

A PROFILE OF NEW
GENERAL COLLEGE STUDENTS,
FALL 1990

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INTRODUCTION

This report contains information on students new to General College in Fall 1990. A new GC student is defined as any student who registered in General College in Fall 1990, whose registration status was either New High School (NHS) or New Advanced Standing (NAS). There were 853 such students; 837 NHS and 16 NAS.

The information for this report was obtained from several sources. The Data and Reporting Services Office supplied information from the University Admissions Reporting Data Base (ARDB) and the Registration Reporting Data Base (RRDB). The information obtained from the ARDB included ACT scores, high school rank, GPA, and class size. The information obtained from the RRDB included age, ethnic background, gender, registration status, number of registered credits, and full-time/part-time status. Additional information for this report was provided by the 857 students who completed the General College Student Information form (GCSI) during the Fall 1990 orientation, and also from the students who took the General College placement tests. The source of the 1989 information included in this report was last year's ORE report entitled "Whom Do We Serve? Entry Characteristics of 1988 and 1989 General College Freshmen," which was prepared by Robert C. delMas.

Since many of the tables contain missing information, some caution must be exercised when interpreting them. If a table does not show the percentage of missing data, the reported percentages must be interpreted in light of the total number of students who responded to the item. When the percentage of missing data is reported, then the percentages are more accurate representations of the total cohort group.

Missing information is commonly found in ethnic categories, and in voluntary information such as that provided by the GCSI. It was noted in last year's fall report that "about 10% to 20% of GC entering freshmen seem to slip through the orientation process without completing GC information forms." A much larger number of GCSI forms was available from the 1990 orientation cohort (N = 857) than had been obtained in either of the preceding two years. Since 853 students were in the identified 1990 cohort on the University data bases, the 857 students who completed the GCSI are probably nearly 100%. A few students who completed the GCSI forms during the the Fall 1990

orientation may not have actually enrolled in GC, but that number is considered to be very small.

For some indicators, where comparable information was available from 1989, both the 1989 and 1990 data were included in the tables. The 1989 and the 1990 data both include a few students with > 39 credits who do not meet the University official definition of "freshman" (viz. ≤ 39 credits). This year's report is entitled "A Profile of New General College Students" precisely because it does include students who came into GC with > 39 credits.

The following 18 tables should help to develop a profile of students who are new to GC. The tables are divided into nine areas of information which are outlined below.

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DISCUSSION OF THE TABLES

I. Student Background Characteristics

In Table 1 we see that there is little difference between the proportion of males and females in the 1989 and 1990 cohorts of new students; this pattern is consistent with those of prior years.

Among ethnic groups (see Table 2) there is a notable difference between the 1989 and 1990 cohorts, just as had been observed in last year's report between the 1988 and 1989 cohorts. The 1988 cohort had been reported as being 21% students of color, the 1989 cohort as 27%, and the 1990 cohort as 34%. The increase in the percentage of students of color may, in part, be a reflection of the GC emphasis on Tier 1 recruiting. GC seems to be meeting its responsibility related to the University's commitment to diversity and to the president's initiatives.

There has been some increase in the percentage of Black students (11.2% in 1989 and 15.1% in 1990) and also of Asian American students (8.2% in 1989 and 10.8% in 1990). Although the percentages are slightly different for 1989 and 1990, there has been no change at all in the actual number of enrolled Hispanic and American Indian students. There were 31 Hispanic students (3.5%) in the 1989 cohort and 31 (3.8%) in the 1990 cohort, and there were 36 American Indian students (4%) in the 1989 cohort and 36 (4.4%) in the 1990 cohort.

The responses of the 1990 cohort were similar to those of the 1989 cohort when students were asked where they planned to live during the school year. The choice of housing was divided similarly for both years; slightly over a third said they planned to live in a dormitory, slightly less than a third had planned to live in off-campus housing, and another third planned to live at home with their family. Very few students planned to live in a fraternity or sorority.

II. High School Information

The average age for the 1989 and 1990 cohorts was quite similar (see Table 4). In both cohorts the average new entering student was between 19 and 20 years old. There is an increase in the standard deviation in 1990 as compared with 1989, indicating a slightly greater diversity among the students in the 1990 cohort. The age range of the student population is getting wider; in 1990, the age range is from 16 to 64 years of age. In 1989, 21% of the students were older than 19 years of age, and in 1990, 24% are older than age 19. Over the last three years the data indicate a slight increase in both mean age and standard deviation. The age indicators will need to be watched to see if they continue to change in the same direction. Although about three-fourths of the new entering students in both 1989 and 1990 report that they last attended school less than one year ago (see Table 5), the percentage of students reporting a greater number of years since they attended school is also slightly larger in 1990 than it was in 1989.

The 1989 and 1990 cohorts look very similar on the high school indicators (Table 4). The average high school GPA for both the 1989 and 1990 cohorts was 2.0; this is consistent with data from previous years. The high school percentile rank was about 35 for both cohorts. Students in both years came from high schools with relatively large graduating classes

(1989 mean = 376, 1990 mean = 345), so the high school percentile ranks are meaningful for most students.

Students must have a high school diploma or its equivalent in order to attend GC. For both the 1989 and 1990 cohorts, most students received their high school diploma from a USA high school (Table 6); however, 7% of the 1990 cohort received their high school certification through a GED and 3% received a diploma from a foreign high school. Over the last five years, the data indicate that there has been an increasing number of students coming to GC without the traditional USA high school experience. It should be noted that this finding was on a data element with a very good response rate. This indicator of high school experience should be watched in future years to see whether or not it continues to change.

III. Test Information

The ACT test scores are missing for over two-thirds of the cohort. Fewer than one-third of the students had ACT test scores because GC does not require the test for entrance. Although GC frequently has a low proportion of entering students reporting ACT scores, the 32% of students who reported ACT scores in 1990 was a significant drop from the 57% who reported ACT scores in the 1989 cohort. The 1989 and 1990 cohorts had approximately the same ACT scores on all of the subscores as well as the composite score. The average scores of the GC new entering students are similar to those of students entering two-year colleges in the Midwest, as reported in *College Student Profile: Norms for the ACT Assessment* (1987).

Another indicator of academic preparation is the GC placement scores. Since the fall of 1986, tests from the Multiple Assessment Programs and Services (MAPS) distributed by the College Entrance Examination Board (CEEB) have been used by General College for placement in both math and reading. In 1990, only the "Arithmetic Skills" and the "Algebra Skills" tests were administered during the new student orientation period. The average arithmetic and algebra scores were about the same for both the 1989 and 1990 cohorts (see Table 7). These placement scores are slightly higher than those of the national norm groups of students entering two-year colleges that are provided for comparison (see Garfield and delMas, 1987); however, since some

GC students may have had algebra coursework, the apparent differences may not be real.

IV. Student Registration Information

The majority of students from both cohorts were classified as new high school students (see Table 9), which means they had completed fewer than 36 credits of college work before entering General College. About 6% (N = 50) of the total 1990 cohort of 853 students had credits transferred into GC when they enrolled. The number of credits ranged from 1 to 61.5.

Fewer than one-fourth (23.4% in 1989 and 16.2% in 1990) of the students in each cohort registered for 12 credits or more of credit-bearing coursework during their first quarter (see Table 10). The official University enrollment statistics thus appear to indicate that GC students are primarily part-time students. However, because 8 out of 10 (81.2%) of the GC students in the 1990 cohort take one or more non-credit courses (see Table 11), these official enrollment statistics are not reflective of the workload carried by GC students. When the students' number of registered credits was adjusted for both cohorts by adding 5 credits for each non-credit course taken, the percentage of students taking full-time credit loads increased to 93% in 1989 and 94% in 1990. The 5-credit allotment was used because when the non-credit courses were formerly taught for credit, they were 5-credit courses. The Office of Financial Aid also uses the 5-credit standard to determine eligibility for financial aid. As a basis for comparison, official enrollment statistics indicate that for all students registered in CLA in Fall 1990, 70% of the degree-seeking students are considered full-time students, whereas about 35% of all students registered in GC in Fall 1990 are full time (see *Official Registration Statistics, Fall Quarter 1990*). Therefore, it would seem that when non-credit courses are included in the course-load data, GC may have considerably more students carrying full academic workloads than does CLA.

V. Personal Background

The Summary of Personal Background Indicators is provided in Table 12. The data indicate that 54% of the 1990 cohort were first generation college students; that is, they did not have a parent who had completed a 4-year degree. Seven percent of the students reported a physical, emotional, or

learning disability. Sixteen percent reported they were financially self-supporting.

Table 12 also provides information about students with children. Five percent of the students reported they had a child and received Aid for Dependent Children. Six percent of the students reported that they had a child and were a single parent. Of those who had children, 58 reported having at least one child aged 6 or younger, and 22 reported having at least one child between the ages of 7 and 13.

VI. Citizenship

Three citizenship questions asked on the GCSI in 1990 are reported in Table 13. United States citizenship is reported by 91% of the 1990 cohort of students; 12% report they have permanent resident visas. While 62% of the students report that English is their native language, there are still 9% (N = 80) for whom it is not.

VII. Financing

The Summary of Educational Financing Indicators is provided in Table 14. For the 1990 cohort of new entering students, 62% reported that they have applied for or are receiving financial aid, and 66% plan to hold a job during their freshman year. When students were asked what items they would pay for with money from their job, they most frequently checked social/extracurricular activities; to pay for a family obligation was the least frequently checked response.

VIII. Expectations and Concerns about College

On the GCSI, the 1990 cohort of new entering students were asked to rate their own reasons for attending General College (see Table 15). A 5-point scale was used for rating the reasons, with 1 indicating "not at all important" and 5 indicating "extremely important." The reason that students rated first for attending General College was to "transfer to a 4-year degree program." This may perhaps indicate that the GC mission is being communicated to new students. Other high-rated reasons involved the students' wish to develop skills such as reading, writing, speaking, math, and computer literacy. This indicates that GC should continue to place emphasis on the development of

skills, both within its content courses and also in its skills centers. The highest-rated reasons for attending GC were of the academic/skill/career type; the lowest-rated reasons were of a more social/personal nature.

Both the 1989 and 1990 cohorts of students were asked on the GCSI to predict what their grade average would be after one year in GC. The question presented seven response categories in 1989 and eight response categories in 1990. In 1989, the categories were labeled C, C+, B-, B, B+, A-, and A; in 1990, the category of C- was added to the range. The categories were assigned numerical values (e.g., C- = 1.67, C = 2.00, C+ = 2.33, etc.). The 1989 cohort had a mean score of 3.05 and the 1990 cohort had a mean score of 3.15 (see Table 16). Both cohorts estimated they would have a grade of about "B" after one year in GC.

Students were then asked how many hours per week they thought they would have to study outside of class to earn the grade average they had estimated for their freshman year (see Table 16). The 1989 cohort had estimated that they would expect to study an average of 17 hours per week, and the 1990 cohort estimated that they would expect to study 23 hours per week to attain their predicted grade average. For the 1989 cohort, this is in marked contrast to their self-report of study hours per week in high school, which indicated a mean of about seven hours per week. Since the question about high school study time was not asked in 1990, no comparison can be made for the 1990 cohort. However, the results indicate that the students in the 1990 cohort anticipated the need for more study hours than did those in the 1989 cohort.

IX. Need for Assistance from Student Services

A summary of three questions on the 1990 GCSI that relate to student services is reported in Table 17. The results of the responses of the 1990 cohort indicate that 41% had taken career tests or had career counseling. The responses also indicate that 41% of the cohort thought they would need help choosing a major or a career. Of those students who had a physical, emotional, or learning disability, about 4% had connected with the Office for Students with Disabilities.

The 1990 cohort of students were asked what areas of GC support and referral there may be in which they "may need some support or information or

are otherwise interested" (see Table 18). The areas that students most frequently checked were the skills areas: math, study, writing, computer, and reading. Time management was also of concern and ranked fifth in the list of 13 areas. The lower-ranking areas appear to be more social/personal areas such as personal counseling, ethnic support, and childcare/parenting issues.

SUMMARY

The 1990 data demonstrate an increase in the percentage of students of color who are entering GC. The 1988 cohort was reported as 21% students of color, and in 1990, the cohort is 34% students of color. GC seems to be meeting its responsibility related to the University's commitment to diversity and to the president's initiatives. It should be noted, however, that although there was an increase in the percentage of Black and Asian American students, there was no increase in the numbers of Hispanic and American Indian students.

Although the average age of the new entering student remains between 19 and 20 years, over the last three years there has been a slight increase in the mean age and in the standard deviation. This indicates a wider range of ages in the student population; in 1990, the age range is from 16 to 64 years. There is also a slight increase in the percentage of students reporting that it has been more than two years since they last attended school. These age data will need to be watched for any possible trends.

For new students entering GC in 1990, the major disadvantage they bring to college is poor academic preparation, just as was found in previous cohorts. The lack of academic preparation is indicated by the high school GPA, the high school percentile rank, and the ACT scores. It must also be noted that a significant number of GC students are non-Caucasian or come from families where neither parent has a 4-year degree. What is not known at this time is the extent to which these indicators affect the students' college experience or the likelihood that they will transfer or graduate.

Students seem to have high expectations for themselves. They anticipate a "B" average after one year in General College. These expectations would appear to be somewhat out of line with their actual experience in high school, as reported in Table 4. The students themselves seem to be aware of

some problems, because they place importance on their need for support and referral in the skills areas, and they expect to study about 23 hours a week to attain their desired grade average. It is also reassuring that students rated as the most important reason for attending GC that they want to transfer to a 4-year degree program. One explanation for this may be that students are getting the message about the GC mission.

Another observation about the data is that when the students' number of registered credits was adjusted by adding 5 credits for each non-credit course taken, the real academic workload of GC students may be even heavier than that of the typical CLA student. If we knew more about the outside jobs and work hours of GC students as well as other facets of their everyday life, we might begin to wonder whether GC students should be encouraged to take so many credits. Since many students reported using money from their jobs mainly to pay for social and extracurricular activities, perhaps some students should be encouraged to try to work fewer hours.

It seems appropriate to add a few comments here about what part data can play in helping to better understand and improve the educational experience of GC students. The college student population today differs from earlier populations in that it is more diverse, is getting older, and has changing needs and goals. The faculty must be prepared to deal with this changing student population. The College is also changing and we need to look for new, valid, and reliable ways to assess that change. We need to develop benchmarks to find a basis for comparison so that we will know when we are effecting change. We must begin to think of pre-college indicators (other than the traditional ability measures) that might be useful in preparing for our entering students, as well as indicators of the students' educational experience while they are in college. We also need to look for new indicators that will reflect and measure the GC commitment to diversity and quality.

REFERENCES

College Student Profiles: Norms for the ACT Assessment (1987). Iowa City, Iowa: ACT Publications.

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Garfield, J. & delMas, R. (1987). "An Analysis of the General College Placement Tests." Minneapolis, MN: University of Minnesota, General College Office of Research and Evaluation.

Official Registration Statistics, Fall Quarter 1990. Minneapolis, MN: University of Minnesota, Office of Student Development and Support Services, Office of the Registrar.

Table 1. Gender

	<u>Fall 1989</u>		<u>Fall 1990</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Male	443	49.3	432	50.6
Female	<u>455</u>	<u>50.7</u>	<u>421</u>	<u>49.4</u>
Total	898	100.0	853	100.0

Note: Total number of new students entering General College in fall 1989 = 898.
Total number of new students entering General College in fall 1990 = 853.

Table 2. Ethnic Background

	<u>Fall 1989^a</u>		<u>Fall 1990</u>		
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
International	11	1.2	International	9	1.1
Hispanic	31	3.5	Hispanic	31	3.8
Asian American	73	8.2	Asian American	88	10.8
American Indian	36	4.0	American Indian	36	4.4
Black	100	11.2	Black	124	15.1
Caucasian	<u>643</u>	<u>71.9</u>	Caucasian	<u>531</u>	<u>64.8</u>
Total	894	100.0	Total	819	100.0

Note: Total number of new students entering General College in fall 1989 = 898.
 Total number of new students entering General College in fall 1990 = 853.

^a In the original fall 1989 report entitled "Whom Do We Serve? Entry Characteristics of 1988 and 1989 General College Freshmen," which was prepared by Robert C. delMas, there was an error in the reporting of the N and the % of the Asian American and the American Indian groups. The 1989 data in this table are correct and have been verified with the Data and Reporting Services Office.

Table 3. Housing

	<u>Fall 1989</u>		<u>Fall 1990</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Where do you plan to live during the school year?				
Fraternity or Sorority	31	3.8	15	1.7
Dormitory	279	34.4	329	38.6
Off-Campus Housing	227	28.0	253	29.7
Home with Family	<u>273</u>	<u>33.7</u>	<u>256</u>	<u>30.0</u>
Total	810	100.0	853	100.0

Note: Total number of new students entering General College in fall 1989 = 898.
Total number of new entering students taking the GCSI in fall 1990 = 857.

Table 4. Summary Statistics for High School Indicators

	<u>Fall 1989</u>			<u>Fall 1990</u>			
	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>Range</u>
Age	895	19.3 ^a	3.29	851	19.9 ^b	4.52	16 to 64
High School GPA	401	2.0	0.54	758	2.0	0.52	0 to 3.5
High School %-tile Rank	775	34.9	18.79	727	35.8	18.02	1 to 97
High School Class Size	755	375.8	185.67	719	345.2	166.37	9 to 1416

Note: Total number of new students entering General College in fall 1989 = 898.
Total number of new students entering General College in fall 1990 = 853.

^a 21% are older than 19 years of age (N was not available from 1989 report).

^b 24% (N = 206) are older than 19 years of age.

Table 5. Number of Years Since Last Attended School

	<u>Fall 1989</u>		<u>Fall 1990</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Less than 1 year	517	77.5	613	73.5
1 to 2 years	76	11.4	95	11.4
3 to 5 years	41	6.1	61	7.3
6 to 10 years	25	3.7	30	3.6
More than 10 years	<u>8</u>	<u>1.2</u>	<u>35</u>	<u>4.2</u>
Total	667	100.0	834	100.0

Note: Total number of new students entering General College in fall 1989 = 898.
Total number of new entering students taking the GCSI in fall 1990 = 857.

Table 6. Type of High School Diploma Received

	<u>Fall 1989</u>		<u>Fall 1990</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
USA High School	617	91.5	764	89.8
GED	38	5.6	60	7.1
Foreign High School	18	2.7	26	3.1
Other	<u>1</u>	<u>0.1</u>	<u>1</u>	<u>0.0</u>
Total	674	100.0	851	100.0

Note: Total number of new students entering General College in fall 1989 = 898.
Total number of new entering students taking the GCSI in fall 1990 = 857.

Table 7. Comparison of Mean ACT Subtest and Composite Scores

<u>Subscores</u>	<u>General College</u>				<u>Midwest Norm Group^a</u>	
	Fall 1989 (N = 510)		Fall 1990 (N = 269) ^b		2-Year Colleges (N = 3,307)	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
English	15.7	4.59	15.1	5.07	16.6	5.1
Mathematics	12.9	5.83	13.4	6.45	14.6	7.5
Social Science	14.2	6.30	14.6	6.18	15.4	6.6
Natural Science	18.6	5.27	18.6	5.18	19.5	5.9
Composite Score	15.5	4.23	15.6	4.44	16.6	5.2

Note: Total number of new students entering General College in fall 1989 = 898.
 Total number of new students entering General College in fall 1990 = 853.

^a The norm group is based on students enrolled in Midwest regional colleges. Norm information obtained from *College Student Profiles: Norms for the ACT Assessment*. (1987).

^b This is a very low number of students taking the ACT, as compared with previous years.

Table 8. Comparison of Mean General College Placement Scores and National Norm Groups

	<u>General College</u>						<u>National Norm Groups^a</u>	
	<u>Fall 1989</u>			<u>Fall 1990</u>			<u>N</u>	<u>Mean</u>
	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>		
Reading	769	31.6	6.65				2,240 ^b	31.0
Arithmetic	788	26.4	5.69	788	24.87	5.58	965 ^c	22.0
Algebra	788	17.3	7.55	787	19.98	6.74	3,285 ^d	15.0

Note: Total number of new students entering General College in fall 1989 = 898.
 Total number of new students entering General College in fall 1990 = 853.

^a From J. Garfield and R. delMas (1987). "An Analysis of the General College Placement Tests." General College Office of Research and Evaluation. Minneapolis: University of Minnesota.

^b Based on national sample of college students from 15 two-year colleges.

^c Based on national sample of college students with no course work in algebra.

^d Based on national sample of college students with one or two semesters of algebra.

Table 9. Registration Status

	<u>Fall 1989</u>		<u>Fall 1990</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
New High School	869	96.8	837	98.1
New Advanced Standing	<u>29</u>	<u>3.2</u>	<u>16</u>	<u>1.9</u>
Total	898	100.0	853 ^a	100.0

Note: Total number of new students entering General College in fall 1989 = 898.
Total number of new students entering General College in fall 1990 = 853.

^a 6% of the students (N = 50) had credits transferred into GC when they enrolled.
The number of credits ranged from 1 to 61.5.

Table 10. Full-Time versus Part-Time Registration as a Function of Number of Enrolled Credits

	<u>Non-Credit Courses Excluded^a</u>				<u>Non-Credit Courses Included^b</u>			
	<u>Fall 1989</u>		<u>Fall 1990</u>		<u>Fall 1989</u>		<u>Fall 1990</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Part-Time (< 12 Credits)	688	76.6	715	83.8	63	7.0	55	6.4
Full-Time (≥ 12 Credits)	<u>210</u>	<u>23.4</u>	<u>138</u>	<u>16.2</u>	<u>835</u>	<u>93.0</u>	<u>798</u>	<u>93.6</u>
Total	898	100.0	853	100.0	898	100.0	853	100.0

Note: Total number of new students entering General College in fall 1989 = 898.
 Total number of new students entering General College in fall 1990 = 853.

^a "Non-Credit Courses Excluded" includes only those courses for actual credits.

^b "Non-Credit Courses Included" includes non-credit courses calculated at 5 credits each.

Table 11. Number of Non-Credit Courses Taken by Students

<u>Number of Non-Credit Courses</u>	Fall 1989		Fall 1990	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	232	25.8	161	18.8
One	652	72.6	688	80.7
Two	<u>14</u>	<u>1.6</u>	<u>4</u>	<u>0.5</u>
Total	898	100.0	853	100.0

Note: Total number of new students entering General College in fall 1989 = 898.
Total number of new students entering General College in fall 1990 = 853.

Table 12. Summary of Personal Background Indicators

	<u>Fall 1990</u>		
	<u>% Yes</u>	<u>% No</u>	<u>% Missing</u>
Did either parent receive a 4-year degree?	42.9	54.1	2.9
Do you have a physical, emotional, or learning disability?	6.9	91.4	1.8
Are you financially self-supporting?	15.5	81.3	3.2
If you have children:			
Do you receive A.F.D.C.?	5.3	18.8	76.0
Are you a single parent?	6.3	16.7	77.0
If you have children:			
	<u>N</u>	<u>%</u>	
How many children are 6 years of age or younger?			
1 child	36	4.2	
2 children	17	2.0	
3 children	5	0.6	
Missing	<u>799</u>	<u>93.2</u>	
Total	857	100.0	
How many children are between 7 and 13 years of age?			
1 child	14	1.6	
2 children	6	0.7	
3 children	2	0.2	
Missing	<u>835</u>	<u>97.4</u>	
Total	857	100.0	

Note: Total number of new entering students taking the GCSI in fall 1990 = 857.

Table 13. Summary of Citizenship Indicators

		Fall 1990	
		N	%
Country of Citizenship			
	U.S.	778	90.8
	Other	19	2.2
	Missing	<u>60</u>	<u>7.0</u>
	Total	857	100.0
Type of Visa, if not U.S. Citizen			
	Permanent Res.	102	11.9
	Refugee	13	1.5
	F-1	2	0.2
	Immigrant	4	0.5
	Missing	<u>736</u>	<u>85.9</u>
	Total	857	100.0
Is English your native language?			
	Yes	531	62.0
	No	80	9.3
	Missing	<u>246</u>	<u>28.7</u>
	Total	857	100.0

Note: Total number of new entering students taking the GCSI in fall 1990 = 857.

Table 14. Summary of Educational Financing Indicators

	<u>Fall 1990</u>		
	<u>% Yes</u>	<u>% No</u>	<u>% Missing</u>
Have you applied for or are you receiving financial aid?	61.7	35.5	2.8
Do you plan to hold a job during your freshman year?	65.5	30.8	3.7
You will be using money from your job to pay for which of these items:			
	<u>N Yes</u>	<u>% Yes</u>	<u>Rank</u>
Social/extracurricular activities	359	41.9	1
Transportation	317	37.0	2
Living expenses (rent, food, etc.)	308	35.9	3
Books and school supplies	299	34.9	4
Tuition	167	19.5	5
Family obligation	80	9.3	6

Note: Total number of new entering students taking the GCSI in fall 1990 = 857.

Table 15. Student Ratings of Personal Reasons for Attending General College
 (ratings range from 1 = "not at all important" to 5 = "extremely important")

Reasons:	Fall 1990		Standard Deviation
	N	Mean	
To transfer to a 4-year degree program	830	4.61	.77
Become more aware of my own learning style, strengths and weaknesses, and ways to become a successful student	834	4.41	.78
Develop my reading, writing, or speaking skills	837	4.20	.96
Develop my math or computer skills	838	4.05	.99
To prepare for a vocation, learn what I need to know in order to enter a particular career	823	4.01	1.18
To meet people, enjoy friendships	832	3.99	1.01
Build a general knowledge in the arts, humanities, social and natural sciences	830	3.70	1.00
To be involved with College and University activities and organizations	833	3.55	1.10
Develop my awareness of and comfort with people of different cultural, ethnic, and religious backgrounds	826	3.50	1.07
To satisfy parents or family	832	2.86	1.31

Note: Total number of new entering students taking the GCSI in fall 1990 = 857.

Table 16. Student Estimates of Indicators Related to Their First Year of College

	<u>1989</u>			<u>Standard Deviation</u>
	<u>N</u>	<u>Median</u>	<u>Mean</u>	
Students' own prediction of their GPA after 1 year in General College	813	3.00	3.05	0.45
Anticipated number of study hours per week needed to earn the predicted GPA	817	15.00	17.00	10.71

	<u>1990</u>			<u>Standard Deviation</u>
	<u>N</u>	<u>Median</u>	<u>Mean</u>	
Students' own prediction of their GPA after 1 year in General College	851	3.12	3.15	0.43
Anticipated number of study hours per week needed to earn the predicted GPA	791	20.30	23.23	12.71

Note: Total number of new students entering General College in fall 1989 = 898.
Total number of new entering students taking the GCSI in fall 1990 = 857.

Table 17. Summary of Student Service Indicators

	<u>Fall 1990</u>		
	<u>% Yes</u>	<u>% No</u>	<u>% Missing</u>
Have you taken any career tests or had any career counseling?	41.2	56.2	2.6
Will you need help choosing a major or a career?	41.4	54.8	3.7
If you have a physical, emotional, or learning disability, have you connected with the Office for Students with Disabilities?	3.5	38.3	58.2

Note: Total number of new entering students taking the GCSI in fall 1990 = 857.

Table 18. Areas in Which Students Indicated They Needed Support or Information or Were Otherwise Interested (ranked from high to low interest)

	<u>1990</u>		<u>Rank</u>
	<u>N Yes</u>	<u>% Yes</u>	
Math Skills	484	56.5	1
Study Skills	427	49.8	2
Writing Skills	403	47.0	3
Computer Skills	365	42.6	4
Time Management	296	34.5	5
Reading Skills	271	31.6	6
Financial Issues	237	27.7	7
Test Anxiety	232	27.1	8
Career Issues/Concerns	228	26.6	9
Stress Management	184	21.5	10
Personal Counseling	110	12.8	11
Ethnic Support	49	5.7	12
Childcare/Parenting Issues	40	4.7	13

Note: Total number of new entering students taking the GCSI in fall 1990 = 857.

GENERAL COLLEGE NEW STUDENT CHARACTERISTICS

Summary

Introduction

The data were gathered for this table in order to provide profiles of General College students over time, and to show what changes there may have been in the GC student population. Each fall, data are gathered to provide information on the new entering student population, and a report is prepared. The existing reports of student characteristics covering the last ten years were examined for data elements which might be included in this table. The data were extracted from the printed reports produced in previous years by different people, and not all data elements were available for all years. Within the limits of the available data, the indicators for this table were chosen from that larger pool of data elements. This table shows the new student characteristics for six different years. The data for 1980 were provided as a ten-year reference point and then the data from 1986 through 1990 were provided in order to look at more recent demographics since the change in mission for the College and the development of the Base Curriculum.¹

¹A note of caution regarding this table: The data are not entirely comparable from year to year. One reason for this is that the data were accumulated over multiple years by multiple researchers. In addition, for some years the percentages were calculated without including missing data, while for others the percentages did include the missing data. On the Ethnicity data element, where missing data may be important, the percentage of missing data has been included in the table.

Comments

---The percentage of students of color admitted and enrolled in Fall Quarter 1990 is the highest for any of the six years represented in the table. The percentage has doubled from 1980 (16%) to 1990 (33%). This may be due, in part, to the GC emphasis on Tier 1 recruiting. Tier 1 consists primarily of students of color, student parents, older adults, first-generation college students, students with disabilities, and non-native English-speaking students. This indicates the responsibility that GC has assumed in attempting to meet the University's commitment to diversity and the president's initiatives.

--Over the last five years there has been a slight increase in the number of students who come to GC with a high school experience other than that of the traditional USA high school. In 1986, 5% of the students (N = 44) did not have the traditional high school experience, and in 1990 there were 10% (N = 87) who did not. There has been an increase in the percentage of students who either have a GED or come from a foreign high school.

---Official University enrollment statistics (which do not recognize non-credit courses) make it appear that GC has predominantly part-time students and a much smaller number of full-time students than other units. Since students come into GC with a need for preparatory work, most new students take at least one non-credit course; and when non-credit courses (calculated at 5 credits each) are added into student course-load data, it is apparent that most GC students are carrying full academic workloads.

---The age data can be looked at from several perspectives. When compared to the 1980 data, the percentage of students over 19 years old in 1990 (24%) is half of that reported in 1980 (48%). This may be partially due to the GC program changes over the past ten years. Another perspective on the data would be to consider the age indicators during the more recent time period. In the last three years, the percentage of students over

19 years of age has been slowly increasing. The mean age and the standard deviation also show a slight increase during this three-year period. This indicates that not only may the student population be getting older, but the age range is getting wider. In addition, on the General College Student Information form, more new students are reporting greater numbers of years since they last attended school. The age data will need to be watched for any possible trends.

GENERAL COLLEGE NEW STUDENT CHARACTERISTICS

Year Fall Qtr Enrollment	1980 (N = 1374 ^c)		1986 (N = 978 ^c)		1987 ^a (N = 982 ^c)		1988 ^b (N = 956)		1989 (N = 898)		1990 (N = 853)	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender												
Male	786	57	474	49	537	55	478	50	443	49	432	51
Female	588	43	402	41	442	45	478	50	455	51	421	49
Ethnicity												
Students of Color	212	16	166	17	242	25	197	21	240	27	279	33
International	19	1	8	1	9	1	7	1	11	1	9	1
Caucasian	924	67	686	70	710	72	670	70	643	72	531	62
Missing	219	16	118	12	21	2	82	8	4	0	34	4
Type of HS Certification												
USA High School	na	na	875	95	825	93	694	94	617	91	764	90
GED	na	na	32	4	38	4	34	5	38	6	60	7
Foreign High School	na	na	11	1	17	2	8	1	18	3	26	3
Other	na	na	1	0	3	0	0	0	1	0	1	0
Financial Aid												
Yes	482	48	290	30	269	30	na	na	na	na	529 ^d	62 ^d
No	488	48	430	44	447	51	na	na	na	na	304 ^d	36 ^d
Load Carried^e												
Credit Courses												
Part-Time	na	na	na	na	705	72	742	78	688	77	715	84
Full-Time	na	na	na	na	266	27	214	22	210	23	138	16
Credit & Non-Credit												
Part-Time	na	na	40	4	32	4	41	4	63	7	55	6
Full-Time	na	na	870	89	815	91	915	96	835	93	798	94
Disability												
Yes	54	5	45	5	36	4	na	4 ^f	na	4 ^f	59	7
No	877	87	850	87	837	95	na	na	na	na	783	91
Non-Native Speakers	na	na	81	8	83	9	na	6	na	11	80	9

Year Fall Qtr Enrollment	1980 (N = 1374 ^c)		1986 (N = 978 ^c)		1987 ^a (N = 982 ^c)		1988 ^b (N = 956)		1989 (N = 898)		1990 (N = 853)	
	N	%	N	%	N	%	N	%	N	%	N	%
Family College Background												
1st Generation College	na	na	518	53	503	57	na	49 ^f	na	53 ^f	464	54
Not 1st Generation College (a parent has a 4-yr degree)	na	na	374	38	378	43	na	na	na	na	368	43
Older Students												
> 19 yrs old	656	48	467	48	205	21	na	17	na	21	206	24
Years Out of School												
>2 yrs since last attended	188	19	114	13	111	13	66	9	74	11	126	15
>5 yrs since last attended	89	9	47	5	41	5	22	3	33	5	65	8

Year Fall Qtr Enrollment	1980 (N = 1374 ^c)		1986 (N = 978 ^c)		1987 ^a (N = 982 ^c)		1988 ^b (N = 956)		1989 (N = 898)		1990 (N = 853)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Age	20.6	4.2	20.5	2.8	19.0	2.7	18.9	2.6	19.3	3.3	19.9	4.5
High School GPA	2.2	0.5	2.0	0.6	2.0	0.5	2.0	0.5	2.0	0.5	2.0	0.5
High School Percentile Rank	31.6	18.6	33.0	17.8	34.0	20.0	33.5	17.8	34.9	18.8	35.8	18.0
ACT Composite	15.6	4.1	15.3	4.3	na	na	16.0	4.2	15.5	4.2	15.6	4.4
N of ACT scores	(N = 404)		(N = 345)		na		(N = 483)		(N = 510)		(N = 269)	

Notes:

na = Data not available.

^a Change of GC mission - Fall 1987.

^b Inauguration of the Base Curriculum - Fall 1988.

^c Includes summer enrollments.

^d The 1990 data refer to either "applied for" or "received" financial aid.

^e Two sets of load information are provided: "Credit Courses" includes only those courses for actual credits.

"Credit & Non-Credit" includes non-credit courses, calculated at 5 credits each.

^f No other percentages were available because they were not contained in previous reports.