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THE EFFECT OF STUDENT SUPPORT SERVICES ON THE  
GRADE POINT AVERAGE AND RETENTION RATE OF FIRST-TIME  
FRESHMEN AT MOREHEAD STATE UNIVERSITY, 1989-90

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An Applied Project  
Presented to  
the Faculty of the College of  
Education and Behavioral Sciences  
Morehead State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Education Specialist in Adult and Higher Education

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by  
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Accepted by the faculty of the College of Education  
and Behavioral Sciences Morehead State University, in  
partial fulfillment of the requirements for the  
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**The Effect of Student Support Services on the  
Grade Point Average and Retention Rate of First-Time  
Freshmen at Morehead State University, 1989-1990**

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**Abstract of Applied Project**

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## ABSTRACT

The effect of participation by freshmen in the Student Support Services program at Morehead State University on grade point averages and retention rates was studied. The study revealed no significant effect on either grade point attainment or rate of retention between a control group and an experimental group exhibiting similar factors except that the later participated in the program.

Low-income freshmen, who entered the university in the fall 1989 semester and maintained eligibility for participation in the program, were used in the study. Grade point averages for the fall 1989 and spring 1990 semesters were obtained from records of the Office of the Registrar as were records of official withdrawal during this period. The number of students surveyed was 42 and complete information was gathered on all students. Tests of significance,  $t$  tests, were used in the determination that no significant difference existed between the two groups concerning university grade point averages by participation in the program (for cumulative GPA,  $t = .7465$ ,  $df = 37$ ,  $P < .05$  NS).

Chi Square tests were conducted, showing no

significant difference between participation in the program and the rate of retention among participants:  $\chi^2 = .55$ ,  $df = 1$ ,  $P < .05$  NS. Arithmetic means also showed no significant difference between the number of credit hours attempted or earned by the groups studied. Both groups attempted on the average approximately 26 hours and earned approximately 20 hours.

Chi Square tests did, however, show a positive and significant difference between both groups and freshmen at the university as a whole in relation to retention rates. Both the experimental and control groups had significantly higher rates of retention: between the experimental group and the university as a whole,  $\chi^2 = 9.89$ ,  $df = 1$ ,  $P > .05$ ; between the control group and the university as a whole,  $\chi^2 = 7.27$ ,  $df = 1$ ,  $P > .05$ . It is postulated that this is due to the fact that all students in both groups of the study were eligible to receive federally funded grants. More research should be conducted to see how the receiving of federal monies affects retention rates to determine if any possible shifts of focus that might be made by the Student Support Services program to better serve future participants.



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## Chapter 1

Spurred by shocking results gathered from a plethora of studies concerned with student retention rates in university settings which were conducted in the late fifties and early sixties, many universities implemented service-oriented programs to assist high-risk students persist with their college careers. Haring-Hidore (1986) claims that such an increased awareness came about because of both humanistic and economic concerns. Every university, be it regional or Ivy-League, has a commitment to providing an atmosphere in which students can successfully attain their personal dreams of higher education and their career objectives via the earning of credentials that the completion of a higher education program provides. From another perspective, students who do not succeed in college cost themselves, their parents, universities, and the federal government (taxpayers) tens of millions of dollars every year on seemingly wasted endeavors. With these realizations in mind, Morehead State University, a regional university serving primarily a twenty-two county area in Eastern Kentucky, formed (with the aid of federal dollars) a program in the mid-sixties to combat the problem of high-risk students in school who were on the track to attaining

their degrees. During the past twenty years, the original program has developed into many varying sub-programs, each handling specified sub-groupings within the high risk student population. This study will focus upon Student Support Services, one such program within the whole.

Though most researchers agree that support programs and early advising help to increase student retention (e.g., Metzner, 1989; Schreiner, 1988; Miller, Neuer, & Glynn, 1988), they often disagree when trying to identify the varying aspects or factors that might influence or be used as predictors of retention or attrition. One of the main factors that is currently being debated is the student grade point average (GPA).

At Morehead State University, students must maintain a certain GPA corresponding to the number of hours that they have attempted or they are placed on academic probation. If they are unable after a semester to bring their GPAs up to the standard, they are placed on academic warning, which (if they fail again to improve GPAs satisfactorily) will eventually prevent them from enrolling for college credits. Certain appeal procedures exist for students who have achieved a poor academic standing because of personal or family emergency, but such cases are granted as the exception rather than the rule.

Thus, we find that the Student Support Services program is geared to a high degree toward helping students improve their GPAs. The logic behind this is that if a student's grades improve, the student 1) will not be placed on (or will be removed from) academic warning; and 2) will remain in college longer (hopefully until degree completion) at the university. Tutoring services and much of the counseling in the Student Support Services program is designed to help high-risk students improve their GPAs in order to achieve such results (Special services proposal: 1987-90, 1987). Since findings from researchers such as Bron and Gordon (1986) have shown that most students leave college in their first year, the group primarily targeted is freshmen.<sup>1</sup>

#### STATEMENT OF THE PROBLEM

There are many factors that influence student attrition and many varying opinions as to which is the "main" factor. Often a program can be found to be centered primarily around improving a factor (GPA

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<sup>1</sup>See Appendix A for proposed goals of the program.



improvement, for example) that in reality is not providing successful results. The purpose of this study was to investigate the effect of Student Support Services on the GPAs and retention rates at the end of the 1989-90 academic year of first-time freshmen served by this program at Morehead State University. By conducting this study, perhaps valuable data have been gathered that will add to information that is constantly being collected by the program, data that will aid and/or provide a "short cut" to further evaluations.

#### BACKGROUND

Since the advent of GPAs in higher education in America, they have been used as predictors of college success, and at most universities certain GPAs must be maintained by students in order to meet continuing enrollment requirements. This study could provide a basis for further study to determine what role the traditional assumption of the importance of GPAs might actually play on retention of college freshmen. It could provide information to help determine what factors are of primary importance to retention as students progress through the differing stages of their college development.



If a positive relationship is shown between GPA improvement or attainment and involvement with the program, it may be shown that stressing GPAs with first-time freshmen is indeed a wise option and should be emphasized to a greater degree. If no positive relationship is shown, then perhaps further study must be undertaken to decide what, if any, changes in the focus of the program could be implemented. Therefore, a negative or null relationship would tend to show that emphasis on this area is unwarranted, or that reevaluation of advising techniques concerned with GPA attainment could be implemented.

Because of social and economic pressures, many studies have been conducted in the past few years concerning retention in higher education. Reviews of several of the major studies in this area can be found in the following chapter.

#### LIMITATIONS

This study was limited to freshmen enrolled at Morehead State University for the first semester beginning fall 1989 and examined this group until the spring 1990 semester. The experimental group was chosen from those within the program who met this qualification and other eligibilities detailed in the SUBJECTS section of

Chapter 3, thus the group studied was fairly small (N = 21). Also, retention rates were calculated using official withdrawal notifications on file in the Office of the Registrar, and such notifications were only tabulated until the end of the spring 1990 semester.

## Chapter 2

### REVIEW OF RELATED LITERATURE

The recent trend among high school graduates increasingly seems to be to enroll in college upon receiving their diplomas. Yet, according to Tinto (cited in Gilbert & Gomme, 1986), retention rates seem to be either falling or staying about the same for the past 100 years. Though this is a fact that demonstrates an amazing stability, it is not (naturally) the sort of stability that is acceptable to either the economic or socially conscious applications of the university (Haring-Hidore, 1986).

As Tinto's observation might suggest, the possibility of changing this fact seems bleak. Yet, researchers continue to study, and universities continue to implement programs to improve the retention rate. By running attrition studies, many researchers try to typify factors that influence the "average college dropout." Researchers such as Trippi and Stewart (1989), Fox (1986), Metzner (1989), contend that urban, low income, first-year students tend to be in the high-risk category for attrition. Minority students seem to have higher attrition rates than do non-minority students (Trippi & Stewart, 1989; Wilson, 1990). Such determinations



help to target groups that need the most help and the type of help to be provided. Programs set up to aid high-risk students often rely heavily upon such targeting studies.

According to Schreiner (1988), high-risk students can be identified and a comprehensive service program can have positive effects on retention. After the implementation of an inventory which found common variables between those who dropped out and those retained and a comprehensive program aimed at helping high-risk students, student retention rose from 61% in 1984 to 76.3% in 1986.

Young, Backer, and Rogers (1989) found a significant positive difference between participants in a service program and non-participants concerning both GPAs and retention rates. After the implementation of an Early Advising and Scheduling System (EASS) at Kent State University, they found that students involved with the program (N = 262) had at the end of their first year a mean GPA of 2.45, while a control group only acquired a mean GPA of 2.18 ( $P < .05$ ). They also discovered that after implementation of the program, the university had the lowest attrition rates for freshmen that they had had in eight years: 29% in 1986 (the year of implementation) versus 31% to 36% from 1979 to 1985.

Bron and Gordon (1986) have shown that freshman Orientation Seminars have a positive impact on both GPAs and retention rates. Bron and Gordon showed a significant difference in GPAs between students attending the Seminar who achieved a Pass in the course and the non-Orientation Seminar students for their first semester and their second semester. They showed that students involved with the Orientation Seminar who achieved a Pass had a GPA 25% higher than non-participants after their first semester and a GPA 9% higher after their second semester.

Fox (1986, p. 415) concludes that "the acquisition of academic skills and behaviors is paramount for the success of underprepared students," and Trippi and Stewart (1989) concluded that acceptable GPAs were of high motivational value to students, i.e., if they did well grade-wise, then they were more likely to persist in the college atmosphere.

To support the idea that only longer-term programs seem to produce results, Robinson (1989) has shown that an eight-week orientation course proved of little worth to high-risk students. In conjunction with the results of this study, Jewell and Lubin (1988) had peers call high-risk students and offer assistance. They came to the conclusion that the counselled group showed no significant difference with respect to retention than did the control group.



Despite the results from these studies, Wilson (1990, p. A1) details, from a report to the National Institute of Independent Colleges and Universities, how:

93 per cent of white students who received grants to attend private colleges were still enrolled after their first year, compared with 77 per cent of white students who received no grant money. About 93 per cent of black students who received grants to attend private colleges were still enrolled after their first year, compared with 66 per cent of black students who received no grant money. (p. A42)

Therefore, it appears that freshmen receiving "free money" from the government might often find it easier (he implies) to remain in college.

However, Moline (1986) would seemingly dispute the Institute's findings. In a study of 227 full-time freshmen enrolled at a liberal arts college, he measured persistence by the number of credits completed over a two year period and found that neither the total financial aid awarded, nor the amount of the package showed a significant effect.<sup>2</sup>

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<sup>2</sup>See Appendix B for additional references related to the topic of this paper.

## SUMMARY

The research evidence suggests strongly that successful support-oriented programs have a positive effect on both student GPAs and retention. Further, there is evidence that grade point averages can be used successfully in predicting retention rates, and that the achievement of GPAs deemed acceptable by the university tend to motivate students to persist. As Bron and Gordon (1986) contend, the first year at college is the most difficult for the student, so a successful support-oriented program should help guide entering freshmen through this difficult time of adjustment.

However, Moline (1986) and Wilson (1990) seem to disagree about the significance of the role of financial aid upon freshmen retention. Moline has shown that the factor of financial aid plays no significant role in rates of retention. Wilson has shown quite the opposite, perhaps ranking its influence above all other factors.

## HYPOTHESIS

It is hypothesized that at the end of the 1989-90 academic year, first-year freshmen in the Student Support Services program at Morehead State University will have higher retention rates than the control group not involved with the program. It is hypothesized that both groups (all subjects receiving financial aid) will have significantly higher rates of retention during their first year than students in the University as a whole (a mixture of students who are and are not eligible for federal grants). Also, it is hypothesized that participants' GPAs will be higher than non-participants, and that participants will earn more credit hours during their first year in college than their counterparts in the control group.

### Chapter 3

#### METHODOLOGY

The study of the Student Support Services program used an ex post facto design. First and second semester grade point averages, withdrawal notifications, and number of credit hours attempted and earned of first-year freshmen who enrolled during the 1989-90 academic year were collected for equal numbers of students participating and not participating in the Student Support Services program. All such records were obtained from the Office of the Registrar via the Academic Prime computer system.

All records concerning eligibility were obtained from records within the Student Support Services program and from Academic Computing Services. In addition to these, records of cumulative high school GPAs were obtained from the Special Services Support program and from the Office of the Registrar via the Academic Prime Computer system.



## SUBJECTS

The test group contained 21 first-year freshmen (entire group eligible from a total of 250) recruited by Student Support Services that met the following requirements: 1) first semester enrolled; fall 1989; 2) full-time status upon original enrollment; 3) from low income families (all eligible to receive federally funded Pell Grants); 4) composite ACT score of 17 or less, or no ACT score recorded.<sup>3</sup> The control group was chosen at random from the remainder of the student population that met the same requirements. Because the experimental group contained a disproportionate number of females (14/21), numbers generated that corresponded to males in the population were ignored after the slot for males was filled, and the next random number corresponding to a female in the population was chosen to avoid error in interpretation.

## INSTRUMENTATION

All data were collected from the following instruments. The fall 1989, spring 1990, cumulative

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<sup>3</sup>See Appendix C for Student Support Services eligibility requirements.



GPA's, and records of official withdrawal were the primary instruments of this study. Also, records of cumulative high school GPA's and records of total number of hours attempted and earned served as secondary instruments. All instruments and data were used with the consent of the Office of Institutional Research (pertaining to records from the Office of the Registrar) and the Director of the Student Support Services program.

#### DESIGN

The design applied in this study was, of necessity, quasi-experimental because the test group had been recruited by the Student Support Services program and the students actively chose to participate, and ex post facto, because all data were collected after the academic year was completed. Tests were performed to determine the relationship present between GPA's with regard to participation in the program and retention with regard to participation in the program and with the University population as a whole.

## PROCEDURE

Before starting the study, permission to use university records was obtained from the Office of Institutional Research (in regard to information gathered from the Office of the Registrar) and the director of Student Services Support. After obtaining the test group and a control group, high school GPAs were compared using  $t$  tests to assure that no significant difference existed between the two groups selected.

Once the control group was determined to be free of significant error (both groups having attained comparable GPAs), fall 1989, spring 1990, and cumulative GPAs obtained at Morehead State University were compared to see if any significant difference existed. Significance of GPA changes from one semester to the next were also tested.

Retention rates were compared between the two group to determine significance, as were both groups with the most recently available statistic for student attrition at Morehead State University (determined to be 37% by the Office of Institutional Research).

## Chapter 4

### DATA ANALYSIS

Though this is a quasi-experimental study, parametric data analysis may be used with an acceptable credibility. As listed in the DESIGN section of this study, for the determination of: 1) significant difference between groups using high school GPAs; and 2) significant difference between first semester and cumulative GPAs,  $t$  tests have been conducted. Arithmetic means were used to determine any possible difference between the number of hours attempted and actually earned by each group.

Data concerning retention rates between the experimental group, control group, and university average have been calculated using Chi Square. All tests for significance will be compared to the .05 level.

### DATA

All students within the Student Support Services program that met eligibility requirements were included in the study and a corresponding control group was chosen that also met these requirements. Of a total of 21 students included in the study, 14 were female and 7 were male. These numbers translate to approximately 66% female

and 33% male.

To make sure that no significant difference existed between the two groups concerning GPAs before the study, high school GPAs were compared. The  $t$  test showed no significant difference between the GPAs of the two groups:  $t = .7807$ ,  $df = 35$ ,  $P < .05$  NS.

After deciding that the testing groups were free from significant differences, the fall 1989 cumulative GPAs of both groups were compared to test any significant difference shown between GPA attainment during the students' first semester. The  $t$  tests showed no significant difference at the .05 level:  $t = .7807$  with  $df = 40$  (see Table 1, p. 19).



Table 1

Comparison of Fall 1989 Cumulative Grade Point Averages

<u>Experimental Group</u>		<u>Control Group</u>
GPA		GPA
2.500		2.733
2.571		0.000
0.909		1.182
2.750		3.125
1.125		0.000
0.000		3.438
2.364		2.000
0.333		2.333
1.750		2.000
0.750		0.214
3.400		1.833
1.273		0.800
1.778		3.231
1.938		3.467
1.923		2.429
1.400		2.600
2.250		0.000
2.125		1.583
1.000		2.200
0.000		0.200
0.300		2.533
Mean	1.545	1.805
SD	0.953	1.193
n	21	21
$t = .7807$ , $df = 40$ , $P < .05$	NS	

After comparing the fall 1989 cumulative GPAs, the spring 1990 cumulative GPA were tested for significance. The  $t$  tests showed that there was no significant difference at the .05 level:  $t = .7465$ , with  $df = 37$  (see Table 2, p. 20).

This supports a hypothesis that participation in the program showed no significant influence on GPAs in the second semester of enrollment. Three students had withdrawn by this

point.

Table 2

Experimental Group	Control Group
GPA	GPA
2.667	2.429
3.000	0.000
1.550	0.815
3.250	3.129
1.258	3.353
0.000	2.125
2.250	2.862
1.308	2.692
1.444	0.345
0.964	1.481
2.500	1.308
2.125	3.643
1.619	3.033
2.259	1.750
2.333	2.469
0.778	0.000
2.714	2.148
2.258	2.400
0.333	1.967
0.500	
Mean 1.756	1.997
SD .9227	1.097
n 20	19
$t = .7465$ , $df = 37$ , $P < .05$ NS	

Thus, we see that no significant difference has been found linked to participation in the program. Though both groups improved GPAs from the first semester to the next (experimental group: mean improvement of 0.211; control group: mean improvement of 0.192) this is far from showing a significant difference between the two groups (mean difference is 0.019 in favor of the control group). It can

safely be assumed that a student's GPA might improve slightly (on the average) as the student becomes a bit more familiar with the college atmosphere.

After considering the GPA, it was important to determine if any significant difference existed between the number of hours attempted and earned by the two groups in order to show whether or not the lack of GPA improvement by participants might stem from such a discrepancy. During the 1989-1990 year, the control group enrolled for a total of 562 credit hours--mean of approximately 27, while the experimental group enrolled for a total of 544 credit hours--mean of approximately 26. The control group earned a total of 431 credit hours--mean of approximately 20.5, while the experimental group earned a total of 409 credit hours--mean of 19.5 hours. Thus, the control group completed approximately 76.5% ( $431/562$ ) of all hours attempted, while the experimental group completed approximately 75% ( $409/544$ ) of all hours attempted (see Table 3, p. 22).

**Table 3**  
**Hours Attempted/Earned During the 1989-1990 Year:**  
**Experimental Group Versus Control Group**

<u>Experimental</u>		<u>Control</u>	
HRS. ATTEMPTED/EARNED		HRS. ATTEMPTED/EARNED	
	27/27		28/28
	29/29		18/0
	21/18		27/16
	24/24		31/31
	31/16		12/9
	15/0		34/34
	33/30		24/24
	27/15		33/30
	27/18		27/23
	30/20		29/8
	30/30		27/19
	25/25		27/18
	24/21		28/28
	27/24		31/31
	30/24		28/23
	27/12		32/32
	25/22		24/0
	31/31		27/23
	12/6		30/27
	19/4		15/3
	30/13		30/24
<b>Total</b>	<b>544/409</b>		<b>562/431</b>
<b>Mean</b>	<b>26/19.5</b>		<b>27/20.5</b>
<b>Percent Earned</b>	<b>75%</b>		<b>76.5%</b>

Once all other data had been computed, it was important to compare the actual retention rates of the experimental group and the control group, thus directly challenging the proposed hypothesis. Using Chi Square tests, it was determined that no significant difference existed between the groups:  $X^2 = .55$ ,  $df = 1$ ,  $P < .05$ . Two students within the control group officially withdrew,



while only 1 student in the experimental group did so (see Table 4).

Table 4

Freshman Retention During the 1989-1990 Academic Year:  
Experimental Group Versus Control Group

<u>Group</u>	<u>No. Retained</u>	<u>No. Withdrew</u>
Experimental	20	1
Control	19	2

$\chi^2 = .55$ ,  $df = 1$ ,  $P < .05$

However, if one takes into account the University attrition percentage of 37%, we see that there are significant differences occurring between the University as a whole and both the experimental and control groups (see Table 5 and Table 6, p. 24). One must assume that both groups have a factor in common that is not shared with the University as a whole.

Table 5

Freshman Retention During the 1989-1990 Academic Year:  
Experimental Group Versus University Percentage\*

<u>Group</u>	<u>No. Retained</u>	<u>No. Withdrew</u>
Experimental	20	1
University	13	8

$$\chi^2 = 9.98, df = 1, P > .05$$

\*Taking approximately 37% of the total in the observed group.

Table 6

Freshman Retention During the 1989-1990 Academic Year:  
Control Group Versus University Percentage\*

<u>Group</u>	<u>No. Retained</u>	<u>No. Withdrew</u>
Control	19	2
University	13	8

$$\chi^2 = 7.27, df = 1, P > .05$$

\*Taking approximately 37% of the total in the observed group.

42  
21  
21

The purpose of this study was to investigate the effect of 'Student Support Services' on the GPAs & Retention rates at the end of the 1989-90 academic year of 1st-time freshmen served by this program at

MSU, the # of 1st year freshmen students surveyed was 42 & complete information was gathered on all students. Cumulative GPAs <sup>primary</sup> & records of official withdrawal, for the fall 89 & Spring 90 semesters were obtained from records of the Office of ~~Registrar~~ Registrar. Secondary information gathered included cumulative hrs GPAs & records of total # of hrs attempted & earned.

T-tests of significance, T-tests, were used in the determination that no significant diff. existed between the 2 groups concerning mean GPAs by participation in program. DATA concerning retention rates between the experimental group, Cg, & univ. average have been calculated using chi square

Chi square tests conducted showed no significant diff. between part. in the program & the R of Reten among part. ~~part~~. Both groups attempted on the avg. approx. 26 hrs & earned approx. 20 hrs. Chi square tests did, however, show a positive

The test group  
contained 21 eligible  
1st year freshmen  
in control group  
contained 21 randomly  
chosen eligible 1st yrs



## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Freshmen participating in the Student Support Services program showed no significant difference with respect to grade point attainment or retention when compared to non-participants. Students participating in the program would seemingly have no better chance at academic success than their counterparts. The data have also indicated that no significant difference exists between participation in the program and the attempting of or earning of college credit hours. In short, the null hypothesis has been accepted in this study.

Despite the findings of this study, the Student Support Services program has proven itself viable and continues to do so, as can be judged in part by its continuing federal funding. The program continues to meet and exceed the benchmark requirements both for student retention and for grade point attainment when compared to the University as a whole. Therefore, it can be assumed that several unstudied factors play a part in the program's success and for the finding of no significant differences between participants and non-participants.

The primary area of explanation might be attributed to the long-term effects of counseling



services offered by the program. Though differences may not be shown to occur among freshmen in the program, perhaps further study would show differences occurring in the second and later years of college enrollment because of techniques and experiences imparted to the student during the freshman year.

A second major explanation (one of the considerations for undertaking this study) might include the factor of the receiving of financial assistance. The experimental group and the control group were both eligible to receive financial aid, and when both of these groups were compared to the freshman attrition rate at the University as a whole significant differences were found. Though 70% of all undergraduate students at the University were eligible to receive financial aid, all subjects within the experimental and control groups received such and both groups showed much higher rates of retention than did the total University population.

Thus, it is recommended that more research be conducted to determine the validity of this study. One method would be by implementing a four-year study of the sampling groups presented to determine grade point progress and continuing retention rates. A second method could entail studying these statistics for

similar groups in the two years prior to and in the year following this study to determine if similar results occur.

Once, and if, validity is shown, then a more far-reaching study to determine the effect of financial assistance on retention and grade point attainment of freshmen at Morehead State University is suggested. The results of this study may imply that Wilson's (1990) positive correlation of receiving financial aid on retention is valid. In any case, the results of this study question the accuracy of using grade point averages as primary determiners of college retention among freshmen at Morehead State University.

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## APPENDIX A

## Goals of Student Support Services

1) Seventy-five percent of the participants will maintain each semester the academic performance level necessary for keeping in good academic standing at the institution.

2) Seventy-five percent of the Special Services<sup>1</sup> participants will be retained through two full semesters of the academic year.

3) The graduation rate for Special Services participants will be equal to or greater than that of the University as a whole for first-time freshmen when measured after four years. (Adapted from Special services proposal: 1987-1990. (1987). Morehead, KY: Morehead State University Printing Service. pp. 30-31.)

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<sup>1</sup>The program adheres to the policies set down by this institutional program.

## APPENDIX B

## Additional References

The following references were useful in the conceptualization of this study, but were not directly cited.

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## APPENDIX C

## Eligibility Requirements for Student Support Services

1987-1989: The Special Services program is designed to help students from low-income, first-generation backgrounds, or who are physically handicapped overcome obstacles which might prevent successful pursuit and completion of postsecondary education. This will be accomplished by carefully selecting eligible participants who are in need of assistance such as: counseling with regard to personal/social concerns, support services for handicapped students, academic advising, specialized curricula, learning lab/tutoring services, and information dissemination. (Adapted from Special services proposal: 1987-1990. (1987). Morehead, KY: Morehead State University Printing Services. p. 30.)

1989-1990--The same, but according to Dan Connell<sup>1</sup>, Director of the Trio Programs including Student Support Services, also (except for handicapped students): 1) Composite ACT score of 17 or below; 2) Full-time enrollment. (April, 1990)

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<sup>1</sup>New guidelines are now being written for publication in late 1990.