INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.

2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.
KOZLOWSKI, PHYLLIS JEAN

AN INVESTIGATION OF ARTICULATION AGREEMENTS BETWEEN TWO YEAR AND FOUR YEAR POSTSECONDARY INSTITUTIONS AND THEIR EFFECT ON THE VISUAL ARTS CURRICULA AND STUDENTS OF SELECTED COMMUNITY AND JUNIOR COLLEGES WITH A SPECIAL FOCUS ON ILLINOIS

The Ohio State University

University Microfilms International 300 N. Zeeb Road, Ann Arbor, MI 48106

Ph.D. 1980
AN INVESTIGATION OF ARTICULATION AGREEMENTS BETWEEN TWO YEAR AND FOUR YEAR POSTSECONDARY INSTITUTIONS AND THEIR EFFECT ON THE VISUAL ARTS CURRICULA AND STUDENTS OF SELECTED COMMUNITY AND JUNIOR COLLEGES WITH A SPECIAL FOCUS ON ILLINOIS

Dissertation

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

by

Phyllis Jean Kozlowski, B.F.A., M.S.

The Ohio State University
1980

Reading Committee: Approved by:

Dr. Kenneth Marantz, Chairman
Dr. Nancy Mac Gregor
Dr. D. Alexander Severino

K.A. Marantz
Adviser
Department of Art Education
To my sister, Evelyn.
ACKNOWLEDGMENTS

Appreciation is extended to Adviser, and Chairman of the Reading Committee, Dr. Kenneth Marantz, for his encouragement and valued criticism during the writing of this dissertation. Appreciation for their support and constructive criticism is extended also to the other members of the reading committee, Dr. Nancy Mac Gregor, and Dr. D. Alexander Severino and to Dr. Susan Cameron of the Department of Educational Administration.

Acknowledgment is also extended to those two and four year institutions in Texas, California, New York, Florida and Illinois who willingly participated in the gathering of information. Special thanks is extended to Mrs. Helen Merritt, Assistant Chairperson of the Department of Art at Northern Illinois University and Dr. Robert Stefl, Assistant Chairperson of the Department of Art at Illinois State University for their permission to use not only the art students of their institution but in providing space for the personal interviews conducted on their campuses. Sincere appreciation is extended also to those community college transfer students in art who volunteered their time to participate in the study.

Finally, sincere thanks to all those members of my family who extended to me their moral support and encouragement for this study.
V I T A

January 2, 1944 . . . . . . . . . . Born, Chicago, Illinois

1965 . . . . . . . . . . . . . . . . . B.F.A., Mundelein College, Chicago, Illinois

1972 . . . . . . . . . . . . . . . . . M.S. in Art Education, Northern Illinois University, DeKalb, Illinois

1965-66 . . . . . . . . . . . . . . . . Art Teacher, Elizabeth Seton High School, South Holland, Illinois

1966-72 . . . . . . . . . . . . . . . . Art Teacher, Reavis High School, Burbank, Illinois

1972 . . . . . . . . . . . . . . . . . Associate Professor of Art, Moraine Valley Community College, Palos Hills, Illinois
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>VITA</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>ix</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
</tbody>
</table>

Chapter

I. POSTSECONDARY EDUCATION IN AMERICA ....... 12

Introduction .................................. 12
Four Year Institutions of Higher Learning .................................. 15
Philosophy and Objectives ............. 15
Historical Development .............. 18
Organization and Governance .......... 25
Two Year Institutions of Higher Learning .................................. 26
Philosophy and Objectives ............. 27
Historical Development .............. 30
Organization and Governance .......... 36

II. UNDERGRADUATE ACADEMIC PROGRAMS ......... 41

Introduction .................................. 41
Four Year Institutions ....................... 43
Philosophy and Objectives of the Academic Program ............. 44
General Education Requirements .......... 45
Major Fields of Study ....................... 48
Two Year Institutions ....................... 51
Philosophy and Objectives of the Community College Curriculum ............. 51
General Education Curriculum in The Community College ............. 53
Specialized Education-Vocational and Preparatory .......... 54
## III. VISUAL ARTS IN THE POSTSECONDARY UNDERGRADUATE PROGRAM

Introduction ................................ 60
Relationship of General Education to the Visual Arts ............. 61
Visual Arts Programs at Selected Two and Four Year Institutions .... 63
Results of Survey Questions Regarding Program, Facilities and Staff . . 66
Results of Two Year Institution Findings .......................... 66
Results of Four Year Institution Findings .......................... 72
Conclusion .......................................... 74
Facilities and Locations for Program Implementation ................. 75
Results of Two Year Institution Findings .......................... 76
Results of Four Year Institution Findings .......................... 80
Conclusion .......................................... 82

## IV. ARTICULATION BETWEEN TWO AND FOUR YEAR INSTITUTIONS

Brief History of Articulation .................................. 91
Foundations of Articulation .................................. 93
Impediments to Smooth Articulation ................................ 98
Approaches to Articulation .................................. 98
  Articulation Conference Plan ................................. 103
  Formula Plan ........................................ 103
  Core Curriculum Plan ................................... 103
Articulation in Florida ........................................ 104
Articulation in Texas ........................................ 106
Articulation in New York ...................................... 118
Articulation in California ..................................... 110
Articulation in Illinois ..................................... 113
  Conclusion .......................................... 115

## V. A STUDY TO DETERMINE THE RESULTS OF ARTICULATION ON TRANSFER STUDENTS IN ART

An Analogy ................................................. 116
The Study ................................................. 117
Rationale ................................................. 117
Hypothesis ................................................. 118
Procedures for the Research .................................. 119
Subjects for the Mail Survey .................................. 119
Subjects for the 'Illinois Study' ................................ 120
Time and Location ........................................ 121
<table>
<thead>
<tr>
<th>The Instrument: Mail Survey</th>
<th>121</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Instrument: Personal Interviews</td>
<td>123</td>
</tr>
<tr>
<td>Results of the Study</td>
<td>123</td>
</tr>
<tr>
<td>Results of Four Year Institution's Responses to Questions Regarding Transfer Students</td>
<td>127</td>
</tr>
<tr>
<td>Results of Two Year Institution's Responses to Questions Regarding Transfer Students</td>
<td>128</td>
</tr>
<tr>
<td>Results of Four Year Institution's Responses to Questions Regarding Articulation</td>
<td>132</td>
</tr>
<tr>
<td>Results of Two Year Institution's Responses to Questions Regarding Articulation</td>
<td>134</td>
</tr>
<tr>
<td>Results of Personal Interviews Conducted as Part of the 'Illinois Study'</td>
<td>137</td>
</tr>
</tbody>
</table>

**VI. IMPLICATIONS OF THE STUDY: THE EFFECTS OF ARTICULATION ON TRANSFER STUDENTS IN ART**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>142</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implications Related to the Premises That Two Year and Four Year Institutions Provide Similar Opportunities for Art Students During the First Two Years of Their Postsecondary Study</td>
<td>143</td>
</tr>
<tr>
<td>Implications Related to the Premises That Articulation Activities Between Two and Four Year Institutions Were Non-Existent or Ineffective and Thus Created Difficulties for the Transfer Student</td>
<td>144</td>
</tr>
<tr>
<td>Conclusion</td>
<td>147</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIST OF REFERENCES</th>
<th>149</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBLIOGRAPHY</td>
<td>158</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>167</td>
</tr>
</tbody>
</table>
**LIST OF FIGURES**

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Organization of Higher Education</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>Total Number of Departments, Divisions, and Other at Selected Two Year</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Institutions</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Total Number of Comprehensive Departments, Separate Departments and</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Divisions at Selected Four Year Institutions</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Studio and Art History Courses Offered by Two Year Institutions</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>Enrollment Patterns in Selected Art Courses at the Two Year College</td>
<td>71</td>
</tr>
<tr>
<td>6.</td>
<td>General Distribution of Off Campus Facilities Used for Art Classes at</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Selected Two Year Institutions</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Distribution of Room Types at Selected Four Year Institutions According to</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Number of Full Time Art Instructors at Two Year and Four Year Institutions</td>
<td>84</td>
</tr>
<tr>
<td>9.</td>
<td>Activities of Articulation</td>
<td>94</td>
</tr>
<tr>
<td>10.</td>
<td>Philosophies of Articulation As Suggested by Frederick C. Kintzer</td>
<td>99</td>
</tr>
<tr>
<td>11.</td>
<td>Articulation Styles of Selected States</td>
<td>107</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Historical Development of the Four Year Institution in America</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Historical Development of the Two Year Institution in America</td>
<td>31</td>
</tr>
<tr>
<td>3.</td>
<td>Institutions of Higher Education in America</td>
<td>37</td>
</tr>
<tr>
<td>4.</td>
<td>Suggested Program for Bachelor of Arts Degree with Drawing Specialization at</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Southern Illinois University, Carbondale, Illinois (1977)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Associate in General Education Program, Lincoln Land Community College</td>
<td>55</td>
</tr>
<tr>
<td>6.</td>
<td>Associate in Applied Science Degree, General Education Requirements</td>
<td>56</td>
</tr>
<tr>
<td>7.</td>
<td>Distribution Table for Questionnaire Responses from Two and Four Year</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Institutions</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Results of Survey of Courses, Majors and Degrees at Two Year Institutions</td>
<td>68</td>
</tr>
<tr>
<td>9.</td>
<td>Results of Survey of Four Year Institutions Offering Majors in Art and</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Baccalaureate Degrees</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Permanent Facilities at Two and Four Year Institutions</td>
<td>77</td>
</tr>
<tr>
<td>11.</td>
<td>Existing Facilities and Utilization Chart for Selected Two Year Institutions</td>
<td>79</td>
</tr>
<tr>
<td>12.</td>
<td>Articulation/Transfer - Statewide Development</td>
<td>100</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>13. Impediments to Smooth Articulation-Senior Colleges and Universities</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>14. Impediments to Smooth Articulation-Junior Colleges</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>15. Survey of Four Year Institutions Regarding Questions Relevant to Transfer and Articulation Practices Affecting Art Students in Five Selected States</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>16. Nature of Transfer Difficulties Reported by Two Year Institutions in Five Selected States</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td>17. Overview of Articulation Activities Related to Community College Transfer Students in Art</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>18. Transfer Students in Art Responses to Interviews at Two Universities to Selected Questions Regarding Their Community College and Senior Institution Reactions</td>
<td>138</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

During the 1960's and 1970's there has been in America a significant growth in the number of two year community, non-baccalaureate degree granting institutions. In 1960, for example, the American Junior College Association reported that six hundred and seventy seven junior colleges (now known as community colleges in most areas) were in operation in the United States. Of these, three hundred and ninety were publicly supported and had an enrollment of 804,814 students. The remaining two hundred and seventy six were privately controlled and had 97,700 students. About one of every four students starting a college program began in a two year college (Landrith, 1971, p. 32).

Even more indicative of this rapid growth is the report of the North Central Association published in its quarterly. In the summer of 1967, the quarterly reported that there were ninety-one colleges granting Associate degrees in the twenty member states of the association. By 1970, that number had risen to one hundred and fourteen and by 1976 to two hundred and eighty two--thirty more institutions then those granting baccalaureate degrees, the traditional degree awarded by four year institutions. Probably most influential in the growth of these two year institutions was the establishment of the 'open door policy,'
which provided higher education for all candidates, regardless of race, religion or wealth (Bushnell, 1973, p. 8).

Vocational and college parallel programs have been the basis for curriculum development at two year colleges. In the visual arts, vocational programs are generally those associated with the attainment of an Associate degree or certificate of advanced study in such areas as graphic design, interior design and photography. In the college parallel or transfer program, the visual arts have concerned themselves with providing the students with a program of required courses comparable to those required during the first two years by students attending a four year degree granting institution. The question of similar standards for students at both types of institutions, i.e., four year and two year schools has been a constant source of discussion.

James Reynolds's (1969) in his book The Comprehensive Community College Curriculum states that "...to classify the junior college as an inferior educational institution when compared with the lower division of a four year college is unfair and inaccurate. What is said about the nature of the curriculum in the junior college, applies with equal force to the curriculum of the first two years of the majority of four-year colleges (p. 3). Hall in Stoop's The Community College in Higher Education (1966) states..."
important role to play in the total program. But it should be emphasized that the community college in developing a strong two-year sequence in liberal arts should not cut the pages from someone else's catalog (p. 43).

What is suggested here is that a misunderstanding of the role of the community college in the nation's whole program of education exists, especially as it is perceived by four year institutions. This misunderstanding has been magnified by the fears of dwindling student population which all postsecondary institutions have faced recently. Claims of inferior education such as the one alluded to by Mr. Reynolds have put added pressures on students transferring from two year community colleges to four year institutions. Policies and procedures for accepting transfer students vary greatly between four year colleges and universities.

Mr. Phillip Coltart (1979), Director of Community College Relations at Northern Illinois University in DeKalb, Illinois indicated during a recent phone conversation that his institution had made efforts to articulate courses from two year colleges on a course to course basis, but that the final decision for accepting a course rested with the individual departments. "Articulation handbooks", he added, "have been developed to assist the community colleges preparing students to transfer to Northern Illinois University. This practice, i.e., Northern Illinois
University's, for reviewing transfer students, is not standard at other state universities in Illinois." As a result, a student planning to attend a four year institution has to concern himself early in his program at the community college with the transferability of the courses he is preparing to take.

Articulation has been ongoing, but oftentimes is ineffective in combating departmental audits of transfer credits and the student is often faced with reduced hours, additional required coursework and less than Junior standing. In the visual arts these problems have been magnified because of the variance in studio/lab hour ratios, course content and the variety of programs offered by community colleges. The community colleges have tried to satisfy the requirements of the senior institutions without sacrificing the autonomy of their own institution. The student, unfortunately, has felt the effect of this inconsistency.

The policies, standards and articulation compacts that exist among four year institutions play an important role in the shaping of curricula at two year institutions. In Illinois, for example, articulation in the visual arts is accomplished through ad hoc committees. The group prepares recommendations, and these, in turn, are submitted to the public community colleges and four year institutions for a vote. Based upon a high majority of favorable votes,
the recommendations are then submitted to the Deans of Instruction and Chairmen of the Art Departments to serve as an articulation exhibit for courses (Wellman and Darnes, 1977).

These articulation meetings have resulted in the creation of an organization known as the Illinois Higher Education Art Association. A typical example of the recommendations made by this group can be found in the Appendix.

This study will attempt to examine those policies, standards and articulation compacts in the light of their effect on transfer students in the visual arts and the underlying effect they have had on program and curriculum development in the visual arts at community and junior colleges.

Little if any significant research has been done directly relating to the field of art education in community and junior colleges. However, B. Lamar Johnson, in his book General Education in Action, stresses the importance of providing art experiences for students at this level of education. He says that "experiences in the creative arts are to all practical purposes omitted in vocational courses of study--unless art is directly needed in the vocation. California junior colleges have an opportunity not only to provide but also to recommend to the terminal vocational student work and experience in the arts. For the transfer student, most California junior colleges
offer courses in the creative arts planned to prepare for advanced work, rather than to be adapted to the interests of the laymen. Notable exceptions to this policy have been cited (Johnson, 1952, p. 198-99).

Community and junior colleges are well aware of the position they hold regarding transferability of courses and adapting to the requirements of four year institutions. In California, a four point general program has been designed to deal with these problems. It includes:

1. "Use of course titles and numbers which correspond to those of senior colleges lower divisions, but adapt the content and methods of the courses to the characteristics of the particular students enrolled.

2. Have transfer and terminal students take the same course with differentiated assignments providing a basis for recognizing variation in student plans.

3. Plan a two-track system of courses, one designed for transfer and one for terminal students, but both designed to provide for the common or general education needs of its students.

4. Consult with senior colleges regarding courses designed to achieve general education outcomes, particularly if these courses are to be taken by transfer students and if the courses depart significantly from the usual senior college pattern:
   a. consultation after a course has been added.
   b. consultation after a course has been planned, but before it has been offered.
   c. consultation while a course is in the process of being planned" (Johnson, 1952, p. 360-61).
With the rapid growth of these types of institutions, the identification crisis has been magnified. In its formative years, the community college was seen as "aping" senior institutions. "Higher education" was still defined in terms of the four-year college; and almost any junior college seeking legitimacy and respectability sought it in imitation of the curriculum, organizational framework and trappings of the four year college. Articulation at that time was simple. The courses were the same, and the degree plan of the university was the model for the instructional design of the community/junior college.

"Other forces were at work, too, of course. In addition to the desire to imitate the senior institution in order to gain status, there was the harsh fact that to deviate was to challenge; and for a community college to challenge the academic philosophy of 'higher education' was not looked upon with charity" (p. 7).

Today these articulation problems have become greater because the community college has clarified its mission somewhat in the higher education system and has been striving to maintain its autonomy by developing innovative programs. Senior institutions have become more conscious of the role of the community college and have watched their student populations grow in the light of their own declining populations. Each institution has become aware of the other, but has proceeded cautiously towards acceptance.
In a study by the Center for Study of Community Colleges in Los Angeles, California on the art curriculum at community colleges it was found that the greatest enrollment at community colleges could be found in the area of liberal arts transfer education, especially in art. Jansen (1971) states that "...the size of the colleges here also reflected the types and size of the programs (p. 8).

The image of the community college and its search for identity has created a magnitude of problems for it and for its students. Where local and state control boards have worked together, articulation has been successful to some extent, such as in the articulation agreement recommended by twenty-three community colleges and senior institutions in Illinois to the Illinois Community College Board. Support of these types of agreements can only be continued by allowing these articulation committees directly related to specific program areas to continue to iron out the problems. The problems do exist or articulation would not be necessary. In Illinois for example, one of the major state universities voted not to accept the agreement. The effect on art students transferring into this institution will once again become an area of concern for those community colleges feeding into that institution.

It is hoped that as a result of this study:

1. a consensus of the criteria established by four year institutions for accepting community college students can be established;
2. the various articulation methods and documents appertaining to the community college can be identified;

3. a comparison of the similarities and differences between two year college and four year college programs in the visual arts can be made and those similarities and differences clearly defined;

4. the problems facing transfer students from community colleges in the visual arts can be more clearly identified and hopefully changes will occur;

5. the readjustments made by community colleges in their visual arts curricula to meet the demands of four year institutions can be identified and the results of these changes for their students can be charted;

6. a mutual understanding between two year and four year institutions as to the problems visual arts students transferring into four year schools face may lead to better and more enthusiastic articulation; and

7. the substandard view of community college art programs will be negated.

To accomplish these goals, Chapter I will present background information relevant to the community college and four year institutions. This information will attempt to show the underlying makeup of both these institutions. Concentration on their historical development, philosophy and objectives and organization and governance will be included. The importance of establishing a basis for comparison rests here, and without prior knowledge about them, inferences and associations may be difficult to achieve.
Chapter II extends that understanding further, as it explores the educational program at these institutions. The Core of General Education courses which have become an issue in transferring have been viewed in the light of its relationship to both institutions. The concept of a major area of concentration has also been reviewed since one of the crucial issues looked at in this study is the loss of credits by art students in this area.

Chapter III looked closely at the art programs of selected two and four year institutions. Its purpose is to establish at least some general criteria for comparing the program, facilities and staff in those art departments so that insight into whether or not a significant difference exists can be determined. These may affect the quality of student, the quality of program or the quality of instruction experienced by the community college student. Since research available in this area is limited, the material here was drawn from the same institutions included in the articulation study by including appropriate questions on the same survey instrument.

Chapter IV delves into articulation and provides a brief history and a look at its foundation. Some of the impediments to smooth articulation have been exposed and explored. The three major approaches to articulation are presented so that the five states involved in the study can be properly identified as to their elected approach.
The last part of this chapter presents in detail the articulation agreements operating in Florida, Texas, New York, California and Illinois.

Chapter V records the procedures and activities of the descriptive research used to identify articulation effectiveness and transfer problems related to the community college student. The study included the use of a mail survey of two year and four year institutions in five states. It also included a series of personal interviews of transfer students in art that was conducted at two universities. The data recorded for the most part in percentages, tables and graphs will be used to disseminate the information.

Chapter VI draws on the information generated in the study and generated the implications of the study. It shows that although there are problems that do exist for the transfer student in art, especially in the area of elective courses, for the most part articulation is operating effectively in the states surveyed. The majority of students are not suffering a major loss of general education requirements or foundation art course requirements, but are losing elective credit. It also shows, that those who have lost this credit, have not been unnecessarily aroused by that loss. Finally, it shows that articulation has had a positive effect on the transfer students in art.
CHAPTER I

POSTSECONDARY EDUCATION IN AMERICA

Introduction
The American system of education and its development provides one of the most interesting chronicles of American history. Believing that education was the key to freedom, our founders viewed the spread of knowledge as a fundamental safeguard of freedom, equality and self-government. Our system of free, universal schools has become one of the most distinctive and significant characteristics of our society. Today Americans, regardless of race, creed, color or financial means, are guaranteed an education through the twelfth grade.

Within the last thirty five years, however, providing opportunities for education beyond the twelfth grade has taken on an increasingly important role. Subsidies for education provided to veterans of World War II, a marked increase in the number of students completing high school and seeking admission to college, and the general increase in the number of 'war babies' reaching college age has had a major effect on the development of higher education (Reynolds, 1965, p. 1). To meet the needs of this increased population necessitated the participation of federal, state, and local governments and resulted in a major adjustment to the organizational pattern of higher education. Thus,
the junior college, already in existence, experienced an unprecedented 'rebirth.'

Prior to the post-secondary enrollment increase, students generally attended an undergraduate institution during their thirteenth through sixteenth year of formal education and very often followed this with graduate school (see Figure 1). With the community college becoming an active participant in higher education, the senior college took on a revised role which saw not only the development of a new senior institution consisting of only the third and fourth years of the baccalaureate program and graduate work, but a marked revision in the curriculum and purpose of the traditional four year institution (see Figure 1). The increase in college students also produced a significant need for increased graduate and post-graduate programs, thus altering still further the organizational pattern (see Figure 1).

A comparison of two and four year institutions is needed if one is to understand the importance of each in this study. The similarities and/or differences in their historical development, their philosophies and their organizational and governing patterns will establish a basic groundwork for describing their articulation problems and for allowing them to be placed in proper perspective.
<table>
<thead>
<tr>
<th>TRADITIONAL DIRECTION</th>
<th>NO SPECIFIED TIME</th>
<th>CURRENT DIRECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE SCHOOL</td>
<td>YEAR</td>
<td>POSTGRADUATE SCHOOL</td>
</tr>
<tr>
<td>19th</td>
<td></td>
<td>GRADUATE SCHOOL</td>
</tr>
<tr>
<td>18th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SENIOR COLLEGE</td>
<td>16th</td>
<td>SENIOR COLLEGE</td>
</tr>
<tr>
<td>15th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14th</td>
<td></td>
<td>JUNIOR COLLEGE</td>
</tr>
<tr>
<td>13th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FIGURE 1. ORGANIZATION OF HIGHER EDUCATION
Four Year Institutions of Higher Learning

Higher education provides opportunities beyond the secondary school for specialization and career achievement. Cramer and Browne (1965) state that "...higher education in the United States may be divided into two broad fields, liberal arts and professional. Each of these fields may be further subdivided into undergraduate and graduate levels. The liberal arts program, on the undergraduate level, may be a two-year junior college course (which may offer a degree of associate in arts or science), or a four-year course leading to a degree of bachelor of arts or bachelor of science. The four-year course is usually subdivided into a lower division (which may be called the junior college), consisting of the two first years, and an upper division, which is the last two years. The first two years include the general education program, and usually specialization or choice of a major field is deferred until the beginning of the third year" (p. 253). Further discussion of the role of the community college in higher education will follow later in this chapter.

Philosophy and Objectives

"Education in America aims to bring about the fullest possible development of each individual in accordance with his abilities, interests, and needs, as well as to make him a well-informed member of his community and nation" (Brickman, 1964, p. 1). "Public institutions of higher learning in America are unique because they are not
governments, businesses, social organizations, welfare agencies or political parties. Their purpose is not to rule; not to make a profit; not to please students, faculty or alumni; not to reform society; not to correct social injustice and not to influence political action. The university is a citadel of knowledge, which it creates, and disseminates" (Wynn, DeYoung and Wynn, 1977, p. 179).

American colleges and universities "...conceive of their functions as being instruction, research and service" (Cramer and Browne, 1965, p. 255). Research, of course, would be a designated concern of those institutions offering graduate programs. It could be spoken of as the dissemination, creation and application of knowledge (Wynn, DeYoung and Wynn, 1977, p. 183).

Perhaps the most evident purpose of higher education is the instruction of students. The responsibility of the university has been to pass along from one generation to another liberal and humane learning. This responsibility has been an important part of humanity's heritage.

Sterling McMurrin (1974), former U.S. Commissioner of Education and now a dean at the University of Utah, states "...that the purpose of instruction has to do with knowledge and reason and secondarily with sentiment and action." He sees instruction as "...being related to three subpurposes: satisfaction of the intellectual interests of individuals, criticism and perpetuation of social institutions and the renewal and strengthening of the
culture" (McMurrin, 1974, p. 5-7).

Research, on the other hand, is carried out in many aspects of our society. Government and industry, to name a few, have contributed immeasurably to this area of man's educational development. However, one of the major contributors in this country remains the university where much of our 'pure research' has been generated. Wynn, DeYoung and Wynn (1977) state that "...the contribution of this university-based research and other scholarly work to our economy, security, and quality of life is incalculable. It is truly one of the great values returned from our tax dollars" (p. 184). Holy, McConnell, and Semans (1955) reassert the role of research in the university when they define one of the functions of a university as being "...research directed toward advancing the understanding of the natural world and the interpretation of human history and of the great creations of human insight and imagination" (p. 74).

The role of research is further enhanced by its position at the university to generate detached criticism of our society under the protection of academic freedom (Wynn, DeYoung and Wynn, 1977, p. 184). To remain neutral in this instance often produces great pressures on institutions generating 'pure research'.

Since many of our major universities and colleges are publicly controlled, the issue of service to the community is an important factor. Because many of these institutions are land-grant colleges whose strong impetus
has been the agricultural and mechanical arts, a precedent of important, but not scholarly services has surfaced. The place of these non-scholarly services at the university is still generating heated discussions among academicians.

The Carnegie Commission on Higher Education in 1973 reported other ancillary purposes of colleges and universities. They included "...providing a logistical base for a pool of specialized talent of scholars available as moonlighting consultants to industry and government; becoming a kind of 'academic aging vat' for youths during their transition from adolescence to adulthood; providing educational opportunities for adults and becoming a purveyor of 'commercialized entertainment' primarily through interscholastic athletics".

**Historical Development**

Historically colleges and universities, both public and private, have developed independently and autonomously in this country. The product of this highly decentralized and un-co-ordinated development says McConnell (1962) "...is a congeries of institutions varying greatly in government, size, organization, atmosphere, educational programs, faculty quality, student characteristics, and intellectual standards" (p. 2). Our concern, here, is specifically with the development of public four year institutions.

In the colonial period of the U.S., nine colleges were founded. They included Harvard, William & Mary, Yale,
Princeton, Pennsylvania, Columbia, Brown, Rutgers, and Dartmouth (See Table 1). In connection with the last, arose the historic Dartmouth Case, whose decision by the Supreme Court threw protection around higher education and stimulated the growth of colleges (DeYoung and Wynn, 5th Ed., p. 192). It stipulated that the state could not fashion public universities out of existing colleges against their will, but would have to create new institutions (Good, 1970, p. 99).

Most of these institutions were supported financially by grants of land or money from legislatures, by donations and by miscellaneous means such as lotteries. State support was slow to come and as late as 1860, only seventeen of two hundred sixty four institutions of higher learning were financed by the state (DeYoung and Wynn, 5th Ed., p. 194).

The first state university to be chartered was in Georgia (Good, 1970, p. 100). However, as indicated in Table 1, the first university to open was the University of North Carolina which received students in 1789. The board for this institution would be self-perpetuating by co-optation. Each judicial district was to have one representative on the board (Good, 1970, p. 101). Today every state has at least one public university. Many states have several public colleges and universities both state and locally controlled.

The growth of American education can be closely associated with the expansion of the country and its social,
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1636</td>
<td>Harvard, first permanent university, founded</td>
</tr>
<tr>
<td>1693</td>
<td>William and Mary College established</td>
</tr>
<tr>
<td>1795</td>
<td>First state university opened in North Carolina</td>
</tr>
<tr>
<td>1803</td>
<td>First federal land granted for state 'seminary of learning' in Ohio</td>
</tr>
<tr>
<td>1819</td>
<td>Dartmouth College decision rendered by United States Supreme Court</td>
</tr>
<tr>
<td>1836</td>
<td>Charter granted to Georgia Female College (Wesleyan College at Macon)</td>
</tr>
<tr>
<td>1837</td>
<td>Coeducation started at Oberlin College, founded in 1833</td>
</tr>
<tr>
<td>1838</td>
<td>Mount Holyoke College organized as pioneering women's college</td>
</tr>
<tr>
<td>1839</td>
<td>First state Normal School organized in Massachusetts</td>
</tr>
<tr>
<td>1854</td>
<td>First prototype of Negro university established at Lincoln, Pennsylvania</td>
</tr>
<tr>
<td>1862</td>
<td>Land-grant College Act passed by Congress</td>
</tr>
<tr>
<td>1868</td>
<td>Hampton Institute organized as first Negro school of higher education</td>
</tr>
<tr>
<td>1876</td>
<td>First graduate work begun at Johns Hopkins University</td>
</tr>
<tr>
<td>1882</td>
<td>American Association of University Women organized as Association of College Alumnae</td>
</tr>
<tr>
<td>1895</td>
<td>National Association of State Universities started</td>
</tr>
<tr>
<td>1900</td>
<td>Association of American Universities organized</td>
</tr>
<tr>
<td>1911</td>
<td>Division of Higher Education formed in the U.S. Office of Education</td>
</tr>
</tbody>
</table>
TABLE 1. (continued).

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915</td>
<td>American Association of University Professors organized</td>
</tr>
<tr>
<td>1918</td>
<td>American Council on Education formed, accenting higher education</td>
</tr>
<tr>
<td>1942</td>
<td>Atomic Age born on campus of University of Chicago with first man-made nuclear chain reaction</td>
</tr>
<tr>
<td>1947</td>
<td>Reports issued by President's Commission on Higher Education</td>
</tr>
<tr>
<td>1948</td>
<td>First Fulbright scholarships opened for China and Burma</td>
</tr>
<tr>
<td>1950</td>
<td>Federal loans for constructing college housing included in the Housing Act</td>
</tr>
<tr>
<td>1952</td>
<td>Reports issued by Commission on financing higher education</td>
</tr>
<tr>
<td>1957</td>
<td>Educational Policies Commission report, Higher Education in a Decade of Decision published</td>
</tr>
<tr>
<td>1958</td>
<td>Report made by President's Committee on Education beyond High School</td>
</tr>
<tr>
<td>1962</td>
<td>Council of Graduate Schools organized with offices in Washington, D.C.</td>
</tr>
<tr>
<td>1963</td>
<td>Experimental new International College, Friends World College, established at Glen Head, New York</td>
</tr>
<tr>
<td>1963</td>
<td>Federal loans and grants made available for construction of new facilities for higher education, both public and private, and including Junior Colleges</td>
</tr>
<tr>
<td>1963</td>
<td>Assistance for higher education provided by Congress in the passage of the Medical Bill, granting federal funds for facilities and loans to students</td>
</tr>
<tr>
<td>1963</td>
<td>National Association of State Universities and the State Universities Association with Association Amalgamated with Association of State Universities and Land Grant Colleges</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1965</td>
<td>Expiration date established for eligibility for educational benefits under G.I. Bill</td>
</tr>
<tr>
<td>1965</td>
<td>Higher Education Act passed by Congress</td>
</tr>
<tr>
<td>1966</td>
<td>Funds to help meet expenses of higher education for War Veterans provided by permanent G.I. Bill</td>
</tr>
<tr>
<td>1968</td>
<td>First Urban Oriented Land Grant College, Federal City College, opened in District of Columbia</td>
</tr>
<tr>
<td>1972</td>
<td>Higher Education Act passed, increased Federal support for higher education</td>
</tr>
<tr>
<td>1972</td>
<td>Education Amendments Act sought to provide Federal financial assistance for all needy post-secondary students</td>
</tr>
<tr>
<td>1974</td>
<td>Carnegie Commission's highly influential report on higher education summarized in the Carnegie Commission on Higher Education</td>
</tr>
<tr>
<td>1976</td>
<td>Target Date: set by Carnegie Commission on Higher Education for removal of all financial barriers to attending college</td>
</tr>
<tr>
<td>1978</td>
<td>Costs of higher education doubled in last two decades; many colleges in severe financial difficulty</td>
</tr>
</tbody>
</table>
scientific and political achievements. In 1962, the Morrill Act (Table 1) was signed making possible the development of a vast system of land grant colleges which provided low cost higher education and ultimately consisted of sixty nine institutions—many of higher learning (Wynn, DeYoung and Wynn, 1977, p. 181). The Act provided instruction in agriculture and the mechanical arts, without excluding other scientific and classical studies including military tactics (Wynn, DeYoung and Wynn, 1977, p. 188). Land grant colleges and universities are those institutions, almost all of them public, which have been designed by the state legislature as qualified to receive the benefits of either or both of the Morrill funds (Wynn, DeYoung and Wynn, 1977, p. 188). Of the land grant institutions, some are state universities as in Illinois, Arizona and Nebraska, while others retain their agricultural and mechanical arts designation such as Alabama Agricultural and Mechanical College (Wynn, DeYoung and Wynn, 1977, p. 188).

Over six million acres of federal lands were provided to the states and the democratization of higher education in America began. A second Morrill Act in 1890 was passed disallowing discrimination by race in institutions receiving funds (Wynn, DeYoung and Wynn, 1977, p. 366).

The growth of the American universities and colleges has been steadfast and continuous. Between 1920 and 1970 the number of these institutions has almost doubled (Table 2,
Government assistance and the passage of several major acts of Congress including the Higher Education Act of 1963, which provides for as much as $400,000,000 annually for the construction of facilities in colleges, universities and technical institutions and the 1972 Act which increased that rate have assisted tremendously in the rapid expansion and development of these institutions. Enrollment in public colleges has increased from far less than one million in 1920 to more than 10 million in 1975 (Wynn, DeYoung and Wynn, 1977, p. 182).

To administer federal legislation and the flow of funds associated with acts of Congress affecting education, the U.S. Office of Education was established in 1867. In 1911 (Table 1) a division of higher education was formed to facilitate that purpose to institutions of higher education. In 1953, this office became a component of the newly created Department of Health, Education and Welfare and has as its responsibilities the appropriation and administration of all federal funds to state controlled public institutions (Wynn, DeYoung and Wynn, 1977, p. 360). It also provides consulting services, conducts surveys and serves as an information center among other things.

New concepts in higher education have constantly been emerging and mention should be made of the prototype university without walls funded by the U.S. Office of Education consisting of a consortium of twenty colleges across the country. Begun in the 1970's its goal was to
escape the boundaries of the classroom or campus by providing opportunities to learn from courses offered by the consortium via radio, television, independent study and travel (Wynn, DeYoung and Wynn, 1977, p. 189).

Organization and Governance

There does not exist in public higher education in America one specific pattern for governance and organization. The role and structure of state governance over public institutions differs widely among the states, but can be categorized roughly into two types according to Wynn, DeYoung and Wynn (1977):

1. the multicampus state university of a single system governed by a single statewide body, such as in Wisconsin, Maine and Utah among others; and

2. the statewide coordination of multiple and disparate institutions under co-ordinating state boards of higher education and local boards for each institution such as in New Mexico, Kentucky and others (p. 193).

As to local control, many public institutions are governed by their own board of trustees. These trustees perform services such as establishing general policies, approving capital and operating budgets, and appointing college presidents. Many of these positions at four year institutions are filled by business people, public officials and professionals (Wynn, DeYoung and Wynn, 1977, p. 194).
Two Year Institutions of Higher Learning

The community college has established itself not only as an integral part of, but as an active participant in the process of American higher education. In existence for little more than seventy-five years (Goodwin, 1976), it has attempted to bring into fruition that part of the American dream which affords educational opportunities beyond the twelfth grade for all who would have them. This democratization of the nation's men and women through education and the establishment of the community college as a middle man of higher education is the result of many factors including a recent unprecedented growth pattern (Goodwin, 1976) and a still somewhat unresolved identity crisis (p. 5-13) (Young, 1977, p. 333-342). All things considered, the nation today boasts of more than a thousand of these institutions (Elden, 1976) with representatives in each of the fifty states (p. 48).

The evolution of the community college in the United States can be attributed to three main factors, first, an idea which received its impetus from a succession of university presidents and deans, second, the rising productivity in a nation which produced the economic wealth to support more students in college and finally, the inbred belief in society that education produces social and individual good. The practical result of the interaction of these forces, states Thornton (1972), was the development of the junior college (p. 48-49).
Philosophy and Objectives of the Two Year Institutions

The community college is a comprehensive educational institution. Its philosophy, characteristics and purpose are tied closely to serving the educational needs of all members of the community who desire education beyond the secondary school level. The public two-year college is an outgrowth of a philosophy of education which believes that "...the American way of life holds that all human beings are supreme, hence of equal moral worth and are, therefore, entitled to equal opportunities to develop to their fullest capacities" (The Philosophy of Education of the Joliet Township High School and Junior College, 1950, p. 1).

It is also considered important that the purpose of this type of institution be consistent with the individuals and the society of which they are a part. This attitude has propagated the belief that in order to be operational, the needs of the entire community must be serviced. Ralph Fields (1962) in his book The Community College Movement has clearly identified what he believes to be the characteristics of the community college and which he feels establishes it as a unique type of institution. He lists them as being:

1. Democratic - low tuition and other costs; non-selective admission policies; geographically and socially accessible; and popularized education for the largest number of people

2. Comprehensive - a wide range of students with widely varying abilities, aptitudes, and interests; a comprehensive curriculum
to meet the broad needs of such students

3. Community-centered - locally supported and controlled; local resources utilized for educational purposes; a community service improving the general level of the community

4. Dedicated to life-long education - educational programs for individuals of all ages and educational needs

5. Adaptable - to individual differences among students, differences in communities, and the changing needs of society (p. 63-95)

The community college, then, must not only be an extension of a four year institution, but an institution whose general purposes provide for the upgrading of society as a whole.

The purpose of the community college has been spelled out for us by such individuals as Merson (1964), Goodwin (1976) and Medsker and Tillery (1971). These men, who have established themselves as leaders in the community college movement, agree in principle that the goals of the community college should provide for its community members, transfer programs, vocational programs, adult education courses, guidance and counseling services and community service programs. Reviews of community college catalogues such as those from Elgin Community College (1978-80) and Moraine Valley Community College (1979-80), two Illinois community colleges, attest to those purposes as being important to the comprehensive attitude of their institutions.
The community college should, then, provide for a transfer program offering courses in the liberal arts and sciences comparable to those offered during the first two years at a four year institution. This would allow the student who desired to continue his education at a four year institution adequate preparation. It should also provide for vocational and technical programs whether they be of long or short duration, but which would provide the student with training to fill the vocational and technical opportunities available in his community or locale. Adult education programs should be designed to provide members of the community with opportunities to improve their daily life activities, whether it be leisure related, personal, civic, cultural, occupational or avocational in nature. Guidance and counseling for students should be provided to aid not only in course and career selection, but to assist in deficiency removal and college preparation. Facilities, leadership and organizational assistance for community members should be another concern of the community college, so that cultural, civic, recreational or community betterment projects for individuals and groups can be better met.

Among the major commitments of the philosophy of the community college is its commitment to the 'open door policy'. B. Lamar Johnson (1971) defines this policy as the eligibility of any high school graduate for admission to the junior/community college. It should be understood,
however, that the 'open door policy' does not apply to admission to specific programs within the institution. Standards here are very often set by outside agencies (p. 1-11).

The community college has also developed because of its philosophy, a sense of flexibility which has allowed for greater innovation in program planning and approaches to learning. Education at the community college need not be centered around a traditional approach to learning, nor a permanent facility. It may extend outwards into the community and into a variety of unrelated locations.

**Historical Development**

Four patterns are easily discernible in the origin of junior colleges in the United States: (1) upward extension of high schools, (2) the transformation of many church-related schools from four year to two year institutions, (3) the evolution of educational institutions initially intended to bring advantages to young people in rural areas, and (4) the creation of junior colleges by philanthropic groups or individuals. "These four," says Reynolds (1965) "are primarily evident during the early years of the twentieth century". Table 2 traces the chronological development of the community colleges in America.

Jesse P. Bogue cited in Medsker (1960) and Ogilvie and Raines (1971) states, that, "Lasell Junior College in
TABLE 2. HISTORICAL DEVELOPMENT OF THE TWO YEAR INSTITUTION IN AMERICA.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1852</td>
<td>LaSalle Junior College in Auburndale, Massachusetts supposedly offers two years of standard collegiate instruction.</td>
</tr>
<tr>
<td>1859</td>
<td>University of Georgia abolished its two year college.</td>
</tr>
<tr>
<td>1892</td>
<td>President William Rainey Harper, separates first and last two years of University of Chicago into 'Academic College' and 'University College'.</td>
</tr>
<tr>
<td>1900</td>
<td>University of Chicago began to award Associate of Arts degree to all students who successfully completed the junior college program of studies.</td>
</tr>
<tr>
<td>1901</td>
<td>Joliet Junior College in Illinois established oldest community college in the country.</td>
</tr>
<tr>
<td>1907</td>
<td>California legislature passes law giving high schools the authority to extend the scope of their work to include two years of college learning.</td>
</tr>
<tr>
<td>1911</td>
<td>Junior college established in Fresno, California as upward extension of high school.</td>
</tr>
<tr>
<td>1916</td>
<td>Chaffey Junior College in California established in connection with the high school offering the first terminal courses.</td>
</tr>
<tr>
<td>1917</td>
<td>Smith-Hughes Act Stimulates the development of vocational education.</td>
</tr>
<tr>
<td>1920</td>
<td>Beginning of the American Association of Junior Colleges.</td>
</tr>
<tr>
<td>1924</td>
<td>Pasadena public schools recommend acceptance of 6-4-4 plan.</td>
</tr>
<tr>
<td>1927</td>
<td>Legal precedent upheld in Buncombe County Junior College regarding right to use public monies for support of community colleges.</td>
</tr>
<tr>
<td>1929</td>
<td>Founding of Los Angeles Junior (now city) College, largest community college.</td>
</tr>
<tr>
<td>1930</td>
<td>First publication of the Junior College Journal.</td>
</tr>
</tbody>
</table>
TABLE 2. (continued).

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>Supreme Court reverses decision of lower court regarding Buncombe County Junior College setting precedent for funding on a local level for community colleges</td>
</tr>
<tr>
<td>1945</td>
<td>Harvard Committee calls national attention to need for general education</td>
</tr>
<tr>
<td>1947</td>
<td>President's Commission on Higher Education supports need for general education and advocates special role for junior college</td>
</tr>
<tr>
<td>1950</td>
<td>B. Lamar Johnson's study under Carnegie Foundation attempts to determine general education program</td>
</tr>
<tr>
<td>1950</td>
<td>Beginning of increasing need for workers with higher level of technical skills to assist trend towards automation. Community colleges begin classes to train skilled workers</td>
</tr>
<tr>
<td>1952</td>
<td>Reports issued by Commission on financing higher education</td>
</tr>
<tr>
<td>1957</td>
<td>Russia successfully launches Sputnik I and shakes the foundation of American higher education</td>
</tr>
<tr>
<td>1958</td>
<td>Report of the President's Committee on Education Beyond the High School presented</td>
</tr>
<tr>
<td>1960</td>
<td>Beginning of unprecedented growth for community colleges</td>
</tr>
<tr>
<td>1963</td>
<td>Vocational Act of 1963 recognizes community colleges by removing restriction to courses of 'less than college grade' that had appeared in earlier federal vocational legislation and by concentrating on training needs of people rather than on preparation for specific occupations</td>
</tr>
<tr>
<td>1963</td>
<td>Federal loans and grants made available for construction of new facilities for higher education, both public and private, and including public junior colleges</td>
</tr>
<tr>
<td>1965</td>
<td>Higher Education Act passed by Congress</td>
</tr>
</tbody>
</table>
### Table 2. (continued)

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966</td>
<td>Funds to help meet the expenses of higher education for war veterans provided by permanent G.I. Bill</td>
</tr>
<tr>
<td>1968</td>
<td>First urban oriented land-grant college, Federal City College established in District of Columbia</td>
</tr>
<tr>
<td>1971</td>
<td>Carnegie Commission on Higher Education recommends that each state has plan for developing community colleges</td>
</tr>
<tr>
<td>1972</td>
<td>Higher Education Act passed, increasing federal support for high education</td>
</tr>
<tr>
<td>1972</td>
<td>Education Amendment Act sought to provide federal financial assistance for all needy postsecondary students</td>
</tr>
<tr>
<td>1974</td>
<td>Carnegie Commission highly influential report on higher education summarized in the Carnegie Commission on Higher Education</td>
</tr>
<tr>
<td>1976</td>
<td>Target date for implementation of 1971 Carnegie Commission recommendation provides for individual state development of community colleges within community distance of practically every potential student</td>
</tr>
<tr>
<td>1976</td>
<td>Target date set by Carnegie Commission on Higher Education for removal of all financial barriers to attending college</td>
</tr>
<tr>
<td>1978</td>
<td>Cost of higher education doubled in last two decades; colleges face financial difficulty</td>
</tr>
</tbody>
</table>
Auburndale, Massachusetts offered two years of standard collegiate instruction as early as 1852. However, the general consensus among historians of the community college is that the first official public community college was Joliet Junior College located in Joliet, Illinois, which opened in 1902" (Ogilvie and Raines, p. 80, and Medsker, p. 244) (see Table 2).

The concept of the junior college, as it was then known, began with Wm. Rainey Harper, the first president of the University of Chicago, who in 1892 separated the freshman and sophomore years into the 'academic college' and the junior and senior years into the 'university college'. Later, he renamed the 'academic college' as the 'junior college' (Gleaver, 1964, p. 62-67).

Before his death Harper conceived of a plan for the radical reorganization of the entire public system of education. This reorganization was studied at a conference in 1903. Its main components included:

1. the connecting of the work of the eighth grade of the elementary school with that of the secondary schools (the junior high school);

2. the extension of the work of the secondary schools to include the first two years of college work;

3. the reduction of the work of these seven years, thus grouped together to six years;

4. making it possible for the best class students to do this work in five years.
Obviously built into this plan was Harper's conception of the junior college primarily as an extension of the high school (Thornton, 1972, p. 48-49). Joliet Junior College then began as an upward extension of the high school.

Concurrent with the activities at the University of Chicago was the establishment of what is today Stanford University, headed by David Starr Jordan, who believed that the masses should be separated from the leaders (Jordan, 1896, p. 288). His main goal was to separate 'general education' from 'scholarly education' (Goodwin, 1976, p. 7). Lange from the University of California at the same time was emphasizing the good that the junior college could do for the student not going on to the university (Goodwin, 1976, p. 7). The result was the passage in 1907 by the California legislature of a law allowing high schools to extend the scope of their work to include two years of college learning (McLane, 1913, p. 161).

In 1911, in Fresno, California, (see Table 2) the first junior college was established (Medsker and Tillery, 1971, p. 14). Today California is one of the leading proponents of junior colleges and has one of the largest state systems.

In 1916 the first terminal courses; those not designed for transfer to four year institutions, were established. They consisted of art, manual training, home economics, commerce, music, library training, general agriculture and farm mechanics.
The Buncombe County Junior College Case in 1927 resulted in the right of a state (North Carolina) to use public monies to support a community college (Ogilvie and Raines, 1971, p. 109). This legal victory opened the way for the further development of state supported two year colleges.

In the early 1950's the nation felt the need to develop more high level technically trained workers. This coupled with Russia's successful launching of Sputnik in 1957 placed even greater pressures on the higher education system.

In 1963 the Vocational Act removed restrictions to vocational education and further recognized the contribution and need for community colleges. Also in 1963, federal loans became available for the construction of educational facilities and the result was a tremendous growth in the number of community colleges in this country.

Between 1920 and 1970, the number of community colleges rose from ten to six hundred thirty four (Table 3, p. 37). However, between 1966 and 1968 the number rose from three hundred ninety two to five hundred twenty, an average of ten a month (Table 3, p. 37). By 1977, there were more than one thousand community colleges in operation (Reynolds, 1965, p. 10).

**Organization and Governance**

The governance and organization of the community colleges are tied quite closely in most cases to local control. Because each state in this country is responsible for their own educational system, the establishment of a
### TABLE 3. INSTITUTIONS OF HIGHER EDUCATION IN AMERICA.


<table>
<thead>
<tr>
<th>School Year Ending</th>
<th>Public Junior Colleges</th>
<th>Four Year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>634</td>
<td>1,639</td>
</tr>
<tr>
<td>1969</td>
<td>520</td>
<td>1,588</td>
</tr>
<tr>
<td>1968</td>
<td>392</td>
<td>1,608</td>
</tr>
<tr>
<td>1967</td>
<td>381</td>
<td>1,495</td>
</tr>
<tr>
<td>1966</td>
<td>329</td>
<td>1,479</td>
</tr>
<tr>
<td>1965</td>
<td>310</td>
<td>1,451</td>
</tr>
<tr>
<td>1964</td>
<td>283</td>
<td>1,404</td>
</tr>
<tr>
<td>1963</td>
<td>275</td>
<td>1,383</td>
</tr>
<tr>
<td>1962</td>
<td>293</td>
<td>1,344</td>
</tr>
<tr>
<td>1961</td>
<td>217</td>
<td>1,380</td>
</tr>
<tr>
<td>1960</td>
<td>275</td>
<td>1,345</td>
</tr>
<tr>
<td>1959</td>
<td>242</td>
<td>1,315</td>
</tr>
<tr>
<td>1958</td>
<td>242</td>
<td>1,304</td>
</tr>
<tr>
<td>1957</td>
<td>210</td>
<td>1,237</td>
</tr>
<tr>
<td>1956</td>
<td>217</td>
<td>1,252</td>
</tr>
<tr>
<td>1955</td>
<td>209</td>
<td>1,237</td>
</tr>
<tr>
<td>1954</td>
<td>187</td>
<td>1,213</td>
</tr>
<tr>
<td>1953</td>
<td>152</td>
<td>1,096</td>
</tr>
<tr>
<td>1952</td>
<td>159</td>
<td>1,136</td>
</tr>
<tr>
<td>1951</td>
<td>129</td>
<td>1,132</td>
</tr>
<tr>
<td>1950</td>
<td>114</td>
<td>1,162</td>
</tr>
<tr>
<td>1949</td>
<td>47</td>
<td>1,224</td>
</tr>
<tr>
<td>1948</td>
<td>39</td>
<td>1,163</td>
</tr>
<tr>
<td>1947</td>
<td>17</td>
<td>1,082</td>
</tr>
<tr>
<td>1946</td>
<td>10</td>
<td>989</td>
</tr>
</tbody>
</table>
community college and its governance and control are not consistent.

Excluding the private two year college, the pattern for governing the public two year community college has taken three major directions, i.e., full state control, local or divided responsibility, the latter being the most prevalent. Under the first pattern, community colleges in districts where voters were reluctant to levy taxes necessary for the partial support of the community college, have found that state control was necessary. Under the state control system, the governing board of the community college is either separately organized for that purpose or is part of the total organization system for higher education in that state. In Minnesota, for example, the community college falls under the jurisdiction of the junior college board, whereas, in Georgia, the two year institutions are part of the states higher education system administered through a board of regents (Medsker and Tillery, 1971).

The system of divided responsibility allows for the community college to be under the jurisdiction of a local board with trustees selected from the community while still affiliated to some extent with the state co-ordination board. This type of system does allow for a variance of practices in the state, but still supports the true philosophy of the 'community college'.

Under this type of organizational structure, local board members are selected from the community, and control
boards from the state are established. In Illinois, the Commission of Higher Education, specifically charged by the legislature in 1959, prepared a 'unified plan' for Illinois higher education that created a coordinating board separate from the boards governing the day-to-day operations of the institutions (*A Master Plan for Higher Education in Illinois*, 1964). The primary concept of this plan is to allow members of the community (local boards) an opportunity to share in the planning, development, organization, operation, governance and funding of their community colleges while adhering to pre-established state guidelines and standards for higher education.

"The growth and development of the community college in the twentieth century in America has opened the gate to higher education to greater numbers of people than ever before," states Goodwin (1976, p. 13). Education beyond the twelfth grade because of the community colleges and their open door policy has become a dream realized.

Although the community college has had many images during the last three or four decades, its place in higher education has been firmly established. It has classified itself into private junior colleges, public comprehensive community colleges, technical institutes (those geared primarily toward two-year vocational programs) and extension centers (providing educational services ranging from formal courses of 'collegiate grade' through audio-visual services, conferences, seminars, correspondence
courses and television courses) (Blocker, Plummer and Richardson, 1965, p. 43).

Presently it is a middle man in higher education, providing experiences, opportunities and educational growth for the post-secondary student through the senior citizen. It is not bound by the traditions of the four year institution, yet its concerns with at least a part of those traditions must be considered when evaluating its transfer programs. If it is comprehensive, it must be more than just a technical school or a community center. So, the multi-faceted nature of the community college allows it to sit on a pendulum that swings between higher education and community education. This precarious position over the last several decades has gained the support of the millions of Americans who might otherwise have been denied post-secondary education.
CHAPTER II

UNDERGRADUATE ACADEMIC PROGRAMS

Introduction

Operating in America today are several thousand institutions of higher learning. These institutions have produced an interesting paradox in education in that they have operated rather effectively in a system which lacks form or structure and which is not governed by a ministry of education (Brown and Mayhew, 1965, p. 1). The system is composed of colleges and universities which vary in size, location, control, facilities, affiliation and administration.

It is interesting to note that in this country, in spite of these differences, institutions have set informal agreements and actions through voluntary associations and informal ad hoc committees and have even agreed to submit themselves to voluntary review by accreditation agencies (Brown and Mayhew, 1965, p. 1). Brown and Mayhew state (1965) that "...although there is not a central office to handle prescribed changes in curriculum or instruction, word of promising innovations spread quickly and the innovations are adopted as if by fiat. During the 1940's and 1950's, for example, general education was in vogue; and in the 1960's independent study and overseas experiences for students became popular. Institution after institution
adopted these measures as though an order had come from a central bureau of education" (p. 1).

The source of this system can be derived from many traditions. The idea of an undergraduate college which offers a liberal education and attends carefully to the development of student character came from England. The New England Puritans recreated as best as they could their education at such places as Oxford and Cambridge. The result was the development of the liberal arts college.

The idea that a university should concentrate on research and scholarship as well as the training of graduate students was derived from the German schools. The belief that education should prepare people for less exalted vocations is an American expression of its democratic ideal (Brown and Mayhew, 1965, p. 2-3). The meshing of these traditions has resulted in four types of institutions: the liberal arts college, the land-grant college, the university, and the community college. Each of these awards the baccalaureate degree (with the exception of the community college) for completion of the requirements and courses within a prescribed program.

The normal length of time specified for completing the Bachelor's Degree is four years. However,
in some instances, Bachelor programs have been known to extend into five and even six years when department requirements must be met by transfer students.

Since this study is directed at those public institutions of higher learning which award the baccalaureate degree or the associate degree, and since my specific concern is with the articulation between those types of institutions with regard to the visual arts, references to private institutions, graduate programs, and professional schools will only be used when necessary for clarification.

Four Year Institutions

Although higher education in this country has passed through many stages of transition, the one dominating feature in the curriculum has been the idea of a liberal education. Originally a concept held in high esteem by small private institutions offering the baccalaureate program, a liberal education seeks "...to prepare students for their nonvocational lives as citizens, family members, leisure-using individuals, and reflective human beings. Students achieve these objectives by studying a number of different subjects in the arts and sciences at least one subject deeply enough to comprehend the full complexity of a division of contemporary knowledge (Brown and Mayhew, 1965, p. 19). This concentration usually becomes the student's major area of study.
Philosophy and Objectives of the Academic Program

Today a liberal education has become the basis of many general education requirements for students seeking the baccalaureate degree even at public institutions. The philosophy and objectives of these institutions are tied closely to these general education requirements and students seeking that degree are held responsible for completing those required courses in addition to the requirements of their major field of concentration.

Typical of the aims of a general education are those set forth by the University of South Florida for its degree program. The following have been established for all students:

"the necessary skills in writing, speaking, reading and listening; self-reliance through the ability to think clearly; (An) understanding of oneself and one's relationship to others; growing convictions based on the search for truth; (An) understanding and appreciation of our cultural, social, and scientific and spiritual heritage; (An) intelligent approach to local, national, and world problems leading to responsible and responsive citizenship and leadership in life; some practical understanding of another language; professional competence based on high ethical standards in preparation not alone for the immediate job but for a lifetime of responsible leadership in professional activities; healthful development of the body" (University of Florida, 1959, p. 35).

Their interpretation has been in the form of General Education requirements. Their goal is to prepare the individual to function as an educated citizen in society beyond his preparation in an area of specialized knowledge.
General Education Requirements

"General education", according to Thornton (1972), "is but one element of a complete education; nearly all students will need to add to courses which prepare them for their occupations, courses which satisfy specialized interests of a nonvocational nature. General education refers to programs of education specifically designed to prepare young people for the responsibilities that they share in common as citizens of a free society and for wholesome and creative participation in a wide range of life activities" (p. 202).

Although the actual number of hours may vary from one institution to another, a survey of undergraduate course requirements at any public institution will most assuredly provide for students to complete work in basic or general education in the area of the humanities, the natural sciences, the social sciences and physical education.

The Ohio State University in its Bulletin of Course Offerings for 1977-78 states that "every undergraduate student must complete 45 hours selected to ensure acquaintance with the three basic areas of academic study: the humanities, the social sciences, and the natural sciences. A minimum of 15 hours is required in each of the three areas. (Rule 31,0703)

The objectives of this part of the curriculum, as set forth by the University faculty, are as follows:
HUMANITIES: The objectives are to introduce the student to his/her possibilities for continuing growth as a thoughtful and reasoning person, sensitive to the aspirations and attainments of others; to acquaint him/her to at least some degree with the treasures of human thought and expression at his/her command; and to develop a continuing desire to have his/her full share of the legacy of all creative efforts.

NATURAL SCIENCES: The objectives are to acquaint the student with the kinds of problems which lend themselves to possible solutions through the use of science; to introduce him/her to different scientific techniques through significant illustrative experiences; to give him/her a sense of perspective in the development of science; and to develop in him/her an understanding of the basic community of all scientific disciplines.

SOCIAL SCIENCES: The objectives are to ensure that the student has a basic understanding of the fundamental ideas upon which our society has been built, the social institutions through which these ideas have been given effective meaning, and the never-ending process of development through free choices limited only by concern for the rights and well-being of others. Emphasis is put upon the values of a free society and the responsibility of the individual for participating actively in the issues and decisions of the day. Because the courses acceptable for meeting the University Basic Education Requirement are not the same in every undergraduate college, students should check carefully the requirements of the curriculum they expect to follow.

The bulk of these general education requirements are usually completed during the freshman and sophomore years of
undergraduate work.

Recent trends in education have tended to reduce the requirements of General Education in the undergraduate curriculum. Paul L. Dressel and Frances H. DeLisle (1978) studied the undergraduate curriculum requirements at three hundred twenty two institutions over a ten year period. Although they discovered no major changes in the program, they did observe a "...relaxation of specific prescriptions and requirements" (p. 54). The following summarizes their major findings:

1. Formal requirements in English composition, literature, and speech have decreased.

2. Foreign language requirements have increased, with two years (or the equivalent) being by far the most common requirement.

3. The use of proficiency tests for meeting requirements in writing, speech, and foreign language has increased.

4. Requirements in philosophy and religion have been reduced with these subjects more frequently appearing as options in a distribution requirement.

5. The specification of mathematics as a requirement or an option has increased.

6. There is some tendency to reduce physical education requirements and to eliminate credits and grades for it.

7. Basic and general requirements remain at approximately 37 percent of the degree requirements and are roughly divided into 17 percent humanities and 10 percent for each of the social and natural sciences" (Dressel and DeLisle, 1969, p. 30).
Today these General Education requirements are also being met in different and innovative ways through the implementation of core programs, interdisciplinary programs, competence-based programs and freshman seminars (Conrad, 1978, p. 56-86).

**Major Fields of Study**

The idea of a major field of study or an area of concentrated specialization in the undergraduate program is the result of Abbott Lawrence Lowell’s, president of Harvard University in 1909, reaction to the elective system of his predecessor Charles Eliot (Conrad, 1978, p. 91). He states, "...in the freshman and sophomore year, students were required to choose courses from groups of subjects with each group representing a wide range of related knowledge. The upper two year students picked a more narrow field or department of concentration in which they were required to take six full year courses" (1978, p. 91). This concept has permeated undergraduate curriculum even today. Students can elect to major in such areas as mathematics, art, theater and business.

At larger public institutions the organization of the instructional units may be divided into colleges, schools, departments and divisions. For example, many large institutions have separate departments housed under the umbrella of a college. At Northern Illinois University in DeKalb, Illinois, the College of Visual and Performing Arts encompasses the Department of Visual Arts, Theater and
Music. Students selecting an area such as the visual arts would concentrate their studies in the art department and would select a major area of concentration from within that department.

At Northern, as at many other institutions, students may choose from art history, art education and studio art and select courses within those areas. These courses generally follow a set of guidelines upheld by each of the areas in that department which must be taken by the student in addition to electives within the department and the general education requirements. Specialization usually occurs primarily during the third and fourth years, however, certain introductory courses in an area of specialization may be taken during the freshman and sophomore years.

The undergraduate program, then, consists of General Education requirements, department requirements and specialization requirements. The organizational prerequisites and basic policies regarding these courses and the entire program are generally set forth via departmental policies; university regulations and outside accrediting agencies effecting certain area. Table 4 suggests a typical college program leading to the Bachelor of Arts degree in the College of Communications and Fine Arts at the Southern Illinois University at Carbondale, Illinois. Note that the General Education requirements for a major in art with a specialization in drawing requires seventy two semester hours including the completion of
TABLE 4. SUGGESTED PROGRAM FOR BACHELOR OF ARTS DEGREE
WITH DRAWING SPECIALIZATION AT SOUTHERN
ILLINOIS UNIVERSITY, CARBONDALE, ILLINOIS, (1977).

| General Studies Requirements | 45 |
| Requirements for Major in Art with specialization in drawing | 72 |

| Art 100 - Basic Studio | 3 |
| Art 200 - Beginning Drawing |  |
| Art 201 - Beginning Painting |  |
| Art 203 - Beginning Sculpture | 6 |
| Art 204 - Beginning Ceramics |  |
| Art 205 - Beginning Jewelry and Metal-smithing |  |
| Art 206 - Beginning Fibers | 2 |
| (choice of one) |  |
| Art 207 - Survey of Art History | 12 |
| (electives in art history) |  |
| Art 301 - Intermediate Painting | 8 |
| Art 300 - Intermediate Drawing | 2 |
| Art 400 - Drawing I | 12 |
| Art electives | 16 |

| Electives | 3 |

| TOTAL | 120 |
departmental requirements. The completion of such a program usually results in the awarding of a Bachelor's degree.

Two Year Institutions

Community colleges in search of identity and recognition as part of the higher education process in America and in keeping with their institutional philosophies perpetuating the 'open door' policy have emerged with a multi-faceted and diverse curriculum.

Reynolds (1969) states that "...the community college curriculum can best be divided into two major parts; general education and specialized education. Specialized education can further be divided into two additional parts; preparatory and vocational" (p. 22). All these parts are tied closely to the institutional objectives and before a discussion of these separate curriculum areas can be made, some understanding of the community college philosophy is necessary.

Philosophy and Objectives of the Community College Curriculum

Each of the curriculum areas listed above have resulted from one or more of the specific objectives of the institutional philosophy.

These institutional objectives "...are usually found at the beginning of the junior college catalog. They may be stated as aims or purposes, and are occasionally
reinforced by a statement of the philosophy of the college. Since these objectives define the purpose of all phases of the curriculum, they are stated in very general terms" (Reynolds, 1969, p. 121).

Typical of these philosophic statements is the one found in the Waubonsee Community College catalog for 1977-1979:

"The basic goals of Waubonsee Community College include the following educational programs and services:

1. Provide the first two years of baccalaureate education consisting of liberal arts, sciences, and pre-professional fields designed to prepare students for transfer to four-year colleges and universities and/or designed to meet individual educational goals.

2. Provide career education including occupational, vocational, technical and semi-technical fields designed to provide job training, retraining, and/or upgrading of skills to meet individual, local, and state manpower needs.

3. Provide general studies, including preparatory or development instruction, special education, adult basic education, and general education designed to meet individual educational goals.

4. Provide community education, including non-credit adult continuing education classes, designed to meet individual educational goals.

5. Provide public service activities of an educational nature which may include workshops, seminars, forums, cultural enrichment, community surveys, facility usage, and studies designed to meet community service needs."
6. Provide student support services designed to reflect the programmatic development and direction of the institution, including, but not limited to, admissions, counseling, testing, tutoring, placement, and special assistance for disadvantaged students." (p. 9-10).

To further understand the application of this philosophy to the curriculum we must look separately at the vocational, transfer and preparatory programs of the community colleges.

General Education Curriculum in the Community College

The general education programs at the community colleges have drawn their content from two major sources: "One," states Reynolds (1969) "comprises the activities of adults. Sometimes called functional, the program, based on an analysis of adult living, aims to identify those competencies held in common by adults. The second source is found in the organized subject matter fields. The logic of the program, in this source, is the attainment of a distribution of courses among the several fields, particularly the more basic fields of English, mathematics, natural science, social science, physical education, and occasionally a foreign language" (p. 23).

Typical of the functional types of courses offered under the heading of General Education are courses such as Personal-Social Relations and Preparation for Sound Vocational Choice. These types of courses, although, offered by most community colleges did not receive a great deal of
attention until recently, when their importance to the returning adult has gained recognition.

According to Ogilvie (1971), "...the college-parallel function of the nation's community-junior colleges is the traditional curricular function of that type of educational institution" (p. 225). Within this area are enrolled the bulk of students planning to transfer to four year institutions. The General Education courses in this area, therefore, 'parallel' those that would be offered during the first two years at a four year institution.

These General Education requirements very often form the core of specific programs leading to the Associate of Arts or Associate of Science degrees. This degree is awarded for completion of a given program, but should be associated with terminal as well as transfer programs. Typical of the General Education core is the one shown in Table 5 from Lincoln Land Community College in Springfield, Illinois. In this particular program, the student can be awarded the Associate degree in General Education. Compare this program with the general requirements listed in Table 6 at the same college for the Associate in Applied Science in Nursing degree requirements. Note that requirements in communication, social science, humanities and sciences are listed.

Students in the transfer program may choose to major in any number of curricular areas. Lincoln Land Community College states in their bulletin that they offer
**TABLE 5. ASSOCIATE IN GENERAL EDUCATION PROGRAM, LINCOLN LAND COMMUNITY COLLEGE (1978-79, p. 40).**

<table>
<thead>
<tr>
<th>Group I</th>
<th>Communications - 6 semester hours*</th>
</tr>
</thead>
</table>
| Group II | Social Science - 6 semester hours***  
Credit may be earned in any of the following areas: Political Science***, Economics, Sociology, Psychology, History (except Western Civilization), Anthropology, Geography (except Physical Geography). |
| Group III | Humanities - 3 semester hours  
A. Literature, Foreign Language  
B. Art, Theatre, Music, Humanities 101, Film 101, Performing Arts 102  
C. History of Western Civilization, Philosophy |
| Group IV | Science and Mathematics - 6 semester hours  
Credit may be earned in any of the following areas: Biological Science, Chemistry, Physical Geography, Physics, Mathematics, Physical Science, Geology. |
| Group V | Electives - 39 semester hours  
The remaining credits are to be completed in a counselor-approved program. |

* Either sequence in Communications (COM 101, 102, or COM 111, 112) will meet the requirements for the Associate Degree.

** Three semester hours must be earned in American Politics (POS 101) or State and Local Government (POS 201). Such course fulfills the Political Science requirement for one of the three areas of Group II.

*** Three semester hours must be earned in American Politics (POS 101) or State and Local Government (POS 201). Such course fulfills three hours of the six hour requirement of Group II.
TABLE 6. ASSOCIATE IN APPLIED SCIENCE DEGREE
GENERAL EDUCATION REQUIREMENTS
LINCOLN LAND COMMUNITY COLLEGE
(1978-79, p. 41)

A minimum of 60 semester hours and a cumulative G.P.A. of 2.00 (C) or better

<table>
<thead>
<tr>
<th>Group</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>Communications - 6 semester hours*</td>
</tr>
<tr>
<td>Group II</td>
<td>Social Science - 3 semester hours -- American Politics (POS 101) or State and Local Government (POS 201) required.</td>
</tr>
<tr>
<td>Group III</td>
<td>Science and Mathematics - 6 semester hours</td>
</tr>
<tr>
<td>Group IV</td>
<td>Completion of a specific Vocational-Technical Program</td>
</tr>
</tbody>
</table>

*Either sequence in Communications (COM 101, 102, or COM 111, 112) will meet the requirements for the Associate degree.
"...excellent opportunities to students who wish to complete at the community college requirements for the first two years of the baccalaureate degree program" (1978-79, p. 45). They go on to state that "...the courses of study which follow allow for some specialization in the freshman and sophomore years for students who plan to major in particular fields in senior colleges and universities" (1978-79, p. 45). Students, however, are cautioned in these catalogs that senior institutions vary as to requirements for a baccalaureate degree and the student should plan their program with an advisor so as to assure maximum transfer of credit (Carl Sandburg College Catalog, 1978-79, p. 21).

In summary, then, the program in the area of General Education may vary from institution to institution, but the general consensus among these institutions is that the student should have a core of general education requirements regardless of whether he is enrolled having a transfer or vocational program and that the curriculum be associated as closely as possible with senior institutions. Precautions must be taken in course selection by the student to assure course transferability to a specific institution.

Specialized Education - Vocational and Preparatory

Vocational education has taken on increased importance in the past decade in the community colleges according to Reynolds, (1969) ".vocational education comprises the
program which prepares the student for entering full-time employment after leaving the junior college" (p. 33).

This is true, however, as Reynolds (1969) also states, "...the position of preparatory education that enables the student to transfer to the junior year of such four-year professional programs as pharmacy, business, or engineering, is vocational education" (1969, p. 33).

The organization of these vocational programs can be placed into one of the following categories: 1. regular, two-year curriculum, 2. curriculum of less than two years, 3. short courses, 4. cooperative programs. Most of the credits earned in these programs are nontransferable.

Preparatory education generally antecedes both general and vocational education. Leland Medsker (1960) aptly summarized preparatory education as:

"Providing opportunity in junior college for the student to take subjects which he may not have completed in high school and which are required for admission to a senior college or for admission to a sequence of courses in a junior college.

Providing the student who lacks skills necessary for the successful pursuit of certain college subjects an opportunity to improve his skills after entering the junior college. Among them are reading, writing, speaking, and mathematical skills.

Providing for students whose high school grade-point average is not sufficiently high to admit them to a four-year college an opportunity to improve their scholastic record and thus become eligible for admission to such a college" (p. 64).
In summary, the community college presents a diverse curriculum for what has become a diverse student body. Its programs do not have the astringent limitation placed on them as do those in the four-year institutions. This has allowed for greater flexibility, but has also produced a number of problems. One of the major problems already alluded to is the commitment between two year and four year institutions regarding the transferability of courses. These problems are discussed at greater length in Chapter IV under Articulation.
CHAPTER III

VISUAL ARTS IN THE POST SECONDARY UNDERGRADUATE PROGRAM

Introduction

The arts on the campuses of American universities and colleges are experiencing a prosperity today that many thought they would never see (Feldman, 1970, p. 104). The growth of the visual arts in the nation's schools has placed a burgeoning responsibility on institutions of higher learning since World War II to offer some form of visual arts, be it appreciation or creation as part of its curriculum. Keel (1965) stated in Art Education that "...in 1940, about two thirds of the American colleges offered some kind of art instruction" (p. 48). Contrast this with a survey of eighty universities by the International Council of Fine Arts Deans reported in Coming to Our Senses (1977) which showed an increase from 51,000 to 70,000 undergraduate art majors between 1971 and 1974 and the picture becomes even clearer (p. 121). The visual arts are existent at many college and universities regardless of whether they are two or four year institutions. In 1976, for example, of the 3,055 two year and four year colleges and universities open in this country, 1,134 offered a major in art and of that same number, 1,214 offered at least one course in art (Podolsky and Smith, 1975, 76, p. 27).
The curricular umbrella under which these visual art programs and courses is placed, for the most part, is the area of the Liberal Arts or Liberal Education. Exceptions may be found with reference to vocational courses such as graphic design offered in the visual arts area. Wynn, De Young and Wynn (1977) include under the heading of general or liberal education, the social sciences, the natural sciences, and the humanities (p. 42). It is under the humanities that the visual arts can be more selectively classified.

Since this study is partially concerned with the transferability of the courses in the visual arts between two and four year institutions, it is important that we place in proper perspective the relationship of general or liberal education to each of the institutions. Further, it is relevant to this study to look closely at the visual arts programs on our two and four year campuses today and compare any similarities and or differences which may have a direct or indirect bearing on transferability.

**Relationship of General Education to the Visual Arts**

In Chapter II, I established a basis for the general education requirements which make up the first two years of a liberal arts program at a four year institution and the first two years of a transfer program in the liberal arts at a two year institution.
During these two years, students will be required to take certain core curricula to meet general education requirements. Visual arts students, i.e., those who have elected to major in art, if a program exists, or those who have selected to concentrate their electives in the visual arts, must also complete these general education requirements. If acceptance of students from two year institutions who have completed the equivalent of the first two years at a four year institution is to occur and the transfer is to be implemented smoothly without the loss of credit, then it can be assumed that similar conditions must exist at both institutions. The importance of general education and its relationship to the academic program should be clear as a result of my discussion in Chapter II. A look at the existing programs at two year and four year institutions seems appropriate in order to see the relationship and differences between those programs.

Since recent data pertinent to this portion of the study was not available, and in many instances not directly related, the researcher included as part of her questionnaire survey, questions directed towards compiling such recent information. Two hundred nine, two and four year, institutions were surveyed and questions regarding their art programs and courses, facilities, staff and organizational set-up were asked. Of the two hundred nine questionnaires sent, forty eight were sent to public universities and colleges in California, Illinois, New York, Florida
and Texas. The balance, one hundred sixty one were sent to public community colleges in the same states (see Table 7). Selection procedures can be found in Chapter V, where a discussion of the entire study is presented.

Because certain questions were pertinent to individual institutions, separate questionnaires were sent. These can be found in the appendix along with a list of the institutions surveyed.

Visual Arts Programs at Selected Two Year and Four Year Institutions

The organizational pattern of every institution of higher education has a direct bearing on the nature and structure of its programs, facilities and staff. Traditionally most smaller colleges and universities are organized into departments by subject area. In larger institutions, these departments may be under a College of Fine and Applied Arts. Art Education, art history and studio art are three traditional divisions which may occur under this pattern.

Of the four year schools surveyed, twenty institutions indicated a comprehensive art department including studio art, art history and art education. Three, indicated having separate departments of art, art education and art history and, one, had a department administered under the college. The remaining six institutions had variations of one or the other organizational patterns (see Figure 2).
TABLE 7. DISTRIBUTION TABLE FOR QUESTIONNAIRE RESPONSES FROM TWO AND FOUR YEAR INSTITUTIONS.

<table>
<thead>
<tr>
<th>State</th>
<th>2 yr. total surveyed</th>
<th>2 yr. total responding</th>
<th>4 yr. total surveyed</th>
<th>4 yr. total responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>58</td>
<td>35</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Florida</td>
<td>19</td>
<td>12</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Illinois</td>
<td>27</td>
<td>22</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>New York</td>
<td>24</td>
<td>14</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Texas</td>
<td>33</td>
<td>19</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>TOTALS</td>
<td>161</td>
<td>102</td>
<td>48</td>
<td>32</td>
</tr>
</tbody>
</table>

Percentage return of all respondents . . . . . . . . . . . . . 64%
FIGURE 2. TOTAL NUMBER OF DEPARTMENTS, DIVISIONS, AND OTHER AT SELECTED TWO YEAR INSTITUTIONS.
Two year institutions follow a somewhat different pattern in their organizational structure. Traditional department organization can be found, but in addition, divisions, such as humanities, life sciences and business very often encompass several subject areas and allow for a different organizational structure. Of the schools surveyed, thirty five listed departments as their organizational pattern and forty seven listed divisions as theirs. Subdivisions and clusters formulated the balance of the responses. Based on these responses, the prevalent pattern for organization at the four year institution appears to be the department, (see Figure 3) but in the two year institution, it is the division.

Results of Survey Questions Regarding Program, Facilities and Staff

Information regarding the Visual Arts programs was generated from questions two through ten of the survey questionnaire (see Appendix). A comparison of the two and four year institutions on the basis of their programs produced the following results:

PROGRAM RESULTS:

Two year institutions: (See Table 8).

1. Of the institutions surveyed, more than 96% had studio courses in art and more than 89% had courses in art history.

2. Of these same institutions, more than 86% indicated that they had a specialization
FIGURE 3. TOTAL NUMBER OF COMPREHENSIVE DEPARTMENTS, SEPARATE DEPARTMENTS AND DIVISIONS AT SELECTED FOUR YEAR INSTITUTIONS.
TABLE 8. RESULTS OF SURVEY OF COURSES, MAJORS, AND DEGREES AT SELECTED TWO YEAR INSTITUTIONS.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NO RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td>96%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Art History</td>
<td>89%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>MAJOR</td>
<td>85%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>DEGREES</td>
<td>80%</td>
<td>6%</td>
<td>14%</td>
</tr>
</tbody>
</table>
or major in art available for their students.

3. Of those same institutions, more than 80% awarded a degree. That degree, in most cases, was listed as an Associate of Arts degree.

4. Of the courses offered by those institutions, all surveyed offered at least from one to three courses in studio art and art history. Of those institutions surveyed twelve or more courses appeared to be most common (see Figure 4).

5. Based on a review of college catalogs of four year institutions, certain courses appeared frequently as part of the first and second year requirements for art majors. These courses, i.e., drawing, design, painting, etc., were listed in the questionnaire mailed to the two year institutions.

6. Two year institutions were asked to specify which of those courses would be taken during the first year of study, second year of study and during both years of study. This question is pertinent to the sequencing problem often encountered in the transfer process. Note in Figure 5 that those courses such as drawing and design usually designated as foundations show a definite trend towards primary enrollments during
FIGURE 4. STUDIO AND ART HISTORY COURSES OFFERED BY TWO YEAR INSTITUTIONS
FIGURE 5.
ENROLLMENT PATTERNS IN SELECTED ART COURSES AT THE TWO YEAR COLLEGE

[Bar chart showing enrollment patterns in different art courses over years.]
the first year and those that generally act as electives, tend towards second year enrollment.

PROGRAM RESULTS:

Four Year Institutions: (See Table 9).

1. Of the institutions surveyed, 100% offered studio courses in art and more than 70% offered courses in art education and 83% offered courses in art history.

2. Of these same institutions, 98% said that they had a major in art.

3. Of the schools surveyed, (see Table 9) three types of degrees were awarded in the visual arts, i.e., the Bachelor of Arts degree, the Bachelor of Science degree and the Bachelor of Fine Arts degree. The results of the survey indicated that 92% of their students pursued the Bachelor of Arts degree, 10% pursued the Bachelor of Science degree and 37% pursued the Bachelor of Fine Arts degree. The inconsistency in totaling is due to the fact that many institutions offer more than one degree in their department.
**TABLE 9. RESULTS OF SURVEY OF FOUR YEAR INSTITUTIONS OFFERING MAJORS IN ART AND BACCALAUREATE DEGREES.**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Yes</th>
<th>No</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>98%</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>37%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Of the courses offered by those institutions, most of the schools surveyed offered at least one course with the majority of the respondents reportedly offering twelve or more courses.

Conclusions:

The survey produced the following results regarding art programs at two year and four year institutions:

1. That both the two and four year institutions surveyed offered studio and art history courses in numbers comparable to their identity and direction.

2. That since a large number of two year institutions, (i.e., 86%) offered a major or specialization in art, it can be assumed that some type of organized program was in existence following a set of established guidelines. The exact basis for those guidelines was not established by the questionnaire, however, it would not be unreasonable to assume that it included general education requirements and probably required elective courses in art developed as a result of an investigation of the requirements at four year institutions.
This could also be reinforced by the fact that 80% of the two year programs offered a degree in art.

3. That both institutions offered twelve or more courses in studio art and art history more often then not. A final conclusion is difficult to draw here. It may indicate that programs are somewhat equal during the first two years, or that community colleges offer more courses then necessary to fill their programs. Data is insufficient for that purpose.

Facilities and Location for Implementation of Program

Just as programs are extremely important when discussing two and four year institutions, so too are facilities. Several questions were included in the survey relevant to the facilities and their usage at both the two and four year institutions. The researcher does not presume to believe that facilities alone make a program, but that they can be a factor in its depth. This information, should give a better picture of both institutions, but a word of caution should be made with regard to the numbers. Four year institutions, traditionally offer more courses and generate more studio and lecture space by reason of simply being a four year
school granting a baccalaureate degree. It should also be noted, that because many of these institutions offer graduate programs in studio art and art history, specialized studios and classrooms to meet those needs have often been developed. These are also used in many cases by the undergraduate program.

Two Year Institutions:

Questions eleven through fifteen of the questionnaire are relevant. The results produced the following information:

1. Of the two year institutions surveyed 88% indicated that they had some type of permanent facility for art, 7% replied that they did not and 5% did not respond. (See Table 10).

2. Of the schools surveyed, 43% indicated that they did utilize off campus facilities for art, whereas 48% indicated that they did not. The nature of these off campus facilities included local high schools, churches, temporary structures and/or store fronts, etc. (See Figure 6).

3. Of those institutions having some type of permanent facilities, the response varied. Table 11 indicates that most institutions at the two year level had
TABLE 10. PERMANENT FACILITIES AT TWO AND FOUR YEAR INSTITUTIONS.

<table>
<thead>
<tr>
<th></th>
<th>PERMANENT FACILITIES</th>
<th>NONPERMANENT FACILITIES</th>
<th>NO RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 yr.</td>
<td>88%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>4 yr.</td>
<td>99%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>
FIGURE 6. GENERAL DISTRIBUTION OF OFF CAMPUS FACILITIES USED FOR ART CLASSES AT SELECTED TWO YEAR INSTITUTIONS
<table>
<thead>
<tr>
<th>Number of Rooms</th>
<th>General Studio Space</th>
<th>Specialized Studio Space</th>
<th>General Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Schools</td>
<td>No. of Schools</td>
<td>No. of Schools</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
between one and two general studio classrooms, but the number decreased rapidly after four rooms. As for specialized studio space, that is space used specifically for such courses printmaking, etc. the response was equally high. Also interesting is the fact that still a large number of schools utilize general classrooms for art classes.

Four Year Institutions:

Questions numbers 33 and 34 of the questionnaire are relevant here.

1. Of the four year institutions surveyed 90% indicated that they had permanent facilities for art and only 10% indicated that they did not.

2. Of those surveyed and asked what percentage of their facilities consisted of general studios, specialized studios and general classrooms, the following resulted: 81% of all space was used for general studios, 93% for specialized studios and 47% for general classroom. Figure 7 shows the distribution of those rooms by state according to multi-purpose use, special use, general classrooms and other.
Figure 7. Distribution of Room Types at Selected Four-Year Institutions
Conclusion:

The majority of two year institutions surveyed had some type of permanent facilities. The four year institutions surveyed responded almost unanimously to having permanent facilities. Indication here is evident that both types of institutions have felt the need for permanent facilities. However, it should be noted a large number of community colleges surveyed utilized general classrooms for art classes. This suggests the need for rooms with greater flexibility to suit the institutional needs as they occur. This can also be supported by the number of off campus facilities utilized.

Professional Staff

Consideration must also be given to the professional staff which is responsible for the implementation of the art program. J. Derek Harrison (1979) discussed the attraction of Ph.D's to the community college faculty in an article in the Community College Journal. In that article, he puts to rest the concept that Ph.D's should not be included on community college staffs because they do not agree with the 'open door' policy, do not have the same interest in students and prefer specialization and research (p. 24-28). The survey conducted by this research will show the number of Ph.D's on the staff of community colleges as well as other degrees held by professional staff members.
Questions 28 through 32 of the survey questionnaire on four year institutions and questions 16 through 20 of the survey questionnaire for two year institutions were directed towards retrieving this information. The results are as follows:

Two Year Institutions:

1. The number of full time staff at two year community colleges ranges from zero full time art teachers to a maximum of eighteen. The mean for the institution responding was 4.05 or four full time art teachers.

2. Figure 8 illustrates the range of their professional degrees. The findings indicate that most full time community college teachers employed at the institutions surveyed held either a Master of Fine Arts degree (42%) or a Master of Arts degree (34%).

3. Part-time instructors at the community colleges ranged from the use of no part-time instructors to as many as eighty one at one school. The mean for those surveyed were 7.15 or approximately seven part-time instructors on the average at most community colleges.
FIGURE 8. NUMBER OF FULL-TIME ART INSTRUCTORS 2 YR. AND 4 YR.
4. The degrees held by the part-time instructors indicated a heavy concentration of Master of Fine Arts or Master of Arts degrees.

5. Of those responding to question number twenty, the majority of full time art teachers did not teach in only one area of specialization. Based on those responses, 72% of the staff taught in more than one area, i.e., painting, drawing, design, and 20% concentrated their teaching in more than one area of specialization.

6. The student teacher ratio at the two year institution in art ranged from a low of 1:6 to a high of 1:32. The average mean was 19:83 or approximately twenty students per instructor.

Four Year Institutions:

1. The number of full time art teachers at four year institutions ranged from a low of four to a high of seventy. The mean for the group was 19.75 or approximately twenty full time art teachers.

2. Figure 8 illustrates the number of professional degrees held by these instructors.
The dominant degrees were the Ph.D's (29%) and the Master of Fine Arts degree (33%) and the Master of Arts with 24%.

3. Part-time instructors at the four year institutions ranged from zero at five schools to a high of twenty at two schools. The mean for this group was 4.65 or approximately five part-time instructors per institution.

4. The degrees held by these instructors tend to range between the Master of Fine Arts and the Master of Art with only a small number of Ph.D's being hired part-time.

5. Of those responding to Question 32, regarding teaching in one area of specialization, the majority of full time art teachers at these institutions or 74% taught in one area of specialization.

6. The student teacher ratio at the four year institutions in art ranged from a low of 1:1 to a high of 1:35. The average mean was 15:53 or fifteen and a half students per teacher.
Conclusion:

1. Of the two and four year institutions surveyed, the four year institutions tend to have larger faculties in art.

2. Of the institutions surveyed, the degrees most prominent to both faculties was the Master of Fine Arts with the Ph.D having predominance in the four year institution.

3. The student teacher ratio at both schools indicates that two year institutions tend to have larger classes.

4. Community colleges tend to have more part-time instructors than four year institutions, although the number and kinds of degrees held by these part-timers was similar.

5. Although the community college instructors and the four year institution instructors generated similar degrees in the study, the range of specialization was much higher at the four year institutions.

Based on these conclusions, a somewhat better picture of visual arts program at two and four year institutions can be drawn. This information will be looked at more closely in Chapter VI when the implications
of the study are carefully scrutinized.
CHAPTER IV

ARTICULATION BETWEEN TWO AND FOUR YEAR INSTITUTIONS

Introduction

Articulation according to Webster's dictionary (1975) is "the action or manner of jointing or inter-relating" (p. 74). Both the term and the concept associated with it have been and will continue to be an important part of education.

Cooperation between schools, professional staffs, administrators and governing boards leading to changes in educational policies and procedures have been the result of effective articulation. Frederick C. Kintzer (1973) defines articulation as a procedure "...that should provide a continuous, smooth flow of students from grade to grade and school to school" (p. 1). This movement from school to school has become increasingly important in the light of the growth of the number of community colleges in this country and the number of students transferring from those community colleges to four year institutions.

Thornton (1972) states that "...the transfer of credit from the community junior college to the four-year institution has been troublesome throughout the existence of the junior college. The receiving college is concerned that the transfer student shall be fully and comparably prepared to succeed in competition with its 'native'
students. The junior college is equally concerned that transfer practices shall not seem to imply that its courses or its students are inferior to those in the four-year colleges. Enough evidence on performance of transfer students has been gathered to enable both sides of the discussion to agree on the basic principles of transfer policies, but still the debate goes on" (p. 293).

This debate is but a part of the articulation process. The policies, procedures and implementation plans resulting from these debates regarding transfer students from two year institutions better describes articulation. Kintzer (1971) states that "...it can also be described as an attitude-the willingness of responsible personnel to enter voluntarily into cooperative planning agreements placing the student ahead of administrative expedience" (p. 588).

Since the major interest of this paper is involved with transfer students from community colleges to four year institutions, my discussion of articulation will be limited to those parameters. It is understood that certain elements of articulation agreements also affect the "reverse transfer" student, that student who chooses for whatever reason to leave a four year institution and return to a community college. Those elements and the reverse transfer student will not be considered here.

Articulation, then for the purpose of clarification will refer to any discussions, meetings, communications,
directives or recommendations regardless of form between two year and four year institutions regarding the transfer of community college students.

**Brief History of Articulation**

Although articulation has been a part of education for years, until recently its relationship with two year institutions has been somewhat one-sided in that the senior institution dictates policies and procedures to those institutions.

In 1957 a Joint Committee on Junior and Senior Colleges was formed under the chairmanship of James L. Atternbarger. That committee developed guidelines to facilitate transfer between two and four year institutions and requested that the Center for Higher Education at the University of California at Berkeley conduct studies on the characteristics and transfer problems of junior college graduates. The results of that study were two technical reports by Dorothy M. Knoell and Leland Medsker published by the center in 1963-64. Kintzer in his book, *Middleman of Higher Education*, (1973) lists as the major findings of the Knoell-Medsker study:

1. Expansion of two year colleges to approach goal of equal opportunity
2. Development of master plans at the state level
3. Matching of transfer student and institution important
4. Inadequacy in orientation program
5. Inadequacy of counseling services at two and four year institutions

6. Grading system and its differentials posed problems for transfer student (p. 7-8).

Another study by W. W. Willingham and N. Findikyan, as indicated by Kintzer (1973), support the findings of Knoell and Medsker (p. 8).

The principles generated by the Knoell-Medsker report have influenced the development of several articulation agreements including those in Illinois, Florida, New York, California and Oklahoma (Kintzer, 1973, p. 10).

Two additional studies should be mentioned. First, the Nationwide Pilot Study of Articulation (Kintzer, 1970) obtained materials from state officials, college and university directors of admissions, registrars and community college presidents and deans and provided commentary on background, philosophy, policies and procedures, problems and predictions related to articulation. A second study by the American Association of Collegiate Registrars and Admission Officers, Junior-Senior College Relations Committee (1972) presented the results of a survey of community colleges, determining the status of two-year degrees and certificates as currency for transferring to senior institutions. The major findings of that report according to Kintzer (1973) was the poor communication common in many states between senior institutions, community colleges, self-organized groups and state agencies in
higher education. During the last ten years major influences on articulation agreements have been felt as a result of the studies discussed above. The topic of articulation continues to be discussed by individuals such as Thornton (1966) and Medsker and Tillery (1971) in books centering on the community colleges.

**Foundations of Articulation**

As stated earlier, articulation is a process. It is through this process and the activities associated with it, that the word gets its meaning. Nelson (1966) listed the following section headings which he considered to be major activities associated with articulation. They include: admission; evaluation of transfer courses and credits; curriculum planning; advising, counseling and other student services; and articulation programs, which he identifies as the representation, machinery, procedures and communication between institutions (see Figure 9).

A brief but closer look at these individual activities will be helpful in establishing a foundation for our discussion of the articulation instruments developed in the five states included in the research.

Admission, generally speaking, refers to the acceptance by the senior institution of a community college student. This admission will depend on the specific articulation agreement between the accepting institution and the transferring institution or an interpretation of a
FIGURE 9. ACTIVITIES OF ARTICULATION
state agreement. In many states, such as Illinois, students who have completed their General Education requirements and the equivalent of two years undergraduate work at a community college technically should be admitted with junior standing at a senior institution. However, very often, along with the general education requirements, students at a community college enrolled in a transfer program will select an area of concentration. This area, usually, includes courses in a given subject equivalent to courses offered in that subject at the four year institutions. Admission during the first two years to an institution, does not necessarily mean admission to a specific department. Therefore, although students may be admitted to an institution, they still may face a transcript evaluation from the department in which they plan to major.

Many universities have a community college relation person who handles the evaluation of transcripts for admission to the university. Such is the case at Northern Illinois University. However, department evaluations are usually done by 'in house' staff members. Thus admission and evaluation of transfer courses and credits are closely associated. This study shows that this department evaluation often results in loss of credits for the student and the extension of the baccalaureate program.

Curriculum planning is another crucial activity. If the senior institution is to accept transfer students and award credit towards the baccalaureate degree, the
curriculum of the community college and those senior institutions must be compatible. Articulation is extremely important here, since, the community college approaches curriculum planning with its clientele, philosophy and objectives weighing heavily on its direction. Articulation of transfer programs are extremely important and compacts, agreements between institutions regarding transfer policies, are also important here.

Advising, counseling and other student services are an activity which many feel has been one of the major factors for much of the difficulties incurred by transfer students. Counselors at the two-year institutions who are not familiar with the transfer policies of four year institutions and the articulation agreement in existence in that state will be of little help to the community college student. Also, because the community college offers credit through institutional exams and external standardized exams such as CLEP (College Level Examination Program) credit awarded must be carefully screened. In a report by the Illinois Community College-Senior College Articulation Task Force (1978) titled Community Colleges - Senior College Articulation in Illinois recommendations were made that support this need. They recommended that:

1. It is recommended that community colleges continue to improve efforts to effectively advise prospective transfer students concerning proper selection of courses. Special attention should be given to the articulation guidelines of the institutions to
which students plan to transfer.

2. It is recommended that community colleges continue to improve their staff development efforts to familiarize community college counselors, advisers, and faculty with the dynamics involved in the student transfer process, with specific attention given to:

a. Effective use of course and program equivalency lists.

b. Distinctions made between courses accepted for transfer at the institutional level and those applicable to degree requirements at the college, departmental, or curricular level.

c. Identifying and communicating with a higher percentage of students early in the transfer-planning process.

d. Application of the various community college degrees upon transfer to senior institutions (p. 63).

Last, but not least in importance, is the development of articulation programs. These include the necessary machinery and communication to assure the smooth transfer of students between institutions. The center of consideration here by both institutions concerned should be the student. However, efforts to assure good communication, to allow for the flexibility and growth, needed to maintain the integrity of all institutions involved should be carefully weighed (Kintzer, 1971, p. 596-597). The process and the activities which result in articulation agreements can best be developed by holding periodic articulation conferences. Schultz in Ogilvie and Raines (1971) recommended periodic
articulation conferences involving junior and senior college representatives of various major area and professional fields (p. 615). Today, these recommendations have become a reality in most states. Articulation activities have been ongoing in all states. Table 12 lists some of the activities in Texas, New York, Illinois, California and Florida through 1978.

**Impediments to Smooth Articulation**

Regardless of how effective an articulation plan may be, certain factors may prevent it from being implemented smoothly. Since mention should at least be made of those impediments, the author has included what she considers a comprehensive list of impediments to smooth articulation. These were presented by Frederick C. Kintzer, Associate Director, Office of Relations with Schools and Associate Professor of Higher Education; University of California at Los Angeles (1971, p. 595). (See Table 13 and Table 14).

**Approaches to Articulation**

According to Kintzer (1971) three articulation styles are evident throughout the states (See Figure 10). They are:

1. The Articulation Conference Plan
2. The Formula Plan
3. The Core Curriculum Plan
<table>
<thead>
<tr>
<th>Illinois</th>
<th>New York</th>
<th>Texas</th>
<th>Florida</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1978</strong>&lt;br&gt;Baccalaureate Articulation&lt;br&gt;Compact returned to institutions for reconsideration</td>
<td><strong>1973</strong>&lt;br&gt;SUNY Guaranteed Opportunity&lt;br&gt;1975 Policy State Education Department tentative guidelines</td>
<td><strong>1968</strong>&lt;br&gt;Modified Core Curriculum Plan for Community Colleges&lt;br&gt;1976 Senior institutions mandated to accept core</td>
<td><strong>1965</strong>&lt;br&gt;Formal Agreement Plan (first to reach state-wide agreement on academic courses and curricula)</td>
<td><strong>1958</strong>&lt;br&gt;Articulation Conference Plan (State wide &quot;Cardinal Principles&quot;)</td>
</tr>
</tbody>
</table>

TABLE 13. IMPEDIMENTS TO SMOOTH ARTICULATION
(Kintzer, 1971, p. 595).

<table>
<thead>
<tr>
<th>SENIOR COLLEGES - UNIVERSITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbitrary and sudden curricular changes</td>
</tr>
<tr>
<td>Detailed investigation of Junior College courses</td>
</tr>
<tr>
<td>Non-acceptance of occupational type courses</td>
</tr>
<tr>
<td>Courses shifted from lower to upper division</td>
</tr>
<tr>
<td>Widely differing requirements among departments</td>
</tr>
<tr>
<td>Junior College courses examined but not those of other Senior Colleges</td>
</tr>
<tr>
<td>Better grades required of transfers</td>
</tr>
<tr>
<td>Poor orientation programs for transfers</td>
</tr>
<tr>
<td>Where accepted, make A.A. degree absolute requirement</td>
</tr>
</tbody>
</table>
TABLE 14. IMPEDIMENTS TO SMOOTH ARTICULATION
(Kintzer, 1971, p. 595).

<table>
<thead>
<tr>
<th>JUNIOR COLLEGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses announced without consulting Senior Colleges</td>
</tr>
<tr>
<td>Poor System of managing articulation</td>
</tr>
<tr>
<td>Course decisions made after informal conversations with university professors</td>
</tr>
<tr>
<td>Fail to offer prerequisites for intermediate courses</td>
</tr>
<tr>
<td>Courses contain subcollegiate material</td>
</tr>
<tr>
<td>Inadequate transfer guidelines</td>
</tr>
</tbody>
</table>
The Articulation Conference Plan is committed to policies developed out of cooperation and negotiations. Reliance on ad hoc committees and subject matter committees to develop guidelines is evident here. Problems and solutions to those problems are pinpointed by the committees. Its chief strength is decision by committees. Making the recommendations of these liaison committees hold weight is a problem with this plan. California, Illinois and New York utilize this plan.

The Formula Plan allows for task force committees in various disciplines to prepare for the drafting of legislation. Maintaining institutional integrity is important. A major problem with this plan is reaching agreements as to which courses are suitable for transfer. Florida utilizes this style.

The Core Curriculum prescribes to a common general education pattern. It may vary from major to major, as it does in Texas, while in Ohio, the plan involves senior universities and colleges around which community colleges plan their curriculum. University dominance is a major problem here (Kintzer, 1971, p. 594-595).

Now that I have established the preliminaries, i.e., style of articulation, the impediments to articulation and the foundation of articulation, I shall look more closely at the five states involved in this study.
Articulation in Florida

The Florida Articulation Agreement was developed in 1971 by the Division of Community Colleges and the State University System of Florida. In 1976 the agreement was made part of the Florida Administration Code in the form of Rules of the State Board of Education. It provides a basic framework for students to transfer to State Universities in Florida and be assured of acceptance of their work. Responsibility for interpretation of that agreement is vested in the State Board of Education in the Articulation Coordinating Committee (Florida State Department of Education, Articulation Coordinating Committee, 1978, Foreword).

Florida was the first state to develop the implement a statewide transfer formula for general education requirements. The 1971 agreement was significant in that it made it possible for students to move more smoothly through two systems with a minimum of wasted time, money and effort. The specific transfer policy provisions of the Articulation Agreement are as follows:

1. It allowed community colleges to develop general education programs within limits reaffirming the General Education Agreement originally made in 1959.

2. The Associate Degree becomes the official transfer degree.

3. A 'foregiveness policy' was spelled out which allows students to repeat courses with only the final grade counted in his grade point average.
4. The universities were required to accept "D" grades in transfer. This allowed the community college students to be placed on the same level or lower division 'native' students, those attending a four year institute beginning with their freshman year.

5. Universities were to clearly state prerequisites, upper division courses and to let the student know which program had limited enrollment.

6. Develop a common transcript between the two systems.

7. Establish an Articulation Coordinating Committee. This committee was responsible for:
   a. Interpreting provisions of the agreement.
   b. Adjudicating and mediating conflicts between institutions, individual students with reference to transfer provisions.
   c. Providing for amendments to the existing agreement.
   d. Providing articulation, communication and cooperation through special task forces.
   e. Recommending common course numbering system (Parker and Gollattscheck, 1976, p. 3-11).

In Florida today, all state universities have community college relation officers to work with community colleges and to assist transfer students in making adjustments to the universities. The community colleges have an appointed liason officers to work with the universities.

Florida feels that their efforts towards effective articulation have been rewarded and that although some
problems still exist a "new spirit of interinstitutional cooperation and respect between community colleges and universities is growing" (Parker and Gollattscheck, 1976, p. 17). Florida utilizes the formula plan as described under the topic of articulation styles (See Figure 11).

Articulation in Texas

The Texas Core Curriculum Plan was first adopted in 1966. It interpretes the phrase 'freely transferable' to allow for transfer courses in the community college core in a particular field to be able to apply toward senior college requirements. The Core Curriculum here refers to general education and major field work at Texas Community colleges (Kintzer, 1973, p. 171).

A synopsis of the general provisions of that core curriculum developed by the Coordinating Board of the Texas Colleges and Universities System Program Development are as follows:

1. Transfer credits earned in Texas public universities and colleges only would be covered.

2. Senior institutions must accept credits earned by transferring students from accredited Texas Junior Colleges provided they are within the core curriculum of the students declared major field.

3. Student must declare his major field no later than the first year of attendance at a junior college and upon request for admission to transfer to a senior institution.

4. Student need not complete entire core curriculum in order to transfer.
FIGURE 11. ARTICULATION STYLES OF SELECTED STATES
5. No discrimination against transferring junior college students.

6. No limitations on the admission of transferring students, but does allow for evaluation of transferred credits of admissible transfer students on same basis as if work had been taken and earned at the senior institute.

7. Senior institution must notify public institution and Coordinating Board of curriculum changes.

8. "Core" courses identified on transcripts.

9. Physical education not part of core curriculum.

10. Limit of 66 hours transferable towards degree at four year institutions.

11. Senior college shall recognize credits earned by advance study examination in junior colleges.

12. Junior colleges will exercise prudent judgment in course content of core courses.

Core curriculum for individualized courses will vary according to the major fields selected. These are clearly spelled out in the agreement. Texas utilizes the Core Curriculum Plan as described in the articulation styles (See Figure 11).

Articulation in New York

On November 29, 1972, the Board of Trustees of the State University of New York adopted a Transfer Policy guaranteeing space by the fall of 1974 at a senior campus or university for graduates of state two year colleges holding an Associate of Arts or an Associate of Sciences degree.
This guarantee is based on the premises that the State University of New York is a total system, and therefore, that students who begin in any of the units and achieve satisfactorily should have an opportunity to continue to develop, commensurate with their interests and achievements. The second premise is that, the two year colleges are becoming increasingly an entry point for students within the State University system and that baccalaureate degree granting colleges will serve proportionately greater numbers of upper-division students by continuing to move toward a 40/60 percent ratio between lower and upper divisions to provide access to two year college graduates. The policy intends to allow students with an Associate of Arts or an Associate of Sciences degree to be accepted at a senior college campus with a full junior standing, which will allow him to complete the baccalaureate degree within but not less than four semesters.

The transfer policy implementation procedures are summarized below:

1. Two year college students must file a transfer application.

2. Students applying by dates set forth in policy will be notified of acceptance or rejection by cut off date.

3. Student responsibility to apply to institution to which he is seeking transfer.

4. If applicant cannot achieve transfer on his or her own initiative they may seek
request that Admission Assistance Center assist in effecting transfer.

5. If Admission Assistance Center is unsuccessful in achieving satisfactory transfer, then an applicant becomes the charge of the Presidents of the Senior Campuses in the coordinating area in which the student obtained his degree. One of the following may result:
   a. Admission to senior campus in area;
   b. Negotiated admission to a senior campus in another area;
   c. Negotiated deferred admission;
   d. Admission to an extension program on an interim basis.

6. Space availability at four year campuses will be distributed for planning purposes.

7. Action will be reported annually to the Chancellor by the Chairman of the Presidents of each coordinating area indicated.
   a. Number of students requiring president's action.
   b. Number of students for whom transfer places were found.

This policy was designed to allow for smooth transition to the junior level for students holding Associate of Arts or an Associate of Sciences degree and is a guaranteed transfer program. New York probably would best be identified as employing the Formula Plan (State University of New York, 1973, p. 1-4). (See Figure 11).

Articulation in California

The organization of higher education in California is best described as a "...three-segment system of public
higher education—the University of California, governed by the Board of Regents; the California State University and Colleges, governed by a Board of Trustees, and the California Community Colleges, for which a Board of Governors have certain responsibilities mandated by Legislation" (Callan, 1979).

In 1974 the California Postsecondary Education Commission was established and assigned as one of its responsibilities coordination. Articulation in California is fairly complex and the agreements are voluntary.

Agreements relating to the flow of students can be easily summarized according to Callan (1979), Director of the Commission. He states "...a student may transfer from a community college to a university or the state university at any time with a grade point average of 2.0 (C) or better if he or she was eligible for freshman admission to that segment on the basis of his or her high school record; other students may transfer from a community college after completing at least 56 semester units of transferable credits with a grade point average of 2.0 (C) or better, in the case of the State University, or 2.4 and the removal of certain subject deficiencies in the case of the University of California" (Callan, 1979).

The Commission allows for the establishment of ad hoc committees in various areas to investigate and, if necessary, make recommendations for solutions of problems related to the adequate involvement and preparation of
students from secondary school through college.

The implementation of articulation agreements within the community college sector is accomplished not by mandate or regulation but by a high level of concern. The procedure at California State Universities and Colleges, California Community and Junior Colleges and the University of California are summarized as follows:

**California State Universities and Colleges**

1. Articulation agreements will be evaluated by the Division of Educational Program and Resources and the Vice-Chancellor for Academic Affairs.

2. The Vice-Chancellor for Academic Affairs sends agreements to each campus in care of Vice Presidents for Academic Affairs with copies to concerned departments asking for an evaluation of the proposal to be returned within a specific time. Each campus must indicate:
   
   a. Approval in writing
   
   b. Approval subject to the incorporation of suggested revisions, or
   
   c. Approval with supporting rationale.

3. Upon receipt of the campus replying, the agreement is again evaluated by the Chancellor's Office.

4. When agreement is reached, the articulation agreement is forwarded to the campus President's by an Academic Officer, numbered memo with copies to the Vice Presidents for Academic Affairs with the appropriate School Dean and departmental administrator summarizing the consultation that has transpired, indicating that this is considered policy, and asking for compliance with the agreement (California Postsecondary Education Commission, February 26, 1976).
University of California

The University of California handles articulation agreements developed by Liaison Committees by referral to the University Director of Relations with Schools and consultations with Directors of Admission and Deans of Colleges. Actions on the agreement taken will be issued to the Administration Committee of the Articulation Conference in writing (California Postsecondary Education Committee, May 7, 1976).

The articulation procedure in California although somewhat complex have upheld the concept of mutual agreement and have produced an effective system in spite of this complexity. California, then, fits into the "Articulation Conference Plan" (California Postsecondary Education Committee, May 7, 1976) (See Figure 11).

Articulation in Illinois

In 1970 the Illinois Board of Higher Education Resolution was developed. It viewed the Junior Community Colleges of Illinois as partners with senior colleges and universities in the delivery of the first two years of education beyond high school in their state. It also asked that all senior institutions accept a transfer student in good standing who has completed an Associate degree based on a baccalaureate oriented sequence and consider him to have attained junior standing and to have met the lower division general education requirements.
The compact called the "Baccalaureate Articulation Compact" which was endorsed by the Illinois Community College Board on July 23, 1976 and upon acceptance of the compact by all trustees, administrators, and faculties of colleges and universities guarantees equivalent enrollment scheduling and standing as 'native' students if the following qualifications were met.

1. That the transfer student plans to major or to specialize in the area of study that which they have completed in lower division courses in the extended major.

2. That the institution to which the student is transferring has a major in that field.

3. That the 60-65 semester hours of course work transferred in the Associate degree contains only baccalaureate essential work.

4. That the General Education requirements in English, Mathematics or Natural Sciences, Social Sciences and the Humanities are included in the 60-65 semester hours of the Associate degree (Community Colleges in Senior College Articulation in Illinois, August, 1978, p. 11-12).

This compact also allows for individual compacts between individual institutions and for the modification of this compact as long as the requirements placed on the students are not more astringent. Illinois articulation falls under the Conference Plan as to definition of style (See Figure 11).

Individual articulation agreements exist according to subject areas and the one presently recommended in
Illinois with regards to art will be discussed under the 'Illinois Study' in Chapter V.

**Conclusion**

Articulation has become a direct concern of many states. The realization that problems do exist for the transfer student from the community college to the four year institution surfaced in the sixties during the rapid growth of the community college system. Evident from the report is the commitment on the part of five states to deal with the problem in a manner which would be most beneficial for their state. The effect of their articulation agreements and the findings of the study will be discussed in Chapter V.
CHAPTER V

A STUDY TO DETERMINE THE RESULTS OF ARTICULATION ON TRANSFER STUDENTS IN ART

An Analogy

"Birth is achieved by being; Growth is achieved by becoming."

The Author

Growth is associated with life, but the process of growth and the sometimes joyous, sometimes painful experiences associated with it are the result of our efforts to become. The community college was born into the American education system less than eighty years ago. Its growth can be compared with that of a young child whose early years are spent trying to establish his identity and whose adolescence provides opportunities to seek out and experience the realities of life. Community colleges for many years, sought to find their true identity. Were they a stepchild of the university? Were they truly a part of the academic family? What could they contribute to the family? How far could their programs extend before they were reprimanded or 'punished' indirectly?

But youth and adolescence lead to maturity and the community college in America has come of age. It is an adult member of the educational system, fully matured and purposefully conscious of its development. Becoming
was not easy, the process was painful, but the efforts have born fruit. Today, it opens its doors to all the youths who want an education beyond the high school.

One of the significant problems facing the growing system of community colleges was the difficulties encountered by many of its student body with regard to transferring from a two year community college to a four year institution. It was this concern with the difficulties encountered in transferring that generated the interest on the part of the author for the study. As a member of a community college faculty in the area of art, the author had the opportunity to see her students leave that college to complete a baccalaureate degree at another institution. Very often they returned to visit and engage in discussion about their progress, programs and sometimes about the difficulty they encountered during the transfer process. Curiosity relating to transfer between institutions, and its effect on students in art, and the solutions that were existent to solving those problems, generated this study.

The Study
Rationale

The rationale for the following study to determine the effects of articulation on transfer students in art is based upon: a review for comparative purposes of the development, philosophy, organization and programs of
public two year community colleges and four year institutions in Chapter I and II; the results of a survey to glean insight into the visual arts programs at these two and four year institutions; a review of the articulation practices affecting transfer between these institutions and a review of the research in this chapter which shows the effectiveness of articulation in allowing students in art to transfer from a two year institution to a four year institution.

The Hypothesis

From the foregoing it was hypothesized that: (1) although the two year institutions and four year institutions differ considerably in their developmental pattern, philosophy and objectives the structure of the education program during the first two years of post-secondary work at both types of institutions had similar components, (2) that since these components were similar, the transfer from one institution to another should not present any difficulties for the student in art, and (3) that the smooth transfer process was in fact effected by articulation between those institutions.

The study was founded on the basis that the above was not occurring and that art students were not experiencing a smooth transfer because articulation between two and your year institutions was not effective or was non-existent.
Procedures for the Research

This study was directed towards retrieving three banks of information. The first was to gather information regarding art programs at four year and two year institutions for comparative purposes. This was necessary as was mentioned earlier in Chapter III because in depth recent data of this nature was not available. The second was to gather information regarding articulation procedures and practices at institutional and departmental levels. The third concentrated on a study of two year art students reactions to articulation procedures as they have directly affected them. This portion of the research is known as the 'Illinois Study.'

The study was carried out via the use of questionnaires mailed directly to art department heads. The 'Illinois Study' necessitated personal interviews of students.

Subjects for the Mail Survey

Considering the number of community colleges and public four year institutions in this country, and considering that a survey of all these institutions was not feasible, the selection of states having a representative geographic location of all sections of the country was deemed necessary. Consideration was also given to the strength and size of the community college system in those states. The choice of California, Florida, Illinois, New
York and Texas as representatives was then made.

Individual institutions were selected by random sampling by assigning each public two year institution and each public four year institution in each state a number. Fifty per cent of the number of four year institutions and fifty per cent of the number of two year institutions were drawn from a hat. This generated a total of forty eight four year institutions and one hundred sixty one two year institutions as candidates for the study. The returns were as follows: two year institutions returned one hundred two questionnaires or sixty-three percent, whereas, the four your institutions returned thirty two questionnaires or sixty eight percent. The mean for both groups was 65.5%.

Subjects for the 'Illinois Study'

Subjects for this part of the study were generated from the transfer students enrolled in the art departments of two large public universities in Illinois, i.e., Northern Illinois University and Illinois State University. The choice of these two was made on the basis of their proximity to the researcher and the information provided by other community college art teachers as to the choices made of schools in the Northern Illinois area for those students planning to pursue a baccalaureate degree in art. Identification procedures were not the same, however, due to departmental policies.
At Illinois State University transfer students were asked to volunteer time for the interview by classroom solicitation. At Northern Illinois University, transfer students were identified through transcript evaluations in their files in the art department. This was done with the consent of the department chairman. Once identification was made, students were sent a letter explaining the study and requesting their participation. A tear-off coupon with a preferred time was included. Upon receipt of these returns, students were scheduled for a ten minute interview and the exact time written on the coupon and returned to the student.

Thirty five letters were sent of which sixteen students responded and of which twelve actually appeared for the interview.

Time and Location

Interviews were conducted at each institution for one day each. Space for the interviews was gratefully granted by both departments. April 7 and April 21 were the dates of the interviews conducted at Illinois State University and Northern Illinois University respectively.

The Instrument: Mail Survey

Two separate instruments were developed for the mail survey. One was sent to the four year institutions and one was sent to the two year institutions. The general format for each was similar. Certain appropriate questions
were duplicated.

The questions sought to draw from the art departments of two year and four year institutions factual information regarding courses, programs, facilities and professional staff. This information was then used on a comparative basis to identify any major differences between the two.

The four year institutions were also asked whether or not they had transfer students, what was the status of those transfer students upon transferring and how well they functioned in the department.

Two year institutions were asked specifically if any of their students had experienced difficulties and the nature of those difficulties.

Both institutions were asked questions relevant to their articulation activities, both in house and in state.

The questionnaires were mailed with a return postage paid envelope enclosed.

The questions were developed as a result of research on articulation problems and personal contact with art students, counselors and two year and four year institution art instructors. The sample questionnaire was reviewed by a counselor and an art teacher at the community college level and by similar members at the four year institution level to generate criticism. The comments,
information and encouragement produced the questionnaires for two year and four year institutions are in the Appendix. The results were tallied. Percentages, tables and graphs are used to disseminate some of those findings.

The Instrument: Personal Interviews

The questions and the format generated for those questions came about as the result of student input from students at Moraine Valley Community College and students who had transferred from Moraine Valley Community College in art.

They were designed to offer the students a chance for 'yes' and 'no' answers, but also an opportunity to articulate their feelings about the subject matter set forth in the questionnaire. Students were asked the questions individually and were informed that they would remain anonymous. They were allowed to read a sheet beforehand which described the nature of the study and gave some brief information about the researcher.

Interviews lasted ten to fifteen minutes and care was taken not to intimidate those students, but allow them to respond freely. The interviews were recorded and the data tallied. Percentages, graphs and illustrations are used to relate that information.

Results of the Study

The results of the mail survey tended to show the opposite of what the researcher had anticipated. Although
much of the results have already been disseminated in Chapter III with regard to the findings surveying art departments, a brief review here would seen appropriate. (See Survey Questionnaire in Appendix for specific questions).

1. Both the two year and four year institutions indicated a large majority of them as having programs in art.

2. These programs generally resulted in the awarding of an appropriate degree (See Table 8 and Table 9).

3. Facilities at these same institutions were more permanent in nature than not (See Table 10).

4. Of the institutions surveyed, community colleges tended to make greater use of off campus facilities. This is probably tied closely to the concept of a comprehensive institution providing opportunities to all, thus necessitating the use of special facilities. Use of the local high school seemed to rank highest in Illinois or California as an off campus facility.

5. Of the permanent facilities at four year institutions the availability of special classrooms or studios seemed to rank highest (See Figure 7).
6. The range of classrooms varied more at two year institutions than at four year institutions. This simply indicates that the four year institutions offer more advanced classes and therefore have more specialized studios, whereas, the community college is not as specialized and therefore allows for more flexibility in its space usage.

7. Both the two year and four year institutions offered a wide range of courses with twelve or more courses being commonplace. Four year institutions tended to offer much more, but that again can be associated with specialization. Twelve or more courses at the community college level indicated foundation courses and limited specialization. Thus we can assume that the community colleges offer specialized courses, but within certain limitations. It can also be assumed that these are generally first and second level specialized courses such as Painting I and Painting II.

8. The staff at the community college appeared to be competently degreed for the level of instruction with Master of Arts and Master of Fine Arts degree held predominately.
At the four year level Doctorates appeared to be more common. These Doctorates are accounted for largely in the area of Art History. Master of Fine Arts degrees were commonplace four year institutions in the studio specializations.

9. Art courses that seemed to dominate first year enrollments at the community college were drawing and design, and since these are considered to be the foundation of most art programs the percentage of schools responding supported those findings.

10. The ratio of students to teachers at the community college tended to be higher than at the four year institutions. This could have an adverse affect on the program in terms of quality.

11. The number of part time art teachers was significantly higher at the community colleges when compared with the four year institutions. This could also have an adverse affect on the program, since part time instructors do not always have the same commitment to the philosophy of the institution.

Other than number ten and eleven of the conclusion which indicated the only major significant differences,
the results showed that community colleges for the most part understood their educational mission and responded to it in their planning. It also showed that the direction of four year institutions toward specialization has not been deterred by the introduction of elective courses in art during the freshman and sophomore level. The findings substantiate the basis of the articulation agreement in California, Florida, Texas, Illinois and New York that the two year college should provide the first two years of college education beyond the high school.

Results of Four Year Institution's Responses to Questions Regarding Transfer Students
(See Survey Questionnaire in Appendix)

1. Those institutions responding indicated that full credit was allowed by their institution in most cases. California responded with 80%, Florida with 66%, Illinois with 80%, New York with 89% and Texas with 71%.

2. Those that did not, indicated that it was due to a variety of reasons including: the poor quality of work done by two year college students; lack of specialization; wrong emphasis; too much concentration in specialized courses; incoming students required to take Core courses in studio in that department and lack of course
3. Most of the institutions surveyed tended not to have special department requirements. Florida listed other requirements for 50% of its returns. An explanation indicated that these other were required drawing, design and art history courses (See Table 15).

4. The majority of schools surveyed felt that community colleges were able to meet those requirements. This supports, somewhat, the above findings that community college students do not have to meet special requirements.

5. Those which responded 'no' to meeting entrance requirements listed as stumbling blocks, the need to make up work, students coming from small rural community colleges without strong programs and the lack of proper sequencing in their course work (See Table 15).

Results of Two Year Institution's Responses to Questions Regarding Transfer Students (See Questionnaire in Appendix)

1. Of the institutions surveyed as to whether their art students experienced difficulties in transferring from two year institutions to
TABLE 15. SURVEY OF FOUR YEAR INSTITUTIONS REGARDING QUESTIONS RELEVANT TO TRANSFER AND ARTICULATION PRACTICES AFFECTING ART STUDENTS IN FIVE SELECTED STATES.

<table>
<thead>
<tr>
<th>Question</th>
<th>California</th>
<th>Florida</th>
<th>Illinois</th>
<th>New York</th>
<th>Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is full credit for transfer courses allowed?</td>
<td>Yes 80%</td>
<td>No 20%</td>
<td>Other</td>
<td>Yes 89%</td>
<td>No 11%</td>
</tr>
<tr>
<td>2. Are special department entrance requirements?</td>
<td>Yes 0%</td>
<td>No 100%</td>
<td>Other 4%</td>
<td>Yes 33%</td>
<td>No 67%</td>
</tr>
<tr>
<td>3. Are community college students able to meet those requirements?</td>
<td>Yes 100%</td>
<td>No 0%</td>
<td>Other</td>
<td>Yes 60%</td>
<td>No 40%</td>
</tr>
<tr>
<td>4. Is there an articulation agreement with the community college in your state?</td>
<td>Yes 60%</td>
<td>No 40%</td>
<td>Other 0%</td>
<td>Yes 75%</td>
<td>No 25%</td>
</tr>
<tr>
<td>5. Are transfer students sufficiently prepared in your opinion?</td>
<td>Yes 80%</td>
<td>No 20%</td>
<td>Other</td>
<td>Yes 60%</td>
<td>No 40%</td>
</tr>
</tbody>
</table>
four year institutions, 74% responded that their students experienced no difficulties, 16% indicated difficulties and 10% were not sure or set qualifications to their answer of yes or not.

2. Those who responded 'yes' listed highest, loss of credit hours, as the major difficulty of transfer students, portfolio requirements and course sequencing ranked second and third respectively (See Table 16). When asked for a written response to support those reasons the following responses were incurred: apathy on the part of students; more interested in leisure activities; counseling problems; elevation by universities of lower division courses to upper division standing; and lack of course sequencing.

3. Most of the two year institutions, seventy two of the one hundred two, did not have to deal at any time personally with the acceptance or rejection of their students.

4. The majority of those who did felt the reaction was positive. California indicated a high return of positive replies.
TABLE 16. NATURE OF TRANSFER DIFFICULTIES REPORTED BY TWO YEAR INSTITUTIONS IN FIVE SELECTED STATES.

<table>
<thead>
<tr>
<th>States Surveyed</th>
<th>Credit Hours</th>
<th>Course Content</th>
<th>Course Sequencing</th>
<th>Other</th>
<th>Portfolio Requirements</th>
<th>Academic Requirements</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALIFORNIA</td>
<td>38%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
<td>38%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>FLORIDA</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>NEW YORK</td>
<td>43%</td>
<td>0%</td>
<td>29%</td>
<td>14%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>TEXAS</td>
<td>75%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
5. Of the community colleges responding to the question of whether or not they did an equal, better or poorer job than the four year institution, 57% responded that they did an equal job; 10% indicated that they did a poorer job and 33% said they did a better job.

Results of Four Year Institution's Responses to Questions Regarding Articulation

1. Four year institutions responded positively to the existence of an articulation policy by more than 62% (See Table 15).

2. The number of responses to the same question relating to an articulation agreement in art specialization showed that 60% of the schools did have such an agreement. The results of these figures were generated by high responses from Texas and Illinois.

3. The approaches to transcript evaluation in the four year art departments listed the following as some of the techniques now employed.
   a. By advisor in consultation with chairman
   b. Articulation agreement
   c. Catalog course descriptions
   d. Course equivalent outlines
e. Use of articulation handbook, a book designed to provide course equivalency for transfer courses

f. Associate Dean of Arts

g. Portfolio review

4. Identification of transfer students in the art department through course lists, etc., does not occur. However, transcript evaluation in the student's department file identifies source of student.

5. Seventy per cent of the four year institutions responded that they felt transfer students in art from a community college were sufficiently prepared. The 30% listed knowledge of contemporary art scene, poor quality studio work, lack of preparation in visual perception; 'product' rather than 'process' orientated; lack of constancy in work for related courses; courses being too broad and too generalized; premature expectations; lack of drawing ability; shallow training; and limited exposure as some of the reasons.

6. Fifty percent of the four year institution respondents indicated that their professional staff suggested the reality of poor preparation as a deterrent for transfer students.
Results of Two Year Institution's Responses to Questions Regarding Articulation

1. All five states surveyed responded positively to the existence of an articulation agreement operating in their state. Illinois ranked the highest with 90% indicating the existence of such an agreement, followed by California with 85%, New York with 78%, Texas with 75%, and Florida with 72% (See Table 17).

2. Articulation compacts in the visual arts were indicated by a 52% response from Texas; a 48% response from Illinois; a 40% response from Florida and a 27% and 8% response from California and New York respectively (See Table 17).

3. Participation in articulation meetings directly involving visual arts showed that 60% of the respondents had been invited to participate in some type of articulation.

4. Listed as some of the positive reactions from those meetings were:
   a. acceptance of classes for transfer credit,
   b. better understanding of transfer students problem by four year institutions,
### Table 17. Overview of Articulation Activities Related to Community College Transfer Students in Art.

<table>
<thead>
<tr>
<th>States Surveyed</th>
<th>Communication between Two and Four Year Institutions</th>
<th>Contact Reaction</th>
<th>Do you have a State Articulation Agreement?</th>
<th>Do you have a Visual Arts Articulation Agreement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>California</td>
<td>35%</td>
<td>65%</td>
<td>71%</td>
<td>8%</td>
</tr>
<tr>
<td>Florida</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Illinois</td>
<td>15%</td>
<td>85%</td>
<td>86%</td>
<td>0%</td>
</tr>
<tr>
<td>New York</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>13%</td>
</tr>
<tr>
<td>Texas</td>
<td>26%</td>
<td>72%</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>
c. positive stroking by both community college and four year institutions,
d. better course outlines generated as a result,
e. logical and workable upgrading of unit and course requirements,
f. better attitudes towards community colleges,
g. co-operative attitudes developed,
h. new organization focused on articulation in art resulted,
i. course numbering system developed,
j. good public relations for both institutions, and
k. changing enrollments make community college transfer more desirable.

5. Listed are some of the negative reactions from those meetings:
   a. beaurocracy was evident,
   b. four year institutions preferred to accept less units in art from two year institutions,
   c. lack of interest of some schools evident,
   d. four year schools were not able to agree among themselves about policy and curricula,
   e. lack of understanding of credibility of community college,
   f. attitudes towards two year schools as being inferior,
   g. core too narrow at sophomore level, and
   h. credibility of community college teachers is questioned.
These summarize the major results of the survey questionnaire. The implications for these findings will be discussed in Chapter VI.

**Results of Personal Interviews Conducted as Part of the Illinois Study**

The survey questionnaire sent to the Chairman of the Art Departments of two year and four year institutions gave them an opportunity to respond to questions regarding their department, the transfer student and articulation activities in their state. However, since the nature of transferability deals with a human subject, it seemed fitting to allow those subjects to respond personally. Since comparisons between institutions are not reported here, both groups (Northern Illinois University and Illinois State University) have been combined. Thus, the personal interviews with transfer students were conducted and the study has been identified as the 'Illinois Study' by the nature of its concentration (See Table 18).

1. Of the community college students surveyed, all were aware of whether or not their institution offered courses in art, however, only little more than 75% knew whether those courses were part of a program in art.

2. Of the students asked whether or not they were enrolled in that art program, 43% admitted to enrollment, 24% admitted to not being enrolled and a surprising 33%
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Total No.</th>
<th>Total Yes</th>
<th>Total No.</th>
<th>Total No. not sure</th>
<th>Percent yes</th>
<th>Percent no</th>
<th>Percent not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did that Community college offer courses in art?</td>
<td>21</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Did that community college offer a program leading to a major in art?</td>
<td>21</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>46%</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>3</td>
<td>When you were there, were you enrolled in that program?</td>
<td>21</td>
<td>9</td>
<td>5</td>
<td>7</td>
<td>43%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td>4</td>
<td>Did that program have specific guidelines for courses to be taken?</td>
<td>21</td>
<td>13</td>
<td>8</td>
<td>NA</td>
<td>62%</td>
<td>38%</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>Did following those guidelines result in the awarding of a degree such as an Associate of Arts degree?</td>
<td>21</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>43%</td>
<td>14%</td>
<td>43%</td>
</tr>
<tr>
<td>6</td>
<td>Assuming that you are now somewhat familiar with the freshman and sophomore level art courses offered here at (NIU or ISU)<em>, would you say that your preparation at the community college was the equivalent of that offered at (NIU or ISU)</em>?</td>
<td>21</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td>39%</td>
<td>24%</td>
<td>47%</td>
</tr>
<tr>
<td>7</td>
<td>When you transferred to (NIU, ISU)* did you encounter any specific problems when you applied for admission to the art department? These problems might center around course transferability, loss of credit hours, meeting portfolio requirements, etc.</td>
<td>21</td>
<td>9</td>
<td>12</td>
<td>NA</td>
<td>43%</td>
<td>57%</td>
<td>NA</td>
</tr>
<tr>
<td>8</td>
<td>Are community college transfer students in art, in your opinion, generally able to compete creatively with students who attended (NIU, ISU)* all four years?</td>
<td>21</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>62%</td>
<td>24%</td>
<td>14%</td>
</tr>
<tr>
<td>9</td>
<td>Have you noticed any discrimination towards or against community college students in this department?</td>
<td>21</td>
<td>1</td>
<td>20</td>
<td>0</td>
<td>5%</td>
<td>95%</td>
<td>0%</td>
</tr>
<tr>
<td>10</td>
<td>If given the opportunity, would you have opted to attend (NIU, ISU)* for four years instead of two?</td>
<td>21</td>
<td>12</td>
<td>9</td>
<td>0</td>
<td>57%</td>
<td>43%</td>
<td>0%</td>
</tr>
<tr>
<td>11</td>
<td>Do you feel that your community college adequately prepared you advanced work at this institution, that is, do you feel that you were adequately prepared in the fundamentals of art?</td>
<td>21</td>
<td>15</td>
<td>6</td>
<td>NA</td>
<td>71%</td>
<td>29%</td>
<td>NA</td>
</tr>
<tr>
<td>12</td>
<td>Do you feel that the professional staff, i.e., art teachers, at the community college are comparable to those at this institution who teach freshman and sophomore level courses?</td>
<td>21</td>
<td>12</td>
<td>1</td>
<td>8</td>
<td>57%</td>
<td>5%</td>
<td>38%</td>
</tr>
<tr>
<td>13</td>
<td>Do you feel that you have experienced the same teacher/student relationship here as you have at the community college?</td>
<td>21</td>
<td>9</td>
<td>12</td>
<td>NA</td>
<td>43%</td>
<td>57%</td>
<td>NA</td>
</tr>
</tbody>
</table>

NA = Not Applicable

* Northern Illinois University, DeKalb, Illinois and Southern Illinois University, Normal, Illinois
admitted to not being sure.

3. Of those enrolled in a program 62% said that the program had specific guidelines to follow.

4. Of the students surveyed 43% said that their community college offered a degree in art, but once again an interesting 43% responded that they were not sure.

5. Students tended to be somewhat hesitant in stating whether or not they felt that their community college prepared them comparably to the four year institution they were attending; 29% said yes, 24% said no, and 47% were not sure.

6. When asked about transfer problems relating to their admission to the four year institution, 43% said they had problems; 57% said they did not.

7. Most community college students felt that they were able to complete creatively with 'native' students.

8. They unanimously agreed that they had not been discriminated against by virtue of being a transfer student.
9. Fifty seven percent of the students said that they would have preferred to attend a four year institution for all four years, but the main reason for not doing so was finances.

10. Fifty seven percent of the students interviewed said that they felt that the art teachers they had at the community colleges were equal or better than those that they had at the four year institution. Once again, 38% were not sure, or felt that 'it all depends.'

11. The relationship of students to teachers was indicated by 57% as not being the same and 43% as being the same. Auxilliary comments by students suggested smaller departments, therefore, more personal relationships, less pressure for professional growth and less interest in students as some of the reasons.

12. Students were asked how they felt about community colleges as a whole. Their reaction was very positive with such responses as "without it I would not have gone to college", "it was a good place for me to start", and "it helped
me to make a decision about my direction:

are some of the reactions from the students.

The implications of these findings and the findings of the survey questionnaire will be discussed in Chapter VI.
CHAPTER VI

IMPLICATIONS OF THE STUDY: THE EFFECTS OF ARTICULATION ON TRANSFER STUDENTS IN ART

Introduction

When this study was first conceived, the researcher was well aware that there would be many variables that would have to be considered in order to arrive at any conclusive results. It was necessary then, to look not only at the student, but at the transferring and accepting institutions. Factors already discussed in previous chapters such as programs, requirements and facilities had to be considered in the light of the characteristics of both the two year and four year institution. Articulation as an activity had to be fully understood and present agreements in the states included in the study needed to be reviewed to gain insight and proper perspective.

Although an attitudinal analysis was not included as part of this study, considerations relating to attitudes surfaced during the personal interviews and as a result of the openended questions on the survey document. Foremost in the study was the student, who based on the premise of this study was thought to have been victimized by the bureaucracy involved in the transfer process and the negative attitudes towards the community college that seemed to be generated by four year institutions. Based upon the findings in
Chapter V, the implications relating to the effects of transfer policies and articulation on these art students produced somewhat different results.

Implications Related to the Premise That Two Year and Four Year Institutions Provide Similar Opportunities for Art Students During the First Two Years of Their Postsecondary Study

As a result of the study, it can be assumed that postsecondary students selecting a community college rather than a four year institution to complete the first two years of their art study will not be deprived of any opportunities that would be deter them for receiving a quality education. Staff, facilities, programs, etc., may vary, but the variation is not significant enough to indicate otherwise. Facilities do not seem to be important and since both of these institutions have adapted to their needs, with the limitations placed on them by finances, 'inadequacy' is difficult to pinpoint.

Programs during the first two years imply that there are 'loose' patterns of art and general education requirements which have been implemented according to articulation agreements, recommendations and mandates of the Officers and Commissions of Higher Education within those states. These requirements have resulted in certain guidelines for 'all' programs, but have built in a level of flexibility. The results tended to indicate that most of the students interviewed admitted that they had lost credits in the transfer process, primarily for specialized courses, but in some instances for required courses. Surprisingly,
their reaction to the loss was laissez faire.

Implications Related to the Premises That Articulation Activities Between Two Year and Four Year Institutions Were Non-Existent or Ineffective and Thus Created Difficulties for the Transfer Student In Art

Implied in the findings of the study, is the fact that more than two-thirds of the four year institutions and two year institutions were aware of articulation agreements in their states. It should be noted that all five states have some type of document. The twenty five percent indicating a 'no' response probably were not aware or did not have to deal directly with that agreement. Articulation then was operating in a large percentage of the institutions surveyed.

Articulation specifically directed towards the visual arts was not as active. Indications here are that it has not yet become an issue in some states, that it has not been deemed necessary or that state agreements cover this area sufficiently.

It would not be presumptuous to suggest here that perhaps the specialized courses in art not transferring or being granted elective credit at four year institutions might be tied to the low level of articulation directly associated with the visual arts. Assuming then that General Education and foundation courses are transferring reasonably well, if a problem does exist, it is within the
realm of these specialized courses. This can be bolstered by the reported ways transcript evaluations are done by four year institutions and by the negative comments exchanged between institutions regarding requirements, and programs which were not related to the general education requirements or the foundation courses. These items were directed towards the specialized courses.

Although this study did not deal specifically with the transfer of electives, enough information has been gleaned to support the theory that program differences will not be resolved as long as both sides attempt to play the game of 'oneupmanship'. Community colleges then, need to realize their role as providing freshman and sophomore requirements only, and four year institutions need to realize that these institutions 'can' accomplish those goals.

The question of whether or not students will receive full credit for elective courses appears by all indications to pose the real problem here. The solution to their receiving full credit, however, does not appear to be easy. Only if a hard and fast set of guidelines is established listing those courses that would be accepted for transfer work could the problem be resolved. This seems to eliminate the 'creativity' of curriculum building and would invariably result in a program that was not only inflexible, but one that becomes 'prescriptive.'
In summary, then, the study showed that art students should be able to transfer from two year to four year institutions in art without any impairments resulting by virtue of having attended a community college provides that they complete general education requirements and foundation courses in art only. Also, it appears that the question of credit hours for electives would also be solved if strict regulations were enforced affecting both institutions. It is the opinion of this researcher that this would not be advantageous for either group and that the existing situation might be the lesser of two evils. The problem did not, however, appear to be as serious as was first thought by the researcher.

Implied from the study is the fact that articulation is working well when the requirements (General Education, foundation, credit hours) are clearly spelled out. It is also apparent here that students who take a large number of courses other than foundations courses in a specialized area may risk the possibility of losing these credits because the articulation of these courses for transferability is not clear cut.

**Implications Related to the 'Illinois Study'**

The study produced some rather significant data. For example, those transfer students interviewed were aware of the art courses at their community college, but not always of the fact that they were part of a program.
Students were aware of guidelines, but not how those guidelines involved the program.

Students interviewed seemed to feel that attending a community college for the first two years of their art study was not detrimental. They felt it gave them an opportunity that perhaps they would not have had, i.e., postsecondary education, that was affordable. However, more than half said that they would have opted to attend a four year school instead of a two year school; but once again financial restrictions prevented this. The students seemed to feel positive about their art education at the community college.

**Conclusion:**

Based on the implications of the study, the researcher has found that because of articulation between two and four year institutions, transfer students in art are no longer seriously victimized by four year institutions provided they are careful to take over courses which are guided by articulation agreements; that as a result of articulation, the attitude of two year and four year institutions towards each other has greatly improved; that students for the most part, do not feel cheated when they transfer to a four year institution because certain credits are accepted as electives.

These findings negate the hypothesis on which this study was based.
The study also suggests the possibility that since community colleges have become a viable part of higher education, that specialized training of professional staff should be considered. This training could provide the individual interested in a career teaching art at the community college with an opportunity to develop attitudes and techniques that are not just reflective of the secondary schools or the four year institutions, which is often the case, but which provide a special emphasis on the needs of those kinds of institutions.

A program specializing in the training of community college teachers would not only be innovative, but contributive to the field of education whose job opportunities are somewhat bleak at this time. The development of a program awarding a degree such as the Doctor of Arts degree, or other suitable but non-research degree, would suggest community college specialization and advanced standing for those staff in postsecondary education. This could be extremely important to raising the accountability level at the community college.
LIST OF REFERENCES
LIST OF REFERENCES - INTRODUCTION.


LIST OF REFERENCES - CHAPTER I.


Elgin Community College 1978-80 Catalog.


Moraine Valley Community College Catalog 1980-81.


LIST OF REFERENCES - CHAPTER II.

Accent on Learning. Tampa: The University of South Florida, 1959, p. 35.


Carl Sandburg College 1978-79 Catalog, p. 21.


LIST OF REFERENCES - CHAPTER IV


Callan, Patrick M. Personal communication, August 20, 1979.


The State Articulation Coordinating Committee Interpretations and Annotations of the Articulation Agreement. The State Universities and the Public Community Colleges of Florida, November, 1978, Foreword.


BIBLIOGRAPHY

*Accent on Learning. Tampa: The University of South Florida, 1959, p. 35.


*Callan, Patrick M. Personal Communication, August 20, 1979.

*Carl Sandburg College 1978-79 Catalog, p. 21.


*Elgin Community College 1978-80 Catalog.


Hammons, James O. "The Multi-Faceted Role of An 'Ideal' CC Faculty Member," Community College Review, V. 7, #2, (Fall, 1979) p. 36-41.


*Moraine Valley Community College Catalog 1980-81.


Ziegfield, E. Art In The College Program of General Education, New York: Columbia University, 1953 (p. 5).
APPENDIX
| **ARTICULATION** | Is a method which provides for the continuous, smooth flow of students from grade to grade and school to school. |
| **GENERAL EDUCATION** | Refers to a body of knowledge, for which the need is shared by all. |
| **GENERAL EDUCATION PROGRAM** | Engenders the concepts of general education through the inclusion of a bank of knowledge generally defined under the headings of communications, social science, mathematics and humanities. |
| **NATIVE STUDENT** | Those students who begin their undergraduate education at a four year institution and not at a two year institution or professional school. |
| **OPEN DOOR POLICY** | Refers to the community college philosophy of guaranteeing the right to higher education regardless of race, color, creed or financial situation. |
| **PARALLEL-COURSES** | Refers to courses at two year institutions that are similar to those offered during the first two years at a four year institution. |
| **TERMINAL COURSES** | Those courses not designed for transfer to a four year institution. |
TWO YEAR INSTITUTIONS PARTICIPATING IN STUDY

Antelope Valley College, Lancaster, California
Cabrillo College, Aptos, California
Cerritos College, Norwack, California
Coastline Community College, Fountain Valley, California
Compton Community College, Compton, California
Foothill Deanza Community College, Los Altos Hills, California
Hartnell College, Salinas, California
Bakersfield College, Bakersfield, California
Porterville College, Porterville, California
Lake Tahoe Community College, South Lake Tahoe, California
Lassen College, Susanville, California
Long Beach City College, Long Beach, California
East Los Angeles College, Monterey Park, California
Los Angeles Mission College, San Fernando, California
Los Angeles Trade-Technical College, Los Angeles, California
Los Angeles Valley College, Van Nuys, California
American River College, Sacramento, California
Cosumner River College, Sacramento, California
Merced College, Merced, California
Mt. San Antonio College, Walnut, California
Mt. San Jacinto College, San Jacinto, California
Two Year Institutions Participating in Study (continued)

Cypress College, Cypress, California
Palomar College, San Marcos, California
San Bernadino Valley College, San Bernadino, California
San Diego City College, San Diego, California
San Diego Miramar College, San Diego, California
City College of San Francisco, San Francisco, California
San Joaquin Delta College, Stockton, California
Evergreen Valley College, San Jose, California
Skyline College, San Bruno, California
Santa Rosa Junior College, Santa Rosa, California
Sierra College, Rocklin, California
Ventura College, Ventura, California
West Valley College, Saratoga, California
Modesto Junior College, Modesto, California
Broward Community College, Fort Lauderdale, Florida
Central Florida Community College, Ocala, Florida
Florida Junior College at Jacksonville (Downtown Campus),
    Jacksonville, Florida
Manatee Junior College, Bradenton, Florida
Miami - Dade Community College, Miami, Florida
Okaloosa - Walton Junior College, Niceville, Florida
Pasco - Hernando Community College, Dade City, Florida
Pensacola Junior College, Pensacola, Florida
St. Johns River Community College, Palatka, Florida
Seminole Community College, Sanford, Florida
Two Year Institutions Participating in Study (continued)

South Florida Junior College, Avon Park, Florida
Valencia Community College, Orlando, Florida
Black Hawk College (East Campus), Kewanee, Illinois
Carl Sandburg College, Galesburg, Illinois
Malcolm X College, Chicago, Illinois
Richard J. Daley College, Chicago, Illinois
College of Lake County, Grayslake, Illinois
Elgin Community College, Elgin, Illinois
Highland Community College, Freeport, Illinois
Illinois Central Community College, East Peoria, Illinois
Illinois Valley Community College, Oglesby, Illinois
John A. Logan College, Carterville, Illinois
Joliet Junior College, Joliet, Illinois
Kankakee Community College, Kankakee, Illinois
Lake Land College, Mattoon, Illinois
Lincoln Land Community College, Springfield, Illinois
McHenry County College, Crystal Lake, Illinois
Moraine Valley Community College, Palos Hills, Illinois
Prairie State College, Chicago Heights, Illinois
Richland Community College, Decatur, Illinois
Rock Valley College, Rockford, Illinois
Southwestern Illinois College, Harrisburg, Illinois
Waubonsee Community College, Sugar Grove, Illinois
Two Year Institutions Participating in Study (continued)

Adirondack Community College, Glen Falls, New York
Bronx Community College, Bronx, New York
Clinton Community College, Plattsburgh, New York
Dutchess Community College, Poughkeepsie, New York
Fulton-Montgomery Community College, Johnston, New York
Jamestown Community College, Jamestown, New York
Monroe Community College, Rochester, New York
Onondaga Community College, Syracuse, New York
Rockland Community College, Suffern, New York
Schenectady County Community College, Schenectady, New York
Kingsborough Community College, Brooklyn, New York
Ulster County Community College, Stoneridge, New York
Junior College of Albany (Delhi Campus), Delhi, New York
Sullivan County Community College, Loch Sheldrake, New York
Austin Community College, Austin, Texas
Brazosport College, Lake Jackson, Texas
Cisco Junior College, Cisco, Texas
Cooke County College, Gainsville, Texas
Cedar Valley College, Lancaster, Texas
Eastfield College, Mesquite, Texas
El Centro College, Dallas, Texas
Mountain View College, Dallas, Texas
Kilgore Collage, Kilgore, Texas
Lee College, Baytown, Texas
McLennan Community College, Waco, Texas
Navarro College, Navarro, Texas
San Jacinto College (North Campus), Houston, Texas
South Plains College, Levelland, Texas
Southwestern Junior College, Waxahachie, Texas
Tarrant County Junior College (Northwest Campus), Fort Worth, Texas
Tarrant County Junior College (South Campus), Fort Worth, Texas
Victoria College, Victoria, Texas
Wharton County Junior College, Wharton, Texas
FOUR YEAR INSTITUTIONS PARTICIPATING IN STUDY

California Polytechnic State University, Pomona, California
California State College, Bakersfield, California
California State University, Sacramento, California
University of California, Santa Barbara, California
Humboldt State University, Arcata, California
San Diego State University, San Diego, California
Florida State University, Tallahassee, Florida
New College of the University of South Florida, Sarasota, Florida
University of North Florida, Jacksonville, Florida
University of South Florida, Tampa, Florida
University of West Florida, Pensacola, Florida
Eastern Illinois University, Charleston, Illinois
Illinois State University, Normal, Illinois
University of Illinois/Circle, Chicago, Illinois
Northern Illinois University, DeKalb, Illinois
Southern Illinois University, Carbondale, Illinois
City College of the City University of New York, New York, New York
Herbert T. Lehman College of the City University of New York, Bronx, New York
State University of New York, Albany, New York
State University of New York, Binghamton, New York
State University of New York, Buffalo, New York
State University of New York, Buffalo, New York
State University of New York, Cortland, New York
State University of New York, Fredonia, New York
York College of the City University of New York, New York, New York
Angelo State University, San Angelo, Texas
East Texas State University, Commerce, Texas
University of Houston - Central Campus, Houston, Texas
North Texas State University, Denton, Texas
San Houston State University, Huntsville, Texas
Southwest Texas State University, San Marcos, Texas
Stephen F. Austin State University, Nacogohches, Texas
December 7, 1979

Dear Chairperson,

As part of my dissertation research in the department of Art Education at The Ohio State University, I am conducting a two pronged study. First, I will attempt to gather information that will give insight into the nature and kinds of art programs and/or art offerings at two-year public colleges and second, I will attempt to gather information regarding articulation and transferability of those courses and/or programs to four year institutions.

The study will be conducted using institutions of higher learning that are state supported. The following states have been designated for the study: California, Illinois, New York, Texas and Florida. Both two year public and four year public colleges and universities will be studied with emphasis at the four year institutions being on the first two years of their programs.

Based on a random sampling for your state, your institution has been selected for inclusion. Your assistance in making this study a success by completing the attached questionnaire is therefore very important.

You are asked to complete and return the enclosed questionnaire by DECEMBER 21, 1979 in the self-addressed, stamped envelope. A pencil has also been provided for your convenience. It is not necessary to return the pencil.

Your co-operation and prompt return will insure a study which hopefully will make a valuable contribution not only to those of us who teach art at community colleges, but to the community college system as a whole. If you are interested in receiving a copy of the study results, please indicate your interest in the area of the questionnaire identified as "comments".
Thank you, I remain.

Very truly yours,

Phyllis J. Kozlowski
Associate Professor of Art
Moraine Valley Community College
Palos Hills, Illinois 60465

pjk

Enc.
This questionnaire is part of a study to be used to complete the dissertation requirements for the Ph.D degree in art education. It is intended to more clearly define the existing state of the visual arts at two year public institutions and to examine that existence in the light of the whole system of public higher education.

DIRECTIONS: Please complete the questionnaire by checking the appropriate boxes and/or by supplying the necessary information requested in the areas provided. A pencil has been provided for your convenience. Additional comments pertinent to the study may be included on the back of the questionnaire booklet in the area designated COMMENTS.

Please return the questionnaire by December 21, 1979 by mailing it in the enclosed self-addressed postage paid envelope.

Your co-operation in this study is greatly appreciated.

1. What is the basic organizational structure of your institution?
   □ Departments
   □ Divisions
   □ Other (Please specify)
2. Does your institution presently offer as part of its curriculum studio courses in art?
   □ YES
   □ NO

3. Does your institution presently offer as part of its curriculum courses in the history of art?
   □ YES
   □ NO

4. Does your institution offer its students an opportunity to concentrate their studies in art?
   □ YES
   □ NO

5. If yes, does this concentration lead to a degree?
   □ YES
   □ NO

6. If yes, what degree can be attained?
   □ AA (Associate of Arts Degree)
   □ AFA (Associate of Fine Arts Degree)
   □ Other (Please specify).

7. How many studio and art history courses are presently offered by your institution in all?
   □ 1 - 3 courses offered
   □ 4 - 6 courses offered
   □ 7 - 9 courses offered
   □ 10 - 12 courses offered
   □ 12 or more courses offered
8. Considering the variety of studio and/or art history courses offered, further specify the number of courses offered in each of the following areas.

- [ ] Drawing
- [ ] Design
- [ ] Painting
- [ ] Printmaking
- [ ] Crafts
- [ ] Art History
- [ ] Sculpture
- [ ] Other (Please Specify)

9. What is the total number of hours required in art for students planning to complete a major?

- [ ] Hours required for art major

10. Of the courses specified in question #8, how many of those would be taken during the first year of study, second year of study or during both years of study?

<table>
<thead>
<tr>
<th></th>
<th>1st</th>
<th>2nd</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printmaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crafts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Does your institution have permanent facilities for housing art courses?
☐ YES
☐ NO
12. If no, where are the courses housed? Explain below.

13. Does your institution utilize off campus facilities for teaching art in addition to the permanent facilities?
☐ YES
☐ NO
14. What is the nature of these off campus facilities?
☐ Existing local high school art departments
☐ Temporary structures
☐ Local churches
☐ Other (Please Specify)

15. What is the nature of the permanent facilities for housing art classes?
☐ Number of studios equipped for multi-purpose use.
☐ Number of studios equipped and designed for special use. (Example: Ceramic studio)
☐ Number of general classrooms used as art rooms.
☐ Other (Please Specify)
16. How many full time art teachers are employed by your institution this semester?
   □   Number of full time art teachers

17. What degrees do these full time art instructors hold?
   □  Ph.D (Doctor of Philosophy)
   □  MFA (Master of Fine Arts)
   □  MA (Master of Arts)
   □  MS (Master of Sciences)
   □  BFA (Bachelor of Fine Arts)
   □  BA (Bachelor of Arts)
   □  No College Degree

18. How many part time art instructors are employed by your institution this semester?
   □   Number of part time art instructors

19. What degrees do these part time art instructors hold?
   □  Ph. D (Doctor of Philosophy)
   □  MFA (Master of Fine Arts)
   □  MA (Master of Arts)
   □  MS (Master of Science)
   □  BFA (Bachelor of Fine Arts)
   □  BA (Bachelor of Arts)
   □  No College Degree

20. Do the majority of full time art teachers teach in one area of specialization, or do they teach in several areas of specialization to fill out their schedules?
   □  One area of specialization
   □  More than one area of specialization
21. On the average, what is the student/teacher ratio in classes at your institution?  
EXAMPLE: 1 : 20

22. What is the current enrollment of students in art courses at your institution?  
   ____ Number of students enrolled in art courses.

23. Of that number, what percentage have indicated an interest and/or actually committed themselves to a program with a major in art?
   □ 5 - 10%
   □ 10 - 20%
   □ 20 - 30%
   □ 30 - 40%
   □ 40 - 50%
   □ 50% or more

24. Of those who have either indicated an interest in pursuing art as a major or who have actually committed themselves to the program, what percentage would you estimate will actually go on to complete advanced work in art?
   □ 1 - 5%
   □ 6 - 10%
   □ 11 - 15%
   □ 16 - 20%
   □ 20 - 30%
   □ 30 - 40%
   □ 40 - 50%
   □ 50 - 60%
   □ 60 - 70%
25. Where will these students most likely go to further their art training? Please rank in order from 1 - 5 with 1 meaning most students will probably attend.

☐ Public Four Year Institution
☐ Private Four Year Institution
☐ Professional Art School
☐ Study with private classes
☐ Study with private individuals

26. Have art students transferring from your institution to state four year institutions of higher learning experienced any difficulties that you know of?

☐ YES
☐ NO

27. If yes, what did the difficulty seem to stem from?

☐ Acceptance of credit hours in art
☐ Acceptance of course sequencing
☐ Meeting portfolio requirements
☐ Meeting general academic requirements
☐ Meeting required grade point average
☐ Other (Please Specify)

28. Please explain answers to #27 here, if necessary.
29. Have you personally, at any time, had to deal with the art department at a four year institution regarding the acceptance or rejection of one of your art students?

☐ YES
☐ NO

30. If yes, do you feel that the contact you had with the individual at the four year institution indicated a positive or a negative attitude toward your institution?

☐ POSITIVE
☐ NEGATIVE
☐ I'M NOT SURE

31. Does your institution currently have an articulation agreement or compact with the public four year colleges and universities in your state?

☐ YES
☐ NO
☐ I'M NOT SURE

32. Is there an articulation compact that directly affects the visual arts in your state?

☐ YES
☐ NO
☐ I'M NOT SURE

33. If no, has your institution, to the best of your knowledge, ever been invited to participate in an articulation meeting between two year institutions and four year colleges and universities with regard to the visual arts?

☐ YES
☐ NO
☐ I'M NOT SURE
34. If yes, what positive ideas emerged from the meeting? Please specify.

35. If yes, what negative ideas emerged from the meeting? Please specify.
36. When compared with the first two years of a four year institution with regard to the visual arts, do you feel that the two year institution does a poorer, equal or better job of preparing students?

☐ Poorer
☐ Equal
☐ Better

37. What is your position with your institution?

________________________________________________________

COMMENTS:
This questionnaire is part of a study to be used to complete the dissertation requirements for the Ph.D degree in art education. It is intended to more clearly define the existing state of the visual arts at two year public institutions and to examine that existence in the light of the whole system of public higher education.

DIRECTIONS: Please complete the questionnaire by checking the appropriate boxes and/or by supplying the necessary information requested in the areas provided. A pencil has been included in the packet for your convenience. Additional comments pertinent to the study may be included on the back of the questionnaire booklet in the area designated as COMMENTS.

Please return the questionnaire by December 21, 1979 by mailing it in the enclosed self-addressed, stamped envelope.

Your co-operation in this study is greatly appreciated.

1. Which of the following best approximates the basic organizational structure of the visual arts at your institution?

☐ Comprehensive art department including courses in studio art, art history and art education
Separate departments of art, art education and art history

Separate departments of art, art education and art history administered through a division of fine and applied arts or a division of humanities

Other (Please Specify)

2. Does your institution offer a major in art?

YES

NO

3. If yes, what areas of specialization are open to students?

Studio art

Art Education

Art History

Other (Please Specify)

4. What undergraduate degrees are offered through your department?

BA (Bachelor of Arts)

BS (Bachelor of Sciences)

BFA (Bachelor of Fine Arts)

Other (Please Specify)

5. How many undergraduate studio courses are presently offered in your department?

1 - 3 courses offered

4 - 6 courses offered

7 - 9 courses offered
6. How many undergraduate art history courses are presently offered in your department?
   - 1 - 3 courses offered
   - 4 - 6 courses offered
   - 7 - 9 courses offered
   - 10 - 12 courses offered
   - 12 or more courses offered

7. How many undergraduate art education courses are presently offered in your department?
   - 1 - 3 courses offered
   - 4 - 6 courses offered
   - 7 - 9 courses offered

8. Does your department offer any courses that do not fall into the above categories?
   - YES
   - NO

9. Is yes, what is the nature of those courses?

10. What is the total number of hours required of students majoring in art on the average?
    - Hours required for art major

11. Approximately how many of those hours would be taken during the Freshman and Sophomore years?
    - Hours required during Freshman and Sophomore Year

12. What is the total enrollment of art students in your department this semester?
    - Number of students enrolled
13. Of those currently enrolled, what percentage of the total population of the department would you estimate have transferred from community colleges?

□ Less than 10%
□ Less than 20%
□ Less than 30%
□ Less than 40%
□ Less than 50%

14. Do students transferring from community colleges to your institution generally receive full credit for all art courses they have taken at the community college level?

□ YES
□ NO

15. If not, why not? Please Explain.

16. Does your department require any specific entrance requirements for admission, above those specified for general admission to the institution?

□ YES
□ NO

17. If yes, what are those requirements?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

18. Have community college transfer students in art generally been able to meet those requirements?

□ YES
□ NO
19. If no, which ones specifically seem to be stumbling blocks to their admission? Please list them below.


20. Does your institution have an articulation agreement or compact with the community colleges in your state?

☐ YES

☐ NO

21. If the answer to #20 is yes, is there an articulation agreement or compact that specifically applies to art in your state?

☐ YES

☐ NO

22. How are transcript evaluations of previous coursework in art handled in your department? Please explain below.


23. Are transfer students from community colleges identified in any way in the department, either through class lists, special lists, etc.?

☐ YES

☐ NO

24. If yes, what is the purpose of this identification?


25. In your opinion, have the transfer students coming from community colleges been prepared sufficiently to compensate for the first two years of coursework in your institution?

☐ YES
26. If no, what weaknesses or lack of preparation seem to predominate?


27. Have members of your professional staff ever related to you difficulties and/or weaknesses in the preparation of community college students who have opted to attend a two year institution before transferring to your institution?

□ YES
□ NO

28. How many full time art instructors are employed in your department?


□ Ph.D (Doctor of Philosophy)
□ MFA (Master of Fine Arts)
□ MA (Master of Arts)
□ MS (Master of Science)
□ Other (Please Specify)

29. What degrees do these instructors hold? Please specify number of degrees.

30. How many part time art instructors are employed in your department?


□ Ph.D (Doctor of Philosophy)
□ MFA (Master of Fine Arts)

31. What degrees do these part time instructors hold? Please specify number of degrees.
32. Do the majority of full time art teachers teach in one area of specialization?
   □ YES
   □ NO

33. Does your institution have permanent facilities for housing art courses?
   □ YES
   □ NO

34. What is the nature of these facilities?
   □ Number of studios equipped for multi-purpose use
   □ Number of studios equipped and designed for special use (Example: Ceramics studio)
   □ Number of general classrooms used as art rooms
   □ Other (Please Specify)

35. On the average, what is the student/teacher ratio in classes at your institution?
   EXAMPLE: 1 : 20

36. What is your position with your institution?

COMMENTS:
Questions to be Fielded at a Random Sampling of Transfer Students in Art at Northern Illinois University and Illinois State University

INTRODUCTION:

(Each student will be allowed to read a copy of this information before the interview.)

My name is Phyllis Kozlowski. I am a doctoral student at The Ohio State University where I am a candidate for the Ph.D degree in art education. I am also an associate professor of art at an Illinois community college.

As part of the research for my doctoral dissertation, I am gathering information about community college art programs through the use of questionnaires and personal interviews. My dissertation is involved with identifying courses and programs in art offered in community colleges in five states, i.e., Florida, California, Illinois, New York and Texas. It is also involved with trying to establish whether or not students transferring from two year community colleges in art have encountered any difficulties, such as loss of credit hours, inadequate preparation, etc. Also to be considered in the research will be the articulation that exists between two and four year institutions.

Since you were identified as a transfer student from a community college, you were contacted and asked to participate in this project. Your presence here indicated that you have agreed to participate and I would like to thank you for your cooperation even before we begin.

I will ask you a series of questions pertinent to the research and I ask that you respond to these questions in as much detail as you feel is necessary to make your point. If you do not understand the
question, please say so and I will restate it for you. Your responses will be recorded on tape and categorized. You will remain anonymous. The interview should not take longer than ten minutes. Do you have any questions before we begin.
Random Sampling of Transfer Students in 
Art-Introduction (continued)

1. Did that community college offer courses in art?

2. Did that community college offer a program leading to a major in art?

3. When you were there, were you enrolled in that program?

4. Did that program have specific guidelines for courses to be taken?

5. Did following those guidelines result in the awarding of a degree such as an Associate of Arts degree?

6. How many years did you attend the community college?

7. What kinds of courses did you take as part of your program?

8. Assuming that you are now somewhat familiar with the freshman and sophomore level art courses offered here at (NIU or ISU), would you say that your preparation at the community college was the equivalent of that offered at (NIU or ISU)?


10. When you transferred to (NIU or ISU) did you encounter any specific problems when you applied for admission to the art department? These problems might center around course transferability, loss of credit hours, meeting portfolio requirements, etc.

11. Were the problems resolved to your satisfaction?

12. If not, what reasons were given to you as to why the problem could not be resolved to your satisfaction?

13. By whom?

14. Are community college transfer students in arts, in your opinion, generally able to compete creatively with students who attended (NIU or ISU) all four years?

15. Have you had a problem in this area?

16. If so, why?
17. Have you noticed any discrimination towards or against community college students in this department?

18. If given the opportunity, would you have opted to attend (NIU or ISU) for four years instead of two?

19. If yes, what factors prevented you from doing so?

20. Do you feel that your community college adequately prepared you for advanced work at this institution, that is, do you feel that you were adequately prepared in the fundamentals of art?

21. Do you feel that the professional staff, i.e., art teachers, at the community college are comparable to those at this institution who teach freshman and sophomore level courses?

22. Do you feel that you have experienced the same teacher/student relationship here as you have at the community college?

23. What is your opinion of the community college system as a whole?

24. Are there any additional comments you would like to make?

Northern Illinois University, DeKalb, Illinois
Illinois State University, Normal, Illinois
PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

199-201