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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

ATTRITION AT SELECTED STATE

COLLEGES IN OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

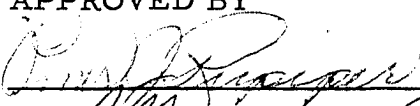
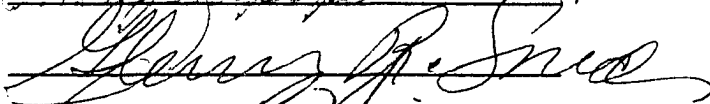
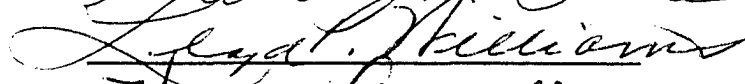
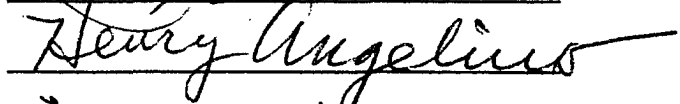
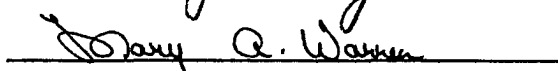
BILLIE EUGENE FISHER

Norman, Oklahoma

1961

ATTRITION AT SELECTED STATE
COLLEGES IN OKLAHOMA

APPROVED BY

DISSERTATION COMMITTEE

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ATTRITION AT SELECTED STATE COLLEGES IN OKLAHOMA

CHAPTER I

INTRODUCTION

To know only that a relatively high percentage of students drop out of college each year is to know very little about them. The specific characteristics of these students and the reasons for their discontinuance would lend important information to the colleges when dropouts and withdrawals do occur. Furthermore, as we can know the characteristics and reasons why students dropout or withdraw from college it might be possible for colleges to adjust their curricula to retain the students and help them or give them special consideration to develop their natural gifts, aptitudes, and interests. With the advancement of guidance techniques, and reliable measuring instruments, it seems that colleges are more adequately equipped to determine the educational potentialities of students.

Robert E. Iffert of the United States Office of Education, in his report of a recent nation wide study of retention and withdrawal of college students, states, that "About 60% of the students who enter

colleges eventually graduate"¹ Thus about 40 per cent who enter college as freshmen discontinue their education at some time short of graduation.

The reasons for, and extent of attrition, are closely related to the philosophy of an institution.

If the college feels that it should provide the best and most complete education for all students who enter (either by the student's choice or the college's selection), attrition will probably be minimal. Conversely, if the philosophy is to allow everyone to enter but, through grading practices let only a certain proportion graduate, attrition will be high. Actually most colleges' policies probably fall between these extremes.²

It appears obvious that some college students do not have the ability to complete the requirements for graduation. Shuman, in an article "College Dropouts: An Overview" states,

. . . it seems evident that a considerable number of those who drop out might, with proper pre-college guidance, discover that their abilities better qualify for some other pursuits. Had they made this discovery early enough they might have saved themselves a great deal of time and expense, and, more important than that, they might have spent a year happily succeeding at something for which they were fitted rather than firmly failing at a task for which they were ill-fitted.³

¹ Robert E. Iffert, Retention and Withdrawal of College Students, U. S. Dept. of Health, Education and Welfare Bulletin 1958, No. 1 (Washington: U. S. Government Printing Office, 1957), p. Highlights.

² Frederick G. Brown and Robert Callis, "Why College Freshmen Drop Out," The Journal of College Student Personnel, 1 (December, 1959), p. 11.

³ H. Baird Shuman, "College Dropouts: An Overview," Journal of Educational Sociology, XXIX (April, 1956), p. 348.

There are also, however, many scholastically able students who do not realize their educational goals. Mr. Iffert¹ indicated that 32 per cent of college dropouts came from the top one-fifth of the high school graduation class. Consequently, it is obvious that factors other than scholastic aptitude are associated with attrition.

Need for the Study

Sound principles of guidance indicate that a person is happier and more successful if he pursues that area of endeavor for which he has potential ability and proper background of experience. If there is strong indication that an individual will have difficulty succeeding in college then the school or college should provide the individual with vocational direction into the area for which he is best suited.

However, there are possibly factors which the college can control that are brought to bear upon the lives of potentially successful college students which are related to a discontinuance of their education. If so, then the institution should perhaps make changes which will retain a greater number of its students. If there was available a better understanding of the reasons why students discontinue their education much of the waste in time and money, on both the part of the student and the college could be decreased.

The majority of investigators in the field of college attrition

¹Iffert, loc. cit.

have focused their attention on one class for a four-year period. Thus the intent of this study is to focus attention upon students in all four undergraduate classes for a one-year period. The study is designed to describe those students who leave the three selected schools by investigating their characteristics, and their reasons for discontinuing.

Statement of Problem

What are the characteristics of those students who discontinue their education from three selected institutions of higher learning in Oklahoma, and what factors are most significantly associated with attrition? The description of these students will be based upon information found in their college records and their responses to items included in a questionnaire. The factors most significantly associated with attrition will be an expression of reasons given by the student for the discontinuance of his education.

Limitations

In the state of Oklahoma there are eleven state-supported institutions of higher learning under the jurisdiction of the Oklahoma State Regents for Higher Education. Two of these institutions are large universities which serve the educational needs of students in practically all areas of study. Six of the eleven institutions are state colleges primarily concerned with teacher training. One school enrolls only Negro students, one is exclusively for women, and the last of the

eleven is an agricultural school located in a somewhat isolated area of the state. Three institutions, The University of Oklahoma, Central State College, and East Central State College, were selected because of their geographical location. Thus the expense incurred in gathering data was a minimum.

The study was limited to regularly enrolled undergraduate students, and it was made for a period of one school year, the fall and spring semesters of 1959-60. It was designed to investigate the conditions of attrition for students in all four classes for this one year period. The study was further limited to those students whose permanent address was indicated in the official files as residing within the continental limits of the United States.

Definition of Terms

Words or phrases as used in this study to which a particular meaning has been attached are defined below.

Withdrawal. A student who did not complete the semester in which he was enrolled.

Dropout. A student who did complete the semester in which he was enrolled.

Veteran. One who has met his military obligation.

Freshman. A student who has earned fewer than 30 credits at the time he leaves school.

Sophomore. A student who has earned 30 or more but fewer

than 60 credits at the time he leaves school.

Junior. A student who has earned 60 or more but fewer than 90 credits at the time he leaves school.

Senior. A student who has earned 90 or more credits but has not completed requirements for any degree at the time he leaves school.

Procedure

For each of the three schools a complete list of withdrawals and dropouts was compiled. These names were separated by semester, sex, classification, and dropout or withdrawal and alphabetized within each category. Where the number within each group was very large, a proportional sample was taken; where the category contained a small number of subjects the entire group was used. This procedure was utilized in an attempt to decrease the chance of failing to include members of the population where representativeness was essential.

Three mailings of a questionnaire were sent to these students in the summer of 1960, from which responses were received from 67 per cent of the net sample. The findings were based upon responses to the questionnaire as well as official records on file at each of the colleges.

Overview of the Study

Chapter I presents a brief background of the problem of attrition and the need for a study in this area. The statement of the prob-

lem, limitations, and definition of terms are also included. The major findings of other studies are shown in Chapter II. Chapter III gives the design of the study in relation to sampling, construction of the questionnaire, and procedure and collection of data.

Chapter IV gives a description of the following characteristics of students who dropped out or withdrew from college: age, marital status, residence, employment, military status, automobile accessibility, future educational plans, grades, intelligence test scores, and achievement test scores. This chapter also describes the factors most closely associated with attrition. Chapter V contains conclusions and recommendations of the study. Copies of the questionnaire and letters of transmittal are shown in Appendix A, and frequency distribution tables are given in Appendix B.

CHAPTER II

RELATED LITERATURE

The review of the literature is described in relation to two areas: (1) characteristics of students who dropout and withdraw from college, and (2) reasons for attrition. The particular studies selected were chosen on the basis of four criteria: (1) that they pertained to college students, (2) that they described the characteristics of students who discontinued their education, (3) that they gave reasons for attrition, and (4) that they were conducted since 1950. Although a few studies did not meet all four criteria the greater majority did.

A report¹ was made in 1937 of dropouts in 25 universities of the United States. Members of the class beginning in the fall of 1931, totaling 15,535 students, were studied. Mortality at that time was found to be higher for men than women and ranged from a low of 26.9 per cent to a high of 62.5 per cent. The two most frequently given reasons were, dismissal for failure, and finances.

¹ John H. McNeely, College Student Mortality, U. S. Office of Education Bulletin 1937, No. 11 (Washington: U. S. Government Printing Office, 1938) pp. 104-105.

Hackler¹ made a study at the University of Southern California of the nature, extent and reasons for withdrawal of students who completed the spring semester of 1950, but failed to return the following fall. The four classes were studied as a group. There were 1,240 students who failed to return in the fall. Questionnaires were sent to all of these students and responses were received from 743 or 59.8 per cent. The reasons given for a discontinuance of their education, in order of frequency were: (1) graduated at the end of summer school, (2) changed educational plans, (3) entered military service, (4) finances, and (5) full time employment.

Faunce² made a study of within-term male dropouts at Michigan State College for the freshman and sophomore years only. Official records and responses from questionnaires were sent to all males who withdrew during the 1947-48 and 1948-49 school years. A failure to participate in campus organizations on a par with others was found to be characteristic of withdrawals. The requirements of academic discipline are of less concern to the withdrawer than are housing, health, personal matters, and finances. It was found that poor academic work

¹ Russell M. Hackler, "The Nature, Extent, and Reasons for Withdrawals and Their Implications for University Services to Student Personnel" (unpublished Doctor's dissertation, University of Southern California, 1952), p. 149.

² L. Dale Faunce, "A Study of Within-Term Male Drop-Outs at Michigan State College for the School Years 1947-49" (unpublished Doctor's dissertation, Michigan State College, 1952), p. 139.

was given as a reason for withdrawal only where no other reason was available. Also it was found that students who consider illness, finances, or employment as reasons for withdrawal function academically at the same level as students who give poor academic work as their reason.

Edwards¹ made a study of dropouts at Southern Illinois University. It was directed primarily toward an investigation and analysis of causes responsible for withdrawal. Of the students who registered as beginning freshmen in September, 1949, six hundred ninety-two students, or 64.2 per cent of the class, withdrew during the four year period following. Questionnaires were sent to all who withdrew, and 40.3 per cent of the group responded.

The major reasons given for withdrawal were: military service, finances, transfer to another institution, employment opportunity, marriage, lack of interest, and dissatisfaction with courses. Recommended changes in the school program were also given by the dropout students. Better guidance and counseling service, especially assistance in budgeting study time, was requested by many. A re-evaluation of instructional procedures was recommended by the author.

Corley² points out the characteristics of dropouts from the

¹Troy Walter Edwards, "Student Drop-out at Southern Illinois University" (unpublished Doctor's dissertation, Indiana University, 1954), p. 247.

²Clifford Lee Corley, "The Incidence of Certain Factors Relating to Drop-outs from the 1948-52 Class at the University of Missouri" (unpublished Doctor's dissertation, University of Missouri, 1954), pp. 25-31.

1948 freshman class at the University of Missouri. He found 45 per cent, not including transfers, had dropped out by the fall of 1952. All information was obtained from the official records of the school.

The following characteristics were noted: over 75 per cent had a less than average grade point record while in the University, 27.9 per cent were admitted from high school on probation, there were 38.2 per cent on academic probation sometime while in college, 18.3 per cent were required to withdraw due to academic deficiencies, but a number of potentially capable students also dropped out. Although women seemed to be a more select group scholastically, they withdrew earlier. Older students were less capable and withdrew in greater numbers, earlier, and students with less scholastic ability tended to dropout in greater numbers, earlier. Withdrawal was heavy during the first two years regardless of scholastic ability or academic achievement and in general the dropouts did not avail themselves of the educational service agencies provided.

Hanks¹ studied all of the full time beginning freshmen in the undergraduate colleges at the University of Arkansas for the school years 1950-51, 1951-52, and 1952-53. Of the 1,902 students 595 or 31.3 per cent, failed to enroll for the second year. All colleges of the

¹ Charles Jerold Hanks, "A Comparative Study of Factors Related to Retention and Withdrawal of Freshmen Students at the University of Arkansas" (unpublished Doctor's dissertation, University of Arkansas, 1954), p. 192.

University were found to be represented on approximately proportionate basis among dropouts.

The following characteristics of dropout students were reported. When compared to students who remained in school, the dropouts had less scholastic aptitude as measured by the American Council on Education Psychological Examination, they had less mastery of English as measured by the Co-operative English Examination, and they had a lower high school accumulative grade point average. The non-academic characteristics of dropouts were that, (a) they tended to live closer to the university or (b) they lived out of state. Among those students who dropped out there were more married than unmarried. There was also more dissatisfaction with the program offered at the University of Arkansas among dropouts than non-dropouts.

The grade point average in college for the dropout group was 1.17, but 69.2 per cent had less than a 2.00 grade average. Of this group 69 per cent reported that they were back in school or intended to return. The reasons given for the discontinuance of their education were: military service, finance, employment, marriage, low grades, lack of interest, personal and family difficulties, and wrong vocational objectives.

Smoke¹ made a comparative study of graduate and non-graduates

¹ E. Eileen Smoke, "A Comparison of Graduates and Non-Graduates of the Class of 1951 at Indiana University" (unpublished Doctor's dissertation, Indiana University, 1955), p. 169.

at the University of Indiana. A one-third sample of 635 was chosen from 1,905 students who enrolled in the lower division in the fall semester of 1947.

The following characteristics of dropout students were revealed: their fathers and mothers had less formal education, fewer students had membership in fraternities and sororities, and the first year of school was the most critical for dropouts. Of the 635 students studied, 57.2 per cent did not graduate. Reasons for withdrawal were not given in this study.

Goble¹ gave the following as the major objective of his study.

The major objective of this study was to compare the scholastic and personal characteristics of a group of students from the Miami University September, 1950 freshman class who withdrew prior to graduation with those of a group matched in age, sex, and ACE Psychological Examination scores who continued on to graduate in June, 1954.

A 15 per cent random sample of 977 freshmen yielded 23 useable interviews. Questionnaires were sent to the remaining 849 students with 197 or 23 per cent responses. From 496 graduates it was possible to match 163 students who had responded to the questionnaires or who had been interviewed.

The findings revealed lower college grades among dropouts and fewer students coming from the upper quarters of the high school

¹ Robert Irwin Goble, "A Study of the Student Drop-out Problem at Miami University" (unpublished Doctor's dissertation, University of Indiana, 1956), p. 220.

graduating class. Other findings included less participation in college activities, a less desirable relation with their advisors, and more frequent assignment to advisors who had too many advisees. The most frequently expressed reason for dropping out of school was military service for men and marriage for women.

A description of the characteristics of those persons at Indiana University who enrolled as freshmen students, but who withdrew prior to the completion of graduation requirements, was made by Koelsche.¹ The class who entered in September, 1948 was studied. The findings were based upon 180 (46 per cent) responses from a final sampling of 392 students from a total group of 835 who discontinued their education short of graduation. Of those who discontinued their education, 56.1 per cent were men and 43.9 per cent were women. The median age at enrollment was between 18 and 19, and 97.1 per cent were single when they first enrolled. The median achievement on the American Council on Education Psychological Examination was in the low middle quintile, and on the English Co-operative Examination the median was in the second quintile. The mean grade point average was 0.777, while 111 students had a grade point average below 1.00.

Of this group 22.2 per cent worked part time, the number of

¹ Charles L. Koelsche, "A Study of the Student Drop-out Problem at Indiana University," Journal of Educational Research, XXXIX (January, 1956), pp. 357-364.

hours ranged from a 1-10 hour category to more than 41 hours per week. During the semester 18.9 per cent of the dropouts withdrew, 81.1 per cent withdrew at the end of a regular semester. During or at the end of the freshmen year 57.8 per cent withdrew, sophomore year 24.9 per cent, junior year 15.6 per cent, and senior year 1.7 per cent. The most important reasons given for withdrawal were: military service, 26 per cent, financial 16.7 per cent, marriage 16.1 per cent, low grades 9.4 per cent, ill health 7.2 per cent, left to work 7.2 per cent.

In the study made by Iffert¹ samples were drawn from 1,600 eligible institutions by proportional amounts from defined areas of the nation. Some substitutions were made and finally full information was obtained from 147 institutions (83%) of 177 originally selected. The entering freshman class of 1950 (of more than one-half million students) was studied from which the sample just mentioned included approximately 13,700 students. The report was made during the 1953-54 school year to determine the status of this class as to transfer, drop-out or graduation.

By the end of the first year 27.4 per cent of the males and 27.0 per cent of the females in all types of institutions had withdrawn. Of the more than 4,000 respondents who discontinued their education 31.3 per cent said they would return, 1.9 per cent had returned, and 18.8

¹Iffert, loc. cit., pp. 1-7.

per cent were uncertain. "The data suggest that high school standing is the better indicator of probable graduation and the college placement-test standing is the better index of probable length of persistence in college."¹

The major reasons given by the men for the discontinuance of their education, in order of greatest frequency, were: military obligations, personal financial problems, and lack of interest in studies. The primary reasons expressed by women, ranked in order of greatest frequency, were: marriage, taking a full-time job, and personal financial problems.

Research was done at the University of Pittsburgh by Peterson.² Of 1,113 male students who entered as freshmen in 1955, three hundred seventy-six students had dropped out of school within two years after entrance. The findings were based upon information obtained from 77 per cent of this group. The major reasons given for their withdrawal were: academic failure 49 per cent, financial need 25 per cent, and transfer to other colleges 7 per cent.

Cope³ conducted a study of selected characteristics of dropouts

¹ Iffert, loc. cit., p. 97.

² Carl Alfred Peterson, "A Two-Year Study of Casual Factors in Male Student Drop-Outs at the University of Pittsburgh, 1955-57" (unpublished Doctor's dissertation, University of Pittsburgh, 1958), p. 178.

³ William Cope, Jr., "A Study of Selected Characteristics of the Drop-Outs at Dillard University" (unpublished Doctor's dissertation, Indiana University, 1958), p. 137.

at Dillard University in Louisiana. A total of 1,353 dropped out before graduation, of these students who enrolled from September, 1946 through September, 1956. From this group of dropouts 243 names were removed because they had entered the armed forces, transferred, or had returned to graduate. Of the 1,110 names left a 30 per cent random sample was taken, for which records were available for 302 persons. A validation of the information taken from the school records was made by interviewing 30 members of the group. The characteristics of these dropouts were: (1) there were one-half as many men as women, (2) 97 per cent were unmarried at the time of withdrawal, (3) two-thirds were Louisiana high school graduates, (4) one-third came from high schools enrolling from 500-999, (5) slightly more than one-third came from high schools enrolling over 1,000, (6) 50 per cent were under 18 when they first enrolled, 6 per cent were over 26, (7) one-third were in the second quintile or below of their high school graduation class, however, one-fifth were in the first quintile, (8) 80 per cent participated in some high school extra curricular activities, (9) one-half did not go beyond the freshman year, and (10) almost 50 per cent were passing when they withdrew. Two fifths of the group gave no reason for leaving, about two-fifths left for academic reasons, and the other one-fifth gave finances, needed at home, and illness as reasons for withdrawal.

A study was made by Wooster and Stover¹ of students who en-

¹George F. Wooster and W. Wallace Stover, "Lost--Students," Educational Research Bulletin, XXXVII (April, 1958), pp. 85-90.

tered the College of Education, Ohio State University, in the fall of 1952. These students were followed through the summer quarter of 1956. Excluding those who had graduated or had been dismissed because of low grades, there were 181 students (102 freshmen, 44 sophomores, 24 juniors, 11 seniors), who dropped out of school in this four year period. Letters were sent to all such students and after several mailings return post cards were received from 99 or 55 per cent of the group. Although the percentage of returns was less than desirable the findings appear to agree with other studies.

The reasons given for their withdrawal were: (1) marriage 35 per cent, (2) transferred 17 per cent, (3) dissatisfied 13 per cent, (4) personal reasons 10 per cent, (5) military service 9 per cent, (6) financial 8 per cent, (7) work 5 per cent, (8) others 2 per cent. Each group was considered with respect to the background of the students. No significant relations were found, except, that those who left to enter military service had low academic ratings. Providing professionally trained counselors for full counseling interviews with students was suggested as a partial solution of the dropout problem.

Patton¹ reported the results of his study made at Louisiana State University in which the characteristics associated with dropping

¹Ben Keaton Patton, "A Study of Drop-Outs from the Junior Division of Louisiana State University, 1953-55" (unpublished Doctor's dissertation, Louisiana State University, 1958), p. 157.

out of college were obtained. The study ". . . was made of all new students from the entire population of dropouts and non-dropouts from the Junior Division of Louisiana State University for 1953-54 and 1954-55."¹ All information was obtained from the official records of the University for these 3,995 students. The principal problem was to determine whether 21 selected factors were significantly related to dropping out of college.

Residence, veteran status, transfer status, high school accreditation, high school enrollment, and proposed area of study were not found to be significantly associated with dropping out of college. However, the following characteristics were significantly related. More older students dropped out than younger ones, more married students dropped out than single students, and a greater number of men than women withdrew. Students whose fathers were in occupations of the lower socio-economic status dropped out more than those whose fathers were employed in occupations of the higher socio-economic status. Low grades for the first term and specifically low grades in English and mathematics were significantly associated with withdrawal. Also associated with dropping out of college were: low scores on quantitative and linguistic sections of the American Council on Education Psychological Examination, low scores on the reading, mechanics of expression, and effectiveness of expression sections of

¹Ibid.

the Co-operative English Examination; low scores on the Co-operative Algebra Examination; and low scores on the arithmetic and chemistry sections of the General Chemistry Placement Examination.

Summary of Chapter II

The purpose of this chapter was to point out the major conclusions of others who have studied the problems associated with college attrition. The conclusions upon which there appears to be fairly general agreement are given below.

The characteristics of those who discontinued their education were:

1. A tendency to withdraw from participation in campus activities.
2. Grades lower than average at both the high school and college level.
3. More students discontinued the freshman and sophomore years than the junior and senior years.
4. More men discontinued than women.

The reasons most frequently given by those discontinuing their education were:

1. Lack of finances.
2. Entrance into military service (a reason given by men).
3. Marriage (especially among women).
4. Transfer to other institutions.
5. Entrance into full time employment.

6. Low grades.
7. Lack of interest (especially among men).

CHAPTER III

DESIGN OF THE STUDY

The Sampling Procedure

For each of the three schools a complete list of withdrawals and dropouts was compiled. These names were separated by semester, sex, classification, and dropout or withdrawal. They were alphabetized within each category and where the number within each group was very large, a proportional sample was taken. Where the category contained a small number of subjects the entire group was used. This procedure was utilized in an attempt to decrease the chance of failing to include members of the population where representativeness was essential.

At the University of Oklahoma all student enrollment information was punched on International Business Machine (hereafter abbreviated IBM) cards. Arrangements were made to obtain, through the use of IBM equipment and enrollment cards, a complete list of all dropout and withdrawal students for the 1959-60 school year. These 2,380 names were arranged alphabetically into the subgroups previously mentioned. Every fourth dropout and every third withdrawal was chosen,

beginning with the fourth dropout and the third withdrawal. Thus the sample for The University of Oklahoma contained 633 names. The letters sent to 59 students from this group were returned because of inadequate addresses, thus leaving a net sample of 574.

A similar procedure was followed at the other two institutions. The total population of dropouts and withdrawals at Central State College was 1,315 from which a sample of 603 was chosen. The letters sent to 60 students from this group were returned because of inadequate addresses and a net sample of 543 remained. The sample included every third dropout. Because of the relatively small number of withdrawals all such students were included in the sample.

There were 526 students in the total population of dropouts and withdrawals at East Central State College from which a sample of 238 was chosen. Again because of the small number of students in some categories the entire group was included in the sample. The sample included every third dropout, except for seniors, where all seniors and all names of the withdrawal students were retained. Addresses of 16 students were inadequate, thus leaving a net sample of 222. Tables 23-31, Appendix B show the number and percentage of students in each subgroup of the total population, net sample, and respondents.

Construction of the Questionnaire

The questionnaire, as shown in Appendix A, was used to obtain information which was not readily accessible or listed on the records at

the various institutions. It is assumed that if students who have discontinued their education will respond to a questionnaire, their responses will be valid. The questions involve two types of information non-personal descriptive facts, and reasons for attrition. Because of the possible nature of some expected reasons, care was taken to assure the student that all results would be held in strict confidence.

All experiences in the life of a student who discontinues his education might theoretically be related to his dropout or withdrawal. However, it is not possible to gather all such data. In constructing the questionnaire it was necessary to include items which would reveal the most information and at the same time include a small enough number of questions to insure an adequate return.

The particular items used were those which the review of the literature indicated most closely related to college mortality. The information sought pertained to the student's name, date of birth, residence, marital status at first enrollment and when leaving school, military status, father's military status, hours of employment per week, automobile accessibility, types of magazines read, transfer of schools, reasons for leaving school, intention of continuing education, and ways by which the student felt the school could have been of greater service.

Male students who had withdrawn from Central State College during the 1959-60 school year were interviewed by the dean of men at

the time of withdrawal. Among other things each of these men was asked his reasons for withdrawal.

The sign test for correlated data as given by Dixon and Massey¹ was used to test the significance of agreement in the reasons given by the students at time of withdrawal and reasons listed on the questionnaire. The sign test as used here consists of pairing the responses and assigning a plus sign for agreement and a minus sign for disagreement. The null hypothesis that the median of the difference of agreement and disagreement is zero was tested. With an N of 50, there was agreement between 33 pairs of responses and a disagreement between 17 pairs. This was statistically significant beyond the 0.05 level which indicated that agreement did exist and that the students were relatively consistent in their responses.

The names of 25 Central State College students and 25 University of Oklahoma students were chosen who had previously responded to the questionnaire and whose residence was within an accessible distance. These 50 students were interviewed and asked reasons for discontinuing their education. The sign test was again used to check the significance of agreement. There was agreement between 38 pairs and disagreement between 10 pairs of responses, and a partial agreement between reasons given by two students whose responses were

¹Wilfrid J. Dixon and Frank J. Massey, Jr., Introduction to Statistical Analysis, (New York: McGraw-Hill Book Company, 1957), p. 280.

therefore not included. The agreement of responses of the selected group of students was statistically significant beyond the 0.05 level. These statistical tests of agreement suggest that the instrument used for this study was adequate and valid for obtaining the required information.

Procedure and Collection of Data

The questionnaire and letter of transmittal, as shown in Appendix A, was sent to the sample of students from each of the three schools. A second and third letter of transmittal was sent with the same questionnaire to those who had not responded to the first. All three letters were sent at approximately three week intervals for each school during the summer of 1960.

Of the net sample 66, 67, and 68 per cent responded to the questionnaire from The University of Oklahoma, East Central State College, and Central State College, respectively. Because of the relatively low percentage of returns, the adequacy of the returns were tested by examining the difference in reasons given by students responding to the first, second, and third mailings of the questionnaires. The chi square test for independence indicated that the difference in types of responses were not found to be significant for the three groups of returns. Therefore, it was assumed that further returns from the non-respondents would not significantly alter the findings of this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The Extent of Attrition

The University of Oklahoma. Table 32, Appendix B, shows 8,018 students enrolled at The University of Oklahoma in the spring of 1959, of which 1,276 or 15.9 per cent did not enroll the succeeding fall. The greatest attrition was among freshmen with 25.1 per cent failing to return. The percentage of attrition among sophomores, juniors, and seniors was 18.7 per cent, 11.7 per cent, and 5.4 per cent, respectively. In every classification a greater percentage of women withdrew than men. For the total group, 23.5 per cent of the women who enrolled in the spring did not return in the fall, while only 12.8 per cent of the men did not return.

In the fall of 1959, there were 8,477 students enrolled. Of this number, 931 or 11.0 per cent did not enroll in the spring of 1960. The greatest attrition between these two semesters was among the freshman and sophomore groups, who had 13.6 per cent and 13.7 per cent withdrawing respectively. There were 10.9 per cent of the juniors who withdrew and 5.1 per cent of the seniors. A variation was

seen in the attrition of men and women for different classes, with more freshman and junior men withdrawing and more sophomore and senior women. For the total group there were 11.4 per cent of the men who discontinued and 10.2 per cent of the women.

The attrition at The University of Oklahoma was greater between the spring and succeeding fall semester (15.9 per cent) than between the fall and immediate spring semester (11.0 per cent). It was during this former transition that a consistently greater percentage of women withdrew than men.

Central State College. Of the 2,650 regularly enrolled undergraduate students, as shown in Table 33, Appendix B, for the spring of 1959, six hundred sixty-four, or 25.1 per cent, did not enroll the succeeding fall. The greatest attrition was among sophomores with 37.8 per cent failing to return. The percentage of attrition among freshmen, juniors, and seniors was 18.3 per cent, 25.7 per cent, and 20.1 per cent, respectively. For freshmen and seniors a greater percentage of men discontinued than women, while among sophomores and juniors a greater percentage of women than men discontinued. For the total group, 26.6 per cent of the women enrolled in the spring did not return in the fall, while 24.5 per cent of the men did not return.

In the fall of 1959 there were 3,128 students enrolled. Of this number, 500 or 16.0 per cent did not enroll in the spring of 1960. The percentage of attrition for freshmen, sophomores, juniors, and

seniors was 17.9, 16.3, 14.6, and 13.0 respectively. In every classification a greater percentage of men discontinued except for sophomores. For the total group there were 17.4 per cent of the men who discontinued and 12.4 per cent of the women.

The attrition at Central State College was greater between the spring and succeeding fall semester (25.1 per cent) than between the fall and immediate spring semester (16.0 per cent).

East Central State College. Of the 1,195 regularly enrolled undergraduate students, as shown in Table 34, Appendix B, for the spring of 1959, two hundred sixty-six, or 22.3 per cent, did not enroll the succeeding fall. The greatest attrition was among freshmen with 29.9 per cent failing to return. The percentage of attrition among sophomores, juniors, and seniors was 28.1 per cent, 18.9 per cent, and 6.5 per cent, respectively. There was a greater percentage of men than women among freshmen and seniors who did not return. There was greater attrition of women, for sophomores and seniors. For the total group, 23.6 per cent of the women enrolled in the spring, did not return in the fall, as against only 21.5 per cent of the men who did not return in the fall.

In the fall of 1959 there were 1,360 students enrolled. Of this number, 230 or 16.9 per cent did not enroll in the spring of 1960. The greatest attrition was among freshmen with 25.5 per cent failing to return. The percentage of attrition among sophomores, juniors, and

seniors was 17.0 per cent, 10.8 per cent, and 5.7 per cent respectively.

A variation is seen in the attrition of men and women from different classes. More freshman and junior men and more sophomore and senior women discontinued their education. For the total group there was 16.4 per cent of the men who discontinued and 17.9 per cent of the women. The attrition at East Central State College is greater between the spring and succeeding fall semester (22.3 per cent) than between fall and immediate spring semester (16.9 per cent).

Table 1 shows a summary of attrition for both semesters by school and sex. The percentage of men who discontinue is considerably higher for men at all three institutions than for women.

TABLE 1. -Frequency and percentage of attrition by school and sex for the 1959-60 school year

	Male		Female		Total	
	N	%	N	%	N	%
University of Oklahoma	1,397	63.3	810	36.7	2,207	100.0
Central State College	864	74.2	300	25.8	1,164	100.0
East Central State College	322	64.9	174	35.1	496	100.0

Description of Students Who
Dropped Out or Withdrew

Students who dropped out and withdrew are described in terms of ten selected characteristics: age, marital status, residence, em-

ployment, military status, automobile accessibility, future educational plans, grades, intelligence test scores, and achievement test scores. In an effort to present the findings in a comprehensible manner, the data for the three schools are reported under each of the ten selected characteristics.

Age. Tables 35-40, Appendix B, give the age distributions and median of students by sex, classification, and semester who dropped out and withdrew from college. None of the students responding to the questionnaire from any of the three schools were less than 17 years of age. Approximately 84 per cent, 65 per cent, and 68 per cent from The University of Oklahoma, Central State College, and East Central State College, respectively, were 22 years of age or less. The median ages for freshmen, sophomores, juniors, and seniors at the University of Oklahoma were 19, 20, 21, and 22, respectively. At Central State College the median ages by classification were 19, 20, 22, and 23.5, while at East Central State College they were 19, 20, 22, and 24 years of age. In all schools the freshmen and sophomores on the average were at the same age level whereas the juniors and seniors were relatively the same age at the State Colleges and approximately one year older than those at the University.

The approximate age by which a student should graduate from college if he entered immediately upon the completion of high school is 22 years of age. Therefore the relationship of age to the categories of

sex, classification, semester, and dropout or withdrawal are shown by comparing students 22 years of age and older with those 21 years of age and younger.

Table 2 shows the relation between age and each of the four categories of sex, semester, dropout or withdrawal, and classification. A statistically significant difference beyond the 0.01 level existed in age between the sexes at The University of Oklahoma with a chi square of 29.70. The table shows that there was a greater proportion of men 22 years of age and older than the proportion of men in the total group. Also there was a greater proportion of women 21 years of age and younger.

There were no statistically significant differences in age between first and second semester students. Between dropouts and withdrawals a statistically significant difference in age was found at the University of Oklahoma with a chi square of 8.29. By inspection it can be seen that a greater proportion of dropouts were 21 years of age or younger than the proportion in the total population, and a greater proportion of withdrawals were 22 years of age or older.

A statistically significant difference in age for classification of students who discontinued their education was found at all three selected schools. The table shows a greater proportion of freshmen 21 years of age or younger than in the total group at all schools. Also a greater proportion of seniors 22 years of age or older is shown than

the proportion in the total group.

TABLE 2. - Chi square between age and each of the categories of sex, semester, dropout or withdrawal, and classification by schools

	Univ. of Okla.			C. S. C.			E. C. S. C.		
	Age			Age			Age		
	21-	22+	Total	21-	22+	Total	21-	22+	Total
Male	166	71	237	157	111	268	61	29	90
Female	<u>127</u>	<u>8</u>	<u>135</u>	<u>52</u>	<u>28</u>	<u>80</u>	<u>31</u>	<u>18</u>	<u>49</u>
Total	293	79	372	209	139	348	92	47	139
Chi Square	29.70**			1.06			0.29		
First Semester	185	43	228	115	70	185	52	26	78
Second Semester	<u>108</u>	<u>36</u>	<u>144</u>	<u>94</u>	<u>69</u>	<u>163</u>	<u>40</u>	<u>21</u>	<u>61</u>
Total	293	79	372	209	139	348	92	47	139
Chi Square	1.99			0.73			0.66		
Dropout	246	55	301	140	93	233	66	30	96
Withdrawal	<u>47</u>	<u>24</u>	<u>71</u>	<u>69</u>	<u>46</u>	<u>115</u>	<u>26</u>	<u>17</u>	<u>43</u>
Total	293	79	372	209	139	348	92	47	139
Chi Square	8.29**			0.00			0.91		
Freshmen	143	20	163	92	21	113	59	10	69
Sophomores	91	23	114	77	33	110	18	10	28
Juniors	53	19	72	33	38	71	10	13	23
Seniors	<u>6</u>	<u>17</u>	<u>23</u>	<u>7</u>	<u>47</u>	<u>54</u>	<u>5</u>	<u>14</u>	<u>19</u>
Total	293	79	372	209	139	348	92	47	139
Chi Square	48.22**			81.40**			30.35**		

**Significant at the 0.01 level.

Marital status. Tables 41-46, Appendix B, give the marital status of students at first enrollment by sex, classification, and semester who dropped out and withdrew from college. Approximately 91 per cent of those who discontinued from the University of Oklahoma were single when they first enrolled in college and almost 32 per cent of this single group had married by the time they responded to the questionnaire. At the time of first enrollment 8.5 per cent of the students were married while 28.7 per cent were married at the time of response. Less than 1 per cent of the total group were separated, divorced or widowed at the time of first enrollment or when responding to the questionnaire.

Approximately 76 per cent of those who discontinued from Central State College were single when they first enrolled in college and 51 per cent of this single group had married by the time they responded to the questionnaire. At the time of first enrollment approximately 21 per cent of the students were married while 48 per cent were married at the time of response. Approximately 2 per cent of the total group were separated, divorced or widowed at the time of first enrollment or when responding to the questionnaire.

Approximately 77 per cent of those who discontinued from East Central State College were single when they first enrolled in college and 41 per cent of this single group had married by the time they responded to the questionnaire. At the time of first enrollment approximately 17

per cent of the students were married while 49 per cent were married at the time of response. Approximately 3 per cent of the total group were separated, divorced or widowed at the time of first enrollment or when responding to the questionnaire.

Table 3 shows the relation between marital status at first enrollment and each of the four categories of sex, semester, dropout or withdrawal, and classification. A statistically significant difference beyond the 0.05 level existed in marital status between sexes, with a chi square of 6.54, at the University of Oklahoma. The table indicates that there was a greater proportion of men who were married at first enrollment than the proportion of men in the total group. There was also a greater proportion of women who were not married than the proportion of women in the total group.

No statistically significant differences in marital status at first enrollment were found for semester or enrollment or for dropout or withdrawal. A statistically significant difference in marital status at first enrollment was found at the 0.01 level for classification of students at Central State College with a chi square of 20.36. The table shows a greater proportion of freshmen who were not married than those not married in the total group, and a greater proportion of seniors who were married than the proportion of married students in the total group.

TABLE 3. -Chi square between marital status at first enrollment and each of the categories of sex, semester, dropout or withdrawal, and classification by schools

	Univ. of Okla.			C. S. C.			E. C. S. C.		
	Married			Married			Married		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Male	27	212	239	59	226	285	17	82	99
Female	<u>5</u>	<u>132</u>	<u>137</u>	<u>17</u>	<u>69</u>	<u>86</u>	<u>9</u>	<u>41</u>	<u>50</u>
Total	32	344	376	76	295	371	26	123	149
Chi Square	6.54*			0.04			0.01		
First Semester	16	214	230	41	162	203	15	69	84
Second Semester	<u>16</u>	<u>130</u>	<u>146</u>	<u>35</u>	<u>133</u>	<u>168</u>	<u>11</u>	<u>54</u>	<u>65</u>
Total	32	344	376	76	295	371	26	123	149
Chi Square	1.84			0.02			0.02		
Dropout	25	278	303	46	205	251	15	89	104
Withdrawal	<u>7</u>	<u>66</u>	<u>73</u>	<u>30</u>	<u>90</u>	<u>120</u>	<u>11</u>	<u>34</u>	<u>45</u>
Total	32	344	376	76	295	371	26	123	149
Chi Square	0.14			2.44			1.55		
Freshmen	9	155	164	17	103	120	13	58	71
Sophomores	12	103	115	22	92	114	1	28	29
Juniors	8	65	73	13	67	80	6	20	26
Seniors	<u>3</u>	<u>21</u>	<u>24</u>	<u>24</u>	<u>33</u>	<u>57</u>	<u>6</u>	<u>17</u>	<u>23</u>
Total	32	344	376	76	295	371	26	123	149
Chi Square	3.51			20.36**			5.74		

*Significant at the 0.05 level.

**Significant at the 0.01 level.

In Table 4 marital status is considered in relation to students who changed marital status between the time they first enrolled in college and the time they responded to the questionnaire. At all three schools statistically significant differences beyond the 0.01 level existed between changed marital status and sex, with a chi square of 15.81 at the University of Oklahoma, 11.43 at Central State College, and 17.00 at East Central State College. By inspection of the table it can be seen that a greater proportion of men did not change marital status than the proportion of men in the total group at all three schools. Conversely, a greater proportion of women did change marital status than the proportion of women in the total group.

A statistically significant difference in changed marital status between semesters at the 0.05 level existed at the University of Oklahoma with a chi square of 5.99. Thus a greater proportion of students who discontinued first semester had changed marital status and a greater proportion of students who discontinued second semester had not changed marital status than the proportions in the total group.

A statistically significant difference in changed marital status between dropouts and withdrawals at the 0.05 level existed at Central State College with a chi square of 3.86. A greater proportion of dropouts changed marital status, and a greater proportion of withdrawals had not changed marital status than the proportions in the total group.

For the classification of students, statistically significant

TABLE 4. -Chi square between changed marital status and each of the categories of sex, semester, dropout or withdrawal, and classification by schools

	Univ. of Okla.			C. S. C.			Changed Status		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Male	56	183	239	61	224	285	22	77	99
Female	<u>59</u>	<u>78</u>	<u>137</u>	<u>34</u>	<u>52</u>	<u>86</u>	<u>28</u>	<u>22</u>	<u>50</u>
Total	115	261	376	95	276	371	50	99	149
Chi Square	15.81**			11.43**			17.00**		
First Semester	81	149	230	59	144	203	30	54	84
Second Semester	<u>34</u>	<u>112</u>	<u>146</u>	<u>36</u>	<u>132</u>	<u>168</u>	<u>20</u>	<u>45</u>	<u>65</u>
Total	115	261	376	95	276	371	50	99	149
Chi Square	5.99*			2.79			0.42		
Dropout	94	209	303	72	179	251	39	65	104
Withdrawal	<u>21</u>	<u>52</u>	<u>73</u>	<u>23</u>	<u>97</u>	<u>120</u>	<u>11</u>	<u>34</u>	<u>45</u>
Total	115	261	376	95	276	371	50	99	149
Chi Square	0.14			3.86*			2.40		
Freshmen	45	119	164	19	101	120	21	50	71
Sophomores	29	86	115	27	87	114	11	18	29
Juniors	31	42	73	37	43	80	11	15	26
Seniors	<u>10</u>	<u>14</u>	<u>24</u>	<u>12</u>	<u>45</u>	<u>57</u>	<u>7</u>	<u>16</u>	<u>23</u>
Total	115	261	376	95	276	371	50	99	149
Chi Square	8.60*			26.51**			1.76		

*Significant at the 0.05 level.

**Significant at the 0.01 level.

differences in the changed marital status did occur at the University of Oklahoma at the 0.05 level with a chi square of 8.60, and at Central State College at the 0.01 level with a chi square of 26.51. However, the differences were not altogether similar at the two institutions. At the University of Oklahoma a greater proportion of freshmen and sophomores had not changed marital status, and a greater proportion of juniors and seniors had changed marital status than the proportions in the total group. At Central State College a greater proportion of freshmen, sophomores, and seniors had not changed marital status, and a greater proportion of juniors had changed.

Residence of students. Tables 47-52, Appendix B, give the residence of students by sex, classification, and semester who dropped out or withdrew from college. Of the 376 students who responded from the University of Oklahoma 20.2 per cent resided in fraternity or sorority housing, 47.6 per cent lived in dormitories and 17.0 per cent lived in city housing. Of the 13.8 per cent which commuted 69.2 per cent came from Oklahoma City, 7.7 per cent from within Cleveland County and 23.1 per cent from without Cleveland County, excluding Oklahoma City.

Of the 371 students who responded from Central State College, 3.5 per cent resided in fraternity or sorority housing, 14.9 per cent lived in dormitories, and 15.3 per cent lived in city housing. Of the 63.9 per cent which commuted 70 per cent came from Oklahoma City,

19 per cent from within Oklahoma County excluding Oklahoma City, 8.5 per cent from without Oklahoma County, and 2.5 per cent did not indicate from where they commuted.

Of the 149 students who responded from East Central State College 23.5 per cent lived in dormitories and 42.3 per cent lived in city housing, and 3.3 per cent did not indicate residence. Of the 30.9 per cent which commuted, 23.9 per cent came from within Pontotoc County, and 73.9 per cent came from without the county and one student did not indicate from where he commuted.

In Table 5 residence is grouped into students commuting and not commuting. A statistically significant difference in commuting residence existed at the 0.01 level as to sex at the University of Oklahoma, with a chi square of 11.55. A greater proportion of men commuted, and a greater proportion of women did not commute than the proportion of commuters and non-commuters in the total group.

Between first and second semester, a statistically significant difference in commuting residence did exist at the 0.05 level at both the University of Oklahoma with a chi square of 5.73, and at Central State College with a chi square of 5.37. At both schools a greater proportion of students who discontinued first semester did not commute and a greater proportion of students who discontinued second semester did commute than the proportion in the total group.

Between dropouts and withdrawals, a statistically significant

TABLE 5.-Chi square between commuting residence and each of the categories of sex, semester, dropout or withdrawal, and classification by schools

	Univ. of Okla.			C. S. C.			E. C. S. C.		
	Commuting			Commuting			Commuting		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Male	44	195	239	196	89	285	34	65	99
Female	<u>8</u>	<u>129</u>	<u>137</u>	<u>41</u>	<u>45</u>	<u>86</u>	<u>12</u>	<u>38</u>	<u>50</u>
Total	52	324	376	237	134	371	46	103	149
Chi Square	11.55**			3.22			1.67		
First Semester	24	206	230	119	84	203	23	61	84
Second Semester	<u>28</u>	<u>118</u>	<u>146</u>	<u>118</u>	<u>50</u>	<u>168</u>	<u>23</u>	<u>42</u>	<u>65</u>
Total	52	324	376	237	134	371	46	103	149
Chi Square	5.73*			5.37*			1.10		
Dropout	37	266	303	149	102	251	32	72	104
Withdrawal	<u>15</u>	<u>58</u>	<u>73</u>	<u>88</u>	<u>32</u>	<u>120</u>	<u>14</u>	<u>31</u>	<u>45</u>
Total	52	324	376	237	134	371	46	103	149
Chi Square	3.43			6.86**			0.00		
Freshmen	24	140	164	83	37	120	24	47	71
Sophomores	11	104	115	77	37	114	5	24	29
Juniors	11	62	73	43	37	80	10	16	26
Seniors	<u>6</u>	<u>18</u>	<u>24</u>	<u>34</u>	<u>23</u>	<u>57</u>	<u>7</u>	<u>16</u>	<u>23</u>
Total	52	324	376	237	134	371	46	103	149
Chi Square	4.46			6.17			3.51		

*Significant at the 0.05 level.

**Significant at the 0.01 level.

difference in commuting residence did exist at the 0.01 level at Central State College with a chi square of 6.86. A greater proportion of dropouts did not commute and a greater proportion of withdrawals did commute than the proportion in the total group of students.

No statistically significant differences were found as to classification for commuters and non-commuters at any of the selected schools.

Student employment. Tables 53-58, Appendix B, give the employment of students by sex, classification, and semester who dropped out or withdrew from college. The returns show that 36.2 per cent of the students who discontinued their education from the University of Oklahoma were employed while in school. For Central State College 83.8 per cent were employed, and 57.7 per cent were employed from East Central State College.

In Table 6 employment is grouped into students who were employed and those who were not employed while in school. Statistically significant differences at the 0.01 level existed between sexes as to employment at the University of Oklahoma with a chi square of 17.12, and at Central State College with a chi square of 33.54. At both schools a greater proportion of men were employed, and a greater proportion of women were not employed, than the proportion in the total group.

* There were not statistically significant differences in semester discontinued as to employment. However, between dropout and

TABLE 6. -Chi square between employment and each of the categories of sex, semester, dropout or withdrawal, and classification by schools

	Univ. of Okla. Employment			C. S. C. Employment			E. C. S. C. Employment		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Male	105	134	239	222	63	285	56	43	99
Female	<u>31</u>	<u>106</u>	<u>137</u>	<u>39</u>	<u>47</u>	<u>86</u>	<u>30</u>	<u>20</u>	<u>50</u>
Total	136	240	376	261	110	371	86	63	149
Chi Square	17.12**			33.54**			0.16		
First Semester	77	153	230	144	59	203	50	34	84
Second Semester	<u>59</u>	<u>87</u>	<u>146</u>	<u>117</u>	<u>51</u>	<u>168</u>	<u>36</u>	<u>29</u>	<u>65</u>
Total	136	240	376	261	110	371	86	63	149
Chi Square	1.86			0.07			0.26		
Dropout	100	203	303	176	75	251	66	38	104
Withdrawal	<u>36</u>	<u>37</u>	<u>73</u>	<u>85</u>	<u>35</u>	<u>120</u>	<u>20</u>	<u>25</u>	<u>45</u>
Total	136	240	376	261	110	371	86	61	149
Chi Square	6.78**			0.02			4.65*		
Freshmen	46	118	164	80	40	120	40	31	71
Sophomores	42	73	115	86	28	114	17	12	29
Juniors	32	41	73	57	23	80	18	8	26
Seniors	<u>16</u>	<u>8</u>	<u>24</u>	<u>38</u>	<u>19</u>	<u>57</u>	<u>11</u>	<u>12</u>	<u>23</u>
Total	136	240	376	261	110	371	86	61	149
Chi Square	7.99*			2.64			2.39		

*Significant at the 0.05 level.

**Significant at the 0.01 level.

withdrawal statistically significant differences did exist at the 0.01 level at the University of Oklahoma with a chi square of 6.78 and at the 0.05 level at East Central State College with a chi square of 4.65. At the University of Oklahoma a greater proportion of dropouts were not employed, and withdrawals were employed, than the proportion of employed and unemployed in the total group. The opposite was true at East Central State College with a greater proportion of dropouts being employed and withdrawals not employed.

Statistically significant differences in classification as to employment was found at the 0.05 level at the University of Oklahoma with a chi square of 7.99. A greater proportion of freshmen were not employed than the proportion of unemployed in the total group. However, a greater proportion of seniors were employed.

Military status. Tables 59-61, Appendix B give the military status of students by sex, classification and semester who dropped out or withdrew from college. Of the 239 men from the University of Oklahoma who returned the questionnaire, 19.6 per cent indicated they were veterans. For Central State College 35.7 per cent of those responding indicated they were veterans. Of the 99 men responding from East Central State College 23.2 per cent were veterans.

Table 7 shows the relation between military status and each of the four categories of sex, semester, dropout or withdrawal, and classification. No women indicated they were veterans. Between first

TABLE 7.-Chi square between military status and each of the categories of sex, semester, dropout or withdrawal, and classification by schools

	Univ. of Okla. Veteran			C. S. C. Veteran			E. C. S. C. Veteran		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Male	47	192	239	75	210	285	23	76	99
Female	<u>0</u>	<u>137</u>	<u>137</u>	<u>0</u>	<u>86</u>	<u>86</u>	<u>0</u>	<u>50</u>	<u>50</u>
Total	47	329	376	75	296	371	23	126	149
Chi Square	30.79**			28.36**			13.73**		
First Semester	26	204	230	40	163	203	14	70	84
Second Semester	<u>21</u>	<u>125</u>	<u>146</u>	<u>35</u>	<u>133</u>	<u>168</u>	<u>9</u>	<u>56</u>	<u>65</u>
Total	47	329	376	75	296	371	23	126	149
Chi Square	0.744			0.07			0.22		
Dropout	30	273	303	48	203	251	16	88	104
Withdrawal	<u>17</u>	<u>56</u>	<u>73</u>	<u>27</u>	<u>93</u>	<u>120</u>	<u>7</u>	<u>38</u>	<u>45</u>
Total	47	329	376	75	296	371	23	126	149
Chi Square	9.64**			0.57			0.05		
Freshmen	14	150	164	11	109	120	6	65	71
Sophomores	13	102	115	21	93	114	6	23	29
Juniors	12	61	73	20	60	80	4	22	26
Seniors	<u>8</u>	<u>16</u>	<u>24</u>	<u>23</u>	<u>34</u>	<u>57</u>	<u>7</u>	<u>16</u>	<u>23</u>
Total	47	329	376	75	296	371	23	126	149
Chi Square	12.96**			24.84**			7.28		

**Significant at the 0.01 level.

and second semester there were no statistically significant differences as to military status.

Statistically significant differences between dropouts and withdrawals as to military status did exist at the 0.01 level at the University of Oklahoma with a chi square of 9.64. By inspection it may be seen that a greater proportion of dropouts were not veterans, and withdrawals were veterans, than the proportion of veterans and non-veterans in the total group.

Statistically significant differences in classification as to military status were found at the 0.01 level at both the University of Oklahoma with a chi square of 12.96, and Central State College with a chi square of 24.84. At each school a greater proportion of freshmen and sophomores were not veterans and a greater proportion of juniors and seniors were veterans than the proportion in the total group.

Automobile accessibility. Tables 62-64, Appendix B, give the automobile accessibility of students by sex, classification, and semester who dropped out or withdrew from college. For students from the University of Oklahoma, Central State College, and East Central State College, automobiles were accessible to 58.5 per cent, 80.6 per cent, and 72.5 per cent, respectively.

Table 8 gives the relation between automobile accessibility and each of the categories of sex, semester, dropout or withdrawal, and classification. A statistically significant difference existed be-

TABLE 8. - Chi square between automobile accessibility and each of the categories of sex, semester, dropout or withdrawal, and classification by schools

	Univ. of Okla. Automobile			C. S. C. Automobile			E. C. S. C. Automobile		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Male	174	65	239	247	38	285	82	17	99
Female	<u>47</u>	<u>90</u>	<u>137</u>	<u>52</u>	<u>34</u>	<u>86</u>	<u>26</u>	<u>24</u>	<u>50</u>
Total	221	155	376	299	72	371	108	41	149
Chi Square	53.25**			28.99**			15.83**		
First Semester	123	107	230	161	42	203	58	26	84
Second Semester	<u>98</u>	<u>48</u>	<u>146</u>	<u>138</u>	<u>30</u>	<u>168</u>	<u>50</u>	<u>15</u>	<u>65</u>
Total	221	155	376	299	72	371	108	41	149
Chi Square	6.86**			0.47			1.14		
Dropout	174	129	303	200	51	251	74	30	104
Withdrawal	<u>47</u>	<u>26</u>	<u>73</u>	<u>99</u>	<u>21</u>	<u>120</u>	<u>34</u>	<u>11</u>	<u>45</u>
Total	221	155	376	299	72	371	108	41	149
Chi Square	1.18			0.41			0.31		
Freshmen	83	81	164	98	22	120	52	19	71
Sophomores	65	50	115	91	23	114	20	9	29
Juniors	52	21	73	63	17	80	19	6	26
Seniors	<u>21</u>	<u>3</u>	<u>24</u>	<u>47</u>	<u>10</u>	<u>57</u>	<u>17</u>	<u>6</u>	<u>23</u>
Total	221	155	376	299	72	371	108	41	149
Chi Square	16.63**			0.42			0.22		

**Significant at the 0.01 level.

tween the sexes as to automobile accessibility at the 0.01 level at all three schools with a chi square of 53.25 at the University of Oklahoma, 28.99 at Central State College, and 15.83 at East Central State College. In each case a greater proportion of men had access to an automobile than the proportion of those to which an automobile was accessible in the total group. Also in each school a greater proportion of women did not have access to an automobile.

Between semesters a statistically significant difference was found as to automobile accessibility at the 0.01 level for the University of Oklahoma with a chi square of 6.86. A greater proportion of students who discontinued first semester did not have access to an automobile, and a greater proportion of those who discontinued second semester did have access to an automobile than the proportion in the total group.

Statistically significant differences did not occur between drop-outs and withdrawals. As to classification for automobile accessibility there were statistically significant differences found at the 0.01 level at the University of Oklahoma with a chi square of 16.63. The proportion of freshmen who did not have access to an automobile was greater than the proportion of students not having access to an automobile in the total population. A greater proportion of juniors and seniors did have access to an automobile.

Future educational plans. Tables 65-67, Appendix B, give the future educational plans of students by sex, classification, and

semester who dropped out or withdrew from college. The future educational plans of 168 (44.7 per cent) of the respondents from the University of Oklahoma were activated when they transferred to other institutions. Of the 208 who did not transfer 174 (83.8 per cent) intend to continue their education, 11 (4.7 per cent) were undecided, and only 24 (11.5 per cent) definitely stated that they did not intend to return to school.

At Central State College 94 (25.3 per cent) of the respondents transferred to other institutions. Of the 277 who did not transfer 245 (88.4 per cent) intend to continue their education 17 (6.3 per cent) do not intend to continue, and 15 (5.3 per cent) were undecided.

At East Central State College 35 (23.5 per cent) of the respondents transferred to other institutions. Of the 114 who did not transfer 95 (83.3 per cent) intend to continue their education, 6 (5.3 per cent) do not intend to continue, and 6 (5.3 per cent) were undecided.

Grades. Tables 68-73, Appendix B, give the grade average distribution of students by sex, classification, and semester who dropped out and withdrew from college. Table 9 gives the frequency distribution by sex of grade averages of those who dropped out or withdrew at the University of Oklahoma. Forty-four and nine tenths per cent of the group had a grade average of 2.00 or higher. Average grades for 45.2 per cent of the men and 45.5 per cent of the women were within the "C" interval. Grades for 35.7 per cent of the women and 14.8 per

cent of the men were in the "A" and "B" intervals. In general more women had high grades and fewer women had low grades than men.

TABLE 9. -Frequency distribution by sex of grade averages of respondents from The University of Oklahoma

	Male		Female		Total	
	N	%	N	%	N	%
"A" (3.50 - 4.00)	4	1.8	3	2.2	7	1.8
"B" (2.50 - 3.49) —	31	13.0	46	33.5	77	20.5
"C" (1.50 - 2.49)	108	45.2	62	45.5	170	45.2
"D" (0.50 - 1.49)	49	20.4	21	15.3	70	18.6
"F" (0.00 - 0.49)	23	9.6	2	1.4	25	6.7
"W" (Majority of grades "W")	13	5.4	2	1.4	15	4.0
Grade Not Available	<u>11</u>	<u>4.6</u>	<u>1</u>	<u>0.7</u>	<u>12</u>	<u>3.2</u>
Total	239	100.0	137	100.0	376	100.0

Table 10 gives the frequency distribution of grade averages of those who dropped out or withdrew at Central State College as to sex. Forty-seven per cent of the group had a grade average of 2.00 or higher. Average grades for 50.5 per cent of the men and 33.7 per cent of the women were within the "C" interval. Grades for 47.6 per cent of the women and 17.2 per cent of the men were in the "A" and "B" intervals. In general more women had high grades and fewer women had low grades than men.

Table 11 gives the frequency distribution of grade averages of

TABLE 10.-Frequency distribution by sex of grade averages of respondents from Central State College

	Male		Female		Total	
	N	%	N	%	N	%
"A" (3.50 - 4.00)	5	1.8	5	5.8	10	2.7
"B" (2.50 - 3.49)	44	15.4	36	41.8	80	21.6
"C" (1.50 - 2.49)	144	50.4	29	33.7	173	46.6
"D" (0.50 - 1.49)	61	21.4	6	7.0	67	18.0
"F" (0.00 - 0.49)	6	2.1	1	1.2	7	1.9
"W" (Majority of grades "W")	15	5.3	1	1.2	16	4.3
Grade Not Available	<u>10</u>	<u>3.5</u>	<u>8</u>	<u>9.3</u>	<u>18</u>	<u>4.9</u>
Total	285	100.0	86	100.0	371	100.0

TABLE 11.-Frequency distribution by sex of grade averages of respondents from East Central State College

	Male		Female		Total	
	N	%	N	%	N	%
"A" (3.50 - 4.00)	0	0.0	1	2.0	1	0.7
"B" (2.50 - 3.49)	13	13.1	20	40.0	33	22.1
"C" (1.50 - 2.49)	50	50.5	19	38.0	69	46.3
"D" (0.50 - 1.49)	22	22.2	5	10.0	27	18.1
"F" (0.00 - 0.49)	4	4.1	0	0.0	4	2.7
"W" (Majority of grades "W")	1	1.0	1	2.0	2	1.4
Grade Not Available	<u>9</u>	<u>9.1</u>	<u>4</u>	<u>8.0</u>	<u>13</u>	<u>8.7</u>
Total	99	100.0	50	100.0	149	100.0

those who dropped out or withdrew at East Central State College as to sex. Thirty-four and nine tenths per cent of the group had a grade average of 2.00 or higher. Average grades for 50.5 per cent of the men and 38.0 per cent of the women were within the "C" interval. Grades for 42.0 per cent of the women and 13.1 per cent of the men were in the "A" and "B" intervals. In general more women had high grades and fewer women had low grades than men.

Scholastic aptitude test scores. Test scores were not available for all students. Scholastic aptitude test scores were on file for 276 (73%) students for the University of Oklahoma, 153 (41%) students for Central State College, and 105 (70%) students for East Central State College. Tables 74-76, Appendix B, give the scholastic aptitude test scores of these students by sex, classification, and semester who dropped out and withdrew from college.

For the reference group upon which a test is standardized there is, by definition, 25 per cent of the scores in each quarter. Table 12 gives the quartile distribution of scholastic aptitude test scores for students at the University of Oklahoma on the Ohio State Psychological Examination by sex. The scores grouped here (as well as at the other two schools) are based upon college freshman norms. There is a statistically significant difference in the scholastic aptitude of these students beyond the 0.05 level of significance for the total group, and beyond the 0.01 level of significance for women. Thus the scholastic

aptitude of women who dropped out or withdrew was significantly lower than the women in the reference group.

TABLE 12. -Quartile distribution of scholastic aptitude test scores and chi square by sex on the Ohio State Psychological Examination of respondents at The University of Oklahoma

	Male		Female		Total	
	N	%	N	%	N	%
Fourth Quarter (76 - 99 percentile)	27	16.1	13	12.1	40	14.5
Third Quarter (51 - 75 percentile)	39	23.2	20	18.5	59	21.3
Second Quarter (26 - 50 percentile)	54	32.1	37	34.2	91	33.1
First Quarter (0 - 25 percentile)	48	26.6	38	35.2	86	31.2
Total	168	100.0	108	100.0	276	100.0
Chi Square	5.39		16.25**		8.71*	

*Significant at the 0.05 level.

**Significant at the 0.01 level.

Table 13 gives the quartile distribution of scholastic aptitude test scores of the American Council on Education Psychological Examination by sex for Central State College. There is a statistically significant difference in scholastic aptitude beyond the 0.05 level of significance for women. There are more extremely low scores and fewer extremely high scores than for women in the reference group.

Table 14 gives the quartile distribution of scholastic aptitude

TABLE 13.-Quartile distribution of scholastic aptitude test scores and chi square by sex on the American Council on Education Psychological Examination of the respondents at Central State College

	Male		Female		Total	
	N	%	N	%	N	%
Fourth Quarter (76 - 99 percentile)	22	18.6	5	14.3	27	17.6
Third Quarter (51 - 75 percentile)	27	22.9	10	28.6	37	24.2
Second Quarter (26 - 50 percentile)	29	24.6	8	22.8	37	24.2
First Quarter (0 - 25 percentile)	40	33.9	12	34.3	52	34.0
Total	118	100.0	35	100.0	153	100.0
Chi Square	5.02		8.69*		5.49	

*Significant at the 0.05 level.

TABLE 14.-Quartile distribution of scholastic aptitude test scores and chi square by sex on the American Council on Education Psychological Examination of the respondents at East Central State College

	Male		Female		Total	
	N	%	N	%	N	%
Fourth Quarter (76 - 99 percentile)	11	16.4	10	26.3	21	20.0
Third Quarter (51 - 75 percentile)	18	26.9	9	23.7	27	25.7
Second Quarter (26 - 50 percentile)	21	31.3	14	36.8	35	33.3
First Quarter (0 - 25 percentile)	17	25.4	5	13.2	22	21.0
Total	67	100.0	38	100.0	105	100.0
Chi Square	4.69		11.26*		4.42	

*Significant at the 0.05 level.

test scores on the American Council on Education Psychological Examination by sex for East Central State College. There is a statistically significant difference in scholastic aptitude beyond the 0.05 level of significance for women. At East Central State College there was a substantially greater number of women scoring in the second quarter and considerably fewer scoring in the first quarter than women in the reference group. However, there was an equal number of scores above and below the median of the reference group.

Achievement test scores. Achievement test scores were on file for 274 (73%) students for the University of Oklahoma, 152 (41%) students for Central State College, and 106 (71%) students for East Central State College. Tables 77-79, Appendix B, give the achievement test scores of these students by sex, classification, and semester who dropped out and withdrew from college.

Table 15 gives the quartile distribution of achievement test scores on the Iowa High School Content Examination by sex for the University of Oklahoma. The scores grouped here (and at the other two colleges) are based upon college freshman norms. There is a statistically significant difference in achievement for women, beyond the 0.01 level of significance. Thus the achievement scores for women were significantly lower than those made by the reference group.

Table 16 gives the quartile distribution of achievement test scores on the Iowa High School Content Examination by sex for Central

TABLE 15.-Quartile distribution of achievement test scores and chi square by sex on the Iowa High School Content Examination of respondents at The University of Oklahoma

	Male		Female		Total	
	N	%	N	%	N	%
Fourth Quarter (76 - 99 percentile)	37	22.6	15	13.5	52	19.0
Third Quarter (51 - 75 percentile)	45	27.7	20	18.1	65	23.7
Second Quarter (26 - 50 percentile)	35	21.5	29	26.2	64	23.4
First Quarter (0 - 25 percentile)	46	28.2	47	42.2	93	33.9
Total	163	100.0	111	100.0	274	100.0
Chi Square	1.42		14.20**		4.77	

**Significant at the 0.01 level.

TABLE 16.-Quartile distribution of achievement test scores and chi square by sex on the Iowa High School Content Examination of respondents at Central State College

	Male		Female		Total	
	N	%	N	%	N	%
Fourth Quarter (76 - 99 percentile)	15	12.8	4	11.4	19	12.5
Third Quarter (51 - 75 percentile)	25	21.4	10	28.6	35	23.0
Second Quarter (26 - 50 percentile)	49	41.9	9	25.7	58	38.2
First Quarter (0 - 25 percentile)	28	23.9	12	34.3	40	26.3
Total	117	100.0	35	100.0	152	100.0
Chi Square	17.85**		11.40**		12.31**	

**Significant at the 0.01 level.

State College. There is a statistically significant difference in achievement of men, women, and the total group, each beyond the 0.01 level of significance. Thus the students who dropped out or withdrew from Central State College had achievement test scores lower than the scores made by those in the reference group upon which the test was standardized.

Table 17 gives the quartile distribution of achievement test scores on the Iowa High School Content Examination by sex for East Central State College. There is a statistically significant difference in achievement of men, and of women. The difference for men is beyond the 0.01 level of significance and for women beyond the 0.05 level of significance. The achievement test scores for men who discontinued their education were significantly low. For women, a significantly large number of scores were neither high nor low.

Factors Associated with Attrition

Factors associated with attrition have been described in terms of reasons given by the student for the discontinuance of his education. These reasons were not placed in any pre-determined classification, but were recorded and then organized into groups. Several of them could have been included in various groups, however, they were placed in the group to which they seemed to be most closely related.

The eleven categories into which all reasons were grouped are: transferred to another institution, lacked finances, poor health, family

TABLE 17.-Quartile distribution of achievement test scores and chi square by sex on the Iowa High School Content Examination of respondents at East Central State College

	Male		Female		Total	
	N	%	N	%	N	%
Fourth Quarter (76 - 99 percentile)	3	4.4	4	10.8	7	6.6
Third Quarter (51 - 75 percentile)	20	29.0	15	40.6	35	33.0
Second Quarter (26 - 50 percentile)	19	27.5	13	35.1	32	30.2
First Quarter (0 - 25 percentile)	27	39.1	5	13.5	32	30.2
Total	69	100.0	37	100.0	106	100.0
Chi Square	18.25**		11.15**		6.08	

*Significant at the 0.05 level.

**Significant at the 0.01 level.

demands, entrance into military service, lack of scholastic progress, changed vocational plans (non-financial), changed residence, unable to arrange a suitable schedule, disliked school, and completed purpose for attendance. The last five categories of factors have been grouped together for the computation of chi square because of the small expected frequencies.¹

The percentage of students giving each of the reasons was compared between schools by the use of chi square. Although the dif-

¹ Allen L. Edwards, Statistical Methods for the Behavioral Sciences, (New York: Rinehart and Co., 1954), p. 384.

ferences among the schools were found to be significant at the 0.05 level, when each school was tested separately with each of the other schools, differences were not found to be significant.

Table 18 presents the number and percentage of reasons given within each of the eleven categories for the three schools. At the University of Oklahoma, the most frequently given reasons for dropping out or withdrawing were, transferred to another institution (40.2 per cent), lacked finances (21.1 per cent) and family demands (13.6 per cent). At Central State College the reasons most frequently given were, lacked finances (43.8 per cent), transferred to other institutions (21.4 per cent), and family demands (11.7 per cent). The same three reasons, lacked finances (32.3 per cent), family demands (18.9 per cent), and transferred to another institution (18.9 per cent) were most frequently given by students at East Central State College.

Sex. Table 19 shows that significant differences beyond the 0.01 level existed between the two sexes for the reasons given for discontinuing at all three schools. By inspection of the table it can be seen that at all three institutions the proportion of men giving the reasons; transferred to other institutions, lack of finances, entrance into military service, and lack of scholastic progress is significantly greater than the proportion of men in the total group. A significantly greater proportion of women at all three schools gave health and family demands than the proportion of women in the total group.

TABLE 18. -Frequency and percentage of reasons given for discontinuing by schools within each of eleven categories

	Univ. of Okla.		C. S. C.		E. C. S. C.	
	N	%	N	%	N	%
Transferred	168	40.2	93	21.4	34	18.9
Financial	88	21.1	190	43.8	58	32.2
Health	24	5.7	25	5.8	16	8.9
Family Demand	57	13.6	51	11.7	34	18.9
Military	23	5.5	32	7.4	14	7.8
Scholastic Progress	29	6.9	19	4.4	11	6.1
Employment and Voc. (non-financial)	13	3.1	4	0.9	3	1.7
Changed Residence	2	0.5	3	0.7	2	1.1
Scheduling	2	0.5	2	0.5	2	1.1
Disliked School	8	1.9	13	3.0	6	3.3
Completed Purpose for Attendance	<u>4</u>	<u>1.0</u>	<u>2</u>	<u>0.5</u>	<u>0</u>	<u>0.0</u>
Total Number of Reasons	418	100.0	434	100.0	180	100.0

Semester. Table 20 shows that significant differences beyond the 0.01 level existed between semesters for the reasons for discontinuing at the University of Oklahoma and Central State College. It can be seen from the table that the proportion of students discontinuing first semester at the University of Oklahoma for the reasons of transfer to other institutions, and entrance into military service is significantly greater than the proportion discontinuing first semester in the total

TABLE 19. -Chi square between sex and reasons for discontinuing by schools

	Univ. of Okla.			C. S. C.			E. C. S. C.		
	M	F	Total	M	F	Total	M	F	Total
Transferred	125	43	168	78	15	93	28	6	34
Financial	73	15	88	152	38	190	41	17	58
Health	12	12	24	14	11	25	4	12	16
Family Demands	18	39	57	17	34	51	7	27	34
Military	21	2	23	31	1	32	14	0	14
Scholastic Progress	21	8	29	17	2	19	11	0	11
Others	<u>15</u>	<u>14</u>	<u>29</u>	<u>15</u>	<u>9</u>	<u>24</u>	<u>9</u>	<u>4</u>	<u>13</u>
Total	285	133	318	324	110	434	114	66	180
Chi Square	60.82**			70.45**			54.18**		

**Significant at the 0.01 level.

group. A significantly greater proportion of students discontinuing second semester gave the reasons of health, and lack of scholastic progress.

At Central State College the proportion of students discontinuing first semester for the reasons of transfer to other institutions, and lack of scholastic progress is significantly greater than the proportion discontinuing first semester in the total group. A significantly greater proportion of students discontinuing second semester gave the reasons of health, family demands, and entrance into military service.

TABLE 20.-Chi square between semesters and reasons for discontinuing by schools

	Univ. of Okla.			C. S. C.			E. C. S. C.		
	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total
Transferred	122	46	168	68	25	93	25	9	34
Financial	48	40	88	99	91	190	36	22	58
Health	7	17	24	10	15	25	6	10	16
Family Demands	36	21	57	23	28	51	18	16	34
Military	19	4	23	12	20	32	8	6	14
Scholastic Progress	15	14	29	14	5	19	6	5	11
Others	<u>16</u>	<u>13</u>	<u>29</u>	<u>11</u>	<u>13</u>	<u>24</u>	<u>9</u>	<u>4</u>	<u>13</u>
Total	263	155	318	237	197	434	108	72	180
Chi Square	28.43**			24.44**			7.92		

**Significant at the 0.01 level.

Dropout or withdrawal. Table 21 shows that significant differences beyond the 0.01 level existed between dropouts and withdrawals for the reasons for discontinuing at all three institutions. By inspection of the table it can be seen that at all three institutions the proportion of students who dropped out for the reason of transfer to other institutions is significantly greater than the proportion of dropouts in the total group. A significantly greater proportion of students who withdrew at both the University of Oklahoma and Central State College gave the reason of health. At East Central State College a significantly greater proportion of withdrawals gave the reasons, lack of scholastic

progress, and the others category.

TABLE 21. -Chi square between dropout or withdrawal and reasons for discontinuing by schools

	Univ. of Okla.			C. S. C.			E. C. S. C.		
	D	W	Total	D	W	Total	D	W	Total
Transferred	155	13	168	83	10	93	30	4	34
Financial	61	26	88	126	64	190	42	16	58
Health	8	16	24	11	14	25	10	6	16
Family Demands	41	16	57	31	20	51	23	11	34
Military	18	5	23	23	9	32	9	5	14
Scholastic Progress	23	6	29	11	8	19	4	7	11
Other	<u>19</u>	<u>10</u>	<u>29</u>	<u>17</u>	<u>7</u>	<u>24</u>	<u>5</u>	<u>8</u>	<u>13</u>
Total	326	92	418	302	132	434	123	57	180
Chi Square	54.20**			28.64**			14.39**		

**Significant at the 0.01 level.

Classification. Table 22 shows that differences in classification for reasons for discontinuing were not found to be significant at any of the three schools.

TABLE 22. -Chi square between classification and reasons for discontinuing by schools

	Univ. of Okla.					C. S. C.					E. C. S. C.				
	Fr.	So.	Jr.	Sr.	T	Fr.	So.	Jr.	Sr.	T	Fr.	So.	Jr.	Sr.	T
Transferred	77	51	36	4	168	23	31	24	15	93	16	7	6	5	34
Financial	38	28	12	10	88	63	64	34	29	190	29	10	14	5	58
Health of Student	8	7	6	3	24	9	5	7	4	25	5	4	3	4	16
Family Demands	24	18	10	5	57	15	14	15	7	51	14	10	5	5	34
Military Service	15	4	3	1	23	10	9	8	5	32	8	3	0	3	14
Lack of Scholastic Progress	11	7	6	5	29	7	8	2	2	19	4	1	4	2	11
Others	<u>8</u>	<u>9</u>	<u>6</u>	<u>6</u>	<u>29</u>	<u>12</u>	<u>5</u>	<u>6</u>	<u>1</u>	<u>24</u>	<u>8</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>13</u>
Total	181	128	79	34	418	139	136	96	63	434	84	38	33	25	180
Chi Square	27.52					15.23					15.41				

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was designed to determine the characteristics of those students who discontinued their education from three selected institutions of higher learning in Oklahoma, and the factors most significantly associated with their attrition. The University of Oklahoma, Central State College, and East Central State College were the three institutions of higher learning selected for the study.

The study included the fall and spring semester of 1959-60. Consequently conditions were described for all classes as they existed concurrently rather than for one class over a four year period. The study was further limited to regularly enrolled, undergraduate students, whose permanent address as listed on official school files was within the continental limits of the United States.

Information was obtained from school records and responses to a questionnaire. The questionnaire was sent to a sample of students who had discontinued their education. Of the 4,221 students who discontinued their education at these three institutions, for the one year

period, a net sample of 1,339 names were drawn. After the third mailing of the questionnaire, responses were received from 67 per cent of this sample.

The sign test for correlated data was used to test the significance of agreement in the reasons given by the students at time of withdrawal by interview and reasons listed on the questionnaire. The sign test showed no significant difference in responses.

The conclusions were presented throughout the study under two headings: description of students who dropped out or withdrew, and factors associated with their attrition. Statistically significant differences were described in relation to sex, classification, semester and dropout or withdrawal.

At the University of Oklahoma the extent of attrition between the spring semester and the succeeding fall semester was 15.9 per cent. Between the fall and succeeding spring semester 11.0 per cent of the students dropped out or withdrew. At Central State College attrition was also greater between the spring and succeeding fall semester (25.1 per cent) than between the fall and immediate spring semester (16.0 per cent). The attrition at East Central State College was greater between the spring and succeeding fall semester (22.3 per cent) than between fall and immediate spring semester (16.9 per cent).

The data throughout the study have been presented in relation to ten selected characteristics of students who dropped out or with-

drew from three selected institutions, and the reasons given for the discontinuance of their education. In summary, things unique to each school are presented first, followed by things common to all institutions.

The University of Oklahoma

1. The median ages for freshmen, sophomores, juniors, and seniors were 19, 20, 21, and 22 years.
2. The proportion of students 21 years of age or younger was greater for women, for dropouts, and for freshmen, than the proportion of students of this age in the total group.
3. The proportion of students 22 years of age or older was greater for men, for withdrawals, and for seniors, than the proportion of students of this age in the total group.
4. The marital status changed for 32 per cent of the group between the time of first enrollment and response to the questionnaire.
5. The proportion of students married at first enrollment was greater for men, and the proportion unmarried greater for women, than the proportion of students married and unmarried in the total group.
6. The proportion of students who changed marital status between the time of first enrollment and response to the questionnaire was greater for women, for those who discontinued first semester, and for juniors and seniors, than the proportion of students who

changed marital status in the total group.

7. The proportion of students who did not change marital status between the time of first enrollment and response to the questionnaire was greater for men, those who discontinued second semester, and for freshmen and sophomores, than the proportion of such students in the total group.

8. The greater percentage (47.6) of students lived in dormitories.

9. The proportion of students commuting was greater for men, and for those who discontinued second semester, than for the proportion of students commuting in the total group.

10. The proportion of students not commuting was greater for women, and for those who discontinued first semester, than for the proportion of students not commuting in the total group.

11. There were 36.2 per cent of the students employed while in school.

12. The proportion of students employed was greater for men, and for those who withdrew, than for the proportion of those employed in the total group.

13. The proportion of students not employed was greater for women, and for those who dropped out, than for the proportion of those not employed in the total group.

14. There were no women who had military experience.

15. The proportion of students with military experience was

greater for withdrawals, juniors, and seniors, than for the proportion of those with military experience in the total group.

16. The proportion of students without military experience was greater for dropouts, freshmen, and sophomores, than for the proportion of those without military experience in the total group.

17. The proportion of students who had access to an automobile was greater for men, those who discontinued second semester, juniors, and seniors, than the proportion of those who had access to an automobile in the total group.

18. The proportion of students who did not have access to an automobile was greater for women, for those who discontinued first semester, and for freshmen, than for the proportion of those who did not have access to an automobile in the total group.

19. More women had high grades and fewer women had low grades than men.

20. Intelligence test scores were lower for women and for the total group than for the reference group upon which the test was standardized.

21. Achievement test scores were lower for women than for men.

22. The most frequently given reasons for attrition were: transferred to other institutions (40.2 per cent), lacked finances (21.1 per cent), and family demands (13.6 per cent).

23. A greater proportion of men gave the reasons of transferred to other institutions, lack of finances, entrance into military service,

and lack of scholastic progress, and a greater proportion of women gave health, and family demands, than the proportion for each sex in the total group.

24. A greater proportion of those discontinuing first semester gave the reasons of transferred to other institutions, and entrance into military service, and those discontinuing second semester gave the reasons of health and lack of scholastic progress, than the proportion discontinuing first semester in the total group.

25. A greater proportion of dropouts gave the reasons of transferred to other institutions, while a greater proportion of withdrawals gave the reason of health, than the proportion of dropouts and withdrawals in the total group.

Central State College

1. The median age for freshmen, sophomores, juniors, and seniors was 19, 20, 22, and 23.5 years.

2. The proportion of students 22 years of age and younger was greater for freshmen and sophomores, than for the proportion of students of this age in the total group.

3. The proportion of students 22 years of age or older was greater for juniors and seniors, than for the proportion of students of this age in the total group.

4. The marital status changed for 51 per cent of the group between the time of first enrollment and response to the questionnaire.

5. The proportion of students married at first enrollment was greater for seniors, and the proportion unmarried, greater for freshmen, than the proportion of students married and unmarried in the total group.

6. The proportion of students who changed marital status between the time of first enrollment and response to the questionnaire was greater for women, dropouts, and juniors, than the proportion of students who changed marital status in the total group.

7. The proportion of students who did not change marital status between the time of first enrollment and response to the questionnaire was greater for men, withdrawals, freshmen, and seniors, than the proportion of such students in the total group.

8. The greater percentage (63.9) of students commuted.

9. The proportion of students commuting was greater for those who discontinued second semester, and for withdrawals, than for the proportion of students commuting in the total group.

10. The proportion of students not commuting was greater for those who discontinued first semester, and for dropouts, than for the proportion of students not commuting in the total group.

11. There were 83.8 per cent of the students employed while in school.

12. The proportion of students employed was greater for men, than for the proportion of men in the total group.

13. The proportion of students not employed was greater for women, than the proportion of women in the total group.

14. There were no women who had military experience.

15. The proportion of students with military experience was greater for juniors and seniors, than for the proportion of those with military experience in the total group.

16. The proportion of students without military experience was greater for freshmen, and sophomores, than for the proportion of those without military experience in the total group.

17. The proportion of students who had access to an automobile was greater for men, than the proportion who had access to an automobile in the total group.

18. The proportion of students who did not have access to an automobile was greater for women, than the proportion of those who did not have access to an automobile in the total group.

19. More women had high grades and fewer women had low grades than men.

20. Intelligence test scores were lower for women than for the reference group upon which the test was standardized.

21. Achievement test scores were lower for men, women, and for the total group than for the reference group upon which the test was standardized.

22. The most frequently given reasons for attrition were: lack of

finances (43.8 per cent), transferred to other institutions (21.4 per cent), and family demands (11.7 per cent).

23. A greater proportion of men gave the reasons of transferred to other institutions, lack of finances, entrance into military service, and lack of scholastic progress, and a greater proportion of women gave health, and family demands than the proportion for each sex in the total group.

24. A greater proportion of those discontinuing first semester gave the reasons: transferred to other institutions, and lack of scholastic progress, and those discontinuing second semester gave the reasons of health, family demands, and to enter military service, than the proportion of students discontinuing each semester in the total group.

25. A greater proportion of dropouts gave the reason of transferred to other institutions, while a greater proportion of withdrawals gave the reason of health, than the proportion of dropouts and withdrawals in the total group.

East Central State College

1. The median age for freshmen, sophomores, juniors, and seniors was 19, 20, 22, and 24 years.

2. The proportion of students 21 years of age or younger was greater for freshmen, than the proportion of students of this age in the total group.

3. The proportion of students 22 years of age or older was greater for juniors, and seniors, than the proportion of students of this age in the total group.

4. The marital status changed for 41 per cent of the group between the time of first enrollment and response to the questionnaire.

5. The proportion of students who changed marital status between the time of first enrollment and response to the questionnaire was greater for women, and the proportion not changing, greater for men, than the proportion of students changing and not changing marital status in the total group.

6. The greater percentage (42.3) of the students lived in city housing.

7. There were 57.7 per cent of the students employed while in school.

8. The proportion of students employed was greater for dropouts, and unemployed greater for withdrawals, than for the proportion of employed and unemployed in the total group.

9. There were no women who had military experience.

10. The proportion of students who had access to an automobile was greater for men, than the proportion who had access to an automobile in the total group.

11. The proportion of students who did not have access to an automobile was greater for women, than the proportion of those who did

not have access to an automobile in the total group.

12. More women had high grades and fewer women had low grades than men.

13. There were more intelligence test scores in the second quarter for women, and less in the first quarter, than the reference group upon which the test was standardized.

14. There were more achievement test scores in the first quarter for men, and less in the fourth quarter, than for the reference group upon which the test was standardized.

15. There were more achievement test scores in the second and third quarter for women, and less in the first and fourth quarter, than for the reference group upon which the test was standardized.

16. The most frequently given reasons for attrition were: lacked finances (32.2 per cent), family demands (18.9 per cent), and transferred to another institution (18.9 per cent).

17. A greater proportion of men gave the reasons of transferred to other institutions, lack of finances, entrance into military service, and lack of scholastic progress, and a greater proportion of women gave health, and family demands, than the proportion for each sex in the total group.

18. A greater proportion of dropouts gave the reason of transferred to other institutions, while a greater proportion of withdrawals gave the reasons of lack of scholastic progress, and the others cate-

gory, than the proportion of dropouts and withdrawals in the total group.

Conclusions

The conclusions common to all institutions are given below.

1. The median ages of those who dropped out or withdrew from college for freshmen, sophomores, juniors, and seniors was 19, 20, 22, and 23 years.

2. The students who discontinued their education at these institutions were usually single at first enrollment.

3. Almost one-half of those who dropped out or withdrew had married by the time they responded to the questionnaire.

4. Women were more prone to change marital status than men.

5. None of the women had military experience.

6. Men were more prone to have access to an automobile than women.

7. More women had high grades and fewer women had low grades than men.

8. The most frequently given reasons for attrition were lack of finances, transfer to other institutions, and family demands.

9. The reasons given by a larger percentage of men than women were: transferred to other institutions, lack of finances, entrance into military service, and lack of scholastic progress.

10. The reasons given by a larger percentage of women than men were: health and family demands.

11. A greater percentage of dropouts transferred to other institutions, than those who withdrew.

The conclusions which have been presented immediately preceding indicate no contradictions to the findings of studies at other institutions or in other states. The characteristics of students who drop out or withdraw from college differ in general only in degree rather than kind. These differences in degree were found at the three selected institutions as well as in the review of literature.

The three reasons given with the greatest frequency by students discontinuing were identical at each of the institutions studied. They were: lack of finances, transferred to other institutions, and family demands. The same reasons were among those most frequently given by the studies in the review of literature. The only difference of any consequence in the reasons given was that entrance into military service was given less frequently in the present study than in previous studies.

Recommendations

In light of these conclusions, the following recommendations are made.

1. It was found in interviewing students that often the real reasons for discontinuing were perhaps related to but with implications quite different than the reasons first given for leaving school. It is therefore recommended that a study in depth be made to investigate the impli-

cations of reasons given for discontinuing school. The interviews could perhaps be made at the time of withdrawal by the researcher in an official capacity of the institution.

2. It is recommended that a statistical study be made of the characteristics of students who discontinue as compared with those who do not. Such a study would be improved if the data could be obtained at the time the student enrolled as a part of the institutions's regular testing and information gathering service.

3. The reasons given for discontinuing school were practically identical at each institution. The characteristics were in general, similar, but varied in degree. It is therefore recommended that more useful information can be obtained by studying single institutions separately.

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APPENDIX A

Letters of Transmittal

Questionnaire



THE UNIVERSITY OF OKLAHOMA

NORMAN • OKLAHOMA

We regret that you have been unable to continue your academic work at The University of Oklahoma. We are concerned about your withdrawal from school and realize that you may have merely transferred to another institution, but nevertheless would like to have your answers to a few questions attached to this letter.

A study is being made under the supervision of Dr. Gail Shannon and Dr. Omer J. Rupiper to determine how we can better meet the needs of our students, especially those who withdraw from college prematurely. We think that by knowing the causes and characteristics of these students, we can do a better job of helping other students this fall. The results of this study are needed not only by our school, but the findings will also be of value to other colleges.

As the results of this study need to be tabulated before the fall semester, your prompt reply will be greatly appreciated. For your convenience we have enclosed a pre-addressed and stamped envelope. You may be assured that all information will be treated in a confidential manner and that you will never be identified with your responses.

We hope that you will be able to return to our campus in the near future and if we can be of assistance to you, please call upon us.

Sincerely,

Bill E. Fisher

Enclosure

THE UNIVERSITY OF OKLAHOMA

Norman, Oklahoma

August 6, 1960

Dear Student:

A few weeks ago you were sent a letter requesting information regarding your leaving the University of Oklahoma. This letter requested such information as to whether you had transferred to another institution, decided to presently interrupt your education, or other such category, and reasons for making such changes. At the time this letter was sent we had not received your reply. If you have since responded please disregard this letter.

We are making this study to determine how we can better meet the needs of our students by evaluating their characteristics and causes for withdrawal. You may be assured that all information will be treated in a confidential manner and that you will never be identified with your responses.

In the event that the first letter has been misplaced we have again enclosed a questionnaire and a pre-addressed and stamped envelope for your convenience. We will most certainly appreciate your response at this time.

Sincerely,

Bill E. Fisher

CENTRAL STATE COLLEGE

Edmond, Oklahoma

Dear Student:

We realize that the summer is a very busy time and that you have possibly been unable as yet, to respond to the questionnaires which have previously been sent. Or perhaps the forms have been misplaced.

We would appreciate hearing from you as soon as possible so that we might complete the study.

You may be assured that all information will be treated in a confidential manner.

Sincerely,

A handwritten signature in cursive script that reads "Bill E. Fisher". The signature is written in dark ink and is positioned above the printed name.

Bill E. Fisher

housing, ()Dormitory, ()Edmond housing, ()Commute. If you commuted, from
where _____ If fraternity or sorority housing,
what is the name of the organization? _____

2. When you first enrolled at Central, were you: ()single, ()married, ()separated,
or ()divorced? If your marital status has since changed, in what way and when?

If you are married, how many children are in your family? Boys ___, Girls ___

3. Are you a veteran? ()Yes, ()No. If yes, did you attend Central under Public
Law 550? ()Yes, ()No. If you are a veteran, what were the dates of your
military service? _____ to _____. If your father was in service, what
were the approximate dates of his military service? _____ to _____.

4. How many hours per week did you work while at Central? _____ hours.

5. Did you have access to an automobile while attending Central? ()Yes, ()No.

6. What are the magazines which you most frequently read? _____

7. Did you attend another institution before coming to Central? ()Yes, ()No.

If yes, what school? _____ Why did you change to
Central? _____

Did coming to Central satisfy your reasons for changing? ()Yes, ()No. If no,
why? _____

8. Have you attended another institution since leaving Central? ()Yes, ()No.

If yes, what school? _____ Why did you change to
another school? _____

Did changing schools satisfy the reasons stated above? ()Yes, ()No. If no,
why? _____

9. If you have discontinued your education, at least for the present, please give
your reasons for withdrawal. _____

10. Do you intend to continue your education sometime later? ()Yes, ()No. If yes,
when? _____

11. In what ways do you feel that Central State College could have been of greater
service to you? _____

(If additional space is needed to answer any questions, please use the reverse side
and number the answers the same as the questions.)

APPENDIX B

TABLE 23.-Distribution of total population of dropouts and withdrawals at The University of Oklahoma by semesters with respect to sex and classification

	Dropouts						Withdrawals						Totals						Grand Total	
	1st		2nd		Total		1st		2nd		Total		1st		2nd					
	Sem.		Sem.				Sem.		Sem.				Sem.		Sem.					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Fr. Male	332	14	168	7	500	21	87	4	63	3	150	6	419	18	231	10	650	27		
Fr. Female	284	12	60	3	344	14	27	1	18	1	45	2	311	13	78	3	389	16		
Total Fr.	615	26	228	10	844	35	114	5	81	3	195	8	730	31	309	13	1039	44		
So. Male	188	8	168	7	356	15	18	1	41	2	59	2	206	9	209	9	415	17		
So. Female	156	7	88	4	244	10	15	1	12	1	27	1	171	7	100	4	271	11		
Total So.	344	14	256	11	600	25	33	1	53	2	86	4	377	16	309	13	686	29		
Jr. Male	132	6	124	5	256	11	33	1	11		44	2	165	7	135	6	300	13		
Jr. Female	84	4	36	2	120	5	6		13	1	19	1	90	4	49	2	139	6		
Total Jr.	216	9	160	7	376	16	39	2	24	1	63	3	255	11	184	8	439	18		
Sr. Male	72	3	60	3	132	6	15	1	15	1	30	1	87	4	75	3	162	7		
Sr. Female	28	1	20	1	48	2	6				6		34	1	20	1	54	2		
Total Sr.	100	4	80	3	180	8	21	1	15	1	36	2	121	5	95	4	216	9		
Total Male	724	30	520	22	1244	52	153	6	130	5	283	12	877	37	650	27	1527	64		
Total Female	552	22	204	9	756	32	54	2	43	2	97	4	606	25	247	10	853	36		
Grand Total	1276	53	724	30	2000	84	207	9	173	7	380	16	1483	62	897	38	2380	100		

TABLE 24.-Distribution of net sample from dropouts and withdrawals at The University of Oklahoma by semesters with respect to sex and classification

	Dropouts						Withdrawals						Totals						Grand Total	
	1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Fr. Male	79	14	40	7	119	19	26	5	20	3	46	8	105	18	60	10	165	29		
Fr. Female	71	12	14	2	85	15	8	1	6	1	14	2	79	14	20	3	99	17		
Total Fr.	150	26	54	9	204	35	34	6	26	5	60	10	184	32	80	14	264	46		
So. Male	42	7	39	7	81	14	5	1	14	2	19	3	47	8	53	9	100	17		
So. Female	38	7	19	3	57	10	4	1	4	1	8	1	42	7	23	4	65	11		
Total So.	80	14	58	10	138	24	9	2	18	3	27	5	89	16	76	13	165	29		
Jr. Male	26	5	27	5	53	9	10	2	4	1	14	2	36	6	31	5	67	12		
Jr. Female	19	3	5	1	24	4	2		4	1	6	1	21	4	9	2	30	5		
Total Jr.	45	8	32	6	77	13	12	2	8	1	20	3	57	10	40	7	97	17		
Sr. Male	15	3	13	2	28	5	4	1	5	1	9	2	19	3	18	3	37	6		
Sr. Female	5	1	5	1	10	2	1				1		6	1	5	1	11	2		
Total Sr.	20	3	18	3	38	7	5	1	5	1	10	2	25	4	23	4	48	8		
Total Male	162	28	119	19	281	49	45	8	43	7	88	15	207	36	162	28	369	64		
Total Female	133	23	43	7	176	31	15	3	14	2	29	5	148	26	57	10	205	36		
Grand Total	295	51	162	28	457	80	60	10	57	10	117	20	355	62	219	38	574	100		

TABLE 25. -Distribution of responses from dropouts and withdrawals at The University of Oklahoma by semesters with respect to sex and classification

	Dropouts						Withdrawals						Totals				Grand Total	
	1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Fr. Male	47	12	29	8	76	20	14	4	10	3	24	6	61	16	39	10	100	27
Fr. Female	50	13	9	2	59	16	2	1	3	1	5	1	52	14	12	3	64	17
Total Fr.	97	26	38	10	135	36	16	4	13	3	29	8	113	27	51	14	164	44
So. Male	28	7	26	7	54	14	4	1	9	2	13	3	32	9	35	10	67	18
So. Female	28	7	15	4	43	11	3	1	2	1	5	1	31	8	17	5	48	13
Total So.	56	15	41	11	97	26	7	2	11	3	18	5	63	17	52	14	115	31
Jr. Male	22	6	18	5	40	11	10	3	3	1	13	3	32	9	21	6	53	14
Jr. Female	12	3	4	1	16	4	1		3	1	4	1	13	3	7	2	20	5
Total Jr.	34	9	22	6	56	15	11	3	6	2	17	5	45	12	28	7	73	19
Sr. Male	3	1	8	2	11	3	3	1	5	1	8	2	6	2	13	3	19	5
Sr. Female	2	1	2	1	4	1	1				1		3	1	2	1	5	1
Total Sr.	5	1	10	3	15	4	4	1	5	1	9	2	9	2	15	4	24	6
Total Male	100	27	81	22	181	48	31	8	27	7	58	15	131	35	108	29	239	64
Total Female	92	24	30	8	122	32	7	2	8	2	15	4	99	26	38	10	137	36
Grand Total	192	51	111	30	303	81	38	10	35	9	73	19	230	61	146	39	376	100

TABLE 26. -Distribution of total population of dropouts and withdrawals at Central State College by semesters with respect to sex and classification

	Dropouts						Withdrawals						Totals						Grand Total	
	1st		2nd		Total		1st		2nd		Total		1st		2nd					
	Sem.		Sem.				Sem.		Sem.				Sem.		Sem.					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Fr. Male	137	10	117	9	254	19	43	3	51	4	94	7	180	14	168	13	348	26		
Fr. Female	35	3	31	2	66	5	9	1	11	1	20	2	44	3	42	3	86	7		
Total Fr.	172	13	148	11	320	24	52	4	62	5	114	9	224	17	210	16	434	33		
So. Male	151	11	90	7	241	18	19	1	32	2	51	4	170	13	122	9	292	22		
So. Female	96	7	26	2	122	9	5		12	1	17	1	101	8	38	3	139	11		
Total So.	247	18	116	9	363	27	24	1	44	3	68	5	271	21	160	12	431	33		
Jr. Male	111	8	54	4	165	13	10	1	26	2	36	3	121	9	80	6	201	15		
Jr. Female	37	3	23	2	60	5	3		5		8	1	40	3	28	2	68	5		
Total Jr.	148	11	77	6	225	18	13	1	31	2	44	4	161	12	108	8	269	20		
Sr. Male	72	5	55	4	127	10	5		12	1	17	1	77	6	67	5	144	11		
Sr. Female	25	2	10	1	35	3			2		2		25	2	12	1	37	3		
Total Sr.	97	7	65	5	162	13	5		14	1	19	1	102	8	79	6	181	14		
Total Male	471	36	316	24	787	60	77	6	121	9	198	15	548	42	437	33	985	75		
Total Female	193	15	90	7	283	22	17	1	30	2	47	4	210	16	120	9	330	25		
Grand Total	664	51	406	31	1070	82	94	7	151	11	245	19	758	58	557	42	1315	100		

TABLE 27.-Distribution of net sample from dropouts and withdrawals at Central State College by semester with respect to sex and classification

	Dropouts						Withdrawals						Totals				Grand Total	
	1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fr. Male	42	8	37	7	79	15	31	6	47	9	78	14	73	13	84	15	157	29
Fr. Female	12	2	9	2	21	4	6	1	9	2	15	3	18	3	18	3	36	7
Total Fr.	54	10	46	8	100	18	37	7	56	10	93	17	91	17	102	19	193	35
So. Male	48	9	27	5	75	14	17	3	30	6	47	9	75	14	57	10	132	25
So. Female	30	6	7	1	37	7	5	1	11	2	16	3	35	6	18	3	53	10
Total So.	78	14	34	6	112	20	22	4	41	8	63	11	110	20	75	14	185	34
Jr. Male	36	7	16	3	52	10	9	2	23	4	32	6	45	8	39	7	84	15
Jr. Female	14	3	6	1	20	4	2		5	1	7	1	16	3	11	2	27	5
Total Jr.	50	9	22	4	72	13	11	2	28	5	39	7	61	11	50	9	111	20
Sr. Male	22	4	17	3	39	7	3	1	10	2	13	2	25	5	27	5	52	10
Sr. Female	7	1	3	1	10	2			2		2		7	1	5	1	12	2
Total Sr.	29	5	20	4	49	9	3	1	12	2	15	3	32	6	32	6	64	12
Total Male	148	27	97	18	245	45	60	11	110	20	170	31	208	38	207	38	415	76
Total Female	63	11	25	5	88	16	13	2	27	5	40	7	76	14	52	10	128	24
Grand Total	211	39	122	22	333	61	73	13	137	25	210	39	284	52	259	48	543	100

TABLE 28.-Distribution of responses from dropouts and withdrawals at Central State College by semesters with respect to sex and classification

	Dropouts						Withdrawals						Totals				Grand Total	
	1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Fr. Male	25	7	28	8	53	14	18	5	21	6	39	10	43	12	49	13	92	25
Fr. Female	12	3	9	2	21	6	2	1	5	1	7	2	14	4	14	4	28	8
Total Fr.	37	10	37	10	74	20	20	5	26	7	46	12	57	15	63	17	120	32
So. Male	39	10	10	3	49	13	10	3	24	6	34	9	49	13	34	9	83	22
So. Female	25	7	2	1	27	7	2	1	2	1	4	1	27	7	4	1	31	8
Total So.	64	17	12	3	76	20	12	3	26	7	38	10	76	20	38	10	114	31
Jr. Male	27	7	13	4	40	10	4	1	18	5	22	6	31	8	31	8	62	17
Jr. Female	12	3	4	1	16	4			2	1	2	1	12	3	6	2	18	5
Total Jr.	39	10	17	5	56	15	4	1	20	5	24	6	43	12	37	10	80	22
Sr. Male	21	6	17	5	38	10	2	1	8	2	10	3	23	6	25	7	48	13
Sr. Female	4	1	3	1	7	2			2	1	2	1	4	1	5	1	9	2
Total Sr.	25	7	20	5	45	12	2	1	10	3	12	3	27	7	30	8	57	15
Total Male	112	30	68	18	180	48	34	9	71	19	105	28	146	39	139	37	285	76
Total Female	53	14	18	5	71	19	4	1	11	3	15	4	57	15	29	8	86	23
Grand Total	165	44	86	23	251	68	38	10	82	22	120	32	203	55	168	45	371	100

TABLE 29. -Distribution of total population of dropouts and withdrawals at East Central State College by semesters with respect to sex and classification

	Dropouts						Withdrawals						Totals				Grand Total	
	1st		2nd		Total		1st		2nd		Total		1st		2nd			
	Sem.		Sem.				Sem.		Sem.				Sem.					
	N	%	N	%			N	%	N	%			N	%	N	%		
Fr. Male	78	15	75	14	153	29	20	4	12	2	32	6	98	19	87	17	185	35
Fr. Female	47	9	30	6	77	15	10	2	3	1	13	2	57	11	33	6	90	17
Total Fr.	125	24	105	20	230	44	30	6	15	3	45	8	155	30	120	23	275	52
So. Male	47	9	20	4	67	13	3	1	2		5	1	50	10	22	4	72	14
So. Female	27	5	25	5	52	10	1		1		2		28	5	26	5	54	10
Total So.	74	14	45	9	119	23	4	1	3		7	1	78	15	48	9	126	24
Jr. Male	35	7	16	3	51	10	9	2	5	1	14	3	44	8	21	4	65	12
Jr. Female	16	3	7	1	23	4			3		3		16	3	10	2	26	5
Total Jr.	51	10	23	4	74	14	9	2	8	1	17	3	60	11	31	6	91	17
Sr. Male	12	2	6	1	18	3	1		2		3		13	2	8	2	21	4
Sr. Female	4	1	6	1	10	2	1		2		3		5	1	8	2	13	2
Total Sr.	16	3	12	2	28	5	2		4		6		18	3	16	4	34	6
Total Male	172	33	117	22	289	55	33	6	21	4	54	10	205	39	138	26	343	65
Total Female	94	18	68	13	162	31	12	2	9	2	21	4	106	20	77	15	183	35
Grand Total	266	51	185	35	451	86	45	8	30	6	75	14	311	59	215	41	526	100

TABLE 30. -Distribution of net sample from dropouts and withdrawals at East Central State College by semesters with respect to sex and classification

	Dropouts						Withdrawals						Totals				Grand Total	
	1st		2nd		Total		1st		2nd		Total		1st		2nd			
	Sem.		Sem.				Sem.		Sem.				Sem.		Sem.		Sem.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fr. Male	23	10	22	10	45	20	17	8	12	5	29	13	40	18	34	15	74	33
Fr. Female	14	6	10	5	24	11	9	4	2	1	11	5	23	10	12	5	35	15
Total Fr.	37	17	32	14	69	31	26	12	14	6	40	18	63	28	46	21	109	49
So. Male	13	6	7	3	20	9	2	1	2	1	4	2	15	7	9	4	24	11
So. Female	9	4	7	3	16	7	1		1		2	1	10	5	8	4	18	8
Total So.	22	10	14	6	36	16	3	1	3	1	6	3	25	12	17	8	42	19
Jr. Male	11	5	5	2	16	7	7	3	5	2	12	5	18	8	10	5	28	13
Jr. Female	5	2	2	1	7	3			3	1	3	1	5	2	5	2	10	5
Total Jr.	16	7	7	3	23	10	7	3	8	3	15	6	23	10	15	7	38	18
Sr. Male	11	5	6	3	17	8	1		2	1	3	1	12	5	8	4	20	9
Sr. Female	4	2	6	3	10	5	1		2	1	3	1	5	2	8	4	13	6
Total Sr.	15	7	12	6	27	13	2		4	2	6	2	17	7	16	8	33	15
Total Male	58	26	40	18	98	44	27	12	21	9	48	22	85	38	61	27	146	66
Total Female	32	14	25	11	57	26	11	5	8	4	19	9	43	19	33	15	76	34
Grand Total	90	40	65	29	155	70	38	17	29	13	67	31	128	57	94	42	222	100

TABLE 31. -Distribution of responses from dropouts and withdrawals at East Central State College by semesters with respect to sex and classification

	Dropouts						Withdrawals						Totals				Grand Total	
	1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.		Total		1st Sem.		2nd Sem.			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fr. Male	18	13	14	9	32	21	9	6	9	6	18	12	27	18	23	15	50	34
Fr. Female	9	6	4	3	13	9	6	4	2	1	8	5	15	10	6	4	21	14
Total Fr.	27	18	18	12	45	30	15	10	11	7	26	17	42	28	29	19	71	48
So. Male	8	5	5	3	13	9	1	1	1	1	2	1	9	6	6	4	15	10
So. Female	7	5	5	3	12	8	1	1	1	1	2	1	8	5	6	4	14	9
Total So.	15	10	10	7	25	17	2	1	2	1	4	3	17	11	12	8	29	19
Jr. Male	7	5	4	3	11	7	4	3	4	3	8	5	11	7	8	5	19	13
Jr. Female	4	3	1	1	5	3			2	1	2	1	4	3	3	2	7	5
Total Jr.	11	7	5	3	16	11	4	3	6	4	10	7	15	10	11	7	26	17
Sr. Male	7	5	5	3	12	8	1	1	2	1	3	2	8	5	7	5	15	10
Sr. Female	2	1	4	3	6	4			2	1	2	1	2	1	6	4	8	5
Total Sr.	9	6	9	6	18	12	1	1	4	3	5	3	10	7	13	9	23	15
Total Male	40	27	28	19	68	46	15	10	16	11	31	21	55	37	44	30	99	66
Total Female	22	15	14	9	36	24	7	5	7	5	14	9	29	19	21	14	50	34
Grand Total	62	42	42	28	104	70	22	15	23	15	45	30	84	56	65	44	149	100

TABLE 32. - Comparison of enrollment for the spring of 1959 with attrition by the fall of 1959 and of enrollment for the fall of 1959 with attrition by the spring of 1960 at The University of Oklahoma with respect to sex and classification

	Spring 1959 - Fall 1959					Fall 1959 - Spring 1960				
	Fr.	So.	Jr.	Sr.	Total	Fr.	So.	Jr.	Sr.	Total
Male Enrollment	1561	1291	1372	1445	5668	1572	1437	1334	1569	5912
Male Attrition	332 21.2%	188 14.5%	132 9.6%	72 5.0%	724 12.8%	255 16.2%	186 13.0%	157 11.8%	75 4.8%	673 11.4%
Female Enrollment	905	555	468	422	3250	947	679	484	425	2535
Female Attrition	284 31.4%	156 28.2%	84 18.0%	28 6.6%	552 23.5%	87 9.2%	103 15.2%	42 8.7%	26 6.1%	258 10.2%
Total Enrollment	2466	1845	1840	1867	8018	2519	2116	1818	1994	8447
Total Attrition	616 25.1%	344 18.7%	216 11.7%	100 5.4%	1276 15.9%	342 13.6%	289 13.7%	199 10.9%	101 5.1%	931 11.0%

TABLE 33. -Comparison of enrollment for the spring of 1959 with attrition by the fall of 1959 and of enrollment for the fall of 1959 with attrition by the spring of 1960 at Central State College with respect to sex and classification

	Spring 1959 - Fall 1959					Fall 1959 - Spring 1960				
	Fr.	So.	Jr.	Sr.	Total	Fr.	So.	Jr.	Sr.	Total
Male Enrollment	654	493	445	333	1925	787	634	441	401	2263
Male Attrition	137 20.9%	151 30.6%	111 24.9%	72 21.6%	471 24.5%	160 20.3%	109 17.2%	64 14.5%	60 15.0%	393 17.4%
Female Enrollment	285	160	131	149	725	327	224	177	137	865
Female Attrition	35 12.3%	96 60.0%	37 28.2%	25 16.8%	193 26.6%	40 12.2%	31 13.8%	26 14.7%	10 7.3%	107 12.4%
Total Enrollment	939	653	576	482	2650	1114	858	618	538	3128
Total Attrition	172 18.3%	247 37.8%	148 25.7%	97 20.1%	664 25.1%	200 17.9%	140 16.3%	90 14.6%	70 13.0%	500 16.0%

TABLE 34. -Comparison of enrollment for the spring of 1959 with attrition by the fall of 1959 and of enrollment for the fall of 1959 with attrition by the spring of 1960 at East Central State College with respect to sex and classification

	Spring 1959 - Fall 1959					Fall 1959 - Spring 1960				
	Fr.	So.	Jr.	Sr.	Total	Fr.	So.	Jr.	Sr.	Total
Male Enrollment	257	180	199	161	797	339	185	214	174	912
Male Attrition	78 30.3%	47 26.1%	35 17.6%	12 7.4%	172 21.5%	95 28.0%	23 12.4%	25 11.7%	7 4.0%	150 16.4%
Female Enrollment	160	83	71	84	398	190	103	82	73	448
Female Attrition	47 29.4%	27 32.5%	16 22.5%	4 4.7%	94 23.6%	40 21.1%	26 25.2%	7 8.5%	7 9.6%	80 17.9%
Total Enrollment	417	263	270	245	1195	529	288	296	247	1360
Total Attrition	125 29.9%	74 28.1%	51 18.9%	16 6.5%	266 22.3%	135 25.5%	49 17.0%	32 10.8%	14 5.7%	230 16.9%

TABLE 35.-Frequency distribution of age for dropouts, as of December 31, 1959, of respondents from The University of Oklahoma by classification, sex, and semester

Age (Years)	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
41+	2nd											
	1st											
26-40	2nd			2		1		2		5		5
	1st	3	1	2		4		2		11	1	12
25	2nd	2		2						4		4
	1st			1		2				3		3
24	2nd	2				1	1			3	1	4
	1st	1	1	1	1	2				4	2	6
23	2nd			1		1				2		2
	1st		1	2				1		3	1	4
22	2nd	2		2		1		4		9		9
	1st			5	1					5	1	6
21	2nd	1		1		5	1	1	2	8	3	11
	1st				2	11	11		2	12	15	27
20	2nd	1		5	2	8	1			14	3	17
	1st	8	6	15	23	3	1			26	30	56
19	2nd	5	1	12	11		1	1		18	13	31
	1st	34	33	2	1					36	34	70
18	2nd	14	8	1	1					15	9	24
	1st		8								8	8
17	2nd	2								2		2
	1st											
Age Not Available	2nd					1				1		1
	1st											
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192

TABLE 36. -Frequency distribution of age for withdrawals, as of December 31, 1959, of respondents from The University of Oklahoma by classification, sex, and semester

Age (Years)	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
41+	2nd	2								2		2
	1st	1								1		1
26-40	2nd			1				2		3		3
	1st					2		2		4		4
25	2nd											
	1st											
24	2nd			1		1	2			3	1	4
	1st											
23	2nd											
	1st							1		1		1
22	2nd	2						1		3		3
	1st	2		1		2	1			5	1	6
21	2nd			2		1				3		3
	1st			1		2				3		3
20	2nd	1		3		2	2			6	2	8
	1st			2	1	4				6	1	7
19	2nd	1	3	2	2					3	5	8
	1st	2			1					2	1	3
18	2nd	4								4		4
	1st	8	2		1					8	3	11
17	2nd											
	1st											
Age Not Available	2nd											
	1st	1						1		1	1	2
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38

TABLE 37.-Frequency distribution of age for dropouts, as of December 31, 1959, of respondents from Central State College by classification, sex, and semester

Age (Years)	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
41+	2nd							1		1		1
	1st	1			1			1		2	1	3
26-40	2nd		2	1	1	1	1	3	1	5	5	10
	1st	1	1	4	2	3	1	6	1	14	5	19
25	2nd		1					2		2	1	3
	1st			2		1	1			3	1	4
24	2nd					1		1		2		2
	1st	1		2		2		2	1	7	1	8
23	2nd	1		1		1		3		6		6
	1st	1	1	1		5		3		10	1	11
22	2nd	1		1		3	1	6	1	11	2	13
	1st	1		3	1	2		5	1	11	2	13
21	2nd	3		2		1	2	2		8	2	10
	1st	5	2	11	1	2	2	2	1	20	6	26
20	2nd	3		5		4				12		12
	1st	1	2	3	6	7	6			11	14	25
19	2nd	7			1					7	1	8
	1st	12	4	12	10					24	14	38
18	2nd	12	6							12	6	18
	1st		1	1	1					1	2	3
17	2nd											
	1st											
Age Not Available	2nd	1				2				3		3
	1st	2	1		3	5	2	2		9	6	15
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165

TABLE 38.-Frequency distribution of age for withdrawals, as of December 31, 1959, of respondents from Central State College by classification, sex, and semester

Age (Years)	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
41+	2nd			1						1		1
	1st											
26-40	2nd		1	1	2		1	5	1	6	5	11
	1st	3			1			1		4	1	5
25	2nd					3		1		4		4
	1st			1		1				2		2
24	2nd			1		2				3		3
	1st			1		1				2		2
23	2nd	2	1	3		2				7	1	8
	1st			1		1				2		2
22	2nd	1		1		3	1	1		6	1	7
	1st	1								1		1
21	2nd	3		3		6		1	1	13	1	14
	1st		1	1		1				2	1	3
20	2nd	1		7		2				10		10
	1st	3		3						6		6
19	2nd	7	2	6						13	2	15
	1st	4	1	3	1					7	2	9
18	2nd	6	1							6	1	7
	1st	5								5		5
17	2nd											
	1st											
Age Not	2nd	1		1						2		2
Available	1st	2						1		3		3
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38

TABLE 39. -Frequency distribution of age for dropouts, as of December 31, 1959, of respondents from East Central State College by classification, sex, and semester

Age (Years)	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
41+	2nd					1				1		1
	1st							2		2		2
26-40	2nd							2		2		2
	1st				1	1			1	1	2	3
25	2nd	1		1		1				2	1	3
	1st		1	1				1		2	1	3
24	2nd	1				1				2		2
	1st			1				1		2		2
23	2nd	2				1		1		4		4
	1st				1						1	1
22	2nd				2	2		1	1	3	3	6
	1st							1		1		1
21	2nd	3			1	2	1		1	5	3	8
	1st	2	1	1		1			1	4	2	6
20	2nd	4	2	5	4			1		10	6	16
	1st	2		1	1	1				4	1	5
19	2nd	7	7	1						8	7	15
	1st	3		1	2		1	1		5	3	8
18	2nd											
	1st	6	2							6	2	8
17	2nd											
	1st											
Age Not Available	2nd			1		1	1	2		4	1	5
	1st	1				1		1		3		3
Total	2nd	18	9	8	7	7	4	7	2	40	22	62
	1st	14	4	5	5	4	1	5	4	28	14	42

TABLE 40.-Frequency distribution of age for withdrawals, as of December 31, 1959, of respondents from East Central State College by classification, sex, and semester

Age (Years)	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
41+	2nd											
	1st											
26-40	2nd		2			1		1		2	2	4
	1st	1					1	1	1	2	2	4
25	2nd	1				1				2		2
	1st											
24	2nd			1						1		1
	1st			1				1		2		2
23	2nd											
	1st				1	1	1			1	2	3
22	2nd					1				1		1
	1st		1								1	1
21	2nd					1				1		1
	1st								1		1	1
20	2nd	3	1							3	1	4
	1st	1				2				3		3
19	2nd	2		1						2	1	3
	1st	2				1				3		3
18	2nd	2	3							2	3	5
	1st	5	1							5	1	6
17	2nd											
	1st											
Age Not Available	2nd	1								1		1
	1st											
Total	2nd	9	6	1	1	4		1		15	7	22
	1st	9	2	1	1	4	2	2	2	16	7	23

TABLE 41.-Frequency distribution of marital status for dropouts of respondents from The University of Oklahoma by classification, sex, and semester

Marital Status	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
At First Enrollment:												
Single	2nd	27	8	22	14	15	3	8	2	72	27	99
	1st	45	47	24	28	19	12	1	2	89	89	178
Married	2nd	2		4	1	3	1			9	2	11
	1st	2	3	4		3		2		11	3	14
Other	2nd		1								1	1
	1st											
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192
Changed To:												
Married	2nd	4	3	3	5	2	1	5	1	14	10	24
	1st	8	20	5	14	11	9			24	43	67
Other	2nd	1				1	1			2	1	3
	1st											
No Change	2nd	24	6	23	10	15	2	3	1	65	19	84
	1st	39	30	23	14	11	3	3	2	76	49	125
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192

TABLE 42.-Frequency distribution of marital status for withdrawals of respondents from The University of Oklahoma by classification, sex, and semester

Marital Status	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
At First Enrollment:												
Single	2nd	8	3	5	2	3	3	4		20	8	28
	1st	13	2	4	3	9	1	3	1	29	7	36
Married	2nd	1		3				1		5		5
	1st	1				1				2		2
Other	2nd	1		1						2		2
	1st											
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38
Changed To:												
Married	2nd	1		2	1	1	1	2		6	2	8
	1st	7	1			3	1	1		11	2	13
Other	2nd											
	1st								1		1	1
No Change	2nd	9	3	8	1	2	2	3		22	6	28
	1st	7	1	4	3	7		2		20	4	24
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38

TABLE 43.-Frequency distribution of marital status for dropouts of respondents from Central State College by classification, sex, and semester

Marital Status	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
At First Enrollment:												
Single	2nd	24	7	9	1	12	3	11	2	56	13	69
	1st	21	9	31	21	23	11	11	3	86	44	130
Married	2nd	4		1	1	1	1	6	1	12	3	15
	1st	4	2	7	4	3	1	9	1	23	8	31
Other	2nd		2								2	2
	1st			1						1		1
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165
Changed To:												
Married	2nd	4	1	2	1	5	2	2	2	13	6	19
	1st	3	2	8	9	14	9	4	2	29	22	51
Other	2nd											
	1st	1	1							1	1	2
No Change	2nd	24	8	8	1	8	2	15	1	55	12	67
	1st	21	9	31	16	13	3	17	2	82	30	112
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165

TABLE 44.-Frequency distribution of marital status for withdrawals of respondents from Central State College by classification, sex, and semester

Marital Status	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
At First Enrollment:												
Single	2nd	18	2	17		13	1	3	1	51	4	55
	1st	14	2	9		2				25	2	27
Married	2nd	1	2	6		4	1	5	1	16	4	20
	1st	4		1	2	2		1		8	2	10
Other	2nd	1	1		2					1	3	4
	1st											
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38
Changed To:												
Married	2nd	4	1	4	1	4	1	1	1	13	4	17
	1st	1	1	2		2				5	1	6
Other	2nd											
	1st											
No Change	2nd	17	4	20	1	14	1	7	1	58	7	65
	1st	17	1	8	2	2		2		29	3	32
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38

TABLE 45.-Frequency distribution of marital status for dropouts of respondents from East Central State College by classification, sex, and semester

Marital Status	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
At First Enrollment:												
Single	2nd	14	2	5	4	1	1	4	2	24	9	33
	1st	15	8	7	7	4	3	2	2	28	20	48
Married	2nd		1		1	2			2	2	4	6
	1st	3				3		3		9		9
Other	2nd		1								1	1
	1st		1					1		1	1	2
Not Given	2nd					1		1		2		2
	1st			1			1	1		2	1	3
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62
Changed To:												
Married	2nd	3	2		3	1		1	3	5	8	13
	1st	6	6	3	4	2	2		1	11	13	24
Other	2nd											
	1st	1							1	1	1	2
No Change	2nd	11	2	5	2	3	1	4	1	23	6	29
	1st	11	3	5	3	5	2	7		28	8	36
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62

TABLE 46. -Frequency distribution of marital status for withdrawals of respondents from East Central State College by classification, sex, and semester

Marital Status	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
At First Enrollment:												
Single	2nd	6	1	1	1	4	2	2	1	13	5	18
	1st	7	3	1	1	3		1		12	4	16
Married	2nd	3	1						1	3	2	5
	1st	2	3			1				3	3	6
Other	2nd											
	1st											
Not Given	2nd											
	1st											
Total	2nd	9	2	1	1	4	2	2	2	16	7	23
	1st	9	6	1	1	4		1		15	7	22
Changed To:												
Married	2nd		1		1	3	1		1	3	4	7
	1st		2			1				1	2	3
Other	2nd											
	1st					1				1		1
No Change	2nd	9	1	1		1	1	2	1	13	3	16
	1st	9	4	1	1	2		1		13	5	18
Total	2nd	9	2	1	1	4	2	2	2	16	7	23
	1st	9	6	1	1	4		1		15	7	22

TABLE 47. -Frequency distribution of residence for dropouts of respondents from The University of Oklahoma by classification, sex, and semester

Residence	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Frat. Sor.	2nd		1	7	10	5		1	1	13	12	25
Housing	1st	2	3	8	16	4	8	1	1	15	28	43
Dormitory	2nd	19	5	7	3	8	2	1		35	10	45
	1st	38	34	12	10	5	2			55	46	101
City	2nd	2	1	8	1	3		2	1	15	3	18
Housing	1st	2	10	6	2	7	2	2		17	14	31
Commute	2nd	8	2	4	1	2	1	4		18	4	22
	1st	4	3	2		6				12	3	15
Not Given	2nd						1				1	1
	1st	1						1		1	1	2
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192
Commute From:												
Oklahoma	2nd	6	1	1		2	1	3		12	2	14
City	1st	4		2		4				10		10
Within County	2nd				1						1	1
	1st		1			1				1	1	2
Without County	2nd	2	1	3				1		6	1	7
	1st		2			1				1	2	3

TABLE 48.-Frequency distribution of residence for withdrawals of respondents from The University of Oklahoma by classification, sex, and semester

Residence	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Frat. Sor.	2nd	1		1		1	2	2		5	2	7
Housing	1st					1				1		1
Dormitory	2nd	6	2	2	2	1	1	1		10	5	15
	1st	7	2	1	3	4			1	12	6	18
City	2nd	2		4				1		7		7
Housing	1st	2		1		2	1	2		7	1	8
Commute	2nd	1	1	2		1		1		5	1	6
	1st	5		2		1		1		9		9
Not Given	2nd											
	1st					2				2		2
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38
Commute From:												
Oklahoma	2nd		1	1		1		1		3	1	4
City	1st	5		1		1		1		8		8
Within	2nd	1								1		1
County	1st											
Without	2nd			1						1		1
County	1st			1						1		1

TABLE 49.-Frequency distribution of residence for dropouts of respondents from Central State College by classification, sex, and semester

Residence	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Frat. Sor.	2nd	2	1					1		3	1	4
Housing	1st	1		1	1	2	1	1		5	2	7
Dormitory	2nd	3	3			2	3	2	1	7	7	14
	1st	3	6	8	8	3	3	1	3	15	20	35
City Housing	2nd	1		3		1		5	1	10	1	11
	1st	2	2	5	3	9	3	3		19	8	27
Commute	2nd	22	5	7	2	10	1	9	1	48	9	57
	1st	19	4	25	13	10	5	15	1	69	23	92
Not Given	2nd											
	1st					3		1		4		4
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165
Commute From:												
Oklahoma City	2nd	17	4	5	1	9	1	9	1	40	7	47
	1st	13	2	16	8	8	4	11	1	48	15	63
Within County	2nd	2	1	2	1	1				5	2	7
	1st	3	1	6	4	2		3		14	5	19
Without County	2nd	3								3		3
	1st	3	1	3	1		1	1		7	3	10

TABLE 50.-Frequency distribution of residence for withdrawals of respondents from Central State College by classification, sex, and semester

Residence	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Frat. Sor.	2nd							1		1		1
Housing	1st			1						1		1
Dormitory	2nd	1	1	1		1	1			3	2	5
	1st		1								1	1
City	2nd	3	1	3		3		2		11	1	12
Housing	1st	3		1	1	2				6	1	7
Commute	2nd	15	3	19	2	14	1	6	1	54	7	61
	1st	14	1	8	1	2		1		25	2	27
Not	2nd	2		1						3		3
Given	1st	1						1		2		2
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38
Commute From:												
Oklahoma	2nd	14	3	12	1	9	1	4		39	5	44
City	1st	9	1	5		2		1		17	1	18
Within	2nd			5	1	4		2	1	11	2	13
County	1st	3		2	1					5	1	6
Without	2nd	1		2		1				4		4
County	1st	2		1						3		3

TABLE 51.-Frequency distribution of residence for dropouts of respondents from East Central State College by classification, sex, and semester

Residence	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Frat. Sor.	2nd					1				1		1
Housing	1st	1								1		1
Dormitory	2nd	2	1	2	3		1	1		5	5	10
	1st	5	7	1	4	1				7	11	18
City	2nd	5	1	2	1	2		2	1	11	3	14
Housing	1st	7	1	4	2	3	1	4	2	18	6	24
Commute	2nd	7	2	1	1	1		1	3	10	6	16
	1st	5	1	2	1	3	2	2		12	4	16
Not	2nd							1		1		1
Given	1st			1		1	1	1		2	1	3
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62
Commute From:												
Oklahoma	2nd											
City	1st											
Within	2nd	1	1					1		1	2	3
County	1st	1		2	1			2		5	1	6
Without	2nd	6	1	1	1	1		1	2	9	4	13
County	1st	4	1			3	2			7	3	10

TABLE 52.-Frequency distribution of residence for withdrawals of respondents from East Central State College by classification, sex, and semester

Residence	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Frat. Sor. Housing	2nd 1st											
Dormitory	2nd 1st	1	1			1				2	1	3
			1		1						2	2
City Housing	2nd 1st	5	1	1	1	1	1	1	2	8	5	13
		4	4			3		1		8	4	12
Commute	2nd 1st	3				2	1	1		6	1	7
		5	1			1				6	1	7
Not Given	2nd 1st				1					1		1
Total	2nd 1st	9	2	1	1	4	2	2	2	16	7	23
		9	6	1	1	4		1		15	7	22
Commute From:												
Oklahoma City	2nd 1st											
Within County	2nd 1st						1	1		1	1	2
		1								1		1
Without County	2nd 1st	3				2				5		5
		4	1			1				5	1	6

TABLE 53.-Frequency distribution of hours employed for dropouts by respondents from The University of Oklahoma by classification, sex, and semester

Hours Employed Per Week	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
40+	2nd	3		1		1				5		5
	1st	1		1		1				3		3
33-40	2nd	2	1	2		2		3	1	9	2	11
	1st	6	1			4	1			10	2	12
25-32	2nd	1		2		1		1		5		5
	1st	2	1	2		3		1		8	1	9
17-24	2nd	1	1	4	1			1		6	2	8
	1st	3	6	5	2	5	1	1		14	9	23
9-16	2nd	1		3	1	1		1		6	1	7
	1st	1		1	3		2			2	5	7
1- 8	2nd	1		1			1			2	1	3
	1st	2	1	1	1			1		4	2	6
None	2nd	20	7	13	13	13	3	2	1	48	24	72
	1st	32	41	18	22	8	8		2	58	73	131
Varies	2nd					1				1		1
	1st											
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192

TABLE 54.-Frequency distribution of hours employed for withdrawals by respondents from The University of Oklahoma by classification, sex, and semester

Hours Employed Per Week	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
40+	2nd			3		1		1		5		5
	1st	1								1		1
33-40	2nd	1		1				2		4		4
	1st	1				1				2		2
25-32	2nd			1		1				2		2
	1st	1				1		1		3		3
17-24	2nd		1			1	1			1	2	3
	1st	2				1	1			3	1	4
9-16	2nd	2			2					2	2	4
	1st	1	1	2						3	1	4
1- 8	2nd			1				1		2		2
	1st											
None	2nd	7	2	2		3		1		13	2	15
	1st	8	1	2	3	6		1	1	17	5	22
Varies	2nd					1		1		2		2
	1st											
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38

TABLE 55.-Frequency distribution of hours employed for dropouts by respondents from Central State College by classification, sex, and semester

Hours Employed Per Week	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
40+	2nd	3		2		2		3		10		10
	1st	1	1	4		3		6		14	1	15
33-40	2nd	5	1	1	2	6		6		18	3	21
	1st	7	3	10	2	4		6		27	5	32
25-32	2nd	2		5		2		1		10		10
	1st	3		9	5	2	2	3		17	7	24
17-24	2nd	2	1	1			1	1	1	4	3	7
	1st	7	2	6	1	8	4	3		24	7	31
9-16	2nd	3	1	1		1		1		6	1	7
	1st	2		3	3	2	1		1	7	5	12
1- 8	2nd	4						1		5		5
	1st			1						1		1
None	2nd	9	6			2	3	4	2	15	11	26
	1st	5	6	6	13	8	5	3	3	22	27	49
Varies	2nd				1						1	1
	1st											
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	13	21	4	112	53	165

TABLE 56. -Frequency distribution of hours employed for withdrawals by respondents from Central State College by classification, sex, and semester

Hours Employed Per Week	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
40+	2nd	1		2	1	4		2		9	1	10
	1st	4		2				1		7		7
33-40	2nd	5	1	8		7		2		22	1	23
	1st	7		2		3				12		12
25-32	2nd	2	1	5		2	1			9	2	11
	1st	3		1						4		4
17-24	2nd	4	1	3						7	1	8
	1st		1	2						2	1	3
9-16	2nd	1		1		2				4		4
	1st	1		1						2		2
1- 8	2nd			1						1		1
	1st											
None	2nd	8	2	4	1	3	1	4	2	19	6	25
	1st	3	1	2	2	1		1		7	3	10
Varies	2nd											
	1st											
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38

TABLE 57.-Frequency distribution of hours employed for dropouts by respondents from East Central State College by classification, sex, and semester

Hours Employed Per Week	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
40+	2nd	2				1				3		3
	1st	3			1	1	1	1		5	2	7
33-40	2nd	3	1	1						4	1	5
	1st	1		2		4		1		8		8
25-32	2nd	1		1		1				3		3
	1st	2	1		2	1		2	1	5	4	9
17-24	2nd	1	1		1			1		2	2	4
	1st	2		2	2		1			4	3	7
9-16	2nd	3			1		1		2	3	4	7
	1st	2	6							2	6	8
1- 8	2nd	1							1	1	1	2
	1st	1			1					1	1	2
None	2nd	3	2	3	3	2		4	1	12	6	18
	1st	7	2	4	1	1	2	3		15	5	20
Varies	2nd											
	1st											
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62

TABLE 58.-Frequency distribution of hours employed for withdrawals by respondents from East Central State College by classification, sex, and semester

Per Week	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
40+	2nd	1								1		1
	1st	1				1				2		2
33-40	2nd	1								1		1
	1st	1				1				2		2
25-32	2nd	1				1				2		2
	1st											
17-24	2nd	1	1	1		1		1		4	1	5
	1st		1			1				1	1	2
9-16	2nd				1	1	1			1	2	3
	1st				1						1	1
1- 8	2nd											
	1st	1								1		1
None	2nd	5	1			1	1	1	2	7	4	11
	1st	6	5	1		1		1		9	5	14
Varies	2nd											
	1st											
Total	2nd	9	2	1	1	4	2	2	2	16	7	23
	1st	9	6	1	1	4		1		15	7	22

TABLE 59.-Frequency distribution of military status of respondents from The University of Oklahoma by classification, sex, and semester with respect to dropout and withdrawal

Military Status	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Veteran	2nd	4		3		3		2		12		12
	1st	5		5		7		1		18		18
Non-Vet.	2nd	25	9	23	15	15	4	6	2	69	30	99
	1st	45	50	23	28	15	12	2	2	82	92	174
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192
Withdrawals:												
Veteran	2nd	3		4				2		9		9
	1st	2		1		2		3		8		8
Non-Vet.	2nd	7	3	5	2	3	3	3		18	8	26
	1st	12	2	3	3	8	1		1	23	7	30
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38

TABLE 60. -Frequency distribution of military status of respondents from Central State College by classification, sex, and semester with respect to dropout and withdrawal

Military Status	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Veteran	2nd	2		3		5		5		15		15
	1st	3		11		8		11		33		33
Non-Vet.	2nd	26	9	7	2	8	4	12	3	53	18	71
	1st	22	12	28	25	19	12	10	4	79	53	132
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165
Withdrawals:												
Veteran	2nd	4		4		6		6		20		20
	1st	2		3		1		1		7		7
Non-Vet.	2nd	17	5	20	2	12	2	2	2	51	11	62
	1st	16	2	7	2	3		1		27	4	31
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38

TABLE 61.-Frequency distribution of military status of respondents from East Central State College by classification, sex, and semester with respect to dropout and withdrawal

Military Status	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Veteran	2nd			3		1		1		5		5
	1st	5		1		2		3		11		11
Non-Vet.	2nd	14	4	2	5	3	1	4	4	23	14	37
	1st	13	9	7	7	5	4	4	2	29	22	51
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62
Withdrawals:												
Veteran	2nd	1		1				2		4		4
	1st			1		1		1		3		3
Non-Vet.	2nd	8	2		1	4	2		2	12	7	19
	1st	9	6		1	3				12	7	19
Total	2nd	9	2	1	1	4	2	2	2	16	7	23
	1st	9	6	1	1	4		1		15	7	22

TABLE 62.-Frequency distribution of automobile accessibility to respondents from The University of Oklahoma by classification, sex, and semester with respect to dropout and withdrawal

Auto Access.	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Yes	2nd	22	1	20	9	14	1	8	1	64	12	76
	1st	25	18	18	6	20	7	3	1	66	32	98
No	2nd	7	8	6	6	4	3		1	17	18	35
	1st	22	32	10	22	2	5		1	34	60	94
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192
Withdrawals:												
Yes	2nd	4		7	1	3	2	5		19	3	22
	1st	13		4		5		3		25		25
No	2nd	6	3	2	1		1			8	5	13
	1st	1	2		3	5	1		1	6	7	13
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38

TABLE 63.-Frequency distribution of automobile accessibility to respondents from Central State College by classification, sex, and semester with respect to dropout and withdrawal

Auto Access.	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Yes	2nd	26	5	9	2	11	1	15	3	61	11	72
	1st	25	7	31	16	22	7	19	1	97	31	128
No	2nd	2	4	1		2	3	2		7	7	14
	1st		5	8	9	5	5	2	3	15	22	37
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165
Withdrawals:												
Yes	2nd	15	4	19	2	17	1	7	1	58	8	66
	1st	16		10	2	4		1		31	2	33
No	2nd	6	1	5		1	1	1	1	13	3	16
	1st	2	2					1		3	2	5
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38

TABLE 64.-Frequency distribution of automobile accessibility to respondents from East Central State College by classification, sex, and semester with respect to dropout and withdrawal

Auto Access.	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Yes	2nd	13	2	5	3	3		3	2	24	7	31
	1st	14	3	5	4	7	2	6	2	32	11	43
No	2nd	1	2		2	1	1	2	2	4	7	11
	1st	4	6	3	3		2	1		8	11	19
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62
Withdrawals:												
Yes	2nd	8	1	1	1	3	1	2	2	14	5	19
	1st	8	3	1		3				12	3	15
No	2nd	1	1			1	1			2	2	4
	1st	1	3		1	1		1		3	4	7
Total	2nd	9	2	1	1	4	2	2	2	16	7	23
	1st	9	6	1	1	4		1		15	7	22

TABLE 65.-Frequency distribution of future educational plans of respondents at The University of Oklahoma by classification, sex, and semester with respect to dropout and withdrawal

Future Educational Plans		Sem.	Fr.		So.		Jr.		Sr.		Total		
			M	F	M	F	M	F	M	F	M	F	T
Dropouts:													
Will	2nd	13	4	10	6	8	3	7	2	38	15	53	
Continue	1st	18	16	10	8	9	4	3		40	28	68	
Will Not	2nd	1	2		3					1	5	6	
Continue	1st		5	1	3	1	1			2	9	11	
Undecided	2nd		2	1	1					1	3	4	
	1st		3	2						2	3	5	
Not	2nd	15	1	15	5	10	1	1		41	7	48	
Given	1st	29	26	15	17	12	7		2	56	52	108	
Total	2nd	29	9	26	15	18	4	8	2	81	30	111	
	1st	47	50	28	28	22	12	3	2	100	92	192	
Withdrawals:													
Will	2nd	6	1	9	2	3	3	4		22	6	28	
Continue	1st	8	2	3	3	6	1	1	1	18	7	25	
Will Not	2nd	1	1					1		2	1	3	
Continue	1st	3						1		4		4	
Undecided	2nd	1								1		1	
	1st												
Not	2nd	2	1							2	1	3	
Given	1st	3		1		4		1		9		9	
Total	2nd	10	3	9	2	3	3	5		27	8	35	
	1st	14	2	4	3	10	1	3	1	31	7	38	

TABLE 66.-Frequency distribution of future educational plans of respondents at Central State College by classification, sex, and semester with respect to dropout and withdrawal

Future Educational Plans												
Sem.	M	F	M	F	M	F	M	F	M	F	T	
Dropouts:												
Will Continue	2nd	20	7	7	2	9	3	11	3	47	15	62
	1st	14	7	18	15	10	8	12	3	54	33	87
Will Not Continue	2nd	3		1						4		4
	1st	1	3	2	3		2			3	8	11
Undecided	2nd	2	1							2	1	3
	1st	2		1	2	2	1	1	1	6	4	10
Not Given	2nd	3	1	2		4	1	6		15	2	17
	1st	8	2	18	5	15	1	8		49	8	57
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165
Withdrawals:												
Will Continue	2nd	19	4	18	2	18	2	7	2	62	10	72
	1st	15	1	10	1	2		1		28	2	30
Will Not Continue	2nd			1						1		1
	1st	1			1					1	1	2
Undecided	2nd			1				1		2		2
	1st											
Not Given	2nd	2	1	4						6	1	7
	1st	2	1			2		1		5	1	6
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38

TABLE 67.-Frequency distribution of future educational plans of respondents at East Central State College by classification, sex, and semester with respect to dropout and withdrawal

Future Educational Plans	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Will	2nd	10	2	3	3	2	1	3	4	18	10	28
Continue	1st	8	5	5	4	4	2	5	1	22	12	34
Will Not	2nd			1						1		1
Continue	1st	1	2							1	2	3
Undecided	2nd				2						2	2
	1st				1	1				1	1	2
Not	2nd	4	2	1		2		2		9	2	11
Given	1st	9	2	3	2	2	2	2	1	16	7	23
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62
Withdrawals:												
Will	2nd	8	2	1	1	4	1	1	2	14	6	20
Continue	1st	4	3	1	1	3		1		9	4	13
Will Not	2nd											
Continue	1st	2								2		2
Undecided	2nd						1				1	1
	1st	1								1		1
Not	2nd	1						1		2		2
Given	1st	2	3			1				3	3	6
Total	2nd	9	2	1	1	4	2	2	2	16	7	23
	1st	9	6	1	1	4		1		15	7	22

TABLE 68.-Frequency distribution of college grade average for drop-outs of respondents from The University of Oklahoma by classification, sex, and semester

Grade Interval	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
"A"	2nd	1				1				2		2
3.50-4.00	1st		1		1	1				1	2	3
"B"	2nd	5	2	2	5	4	2	1	2	12	11	23
2.50-3.49	1st	5	11	7	12	2	6		2	14	31	45
"C"	2nd	8	1	18	8	10		3		39	9	48
1.50-2.49	1st	17	29	14	13	15	6	3		49	48	97
"D"	2nd	5	5	3	1	1	2	2		11	8	19
0.50-1.49	1st	21	9	7	2	3				31	11	42
"F"	2nd	10	1	1				2		13	1	14
0.00-0.49	1st	4								4		4
Grade Not Available	2nd			2	1	2				4	1	5
	1st					1				1		1
"W"	2nd											
	1st											
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192

TABLE 69.-Frequency distribution of college grade average for withdrawals of respondents from The University of Oklahoma by classification, sex, and semester

Grade Interval	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
"A" 3.50-4.00	2nd		1			1				1	1	2
	1st											
"B" 2.50-3.49	2nd			1	2		2	2		3	4	7
	1st			1				1		2		2
"C" 1.50-2.49	2nd		1	6		2	1	2		10	2	12
	1st	1		2	1	5	1	2	1	10	3	13
"D" 0.50-1.49	2nd	4		1						5		5
	1st	2			2					2	2	4
"F" 0.00-0.49	2nd	2	1	1				1		4	1	5
	1st	1		1						2		2
Grade Not Available	2nd	1								1		1
	1st					5				5		5
"W"	2nd	3								3		3
	1st	10	2							10	2	12
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38

TABLE 70.-Frequency distribution of college grade average for drop-outs of respondents from Central State College by classification, sex, and semester

Grade Interval	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
"A"	2nd		1					1			2	2
3.50-4.00	1st			2	2	1		1		3	3	6
"B"	2nd	1	3	1	1	2	2	2		6	6	12
2.50-3.49	1st	5	3	6	9	10	9	5	1	26	22	48
"C"	2nd	10	2	4	1	8	1	12	1	34	5	39
1.50-2.49	1st	11	5	23	12	15	3	13	2	62	22	84
"D"	2nd	8	1	5		3		3		19	1	20
0.50-1.49	1st	6	3	8	2	1		3		18	5	23
"F"	2nd							1			1	1
0.00-0.49	1st	2								2		2
Grade Not Available	2nd	7	2			1				7	3	10
	1st											
"W"	2nd	2								2		2
	1st	1	1							1	1	2
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165

TABLE 71.-Frequency distribution of college grade average for withdrawals of respondents from Central State College by classification, sex, and semester

Grade Interval	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
"A"	2nd			1						1		1
3.50-4.00	1st			1						1		1
"B"	2nd		1	4	1	1	2	3		8	4	12
2.50-3.49	1st	2	2		2	1		1		4	4	8
"C"	2nd	6	1	14	1	9		5		34	2	36
1.50-2.49	1st	1		9		3		1		14		14
"D"	2nd	9		4		6				19		19
0.50-1.49	1st	5								5		5
"F"	2nd	2								2		2
0.00-0.49	1st	2								2		2
Grade Not Available	2nd	2	3			1		2		3	5	8
	1st											
"W"	2nd	2		1		1				4		4
	1st	8								8		8
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38

TABLE 72.-Frequency distribution of college grade average for drop-outs of respondents from East Central State College by classification, sex, and semester

Grade Interval	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
"A"	2nd											
3.50-4.00	1st											
"B"	2nd			2	2	1		3		3	5	8
2.50-3.49	1st	3	3	2	4	1	3	3	1	9	11	20
"C"	2nd	8	3	3	3	3	1	4	1	18	8	26
1.50-2.49	1st	9	4	6	2	5	1	3	1	23	8	31
"D"	2nd	6	1							6	1	7
0.50-1.49	1st	4	2		1	1		1		6	3	9
"F"	2nd							1		1		1
0.00-0.49	1st											
Grade Not Available	2nd											
	1st	2								2		2
"W"	2nd											
	1st											
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62

TABLE 72.-Frequency distribution of college grade average for withdrawals of respondents from East Central State College by classification, sex, and semester

Grade Interval	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
"A"	2nd		1							1		1
3.50-4.00	1st											
"B"	2nd					1		2		1	2	3
2.50-3.49	1st		2							2		2
"C"	2nd	2		1	1	2	2	2		7	3	10
1.50-2.49	1st			1		1				2		2
"D"	2nd	3				1				4		4
0.50-1.49	1st	2	1			3		1		6	1	7
"F"	2nd	1								1		1
0.00-0.49	1st	2								2		2
Grade Not Available	2nd	3	1							3	1	4
	1st	4	2		1					4	3	7
"W"	2nd											
	1st	1	1							1	1	2
Total	2nd	9	2	1	1	4	2	2	2	16	7	23
	1st	9	6	1	1	4		1		15	7	22

TABLE 74.-Quartile distribution of scholastic aptitude test scores on Ohio State Psychological Examination of respondents at The University of Oklahoma by classification, sex, and semester with respect to drop-out and withdrawal

Quarters	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Fourth	2nd	3	1	2	2	2				7	3	10
	1st	7	4	5	2	1	1			13	7	20
Third	2nd	6	1	5	2			3	1	14	4	18
	1st	7	8	5	5	4	2			16	15	31
Second	2nd	3	4	5	4	3		2		13	8	21
	1st	16	18	5	6	7	3	1	1	29	28	57
First	2nd	12	3	5	5	2		2		21	8	29
	1st	13	18	3	7	2	2	1		19	27	46
Score Not Available	2nd	5		9	2	11	4	1	1	26	7	33
	1st	4	2	10	8	8	4	1	1	23	15	38
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192
Withdrawals:												
Fourth	2nd	3	1		1	1	1	2		6	3	9
	1st	1								1		1
Third	2nd	1		3						4		4
	1st	3	1			2				5	1	6
Second	2nd	1						2		3		3
	1st	3		1	1	4		1		9	1	10
First	2nd	2		2		1				5		5
	1st	3	1		2					3	3	6
Score Not Available	2nd	3	2	4	1	1	2	1		9	5	14
	1st	4		3		4	1	2	1	13	2	15
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38

TABLE 75.-Quartile distribution of scholastic aptitude test scores on the American Council on Education Psychological Examination of respondents at Central State College by classification, sex, and semester with respect to dropout and withdrawal

Quarters	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Fourth	2nd	4	3	3						7	3	10
	1st	2	1	5	1	2				9	2	11
Third	2nd	3	2					1		4	2	6
	1st	4	1	7	6	3				14	7	21
Second	2nd	5		1						6		6
	1st	3	3	3	4			1	1	7	8	15
First	2nd	9	1	2			1			11	2	13
	1st	6	5	4	4	1	1			11	10	21
Score Not Available	2nd	7	3	4	2	13	3	16	3	40	11	51
	1st	10	2	20	10	21	11	20	3	71	26	97
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165
Withdrawals:												
Fourth	2nd	1		1						2		2
	1st	2		1		1				4		4
Third	2nd	4	1	3						7	1	8
	1st	1		1						2		2
Second	2nd	4		3				1		8		8
	1st	7		1						8		8
First	2nd	3		4		2				9		9
	1st	6		2				1		9		9
Score Not Available	2nd	9	4	13	2	16	2	7	2	45	10	55
	1st	7	2	5	2	3		1		11	4	15
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38

TABLE 76.-Quartile distribution of scholastic aptitude test scores on the American Council on Education Psychological Examination of respondents at East Central State College by classification, sex, and semester with respect to dropout and withdrawal

Quarters	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Fourth	2nd	1	1		2	1				2	3	5
	1st	2	1		1	2	1	1	1	5	4	9
Third	2nd	4								4		4
	1st	4	4	2	3	1		3		10	7	17
Second	2nd	6	2	3	2				1	9	5	14
	1st	6	3	1	3	1			1	8	7	15
First	2nd	2	1					2		4	1	5
	1st	1		1			1	1		3	1	4
Score Not Available	2nd	1		2	1	3	1	3	3	9	5	14
	1st	5	1	4		3	2	2		14	3	17
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62
Withdrawals:												
Fourth	2nd	1	1			3	1			4	2	6
	1st				1						1	1
Third	2nd	1								1		1
	1st	3	2							3	2	5
Second	2nd	1					1			1	1	2
	1st	2	1	1						3	1	4
First	2nd	4			1			1	1	5	2	7
	1st	2	1			3				5	1	6
Score Not Available	2nd	2	1	1		1		1	1	5	2	7
	1st	2	2			1		1		4	2	6
Total	2nd	9	2	1	1	4	2	2	2	16	7	23
	1st	9	6	1	1	4		1		15	7	22

TABLE 77.-Quartile distribution of achievement test scores on the Iowa High School Content Examination of respondents at The University of Oklahoma by classification, sex, and semester with respect to dropout and withdrawal

Quarters	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Fourth	2nd	5	1	3	3	3		2		13	4	17
	1st	10	3	4	2	1	2			15	7	22
Third	2nd	4	4	8	2			2	1	14	7	21
	1st	9	9	6	3	4	1	1		20	13	33
Second	2nd	3		2	2	1		1		7	2	9
	1st	10	15	1	6	7	2		1	18	24	42
First	2nd	12	4	4	6	3		2		21	10	31
	1st	13	22	3	10	2	3	1		19	35	54
Score Not Available	2nd	5		9	2	11	4	1	1	26	7	33
	1st	5	1	14	7	8	4	1	1	28	13	41
Total	2nd	29	9	26	15	18	4	8	2	81	30	111
	1st	47	50	28	28	22	12	3	2	100	92	192
Withdrawals:												
Fourth	2nd	3	1	1	1	1	1	3		8	3	11
	1st					1	1			1	1	2
Third	2nd	3		2						5		5
	1st	3				3				6		6
Second	2nd			1				1		2		2
	1st	4	1	1	2	2		1		8	3	11
First	2nd	1		1		1				3		3
	1st	3	1		1					3	2	5
Score Not Available	2nd	3	2	4	1	1	2	1		9	5	14
	1st	4		3		4		2	1	13	1	14
Total	2nd	10	3	9	2	3	3	5		27	8	35
	1st	14	2	4	3	10	1	3	1	31	7	38

TABLE 78. -Quartile distribution of achievement test scores on the Iowa High School Content Examination of respondents at Central State College by classification, sex, and semester with respect to dropout and withdrawal

Quarters	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Fourth	2nd	1	1	2				1		4	1	5
	1st	4	2	4	1	2				10	3	13
Third	2nd	4	3	1						5	3	8
	1st	5	1	4	5					9	6	15
Second	2nd	12	1	1						13	1	14
	1st	5	2	7	4	4	1		1	16	8	24
First	2nd	4	1	2			1			6	2	8
	1st	2	5	4	5			1		7	10	17
Score Not Available	2nd	7	3	4	2	13	3	16	3	40	11	51
	1st	9	2	20	10	21	11	20	3	70	26	96
Total	2nd	28	9	10	2	13	4	17	3	68	18	86
	1st	25	12	39	25	27	12	21	4	112	53	165
Withdrawals:												
Fourth	2nd											
	1st	1								1		1
Third	2nd	2	1	4						6	1	7
	1st	3		2						5		5
Second	2nd	7		2		2		1		12		12
	1st	5		3						8		8
First	2nd	3		5						8		8
	1st	6						1		7		7
Score Not Available	2nd	9	4	13	2	16	2	7	2	45	10	55
	1st	3	2	5	2	4		1		13	4	17
Total	2nd	21	5	24	2	18	2	8	2	71	11	82
	1st	18	2	10	2	4		2		34	4	38

TABLE 79.-Quartile distribution of achievement test scores of the Iowa High School Content Examination of respondents at East Central State College by classification, sex, and semester with respect to dropout and withdrawal

Quarters	Sem.	Fr.		So.		Jr.		Sr.		Total		
		M	F	M	F	M	F	M	F	M	F	T
Dropouts:												
Fourth	2nd		1			1				1	1	2
	1st						1	1	1	1	2	3
Third	2nd	4			2				1	4	3	7
	1st	4	3	1	4	4		2	1	11	8	19
Second	2nd	5	2	2	2	1				8	4	12
	1st	4	5	1	2		1	1		6	8	14
First	2nd	4	1	1				2		7	1	8
	1st	6		2	1			1		9	1	10
Score Not Available	2nd	1		2	1	2	1	3	3	8	5	13
	1st	4	1	4		3	2	2		13	3	16
Total	2nd	14	4	5	5	4	1	5	4	28	14	42
	1st	18	9	8	7	7	4	7	2	40	22	62
Withdrawals:												
Fourth	2nd					1				1		1
	1st				1						1	1
Third	2nd	3	1			1	1			4	2	6
	1st		2	1						1	2	3
Second	2nd					1				1		1
	1st	2	1			2				4	1	5
First	2nd	4			1		1	1		5	2	7
	1st	5	1			1				6	1	7
Score Not Available	2nd	2	1	1		1		1	2	5	3	8
	1st	2	2			1		1		4	2	6
Total	2nd	9	2	1	1	4	2	2	2	16	7	23
	1st	9	6	1	1	4		1		15	7	22