

**A STUDY OF TRANSFER STUDENTS
WITH LOW ACADEMIC RECORDS**

**A Thesis
Submitted to
the Department of Education and the Graduate Council
Kansas State Teachers College of Emporia**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science**

**by
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August 1959**

The author wishes to express his appreciation to
Mr. H. Dixon Smith for his helpful guidance and for his
generosity in making the information of the Registrar
available to him.
He also wishes to thank
the advice offered by Mr. J. H. [?]
and Mr. Lawrence Taylor.

Approved for the Major Department

Harry J. Waters

Approved for the Graduate Council

James L. Bryan

ACKNOWLEDGMENTS

The author wishes to express his appreciation to Mr. H. Dixon Smith for his helpful guidance and for his generosity in making the information of the Registration Office readily available.

Sincere acknowledgment is also made of the useful advice offered by Dr. Alex A. Daughtry, Dr. Harry J. Waters, and Dr. Laurence Boylan.

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TABLE

CHAPTER I

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XII. Means, Standard Deviations, and Ranges of the Percentile Ratings made on the

Entrance Examinations by Transfer Students

with low Academic Records 40

Graduates of any accredited high school are eligible for admission to Kansas State Teachers College of Emporia. Others should write the Registrar for an interpretation of individual cases.

This policy is not to interpret when a student to enter directly from a high school, but many questions arise when a student wishes to enter who is transferring from another college. This is especially true in the transfer of credit for a low standard of credit. Graduates of high schools in other states who are admitted to Kansas State Teachers College in Emporia, Kansas in 1917-19 were admitted to the college on a standard of 75 and 70, therefore, given another opportunity to demonstrate their ability.

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The admissions policy that is used at the present time by Kansas State Teachers College states that:

Graduates of any accredited high school are eligible for admission to Kansas State Teachers College of Emporia. Others should write the Registrar for an interpretation of individual cases.¹

This policy is easy to interpret when a student wishes to enter directly from a high school, but many interpretative questions arise when a student wishes to enter who is transferring from another college. This is especially true if the transfer student has a low academic record. Transfer students with low academic records who applied for admission at Kansas State Teachers College for the fall semester of 1958-59 were admitted to the college on academic probation and were, therefore, given another opportunity to demonstrate their collegiate scholastic ability since they had failed to perform satisfactorily at their previous institutions.

¹ Kansas State Teachers College, "General Information," Bulletin of Information, 1957-59 (Emporia, Kansas: Kansas State Teachers College, 1957), p. 4.

I. THE PROBLEM

Statement of the problem. This study is an attempt to determine the academic success achieved at Kansas State Teachers College by transfer students who entered with low academic records and to evaluate the policy used in admitting students of this type.

An attempt will be made to answer the following questions:

1. How many transfer students who had low academic records were admitted to Kansas State Teachers College for the fall semester of 1958-59?

2. How many of these students remained at Kansas State Teachers College for at least two consecutive semesters?

3. At the close of the second semester, how many of these students had achieved better academic records at Kansas State Teachers College than they had received at their former institutions?

4. Is there any significant relationship between such factors as sex, age, marital status, college classification, type of college transferred from, number of hours transferred, transferred grade point average, Kansas residency or non-residency, percentile ratings on entrance examinations; and the academic success that these students achieved at Kansas State Teachers College?

5. What changes, if any, should be made in the present admissions policy that is used to admit transfer students who have low academic records?

Importance of the study. College students with low academic records have long been a source of problems for both administrators and professors. According to Dahlbeck, if these students are transfer students they will be the source of even more problems:

Every student transferring to Kansas State Teachers College has a reason for doing so. Often there is a problem behind the reason. It is a simple matter for college administrators and professors to avoid these problems by saying that the transfer student is just dull or he won't remain in school long enough to bother with helping him, and so on.²

If this is true, it would seem that a study of transfer students with low academic records would yield information from which would come conclusions of benefit to future students of this type who wish to transfer to Kansas State Teachers College and to the administrators and professors of the college. In making such a study, however, it must be kept in mind that transfer students make many environmental and sociological adaptations during their first semester in a new institution. These changes may have either adverse or

²Carl Erick Dahlbeck, "A Study of the Success of Transfer Students" (Unpublished Master's thesis, Kansas State Teachers College, Emporia, 1949), p. 1.

beneficial affects upon their academic performance. In this study, therefore, it is assumed that the transfer students with low academic records must remain at Kansas State Teachers College for at least two consecutive semesters in order to yield reliable post-transfer information that could be used to evaluate the policy whereby they were admitted.

If the conclusions from a study of transfer students with low academic records indicates that these students do not remain at Kansas State Teachers College for at least two consecutive semesters, the present admissions policy concerning these students should be revised so that students of this type are not allowed to enter. This revised policy would save transfer students the time and expense involved in transferring to a college that would not be suitable to them and, also, save Kansas State Teachers College the time and expense involved in the administrative and admissions procedures required by students of this type.

If the conclusions from a study of transfer students with low academic records indicates that these students remain at Kansas State Teachers College for at least two consecutive semesters but do not achieve better academic success than they did at their former institutions, the present admissions policy concerning these students should be revised so that students of this type are not allowed to enter. This policy would save transfer students the time

and expense involved in transferring to a college where they would not achieve any better academic success than they had achieved at their former institutions and Kansas State Teachers College would save the time and expense involved in dealing with students of this type.

On the other hand, the conclusions from a study of transfer students with low academic records may indicate that these students remain at Kansas State Teachers College for at least two consecutive semesters and achieve a substantially higher degree of academic success than they did at their former institutions. If this is the case, then the present admissions policy concerning these students may be considered to be adequate and the administrators and professors of Kansas State Teachers College will have at least one source of assurance that transfer students with low academic records, on the whole, have the potential to achieve academic success.

II. DEFINITIONS OF TERMS USED

Transfer student. Throughout this study the term "transfer student" shall refer to any undergraduate student who had been enrolled at some other college prior to his being admitted to Kansas State Teachers College.

Low academic record. The term "low academic record" shall be interpreted as meaning a grade point average that is less than 2.0.

Grade point average. The commonly accepted policy of allowing four points for each semester hour of A, three points for each semester hour of B, two points for each semester hour of C, one point for each semester hour of D, and no points for each semester hour of F, shall be used in the computation of grade point averages. In the computation of a student's grade point average, each letter grade is assigned its corresponding numerical value, the numerical values are added, and the total numerical value is divided by the total number of semester hours represented.

Junior college. As used in this study, the term "junior college" shall refer to any public or private junior college and to all two-year colleges.

Large and small four-year colleges. An enrollment of 750 was used as the dividing point between large four-year colleges and small four-year colleges since most of the large four-year college enrollments were considerably above this number and the majority of the small four-year college enrollments were well below this figure. Thus, the term "small four-year college" refers to any public or private

four-year college with an enrollment of less than 750 and the term "large four-year college" refers to any public or private four-year college with an enrollment of more than 750. The words "college" and "colleges" have been used to refer to both colleges and universities.

Resident and non-resident. The term "non-resident" shall apply to those students entering Kansas State Teachers College who if adults have not been, or if minors, whose parents have not been residents of the State of Kansas for six months prior to matriculation at the college. Those students not included in the "non-resident" category shall be classified as "resident" students.

College classification. In this study, "college classification" has been determined according to the number of semester hours of credit the student had completed prior to his enrollment at Kansas State Teachers College. Students who had completed from one to twenty-three hours were classified as freshmen, those who had completed from twenty-four to fifty-five hours were classified as sophomores, those who had completed from fifty-six to eighty-seven hours were classified as juniors, and those who had completed eighty-eight hours or more were classified as seniors.

III. ORGANIZATION OF REMAINDER OF THE THESIS

The remainder of this study is devoted to a conscientious effort to gain reliable information that can be used to predict the academic success of transfer students with low academic records. Chapter two introduces numerous related studies concerning transfer students, students on probation, and factors to consider in attempting predictions. Chapter three presents an explanation of the procedures and methods used to gather and present the data obtained from the group of transfer students being studied. The tabular presentation of the data collected and the interpretation of these tables is given in Chapter four. Chapter five consists of a summary, conclusions, and recommendations. This is followed by a bibliography of the works consulted and an appendix consisting of a replica of the individual record card used to record the data gathered from each student.

However, the educational objectives of the State Teachers College are not met unless the students are qualified in their fields. The State Teachers College is a public institution of higher learning and should be able to provide the best possible education for its students.

John D. Hillis, Director of the Division of Higher Education, State of Michigan, 1954.

CHAPTER II

REVIEW OF THE LITERATURE

Since Kansas State Teachers College is a state-supported institution and, as such, is supported and operated to a large degree by public funds, it must be expected to be somewhat different in its approach to educational problems from many privately-supported institutions. In this respect, Millett says:

The proper admission policy for a state-supported institution will in large part depend then upon the particular circumstances which help fix the educational objectives of that institution.³

If this is true, the admissions policy at Kansas State Teachers College is dependent upon the fact that it is primarily supported and operated by public funds and must not, therefore, discriminate against the taxpayers or their dependents who make these funds available. It should be kept in mind, however, that one of the educational objectives of Kansas State Teachers College is to produce graduates who are qualified in their fields. Thus it follows that Kansas State Teachers College should have the right to expel or refuse to admit those students who do not seem to have the potential

³ John D. Millett, "Restrictive Admission in State-Supported Higher Education," The Journal of Higher Education, 27:175, April, 1956.

qualifications that are required and necessary to become a qualified graduate. In his study on admission practices, Bowles concluded that, "a case can be made for state institutions which may admit on low entrance standards but enforce rigorously high standards for remaining in school."⁴

One of the questions that the transfer student has had to cope with, however, is that he is generally considered to be undesirable academic material. In 1949, Dahlbeck studied this problem with sophomore and junior transfer students at Kansas State Teachers College. His study brought out the following conclusions:

Students transferring to Kansas State Teachers College do achieve grade averages very similar to grade averages of the non-transfer student.
.....

The transfer students are as intelligent as, or more intelligent than non-transfer students at Kansas State Teachers College.
.....

There is little if any difference between grades achieved by male and female transfer students at Kansas State Teachers College.
.....

In general, the type of college a student transfers from has little if any affect on his grade average at Kansas State Teachers College, but students transferring from large four year colleges do have the lowest grades at the time of transfer.
.....

⁴Frank H. Bowles, "Intangibles of Admission," The Association of College Admissions Counselors Journal, 3:14, Spring, 1958.

The per cent of transfer students who remain to graduate is as high as or higher than the per cent of non-transfer students at Kansas State Teachers College who remain to graduate.⁵

A study made at the University of Chicago supported Dahlbeck's findings. Reeves and Russell concluded that transfer students on the whole compare very creditably with students who enter as freshmen.⁶

In the aforementioned studies made at Kansas State Teachers College and the University of Chicago, no attempt was made to categorize the transfer students according to the amount of academic success they had achieved at their former institutions. The conclusions were merely general summaries that pertained to all transfer students as a whole. No specific conclusions were drawn concerning students who transferred with high academic records or students who transferred with low academic records. This factor becomes important when one considers the fact that:

An institution may suspend a student for a definite period because of his scholastic standing. This is done, at least theoretically, for the best interest of the student. Under such circumstances, if he is admitted

⁵ Dahlbeck, op. cit., p. 36-37.

⁶ Floyd W. Reeves and John Dale Russell, Admission and Retention of University Students (Chicago: The University of Chicago Press, 1933), p. 7.

to another institution during this period, the penalty imposed by the original institution is entirely eliminated.⁷

The extent to which institutions admit students who have been suspended at other institutions is, of course, not widely publicized. A survey conducted by the West Liberty State College chapter of the American Association of University Professors, however, revealed that students were admitted on academic probation in 86.8 per cent of the reporting institutions. This report went on to state that it was not known to what extent this practice was justifiable.⁸

In another investigation conducted at the University of Washington, Merrill studied the records of grade point averages of probationary students before and after probation and the averages of non-probationary students for the same period. He found that probationary students made higher grades the two quarters following probation. The averages of non-probationary students did not show a similar increase, an indication that the experience of being on probation was effective.⁹

⁷H. W. Chandler, "Standards of Evaluation of Transfer Credits," The Journal of the American Association of Collegiate Registrars and Admissions Officers, 11:411, July, 1936.

⁸Vivian R. Boughter, John E. Warner, and Emil A. Holtz, "Probation, Suspension, and Related Problems," The North Central Association Quarterly, 31:254, January, 1957.

⁹Reed M. Merrill, "An Evaluation Study of Probation Students' Academic Performance in a University," Journal of Educational Research, 47:37-44, September, 1954.

One of the conclusions that came out of the Boughter, Warner, and Holtz study was that the "lack of academic success in college is related not only to scholastic ability but also to such factors as persistence, motivation, personal adjustment, and study habits."¹⁰ In his study, Merrill pointed up a need for improved selection procedures, counseling services, and allied facilities.¹¹ Of course the perfect admissions policy would be one whereby admittance would be granted only to those students who would do satisfactory college work. In this connection, Hepner states that "apparently academic adjustment in college is conditioned by forces and patternings of qualities as indefinite, varied, and complex as life itself."¹² In making their selections, admissions personnel attempt to interpret these qualities through the use of various instruments. In doing this, they "must recognize that the instruments for determining college ability are by no means perfect and exact."¹³ In addition, they "must remember that although statistics can appear very

¹⁰Boughter, Warner, and Holtz, loc. cit.

¹¹Merrill, op. cit., p. 45.

¹²Walter R. Hepner, "Factors Underlying Unpredicted Scholastic Achievement of College Freshmen," Journal of Experimental Education, 7:159, March, 1939.

¹³John D. Millett, "Restrictive Admission in State-Supported Higher Education," The Journal of Higher Education, 27:178, April, 1956.

impersonal, each unit of information they embody represents a young person, not a collection of papers."¹⁴ Hepner concludes these thoughts with the idea that:

Measurements of academic achievement and non-academic adjustment at the time of entrance to college, on the whole, render relatively little assistance in predicting whether students' scholastic adjustments in college will exceed or fall below expectancy.¹⁵

In the studies reviewed, it has been shown that, as a general rule, transfer students do as well academically as non-transfer students and students on academic probation achieve higher grades following their probation than they did prior to being placed on probation. In addition, it has been shown that academic achievement is related to both the measurable and the unmeasurable qualities of life and, as such, does not readily lend itself to statistical prediction.

When 3,067 students were transferred to Kansas State Teachers College for the first time in that institution. The transferred grade point averages were compared for both of those 130 new transfer students. The process revealed that 42.5% of all the transferred students had grade point averages of less than 2.0 at the time of their entrance to Kansas State Teachers

¹⁴Herbert H. Williams, "The Admissions Officer's View," Admissions Information - College Entrance Examination Board, 1:3, 1957.

¹⁵Hepner, op. cit., p. 191.

CHAPTER III

PROCEDURES AND SOURCES OF DATA

The purpose of this chapter is to explain how the students were selected for this study, what types of data were collected, the methods used in collecting the data, and what analytical procedures were employed in order to draw conclusions from the information gathered.

I. SELECTION OF STUDENTS

In the fall semester of 1958-59, there were 3,087 students enrolled at Kansas State Teachers College. A thorough investigation of the transcripts of these students, on file in the Registration Office, revealed that 350 of these 3,087 students were transfer students who entered Kansas State Teachers College for the first time in that semester. The transferred grade point averages were computed for each of these 350 new transfer students. This process revealed that ninety-two of the new undergraduate transfer students had grade point averages of less than 2.0 at the time of their entrance to Kansas State Teachers College.

Further investigation revealed that six of these ninety-two transfer students did not take their entrance examinations; therefore, these six were not included in the

analytical study because complete post-transfer information was not available. All six of these students, however, remained at Kansas State Teachers College for two consecutive semesters and achieved a mean grade point average of 2.23. Two of the remaining eighty-six transfer students with low academic records withdrew from college during their first semester and were, likewise, deleted from the study. It is significant to note that both of these students were in the first (lower) decile on their entrance examinations. Fourteen of the remaining eighty-four transfer students completed their first semester at Kansas State Teachers College but did not enroll for the second semester. These fourteen students had a mean transferred grade point average of 1.54 and a mean Kansas State Teachers College grade point average of 1.57. Their percentile ratings on the entrance examinations ranged from the first percentile to the ninety-eighth percentile. These fourteen students were also deleted from the analytical study since it was felt that they had not remained at Kansas State Teachers College long enough to furnish reliable post-transfer information which could be used to evaluate the admissions policy used in admitting them.

Thus, of the original ninety-two undergraduate transfer students with low academic records who entered Kansas State Teachers College for the first time during the fall semester of 1958-59, seventy-six, or eighty-three per

cent, of them remained at Kansas State Teachers College for at least two consecutive semesters. Six of these seventy-six students were deleted from the analytical study because of the lack of complete post-transfer information. The analytical study presented in Chapter four, therefore, was limited to seventy undergraduate transfer students with grade point averages of less than 2.0 who entered Kansas State Teachers College for the first time during the fall semester of 1958-59 and who remained at the college for at least two consecutive semesters.

II. SOURCES AND TYPES OF DATA

The data used in this study were gathered from the records on file in the Registration Office at Kansas State Teachers College. One of the procedures of the Registration Office is to prepare a folder for each student who enters the college. This folder contains the student's application for admission, the results of his entrance examinations, and transcripts of work completed at colleges and high school previously attended. In addition to the folder, a Kansas State Teachers College transcript is initiated for each new student. This transcript is used to record the student's previous college work and his academic achievement at Kansas State Teachers College.

Individual record cards were used to expedite the collection and recording of the data. Exact item construction and organization of the individual record card can be seen by referring to Appendix A which contains a replica of the data card used in this study. The following factors were included on the individual record cards because it was felt that these factors would give valuable information concerning the academic success of the students to be studied: (1) name, (2) sex, (3) age, (4) marital status, (5) college classification, (6) type of college transferred from, (7) number of hours transferred, (8) grade point average of work transferred, (9) Kansas residency or non-residency, (10) percentile rating on entrance examinations, (11) grade point average of first semester's work at Kansas State Teachers College, (12) grade point average of second semester's work at Kansas State Teachers College, (13) cumulative grade point average through the second semester of work taken at Kansas State Teachers College, and (14) cumulative grade point average of all college work completed through the second semester at Kansas State Teachers College. Factors one through nine were recorded as pertaining to the standing of the students at the time of their admission to Kansas State Teachers College.

III. ANALYTICAL PROCEDURES USED

In order to draw conclusions from the information that was gathered on the individual record cards of the seventy transfer students with low academic records who remained at Kansas State Teachers College for two consecutive semesters, it was necessary to make a number of tables and correlations. The individual record cards were grouped according to the type of information needed for the table or correlation that was being made. This information was tallied and the ranges, means, and standard deviations were computed. The formulas used to compute the means and standard deviations were taken from a standard textbook in educational statistics.¹⁶ Otis Correlation Charts were used in computing the coefficients of correlation.

A total of twelve tables were constructed using data from variations of the thirteen factors listed on the individual record cards. Two of these tables present the results of nine correlations between various pre-transfer and post-transfer factors. The other ten tables, in addition to presenting single factor pre-transfer or post-transfer statistical data on the total population, also present this data

¹⁶Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1953), pp. 28-62.

for the following individual groups: (1) large four-year college transfers, (2) small four-year college transfers, (3) junior college transfers, (4) freshman transfers, (5) sophomore transfers, (6) junior transfers, (7) senior transfers, (8) married transfers, (9) single transfers, (10) resident transfers, (11) non-resident transfers, (12) male transfers, and (13) female transfers. The listing of this information made it possible to make individual group comparisons to determine whether or not it would be wise to accept or reject transfer students from any particular group. It should be noted that because of the nature of the population under consideration, some of these individual groups were rather small. Inasmuch as this was true, groups of less than ten students were not considered when noting significant variations. Nevertheless, the data for these small groups of less than ten students has been listed on the tables. These tables, along with their explanations, are presented in Chapter four of this study.

CHAPTER IV

ANALYSIS OF THE DATA

This study began as an analysis of undergraduate transfer students with low academic records who entered Kansas State Teachers College for the first time during the fall semester of 1958-59 and who remained at the college for at least two consecutive semesters. In the previous section on the selection of students for this study, it was found that seventy students met these qualifications. It is the purpose of this chapter to present and interpret the data that was gathered concerning these seventy transfer students.

I. PRE-TRANSFER AND POST-TRANSFER GRADE COMPARISONS

The primary concern of this study was to find out if transfer students with low academic records achieved a substantially higher degree of academic success at Kansas State Teachers College than they did at their former institutions. Table I indicates that forty-nine, or seventy-two per cent, of the seventy students who transferred with a grade point average of less than 2.0 achieved a grade point average at Kansas State Teachers College of 2.0 or better and twenty-two, or thirty-one per cent, of them raised their cumulative grade point average to 2.0 or better. In comparing the individual groups in this respect, no large

TABLE I

NUMBER AND PER CENT OF TRANSFER STUDENTS WITH LOW ACADEMIC RECORDS WHO ACHIEVED A KANSAS STATE TEACHERS COLLEGE GRADE POINT AVERAGE OF 2.00 OR BETTER AND WHO RAISED THEIR CUMULATIVE GRADE POINT AVERAGE TO 2.00 OR BETTER

Groupings	Achieved Kansas State Teachers College grade point average of 2.00 or better		Raised cumulative grade point average to 2.00 or better	
	Number	Per cent	Number	Per cent
By type of college:				
Large four-year college	36	71	15	29
Small four-year college	3	75	2	50
Junior college	10	67	5	33
By college classification:				
Freshman	15	63	7	29
Sophomore	22	76	9	31
Junior	11	69	5	31
Senior	1	100	1	100
By marital status:				
Married	1	25	1	25
Single	48	73	21	32
By Kansas residency:				
Resident	42	68	20	32
Non-resident	5	63	2	25
By sex:				
Male	43	72	20	33
Female	6	60	2	20
Total	49	72	22	31

NOTE: This table should be read as follows: Thirty-six, or seventy-one per cent, of the transfer students with low academic records from large four-year colleges achieved a grade point average of 2.00 or better after completing a year of work at Kansas State Teachers College and fifteen, or twenty-nine per cent, of them raised their cumulative grade point averages to 2.00 or better.

variations from the total percentages were found in groups containing ten or more students.

Table II indicates the number of students who increased, decreased, or did not change their cumulative grade point averages after completing two semesters of work at Kansas State Teachers College and the mean amount of change in their cumulative grade point averages. The table shows that sixty-two, or eighty-nine per cent, of these students had increased their cumulative grade point averages at the close of the second semester and that the mean increase was .43 of a grade point. On the other hand, seven, or ten per cent, of the students had decreased their cumulative grade point averages by a mean decrease of .11 of a grade point. It is interesting to note that twenty-four, or one hundred per cent, of the freshman transfer students increased their cumulative grade point averages by a mean increase of .60 of a grade point. Conversely, twelve, or eighty per cent, of the junior college transfers and twelve, or seventy-five per cent, of the junior transfers increased their respective cumulative grade point averages by a mean increase of .32 and .21 of a grade point. These increases were .11 and .22 of a grade point less than the mean increase of all those who increased their cumulative grade point averages.

Transferred grade point averages of students with low

TABLE II

**CUMULATIVE GRADE POINT AVERAGE CHANGES INCURRED BY TRANSFER
STUDENTS WITH LOW ACADEMIC RECORDS AFTER COMPLETING A
YEAR OF WORK AT KANSAS STATE TEACHERS COLLEGE**

Groupings	Number	Per cent	Mean grade point average change
By type of college:			
Large four-year college			
Increased	46	90	.45
Decreased	4	8	.10
No change	1	2	.00
Small four-year college			
Increased	4	100	.59
Junior college			
Increased	12	80	.32
Decreased	3	20	.13
By college classification:			
Freshman			
Increased	24	100	.60
Sophomore			
Increased	25	86	.37
Decreased	3	11	.12
No change	1	3	.00
Junior			
Increased	12	75	.21
Decreased	4	25	.11
Senior			
Increased	1	100	.51
By marital status:			
Married			
Increased	4	100	.59
Single			
Increased	58	88	.42
Decreased	7	11	.11
No change	1	1	.00
By Kansas residency:			
Resident			
Increased	56	90	.43
Decreased	5	8	.12
No change	1	2	.00

TABLE II (continued)

Non-resident			
Increased	6	75	.47
Decreased	2	25	.10
By sex:			
Male			
Increased	55	92	.42
Decreased	4	7	.12
No change	1	1	.00
Female			
Increased	7	70	.50
Decreased	3	30	.11
Total			
Increased	62	89	.43
Decreased	7	10	.11
No change	1	1	.00

NOTE: This table should be read as follows: Forty-six, or ninety per cent, of the students with low academic records who transferred from large four-year colleges increased their cumulative grade point averages after completing a year of work at Kansas State Teachers College; the mean grade point average increase was .45.

academic records are given in Table III. Cumulative grade point averages of transfer students with low academic records after they had completed two semesters of work at Kansas State Teachers College are given in Table IV. Table III indicates that the mean transferred grade point average of the total group was 1.48 and Table IV indicates that the cumulative grade point average after completing two semesters of work at Kansas State Teachers College was 1.86. This shows that transfer students with low academic records increased their cumulative grade point averages by only .38 of a grade point after having been at Kansas State Teachers College for two semesters. Here again, the freshman and junior groups are the principle deviants. Even though the freshman group increased its mean cumulative grade point average by .60 of a grade point (from 1.17 to 1.77), their mean transferred grade point average was considerably lower than that of any other group. Their mean cumulative grade point average, therefore, was still .09 of a grade point lower than the mean cumulative grade point average of the total population. On the other hand, the juniors had a mean cumulative grade point average increase of only .12 of a grade point (from 1.80 to 1.92), but their mean transferred grade point average was considerably higher than that of any other group. This resulted in their mean cumulative grade point average being .06 of a

TABLE III
 MEANS, STANDARD DEVIATIONS, AND RANGES OF THE
 TRANSFERRED GRADE POINT AVERAGES OF TRANSFER
 STUDENTS WITH LOW ACADEMIC RECORDS

Groupings	Number	Range	Mean	Standard deviation
By type of college:				
Large four-year college	51	.56 - 1.95	1.46	.36
Small four-year college	4	.60 - 1.69	1.27	.55
Junior college	15	1.22 - 1.95	1.61	.24
By college classification:				
Freshman	24	.56 - 1.75	1.17	.32
Sophomore	29	1.10 - 1.92	1.57	.22
Junior	16	1.55 - 1.95	1.80	.13
Senior	1	1.58	1.58	.00
By marital status:				
Married	4	.60 - 1.74	1.14	.57
Single	66	.56 - 1.95	1.50	.33
By Kansas residency:				
Resident	62	.56 - 1.95	1.48	.37
Non-resident	8	1.00 - 1.93	1.52	.39
By sex:				
Male	60	.56 - 1.95	1.48	.35
Female	10	.85 - 1.81	1.48	.35
Total	70	.56 - 1.95	1.48	.35

NOTE: This table should be read as follows: The transferred grade point averages of the fifty-one students from large four-year colleges ranged from .56 to 1.95; the mean transferred grade point average was 1.46 and the standard deviation was .36.

TABLE IV

MEANS, STANDARD DEVIATIONS, AND RANGES OF THE CUMULATIVE
GRADE POINT AVERAGES OF TRANSFER STUDENTS WITH LOW
ACADEMIC RECORDS AFTER COMPLETING A YEAR OF WORK
AT KANSAS STATE TEACHERS COLLEGE

Groupings	Number	Range	Mean	Standard deviation
By type of college:				
Large four-year college	51	.72 - 2.57	1.86	.30
Small four-year college	4	1.17 - 2.37	1.86	.58
Junior college	15	1.24 - 2.21	1.84	.27
By college classification:				
Freshman	24	.72 - 2.57	1.77	.42
Sophomore	29	1.24 - 2.21	1.88	.22
Junior	16	1.69 - 2.35	1.92	.20
Senior	1	2.09	2.09	.00
By marital status:				
Married	4	1.17 - 2.27	1.73	.53
Single	66	.72 - 2.57	1.86	.29
By Kansas residency:				
Resident	62	.72 - 2.57	1.86	.31
Non-resident	8	1.58 - 2.15	1.85	.21
By sex:				
Male	60	.72 - 2.57	1.87	.31
Female	10	1.51 - 2.13	1.79	.22
Total	70	.72 - 2.57	1.86	.30

NOTE: This table should be read as follows: The cumulative grade point averages of the fifty-one students from large four-year colleges after completing a year of work at Kansas State Teachers College ranged from .72 to 2.57; the mean cumulative grade point average was 1.86 and the standard deviation was .30.

grade point higher than the total mean cumulative grade point average.

Mean grade point averages of all work done at Kansas State Teachers College by transfer students with low academic records are shown in Table V. This table shows that these students achieved a Kansas State Teachers College mean grade point average of 2.22; an increase of .74 of a grade point over the mean transferred grade point average shown in Table III. This appears to be a substantial increase in academic success. It should be noted, however, that the highest Kansas State Teachers College mean grade point average achieved by any of the nine smaller groups of ten or more students was only 2.28. This indicates that the mean grade point average of work done at Kansas State Teachers College by the entire group (2.22) was fairly representative of all of the students. In Table I it was shown that nearly three-fourths of the transfer students with low academic records achieved Kansas State Teachers College grade point averages of 2.0 or better, but Table V indicates a Kansas State Teachers College mean grade point average of only 2.22. This would seem to indicate that most of these students were still average or less than average in their academic achievement.

Table VI and Table VII show the mean grade point averages made by transfer students with low academic records

TABLE V

MEANS, STANDARD DEVIATIONS, AND RANGES OF THE GRADE POINT
AVERAGES MADE DURING THE FIRST YEAR AT KANSAS STATE
TEACHERS COLLEGE BY TRANSFER STUDENTS
WITH LOW ACADEMIC RECORDS

Groupings	Number	Range	Mean	Standard deviation
By type of college:				
Large four-year college	51	.79 - 3.21	2.27	.48
Small four-year college	4	1.48 - 3.26	2.30	.85
Junior college	15	1.07 - 2.94	2.04	.49
By college classification:				
Freshman	24	.79 - 3.26	2.16	.52
Sophomore	29	1.31 - 3.03	2.28	.48
Junior	16	1.07 - 3.21	2.21	.55
Senior	1	2.70	3.03	.00
By marital status:				
Married	4	1.48 - 2.87	1.99	.72
Single	66	.79 - 3.26	2.24	.49
By Kansas residency:				
Resident	62	.79 - 3.26	2.21	.49
Non-resident	8	1.64 - 3.03	2.36	.60
By sex:				
Male	60	.79 - 3.26	2.26	.52
Female	10	1.43 - 2.34	2.00	.31
Total	70	.79 - 3.26	2.22	.50

NOTE: This table should be read as follows: During the first year at Kansas State Teachers College, the fifty-one students from large four-year colleges made grade point averages that ranged from .79 to 3.21; the mean first year grade point average was 2.27 and the standard deviation was .48.

TABLE VI

MEANS, STANDARD DEVIATIONS, AND RANGES OF THE GRADE POINT
AVERAGES MADE DURING THE FIRST SEMESTER AT KANSAS
STATE TEACHERS COLLEGE BY TRANSFER STUDENTS
WITH LOW ACADEMIC RECORDS

Groupings	Number	Range	Mean	Standard deviation
By type of college:				
Large four-year college	51	.55 - 3.24	2.32	.49
Small four-year college	4	2.00 - 2.93	2.42	.46
Junior college	15	1.27 - 2.69	1.90	.44
By college classification:				
Freshman	24	.55 - 3.24	2.21	.52
Sophomore	29	1.27 - 3.07	2.29	.47
Junior	16	1.27 - 3.13	2.14	.55
Senior	1	3.00	3.00	.00
By marital status:				
Married	4	1.27 - 2.00	1.81	.42
Single	66	.55 - 3.24	2.26	.50
By Kansas residency:				
Resident	62	.55 - 3.13	2.21	.49
Non-resident	8	1.80 - 3.24	2.44	.59
By sex:				
Male	60	.55 - 3.24	2.28	.52
Female	10	1.54 - 2.23	1.97	.24
Total	70	.55 - 3.24	2.23	.50

NOTE: This table should be read as follows: During the first semester at Kansas State Teachers College, the fifty-one students from large four-year colleges made grade point averages that ranged from .55 to 3.24; the mean first semester grade point average was 2.32 and the standard deviation was .49.

TABLE VII

MEANS, STANDARD DEVIATIONS, AND RANGES OF THE GRADE POINT AVERAGES MADE DURING THE SECOND SEMESTER AT KANSAS STATE TEACHERS COLLEGE BY TRANSFER STUDENTS WITH LOW ACADEMIC RECORDS

Groupings	Number	Range	Mean	Standard deviation
By type of college:				
Large four-year college	51	.73 - 3.29	2.22	.61
Small four-year college	4	.83 - 3.39	2.14	1.27
Junior college	15	.55 - 3.11	2.10	.84
By college classification:				
Freshman	24	.73 - 3.39	2.09	.84
Sophomore	29	.55 - 3.20	2.23	.71
Junior	16	.62 - 3.29	2.27	.64
Senior	1	2.40	2.40	.00
By marital status:				
Married	4	.83 - 3.18	2.02	1.11
Single	66	.55 - 3.39	2.20	.66
By Kansas residency:				
Resident	62	.55 - 3.39	2.18	.68
Non-resident	8	1.21 - 3.20	2.30	.70
By sex:				
Male	60	.55 - 3.39	2.22	.70
Female	10	1.12 - 2.77	2.03	.56
Total	70	.55 - 3.39	2.19	.68

NOTE: This table should be read as follows: During the second semester at Kansas State Teachers College, the fifty-one students from large four-year colleges made grade point averages that ranged from .73 to 3.29; the mean second semester grade point average was 2.22 and the standard deviation was .61.

during their first and second semesters respectively at Kansas State Teachers College. Although the mean second semester grade point average is .04 of a grade point lower than the mean first semester grade point average, the difference is not great enough to be significant. The important aspect to notice is the proportionate increase in the standard deviations during the second semester. This seems to indicate that the second semester academic performance of these students was not as uniform as their first semester academic performance.

In comparing the pre-transfer and the post-transfer grades of transfer students with low academic records, the tendency is for them to improve the quality of their work after transferring to Kansas State Teachers College. Such factors as type of college transferred from, college classification, marital status, Kansas residency or non-residency, and sex, seem to have little influence upon the post-transfer academic performance of these students.

II. CORRELATIONS BETWEEN GRADES AND SELECTED CRITERIA

In a further attempt to discover any particular pre-transfer characteristics of transfer students with low academic records that could be used to predict post-transfer achievement, a number of correlations were made. Coefficients of correlation between ages at the time of transfer,

number of semester hours transferred, percentile ratings on the entrance examinations, transferred grade point averages, and grade point averages made during the first year at Kansas State Teachers College by transfer students with low academic records are listed in Table VIII. It is apparent that none of these pre-transfer criteria are significantly positively correlated with grade point averages made at Kansas State Teachers College. It is noted, however, that there is some degree of correlation (.38) between percentile ratings on entrance examinations and grades achieved at Kansas State Teachers College.

Table IX lists the coefficients of correlation between percentile ratings on entrance examinations, grades achieved at Kansas State Teachers College, cumulative grade point averages after completing a year of work at Kansas State Teachers College, and transferred grade point averages. The only post-transfer criteria showing even a modest degree of positive correlation with transferred grade point averages are the cumulative grade point averages after the students have completed a year of work at Kansas State Teachers College. This merely indicates that transfer students with low academic records tend to achieve in the same patterns after transferring as they did before transferring. It is interesting to note the $-.04$ coefficient of correlation between transferred grade point averages and

TABLE VIII

COEFFICIENTS OF CORRELATION BETWEEN VARIOUS POST-TRANSFER CRITERIA AND THE TRANSFER GRADE POINT AVERAGES OF TRANSFER STUDENTS WITH LOW ACADEMIC RECORDS

COEFFICIENTS OF CORRELATION BETWEEN VARIOUS PRE-TRANSFER CRITERIA AND GRADE POINT AVERAGES MADE DURING THE FIRST YEAR AT KANSAS STATE TEACHERS COLLEGE BY TRANSFER STUDENTS WITH LOW ACADEMIC RECORDS

Pre-transfer criteria	Coefficient of correlation	Probable error of the coefficient
Age at the time of transfer	.26	.07
Number of semester hours of credit transferred	.08	.08
Percentile rating on the entrance examinations	.38	.07
Grade point average of the work transferred	.12	.08

NOTE: This table should be read as follows: The coefficient of correlation between the grade point averages made by transfer students with low academic records during their first year at Kansas State Teachers College and their ages at the time of transfer was found to be .26; the probable error of the coefficient is .07.

TABLE IX

**COEFFICIENTS OF CORRELATION BETWEEN VARIOUS POST-TRANSFER
CRITERIA AND THE TRANSFERRED GRADE POINT AVERAGES OF
TRANSFER STUDENTS WITH LOW ACADEMIC RECORDS**

Post-transfer criteria	Coefficient of correlation	Probable error of the coefficient
Percentile rating on the entrance examinations	-.04	.08
Grade point average of first semester's work at Kansas State Teachers College	.06	.08
Grade point average of second semester's work at Kansas State Teachers College	.15	.08
Grade point average of all work done at Kansas State Teachers College	.12	.08
Cumulative grade point average after completing a year of work at Kansas State Teachers College	.43	.07

NOTE: This table should be read as follows: The coefficient of correlation between the transferred grade point averages of transfer students with low academic records and their percentile ratings on the entrance examinations was found to be $-.04$; the probable error of the coefficient is $.07$.

percentile ratings on entrance examinations. This seems to indicate that the transferred grade point average of a student with a low academic record has no relationship to his scholastic abilities.

III. OTHER COMPARISONS

The mean number of hours transferred by students with low academic records are listed in Table X. A comparison of Table X with Table V does not show any significant relationships between the number of hours transferred and the grades achieved at Kansas State Teachers College, except that female transfer students with low academic records tend to transfer less than the average number of hours and receive the lowest average grades at Kansas State Teachers College. Table XI, which lists mean ages of transfer students, shows that female transfer students also tend to be younger than the average male transfer student. There are no significant variations in the ages of any of the other groups.

Means of percentile ratings made on entrance examinations by transfer students with low academic records are given in Table XII. It is interesting to note that junior college transfer students and female transfer students tend to rank about one decile below the average rating made by the total population. It is also interesting to note that despite the wide range of the percentile scores, the standard

TABLE X

MEANS, STANDARD DEVIATIONS, AND RANGES OF HOURS TRANSFERRED
BY TRANSFER STUDENTS WITH LOW ACADEMIC RECORDS

Groupings	Number	Range	Mean	Standard deviation
By type of college:				
Large four-year college	51	3 - 99	35.35	22.94
Small four-year college	4	6 - 32	17.50	13.64
Junior college	15	14 - 79	41.00	20.79
By college classification:				
Freshman	24	3 - 24	15.08	7.08
Sophomore	29	25 - 53	34.13	10.39
Junior	16	57 - 83	64.80	10.06
Senior	1	99	99.00	.00
By marital status:				
Married	4	6 - 54	19.75	26.44
Single	66	3 - 99	36.50	21.88
By Kansas residency:				
Resident	62	3 - 99	34.41	21.68
Non-resident	8	11 - 83	44.25	26.90
By sex:				
Male	60	3 - 99	37.08	22.89
Female	10	9 - 60	26.30	15.29
Total	70	3 - 99	35.54	22.12

NOTE: This table should be read as follows: The number of semester hours of credit transferred by fifty-one students from large four-year colleges ranged from 3 hours to 99 hours; the mean number of hours transferred was 35.35 hours and the standard deviation was 22.94.

TABLE XI

AGE MEANS, STANDARD DEVIATIONS, AND RANGES OF TRANSFER STUDENTS WITH LOW ACADEMIC RECORDS

Groupings	Number	Range	Mean	Standard deviation
By type of college:				
Large four-year college	51	18 - 29	20.52	2.36
Small four-year college	4	19 - 26	21.50	3.83
Junior college	15	18 - 24	20.26	1.81
By college classification:				
Freshman	24	18 - 29	20.41	2.93
Sophomore	29	18 - 24	20.03	1.57
Junior	16	19 - 26	21.31	2.06
Senior	1	25	25.00	0.00
By marital status:				
Married	4	22 - 29	25.00	3.40
Single	66	18 - 26	20.25	1.95
By Kansas residency:				
Resident	62	18 - 29	20.48	2.36
Non-resident	8	19 - 23	20.87	1.66
By sex:				
Male	60	18 - 29	20.80	2.33
Female	10	18 - 21	18.90	0.92
Total	70	18 - 29	20.52	2.28

NOTE: This table should be read as follows: Fifty-one transfer students from large four-year colleges had an age range of 18 years to 29 years; the mean age was 20.52 years and the standard deviation was 2.36.

TABLE XII

MEANS, STANDARD DEVIATIONS, AND RANGES OF THE PERCENTILE RATINGS MADE ON THE ENTRANCE EXAMINATIONS BY TRANSFER STUDENTS WITH LOW ACADEMIC RECORDS

Groupings	Number	Range	Mean	Standard deviation
By type of college:				
Large four-year college	51	4 - 92	56.72	24.65
Small four-year college	4	28 - 93	63.50	39.15
Junior college	15	2 - 93	37.06	29.03
By college classification:				
Freshman	24	14 - 93	54.45	26.65
Sophomore	29	2 - 93	52.17	30.25
Junior	16	4 - 82	53.62	23.78
Senior	1	25	25.00	.00
By marital status:				
Married	4	4 - 92	51.00	54.96
Single	66	2 - 93	53.01	25.74
By Kansas residency:				
Resident	62	2 - 93	52.83	27.23
Non-resident	8	14 - 86	53.37	27.70
By sex:				
Male	60	2 - 93	54.91	27.13
Female	10	12 - 86	40.80	24.33
Total	70	2 - 93	52.90	26.90

NOTE: This table should be read as follows: The fifty-one transfer students from large four-year colleges made percentile ratings on the entrance examinations that ranged from the fourth percentile to the ninety-second percentile; the mean percentile rating was 56.72 and the standard deviation was 24.65.

deviations are comparatively small; an indication that most of the students ranked fairly close to the total mean percentile (52.9).

I. LIMITS OF STUDY

Transfer students will face academic problems present a unique problem to colleges. Should these students be accepted or rejected? Since they have been poor achievers in the past, will they continue to do poor academic work in the future? This study was undertaken with questions such as these in mind. An attempt was made to determine the extent of academic success achieved by transfer students at State College by transfer students with the academic record in the college used for the study.

It is pointed out in the study that the academic success of individual students is not a simple matter. It is pointed out that the academic success of individual students is not a simple matter. It is pointed out that the academic success of individual students is not a simple matter. It is pointed out that the academic success of individual students is not a simple matter.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. GENERAL SUMMARY

Transfer students with low academic records present a unique problem to college admissions personnel. Upon what basis should these students be accepted or rejected? Since they have been poor achievers in the past, will they continue to do poor academic work in the future? This study was undertaken with questions such as these in mind. An attempt was made to determine the amount of academic success achieved at Kansas State Teachers College by transfer students with low academic records in order to evaluate the policy used in admitting them.

Many studies have been done on transfer students and students on probation, as well as on the prediction of academic success. These studies indicate that transfer students, on the whole, achieve satisfactory academic success and students on probation perform better than they did previously. It is pointed out, however, that in the prediction of academic success, one needs to take many unmeasurable aspects of individual personality into consideration.

Transfer students with low academic records who entered Kansas State Teachers College during the fall semester of 1958-59 were selected for this study. Of the ninety-two students in this category, seventy-six, or eighty-three per cent, of them remained at Kansas State Teachers College for two consecutive semesters. Individual record cards were used to collect various pre-transfer and post-transfer data on these students. These data were then grouped in various combinations in order to make comparison tables and coefficients of correlation. In all, nine correlations computed and ten comparison tables were presented.

Pre-transfer and post-transfer comparisons indicated that eighty nine per cent of the transfer students with low academic records increased their cumulative grade point averages after entering Kansas State Teachers College. The total mean increase, however, was not large. Thus, the over all academic standing of these students was not greatly changed after they had completed a year of work at Kansas State Teachers College.

Correlations and comparisons of pre-transfer criteria with post-transfer academic achievement offered relatively little reliable information which could be used to predict academic success. Likewise, group comparisons by sex, marital status, Kansas residency or non-residency, college classification, and type of college transferred from, offered

relatively few significant variations from the means of the total population. This indicates that transfer students with low academic records tend to perform in a certain general way regardless of their pre-transfer background characteristics.

II. CONCLUSIONS

The majority, eighty-three per cent, of the transfer students with low academic records who entered Kansas State Teachers College during the fall semester of 1958-59 remained at the college for at least two consecutive semesters, but they did not achieve a substantially higher degree of academic success at Kansas State Teachers College than they did at their former institutions. Although the tendency was for these students to increase their cumulative grade point averages after completing a year of work at Kansas State Teachers College, the mean increase of .38 of a grade point still left sixty-nine per cent of them with a cumulative grade point average of less than 2.0.

On the whole, there were no significant variations between the pre-transfer and post-transfer characteristics and achievements of the total population and any of the smaller individual groups.

It is not possible to reliably predict the post-transfer academic success of transfer students with low academic records from any of the following pre-transfer

criteria: (1) age at the time of transfer, (2) number of semester hours of credit transferred, (3) percentile ratings on entrance examinations, or (4) transferred grade point average.

III. RECOMMENDATIONS

Since the results of this study indicate that the majority of the transfer students with low academic records who enter Kansas State Teachers College remain for at least two consecutive semesters and, also, tend to improve their academic records; no changes will be proposed for the policy used in admitting them. It is felt, however, that since academic predictors are not available for students of this type, each one should be required to meet with a qualified counselor prior to his admission to discuss the possibilities of eventual success or repeated failure.

This study could be enhanced and enriched by the addition of future yearly studies such as this one. If this were done for a number of years, eventually the sample population would be large enough to allow reliable comparisons of all sub-groups.

In addition, data should be gathered on these students until they graduate or leave school in order to determine the percentage of them who remain at the college until graduation.

IV. TOPICS FOR FURTHER STUDY

Another analysis that might provide some beneficial insights towards the establishment of a sound admissions policy for transfer students with low academic records, would be the comparison of high school rank in class with the grade point average achieved after transferring.

In the years prior to the fall semester of 1958-59, transfer students with low academic records were admitted to Kansas State Teachers College without being placed on probation. Those transfer students with low academic records who were admitted to the college for the fall semester of 1958-59 were admitted on academic probation and notified of their probationary status. It would be of interest to compare the post-transfer grade point averages of these two groups. Such a study would tend to show the beneficial or the detrimental effects of being placed on probation.

Another study might possibly be conducted concerning those transfer students with low academic records who enter Kansas State Teachers College but who do not remain at the college for at least two consecutive semesters. Such a study could prove helpful in the establishment of a policy whereby these students were not allowed to enter.

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APPENDIX

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These items (1) through (100) have been listed as they pertained to the students of the class of 1911-1912 at L.S.U., Iberia, on September 11, 1913.

APPENDIX A

INDIVIDUAL RECORD CARD

NAME _____ SEX _____ Card No. _____

1. AGE _____ 2. MARITAL STATUS _____ 3. HOURS TRANSFERRED _____

4. COLLEGE CLASSIFICATION _____ 5. KANSAS RESIDENT? _____

6. TYPE OF COLLEGE LAST ATTENDED _____

7. GRADE POINT AVERAGE OF WORK TRANSFERRED _____

8. PERCENTILE RATING ON ENTRANCE EXAMINATIONS _____

9. GRADE POINT AVERAGE OF FIRST SEMESTER'S WORK AT K.S.T.C. _____

10. GRADE POINT AVERAGE OF SECOND SEMESTER'S WORK AT K.S.T.C. _____

11. CUMULATIVE GRADE POINT AVERAGE OF BOTH SEMESTER'S WORK AT K.S.T.C. _____

12. CUMULATIVE GRADE POINT AVERAGE OF ALL COLLEGE WORK TAKEN TO DATE . _____

Note: Items (1) through (7) have been listed as they pertained to the student at the time of his enrollment at K.S.T.C., Emporia, on September 13, 1958.