

DOCUMENT RESUME

ED 382 286

JC 950 272

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 TITLE Longitudinal Study of Harper College Students, 1983 to 1993. Volume XXIII, No. 2.  
 INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.  
 PUB DATE Sep 94  
 NOTE 32p.  
 PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS \*Academic Persistence; Asian Americans; Black Students; College Graduates; College Transfer Students; Community Colleges; Comparative Analysis; \*Enrollment Trends; Full Time Students; Grade Point Average; Hispanic Americans; Longitudinal Studies; Minority Groups; Part Time Students; \*Student Characteristics; Two Year Colleges; \*Two Year College Students; White Students

IDENTIFIERS Asian American Students; Hispanic American Students; William Rainey Harper College IL

ABSTRACT

A longitudinal study was conducted at William Rainey Harper College (Illinois) to observe the performance and achievement of all credit students entering the college from fall 1983 through fall 1993. Study findings included the following: (1) 77% of full-time students returned to school at a later date for 1 year or more; (2) the 77% retention rate held true for all races, genders, and program categories, other than Blacks, Hispanics, and older students; (3) the part-time student persistence rate was 52%; (4) full-time students completed an average of 33 credit hours, while part-time students completed approximately 10 credit hours; (5) close to 40% of all full-time students graduated; (6) most part-time students did not enroll intending to graduate; (7) grade point averages (GPA's) were influenced by student age at entrance; (8) part-time students who entered when they were under 21 years of age had a GPA of 1.80, those between 21-34 averaged 2.44, and those 35 or older averaged 2.85; (9) grade point averages of part-time students were higher than full-time students (2.35 compared to 2.18); (10) regardless of full-/part-time status, female students had higher GPA's than males; (11) female part-time students outnumbered male part-time students; (12) Asian full-time students had a GPA of 2.36, compared to 2.19 for Whites, and 1.84 for Blacks and Hispanics; and (13) between 1983 and 1993, there was an increase in the full- and part-time enrollment of minorities at WFHC, mostly among Asians, Blacks, or Hispanics. (KP)

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# RESEARCH

Volume XXIII, No. 2  
September 1994

## Longitudinal Study of Harper College Students, 1983 to 1993

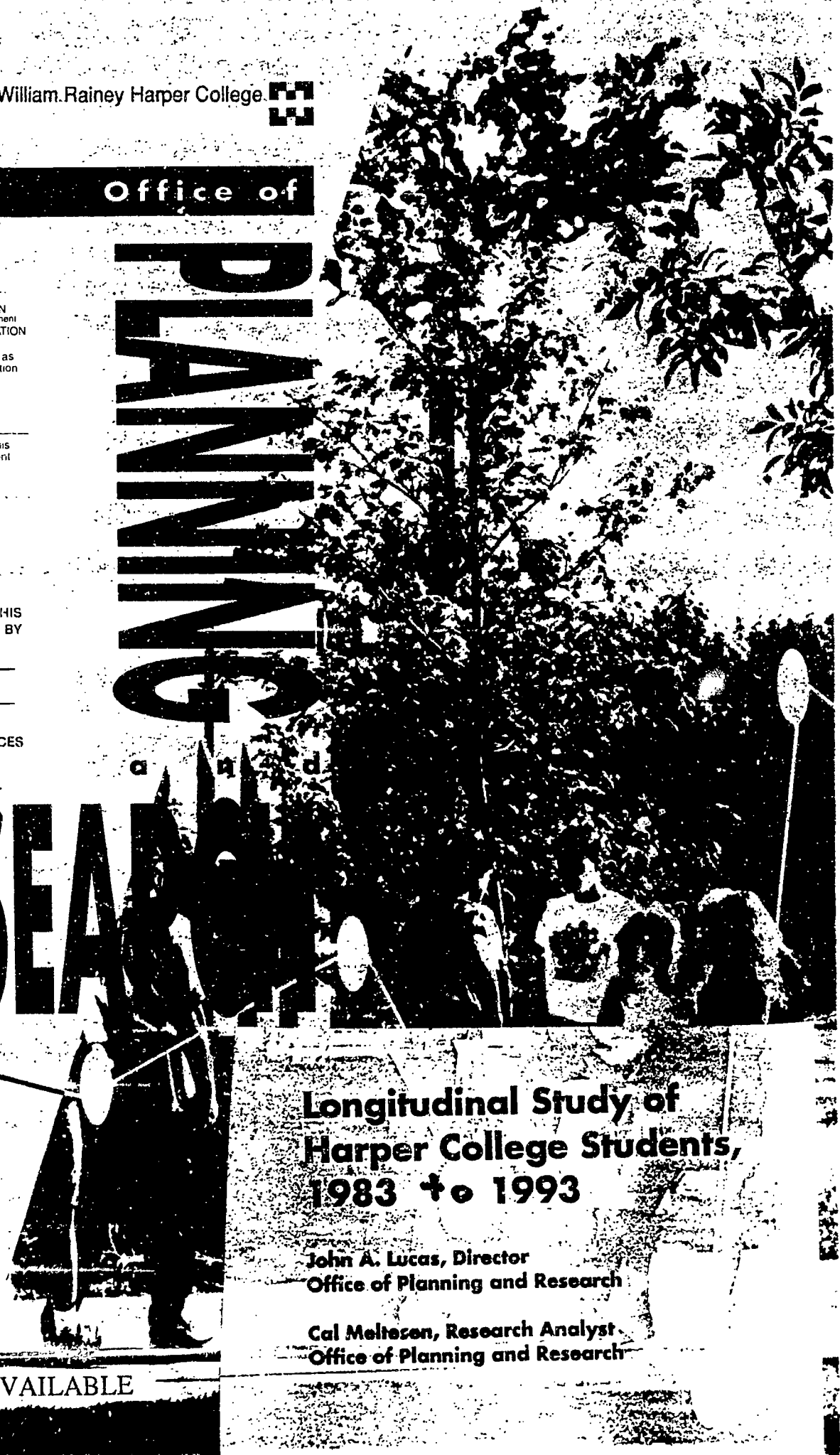
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## ABSTRACT

THIS STUDY FOLLOWED, IN A LONGITUDINAL MANNER, ALL THE STUDENTS WHO ENROLLED DURING SUCCESSIVE CLASSES - 1983 - 1993. THE PURPOSE OF THE STUDY WAS TO PROVIDE SOME BASIC INSTITUTIONAL DATA ABOUT STUDENT PERFORMANCE OVER A PERIOD OF TIME. DATA WAS OBTAINED ON THEIR PERFORMANCE AND ACHIEVEMENT AT HARPER THROUGH ANALYSIS OF THE ACADEMIC RECORDS OF EACH OF THE STUDENTS.

EIGHT OUT OF TEN FULL-TIME STUDENTS RETURN TO SCHOOL AT A LATER DATE FOR ONE YEAR OR MORE. THIS IS TRUE FOR ALL RACES, GENDER AND PROGRAM CATEGORIES OTHER THAN BLACKS, HISPANICS AND OLDER STUDENTS. THE PART-TIME PERSISTENCE RATE FOR THIS SAME PERIOD IS 60 PERCENT. THE FULL-TIME STUDENTS WILL COMPLETE, ON THE AVERAGE, 37 CREDIT HOURS AND THE PART-TIME STUDENTS WILL COMPLETE APPROXIMATELY 11 CREDIT HOURS. CLOSE TO ONE-FOURTH OF THE FULL-TIME STUDENTS WILL GRADUATE, AND MOST OF THE PART-TIME STUDENTS DO NOT INTEND TO GRADUATE.

THE GPAS OF PART-TIME STUDENTS ARE HIGHER THAN FULL-TIME STUDENTS (2.35 COMPARED TO 2.18). MALE STUDENTS HAVE LOWER GPAS THAN THE FEMALE STUDENTS. OLDER STUDENTS GENERALLY HAVE HIGHER GPAS THAN YOUNGER STUDENTS. PART-TIME FEMALE STUDENTS OUTNUMBER PART-TIME MALE STUDENTS.

THERE HAS BEEN AN INCREASE IN BOTH FULL-TIME AND PART-TIME ENROLLMENT OF MINORITIES AT HARPER. MOST OF THESE STUDENTS ARE EITHER ASIAN, BLACK OR HISPANIC.

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## **Purpose**

The purpose of this study is to follow beginning full-time and part-time traditional credit students over a long period of time observing their performance and achievements at Harper College. This type of longitudinal study answers such questions as: What percentage of all full-time students starting at Harper will graduate or accumulate 36 hours of credit? How long will these students attend? The same questions can also be answered about beginning part-time students. Other questions can also be addressed including their GPA; whether they have transferred into Harper; their age, race, intent and career program; and the standing in their high school class. The same information is used for the Harper program review process.

## **Population Surveyed**

Data were gathered from all traditional credit students, both full-time and part-time, who enrolled each fall from 1983 to 1993.

## **Methodology**

In May 1994, using Focus software, data were downloaded from Harper's mainframe computer directly to a PC hard drive. The data were uploaded into dBase. Tabulations on many different fields were done and cross tabulations by age, gender, race and major programs were performed.

## **Discussion of Results**

The GPAs of part-time students are higher than full-time students (2.35 compared to 2.18). Grade point average is influenced by the age of the students when they enter Harper College. For example, full-time students entering before they are age 21 average 2.15, while students entering after they are 21 or older average 2.45. Part-time students who enter while they are under age 21 average 1.80. Those between 21 and 34 average 2.44 and those 35 or older average 2.85. Asian full-time students have an average GPA of 2.36, compared to 2.19 for whites and 1.84 for blacks/hispanics. In addition, the GPAs of those who have a career program major compare with those with transfer majors at 2.18. Regardless of full-time or part-time status, the female students have higher GPAs than the male students. See charts A, B and C for the above information.

Chart A

Comparison Between FT/PT GPAs

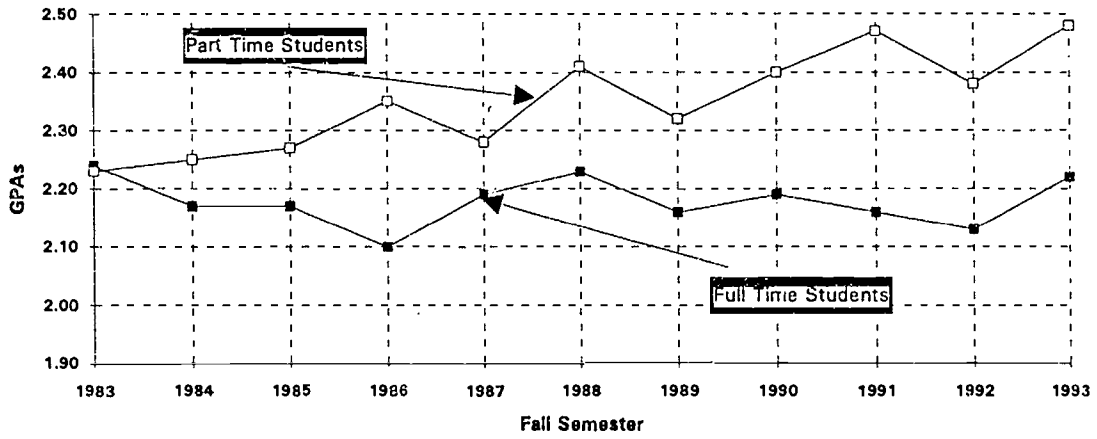


Chart B

GPA By Category 1983-93

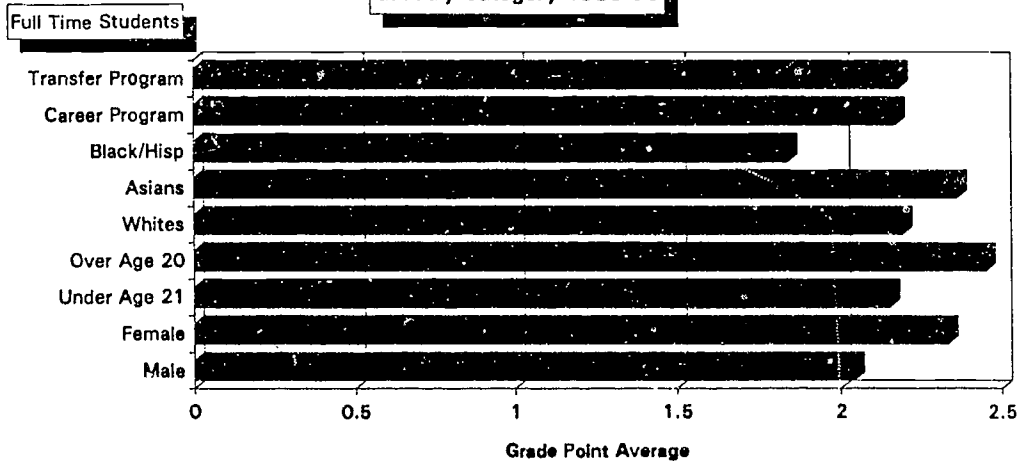
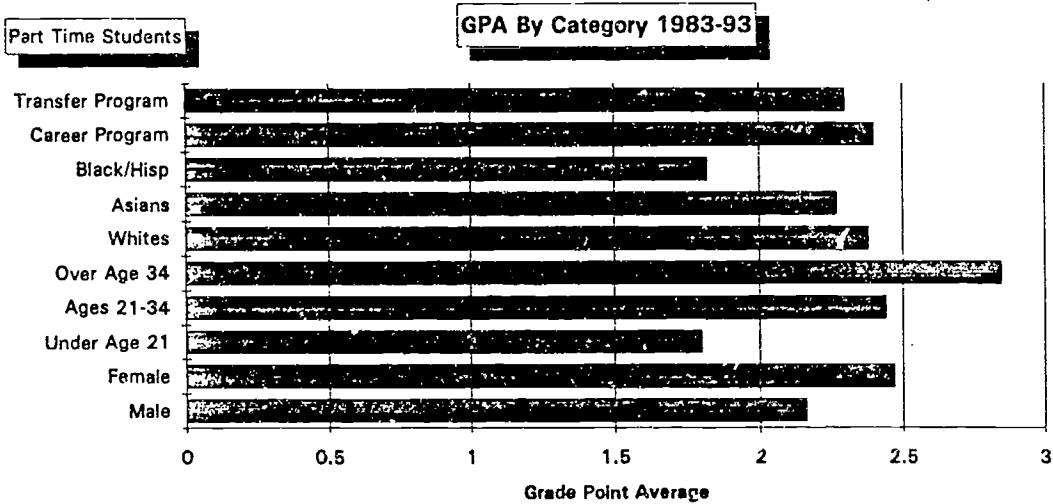
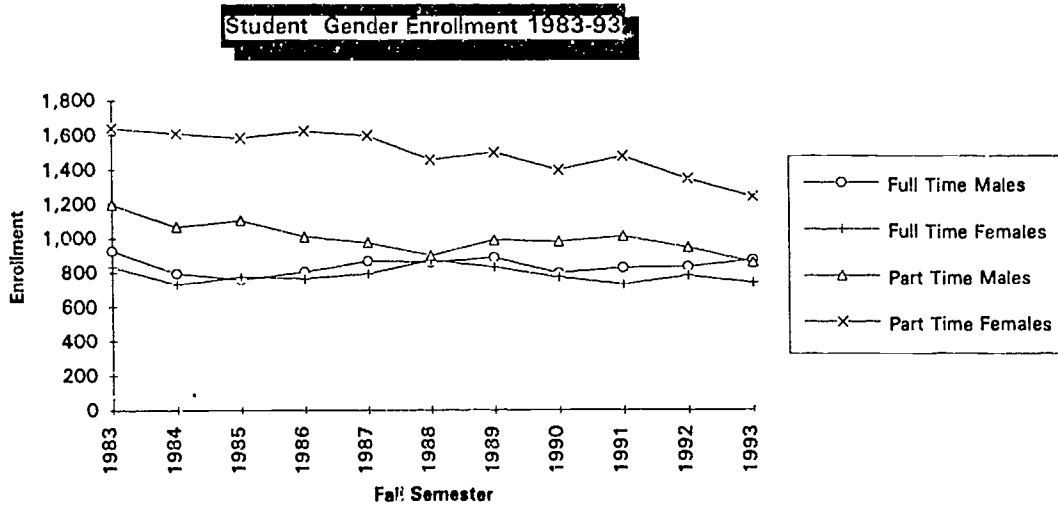


Chart C



Full-time male students outnumber female students. The largest difference between male/female full-time ratio is with black/hispanics. However, there are more female full-time students in career programs than male students. Also, female part-time students greatly outnumber male part-time students—a percentage of 60 percent to 40 percent. (See Chart D).

Chart D

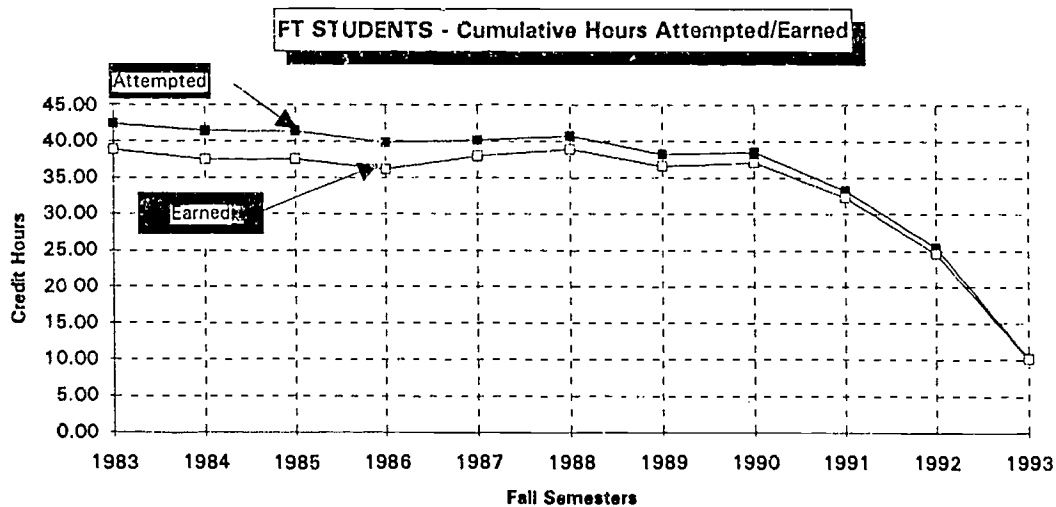


As the age of the part-time students increase, there is a corresponding increase in the percentage of females. There are twice as many part-time female students age 35 or more than male students.

Persistence rates for full-time students show that 77 percent of the students who start full-time in the fall will return to school for one year or more at a later date. These rates are reflective for each age, race, gender, and program category with the exception of those older than 21 (60%) and the black/hispanics (63%). The part-time persistence rate is less, around 52 percent. Again, these rates reflect each age, race, gender and program category (other than older and black/hispanic students).

Students starting full-time will eventually complete about 33 credit hours, while the average student starting part-time will complete about 10 credit hours. (See Chart E for comparison of full-time student hours attempted and earned.)

Chart E

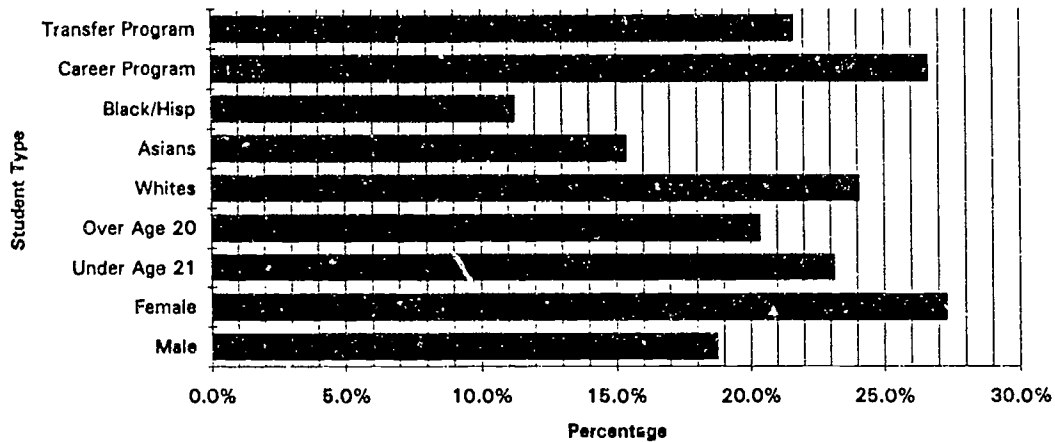


About 70 percent of the full-time students intend to obtain a degree or certificate. Close to one-fourth actually achieve a degree or certificate. Females and students in career major programs are more likely to obtain their degree, and the black/hispanics are less likely to obtain a degree. Similar patterns prevail with the part-time students as well, but to a lesser degree. (See Chart F.) In addition, the part-time students intent to obtain a degree or certificate is not as great



Chart F

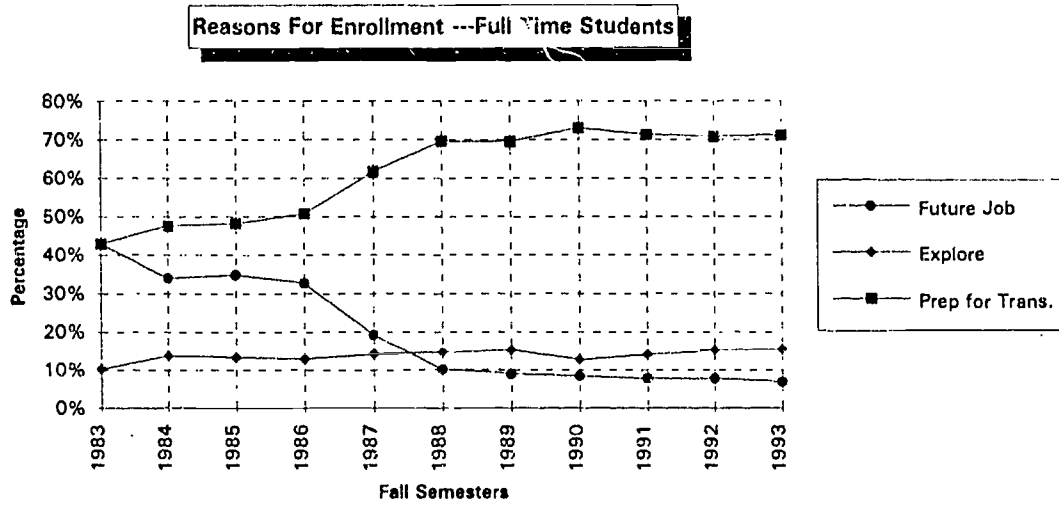
Pct Earned Degree 1983-93 (Full Time Student)



A little more than one-half of the full-time students graduated in the top half of their high school class. We find that 70 percent of the full-time students over age 21 graduate in the top half of their class and close to one-third of them graduate in the top quarter. Only 42 percent of the full-time black/hispanics graduated in the top half of their high school classes. There is little difference between those who enter career programs to those who are in transfer majors. As with the full-time students, the older the part-time student, the more likely that he or she ranked high in the high school graduation ranking. In addition, part-time female and Asian students graduate higher in their high school class than other part-time students.

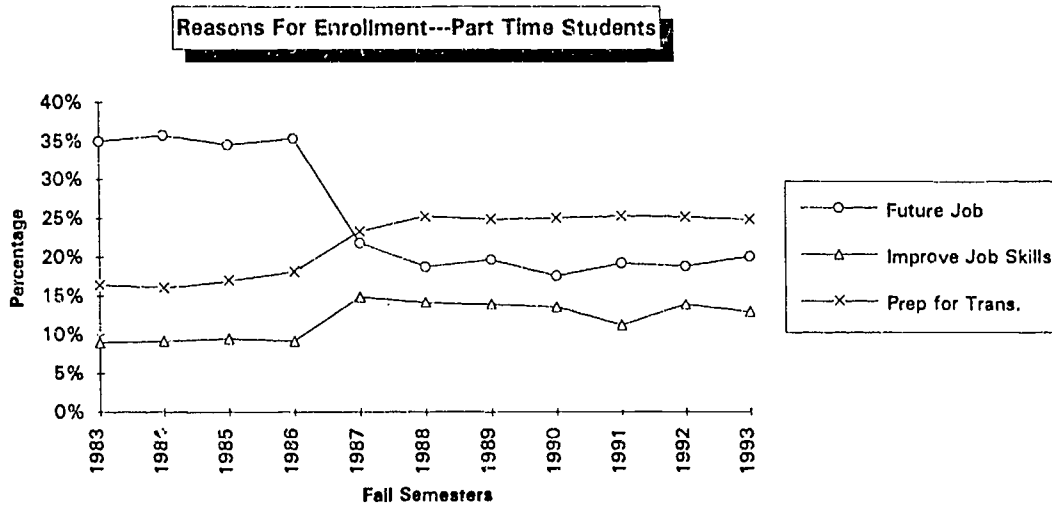
Most full-time students attend Harper intending to transfer to a four-year school (a ratio of four to one). The overall trend shows an increase in the intent to transfer and a drop in those who said they attended to get a job. (See Chart G.)

Chart G



The same pattern exists for part-time students, but at a smaller scale. (See Chart H.)

Chart H



In addition, there is an increased percentage of students enrolling in transfer majors. (See Charts I and J.)

Chart I

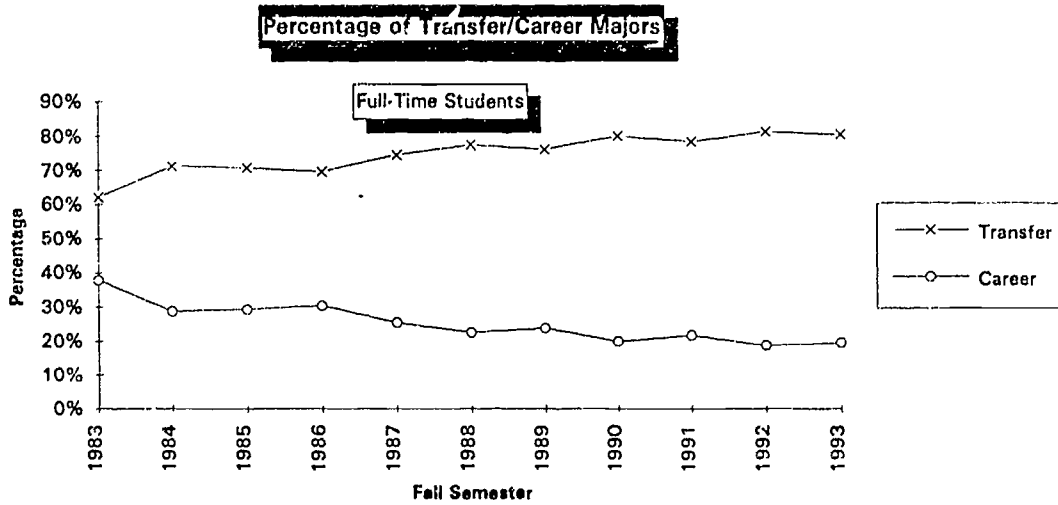
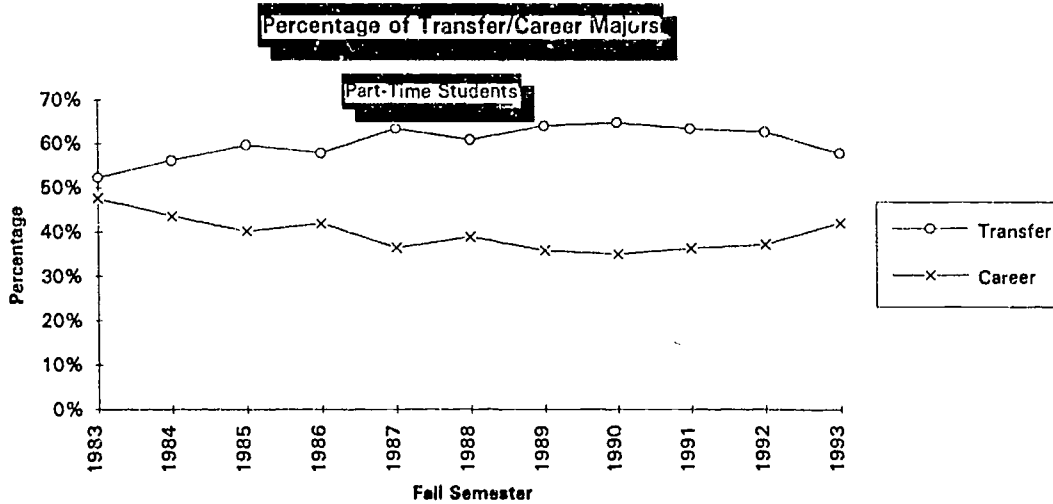


Chart J

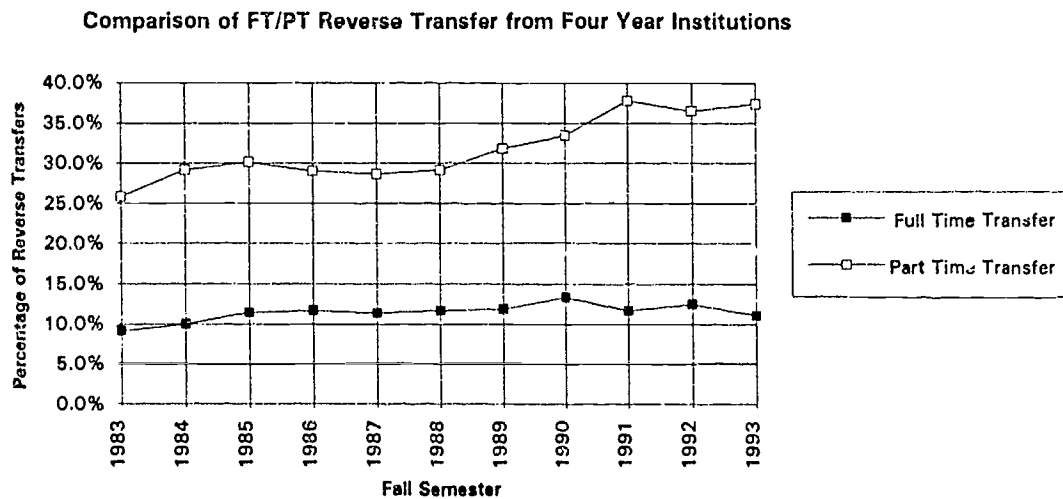


In this regard the intent and actual majors coincide with one another. The trend toward more transfer students could be the result of the increase in tuition at four-year colleges, and in some cases, higher entrance standards. Although most full-time females indicate their intent is to transfer, they cite job preparation as a reason for attending college more often than male students do. The full-time students age 21 and over are more likely to come to Harper to train for a future job than the younger students. The black/hispanic students are more likely to indicate they are attending Harper to explore courses than others indicate, although most of them indicate they enrolled in order to transfer. The older the part-time student, the more likely they are taking coursework to improve their job skills. The younger part-time students are more likely to indicate future job or transfer reasons as the reason they enrolled.

Older students or part-time Asian students are more likely to take courses for personal interest. It is interesting to note that the students who are enrolled in a career major program are split on their reasons for attending Harper - between future job and transfer.

In addition to more students enrolling in transfer programs and indicating transfer as the reason for attending Harper, there is a trend toward more reverse transfer students. This is particularly true for part-time students. (See Chart K.)

Chart K



However, in 1993 this trend has leveled off for the full-time students. Older students and Asian students, whether full-time or part-time, have the largest percentage of reverse transfer activity.

Lastly, there is a trend toward more minority students enrolling at Harper College. Most of these students are black, hispanic or asian. This is true for both full-time and part-time students. (See Chart L and M.)

Chart L

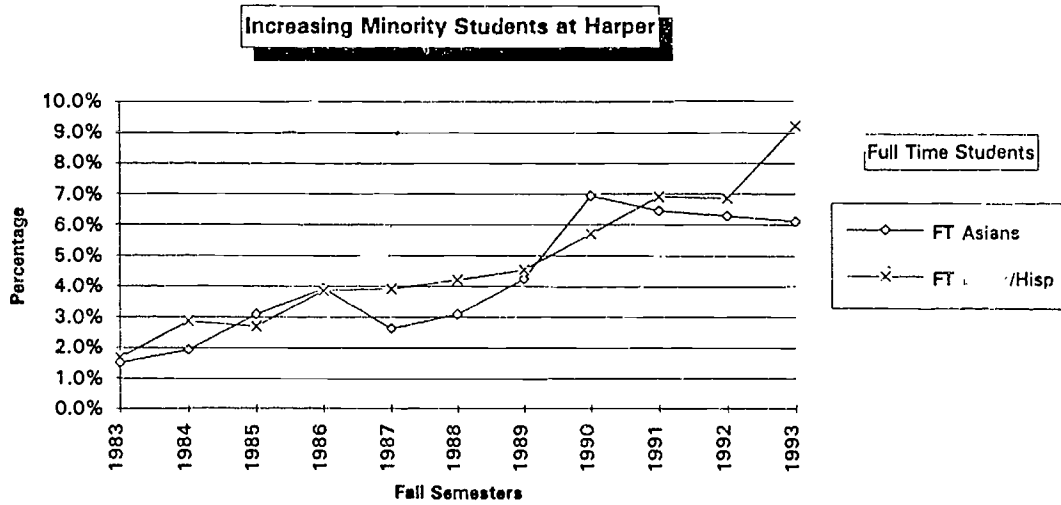
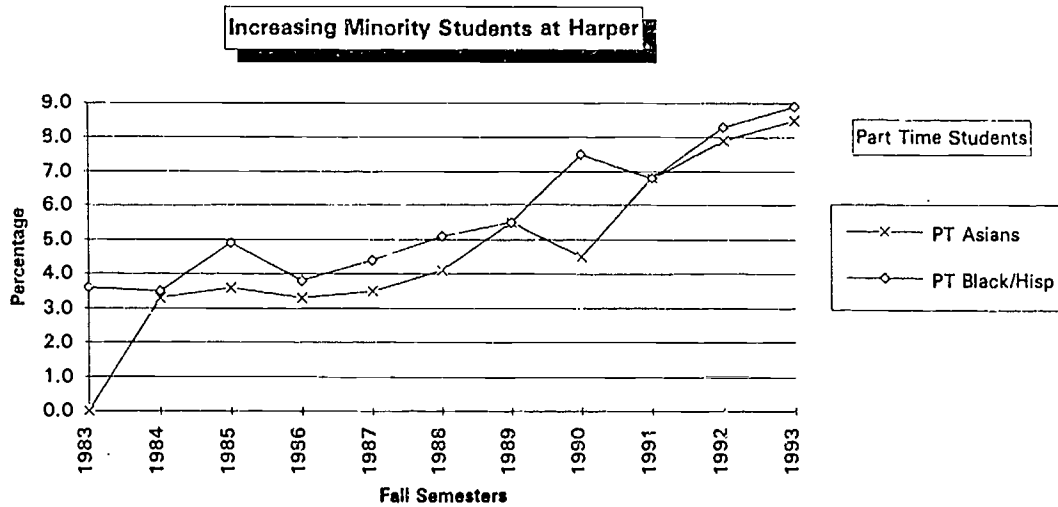


Chart M



**Major Conclusions**

Eight out of ten full-time students return to school at a later date for one year or more. This is true for all races, gender and program categories other than blacks, hispanics and older students. The part-time persistence rate for this same period is slightly over 50 percent. The full-time students will complete, on the average, 33 credit hours and the part-time students will complete approximately 10 credit hours. Close to one-fourth of the full-time students will graduate, and most of the part-time students do not intend to graduate.

### **Major Conclusions** (continued)

The GPAs of part-time students are higher than full-time students (2.35 compared to 2.18). Male students have lower GPAs than the female students. Older students generally have higher GPAs than younger students. Part-time female students outnumber part-time male students.

There has been an increase in both full-time and part-time enrollment of minorities at Harper. Most of these students are either asian, black or hispanic.

# LONGITUDINAL DATA OF FULL-TIME DEGREE CREDIT STUDENTS AT HARPER

LONGITUDINAL DATA OF FULL-TIME DEGREE CREDIT STUDENTS AT HARPER  
 FULL-TIME STUDENTS BEGINNING IN THE FALL OF:  
 LONG02.XLS June 17, 1994

FULL-TIME CATEGORY	1983		1984		1985		1986		1987		1988		1989		1990		1991		1992		1993	
	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT
ENROLLMENT	1773		1531		1536		1572		1644		1737		1725		1574		1564		1622		1622	
AVE GPA	2.24		2.17		2.17		2.18		2.19		2.23		2.16		2.19		2.16		2.23		2.22	
AVERAGE CUMULATIVE:																						
HOURS ATTEMPTED	42.4		41.4		39.3		40.2		40.8		40.8		30.2		30.5		33.2		25.5		10.2	
HOURS EARNED	30.9		37.5		36.2		38.0		38.9		38.9		36.6		37.1		33.3		24.6		10.2	
GENDER																						
MALE	929	52.7%	797	52.1%	799	49.4%	806	51.3%	870	52.3%	862	49.6%	890	51.6%	799	50.8%	831	51.7%	838	51.7%	878	54.2%
FEMALE	835	47.3%	732	47.9%	736	48.7%	766	48.7%	774	47.7%	875	50.4%	835	48.4%	774	49.2%	733	46.3%	784	48.3%	742	45.8%
UNKNOWN	9		2		0		0		0		0		0		1		0		0		2	
AVE AGE																						
AGE UNDER 21	10.8		10.9		10.9		10.9		10.9		10.9		10.9		10.9		10.9		10.9		10.9	
AGE 21 & OVER	16.2		14.67		14.4		14.4		14.4		14.4		14.4		14.4		14.4		14.4		14.4	
AGE 21 & OVER																						
1 SEMESTER ONLY	113	6.4%	115	7.5%	105	6.8%	129	8.2%	125	7.5%	121	7.0%	141	8.2%	134	8.5%	153	9.8%	182	11.2%	229	14.1%
FOLLOWING YEAR	202	11.4%	161	10.5%	184	12.0%	174	11.1%	184	11.1%	166	9.6%	200	11.6%	157	10.0%	197	12.6%	239	14.7%	247	13.9%
FOLLOWING YEAR	244	13.8%	267	17.4%	255	16.8%	266	16.9%	281	16.9%	294	16.9%	292	16.9%	284	18.1%	375	24.0%	323	20.0%	346	20.1%
2 YEARS LATER	302	17.0%	261	17.0%	252	16.4%	278	17.7%	291	17.7%	338	19.5%	309	18.0%	433	27.5%	401	25.7%	378	23.3%	400	24.0%
3 YEARS LATER	187	10.5%	163	10.6%	151	9.8%	175	11.1%	216	13.0%	276	15.9%	306	17.7%	471	29.5%	188	12.0%	0	0.0%	0	0.0%
4 YEARS LATER	128	7.2%	121	7.9%	135	8.8%	151	9.6%	169	10.2%	240	13.8%	366	21.1%	95	6.0%	0	0.0%	0	0.0%	0	0.0%
5 YEARS LATER	87	4.9%	79	5.2%	100	6.5%	124	7.9%	179	10.8%	33	1.9%	71	4.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6 YEARS LATER	89	5.0%	69	4.5%	109	7.1%	117	7.4%	179	10.8%	33	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7 YEARS LATER	89	5.0%	78	5.1%	93	6.1%	136	8.7%	25	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8 YEARS LATER	83	4.7%	93	6.1%	131	8.5%	22	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9 YEARS LATER	94	5.3%	106	6.9%	21	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10 YEARS LATER	91	5.1%	18	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
11 YEARS LATER	24	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12 YEARS OR MORE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TRANSFERRED IN FROM:																						
4 YEAR SCHOOL	162	9.2%	153	10.0%	176	11.5%	184	11.7%	189	11.4%	203	11.7%	205	11.9%	210	13.4%	183	11.7%	203	12.5%	180	11.1%
2 YEAR SCHOOL	85	4.8%	76	5.0%	77	5.0%	93	5.9%	84	5.0%	87	5.0%	85	4.9%	61	3.9%	94	6.0%	87	5.4%	95	5.9%
REASON FOR ATTENDING:																						
FUTURE JOB	162	43.0%	422	34.0%	528	34.8%	512	32.7%	315	19.1%	174	10.0%	155	9.1%	133	8.5%	122	7.8%	125	7.7%	112	6.9%
IMPROVE JOB SKILL	4	1.1%	16	1.3%	11	0.7%	16	1.0%	11	0.7%	20	1.2%	12	0.8%	12	0.8%	12	0.8%	7	0.4%	10	0.6%
EXPLORE COURSES	39	10.3%	171	13.8%	202	13.3%	202	12.9%	134	8.2%	253	14.6%	262	15.3%	201	12.8%	219	14.1%	248	15.3%	251	15.5%
PREPARE FOR TRANSFER	162	43.0%	993	47.7%	732	48.3%	796	50.8%	1020	61.7%	1265	69.5%	1108	69.5%	1149	73.1%	1110	71.3%	1146	70.9%	1154	71.3%
REV BASHIC SKILLS	0	0.0%	2	0.2%	3	0.2%	2	0.1%	5	0.3%	2	0.1%	1	0.1%	0	0.0%	5	0.3%	4	0.2%	7	0.4%
PERSONAL INTERESTS	3	0.8%	19	1.5%	20	1.3%	25	1.6%	28	1.7%	23	1.3%	33	1.9%	36	2.3%	35	2.2%	29	1.8%	34	2.1%
OTHER INTENT	7	1.9%	14	1.0%	20	1.3%	23	1.5%	40	2.4%	56	3.3%	87	5.0%	40	2.5%	53	3.4%	58	3.6%	51	3.0%

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LONGITUDINAL DATA OF FULL-TIME DEGREE CREDIT STUDENTS AT HARPER

LONG93XLS June 17, 1994

FULL-TIME STUDENTS BEGINNING IN THE FALL OF:

CATEGORY	YEAR 1993		YEAR 1994		YEAR 1995		YEAR 1996		YEAR 1997		YEAR 1998		YEAR 1999		YEAR 2000		YEAR 2001		YEAR 2002		YEAR 2003		
	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	
HIGH SCHOOL BAK																							
1ST QUARTER	333	21.3%	223	18.5%	235	19.3%	277	22.7%	235	18.2%	242	18.8%	215	16.3%	223	18.1%	189	15.2%	236	17.5%	233	18.0%	
2ND QUARTER	600	48.1%	500	41.4%	428	35.2%	457	36.7%	450	36.7%	460	34.4%	420	31.8%	388	31.5%	435	34.1%	443	32.8%	453	35.0%	
3RD QUARTER	457	36.5%	407	33.7%	441	36.2%	436	35.0%	501	39.0%	542	41.3%	528	39.9%	486	39.7%	486	39.2%	520	38.5%	496	38.3%	
4TH QUARTER	106	7.1%	77	6.4%	111	9.1%	126	10.1%	122	9.7%	134	9.3%	159	12.0%	131	10.7%	130	10.5%	193	11.3%	114	8.8%	
BANK UNKNOWN	277		334		331		336		366		359		403		344		374		278		326		
DEGREE INTENT:	Net Available																						
DEGREE	958	62.6%	964	64.1%	967	61.5%	1039	61.4%	1115	64.2%	1155	67.0%	1062	67.5%	1104	70.6%	1159	71.5%	1195	73.7%			
CERTIFICATE	57	3.7%	77	5.9%	86	5.5%	86	5.5%	75	5.5%	66	4.5%	61	3.5%	52	3.3%	49	3.0%	49	3.0%	55	3.4%	
NO DEGREE	516	33.7%	475	30.9%	475	30.9%	519	33.8%	550	33.8%	556	33.1%	569	33.8%	460	29.2%	444	25.1%	414	25.5%	372	23.9%	
ATHLETIC INVOLVEMENT	Net Available																						
INVOLVED	163	6.7%	72	4.7%	72	4.7%	79	5.0%	97	5.0%	93	5.8%	93	5.4%	85	4.7%	85	4.7%	65	4.0%	130	8.0%	
NOT INVOLVED	1428	93.3%	1464	95.3%	1493	95.3%	1493	95.0%	1567	95.0%	1644	94.2%	1644	94.6%	1644	95.3%	1489	94.6%	1557	96.0%	1492	92.0%	
DISABILITY:	Net Available																						
DISABLED	130	7.3%	88	5.7%	99	6.4%	94	6.0%	106	6.0%	103	6.4%	103	6.4%	204	11.8%	195	12.5%	234	14.4%	237	14.6%	
NOT DISABLED	1643	92.7%	1443	94.3%	1437	93.6%	1478	94.0%	1558	94.0%	1554	93.6%	1554	93.6%	1521	88.2%	1394	87.5%	1368	85.6%	1365	85.4%	
RAC/ETHNIC:	Net Available																						
ASIAN/PACIFIC IS.	26	1.5%	29	1.9%	47	3.1%	61	3.9%	43	3.9%	53	2.6%	43	3.1%	72	4.2%	107	6.9%	100	6.3%	97	6.1%	
AMERICAN INDIAN	1	0.1%	2	0.1%	2	0.1%	3	0.2%	4	0.2%	0	0.2%	0	0.0%	8	0.5%	2	0.1%	5	0.3%	4	0.3%	
BLACK AMERICAN	11	0.6%	17	1.1%	31	1.4%	31	1.4%	38	1.7%	29	1.7%	26	1.5%	26	1.5%	13	0.8%	48	3.1%	35	2.2%	
HISPANIC AMERICA	18	1.0%	26	1.7%	20	1.3%	39	2.5%	26	1.5%	43	2.5%	51	3.0%	75	4.9%	86	3.8%	74	4.7%	78	4.9%	
OTHER MINORITY	2	0.1%	6	0.0%	4	0.3%	3	0.2%	3	0.2%	6	0.4%	7	0.4%	7	0.4%	12	0.8%	7	0.5%	13	0.9%	
WHITE AMERICAN	1662	94.3%	1401	93.7%	1414	93.3%	1410	90.8%	1512	91.9%	1572	92.6%	1518	89.5%	1318	85.5%	1312	85.5%	1352	85.0%	1319	83.1%	
FOREIGN STUDENT	5	0.3%	20	1.3%	7	0.5%	16	1.0%	6	0.4%	7	0.4%	6	0.4%	15	0.9%	15	0.9%	9	0.6%	12	0.7%	
REFUSED/SPECIFI	48		36		21		19		32		27		28		32		31		31		35		
DEGREE EARNED:	Net Available																						
NO	1216	68.0%	1001	70.6%	1034	67.3%	1090	69.3%	1122	67.4%	1208	67.4%	1268	73.5%	1228	77.5%	1365	84.6%	1405	99.0%	1621	99.9%	
YES	557	31.4%	420	29.4%	502	32.7%	482	30.7%	542	30.7%	529	32.6%	529	30.5%	457	26.5%	354	22.5%	209	13.4%	17	0.1%	
DEGREE STATUS	Net Available																						
BY HOURS:	Net Available																						
NO DEGREE	1216		1001		1034		1090		1122		1208		1268		1228		1365		1405		1621		
LESS THAN 24	574	47.3%	527	48.8%	557	53.9%	577	52.9%	575	51.3%	557	46.1%	622	49.1%	543	44.5%	610	45.0%	705	43.9%	1621	100.0%	
BETWEEN 24-36	202	16.5%	233	20.6%	219	21.2%	211	19.4%	212	19.4%	244	21.9%	240	20.5%	256	19.4%	256	18.9%	450	28.5%	0	0.0%	
BETWEEN 36-47	167	13.7%	147	13.6%	103	10.0%	132	12.1%	135	12.0%	155	13.0%	170	13.4%	171	14.0%	192	14.2%	374	23.3%	0	0.0%	
48 OR MORE	213	17.5%	184	17.0%	155	15.0%	170	15.6%	180	16.0%	180	14.8%	216	17.0%	269	22.0%	297	21.9%	68	4.2%	0	0.0%	
DEGREE EARNED	557		450		502		482		542		529		457		354		209		17		1		
48 OR MORE	500	91.4%	407	90.4%	445	88.6%	425	88.2%	490	91.1%	482	90.4%	419	91.7%	334	91.5%	176	83.3%	3	17.6%	0	0.0%	
UNDEG. 48	48	8.6%	43	9.6%	87	11.4%	57	11.4%	52	11.8%	47	9.6%	36	8.3%	36	8.5%	35	16.7%	14	82.4%	1	100.0%	
PROGRAM	Net Available																						
CAREER	624	37.9%	440	28.8%	480	32.3%	478	30.4%	423	25.5%	392	23.6%	412	23.9%	314	19.9%	340	21.8%	304	18.8%	317	19.6%	
TRANSFER	1021	62.1%	1009	71.2%	1064	70.7%	1094	69.6%	1238	69.6%	1345	74.5%	1313	76.1%	1260	80.1%	1223	78.3%	1317	81.2%	1302	80.4%	



# LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS BEGINNING IN THE FALL OF:

LONGISLANDS June 17, 1994

PART-TIME CATEGORY	1983		1984		1985		1986		1987		1988		1989		1990		1991		1992		1993	
	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT
ENROLLMENT	2847		2782		2690		2635		2578		2361		2497		2386		2496		2385		2114	
AVE GPA	2.33		2.25		2.27		2.35		2.28		2.41		2.32		2.40		2.47		2.38		2.48	
AVERAGE CUMULATIVE:																						
HOURS ACCUMULATED	13.9		13.5		12.8		12.7		12.6		13.0		11.4		11.2		8.9		7.3		3.7	
HOURS EARNED	12.2		12.0		10.6		11.5		11.5		12.3		10.7		10.6		8.4		6.7		3.1	
GENDER																						
MALE	1198	42.3%	1068	38.4%	1107	41.2%	1012	38.4%	978	38.4%	902	36.2%	993	39.3%	984	41.2%	1015	40.7%	990	41.3%	863	40.9%
FEMALE	1646	57.8%	1600	60.1%	1583	58.8%	1623	61.6%	1598	61.6%	1699	64.8%	1582	60.2%	1482	58.8%	1481	59.3%	1351	56.7%	1245	59.1%
UNKNOWN	29		26		0		0		2		0		2		0		0		4		6	
AVERAGE CUMULATIVE:																						
AGE UNDER 21	27.3		27.4		27.7		27.7		27.6		27.7		28.1		28.5		29.4		29.8		29.2	
AGE 21-34	910	31.5%	831	30.1%	806	30.1%	774	29.5%	813	31.7%	756	31.3%	728	29.2%	634	26.6%	569	22.8%	547	23.3%	544	25.8%
AGE 35 & OVER	1292	46.1%	1228	44.5%	1259	47.1%	1281	48.9%	1184	46.3%	1085	41.1%	1186	47.6%	1168	49.1%	1200	51.4%	1147	49.9%	997	47.2%
AGE 35 & OVER	600	31.4%	575	21.8%	609	22.8%	569	21.7%	566	22.1%	531	22.6%	575	23.1%	578	24.3%	642	25.8%	606	26.3%	578	27.0%
REGISTERED UNTIL:																						
1 SEMESTER ONLY	837	29.2%	834	30.9%	802	29.8%	829	31.5%	776	30.1%	726	30.7%	849	34.0%	795	33.3%	900	36.1%	858	36.1%	1035	49.0%
FOLLOWING SPRING	312	10.9%	290	10.7%	305	13.2%	295	11.2%	317	12.3%	261	11.1%	300	12.0%	326	13.7%	372	14.9%	435	18.9%	949	44.9%
FOLLOWING YEAR	303	13.3%	323	12.0%	331	12.3%	303	14.5%	332	14.5%	314	13.3%	339	13.6%	392	16.4%	495	19.8%	795	34.5%	130	6.1%
3 YEARS LATER	227	7.9%	204	7.5%	241	9.0%	241	9.1%	247	9.6%	274	11.6%	281	11.3%	339	14.5%	645	25.8%	177	7.7%	0	0.0%
3 YEARS LATER	176	6.1%	183	6.8%	190	7.1%	164	6.2%	199	7.8%	259	10.1%	330	12.8%	479	20.1%	84	3.4%	0	0.0%	0	0.0%
4 YEARS LATER	131	4.6%	134	5.0%	160	5.9%	165	6.3%	196	7.8%	197	8.3%	366	14.7%	55	2.3%	0	0.0%	0	0.0%	0	0.0%
5 YEARS LATER	117	4.1%	132	4.9%	131	4.9%	150	5.7%	196	7.6%	302	12.8%	42	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6 YEARS LATER	124	4.3%	122	4.5%	120	4.5%	143	5.4%	285	11.1%	48	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7 YEARS LATER	110	3.8%	130	5.1%	128	4.8%	236	9.0%	30	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8 YEARS LATER	136	4.7%	137	5.1%	214	8.0%	29	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9 YEARS LATER	122	4.3%	185	6.8%	18	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10 YEARS LATER	179	6.3%	20	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
11 YEARS LATER	14	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12 YEARS OR MORE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TRANSFERRED IN FROM:																						
4 YEAR SCHOOL	741	25.8%	788	29.2%	811	30.1%	765	29.0%	739	28.7%	648	25.1%	795	31.8%	799	33.5%	944	37.8%	842	36.5%	791	37.4%
2 YEAR SCHOOL	408	17.0%	492	18.2%	557	20.7%	570	21.6%	571	22.1%	507	21.5%	480	19.2%	458	19.2%	521	20.9%	474	20.6%	435	20.6%
REASON FOR ATTENDING:																						
FUTURE JOB	164	5.8%	808	29.8%	891	34.5%	901	35.3%	544	21.8%	431	18.7%	480	19.6%	410	17.6%	472	19.2%	431	18.8%	423	20.1%
IMPROVE JOB SKILL	87	3.1%	583	21.5%	567	21.0%	543	21.1%	511	20.7%	477	20.7%	586	23.7%	499	21.4%	473	19.3%	456	19.5%	431	20.5%
EXPLORE COURSES	42	1.5%	227	8.2%	244	9.1%	233	9.1%	378	14.8%	325	14.1%	339	13.5%	316	13.5%	276	11.2%	318	13.8%	271	12.9%
PREPARE FOR TRANSFER	77	2.7%	399	14.4%	438	16.3%	462	18.1%	501	20.1%	501	20.1%	608	24.3%	584	24.9%	622	25.3%	577	25.3%	523	24.5%
REV BASIC SKILLS	7	0.2%	21	0.8%	20	0.8%	10	0.4%	26	1.0%	16	0.7%	22	0.9%	23	1.0%	37	1.5%	19	0.9%	15	0.7%
PERSONAL INTERESTS	71	2.5%	299	11.0%	344	13.3%	304	11.9%	347	13.9%	332	14.4%	360	14.7%	347	14.9%	406	16.5%	335	14.6%	278	13.3%
OTHER INTENT	21	0.7%	66	2.4%	75	2.8%	78	3.1%	113	4.5%	137	5.5%	123	5.0%	154	6.5%	180	7.3%	151	6.5%	199	9.5%

# LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS BEGINNING IN THE FALL OF:

LONGLEAS June 17, 1994

CATEGORY	1983		1984		1985		1986		1987		1988		1989		1990		1991		1992		1993					
	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT				
<b>HIGH SCHOOL RANK</b>																										
1ST QUARTER	622	31.5%	682	33.5%	624	35.8%	572	33.6%	559	33.3%	519	33.3%	561	36.8%	627	36.6%	558	36.8%	516	35.8%	558	36.8%	516	37.4%		
2ND QUARTER	731	36.3%	662	36.8%	626	35.9%	627	36.8%	584	35.8%	551	35.5%	551	36.4%	456	29.7%	612	35.7%	556	35.7%	419	30.4%	419	30.4%		
3RD QUARTER	482	23.7%	447	21.9%	407	21.4%	410	24.1%	398	24.2%	378	24.3%	378	24.3%	405	26.4%	307	22.5%	336	21.6%	343	24.9%	343	24.9%		
4TH QUARTER	106	5.5%	87	4.8%	85	4.9%	94	5.5%	106	6.4%	107	6.9%	110	7.1%	112	7.3%	86	5.0%	100	7.0%	100	7.3%	736	7.3%		
RANK UNKNOWN	956		904		948		932		931		931		852		784		746									
<b>DEGREE INTENT:</b>																										
DEGREE	Not Available		1043	36.6%	1016	37.8%	1066	38.2%	961	37.3%	915	38.9%	900	39.2%	898	37.6%	911	36.5%	888	36.5%	819	36.5%	819	36.7%	819	38.7%
CERTIFICATE			345	13.5%	310	11.5%	322	12.2%	304	11.8%	282	11.9%	313	12.5%	310	13.0%	295	11.8%	338	14.7%	293	13.9%	293	13.9%	293	13.9%
NO DEGREE			1284	47.9%	1364	50.7%	1307	49.6%	1313	49.6%	1313	49.3%	1704	48.2%	1178	49.4%	1290	51.7%	1079	46.8%	1002	47.4%	1002	47.4%	1002	47.4%
<b>ATHLETIC INVOLVEMENT</b>																										
INVOLVED	Not Available		4	0.1%	4	0.1%	2	0.1%	2	0.1%	2	0.1%	8	0.3%	7	0.3%	6	0.3%	2	0.1%	4	0.2%	3	0.1%	3	0.1%
NOT INVOLVED			2690	99.9%	2666	99.9%	2633	99.9%	2576	99.9%	2576	99.7%	2498	99.7%	2388	99.7%	2494	99.9%	2381	99.9%	2111	99.9%	2111	99.9%	2111	99.9%
<b>DISABILITY:</b>																										
DISABLED	244	8.5%	208	7.7%	196	6.9%	159	6.0%	243	9.4%	271	11.5%	283	11.5%	267	11.2%	308	12.3%	245	10.6%	242	11.4%	242	11.4%	242	11.4%
NOT DISABLED	2623	91.5%	2494	92.3%	2504	93.1%	2476	94.0%	2335	90.6%	2090	88.5%	2214	88.7%	2119	86.8%	2188	87.7%	2068	87.7%	2068	89.4%	1872	88.6%	1872	88.6%
<b>RAC/ETHNIC:</b>																										
ASIAN/PACIFIC IS.	90	3.3%	91	3.5%	82	3.2%	90	3.5%	105	4.2%	124	5.5%	100	4.5%	155	6.8%	188	7.8%	191	8.6%	171	8.4%	171	8.4%	171	8.4%
AMERICAN INDIAN	2	0.1%	8	0.3%	2	0.1%	7	0.3%	7	0.3%	4	0.2%	9	0.4%	5	0.2%	10	0.4%	9	0.4%	6	0.3%	6	0.3%	6	0.3%
BLACK AMERICAN	44	1.6%	69	2.7%	51	2.0%	60	2.3%	63	2.5%	57	2.5%	77	3.2%	64	2.8%	81	3.4%	96	4.3%	96	4.3%	72	3.8%	72	3.8%
HISPANIC AMERICA	81	1.9%	57	2.2%	40	1.9%	56	2.3%	65	2.6%	67	3.0%	102	4.2%	91	4.0%	113	4.7%	102	4.5%	111	5.4%	111	5.4%	111	5.4%
OTHER MINORITY	3	0.1%	1	0.0%	2	0.1%	8	0.3%	4	0.2%	5	0.2%	8	0.3%	9	0.4%	14	0.6%	16	0.7%	8	0.4%	8	0.4%	8	0.4%
WHITE AMERICAN	2461	92.2%	2397	89.4%	2340	91.8%	2300	89.9%	2241	89.4%	2001	88.4%	2048	86.9%	1990	85.3%	1991	82.6%	1807	81.1%	1664	81.1%	1664	81.1%	1664	81.1%
FOREIGN STUDENT	20	0.7%	46	1.8%	27	1.0%	38	1.5%	21	0.8%	33	1.4%	33	1.4%	15	0.7%	13	0.5%	8	0.4%	8	0.4%	8	0.4%	8	0.4%
REFUSED/SUSPECT	176		133		118		77		72		98		92		97		86		76							
<b>DEGREE EARNED:</b>																										
NO	2604	90.8%	2446	90.5%	2502	93.0%	2422	91.9%	2387	92.6%	2181	92.6%	2337	93.6%	2262	94.8%	2447	96.8%	2291	99.4%	2112	99.9%	2112	99.9%	2112	99.9%
YES	263	9.2%	256	9.5%	183	7.0%	213	8.1%	191	7.4%	180	7.6%	160	6.4%	124	5.3%	49	2.0%	14	0.6%	2	0.1%	2	0.1%	2	0.1%
<b>DEGREE STATUS</b>																										
BY HOURS:																										
NO DEGREE	2604		2446		2502		2422		2387		2181		2337		2262		2447		2291		2112		2112			
LESS THAN 12	3027	77.8%	2922	78.6%	2706	78.3%	1874	77.4%	1852	77.6%	1645	75.4%	1820	77.9%	1711	75.6%	1873	76.3%	1849	80.7%	1849	80.7%	1849	80.7%	1849	80.7%
BETWEEN 12-23	340	13.1%	305	12.5%	311	12.5%	327	13.5%	299	13.0%	302	13.0%	297	12.7%	309	13.7%	361	14.8%	325	14.2%	325	14.2%	325	14.2%	325	14.2%
BETWEEN 24-35	121	4.6%	112	4.6%	133	5.3%	112	4.8%	124	5.3%	115	5.3%	112	4.8%	125	5.5%	122	5.0%	89	3.9%	89	3.9%	89	3.9%	89	3.9%
BETWEEN 36-47	99	2.3%	96	2.3%	48	1.9%	50	2.1%	60	2.5%	57	2.5%	63	2.7%	57	2.5%	65	2.7%	28	1.2%	28	1.2%	28	1.2%	28	1.2%
48 OR MORE	57	2.2%	51	2.1%	48	1.9%	59	2.4%	52	2.2%	62	2.8%	45	1.9%	64	2.7%	26	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
DEGREE EARNED	263		256		180		213		191		180		160		124		49		14		2		2			
48 OR MORE	167	63.5%	144	56.3%	87	46.3%	112	51.6%	114	51.7%	106	50.9%	84	51.5%	68	40.4%	6	12.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
UNDER 48	96	36.5%	112	43.8%	101	53.7%	101	47.4%	77	40.3%	74	41.1%	76	47.5%	64	51.6%	43	87.8%	14	100.0%	14	100.0%	14	100.0%	14	100.0%
<b>PROGRAM</b>																										
CAREER	1349	47.6%	1163	43.7%	1064	40.3%	1004	43.0%	932	39.1%	921	39.1%	894	35.9%	834	35.1%	902	36.5%	855	37.3%	877	42.1%	877	42.1%	877	42.1%
TRANSFER	1406	52.4%	1496	56.3%	1579	59.7%	1509	58.0%	1618	63.5%	1436	60.9%	1595	64.1%	1539	64.9%	1569	63.5%	1438	62.7%	1204	57.9%	1204	57.9%	1204	57.9%

# LONGITUDINAL DATA OF FULL-TIME DEGREE STUDENTS AT HARPER

FULL-TIME STUDENTS WHO BEGAN (1983-1993) BY GENDER, AGE, RACE, AND PROGRAM

LONG93.XLS June 17, 1994

FULL-TIME CATEGORY	GENDER MALE		GENDER FEMALE		AGE UNDER 21		AGE 21 & OVER		ETHNIC WHITE		ETHNIC ASIAN		ETHNIC BLACK/HSIP		PROGRAM CAREER		PROGRAM TRANSFER	
	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT
ENROLLMENT	9257		86%		16272		1628		15788		734		835		4494		13411	
AVE GPA	2.84		2.33		2.15		2.45		2.19		2.36		1.84		2.17		2.18	
AVERAGE CUMULATIVE:																		
HOURS ATTEMPTED	33.8		37.7		34.5		26.3		34.5		32.1		25.9		37.1		35.2	
HOURS EARNED	31.8		36.2		34.3		25.8		34.1		33.9		24.7		34.7		33.1	
GENDER																		
MALE	19.8	18.1%	19.1		8443	51.9%	800	7.7%	8184	49.4%	349	51.4%	471	56.5%	2852	64.7%	7199	53.7%
FEMALE	8443	91.3%	7819	94.5%	7819	48.1%	818	21.7%	7676	50.6%	344	48.6%	342	43.5%	2439	54.3%	6300	46.3%
UNKNOWN	800	8.7%	818	9.5%	10		2		8		1		2		3		12	
AGE																		
AGE UNDER 21	8443	91.3%	7819	94.5%			19.8	18.1%	14983	92.0%	508	79.0%	711	85.1%	3795	84.5%	12478	91.1%
AGE 21 & OVER	800	8.7%	818	9.5%			1269	8.0%	1269	8.0%	154	21.8%	124	14.9%	694	15.5%	922	6.9%
REGISTERED UNTIL:																		
1 SEMESTER ONLY	938	10.1%	682	7.8%	1257	7.7%	283	17.5%	1329	8.4%	41	5.6%	112	13.4%	429	9.5%	1114	8.3%
FOLLOWING SPRING	1517	16.4%	1192	13.8%	2351	14.4%	357	22.0%	2315	14.7%	128	16.3%	198	23.7%	632	14.5%	2855	15.3%
FOLLOWING YEAR	2834	30.7%	1928	22.3%	3527	21.7%	435	26.9%	3441	21.8%	181	24.7%	288	34.3%	972	21.6%	2993	22.3%
2-5 YEARS	3900	42.1%	4014	46.6%	7542	46.3%	443	27.3%	7138	45.2%	347	47.3%	278	32.3%	1921	41.7%	6078	45.3%
6 YRS OR MORE	798	8.5%	918	10.5%	1595	9.8%	192	6.3%	1565	9.9%	45	6.1%	47	5.6%	528	11.6%	1179	8.8%
TRANSFERRED IN FROM:																		
4 YEAR SCHOOL	1193	12.9%	854	9.9%	1518	9.3%	559	32.7%	1783	11.3%	137	18.7%	68	8.1%	484	10.8%	1564	11.7%
1 YEAR SCHOOL	484	4.4%	518	6.0%	467	2.9%	456	28.1%	765	4.8%	52	7.1%	74	8.9%	385	8.6%	538	4.0%
REASON FOR ATTENDING:																		
FUTURE JOB	1142	13.7%	1618	20.7%	2286	15.6%	472	32.1%	2479	17.5%	84	11.9%	123	15.5%	1449	37.2%	1310	10.7%
IMPROVE JOB SKILL	71	0.8%	5	0.3%	88	0.6%	63	2.9%	165	0.7%	7	1.0%	15	1.9%	72	1.8%	59	0.5%
EXPLORE COURSES	1197	14.3%	1884	23.9%	2198	14.8%	144	9.8%	2817	14.2%	88	11.3%	134	16.8%	433	11.1%	1849	15.1%
PREPARE FOR TRANSFER	506	6.1%	4657	59.4%	9444	65.7%	689	41.4%	9947	63.8%	451	64.8%	447	56.2%	1785	43.8%	8544	69.7%
REV BASIC SKILLS	16	0.2%	15	0.2%	24	0.2%	7	0.5%	23	0.2%	0	0.0%	7	0.9%	7	0.2%	24	0.2%
PERSONAL INTEREST	131	1.6%	144	1.8%	171	1.2%	184	7.1%	177	1.3%	42	6.0%	36	4.5%	87	2.2%	188	1.5%
OTHER INTENT	191	2.3%	233	3.0%	332	2.3%	91	6.3%	328	2.3%	41	5.5%	34	4.3%	143	3.7%	281	2.3%

# LONGITUDINAL DATA OF FULL-TIME DEGREE STUDENTS AT HARPER

FULL-TIME STUDENTS WHO BEGAN 1980-1993 BY GENDER, AGE RACE, AND PROGRAM

FULL-TIME CATEGORY	GENDER		AGE		ETHNIC WHITE		ETHNIC ASIAN		ETHNIC BLACK/HISP		PROGRAM CARRIER		PROGRAM TRANSFER			
	MALE	FEMALE	UNDER 21	21 & OVER	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT		
HIGH SCHOOL RANK																
1ST QUARTER	1064	164%	1965	22.3%	2294	17.3%	297	22.7%	2230	17.5%	185	33.3%	619	13.9%	1972	18.3%
2ND QUARTER	2477	31.8%	2555	37.9%	4618	34.9%	408	39.4%	4548	35.7%	195	35.1%	1254	29.3%	3778	35.0%
3RD QUARTER	3499	41.0%	3219	31.8%	5938	38.8%	368	25.9%	4762	37.4%	137	24.7%	1280	44.3%	4022	37.3%
4TH QUARTER	893	11.8%	468	6.9%	1299	9.8%	62	6.0%	1198	9.4%	38	6.8%	351	13.4%	1011	9.4%
RANK UNKNOWN	1715		1968		3631		585		3650		179		998		2628	
DEGREE INTENT:																
DEGREE	5497	64.9%	5230	67.1%	9798	66.9%	946	63.5%	9439	64.8%	444	62.7%	2777	69.2%	7929	64.9%
CERTIFICATE	298	3.5%	340	4.4%	483	3.3%	147	9.9%	595	3.6%	54	7.6%	272	5.7%	357	2.9%
NO DEGREE	2543	30.2%	2233	28.6%	4371	29.8%	397	26.6%	4182	29.6%	210	29.7%	821	25.1%	3949	32.2%
ATHLETIC INVOLVEMENT																
INVOLVED	647	7.8%	309	2.7%	810	5.5%	46	3.1%	674	4.8%	14	2.0%	128	3.3%	728	5.9%
NOT INVOLVED	7683	92.2%	7662	97.3%	13834	94.5%	1444	96.9%	13452	95.2%	694	98.0%	3742	96.7%	11537	94.1%
DISABILITY:																
DISABLED	894	9.7%	853	9.9%	1584	9.7%	161	9.9%	1564	9.9%	31	4.3%	461	10.3%	1285	9.6%
NOT DISABLED	8345	90.3%	7793	90.1%	14688	90.3%	1459	90.1%	14224	90.1%	763	95.8%	4033	89.7%	12126	90.4%
RACE/ETHNIC:																
ASIAN/PACIFIC IS.	369	4.1%	364	4.3%	598	3.6%	154	9.8%					166	3.8%	568	4.3%
AMERICAN INDIAN	20	0.2%	13	0.2%	29	0.2%	4	0.3%					10	0.2%	23	0.2%
BLACK AMERICAN	223	2.5%	183	1.3%	238	1.6%	69	4.4%					118	2.5%	217	1.6%
HISPANIC AMERICA	348	2.7%	289	3.8%	483	2.8%	36	3.5%					141	3.2%	366	2.8%
OTHER MINORITY	36	0.4%	31	0.4%	68	0.4%	7	0.4%					17	0.4%	50	0.4%
WHITE AMERICAN	8104	89.4%	7676	90.3%	14583	90.7%	1269	80.7%					3936	89.2%	11842	90.8%
FOREIGN STUDENT	65	0.7%	58	0.7%	107	0.7%	34	0.9%					34	0.8%	69	0.7%
REFUSED/SUSPECTED	194		162		248		48						88		256	
DEGREE EARNED:																
NO	7514	81.3%	6285	72.7%	12585	76.8%	1290	79.6%	11986	75.9%	621	84.6%	3297	88.7%	10589	78.4%
YES	1735	18.7%	2361	27.3%	3767	23.2%	338	20.4%	3402	24.1%	113	15.4%	1197	26.6%	2992	21.6%
DEGREE STATUS																
BY HOURS:																
NO DEGREE	7514		6285		12585		1290		11986		621		3297		10589	
LESS THAN 24	4225	56.2%	3233	51.4%	6096	52.7%	855	66.3%	6400	53.4%	312	59.2%	1648	66.5%	5007	53.4%
BETWEEN 24-36	1358	18.0%	1243	19.0%	2368	19.1%	213	16.5%	2378	19.4%	97	15.6%	576	14.4%	2025	19.3%
BETWEEN 36-47	899	11.9%	867	13.8%	1649	13.2%	113	8.8%	1541	12.9%	93	15.9%	390	8.9%	1368	13.0%
48 OR MORE	1642	13.8%	942	15.8%	1875	15.9%	189	8.4%	1725	14.4%	119	19.3%	475	14.4%	1589	14.4%
DEGREE EARNED	1735		2361		3767		338		3402		113		1197		2992	
48 OR MORE	1532	86.3%	2143	90.8%	3484	92.5%	191	57.9%	3423	90.0%	108	88.5%	1631	81.9%	2646	91.2%
UNDER 48	203	11.7%	218	9.2%	283	7.5%	139	41.1%	379	10.0%	13	11.5%	166	18.1%	256	8.8%
PROGRAM																
CAREER	2852	22.2%	2439	28.2%	3795	23.3%	694	42.9%	3936	24.9%	166	22.6%	251	30.1%	768	23.9%
TRANSFER	7199	77.8%	6280	71.8%	12478	76.7%	922	57.1%	11842	75.1%	568	77.4%	583	69.9%	1890	69.9%

**LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER**

PART-TIME STUDENTS WHO BEGAN 1983-1993 BY GENDER, AGE, RACE, AND PROGRAM

LONGXLS June 17, 1994

PART-TIME CATEGORY	GENDER		AGE UNDER 21		AGE 21-34		AGE 35 & OVER		ETHNIC WHITE		ETHNIC ASIAN		ETHNIC BLACK/HSIP		PROGRAM CAREER		PROGRAM TRANSFER	
	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT
ENROLLMENT	11878		16492		7992		13187		6421		1995		1896		10885		16449	
AVE GPA	2.16		2.47		1.80		2.44		2.25		2.27		1.82		2.40		2.30	
AVERAGE CUMULATIVE:																		
HOURS ATTEMPTED	18.9		11.3		17.6		8.8		8.1		9.7		9.1		11.9		18.8	
HOURS EARNED	9.5		10.6		15.4		8.2		7.9		10.0		8.4		10.9		9.7	
GENDER																		
MALE	37.0		28.8		35.1		17.0		20.4		65.5		65.7		40.7		69.6	
FEMALE	35.1		43.1		43.1		76.2		44.0		76.8		34.3		68.1		36.9	
UNKNOWN	2.0		4.0		1.0		1.7		1.7		2.0		1.0		2.7		3.9	
AGE																		
AGE UNDER 21	35.1		33.3%		11.7%		8.8		8.1		9.7		9.1		11.9		18.8	
AGE 21-34	54.8		46.5%		44.0%		76.2		44.0%		76.8		34.3%		68.1%		36.9%	
AGE 35 & OVER	28.4		18.2%		20.0%		16.1		20.4		17.7		14.0%		21.4%		44.5%	
REGISTERED UNTIL:																		
1 SEMESTER ONLY	41.8		37.2%		19.6%		49.9		22.3		4.9		6.2		36.8		54.9	
FOLLOWING SPRING	17.5		15.9%		11.7%		28.9		9.7		2.6		2.6		17.1		24.9	
FOLLOWING YEAR	16.2		14.7%		11.9%		28.2		9.2		2.4		2.2		16.1		25.7	
2-5 YEARS	24.1		24.3%		27.2%		38.4		16.0		3.7		3.3		23.5		45.2	
6 YRS OR MORE	8.8		7.9%		9.2%		9.3		6.8		8.8		8.6		9.6		15.1	
TRANSFERRED IN FROM:																		
4 YEAR SCHOOL	37.4		34.3%		9.5%		51.2		26.0		75.3		37.8		30.4		55.1	
2 YEAR SCHOOL	18.3		16.7%		5.1%		34.5		15.6		1.6		4.1		24.9		27.8	
REASON FOR ATTENDING:																		
FUTURE JOB	20.9		20.9%		17.0%		27.2		14.1		2.8		3.2		34.8		25.1	
IMPROVE JOB SKILL	23.1		23.2%		19.6%		29.2		18.3		2.1		3.2		25.9		17.2	
EXPLORE COURSES	11.8		11.6%		12.4%		18.5		3.5		3.8		1.9		8.3		14.8	
PREPARE FOR TRANSFER	25.1		25.8%		18.9%		23.8		5.1		3.0		3.7		18.1		29.2	
REV BASIC SKILLS	8.8		8.9%		8.8%		10.4		6.3		3.5		1.7		4.7		1.1	
PERSONAL INTERESTS	13.4		13.7%		14.1%		17.4		12.3		2.1		1.9		9.1		16.2	
OTHER INTENT	30.3		33.9%		24.9%		63.5		33.8		7.1		9.9		47.4		78.5	

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# LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS WHO BEGAN 1983-1993 BY GENDER, AGE, RACE, AND PROGRAM

PART-TIME CATEGORY	GENDER MALE		GENDER FEMALE		AGE UNDER 21		AGE 21-34		AGE 35 & OVER		ETHNIC WHITE		ETHNIC ASIAN		ETHNIC BLACK/HISP		PROGRAM CAREER		PROGRAM TRANSFER		
	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	
HIGH SCHOOL BANK																					
1ST QUARTER	2155	24.4%	4115	39.3%	1005	17.5%	3458	41.1%	5258	47.1%	448	54.3%	277	33.2%	2343	34.4%	3921	33.2%	3921	35.6%	
2ND QUARTER	2565	33.8%	3756	35.5%	1941	33.3%	3965	36.5%	5547	34.5%	243	29.8%	316	34.7%	2423	34.7%	3692	37.2%	3692	33.6%	
3RD QUARTER	2231	29.3%	2155	24.5%	2193	37.5%	1587	18.9%	3872	24.7%	110	13.5%	253	27.8%	1734	24.5%	2644	24.6%	2644	24.0%	
4TH QUARTER	645	8.5%	456	4.4%	782	12.8%	295	3.5%	975	6.2%	15	1.8%	64	7.0%	353	5.0%	746	6.8%	746	6.8%	
RANK UNKNOWN	3484		6810		2851		4782		7468		579		686		3032		5466		5466		
DEGREE INTENT:																					
DEGREE	3582	35.5%	9932	39.5%	3599	51.5%	4338	36.6%	1511	26.8%	7999	38.7%	415	31.5%	4172	44.4%	5249	43.8%	5249	35.0%	
CERTIFICATE	1215	12.3%	1915	12.9%	585	8.4%	1593	13.5%	945	16.2%	2512	12.1%	286	15.8%	2432	18.4%	1892	21.3%	1892	7.3%	
NO DEGREE	5155	52.2%	7885	47.2%	1798	40.1%	5982	50.8%	3365	57.8%	18168	49.2%	684	52.4%	3332	37.2%	8642	34.9%	8642	57.7%	
ATHLETIC INVOLVEMENT																					
INVOLVED	34	0.3%	0	0.1%	39	0.6%	3	0.0%	0	0.0%	32	0.2%	0	0.0%	7	0.5%	9	0.1%	32	0.2%	
NOT INVOLVED	9638	99.7%	14884	99.9%	6943	99.4%	11812	100.0%	9821	100.0%	28647	99.8%	1385	100.0%	1494	99.5%	9527	99.9%	14951	99.8%	
DISABLED	1645	9.4%	1692	9.7%	839	18.6%	1037	7.9%	778	12.9%	2317	18.8%	68	4.3%	145	9.1%	1847	9.6%	1596	9.7%	
NOT DISABLED	18825	98.6%	14898	98.3%	7883	89.4%	13870	92.1%	5651	88.0%	28643	98.8%	1335	95.7%	1451	98.9%	9638	98.4%	14873	98.3%	
RACE/ETHNIC:																					
ASIAN/PACIFIC IS.	625	5.9%	768	4.8%	348	4.4%	715	5.7%	337	5.5%							498	4.7%	898	5.6%	
AMERICAN INDIAN	32	0.3%	37	0.2%	12	0.2%	34	0.3%	23	0.4%							34	0.3%	34	0.2%	
BLACK AMERICAN	284	2.7%	688	2.8%	137	1.7%	415	3.3%	191	3.1%							344	3.3%	382	2.4%	
HISPANIC/AMERICA	373	3.8%	488	3.1%	245	3.2%	476	3.8%	138	2.2%							337	3.1%	585	3.2%	
OTHER MINORITY	38	0.4%	48	0.3%	28	0.4%	35	0.3%	15	0.2%							29	0.3%	49	0.3%	
WHITE AMERICAN	9142	86.3%	13992	88.0%	6869	89.4%	18835	85.8%	5481	87.8%							9285	87.5%	13835	87.3%	
FOREIGN STUDENT	184	1.8%	127	0.8%	68	0.8%	123	1.0%	48	0.8%							83	0.8%	148	0.9%	
REFUSED/NO REPLY	472		598		211		474		248								365		626		
DEGREE EARNED:																					
NO	18558	95.4%	15364	93.2%	7274	92.2%	12459	95.1%	6848	94.2%	21787	93.7%	1345	96.4%	1524	95.5%	9929	91.5%	15755	95.7%	
YES	512	4.6%	1128	6.8%	618	7.8%	648	4.9%	373	5.8%	1453	6.3%	58	3.6%	72	4.5%	926	8.5%	714	4.3%	
DEGREE STATUS																					
BY HOURS:																					
NO DEGREE	18658		15364		7274		12459		6848		21787		1345		1524		9929		15755		
LESS THAN 12	8412	79.7%	12168	79.1%	4918	67.8%	10469	83.5%	5118	84.5%	17153	79.8%	1846	77.8%	1329	82.6%	7981	79.3%	12466	79.1%	
BETWEEN 12-23	1281	12.1%	1981	12.4%	1165	16.8%	1344	10.9%	652	10.8%	2711	12.5%	171	12.7%	162	10.6%	1224	12.3%	1987	12.4%	
BETWEEN 24-35	441	4.2%	724	4.7%	577	7.7%	418	3.4%	187	3.1%	999	4.6%	61	4.5%	56	3.7%	462	4.6%	782	4.5%	
BETWEEN 36-47	319	2.1%	324	2.1%	318	4.3%	167	1.3%	65	1.1%	489	2.1%	33	2.5%	23	1.5%	285	2.1%	308	2.1%	
48 OR MORE	286	1.9%	295	1.7%	325	4.5%	181	0.8%	34	0.6%	385	1.8%	34	2.5%	34	1.6%	167	1.7%	292	1.9%	
DEGREE EARNED	512		1128		618		648		373		1453		58		72		926		714		
48 OR MORE	244	51.6%	616	54.5%	496	86.3%	263	48.6%	121	31.4%	797	54.9%	24	48.8%	29	48.3%	416	44.9%	464	65.8%	
UNDER 48	248	48.4%	512	45.4%	122	19.7%	385	59.4%	252	67.6%	656	45.1%	36	51.8%	43	59.7%	518	55.1%	250	35.8%	
PROGRAM																					
CAREER	4887	36.5%	6851	42.8%	2417	36.9%	5983	42.3%	2981	45.5%	9285	48.8%	498	35.9%	671	43.1%	464	44.9%	464	35.8%	
TRANSFER	6948	63.5%	9478	58.8%	5489	69.1%	7582	57.7%	3477	54.5%	13835	68.8%	898	64.1%	887	56.9%	250	24.1%	250	19.2%	

## **Operational Staff:**

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