on the job and who are just now making the break from home to their own families. If there is need for attention to that student at the senior institution anyway, there is need for special attention to the older transfer student who is making several adjustments simultaneously.

Work and financing are paramount concerns with the community college student while he is at home, and this concern certainly goes with him to the senior institution. Among the many reasons for attendance at community college to begin with, the economic are certainly substantial. University freshmen students have had the advantage of getting lined up with part-time jobs over the two-year period. In financial aid, their paperwork is continuous. If there were some way to smooth out the red tape of the financial aid transition and if there were some way to allow the transfer student some advance notice of job possibilities, you would find them most appreciative.

We would confess to a characteristic which may also be true of the four-year school native student in that the community college student in leisure time activity is more inclined to contemporary entertainment than he is to cultural matters. This is largely a result of lack of experience. Somehow, both of us need to call our student's attention to a different experience which they may be missing. Perhaps that's the approach to the transfer student. It says something like, "Hey, you only have two years now to be exposed to some of these other events than the rock concert."

In the development of student leadership, we find relatively few students who become heavily involved, but those who do develop considerable skills. We might suggest that the senior institutions capitalize upon the talents of transfer students who already have made a commitment. Somehow, it would be a loss for those transfer

students to be overlooked in the transition. Again, though, some special effort may need to be given to seek out those who have this background.

Our students respond to individual attention from the professional staff. In a follow-up study at Lincoln Land Community College, we asked for an assessment of services rendered. The item which was rated most highly by our former students was the availability of their instructors to work with them outside of class time. While many of them do not seek extra help, they are especially pleased to know that the help is there. I'm not sure what this means for action at the senior institutions, except perhaps that an effort should be made to let your teachers know that the community college transfer is an element of your student body. Perhaps some effort might be given to providing your professors with an account of the state community college system--where the community colleges are and what they do.

What I'm suggesting is nothing startling. Perhaps efforts at WIU have already been addressed to these characteristics of community college students. You might, however, wish to bring together the bits and pieces in a total program of singling out at an early point the transfer student. These efforts at accommodation should be concrete and supportive. Our transfers will respond because they know you care.

RESPONSE AND ELABORATION

*G. R. Schwartz, Ed.D., Vice President for Student Affairs
Western Illinois University*

Western Illinois University's efforts to assist the articulation of the transfer student from the two-year institution begins with summer orientation for new students and parents. This consists of a full day of meetings for the new student with registration incorporated into the process. Students who register prior to this summer program are provided a similar orientation session during the first week of the Fall term. Parents are welcomed to the coffee hour which is followed by a film of campus life illustrating the six colleges and the academic departments, followed by several presentations on campus life succeeded by a question and answer period.

Students move into the residence halls on the first Sunday in September. On Monday evening a special orientation program is provided for all two-year college

transfer students. It is geared to the student who has had approximately two years of previous academic credit. It is a special session for transfer students with presentations primarily by the Admissions and Records Office. There is provision for questions and answers after the presentation. Our Admissions staff answers questions about previous academic programs, credit for course work, and a specific attempt is focused on encouraging the students to go to the various orientation sessions the following day. This session lasts as long as transfer students present questions.

Academic differentiations often appear during the first quarter and are referred to as "transfer shock." If a transfer student has some initial difficulty academically he tends to become frustrated and apprehensive and thus may need reassurance and support from his residence hall staff members as well as his faculty adviser.

Transfer students are encouraged to join at least one extra-curricular group and to give favorable consideration to participation in organizations such as residence hall student government, the Student Government Association, University Union Board, to an academic interest group, and/or to fraternities and sororities, if his interests include him in these directions.

The cultural events at Western are wide, diverse, and varied. They consist of musical programs ranging from classic to popular with symphony concerts, musicals, theatre productions, lectures, and nationally-known speakers from many areas. Transfer students are encouraged to attend the wide variety of these co-curricular and cultural offerings.

The Student Affairs staff and student leaders at Western Illinois University are happy to communicate with Student Affairs staff members at two-year institutions for the purpose of receiving names of potential student leaders. Among the student leaders this year who transferred previously to our University from community colleges are the elected student representative for the Illinois Board of Higher Education; who represents more than 625,000 enrolled college students in Illinois; the chairman of Western's Student Government Association Senate; and others who have become prominent in student affairs at Western.

Transfer Student Characteristics • It has been noted by our residence hall and counseling center staff that some transfer students may need special programs because they have been sheltered in the parental nest somewhat longer than our "native" university students. Parents of these students may have somewhat greater and more

intense concerns about the student's adjustments than parents of freshmen because there has been a longer parent/offspring contact in the home. Some of the problems are the fairly typical adjustments encountered by all new students such as boy/girl relationships, attitude towards liquor and other drugs and their availability, and residence hall visitation policies and procedures. Our residence hall staff are sensitive and alert to these concerns and are both qualified and prepared to deal with them. They also act as referral agents to the University Counseling Center for those adjustment situations that are beyond the depth of the Head Resident Adviser and the residence hall staff.

Our experience, supported by surveys and studies, shows that transfer students have as many adjustment problems as freshmen, although they are sometimes different from those of freshmen. The transfer student is older, he is inclined to be of the opinion that he is "left out," and initially some of the efforts to help him in articulation are suspect as being superfluous and/or unnecessary.

Transfer students have access to the same opportunities for financial aid programs as other students and are encouraged to not only contact the financial aids office but to personally visit the office to fill out application forms for student employment, for loans, scholarships, and work study programs for which they may be eligible.

In summary, community college students who transfer to Western Illinois University receive the same kinds of orientation to the courses and encouragement to participate in extra-curricular activities as do entering freshmen. Transfer students support and engage in University cultural, social, athletic and student government activities at about the same rate as our native students. Western is proud of its financial resources to help transfer students and encourages community college officers to let potential transfer students know of our interest in helping them find the adequate support in order to enable them to complete their four-year degree programs.

SUMMARY OF MAJOR POINTS

Articulation: the action or manner of jointing or interrelating (Webster)
Can it be improved? Of course. In each of the facets of articulation, the foremost consideration to be made by all institutions is the student's desire to complete the baccalaureate degree.

Consideration in the form of alternative programs, such as the Board of Governors' B.A. degree program, must be given the educationally immobile student. The concept of a university-without-walls is growing and must continue to grow to serve these students who for a variety of socio-economic reasons cannot meet the residency requirements which are a general requisite of the traditional baccalaureate degree offered by the senior institutions.

For the student who chooses to move on to complete the more traditional degree program, three major aspects of articulation were discussed. One, academic articulation calls for faculty, counselors, and admissions personnel to be responsible to ease the move by "jointing or interrelating" course offerings, by careful advisement, and by communication among all involved. Two, financial articulation calls for those involved with financial assistance programs (whether job; loan; or grant-related) to give special consideration to the transfer student who generally elected to complete his first two years of college near home to lessen the economic crunch of a college education. Three, the need for social adjustment in several forms calls for unceasing efforts by the four-year schools to involve the new transfer in all aspects of campus life as the move is made to the four-year campus from the community college campus.

Perhaps nothing new has been said but it is necessary for all involved to replace good intentions with the good deeds of careful planning and constant communication. Participants in this workshop took steps in that direction.

Frederick E. Fess, Ed.D., Dean of Admissions

*Kenneth B. Epperson, Ed.D., Director of University/Junior College Articulation
Western Illinois University*

ADDENDUM

OPPORTUNITIES & CONCERNS OF TRANSFER STUDENTS

*Kenneth B. Epperson, Ed.D., Director, University Junior-College Articulation
Western Illinois University*

It's safe to say that every college student, at least once in his collegiate life, has been seized by an urge for a change. Every student, in his innermost thoughts, has desired to get away, to find a new collegiate environment. Daydreams, perhaps, but in the real world of today approximately half of the nation's college seniors did not initially enroll in the college from which they expect to graduate.

Today's college students are on the move—from two-year college to four-year college, from four-year college to two-year college, and from four-year college to four-year college. Also, from the battlefields of Vietnam come thousands of veterans who are joining the ranks of college transfers. Each student has his own specific set of questions concerning transfer. What are your questions? Expect no easy answers or solutions to problems encountered in transferring; however, anyone who contemplates transfer will profit by studying the basic guidelines as presented here in this *Handbook*.

Since transfers are faced with a variety of problems and questions, many college admissions counselors, faculty, and administrators are deeply concerned with finding ways and means of helping students "bridge the gap" between colleges. The word "articulation" is generally used by educators to cover all aspects of transferring. In its broadest sense articulation begins with the student's first letter of inquiry about transfer and continues through his actual enrollment at the new institution. Knoell and Medsker,¹ in their national transfer study indicated that articulation involves problems, people, and procedures. They considered articulation problems in four distinct groupings: 1) the student, 2) curriculum and instruction, 3) student personnel services, and 4) facilities and resources. Colleges and universities hold articulation conferences on campus for high school counselors, college counselors, and prospective students. Many schools also prepare informational literature showing how courses will transfer between institutions. Some junior and senior colleges have designated personnel who specialize in dealing with transfer students and articulation problems.

Transferring is serious business. Get the facts. Use the college fact sheets in this *Handbook*. Consult your local college admissions counselors. Also, use your library, college catalogs, and transfer research studies.

Today's college transfer is the most talked-about, read-about, written-about, researched-about individual in higher education, but on the other hand perhaps the most neglected individual in the areas of academic advisement and orientation. On most campuses new freshmen are first to be accepted, registered, and assigned housing. Willingham and Findikyan² in a national transfer study stated that some colleges make transfer applicants cool their heels until the size of the freshman class is known. Transfers should carefully check the fact sheets of their college choice to determine the exact dates for admitting transfer students.

This chapter is intended to provide the transfer with basic guidelines. Avoid blind alleys and pitfalls often encountered by the uninformed transfer student. Match your abilities and educational goals with the right school by using the fact sheets. Compare several schools and ask yourself:

- 1) Does the school offer the course of study which will meet my major goals?
- 2) What are the transfer admission requirements?
- 3) Will I graduate on time or lose time in transferring?
- 4) Will I lose previous college credit?
- 5) Does my academic ability and interest match that of the possible transfer school?

Most of the 2500 colleges and universities of the United States receive and send transfers. Each institution has established specific transfer-admission requirements. Look for these requirements on the fact sheets. It may appear to the student at first that he has met the minimum grade point average (GPA) stated in the fact sheets. However, if the student is near the minimum GPA, he should inquire by writing the admissions officer since there is lack of uniformity in which courses will transfer and be used in figuring the GPA. For example, some schools include all collegiate work attempted by the transfer student, while others may exclude in GPA computation all courses which were repeated.

Although admission policies are clearly outlined to cover the admission questions for most students, there are many exceptions and unusual cases where transfers may receive special consideration. For example, many schools allow special consideration

for returning veterans. Quite often this is not included in the printed admission policy of the institution. Check the fact sheets in the paragraph for "VETERANS." If special consideration is a possibility in your case, write to the college admissions officer for specific information. In many colleges, liberalized policies for veterans are only now being established.

Transfer students are admitted under various classifications. Be alert. Under what conditions are you being admitted or readmitted? In other words, if you have been accepted at a college or university, know your status—regular admissions, probationary admission, or some other conditional admission.

Attention to the time barrier is also essential for smooth transfer. Colleges and universities have specific deadlines for receiving all materials such as completed applications, fees, and transcript of credits from *all* previous schools attended. Refer to the fact sheets to determine dates and deadlines. It is the student's responsibility to meet these deadlines. Oftentimes the college door will be closed to the transfer with an incomplete file. The transferee should periodically check with the admissions office to determine if his file is complete.

Some colleges also require test results and high-school records, while others ask for letters of recommendation. Again, consult the fact sheets in this book for detailed requirements. A word of caution—report *all* schools of higher education which you have attended. Students who have either intentionally or unintentionally failed to report an enrollment at a previous institution may find themselves in serious trouble and face possible dismissal. Don't fall into the trap of withholding information merely because you have the urge to "start over."

Some colleges and universities have a "forgiveness" clause for individuals who attained a poor academic college record in the early years. Under a forgiveness clause, a student might expect to eliminate a portion or all of his past attempts at college work, and therefore have an "official" opportunity to start anew. Decisions concerning forgiveness for a poor academic record are usually based upon evidence relating to unusual circumstances such as physical or emotional problems which may have hindered academic success.

If you are anticipating a transfer which involves a change in major program or a change from a vocational-technical oriented program to one of a baccalaureate nature, don't expect all course work to transfer. Ask for a preliminary evaluation of previous

college work to determine the amount of credit which would transfer toward baccalaureate-degree requirements.

A thread of commonality runs through most transfer admission policies in senior institutions across the nation. Most admission policies require: 1) a "C" average from previous institutions, 2) "good standing" at the previous institution, 3) a minimum number of credit hours earned.

With the increasing number of junior-college transfers, many senior-institution transfer-admission policies give priority to the associate-degree recipient. For example, the transfer associate-degree student may receive such benefits as assured junior standing and full credit for general education requirements toward the four-year degree.

In the case of the veteran who is returning to college, some specific points need to be made clear. For instance, on most campuses special priorities in terms of admission are offered to the returning veteran. Many students who were faced with the draft lost interest in their college work and in some cases actually "walked off." This left a poor academic record. Upon reentry or transfer they must face their old academic records, but the trend in admission policy is to accommodate the returning veteran regardless of past academic performance. In other words, colleges have established a give-em-a-chance philosophy.

The veteran should be aware of the several services available to him, not only through the Veterans Administration but also on the university campus. For instance, veterans clubs on college campuses provide answers on a "veteran to veteran" basis. These veterans clubs offer such services as: 1) how to receive college credit for service schools and service time, 2) how to locate housing, 3) how to apply for a certificate of eligibility and benefits, 4) how to obtain financial aid, loans, and jobs, 5) social adjustments to the campus. Before transferring, the veteran is urged to contact the college to determine if a veterans club is located on the campus where he anticipates enrollment. Refer to the chapter on Veterans and the paragraph on each fact sheet under "Veterans," remembering that new policies are being formulated daily.

In summary, the student who has diligently investigated all aspects of a move from one campus to another will withstand the problem, which many refer to as "transfer shock," better than those students who move about blindly in the collegiate world. You can be assured that no two campuses will offer the same lifestyle. They all differ. After all, if you seek an education, ask yourself what it truly means to you

as an individual. Whitehead defined education as "the acquisition of the art of the utilization of knowledge."³ What's your definition? Your answer should have some bearing on your reasons for transfer.

– Reprinted from the 1975-76 4th Annual Senior College Directory for the Transfer Student.

BIBLIOGRAPHY

1. Knoell, Dorothy M., and Medsker, Leland L., *From Junior to Senior College: A National Study of the Transfer Student*, American Council on Education, Washington, D.C., 1965, 102 pp.
2. Willingham, Warren W., and Findikyan, Nurham, *Patterns of Admission for Transfer Students*. College Entrance Examination Board, New York, 1969, 47 pp.
3. Whitehead, Alfred North, *The Aims of Education*, The Free Press, New York, 1967, 165 pp.

PARTICIPANTS

Dr. L. Everett Belote, Vice President, Richland Community College
Dr. Donald A. Canar, President, Central YMCA Community College
Dr. Bruce H. Carpenter, Provost and Academic Vice President, Western Illinois University
Dr. Kenneth Epperson, Office of Admissions and Records, Western Illinois University
Dr. Eltis Henson, President, Carl Sandburg College
Dr. Karl J. Jacobs, President, Rock Valley College
Sr. Mary Ann Luth, President, Springfield College in Illinois
Dr. Leslie F. Malpass, President, Western Illinois University
Dr. W. Travis Martin, Jr., President, Rend Lake College
Dr. Harold D. McAninch, President, Joliet Junior College
Mr. James L. Norvell, Vice President for Planning and Development, Western Illinois University
Dr. Leon H. Perley, President, Illinois Central College
Dr. Robert L. Poorman, President, Lincoln Land Community College
Dr. Alban E. Reid, President, Black Hawk Community College
Dr. Gerhard R. Schwartz, Vice President for Student Affairs, Western Illinois University
Dr. James Spencer, Chairman of the Council of Presidents of Illinois Community Colleges
Dr. Paul R. Thompson, President, Olney Central College
Dr. Wilbur R. L. Trimpe, President, Lewis and Clark Community College
Mr. Don Viar, Office of Admissions and Records, Western Illinois University
Dr. Herbert Zeitlin, President Emeritus, Triton College

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 15 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES