This document presents a report of a study that was designed to determine the rate of retention of students enrolled in colleges and universities in Tennessee that physical facility needs of institutions in the state might be determined. The first year of the study, 1968, was spent in compiling information on students entering Tennessee colleges and universities. In the fall of 1969, each participating college was sent a list of the students from their institutions who were in the original sample and were asked to indicate whether each student was enrolled as of the first week in October 1969. If the students were enrolled, they were classified aspersisters. Those not enrolled were surveyed, and depending upon their responses, were classified as transfers, known terminators, or non-respondents. A similar procedure was followed in fall 1970, and the results are compared with the 1969 data. It was found that 65% of the 1969-70 persisters remained in the same institution, 9% transferred, 4% were known terminators, and 22% were non-respondents. Of the original sample, after 2 years of school it was found the 42% of the students were in their original institutions, 11% had transferred, 10% were known terminators, and 36% were non-respondents. For a related document see HE 003 520. (HS)
Report 3
Entering Freshmen—Fall 1968
Student Retention—Attrition

Tennessee Higher Education Facilities Commission
A Report to the Chairman
Tennessee Higher Education
Center for Higher Education
Tennessee College Association
Prepared by
One of several reports of research projects financed in part through a Higher Education Facilities Comprehensive Planning Grant. The grant was made by the Division of College Facilities, U. S. Office of Education.
Student Retention—Attrition
Entering Freshmen—Fall 1968
Report 3

Prepared by
Tennessee College Association
Center for Higher Education

A Report to the Chairman
Tennessee Higher Education
Facilities Commission

September, 1971
FOREWORD

The bylaws of the Tennessee College Association establish that the first purpose of the Center for Higher Education shall be "to promote cooperation and planning of the participating institutions toward the most effective use of their educational facilities, personnel and other resources in meeting the needs of higher education in Tennessee." A further purpose is "to conduct surveys, studies and research in higher education on behalf of participating institutions."

Consistent with these purposes and the philosophy of the Association, this is one in a series of reports prepared by the TCA Center for Higher Education for the Tennessee Higher Education Facilities Commission. The study staff would express again their appreciation and respect for the professional concern evidenced by the institutions already burdened with requests for information and demands on limited staffs and budgets.

Ida Long Rogers
Director
TCA Center for Higher Education
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INTRODUCTION

This is the third report of a long-range study of retention and attrition of students in Tennessee colleges and universities.

Purpose and Scope of the Study

The Tennessee Higher Education Facilities Commission has the dual responsibility of determining as nearly as possible the physical facility needs of institutions in the state and of allocating to those institutions on an equitable basis as possible the funds made available to it through the Division of College Facilities of the United States Office of Education. Reasonable projections of needs cannot be made without adequate information, including information on student enrollment. Knowledge of enrollment potential is inadequate without information concerning the rate of retention of students already enrolled. To provide this additional information to assist in decision-making is the purpose for which this study was funded.

Beyond this initial purpose, however, is a more basic concern for the loss in human resources when able students fail to enter college or do not remain to complete their educational goals. For this reason it was decided to provide sufficient information for the state as a whole and to furnish individual institutions insights into the nature of their own student population.

The first year of the study was designed to provide a composite profile of the entering freshmen in Tennessee colleges and universities and to supply this information to individual institutions on their own students. The report of the first year's study was published on July 1, 1969. Reference should be made to that volume for details of sampling procedures, limitations, cautions and other information.

In the fall of 1969 each participating college was sent a list of the students from their institution who were in the original sample and were asked to indicate whether each student was enrolled as of the first week in October, 1969. Institutions were asked to provide the
grade point average for the freshman year for all students in their sample and any available information on the location of students not currently enrolled (e.g., where they had transferred). Those students who were still in the college of their original enrollment were classified as PERSISTERS. A letter and questionnaire were sent to the home address of students who were not enrolled in their original college. Those students who reported that they were enrolled in another college were classified as TRANSFERS. Those students who indicated that they were not enrolled in any college were identified as KNOWN TERMINATORS. Students who failed to reply even after a follow-up card was mailed were reported as NON-RESPONDENTS. Analysis and statistical treatment of the data were published in Report 2 on November 1, 1970.

Procedure for Report 3

A similar procedure was followed in the fall of 1970. Each participating institution was sent a list of the students from their institution known to be enrolled in the fall of 1969, with the request that they indicate whether the student was still enrolled. They were also asked to provide the cumulative grade point average for all students on their list. Those students who were still enrolled were classified as PERSISTERS. A letter and questionnaire were sent to the home address of students not enrolled in their original college and the same classifications were used.

Comparisons were made and percentages reported in relation to the persisters from the fall of 1969. In determining significant differences between persisters, transfers, known terminators and non-respondents the Pearson $\chi^2$ statistic was used.

$$\text{Chi-square} = \frac{(f_{o1}-f_{e1})^2}{f_{e1}} + \frac{(f_{o2}-f_{e2})^2}{f_{e2}} + \cdots + \frac{(f_{on}-f_{en})^2}{f_{en}}$$

where $f_{oj}$ are observed and $f_{ej}$ are expected frequencies, may be used to test whether a sample distribution differs significantly from an expected distribution. This statistic tests for "goodness-of-fit" of the observed distribution or equivalency tests for statistical association among
categorical attributes.¹

Cautions

To interpret accurately the data reported, the reader’s attention is called to the following statements.

1. It was assumed that information supplied by institutions or students was correct.

2. In general, table percentages are rounded off to the nearest whole figure.

3. As far as can be ascertained all subtotals and totals columns balance. Allowed error is 5% for all figures produced by the computer and hand-figuring.

4. Introductory comments should be read with care.

5. This volume can best be read in conjunction with Report 1. While they last, additional copies may be secured by writing the Tennessee Higher Education Facilities Commission, 246 Cordell Hull Building, Nashville, Tennessee, 37219.

A further word of caution is appropriate. The reader is reminded that the original data concerning students on which subsequent reports are based were collected prior to the student’s entry to college. They reflected what the student expected to do at that time. Age, marital status, expected scholarships and loans, proposed field of study, vocational choice, level of aspiration, housing and car plans, full or part-time status, work plans – all are subject to change. The collection of new or supplementary data was not possible within the existing research grant. Beyond the first year the significance of these non-intellective factors is open to much speculation.

¹Hays, William L. Statistics for Psychology, Chapter 17, Holt, Rinehart and Winston. 1963
**TABLE 1**

**INSTITUTIONAL SUMMARY BY SPONSORSHIP**

**FALL 1970**

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<th>Inst. Code</th>
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# TABLE 2

**INSTITUTIONAL SUMMARY BY LEVEL**

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| 9          | 89             | 56         | 1         | 1                 | 4               |
| 10         | 40             | 29         | 0         | 0                 | 0               |
| 12         | 45             | 21         | 0         | 0                 | 2               |
| 13         | 110            | 45         | 4         | 4                 | 2               |
| 17         | 95             | 37         | 4         | 4                 | 1               |
| 18         | 104            | 48         | 9         | 2                 | 12              |
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| 22         | 62             | 30         | 4         | 6                 | 5               |
| 25         | 73             | 32         | 0         | 2                 | 3               |
| 26         | 78             | 36         | 2         | 3                 | 0               |
| 28         | 84             | 43         | 10        | 3                 | 6               |
| 29         | 61             | 34         | 3         | 5                 | 5               |
| 34         | 88             | 35         | 7         | 8                 | 3               |
| 35         | 90             | 42         | 6         | 7                 | 4               |
| 37         | 149            | 66         | 8         | 5                 | 0               |
| 38         | 58             | 20         | 7         | 12                | 2               |

**Non-respondents:**

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</tr>
<tr>
<td>40</td>
<td>121</td>
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</tr>
<tr>
<td>43</td>
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<td>55%</td>
<td>6</td>
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</tr>
<tr>
<td>47</td>
<td>72</td>
<td>26</td>
<td>36%</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>48</td>
<td>98</td>
<td>42</td>
<td>43%</td>
<td>1</td>
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</tr>
<tr>
<td>52</td>
<td>110</td>
<td>49</td>
<td>45%</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>54</td>
<td>71</td>
<td>37</td>
<td>52%</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>56</td>
<td>100</td>
<td>34</td>
<td>34%</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>2,014</td>
<td>911</td>
<td>45%</td>
<td>100</td>
<td>5%</td>
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<tr>
<td>LEVEL III</td>
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<td></td>
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<td>11</td>
<td>254</td>
<td>111</td>
<td>44%</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>14</td>
<td>97</td>
<td>51</td>
<td>53%</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>23</td>
<td>206</td>
<td>90</td>
<td>44%</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>24</td>
<td>181</td>
<td>101</td>
<td>56%</td>
<td>3</td>
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</tr>
<tr>
<td>36</td>
<td>45</td>
<td>29</td>
<td>64%</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>45</td>
<td>178</td>
<td>101</td>
<td>57%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>50</td>
<td>474</td>
<td>232</td>
<td>49%</td>
<td>24</td>
<td>5%</td>
</tr>
<tr>
<td>53</td>
<td>143</td>
<td>51</td>
<td>36%</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>1,578</td>
<td>766</td>
<td>48%</td>
<td>48</td>
<td>3%</td>
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<tr>
<td>LEVEL IV</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>77</td>
<td>41</td>
<td>53%</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>30</td>
<td>780</td>
<td>374</td>
<td>48%</td>
<td>30</td>
<td>4%</td>
</tr>
<tr>
<td>32</td>
<td>147</td>
<td>118</td>
<td>80%</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>1,004</td>
<td>533</td>
<td>53%</td>
<td>39</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,414</td>
<td>2,279</td>
<td>42%</td>
<td>316</td>
<td>6%</td>
</tr>
</tbody>
</table>
TABLE 3

OVERVIEW OF THE STUDY

Table 3 is a summary of the various tables which follow in this report. Not all of the information from the following tables has been included in Table 3; however, enough has been included to give the reader an overview of the differences among the four groups which were identified. The percentages reported for the 1970-1971 groups are based on a comparison with the persisters of 1969-1970 from which the four 1970-1971 groups were obtained. Sixty-five percent of the 1969-1970 persisters remained in the same institution, 9% transferred, 4% were known terminators, and 22% were non-respondents.

Of the original sample, after two years of school it was found that 42% of the students were in their original institution, 11% had transferred, 10% were known terminators, and 36% were non-respondents. The following figure lists the percentages of students for public and private institutions in each of the four groups after two years of college.

FIGURE 1

<table>
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<tr>
<th></th>
<th>Public</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Sample</td>
<td>2,777</td>
<td>2,637</td>
<td>5,414</td>
</tr>
<tr>
<td>Persisters</td>
<td>1,212</td>
<td>1,067</td>
<td>2,279</td>
</tr>
<tr>
<td>(44%)</td>
<td>(40%)</td>
<td></td>
<td>(42%)</td>
</tr>
<tr>
<td>Transfers</td>
<td>234</td>
<td>384</td>
<td>618</td>
</tr>
<tr>
<td>(8%)</td>
<td>(15%)</td>
<td></td>
<td>(11%)</td>
</tr>
<tr>
<td>Known Terminators</td>
<td>290</td>
<td>348</td>
<td>538</td>
</tr>
<tr>
<td>(10%)</td>
<td>(9%)</td>
<td></td>
<td>(10%)</td>
</tr>
<tr>
<td>Non-Respondents</td>
<td>1,032</td>
<td>924</td>
<td>1,956</td>
</tr>
<tr>
<td>(37%)</td>
<td>(35%)</td>
<td></td>
<td>(36%)</td>
</tr>
</tbody>
</table>

It should be noted that only three public junior colleges were in existence when the study was begun in 1968 and they enrolled approximately 38% of the Level I students. Since persisters are defined as those not in their institution of original registration, the larger
percentage of Level I students in private colleges would be reflective in a lower persistence rate in the private institutions. If you eliminate the two-year college students, all together the over-all persistence rate moves up to 48% from the 42% reported in this study.

The percentage of transfer students increased as a result of students transferring to four-year colleges after two years in a junior college. Probably a larger percentage of the non-respondents from Level I schools were transfer students than is true of the other three levels, although there is no data to confirm this hypothesis.

Again, the known terminators and non-respondents had nearly identical characteristics. Thus, although the only thing that is known about the non-respondents is that they are no longer in the institution of original choice, the data suggest that the group of non-respondents is made up largely of drop-outs rather than transfer students.

Table 3 shows all four groups to be similar in many characteristics; however, differences do occur, and even though the differences in percentages may not be large, several times the differences led to a significant $X^2$ for the goodness-of-fit test.

Each of the points which follow identifies an area where differences can be recognized. For some of these only a trend is suggested; for others significant differences can be established. More detailed discussion precedes each of the individual tables.

1. In the second report there was a tendency for a smaller percentage of transfers and a larger percentage of known terminators than expected to be from Tennessee. However, those trends were not significant. These trends did not continue, and again state origin was not significantly related to retention or attrition of students after two years of college.

2. There is a trend for students from the four largest counties in Tennessee to be less likely to drop out; however, the opposite trend existed after one year of college. It should be noted that neither of these trends was significant so that county origin can also be considered unrelated to retention and attrition of college
3. After the first year there were no significant differences relating to type of community. After the second year the four groups did differ significantly, with students from farm and open country communities being more likely to terminate their education.

4. After one year there was only a trend showing a larger percentage of Caucasians in the known terminator group. After the second year this trend continued and was significant at the .05 level. Hence Caucasians were more likely to terminate and to transfer than would be expected.

5. In Report 2 it was found that a larger percentage than expected at the upper age levels terminated their education. This significant trend continues after the second year of college.

6. After the first year there was a significant trend for students from larger high schools to be more likely to remain in college. This trend continues after the second year but is not as marked; in fact, the trend is no longer significant at the .05 level.

7. After one year it was found that there were significant trends for students who were married at the time they entered college to be less likely to transfer and more likely to drop out than would be expected. After the second year no such trends exist; however, no information was available concerning changes in marital status. Whether marriage during a student's college career affects the retention or attrition of that student is not discernible from these data.

8. Again the four groups differ significantly with respect to family income with higher family incomes increasing the likelihood of a student's remaining in school.

9. As in Report 2, a trend exists for students who expect scholarships to be more likely to remain in school. However, this trend is no longer significant. As noted in the previous study, loan expectations are not significantly related to the retention...
or attrition of students.

10. A continuing trend also exists for work expectations. As noted in the previous report, the more hours per week a student expects to be employed, the greater the likelihood of his terminating his education. However, after two years of college this trend is no longer significant at the .05 level.

11. There remains a trend for students expecting to have a car on campus to be more likely to drop out, but again this trend is no longer significant at the .05 level.

12. As in the previous report the highly significant differences among the four groups were found in the academic variables. Again the persisters and transfers had higher ACT scores, higher high school grade-point averages, higher freshman college grade-point averages, and higher sophomore cumulative grade-point averages than the known terminators and non-respondents.

13. Full or part-time status did not influence retention or attrition for this sample.

14. As in Report 2, the level of aspiration of students remaining in school was significantly higher than for those who terminated their education.

15. After one year of college students who expected to live on campus had an increased likelihood of remaining in school. This significant trend also exists after two years of college.

In general, the same patterns of retention and attrition as were observed after one year of college are present after the second year. Again the four groups tended to be more alike than different on non-academic variables. It is on the academic variables where the obvious differences occur. The persisters and transfers score much higher on all academic variables than the known terminators and non-respondents. Hence academic variables are the best predictors of whether a student remains in school or terminates his education.
<table>
<thead>
<tr>
<th>TABLE 3</th>
<th>OVERVIEW OF THE STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Number</td>
</tr>
<tr>
<td></td>
<td>Percent from Tenn.</td>
</tr>
<tr>
<td>Original Sample (1968-1969)</td>
<td>5,414</td>
</tr>
<tr>
<td>Persisters (1969-1970)</td>
<td>3,528</td>
</tr>
<tr>
<td>Transfers (1970-1971)</td>
<td>2,279</td>
</tr>
<tr>
<td>Known Terminators (1970-1971)</td>
<td>316</td>
</tr>
<tr>
<td>Non-Respondents (1970-1971)</td>
<td>773</td>
</tr>
<tr>
<td>Percent Persisters</td>
<td>65%</td>
</tr>
<tr>
<td>Percent Transfers</td>
<td>9%</td>
</tr>
<tr>
<td>Percent Known Terminators</td>
<td>4%</td>
</tr>
<tr>
<td>Percent Non-Respondents</td>
<td>22%</td>
</tr>
<tr>
<td>% from High School Class of 400 or more</td>
<td>% married when entered school</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Original Sample (1968-1969)</td>
<td>17</td>
</tr>
<tr>
<td>Persisters (1969-1970)</td>
<td>17</td>
</tr>
<tr>
<td>Persisters (1970-1971)</td>
<td>18</td>
</tr>
<tr>
<td>Transfers (1970-1971)</td>
<td>14</td>
</tr>
<tr>
<td>Known Terminators (1970-1971)</td>
<td>17</td>
</tr>
<tr>
<td>Non-Respondents (1970-1971)</td>
<td>17</td>
</tr>
<tr>
<td>TABLE 3</td>
<td>OVERVIEW OF THE STUDY (Continued)</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>Original Sample (1968-1969)</td>
</tr>
<tr>
<td></td>
<td>Persisters (1970-1971)</td>
</tr>
<tr>
<td></td>
<td>Transfers (1970-1971)</td>
</tr>
<tr>
<td></td>
<td>Known Terminators (1970-1971)</td>
</tr>
<tr>
<td></td>
<td>Non-Respondents (1970-1971)</td>
</tr>
<tr>
<td>Percent expecting to bring 1 car to campus</td>
<td>35</td>
</tr>
<tr>
<td>Percent with H.S. GPA of &quot;B&quot; or better</td>
<td>32</td>
</tr>
<tr>
<td>Percent with ACT of 15 or less</td>
<td>31</td>
</tr>
<tr>
<td>Percent with Freshman college GPA of &quot;B&quot; or better</td>
<td>31</td>
</tr>
<tr>
<td>Percent enrolling full-time</td>
<td>32</td>
</tr>
<tr>
<td>Percent expecting at least Bachelor's degree</td>
<td>32</td>
</tr>
<tr>
<td>Percent enrolled full-time</td>
<td>32</td>
</tr>
<tr>
<td>Percent with Sophomore college GPA of &quot;B&quot; or better</td>
<td>32</td>
</tr>
<tr>
<td>Percent with Senior college GPA of &quot;B&quot; or better</td>
<td>32</td>
</tr>
<tr>
<td>Percent with Freshman college GPA of &quot;B&quot; or better</td>
<td>32</td>
</tr>
<tr>
<td>Percent with Sophomore college GPA of &quot;B&quot; or better</td>
<td>32</td>
</tr>
<tr>
<td>Percent with Senior college GPA of &quot;B&quot; or better</td>
<td>32</td>
</tr>
<tr>
<td>Percent with Freshman college GPA of &quot;B&quot; or better</td>
<td>32</td>
</tr>
<tr>
<td>Percent with Sophomore college GPA of &quot;B&quot; or better</td>
<td>32</td>
</tr>
<tr>
<td>Percent with Senior college GPA of &quot;B&quot; or better</td>
<td>32</td>
</tr>
</tbody>
</table>
An analysis of the geographic origin of the original sample of students (September, 1968) showed that 67% were from Tennessee and 33% were from out-of-state. In September, 1969, 65% of the students remaining in the original institution were from Tennessee. Thesepersisters were followed for another year. The known terminators of 1969 showed a tendency for a larger percentage than expected to be from Tennessee. However, the $X^2$ goodness-of-fit test showed that there were no significant differences among the four groups (persisters, transfers, known terminators, and non-respondents) as to their state origins.

Table 4 shows that the four groups for 1970 have nearly the same distributions as the persisters of 1969. Then the tendency for more students than expected from Tennessee in the known terminator group is reversed after the second year. However, analysis yields a $X^2=2.66$ which is not significant at the .05 level. Hence state origin does not seem to be related to the retention and attrition of students after their second year in college.
### TABLE 4
STATE ORIGIN

<table>
<thead>
<tr>
<th>ORIGIN</th>
<th>PUBLIC</th>
<th>PRIVATE</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Tennessee</td>
<td>1,003</td>
<td>83</td>
<td>460</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>207</td>
<td>17</td>
<td>596</td>
</tr>
<tr>
<td>Other</td>
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<td>11</td>
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</table>

<table>
<thead>
<tr>
<th>ORIGIN</th>
<th>TOTAL</th>
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<tr>
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<td>No.</td>
</tr>
<tr>
<td>Tennessee</td>
<td>92</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORIGIN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
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<td>No.</td>
</tr>
<tr>
<td>Tennessee</td>
<td>62</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
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<td>No.</td>
</tr>
<tr>
<td>Tennessee</td>
<td>328</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>51</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 5 is a county by county list of the number of persisters, transfers, known terminators, and non-respondents from the group of persisters of 1969. Note that the percentages listed on this table do not total 100%. The reason is that the percentage recorded is the percentage of students in the entire sample who are from a given county. Since only 64% of the persisters were from Tennessee, the percentages for the persisters should total to 64% (within rounding error).

In general there are too few students in the less populous counties to make any meaningful comparisons. However, the following chart gives the percentages of each of the four groups for the four most populous counties. Figures from both 1969 and 1970 are included.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Davidson</td>
<td>11% 11%</td>
<td>9% 10%</td>
<td>10% 10%</td>
<td>8% 12%</td>
</tr>
<tr>
<td>Hamilton</td>
<td>5% 5%</td>
<td>7% 5%</td>
<td>7% 3%</td>
<td>6% 5%</td>
</tr>
<tr>
<td>Knox</td>
<td>4% 4%</td>
<td>3% 1%</td>
<td>5% 2%</td>
<td>4% 4%</td>
</tr>
<tr>
<td>Shelby</td>
<td>9% 10%</td>
<td>10% 8%</td>
<td>9% 6%</td>
<td>10% 8%</td>
</tr>
</tbody>
</table>

This table indicates that for the four most populous counties, there are no differences in county origin among the four groups. The goodness-of-fit test yields a $X^2=16.41$ which is not significant at the .05 level.
<table>
<thead>
<tr>
<th>ORIGIN</th>
<th>PUBLIC</th>
<th></th>
<th>PRIVATE</th>
<th></th>
<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1 Anderson</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>2 Bedford</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>3 Benton</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4 Bledsoe</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5 Blount</td>
<td>14</td>
<td>1</td>
<td>12</td>
<td>1</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>6 Bradley</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>11</td>
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<tr>
<td>7 Campbell</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>0</td>
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<td>9 Carroll</td>
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<td>0</td>
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<td>0</td>
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<td>0</td>
</tr>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
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<tr>
<td>COUNTY ORIGIN (Continued)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBLIC</td>
<td>PRIVATE</td>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Orig. No.</td>
<td>%</td>
<td>Orig. No.</td>
<td>%</td>
<td>Orig. No.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Clay</td>
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<td>0</td>
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TABLE 6

TYPE OF COMMUNITY

Students were asked to indicate the size of their home community. In the original sample, 28% of the students were from farm or open country while 37% and 35% were from the suburbs or from a central city. After one year, the distributions of the four groups for type of community (farm or open country, suburb, or central city) were (1) Persisters - 28%, 38%, 34%; and (2) Transfers - 29%, 38%, 33%; (3) Known Terminators - 31%, 35%, 35%; and (4) Non-respondents - 30%, 36%, 34%. The \( \chi^2 \) analysis indicates that there were no significant trends relating to type of community after one year.

However, for 1970, Table 6 suggests a trend for students from farm and open country to be less likely to remain in the institution of original choice. A goodness-of-fit test yields a \( \chi^2 = 21.49 \) which is significant at the .05 level. In summary, the four groups do differ significantly with students from the farm or open country being more likely to terminate their education when compared to the students from the suburbs. There appeared to be no differences among the four groups for students from the central city.
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TABLE 7

RACIAL BACKGROUND

In the original sample 85% of the students were Caucasian, 8% were Negro, and 7% did not report their racial background. After one year (1969) the distribution was essentially the same for all four groups (persisters, transfers, known terminators, and non-respondents). Hence, after one year, racial background did not significantly influence the retention or attrition of the students in the sample.

Table 7 shows the distribution of the 1969 persisters one year later. These figures indicate a trend for Caucasians to be more likely to transfer than Negro students. There is also a tendency for a greater number of Caucasians than expected to terminate their education. These trends lead to a \( \chi^2 = 37.30 \) which is significant at the .05 level.
### Table 7
**Racial Background**

#### Persisters

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TABLE 8

AGE

In Report 2, Table 8 (p.49) reports the age of the students in the original sample as of January 1, 1969. In order to compare the data for the 1970-71 report with Report 2, Table 8 also reports the ages of the students as of January 1, 1969. This population includes only thepersisters from last year's population of which 82% were 18 years of age or less. In Report 2 it was concluded that "known terminators tend to be older while the persisters and transfers tend to be younger and that these trends are indeed statistically significant."

This trend continues in the follow-up of the 1969 persisters. Again the known terminators tend to be older than the persisters or transfers. The goodness-of-fit test yields a $X^2=42.95$ which is significant at the .05 level.
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In Report 2 the persisters of 1969 were distributed as follows: (1) less than 25 - 3%, (2) 25 to 99 - 21%, (3) 100 to 399 - 59%, and (4) 400 or more - 17%. After the first year there was a significant trend for students from larger schools to be more likely to remain in college.

This trend continues for the students after the second year of college; however, the goodness-of-fit test yields $\chi^2 = 14.24$ which is not significant at the .05 level. Hence, although the trend for students from larger schools to be more likely to remain in school, this trend is not as marked after the first year and, in fact, is not significant.
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<td>400 or more</td>
<td>15</td>
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<td>400 or more</td>
<td>63</td>
<td>17</td>
<td>65</td>
<td>17</td>
<td>128</td>
</tr>
</tbody>
</table>
TABLE 10

MARITAL STATUS

After one year it was found that there was a significant trend for students who were married at the time they entered college to be more likely to drop out.

After the second year this trend no longer exists; that is, marital status does not appear to be related to retention and attrition of students after their second year of college. The goodness-of-fit test yielded a $X^2 = .15$ which is certainly not significant at the .05 level.

However, no information is available concerning changes in marital status. Whether those students who marry during the course of their college career tend to drop out is not discernible from the data.
<table>
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<td>%</td>
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<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
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<tr>
<td><strong>Single</strong></td>
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<td>97</td>
<td>1,018</td>
<td>95</td>
<td>2,199</td>
<td>97</td>
</tr>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Widowed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<th>TOTAL</th>
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<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
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<td>2</td>
</tr>
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<td><strong>Single</strong></td>
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<td>96</td>
<td>203</td>
<td>98</td>
<td>308</td>
<td>96</td>
</tr>
<tr>
<td><strong>Divorced or</strong></td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Widowed</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
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<th>PRIVATE</th>
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<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
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<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Single</strong></td>
<td>72</td>
<td>96</td>
<td>79</td>
<td>95</td>
<td>151</td>
<td>96</td>
</tr>
<tr>
<td><strong>Divorced or</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Confidential</strong></td>
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<td>1</td>
<td>1</td>
<td>1</td>
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</table>

<table>
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<th>TOTAL</th>
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<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td><strong>Married</strong></td>
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<td><strong>Single</strong></td>
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<td>97</td>
<td>744</td>
<td>96</td>
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<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Widowed</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
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<td>0</td>
<td>4</td>
<td>1</td>
<td>5</td>
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</tbody>
</table>
TABLE 11

FINANCIAL STATUS

The distribution of family income for the persisters of 1969 was as follows:

<table>
<thead>
<tr>
<th>Income</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $3,000</td>
<td>7</td>
</tr>
<tr>
<td>$3,000 - $4,999</td>
<td>13</td>
</tr>
<tr>
<td>$5,000 - $7,499</td>
<td>19</td>
</tr>
<tr>
<td>$7,500 - $9,999</td>
<td>13</td>
</tr>
<tr>
<td>$10,000 - $14,999</td>
<td>14</td>
</tr>
<tr>
<td>$15,000 - $19,999</td>
<td>5</td>
</tr>
<tr>
<td>$20,000 - $24,999</td>
<td>2</td>
</tr>
<tr>
<td>$25,000 or over</td>
<td>2</td>
</tr>
<tr>
<td>Confidential</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 11 indicates that the four groups after the second year differ significantly from the distribution of the 1969 persisters. The goodness-of-fit test yields a $X^2=40.78$ which is significant at the .05 level.

Again the trends (Table 11) indicate that the persisters are from more affluent families than the known terminators. These data indicate that the persisters are from the most affluent families, and the transfers after the first year of college were from the most affluent families.
## TABLE 11
### FINANCIAL STATUS

<table>
<thead>
<tr>
<th>STATUS</th>
<th>PERSISTERS</th>
<th>TRANSFERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>PRIVATE</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Less than $3,000</td>
<td>76</td>
<td>6</td>
</tr>
<tr>
<td>$3,000 - $4,999</td>
<td>153</td>
<td>13</td>
</tr>
<tr>
<td>5,000 - 7,499</td>
<td>240</td>
<td>20</td>
</tr>
<tr>
<td>7,500 - 9,999</td>
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<tr>
<td>10,000 - 14,999</td>
<td>179</td>
<td>15</td>
</tr>
<tr>
<td>15,000 - 19,999</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>20,000 - 24,999</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>25,000 or over</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Confidential</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>Don't know</td>
<td>225</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATUS</th>
<th>TRANSFERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Less than $3,000</td>
<td>6</td>
</tr>
<tr>
<td>$3,000 - $4,999</td>
<td>5</td>
</tr>
<tr>
<td>5,000 - 7,499</td>
<td>29</td>
</tr>
<tr>
<td>7,500 - 9,999</td>
<td>9</td>
</tr>
<tr>
<td>10,000 - 14,999</td>
<td>13</td>
</tr>
<tr>
<td>15,000 - 19,999</td>
<td>4</td>
</tr>
<tr>
<td>20,000 - 24,999</td>
<td>5</td>
</tr>
<tr>
<td>25,000 or over</td>
<td>6</td>
</tr>
<tr>
<td>Confidential</td>
<td>2</td>
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<tr>
<td>Don't know</td>
<td>30</td>
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<td>PUBLIC</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Less than $3,000</td>
<td>5</td>
</tr>
<tr>
<td>$ 3,000 - $ 4,999</td>
<td>14</td>
</tr>
<tr>
<td>$ 5,000 - $ 7,499</td>
<td>12</td>
</tr>
<tr>
<td>$ 7,500 - $ 9,999</td>
<td>5</td>
</tr>
<tr>
<td>$ 10,000 - $ 14,999</td>
<td>7</td>
</tr>
<tr>
<td>$ 15,000 - $ 19,999</td>
<td>5</td>
</tr>
<tr>
<td>$ 20,000 - $ 24,999</td>
<td>3</td>
</tr>
<tr>
<td>$ 25,000 or over</td>
<td>1</td>
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<tr>
<td>Confidential</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
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<table>
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<th></th>
<th>TOTAL</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Less than $3,000</td>
<td>21</td>
<td>6</td>
<td>35</td>
<td>9</td>
<td>56</td>
<td>7</td>
</tr>
<tr>
<td>$ 3,000 - $ 4,999</td>
<td>51</td>
<td>14</td>
<td>54</td>
<td>14</td>
<td>105</td>
<td>14</td>
</tr>
<tr>
<td>$ 5,000 - $ 7,499</td>
<td>77</td>
<td>20</td>
<td>71</td>
<td>18</td>
<td>148</td>
<td>19</td>
</tr>
<tr>
<td>$ 7,500 - $ 9,999</td>
<td>63</td>
<td>17</td>
<td>46</td>
<td>12</td>
<td>109</td>
<td>14</td>
</tr>
<tr>
<td>$ 10,000 - $ 14,999</td>
<td>48</td>
<td>13</td>
<td>44</td>
<td>11</td>
<td>92</td>
<td>12</td>
</tr>
<tr>
<td>$ 15,000 - $ 19,999</td>
<td>16</td>
<td>4</td>
<td>15</td>
<td>4</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>$ 20,000 - $ 24,999</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>$ 25,000 or over</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>15</td>
<td>2</td>
</tr>
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<td>Confidential</td>
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<td>4</td>
<td>23</td>
<td>6</td>
<td>37</td>
<td>5</td>
</tr>
<tr>
<td>Don't know</td>
<td>75</td>
<td>20</td>
<td>93</td>
<td>24</td>
<td>168</td>
<td>22</td>
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</table>
TABLE 12

SCHOLARSHIPS AND LOANS

After one year of school, it was found that 63% of the persisters expected scholarships and 50% expected loans. At that time there were no differences among the four groups with respect to loan expectations; however, the students expecting scholarships tended to be more likely to remain in school. This tendency was significant at the .05 level.

Table 12 indicates the distributions for the four groups after the second year. Again loan expectations do not appear to be related to retention and attrition of the students ($X^2=1.33$). The trend for students expecting scholarships to be likely to remain in school still exists after two years, but the trend is no longer significant at the .05 level ($X^2=6.03$).
<table>
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<td>Loan</td>
<td>Scholarship</td>
</tr>
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<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>First year and thereafter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, but not first year</td>
<td>571</td>
<td>47</td>
<td>355</td>
</tr>
<tr>
<td>Probably never</td>
<td>430</td>
<td>36</td>
<td>605</td>
</tr>
<tr>
<td>First year and thereafter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, but not first year</td>
<td>199</td>
<td>16</td>
<td>239</td>
</tr>
<tr>
<td>Probably never</td>
<td>49</td>
<td>45</td>
<td>62</td>
</tr>
<tr>
<td>First year and thereafter</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yes, but not first year</td>
<td>15</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Probably never</td>
<td>38</td>
<td>51</td>
<td>43</td>
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<td>First year and thereafter</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yes, but not first year</td>
<td>11</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Probably never</td>
<td>154</td>
<td>41</td>
<td>190</td>
</tr>
<tr>
<td>First year and thereafter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, but not first year</td>
<td>72</td>
<td>19</td>
<td>73</td>
</tr>
<tr>
<td>Probably never</td>
<td>154</td>
<td>41</td>
<td>190</td>
</tr>
</tbody>
</table>
TABLE 13
WORK HOURS PER WEEK

After one year the working students tended to be more likely to drop out of school. This trend was significant at the 0.5 level. The distribution of the 1969 persisters was as follows:

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<thead>
<tr>
<th>Hours/week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No work</td>
<td>41%</td>
</tr>
<tr>
<td>1-9 hours/week</td>
<td>18%</td>
</tr>
<tr>
<td>10-19 hours/week</td>
<td>24%</td>
</tr>
<tr>
<td>20-29 hours/week</td>
<td>8%</td>
</tr>
<tr>
<td>30 or more hours/week</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 13 indicates that the trend continues after the second year for students working a greater number of hours to be more likely to drop out of school. However, this trend is no longer significant at the .05 level ($X^2=13.67$).
<table>
<thead>
<tr>
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<td></td>
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<td>%</td>
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<tr>
<td>No work hours per week</td>
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<td>495</td>
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<td>1-9 work hours per week</td>
<td>233</td>
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<td>192</td>
</tr>
<tr>
<td>10-19 work hours per week</td>
<td>268</td>
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<td>279</td>
</tr>
<tr>
<td>20-29 work hours per week</td>
<td>97</td>
<td>8</td>
<td>71</td>
</tr>
<tr>
<td>30 or more work hours per week</td>
<td>25</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
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<td>90</td>
</tr>
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<td>41</td>
</tr>
<tr>
<td>10-19 work hours per week</td>
<td>18</td>
<td>17</td>
<td>58</td>
</tr>
<tr>
<td>20-29 work hours per week</td>
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<td>6</td>
<td>14</td>
</tr>
<tr>
<td>30 or more work hours per week</td>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNOWN TERMINATORS</td>
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<tr>
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<td>23</td>
</tr>
<tr>
<td>20-29 work hours per week</td>
<td>5</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>30 or more work hours per week</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
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</tr>
<tr>
<td>NON-RESPONDENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No work hours per week</td>
<td>171</td>
<td>45</td>
<td>172</td>
</tr>
<tr>
<td>1-9 work hours per week</td>
<td>64</td>
<td>17</td>
<td>76</td>
</tr>
<tr>
<td>10-19 work hours per week</td>
<td>95</td>
<td>25</td>
<td>99</td>
</tr>
<tr>
<td>20-29 work hours per week</td>
<td>34</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>30 or more work hours per week</td>
<td>15</td>
<td>4</td>
<td>13</td>
</tr>
</tbody>
</table>
A frequent speculation about possession of a car on campus is that a car may be a factor contributing to a student's doing less than his best academic work, thus suggesting that students with cars on campus would be more likely to drop out. This contention was supported at the end of the first year of college. The students expecting to have cars on campus were indeed more likely to drop out. Only 32% of the 1969 persisters expected to have a car on campus.

This trend is also suggested in this portion of the study; however, the trend is not significant at the .05 level ($X^2=4.99$). Thus the expectation of having a car on campus does not seem to be significantly related to the retention and attrition of students after the second year of college.
<table>
<thead>
<tr>
<th>TRANSPORTATION</th>
<th>PUBLIC</th>
<th>PRIVATE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Car on campus</td>
<td>710</td>
<td>34</td>
<td>299</td>
</tr>
<tr>
<td>No car on campus</td>
<td>1,549</td>
<td>68</td>
<td>760</td>
</tr>
<tr>
<td>Car on campus</td>
<td>97</td>
<td>37</td>
<td>57</td>
</tr>
<tr>
<td>No car on campus</td>
<td>218</td>
<td>69</td>
<td>149</td>
</tr>
<tr>
<td>Car on campus</td>
<td>50</td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>No car on campus</td>
<td>104</td>
<td>66</td>
<td>63</td>
</tr>
<tr>
<td>Car on campus</td>
<td>280</td>
<td>36</td>
<td>119</td>
</tr>
<tr>
<td>No car on campus</td>
<td>482</td>
<td>62</td>
<td>270</td>
</tr>
</tbody>
</table>
Table 15 of Report 2 illustrated the dramatic relationship between ACT scores and the retention or attrition of first-year college students. Students with higher ACT scores had a better chance of remaining in college than students with lower ACT scores. After the second year of college, the four groups were compared to the persisters of 1969 who had the following distribution:

- 15 or less - 23%
- 16 to 20 - 32%
- 21 to 25 - 31%
- 26 or over - 14%

Table 15 of this report again illustrates the same strong relationship between ACT scores and retention or attrition at the end of the second year of college. The goodness-of-fit test yielded a $X^2=102.08$ which is significant at the .05 level.
<table>
<thead>
<tr>
<th></th>
<th>PUBLIC</th>
<th></th>
<th>PRIVATE</th>
<th></th>
<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>15 or less</td>
<td>253</td>
<td>21</td>
<td>208</td>
<td>20</td>
<td>461</td>
<td>20</td>
</tr>
<tr>
<td>16-20</td>
<td>362</td>
<td>30</td>
<td>326</td>
<td>31</td>
<td>688</td>
<td>30</td>
</tr>
<tr>
<td>21-25</td>
<td>441</td>
<td>36</td>
<td>310</td>
<td>30</td>
<td>751</td>
<td>33</td>
</tr>
<tr>
<td>26 or over</td>
<td>156</td>
<td>13</td>
<td>223</td>
<td>21</td>
<td>379</td>
<td>17</td>
</tr>
<tr>
<td>Mean</td>
<td>19.84</td>
<td></td>
<td>20.52</td>
<td></td>
<td>20.16</td>
<td></td>
</tr>
<tr>
<td>15 or less</td>
<td>21</td>
<td>19</td>
<td>38</td>
<td>18</td>
<td>59</td>
<td>19</td>
</tr>
<tr>
<td>16-20</td>
<td>46</td>
<td>42</td>
<td>78</td>
<td>38</td>
<td>124</td>
<td>39</td>
</tr>
<tr>
<td>21-25</td>
<td>29</td>
<td>27</td>
<td>61</td>
<td>30</td>
<td>90</td>
<td>29</td>
</tr>
<tr>
<td>26 or over</td>
<td>13</td>
<td>12</td>
<td>30</td>
<td>15</td>
<td>43</td>
<td>14</td>
</tr>
<tr>
<td>Mean</td>
<td>19.47</td>
<td>19.90</td>
<td>19.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 or less</td>
<td>16</td>
<td>21</td>
<td>29</td>
<td>35</td>
<td>45</td>
<td>29</td>
</tr>
<tr>
<td>16-20</td>
<td>26</td>
<td>35</td>
<td>28</td>
<td>34</td>
<td>54</td>
<td>34</td>
</tr>
<tr>
<td>21-25</td>
<td>30</td>
<td>40</td>
<td>17</td>
<td>21</td>
<td>47</td>
<td>30</td>
</tr>
<tr>
<td>26 or over</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Mean</td>
<td>18.85</td>
<td>17.98</td>
<td>18.39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 or less</td>
<td>97</td>
<td>26</td>
<td>135</td>
<td>34</td>
<td>232</td>
<td>30</td>
</tr>
<tr>
<td>16-20</td>
<td>133</td>
<td>35</td>
<td>139</td>
<td>35</td>
<td>272</td>
<td>35</td>
</tr>
<tr>
<td>21-25</td>
<td>126</td>
<td>33</td>
<td>88</td>
<td>22</td>
<td>214</td>
<td>28</td>
</tr>
<tr>
<td>26 or over</td>
<td>23</td>
<td>6</td>
<td>32</td>
<td>8</td>
<td>55</td>
<td>7</td>
</tr>
<tr>
<td>Mean</td>
<td>18.57</td>
<td>17.59</td>
<td>18.07</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 16

HIGH SCHOOL GRADE POINT AVERAGE

After one year, it was found that the students remaining in school had the highest averages. A goodness-of-fit test yielded a $X^2 = 312.65$ which was significant at the .05 level. The distribution of the persisters for 1969 was as follows:

- 1.4 or less - 3%
- 1.5 to 2.4 - 31%
- 2.5 to 3.4 - 48%
- 3.4 to 4.0 - 18%

Table 16 shows the distributions of the four groups after the second year of college. Seventy percent of the persisters, 64% of the transfers, 55% of the known terminators, and 57% of the non-respondents had at least a "B" high school grade point average. Again, a higher, high school grade point average led to a greater likelihood of remaining in school. The goodness-of-fit test yielded a $X^2 = 83.07$ which is significant at the .05 level.
<table>
<thead>
<tr>
<th></th>
<th>PERSISTERS</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PUBLIC</td>
<td>PRIVATE</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1.4 or less</td>
<td>29</td>
<td>2</td>
<td>32</td>
<td>3</td>
<td>61</td>
</tr>
<tr>
<td>1.5-2.4</td>
<td>342</td>
<td>28</td>
<td>284</td>
<td>27</td>
<td>626</td>
</tr>
<tr>
<td>2.5-3.4</td>
<td>619</td>
<td>51</td>
<td>514</td>
<td>48</td>
<td>1,133</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>222</td>
<td>18</td>
<td>237</td>
<td>22</td>
<td>459</td>
</tr>
<tr>
<td>Mean</td>
<td>2.735</td>
<td></td>
<td>2.763</td>
<td></td>
<td>2.748</td>
</tr>
<tr>
<td></td>
<td>TRANSFERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 or less</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>1.5-2.4</td>
<td>37</td>
<td>34</td>
<td>66</td>
<td>32</td>
<td>103</td>
</tr>
<tr>
<td>2.5-3.4</td>
<td>45</td>
<td>41</td>
<td>82</td>
<td>40</td>
<td>127</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>23</td>
<td>21</td>
<td>52</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>Mean</td>
<td>2.645</td>
<td></td>
<td>2.765</td>
<td></td>
<td>2.724</td>
</tr>
<tr>
<td></td>
<td>KNOWN TERMINATORS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 or less</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>1.5-2.4</td>
<td>32</td>
<td>43</td>
<td>34</td>
<td>41</td>
<td>66</td>
</tr>
<tr>
<td>2.5-3.4</td>
<td>31</td>
<td>41</td>
<td>33</td>
<td>40</td>
<td>64</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>Mean</td>
<td>2.491</td>
<td></td>
<td>2.536</td>
<td></td>
<td>2.515</td>
</tr>
<tr>
<td></td>
<td>NON-RESPONDENTS</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.4 or less</td>
<td>22</td>
<td>6</td>
<td>21</td>
<td>5</td>
<td>43</td>
</tr>
<tr>
<td>1.5-2.4</td>
<td>155</td>
<td>41</td>
<td>135</td>
<td>34</td>
<td>290</td>
</tr>
<tr>
<td>2.5-3.4</td>
<td>163</td>
<td>43</td>
<td>187</td>
<td>48</td>
<td>350</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>39</td>
<td>10</td>
<td>51</td>
<td>13</td>
<td>90</td>
</tr>
<tr>
<td>Mean</td>
<td>2.480</td>
<td></td>
<td>2.540</td>
<td></td>
<td>2.511</td>
</tr>
</tbody>
</table>
TABLE 17

SOPHOMORE GRADE POINT AVERAGE

At the start of the 1970-1971 school year, a form was sent to each college involved in the study asking for the cumulative grade point average (GPA) for each of the persisters of 1969. Again all grades were reported on the basis of a four point system.

The persisters of 1969 had the following distribution of grades reported for cumulative GPA after the second year of college:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not reported</td>
<td>5%</td>
</tr>
<tr>
<td>1.4 or less</td>
<td>8%</td>
</tr>
<tr>
<td>1.5 to 2.4</td>
<td>49%</td>
</tr>
<tr>
<td>2.5 to 3.4</td>
<td>32%</td>
</tr>
<tr>
<td>3.4 to 4.0</td>
<td>6%</td>
</tr>
</tbody>
</table>

After the second year of college, 42% of the persisters, 47% of the transfers, 22% of the known terminators, and 21% of the non-respondents had cumulative GPA's of "B" or greater.

The goodness-of-fit test yielded a $\chi^2 = 535.59$ which is significant at the .05 level. Thus, the sophomore college cumulative GPA's are significantly higher than the GPA's of those who terminate their education.
<table>
<thead>
<tr>
<th>AVERAGE</th>
<th>PERSISTERS</th>
<th></th>
<th></th>
<th></th>
<th>TRANSFERS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PUBLIC</td>
<td>PRIVATE</td>
<td>TOTAL</td>
<td>PUBLIC</td>
<td>PRIVATE</td>
<td>TOTAL</td>
<td>PUBLIC</td>
<td>PRIVATE</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>No GPA reported</td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1.4 or less</td>
<td>23</td>
<td>2</td>
<td>121</td>
<td>11</td>
<td>144</td>
<td>6</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>1.5-2.4</td>
<td>668</td>
<td>55</td>
<td>496</td>
<td>47</td>
<td>1,164</td>
<td>51</td>
<td>1,164</td>
<td>51</td>
</tr>
<tr>
<td>2.5-3.4</td>
<td>442</td>
<td>37</td>
<td>377</td>
<td>35</td>
<td>819</td>
<td>36</td>
<td>819</td>
<td>36</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>68</td>
<td>6</td>
<td>71</td>
<td>7</td>
<td>139</td>
<td>6</td>
<td>139</td>
<td>6</td>
</tr>
<tr>
<td>Mean</td>
<td>2,408</td>
<td>2,310</td>
<td>2,362</td>
<td>2,461</td>
<td>2,359</td>
<td>2,394</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 17
SOPHOMORE GRADE POINT AVERAGE
### Table 17

**Sophomore Grade Point Average (Continued)**

<table>
<thead>
<tr>
<th></th>
<th>Known Terminators</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>No GPA reported</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>1.4 or less</td>
<td>13</td>
<td>17</td>
<td>9</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>1.5-2.4</td>
<td>44</td>
<td>59</td>
<td>49</td>
<td>59</td>
<td>93</td>
</tr>
<tr>
<td>2.5-3.4</td>
<td>14</td>
<td>19</td>
<td>16</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>2.032</td>
<td></td>
<td>1.897</td>
<td></td>
<td>1.961</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Non-Respondents</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. GPA reported</td>
<td>No.</td>
<td>%</td>
<td>No. GPA reported</td>
<td>No.</td>
</tr>
<tr>
<td>No GPA reported</td>
<td>44</td>
<td>12</td>
<td>97</td>
<td>25</td>
<td>141</td>
</tr>
<tr>
<td>1.4 or less</td>
<td>58</td>
<td>15</td>
<td>60</td>
<td>15</td>
<td>118</td>
</tr>
<tr>
<td>1.5-2.4</td>
<td>203</td>
<td>54</td>
<td>150</td>
<td>38</td>
<td>353</td>
</tr>
<tr>
<td>2.5-3.4</td>
<td>67</td>
<td>18</td>
<td>74</td>
<td>19</td>
<td>141</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>7</td>
<td>2</td>
<td>13</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Mean</td>
<td>1.783</td>
<td></td>
<td>1.549</td>
<td></td>
<td>1.664</td>
</tr>
</tbody>
</table>
TABLE 18
PROPOSED FIELD OF STUDY

For the persisters of 1969 and the four groups for 1970 the following distribution was found:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Education</td>
<td>20%</td>
<td>20%</td>
<td>19%</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>Soc. Sci.-Religion</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Business-Finance</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Political, Persuasion</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Scientific</td>
<td>7%</td>
<td>7%</td>
<td>9%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Agr.-Forestry</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Health</td>
<td>7%</td>
<td>7%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>10%</td>
<td>10%</td>
<td>8%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Engineering</td>
<td>9%</td>
<td>9%</td>
<td>5%</td>
<td>6%</td>
<td>8%</td>
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The four 1970 groups do not differ greatly from their parent population (the persisters of 1969) but the differences do yield a $X^2 = 45.15$ which is significant at the .05 level.

The general tendencies observed after the first year of college do not seem to hold over to the end of the second year. The most obvious tendencies observed at this point include the following: (1) students from the political, persuasion field are more likely to drop out; (2) students from health fields are more likely to transfer or drop out; and (3) students from engineering are less likely to transfer or drop out than would be expected by considering the distribution of the persisters of 1969.
## TABLE 18
PROPOSED FIELD OF STUDY

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TABLE 19

DISTRIBUTION OF VOCATIONAL CHOICE

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The trends are similar to those for the proposed fields of study (Table 18). However, the goodness-of-fit test yields a $X^2=38.02$ which is not significant at the .05 level. Hence vocational choice does not seem to be related to the retention or attrition of students after the second year of college.
# Table 19

## Distribution of Vocational Choice

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**TABLE 19**

**DISTRIBUTION OF VOCATIONAL CHOICE (Continued)**

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TABLE 20

LEVEL OF ASPIRATION

After one year it was found that students with a higher level of aspiration were more likely to remain in school. At that time 2% of the persisters aspired to less than a two year degree while 5% planned on attending only through a two year degree, 50% through a Bachelor's degree, and 43% expected to do some graduate work.

Table 20 indicates that these same conclusions can be drawn after the second year of college. That is, students with a higher level of aspiration are more likely to remain in school. The goodness-of-fit test yielded a $X^2=155.32$ which is significant at the .05 level.
TABLE 20

LEVEL OF ASPIRATION

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<td>54</td>
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<tr>
<td>Bachelor's</td>
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<td>99</td>
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<tr>
<td>Graduate study</td>
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<td>91</td>
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<tr>
<td>Bachelor's</td>
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<td>43</td>
<td>36</td>
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<tr>
<td>Graduate study</td>
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<td>Graduate study</td>
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TABLE 21
HOUSING EXPECTATIONS

After one year it was found that students who planned on living in campus housing were more likely to remain in school than those living off-campus. The persisters of 1969 had the following distribution: college dormitory - 68%, fraternity or sorority - 2%, college apartment - 1%, off-campus room or apartment - 4%, and at home - 24%.

Table 21 again indicates that even after the second year of college, students who plan to live off-campus tend to be more likely to terminate their education. The goodness-of-fit test yields a $X^2 = 41.51$ which is significant at the .05 level.
## TABLE 21

### HOUSING EXPECTATIONS

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<tr>
<td>Fraternity/Sorority</td>
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<tr>
<td>College Apartment</td>
<td>18</td>
<td>2</td>
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<tr>
<td>Off Campus Room or Apartment</td>
<td>42</td>
<td>4</td>
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<tr>
<td>At Home (or with relatives)</td>
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<td>26</td>
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<tr>
<td>College Dormitory</td>
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<td>Fraternity/Sorority</td>
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<tr>
<td>College Apartment</td>
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<td>Off Campus Room or Apartment</td>
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TABLE 21
HOUSING EXPECTATIONS (Continued)

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<td>%</td>
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<td>%</td>
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<td>78</td>
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<td>62</td>
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<td>0</td>
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<tr>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Off Campus Room or Apartment</td>
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<td>3</td>
<td>2</td>
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<td>%</td>
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<td>%</td>
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<td>86</td>
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TABLE 22
FULL AND PART-TIME STATUS

Little information can be obtained from this data since such a small percentage of students were part time. After the first year 99% of the persisters were full time and the four groups in 1970 also have essentially this same distribution. A $X^2 = .07$ was obtained which is not significant at the .05 level. Hence as far as these data are concerned, the full or part-time status has no influence upon the retention or attrition of students after their second year of college.
## TABLE 22
### FULL-TIME AND PART-TIME STATUS

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### TRANSFERS

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