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AN ANALYSIS OF ACADEMIC SUCCESS AND PERSISTENCE FOR
MINORITY PRE-COLLEGIATE PARTICIPANTS COMPARED TO
MINORITY NON-PRE-COLLEGIATE PARTICIPANTS AT THE
UNIVERSITY OF WISCONSIN- LACROSSE FROM 1976-80

A THESIS

Presented to

the Graduate Faculty

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In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education
College Student Personnel

BY

Darryl L. Lipscomb

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Abstract

Colleges and universities are currently dealing with the problem of high attrition levels, particularly among minority students. Programs have been developed to assist students who are deficient in the academic skills necessary for college survival.

This study attempted to determine whether the Pre-Collegiate program at the University of Wisconsin-La Crosse has improved the chance of academic success for minority freshmen, and whether Pre-Collegiate participants persist as long as non-participant minority students.

Two undergraduate populations were chosen. One consisted of black freshmen who enrolled full time at UW-L between fall 1976 through fall 1980, but did not participate in the Pre-Collegiate program. The other group consisted of Pre-Collegiate participants who enrolled full time during this study period. The second group was also divided into two parts, creating a third group consisting of all the black Pre-Collegiate participants. One hundred and twenty-six subjects were involved in the study. Cumulative grade point average and cumulative credits earned data were analyzed to determine if any significant differences existed between the participants and the non-participants.

It was concluded that there were no significant differences at the .05 level in cumulative grade point average between black Pre-Collegiate and black non-participants, however there was a significant difference reported for one program year. There were no reported differences in cumulative grade point average between Pre-Collegiate freshmen as a whole and the non-Pre-Collegiate group.

There were no significant differences at the .05 level in cumulative credits earned between all Pre-Collegiate and the non-Pre-Collegiate group, however a significant difference was reported for credits earned between the black Pre-Collegiate and the black non-Pre-Collegiate group.

CHAPTER I

INTRODUCTION

Educational opportunity for all students has always been a topic of debate in higher education. The admission of minority students to American colleges began in earnest during the mid-sixties as a result of civil unrest and social conscience. Before then, Black colleges enrolled more than 50 per cent of all black students who attended college.

In the early seventies a new national agenda aimed at providing increased access to higher education was implemented. Both public and private colleges and universities actively began recruiting high school students from minority/disadvantaged backgrounds for their freshmen classes.

Yet as predominately white institutions began to undertake this task, they encountered a major impediment --- inadequate preparation of their students. The source of this disparity included failure of educational systems to provide adequate preparation in basic skills. Many minority students were not exposed to subject matter which they would likely encounter in college. Consequently many predominately white college faculty had some reservations in preceiving minority students as being admissible to higher education.

The dilemma develops when students are admitted whose ambitions are commendable, but whose academic preparation may be inadequate. Many students in this position may experience academic difficulty or may be forced to involuntarily interrupt their educational progression. This situation can be particularly damaging to minority students who often find themselves involved in circumstances where their preparation may be inadequate as compared to that of their peers. Selective admissions might be a temporary solution but would severely limit equal access.

Many universities have developed programs to offset this problem. At the University of Wisconsin- LaCrosse a Pre-Collegiate program was introduced to assist minority students with academic weaknesses. The program focus was basically developmental yet included components on career exploration and cultural enrichment.

Statement of the Problem

When attrition is studied, generally answers are sought for the following questions: (a) who drops out? (b) why do they drop out? and (c) how can attrition rates be reduced.

This study was conducted in an effort to address the following questions.

1. Has the Pre-Collegiate program at the University of Wisconsin- LaCrosse increased the possibility of academic success for minority/disadvantaged freshmen?
2. Have Pre-Collegiate students gained significantly higher cumulative grade point averages (GPA's) than non-Pre-Collegiate minority freshmen?

Importance of the Study

During the initial years of the 1970's several University of Wisconsin System institutions established special minority recruitment and retention programs to encourage equality of educational opportunity. The University of Wisconsin System Board of Regents set goals concerning improved services for American Ethnic and Racial Minority Students for the period 1976 through 1981 (Chapter IV, A.P. #7.2).

One of their goals called for a total undergraduate system minority enrollment of nine thousand by 1981. At the University of Wisconsin-LaCrosse, that goal called for a total minority undergraduate enrollment of 199 students by 1981. Unfortunately, neither the University of Wisconsin-LaCrosse, or the University of Wisconsin System reached its five year enrollment target for minority students.

Although the percentage of minority freshmen as part of the freshmen class increased from 1.0 per cent in 1976 to 2.6 per cent in 1981, the percentage of undergraduate minority students as part of the total undergraduate enrollment remained fairly constant, increasing from 1.4 per cent in 1976 to 1.5 per cent in 1981. During this same time span the total undergraduate enrollment increased 16.2 per cent (See Table 1).

Retention has also been recognized as a high priority goal. In 1980, the System Committee to Review Minority Student Enrollment History and Projections echoed that belief.

Table 1

University of Wisconsin- LaCrosse Minority Enrollment History and Projections

Year	Undergraduate Enrollment	Minority Enrollment	Minority Percentage	UWL Minority Enrollment Goals
1976-77	7756	108	1.4	122
1977-78	8554	118	1.4	138
1978-79	8431	118	1.4	156
1979-80	8896	105	1.2	176
1980-81	9016	134	1.5	199

"The committee believes that retention is the most serious problem facing the UW-System in terms of increasing the number of minority students in its institutions" (SCRMSEHP, 1980).

Over the years, several 'safety nets' have been implemented at the University of Wisconsin- LaCrosse to offset the attrition problem. One such program is called the Pre-Collegiate Program. This program assists students with skill deficiencies, and serves to facilitate minority enrollment.

The program focus is basically remedial and developmental, yet includes components on career exploration and cultural enrichment activities. It offers college level instruction in English, History, Reading, Mathematics, and a laboratory science. In addition students earn three elective credits and the possibility of beginning their first semester with an adequate cumulative grade point average.

The Pre-Collegiate program was established at the University of Wisconsin- LaCrosse in 1974 under the direction of Dr. George Carter, Dr. James Parker, and the Institute of Minority Studies. Its basic objective was to minimize the problems and difficulties encountered by students, particularly minority students, in a university setting. The original program offered no credits to participants, and lasted four weeks. The university underwrote the cost of the program.

By 1975, the program was extended to six weeks, offered four credits, and required students to pay the cost of tuition, room and board. If students were qualified to receive financial aid, the program costs were built into their aid package.

By 1979, the programs control had shifted to the Academic Skills Center. The goals and basic components have remained essentially unchanged. The program now offers three elective credits upon successful program completion.

Opinion on the program's success is mixed. From a total of 168 freshmen who have participated in the program and enrolled between 1974 through 1980:

- 11% were continuing their studies elsewhere
- 41% either were still at UWL or had graduated
- 17% were 'stop-outs' who were academically eligible
- 31% were 'drop-outs' who were academically ineligible

(See Table 2 for a complete distribution).

Review of Literature

The literature suggests that both academic and non academic components of the college environment are important in accessing retention among minority students.

In a study of 1974 UWL Pre-Collegiates a significant difference in GPA's and credits earned between Pre-Collegiates and non-Pre-Collegiates was reported. However this study revealed no significant difference in retention rate between the two groups (Stanke, 1977).

In a related report Green (1978) found no difference in GPA and credit earned among Pre-Collegiates and non-Pre-Collegiates at UWL. Another study indicates that the number of black students who drop out and do not participate in college special programs were proportionately larger than for black students who were in special programs (Brown & Ervin, 1979).

Table 2

Academic Success for all Pre-Collegiate Participants: 1974 thru 1980

Status	1974	1975	1976	1977	1978	1979	1980	Total
Graduated UWL	6	5	0	0	0	0	0	11
Attending UWL	0	7	3	4	4	6	32	56
Attending other College or Grad.	6	4	1	4	2	4	0	21
'Stop-Outs' Good Standing	7	4	4	5	6	3	0	29
'Drop-Outs' Ineligible	6	10	10	11	8	3	0	48
Unknown Status	3	0	0	0	0	0	0	03
Program Enrollment	28	30	18	24	20	16	32	168

All three studies seem to indicate that Pre-Collegiate or special programs may not be a guarantee of academic progression for high risk students, and/or minority students. They do however, provide students with many beneficial experiences, and skills which may not be readily measurable.

Attrition Factors

In a review of persisting vs. non-persisting students (Kowalski & Cash, 1977), non-persisters were found to have more personal or medical problems at home, along with a lower educational attainment level among parents, than persisters. Non-persisters also lacked educational goals, basic academic skills, and had poor study habits. Overall they were less likely to rate college as a good experience.

Coles (1981), found college persisters as being more dependable, self-disciplined, and more competitive, although they considered themselves as less creative in thought or artistic measures. Non-persisters were viewed as being low on dependability, self-discipline, competitiveness, and ability to make decisions. Interestingly, non-persisters were found to be creative and considered material success unimportant to their self satisfaction.

The national rate of college attrition as measured by students graduating or failing to graduate in four years is over 40 per cent. That figure might be slightly lower if students are deleted who 'stop-out' of college (Shclman, 1976). Men and women withdraw in equal proportions but for different reasons: men often for reasons related to competence, and women for intellectual, aesthetic, and social reasons.

Many researchers agree on the basic reasons for attrition.

They include academic, personal, financial, and environmental circumstances. In some studies it has been found that the frequency of contact between student and faculty/staff advisors are related to persistence. Frequency of contact regarding course work and/or career objectives was positively related to persistence among men, while frequency of contact for socializing, and discussion of campus issues, had a positive impact on women (Pascarella, E.T. & Terenzini, P.T., 1979).

In a survey "Non-Intellectual and Attitudinal Variables of Black Students at the University of Wisconsin- LaCrosse" (Bellamy, 1974), it was found that sixty-seven per cent of the black students who did not return to UWL did not have frequent contact with an academic advisor. Forty-seven per cent of the black continuing students, however, had maintained some degree of academic consultation.

One author suggests a three-factor concept of attrition (Centra, 1970):

- (1) Commitment reflecting motivation to persist.
- (2) Ability to meet academic requirements for college survival.
- (3) A congruence of the goals and needs of the student with the demands and resources of the collegiate environment.

Similar conclusions were presented noting that black students who persist in college usually have a strong self concept and a more realistic view of the university setting. In short these students are more realistic at shaping the environment to achieve their goals (DiCesare, Sedlacek, & Brooks, 1971).

Thus the literature suggests that students who have strong motivation and defined objectives have a better chance of becoming successful college students. In addition minority students who have a strong self concept are independent, and have the ability to adapt to an uncompromising environment, also have a better chance for success. Since the impersonal atmosphere of a college campus, and the seeming unconcern of faculty for their students contribute to attrition, the degree to which a student can 'fit in' with the dominant social and academic value systems are significant to achieving educational goals.

Beyond the controllable and uncontrollable variables which affect attrition, it is a costly venture. It is a loss to the individual, because the student may have wasted money, and gained little in return. It is a loss of income the student might otherwise have earned. It is a loss to the university, in terms of lost revenue, in terms of creativity, and in terms of mutual growth shared by both (Bellamy, 1974). (See Table 3 of Appendix A for a hypothetical case of lost revenue due to attrition.)

Although the points Bellamy cited are valid, one cannot assume that the initial college experience is a total waste. Many students often return to college at a later date (referred to as stop-outs). Others can utilize the experience to determine a more appropriate career path. In the long run, attrition may be more costly for the institution in lost revenue than to the student in terms of lost opportunity.

With colleges facing a reduced student application pool, an uncertain economy, and a fluctuating job market, the need for improved retention programs especially at a campus such as UW-LaCrosse becomes more apparent.

Attention should be focused on the reduction of attrition rates. College retention programs should employ social/psychological skills in screening applicants. Such focus should promote more comprehensive prevention, more vocational counseling, and more appropriate career advising. Further measures should identify environmental factors which could aid retention. Finally, diversity among faculty, and faculty/student interaction are useful in developing student support networks.

Hypotheses

For the purpose of this study the following research hypotheses are presented:

- (1) Minority freshmen at the University of Wisconsin- LaCrosse who participate in the Pre-Collegiate program earn a significantly higher cumulative grade point average than those minority freshmen who do not participate in the program.
- (2) Minority freshmen at the University of Wisconsin- LaCrosse who participate in the Pre-Collegiate program earn significantly more credit hours than those minority freshmen who do not participate in the program.
- (3) Pre-Collegiate freshmen persist as long as/or longer than non-Pre-Collegiate black freshmen.

Methodology

For this study the researcher selected two undergraduate groups:

- (1) A group composed of Black American freshmen who were enrolled full time between fall 1976 through fall 1980.

- (2) A second group comprised of Pre-Collegiate participants from the same time period, 1976 thru 1980.

Any black freshmen who had participated in the Pre-Collegiate program was eliminated from the first group to avoid duplication. Any student who enrolled for less than twelve credit hours was disqualified because a minimum of twelve credit hours per semester are required for full time status at the University of Wisconsin- LaCrosse.

Both groups included students with ethnic, rural, and urban backgrounds. All the subjects comprised a wide range of academic potential. The second group also included white students with rural and urban backgrounds. With the cooperation of the Registrar's Office, Academic Skills Center, and the campus computer center, data were compiled for the two groups.

Delimitations

It should be understood that this study and its results may only apply to the University of Wisconsin- LaCrosse and its unique circumstances. The results of this study:

- (1) May not be applicable to any other college or university campus.
- (2) Cannot be considered as universally representative of either black American or any other ethnic group.
- (3) Do not address the non-academic variables which attribute to minority student attrition.
- (4) Are not universally representative of the undergraduate population of the University of Wisconsin- LaCrosse.

- (5) Could have been influenced differently had the study included all minority group undergraduate freshmen.

Definition of Terms

For this study the following terms have been defined:

Academic Success. The success of a student in 'good standing' at the end of a semester. To remain in good standing a student must maintain a cumulative GPA of 1.6 after their first semester, 1.8 after their second and third semesters, and 2.0 or better for each semester thereafter (A= 4.0).

Cumulative GPA. The total number of grade points earned divided by the number of credits attempted (C-GPA).

Drop-Out. A student who interrupts his or her educational progression due to academic or non-academic variables. This student is unlikely to continue his/her education.

Pre-Collegiate Program. A special summer program at the University of Wisconsin- LaCrosse designed to assist students with skill deficiencies, and to acclimate minority participants into the college environment. (Pre-Collegiate is also referred to as PCP).

Probation. The academic classification given a student whose cumulative GPA falls below the minimum levels (See Academic Success).

Stop-Out. A student who interrupts his/her education for academic or non-academic reasons, and is likely to continue his/her education at a later date.

CHAPTER II

METHODOLOGY

Included in this study were two groups of undergraduate freshmen from the University of Wisconsin- LaCrosse. The first group (One) consisted of 69 Black American freshmen who enrolled full time between fall 1976 through fall 1980. These subjects did not participate in the UWL Pre-Collegiate program. Since any undergraduate who enrolls for twelve or more credit hours is considered a full time student, any student who enrolled for less than twelve credit hours was rejected from Group One.

The second group (Two) consisted of 96 undergraduates, and included 32 black subjects. All the subjects in group Two had participated in the Pre-Collegiate program during the study period. Pre-Collegiates who enrolled for less than twelve credit hours were rejected from Group Two.

The second group (Two) was divided into two parts, making a third group (Three) consisting of the 32 black Pre-Collegiate subjects. This resulted in a total of three undergraduate subject pools: Group One, black non-Pre-Collegiate freshmen, Group Two, all Pre-Collegiate freshmen, and Group Three, black Pre-Collegiate freshmen.

Eighty-six per cent of the subjects in Group One were ranked within the top three-fourths of their respective high school graduating class. Eight per cent were ranked in the lower twenty-fifth percentile, while six per cent were listed as unranked.

Thirty-three per cent of the Group Two subjects were ranked in the lower twenty-fifth percentile of their high school class. While sixty-six per cent, ranked within the top three-fourths of their respective high school class or were listed as unranked. A total of 165 subjects were identified through social security numbers to maintain confidentiality. All groups included students with ethnic, rural, and urban backgrounds, in addition to a broad range of educational preparation. Unofficial transcript data for each group were requested through the academic computer center at the university.

The selected subjects were used to verify the research hypothesis, stated in null form for the purpose of statistical testing. The null hypothesis are as follows:

- (1) There will be no difference in cumulative grade point average between black freshmen at the University of Wisconsin- LaCrosse who participate in the Pre-Collegiate program, and black freshmen who do not participate in the program.
- (2) There will be no difference in cumulative grade point average between Pre-Collegiate freshmen and non-Pre-Collegiate black freshmen.
- (3) There will be no difference in cumulative credits earned between black Pre-Collegiate freshmen and non-Pre-Collegiate black freshmen.

- (4) There will be no difference in persistence rates between non-Pre-Collegiate black freshmen, and all Pre-Collegiate freshmen.

To test these hypothesis, two-tailed tests of statistical significance were applied to the data. For the first null hypothesis that there will be no difference in cumulative grade point average between black freshmen at UWL, who participate in the Pre-Collegiate program and black freshmen who do not participate in the Pre-Collegiate program, a two-tailed 't' test of statistical significance was conducted on cumulative grade point average data for group One and group Three for each program year. A second 't' test was applied to all the raw score data of groups One and Three, to test for statistical significance.

For the second null hypothesis that there will be no difference in cumulative grade point average between Pre-Collegiate freshmen and non-Pre-Collegiate black freshmen, a two tailed 't' test was conducted on cumulative grade point data gathered for group One and Two, for each program year. Additional 't' tests were administered to all raw score data gathered for group One and Two. For the first and second null hypotheses the dependent variable shall be cumulative grade point average.

For the third null hypothesis that there will be no difference in cumulative credits earned between black Pre-Collegiate freshmen and non-Pre-Collegiate black freshmen, 't' tests were applied to data for credits earned, for groups One and Three to test for statistical significance during each program year. 'T' test were also applied to all the raw score data for credits earned for groups One, and Three.

The same procedure was also followed when testing group One, with group Two, each year for statistical significance.

For the fourth null hypothesis that there will be no difference in persistence rates between non-Pre-Collegiate black freshmen, and all Pre-Collegiate freshmen, the results compiled from the credits earned data, will be used to determine rate of retention. For the third and fourth null hypotheses the dependent variable shall be cumulative credits earned.

Since the researcher could not control who participated in the Pre-Collegiate program, it became apparent that the three groups do not necessarily share similar backgrounds. This may limit any generalization of differences between the groups to other populations. It is however reasonable to assume that the black subjects may share similar backgrounds, therefore conclusions may be drawn concerning this segment of the subject pool. The research findings and discussion are reviewed in the next chapter.

CHAPTER III

RESULTS AND DISCUSSION

The size of the original subject groups were reduced after employing the criteria for full time students. Group One decreased from 69 to 56 subjects for a 19 per cent reduction. Group Two was reduced from 96 to 70 subjects for a 27 per cent decrease. Group Three did not decrease in size.

'T' tests for statistical significance of the independent means were applied to the data collected for groups One, Two, and Three. The 't' test were administered for individual program years and for all scores combined.

Presentation of Data

To test the null hypotheses, two dependent variables were compared. For the first null hypothesis ("There will be no difference in cumulative grade point average between black freshmen at UWL, who participate in the Pre-Collegiate program and black freshmen who do not participate in the program"), the variable selected was cumulative grade point average. The cumulative GPA scores were tested for statistically significant differences. Variable one, cumulative GPA, was also used to test the second null hypothesis ("There will be no difference in cumulative grade point average between Pre-Collegiate freshmen and non-Pre-Collegiate black freshmen").

In analyzing the results the researcher found the mean cumulative GPA's of group One (non-Pre-Collegiate) and group Three (black Pre-Collegiates) were 1.72 and 1.48 respectively. The independent t value was 1.8605, which was not-significant at the .05 level (see Table 4).

In testing for statistical significance during the individual program years, a significant t value was reported for the 1976 year. This value was 6.8054, significant at the .05 level. In analyzing data between group One, and Three during subsequent years, only non-significant t values were reported (see Table 4).

For 1977, the mean scores were; group One, 1.84 and Three, 1.50. The t value reported was 1.4206, which was not significant at the .05 level. In 1978, the mean scores were 1.66 and 1.94 respectively, the black Pre-Collegiates earning the higher GPA. The non-significant t value was -1.2225. 'T' values for 1979 were not computed because group Three contained only one subject.

Using the same variable, cumulative GPA, 't' test were applied to the data gathered for Group One (non-Pre-Collegiates) and Group Two (all Pre-Collegiates). In testing for statistical significance here, a non-significant t value of -0.4950, was reported. Only non-significant t values were reported for the individual program years (see Table 5).

In 1976, the mean scores were 1.54 and 1.32, the t value was 0.95944, non-significant at the .05 level. For 1977, the mean scores were 1.84 and 1.78, with a t value of 0.2458, the non-Pre-Collegiates earning the higher GPA.

Table 4

Cumulative Grade Point Average: Means, Standard Deviations, and 'T' values for Non-Pre-Collegiates and Black Pre-Collegiates

Cumulative Grade Point Average						
Year	Non-Pre-Collegiates		Black Pre-Collegiates		df	t
	Mean	S.D.	Mean	S.D.		
1976	1.54	.69	1.37	.31	(19)	6.80544*
1977	1.84	.46	1.50	.50	(17)	1.42057
1978	1.66	.57	1.94	.67	(10)	-1.22249
1979	1.82	.63	**	**	**	**
1980	1.77	.52	1.40	.52	(22)	0.68561
Overall	1.72	.61	1.48	.49	(86)	1.86046

*Significant at the .05 level. **Unavailable data.

Table 5

Cumulative Grade Point Average: Means, Standard Deviations, and 'T' values for Non-Pre-Collegiate and Pre-Collegiate

Cumulative Grade Point Average						
Year	Non-Pre-Collegiate		All Pre-Collegiate		df	t
	Mean	S.D.	Mean	S.D.		
1976	1.54	.69	1.32	.41	(24)	0.95944
1977	1.84	.46	1.78	.59	(23)	0.24580
1978	1.66	.57	1.87	.46	(19)	-0.89171
1979	1.82	.63	1.71	.60	(15)	0.32767
1980	1.77	.52	1.87	.60	(35)	0.52094
Overall	1.72	.61	1.77	.55	(122)	-0.49504

All values non-significant at the .05 level.

In 1978, the mean scores were 1.66 and 1.87, the Pre-Collegiates earning the higher GPA. The reported t value was -0.8917, which was not-significant at the .05 level. The 1979 mean scores were 1.82 and 1.71, a t value of 0.3277 was also reported. This value was non-significant. And finally in 1980, the mean scores were 1.77 and 1.87, once again the Pre-Collegiates gained a higher GPA than non-Pre-Collegiates. The t value reported was 0.5209, which was not significant.

Variable One, cumulative grade point average revealed no significant differences in GPA between group One and Two. The data also indicates that no significant differences exist between black Pre-Collegiates and black non-Pre-Collegiates in cumulative grade point average. The exception however would be the year 1976, when black non-Pre-Collegiate freshmen earned a significantly higher grade point (1.54) than did the black Pre-Collegiates (1.37). The first null hypothesis is therefore rejected for the year 1976, but failed to be rejected for the remaining years. Null hypothesis Two failed to be rejected.

Credits Earned

To test the third null hypothesis ("There will be no difference in cumulative credits earned between black Pre-Collegiate freshmen and non-Pre-Collegiate black freshmen"), the dependent variable selected was cumulative credits earned. 'T' test for statistical significance were applied to the raw score data gathered for Group One (non-Pre-Collegiate black freshmen) and Group Three (black Pre-Collegiate freshmen). The results reported for credits earned was also used to support the fourth null hypothesis ("There will be no difference in persistence rates between non-Pre-Collegiate black freshmen, and all Pre-Collegiate freshmen").

The data reported shows that in 1976, the average number of credits earned for group One was 45, while the number of credits earned by group Three (65) were slightly larger. However the t value reported -1.0061 , was not significant at the .05 level. In 1977, the mean number of credits earned were 57 and 28 respectively, the black non-Pre-Collegiate freshmen earning the larger number of credits. The t value reported was 2.4829 , which was significant at the .05 level (see Table 6).

In 1978, the mean number of credits reported were 51 and 41, again the non-Pre-Collegiate were awarded the higher number of credits. The t value reported in 1978 was 0.4256 , which was not significant at the .05 level. Since only one subject was reported for group Three (black Pre-Collegiate), during the 1979 program, no t values were computed.

In 1980, the mean number of credits earned were 27 and 26 respectively, the black Pre-Collegiate earning the lessor amount. A non-significant t value of 0.9842 was reported.

In general, the black non-Pre-Collegiate subjects tend to earn more credit hours than the black Pre-Collegiate. In analyzing the overall raw scores a t value of 2.6575 was reported. This value is significant at the .05 level (see Table 6).

The data reported thus far indicate that null hypothesis number Three was rejected. It is interesting to note that when comparing the black non-Pre-Collegiate participants to all the Pre-Collegiate participants only non-significant t values were reported (see Table 7). This would suggest that there is no difference in credits earned between these two subject groups.

Table 6

Cumulative Credits Earned: Means, Standard Deviations, and
'T' values for Non-Pre-Collegiate and Black Pre-Collegiate

Cumulative Credits Earned						
Year	Non-Pre-Collegiate		Black Pre-Collegiate		df	t
	Mean	S.D.	Mean	S.D.		
1976	45.0	40.5	65.0	45.5	(19)	-1.0061
1977	57.0	29.2	28.0	18.6	(17)	2.4829*
1978	51.0	34.9	41.0	10.5	(10)	0.4256
1979	39.5	16.3	**	**	**	**
1980	27.0	12.5	26.0	11.3	(22)	0.9842
Overall	41.0	29.7	26.0	16.2	(86)	2.6575*

*Significant at the .05 level.

**Unavailable data.

Table 7

Cumulative Credits Earned: Means, Standard Deviations, and 'T' values for Non-Pre-Collegiate and Pre-Collegiate

Cumulative Credits Earned						
Year	Non-Pre-Collegiate		All Pre-Collegiate		df	t
	Mean	S.D.	Mean	S.D.		
1976	45.0	40.5	45.1	41.3	(24)	-0.0056
1977	57.0	29.2	38.5	29.5	(23)	1.4230
1978	51.0	34.9	50.5	19.7	(19)	0.0239
1979	39.5	16.3	39.3	18.6	(15)	0.0215
1980	27.0	12.5	31.5	11.4	(35)	1.1822
Overall	41.0	29.7	40.5	28.3	(122)	0.0950

All values non-significant at the .05 level.

To support the last null hypothesis ("There will be no difference in persistence rate between non-Pre-Collegiate freshmen and all Pre-Collegiates"), the data previously discussed will be considered. Again, the dependent variable is credits earned. In reviewing the data the researcher found that in 1977 the non-Pre-Collegiate mean number of credits earned was 57 while the number earned by all Pre-Collegiates was 39. The reported t value was 1.4230, which is not significant at the .05 level. There were no significant differences in the number of credits earned by both groups in subsequent years (see Table 7). The data presented indicates that there is not a difference in persistence rate between groups One and Two, therefore the last null hypothesis failed to be rejected.

Discussion

Since there was a noticeable decline in Pre-Collegiate program enrollment in 1979, this small number prevented analysis for statistical significance for that year. The program's administration changed hands that year and this transition may be responsible for the low enrollment. The following year (1980), the program experienced its largest enrollment since its inception.

The data presented in this study revealed that there were no major differences in cumulative grade point average between black Pre-Collegiates and black non-Pre-Collegiates. There was also no reported difference in cumulative GPA between the non-Pre-Collegiate participants and the Pre-Collegiate group as a whole. However, the findings did indicate that the non-participants earned more credit hours than did the black Pre-Collegiates.

The Pre-Collegiate as a whole did however earn as many credits as the non-Pre-Collegiate participants, the black Pre-Collegiate being the only group to earn fewer credit hours. It is a common practice to advise Pre-Collegiate to attempt a lighter course load than a regular student. A normal full-time load varies between 16 to 18 credit hours. Pre-Collegiate are advised to attempt between 12 to 16 credit hours depending upon individual ability.

The study did not take into account the Pre-Collegiate who dropped from 12 to 9 credits thus being eliminated from the study, or the non-academic variables (financial, personal, and social) which may have an effect on academic success in all students. The effect of non-academic variables may be important among minority students attending predominately white universities (Cangemi, 1979).

Perhaps the Pre-Collegiate experience may have provided the marginal minority student the needed time to acclimate into an unfamiliar environment, without jeopardizing his/her academic success. The Pre-Collegiate program in part is designed to provide disadvantaged/lower quartile students with the opportunity to gain skills which are necessary for college success and survival. For the minority student, those skills include some degree of cultural adjustment, acclimation, and coping ability. These are 'skills' not normally considered when referring to the potential of academic success. The findings presented support the notion that to some degree the summer program achieves one of its goals; that is, to provide the student with the methods necessary for college success.

Since the non-participants may not have the same opportunity to develop the aforementioned 'skills' before beginning their college career, they may depend on their stronger academic background to achieve academic success. It is also expected that the non-participants would have a stronger academic record. Therefore it was encouraging to see the Pre-Collegiates demonstrate that they can be as competitive as the non-participants.

CHAPTER IV

Summary, Conclusions & Recommendations

In the early seventies a new national agenda aimed at providing increased access of minority students to higher education was implemented. Both public and private colleges and universities actively began recruiting high school students from minority/disadvantaged backgrounds for their freshmen classes.

While many institutions undertook this goal and solicited a new breed of student, programs were developed to reinforce the skills necessary for college success. Many University of Wisconsin System schools established special minority recruitment and retention programs to encourage equality of educational opportunity.

This study attempted to determine whether one such program at the University of Wisconsin- LaCrosse did indeed improve the chance of academic success for minority freshmen. Two undergraduate populations were chosen. The first consisted of 69 full time black freshmen who enrolled between fall 1976 through fall 1980, but did not participate in the UWL Pre-Collegiate program. The second group consisted of 96 freshmen who had participated in the Pre-Collegiate program during this period. This group included 32 black Pre-Collegiate participants.

The null hypotheses were:

- (1) There will be no difference in cumulative grade point average between black freshmen at the University of Wisconsin- LaCrosse who participate in the Pre-Collegiate program, and black freshmen who do not participate in the program.
- (2) There will be no difference in cumulative grade point average between Pre-Collegiate freshmen and non-Pre-Collegiate black freshmen.
- (3) There will be no difference in cumulative credits earned between black Pre-Collegiate freshmen and non-Pre-Collegiate black freshmen.
- (4) There will be no difference in persistence rates between non-Pre-Collegiate black freshmen, and all Pre-Collegiate freshmen.

Summary

Cumulative transcript data was furnished for each subject. A 't' test for statistical significance were used to analyze the data, which consisted of cumulative grade point average, and cumulative credits earned. The statistical analysis revealed that there were no significant differences in cumulative grade point average between black Pre-Collegiates and black non-Pre-Collegiates. A significant difference was reported however for one program year, as such the first null hypothesis failed to be rejected, except for the year 1976.

There was no reported difference in cumulative GPA between all Pre-Collegiate freshmen and the non-participant freshmen group. As such the second null hypothesis failed to be rejected.

A significant difference between black Pre-Collegiates and black non-Pre-Collegiates was revealed for credits earned. The black non-participants earned more credit hours than did the black Pre-Collegiates. There were however, no differences reported in credits earned between all Pre-Collegiate participants, and the non-Pre-Collegiate participants. As such the third null hypothesis was rejected, but the fourth null hypothesis failed to be rejected.

Conclusions

The results of this study indicate that Pre-Collegiate participation does not necessarily improve academic success for minority students, yet neither does it deter academic success. Pre-Collegiate participation can produce students who are somewhat more competitive with non-participant minority students. Black students outside the program tend to perform better than black Pre-Collegiate participants. However, these students tend also to have a stronger academic background, which may account for the failure to find a significant difference in the programs efforts. The Pre-Collegiate program is a viable option to the marginal student who might otherwise encounter difficulty in the collegiate setting. The program also provides the time which may be necessary for some minority students to acclimate into an unfamiliar environment. The results of this study do not however adjust for the non-academic variables which may have affected the academic performance of some subjects.

Recommendations

Futher research in this area might control for subject variables related to academic abilities, and non-academic variables which may effect academic success. Subsequent research might also control for subjects who orginally enrolled for twelve credit hours but dropped a class and still maintained nine credit hours. It is also recommended that high school records of minority freshmen applicants be screened, and those students whose record indicates that a Pre-Collegiate experience might be beneficial, be encouraged to apply to the program. Finally, it is recommended that the Pre-Collegiate program continue, and that significant institutional support be provided to insure continued operation.

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APPENDIX

Attrition Cost Projections

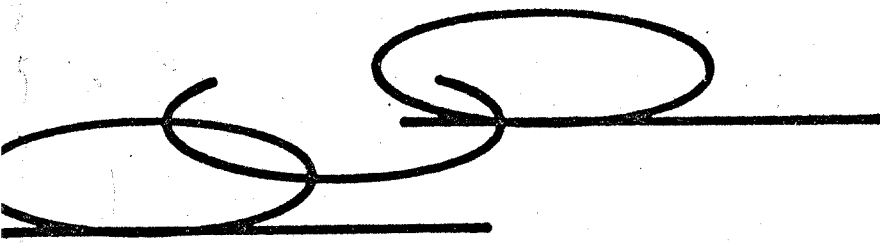
Single Dependent Student Tuition and Fees, Room and Board Costs*

<u>Year Enrolled</u>	<u>Number of Students</u>	<u>Potential Cumulative Cost</u>
Year 1	100	\$378,000
Year 2	100	\$378,000
Year 3	100	\$378,000
Year 4	100	\$378,000
Total		\$1,512,000

Projected Costs with a Fifty Per Cent Per Year Attrition Rate

Year 1	100	\$378,000
Year 2	50	\$189,000
Year 3	25	\$ 94,000
Year 4	13	\$ 49,000
Total		\$710,640
Potential Revenue Loss		-\$801,360

* Based on Three Semesters of Attendance at the University of Wisconsin- LaCrosse (given 100 students).



Pre-Collegiate Program

**Academic Skills Center
UW-La Crosse
La Crosse, WI 54601
(608)785-8535**

UW-La Crosse is an affirmative action/equal opportunity employer and is in compliance with Title IX and Section 504.

NAME _____ AGE _____

ADDRESS _____ PHONE _____

HIGH SCHOOL ATTENDED _____ INTENDED COLLEGE MAJOR: _____

YEAR OF GRADUATION _____

Would you like us to send you:

- A UW-La Crosse catalogue? YES _____ NO _____
- A UW-La Crosse application? YES _____ NO _____
- A Financial Aid Form? YES _____ NO _____



WHAT YOU GET

- Five weeks of intensive instruction in college level English, math, history, and a lab science.
- Three UW-La Crosse credits and a grade point average which will count towards your graduation.
- Training in the study and reading skills necessary to succeed in college level courses.
- Dormitory living experience.
- Recreation in the college gyms, field house, swimming pools, etc.
- Tours of the rivers and bluffs of Western Wisconsin.
- A head start on all the other incoming freshman.

WHAT IT COSTS *

.. Room (double occupancy).....	\$107.00
.. Board	300.00
.. Tuition and Fees	
Wisconsin Minnesota	
Residents	120.00
Out-of-state	401.25
.. TOTAL	
Wisconsin and Minnesota	
Residents	527.00
Out-of state	808.25
Financial Aid is available.	

*These figures are estimates as of press time.

HOW YOU APPLY

Fill out the attached form and send it to:

Dr. William E. Campbell
 Director, Pre-Collegiate Program
 Academic Skills Center
 University of Wisconsin-La Crosse
 La Crosse, Wisconsin 54601

We'll send you application materials.

CALENDAR

Application due: As early as possible; space is limited.

Program begins on Monday, July 5, 1982, ends on Friday, August 6, 1982.

Going to college can be exciting, stimulating, fun, - it can also be frightening, depressing, a drag. If you can handle your courses and you don't feel like an outsider, it's fun. If some of your courses seem impossible, if you feel like a foreigner in the dorm, and if you don't even know where to go for lunch, it's a drag. And if it's a drag, chances are you won't stick with it. That doesn't help anybody.

The Pre-Collegiate Program at UW-La Crosse is designed to give you the preparation you need to keep college from becoming a drag. We'll teach you how to study for college courses, we'll explain how the university works, and we'll show you what it's like to live on campus. In short, we'll teach you what you need to know to succeed at UW-La Crosse.

The Pre-Collegiate Program works. Since it began in 1974, Pre-Collegiate students have received better grades throughout their college careers than similar students who did not participate in the Pre-Collegiate program.

Questions?

If you have question about the Pre-Collegiate Program, or about UW-La Crosse, write to the above address. For a quicker answer, call:

(608)785-8535