

A STUDY OF THE DIFFERENTIAL PROVISIONS  
FOR THE TERMINAL AND TRANSFER STUDENTS IN  
SELECTED MICHIGAN COMMUNITY COLLEGES

Thesis for the Degree of Ed. D.  
MICHIGAN STATE UNIVERSITY  
Edward Joseph Stry  
1962

This is to certify that the

thesis entitled

A STUDY OF THE DIFFERENTIAL PROVISIONS  
FOR THE TERMINAL AND TRANSFER STUDENTS IN  
SELECTED MICHIGAN COMMUNITY COLLEGES  
presented by

Edward Joseph Stry

has been accepted towards fulfillment  
of the requirements for

EdD degree in Administration

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Date 7-24-62



## ABSTRACT

### A STUDY OF THE DIFFERENTIAL PROVISIONS FOR THE TERMINAL AND TRANSFER STUDENTS IN SELECTED MICHIGAN COMMUNITY COLLEGES

By Edward Joseph Stry

The purpose of this dissertation was to determine what are the characteristics of differential provisions for the terminal and the transfer students as seen by selected Michigan Community College teachers and administrators.

By means of a personal interview questionnaire the differential provisions for the terminal and the transfer students were examined in the following areas: curricula, the role of the college, admission policies, graduation degrees awarded, admission officers, general education, subject matter provisions and standards, the effect of the terminal student in the transfer class, academic abilities, faculty testing, transfer credit and additional problems.

Michigan Community Colleges provide terminal and transfer curricula. All except one community college have more transfer students enrolled than terminal students. A median of five per cent of the terminal graduates subsequently enter a senior college.

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Twenty-three per cent of the administrative heads will place a student with deficiencies upon entrance in the terminal curriculum while sixty-nine per cent of the deans advise a student whose performance is low in the college testing program to enroll in the terminal curriculum. Forty-six per cent of the deans place some emphasis on the high school record for curriculum placement of the student while fifty-four per cent place no importance on the recommendation of the high school principal.

Eighty-six per cent of the deans will respect a student's wish by placing him in a non-transfer curriculum. Associate degrees are awarded to both types of students. The students enroll themselves generally into definite curricula with the aid of the same administrative officer. More general education is found in the transfer curriculum. All community colleges require distribution requirements for graduation. The faculty disagree with the deans about the advantages of placing terminal and transfer students ideally in separate classes.

The faculty and deans disagree upon the effect of the terminal student's presence in the transfer class and his influence on the instructor's standards, the standards of the transfer class and the terminal student's subject success. Both agree that the terminal student can be identified in the transfer class.

The deans do not feel that a separate faculty for the terminal and the transfer student is necessary. In seventy-two per cent of the community colleges, the terminal student is not given a special

test to determine his suitability for a vocation.

The deans and the faculty disagree, but for different reasons, regarding the granting to the terminal graduate full credit upon his transfer to a senior college.

Additional problems resulting from the presence of both types of students in the same community college concerned the college organization, the composition of the faculty, subject matter and guidance.

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A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF EDUCATION

College of Education

1962

## ACKNOWLEDGMENTS

The author would like to express his deep gratitude to the individuals who aided in the writing of this dissertation and without whose assistance this enterprise could not be completed.

I would like to thank Dr. Max Smith for his generous assistance in the writing of this dissertation; Dr. William Roe for guidance in developing the graduate program and Dr. Floyd Parker and Dr. Frederick Dutton for their advice during the writing of this dissertation.

Thanks are also due Mr. Brendan Cahill for proofreading the manuscript and to Mrs. Margaret Schmidt and Miss Jean Balcer who typed the manuscript.

Because the author does not wish to omit anyone, I must thank many collectively for their generous donation of time and advice.

For encouragement to continue the program toward the Doctorate I would be remiss if I did not thank Mrs. Frances Stry, Peter, Susan, Ted, Henry and Daniel Stry.

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## CHAPTER I

## Statement of the Problem

The purpose of this dissertation is to determine what are the characteristics of the differential provisions for the terminal and the transfer students as seen by the selected Michigan Community College teachers and administrators. This study is an attempt to find answers to the following problems:

1. The types of programs taught in the Michigan Community Colleges for the transfer and the terminal student.
2. The academic characteristics of the two types of students.
3. The admission policies for the terminal and the transfer student.
4. The effect upon the academic standards of the Michigan Community Colleges by the two types of students.

Corollary problems of this study would require the answers to the following questions:

1. If the terminal student is placed in a separate homogeneous terminal class, how is the course modified, and what are the characteristics of the differentiation?
2. If the terminal student is placed in the same class with the transfer student, does he:
  - a. lower the standards of the transfer class?
  - b. fail the subject?
  - c. lower the instructor's standards?
  - d. become indistinguishable from the transfer student?
3. If the terminal student is placed in the same class with the transfer student, should the terminal student's credentials be nationally accepted?
4. How is the classification of the terminal and the transfer student determined?

5. Are Michigan Community College teachers able to identify the terminal student by his classroom ability and progress?
6. Should Michigan Community Colleges make an adjustment in curriculum content for the two types of students?

#### Importance of the Problem

The Community College concept has emerged and has been developed principally in the past thirty years. The essential concept is the extension of equal educational opportunities for all post-high school youth and adults according to their needs and abilities. The concept is based on the inherent worth of the individual and his responsibilities in society. The recognition and acceptance of the community college in the structural organization of the American system of educational institutions in the comparatively short span of thirty years ranks as a remarkable achievement and emphasizes the soundness of the basic concept.

The community college is thought of as a two-year institution under direct control of a public agency supported in part by local funds, non-selective in its admission policies, and with a curriculum that is closely geared to the needs of the community.

In the concluding chapter of the Fifty-Fifth Yearbook the question,

What is likely to be the most significant development of the forthcoming twenty-five years?<sup>1</sup>

was asked of a group of leading educators. The fifty-nine replies listed the following predictions:

1. An unprecedented growth in the number of junior colleges.
2. An increased role in the adult education activities of the community.
3. Increased emphasis on terminal and vocational education.
4. Increasing acceptance of responsibility for lower division work by the junior colleges on the part of the public and the four-year colleges and universities.
5. An increased junior college emphasis in the area of general education.

The educators also indicated certain problems and opportunities which they view as linked with the future of the two-year college, such as:

1. The problem of providing increased guidance and counselling so that students select junior college offerings from which they can profit most.
2. The problem of adequate financing of junior colleges in the face of increased costs and rising enrollments.
3. The problem of securing teachers.
4. The problem of transforming the "junior college" into a "community college" with all the implications of the latter term.

The educators are in agreement that terminal and vocational education, general education, and transference of credit to

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<sup>1</sup>The Public Junior College, Fifty-Fifth Yearbook of the National Society for the Study of Education (Chicago, Ill.: University of Chicago Press, 1956), pp. 300-319.

senior colleges are the likely significant developments in the junior college field.

Because of the lack of available data in this area, this dissertation will fill this gap by determining the status of the present procedures of directing the transfer and terminal students in Michigan Community Colleges. This dissertation can serve as a guide for the planning of present and future programs in the Michigan Community Colleges in order for these two-year schools to accomplish their purpose of being true community colleges with all the implications of the term "community".

### Hypotheses

The following hypotheses are being tested in this study:

1. There are two types of programs taught in all Michigan Community Colleges.
2. There are no great differences in the academic characteristics between the terminal and transfer students.
3. The admissions officer places the students in the program according to their high school records and the grades on their entrance tests.
4. The two types of students have different educational requirements.
5. Little differentiation in course content is made for the terminal and transfer students.

### Assumptions

This study has been conducted on the basis of the following

**underlying assumptions:**

1. That the terminal student needs programs and courses that differ from the requirements of the transfer student.
2. That current programs of preparation for the terminal and the transfer student are not entirely satisfactory.
3. That graduate school faculties, community college administrators, teachers, State Department of Public Instruction officials, and prospective community college teachers can obtain valuable information and beneficial recommendations from an analysis of the type of data gathered in the course of this study.
4. That community college teachers and administrators constitute the best available sources of knowledge pertaining to the problem and will respond to a personal interview survey.

**Procedures and Sources of Data**

In order to obtain the most pertinent information bearing on this problem, three principal sources were used. These were: (a) an extensive survey of the literature pertaining to community college terminal and transfer students, (b) a personal interview questionnaire of community college administrators and teachers, and (c) a study of the community college catalogues and literature.

The survey of literature was made in an effort to find answers to the following questions:

1. What studies have been recently reported that have a direct bearing on this problem? In this connection, anything appearing since 1945 has been considered sufficiently recent to be of significance to this study.
2. What could be learned from the above-mentioned reports concerning all of the questions mentioned in the "Statement of the Problem" of this chapter?

3. What are the viewpoints of the administrators and community college teachers regarding the current problem?

The personal questionnaire survey of the teachers and administrators was made to determine the current status of the problem based upon their experience. They were also asked to make recommendations regarding solutions to the terminal-transfer student problem.

The personal interview questionnaire was developed with the guidance of the writer's faculty committee. Many other resource experts both on and off the campus of Michigan State University were consulted.

The administrative questionnaire was further corrected by a trial interview with Dr. Eric Bradner, Dean of Bay City Junior College. The faculty questionnaire was semantically improved with the aid of the Bay City Junior College faculty.

Appointments were made at thirteen Michigan Community Colleges. The administrative head at each community college was given a copy of the questionnaire and as he replied to the questions the interviewer asked for further clarification when necessary and recorded the responses. In most cases the dean would call in the registrar and counselling personnel for statistical collaboration.

When the questionnaire was completed, the administrative head usually referred the interviewer to faculty members who were similarly questioned and their opinions were recorded.

The faculty questionnaire was often a composite of the opinions of many members of the department. The author questioned any additional faculty who desired to express his opinion. In this way the author was able to discover the differential provisions in each community college.

### Limitations of the Study

Several books and articles pertaining to community college problems have been written in a general way concerning the problem of this dissertation. However, no comparable study which dealt specifically with this question in the State of Michigan or in the United States has been found. This problem was especially interesting to the author, who is employed as an instructor for terminal and transfer students.

In the interest of feasibility and financial practicability of a study conducted by a single individual, this investigation was further limited in four respects. The first of these concerns the number of public community colleges in the State of Michigan. Thirteen community colleges out of sixteen in the State of Michigan were consulted. Gogebic Community College was not consulted in this study because only eight full-time faculty are employed.<sup>1</sup> North Central Community College at

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<sup>1</sup>Edmund J. Gleazer, Jr., 1961 Junior College Directory (Washington, D. C.: American Association of Junior Colleges, 1961), p. 18.

Petoskey was not consulted because of the newness of the College.<sup>1</sup> The author felt that statistics from this community college would be misleading. South Macomb Community College was not included in the dissertation because its classes are confined to night classes only, and the instructional staff consists of eight full-time faculty.<sup>2</sup> Since adult education was not included in the statistics from the day community colleges, data from this community college would not be comparable.

The second limitation concerns the number of administrators and teachers interviewed. The personnel interviewed consisted of the college head, the registrar and three faculty members. In all cases, the counselling office head and additional teachers were interviewed to arrive at a complete concept of the college policy toward the terminal and transfer student.

The third limitation concerns the faculty interviewed. Often they were selected by the administrative officer from the department chairmen in the fields of English, social studies, science and terminal education. The chairman, in many cases, called on his colleagues to assist in the answering of the questionnaire.

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<sup>1</sup> Gleazer, 1961 Junior College Directory, p. 18.

<sup>2</sup> Ibid.

The fourth limitation pertains to the fact that this dissertation reflects the opinions and viewpoints of the people interviewed.

## CHAPTER II

### Definition of Terms

Because of the confusion about community college terminology, this chapter is designed to clarify the terms.

Junior College: A term adopted in 1896<sup>1,2,3</sup> to describe a new type of institution which would provide the first two years of college instruction.<sup>4,5</sup> In 1925<sup>6</sup> significant changes took place. At the meeting of the American Association of Junior Colleges the definition of a Junior College was amended to read:

The junior college is an institution offering two years of strictly collegiate grade. This curriculum may include those courses usually offered in the first two

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<sup>1</sup>Frederick Eby and Charles Arrowood, The Development of Modern Education (New York: Prentice Hall, 1934), p. 808.

<sup>2</sup>Jesse P. Bogue, The American Junior College (Washington: Council on Education, 1952), p. 9.

<sup>3</sup>W. C. Eells, The Junior College (Cambridge, Mass.: The Houghton Mifflin Co., 1931), p. 45.

<sup>4</sup>Claude B. Boren, "Why a Junior College Movement?" Junior College Journal, XXIV (February, 1954), pp. 345-47.

<sup>5</sup>A. F. Lange, "The Junior College is an Integral Part of the Public School System," School Review, XXV (September, 1917), pp. 465-79.

<sup>6</sup>Jesse P. Bogue, The Community College (New York: McGraw Hill, 1950), p. xvii.

years of the four-year colleges; in which case these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four-year college. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case, also, the work offered shall be on a level appropriate for high-school graduates.

Koos<sup>1</sup> found claims of no less than twenty-one different functions for the junior colleges in 1925 among the circulars, announcements and general literature in the field.

Group I    Affecting education in the two years under consideration.

1. Two year transfer work.
2. Completing work of students not going on.
3. Providing occupational training of the junior college grade.
4. Popularizing higher education.
5. Continuing home influence during immaturity.
6. Affording attention to individual students.
7. Offering better opportunities for training in leadership.
8. Offering better instruction in these school years.
9. Allowing for exploration.

Group II    Affecting the organization of the school system.

10. Placing in secondary school all the work appropriate to it.
11. Making the secondary school period coincide with adolescence.
12. Fostering the evolution of the system of education.
13. Economizing time and experience by avoiding duplication.
14. Assigning a function to the small college.

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<sup>1</sup>L. V. Koos, The Junior College Movement (Boston: Ginn and Co., 1925), pp. 19-27.

Group III Affecting the University.

- 15. Relieving a university.
- 16. Making possible real university function.
- 17. Assuring better preparation for university work.

Group IV Affecting high school instruction.

- 18. Improving high school instruction.
- 19. Caring better for the brighter student of the high school.

Group V Affecting the community of location.

- 20. Offering work meeting local needs.
- 21. Affecting the cultural tone of the community.

Since the senior colleges in 1927 did not claim guidance as one of their functions, Thomas<sup>1</sup> claimed it for the junior college.

Community College: The period after 1945 may be regarded as the birth of the community college, for it was about this time that the community-serving function of the two-year college, which was called a "community college", was widely recognized and accepted.

In order to provide communities with a general base on which to plan, the President's Commission<sup>2</sup> set forth some of the essential characteristics of the community college.

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<sup>1</sup>Tyrus Hillway, The American Two Year College (New York: Harper and Brothers, 1958), pp. 64-65.

<sup>2</sup>United States President's Commission of Higher Education, "Organizing Higher Education", Higher Education for American Democracy (Washington: U.S. Government Printing Office, 1947), III, pp. 6-7.

1. The community college must make frequent surveys of its community so that it can adapt its program to the educational needs of its full-time students. (The commission sees these needs as both vocational and general.)
2. Since the program is expected to serve a cross section of the youth population, it is essential that consideration be given not only to apprentice training but also to co-operative procedures which provide for the older students alternate periods of attendance at college and remunerative work.
3. The community college must prepare its students to live a rich and satisfying life, part of which involves earning a living. To this end the total educational effort, general and vocational, of any student must be a well-integrated single program, not two programs.
4. The community college must also meet the needs of those of its students who will go on to a more extended general education or to specialized and professional study at some other college or university.
5. The community college must be the center for the administration of a comprehensive adult education program.

To the President's Commission of Higher Education, then, the primary functions of the two-year college appear to be these:

1. Training for the semi-professions or those occupations requiring no more than two years of college.
2. General education for students who will complete their formal education at the end of the fourteenth grade.
3. Adult education.
4. Transfer function.

While it is true that many junior colleges are effectively functioning as community colleges, it is nevertheless necessary

to draw a distinction between the community college function and the junior college function.

B. R. Miller<sup>1</sup> states that the junior college receives its name from its function of preparing students for transfer to a senior college.

C. E. Hood<sup>2</sup> feels that the name of an institution should designate its function. Consequently the community college gets its name because it serves "the community and the people in it". The junior college, on the other hand, gets its name because it is chiefly concerned with preparing students for senior college.

Because the functions of a junior college are limited, this study shall use the term "community college" in reference to a college with the following specific characteristics<sup>3</sup>:

1. It is publicly supported.
2. It is locally controlled.
3. It provides a two-year "college transfer" or university parallel program for those students who wish to earn a four-year baccalaureate degree at some other college or university.
4. It provides a vocational-terminal program designed to develop occupational competence in certain trades or sub-professional occupations.

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<sup>1</sup>B. R. Miller and C. E. Hood, "What Educational Program for the 13th and 14th Years: Community College or Junior College," National Association of Secondary School Principals Bulletin, XXXVIII (1954), p. 75.

<sup>2</sup>Ibid.

<sup>3</sup>Bogue, The Community College, pp. 22ff.

5. It provides a general education program for those students who lack either the ability or the interest to engage in a more specialized field.
6. It provides a program of adult education that has both vocational and general educational facets.
7. Its curricula are designed to meet the needs of the local community.
8. It provides a public service program of value and interest to the community.
9. It provides an opportunity for the community to participate in the development of the college curricula.

Crookshands and Hannelly,<sup>1</sup> Ingalls,<sup>2</sup> Proctor,<sup>3</sup> Colvert,<sup>4</sup> Bogue,<sup>5</sup> Bethel,<sup>6</sup> Bonar<sup>7</sup> and others merely amplify or correlate functions of the community colleges.

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<sup>1</sup>I. C. Crookshands and R. J. Hannelly, "What Educational Program is Needed in the 13th and 14th Years of Community Colleges," National Association of Secondary School Principals Bulletin, XXXVII (1953), pp. 60-61.

<sup>2</sup>R. C. Ingalls, "Problems of Staffing the Community College," National Association of Secondary School Principals Bulletin, XXXVII (1953), pp. 394-95.

<sup>3</sup>M. D. Proctor, "The Role of the Private Junior College," National Association of Secondary School Principals Bulletin, XXXII (1948), pp. 138-42.

<sup>4</sup>C. C. Colvert, "Junior College, An Institution with a Fourfold Purpose," Southern Association Quarterly, VIII (1944), p. 263.

<sup>5</sup>Bogue, The Community College, p. 76.

<sup>6</sup>L. L. Bethel, "Responsibility of the Junior College in an Extended Program of Education," Junior College Journal, XVII (1946), p. 128.

<sup>7</sup>H. J. Bonar, "What is the Place and Function of the Community College in Public Education?" National Association of Secondary School Principals Bulletin, XXXVI (1952), p. 337.

Broadly conceived and summarized, the junior college is considered to be a two-year institution whose main function is college preparation. A community college is a two-year institution whose functions are fivefold:

1. The transfer function: preparation for a senior college.
2. The terminal function: education in the context that the student does not require any further full-time formalized education in an institution of higher education. This does not rule out "on-the-job" training or other programs provided by the employer, or part-time additional training in a community college.
3. General education.
4. Adult education.
5. Guidance.

Technical Institute: It becomes necessary to define a third type of institution called a "Technical Institute." Many of these institutions function as junior colleges and community colleges. The difference is aptly put by Reynolds, who states:

. . . in a technical institute, the major if not the sole educational emphasis is in the development of technical skills with a correspondingly reduced emphasis in general or higher education.<sup>1</sup>

Graney<sup>2</sup> emphasizes that there is no fundamental difference

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<sup>1</sup>James Reynolds, "Terminal Education," Junior College Journal, XX (1949), p. 201.

<sup>2</sup>N. Graney, "Functions and Operations of Technical Institutes," Journal of Engineering Education, XXXIX (1940), p. 377.

between technical institutes and community colleges which offer terminal programs.

A publication of the Office of Education<sup>1</sup> lists six examples of day programs in "Vocational-Technical Education," of which all but the third description apply to courses appropriate for community colleges:

1. Curriculums with broad technical content in specific industrial fields, designed to prepare persons for engineering technician occupations; usually two years in length, on the post-high school level; commonly known as educational programs of the technical institute type.
2. Curriculums designed to prepare persons for technical specialist occupations, usually confined to one area within an industry; commonly six months to two years in length, on the post-high school level; scope of content narrower than that of technical institute type curriculums.
3. Vocational-technical curriculums in technical high schools, designed to prepare youth for positions similar to those of engineering technicians but on a somewhat lower level.
4. Curriculums which combine technical content with sales content, cost content, and the like; frequently two years in length, on the post-high school level.
5. Vocational-technical curriculums which lie outside the fields of engineering, such as biological laboratory technology, or medical assistant technology; usually two years in length, on the post-high school level.
6. Short intensive programs designed to prepare persons for specific vocational-technical occupations on comparatively low level.

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<sup>1</sup>Lynn A. Emerson, "Vocational-Technical Education for American Industry," Office of Education Circular, DXXX (Washington: U. S. Government Printing Office, 1958), p. 9.

In this study, Technical Institute education will be identified with the vocational-terminal education function of the community college. Therefore the two institutions will be identified with the community college and treated as one, even though the technical institute may perform only a part of the functions of the community college and a community college may offer only a small technical curriculum.

General Education: General education is difficult to define. It is directed toward developing the understanding, appreciation, attitude, skills and common knowledge needed for an individual to be effective as a person, a member of a society, a worker and a citizen. It entails an understanding of our cultural heritage; the developing of sound moral and spiritual values; the maintaining of good physical and mental health; the expressing of thoughts clearly in speaking and writing; understanding in reading and listening; critical thinking or problem-solving and value discrimination; introduction to the fields of natural science, humanities and social studies; and the exploration of various areas of knowledge, the use of which is common to all occupations and living situations. Thus, general education is considered to serve as a common bond among individuals of diverse interests and activities and underlies all specialized training.

At least six different approaches are today being used

and defended.<sup>1</sup>

1. The "great books" approach, based on the assumption that by studying the great books of the past students will become acquainted with the processes and results of man's best thinking and will then be able to apply his learning to current and future problems.
2. The liberal arts approach, based on the assumption that a sampling from many fields of knowledge will aid students to develop understanding and insight, which they may then apply to problems and decisions of contemporary life.
3. Survey of fields of knowledge, based on the assumption that survey courses will aid students to organize and synthesize thinking into large and integrated wholes.
4. Functional approach, based upon problems and areas of living derived from characteristics and needs of students and of the society in which they live.
5. Infusion approach, based on the assumption that such things as human relations, personal adjustment, citizenship and communication skills can be taught as the opportunity arises in any area of the college program.
6. Composite of approaches. Actually most colleges do not consistently follow any single pattern.

Because the exact program of general education is difficult to define, any program that utilizes the above methods, or any point in a student's experience by which he progresses to the above-mentioned goals, was defined as general education.

Distribution Requirements: General introductory courses that give the student the necessary general foundation in an area and that are followed by advanced courses in the same general area. They deal with pure subject matter and are regarded as necessary for general cultural reasons or as a

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<sup>1</sup>Byron Lamar Johnson, General Education in Action (Washington: American Council on Education, 1952), pp. 42-47.

means of acquiring knowledge in one's field of specialization.

## CHAPTER III

### Review of the Literature

The literature pertaining to the junior and community colleges in general contains frequent references to the necessity for providing education for the terminal and the transfer student. However all the references speak only in a general way except one study entitled "Report of a Study of General Education Programs in Community Junior Colleges." The publications dealing with this problem can be divided into two general types.

1. Books and articles which frequently reflect ideal rather than actual conditions, but nevertheless show the opinions held by the leading authorities in fields.
2. Research studies, which are frequently limited in scope but do portray the most complete factual data which are available.

Because this dissertation discusses differential provisions for terminal and transfer students, literature will be selected which bears upon this dissertation.

### Books and Articles Concerning Curricula

Differential provisions in curricula must be provided for the two types of students. Henninger<sup>1</sup> writes that the terminal and transfer programs are co-equal in their importance to our social, economic and national welfare. These fields and the

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<sup>1</sup>G. Ross Henninger, The Junior College and Technological Education, pamphlet, State University of Iowa (Iowa City: June 10, 1961).

people who are in them give us a satisfying and effective manpower distribution for our way of life and deserve recognition accordingly.

Thornton<sup>1</sup> and Weiss<sup>2</sup> believe that higher education should be available to all qualified students of all ages, all social classes, all varieties of abilities. The community colleges should then develop a sufficient variety of curriculums to meet the educational needs of its people.

Authors such as Bogue, Hillway, Eells, Medskar and many others all express their zeal for a true community college program of studies for all American youth.

#### Books and Articles Concerning Students

Differential provisions must be provided for the terminal and the transfer student for effective guidance. Hillway states:

When the student enters the community college he is ready with respect both to emotional fitness and to work experience for a serious decision regarding his career. This, then, is the period at which vocational guidance normally proves most useful and meaningful.

Dressel writes:

College-age youth are on the threshold of a much-desired independence, but their lack of experience in self-discipline results in a mixture of hopes, fears and

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<sup>1</sup>James W. Thornton, The Community Junior College (New York: John Wiley and Sons, Inc., 1960), p. 44.

<sup>2</sup>Robert M. Weiss, "Eight Criteria of an Effective Junior College," Junior College Journal, XXVII (1956), pp. 102-107.

<sup>3</sup>Hillway, The American Two Year College, pp. 144-45.

doubts, all magnified by a variety of problems which they are just beginning to recognize as their own. These recurring common problems fall into several categories, and no one individual necessarily faces difficulties in all categories. These categories are:

1. Vocational problems.
2. Social and emotional problems.
3. Health problems.
4. Religious problems.
5. Financial problems.
6. Esthetic problems.
7. Dating and marriage problems.<sup>1</sup>
8. Academic adjustment problems.<sup>1</sup>

Seashore states that the community college student is not lacking in "brain matter." The Psychological Corporation has developed the College Qualification Tests with carefully established norms for four-year colleges and for junior colleges. The following statements are quoted:

The median score for community college freshmen is near the twenty-fifth percentile for senior college freshmen.

About twenty-four percent of community college men and twenty per cent of community college women are above the respective medians for freshmen in four-year colleges.

There is considerable overlap of scores. These distributions tell us that there are many community college students whose scores would be considered superior in senior colleges, and many low scoring senior college freshmen would also rate low in community colleges.

The difference in favor of the four-year<sup>2</sup> student is slightly greater for women than for men.

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<sup>1</sup>Paul L. Dressel, "Educational Demands Arising from Individual Needs and Purposes," The Public Junior College, The Fifty-Fifth Yearbook of the National Society for the Study of Education, I (Chicago: University of Chicago Press, 1956), pp. 49-53.

<sup>2</sup>Harold Seashore, "Academic Abilities of Junior College Students," Junior College Journal, XXIX (1958), pp. 74-80.

Phebe Ward speaks of the necessity for effective guidance and counselling when she explains:

Basically, the problems of the terminal student and those of the college preparatory student are the same in that they are fostered by the student's need for making adjustments; but the terminal student's wants are characterized by their crying immediacy.<sup>1</sup>

In the words of Brumbaugh the purpose of the entire guidance program is

to aid each student to discover his abilities and limitations, to define his educational goals as clearly as possible, to clarify his vocational objectives and to solve his personal problems.<sup>2</sup>

From these books and articles it can be deduced that differential provisions must be made for the terminal and the transfer student because the students have different educational needs. The terminal student's vocational problems are more immediate and more urgent.

#### Books and Articles Concerning Counselling and Guidance

In spite of the fact that counselling and guidance are claimed as a function of the community college, the application of this function to provide for the differential needs of the terminal and the vocational student presents a challenge to each community college.

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<sup>1</sup>Phebe Ward, Terminal Education in the Junior College (New York: Harper and Brothers, 1947), pp. 101-102.

<sup>2</sup>A. J. Brumbaugh, "Better Student Personnel Services in Junior Colleges," Junior College Journal, XXI (1950), p. 38.

Most students enter the community college with the intention of transferring to a four-year college in pursuit of a bachelor's degree. In 1940 Eells<sup>1</sup> reported that seventy-five per cent of all entering students in junior college did not continue beyond the junior college. Iffert<sup>2</sup> in 1958 reported that forty per cent of his small sample of junior college students did not go beyond the first year in their first collegiate institution. Fully two-thirds of the students in a nation-wide sample analyzed by Medsker<sup>3</sup> actually completed their formal education in the junior college, yet only one-third of the entering students chose courses designed for terminal students.

Two inferences are possible from the above data:

1. Students, not knowing their place in the vocational world, gravitate to the prestige-bearing college parallel program.
2. The question posed for the faculty is how can they help students to choose more wisely and, having chosen, to achieve more consistently.

The public image of terminal education has made guidance of students very difficult. There is a strong desire by parents to see their children enrolled in a college parallel course.

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<sup>1</sup>Walter C. Eells, Present Status of Junior College Terminal Education (Washington: American Association of Junior Colleges, 1941), p. 60.

<sup>2</sup>Robert E. Iffert, Retention and Withdrawal of College Students, United States Office of Education Bulletin, I (Washington: U. S. Government Printing Office, 1958).

<sup>3</sup>Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw Hill Book Company, 1960), pp. 91-92.

This desire is based on the propaganda expounded relative to university preparatory courses. Sexson writes:

In the early years the terminal courses were more or less stigmatized. The public and students had the feeling that the university preparatory courses were the only real college courses. If the student was not enrolled in this curriculum it was the consensus that he had something to explain. This general attitude is gradually giving way to one of respect for terminal education although it sometimes happens even now that counsellors find it difficult to enlist in terminal work the interest of students who should be taking such offerings.<sup>1</sup>

Ward also writes to this point when she says:

In fact, the whole matter of guiding students into terminal curricula demands the education and co-operation of the faculty, counsellors and the administration. As a hangover of the once-popular practice of counselling the least capable into shop-work and home economics courses, too many junior colleges are adopting the habit of guiding the less competent students into terminal curricula, at the same time discouraging the most competent students from entering these curricula--forgetting that intelligence, as well as special aptitudes, is a prerequisite<sup>2</sup> for success in semi-professional positions.

Educators like C. G. Singer, formerly Dean of Penn Hall Junior College, also helped to shape public opinion when he wrote:

In recent years, America has allowed itself to be misled by a group of educators who had little or no use for culture in the real sense of the word or for mental discipline or classical training in the old tradition. In place of the liberal arts program which has these inherent values, they would have substituted technical and terminal training which by itself would stunt the

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<sup>1</sup> John A. Sexson and John W. Harbeson, The New American College (New York: Harper and Brothers, 1947), pp. 273-74.

<sup>2</sup> Ward, Terminal Education in the Junior College, p. 20.

intellectual, cultural and spiritual growth of the nation.<sup>1</sup>

Intense effort is needed to help adults and youth understand the purposes of the various programs of instruction in the community colleges. In this way students may be helped to make more appropriate choices of curricula and improve the quality and extent of their education. Thus differential provisions for the terminal and the transfer student will be made more realistic and meaningful.

#### Books and Articles Concerning Transfer Policies

University attitude has also made guidance more difficult for the community college. Before 1925 the only function recognized for a community college was the college parallel program.<sup>2</sup> Senior colleges would accept students from the junior colleges, but many institutions of the four-year type discouraged attendance at the two-year institutions. The dream of Tappan, Harper, White and others<sup>3</sup> to make the university a research center by eliminating the first two years of the college program was never realized because the loss of this tuition money would have meant the ruin of many institutions of higher learning.

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<sup>1</sup>C. G. Singer, "Junior Colleges are on the Wrong Path," Junior College Journal, XV (1944), p. 68.

<sup>2</sup>Bogue, The Community College, p. xvii.

<sup>3</sup>Edmund J. James, "Functions of a State University," Science, XXII (1905), p. 616.

When the tidal wave of students appeared after World War II, university<sup>1</sup> people began to encourage attendance at community colleges. The community college helped to fill the junior classes of the four-year institutions, after the inevitable attrition had reduced the size of the classes which entered those colleges two years earlier. It also provided a tried and tested student body for these upper division classes. However, many of the disparaging remarks made before World War II still color the thinking of the parents of the students.

While the college parallel course has achieved stature, Bogue explains:

Sharp lines have been generally drawn in most states and community colleges between what are called university-parallel and terminal<sup>2</sup> curricula. The choice is either black or white.

Perhaps the primary deterrent to the selection of terminal curricula is the fear on the part of the student that such a selection would preclude all possibility of later transfer with credit to a university.

Bogue writes:

. . . the mere fact that there may be some loss of time and credit should not be a serious consideration.<sup>3</sup>

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<sup>1</sup>Thornton, The Community Junior College, pp. 63-64.

<sup>2</sup>Bogue, The Public Junior College, p. 198.

<sup>3</sup>Ibid., p. 201.

Eells reported:

. . . senior colleges in some instances are prejudiced against the terminal student as a transferee.<sup>1</sup>

Distler states:

Year after year we inform our people that they cannot become chemists but chemistry laboratory technicians. Where can they go with such terminal junior college credits?<sup>2</sup>

He hopes that more and more schools will offer four-year courses in such fields.

Thornton writes:

. . . transfer requirements of universities are a restricting force.<sup>3</sup>

#### Books and Articles Concerning Community College Standards

Because of the presence of the terminal student and his curriculum, senior colleges have been concerned with the differential classroom provisions provided for this student.

A question raised by the senior colleges is based on the quality of instruction offered by the community colleges and the question of standards. Punke asks:

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<sup>1</sup>Walter C. Eells, "Success of Transferring Graduates of Junior College Terminal Curricula," American Association of Collegiate Registrars Journal, XVII (1947), pp. 372-398.

<sup>2</sup>Theodore A. Distler, "The Junior and Senior College," Junior College Journal, XVII (1947), pp. 311-318.

<sup>3</sup>Thornton, The Community Junior College, p. 207.

Can a community college with a more heterogenous population, based on no other admission requirements than the possession of a high school diploma, offer courses on a par with a selected student body in attendance? Are the courses actually offered college level courses?<sup>1</sup>

Hillway expresses this sentiment when he states,

The question has often been raised whether such instruction as that in automobile mechanics or the building trades can be properly offered by a collegiate institution. Are such courses actually of "collegiate grade," or should they be relegated because of their intrinsic nature to some other level of our education system?<sup>2</sup>

Thornton states that senior colleges express concern over community college standards.

Since the community college admits and graduates people who could not possibly succeed--who would not want to succeed--in university courses in arts, sciences, history, mathematics, or foreign languages, these observers conclude that the community college gives credit for substandard academic performance.<sup>3</sup>

#### Books and Articles Concerning General Education

Thornton believes the current emphasis on general education developed partly as a reaction against:

1. Excessive vocationalism and other specialization.
2. A tendency for colleges to teach introductory courses as if all students were preparing for advanced work in the field.

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<sup>1</sup>Harold H. Punke, "Junior College Admission and Non-Curricular Provisions for the Student," School Review, LX (1952), pp. 39-45.

<sup>2</sup>Hillway, The American Two Year College, pp. 111-112.

<sup>3</sup>Thornton, The Community Junior College, pp. 42-43.

3. An over-emphasis on subject matter at the expense of student growth.<sup>1</sup>

Edwards gives a good reason for general education:

The great majority of entrants into occupational life today must possess qualities of adjustability and adjustment, must know how to do not one thing but many things, must be able to transfer from one job to another, must be capable of sustained attention and quick reaction, must be intelligent, and must be able to get along with other people, to work with them, to direct them, and to serve their needs.<sup>2</sup>

It is the belief of many educators that vocational education and general education are not in conflict and that they actually complement each other. This is the position taken by the Educational Policies Commission:

It is no longer profitable if indeed it was ever so, to debate the relative importance of vocational and non-vocational education. The two are not properly considered as competitive; they are phases of a single process. An educational program, which taken as a whole, neglects either aspect, is incomplete, if not actually harmful.<sup>3</sup>

Jesse Bogue echoes this point as he declares:

General education and vocational training make the soundest and most stable progress toward personal competence when they are thoroughly integrated. When we consider the expanding role of the community college, emphasis on general education for all students regardless of their vocational objectives should be kept in mind.<sup>4</sup>

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<sup>1</sup>James W. Thornton, "General Education," The Public Junior College, The Fifty-Fifth Yearbook of the National Society for the Study of Education, I (Chicago: University of Chicago Press, 1956), pp. 119-120.

<sup>2</sup>Newton Edwards, Equal Opportunity for Youth (Washington: American Council for Education, 1939), p. 139.

<sup>3</sup>Educational Policies Commission, Education for All American Youth, National Education Association (Washington, D. C., 1952).

<sup>4</sup>Bogue, The Public Junior College, p. 22.

General education is considered to be one of the functions of a community college. The definition of general education has many shadings and meanings to educators. The amount and type of general education constitute one of the differential provisions for the terminal and transfer student of a community college.

#### Research Studies

Sherman studied the present status of vocational terminal education in the public community colleges of Michigan. He concluded that:

1. Some terminal engineering programs are simply a "watered-down" version of the college transfer engineering program and are not built around any distinctive needs of the engineering aide. However, some college administrators have taken the position that a college transfer engineering program is, in addition, a good terminal program.
2. Some of these curriculums appear to be new arrangements of traditional courses without any unique vocational "core" of their own. A vocational core consists of courses exclusively employed to train for a specific occupational proficiency.
3. Many training programs are being forced within the confines of a structured educational framework rather than adjusting the length of the training period to meet specific training requirements. The scarcity of one-year curriculums and the total absence of three-year curriculums lend weight to this observation.
4. Few follow-up studies have been made to ascertain the success of the graduate of the vocational-technical curriculums.<sup>1</sup>

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<sup>1</sup> D. R. Sherman, The Emerging Role of Vocational-Terminal Education on the Public Community College of Michigan, unpublished doctoral dissertation, Wayne State University (1956).



From these conclusions it is evident that differential provisions for the terminal student were not provided in general in the public community colleges of Michigan.

Clawson evaluated the student personnel service in selected community colleges in the United States. He concluded that, on the basis of data available, it was not possible to determine the extent to which students receive help in making realistic vocational choices.<sup>1</sup>

Since the terminal student needs immediate help in reaching a vocational choice while the transfer student has a longer time to make his choice of a vocation, differential provision for the terminal student is not adequate.

Thomas investigated the operational relationships between vocational education and university transfer programs.<sup>2</sup> This study is set against a background of strife among three views:

1. General education is not compatible with vocational education.
2. General education has been over-rated and the emphasis should be placed on vocational education.
3. General education and vocational education complement each other.

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<sup>1</sup>Charles H. Clawson, Evaluation of Student Personnel Services in the Community Colleges, unpublished doctoral dissertation, Texas Technological College (1953).

<sup>2</sup>Wade F. Thomas, An Investigation of Operational Relationship between Vocational and Both University Transfer and General Education Program in Selective Public Junior Colleges, unpublished doctoral dissertation, University of California (Los Angeles: 1956).



He concluded that number three above is the most likely choice, although there are adherents on every issue.

A study<sup>1</sup> conducted by the Michigan State University Office of Community College Cooperation has some bearing on the problem of this dissertation. It states that all Michigan Community Colleges provide student personnel services, fifty-three per cent keep separate counselling records, thirty-one per cent provide a formal program for the dropout and only thirty-one per cent evaluate the success of the graduate who goes immediately into full-time employment.

This dissertation is closely paralleled by a study<sup>2</sup> developed by the Director of the Office of Community Junior College Cooperation at Michigan State University. A questionnaire method was developed to reveal characteristics of community junior college academic programs designed to provide a broad liberal general educational background. One hundred and thirty-seven colleges responded to the questionnaire. The following report is a summary of the findings with an emphasis upon the central and major characteristics of the respondents' descriptions of general education programs and procedures.

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<sup>1</sup>Office of Community Junior College Cooperation, Summary of Michigan Public Community-Junior College Student Personnel Services Survey (Michigan State University, 1960).

<sup>2</sup>Curriculum Commission of the American Association of Junior Colleges, Report of a Study of General Education Programs in Community Junior Colleges (Michigan State University, 1960).

1. General education courses for both terminal and transfer curricula are taught by the same instructors in the vast majority of both public and private community junior colleges.
2. Almost one-third of the public and two-thirds of the private community junior colleges have not conducted a survey of present and future needs for terminal graduates.
3. Instructional staffs are considered adequate in meeting the general education needs in terminal curricula.
4. Few community junior colleges conduct formal in-service training programs for their faculty related to terminal curricula.
5. A wide range of degrees, diplomas and certificates are awarded in terminal curricula. A smaller number are awarded in transfer curricula.
6. Terminal enrollments range from none to one hundred per cent, with a median of twenty per cent for all respondents, twenty per cent for public community junior colleges, and twenty-three per cent for private junior colleges.
7. A median of five per cent of the student body of both public and private community junior colleges changes from terminal to transfer curricula while enrolled in the community junior college.
8. A median of five per cent of terminal graduates transfer to senior institutions with no significant difference between public and private community junior college medians.
9. A median of five per cent of the transfer students of both public and private community junior colleges change to terminal programs while enrolled in the community junior college.
10. The vast majority of community junior colleges permit students to enroll in the curriculum of their choice and also to change from terminal to transfer curriculum.
11. Terminal students in the vast percentage of community junior colleges are not separated from transfer students in general education courses. Thus, the same content,

procedures and materials are used for both curricula.

12. Slightly over thirty-three per cent of the public and ten per cent of private community junior college respondents offer different courses in the same subject matter fields for terminal programs and transfer programs.
13. There is little agreement among community junior college respondents in regard to transfer and terminal students' general education needs. Respondents indicate, in a ratio of two to one, that there should be no separation in general education courses of terminal and transfer students.
14. There is much diverse opinion as to the characteristics of transfer and terminal students, which students actually constitute these groups, and whether such a dichotomy is justified and realistic.
15. The consensus of opinion is that when terminal and transfer students are combined in the same general education courses standards are not lowered, terminal students generally do not fail or do poorly, and terminal students become indistinguishable from transfer students.
16. And yet, fifty-five per cent of all respondents, sixty-five per cent of the public community junior college respondents and twenty-seven per cent of the private junior college respondents feel that there is a difference in academic ability of the transfer and the terminal student.
17. The vast majority of both public and private community junior college respondents indicated that it is possible for terminal students to enter a senior institution and receive transferable credit for all or some of the terminal general education courses.
18. A median of fifty per cent of students enrolled in transfer curricula subsequently transfer to a senior institution.
19. A median of seventy-five per cent of students graduated by community junior colleges in transfer curricula subsequently transfer to a senior institution.
20. A median of five per cent of students enrolled in public and ten per cent enrolled in private junior college terminal curricula subsequently transfer to a senior institution..

Since the report is partly based upon a questionnaire developed by the author of this dissertation, some of the conclusions are used in the body of this study in an attempt to correlate nation-wide views with those of Michigan Community College administrators.

The review of the literature points up the fact that this dissertation covers an area which has not previously been investigated.

## CHAPTER IV

Results of the Administrative Head  
and Faculty Personal Interview Questionnaires

To gather data for the dissertation, "The Characteristics of Differential Provisions in the Michigan Community Colleges for the Terminal and Transfer Students," a questionnaire was developed for the administrative heads of the institutions.<sup>1</sup>

To compare the opinions of the administrator with those of the faculty, another questionnaire was developed and at least three faculty members in each institution were interviewed.<sup>2</sup> Since many questions were identical in both questionnaires, side-by-side comparisons of opinions are made. Because the interviewer desired positive opinions, neither institutions nor persons will be identified.

The questionnaire was designed to provide information about the many facets of differential provision for the two types of students in the Michigan Community Colleges. The areas that were investigated concerned differential provisions for the terminal and the transfer student in:

1. Curricula.
2. Definition of a terminal and a transfer student.
3. The role of the college based on:
  - a. numbers of students enrolled in various curricula.
  - b. effective enrollment of the student based on the numbers transferring to a senior college.

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<sup>1</sup>Questionnaire found in Appendix, p. 98.

<sup>2</sup>Questionnaire found in Appendix, p. 102.

4. Admission policies.
5. Graduation degrees awarded.
6. Admission officers
7. General education.
8. Subject matter provisions and standards.
9. The effect of a terminal student on a transfer class.
10. Academic abilities of the two types of students.
11. Faculty.
12. Testing.
13. Transfer of Credit to a senior college.
14. Additional miscellaneous provisions.

#### Differential Provisions in the Curricula

Question 1: What are the types of curricula offered at the Michigan Community Colleges?

This question was asked of the administrative deans to learn if any of the Michigan Community Colleges provide either transfer or terminal courses for their students. If this were the case, the two-year college would be serving only a part of its functions and could not be classified as a true community college as defined earlier in Chapter II.

All of the Michigan Community College deans interviewed stated that they offered curricula in the transfer and non-transfer fields as well as two-year technical programs and remedial work. In the non-transfer fields, curricula in general

studies and/or liberal arts were available. This distinction separated the technical from the non-transfer curricula, although both curricula are consolidated in the non-transfer classification for further statistics included on the following pages of this dissertation.

Nine community colleges provide remedial courses in both the transfer and terminal curricula. In two community colleges a remedial student was described as a terminal student until he removed the deficiencies in his academic preparation, at which time he could reclassify himself. One community college did not provide remedial courses, while one community college insists that students in remedial courses enroll in the evening adult education program. These two institutions considered remedial work as less than college-level courses. The results on the questionnaire are based on the curricular classification placed on the student by the administration.

#### Differential Provisions in the Definition of a Transfer and a Terminal Student

Question 2: What is your definition of a transfer student?

The administrative deans were asked to define "transfer student". Their responses are the following:

One who proceeds to a four-year institution to earn a higher degree.

One whose academic preparation allows him to enroll in a transfer-type curriculum and who plans to transfer to a senior college.

One who has an average of 2.5 and is aiming for any of the transfer areas.

An individual who defines himself as such and who has chosen a transfer curriculum pattern.

One who is enrolled in a course for a senior college.

One whose preparation and performance will permit him to transfer to a senior college without loss of credit or campus status.

One who selects a transfer program.

This same question was listed first on the faculty questionnaire. The answers resembled those of the deans, and with frequency they defined a transfer student as one enrolled in a transfer curriculum.

The term "transfer student" is used to describe one who is enrolled in a curriculum leading to a baccalaureate degree. This term is also employed for a student who pursues a college parallel program but who may never actually transfer. A student who comes to the community college from other collegiate institutions is also called a transfer student.

Question 3: What is your definition of a terminal student?

The administrative heads designated a "terminal student" by the following descriptions:

One who expects to complete his formal college training in one or two years.

One who wishes only one or two years of college or one whose previous training is inadequate to allow admission to a transfer curriculum.

One who is enrolled in a course that will benefit him in one or two years.

An individual who defines himself as such and who has chosen a terminal curriculum pattern.

One who completes his work at the Michigan Community College.

One whose ability, interests and motivation do not incline him into a baccalaureate degree pattern.

A terminal student cannot be defined curriculum- or program-wise. We encourage all our students to go on to further training.

One who for the time being has a planned program leading to employment or a marketable skill.

This same question was similarly answered by the faculty as question number two. The most common definition of a terminal student was "one who is enrolled in a terminal program."

The term "terminal student" is used by community colleges to describe the student who is enrolled in a planned program of study designed to provide technical and/or liberal education beyond high school and who plans upon entering full-time employment at the conclusion of his college program. These programs may or may not carry transfer credit to four-year institutions and are not designed to meet lower division requirements leading to senior college areas of specialization. Programs vary in length from less than one to three years.

#### Differential Provisions in the Role of the Michigan Community Colleges

Question 4: Approximately what per cent of the student body whose occupation is primarily that of a student are enrolled in non-transfer curricula?

Question 5: Approximately what per cent of the student body whose occupation is primarily that of a student are enrolled in transfer curricula?

- Question 6: Approximately what per cent of the student body whose occupation is primarily that of a student are enrolled in other curricula?
- Question 7: Do two-year graduates of terminal curricula enter senior colleges? Could one tell approximately what per cent are accepted?
- Question 8: What per cent of the students who graduate from a transfer curriculum actually go to senior colleges?

The answers to the above questions by the administrative deans can be summarized by Table I, page 44. These questions were designed to determine whether or not Michigan Community Colleges emphasized either the transfer or terminal curricula.

It can be concluded that only in one Michigan Community College, College H, is the enrollment of terminal and transfer students equal in number. In only one, College E, do the terminal students outnumber the transfer students.

In the remaining colleges the ratio of transfer to terminal students numbers from two-to-one to nine-to-one in favor of the transfer student.

In most community colleges the number of terminal students who subsequently transfer to a senior college is small. Community College H indicated a high percentage of terminal students who decided to transfer to a senior college.

A large percentage of transfer student graduates actually enter a senior college. Again Community College H provides the largest exception.

Table I. Data for questions four through eight.

Colleges	Questions				
	4	5	6	7	8
	Community College Enrollment			Senior College Acceptance	
	Terminal	Transfer	Other	Terminal Graduates	Transfer Graduates
A	20%	80%	0	75% of those who apply	90%
B	33%	67%	0	All who apply. 5-10% of those who graduate	80%
C	25%	75%	6 People	All who apply	85-90%
D	25%	75%	75 in odd programs	All who apply, about 5%	60%
E	66%	34%	0	All who apply, 5%	60%
F	33%	67%	0	1/3 of those who apply	90%
G	10%	90%	0	Don't know	-
H	50%	50%	0	All who apply, about 25%	60-70%
I	20%	80%	0	No accurate figures	-
J	40%	60%	0	All who apply	100%
K	19%	81%	0	All who apply, about 15%	93-94%
L	10-12%	88-90%	0	Few	75%
M	10%	90%	0	None	100%

**Differential Provisions  
in Admission Policies**

Administrators were asked questions nine through eighteen to discover how students are placed in definite curricula. The admission policy could provide definite differential provisions for the terminal and transfer student.

Question 9: Is it the policy of the Michigan Community Colleges to place a student upon entrance into a definite curriculum?

Administrators are divided on this issue.

1. Sixty-two per cent allow each student to choose his own curriculum.
2. Twenty-three per cent allow academically qualified students to choose their own curricula.
3. Fifteen per cent place all students, depending on "certain factors".

Question 10: Do you place students with deficiencies upon entrance into a terminal curriculum?

The following responses were made by the deans:

1. Students with academic deficiencies are placed in a terminal curriculum in twenty-three per cent of the community colleges.
2. Seventy-seven per cent of the community colleges will allow a student with deficiencies upon entrance to select a curriculum, but he may be given a reduced schedule.

Question 11: To what extent does college testing play a part in placing students into terminal curricula?

The deans' responses follow:

1. A student with acceptable college test scores places himself in his chosen curriculum.

2. A student with low test scores is:
  - a. advised to choose the terminal curriculum, according to seventy per cent of the deans.
  - b. placed in the terminal curriculum by fifteen per cent of the deans.
  - c. placed in the evening college or in a course or courses rather than a curriculum by fifteen per cent of the deans.

Question 12: Is the high school record used in placing students in non-transfer curricula?  
 Considerable \_\_\_\_\_ Some \_\_\_\_\_ None \_\_\_\_\_

The degree of consideration the deans gave the high school record in placing students into non-transfer curricula is the following:

1. Considerable consideration is given by thirty-eight per cent.
2. Some emphasis is placed by forty-six per cent.
3. No emphasis is placed by sixteen per cent.

Question 13: Do you consider the absence of the high school principal's recommendation of sufficient importance to place a student into a non-transfer curriculum?

The importance of the absence of the high school principal's recommendation in placing a student into a non-transfer curriculum is rated in the following statements:

1. Thirty-eight per cent of deans will place a student in a non-transfer curriculum.
2. Fifty-four per cent place no importance on the presence or absence of the high school principal's recommendation.
3. Eight per cent place little importance on the presence or absence of the high school principal's recommendation.

Question 14: Do you respect the student's desire by placing him in a non-transfer curriculum?

The following responses were provided by the deans:

1. Eighty-six per cent of the deans stated that they will respect a student's wishes by placing him in a non-transfer curriculum.
2. Seven per cent reported that they will sometimes respect a student's desire to be placed in a non-transfer curriculum.
3. Seven per cent will not respect the student's desire for a non-transfer curriculum because the non-transfer curriculum may require special preparation and aptitudes.

Question 15: What other factors play a part in placing a student in a non-transfer curriculum?

Health \_\_\_\_\_ Parental desires \_\_\_\_\_  
 Family status \_\_\_\_\_  
 Recommendation of friends \_\_\_\_\_  
 Other (please list) \_\_\_\_\_

The only factor mentioned in answer to question fifteen that will influence a Michigan Community College dean to place a student in a non-transfer curriculum is health. This was mentioned by twenty-three per cent of the deans. Generally, the vocational rehabilitation agency states that a student should be placed in a definite curriculum because of the results of his testing program. Most deans specified that they place none or the minimum importance on the factors mentioned in the questionnaire.

#### Differential Provisions in Graduation Degrees Awarded

Questions sixteen and seventeen were asked from the administrators to learn what are the types of differential degrees awarded to the two types of students.

Question 16: What degrees or certificates are awarded to students for the successful completion of a two-year non-transfer curriculum?

Question 17: What degrees or certificates are awarded to students for the successful completion of a two-year transfer curriculum?

Associate degrees are awarded to students for the successful completion of either a two-year non-transfer curriculum or a two-year transfer curriculum in almost all of the Michigan Community Colleges. If a student's grade point average falls below a C or a two-point average, a few community colleges may substitute a certificate of graduation for both types of students. The type of diploma, associate or certificate, depends upon the scholastic average of the student rather than on the curriculum pursued.

The associates degrees are subdivided into Associates in Art, Associates in Science, Associates in General Studies and other broad fields of study, depending upon definite and varied courses of study recommended by each of the Michigan Community College administrators and faculty.

#### Differential Provisions in Admission Officers

Because of changes in occupational demand and preparation in technology and industry, terminal curricula need to be kept current and employment opportunities must be available for terminal students upon graduation. Question eighteen was asked of the administrative deans to determine if separate counselling officers were available for the two types of students. Because of the hesitancy of a student to classify himself as a terminal student, easier rapport could be achieved with a counsellor especially

familiar with the problems of a terminal student.<sup>1</sup>

Question 18: What administrative officer places a student in a definite curriculum?

1. In forty-five per cent of the Michigan Community Colleges visited, the Director of Admissions in consultation with the faculty, enrolls the student into a definite curriculum. The student actually places himself and selects the curriculum. The faculty and the Director of Admissions serve in the capacity of advisors.
2. The faculty, together with the Associate Dean or the Director of Admissions, in forty per cent of the colleges visited place the student into a definite curriculum. A student's desire for a curriculum may or may not be realized. Certain admission policies are considered before the student is placed in a definite curriculum.
3. In fifteen per cent of the community colleges the Dean initiates the counselling for the student. Because of the small staff in administration and a small enrollment, the faculty does not enter into the admission of the student. One dean specified, however, that certain selected members of the faculty may help in placing a student into a definite curriculum.

#### Differential Provisions in General Education

Question 19: Do you have courses which you consider to be general education? Please list.

Question 20: What per cent of the entering students are exposed to general education in their first semester?

Questions nineteen through twenty-three were asked of the administrative heads of the Michigan Community Colleges to

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<sup>1</sup> Sexson and Harbeson, The New American College, pp. 273-74.

learn what differential provisions in general education were provided for the terminal and transfer students.

The administrative heads expressed a hesitancy in reporting any statistics on general education because of the difficulty of defining general education. General education has a broad concept and is defined in Chapter II, "Definition of Terms." In general, the deans stated that the question could not be answered.

Some of the comments of the deans were:

General education depends upon the curriculum of the student. History of art may be general education to one student, but specialized education to the art major.

We do not believe in too much general education. We believe in giving the student what he needs to secure and hold employment or to enable him to transfer to a senior college without loss of academic standing.

The senior colleges do not agree what is general education. Look at the various courses they call general education.

It doesn't matter what we call general education. The senior college interprets our courses as satisfying the general education requirement.

The terminal student doesn't need general education. He wants to secure good job training.

Basically, however, since freshman English and American Government are required subjects in all curricula in all Michigan Community Colleges, general education is required from all entering freshmen.

Question 21: What per cent of the transfer curricula consists of general education courses?

0-20%	_____	20-40%	_____
40-60%	_____	60-80%	_____

Question 22: What per cent of the non-transfer (terminal) curricula consists of general education?

0-20% \_\_\_\_\_ 20-40% \_\_\_\_\_  
 40-60% \_\_\_\_\_ 60-80% \_\_\_\_\_

Table II. Per cent of general education in transfer and terminal curricula as reported by the deans.

Question		
	21	22
Per cent	Transfer Curricula	Terminal Curricula
0-20%		15%
20-40%		15%
40-60%	25%	
60-80%	60%	
80-100%	15%	

Note: The administrative heads stated that the per cent of general education in the terminal curricula depended upon the curricula, but the sixty per cent did agree that the percentage of general education courses in the terminal curricula was on the low side rather than on the high side.

Question 23: Do you have distributive requirements as a requirement for graduation?

Every dean stated that distributive requirements are necessary for graduation. The amount of distributive requirements may vary in each community college, but a certain number of courses are a

prerequisite for graduation.

Differential Subject Matter  
Provisions and Standards

- Question 24: Do you place non-transfer students in separate homogeneous (non-transfer student) classes?
- Question 25: Is there a difference in the standards for such homogeneous (non-transfer student) classes from those for transfer classes in the same subjects?
- Question 26: Are there other differences between the separate homogeneous transfer and non-transfer classes in the same subject?
- Question 27: Is there a difference in content?
- Question 28: List the subjects in which you have separate sections for the terminal and transfer students in the same subject.
- Question 29: Do you have a course outline for comparison in a subject such as chemistry to show the difference in content?

The above group of questions was asked of not only the administrative heads of the Michigan Community Colleges, but also of the faculty who taught homogeneous classes composed of either transfer or terminal students. Question number twenty-nine was referred by the deans to the faculty.

The questions were designed to ascertain what differential classroom provisions were observed in the Michigan Community Colleges for the terminal students.

The following responses were provided by the deans in answer to Question 24, which asked if they place non-transfer students in separate homogeneous classes.

1. None of the community colleges deliberately provide distinct non-transfer student classes for non-transfer students.
2. Scheduling may accidentally provide for such an homogeneous non-transfer class.
3. Some subjects (such as machine shop, business machines, etc.,) are required only by the terminal student. These classes would then be homogeneous terminal classes.

Because Question 24 was answered in the negative by the deans, Questions 25 through 29 did not apply. However, Question 33 pursues these questions in an ideal community college.

#### Classroom Effect of the Two Types of Students

Question 30: If the terminal student is placed in the same class with the transfer student, does he:

- a. lower the standards of the transfer class?
- b. fail the subject?
- c. lower the instructor's standards?
- d. become indistinguishable from the transfer student?

The above question was developed to ascertain what happens to the terminal student if he is placed in the same class with the transfer student. Since deliberate classroom separation of the transfer and terminal students is not provided, the characteristics of the differential provisions for the two types of students could be discovered if they do exist. Both the deans and the faculty who teach mixed classes of terminal and transfer students were questioned. Twenty-three per cent of the deans specified that in their Michigan Community Colleges they have too few terminal students to base an opinion on question number thirty as to

how their students perform compared to the transfer students in the transfer class.

Of the remaining seventy-seven per cent of the deans who answered the personal interview question, forty per cent stated that the presence of the terminal student lowers the instructor's standards and lowers the standards of the transfer class, while sixty per cent of the deans answered that the instructor's standards and the standards of the transfer class are not affected. Not one dean stated that the instructor's standards or the standards of the transfer class were raised by the presence of the terminal student in the transfer class.

Twenty-six teachers out of a total of thirty-nine interviewed taught mixed classes of terminal and transfer students. Their responses to Question 30 were the following:

1. Thirty-eight and one-half per cent of the faculty members stated that they use double standards in the same class. The class is taught as a transfer class. The faculty learns which student is transfer and which student is terminal. The higher standards are demanded from the transfer student and the lower standards are demanded from the terminal student.
2. Forty-two and one-half per cent of the faculty members interviewed stated that in mixed classes the presence of the terminal student lowers the instructor's standards and also lowers the standards of the transfer class.
3. Nineteen per cent of the faculty members stated that the presence of the terminal student in the transfer class had not effected the instructor's standards nor the standards of the transfer class.

Some interesting comments expressed by twenty-two per cent of the deans in answer to Question 30-c were:

Be realistic--our good students are transfer students.

In transfer classes we are not measuring terminal things.

Technical students are poorer in arts, English, social studies, but as good, if not slightly better, in science.

We place all remedial students in the terminal curricula.

Some comments expressed by the seventy-eight per cent of the deans who stated that terminal students show no difference in the subject from transfer students were:

Because of unlimited and unrestrictive admission policies, the terminal students do about the same as the transfer people.

Because of the screening to enter certain terminal technological courses, they may do even a little better.

Terminal students must be qualified to enter the transfer class; hence they do as well as the transfer student.

We offer the same diploma for both students, so we expect them to meet the same standards.

We expect next year to use a reading comprehension test to put students of equal ability in classes. At that time, they will show no difference in the subject.

Some comments expressed by the sixty-two and one-half per cent of the faculty who stated that terminal students do generally poorer or fail the transfer class are:

It is suicide to place our terminal students in the transfer class.

For terminal students, we give a lot of D's instead of E's.

Of my most challenging students, none are terminal.

I provide an extra period a week for the terminal students.

Transfer people have had more English in high school, so they express themselves much better.

Comments frequently expressed are:

This course is not designed for terminal student needs.

I could help the terminal students more if I were relieved of the pressure of the senior colleges.

Terminal students stay out of my class for fear of failing.

This comment appears quite frequently:

Terminal students don't care for theoretical material. They are interested in practical things of use to them.

or

The terminal student is forced to take this subject; hence, he resents it.

The transfer student in our school is getting everything he needs. I am not as sure about the terminal people.

Terminal people are less scholarly.

Terminal students resent being placed in college parallel courses because they do not wish to enter a senior college.

Terminal students, because of scheduling, are generally given to the poorer faculty members.

Terminal students are under faculty members who do not understand the Michigan Community College philosophy.

We are an ivory-tower school.

Question 30-d shows an agreement of opinion. Thirty per cent of the deans stated that the terminal student can be distinguished by his classroom work from the transfer student generally, while thirty-two per cent of the faculty also felt that the terminal student can be similarly uncovered. The faculty answering this question were only those teachers who were not aware of the

Table III      Summary of the effects of the terminal student's presence in the transfer class.

<u>Instructor's Standards</u>			
	<u>Deans</u>	<u>Faculty Teaching Mixed Classes Only</u>	
Lower	40%	42.5%	(In addition, 38.5% use double standards)
Raise	0	0	(More liberal for terminal students)
No effect	60%	19%	
<u>Standards of the Transfer Class</u>			
	<u>Deans</u>	<u>Faculty Teaching Mixed Classes Only</u>	
Lower	40%	42.5%	(In addition, 38.5% use double standards in grading)
Raise	0	0	(100% say that transfer standards are used, but more liberally applied, for terminal students)
No effect	60%	19%	
<u>Subject Success</u>			
	<u>Deans</u>	<u>Faculty Teaching Mixed Classes Only</u>	
Fail or Low Grades	22%	62.5%	(Excluding the faculty using double standards)
Pass	0	0	
Show no difference	78%	38.5%	
<u>Identification</u>			
	<u>Deans</u>	<u>Faculty Teaching Mixed Classes Only</u>	
Distinguishable	30%	32%	(Excluding the faculty using double standards)
Indistinguishable	70%	68%	

curricular classification of the student when he entered the class. In some cases, while interviewing the faculty member, the teacher looked up the grades in his record book to answer correctly Question 30-c.

Among comments made by the deans are the following:

Terminal students cannot be distinguished from marginal students of the transfer curricula.

In some subjects the terminal student cannot be distinguished from the transfer student.

We cannot distinguish terminal individuals, but overall they can be distinguished.

Among the comments made by the faculty on this question are the following:

Not all can be distinguished, but most can.

When I reach the theoretical material the terminal student quickly loses interest.

In my class the overall class average is 1.7 - 1.8. Transfer students alone average 2.00.

By their method of expressing themselves in writing I can pick them out.

#### Academic Ability of the Terminal and the Transfer Student

Question 31: In general, is there a significant difference in the academic abilities of the two types of students when placed in the same class?

Question 32: If there is a difference, what do you think it is?

The deans and faculty were asked the above questions.

Table IV. In general, is there a significant difference in the academic abilities of the two types of students when placed in the same class?

Opinions of	Yes	No
Deans	38.5%	61.5%
Faculty teaching either terminal or transfer students separately	0%	100%
Faculty teaching terminal and transfer students in one class	78%	22%

Among the minority of the deans the following comments were representative:

It depends on the subject. Often in sciences the technical students are better, but overall there is a difference.

Our poorer students are placed in the terminal course.

Our remedial students are classified as terminal students.

Be realistic.

Among the deans in the majority on the above question, the following comments were expressed:

We have an unrestrictive admission policy.

Both students have the same range of abilities, but the terminal do not perform as well achievement-wise because of interest lag.

From the faculty point of view, twenty-two per cent of those teaching mixed classes of students stated that there was no significant difference in the academic abilities of the two types of students when placed in the same class, while seventy-eight

per cent stated that the transfer students were better academically than the terminal students. Of the seventy-eight per cent, thirty-eight and one-half per cent stated that they use double standards so that the terminal students taught in the transfer class under parallel conditions were treated more liberally in grading.

Twenty-two per cent of the faculty teaching mixed classes of terminal and transfer students stated that the two types of students possessed no significant academic difference, made the following comments:

Our students are placed in a class based on achievement test scores; hence, the range is the same.

Our terminal students might change to a transfer program by mid-term; hence, I cannot really distinguish between them.

Teach them all as college parallel students. Have no idea as to who is who.

Students in some technological areas are well screened and well prepared academically.

Thirty-two per cent of the faculty members who teach mixed classes and who do not use double standards for the two types of students answered affirmatively that there are significant differences in the ability of the two types of students. The following comments were made:

The terminal student cannot keep up the pace.

It is suicide to place the terminal student in the college parallel course.

I teach an extra hour a week in English for the terminal student.

It is expected.

Transfer student is more of a scholar.

Terminal student courses are all specialized and factual. The terminal student cannot cope with theoretical abstract material. He is interested in the job and money.

Transfer student expresses himself better, probably due to better high school training.

Terminal students do well in concrete and practical material but poorly on theoretical work.

and quite frequently:

Intellectually the transfer student is much better.

The teachers numbering thirty-eight and one-half per cent of the sample who use double standards in the mixed classes agree completely that there is a significant difference in the academic abilities of the two types of students. Why also are double standards needed? It is true, some argue, that one teaches under college parallel standards, but then the courses are not that difficult. In fact, some of our courses in the English and social studies field could be called general education, yet the motivation and interest are not there. Perhaps the terminal student is impatient with things that do not contribute directly toward earning a living. In many cases he is the student who, all through high school, worked with his hands in manual shops. Because of the high school teachers' attitude toward school programs the terminal student has an inferiority complex. He does not have the academic background to do college work or actually be enrolled in a college parallel program. He was mentally developed to be industry- and

job-oriented with practicality and usefulness for success on the job being his only criteria for things that he should learn.

The faculty members who teach separate classes for transfer and terminal students emphatically deny that the terminal student is inferior to the transfer student. This attitude is especially resented by the technological shop and drawing teachers. They admit that the standards for the terminal people are not the same as those for the transfer people, but they ask, "Should they be?" The terminal student's education meets his needs, interest, goals and motivation. It is a difference in the kind of education rather than in a comparison with a transfer course. One course is more practical than the other. Does it follow, then, that the practical course is less difficult? Each course is designed to do a specific job. What faculty members try to do is to give each type of student the type of education that he needs with excellence in his education. Each type of student is allowed to go as far as he possibly can in his chosen field rather than in only a college parallel program.

#### The Question of a Need for a Separate Terminal and Transfer Student Faculty

Question 33: Do you believe that the two types of students ideally should be placed in entirely separate classes in the same subject? Would you care to explain?

Question 34: Do you have a separate faculty for two-year

transfer students and a separate faculty for two-year terminal students?

Both questions were asked of the deans of the Michigan Community Colleges and Question 33 appeared on the faculty questionnaire. They were designed to ascertain if the deans were desirous of implementing the philosophy evolved in California in the separation of the community college terminal faculty and facilities from the community college transfer faculty and facilities.<sup>1</sup> Their answers would provide an indication of the present and, possibly, future differential provisions for the two types of student.

The responses of the deans and faculty are found in Table V.

Table V. Ideally, should terminal and transfer students be placed in separate classes?

Opinions of	Yes	No	Undecided	Yes, but not based on curriculum
Deans	38%	47%	0	15%
Faculty teaching either terminal or transfer students separately	100%	0%	0	0%
Faculty teaching terminal and transfer students in one class	54%	31%	15%	0%

<sup>1</sup>Lawrence L. Bethel, "Vocational Education," The Public Junior College, The Fifty-Fifth Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1956), pp. 94-114.

Thirty-eight per cent of the deans replied in the negative because the Michigan Community College has the same graduation requirements for all, no matter whether the student is classified as terminal or transfer. Fifteen per cent of the deans specified that the students should be grouped in the same classes in the same subjects based on their achievement test scores, rather than the objectives of their programs, while fifteen per cent of the deans stated that the teachers in the respective classes can, by individual attention to objectives for the two types of students, provide the different instruction within the framework of the mixed class. The deans insisted that the same standards should apply to the two types of students in the same class, but that there may be a difference in the subject matter required. As an example of this, one dean mentioned that themes required in English classes could be differentiated by the theme subject. A terminal student could write a theme on a technological problem. However, the standards of theme excellence should be the same for both types of students. Thirty-eight per cent of the deans stated that, because of the difference in objectives of the two types of students, they should be separated. Reasons for non-separation of the two types of students were given as lack of space, time and money, or the very small number of students who classify themselves or are classified as terminal students in a given Michigan Community College. A better job could be done, they agree, if the students honestly classified themselves or if

they would not feel the stigma attached to the label "terminal student." Additional finances for more teachers, classroom and other facilities could also help alleviate crowded conditions and overburdened faculties in many institutions.

The deans who do not believe in separate classes stated that the two types of students can learn from each other if placed in the same class. Either by classroom or private discussions the students exchange viewpoints based on their goals and vocational attitudes, which is good for both types of students. An understanding and appreciation for each other develops. If one plans the class for the college transfer student, one will not hurt the terminal student too much. The specialized skills that a terminal student should develop (for example, report writing) can be learned easier on the job if the terminal student is taught how to write good English compositions in a college parallel program. If these students were grouped according to ability, there would be no difference in the standards for this class for the mixed types of students.

The faculty members who teach separate subject-matter courses for the terminal and transfer curricula are all in favor of this type of separation. It must be recalled that these classes are separate because the students separate themselves. An example of this would be a course in industrial drawing for terminal students and a course in engineering drawing for the transfer student.

When asked about the difference in content for these courses, the faculty teaching separate courses for the two types of students nearly always stated that the terminal students cover more ground because they must be prepared to earn a living in the field, whereas for the transfer student it forms a small part of his curriculum and he does not need the depth. However, the faculty also agree that either additional hours per week or a semester longer is necessary for the terminal student to cover this additional work. If the terminal student is placed in the same class with the transfer student, he would not do as well over all as the transfer student in the transfer class.

This is due to the academic deficiency of the terminal student. The level of achievement through separate courses is the same, but it takes the terminal student a little longer. Faculty members stated that more practical material is given in the terminal course and more instrumentation with a corresponding less emphasis on theory. More time is also spent on details in technical subjects such as drawing.

In English for terminal students, emphasis is placed on formats, report writing, business letter writing, letters of transmittal and introduction to writing. In this course of English the terminal students do very well, as stated by one faculty member. This is practical material that the terminal student knows that he must learn; hence, he does a very good job at it.

Only at one Michigan Community College did the instructor feel that the terminal students are better academically than the transfer students. Because of selective admission policies for the terminal student and because of course number limitations in physics, the terminal students take the difficult course. He stated that if the students in his physics course were lumped together he could not tell them apart. But this was not true if one took the overall terminal students against transfer students.

The faculty teaching separate classes feel that this is the best way to present course material. The requirement for each subject should be just as difficult, but of a different kind. It is not wise to compare terminal people with transfer people, because each student needs a different preparation to fill his vocational goal. One is not more difficult or easier, but it is a different kind of education based on the needs of the individual student. They concur unanimously that the differentiation is necessary in all fairness for the terminal student, and is necessary because of different interests, goals and motivations of the terminal students.

Some comments of the instructors favoring separation of the two types of students are:

By separation I would not cheat both students in the material covered.

For better teaching of English based on the student's needs.

Could better prepare the terminal student for industrial chemistry by putting more emphasis on chemical skills rather than theory.

Different objectives require different teaching.

Could teach more practical government and citizenship rather than all theory to terminal students.

Terminal courses could be skill- or experience-oriented.

Terminal students should not be confined by transfer standards.

Would permit more time for real terminal teaching.

We have never given the terminal student what he needed to secure and hold a job.

Some observations by the fifteen per cent of the faculty who were undecided on the issue of separate classes in the same subject for the two types of students are:

We are too busy with the transfer program to think on the terminal. I don't know.

The second semester course in English could be separated, but not the first. I do not wish to water down a college course.

I cannot change the course enough to make a different content for each type of student in, for example, political science.

Some comments made by the thirty-one per cent of the faculty who did not favor separate classes for the two types of students were:

Something good can rub off on both types of students by being together.

As an instructor I can separate the material that belongs to each student within the class.

Classify students according to ability rather than on curricula.

Quite frequently.

After all they are all in college.

The terminal student is already too specialized. He needs some theoretical material.

The material is broad enough to benefit both types of students; however, I could give a more practical approach to terminal students.

This is a house of intellect. We make no provisions nor recognize terminal or transfer students.

After all they have passed the entrance test.

In answer to Question 34 none of the deans in Michigan Community Colleges reported that they have a separate faculty for the terminal and transfer students except in the subjects that only one type of student would normally enroll. Such an example might be electronics, shop or practical nursing. Among comments made by the deans are:

No educational snobbery wanted.

We have too few terminal students to bother.

I want one unified faculty only.

One faculty imbued with the community college philosophy is sufficient.

If studies show it is needed, we will comply.

#### Testing for the Terminal Students

Question 35: Do terminal students take special tests to determine their suitability for vocation?

The above question was asked to learn what differential provisions in testing are made for the terminal and transfer pupils.

Various tests such as the Scholastic Aptitude Test, School and College Ability Test, American Council on Education and others are administered by Michigan Community Colleges to learn if a pupil is academically prepared for college as a result of his high school work. Some fifteen per cent of the Michigan Community Colleges use these tests to force a low student into the terminal curriculum. Sixty-nine per cent of the deans stated that the student is advised to take the terminal curricula and seven per cent of the deans place a student in night school and do not allow him to enroll in the day classes. These test results separate, to some extent, the transfer college students from the terminal students--besides pointing out the student's interests at the time that he takes the test. This question tries to answer the query as to what is being done for the student who either classifies himself or is classified as a terminal student.

In sixty-nine per cent of the institutions, the dean stated that terminal students are not given a special test to determine their suitability for a vocation. In one Michigan Community College a dean mentioned that the general aptitude test battery is offered. Three deans mentioned that the tests are available but are not required, and one dean mentioned that such tests are not available nor are any of them reliable. He further stated that there is the greatest need for tests in this field.

Terminal Course Credits Upon  
Transfer to a Senior College

Question 36: What per cent of the non-transfer students who

graduate actually are admitted to senior colleges?

Question 37: Are these students accepted by senior colleges with full credit given for their junior college work which is of C or better quality?

Question 38: For what courses is credit not given in transfer to a senior college?

Question 39: Why is full credit not given in transferring these courses to a senior college?

Question 40: Do you feel that full credit should be given to such graduate terminal students upon application to senior colleges?

The deans seem to think that, although the number of those students who actually go to a senior college is small, they are sure that if a student has a C average or better he can be admitted to a senior college. In nearly all of the cases the deans stated that all who apply to a senior college from a terminal program are accepted. The number of credits that are transferable to a senior college depends upon other factors. Fifty-three and one-half per cent of the deans stated that, in general, depending upon the transferring institution and the curriculum to which the students transfer, there is no loss of Michigan Community College credit for subjects. Thirty-one per cent of the deans stated that upon enrolling at a senior college their students lose some credit, while fifteen and one-half per cent of the deans stated they have had too few terminal students. Full credit is not given by the senior college if:

1. The Michigan Community College labels a course in the catalog as non-transfer or terminal.

2. The course was remedial, e.g., English, mathematics, reading.
3. The course was so specialized that it is not transferable to a senior college curriculum.
4. The course was not appropriate to the senior college curriculum.
5. The course was designed for one vocation (e.g., business mathematics), and the student changes to another (e.g., science).
6. The course content is different from that given to undergraduates at the senior college.

The deans agree unanimously that full college credit should not be given for the courses because of the reasons stated above. They believe unanimously that, if the terminal and transfer students are placed in the same class, the terminal student should be given senior college credit. These statements are based on the assumption that the standards for the terminal and transfer students are the same.

The faculty was asked the same question by the interviewer, "Do you feel that full credit should be given to graduate terminal students upon their application to a senior college?"

Fifty-seven per cent of the faculty stated "yes" to the above question and qualified their answer with the provision "if the courses were taught as college parallel courses and depending upon the curriculum to which the terminal student is transferring." Eight and one-half per cent of the faculty stated that, since double standards are used, the grade would have to be re-evaluated, while eleven and one-half per cent of the faculty were undecided

and did not know what should be done.

The faculty openly opposed giving the graduating terminal student full credit when transferring to a senior college.

Among the comments offered by this dissenting twenty-three per cent of the faculty were:

He would not have done college work.

He would not be trained for transfer requirements.

Job training courses should not be acceptable by a senior college.

We have separate sections here; hence, the terminal students would not be trained for transfer.

Our courses are marked terminal in the catalog.

#### Problems Associated with the Two Types of Students Enrolled in the Same Michigan Community College

Question 41, the final one asked of both the deans and faculty interviewed, was, "Are you aware of any problems due to the presence of both types of students in a Michigan Community College?"

The answers were many and varied, but could be divided into several areas. The first area is the college itself, as reflected upon by the deans and the faculty.

Three deans believed that the terminal and transfer divisions of a Michigan Community College should be separated for maximum efficiency in teaching, administration and in performance of the functions of a community college. One dean stated that one single

comprehensive Michigan Community College is needed and will provide more advantages and meaningful guidance for both types of students. Another dean stated that we should put our main emphasis on the technical terminal programs, rather than the liberal arts.

The faculty, on the other hand, made the following observations. Some faculty feel that the Michigan Community Colleges overemphasize the transfer programs for a senior college, as well as worship the doctoral degree. They argued that it is impossible to find Doctors of Philosophy in the terminal teaching field and that these Doctors are so university-oriented that in many cases they cannot teach any terminal general education courses, or resist providing for the aims and objectives of the terminal student in their teaching. One member of the faculty felt that definite admission policies should be enforced to provide a less wide range of student abilities in one classroom in order to aid effective teaching.

The deans and faculty made observations on the faculty itself as a method of resolving the terminal-transfer student problem in the same Michigan Community College.

The deans observed that among the faculty they have employed are some who are not indoctrinated in the fivefold functions of a Michigan Community College or who do not accept all the functions of the community college. They are too university-oriented and resist efforts to teach terminal courses. In some cases the

faculty do not start course work where the students actually are achievement-wise, but start at the transfer college level of achievement. Another point mentioned was that the faculty demand too many specialized courses and not enough general education.

The faculty, examining themselves, stated that among their members were too few teachers who know or recognize the community college philosophy of providing sound education for both types of students. In numerous cases, other faculty members stated that many instructors feel that the terminal student is inferior to the transfer student and fail to realize that the terminal and transfer students are on the same level academically, but on a different program. Many are "ivory-tower" people and completely university-oriented. A large number of teachers interviewed thought that a separate faculty for the two types of students would provide for better attainment of the individual aims and needs of the two types of students.

Both the deans and faculty made observations on the courses taught in the Michigan Community Colleges.

The observations of the deans form a pattern for improving the teaching for the terminal students. Their remarks stressed the need for a wider variety of terminal curricula by training more specifically for managing of industry through basic education and a solid foundation, rather than for skills such as repairing a motor. They stated that there are too many university-oriented

courses and that more general education courses should be taught for all students. The deans also were faced with a dilemma as to how to make terminal courses really college level courses.

The faculty quite often commented on Michigan Community College course work and stated quite frequently that there should be less mixing of the two types of students and more emphasis on the separation of terminal and transfer pupils. The next comments on course work were questions that needed answers in order to provide effective teaching. The questions were:

How should the two courses differ in content from each other?  
and

What should be the standards for a terminal course?

They cited the need for more general education for all. A new topic was voiced by the faculty by stating that more community-oriented courses should be instituted and not just any terminal courses. They argue that terminal courses should benefit the community directly, since the community is footing the bill for the community college.

The deans and faculty also believe that there are problems associated with the students that must be ironed out before a true community college can be realized.

One of these problems frequently mentioned is the students' resentment at being called terminal students. The stigma associated with the brand "terminal" is strong in many areas. The deans state that they cannot really define a terminal student, so they advise

that the students should not be classified or be allowed to classify themselves as terminal students.

The next question raised most frequently is, "What should be done with the poor student, mostly terminal, who cannot pass theory courses which are college parallel or general education courses taught under college parallel conditions?" They ask, "Should he also graduate?"

The faculty see the terminal student as feeling inferior, and because of that fact he will register as a transfer student, even though he does not have the motivation nor the inclination to desire a baccalaureate degree. Quite often the student is weakly prepared from his high school work, but he will register as a transfer student even though he resents theory, either because of the stigma or at the urging of his parents, who do not approve of a terminal curriculum. Another problem associated with the two types of students enrolled in the same class is that the range of abilities is too great for effective teaching.

The last category of recommendations for resolving some of the problems associated with the two types of students is in the field of guidance.

The deans feel unanimously that effective guidance is necessary for the two types of students. The guidance in a Michigan Community College could be improved greatly if the high school guidance counsellors would recognize more enthusiastically the associate degree as a plateau between the high school and the baccalaureate degree. If the high school

counsellors recognized that the vocational curriculum is not a dumping ground for their poor students and gave more prestige to the vocational students, the college guidance would indeed be easier and a resentment against the college terminal course could be overcome. Some Michigan Community College deans also feel that a better admission policy must be evolved so that improvement or remedial course work would be undertaken in the high schools, rather than at the college level, and thus better qualified students could be admitted. One point mentioned was that guidance could be made easier if one degree, general studies, was offered on a quality basis.

The faculty quite frequently quoted the statements that guidance people do not convince the student that terminal courses are worthwhile, nor do they remove the feeling of inferiority from the terminal student. They believe that more guidance people should have experience with terminal courses, their content, advantages and disadvantages, and with the development of tests for a more efficient determination between the two types of students.

## CHAPTER V

## Summary of Differential Provisions

The questionnaire trenchantly identifies the differential provisions for terminal and transfer students. The Michigan Community Colleges place primary emphasis on the transfer student.

Differential provisions in curricula. Generally, curricula are provided for both types of students. No Michigan Community College is restrictive in the admission of students because none offers a single curriculum. However, two community colleges place students who are deficient in their academic preparation into the terminal curricula, which are used as the dumping ground for poorer students.

The staffs believe that the labels "terminal" or "non-transfer" are discriminatory. The usage of "terminal" or "non-transfer" presupposes that the student's education is at an end or that he is not capable (rather than not desirous) of entering a senior college.

Differential provisions in the definition of a transfer and a terminal student. Terminal students are described by a few deans as those whose previous training or ability is inadequate to allow their admission to a transfer curriculum. These community colleges use the "transfer student" label for their able students.

Transfer students are also described as those with a 2.5 grade level, or whose academic preparation allows them to enroll in a

transfer-type curriculum. These community colleges consider low-average students or those with an inadequate academic preparation to be terminal.

Differential provisions in the role of the Michigan Community College. Even though community colleges believe in terminal education, the terminal students were in the majority in only one community college and equal in number in one two-year college. In others, the ratio ranges from 2:1 to 9:1 in favor of the transfer students.

Follow-up statistics for terminal graduates who subsequently transfer to a senior college are not available, but the deans estimated that they range from none to twenty-five per cent, with a median of five per cent of those who apply. Such statistics are available on transfer students, and this range is from sixty to one hundred per cent, with a median of eighty-two per cent. In three community colleges the number of transfer graduates who actually do enroll in a senior college is sixty to seventy per cent. These percentages demonstrate that some transfer students could benefit in terminal curricula.

Differential provisions in admission policies. Students with academic deficiencies are placed in terminal curricula in twenty-three per cent of the community colleges. Sixty-nine per cent of the deans reported that a student with low test scores on his college entrance tests is advised--but not forced--to enroll in

a terminal curriculum. Thirty-eight per cent of the deans stated that considerable attention is placed in using the high school record to place a student in a terminal curriculum.

The absence of the high school principal's recommendation is of sufficient importance, according to thirty-eight per cent of the deans interviewed, to place a student in a terminal curriculum.

Eighty-six per cent of the deans stated that they will always respect a student's wish for a non-transfer curriculum.

Differential provisions in graduation degrees awarded. The degree awarded does not depend on the student's classification, but is based on his scholastic average.

Differential provisions in admission officers. Only one community college provides an admission officer specifically for terminal students. Altogether too few faculty feel that they possess the knowledge or the experience concerning the requirements needed by the terminal students to secure and maintain employment. The deans have not in most cases encouraged faculty-industry experience that would bridge the gap and provide for better admissions counselling.

Differential provisions in general education. More general education is provided in the transfer curricula, ranging from forty to one hundred per cent. In the terminal curricula, general education ranges between none and forty per cent.

Differential provisions in subject matter provisions and standards. None of the community colleges deliberately place terminal students into separate non-transfer-student classes. The deans believe that the objectives of these students can be met in a transfer class.

Differential provisions in the effect of the terminal student on a transfer class. This provided a divergence of opinion among the deans and the faculty.

Sixty per cent of the deans, as compared to only nineteen per cent of the faculty, believe that the instructors' standards are not effected nor the standards of the transfer class. The deans and faculty agreed unanimously that the instructors' standards and the standards of the transfer class are not raised.

Sixty-two and one-half per cent of the faculty and twenty-two per cent of the deans believe that the terminal student in the transfer class will fail or achieve a low score in the transfer class.

Thirty per cent of the deans and thirty-two per cent of the faculty agreed that they could distinguish the terminal students from the transfer students in the transfer class.

Differential provisions in the academic abilities of the two types of students. Sixty-one and one-half per cent of the deans, one hundred per cent of the faculty teaching homogeneous terminal or transfer classes, but only twenty-two per cent of

faculty teaching classes composed of terminal and transfer students together agree that there is no significant difference in the academic abilities of the two types of students when placed in the same class.

The deans and faculty disagree on the question whether, ideally, the transfer students and terminal students should be placed in separate classes. Thirty-eight per cent of the deans, compared to one hundred per cent of the faculty who teach either transfer or terminal students separately and fifty-four per cent of the faculty that teach the two types of students in one class believe that they should be separated.

Differential provisions in testing. Special tests for terminal students to determine their suitability for a vocation are offered in only one community college and available but not required in three other two-year colleges.

Differential provision in transfer of credit to a senior college. Fifty-three and one-half per cent of the deans stated that, depending on "certain conditions", there is no loss in terminal credits in transferring to a senior college. One hundred per cent of the deans, compared to fifty-seven per cent of the faculty, stated that full credit should be given to terminal students transferring to a senior college, but their opinions were qualified.

Additional differential provisions. The deans and faculty believe that many faculty members are not indoctrinated in the fivefold functions of a community college or do not accept all the functions of a community college. They are university-oriented and do not desire to teach terminal courses. The faculty, on the other hand, believes that the colleges are too transfer-oriented and that the terminal student is forgotten.

The deans believe unanimously that effective guidance is necessary for both types of students. The faculty stated that guidance personnel do not convince the student that terminal courses are worthwhile.

## CHAPTER VI

### Conclusion

At the outset we posited five hypotheses. The verification or invalidation of these has been substantiated by interviewing deans and faculties. The results are as follows:

Hypothesis 1: There are two types of programs taught in the Michigan Community Colleges.

The verification of this hypothesis depends upon an agreement of common terminology employed in the definitions of terminal and transfer programs.

One term used without any semantic difficulty is transfer program. Every community college provides programs leading to admission to any of the senior colleges throughout the nation. Because of the difference in general education requirements among the senior colleges, these programs vary; hence, a student must proclaim his preference so his curriculum can be adapted to his need. This can be easily done in most instances.

The second type of program can be called terminal or non-transfer. Under this heading can be included terminal liberal arts and science programs, vocational-technical programs and varied sub-professional programs. Because the programs are not designed to lead to baccalaureate degrees, they are free from senior college requirements and can provide optimum personal benefit for the terminal student.

Remedial programs feed into both curricula in most community colleges.

Because course work is identified either as a transfer program leading to a senior college or as a non-transfer program leading to employment after graduation, the hypothesis has been verified: there are two types of programs taught in the Michigan Community Colleges.

Hypothesis 2: There are no great differences in the academic characteristics between the terminal and the transfer student.

This hypothesis has provoked varied opinions in the personal interview method from the deans, faculty teaching separate classes of terminal students and faculty teaching classes of mixed terminal and transfer students.

Thirty-eight and one-half per cent of the deans believe that there is a significant difference in the academic abilities of the two types of students when placed in the same class, while sixty-one and one-half per cent said there was no difference in their academic abilities.

The faculty that teaches a mixed group of transfer and terminal students in the same class stated, on a ratio of seventy-eight per cent to twenty-two per cent, that there was a significant difference in the academic ability of the two types of students in a transfer class using transfer standards. Forty per cent of this faculty stated that they use double standards in

which the terminal students were graded more liberally.

The faculty that teaches separate sections of terminal students believes unanimously that, when terminal objectives are taught, there is no significant academic difference between the two types of students. The terminal student may be misplaced in a transfer class just as a transfer student could be misplaced in a terminal class.

Contradictory opinions both prove and disprove the hypothesis. Therefore, the significance of the difference in the academic abilities of these two types of students is in doubt.

Hypothesis 3: The admissions officer places the students in the program according to their high school record and the grades on the entrance tests.

As a result of the questionnaire it was learned that it is not the admissions officer who places a student in a definite curriculum but the academic qualifications of the student himself, as stated by eighty-six per cent of the deans, that determine his admission to a curriculum.

If the student is not fully qualified for the curriculum, forty-three per cent of the deans state that the admissions officer will place the student in a definite curriculum. Twenty-three per cent of the deans will place a student with deficiencies in a terminal curriculum, while seventy-seven per cent of the deans mentioned that such a student is allowed the curriculum of his choice, but he may be given a reduced schedule.

Eighty-four per cent of the deans place considerable or some attention on the high school record in placing students in definite curricula. Sixty-nine per cent of the deans interviewed stated that they will allow a student to select his curriculum irrespective of the student's test score. The college testing program is not as helpful to the placement of a student as is a good high school record.

The hypothesis is not verified by the data gathered. Actually the student, not the admissions officer, placed himself in a definite curriculum in the majority of the community colleges. Varying attention is placed upon the high school record, while some attention is placed upon the college testing program in helping a student select a definite curriculum.

Hypothesis 4: The two types of students have different educational requirements.

Sixty per cent of the deans stated that the amount of general education in the transfer curricula was about sixty to eighty per cent, while the amount of general education in the terminal curricula was on the low side. By the amount of general education offered in the respective programs it is evident that the deans believe that the two types of students have different educational requirements in general education.

In specific classes of general education or subject matter, the deans do not separate the two types of students in any Michigan Community College. The only separation that is done is in one

institution in the field of English. Hence, the deans believe by their actual assignment of pupils into the same transfer classes that the students have the same educational requirements and objectives.

The only educational requirement that is different is the amount of general education that is to be provided to both types of students. However, thirty-eight per cent of the deans stated that, ideally, they would separate the two types of students because of their differences in objectives, but factors such as lack of space, time and money prevented this separation.

Faculty members who teach separate subject matter courses believe unanimously that the two types of students should be separated, as did sixty-nine and one-half per cent of the faculty teaching mixed classes. Since the students have different objectives, this separation would insure better teaching.

This hypothesis is verified by the unanimous opinion of faculty members who teach separate classes, by the majority of the faculty teaching mixed classes, as well as by the support of the deans who recognize and provide for this difference. The two types of students have different educational requirements.

Hypothesis 5: Little differentiation in course content is made for the terminal and the transfer student.

Because the deans do not deliberately separate the transfer student classes from the terminal student classes, the bulk of the proof of this hypothesis must lie with the faculty.

The faculty who teach separate transfer and terminal student sections stated that the terminal students cover more classwork because the terminal students must be prepared to earn a living in the field of their studies. It may take more time to cover this practical material rather than theory, but it is geared to the interests, goals and motivations of the terminal students.

The majority of the faculty who teach in any community college in Michigan teach mixed classes of students. Fifty-five and one-half per cent of this faculty believe that the classes should be separate, while eleven per cent are undecided. One hundred per cent of the teachers of mixed classes interviewed stated that the standards are those of the transfer class. Some differentiation is made in the classroom for the terminal student, but the basic instruction is geared to the aims and objectives of the transfer student.

Forty-two and one-half per cent of the faculty teaching mixed classes state that the instructors' standards are lowered, as are also the standards of the transfer class. In addition, thirty-eight and one-half per cent of the faculty teaching mixed classes use double standards which are more liberal for the terminal student.

Excluding the faculty using double standards, sixty-two and one-half per cent of the faculty who teach mixed classes state that the terminal student does not do as well in the transfer class as the transfer student. However, only thirty-two per cent

of the faculty state that the individuals can be identified.

Based upon the opinions of the deans and of the faculty that teach mixed classes, little differentiation seems to be made in course content for the terminal student. Therefore, the hypothesis is verified: there is little differentiation in course content for the terminal and the transfer student.

The dissertation provides evidence of differential provisions in the definition of a terminal and transfer student, the role of the college, admission policies and officers, general education, subject matter provisions and standards, the effect of the terminal student on the transfer class, academic ability of the two types of students, faculty, testing and transfer of credit to a senior college.

The community colleges place primary emphasis on the transfer student. This is due to the original concept of the two-year college as the first two years of a senior college and to the fact that the faculty and administration are senior-college-oriented.

Additional studies are desirable to clarify certain areas.

1. What are the differences in the academic abilities of the terminal and transfer students?
2. Should the terminal and transfer students be separated by courses, by separate community colleges, or should comprehensive institutions be developed?
3. How to implement the functions of a community college to the faculty and administration?
4. How to develop more terminal programs in community colleges?

5. How much general education should be provided for both curricula?

Finally, the growth of the community colleges in Michigan has been great and is almost certain to become even greater in the future. This dissertation suggests that the "two track" terminal and transfer programs should be minimized and that these students should be considered as individuals working toward certain goals. Any status difference between terminal and transfer students should be eliminated. Thus, differential provisions for the terminal and transfer students would be reduced to a minimum.

Students should be aided by counselors and testing in selecting their curricula, and should be held to realistic standards of achievement. Excellence in education is a goal for both types of students.

The faculty and administration should zealously strive to accept all the community college purposes since even the best preparation of teachers and administrators is ineffective if their attitudes toward the community college are incompatible with its purposes. The community college will continue to grow in direct proportion to the degree of their acceptance of the functions of a community college.

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## APPENDICES

## QUESTIONNAIRE FOR ADMINISTRATORS

1. What are the types of curricula offered at the Junior College?  
transfer \_\_\_\_\_ non-transfer \_\_\_\_\_ remedial \_\_\_\_\_  
two year technical \_\_\_\_\_ other \_\_\_\_\_
2. What is your definition of a transfer student?
3. What is your definition of a terminal student?
4. Approximately what per cent of the student body whose occupation is primarily that of a student are enrolled in non-transfer curricula?
5. Approximately what per cent of the student body whose occupation is primarily that of a student are enrolled in transfer curricula?
6. Approximately what per cent of the student body whose occupation is primarily that of a student are enrolled in other curricula?
7. Do two year graduates of the terminal curricula enter senior colleges? Could you tell me approximately what per cent actually are accepted?
8. What per cent of the students who graduate from a transfer curriculum actually go to a senior college?
9. Is it the policy of this Junior College to place a student upon entrance into a definite curriculum?
10. Do you place students with deficiencies upon entrance into a terminal curriculum?
11. To what extent does college testing play a part in placing students into terminal curricula?
12. Is the high school record used in placing students in non-transfer curricula?  
considerable \_\_\_\_\_ some \_\_\_\_\_ none \_\_\_\_\_

13. Do you consider the absence of the high school principal's recommendation of sufficient importance to place a student in a non-transfer curriculum?

yes \_\_\_\_\_ no \_\_\_\_\_ sometimes \_\_\_\_\_

14. Do you respect the student's desire by placing him in a non-transfer curriculum?

yes \_\_\_\_\_ no \_\_\_\_\_ sometimes \_\_\_\_\_

15. What other factors play a part in placing a student in a non-transfer curriculum?

health \_\_\_\_\_ parental desires \_\_\_\_\_

recommendations of friends \_\_\_\_\_ family status \_\_\_\_\_

others (please list) \_\_\_\_\_

16. What degrees or certificates are awarded to students for the successful completion of a two year non-transfer curriculum?

17. What degrees or certificates are awarded to students for the successful completion of a two year transfer curriculum?

18. What administrative officer(s) places the student in a definite curriculum?

19. Do you offer courses which you consider to be general education? Please list.

20. What per cent of the entering students are exposed to general education in their first semester?

21. What per cent of the transfer curricula consist of general education courses?

0-20% \_\_\_\_\_ 20-40% \_\_\_\_\_ 40-60% \_\_\_\_\_ 60-80% \_\_\_\_\_

22. What per cent of the non-transfer (terminal) curricula consists of general education?

0-20% \_\_\_\_\_ 20-40% \_\_\_\_\_ 40-60% \_\_\_\_\_ 60-80% \_\_\_\_\_

23. Do you have Distributive Requirements as a requirement for graduation?
24. Do you place non-transfer students in separate homogeneous (non-transfer student) classes?
25. Is there a difference in the standards for such homogeneous (non-transfer student) classes than for transfer classes in the same subjects?
26. Are there other differences between the separate homogeneous transfer and non-transfer classes in the same subject?
27. Is there a difference in content?
28. List the subjects in which you have separate sections for the terminal and transfer students in the same subject.
29. Do you have a course outline for comparison in a subject such as chemistry to show the difference in content?
30. If the terminal student is placed in the same class with the transfer student does he:
  - a. (lower, raise, not effect) the instructor's standards.
  - b. (lower, raise, not effect) the standards of the transfer class.
  - c. (fail, pass, show no difference in) the subject.
  - d. become (distinguishable, undistinguishable) from the transfer student.
31. In general, is there a significant difference in the academic abilities of the two students when placed in the same class?
32. If there is a difference, what do you think is the difference?
33. Do you believe that the two types of students should be placed in entirely separate classes in the same subjects? Would you care to explain?
34. Do you have a separate faculty for two year transfer students and a separate faculty for two year terminal students?
35. Do terminal students take special tests to determine their suitability for vocations?

36. What per cent of the non-transfer students who graduate actually are admitted to senior colleges?
37. Are these students accepted by senior colleges with full credit given for their junior college work which is of "C" or better quality?
38. For what courses is credit not given in transfer to a senior college?
39. Why is full credit not given in transferring these courses to a senior college?
40. Do you feel that full credit should be given to such graduate terminal students upon application to senior colleges?
41. Are you aware of any problem due to the terminal and transfer students in the same junior college?

## QUESTIONNAIRE FOR THE FACULTY

1. What is your definition of a transfer student?
2. What is your definition of a terminal student?
3. Are non-transfer students placed in separate homogeneous (non-transfer) student classes? In what subjects?
4. Are transfer students placed in separate homogeneous (transfer) student classes? In what subjects?
5. Are both the transfer and terminal students placed in the same class in the same subject?
6. What types of classes do you teach? (mixed or separate)
7. Is there a difference in the standards for such a homogeneous (non-transfer) student class than for a transfer class in the same subject?
8. What actually is the difference between a separate homogeneous class in the same subject?
9. What is the actual difference in content for homogeneous classes in the same subject?
10. Do you have a course outline in your subject to show the difference in content?
11. If the terminal student is placed in the same class with the transfer student, does he:
  - a. (raise, lower, not effect) the standards of the transfer class?
  - b. (raise, lower, not effect) the instructor's standards?
  - c. generally (fail, pass, show no difference in) the subject?
  - d. become (distinguishable, undistinguishable) from the transfer student?
12. In general, is there a significant difference in the academic abilities of the two students when placed in the same class?

13. If there is a difference, what is the difference?
14. Do you believe that the two types of students should be placed in separate classes in the same subject? Would you care to explain?
15. Do you feel that full credit should be given to graduate terminal course students upon their application to a senior college?
16. Are you aware of any problems due to the presence of both types of students in a Junior Community College?

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