

AN INVESTIGATION OF THE ACADEMIC PERFORMANCE OF
A SELECTED GROUP OF STUDENTS WHO ENTERED
A NORTH LOUISIANA COLLEGE IN 1963 AND GRADUATED IN 1967

by

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CHAPTER I

INTRODUCTION

The problem of educating the young adults in the sixties was a challenge at all levels of instruction. This was an era of rapid advances in knowledge and technology. The young adults often found themselves in a dilemma. An intellectual revolution was taking place and it aroused the concern of parents, educators, counselors, and the like. Students often found that their performance in academic subjects was not satisfactory.

These young adults who had previously attended both urban and rural high schools were confronted with a new system whereby students who fail to meet certain academic standards are placed on probation; and if their grades fail to increase to a "C" average the following semester, they will be suspended from the institution. The criteria for probation are that any full-time student who has attained the level of sophomore or above and fails to make a "C" average on all courses pursued is subject to the rules of the university. The purpose of this report is to determine if those students who were at the borderline of success and placed on probation would excel those borderline students who just escaped probation.

THE PROBLEM

Statement of the Problem

The present study was designed to investigate the academic performance of a selected group of sophomores at a north Louisiana college over a two year period 1964-1966 in order to determine their scholastic performance during three semesters immediately following probation. Additional characteristics of the students to be considered were the location of the high school (rural or urban) they graduated from and the cumulative averages of the students for the semesters following probation.

Hypotheses

The hypotheses were:

1. Students who are placed on academic probation will improve their GPA significantly the following three consecutive semesters.
2. There is no difference between the academic status of students from urban high schools and those from rural high schools.
3. There is no difference between the GPA's of females as compared to males during three consecutive semesters following academic probation.

Procedures

The author obtained permission from the registrar to use the transcripts of students who had graduated from the college in north Louisiana within the last 10 years. Permission was granted and a course of action was worked out. The registrar suggested the use of a graduating class rather than the use of a freshman class for the starting point because one would have fewer names to delete from the study. The registrar pointed out the fact that about 20 per cent of the freshman students at this college generally do not return the following year; therefore, by beginning with graduates, the researcher would not have as many transcripts to look up and then discard. The researcher chose to use the college log of graduates for the spring of 1967.

The total number of graduates was 198. The researcher could obtain only 150 transcripts because 48 female students had married and the log did not have the married names of these females. After several days, copies of the transcripts were available for the researcher. The next step was to find the cumulative averages of the graduates for each semester of work. The researcher worked along with the director of computing center to compile this information.

The data collected from the transcripts consisted of each student's GPA for the semester in question, the high school attended, and his cumulative average. The GPA was computed on the basis of A=4 quality points, B=3 quality