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ABSTRACT

A total of nineteen student characteristic variables subsumed into four categories--basic classification, demographic, cognitive, and affective--were examined in a study of 2,253 new students in fall 1974 and 2,330 new students in winter 1975 at Essex County College (ECC) New Jersey. The purpose of the study was to allow ECC to determine the areas of the community it served, the strengths and weaknesses of its students, and its effectiveness in meeting their academic and/or vocational needs. Data were compared with two-year college national norms. Analysis revealed: (1) new students were predominantly black; (2) more females than males continued to enroll with the consequence that female graduates outnumbered male graduates two to one; (3) estimated parental income of ECC students fell far short of the national norm for two-year colleges; (4) students were found to have high academic motivation but performance as measured by grade point average did not reflect such motivation; (5) approximately three-fourths of the new students planned to complete the Associate degree and in terms of aspiration to the baccaluareate and the Master's degree, students at ECC exceeded the national norms for two-year colleges; and, (6) students appeared to be primarily influenced in their college choice by practical vocational considerations. Tabular data are included throughout the report. (JDS)

# STUDENT CHARACTERISTICS REPORT

1974-75

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Essex County College
May, 1975

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## INTRODUCTION

The University of Chicago recently published an essay by the Committee on the Consequences of Research that discussed the subject in terms of immediate and long-term effects. Research, as the Committee defined it, is an expression of man's obsession to understand himself and his place in the universe. Basic research is a highly articulated and self-regulated syste, superbly efficient, generating new knowledge at a rate challenging our capacities to assimilate it. Applied research, which used to be considered unsophisticated, has moved much closer to basic in terms of statistical techniques and methodology and the change has been welcomed. Though it is applied research that underlies the commitment of two-year colleges, the criteria are basically the same as basic. No matter what form the research takes, the work must be rational to have any intellectual worth: illogical work is valueless. Second, the value of the effort itself is generally measured by how much it ultimately influences the thinking of others. Thirdly, a characteristic of good research is its capacity to raise questions as well as to answer them and to create demand as well as to satisfy it.

Institutional research, at Essex County College, can be a very positive force when used as a complement to educational planning, and it has the potential for becoming a catalyst in the articulation of the institution's goals and functions. To the extent that it generates reliable information about what is going on inside the college, it should be thought of as being a tool to be used for the benefit of students, faculty and administration. In short, institutional research should have an impact on education in the classroom; it should plan strategies and carry out investigations that will enable the institution to better fulfill its mission.

A part of that mission involves minimizing the tension between individual motivations of students toward college attendance and their actual performance in college. Burton Clark (1960) calls it the "cooling-out function in higher education" which is the systematic discrepancy between aspiration and concealed stress for the student. It is kept hidden as other functions are emphasized because the dual role of the two-year college consists of overt transit to a four-year college and covert transit to a terminal job.

The other side of cooling-out is the successful performance in two-year colleges of students who did poorly in secondary school or who have overcome socioeconomic handicaps. The obvious result

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Clark, B. R. The Cooling Out Function in Higher Education. American Journal of Sociology, 1960, 65, 569-576.

of this process is that society can continue to encourage maximum educational effort from gross numbers of students who have high educational aspirations without major disturbance from unfulfilled promises or expectations. In fact, sociological literature suggests that students from high socioeconomic backgrounds are likely to maintain relatively elevated educational aspirations compared to students from low socioeconomic backgrounds. The critical point here is maintaining as opposed to declaring a level of intent. What is often overlooked is the fact that students who have traditionally been denied opportunities need time to explore options and experiment with alternatives, an accrued right of their more fortunate counterparts.

Assessment of student motivation toward college study and their value perspectives in college life then should be a major prerequisite of institutional research. It is this concern that was responsible for the report that follows. In keeping with Student Affairs' Management by Objectives, we thought it would be appropriate to begin the investigation with some basic questions. They were: (1) What areas of the community do we serve? (2) What are the strengths and weaknesses of our entering students? (3) How effective are we in meeting the academic and/or vocational needs of our students? (4) How successful are they when they leave us? Question four was answered by the Fourth Annual Student Follow-Up Evaluation Report: 1972-73. The remaining questions are the subject of this report.

## METHOD

Population - The 2,253 fall 1974 enrollment and the 2,330 winter 1975 enrollment were retrieved from the computer files and tabulated according to categories represented in the tables. This population includes full-time and part-time students; day, evening and weekend students; students attending classes at 31 Clinton Street and students in extention centers. Though the total new student population of the college was used, some categories of data are not reported for the winter semester because a forthcoming study will treat them as variables in a multiple regression analysis. In addition, there are age and sex differentials in the groups.

Students entering in both semesters tend to come from homes with little or no history of college attendance. They typically state that they believe a college education will help them "get a better job" and come to Essex County College because it is inexpensive and close to home. Most of them work and/or depend on financial aid and loans for assistance.

## VARIABLES CONSIDERED

A total of 19 student characteristic variables are discussed in this report. They are grouped into four classes and are described as follows:

Basic Classification Variables These descriptors refer to general identification items typically reported in student summaries and

program reports (i.e., classification by race, sex, age, locations served, admission status, full-time/part-time).

Demographic Variables Generally reported as socioeconomic data relative to the population under study. These items include: income status independent of parents, estimated parental income, father's occupation, level of education of parents.

Cognitive Variables (Sometimes listed as intellective) refer to the achievement of the groups at Essex County College. Reported are: credits attempted, grade point averages by feeder high school, placement test scores, enrollment by curriculum.

Affective Variables Attitudinal descriptors of the social/psychological sector of student involvement within the college (i.e., primary reasons for pursuing a college education, degree objectives, long-term career choices, academic plans).

## DATA ANALYSIS

This Student Characteristics Report examines each of 19 variables by comparing differences between males and females; comparisons by semester (fall and winter); local norms and Two-Year College National Norms by sex. Some attrition data are reported but not for both semesters. Where appropriate, percentages are listed especially for the data represented in graph form. In all cases, a brief discussion by table is provided including observed trends in student characteristics. Occasionally, variable descriptions are preceeded by references from established research.

## BASIC CLASSIFICATION VARIABLES

Table 1 shows the ethnic makeup of the population by percentage for the fall and winter semesters. The Black and Puerto Rican groups increased for the winter semester with the largest increase reported for Blacks. There were no American Indians and only one Oriental for the winter. Caucasian enrollment changed for the winter and a relatively smaller change in ethnic makeup was reported for the American/Spanish Surname category. In terms of classification by race, it should be pointed out that minority representation reported here is not consistent with Federal Guidelines of 1974. According to that nomenclature, American Indian is classified as American Oriental and Puerto Rican, South American Blacks and Mexicans all come under the heading American/Spanish Surname.

TABLE 1

New Students by Race

1974-75

| | FALL No. | % | WINTER No. | % |
|---|---|---|---|---|
| American Indian | 10 | 0.44 | 0 | 0 |
| American/Spanish Surname | 130 | 5.77 | 93 | 3.99 |
| Caucasian | 348 | 15.88 | 225 | 9.65 |
| Black | 1609 | 71.42 | 1840 | 78.96 |
| Oriental | 13 | 0.58 | 1 | .04 |
| Puerto Rican | 143 | 6.35 | 171 | 7.33 |
| TOTAL = | 2253 | | 2330 | |

Age and sex differentials reported in Table 2 show a slight increase in mean age for males in the winter semester but a much larger mean age for females in the same semester--a three point difference. In terms of numbers, male enrollment for both semesters remained about the same. Female enrollment increased approximately 2%. The Senior Citizens project accounts for the age differences, some of whom were included in this profile; and, the increase in total enrollment can partly be attributed to the same program.

TABLE 2

Number and Mean Age by Sex

1974-75

| | | FALL No. | % | WINTER No. | % |
|---|---|---|---|---|---|
| Number of males | | 906 | 40.13 | 900 | 38.62 |
| Number of females | TOTAL = | 1347 / 2253 | 59.87 | 1430 / 2330 | 61.37 |
| Mean age males | = | 26.25 | | 27.83 | |
| Mean age females | = | 27.20 | | 30.27 | |

Locations served remained relatively constant with most of our students coming from the same cities, towns and municipalities. Eighty-nine point seven percent (89.7%) of the new students for the fall and 88.74% for the winter were residents of Essex County. Hudson County accounted for 6.96% of the fall and 5.99% of the winter enrollment. The figures for Union County are 2.79% fall; 1.93% winter. Next in order of percentages were Passaic with .335% fall - .358% winter; Morris County with .335% fall - .089% winter;

Middlesex County with .089% fall - .269% winter. There was a very small increase (less than 1%) in new areas for the winter, but there was also a comparable non-return rate for surrounding locations from Dover to New York. Table 3 shows the results.

TABLE 3

New Students by Semester

(Areas Served)

| | FALL | | WINTER | |
|---|---|---|---|---|
| LOCATION | NO. | % | NO. | % |
| Newark | 1327 | 58.90 | 1294 | 58.05 |
| East Orange | 265 | 11.76 | 312 | 14.01 |
| Orange | 90 | 3.99 | 91 | 4.01 |
| Irvington | 87 | 3.86 | 86 | 3.08 |
| Jersey City | 85 | 3.77 | 83 | 3.75 |
| Bloomfield | 51 | 2.26 | 23 | 1.00 |
| West Orange | 32 | 1.42 | 40 | 1.08 |
| Belleville | 30 | 1.33 | 40 | 1.08 |
| Montclair | 24 | 1.07 | 29 | 1.03 |
| Livingston | 21 | 0.93 | 8 | 0.36 |
| Caldwell | 17 | 0.75 | 8 | 0.36 |
| Kearny | 17 | 0.75 | 11 | 0.05 |
| Nutley | 16 | 0.71 | 10 | 0.45 |
| Elizabeth | 15 | 0.67 | 18 | 0.08 |
| Harrison | 14 | 0.62 | 8 | 0.36 |
| Hoboken | 14 | 0.62 | 9 | 0.04 |
| Bayonne | 13 | 0.58 | 5 | 0.26 |
| Hillside | 13 | 0.58 | 9 | 0.04 |
| South Orange | 11 | 0.49 | 7 | 0.31 |
| Glen Ridge | 9 | 0.40 | 5 | 0.26 |
| Maplewood | 9 | 0.40 | 4 | 0.18 |
| Union City | 8 | 0.36 | 6 | 0.27 |
| Linden | 7 | 0.31 | 3 | 0.14 |
| West Caldwell | 6 | 0.27 | 7 | 0.31 |
| Verona | 5 | 0.22 | 4 | 0.18 |
| Union | 5 | 0.22 | 2 | 0.01 |
| Clifton | 4 | 0.18 | 1 | 0.01 |
| Millburn | 4 | 0.18 | 8 | 0.36 |
| Roselle | 4 | 0.18 | 3 | 0.14 |
| Upper Montclair | 4 | 0.18 | 1 | 0.05 |
| North Bergen | 3 | 0.13 | - | - |
| Paterson | 3 | 0.13 | 3 | 0.14 |
| North Caldwell | 3 | 0.13 | 2 | 0.01 |
| Roseland | 3 | 0.13 | - | - |

TABLE 3 Cont.

| LOCATION | FALL NO. | FALL % | WINTER NO. | WINTER % |
|---|---|---|---|---|
| Rahway | 3 | 0.13 | 2 | 0.01 |
| Short Hills | 3 | 0.13 | 5 | 0.26 |
| Sommerville | 3 | 0.13 | - | - |
| Cranford | 3 | 0.13 | - | - |
| Cedar Grove | 2 | 0.09 | 1 | 0.05 |
| Hackensack | 2 | 0.09 | 1 | 0.05 |
| Madison | 2 | 0.09 | - | - |
| Plainfield | 2 | 0.09 | 5 | 0.26 |
| Kenilworth | 2 | 0.09 | - | - |
| Vaux Hall | 2 | 0.09 | 3 | 0.14 |
| Parsippany | 2 | 0.09 | - | - |
| West New York | 2 | 0.09 | - | - |
| Bronx | 1 | 0.04 | - | - |
| Dover | 1 | 0.04 | - | - |
| Basking Ridge | 1 | 0.04 | - | - |
| Colonia | 1 | 0.04 | 1 | 0.05 |
| Bay | 1 | 0.04 | - | - |
| Bricktown | 1 | 0.04 | - | - |
| New Brunswick | 1 | 0.04 | - | - |
| Westfield | 1 | 0.04 | - | - |
| Freehold | 1 | 0.04 | - | - |
| Oakland | 1 | 0.04 | - | - |
| Matawan | 1 | 0.04 | - | - |
| Woodbridge | 1 | 0.04 | 1 | 0.05 |
| Secaucus | 1 | 0.04 | - | - |
| Staten Island | 1 | 0.04 | - | - |
| Springfield | 1 | 0.04 | - | - |
| Lincoln Park | 1 | 0.04 | - | - |
| Hiawatha | 1 | 0.04 | 2 | 0.01 |
| Yardville | 1 | 0.04 | 1 | 0.05 |
| Wharton | 1 | 0.04 | 1 | 0.05 |
| North Arlington | 1 | 0.04 | - | - |
| Ridgfield Park | 1 | 0.04 | - | - |
| Towaco | 1 | 0.04 | - | - |
| Scotch Plains | 1 | 0.04 | 1 | 0.05 |
| Rutherford | 1 | 0.04 | - | - |
| Mountainside | 1 | 0.04 | - | - |
| Passaic | 1 | 0.04 | 3 | 0.14 |
| New York | 1 | 0.04 | - | - |
| Weehawken | | | 2 | 0.01 |
| Perth Amboy | | | 2 | 0.01 |
| Saddle Brook | | | 1 | 0.05 |
| Summit | | | 1 | 0.05 |
| Oradel | | | 1 | 0.05 |
| Brooklyn | | | 1 | 0.05 |
| East Hanover | | | 1 | 0.05 |

TABLE 3 Cont.

| LOCATION | FALL NO. | % | WINTER NO. | % |
|---|---|---|---|---|
| South Plainfield | | | 1 | 0.05 |
| Little Ferry | | | 1 | 0.05 |
| Wallington | | | 1 | 0.05 |
| Guttenberg | | | 1 | 0.05 |
| Little Falls | | | 1 | 0.05 |
| Jamesburg | | | 1 | 0.05 |
| Marlboro | | | 1 | 0.05 |
| Hopatcong | | | 1 | 0.05 |
| Carteret | | | 1 | 0.05 |
| Vailsburg | | | 1 | 0.05 |
| Ambler | | | 1 | 0.05 |

Subtotal - 98.98%
Margin of error on total - 1.00%
99.98%

There was a substantial change in admission status with the largest increase reported for non-high school graduates (13%). Fewer students transferred to Essex in the winter, but that was to be expected since students are more likely to make the decision to change schools over the summer than they are to make it in mid-year. GED holders increased slightly for the winter. The "No Data" category is larger for the fall because some applications from the extention centers did not include school status. That information was provided to a greater degree for the winter semester.

TABLE 4

Admission Status

| Category | No. Fall | % | No. Winter | % |
|---|---|---|---|---|
| High School Diploma | 1223 | 54.28 | 1133 | 50.73 |
| G.E.D. | 102 | 4.52 | 125 | 5.59 |
| Transfer | 73 | 3.24 | 9 | .40 |
| Non-graduate | 390 | 17.31 | 689 | 30.40 |
| No data | 465 | 20.63 | 277 | 12.38 |
| TOTAL = | 2253 | | 2233 | |

## ENROLLMENT BY CATEGORY

Table 5 shows an increase in enrollment for the winter semester but there was a decrease in the number of students attending day classes: 14.03% for full-time day; 4.7% for part-time day. Evening enrollment increased by 11.4% for full-time but decreased by 4.5% for part-time evening. The increase here may be due to the availability of Basic Educational Opportunity Grants which require full-time status. More students applied for BEOG during the latter part of the fall semester and received the award in January, in time for winter registration.

TABLE 5

Officially Enrolled by Category

1974-75

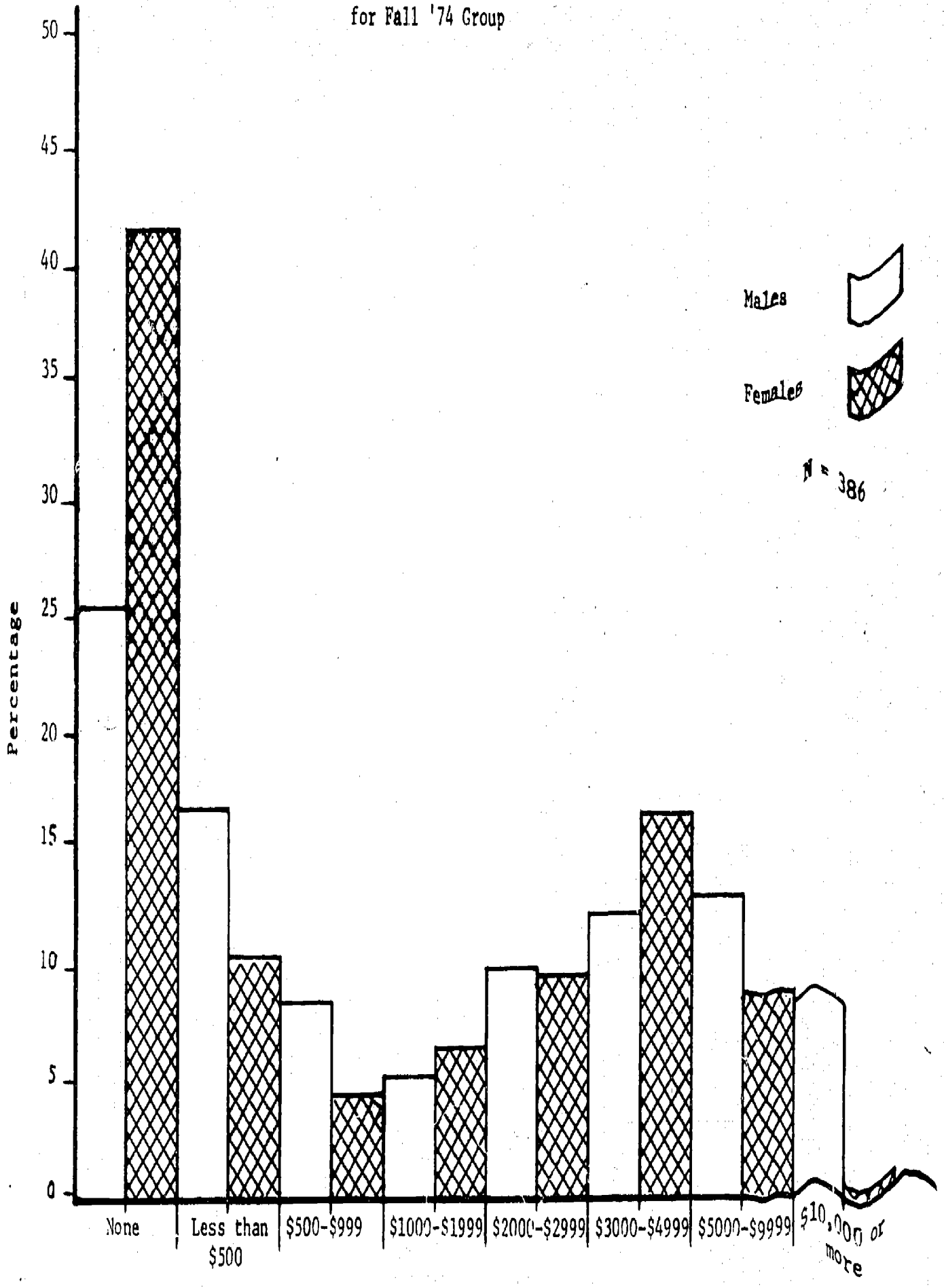
| | FALL | % | WINTER | % |
|---|---|---|---|---|
| Number of Students Advised | 2762 | - | 2851 | - |
| Number of Students Registered | 2253 | 81.57 | 2334 | 81.86 |
| Number of Students Not Registered | 509 | 18.42 | 517 | 18.13 |
| Full-Time Day | 1071 | 47.53 | 782 | 33.50 |
| Part-Time Day | 218 | 9.67 | 116 | 4.97 |
| Full-Time Evening | 306 | 13.58 | 582 | 24.93 |
| Part-Time Evening | 386 | 17.13 | 296 | 12.68 |

## DEMOGRAPHIC VARIABLES

Many students attending community and junior colleges are financially independent of parents and a greater percentage of Essex's students compared to the average two-year college students are financially independent. Table 6 shows the earnings of the freshmen population by sex and some interesting results are reported. Compared to the national average for two-year colleges, 16% more of the males and 18% more of the females at Essex County College reported no income prior to enrolling in college. For the range less than $500 to $2,999, our students fall well below the national norm, but they exceed the national norm for the $3,000 to $10,000 or more level. This apparent inconsistency is probably best explained by two institutional givens: (1) over one-half of the entering freshmen class is female which would account for the low earnings; and (2) the male population (a good portion of that $10,000 category) represents the college's success in attracting a segment of the community that traditionally has not been able to pursue a college education. See Table 6.

Estimated parental income reported in Table 7 parallels the data in Table 6 in that the largest percentages are found in lower income levels. When compared to the National Norm for Two-Year Colleges, both males and females at Essex come from families earning less than $8,000 by three to one--81.6% of the males and 82.1% of the females compared to 18.4% and 22.3% respectively for the national average. For the range $9,999 to $39,999, 16% of the

Total Income Last Year Independent of Parents
for Fall '74 Group



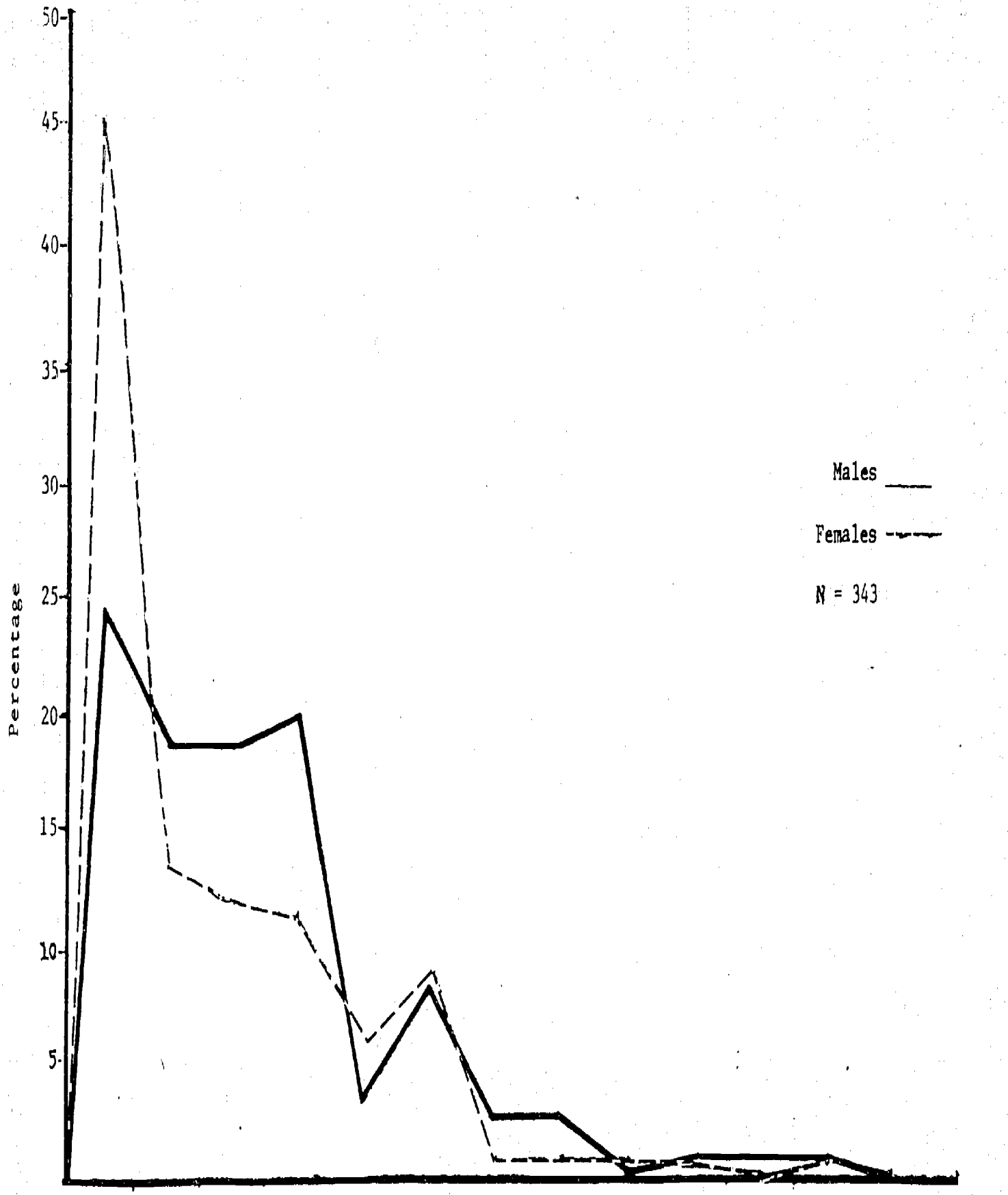
males and 15% of the females at Essex are represented compared to 77.9% and 74.4% respectively for the national average. None of the entering students at Essex come from families with estimated incomes of $40,000 or more.

Father's occupation is a variable often mentioned in Student Affairs research as an index of student socioeconomic status. The scale listed below represents the categories mentioned in Table 8.

| Symbols | Categories |
|---|---|
| A------ | Artist (including performer) |
| B------ | Businessman |
| C------ | Clergy or religious worker |
| D------ | Engineer |
| E------ | Farmer or forester |
| F------ | Health professional (non MD) |
| G------ | Military career |
| H------ | Skilled worker |
| I------ | Semi-skilled or unskilled worker |
| J------ | Unemployed |
| K------ | Other occupation |

Essex is relatively comparable to the national average for skilled workers with 22.3% male; 22.4% female so indicating compared to 23% male and 22% female nationally. The similarity ends here, however, as the semi-skilled or unskilled worker category shows. Forty-one and a half percent of Essex's males compared to 12.6% nationally and 36.7% of Essex's females are classified as semi or unskilled. The unemployment rate of fathers for both sexes is

Estimated Parental Income
For Fall '74 Group



four times as high at Essex as it is for the national average. The clergy or religious worker category indicates that less than one percent nationally compared to fathers of Essex students are so employed.

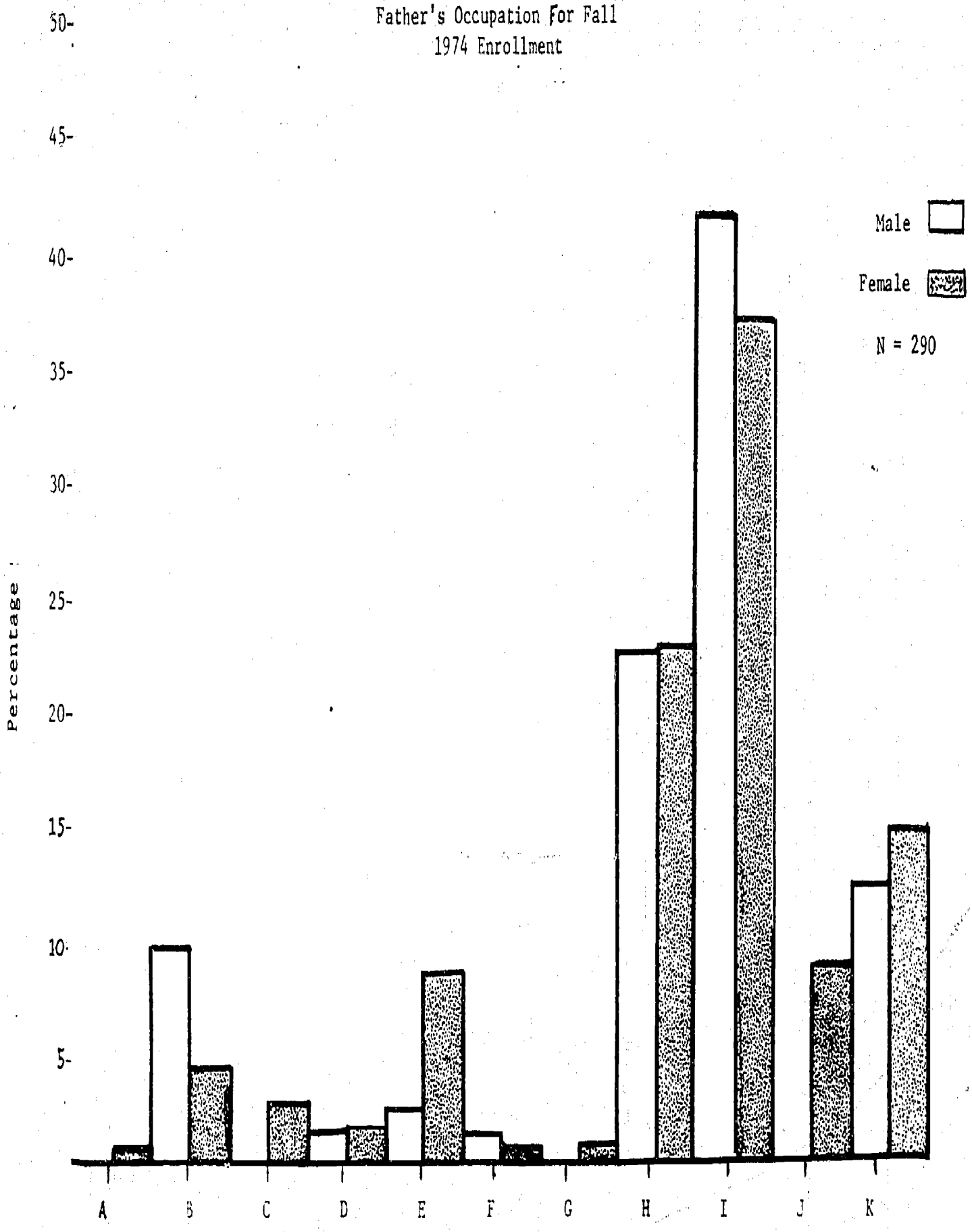
The educational level of parents is ascribed equal weight with father's occupation as an indicator of socioeconomic status of the entering population. The percentage distributions of father's and mother's education for the 1974 fall semester student aggregate are given in Tables 9 and 10 for eight categories of educational achievement. The scale listed below applies to both Tables:

| Symbols | Categories |
|---|---|
| A------ | Grammar school or less |
| B------ | Some high school |
| C------ | High school graduate |
| D------ | Post-secondary other than college |
| E------ | Some college |
| F------ | College degree |
| G------ | Some graduate school |
| H------ | Graduate degree |

There are distinguishable differences in educational attainment of fathers and mothers particularly in the "some high school" and "post-secondary other than college" categories: 26.4% of the males and 30.1% of the females reported that their fathers had some high school; however, 31.6% of the males and 33.3% of the females indicated that their mothers had some high school training. An even greater discrepancy is reported for category D. Less than 14%

TABLE 8

Father's Occupation For Fall
1974 Enrollment



of the males but 1.1% of the females reported that their fathers had post-secondary training other than college. Two point two percent (2.2%) of the males and 2.4% of the females reported that their mothers had similar training. "Some college" was about the same for fathers and mothers with males and females so indicating respectively: 9.3% and 3.8% (fathers); 10.3% and 3.7% (mothers). In the same order, "college degree" was 2.3% and 2.5% (fathers) compared to 1.5% and 2.0% (mothers). Categories showing the lower percentages were "some graduate school" with 0.8% and 0.4% (fathers); 0.7% and none (mothers); and, "graduate degree" showed 1.6% and none for fathers but none and 0.7% for mothers. Percentages for Two-Year College National Norms exceed Essex in all of the categories beginning with high school.

## COGNITIVE VARIABLES

The academic ability of students is one of the most researched areas in higher education. We know a great deal about the comparative performance of various groups of students on the "traditional" tests of academic ability (e.g., ACT, SAT, PSAT and, in this case, CGP). We can state, with considerable confidence, that mean scores on ability instruments for students attending two-year college, students score higher as a group than high school graduates who do not go to college. The research demonstrating these facts is national in scope, it is common in method and it is based upon a large array of measures of academic

TABLE 9

Father's Education Reported
By Fall '74 Group

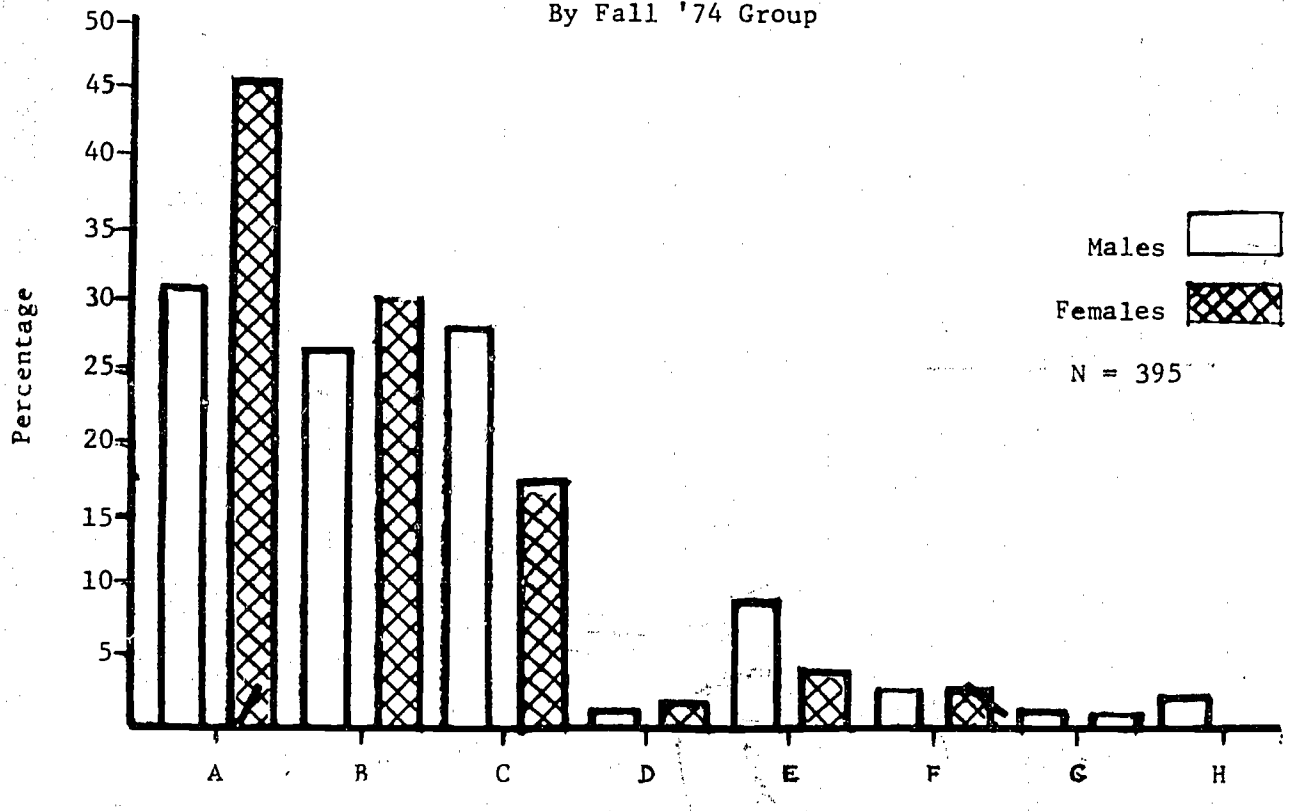
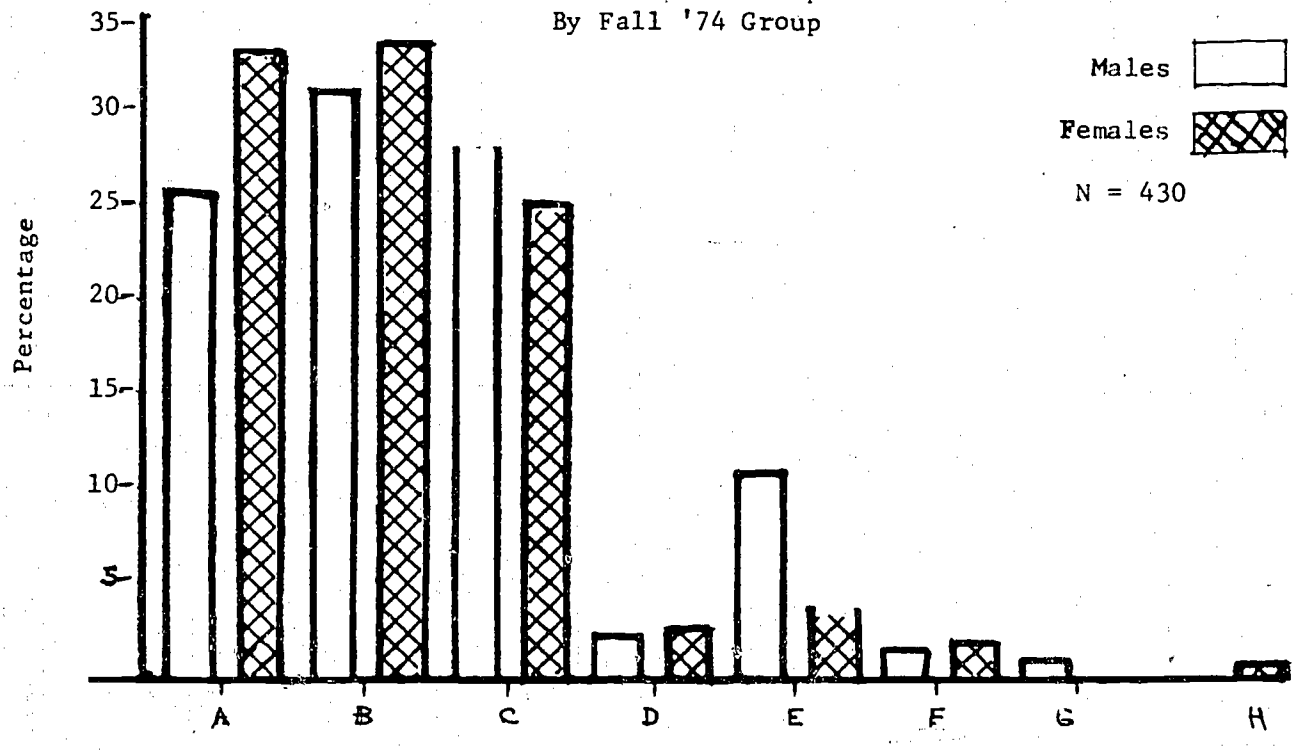



TABLE 10

Mother's Education Reported
By Fall '74 Group



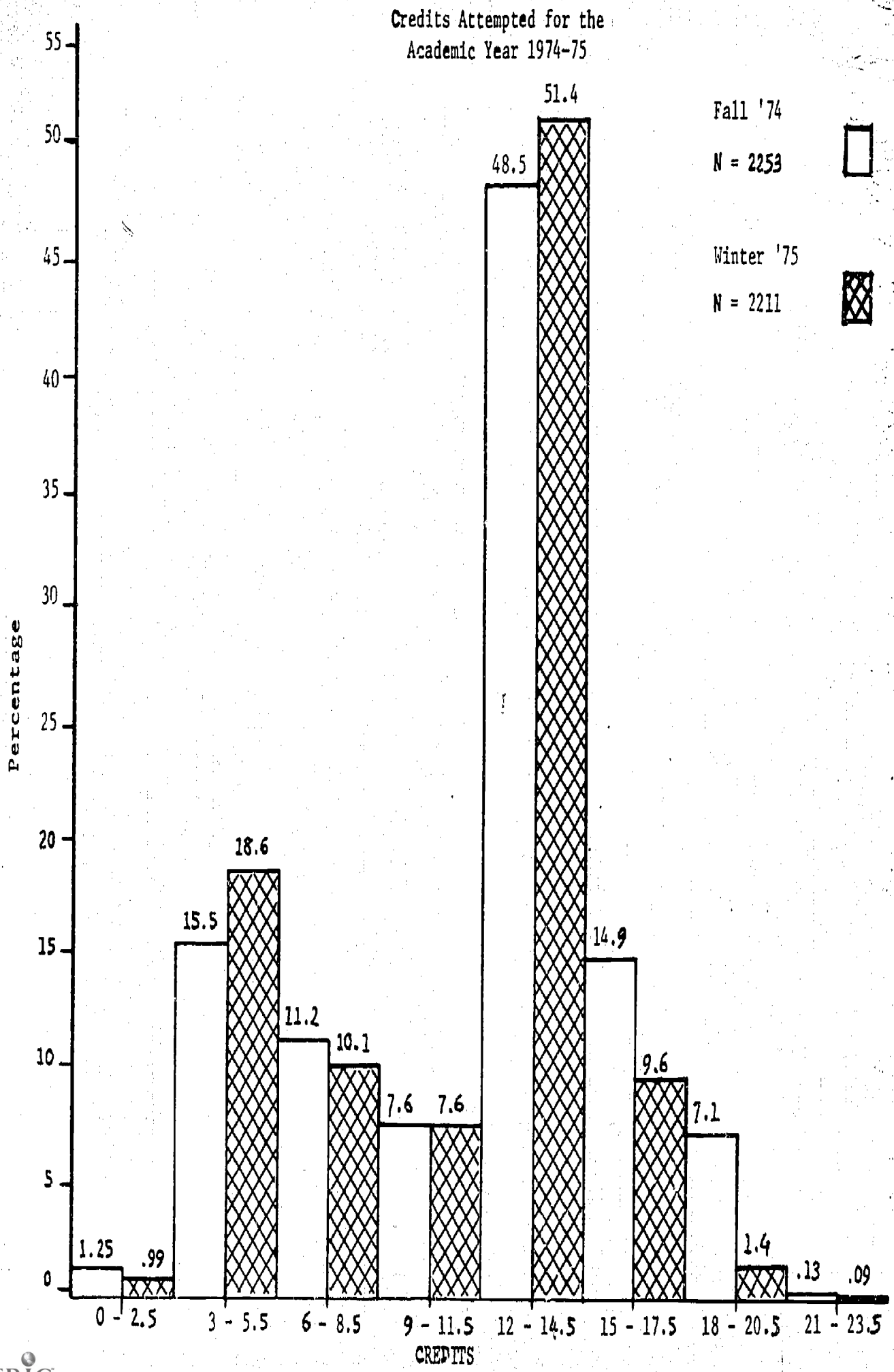
aptitude and achievement.*

Table 11 shows credits attempted for the academic year 1974-75. An interesting pattern here is that more students attempted 12 to 14.5 credits in the winter than they did in the fall semester. It is interesting because previous data have indicated the opposite to be true. The reason for the increase in full-time enrollment for the winter is due to the increase in financial aid awarded which requires full-time status. The increase in the 3 to 5.5 range, nevertheless, is more in keeping with the norm. Decreases are evident in all other ranges except the 9 to 11.5 level which remained the same. In general, the credits reported here are fairly representative of two-year urban colleges with comparable student populations.

The purpose of this section of the report is to evaluate the mean scores of a cross section of feeder high schools by CGP scores. The categories of the test are academic measurements: Reading, Sentences and Math; non-academic measurements reported are Y 2000 and Academic Motivation. The description of the scales is as follows:

Reading - This test consists of brief passages (50-150 words) followed by related questions that measure four critical skills: (1) comprehension of the main idea (2) comprehension of specific details (3) ability to make inferences (4) ability to extract the

*Alfred, Richard. "Student Characteristics Report: 1973-74," Division of Planning and Development for the Junior College District of Metropolitan Kansas City, Missouri (1974) p. 36.


Credits Attempted for the
Academic Year 1974-75
Fall '74
N = 2253
Winter '75
N = 2211
Percentage
55
50
45
40
35
30
25
20
15
10
5
0
1.25
.99
15.5
18.6
11.2
10.1
7.6
7.6
48.5
51.4
14.9
9.6
7.1
1.4
.13
.09
0 - 2.5
3 - 5.5
6 - 8.5
9 - 11.5
12 - 14.5
15 - 17.5
18 - 20.5
21 - 23.5
CREDITS

meaning of vocabulary from context.

Sentences - This test measures a student's mastery of standard written English. It presents a series of sentences many of which contain the types of errors frequently made in grammar, usage, word choice, idiom, capitalization and punctuation. The student is asked to recognize faulty written English where it occurs.

Mathematics - Students entering Essex County College usually take test D. This test consists of computation and elementary algebra problems. The data used for this study, come from this test.

Year 2000 - This test consists of a calendar for the first six months of the year 2000 and a set of directions for finding certain dates on the calendar. Each direction serves as a test question, and the student marks the date he chooses on the special calendar. The directions become increasingly complex as the student proceeds through the test; eventually he is required to use several rules in order to select the date. The ability needed to perform well on this test is often called "integrative reasoning."

Academic Motivation - This is a score based on the student's responses to questions about his efforts and achievements in high school.

Mean scores for the schools listed are relatively stable compared to the 1973-1974 year except Academic Motivation which continues to increase. The increase for this academic year was smaller than previous years (approximately a one point difference). Individual schools showed increases in math scores but comparable decreases in mean reading scores, but the differences are not large

enough to be statistically significant. School 388050, traditionally placing around the 50th percentile for local norms, scored approximately five points higher this year compared to 1973-74.

It should be noted that Essex County College's decline in standardized test scores is not unique; a similar testing trend is being evidenced nationally particularly in the verbal areas of reading and writing skills. What is unusual is the difference between the "high motivation" as determined by that scale of the CGP and actual class performance as measured by grade point average.

TABLE 12

Secondary School Comparative Analysis

of CGP Scores for Fall 1974

| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
|---|---|---|---|---|---|
| 121040 | | | | | |
| N | 33 | 33 | 31 | 25 | 26 |
| Mean | 39.12 | 40.63 | 39.87 | 40.16 | 52.08 |
| SD | 10.08 | 11.0 | 6.13 | 12.43 | 7.6 |
| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
| 139030 | | | | | |
| N | 13 | 13 | 12 | 9 | 10 |
| Mean | 38.69 | 38.92 | 40.58 | 37 | 51.8 |
| SD | 11.26 | 5.85 | 7.6 | 10.54 | 6.0 |
| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
| 357020 | | | | | |
| N | 46 | 46 | 44 | 38 | 38 |
| Mean | 40.02 | 41.04 | 38.09 | 35.97 | 53 |
| SD | 8.59 | 8.05 | 4.36 | 10.04 | 8.0 |

TABLE 12 Cont.

| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
|---|---|---|---|---|---|
| 357030 | | | | | |
| N | 49 | 49 | 42 | 33 | 29 |
| Mean | 37.67 | 37.88 | 35.96 | 35.48 | 50.07 |
| SD | 10.25 | 8.34 | 9.93 | 12.92 | 11.1 |

| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
|---|---|---|---|---|---|
| 357040 | | | | | |
| N | 13 | 13 | 12 | 10 | 10 |
| Mean | 37.23 | 39.23 | 42.08 | 32.7 | 49.3 |
| SD | 9.94 | 9.4 | 5.76 | 6.9 | 6.1 |

| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
|---|---|---|---|---|---|
| 357050 | | | | | |
| N | 53 | 53 | 51 | 44 | 36 |
| Mean | 42.7 | 38.36 | 39.37 | 39.98 | 51.3 |
| SD | 9.22 | 6.93 | 5.55 | 12.76 | 9.31 |

| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
|---|---|---|---|---|---|
| 357070 | | | | | |
| N | 39 | 39 | 36 | 32 | 29 |
| Mean | 40.05 | 41.54 | 39.42 | 40.16 | 55.43 |
| SD | 9.0 | 9.6 | 4.55 | 9.25 | 7.87 |

| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
|---|---|---|---|---|---|
| 357080 | | | | | |
| N | 26 | 26 | 23 | 18 | 20 |
| Mean | 33.9 | 35.9 | 37.74 | 36.4 | 49.4 |
| SD | 10.2 | 7.52 | 5.47 | 8.72 | 9.4 |

| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
|---|---|---|---|---|---|
| 388050 | | | | | |
| N | 13 | 13 | 12 | 12 | 13 |
| Mean | 35.3 | 36.92 | 33.57 | 35.91 | 51.76 |
| SD | 8.86 | 8.97 | 5/79 | 9.66 | 6.94 |

TABLE 12 Cont.

| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
|---|---|---|---|---|---|
| 888888 | | | | | |
| N | 48 | 48 | 46 | 32 | 31 |
| Mean | 36.33 | 36.88 | 42.39 | 36.78 | 51.8 |
| SD | 9.53 | 5.2 | 8.74 | 10.46 | 10.46 |
| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
| 999999 | | | | | |
| N | 84 | 84 | 82 | 64 | 65 |
| Mean | 37.86 | 41.12 | 37.77 | 40.27 | 54.05 |
| SD | 9.76 | 9.1 | 9.3 | 9.15 | 11.64 |
| H. S. CODE | READING | SENTENCES | MATH | Y 2000 | ACADEMIC MOTIVATION |
| 000000 | | | | | |
| N | 174 | 175 | 159 | 127 | 111 |
| Mean | 34.98 | 37.08 | 37.52 | 34.89 | 51.063 |
| SD | 9.75 | 10.48 | 6.74 | 10.57 | 0.05 |

College grades are an important index of academic achievement and serve as an immediate measure of scholastic performance. Table 13 presents data pertaining to credits attempted and grade point averages by high school. Two things are readily apparent: (1) none of the group means approached more than 10,5 credits completed; (2) mean grade point average for each school is less than C+. It would appear, given this profile of GPA's, that the mean CGP scores are fairly representative of the population; however, this descriptive report is not statistically representative to warrant generalizing beyond the data reported. Thus, the question of predicting GPA from CGP scores cannot be answered at this time. A study is in process,

however, that will attempt to develop predictive equations for the CGP (stepwise multiple regression).

TABLE 13

Credits Completed and Grade Point Averages for High Schools by CGP Scores 1974-75

| H. S. Code # | Mean Credits Completed | | Mean Grade Point Average | | N |
|---|---|---|---|---|---|
| | Fall | Winter | Fall | Winter | |
| 121040 | 8.18 | 8.74 | 1.91 | 1.77 | 33 |
| 139030 | 9.70 | 8.65 | 1.43 | 1.89 | 13 |
| 357020 | 7.76 | 7.82 | 1.57 | 1.84 | 46 |
| 357030 | 7.76 | 9.35 | 2.00 | 2.24 | 49 |
| 357040 | 9.98 | 7.40 | 1.79 | 1.98 | 13 |
| 357050 | 7.5 | 8.58 | 1.76 | 1.77 | 53 |
| 357070 | 8.75 | 7.73 | 1.56 | 1.53 | 39 |
| 357080 | 8.00 | 7.00 | 1.89 | 1.40 | 26 |
| 388050 | 9.00 | 4.00 | 1.49 | 1.27 | 13 |
| 888888 | 10.18 | 9.50 | 2.34 | 2.75 | 48 |
| 999999 | 7.50 | 9.00 | 1.99 | 2.14 | 84 |
| 000000 | 10.58 | 8.59 | 1.85 | 1.99 | 150 |

Another indicator in this category is enrollment pattern by curriculum. Taken by program, transfer curricula accounted for 15.17% of the fall group but only 6.3% for the winter. Liberal Arts (0799) attracted more students both semesters with Social Science (0710) second in terms of numbers. Eighteen point nineteen percent (18.19%)

of the fall enrollment registered for courses under Career Programs compared to 4.38% of the winter enrollment. Guided Studies* had more students enrolled than any of the other programs: 64.44% of the fall and 89.03% of the winter enrollment were registered for courses under this category. Within the program, students registered under the 8000 code** comprised 27.87% of the fall group but a record 55.72% of the winter group--a 28% increase.

Two studies of attrition have been conducted at the college: one for the academic year 1972-73 that attempted to examine the overall attrition rate of freshmen students by examining academic ability, non-academic variables and "need" analysis as expressed by incoming students; the second study (1973-74) considered attrition from a quasi-experimental point of view in which it was found that students' reading ability (as measured by the Reading portion of the CGP) was one of the most important factors in determining if they were likely to graduate from the college.

Table 15 lists the means and standard deviations for three groups of students: Official Withdrawals (OW), Dropouts (DO) and Persisters (P) for the fall of 1972 through the fall of 1974. Table 15, when compared to the total new student population, shows that CGP scores have been consistently dropping by year except for

*Guided Studies include all of the health professions, special students and undecided students.

**Some special students including DEEP and students who had not forwarded an official copy of their high school diploma at the time this study was begun are included in the 8000 code.

TABLE 14

Enrollment Pattern by Curriculum
For 1974-75

| CURRICULUM | CODE | FALL 1974 No. Enrolled | No. Drop-outs | % Enroll-ment | No. With-drew | % Enroll-ment | WINTER 1975 No. Enrolled |
|---|---|---|---|---|---|---|---|
| Pre-Professional Transfer Program | | | | | | | |
| Mathematics | 0604 | 7 | 0 | 0 | 1 | .04 | 1 |
| Biology, Pre-Med.Sci.& Pre-Pharmacy | 0601 | 32 | 5 | .22 | 1 | .04 | 12 |
| Natural Science | 0699 | 0 | - | - | - | - | 1 |
| Business Education | 0101 | 12 | 0 | 0 | 0 | 0 | 2 |
| Pre-Business | 0199 | 16 | 5 | .22 | 1 | .04 | 15 |
| Art & Fine Arts | 0401 | 13 | 1 | .04 | 0 | 0 | 2 |
| Music | 0409 | 11 | 3 | .13 | 0 | 0 | 9 |
| Humanities-Lib.Arts | 0499 | 20 | 3 | .13 | 0 | 0 | 4 |
| Social Science | 0710 | 42 | 6 | .26 | 1 | .04 | 47 |
| Black Studies | 0712 | 0 | - | - | - | - | 0 |
| Liberal Arts | 0799 | 92 | 12 | .53 | 2 | .08 | 29 |
| Elementary Education | 0201 | 34 | 5 | .22 | 0 | 0 | 10 |
| Secondary Education | 0202 | 13 | 0 | 0 | 0 | 0 | 2 |
| Recreation Leadership | 0803 | 4 | 1 | .04 | 0 | 0 | 0 |
| Physical Education | 0899 | 15 | 3 | .13 | 0 | 0 | 4 |
| Civil, Constr.& Transp. Tech. | 0388 | 1 | - | - | - | - | 0 |
| Engineering | 0399 | 22 | 2 | .08 | 0 | 0 | 2 |
| Chemistry | 0602 | 8 | 3 | .13 | 0 | 0 | 1 |
| Physics | 0605 | 0 | - | - | - | - | 0 |

FALL 1974

| CURRICULUM | CODE | No. Enrolled | No. Drop-outs | % Enroll-ment | No. With-drew | % Enroll-ment | No. Enrolled | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Special Students | | | | | | | | | | |
| Fire & Safety Science | 0897 | 15 | 1 | .04 | 0 | .04 | 2 | | | |
| Law Enforcement | 0898 | 32 | 2 | .08 | 2 | .08 | 4 | | | |
| Career Programs | | | | | | | | | | |
| Hospital Unit Manager | 2101 | 0 | - | | - | - | 0 | | | |
| Med. Records Librarian | 2102 | 6 | 0 | 0 | 1 | .04 | 1 | | | |
| Medical Secretary | 2103 | 16 | 3 | .13 | 0 | 0 | 4 | | | |
| Registered Nurse | 2104 | 4 | 0 | 0 | 1 | .04 | 0 | | | |
| Radiologic Technology | 2105 | 5 | 1 | .04 | 0 | 0 | 0 | | | |
| Physical Therapy | 2106 | 4 | 1 | .04 | 0 | 0 | 2 | | | |
| Dental Hygiene | 2108 | 1 | 0 | 0 | 0 | 0 | 1 | | | |
| Emerg. Med. Tech. | 2109 | 11 | 3 | .13 | 0 | 0 | 1 | | | |
| Health Care Mang. | 2110 | 9 | 2 | .08 | 1 | .04 | 0 | | | |
| Para-Medical Career | 2199 | 0 | - | - | - | - | 5 | | | |
| Accounting | 2001 | 66 | 8 | .35 | 4 | .17 | 17 | | | |
| Business Data Processing Systems | 2003 | 12 | 2 | .08 | 4 | .17 | 1 | | | |
| Business Administration | 2005 | 118 | 13 | .57 | 0 | 0 | 20 | | | |
| Business Computer Prog. | 2002 | 36 | 0 | 0 | 2 | .08 | 13 | | | |
| Business Career | 2099 | 5 | 1 | .04 | 2 | .08 | 4 | | | |
| Scientific Computer Prog. | 2302 | 3 | 0 | 0 | 0 | 0 | 0 | | | |
| Secretarial Science | 2004 | 53 | 6 | .24 | 2 | .08 | 15 | | | |
| Early Childhood Education Prog. | 2201 | 15 | 2 | .08 | 0 | 0 | 1 | | | |
| Social Service | 2202 | 3 | 2 | .08 | 0 | 0 | 0 | | | |
| Architectural Tech. | 2301 | 10 | 1 | .04 | 0 | 0 | 7 | | | |
| Industrial Engineering Tech. | 2304 | 1 | 0 | 0 | 0 | 0 | 1 | | | |

FALL 1974

| CURRICULUM | CODE | No. Enrolled | No. Drop-outs | % Enroll-ment | No. With-drew | % Enroll-ment | No. Enrolled |
|---|---|---|---|---|---|---|---|
| Guided Studies Cont. | | | | | | | |
| Supplementary Training Prog. | 8003 | 1 | 1 | .04 | - | - | 0 |
| New Carec 's Special Curr. | 8004 | 0 | - | - | - | - | 0 |
| Non-mat.-not intent for degree | 8100 | 4 | 2 | .08 | 0 | 0 | 1 |
| Matriculated Student undecided about major & DEEP | 9999 | 540 | 84 | 3.72 | 19 | .84 | 443 |
| | -001 0000 | 92 | 89 | 3.95 | 6 | .26 | 202 |

Enrollment = 2,253

Enrollment = 2,233

| | |
|---|---|
| 8001 | 6 |
| 0664 | 1 |
| 0661 | 1 |
| 0716 | 1 |
| 3000 | 1 |
| 0910 | 2 |

Academic Motivation, a non-academic component of the test. Data for the winter semester are not included because a separate study of attrition is in progress.

TABLE 15

Comparative Guidance and Placement Test Scores for Official Withdrawals, Dropouts and Persisters by Year

| | | 1972 | | | 1973 | | | 1974 Fall | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | OW | DO | P | OW | DO | P | OW | DO | P |
| Reading | M | 39.57 | 38.73 | 40.73 | | 39.65 | 39.46 | 39.89 | 37.45 | 37.90 |
| | SD | 9.23 | 10.81 | 10.00 | | 9.10 | 10.58 | 11.04 | 9.67 | 10.55 |
| | N | | 420 | | 92 | 626 | 693 | 46 | 143 | 1098 |
| Sentences | M | 40.98 | 38.34 | 40.34 | | 41.90 | 40.66 | 38.84 | 38.79 | 39.15 |
| | SD | 11.16 | 10.67 | 9.47 | | 8.00 | 9.68 | 9.49 | 9.12 | 9.26 |
| | N | | | | | | | 46 | 143 | 1097 |
| Math D | M | 39.82 | 43.33 | 40.35 | | 39.88 | 39.42 | 38.82 | 39.13 | 39.21 |
| | SD | 9.86 | 12.30 | 7.61 | | 6.50 | 6.04 | 6.87 | 6.94 | 6.84 |
| | N | | | | | | | 46 | 125 | 1020 |
| Year 2000 | M | 38.17 | 38.80 | 39.92 | | 39.36 | 41.33 | 37.26 | 37.17 | 35.57 |
| | SD | 10.65 | 10.92 | 11.33 | | 11.00 | 10.80 | 9.53 | 10.63 | 11.22 |
| | N | | | | | | | 34 | 84 | 852 |
| Mosaic | M | 39.3 | 43.65 | 41.40 | | 40.42 | 41.33 | N/A | 39.02 | 41.08 |
| | SD | 9.77 | 9.12 | 11.45 | | 10.00 | 10.31 | N/A | 12.64 | 12.28 |
| | N | | | | | | | N/A | 10 | 60 |
| Letter Groups | M | | | | | 46.27 | 42.86 | 45.55 | 44.50 | 40.48 |
| | SD | | | | | | 8.43 | 9.69 | 8.54 | 8.88 |
| | N | | | | | | | 9 | 8 | 68 |
| Academic Motivation | M | 51.20 | 49.17 | 52.15 | | 49.05 | 52.64 | 52.12 | 49.90 | 51.85 |
| | SD | 9.15 | 10.03 | 9.33 | | 8.50 | 9.02 | 8.83 | 9.84 | 9.64 |
| | N | | | | | | | 33 | 74 | 398 |
| Enrollment | | | 1271 | | | 1411 | | | 2253 | |

## AFFECTIVE VARIABLES

The influx of students into community and junior colleges has given impetus to the study of educational values, new and traditional attitudes and interests of students. At the same time, research interest has been focused on educability levels of students who vary widely in interests, motives, dispositions and abilities as well as the suitability of these students to diverse institutions of higher education. Thus, the process of college selection and entrance may best be described as a unique sifting and weighing process whereby attitudinal perspectives brought by the student to the institution may shape his relationship with that environment. The study of individual attitudes, then, is a prerequisite for understanding the relationship between the student and his college environment.

Table 16 indicates that both sexes gave similar responses for degree intentions at Essex but rather drastic differences for the associate degree anywhere: 9.1% of the males but 21.6% of the females (Table 17). The same is true for Two-Year National Norms with 14.4% of the males but 25.2% of the females indicating that they intended to pursue the associate degree anywhere. Since both sexes reported similar intentions at the college they were attending but quite different intentions in terms of the degree itself, it would be reasonable to assume that, in general, more females than males intend to pursue the associate degree at one time or another.

For the bachelor's degree at Essex, 22.2% of the males and

TABLE 17

Highest Degree Planned Anywhere

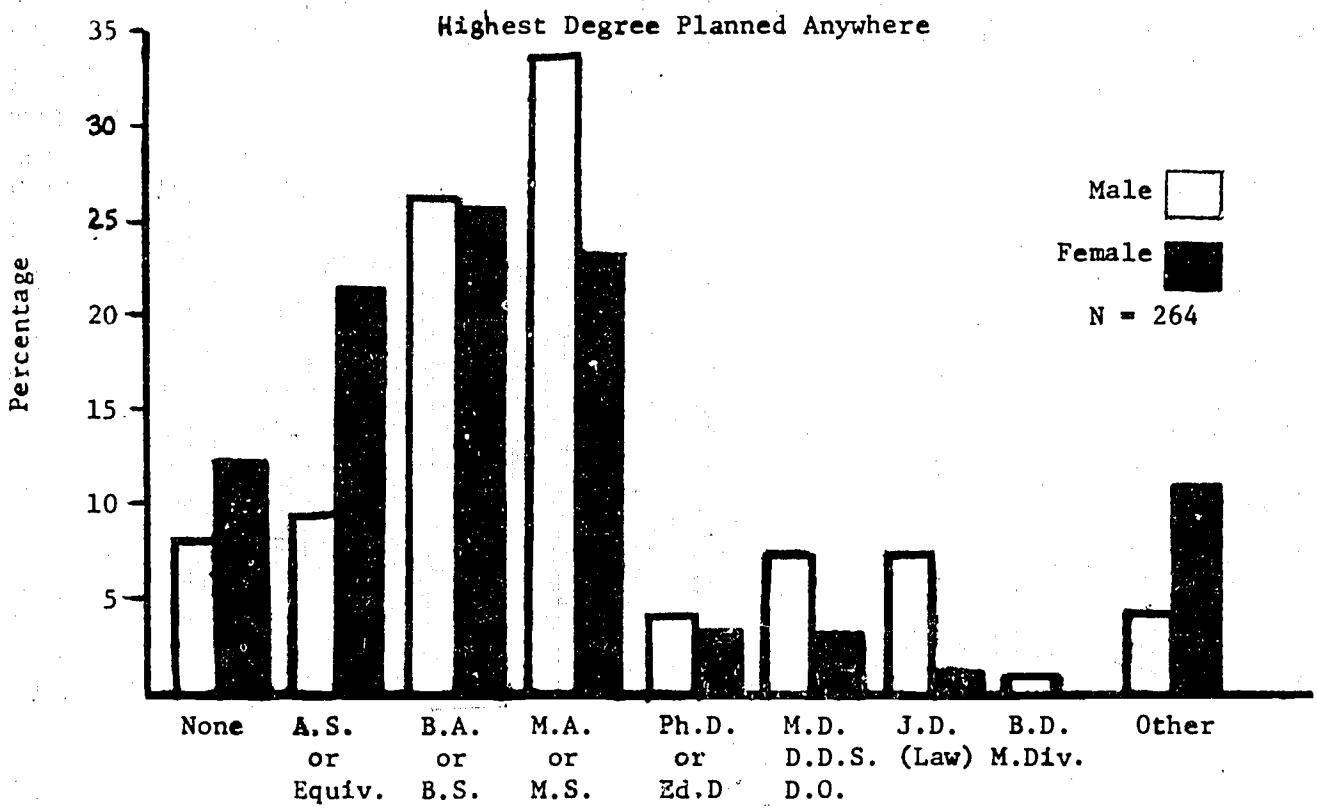
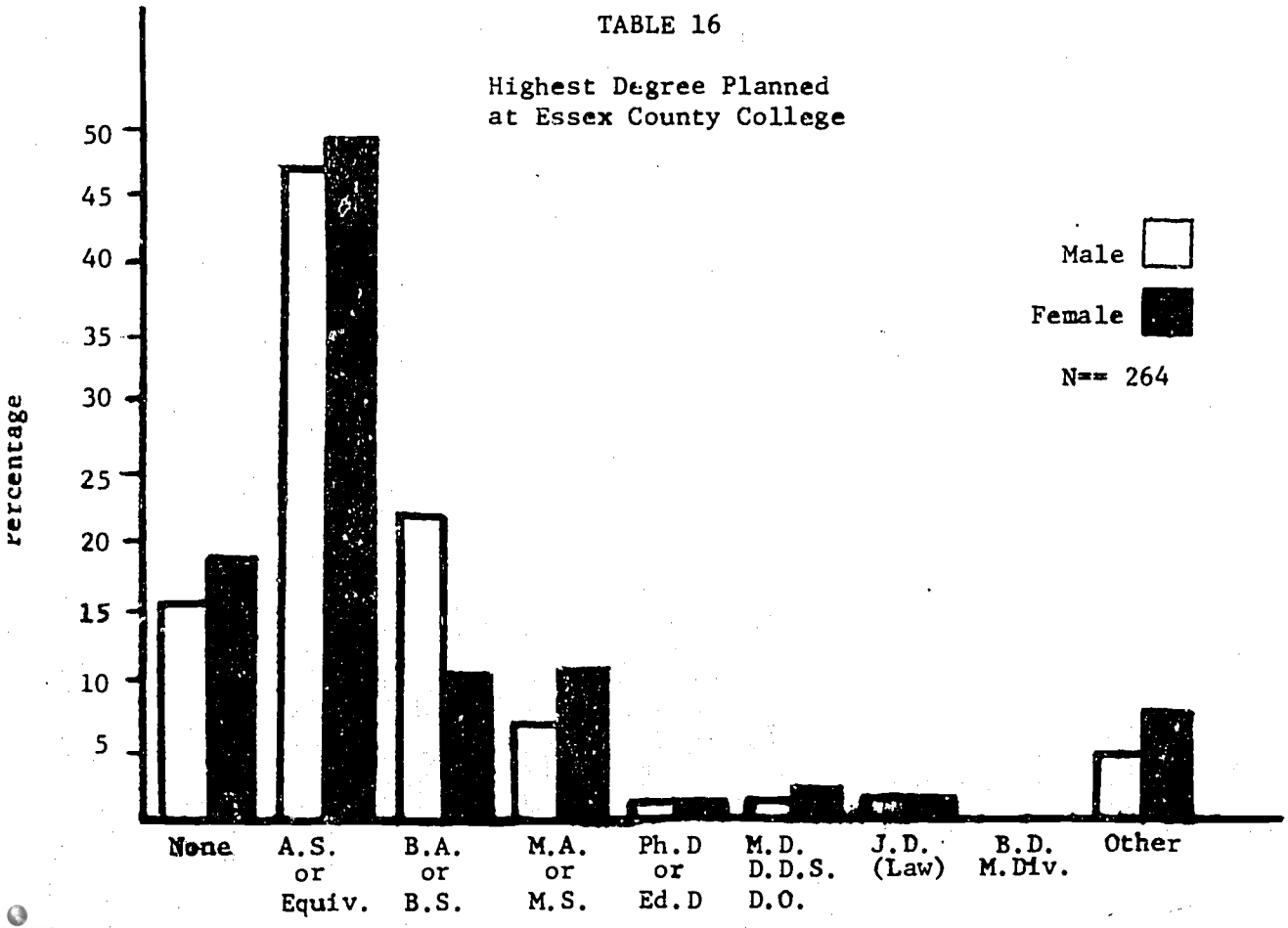



TABLE 16

Highest Degree Planned
at Essex County College



10.3% of the females indicated that they planned to pursue that degree compared to 11.2% of the males and 7.8% of the females from Two-Year College National Norms. The same degree but pursued anywhere (Table 17) yielded 26.4% response rate for males at Essex and 25.5% for females compared to 37% for males; 35.3% of the females from the Two-Year College National Norms. Here the pattern appears to be similar for both sexes locally and nationally.

An even greater percentage of Essex's students indicated that they planned to pursue the master's degree--33.6% of the males and 23.1% of the females compared to 23.1% of the males and 20.5% of the females from the National College Norms (Table 17). Essex's higher percentage here might be accounted for by the consistently high academic motivation score on the CGP and an often erroneously stated proposition that students from low income backgrounds have low aspirations. On the contrary, students on the lower end of the economic scale do in fact report high aspirations and goals some of them unattainable as to be expected, but most of them within reason. Accomplishing their stated objectives is another matter. In any event, it would be interesting to follow this group of Essex students through to a six or eight year period to see if the intentions reported in Table 16 and particularly Table 17 are realized.

The reasons for long-term career choice "be helpful to others" and "work with people" elicited more responses than any of the others. For the former, 5% more females than males indicated that they wanted to be helpful to people and 16% more

females designated the latter as being very important. This pattern of responses has particular significance for the quality of our delivery system because it may be interpreted as being a reminder of the college's mission: "Essex County College considers itself to be interested in acting as a social change agent in the educational community as well as in the manpower sector." The fact that a large percentage of both male and female students consider being involved with people to be important would seem to suggest that student desires and the institution's objectives are relatively congruent.

TABLE 18

Reasons Checked as Very Important for Long-Term Career Choice

| Reasons | No. Respondents | % Males | % Females |
|---|---|---|---|
| Job openings available | 344 | 63.3 | 68.9 |
| Rapid advancement | 347 | 58.7 | 58.0 |
| High anticipated earnings | 350 | 75.0 | 72.3 |
| Respected occupation | 340 | 49.5 | 61.9 |
| Independence | 343 | 49.5 | 55.6 |
| Chance for steady progress | 333 | 70.8 | 80.2 |
| Contribution to society | 357 | 47.0 | 52.5 |
| Avoid pressure | 337 | 29.7 | 30.1 |
| Work with ideas | 335 | 57.9 | 48.2 |
| Be helpful to others | 371 | 75.4 | 80.9 |
| Work with people | 366 | 70.2 | 86.5 |
| Intrinsic interest in field | 323 | 56.6 | 58.1 |

*Information taken from summary of data on entering freshmen for fall by Cooperative Institutional Research Program of the American Council on Education and the University of California; Los Angeles.

"Chance for steady progress" and "high anticipated earnings" brought the next highest responses. Essex males exceeded the Two-

Year College National Norms for high anticipated earnings by 24% and Essex females, likewise, with 30%. Seventeen percent (17%) of the males and 33% more for Essex's females were reported for "chance for steady progress." As previous discussion has pointed out, these results are probably reflective of economic status to a large degree.

TABLE 19

Academic Plans of New and Readmitted Students by Semester

| | Fall '74 | | Winter '75 | |
|---|---|---|---|---|
| | Number | % | Number | % |
| Enroll every semester and complete degree or certificate program | 2869 | 75.5 | 2539 | 72.8 |
| Get a degree sometime but no plans for enrolling every semester | 166 | 4.3 | 157 | 4.5 |
| Take courses needed to get a job or to be promoted | 96 | 2.5 | 91 | 2.6 |
| Take courses needed for degree from another college | 309 | 8.1 | 326 | 9.3 |
| Take courses needed for the high school equivalency | 178 | 4.6 | 212 | 6.0 |
| Undecided about academic plans | 119 | 3.1 | 103 | 2.9 |
| Take courses interested in only | 54 | 1.4 | 59 | 1.6 |
| | 3800 | | 3487 | |

Table 19, Academic Plans, reveals that the majority of Essex's new and readmitted students for both the fall and winter semesters plan to enroll every semester and complete their program. This finding is consistent with results from previous semesters

and adds support to the contention that two-year college students tend to be more pragmatic in their decision to attend college than students in four-year colleges and universities. The next two highest responses were: "to take courses needed for a degree at another college" and "to take courses needed for the high school equivalency diploma."

## SUMMARY

The four classes of variables considered in this report are generally referred to as being student characteristics for very good reasons. Functionally, they describe the population in terms of academic achievement and socioeconomic status; in a more conventional sense, they reveal trends in student motivation, interests and vocational aspirations. The reporting matrix is consistent with the Higher Education General Information System (HEGIS). The rubric takes into account such diverse items as: understanding the college student as a learner and a person; facilitating communication between students and others in the institution and/or in the community; interpreting the goals, values, objectives and actions of students and their institution, one to the other; understanding the significant forces operation within the college community as they affect students; and, interpreting research on psychological, social and cultural forces influencing student performance and behavior.

## BASIC CLASSIFICATION VARIABLES

The demographic characteristics of our student population

has changed since 1969 and the change has brought new challenges that the college is addressing. We have a more heterogenous student body this year; students on the lower end of the social system are now represented; and, curricula modifications are being made. For instance, developmental courses, particularly English and reading, used to be encouraged; now they are required for students whose test scores and advisement interview indicate that they need the work. More students are asking for help with non-academic matters such as personal/vocational counseling and financial aid. The biggest challenge though has been attempting to maintain a representative number of students by ethnic group and we have been relatively successful: recruitment from suburban high schools has improved, and the Spanish-speaking population has doubled through recruitment.

Data relative to sex remains fairly consistent: more females than males continue to enroll each semester; consequently, female graduates tend to outnumber male graduates two to one. A sizable percentage of the college's female population are mothers, many of them with small children. The school's day care center is an invaluable service for those mothers. In fact, it is not uncommon to see children accompanying their mothers during advisement and registration and occasionally when making appointments for counseling; and, more frequently than many of us realize, fathers are seen accompanying small children at 31 Clinton, particularly if both mother and father are students.

Admission status for the fall and winter semesters changed

considerably. There were increases in the number of non-high school and GED--non-high school graduates was the largest (13%). High school graduates and transfer students decreased for the winter semester. Both full-time and part-time day enrollment dropped and there was a 4.5% decrease for part-time evening enrollment. On the other hand, full-time evening enrollment increased by 11.4% over the fall semester which would suggest that our evening programs may need to be modified to accommodate the increase. Areas served remained relatively stable.

## DEMOGRAPHIC VARIABLES

Essex's students were compared by sex and these percentages were, in turn, compared to the national average for two-year colleges with the following results. Compared to the national average, 16% more of Essex's males and 18% of the females reported no income prior to enrolling in the college. In the less than $500 to $2,999 range, our students fall well below the average while exceeding the average for the $3,000 to $10,000 or more (Table 6). Though $10,000 is considered above the national average for income, two things should be considered when interpreting the data for this Table: (1) most of our students are working heads-of-households which is not usually the case for other two-year colleges (2) the figure $10,000 is relative; it would be considered a fairly comfortable income level for some southern cities but it is just the opposite for Newark and the surrounding areas.

Estimated parental income of ECC students falls short of the national norm for two-year colleges in that the highest percentages for our students are found in the lower income levels. Eighty-one point six percent (81.6%) of ECC's males and 82.1% of the females come from families earning less than $8,000. This is different from the 18.4% and 22.3% for males and females respectively for two-year colleges. Another difference between Essex's enrollment and the national average in regard to parental income is in the $9,999 to $39,999 range: 16% of the males here and 15% of the females come from families in this category compared to 77.9% for males and 74% for females nationally. None of our students come from families with estimated incomes of $40,000 or more. The two-year college national average is 1.3% for males; 1.4% for females.

Father's occupation is another index of socioeconomic status considered (Table 8). Essex is almost identical with the national average for skilled workers with 22.3% of the males and 22.4% of the females so indicating and national percentages of 23% and 22% respectively. The similarity ends here, however. In the semi or unskilled worker category, Essex's students come from homes whose fathers are so employed by approximately 3 to 1 over the national average.

In the clergy or religious worker category, Essex outnumbers the national norm, and for the unemployed, Essex outnumbers the average by four to one. In fact, as of this month, the reported unemployment figure for the State of New Jersey is 11.7% (state

figure) and the Newark rate is 22% (city figure).

For parent's education, females reported higher percentages for both fathers and mothers for the first two categories ("grammar school or less" and "some high school") but substantially lower percentages for "high school graduates" and "some college." The other categories (post-secondary, some graduate school and graduate degree) were about even. Both sexes taken together, approximately 18% of the fathers compared to 26% of the mothers were reported to be high school graduates; and, approximately 3% of the fathers but a slightly higher percentage of females indicated that their mothers had a college degree.

## COGNITIVE VARIABLES

Most students attempted 12 to 14.5 credits and the greater number were in the winter semester. Decreases in credit load for the winter were in all other ranges (from 2.5 to 8.5 and 15 to 23.5) except for the 9 to 11.5 range which remained about the same. For the most part, credits reported here are fairly comparable to other two-year urban colleges.

In terms of curriculum, Guided Studies had more students enrolled than any of the other programs with 64.4% of the fall and 89% of the winter enrollment. An increase from fall to winter was evident for students registered under the 8000 code. The figure for the group, 27.8% of the fall and a record 55.7% of the winter, represents an increase of 28%. Transfer curricula accounted for 15.1% of the fall enrollment but only 6.3% for the

winter semester. Approximately 18% of the fall enrollment registered for courses under Career Programs, but only 4.3% of the winter group enrolled in courses under this program.

Mean scores for the high schools studied are relatively stable compared to last year's figures except in academic motivation which continues to increase. There is an apparent discrepancy between high motivation, as measured by the CGP, and actual class performance as measured by grade point average. One possible explanation for the discrepancy could be the transition from secondary school to college. It is not uncommon for freshmen to experience academic difficulties for the first semester of college work--even a full year--before settling down to study. Another, and probably a more adequate, explanation for the difference may be that students come to us highly motivated and eager to learn but we may not be as successful as we would be in providing the means for them to realize their goals. What we accept as success may, in fact, be the perpetuation of a self-fulfilling prophecy.

## AFFECTIVE VARIABLES

The final group classification, affective variables, examined individual student attitudes toward college. Both male and female students gave similar responses for degree plans at Essex but rather drastic differences for the "associate degree anywhere": 9.17% of the males indicated that they planned to complete the degree compared to 21.6% of the females. This pattern is similar to the national

norm for two-year colleges with 14.4% of the males so indicating compared to 25.2% for females. For the intention to pursue a bachelor's and master's degree, both males and females at Essex exceeded the national norm.

Most researchers are in agreement that students entering two-year colleges are influenced more by practical vocational consideration and less by intellectual interests than students enrolled in four-year colleges and universities. This observation is supported by this report but the implications are far reaching. At Essex, the choice "to be helpful to others" and "work with people" brought the highest responses. "Chance for steady progress" and "high anticipated earnings" tend to support the practical aspect. If we examine this finding in relation to two-year college students in general and urban situated community colleges with a sizable proportion of Black students in particular, the phenomenon has far reaching implications indeed.

For instance, a commonly observed characteristic in this setting is a tendency to elect majors in only a few disciplines. For most ethnic groups, the social sciences, education and business are preferred fields while the physical sciences, engineering and mathematics are the least elected ones. Several suggestions have been made for this occurring: (1) a heavy commitment of minority students to human services; (2) inadequate secondary school counseling on the vocational opportunities available; (3) existence of minority professional role models for only a few vocations in the communities or at the college; (4) a lack of adequate

preparation for fields which have more rigorous science and mathematics skills requirements. If these explanations are correct, and there is good reason to believe that they are, the implications are apparent for the institution.

The final variable considered in this profile, academic plans, showed that approximately three fourths of the new students for the academic year 1974-75 indicated that they planned to complete the associate degree and there is evidence to suggest that most of them accomplish that objective. Since 1971, Essex has placed number six in terms of total number of full-time and part-time enrollment for the State but second for the number of associate degrees conferred for the same three year period. We know also from our follow-up study that most of our graduates who transfer to four-year colleges perform academically as well as students who started at the four-year college.

## IMPLICATIONS AND RECOMMENDATIONS

This report has presented findings of particular relevance to administrators and faculty members with the goals, long-range or immediate, of influencing future decisions and encouraging future research on the characteristics of Essex County College students.

On the assumption that there exists an interest in correlating academic and support services to the needs of the student, this report has concentrated its direction in characterizing the student. While the data presented is in no way all-encompassing, there is sufficient implication to define perspective.

Necessarily, the recommendations are qualified. The data was collected on students enrolling for the first time and, therefore, does not include returning students. Additionally, students were compared only by sex and, then, not with all variables.

While the report, in instances, indicates variable scaling above or below the national norm, the evidence supports, most significantly, the finding that no distinguishable difference exists in the patterns or steps of development with ECC students

when compared to the national norm. Differences that do occur are environmental in nature and are analogous to the insertion of contemporary characters into a revived classic.

Although the report is a first in terms of comprehensiveness and thrust, it should provide a basis for selecting alternatives to minimize irrelevancy and maximize student success.

Student Profile

1. Students are of varied educational backgrounds and demonstrate various levels of secondary educational achievement.
2. Students are of varied ethnic backgrounds comparable to the college's accessability as an urban institution.
3. Students are from low socioeconomic backgrounds and require financial assistance to meet educational costs.
4. Students are highly motivated, but lack the skills to achieve at a level comparable to their motivation.
5. Students exhibit academic interests and vocational aspirations in fields which are decreasing in viability and marketability.
6. Students lack sufficient role models and require sources for guidance and behavior modification.
7. Students have family and employment responsibilities and demonstrate equal utilization of the day and evening programs.
8. Students do not attend the college directly from high school.
9. Students demonstrate a response to characteristics which are neither factor variables in standard research nor in this reporting matrix.

Implications

1. The college is fulfilling its purpose of offering flexible, diversified programs of studies which are accessible to community members of varied educational backgrounds.
2. The college is able to attract and retain students of varied ethnic backgrounds.
3. There is a need to establish clear, definitive competencies demonstrable by graduating students.
4. A continual assessment of curriculum offerings is required in order to insure the viability and marketability of professions and careers associated with the college's academic majors.
5. Career exploration and self-actualization should be emphasized through a more comprehensive counseling program.
6. Financial assistance is essential to the continued accessability of the college to many of its students.
7. Communications on a community-wide and institutional-wide basis require reassessment with regard to thrust and direction.
8. Further research, particularly on an institutional basis, is required.

Recommendations

1. Develop appropriate tools to insure that graduates possess the ability to read, think analytically, communicate in writing and verbally; to utilize basic mathematical processes; to comprehend basic scientific and technological processes.
2. Refine and diversify developmental programs reflective of the various levels of achievement characteristic of the entering student.
3. Strengthen activity evaluation mechanisms in order to assess the effective utilization of resources and to properly determine future directions.
4. Develop a more comprehensive approach to bilingual education and support services.
5. Expand the accessability of financial assistance and job opportunities.
6. Establish a viable mechanism to develop students' study skills.
7. Emphasize a comprehensive counseling program which monitors career exploration and self-actualization. Refine and diversify career exploration programs reflective of optimum consideration to the concurrent development of the students' educational objectives and a demonstrated ability to function within a career cluster.
8. Assess curriculum offerings to insure viability and marketability of existing professions and careers associated with the academic majors and develop a mechanism to identify and support an increase of student interest in the more viable

professions.

9. Insure the expanded availability of academic programs and support services to the evening student.

10. Establish goals and objectives to facilitate academic research and assessment on an institutional basis and expand research activities on student characteristics.

11. Assess and redefine communications between the college and the secondary educational institutions and the community service organizations and institutions.

## REFLECTIONS

The college opened at about the same time college students throughout the country were demanding a greater voice in school governance and more relevant curricula. Demonstrations were held for more minority representation at every level of college and university administration and Essex was no exception. Professors were being asked to justify their teaching methods and their support of "The Establishment." Some professors, in turn, began modifying their syllabi to reflect the new mood. The result was renaming old courses to include such titles as "The Good Life," "The Politics of the Black Experience," "Conflict Resolution," "Interdisciplinary Approach to the Sciences," etc. No dean or department chairman could argue with courses as contemporary as that: the titles were not only relevant; the outside readings were selected from among the latest bestsellers. What thinking educator could question such logic. The only problem was that nobody bothered to tell the student that putting a new title on an old course and updating the bibliography did nothing to change the fact that class status determined upward mobility more than familiarity with the latest books on political and social issues

or that the ability to read critically is sometimes far more important than understanding the literal.

We, as educators at Essex County College, have a responsibility to provide guidance and instruction that are both relevant and challenging. The sixties was an exciting era: dress codes changed, the Protestant work ethic was challenged, values were questioned and students made demands, some of them reasonable and others not so reasonable. Where it was practical and logical to do so, institutions responded with concern and with legal sanctions. In a few instances, higher education was not as responsive as it could have been and we all know of such cases. This institution, however, is a relatively new one and can avoid some of the pitfalls of more established colleges by continuing to fulfill its mission as it has in the past and by reviewing its progress at appropriate stages of development. Education, therefore, is more than a declaration of intent; it is the ability of the college to translate life experiences into strategies for change; it is the sensitivity of its professionals in meeting day to day responsibilities; and, perhaps it is also the willingness of the institution to admit that it, too, has something to learn.

## APPENDIX

## FALL 1974 RACIAL DATA

| | 1973 | 1974 |
|---|---|---|
| Black | 69% | 65.5% |
| Puerto Rican | 2.9% | 3.6% |
| Other Spanish | 7.3% | 7.4% |
| Oriental | .5% | .7% |
| Indian | .2% | .2% |
| Other- Foreign and Unknown | 3.0% | 3.5% |
| White | 17.0% | 19.1% |

FALL 1974

ENROLLMENT DATA

| | 1973 | 1974 |
|---|---|---|
| Total | 5000 | 5780 |
| Full-time | 3124 (62%) | 3885 (67%) |
| Part-time | 1876 | 1895 |
| Beginning | 1530 | 1671 (29%) |
| Returning | 3470 | 4109 (71%) |
| Day | 3004 (60%) | 3276 (57%) |
| Night and Weekend | 1996 (40%) | 2504 (43%) |

51% of night students are full-time
21% of day students are part-time

New Students Enrolled:

| | | |
|---|---|---|
| Men | 605 | 689 |
| Women | 806 | 982 |

APPENDIX III

FALL 1974

ENROLLMENT BY CITIES IN ESSEX COUNTY

| | | |
|---|---|---|
| Belleville | 60 | 95% White |
| Bloomfield | 44 | 95% White |
| Caldwell | 2 | 100% White |
| Cedar Grove | 5 | 100% White |
| East Orange | 848 | 80% Black |
| Glen Ridge | 2 | 100% White |
| Irvington | 266 | |
| Livingston | 7 | 100% White |
| Maplewood | 17 | 95% White |
| Millburn | 4 | 100% White |
| Montclair | 109 | 65% White<br>35% Black |
| North Caldwell | 2 | 100% White |
| Newark | 3591 | 77% Black<br>23% White |
| Nutley | 29 | 95% White |
| Orange | 235 | 80% Black<br>20% White |
| Roseland | 3 | 100% White |
| Short Hills | 2 | 100% White |
| South Orange | 12 | 95% White |
| Verona | 4 | 100% White |
| West Caldwell | 3 | 100% White |
| West Orange | 35 | 95% White<br>5% Black |

## WINTER 1975 RACIAL DATA

| FALL 1974 | | WINTER 1975 | |
|---|---|---|---|
| Black | 65.5% | Black | 66.3% |
| Puerto Rican | 3.6% | Puerto Rican | 3.3% |
| Spanish Surname | 7.4% | Spanish Surname | 4.3% |
| Oriental | 0.7% | Oriental | .06% |
| Indian | 0.2% | Indian | 0.1% |
| White | 19.1% | White | 25.6% |

## WINTER 1975

## ENROLLMENT DATA

FALL 1974

Total - 5780

Full-Time - 3885 (67%)

Part-Time - 1895

Beginning - 1671 (29%)

Returning - 4109 (71%)

Day - 3216 (57%)

Night and Weekend - 2504 (43%)

NEW STUDENTS ENROLLED

Men - 689

Women - 982

WINTER 1975

Total - 8279

Full-Time - 4589 (55%)

Part-Time - 3690 (45%)

Beginning - 2851 (34.6%)

Returning - 5429 (65.4%)

Day - 4600 (55.6%)

Night and Weekend - 3679 (44.4%)

TOTAL

Men - 3884 (47%)

Women - 4395 (53%)

NEW STUDENTS

Men - 879

Women - 747

## RACIAL BREAKDOWN OF EXTENSION CENTER ENROLLMENT

| CENTER | TOTAL | BLACK |
|---|---|---|
| Bloomfield | 58 | 10 |
| Caldwell | 82 | 2 / |
| North Essex Ed. | 10 | 0 |
| Livingston | 21 | 0 |
| Leaguers | 178 | 168 |
| Millburn | 30 | 2 |
| North Ward | 83 | 3 |
| Vailsburg | 13 | 0 |
| Orange | 33 | 17 |
| Project Trend | 24 | 24 |
| Internal Revenue | 24 | 12 |
| West Orange Adult | 16 | ? |
| West Orange Community | 53 | 0<br>4 Oriental |
| Veteran Administration | 32 | 16 |
| Belleville Adult | 59 | 4 |
| North Jersey Community Health Center | 27 | 27 |
| Bloomfield College | 219 | 29<br>1 Puerto Rican |
| Caldwell Correctional | 100 | 90<br>2 Puerto Rican |
| Independent Study | 255 | 60 |

WINTER 1975

ENROLLMENT BY CITIES IN ESSEX COUNTY

| CITY | AMOUNT |
|---|---|
| Belleville | 128 |
| Bloomfield | 102 |
| Caldwell | 42 |
| Cedar Grove | 45 |
| East Orange | 1099 |
| Glen Ridge | 20 |
| Irvington | 347 |
| Livingston | 31 |
| Maplewood | 34 |
| Millburn | 31 |
| Montclair | 148 |
| North Caldwell | 3 |
| Newark | 4610 |
| Nutley | 65 |
| Orange | 310 |
| Roseland | 8 |
| Short Hills | 23 |
| South Orange | 26 |
| Verona | 24 |
| West Caldwell | 15 |
| West Orange | 196 |
| TOTAL--(Winter 1975) | 7317 |
| TOTAL (Fall 1974) | 5280 |