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**The analysis of enrollment patterns and student profile  
characteristics at a small rural New England university,  
1978-1988**

**Holmes, Margaret Louise, Ed.D.**

**The University of North Carolina at Greensboro, 1990**

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THE ANALYSIS OF ENROLLMENT PATTERNS AND STUDENT  
PROFILE CHARACTERISTICS AT A SMALL RURAL  
NEW ENGLAND UNIVERSITY 1978-1988

by

Margaret Louise Holmes

A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

Greensboro  
1990

Approved by

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APPROVAL PAGE

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HOLMES, MARGARET LOUISE, Ed.D. The Analysis of Enrollment Patterns and Student Profile Characteristics at a Small Rural New England University 1978-1988. (1990) Directed by Dr. Sarah M. Robinson. 400 pp.

The purpose of this study in support of a concept of academic planning was to review the overall enrollment patterns and to compare and contrast the profile characteristics of students who completed various formal programs of study at the University of Maine at Presque Isle for the years 1978-1988.

A data-base was developed by hand searching and reviewing the files of all students who entered the university as either a degree seeking student or non-degree seeking student between 1978 and 1984 (N = 5115) and who left either successfully or unsuccessfully between 1978 and 1988.

Twenty-one variables related to admission to the university, attendance at the university, and departure from the university were identified. The 21 variables became the basis for the development of the five profiles used in analysis, interpretation, and discussion of the data. Within each profile the data were grouped to answer these questions:

Where did students come from?

What were the entering academic characteristics?

What were their social characteristics?

What were the academic plans of the students?

What happened to the students?

Ochberg (1986) supported the need for college students to gain an identity and be able to "fit" into the college setting comfortably. Tinto's (1986) more recent research focused on the college experience as a rite of passage. Catalano (1985) reported that at some point in the college student's career the students must feel that enough of their needs were being met for the student to choose to continue in college.

The data revealed consistent patterns in some variables, peaks and valleys in others, and no trends over time. The profiles suggest the following conclusions:

1. The program profiles that emerged showed educationally a diverse student population.
2. The data revealed diverse student academic objectives and varied forms of institutional curriculum response.
3. Compared to the Global Profile the students matriculating in the Education/Health, Physical Education, Recreation Division are not a homogeneous subset.

## DEDICATION

This dissertation is dedicated to my parents, Harold and Sally Holmes, and to Dr. William H. Matthews without whose love, support, and encouragement completion of this dissertation would not have been possible.

## ACKNOWLEDGMENTS

The completion of this dissertation would not have been possible without the help and support of many persons. My special thanks go

to Larry Potter, Ted Shields, Liam Shaw, Gail Myshrall, and Mike MacIntosh in Presque Isle for their assistance in entering the data into the computer;

to Tarlough Wiggins in the Academic Computing Center at UNC-G for her assistance in preparing the data for analysis;

to the staff of the Registrar's Office at the University of Maine at Presque Isle; with special recognition to Gayla Shaw for her part in the data collection process;

to the administration, faculty, staff and students at the University of Maine at Presque Isle who permitted me to conduct this research;

to typist Gail Ezell and graphics coordinator Carol Mott for their assistance in the final preparation of the dissertation;

to friends and relatives who have had faith in me and given me their support through the years including Dr. Richard K. Harwood, Dr. Faith J. Meyer, and Diane Russell;

to the Peer Institutions Georgia Southwestern University and University of Maine at Machias;

to the School of Health, Physical Education, Recreation and Dance and the Graduate School at UNC-G for the extra time needed to complete the dissertation.

AND

Special thanks to my doctoral committee: Dr. Bert Goldman, Dr. William Karper, Dr. Donald Reichard, Dr. Robert Tomlinson, with special recognition to my adviser Dr. Sarah Robinson, for their encouragement.



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## PROLOGUE

This dissertation will, in a sense, begin with an "ending." The statements are intended to alert the reader to the subjective context of the study which the objective content may not fully uncover.

What was learned by conducting this research? The responses fall into two distinct areas. One response is related to the process, the mechanics of conducting this descriptive research; the other response is related to the product, the vast quantities of data collected and the ensuing evaluation of the data.

The process was long and arduous but fascinating. Hand searching in alphabetical order all student files in the Registrar's Office provided an interesting trek through the history of the university from its infancy as Aroostook State Normal School; to closing and moving from Presque Isle to Machias during World War II; to reopening after the war; to changes brought about by the student movement of the 1970s; and finally to "the coming of age" as the University of Maine at Presque Isle. While tedious, it is hard to underestimate the value of having "actually" developed these

data sets rather than to accept them from computer tapes, besides such data did not exist.

The product emerged after spending the better part of four months collecting the data and many more months working with them to put the data into a useful form. The time finally came when it was possible to look at the data sets and see what the University of Maine at Presque Isle student body data looked like in recent years. Several prevailing local myths about the characteristics of the student body were dispelled. Misconceptions about gender balance, the distribution of students across the divisions, the proportion of students with special academic needs, for example, were placed in perspective. Suddenly the current picture emerged; a picture of a very diverse small, rural university with a particular regional mission. Hopefully, this study will provide the University of Maine at Presque Isle and the University of Maine System with a valuable data base to begin to plan for the university's second century.

CHAPTER I  
INTRODUCTION

In recent years, enrollment patterns in colleges and universities have changed considerably. In years gone by U.S. college students were usually white middle class, academically talented students with personal and family aspirations that included a college education (McKenna & Lewis, 1986). White middle class persons have continued to attend college; however, the diverse college population of the 1980s included minorities, a large percentage of women, the economically disadvantaged, the handicapped, parttime students, and adults (Gordon & Grites, 1984; Clowes, Hinkle, & Smart, 1986). This change in student background has brought with it a need for colleges to study enrollment patterns.

Two reasons have been cited by researchers for the change in the college population. The federal government has made significant policy shifts designed to bring minority and lower socioeconomic class children into the mainstream of public education. Programs such as Headstart, Title I, the Trio Program (Upward Bound, Talent Search, and Special Services), and Basic Educational Opportunity Grants were designed and implemented to do this (Clowes, Hinkle, & Smart, 1986, p. 121).



The second reason cited is the shrinking pool of traditional college students (McKenna & Lewis, 1986). Colleges that expanded to accommodate the population increase following World War II are now faced with smaller enrollment of traditional students because of the decline in the birth rate during the late 1960s and early 1970s.

According to McKenna and Lewis, the college student of the 1980s coming from a new pool of college students could be the first person in the family to attend college. Such students' academic preparation may be weak and their understanding of higher education is usually not well defined (McKenna & Lewis, 1986, p. 452).

Student development literature maintains that in any new situation and especially in the unique setting confronting a college freshman, it is important that the student have a positive experience. McKenna and Lewis (1986) stress the necessity for acceptable performance during the first academic semester and its relationship to future success in college for all students and especially for the new pool of students (p. 452).

Research indicates that colleges and universities of the 1980s were faced with another problem related to the student population. The problem of attrition, retention, or less formally stated, a problem of students dropping out of college (Nelson, Scott, & Bryan, 1984). Garni (1980)

reported that attrition studies over the past 40 years indicate that only 70% of the students who entered college ever complete four years of study at any institution (p. 223).

Gilbert and Gomme (1986) reported that four out of ten students will complete a degree at the first college entered (p. 227). The literature on attrition and retention has cited many reasons why students do not complete the college degree. The researchers also expressed concern because of the lack of agreement relating to what really constitutes dropping out. Is dropping out the student who takes a semester off; the student who transfers; or the student who does not make the grade academically (Terenzini, 1987; Gilbert & Gomme, 1986; Nelson, Scott, & Bryan, 1984)?

The changing enrollment patterns and other financial issues have caused colleges and universities to recognize the need to plan for the future. Education has chosen to look to business management as a model of the process known as strategic planning. The purpose of the strategic planning process or academic strategy is to help organizations develop greater quality by capitalizing on the strengths that they already possess (Keller, 1983, pp. vii-viii).

The University of Maine at Presque Isle is a regional baccalaureate institution of the University of Maine System. Founded in 1903 as a Normal School, the university has maintained its commitment to the preparation of teachers.

Offerings have been expanded to include majors in Humanities, Mathematics, Science, and Social Science. At the time of this study (1990) students could earn an Associate degree, a Bachelor of Arts or a Bachelor of Science degree. In addition there were two-year transfer programs and outreach programs at Loring Air Force Base and in the nearby locale. Since 1985, the Mobile Graduate Program from the University of Southern Maine has been offered. This program was to continue through 1990. A graduate program in Public Administration was available cooperatively with the University of Maine.

The 150 acre campus is located in Presque Isle, Aroostook County, which is the largest land mass county east of the Mississippi (6,400 square miles). The area is known in New England as "The County." Lumber and potatoes are the major industries in the area. The vast gently rolling terrain suggests a pastoral and relaxed lifestyle within The County.

Informal institutional wisdom maintains that the majority of the students who attend the University are from The County, and have had very different life experiences than students from a more metropolitan area. High schools (Grades 9-12) within Aroostook County range from schools with fewer than 100 students to schools with approximately 850 students. Many of the students may represent the first

person in their family to attend college and in some cases the first in the family to graduate from high school. A large French Canadian population, and proximity to French speaking Canada, is assumed to provide the students with a unique experience.

#### Purpose of the Study

The purpose of this study in support of a process of academic planning was to review the overall enrollment patterns and to compare and contrast the profile characteristics of students who completed various formal programs of study at the University of Maine at Presque Isle for the years 1978-1988.

#### Problem Statement

Specifically the research was undertaken to track academic progress of students who attended the University of Maine at Presque Isle. The following guiding questions were posed:

1. What were the student data profiles on admission among the various fields of study?
2. What were the student data profiles on completion of a planned program of study among the various fields of study?
3. What were the student data profiles on admission and on departure without completion of a planned program among various fields of study?

For each question, specific contrasts have been made among associate and bachelor degree recipients, transfer program students and those students who completed their personal study objectives, and among the fields of study in Education/Health, Physical Education, Recreation and all other majors.

#### Definition of Terms

Active Student - a student who entered the university between 1978 and 1984 and continued to be enrolled in a course(s) through the Spring of 1988.

Admission Data - information related to admission to the university. These data were located in the official student files.

Basic Study Course - courses in writing, mathematics, and reading designed to provide additional preparation for students deemed weak academically. Students received credit that was computed in the Grade Point Average but the credits did not count toward the total hours needed for graduation (UMPI Catalogue, 1986, p. 11).

Condition of Admission - students who were admitted to the University of Maine at Presque Isle between 1978 and 1984 whose application revealed one or more of the following concerns: SAT scores were below 800, did not have appropriate rank in class, did not present a good high school

record, or the best of (weak) letters of recommendation, or who showed some other deficiency (UMPI Catalogue, 1986, p. 11).

Data Category "Other" - undergraduate special and non-degree seeking student, non-matriculating student; classification given students who enroll in a course(s) through continuing education; not a degree seeking student.

Departure Data - information related to leaving the university, either having successfully completed a planned program of study or not having successfully completed a planned program of study. These data were located in the official student files.

Global Data - data reported about all 5,115 persons who entered the university from 1978 to 1984, and related to all 21 variables in the potential data sets.

Hand Search - process used to collect raw data (see protocol in Chapter III, page 48).

Inactive Student - a student who entered the university between 1978 and 1982 and did not enroll in a course(s) after 1982.

Peer Institution - a college or university of similar size, location, curriculum, history, and traditions.

Success - completion of (1) student objectives, (2) a transfer program, or (3) a degree (associate or bachelor) at the University of Maine at Presque Isle.

Transfer Program - special one or two year programs that have been set up so students may attain the basic curriculum in fourteen Math/Science disciplines; the curricula have been established to enable students to transfer without losing credits to a larger university within the University System.

#### Assumptions

The following assumptions were made for this study:

1. That access to appropriate records would be provided.
2. That self-reported data as found on the student records were accurate.

#### Scope of Study

The scope of this descriptive study focused on the population of students (N = 5115) who entered the University of Maine at Presque Isle for the first time between 1978 and 1984 and who left the university either successfully or unsuccessfully between 1982 and 1988. Success was defined as the completion of student objectives, a transfer program, an associate or bachelor's degree program. The population included students who transferred into the university, those students who reentered the university, and those students who entered as undergraduate specials (students who enrolled

in courses through Continuing Education). The reentering students were tracked with the class of original entry. Comparisons were made among those students admitted as Physical Education majors, those admitted as Education/Health and Recreation majors, and those admitted in other majors.

Two sets of data were collected about all students. One set of data collected was designated as Admission Data (information related to admission to the university). These data were:

- Semester of Entry
- High School Attended
- High School GPA
- Rank in High School Class
- Gender
- Ethnic Background
- Incoming Transfer Student
- Condition of Admission
- Standardized Test Score (SAT or ACT)
- Age upon Entry
- First Generation College Attended
- College Attendance of Siblings
- Anticipated Major
- Student Objective



The second set of data collected was designated as departure data (information related to leaving the university). These data were:

Major(s)

Number of Times Major Changed

Length of Time at the University

Basic Studies Courses

Residence Location (on campus/off campus)

Reentry

Reason for Leaving

Graduation

Transfer

Academic Dismissal

Disciplinary Dismissal

Left - No Reason

Student Objective Obtained

Deceased

#### Limitations

The following limitations of this study were identified and acknowledged:

1. The findings relate only to the University of Maine at Presque Isle setting although comparisons with peer institutions were used in the interpretation and discussion of these data.

2. Some of the Admission Data were self reported.

### Significance of the Research

It seems that in recent years a concern of many colleges and universities has been to address how each college and/or university can attract students to apply, that is to expand the enrollment pool. Once a student has applied, been accepted, and enrolled, the college/university attempts to retain these students (Hossler, 1985).

The University of Maine at Presque Isle, like most institutions of higher education, has been concerned about the future. Most concerns have been focused on two general areas. These can be identified as people: with the declining birth rate how will the university be able to attract and keep students; and, process: how can the university improve what it is already doing.

Within the University of Maine System there are seven campuses ranging in size from 350 students at the University of Maine at Fort Kent to 10,000 students at the University of Maine at Orono. In the summer of 1986 a new system chancellor was named and five of the seven campuses have recruited new presidents since then. The University System has become involved in a system wide Strategic Planning process. Each campus was asked to review and identify goals. At the time that this research study was initiated the process was in the developmental stages; means for

achieving and/or implementation of the goals were not fully identified.

Beginning with the Fall of 1986 four new administrators came to the Presque Isle campus. These persons were the president, the vice president for academic affairs, the dean of students, and the director of admissions. The new leadership brought the campus an increased interest in institutional planning.

At the University of Maine at Presque Isle 22 goals were identified. One goal was related to the necessity to help the struggling learner and to recognize that the majority of students who enter the university do not come from distinguished backgrounds (Clayton, March 1988).

Realizing that the change process takes time and that it is wise to identify goals and means to reach these goals before making changes, some very small changes have taken or will take place. One of these areas of change has been academic dismissal making it more responsive to student learning.

In discussion with the researcher both the Director of Admissions and the Vice President for Academic Affairs concerns were expressed related to the retention of students. It is commonly observed that after students enter the university, a fairly large number do not graduate. The Class of 1987 entered as freshmen (in 1983) with approximately 30

Physical Education majors in both the teaching and the non-teaching option. In May of 1987, four Physical Education majors graduated, three in the teaching option and one in the non-teaching option. What became of the other 26? In 1988 when the question was first posed, specific data were not available, but it seems reasonable to assume that some students changed majors, some transferred to other institutions, some dropped out, some were in the five year plan (did not take enough credit hours to stay with their own class) and some "flunked out." How similar to other majors were these patterns of attrition?

Why do students not complete their baccalaureate degree at the University of Maine at Presque Isle? Since no study has been done to find an answer to these questions, one can only rely on the literature and project the reasons.

The literature reveal that contemporary students leave college for any of the following reasons:

- Student does not feel comfortable in the college environment.
- Conflict between liberal arts education and education for a career.
- Student does not invest in college experiences.
- Lack of degree of fit between college and student.
- Student has family responsibilities.
- College diploma is not important to the student.
- Student lives far from college.
- Student finds academic program dull and not demanding.
- Student had financial difficulties. (Anderson, 1981; Billson & Terry, 1982; Turnbull, 1986; Fox, 1986; Gilbert, & Gomme, 1986; Bean & Creswell, 1980; Ramist, 1981)

Also some students may receive a double message from the family. Go to college; you have an opportunity that I never had. The second message may be, leaving home upsets the status quo; leaving home causes a break up of the family.

Billson and Terry (1982) report that sociological problems do occur among students who are the first in the family to attend college. For some, the social gap is too large. Keeping in mind the research cited (Billson & Terry) as well as the sociological and environmental background of the University of Maine at Presque Isle student, it is no wonder that many seem to suffer "culture shock" and act as though they are uncomfortable in the college setting. Reactions may include doing poorly academically or leaving altogether.

In 1987 the new administration at the University of Maine at Presque Isle made a commitment to make changes. At the time of the study the majority of the specific changes were still in the planning process, however, a commitment to help the struggling learner was presented as a concern. Profiles of both the successful and the unsuccessful student were projected as being valuable in planning for the future. Since no study had been undertaken to develop profile data of groups at the university, the administration fully supported the research.

It was expected that after all of the data were collected, in addition to visually displaying the data for appropriate comparisons, a group data profile would be developed. The characteristics listed on the Admission/Departure Data Form would be used to develop these profiles. The profiles were to give insights about the characteristics of the students completing various programs/objectives. Within the university the success profiles should be helpful in the recruitment of potential students by the admissions office and the athletic coaches. The faculty and others who provide support services may find such profiles to be of value when working with students. Outside the university it is possible that high school guidance counselors will be able to use the profile sketches during college counseling sessions with college bound students.

#### Social, Contextual Elements of the Site

While the author was teaching and advising the population of students attending the University of Maine at Presque Isle it seemed that many were first generation college students. The occupational role models for the majority of the students do not provide the student with a broad base for the selection of a career. Students recognized that persons in The County may earn a living in farming, lumber, retailing, military service, teaching, the ministry,

border patrol, the medical profession, and probably fewer than ten other careers. The wide range of career options supplied with the Strong Campbell Vocational Inventory points out the narrowness of possible career options with which University of Maine at Presque Isle students probably identify. For many students perhaps the only college educated persons with whom they have come in contact were their teachers in school or their minister.

To gain a perspective on enrollment trends there was a need to examine more closely the geographical, historical, sociological, and environmental characteristics of The County and the university students in 1988. Geographically, Presque Isle is isolated (see Figure 1). The major interstate highway was 40 miles to the south of Presque Isle; fifteen miles to the east lay the Trans Canada Highway. Two lane roads were the norm. Much of the western part of The County was undeveloped as the land was privately owned. In sheer distance, it is almost as far from Presque Isle to Portland, Maine as it is between Portland and New York City. Presque Isle does have a municipal airport with direct service provided to Boston and other cities in Maine. There was limited rail service for freight; most transportation for goods and people was by truck or automobile. The nearest ocean was at least one hundred miles to the south. No American river gives easy access to the area. In days

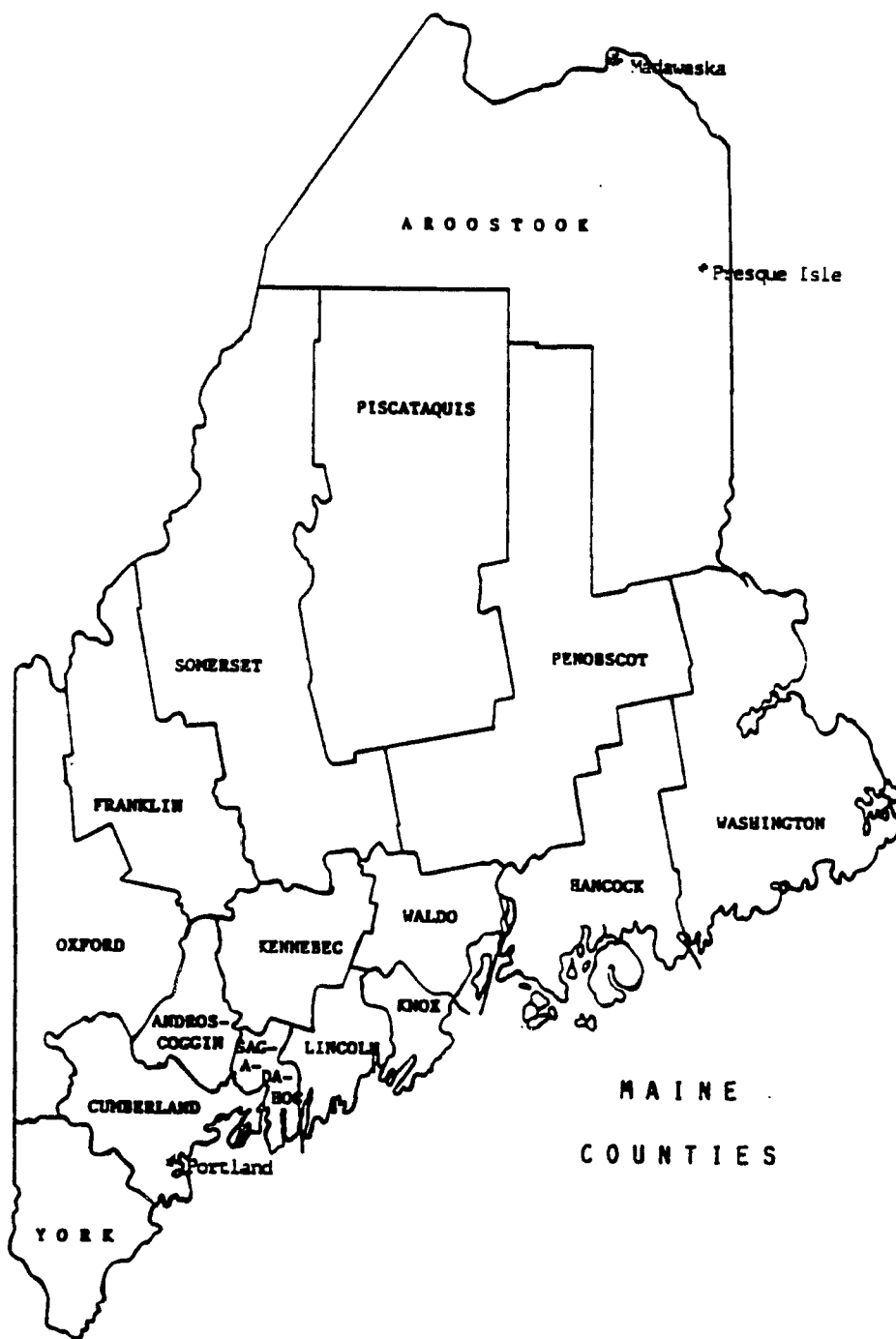


Figure 1. Map of the State of Maine. (Maine Educational Directory, p. 29)



gone by, the (Canadian) St. John River, which flows along the northern and eastern borders of Maine, provided access to the ocean but the inland water traffic is no longer evident.

In studying the history of The County one realizes that the area was settled late in comparison to other parts of New England. The late settling date can be attributed to the inaccessibility of the region and to the border with Canada not being firmly established at the conclusion of the American Revolution. In 1785 the Acadians were given permission to settle in the St. John Valley at the mouth of the Madawaska River. New Brunswick, Quebec, the British, and the Americans argued over who "owned" the area (Clifford, 1963, pp. 297-298). The Houlton area (40 miles south of Presque Isle) was settled in 1805. The French speaking Acadian community to the north and the English speaking Houlton community had very little, if any, contact.

At the conclusion of the American Revolution in 1783 very little was known about the geography of the area presently known as Aroostook County, Western New Brunswick, and Eastern Quebec. Also, the French and British had never agreed upon a boundary between the British Colonies and Acadia. For these two reasons no firm boundary between the United States and Canada was established. It is believed that settlers were hesitant to come to the area as it was

uncertain whether they would be American citizens or British subjects. The State of Maine was not permitted to sell land, build roads, or establish schools. The border dispute was finally settled in 1842 with the signing of the Webster-Ashburton Treaty (Clifford, 1963, p. 306). With the signing of the treaty, settlers came in The County. Slow steady growth continued until the U.S. Civil War. The next influx occurred in 1870 when a Swedish colony was established (Clifford, 1963, p. 307). During the Second World War an air base was established in Presque Isle. The active airfield was closed after the war, and Loring Air Base (SAC) was developed twenty miles to the north. Since there is still base housing in Presque Isle, both of these facilities have brought people into the area.

People in Maine might agree that Aroostook County is unique. At the time of the study the typical student came from a community in which social events center around a few choices. The school provided group interaction especially during the basketball season. The church appeared to meet both spiritual needs and some social needs. Many family units, exist in which two or three generations lived in close proximity, and in which French may be the spoken language, especially for the older family members.

Many of the high schools had fewer than 200 students most of whom have been together since kindergarten. Also,

many of the teachers have been a part of the school community for an extended period of time and there is very little teacher turnover.

At the present time, public schools (there are no private schools) close for Potato Harvest in September for three to six weeks so that the potatoes can be "picked." Everyday life comes to an abrupt halt during Harvest. In smaller communities children from ages nine and older assist in the Harvest. Younger children stay with a babysitter. In larger communities the students in grades kindergarten through five or eight attend school while older students are excused to work Harvest. Starting at 4:00 a.m. the radio and television networks broadcast "The Potato Pickers Special." Farmers call in their picking needs. These needs are broadcast so the pickers know who needs help. Plans for gatherings (church suppers, club meetings, and athletic contests) are not scheduled during Harvest.

Currently, in many communities there is a very strong influence from the fundamentalist churches. Thus, while the state does not prohibit the sale of alcoholic beverages, the community mores may be so strong that some students may never have been exposed to persons using either drugs or alcohol. In other communities persons openly abuse alcohol.

The weather is apt to be snowy and cold from early November until late April, followed by "mud season" until

mid-June when summer finally arrives. Many families do not leave home during the cold season except to go to work, school, or church. In December and January the sun sets about 3:30 p.m. and the sun rises about 7:00 a.m. The short winter days make the long summer days even more special. During the period from late December until mid to late February the outside temperature may not rise much above 15 degrees Fahrenheit. It is not uncommon for the temperature to be below zero for seven to ten days in a row. For many persons the long winters emphasize the remoteness of the region.

Active recreational activities may include hunting, fishing, cross country skiing, or sledding (snow mobiling). Unless the students live in one of the larger communities they probably have not had the opportunity to take formal musical training such as piano lessons. However, they probably have had a chance to be in scouting or 4H. Many have never been to the public library or seen a parent read a book other than a light, non-serious book. Other cultural opportunities (symphony, plays, and art exhibits) have not been a part of their life experiences. Much of the orientation to the outside world comes from the movies or television, not from the actual experiences outside The County. Unless the family has cable or a satellite dish, the options on television are limited to three channels (PBS, a Canadian

station, and the local network, a combination of the three major networks). The world of many of these students is The County. Maybe they have been to Canada, other parts of Maine (Bangor, three hours south, Augusta, or Portland), or to the ocean, but chances are they have not. These characteristics make the University of Maine at Presque Isle a distinctive campus environment.

While the University of Maine at Presque Isle is, in some respects a unique university, in other respects it might be typical of smaller colleges and universities, especially those of comparable size, parallel history, rural location, and population characteristics of students. The present study should offer important ideas for future institutional planning since the data-base will allow analysis of the following sub-questions:

1. Where did the student come from?
2. What were their entering academic characteristics?
3. What were their social characteristics?
4. What were the academic plans of the students?
5. What happened to the students?

## CHAPTER II

### REVIEW OF LITERATURE

Several topics were examined in a review of the literature. They were as follows: retention, attrition, dropping out, enrollment management, the freshman year experience, the high risk student, and selected topics in academic planning. Emphasis was placed on literature published since 1970. Particular references were chosen on the basis of appropriateness to the focus of the present investigation.

#### Retention, Attrition, Dropping Out Enrollment Management

According to Anderson (1981) studies related to attrition have shown that students who withdraw from college are most apt to do so within the first two years. Students who feel that college meshes with their needs, aspirations, and abilities will be more likely to stay in college (Anderson, 1981, p. 5).

Billson and Terry researched college attrition among first generation college students. A major factor for these students related to dropping out of college was the conflict between a liberal arts education and a career education. The researchers found that the concept most first generation

college students possess is that the purpose in attending college is to get a job. The purpose of a liberal arts education is to educate the whole person. This conflict may be caused by the long jump from the social status of the parents to that of a new social status for the student. The long jump is without resources, support and the role model of significant others (Billson & Terry, 1982, pp. 60, 74). A second phase of Billson and Terry's research supported the notion that students who feel comfortable in the college setting are less apt to drop out. The comfort level as described by these authors related to the academic and non-academic interactions in the college setting. These interactions include the social as well as institutional contact in the non-academic category (Billson & Terry, 1982).

In later research Billson and Terry (1987) developed a retention model for higher education. The model was developed based on data collected about first generation college students. Five of the eight phases of the model begin before the student enters a college/university. These phases include:

Outreach - routine contact with high school students, guidance counselors and teachers about college level work, college preparation requirements and basic skill areas.

Recruitment/Selection - early acceptance is more apt to lead to more adequate preparation to attend college and better institutional fit.

Assessment - provides guidance so the student will be more apt to succeed. The more talented students will be directed to more challenging courses/programs.

Preparation - special summer courses for all students in basic areas such as writing, mathematics, and the computer can help the students to improve these skills before enrolling in credit and grade bearing college level courses.

Orientation - a good orientation program that extends into the first semester of attendance and transition to college. (Billson & Terry, 1987, pp. 293-297)

The final three phases occur after the student enrolls in the college/university. These phases include:

Integration - an opportunity needs to be provided for the student to develop a social and academic support system. Parents and/or spouse may be included in this phase.

Maintenance - specific activities need to be planned for the sophomore to senior year to help the students achieve their goal. A few of the activities mentioned included "hassle-free" pre-registration and career counseling services.

Separation - includes assisting the student with job seeking skills, graduate school and life skills. (Billson & Terry, 1987, pp. 297-301)

When students sense that they have entered an academic community where high standards are coupled with concern for their growth as individuals through their career as students, they will be more likely to persist to graduation, regardless of the pulls toward outside commitments (Billson & Terry, 1987, p. 304).

Thomas and Andres (1987) suggest the following four phases are appropriate for inclusion in a retention program:



assist college students to gain a realistic picture of college life; create a system of early concerns that would identify early in the freshman year the "high needs student" and monitor mid-term grades; make contact with students who have left or withdrawn from the university; and maintain contact with students who persist or return to the university (pp. 338-339).

Van Allen (1988) stresses the need for college administrators to pursue student retention studies with as much tenacity as is demonstrated by researchers. Included in Van Allen's suggestions is the need for student development personnel, admission counselors, and faculty advisors to demonstrate positive leadership roles. The college/university needs to encourage academic excellence. The most important part of the retention program is the development of a communication network that includes students, faculty, and institutional resources (pp. 163-165).

Turnbull (1986) indicated that student attrition may mean several different things. It can be defined as the students who have come to college with no intention of completing a degree; the student who transfers because another institution is better prepared to meet their needs; the goals of the students have changed; or the student "flunks out." These four different definitions cause confusion. To end this confusion Turnbull suggested the term college

commitment. Turnbull's premise is that if students are involved in college life (college commitment) then the students are less apt to drop out. According to Turnbull (1986) research suggests that the more time and effort a student invests in the learning process and the more intensely the students engage in education, the greater will be the growth and achievement, the higher satisfaction with the educational experience, and the longer persistence in college and therefore, the more likely the student is to continue the learning process. Turnbull indicates that the greatest period of attrition is after the first year of college; however, psychologically students may drop out during first semester when they begin to have second thoughts about the entire college experience. The faculty and staff members need to understand their role in helping the student to feel comfortable in the new surroundings. The poorly prepared student especially needs to experience success (Turnbull, 1986, pp. 8, 10).

Spady (1970) and Tinto (1975) as cited in Pascarella (1980) also stressed the need for the student to become a part of the social and academic system of the college. These researchers seemed to suggest that the social integration with peers and faculty may be more important than the academic integration (Pascarello, 1980, p. 558).

The integration theme is reinforced by Fox (1986) who reported on research conducted on disadvantaged students. Fox indicated that academic integration seems to have the greatest direct influence on persistence and withdrawal as it affects this population. In addition, Fox makes the suggestion that a special program may be developed to help the underprepared student make the transition from high school to college (Fox, 1986, p. 420).

Dropping out of college was compared by Hurst and McCann to suicide. They indicate that dropping out is less drastic than suicide but the reasons for the actions are very similar. The reasons include lack of consistency, lack of intimate interactions with others, differing value systems, and the lack of compatibility with the social system (Hurst & McCann, 1984, p. 9).

Astin proposes a theory of involvement as a method to address the issue of retention. The theory provides a unifying construct that can help to focus the energies of all institutional personnel on a common objective (Astin, 1984, p. 305). Astin stresses the need for student involvement because the greater the involvement the greater will be the amount of student learning and personal development (p. 305).

A slightly different approach to this issue is presented by Gilbert and Gomme. Their model is based on the

concept of degree of fit between the student and the institutional environment. They stress the need for the institution to view the student as entering college with a variety of traits that will identify the student as being a specific student. These traits will affect how the student reacts in the college environment; that is, commitment vs. lack of commitment, integrated vs. non-integrated (Gilbert & Gomme, 1986, pp. 229-231).

In a somewhat different approach, Ochberg (1986) suggested that the answer to the drop out problem may be found in Erikson's Theory of Human Development, specifically, in the stage of Puberty and Adolescence. The task during this stage is to determine the individual's identity. The incomplete task results in role confusion. It seems appropriate to assert that students would choose to stay in college if they have been able to identify or integrate within the college. If the students were unable to integrate, then role confusion would result and they might drop out of college. According to this theory, it then becomes the responsibility of the college to help students gain an identity; that is, learn how to fit into the role as a student in a specific college.

In 1971 Morrisey reported that during the previous 30 to 40 years researchers have established that past performance in high school was the most valid single predictor of

college grades. With this in mind Morrisey studied freshmen entering the College of Arts and Science at the University of Missouri at Kansas City in the Fall of 1965. The six non-intellective variables Family Independence, Family Social Status, Independence, Liberalism, Peer Independence, and Sex (gender), Academic Ability, (high school percentile and first semester college GPA) were controlled, while the non-intellective factors were allowed to vary so that their effect on attrition could be measured. The study showed that the Persistence-Dropping Out variation was not reliably associated with any of the single independent variables or with any of the combination of independent variables. The study does support the hypothesis that there is a relationship between the first semester grade point average and attrition (Morrisey, 1971).

Bean and Creswell approached attrition from a different perspective. These researchers looked to business and industry for the theoretical base for their research. Using an "intent-to-leave" model, these researchers developed a profile of the exit prone student. Included in this profile were the following reasons why a student leaves college: [they] believe that education is not important in getting a job; have family responsibilities; feel a college diploma is not important; do not feel a sense of self development from attending college; live far from college; have low ACT

scores; feel academic program is dull and not demanding; lack confidence to be a good student; not involved in extra curricular activities (Bean & Creswell, 1980, pp. 320-322).

Catalano developed a Motivation-Retention Model as a way to explain student retention (see Figure 2). The model is based on Maslow's Theory of Motivation. It is Catalano's premise that if the needs of the student are met, then the needs will become positive motivators or centripetal forces which draw the student toward staying in college. If the needs of the student are not met, the needs will then become motivators or centrifugal forces which will draw the student away from staying in college (Catalano, 1985, p. 258).

The research of Spady on dropouts in the 1960s provides the more recent researcher with a firm theoretical base. The first model was developed after an extensive review of literature (see Figure 3).

Spady tested this model starting in 1965 on 683 students who entered the College of the University of Chicago as freshmen. Three types of data were collected during the study.

1. Information about specific respondents provided by informants.
2. Information from specific respondents about themselves.

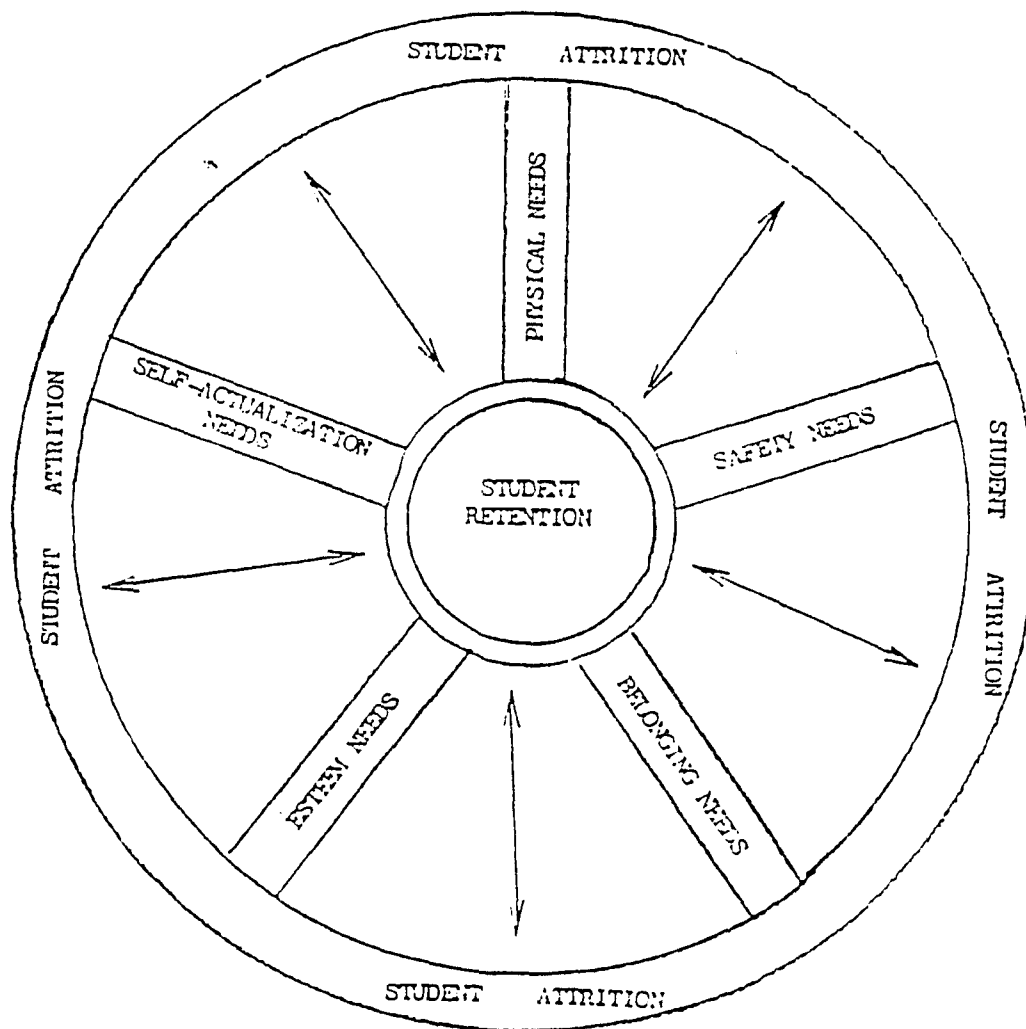


Figure 2. The Motivation-Retention Model. (Catalano, 1985, p. 60)

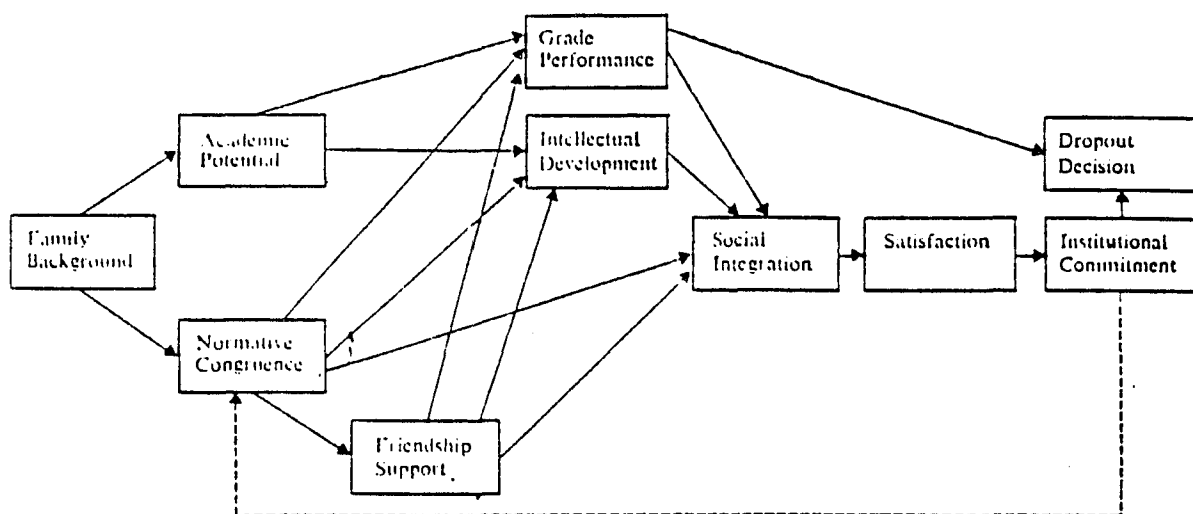


Figure 3. Theoretical Base Model of the Undergraduate Dropout Process. (Spady, 1971, p. 39; Spady, 1970, p. 72)



3. Information from specific respondents about the College in general (Spady, 1971, p. 40).

As a result of testing the first model, a second model was developed (see Figure 4). This model more accurately reflects the interaction of college students with the variables.

Over the years Tinto has researched and written about student departure from higher education. In 1975 Tinto's model of dropouts from college indicated that dropping out of college is a longitudinal process of interaction between the individual, the social, and the academic systems of the college during which the experiences of the students in those systems continually modify their goal and institutional commitments in ways which will lead to continuing in college and/or to various forms of leaving college (Tinto, 1975, p. 94).

More recently in writing for the Higher Education: Handbook for Theory and Research and in his own book Leaving College Rethinking the Causes and Cures of Student Retention Tinto has revised his research and writings to view student continuation or departure from college as a rite of passage to adulthood. Basing his research on Van Gennep's 1960 book entitled Rite of Passage, Tinto suggests a future direction for theories of student departure. Van Gennep states that each stage in the rite of passage to adulthood consists of a

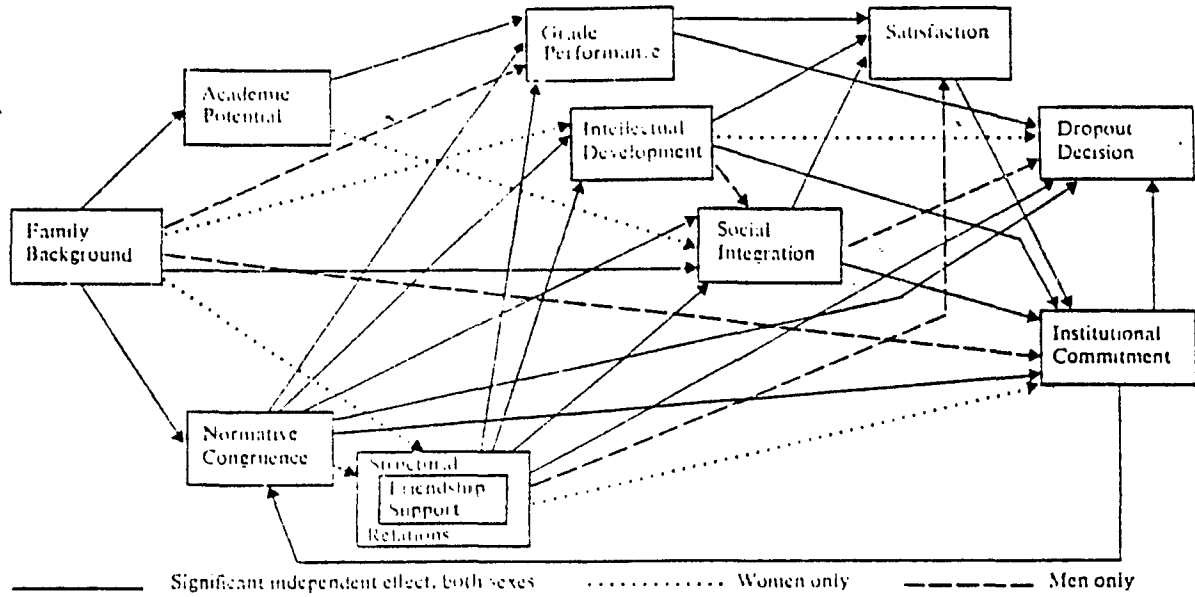


Figure 4. An Empirical Model of the Undergraduate Dropout Process. (Spady, 1971, p. 58)

change in patterns of interaction between the individual and other members of society (Tinto, 1986, p. 368; Tinto, 1987, pp. 93-98).

The first stage, separation, is characterized by a real decline in the pattern of interactions with members of the group from which the individual has come. In the second stage, transition, the individual begins to interact in new ways with members of the new group. During the third stage, incorporation, the individual seeks full membership in the new group. The individual may have contacts with the old group, but these contacts are as a member of the new group (Tinto, 1986, pp. 368-369).

According to Noel if students do not feel they are learning, growing, and building skills that are in preparation for the future, they are apt to state that college is not worth it. Noel, then, stresses the importance of helping students identify career goals early in the freshmen year. Academic boredom sets in for the undecided student because learning is not quite as relevant to those who do not have a goal. Unless the student gets help in the decision-making process involved in declaring a major, the student is more likely to drop out. Noel supports the notion of matching the student to the institution. This is where retention begins. Colleges need to recruit and enroll students who are most compatible with the mission of the

college, in other words, match what the college has to offer to the needs of the student (Noel, 1985, pp. 8-14).

Stodt reiterates what researchers have reported related to students persisting and completing the bachelor's degree. Student satisfaction and involvement contribute heavily to the decision not to leave college. Also this research reflects what seems to be a more recent trend in the literature that college students are consumers. With this in mind colleges and universities need to learn that they must help students understand the benefits of investing in a college education (Stodt, 1987, pp. 5-8).

In summary, the literature reviewed established a pattern related to the reasons why students drop out of college. The pattern included being comfortable in the college setting, achieving academic success and involvement in college life.

#### Academic Planning

According to Chaffee a study of strategic management will help administrators and faculty to begin to understand the nature of the university, how it creates and responds to myriad and shifting external forces, and what it needs to do if it is to survive and prosper. Business literature provides us with a model of how a program can be built. Chaffee suggested that Higher Education become more aware of this

body of literature in order to address the issue of strategic management (Chaffee, 1985, p. 164).

Keller defines strategic planning as an effort to make this year's decision more intelligent by looking toward the probable future and coupling the decisions to an overall institutional strategy (Keller, 1983, p. 142). The strategic planning process helps colleges and universities identify the best way to reshape the institution, tapping into the strengths of curriculum, environment, location, tradition, and history. The purpose of strategic planning is not to throw away the past but to examine where to go in the future and how best to get there (see Figure 5).

In suggesting a plan of studying retention and student flow, Ewell indicated that an appropriate method is to construct a Longitudinal File. The file can be developed by collecting historical data (Social Security Number, date of birth, gender, test scores, financial aid status, major/program, entering student type, last prior schooling). This data file will enable the researcher to answer the question "What is the enrollment pattern of each individual in the cohort?" (Ewell, 1987, p. 5). Ewell further suggests that it is important to track students for a long enough period of time so that at least 90% of the cohort have completed their studies (5 or 6 years). Depending upon why the study is being conducted, the researcher may find that it is

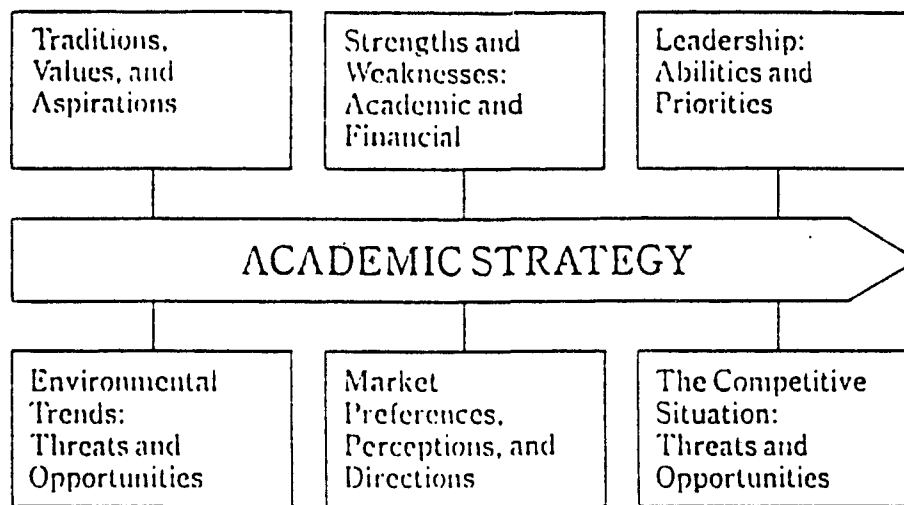


Figure 5. Academic Strategy Model. (Keller, 1982, p. 152)

appropriate to track both fall (First Semester) entering students and spring (Second Semester) entering students. In addition the most important single step in a longitudinal enrollment study is to determine patterns of student flow for the entire university, then to view the relationship to one another, and finally how the data relate to the total enrollment picture (Ewell, 1987, pp. 9, 17).

In other research, Terenzini suggests that when studying attrition, the following questions need to be addressed:

1. How many students are withdrawing?
2. When are students withdrawing?
3. Who is withdrawing?
4. Why are they withdrawing? (Terenzini, 1987, p. 23)

When evaluating results of the research, the institutional leadership needs to decide at what point on the continuum from perfect retention to complete exodus they should begin to become concerned about their own withdrawal rate. Terenzini reports that 80% of all dropouts leave before the start of the second year (Terenzini, 1987, pp. 24-25).

At Duquesne University the Office of Institutional Research conducted a study of student retention. The results of the research indicate that students expect high-quality courses, good grades, many activities, organizations, cultural events, caring personnel, job-oriented

classes, and comfortable residence halls. It was noted the list of expectations parallels student dissatisfactions and the reasons given for leaving. Since the university did provide the items on the expectations list and students also gave these as dissatisfactions, institutional research aided in establishing a New Student Seminar. The seminar was designed to assist freshmen in making the adjustments and connections (Klepper, Nelson, & Miller, 1987).

In additional retention research reported by Klepper, Nelson, and Miller, a comprehensive longitudinal analysis is being conducted to develop an attrition-risk formula to be applied to all incoming students at Canisus College. The researchers identified variables from the student data base that included information on demographics such as academic performance, academic experience, high school GPA, Rank, SAT or ACT Scores, residence status, and financial aid. Additional data is being collected through the use of a survey instrument (specific instrument not mentioned) that is administered to all first-time full-time Canisus College students, including transfers. Questions on the survey deal with social issues, academic abilities, and motivations, personal abilities, values, and high school academic and social experiences. A section gives an opportunity to make predictive statements about their college experience. The student data base has been available since 1982 and the



survey was first administered in 1985. The data collected from the longitudinal study and the survey over a five year period of time will be pooled together to develop the attrition-risk formula. At Canisus, the formula will be applied to all incoming students. Students considered at risk will be offered counseling, academic remediation, and financial aid. The attrition-risk score will be updated each semester (Klepper, Nelson, & Miller, 1987, pp. 34-36).

The literature reviewed supported the need for continued research on why students leave college. It is appropriate for this research to be conducted under the topic of institutional research.

CHAPTER III  
DESIGN AND METHODS OF THE STUDY

This descriptive study focused on a population of students (N = 5115) who entered the University of Maine at Presque Isle as either degree seeking students or as non-degree seeking students between 1978 and 1984 and who left the university either successfully or unsuccessfully between 1978 and 1988. Successful was defined as the completion of student objectives, a transfer program, an associate or bachelor's degree program. Attention was focused on comparing the data collected about Physical Education majors to data collected about Education/Health, Recreation Division majors and all other majors. The purpose of the data collection was to develop a data-base from which descriptive profiles showing characteristics of the successful and unsuccessful University of Maine at Presque Isle students and to compare these findings with peer institutional data, if available. The following questions were addressed:

1. What are the student data profiles on admission among the various fields of study?
2. What are the student data profiles on completion of a planned program of study among the various fields of study?

3. What are the student data profiles on admission and on departure without completion of a planned program among the various fields of study?

For all three questions specific contrasts were made among associate and bachelor degree recipients, transfer program students and those students who complete their personal study objectives, and among the fields of study in Education/Health, Physical Education, Recreation and all other majors.

#### Design of the Data Base

The data-base was developed from review of the files of all students who entered the university as either a degree seeking student or non-degree seeking student between 1978 and 1984 (N = 5115) and who left the university either successfully or unsuccessfully between 1978 and 1988. Students who transferred into the university were also included in this study. Students who reentered the university were tracked with the class of original entry. Also included in the study were persons who entered the university through Continuing Education (undergraduate special or non-degree seeking students) because these students, too, attend regularly scheduled classes and paid according to a regular fee schedule.

### Human Subjects Protection

The proposal was approved by the Human Subjects Review Committees at both the University of North Carolina at Greensboro and at the University of Maine at Presque Isle (Appendix A, p. 175). After the needed approval was secured, the following steps were taken to protect the anonymity of students whose files were reviewed and the confidentiality of the data collected from these student files.

Identification of all data collected from the student files was through identification number. Names were not used, as the specific identities of the subjects were not necessary in this research. Assistance from the registrar's office staff was secured to verify the coding of the data collected. The reviewer was asked to randomly select four files from each drawer reviewed to confirm the coding. The reviewer was advised of the need for confidentiality of the materials reviewed. The raw data were kept until the researcher completed her doctoral degree and were then destroyed in an appropriate manner.

### Data Collection

#### Admission Data Set

Information related to admission to the university, defined in the study as Admission Data, was collected from

the file of each student. The file of each student was hand searched to collect the needed data. Data collected were:

- Semester of Entry
- High School Attended
- High School GPA
- Gender
- Ethnic Background
- Incoming Transfer Student
- Condition of Admission
- Standardized Test Score (SAT and ACT)
- Age upon Entry
- First Generation College
- College Attendance of Siblings
- Anticipated Major
- Student Objective

#### Departure Data Set

Departure Data, was defined as information related to leaving the university either having successfully completed a planned program of study, not having completed a planned program of study, or reaching the student objective. Student progress was followed through the university. Data collected were:

- Major (Change of Major[s])
- Length of Time at the University

Basic Studies Courses

Residence Location while Attending the University

On Campus

Off Campus

Reenter University

Reason for Leaving

Graduation

Transfer

Academic Dismissal

Disciplinary Dismissal

Left - No Reason

Student Objective Obtained

Still Enrolled in Courses

Deceased

The Admission and Departure Data were collected by hand searching student files. All data were recorded on the Admission/Departure Data Form (Appendix B, p. 182).

#### Collection of the Data

A FORTRAN Coding Form was modified for use as the Admission/Departure Data Form (Appendix B, p. 182). A coding system was developed for each of the 21 variables (Appendix C, p. 184). Ones were used for "yes" data and twos were used for "no" data. A zero was recorded if a data item was missing. Actual numbers were recorded for the GPA, rank, test

scores, age and length of time by semesters. The name of the high school attended, the anticipated major, and the major(s) were written out on the second line. These data were coded at the conclusion of the data collection process and prior to the entry of the data into the computer. As the coding was being done, letters of the alphabet were used to designate the different sizes of the high schools in Maine.

#### Data Collection and Tabulation

##### Hand Search

Because of the detailed nature of the required data and because much of the needed data were not available from the main frame of the university's computer, the decision was made to hand search each student file. The files for all students who ever took courses at the university were housed in the Registrar's Office. All files were arranged alphabetically in two banks of file cabinets. One bank of files housed the files of active students; the second bank housed the files of the inactive students (students who had not enrolled in a course[s] since 1983). The file folder of each student who entered the university from 1903 to the Spring of 1988 was opened and reviewed to determine their appropriateness for the study. This procedure was necessary because there was no symbol on the outside of the file

folder to indicate when the student attended the university. Those files deemed appropriate (persons who entered the university between the Fall of 1978 and the Fall of 1984) were searched for the data relevant to the study. Within each file the following documents were examined for the data: application form, grade card, letters, and other documents. It took one researcher three and one half months working seven days per week, 10 to 14 hours per day to collect data about the 5,115 subjects in this study. Some student files were found to be incomplete. Assistance was sought from the staff of the Registrar's Office to locate this missing information. In most cases the missing data were not available.

#### Variations from Proposal

As the data were being collected, it became apparent that some changes in the coding system would be necessary. The following additions or changes were made:

Semester of Entry was expanded to code F (Fall), S (Spring), SU (Summer), LOR (Loring); the semesters at Loring Air Force Base were on a different time line than the semesters at the Presque Isle campus;

High School Attended students who did not graduate from high school but received a diploma either through Adult Education or GED were coded the same way;



Financial Aid and Work Study categories were deleted because the needed data were not available on a case by case basis; limited information was available through the Application and Fiscal Operations Report;

Reason for Leaving category was expanded to include Still Enrolled and Deceased.

#### Changes in the Data Elements Over Time

During the data collection process it became obvious that some changes had taken place within the university related to the policy of Academic Dismissal, the Nursing Program, and the Recreation Program between 1978 and 1988. The Academic Dismissal Policy changed from one semester of poor grades equals automatic dismissal to one semester of poor grades equals being placed on academic probation followed by academic dismissal if there was no appreciable academic improvement.

Several changes also took place in the Nursing Program during the 1978-1988 time period. From 1978 to 1984 students majoring in Nursing could enroll in a two year Associate Degree program delivered at the University of Maine at Presque Isle by the University of Maine at Augusta, or the student could enroll in a transfer program. Twenty students per year were admitted to the University of Maine at Augusta program. Students completing this program received an

Associate of Arts Degree in Nursing from the University of Maine at Augusta. In 1984 this program was phased out and the Transfer Nursing program became the only nursing program available. Nursing students took their first two years at the University of Maine at Presque Isle then were able to transfer to the University of Southern Maine; University of Maine at Fort Kent; or University of Maine at Orono. In the Fall of 1988 the University of Maine at Fort Kent was attempting to establish it's own RN BSN upgrade program to replace the present program. The new program was awaiting the appropriate professional accreditation. University of Maine at Presque Isle students were a part of this latter program and will continue to be a part of the Fort Kent program (Kimball, September 1988).

In 1974 an Associate Degree program in Recreation was established. In 1976 a four year program in Recreation leading to a Bachelor of Science Degree in Recreation was proposed. The proposal was approved with the Bachelor Degree program in Recreation accepting students commencing in the Fall of 1979. Students previously in the Associate Degree program were able to change to the Bachelor's program or to continue in the Associate Degree program. Beginning in the Fall of 1979 students could choose either a two year Associate Degree program in Recreation/Leisure Studies or a

four year Bachelor's Degree program in Recreation (Sheltnire, July 1988).

While data revealed that students were enrolling in transfer programs, no information was available in student files as to whether the student actually transferred. Record keeping in this area appeared to be incomplete. The registrar provided the researcher with limited information about students who did not register for the succeeding semester. Students who responded to the registrar's inquiry, or in a few cases where a letter of acceptance from another college/university was in the official student file, were coded as "Transfer." However, it was suspected that more students actually did transfer than was revealed by the data.

Very early in the data collection process it became evident that the needed Financial Aid, Work, and Work Study Data were not available on a case by case basis because of the confidential nature of the data. Application and Fiscal Operations Reports for the years 1979-1988 were consulted to find the total number of students who received Financial Aid, Work, and Work Study. Reports for the years 1978-1981 gave numbers of students who worked either on or off campus. Commencing with the 1981-1982 reporting period, a total number of students working was given. No breakdown was

available as to whether the student worked on (work study) or off campus.

During the data collection process it became evident that there were at least two changes in the format of the application form used for admission to the university. The variables affected by these changes were Ethnic Background, First Generation College, and College Attendance of Siblings. These changes seemed to lead to a decreased level of self reporting so data for these elements were interpreted with caution.

Some school districts did not permit the high school GPA or Rank in High School Class to be disclosed. This was noted by the Guidance Counselor's information which was sent to the university relating to the admission of the student.

As the data were being collected it became apparent that there were few reports related to Ethnic Background. There were 708 (13.8%) reported observations. Discussion related to this variable was included only in the Global and Semester of Entry profiles.

The Rank in High School Class variable in some respects was not a true representation of a subject's rank in the high school class. It would have been more appropriate to calculate the mean rank in relation to the specific category of high school that each subject attended. There could be a considerable difference between someone who attended a small

high school (225-399 students) and was ranked 20th in the class and someone who attended a large high school (650 or more students) and was ranked 20th. The admissions office staff does not use an admissions formula or a conversion table for High School Rank, therefore, the Raw Rank was used by both the admissions office staff and the researcher.

During the data collection process, it became apparent that there were changes in the names and numbers used to identify the Basic Study Courses. In actuality more students may have taken Basic Study Courses than was reflected by the data but the exact variations were not directly accessible for coding.

As the data were being collected some college students age 10-16 were found. These students fell into two groups: pre-college students enrolled in Dance Classes through Continuing Education or in some cases students enrolled in college before completion of high school. This second group of students took college level courses because they had completed the majority of high school requirements, were ready to enter college or were taking a course(s) to accelerate their status when admitted to college.

After all the data were collected, coding of the high school, anticipated major and major(s) was completed. The size of the high schools within the State of Maine was based

upon the Maine Secondary Principal's Association classification for Basketball. This sport classification was selected because a larger percent of high schools within Maine participated in basketball than competed in other sports: therefore, this classification was a reasonable representation of the actual size and number of high schools in Maine. Separate codes were established for other represented high school groups. A unique category of high school was found. In Maine, as was true in other New England states, high schools in some communities were quasi-public quasi-private. Nine academies in Maine were found to fit this category. These academies served as the public high school for the local community and also served as a private day school and/or boarding school for other students. While academies existed in Maine none were located in Aroostook County.

## Data Analysis

### Selection of Statistical Methods

Frequencies, percentages, or means were calculated for each group of variables in the collected data. Since important facts can become buried in a mass of words, numbers or lists, all data collected have been visually displayed through the use of graphs, charts, and tables. This method was selected because the data can be more meaningfully

displayed in a clear visual manner (Holmes, 1984; Tufte, 1983; Bertini, 1981; Enrich, 1972).

Variations of the fever chart, bar chart, and table were used. The following paragraph gives a general description of the three methods of graphic data displays and suggested uses.

The fever chart is a visualization of quantities, plotted over a period of time with both quantities and time shown together. The bar chart is a series of columns or bars that represent an amount of data. It is most effective when individual numbers are used in a series or different items need to be plotted at the same time. These charts are all a graphic form of statistics. The table is a plain and simple method of displaying data. It appears to be an appropriate method when no other visual display will work. Numbers on the table are used to make comparisons (Holmes, 1984, pp. 27-29).

It is recommended that data be collected and tabulated, then a determination can be made related to the best method of displaying the data (Holmes, 1984). This recommendation is made because the amount of data on each topic will determine the best method for display of the data. Some charts lend themselves to large data pools and others to small data pools. For example, when using a bar chart, too much data

would make the bars too large and too little data would make the bars too thin.

In some cases the data on the tables and graphs may not equal 100%. For those case where the total was less than 100%, rounding off was the cause.

### Computer Analysis of the Data

Using the computer program Super Calc4 (1987 edition) a spread sheet was developed to enter the data into the computer for analysis. The columns on the spread sheet included the same titles as the Admission/Departure Data Form with these exceptions:

The Financial Aid and Work Study Columns were deleted  
Number of Times Major Changed was added.

The headings on two of the columns were changed. Gender was changed to Sex; Ethnic Background was changed to Race. These changes were made to conserve space on the spreadsheet.

As the data were being entered into the computer, it became obvious because of the extremely large data set (N = 5115; 49 "variables") that the Super Calc4 Computer Program would not be the most effective program to use for the analysis of the data. The capacity of this computer program provides for 255 columns and 9,999 rows. A second problem arose because Super Calc4 does not permit the



movement around the spreadsheet that was necessary for analysis of this data set. The data were transferred to ASCII and then to SAS (1985 edition) assisted by the personnel from the Academic Computing Center at the University of North Carolina at Greensboro. Additional "variables" were established for the computer analysis of the data. In order for the computer to be able to evaluate each part of the data, separate columns were established to accommodate the departure and reentry data as well as the two different reports of high school GPA, and Test Scores. Eventually there were 49 columns or "variables" for the computer to use in the calculation of the frequencies, percentages, and means. Using the computer program SAS, frequencies, percentages, and means were calculated for each "variable."

#### Statistics used for the Data Elements

<u>Data Source</u>	<u>Evaluation Method</u>
1. Semester of Entry	Frequency and Percentage
2. High School Attended	Frequency and Percentage by high school size
3. High School GPA	Mean
4. Rank in High School Class	Average high school rank
5. Gender	Frequency and Percentage
6. Ethnic Background	Frequency and Percentage
7. Incoming Transfer	Frequency and Percentage
8. Condition of Admission	Frequency and Percentage

9.	Standardized Test Scores	Mean
10.	Age upon Entry	Mean
11.	First Generation College	Frequency and Percentage
12.	College Attendance of Siblings	Frequency and Percentage
13.	Anticipated Major	Frequency and Percentage
14.	Student Objective	Frequency and Percentage
15.	Major(s)	Frequency and Percentage
16.	Number of Times Major Changed	Frequency and Percentage
17.	Length of Time by Semesters at University (adjusted for transfers)	Frequency and Percentage
18.	Basic Studies Courses	Frequency and Percentage
19.	Residence Location	Frequency and Percentage
20.	Reentry	Frequency and Percentage
21.	Reason for Leaving	Frequency and Percentage

#### Combinations of Some Data Groups

Upon completion of the analysis of the data by the computer, it became apparent that some condensation of the data was necessary. The data related to Anticipated Major and Major were reviewed. Majors that had fewer than ten subjects were targeted for review. In most cases of low enrollment anticipated major and majors, it did not seem appropriate to make combinations. A second solution was explored. The anticipated majors and majors in Secondary

Education were reviewed. Students who select the field of Secondary Education must also select a field of specialization. Sixteen different fields of specialization were selected by students whose anticipated major or major was Secondary Education or Teacher Certification. Several of the anticipated majors and majors had low enrollments, therefore, a decision was made to present a composite picture of all Secondary Education anticipated majors and majors. A second combination was made with the anticipated majors and majors of Physical Education teaching option and non-teaching option. Between 1978-1988 fewer than five students selected the non-teaching option as either an anticipated major or major. The combination of Secondary Education and Physical Education account for the discrepancy in the number of anticipated majors and majors reported and discussed in Chapter IV.

Students were able to enter the university at times other than the traditional Fall Semester. The Semesters at Loring Air Force Base were on a different time line than the Presque Isle Campus. The size of entering groups for the Loring Semesters in particular were small. Therefore, a decision was made to group all subjects who entered the university at times other than the traditional Fall Semester into the category of Non-Fall Entry.

### Descriptive Profiles

Using the groupings from the computer data analysis as the foundation, charts and graphs were developed to visually display the data (see Appendix D, p. 196). The groupings Global, Semester of Entry, Student Objective, Anticipated Major, and Major became the basis of the descriptive profiles. Each descriptive profile focused on a different way to evaluate, interpret and analyze the data.

The Global Profile included all variables and all subjects described the general characteristics of the entire university during the data collection period. The Semester of Entry Profiles described the student population, still in a general manner, but focused specifically on profiles related to students who entered during the seven Fall Semesters and the six combined Non-Fall Semesters. The Student Objective Profile organized the data according to the objective selected at entry by the student. The profiles related to Anticipated Major and Major used the data of all subjects who at entry selected an anticipated major and/or prior to departure selected a major.

### Further Data Analysis by Groups

Five sub-research questions were developed to assist in the organization, analysis, interpretation, and discussion of the data. Each of the 21 variables was identified and

placed as a part of the response to a specific question. Charts showing the responses to the questions can be found in Appendix D beginning on page 199. The sub-research questions were as follows:

1. Where did the students come from?

The basis for the response to this question was formed by the data collected concerning the location where students attended high school. The data in the variable High School Attended was further classified according to whether subjects attended high school in Maine or outside Maine. A sub-classification for those who attended high school in Maine was created to determine high school attendance patterns in Maine and in Aroostook County.

2. What were the entering academic characteristics of students?

The variables high school GPA, Rank in High School Class, Test Scores, Condition of Admission, and Incoming Transfer were the foundation of the response to this question. The variables GPA and Test Scores had two parts to be accommodated; the GPA's reported on the 4.0 scale and as a percentage. The two parts for the Test Scores were necessary because some scores were reported about the SAT test and some about the ACT test.

3. What were the social characteristics?

The basis for the response to this question included the variables Gender, Ethnic Background, Age, College Attendance Patterns of Parents and Siblings, and Residence while attending college. Residence included living on or off campus.

4. What were the students' academic plans?

The following variables Student Objective, Change of Major, Number of Semesters, Basic Study Courses, Anticipated Major, and Major were the basis for the response to this question. The options within Student Objective included Transfer, Associate Degree, Bachelor's Degree and Other. Change of Major included the total number of subjects who changed majors as well as a subset of subjects who changed majors one or more times. Math, English and Reading were the sub-variables within the variable Basic Study Courses.

5. What happened to the students?

The response to this question was found in the Reason for Leaving and Reentry data. The seven Reasons for Leaving included Graduation, Transfer, Academic Dismissal, Disciplinary Dismissal, Left - No Reason, Student Objective Reached, Still Enrolled, and Deceased. Further classification of the variable "Graduation" included Graduation without Reentry and Graduation after Reentry(ies). The Reentry data included the total number who Reentered as well as the number of subjects who Reentered one or more times.

The data which answered each of the questions also formed the basis for the profiles that were developed. The five profiles, Global, Semester of Entry, Student Objective, Anticipated Major, and Major were used to describe, compare and contrast the students who attended the University of Maine at Presque Isle during the 1978-1988 data collection period.

#### Peer Institutions

Using the College Entrance Examination Board Computer Program entitled College Explorer (1987 edition), 25 colleges or universities were found to qualify as peer institutions. The criteria used to make this determination was as follows:

- Public Undergraduate
- 1,500 or Fewer Students
- Coed
- Rural Location
- Agricultural Economy
- Normal School Heritage
- Physical Education Major
- Education Major
- Other Majors

Letters were sent to these 25 colleges/universities as well as to the 6 other universities that were a part of the

University of Maine System. In the majority of cases the letters were sent to the registrar or within the Maine System to the Academic Officer in charge of Student Retention. The names of the registrars and the college/university address were located by using the 1987-1988 AACRAO Directory. The addresses for colleges/universities not located in this directory were found in The College Blue Book.

The letter briefly explained the research, asked if retention data were available, and that the enclosed post card (see Appendix E, p. 382) be returned indicating the status of retention data. Responses were received from 22 colleges/universities. Fourteen responded that no retention data were available. Eight responded that data were available. A second letter and a data collection form (see Appendix E, p. 384) requesting specific data were sent to the following colleges/universities:

Cheyney University, Pennsylvania

Clinch Valley College, Virginia

Georgia Southwestern College, Georgia

New Mexico Institute of Mining Technology, New Mexico

University of Maine at Fort Kent, Maine

University of Maine at Machias, Maine

University of Maine at Orono, Maine

University of Minnesota , Morris, Minnesota



Georgia Southwestern College and University of Maine at Machias responded with data that were used in this study. New Mexico Institute of Mining Technology responded that the data were not available.

### Presentation of the Findings

The findings were presented by five profiles:

Global

Semester of Entry

Student Objective

Anticipated Major

Major.

Each profile described the University of Maine at Presque Isle in a slightly different manner. The very general description of the Global Profiles included all students (N = 5115) and all variables (N = 21 plus 28 sub-variables). The more focused but still general Semester of Entry Profile organized the data in smaller portions but still in a Global format. The Student Objective Profile, also included all subjects and all variables. This profile focused on the reason selected upon entry for the student attending the university. The Anticipated Major Profile (using admission data) and the Major Profile (using departure data) were more specific. These profiles were developed using the data of subjects who selected an anticipated major and a major. All

variables (N = 21 plus 28 sub-variables) were used in the development of these two profiles.

Specific comparisons were made between those students admitted as Physical Education Majors, those admitted as Education/Health, Recreation Majors and those admitted in other majors. Where appropriate, comparisons were made to the baseline data of the Global Profile and to the Peer Institutional Data.

CHAPTER IV  
DATA ANALYSIS AND DISCUSSION

Presentation of Data

The purpose of this study in support of a concept of academic planning was to compare and contrast the aggregate profile characteristics of students who completed various formal programs of study at the University of Maine at Presque Isle over a ten year period.

This descriptive study focused on a population of students (N = 5115) who entered the University of Maine at Presque Isle as either a degree seeking student or a non-degree seeking student between 1978 and 1984 and who left the university either successfully or unsuccessfully between 1978 and 1988. Success was defined as the completion of (1) student objectives, (2) a transfer program, (3) an associate or bachelor degree program at the University of Maine at Presque Isle. Attention was focused on comparing the data collected about Physical Education majors with data collected about Education/Health, Recreation Division majors and all other majors. The purpose of the data collection was to develop a data-base from which descriptive profiles showing characteristics of the successful and the unsuccessful students attending the University of Maine at Presque

Isle and to compare these findings with peer institutional data if available.

The data were organized to focus on five areas of concern for analysis, interpretation, and comparison. These five areas of concern produced the following questions:

1. Where did the students come from?
2. What were the entering academic characteristics?
3. What were their social characteristics?
4. What were the academic plans of the students?
5. What happened to the students?

The initial response to these questions was to place all of the summary data (means, frequencies, and percents) into the form of charts (see Appendix D starting on p. 199). The charts have produced the student retention profiles which form the basis for the analysis, interpretation, and discussion of the data. The major focus of the analysis, interpretation, and discussion was on the patterns within the larger group of data, the Global Profile, and the patterns that emerged in the other profiles. The other profiles focused on data grouped by the specific topics of Semester of Entry, Student Objective, Anticipated Major and Actual Major.

## Global Profile

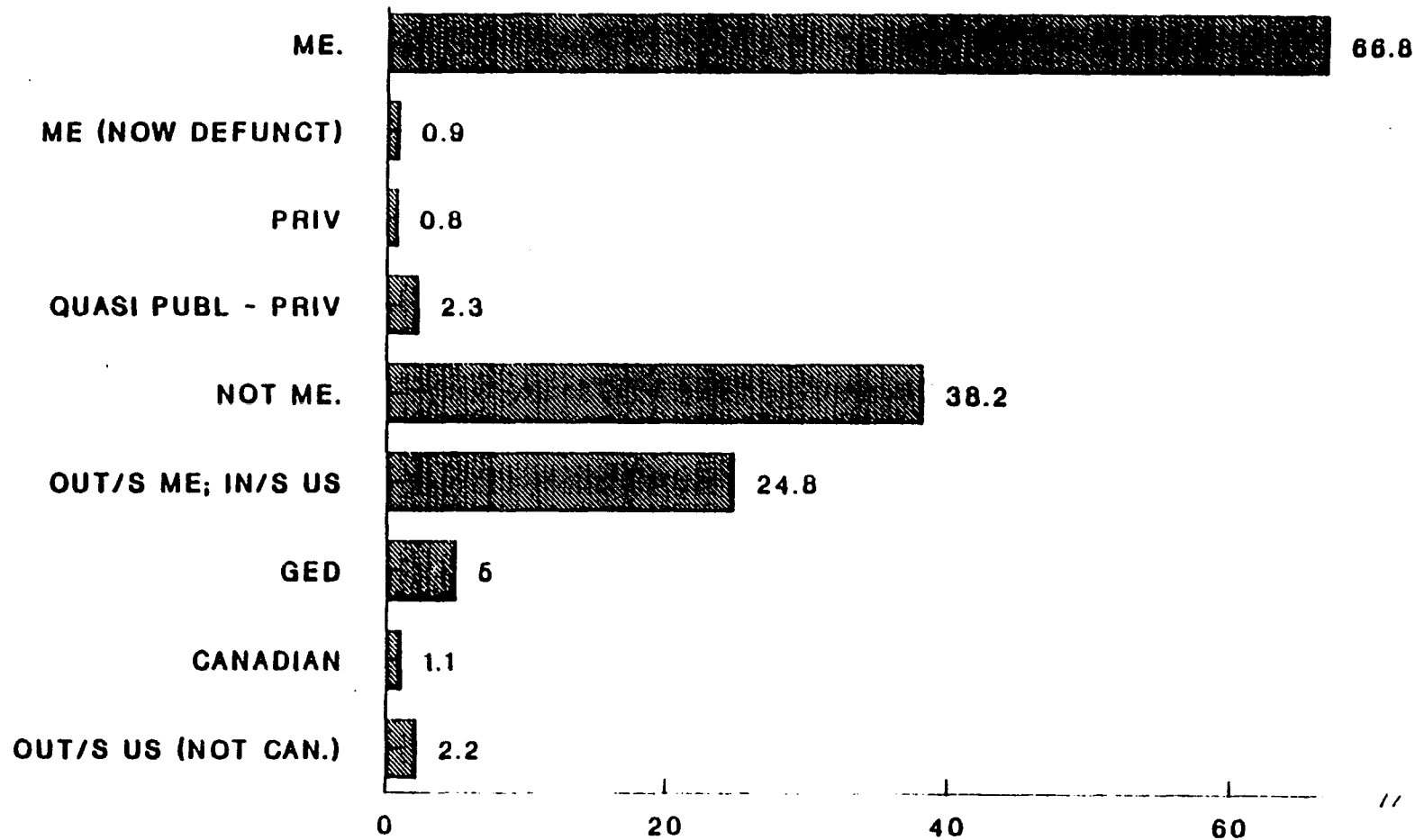
The initial profile, a Global Profile, described the characteristics of all students who enrolled in the university for the first time during the 1978-1984 data collection period. Throughout the discussion these data will be used as a frame of reference. The means, frequencies, and percents are data supporting this profile is found on Table D-3, Appendix D, page 199.

Where did the students come from?

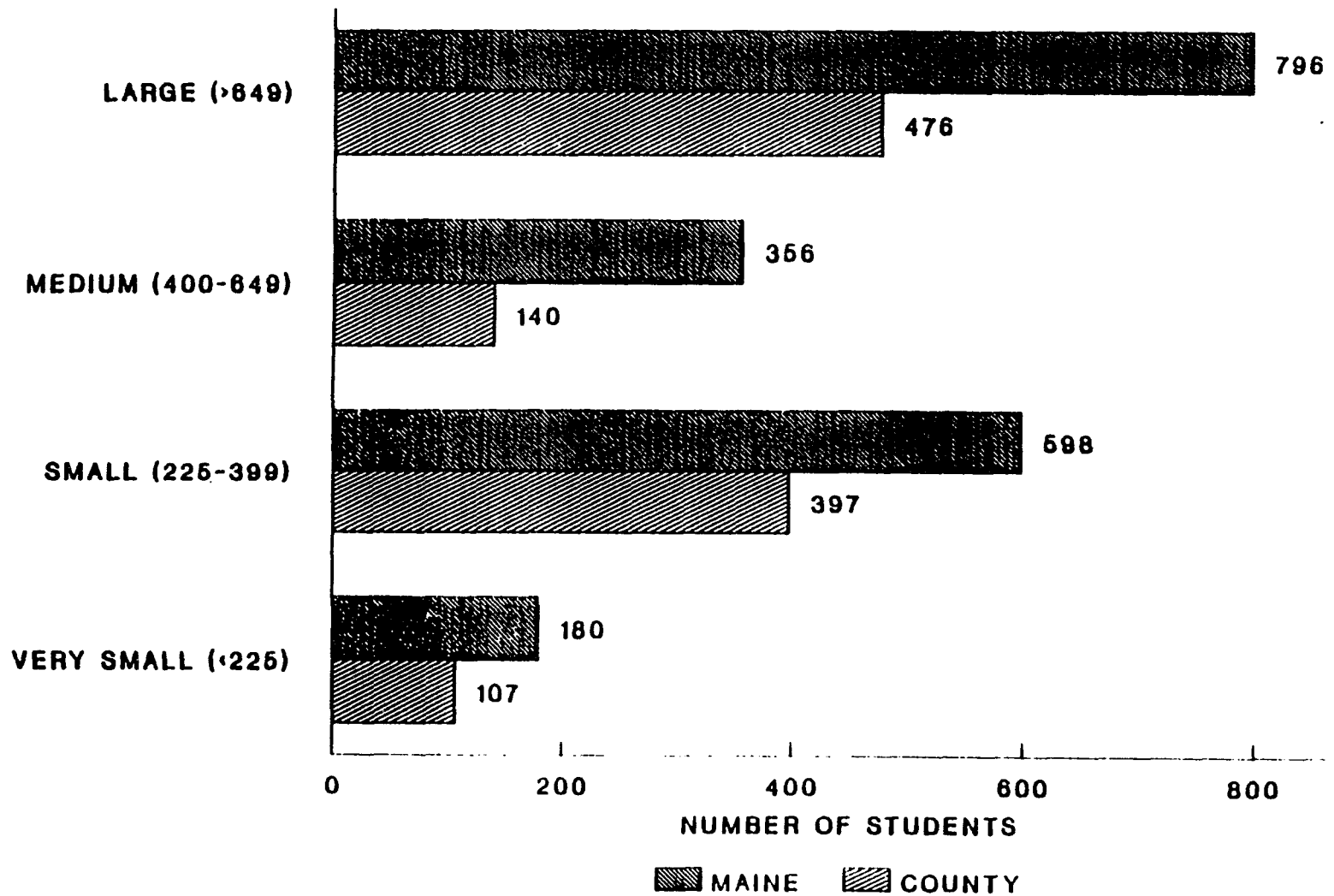
There were several patterns that the data revealed. Sixty-six point eight percent of the students reported attending high school in Maine (see Figure 6). The data were bimodal. The high school attended was most likely to be within Aroostook County, either a large (650 or more students) or small (225-399 students) high school (see Figure 7) which shows the distribution of high school sizes for in-state students.

What were the entering academic characteristics?

The high school average GPA was reported either on the 4.0 scale or as a percent. The GPA was an average of 2.6 (4.0 scale) or 83.0 (percent). The mean rank in the high school class was an 89.7. Students took either the SAT or ACT test. The reported SAT scores averaged Math 429 and Verbal 406. The reported ACT scores averaged Math 17 and Verbal 18, fewer than one percent of the students reported



**Figure 6.** High School Attendance Patterns Maine vs Outside Maine. Geographical Distribution for students in the Admission Data Set Global Profile. N = 2929 reporting.



**Figure 7.** High School Attendance Patterns Maine vs Aroostook County. Geographical Distribution for students in the Admission Data Set, Global Profile.

taking the ACT Test. Eighty-nine percent of the students were admitted without condition to the university. Thirty-three point eight percent reported bringing in credits from attendance at another college/university.

What were their social characteristics?

The mean age of the students was 23.7. Forty-seven point nine percent of the students were female and 51.2% were male. The predominant ethnic background of the students was White, Non-Hispanic (see Figure 8).

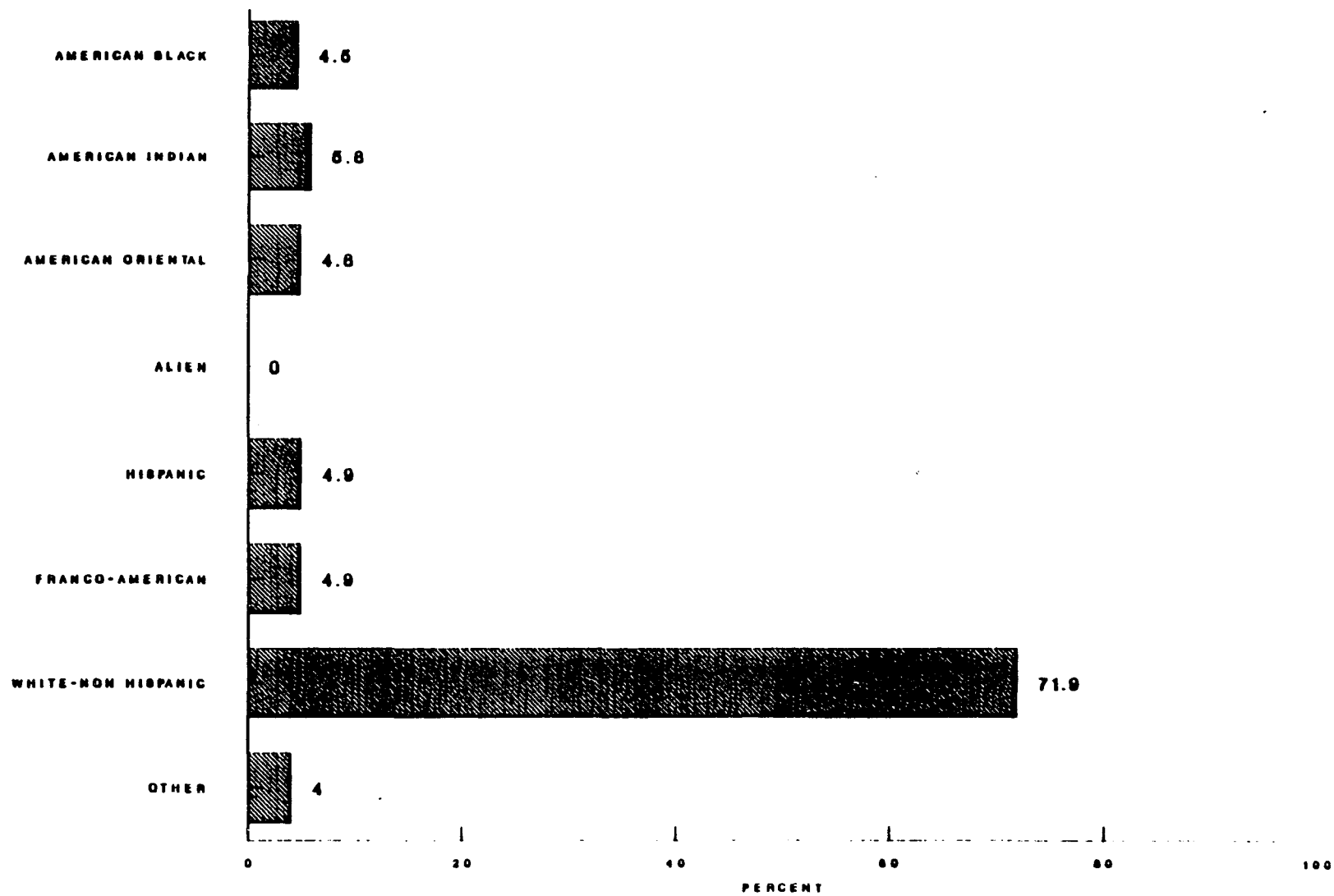
Fifty-five point eight percent of all students were the first generation of their family to attend college. Forty-two point five percent reported that a sibling had attended college. The majority (73.4%) of students lived off campus.

The data related to Financial Aid was not available on a case by case basis. The data reflected all students who attended the university not specifically those students who were a part of this study. During the 1978-1987 data collection period, 5,950 were Financial Aid recipients. Forty-two thousand ninety-four were employed either on or off campus or through the Work Study Program.

What were the academic plans of the students?

The most commonly selected (48.4%) student objective was a category entitled "Other" rather than a distinct curriculum plan (Figure 9). Of those choosing a major, group members chose 62 different fields for anticipated majors.





**Figure 8.** Ethnic Background. Distribution for students in the Admission Data Set, 74 Global Profile. N = 708 reporting.

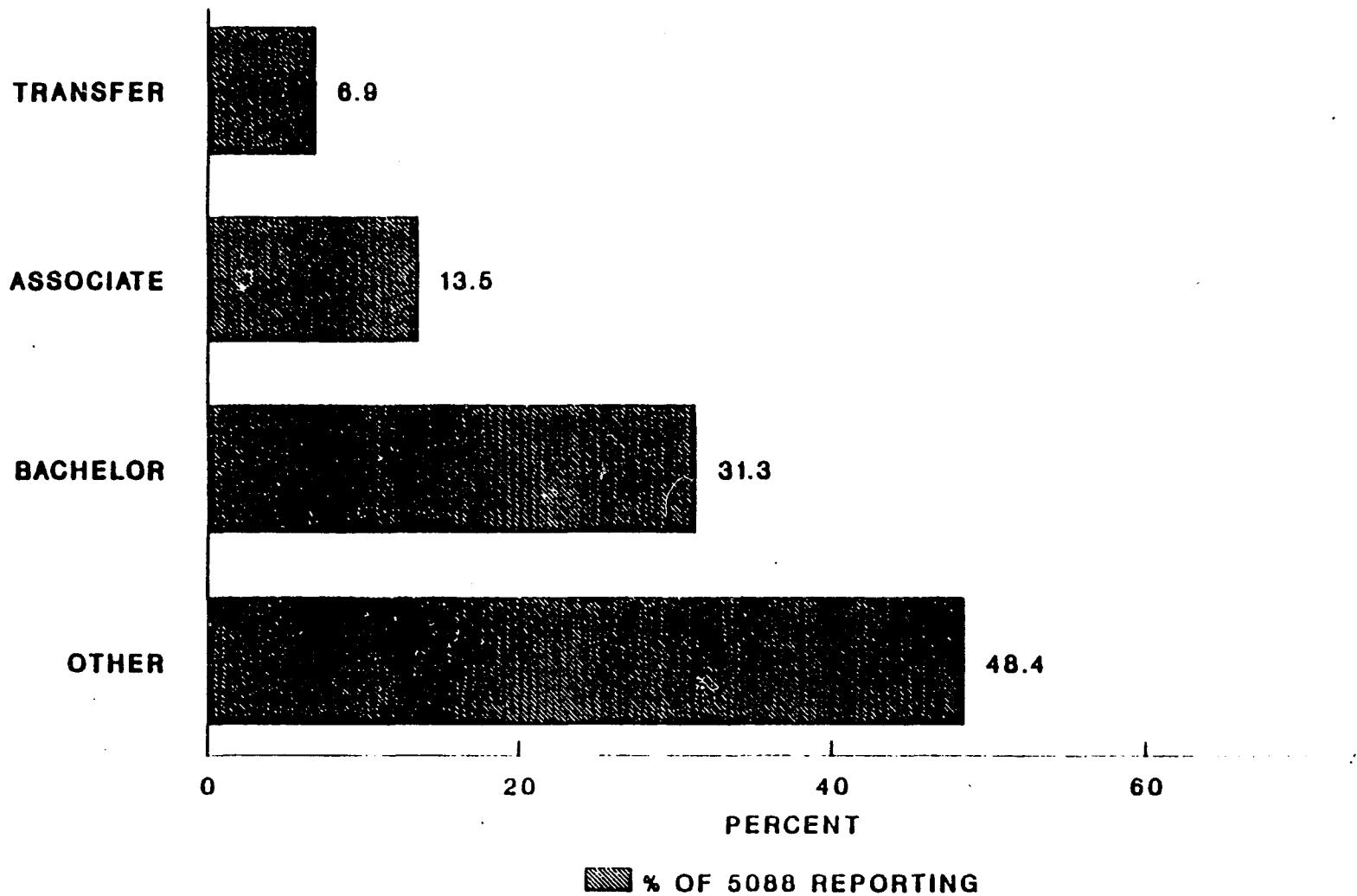


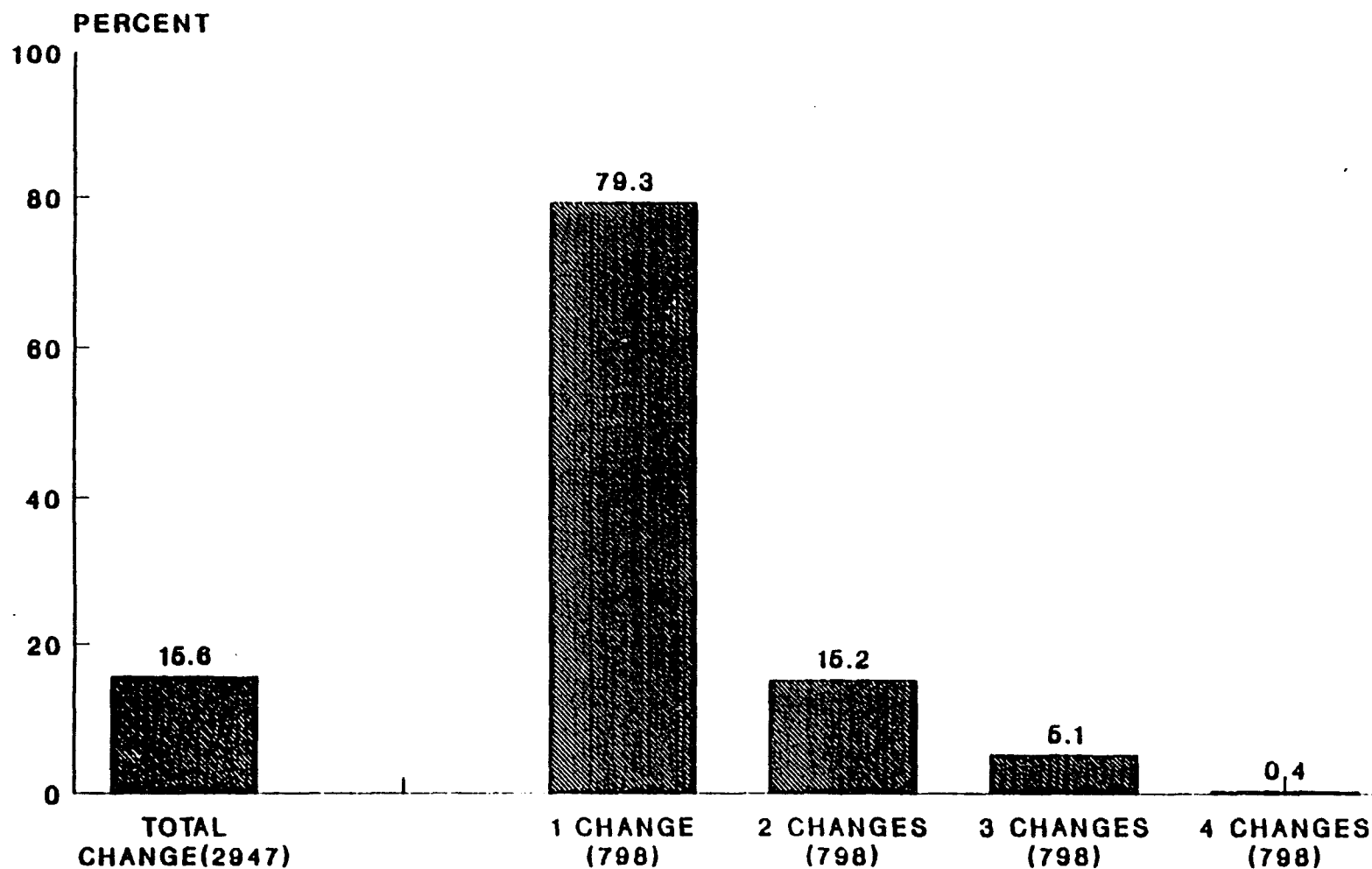
Figure 9. Student Objective. Selected student objective in the Admission Data Set, 75 Global Profile. N = 5088

The same persons actually majored in 59 different fields. If students took a Basic Studies course, they were most likely to take English followed by Reading and Math. Fifteen point six percent of all the subjects who chose a major (N = 2947) changed majors one or more times. Of this group 79.3% changed majors one or more times (Figure 10). The mean number of semesters of attendance for all subjects was 3.4. For those students who prior to departure selected a major and graduated, the mean number of semesters was 8.1.

What happened to the students?

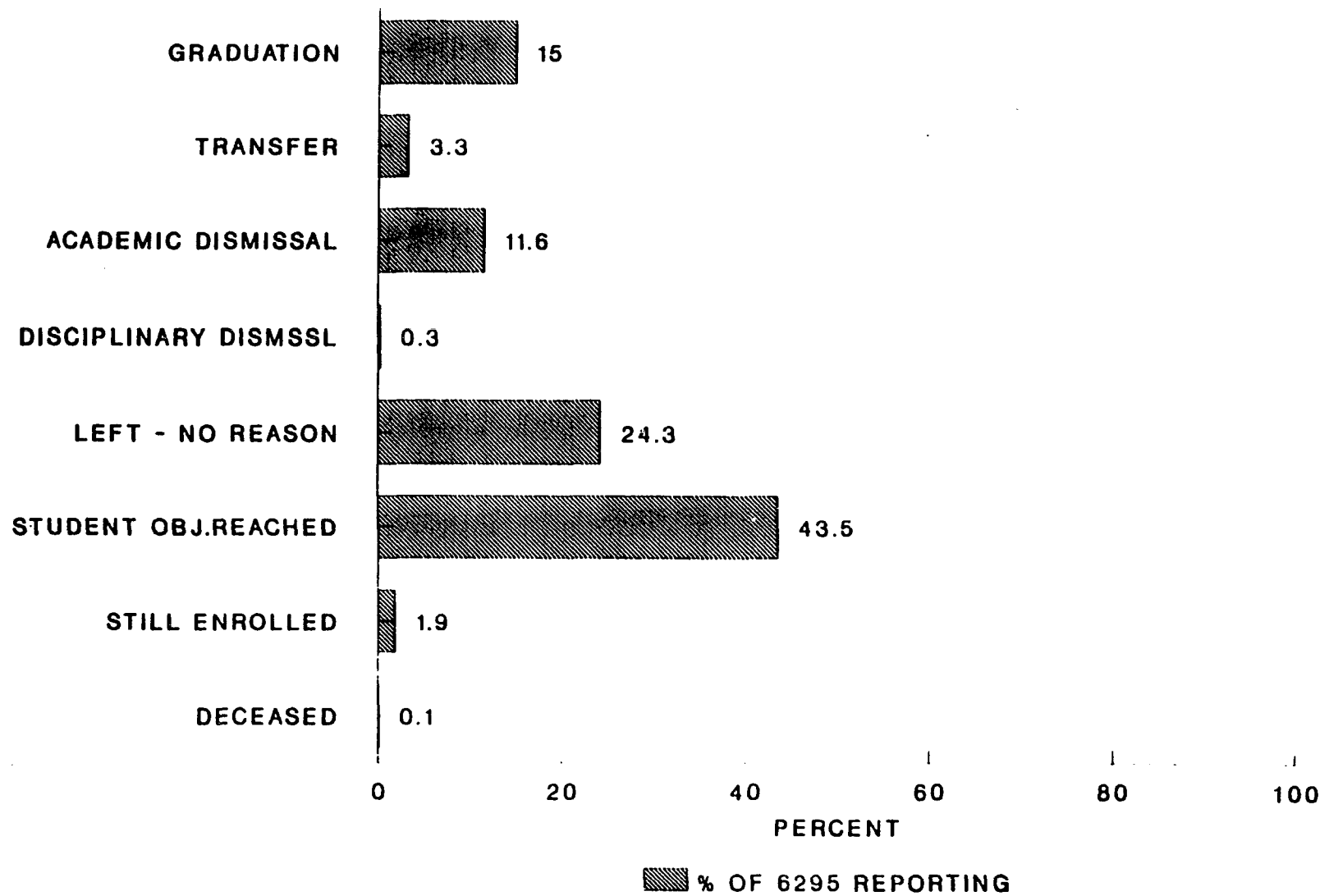
Of all entrants (N = 5115) the reason most commonly cited for leaving was Student Objective Reached (43.5%). Of the remaining entrants Left - No Reason accounted for 24.3% of departures, Graduation for 15.0% and Academic Dismissal for 11.6% (Figure 11). However, of the subjects who selected a major prior to departure, 32.1% graduated. Seventy-five point two percent of these students graduated without reentering the university (Figure 12). Overall twenty-three point six percent of subjects reentered the university one or more times.

Additional profiles were developed. These profiles focused on an analysis of the data by Semester of Entry, selected Student Objective upon entrance, Anticipated Major and Major.

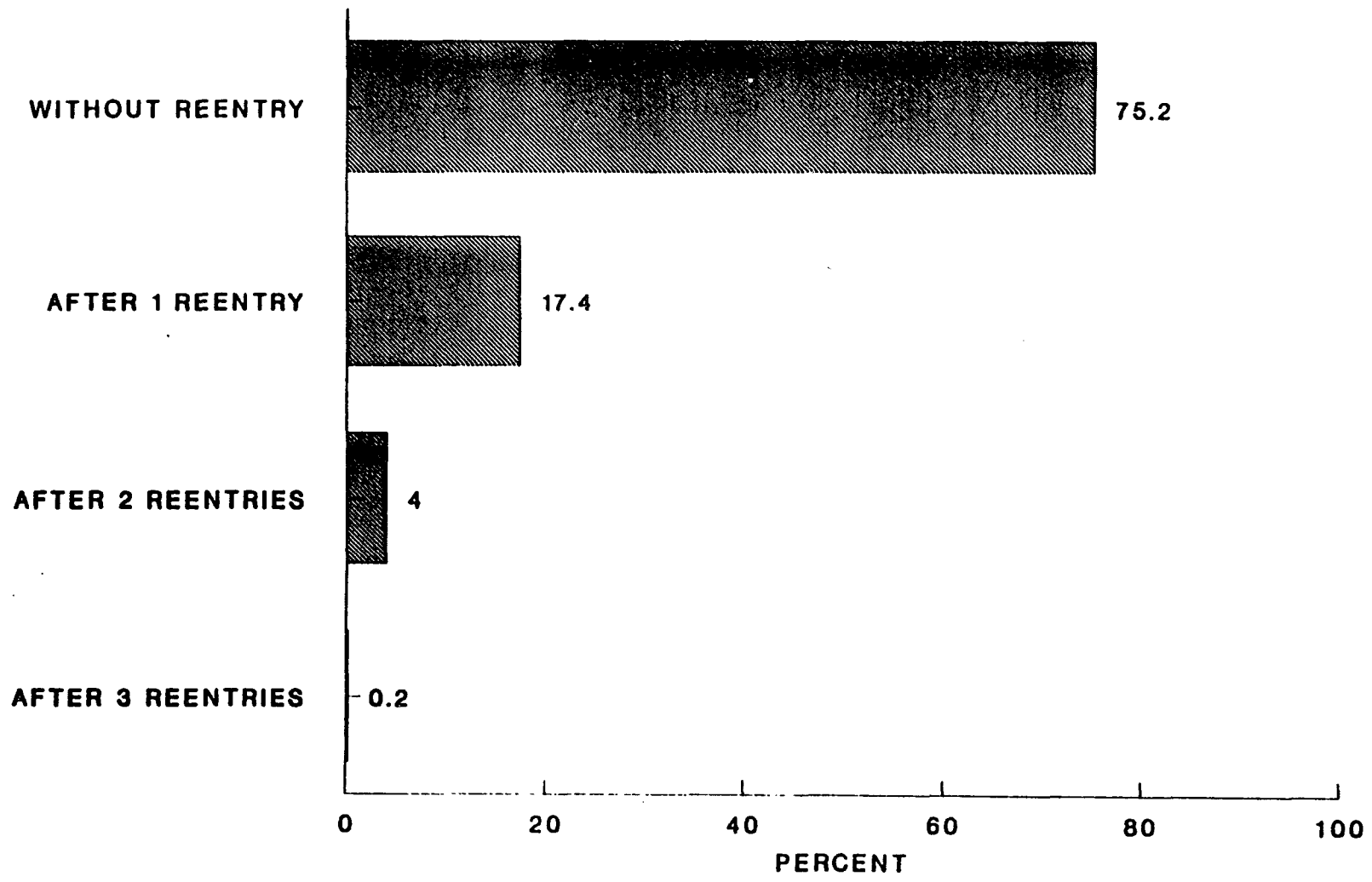


■ % OF (N) REPORTING

Figure 10. Change of Major vs Number of Times Major Changed. Total number of students who changed majors one or more times; Number of students who changed majors one time, two times, three times or four times; Distribution for students in the Departure Data Set.



**Figure 11.** Departure Data. Reasons why students left the university distribution based on Departure Data Set, Global Profile. N = 6295 reporting.



**Figure 12.** Graduation vs Graduation after Reentry. Graduation without reentry and graduation after one, two, or three reentries distribution for students based on Departure Data Set, Global Profile. N = 946.

### Semester of Entry Profile

Focusing on the data related to the Semester of Entry a second profile was developed. The data supporting this profile can be found on tables located in Appendix D pages 209-228. These data show group means and percents for variables of interest over-time with reference only to the date of entry. A score range in this profile refers to data fluctuations by years Fall 1978-1984 or Non-Fall 1978-1984. There was no distinct pattern change over time (no trends).

Where did the students come from?

The larger percentage of students reported attending high school in Maine (Appendix D, Table D-13). The high school was most likely a large or a small high school in Aroostook County (Figures 13 & 14). There was no change from the Global Profile. Students who entered the university during a Non-Fall Semester were less apt to report attending high school in Maine (Appendix D, Table D-23) than was reported by students in the Global Profile or students who entered during the traditional Fall Semester. The percents of those who reported attending high school in Maine for the Non Fall Entrants ranged from 43.8% to 60.2%; for Fall Entrants 69.0% to 73.9%.

Within the Fall Semester of Entry data there was a steady decline in the number of students entering the university. This was particularly evident in the data reported

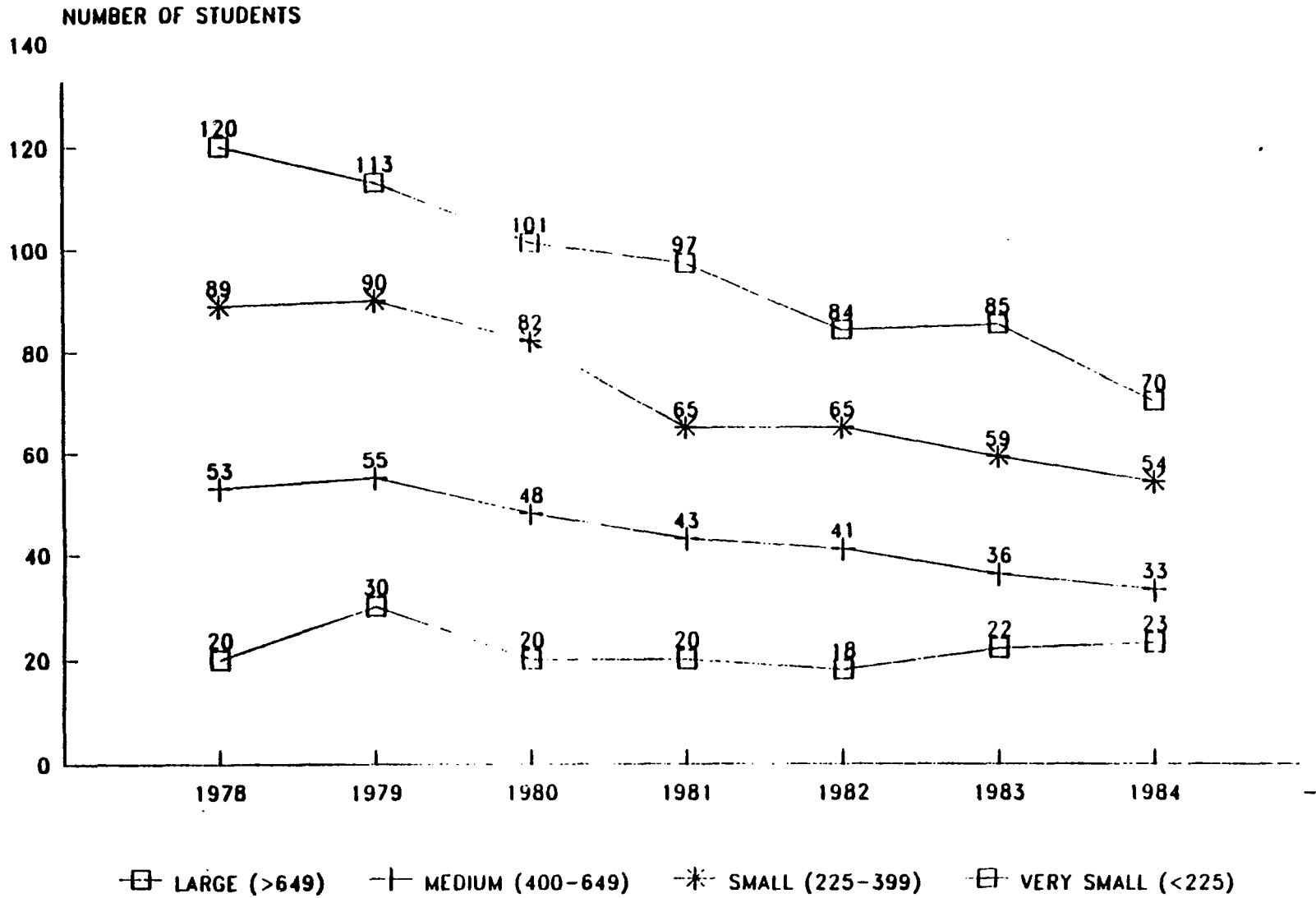
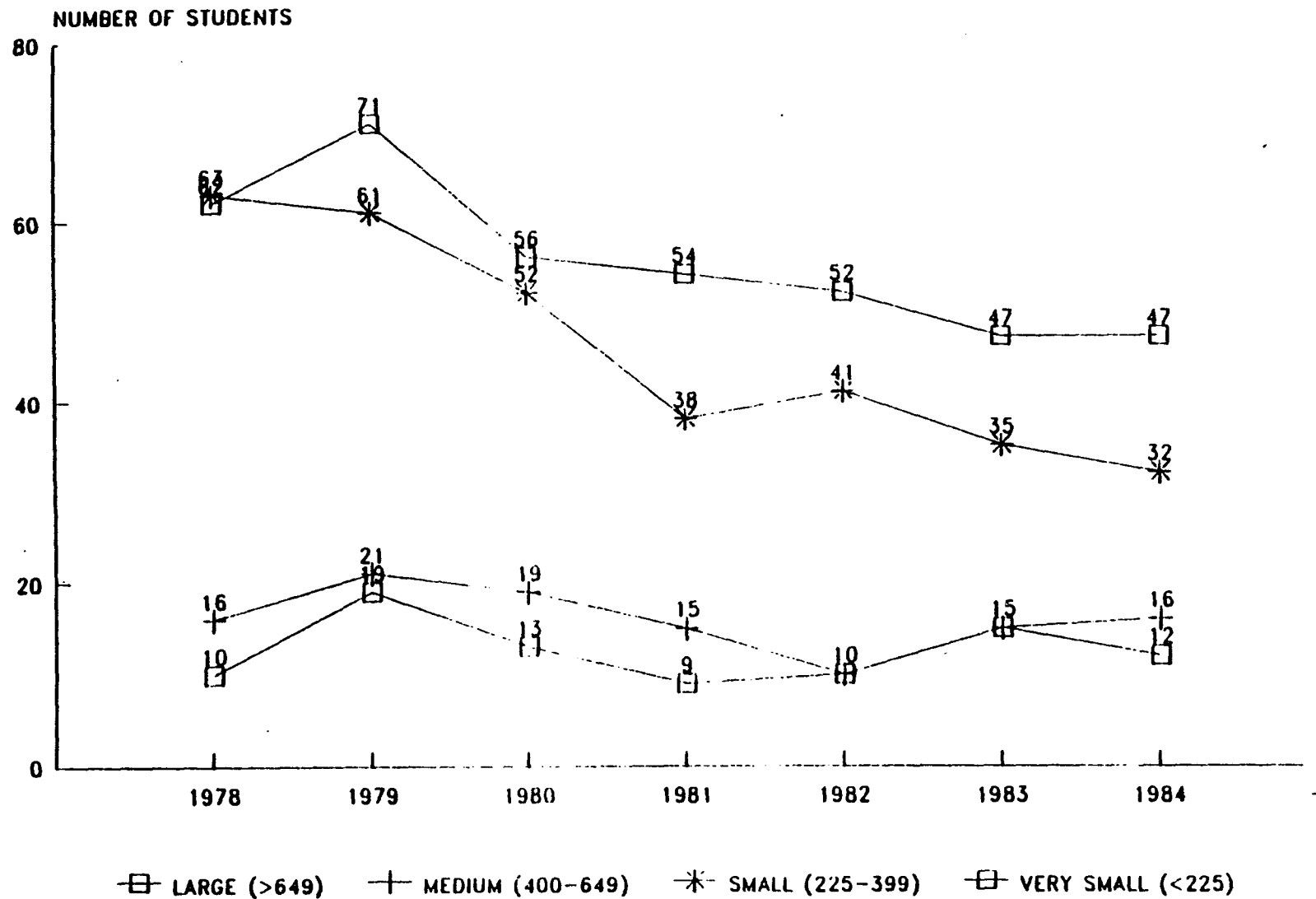


Figure 13. High School Attendance Patterns in Maine for Fall Semester of Entry. Distribution of students by size of high school based on Admission Data Set, Semester of Entry Profile. 81





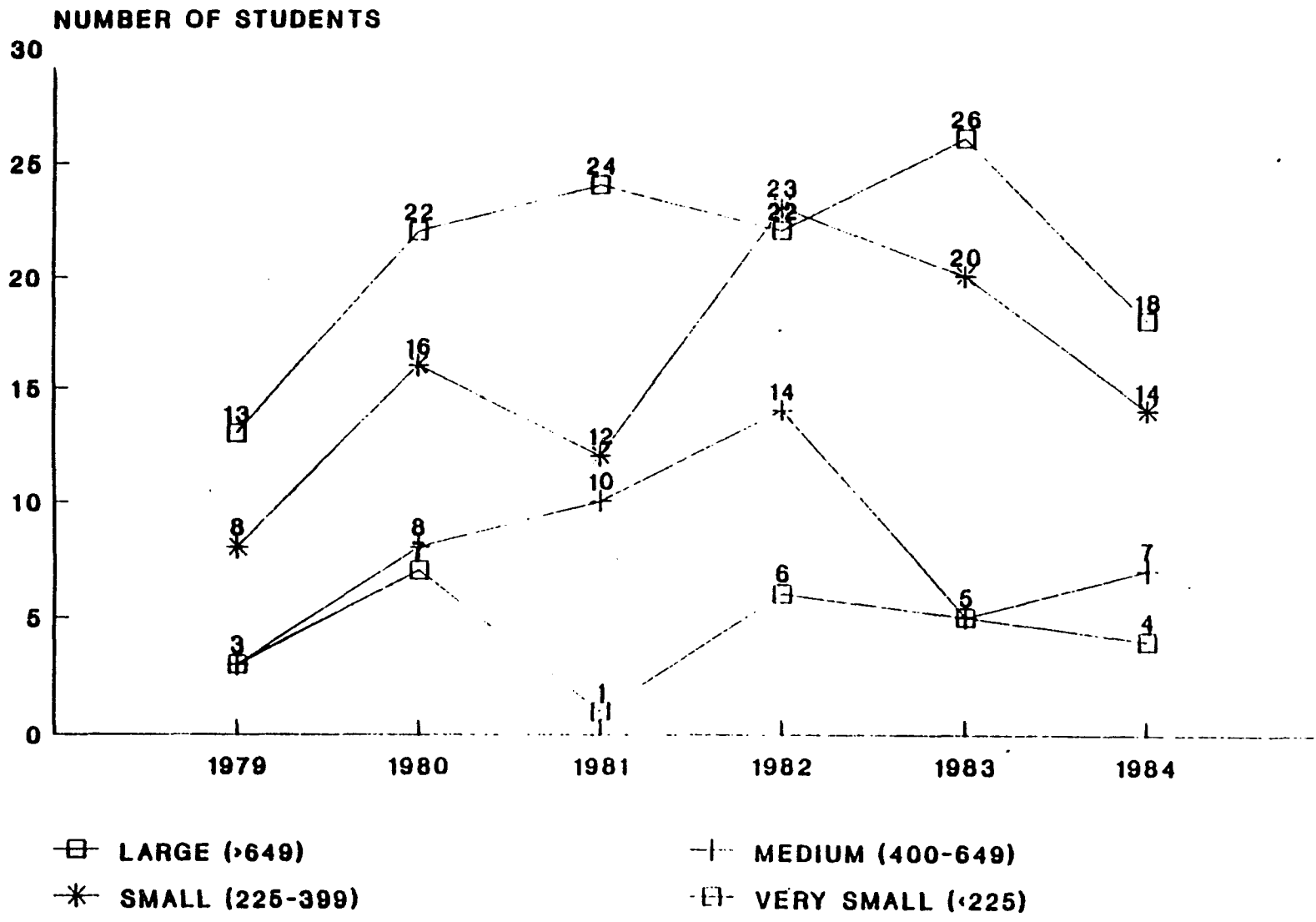
**Figure 14.** High School Attendance Patterns in Aroostook County for Fall Semester of Entry. Distribution of students by size of county high school based on Admission Data Set, Semester of Entry Profile.

about the large, medium and small high schools within Maine (Figure 13). The pattern found in the very small high schools showed a more diverse pattern with some increases reported. The pattern that emerged related to high schools attended within The County showed declining enrollments in the large and medium high schools (Figure 14). In the small and very small high schools the pattern showed some ups and downs with the final report either holding even or showing a slight increase.

The high school attendance patterns within Maine found among the Non-Fall Entry students was less consistent but overall there was a slight increase in the total enrollment (Figure 15). The high school attendance patterns within the County showed peaks and valleys with an increase in the number of county students in all categories (Figure 16).

What were the entering academic characteristics?

The GPA was reported either on a 4.0 scale or as a percent. The mean on the 4.0 scale for the Semester of Entry Profile ranged from 2.4 to 2.7. For those GPAs reported as a percent the Semester of Entry Profile range was 80.5% to 84.1%. The average rank in the high school class ranged from 80.4 to 133.1. The 133.1 high school rank in the Non-Fall 1981 entrants was supported by a larger percent (57.1%) of subjects who did not attend high school in Maine. This larger percent influenced the relative rank in class. There



**Figure 15.** High School Attendance Patterns in Maine for Non-Fall Semester of Entry. Distribution of students by size of high school based on Admission Data Set, 8 Semester of Entry Profile.

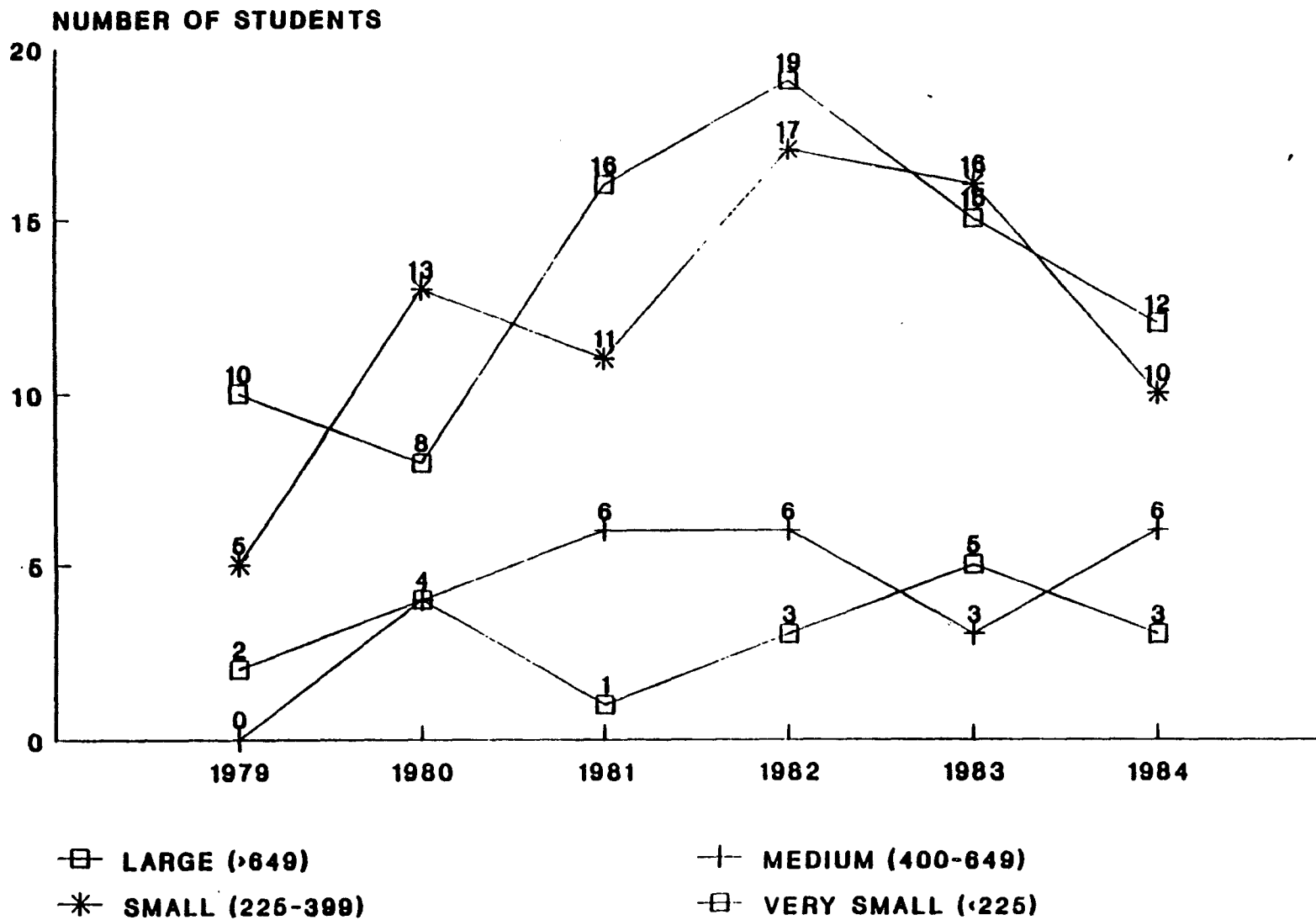


Figure 16. High School Attendance Patterns in Aroostook County for Non-Fall Semester of Entry. Distribution of students by size of county high school based on Admission Data Set, Semester of Entry Profile.

were fewer than 15 high schools in Maine that have an enrollment of more than 1,000 students. However, during the data collection process, while specific statistics were not kept, it became apparent that the high schools attended by subjects from outside Maine were apt to have attended high schools with larger enrollments than the high schools in Maine.

Students took either the SAT or ACT test. The reported SAT means ranged from Math 367-476 Verbal 390-470. The reported ACT means ranged from 8.5-26 Math, 15-22 Verbal. Three-quarters or more of all subjects in the Semester of Entry Profile were admitted to the university without condition. Two distinct patterns were found in the data making up the Semester of Entry Profile related to subjects bringing credits from attendance at another college/university. The profile that emerged for the Fall Entrants was consistent with the Global Profile. The range for this group was 24.3% to 30.1%. The profile that emerged for the Non-Fall Entrants the range was 55.1% to 69.6%. The larger percent in the Non-Fall entering group may be attributed to one of the following reasons: students choosing to attend college closer to home for second semester; students from other colleges/universities needing to take courses; or persons stationed at Loring Air Force Base.

What were their social characteristics?

The range for the means of the variable age for students in the Semester of Entry Profile was 21.4 to 27.3 (Figure 17). The students who entered during the Non-Fall semesters showed an older mean age than the former group (Figure 18). The profile related to gender of students who entered during the Fall semesters was fairly consistent with the ratio of females to males or males to females clustering between 45.0% and 55.5%. For the Non-Fall Entrants, female/male, male/female ratios were more diverse. The ratios were from 35.0% to 65.0%. The dominant ethnic group continued to be White, Non-Hispanic. The percents ranged from 49.5% to 67.0% of students who were the first generation of their family to attend college. The percent of students who reported that a sibling had or was attending college increased considerably among all students who entered in 1983 and 1984. The consistent percents ranged from 34.5% to 49.1% during 1978-1982. The 1983-1984 increased percents ranged from 62.5% to 72.0%. The increase may be attributed to better self reporting, availability of financial aid or improved economic conditions, or even a generational break point in the demographics. The percent of students who lived off campus continued to be the majority of the students. The range was from 53.3% to 94.9%.

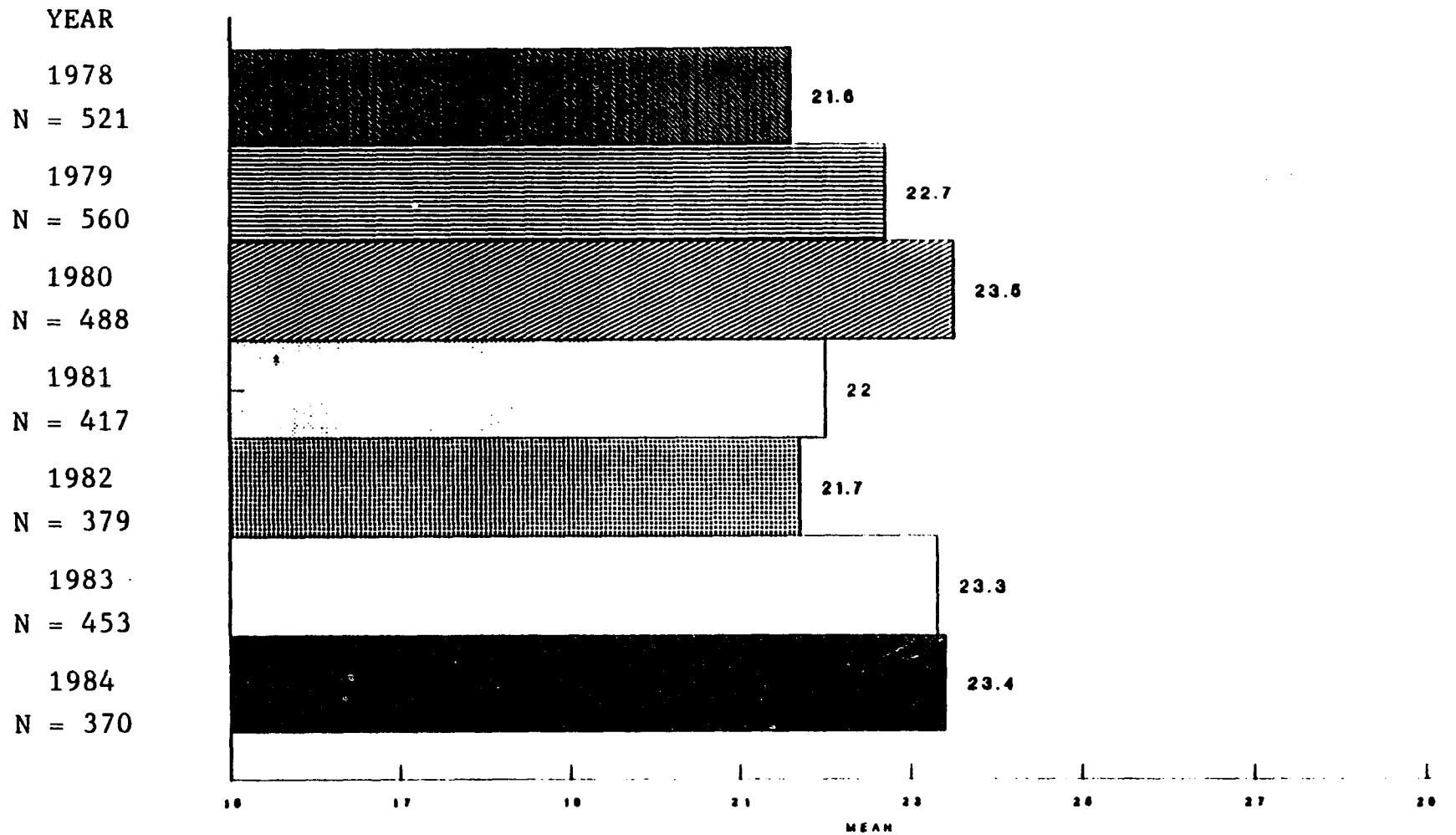


Figure 17. Age for Fall Semester of Entry. Mean age distribution for students based on Admission Data Set, Semester of Entry Profile.

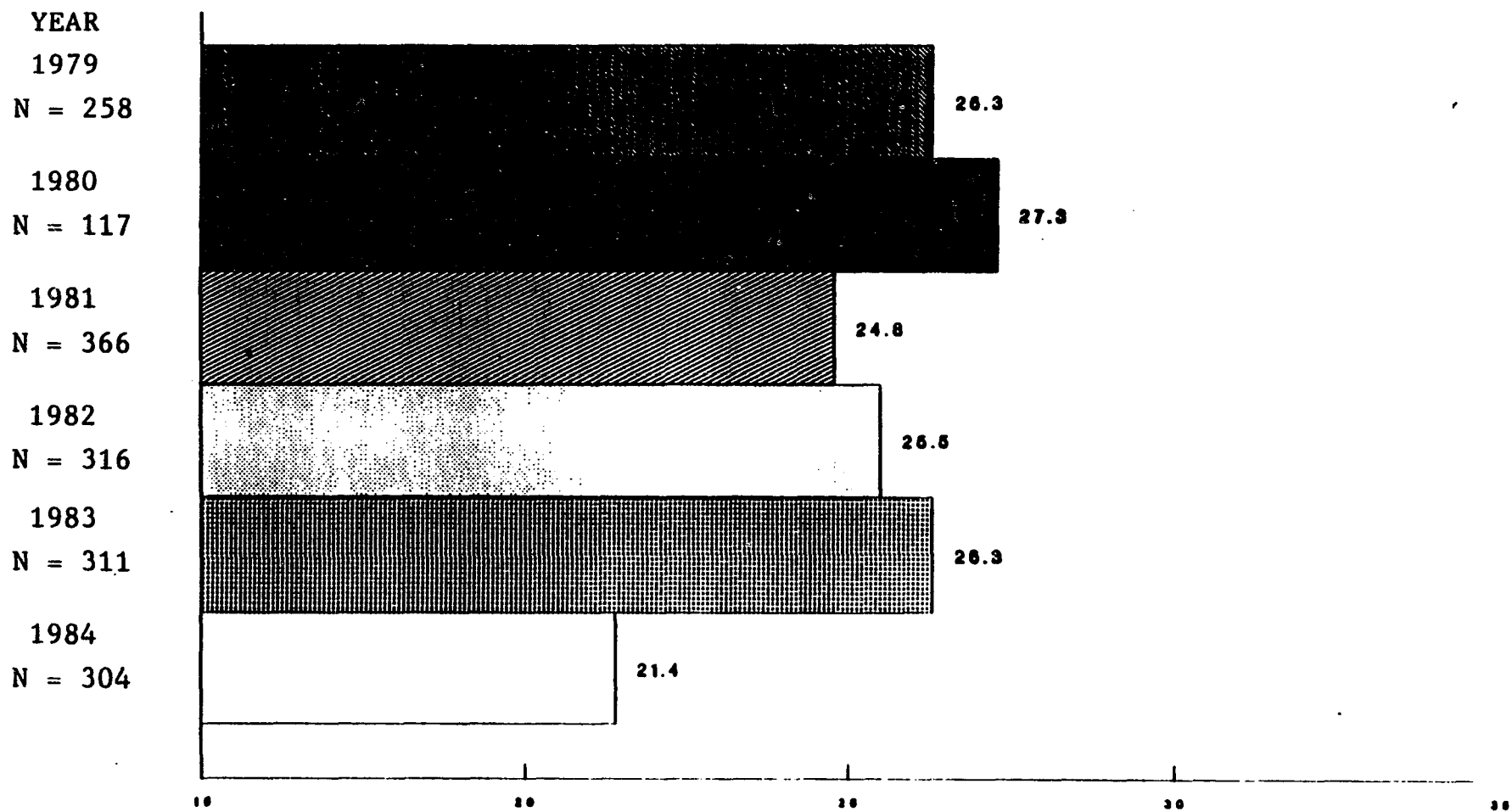


Figure 18. Age for Non-Fall Semester of Entry. Mean age distribution for students based on Admission Data Set, Semester of Entry Profile.

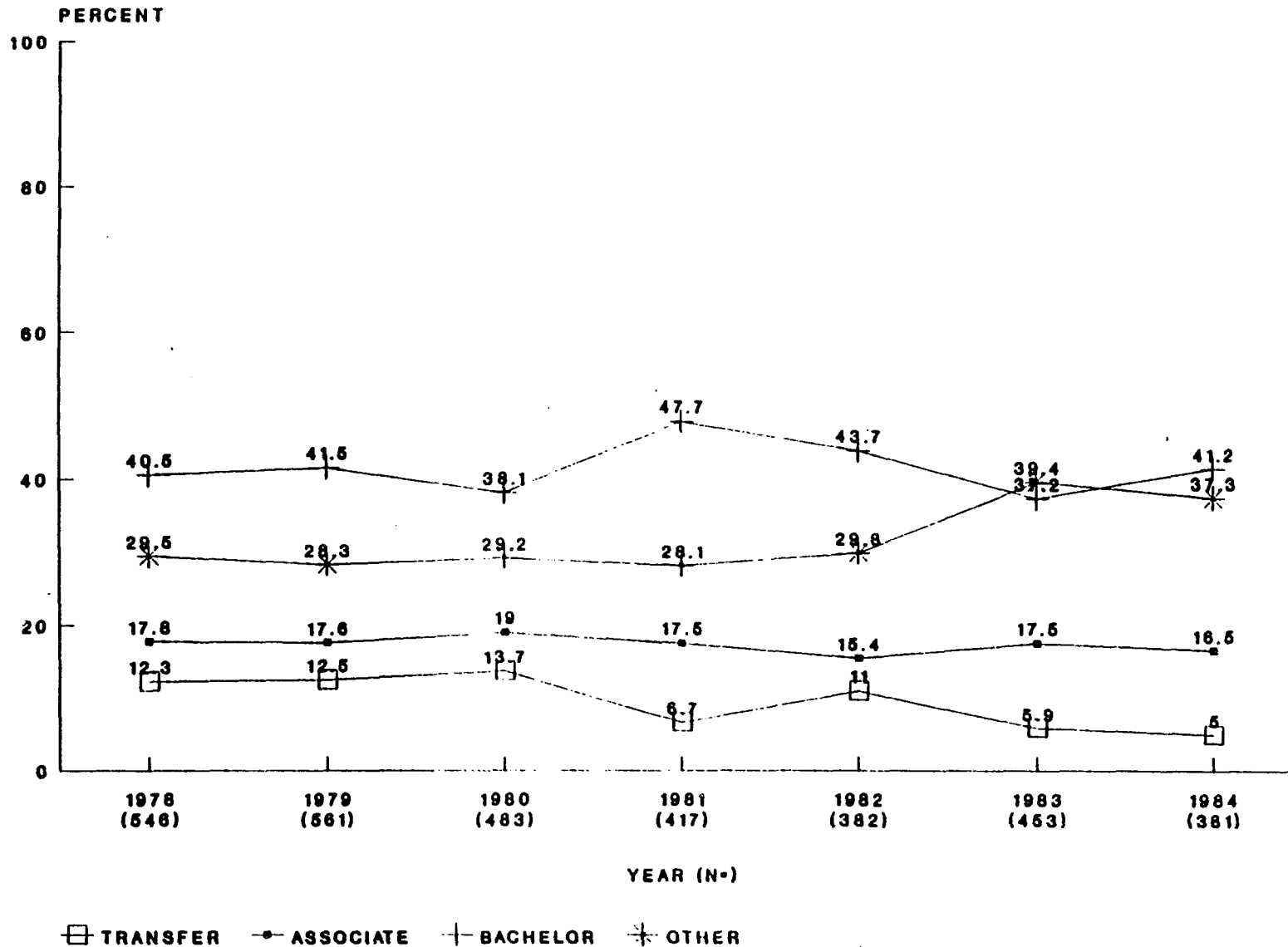


What were the academic plans of the students?

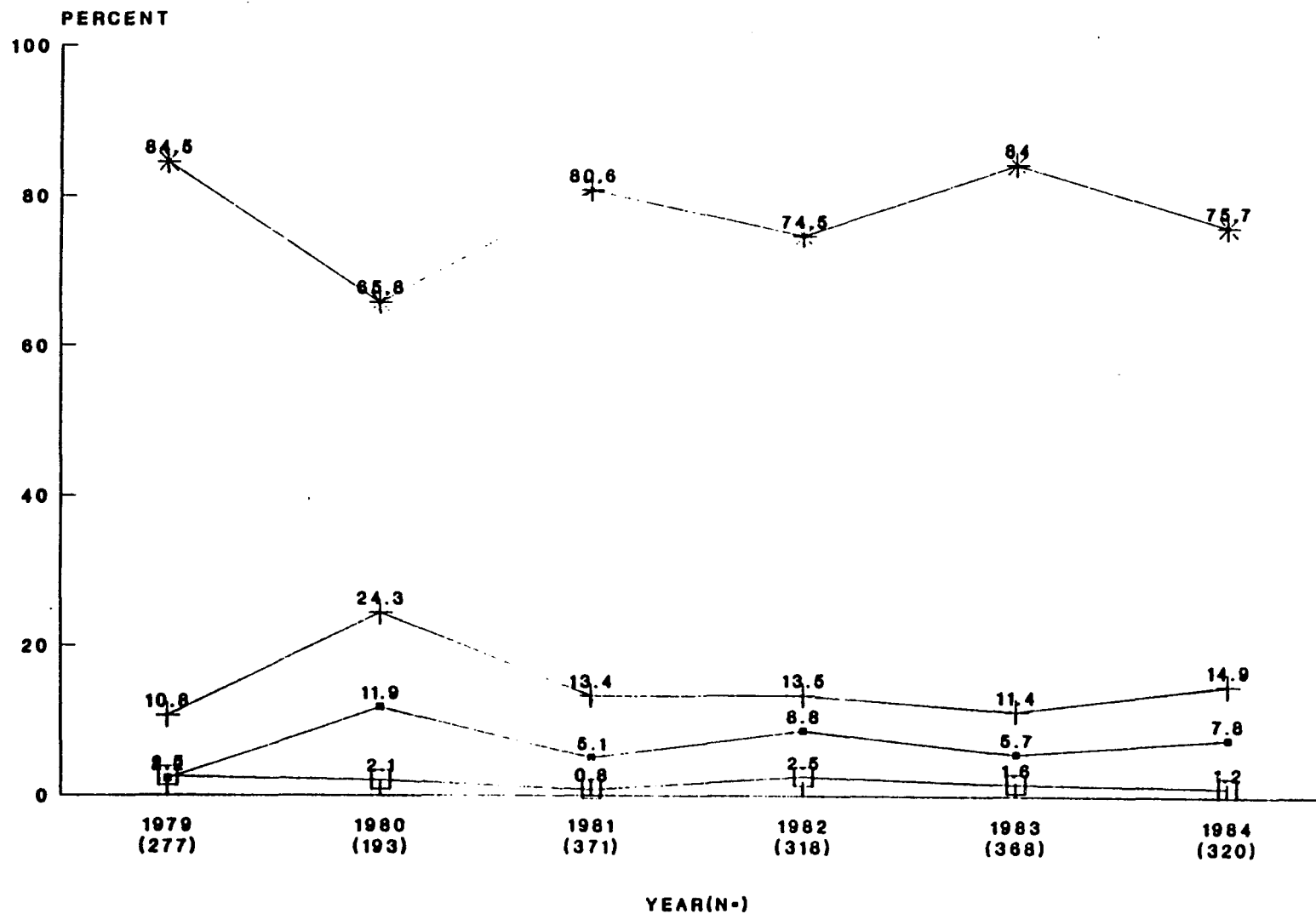
Two Semester of Entry Profiles emerged related to the selection of a student objective (Figures 19 & 20).

<u>Fall Entrants</u>	<u>Non-Fall Entrants</u>
Other	Other
Associate Degree	Bachelor's Degree
Bachelor's Degree	Associate Degree
Transfer	Transfer

The contrasts between the Fall and Non-Fall Entrants may be attributed to the summer session. Students who took courses in the summer may be persons from other colleges/ universities who were taking a course(s) to transfer back; teachers who took Continuing Education Units; or "high school students" who wanted to find out about college before enrolling. Of those who selected a major, the range of choices was from 21 to 42 different anticipated majors. The range for the same group of actual majors selected was 24 to 46 different fields. If a student took Basic Study Courses, the student was most likely to take English followed by Reading and Math. There was, however, a slightly different pattern that emerged from 1982-1984. The pattern for Basic Study Courses was Reading, English, and Math. The percent of subjects who changed majors, one or more times ranged from 5.4% to 31.8%. Of this group 68.2%-86.7% changed majors one or more times. The mean number of semesters of



**Figure 19.** Student Objective for Fall Semester of Entry. Selected student objective based on the Admission Data Set, Semester of Entry Profile.



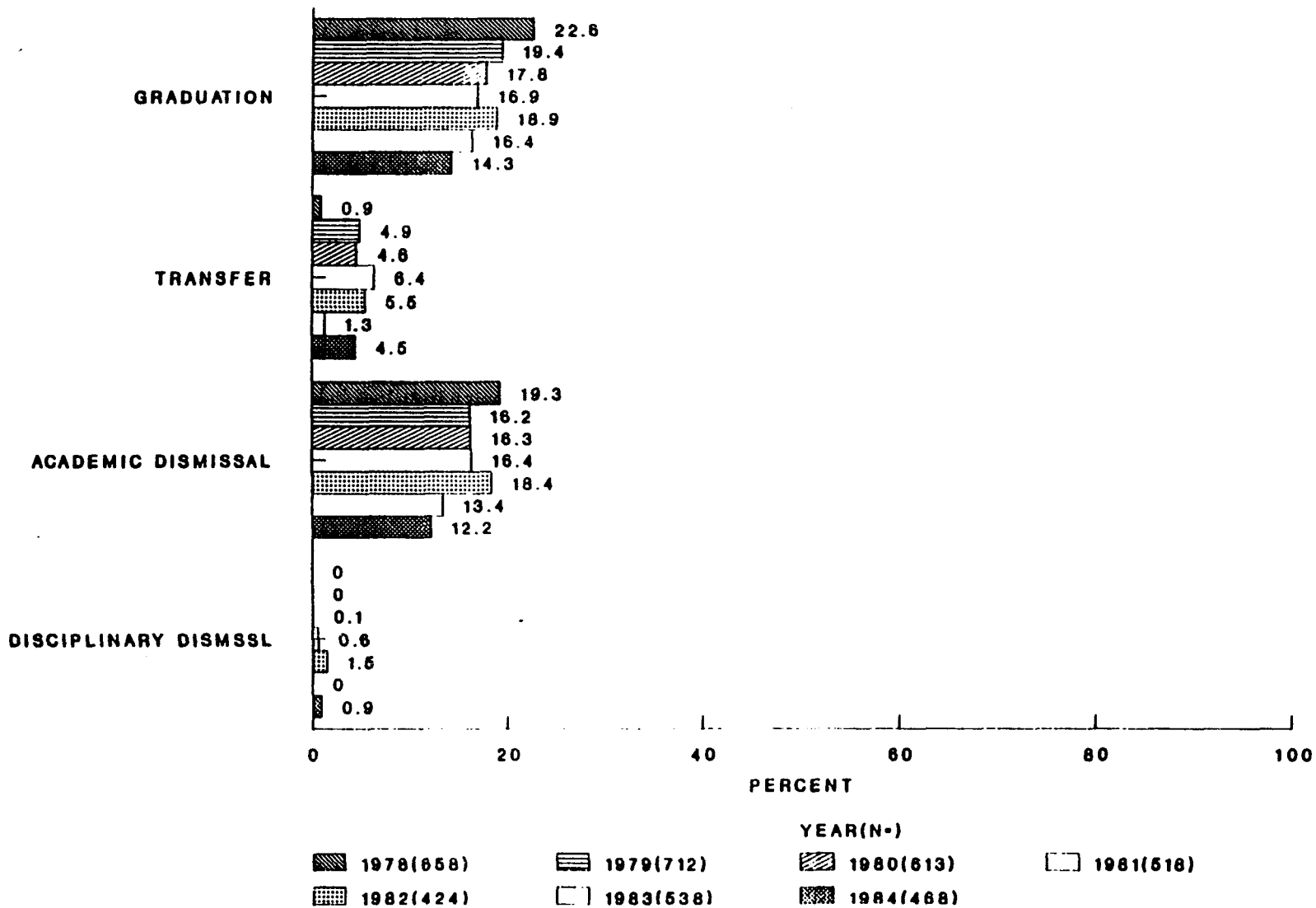
☐ TRANSFER    ● ASSOCIATE    + BACHELOR    \* OTHER

Figure 20. Student Objective for Non-Fall Semester of Entry. Selected student objective <sup>26</sup> in the Admission Data Set, Semester of Entry Profile.

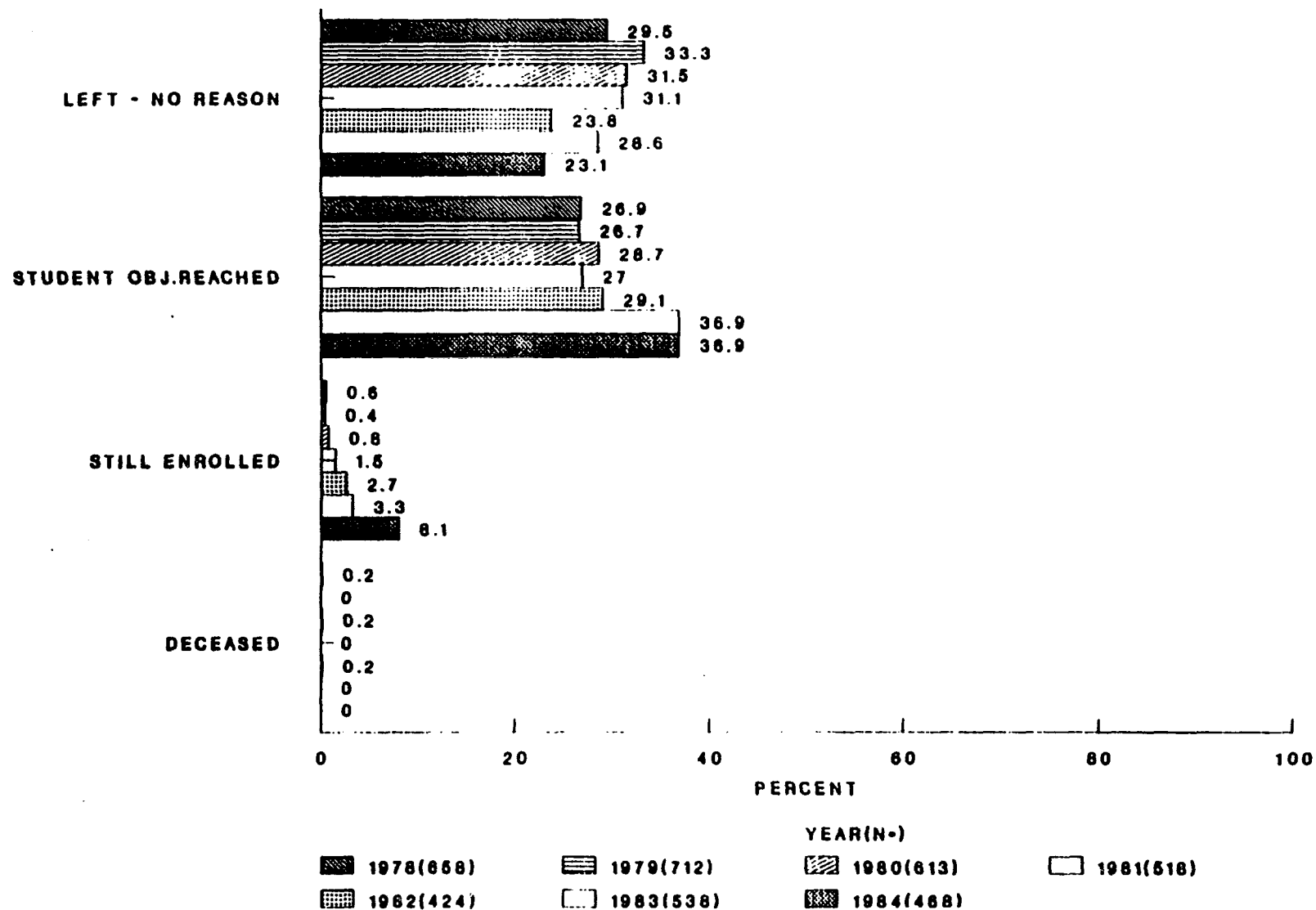
attendance ranged from 2.4 to 3.9 semesters. Students in the Non-Fall Entry group averaged fewer semesters of attendance 2.4-3.2 semesters than students in the Fall Entry group 3.5-4.1 semesters. For students who prior to departure selected a major and graduated, the mean number of semesters of attendance for those entering in a Fall Semester ranged from 7.8 semesters in the Fall of 1983 and 1984 to 8.4 semesters in the Fall of 1980. In the Non-Fall group the means ranged from 5.0 semesters in the Non-Fall of 1983 to 8.1 semesters in the Non-Fall of 1982.

What happened to the students?

The reason most commonly cited for leaving the university was Student Objective Reached. Percents ranged from 26.7% to 69.6%. The ranges of the other reasons cited were Left - No Reason 11.8% to 33.3%; Graduation 3.9% to 22.6% (Figures 21 & 22). There was an interrelationship between the patterns that emerged in the Reason for Leaving data and the patterns found in the selection of student objective data. Of the Fall Entry students more of those who selected the Bachelor's degree as their student objective cited Left - No Reason as their reason for leaving. Of the Non-Fall Entry students more of those who selected "Other" as their student objective cited Student Objective Reached as the reason for leaving (Figures 23 & 24). Of the students who selected a major before departure, the graduation rate



**Figure 21.** Departure Data for Fall Semester of Entry. Reason why students left the university distribution based on Departure Data Set, Semester of Entry Profile.



**Figure 22.** Departure Data continued for Fall Semester of Entry. Reason why students left the university distribution based on Departure Data Set, Semester of Entry Profile.

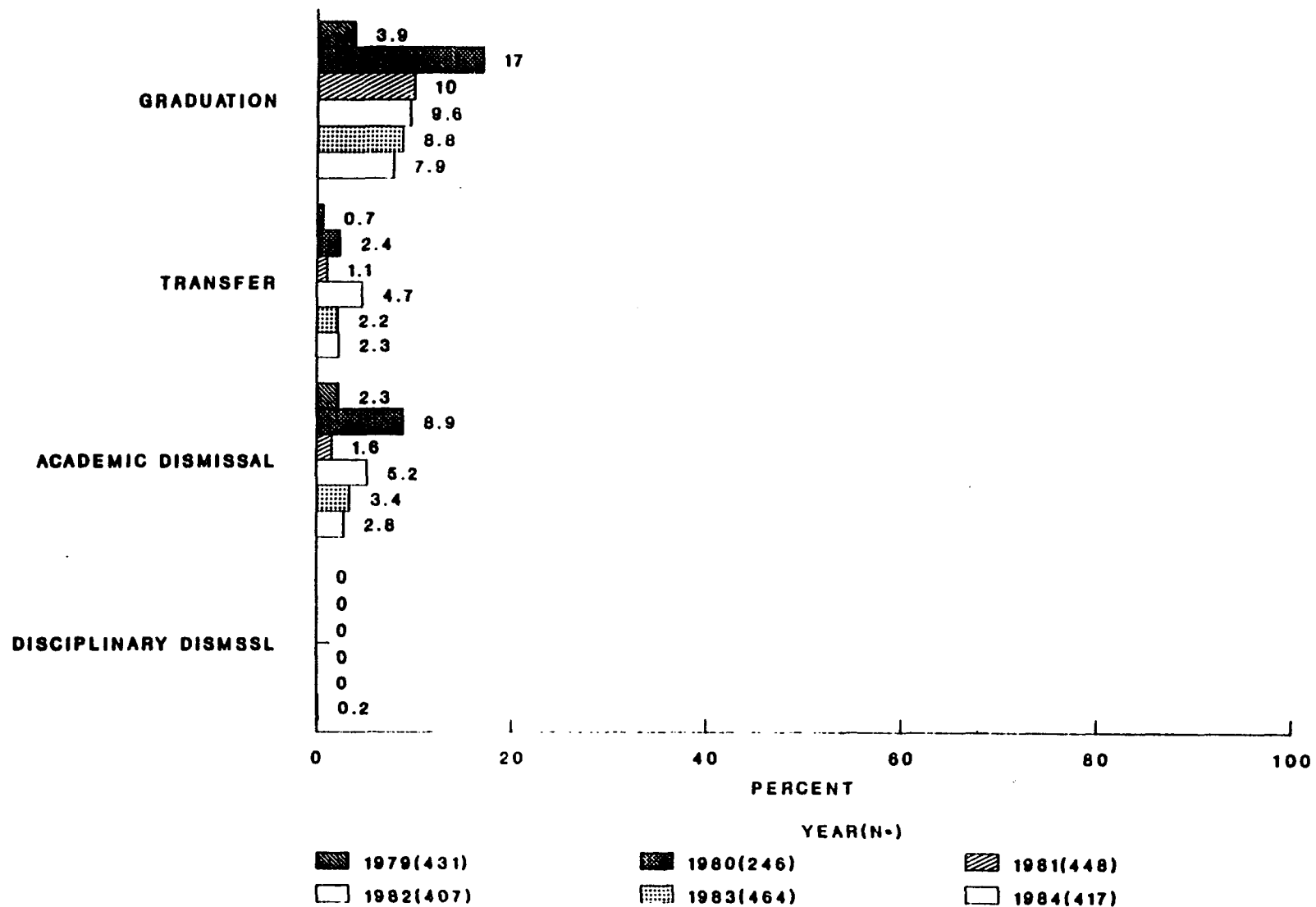


Figure 23. Departure Data for Non-Fall Semester of Entry. Reason why students left the university distribution based on Departure Data Set, Semester of Entry Profile.

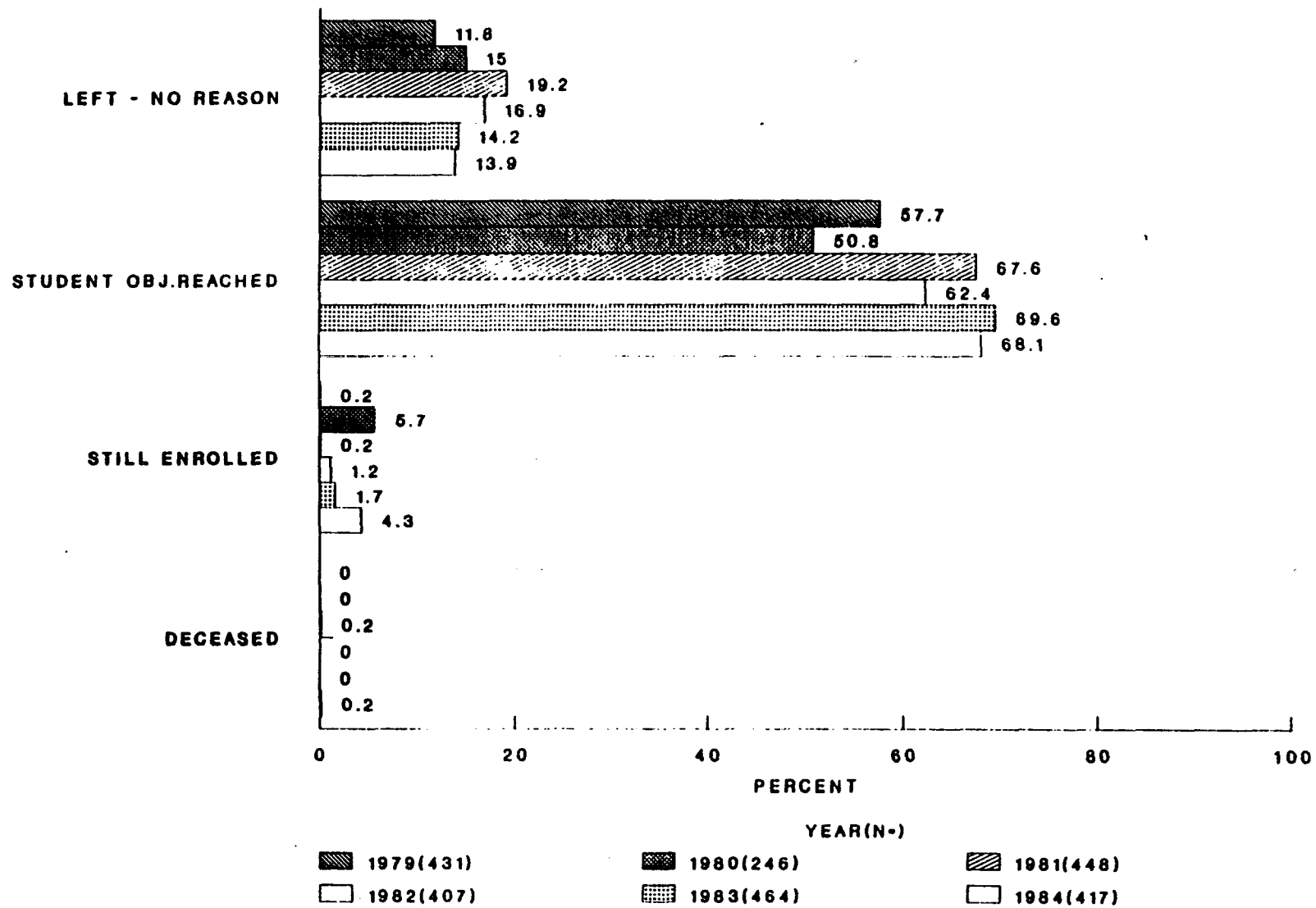


Figure 24. Departure Data continued for Non-Fall Semester of Entry. Reason why students left the university distribution based on Departure Data Set, Semester of Entry Profile.



ranged from 27.0% to 45.7%. The percent of those who graduated without reentry ranged from 54.8% to 90.0%. Data for all subjects who entered in 1983 and 1984 indicated a lower graduation rate, a higher Student Objective Reached rate and a higher Still Enrolled rate. It would be unwise to interpret the changes in these patterns in a negative manner. The trend that appears was reflective of the length of time the students have had to be enrolled in the university. Certainly the patterns of reentry would indicate that these rates have/will change(d). The percentage of those who reentered the university one or more times ranged from 18.1% to 30.2%.

#### Student Objective Profile

The third profile focused on the data reported according to selected Student Objective. The data supporting this profile can be found on Tables D-3 to D-12, located in Appendix D starting on page 199. Discussion focused on the patterns that differ from the Global Profile. Ranges now refers to variations among the categories of student objectives.

Where did the students come from?

The patterns related to high school attendance were supported by both the Global Profile and the Semester of Entry Profile related to the high school attendance profile. The exception to the pattern were those students who

selected the student objective "Other." Forty-eight point one percent of this group reported attending high school in Maine. In evaluating this deviation from what has emerged as a "normal profile" of high school attendance patterns, the students who selected "Other" as a student objective may very likely be assigned to Loring Air Force Base and, therefore, were likely to have attended high school outside Maine. Students who reported attending high school within Maine were most apt to have attended a medium sized high school (Figure 25).

What were the entering academic characteristics?

The high school GPA was reported either on a 4.0 scale or as a percent. The GPA range of the means on the 4.0 scale was 2.6 to 2.8. For the GPAs reported as a percent, the range of the means was 82.2 to 84.4. Rank in the high school class was reported in the range of 86.6-117.5. The higher mean rank reported in the "Other" category was reflective of the larger percent of subjects who did not report attending high school in Maine and may have attended a larger high school. Students took either the SAT or ACT test. The range of the average SAT scores was Math 402-473 and Verbal 406-430. The range of the average ACT scores was Math 11.0-19.7 and Verbal 14.7-20.4. Consistently 85.0% or more of the subjects were admitted to the university without a condition attached to their acceptance. Fifty-eight point

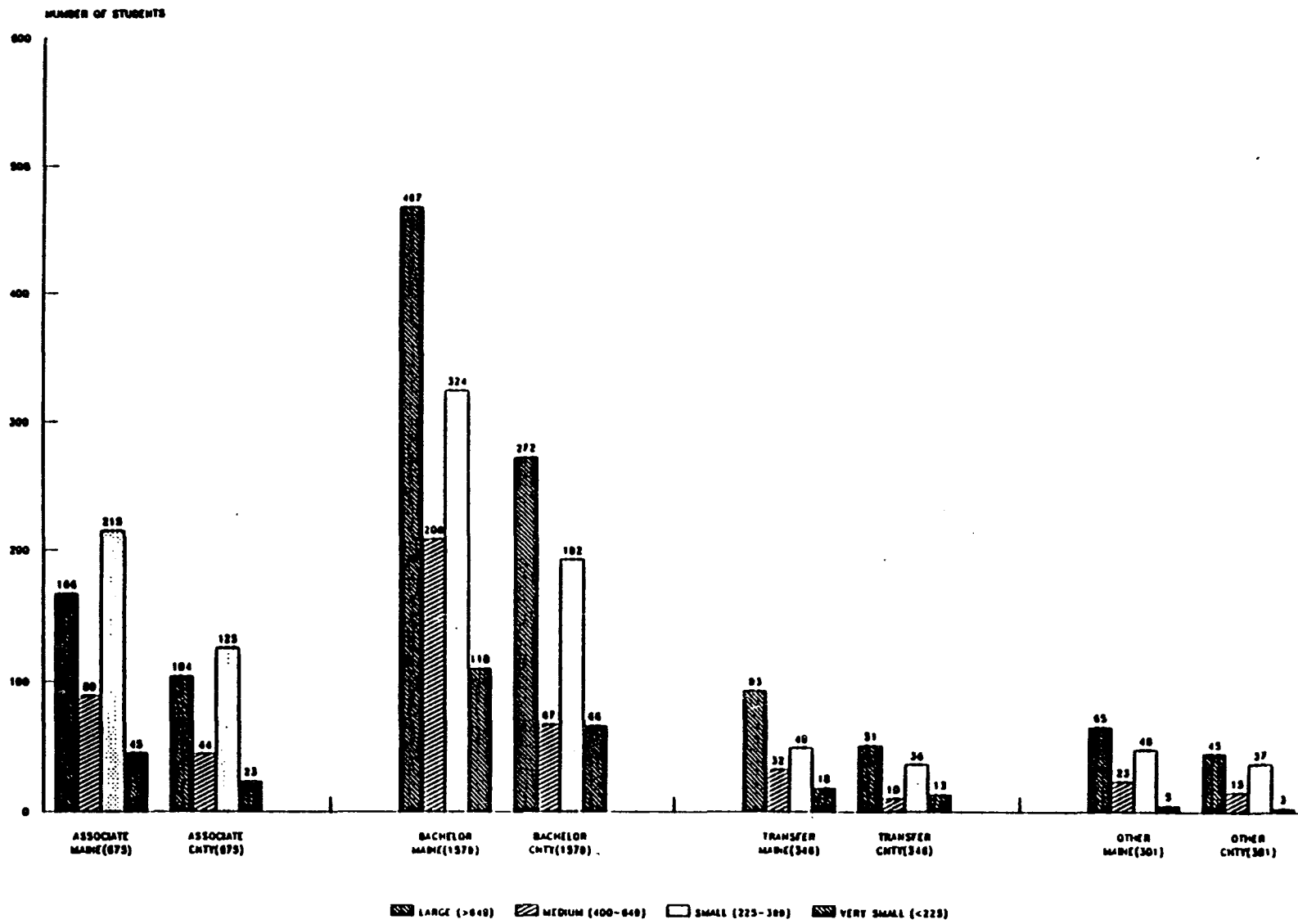
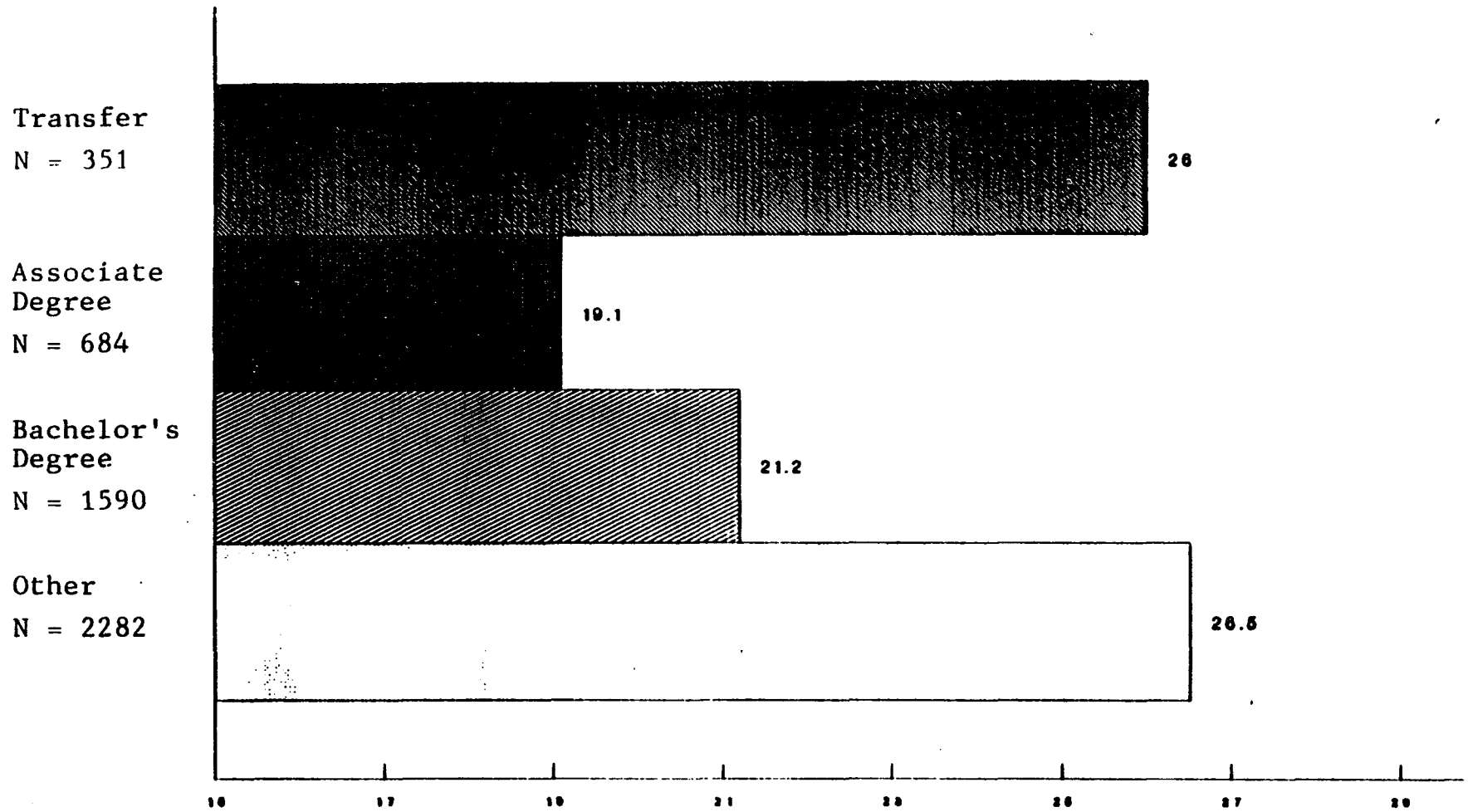


Figure 25. High School Attendance Patterns Maine vs Aroostook County. Geographical Distribution for students in the Admission Data Set, Student Objective Profile.

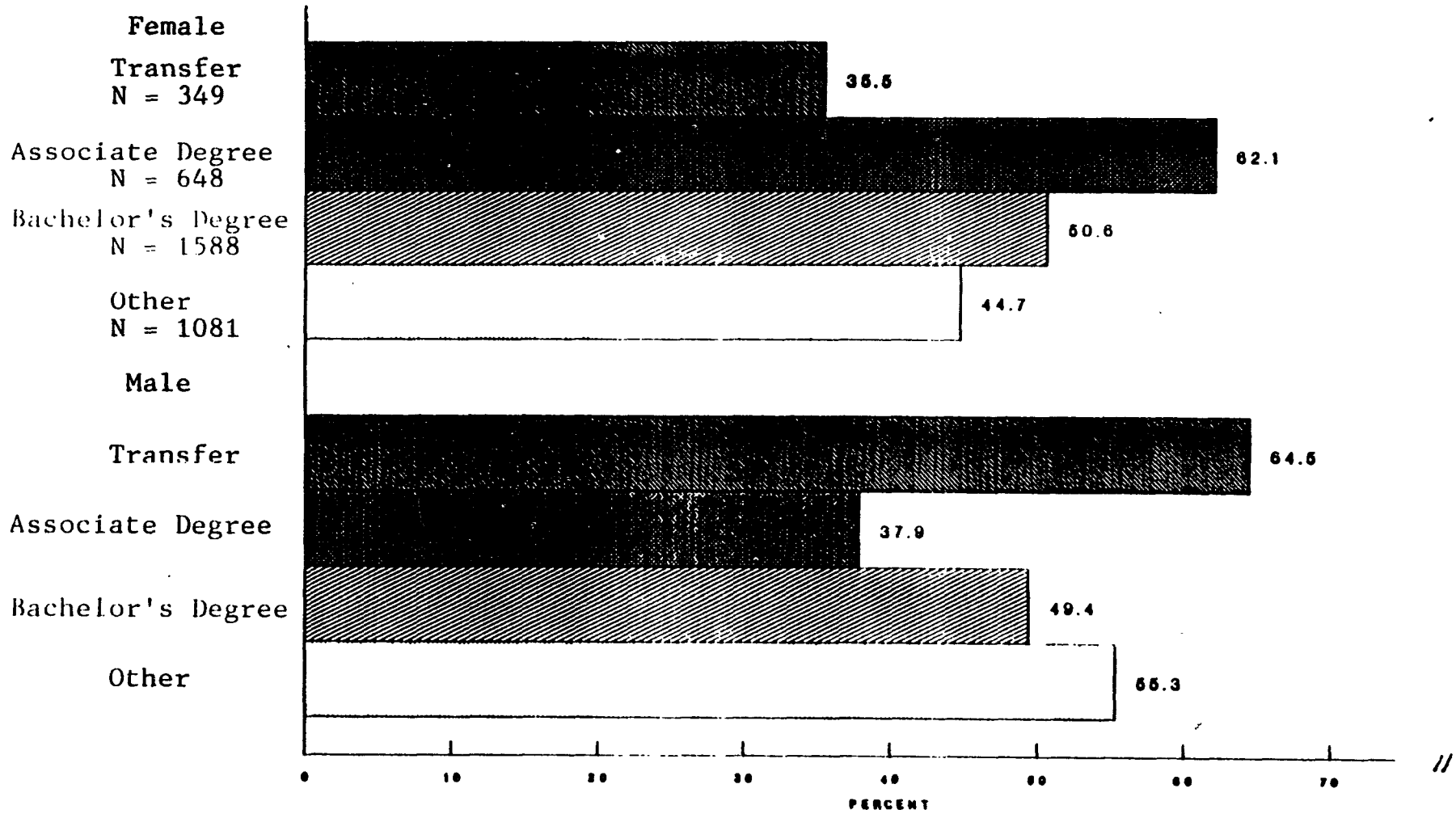
four percent of subjects who selected "Other" as their student objective reported bringing credits from attendance at another college/university.

What were their social characteristics?

Grouped according to their student objectives, the range of the means related to the age of the student was from 19.1 to 26.5 (Figure 26). Of the subjects who upon entry selected a degree program as their objective, 50% or more were female (Figure 27). Of the subjects who upon entry selected the objective of "transfer" or "Other" as their student objective 45% or less were female. The larger percent of males (64.5%) who selected a transfer program as their objective most likely was reflective of the options available in this student objective. Fields such as Engineering and Agriculture traditionally were male dominated career choices. The large percent of females 62.1% who selected an Associate Degree as their objective was probably reflective of majors within the Associate Degree Program that traditionally have attracted females. The majors are Nursing and Medical Lab Technician. More than 40% of all subjects reported that they were the first generation of their family to attend college. Thirty-five percent or more reported that a sibling had or was attending college. With the exception of the subjects who selected "Other" as their student objective, more students chose to live on campus



**Figure 26.** Age. Mean age distribution for students based on Admission Data Set, Student Objective Profile.



**Figure 27.** Gender. Ratio of females to males distribution based on Admission Data Set, Student Objective Profile.

than off campus. The range of percents for living on campus was 1.3%-64.6%. The low percent 1.3 represents the subjects who selected "Other" as their student objective. It was university policy that students must be enrolled as a full time student in order to be able to live in a residence hall. Many of these students were enrolled in one or two courses and thus were not qualified to live on campus.

What were the academic plans of the student?

Of those choosing a major, the group chose 28 to 52 different fields for anticipated majors. This same group actually majored in 36 to 49 different fields. If students enrolled in a Basic Study course, they most likely took English and/or Reading followed by Math. Up to 30.0% of subjects changed majors one or more times. There does not appear to be a reason for the this increment. Of the group that changed majors 75.0% or more changed majors one or more times. The mean number of semesters of attendance ranged from 2.3 semesters to 4.9 semesters. Students whose selected student objective was a transfer program, an associate degree, or a bachelor's degree and who graduated reported the following mean number of semesters of attendance:

Transfer Program	9.3 semesters
Associate Degree	7.2 semesters
Bachelor's Degree	8.4 semesters

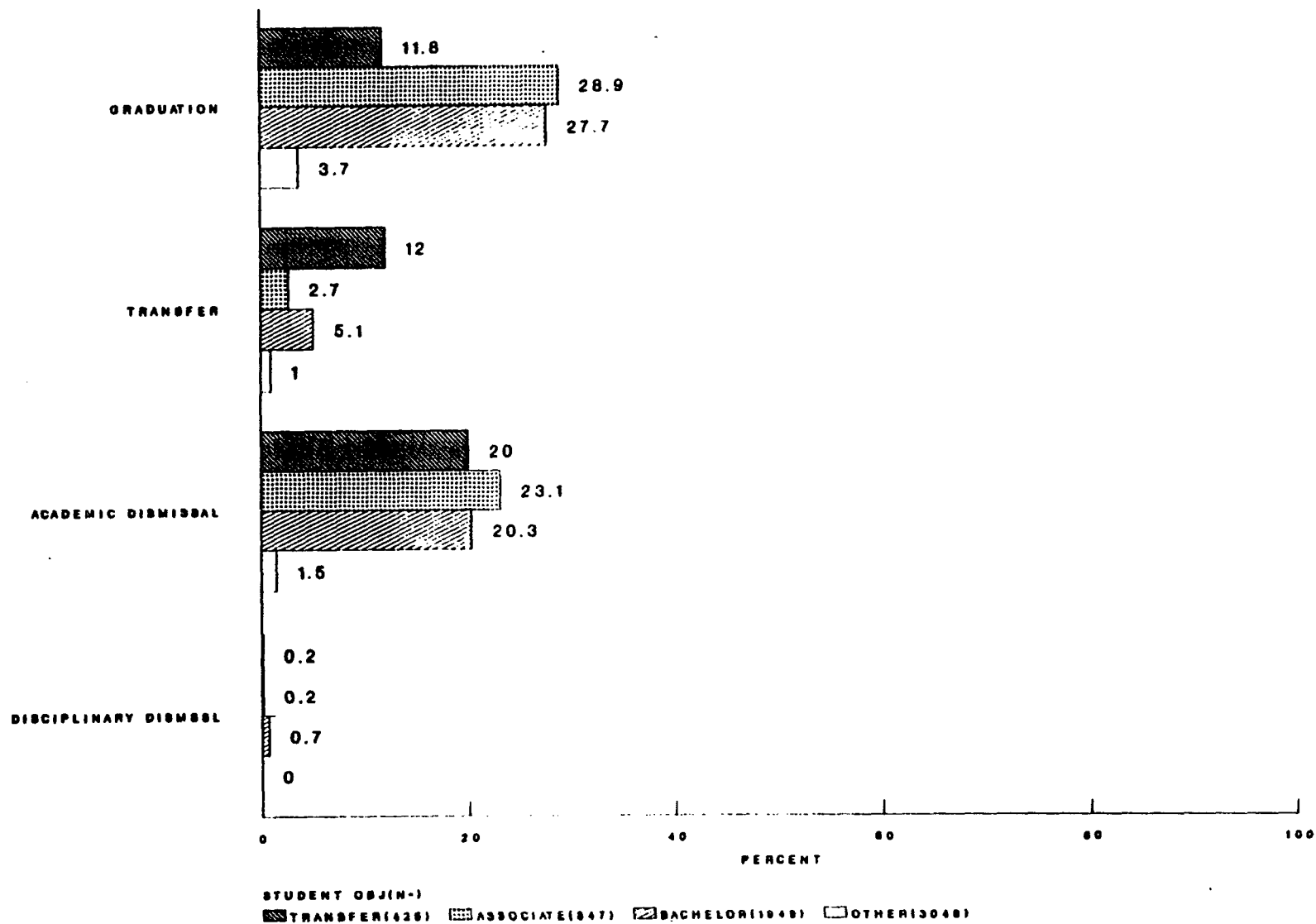
There was no reason found in the data to explain why students who selected the student objective "to transfer" had a higher mean number of semesters of attendance than did the other student objectives.

What happened to the students?

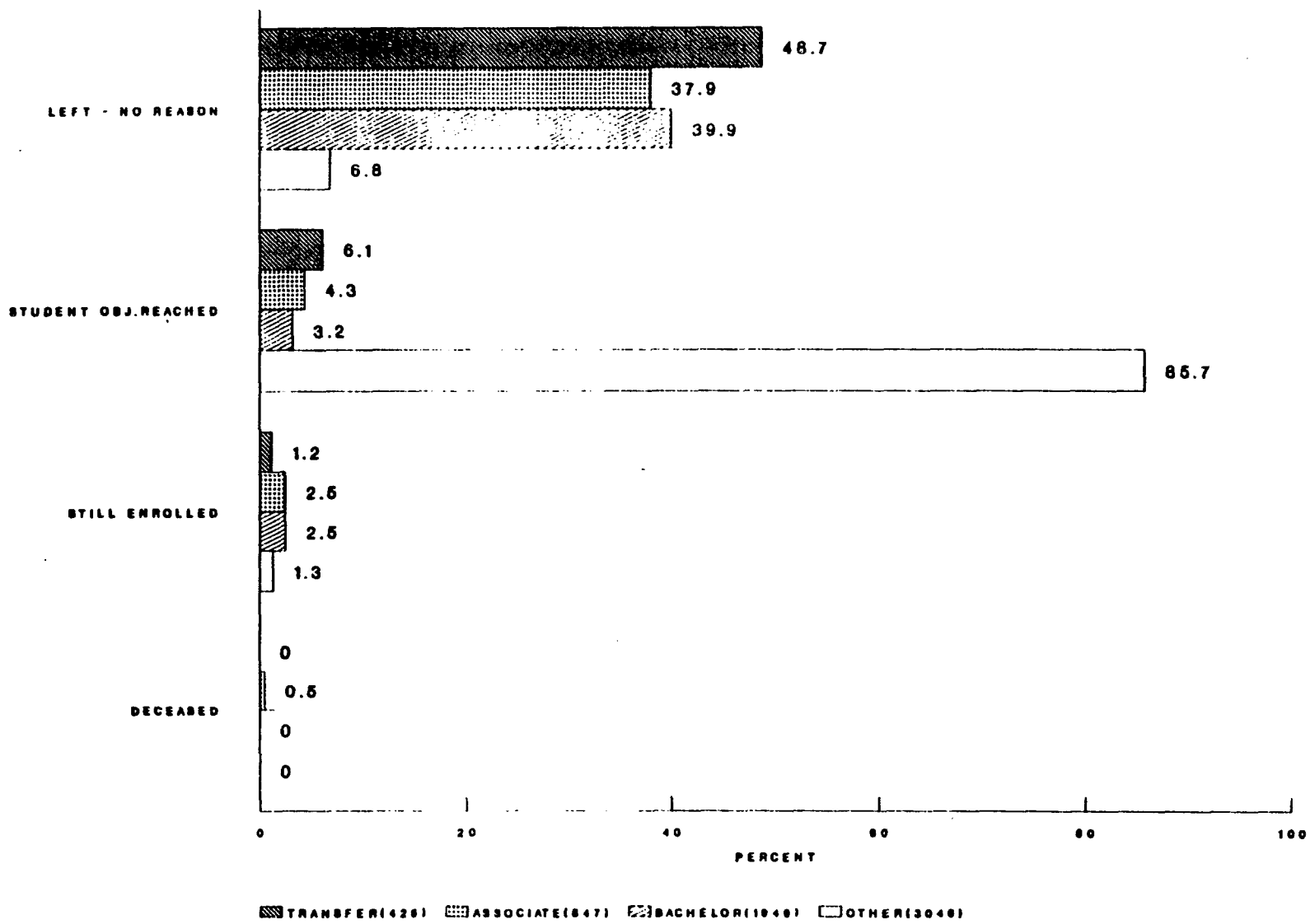
The most commonly cited reason for leaving was Left - No Reason (Figures 28 & 29). The range across student objectives was 6.8% to 48.7%. The other reasons cited were Graduation with the range of 3.7% to 28.9% and Academic Dismissal with the range of 1.5% to 23.1%. In some respects the data were skewed because of the large number (N = 2461) of subjects who selected "Other" as their student objective. In all cases of the reason for leaving that was cited the lower percents represent the subjects in the student objective "Other." The graduation rate range for those who selected a major prior to departure was 14.5% to 36.0%. A range of 50.9% to 80.4% of subjects graduated without reentry (Figure 30). In all cases fewer than 25.0% of subjects reenter the university one or more times.

The next two profiles focus on data related to specific planned programs; the programs were anticipated major and major.

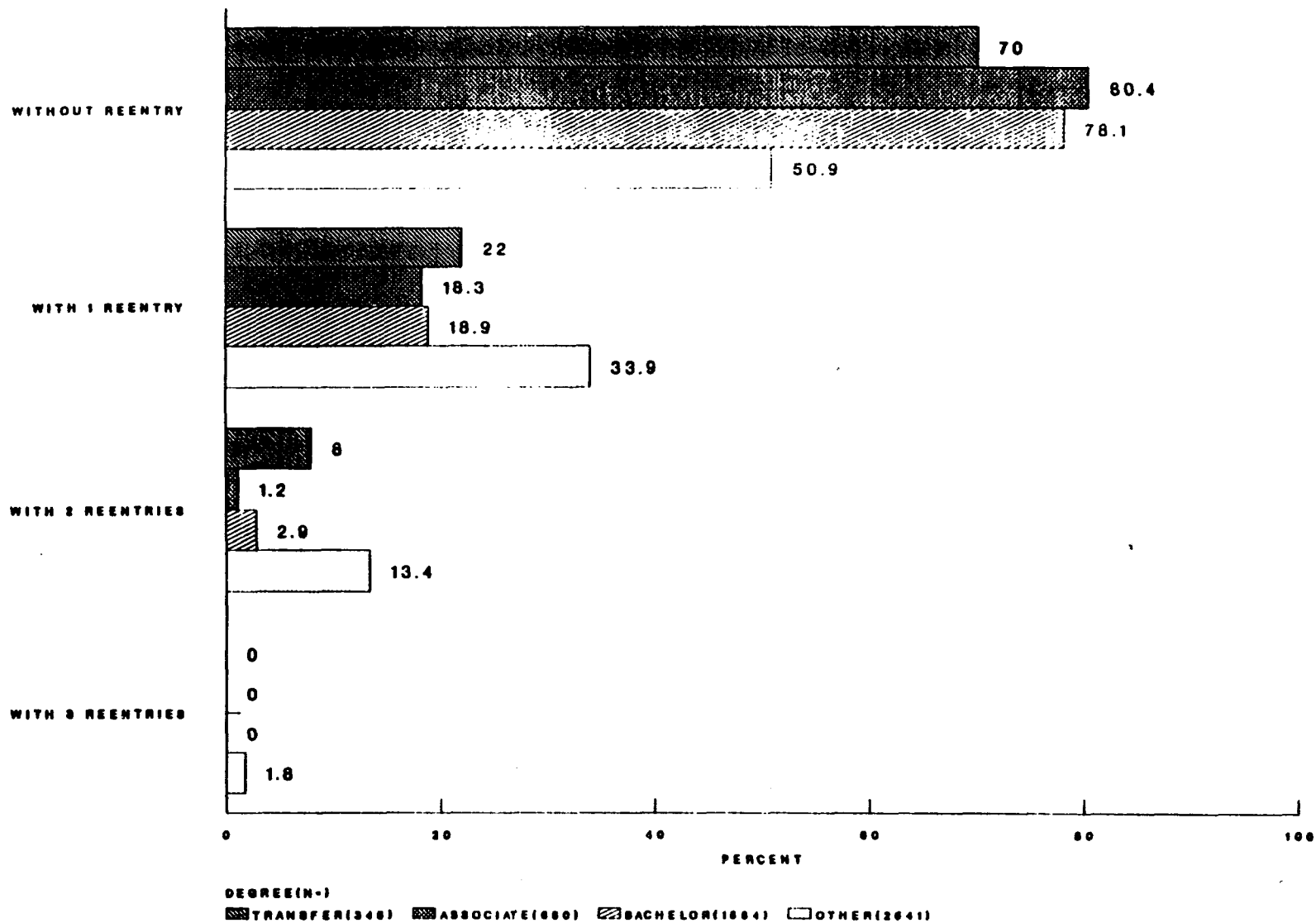




**Figure 28.** Departure Data. Reason why students left the university distribution based on Departure Data Set, Student Objective Profile.



**Figure 29.** Departure Data Continued. Reason why students left the university distribution based on Departure Data Set, Student Objective Profile.



**Figure 30.** Graduation vs Graduation after Reentry. Graduation without reentry and graduation after one, two, or three reentries distribution for students based on Departure Data Set, Student Objective Profile.

### Anticipated Major

The first of these profiles focus on data related to the anticipated major selected on admission to the university. The anticipated majors were grouped for profile and discussion by academic division. Variations from the Global Profile and between the divisions have been highlighted. Where patterns between divisions showed very little variation no discussion was included. The patterns which emerged that vary from the norm established by the Global Profile were discussed.

The data supporting this profile are found in Tables D-33 to D-183 located in Appendix D.

Where did the students come from?

The high school attendance patterns for all divisions and all anticipated majors support the profile established by the Global Profile. Sixty-five percent or more reported attending high school in Maine. The bimodal pattern related to high school attendance within Maine was evident. Exceptions were found in 11 fields in Humanities, Mathematics Science and Social Science Divisions in which rates of attendance from high schools in Maine were lower (see Appendix D). The variations may be the result of popularity of the programs by students who were stationed at Loring Air Force Base. Or, in the case of the transfer programs, students may have attended the university with the expectation

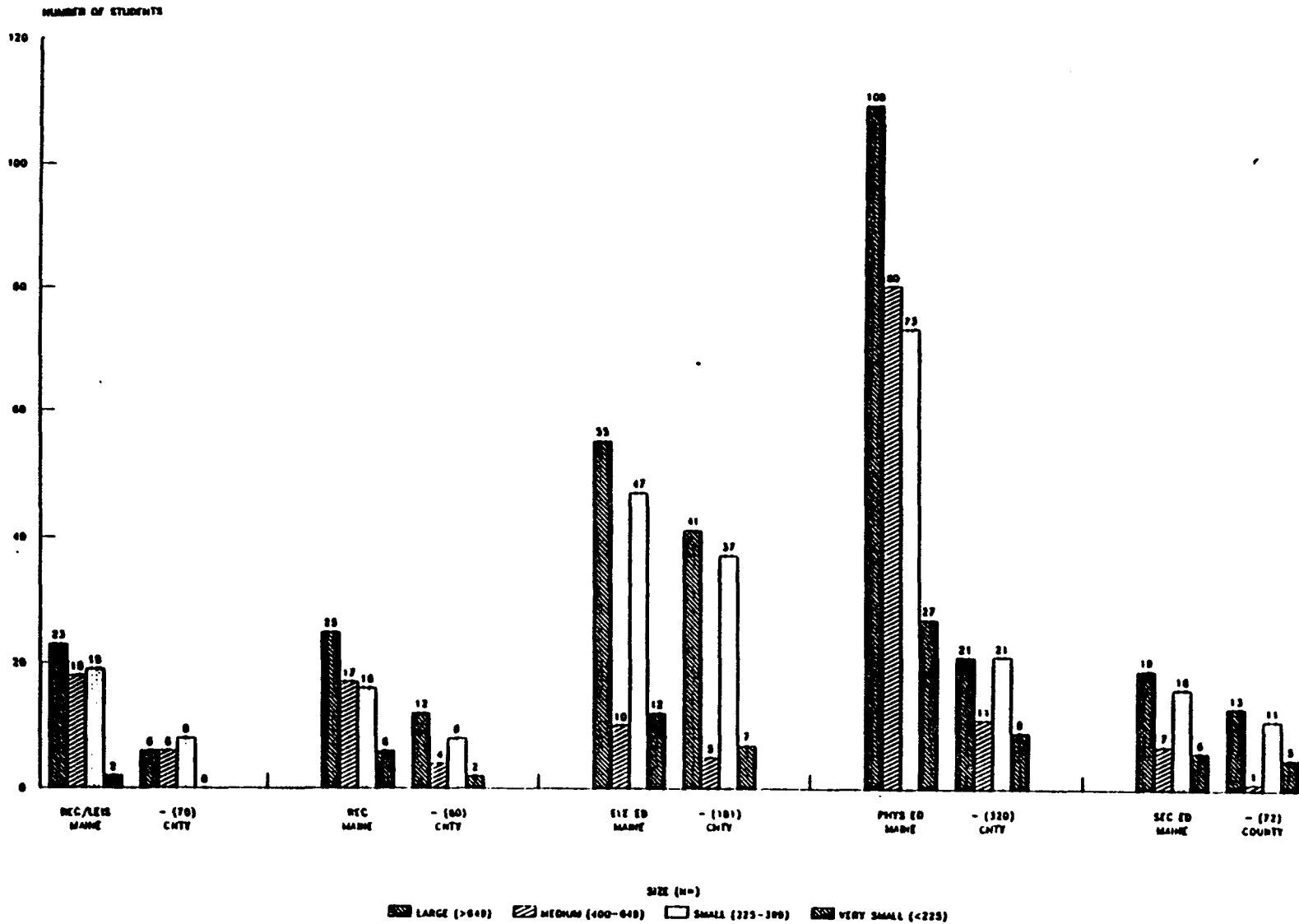
of later gaining admission to another university within the University of Maine System for completion of their program.

Overall the data related to students who anticipated majoring in a field within the Education/Health, Physical Education, Recreation Division supported the Global Profile in their high school attendance patterns. With the exception of the students who anticipated majoring in Recreation/Leisure Studies a bimodal pattern was evident related to high school attendance with the County (Figure 31).

What were the entering academic characteristics?

The GPA was reported either on a 4.0 scale or as a percent. On the anticipated major profile, there were isolated reports of extremes related to the high school GPA. However, if the GPA, for example, on the 4.0 scale was low, the report as a percent was most likely close to the average as reported in the Global Profile. The range of the means of high school GPAs on the 4.0 scale was 2.0 to 3.7. The range of the means of the high school GPAs of the data reported as a percent was 76.9% to 90.8%. There was a wide range of reported mean ranks in the high school class. The rank was influenced by where the student had reported attending high school. The range of the ranks was from 20.8 to 476.0.

Students took either the SAT or ACT tests. The range of reported SAT scores was Math 348 to 620; Verbal 344 to



**Figure 31.** High School Attendance Patterns Maine vs Aroostook County in the Education/Health, Physical Education Division. Geographical distribution for students in the Admission Data Set, Anticipated Major Profile.

650. The majority of scores for both tests were in the 400s which is comparable to the scores in the Global Profile. The range of reported ACT scores was Math 4 to 41.5; Verbal 10 to 29. Sixty-six point seven percent or more of all subjects in this profile were admitted to the university without a condition attached to their acceptance. This percentage was lower than the Global Profile, however, the majority of the percentage values for all anticipated majors were closer to the Global Profile. The percentage of students entering the university bringing credits from attendance at another college/university was quite varied. In the Education/Health, Physical Education, Recreation Division the range was from 17.1% in Recreation and Leisure Services to 44.3% in Elementary Education. The larger percentage in Elementary Education may be attributed to the number of persons who entered the university with the goal of becoming certified to teach. The extremes of transfer credit in the Humanities Division were greater than in Education/Health, Physical Education, Recreation Division. The range was from 12.5% in Humanities to 100% in Bachelor of Liberal Studies. The extremes in the Mathematics Science Division were even greater than in the Humanities Division. The range was 5.6% in Wildlife Management to 100% in Forest Resources. The percentage in the Social Science Division

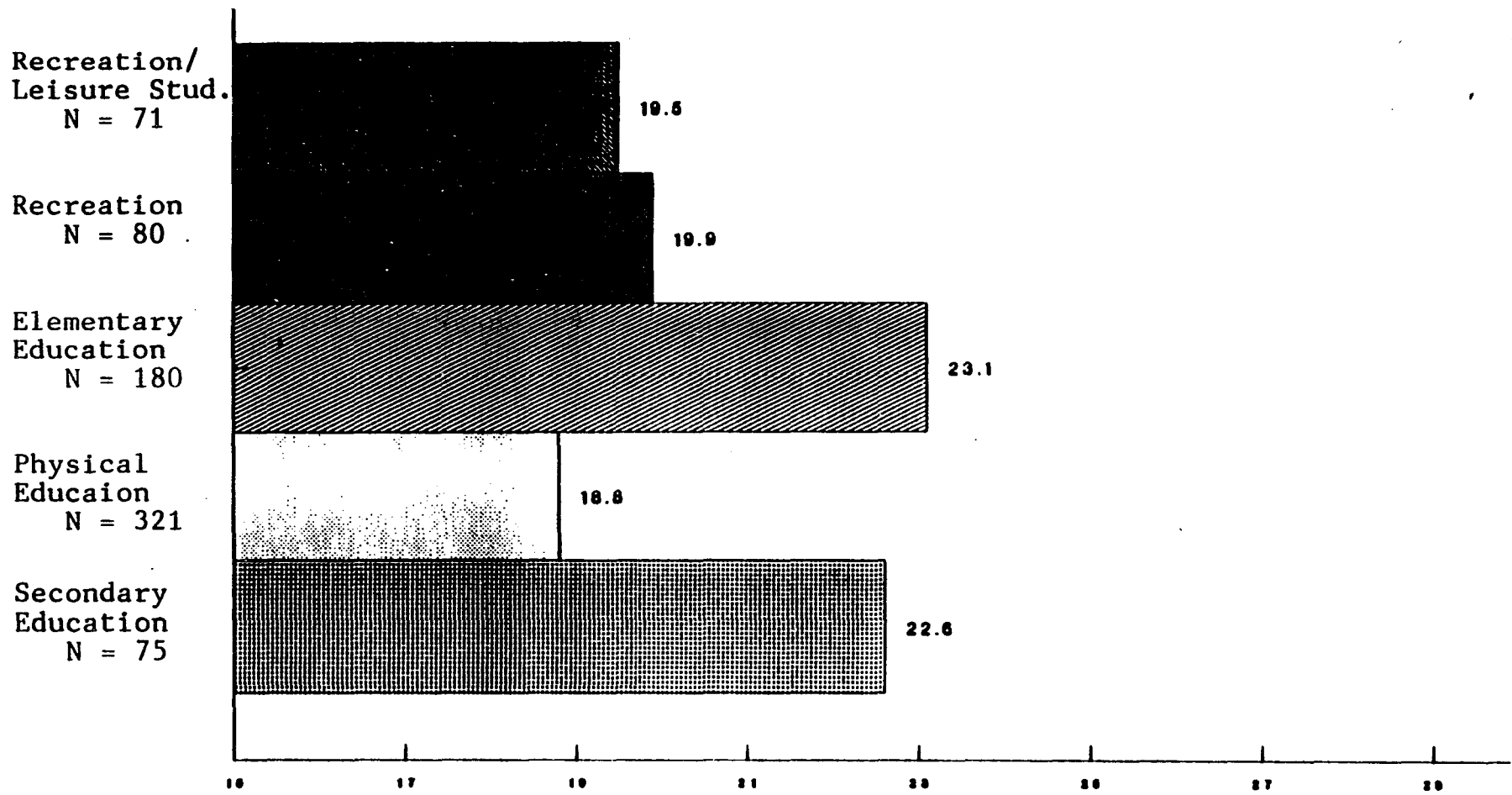
were closer to the Global Profile. The range was from 28.6% in Management Science to 100% in Sociology.

What were their social characteristics?

With the exception of three programs in Education/Health, Physical Education, Recreation Division (Figure 32) and several of the transfer programs, the mean age of the Anticipated Major Profile was quite close to the Global Profile. The anticipated majors showing a lower mean age reflected the fields which may be more apt to attract the younger age college student. The presence of a real dominance of one gender over the another should not be surprising. The anticipated majors in which this occurred were the fields that have traditionally been identified with one gender. For example, in Elementary Education, the gender ratio was 91.1% female to 8.9% male.

Within the Education/Health, Physical Education, Recreation Division more Elementary Education Anticipated Majors (55.6%) reported that they were the first generation of their family to attend college than other students in this division. In this same division 28.8% of the students who anticipated majoring in Recreation/Leisure Studies reported that a sibling was attending or had attended college. This percent was lower than other reports within this division. In the Humanities Division four of the Anticipated Majors groups reported that more than 60.0% of students were





**Figure 32.** Age in the Education/Health, Physical Education, Recreation Division. Mean age distribution for students based on Admission Data Set, Anticipated Major Profile.

the first generation of their family to report attending college. There was an even division related to this group and the reported college attendance patterns of siblings. Fewer students in the Mathematics Science Division were the first generation of their family to report attending college. The range of 16.7% to 100% who reported that a sibling was or had attended college was more varied than in other divisions. With few exceptions in the Social Science Division more than 50% of subjects reported that they were the first generation of their family to report attending college. This same group was almost evenly divided with regard to the report of siblings who were attending or had attended college.

With a reasonable degree of consistency anticipated majors that had a lower mean age, reported more subjects living on campus. The range of subjects who lived on campus was from 15.5% in the Associate Degree program in Nursing to 100% in both Psychology and the Transfer Program in Forest Engineering. Eighty-four point nine percent of students whose Anticipated Major was Physical Education reported living on campus. This may be reflective of the lower mean age among subjects who anticipated majoring in Physical Education; it may also be reflective of the fact that there are only two universities in Maine that offer a major in

Physical Education. More of these students live further from Presque Isle, therefore, more would live on campus.

What were the academic plans of the students?

For the most part the patterns related to a selected student objective were reflective of the anticipated major selected by the student, i.e., subjects who selected a major that led to a bachelor's degree selected a student objective that was compatible with the degree sought. In the Education/Health, Physical Education, Recreation Division the range of actual majors was from 9 different fields to 23 different fields. Students in the Humanities Division were more diverse. The range of majors selected in this division was from four different fields to 26 different fields. In the Mathematics Science Division the actual major range was less diverse. This range was from four different fields to 16 different fields. The Social Science Division showed clusters of actual majors. The range of choices was from six different fields to 24 with the number of actual majors clustered at six, seven, eight and nine or 15, 17, and 24.

In the Education/Health, Physical Education, Recreation Division if a subject was enrolled in a Basic Studies Course, they were more apt to take English and/or Reading than Math. The exception to this were the subjects whose anticipated major was Recreation. These subjects were more apt to take English and/or Math than Reading. The profile

in the Humanities Division showed the same patterns related to the ranking for percentage of the Basic Study Courses as was demonstrated in the other profiles. Fewer reported observations of participation in the Basic Study Courses were found among students who anticipated majoring in a field within the Mathematics Science and the Social Science Divisions than were reported in the other divisions.

With very few exceptions, the patterns related to change of major showed a higher percentage of change in the Anticipated Major Profile than was evident in the Global Profile. The range of percentages related to Change of Major showed that for all the divisions range was from a low of 0.0% in Bachelor of Liberal Studies to a high of 66.7% in the transfer program of Foods and Nutrition. Within each division there was a degree of similarity demonstrated related to the number of semesters of attendance. The extremes of the range were from a mean of 1.0 in the Environmental Studies transfer program to 9.0 in Sociology. In most cases the Anticipated Major Profile showed a higher mean number of semesters of attendance than was demonstrated in the Global Profile. The mean number of semesters of attendance for students who selected an anticipated major in the Education/Health, Physical Education Recreation Division and who graduated ranged from 7.1 semesters in Recreation to 8.7

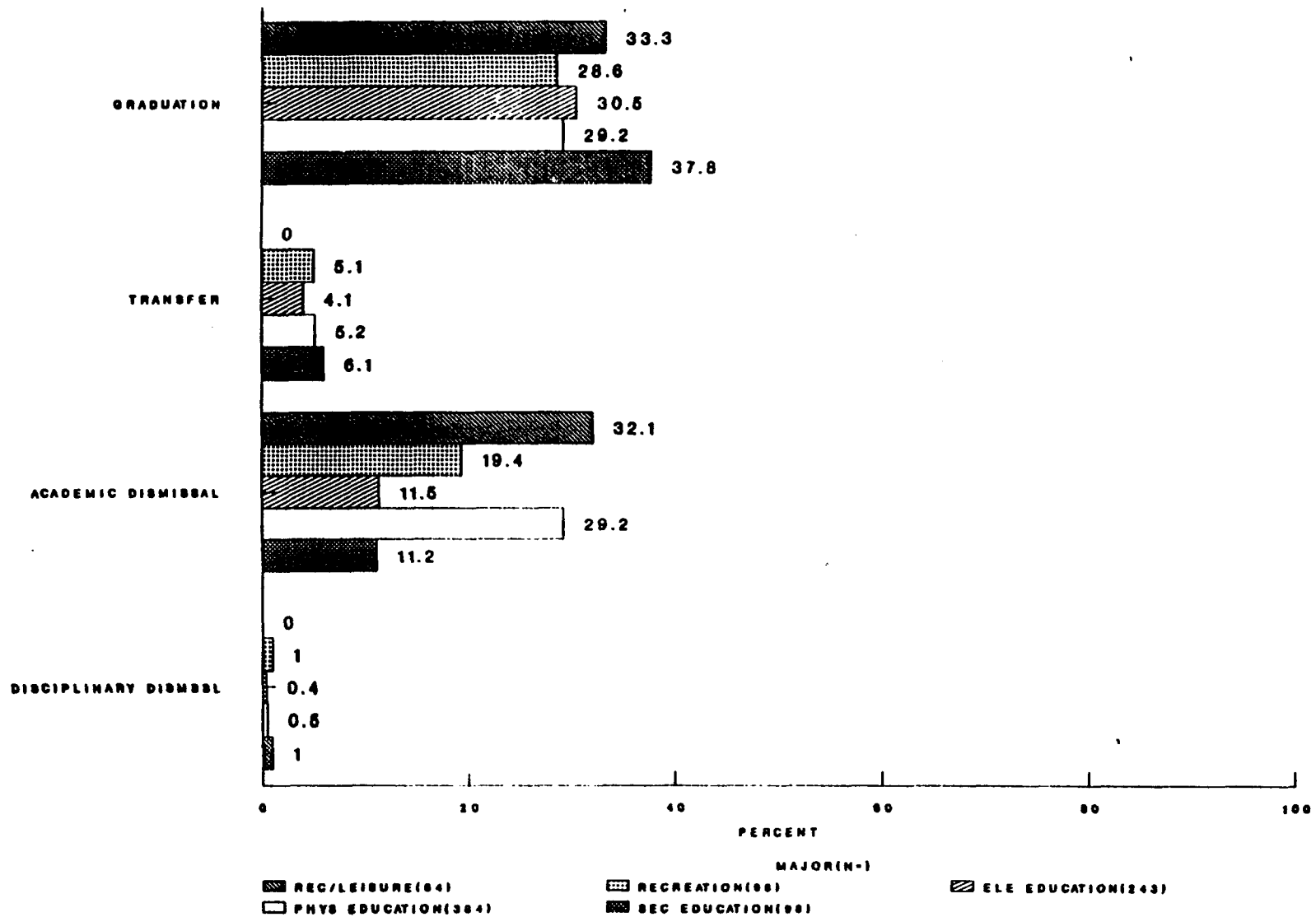
semesters in Physical Education. The Global Profile mean was 8.0 semesters.

What happened to the students?

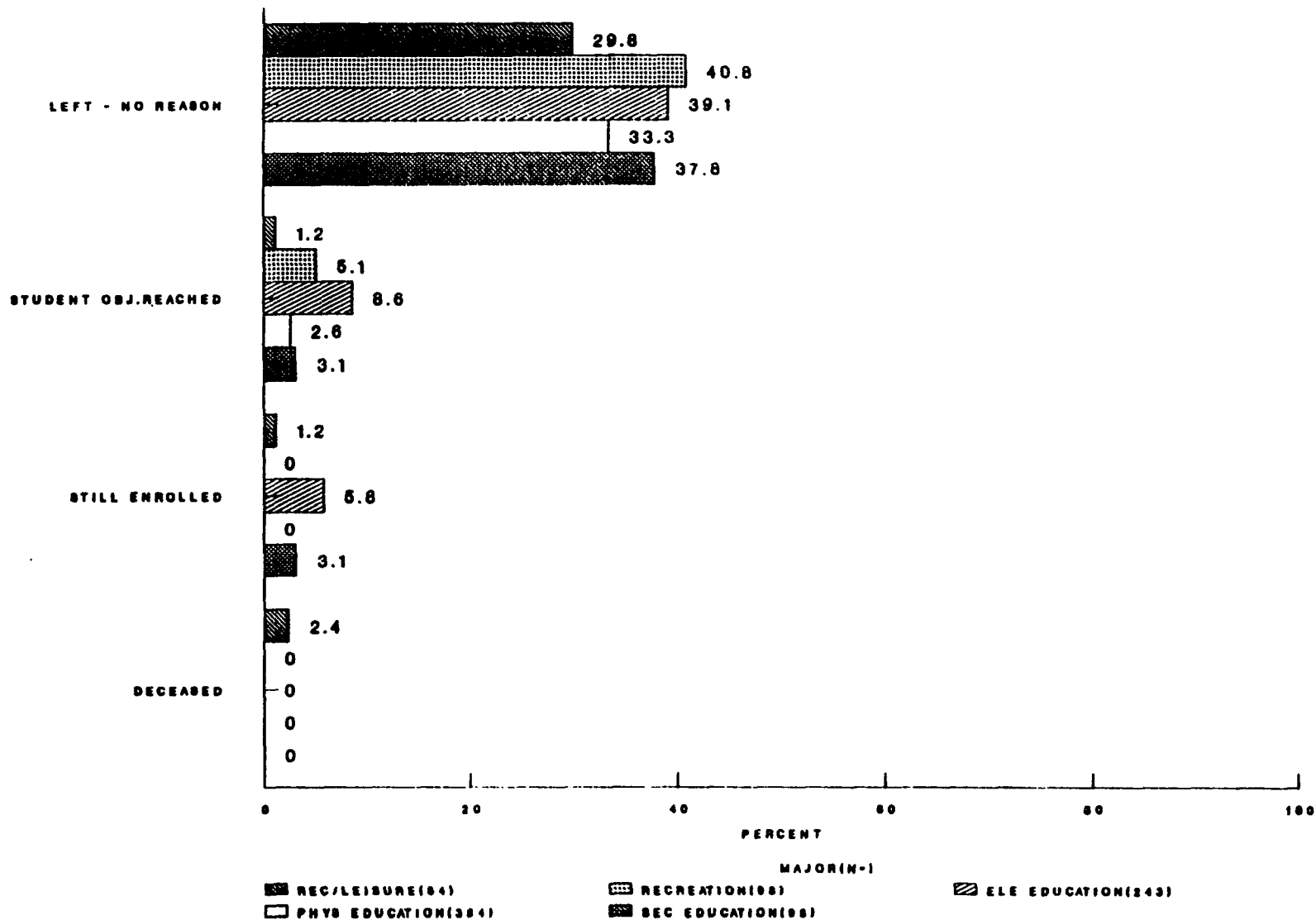
In the Anticipated Major Profile in all the academic divisions Left - No Reason was cited most often as the reason for leaving. In the Education/Health, Physical Education, Recreation Division (Figure 33 & 34), Humanities Division, and Social Science Division Graduation followed by Academic Dismissal were the second and third reasons cited for leaving. In the Mathematics Science Division the second reason cited was Academic Dismissal and the third reason was Graduation.

The range of graduation rates for Associate and Bachelor degree programs vary from division to division. The highest and lowest graduate rates for each division are shown below.

<u>Education/Health, Physical Education, Recreation</u>		
28.6%	Recreation	44.9% Secondary Education
<u>Humanities</u>		
0.0%	Bachelor of Liberal Studies	53.8% Library Technology
<u>Mathematics Science</u>		
11.4%	Biology	64.9% Nursing (Associate)
<u>Social Science</u>		
0.0%	Psychology	100.0% Sociology



**Figure 33.** Departure Data in the Education/Health, Physical Education, Recreation Division. Reason why students left the university distribution based on Departure Data Set, Anticipated Major Profile.



**Figure 34.** Departure Data continued in the Education/Health, Physical Education, Recreation Division. Reason why students left the university distribution based on Departure Data Set, Anticipated Major Profile.

Overall the patterns related to reentry showed very little variation from division to division. Within each division extremes were found, for example, the 18.3% who reentered in Recreation/Leisure Studies was a lower reentry rate than was evident in other anticipated majors in the Education/Health, Physical Education, Recreation Division. The extreme found in the Humanities Division was in the Bachelor of Liberal Studies program where 100% reentered. In the Mathematics Science Division reentry percentages were grouped rather than isolated extremes. For example, the Anticipated majors of

Medical Lab Technician

Nursing (Associate Degree)

Biology

Physical Science

Engineering (Transfer)

Life Science (Transfer)

all showed a percentage of student reentering between 20% and 30%. In the Social Science Division the extreme was in Management Science where 7.1% reported reentry.

### Major Profile

The final profile focused on the data related to the selected academic major. The major was selected by students prior to their departure from the university. The majors



were grouped for profile and discussion by academic division. Variations from the Global Profile and between the divisions have been highlighted. Where patterns between divisions showed very little variation no discussion was included. The patterns which emerged that varied from the norm established by the Global Profile were discussed. The data supporting this profile is found on Tables D-33 to D-183 located in Appendix D starting on page 229.

Where did the students come from?

Fifty-three percent or more students selecting a major before departure reported attending high school in Maine. The bimodal pattern related to high schools within Maine was again evident in most majors. Within the Education/Health, Physical Education, Recreation Division more students reported attending a medium size high school than was reported in the Global Profile. Exceptions were also found to the profile in eleven fields in Humanities, Mathematics Science, and Social Science Divisions. In the eleven cases there was a marked change more than (10%) difference in the high school attendance patterns between the Anticipated Major Profile and the Major Profile (see Appendix D). In the Education/Health, Physical Education and Recreation Division there were few consistent patterns related to high school attendance both within Maine and within Aroostook County (Figure 35).

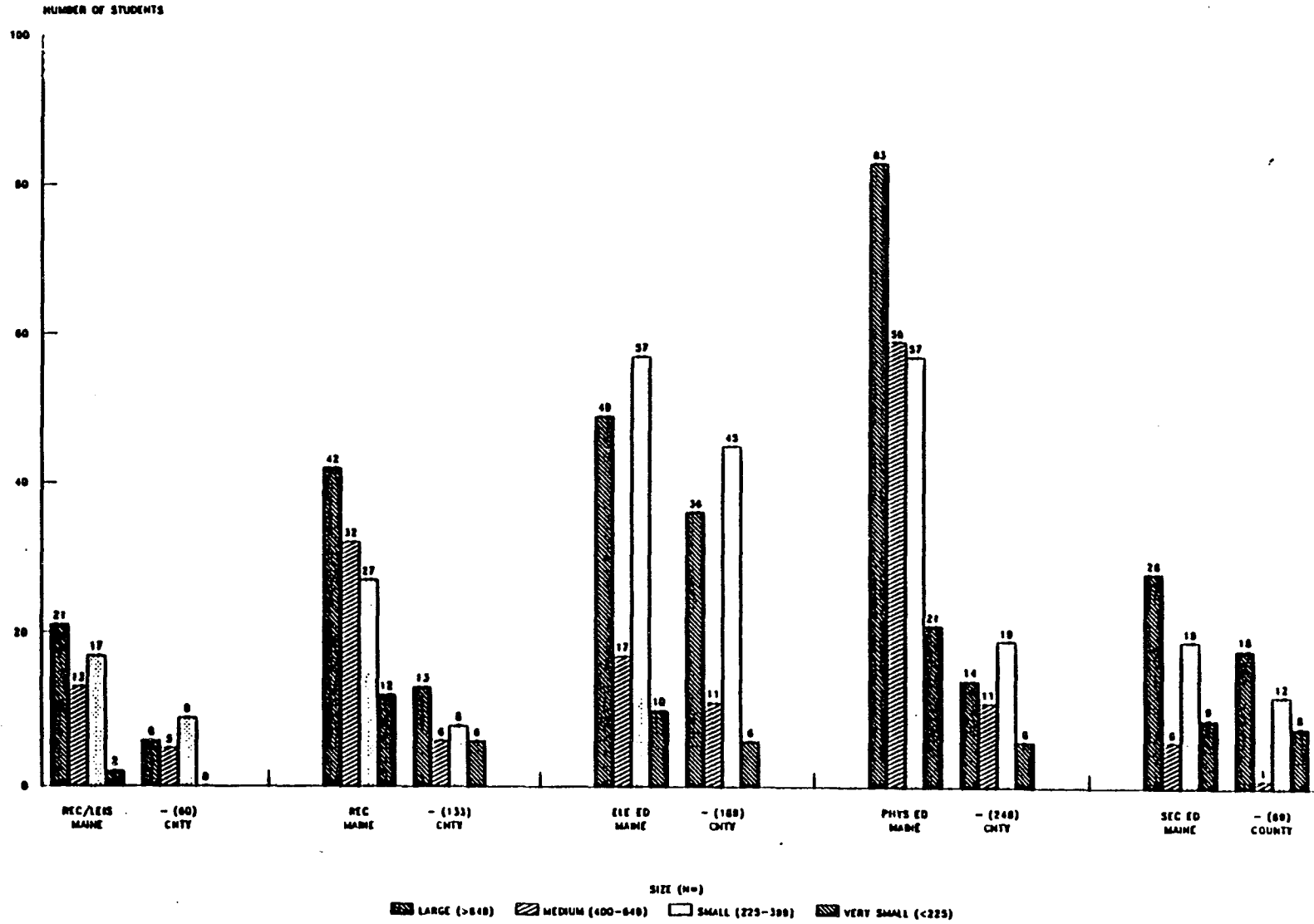


Figure 35. High School Attendance Patterns Maine vs Aroostook County in the Education/Health, Physical Education, Recreation Division. Geographical distribution for students in the Admission Data Set, Major Profile.

What were the entering academic characteristics?

The GPA was reported on either the 4.0 scale or as a percent. The range of the means of high school GPAs reported on the 4.0 scale was 2.0 to 3.9. This was a wider range than was found in the Anticipated Major Profile. The range of the means of the high school GPAs reported as a percent was 75.4% to 87.6%. There was a wide range related to the Rank in High School Class from 12.5 to 317. This range was less variable than was found in the Anticipated Major Profile.

Students took either the SAT or ACT test. The range of the reported SAT scores was Math 335-553; Verbal 330-488. The range of the reported ACT scores was Math 4-41.5; Verbal 11.5-29.0. The range of both the Math and Verbal SAT scores showed a lower mean score at the bottom of the range than was evident in the Anticipated Major Profile. These low scores for the Major Profile were well below the Global Profile (Math 429 Verbal 406). When recording the SAT scores, it was observed with some degree of consistency that students who attended high schools in areas of Maine where French was the spoken language in the home were apt to present higher scores on the Math portion of the SAT test than on the Verbal portion. Statistics were not collected during the data collection process to confirm this, however, the consistent higher percentage related to the number of

students who took the Basic Studies Courses in English and Reading may tend to support this observation.

Sixty percent or more of all subjects in this profile were admitted to the university without a condition attached to their acceptance. This percentage could be classified as an extreme since the next low percent was 74.8. The majority of percentages were closer to the Global Profile. Within the Education/Health, Physical Education, Recreation Division the majors of Recreation/Leisure Studies, Recreation, and Physical Education enrolled more students who entered the university with a condition attached to their acceptance.

The range of percentages related to students who entered the university bringing in credits from attendance at another college/university was 7.1% to 100%. Within the Education/Health, Physical Education, Recreation Division the range was less extreme. For both Elementary Education and Secondary Education majors more than 40.0% entered bringing credits from attendance at another college/university. Fewer than 20.0% of subjects who majored in Recreation/Leisure Studies, Recreation and Physical Education entered the university bringing credits from another college/university.

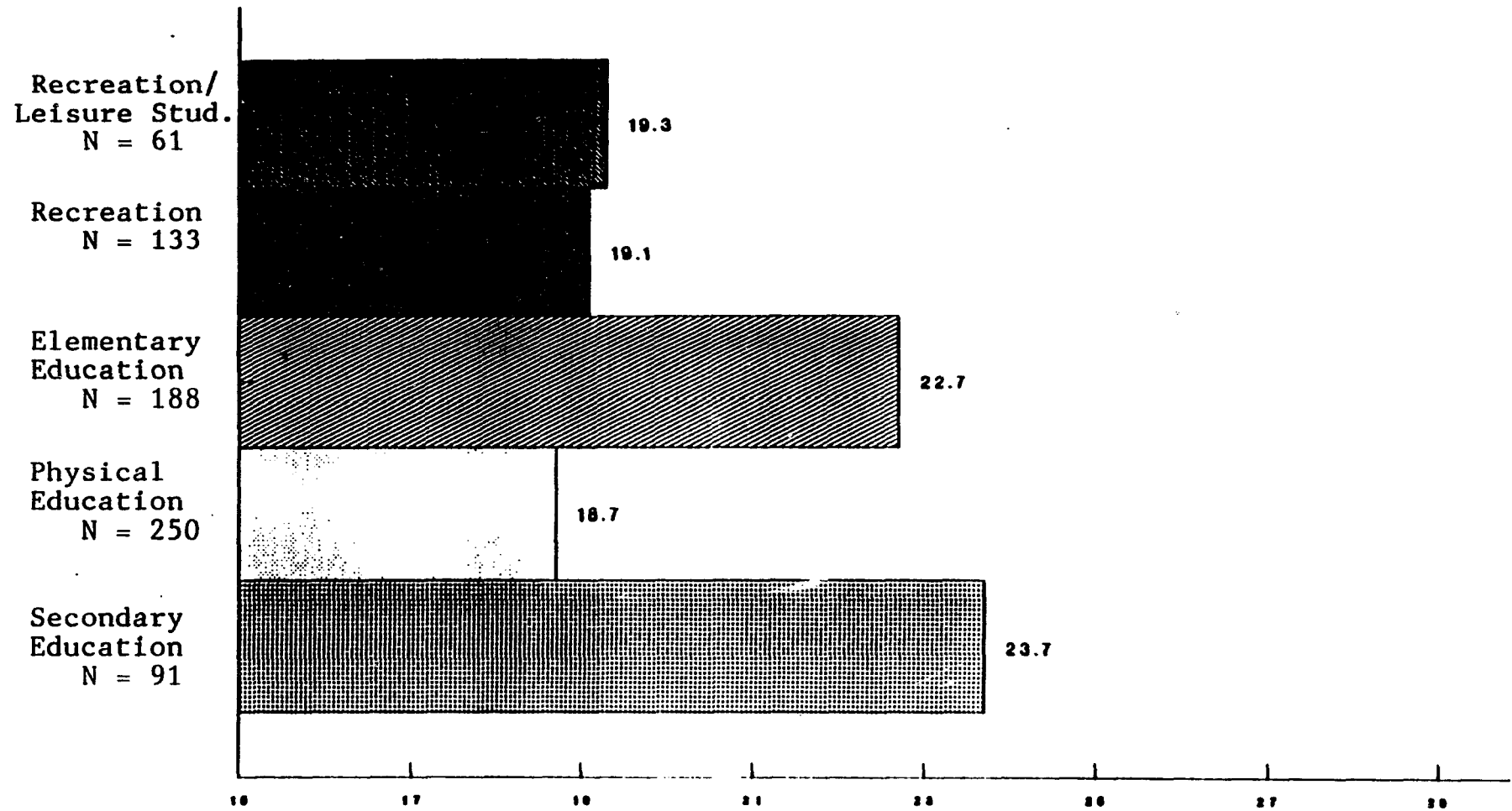
What were their social characteristics?

Twelve major fields in all divisions showed a mean age lower than 20; five major fields showed a mean age of over 25; the remaining 30 major fields showed a mean age closer to the Global Profile. Within the Education/Health, Physical Education, Recreation Division the majors of Recreation/Leisure Studies, Recreation and Physical Education showed a lower mean age than did the majors of Elementary Education and Secondary Education (Figure 36). The gender ratio that emerged from the Anticipated Major Profile for each anticipated major was the same for all majors in the Major Profile except in Biology in which the Anticipated Major Profile was 44.4% female and 55.6% male; and, the Major Profile was 59.0% female and 41.0% male.

With the exception of two majors in Humanities, three in Mathematics Science, and one in Social Science more than 40.0% reported that they were the first generation of their family to attend college. The ranges of first generation of their family to attend college within each divisions were reported below; not all majors offered in a division are listed.

Education/Health, Physical Education, Recreation

Elementary Education	49.0
Physical Education	60.9



**Figure 36.** Age in the Education/Health, Physical Education, Recreation Division. Mean age distribution for students based on Admission Data Set, Major Profile.

Humanities

Theatre/Drama	23.1
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Applied Art	69.0
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Mathematics Science

Forest Resources (Transfer)	0.0
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Natural Resources Management (Transfer)	100.0
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Social Science

Management Science	35.3
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Accounting	71.4
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There was a wide range 16.7% to 100.0% who reported that a sibling had attended or was attending college. In the Education/Health, Physical Education Division the range was less broad 27.9% in Recreation/Leisure Studies to 57.8% in Elementary Education.

With a few exceptions the patterns related to residence, living on or off campus, were the same patterns that emerged in the Anticipated Major Profile. Exceptions were found in at least one major in each division. Within the Education/Health, Physical Education, Recreation Division proportionately fewer Elementary Education and Secondary Education majors lived on campus than was the case with the Recreation/Leisure Studies, Recreation, and Physical Education majors.

What were the academic plans of the students?

For the most part the student objective selected was compatible with the major selected; that is, subjects who selected a major that led to a Bachelor's degree selected the student objective Bachelor's degree. The only variation to this was found in the Humanities Division in the major Humanities. The choice of student objective was Associate degree (77.8%), however, according to the university catalogue Humanities was not an Associate degree program but a Bachelor's degree program. The data could supply no explanation for this inconsistency.

The diversity related to groups choices of the selection of an anticipated major ranged from three different fields to 32 different fields. Among these groups the range of actual majors selected was from nine different fields to 23 different fields. This may mean that students were more focused when the time came to actually select a major than at the time of the selection of the anticipated major. While it probably is not appropriate to speculate too far, one might hope that the more focused selection of majors is attributed to the experiences of the student as a college student; that through the college experience the student was able to gain the skills needed to be able to make a more focused decision about an actual major. Students before departure who selected a major in the Education/Health,

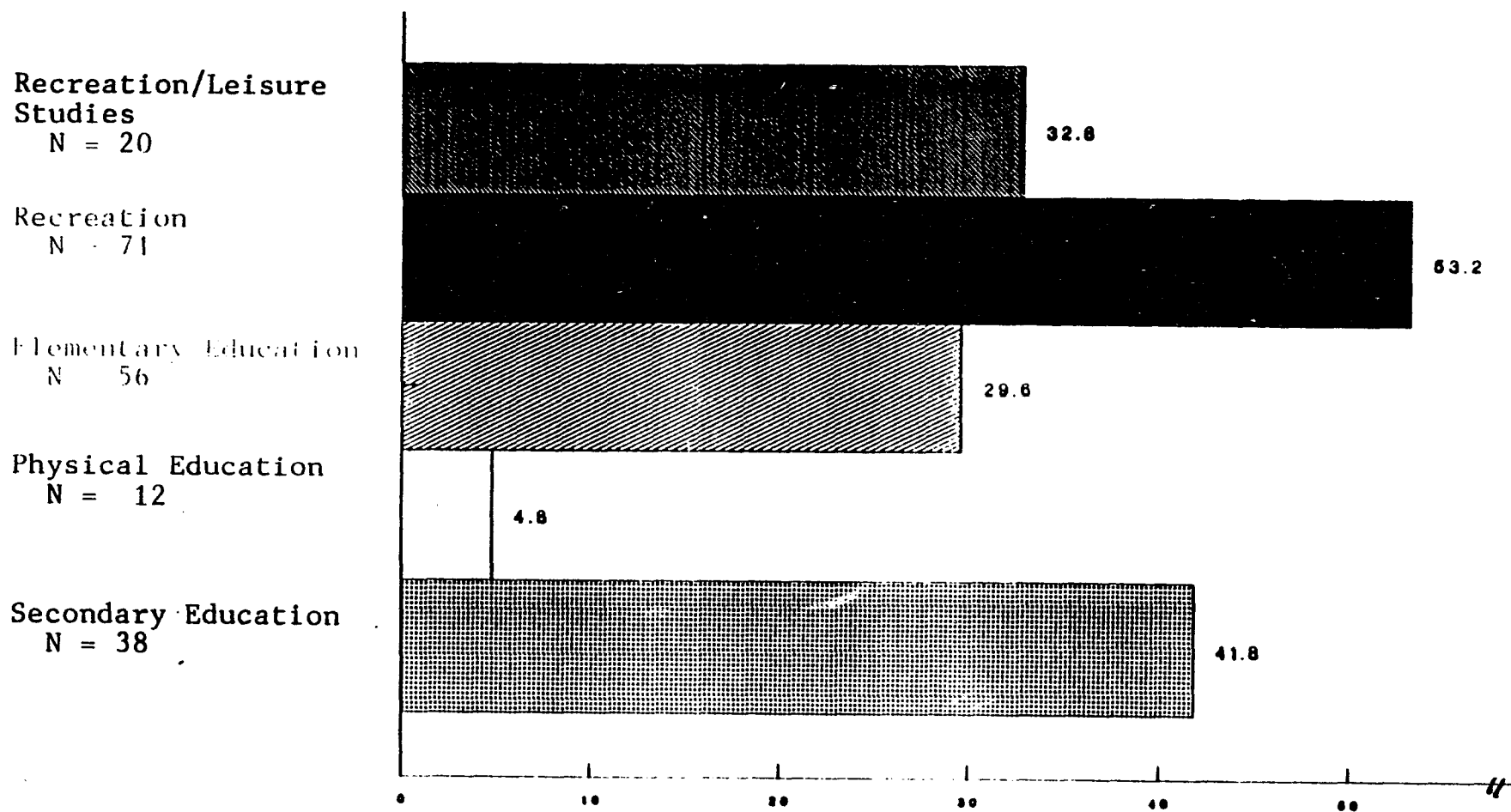


Physical Education, Recreation Division showed more diversity (range 12 to 32 different fields) at the time of the selection of the anticipated major than was shown in the other divisions. Within the Education/Health, Physical Education, Recreation Division a larger percentage of students who majored in Recreation changed majors than was evident in the other majors (Figure 37). The large percentage may be attributed to the addition of the four year program in Recreation in 1979.

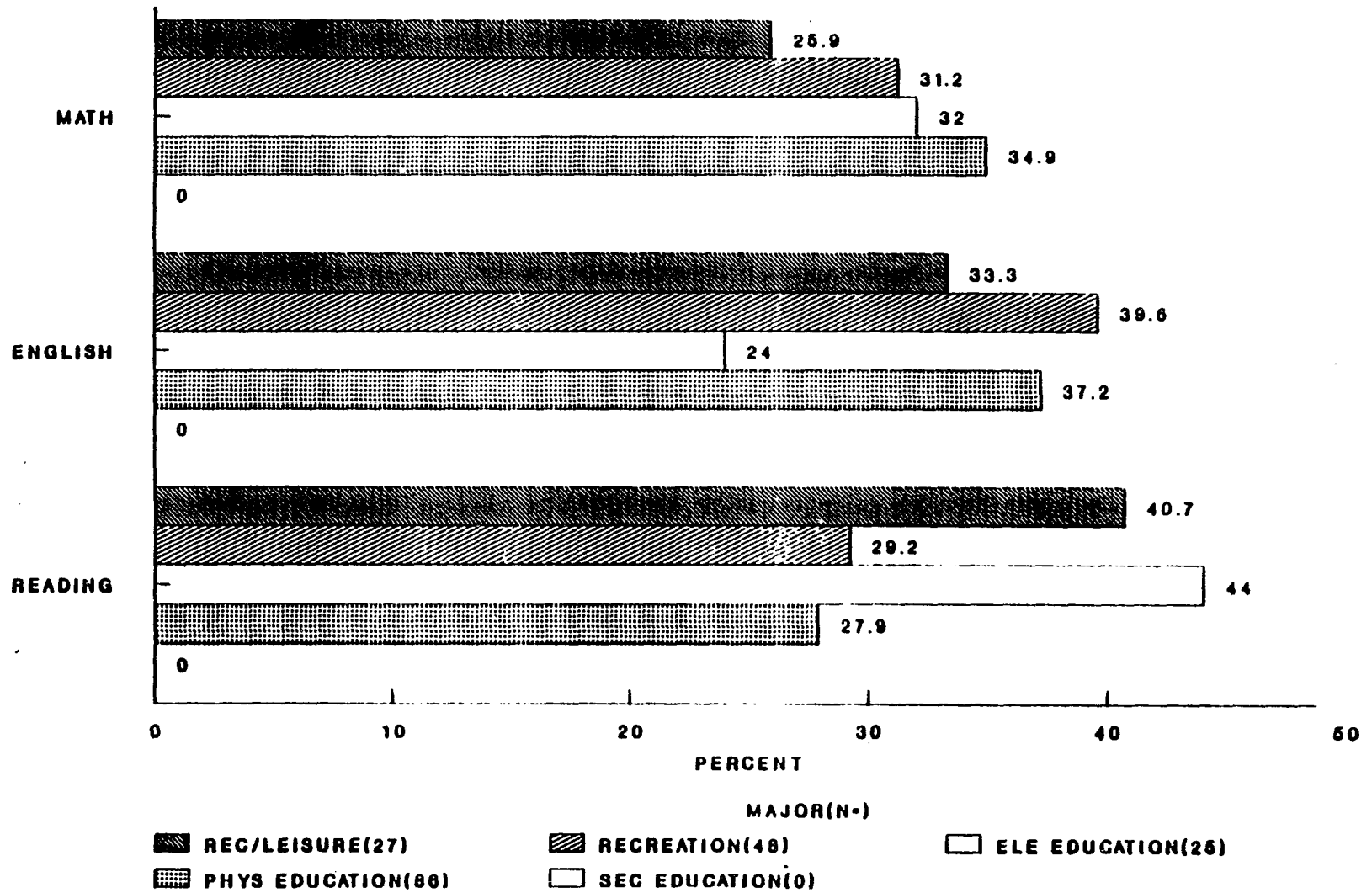
Of those choosing a major, students enrolled in a Basic Study Course, were more apt to take Reading followed by English and Math. This was a change from the Global Profile. An interesting pattern was found in the Education/Health, Physical Education, Recreation Division (Figure 38). The pattern was as follows:

<u>Major</u>	<u>Basic Study Course Preference</u>
Recreation/Leisure Studies	Reading, English, Math
Recreation	English, Math, Reading
Elementary Education	Reading, Math, English
Physical Education	English, Math, Reading
Secondary Education	No Observations Reported

The range of the mean number of semesters of attendance was from 2.0 in Forest Resources, Forest Engineering, and Computer Science to 9.8 in Bachelor of Liberal Studies.



**Figure 37.** Change of Major in the Education/Health, Physical Education, Recreation Division. Percentage of students with each Education/Health, Physical Education, Recreation majors changing majors at least once. Distribution for student in the Departure Data Set, Major Profile. Note: Recreation changes may be inflated by curriculum changes.



**Figure 38.** Basic Study Courses in the Education/Health, Physical Education, Recreation Division. Participation in the Basic Study Courses by students in the Education/Health, Physical Education, Recreation Division based on the Departure Data Set, Major Profile.

This was an increase from the Anticipated Major Profile and the Global Profile. The increase in the mean number of semesters of attendance shown in the data reported in the Anticipated Major and Major Profiles, may be attributed to the fact that these students were more apt to have had a specific reason for attending the university. The lower mean in the Global Profile reflects the large number (48.4%) who selected "Other" as their student objective. Within the Education/Health, Physical Education, Recreation Division the range of semesters of attendance was 3.6 in Recreation/Leisure Studies to 6.7 in Secondary Education. Physical Education reported 4.8 semesters. For students in this division who graduated the mean number of semesters of attendance ranged from 7.1 semesters in Recreation to 8.7 semesters in Physical Education. Below is a comparison of the mean number of semesters of attendance for students who selected either an anticipated major and/or major in Education/Health, Physical Education, Recreation Division:

	<u>Anticipated Major</u>	<u>Major</u>
Recreation/Leisure Studies	8.1	7.0
Recreation	7.1	8.4
Elementary Education	8.1	7.9
Physical Education	8.7	8.7
Secondary Education	8.6	9.2

The changes in Recreation/Leisure studies and Recreation may be attributed to the curricular changes made in 1979 i.e., the addition of a Bachelor's Degree program in Recreation.

What happened to the students?

The most consistent reason cited for leaving was Left - No Reason; percentages across major groups ranged from 14.1% to 100.0%. The other reasons cited were Graduation and Academic Dismissal. Percentages related to Graduation ranged from 8.1% in Humanities to 69.7% in the Associate Degree Nursing Program. This range included only those majors that led to either an Associate or Bachelor's degree. The range of percentages for Academic Dismissal ranged from 3.0% in the Associate Degree Nursing Program to 41.9% in Recreation/Leisure Studies. The data revealed that in 15 major fields there was an increase in the percentage who graduated from the data reported in the Anticipated Major Profile. In 17 major fields there was a decrease in the percent who graduated. The count was based on only the majors in the Associate and Bachelor's Degree Programs. In the Education/Health, Physical Education, Recreation Division the graduation rate ranged from 15.1% in Recreation/Leisure Studies to 44.9% in Secondary Education (Figures 39 & 40). It was interesting to note that the four year degree program in Recreation has a graduation rate of 41.0%. The graduation rate among Physical Education Majors was 26.5% which

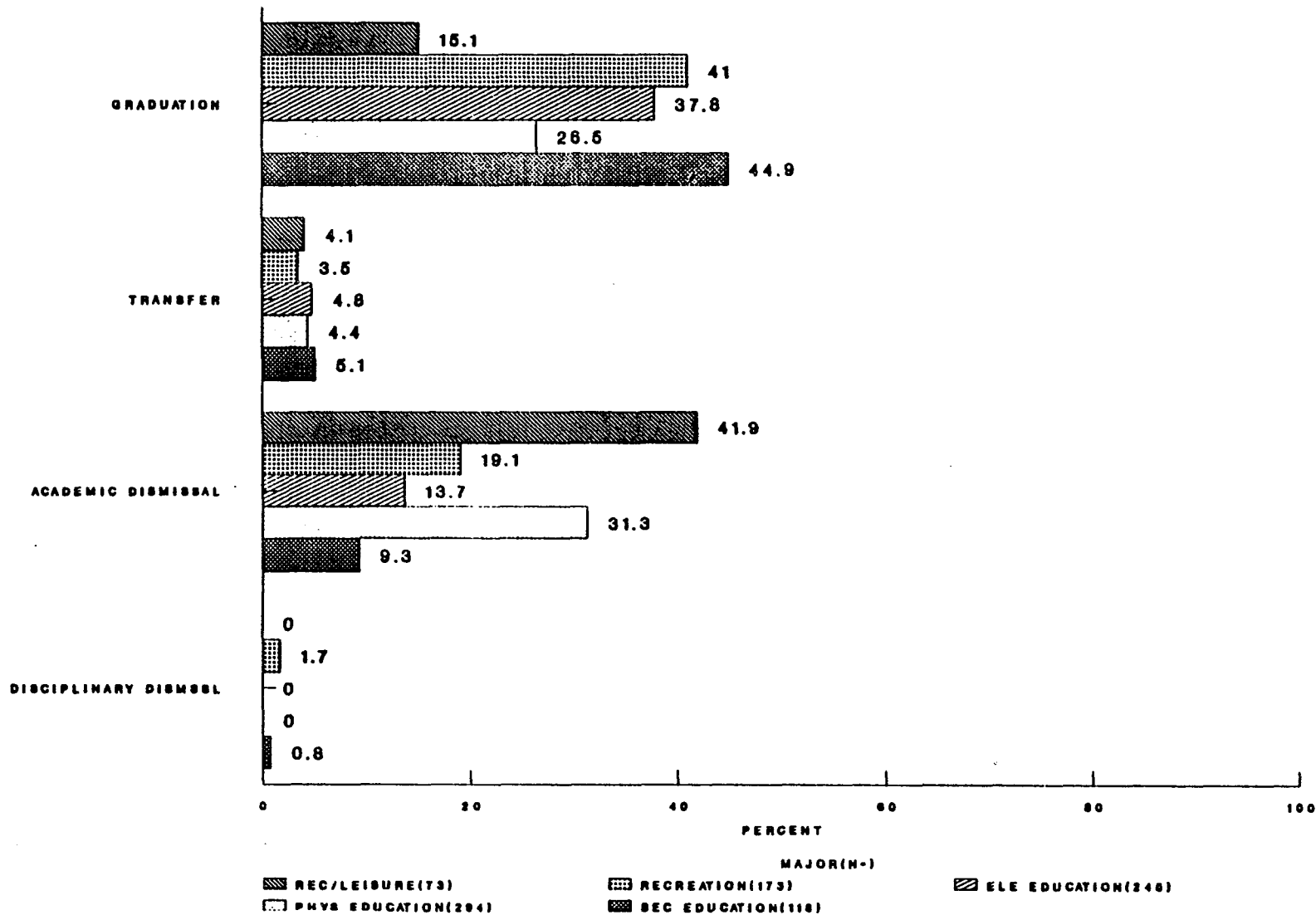


Figure 39. Departure Data in the Education/Health, Physical Education, Recreation Division. Reason students left the university distribution based on the Departure Data Set, Major Profile.

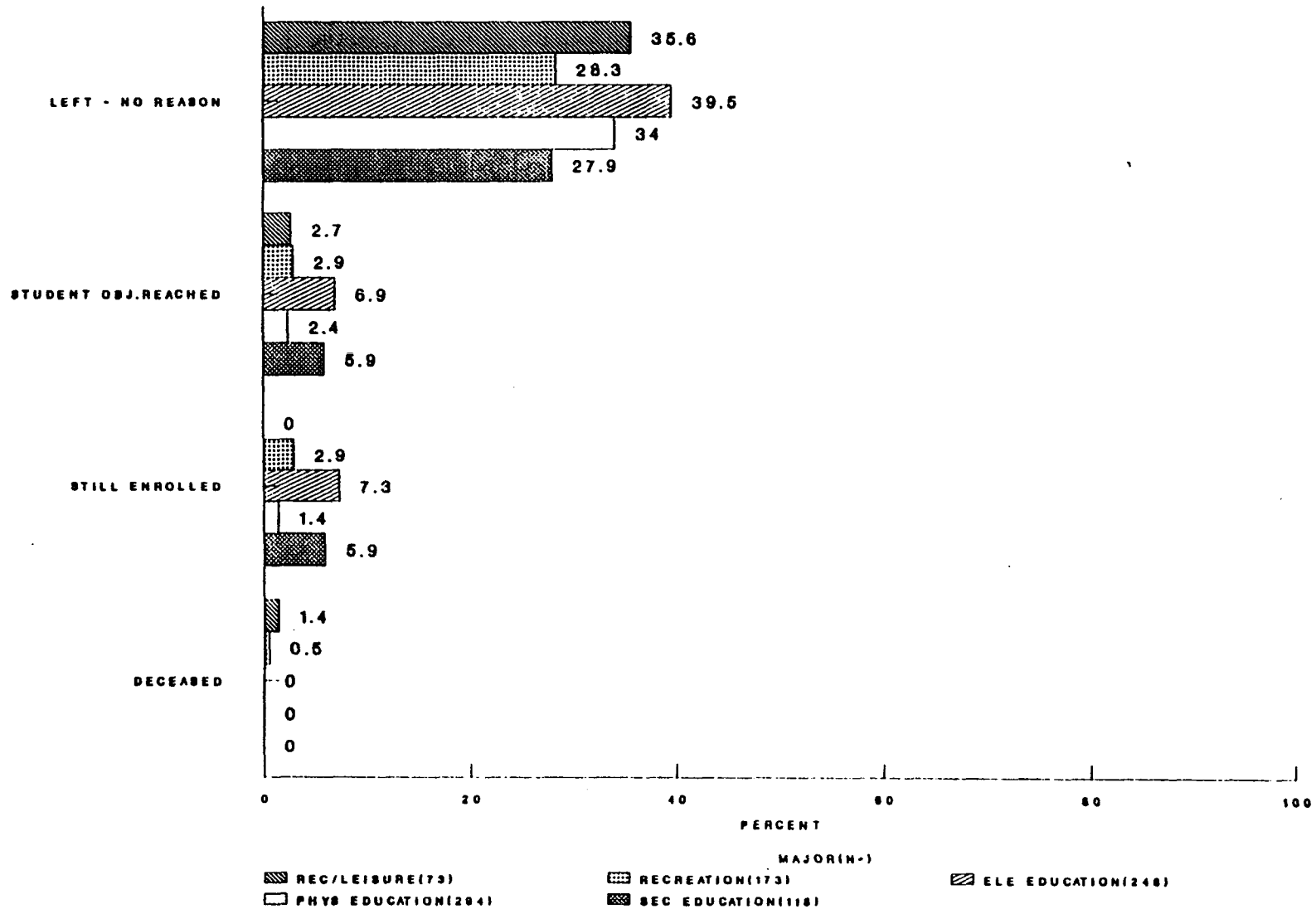


Figure 40. Departure Data continued in the Education/Health, Physical Education, Recreation Division. Reason why students left the university distribution based on Departure Data Set, Major Profile.

was below the 32.0% graduation rate found in the Global Profile among subjects who declared a major prior to departure.

The range of students who reentered one or more times was from 5.7% in Animal Veterinary Science to 84.6% in Bachelor of Liberal Studies. In 26 of the major fields fewer subjects reentered one or more times than reentered in the Anticipated Major Profile. In 16 major fields more students reentered than reentered in the Anticipated Major Profile. The range of reentry in the Education/Health, Physical Education, Recreation Division was from 19.6% in Physical Education to 31.9% in Secondary Education. It was interesting to note that in both Recreation/Leisure Studies and Physical Education the graduation rate and reentry rates were lower than the rates in Recreation, Elementary Education, and Secondary Education.

The purpose of the profiles was to show an aggregate picture of the population of students who attended the University of Maine at Presque Isle during the 1978-1988 data collection period. The five data-base profiles provided the foundation for additional interpretation and discussion of the data.



### Interpretation of the Data

This part of the dissertation focuses on a discussion of the findings produced by the data collected for the present study and the findings of other researchers. Particular attention was paid to the data related to students who pursued a planned program of study through a Transfer, Associate or Bachelor's Degree program.

The literature reviewed for this study focused on several different topics. These topics included retention, attrition, dropping out, enrollment management, and academic planning.

The 1982 research of Billson and Terry focused on student comfort in the college setting. One part focused on the comfort level as related to the First Generation College Student; the second part focused on the comfort level in the college setting in relation to academic and non-academic matters (Billson & Terry, 1982, pp. 60, 74).

The variable First Generation College in the present study found in the Global Profile that 55.8% of all students reported that they were the first generation of their family to attend college. Of the students who enrolled in a degree seeking program the following data were reported related to first generation college:

<u>Student Objective</u>	<u>Percent</u>
Transfer	43.3
Associate Degree	63.5
Bachelor's Degree	55.3
Physical Education	60.9

This study did not seek to explore the topic of first generation college in more detail. Given the data produced by the present study and Billson and Terry's research, it may be appropriate to assume that a percent of the students at the University of Maine at Presque Isle who reported they were the first generation of their family to attend college may experience some discomfort or role dissonance when attending college.

The 1986 research of Turnbull focused on college commitment. Turnbull suggested that the more time and effort a student invested in the learning process and the more intensely the student engaged in education, the greater will be the growth and development and achievement, the higher satisfaction with the educational experience, the longer persistence in college and, therefore, the more likely the student is to continuing the learning process (Turnbull, 1986, pp. 8, 10).

Spady (1970, 1971) developed models discussed in the review of literature on page 31 that reflected the interaction of the college students with the college setting.

Among the variables that Spady included in his Empirical Model of the Undergraduate Process were Family Background, Academic Potential, Social Integration, Friendship Support, and Institutional Commitment (Spady, 1971, p. 58).

In 1986 the research of Gilbert and Gomme concluded that how a student reacted in the college environment depended upon previous experiences. The researchers used the phrases commitment vs. lack of commitment and integration vs. non-integration (Gilbert & Gomme, 1986, pp. 229-231).

Ochberg (1986) used the stages of Puberty and Adolescence from Erikson's Theory of Human Development as a foundation for research. This research supported the need for the college student to gain an identity and be able to "fit" into the college setting comfortably.

Tinto's more recent research was based on van Gennep's 1960 book entitled Rite of Passage. The three stages in the Rite of Passage included separation, transition, and incorporation (Tinto, 1986, pp. 368-369).

For discussion purposes, the term college commitment was adopted to encompass all the theme phrases used by the researchers cited previously. In the data collected for this study the number of semesters of attendance, residence while attending the university and the reentry data may suggest a form of college commitment. The mean number of semesters of attendance for groups to be highlighted in this discussion were

<u>Group</u>	<u>Mean</u>
Global Profile	3.4
Transfer	3.9
Associate Degree	3.9
Bachelor's Degree	4.9
Physical Education Major	4.8

The data related to residence while attending the university revealed the following:

<u>Group</u>	<u>On Campus</u>	<u>Off Campus</u>
Global Profile	26.6%	73.9%
Transfer	64.6%	35.4%
Associate Degree	56.6%	43.3%
Bachelor's Degree	51.1%	48.9%
Physical Education Major	84.7%	15.3%

The reentry data suggested that some type of persistence on the part of the students does exist. The data related to those who reentered one or more times revealed the following:

<u>Group</u>	<u>Percent</u>
Global Profile	23.6
Transfer	21.7
Associate Degree	24.0
Bachelor's Degree	22.8
Physical Education Major	19.6

A few students (less than 1%) reentered as many as six times.

In a discussion of college commitment it seemed appropriate to consider the extracurricular parts of college life such as participation on an athletic team or membership in a student organization. The present study did not include data of this type. Since these data were not available for the comparison and/or enrichment of the present discussion, a report in the February 21, 1990 Chronicle of Higher Education will be used. The report cited the results of a publication of the National Institute of Independent Colleges and Universities. The results of that study revealed that only 15% of college students completed a bachelor's degree four years after high school (Wilson, 1990, pp. 1, A42).

The low means reported for the semesters of attendance and the number of students who do not live on campus raised a question of college commitment for the University of Maine at Presque Isle students. Yet, the percentage who reentered one or more times supports persistence which in some respects may be interpreted as a form of college commitment. Additional research is suggested to explore the phases of student life that were not a part of the present study.

Perhaps the research of Bean and Creswell (1980) who developed an intent-to-leave model (Bean & Creswell, 1980, pp. 320-322) would be helpful to review. The model which profiled the exit prone student would be an appropriate place for the University of Maine at Presque Isle to begin

development of an intent-to-leave profile and to be able to study college commitment. This implication is drawn from the large proportion of students each year who entered as undergraduate special students (48.4% overall) and the large number who left giving no reason (30.0%).

Catalano (1985) developed a Motivation-Retention Model. The model was based on Maslow's Theory of Motivation discussed in the review of literature on page 31. At some point in the student's college career the student must feel that enough of their needs were being met for the student to choose to stay in college (Catalano, 1985, pp. 225-260). As far as this study was concerned, all of the students who were a part of the study have a place on this model. The students whose needs were met were among those who made it to the center of the circle (student retention) either meeting their objective or graduating. The students whose needs were not met were among those who went to the outside of the circle (student attrition) and did not graduate. The second group may have been members of the sub-variables "Left - No Reason" and "Academic Dismissal."

In 1985 Noel wrote about the importance of matching the student with the institution (Noel, 1985, pp. 8-14). The collected data from the present study created five profiles from a very large picture in the Global Profile to the more specific pictures found in the Anticipated Major and

Major Profiles. Hopefully, these profiles could be used to stimulate a review of the University of Maine at Presque Isle mission statements and provide both the university and perspective students with an understanding of the institutional focus. The question of institution-student match appears to be an open ended one at present.

Ewell (1987) outlined a suggested model for longitudinal enrollment analysis. One of the researcher's suggestions was to collect historical data for the file (Ewell, 1987, p. 5). The historical data in the present study included the variables Semester of Entry, High School Attended, High School GPA and Rank, Test Scores, Condition of Admission, Incoming Transfer, Financial Aid, Gender, Ethnic Background, Age, College Attendance of Patterns of Parents and Siblings, and Anticipated Major. Ewell raised the question "What is the enrollment pattern of each individual in the cohort?" (Ewell, 1987, p.5). In the present study this question was answered through the development of the five profiles.

Ewell suggested tracking Fall and Non-Fall Entrants to determine the patterns for each group of entrants. The data from the present study showed similarities in many of the variables, variations were noted in the following variables:

- High School attendance patterns in Maine and Outside Maine
- Incoming Transfer
- Age
- Residence (On or Off Campus)
- Student Objective
- Reason for Leaving

These variations suggested a contrast in the profiles of the Fall entering student and the Non-Fall entering student (see Table D-13, Appendix D, p. 209). Enough of a variation was found in each variable mentioned that the contrasts should be noted.

Ewell's final suggestion was to determine the patterns of student flow for the entire university, then to view the relationship to one another, and finally how the data related to the total enrollment picture (Ewell, 1987, p. 17). Five profiles were the result of the data collection process. The Global Profile showed the patterns for the entire university for all of the years of the study and for all variables. The other four profiles, Semester of Entry, Student Objective, Anticipated Major, and Major demonstrate the interaction of the smaller groups to the larger groups.

Ewell supported the idea of a questionnaire to survey the students. Use of a survey questionnaire serves to enrich the longitudinal data and may answer some of the



questions that the longitudinal study is unable to answer (Ewell, 1987, p. 17). For example, as a follow-up to the present study the use of a survey questionnaire might uncover some valuable information related to the reason for leaving especially among those who left the university for no reason. A questionnaire could also be useful in determining college commitment, curriculum, student life, housing, business services, child care, and academic support.

In this chapter the data were presented, analyzed, compared, discussed, and interpreted. This chapter forms the foundation for the suggestions for the future.

CHAPTER V  
SUMMARY, CONCLUSIONS, IMPLICATIONS  
AND RECOMMENDATIONS

Summary

The research was undertaken to track academic progress of students (N = 5115) who entered the University of Maine at Presque Isle during the years 1978-1984. Student Data profiles based on 21 different variables were developed in the following ways:

Global Profile (contains all data and all variables)

Semester of Entry

Selected Student Objective

Anticipated Major

Major

These profiles showed the characteristics of the students who succeeded and those who did not succeed. Success was defined as the completion of (1) stated student objectives, (2) a transfer program, (3) an associate or bachelor's degree program. The data were collected by hand searching every student file in the Registrar's Office. Statistical analysis of the data was through means, frequencies, and percentages and presented on charts, tables and graphs.

Considering the global profile, the data revealed that 66.8% of the students reported attending high school in Maine. The average student entered the university with a high school GPA of 2.6 or 83.0. The mean of the test scores was SAT Math 429 and Verbal 406; ACT Math 17 and Verbal 18. Most students entered the university without a condition attached to their admission status. One-third of the students transferred credits into the university on admission. The mean age of the students at entry was 23.7 years, and the median was 20. Of those reporting Ethnic Background (N = 708) the largest percent 71.9% were white. More males 51.2% than females 47.9% entered the university. Slightly more than half of the students 55.8% were the first generation of their family to attend college. A smaller group 42.5% had a sibling who had attended or was attending college. Almost three-quarters, 73.4%, of the students lived off campus. Upon entry into the university, 51.4% of the students selected "to transfer" or "to enter a degree seeking program" as their objective while 48.4% selected the category "Other" as their student objective. Of those choosing a major, the group chose 62 different fields for anticipated majors. The same group actually majored in 59 different fields. Students who took Basic Study Courses were most likely to take English, followed by Reading and Math. Fifteen point six percent changed majors one or more

times. The mean number of semesters of attendance was 3.4. The median was one semester and the mode was two semesters of attendance. The reasons most commonly cited for leaving the university were Student Objective Reached (43.5%), Left - No Reason (24.3%), and Graduation (15.0%).

While specific programs showed particular student characteristics the other general profiles (Semester of Entry, Student Objective, Anticipated Major, and Major) showed very little variation from the Global Profile.

The following conclusions were reached by this study:

1. The program profiles that emerged showed an educationally diverse student population.
2. The data revealed diverse student objectives and varied forms of curricular responses.
3. Compared to the Global Profile the students matriculating in the Education/Health, Physical Education, Recreation Division were not a homogeneous subset.

#### Conclusions and Implications

In this study, overall conclusions were drawn, from the analysis of aggregate student data profiles. Within the limits of the data collection process and analysis, the following conclusions are stated.

1. The program profiles that emerged showed an educationally diverse student population. This diversity impacts

on all parts of the university from curriculum, student affairs, residence life, athletics, faculty, staff and support staff, to facilities, equipment, and supplies needed to operate a university. The elements of diversity in the following sections are: (1) age, (2) diffusion of majors selected, (3) large number of non-degree seeking students.

Actually, the age range of students was from 10 (a uniquely talented youngster) to 79 (enrolled in a course through Continuing Education). While the age ranged in planned programs from 10 to 62, the mean age was 23.7; and, overall the median was 20 and the mode fell at 18. The Peer Institutions reported the following data related to age. At Georgia Southwestern the mean age was 22.9 while at the University of Maine at Machias the mean age was reported as 25.1 in 1982, 22.4 in 1983 and 21.3 in 1984.

The findings of older student ages reported in the present study are supported by a report from the U.S. Department of Education as reported in the Chronicle of Higher Education. In the Fall of 1987 less than half of the college students in the U.S. were under age 22. The report further indicates that full-time students were more likely to be younger than those enrolled part-time (Evangelauf, 1989, p. 21).

Each age group brings to the university experience a unique set of competencies, needs, skills, and goals.

Professors in classrooms with such ranges need to be able to recognize the different characteristics presented by each age group and be able to capitalize on the contributions that each group can make.

The mean age of 23.7, even with a median of 20, could impact on the area of Student Affairs. It impacts on decisions for student life regarding co-curricular areas such as activities planned, Residence Life, and the athletic program. Plans for the athletic program are made based on the number of students enrolled in the university and some University of Maine system-wide assumptions about college students. Perhaps those assumptions and programming should be reexamined in light of the actual population factors at the university. Focusing on Residence Life, older students may choose not to live on campus, or not be free to do so, thus the residence halls might have a low occupancy rate. If older students choose to live in a residence hall, it may be necessary for the rules established to be appropriate for all age groups. In planning activities, especially for weekends, it might be helpful, for example, to make several different sets of plans to meet the needs and interests of the wide age range.

Maybe, for younger students the major focus of their life is their college student experience. An older student who does not live on campus may have a family to care for in

addition to being a college student. These responsibilities may create a conflict for the older student. These are conflicts that the faculty, staff, and student support services will need to be prepared to handle.

In the area of support facilities and equipment the wide age range and large number of off campus students creates use problems. Additional parking spaces may be needed to accommodate more students with cars. Operating hours for the bookstore, library, and other support areas could be examined to maximize access for the older and more diverse group.

In spite of the proximity to the Canadian Province of New Brunswick, there emerged no data to suggest that the regional "draw" of the present student body extends into Canada. Thus, while the student profiles showed diversity in age and academic objective the campus was not found to be very diverse culturally. The small number of persons beginning a major in French, for example, was surprising.

For long-range, or institutional planning, all members of the university community could be involved in preparing to meet the needs of this diverse group. How can the university be responsive?

2. The data reveal diverse student academic objectives and varied forms of institutional curriculum response. The Global Profile data showed that the students anticipated

majoring in 62 different fields. They actually majored in 59 different fields. Yet, over the 1978-1988 data collection period there were approximately 60 full-time faculty positions in four academic divisions. Division faculty sizes vary with the number of majors and "service" enrollments. It is difficult to envision that programs admitting 10 or fewer students per year will maintain strong enrollments in upper level speciality courses. This may suggest that the scope of the curriculum, with regard to expectations of a "major," is too ambitious for the size of the faculty. Some recognition of this situation is reflected by the fact that during the data collection period two programs Library Technology and Management Science were phased out. The Nursing Program had several changes reflecting a consortium approach. However, Bachelor's Degree programs were added in Recreation and Liberal Studies. The data analyzed for this study appear to support a close evaluation of the number of different majors being advertized.

Diversity may be a valued student characteristic in geographically remote regions. Academic planning may be needed, however, to prevent the university from exceeding its capacity to deliver quality instruction.

Another area of diversity that appeared in the data relates to the selection of a student objective. Clearly, a large percent (48.4%) of all subjects during the data



collection period initially did not matriculate in the university. Eventually 6.2% of this group did matriculate. While the 42.0% who did not matriculate in the university do support the university with stabilizing income and meet some legitimate goals of their own, the relationship of this large group of students to the current mission deserves consideration in future planning.

The current mission statement focuses on five areas.

1. Offer balanced curriculums to provide the student with a background in the Arts and Sciences and training in a profession that will lead to a useful and satisfying career;
2. Provide an atmosphere for learning that stresses the importance and significance of the individual;
3. Make available opportunities for continuing studies for persons who have completed their formal education and who wish to update their training or who wish to take advantage of opportunities for self-improvement;
4. Cooperate with other educational institutions in the region to provide academic, technical, and personal-interest courses to expand educational opportunities for its students;
5. Cooperate with the community and surrounding area to implement new programs relevant to the needs of the area and the state. (UMPI Catalogue, 1986, p.6)

In light of the data collected it would appear that mission statements, 3, 4, and 5 may be receiving the most emphasis from the students. The imbalance among program goals deserves study. It may also be appropriate for the

University of Maine System to reexamine the role and expectations of the present regional campuses.

The third part of the mission statement focuses on the area of Continuing Education. Assuming that a balance is sought among the parts of the mission statement, it appears from the data that this balance may no longer exist. Reexamination of the mission statement or differing emphases may be appropriate. One Peer Institution, the University of Maine at Machias, reported that during the 1982-1984 period of time fewer than 15% of their students were enrolled in courses through Continuing Education. This data can be found in Appendix F, page 389.

3. Compared to the Global Profile the students matriculating in the Education/Health, Physical Education, Division were not a homogeneous subset. The data from the Education/Health, Physical Education, Recreation Division showed two distinct profiles. The profile of subjects who majored in Elementary Education and Secondary Education showed an older mean age of 22.6 or higher and were a more diverse group than students in the majors of Recreation/Leisure Studies, Physical Education and Recreation. The profiles of students in Elementary Education and Secondary Education basically are more like the rest of the university population.

It is appropriate to be concerned about the consistently low academic characteristics exhibited by students who anticipated majoring or majored in Recreation/Leisure Studies, Recreation, and Physical Education. Of concern are the entry test scores, number of persons admitted with a condition attached to their acceptance, and the high rate of academic dismissal.

The average SAT Test Scores were reported as follows:

<u>Profiles</u>	<u>Math</u>	<u>Verbal</u>
1. Global Profile	429	406
2. Anticipated Major Profile		
Recreation/Leisure Studies	348	344
Recreation	407	362
Physical Education	404	350
Elementary Education	415	411
Secondary Education	436	459
3. Major Profile		
Recreation/Leisure Studies	393	339
Recreation	396	354
Physical Education	408	364
Elementary Education	402	407
Secondary Education	433	411

Seemingly, a large percent were admitted to the Recreation/Leisure Studies, Recreation, and Physical

Education programs with a condition attached to their acceptance. The range of 15.2% to 23.2% for anticipated major and major is higher than the Global Profile 11.0%. Fewer Elementary Education (11.2%) and Secondary Education (4.2%) were admitted with a condition attached to their acceptance. The number of Physical Education majors who participated in the Basic Studies Courses appears to be high 12.5% to 44.0% but when compared to the Global Profile 29.5% to 35.0% it does not seem to be unusual.

The number of students in Recreation/Leisure Studies, Recreation, and Physical Education who were academically dismissed for most entry years is twice as high as the percentage reported in the Global Profile (11.6%). The Elementary Education and Secondary Education Major patterns were more like the Global Profile.

<u>Academic Dismissal</u>	<u>Rate</u>	<u>Rate</u>
Global Profile	14.3%	NA
	<u>Anticipated Major</u>	<u>Major</u>
Recreation/Leisure Studies	32.1%	41.9%
Recreation	19.4%	19.1%
Physical Education	29.2%	31.1%
Elementary Education	11.5%	13.7%
Secondary Education	11.2%	9.3%

In 1984 the Education/Health, Physical Education, Recreation Division made an attempt to address the issue of

academic competence for students selecting the teacher preparation programs. Students entering the university in teacher preparation programs after 1984 must apply to gain admission to the division. Admission means that the student may take upper level education courses. The criteria for admission include completion of the core course requirements, a certain GPA in College Courses and demonstration of satisfactory skills in practicum experiences (UMPI Catalogue, 1986, p. 55). While these admission requirements for teacher education may help to insure a higher quality of student at graduation, the problem related to the low academic characteristics at admission needs to be addressed. The data from the Peer Institutions does not focus on this concern.

Perhaps students who present weak academic characteristics upon entry, in addition to having a condition placed on their admission status, enrolling in Basic Study Courses, also need to be in a "special transition to college program." A transition program could help students to improve their academic skills. The data related to the test scores, the number of students admitted with a condition attached to their admission, and Basic Study Courses suggest that it might be appropriate for the Education/Health, Physical Education, Recreation Division and the university to investigate a program of this nature.

### Issues Raised by the Conclusions

The data reveal implications for research and decision-making in several areas of academic planning. These areas include recruitment and retention of students, curriculum and faculty, student life and peer institutional data.

#### Recruitment and Retention of Students

Depending on the future mission statements and institutional focus selected, the historical data-base for the University of Maine at Presque Isle may be useful.

1. The Global Profile shows mean SAT scores of Math 429 and Verbal 406. For all entrants the range of SAT scores in Math was 210 to 740. Thirty-eight point seven percent had Math SAT scores between 210 and 399 and only 4.2% had Math SAT scores between 600 and 740. The median was 420 and the mode was 380 (N = 79). Globally the verbal SAT scores ranged from 200 to 709. Forty-eight percent had verbal scores between 200 and 399 while 2.9% had verbal SAT scores between 600 and 709. The median was 390 and the mode for this group was 390 (N = 95).

Perhaps, in the planned curricular programs, incoming selection is related to retention. The Global Academic Dismissal rate is 11.6%. For students in Transfer programs, Associate or Bachelor Degree programs the Academic Dismissal rate ranges from 20.3% to 23.1%. Within majors the Academic

Dismissal rate ranges from 0.0% in Theatre/Drama and several other majors to 40.9% in Management Science. During the 1982-1984 period of time the mean Fall Headcount at the University of Maine at Machias was 816.6. They reported that each year fewer than 30 students were academically dismissed.

Further insights about retention may be gained by review of data for those programs with specific selection standards. Students admitted to the Nursing and Medical Lab Technician programs in which there is a selection process, have a higher graduation rate than do other majors. The graduation rates for these Associate degree programs were 67.7% in Nursing and 50.0% in Medical Lab Technician. The University of Maine at Presque Isle Global Profile graduation rate was 32.0% for all subjects (N = 2947) who selected a major. For subjects who selected a major in an Associate Degree program the graduation rate was 36.0%.

Whatever the institutional decision about goals, it may be appropriate to develop ways of helping this diverse student body to improve their academic skills. The resources for academic assistance are available for some groups of students through the Office of Special Services. In some cases students who may be eligible and could benefit from these programs are not seeking help. There may be a combination of reasons why students who are eligible and could

benefit from these programs do not seek assistance. Reasons probably include a lack of recognition on the part of the student that help is needed; and a lack of knowledge both on the part of the student and the faculty about the programs and the referral process.

If the institution develops more selective admissions or program progress standards, the establishment of a definite program to help the underprepared student may be an appropriate way to maintain a positive presence in the region. Innovation may be needed such as an Extended Freshman Year Program. It seems useful to recall at this point that for nearly half of those attending "recruitment" and "retention" do not refer to program progress but to individual goals (the "Other" category in this study). This is logical in light of the present university mission statement.

### Curriculum and Faculty

Over the years the curriculum offerings have changed to reflect the changes that have taken place in society. The university and its curriculum offerings have changed from strictly a Normal School role to a Regional Baccalaureate Institution that offered majors in 62 different fields.

The 1978-1988 data may support additional research with regard to the curriculum and faculty development. The table



located in Appendix G tracks the number of persons who anticipated majoring and who actually majored in various fields over the data collection period. While the pattern is particularly evident in the transfer programs there are other fields with low enrollments, fewer than 10 students per year. The inconsistent progress through the university by some students, the departure of others, either by changing majors or leaving the university, leaves some upper level courses with low enrollments. There is an impact of uneven enrollments by year/semester on faculty loads and preparations. This may diffuse faculty energy.

Reexamination of the program topics and curriculum offerings could enable the university to develop a curriculum that is capable of meeting the needs of the diverse student population. Also, a review of the sequence of offerings for the less popular majors could be developed and implemented. Such planning might preserve the ideal of diversity yet focus resources more efficiently. Given the scope of the present list of potential majors, the relatively great numbers of low range of SAT scores, the approximately 10% of students admitted to the university conditionally there may be a need for commitment/study of the mission statement endorsing individual development.

### Student Life

Another issue raised by the data is the area of student life focusing especially on the age of the students and the number who live off campus. The mean age of students globally is 23.7. The median is 20. The mean ages for students in Associate and Bachelor Degree and planned Transfer Programs are 19.1, 21.2, and 26.0 respectively. The mean age for students who selected the student objective "Other" was 26.5. The older average age categories and the transient nature of the large (48.4%) "Other" population may create some diffusion of the service goals related to student life. Action research on this topic at the University of Maine at Presque Isle might help to identify some suggestions for ways to improve services and encourage the older students to identify more closely with the university. The lack of a Student Union, the large population who lived off campus (Global Profile 73.4%; Associate Degree 43.3%; Bachelor Degree 48.9%) and the lack of facilities for the non-resident student to have a "home" on campus is not conducive to a real sense of belonging. During the 1988-1989 academic year a Capital Fund Drive was begun to gain funding for construction of a student union. The plans include facilities to better meet the needs of the non-resident student population. One puzzling finding from the present study is that the mean number of semesters of attendance was

3.4. This could be an arithmetical artifact of many students in the "Other" category (48.4% of total) attending for only one semester.

Oberlander (1989) reported on successful summer programs for high school students conducted at Northwestern University. These programs were of varying lengths and included many different topics. Some of the programs were set up for rising high school juniors and seniors; others were set up for the incoming college freshman. The University of Maine at Presque Isle could consider similar summer institutes to include all perspective degree-seeking students. This type of program could help to foster a sense of belonging for incoming full-time students.

Historically, campuses with a younger student body did not have to be concerned with students who are single parents and/or married with family responsibilities. Today's students have needs, especially related to family responsibilities, that some younger students may not share. For some students, especially the single parent, child care when the public schools are closed and the university is open can be a real problem. Some of these students cannot afford to hire a baby sitter. At the University of Maine at Presque Isle, there is a day care center on campus for pre-school children but the center is not set up to handle short

term child care needs. Students with family responsibilities may also face a conflict in their role as a student and their roles as spouses/parents. Additional research may help the faculty and the counseling center to focus some of their efforts to help this group of students which appeared to be growing with each year of the present study.

#### Peer Institutional Data

The Peer Institutional data available were not exactly parallel for this study. Comparisons were possible in only a few instances. Recommendation for the potential use of peer data are summarized here. If peer data are to be used in future research, a university needs to identify in advance a specific group of similar colleges/universities who can become a group of peer institutions. Such peer groups provide the university with comparative data used to evaluate all phases of the university. Other small, rural, regional universities may be happy to have data from the University of Maine at Presque Isle in their evaluation, research, and change process. Another suggestion is to focus data collection on four or five variables for comparison rather than the 15 categories used in this study (see Appendix E, p. 381). In any case, the principle of comparison of data and process among similar programs can be successful in academic program planning.

Academic planning usually presumes a "starting place." The data collected and analyzed for this study provide a data base for future planning and research. Issues of particular interest were raised on the topics of Recruitment and Retention, Curriculum and Faculty, Student Life, and the use of Peer Institutional Data. The conclusions drawn by the presentation and analysis of 21 student characteristic variables yield a picture of a small regional university drawing students from a narrow geographic region. The student body was, however, widely variable in age and student objectives, pursuing more than 50 different academic majors. Curriculum and faculty development concerns were highlighted. The profiles of progress by students in the Education/Health, Physical Education, Recreation Division were traced to illustrate the interaction of student characteristics within the curriculum options. As appropriate references have been made to the present University of Maine at Presque Isle mission and future academic planning.

#### Suggestions for Further Research

The data and research literature suggest these ideas for further investigation.

1. Impact of a diverse and small student population.

The data generated by this research profile the university as an extremely diverse university especially on the

variables of age and focus of academic objectives. The diversity affects all phases of the university from student life and academic programs to university resources and support services. Additional research is needed to assess the positive and negative effects of the present population and program diversity.

2. The large percentage of students who left giving no stated reason.

According to the the data the most frequent reason for departure was "Left - No Reason," Global Profile 24.3%. Yet, on the Global Profile more students reported departure because their student objective was reached, 43.5%. This latter value reflects the large number of entrants who selected the student objective "Other."

Throughout the data collection process as well as during the analysis, interpretation, and evaluation of the data, one question that seemingly had no answer kept surfacing. The question was Why are so many students (24.3%) leaving for no stated reason? There are 33 Associate and Bachelor's Degree programs in the Major Profile. In 27 of the majors 30.0% or more of the students left for no apparent reason. Since the university, at present, does not conduct exit interviews, this practice is suggested as an avenue for future research. According to Arnold, Mares, and Calkins (1986) for some students the exit interview serves

as a method for helping the students to identify a reason for leaving. The authors also indicated that the data from exit interviews reinforced the complexity of the reasons why students leave college before completion of a degree program (pp. 41-44). Carroll (1988) also supports use of an exit interview for students who withdraw and/or transfer (p. 59). In addition, the retention studies of Billson and Terry (1987) cited in the review of literature provide an excellent conceptual framework for future research.

### 3. Monitor changes over time.

This study followed the progress of students admitted to the university between the Fall of 1978 and the Fall of 1984 and who continued to take courses through the Spring of 1988. During this period of time the Mission Statement changed very little (UMPI Catalogue, 1983; UMPI Catalogue, 1984). If the university undertakes formal academic planning, useful data could be derived by continuing to monitor trends in student characteristics and curriculum choices in relation to institutional goals.

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APPENDIX A  
HUMAN SUBJECTS

May 17, 1988

TO: Dr. Stuart R. Gelder, Chair, Human Subjects Committee

FROM: Peg Holmes, Doctoral Student

RE: Human Subjects Approval

Enclose is my dissertation proposal which I would appreciate your reviewing for approval by the Human Subjects Committee.

Dr. Karper, Chair of the Human Subjects Committee at UNC - G has request that the request be accompanied by a letter from Dr. Clayton giving me permission to collect data. I have requested that Dr. Clayton send you a copy of his letter.

Should you need to talk to me this week I can be reached at 704-274-9255. I anticipate leaving the return to Presque Isle on Friday or over the weekend.

Please advise me via campus mail related to Human Subjects approval.

Thank you,



Vice President for Academic Affairs

Presque Isle, Maine 04769  
207/764-0311

May 23, 1988

Dr. William B. Karper, Chair  
Human Subjects Committee  
School of Health, Physical Education  
and Recreation and Dance  
University of North Carolina at Greensboro  
Forney Hall  
Greensboro, North Carolina 27412-5001

Dear Dr. Karper:

This is to inform you that I have reviewed the dissertation project proposal of Margaret Holmes and have assured her that she may have access to University records, including confidential files, for the purposes of her research. Of course, she understands the sensitive nature of these materials and will respect it to the utmost degree. Actually, retention and attrition are issues of considerable importance on this campus; and her willingness to search for meaning within our files could result in an important contribution to our own planning activities. I do not imply that we are dependent in any sense upon her research, but I do wish to point out that it could be of considerable interest and value for us. I enclose, as well, a copy of the note from Dr. Stuart R. Gelder, Chair of our Institutional Review Board, stating that her project poses no problem for our own human subjects committee.

Sincerely,

Thomas W. Clayton  
Vice President for Academic Affairs

TWC/ss

cc: ✓ Ms. Margaret Holmes  
Dr. Stuart R. Gelder, Chairperson, Institutional Review Board



## Appendix J

APPLICATION FOR REVIEW OF RESEARCH WITH HUMAN SUBJECTS AT UMPIPrincipal Investigator: Margaret L. HolmesAssistants: Registrar's Office StaffTitle of Project: Development of a Retention Profile Using Longitudinal Data Collected at a Small Rural New England UniversityLocation: University of Maine at Presque IsleDate: May 17, 1988Funding Agency: N/ANew University Division: Ed/HPERObjectives of Project:

1. What are the student data profiles on admission among the various fields of study?
2. What are the student data profiles on completion of a planned program of study among the various fields of study?
3. What are the student data profiles on admission and on departure without completion of a planned program among various fields of study?

Specific contrasts will be made among associate and bachelor degree recipients, transfer program students and those students who complete their personal study objectives, and among the fields of study in Education/Health, Physical Education, Recreation and all other majors.

Protocol of Project: This descriptive study focuses on a population of students (N = 800) who entered the University of Maine at Presque Isle as freshmen between 1978 and 1983 (84) and who left the university either successfully (completion of student objective, a transfer program, an associate or bachelor's degree) or unsuccessfully (did not complete student objective, a transfer program, an associate or bachelor's degree) between 1982 and 1987 (88). Attention will be focused on comparing the data collected about Physical Education majors to data collected about Education/Health, Recreation Division majors and all other majors.

Risks/Benefits:

No Risk - Dissertation Research

Safety Measures:

See page 46 of proposal

Informed Consent:

N/A all data collected will be from student files.

Cooperating Agency, Individual, or Institution:

University of North Carolina at Greensboro (Researcher's Graduate School)

See first page of proposal

Continuing Review:

It is anticipated that the data collection process will begin the week of May 23, 1988 or as soon as the proposal is approved by the Human Subjects Committees at both UNC - G and UMPI.

Signatures:

Investigator:



TO: Dr. Tom Clayton  
Vice President for Academic Affairs

FROM: Dr. Stuart R. Gelder, Chairperson  
Institutional Review Board

DATE: May 19, 1988

SUBJ: Peg Holmes Doctoral Project

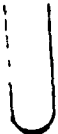
I have just (19 May) received a copy of the dissertation proposal signed by members of Peg Holmes Dissertation Committee in Greensboro.

The project can be considered by expedite review by the IRB, and I, as chairperson of the IRB, authorize its passing.

SRG/fas

✓ cc: Peg Holmes

The University of North Carolina  
at Greensboro  
School of Health, Physical  
Education, Recreation & Dance  
Greensboro, North Carolina 27412



5/26/88  
Date

To: M. L. Holmes :

The purpose of this communication is to indicate the results of the review made by the Human Subjects Committee of your proposed project

*Dev. of a Retention Profile ... New England Univ.*

The evaluators have judged your plans which guarantee the rights of human subjects to be

Approved as proposed

Approved conditionally pending

Not approved. Please contact the School Human Subject Chair, for further information.

We appreciate your compliance with School/University regulations in this important matter. Please remember your commitment to notify the Committee in the event of any change(s) in your procedure.

Sincerely,

*W. B. Kaper*

Chair, School of HPERD  
Human Subjects Review Committee

Revised 12/83

*Diane L. Bell*

APPENDIX B  
ADMISSION/DEPARTURE DATA FORM

FORTRAN Coding Form

PROGRAM PROGRAMMER		Admission/Departure Data Form											DATE	PROJECT NO.		PROJECT TITLE		PROJECT NO.	PROJECT TITLE	PROJECT NO.	PROJECT TITLE	PROJECT NO.	PROJECT TITLE	PROJECT NO.	PROJECT TITLE
NO.	STATEMENT NUMBER	SP Number	Year of Entry	Entry Code	SP	Rank	Grade	Class	Transfer	Grade of Admission	Year of Admission	Year of Departure	Department	Major	Minor	College	Basic Status	M. E. R.	Admission	Departure	Transfer	Admission	Departure	Transfer	
1																									
2																									
3																									
4																									
5																									

APPENDIX C  
CODING SYSTEM

The following coding system was used to record data on the Admission/Departure Data Form. This system permitted the data to be analyzed with the data processing system SAS.

<u>Data Source</u>	<u>Code</u>
Semester of Entry	Semester and Year
High School Attended	See Appendix C, page 301 Name of actual high school attended was recorded on second line
High School GPA	Number as reported
High School Rank	Number as reported
Gender	Female        01
	Male            02
Ethnic Background	American Black        01
	American Indian        02
	American Oriental     03
	Alien                    04
	Hispanic                05
	Franco American        06
	White, Non-Hispanic   07
	Other                    08
Incoming Transfer	Yes                    01
	No                        02
Condition of Admission	Regular                01
	Conditional            02



Test Scores	Record score as reported ACT or SAT on second line
Age	Record actual age
First Generation College	Yes 01
	No 02
College attendance of Siblings	Yes 01
	No 02
Anticipated Major	See Appendix C, p. 306 for code; Name of anticipated major recorded on second line
Student Objective	Transfer 01
	Associate Degree 02
	Bachelor's Degree 03
	Other 04
Major	See Appendix C, p. 306 for code; name of actual major recorded on second line
Number of Times Major Changed	Count number of times
Length of time at University	Count number of semesters
Basic Studies Courses	Mathematics 01
	English 02
	Reading 03
Residence Location	On Campus 01
	Off Campus 02
Reentry	Yes 01
	No 02
	Semester and Year

Reason for Leaving	Graduation	01
	Transfer	02
	Academic Dismissal	03
	Disciplinary Dismissal	04
	Left - No Reason	05
	Student Objective Reached	06
	Still Enrolled	07
	Deceased	08
Data not Given		00

## High School Coding

<u>Type of School</u>	<u>Code</u>
Large High School 650 or more students	01
Medium High School 400 to 649 students	02
Small High School 225 to 399 students	03
Very Small High School 0 to 224 students	04
Canadian High School	05
Outside Maine Inside Continental U.S.	06
Outside Maine Outside U.S. (Not Canadian)	07
High School in Maine now defunct	08
GED	09
Quasi-Public Quasi-Private School	A
Private School	B
Aroostook County High School	C

## High School Classification

Very Small (20)

Allagash  
 Buckfield Jr.-Sr.  
 East Grand  
 Easton  
 Forest Hills  
 Greenville  
 Isleboro  
 Jonesport Beals  
 Lubec  
 Machias  
 Mamouth Academy  
 Mexico  
 North Haven Community  
 Rangely Lakes  
 Richmond Jr.-Sr.  
 Shead  
 Southern Aroostook  
 Upper Kennebec Valley  
 Vinalhaven

Private Schools (14)

Bangor Christian  
 Bridgedon  
 Carrabassett Valley  
 Community School Camden  
 Deck House Edgecomb  
 Elan/Pinehenge School  
 Gould Academy  
 Greater Portland  
 Christian School  
 Hinkley Home School Farm  
 Hyde  
 North Yarmouth Academy  
 Oak Grove Coburn  
 Oxford Christian Academy  
 Riverview Memorial School  
 Williamantic Christian

Small (34)

Ashland	Penquis Valley
Boothbay Regional	Piscataquis
Calis	Sacopee Valley
Carrabec	Schenck
Central	Searsport Jr.-Sr.
Central Aroostook	Sumner
Deer Isle - Stonington	Telstar
Dirigo	Robert W. Traip Academy
Falmouth	Van Buren
Freeport	Winthrop
Ft. Fairfield	Wiscasset
Georges Valley	Wisdom
Hall-Dale	Woodland
Hodgdon	<u>Private Schools (7)</u>
Jay	Berwick Academy
Katahdin	Catharine McAuly
Limestone	Hebron Academy
Livermore Falls	John Bapst Memorial
Madadaska	Kents Hill School
Mt. Abraham	St. Dominic
Narraguagus	Waynflete School
Old Orchard Beach	<u>Quasi-Public Quasi-Private</u>
Orono	Erskine Aca. Geo. Stevens
Penobscot Valley	Lee Academy Washington Aca.

Medium (31)

Belfast	Rumford
Bucksport	Stearns
Cape Elizabeth	Wells
Camden Rockport	Windham
Dexter	Winslow
Ellsworth	Yarmouth
Ft. Kent	York
Gorham	<u>Private School (1)</u>
Gray-New Glouster	Cheverus
Hermon	
Houlton	
Lake Region	
Leavitt Area	
Lisbon	
Madison	
Maranacook	
Marshwood	
Mattanacook	
Messalonskee	
Mount View	
Mt. Desert	
Oak Hill	
Old Town	
Rockland District	

Large (31)

Bangor	Presque Isle
Biddeford	Sanford
Bonnie Eagle	Scarborough
Brewer	Skowhegan
Brunswick	South Portland
Caribou	Waterville
Coney	Westbrook
Dearing	<u>Quasi-Public Quasi-Private</u>
Edward Little	Thornton Academy
Gardner	
Greely	
Hampden Academy	
Kennebunkport	
Lawrence	
Lewiston	
Massabesic	
Medomic Valley	
Morse	
Mt. Ararat	
Mt. Blue	
Noble	
Nokomis	
Oxford Hills	
Portland	

## Coding of Anticipated Major/Major

<u>Anticipated Major/Major</u>	<u>Code</u>
Education/Health, Physical Education, Recreation Division	
Elementary Education	01
Physical Education - Teaching Option	02
Physical Education - Non Teaching Option	03
Recreation/Leisure Studies	04
Recreation	05
Secondary Education	
English	80
History	81
Social Science	82
English, Speech, Theatre	83
English - History	84
Mathematics	85
Biology	86
History and Mathematics	87
Life Science	88
French	89
Behavior Science	90
Sociology	91
Political Science	92
Speech Communications	93



Teacher Certification	
Social Science	98
Mathematics	99
Humanities Division	
Art	07
English	08
French	09
Humanities	10
Speech Communications	11
Theatre/Drama	12
Applied Arts	13
Liberal Studies	14
Bachelor of Liberal Studies	31
Undecided	33
Library Technology	35
Mathematics Science Division	
Environmental Studies	15
Biology	16
Mathematics	17
Medical Lab Technician	18
Engineering (Transfer)	19
Geology (Transfer)	20
Nursing (Transfer)	21
Life Science (Transfer)	22
Forest Resources (Transfer)	27

Environmental Science	32
Animal Veterinary Science (Transfer)	34
Wildlife Management (Transfer)	36
Agriculture Engineering (Transfer)	37
Nursing (Associate Degree)	38
Forest Management (Transfer)	40
Plant and Soil Management (Transfer)	42
Physical Science	43
Foods and Nutrition (Transfer)	44
Natural Resources Management (Transfer)	45
Forest Engineering (Transfer)	47
Computer Science	48
<b>Social Science Division</b>	
Accounting	24
Behavior Science	25
Business Management	26
History	27
Political Science	28
Social Science	29
Criminal Justice	30
Management Science	41
Psychology	46
Sociology	49

APPENDIX D  
PROFILE TABLES

Where does the data come from?

	Percent of Total	Percent of *Reported Observations	Frequency	Percent who Selected a Major	Mean
High School Attended					
High School GPA					x
Rank in High School Class					x
Gender		x			
Ethnic Background		x			
Incoming Transfer		x			
Condition of Admission		x			
Test Scores					x
Age					x
First Generation College		x			
Siblings College Attendance		x			
Anticipated Major			x		
Major			x		
Student Objective		x			

Table D - 1

Where does the data come from?

	Percent of Total	Percent of Reported Observations	x Frequency	Percent who Selected a Major	Mean
Financial Aid					
Change of Major				x	
Number of Times Major Changed		x			
Length of Time					x
Basic Study Courses		x			
Residence		x			
Departure Data		x			
Graduation Rate				x	
Graduation after Reentry		x			
Reentry	x				
Number of Times Reentered		x			
Reason for Leaving		x			

Table D - 2

Where do students  
come from?

Student Objective

	N = 5115 Global	N = 351 Transfer	N = 685 Associate Degree	N = 1591 Bachelor's Degree	N = 2461 N = 351* Other
N =	2929	346	675	1591	301
High School in Maine	66.8	55.5	70.6	71.1	48.1
High School in Maine now defunct	0.9	0.0	0.9	0.8	3.0
Private School	0.8	0.9	0.5	0.7	0.3
Quasi-Public Quasi-Private	2.3	0.9	1.0	2.9	1.3
High School not in Maine	38.2	44.5	22.0	24.9	50.2
Outside Maine Inside United States	24.8	37.0	20.0	21.6	38.0
Outside Maine Outside United States (not Canadian)	2.2	6.4	1.3	1.9	0.7
GED	5.0	0.6	7.4	4.0	9.3
Canadian	1.1	0.6	0.6	1.2	2.3

\*Number of students who eventually entered a degree seeking program  
Table D - 3

Where do students  
come from?

Student Objective

	Global	Transfer	Associate Degree	Bachelor's Degree	Other
Large					
Maine	796	93	166	467	65
County	476	51	104	272	45
Medium					
Maine	356	32	89	208	23
County	140	10	47	67	15
Small					
Maine	598	49	215	324	48
County	397	36	125	192	37
Very Small					
Maine	180	18	45	110	5
County	107	13	23	66	3

Table D - 4

What are the entering  
academic characteristics?

Student Objective

	Global	Transfer	Associate Degree	Bachelor's Degree	Other
N =	1839	194	427	1020	156
High School GPA					
4.0 Scale	2.6	2.8	2.8	2.6	2.6
Percentage	83.0	84.4	83.0	82.9	82.2
N =	2272	293	526	1252	184
Rank in High School Class	89.7	93.7	84.2	86.6	117.5
N =	3168	301	397	1125	115
Test Scores					
SAT					
Math	429	473	402	424	451
Verbal	406	429	429	406	430
ACT					
Math	17	19.7	11.0	19.1	12.8
Verbal	18	17.2	16.7	20.4	14.7

Table D - 5



What are the entering academic characteristics?

Student Objective

	Global	Transfer	Associate Degree	Bachelor's Degree	Other
N =	2846	335	566	1342	310
Condition of Admission					
Regular	89.0	94.0	85.5	87.9	95.5
Conditional	11.0	6.0	14.5	12.1	4.5
N =	2921	341	699	1564	322
Incoming Transfer					
Yes	33.8	24.0	30.0	32.7	58.4
No	66.2	75.9	70.0	66.2	41.6
N =	5950	NA	NA	NA	NA
Financial Aid					
Employment					
On Campus	1100				
Off Campus	459				

Table D - 6

What are the social characteristics?

Student Objective

	Global	Transfer	Associate Degree	Bachelor's Degree	Other
Gender					
N =	5067	349	684	1588	1081
Female	47.9	35.5	62.1	50.6	44.7
Male	51.2	64.5	37.9	49.4	55.3
N =	708	NA	NA	NA	NA
Ethnic Background					
American Black	4.5				
American Indian	5.8				
American Oriental	4.8				
Alien	0.0				
Hispanic	4.0				
Franco-American	4.9				
White-Non Hispanic	71.9				
Other	4.0				

Table D - 7

What are the social characteristics?

Student Objective

	Global	Transfer	Associate Degree	Bachelor's Degree	Other
N =	4933	351	684	1590	2282
Age	23.7	26.0	19.1	21.2	26.5
N =	2531	332	570	1395	215
First Generation College	55.8	43.3	63.5	55.3	40.0
N =	716	149	378	983	108
Siblings College	42.5	40.1	36.0	44.2	52.8
N =	5007	347	659	1536	2444
Residence while attending college					
On Campus	26.6	64.4	56.6	56.1	1.3
Off Campus	73.4	35.4	43.3	48.9	98.7

Table D - 8

What are the academic plans?

Student Objective

	Global	Transfer	Associate Degree	Bachelor's Degree	Other
N =	5088	NA	NA	NA	NA
Student Objective					
Transfer	6.9				
Associate Degree	13.5				
Bachelor's Degree	31.3				
Other	48.4				
N =	2947	351	685	1591	315
Change of Major	15.6	26.4	30.1	26.9	23.5
N =	5115	351	685	1591	315
Number of Semesters	3.4	3.9	3.9	4.9	2.3
N =	791	49	216	526	NA
Number of Semesters of those who Graduated	8.0	9.2	7.1	8.3	NA

Table D - 9

What are the academic plans?

Student Objective

	Global	Transfer	Associate Degree	Bachelor's Degree	Other
N =	359	25	117	204	9
Basic Study Courses					
Math	29.5	20.0	29.1	26.7	22.2
English	35.9	36.0	36.6	34.3	44.4
Reading	35.0	44.0	34.2	34.3	33.3
N =	2948	345	680	1584	315
Number of Different Anticipated Majors Selected	62	30	28	52	35
Number of Different Majors Selected	59	39	41	49	36

Table D - 10

What happened to the students?

Student Objective

	Global	Transfer	Associate Degree	Bachelor's Degree	Other
N =	6295	425	847	1949	3046
<b>Departure Data</b>					
Graduation	15.0	11.8	28.9	27.7	3.7
Transfer	3.3	12.0	2.7	5.1	1.0
Academic Dismissal	11.6	20.0	23.1	20.3	1.5
Disciplinary Dismissal	0.3	0.2	0.2	0.7	0.0
Left - No Reason	24.3	48.7	37.9	39.9	6.8
Student Objective Reached	43.5	6.1	4.3	3.2	85.7
Still Enrolled	1.9	1.2	2.5	2.5	1.3
Deceased	0.1	0.0	0.5	0.0	0.0

Table D - 11

What happened to the students?

Student Objective

	Global	Transfer	Associate Degree	Bachelor's Degree	Other
N =	2927	345	680	1584	2461
Graduation related to selection of a major	32.0	14.5	36.0	34.0	35.6
N =	946	50	245	539	315
Graduation after Reentry	75.2	70.0	80.4	78.1	50.9
After one Reentry	17.4	22.0	18.3	18.9	33.9
After two Reentries	4.0	8.0	1.2	2.9	13.4
After three Reentries	0.2	0.0	0.0	0.0	1.8
N =	5115	351	685	1591	2461
Reentry	23.6	21.7	24.0	22.8	24.6

Where do students come from?

Semester of Entry Fall

	N = 548 1978	N = 566 1979	N = 489 1980	N = 422 1981	N = 385 1982	N = 558 1983	N = 381 1984
N =	406	422	368	233	274	291	248
High School in Maine	69.5	72.9	69.0	73.9	73.9	70.1	73.4
High School in Maine now defunct	0.0	0.9	0.8	1.3	0.7	0.7	0.8
Private School	0.5	0.7	0.8	1.3	0.7	0.3	1.6
Quasi-Public Quasi-Private	4.2	4.2	2.4	2.5	0.7	3.4	3.2
High School not in Maine	30.5	27.3	19.8	23.5	22.5	22.7	20.6
Outside Maine Inside United States	25.9	25.4	23.3	12.3	18.3	18.9	19.0
Outside Maine Outside United States (not Canadian)	1.7	1.2	2.2	1.6	2.1	2.1	0.4
GED	2.5	2.5	4.6	4.4	3.5	6.9	6.0
Canadian	0.5	0.7	0.8	0.0	2.1	2.1	1.2

Table D - 13



Where do students come from?

Semester of Entry Fall

	1978	1979	1980	1981	1982	1983	1984
Large							
Maine	120	113	101	97	84	85	70
County	62	71	56	54	52	47	47
Medium							
Maine	53	55	48	43	41	36	33
County	16	21	19	15	10	15	16
Small							
Maine	89	90	82	65	65	59	54
County	63	61	52	38	41	35	32
Very Small							
Maine	20	30	20	20	18	22	23
County	10	19	13	9	10	15	12

What are the entering  
academic characteristics?

Semester of Entry Fall

	1978	1979	1980	1981	1982	1983	1984
N =	234	251	224	199	179	207	201
High School GPA							
4.0 Scale	2.7	2.6	2.7	2.5	2.7	2.4	2.5
Percentage	83.6	83.2	82.6	82.7	82.9	82.6	83.4
N =	345	355	295	247	219	207	210
Rank in High School Class	87.5	93.1	93.2	95.3	80.4	80.5	77.5
N =	339	320	257	225	201	177	168
Test Scores							
SAT							
Math	432	428	430	416	415	415	426
Verbal	409	405	396	390	403	391	410
ACT							
Math	22	16	21	12	15	20	8.5
Verbal	19	18	18	18	15	19	15.5

Table D - 15

What are the entering  
academic characteristics?

Semester of Entry Fall

	1978	1979	1980	1981	1982	1983	1984
N =	382	391	355	308	281	286	249
Condition of Admission							
Regular	92.1	95.0	89.0	85.7	91.1	78.3	75.9
Conditional	7.9	5.0	11.0	14.3	8.9	21.7	24.1
N =	401	419	366	310	277	289	251
Incoming Transfer							
Yes	23.4	23.6	27.6	25.8	29.6	30.1	27.5
No	76.6	76.4	72.4	75.2	70.4	69.9	72.5
N =	674	704	569	692	652	541	484
Financial Aid							
Employment							
On Campus	330	413	357	NA	NA	NA	NA
Off Campus	206	132	121	NA	NA	NA	NA
Work Study	NA	NA	NA	421	430	453	384

Table D - 16

What are the social characteristics?

Semester of Entry Fall

	1978	1979	1980	1981	1982	1983	1984
N =	521	560	488	417	379	453	370
Gender							
Female	49.9	50.7	49.6	49.8	45.4	51.5	50.1
Male	50.1	49.3	50.4	50.2	54.6	48.5	49.9
N =	116	119	264	32	21	10	23
Ethnic Background							
American Black	3.4	1.7	1.5	12.5	14.3	30.0	4.3
American Indian	4.3	5.0	2.3	9.4	9.5	10.0	34.8
American Oriental	2.6	2.5	7.6	9.4	9.5	10.0	0.0
Alien	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hispanic	1.7	0.0	1.9	9.4	14.3	20.0	13.0
Franco-American	8.6	6.7	0.4	9.4	23.8	10.0	13.0
White-Non Hispanic	72.4	79.0	84.8	43.8	23.8	20.0	30.4
Other	6.9	5.0	1.5	6.3	4.8	0.0	4.3

Table D - 17

What are the social characteristics?

Semester of Entry Fall

	1978	1979	1980	1981	1982	1983	1984
N =	521	560	488	417	379	453	370
Age	21.6	22.7	23.5	22.0	21.7	23.3	23.4
N =	387	390	342	282	243	227	370
First Generation College	57.6	56.9	50.0	50.4	50.2	67.0	64.3
N =	288	283	244	80	84	104	100
Siblings College	36.8	39.6	34.8	36.5	41.0	62.5	72.0
N =	532	556	479	407	371	445	377
Residence while attending college							
On Campus	46.8	44.1	38.6	42.8	36.9	25.4	27.6
Off Campus	53.3	55.9	61.4	57.2	63.1	74.6	72.4

Table D - 18

What are the academic plans?

Semester of Entry Fall

	1978	1979	1980	1981	1982	1983	1984
N =	546	561	483	417	382	453	381
Student Objective							
Transfer	12.3	12.5	13.7	6.7	11.0	5.9	5.0
Associate Degree	17.8	17.6	19.0	17.5	15.4	17.5	16.5
Bachelor's Degree	40.5	41.5	38.1	47.7	43.7	37.2	41.2
Other	29.5	28.3	29.2	28.1	29.8	39.4	37.3
N =	411	424	368	314	284	288	248
Change of Major	15.0	20.0	27.2	30.2	31.3	31.8	31.0
N =	548	566	489	422	385	458	381
Number of Semesters	3.9	4.1	3.9	4.0	3.9	3.5	3.9
N =	144	129	103	85	81	85	65
Number of Semesters of those who Graduated	8.3	8.2	8.4	8.2	8.1	7.8	7.8

Table D - 19

What are the academic plans?

Semester of Entry Fall

	1978	1979	1980	1981	1982	1983	1984
N =	91	98	71	23	9	24	19
Basic Study Courses							
Math	34.1	36.7	33.8	43.5	0.0	4.2	5.3
English	38.5	40.8	36.6	47.8	44.0	20.8	5.3
Reading	27.5	22.4	29.6	52.2	55.6	75.0	89.5
N =	412	424	368	314	284	289	248
Number of Different Anticipated Majors Selected	42	46	44	37	38	40	33
Number of Different Majors Selected	45	46	42	36	41	42	35

Table D - 20

What happened to the students?

Semester of Entry Fall

N =	1978 658	1979 712	1980 613	1981 518	1982 474	1983 538	1984 468
<b>Departure Data</b>							
Graduation	22.6	19.4	17.8	16.9	18.9	16.4	14.3
Transfer	0.9	4.9	4.6	6.4	5.5	1.3	4.5
Academic Dismissal	19.3	16.2	16.3	16.4	18.4	13.4	12.2
Disciplinary Dismissal	0.0	0.0	0.1	0.6	1.5	0.0	0.9
Left - No Reason	29.5	33.3	31.5	31.1	23.8	28.6	23.1
Student Objective Reached	26.9	26.7	28.7	27.0	29.1	36.9	36.9
Still Enrolled	0.6	0.4	0.8	1.5	2.7	3.3	8.1
Deceased	0.2	0.0	0.2	0.0	0.2	0.0	0.0

Table D - 21



What happened to the students?

Semester of Entry Fall

	1978	1979	1980	1981	1982	1983	1984
N =	411	424	368	314	284	288	248
Graduation related to selection of a major	36.3	32.8	29.6	28.0	31.7	31.0	27.0
N =	149	139	109	88	90	88	67
Graduation after Reentry	78.5	69.1	78.9	78.4	72.2	83.0	90.0
After one Reentry	18.1	24.5	18.3	19.3	22.2	14.8	10.4
After two Reentries	2.0	6.5	2.8	2.3	5.6	2.3	0.0
After three Reentries	1.3	0.0	0.0	0.0	0.0	0.0	0.0
N =	548	566	489	422	385	458	381
Reentry	20.4	26.0	25.6	22.7	23.9	18.1	23.1

Table D - 22

Where do the students  
come from?

Semester of Entry Non-Fall

N =	N = 277 1979	N = 193 1980	N = 373 1981	N = 319 1982	N = 369 1983	N = 321 1984
High School in Maine	43.8	60.2	42.0	58.9	53.2	47.9
High School in Maine now defunct	1.6	0.0	2.5	0.9	1.8	0.6
Private School	0.0	1.1	0.0	0.3	0.9	0.0
Quasi-Public Quasi-Private	0.0	0.1	3.4	1.2	0.9	0.0
High School not in Maine	56.3	39.8	57.1	41.0	46.8	46.8
Outside Maine Outside United States (not Canadian)	39.1	27.3	44.5	10.0	33.2	12.1
GED	7.8	6.8	10.1	3.1	7.3	1.6
Canadian	1.6	1.1	0.8	0.9	0.9	0.9

Table D - 23

Where do the students  
come from?

Semester of Entry Non-Fall

	1979	1980	1981	1982	1983	1984
Large						
Maine	13	22	24	22	26	18
County	10	8	16	19	15	12
Medium						
Maine	3	8	10	14	5	7
County	0	4	6	6	3	6
Small						
Maine	8	16	12	23	20	14
County	5	13	11	17	16	10
Very Small						
Maine	3	7	1	6	5	4
County	2	4	1	3	5	3

What are the entering  
academic characteristics?

Semester of Entry Non-Fall

	1979	1980	1981	1982	1983	1984
N =	28	50	72	72	64	47
High School GPA						
4.0 Scale	2.7	2.4	2.6	2.7	2.7	2.7
Percentage	83.0	83.7	84.1	80.5	81.0	83.7
N =	40	67	91	77	59	52
Rank in High School Class	95.0	83.5	133.1	87.9	99.6	77.8
N =	27	45	62	59	35	33
Test Scores						
SAT						
Math	476	431	442	367	441	454
Verbal	470	413	378	417	440	441
ACT						
Math	26	24	14	13	NA	12
Verbal	19	22	18	19	NA	16

Table D - 25

What are the entering  
academic characteristics?

Semester of Entry Non-Fall

	1979	1980	1981	1982	1983	1984
N =	61	88	118	122	114	91
Condition of Admission						
Regular	98.4	95.4	97.5	93.4	92.9	89.0
Conditional	1.6	4.5	2.5	6.6	7.0	10.9
N =	61	88	118	122	114	91
Incoming Transfer						
Yes	68.9	52.2	60.0	55.1	69.6	67.0
No	31.1	48.8	40.0	44.7	30.4	32.9

What are the social characteristics?

Semester of Entry Non-Fall

	1979	1980	1981	1982	1983	1984
N =	275	190	370	316	361	314
Gender						
Female	37.8	63.3	44.8	55.8	39.3	41.1
Male	62.2	36.3	54.4	42.6	62.1	56.7
N =	24	47	24	10	29	6
Ethnic Background						
American Black	4.2	4.2	0.3	0.6	17.2	0.0
American Indian	8.3	0.0	0.0	1.3	6.8	33.3
American Oriental	0.0	0.0	0.0	0.3	3.4	0.0
Alien	0.0	0.0	0.0	0.0	0.0	0.0
Hispanic	12.5	0.0	0.5	0.0	10.3	33.3
Franco-American	12.5	2.1	0.0	0.0	8.6	0.0
White-Non Hispanic	50.0	93.6	5.1	0.6	3.4	16.7
Other	12.5	0.0	0.5	0.3	0.0	16.7

Table D - 27

What are the social characteristics?

Semester of Entry Non-Fall

	1979	1980	1981	1982	1983	1984
N =	258	177	366	316	311	304
Age	26.3	27.3	24.8	25.5	26.3	21.4
N =	52	70	105	95	75	67
First Generation College	57.7	57.1	49.5	54.7	62.7	50.7
N =	29	52	21	53	25	30
Siblings College	34.5	38.5	38.9	49.1	64.0	63.3
N =	253	190	367	312	369	317
Residence while attending college						
On Campus	6.5	13.0	5.9	9.3	10.8	5.1
Off Campus	91.3	85.5	94.0	91.9	89.9	94.9

What are the academic plans?

Semester of Entry Non-Fall

	1979	1980	1981	1982	1983	1984
N =	277	193	371	318	368	320
Student Objective						
Transfer	2.5	2.1	0.8	2.5	1.6	1.2
Associate Degree	2.2	11.9	5.1	8.8	5.7	7.8
Bachelor's Degree	10.8	24.3	13.4	11.4	11.4	14.9
Other	84.5	65.8	80.6	74.5	84.0	75.7
N =	61	92	122	123	113	95
Change of Major	5.4	11.4	7.5	28.5	7.9	6.9
N =	277	193	373	319	369	321
Number of Semesters	2.4	3.2	2.7	3.0	2.7	3.1



What are the academic plans?

Semester of Entry Non-Fall

	1979	1980	1981	1982	1983	1984
N =	4	6	0	3	0	1
Basic Study Courses						
Math	25.0	16.7	0.0	0.3	0.0	0.0
English	50.0	33.3	0.0	0.3	0.0	0.0
Reading	25.0	50.0	0.0	0.3	0.0	100.0
N =	61	92	122	123	113	95
Number of Different Anticipated Majors Selected	23	27	27	26	26	21
Number of Different Majors Selected	27	33	27	27	25	24

Table D - 30

What happened to the students?

Semester of Entry Non-Fall

N =	1979 431	1980 246	1981 448	1982 407	1983 464	1984 417
<b>Departure Data</b>						
Graduation	3.9	17.0	10.0	9.6	8.8	7.9
Transfer	0.7	2.4	1.1	4.7	2.2	2.3
Academic Dismissal	2.3	8.9	1.6	5.2	3.4	2.8
Disciplinary Dismissal	0.0	0.0	0.0	0.0	0.0	0.2
Left - No Reason	11.8	15.0	19.2	16.9	14.2	13.9
Student Objective Reached	57.7	50.8	67.6	62.4	69.6	68.1
Still Enrolled	0.2	5.7	0.2	1.2	1.7	4.3
Deceased	0.0	0.0	0.2	0.0	0.0	0.2

Table D - 31

What happened to the students?

Semester of Entry Non-Fall

	1979	1980	1981	1982	1983	1984
N =	61	92	122	123	113	95
Graduation related to selection of a major	27.9	45.7	36.9	31.7	36.3	34.7
N =	17	42	45	123	41	33
Graduation after Reentry	58.8	71.4	62.2	69.2	68.3	66.7
After one Reentry	17.6	26.2	28.9	23.1	24.3	33.3
After two Reentries	23.5	2.4	8.9	7.7	7.3	0.0
N =	277	193	373	319	369	321
Reentry	20.2	24.9	20.6	30.4	23.8	30.2

Table D - 32

Where do students  
come from?

N =	Recreation/ Leisure Stud. N = 71 Anticipated Major		Recreation N = 80 Anticipated Major		Elementary Education N = 181 Anticipated Major	
	70	60	80	133	181	189
High School in Maine	90.0	90.0	80.0	84.9	70.7	70.9
High School in Maine now defunct	1.4	1.7	0.0	0.0	2.2	1.6
Private School	1.4	1.7	1.3	0.8	1.1	0.0
Quasi-Public Quasi-Private	8.6	6.7	3.8	4.5	0.0	2.1
High School not in Maine	9.6	10.0	20.0	15.0	29.3	29.9
Outside Maine Inside United States	8.6	10.0	16.3	12.8	20.4	20.1
Outside Maine Outside United States (not Canadian)	0.0	0.0	1.3	0.8	0.6	0.5
GED	1.4	0.0	2.5	1.5	7.2	6.3
Canadian	0.0	0.0	0.0	0.0	1.1	1.1

Education/Health, Physical Education, Recreation Division

Table D - 33

Where do students  
come from?

	Recreation/ Leisure Stud. Anticipated Major	Major	Recreation Anticipated Major	Major	Elementary Education Anticipated Major	Major
Large						
Maine	23	21	25	42	55	49
County	6	6	12	13	41	36
Medium						
Maine	18	13	17	32	10	17
County	6	5	4	6	5	11
Small						
Maine	19	17	16	27	47	57
County	8	9	8	8	37	45
Very Small						
Maine	2	2	6	12	12	10
County	0	0	2	6	7	6

Education/Health, Physical Education, Recreation Division

Table D - 34

Where do students  
come from?

N =	Physical Education	Secondary Education		
	N = 321 Anticipated Major	N = 250 Major	N = 75 Anticipated Major	N = 91 Major
High School in Maine	90.6	89.1	65.3	70.8
High School in Maine now defunct	0.8	0.4	1.4	0.0
Private School	1.7	0.4	0.0	0.0
Quasi-Public Quasi-Private	16.0	6.5	0.0	0.0
High School not in Maine	9.1	10.9	27.8	29.2
Outside Maine Inside United States	20.2	8.9	15.3	17.6
Outside Maine Outside United States (not Canadian)	0.8	0.4	1.4	2.2
GED	0.8	0.4	1.4	2.2
Canadian	2.5	1.2	8.3	6.6

Education/Health, Physical Education, Recreation Division

Table D - 35

Where do the students  
come from?

	Physical Education	Anticipated Major	Major	Secondary Education	Anticipated Major	Major
Large						
Maine		109	83	19		28
County		21	14	13		18
Medium						
Maine		80	59	7		6
County		11	11	1		1
Small						
Maine		73	57	16		19
County		21	19	11		12
Very Small						
Maine		27	21	6		9
County		9	6	5		8

Education/Health, Physical Education, Recreation Division

Table D - 36

What are the entering academic characteristics?

	Recreat./ Leis.Stu. Anticipated Major	Major	Recreation Anticipated Major	Major	Elementary Education Anticipated Major	Major
N =	50	42	59	94	117	124
High School GPA						
4.0 Scale	2.6	2.4	2.5	2.4	2.7	2.6
Percentage	81.4	82.1	79.6	80.5	84.4	83.9
N =	63	53	69	116	128	139
Rank in High School Class	89	97.3	104	94.2	62.7	62.3
N =	57	61	64	116	111	124
Test Scores						
SAT						
Math	348	393	407	396	415	402
Verbal	344	339	362	254	411	407
ACT						
Math	NA	NA	NA	NA	17	19
Verbal	NA	NA	NA	NA	16	16

Education/Health, Physical Education, Recreation Division

Table D - 37



What are the entering academic characteristics?

	Recreat./ Leis.Stu. Anticipated Major	60 Major	Recreation Anticipated Major	131 Major	Elementary Education Anticipated Major	174 Major
N =	69	60	67	131	170	174
Condition of Admission						
Regular	76.8	80.0	84.8	74.8	88.8	89.7
Conditional	23.2	20.0	15.2	25.2	11.2	10.3
N =	70	60	80	132	176	184
Incoming Transfer						
Yes	17.1	13.3	26.3	19.7	44.3	40.8
No	82.9	86.7	73.8	80.3	55.7	59.2

Education/Health, Physical Education, Recreation Division

Table D - 38

What are the entering  
academic characteristics?

	Physical Education? Anticipated Major	Major	Secondary Education Anticipated Major	Major
N =	214	164	49	57
High School GPA				
4.0 Scale	2.4	2.5	2.1	2.6
Percentage	82.1	81.7	78.0	83.9
N =	282	217	53	62
Rank in High School Class	84.4	82.3	51.6	57.1
N =	298	232	50	56
Test Scores				
SAT				
Math	404	408	436	459
Verbal	350	364	433	411
ACT				
Math	14	14	17	25
Verbal	16	16	18	17

Education/Health, Physical Education, Recreation Division  
Table D - 39

What are the entering academic characteristics?		Physical Education?	Anticipated Major	Major	Secondary Education	Anticipated Major	Major
N =		312	244	71	88		
Condition of Admission							
Regular		78.2	82.7	95.8	98.9		
Conditional		21.8	17.2	4.2	1.1		
N =		316	245	74	88		
Incoming Transfer							
Yes		18.1	19.6	39.2	44.3		
No		81.9	80.4	60.8	56.8		

Education/Health, Physical Education, Recreation Division

Table D - 40

What are the social characteristics?

	Recreation/ Leisure Stud.	Anticipated Major	Major	Recreation	Anticipated Major	Major	Elementary Education	Anticipated Major	Major
N =	71	61	80	133	180	188			
Gender									
Female	46.5	42.6	35.0	47.4	91.1	89.4			
Male	53.3	57.4	65.0	52.6	8.9	10.6			
N =	71	61	80	133	180	188			
Age	19.5	19.3	19.9	19.1	23.1	22.7			
N =	67	58	77	129	142	151			
First Generation College	68.7	60.3	58.4	58.9	55.6	49.0			
N =	52	43	58	104	103	109			
Siblings College	28.8	27.9	48.3	43.3	57.3	57.8			
N =	69	58	79	131	176	182			
Residence while attending college									
On Campus	79.7	84.5	72.2	79.4	26.1	31.9			
Off Campus	20.3	15.5	27.8	20.6	73.9	68.1			

Education/Health, Physical Education, Recreation Division

Table D - 41

What are the social characteristics?

	Physical Education	Anticipated Major	Major	Secondary Education	Anticipated Major	Major
N =	321	250	75	91		
Gender						
Female	43.3	42.8	61.3	59.3		
Male	56.4	57.2	38.7	40.7		
N =	321	250	75	91		
Age	18.8	18.7	22.6	23.7		
N =	316	246	58	73		
First Generation College	61.1	60.9	63.8	60.3		
N =	259	202	42	48		
Siblings College	40.2	41.1	52.4	56.3		
N =	318	248	73	89		
Residence while attending college						
On Campus	84.9	84.7	73.9	26.9		
Off Campus	15.1	15.3	26.0	73.0		

Education/Health, Physical Education, Recreation Division

Table D - 42

What are the academic plans?

	Recreat./ Leis. Stu. Anticipated Major	Major	Recreation Anticipated Major	Major	Elementary Education Anticipated Major	Major
N =	69	60	80	132	181	189
Student Objective						
Transfer	1.4	5.0	0.0	3.8	1.1	2.1
Associate Degree	92.8	65.0	1.3	17.4	4.4	10.6
Bachelor's Degree	4.3	28.3	95.0	77.3	80.7	76.2
Other	1.4	1.7	3.8	1.5	13.5	11.1
N =	71	61	80	133	181	189
Change of Major	40.8	32.8	25.0	53.2	27.1	29.6
N =	71	61	80	133	181	189
Number of Semesters	4.6	3.6	4.7	6.2	5.6	5.4
N =	21	11	28	63	62	60
Number of Semesters of those who Graduated	8.1	7.0	7.1	8.4	8.1	7.9

Education/Health, Physical Education, Recreation Division

Table D - 43

What are the academic plans?

	Recreat./ Leis.Stu. Anticipated Major	Major	Recreation Anticipated Major	Major	Elementary Education Anticipated Major	Major
N =	44	27	16	48	29	25
Basic Study Courses						
Math	25.0	25.9	43.8	31.2	34.5	32.0
English	34.0	33.3	43.8	39.6	31.0	24.0
Reading	40.1	40.7	12.5	29.2	34.5	44.0
N =	71	61	80	133	181	189
Number of Different Anticipated Majors Selected	NA	12	NA	14	NA	28
Number of Different Majors Selected	9	NA	9	NA	20	NA

Education/Health, Physical Education, Recreation Division

Table D - 44

What are the academic plans?

	Physical Education Anticipated Major	Major	Secondary Education Anticipated Major	Major
N =	321	250	75	91
Student Objective				
Transfer	1.9	2.0	1.3	4.3
Associate Degree	0.3	3.2	0.0	7.7
Bachelor's Degree	96.3	94.4	89.3	74.7
Other	1.6	0.4	8.0	13.2
N =	321	250	75	91
Change of Major	26.2	4.8	30.7	41.8
N =	321	249	75	91
Number of Semesters	5.2	4.8	5.8	6.7
N =	106	78	33	45
Number of Semesters of those who Graduated	8.7	8.7	8.6	9.2

Education/Health, Physical Education, Recreation Division

Table D - 45



What are the academic plans?

	Physical Education Anticipated? Major	Major	Secondary Education Anticipated Major	Major
N =	101	86	0	0
Basic Study Courses				
Math	30.7	34.9	0.0	0.0
English	37.6	37.2	0.0	0.0
Reading	31.7	27.9	0.0	0.0
N =	321	250	75	91
Number of Different Anticipated Majors Selected	NA	12	NA	32
Number of Different	19	NA	23	NA

Education/Health, Physical Education, Recreation Division

Table D - 46

What happened to the students?

N =	Recreat./ Leis.Stu. Anticipated Major	65	Major Recreation	73	Anticipated Major	98	Major	173	Elementary Education Anticipated Major	243	Major	248
Departure Data												
Graduation		33.3		15.5		28.6		41.0		30.5		37.8
Transfer		0.0		4.1		5.1		3.5		4.1		4.8
Academic Dismissal		32.1		41.9		19.4		19.1		11.5		13.7
Disciplinary Dismissal		0.0		0.0		1.0		1.7		0.4		0.0
Left - No Reason		29.8		35.6		40.8		28.3		39.1		39.5
Student Objective Reached		1.2		2.7		5.1		2.9		8.6		6.9
Still Enrolled		1.2		0.0		0.0		2.9		5.8		7.3
Deceased		2.4		1.4		0.0		0.5		0.0		0.0

Education/Health, Physical Education, Recreation Division

Table D - 47

What happened to the students?

	Recreat./ Leis.Stu. Anticipated Major	Major	Recreation Anticipated Major	Major	Elementary Education Anticipated Major	Major
N =	28	11	28	71	55	69
Graduation without Reentry	67.9	72.7	85.7	76.1	70.9	84.1
After one Reentry	32.1	18.2	14.3	22.5	21.8	8.7
After two Reentries	0.0	9.0	0.0	1.4	5.5	7.2
After three Reentries	0.0	0.0	0.0	0.0	1.8	0.0
N =	71	61	80	133	181	189
Reentry	18.3	19.7	26.3	30.1	34.8	31.2

Education/Health, Physical Education, Recreation Division

Table D - 48

What happened to the students?

	Physical Education	Anticipated Major	Major	Secondary Education	Anticipated Major	Major
N =	384	294	98	118		
Departure Data						
Graduation	29.2	26.5	37.8	44.9		
Transfer	5.2	4.4	6.1	5.1		
Academic Dismissal	29.2	31.1	11.2	9.3		
Disciplinary Dismissal	0.5	0.0	1.0	0.8		
Left - No Reason	33.3	34.0	37.8	27.9		
Student Objective	2.6	2.4	3.1	5.9		
Still Enrolled	0.0	1.4	3.1	5.9		
Deceased	0.0	0.0	0.0	0.0		

Education/Health, Physical Education, Recreation Division

Table D - 49

What happened to the students?

	Physical Education	Anticipated Major	Major	Secondary Education	Anticipated Major	Major
N =	112	78	37	53		
Graduation without Reentry	76.8	79.5	81.1	75.5		
After one Reentry	18.6	16.7	10.8	18.9		
After two Reentries	4.5	3.8	5.4	5.7		
After three Reentries	0.0	0.0	2.7	0.0		
N =	321	250	75	91		
Reentry	22.7	19.6	24.0	31.9		

Education/Health, Physical Education, Recreation Division

Table D - 50

Where do the students  
come from?

N =	Applied Arts N = 40	Anticipated Major N = 33	Liberal Studies N = 247	Anticipated Major N = 207	Library Technology N = 10	Anticipated Major N = 8
High School in Maine	82.5	78.8	50.4	40.9	77.0	100.0
High School in Maine now defunct	0.0	3.0	2.9	2.5	0.0	0.0
Private School	2.5	3.0	0.8	0.0	0.0	0.0
Quasi-Public Quasi-Private	0.0	0.0	1.7	1.0	11.1	14.3
High School not in Maine	17.5	21.2	49.6	51.0	22.0	0.0
Outside Maine Inside United States	10.0	18.2	36.3	37.6	22.2	0.0
Outside Maine Outside United States (not Canadian)	0.0	0.0	1.7	1.5	0.0	0.0
GED	7.5	3.0	10.0	10.9	0.0	0.0
Canadian	0.0	0.0	1.7	1.0	0.0	0.0

Humanities Division

Table D - 50

Where do students come from?		Applied Arts	Anticipated Major	Major	Liberal Studies	Anticipated Major	Major	Library Technology	Anticipated Major	Major
Large Maine County		11	8	6	39	38	3	4		
Medium Maine County		7	5	5	21	16	0	0		
Small Maine County		0	0	0	14	9	0	0		
Very Small Maine County		12	8	7	44	32	3	2		
County		3	0	0	10	8	1	1		
		0	0	0	4	4	0	0		

Humanities Division

Table D - 51

Where do the students  
come from?

	Humanities N = 85 Anticipated Major	N = 72 Major	Speech Communications N = 53 Anticipated Major	N = 62 Major	Theatre/ Drama N = 10 Anticipated Major	N = 14 Major
N =	83	71	53	62	10	14
High School in Maine	67.5	69.0	79.2	77.4	80.0	92.2
High School in Maine now defunct	1.2	2.8	0.0	0.0	0.0	0.0
Private School	1.2	1.4	0.0	0.0	0.0	0.0
Quasi-Public Quasi-Private	2.4	1.4	1.9	3.2	0.0	7.1
High School not in Maine	32.5	31.0	20.8	22.6	20.0	7.1
Outside Maine Inside United States	20.5	19.7	17.0	16.1	0.0	7.1
Outside Maine Outside United States (not Canadian)	1.2	1.4	0.0	0.0	0.0	0.0
GED	10.8	9.9	1.9	4.8	0.0	0.0
Canadian	0.0	0.0	1.9	1.6	0.0	0.0

Humanities Division

Table D - 52



Where do students  
come from?

	Humanities Anticipated Major	Major	Speech Communications Anticipated Major	Major	Theatre/ Drama Anticipated Major	Major
Large Maine County	27	24	14	22	2	2
Medium Maine County	17	16	10	11	0	0
Small Maine County	13	11	7	7	1	5
Very Small Maine County	6	6	3	2	0	2
Very Small Maine County	11	8	12	12	1	4
Very Small Maine County	9	7	8	6	0	2
Very Small Maine County	4	4	9	7	4	2
Very Small Maine County	2	2	7	4	2	1

Humanities Division

Table D - 53

Where do students  
come from?

N =	Undecided N = 121 Anticipated Major 118	N = 73 Major 72	Art N = 49 Anticipated Major 48	N = 75 Major 74	English N = 47 Anticipated Major 46	N = 45 Major 44
High School in Maine	73.3	70.8	79.1	68.9	67.4	65.9
High School in Maine now defunct	0.0	0.0	0.0	0.0	2.2	2.3
Private School	0.8	1.4	0.0	0.0	0.0	2.3
Quasi-Public Quasi-Private	0.8	0.0	10.4	5.4	6.5	2.3
High School not in Maine	31.4	29.2	20.8	31.1	32.6	34.0
Outside Maine Inside United States	20.3	25.0	14.6	23.0	28.3	29.5
Outside Maine Outside United States (not Canadian)	2.5	1.5	0.0	1.4	2.2	2.3
GED	3.4	2.8	4.2	5.4	2.2	2.3
Canadian	0.0	0.0	2.1	1.4	0.0	0.0

Humanities Division

Table D - 54

Where do students  
come from?

	Undecided	Anticipated Major	Major	Art	Anticipated Major	Major	English	Anticipated Major	Major
Large									
Maine		36	22	19	29		18	17	
County		28	17	13	17		16	12	
Medium									
Maine		20	13	7	7		4	4	
County		12	6	2	2		1	1	
Small									
Maine		22	13	11	16		7	5	
County		18	12	6	8		2	2	
Very Small									
Maine		9	3	1	3		1	2	
County		6	2	1	2		1	2	

Humanities Division

Table D - 55

Where do the students  
come from?

N =	French N = 7 Anticipated Major	N = 12 Major	Bachelor of Liberal Studies N = 2 Anticipated Major	N = 13 Major
High School in Maine	71.4	41.7	0.0	42.6
High School in Maine now defunct	14.3	8.3	0.0	0.0
Private School	0.0	0.0	0.0	0.0
Quasi-Public Quasi-Private	14.3	8.3	0.0	0.0
High School not in Maine	28.6	58.3	100.0	53.8
Outside Maine Inside United States	0.0	16.7	0.0	38.5
Outside Maine Outside United States (not Canadian)	14.3	8.3	0.0	7.7
GED	0.0	16.7	0.0	0.0
Canadian	14.3	16.7	0.0	7.7

Humanities Division

Table D - 56

Where do students  
come from?

	French	Anticipated Major	Major	Bachelor of Liberal Studies	Anticipated Major	Major
Large						
Maine	1		0		0	2
County	0		0		0	1
Medium						
Maine	1		1		0	0
County	0		0		0	0
Small						
Maine	2		2		0	4
County	1		1		0	2
Very Small						
Maine	0		1		0	0
County	0		1		0	0

Humanities Division

Table D - 57

What are the entering  
academic characteristics?

	Applied Arts Anticipated Major	Major	Liberal Studies Anticipated Major	Major	Library Technology Anticipated Major	Major
N =	26	21	132	106	5	4
High School GPA						
4.0 Scale	2.7	2.8	2.6	2.5	2.2	2.0
Percentage	83.1	82.1	81.6	81.2	81.3	84.1
N =	34	28	154	129	8	6
Rank in High School Class	61.4	61	109.4	119.5	47.2	45.0
N =	25	21	70	72	6	5
Test Scores						
SAT						
Math	365	361	398	394	414	370
Verbal	365	348	396	382	466	418
ACT						
Math	NA	NA	14	12	NA	NA
Verbal	NA	NA	19	19	NA	NA

Humanities Division

Table D - 58

What are the entering academic characteristics?

	Applied Arts	Anticipated Major	Major	Liberal Studies	Anticipated Major	Major	Library Technology	Anticipated Major	Major
N =	37		29		169	145	8		6
Condition of Admission									
Regular	86.5		90.0		87.0	85.6	100.0		100.0
Conditional	13.5		10.0		13.0	14.4	0.0		0.0
N =	39		32		240	202	10		8
Incoming Transfer									
Yes	17.9		18.8		43.8	39.1	60.0		37.5
No	82.1		81.3		56.3	60.1	40.0		62.5

Humanities Division

Table D - 59

What are the entering  
academic characteristics?

	Humanities Anticipated Major 52	43 Major	Speech Communications 37 Anticipated Major	42 Major	Theatre/ Drama 6 Anticipated Major	7 Major
N =						
High School GPA						
4.0 Scale	2.7	2.0	2.0	2.6	3.7	3.7
Percentage	79.8	79.7	83.8	81.9	80.9	84.6
N =	59	49	43	52	9	12
Rank in High School Class	23.3	130	72.3	93	90.7	93
N =	48	39	36	46	6	10
Test Scores						
SAT						
Math	351	361	401	413	388	414
Verbal	360	349	440	432	376	398
ACT						
Math	13.6	12.0	NA	NA	NA	NA
Verbal	10.3	11.5	NA	NA	NA	NA

Humanities Division

Table D - 60



What are the entering  
academic characteristics?

	Humanities? Anticipated Major	66 Major	Speech Communications Anticipated Major	62 Major	Theatre/ Drama Anticipated Major	14 Major
N =	63	66	47	62	10	14
Condition of Admission						
Regular	78.8	81.8	88.7	80.6	70.0	92.9
Conditional	21.3	18.2	11.3	19.4	30.0	7.1
N =	80	66	51	61	10	14
Incoming Transfer						
Yes	12.5	15.2	23.5	13.1	30.0	21.4
No	87.5	84.8	76.5	86.9	70.0	78.6

Humanities Division

Table D - 61

What are the entering  
academic characteristics?

	Undecided	Art	English
	Anticipated Major	Anticipated Major	Anticipated Major
N =	75	46	29
High School GPA			
4.0	2.5	2.6	2.5
Percentage	82.4	80.6	82.9
N =	96	61	35
Rank in High School Class	95	103	100
N =	83	53	37
Test Scores			
SAT			
Math	432	428	430
Verbal	420	406	445
ACT			
Math	10.5	14	NA
Verbal	19.5	19	NA

Humanities Division

Table D - 62

What are the entering academic characteristics?

	Undecided	Art Major	Anticipated Major	English Major	Anticipated Major	English Major
N =	103	71	41	74	43	43
Condition of Admission						
Regular	88.8	88.7	87.2	83.3	93.5	93.0
Conditional	11.2	11.3	12.8	16.2	6.5	7.0
Incoming Transfer						
Yes	28.3	17.8	25.0	31.1	37.0	38.1
No	71.7	82.2	75.0	68.9	63.0	68.2

Humanities Division

Table D - 63

What are the entering  
academic characteristics?

	French Anticipated Major	3 Major	Bachelor of Liberal Studies	Anticipated Major	5 Major
N =	3	3	0		5
High School GPA					
4.0 Scale	NA	NA	NA		3.9
Percentage	82.0	83.5	NA		83.7
N =	4	5	0		5
Rank in High School Class	25	12.5	NA		67.6
N =	4	6	1		6
Test Scores					
SAT					
Math	412	412	620		389
Verbal	433	415	650		462
ACT					
Math	NA	NA	NA		17
Verbal	NA	NA	NA		18

Humanities Division

Table D - 64

What are the entering  
academic characteristics?

	French Anticipated Major	12 Major	Bachelor of Liberal Studies 2	Anticipated Major	13 Major
N =	7	12	2	2	13
Condition of Admission					
Regular	100.0	100.0	100.0	100.0	100.0
Conditional	0.0	0.0	0.0	0.0	0.0
N =	7	12	2	2	13
Incoming Transfer					
Yes	51.1	58.3	100.0	53.8	53.8
No	42.9	41.7	0.0	46.2	46.2

Humanities Division

Table D - 65

What are the social characteristics?

	N =	Applied Arts Anticipated Major 40	Major 33	Liberal Studies Anticipated Major 246	Major 208	Library Technology Anticipated Major 10	Major 8
Gender							
Female		65.0	75.8	64.6	57.7	80.0	87.5
Male		35.0	24.2	35.4	42.3	20.0	12.5
	N =	40	33	247	208	10	8
Age		22.3	22.3	24.8	24.2	27.2	25.6
	N =	37	29	169	145	8	6
First Generation College		67.6	69.0	59.2	64.1	75.0	66.7
	N =	26	17	83	75	6	5
Siblings College		26.9	41.2	49.4	49.3	16.7	0.0
	N =	40	33	234	201	10	8
Residence while attending college							
On Campus		55.0	51.1	19.7	20.4	50.0	37.5
Off Campus		45.0	48.5	80.3	79.6	50.0	62.5

Humanities Division

Table D - 66

What are the social characteristics?		Humanities	Speech Communications	Theatre/Drama	Anticipated Major	Major
		Anticipated Major	Anticipated Major	Anticipated Major	Anticipated Major	Major
N =		85	52	10	61	14
Gender						
	Female	55.3	53.8	40.0	52.5	50.0
	Male	44.7	46.2	60.0	47.5	50.0
N =		85	53	10	62	14
Age		23.3	19.1	20.0	19.2	20.0
N =		69	48	9	54	13
First Generation College		62.3	52.1	33.3	55.6	23.1
N =		55	39	8	38	11
Siblings College		29.1	38.5	25.0	42.1	27.3
N =		78	51	9	59	13
Residence while attending college						
	On Campus	38.5	47.1	55.6	59.3	76.9
	Off Campus	61.5	52.9	44.4	40.7	23.1

Humanities Division

Table D - 67

What are the social characteristics?

	Undecided	Anticipated Major	Major	Art Anticipated Major	Major	English Anticipated Major	Major
N =	121	73	49	75	49	45	
Gender							
Female	57.9	54.8	63.3	61.3	55.3	55.6	
Male	42.1	45.2	36.7	38.7	44.7	44.4	
N =	121	73	49	75	47	45	
Age	21.7	21.4	21.7	22.4	20.4	21.1	
N =	106	65	40	60	44	40	
First Generation College	48.1	47.7	42.5	53.3	40.9	42.5	
N =	44	50	16	44	14	23	
Siblings College	54.3	50.0	50.0	40.9	53.8	56.5	
N =	117	71	47	74	43	40	
Residence while attending college							
On Campus	39.3	47.1	44.7	45.9	39.5	40.0	
Off Campus	60.7	52.1	55.3	54.1	60.5	60.0	

Humanities Division

Table D - 68



What are the social characteristics?

	N =	French Anticipated Major	12 Major	Bachelor of Liberal Studies 2	Anticipated Major	13 Major
Gender						
Female		71.4	58.3	0.0		46.2
Male		28.6	41.7	100.0		53.8
	N =	7	12	2		13
Age		29.7	30.5	27.0		27.5
	N =	5	7	0		9
First Generation College		60.0	57.1	0.0		44.4
	N =	4	4	0		9
Siblings College		50.0	50.0	0.0		0.0
	N =	7	12	2		13
Residence while attending college						
On Campus		28.6	16.7	0.0		15.4
Off Campus		71.4	83.3	100.0		84.6

Humanities Division

Table D - 69

What are the academic plans?

	Applied Arts Anticipated Major	Major	Liberal Studies Anticipated Major	Major	Library Technology Anticipated Major	Major
N =	40	33	241	208	10	8
Student Objective						
Transfer	0.0	0.0	0.8	4.0	0.0	0.0
Associate Degree	90.0	75.8	64.3	50.0	90.0	75.0
Bachelor's Degree	2.5	15.2	10.8	20.8	0.0	12.5
Other	7.5	9.1	24.1	25.2	10.0	12.5
N =	40	33	247	208	10	8
Change of Major	35.0	21.2	37.0	25.0	40.0	25.0
N =	40	33	247	208	10	8
Number of Semesters	4.8	3.7	4.7	3.9	5.5	5.8

Humanities Division

Table D - 70

What are the academic plans?

	Applied Arts Anticipated Major	Major	Liberal Studies Anticipated Major	Major	Library Technology Anticipated Major	Major
N =	3	3	12	14	0	0
Basic Study Courses						
Math	33.3	33.3	16.7	14.3	0.0	0.0
English	67.7	67.7	25.0	21.4	0.0	0.0
Reading	0.0	0.0	58.3	64.3	0.0	0.0
N =	40	33	247	208	10	8
Number of Different Anticipated Majors Selected	NA	7	NA	21	NA	3
Number of Different Majors Selected	7	NA	24	NA	4	NA

Humanities Division

Table D - 71

What are the academic plans?

	Humanities Anticipated Major	Major	Speech Communications Anticipated Major	Major	Theatre/ Drama Anticipated Major	Major
N =	85	72	53	62	10	14
Student Objective						
Transfer	1.2	1.4	0.0	1.6	0.0	7.1
Associate Degree	78.8	77.8	5.7	14.5	0.0	0.0
Bachelor's Degree	10.6	12.5	86.8	79.0	100.0	78.6
Other	9.4	8.3	7.5	4.8	0.0	14.3
N =	85	72	53	62	10	14
Change of Major	25.9	12.5	34.0	42.0	60.0	71.4
N =	85	72	53	62	10	14
Number of Semesters	3.8	2.8	5.4	5.3	5.5	6.2

Humanities Division

Table D - 72

What are the academic plans?

	Humanities Anticipated Major	34 Major	Speech Communications 8 Anticipated Major	7 Major	Theatre/ Drama 1 Anticipated Major	1 Major
N =	42	34	8	7	1	1
Basic Study Courses						
Math	35.7	32.4	37.5	28.6	0.0	0.0
English	45.2	47.1	37.5	28.6	0.0	0.0
Reading	19.0	20.6	25.0	42.9	100.0	100.0
N =	85	72	53	62	10	14
Number of Different Anticipated Majors Selected	NA	8	NA	15	NA	8
Number of Different Majors Selected	14	NA	13	NA	4	NA

Humanities Division

Table D - 73

What are the academic plans?

	Undecided	Anticipated Major	Major	Art Anticipated Major	Major	English Anticipated Major	Major
N =	112	64	47	73	47	45	
Student Objective							
Transfer	4.3	4.7	0.0	4.1	0.0	4.4	
Associate Degree	17.9	17.2	8.5	24.7	0.0	6.7	
Bachelor's Degree	64.3	67.2	87.2	63.0	89.4	80.0	
Other	14.3	10.9	4.3	8.2	10.6	8.9	
N =	121	73	49	75	47	45	
Change of Major	43.8	11.0	18.4	45.3	40.4	37.8	
N =	121	73	49	75	47	45	
Number of Semesters	4.2	2.5	5.1	5.5	5.6	4.6	

Humanities Division

Table D - 74

What are the academic plans?

	Undecided	Anticipated Major	Major	Art	Anticipated Major	Major	English	Anticipated Major	Major
N =	5	5	5	8	9	2	4		
Basic Study Courses									
Math	40.0	40.0	40.0	25.0	33.3	0.0	50.0		
English	20.0	20.0	20.0	37.5	33.3	50.0	50.0		
Reading	40.0	40.0	40.0	37.5	33.3	50.0	0.0		
N =	121	73	49	75	47	45			
Number of Different Anticipated Majors Selected	NA	7	NA	13	NA	7			
Number of Different Majors Selected	26	NA	7	NA	12	NA			

Humanities Division

Table D - 75

What are the academic plans?

	French Anticipated Major	12 Major	Bachelor of Liberal Studies	0 Anticipated Major	13 Major
N =	7	12	0	2	13
Student Objective					
Transfer	0.0	0.0	0.0	0.0	0.0
Associate Degree	0.0	25.0	0.0	0.0	7.7
Bachelor's Degree	87.5	58.3	100.0	0.0	61.5
Other	14.3	16.7	0.0	0.0	30.8
N =	7	12	2	2	13
Change of Major	28.6	58.3	0.0	0.0	84.6
N =	7	12	2	2	13
Number of Semesters	5.4	6.3	5.0	5.0	9.8

Humanities Division

Table D - 76



What are the academic plans?

	French Anticipated Major	Major	Bachelor of Liberal Studies	Anticipated Major	Major
N =					
Basic Study Courses					
Math	0.0	0.0	0.0	0.0	0.0
English	0.0	0.0	0.0	0.0	50.0
Reading	0.0	0.0	0.0	0.0	50.0
N =	7	12	2		13
Number of Different Anticipated Majors Selected	NA	7	NA		9
Number of Different majors Selected	3	NA	1		NA

Humanities Division

Table D - 77

What happened to the students?

	Applied Arts	Anticip. Major	Major	Liberal Studies	Anticipated Major	Major	Library Technology	Anticipated Major	Major
N =	52		42		324	280	13		9
Departure Data									
Graduation	26.9		21.4		21.9	15.4	53.8		44.4
Transfer	0.0		0.0		5.6	4.3	0.0		0.0
Academic Dismissal	17.3		28.6		16.9	18.2	7.7		22.2
Disciplinary Dismissal	0.0		0.0		0.6	0.7	0.0		0.0
Left - No Reason	44.2		40.5		38.6	43.9	30.8		33.3
Student Objective Reached	3.8		4.8		11.4	14.3	0.0		0.0
Still Enrolled	7.7		2.4		4.6	2.9	7.7		0.0
Deceased	0.0		2.4		0.3	0.4	0.0		0.0

Humanities Division

Table D - 78

What happened to the students?

	Applied Arts	Anticipated Major	Major	Liberal Studies	Anticipated Major	Major	Library Technology	Anticipated Major	Major
N =	3	9	71	43	7	4			
Graduation without Reentry	80.0	55.6	69.0	51.2	85.7	0.0			
After one Reentry	6.7	3.0	28.8	39.5	14.3	0.0			
After two Reentries	13.3	9.1	4.2	7.0	0.0	0.0			
After three Reentries	0.0	0.0	0.0	2.3	0.0	0.0			
N =	14	10	77	78	3	1			
Reentry	35.0	30.3	31.1	37.5	30.0	12.5			

Humanities Division

Table D - 79

What happened to the students?

	Humanities Anticipated Major	Major	Speech Communications Anticipated Major	Major	Theatre/ Drama Anticipated Major	Major
N =	111	86	65	73	12	16
Departure Data						
Graduation	16.2	8.1	32.3	23.3	8.3	37.5
Transfer	1.8	1.2	6.4	8.2	8.3	12.5
Academic Dismissal	29.7	37.2	16.9	19.2	25.0	0.0
Disciplinary Dismissal	0.0	0.0	1.5	1.4	0.0	0.0
Left - No Reason	39.6	44.2	40.0	42.5	41.7	43.8
Student Objective Reached	11.7	9.2	3.1	4.1	0.0	6.3
Still Enrolled	0.0	0.0	0.0	1.4	16.7	0.0
Deceased	0.9	9.3	0.0	0.0	0.0	0.0

Humanities Division

Table D - 80

What happened to the students?		Humanities Anticipated Major	Major	Speech Communications Anticipated Major	Major	Theatre/ Drama Anticipated Major	Major
N =		18	7	21	17	1	6
Graduation without Reentry		61.1	57.1	71.4	70.6	100.0	83.3
After one Reentry		2.8	42.9	39.6	29.4	0.0	16.7
After two Reentries		11.1	0.0	0.0	0.0	0.0	0.0
N =		85	72	53	62	10	14
Reentry		30.6	23.6	22.6	17.7	40.0	14.3

Humanities Division

Table D - 81

What happened to the students?

	Undecided Anticipated Major	Major	Art Anticipated Major	Major	English Anticipated Major	Major
N =	148	87	60	90	62	59
<b>Departure Data</b>						
Graduation	20.9	0.0	20.0	24.4	22.6	13.6
Transfer	6.1	5.7	3.3	3.3	1.6	5.1
Academic Dismissal	18.9	24.1	23.3	15.6	11.3	16.9
Disciplinary Dismissal	1.4	2.3	3.3	3.3	0.0	0.0
Left - No Reason	43.2	55.2	41.7	44.4	50.0	54.2
Student Objective Reached	7.4	10.3	5.0	3.3	8.1	6.8
Still Enrolled	2.0	2.3	3.3	5.6	6.5	3.4
Deceased	0.0	0.0	0.0	0.0	0.0	0.0

Humanities Division

Table D - 82

What happened to the students?

	Undecided	Anticipated Major	Major	Art	Anticipated Major	Major	English	Anticipated Major	Major
N =	31		0	12		22	14		8
Graduation without Reentry	70.9		0.0	83.3		90.9	57.1		62.5
After one Reentry	22.6		0.0	16.7		2.7	35.7		25.0
After two Reentries	6.5		0.0	0.0		0.0	7.1		0.0
After three Reentries	0.0		0.0	0.0		0.0	0.0		12.5
N =	121		73	49		75	47		45
Reentry	25.6		20.8	24.5		21.3	34.0		31.1

Humanities Division

Table D - 83

What happened to the students?

N =	French Anticipat. Major	10	Major	17	Bachelor of Liberal Studies	4	Anticipated Major	24	Major
Departure Data									
Graduation	20.0	41.2	0.0	45.8					
Transfer	0.0	0.0	0.0	0.0					
Academic Dismissal	0.0	0.0	0.0	0.0					
Disciplinary Dismissal	0.0	0.0	0.0	0.0					
Left - No Reason	60.0	47.1	50.0	16.7					
Student Objective Reached	20.0	11.8	50.0	25.0					
Still Enrolled	0.0	0.0	0.0	12.5					
Deceased	0.0	0.0	0.0	0.0					

Humanities Division

Table D - 84



What happened to the students?

	French Anticipated Major	Major	Bachelor of Liberal Studies	Anticipated Major	Major
N =	2	7	0		11
Graduation without Reentry	100.0	71.4	0.0		54.4
After one Reentry	0.0	28.6	0.0		27.3
After two Reentries	0.0	0.0	0.0		18.2
N =	7	12	2		13
Reentry	42.9	41.7	100.0		84.6

Humanities Division

Table D - 85

Where do the students  
come from?

N =	Medical Lab Technician N = 77	Anticipated Major N = 63	Nursing Associate Degree N = 57	Anticipated Major N = 60	Nursing Transfer N = 76	Anticipated Major N = 78	Nursing Transfer N = 73
High School in Maine	88.8	84.1	61.4	64.5	86.6	79.5	
High School in Maine now defunct	0.0	0.0	1.8	1.3	0.0	0.0	
Private School	1.3	1.6	0.0	0.0	1.3	1.4	
Quasi-Public Quasi-Private	0.0	0.0	1.8	1.3	2.6	2.7	
High School not in Maine	10.5	15.9	38.6	35.5	13.2	20.5	
Outside Maine Inside United States	9.2	12.7	22.8	23.7	13.2	16.4	
Outside Maine Outside United States (not Canadian)	0.0	1.6	0.0	1.3	0.0	2.7	
GED	1.3	1.6	7.0	5.3	0.0	0.0	
Canadian	0.0	0.0	8.8	5.3	0.0	1.4	

Table D - 86

Where do the students  
come from?

Large Maine	Medical Lab Technician	19	Anticipated Major	15	Major	16	Nursing (AA) Anticipated Major	24	Major	38	Nursing (Trans) Anticipated Major	32	Major
	County	12	9	14	22	24	21						
Medium Maine		12	10	5	6	11	13						
	County	5	5	4	5	7	9						
Small Maine		30	22	7	12	13	9						
	County	26	18	6	10	11	7						
Very Small Maine		7	6	6	6	4	4						
	County	3	3	5	5	3	3						

Mathematics Science Division

Table D - 87

Where do students  
come from?

N =	Environmental Studies N = 102 Anticipated Major	N = 110 Major	Biology N = 27 Anticipated Major	N = 39 Major	Mathematics N = 32 Anticipated Major	N = 48 Major
High School in Maine	25.7	27.4	70.4	78.9	59.4	60.4
High School in Maine now defunct	0.0	0.0	0.0	0.0	0.0	0.0
Private School	3.0	2.8	3.7	0.0	6.3	0.0
Quasi-Public Quasi-Private	0.0	0.0	0.0	2.6	0.0	0.0
High School not in Maine	74.3	72.6	29.6	21.0	40.6	39.6
Outside Maine Inside United States	70.3	68.9	22.2	18.4	31.3	22.9
Outside Maine Outside United States (not Canadian)	2.0	2.8	3.7	0.0	3.1	10.4
GED	1.0	0.0	3.7	2.6	0.0	6.3
Canadian	1.0	0.9	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 88

Where do students come from?		Environmental Studies	Anticipated Major	Major	Biology	Anticipated Major	Major	Mathematics	Anticipated Major	Major
Large	Maine		9	12		13	17		7	8
	County		2	5		11	15		7	7
Medium	Maine		5	6		2	5		2	4
	County		1	2		1	4		1	1
Small	Maine		10	9		3	7		8	13
	County		2	1		2	5		6	7
Very Small	Maine		2	2		1	1		2	4
	County		1	1		0	0		1	2

Mathematics Science Division

Table D - 89

Where do the students  
come from?

N =	Physical Science N = 9 Anticipated Major	N = 6 Major	Computer Science N = 0 Anticipated Major	N = 1 Major	Forest Engineering N = 8 Anticipated Major	N = 8 Major
High School in Maine	55.6	33.3	0.0	100.0	25.0	25.0
High School in Maine now defunct	0.0	0.0	0.0	0.0	0.0	0.0
Private School	0.0	0.0	0.0	0.0	0.0	0.0
Quasi-Public Quasi-Private	0.0	0.0	0.0	0.0	0.0	0.0
High School not in Maine	44.4	66.7	0.0	0.0	75.0	75.0
Outside Maine Inside United States	33.3	50.0	0.0	0.0	50.0	50.0
Outside Maine Outside United States (not Canadian)	11.1	16.7	0.0	0.0	12.5	12.5
GED	0.0	6.3	0.0	0.0	0.0	0.0
Canadian	0.0	0.0	0.0	0.0	12.5	12.5

Mathematics Science Division

Table D - 90

Where do students  
come from?

Where do students come from?	Physical Science Anticipated Major	Major	Computer Science Anticipated Major	Major	Forest Engineering Anticipated Major	Major
Large Maine County	4 2	2	0	0	2 0	2 0
Medium Maine County	1 0	0	0	0	0 0	0 0
Small Maine County	0 0	0	0	1	0 0	0 0
Very Small Maine County	0 0	0	0	0	0 0	0 0

Mathematics Science Division

Table D - 91

Where do the students  
come from?

N =	Engineering N = 114 Anticipated Major	N = 105 Major	Geology N = 5 Anticipated Major	N = 6 Major	Life Science N = 49 Anticipated Major	N = 38 Major
High School in Maine	58.4	61.5	40.0	33.0	55.1	55.3
High School in Maine now defunct	0.0	0.0	0.0	0.0	0.0	0.0
Private School	0.0	0.0	20.0	16.7	0.0	0.0
Quasi-Public Quasi-Private	0.9	1.9	20.0	16.7	0.0	0.0
High School not in Maine	41.6	38.5	60.0	66.7	44.9	44.7
Outside Maine Inside United States	23.9	21.1	100.0	66.7	24.9	39.5
Outside Maine Outside United States (not Canadian)	16.0	16.3	0.0	0.0	2.6	2.6
GED	1.8	0.9	0.0	0.0	1.3	2.6
Canadian	0.0	0.0	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 92



Where do students  
come from?

	Engineering Anticipated Major	Major	Geology Anticipated Major	Major	Life Science Anticipated Major	Major
Large						
Maine	27	28	0	0	11	6
County	17	18	0	0	8	4
Medium						
Maine	10	10	1	1	4	2
County	2	3	0	0	4	0
Small						
Maine	24	21	0	0	9	9
County	17	14	0	0	8	8
Very Small						
Maine	5	5	1	1	3	4
County	4	4	0	0	2	2

Mathematics Science Division

Table D - 93

Where do students  
come from?

N =	Forest Resources N = 4 Anticipated Major	N = 1 Major	Environmental Studies N = 1 Anticipated Major	N = 3 Major	Animal Veterinary Science N = 22 Anticipated Major	N = 17 Major
High School in Maine	100.0	100.0	0.0	66.7	59.1	58.8
High School in Maine now defunct	0.0	0.0	0.0	0.0	0.0	0.0
Private School	0.0	0.0	0.0	33.3	0.0	0.0
Quasi-Public Quasi-Private	0.0	0.0	0.0	0.0	0.0	0.0
High School not in Maine	0.0	0.0	100.0	33.3	40.9	41.2
Outside Maine Inside United States	0.0	0.0	0.0	33.3	100.0	41.2
Outside Maine Outside United States (not Canadian)	0.0	0.0	0.0	0.0	0.0	0.0
GED	0.0	0.0	0.0	0.0	0.0	0.0
Canadian	0.0	0.0	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 94

Where do the students come from?		Forest Resources	Anticipated Major	Major	Environmental Studies	Anticipated Major	Major	Animal Veterinary Science	Anticipated Major	Major
Large Maine	County	3	2	1	0	0	0	2	6	6
Medium Maine	County	1	1	0	0	1	1	3	3	2
Small Maine	County	1	1	0	0	0	0	2	2	1
Very Small Maine	County	0	0	0	0	0	1	4	4	2
County	County	0	0	0	0	0	0	2	2	0

Mathematics Science Division  
Table D - 95

Where do the students  
come from?

N =	Wildlife Mgmt. N = 57 Anticipated Major	N = 44 Major	Agricultural Engineering N = 12 Anticipated Major	N = 10 Major	Forest Mgmt. N = 42 Anticipated Major	N = 26 Major
High School in Maine	29.8	27.3	83.3	80.0	30.9	30.8
High School in Maine now defunct	0.0	0.0	0.0	0.0	0.0	0.0
Private School	0.0	0.0	8.3	10.0	0.0	0.0
Quasi-Public Quasi-Private	0.0	0.0	0.0	0.0	0.0	0.0
High School not in Maine	70.2	72.7	16.7	20.0	69.0	69.2
Outside Maine Inside United States	68.4	70.5	16.7	10.0	64.3	65.4
Outside Maine Outside United States (not Canadian)	1.8	2.3	0.0	10.0	4.8	3.8
GED	0.0	0.0	0.0	10.0	0.0	0.0
Canadian	0.0	0.0	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 96

Where do the students  
come from?

	Wildlife Mgmt.	Anticipated Major	Major	Agricultural Engineering	Anticipated Major	Major	Forest Mgmt.	Anticipated Major	Major
Large									
Maine	7		5	2		2	8		5
County	1		3	2		2	3		2
Medium									
Maine	3		2	0		0	3		2
County	0		0	0		0	0		0
Small									
Maine	5		3	6		4	1		1
County	5		3	4		3	1		1
Very Small									
Maine	2		2	2		2	1		0
County	2		2	1		1	1		0

Mathematics Science Division

Table D - 97

Where do students  
come from?

N =	Plant and Soil Mgmt. N = 6 Anticipated Major	N = 5 Major	Foods and Nutrition N = 6 Anticipated Major	N = 2 Major	Natural Resources Mgmt. N = 5 Anticipated Major	N = 3 Major
High School in Maine	40.0	25.0	50.0	50.0	20.0	0.0
High School in Maine now defunct	0.0	0.0	0.0	0.0	0.0	100.0
Private School	0.0	0.0	0.0	0.0	0.0	0.0
Quasi-Public Quasi-Private	0.0	0.0	0.0	0.0	0.0	0.0
High School not in Maine	60.0	75.0	50.0	50.0	80.0	100.0
Outside Maine Inside United States	100.0	75.0	100.0	100.0	60.0	0.0
Outside Maine Outside United States (not Canadian)	0.0	0.0	0.0	0.0	20.0	0.0
GED	0.0	0.0	0.0	0.0	0.0	0.0
Canadian	0.0	0.0	0.0	50.0	0.0	0.0

Mathematics Science Division  
Table D - 98

Where do students  
come from?

Where do students come from?	Plant and Soil Mgmt. Anticipated Major	Major	Foods and Nutrition Anticipated Major	Major	Natural Resources Mgmt. Anticipated Major	Major
Large Maine County	1 0	0	2	1	0	0
Medium Maine County	0	0	1	0	0	0
Small Maine County	0	0	0	0	0	0
Very Small Maine County	1	1	0	0	0	0
County	1	1	0	0	0	0

Mathematics Science Division

Table D - 99

What are the entering  
academic characteristics?

	Medical Lab Technician's Anticipated Major	48 Major	Nursing (AA) 39 Anticipated Major	48 Major	Nursing (Trans) 9 Anticipated Major	54 Major
N =	55	48	39	48	9	54
High School GPA						
4.0 Scale	2.7	2.7	3.2	3.0	2.9	2.8
Percentage	86.6	85.7	87.2	86.9	86.6	86.1
N =	70	56	46	60	70	66
Rank in High School Class	50	64.4	46	58.2	57.3	64.5
N =	63	45	30	40	63	57
Test Scores						
SAT						
Math	451	437	462	453	449	447
Verbal	414	406	434	442	445	446
ACT						
Math	NA	19	NA	18.0	4	4
Verbal	NA	17	NA	13.5	18	18

Mathematics Science Division

Table D - 100



What are the entering academic characteristics?

	Medical Lab Technician <sup>3</sup>	Anticipated Major	Major	Nursing (AA)	Anticipated Major	Major	Nursing (Trans)	Anticipated Major	Major
N =	75		61		58		77		72
Condition of Admission									
Regular	93.3		93.4		98.3		97.4		95.8
Conditional	6.7		6.6		1.7		2.6		4.2
N =	76		62		59		78		73
Incoming Transfer									
Yes	25.0		29.0		55.9		56.4		34.2
No	75.0		70.9		44.1		43.6		65.8

Mathematics Science Division

Table D - 101

What are the entering  
academic characteristics?

	Environ. Studies Anticipated Major	Major	Biology Anticipated Major	Major	Mathematics Anticipated Major	Major
N =	44	51	18	26	20	28
High School GPA						
4.0 Scale	2.4	2.5	2.4	2.8	2.8	2.8
Percentage	79.3	79.8	83.4	87.1	86.1	87.6
N =	85	93	19	30	25	37
Rank in High School Class	153.4	152.9	89.6	60.9	50.0	46.2
N =	87	94	19	26	23	32
Test Scores						
SAT						
Math	445	451	480	506	541	553
Verbal	430	427	464	486	476	481
ACT						
Math	20	19.6	NA	NA	NA	NA
Verbal	22	20.6	NA	NA	NA	NA

Mathematics Science Division

Table D - 102

What are the entering  
academic characteristics?

	Environ. Studies	Anticipated Major	Major	Biology	Anticipated Major	Major	Mathematics	Anticipated Major	Major
N =	94		102	27		39	32		48
Condition of Admission									
Regular	92.6		91.2	92.6		100	100		100
Conditional	7.4		8.8	7.4		0.0	0.0		0.0
N =	101		108	27		39	31		47
Incoming Transfer									
Yes	29.7		30.6	44.4		51.3	48.4		42.6
No	70.3		69.4	55.6		48.7	51.6		57.4

Mathematics Science Division

Table D - 103

What are the entering  
academic characteristics?

	Physical Science Anticipated Major	Major	Computer Science Anticipated Major	Major	Forest Engineering Anticipated Major	Major
N =	4	2	0	1	2	2
High School GPA						
4.0 Scale	NA	NA	NA	NA	2.3	NA
Percentage	81.9	80.3	NA	76.6	82.6	82.6
N =	7	4	NA	1	7	7
Rank in High School Class	170.0	26.4	NA	67	112	112
N =	7	4	NA	1	8	8
Test Scores						
SAT						
Math	524	525	NA	390	495	495
Verbal	481	475	NA	300	411	411
ACT						
Math	NA	NA	NA	NA	NA	NA
Verbal	NA	NA	NA	NA	NA	NA

Mathematics Science Division

Table D - 104

What are the entering  
academic characteristics?

	Physical Science Anticipated Major	5 Major	Computer Science Anticipated Major	1 Major	Forest Engineering Anticipated Major	8 Major
N =	8	5	0	1	8	8
Condition of Admission						
Regular	100.0	100.0	NA	0.0	100.0	100.0
Conditional	0.0	0.0	NA	100.0	0.0	0.0
N =	9	6	0	1	8	8
Incoming Transfer						
Yes	33.3	33.3	NA	0.0	0.0	0.0
No	66.7	66.6	NA	100.0	100.0	100.0

Mathematics Science Division

Table D - 105

What are the entering academic characteristics?

	Engineering? Anticipated Major	61 Major	Geology 2 Anticipated Major	2 Major	Life 33 Science Anticipated Major	26 Major
N =	62	61	2	2	33	26
High School GPA						
4.0 Scale	2.6	2.6	NA	NA	2.7	3.1
Percentage	83.4	83.2	77.4	77.4	84.9	85.2
N =	81	75	5	5	40	31
Rank in High School Class	92.7	92.4	104	104.6	101	67.3
N =	82	72	5	5	34	28
Test Scores						
SAT						
Math	526	524	464	464	438	445
Verbal	445	439	434	434	433	436
ACT						
Math	41.5	41.5	NA	NA	17.0	14.0
Verbal	29.0	29.0	NA	NA	18.0	19.5

Mathematics Science Division

Table D - 106

What are the entering academic characteristics?

	Engineering, Anticipated Major	Major	Geology Anticipated Major	Major	Life Science Anticipated Major	Major
N =	110	101	5	6	4	34
Condition of Admission						
Regular	94.5	95.0	100.0	100.0	100.0	100.0
Conditional	5.5	5.0	0.0	0.0	0.0	0.0
N =	111	102	5	6	49	38
Incoming Transfer						
Yes	38.7	38.2	20.0	33.3	55.1	47.4
No	61.3	61.8	80.0	66.7	44.9	52.6

Mathematics Science Division

Table D - 107

What are the entering academic characteristics?

N = 3 Forest Resources Anticipated Major  
 1 Major  
 0 Environmental Studies Anticipated Major  
 1 Major  
 14 Animal Veterinary Science Anticipated Major  
 12 Major

High School GPA

4.0 Scale NA NA NA NA 2.5 3.0

Percentage 81.5 82.7 NA 84.6 82.7 82.6

N = 4 1 1 3 21 17

Rank in High School Class 115 78 35 57.3 95 107.7

N = 4 1 1 2 21 16

Test Scores

SAT Math 400 540 340 335 463 458

Verbal 445 520 350 410 430 422

ACT Math NA NA NA NA 25 NA

Verbal NA NA NA NA 22 NA

Mathematics Science Division

Table D -108



What are the entering  
academic characteristics?

Condition of Admission	N =	Forest Resources?		Anticipated Major		Environmental Studies		Anticipated Major		Animal Veterinary Science		Anticipated Major	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Regular	75.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0	90.5	87.5
Conditional	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.5	12.5
N =		2	1	1	1	3	22	17					
Incoming Transfer													
Yes	100.0	100.0	0.0	33.3	22.7	29.4							
No	0.0	0.0	100.0	66.7	77.3	70.6							

Mathematics Science Division  
Table D - 109

What are the entering  
academic characteristics?

	Wildlife Mgmt. Anticipated Major	Major	Agricultural Engineering Anticipated Major	Major	Forest Mgmt. Anticipated Major	Major
N =	27	22	7	6	17	11
High School GPA						
4.0 Scale	2.9	2.9	2.4	0.0	2.9	3.0
Percentage	85.3	83.6	85.0	84.7	81.3	82.1
N =	51	41	10	8	38	23
Rank in High School Class	94	91	46	47.9	118	97.3
N =	56	42	11	8	38	23
Test Scores						
SAT						
Math	451	451	350	501	485	485
Verbal	424	440	460	388	433	444
ACT						
Math	23	23	NA	NA	NA	NA
Verbal	13	13	NA	NA	NA	NA

Mathematics Science Division

Table D - 110

What are the entering academic characteristics?

	Wildlife Mgmt. Anticipated Major	Major	Agricultural Engineering Anticipated Major	Major	Forest Mgmt. Anticipated Major	Major
N =	47	39	12	10	42	26
Condition of Admission						
Regular	92.2	92.3	91.7	90.0	88.1	84.6
Conditional	7.8	7.7	8.3	10.0	11.9	15.4
N =	54	42	11	10	42	26
Incoming Transfer						
Yes	5.6	7.1	36.4	40.0	16.7	7.7
No	94.4	92.9	63.6	60.0	83.3	92.3

Mathematics Science Division

Table D - 111

What are the entering  
academic characteristics?

	Plant and Soil Mgmt. Anticipated Major	1 Major	Foods and Nutrition Anticipated Major	1 Major	Natural Resources Mgmt. Anticipated Major	0 Major
N =	2	1	3	1	1	0
High School GPA						
4.0 Scale	NA	NA	NA	NA	NA	NA
Percentage	76.9	75.4	88.6	85.3	90.8	NA
N =	6	5	5	2	5	3
Rank in High School Class	52	122	57	76	143	141
N =	5	4	6	2	5	3
Test Scores						
SAT						
Math	360	342	421	420	464	438
Verbal	392	392	418	475	474	453
ACT						
Math	NA	NA	NA	NA	NA	NA
Verbal	NA	NA	NA	NA	NA	NA

Mathematics Science Division

Table D - 112

What are the entering  
academic characteristics?

	Plant and Soil Mgmts? Anticipated Major	Major	Foods and Nutrition Anticipated Major	Major	Natural Resources Mgmt. Anticipated Major	Major
N =	6	5	6	2	5	3
Condition of Admission						
Regular	66.7	60.0	100.0	100.0	100.0	100.0
Conditional	33.3	40.0	0.0	0.0	0.0	0.0
N =	6	5	0	2	5	3
Incoming Transfer						
Yes	33.3	40.0	NA	0.0	0.0	0.0
No	66.7	60.0	NA	0.0	100.0	0.0

Mathematics Science Division

Table D - 113

What are the social characteristics?

	N =	Medical Lab Technician	Anticipated Major	Major	Nursing (AA) Anticipated Major	Major	Nursing (Trans) Anticipated Major	Major
Gender								
Female		84.4	79.4	93.3	95.0	89.7	90.5	
Male		15.6	20.6	6.7	5.0	10.3	9.5	
	N =	77	63	60	80	70	74	
Age		20.7	20.7	25.6	26.5	20.3	21.1	
	N =	76	62	59	79	78	74	
First Generation College		68.7	70.9	56.3	58.5	43.2	44.3	
	N =	50	38	33	42	44	42	
Siblings College		34.0	31.6	42.2	40.5	38.6	45.2	
	N =	75	61	58	78	77	73	
Residence while attending college								
On Campus		52.0	54.1	15.5	14.1	48.1	46.6	
Off Campus		48.0	45.9	84.5	85.9	51.9	53.4	

Mathematics Science Division

Table D - 114

What are the social characteristics?

	Environmental Studies	Anticipated Major	Major	Biology	Anticipated Major	Major	Mathematics	Anticipated Major	Major
N =	102	110	27	39	32	48			
Gender									
Female	25.5	24.5	44.4	59.0	37.5	33.3			
Male	74.5	75.5	55.6	41.0	62.5	66.7			
N =	102	110	27	39	32	48			
Age	19.8	19.7	20.7	20.9	22.1	21.8			
N =	96	103	25	36	25	38			
First Generation College	39.6	41.7	48.0	38.9	44.0	57.9			
N =	101	108	27	39	31	47			
Siblings College	18.8	24.1	66.7	55.2	58.3	41.7			
N =	99	106	26	39	32	46			
Residence while attending college									
On Campus	79.8	77.4	26.9	33.3	28.1	32.6			
Off Campus	20.2	22.6	73.1	66.7	71.9	67.4			

Mathematics Science Division

Table D - 115

What are the social characteristics?

	N =	Physical Science Anticipated Major	Major	Computer Science Anticipated Major	Major	Forest Engineering Anticipated Major	Major
Gender							
Female		11.1	0.0	NA	0.0	0.0	0.0
Male		88.9	100.0	NA	100.0	100.0	100.0
	N =	9	6	0	1	8	8
Age		20.9	21.7	NA	18.0	18.3	18.3
	N =	9	6	0	1	8	8
First Generation College		44.4	33.3	NA	0.0	50.0	50.0
	N =	5	2	0	1	6	6
Sibling College		60.0	50.0	NA	100.0	16.7	16.7
	N =	8	6	0	1	8	8
Residence while attending college							
On Campus		37.5	33.3	NA	100.0	100.0	100.0
Off Campus		62.5	66.7	NA	0.0	0.0	0.0

Mathematics Science Division

Table D - 116



What are the social characteristics?

	Engineering Anticipated Major	Major	Geology Anticipated Major	Major	Life Science Anticipated Major	Major
N =	114	105	5	6	49	38
Gender						
Female	7.9	6.7	40.0	50.0	65.3	65.8
Male	92.1	93.3	60.0	50.0	34.7	34.2
N =	114	105	5	6	49	38
Age	19.7	19.7	18.4	20.5	20.8	20.4
N =	101	94	5	5	41	30
First Generation College	46.5	42.6	40.0	40.0	43.9	56.7
N =	65	59	4	4	23	17
Siblings College	38.5	40.7	75.0	75.0	47.8	41.2
N =	111	102	5	6	49	38
Residence while attending college						
On Campus	53.7	53.9	20.0	66.7	42.9	44.7
Off Campus	42.7	46.1	80.0	33.3	57.1	55.3

Mathematics Science Division

Table D - 117

What are the social characteristics?

	Forest Resources Anticipated Major	Major	Environmental Studies Anticipated Major	Major	Animal Veterinary Science Anticipated Major	Major
N =	4	1	1	3	22	17
Gender						
Female	50.0	0.0	0.0	33.3	68.2	64.7
Male	50.0	100.0	100.0	66.7	31.8	35.3
N =	4	1	1	3	17	17
Age	18.0	18.0	19.0	20.0	19.4	20.0
N =	4	1	1	3	22	17
First Generation College	25.0	0.0	0.0	66.7	40.9	58.8
N =	4	1	1	1	16	17
Siblings College	50.0	100.0	0.0	0.0	37.5	28.6
N =	4	1	1	3	22	17
Residence while attending college						
On Campus	50.0	0.0	100.0	100.0	36.4	58.8
Off Campus	50.0	100.0	0.0	0.0	63.6	41.2

Mathematics Science Division

Table D - 118

What are the social characteristics?

	Wildlife Mgmt. 55	Anticipated Major 42	Agricultural Engineering 10	Anticipated Major 10	Forest Mgmt. 42	Anticipated Major 26
N =	55	42	10	10	42	26
Gender						
Female	20.0	16.7	16.7	20.0	14.3	15.4
Male	80.0	83.3	83.3	80.0	85.7	84.6
N =	57	44	12	10	42	26
Age	18.2	18.3	19.3	19.7	19.1	19.2
N =	57	44	12	10	42	26
First Generation College	42.1	38.6	41.7	40.0	40.5	34.6
N =	27	20	8	7	21	13
Siblings College	29.9	30.0	75.0	71.4	14.3	23.1
N =	56	44	12	10	42	26
Residence while attending college						
On Campus	12.5	81.8	58.3	40.0	81.0	80.8
Off Campus	87.5	18.2	41.7	60.0	19.0	19.2

Mathematics Science Division

Table D - 119

What are the social characteristics?

	Plant and Soil Mgmt.	Anticipated Major	Major	Foods and Nutrition Anticipated Major	Major	Natural Resources Mgmt. Anticipated Major	Major
N =	6	5	6	2	5	3	
Gender							
Female	50.0	60.0	100.0	100.0	0.0	0.0	
Male	50.0	40.0	0.0	0.0	100.0	100.0	
N =	6	5	6	2	5	3	
Age	21.8	22.6	19.0	21.5	18.0	17.3	
N =	5	4	5	2	5	3	
First Generation College	40.0	25.0	20.0	0.0	60.0	100.0	
N =	2	1	4	1	1	1	
Siblings College	50.0	0.0	75.0	100.0	100.0	100.0	
N =	6	5	6	2	5	3	
Residence while attending college							
On Campus	66.7	60.0	50.0	0.0	0.0	100.0	
Off Campus	33.3	40.0	50.0	100.0	100.0	0.0	

Mathematics Science Division

Table D - 120

What are the academic plans?

	Medical Lab Technicians	Anticipated Major	Major	Nursing (AA)	Anticipated Major	Major	Nursing (Trans)	Anticipated Major	Major
N =	77		63		60	80		78	74
Student Objective Transfer	1.3		1.6		1.7	5.0		71.8	55.4
Associate Degree	89.6		81.0		68.3	68.8		11.5	20.3
Bachelor's Degree	0.0		7.9		1.7	5.0		3.8	10.8
Other	9.1		9.5		28.3	21.3		12.8	13.5
N =	77		63		60	80		78	74
Change of Major	32.5		14.3		21.7	41.3		23.1	21.6
N =	77		63		60	80		78	74
Number of Semesters	5.1		4.9		5.8	6.2		4.9	4.3

Mathematics Science Division

Table D - 121

What are the academic plans?

	Medical Lab Technician Anticipated Major	4 Major	Nursing (AA) Anticipated Major	0 Major	Nursing (Trans) Anticipated Major	1 Major
N =	4	4	0	0	1	0
Basic Study Courses						
Math	50.0	50.0	0.0	0.0	0.0	0.0
English	25.0	25.0	0.0	0.0	0.0	0.0
Reading	25.0	25.0	0.0	0.0	100.0	0.0
N =	77	63	60	80	78	74
Number of Different Anticipated Majors Selected	NA	7	NA	9	NA	6
Number of Different Majors Selected	15	NA	7	NA	8	NA

Mathematics Science Division

Table D - 122

What are the academic plans?

	Environ. Studies Anticipated Major	Major	Biology Anticipated Major	Major	Mathematics Anticipated Major	Major
N =	102	110	27	39	32	48
Student Objective						
Transfer	4.9	13.6	7.4	15.4	9.4	25.0
Associate Degree	1.0	3.6	3.7	20.5	0.0	8.3
Bachelor's Degree	89.2	75.5	70.4	46.2	68.8	47.9
Other	4.9	7.3	18.5	17.9	21.9	18.8
N =	102	110	27	39	32	48
Change of Major	11.8	18.2	33.3	53.8	19.0	47.9
N =	102	110	27	39	32	48
Number of Semesters	4.7	5.3	4.3	5.6	4.5	6.2

Mathematics Science Division

Table D - 123

What are the academic plans?

	Environ. Studies	Anticipated Major	Major	Biology	Anticipated Major	Major	Mathematics	Anticipated Major	Major
N =	9		8	1		0	2		1
Basic Study Courses									
Math	33.3		37.5	0.0		0.0	0.0		0.0
English	33.3		37.5	0.0		0.0	0.0		0.0
Reading	33.3		25.0	100.0		0.0	100.0		100.0
N =	102		110	27		39	32		48
Number of Different Anticipated Majors Selected	NA		13	NA		12	NA		10
Number of Different Majors Selected	13		NA	8		NA	6		NA

Mathematics Science Division

Table D - 124



What are the academic plans?

	Physical Science Anticipated Major	Major	Computer Science Anticipated Major	Major	Forest Engineering Anticipated Major	Major
N =	8	5	0	1	8	8
Student Objective						
Transfer	12.5	0.0	NA	0.0	75.0	75.0
Associate Degree	0.0	0.0	NA	0.0	25.0	25.0
Bachelor's Degree	87.5	100.0	NA	100.0	0.0	0.0
Other	0.0	0.0	NA	0.0	0.0	0.0
N =	9	6	NA	1	8	8
Change of Major	33.3	0.0	NA	100.0	0.0	0.0
N =	9	6	0	1	8	8
Number of Semesters	4.2	3.8	NA	2.0	2.0	2.0

Mathematics Science Division

Table D - 125

What are the academic plans?

	Physical Science Anticipated Major	Major	Computer Science Anticipated Major	Major	Forest Engineering Anticipated Major	Major
N =	0	0	0	0	0	0
Basic Study Courses						
Math	0.0	0.0	0.0	0.0	0.0	0.0
English	0.0	0.0	0.0	0.0	0.0	0.0
Reading	0.0	0.0	0.0	0.0	0.0	0.0
N =	9	6	0	1	8	8
Number of Different Anticipated Majors Selected	NA	1	NA	1	NA	1
Number of Different Majors Selected	4	NA	NA	NA	1	NA

Mathematics Science Division

Table D - 126

What are the academic plans?

	Engineering Anticipated Major	Major	Geology Anticipated Major	Major	Life Science Anticipated Major	Major
N =	114	105	5	6	49	38
Student Objective						
Transfer	88.6	76.2	100.0	100.0	6.1	5.3
Associate Degree	2.6	3.8	0.0	0.0	10.2	15.8
Bachelor's Degree	1.8	12.4	0.0	0.0	79.6	71.1
Other	7.0	7.6	0.0	0.0	4.1	7.9
N =	114	105	5	6	49	38
Change of Major	19.3	13.3	0.0	16.7	36.7	23.7
N =	114	105	5	6	49	38
Number of Semesters	3.8	2.9	4.0	5.5	4.2	3.3

Mathematics Science Division

Table D - 127

What are the academic plans?

	Engineering Anticipated Major	Major	Geology Anticipated Major	Major	Life Science Anticipated Major	Major
N =	2	2	0	0	0	0
Basic Study Courses						
Math	50.0	50.0	NA	NA	NA	NA
English	0.0	0.0	NA	NA	NA	NA
Reading	50.0	50.0	NA	NA	NA	NA
N =	114	105	5	6	49	38
Number of Different Anticipated Majors Selected	NA	12	NA	2	NA	6
Number of Different Majors Selected	11	NA	1	NA	16	NA

Mathematics Science Division

Table D - 128

		What are the academic plans?					
Student Objective Transfer	N =	4	1	1	3	22	17
		Forest Resources Anticipated Major	Major	Environmental Studies Anticipated Major	Major	Animal Veterinary Science Anticipated Major	Major
Associate Degree		25.0	0.0	100.0	33.3	77.3	82.4
Bachelor's Degree		50.0	0.0	0.0	66.7	13.6	11.8
Other		0.0	0.0	0.0	0.0	4.5	5.9
	N =	4	1	1	3	22	17
Change of Major		75.0	0.0	0.0	66.7	31.8	11.8
	N =	4	1	1	3	22	17
Number of Semesters		5.3	2.0	1.0	7.3	3.5	2.0

Mathematics Science Division  
Table D - 129

What are the academic plans?

	Forest Resources Anticipated Major	0 Major	Environmental Studies Anticipated Major	2 Major	Animal Veterinary Science Anticipated Major	4 Major
N =	0	0	2	2	4	4
Basic Study Courses						
Math	NA	NA	50.0	50.0	25.0	25.0
English	NA	NA	50.0	50.0	25.0	25.0
Reading	NA	NA	0.0	0.0	50.0	50.0
N =	4	1	1	3	22	17
Number of Different Anticipated Majors Selected	NA	1	NA	3	NA	3
Number of Different Majors Selected	3	NA	1	NA	&	NA

Mathematics Science Division

Table D - 130

What are the academic plans?

	Wildlife Mgmt. Anticipated Major	Major	Agricultural Engineering Anticipated Major	Major	Forest Mgmt. Anticipated Major	Major
N =	57	44	12	10	42	26
Student Objective						
Transfer	91.2	90.9	100.0	90.0	95.2	92.3
Associate Degree	7.0	6.8	0.0	10.0	2.4	3.8
Bachelor's Degree	1.8	2.3	0.0	0.0	2.4	3.8
Other	0.0	0.0	0.0	0.0	0.0	0.0
N =	57	44	12	10	42	26
Change of Major	28.1	6.8	25.0	10.0	40.5	3.8
N =	57	44	12	10	42	26
Number of Semesters	3.0	2.7	5.1	3.4	4.6	3.0

Mathematics Science Division

Table D - 131

What are the academic plans?

	Wildlife Mgmt. Anticipated Major	Major	Agricultural Engineering Anticipated Major	Major	Forest Mgmt. Anticipated Major	Major
N =	3	3	0	0	5	5
Basic Study Courses						
Math	33.3	33.3	NA	NA	20.0	20.0
English	33.3	33.3	NA	NA	40.0	40.0
Reading	33.3	33.3	NA	NA	40.0	40.0
N =	57	44	12	10	42	26
Number of Different Anticipated Majors Selected	NA	3	NA	2	NA	2
Number of Different Majors Selected	12	NA	4	NA	9	NA

Mathematics Science Division

Table D - 132



What are the academic plans?

	Plant and Soil Mgmt. Anticipated Major	Major	Foods and Nutrition Anticipated Major	Major	Natural Resources Mgmt. Anticipated Major	Major
N =	6	5	6	2	5	3
Student Objective						
Transfer	83.3	80.0	100.0	100.0	20.0	0.0
Associate Degree	0.0	0.0	0.0	0.0	0.0	0.0
Bachelor's Degree	16.7	20.0	0.0	0.0	60.0	100.0
Other	0.0	0.0	0.0	0.0	20.0	0.0
N =	6	5	6	2	5	3
Change of Major	16.7	0.0	66.7	0.0	40.0	33.3
N =	6	5	6	2	5	3
Number of Semesters	3.7	4.0	6.0	2.5	5.8	4.0

Mathematics Science Division

Table D - 133

What are the academic plans?

	Plant and Soil Mgmt. Anticipated Major	Major	Foods and Nutrition Anticipated Major	Major	Natural Resources Mgmt. Anticipated Major	Major
N =	3	3	0	0	0	0
Basic Study Courses						
Math	33.3	33.3	NA	NA	NA	NA
English	33.3	33.3	NA	NA	NA	NA
Reading	33.3	33.3	NA	NA	NA	NA
N =	6	5	6	2	5	3
Number of Different Anticipated Majors Selected	NA	1	NA	1	NA	2
Number of Different Majors Selected	2	NA	5	NA	3	NA

Mathematics Science Division

Table D - 134

What happened to the students?

N =	Medical Lab Technician 95 Anticipated Major	72 Major	Nursing (AA) 77 Anticipated Major	99 Major	Nursing (Trans) 104 Anticipated Major	86 Major
<b>Departure Data</b>						
Graduation	49.5	50.0	64.9	69.7	12.5	8.1
Transfer	1.1	2.8	5.2	5.1	8.7	12.8
Academic Dismissal	13.7	16.7	2.6	3.0	11.6	10.5
Disciplinary Dismissal	0.0	0.0	0.0	0.0	0.0	0.0
Left - No Reason	30.5	26.4	18.2	14.1	58.7	63.9
Student Objective Reached	4.2	4.2	7.8	7.1	4.8	3.5
Still Enrolled	1.1	0.0	1.3	1.0	3.8	1.2
Deceased	0.0	0.0	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 135

What happened to the students?

	Medical Lab Technician Anticipated Major	Major	Nursing (AA) Anticipated Major	Major	Nursing (Trans) Anticipated Major	Major
N =	38	36	50	69	13	7
Graduation without Reentry	90.0	88.4	61.5	85.7	65.4	67.6
After one Reentry	19.1	13.9	10.0	8.7	38.5	14.3
After two Reentries	0.0	0.0	0.0	2.9	0.0	0.0
N =	77	63	60	80	78	74
Reentry	23.4	14.3	28.3	27.5	33.3	17.6

Mathematics Science Division

Table D - 136

What happened to the students?

	Environ. Studies Anticipated Major	Major	Biology Anticipated Major	Major	Mathematics Anticipated Major	Major
N =	125	138	27	39	32	48
<b>Departure Data</b>						
Graduation	20.8	26.8	11.4	28.6	16.3	33.8
Transfer	6.4	6.5	5.7	7.9	11.6	14.7
Academic Dismissal	17.6	16.7	14.3	7.9	4.7	5.9
Disciplinary Dismissal	1.6	0.7	0.0	0.0	0.0	0.0
Left - No Reason	45.6	41.3	48.6	39.7	53.5	36.8
Student Objective Reached	5.6	5.8	14.3	12.7	9.3	7.4
Still Enrolled	2.4	2.2	5.7	3.2	4.7	1.5
Deceased	0.0	0.0	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 137

What happened to the students?

	Environ. Studies Anticipated Major	Major	Biology Anticipated Major	Major	Mathematics Anticipated Major	Major
N =	26	37	4	18	7	23
Graduation without Reentry	65.4	67.7	75.0	66.7	57.1	65.2
After one Reentry	26.9	27.0	25.0	33.3	48.9	34.8
After two Reentries	0.0	5.4	0.0	0.0	0.0	0.0
N =	102	110	27	39	32	48
Reentry	19.6	24.5	29.6	59.0	40.6	41.7

Mathematics Science Division

Table D - 138

What happened to the students?

N =	Physical Science Anticipated Major	Major	Computer Science Anticipated Major	Major	Forest Engineering Anticipated Major	Major
<b>Departure Data</b>						
Graduation	18.2	16.7	NA	0.0	0.0	0.0
Transfer	0.0	0.0	NA	0.0	0.0	0.0
Academic Dismissal	36.4	16.7	NA	0.0	62.5	62.5
Disciplinary Dismissal	0.0	0.0	NA	0.0	0.0	0.0
Left - No Reason	45.5	66.7	NA	100.0	37.5	37.5
Student Objective Reached	0.0	0.0	NA	0.0	0.0	0.0
Still Enrolled	0.0	0.0	NA	0.0	0.0	0.0
Deceased	0.0	0.0	NA	0.0	0.0	0.0

Mathematics Science Division

Table D - 139

What happened to the students?

		Physical Science Anticipated Major	Major	Computer Science Anticipated Major	Major	Forest Engineering Anticipated Major	Major
N =		2	0	0	0	0	0
Graduation without Reentry	100.0	100.0	NA	0.0	0.0	0.0	0.0
After one Reentry	0.0	0.0	0.0	0.0	0.0	0.0	0.0
N =	9	6	0	1	8	8	
Reentry	22.2	NA	0.0	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 140



What happened to the students?

N =	Engineering Anticipated Major	Major	Geology Anticipated Major	Major	Life Science Anticipated Major	Major
	141	121	7	9	60	41
<b>Departure Data</b>						
Graduation	9.2	0.0	0.0	11.1	21.7	17.1
Transfer	16.3	15.7	14.3	11.1	8.3	4.9
Academic Dismissal	15.6	19.0	42.9	33.3	20.0	14.6
Disciplinary Dismissal	0.7	0.0	0.0	0.0	0.0	0.0
Left - No Reason	48.9	57.0	28.6	33.3	46.7	58.5
Student Objective Reached	8.5	8.3	14.3	11.1	3.3	4.9
Still Enrolled	0.7	0.0	0.0	0.0	0.0	0.0
Deceased	0.0	0.0	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 141

What happened to the students?

	Engineering Anticipated Major	Major	Geology Anticipated Major	Major	Life Science Anticipated Major	Major
N =	13	0	0	1	13	7
Graduation without Reentry	61.5	NA	NA	100.0	69.2	85.7
After one Reentry	30.8	NA	NA	0.0	23.1	14.3
After two Reentries	7.8	NA	NA	0.0	7.7	0.0
N =	114	105	5	6	49	38
Reentry	25.4	16.2	40.0	66.7	22.4	7.9

Mathematics Science Division

Table D - 142

What happened to the students?

	Forest Resources Anticipated Major	Major	Environmental Studies Anticipated Major	Major	Animal Veterinary Science Anticipated Major	Major
N =	7	1	1	3	27	18
Departure Data						
Graduation	42.9	0.0	0.0	66.7	7.4	0.0
Transfer	14.3	0.0	0.0	35.3	8.1	11.1
Academic Dismissal	14.3	0.0	0.0	11.8	29.6	27.8
Disciplinary Dismissal	0.0	0.0	0.0	23.5	0.0	0.0
Left - No Reason	14.3	100.0	100.0	11.8	40.7	58.8
Student Objective Reached	14.3	0.0	0.0	5.9	7.4	5.9
Still Enrolled	0.0	0.0	0.0	5.9	3.7	0.0
Deceased	0.0	0.0	0.0	5.9	0.0	0.0

Mathematics Science Division

Table D - 143

What happened to the students?

Reentry	N =	Forest Resources Anticipated Major	Major	Environmental Studies Anticipated Major	Major	Animal Veterinary Science Anticipated Major	Major
Graduation without Reentry	66.7	3	0	0	2	2	0
After one Reentry	0.0	NA	NA	NA	0.0	0.0	NA
After two Reentries	33.3	NA	NA	NA	0.0	0.0	NA
Reentry	75.0	114	105	5	6	49	38
			0.0	0.0	0.0	31.8	5.9

Mathematics Science Division

Table D - 144

What happened to the students?

N =	Wildlife Mgmt. Anticipated Major	48 Major	Agricultural Engineering Anticipated Major	19 Anticipated Major	17 Major	Forest Mgmt. Anticipated Major	49 Anticipated Major	28 Major
	66							

Departure Data

Graduation	13.6	0.0	10.5	0.0	22.4	0.0
Transfer	4.5	4.2	21.1	23.5	12.2	7.1
Academic Dismissal	27.3	33.3	21.1	29.4	22.4	32.1
Disciplinary Dismissal	0.0	0.0	0.0	0.0	0.0	0.0
Left - No Reason	48.5	56.3	15.8	17.6	42.9	60.7
Student Objective Reached	6.1	6.3	26.3	29.4	0.0	0.0
Still Enrolled	0.0	0.0	5.3	0.0	0.0	0.0
Deceased	0.0	0.0	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 145

What happened to the students?

Reentry	N =	Wildlife Mgmt. Anticipated Major	4 Major	2 Agricultural Engineering Anticipated Major	0 Major	11 Forest Mgmt. Anticipated Major	0 Major
Graduation without Reentry	77.8	0.0	0.0	100.0	0.0	81.8	0.0
After one Reentry	0.0	NA	NA	0.0	NA	18.2	NA
After two Reentries	22.2	NA	0.0	0.0	NA	0.0	NA
N =	57	44	12	10	42	26	
Reentry	17.5	9.1	58.3	70.0	16.7	7.8	

Mathematics Science Division

Table D - 146

What happened to the data?

N =	Plant and Soil Mgmt. Anticipated Major	Major	Foods and Nutrition Anticipated Major	Major	Natural Resources Mgmt. Anticipated Major	Major
<b>Departure Data</b>						
Graduation	14.3	16.7	11.1	0.0	11.1	0.0
Transfer	0.0	0.0	22.2	0.0	0.0	0.0
Academic Dismissal	42.9	50.0	0.0	0.0	33.3	25.0
Disciplinary Dismissal	0.0	0.0	0.0	0.0	0.0	0.0
Left - No Reason	42.9	33.3	44.4	100.0	44.4	75.0
Student Objective Reached	0.0	0.0	22.2	0.0	11.1	0.0
Still Enrolled	0.0	0.0	0.0	0.0	0.0	0.0
Deceased	0.0	0.0	0.0	0.0	0.0	0.0

Mathematics Science Division

Table D - 147

What happened to the students?

	N =	Plant and Soil Mgmt. Anticipated 1 Major	0 Major	Foods and Nutrition Anticipated 1 Major	0 Major	Natural Resources Mgmt. Anticipated 1 Major	0 Major
Graduation without Reentry		100.0	NA	100.0	NA	0.0	NA
After one Reentry		0.0	NA	0.0	NA	0.0	NA
After two Reentries		0.0	NA	0.0	NA	100.0	NA
	N =	6	5	6	2	5	3
Reentry		16.7	20.0	50.0	0.0	80.0	33.3

Mathematics Science Division

Table D - 148



Where do the students  
come from?

N =	Criminal Justice N = 189 Anticipated Major	N = 168 Major	Accounting N = 46 Anticipated Major	N = 53 Major	Behavior Science N = 208 Anticipated Major	N = 274 Major
High School in Maine	64.0	62.7	78.3	73.1	56.5	58.1
High School in Maine now defunct	0.0	0.0	0.0	0.0	2.9	2.6
Private School	0.5	1.2	0.0	0.0	0.5	0.7
Quasi-Public Quasi-Private	1.1	0.6	6.5	5.8	1.4	1.5
High School not in Maine	36.0	37.3	21.7	26.9	43.5	41.7
Outside Maine Inside United States	25.3	24.7	17.4	21.1	26.1	25.2
Outside Maine Outside United States (not Canadian)	1.6	1.2	2.2	1.9	1.4	1.5
GED	9.1	11.4	0.0	0.0	15.0	11.6
Canadian	0.0	0.0	0.0	3.8	0.9	0.7

Social Science Division  
Table D - 149

Where do the students  
come from?

		Criminal Justice	Anticipated Major	Major	Accounting	Anticipated Major	Major	Behavior Science	Anticipated Major	Major
Large	Maine	39		29		12	17	53		75
	County	26		18		6	9	41		56
Medium	Maine	16		14		6	5	17		27
	County	11		7		3	2	11		16
Small	Maine	51		46		13	12	32		42
	County	38		34		12	12	23		31
Very Small	Maine	13		15		5	4	9		13
	County	9		9		4	3	7		2

Social Science Division

Table D - 150

Where do the students  
come from?

N =	Business Management N = 272 Anticipated Major	N = 272 Major	History N = 24 Anticipated Major	N = 30 Major	Political Science N = 52 Anticipated Major	N = 25 Major
High School in Maine	71.0	73.0	54.2	53.3	77.2	72.9
High School in Maine now defunct	0.7	0.7	4.2	6.7	1.9	1.7
Private School	0.7	0.7	0.0	0.0	0.0	0.0
Quasi-Public Quasi-Private	1.9	1.9	0.0	0.0	1.9	3.4
High School not in Maine	27.9	27.0	45.8	46.1	28.8	27.1
Outside Maine Inside United States	17.5	17.4	37.5	40.0	21.2	18.6
Outside Maine Outside United States (not Canadian)	3.3	2.2	0.0	0.0	3.8	11.9
GED	7.4	6.7	4.2	3.3	3.8	3.4
Canadian	1.4	0.7	4.2	3.3	0.0	0.0

Social Science Division

Table D - 151

Where do the students  
come from?

	Business Management	Anticipated Major	Major	History	Anticipated Major	Major	Political Science	Anticipated Major	Major
Large									
Maine	83		89		6	4		16	19
County	61		61		5	3		12	13
Medium									
Maine	28		27		2	5		6	8
County	18		16		2	1		2	3
Small									
Maine	63		69		4	4		13	14
County	50		54		3	2		9	10
Very Small									
Maine	13		64		0	1		1	1
County	11		8		0	1		0	0

Social Science Division

Table D - 152

Where do the students  
come from?

	Social Science N = 25 Anticipated Major	N = 43 Major	Management Science N = 14 Anticipated Major	N = 18 Major	Psychology N = 1 Anticipated Major	N = 0 Major
N =	25	43	14	18	1	0
High School in Maine	48.0	60.5	42.9	44.4	0.0	NA
High School in Maine now defunct	0.0	0.0	0.0	0.0	0.0	NA
Private School	4.0	0.0	7.1	5.6	0.0	NA
Quasi-Public Quasi-Private	0.0	0.0	0.0	0.0	0.0	NA
High School not in Maine	52.0	39.5	57.1	55.6	100.0	NA
Outside Maine Inside United States	40.0	30.2	42.9	50.0	100.0	NA
Outside Maine Outside United States (not Canadian)	4.0	0.0	0.0	0.0	0.0	NA
GED	8.0	7.0	0.0	5.6	0.0	NA
Canadian	0.0	2.3	0.0	0.0	0.0	NA

Social Science Division

Table D - 153

Where do the students  
come from?

		Social Science	Anticipated Major	Major	Management Science	Anticipated Major	Major	Psychology	Anticipated Major	Major
Large	Maine	5	6	4	5	0	NA			
	County	1	3	2	3	0	NA			
Medium	Maine	4	9	0	0	0	NA			
	County	0	3	0	0	0	NA			
Small	Maine	2	6	1	2	0	NA			
	County	1	5	0	1	0	NA			
Very Small	Maine	1	5	1	1	0	NA			
	County	1	4	0	0	0	NA			

Social Science Division

Table D - 154

Where do the students  
come from?

	Sociology	
N =	N = 1	N = 1
	Anticipated	Major
	Major	Major
N =	1	1
High School in Maine	0.0	0.0
High School in Maine now defunct	0.0	0.0
Private School	0.0	0.0
Quasi-Public Quasi-Private	0.0	0.0
High School not in Maine	100.0	100.0
Outside Maine Inside United States	100.0	100.0
Outside Maine Outside United States (not Canadian)	0.0	0.0
GED	0.0	0.0
Canadian	0.0	0.0

Social Science Division  
Table D - 155

What are the entering  
academic characteristics?

	Criminal Justice Anticipated Major	Major	Accounting Anticipated Major	Major	Behavior Science Anticipated Major	Major
N =	189	166	46	52	207	270
<b>High School GPA</b>						
4.0 Scale	2.5	2.5	2.9	2.8	2.7	2.8
Percentage	82.5	81.9	84.7	83.9	81.7	82.4
N =	139	121	34	36	124	182
Rank in High School Class	20.8	99.9	57.7	67.3	98.4	83
N =	101	91	28	31	80	123
<b>Test Scores</b>						
<b>SAT</b>						
Math	391	389	438	445	400	401
Verbal	374	366	402	408	398	401
<b>ACT</b>						
Math	13	10	NA	7	17	10.0
Verbal	12	13	NA	16	20	21.5

Social Science Division  
Table D - 156



What are the entering  
academic characteristics?

	Criminal Justice Anticipated Major	Major	Accounting Anticipated Major	Major	Behavior Science Anticipated Major	Major
N =	150	155	45	51	198	257
Condition of Admission						
Regular	85.7	81.9	86.7	88.2	92.4	91.1
Conditional	14.3	18.1	13.3	11.8	7.6	8.9
N =	184	162	46	53	205	271
Incoming Transfer						
Yes	33.2	31.5	47.8	49.1	48.8	45.8
No	66.8	68.5	52.2	50.9	51.2	54.2

Social Science Division

Table D - 157

What are the entering  
academic characteristics?

	Business Management Anticipated Major	Major	History Anticipated Major	Major	Political Science Anticipated Major	Major
N =	174	177	14	17	35	38
<b>High School GPA</b>						
4.0 Scale	2.6	2.6	2.8	2.5	2.7	2.8
Percentage	83.1	83.4	83.0	82.4	84.6	84.9
N =	195	207	19	22	38	43
Rank in High School	84.0	83.0	84.0	79.5	84.4	75.9
N =	148	164	18	22	35	42
<b>Test Scores</b>						
<b>SAT</b>						
Math	438	441	438	430	461	478
Verbal	405	405	489	488	450	460
<b>ACT</b>						
Math	18	19.6	NA	NA	14	20
Verbal	19	20.3	NA	NA	21	22

Social Science Division

Table D - 158

What are the entering  
academic characteristics?

	Business Mgmt. Anticipated Major	Major	History Anticipated Major	Major	Political Science Anticipated Major	Major
N =	264	264	24	29	52	58
Condition of Admission						
Regular	92.8	92.0	95.5	93.1	88.0	87.9
Conditional	7.2	8.0	4.5	6.9	12.0	12.1
N =	270	270	24	30	51	58
Incoming Transfer						
Yes	40.7	40.7	54.2	50.0	39.2	32.8
No	59.3	59.3	45.8	50.0	60.8	67.3

Social Science Division

Table D - 159

What are the entering academic characteristics?

	Social Science Anticipated Major	Major	Management Science Anticipated Major	Major	Psychology Anticipated Major	Major
N =	11	26	5	8	0	0
High School GPA						
4.0 Scale	2.9	2.6	2.7	2.9	NA	NA
Percentage	80.9	82.5	81.9	83.5	NA	NA
N =	16	26	11	14	1	0
Rank in High School Class	124	90.4	114	101	256	0
N =	11	30	11	13	1	0
Test Scores						
SAT						
Math	409	435	475	480	430	NA
Verbal	393	407	420	421	460	NA
ACT						
Math	NA	8	NA	NA	NA	NA
Verbal	NA	20	NA	NA	NA	NA

Social Science Division

Table D - 160

What are the entering  
academic characteristics?

	Social Science Anticipated Major	42 Major	Management Science Anticipated Major	18 Major	Psychology Anticipated Major	0 Major
N =	24	42	13	18	0	0
Condition of Admission						
Regular	100.0	95.2	100.0	100.0	0.0	NA
Conditional	0.0	4.8	0.0	0.0	0.0	NA
N =	24	43	14	18	0	NA
Incoming Transfer						
Yes	58.3	53.5	28.6	27.8	0.0	NA
No	41.7	46.5	71.4	72.2	0.0	NA

Social Science Division

Table D - 161

What are the entering  
academic characteristics?

	Sociology?	Anticipated Major	Major
N =	1		1
High School GPA			
4.0 Scale	NA		2.0
Percentage	NA		NA
N =	1		1
Rank in High School Class	476		317
N =	0		0
Test Scores	NA		NA

Social Science Division

Table D - 162

What are the entering  
academic characteristics?

	Sociology	Anticipated Major	Major
N =	1		1
Condition of Admission			
Regular	100.0		100.0
Conditional	0.0		0.0
N	1		1
Incoming Transfer			
Yes	100.0		0.0
No	0.0		100.0

Social Science Division

Table D - 163

What are the social characteristics?

	Criminal Justice	Anticipated Major	Major	Accounting Anticipated Major	Major	Behavior Science Anticipated Major	Major
N =	189		168	46	53	208	274
Gender							
Female	41.3		38.1	58.7	62.3	67.3	68.2
Male	58.7		61.9	41.3	37.7	32.7	31.8
N =	188		166	46	53	206	273
Age	20.8		20.8	22.2	23.0	26.1	24.8
N =	161		145	35	42	151	205
First Generation College	69.6		68.3	74.3	71.4	61.1	63.4
N =	99		88	16	23	43	125
Siblings College	30.3		29.5	56.3	60.9	50.6	43.2
N =	182		160	44	51	200	262
Residence while attending college							
On Campus	38.5		38.8	29.5	35.5	23.5	26.0
Off Campus	61.5		61.3	70.5	64.7	76.5	74.0

Social Science Division

Table D - 164



What are the social characteristics?

	N =	Business Management Anticipated Major	Major	History Anticipated Major	Major	Political Science Anticipated Major	Major
Gender							
Female		40.6	39.6	41.7	36.7	28.8	27.1
Male		59.4	60.4	58.3	63.3	71.2	72.9
	N =	271	270	24	30	52	59
Age		24.0	21.6	24.0	24.5	20.5	20.3
	N =	224	234	19	25	42	49
First Generation College		58.9	59.8	36.8	44.0	50.0	40.8
	N =	156	158	12	18	30	36
Siblings College		47.4	48.1	25.0	16.7	50.0	50.0
	N =	255	254	21	26	50	58
Residence while attending college							
On Campus		29.4	32.7	47.6	53.8	54.0	51.7
Off Campus		70.6	67.3	52.4	46.2	46.0	48.3

Social Science Division

Table D - 165

What are the social characteristics?

	Social Science Anticipated Major	Major	Management Science Anticipated Major	Major	Psychology Anticipated Major	Major
N =	25	43	14	18	1	0
Gender						
Female	36.0	46.5	28.6	33.3	0.0	NA
Male	64.0	53.3	71.4	66.7	100.0	
N =	25	43	14	18	1	0
Age	25.0	26.0	19.4	20.2	18.0	NA
N =	20	31	14	17	1	0
First Generation College	65.0	58.1	42.9	35.3	0.0	NA
N =	9	20	8	10	0	0
Siblings College	33.3	45.0	35.0	30.0	0.0	NA
N =	24	41	14	18	1	0
Residence while attending college						
On Campus	33.3	24.4	35.7	50.0	100.0	NA
Off Campus	66.7	75.6	64.3	50.0	0.0	NA

Social Science Division

Table D - 166

What are the social characteristics?

	N =	Sociology Anticipated Major	Major
		1	1
Gender			
Female		100.0	0.0
Male		0.0	100.0
	N =	1	1
Age		28.0	22.0
	N =	1	1
First Generation College		100.0	0.0
	N =	0	1
Siblings College		0.0	0.0
	N =	1	1
Residence while attending college			
On Campus		0.0	0.0
Off Campus		100.0	100.0

Social Science Division

Table D - 167

What are the academic plans?

	Criminal Justice Anticipated Major	Major	Accounting Anticipated Major	Major	Behavior Science Anticipated Major	Major
N =	189	168	46	53	207	273
Student Objective						
Transfer	0.0	0.6	0.0	3.8	0.0	3.3
Associate Degree	82.5	75.0	0.0	0.0	2.4	11.0
Bachelor Degree	2.1	10.1	87.0	86.8	79.7	66.3
Other	15.3	14.3	13.0	9.4	17.9	19.4
N =	189	168	46	53	208	274
Change of Major	23.3	13.7	26.1	35.8	14.4	34.4
N =	189	168	46	53	208	274
Number of Semesters	3.8	3.2	5.5	6.4	4.9	5.8

Social Science Division

Table D - 168

What are the academic plans?

	Criminal Justice Anticipated Major	Major	Accounting Anticipated Major	Major	Behavior Science Anticipated Major	Major
N =	20	19	5	6	10	15
<b>Basic Study Courses</b>						
Math	20.0	21.1	0.0	0.0	30.0	26.7
English	35.0	36.8	20.0	16.7	20.0	26.7
Reading	45.0	42.1	80.0	83.3	50.0	46.7
N =	189	168	46	53	208	274
Number of Different Anticipated Majors	NA	13	NA	7	NA	26
Number of Different Majors Selected	15	NA	9	NA	17	NA

Social Science Division

Table D - 169

What are the academic plans?

	Business Management Anticip. Major	Major	History Anticipated Major	Major	Political Science Anticipated Major	Major
N =	269	269	24	30	52	59
Student Objective						
Transfer	0.9	4.8	4.2	6.7	1.9	5.1
Associate Degree	3.3	6.3	0.0	0.0	0.0	3.4
Bachelor's Degree	85.9	79.9	91.7	93.3	92.3	83.1
Other	10.0	8.9	4.2	0.0	5.8	8.5
N =	272	272	24	30	52	59
Change of Major	23.5	23.9	29.2	46.7	17.3	27.1
N =	272	272	24	30	52	59
Number of Semesters	4.3	4.1	3.9	4.7	5.6	5.9

Social Science Division

Table D - 170

What are the academic plans?

	Business Management Anticipated Major	11 Major	History 3 Anticipated Major	5 Major	Political Science 0 Anticipated Major	0 Major
N =	10	11	3	5	0	0
Basic Study Courses						
Math	20.0	18.2	33.3	20.0	0.0	0.0
English	30.0	36.4	33.3	40.0	0.0	0.0
Reading	50.0	45.5	33.3	40.0	0.0	0.0
N =	272	272	24	30	52	59
Number of Different Anticipated Majors	NA	25	NA	30	NA	14
Number of Different Majors Selected	24	NA	8	NA	7	NA

Social Science Division

Table D - 171

What are the academic plans?

	Social Science Anticipated Major	43 Major	Management Science Anticipated Major	18 Major	Psychology Anticipated Major	0 Major
N =	25	43	14	18	1	0
Student Objective						
Transfer	0.0	4.7	42.9	33.3	0.0	NA
Associate Degree	0.0	32.6	7.1	5.6	0.0	NA
Bachelor's Degree	72.0	44.6	50.0	61.1	100.0	NA
Other	28.0	18.6	0.0	0.0	0.0	NA
N =	25	43	14	18	1	0
Change of Major	28.0	60.5	0.0	22.2	100.0	NA
N =	25	43	14	18	1	0
Number of Semesters	5.4	6.6	3.2	3.8	2.0	NA

Social Science Division

Table D - 172



What are the academic plans?

	Social Science Anticipated Major	Major	Management Science Anticipated Major	Major	Psychology Anticipated Major	Major
N =	0	2	0	0	0	0
<b>Basic Study Courses</b>						
Math	0.0	0.0	0.0	0.0	0.0	NA
English	0.0	50.0	0.0	0.0	0.0	NA
Reading	0.0	50.0	0.0	0.0	0.0	NA
N =	25	43	14	18	1	0
Number of Different Anticipated Majors Selected	NA	15	NA	4	NA	NA
Number of Different Majors Selected	6	NA	1	NA	1	NA

Social Science Division

Table D - 173

What are the academic plans?

	Sociology	Anticipated Major	Major
N =	1		1
Student Objective			
Transfer	0.0		0.0
Associate Degree	0.0		100.0
Bachelor's Degree	100.0		0.0
Other	0.0		0.0
N =	1		1
Change of Major	100.0		100.0
N =	1		1
Number of Semesters	9.0		4.0

Social Science Division

Table D - 174

What are the academic plans?

	Sociology Anticipated Major	O Major
N =	0	0
Basic Study Courses		
Math	0.0	0.0
English	0.0	0.0
Reading	0.0	0.0
N =	1	1
Number of Different Anticipated Majors Selected	NA	1
Number of Different Majors Selected	1	NA

Social Science Division

Table D - 175

What happened to the students?

	Criminal Justice Anticipated Major	Major	Accounting Anticipated Major	Major	Behavior Science Anticipated Major	Major
N =	244	203	61	77	265	380
Departure Data						
Graduation	27.9	19.7	31.1	28.6	24.9	34.5
Transfer	1.6	0.9	1.6	5.2	4.2	4.2
Academic Dismissal	19.7	21.7	18.0	20.8	16.2	12.9
Disciplinary Dismissal	0.0	0.5	0.0	0.0	0.0	0.0
Left - No Reason	42.6	47.5	26.2	25.9	43.0	37.9
Student Objective Reached	6.9	8.4	13.1	9.1	8.7	6.1
Still Enrolled	1.2	0.9	9.8	10.4	3.0	4.5
Deceased	0.0	0.0	0.0	0.0	0.0	0.0

Social Science Division

Table D - 176

What happened to the students?

	Criminal Justice Anticipat. Major	Major	Accounting Anticipated Major	Major	Behavior Science Anticipated Major	Major
N =	68	40	19	22	66	131
Graduation without Reentry	72.9	82.5	37.0	77.2	71.2	67.2
After one Reentry	25.0	15.0	4.3	18.2	22.7	28.2
After two Reentries	2.9	2.5	0.0	1.9	1.9	4.6
N =	189	168	46	53	208	274
Reentry	29.6	19.0	32.2	45.3	28.8	38.7

Social Science Division

Table D - 177

What are the academic plans?

N =	Business Management Anticipated Major	335	333	History Anticipated Major	29	34	Political Science Anticipated Major	64	79
-----	--	-----	-----	---------------------------------	----	----	--	----	----

Departure Data

Graduation	20.9	18.3	31.0	32.4	29.7	30.4
Transfer	3.6	3.3	3.4	2.9	6.3	6.3
Academic Dismissal	25.9	28.8	17.2	20.6	17.2	12.7
Disciplinary Dismissal	0.3	0.3	0.0	0.0	0.0	1.3
Left - No Reason	40.9	41.4	48.3	44.1	39.1	39.2
Student Objective Reached	5.4	5.1	0.0	0.0	3.1	5.1
Still Enrolled	2.9	2.7	0.0	0.0	4.7	5.1
Deceased	0.0	0.0	0.0	0.0	0.0	0.0

Social Science Division

Table D - 178

What happened to the students?

	Business Management Anticipated Major	Major	History Anticipated Major	Major	Political Science Anticipated Major	Major
N =	70	61	9	11	19	24
Graduation without Reentry	75.7	82.0	66.7	81.8	78.9	79.2
After one Reentry	17.1	3.3	33.3	18.2	21.0	16.7
After two Reentry	7.1	0.7	0.0	0.0	0.0	4.2
N =	272	272	24	30	52	59
Reentry	23.5	22.8	20.8	13.3	25.0	33.9

Social Science Division

Table D - 179

What happened to the students?

N =	Social Science Anticipated Major	70 Major	15 Management Science Anticipated Major	22 Major	1 Psychology Anticipated Major	0 Major
Departure Data						
Graduation	18.2	35.7	6.7	18.2	0.0	NA
Transfer	3.0	4.3	6.7	9.1	0.0	NA
Academic Dismissal	6.0	7.1	53.3	40.9	0.0	NA
Disciplinary Dismissal	0.0	0.0	0.0	0.0	0.0	NA
Left - No Reason	60.0	35.7	33.3	31.8	100.0	NA
Student Objective Reached	9.0	10.0	0.0	0.0	0.0	NA
Still Enrolled	3.0	7.1	0.0	0.0	0.0	NA
Deceased	0.0	0.0	0.0	0.0	0.0	NA

Social Science Division

Table D - 180



What happened to the students?

	Social Science Anticipated Major	Major	Management Science Anticipated Major	Major	Psychology Anticipated Major	Major
N =	6	25	1	4	0	0
Graduation without Reentry	100.0	72.0	100.0	50.0	0.0	NA
After one Reentry	0.0	28.0	0.0	25.0	0.0	NA
After two Reentries	0.0	0.0	0.0	25.0	0.0	NA
N =	25	43	14	18	1	0
Reentry	32.0	62.8	7.1	22.2	0.0	NA

Social Science Division

Table D - 181

What happened to the students?

N =	Sociology 1 Anticipated Major	2 Major
<b>Departure Data</b>		
Graduation	100.0	0.0
Transfer	0.0	50.0
Academic Dismissal	0.0	0.0
Disciplinary Dismissal	0.0	0.0
Left - No Reason	0.0	50.0
Student Objective Reached	0.0	0.0
Still Enrolled	0.0	0.0
Deceased	0.0	0.0

Social Science Division

Table D - 182

What happened to the students?

	Sociology	Anticipated
	1	Major
		0 Major
N =	1	0
Graduation without Reentry	100.0	0.0
N =	1	1
Reentry	0.0	100.0

Social Science Division

Table D - 183

APPENDIX E  
LETTERS TO PEER INSTITUTIONS

UNIVERSITY OF MAINE *at Presque Isle*

October 3, 1988

Presque Isle, Maine 04769  
207-764-0311

I am a doctoral student at the University of North Carolina at Greensboro and have chosen to focus my dissertation research on The Development of a Retention Profile Using Longitudinal Data Collected at a Small Rural New England University. The data that has been collected focuses on undergraduate students who entered the University of Maine at Presque Isle between 1978 and 1984 and who graduated between 1982 and 1988. As a part of the analysis and discussion of the data I anticipate comparing the retention rate at the University of Maine at Presque Isle with the rates of peer institutions within the State of Maine as well as nationwide.

In order for me to be able to make the necessary comparisons I will need to identify specific colleges and universities that have retention data available and would be willing to make this data available to me for my dissertation research. Using the enclosed postcard I would appreciate your indicating whether or not your institution has retention data available and whether this data could be made available to me. Those institutions responding that retention data is available will receive a second letter from me with the request outlining the specific information that is needed for my research.

If you have additional questions or would like more information about my study before returning the postcard, please do not hesitate to contact me at the following numbers:

207-764-0311 Ext. 375 (Work)

207-764-1654 (Home)

Thank you for your time and attention.

Very truly yours,

Margaret L. Holmes  
Assistant Professor

YES, Our college/university has Retention Data that can be made available for your dissertation research.

       NO, Our college/university does not have Retention Data available.

       Please call and explain more about your study.

Contact Person:

NAME: \_\_\_\_\_ Position: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Comments:

Miss Margaret L. Holmes  
UMPI, Box 120  
Presque Isle, Maine, 04769



January 15, 1989

In the Fall you indicated that your college/university had Retention Data that could be made available to me for my dissertation research. I appreciate your positive response.

At this time I am making a specific request for the data necessary for my research. I realize that in some respects that my data is very specific and that you may not have some of this data readily available. I would appreciate your including the data that you do have readily available. For your convenience I have included my problems statement as well as some forms to fill out with the data that I would be of help to me.

If you have any questions, please feel free to contact me at

207-764-0311 Ext. 375 (Work)

207-764-1654 (Home)

Thank you for your cooperation and assistance.

Very truly yours,

Margaret L. Holmes  
Assistant Professor

### Problem Statement

Specifically, the research is undertaken to track academic progress of students who attend the University of Maine at Presque Isle. The following questions will be answered:

1. What are the data profiles on admission among the various fields of study? Specific contrasts will be made among associate and bachelor degree recipients, transfer program students and those students who complete their personal study objectives, and among the fields of study in Education/Health, Physical Education, Recreation and all other majors.

2. What are the student data profiles on completion of a planned program of study among the various fields of study? Specific contrasts will be made among associate and bachelor degree recipients, transfer program students and those students who complete their personal study objectives, and among the fields of study in Education/Health, Physical Education, Recreation and all other majors.

3. What are the student data profiles on admission and on departure without completion of a planned program among various fields of study? Specific contrast will be made among associate and bachelor degree recipients, transfer program students and those students who complete their personal study objectives among the fields of study in Education/Health, Physical Education, Recreation and all other majors.



RETENTION DATA REPORT

STUDENTS ENTERING FALL 1978 to FALL 1984

NAME OF COLLEGE/UNIVERSITY \_\_\_\_\_

TOTAL UNDERGRADUATE ENROLLMENT \_\_\_\_\_

YEAR OF ENTRY  
(Report Degree Seeking Students)

	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984
1. Males							
Females							
2. Total Number Who Transferred In							
3. High School GPA (Mean)							
4. SAT Scores (Mean)							
Math							
Verbal							
5. Ethnic Background							
Am. Black							
Am. Indian							
Am. Oriental							
Alien							
Hispanic							
Franco American							
White, non Hisp.							
Other							
6. Age (Mean)							

RETENTION DATA REPORT (con't.)

	Fall 1978	Fall 1978	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984
7. 1st Generation College Student (Frequency)							
Siblings attend college (Frequency)							
8. Financial Aid Recipient (Percentage)							
9. Anticipated Major							
Phys. Education							
Education							
Recreation							
Health							
Other							
10. Actual Major							
Phys. Education							
Education							
Recreation							
Health							
Other							
11. Number of Semesters Enrolled (Mean)							
12. Number of times major changed (Mean)							
13. Residence							
On Campus							
Off Campus							

## RETENTION DATA REPORT (con't.)

	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984
14. Reason for Leaving							
Graduation							
Transfer							
Academic Dismissal							
Left - no reason							
Student objective met							
Deceased							
15. Persons who took course(s) through Continuing Education							

THANK YOU for your assistance!

Name of person filling out form \_\_\_\_\_

Position \_\_\_\_\_

Would your institution like a copy of my findings?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

APPENDIX F  
UNIVERSITY OF MAINE AT MACHIAS

UNIVERSITY OF MAINE *at Machias*

9 O'Brien Avenue  
Machias, Maine 04654  
207/255-3313

Dr. Michael L. Snyder  
Office of Retention & Research  
University of Maine at Machias  
9 O'Brien Ave.  
Machias, Me. 04654

June 9, 1989.

Professor Margaret L. Holmes  
214 Aldergate Circle  
Asheville, NC 28803

Dear Professor Holmes:

Please find enclosed the retention data for UMM which was requested in your letter of January 15, 1989. Because UMM switched to a new record keeping system around 1982, I was not able to extract reliable data prior to that year. Also, some of the information in your data matrix is not available to my office. If you have any further questions concerning this data, please feel free to contact me at:

(207) 255-3313 Ext 269

It has been a pleasure to assist you in acquiring this data.

Sincerely yours,  
*Mike Snyder*  
Dr. Michael L. Snyder

RETENTION DATA REPORT

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STUDENTS ENTERING FALL 1978 to FALL 1984

NAME OF COLLEGE/UNIVERSITY UMM

TOTAL UNDERGRADUATE ENROLLMENT 900-900

YEAR OF ENTRY  
(Report Degree Seeking Students)

	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984
1. Males					68	86	58
Females					123	149	113
2. Total Number Who Transferred In					66	51	27
3. High School GPA (Mean)							
4. SAT Scores (Mean) Math							
Verbal							
5. Ethnic Background							
Am. Black					0	-	2
Am. Indian					7	3	7
Am. Oriental					1	-	0
Alien					1	-	1
Hispanic					-	-	-
Franco American					-	-	-
White, non Hisp.					182	232	161
Other					-	-	-
6. Age (Mean)					25.083	22.591	21.265

RETENTION DATA REPORT (con't.)

	Fall 1978	Fall 1978	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984
7. 1st Generation College Student (Frequency)							
Siblings attend college (Frequency)							
8. Financial Aid Recipient (Percentage)					7. 55.3	7. 51.1	7. 57.6
9. Anticipated Major							
Phys. Education							
Education							
Recreation							
Health							
Other							
10. Actual Major							
<u>Business</u>					59	108	65
Phys. Education					∅	∅	∅
Education					48	38	33
Recreation					23	33	23
Health					∅	∅	∅
Other					61	56	5∅
11. Number of Semesters Enrolled (Mean)							
12. Number of times major changed (Mean)					15%	15%	14%
13. Residence							
On Campus					61	93	62
Off Campus					130	142	109

RETENTION DATA REPORT (con't.)

	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984
14. Reason for Leaving							
Graduation					58	85	31
Transfer					5	5	1
Academic Dismissal					24	29	15
Left - no reason + (other)					104	145	124
Student objective met					∅	∅	∅
Deceased					∅	∅	∅
15. Persons who took course(s) through Continuing Education					78	92	123

THANK YOU for your assistance!!

Name of person filling out form Dr. M. R. Snyder  
 Position Dir. Inst. Research

Would your institution like a copy of my findings?

Yes  No

Comments:



Total Enrollment at UMM.

<u>FALL</u>	<u>All Students</u>	<u>FTE</u>
<u>1982</u>	780	512.0
<u>1983</u>	820	559.5
<u>1984</u>	850	562.7

**APPENDIX G**  
**SELECTED ANTICIPATED MAJORS/MAJOR**

SELECTED ANTICIPATED MAJOR/MAJOR BY ACADEMIC DIVISION 1978 - 1984

	Number of Anticipated Majors	Field	Number of Majors
<b>Small</b>			
0 - 49	71	Recreation/Leisure Studies	61
50 - 99	80	Recreation	133
	75	Secondary Education	91
<b>Medium</b>			
100 - 149			
150 - 199	181	Elementary Education	189
<b>Large</b>			
200 - 248			
250 - 299+	321	Physical Education	250

Education/Health, Physical Education, Recreation Division

SELECTED ANTICIPATED MAJOR/MAJOR BY ACADEMIC DIVISION 1978 - 1984

	Number of Anticipated Majors	Field	Number of Majors
<b>Small</b>			
0 - 49	40	Applied Arts	33
50 - 99	10	Library Technology	8
	10	Theatre/Drama	14
	49	Art	75
	47	English	45
	7	French	12
	2	Bachelor of Liberal Studies	13
	85	Humanities	72
	53	Speech Communications	62
<b>Medium</b>			
100 - 149	121	Undecided	73
150 - 199			
<b>Large</b>			
200 - 249	247	Liberal Studies	208

Humanities Division

Table G - 2

SELECTED ANTICIPATED MAJOR/MAJOR BY ACADEMIC DIVISION 1978 - 1984

	Number of Anticipated Majors	Field	Number of Majors
Small			
0 - 49	5	Geology	6
	4	Forest Resources	1
	1	Environmental Resources	3
	49	Life Science	38
	22	Animal Veterinary Science	17
	12	Agricultural Engineering	10
	42	Forest Management	26
	6	Plant and Soil Management	5
	6	Foods and Nutrition	2
	5	Natural Resources Management	3
	8	Forest Engineering	8
	27	Biology	39

Mathematics Science Division

Table G - 3

SELECTED ANTICIPATED MAJOR/MAJOR BY ACADEMIC DIVISION 1978 - 1984

	Number of Anticipated Majors	Field	Number of Majors
<b>Small</b>			
0 - 49	32	Mathematics	48
	9	Physical Science	6
50 - 99	57	Wildlife Management	44
	77	Medical Lab Technician	63
	60	Nursing (Associate Degree)	80
	78	Nursing (Transfer Program)	74
<b>Medium</b>			
100 - 149	114	Engineering	105
	102	Environmental Studies	110

Mathematics Science Division (con't)

SELECTED ANTICIPATED MAJOR/MAJOR BY ACADEMIC DIVISION 1978 - 1984

	Number of Anticipated Majors	Field	Number of Majors
<b>Small</b>			
0 - 49	46	Accounting	53
	24	History	30
	25	Social Science	43
	14	Management Science	18
	1	Psychology	0
	0	Computer Science	1
50 - 99	52	Political Science	59
<b>Medium</b>			
100 - 149			
150 - 199	189	Criminal Justice	168
<b>Large</b>			
200 - 249	208	Behavior Science	274
250 - 299+	272	Business Management	272

Social Science Division

Table G - 5