

A Profile of University of Minnesota Undergraduates

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A collection of data presented by

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U of M Undergraduates: Both Flagship and Urban

Characteristics: More diversity, stronger preparation

	<u>1991</u>	<u>1996</u>
Women	48%	51%
Students of color	11%	15%
From metro area	54%	49%
Aged 25 or over	16%	18%
Average age	22.4	21.9
Freshmen: Bottom half, high school rank	17%	11%
Freshmen: Average high school rank	72.4	75.2

Behavior: Multiple roles, studenthood stronger

	<u>1991</u>	<u>1996</u>
Credit load	11.8	12.4
Full-time (12+)	67%	73%
Total working	76%	74%
Work on campus	38%	43%
Work off campus	69%	67%
Work 21+ hrs per week	30%	27%
Live in U residence hall	17%	20%
Self-defined commuters	50%	47%
In class 16 hrs+ per week	19%	29%
Study 21 hrs+ per week	21%	20%
Find money a major problem	18%	16%
Campus community important	30%	43%

Ideas

1. The U of M is both a flagship campus and an urban university.
2. This fact means that our students are like those who go to other urban schools in that they mix work and school more than those at other flagships. Being a college student isn't necessarily their prime identity.
3. As an institution, we've decided that we'd like our students to be somewhat more like those in traditional flagship schools. We've deliberately tried to shape the student body in that direction.
4. What's happened is that we've been moving in the directions we've intended. The key facts are that our students are different but

Urban school outcomes, too soon to see change

	<u>1991</u>	<u>1996</u>
1st year retention, 91 vs 95	80%	81%
4 yr. graduation, 88 vs 91	11%	15%
5 yr. graduation, 88 vs 91	34%	38%
Average years to graduation, 88 vs 91	5.24	5.14
Satisfied with U experience	54%	56%
Experience community	35%	39%

Sources

- 1) Basic demographics: Office of Planning and Analysis Profile Reports--handy summaries going back to 1987
- 2) Student behavior and satisfaction: Roger Harrold, Student Development and Athletics has done Student Interest Surveys every 5 years since 1971. A wonderfully rich resource.
- 3) Retention/graduation: Office of Planning and Analysis Retention Reports and data base.

Do you consider yourself to be a commuter student?

Yes

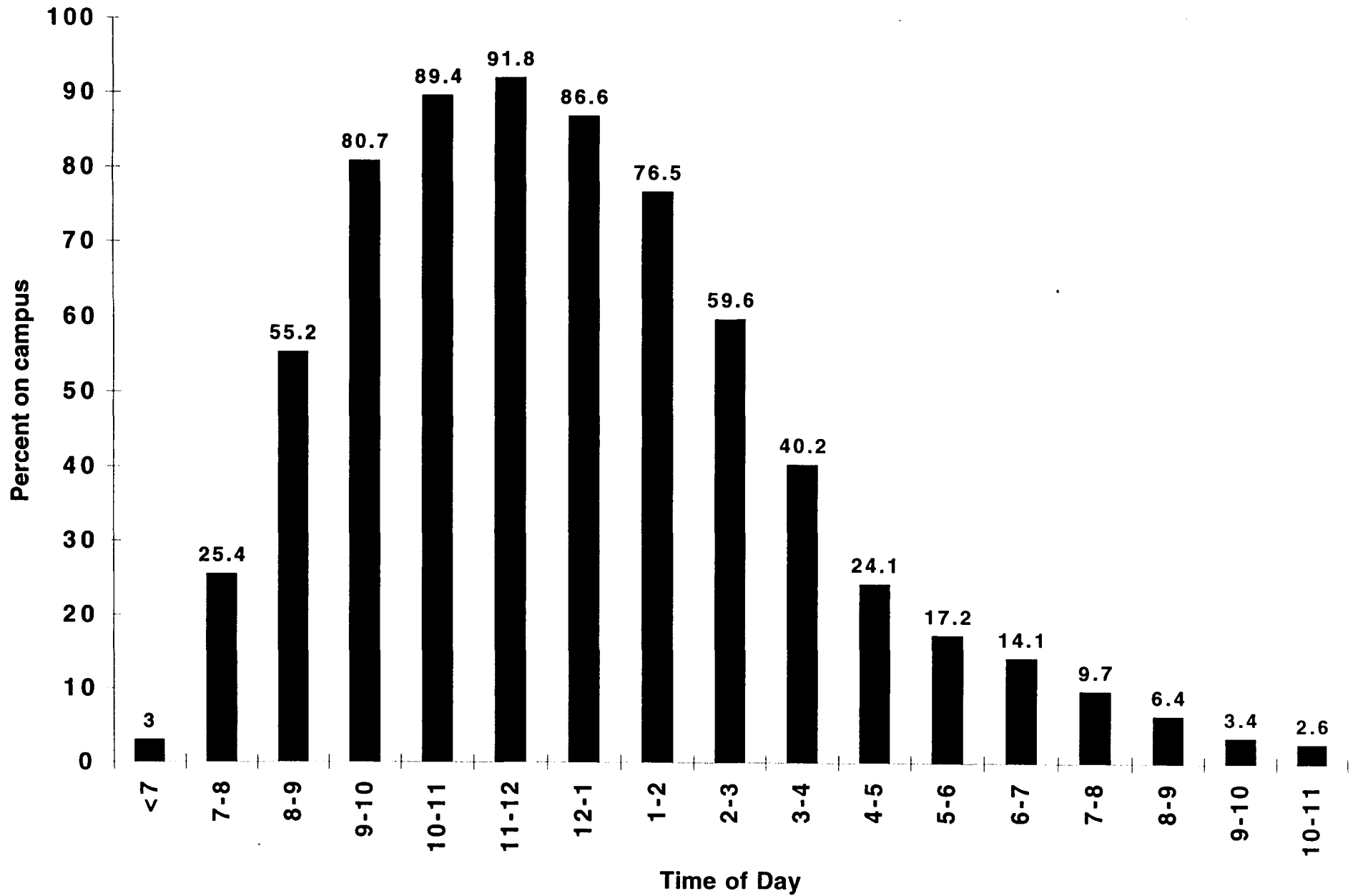
1981	57.7%
1986	55.2%
1991	49.1%
1996	46.6%

Enrollment Trends* 1981 to 1996

Year	<u>Undergraduate</u>		<u>Grad/Professional</u>		<u>Total</u>	
	Men	Women	Men	Women	Men	Women
1981	18,162	15,745	6,673	4,035	24,835	19,780
1986	16,844	14,734	6,220	4,326	23,064	19,060
1991	13,081	12,314	6,083	5,001	19,164	17,315
1996	11,709	12,085	6,006	5,055	17,715	17,140
1981-1996	-6,453	-3,660	-667	+1,020	-7,120	-2,640
% change	-35.5%	-23.2%	-10.0%	+25.3%	-28.7%	-13.3%

**Based on Winter Quarter Official Enrollment Statistics in each of the above years.*

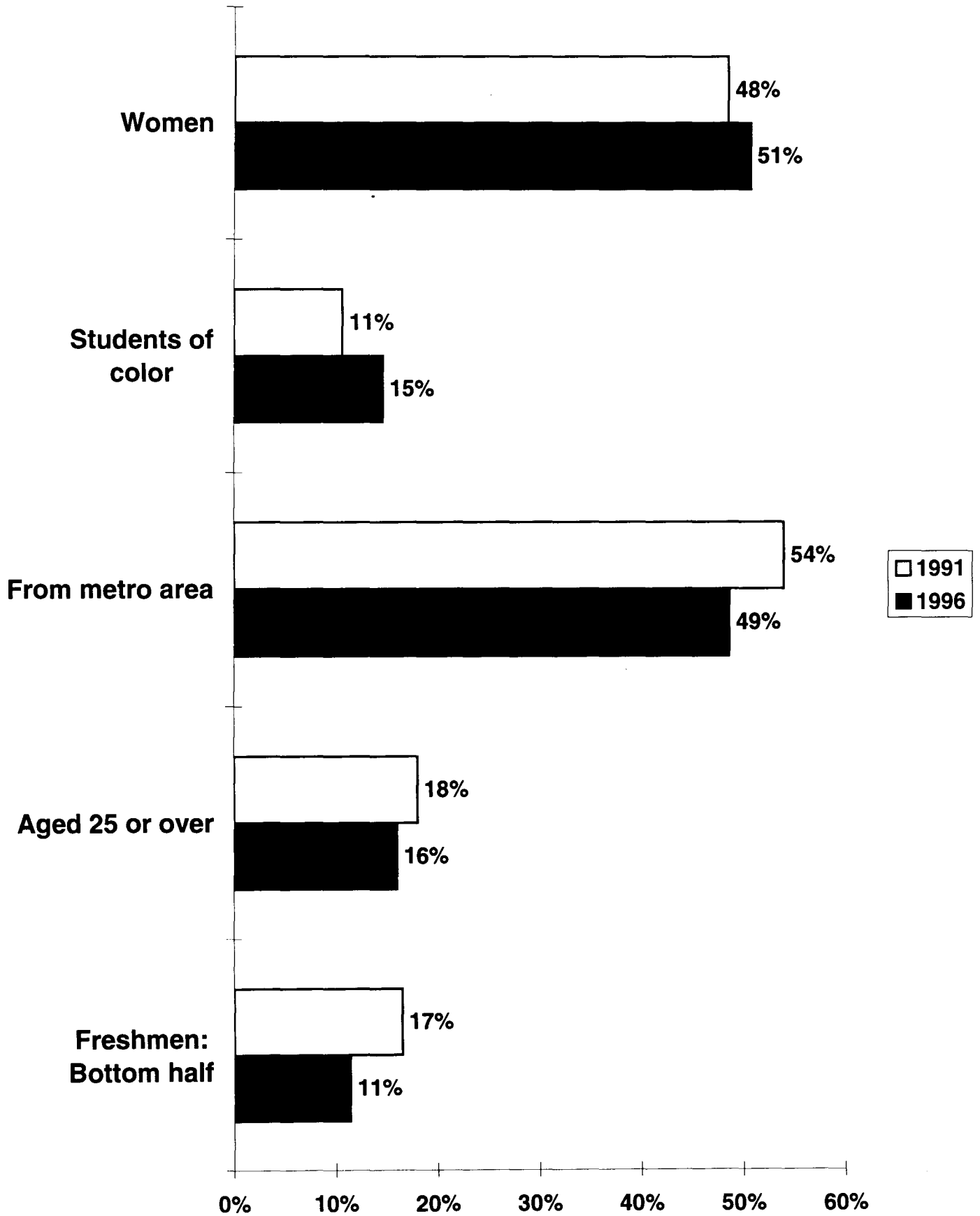
Percent of Undergraduate Population on Campus



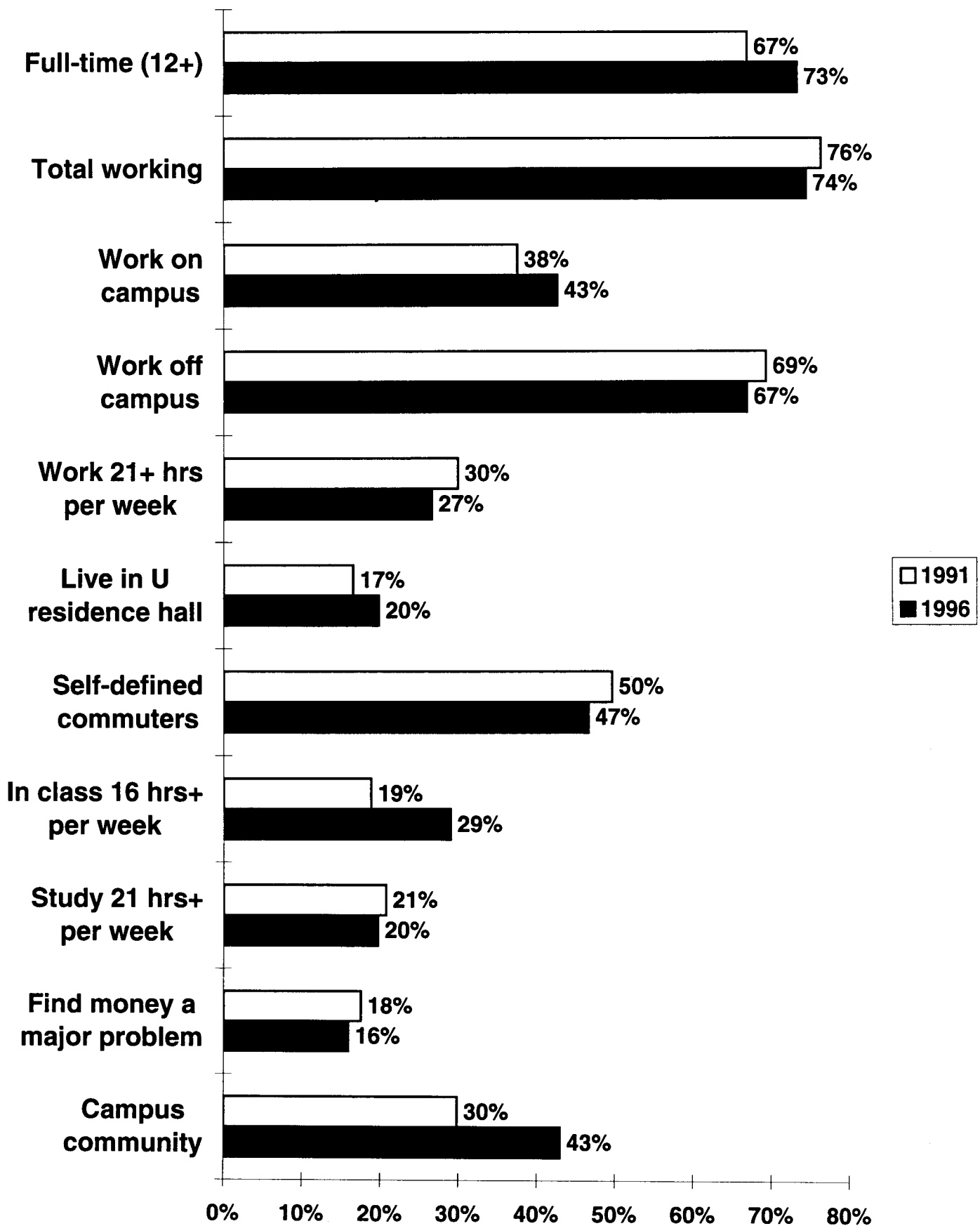
U of M: A case of split personality

- We're both flagship university and urban college.
- This duality affects:
 - what students we enroll
 - how they approach school, life, and work.
- Their approach affects :
 - their academic progress
 - their connection to academic life

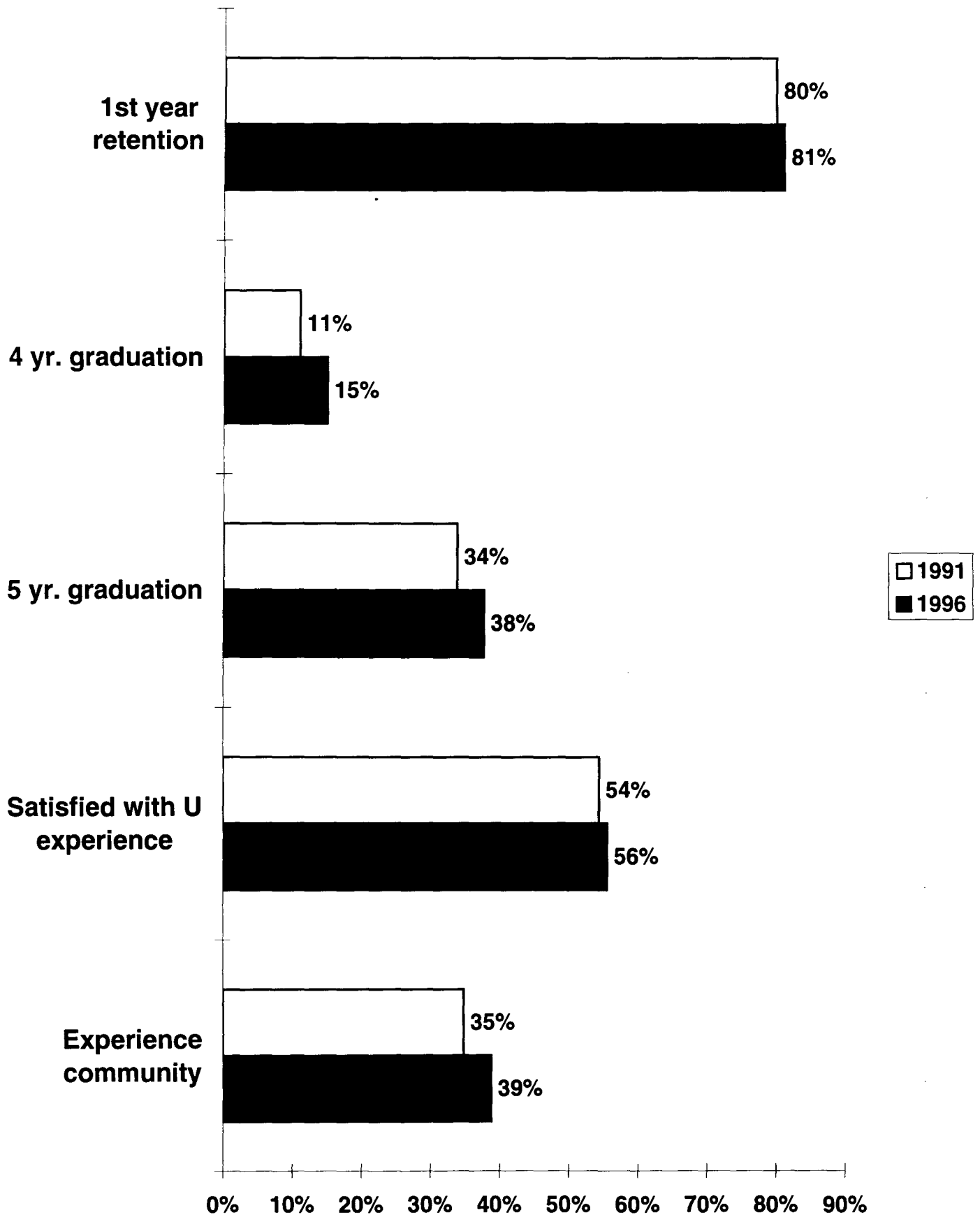
Characteristics: More diversity, stronger preparation



Behavior: Multiple roles, studenthood stronger



Urban school outcomes, too soon to see change



Twin Cities Minority Enrollment in Freshman-Admitting Colleges

College	African American	American Indian	Asian/ Pacific American	Chicano/ Latino/ Hispanic	Number	All Minority	
						Percent of College Enrollment	Percent of Minority Enrollment
Agriculture							
Fall 1991	33	4	14	4	55	6.4%	1.6%
Fall 1996	47	6	44	14	111	12.7%	2.4%
General College							
Fall 1991	201	70	193	64	528	28.3%	14.9%
Fall 1996	168	29	194	55	446	31.3%	9.5%
Human Ecology							
Fall 1991	20	6	24	11	61	6.6%	1.7%
Fall 1996	20	5	57	7	89	10.8%	1.9%
Liberal Arts							
Fall 1991	335	92	686	200	1,313	9.0%	37.1%
Fall 1996	419	105	1,052	277	1,853	13.8%	39.6%
Management							
Fall 1991	13	4	52	10	79	8.8%	2.2%
Fall 1996	21	2	86	19	128	12.0%	2.7%
Natural Resources							
Fall 1991	3	3	10	4	20	3.8%	0.6%
Fall 1996	3	6	11	5	25	4.8%	0.5%
Technology							
Fall 1991	51	10	451	38	550	12.1%	15.5%
Fall 1996	80	12	469	47	608	14.5%	13.0%

Sources: Fall Quarter 1991 and Fall Quarter 1996 Minority Enrollment Reports, Office of the Registrar

**Comparison of Minority Freshman
Five-Year and Eight-Year Graduation Rates, Twin Cities Campus**

Quarter of Matriculation	African American	American Indian	Asian/Pacific American	Chicano/ Latino/Hispanic	All Minority
Fall 1984					
5-year	6.3%	4.1%	20.9%	10.5%	13.6%
8-year	16.4%	10.2%	44.3%	24.6%	30.1%
Fall 1985					
5-year	7.8%	8.7%	22.8%	14.1%	16.6%
8-year	16.3%	15.2%	44.2%	37.9%	33.7%
Fall 1986					
5-year	7.3%	14.8%	28.2%	23.5%	20.9%
8-year	18.5%	20.4%	46.3%	33.3%	35.0%
Fall 1987					
5-year	8.8%	2.5%	30.7%	9.1%	19.5%
8-year	16.9%	10.0%	48.2%	24.2%	33.3%
Fall 1988					
5-year	15.4%	11.7%	32.0%	15.9%	23.0%
8-year	25.2%	25.0%	55.6%	28.0%	40.0%

Sources: 1992 - 1996 Student Retention Reports, Office of Planning and Analysis,
December 1992 - November 1996

Twin Cities Minority Enrollment in Upper-Division Colleges

College	African American	American Indian	Asian/ Pacific American	Chicano/ Latino/ Hispanic	Number	All Minority		
						Percent of College Enrollment	Percent of Minority Enrollment	
Architecture								
Fall 1991	3	1	7	2	13	4.8%	0.4%	
Fall 1996	0	0	1	2	3	6.4%	0.1%	
Biological Sciences								
Fall 1991	2	2	21	8	33	8.7%	0.9%	
Fall 1996	11	2	60	8	81	16.4%	1.7%	
Education								
Fall 1991	37	8	27	11	83	6.1%	2.3%	
Fall 1996	60	8	44	22	134	10.3%	2.9%	
Health Sciences								
Fall 1991	40	13	208	47	308	8.5%	8.7%	
Fall 1996	73	38	316	49	476	13.3%	10.2%	
University College								
Fall 1991	8	1	2	1	12	8.2%	0.3%	
Fall 1996	8	1	3	2	14	10.7%	0.3%	

Source: Fall Quarter 1991 and 1996 Minority Enrollment Reports, Office of the Registrar

**Twin Cities New Freshman Matriculants in the
Top Quartile by Ethnicity
Fall 1996**

<u>Ethnicity</u>	<u>Number</u>	<u>Percent</u>
American Indian	14	0.6%
Chicano/Latino/Hispanic	36	1.5%
African American	47	2.0%
Asian/Pacific American	217	9.1%
Non-Minority Students	2,063	86.8%
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Total	2,377	100.0%

Source: Office of Planning and Analysis

**Twin Cities New High School Students,
by Disability Status
Fall 1996**

College	Sight- Partial	Hearing	Mobility- Wheelchair	Coordination	Speech
General College	1	2		1	18
Human Ecology					2
Liberal Arts	1	1	2		5
Technology	2		1		1
Twin Cities	4	3	3	1	26

Source: New Student Characteristics, Fall 1996, Office of Planning and Analysis

**Twin Cities New Advanced Standing Students, by Disability Status
Fall 1996**

College	Sight- Partial	Hearing	Mobility- Wheelchair	Coordination	Learning	Speech
Agriculture/ Food/Env. Sci.						1
Human Ecology						1
Liberal Arts	2	4	5	2	2	11
Management	1					2
Mortuary Science						1
Natural Resources		1				
Nursing						1
Technology			1			1
Twin Cities	3	5	6	2	2	18

Source: New Student Characteristics, Fall 1996, Office of Planning and Analysis

Undergraduates' views of "community" on the Twin Cities campus

To what extent is it important to you personally to experience a feeling of "community" at the University?

Not at all important	9.5%
Slightly important	21.6%
• Moderately important	25.9%
• Important	23.8%
• Very important	19.2%

To what extent do you experience a feeling of "community" at the University?

• Not at all	18.0%
• To a small extent	47.2%
To some extent	27.8%
To a great extent	7.0%

What contributes most powerfully to experiencing a sense of community at the University?

TOP SEVEN (of 23 experiences):

- #1 Living in a residence hall and participating in its activities**
- #2 Belonging to a fraternity/sorority and participating in its activities**
- #3 Having a job on campus**
- #4 Socializing with classmates outside of class**
- #5 Gathering informally with friends on campus**
- #6 Interacting with faculty/students in the classroom**
- #7 Gathering informally with friends near campus**

Experiencing a sense of “community” and satisfaction with the University

	Mean* Level of <u>satisfaction</u>
Community is important and I experience it	4.72
Community is NOT important and I don't experience it	4.14
Community is NOT important but I experience it anyway	4.08
Community is important BUT I don't experience it	3.85

* Mean based on

- 1 = very dissatisfied**
- 2 = dissatisfied**
- 3 = slightly dissatisfied**
- 4 = slightly satisfied**
- 5 = satisfied**
- 6 = very satisfied**

Clark & Trow Subculture Typology of University of Minnesota Undergraduates 1976-1996

Year	Academic	Collegiate	Vocational	Non-conformist
1976	36.8%	17.3%	38.6%	7.2%
1981	22.3%	25.4%	35.3%	17.0%
1986	21.4%	27.9%	37.5%	13.2%
1991	19.7%	32.0%	29.9%	18.5%
1996	18.1%	34.1%	30.5%	17.3%

Academic: Though I may ultimately be concerned about a career, currently I am interested primarily in enriching myself through education focusing on the world of knowledge and ideas.

Collegiate: Though my academic work is important, I believe an equally significant part of the college experience exists outside the classroom. Participation in campus life and activities are important to me.

Vocational: Of greatest importance to me is getting a degree in my chosen field. Consequently, other intellectual and social activities are necessarily of secondary importance to me.

Non-conformist: Though I find the University environment stimulating, I feel alienated from the institution and its formal programs and activities. Consequently, I am interested in pursuing the meaning and purpose of life through involvement and self-exploration outside the University.

Student Interests: What's up?

	<u>1971</u>	<u>1976</u>	<u>1981</u>	<u>1986</u>	<u>1991</u>	<u>1996</u>
Listen recorded music (frequent)	66%	66%	72%	71%	81%	81%
TV sitcoms (frequent)					27%	47%
Rental movies w/VCR (frequent/occasional)				67%	92%	97%
Campus activities (current participation)			36%	34%	43%	50%
U Rec: Self-fitness (current participation)			35%	33%	30%	41%

USE OF COMPUTERS:

World Wide Web (frequent/occasional)	68%
E-mail (frequent/occasional)	66%
Other internet use (frequent/occasional)	84%
Word processing (frequent/occasional)	97%

Student Interests : What's down?

	<u>1971</u>	<u>1976</u>	<u>1981</u>	<u>1986</u>	<u>1991</u>	<u>1996</u>
Reading newspapers (frequent)	61%	64%	65%	64%	56%	48%
Reading weekly news magazines (frequent)		31%	32%	23%	18%	10%
Political activities (frequent/occasional)			24%	17%	16%	13%
TV news/weather/sports (frequent)			57%	56%	67%	47%
TV movies (frequent)		39%	33%		17%	12%
TV game shows (frequent/occasional)		54%	47%	47%	48%	37%
U Rec: Team sports (current participation)		21%	30%	27%	24%	17%
U Rec: Open recreation (current participation)		39%	40%	34%	29%	22%

Year-in-School Enrollment Trends* 1981 to 1996

Year	<u>Total</u>	<u>Freshmen</u>		<u>Sophomore</u>		<u>Junior</u>		<u>Senior</u>	
		N	%	N	%	N	%	N	%
1981	32,857	6,804	20.7%	8,274	25.2%	7,779	23.7%	10,000	30.4%
1986	30,941	10,252	33.1%	6,654	21.5%	6,384	20.6%	7,651	24.7%
1991 NHS	25,494	6,088 3,262	23.9%	5,075	19.9%	6,336	24.9%	7,995	31.4%
1996 NHS	23,688	6,439 4,279	27.2%	4,937	20.9%	5,196	21.9%	7,116	30.0%

** Based on Fall Quarter Official Enrollment Statistics in each of the four years.*

Year-in-School Differences

	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
1995 Work Related Expenditures to Undergraduates*				
# students employed	2,244	2,352	2,539	4,099
Overall Satisfaction with the University**				
Student Employment Survey	4.67	4.57	4.48	4.41
Student Experiences Survey	4.49	4.16	4.18	4.12
Student Interest Survey	4.44	4.16	4.21	4.17

* *1995-96 Annual Report, Office of Student Financial Aid*

** *Six-point satisfaction response scale with 1 = very dissatisfied, 2 = dissatisfied, 3 = slightly dissatisfied, 4 = slightly satisfied, 5 = satisfied, 6 = very satisfied*

Why do undergraduate students choose the University of Minnesota - Twin Cities? *(Reasons noted as very important)*

	1991 (N=1,403)	1993 (N=2,171)	1995 (N=2,656)
Relatives wanted me to come	6%	7%	6%
Teacher advised me.....	2%	3%	2%
Good academic reputation	59%	60%	53%
Good social reputation.....	22%	30%	27%
Offered financial assistance	21%	20%	20%
Offers special programs.....	21%	22%	19%
Low tuition.....	34%	34%	29%
HS guidance counselor advised me	4%	6%	4%
Wanted to live near home	21%	19%	17%
Friend suggested attending	5%	7%	7%
Recruited by college representative.....	2%	2%	3%
Graduates go to top grad schools.....	25%	24%	26%
Graduates get good jobs.....	44%	43%	42%
Size of college.....	18%	19%	21%
Not accepted anywhere else	1%	2%	2%
Rankings in national magazines	--	--	12%

* Responses of new freshmen to CIRP Freshman Survey • Fall quarters 1991, 1993, 1995

Time to Graduation -- Expectations and Experiences --

Student Experiences Survey

(Students who entered the Twin Cities campus as new freshmen)

Time-to-graduation expectation:

- Intended to complete my degree, within about 4 years 47%
- Intended to complete my degree, but expected to take more than 4 but less than 6 years to do so 50%
- Intended to complete my degree, but expected to take more than 6 years to do so..... 2%
- Intended to take classes for a few quarters, but did not expect to complete a bachelor's degree at the U..... 1%

1995 CIRP Freshman Survey

- Need extra time to complete degree

U of M	9%
National 1996 results	8%
- How many years do you expect to take to complete a bachelor's degree from the Twin Cities campus?

4 years or less	62%
5 years	33%
6 or more years	5%

Five-Year Graduation Rate for Twin Cities Campus

1989	31.5%
1990	33.8%
1991	37.7%

Work Related Issues

1991 Student Employment Survey

- 83.3% of undergraduates work for pay
- 17.9 hours per week for those employed

vs

15.8 hours studying

12.4 hours attending class

- Why work? (*Very or Extremely Important Reasons*)
 - To cover current living expenses 71%
 - To help with career decisions 30%

CIRP Freshman Survey

- Hours per week expect to work as freshmen
 - 0 hours 20%
 - under 10 hours 26%
 - 11-15 hours 29%
 - 16-20 hours 18%
 - more than 20 hours 7%
- Plan to get job to help pay college expenses
 - Twin Cities new freshmen 54%
 - 1996 New Freshmen National Results 41%

Gender Differences

	<u>Women</u>	<u>Men</u>
<u>CIRP Freshman Survey</u>		
• Frequently felt overwhelmed by all I had to do	29%	16%
• Frequently socialized with someone of another racial or ethnic group	59%	56%
• To gain a general education and appreciation of ideas is a very important reason for going to college	71%	58%
• Realistically, an individual can do little to bring about changes in society	28%	35%
• Activities of married women are best confined to the home and family	19%	31%

Campus Diversity Survey

Percent somewhat or very likely to...

• challenge others on racial/ethnic/sexually derogatory comments	75%	64%
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Student Satisfaction Survey

no gender differences

Experiencing of Harassment or Discrimination on the Twin Cities Campus

Lesbian women students	100%
Bisexual women students.	79%
Gay men students.	71%
Disabled students.	68%
African American students.	66%
Bisexual men students	64%
Asian American students.	58%
Female students.	56%
Native American students.	49%
Chicano/Latino/Hispanic students.	49%
Straight women and men students.	44%
White students.	44%
Male students.	35%

Source: 1993 Campus Diversity Survey