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A Study of the Subsequent Academic Achievement of Students at Eastern Illinois University Who Were Readmitted to the University After Having Been Dropped for Low Scholarship

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A STUDY OF THE SUBSEQUENT ACADEMIC ACHIEVEMENT OF STUDENTS
AT EASTERN ILLINOIS UNIVERSITY WHO WERE READMITTED
TO THE UNIVERSITY AFTER HAVING BEEN DROPPED
FOR LOW SCHOLARSHIP

Presented to
The Department of Education and the
Faculty of the Graduate School of
Eastern Illinois University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Science in Education

By
Jerry D. Zachary
B. S., Eastern Illinois University, 1961

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I

INTRODUCTION

Purpose of the Study

The primary purpose of this study was to determine whether any relationship could be found between certain characteristics of those persons applying for readmission after having been dropped for low scholarship, and their chances for success. This paper is a report of that study.

Method of Study

The data contained in the study were gathered by examining the permanent record cards of those persons who were readmitted after having been dropped for low scholarship. An information sheet (see Appendix) was used to record the data. The writer then compiled the data from the information sheets and transferred it to I.B.M. cards for statistical manipulation. The letters of application for readmission (see Appendix) were also examined.

A total of 233 persons were included in the study.

In addition to the person's name, the areas of study included the following:

Sex

The sex factor was included to see if there were any sex differences between the successful and unsuccessful persons.

Year of Birth

The year of birth was included in order to discover any relationship

which might be found between age and chances for success after readmission.

Rank Graduated in High School Class

Since grades in high school are considered a good indicator of college success, the rank graduated may also have some predictive value in choosing those persons most likely to succeed after being dropped and readmitted from school.

Transfer

Transfers were included in order to note whether the transfers had any more trouble than the regular students in their academic achievement after being readmitted.

Marital Status

Marital status was included in order to see if this factor would affect a person's chances for success.

Entrance Scores

The totals of the School and College Ability Test were included for each person who had taken the examination. These scores were divided into quartiles in anticipation of discovering a pattern and establishing a relationship to success and non-success.

Date Dropped--Date Readmitted

These two dates were included in order to determine the time lapse between being dropped and readmitted and what relationship it had to the chances for success.

Quarter Dropped

The number of quarters attended before being dropped was included so that an approximation could be made as to how far along the person had progressed in his college career when he was dropped. Also it was believed there might be some relationship between the number of quarters

successfully completed before the original drop and the chances for success.

Quarters in School After Readmittance

The quarters in school after readmittance were included to see how long each student pursued his goal after being readmitted.

Total Quarters Attended

The total of quarters attended was included to indicate how long it took for those persons who had been dropped and readmitted to complete their degrees.

Grade Point Average at Time of Drop

Grade point average at the time of the original drop was included to see whether those with low averages were more handicapped in gaining success after readmittance than those with higher averages.

Grade Point Average After Readmittance Quarter by Quarter

The grade point average of each successful quarter completed after readmittance was included in hopes that some pattern would evolve which could be of predictive value.

Number of Times Dropped--Number of Times Readmitted

These were included so that one could see immediately those who were dropped one, two, and three times and how many were also readmitted one, two, and three times.

Reasons for Leaving School

Under reasons for leaving school were included transfer, withdrawal, dropped, quit and graduated. This procedure provided a method of dividing those being studied into five groups.

Date Graduated

This date helped to indicate the number of years which had lapsed

from entry date to graduation date and the major field of study of each graduate.

Not Graduated, Still Attending in Good Standing

This label was used to eliminate those persons from portions of the study.

Scholarships

Three considerations were under this heading. These were: (1) those who had teacher education scholarships, (2) those with military scholarships, and (3) those with no scholarship award.

Terminology

In order to make the findings more meaningful those being readmitted were divided into three main groups. These groups are: (1) graduates or successful, (2) unsuccessful including those who quit or withdrew, and (3) those still attending in good standing. The quit group are those who were neither dropped nor withdrew but failed to continue their education. Most of the percentage comparisons will be made between the successful and unsuccessful groups.

II

STATISTICAL BODY

Characteristics of the Whole Group

Table 1 shows by number and percentage the different reasons for leaving school found for the 233 students included in the study.

TABLE 1

REASONS FOR LEAVING SCHOOL

Title	Number	Per Cent
Dropped	119	51.0
Withdrew	15	6.4
Quit	22	9.5
Graduated	36	15.5
Still Attending	41	17.6
Total	233	100.0

In order to get a more comprehensive picture of the group as a whole, some of their general characteristics will be reviewed.

Table 1 shows reasons for leaving school. As of spring, 1962, 17.6% of the total readmitted were still attending in good standing.

One-hundred thirteen (48.5%) of the 233 had more than 12 deficit points at the time of their first time being dropped, while 162 (69%) of the 233 had more than 8 deficit points.

Less than one year after their initial drop 171 (73%) of the total were readmitted and 62 (27%) waited at least one full year between their initial drop and the time of readmittance.

Ninety (39%) were in the lower one-third of their high school graduating class, 102 (43%) in the middle one-third, and 26 (17%) in

the upper one-third.

A comparison of the age ranges of those readmitted is found in Table 2. There were 142 (61%) between 18 and 20, 66 (28%) between 21 and 23, 17 (7%) between 24 and 26 and 8 (4%) over 26.

Seventeen (7%) of the number readmitted were married and 216 (93%) single.

Eighty-three (23%) of the 233 had Teacher Education Scholarships, 9 (4%) had Military Scholarships, and 171 (73%) had no scholarship award.

Forty-two (18%) were transfers and 191 (82%) non-transfers.

The boys outnumbered the girls 172 (73%) to 61 (27%).

On the Entrance Examination Totals, 48% ranked in the lowest quartile on the SCAT total, 33% were in the second quartile, 16% in the third and 3% in the fourth. On the Cooperative Reading Test total, 34% ranked in the first quartile, 40.6% in the second, 21% in the third and 4.4% in the fourth. On the Cooperative English Mechanics Test Score totals, 34.7% were in the first quartile, 27.4% in the second, 31.5% in the third and 9% in the fourth.

TABLE 2

AGE GROUPS OF THOSE READMITTED

Age Groups	Total Readmitted	Per Cent of Total	Number Successful	Number Unsuccessful	Number Still Attending
18-20	125	53.6%	16	85	24
21-23	77	33.0%	16	48	13
24-26	25	10.8%	3	19	3
over 26	66	2.6%	1	4	1
Totals	233	100.0%	36	156	41

TABLE 3

AGE GROUPS OF SUCCESSFUL AND UNSUCCESSFUL AT THE TIME OF ORIGINAL DROP

18-20	Successful		16%
	Unsuccessful		84%
21-23	Successful		25%
	Unsuccessful		75%
24-26	Successful		14%
	Unsuccessful		86%
over 26	Successful		20%
	Unsuccessful		80%
		0 10 20 30 40 50 60 70 80 90 100	

As Table 3 indicates, the highest percentage of graduates was found between the ages of 21 and 23 at the time of their first being dropped. Table 3 also indicates that the percentage of those successful was approximately the same for all age-groups, varying from 25% for those between 21 and 23 to 14% for those between 24 and 26.

It was concluded that the age at the time of readmission had little bearing on the chances for success.

TABLE 4

RANK IN HIGH SCHOOL GRADUATING CLASS

Rank in Class	Total in Group	Per Cent of Total	Number Graduated	Per Cent Graduated	Number Unsuccessful	Per Cent Unsuccessful	Number Still Attending
Upper 1/3	26	12%	7	29%	16	71%	2
Middle 1/3	102	47%	15	19%	66	81%	23
Lower 1/3	90	41%	14	17.5%	65	82.5%	10
Totals	218	100%	36	18.7%	157	81.3%	35

Table 4 indicates there might be a slight relationship between rank in one's high-school graduating class and his chances of success after being dropped and readmitted. Twenty-nine per cent of those in the upper one-third of their class graduated whereas only 19% and 17.5% in the middle and lower thirds graduated respectively.

Table 5 shows the number of quarters each person attended after the original readmittance and gives a further analysis according to the reasons for leaving.

TABLE 5
NUMBER OF QUARTERS IN SCHOOL AFTER READMITTANCE

Number of Quarters in School After Readmittance	Number of Students	Per Cent of Total	Graduates	Dropped Again	Withdrew	Quit	Still Attending
0	2	1	0	0	2	0	0
1	100	42.1	1	82	6	11	0
2	28	12.2	3	14	1	3	7
3	24	10.5	1	13	2	2	6
4	17	7.2	3	3	2	1	8
5	15	6.3	4	2	0	0	9
6	9	4.2	3	2	2	1	1
7	13	5.9	7	3	0	1	2
8	9	3.8	4	0	0	1	4
9	7	3	6	0	0	1	0
10	7	3	3	0	0	1	3
11	2	.8	1	0	0	0	1
Totals	233	100	36	119	15	22	41

As Table 5 indicates, 4% of those readmitted lasted only one quarter. In other words they were dropped the same quarter they were readmitted. While one of this number graduated, the rest were dropped, withdrew, or quit. The first quarter after readmittance seemed to be the most important.

There were 44 students who had transferred to Eastern at one time or another who were later dropped. Twelve per cent of these transfers later graduated although 88% were unsuccessful. Ten of the 44 are still attending Eastern. These figures would indicate that a transfer student being dropped and readmitted has no better chance of graduating than a non-transfer.

TABLE 6

SEX OF SUCCESSFUL AND UNSUCCESSFUL STUDENTS

Boys	Successful	19.4%
	Unsuccessful	80.6%
Girls	Successful	17.3%
	Unsuccessful	82.6%

The number of boys dropped each quarter is about three times the number of girls. This relationship seems to have been maintained in the readmittance figures since 172 boys and 62 girls were readmitted. As can be seen from Table 6, there was very little difference in the percentage of students successful in either sex. Nineteen and four-tenths per cent of the boys readmitted and 17.3% of the girls readmitted were successful.

Seventeen students were married and 216 single. Two married students were graduated and three are still attending school. This means that 12

of the married students were dropped, quit, or withdrew.

Although the number of students involved is too small to be significant, only 12% of the married students graduated as compared to 18.7% for the total group.

TABLE 7
SCAT SCORE TOTALS FOR THE TOTAL GROUP

PERCENTILE	
76-100	3%
51-75	16%
26-50	33.6%
0-25	47.4%
	0 10 20 30 40 50 60 70 80 90 100

Table 7 indicates that almost one-half (47.4%) of all those readmitted have SCAT score totals in the lowest quartile, but 81% of the total had scores in the lower two quartiles. Low scores on SCAT totals do not seem to be indicative of failure since 80% of the unsuccessful group had SCAT scores below the 50th percentile even though 89% of the graduates had SCAT scores below the 50th percentile. SCAT scores were generally very low for all persons being readmitted and alone offer no aid in choosing the ones most likely to graduate.

TABLE 8
READING TEST SCORE TOTALS FOR THE TOTAL GROUP

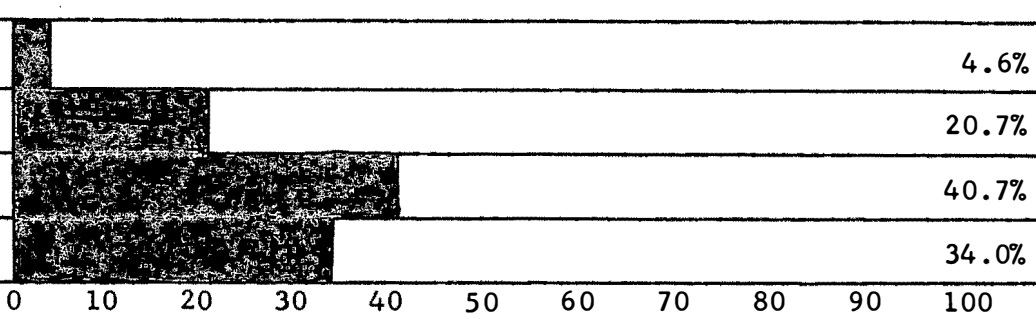
PERCENTILE		
76-100		4.6%
51-75		20.7%
26-50		40.7%
0-25		34.0%
	0 10 20 30 40 50 60 70 80 90 100	

Table 8 shows that almost 75% of all those readmitted had reading score totals in the lower one-half. Similar to SCAT totals, 75% of the unsuccessful group had scores below the 50th percentile where as 89% of the graduates had scores below the 50th percentile. Reading test totals were very low for the whole group and alone show no pattern for success.

TABLE 9
ENGLISH MECHANICS SCORES FOR THE TOTAL GROUP

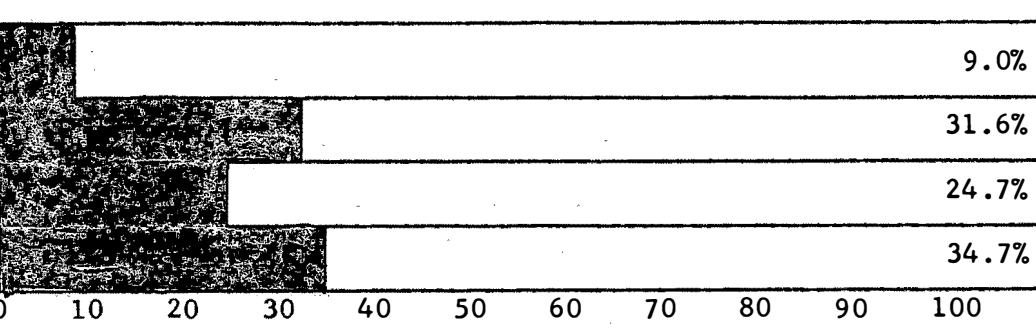
PERCENTILE		
76-100		9.0%
51-75		31.6%
26-50		24.7%
0-25		34.7%
	0 10 20 30 40 50 60 70 80 90 100	

Table 9 shows that over 59% of all those readmitted ranked in the lower one-half on the English Mechanics totals. The successful group had more persons with scores above the 50th percentile, than the unsuccessful group. Yet more than one-half of the successful group were below the 50th percentile.

In looking at Tables 7, 8, and 9, it can be seen that test scores as such have no predictive value for the group since on two of the three measures the direction of the relationship was negative. A larger percentage of the successful group had scores below the 50th percentile on the SCAT and reading test, (9% and 14% respectively), than did the unsuccessful group. On the English Mechanics test the relationship was positive, but very slight.

In this connection it was noted by the writer that only 6% and 7.4% of those with scores above the 50th percentile on the SCAT and reading tests respectively were successful as compared to 18.7% who were successful for the entire group. Also, only 14.5% of those who had scores above the 50th percentile on all three test score totals were successful as compared to 18.7% for the entire group.

TABLE 10
NUMBER OF QUARTERS IN SCHOOL AT TIME OF ORIGINAL DROP

1 to 3 quarters		34.6%
4 to 6 quarters		46.0%
7 to 9 quarters		16.5%
10 to 12 quarters		2.9%
	0 10 20 30 40 50 60 70 80 90 100	

Table 10 shows the percentage of students and number of quarters in school at the time of their original drop. As can be seen, the largest percentage was dropped during their fourth, fifth, or sixth quarters and the smallest percentage was dropped in their tenth, eleventh, or twelfth quarter.

The following data were related to the time of the original drop from school but do not lend themselves to tabular presentation. Nonetheless the writer feels that these figures are of great significance.

Of those dropped in their first three quarters of school, none were successful while 100% were unsuccessful. Although 15% of those readmitted after being dropped in their first three quarters of school are still attending, less than one-half of those still attending have a grade point average high enough to qualify for graduation at the present time. Of those still in attendance 75% ranked in the upper three quartiles of the SCAT total scores.

Of those dropped in their fourth, fifth, and sixth quarter of school, 13% were successful while 87% were unsuccessful.

Of those dropped in their seventh, eighth, and ninth quarter of school, 56% were successful while 44% were unsuccessful.

Of those dropped in their tenth, eleventh, and twelfth quarter of school, 78% were successful while 22% were unsuccessful.

To date no student who was dropped for the first time during his first three quarters has remained in school long enough to graduate. Only 2 (5.5%) who were dropped in their fourth quarter went on to graduate. The best chances of success seem to be for those students dropped after their sixth quarter. The later the original drop comes in the college career the better the chances for graduation upon readmittance.

TABLE 11
NUMBER OF TIMES DROPPED

1 Drop	Success		14%
	Non-success		86%
2 Drops	Success		25%
	Non-success		75%
3 Drops	Success		0%
	Non-success		100%
		0 10 20 30 40 50 60 70 80 90 100	

Table 11 shows that 86% of those readmitted quit, withdrew, or were dropped a second time. As was shown in Table 5, 42% of those were dropped the same quarter they were readmitted. Only 25% of the graduates were dropped more than once, and none of these were dropped or readmitted a third time. All persons dropped and readmitted a third time failed to achieve success.

TABLE 12
NUMBER OF DEFICIT POINTS AT ORIGINAL DROP

17+	Successful		6.6%
	Unsuccessful		93.4%
9-16	Successful		14%
	Unsuccessful		86%
0-8	Successful		41.5%
	Unsuccessful		58.5%
		0 10 20 30 40 50 60 70 80 90 100	

The number of deficit points at the time of the original drop would seem to be the most important single factor in a person's chances for success. As Table 12 indicates, three times as many people who had eight or fewer deficit points succeeded as compared to those who had 9 to 16 deficit points and almost seven times as many as those who had over 16 deficit points. There were 139 who had over 8 deficit points at the time of their first drop. Only 14 (or about 10%) of these graduated. In other words only 1 in every 10 with more than 8 deficit points at the time of their first drop succeeded.

One-hundred three students had more than 12 deficit points at the time of their first drop. This is more than one-half of all those readmitted, excluding those who are still in school. Under this category there were only 7 who graduated, and 4 of these were dropped a second time before they succeeded. This figure represents 6.8% of those readmitted with more than 12 deficit points at the time of their original drop, which means that only 1 in 15 finally graduated who entered with 12 or more deficit points.

TABLE 13

TYPE OF SCHOLARSHIP

Teachers		22.4%
Military		3.8%
None		73.8%
	0 10 20 30 40 50 60 70 80 90 100	

The majority of those readmitted held no scholarship, but of those with Teacher Education Scholarships 32.5% graduated, whereas only 13%

of those without scholarships graduated. In other words the chances of graduation for those with scholarships were more than twice as good as those with no scholarship.

A Comprehensive View of the Group

It took an average of $14\frac{1}{2}$ quarters for the graduates to earn their degree. The average grade point at the time of graduation was 2.22. The average number of deficit points at the time of their first drop was 9.9.

Fourteen of the graduates had more than 8 deficit points at the time of their first drop, and 6 of these were dropped a second time before they graduated. Only 7 of the graduates had more than 12 deficit points at the time of their first drop, and 4 of these were dropped a second time before they graduated. This means 81% of the graduates had fewer than 12 deficit points at their first drop.

None of those who were readmitted and went on to graduate were dropped in their freshman year.

Seventy per cent of those dropped between their seventh and twelfth quarters with 8 or fewer deficit points graduated.

One hundred per cent of those dropped after successful completion of their sixth quarter, possessing no more than 4 deficit points were successful.

The average number of deficit points for the unsuccessful students was 18. Eighty-one per cent of the unsuccessful students had more than 8 deficit points while 61% of them had more than 12 deficit points.

The figures so far have illustrated only one variable at a time. In order better to discover those persons who are likely to be unsuccessful several factors need to be analyzed together.

About 40% of the 154 unsuccessful persons readmitted followed a certain pattern which included three factors. The three were (1) more than 12 deficit points at their first drop, (2) reading total test score below 50, and (3) SCAT test score below 50. Twenty per cent of the 36 graduates fell

into the same pattern. This means that approximately 1 of 10 persons showing this pattern were successful.

In the period since September, 1957, none of those persons dropped in their first three quarters of school were successful.

Almost 16% of the unsuccessful students had all three entrance test scores below the 25th percentile and ranked in the lower and middle one-third of their high school graduating class. Only 5% of the graduates fit this same pattern.

Only 4% of all those who had all three entrance test scores below the 25th percentile and ranked in the lower and middle one-third of their high school graduating class were successful.

If all of these patterns are taken into consideration, they would seem to offer some basis for objective judgment of an applicant for readmission.

III

RESULTS, CONCLUSIONS, AND SUMMARY

Results

Of the 233 persons included in the study, 18.5% finally graduated and 81.5% quit, withdrew, or were dropped again.

Only one-fifth of the graduates ever had a grade point average below 1.80, and two-thirds of those were dropped a second time before they were graduated.

Over 75% of all those readmitted ranked in the two lower quartiles on the SCAT and Reading Test Scores. Almost 60% of those readmitted made scores in the lower two quartiles on the English Mechanics test score.

The highest percentage of success (78%) was found among those students dropped in their tenth, eleventh, or twelfth quarters. This group also averaged less than six deficit points. One in every two succeeded after being dropped in their seventh, eighth, or ninth quarters, but one in every eight succeeded after being dropped in their fourth, fifth, or sixth quarter.

No one was successful after being dropped three times. Twenty-five per cent of those dropped twice and readmitted were successful while 14% of those dropped only once succeeded.

Sixty-nine per cent of the graduates were dropped between their seventh and twelfth quarters.

Sixty-one per cent of the total group dropped between their seventh and twelfth quarters were successful.

Conclusions

To the extent that data collected are accurate and the analysis correct, the following conclusions seem justified.

Persons being readmitted to Eastern Illinois University after being dropped for scholastic deficiencies seem to exhibit no set pattern. They come from all sizes of high schools, graduate in the upper, middle and lower thirds of their classes, and major in various areas. Some have Teacher Education Scholarships, some are married, others rank high in their graduation classes but very low on entrance examinations. It is, therefore, logical that more than one factor should be considered in order to get a good picture of the individual being readmitted and assessing his chances for success.

Age seems to play no real role in achieving college graduation, but generally the older the person at the time he is readmitted the better his chances of success.

Since none of those who were dropped in their first three quarters, 13% of those dropped in their fourth, fifth, and sixth quarters, and 78% of those dropped in their tenth, eleventh, and twelfth quarters were successful, it would seem that the later a person is dropped in his college career, the better his chances for success upon readmittance.

Those students with Teacher Education Scholarships tended to have a higher percentage of graduates, but they also had higher than average entrance examination scores and fewer deficit points than average, which could be a more critical point than the fact that they had scholarships. Almost one-half of those successful with Teacher Education Scholarships ranked in the upper one-third of their high-school graduating class.

Only one-fifth of the graduates ever had a grade-point average below 1.80, and two-thirds of this fifth were dropped a second time. Those with grade-point averages below 1.80 who are readmitted have a much smaller chance for success than those with higher grade-point averages.

With 42% of all those readmitted being dropped, withdrawing or quitting the same quarter they are readmitted, and with only 9% leaving in the second quarter, it might be concluded that once the person got through his initial quarter after readmittance his chances of success would increase greatly. This means that over one-half of the unsuccessful group lasted only two quarters. Five-sixths of those who were successful two quarters in succession after readmittance graduated.

Twenty-nine per cent of those students readmitted who ranked in the upper one-third of their high school graduating class and 17.5% of those in the lower one-third went on to graduate after being readmitted. Those in the former group succeeded nearly twice as often as the latter.

Transfer students dropped have about one-half the chances of succeeding as non-transfers. The cause for this result could be that many of the transfers have already been dropped from another school before coming to Eastern.

The two facts from the study which might be used objectively when reviewing a readmission's application are: (1) no student dropped in his first three quarters of school was successful, and (2) no person dropped three times was successful.

Summary

This study has been an attempt to determine whether any characteristics or patterns could be found in examining the records of those persons who had been readmitted to Eastern Illinois University after having been dropped for scholastic deficiencies in the past five years. It was felt that with this objective knowledge, it would be easier for the Committee on Readmissions to make decisions with regard to readmission policies.

The data for this study were compiled by the writer from the Permanent Record Cards and the records of the Committee on Readmissions. The data were then punched on I.B.M. cards to facilitate the sorting process. Two hundred and thirty-three persons were included in the study.

The significant findings seem to be the following. Those who graduate in the upper one-third of their high school class tend to have a better chance of success than those graduating in the middle or lower third.

Almost one-half of all those readmitted lasted only one quarter.

The entrance examination scores seemed to be consistently low for the successful as well as the unsuccessful group.

While the largest number dropped were in their fourth, fifth, or sixth quarter, the largest percentage of success occurred among those dropped in their tenth, eleventh, or twelfth quarter.

It was interesting to note that more than four-fifths of those readmitted were unsuccessful.

The largest percentage of success occurred among those persons with fewer than nine deficit points at the time of their first drop.

One-third of those students with Teacher Education Scholarships

succeeded although only one-tenth of those with no scholarship award succeeded.

Since the highest percentage of success (78%) was found among those students dropped in their tenth, eleventh, or twelfth quarter, any applicant in this category probably should receive special consideration.

Forty per cent of those students who were unsuccessful had SCAT and reading test scores below 50 and also had more than twelve deficit points at the time they were dropped. Anyone fitting this pattern probably should be examined closely to note any other weak points.

Only 1 in 25 who had all three test scores in the lowest quartile and ranked in the lower and middle one-third of their high-school graduating class ever graduated.

Students dropped between their seventh and twelfth quarter in school with fewer than 8 deficit points and those with only 4 deficit points in a similar period probably should be readmitted since 70% of the former and 100% of the latter succeeded.

Since one-half of all those readmitted had more than twelve deficit points at the time of their original drop, and since only 6.8% of this group finally graduated it could be assumed that anyone fitting this pattern would be a poor risk.

The amount of time between dismissal and readmission seems insignificant since those readmitted less than one year after being dropped were successful as often as those who waited longer.

At the present time, only one in every five persons readmitted ever graduates.

Any of the following characteristics of the candidates for readmission seem to indicate good potential for successful graduation:

1. He was first dropped after successful completion of the freshman year.
2. He had less than 13 deficit points at the time of the original drop.
3. He possessed a grade point average of 1.80 or above at the time of the drop.
4. He was first dropped between the seventh through twelfth quarters.

Name _____ M _____ F _____ Year of Birth _____

High School _____ Rank _____

Date Entered Eastern _____ Transfer _____ Marital Status

Entrance Scores s c a t reading English single _____ married _____
 V Q T V S C T M E

Quarter Dropped
1 2 3 4 5 6
7 8 9 10 11 12

Date Dropped 1 _____
2 _____
3 _____
Date Readmitted 1 _____
2 _____
3 _____

Quarters in School After Readmittance
1 2 3 4 5 6
7 8 9 10 11 12

Total Quarters Attended _____

Grade Point Average at Time of Drop 1. _____ 2. _____ 3. _____

Grade Point Average After Readmittance at end of Quarter Number
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

Readmitted at Petition Number 1 2 3 4

Number of Times Dropped 1 2 3

Number of Times Readmitted 1 2 3

Methods of Leaving School
Transfer _____ Dropped _____
Withdrew _____ Graduated _____

Date Graduated _____ major _____

Not graduated, still attending in good standing _____

Armed Forces before being dropped _____ after being dropped _____

PETITION FOR REINSTATEMENT

(Three copies, preferably typed are required)

Date _____

Age _____ Married or single _____

Name _____

Home Address _____

Major _____ Adviser _____ at Eastern _____ Number of quarters _____

Do you have a part-time job? _____ If so, how many hours per week do you work, and what are your duties? _____

In the space below write a concise statement in support of your petition. Be specific - the Committee is interested only in sound reasons for believing that you can attain good standing in one or two quarters if reinstated. Attach a sealed statement from your adviser if he is willing to support your petition.

Do not write below this line

Scores: S _____ R _____ E _____ Rank _____ Def _____
/ / / / /

P _____ FP _____ DR _____ Previous action by Committee _____

Action: _____ Date _____

ADVISER'S STATEMENT CONCERNING THE PETITION OF

_____ for readmission to Eastern Illinois University

Date _____

1. Is the petitioner, in your opinion, taking the major for which he is best adapted?
Comment:

2. Do you support his petition for readmission? _____ If you do, check the category in which you would place him. (The Committee usually will not allow more than two quarters to attain good standing if readmitted.)

Recommend without reservation _____

Recommend with reservations as follows:

Doubtful ability, but will try _____

Has ability enough, but may not work hard enough _____

Would be able to do the work if he dropped his outside job _____

Other reservations: _____

3. If you have recommended him, outline below the program you recommend that he carry during the next quarter or two if readmitted, and describe the progress you believe he might be able to make in attaining good standing within the maximum time the Committee wishes to allow. Add any other comments you wish to make.

Signature