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ABSTRACT

To measure the amount of time it takes to earn an Associate of Arts degree at the San Diego Community College District, a study was undertaken of the number of years and number of semesters graduating students at three district colleges had been enrolled. A random sample of 300 students was drawn from the 1,130 students graduating in June 1992, and information was collected on student characteristics; educational objectives; the first term and the number of terms enrolled; whether students stopped-out; and the number of units attempted, earned, and transferred from another institution. Study findings included the following: (1) the 107 students who had not transferred units from other institutions took an average of 5.8 years to earn the degree, while students with transferred units took 6.6 years; (2) for all students, the mean number of terms taken to earn the degree was 11.1, with a minimum of 2 terms (n=2) and a maximum of 49 (n=1); (3) the average age of the graduating sample was 30.9, compared to 29.3 years of age for the spring 1992 student body; (4) the number of years taken to earn a degree varied by ethnicity, ranging from an average of 4.6 years for African Americans to 8.6 years for Latinos; and (5) women took an average of 6.45 years to earn their degree, versus 6.2 for men. Data tables are appended. (BCY)

San Diego Community College District

TIME TO DEGREE STUDY

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Research and Planning
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Degree Completion in the San Diego Community College District:

The Time-to-the Associate Degree for the Class of 1992

INTRODUCTION

How long does it take for students to earn the associate degree? In recent debates, discussions, and policy and research reports, questions about the degree earning behaviors of students and the degree granting rates of community colleges have been increasing. For example, recent Student Right-to-Know legislation passed by the Congress mandates that colleges report on the graduation rates of students and make this information available to all current and prospective students. The National Education Goals Panel of the National Governors Association has made degree completion a key indicator of effectiveness (National Education Goals Panel, 1992)

Other discussions have focused on the economic value of the associate degree and emphasized the importance of this degree in helping students seeking improved employment opportunities (Friedlander, 1991). Still others have focused on the associate degree as a credentialling function (Parnell, 1985). This perspective suggests employers and the general public should view the associate degree as an indicator of achievement in much the same way that the high school diploma was viewed decades ago. Groups such as the American Association of Community Colleges have been seeking to strengthen the degree in the two year colleges and its value to the nation as a whole.

Changes have taken place in the policy area also that affect the associate degree attainment of community college students. In many states, the costs for attending the two-year college have risen dramatically. Thus the cost to the student of attending the two-year college for personal enrichment, or for "testing the waters" are steadily rising. Add to this recent concerns expressed by state legislatures and federal policymakers about the low rates of degree attainment among two-year college students and the question of time to degree becomes more important. For example, the State Model Accountability System for the California Community Colleges includes degree completion as one of the key indicators of accountability for the two year colleges.

Although many express concern about degree completion, there is little agreement on how best to measure it. For example the Department of Education has required community colleges to annually report degree and certificate completion on the Integrated Postsecondary Education Data System (IPEDS, formally HEGIS) surveys. These data are cross-sectional, and ask the colleges to report graduates for a given academic year. However, other federal surveys such as the recently revised Student-Right-to-Know legislation, require institutions to report completion for a given cohort of students who express an intent to graduate, attend full-time their first term, and finish within one-hundred fifty percent of "normal" program time. Still others, such as the recommended reporting requirements of the National Education Goals Panel use a set of criteria that tracks a cohort of students regardless of intent over a four-year period and reports the graduation rate of that cohort. It is highly probable that these

three measures would yield different graduation rates because the denominator, or potential pool of graduates, is different in each case. In the absence of national standards or agreed-upon goals, what is a good or bad graduation rate? How long should students take to complete the associate degree? Quite simply, how we define the graduation rate will greatly affect the resulting indicator or statistic. This study takes a cohort approach, examining the average length of time it took for the graduating class of 1992 to complete the requirements for the associate degree.

Confounding the question of how long it takes for students to earn the associate degree is the observation by several higher education researchers that community college students attend college on their own terms, whether for learning, occupational exploration, or personal interest. (Cohen, 1988, Adelman, 1990). For those students, tracking the time it takes to earn the associate degree would reveal very little about how attending the college met their educational, training, or personal needs.

Once we settle the definition questions, the question of time to degree is relatively straightforward, however as pointed out by the above discussion, what to make of it is problematic. It is not the object of this report to judge the effectiveness of the SDCCD colleges in meeting the degree needs of students. This study also does not intend to judge how well the SDCCD college students set goals or persist. However if leaders in the SDCCD are seeking to improve the visibility and importance of the associate degree to students and the larger community, then we need to start somewhere,

and providing some baseline data on which to judge our students' progress toward the associate degree is a place to begin. The question of time-to-degree is of growing importance and visibility as we continue forward into the era of accountability, equity, and national goals.

PURPOSE

The purpose of this study is to measure the amount of time it takes to earn an Associate of Arts or Science degree at San Diego City, Mesa, or Miramar College. Determining the actual amount of time needed for students to earn the degree is useful for program review, planning, and to address student equity concerns.

Community College students tend not to be "traditional" full-time college students who enroll directly from high school and complete the degree in a minimum amount of time. Most students are older, work at least part-time, and may have family and other personal responsibilities which necessitate part-time attendance and periods of non-attendance. As a result, the time taken to earn a two-year degree is often many times longer than two years.

The findings of this study indicate that SDCCD students take, on average, more than six years to earn the associate degree. These findings must be interpreted with caution, however, as the factors contributing to this seemingly excessive time to complete the associate degree may in fact be unrelated to institutional policies or practices.

Perhaps as a result of the open access policies for which community colleges are renowned, students are able to tailor their educational progress to their lifestyles and outside responsibilities and thus complete the degree that they would be unable to complete in a more rigid setting.

METHOD

This study measures the time taken, in total number of years from initial enrollment as well as in the number of semesters enrolled, to earn an Associate of Arts or Associate of Science degree at City, Mesa, and Miramar Colleges in the San Diego Community College District. Due to limitations of the data available, the study relies on the analysis of a random sample taken from the graduating class of June 1992, and retrospectively analyzes enrollment patterns to determine the time taken to earn the degree.

A random sample of 300 students was drawn from the 1130 students graduating in June, 1992. After merging the file with mainframe data to append ethnicity, age, gender, disability status, educational objective, and year of high school graduation to the file, the remaining data were retrieved manually from the Integrated Student Information System (ISIS). These data elements were as follows:

First term of enrollment

Number of basic skills/remedial units earned

Number of terms enrolled

Number of terms in which the student earned zero units

Whether the student had a break in enrollment ("stopped out")

Cumulative units attempted in the SDCCD

Cumulative units earned in the SDCCD

Number of units transferred from another institution

The random sample was obtained and the complete data file was analyzed using SPSS/PC+. Data tables and a list of degrees awarded are included in APPENDIX A.

FINDINGS

Time to Degree

The mean time to degree for all students was 6.3 years. For the 107 students without transfer units from another institution, it took an average of 5.8 years to earn the degree, while students with units transferred from other institutions took an average of 6.6 years in the SDCCD to graduate. The earliest first enrollment term was Fall 1960, and the latest first enrollment term was Fall 1991. 11% of the students first enrolled prior to 1980, while 21% enrolled on or after 1990. The median first enrollment term was Fall 1987.

40.7% of the graduates had one or more terms in which zero units were earned. These include terms in which the student withdrew from or failed all courses. This may actually understate the number of terms in which students enrolled but dropped to zero

units, since drops do not show up on the cumulative record for the student. 44.3% of the graduates had a break in enrollment of one or more terms.

Number of terms enrolled

For students without units transferred from a college outside of the SDCCD, the mean number of terms taken to earn the degree was 12.2 (N=107), with a minimum of four terms (N=2) and a maximum of 49 terms (N=1). Interestingly, the student with 49 terms enrolled in every term, including most summers, from Fall 1975 through Fall 1992. The "traditional" two-year degree (four terms of enrollment, no transfer units) has become quite the exception, as only 1.9% of students in the sample actually graduated in four terms.

For all students, including those with transfer units, the mean number of terms taken to earn the degree was 11.1, with a minimum of 2 terms (N=2) and a maximum of 49 (N=1).

Number of Units Attempted and Earned

For students without transfer units, the number of units earned at the time of graduation ranged from 52 to 167, with a mean of 88.7 (N=107). For all students, the number of units earned at the time of graduation ranged from 52 to 329.5, including transfer units, with a mean of 100.3 (N=300). Units attempted within the SDCCD for all students (not including transfer units) ranged from 12 to 332, with a mean of 88.1.

The ratio of units earned to units attempted in the SDCCD was .855. Stated otherwise, 85.5% of all units attempted were actually earned.

Number of Remedial/Basic Skills Units Earned

Remedial/Basic Skills courses are defined, for the purposes of this study, as English and math courses that are one or more levels below college level. 71.3% of graduates in the sample took no remedial courses in the SDCCD, however, it is possible that such courses were taken at other institutions.

Of the 86 students who completed remedial coursework, 43% completed three or fewer units and 70% had six or fewer units. The maximum number of remedial units taken was 22, while the mean number of remedial units for all students having remedial units was 6.5.

DEMOGRAPHICS OF GRADUATING STUDENTS

To address equity concerns, this report will compare the age, ethnic, gender, and disability status of graduating students to Fall 1987 and Spring 1992 students. These terms were chosen for comparison because they represent the approximate average beginning enrollment term for the group as well as the ending term.

Age

The average age of the graduating sample was 30.9 years of age, compared to 29.3 years of age for the Spring 1992 student body (Fall 1987 age data are not available). It may be inappropriate to compare this figure to the average age of the student body, however, since the age of those graduating should reflect several years of attendance at one or more colleges and one would expect the group to be older than students with less college experience.

Age ranges for the graduating sample and for Spring 1992 students are as follows:

	Graduates		Spring 1992 Students	
Under 20	8	2.7%	6609	13.4%
21 to 30	167	55.7%	25538	51.9%
31 to 40	81	27.0%	10801	21.9%
41 to 50	30	10.0%	4521	9.2%
51 to 60	14	4.7%	1241	2.5%
Over 60	0	0%	509	1.0%

Ethnicity

As shown in the table below, students in the graduating sample are less ethnically diverse than students in the comparison group. The Fall 1987 comparison group more closely matches the graduating sample, perhaps because of the increasing diversity of the student body within the past few years as reflected in the Spring 1992 group. As the graduates are typically students who have attended for some time, one would expect that graduates would become increasingly diverse in the future.

	Graduates		Fall 1987		Spring 1992	
American Indian	0	0%	627	1.3%	612	1.2%
Asian/Pacific Isl.	26	8.7%	3616	7.5%	4745	9.3%
African American	25	8.3%	4436	9.2%	4898	9.6%
White	206	68.7%	31004	64.3%	28879	56.6%
Latino	26	8.7%	4966	10.3%	6786	13.3%
Filipino	10	3.3%	1977	4.1%	2449	4.8%
Other Non-White	5	1.7%	1061	2.2%	918	1.8%
Unknown/Blank	2	0.7%	530	1.1%	1684	3.3%

The number of years taken to earn the degree varies somewhat by ethnicity, as shown in the following table.

Asian/Pacific Islander	5.5 years
African American	4.6 years
White	6.3 years
Latino	8.6 years
Filipino	6.8 years
Other non-white	5.0 years

Gender

The percentage of female graduates closely matches the percentage in the student body, as evidenced by the Fall 1987 and Spring 1992 comparison groups. For all groups, women have a slight majority over men both in enrollment and graduation numbers.

	Graduates		Fall 1987		Spring 1992	
Female	151	50.3%	24639	51.1%	25869	50.7%
Male	149	49.7%	23482	48.7%	25154	49.3%
No Response	0	0%	96	0.2%	51	0.1%

Women take an average of 6.45 years to earn the degree, versus 6.2 years for men.

Disability Status

Disability status is determined by responses to the disability question on the application for admission. 2.7% of the graduating sample indicated that they had a "disabling condition that may require special services (testing/interpreter/reader)," while 2.4% of the Spring 1992 comparison group reported that they had a disability. Fall 1987 data are not available. Students with disabilities took an average of 6.6 years to complete the degree, compared to 6.2 years for students without disabilities.

CONCLUSIONS

A student enrolling for four semesters, taking 15 units per semester, could conceivably graduate within two years. Since only 3.2% of students complete 15 or more units in a typical semester (averaged over Fall 1990 through Spring 1992), part-time enrollment significantly extends the time to degree. Other factors include "stopping out," or breaks in enrollment, and earning zero units in one or more terms as a result of dropping, withdrawing from, or failing all courses. 44.3% of students in the sample had breaks in enrollment of one or more terms (not including summers), and 40.7% had one or more terms in which zero units were earned.

Additionally, students typically took many more units than the minimum required for the degree. On average, students had earned slightly more than 100 units at the time of graduation, or 66% more than the minimum required for most degrees. Students with no transfer units graduated with an average of 88.7 units. Although some programs require more than 60 units as part of the degree program, informal analysis of course taking patterns shows that many students take a variety of courses unrelated to the major. Whether for personal enrichment or to sample a variety of courses prior to declaring a major, the units taken above the minimum number needed for the degree add to the time needed for completion.

It does not appear that taking remedial or basic skills courses added significantly to the time needed to complete the degree. Less than 30% of students earning degrees actually took basic skills courses, and those who did took an average of approximately two courses (6.5 units).

The advent of matriculation, including assessment, counseling, and educational planning, may reduce the time needed to earn the associate degree and future graduating classes may in fact complete in fewer terms. Many factors which affect the time taken to earn the degree are outside of the control of the colleges. Employment conflicts, personal and family responsibilities, among countless other reasons, will always impact the ability of the student to fully focus on earning the degree. Fortunately, the

policy of open access in the community colleges helps to meet the needs of the ever-changing student population.

CITY COLLEGE

Mean time to degree: 7.0 years.

Ethnicity	NUMBER	MEAN YEARS TO DEGREE
Asian/Pacific Islander	5	6.3
African American	15	4.7
White	49	6.6
Latino	16	11.2
Filipino	5	5.8
Other Non-White	2	4.3

Gender	NUMBER	MEAN YEARS TO DEGREE
Female	43	6.6
Male	49	7.4

Disability	NUMBER	MEAN YEARS TO DEGREE
No	88	7.1
Yes	4	4.0

MESA COLLEGE

Mean time to degree: 6.1 years.

Ethnicity	NUMBER	MEAN YEARS TO DEGREE
Asian/Pacific Islander	18	5.0
African American	7	4.4
White	121	6.3
Latino	8	4.3
Filipino	3	9.1
Other Non-White	3	5.6

Gender	NUMBER	MEAN YEARS TO DEGREE
Female	94	6.6
Male	68	5.4

Disability	NUMBER	MEAN YEARS TO DEGREE
No	158	5.9
Yes	4	9.2

MIRAMAR COLLEGE

Mean time to degree: 5.8 years.

Ethnicity	NUMBER	MEAN YEARS TO DEGREE
Asian/Pacific Islander	3	7.8
African American	3	4.7
White	36	5.7
Latino	2	5.1
Filipino	2	6.1

Gender	NUMBER	MEAN YEARS TO DEGREE
Female	14	4.9
Male	32	6.2

Disability	NUMBER	MEAN YEARS TO DEGREE
No	46	5.8
Yes	0	

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TIME TO DEGREE STUDY, JANUARY 1994

AGE OF GRADUATES

Mean 30.893
Median 29.00

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNDER 20	1.00	8	2.7	2.7	2.7
21 TO 30	2.00	167	55.7	55.7	58.3
31 TO 40	3.00	81	27.0	27.0	85.3
41 TO 50	4.00	30	10.0	10.0	95.3
51 TO 60	5.00	14	4.7	4.7	100.0
	TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

DEGREES AWARDED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
REGISTERED DENTAL AS	078	1	.3	.3	.3
APPLIED ARTS	102	1	.3	.3	.7
ART-FINE ART	104	1	.3	.3	1.0
BIOLOGY	109	1	.3	.3	1.3
ENGLISH	110	5	1.7	1.7	3.0
BIOLOGY-HUMAN BIOLOG	112	3	1.0	1.0	4.0
HUMAN BIOLOGY	114	3	1.0	1.0	5.0
ART-FINE ARTS-ART ED	121	2	.7	.7	5.7
ART-FINE ARTS-DRAWIN	125	1	.3	.3	6.0
LIBERAL ARTS-OPTION	130	54	18.0	18.0	24.0
FOREIGN LANGUAGE-SPA	135	1	.3	.3	24.3
LIBERAL ARTS-OPTION	139	5	1.7	1.7	26.0
LIFE SCIENCE	140	1	.3	.3	26.3
MATHEMATICS	145	5	1.7	1.7	28.0
MUSIC	150	1	.3	.3	28.3
BEHAVIORAL SCIENCE-G	151	1	.3	.3	28.7
PHYSICAL EDUCATION	153	1	.3	.3	29.0
PHYS SCI-ENGINEERING	157	5	1.7	1.7	30.7
PHYSICAL SCIENCE-PHY	158	1	.3	.3	31.0
PSYCHOLOGY	159	14	4.7	4.7	35.7
TELECOMMUNICATIONS T	163	1	.3	.3	36.0
SOCIAL SCIENCES	170	1	.3	.3	36.3
SOCIAL WELFARE	172	3	1.0	1.0	37.3
SELECTED STUDIES	174	52	17.3	17.3	54.7
BEHAVIORAL SCIENCE-C	188	2	.7	.7	55.3
ACCOUNTING	200	2	.7	.7	56.0
BUSINESS ADMINISTRAT	206	23	7.7	7.7	63.7
BUSINESS MANAGEMENT	207	3	1.0	1.0	64.7

BUS. MGMT: LEGAL ASS	208	1	.3	.3	65.0
BUS. MGMT: NAVY ACQ.	209	1	.3	.3	65.3
C&N: NUTRITION	214	2	.7	.7	66.0
COMPUTER/INFORMATION	217	8	2.7	2.7	68.7
HOTEL-MOTEL MANAGEME	234	1	.3	.3	69.0
OFF INFO SYS-GENERAL	252	1	.3	.3	69.3
OFF INFO SYS-LEGAL S	253	4	1.3	1.3	70.7
REAL ESTATE	255	5	1.7	1.7	72.3
OFF INFO SYS-WORD PR	258	1	.3	.3	72.7
OFF INFO SYS-MICRO O	262	1	.3	.3	73.0
CERT AUTO TECH ENGIN	276	1	.3	.3	73.3
TRAVEL AND TOURISM	279	4	1.3	1.3	74.7
OFFICE EDUCATION-LEG	284	1	.3	.3	75.0
GRAPH.REPRO.-PP&PRES	296	1	.3	.3	75.3
AVIATION MAINTENANCE	302	1	.3	.3	75.7
ANIMAL HEALTH TECHNO	305	1	.3	.3	76.0
ARCHITECTURE	324	1	.3	.3	76.3
ADMIN OF JUST-INVEST	328	1	.3	.3	76.7
ADMIN OF JUST-LAW EN	329	2	.7	.7	77.3
ADMIN OF JUST-PRE-LA	330	3	1.0	1.0	78.3
AVIATION OCCUP-FLIGH	333	2	.7	.7	79.0
BLDG CONST TECH-MANA	339	1	.3	.3	79.3
CHILD DEVELOPMENT	340	5	1.7	1.7	81.0
CHILD DEVELOPMENT-PR	341	1	.3	.3	81.3
INTERIOR DESIGN	347	2	.7	.7	82.0
BLDG CONST TECH-INSP	348	1	.3	.3	82.3
COMMERCIAL ART	350	2	.7	.7	83.0
COSMETOLOGY	355	1	.3	.3	83.3
ENVIRONMENTAL CONTRO	378	1	.3	.3	83.7
ELECTRICITY	382	1	.3	.3	84.0
ELECTRONICS TECH-GEN	384	1	.3	.3	84.3
ELECTRONICS TECH-COM	387	1	.3	.3	84.7
ELECTRONICS TECH-DIG	388	5	1.7	1.7	86.3
FIRE SCIENCE	400	17	5.7	5.7	92.0
MEDICAL ASSISTING	420	2	.7	.7	92.7
N.L.T.-NURSERY OPERA	436	1	.3	.3	93.0
PHOTOGRAPHY	440	1	.3	.3	93.3
PHYSICAL THERAPIST A	443	4	1.3	1.3	94.7
NURSING EDUCATION-AD	471	10	3.3	3.3	98.0
MEDICAL LABORATORY T	473	1	.3	.3	98.3
MANU TECH-TOOL PLN &	482	1	.3	.3	98.7
MANU TECH-AUTOM EQUI	500	3	1.0	1.0	99.7
SOLAR TURB-GAS TURB	748	1	.3	.3	100.0
	TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

DEGREE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	AA	159	53.0	53.0	53.0
	AS	141	47.0	47.0	100.0
	TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

GENDER OF GRADUATES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
FEMALE	F	151	50.3	50.3	50.3
MALE	M	149	49.7	49.7	100.0
	TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

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ETHNICITY OF GRADUATES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
		2	.7	.7	.7
ASIAN/PAC ISL	25	26	8.7	8.7	9.3
AFRICAN AMER	3	25	8.3	8.3	17.7
WHITE	4	206	68.7	68.7	86.3
LATINO	5	26	8.7	8.7	95.0
FILIPINO	6	10	3.3	3.3	98.3
OTHER	7	5	1.7	1.7	100.0
	TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

EDUCATIONAL OBJECTIVE AT TIME OF APPLICATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRANSFER WITH AA	A	145	48.3	48.3	48.3
TRANSFER NO AA	B	58	19.3	19.3	67.7
AA NO TRANSFER	C	21	7.0	7.0	74.7
VOC DEG NO TRANSF	D	25	8.3	8.3	83.0
VOC CERT NO TRANSF	E	8	2.7	2.7	85.7
DECIDE CAREER	F	2	.7	.7	86.3
NEW CAREER	G	11	3.7	3.7	90.0
UPDATE JOB SKLS	H	10	3.3	3.3	93.3
ED DEVELOPMENT	J	2	.7	.7	94.0
UNDECIDED	M	13	4.3	4.3	98.3
NOT REPORTED	X	5	1.7	1.7	100.0
	TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

DISABILITY STATUS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	1	292	97.3	97.3	97.3
YES	2	8	2.7	2.7	100.0
	TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

MONTH/YEAR OF HIGH SCHOOL GRADUATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
		15	5.0	5.0	5.0
	0058	1	.3	.3	5.3
	0159	1	.3	.3	5.7
	0161	1	.3	.3	6.0
	0165	1	.3	.3	6.3
	0169	1	.3	.3	6.7
	0173	2	.7	.7	7.3
	0177	1	.3	.3	7.7
	0178	2	.7	.7	8.3
	0183	1	.3	.3	8.7
	0262	1	.3	.3	9.0
	0278	1	.3	.3	9.3
	0279	1	.3	.3	9.7
	0281	1	.3	.3	10.0

0289	1	.3	.3	10.3
0383	1	.3	.3	10.7
0385	1	.3	.3	11.0
0386	1	.3	.3	11.3
0471	1	.3	.3	11.7
0473	1	.3	.3	12.0
0486	1	.3	.3	12.3
0553	2	.7	.7	13.0
0558	1	.3	.3	13.3
0560	1	.3	.3	13.7
0567	1	.3	.3	14.0
0570	1	.3	.3	14.3
0572	1	.3	.3	14.7
0573	1	.3	.3	15.0
0574	1	.3	.3	15.3
0576	2	.7	.7	16.0
0579	2	.7	.7	16.7
0580	2	.7	.7	17.3
0581	4	1.3	1.3	18.7
0582	1	.3	.3	19.0
0584	2	.7	.7	19.7
0585	1	.3	.3	20.0
0586	1	.3	.3	20.3
0620	1	.3	.3	20.7
0648	1	.3	.3	21.0
0653	1	.3	.3	21.3
0655	1	.3	.3	21.7
0656	2	.7	.7	22.3
0657	1	.3	.3	22.7
0659	1	.3	.3	23.0
0661	1	.3	.3	23.3
0662	2	.7	.7	24.0
0663	1	.3	.3	24.3
0664	4	1.3	1.3	25.7
0665	3	1.0	1.0	26.7
0666	1	.3	.3	27.0
0667	1	.3	.3	27.3
0668	2	.7	.7	28.0
0669	3	1.0	1.0	29.0
0670	2	.7	.7	29.7
0671	5	1.7	1.7	31.3
0672	4	1.3	1.3	32.7
0673	7	2.3	2.3	35.0
0674	4	1.3	1.3	36.3
0675	3	1.0	1.0	37.3
0676	3	1.0	1.0	38.3
0677	12	4.0	4.0	42.3
0678	6	2.0	2.0	44.3
0679	7	2.3	2.3	46.7
0680	9	3.0	3.0	49.7
0681	11	3.7	3.7	53.3
0682	5	1.7	1.7	55.0

0683	13	4.3	4.3	59.3
0684	12	4.0	4.0	63.3
0685	16	5.3	5.3	68.7
0686	14	4.7	4.7	73.3
0687	16	5.3	5.3	78.7
0688	22	7.3	7.3	86.0
0689	23	7.7	7.7	93.7
0690	8	2.7	2.7	96.3
0776	1	.3	.3	96.7
0857	1	.3	.3	97.0
0878	1	.3	.3	97.3
0884	1	.3	.3	97.7
0889	1	.3	.3	98.0
0890	1	.3	.3	98.3
0975	1	.3	.3	98.7
1075	1	.3	.3	99.0
1273	1	.3	.3	99.3
1282	1	.3	.3	99.7
1287	1	.3	.3	100.0
TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

FIRST TERM OF ATTENDANCE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	604	1	.3	.3	.3
	624	1	.3	.3	.7
	634	1	.3	.3	1.0
	644	1	.3	.3	1.3
	651	1	.3	.3	1.7
	654	1	.3	.3	2.0
	691	1	.3	.3	2.3
	694	1	.3	.3	2.7
	701	1	.3	.3	3.0
	731	2	.7	.7	3.7
	734	2	.7	.7	4.3
	744	1	.3	.3	4.7
	751	2	.7	.7	5.3
	754	2	.7	.7	6.0
	761	1	.3	.3	6.3
	771	2	.7	.7	7.0
	781	2	.7	.7	7.7
	782	1	.3	.3	8.0
	784	4	1.3	1.3	9.3
	791	2	.7	.7	10.0
	794	3	1.0	1.0	11.0
	801	2	.7	.7	11.7
	804	6	2.0	2.0	13.7

811	5	1.7	1.7	15.3
812	5	1.7	1.7	17.0
814	4	1.3	1.3	18.3
821	1	.3	.3	18.7
822	1	.3	.3	19.0
824	1	.3	.3	19.3
831	1	.3	.3	19.7
832	4	1.3	1.3	21.0
834	3	1.0	1.0	22.0
841	3	1.0	1.0	23.0
842	2	.7	.7	23.7
844	6	2.0	2.0	25.7
851	10	3.3	3.3	29.0
852	2	.7	.7	29.7
854	9	3.0	3.0	32.7
861	5	1.7	1.7	34.3
862	4	1.3	1.3	35.7
864	10	3.3	3.3	39.0
871	9	3.0	3.0	42.0
872	8	2.7	2.7	44.7
874	17	5.7	5.7	50.3
881	5	1.7	1.7	52.0
882	9	3.0	3.0	55.0
884	24	8.0	8.0	63.0
891	12	4.0	4.0	67.0
892	5	1.7	1.7	68.7
894	31	10.3	10.3	79.0
901	22	7.3	7.3	86.3
902	10	3.3	3.3	89.7
904	21	7.0	7.0	96.7
911	5	1.7	1.7	98.3
912	2	.7	.7	99.0
914	3	1.0	1.0	100.0
TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

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NUMBER OF TERMS IN WHICH ZERO UNITS WERE EARNED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	178	59.3	59.3	59.3
	1	55	18.3	18.3	77.7
	2	29	9.7	9.7	87.3
	3	14	4.7	4.7	92.0
	4	8	2.7	2.7	94.7
	5	4	1.3	1.3	96.0
	6	5	1.7	1.7	97.7
	7	2	.7	.7	98.3
	8	1	.3	.3	98.7

9	1	.3	.3	99.0
13	1	.3	.3	99.3
15	1	.3	.3	99.7
17	1	.3	.3	100.0
TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

STUDENTS HAVING A BREAK IN ENROLLMENT OF ONE OR MORE SEMESTERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
BREAK IN ENROLLMENT	1	133	44.3	44.3	44.3
NO BREAK IN ENROLLMENT	2	167	55.7	55.7	100.0
TOTAL		300	100.0	100.0	

Valid Cases 300 Missing Cases 0

UNITS EARNED AT OTHER COLLEGES AND TRANSFERRED TO SDCCD

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	107	35.7	35.7	35.7
	1	1	.3	.3	36.0
	1.67	1	.3	.3	36.3
	2	2	.7	.7	37.0
	3	5	1.7	1.7	38.7
	4	15	5.0	5.0	43.7
	5	1	.3	.3	44.0
	6	4	1.3	1.3	45.3
	6.5	1	.3	.3	45.7
	7	6	2.0	2.0	47.7
	8	1	.3	.3	48.0
	9	5	1.7	1.7	49.7
	10	3	1.0	1.0	50.7
	11	1	.3	.3	51.0
	12	2	.7	.7	51.7
	13	3	1.0	1.0	52.7
	14	3	1.0	1.0	53.7
	14.5	2	.7	.7	54.3
	14.7	1	.3	.3	54.7
	15	4	1.3	1.3	56.0
	16	3	1.0	1.0	57.0
	16.5	1	.3	.3	57.3
	16.7	1	.3	.3	57.7
	19	6	2.0	2.0	59.7
	19.5	2	.7	.7	60.3
	20	1	.3	.3	60.7

20.3	1	.3	.3	61.0
22	4	1.3	1.3	62.3
23	1	.3	.3	62.7
24	3	1.0	1.0	63.7
25	3	1.0	1.0	64.7
25.3	1	.3	.3	65.0
25.7	1	.3	.3	65.3
26	1	.3	.3	65.7
27	3	1.0	1.0	66.7
27.3	1	.3	.3	67.0
28	3	1.0	1.0	68.0
28.5	1	.3	.3	68.3
29	1	.3	.3	68.7
30	2	.7	.7	69.3
31	4	1.3	1.3	70.7
32	3	1.0	1.0	71.7
33	2	.7	.7	72.3
34	3	1.0	1.0	73.3
35	1	.3	.3	73.7
35.5	1	.3	.3	74.0
36	2	.7	.7	74.7
37	1	.3	.3	75.0
39	3	1.0	1.0	76.0
40	5	1.7	1.7	77.7
40.5	2	.7	.7	78.3
41	1	.3	.3	78.7
42.5	1	.3	.3	79.0
44	1	.3	.3	79.3
44.3	1	.3	.3	79.7
46	2	.7	.7	80.3
47	1	.3	.3	80.7
48	1	.3	.3	81.0
49	2	.7	.7	81.7
51.3	1	.3	.3	82.0
52.3	1	.3	.3	82.3
53	1	.3	.3	82.7
55	2	.7	.7	83.3
56	1	.3	.3	83.7
56.25	1	.3	.3	84.0
57	1	.3	.3	84.3
57.3	1	.3	.3	84.7
59	1	.3	.3	85.0
60	1	.3	.3	85.3
62	2	.7	.7	86.0
63	1	.3	.3	86.3
64.5	1	.3	.3	86.7
66	1	.3	.3	87.0
66.3	1	.3	.3	87.3
67.4	1	.3	.3	87.7
68	1	.3	.3	88.0
68.34	1	.3	.3	88.3
68.5	1	.3	.3	88.7

70	1	.3	.3	89.0
72.5	1	.3	.3	89.3
75	1	.3	.3	89.7
77	1	.3	.3	90.0
77.5	1	.3	.3	90.3
78	2	.7	.7	91.0
81.3	1	.3	.3	91.3
82	2	.7	.7	92.0
85.7	1	.3	.3	92.3
87	2	.7	.7	93.0
91	1	.3	.3	93.3
92.5	1	.3	.3	93.7
92.7	1	.3	.3	94.0
94	2	.7	.7	94.7
96	1	.3	.3	95.0
98	1	.3	.3	95.3
102	1	.3	.3	95.7
104.5	1	.3	.3	96.0
107.4	1	.3	.3	96.3
107.68	1	.3	.3	96.7
113	1	.3	.3	97.0
120	1	.3	.3	97.3
128.7	1	.3	.3	97.7
130.3	1	.3	.3	98.0
133	2	.7	.7	98.7
134.7	1	.3	.3	99.0
135.5	1	.3	.3	99.3
144	1	.3	.3	99.7
145	1	.3	.3	100.0
TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

NUMBER OF REMEDIAL/BASIC SKILLS UNITS TAKEN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	214	71.3	71.3	71.3
	1	1	.3	.3	71.7
	3	36	12.0	12.0	83.7
	4	1	.3	.3	84.0
	6	22	7.3	7.3	91.3
	7	2	.7	.7	92.0
	9	9	3.0	3.0	95.0
	11	2	.7	.7	95.7
	12	6	2.0	2.0	97.7
	14	1	.3	.3	98.0
	15	2	.7	.7	98.7
	17	1	.3	.3	99.0
	18	1	.3	.3	99.3
	21	1	.3	.3	99.7
	22	1	.3	.3	100.0
	TOTAL	300	100.0	100.0	

Valid Cases 300 Missing Cases 0

MEAN NUMBER OF REMEDIAL/BASIC SKILLS UNITS EARNED BY STUDENTS WHO TOOK REMEDIAL/BASIC SKILLS COURSES

Mean 6.465 Minimum 1.000 Maximum 22.000

Valid Cases 86 Missing Cases 0

NUMBER OF TERMS ENROLLED AT SDCCD TO OBTAIN DEGREE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	2	.7	.7	.7
	3	4	1.3	1.3	2.0
	4	6	2.0	2.0	4.0
	5	19	6.3	6.3	10.3
	6	31	10.3	10.3	20.7
	7	25	8.3	8.3	29.0
	8	28	9.3	9.3	38.3
	9	25	8.3	8.3	46.7
	10	30	10.0	10.0	56.7
	11	16	5.3	5.3	62.0
	12	20	6.7	6.7	68.7
	13	22	7.3	7.3	76.0
	14	16	5.3	5.3	81.3
	15	9	3.0	3.0	84.3
	16	6	2.0	2.0	86.3

17	6	2.0	2.0	88.3
18	4	1.3	1.3	89.7
19	7	2.3	2.3	92.0
20	1	.3	.3	92.3
21	3	1.0	1.0	93.3
22	3	1.0	1.0	94.3
24	2	.7	.7	95.0
25	7	2.3	2.3	97.3
26	1	.3	.3	97.7
28	2	.7	.7	98.3
30	1	.3	.3	98.7
31	1	.3	.3	99.0
33	1	.3	.3	99.3
35	1	.3	.3	99.7
49	1	.3	.3	100.0
TOTAL	300	100.0	100.0	

Mean 11.137

NUMBER OF TERMS ENROLLED AT SDCCD FOR STUDENTS WITHOUT UNITS TRANSFERRED FROM OTHER INSTITUTIONS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	4	2	1.9	1.9	1.9
	6	11	10.3	10.3	12.1
	7	5	4.7	4.7	16.8
	8	10	9.3	9.3	26.2
	9	13	12.1	12.1	38.3
	10	16	15.0	15.0	53.3
	11	7	6.5	6.5	59.8
	12	8	7.5	7.5	67.3
	13	9	8.4	8.4	75.7
	14	2	1.9	1.9	77.6
	15	4	3.7	3.7	81.3
	16	3	2.8	2.8	84.1
	17	2	1.9	1.9	86.0
	18	1	.9	.9	86.9
	19	1	.9	.9	87.9
	20	1	.9	.9	88.8
	21	1	.9	.9	89.7
	24	2	1.9	1.9	91.6
	25	5	4.7	4.7	96.3
	26	1	.9	.9	97.2
	28	2	1.9	1.9	99.1
	49	1	.9	.9	100.0
	TOTAL	107	100.0	100.0	

Mean 12.224

TOTAL UNITS ATTEMPTED FOR STUDENTS WHO HAD ZERO UNITS TRANSFERRED TO SDCCD FROM OTHER INSTITUTIONS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	61.5	1	.9	.9	.9
	63.5	1	.9	.9	1.9
	64.5	1	.9	.9	2.8
	66	3	2.8	2.8	5.6
	66.5	2	1.9	1.9	7.5
	69	1	.9	.9	8.4
	70.5	3	2.8	2.8	11.2
	71	1	.9	.9	12.1
	72	2	1.9	1.9	14.0
	72.5	1	.9	.9	15.0
	73	1	.9	.9	15.9
	74.5	1	.9	.9	16.8
	76	2	1.9	1.9	18.7
	76.5	1	.9	.9	19.6
	77.5	1	.9	.9	20.6
	78	1	.9	.9	21.5
	79.5	2	1.9	1.9	23.4
	80	1	.9	.9	24.3
	81	1	.9	.9	25.2
	81.5	1	.9	.9	26.2
	82	1	.9	.9	27.1
	82.5	1	.9	.9	28.0
	83	1	.9	.9	29.0
	84.5	2	1.9	1.9	30.8
	85	2	1.9	1.9	32.7
	85.5	1	.9	.9	33.6
	86	3	2.8	2.8	36.4
	86.5	1	.9	.9	37.4
	89	1	.9	.9	38.3
	90	1	.9	.9	39.3
	91	1	.9	.9	40.2
	91.5	1	.9	.9	41.1
	93.5	1	.9	.9	42.1
	94	1	.9	.9	43.0
	95	1	.9	.9	43.9
	95.5	1	.9	.9	44.9
	96.5	1	.9	.9	45.8
	97	2	1.9	1.9	47.7
	97.5	1	.9	.9	48.6
	98	1	.9	.9	49.5
	99	2	1.9	1.9	51.4
	99.5	1	.9	.9	52.3
	100	1	.9	.9	53.3
	101	2	1.9	1.9	55.1
	101.5	2	1.9	1.9	57.0
	102	1	.9	.9	57.9
	102.5	1	.9	.9	58.9

103	2	1.9	1.9	60.7
104	1	.9	.9	61.7
105.5	1	.9	.9	62.6
106	3	2.8	2.8	65.4
106.5	1	.9	.9	66.4
107	1	.9	.9	67.3
108	1	.9	.9	68.2
109	1	.9	.9	69.2
109.5	1	.9	.9	70.1
110	2	1.9	1.9	72.0
110.5	1	.9	.9	72.9
111.5	1	.9	.9	73.8
113	2	1.9	1.9	75.7
117	1	.9	.9	76.6
118	2	1.9	1.9	78.5
119	1	.9	.9	79.4
120	1	.9	.9	80.4
126	1	.9	.9	81.3
127	1	.9	.9	82.2
128	1	.9	.9	83.2
132.5	1	.9	.9	84.1
133	1	.9	.9	85.0
133.5	1	.9	.9	86.0
134	1	.9	.9	86.9
136	1	.9	.9	87.9
142	2	1.9	1.9	89.7
148	1	.9	.9	90.7
148.5	1	.9	.9	91.6
162.5	1	.9	.9	92.5
163.5	2	1.9	1.9	94.4
169	1	.9	.9	95.3
177.5	1	.9	.9	96.3
197.5	1	.9	.9	97.2
201.5	1	.9	.9	98.1
203.5	1	.9	.9	99.1
245.5	1	.9	.9	100.0
TOTAL	107	100.0	100.0	

Mean 103.911

Valid Cases 107 Missing Cases 0

TOTAL UNITS EARNED BY STUDENTS WHO HAD ZERO UNITS TRANSFERRED TO SDCCD FROM OTHER INSTITUTIONS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	52	1	.9	.9	.9
	55	1	.9	.9	1.9
	60	2	1.9	1.9	3.7
	61	1	.9	.9	4.7
	63	1	.9	.9	5.6
	63.5	2	1.9	1.9	7.5
	64	1	.9	.9	8.4
	64.5	1	.9	.9	9.3
	65	2	1.9	1.9	11.2
	66	5	4.7	4.7	15.9
	66.5	2	1.9	1.9	17.8
	67	1	.9	.9	18.7
	68	1	.9	.9	19.6
	70	1	.9	.9	20.6
	70.5	2	1.9	1.9	22.4
	71	1	.9	.9	23.4
	71.5	1	.9	.9	24.3
	72.5	2	1.9	1.9	26.2
	73	2	1.9	1.9	28.0
	74	1	.9	.9	29.0
	75	1	.9	.9	29.9
	75.5	1	.9	.9	30.8
	76	1	.9	.9	31.8
	77.5	1	.9	.9	32.7
	78	1	.9	.9	33.6
	78.5	3	2.8	2.8	36.4
	79	1	.9	.9	37.4
	79.5	4	3.7	3.7	41.1
	80.5	2	1.9	1.9	43.0
	81	1	.9	.9	43.9
	82	1	.9	.9	44.9
	83	1	.9	.9	45.8
	83.5	3	2.8	2.8	48.6
	84	1	.9	.9	49.5
	84.5	1	.9	.9	50.5
	85	1	.9	.9	51.4
	85.5	1	.9	.9	52.3
	86.5	1	.9	.9	53.3
	87	1	.9	.9	54.2
	87.5	1	.9	.9	55.1
	88.5	1	.9	.9	56.1
	89	1	.9	.9	57.0
	90	1	.9	.9	57.9
	91	1	.9	.9	58.9
	91.5	1	.9	.9	59.8
	92	1	.9	.9	60.7
	92.5	1	.9	.9	61.7

93	1	.9	.9	62.6
93.5	2	1.9	1.9	64.5
94	1	.9	.9	65.4
94.5	1	.9	.9	66.4
95	2	1.9	1.9	68.2
96	2	1.9	1.9	70.1
96.5	1	.9	.9	71.0
97	3	2.8	2.8	73.8
97.5	1	.9	.9	74.8
99	1	.9	.9	75.7
99.5	1	.9	.9	76.6
100	2	1.9	1.9	78.5
102.5	1	.9	.9	79.4
103	3	2.8	2.8	82.2
104	1	.9	.9	83.2
104.5	1	.9	.9	84.1
106	2	1.9	1.9	86.0
107	2	1.9	1.9	87.9
115	1	.9	.9	88.8
119.5	1	.9	.9	89.7
120	1	.9	.9	90.7
124.5	1	.9	.9	91.6
127	3	2.8	2.8	94.4
132	1	.9	.9	95.3
135	1	.9	.9	96.3
144	1	.9	.9	97.2
155.5	1	.9	.9	98.1
159	1	.9	.9	99.1
167	1	.9	.9	100.0
TOTAL	107	100.0	100.0	

Mean 88.710

Valid Cases 107 Missing Cases 0

TOTAL UNITS AT GRADUATION FOR ALL STUDENTS, INCLUDING UNITS TRANSFERRED FROM OTHER INSTITUTIONS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	52	1	.3	.3	.3
	55	2	.7	.7	1.0
	60	2	.7	.7	1.7
	60.5	1	.3	.3	2.0
	61	3	1.0	1.0	3.0
	63	1	.3	.3	3.3
	63.5	2	.7	.7	4.0
	63.8	1	.3	.3	4.3
	64	4	1.3	1.3	5.7
	64.5	3	1.0	1.0	6.7
	65	2	.7	.7	7.3
	65.3	1	.3	.3	7.7
	66	5	1.7	1.7	9.3
	66.5	2	.7	.7	10.0
	67	4	1.3	1.3	11.3
	67.5	1	.3	.3	11.7
	68	2	.7	.7	12.3
	68.5	3	1.0	1.0	13.3
	69	3	1.0	1.0	14.3
	69.5	1	.3	.3	14.7
	70	3	1.0	1.0	15.7
	70.5	4	1.3	1.3	17.0
	71	2	.7	.7	17.7
	71.5	1	.3	.3	18.0
	72	1	.3	.3	18.3
	72.5	4	1.3	1.3	19.7
	73	4	1.3	1.3	21.0
	73.5	1	.3	.3	21.3
	74	3	1.0	1.0	22.3
	75	2	.7	.7	23.0
	75.5	1	.3	.3	23.3
	76	1	.3	.3	23.7
	76.5	1	.3	.3	24.0
	77	2	.7	.7	24.7
	77.5	2	.7	.7	25.3
	78	4	1.3	1.3	26.7
	78.5	3	1.0	1.0	27.7
	79	2	.7	.7	28.3
	79.5	4	1.3	1.3	29.7
	80	3	1.0	1.0	30.7
	80.5	2	.7	.7	31.3
	81	3	1.0	1.0	32.3
	81.5	2	.7	.7	33.0
	82	5	1.7	1.7	34.7
	83	5	1.7	1.7	36.3
	83.5	3	1.0	1.0	37.3
	84	3	1.0	1.0	38.3

84.5	1	.3	.3	38.7
85	3	1.0	1.0	39.7
85.5	1	.3	.3	40.0
86	4	1.3	1.3	41.3
86.5	1	.3	.3	41.7
87	3	1.0	1.0	42.7
87.3	1	.3	.3	43.0
87.5	1	.3	.3	43.3
88	2	.7	.7	44.0
88.5	2	.7	.7	44.7
89	2	.7	.7	45.3
90	3	1.0	1.0	46.3
91	2	.7	.7	47.0
91.5	1	.3	.3	47.3
92	2	.7	.7	48.0
92.4	1	.3	.3	48.3
92.5	1	.3	.3	48.7
93	1	.3	.3	49.0
93.5	3	1.0	1.0	50.0
94	3	1.0	1.0	51.0
94.5	2	.7	.7	51.7
95	4	1.3	1.3	53.0
95.3	1	.3	.3	53.3
95.5	3	1.0	1.0	54.3
96	5	1.7	1.7	56.0
96.5	1	.3	.3	56.3
97	5	1.7	1.7	58.0
97.5	2	.7	.7	58.7
98	3	1.0	1.0	59.7
99	2	.7	.7	60.3
99.5	2	.7	.7	61.0
100	6	2.0	2.0	63.0
100.3	1	.3	.3	63.3
100.5	1	.3	.3	63.7
101	1	.3	.3	64.0
101.34	1	.3	.3	64.3
101.5	4	1.3	1.3	65.7
102.5	3	1.0	1.0	66.7
103	4	1.3	1.3	68.0
103.7	1	.3	.3	68.3
104	2	.7	.7	69.0
104.5	1	.3	.3	69.3
105	1	.3	.3	69.7
106	3	1.0	1.0	70.7
107	3	1.0	1.0	71.7
107.75	1	.3	.3	72.0
109	1	.3	.3	72.3
109.5	1	.3	.3	72.7
109.7	1	.3	.3	73.0
112	2	.7	.7	73.7
114	1	.3	.3	74.0

115	4	1.3	1.3	75.3
116.3	1	.3	.3	75.7
118	2	.7	.7	76.3
118.5	2	.7	.7	77.0
119.5	1	.3	.3	77.3
120	2	.7	.7	78.0
120.5	1	.3	.3	78.3
121	1	.3	.3	78.7
123.5	1	.3	.3	79.0
123.7	1	.3	.3	79.3
124.5	1	.3	.3	79.7
125	1	.3	.3	80.0
125.5	2	.7	.7	80.7
126	1	.3	.3	81.0
126.3	1	.3	.3	81.3
126.5	1	.3	.3	81.7
127	3	1.0	1.0	82.7
127.2	1	.3	.3	83.0
129.68	1	.3	.3	83.3
130	2	.7	.7	84.0
130.5	1	.3	.3	84.3
131	1	.3	.3	84.7
132	1	.3	.3	85.0
133	1	.3	.3	85.3
133.3	1	.3	.3	85.7
135	1	.3	.3	86.0
136.17	1	.3	.3	86.3
137.5	1	.3	.3	86.7
140	1	.3	.3	87.0
140.5	1	.3	.3	87.3
142	1	.3	.3	87.7
143	3	1.0	1.0	88.7
143.4	1	.3	.3	89.0
143.5	2	.7	.7	89.7
144	2	.7	.7	90.3
145.5	1	.3	.3	90.7
149	1	.3	.3	91.0
150	1	.3	.3	91.3
153	1	.3	.3	91.7
155.5	1	.3	.3	92.0
157.8	1	.3	.3	92.3
159	3	1.0	1.0	93.3
160	1	.3	.3	93.7
160.3	1	.3	.3	94.0
160.5	1	.3	.3	94.3
163.5	1	.3	.3	94.7
167	1	.3	.3	95.0
172.5	1	.3	.3	95.3
173.5	1	.3	.3	95.7
174.5	1	.3	.3	96.0
177	1	.3	.3	96.3
178	1	.3	.3	96.7

180.5	1	.3	.3	97.0
181.7	1	.3	.3	97.3
182	1	.3	.3	97.7
182.7	1	.3	.3	98.0
186.7	1	.3	.3	98.3
187	1	.3	.3	98.7
195.5	1	.3	.3	99.0
199	1	.3	.3	99.3
200	1	.3	.3	99.7
329.5	1	.3	.3	100.0
TOTAL	300	100.0	100.0	

Mean 100.347

Valid Cases 300 Missing Cases 0

CUMULATIVE UNITS ATTEMPTED FOR ALL STUDENTS AT TIME OF GRADUATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	12	1	.3	.3	.3
	24	1	.3	.3	.7
	25.5	2	.7	.7	1.3
	27	1	.3	.3	1.7
	28	1	.3	.3	2.0
	29	1	.3	.3	2.3
	29.5	1	.3	.3	2.7
	30	2	.7	.7	3.3
	33	2	.7	.7	4.0
	34	1	.3	.3	4.3
	35	1	.3	.3	4.7
	36	2	.7	.7	5.3
	37	2	.7	.7	6.0
	37.5	1	.3	.3	6.3
	40.5	1	.3	.3	6.7
	41	2	.7	.7	7.3
	42.5	1	.3	.3	7.7
	43	3	1.0	1.0	8.7
	44.5	2	.7	.7	9.3
	45	2	.7	.7	10.0
	46.5	1	.3	.3	10.3
	47	1	.3	.3	10.7
	47.5	2	.7	.7	11.3
	48	2	.7	.7	12.0
	49	4	1.3	1.3	13.3
	49.5	1	.3	.3	13.7
	50	1	.3	.3	14.0
	50.5	1	.3	.3	14.3
	51	3	1.0	1.0	15.3

51.5	1	.3	.3	15.7
53	1	.3	.3	16.0
53.5	1	.3	.3	16.3
54	1	.3	.3	16.7
54.5	1	.3	.3	17.0
56	2	.7	.7	17.7
57	3	1.0	1.0	18.7
57.5	1	.3	.3	19.0
58	2	.7	.7	19.7
58.5	3	1.0	1.0	20.7
59	1	.3	.3	21.0
60	1	.3	.3	21.3
60.5	1	.3	.3	21.7
61	4	1.3	1.3	23.0
61.5	1	.3	.3	23.3
62	4	1.3	1.3	24.7
62.5	1	.3	.3	25.0
63	1	.3	.3	25.3
63.5	2	.7	.7	26.0
64.5	3	1.0	1.0	27.0
66	6	2.0	2.0	29.0
66.5	3	1.0	1.0	30.0
67	3	1.0	1.0	31.0
68	2	.7	.7	31.7
69	4	1.3	1.3	33.0
70	2	.7	.7	33.7
70.5	3	1.0	1.0	34.7
71	1	.3	.3	35.0
72	4	1.3	1.3	36.3
72.5	1	.3	.3	36.7
73	2	.7	.7	37.3
73.5	3	1.0	1.0	38.3
74	1	.3	.3	38.7
74.5	1	.3	.3	39.0
75	1	.3	.3	39.3
76	4	1.3	1.3	40.7
76.5	1	.3	.3	41.0
77	3	1.0	1.0	42.0
77.5	2	.7	.7	42.7
78	2	.7	.7	43.3
79	1	.3	.3	43.7
79.5	4	1.3	1.3	45.0
80	1	.3	.3	45.3
80.5	1	.3	.3	45.7
81	4	1.3	1.3	47.0
81.5	2	.7	.7	47.7
82	2	.7	.7	48.3
82.5	2	.7	.7	49.0
83	2	.7	.7	49.7
84.5	4	1.3	1.3	51.0
85	4	1.3	1.3	52.3
85.5	1	.3	.3	52.7

86	4	1.3	1.3	54.0
86.5	1	.3	.3	54.3
87.5	1	.3	.3	54.7
88	2	.7	.7	55.3
89	3	1.0	1.0	56.3
90	6	2.0	2.0	58.3
90.5	1	.3	.3	58.7
91	3	1.0	1.0	59.7
91.5	1	.3	.3	60.0
92	1	.3	.3	60.3
92.5	1	.3	.3	60.7
93	4	1.3	1.3	62.0
93.5	3	1.0	1.0	63.0
94	4	1.3	1.3	64.3
95	1	.3	.3	64.7
95.5	2	.7	.7	65.3
96	1	.3	.3	65.7
96.5	1	.3	.3	66.0
97	3	1.0	1.0	67.0
97.5	1	.3	.3	67.3
98	1	.3	.3	67.7
99	2	.7	.7	68.3
99.5	1	.3	.3	68.7
100	1	.3	.3	69.0
101	3	1.0	1.0	70.0
101.5	3	1.0	1.0	71.0
102	1	.3	.3	71.3
102.5	1	.3	.3	71.7
103	3	1.0	1.0	72.7
104	1	.3	.3	73.0
105.5	3	1.0	1.0	74.0
106	5	1.7	1.7	75.7
106.5	1	.3	.3	76.0
107	2	.7	.7	76.7
108	1	.3	.3	77.0
109	1	.3	.3	77.3
109.5	2	.7	.7	78.0
110	3	1.0	1.0	79.0
110.5	1	.3	.3	79.3
111.5	1	.3	.3	79.7
113	2	.7	.7	80.3
114	1	.3	.3	80.7
114.5	1	.3	.3	81.0
115	1	.3	.3	81.3
116	1	.3	.3	81.7
116.5	2	.7	.7	82.3
117	1	.3	.3	82.7
117.5	1	.3	.3	83.0
118	2	.7	.7	83.7
118.5	1	.3	.3	84.0
119	1	.3	.3	84.3
120	1	.3	.3	84.7

123.5	1	.3	.3	85.0
124.5	1	.3	.3	85.3
126	2	.7	.7	86.0
127	1	.3	.3	86.3
128	1	.3	.3	86.7
129.5	1	.3	.3	87.0
130	1	.3	.3	87.3
131	1	.3	.3	87.7
131.5	1	.3	.3	88.0
132	2	.7	.7	88.7
132.5	2	.7	.7	89.3
133	2	.7	.7	90.0
133.5	1	.3	.3	90.3
134	1	.3	.3	90.7
134.5	1	.3	.3	91.0
135	1	.3	.3	91.3
136	1	.3	.3	91.7
136.5	1	.3	.3	92.0
137	1	.3	.3	92.3
140.5	1	.3	.3	92.7
142	2	.7	.7	93.3
145	2	.7	.7	94.0
146	1	.3	.3	94.3
148	1	.3	.3	94.7
148.5	1	.3	.3	95.0
159.5	1	.3	.3	95.3
161	1	.3	.3	95.7
162.5	1	.3	.3	96.0
163.5	3	1.0	1.0	97.0
169	1	.3	.3	97.3
177.5	1	.3	.3	97.7
180	1	.3	.3	98.0
197.5	1	.3	.3	98.3
201.5	1	.3	.3	98.7
203.5	1	.3	.3	99.0
210.5	1	.3	.3	99.3
245.5	1	.3	.3	99.7
332	1	.3	.3	100.0
TOTAL	300	100.0	100.0	

Mean 88.147

Valid Cases 300 Missing Cases 0

CUMULATIVE UNITS EARNED AT TIME OF GRADUATION FOR ALL STUDENTS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	12	1	.3	.3	.3
	22	1	.3	.3	.7
	22.5	1	.3	.3	1.0
	23	1	.3	.3	1.3
	24	2	.7	.7	2.0
	25	2	.7	.7	2.7
	25.5	1	.3	.3	3.0
	26	1	.3	.3	3.3
	27	1	.3	.3	3.7
	28	3	1.0	1.0	4.7
	29.5	1	.3	.3	5.0
	30	2	.7	.7	5.7
	30.5	1	.3	.3	6.0
	31.5	1	.3	.3	6.3
	33	2	.7	.7	7.0
	34	1	.3	.3	7.3
	36	2	.7	.7	8.0
	36.5	1	.3	.3	8.3
	37	5	1.7	1.7	10.0
	39.5	2	.7	.7	10.7
	40	1	.3	.3	11.0
	41	1	.3	.3	11.3
	41.5	2	.7	.7	12.0
	43	3	1.0	1.0	13.0
	44.5	2	.7	.7	13.7
	45	2	.7	.7	14.3
	45.5	1	.3	.3	14.7
	46	2	.7	.7	15.3
	46.5	1	.3	.3	15.7
	47	2	.7	.7	16.3
	48	2	.7	.7	17.0
	49	1	.3	.3	17.3
	49.5	1	.3	.3	17.7
	50	1	.3	.3	18.0
	51	4	1.3	1.3	19.3
	51.5	1	.3	.3	19.7
	52	3	1.0	1.0	20.7
	53	3	1.0	1.0	21.7
	53.5	2	.7	.7	22.3
	54	1	.3	.3	22.7
	54.5	1	.3	.3	23.0
	55	4	1.3	1.3	24.3
	56	2	.7	.7	25.0
	56.5	1	.3	.3	25.3
	57	4	1.3	1.3	26.7
	58	2	.7	.7	27.3
	58.5	2	.7	.7	28.0

59	1	.3	.3	28.3
59.5	1	.3	.3	28.7
60	3	1.0	1.0	29.7
60.5	1	.3	.3	30.0
61	3	1.0	1.0	31.0
61.5	1	.3	.3	31.3
62	3	1.0	1.0	32.3
62.5	1	.3	.3	32.7
63	1	.3	.3	33.0
63.5	2	.7	.7	33.7
64	2	.7	.7	34.3
64.5	2	.7	.7	35.0
65	5	1.7	1.7	36.7
66	8	2.7	2.7	39.3
66.5	2	.7	.7	40.0
67	2	.7	.7	40.7
67.5	3	1.0	1.0	41.7
68	2	.7	.7	42.3
68.5	1	.3	.3	42.7
69	6	2.0	2.0	44.7
70	1	.3	.3	45.0
70.5	2	.7	.7	45.7
71	3	1.0	1.0	46.7
71.5	2	.7	.7	47.3
72.5	3	1.0	1.0	48.3
73	4	1.3	1.3	49.7
73.5	1	.3	.3	50.0
74	2	.7	.7	50.7
74.5	1	.3	.3	51.0
75	3	1.0	1.0	52.0
75.5	1	.3	.3	52.3
76	4	1.3	1.3	53.7
76.5	2	.7	.7	54.3
77	1	.3	.3	54.7
77.5	1	.3	.3	55.0
78	2	.7	.7	55.7
78.5	3	1.0	1.0	56.7
79	4	1.3	1.3	58.0
79.5	4	1.3	1.3	59.3
80	1	.3	.3	59.7
80.5	2	.7	.7	60.3
81	4	1.3	1.3	61.7
82	4	1.3	1.3	63.0
83	3	1.0	1.0	64.0
83.5	3	1.0	1.0	65.0
84	5	1.7	1.7	66.7
84.5	1	.3	.3	67.0
85	1	.3	.3	67.3
85.5	3	1.0	1.0	68.3
86	2	.7	.7	69.0
86.5	1	.3	.3	69.3
87	3	1.0	1.0	70.3

87.5	2	.7	.7	71.0
88.5	2	.7	.7	71.7
89	3	1.0	1.0	72.7
89.5	1	.3	.3	73.0
90	4	1.3	1.3	74.3
90.5	1	.3	.3	74.7
91	2	.7	.7	75.3
91.5	1	.3	.3	75.7
92	2	.7	.7	76.3
92.5	2	.7	.7	77.0
93	1	.3	.3	77.3
93.5	3	1.0	1.0	78.3
94	2	.7	.7	79.0
94.5	3	1.0	1.0	80.0
95	2	.7	.7	80.7
96	2	.7	.7	81.3
96.5	1	.3	.3	81.7
97	4	1.3	1.3	83.0
97.5	1	.3	.3	83.3
99	2	.7	.7	84.0
99.5	1	.3	.3	84.3
100	2	.7	.7	85.0
100.5	1	.3	.3	85.3
102.5	1	.3	.3	85.7
103	3	1.0	1.0	86.7
104	2	.7	.7	87.3
104.5	1	.3	.3	87.7
105.5	1	.3	.3	88.0
106	3	1.0	1.0	89.0
107	2	.7	.7	89.7
109	1	.3	.3	90.0
109.5	1	.3	.3	90.3
110	1	.3	.3	90.7
110.5	1	.3	.3	91.0
112	1	.3	.3	91.3
115	2	.7	.7	92.0
117.5	1	.3	.3	92.3
119.5	1	.3	.3	92.7
120	1	.3	.3	93.0
123	1	.3	.3	93.3
123.5	2	.7	.7	94.0
124.5	1	.3	.3	94.3
126.5	1	.3	.3	94.7
127	3	1.0	1.0	95.7
129	1	.3	.3	96.0
132	1	.3	.3	96.3
134.5	2	.7	.7	97.0
135	1	.3	.3	97.3
137	1	.3	.3	97.7
139.5	1	.3	.3	98.0
140	1	.3	.3	98.3
144	1	.3	.3	98.7

155.5	1	.3	.3	99.0
159	1	.3	.3	99.3
167	1	.3	.3	99.7
283.5	1	.3	.3	100.0
TOTAL	300	100.0	100.0	

Mean 75.342

Valid Cases 300 Missing Cases 0

RATIO OF UNITS ATTEMPTED TO UNITS EARNED FOR ALL STUDENTS AT TIME OF GRADUATION

Mean .855

Valid Cases 300 Missing Cases 0

CALCULATED BEGINNING TERM FOR ALL STUDENTS: FALL 1986

CALCULATED BEGINNING TERM FOR STUDENTS WITH NO UNITS TRANSFERRED FROM OTHER INSTITUTIONS: FALL 1987

NUMBER OF UNITS TRANSFERRED FROM OTHER INSTITUTIONS FOR STUDENTS HAVING TRANSFER UNITS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	1	.5	.5	.5
	1.67	1	.5	.5	1.0
	2	2	1.0	1.0	2.1
	3	5	2.6	2.6	4.7
	4	15	7.8	7.8	12.4
	5	1	.5	.5	13.0
	6	4	2.1	2.1	15.0
	6.5	1	.5	.5	15.5
	7	6	3.1	3.1	18.7
	8	1	.5	.5	19.2
	9	5	2.6	2.6	21.8
	10	3	1.6	1.6	23.3
	11	1	.5	.5	23.8
	12	2	1.0	1.0	24.9
	13	3	1.6	1.6	26.4
	14	3	1.6	1.6	28.0
	14.5	2	1.0	1.0	29.0
	14.7	1	.5	.5	29.5
	15	4	2.1	2.1	31.6
	16	3	1.6	1.6	33.2
	16.5	1	.5	.5	33.7

16.7	1	.5	.5	34.2
19	6	3.1	3.1	37.3
19.5	2	1.0	1.0	38.3
20	1	.5	.5	38.9
20.3	1	.5	.5	39.4
22	4	2.1	2.1	41.5
23	1	.5	.5	42.0
24	3	1.6	1.6	43.5
25	3	1.6	1.6	45.1
25.3	1	.5	.5	45.6
25.7	1	.5	.5	46.1
26	1	.5	.5	46.6
27	3	1.6	1.6	48.2
27.3	1	.5	.5	48.7
28	3	1.6	1.6	50.3
28.5	1	.5	.5	50.8
29	1	.5	.5	51.3
30	2	1.0	1.0	52.3
31	4	2.1	2.1	54.4
32	3	1.6	1.6	56.0
33	2	1.0	1.0	57.0
34	3	1.6	1.6	58.5
35	1	.5	.5	59.1
35.5	1	.5	.5	59.6
36	2	1.0	1.0	60.6
37	1	.5	.5	61.1
39	3	1.6	1.6	62.7
40	5	2.6	2.6	65.3
40.5	2	1.0	1.0	66.3
41	1	.5	.5	66.8
42.5	1	.5	.5	67.4
44	1	.5	.5	67.9
44.3	1	.5	.5	68.4
46	2	1.0	1.0	69.4
47	1	.5	.5	69.9
48	1	.5	.5	70.5
49	2	1.0	1.0	71.5
51.3	1	.5	.5	72.0
52.3	1	.5	.5	72.5
53	1	.5	.5	73.1
55	2	1.0	1.0	74.1
56	1	.5	.5	74.6
56.25	1	.5	.5	75.1
57	1	.5	.5	75.6
57.3	1	.5	.5	76.2
59	1	.5	.5	76.7
60	1	.5	.5	77.2
62	2	1.0	1.0	78.2
63	1	.5	.5	78.8
64.5	1	.5	.5	79.3
66	1	.5	.5	79.8
66.3	1	.5	.5	80.3

67.4	1	.5	.5	80.8
68	1	.5	.5	81.3
68.34	1	.5	.5	81.9
68.5	1	.5	.5	82.4
70	1	.5	.5	82.9
72.5	1	.5	.5	83.4
75	1	.5	.5	83.9
77	1	.5	.5	84.5
77.5	1	.5	.5	85.0
78	2	1.0	1.0	86.0
81.3	1	.5	.5	86.5
82	2	1.0	1.0	87.6
85.7	1	.5	.5	88.1
87	2	1.0	1.0	89.1
91	1	.5	.5	89.6
92.5	1	.5	.5	90.2
92.7	1	.5	.5	90.7
94	2	1.0	1.0	91.7
96	1	.5	.5	92.2
98	1	.5	.5	92.7
102	1	.5	.5	93.3
104.5	1	.5	.5	93.8
107.4	1	.5	.5	94.3
107.68	1	.5	.5	94.8
113	1	.5	.5	95.3
120	1	.5	.5	95.9
128.7	1	.5	.5	96.4
130.3	1	.5	.5	96.9
133	2	1.0	1.0	97.9
134.7	1	.5	.5	98.4
135.5	1	.5	.5	99.0
144	1	.5	.5	99.5
145	1	.5	.5	100.0
TOTAL	193	100.0	100.0	

Mean 38.869

Valid Cases 193 Missing Cases 0