

FREDDIE FRESHMAN will enroll at the University of Oklahoma in September, 1964. He will be 18 years of age and will come from a city with a population of over 10,000, more than 100 miles from Norman. His chances of having a successful first semester will be enhanced if he is unmarried, lives in University housing and doesn't bring a car to school.

Freddie has about a 50-50 chance of making an overall C average the first semester and the odds are about 10 to 1 in favor of his enrolling for the second semester.

The basis for these generalities about Freddie is a continuing series of studies conducted by the University Guidance Service and partially supported by a grant from the Alumni Development Fund.

The study began in 1962 and is following the freshman class of that year through college in an attempt to determine success and failure factors and to discover various trends.

After one semester the test group had 11.4 per cent fewer members; after two semesters another 14.85 per cent failed to achieve the minimum 1.4 overall grade average (about a D-plus) and were denied readmission. On the basis of previous study, the Guidance Service predicted in advance within three-twentieths of one per cent the number of dropouts for the first year—a prediction of extreme value to the housing department in its advance planning for the coming year.

The study has other practical applications, but its primary purpose is to give the administration and faculty pertinent, current information concerning the background, abilities and progress of students at an increasingly complex University.

The University, as revealed in a similar survey conducted from 1952 through 1958, loses about 40 per cent of the freshman class by the beginning of the second year of college. (Other large state institutions report a similar figure.)

The newest study, as did the old, attempts to get at some of the "why's?" to determine who makes it through school and who doesn't, to discover behavior patterns associated with success or failure.

The group under study, who are now predominantly sophomores, began with 2,254 new enrollees in 1962. The first semester, 44 per cent of the class failed to achieve a 2.00 (or C) overall grade average. The first semester overall average for the group was a 2.02. The male average was 1.98, the female average, a 2.22.

Several major trends developed after the first semester. The re-enrollee generally was one who was single, had higher scores on the American College Test and higher high school grades, did not come from a small high school, lived in University housing, had a scholarship and had a father and mother who had some higher education.

Future reports by the Guidance Service will be concerned with the possible continuation of these trends or whether they will shift significantly in the sophomore, junior or senior year.

High school grades have been found the most important factor in predicting how well a student will do his first semester in college. Scores from the American College Test, which all Oklahoma students take before entering college, have been found to be less of an indicator and need to be interpreted in the context of the students' high school grades.

"With both factors, we can predict a student's first semester

*a study helps
the University to be*

Ready for Freddie

grades within a half a grade point accuracy in 66 per cent of the cases," says Dr. Clell C. Warriner, director of the University Guidance Service and one of the project directors of the study.

"Emotional immaturity or irresponsibility related to immaturity, a factor not necessarily related to ability, has also been found to be the cause of many dropouts," says Dr. J. R. Morris, assistant dean of University College and a project consultant. "An example is a student who automatically makes or had plans made for him to attend college and never makes a personal commitment himself.

"The University does what it can to help the student make this decision through housing counselors and through our office, but with 4,000 students in University College, the load is often thrust back to the individual student."

To illustrate the relationship of high school grades to dropouts, of those students who reported a high school average of A, only three per cent dropped out; of those with a B average, 10 per cent dropped out, and of those with a C average in high school, 24 per cent did not re-enroll for the second semester at O.U.

Scores from the American College Test, which are broken into four categories—English, math, science and social studies—also differentiated the two groups. The dropouts scored significantly lower on all of the subtests and on the final total.

Of the non-academic factors, the most significant differences of dropouts and re-enrollees was related to student housing. Students living in University housing had an eight per cent dropout rate, students living with parents or relatives 21 per cent, and students in private housing had a 31 per cent dropout rate. Among freshman married students, about 1 out of 3 did not return the second semester compared to 1 out of 10 in the single student group.

Many of those who will compose the freshman class of 1964 have already decided to enroll at the University of Oklahoma. Freddie and his future classmates are only six months away from college. Some of them will not be ready for the University but the University, aided greatly by studies like this one, wants to be ready for all of them.

—JOE DAVIS