

1991 Profile of New General College Students

by

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Executive Summary

For over a decade, summary descriptions of General College students have been reported by individual faculty members and by the Office of Research & Evaluation. Most reports have concentrated on data from a single year, although some have described trends over two or more years (delMas, 1990; Moline, 1991). Earlier reports contrasted new and returning students, later reports tended to focus on just the fall "freshmen." Comparisons between students of color and caucasian students were made in only one previous report (delMas, 1989).

This report continues the annual reporting tradition by describing the background characteristics of the group of students who were new to the College in 1991 (see note below). In addition to reporting descriptive statistics for the 1991 cohort as a whole, the report disaggregates the data by ethnic group. The differences between African American, American Indian, Asian Pacific Island, Chicano/Latino/Hispanic, and Caucasian students are reported when the differences were statistically significant and meaningful.

As in the past, two sources of data were used to generate this profile. Corresponding to their source, the data in this report are therefore presented in two sections. The first source is the **General College Student Information (GCSI)** survey, a five-page questionnaire from Student Services which was sent in early summer of 1991 to all admitted applicants who had indicated their intention to attend GC. (In previous years, the GCSI had been completed by students during orientation.) As of the fourth week of fall quarter, completed GCSIs were available in student files for 821 of the 823 new students who registered for fall quarter. The first set of analyses presented in this report are based on those students.

The second source of data is the University of Minnesota central admissions' Admissions and Reporting Data Base (ARDB), which consists of data from students' application folders. This data base was queried after second-week class lists were available as a cross-reference; thus, the students profiled in this section are those who applied to the University for fall admission and were registered in the General College at the end of the second week.

Note: While the great majority (N = 819) of these students were New High School (NHS), and only four were classified as New Advanced Standing (NAS), 61 students reported, and transferred, one or more previous college degree credits with their application.

One additional piece of data was supplied by a third source. The General College Math Placement tests were administered to new students this year, as in 1990, by Dr. Dallis Perry of the University Counseling Services in Eddy Hall. His office provided the summary statistics for arithmetic and algebra tests.

Because this is a descriptive report, the text has been kept to a minimum and is followed, in each section, by tables. Data for all students are presented first, followed by data broken out by ethnic group. There is a small amount of overlap between the information gathered by the GCSI and that appearing in the ARDB (e.g., ethnic background, financial aid). While the findings from the two sources are similar, there are some differences due to the fact that not every student who completed a GCSI enrolled in the College, and not every student who enrolled completed a GCSI. A considerable amount of missing data occurred with the ARDB with the item relating to financial aid applications; fortunately, the GCSI picked up this information. While the ARDB is the official, and usually more accurate source of data for enrolled students, the GCSI provides self-reported information not obtainable from the ARDB and is also helpful for planning and advising purposes.

What can reports of summary statistics such as this "tell" us? In addition to giving us a detailed look at our students, this year's report has perhaps two general findings of note. First, it shows encouraging improvement in three of the traditional academic indicators. This year's fall cohort had significantly higher high school percentile ranks and average GPAs, and also higher algebra subtest scores on the GC Math Placement Test, compared to previous years. This encouraging note is offset, however, by the finding of very significant differences between three of the student of color groups and the Caucasian and Asian groups on the traditional academic indicators. For example, African American, Hispanic, and Native American Indian groups showed mean high school percentile ranks that were as much as 13 to 22 percentage points lower than the Asian student mean, and six to 15 percentage points below the Caucasian student mean. All three student of color groups also had mean high school GPAs that were below 2.00, whereas the Asian and Caucasian student means were 2.42 and 2.25, respectively. Thus, while the overall level of preparation at entry might be improving for GC freshmen as a whole (at least according to some indicators), discrepancies between groups exist, especially between Asian and other student of color groups.

1. Summary Results of the 1991 General College Student Information Form (GCSI)

Demographics. Students enrolling for the first time in the General College in fall, 1991, represented a diverse group of individuals. While the proportion of students of color continued to surpass earlier years, this year's newly admitted student body was predominantly of Caucasian origin (67%). As self-identified on the GCSI, the largest ethnic group (N = 105) was comprised of Asian Pacific Island students, followed by African American (N = 86), American Indian (N = 30), and Chicano, Latino, and Hispanic students (N = 28). A large majority of the students had been out of school for less than one year and were U. S. citizens with high school diplomas. About five percent indicated they were not USA citizens, only 12% indicated that English was not their first language, only 5% indicated a physical or learning (or other) disability, and only 4% were student parents.

Financial Characteristics. In terms of financial characteristics, approximately two-thirds of all students reported receiving financial aid or their intention to apply for it. Similarly, 2/3 of all students either had found, or were intending to find some form of employment during the school year. When asked which expenses the student would most likely be paying with their employment income, students most frequently indicated "social and extracurricular activities" (46%), "books and school supplies" (42%), and "transportation" (41%) needs. About one-third of all students said they would use employment income to cover living expenses, and one-fourth said they would work to cover the cost of tuition. Only 11% of all students identified themselves as financially self-supporting; only 3% received Aid to Families with Dependent Children (AFDC). Close to half the students (45%) expected to live on campus in dormitories; the remaining group expected to live either at home or in off-campus housing. Readers should keep in mind that these aggregate statistics are influenced by the large proportion (nearly 70%) of Caucasian students in the population. Many of the more salient differences between the ethnic groups were found among these financial characteristics.

Family Background, Reasons for Attending College, and Six-Year Goals. About 40% of the students reported that either one or both parents had completed a four-year, baccalaureate degree. Fewer students of color generally reported parental educational at this level than did Caucasian students (see section below).

In terms of the reasons for attending college, students first responded to a list of 10 possible reasons and then to one open-ended question: "What other reasons

prompted your decision to attend General College?" The first five reasons listed reflect the main goals articulated in the General College curriculum document of 1990 (i.e., skill development in math and written/oral communication; general knowledge in the arts, humanities, social and natural sciences; awareness of cultural diversity; awareness of oneself as a learner and learning skills). Other given reasons included that of transferring to a four-year degree program, meeting and making friends, being involved with campus activities, preparing for a career or vocation, and satisfying parents. Students rated the importance of the given reasons on a five-point scale (5 = most important, 1 = least important).

On average, the most important listed reason was "to transfer to a four-year degree program" (*mean* = 4.55, *sd* = .85), followed by "Become more aware of my own learning style . . ." (*mean* = 4.38, *sd* = .88). The least important of the given reasons was "To satisfy parents, family" (*mean* = 2.56, *sd* = 1.31). The goal of becoming more multiculturally aware ranked nine out of ten possible reasons for attending college. When open-ended responses to the subsequent question were analyzed, however, it was found that 44% of the students also had short-term negative reasons (e.g., "I didn't choose GC, I was placed here"). Students also seemed to have difficulty visualizing a long range (six-year) goal for themselves. When asked what they would ideally like to be doing in six years, about half the students identified a type of life success that was not necessarily related to a college education. About 40% responded with a general goal that was somewhat related to college, and very few had specific goals that required a college education.

Academic Effort, Anticipated Progress, and Needs. While students' self-reported, expected grade averages after one year ranged from C- to A, about 75% of the students anticipated earning about B average or better in college. To earn this average, 40% of the students believed they would study between 11 and 20 hours a week; one-quarter felt they would study 10 or fewer hours (or failed to answer the item), and another quarter planned on studying 21 hours or more. Not many students felt that any of the subjects they studied in high school constituted a "strongest" subject. As the Table 21 indicates, the highest frequency seen with any of the nine subjects generated was barely one-quarter of the students. When asked to identify their weakest subject, however, nearly half the group responded "math."

When asked which types of student support services would be of interest to them, the most frequently checked items were support for study skills, math skills, and information about CLA's EXCELL transfer program; over 50% of the respondents indicated each of these types of support would be helpful. About 40%

of the students expressed interest in getting assistance with writing skills, time management, computer skills, and information on scholarships, internships, research opportunities, and mentorships. The least amount of interest was expressed for childcare or parenting issues and ethnic support. About half the students indicated they had already had some career counseling or taken some career tests. Almost half indicated they would need help selecting a major and a career focus.

Differences Between Five Ethnic Groups. On average, the American Indian and Chicano/Latino/Hispanic students had been out of school longer, and were therefore probably older than other students. Eighty-eight percent of the Caucasian students had been out of school for less than one year, compared to only 39% of the American Indian and 57% of the Chicano/Latino/Hispanic students. Proportionately, many fewer Caucasian students were in the process of applying for or were receiving financial aid: 54% compared to over 90% of the African American and American Indian students. Only one-third of the American Indian students were contemplating employment during the school year, and this number was considerably less than all other groups. More Chicano/Latino/Hispanic students (43%) identified themselves as self-supporting than any other group. In terms of parental education, clearly more Caucasian students than all other students of color reported having one or both parents with a baccalaureate degree.

Group differences also emerged in anticipated academic performance. American Indian students were the least confident, or most humble, in estimating their first-year grade average. About one-half of the American Indian students expected to earn a B- average or less. Caucasian and African American students anticipated earning around a B average, Chicano/Latino/Hispanic expected to earn a bit higher than a B average, and Asian students estimated better than a B+ average.

Although there were no significant differences between the five groups in the open-ended responses concerning reasons for enrolling in college, the groups did differ with regard to the given list of 10 reasons. Compared to other students, Caucasian students rated as less important those reasons pertaining to skill building in math and computers, reading, writing, and speaking. Caucasian students also rated less highly the goal pertaining to multicultural awareness. Compared to others, Asian and Caucasian students felt the purpose of becoming more aware of themselves as learners was relatively less important (it still was a highly rated reason, however). Although fewer students across the board reported attending college to please their parents, this reason was more important to Asian students

than to other groups. Finally, Chicano/Latino/Hispanic students rated "preparing for a vocation, a career" more highly than the average student in other groups.

The most important (listed) reason for attending college for African American, Asian, and Caucasian students was that of transfer to a four-year degree program. The most important reason for Chicano/Latino/ Hispanic students was that of becoming aware of themselves as learners. Interestingly, transfer was only the third most important reason for American Indian students attending college; developing their reading, writing, and speaking skills, and becoming more aware of themselves as learners were rated as more important by this group, on average.

References

- delMas, R. C. (1990). *Whom Do We Serve? Entry Characteristics of 1988 and 1989 General College Freshmen*. University of Minnesota, General College Office of Research and Evaluation, February 5.
- delMas, R. C. (1989). *Preliminary Report on Students Admitted to the General College Fall Quarter, 1988*. University of Minnesota, General College Office of Research and Evaluation, January.
- Moline, A. E. (1991). *A Profile of New General College Students, Fall 1990*. University of Minnesota, General College Office of Research and Evaluation, March 13.

**2. Tabular Results of the
1991 General College Student Information (GCSI) Form**

1. Ethnic Background of Students

	<u>N</u>	<u>%</u>
African American	86	10.5
American Indian	30	3.7
Asian Pacific Island	105	12.8
Hispanic/Latino/Chicano	28	3.4
Caucasian	551	67.1
Bi-racial, International, other	15	1.8
Missing	<u>6</u>	<u>.7</u>
Total	821	100

2. Housing

	<u>N</u>	<u>%</u>
Dormitory	372	45.3
Home	237	28.9
Off-Campus Housing	196	23.9
Fraternity/Sorority	10	1.2
Missing	6	.7

3. Citizenship Status

	<u>N</u>	<u>%</u>
United States Citizen	734	89.4
Citizen of other country	42	5.1
Missing	45	5.5

4. Type of Visa

	<u>N</u>	<u>%</u>	<u>Valid</u> <u>%</u>
Resident	90	11.0	86.5
Refugee	9	1.1	8.7
Immigrant	5	.6	4.8
Missing (Not checked)	717	87.3	

5. **Native Language is English**

	<u>N</u>	<u>%</u>
Yes	543	66.1
No	100	12.2
Missing	178	21.7

6. **Type of High School Degree**

	<u>N</u>	<u>%</u>
US High School Diploma	765	93.2
Foreign High School Diploma	18	2.2
GED	35	4.3
Other	2	.2
Missing		

7. **Number of Years Since Last Attended School**

	<u>N</u>	<u>%</u>
Less than One Year	664	80.9
1 to 2 Years	66	8.0
3 to 5 Years	37	4.5
6 to 10 Years	26	3.2
More than 10 Years	16	1.9
Missing	12	1.5

8. **Number of Students Applying for or Receiving Financial Aid**

	<u>N</u>	<u>%</u>
Yes	511	62.2
No	285	34.7
Missing	25	3.0

9. **Number of Students who Intend to be Employed During the School Year**

	<u>N</u>	<u>%</u>
Yes	532	64.8
No	244	29.7
Missing	45	5.5

10. **Number of Students Whose Employment Income Will Be Used for the Following Items**

	<u>N</u>	<u>%</u>
Social and Extra Curricular Activities	381	46.4
Books and School Supplies	343	41.8
Transportation	339	41.3
Living Expenses	304	37.0
Tuition	205	25.0
Family Obligations	90	11.0

11. **Number of Students With Either or Both Parents With a Four-Year Baccalaureate Degree**

	<u>N</u>	<u>%</u>
Yes	352	42.9
No	429	52.3
Missing	40	4.9

12. **Disability Status**

	<u>N</u>	<u>%</u>
Yes	41	5.0
No	772	94.0
Missing	8	1.0

13. **Financially Self-Supporting***

	<u>N</u>	<u>%</u>
Yes	90	11.0
No	716	87.2
Missing	15	1.8

14. **AFDC Status**

	<u>N</u>	<u>%</u>	<u>Valid %</u>
Yes	27	3.3	16.5
No	137	16.7	83.5
Missing	657	80.0	

* Defined as: armed forces veteran; having dependent children; over 24 years of age; both parents dead; word of the court.

15. **Student Parent Status**

	<u>N</u>	<u>%</u>	Valid <u>%</u>
Yes	35	4.3	22.9
No	118	14.4	77.1
Missing	668	81.4	

16. **Number of Students with Children**

	<u>N</u>	<u>%</u>
Young children (0-6 Years)	24	2.9
Older children (7-13 Years)	11	1.3
Missing	788	95.7

17. **Number of Students Who've Connected with Office of Students with Disabilities**

	<u>N</u>	<u>%</u>
Yes	19	2.3
No	238	29.0
Missing	564	68.7

18. Importance of Reasons for Attending General College

(Five-point scale used, 5 = high)	<u>Mean</u>	<u>SD</u>	<u>Rank Order</u>
Transfer to 4 year degree program	4.55	.85	1
Become more aware of own learning style, strengths and weaknesses, ways to become a successful student	4.38	.88	2
Develop reading, writing, speaking skills	4.06	1.02	3
Prepare for vocation, career	3.90	1.23	4
Develop math or computer skills	3.88	1.02	5
Meet people, enjoy friendships	3.80	1.02	6
Build general knowledge in the arts, humanities, social and natural sciences	3.58	1.05	7
Be involved with activities and organizations	3.49	1.05	8
Develop awareness/comfort with people of different cultural/ethnic/religious backgrounds	3.27	1.12	9
Satisfy parents, family	2.56	1.31	10

Other Reasons for Attending GC

	<u>N</u>	<u>%</u>
None listed	291	35.4
Short-term negative	363	44.2
Short-term positive	145	17.7
Long-term	21	2.6
Uncodable	1	.1

19. Expected Grade Average after One Year in GC

	<u>Scale</u>	<u>N</u>	<u>%</u>
C -	(1)	4	.5
C	(2)	17	2.1
C +	(3)	53	6.5
B -	(4)	127	15.5
B	(5)	277	33.7
B +	(6)	212	25.8
A -	(7)	82	10.0
A	(8)	43	5.2
Missing		6	.7

Mean = 5.25

SD = 1.33

20. **Expected Number of Hours of Weekly Study**

	<u>N</u>	<u>%</u>
Zero or missing	60	7.3
2 - 10	186	22.6
11 - 20	335	40.8
21 - 30	174	21.2
31 - 50	65	7.9
99	1	.1

Mean = 17.6

SD = 10.5

21. **Strongest Subjects in High School**

	<u>N</u>	<u>%</u>
English	226	27.5
Math	225	27.4
Social Studies	131	16.0
Science	127	15.5
Arts	56	6.8
Economics	31	3.8
Foreign Language	14	1.7
Missing	7	.9
Physical Education	4	.5

22. **Weakest Subjects in High School**

	<u>N</u>	<u>%</u>
Math	388	47.3
English	177	21.6
Science	128	15.6
Social Studies	70	8.5
Missing	19	2.3
Foreign Language	16	1.9
Arts	14	1.7
Economics	9	1.1

23. **Six-Year Goal**

"If you could be doing anything you wanted, what would you like to be doing in six years?"

	<u>N</u>	<u>%</u>
Life success, unrelated to college education	408	49.7
General goal, related to college	332	40.4
Specific goal, related to college	49	6.0
Missing	32	3.9

24. **Interest in Student Support or Information**

	<u>N</u>	<u>%</u>	<u>Rank Order</u>
Study skills	467	56.9	1
Math skills	456	55.5	2
Information about CLA EXCELL transfer program	412	50.2	3
Writing skills	364	44.3	4
Information on scholarships, internships, Research opportunities, mentorships	351	42.8	5
Time management	340	41.4	6
Computer skills	332	40.4	7
Individual or group tutoring	295	35.9	8
Financial issues	268	32.6	9
Career issues/concerns	256	31.2	10
Educational goal setting	254	30.9	11
Reading skills	252	30.7	12
Study groups	232	28.3	13
Test anxiety	230	28.0	14
Stress management	208	25.3	15
Educational options within or outside the University	162	19.7	16
Weekly meetings with advisors	155	18.9	17
Informal contact with professors	142	17.3	18
Personal counseling	112	13.6	19
Ethnic support	69	8.4	20
Childcare/parenting issues	37	4.5	21

25. Careers

"Have you ever taken any career tests or had career counseling?"

	<u>N</u>	<u>%</u>
Yes	399	48.6
No	390	47.5
Missing	32	3.9

"Will you need help choosing a major or career?"

	<u>N</u>	<u>%</u>
Yes	391	47.6
No	404	49.2
Missing	26	3.2

**3. Significant Differences
Between Ethnic Groups in GCSI Responses**

1. Years Since Attended College

	Black (N=82) %	Indian (N=28) %	Asian (N=105) %	C/L/H (N=28) %	White (N=545) %
< 1 yr	76	39	71	57	88
1 - 2 yrs	13	29	10	14	6
3 - 5 yrs	7	18	8	11	3
6 - 10 yrs	2	7	9	7	2
> 10 yrs	1	7	4	11	0

Number of missing observations = 12
Rounded, adjusted percentages are reported

2. Financial Aid Application (Intended or Received)

	%	%	%	%	%
Yes	94	93	80	89	54
No	6	7	20	11	47

Number of missing observations = 25
Rounded, adjusted percentages are reported

3. Intended Employment

	%	%	%	%	%
Yes	70	32	66	64	71
No	30	68	34	36	29

Number of missing observations = 45
Rounded, adjusted percentages are reported

4. Parents' Education (Baccalaureate of one or both parents)

	%	%	%	%	%
Yes	30	18	30	15	54
No	70	82	70	85	46

Number of missing observations = 40
Rounded, adjusted percentages reported

5. **Financially Self-Supporting**

	Black (N=82) %	Indian (N=28) %	Asian (N=105) %	C/L/H (N=28) %	White (N=545) %
Yes	17	33	15	43	7
No	83	67	85	57	94

Number of missing observations = 15
Rounded, adjusted percentages reported

6. **Anticipated Grade**

	%	%	%	%	%
C-	0	3	0	4	0
C	2	17	2	0	2
C+	12	13	8	4	5
B-	20	20	16	4	16
B	24	20	28	43	37
B+	29	13	24	21	27
A-	6	7	18	14	9
A	7	7	5	11	5

Number of missing observations = 6
Rounded, adjusted percentages reported

7. **Reasons for Attending General College (Mean ratings for importance)**

* significant at the $p < .05$ level	Black (N=82)	Indian (N=28)	Asian (N=105)	C/L/H (N=28)	White (N=545)
a. Math or computer skills*	4.30	4.33	4.07	4.19	3.75
b. Reading, Writing Speak skills*	4.11	4.60	4.47	4.25	3.92
c. General knowledge	3.67	3.70	3.49	3.89	3.55
d. Multicultural awareness*	3.60	3.37	3.38	3.57	3.15
e. Learner awareness	4.55	4.53	4.29	4.68	4.35
f. Activities, organizations	3.56	3.43	3.39	3.25	3.51
g. Meet people	3.58	3.60	3.58	3.64	3.88
h. Transfer	4.64	4.37	4.55	4.54	4.53
i. Prepare career*	3.75	3.48	3.82	4.38	3.92
j. Satisfy parents*	2.86	2.70	3.12	2.75	2.40

4. Summary Results of the Admissions Reporting Data Base (ARDB)

Demographics and Financial Characteristics. The numbers and proportions of students in the various ethnic subgroups as seen in the ARDB are very similar to the breakdown seen in the GCSI data. With the ethnic background of 47 (5.7%) students unaccounted for, 29% of the group consisted of students of color. African Americans (N = 84) comprised the largest subgroup and international students (N = 5) comprised the smallest. The proportion of men and women enrolled was nearly even, and the average age of freshmen was just over 19 years. In terms of financial characteristics, a large majority of students in every group had indicated on the GCSI that they were already receiving, or were intending to apply for financial aid. One of the most notable differences between the GCSI and the ARDB is that from the latter source we find that almost 40% of the students did not complete the financial aid application item on their application form. About half the students intended to apply for financial aid, the remaining 14% did not. Although the GCSI may provide us with a reasonably accurate estimate of the number of students receiving financial aid, more reliable data would be gained by accessing the University's Financial Aid data base.

Assessment of Previous Academic Performance. Across several measures of academic performance in high school, there were large differences between the ethnic groups (see next section). For the 1991 cohort as a whole, the average high school percentile rank was 42 ($sd = 18.67$), a figure which is higher by almost 10 percentage points than the mean percentile ranks seen in earlier years (see delMas, 1990, for example). The mean high school GPA was 2.21 ($sd = .50$), a figure which is also a bit higher than GPA averages seen in recent years. In terms of preparation requirements for college, the subject areas incurring the highest frequency of missing requirements (about 25% of the students) were intermediate algebra and science. Of all the new GC students enrolled this fall, only 41% had satisfied all of the University's preparation requirements.

Few students (N = 38) submitted "old" ACT test scores; the great majority (N = 612) submitted Enhanced ACT test scores. This number represents 74% of enrolled freshmen--the largest percentage of students submitting college examination scores in recent history. The average GC student composite (enhanced) ACT score was 19 ($sd = 3.35$). [A perfect ACT score is 36; the national mean composite score is 23; the mean for CLA students in 1990 was 24 ($sd = 3.83$).] Each of the four ACT subscales runs from 1 to 36. Math placement tests showed a mean

score for arithmetic of 26, and a mean algebra score of 22 for 1991-92 freshmen. The score for arithmetic is similar to the previous averages, but the 1991 mean algebra score is notably higher than the 1988 mean (17.8) and the 1989 mean (17.3).

Differences Between Five Ethnic Groups. Differences in age, which were based on birthdate from the ARDB, showed again that Caucasian students were, as a group, younger than students of color, and that American Indian and Hispanic students had the highest mean age of any group and the greatest variability in age. Intended financial aid applications again showed a very major difference between groups, in that no data was available for 86% of the American Indian group and approximately half of each of the remaining student of color groups. About half of all students, except for American Indians, expected to apply for financial aid when they filled out their University application.

Group differences in academic achievement tended to conform to patterns seen in retention, achievement, and transfer data. Newly enrolled Asian students in 1991 had considerably higher high school percentile ranks (mean = 50) and high school GPAs (mean = 2.42) than other students of color. Caucasian students, while showing higher performance indicators (as a group) than American Indians, African Americans, or Chicano/Latino/Hispanic students, had lower performance indicators than Asian students. The one exception to this general pattern appeared in the ACT test. Asian students had the highest Math subtest score of all groups, but their subtest scores in English, Reading, Science Reasoning, and their Composite scores were all below the comparable Caucasian means.

**5. Tabular Results of 1991 Admissions (ARDB) Data
on New General College Students**

1. Ethnic Background of Students

	<u>N</u>	<u>%</u>
African American	84	10.2
American Indian	36	4.4
Asian	90	10.9
Hispanic/Latino/Chicano	29	3.5
International	5	.6
Caucasian	532	64.6
Missing	47	5.7
	823	100.0

2. Gender

Female	407	49.5
Male	416	50.5

3. Financial Aid Application Intended

No	115	14.0
Yes	384	46.7
Missing	324	39.4

4. Age

17 or 18 years of age (or younger)	329	(47.3)
19 or 20 years old	328	(39.9)
21 through 23 years old	56	(6.8)
24 through 30 years old	88	(10.7)
31 through 40 years old	15	(1.8)
41 years or older	2	(.2)
Missing	0	(0)

Mean = 19.38 *SD* = 2.86

5. High School class size

Minimum	10	
Maximum	1105	
Mean	316.1	
Standard deviation	159.0	
Missing Cases	83	(10.1%)

6. Year and Term of Entry

1st summer session	71	(8.6)
2nd summer session	5	(.6)
Fall entry	747	(90.8)
Missing	0	(0)

7. High School Indicators

	<u>Missing Cases (%)</u>	<u>Mean</u>	<u>SD</u>
HS GPA	44 (5.3%)	2.21	.50
HS Percentile Rank	80 (9.7%)	42.4	18.67

90% of students were at the 65th percentile rank or lower

8. (Old) ACT

	<u>N</u>	<u>Mean</u>	<u>SD</u>
Composite score	38	17.79	4.22
English subscore	38	17.24	4.27
Math subscore	38	14.68	6.53
Social science subscore	38	17.29	6.92
Natural science subscore	38	19.90	5.70

9. (Enhanced) ACT

Composite score	612	19.00	3.35
English subscore	612	18.07	4.28
Math subscore	612	18.62	3.29
Reading subscore	612	19.36	5.18
Science reasoning subscore	612	19.38	3.81

10. Melab

Total Score	64	72.36	6.30
Object	64	69.52	10.18
Comp	64	73.20	8.91
Listening	64	74.16	4.84

11. Math Placement

Whole numbers	751	5.47	.75
Arithmetic	751	26.18	5.58
Algebra	748	22.35	6.64

12. Missing Preparation Requirements

	<u>N</u>	<u>%</u>
English 1	92	(11.2)
English 2	18	(2.2)
English 3	9	(1.1)
English 4	16	(2.0)
Elementary Algebra	51	(6.2)
Geometry	134	(16.3)
Intermediate Algebra	205	(24.9)
Science 1	206	(25.1)
Biology	83	(10.1)
Physics	73	(8.9)
2nd Language 1	99	(12.1)
2nd Language 2	134	(16.3)
SSTU 1	6	(.7)
SSTU 2	8	(1.0)
US History	14	(1.7)

Number flagged as exempt from prep requirements = 339
Enrolled % Satisfied (of 820) = 41.3

**6. Significant Differences
Between Ethnic Groups in Admissions (ARDB) Data**

1. Financial Aid Applications Intended

	Black (N = 84) %	Indian (N = 36) %	Asian (N = 90) %	C/L/H (N = 29) %	White (N = 532) %
Missing	50	86	47	52	29
No	2	3	3	3	20
Yes	48	11	50	45	51

Rounded, adjusted percentages reported

2. Age	(N = 84)	(N = 35)	(N = 90)	(N = 29)	(N = 531)
Mean	19.19	22.09	19.94	22.41	18.97
SD	1.81	5.14	2.78	6.38	2.31

3. High School Percentile Rank	(N = 75)	(N = 18)	(N = 72)	(N = 22)	(N = 511)
Mean	36.60	28.50	50.40	33.45	43.09
SD	17.97	14.88	19.36	23.36	17.63

4. High School GPA	(N = 80)	(N = 28)	(N = 73)	(N = 25)	(N = 525)
Mean	1.93	1.81	2.42	1.98	2.25
SD	.45	.71	.49	.54	.46

5. Enhanced ACT Scores

	Black (N = 55)	Indian (N = 11)	Asian (N = 62)	C/L/H (N = 13)	White (N = 440)
<u>English Subscore</u>					
Mean	16.67	14.55	15.60	16.15	18.82
SD	4.46	2.66	3.76	4.00	4.08
<u>Math Subscore</u>					
Mean	16.75	15.64	19.16	17.46	18.87
SD	3.03	2.42	3.35	3.38	3.22
<u>Reading Subscore</u>					
Mean	17.36	16.18	16.69	18.69	20.28
SD	5.50	3.34	5.27	5.02	4.85
<u>Science Reasoning Subscore</u>					
Mean	17.31	17.00	17.50	17.15	20.13
SD	3.61	4.07	3.37	3.08	3.66
<u>Composite Score</u>					
Mean	17.15	15.82	17.35	17.62	19.67
SD	3.41	2.27	2.98	3.59	3.15