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A STUDY OF CHARACTERISTICS AND ACHIEVEMENT OF TRANSFER
STUDENTS ADMITTED TO EASTERN ILLINOIS UNIVERSITY

81

1088 by

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B. S., University of Minnesota, 1961

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CHAPTER I

INTRODUCTION AND GENERAL OBJECTIVES

In the United States, social mobility is becoming a familiar phenomenon. Relocation in geographical and occupational areas has become a significant aspect of our culture.

With increased social mobility, relocation within educational institutions is also augmented. Each year, colleges and universities are faced with transfer students moving from one institution to another.

The concept of what a transfer student is varies with different authors. According to H. Ellis Finger, Jr., "Every student is a transfer. The question is not one of status but of time or occasion. Some students transfer at the end of the twelfth grade, others at end of the fourteenth, but all are transfers."¹

A more commonly held definition of a transfer student and that employed here is: An undergraduate student is one who enters an institution of higher learning with advanced standing resulting from previous enrollment in another institution of higher learning.

Because the transfer student has attended one or more colleges or universities, his background is more diverse than

¹H. Ellis Finger, Jr., "Transferable Excellence?," Liberal Education, Vol. XLV, (March, 1959), pp. 27-28.

that of the student who has completed his college career at one school. The personal factors and academic progress of the transfer student will, therefore, vary from those of the non-transfer student. This diversity of background leads to the query, "How does the transfer student fare at the institution to which he transfers?"

Transferring between institutions has occurred since the advent of higher education. The number of transfer students has increased markedly since the establishment of the junior college system at the turn of the century. Increasing social mobility indicates increasing transfer of students between institutions of higher education. In view of these phenomena, the above query, "How does he fare...", takes on added meaning.

Charles H. Holmes stated:

In reviewing and analyzing a multitude of periodical and journal articles, theses, dissertations, and general research concerning transfers, the conclusion established by usually valid research indicates the fact that no pattern or established norms of any type are available on the transfer student. In fact, there are conflicting reports on the success or lack of success of transfer students among the various colleges which indicate that no individual college or university can claim on the basis of previous research just how transfer students will measure up at their institutions. Each institution must validate its success or lack of it with transfer students by and through its own records, experience, and research.²

The general objective of this paper is to analyze the characteristics and achievement of transfer students at Eastern Illinois University to see how these transfer students

²Charles H. Holmes, "The Transfer Student in the College of Liberal Arts," Junior College Journal, Vol. XXXI, (April, 1961), p. 457.

"measure up" at this institution. It is hoped that this information will aid in meeting the needs of students transferring to Eastern Illinois University.

In light of the minimal amount of information available concerning transfer students at Eastern and the increased mobility of the student population, this study is undertaken.

CHAPTER II

RELATED RESEARCH AND SPECIFIC OBJECTIVES

Very few studies are available concerning students that transfer to an institution. More prominent are studies relative to students leaving an institution by withdrawing, being dropped by the institution for scholastic reasons, or by being dismissed for reasons other than scholastic.

Because students leaving another institution are of interest to Eastern, for reason of their possible transfer, a few such studies will be cited.

Jordan, in a study of students leaving the University of North Carolina, found the most common reason for students leaving the University was poor scholarship.³

Williams studied students who withdrew and transferred from the University of Michigan. He found students who were asked to withdraw (were dropped) had low scholastic records. Those who transferred to other institutions had average or better grade point averages.⁴

In a study at Indiana University, Merrill Eaton reached

³A. M. Jordan, "Student Mortality, "School and Society, December 26, 1925, pp. 821-24.

⁴Robert L. Williams, "Academic Records of Students Eliminated from the University of North Carolina," School and Society, April 16, 1938, p. 512.

the following conclusions:

1. Aptitude and achievement of the average student is not as high as that of the student body as a whole. This is probably because of the larger portion of failing students in the group.
2. Many students change schools rather than change curriculum within Indiana University when they have failed a course.
3. A number of students changed schools in order to get a type of training not offered at Indiana University.
4. There is need for greater student guidance in colleges and universities.

He also suggests better guidance to lead students into fields in which they show promise.⁵

In a later study, Eaton found transfer students differ very little from students who have done all their work at one institution. He found the two types of students to have similar general background, intelligence, and scholastic achievement.⁶

A study similar to the one being presented here was conducted at Indiana State Teachers College by Donald M. Conrad in 1951. Conrad divided his population into four groups:

1. Those students dropped by other colleges.
2. Those students not dropped by other colleges.
3. Those students above Indiana State's standards for continuation.
4. Those students below Indiana State's standards for continuation.

⁵Merrill T. Eaton, "A Study of Students Transferring From Indiana University," Bulletin of the School of Education, Indiana University, Vol. XVII, November, 1941, pp. 1-27.

⁶Merrill Eaton, "A Study of Students Transferring From Indiana University," Bulletin of the School of Education, Indiana University, Vol. XIX, May, 1943, pp. 1-35.

Conrad regarded transfer students as all students who matriculated at Indiana State Teachers College in Fall of 1948 with transfer credits amounting to a minimum of one semester or quarter of work.

Among the conclusions reached by Conrad were the following:

1. The majority of students transferred to Indiana State from schools in or near Indiana.
2. The reasons most students transferred were other than scholastic.
3. Students who were poor scholastically did not fare any better at Indiana State in comparison with previous work.⁷

Although similar studies are probably available, none were found in a search through the libraries of Eastern Illinois University and the University of Illinois. Few generalities can be drawn from the studies presented. The limited information available augments the need for a study of transfer students at Eastern.

The study to be presented herein will include data available on the permanent records of the transfer students. An attempt is made to present data in a manner that gives a detailed description of the students transferring to Eastern.

The specific objectives of this study are to:

1. Determine the academic status of the students at the schools from which they transferred by analysis of their grades and academic standing.
2. Determine the characteristics and achievement of these students at Eastern Illinois University.

⁷Donald M. Conrad, "A Study of Students Transferring to Indiana State Teachers College from Other Colleges and Universities," Teachers College Journal, January, 1951, pp. 73-4.

CHAPTER III

PRINCIPLES AND PROCEDURES

This study is limited to an analysis of academic progress of students transferring to Eastern Illinois University during the Fall, Winter, and Spring quarters of 1956 and 1957. These years were chosen because they are the most recent years in which the majority of transfer students have terminated their education at Eastern. Summer quarter is not included because of the number of students who attend Eastern only during this segment of the academic year.

The scope of this study was based on the following considerations:

1. Information on transfer students forwarded to Eastern Illinois University is concerned solely with academic progress of the students.
2. A study of personal factors of transfer students would necessitate a follow-up study separate from that evaluating academic progress.
3. Consideration of transfer students entering Eastern during recent years would entail evaluation of many individuals who are still active in school.

Information pertaining to the transfer students entering Eastern in 1956 and 1957 was obtained from the student's permanent record in the Records Office. Several lists of student names were available, each purporting to be a list of the transfer students entering Eastern during a specific quarter. However, numerous discrepancies were noted among the lists, each containing names not found on other lists. Because

all of the names on the lists were those of transfer students, the lists were cumulated and duplications were eliminated. This master list was assumed to contain the names of all transfer students entering Eastern Illinois University during the quarters within the scope of this study.

The records of the students on the master list were located in the active and inactive files of the Records Office. These records usually included a file card, photostatic copies of previous college work and assorted correspondence between the student and the Records Office.

Information from the records that was of value to this study was noted. This included the following:

1. Name of student (for future reference).
2. Sex of student (men and women were treated separately).
3. High school class rank at time of graduation.
4. Institutions at which previous college work was completed.
5. Grade point average at the above institutions.
6. Grade point average at Eastern Illinois University.
7. Academic standing (Freshmen, Sophomore, Junior, Senior) at time of transfer. This was determined by the number of credits earned at other institutions, not the number of credits transferred to Eastern.
8. Number of quarters during which the student had less than a 2.00 grade point average at Eastern.
9. Method of termination of study at Eastern (Graduation, Withdraw, Dropped by Eastern).
10. Major field of study of the student at time of transfer.

11. Number of quarters spent at other schools, at Eastern, and the total number of quarters in school.

On completion of the above data gathering, a number of students' records remained unlocated. Most of these were found to be girls who had married since entering Eastern and who were therefore listed in the files under their married names.

At the time the information was being gathered, a number of the transfer students were found to be still active in school. Because the records were examined during January, 1962, it is possible that some of these students have terminated their studies at Eastern since the data was gathered. However, no indication of changes in the student's academic progress since January, 1962, is made in this study.

The search through the records on transfer students was followed by a compilation and analysis of data, the results of which are presented in the next chapter.

CHAPTER IV

RESULTS AND CONCLUSIONS

Results of this study are presented in table form and pertain to three general areas of analysis. Because this is not a comparison between transfer students of the two succeeding years covered in the study, all results, except those in Table I, are presented as cumulations of all students covered by the study.

The first general area of analysis concerns students' method of termination of study at Eastern Illinois University. Thus Tables one through thirteen present analyses of groups of transfer students who graduated, who withdrew from Eastern before completing work for a degree, and who were dropped by Eastern for scholastic reasons. The second area of presentation is a discussion of students according to institutions they formerly attended. The last general area presents groups of students according to their stated major field of study at the time of transfer.

Method of Termination

Table I indicates the number of transfer students who entered Eastern during each of the quarters under consideration and the number of students who graduated, withdrew, were dropped, by Eastern, or are still enrolled at Eastern. Of the students dropped by Eastern, one student was dismissed for social reasons,

while the others were dropped because of academic deficiencies. Throughout the remainder of this study, the student who was dismissed will be grouped with the students who were dropped.

TABLE I
METHOD OF TERMINATION OF STUDY AT EASTERN
ACCORDING TO THE QUARTER THE STUDENT
TRANSFERRED TO EASTERN

Students' Method of Termination of Work at Eastern	Number of Students' Transferring Into Eastern During 1956						Number of Students' Transferring Into Eastern During 1957						Total Number of Students in Each Method of Termin.	
	Academic Quarter Fall-Winter-Spring						Academic Quarter Fall-Winter-Spring						Total Per- No. cent.	
	percent No.	*percent No.	percent No.	percent No.	percent No.	percent No.	percent No.	percent No.	percent No.	percent No.	percent No.	percent No.	percent No.	percent No.
Men														
Graduated	22	44	11	61	9	30	44	48	11	48	3	38	110	45
Women														
Graduated	9	64	2	50	1	50	16	53	2	66			30	53
Total	31		13		10		60		13		3		140	
Men														
Withdrew	25	50	5	28	13	43	27	30	10	39	10	29	90	37
Women														
Withdrew	3	21	2	50			13	43	1	33	3	75	22	39
Total	28		7		13		40		11		13		112	
Men														
Dropped	3	6	2	11	6	20	14	16	2	9	7	20	34	14
Women														
Dropped	2	14			1	50	1	33			1	25	5	9
Total	5		2		7		15		2		8		39	
Total Each Quarter														
Men	50		18		30		89		23		34		244	
Women	14		4		2		30		3		4		57	

Percentages indicated by an asterisk () were determined from the total number of men and women entering during each quarter.

Percentages of the total population in each category are presented to make the statistics more meaningful. It can be

noted that the percentage of students in each category of termination varies from quarter to quarter. Widest variance occurs between male withdrawals who entered during Fall and Winter quarters of 1956 and between female withdrawals entering Eastern during Fall and Spring quarters of 1957. Similar variances occur throughout the data by separate academic quarters. With the small number of transfer students enrolling each quarter there is bound to be a disproportionate distribution of students in the various categories. For this reason cumulative tallies are presented.

The total number of students included in this study: 244 men and 57 women, are shown in Table I. More transfer students entered Eastern during the fall quarters than during the Winter and Spring quarters combined. The least number of students transferred during the Winter quarter.

Table II shows the cumulative grade point averages earned by the transfers at the institutions from which they transferred and at Eastern. Out of the 110 male graduates, 43 had records from which a grade point average could not be ascertained. Because these represent 39% of the total number of male transfer students who graduated, the grade point average listed can not be accepted as an adequate representative of all the graduates' grade averages at the institutions from which they transferred. The male graduates and withdrawals had a cumulative rise in grade point average of greater than .10 while at Eastern. The male transfers who were dropped by Eastern had a cumulative loss of .097 which is not regarded as a significant change. The female transfer students who graduated had a loss of .241. The

TABLE II
 GRADE POINT AVERAGES OF TRANSFERS AT INSTITUTIONS
 FROM WHICH THEY TRANSFERRED AND AT EASTERN

	Grade Point Average		Number Evaluated		Number Not Evaluated		Grade Point Average of Men and Women Combined
	Men	Women	Men	Women	Men	Women	
Grade Point Average at Other Schools	1.706	2.194	180	41	64	16	1.795
Grade Point Average at Eastern	2.210	2.496	236	56	8	1	2.262
Grade Point Average of Those With Work Evaluated in Both The Above	2.148	2.369	175	39			2.208
Grade Point Average For All Work Evaluated in This Study							2.162
Transfers who Graduated From Eastern G.P.A. at Other School	2.084	2.611	67	17	43	13	2.302
G.P.A. at Eastern	2.614	2.811	110	30			2.660
Transfers who Withdrew From Eastern G.P.A. at Other School	1.919	2.255	75	20	15	2	2.015
G.P.A. at Eastern	2.058	2.251	82	21	8	1	2.021
Transfers who Were Dropped By Eastern G.P.A. at Other School	1.692	1.539	26	4	6	1	1.680
G.P.A. at Eastern	1.595	1.298	34	5			1.559

Withdrawals, with a change of .004, did not have a significant change.

Cumulative grade point averages for all transfers were determined for work completed at Eastern and at previously attended institutions. A cumulative grade average for work at Eastern was then compiled for only those students whose work at the other institution was also evaluated. This eliminated the students for whom no grade average was obtained for previous work. The grade point average for all academic work completed by the students in this study and evaluated in Table II is 2.162.

TABLE III
NUMBER OF TRANSFERS WHOSE GRADE POINT AVERAGE
CHANGED .1 OR MORE WHILE AT EASTERN

	G.P.A. Rose .1 Or More Individuals		G.P.A. Lowered .1 Or More Individuals	
	Number	Percentage	Number	Percentage
Men (N=175)	109	62	39	22
Women (N=39)	15	38	14	36
Total (N=214)	124	41	53	18

Table III is a listing of transfer students whose grade point average at Eastern represented a change of .1 or more from the grade point average at institutions previously attended.⁸ The percentage of female students whose grade point average rose

⁸A change in grade point average of .1 was chosen by the author as significant enough to warrant consideration. Although it does not appear to be a change of much magnitude, a .1 change involves considerable change in grades for the student who has completed six or more quarters of work.

.1 or more is approximately equal to the percentage whose grade point average lowered .1 or more.

From the results presented in Tables II and III, it is concluded that those transfer students who graduated or withdrew from Eastern received as good or better grades while attending Eastern as they did at previous institutions. Those students who were dropped by Eastern did not, as a rule, improve their grades while at Eastern.

TABLE IV
NUMBER OF QUARTERS THAT TRANSFERS WERE BELOW A
2.00 GRADE POINT AVERAGE ACCORDING TO THEIR
METHOD OF TERMINATION OF STUDY AT EASTERN

No. Quarters Below 2.00	Men (N=244) Method of Termination of Study at Eastern					Women (N=57) Method of Termination of Study at Eastern				
	Still Active	Graduated	Withdrew	Dropped	Total No.	Still Active	Graduated	Withdrew	Dropped	Total No.
1	1	11	17	4	33	1	3			4
2		2	11	4	17	1	3	3		7
3	1	4	7	8	20	2	1			3
4	1	3	2	9	15				1	1
5	1			5	6	1				1
6			2	4	6				1	1
8			1		1					
Total	4	20	40	34	98	5	7	5		17
Percent.*	44	18	44	100	40	17	32	100		29

*Percentages were determined from the number of students below 2.00 in each method of termination.

As a further indication of how well the transfer student fared at Eastern, Table IV shows the number of students who had a grade point average of less than 2.00 and the number of quarters these students spent with an average below 2.00. As was expected, the student who graduated from Eastern had fewer quarters below 2.00 than those who were dropped by Eastern. Only 25 of the graduates had a grade point average of less than 2.00 for any quarter while at Eastern and more than 50% of these were below 2.00 only one academic quarter. All of the students dropped by Eastern were below a 2.00 grade point average.

The query often arises: will the transfer student be able to graduate in four years of college work? Table V is a comparison of three factors: the number of units spent at other institutions, the number of units spent at Eastern and the total number of units spent in school before termination. A unit denotes the period of time school is in session. The academic year represents 6 units. Thus one quarter equals 2 units and one semester equals 3 units. The unit is used since all institutions are not on the quarter system as is Eastern. The highest percentage of students in each group has been put in parenthesis. More than one half of all the transfer students attended another institution for 0-6 units of time (one year or less). Of those male students who graduated, over one half attended Eastern for 19-24 units and 90% of the graduates did not terminate their education within 24 units (four years). The greater percentage of male students who withdrew, attended Eastern for 6 units or less and 72% left Eastern before completing more than 18 units

TABLE V
NUMBER OF UNITS AT OTHER INSTITUTIONS, AT EASTERN, AND THE
TOTAL NUMBER OF UNITS IN SCHOOL FOR MALE TRANSFER STUDENTS

No. of Units in School	Graduates of Eastern						Withdrawals from Eastern						Dropped by Eastern						Total No. of Students					
	Other School		East- ern		Total No..of Units		Other School		East- ern		Total No. of Units		Other School		East- ern		Total No. of Units		Other School		East- ern		Total No. of Units	
	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.	Percent No.
Unkown	5			1			8	3	4										17	8	4			
6-6	52 (47)	2	2				50 (55)	56 (62)	15 17				17 (48)	11 41	2 6				119 (51)	69 (29)	17 72			
7-12	29 26	16 14					24 27	13 14	30 (33)				11 31	14 (40)	5 14				64 27	43 18	37 16			
13-18	18 16	22 20					6 7	8 9	20 22				3 8	8 23	13 (37)				27 11	38 16	33 14			
19-24	5 4.5	58 (53)	12 11				2 2	4 4	14 15					2 6	8 23				7 3	64 27	33 14			
25-30	1 .9	11 10	69 (63)					1 1	6 7						5 14				1 .4	12 5	80 (34)			
31-36		1 .9	24 22						2 2											1 14	26 12			
37-42			5 14																					5 12
Total Still Active			110						90						35									235 9

TABLE VI
NUMBER OF UNITS AT OTHER INSTITUTIONS, AT EASTERN, AND THE
TOTAL NUMBER OF UNITS IN SCHOOL FOR FEMALE TRANSFER STUDENTS

No. of Units in School	Graduates of Eastern			Withdrawals from Eastern			Dropped by Eastern			Total No. of Students		
	Other	East-	Total	Other	East-	Total	Other	East-	Total	Other	East-	Total
	School	ern	No. of	School	ern	No. of	School	ern	No. of	School	ern	No. of
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	
Unknown	2		1		1		1			3	1	1
0-6	11 (37)	2 7		16 (73)	17 (77)	2 9	3 (60)	1 20		30 (53)	20 (35)	2 3.5
7-12	6 20	7 23		2 9	4 18	11 (50)	1 20	3 (60)	3 (60)	9 16	14 25	14 25
13-18	8 27	12 (40)		3 13		6 27		1 20		11 19	13 23	6 10
19-24	3 10	8 27	8 27			2 9		2 40		3 5	8 14	12 21
25-30		1 3	20 (66)	1 4						1 2	1 2	20 (35)
31-32			1 3			1 4						2 3
Total			30			22						57

(three years). Male students who were dropped by Eastern spent less time at Eastern than did those who graduated or withdrew, but remained in school for a total number of units higher than that of the withdrawals. This can be seen in that 46% of the male students attended school for 13 or more units while 74% of those dropped by Eastern attended school for 13 or more units.

Table VI represents the same comparisons as Table V, but is for female students. Results obtained are similar to those in Table V. Statistical means were determined for both Table V and Table VI. These fell within the same group of units as the highest percentage of students (in parenthesis) except in the category of female graduates where the mean of the number of units spent at other institutions is in the 7-12 group. Over one half of the female students attended another institution for 6 or less units. Twenty-seven percent of the females who graduated terminated their work in 24 or less units (four years or less). This is a considerably higher rate than that of the male graduates.

Transfers who withdrew from Eastern spent approximately as many units at Eastern as at the institutions from which they transferred. As is expected, those students were in school less total units than the students who graduated.

The subjects who were dropped by Eastern spent approximately the same amount of time at other institutions, at Eastern, and total number of units in school as the students who withdrew.

In the Total column of Table VI, it can be seen that the number of units at Eastern is less for all male transfers than

for all female transfers even though more females graduate in less units. This can be seen from the fact that 63% of the males and 83% of the females spent 18 or less units at Eastern.

TABLE VII
AGE OF STUDENTS TRANSFERRING TO EASTERN

Age	Men	Women	Age	Men	Women	Age	Men	Women
17 yrs.	1	1	25 yrs.	14	1	33 yrs.		
18	6	6	26	4	1	34	1	
19	66	21	27	2		35	1	
20	51	12	28	2	1	37		1
21	28	9	29	2		43		1
22	28	1	30	1		48	1	
23	17	1	31	1		56		1
24	16		32	2				

Table VII is a listing of the ages of the transfers. Male students have a smaller range than the female students and have a higher average age. Yet the largest percentage of male students (93%) were 25 years of age or below at the time of transfer. This is approximately equal to the percentage of females (91%) who were 25 years of age or below at the time of transfer. Because this information is of little significance, no further elaboration will be made.

TABLE VIII
NUMBER OF TRANSFERS IN EACH MAJOR FIELD OF STUDY

Major Field of Study	Men	Women	Major Field of Study	Men	Women
Agriculture	2		Music	2	3
Art	4	2	Phy. Ed.	32	2
Biology	2		Physics	9	
Botany	2		Pre-Dent.	3	
Business	74	7	Pre-Eng.	14	
Chemistry	8		Pre-Law	1	
Elem. Ed.	4	20	Pre-Med.	4	
English	4	4	Pre-Vet.	1	
Geography	3		Soc.Sci.	29	5
Home. Econ.		7	Spanish	1	
Indust. Arts	12		Speech	4	
Journalism		1	Zoology	5	1
Latin	1	1	Not Stated	8	4
Mathematics	15				

Table VIII shows the major fields of study and number of transfers in each major. Although the information on this table does not apply directly to methods of termination, it is necessary for elaboration of Table IX. The major for each student was determined in one of three ways:

1. The major was stated on the permanent record of the subject.
2. The major was listed as the "intended major" on a separate information sheet listing courses accepted by Eastern from previous institutions attended.
3. For seven students, no major was listed in either of the above forms. A determination of the major was made from the course work completed at Eastern and at the other institutions attended.
4. For twelve students no major was listed or determined.

The majors in which ten or more students were listed have been marked by an asterisk (*). These represent the prevalent major fields of study for the population and will be given further consideration in Table IX.

Table IX shows the number of students by their method of termination of study at Eastern for each of the majors with ten or more transfers. For male transfers majoring in Business and Business Education, Physical Education, and Social Science, the ratio of graduates, withdrawals, and students who were dropped is approximately 5:3:2 respectively. The students majoring in Industrial Arts, Mathematics and Pre-Engineering were all men. None of the students in Industrial Arts were dropped by Eastern while 83% graduated. As expected, none of those students majoring in Pre-Engineering graduated from Eastern, for this curriculum usually involves only 12 units of study at Eastern. However, 28% of those in Pre-Engineering were dropped by Eastern for academic deficiencies.

TABLE IX
METHOD OF TERMINATION OF STUDY AT EASTERN FOR THE
INDIVIDUALS ACCORDING TO MAJOR FIELDS OF STUDY

Method of termin. of study	Business	Phy. Ed.	Soc. Sci.	Elem. Ed.	Indus. Arts.	Mathe-matics	Pre-Eng.
	No. Per-cent*	No. Per-cent	No. Per-cent	No. Per-cent	No. Per-cent	No. Per-cent	No. Per-cent
Graduated	53	50	56	42	83	60	
Men	37	15	15	2	10	9	
Women	6	2	4	8			
Total	43	17	19	10	10	9	
Withdrew	28	26	32	46	17	27	72
Men	22	9	10	1	2	4	10
Women	1		1	10			
Total	23	9	11	11	2	4	10
Dropped	16	15	13	42		7	28
Men	13	5	2	1		1	4
Women			2				
Total	13	5	4	1		1	4
Still Active							
Men	2	3	2			1	
Total	81	34	34	24	12	15	14

*Percentages were determined from the total number of individuals in each major.

Although differences are apparent in the statistics for female students in Table IX, these are not regarded as valid criteria for comparison because of the small number of women evaluated. One factor does deserve mention: 50% of the female Elementary Education majors withdrew from Eastern before earning a degree.

Table X does not apply directly to methods of termination but is needed for clarification of Table XI. Table X presents

TABLE X
INSTITUTIONS PREVIOUSLY ATTENDED BY FIVE OR LESS STUDENTS

One Male Student	One Female Student	Men Women		
		Men	Women	
Ala. Poly. Tech	Alabama, Univ. Of	Bradley Univ.	2	2
Asbury Col.	Chicago Teach Col.	Butler Univ.	3	
Ball State	Defiance Col.	Eureka Col.	2	
Blackhills Teach.	Evansville Col.	Hanover Col.	2	
Coe College	Fort Hayes Col.	Ill. Westeyan	4	
Colorado College	Lakeland Col.	Knox Col.	2	1
Concordia College	Lincoln Bible Inst.	Lincoln Col.	3	
Dayton, Univ. Of	Lincolnwood Col.	Miami, U. Of.	2	
Denver, Univ. Of	MacMurray Col.	Missouri, U.	2	
E. Mennonite Col.	Monticello Col.	Ripon Col.	2	
Franklin Col.	Moody Bible Inst.	St. Joseph Col	2	
Georgia, Univ. Of	S.A. Austin St. Col.	Wabash Col.	2	
Graceland Col.	Tampa, Univ. Of			
Hawaii, Univ. Of				
Illinois Col.				
Indiana, Gen. Univ.				
Indiana St. Teach.				
Indiana Univ.				
Iowa State Teach.				
Kalamazoo Col.				
Kansas St. Teach.				
King Col.				
Lake Forest Col.				
LeToureau Teach.				
Lind. Wilson Col.				
Long Island A. & T.				
McKendrac Col.				
Michigan, Univ. Of				
Mt. Mary Col.				
Murray State Col.				
North Central Col.				
Ohio State Univ.				
Oklahoma, Univ. Of				
Ozark Bible Inst.				
Pandios (Greece)				
Pittsburg, Univ. Of				
Park Col.				
Rockhurst Col.				
Rollins Col.				
San Angelo Col.				
Shurtleff Col.				
St. Louis Univ.				
Transylvania Col.				
Univ. Col. Ext. (Ethiopia)				
Wisconsin, Univ. Of				

*Junior Colleges are not included in this list, but are discussed as a group in Table XI.

the institutions from which less than 5 students transferred to Eastern. The greatest number of institutions are represented by only one individual. Forty-five institutions had only one male transfer to Eastern, and 14 institutions had one female transfer. Twelve other institutions had between 2 and 4 transfer students enter Eastern during the duration of this study. In seven categories, five or more students transferred to Eastern.

TABLE XI
METHOD OF TERMINATION OF STUDY AT EASTERN FOR
TRANSFERS IN EACH OF THE CATEGORIES LISTED

Method of Term. of Study At Eastern	Institutions Previously Attended							
	Two or More Schools	Junior Colleges	Univ. of Ill.	Western Ill. Univ.	Northern Ill. Univ.	Southern Ill. Univ.	Ill. State Normal	Milikin Univ.
	No. Per- Cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent
Graduated	47	44	54	43		43	30	66
Men	12	11	36	1		9	3	10
Women	3	3	7	2		1		
Total	15	14	43	3		10	3	10
Withdrew	37	47	25	43	75	48	50	40
Men	10	11	18	2	2	11	1	4
Women	2	4	2	1	1		4	
Total	12	15	20	3	3	11	5	4
Dropped	12	9	16	14	25	43	20	7
Men	3	2	11	1	1	1	1	1
Women	1	1	2				1	
Total	4	3	13	1	1	1	2	1
Still Active								
Men	1		4			1		
Total	32	32	80	7	4	23	10	15

*Percentages were determined from the total number of individuals from each school.

These seven categories plus Northern Illinois University are further discussed in Table XI and in the second general area of presentation.

Table XI presents the method of termination of study at Eastern for students who attended two or more institutions before entering Eastern, attended junior colleges, attended other Illinois state universities, or attended an institution from which five or more students transferred to Eastern during the duration of this study.

The institution with the highest percentage of male graduates was Millikin University, while the lowest was Western Illinois University. The highest percentage of withdrawals and students dropped by Eastern came from Northern Illinois University. Northern had no graduates in the group of four students that transferred to Eastern.

Illinois State Normal University had the lowest percentage of students dropped by Eastern. Highest percentages of female graduates were from Southern, while the highest percentage of withdrawals and women dropped were from Normal.

Table XII shows the method of termination for these students according to two criteria: high school rank at the time of graduation and academic standing at institution from which transfer was made. The high school class ranks are listed according to which third of the high school graduating class the student was in. Academic standing is indicated as Freshman, Sophomore, Junior and Senior.

According to Table XII, the lowest percentage of male

TABLE XII
THE NUMBER OF MEN IN EACH METHOD OF TERMINATION OF STUDY AT EASTERN ACCORDING
TO THEIR HIGH SCHOOL CLASS RANK AND ACADEMIC STANDING AT TIME OF TRANSFER

Method of Termination	Freshmen			Sophomore			Junior			Senior			Total No. of Men in each 1/3			Total No. in each Method of Termination
	upper 1/3	lower 1/3	middle 1/3	upper 1/3	lower 1/3	middle 1/3	upper 1/3	lower 1/3	middle 1/3	upper 1/3	lower 1/3	middle 1/3	upper 1/3	lower 1/3	middle 1/3	
Graduate No.	10	12	3	13	16	11	13	14	5	2	4	1	38	46	20	104
Percent.*	50	40	21	46	43	41	81	50	38	100	67	50	58	45	36	47
Withdrew No.	7	13	5	13	12	9	2	13	4		2		22	40	18	80
Percent.	35	43	35	46	32	33	12	46	30		33		33	40	32	36
Dropped No.	2	2	5	1	9	7	1		4			1	4	11	17	32
Percent.	10	6	35	3	24	26	6		30			50	6	11	30	14
Still Act. No.	1	3	1	1				1					2	4	1	7
Total No. in each 1/3	20	30	14	28	37	27	16	28	13	2	6	2	66	101	56	223
Not Eval.																21

*Percentages were determined for the individuals in each third and are rounded off to whole numbers.

TABLE XIII
THE NUMBER OF WOMEN IN EACH METHOD OF TERMINATION OF STUDY AT EASTERN ACCORDING
TO THEIR HIGH SCHOOL CLASS RANK AND ACADEMIC STANDING AT TIME OF TRANSFER

Method Of Termination	Freshmen			Sophomore			Junior			Senior			Total No. of Women in each 1/3			Total No. in Each Method of Termination
	upper 1/3	lower 1/3	middle 1/3	upper 1/3	lower 1/3	middle 1/3	upper 1/3	lower 1/3	middle 1/3	upper 1/3	lower 1/3	middle 1/3	upper 1/3	lower 1/3	middle 1/3	
Graduate No.	1	1		8	1	1	10	2		3	1		22	5	1	28
Percent.*	20	20		57	17	50	91	100		60	50		63	33	25	51
Withdrew No.	4	2	1	6	4		1	1		2	1		13	7	2	22
Percent.	80	40	100	43	67		9	100		40	50		37	47	50	41
Dropped No.		2			1	1								3	1	4
Percent.		40			17	50								20	25	7
Total No. in each 1/3	5	5	1	14	6	2	11	2	1	5	2	0	35	15	4	54
Not Eval.																3

graduates among the subjects occurs with those entering as Freshmen who were in the lower third of their high school graduating class. Seventy percent of these lower third Freshmen did not complete their college work at Eastern. This is significantly higher than the 45% and 49% of the upper and middle third Freshmen who did not complete their work at Eastern. An equal number of those entering as Freshmen graduated and withdrew from Eastern. The withdrawals combined with those dropped by Eastern account for 53% of the Freshmen transfers, slightly more than half of the total number.

The highest number of still active male students is found in the Freshmen group which graduated in the middle third of their high school class. Fifty-seven percent of the still active students entered Eastern as Freshmen. These students represent eight per cent of the total number of those entering as Freshmen.

Of those students entering as Sophomore who were in the upper third of their high school graduating class, an equal number graduated and withdrew from Eastern. The number of graduates in the middle third and lower third groups of those entering as Sophomores is considerably higher than the number of withdrawals, but the total number of students not completing their work at Eastern (withdrawals and dropped students) is significantly higher than the number of graduates. The percentage of those entering as Sophomores who were dropped by Eastern (18.5%) is higher than those who entered as Freshmen and were dropped (14%).

In the group of males who entered as Juniors, the percentage of graduates is higher than the percentage of those not completing their work at Eastern. This situation is also found among those entering as Seniors. Those students who entered Eastern as Juniors and Seniors and were in the upper third of their high school graduating class have a high incidence of graduation (81% and 100% respectively). The incidence of students dropped by Eastern is significantly lower in these groups with only 6 of the 67 subjects being dropped for academic deficiencies.

A number of trends can be seen in Table XII. In a progression from the Freshmen to Senior groups:

1. The number of male subjects still active at Eastern becomes smaller.
2. The percentage of graduates in each third increases.
3. The percentage of withdrawals in each third decreases.
4. The percentage of subjects dropped by Eastern in each third decreases.

As expected, those in the upper third of their high school graduation classes had a higher percentage of graduates and those in the lower third of their graduation classes had a higher percentage of students dropped for academic deficiency than those in other trisections.

In Table XIII, the trends apparent in Table Xii do not appear. Trends noticeable in the totals columns are:

1. The percentage of female graduates decreases when moving from upper third to lower third of high school graduating classes.
2. The percentage of female withdrawals and dropped subjects increases in moving from upper third to lower third of the high school graduating classes.

Institutions of Previous Enrollment

This aspect of the study was undertaken to discern characteristics of students transferring from different institutions. Because students transferred from a total of 107 different institutions (See Table X), only the following will be considered in this discussion:

1. Students who previously attended two or more institutions.
2. Students who previously attended junior colleges.
3. Students who previously attended other Illinois state universities.

TABLE XIV
HIGH SCHOOL RANK OF STUDENTS TRANSFERRING TO
EASTERN FROM INSTITUTIONS CITED

High School Rank	Institutions Previously Attended							
	Two or More Schods	Junior Colleges	Univ. of Ill.	Western Ill. Univ.	Northern Ill. Univ.	Southern Ill. Univ.	Ill. State Normal	Millikin Univ.
	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent
Upper 1/3	31	41	45	43	25	13	40	40
Men	6	8	29		1	2	1	6
Women	4	5	7	3		1	3	
Total	10	13	36	3	1	3	4	6
Middle 1/3	41	37	43	57	25	52	33	40
Men	12	10	30	4	1	12	2	6
Women	1	2	4				1	
Total	13	12	34	4	1	12	3	6
Lower 1/3	16	19	9		25	30	20	20
Men	5	5	7			7	2	3
Women		1			1			
Total	5	6	7		1	7	2	3
Rank Not Eval.								
Men	3				1			
Women	1	1					1	

*Percentages were determined from the total number of individuals from each school.

4. Students who previously attended institutions from which five or more students transferred to Eastern during the period covered by this study.

Table XIV indicates the high school rank of students in each of the above categories. The highest percentages of male students in each category were in the middle third of the high school graduation class. Exceptions to this are the Northern Illinois University and Millikin University groups where an equal percentage occurred in the upper and middle thirds of the graduating classes. The highest percentage of female students in each category occurred in the upper third groups except in the Northern group where the one female student was in the lower third and in the Millikin group where there were no female transfer students.

The institution with the highest percentage of males in the upper third of their high school class was from the university of Illinois; highest percentage in the middle third was from Western; and the highest percentage in the lower was from Normal. The institutions with the highest percentage of female subjects in the upper third were Western and Southern with 100% each. The highest percentage in the middle third group was from Western, while the highest percentage in the lower third was from Northern with one only female in this group.

Grade point averages at the previously attended institutions and at Eastern are compared in Table XV. There was a rise in grade averages in six categories of males and a lowering in two. The most significant changes were the .677 increase for Normal transfers and the .798 decrease for Western transfers.

TABLE XV
GRADE POINT AVERAGES AT OTHER INSTITUTIONS AND AT
EASTERN ILLINOIS UNIVERSITY

Grade Point Average	Two or More Schools No.*	Junior Colleges No.	Univ. of Ill. No.	Western Ill. Univ. No.	Northern Ill. Univ. No.	Southern Ill. Univ. No.	Ill. State Normal No.	Millikin Univ. No.
Other Institution								
Men	2.06 24	2.45 19	1.92 50	2.36 1	1.10 3	1.83 15	1.88 3	1.72 10
Women	2.41 6	2.39 7	1.90 7	2.14 2	1.45 1		1.94 5	
Eastern								
Men	2.21 26	2.33 24	2.32 68	1.56 4	1.75 3	2.15 22	2.56 5	2.37 15
Women	2.49 6	2.32 8	2.36 10	2.30 3	2.00 1	2.59 1	1.99 5	
Total								
Men	26	24	69	4	3	22	5	15
Women	6	8	11	3	1	1	5	0

*Indicates the number of students whose grades were evaluated in each category.

For female students, only one category showed a decrease in grade average: Junior Colleges. No comparison was available for those in Southern and Millikin categories because no grades were available from these institutions. In all categories, a decrease in grade point average appeared to be an exception. The number of male students in the Western category (one of those showing a decrease, in grade point average) is four. Only one of these students' grade point was found. Therefore, this is not a valid comparison to use as representative of all four of the transfers from Western.

To make Table XV more meaningful, Table XVI shows the number of students in each category whose grade point average at Eastern was changed .1 or more from that at other institutions attended. The accompanying percentages are determined

TABLE XVI
 NUMBER OF STUDENTS WITH GRADE POINT AVERAGE CHANGES
 OF .1 OR MORE BETWEEN GRADES AT OTHER INSTITUTIONS
 AND AT EASTERN ILLINOIS UNIVERSITY

	Two or More Schools	Junior Col- leges	Univ. of Ill.	Western Ill. Univ.	Northern Ill. Univ.	Southern Ill. Univ.	Ill. State Normal	Millikin Univ.
	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent
Number Whose G.P.A. Rose								
Men	14 58	8 42	37 75		1 33	11 85	3 100	7 10
Women	3 50	1 14	5 83	2 100	1 100		2 40	
Total	17	9	42	2	2	11	5	7
Number Whose G.P.A. Lowered								
Men	9 37	10 53	8 16	1 100		1 8		2 20
Women	3 50	6 86					2 40	
Total	12	16	8	1		1	2	2

*Percentages were determined from the total number of men or women in each category.

from the number of students whose grades were evaluated both at the institutions at which previous work was done and at Eastern. These results follow Table XV rather closely in that categories in which grade point averages increased (Table XV) have a greater percentage of students in the group of grade average rise in Table XVI. There is a similar situation for those groups in which grade point averages lowered.

Table XVII is presented to show the number of students transferring as Freshmen, Sophomores, Juniors, and Seniors from each of the schools. All categories have a concentration of students in one of the academic groups but the concentrations occur in different academic groupings. The majority of these students were found to enter Eastern during their Freshmen or

TABLE XVII
ACADEMIC STANDING OF STUDENTS AT TIME OF TRANSFER
FROM VARIOUS OTHER INSTITUTIONS TO EASTERN

Stan- ding At Time of Tran- sfer	Institutions Previously Attended								
	Two or More Schools	Junior Col- leges	Univ. of Ill.	Western Ill. Univ.	Northern Ill. Univ.	Southern Ill. Univ.	Ill. State Normal	Millikin Univ.	
	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent
Fresh- men									
Men	3 11	6 25	26 38	2 50		7 32			2 13
Women		2 25	3 27	2 67	1 100				
Total	3	8	29	4	1	7			2
Sopho- more									
Men	2 27	6 25	28 40	1 25	2 67	8 36	4 80		10 67
Women		3 37	2 18	1 33			4 80		
Total	2	9	30	2	2	8	8		10
Junior									
Men	13 50	11 46	14 20		1 33	6 27	1 20		2 13
Women	4 67	3 37	4 36			1 100	1 20		
Total	17	14	18		1	7	2		2
Senior									
Men	3 11		1 14	1 25		1 4			1 7
Women	2 33		2 18						
Total	5		3	1		1			1
Academic Stand- ing not Known Men		1							

*Percentages were determined from the total number of individuals in each category (men and women are treated separately).

sophomore years.

Because an indication of the students on probation, final probation, or dropped by other institutions was not always available in the records, no comparison is made of the students entering Eastern in these categories. However, to determine

how many students go on probation after entering Eastern, a tabulation of the number of subjects who were below 2.00 grade point average while at Eastern is presented in Table XVIII.

The 2.00 grade point average is used in Table XVIII because this is the usual dividing line for indicating acceptable college work. The highest percentages of subjects with at least one quarter below 2.00 are found in the Northern Illinois University category for men and the Western Illinois University category for women.

TABLE XVIII
NUMBER OF STUDENTS BELOW A 2.00 GRADE POINT
AVERAGE FOR ONE OR MORE QUARTERS AT EASTERN

Students with G.P.A. below 2.00	Two or More Schools	Junior Colleges	Univ. of Ill.	Western Ill. Univ.	Northern Ill. Univ.	Southern Ill. Univ.	Ill. state Normal	Millikin Univ.
	No. Per-cent	No. Per-cent	No. Per-cent	No. Per-cent	No. Per-cent	No. Per-cent	No. Per-cent	No. Per-cent
Men	12 46	8 33	28 40	2 50	2 67	8 36	1 20	4 27
Women		4 50	2 18	2 67			2 40	
Total	12	12	30	4	2	8	3	4
Total Trans. From Each Inst.	32	32	80	7	4	23	10	15

*Percentages were determined from the total number of students in each category (men and women were treated separately).

In considering all students with one or more quarters below 2.00 grade average, the above categories can be seen to encompass a major portion of the students in this study who were below 2.00 grade average. Thirty-nine percent of the men from the

above institutions and 29% of the women were below 2.00 for one or more quarters and are represented in Table XVIII. The categories in Table XVIII contribute 66.5% of the men and 66.6% of the women in Table XIX.

TABLE XIX
 NUMBER OF STUDENTS WITH A GRADE POINT AVERAGE BELOW 2.00 DURING ONE OR MORE QUARTERS AT EASTERN ACCORDING TO THEIR ACADEMIC STANDING AT THE TIME OF TRANSFERRING

Number of Qtrs.	Academic Standing At Time of Transfer									
	Men					Women				
	Freshman	Sophomore	Junior	Senior	Total	Freshman	Sophomore	Junior	Senior	Total
1	10	13	8	2	33	1	1	2		4
2	7	6	4		17	2	2		1	5
3	9	8	3		20		3			3
4	5	8	2		15	1				1
5	1	3	1	1	6		1			1
6	1	3	2		6		1			1
8		1			1					
Total	33	42	20	3	98	4	8	2	1	15

Table XIX also presents the number of quarters below a 2.00 grade average for those students entering Eastern, but is divided according to academic standing at the time of transfer: Freshmen, Sophomore, Junior and Senior. Percentages of the total number of students in each category are also presented in this Table. The highest total percentage of students is found in the category representing those entering as male Freshmen. Forty-eight point five percent of the male Freshmen have spent one quarter or more with a grade point average below 2.00. The lowest percentage is found in the women students entering Eastern

as Juniors. A significantly larger percentage of men (40%) had averages below 2.00 while at Eastern than did women (26.3%).

Major Field of Study

This general area of consideration is the "stated major" of this study. Here the students are grouped under their specific majors to indicate what characteristics, if any, are evident for those in each specific group. Seven categories are listed. These represent the majors stated to ten or more transfers. The format for the presentation of data follows that of the previous area of consideration: institutions of previous enrollment.

TABLE XX
HIGH SCHOOL CLASS RANK OF STUDENTS ENTERING
EASTERN WITH VARIOUS STATED MAJORS

High School Class Rank	Major Fields of Study						
	Business	Phy. Ed.	Soc. Sci.	Elem. Ed.	Indus. Arts.	Mathe- matics	Pre- Eng.
	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent	No. Per- cent
Upper 1/3	26	23	32	42	33	53	43
Men	16	6	6	1	4	8	6
Women	5	2	5	9			
Total	21	8	11	10	4	8	6
Middle 1/3	42	41	35	46	33	33	29
Men	32	14	12	2	4	5	4
Women	2			9			
Total	34	14	12	11	4	5	4
Lower 1/3	26	29	21	8	25	13	14
Men	21	10	7	1	3	2	2
Women				1			
Total	21	10	7	2	3	2	2
Rank Not Known							
Men	5	2	4		1		2
Women				1			
Total	81	34	34	24	12	15	14

*Percentages were determined from the total number of individuals in each major.

Table XX represents the number and percentage of students in each third of their high school graduating classes. Of the seven categories, only four have female representatives. Only one of these female students was graduated in the lower third of her graduating class. In two of the categories (Physical Education, Social Science) all the female students were in the upper third of their high school graduation class. Except for the Mathematics and Pre-Engineering categories, all others had high percentages of male students in the middle third of their high school class. The former two have greater percentages in the upper third of the graduation classes. The category with the greatest percentage of male students in the upper third was Mathematics, while the lowest percentage was in Physical Education. The category with the greatest percentage in the lower third was Physical Education.

TABLE XXI
GRADE POINT AVERAGES AT OTHER INSTITUTIONS AND AT EASTERN
FOR THE STUDENTS ENTERING WITH THE MAJOR FIELDS OF STUDY CITED

Grade Point Average	Business * No.	Phy. Ed. No.	Soc. Sci. No.	Elem. Ed. No.	Ind. Arts. No.	Mathe- matics No.	Pre-Eng. No.
Other Institution							
Men	1.51 48	1.87 22	2.00 20	2.42 2	2.01 9	2.19 11	1.87 14
Women	2.62 3	2.00 2	2.18 3	2.36 16			
Eastern							
Men	1.88 74	2.34 32	2.31 27	2.39 4	2.44 11	2.56 15	1.78 14
Women	2.69 7	2.68 2	3.12 5	2.16 20			
Total							
Men	74	32	29	4	12	15	14
Women	7	2	5	20			

*Indicates the number of students whose grades were evaluated in each category.

Table XXI presents the grade point averages at the institutions from which the students transferred to Eastern and the averages at Eastern for the students in each category. There was an increase in grade point averages in all categories except Elementary Education and Pre-Engineering in which there were losses of less than .1. There was a lowering of grade point averages in one female category: Elementary Education.

TABLE XXII
STUDENTS IN MAJOR FIELD OF STUDY WITH GRADE POINT AVERAGE CHANGES OF .1 OR MORE BETWEEN GRADES AT OTHER INSTITUTIONS AND EASTERN

Grade Point Average	Business		Phy. Ed.		Soc. Sci.		Elem. Ed.		Indus. Arts		Mathe-matics		Pre-Eng.	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
G.P.A. Rose														
Men	31	42	15	47	11	38	1	25	6	50	8	53	8	57
Women	2	29	2	100	3	60	7	35						
Total	33		17		14		8		6		8		8	
G.P.A. Lowered														
Men	8	11	3	10	4	14			2	17	3	33	3	23
Women	1	14					7	25						
Total	9		3		4		7		2		3		3	

*Percentages were determined from the total number of students in each category (men and women were treated separately).

Table XXII shows the number of students whose grade point averages from previously attended institutions rose .1 or more and lowered .1 or more at termination of work at Eastern. In all categories a greater percentage of male students had an increase in grade average at Eastern. A greater percentage of female students also had increased averages at Eastern in all categories except Elementary Education where an equal percentage

had increases and decreases of .1 or more. It is concluded that students in all the major fields of studies listed improved academic standings at Eastern.

TABLE XXIII
ACADEMIC STANDING OF STUDENTS AT TIME OF TRANSFER
TO EASTERN IN EACH OF THE VARIOUS CATEGORIES

Academic Standing	Business		Phy. Ed.		Soc. Sci.		Elem. Ed.		Indus. Arts		Mathematics		Pre-End.	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Freshmen														
Men	26	35	7	22	8	30	1	25	6	50	8	53	8	57
Women	1	14			1	20	4	20						
Total	27		7		9		5		6		8		8	
Sophomore														
Men	21	28	15	47	13	45	1	25	5	42	4	27	10	72
Women	2	29	1	50	2	40	10	50						
Total	23		16		15		11		5		4		10	
Juniors														
Men	26	35	8	25	6	21	2	50	3	25	8	53	2	14
Women	3	43	1	50			5	25						
Total	29		9		6		7		3		8		2	
Seniors														
Men	1	13	2	6	2	69					1	8		
Women	1	14	2	40	1	5								
Total	2		4		3						1			
Total														
Men	74		32		29		4		12		15		14	
Women	7		2		5		20							

*Percentages were determined from the total number of students in each category (men and women were treated separately).

The academic standing of the students in each category at the time of transfer is shown in Table XXIII. In the Business and Business Education category an equal percentage of male students entered Eastern as Freshmen and Juniors. A greater

percentage of female students majoring in Business entered Eastern as Juniors. Greater percentages of females in the other categories entered as Sophomores. Greater percentages of males in Elementary Education and Mathematics entered Eastern as Juniors, while in all other categories, except Business, a greater percentage entered Eastern as Sophomores.

TABLE XXIV
NUMBER OF STUDENTS IN EACH CATEGORY WITH ONE OR MORE QUARTERS BELOW A 2.00 GRADE POINT AVERAGE WHILE AT EASTERN

Grade Point Average	Business		Phy. Ed.		Soc. Sci.		Elem. Ed.		Indus. Arts		Mathematics		Pre-Eng.	
	No.	Per- [*] cent	No.	Per- [*] cent	No.	Per- [*] cent	No.	Per- [*] cent	No.	Per- [*] cent	No.	Per- [*] cent	No.	Per- [*] cent
Men	32	43	14	44	10	35	1	25	1	8	2	13	10	71
Women			1	50	1	20	9	45						
Total	32		15		11		10		1		2		10	
Total Within Each Major	81		34		34		24		12		15		14	

*Percentages were determined from the total number of individuals in each category (men and women were treated separately).

Table XXIV indicates the number of students with a grade point average below 2.00 during one or more quarters at Eastern. The lowest percentage of students with grade averages that fell below 2.00 is in the Industrial Arts category. This category, as seen in Table IX, had the highest percentage of graduates of those discussed. A significantly larger number of male students were below 2.00 than female students. The lowest percentage of male students in Table XXIV is in the Industrial Arts category, where eight percent of the transfers were below 2.00 grade point average while at Eastern.

CHAPTER V

SUMMARY

This paper is a descriptive analysis of the academic progress of transfer students entering Eastern Illinois University during the Fall, Winter and Spring quarters of 1956 and 1957.

The objectives of the study are to analyze the characteristics and achievement of transfer students by:

1. Studying their grades and academic standing at institutions they previously attended.
2. Studying their achievement and characteristics at Eastern.

Results of the study are divided into three general areas of consideration: method of termination, institutions previously attended, and major fields of study.

In the method of termination, students were analyzed according to their method of termination of study at Eastern. It was found that of the 244 men studied, 45% graduated from Eastern, 37% withdrew from Eastern and 14% were dropped by Eastern. Four percent (9 students) were still active students at Eastern at the time this data was gathered. Of the 57 women studied, 53% graduated, 39% withdrew, and 9% were dropped by Eastern. Thus the female transfer students fared better at Eastern than the male students.

Grade point averages were determined for work completed at other institutions and for work completed at Eastern. Trans-

fer students who graduated from Eastern had a grade average of 2.302 at other institutions attended and 2.66 at Eastern. Withdrawals had a grade average of 2.015 at other institutions and 2.021 at Eastern while those dropped for academic deficiency had a 1.68 average at other institutions and 1.559 at Eastern. In all cases except for the students dropped by Eastern, the women students had higher grade point averages than men.

The number of students with grade point averages that changed .1 or more was determined. It was found that 45% of the men and 26% of the women had a grade point rise of .1 or more, while 16% of the men and 25% of the women had a grade point average loss of .1 or more. It was concluded that students who graduated or withdrew from Eastern received as good or better grades at Eastern as at previously attended institutions.

Students who graduated had less quarters with a grade point average below 2.00 than did students who were dropped by Eastern. The highest number of quarters with a grade average below 2.00 spent by a student was eight at Eastern. Seven students, none of whom graduated, were below a 2.00 grade point average for six quarters.

It was found that 90% of the men and 63% of the women who graduated after transferring to Eastern did not complete their studies in four years. More than 50% of all the students studied spent one academic year or less at another institution. Students who withdrew from Eastern spent approximately the same amount of time at Eastern as at the institutions they previously attended.

Ages of the students studied varied from 17 years of age to 56 years of age. More than 90% of the students were 25 years of age or less.

Twenty-six different major fields of study were pursued by students. The most prevalent major was Business and Business Education with 81 students. Physical Education and Social Science were studied by 34 students each.

The second general area of consideration was institutions previously attended. Students in this study attended 107 different institutions before entering Eastern. The majority of these were attended by only one student. Students who attended six different institutions and two groups of institutions were studied further. Of the students studied, those who transferred from the University of Illinois had the highest percentage of graduates from Eastern. No student who previously attended Northern Illinois University graduated from Eastern, while Northern had the highest percentage of students dropped by Eastern. In considering these statistics, it must be remembered that only four students transferred to Eastern from Northern.

Students who attended Junior Colleges had the highest grade point average at previously attended institutions, but had a lower grade point average at Eastern in comparison with the previous work. The majority of students from the institutions studied had a higher grade point average at Eastern than at previously attended institutions.

A determination of the number of students with a grade point average below 2.00 was made, according to the institution from which they transferred. The highest percentage of men

with a grade average below 2.00 were from Western Illinois University. The validity of these statistics can be questioned because the percentage represents only two students from each institution. Thirty-nine percent of the men and 29% of the women from these institutions were below a 2.00 grade point average one or more quarters while at Eastern.

The largest number of students with grade point averages below 2.00 were Sophomores at the time of transfer to Eastern, while those entering as Seniors had the smallest percentage of students with grade averages below 2.00.

The third general area of consideration is the major field of study. Here the student with the seven most prominent major fields of study were analyzed. The prevalent major field of study was Business and Business Education.

Of those studied, students entering Eastern in Mathematics had the highest percentage in the upper third of their high school graduating class and the lowest percentage in the lower third of the graduation classes. Those entering in Physical Education had the highest percentage of students in the lower third of their high school graduation class.

The highest grade point average at other institutions was earned by students in Elementary Education, but these students showed a decrease in grade average at Eastern. The lowest grade point averages at other schools and at Eastern were earned by students in Pre-Engineering. Pre-Engineering majors had the highest percentage of students with a grade point rise of .1 or more while those in Mathematics had the highest percentage of students with grade point average loss of .1 or more.

The largest percentage of students transferred to Eastern as Sophomores and Juniors in the categories studied.

Seventy-one percent of the students in Pre-Engineering were below a 2.00 grade point average while at Eastern. Eight percent of those in Industrial Arts were below a 2.00, one or more quarters. A considerably larger percentage of men was below a 2.00 average in comparison with women.

For this study to be complete, analysis of personal factors should also be included. A follow-up study of the subjects to determine reasons for entering and withdrawing from Eastern should be conducted.

One of the most important services of such a study is to aid in prediction of success for students transferring into Eastern. To make this prediction more valid other types of studies should be completed:

1. Studies similar to the one presented here covering different years.
2. Studies concerning transfer students coming to Eastern from specific institutions. For example, all students who have transferred to Eastern from the University of Illinois.
3. Studies comparing transfer students to the rest of the student body.

There are limitations to the study presented here. The information has been detailed at the sacrifice of generality. The author believes it is not valid to reach a few general conclusions to use in describing the transfer student because of the wide variance in results that occurs.

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