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A Comparison of the Admission Criteria of Kentucky's Junior Colleges

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Walters,

Janet L.

1980

A COMPARISON OF THE ADMISSION
CRITERIA OF KENTUCKY'S JUNIOR COLLEGES

A Project
Presented to
the Faculty of the
Department of Educational Leadership
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the
Educational Specialist Degree

by
Janet L. Walters
April 1980

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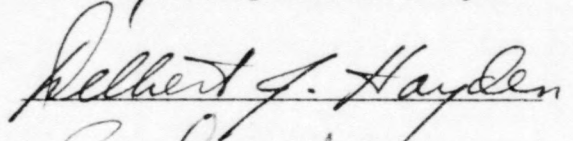
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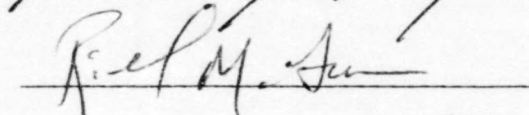
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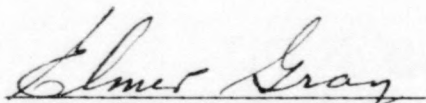
A COMPARISON OF THE ADMISSION
CRITERIA OF KENTUCKY'S JUNIOR COLLEGES


Director of Specialist Project





Approved 22 April 1980
Date


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Approved May 9, 1980
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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	v
CHAPTER I. INTRODUCTION	1
Statement of the Problem	5
Objectives of the Study	6
Definition of Terms	7
Limitations of the Study	7
Summary	7
CHAPTER II. REVIEW OF RELATED LITERATURE	8
CHAPTER III. METHODS AND PROCEDURES	18
Sampling	18
Procedure	18
Data Analysis	19
CHAPTER IV. FINDINGS OF DATA	20
CHAPTER V. SUMMARY AND CONCLUSIONS	26
Summary of the Findings	26
Conclusions	28
Implications	30
APPENDIX A. UNIVERSITY OF KENTUCKY COMMUNITY COLLEGES	32
APPENDIX B. JUNIOR COLLEGES IN KENTUCKY	33
APPENDIX C. SURVEY INSTRUMENT	34
SELECTED BIBLIOGRAPHY	36

LIST OF TABLES

Table		Page
1	Views of Admission Counselors Toward Present Admission Requirements of Their Institutions	20
2	Views of Admission Counselors Toward the Future of Present Admission Requirements of Their Institutions	23

A COMPARISON OF THE ADMISSION CRITERIA
OF KENTUCKY'S JUNIOR COLLEGES

Janet Walters

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Students intending to enter a Junior College in Kentucky can learn of the admission requirements from the catalog published by that college. However, admission requirements vary between colleges. Each admission requirement of Kentucky's Junior Colleges was ranked in terms of its importance to the admission process by admission counselors. It was found that the high school transcript was felt by a majority of the admission counselors to be the most important admission requirement presently used. The partial high school transcript and recommendation form or letter were deemed to be the least important criteria. The results of the evaluation further indicated that within the next decade the final high school transcript will increase in importance. The admission counselors felt that ACT scores and SAT scores will decrease in importance. It appears that Junior Colleges could benefit from a re-evaluation of their admission requirements.

CHAPTER I

INTRODUCTION

As high school students consider their choice of a college or university, many are electing to attend community or junior colleges. The 1979-80 edition of the Yearbook of Higher Education reported that 34.6 percent of the total number of students enrolled in institutions of higher education in 1976 were enrolled in two-year institutions. In 1977 this figure was 35.7 percent. The reasons for a large percentage of students desiring admission to two-year colleges as well as the difficulties students face in admission policies of these institutions will be examined in the following paragraphs.

Various factors are affecting student choices as they select an institution of higher education. Many students are finding it more economical to attend two-year colleges (Radner, 1975). Commuting is preferred by some students to living in a residence hall on campus or in rented housing off campus of a four-year college (Packwood, 1977). Students are taking advantage of the open access to community colleges where admission policies are not as restrictive as other institutions of higher learning. Parker (1977) has suggested that the advantages of two-year colleges include more individualized counseling, lower fees, smaller classes, more flexible academic programs, stress on transfer options, and emphasis on career education. As students consider the advantages of the

two-year college, they decide whether the college will be sufficient to meet their academic goals.

After selecting a college to attend, admission requirements must be completed before a student is eligible to enroll. Each institution has policies which have been developed over a period of time to meet specific needs of that institution. However, students are often confused concerning admission policies and have questions about the policies. These questions may concern (1) the importance of the admission policy; (2) the requirements of the admission policy; and (3) the significance of each requirement.

Admission policies are valuable to a college as well as to the student. Watkins (1973) noted that faculty were becoming increasingly aware of the impact which admission programs have on their institution. Serious considerations are being given to the admission policies by many colleges. Hoy (1967) suggested that colleges eventually pay a price if particular care is not given to the admission process. The admitting of students who are not academically motivated can have serious effects not only on the other students but also the reputation of the institution.

Further, it should be noted that the success of an admission program greatly influences a substantial percentage of the institution's income (Watkins, 1973). Noel (1975) has stated that it is important not only to recruit desirable students but also to make certain the institution can fulfill the student's educational goals and still retain the student.

Students are greatly affected by the admission policy of a college as well. Hoy (1967) noted that the admission decision of higher

education institutions can influence a student's subsequent employment opportunities, income, and personal satisfaction.

Admission policies not only affect individual students but also the student body in general. Admission policies play a key role in determining the make-up of a student body. Research by Astin at the American Council of Education (Campbell, 1970) indicated that the student body is an important influence on the individual student. Astin's research further indicated that the faculty often believed they acted as the greatest change agent in the college student's life. However, his research showed that peer pressure was probably the greater. Thus, the students who compose the student body can be extremely influential in determining the nature of the education that the incoming student receives. It may be assumed that a good student can be a valuable educational resource to fellow students. Consequently, college admission is important to the individual student, to the other students admitted who become the student's peers, and to those denied admission who will not have access to the student.

Many colleges are involved in a re-evaluation of their admission programs. College admission processes which affect the institution's and student's success should be re-evaluated periodically. One reason for this re-evaluation is the standstill and/or decline in enrollments. Owen (1972) reported that for about the last twenty-five years colleges have experienced an abundance of applicants. Enrollments began leveling off during the decade of the 1970's. Decreases in enrollments at the two-year institutions were slower in developing, however.

Another reason for evaluating present admission policies of higher learning institutions is to benefit counselors of secondary schools. Beale (1970) reported the secondary schools were perplexed and annoyed due to the many kinds of admission requirements. He additionally reported that because of the difference in requirements among institutions many secondary school systems have found it most difficult to instruct their students in the requirements for entrance into college.

Although admission policies of most two-year colleges generally make them more easily accessible to the new student, certain requirements of these policies must be fulfilled by the student before being admitted to the college. As a student attempts to fulfill the requirements, the applicant may wonder why one college has such a requirement and another does not. The student may also have doubts as to the importance of each of the admission criterion.

Community and Junior College admission policies vary among and within the states in the United States. An example of varying admission requirements in Kentucky can be found in comparing the requirements of two two-year colleges. College A, a private two-year institution, requires an official transcript from the high school, three personal references, ACT scores, and a letter from the applicant stating the reason why she desires to attend College A. In comparison, College B, a public two-year college, requires that a student who resides in Kentucky must graduate from an accredited high school and that any non-high school graduate must be at least nineteen years of age or have secured the GED certificate. The student must submit the results of the ACT or CPP and complete a health form.

From this comparison one can note the differences and similarities in the admission requirements of College A and College B. Both colleges require ACT scores. In addition, College A requires an official high school transcript, three personal references, and a letter stating why the student wishes to attend the college. Unlike College A, College B requires the completion of a health form and graduation from an accredited high school and non-high school graduates to be at least nineteen or have earned a GED certificate.

A statewide admission policy for public two-year colleges probably would not be applicable to private two-year colleges. Private two-year colleges differ in goals and objectives from state-supported institutions. They seek to serve differently oriented students under a particular philosophical organization. Therefore, a standard policy for all Kentucky two-year colleges would not be feasible.

An examination of the differences in admission policies may bring about the question, "Why are admission requirements not the same for all Kentucky two-year colleges?" A statewide admission policy would seemingly benefit both entering students and high school counselors who are advising students.

Realizing there are significant differences in admission policies among two-year colleges, an examination of the individual criterion should assist students in understanding the policies.

Statement of the Problem

In the area of Community and Junior College admission criteria, Kentucky has compiled a transfer guide for students. The intended purpose of this guide is to provide assistance in interpreting transfer

policies for students transferring between Kentucky colleges or universities. However, it only lists and compares the admission criteria of the colleges and the universities. The importance of each separate criterion of the Kentucky colleges is still questionable. The present study seeks to explore the admission criteria of the Kentucky Community College System and the other Junior Colleges of Kentucky. It also seeks to ascertain the importance of each criterion and how it may be modified in the next decade. Information derived from the questionnaire may be developed in a manner which can be helpful to admission officers now working in the community and junior colleges and to secondary school counselors as well. The data collected may also be of assistance to admission officers in four-year colleges or universities. Graduate students who will later be working as admission counselors may find the study useful. The information may also be helpful to students who are entering college in understanding the admission criteria in the community and junior colleges.

Objectives of the Study

The study was designed to explore the variances of the admission criteria in the two-year colleges of Kentucky. It seeks to determine the usefulness of each criterion at the present time. In addition, the advisability of modifying the criteria during this decade was explored. Questionnaires were distributed to the admission counselors of each of the public and private two-year colleges to solicit information in the following areas:

1. the present usefulness of admission requirements to your college, and

2. the predicted usefulness of admission requirements to your college.

Definition of Terms

The following definitions of terms are used for the purposes of this study:

1. Admission counselor: the individual who is responsible for the admission of students into a college.
2. Junior College: the two-year colleges which are recognized by the American Association of Collegiate Registrars and Admission Officers as being accredited.
3. University of Kentucky Community College System: the twelve community colleges and one technical institute formed by the University of Kentucky Board of Trustees.

Limitations of the Study

The following limitations of this study should be considered while examining the data:

1. The data collected were limited to opinions of one counselor from each Junior College in Kentucky and the Kentucky Community College System.
2. No generalization of the findings of this study to other colleges or universities was attempted.

Summary

This chapter presented the difficulties students may encounter with the admission criteria of the policies of two-year colleges. The objectives of the study were outlined, and specific terms used in this report were defined. Limitations of the study were stated.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review the literature related to this study. Presented in the chapter are a historical review of admission policies and a review of present day policies of colleges and universities in the United States.

Review of the Literature

The type of education a student receives is often affected by college admissions procedures. The selection of a student for admission by a college is important to the student and to those with whom the student will be associating. Campbell (1970) reports that peer pressure is probably the greatest influence upon a college student while enrolled. This means that the composition of the student body can be important in determining the nature of the individual student's education. It also means that academically successful students themselves can be a valuable educational resource to the incoming student. Thus, college admission procedures can have long-lasting effects on the incoming student.

Admission processes play a key role in a college's program. The student body of the college is determined by the students who apply, the students who are admitted, and the students who eventually enroll.

The composition of the student body can be valuable to the college for several reasons. Students who are admitted and enroll in a college establish the identity of the college to individuals outside the college and thus influence future applicants of the college. The student body influences the type of faculty members who are hired and retained by the institution. A long-lasting value of the student body is the support which they, as alumni, offer the college after leaving. The student body, the major reason for the existence of most colleges, is partially determined by the institution's admission policy. This important policy may well include academic, economic, and political considerations (Carnegie Council, 1977).

The involvement of the secondary and postsecondary schools in the admission process necessitates cooperation between these educational institutions for an efficient admissions process. When major changes occur in the admission process, problems arise in the counseling given potential students by their secondary schools. Some problems are due to new situations, but some may be due to circumstances which have long troubled the educational systems (Bowles, 1963).

College admission policies presently being used are the results of many major and minor changes and improvements. As colleges experienced their beginnings, each one developed its own method of admissions. A formal procedure for admitting students to institutions of higher learning in the United States probably began with the founding of Harvard College in 1636. This process usually involved some type of examination--written or oral (Mueller, 1961). A student's eligibility for admission was then determined by the faculty of the college. Since the

main purpose of the colonial college was for the training of young men for the clergy (Packwood, 1977), the faculty used as criteria for admitting students character, background, and demonstrated proficiency in Latin and Greek (Beale, 1970; Koos, 1925).

Changes in admission criteria evolved slowly. In 1745 Yale broadened its entrance requirements to include arithmetic. This change was due to an expansion in secondary education at the college level to provide skills for students who entered from the grammar school level (Beale, 1970). It was also about this time that geography was added to the developing list of requirements for college entrance. During this period of added criteria, the first admission officers and registrars were appointed (Packwood, 1977).

The structure of America's educational system experienced a lasting change as a result of the technological revolution. With the beginning of the nineteenth century, additional changes were made in college admission requirements. One of the most noted changes in America's educational system was the establishment of the public secondary schools. Concurrently, modern languages such as French and German became part of the college admission requirements. However, the Morrill Act of 1862 encouraged farmers and technicians to enroll in college. With this new type of student came a change to acceptance of less traditional college curricula. Soon afterwards, admission criteria began to include knowledge of factual material. At the same time colleges began using high school transcripts as a part of the entrance requirements (Packwood, 1977).

Admission policies were expanded to include a wider range of required subjects, but requirements varied among the colleges. The

diversity in requirements became a source of confusion for secondary schools. The secondary schools were perplexed about which subjects to include in the college bound student's curriculum. At the beginning of the twentieth century efforts were made to bring about more uniformity in the admission policies (Beale, 1970).

As the role of secondary schools expanded, a growing trend toward the upward extension of the high school emerged (Fields, 1962). Henry Tappan, President of the University of Michigan, in 1852 recognized the need for a new form of higher education (Eells, 1931; Zwerling, 1976). He suggested that a secondary school rather than the university should teach subjects which were being taught in the secondary departments of the higher education institutions. Universities became more interested in changes in the educational system. They wanted to be relieved of their responsibility of providing preparatory courses for scientific or professional studies (Eells, 1931).

A new form of postsecondary education was being established at the beginning of the nineteenth century. It was during this time period that the two-year college experienced its beginning. The two-year college was developed to fill a need in America's educational system (Eells, 1931). The initial organization of the junior college began within the University of Chicago. In 1892 the University was separated into an upper and a lower division. This first academic college, later to be called the junior college, was started by William Rainey Harper, President of the University of Chicago. Joliet Junior College, located in Joliet, Illinois, was the first independent public junior college.

In 1917 Joliet Junior College was accredited by the North Central Association of Colleges and Secondary Schools (Fields, 1962).

Meanwhile, admission policies of long established colleges were becoming more standardized. In 1900 the Committee of College Entrance Requirements, a committee of the National Education Association, presented the conclusions of a four-year investigation. The study conducted concerned the ways and means of securing uniformity in college admissions. The committee's conclusions were one of the first attempts on a nationwide scale to bring cooperation between secondary and postsecondary institutions of education in establishing uniform admission procedures (Packwood, 1977).

Various studies in the area of college admissions were conducted as colleges developed their admission processes. In 1913 Kingsley collected data about admission policies of over 300 United States colleges and universities. From the results of the study, he concluded that the high school grade average, recommendations, and test scores were becoming the more highly valued entrance requirements (Beale, 1970).

One of the greatest contributions toward standardization of admission policies was achieved by the College Entrance Examination Board (CEEB). This achievement was made by designing the Scholastic Aptitude Test (SAT). The SAT was used in testing students to estimate their academic potential and aptitude (Mueller, 1961).

In the late 1920's college recruiting became more widespread. Colleges had been content until this time to attract students from nearby regions and states, but eastern universities at this time began recruitment on a national scale. The national recruitment allowed the

institutions to become more selective of their students. In addition, the broader field of perspective students upset the balance of the number of student applicants and the number of students admitted (Packwood, 1977).

Higher education was affected greatly by the G. I. Bill of Rights at the end of World War II. This was the first substantial government program without a financial need criterion. As a result of this government program, college enrollments doubled in number. Colleges were unprepared for this increase. The institutions had underestimated the number of students who would be enrolling (Packwood, 1977).

Admission policies of institutions of higher education became fairly consistent between 1946 and 1956. Beale (1970) reported that studies conducted in that period by Nelson, Traxler and Townsend, Emmanuel, and Knuston indicated six basic admission criteria were commonly used for admitting students. These criteria were graduation from high school, a minimum number of units in prescribed secondary school subjects, rank in graduating class, principal's recommendation, a personal interview, and aptitude and achievement test scores.

New trends in admission policies came about in the late 1950's and the decade of the 1960's. Testing by standard examination of regional and national associations such as the American College Testing Program became part of the entrance requirements of some institutions. A student's personal data also became more important to admission counselors. Counselors were concerned with the student's character, emotional stability, and leadership qualities. The change of emphasis on a student's ". . . personal attributes was heralded by many as a

major breakthrough in the area of college admissions during the 1960's" (Beale, 1970).

The 1970's brought various changes to college enrollments and also to admissions. In the early 1970's enrollments were inflated due to the Vietnam conflict. Later, enrollments in four-year institutions came to a standstill and in some cases began to decrease (Owen, 1972). A slowed economy and larger enrollments in two-year colleges caused enrollments in four-year institutions to decrease (Packwood, 1977). Students were choosing alternatives to the four-year college.

During the early 1970's Beale surveyed 200 colleges and universities regarding admissions. The purpose of the survey was to determine what were the most important considerations used by them in the admission selection process. The most important factors considered by the institutions surveyed were: the secondary school record, specific units in preparation, recommendations, and grade point average.

As the decade of the 1970's progressed, admission officers were admitting more adults and foreign students. These students' admission requirements differed from the traditional 18-21 year old student. Admission criteria for adult students often included the General Education Development (GED) test and the College Level Examination Program (CLEP). Foreign students were having difficulty establishing accreditation of high school work in English proficiency. To ensure the eligibility of foreign students for admission, they were often required to take the Test of English as a Foreign Language (TOEFL) (Packwood, 1977).

Although admission policies may vary with different students or from college to college, today's policies are viewed as falling into

one of three major categories: open admissions, selective admissions, and competitive admissions.

The concept of open admissions has existed for many years. The Morrill Act of 1862 was a major step toward the open admission rationale. This legislation afforded lower socioeconomic groups access to higher education (Packwood, 1977). Today open admissions allows all persons access to higher education. This includes those who would not ordinarily qualify because of previous academic performance and/or low socioeconomic status (Decker, Jody, & Brings, 1976).

Critics present various arguments against open admissions. A few of the criticisms are only qualified students should attend college; open admissions reduces the diversity of higher education; remedial programs and tutorial assistance are costly; and open admissions is incompatible with quality education (Packwood, 1977). Others believe that open admissions has value to certain institutions. Supporters maintain that the college has a responsibility to educate every social class and to promote social equality (Decker, Jody, & Brings, 1976).

Two of the most distinguished open admissions programs are used in California and the City University of New York (CUNY). California's plan is a differential access model. Those students in the top fifth of their graduating class may enter a state university, while those in the top third are eligible to attend state colleges and the other high school graduates are allowed to attend a community college (Packwood, 1977).

CUNY also uses the differential access model. It is the only college system which provides a remedial and supportive services program

for its unprepared students. This program seeks to aid students to succeed in college (Decker, Jody, & Brings, 1976).

Selective admissions is a means of screening out the least qualified applicants. It denies admission to a particular college or program within a college for students who are not academically qualified. A selective admission policy requires well-defined criteria and objectives to assist the student in selecting an appropriate college, to assist the college in attracting the most qualified students, and to assure students who show promising societal contributions a place in higher education (Packwood, 1977).

Selective admissions does have some weaknesses. Even though great care is taken to select the most academically qualified students, some of these students are forced to withdraw from college because of academic failure. Also the selective admissions process can decrease diversity background within the student body (Packwood, 1977).

Competitive admissions differs from both open and selective admissions. Students are chosen from a group of highly qualified applicants. Competitive admissions is based on the assumptions that the most selection a college can have is best and that a college should recruit as many good students as possible. Today more private than public institutions are competitive. Only thirteen of 160 competitive institutions are public ones (Packwood, 1977).

Admission requirements vary among competitive institutions. Many are eliminating some traditional requirements. Others are using more subjective criteria such as a varied applicant interest and unusual backgrounds, thus representing a new value in college selection.

Institutions are becoming more concerned with admitting students who are likely to benefit personally from the education programs (Packwood, 1977).

Summary

College admission policies have long been an important process to institutions of higher education in America. Policies have experienced many changes since the founding of Harvard College in 1636. The admission policy of Harvard College included an evaluation of the student's character, background, and proficiency in Latin and Greek. Admission policies being used in colleges and universities today range from open admissions to highly selective admissions.

CHAPTER III

METHODS AND PROCEDURES

The basis for the study was a survey of the admission criteria of the Kentucky Community College System (Appendix A) and the private Junior Colleges (Appendix B) in Kentucky. A questionnaire was developed and utilized in surveying the colleges. The procedure used in developing the questionnaire involved examining current literature, constructing a survey instrument (Appendix C), and evaluating the instrument. The data collected from the survey were used to determine the status of admission requirements in the two-year colleges of Kentucky.

Sampling

The sampling for the study included seven admission counselors of two-year colleges. A random sampling was not used because of the number of two-year colleges in Kentucky. The seven counselors participating in the study were from each of the six Junior Colleges in Kentucky and from the Kentucky Community College System.

Procedure

Admission personnel in an institution of higher education in Kentucky were interviewed as to problems they saw in admitting students to their particular school. Suggestions for conducting the study were extended.

A review of the current literature followed. This procedure involved a search for the various kinds and quantity of related surveys which have been conducted. A small number of the studies were found to have been conducted on a national level. The results of one related study were compiled by Edward Tibby (1977) from information gathered by two small surveys of "trends and patterns" in college admission and freshmen level placement.

A first draft of the survey was then developed and evaluated by two graduate classes in Educational Leadership at a Kentucky university. A final draft of the questionnaire was then developed for submission to the admission counselors of each private Junior College in Kentucky and to the Kentucky Community College System. All questionnaires were returned.

Data Analysis

The data for this study were treated in a noninferential manner. A statistical analysis was not used since the data were not objective in content. The responses to the survey were compared, and recommendations were made to consider for improving admission criteria in the two-year colleges of Kentucky.

Summary

This chapter presents the methods and procedures used for the study. Included is a discussion of the sampling used, the procedure followed, and the method of analysis of the data.

CHAPTER IV

FINDINGS OF DATA

This chapter presents the results of the information collected from the questionnaire. The data were collected from admission counselors at the private two-year colleges and the Kentucky Community College System. As stated in Chapter I, the purposes of this study were to determine:

1. the present usefulness of admission requirements to each college, and
2. the predicted usefulness of admission requirements to each college.

The following tables indicate the admission counselors' responses to the survey. Table I indicates the views presently held by the admission counselors toward admission requirements at their institutions. Not all seven respondents related to each item reflected in Table I.

TABLE I

Views of Admission Counselors Toward Present
Admission Requirements of Their Institutions

	Very Im- portant	Impor- tant	Less Im- portant	Not Re- quired
A. ACT Scores	1	3	1	2
B. SAT Scores	1	1	1	3
C. Partial High School Transcript	2	1	2	1

TABLE II (Continued)

	Very Im- portant	Impor- tant	Less Im- portant	Not Re- quired
D. Final High School Transcript	5	1	-	-
E. Personal Interview	1	3	-	3
F. Recommendation Form or Letter	1	1	2	3
G. GED (Scores Only)	3	1	-	-
H. GED Certificate	2	2	1	1
I. Health Form with Examination	1	2	1	2
J. Health Form without Examination	1	2	-	4

Of the seven responses to Item A, ACT Scores, two colleges did not require the ACT. One admission counselor felt the ACT scores were 'very important,' and three felt they were 'important.' Only one indicated the scores were of 'less importance' than the other admission criteria.

The rating of Item B's admission criterion, SAT Scores, indicated a different viewpoint. One counselor held that this instrument was 'very important,' and one felt it was 'important,' while three of the admission counselors who responded to this item did not show that SAT Scores were required. One counselor did not respond to this item.

Five of the seven counselors indicated a requirement for Partial High School Transcripts. Two deemed the transcript as 'very important.' One responded that they were 'important,' and two indicated they were 'less important.' A Partial Transcript was 'not required' at one college, and one college did not express a view concerning this item.

The opinions concerning Item D, Final High School Transcript, were more in agreement than those concerning the Partial High School Transcript. Five of the colleges believed it was 'very important,' and one college perceived it as an 'important' admission criterion. This item was completed by only six of the counselors.

Item E, Personal Interview, was required by four of the responding counselors. Three perceived it as 'important' depending on the student's high school grades. Three colleges did 'not usually require' an interview. One of these three required an interview with the student who was a marginal case.

Item F, Recommendation Form or Letter, was an admission requirement of four of the responding colleges. Two of the colleges requiring the recommendation seemed to feel that it was 'less important' in relation to other criteria, while one indicated it was 'important,' and two other counselors believed it was 'very important.' Three colleges indicated that they do not require a recommendation.

Item G, GED Scores, was deemed 'very important' by three of the colleges. One of the colleges considered it as 'important.' Three college admission counselors did not respond to this item.

Concerning Item H, GED Certificate, five institutions indicated they require a GED Certificate of the beginning freshmen who have not graduated from high school. One college does 'not require' a GED Certificate. Two of the colleges felt the certificate was 'very important,' two 'important,' and one 'less important.' Only six colleges indicated their views of this item.

Item I, Health Form with a Physical Examination, was assumed by one admission counselor to be 'very important.' That particular college indicated that it requires the health form to be completed after a student has been admitted. Two colleges rated this admission criterion as being 'important,' one rated it as being 'less important,' and one did 'not require' the health form with a physical examination. One college's views of this item were not indicated.

Item J, Health Form without a Physical Examination, was 'not required' by four of the seven colleges. Of those who required the health form, one viewed it as 'very important' and two viewed it as 'less important.'

The following table presents admissions counselors' views of the future emphasis of admission requirements for the decade of the 1980's. All respondents did not complete each item.

TABLE II

VIEWS OF ADMISSION COUNSELORS TOWARD THE FUTURE OF
PRESENT ADMISSION REQUIREMENTS OF THEIR INSTITUTIONS

	Will Become Less Important	Will Not Change	Importance Will Increase
A. ACT Scores	7	-	-
B. SAT Scores	6	-	-
C. Partial High School Transcript	3	-	1
D. Final High School Transcript	-	1	4
E. Recommendation Form or Letter	4	-	2
F. Personal Interview	2	-	4
G. GED (Scores Only)	-	1	3
H. GED Certificate	1	1	3

TABLE II (Continued)

	Will Become Less Important	Will Not Change	Importance Will Increase
I. Health Form with Physical Examination	5	-	1
J. Health Form without Physical Examination	5	-	1

The admission counselors responding to the survey were in total agreement concerning Items A and B, ACT Scores and SAT Scores respectively. Seven counselors indicated they believe the ACT Scores 'will become less important,' and six agreed that the SAT Scores 'will decrease in importance.'

Four counselors indicated their opinions about Item C, Partial High School Transcript. Three counselors concluded that its 'importance will decrease,' and one said it 'will increase.'

The views concerning Item D, Final High School Transcript, differed from the views concerning Item C. Four counselors held that the Final High School Transcript 'will increase in importance.' One counselor predicted this admission criterion's importance 'will not change.' Two counselors' views concerning this item were not expressed.

Item E, Recommendation Form or Letter, was deemed by four counselors as 'becoming less important.' According to two counselors, the recommendation 'will become more important.' This item was not completed by one counselor.

Opinions of the counselors concerning Item F, Personal Interview, varied. Two felt the Personal Interview 'will decrease in importance,' while four felt it 'will increase in importance.' Responses to this item were not given by one admission counselor.

Only four counselors expressed their views concerning Item G, GED Scores. One counselor counted their importance as 'not changing,' and three concluded their importance 'will increase' in the future.

The thoughts concerning Item H, High School Equivalency Certificate, were similar to the opinions about the GED Scores. One additional counselor indicated the certificate's importance 'will become less.' Again one counselor indicated the certificate 'will remain the same,' and three indicated the certificate 'will increase' in importance.

The responses to the last two items, Health Form with and without a Physical Examination, were identical. Five counselors were convinced that health forms 'will become less important' admission criterion, and one believed the forms 'will increase in importance.'

Summary

This chapter has presented the results of the study. Each admission criterion was considered separately with the counselors views concerning each criterion being reported.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter presents a summary of the findings of the study and conclusions drawn as a result of the study. The implications of the study to future admission criteria in the Junior Colleges in Kentucky are also presented.

Summary of the Findings

Admission counselors in the Junior Colleges in Kentucky were asked to express their views toward different admission criteria. Responses were not made to each item of the survey. The summary presents the reference data which was collected.

The one item which the counselors considered the most important admissions criteria was the final high school transcript. The transcript is used by colleges to determine the student's grade point average, rank in class, and the actual graduation from high school.

An item related to the final high school transcript, the partial transcript, was not considered as important an admission requirement as the final and complete copy. The partial transcript is sometimes used for admitting students prior to high school graduation.

Another item which the counselors considered important was the GED scores. If a student does not graduate from high school, the GED test may be taken as a substitute for a high school diploma.

A majority of the admission counselors indicated the GED certificate was an important admission criteria. It is tendered the student who performs successfully on the GED test.

One of the next admission requirements of importance was the ACT scores. This item was considered slightly less important than the previously noted items of admission.

The SAT scores, which are often required by colleges rather than the ACT scores, were not considered as important as the ACT scores. In Kentucky, ACT scores are more widely used for admission purposes.

Going down the item rank of importance the personal interview is next. It is an admission requirement which is more widely used in private than public colleges and usually takes place between the admissions counselor or a representative of that office and the student.

An additional item, the health form, was also one of the admission criterion considered. The health form along with a physical examination was required by fewer schools than the health form without an examination. Both types of health forms were felt by the admission counselors to be less important than aforementioned admission requirements.

The item with the lowest rating of the survey was the recommendation form or letter from the high school counselor regarding the student's overall high school performance. Use of the recommendation by the admissions office can often be more time-consuming due to the subjective nature of the information than are the other admission criteria.

Admission counselors were also asked to express their views as to how the importance of admission criteria may change in the next ten years. Again, not all counselors responded to every item.

All counselors indicated they felt that there will be a decrease in importance of the ACT scores in future admission procedures. SAT scores were next on the list of admission requirements of decreasing importance.

Health forms were also considered by a majority of the counselors to decrease in importance. The admission counselors who responded to this item were in total agreement about the declining importance of health forms with and without a physical examination.

Admission counselors also expressed the view that the recommendation form and partial high school transcript will become less important. It should be noted that these two items are presently given only minimal consideration by admission counselors.

Expected to increase in importance is the final high school transcript, GED scores, and GED certificate. All of these items indicate a student has reached a satisfactory academic level for college entrance.

In addition, the admission counselors were convinced that the personal interview between the student and the admissions office will increase in importance. Not only does the interview give the counselor an opportunity to make a personal evaluation of a student, but it also allows a student the opportunity to get a first-hand look at the college.

Conclusions

The data return on this survey warrants the following conclusions concerning the admission criteria in the Junior Colleges of Kentucky.

ACT scores and SAT scores will become less useful to admission counselors during the next decade. This idea is contrary to admission processes presently being used by many four-year institutions of higher learning. A number of four-year colleges and universities are admitting students on the basis of ACT and/or SAT scores. Admission processing on this basis can be costly to the institutions. Two-year colleges are seeking more financially practical means of admitting students.

Partial high school transcripts will be used less, while final high school transcripts will be more widely used. Partial high school transcripts do not contain a student's complete high school record nor do not show proof of graduation. The final high school transcript can not only be more valuable to a college counselor in advising students but can also reduce the amount of paperwork for the admission process.

Recommendation forms or letters will decrease in importance. In most cases, the student's academic records are sufficient in indicating his/her academic success in high school. Although recommendations are not important to admission counselors, they can be useful to college personnel determining scholarship recipients.

The personal interview will be less useful to some colleges, yet others will consider the interview as part of more useful admission criteria. The interview is more subjective than most other admission requirements. Counselors' preferences and personal biases can greatly affect the usefulness of this admission criterion (Dicken, 1974).

The GED scores and certificate will become more useful in the future to some colleges. As enrollments of the traditional college

students decrease, many colleges are recruiting older students. A larger percentage of these older, non-traditional, students have not graduated from high school. They are required to present a satisfactory GED score for admission to all colleges in this survey.

Health forms with and without a physical examination will be less useful for admission purposes. Due to legislative action, institutions of higher education are not striving to provide equal educational opportunities for handicapped individuals; thus, handicapped students are not being screened from college admission as they once were. Another contributing factor to the health form becoming less important is the rising cost for a physical examination.

Implications

The implications of the findings pertain in general to the Junior Colleges of Kentucky. The study does not seek to make generalizations concerning out-of-state two-year or to any four-year colleges.

The conclusions based on the findings of the survey suggest that the admission counselors' opinions are not in total agreement as to the usefulness of the admission requirements. The survey indicates that views varied concerning the importance of admission criteria presently being used and the importance of admission criteria during the next decade. It can be inferred that each college will continue to use its own standards for admission criteria. Consequently, it is most important that students considering attending any one of the Junior Colleges in Kentucky should familiarize themselves with the admission requirements of the college of their choice prior to applying for admittance.

Recommendations

Generalizations regarding the results of this study should not be made beyond the scope of the study. A similar study could well be conducted with a larger sample involving the four-year institutions of higher education in Kentucky. Since enrollments are declining at many colleges, it can be recommended that the admissions counselors in Kentucky's two-year colleges be made aware of the results of this study. Recruitment procedures may then be re-evaluated and redesigned to more fully facilitate the admission procedures and still maintain the overall performance integrity of the institution.

APPENDIX A

UNIVERSITY OF KENTUCKY COMMUNITY COLLEGES

Ashland Community College
Elizabethtown Community College
Hazard Community College
Henderson Community College
Hopkinsville Community College
Jefferson Community College
Lexington Technical Institute
Madisonville Community College
Maysville Community College
Paducah Community College
Prestonsburg Community College
Somerset Community College
Southeast Community College

APPENDIX B

JUNIOR COLLEGES IN KENTUCKY

Alice Lloyd College

Lees Junior College

Lindsey Wilson College

Midway College

Saint Catherine College

Sue Bennett College

A SURVEY OF ADMISSIONS CRITERIA
IN KENTUCKY'S JUNIOR COLLEGES

1. Name of institution _____.
2. Please check below the title which best describes your position.
 - _____ Admission counselor
 - _____ Admissions director
 - _____ Student personnel services director
 - _____ Other (please specify)
3. Please check the type of funding at your institution.
 - _____ Public
 - _____ Private
 - _____ Other (please specify)
4. Please check below the response that best describes the general admission policies of your institution.
 - _____ Open admission
 - _____ Selective admission
 - _____ Other (please specify)
5. Please indicate the importance of the following admission requirements at your institution by checking the appropriate space.

	Very Im- portant	Impor- tant	Less Im- portant	Not Re- quired
A. ACT Scores	_____	_____	_____	_____
B. SAT Scores	_____	_____	_____	_____
C. Partial High School Transcript	_____	_____	_____	_____
D. Final High School Transcript	_____	_____	_____	_____
E. Personal Interview	_____	_____	_____	_____
F. Recommendation Form or Letter	_____	_____	_____	_____
G. GED (Scores Only)	_____	_____	_____	_____
H. GED High School Equivalency Certificate	_____	_____	_____	_____
I. Health Form with Physical Examination	_____	_____	_____	_____
J. Health Form without Physical Examination	_____	_____	_____	_____

Page 2

6. Please indicate how you feel the admission criteria may change in the next 10 years by checking the appropriate space.

	Will become less important	Importance will increase
A. ACT Scores	_____	_____
B. SAT Scores	_____	_____
C. Partial High School Transcript	_____	_____
D. Final High School Transcript	_____	_____
E. Recommendation Form or Letter	_____	_____
F. Personal Interview	_____	_____
G. GED Scores	_____	_____
H. High School Equivalency Certificate	_____	_____
I. Health Form with Physical Examination	_____	_____
J. Health Form without Physical Examination	_____	_____

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