

A Description of New General College Students, Fall 1986

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Introduction

This report summarizes information on students who were new to General College (GC) in Fall, 1986. Four sources of data were utilized:

1. The University of Minnesota admissions database
2. The General College New Students Planning Form (NSPF)
3. The Trio Eligibility Form (ELG)
4. The University of Minnesota student database

Information gathered from Fall 1986 admissions files was summarized for all applicants. A similar summary was produced for a subset of these students who actually enrolled in Summer or Fall of 1986. These results are detailed in Table 1. Next, data gathered from the two college-administered instruments (NSPF & ELG) were summarized. These data are shown in Tables 2 and 3. Copies of these instruments appear in the appendix. Finally, academic, transfer, graduation and retention data were obtained through the university record system. The analysis of these data for the cohort of students who entered in Fall, 1986 is shown in Table 4.

College administrators are often interested in predicting which students will be successful based on their entry characteristics. A second part of this report relates information gathered from student admission files, New Student Planning Forms, and TRIO Eligibility forms, to first-year academic achievement. Correlation, multiple regression, and discriminant analyses were used to explore prediction of academic success.

Part 1: Summary of Data

Admissions Information

- Fairly equal proportions of males and females applied for admission and actually entered GC.
- Minority students accounted for 18% of the applicants, and 17% of the entering cohort of students.
- Only 16% of the applicants and 11% of the new cohort transferred to GC with advanced standing.
- About three quarters of the students were resident citizens.
- Most students (61% to 64%) stated "general education" as their intended major, 13% to 15% identified their major as pre-business.
- Two percent of the applicants and 3% of the new enrollees had one or more self-reported disabilities.
- Most students (53% to 57%) fall between ages of 18 to 20. About 2% were age 30 or older. The mean age was close to 21.
- Students had a mean high school average of "C".
- The mean high school percentile rank (HSPR) was 33. Most students had HSPRs of less than 50.
- For students who had attended college prior to enrolling in GC, the mean GPA was above average (2.13) for applicants and below a "C" (1.92) for enrollees.
- Less than half of the students took standardized tests (PSAT, ACT, OR SAT). PAR scores for students were almost always less than 140.

New student Planning Form

- English was not a first (primary) language for 8% of the new students.
- 90 percent of the new students had a diploma from a U.S. high school. Only 3% of the students had a GED.
- Most students (89%) planned to attend college full-time, and 73% intended to enroll only in day courses.
- About one-fifth of the new students did not plan to work while attending school. More than one-third of the students planned to work more than 15 hours per week at outside jobs.
- Two-thirds of the students had been out of school for less than one year. Five percent had been out of school for more than 5 years.
- About one-third of the students expressed the desire for help in choosing a major or career. One-fourth of the students acknowledged needing help with reading skills, one-third needed help with writing skills, 43% wanted help with math skills, and 39% wanted help with study skills.
- Two-thirds of the students chose preparation for transfer as their most important reason for attending GC.
- Students were evenly divided on whether or not they preferred self-paced courses.

Trio Eligibility Form

- About one-fourth of the new students were financially self-supporting.
- Forty-seven percent of the students were receiving financial aid or waiting to hear if their financial aid applications were approved.
- Five percent of the students reported a physical, emotional, or learning disability.

- One-third of the students planned to live with parents or relatives. One-fourth planned to live in on-campus housing.

First-Year Academic Data

- Over three quarters of the new students maintained continuous enrollment for fall, winter and spring.
- New students completed an average of 28 credits with an average GPA of 3.32.
- Students completed an average of 81% of the credits they attempted.
- Quarterly GPAs decreased from Fall to Spring (2.57 to 2.29), on the average.
- Fifteen students transferred during their first year in GC. All but one transferred to CLA.
- Two students earned AA degrees.

Part 2 : Predicting Academic Success

Correlation analysis between student characteristics and academic achievement yielded four small, significant correlation coefficients ($p < .001$).

- Students who were out of school for 3 or more years were more likely to have higher GPAs.
- Students with higher scores on the Algebra Skills Placement Test were more likely to complete more credits during their first year of the college.
- Older students were less likely to be continuously enrolled during the year but were more likely to have higher GPAs.

Multiple regression analysis using entering student characteristics to predict academic success yielded three equations: one for credits completed, one for cumulative GPA, and one for cumulative CCR. Multiple R's ranged from 0.22 to 0.34, accounting for a maximum of 13% of the variance of the predicted measures.

- Three factors contributed to the prediction of credits completed: algebra scores, gender, and lack of certainty about educational goals.
- Six factors contributed to the prediction of GPAs: age, algebra scores, gender, (females did better), lack of certainty about educational goals, not having English as a first (primary) language, and writing scores.

Discriminant analysis was used to classify students into two groups defined as successful and less successful. Successful students earned 36 credits during their first year (not including transfer credits) and earned GPAs of 2.4 or higher. Less successful students earned GPA's of 2.25 or lower, and completed 75% or less of the credits attempted. This classification scheme provided two groups of approximately equal size which were then compared on entry characteristics.

- Sixty five percent of the student were correctly classified as successful or less successful using 11 characteristics:
 - Gender
 - Arithmetic
 - English as a second language
 - Lack of certainty about educational goals
 - Working less than 15 hours/week
 - Years out of school
 - Writing score
 - Real numbers score
 - Age
 - First generation college student
 - Living on campus

The results listed in Part 2 should be interpreted with caution. First, although significant correlations, multiple regression equations, and discriminant functions were obtained, the amount of variance accounted for in all cases is small. Therefore, although some student characteristics relate to first-year academic success, many other (unmeasured) factors are also involved. Second, there were many factors which did not predict first-year academic success; ethnic background, fulltime enrollment, certainty of career goals, reason for attending college, and being financially self-supporting. This investigation confirms prior research showing that student demographic characteristics traditionally do not do well in predicting success of nontraditional students. Third, these results also illustrate the difficulty of using student characteristics in making admissions decisions about which students are most likely to succeed in college.

Table 1

Summary of Admission Information on General College Applicants

SEX	ALL 1986 GC APPLICANTS (N = 1727)		STUDENTS WHO ACTUALLY ENROLLED FALL 1986 (N = 978)*	
	N	%	N	%
FEMALE	738	43	402	41
MALE	830	48	474	49
MISSING	159	9	102	10
ETHNIC BACKGROUND	N	%	N	%
BLACK	113	7	68	7
AMERICAN INDIAN	58	3	23	2
ASIAN AMERICAN	95	6	58	6
CHICANO	16	1	10	1
OTHER HISPANIC	13	1	7	1
INTERNATIONAL	17	1	8	1
CAUCASIAN	1216	71	686	70
MISSING	199	12	118	12

* 64 of these students entered during Summer 1986

APPLICANT TYPE	N	%	N	%
NEW HIGH SCHOOL	145	84	869	89
NEW ADY STANDING	270	16	108	11
ADULT SPEC	2	0	1	0
RESIDENT STATUS	N	%	N	%
RESIDENT CITIZEN	1258	73	770	79
NONRESIDENT CITIZEN	256	15	126	13
RESIDENT NONCITIZEN	99	6	66	7
NONRESIDENT NONCITIZEN	37	2	16	2
MISSING	77	5	0	0
INTENDED MAJOR	N	%	N	%
AGING STUDIES	1	0	0	0
AVIATION	5	0	5	1
NONE	3	0	1	0
APPLIED STUDIES	5	0	2	0
GENERAL EDUC	1050	61	630	64
GENERAL STUDIES	9	1	4	0
LAW ENFORCEMENT/CORRECTIONS	2	0	1	0
MARKETING	11	1	4	0
PRE AGRICULTURE	4	0	1	0
PRE BIO SCIENCE	13	1	8	1
PRE BUSINESS	222	13	145	15
PRE DENTISTRY	2	0	1	0

INTENDED MAJOR, continued	N	%	N	%
PRE LIB ARTS	17	1	10	1
PRE EDUC(SECONDARY)	18	1	6	1
PRE EDUC(ELEMENTARY)	21	1	9	1
PRE FORESTRY	2	0	1	0
PRE HOME ECONOMICS	10	1	3	0
PRE IT	47	3	26	3

INTENDED MAJOR, continued	N	%	N	%
PRE LAW	3	0	2	0
PRE MORTUARY SCIENCE	1	0	1	0
PRE MEDICINE	8	1	4	0
PRE NURSING	11	1	5	1
PRE PHARMACY	1	0	0	0
NON-DEGREE	2	0	0	0
MISSING	259	15	1	0

FIRST TRACKING CODE	N	%	N	%
DISABILITY, SIGHT-PARTIAL	3	0	1	0
DISABILITY, HEARING-PARTIAL	8	1	5	1
DISABILITY, MOBILITY-WHEELCH	2	0	2	0
DISABILITY, MOBILITY-OTHER	3	0	3	0
DISABILITY, LEARNING	6	0	6	1
DISABILITY, SYSTEMATIC	3	0	3	0
DISABILITY, EMOTIONAL-PSYCH	1	0	0	0
DISABILITY, CHEMICAL DEPENDENCY	12	1	7	1
MISSING	1689	98	951	97

AGE	N	%	N	%
18	8	1	5	1
19	515	30	325	33
20	372	22	225	23
21	146	9	93	10
22	93	5	38	4
23	69	4	47	5
24	31	2	14	1
25	32	2	15	2
26	18	1	12	1
27	8	1	2	0
28	4	0	2	0
29	9	1	6	1
30	5	0	2	0
31-40	23	1	9	1
41-50	2	0	1	0
51 AND OYER	2	0	1	0
MISSING	386	22	182	19
MEAN		20.86		20.50
STD DEY		3.37		2.79

STANDARDIZED TEST SCORES

ALL APPLICANTS

STUDENTS ENROLLED

PSAT: YERBAL		
MEAN	35.60	35.07
STD DEY	8.38	8.25
N	706	449
PSAT: MATH		
MEAN	38.51	37.63
STD DEY	8.17	7.44
N	706	449
SAT: YERBAL		
MEAN	388.50	379.51
STD DEY	80.22	78.31
N	242	152
SAT: MATH		
MEAN	406.64	391.39
STD DEY	90.52	79.18
N	241	151
ACT: ENGLISH		
MEAN	15.61	15.14
STD DEY	4.58	4.52
N	583	345
ACT: MATH		
MEAN	13.77	13.25
STD DEY	6.67	6.40
N	583	345
ACT: SOCIAL SCIENCE		
MEAN	14.73	14.15
STD DEY	6.13	5.91
N	583	345
ACT: NATURAL SCIENCE		
MEAN	18.94	18.35
STD DEY	5.46	5.14
N	583	345
ACT: COMP		
MEAN	15.88	15.33
STD DEY	4.52	4.29
N	583	345

PAR SCORE	N	%	N	%
LESS THAN 140	591	34	395	40
141-150	8	0.5	5	0.5
MORE THAN 150	44	2	9	1
MISSING	1088	563	570	58

HIGH SCHOOL PERFORMANCE	ALL APPLICANTS	STUDENTS ENROLLED
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HIGH SCHOOL GPA

MEAN	2.05	2.01
STD DEY	0.54	0.57
N	1234	803

HIGH SCHOOL PERCENTILE RANK	N	%	N	%
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0 TO 9	105	6	67	7
10 TO 19	170	10	113	12
20 TO 29	211	12	145	15
30 TO 39	277	16	190	19
40 TO 49	216	13	134	14
50 TO 59	102	6	61	6
60 TO 69	52	3	25	3
70 TO 79	31	2	15	2
80 TO 89	26	2	8	1
90 TO 99	17	1	6	1
MISSING	520	30	214	22

MEAN	34.0	33.02
STD DEY	19.66	17.82

PREVIOUS COURSEWORK**ALL APPLICANTS****STUDENTS ENROLLED**

PREVIOUS COLLEGE GPA

MEAN	2.13	1.92
STD DEV	0.66	0.80
N	355	191

Table 2

**Summary of Responses on the General College
New Student Planning Form
(N = 918*)**

Sex	N	%
(1) Male	493	50
(2) Female	425	44
Missing	59	6

Is English your first (primary) language.	N	%
(1) Yes	830	85
(2) No	81	8
Missing	67	7

Type of High School certificate:	N	%
(1) Diploma from a United States high school	875	90
(2) GED	32	3
(3) Attended high school outside U.S.	11	1
(4) Other	1	0
Missing	59	6

* Four of these students never actually completed registration.

Enrollment plans:	N	%
A. (1) Full-time (12 credits or more)	870	89
(2) Part-time	40	4
Missing	68	7
B. (1) Day only	716	73
(2) Day and evening	22	2
Missing	240	25

Employment hours planned while enrolled	N	%
(1) None	205	21
(2) 1-10 hours/week	129	13
(3) 11-15 hours/week	203	21
(4) 16-20 hours/week	237	24
(5) 21-30 hours/week	74	8
(6) More than 30 hours/week	34	3
Missing	96	10

How many years has it been since you last attended school?	N	%
(1) Less than one year	653	67
(2) 1-2 years	141	14
(3) 3-5 years	67	7
(4) 6-10 years	34	4
(5) More than 10 years	13	1
Missing	70	7

Would you like help with:	N	%
(a) Choosing a major/career		
Yes	293	30
No	300	31
Maybe	226	23
Missing	159	16
(b) Reading skills		
Yes	258	26
No	390	40
Maybe	161	17
Missing	168	17
(c) Writing skills		
Yes	343	35
No	270	28
Maybe	210	22
Missing	155	16
(d) Math skills		
Yes	422	43
No	203	21
Maybe	215	22
Missing	138	14
(e) Study skills		
Yes	377	39
No	201	21
Maybe	235	25
Missing	164	17

Most important reason for attending this college:

	N	%
(1) To prepare for transfer to another college	650	67
(2) Improve basic skills in reading, writing or math	62	6
(3) Determine career goal	118	12
(4) Learn skills to get new job	32	3
(5) Learn skills to advance in job	24	3
(6) Take courses for personal interest	9	1
Missing	83	9

Do you prefer courses where you learn on your own at your own pace?

	N	%
(1) Yes	401	41
(2) No	405	41
(3) Maybe	1	0
Missing	171	18

Table 3

Summary of Responses on the TRIO Eligibility Form*

Are You Financially Self Supporting ?	N	%
Yes	264	27
No	598	61
Missing	115	12

Are you receiving financial aid ?	N	%
Yes	290	30
No	430	44
Applied but hadn't heard	170	17
Missing	88	9

Do you have a physical,emotional, or learning disability?	N	%
Yes	45	5
No	850	87
Missing	83	9

* Survey given to GC students to determine eligibility for participation in a federally-funded special services program for disadvantaged students.

**Did either your mother or father
receive a four-year degree from a
college or university?**

N

%

Yes	374	38
No	518	53
Missing	86	9

Where will you be living this quarter?

N

%

With parents or relatives	327	33
Other private home, apartment, room	316	32
College dormitory	195	20
Fraternity or sorority house	20	2
Campus student housing	24	3
Other	14	2
Missing	82	8

Table 4

**First-Year Academic Data for
New General College Students
(N = 914)***

Registration History	N	%
Fall only	103	11
Fall and Winter	83	9
Fall and Spring	13	1
Fall, Winter, Spring	715	78

Academic Achievement	Mean	St Dev
Cumulative credits completed	28.43	13.80
Cumulative GPA	3.32	0.77
Cumulative CCR	0.81	0.21
Fall GPA	2.57	0.82
Fall CCR	0.90	0.20
Winter GPA	2.38	0.79
Winter CCR	0.86	0.21
Spring GPA	2.29	0.81
Spring CCR	0.82	0.23

Transfers	N
To CLA	14
To University College	1

Degrees Earned	N
Associate of Arts	2

*Students who entered GC in Fall, 1986

DATE _____ QUARTER _____ YEAR _____

I.D. Imprint

Please print:

1. NAME _____
Last First Middle or Maiden

2. SEX: (1) Male (2) Female

3. Is English your first (primary) language?
(1) Yes (2) No

4. Type of High School certificate:
(1) Diploma from a United States high school
(2) GED
(3) Attended high school outside U.S.
(4) Other _____

5. Enrollment plans:
A. (1) Full-time (12 credits or more)
(2) Part-time
B. (1) Day only
(2) Day and Evening

6. Career goal: _____
type of work/name of occupation

7. How sure are you of your choice in number 6?
(1) Very sure
(2) Fairly sure
(3) Not sure

8. Educational goals: _____
program or major

9. How sure are you of your choice(s) in number 8?
(1) Very sure
(2) Fairly sure
(3) Not sure

10. Employment hours planned while enrolled
(1) None
(2) 1-10 hours/week
(3) 11-15 hours/week
(4) 16-20 hours week
(5) 21-30 hours/week
(6) More than 30 hours/week

Advisor _____

Office _____ Phone _____

11. How many years has it been since you last attended school?
(1) Less than one year
(2) 1-2 years
(3) 3-5 years
(4) 6-10 years
(5) More than 10 years

12. Would you like help with: Yes No Maybe

(a) Choosing a major/career	1	2	3
(b) Reading skills	1	2	3
(c) Writing skills	1	2	3
(d) Math skills	1	2	3
(e) Study skills	1	2	3

13. Most important reason for attending this college: (check only one)
(1) To prepare for transfer to another college
(2) Improve basic skills in reading, writing or math
(3) Determine career goal
(4) Learn skills to get new job
(5) Learn skills to advance in job
(6) Take courses for personal interest

14. Do you prefer courses where you learn on your own at your own pace?
(1) Yes (2) No

SKILLS ASSESSMENT

Reading _____

Writing _____

Arithmetic _____

Algebra _____

COURSE RECOMMENDATIONS

Reading and Writing _____

Reading _____

Writing _____

Math _____

General College is required to collect the following information in order to qualify for certain federal funding. This information is confidential and will not be reported to any other office within the University.

Last Name (PLEASE PRINT)

First Name

Student I.D. Number

1. Year in college: 1) Incoming freshman 2) Transfer 3) Returning student
2. Are you financially self supporting? Yes No
3. How many people are in your family? Include yourself and your dependents if you are self supporting. If you live with your parents, count your parents, yourself, and all other dependents supported by your parents. (Check one.)
 1 2 3 4 5 6 7 8 9 or more
4. Total yearly family income (gross). Do not include AFDC, Social Security, child support, veterans benefits, housing assistance, or student financial aid. (Check one.)
 Less than \$8,040 \$13,680 - \$16,499 \$22,140 - \$24,959
 \$8,040 - \$10,859 \$16,500 - \$19,319 \$24,960 - \$27,780
 \$10,860 - \$13,679 \$19,320 - \$22,139 More than \$27,780
5. Are you receiving financial aid? (Check one.)
 1) Yes 2) No 3) I applied but have not been notified
6. Do you have a physical, emotional, or learning disability? (Check one.)
 1) Yes (Specify: _____) 2) No
7. Did either your mother or father receive a four-year degree from a college or university? (Check one.)
 1) Yes 2) No
8. Ethnic background:
 1) American Indian/Alaskan Native 6) Caucasian - non-Hispanic origin
 2) Asian/Pacific Islander 7) International
 3) Black - non-Hispanic origin 8) Other (please specify): _____
 4) Chicano (Mexican American)
 5) Other Hispanic Origin
9. Where will you be living this quarter? (Check one.)
 1) With parents or relatives
 2) Other private home, apartment, or room
 3) College dormitory
 4) Fraternity or sorority house
 5) Campus student housing
 6) Other

I certify that the above information is true to the best of my knowledge.

Signature

Date