

A DESCRIPTIVE STUDY OF ADMISSION POLICY AND  
ACADEMIC SUCCESS VARIABLES FOR THE  
ACADEMICALLY-DISADVANTAGED COLLEGE  
FRESHMAN AT THE OKLAHOMA  
STATE UNIVERSITY

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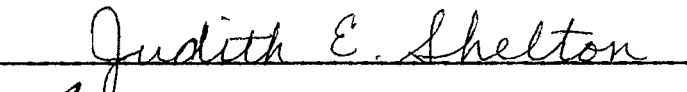
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## CHAPTER I

### INTRODUCTION

Universal higher education is the most generally accepted educational philosophy throughout the United States today. This national commitment has been steadily increasing in popularity since the latter part of the 19th Century. Changes in higher education are the result of societal demands and changes call for constant reappraisal not only by society but also by educators. Most changes meet with resistance but changes in educational practice should be reappraised periodically with the welfare of the student and society in focus.

The implementation of an admissions policy for higher education, as provided for by the Constitution and Statutes of the State of Oklahoma, is one of the responsibilities of the Oklahoma State Board of Regents for Higher Education. In meeting this responsibility, it is the view of the State Regents:

that every high school graduate in Oklahoma who has the desire and ability, and who is willing to put forth the necessary effort, shall have an opportunity to improve himself through further education at some institution in the state system. (1)

Within the state, there is an institutional classification system. Admission requirements vary as to classification. If a first-time entering student does not meet the requirements at the university level, then he should look to the senior college level to determine if his past academic success qualifies him for admission there. Apparently, due to many factors, the State Regents feel that if a student fails to meet

the admission standards at the university level, then the probability of academic success for this student would be much higher at the senior college level, or at the two-year college level. The educational welfare of the student and the opportunity for that student to make satisfactory progress toward his goal is the premise from which the Regents act.

The academically-disadvantaged student within our educational system is confronted with many problems. Two of the primary obstacles to be overcome by these students are: 1) conformation to present admission standards at the university level, and 2) the lack of an adequate advisement program which will assist them in choosing a curriculum particularly suited to their individual needs. To be admitted and then attain some degree of success under our present system is an endeavor in which too few succeed. Thus, there would appear to be a compelling need for universities and colleges, both public and private, to provide provisional admission standards and/or policies, particularly for the increasing number of academically-disadvantaged young people.

Perhaps administrators and educators would be well-advised to re-evaluate and re-organize the existing academic structure to assist the academically disadvantaged. It would appear that we attempt to fit the student to our existing academic and curricular structure rather than to modify or add new programs which might better serve the student.

#### Statement of the Problem

The problem for this study is to determine if the existing summer provisional admission program at the Oklahoma State University provides adequate means to determine a student's ability to succeed academically during regular term enrollment. The question may be stated more



specifically: Does the existing summer provisional admission program provide adequate means to determine a student's ability to succeed in college during regular term enrollment?

#### Research Question

There is a significant relationship between college freshman summer session grade point averages and participation in two types of provisional admission programs at the Oklahoma State University.

#### Purpose of the Study

This study was designed to investigate the existing summer provisional admission program at the Oklahoma State University in order to determine the effectiveness of the existing program as an adequate means of facilitating student growth during the following quarter. The purpose of this study is to review two summer-session college freshman groups during the years 1969 through 1973 in regard to academic success as defined by continued enrollment at the Oklahoma State University.

The question of who and how one gets into college has become a major public issue. Many educators have called for a highly selective admission program. Simply calling for a highly selective program and implementing one that is fair to the majority of the students who apply creates problems that are most difficult. Because of the many factors to be taken into consideration, there is no one simple answer to the admissions problem.

This study does not pretend to suggest a cure-all program or policy which will alleviate the numerous problems associated with the academically-disadvantaged student. Information should, however, be made

available to this select group of individuals concerning our present admission policy, and how it affects them. This study will also indirectly examine the present academic structure and existing programs which are being utilized by both the regular summer enrollee and the academically-disadvantaged summer enrollee.

#### Operational Definitions

The definition of terms listed below will decrease the possibility of misinterpretation or misunderstanding and will facilitate additional study by others in this particular area. The definitions relate only to this study.

Admission Standards - The admission standards (for Oklahoma residents at Oklahoma State University) are defined as the admission policy determined by the Oklahoma State Regents for Higher Education. They are as follows:

Any resident of Oklahoma who (a) is a graduate of an accredited high school, (b) has participated in the American College Testing Program, and (c) meets at least one of the following requirements is eligible for admission to either of the state universities in the Oklahoma State System of Higher Education.

- (1) Maintained an average grade of "B" or above in the four years of his high school study (2.5 or higher on a 4.0 scale).
- (2) Ranked scholastically among the upper one-half of the members of his high school graduating class.
- (3) Attained a composite standard score on the American College Testing program which would place him among the upper one-half of high school seniors, based on twelfth-grade national norms. (30)

Summer Probation Clause - The summer probation clause is defined as the admission policy determined by the Oklahoma State Regents for Higher Education for freshmen on academic probation. It is as follows:

An individual not eligible for admission as stated above may, if he is a high school graduate and has participated in the American College Testing Program, be admitted "on probation" for study in any summer session. A student admitted under this provision who (a) carries a semester-hour load of six or more hours of regular college study, and (b) achieves a grade-point average of 1.6 or higher (based on a 4.0 scale) will be eligible for continued enrollment in the fall semester. (30)

American College Testing Program Examination (ACT) - The ACT is an examination which measures a student's ability to succeed in various academic areas as compared with other students in nationwide testing. The ACT composite standard score is the mean score of the four areas tested: English usage; mathematics usage; social studies reading; natural science reading.

Academic Success - A grade-point average at the end of the summer session which permits continued enrollment for the fall term is defined as academic success. (This is a 1.60 GPA based on a 4.00 scale).

Operation COPE - Operation COPE is the title of an experimental research program which was available to a number of new freshman students on campus at the Oklahoma State University during the summer sessions of 1968 and 1969. The program was specifically designed to serve the academically-disadvantaged student.

Academically-Disadvantaged - The academically-disadvantaged student is defined as the summer-session freshman enrollee who failed to meet the admission requirements as listed above under "Admission Standards".

Regular Summer Enrollee - Any student enrolled in summer session classified as a first-time entering freshman who has met one of the admission standards for fall term enrollment is defined as a regular summer enrollee.

Operation COPE Student - The Operation COPE student is defined as

that student participating in the experimental program as listed above under Operation COPE. This student is also considered as "academically disadvantaged" in that he failed to meet the Oklahoma State Regents admission standard.

#### Limitations

The author would caution against generalizations drawn from the findings of the descriptive project. This exploratory study is being conducted with several intervening variables not held constant. Age, intelligence quotient, family background, size of high school and other factors are not considered in regard to the probable effect on the participating subject. The method of selecting the regular summer enrollees (only those at one institution) would caution against generalizing the findings to other groups at different institutions.

College selection and class choice by both groups other than the Operation COPE student is in no way controlled or suggestive in nature. The possible variables in grading technique by instructor is not considered by the researcher. Therefore, it is not determined which of the intervening variables will affect the outcome of the study or to what extent.

The study should be considered as descriptive research, exploratory in nature with implications of possible additional research in regard to the academically-disadvantaged student.

#### Remainder of the Report

The remainder of the report is in regard to the following research question as presented in statement form. The research question is:

There is a significant relationship between college freshman summer session grade point averages and participation in two types of provisional admission programs at the Oklahoma State University.

Chapter II, the review of literature, is presented with the following divisions: 1) considerations for determining admission policy, 2) characteristics of freshman college students, 3) trends in college admission, 4) the need for institutional research, and 5) the summary. Chapter III, the research design and methodology, is presented with emphasis in the nature of the study, the selection and description of subjects, data collection and analysis and design and procedures. Chapter IV, the findings of the study is presented with table and graphic explanation and a point biserial correlation technique to examine the research question. The summary of findings concludes the chapter. Chapter V, the summary, conclusions and recommendations, is the final chapter of the study. Chapter V is followed by the selected bibliography and appendices.

## CHAPTER II

### REVIEW OF LITERATURE

There appears within our educational system today many areas of vital concern to administrators, faculty, students, and the public. Admission standards at institutions of higher education is one such area.

Admission and retention policy can be better viewed if one explores existing conditions which affect such policies. The purpose of this chapter is to present (a) considerations for determining admission policy, (b) characteristics of freshman college students, (c) trends in college admissions and (d) the need for institutional research.

The concluding section of this chapter focuses on the chapter summary and conclusions from a theoretical frame of reference devised from current literature pertaining to the academically-disadvantaged student and his need to achieve. The literature cited in the chapter summary is not presented as comprehensive in nature but reflects a broad spectrum of current views by noted authorities in the field.

#### Considerations for Determining Admission Policy

Many reasons are given to justify various admissions policies for institutions of higher learning, particularly in regard to the number of students attracted to higher education. Therefore, it might be well to review some selected projections that may influence decisions concerning admissions for the years ahead.

In 1972, the national population was 208,800,000 and by 1975 it is expected that the population will increase 9.2 per cent, to 227,400,000 (44). In 1972, the number of higher educational institutions was 2,606, while the student population was 9,124,000 (32). By 1975, it is expected that the student population will increase to 10,562,000 (32). Our general population will increase 16 per cent and the student population by 58 per cent in the period from 1965 to 1975.

In 1965 there were 775 junior colleges serving 1.4 million students (14). It is expected that by 1975 the number of junior colleges and their students will rise to over 1,000 and 3,000,000, respectively (14), an increase of 22 per cent for these schools, and 120 per cent for their students.

In regard to physical plants, the Educational Facilities Laboratories has estimated that new facilities equal to twice all the campus buildings erected since Harvard opened its doors in 1636 will need to be erected by 1975 if colleges expect to meet estimated demands. The Government predicts that the expenditures of \$19 billion will be necessary for campus construction between now and 1975 (17). The implications are that colleges and universities will be inundated by students, overwhelmed by rising costs, and badly pinched for space. A quote from Carroll's Through the Looking Glass, seems to sum up the above information quite well.

... here you see it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that! (7, p. 191).

Thirty years ago, education usually stopped at the end of secondary school, if not before. Education today, in the current perspective, "... is coming to be thought of as an endless process - a cradle-to-grave

affair" (47, p. 14). Just as it has been impressed on the American public the need for pre-school experiences as an educational process, after completion of the secondary school, college has likewise impressed most American parents. Students tend to attach a greater importance to social and cultural factors than to financial, geographical, and academic factors which are usually favored by the parents (4).

The condition of too many students and not enough room has led to a selective admissions policy based on part or all of the following: graduation from an accredited high school, rank in high school graduating class, scholastic aptitude or other intelligence tests, recommendation of principal and teachers, personal interview, character reference, and health record. Raymond Girod (11), Registrar at Oklahoma State University stated that scholarship is ranked as the most important of all considerations.

Wrenn (52, p. 418) states that a college counselor should encourage a student only if the student can successfully meet the scholastic and social requirements of the college. However, when individual needs conflict with those of the institution, the institution is considered as most important (48). Wrenn goes on to point out that scholastic and social requirements should be based upon predictive studies and not on any single criterion such as grades, recommendations, or being the son or daughter of an alumnus.

Admission standards throughout our educational institutions are determined by many factors. The combination of social demands, financial problems, and increasing numbers of students each have their separate effect on state legislatures and boards of regents. A distinct and separate study on this aspect of higher education alone might prove of



value.

### Characteristics of Freshman College Students

The first-time entering college freshman is uniquely an individual. Economic and social backgrounds are many times important factors in regard to the type of institution selected; however, throughout the United States today our institutions of higher learning have become "melting pots" of people from varied backgrounds, all in direct competition for academic success. Since grades in college are still the criteria by which academic success is measured, it would appear there is a need for descriptive data on first-time entering college students in order to predict, if possible, the probability of success.

Perhaps the following data collected by the American Council on Education in 1972 will help to supply needed information about the characteristics of freshman college students across the nation (46). A more recent survey by the American Council on Education (A.C.E.) in 1974 is presented following the 1972 data.

The 1972 study indicates that the sense of alienation attributed to college students in recent years is still very much in evidence, at least among freshmen. A nationwide survey indicates that this year's freshman is generally less enthusiastic about his education and more prone to dissent than his predecessors.

The survey by the American Council on Education confirms a trend toward a more liberal political viewpoint among college students; however, it finds freshmen slightly less polarized this year and those identifying with middle-of-the-road views approaching a majority. Also, this year's freshmen are noticeably less interested in influencing

political and social developments than were last year's freshmen. About 43 percent--compared with 39 percent last year--said an individual could do little to change society.

In addition the survey found that current freshmen also are less ambitious academically. Those expecting to earn only an associate degree or no degree at all are 16.7 percent of the total, compared with 9.7 percent last year. The proportion aiming at bachelor's, master's, and Ph.D. degrees has dropped from 79.2 percent to 71 percent. Related statistics from the survey, the sixth of its kind in as many years, show that barely half of today's freshmen rate themselves about average in academic ability, a 7 percent decline.

Also, when the students polled were asked why they decided to go to college, nearly a fourth said that a very important reason was that their parents wanted them to go. The proportion expecting to be satisfied with their college education was down to 57 percent from 68.4 percent in the previous survey.

The freshmen also indicated a reduced interest in developing a "meaningful philosophy of life", in joining community-action or Peace Corps-type programs, and in keeping up with political affairs. They showed less interest in religion, too, as those with no religious preference climbed to 14.4 percent. The previous year the figure was 9.8 percent.

The freshmen of 1972 have brought a substantial degree of protest history to college--more than their predecessors. Nearly a third said they had demonstrated for racial change and 11.5 percent said they had demonstrated against a military policy.

Five years ago, the proportion participating in organized

demonstrations of any kind in the year before college was 14.9 percent. The A.C.E. survey indicates that for the first time since 1967, a majority of the freshman class does not think college officials have been "too lax" in dealing with campus protests.

In addition the 1972 survey has pointed to only a slight rise in the proportion of blacks among freshmen--up from 6.1 percent in the 1971 survey to 6.3 percent in 1972. The proportion has stayed at about 6 percent for the past several years.

Alexander W. Astin, research director at the American Council on Education, termed this the "most discouraging" result of the survey. He said that a figure from last year's survey showing blacks accounting for 9.1 percent of the freshman class had been in error.

The survey produced useable data adjusted to provide national norms, from 171,509 freshmen entering 326 institutions last fall. Among other findings:

... More than three-fourths of the freshmen said they probably would vote in the 1972 Presidential election.

... About 37 percent favored open admissions--"admitting anyone who applies"--at publicly supported institutions. However, 77.5 percent agreed that the same standards for awarding college degrees should be used for all, even where open-admission policies were in force.

... There was a decline in the proportion of freshmen expecting to major in education, engineering, the humanities, mathematics, and the physical sciences. Preferences for pre-professional fields increased.

... Ninety percent said the federal government was not doing enough to control pollution. Dissatisfaction with the government's role in consumer protection rose from 66.2 percent last year to 76.6 percent.

New evidence of the deteriorating ability of private higher education to maintain its share of student enrollments in the face of competition from the public sector was released in a report by the Association

of American Colleges (46). The report states that the annual growth rate of undergraduate enrollments at private institutions has been steadily shrinking--from 3.6 percent between 1965-66 and 1966-67 to 0.5 percent between 1969-70 and 1970-71--at the same time that the growth rate in the higher education public sector has been rising.

Although the report did not cover 1971-72, another report by the Carnegie Commission on Higher Education indicates that the growth rate declined even more in 1971--to 0.2 percent. If the enrollment picture for private institutions is to improve, the A.A.C. report says, there must be both changes in public policy to narrow the tuition gap between the public and private sectors and more aggressive recruitment by the private institutions themselves.

The A.A.C. report was based on a survey of 431 four-year institutions conducted during the early summer of 1970 by the Association's research director, William W. Jellema. The original survey collected data for the years 1965-66 through 1969-70; additional information for 1970-71 was acquired in a follow-up. Although Mr. Jellema is careful to point out that individual institutions, states, or regions may defy the averages, there is little doubt that private educational undergraduate enrollments are deteriorating on a national basis.

A more recent survey (29) of the American Council of Education in 1973 reflects that the 1973 college freshmen advocate greater student freedom and independence, but are more religious and more "middle-of-the-road" politically. This survey is the eighth annual survey of new freshmen by the American Council of Education and indicates that the proportion of new freshmen planning to obtain graduate degrees, which reached a low point of 42.3 per cent in 1971 in the face of a severely

tightening job market, increased to 56.9 per cent in 1973. This figure is the highest since the survey was initiated in 1966. Directed by Professor Alexander W. Astin of the University of California at Los Angeles, the survey is part of a research program designed to learn how students are affected by their college experiences. Each class of entering freshmen is followed through its college years and beyond by means of periodic contacts.

Comparing the 1973 responses with responses received from those of 1968 freshmen, new students continued to show increasing support for the legalization of marijuana-48.2 per cent in 1973 compared with 19.4 per cent in 1970. The idea that college grades should be abolished appeared to be losing support dropping to 34.8 per cent in 1973 from 42.6 per cent in 1971.

Although previous surveys showed a trend away from conventional religious affiliations, the 1973 freshmen show a reversal of this trend. The percentage selecting "none" as their religious preference, which had risen steadily from 6.9 to 14.3 between 1966 and 1972, dropped back to 10.1 per cent in the 1973 class.

Despite the dramatic political events of the 1972 year, the survey showed little shift in students' political orientations, although the slight conservative trend observed among new freshmen in 1972 was reversed in 1973. For the first time in the history of the survey, those preferring a "middle-of-the-road" political position accounted for more than half of the new students.

The percentage considering themselves "conservative" or "far right" declined to 14.5 from 16.6, and those choosing "liberal" or "far left" moved to 34.8 from 35.4. Student attitudes continued to show the effects

of the women's movement, with nine in 10 agreeing women should receive the same salary and opportunities for advancement as men in comparable positions. In 1970 only eight in 10 agreed.

The characteristics of the modern-day college freshman have apparently undergone several changes during recent years. It is obvious that private college enrollment is decreasing, changed values and beliefs are evident, and the college freshman occupies a separate and distinct place in our educational system today. The next section of the review of literature examines trends in college admission in relation to considerations for determining admission policy.

#### Trends in College Admissions

Probably very few people would argue with the right of university officials to set admission requirements for the good of the students who wish to enter, and for the good of society in general. Admission requirements, however, become arbitrary when they fluctuate from year to year, dependent on the number of students who apply at a given college. As a result of admission requirements many thousands of boys and girls, anxious to further their education, are effectively stopped at the end of their high school career because they do not meet the arbitrarily established requirements of most colleges and universities. It has been suggested that parents should plan their children's birth in a low birth yield year in order to assure acceptance in college eighteen years later.

In evaluating high school credentials, the present emphasis is on English, mathematics, foreign language, natural science, and the social sciences, commonly referred to as "solid subjects" or Carnegie units. In many cases, deviation from these subject areas can lead to difficulty in

entering college, since many colleges are offering fewer remedial courses due to lack of money for operation of these programs.

As Anderson (2) points out, students enroll in college for many different reasons. Too often it is assumed that most students enroll because they have a well-directed plan to continue and advance their education to the end that they may be trained to enter professions or vocations of their choice. Obviously, however, many young men and women enroll in college because of parental pressure, because their friends go, because of a reluctance to go to work, because it is more inviting than the Army, because of the inability to find employment, or, because it is the "thing to do". Young people who are in college as a result of some social pressure rather than a well-defined purpose will probably show less persistence in their stay in college because of lack of basic motivation. In a democracy however, if a college education is desired, students are not to be excluded because they are not goal directed. A view commonly accepted has been that every young person has the right to as much formal education as he desires and finds economically feasible. Since fees that students pay will not support a university, it is necessary to ask where the money is to come from that will enable colleges and universities to provide for all these who are capable and desire a higher education. The question also arises as to whether or not the present economy of the United States will be able to provide the prestige jobs usually associated with employees holding a degree or degrees beyond the high school level. These are questions which can only be answered by time and the willingness or unwillingness of the American public to support higher education with their tax dollars.

Not only do universities encounter the problem of who to educate and

education for what purposes, but educational research has brought other problems to the attention of the admissions officer. At the present time university officials often believe that they admit only the most talented and academically promising students and that these students will become the leaders of the future. To determine who will be, educators have been basing their selection process on "intelligence" for years. It appears, however, that the more the concept of "intelligence" is researched, the more complicated it becomes. Yet, students continue to be selected for admission to college on the basis of intelligence and in relation to their ability to provide the financial means to remain.

For predictive purposes, most admission committees still estimate a student's intelligence by the traditional yardstick of school grades, test scores, and reports from teachers. School grades are accepted without knowing either the kind of intellectual enterprise demanded by a high school teacher, or the kind that will be required by a college teacher. Admission officers, in their search for evidence of intelligence, still use reports from high school teachers, in spite of the fact that research reveals, according to MacKinnon (24), that these reports are invalid except in those rare cases in which a teacher's method and standards are known to the college assessors.

Many admission officers place great faith in a personal interview. Some admission officers can interview 30 students in five hours, at which point students are given an A-B-C rating which helps determine their priority for admission.

Testing programs are much the same. Typical multiple choice tests, very popular for testing as a part of the admission process, are often indicators of what a student does not know rather than what he does know.



In regard to student recommendations, personal qualities of students have been growing in the past few years, according to Thresher (47). The more competitive college admission becomes, the more superlative the supposed personal qualities of applicants have become in attempts to persuade the institution to disregard, in some instances, a record of mediocre academic achievement.

Jencks and Riesman (16, p. 130-131) make some rather interesting and appropriate comments. They state that colleges are primarily interested in creating a more satisfactory and equable campus atmosphere, not in serving a large, remote, and often ungrateful abstraction called "society". Colleges are ready to assume that which is good is determined not by the transient adolescents who constitute the student body (or would constitute it if they were admitted) or by the vocal alumni, but by the tenured adults who give their lives to the place. Few colleges evaluate applicants in terms of what the college might do for the student. They state that almost all colleges ask, implicitly if not explicitly, what the student is likely to do for the college.

Continuing, Jencks and Riesman (16) state that college faculties have invented no devices for measuring growth during college, much less for predicting which students will grow most on which type of campus. This is no accident. Colleges are apparently unconcerned as to student growth in this sense. Rather they are concerned with students' absolute levels of future attainment. A student who enters college in the 10th percentile of his generation and rises as a result of heroic faculty effort to the 25th percentile may represent more value added than one who rises from the 90th or 95th percentile, but the first student does not represent as much of a public relations asset or in some instances as

large an alumni contribution. Jencks and Riesman (16) present criticism of the prevailing system that often discriminates against a segment of the American population.

As George B. Smith (42) reports, if students scoring below the 50th percentile on the A.C.E. and the Speed of Reading examinations had not been admitted to Kansas University, the five graduating classes included in his study would have been without 1,100 students. He also reported that the 1956-57 Kansas University graduating class would not have included 202 teachers, 176 engineers, 22 journalists, 31 lawyers, 25 medical doctors, 43 pharmacists, and 482 graduates of the College of Liberal Arts and Sciences and the School of Business.

Eggersten (8) takes issue with those institutions of higher learning that would limit their enrollment by selective admissions. He believes the basic argument for selective admissions hinges around the belief that the unqualified can be eliminated and colleges will thus upgrade their programs. He points out that this viewpoint, by implication, indicates that measures used for the selection process are valid and reliable, and he believes this to be far from the truth. He goes on to point out that even when a minimum entrance score is set on the variety of screening devices used by most colleges, there is no rationale for assuming that the students whose scores fall just below the minimum are necessarily any less qualified than those who obtain scores above the arbitrary cutting score.

Healy (15) points out that there appears to be only two ways in which open admissions could lower standards: first, by driving away really talented students, and second, by compelling the faculty to lower its standards to meet a diminished capacity among the students. In his

consideration of the first possibility, he points out that in talking with students at the City University of New York, the majority of the better students approve of the open door, which they see as one method of alleviating some of the social ills present in our society. He further states that the danger of faculty members lowering standards for dullards is not an inevitable consequence. He believes that standards should be tied to what a university does for the student, rather than to the students' opening handicap.

In his defense of the open door system, Healy (15) states that there is, of course, the even deeper equivocation that the objective criteria are significantly revealing or predictive about what a student will do in college. The facts are not all that reassuring. Interestingly enough, the frequently urged argument that grades occupy a far too dominant position in American education is made more often by the white, middle-class, students of impeccable objective scores than by the black or Puerto Rican students. Healy states that there are many areas of talent and ability that our tests never reach and unless we are careful about where we plant our standard, we could be guilty of accepting the fact that our teaching leaves these areas similarly untouched. In his opinion, in this technical society, it is a rare human being who can be written off at age sixteen. He also says that given the multiple inequities that, despite all our skill and devotion, riddle our secondary schools there is surely ground enough to make the least sanguine wonder whether or not "under the low scores and middling averages a great prince in prison lies."

Felix C. Robb (33, p. 3) has views similar to those of Healy as is evidenced by his concern for those other than the academic elite. He states,

The colleges and universities likewise have a responsibility to the mid-range and the lower middle range of students who may become valuable citizens and careerists. Indeed, from this group will come most of the people who, in the future, will endow our colleges!

Robb believes that prediction scales are based on the belief that if we have evidence of what one student has done in the past, then we can safely predict what he will do in the future. He believes there is a fallacy in the belief that instruments can predict human behavior and, if this is true, the argument for using test results as a basis for establishing cutting scores for college entrance is invalid.

J. W. Getzels (9) believes that the usual criteria for admission to many universities such as tests, recommendations and rank in class are biased in favor of students with "convergent" intellectual ability and therefore discriminate against the ones with "divergent" intellectual ability and social interests, who may in the long run prove to be more creative. He believes that a concentrated effort should be made to recognize and create places in college for the superior divergent student as well as for the superior convergent student.

If one advocates the open door policy, the question always arises concerning college becoming a "revolving door" because of the number of students who would be unable to meet the academic requirements during their initial year in college. Perhaps the best answer to this problem hinges around the willingness of open door colleges to provide the necessary remedial work and supportive services necessary in order to avoid the revolving door concept.

After two months of deliberation in New York City in 1969, the Board of Higher Education of New York issued the following statement which seems to support the open door concept:

The best way of determining whether a potential student is capable of college work is to admit him to college and evaluate his performance there. Within the pool of 10,000 students rejected each year by the "traditional system" and the 5,000 rejected by SEEK and College Discovery there are thousands of students who, if given a chance at college, would do satisfactory and even outstanding work. When all the students who never apply to college because they have been told through twelve years of previous education that they are not "college material" are added to this pool, the great loss in human potential generated by an exclusionary policy becomes evident. This city and this society cannot afford such a loss. (15, p. 67)

From the review of the literature, there appears to be a growing trend toward overemphasis and almost complete acceptance of test scores for admissions. This is in opposition to the "open-door concept". When an admissions officer selects only from groups of students who they believe are qualified for college as a result of test scores, minimum subject matter requirements, recommendations, etc., they are in essence taking the position that a certain student or group of students is not qualified to receive a higher education. When a student is deprived of his education in this way, there is reason to believe he will be handicapped in accomplishing all he might in later life.

If one takes the position that education is primarily for the intellectual elite as shown by current standards of measurements, then the American public should take the position that since the individual is going to profit by his education, then the people who fail to receive direct benefits in the form of monetary gains should not be required to pay taxes for the support of higher education. Probably very few educators who believe in highly selective admissions criteria would be in favor of only those who benefit financing higher education. However, many educators are willing to sell the value of a college education by referring to highly quoted figures concerning how many more dollars the

college graduate earns in relation to those individuals who never attend college. This philosophy is in opposition to the "open-door concept" also.

Education in a democracy needs and demands the development of the potential of all its youth, not just the academic elite as determined by current identification procedures. Testing has a place in education but many authors feel it should be used as a basis for guidance information--to aid the individual student to discover barriers he needs to overcome in relation to his personal goals.

#### Need for Institutional Research

In a recent study, Stasser (43) reported that several investigators have emphasized the need for institutional research in order to assess the relevance of predicting academic achievement in any given institution. Because of the diversity found in various colleges, however, it seemed probable that the factors influencing achievement would also vary. Mayhew (25) also made an appeal for institutional research. Brown (5), in reviewing research on personality and college environment, indicated that differences in campus cultures should be considered in the prediction of academic achievement. In reference to background factors related to academic achievement, Watson (49) stated that there was much variation in the relationship of nonintellectual factors and achievement as a function of the particular population and that more research was needed before using background factors.

Even in different colleges of the same university Brown and DuBois (6) found that different characteristics resulted in achievement. McConnell and Heist (26) mentioned the variety in the social backgrounds,

values, interests, attitudes, and intellectual disposition of different colleges. Kearney (18) felt that there should be institutional investigations of the able learner. Many researchers express the need for institutional research by dedicated educational investigators.

#### Summary

From the review of literature it would appear that the "admissions problem" which is prevalent throughout our educational system has no one simple answer. Our population is increasing, the demand for new facilities is great, and the public expects suitable conditions to meet the current demand.

The characteristics of the modern-day college freshman are dramatically different from his counterpart of yesterday. His beliefs, goals, and objectives are different. The move toward the universality of education has apparently begun, and it appears that current trends in admission policies affect not only the academically-disadvantaged but also the regular enrollee as well.

The effect that admissions policy and thus retention standards have on the ever-increasing number of student applicants leads the author to believe that the educational system must make available policy and programs which best serve all students. The academically-disadvantaged student has been the subject of research by many educators. Psychologists, sociologists and researchers have espoused varied theories pertaining to achievement, reward, failure and success. When reviewing scholarly works from the above mentioned tenets the three predominantly researched areas are self, purpose and environment. The review of literature included articles and books which emphasized the concept of

achievement and self (10,22,23,27,5). Other studies stressed the importance of purpose and behavior of individuals in regard to environment (19,21,28,31,41,50,51). Carl Rogers devotes much of his scholarly writing to self and environment (35,36,37,38,39). William Glasser writes extensively on the theory of Reality Therapy (3,12,13,20,27,51). Richard Robl (34) in his doctoral dissertation cites from the above-mentioned sources in regard to self, purpose, and environmental influence. Robl discusses underachievement at length and cites Kornrich (19); Leib and Snyder (22), Gilbreath (10) and Wellington and Wellington (51) as having done extensive research in this area. After reviewing the above mentioned the author concurs.

The literature reviewed suggests that achievement is directly tied to purpose and goals in life (20,40,45). A person's goal in life and his perceived "purpose for being" dramatically affects how he responds to given stimuli. The academically-disadvantaged student might react differently than the regular enrollee within the same environment.

Suitable admission policies and adequate programs to serve both the regular college enrollee and the academically-disadvantaged student appear to be an urgent need in higher education. The review of the literature suggests that current trends in admission policy when coupled with the characteristics of the modern freshman enrollee dictate that new policies and programs be developed by institutions of higher learning if the academically-disadvantaged student is to succeed in higher education.



## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

The purposes of this chapter are to (a) explain the nature of the study, (b) present the selection and description of subjects, (c) describe the design and procedures and (d) describe the data collection and analysis.

#### Nature of the Study

This study was conducted by using a descriptive research technique which was exploratory in nature. As stated in Chapter I, the problem was to examine the existing summer provisional admissions program at Oklahoma State University to determine if the program provides adequate means for assessing a student's ability to succeed academically during regular term enrollment. Through a descriptive research technique the participating subjects from both groups (summer provisional admission and regular summer admission) were assessed.

The study required the accumulation of data from freshman groups during summer session enrollment for the six years (1968 through 1973) for which open admission for summer session was effective. For these years, data was gathered for American College Test scores, high school grade point averages and summer school grade point averages for all participants in summer session classified as first-time entering freshmen.

An Application For Admission (see Appendix A) to the Oklahoma State

University was completed by each student entering a summer session. All accumulated information for each applicant was retained in the Freshman Folder (see Appendix B) for review during the study project. All students who were admissible were mailed a letter of acceptance (see Appendix D) when the completed transcript was received by the Office of Admissions.

The applicants who were denied admission were mailed a letter of denial (see Appendix E) which, however, encouraged attendance in summer school. The students who attended summer school were those who contacted the Office of Admissions and visited with an admissions counselor in regard to the mechanics of enrolling. The students were informed at that time of the minimum retention requirements of the university and were given information concerning the summer session advisement program and enrollment clinic. Each student was made aware of the importance of maintaining an overall 1.6 grade point average while carrying six credit hours. The Probation Statement (see Appendix C) was signed by each student not meeting the first-time entering freshman admission requirements for the fall semester.

The study required that each summer session be reviewed in terms of number enrolled by category (probation and regular), and grade point maintenance for each enrollee in each group. The data was researched during the second week of August of each year beginning in 1968 and continuing through 1973.

#### Selection and Description of Subjects

The two groups under consideration for this study were summer probation enrollees, which included Operation COPE enrollees for the years

1968 and 1969, and regular summer enrollees. Both the summer probationary enrollees and the Operation COPE enrollees were classified as academically-disadvantaged students. The subjects were enrolled at Oklahoma State University for a summer session during the years 1968 through 1973.

Group I, the summer probation enrollees, was all summer-term students who failed to meet the admission requirements for regular-term enrollment at the host institution. Students classified as Group I were enrolled during the summer-sessions for the years 1968 through 1973. The 1968 and 1969 years found Operation COPE enrollees in summer school. The COPE program, which was created to assist the academically-disadvantaged student was discontinued after 1969. Although Operation COPE served students who for purposes of this study would not be classified as academically-disadvantaged, only those COPE participants who failed to meet the regular-term admission requirements were considered in this research.

Group II, was composed of regular summer enrollees for each year from 1968 through 1973. These students were those who met the admission requirements for regular-term enrollment but who chose to attend summer session rather than wait until fall semester.

The selection of subjects was controlled in that each applicant's application was reviewed and an admission decision was made based upon the criteria required by the State Regents, i.e., the admission standards for state supported institutions of higher education. Group I, the summer probation enrollees, was those students who had less than a 2.5 G.P.A. (on a 4.0 scale), over four years of high school credit, ranked in the lower one-half of their senior class and who had less than a 16

composite standard score on the American College Test (ACT). Group II was composed of those enrollees meeting the above mentioned requirements (2.5 G.P.A., or upper one-half of class, or 16 ACT).

#### Data Collection and Analysis

The author collected data during the summer session of 1968 in anticipation of doctoral study in the area of student personnel and guidance. It was apparent that many students were in need of assistance, both academically and personally, if they were to succeed in school during the summer session period. Operation COPE was initiated to assist summer enrollees in need of tutoring, counseling, advisement and group interaction during the summer session. The decision to participate in the program was voluntary.

According to Robl (34), Operation COPE students were drawn from the total population of high school seniors in Oklahoma who scored 15 or below on the ACT Composite Score and who sent their scores to Oklahoma State University. Some 35 students applied for the program during the 1968 summer session. Twenty-four of the 35 were classified as academically-disadvantaged. In 1969, there were 24 students so classified who participated in the COPE program.

Group I was composed of the total population classified as probation enrollees for the years 1968 through 1973. Group II was composed of 100 students randomly selected from the total populations for the years 1968 through 1973. Permanent records, on file in the Registrar's Office at Oklahoma State University, were utilized to collect the needed information for the study. High school grade point averages and ACT scores were recorded in the incoming freshman folder at the time of enrollment. The

summer session grade point average for each student was also recorded in the Registrar's Office.

The data used to examine the hypothesis for this study was collected before the beginning and after the ending of each summer session at the host institution for the years 1968 through 1973. As previously stated, the high school and summer session grade point averages and ACT scores were obtained from the records on file in the Registrar's Office at the Oklahoma State University. The research findings were expressed by graphic and table explanation and a point biserial correlation technique was employed to test for relationship between the two groups. These findings are presented in Chapter V of this study.

#### Design and Procedures

Each of the two selected groups under consideration for the study was examined to determine if there was a significant relationship between summer session college freshman grade point averages and participation in two types of probationary programs at the Oklahoma State University. The author examined high school grade point averages, ACT scores, and summer session grade point averages for the existing groups for the six years for which data was available.

Data for Group I, the summer probation enrollees, were collected by enrollment number in the Registrar's Office. As previously stated, each student within this group was assigned a Freshman Folder (see Appendix B) which served as a receptacle for the student's application form, enrollment reservation sheet, official high school transcript, and ACT score copy from the American College Testing Program. Data for Operation COPE students in Group I were taken from a list of participants supplied by

Dr. Richard Robl, administrator of the COPE Program during 1968 and 1969. For each student subject, grade point averages for both high school and summer session enrollment, as well as ACT scores, were drawn from the student's permanent record in the Registrar's Office. Data for subjects in Group II, the regular summer session enrollees, were drawn from permanent files in the Registrar's Office and a random selection of 100 students was employed. The randomization process was completed for the 1970, 1971, 1972 and 1973 years by programming the Oklahoma State University computer IBM 360 Model 65 for random selection. The total bank data was pre-recorded on IBM computer storage tape. The needed data was not on computer storage for the 1968 and 1969 years, therefore a table of random numbers was utilized. Graphic and table explanation and a point biserial correlation technique were utilized to express the findings of the study. All first-time entering freshmen who met the admission requirements for regular term enrollment at the host institution were classified as Group II. The regular summer session enrollees were both residents and non-residents of Oklahoma and no distinction was made between the two classifications for the purposes of this study.

A point biserial correlation technique and graphic and table explanation were employed to express the differences and relationship between the two groups under consideration. Graphic treatment was intended only to exemplify each group in relation to each other at the host institution.

## CHAPTER IV

### FINDINGS OF THE STUDY

The presentation of the data and findings of this research will be reported as they relate to the research question as presented in Chapter I. The format for this chapter will be that of (a) stating the research question (b) discussing implications of the question, and (c) presenting a table and graphic explanation of the collected data. In addition the research question and correlation technique (d) will be presented with a point biserial statistical measure to examine the relationship between summer session college freshman grade point averages and participation in two types of probationary programs at the Oklahoma State University. A summary of the chapter is presented in the conclusion.

#### Research Question

There is a significant relationship between college freshman summer session grade point averages and participation in two types of provisional admission programs at the Oklahoma State University.

#### Discussion

A student's ability to succeed in college is affected by many factors, some being influenced by the student and his family background and some being biologically inherent within the student and therefore not affected by environment per se. The intent of this study is not to

debate either side but rather to explore factual academic achievements of participating students at the Oklahoma State University summer session enrollments during the years 1968 through 1973.

The summer session provisional admission program was originated by order of the Oklahoma State Regents for Higher Education, the governing board for all state tax-supported institutions of higher learning in Oklahoma. No specific guidelines accompanied the directive from the Regents. Each institution was responsible for implementing its own provisional program to serve those students who entered college under the provisional summer policy.

If a student was enrolled in a minimum of six credit hours for the summer term and maintained a 1.6 G.P.A. his enrollment was continued for the fall semester. A student, entered under the provisional admission policy, who failed to maintain a 1.6 G.P.A. over six credit hours was not permitted to enroll for the following fall semester. It was the responsibility of the admissions office to maintain control in regard to the probationary students' enrollment for fall semester.

As stated by the Oklahoma State Regents for Higher Education, the criteria for determining the probability of academic success was a "successful" summer session by virtue of maintaining a 1.6 G.P.A. over six credit hours. Two different varieties of programs served the summer session enrollee at the Oklahoma State University during the six years under consideration for the study, one for the probation enrollee and one for the regular enrollee. Statistics are presented in Table I.



TABLE I  
SUBJECT GROUP DESCRIPTIONS

	Group	A <sup>4</sup>	B <sup>5</sup>	C <sup>6</sup>	D <sup>7</sup>
1968 <sup>1</sup>	I <sup>2</sup>	24	1.85	12.62	2.26
	II <sup>3</sup>	100	2.93	19.17	2.47
1969 <sup>1</sup>	I	24	2.00	12.91	2.17
	II	100	2.87	19.64	2.52
1970	I	15	2.00	12.66	1.15
	II	100	3.01	20.19	2.49
1971	I	27	1.89	12.73	1.65
	II	100	2.86	19.63	2.51
1972	I	19	1.87	12.33	1.87
	II	100	2.98	18.85	2.49
1973	I	31	2.01	11.51	1.26
	II	100	2.95	18.52	2.42

<sup>1</sup>COPE Program years.

<sup>2</sup>Group I = summer school probation enrollees.

<sup>3</sup>Group II = regular summer school enrollees.

<sup>4</sup>A = number enrolled.

<sup>5</sup>B = mean high school G.P.A.

<sup>6</sup>C = mean ACT score.

<sup>7</sup>D = mean summer school G.P.A.

### Table and Graphic Explanation of Data

Table I presents a group description of student subjects by year. The years 1968 through 1973 are presented with scores, by group, reflecting the mean high school grade point averages, mean ACT scores and mean summer session grade point averages.

Group I subjects were those students enrolled as summer probation enrollees. The description of the subjects by group in regard to mean high school grade point averages and mean ACT scores is compatible in that Group I was selected by criteria for admission established by the Oklahoma State Regents for Higher Education. Group II was selected randomly from total population during each summer session.

Group II subjects were those students enrolled as regular summer school enrollees. The number of subjects enrolled in each group is presented in Table I indicating the mean high school grade point average, mean American College Testing (ACT) score, and mean summer school grade point average. Group II, the regular summer enrollees, were 100 subjects randomly selected from the total populations during each summer session 1968 through 1973. There were 246 enrollees in 1968 classified as regular summer school enrollees, 249 in 1969, 247 in 1970, 262 in 1971, 180 in 1972 and 201 in 1973.

In regard to mean summer school grade point averages by group, the mean summer school grade point averages for Group I during 1968 and 1969 were notably higher than for 1970 through 1973 summer terms. Group II mean summer school grade point averages were similar during the six years.

Table II presents the summer school probation retention percentage rate for the years 1968 through 1973. It should be noted that in 1969, of the four students failing to achieve 1.6 G.P.A., two were not enrolled

TABLE II  
SUMMER SCHOOL PROBATION RETENTION PERCENTAGE RATE

Year	Total Enrolled	Number Achieving Less Than 1.6 G.P.A.	Percentage Success	Percentage Failure
1968	24	2	91.7	8.3
1969	24	4 <sup>1</sup>	83.4	16.6
1970	17	11	35.3	64.7
1971	27	12	55.6	44.4
1972	19	6	68.5	31.5
1973	33	20	39.4	60.6

<sup>1</sup>2 of the 4 were not COPE participants.

in the COPE program. During the years 1968 and 1969 when the COPE program was in effect, a 91.7 percent and 83.4 percent success rate was seen. The years 1970, 1971, 1972 and 1973 reflect a lower percentage of success for the summer school probation enrollee. The percentage of success during the 1972 year is somewhat higher than the 1970, 1971 and 1973 years. This is perhaps explained in part by the method employed by the Admissions Office staff during the 1972 summer session enrollment. Each individual student of the total of 19 was instructed to enroll only in a six hour schedule in which he felt most comfortable and proficient. Thus, courses in mathematics, chemistry, biological sciences and many English composition courses were avoided.

The years 1970 and 1973 show the highest percentage rate of student failure with 64.7 percent and 60.6 percent of the total number of students, respectively, failing. The years 1971 and 1972 show 44.4 percent and 31.5 percent failure rate for the summer session probation enrollees.

Figure 1 presents the mean high school grade point averages by group for the years 1968 through 1973. The summer school probation enrollees during 1968 reflected a mean high school grade point average of 1.85 on a 4.00 scale. This was the lowest mean high school grade point average for the six years being considered. The summer school probation enrollees during 1973 had a mean high school grade point average of 2.01. The mean high school grade point average in both 1969 and 1970 was 2.00 for summer school probation enrollees.

As is seen by Figure 1 the summer school regular enrollees were approximately one grade point higher than probation enrollees in regard to mean high school grade point averages for the years 1968 through 1973. The 1968 mean high school grade point average for the summer school

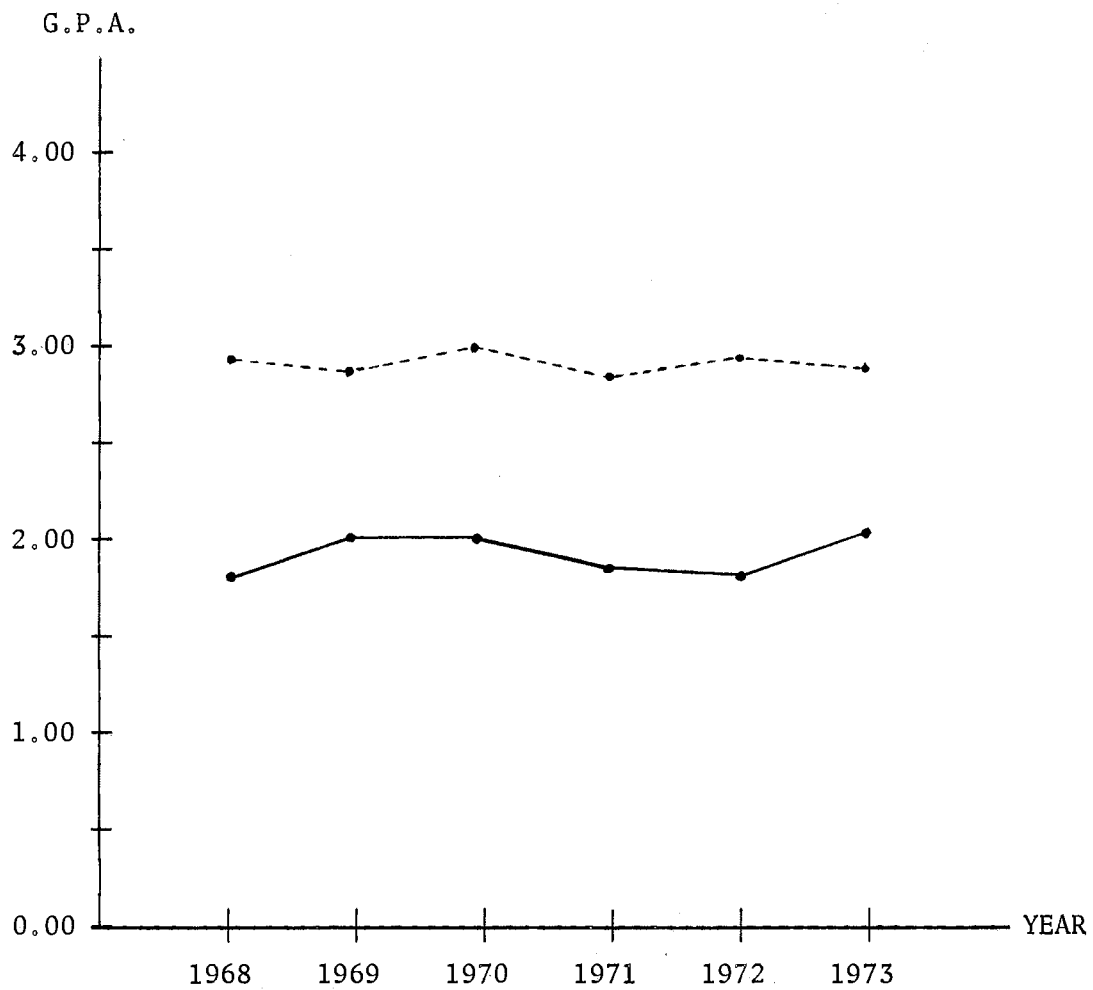


Figure 1. Mean High School Grade Point Average

----- = summer school regular enrollees;  
———— = summer school probation enrollees.

regular enrollee was 2.93, and the highest mean high school grade point average of 3.01 was registered during 1970. All six years under consideration reflected an approximate 3.00 mean high school grade point average for the summer school regular enrollee.

Figure 2 presents the mean ACT scores, by group, for the years 1968 through 1973. The summer school probation enrollees' scores reflect a mean standard score of 12.91 on the American College Test for the year 1969. This is the highest mean score for the six years 1968 through 1973. The lowest mean ACT score, by group, was registered during the year 1973 with an 11.51 mean being reflected. The mean ACT scores for all years cluster near the 12.00 standard score area for the summer school probation enrollees.

The summer school regular enrollees, as indicated in Figure 2 are notably higher in the mean ACT standard score area with most scores approximately 19.00. The lowest mean of the six years, an 18.52 mean ACT, was earned in 1973. The highest mean ACT by year, 20.19, was established during 1970, for the summer school regular enrollees. Both the regular enrollees and the probation enrollees experienced a decline in mean ACT scores beginning in 1971 and continuing through the year 1973.

Figure 3 presents the mean summer school grade point averages by group for the years 1968 through 1973. The mean summer school grade point average for the summer school probation enrollees for the 1970 year was 1.15 on a 4.00 scale. It should be noted that this was the lowest mean for the six years under consideration. The highest mean was found during the 1968 session with a 2.26 being noted. The 1969 session found a mean summer school grade point average of 2.17 for the probation

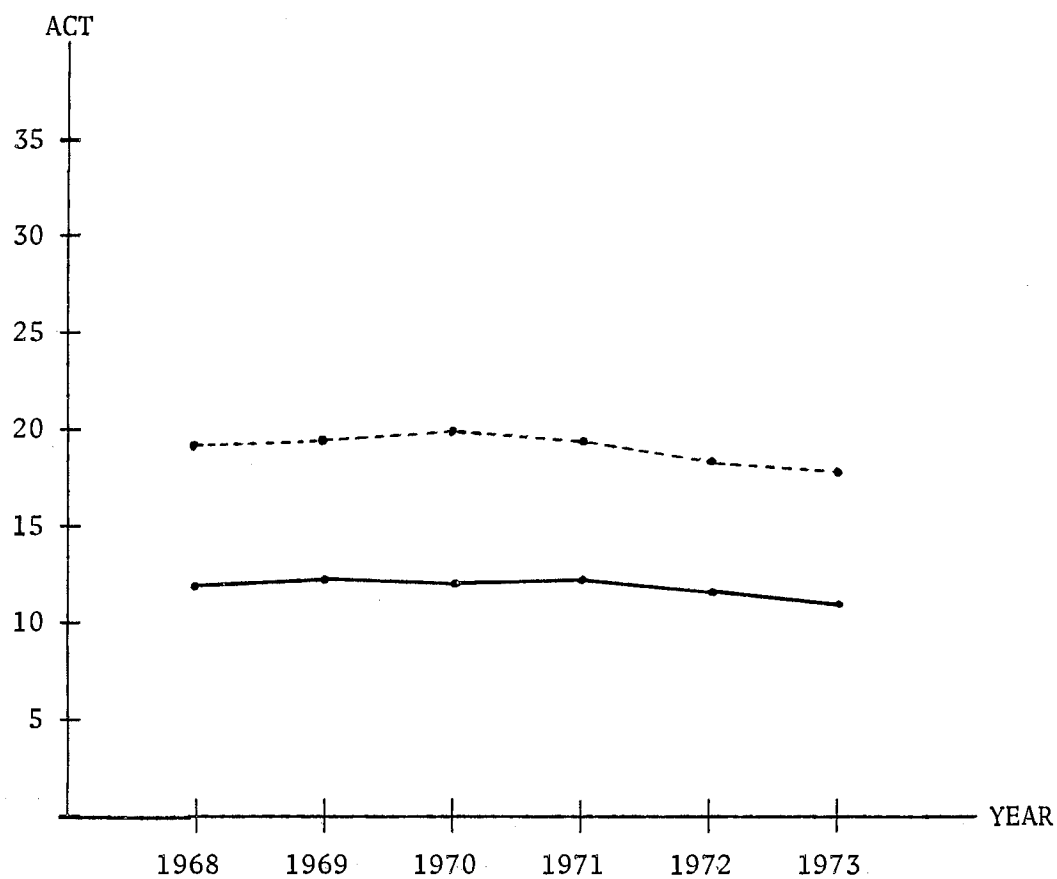


Figure 2. Mean American College Testing (ACT) Score.

----- = summer school regular enrollees;  
———— = summer school probation enrollees.

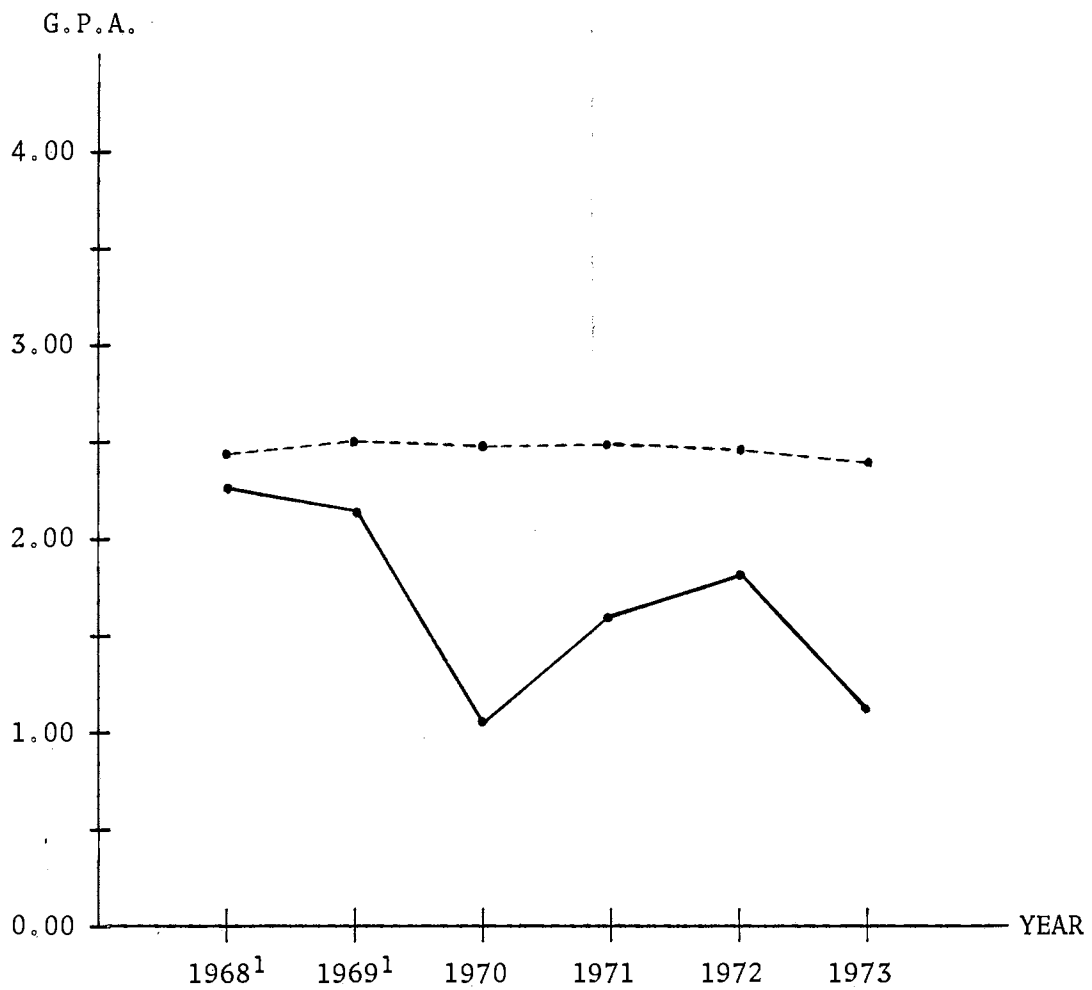


Figure 3. Mean Summer School Grade Point Average

<sup>1</sup>COPE Program years. ----- = summer school regular enrollees; ————— = summer school probation enrollees.



enrollees. The 1970 session ended with a summer school mean grade point average of 1.15 being accumulated by the probation enrollees. The 1971 year followed with a 1.65 mean being reflected. The 1972 and 1973 years indicated a mean of 1.87 and 1.26, respectively. The mean grade point averages for the summer school probation enrollee were notably lower beginning with the 1970 summer session and continuing through the 1973 summer term.

The regular enrollee during summer school for the years 1968 through 1973 accumulated an approximate grade point average of 2.52 on a 4.00 scale. The mean summer school grade point average for the 1973 enrollee group was 2.42. This was the lowest mean for the six years being reviewed. The highest mean grade point average for summer school was found during the 1969 year with a mean of 2.52 being reflected.

#### Research Question and Correlation Technique

There is a significant relationship between college freshman summer session grade point averages and participation in two types of provisional admission programs at the Oklahoma State University. This was the research question as presented in Chapter I.

To examine the relationship between college freshman summer session grade point averages and participation in two types of provisional admission programs a point biserial correlation technique was used. The 1968 and 1969 years found the COPE Program in effect at Oklahoma State University. There were 48 students who participated in the program. From the 1970 through 1973 academically-disadvantaged population a random selection of 48 students was made. The following point biserial correlation formula was employed:

$$r_{pbis} = \frac{\bar{X}_p - \bar{X}_q}{s} \sqrt{pq}$$

As mentioned above, the number in each group considered was 48. The COPE Program students during 1968 and 1969 totaled 48 with 24 being found during each year. A mean of 22.25 was observed for the COPE student group and a mean of 15.22 was found for the 48 students randomly selected from the population for the 1970 through 1973 years. The square root of Group p multiplied by Group q was .5. The point biserial correlation value was 0.3931 which was significant at the .01 level.

It appears that there is a definite correlation between success in summer school and the type of provisional admission program which was provided for summer session enrollees. The point biserial correlation technique found the probability being greater than .01.

#### Summary of Findings

The mean high school grade point averages and the mean ACT scores for Group I and Group II were compatible in that the admissions criteria as established by the Oklahoma State Regents for Higher Education served as a guideline for admitting students. The mean summer school grade point averages for the COPE Program students were notably higher than the mean summer school grade point averages for the students during the years when the COPE Program was not in effect.

The summer school probation retention percentage rate as shown in Table II indicates that the percentage of failure was lower during the years 1968 and 1969. The 1972 year percentage of failure was somewhat lower than for the 1970, 1971 and 1973 years. During this year the Admissions Office at the Oklahoma State University stressed that the 19

enrollees carry six hours of course work of their choosing. This would perhaps explain the 31.5% figure.

The point biserial correlation technique used to examine the relationship between college freshman summer session grade point averages and participation in two types of provisional admission programs found a correlation value of 0.3931 to be significant at the .01 level. The results indicated that there was a definite relationship between college freshman summer school grade point averages and participation in two types of provisional admission programs at the Oklahoma State University. Chapter V presents the summary and conclusions from the study and makes recommendations in regard to the findings.

## CHAPTER V

### SUMMARY CONCLUSIONS AND RECOMMENDATIONS

#### Review of the Study

The purpose of this study was to review two summer session college freshman groups during the years 1968 through 1973 at the Oklahoma State University in regard to academic success as defined by continued enrollment in the fall semester. The study was designed to investigate the existing summer provisional admission program in order to determine the effectiveness of the program as an adequate means of facilitating student growth.

The study involved the accumulation of data pertaining to first-time entering college freshmen students at the Oklahoma State University. Necessary data was on file in the Registrar's Office in the students' permanent record file. The students were listed both alphabetically and by enrollment number. The ACT test scores were obtained from the American College Testing Program, Iowa City, Iowa. High school grade point averages were obtained from the complete and official high school transcripts in the Office of Admissions. Summer school grade point averages for all students in the study were drawn from computer tape (student information bank) in the University Computer Center in the mathematical sciences building.

The group defined as summer school regular enrollees was all students who met the first-time entering freshman admission requirements.

as established by the Oklahoma State Regents for Higher Education and enrolled at the Oklahoma State University during the summer session. The group defined as summer school probation enrollees was all students who failed to meet the first-time entering freshman admission requirements and thus attended summer session. The State Regents requirements state that the students failing to meet the first-time entering freshman admission requirements must enroll in a minimum of six credit hours and maintain a 1.60 G.P.A. on a 4.00 scale in order to continue enrollment during the fall term.

The probation enrollees were permitted to enroll in any six credit hours that they and their advisers agreed upon. These students were encouraged by the Admissions Office and the academic adviser to enroll in no more than six credit hours. The regular enrollees were permitted to enroll in as many hours as they chose (a maximum of nine).

The number enrolled, the mean high school grade point averages, the mean American College Test scores and the mean summer school grade point averages were presented by group for each year 1968 through 1973. Graph and table explanations were both presented. A point biserial correlation technique was employed to test for a relationship between two distinctive provisional summer programs for the academically-disadvantaged. One program, Operation COPE was in effect during the years 1968 and 1969. The years 1970 through 1973 found no existing special services program for the academically-disadvantaged freshman enrollee.

#### Summary of Findings

The research question under review stated that there is a significant relationship between college freshman summer session grade point

averages and participation in two types of provisional admission programs at the Oklahoma State University. The point biserial correlation technique employed to test for a relationship between college freshman summer session grade point averages for probation enrollees and type of provisional admission program found a value of 0.3831 which was significant at the .01 level. It appears that a definite relationship exists between success in summer school and the type of provisional admission program in effect.

The comparison of high school grade point averages, ACT scores and summer session grade point averages by group are shown in Table I for the years 1968 through 1973. Table II, the summer school probation retention percentage rate indicated that during the years 1968 and 1969, when Operation COPE was in effect, the percentage of failure was notably lower than the percentage of failure listed for the 1970 through 1973 years. These figures are supportive of the point biserial correlation result which indicate a high degree of relationship between academic success in summer school and type of provisional admission program employed for summer session probation enrollees.

The mean high school grade point averages for the two groups considered in this study are reflected in Figure 1. The summer school regular enrollees were notably higher in this measure with each year from 1968 through 1973 indicating an approximate full grade point variation. The summer school regular enrollees reflect an approximate 3.00 high school G.P.A. throughout the six years under consideration, while the summer school probation enrollees accumulated an approximate high school grade point average of 2.00 on a 4.00 scale.

The American College Test standard score mean by group is presented.

in Figure 2 with the summer school regular enrollees scoring approximately seven points higher on the average throughout the six years under consideration. The summer school regular enrollees ACT scores reflect a mean of approximately 19 during each of the six years. The summer school probation enrollees mean ACT scores reflect an approximate mean of 12 for the six years. The ACT means for both groups declined somewhat beginning in 1971 and continuing through the year 1973.

Perhaps the most significant findings of the study are presented in Figure 3 which expressed the mean summer school grade point averages for both groups under consideration. While the summer session regular enrollee maintained an approximate 2.50 G.P.A. throughout each of the six years shown, the summer session probation enrollees show a dramatic decline in grade point average beginning with the year 1970 and continuing through the year 1973. The Operation COPE student maintained a consistently higher summer school grade point average than did the same student (so classified as academically-disadvantaged) during the years 1970 through 1973 when there was no provisional admission program to serve the enrollee.

It should be noted that the findings of this exploratory study are the result of one particular approach to reviewing the academically-disadvantaged student and his many problems in the educational setting at one institution. As stated in the limitations of the study the results of this study should not be generalized to other settings.

#### Recommendations and Conclusions

In our educational society today there are found many classifications of students in regard to academic success. This study would

suggest that the academically-disadvantaged freshman at the Oklahoma State University is properly classified when in competition with the student who has met the prescribed admission criteria.

Many institutions today are confronted with the problem of how to better serve the student who does not possess qualities of academic superiority. It would appear that in most instances the quality student meets the admission requirements, succeeds academically and graduates with relatively little difficulty. This is not true for the academically-disadvantaged enrollee at the Oklahoma State University. This study would suggest that we as educators should review not only our criteria for establishing admission standards but also our educational programs which serve our students.

The academically-disadvantaged student is permitted to enter on probation at the Oklahoma State University and is then confronted with competing with quality enrollees within the existing educational programs available. It is this researcher's contention that administrators and faculty advisers are not intentionally shirking their professional duty but are rather oblivious to the unique problems confronting the enrollee classified as academically-disadvantaged. This study suggests that this student does not do as well academically as the student who has met the admission criteria.

During the years 1968 and 1969 when the experimental Operation COPE program was in effect offering tutorial service, advisement, counseling, and personal relationships between faculty and student participant, there appears a higher degree of academic success for the freshman enrollee. The years 1970 through 1973 do not reflect this success rate. Programs to serve the academically-disadvantaged college freshman are desperately



needed if our institutions of higher education are to accept the challenge of our society's demand for universal education. In view of the findings of this study the following recommendations are presented:

(1) long-range planning for academic advisement programs to assist the academically-disadvantaged student;

(2) longitudinal studies involving the academically-disadvantaged enrollee;

(3) new counseling programs specifically for the academically-disadvantaged student;

(4) research studies in regard to admission practices and how they affect the academically-disadvantaged student at various types of institutions; and

(5) modified course scheduling procedures to assist the academically-disadvantaged student.

The data from this study in regard to academic success would suggest that the academically-disadvantaged student will require assistance by special programs of services if positive results are obtained. Guidance and counseling, modified course scheduling procedures, special tutoring and interpersonal experiences should perhaps be considered to assist the academically-disadvantaged enrollee. It is and should be the responsibility of every educator to assist in the development of new programs for the academically-disadvantaged student through professional study, awareness and concern for the welfare of these individuals.

Education in our democratic society needs and demands the development of the potential of all its youth, not just the academic elite as determined by current identification procedures. The review of literature for this study suggests that programs are needed to serve both the

regular college student and the academically-disadvantaged enrollee. Institutions of higher education should provide adequate programs to serve the enrollee or a complete revision of admissions practices should be considered. The educational and personal development of the student is our goal.

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APPENDIX A

APPLICATION FOR ADMISSION

# APPLICATION FOR ADMISSION

Oklahoma State University, Stillwater, Oklahoma 74074

Please complete and return to Office of Admissions  
(see reverse side for admission requirements)

Non-residents of Oklahoma (except students applying for admission to the Graduate College) must file with their application a \$10 application fee. This fee is required before the application will be considered, and will not be refunded or applied toward any fees regardless of whether the student is admitted.

## Student Information

Mr. \_\_\_\_\_  
 Miss \_\_\_\_\_  
 Mrs. \_\_\_\_\_  
 LAST FIRST MIDDLE SOCIAL SECURITY NO.

(Give Full Legal Name above. In succeeding terms you are to register by this name and no other unless name is legally changed.)  
 do hereby make application for admission to Oklahoma State University. I plan to enroll for the Fall 19\_\_\_\_; Spring 19\_\_\_\_; Summer 19\_\_\_\_.

Permanent Home Address \_\_\_\_\_  
 STREET CITY STATE ZIP HOME PHONE

Present Address \_\_\_\_\_  
 STREET CITY STATE ZIP YEARS LIVED AT THIS ADDRESS

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_  
 MONTH DAY YEAR CITY STATE Marital Status: Married \_\_\_\_\_ Single \_\_\_\_\_

Last High School attended \_\_\_\_\_  
 NAME OF SCHOOL LOCATION OF SCHOOL Date of High School graduation \_\_\_\_\_

NOTE: If you have NOT attended another college, your complete high school transcript must be mailed to the Office of Admissions before final acceptance can be made.

Father's Name: \_\_\_\_\_ Address: \_\_\_\_\_  
 STREET OR P.O. BOX CITY STATE ZIP CODE

Mother's Name: \_\_\_\_\_ Address: \_\_\_\_\_  
 STREET OR P.O. BOX CITY STATE ZIP CODE

Years parents have lived at the above address: Father \_\_\_\_\_ Mother \_\_\_\_\_

### UNDERGRADUATE

- Please indicate by "checking" the program in which you intend to enroll.
- See reverse side for admission requirements.
- Agriculture
  - Arts & Sciences
  - Business Administration
  - Education
  - Home Economics
  - Engineering
  - Technology
  - Not yet fully decided

### GRADUATE and PROFESSIONAL

(See reverse side under Graduate and Professional)

- Graduate College
- Veterinary Medicine
- Professional Engineering

Have you attended any college? \_\_\_\_\_ If the answer is "yes" then complete the TRANSFER STUDENTS section listed below.  
 (ANSWER YES OR NO)

## TRANSFER STUDENTS (To be completed by students who have previously attended college)

List below all colleges attended. You must submit official transcripts of ALL college work attempted. Failure to list ALL colleges attended will cause you to be dismissed from Oklahoma State University.

Colleges attended	Location of colleges	from	to	Grade average	Total hours attempted

If Oklahoma State University requests more information pertaining to my academic and personal records than is shown on my official transcripts, I hereby authorize those colleges listed above to release such information to Oklahoma State University.

(TRANSFER STUDENT'S SIGNATURE)

DATE

## Required Certification

Are you a resident of Oklahoma according to the provisions below? \_\_\_\_\_ (yes or no). Undecided, see attached letter  A married student or a student 21 years of age or over, who has not lived in the State of Oklahoma for at least 12 months immediately preceding his enrollment at Oklahoma State University will be classed as a non-Oklahoma student. Twelve months attendance in college or University in the State of Oklahoma does not, within itself, entitle a student to claim Oklahoma residence under this provision.  
 A minor student who is not married and whose parents have not established permanent residence in the State of Oklahoma prior to the student's enrollment in a semester or term will be classed as a Non-Oklahoma student for that semester. These provisions are not all inclusive of the regulations governing the classification of students as residents or non-residents. Any student who cannot determine his classification from these provisions should attach to his application a letter of explanation.

If I am accepted as a student of Oklahoma State University I agree to obey all rules and regulations of the University.

Have you ever been convicted of a crime or dismissed, expelled, or suspended from any school or college? \_\_\_\_\_ Yes ( ) No ( )  
 (If "yes", please write a full explanation of the circumstances of such action and attach it to this application.)

SIGNATURE OF APPLICANT



APPENDIX B

FRESHMAN FOLDER

**To be filled in by student**

**PRINT IN INK**

Give FULL NAME when filling out this form. On all enrollment forms you are to register by this name and no other unless name is legally changed. If you graduate your diploma will carry this name.

Mr. Miss  
**FULL NAME** Mrs. \_\_\_\_\_  
LAST FIRST MIDDLE

**SOCIAL SECURITY NUMBER** \_\_\_\_\_

**BIRTH DATE** \_\_\_\_\_  
MONTH DAY YEAR

**BIRTH PLACE** \_\_\_\_\_  
CITY STATE COUNTY

**PARENT OR GUARDIAN AND ADDRESS** \_\_\_\_\_  
STREET NUMBER

**OF PARENT OF GUARDIAN** \_\_\_\_\_  
CITY STATE

**NAME OF LAST HIGH SCHOOL ATTENDED** \_\_\_\_\_

**LOCATION OF HS** \_\_\_\_\_  
CITY STATE

**GRADUATION DATE** \_\_\_\_\_

I am enrolling in the college of

AGRICULTURE

ARTS & SCIENCES       ENGINEERING

BUSINESS                       HOME ECONOMICS

EDUCATION                       TECHNOLOGY

## Oklahoma State University

**Deposit \$20.00**

To be paid by those students who plan to enroll at OSU.

**NOT TO BE FILLED IN BY STUDENT**

1	2	3
4	5	6

Oklahoma Resident  A

RESIDENT CLASSIFICATION Non-Resident  B

International  C

HIGH SCHOOL CODE

RANK IN CLASS

GRADE POINT AVERAGE

**TEST SCORES**

**ACT**

ENGLISH

MATHEMATICS

SOCIAL STUDIES

SCIENCES

COMPOSITE

APPENDIX C

PROBATION STATEMENT



*Oklahoma State University*

OFFICE OF ADMISSIONS AND REGISTRAR

STILLWATER, OKLAHOMA 74074  
WHITEHURST HALL  
(405) 372-6211, EXT. 7722

I fully understand that my summer enrollment is enrollment on probation and that I must carry a minimum of six hours and maintain a 1.6 grade point average in order to continue at OSU in the fall.

---

Signature

---

date

APPENDIX D

ACCEPTANCE LETTER



*Oklahoma State University*

OFFICE OF ADMISSIONS AND REGISTRAR

STILLWATER, OKLAHOMA 74074  
WHITEHURST HALL  
(405) 372-6211, EXT. 7722

Welcome to Oklahoma State University and the Freshman Class of 1968. Your high school transcript has been received and we are happy to inform you that you have been accepted. We shall be looking forward to your visit to our campus to complete your enrollment.

A form is enclosed which should be completed and returned to this office. Please indicate the dates you would prefer to visit the campus to complete your enrollment. We will reserve a place for you on one of the dates and return a reservation card to you along with instructions on when and where to report after arriving on the campus.

If you should need additional information pertaining to the University, prior to or after your arrival on campus, please feel free to call on this office.

Sincerely yours,

Raymond Girod  
Registrar and Director of  
Admissions

RG:sa

APPENDIX E

DENIAL LETTER



# Oklahoma State University

OFFICE OF ADMISSIONS AND REGISTRAR

STILLWATER, OKLAHOMA 74074  
WHITEHURST HALL  
(405) 372-6211, EXT. 7722

Your application for admission has been received and has been given careful consideration. We appreciate your interest in OSU and hope that sometime in the future Oklahoma State University can be of assistance to you; however, we cannot accept you for admission to the 1973 Fall Semester because your high school transcript does not meet our minimum requirements.

If you wish to pursue an academic program at Oklahoma State University, we would suggest that you enroll for summer session in six or more semester credit hours. If you achieve a grade point average of 1.6 or higher, you would be permitted to enroll for our fall semester on probation. If you do not wish to enroll for summer session, you may enroll in an accredited college or university and after you have satisfactorily completed 12 or more semester credit hours, C average over all work attempted, you may apply for admission to OSU as a transfer student.

I hope that our refusal to accept you for the coming Fall Semester does not cause you to abandon your plans to continue your education. Please contact this office if we may assist you.

Sincerely,

Raymond Girod  
Registrar and Director  
of Admissions

RG:sa



VITA

Robin Hood Lacy

Candidate for the Degree of

Doctor of Education

**Thesis:** A DESCRIPTIVE STUDY OF ADMISSION POLICY AND ACADEMIC SUCCESS VARIABLES FOR THE ACADEMICALLY-DISADVANTAGED COLLEGE FRESHMAN AT THE OKLAHOMA STATE UNIVERSITY

**Major Field:** Student Personnel and Guidance

**Biographical:**

**Personal Data:** Born at McAlester, Oklahoma, January 17, 1943, the son of Earl and Frances Beth Lacy.

**Education:** Attended first year grade school at Loving, New Mexico; remainder of grade school at Kiowa, Oklahoma; graduated from Kiowa High School in 1961; received Bachelor of Arts degree from East Central State College in 1967, with a major in History; received the Master of Science degree from Oklahoma State University in 1969, with a major in Student Personnel and Guidance; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1974.

**Professional Experience:** Admissions Counselor at Oklahoma State University, Stillwater, Oklahoma, 1967-1969; Assistant Director of Admissions at Oklahoma State University, Stillwater, Oklahoma, 1969 to present.

**Professional Organizations:** Oklahoma Association of Collegiate Registrars and Admissions Officers; Oklahoma College Personnel Association; Oklahoma Personnel and Guidance Association; Higher Education Alumni Council of Oklahoma.