

REPORT ON THE STUDENT PROGRESS REVIEW  
CONDUCTED DURING SUMMER, 1985

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## REPORT SUMMARY

### STUDENT PROGRESS REVIEW

In July and August of 1985 a review of student progress was conducted on the records of 4,021 General College students who had registered in day school for one or more quarters during the 1984-85 academic year. Of these students, a total of 1,235 were placed on academic hold status or suspended because either they had acquired excessive credits (449 students) or made insufficient academic progress (786 students).

### PURPOSE OF THIS REPORT

This report presents an analysis of the records of students placed on hold or suspended in terms of five characteristics--gender, age, ethnic/racial group, handicap, and past participation in a retention program. The purpose of the analysis was, first, to identify the number of students in these characteristic groups who earned excessive credits or made insufficient academic progress, and second, to determine whether possessing one of the characteristics and being suspended or placed on hold are independent of one another. Tables showing the number and percent of students in each hold-suspend group by each characteristic serve to identify students. Chi squares were calculated to determine whether or not possessing a characteristic and being a member of a hold or suspend group are independent events.

### RESULTS OF THE ANALYSIS

#### EXCESSIVE CREDIT HOLD GROUPS 1-3 (N=427)

Groups 1 through 3 were combined for purposes of analysis because all of the students in these hold groups were in good academic standing and had earned between 90 and 149 credits.

Differences between observed numbers and expected numbers of students (given their numbers in the College population) in Groups 1-3 were noted for all five characteristics. However, these differences were statistically significant at the .05 level only for age, handicap, and past participation in a retention program.

Age. More students 21 years of age and older than expected were found in Groups 1-3.

Handicap. Fewer handicapped students than expected were found in Groups 1-3.

Retention Programs. More former retention program students than expected were found in Groups 1-3. The highest number of students in Groups 1-3 who had at sometime in the past participated in retention programs had been in PEP III (8) and Trio (29). However, all programs were combined for purposes of calculating the chi square. Therefore, no statistical evidence is available about participation in specific retention programs.

EXCESSIVE CREDIT SUSPEND GROUP 4 (N=22)

Students in Group 4 were suspended from further day school registration because they had earned 150 or more credits. Differences between observed and expected numbers of students by the five characteristics of interest in Group 4 were statistically significant at the .05 level for age and past participation in a retention program.

Age. More students 23 years of age and older than expected were found in Group 4. Taken with the finding that more students 21 years of age and older than expected were observed in Groups 1-3, it seems obvious (if somewhat simplistic) to conclude that the more credits students earn the older they are likely to be.

Retention Programs. Fewer former retention program students than expected were found in Group 4. Since the opposite was true for students in Groups 1-3, it may be that retention program students take longer to be admitted to baccalaureate programs--perhaps because of the extra developmental work they must take. But, by the time they earn 150 credits, they have made educational decisions resulting in admission to a baccalaureate program or to leaving the University.

INSUFFICIENT ACADEMIC PROGRESS PROBATION GROUP 5 (N=681)

Students in Group 5 had made insufficient academic progress for three quarters. They were placed on a two quarter probation during which they must improve their academic standing or face suspension from the College for one year. Once again, differences were found between expected and observed numbers of students in Group 5 on each of the five characteristics of interest. These differences reached statistical significance for the characteristics of gender, age, ethnic/racial group, and past participation in retention programs.

Gender. More males and fewer females than expected were found in Group 5.

Age. More students between 19 and 22 years of age than expected and fewer older students than expected were found in Group 5.

Ethnic/Racial Group. More American Indian, Black, and Hispanic students than expected and fewer Asian, International, and White students than expected were found in Group 5.

Retention Programs. More former retention program students than expected were found in Group 5.

INSUFFICIENT ACADEMIC PROGRESS SUSPEND GROUP 6 (N=105)

Students in Group 6 were suspended from day school registration for one year because they had made insufficient academic progress for four or more quarters. For students in this group, differences between observed and expected numbers were statistically significant for only two characteristics--gender and past participation in a retention program.

Gender. As in Group 5, more males and fewer females than expected were found in Group 6. It is unclear why this should be the case for either group and more study is needed to address this question.

Retention Programs. Fewer former retention program students than expected were found in Group 6. It may be that retention program students take longer to adjust to college and bring their performance up to good standing, but that by the time they have been in school for four or more quarters they have improved their records and are in good standing. Such an explanation would account for the opposite findings for former retention program students in Group 5 and Group 6.

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### PREVIOUS PRACTICE

In the past, students who had earned an excessive number of credits without being admitted to a Baccalaureate Degree program and students who were making insufficient academic progress had holds placed on their records and were not permitted to register unless they met with an advisor to discuss their present scholastic standing and to plan for the future. While viable on its face, this method of tracking student progress resulted in three problems in practice. 1) It was very difficult to conduct appropriate follow-up tracking on each student. 2) There was a good deal of variation in advising. 3) Faculty advisors were not available during fall quarter registration--the time when the largest number of students had been placed on hold.

### NEW PROCEDURES

During the summer of 1985, the Student Services Division of General College implemented a new policy for tracking students' academic progress. Under the new method of tracking student progress, student records are to be reviewed each quarter for insufficient academic progress and excessive credits. Students will be sent notices of their current academic status, offered assistance, and informed of the consequences of further sub-standard performance or credit accumulation. See Appendix A.

### FALL QUARTER REGISTRATION REVIEW

Prior to fall quarter 1985 registration, the academic record of all students in General College was reviewed. Students with excessive credits and students making insufficient academic progress were placed on hold.

A total of 4021 students registered in General College for one or more quarters during the 1984-1985 academic year. Of these students, 1235 were placed on academic hold for fall quarter, 1985. Four hundred forty nine students were placed on Excessive Academic Credit (08) hold and 786 students were placed on Insufficient Academic Progress (NJ) hold.

## HOLD CATEGORIES

### EXCESSIVE CREDIT HOLDS

Students placed on excessive credit (08) hold were divided into four categories as follows:

G1 = Students with NPA's between C5-C7 with over 90 credits. These students were not allowed to register for fall quarter, 1985 unless a written appeal was made and granted.

G2 = Students with NPA's of C7 or higher with between 90 and 100 credits. These students were placed on 08 hold but allowed to register for fall quarter, 1985 if they agreed to abide by a "one final quarter" contract which made registration contingent on actively seeking acceptance into a bachelor's degree program.

G3 = Students who had earned between 101 and 149 credits. These students were not allowed to register for fall quarter, 1985 unless a written appeal was made and granted.

G4 = Students who had earned 150 or more credits. These students were suspended from further registration in General College.

### INSUFFICIENT ACADEMIC PROGRESS HOLDS

Students placed on insufficient academic progress (NJ) holds were divided into two categories:

G5 = Students who had less than a C5 NPA or who had completed no more than two-thirds (.66) of the courses attempted for up to three quarters. These students were placed on a two quarter probation contract which stipulated that continued registration beyond winter quarter, 1986 was contingent on making adequate academic progress as defined in the College Bulletin.

G6 = Students who had less than a C5 NPA or who had completed no more than two-thirds (.66) of the courses attempted for more than three quarters. These students were suspended from further registration in General College day school for one year.

### NO ACADEMIC HOLDS

Students who were not placed on academic hold, 2786 in number, are reported here for comparative purposes.

G7 = Students who were not placed on academic hold for fall quarter, 1985.

## STUDENT NOTIFICATION

Students in each hold category were sent form letters informing them of their academic standing and specifying the conditions under which they could register. Conditions were the same for each student in a given category. Students who were suspended because of insufficient academic progress were informed that they could not register in General College for one academic year from the date of their suspension. See Appendix A.

## THIS REPORT

What follows is the initial report on the students who were placed on hold for fall quarter, 1985. This report is expected to be the first in a series of reports on the effect of the new method of tracking student academic progress.

## QUESTIONS OF CONCERN

A concern of great importance to the faculty and staff working with students is the impact that our teaching efforts and student progress policies have on students. This reports looks at the students who were placed on academic hold to determine if students representing gender, age, racial, and handicapped groups are were placed on hold in the numbers expected given their numbers in the student body of the College.

## TOTAL NUMBER OF HOLDS

A total of 30.17 percent of the students registered at least one quarter during the 1984-85 academic year were placed on hold during the summer, 1985 review of student progress. At first glance this number may seem high, however, it must be recalled that the 08 (excessive credit) hold applies to students who are in good academic standing. When these students are eliminated, the figure is reduced to 19.55 percent. Table 1 (p. 4) shows the number and percentages of students in each of the hold, no hold groups.

Table 1

Number and Percentages of Students Placed on 08 or NJ Hold  
For Fall Quarter, 1985

A total of 4021 students registered in General College for one or more quarters during the 1984-1985 academic year. Table 1 shows the number and percent of all students registered who were placed on excessive credit (08) and insufficient academic progress (NJ) holds for fall quarter, 1985 as well as the number and percent of students registered during 1984-1985 who were not placed on hold.

	n	%	SUBTOTALS		TOTALS	
<u>08</u>						
G1	131	3.26				
G2	107	2.66				
G3	189	4.70				
G4	22	0.55				
Subtotal			449	11.17		
<u>NJ</u>						
G5	681	16.94				
G6	105	2.61				
Subtotal			786	19.55		
Total Holds					1235	30.71
<u>NO HOLDS</u>						
G7	2786	69.29				
Subtotal			2786	69.29		
Total Students					4021	100.0

CHARACTERISTICS OF STUDENTS PLACED ON NJ AND 08 HOLD

The remainder of this report describes the demographic composition of students placed on hold for fall quarter, 1985. Two basic questions are addressed. First, what are the number and percentages of students having specific characteristics (gender, age, race, handicap, or prior placement in a retention program) in each of the hold categories? Second, is the condition of possessing one of these characteristics independent of being in a

hold category? To answer the first question, percentages were calculated for each characteristic observed in the general population and within each hold type. To answer the second question, chi squares were calculated.

### 08 HOLD GROUPS 1 THROUGH 3

Groups 1 through 3, students in good academic standing who had earned between 90 and 149 credits without being admitted to a Baccalaureate Degree Program, are presented together and were combined for purposes of calculating a chi square because the students in these three groups have similar academic histories.

#### SUMMARY OF RESULTS GROUPS 1 THROUGH 3

Gender. Even though more women were found in Groups 1-3 than would be expected given their number in the G.C. population, it was found that the discrepancy did not reach statistical significance.

Age. More students ages 21 years and older were found in Groups 1-3 than were expected. The results of a chi square indicate that the differences between observed and expected frequencies of students in the over 21 year-old age ranges could not have occurred by chance. The chi square was significant at the .05 level which leads to the conclusion that age and being in Groups 1-3 are not independent events.

Ethnic/Racial Group. Fewer students who identified themselves as American Indian, Asian American, and Black than expected were found in Groups 1-3. Exactly the number of Hispanic students as expected were found in Groups 1-3, and more International students and white students than expected were found in Groups 1-3. However, the results of a chi square indicate that the differences did not reach statistical significance and could have occurred by chance.

Handicap. Fewer handicapped students were observed in Groups 1-3 than would be expected given their numbers in the G.C. population. The results of a chi square indicate that the differences between observed and expected frequencies in the number of handicapped students in Groups 1-3 are statistically significant at the .05 level. These differences could not have occurred by chance.

Retention Program. More students who had at sometime been in a retention program than expected were found in Groups 1-3. The results of a chi square indicate that the differences between observed and expected numbers of former retention program students in Groups 1-3 is statistically significant at the .05 level. These differences could not have occurred by chance.

## GENDER

Numbers and percentages of students on 08 and NJ hold by gender. The number of males (2365) who registered for at least one quarter during the 1984-85 academic year was greater than the number of females (1564) who registered for at least one quarter during the same period. Information about the gender of 92 students was not available. As might be expected, more males than females were placed on 08 hold in Groups 1, 2, and 3. See Table 2 below. For comparative purposes Appendix B presents tables of the numbers and percentages of students by gender in each of the 08, NJ, and no hold groups and across 08, and NJ groups.

Table 2

Frequency and Percent of Females and Males Within 08 Hold Groups 1-3.

	Female		Male		Missing		Total
	freq.	%	freq.	%	freq.	%	N
08							
G1	50	38.17	81	61.83	0	0	131
G2	44	41.12	63	58.88	0	0	107
G3	69	36.51	117	61.90	3	1.59	189

Chi square analysis of 08 hold Groups 1-3 by gender. The next question of interest is whether or not belonging to a gender group (female/male) is independent of being in a hold category. To answer this question a chi square was calculated. The results indicate that gender and being in Groups 1-3 are independent events. Based on the number of students in Groups 1-3 for whom gender information is available (424) and the number of males and females in the total student population, it is expected that 169 females and 255 males would be in Groups 1-3. In fact, 163 females and 261 males were in Groups 1-3. Do the differences in observed frequency and expected frequency of males and females in Groups 1-3 reach statistical significance--that is, could these differences have occurred by chance? Table 3 (p.7) shows the chi square for gender among students in Groups 1-3 and indicates that the differences in observed and expected frequencies could have occurred by chance.



Table 3

Chi Square Analysis for Students by Gender in Groups 1-3, Students on Excessive Credit Hold.

Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
Gr. 1-3	Gr. 1-3			
163	169	-6	36	.21
261	255	6	36	.14
Not Gr.1-3	Not Gr.1-3			
1401	1395	6	36	.03
2104	2110	-6	36	.02
				CHI SQUARE .40

Rule: Reject Ho of independence if chi square is greater than 3.841 with 1 degree of freedom at .05 level.

Decision: Accept Ho. Gender group membership and membership in Groups 1-3 are independent events. Differences between the observed and expected frequencies of gender in these groups could have occurred by chance 5 out of 100 times.

AGE

Numbers and percentages of students in 08 Hold Groups 1-3 by age. Information about the age of 405 students in Groups 1-3 was available. Age data was missing for 22 of the total of 427 students in Groups 1-3. The largest number of students in General College for whom information was available were found to be between 19 and 22 years of age (2,337). It is expected, then, that students in this age group should be found in higher numbers than other students in the various hold categories. This assumption was not borne out for students in the 08 Hold Groups 1-3. Table 4 (p. 8) shows the number and percentages of students by age in each of the Hold Groups 1-3. Appendix C shows the frequency and percentages of students in all hold groups by age.

Table 4

Frequency and Percent of Students by Age Within Each Hold Group.

	18 or less		19-20		21-22		23-24		25-26		27 or more		Total N
	fq.	%	fq.	%	fq.	%	fq.	%	fq.	%	fq.	%	
<u>08</u>													
G1	0	0.0	2	1.5	54	41.2	37	28.2	13	9.9	18	13.7	124
G2	0	0.0	3	2.8	50	46.7	27	25.2	11	10.3	12	11.2	103
G3	0	0.0	1	.5	67	35.4	55	29.1	21	11.1	34	18.0	178

Chi square analysis for Hold Groups 1-3 by age. The number and percentages of students in various age groups within Hold Groups 1-3 did not appear to match their numbers in the general student population. A chi squares was calculated to determine whether or not the assumption that age is independent of being in Hold Groups 1-3 is true. Information about the ages of 405 students in Groups 1-3 was available. The largest number of students in the general population of the College was found to be in the 19-20 and 21-22 year old age groups. However, more students in 21-22 and 23-24 year old age groups were found in Group 1-3 (08 Hold) than students in other age groups. The results of the chi square indicate that these are not independent events. The hypothesis of independence was rejected at the .05 level. See Table 5 (p. 9).

Table 5

Chi Square Analysis for Students by Age in Groups 1-3, Students on Excessive Credit Hold.

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
AGES	Gr.1-3	Gr.1-3			
18 or less	0	5	- 5	25	5.0
19-20	6	127	- 121	14641	115.0
21-22	171	127	44	1936	15.0
23-24	119	66	53	2809	43.0
25-26	45	31	14	196	6.0
27 or more	64	49	15	225	5.0
	Not in Gr. 1-3	Not in Gr. 1-3			
18 or less	43	38	5	25	0.66
19-20	1166	1045	121	14641	14.0
21-22	994	1038	- 44	1936	1.87
23-24	487	540	- 53	2809	5.20
25-26	243	257	- 14	196	0.76
27 or more	389	404	- 15	225	0.56
				CHI SQUARE	212.05

Rule: Reject Ho of independence if chi square is greater than 11.070 with 5 df at .05 level.

Decision: Reject Ho of independence. Age and being in Groups 1-3 are not independent events.

ETHNIC/RACIAL GROUPS

Numbers and percentages of students in 08 Hold Groups 1-3 by ethnic/racial group. Information about ethnic/racial background was missing for 39 students in Groups 1-3. Table 6 (p. 10) shows the ethnic/racial composition of Groups 1-3. Appendix D shows the frequency and percentages of students in all hold groups and in the College by ethnic/racial group.

Table 6

Number and Percentage of Students by Ethnic/Racial Group in Groups 1-3, Students on Excessive Credit Hold.

	AM IND		ASIAN		BLACK		HISPAN		INT'L		WHITE		MISS	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
G1 (N=131)	0	0	5	3.8	20	15.3	5	3.8	4	3.1	80	61.1	17	13.0
G2 (N=107)	1	0.9	6	5.6	2	1.9	2	1.9	4	3.7	86	80.4	6	5.6
G3 (N=189)	6	3.2	9	4.8	16	8.5	4	2.1	2	1.1	136	72.0	16	8.5

Chi Square analysis for students in Groups 1-3 by ethnicg/-racial group. Ethnic/racial information was available for 385 students in Group 1-3. Differences between the observed and expected frequencies (numbers) were noted for students in all ethnic/racial groups except the Hispanic group. A chi square was calculated to determine whether the differences between the observed and expected numbers of students in Group 1-3 was independent of membership in an ethnic/racial group. The results indicate that being a member of Group 1-3 and being a member of an ethnic/racial group are independent events. Differences between observed and expected numbers in Group 1-3 would be expected by chance at the .05 level of significance. See Table 7 (p. 11).

Table 7

Chi Square for Students by Ethnic/Racial Group in Group 1-3, Students Placed on 08 (Excessive Credit) Hold.

ETHNIC RACIAL GROUP	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 1-3	Gr. 1-3			
AI	7	11	- 4	16	1.45
AA	20	28	- 8	64	2.29
B	38	40	- 2	4	0.01
H	11	11	0	0	0.00
INT'L	7	6	1	1	0.17
W	302	290	12	144	0.50
	Not in Gr. 1-3	Not in Gr. 1-3			
AI	91	87	4	16	0.18
AA	230	222	8	64	0.29
B	317	315	2	4	0.01
H	84	84	0	0	0.00
INT'L	44	45	- 1	0	0.02
W	2298	2310	- 12	144	0.62
				CHI SQUARE	5.63

Rule: Reject Ho of independence if chi square is greater than 11.07 with 5 df at .05 level.

Decision: Accept Ho of independence. Ethnic/racial group membership and membership in Group 1-3 are independent events.

HANDICAP

Number and percent of students in Groups 1-3 by type of handicap. Seven of the 427 students in 08 Hold Groups 1-3 identified themselves as being handicapped. Given the number of handicapped students (147) in the College population, it was expected that 16 handicapped students would be found in Groups 1-3. Table 8 (p.12) shows the number and percentages of handicapped students in Groups 1-3 by type of handicap. Appendix E shows the number and percentage of handicapped students in the College population and in each hold group by type of handicap.

Table 8

Number and Percent of Handicapped Students in Hold Groups 1-3.

TYPE HANDICAP	08 HOLD Grp. 1-3 (N=427)	
	Fr.	%
Sight, partial impairment	2	0.004
Sight, legally blind	0	0.000
Hearing impaired	0	0.000
Mobility impaired, wheelchair	1	0.002
Mobility impaired, non-wheelchair	2	0.005
Coordination impaired	0	0.000
Learning disabled	1	0.002
Speech impaired	0	0.000
Systemic disability	0	0.000
Emotional/ psychological disability	0	0.000
Chemically dependent	1	0.008
Total	7	0.016

Chi square analysis for Hold Groups 1-3 by handicap. Since fewer handicapped students than expected were observed in Groups 1-3, a chi square was calculated to determine whether the differences between observed and expected frequencies of handicapped students

reached statistical significance. The results show that the differences are significant at the .05 level. Being handicapped and being in Groups 1-3 are not independent events. Table 9 shows the chi square calculation for handicapped students in Groups 1-3. Because of the small number of students in each handicap category the eleven categories were combined for purposes of calculating the chi square.

Table 9

Chi Square Analysis for Handicapped Students in Groups 1-3, Students Placed on Excessive Credit Hold (08 Hold).

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 1-3	Gr. 1-3			
H'cap	7	16	- 9	81	5.06
Non-H'cap	420	411	9	81	0.20
	Not in Gr. 1-3	Not in Gr. 1-3			
H'cap	140	131	9	81	0.62
Non-H'cap	3454	3463	- 9	81	<u>0.02</u>
					CHI SQUARE 5.90

Rule: Reject Ho of independence if chi square is greater than 3.841 with 1 df at .05 level.

Decision: Reject Ho of independence. Handicap and being in Group 1-3 are not independent events.

RETENTION PROGRAM STUDENTS

General College offers several programs designed to assist high risk students improve their probability of achieving academic success. These retention programs offer special classes, tutoring and counseling services. The programs have been developed to meet the perceived needs of different high risk student groups. The programs include PEP I (PI), PEP II (PII), PEP III (PIII) which serve American Indian, Hispanic, and Black students respectively; TRIO (T) serving first generation college students and physically handicapped students; SARL (S) which served student athletes between 1983 and 1985; COMMANDING ENGLISH I (CEI), COMMANDING ENGLISH II (CEII), AND COMMANDING ENGLISH III (CEIII) serving students for whom English is a second language.

During the 1984-85 academic year, 307 students who had participated in a retention program sometime between the years 1979 and 1985 were registered in General College for at least one quarter . Sixty-three percent (192) of the 307 students registered during 1984-85 who had been in retention programs were found in the excessive credit or insufficient academic progress groups. Appendix E shows the number and percentage of students by retention program and hold group.

Number and percentage of students in Groups 1-3 by retention program. Fifty-nine students in Groups 1-3 had at sometime in the past participated in a retention program in General College. This number was greater than expected given the number of former retention program students in the College population. Table 10 (p. 14) shows the number and percentage of former retention students in Groups 1-3 by retention program.

Table 10

Number and Percent of Students Within Each Hold Group Who Had At Sometime Been in Retention Programs in General College.

	08 HOLD					
	G1 (N=131)		G2 (N=107)		G3 (N=189)	
	n	%	n	%	n	%
PI	1	0.76	0	0.00	2	1.06
PII	1	0.76	1	0.93	1	0.53
PIII	6	4.58	1	0.93	1	0.53
T	10	7.63	8	7.48	11	5.82
S	0	0.00	1	0.93	0	0.00
CEI	1	0.76	2	1.87	3	1.59
CEII	1	0.76	1	0.93	1	0.53
CEIII	3	2.29	2	1.87	1	0.53
TOTAL WITHIN GROUP	23	17.54	16	14.94	20	10.59



Chi Squares analysis for Hold Groups 1-3 by retention programs. Differences were noted between observed and expected numbers of students who had participated in retention programs and were placed on excessive credit hold (Group 1-3). A chi square was calculated to determine whether these differences reached statistical significance at the .05 level. The results indicate that the differences are significant and that having been in a retention program is not independent of being in Group 1-3. See Table 11 (p. 15).

Table 11

Chi Square Analysis for Retention Program Students in Group 1-3, Students Who Were Placed on Excessive Credit (08) Hold.

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 1-3	Gr. 1-3			
Reten.	59	34	25	625	18.38
Non-Reten.	390	415	- 25	625	1.50
	Not in Gr. 1-3	Not in Gr. 1-3			
Reten.	248	273	- 25	625	2.29
Non-Reten.	3324	3299	25	625	<u>0.19</u>
CHI SQUARE					22.36

Rule: Reject Ho of Independence if chi square is greater than 3.841 with 1 df at .05 level.

Decision: Reject Ho of Independence. Retention program participation and being in Group 1-3 are not independent events.

COMMENTS ON GROUPS 1-3

Chi squares were calculated to determine whether being in Groups 1-3 is independent of students' gender, age, ethnic/racial group, handicap status, or participation in a retention program. Independence was confirmed for gender and ethnic/racial group membership. The hypothesis of independence was rejected for age, handicap and participation in a retention program.

While a chi square can provide evidence about whether or not events are independent of one another, it cannot explain why

events are not independent. Several explanations might account for finding that events are not independent. The chi square merely suggests that further study is needed to discover the most likely explanation of why events that are assumed to be independent are not.

AGE. Age and being in Groups 1-3 were found not to be independent events. Several possible reasons could account for the finding that more students over 21 years of age than expected were found in Groups 1-3.

- 1) These students may represent a stop-out phenomenon known to exist in the College.
- 2) It may be that older students carry heavier credit loads than their younger classmates.
- 3) Older students may have a higher credit completion rate than younger students.
- 4) Older students may be more likely to have changed the direction of their education (i.e. decided to pursue a different major) which may have required additional coursework.
- 5) It is also possible that at least some of the older students in Groups 1-3 have yet to decide on a major course of study.

HANDICAP. Having a handicap and being in Groups 1-3 were found not to be independent events. Fewer handicapped students than expected were found in Groups 1-3. At least two explanations might account for this finding.

- 1) Handicapped students may be more goal directed than other students who do not face the same challenges as handicapped students. Handicapped students may, more than others, pursue a course of study that will lead them directly to admission to a baccalaureate program in or outside of G.C.
- 2) Handicapped students may drop-out or stop-out more frequently than others who have earned 90 credits or more.

RETENTION. Having been in a retention program at sometime in the past and being in Groups 1-3 are not independent events. More former retention students than expected were found in Groups 1-3. Two possible explanations might account for this finding.

- 1) Retention students may have taken more developmental credits than others which would cause them to acquire a higher number of credits prior to admission to a baccalaureate program than other students.
- 2) High risk students may be more undecided about their ultimate educational goals than other students.

The foregoing are certainly not intended to exhaust the possible reasons for the findings. It is also possible that the findings are artifacts of the population. Only further, in-depth study can provide answers to the questions of why some groups of students acquire excessive credits more often than others.

## 08 SUSPEND GROUP 4

Students in Group 4 were in good academic standing. They were suspended from further day school registration because they had accumulated 150 or more credits without being admitted to a baccalaureate program. Students who have earned 150 or more credits cannot meet the requirements for earning a baccalaureate degree in General College or other colleges of the University by the time they earn 180 credits. These students have reached a point in their education when they must either select a baccalaureate program or change their status to a non-degree seeking category. This is necessary to prevent any possible confusion or unrealistic belief that mere credit accumulation will lead to a degree. Only 22 students registered during the 1984-85 academic year were found to have accumulated 150 or more credits. The composition of this group was analyzed by five characteristics--gender, age, ethnic/racial group, handicap, or participation in a retention program.

### SUMMARY OF RESULTS FOR GROUP 4, 08 SUSPENDS

Gender. The exact number of females (9) and males (13) expected were observed in Group 4. Gender and being in Group 4 were found to be independent events.

Age. More students ages 23 years and older than expected were found in Group 4. A chi square calculation indicated that the differences between observed and expected numbers of students in the various age ranges could not have occurred by chance. Age and being in Group 4 are not independent events.

Ethnic/Racial Group. Differences between observed and expected numbers of students belonging to six ethnic/racial groups were noted. However these differences did not reach statistical significance at the .05 level. Ethnic/racial group membership and being in Group 4 are independent events.

Handicap. No handicapped students were found in Group 4. Given their numbers in the College population, it was expected that 1 handicapped student would be observed in Group 4. A chi square calculation indicated that this difference between observed and expected numbers of handicapped students in Group 4 are not significant and could have occurred by chance. Being handicapped and being in Group 4 are independent events.

Retention Program. Fewer students who had at sometime in the past participated in a retention program than expected were found

in Group 4. A chi square indicated that this difference is significant. Having been in a retention program and being in Group 4 are not independent events.

GENDER

Number and percentages of students in Group 4 by gender. Of the 22 students found in Group 4, nine were female and 13 were male. See Table 12 below. Appendix B presents tables of the numbers and percentages of students by gender in each of the 08, NJ, and no hold groups.

Table 12

Frequency and Percent of Females and Males in Hold Group 4 (08 Suspend Students).

	Female		Male		Missing		Total N
	freq.	%	freq.	%	freq.	%	
<u>08</u> G4	9	40.90	13	59.10	0	0	22

Chi squares analysis of Hold Group 4 by gender. The next question of interest is whether or not belonging to a gender group (female/male) is independent of being in a hold category. To answer this question a chi square was calculated. Twenty-two students, 9 females and 13 males, were observed in Group 4--the group of students who were suspended from further registration in the College because they had earned 150 or more credits without being admitted to a Baccalaureate Degree program. Given the number of females and males who registered for at least one quarter during 1984-85 it was expected that precisely 9 females and 13 males would be placed in Group 4. Chi Square calculations confirmed that gender is independent of being in Group 4. See Table 13 (p. ##).

Table 13

Chi Square Analysis for Student by Gender in Group 4, Students on Excessive Credit Probation.

Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) 2	(Fo-Fe) 2/Fe
Gr. 4	Gr. 4			
9	9	0	0	0
13	13	0	0	0
Not Gr.4	Not Gr.4			
1555	1555	0	0	0
2352	2352	0	0	0
CHI SQUARE				0

Rule: Reject Ho of Independence if Chi Square is greater than 3.841 with 1 degree of freedom at .05 level.

Decision: Accept Ho. Belonging to a given gender and being in Group 4 are independent events.

AGE

Numbers and percentages of students in 08 Suspend Group 4 by age. Group 4 contained students who had been suspended from further registration because they had earned 149 or more credits without being admitted to a baccalaureate degree program. Most of the 20 students in Group 4 for whom age information was available were found to be 23 years of age or older. Given the ages of students in the general population of the College, it was expected that the largest cluster of students in Group 4 should have been between the ages of 19 and 22 years.

Table 14

Frequency and Percent of Students by Age in Hold Group 4.

	18 or less		19-20		21-22		23-24		25-26		27 or more		Total N
	fq.	%	fq.	%	fq.	%	fq.	%	fq.	%	fq.	%	
<u>08</u>													
G4	0	0.0	0	0.0	1	4.6	6	27.3	6	27.3	7	32.0	20

Chi square analysis for Hold Group 4 by age. A chi square was calculated to determine whether age and being in Group 4 are independent events, that is could the differences between the ages of students found in Group 4 and those expected to be found in Group 4 be due to chance. The result of the chi square calculation indicate that age and being in Group 4 are not independent. See Table 15 below.

Table 15

Chi Square Analysis for Students in Group 4 by Age, Students Suspended for Excessive Credits.

AGES	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 4	Gr. 4			
18 or less	0	0	0	0	0.0
19-20	0	7	- 7	49	7.0
21-22	1	6	- 5	25	4.2
23-24	6	3	3	9	3.0
25-26	6	2	4	16	8.0
27 or more	7	2	5	25	12.5
Not in Gr. 4	Not in Gr. 4				
18 or less	43	43	0	0	0.0
19-20	1172	1165	7	49	0.04
21-22	1164	1159	5	25	0.22
23-24	600	603	- 3	9	0.01
25-26	282	286	- 4	16	0.06
27 or more	446	451	- 5	25	0.06
				CHI SQUARE	24.89

Rule: Reject Ho of Independence if chi square is greater than 11.070 with 5 df at .05 level.

Decision: Reject Ho of Independence. Age and being in Group 4 are not independent events.

ETHNIC/RACIAL GROUPS

Numbers and percentages of students in Group 4 by ethnic/racial group. Table 16, below, shows the numbers and percentages of students in Group 4 by ethnic/racial group. Appendix D shows the frequency and percentages of students in all hold, no hold groups and in the College by ethnic/racial group.

Table 16

Frequency and Percent of Students in Hold Group 4 by Ethnic/Racial Group.

	AM IND		ASIAN		BLACK		HISPAN		INT'L		WHITE		MISS	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
G4 (N=22)	0	0	3	13.6	1	4.5	0	0	1	4.5	15	68.2	2	9.1

Chi square for Group 4 by ethnic-racial group. Information about ethnic-racial background was available for 20 of the 22 students in Group 4--the students who were suspended from further registration because they had earned more than 149 credits without being admitted to a baccalaureate degree program. A Chi Square was calculated for this group of students to test the assumption that belonging to an ethnic-racial group is independent of being in Group 4. The Chi Square indicates that these events are independent and that the differences between the number of students from various ethnic-racial groups observed in Group 4 and the number of students from various ethnic-racial groups expected to be found in Group 4 do not reach statistical significance at the .05 level. See See Table 17 (p. ##).

Table 17

Chi Square Analysis for Students in Group 4 by Ethnic/Racial Groups, Students Placed on 08 (Excessive Credit) Suspend.

ETHNIC RACIAL GROUP	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 4	Gr. 4			
AI	0	1	- 1	1	1.00
AA	3	1	2	4	4.00
B	1	2	- 1	1	0.50
H	0	1	- 1	1	1.00
INT'L	1	0	1	1	0.00
W	15	15	0	0	0.00
	Not in Gr. 4	Not in Gr. 4			
AI	98	97	1	1	0.01
AA	247	249	- 2	4	0.02
B	354	353	1	1	0.00
H	95	94	1	1	0.01
INT'L	50	51	- 1	1	0.02
W	2585	2585	0	0	0.00
				CHI SQUARE	6.56

Rule: Reject Ho of Independence if Chi Square is greater than 11.070 with 5 df at .05 level.

Decision: Accept Ho of Independence. Ethnic-racial group membership and being in Group 4 are independent events.

HANDICAP

Number and percentage of students in Group 4 by type of handicap. No handicapped students were found in Group 4, therefore, no table for handicapped students is shown here.

Chi square analysis for students in Group 4 by handicap. It was expected that 1 handicapped student would be found in Group 4. A chi square was calculated to determine whether this difference



between observed (0) and expected (1) number of handicapped students reached statistical significance. The chi square indicated that the differences could have occurred by chance. Having a handicap and being in Group 4 are independent events.

Table 18

Chi Square for Handicapped Students in Group 4, Students Suspended for Excessive Credits (08 Suspend).

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 4	Gr. 4			
H'cap	0	1	- 1	1	1.00
Non-H'cap	22	21	1	1	0.05
	Not in Gr. 4	Not in Gr. 4			
H'cap	147	146	1	1	0.01
Non-H'cap	3852	3853	- 1	1	<u>0.00</u>
					CHI SQUARE 1.06

Rule: Reject Ho of independence if chi square is greater than 3.841 with 1 df at .05 level.

Decision: Accept Ho of independence. Handicap and being in Group 4 are independent events.

RETENTION PROGRAM

Number and percentage of former retention program students in Group 4 (08 suspend group). Five of the 22 students in Group 4 had participated in a retention program at sometime in the past. Table 19 (p. ##) shows the number and percentage of students in Group 4 by retention program. Appendix F shows the number and percentage of students in all hold and non-hold groups by retention program.

Table 19

Number and Percent of Students in Group 4 Who Had At Sometime Been in Retention Programs in General College.

08 SUSPEND		
G4 (N=22)		
	n	%
PI	0	0.00
PII	0	0.00
PIII	2	9.09
T	11	5.82
S	0	0.00
CEI	0	0.00
CEII	0	0.00
CEIII	2	9.09
TOTAL WITHIN GROUP	5	22.73

Chi square analysis for former retention program students in Group 4. It was expected that almost 7 times as many former retention program students would be found in Group 4 as were actually found. A chi square indicated that the difference between observed and expected numbers of former retention program students is significant at the .05 level. Participation in a retention program and being in Group 4 are not independent events.

Table 20

Chi Square for Retention Program Students in Group 4, Students Suspended for Acquiring Excessive Credits (08 Suspend).

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 4	Gr. 4			
Reten.	5	34	- 29	841	25.00
Non-Reten.	444	415	29	841	2.03
	Not in Gr. 4	Not in Gr. 4			
Reten.	302	273	29	841	3.08
Non-Reten.	3270	3299	- 29	841	<u>0.25</u>
				CHI SQUARE	30.36

Rule: Reject Ho of independence if chi square is greater than 3.841 with 1 df at .05 level.

Decision: Reject Ho of independence. Retention program participation and being in Group 4 are not independent events.

COMMENTS ON GROUP 4

Chi squares were significant for only two student characteristics in Group 4--age and past participation in a retention program.

AGE. More students 23 years of age and older than expected were found in Group 4 and these differences proved to be statistically significant. Like the greater number of older students than expected who were found in Groups 1-3, the older students in Group 4 may represent a stop-out phenomenon, or complete more credits, or carry heavier credit loads, or have made second choices about majors more often than younger students.

RETENTION PROGRAM. Fewer former retention program students than expected were found in Group 4. This is interesting because the opposite was found in Groups 1-3. The only difference between Groups 1-3 and Group 4 is the number of credits accumulated. However, the same explanations may account for both groups. It is possible that it takes retention students longer to be admitted to a baccalaureate program because they must take more developmental credits than other students and they may also be more undecided about a major than other students. But, it seems that by the time they reach 150 or more credits, they have made a decision about their educational goals and are therefore under-represented in the excessive credit suspend group (Group 4).

## NJ PROBATION GROUP 5

Students in Group 5 were placed on academic probation because they had made insufficient academic for three quarters. Insufficient academic progress is defined as a numeric point average (NPA) of less than C5 or a credit completion ratio of .65 or less. Students in Group 5 were allowed to register but were notified that they were placed on academic probation for two quarters. If they failed to meet minimum academic standards during their probationary period, they face a one year suspension. Six hundred and eighty one students were placed on academic probation during the summer of 1985. Group 5 was analyzed by gender, age, ethnic/racial group, handicap status, and participation in retention programs to determine whether or not any differences between expected and observed numbers of students possessing these characteristics reached statistical significance.

### SUMMARY OF RESULTS FOR GROUP 5, ACADEMIC PROBATION

Gender. More males than expected given their numbers in the College population were found in Group 5. This difference was significant at the .05 level. Gender and being in Group are not independent events.

Age. More students under the age of 18 years and over the age of 23 years than expected were found in Group 5. The results of a chi square indicate that this difference is not due to chance. Age and being in Group 5 are not independent events.

Ethnic/Racial Group. Fewer Asian Americans, whites, and International students and more American Indian, Black, and Hispanic students than expected were found in Group 5. The differences between observed and expected numbers of students in the various ethnic/racial groups reached statistical significance at the .05 level. Ethnic/racial group membership and being in Group 5 are not independent events.

Handicap. Twenty-six handicapped students were found in Group 5. Given their numbers in the College population, it was expected that 25 handicapped students would be found in Group 5. The difference between expected and observed numbers of handicapped students in Group 5 did not reach statistical significance. Being handicapped and being in Group 5 are independent events.

Retention Program. More than three times as many former retention program students than expected were found in Group 5. The differences between the expected and observed numbers of former retention program students in Group 5 could not have occurred by chance. Participation in a retention program and being in Group 5 are not independent events.

GENDER

Number and percentage of students in Group 5 (NJ probation group) by gender. Group 5 contained 666 students for whom gender information was available; gender data was missing for 15 students. Group 5 consisted of 232 females and 434 males who were placed on probation because they had made insufficient academic progress (NJ probation). Given their respective numbers (1,564 females and 2,365 males) in the student population, it would be expected that Group 5 would contain 265 females and 401 males. Table 21 shows the number and percentage of students in Group 5 by gender.

Table 21

Frequency and Percent of Females and Males in Group 5, NJ Probation Group.

	Female		Male		Missing		Total
	freq.	%	freq.	%	freq.	%	N
<u>NJ</u> <u>G5</u>	232	34.10	434	63.73	15	1.74	681

Chi square analysis for Group 5 by gender. Since more males and fewer females were found in Group 5 than expected, chi square was calculated to determine whether being male or female and being placed in the NJ probation group were independent. It was found that gender and being in the NJ probation group are not independent. The differences between observed and expected numbers of males and females in Group 5 are significant at the

Table 22

Chi Square Analysis for Students by Gender in Group 5, Students on Insufficient Academic Progress Probation.

Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) 2	(Fo-Fe) 2/Fe
Gr. 5	Gr. 5			
232	265	-33	1089	4.11
434	401	33	1089	2.72
Not Gr.5	Not Gr.5			
1332	1229	-33	1089	.84
1931	1964	33	1089	.55
				CHI SQUARE 8.22

Rule: Reject Ho of independence if chi square is greater than 3.841 with 1 degree of freedom at .05 level.

Decision: Reject Ho of independence. Being female or male and being in Group 5 are not independent events.

AGE

Number and percentage of students in Group 5 by age. Students in Group 5 were placed on NJ probation because they had failed to make sufficient academic progress. The age clusters in the general student population of the College show that the largest number of students are between 19 and 22 years of age. It might be expected that students in this age group would be found in higher numbers than other age groups in Group 5. In fact, this was the case. The face value of this finding supports the assumption that age and membership in Group 5 are independent of one another. Table 23 (p. #) shows the number and percentage of students in Group 5 by age.

Table 23

Frequency and Percent of Students by Age in Group 5, NJ Probation Group.

	18 or less		19-20		21-22		23-24		25-26		27 or more		Total N
	fq.	%	fq.	%	fq.	%	fq.	%	fq.	%	fq.	%	
<u>NJ</u>													
G5	1	.5	264	38.8	212	31.1	81	12.0	24	3.5	52	8.0	634

Chi square analysis for Group 5 by age. A chi square was calculated to test the assumption that age and being in Group 5 are independent events. The chi square indicates that the assumption that age and being in Group 5 are independent events is unfounded. These are not independent events. See Table 24 (p. ##).



Table 24

Chi Square Analysis for Students by Age in Group 5, Students on Probation for Insufficient Academic Progress.

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
AGES					
	Gr. 5	Gr. 5			
18 or less	1	7	- 6	36	5.14
19-20	264	199	65	4225	21.23
21-22	212	198	14	196	0.99
23-24	81	103	- 22	484	4.70
25-26	24	49	- 25	625	12.76
27 or more	52	77	- 25	625	8.12
	Not in Gr. 5	Not in Gr. 5			
18 or less	42	36	6	36	1.00
19-20	908	973	- 65	4226	4.34
21-22	953	967	- 14	196	0.20
23-24	525	503	22	484	0.96
25-26	264	239	25	625	2.62
27 or more	401	376	25	625	1.66
				CHI SQUARE	63.72

Rule: Reject Ho of independence if chi square is greater than 11.070 with 5 df at .05 level.

Decision: Reject Ho of independence. Age and being in Group 5 are not independent events.

ETHNIC/RACIAL GROUP

Number and percentage of students in Group 5 by ethnic-racial groups. Information about the ethnic/racial background was available for 562 of the 681 students in Group 5--students who were placed on probation for making insufficient academic progress. Table 25 (p. ##) shows the number and percentage of students in Group 5 by ethnic/racial groups. Appendix D shows the number and percentage of students by ethnic/racial groups in the College and in all hold, no hold groups.

Table 25

Number and Percentage of Students in Group 5 by Ethnic/Racial Groups.

	AM IND		ASIAN		BLACK		HISPAN		INT'l		WHITE		MISS	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
G5 (N=681)	37	5.4	16	2.3	85	12.5	19	2.8	6	0.9	399	58.6	119	17.5

Chi square analysis for students in Group 5 by ethnic/racial group. A chi square was calculated to test the assumption that ethnic/racial group membership is independent from membership in Group 5. The results of the chi square analysis indicate that the differences between observed and expected numbers of students from various ethnic/racial backgrounds in Group 5 were significant at the .05 level. The assumption that ethnicity and being in Group 5 are independent was rejected. See Table 26 (p. ##).

Table 26

Chi Square Analysis for Students by Ethnic/Racial Groups in Group 5, Students Placed on Probation for Insufficient Academic Progress (NJ Probation).

ETHNIC RACIAL GROUP	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 5	Gr. 5			
AI	37	16	21	441	27.56
AA	16	41	- 25	625	15.24
B	85	58	27	729	12.56
H	19	15	4	16	1.06
INT'L	6	8	- 2	4	0.50
W	399	424	- 25	625	1.47
	Not in Gr. 5	Not in Gr. 5			
AI	61	82	- 21	441	5.38
AA	234	209	25	625	2.99
B	270	297	- 27	729	2.45
H	76	80	- 4	16	0.20
INT'L	45	43	2	4	0.09
W	2201	2176	25	625	0.29
CHI SQUARE					69.79

Rule: Reject Ho of independence if chi square is greater than 11.070 with 5 df at .05 level.

Decision: Reject Ho of independence. Ethnic/racial group membership and being in Group 5 are not independent events.

HANDICAP

Number and percentages of students in Group 5 by type of handicap. Twenty-six students in Group 5 identified themselves as having a handicap. Table 27 shows the number and percentage of students in Group 5 by type of handicap. Appendix E shows the number and percentage of students in the College and in all hold and non-hold groups by type of handicap.

Table 27

Number and Percentages of Handicapped Students in Group 5.

TYPE HANDICAP	NJ PROB Grp. 5 (N=681)	
	Fr.	%
Sight, partial impairment	1	0.001
Sight, legally blind	0	0.000
Hearing impaired	2	0.003
Mobility impaired, wheelchair	0	0.000
Mobility impaired, non-wheelchair	4	0.006
Coordination impaired	0	0.000
Learning disabled	4	0.006
Speech impaired	1	0.001
Systemic disability	2	0.003
Emotional/ psychological disability	1	0.001
Chemically dependent	12	0.018
Total	26	0.038

Chi square analysis for handicapped students in Group 5. Given their numbers in the College population, it was expected that one

less handicapped student than was observed would be in Group 5. A chi square indicated that this difference between observed and expected numbers of handicapped students in Group 5 could be due to chance. Having a handicap and being in Group 5 are independent events.

Table 28

Chi Square Analysis for Handicapped Students in Group 5, Students Placed on Probation Because They Had Made Insufficient Academic Progress (NJ Probation).

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 5	Gr. 5			
H'cap	26	25	1	1	0.04
Non-H'cap	655	656	- 1	1	0.00
	Not in Gr. 5	Not in Gr. 5			
H'cap	121	122	- 1	1	0.01
Non-H'cap	3219	3218	1	1	<u>0.00</u>
				CHI SQUARE	0.05

Rule: Reject Ho of independence if chi square is greater than 3.841 with 1 df at .05 level.

Decision: Accept Ho of independence. Handicap and being in Group 5 are independent events.

RETENTION PROGRAM

Number and percentages of students in Group 5 by retention program. One hundred and seven former retention program students were found in Group 5. Table 29 shows the number and percentage of students in Group 5 by retention program. Appendix F shows the number and percentage of students in the College and by all hold and non-hold groups.

Table 29

Number and Percent of Students in Hold Group 5 Who Had At Sometime Been in Retention Programs in General College.

	NJ PROBATION G5 (N=681)	
	n	%
PI	14	2.06
PII	7	1.03
PIII	29	4.26
T	45	6.61
S	5	0.73
CEI	5	0.73
CEII	2	0.29
CEIII	0	0.00
TOTAL WITHIN GROUP	107	15.71
	21	19.99

Chi square analysis for former retention program students in Group 5. More than three times as many former retention program students than expected were observed in Group 5. A chi square calculation indicated that a difference between observed and expected numbers this large could not occur by chance. Being in Group 5 and past participation in a retention program are not independent events.

Table 30

Chi Square for Retention Program Students in Group 5, Students Placed on Probation for Insufficient Academic Progress (NJ Probation).

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 5	Gr. 5			
Reten.	107	34	73	5329	157.00
Non-Reten.	342	415	- 73	5329	12.84
	Not in Gr. 5	Not in Gr. 5			
Reten.	200	273	- 73	5329	19.52
Non-Reten.	3372	3299	73	5329	<u>1.62</u>
					CHI SQUARE 191.00

Rule: Reject Ho of independence if chi square is greater than 3.841 with 1 df at .05 level.

Decision: Reject Ho of independence. Retention program participation and being in Group 5 are not independent events.

COMMENTS ON GROUP 5

Significant differences were found between observed and expected numbers of students for all characteristics in Group 5 except handicap. Gender, age, ethnic/racial group, and past participation in a retention program are not independent of being in Group 5.

GENDER. More males than expected were found in Group 5. It is difficult to account for a gender difference in this group and clearly more study is needed to determine why this difference was found.

AGE. More students in the 19 to 22 year-old age ranges than expected were found in Group 5. It is possible that students who are making insufficient academic progress either improve their standing or drop-out as they become older. Younger students in the 19 to 22 year-old ranges may not be as seriously pursuing educational goals as older students. However, more study is needed to determine and understand the reasons for this finding.

ETHNIC/RACIAL GROUP. The fact that more American Indian, Black and Hispanic students and fewer white, Asian, and international students than expected were found in Group 5 raises concerns that call for careful and thorough study. Cultural differences are often cited as a prime reason for academic difficulties experienced by American minority group students. It is beyond the scope of the present study to do more than speculate about these issues. However, the finding that more American minority group students (except Asians) than expected were in the insufficient academic progress probation group warrants immediate attention.

RETENTION PROGRAM. More than 3 times as many former retention program students than expected were found in Group 5. This is an unexpected and disconcerting finding. Research on retention programs in the College indicate a good to high success rate for students in these programs. It is possible that the former retention program students Group 5 represent a small number of all of the students who were in the same retention programs at the same times as the students in Group 5 and that many of their peers have moved on to other colleges or are in good academic standing in G.C.



## NJ SUSPEND GROUP 6

Students in Group 6 were suspended from registration in the day school for one year because they had made insufficient academic progress for four or more quarters. Insufficient academic progress is defined as a numeric point average (NPA) of less than C5 or a credit completion rate of .65 or less.

### SUMMARY OF RESULTS FOR GROUP 6, NJ SUSPENDS

Gender. More males and fewer females than expected were found in Group 6. The results of a chi square indicate that gender and being in Group 6 are not independent. The differences between observed and expected numbers of males and females in Group 6 could not have occurred by chance.

Age. Differences in the observed and expected numbers of students in all age groups except the 25-26 year-old group were found in Group 6. However, the differences did not reach statistical significance. Age and being in Group 6 are independent events.

Ethnic/Racial Group. Difference in the observed and expected numbers of students in all ethnic/racial groups were found in Group 6. The results of a chi square indicate that these differences could have occurred by chance. Ethnic/racial group membership and being in Group 6 are independent events.

Handicap. Small differences between observed and expected numbers of handicapped students were found in Group 6. The differences did not reach statistical significance. Having a handicap and being in Group 6 are independent events.

Retention Program. Fewer former retention program students than expected were found in Group 6. A chi square indicated that the difference between observed and expected numbers of former retention program students in Group 6 is statistically significant at the .05 level. Being in Group 6 and having participated in a retention program are not independent events.

### GENDER

Number and percentages of students in Group 6 by gender. Table 31 shows the students in Group 6 by gender. Males were more frequently observed than females in Group 6. However this was not unexpected given the greater number of males in the College population.

Table 31

Number and Percentages of Students by Gender in Group 6.

	Females		Males		Missing		Total
	n	%	n	%	n	%	n
<u>NJ</u>							
G6	32	30.48	73	69.52	0	0	681

Chi square analysis for Group 6 by gender. One hundred and five students were placed on a one year suspension because they had made insufficient academic progress. This group consisted of more than twice as many males (73) as females (32). Based on the number of males and females in the student body, it was expected that 42 females and 63 males would be found in Group 6. Could such differences between observed and expected numbers of males and females be due to chance? A Chi Square was calculated to test the hypothesis that being male or female and being in Group 6 are independent events. The hypothesis of independence was rejected. Gender and being in Group 6 are not independent events. See Table 32.

Table 32

Chi Square Analysis for Students by Gender in Group 6, Students Who Were Suspended for Insufficient Academic Progress.

Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
Gr. 6	Gr. 6			
32	42	-10	100	2.38
73	63	10	100	1.59
Not Gr.6	Not Gr.6			
1532	1522	10	100	.07
2292	2302	-10	100	.04
				CHI SQUARE 4.08

Rule: Reject Ho of independence if chi square is greater than 3.841 with 1 degree of freedom at .05 level.

Decision: Reject Ho of independence. Being female or male and being in Group 6 are not independent events.

AGE

Numbers and percentages of students in Group 6 by age. The largest number of students in Group 6 were in the 21-22 year-old range. Table 33 shows the number and percentage of students by age in Group 6.

Table 33

Frequency and Percent of Students by Age in Group 6 (NJ Suspenders).

	18 or less		19-20		21-22		23-24		25-26		27 or more		Total N
	n	%	n	%	n	%	n	%	n	%	n	%	
<u>NJ</u>													
G6	0	0.0	22	21.0	42	40.0	18	17.1	8	7.6	9	8.6	99

Chi square analysis for Group 6 by age. Age information was available for 99 of the 105 students in Group 6. The largest number of students in this group were found to be between the ages of 19 and 22 years. Nevertheless, as shown by the chi square for Group 5, mere clustering cannot be regarded as proof that age and placement in a hold group are independent events. A chi square was calculated to test the assumption of independence between age and being in Group 6. The results indicate that the assumption is true. Age and being in Group 6 are independent events. See Table 34 (p. ##).

Table 34

Chi Square Analysis for Students by Age in Group 6, Students Suspended for Insufficient Academic Progress.

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) 2	(Fo-Fe) 2/Fe
AGES	Gr. 6	Gr. 6			
18 or less	0	1	- 1	1	1.00
19-20	22	31	- 9	81	2.61
21-22	42	31	11	121	3.90
23-24	18	16	2	4	0.25
25-26	8	8	0	0	0.00
27 or more	9	12	- 3	9	0.75
	Not in Gr. 6	Not in Gr. 6			
18 or less	43	42	1	1	0.02
19-20	1150	1141	9	81	0.07
21-22	1123	1134	- 11	121	0.11
23-24	588	590	- 2	4	0.01
25-26	280	280	0	0	0.00
27 or more	444	441	3	9	0.02
				CHI SQUARE	8.74

Rule: Reject Ho of independence if chi square is greater than 11.070 with 5 df at .05 level.

Decision: Accept Ho of independence. Age and being in Group 6 are independent events.

ETHNIC/RACIAL GROUP

Numbers and percentages of students in Group 6 by ethnic/racial groups. Table 35 (p. ##) shows the number and percentage of students in Group 6 by ethnic/racial groups. Appendix F shows the ethnic/racial composition of the College and the ethnic/racial distribution within all hold and no-hold groups.

Table 35

Number and Percentage of Students in Group 6 by Ethnic/Racial Groups.

	AM IND		ASIAN		BLACK		HISPAN		INT'l		WHITE		MISS	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
G6 (N=105)	5	4.8	7	6.7	14	13.3	4	3.8	1	1.0	60	57.1	14	13.3

Chi square for analysis students in Group 6 by ethnic/racial groups. A chi square was calculated to test the assumption that ethnic/ racial group membership is independent from being in Group 6. The results of the chi square indicate that the differences between observed and expected numbers of students from various ethnic/racial backgrounds in Group 6 were significant at the .05 level. The assumption that ethnicity and being in Group 6 are independent was rejected. See Table 36 below.

Table 36

Chi Square Analysis for Students by Ethnic/Racial Groups in Group 6, Students Placed on Probation for Insufficient Academic Progress (NJ Probation).

ETHNIC RACIAL GROUP	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) 2	(Fo-Fe) 2/Fe
	Gr. 6	Gr. 6			
AI	5	3	2	4	1.33
AA	7	7	0	0	0.00
B	14	9	5	25	2.78
H	4	3	1	1	0.33
INT'L	1	1	0	0	0.00
W	60	69	- 9	81	1.17
	Not in Gr. 6	Not in Gr. 6			
AI	93	95	- 2	4	0.04
AA	243	243	0	0	0.00
B	341	346	- 5	25	0.07
H	91	92	- 1	1	0.01
INT'L	50	50	0	0	0.00
W	2540	2531	9	81	0.03
				CHI SQUARE	5.76

Rule: Reject Ho of independence if chi square is greater than 11.070 with 5 df at .05 level.

Decision: Accept Ho of independence. Ethnic/racial group membership and being in Group 6 are independent events.

HANDICAP

Number and percentage of students in Group 6 by type of handicap. Only 3 handicapped students were found in Group 6. Table 37 shows the number and percentage of students in Group 6 by type of handicap. Appendix E shows the number and percentages of handicapped students in the College and in all hold and non-hold groups by type of handicap.

Table 37

Number and Percentages of Handicapped Students in Group 6.

TYPE HANDICAP	NJ SUSP Grp. 6 (N=105)	
	%	Fr.
Sight, partial impairment	1	0.010
Sight, legally blind	0	0.000
Hearing impaired	0	0.000
Mobility impaired, Wheelchair	0	0.000
Mobility impaired, non-wheelchair	1	0.010
Coordination impaired	0	0.000
Learning disabled	1	0.010
Speech impaired	0	0.000
Systemic disability	0	0.000
Emotional/ psychological disability	0	0.000
Chemically dependent	0	0.000
Total	3	0.000

Chi square analysis for handicapped students in Group 6. A chi square was calculated to determine whether the difference between observed and expected numbers of handicapped students in Group 6 reached statistical significance. The result did not reach statistical significance at the .05 level. Having a handicap and being in Group 6 are independent events.

Table 38

Chi Square Analysis for Handicapped Students in Group 6, Students Suspended Because They Had Made Insufficient Academic Progress (NJ Suspend).

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 6	Gr. 6			
H'cap	3	4	- 1	1	0.25
Non-H'cap	102	101	1	1	0.01
	Not in Gr. 6	Not in Gr. 6			
H'cap	144	143	1	1	0.01
Non-H'cap	3772	3773	- 1	1	<u>0.00</u>
				CHI SQUARE	0.27

Rule: Reject Ho of independence if chi square is greater than 3.841 with 1 df at .05 level.

Decision: Accept Ho of independence. Handicap and being in Group 6 are independent events.



RETENTION PROGRAM

Number and percentage of students in Group 6 by retention program. Twenty-one of the 105 students in Group 6 had participated in a retention program at sometime in the past. Table 39 shows the number and percentage of student in Group 6 by former retention program. Appendix F shows the number and percentage of students by retention program in the College and in all hold and non-hold groups.

Table 39

Number and Percent of Students in Hold Group 6 Who Had At Sometime Been in Retention Programs in General College.

	NJ SUSPEND G6 (N=105)	
	n	%
PI	3	2.86
PII	2	1.90
PIII	3	2.86
T	8	7.62
S	2	1.90
CEI	1	0.95
CEII	2	1.90
CEIII	0	0.00
TOTAL WITHIN GROUP	21	19.99

Chi square analysis for former retention program students in Group 6. Fewer former retention program students than expected were found in Group 6. The results of a chi square calculation indicated that the difference between the observed and expected numbers of former retention program students in Group 6 could not have occurred by chance. Past participation in a retention program and being in Group 6 are not independent events.

Table 40

Chi Square Analysis for Retention Program Students in Group 6, Students Suspended for Insufficient Academic Progress (NJ Suspend).

	Frequency Observed	Frequency Expected	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
	Gr. 6	Gr. 6			
Reten.	21	34	- 13	169	4.97
Non-Reten.	428	415	13	169	0.41
	Not in Gr. 6	Not in Gr. 6			
Reten.	286	273	13	169	0.62
Non-Reten.	3286	3299	- 13	169	<u>0.05</u>
					CHI SQUARE 6.05

Rule: Reject H<sub>0</sub> of independence if chi square is greater than 3.841 with 1 df at .05 level.

Decision: Reject H<sub>0</sub> of independence. Retention program participation and being in Group 6 are not independent events.

## COMMENTS ON GROUP 6

Chi squares reached statistical significance for only two student characteristics in Group 6--gender and past participation in a retention program.

GENDER. More males and fewer females than expected were found in Group 6. This is consistent with the results for Group 5. As with Group 5, it is difficult to posit reasons for a gender difference on this variable. Further study is needed to determine why more males than expected are making insufficient academic progress.

RETENTION PROGRAM. Unlike Group 5, fewer former retention program students than expected were found in Group 6. It is possible that 1) retention program students take longer to improve their academic standing than other students but have done so by their fourth or later quarter in school, or 2) that they stop-out or drop-out by their fourth or later quarter in school. Both of these tentative explanation seem beggingly simplistic and call for more in-depth study before being taken as more than mere conjecture.

## CONCLUSION

The records of students placed on excessive credit hold or insufficient academic progress hold during the summer of 1985 were analyzed in terms of five demographic characteristics--gender, age, ethnic/racial group, handicap, and past participation in a retention program. The purpose of the analysis was to identify the number of students who possessed the characteristics of interest within the hold groups, and to determine whether or not possessing one of the characteristics and being suspended or placed on academic hold are independent of one another.

### EXCESSIVE CREDIT HOLD GROUPS

A chi square analysis indicated that differences between observed and expected numbers of students on the dimensions of age, handicap, past participation in a retention program were statistically significant.

#### AGE

More students 21 years of age and older than expected were found in Groups 1-3 and more students 23 years of age and older than expected were found in Group 4. This finding may be merely an artifact of the group. Older students may have been in school longer, and hence, they would have accumulated more credits. Further study is needed to determine whether other explanations might account for this finding. Questions that might be asked include:

- 1) Do older students come to the College with more transfer credits than younger students?
- 2) Do older students carry heavier credit loads than younger students?
- 3) Do older students have a higher credit completion ratio than younger students?
- 4) Have older students changed their educational direction more often than younger students?

#### HANDICAPPED STUDENTS

Fewer handicapped students than expected, given their number in the population, were found in Groups 1-3. At least two possible explanations might account for this finding. Handicapped students, as a group, may be more goal directed than other students, given the challenges they face at the University. Alternatively, handicapped students may drop-out or stop-out more frequently than other students, and thus, not accumulate as many credits as other students.

### PAST PARTICIPATION IN A RETENTION PROGRAM

Interestingly, more former retention program students than expected were found in Groups 1-3 and fewer former retention program students than expected were found in Group 4. It may be that former retention program students earn more credits than other students before deciding on a baccalaureate program. This could be due to an initial lack of direction; or, it could be because students in retention programs may take more developmental courses than other students. Further study is needed to confirm or refute these possible explanations.

### INSUFFICIENT ACADEMIC PROGRESS GROUPS

A chi square analysis reached statistical significance on the dimensions of age, gender, past participation in a retention program, and ethnic/racial groups.

#### AGE

The dimension of age did not reach statistical significance for students in Group 6. However, Group 5 contained more students between the ages of 19 and 22-years than expect, given their number in the population of the College. It is possible that students in this age range are less seriously pursuing educational goals than older students. On the other hand, it may be that students either improve their academic standing or drop-out as they get older.

#### GENDER

More males and fewer females than expected, given their respective numbers in the College population, were found in both Group 5 and Group 6. This is an interesting finding. However, it is difficult to explain why such a gender difference should be found. More study is needed to determine whether the finding is consistent with future groups of similarly situated students.

#### ETHNIC/RACIAL GROUPS

The characteristic of membership in an ethnic/racial group did not reach statistical significance for students in Group 6. This dimension was statistical significant for students in Group 5. More American Indian, Black, and Hispanic students than expected and fewer Asian, White, and International students than expected were found in Group 5. This is a troublesome finding which should be confirmed or refuted by further study.

### PAST PARTICIPATION IN A RETENTION PROGRAM

Chi square analysis reached statistical significance for former retention program students in both Group 5 and Group 6. However, more former retention program students than expected were found in Group 5, and fewer former retention program students than expected were found in Group 6. This is an interesting finding. It may be that students who participate in retention programs take longer to adjust to academic life than other students, or it may be that by the time these students have accumulated several quarters of insufficient progress, they drop out of school.

APPENDIX B

COMPOSITION OF HOLD AND NO-HOLD GROUPS BY GENDERS

Information about gender was available for 2,365 males and 1,564 females who registered in General College for at least one quarter during the 1984-85 academic year. Information about gender was not available for 92 students.

Table 41

Number and Percentages of Students in G.C. by Gender Groups and by Hold and No Hold Groups.

	Females		Males		Missing		Total	
	n	%	n	%	n	%	n	%
08	172	38.31	274	61.02	3	0.67	449	100
NJ	264	33.59	507	64.50	15	1.91	789	100
All Holds	436	35.30	781	63.24	18	1.46	1235	100
No Holds	1128	40.48	1584	56.86	74	2.66	2786	100
Total	1564	38.90	2365	58.82	92	2.28	4021	100

Table 42

Number and Percentages of Females and Males Within Each Hold Group and Within the No Hold Group.

	Females		Males		Missing		Total
	n	%	n	%	n	%	n
<u>08</u>							
G1	50	38.17	81	61.83	0	00	131
G2	44	41.12	63	58.88	0	00	107
G3	69	36.51	117	61.90	3	1.59	189
G4	9	40.90	13	59.10	0	00	22
<u>NJ</u>							
G5	232	34.10	434	63.73	15	1.74	681
G6	32	30.48	73	69.52	0	00	105
<u>No Hold</u>							
G7	1128	40.49	1584	56.86	74	2.66	2786



APPENDIX C

AGE RANGES WITHIN EACH HOLD AND NO-HOLD GROUP

Numbers and percentages of students in hold groups by age. Information about the ages of 3,727 students was available. Age date was missing for 294 of the total of 4,021 students who registered for at least one quarter during the 1984-85 academic year. The largest number of students for whom information was available were found to be between 19 and 22 years of age (N=2,337). It was expected that students in this age group would be found in higher numbers across hold than students in other age ranges. This assumption was borne out for students in the NJ hold groups but not for students in the 08 hold groups. Table 43 shows the number and percentages of students by age range in each of the hold categories.

Table 43

Number and Percentages of Students by Age within Each Hold Group.

	18 or less		19-20		21-22		23-24		25-26		27 or more		Total
	n	%	n	%	n	%	n	%	n	%	n	%	
<u>08</u>													
G1	0	0.0	2	1.5	54	41.2	37	28.2	13	9.9	18	13.7	117
G2	0	0.0	3	2.8	50	46.7	27	25.2	11	10.3	12	11.2	103
G3	0	0.0	1	0.5	67	35.4	55	29.1	21	11.1	34	18.0	178
G4	0	0.0	0	0.0	1	4.6	6	27.3	6	27.3	7	32.0	20
<u>NJ</u>													
G5	1	0.5	264	38.8	212	31.1	81	12.0	24	3.5	52	8.0	574
G6	0	0.0	22	21.0	42	40.0	18	17.1	8	7.6	9	8.6	91
<u>No Hold</u>													
G7	47	1.5	880	31.6	739	26.5	381	13.7	205	7.4	321	11.5	2503

APPENDIX D

ETHNIC/RACIAL GROUPS IN GENERAL COLLEGE  
WITHIN HOLD AND NO HOLD GROUPS

Numbers and percentages of students by ethnic/racial groups. Information was available about the ethnic/racial background of 3,449 of the 4,021 students registered in General College for one quarter or more during the 1984-85 academic year. Data were missing for 572 (14.2%) of the students. Tables 44 and 45 show the number and percent of students registered in G.C. by ethnic/racial groups and the number and percent of students in each hold group by ethnic/racial groups.

Table 44

	Number	Percent
American Indian (AI)	98	2.5
Asian (AA)	250	6.3
Black (B)	355	8.4
Hispanic (H)	95	2.5
International/ Foreign (I)	51	1.3
White (W)	2600	64.8
Missing	572	14.2
Total	4021	100.0

Table 45

Frequency and Percentages of Students Within Hold and No-Hold Groups by Ethnic/Racial Groups.

	AM IND		ASIAN		BLACK		HISPAN		INT'L		WHITE		MISSU	
	n	%	n	%	n	%	n	%	n	%	n	%	n	
G1 (N=131)	0	0.0	5	3.8	20	15.3	5	3.8	4	3.1	80	61.1	17	1
G2 (N=107)	1	0.9	6	5.6	2	1.9	2	1.9	4	3.7	86	80.4	6	
G3 (N=189)	6	3.2	9	4.8	16	8.5	4	2.1	2	1.1	136	72.0	16	
G4 (N=22)	0	0.0	3	13.6	1	4.5	0	0.0	1	4.5	15	68.2	2	
G5 (N=681)	37	5.4	16	2.3	85	12.5	19	2.8	6	0.9	399	58.6	119	1
G6 (N=105)	5	4.8	7	6.7	14	13.3	4	3.8	1	1.0	60	57.1	14	1
G7 (N=2786)	49	1.8	204	7.3	217	7.8	61	2.2	33	1.2	1824	65.5	398	1

APPENDIX E

NUMBER AND PERCENT OF STUDENTS IN GENERAL COLLEGE AND WITHIN ALL HOLD AND NO HOLD GROUPS BY TYPE OF HANDICAP

Table 46

Number and Percent of Handicapped Students Registered for One or More Quarters in General College During 1984-85.

Type of Handicap	Frequency	Percent
Sight, partial impairment	18	0.0044
Sight, legally blind	2	0.0005
Hearing impaired	7	0.0017
Mobility impaired, wheelchair	2	0.0005
Mobility impaired, non-wheelchair	15	0.0037
Coordination impaired	0	0.0000
Learning disabled	40	0.0099
Speech impaired	5	0.0012
Systemic disability	11	0.0027
Emotional/psychological disability	2	0.0005
Chemically dependent	45	0.0112
Total	147	0.0366

Table 47

Number and Percent of Handicapped Students Within Each Hold Group and Within the No-Hold Group.

TYPE HANDICAP	08 HOLD Grp. 1-3 (N=427)		08 SUSP Grp. 4 (N=22)		NJ PROB Grp. 5 (N=681)		NJ SUSP Grp. 6 (N=105)		NO HOLD Grp. 7 (N=2786)	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
Sight, partial impairment	2	0.004	0	0.000	1	0.001	1	0.010	14	0.005
Sight, legally blind	0	0.000	0	0.000	0	0.000	0	0.000	2	0.001
Hearing impaired	0	0.000	0	0.000	2	0.003	0	0.000	5	0.002
Mobility impaired, wheelchair	1	0.002	0	0.000	0	0.000	0	0.000	1	0.000
Mobility impaired, non-wheelchair	2	0.005	0	0.000	4	0.006	1	0.010	8	0.003
Coordination impaired	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
Learning disabled	1	0.002	0	0.000	4	0.006	1	0.010	35	0.013
Speech impaired	0	0.000	0	0.000	1	0.001	0	0.000	4	0.001
Systemic disability	0	0.000	0	0.000	2	0.003	0	0.000	9	0.003
Emotional/ psychological disability	0	0.000	0	0.000	1	0.001	0	0.000	1	0.000
Chemically dependent	1	0.008	0	0.000	12	0.018	0	0.000	32	0.011
Total	7	0.016	0	0.000	26	0.038	3	0.000	111	0.040

APPENDIX F

FORMER RETENTION PROGRAM STUDENTS WITHIN EACH HOLD GROUP

Table 48

Number and Percent of Students Within Each Hold Group Who Had At Sometime Been in Retention Programs in General College.

	08 HOLD						08 SUSPEND		NJ PROBATION		NJ SUSPEND	
	G1 (N=131)		G2 (N=107)		G3 (N=189)		G4 (N=22)		G5 (N=681)		G6 (N=105)	
	n	%	n	%	n	%	n	%	n	%	n	%
PI	1	0.76	0	0.00	2	1.06	0	0.00	14	2.06	3	2.86
PII	1	0.76	1	0.93	1	0.53	0	0.00	7	1.03	2	1.90
PIII	6	4.58	1	0.93	1	0.53	2	9.09	29	4.26	3	2.86
T	10	7.63	8	7.48	11	5.82	1	4.55	45	6.61	8	7.62
S	0	0.00	1	0.93	0	0.00	0	0.00	5	0.73	2	1.90
CEI	1	0.76	2	1.87	3	1.59	0	0.00	5	0.73	1	0.95
CEII	1	0.76	1	0.93	1	0.53	0	0.00	2	0.29	2	1.90
CEIII	3	2.29	2	1.87	1	0.53	2	9.09	0	0.00	0	0.00
TOTAL WITHIN GROUP	23	17.54	16	14.94	20	10.59	5	22.73	107	15.71	21	19.99