Who is Attending UND?
An overview of incoming first-year students

Sue Erickson
Office of Institutional Research

OIR Resources
This report looks at:
- Application Data
- ACT Data
- PeopleSoft Student Records
- Survey Data
  - CIRP Freshman Survey
  - College Student Inventory
  - Beginning College Survey of Student Engagement (BCSSE)
  - National Survey of Student Engagement (NSSE)

Enrollment
New Freshman Students

Enrollment
New Freshman Students – Yield Rates

% Admitted of Applied
% Enrolled of Admitted
Who Is Attending UND?

May 25, 2010

Is UND Your First Choice?
As indicated on ACT

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>48%</td>
<td>46%</td>
<td>42%</td>
<td>43%</td>
<td>37%</td>
</tr>
</tbody>
</table>

2010 ACT Trends - OIR

Where Do Students Come From?
Geographical Distribution – % of Beginning freshmen from ND, MN, and Other

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>48%</td>
<td>48%</td>
<td>48%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
</tr>
</tbody>
</table>

OIR Fact Book

College is How Many Miles From Home?

<table>
<thead>
<tr>
<th>Distance</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 500</td>
<td>10.7%</td>
</tr>
<tr>
<td>5 or less</td>
<td>10.1%</td>
</tr>
<tr>
<td>6 to 10</td>
<td>2.6%</td>
</tr>
<tr>
<td>11 to 50</td>
<td>7.2%</td>
</tr>
<tr>
<td>51 to 100</td>
<td>10.7%</td>
</tr>
<tr>
<td>101 to 500</td>
<td>58.8%</td>
</tr>
</tbody>
</table>

2009 CIRP Freshman Survey

High School Type

<table>
<thead>
<tr>
<th>Type</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>93.4%</td>
</tr>
<tr>
<td>Private independent</td>
<td>1.4%</td>
</tr>
<tr>
<td>Private, religiously affiliated</td>
<td>4.9%</td>
</tr>
<tr>
<td>Home school</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

2010 BC SSE Survey
Who Is Attending UND?

May 25, 2010

Incoming Majors
By College of the Major

- Arts & Sciences, 25%
- Medicine, 7%
- Nursing, 7%
- Engineering, 8%
- Business, 12%
- Aerospace, 13%
- Education, 5%
- Undecided, 23%

Undecided Majors
% Entering as Undecided

- 2001: 25%
- 2002: 18%
- 2003: 23%
- 2004: 15%
- 2005: 20%
- 2006: 10%
- 2007: 5%
- 2008: 0%
- 2009: 5%
- 2010: 23%

Educational Goals
What are your educational plans at UND?

- To graduate in 4 years, 71%
- To graduate in more than 4 years, 18%
- To transfer elsewhere, 5%
- To attend but not graduate, 1%
- Not sure, 5%

Why Attend UND?
The % saying item is “very important” in deciding to attend UND

- This college has a very good academic reputation:
  - 1999: 64%
  - 2000: 57%
  - 2009: 43%

- This college’s graduates get good jobs:
  - Not asked in 2002-2003

- This college has a good reputation for its social activities:
  - Not asked in 2002-2003
Why Attend UND?

The % saying item is "very important" in deciding to attend UND

- 41%
- 34%
- 34%

1999 2000 2001 2002 2003 2004 2005 2007 2009

This college has low tuition (99-05)/The cost of attending this college (07-09)
A visit to the campus
I wanted to go to a school about the size of this college

2009 CIRP Freshman Survey

Racial Make Up

% of First-year Freshman Reporting "White"

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

2001 2002 2003 2004 2005 2006 2007 2008 2009* 2010*

* 2009 and 2010 had 5% not reporting a race

Minority Numbers

- 52
- 41
- 31
- 29
- 27
- 20

Hispanic 2 or more American Indian Black Non-resident alien Asian

2006 2007 2008 2009 2010

OIR Student Profile

Interaction with Minorities

During your last year of high school, about how often did you have serious conversations with students of a different race or ethnicity than your own?

Very Often
- UND
- Never
- Some times
- Often
- Doctoral

UND
Never
Very Often
Some times
Often

2010 BCSSSE
**Who Is Attending UND?**

**May 25, 2010**

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**Interaction with Minorities**

*During the coming school year, about how often do you expect to have serious conversations with students of a different race or ethnicity than your own?*

- **UND**
  - Never: 6%
  - Some times: 37%
  - Often: 42%
  - Very Often: 14%

- **Doctoral**
  - Never: 3%
  - Some times: 37%
  - Often: 38%
  - Very Often: 3%

*2010 BCSE*

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**Interaction with Diversity**

*During your last year of high school, about how often did you have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?*

- **UND**
  - Never: 18%
  - Some times: 37%
  - Often: 25%
  - Very Often: 16%

- **Doctoral**
  - Never: 11%
  - Some times: 37%
  - Often: 27%
  - Very Often: 20%

*2010 BCSE*

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**Interaction with Minorities**

*During the current school year, about how often have you had serious conversations with students of a different race or ethnicity than your own?*

- **UND**
  - Never: 29%
  - Some times: 37%
  - Often: 25%
  - Very Often: 16%

- **Doctoral**
  - Never: 28%
  - Some times: 37%
  - Often: 20%
  - Very Often: 14%

*2009 NSSE - FY Students*

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**Interaction with Diversity**

*During the coming school year, about how often do you expect to have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?*

- **UND**
  - Never: 5%
  - Some times: 37%
  - Often: 43%
  - Very Often: 2%

- **Doctoral**
  - Never: 2%
  - Some times: 37%
  - Often: 32%
  - Very Often: 5%

*2010 BCSE*
### Interaction with Diversity

During the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?

- **UND**
  - Never: 15%
  - Sometimes: 38%
  - Often: 29%
  - Very Often: 18%

- **Doctoral**
  - Never: 10%
  - Sometimes: 37%
  - Often: 30%
  - Very Often: 28%

**2009 NSSE - FY Students**

### Academic Preparation

**ACT Scores from 2006 through 2010**

<table>
<thead>
<tr>
<th></th>
<th>UND Enrolled</th>
<th>ND HS Grads</th>
<th>National HS Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>23.5</td>
<td>21.5</td>
<td>21.0</td>
</tr>
</tbody>
</table>

**2010 ACT Trends - OIR**

### High School Rigor

Overall, how academically challenging was your high school?

<table>
<thead>
<tr>
<th>Level</th>
<th>UND</th>
<th>Doctoral</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>14%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>22%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>4</td>
<td>39%</td>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>5</td>
<td>26%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>6</td>
<td>3%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**2010 BCSSE**

### High School Coursework

Percent having taken advanced coursework during high school

<table>
<thead>
<tr>
<th>Course Type</th>
<th>UND</th>
<th>Doctoral</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement (AP)</td>
<td>51%</td>
<td>76%</td>
<td>66%</td>
</tr>
<tr>
<td>Honors classes</td>
<td>40%</td>
<td>78%</td>
<td>67%</td>
</tr>
<tr>
<td>College courses for credit</td>
<td>46%</td>
<td>46%</td>
<td>39%</td>
</tr>
</tbody>
</table>

**2010 BCSSE**
Who Is Attending UND?

May 25, 2010

High School Coursework
Percent indicating having taken 4 or more years of subject during high school

<table>
<thead>
<tr>
<th>Subject</th>
<th>UND</th>
<th>Doctoral</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Lit</td>
<td>97%</td>
<td>89%</td>
<td>74%</td>
</tr>
<tr>
<td>Math</td>
<td>79%</td>
<td>82%</td>
<td>70%</td>
</tr>
<tr>
<td>Science</td>
<td>75%</td>
<td>72%</td>
<td>67%</td>
</tr>
<tr>
<td>History/Social</td>
<td>97%</td>
<td>98%</td>
<td>89%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>30%</td>
<td>19%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Time Spent Preparing for Class
During your last year of high school

<table>
<thead>
<tr>
<th>Hours</th>
<th>UND</th>
<th>Doctoral</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 20 hours</td>
<td>5%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>11-20 hours</td>
<td>24%</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>30%</td>
<td>28%</td>
<td>40%</td>
</tr>
<tr>
<td>5 or less</td>
<td>41%</td>
<td>33%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Time Spent Preparing For Class
Expectation for coming year

<table>
<thead>
<tr>
<th>Hours</th>
<th>UND</th>
<th>Doctoral</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 20 hours</td>
<td>31%</td>
<td>37%</td>
<td>31%</td>
</tr>
<tr>
<td>11-20 hours</td>
<td>55%</td>
<td>50%</td>
<td>51%</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>13%</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>5 or less</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Time Spent Preparing For Class
BCSSE Prediction Vs. NSSE Reported

<table>
<thead>
<tr>
<th>Hours</th>
<th>BCSSE Incoming</th>
<th>NSSE FY</th>
<th>BCSSE Incoming</th>
<th>NSSE FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 20 hours</td>
<td>31%</td>
<td>19%</td>
<td>37%</td>
<td>23%</td>
</tr>
<tr>
<td>11-20 hours</td>
<td>55%</td>
<td>41%</td>
<td>50%</td>
<td>42%</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>5 or less</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

BCSSE & 2009 NSSE
Who Is Attending UND?

May 25, 2010

Self-rating of traits

How prepared are you to do the following in your academic work at this college?

6-point scale: 1 = not at all prepared to 6 = very prepared

2010 BCSSE

Self-rating of traits

How prepared are you to do the following in your academic work at this college?

6-point scale: 1 = not at all prepared to 6 = very prepared

2010 BCSSE

Self-rating of traits (males versus females)

Student rated self “above average” or “highest 10%”.

2009 CIRP Freshman Survey

Self-rating of traits (males versus females)

Student rated self “above average” or “highest 10%”.

2009 CIRP Freshman Survey
Who Is Attending UND?

May 25, 2010

Perseverance

How certain are you that you will...
(6-point scale: 1 = Not at all certain to 6 = Very certain)

Find additional information for assignments when you don’t understand material

Participate in course discussion when you don’t feel like it

Ask instructors for help when you struggle

Finish something when you encounter challenges

2010 BCSS & 2009 NSSE

What Students Are Wanting

Top CSI recommendations

- Discuss job market for college graduates (Mean = 6.30)
- Get help with study habits (Mean = 6.26)
- Discuss the qualifications for occupations (Mean = 6.22)
- Get help in meeting new friends (Mean = 6.15)
- Get information about clubs & organizations (Mean = 6.10)
- Get help in selecting an occupation (Mean = 6.04)

Contrasting College Educational Values

% Indicating it is essential or very important

0% 25% 50% 75% 100%

Being well off financially

Developing a meaningful philosophy of life

2009 CIRP Freshman Survey

Freshman Self-Rating

Item response on CSI reflect following summaries

2010 CSI

2002 2003 2004 2005 2006 2007 2008 2009 2010

High Dropout Proneness
Highly Receptive to Institutional Help
Need Academic Assistance

2010 BCSSE & 2009 NSSE

- Discuss job market for college graduates (Mean = 6.30)
- Get help with study habits (Mean = 6.26)
- Discuss the qualifications for occupations (Mean = 6.22)
- Get help in meeting new friends (Mean = 6.15)
- Get information about clubs & organizations (Mean = 6.10)
- Get help in selecting an occupation (Mean = 6.04)
Who Is Attending UND?

May 25, 2010

Freshman Self-Rating
*Item response on CSI reflect following summaries*

- Benefit from Personal Counseling: 34%
- Benefit from Career Counseling: 29%
- Need Social Enhancement: 23%
- Low Sense of Financial Security: 22%

2010 CSI

Academic Motivation
*Mean Scores*

2009 College Student Inventory

Dropout Factors
*(Percent of students with high scores)*

- Need social enhancement
- Low sense of financial security

2009 College Student Inventory

General Coping Skills
*(Mean Scores)*

College Student Inventory
Who Is Attending UND?

May 25, 2010

Finances and Freshmen

Do you have any concern about your ability to finance your college education?

- None, 32%
- Some, 59%
- Major, 9%

2009 CIRP Freshman Survey

Concern Financing College Education

What is your best estimate of your parent’s total income?

- Less than $60,000
- $60,000 to $99,999
- $100,000 or more

2009 CIRP Freshman Survey

Concern Financing College Education

During your last year of high school

2009 CIRP & 2010 BCSSE

Student Employment

2009 CIRP & 2010 BCSSE
Who Is Attending UND?

Time Spent Working

BCSSE Prediction Vs. NSSE Reported

<table>
<thead>
<tr>
<th></th>
<th>BCSSE Incoming</th>
<th>NSSE FY On UND</th>
<th>NSSE FY Off UND</th>
<th>BCSSE Incoming</th>
<th>NSSE FY On Doctoral</th>
<th>NSSE FY Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 BCSSE &amp; 2009 NSSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Freshman to Sophomore Retention Rate by First Semester Grade Point Average

<table>
<thead>
<tr>
<th>Cohort</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
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<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>75%</td>
<td>75%</td>
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<td>75%</td>
<td>75%</td>
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<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Six-year Graduation Rates by First Semester Grade Point Average

<table>
<thead>
<tr>
<th>GPA</th>
<th>1999 Cohort</th>
<th>2000 Cohort</th>
<th>2001 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 1.00</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1.00-1.49</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>1.50-1.99</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>2.00-2.49</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>2.50-2.99</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>3.00-3.49</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>3.50-4.00</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>

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Sue Erickson
sueerickson@mail.und.edu
University of North Dakota
Office of Institutional Research