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ABSTRACT

A study conducted at William Rainey Harper College (Illinois) followed beginning full- and part-time traditional credit students over a 10-year period to observe their performance and achievement. Tabulations were made on various different fields and cross-tabulated by age, sex, race, and major programs. Study findings. based on the academic records of students who enrolled in successive classes between 1982 and 1992, included the following: (1) 8 out of 10 full-time students returned to school at a later date for 1 year or more; (2) the 80% retention rate for full-time students held for all races, genders, ages, and program categories other than Black/Hispanics and older students; (3) the part-time persistence rate for the same period was 60%; (4) full-time students completed, on average, 37 credit hours, while part-time students completed an average of 11 credit hours; (5) 25% of the full-time students graduated, and most of the part-time students did not intend to graduate; (6) the number and percentage of students enrolling in transfer majors increased over the study period, as did the number of reverse transfer students; (7) the grade point averages (GPA's) of part-time students were higher than those of full-time students (2.34 compared to 2.17); (8) male students had lower GPA's than female students, while older students generally had higher GPA's than younger students; (9) part-time female students outnumbered part-time male students; and (10) there was a slight increase in both full- and part-time minority enrollments. (Author/KP)

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William Rainey Harper College

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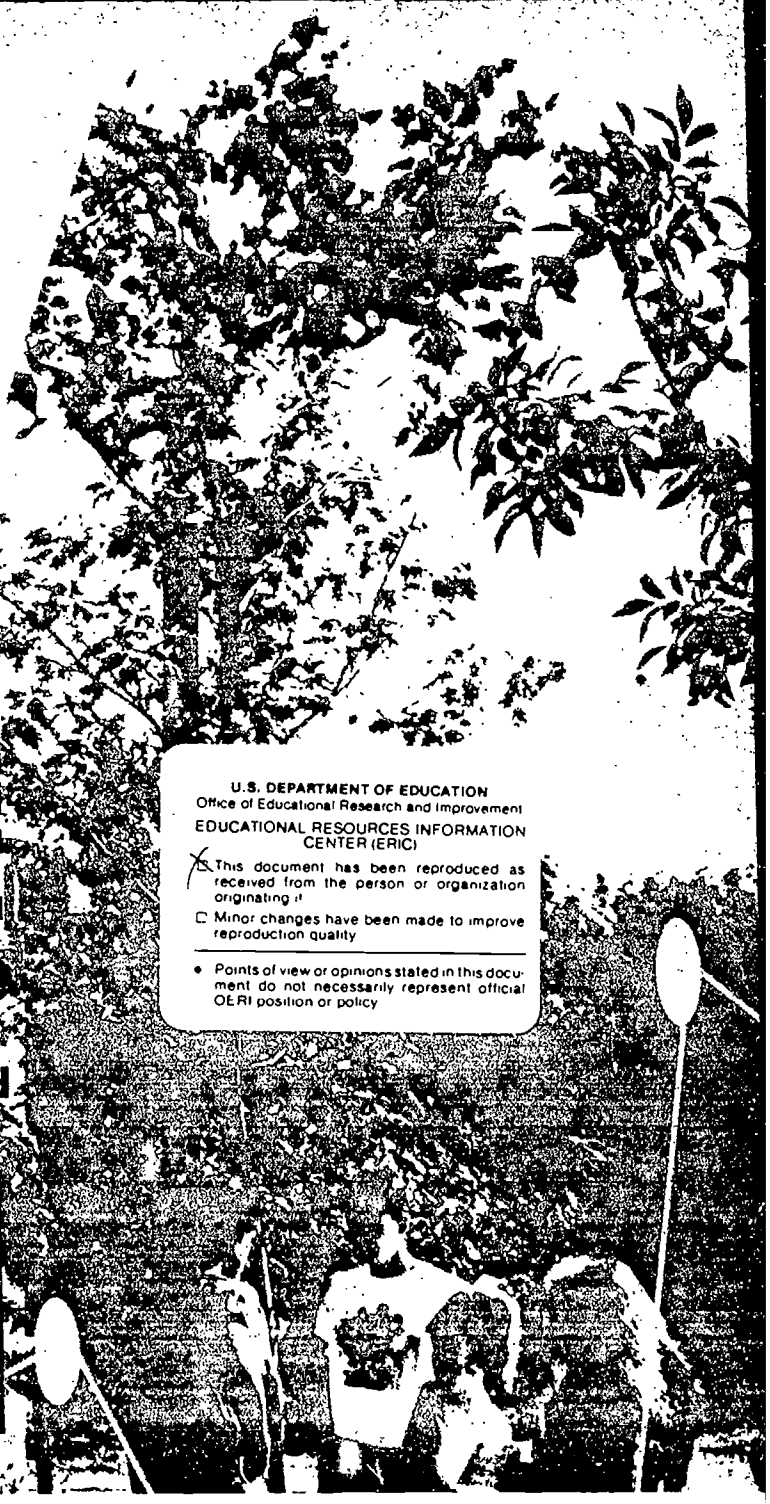

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Longitudinal Study of Harper College Students, 1982-1992

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ABSTRACT

THIS STUDY FOLLOWED, IN A LONGITUDINAL MANNER, ALL THE STUDENTS WHO ENROLLED DURING SUCCESSIVE CLASSES - 1982-1992. 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, GENDERS, AND PROGRAM CATEGORIES OTHER THAN BLACK/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. ONE-FOURTH OF THE FULL-TIME STUDENTS WILL GRADUATE, AND MOST OF THE PART -TIME STUDENTS DO NOT INTEND TO GRADUATE.

THERE IS A TREND TOWARD MORE STUDENTS ENROLLING AT HARPER TO TRANSFER. IN ADDITION, THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLING IN TRANSFER MAJORS ARE INCREASING. AT THE SAME TIME THERE IS AN INCREASE OF REVERSE TRANSFERS, PARTICULARLY WITH THOSE ENROLLING PART TIME AT HARPER.

THE GPAs OF PART-TIME STUDENTS ARE HIGHER THAN FULL-TIME STUDENTS - 2.34 COMPARED TO 2.17. MALE STUDENTS HAVE LOWER GPAs THAN FEMALE STUDENTS. OLDER STUDENTS GENERALLY HAVE HIGHER GPAs THAN YOUNGER STUDENTS. PART-TIME FEMALE STUDENTS OUTNUMBER PART-TIME MALE STUDENTS.

THERE HAS BEEN A SLIGHT INCREASE IN BOTH FULL-TIME AND PART-TIME ENROLLMENT OF MINORITIES AT HARPER COLLEGE. 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. This 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 1982 to 1992.

METHODOLOGY

In September 1993, using Focus software, data was downloaded from Harper's mainframe computer directly to a PC hard drive. The data were uploaded into d-BASE. Tabulations on many different fields were done and cross tabulations by age, sex, race and major programs were performed.

DISCUSSION OF RESULTS

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 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 21 average 1.82. Those between 21 and 34 average 2.44 and those 35 or older average 2.83. Asian full-time students have an average GPA of 2.34, compared to 2.19 for whites and 1.81 for blacks/hispanics. In addition, the GPAs of those who have a career program major compare with those with transfer majors at 2.18. The part-time students have higher GPAs than the full-time students. 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 above information.

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). The percentage of female part-time students increases with age. There are twice as many part-time female students age 35 or more than male students.

Persistence rates for full-time students show that 80 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 (66%) and the black/hispanics (70%). The part-time persistence rate is less, around 60 percent. Again, these rates reflect each age, race, gender and program category.

DISCUSSION OF RESULTS (continued)

Students starting full time will eventually complete about 37 credit hours, while the average student starting part time will complete about 11 credit hours. (See Chart E for comparison of full-time student hours attempted and earned.) About 70 percent of the full-time students intend to obtain a degree or a certificate. One-fourth actually achieve a degree or certificate. Females are more likely to achieve degrees than males. Females and students in career major programs are more likely to obtain their degree, and the blacks/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.

A little more than one-half of the full-time students graduated in the top half of their 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 43 percent of the full-time black/hispanics graduated in the top half of their 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 class than other part-time students

Most full-time students attend Harper intending to transfer to a four-year school. 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.) This same pattern exists for part-time students, but at a smaller scale. (See Chart H.) In addition, there is an increased percentage of students enrolling in transfer majors. (See Charts I and J.) This trend could be the result of the increase in tuition at four-year schools during the 80s. 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 to transfer. The black/hispanic students are more likely to indicate they are attending Harper to explore courses than other students indicate, although most of them indicate that they enrolled in order to transfer. Older part-time students enroll 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.) Older students and Asian students, whether full time or part time, have the largest percentage of reverse transfer activity. In addition, the percentage of reverse transfers among all full-time students has increased slightly through the years.

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 Charts L and 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, genders 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. One-fourth of the full-time students will graduate, and most of the part-time students do not intend to graduate.

There is a trend toward more students enrolling at Harper to transfer. In addition, the number and percentage of students enrolling in transfer majors are increasing. At the same time there is an increase of reverse transfers, particularly with those enrolling part time at Harper.

The GPAs of part-time students are higher than full-time students---2.34 compared to 2.17. 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 a slight 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

FULL-TIME STUDENTS BEGINNING IN THE FALL OF:

LONG92.XLS September 22, 1993

FULL-TIME CATEGORY	YEAR 1982 TOTAL	PCT	YEAR 1983 TOTAL	PCT	YEAR 1984 TOTAL	PCT	YEAR 1985 TOTAL	PCT	YEAR 1986 TOTAL	PCT	YEAR 1987 TOTAL	PCT	YEAR 1988 TOTAL	PCT	YEAR 1989 TOTAL	PCT	YEAR 1990 TOTAL	PCT	YEAR 1991 TOTAL	PCT	YEAR 1992 TOTAL	PCT
ENROLLMENT	1884		1773		1533		1536		1572		1664		1736		1725		1574		1564		1620	
AVE GPA	2.22		2.24		2.17		2.17		2.10		2.18		2.23		2.15		2.18		2.15		2.13	
AVERAGE CUMULATIVE:																						
HOURS ATTEMPTED	42.12		42.31		41.27		41.24		39.76		39.98		40.45		37.66		37.28		30.59		19.19	
HOURS EARNED	38.25		38.76		37.32		37.38		36.06		37.82		38.59		36.83		35.95		29.73		18.91	
GENDER																						
MALE	1021	54.3%	929	52.7%	798	52.1%	759	49.4%	806	51.3%	870	52.3%	861	49.6%	890	51.6%	799	50.8%	832	53.2%	837	51.7%
FEMALE	859	45.7%	835	47.3%	733	47.9%	776	50.6%	766	48.7%	794	47.7%	875	50.4%	835	48.4%	775	49.2%	732	46.8%	783	48.3%
UNKNOWN	4		9		2		1		0		0		0		0		0		0		0	
AVE AGE	18.9		18.8		18.9		19.1		19.0		19.1		19.1		19.0		19.0		19.2		19.2	
AGE UNDER 21	1715	91.5%	1627	92.6%	1409	92.2%	1389	90.6%	1414	90.0%	1518	91.3%	1578	91.0%	1604	93.0%	1446	91.9%	1391	88.9%	1444	89.1%
AGE 21 & OVER	159	8.5%	130	7.4%	119	7.8%	144	9.4%	157	10.0%	144	8.7%	157	9.0%	121	7.0%	128	8.1%	173	11.1%	176	10.9%
REGISTERED UNTIL:																						
1 SEMESTER ONLY	131	7.0%	115	6.5%	116	7.6%	105	6.8%	131	8.3%	125	7.5%	123	7.1%	146	8.5%	143	9.1%	163	10.4%	200	12.3%
FOLLOWING SPRING	189	10.0%	202	11.4%	162	10.6%	187	12.2%	174	11.1%	188	11.3%	170	9.8%	203	11.8%	163	10.4%	205	13.1%	283	17.5%
FOLLOWING YEAR	354	18.8%	289	16.3%	270	17.6%	259	16.9%	270	17.2%	291	17.5%	301	17.3%	303	17.6%	304	19.3%	438	28.0%	1137	70.2%
2 YEARS LATER	320	17.0%	305	17.2%	265	17.3%	257	16.7%	290	18.4%	302	18.1%	354	20.4%	393	22.8%	497	31.6%	788	48.5%	0	0.0%
3 YEARS LATER	160	8.5%	190	10.7%	168	11.0%	157	10.2%	180	11.5%	223	13.4%	294	16.9%	349	20.2%	467	29.7%	0	0.0%	0	0.0%
4 YEARS LATER	144	7.6%	128	7.2%	125	8.2%	139	9.0%	159	10.1%	175	10.5%	270	15.6%	331	19.2%	0	0.0%	0	0.0%	0	0.0%
5 YEARS LATER	108	5.7%	91	5.1%	81	5.3%	104	6.8%	135	8.6%	220	13.2%	224	12.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6 YEARS LATER	83	4.4%	92	5.2%	70	4.6%	117	7.6%	132	8.4%	140	8.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7 YEARS LATER	82	4.4%	90	5.1%	82	5.3%	107	7.0%	101	6.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8 YEARS LATER	73	3.9%	85	4.8%	106	6.9%	104	6.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9 YEARS LATER	83	4.4%	104	5.9%	88	5.7%	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	79	4.2%	82	4.6%	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	78	4.1%	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	16	0.9%	162	9.2%	154	10.1%	175	11.4%	184	11.7%	189	11.4%	202	11.6%	205	11.9%	210	13.3%	183	11.7%	201	12.4%
2 YEAR SCHOOL	4	0.2%	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%
REASON FOR ATTENDING:																						
FUTURE JOB	654	34.9%	762	43.1%	422	33.9%	528	34.8%	512	32.7%	315	19.1%	174	10.0%	155	9.1%	133	8.5%	122	7.8%	125	7.7%
IMPROVE JOB SKILL	22	1.2%	4	1.1%	16	1.3%	11	0.7%	16	1.0%	11	0.7%	20	1.2%	12	0.7%	12	0.8%	12	0.8%	7	0.4%
EXPLORE COURSES	244	13.0%	39	10.4%	171	13.7%	202	13.3%	202	12.9%	234	14.2%	253	14.6%	262	15.3%	201	12.8%	219	14.1%	248	15.4%
PREPARE FOR TRANS	836	44.5%	161	42.8%	598	47.8%	732	48.3%	796	50.8%	1020	61.7%	1204	69.5%	1188	69.0%	1149	73.1%	1110	71.3%	1144	70.8%
REV BASIC SKILLS	7	0.4%	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%
PERSONAL INTERES	30	1.6%	3	0.8%	19	1.5%	20	1.3%	15	1.0%	28	1.7%	23	1.3%	33	1.9%	36	2.3%	34	2.2%	29	1.8%
OTHER INTENT	83	4.4%	7	1.9%	19	1.5%	20	1.3%	23	1.5%	40	2.4%	56	3.2%	57	3.3%	40	2.5%	54	3.5%	58	3.6%

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HIGH SCHOOL RANK																						
1ST QUARTER	349	21.6%	333	22.3%	223	18.5%	235	19.3%	227	18.2%	235	18.0%	242	17.6%	215	16.3%	223	18.1%	189	15.2%	236	17.5%
2ND QUARTER	749	43.8%	600	40.1%	501	41.5%	428	35.2%	457	36.7%	450	34.4%	460	33.4%	420	31.8%	388	31.5%	435	35.1%	442	32.7%
3RD QUARTER	507	29.6%	456	30.5%	407	33.7%	441	36.3%	436	35.0%	501	38.3%	542	39.3%	528	39.9%	488	39.7%	486	39.2%	519	38.4%
4TH QUARTER	87	5.1%	106	7.1%	77	6.4%	111	9.1%	126	10.1%	122	9.3%	134	9.7%	159	12.0%	131	10.7%	130	10.5%	153	11.3%
RANK UNKNOWN	172		278		325		321		326		356		358		403		344		324		270	
DEGREE INTENT:	Not Available		Not Available																			
DEGREE					959	62.6%	984	64.1%	967	61.5%	1039	62.4%	1113	64.1%	1155	67.0%	1062	67.5%	1102	70.5%	1157	71.4%
CERTIFICATE					57	3.7%	77	5.0%	86	5.5%	75	4.5%	66	3.8%	61	3.5%	52	3.3%	52	3.3%	47	2.9%
NO DEGREE					517	33.7%	475	30.9%	519	33.0%	550	33.1%	557	32.1%	509	29.5%	460	29.2%	410	26.2%	416	25.7%
ATHLETIC INVOLVEMENT																						
INVOLVED	Not Available		Not Available		103	6.7%	72	4.7%	79	5.0%	100	6.0%	92	5.3%	81	4.7%	87	5.5%	83	5.3%	78	4.8%
NOT INVOLVED					1430	93.3%	1464	95.3%	1493	95.0%	1564	94.0%	1644	94.7%	1644	95.3%	1487	94.5%	1481	94.7%	1542	95.2%
DISABILITY:																						
DISABLED	153	8.1%	130	7.3%	88	5.7%	99	6.4%	94	6.0%	106	6.4%	183	10.5%	204	11.8%	179	11.4%	195	12.5%	234	14.4%
NOT DISABLED	1731	91.9%	1643	92.7%	1445	94.3%	1437	93.6%	1478	94.0%	1558	93.6%	1553	89.5%	1521	88.2%	1395	88.6%	1369	87.5%	1386	85.6%
RACE/ETHNIC:																						
ASIAN,PACIFIC IS.	14	0.8%	26	1.5%	30	2.0%	47	3.1%	61	3.9%	43	2.6%	53	3.1%	72	4.2%	107	6.9%	98	6.4%	97	6.1%
AMERICAN INDIAN	7	0.4%	1	0.1%	2	0.1%	2	0.1%	3	0.2%	4	0.2%	0	0.0%	8	0.5%	2	0.1%	2	0.1%	5	0.3%
BLACK AMERICAN	25	1.4%	11	0.6%	17	1.1%	21	1.4%	21	1.4%	38	2.3%	29	1.7%	26	1.5%	13	0.8%	48	3.1%	35	2.2%
HISPANIC AMERICA	20	1.1%	18	1.0%	27	1.8%	20	1.3%	39	2.5%	26	1.6%	43	2.5%	51	3.0%	75	4.9%	58	3.8%	74	4.7%
OTHER MINORITY	14	0.8%	2	0.1%	0	0.0%	4	0.3%	3	0.2%	3	0.2%	6	0.4%	7	0.4%	11	0.7%	6	0.4%	13	0.8%
WHITE AMERICAN	1715	94.3%	1661	96.3%	1401	93.6%	1414	93.3%	1410	90.8%	1512	92.6%	1571	91.9%	1518	89.5%	1318	85.5%	1311	85.5%	1353	85.1%
FOREIGN STUDENT	24	1.3%	5	0.3%	20	1.3%	7	0.5%	16	1.0%	6	0.4%	7	0.4%	15	0.9%	16	1.0%	10	0.7%	12	0.8%
REFUSED/UNSPECIFI	68		49		36		21		19		32		27		38		32		31		31	
DEGREE EARNED:																						
NO	1293	68.6%	1216	68.6%	1084	70.7%	1038	67.6%	1092	69.5%	1130	67.9%	1217	70.1%	1286	74.6%	1241	78.8%	1407	90.0%	1612	99.5%
YES	591	31.4%	557	31.4%	449	29.3%	498	32.4%	480	30.5%	534	32.1%	519	29.9%	439	25.4%	333	21.2%	157	10.0%	8	0.5%
DEGREE STATUS BY HOURS:																						
NO DEGREE	1293		1216		1084		1038		1092		1130		1217		1286		1241		1407		1612	
LESS THAN 24	620	48.0%	578	47.5%	531	49.0%	560	53.9%	577	52.8%	578	51.2%	563	46.3%	631	49.1%	555	44.7%	645	45.8%	938	58.2%
BETWEEN 24-35	282	21.8%	260	21.4%	224	20.7%	217	20.9%	213	19.5%	216	19.1%	267	21.9%	266	20.6%	249	20.1%	298	20.5%	642	39.8%
BETWEEN 36-47	165	12.8%	167	13.7%	147	13.6%	106	10.2%	133	12.2%	155	13.7%	153	12.6%	175	13.6%	177	14.3%	234	16.3%	32	2.0%
48 OR MORE	226	17.5%	211	17.4%	182	16.8%	155	14.9%	169	15.5%	181	16.0%	234	19.2%	215	16.7%	260	21.0%	244	17.3%	0	0.0%
DEGREE EARNED	591		557		449		498		480		534		519		439		333		157		8	
48 OR MORE	518	87.6%	509	91.4%	407	90.6%	441	88.6%	423	88.1%	484	90.6%	473	91.1%	404	92.0%	304	91.3%	123	78.3%	0	0.0%
UNDER 48	73	12.4%	48	8.6%	42	9.4%	57	11.4%	57	11.9%	50	9.4%	46	8.9%	35	8.0%	29	8.7%	34	21.7%	8	100.0%
PROGRAM																						
CAREER	674	35.8%	629	35.6%	440	28.7%	451	29.4%	477	30.3%	415	25.0%	390	22.5%	411	23.8%	315	20.0%	334	21.4%	301	18.6%
TRANSFER	1208	64.2%	1140	64.4%	1091	71.3%	1083	70.6%	1095	69.7%	1243	75.0%	1345	77.5%	1314	76.2%	1259	80.0%	1226	78.6%	1316	81.4%

LONGITUDINAL DATA OF FULL-TIME DEGREE STUDENTS AT HARPER

FULL-TIME STUDENTS WHO BEGAN 1982-1992 BY GENDER, AGE RACE, AND PROGRAM

LONG92.XLS September 22, 1993

FULL-TIME CATEGORY	GENDER MALE TOTAL	PCT	GENDER FEMALE TOTAL	PCT	AGE UNDER 21 TOTAL	PCT	AGE 21 & OVER TOTAL	PCT	ETHNIC WHITE TOTAL	PCT	ETHNIC ASIAN TOTAL	PCT	ETHNIC BLACK/HISP TOTAL	PCT	PROGRAM CAREER TOTAL	PCT	PROGRAM TRANSFER TOTAL	PCT
ENROLLMENT	9402		8763		16535		1608		16184		648		735		4837		13320	
AVE GPA	2.04		2.32		2.15		2.45		2.19		2.34		1.81		2.17		2.18	
AVERAGE CUMULATIVE:																		
HOURS ATTEMPTED	35.79		39.46		38.52		27.89		38.23		33.73		28.88		38.62		37.19	
HOURS EARNED	32.64		37.72		35.90		26.99		35.57		35.25		27.21		35.85		34.81	
GENDER																		
MALE					8578	51.9%	803	50.0%	8312	51.4%	334	51.5%	406	55.4%	2214	45.8%	7179	53.9%
FEMALE					7947	[illegible] 1%	803	50.0%	7864	48.6%	314	48.5%	327	44.6%	2619	54.2%	6129	46.1%
UNKNOWN					10		2		8		0		2		4		12	
AVE AGE	18.9		19.1						18.9		20.2		19.7		19.6		18.8	
AGE UNDER 21	8578	91.4%	7947	90.8%					14885	92.1%	512	79.0%	621	84.5%	4096	84.8%	12427	93.5%
AGE 21 & OVER	803	8.6%	803	9.2%					1280	7.9%	136	21.0%	114	15.5%	732	15 [illegible]	869	6.5%
REGISTERED UNTIL:																		
1 SEMESTER ONLY	912	9.7%	578	6.6%	1211	7.3%	277	17.2%	1296	8.0%	38	5.9%	97	13.2%	439	9.1%	1054	7.9%
FOLLOWING SPRING	1168	12.4%	956	10.9%	1827	11.0%	295	18.3%	1861	11.5%	85	13.1%	120	16.3%	564	11.7%	1560	11.7%
FOLLOWING YEAR	2166	23.0%	2046	23.3%	3745	22.6%	464	28.9%	3695	22.8%	170	26.2%	196	26.7%	1098	22.7%	2114	23.4%
2-4 YEARS	4238	45.1%	4123	47.1%	7892	47.7%	458	28.5%	7503	46.4%	315	48.6%	271	36.9%	2113	43.7%	6241	46.9%
5 YRS OR MORE	918	9.8%	1060	12.1%	1861	11.3%	114	7.1%	1829	11.3%	40	6.2%	51	6.9%	623	12.9%	1351	10.1%
TRANSFERRED IN FROM:																		
4 YEAR SCHOOL	1098	11.7%	782	8.9%	1469	8.5%	471	29.3%	1650	10.2%	117	18.1%	59	8.0%	450	9.3%	1427	10.7%
2 YEAR SCHOOL	356	3.8%	476	5.4%	426	2.6%	406	25.2%	697	4.3%	46	7.1%	65	8.8%	355	7.3%	476	3.6%
REASON FOR ATTENDING:																		
FUTURE JOB	1375	16.2%	1927	24.3%	2773	18.6%	528	36.2%	2908	20.1%	87	14.1%	124	17.8%	1760	41.6%	1560	12.8%
IMPROVE JOB SKILL	81	1.0%	62	0.8%	96	0.6%	47	3.2%	118	0.8%	8	1.3%	11	1.6%	78	1.8%	65	0.5%
EXPLORE COURSES	1182	13.9%	1093	13.8%	2154	14.4%	121	8.3%	2036	14.0%	68	11.0%	115	16.5%	435	10.3%	1839	15.1%
PREPARE FOR TRANS	5400	64.6%	4454	56.2%	9348	62.7%	563	38.6%	8866	61.2%	381	61.6%	376	54.1%	1712	40.4%	8214	67.4%
REV BASIC SKILLS	16	0.2%	15	0.2%	25	0.2%	6	0.4%	24	0.2%	0	0.0%	6	0.9%	6	0.1%	25	0.2%
PERSONAL INTERES	132	1.6%	138	1.7%	169	1.1%	101	6.9%	176	1.2%	39	6.3%	35	5.0%	84	2.0%	185	1.5%
OTHER INTENT	219	2.6%	237	3.0%	361	2.4%	93	6.4%	365	2.5%	36	5.8%	28	4.0%	158	3.7%	296	2.4%

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LONGITUDINAL DATA OF FULL-TIME DEGREE STUDENTS AT HARPER

FULL-TIME STUDENTS WHO BEGAN 1982-1992 BY GENDER, AGE RACE, AND PROGRAM

LONG92.XLS September 22, 1993

FULL-TIME CATEGORY	GENDER MALE TOTAL	PCT	GENDER FEMALE TOTAL	PCT	AGE UNDER 21 TOTAL	PCT	AGE 21 & OVER TOTAL	PCT	ETHNIC WHITE TOTAL	PCT	ETHNIC ASIAN TOTAL	PCT	ETHNIC BLACK/HISP TOTAL	PCT	PROGRAM CAREER TOTAL	PCT	PROGRAM TRANSFER TOTAL	PCT
HIGH SCHOOL RANK																		
1ST QUARTER	1134	14.7%	1590	22.8%	2418	17.7%	309	29.2%	2386	18.0%	167	34.2%	68	13.0%	694	18.0%	2029	18.7%
2ND QUARTER	2654	34.3%	2675	38.4%	4891	35.9%	429	40.5%	4870	36.7%	165	33.8%	161	30.8%	1427	37.0%	3899	36.0%
3RD QUARTER	3077	39.8%	2231	32.0%	5046	37.0%	262	24.7%	4818	36.4%	122	25.0%	216	41.3%	1380	35.8%	3930	36.3%
4TH QUARTER	868	11.2%	466	6.7%	1274	9.3%	59	5.6%	1178	8.9%	34	7.0%	78	14.9%	354	9.2%	981	9.1%
RANK UNKNOWN	1669		1081		2906		549		2932		160		212		982		2481	
DEGREE INTENT:																		
DEGREE	4847	65.0%	4691	66.4%	8704	66.0%	833	63.2%	8467	66.1%	375	61.7%	178	21.2%	2524	71.4%	7087	63.9%
CERTIFICATE	268	3.6%	305	4.3%	450	3.4%	123	9.3%	465	3.6%	44	7.2%	121	14.4%	245	6.9%	326	3.0%
NO DEGREE	2337	31.4%	2073	29.3%	4039	30.6%	363	27.5%	3876	30.3%	189	31.1%	540	64.4%	765	21.6%	3639	33.2%
ATHLETIC INVOLVEMENT																		
INVOLVED	580	7.8%	195	2.8%	737	5.6%	38	2.9%	618	4.8%	14	2.3%	121	18.3%	118	3.3%	657	6.0%
NOT INVOLVED	6872	92.2%	6874	97.2%	12456	94.4%	1281	97.1%	12190	95.2%	594	97.7%	540	81.7%	3416	96.7%	10315	94.0%
DISABILITY:																		
DISABLED	854	9.1%	507	9.2%	1504	9.1%	154	9.6%	1493	9.2%	30	4.6%	78	10.6%	470	9.7%	1191	8.9%
NOT DISABLED	8548	90.9%	7956	90.8%	15831	90.9%	1454	90.4%	14691	90.8%	618	95.4%	657	89.4%	4367	90.3%	12129	91.1%
RACE/ETHNIC:																		
ASIAN,PACIFIC IS.	334	3.6%	314	3.6%	512	3.2%	136	8.7%							144	3.0%	504	3.9%
AMERICAN INDIAN	22	0.2%	14	0.2%	31	0.2%	5	0.3%							14	0.3%	22	0.2%
BLACK AMERICAN	198	2.1%	90	1.0%	220	1.4%	64	4.1%							183	2.2%	181	1.4%
HISPANIC AMERICA	213	2.3%	237	2.8%	401	2.5%	50	3.2%							132	2.8%	318	2.4%
OTHER MINORITY	39	0.4%	30	0.3%	61	0.4%	8	0.5%							26	0.5%	43	0.3%
WHITE AMERICAN	8312	90.5%	7864	91.3%	14885	91.7%	1280	82.0%							4278	90.2%	11890	91.1%
FOREIGN STUDENT	76	0.8%	61	0.7%	120	0.7%	18	1.2%							44	0.9%	94	0.7%
REFUSED/UNSPECIFI	213		153		305		47								96		268	
DEGREE EARNED:																		
NO	7460	79.3%	6145	70.1%	12337	74.6%	1245	77.4%	11937	73.8%	539	83.2%	638	86.8%	3447	71.3%	10150	76.2%
YES	1942	20.7%	2618	29.9%	4198	25.4%	363	22.6%	4247	26.2%	109	16.8%	97	13.2%	1390	28.7%	3170	23.8%
DEGREE STATUS BY HOURS:																		
NO DEGREE	7460		6145		12337		1245		11937		539		638		3447		10150	
LEPS THAN 24	3881	52.0%	2895	46.9%	5979	48.5%	774	62.2%	5890	49.3%	242	44.9%	381	59.7%	1828	53.0%	4933	48.6%
BETWEEN 24-35	1590	21.3%	1532	24.9%	2863	23.2%	253	20.3%	2783	23.3%	114	21.2%	115	18.0%	688	20.0%	2433	24.0%
BETWEEN 36-47	886	11.9%	754	12.3%	1531	12.4%	105	8.4%	1446	12.1%	74	13.7%	65	10.2%	428	12.2%	1219	12.0%
48 OR MORE	1103	14.8%	974	15.9%	1964	15.9%	113	9.1%	1818	15.2%	109	20.2%	77	12.1%	511	14.8%	1565	15.4%
DEGREE EARNED	1942		2618		4198		363		4247		109		97		1390		3170	
48 OR MORE	1718	88.5%	2344	90.3%	3875	92.3%	207	57.0%	3813	89.8%	97	89.0%	79	81.4%	1189	85.5%	2893	91.3%
UNDER 48	224	11.5%	254	9.7%	323	7.7%	156	43.0%	434	10.2%	12	11.0%	18	18.6%	201	14.5%	277	8.7%
PROGRAM																		
CAREER	2214	23.6%	2619	29.9%	4096	24.8%	732	45.7%	4278	26.5%	144	22.2%	235	32.0%				
TRANSFER	7179	76.4%	6129	70.1%	12427	75.2%	869	54.3%	11890	73.5%	504	77.8%	499	68.0%				

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LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS BEGINNING IN THE FALL OF:

LONG92.XLS September 22, 1993

PART-TIME CATEGORY	YEAR 1982 TOTAL	PCT	YEAR 1983 TOTAL	PCT	YEAR 1984 TOTAL	PCT	YEAR 1985 TOTAL	PCT	YEAR 1986 TOTAL	PCT	YEAR 1987 TOTAL	PCT	YEAR 1988 TOTAL	PCT	YEAR 1989 TOTAL	PCT	YEAR 1990 TOTAL	PCT	YEAR 1991 TOTAL	PCT	YEAR 1992 TOTAL	PCT
ENROLLMENT	3220		3059		2820		2812		2677		2594		2356		2492		2370		2514		2283	
AVE GPA	2.37		2.23		2.25		2.27		2.35		2.27		2.40		2.31		2.39		2.47		2.40	
AVERAGE CUMULATIVE:																						
HOURS ATTEMPTED	13.41		12.91		12.84		11.37		12.28		12.31		12.69		11.09		10.62		8.36		5.77	
HOURS EARNED	11.97		11.37		11.34		10.04		11.10		11.28		12.03		10.46		10.01		7.89		5.22	
GENDER																						
MALE	1216	38.1%	1254	41.4%	1091	39.4%	1115	39.7%	1015	37.9%	977	37.7%	897	38.1%	991	39.8%	979	41.3%	1027	40.9%	941	41.3%
FEMALE	1974	61.9%	1776	58.6%	1681	60.6%	1696	60.3%	1662	62.1%	1615	62.3%	1459	61.9%	1499	60.2%	1391	58.7%	1487	59.1%	1338	58.7%
UNKNOWN	30		29		48		1		0		2		0		2		0		0		4	
AVE AGE	28.1		27.6		27.7		28.2		27.8		27.7		27.7		28.1		28.5		29.3		28.9	
AGE UNDER 21	906	29.8%	911	32.1%	831	31.0%	809	29.2%	772	29.0%	816	31.7%	736	31.4%	728	29.3%	633	26.8%	589	23.5%	543	23.8%
AGE 21-34	1445	47.6%	1298	45.8%	1251	46.6%	1295	46.8%	1303	48.9%	1190	46.2%	1079	46.0%	1186	47.7%	1159	49.0%	1283	51.1%	1141	50.1%
AGE 35 & OVER	685	22.6%	627	22.1%	601	22.4%	666	24.0%	589	22.1%	569	22.1%	532	22.7%	570	22.9%	572	24.2%	637	25.4%	596	26.1%
REGISTERED UNTIL:																						
1 SEMESTER ONLY	853	26.5%	971	31.7%	923	32.7%	896	31.9%	867	32.4%	797	30.7%	741	31.5%	861	34.6%	816	34.4%	932	37.1%	954	41.8%
FOLLOWING SPRING	335	10.4%	324	10.6%	299	10.6%	369	13.1%	301	11.2%	331	12.8%	262	11.1%	310	12.4%	333	14.1%	386	15.4%	493	21.6%
FOLLOWING YEAR	410	12.7%	397	13.0%	335	11.9%	342	12.2%	390	14.6%	338	13.0%	321	13.6%	352	14.1%	410	17.3%	559	22.2%	836	36.6%
2 YEARS LATER	281	8.7%	236	7.7%	213	7.6%	252	9.0%	247	9.2%	256	9.9%	280	11.9%	299	12.0%	380	16.0%	637	25.3%	0	0.0%
3 YEARS LATER	220	6.8%	181	5.9%	190	6.7%	194	6.9%	176	6.6%	210	8.1%	258	11.0%	364	14.6%	431	18.2%	0	0.0%	0	0.0%
4 YEARS LATER	165	5.1%	134	4.4%	140	5.0%	166	5.9%	170	6.4%	215	8.3%	236	10.0%	306	12.3%	0	0.0%	0	0.0%	0	0.0%
5 YEARS LATER	144	4.5%	124	4.1%	139	4.9%	144	5.1%	160	6.0%	225	8.7%	258	11.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6 YEARS LATER	127	3.9%	135	4.4%	135	4.8%	129	4.6%	165	6.2%	222	8.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7 YEARS LATER	109	3.4%	125	4.1%	151	5.4%	153	5.4%	201	7.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8 YEARS LATER	128	4.0%	146	4.7%	160	5.7%	167	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9 YEARS LATER	153	4.8%	143	4.7%	135	4.8%	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	160	5.0%	144	4.7%	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	133	4.1%	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	149	4.6%	740	24.2%	783	27.8%	810	28.8%	762	28.5%	739	28.5%	681	28.9%	790	31.7%	789	33.3%	938	37.3%	932	40.8%
2 YEAR SCHOOL	69	2.1%	488	16.0%	493	17.5%	556	19.8%	569	21.3%	569	21.9%	506	21.5%	480	19.3%	454	19.2%	523	20.8%	473	20.7%
REASON FOR ATTENDING:																						
FUTURE JOB	1063	36.8%	163	34.9%	887	35.8%	889	34.5%	899	35.3%	544	21.9%	429	18.7%	479	19.6%	409	17.7%	475	19.2%	426	18.8%
IMPROVE JOB SKILL	640	22.1%	86	18.4%	583	23.5%	568	22.0%	562	22.1%	508	20.4%	475	20.8%	503	20.6%	492	21.2%	471	19.1%	453	20.0%
EXPLORE COURSES	241	8.3%	42	9.0%	226	9.1%	244	9.5%	232	9.1%	370	14.9%	325	14.2%	339	13.9%	316	13.6%	277	11.2%	316	13.9%
PREPARE FOR TRANS	367	12.7%	77	16.5%	397	16.0%	438	17.0%	462	18.1%	581	23.4%	578	25.3%	608	24.9%	580	25.0%	639	25.9%	573	25.3%
REV BASIC SKILLS	31	1.1%	7	1.5%	21	0.8%	20	0.8%	10	0.4%	26	1.0%	16	0.7%	22	0.9%	23	1.0%	28	1.1%	19	0.8%
PERSONAL INTERES	377	13.0%	71	15.2%	299	12.1%	343	13.3%	303	11.9%	347	13.9%	331	14.5%	360	14.8%	342	14.8%	401	16.2%	332	14.6%
OTHER INTENT	171	5.9%	21	4.5%	66	2.7%	74	2.9%	78	3.1%	112	4.5%	136	5.9%	128	5.2%	154	6.6%	178	7.2%	150	6.6%

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ONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

T-TIME STUDENTS BEGINNING IN THE FALL OF:

LONG92.XLS September 22, 1993

PART-TIME CATEGORY	YEAR 1982 TOTAL	PCT	YEAR 1983 TOTAL	PCT	YEAR 1984 TOTAL	PCT	YEAR 1985 TOTAL	PCT	YEAR 1986 TOTAL	PCT	YEAR 1987 TOTAL	PCT	YEAR 1988 TOTAL	PCT	YEAR 1989 TOTAL	PCT	YEAR 1990 TOTAL	PCT	YEAR 1991 TOTAL	PCT	YEAR 1992 TOTAL	PCT
HIGH SCHOOL RANK																						
1ST QUARTER	786	30.8%	622	32.5%	600	33.4%	624	35.8%	569	33.5%	557	33.9%	511	33.2%	514	33.1%	553	36.4%	629	36.5%	553	35.7%
2ND QUARTER	1138	44.7%	731	38.3%	662	36.9%	626	36.0%	626	36.8%	584	35.5%	583	32.6%	551	35.5%	454	29.8%	616	35.7%	552	35.6%
3RD QUARTER	533	20.9%	452	23.7%	446	24.8%	407	23.4%	410	24.1%	398	24.2%	420	27.3%	378	24.3%	403	26.5%	394	22.9%	336	21.7%
4TH QUARTER	91	3.6%	106	5.5%	87	4.8%	84	4.8%	94	5.5%	106	6.4%	107	6.9%	110	7.1%	111	7.3%	85	4.9%	108	7.0%
RANK UNKNOWN	672		1148		1025		1071		978		949		815		939		849		790		734	
DEGREE INTENT:																						
DEGREE	Not Available		Not Available		1043	37.0%	1014	36.1%	1004	37.5%	958	36.9%	910	38.6%	977	39.2%	895	37.8%	925	36.8%	883	38.8%
CERTIFICATE					365	12.9%	310	11.0%	322	12.0%	304	11.7%	281	11.9%	313	12.6%	309	13.0%	296	11.8%	333	14.7%
NO DEGREE					1412	50.1%	1488	52.9%	1351	50.5%	1332	51.3%	1165	49.4%	1202	48.2%	1166	49.2%	1293	51.4%	1057	46.5%
ATHLETIC INVOLVEMENT																						
INVOLVED	Not Available		Not Available		4	0.1%	4	0.1%	2	0.1%	2	0.1%	9	0.4%	9	0.4%	7	0.3%	3	0.1%	3	0.1%
NOT INVOLVED					2816	99.9%	2808	99.9%	2675	99.9%	2592	99.9%	2347	99.6%	2483	99.6%	2363	99.7%	2511	99.9%	2280	99.9%
DISABILITY:																						
DISABLED	242	7.5%	244	8.0%	207	7.3%	186	6.6%	156	5.8%	241	9.3%	268	11.4%	280	11.2%	266	11.2%	312	12.4%	243	10.6%
NOT DISABLED	2978	92.5%	2815	92.0%	2613	92.7%	2626	93.4%	2521	94.2%	2353	90.7%	2088	88.6%	2212	88.8%	2104	88.8%	2202	87.6%	2040	89.4%
RACE/ETHNIC:																						
ASIAN,PACIFIC IS.	65	2.3%	90	3.3%	93	3.6%	88	3.3%	90	3.5%	104	4.1%	123	5.5%	108	4.5%	155	6.8%	192	7.9%	187	8.5%
AMERICAN INDIAN	12	0.4%	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%
BLACK AMERICAN	44	1.6%	44	1.6%	69	2.7%	52	2.0%	60	2.3%	64	2.5%	56	2.5%	77	3.2%	63	2.8%	86	3.5%	96	4.3%
HISPANIC AMERICA	55	2.0%	51	1.9%	57	2.2%	48	1.8%	56	2.1%	65	2.6%	67	3.0%	102	4.3%	98	4.0%	117	4.8%	101	4.6%
OTHER MINORITY	24	0.9%	3	0.1%	1	0.0%	2	0.1%	8	0.3%	4	0.2%	5	0.2%	8	0.3%	9	0.4%	13	0.5%	15	0.7%
WHITE AMERICAN	2539	90.5%	2490	92.2%	2305	89.4%	2416	91.6%	2332	90.0%	2251	89.5%	1996	88.5%	2063	86.0%	1937	85.2%	1994	82.2%	1792	81.1%
FOREIGN STUDENT	67	2.4%	20	0.7%	46	1.8%	29	1.1%	38	1.5%	21	0.8%	5	0.2%	33	1.4%	15	0.7%	14	0.6%	9	0.4%
REFUSED/UNSPECIFI	414		359		241		175		87		78		100		92		96		88		74	
DEGREE EARNED:																						
NO	2929	91.0%	2797	91.4%	2566	91.0%	2629	93.5%	2469	92.2%	2409	92.9%	2186	92.8%	2342	94.0%	2257	95.2%	2477	98.5%	2275	99.6%
YES	291	9.0%	262	8.6%	254	9.0%	183	6.5%	208	7.8%	185	7.1%	170	7.2%	150	6.0%	113	4.8%	37	1.5%	8	0.4%
DEGREE STATUS BY HOURS:																						
NO DEGREE	2929		2797		2566		2629		2469		2409		2186		2342		2257		2477		2275	
LESS THAN 12	2268	77.4%	2226	79.6%	2047	79.8%	2086	79.3%	1925	78.0%	1874	77.8%	1652	75.6%	1824	77.9%	1722	76.3%	1913	77.2%	1972	86.7%
BETWEEN 12-23	408	13.9%	339	12.1%	304	11.8%	319	12.1%	324	13.1%	303	12.6%	301	13.8%	299	12.8%	308	13.6%	372	15.0%	272	12.0%
BETWEEN 24-36	123	4.2%	118	4.2%	111	4.3%	134	5.1%	111	4.5%	123	5.1%	116	5.3%	117	5.0%	122	5.4%	125	5.0%	31	1.4%
BETWEEN 36-47	69	2.4%	59	2.1%	53	2.1%	44	1.7%	51	2.1%	54	2.2%	53	2.4%	58	2.5%	50	2.2%	50	2.0%	8	0.0%
48 OR MORE	61	2.1%	55	2.0%	51	2.0%	46	1.7%	58	2.3%	55	2.3%	64	2.9%	44	1.9%	55	2.4%	17	0.7%	0	0.0%
DEGREE EARNED	291		262		254		183		208		185		170		150		113		37		8	
48 OR MORE	166	57.0%	166	63.4%	142	55.9%	87	47.5%	106	51.0%	109	58.9%	99	58.2%	76	50.7%	48	42.5%	4	10.8%	0	0.0%
UNDER 48	125	43.0%	96	36.6%	112	44.1%	96	52.5%	102	49.0%	76	41.1%	71	41.8%	74	49.3%	65	57.5%	33	89.2%	8	100.0%
PROGRAM																						
CAREER	1715	54.3%	1419	48.8%	1234	45.2%	1156	42.3%	1140	43.1%	949	37.0%	922	39.2%	889	35.8%	820	34.8%	911	34.7%	821	36.3%
TRANSFER	1446	45.7%	1486	51.2%	1498	54.8%	1574	57.7%	1504	56.9%	1616	63.0%	1434	60.8%	1593	64.2%	1533	65.2%	1570	63.3%	1438	63.7%

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LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS WHO BEGAN 1982-1992 BY GENDER, AGE, RACE, AND PROGRAM

LONG92.XLS September 22, 1993

PART-TIME CATEGORY	GENDER MALE TOTAL	PCT	GENDER FEMALE TOTAL	PCT	AGE UNDER 21 TOTAL	PCT	AGE 21-34 TOTAL	PCT	AGE 35 & OVER TOTAL	PCT	ETHNIC WHITE TOTAL	PCT	ETHNIC ASIAN TOTAL	PCT	ETHNIC BLACK/HISP TOTAL	PCT	PROGRAM CAREER TOTAL	PCT	PROGRAM TRANSFER TOTAL	PCT
ENROLLMENT	11503		17578		8274		13630		6643		24115		1295		1519		11976		16687	
AVE GPA	2.15		2.46		1.82		2.44		2.83		2.37		2.37		1.82		2.38		2.30	
AVERAGE CUMULATIVE:																				
HOURS ATTEMPTED	11.40		11.43		18.40		9.19		8.15		11.92		10.15		9.67		11.99		11.29	
HOURS EARNED	9.89		10.71		16.10		8.48		7.96		10.77		10.52		8.91		11.01		10.19	
GENDER																				
MALE					3680	44.6%	5632	41.4%	2006	30.3%	9437	39.2%	579	44.8%	619	40.8%	4294	36.0%	7006	42.1%
FEMALE					4579	55.4%	7964	58.6%	4613	69.7%	14667	60.8%	713	55.2%	899	59.2%	7621	64.0%	9633	57.9%
UNKNOWN					15		34		24		31		3		1		61		48	
AVE AGE	27.0		28.9								27.9		28.6		27.9		29.3		27.3	
AGE UNDER 21	3680	32.5%	4579	26.7%							7273	30.2%	308	23.8%	333	22.0%	2655	32.8%	5554	33.5%
AGE 21-34	5632	49.8%	7964	46.4%							11279	46.9%	655	50.7%	872	57.6%	2342	29.0%	7569	45.6%
AGE 35 & OVER	2006	17.7%	4613	26.9%							5499	22.9%	330	25.5%	309	20.4%	3091	38.2%	3469	20.9%
REGISTERED UNTIL:																				
1 SEMESTER ONLY	4152	36.1%	5382	30.6%	1902	23.0%	5015	36.8%	2254	33.9%	7641	31.7%	408	31.5%	588	38.7%	4020	33.6%	5273	31.6%
FOLLOWING SPRING	1591	13.8%	2134	12.1%	999	12.1%	1879	13.8%	813	12.2%	3136	13.0%	169	13.1%	189	12.4%	1601	13.4%	2097	12.6%
FOLLOWING YEAR	1785	[illegible]	2894	16.5%	1319	15.9%	2255	16.5%	1058	15.9%	3891	16.1%	255	19.7%	247	16.3%	1918	16.0%	2712	16.3%
2-4 YEARS	2921	25.4%	510[illegible]	29.0%	2974	35.9%	3281	24.1%	1718	25.9%	6775	28.1%	366	28.3%	387	25.5%	3205	26.8%	4764	28.5%
5 YRS OR MORE	1054	9.2%	2047	11.8%	1080	13.1%	1200	8.8%	800	12.0%	2672	11.1%	97	7.5%	108	7.1%	1232	10.3%	1841	11.0%
TRANSFERRED IN FROM:																				
4 YEAR SCHOOL	3467	30.1%	4538	25.8%	865	10.5%	6701	34.5%	2422	36.5%	6673	27.7%	657	50.7%	346	22.8%	2804	23.4%	5184	31.1%
2 YEAR SCHOOL	1732	15.1%	3441	19.6%	476	5.8%	3252	23.9%	1441	21.7%	4399	18.2%	154	11.9%	366	24.1%	2467	20.6%	2704	16.2%
REASON FOR ATTENDING:																				
FUTURE JOB	2264	22.6%	4393	28.9%	2106	28.8%	3458	25.3%	1486	25.7%	5766	26.9%	272	22.8%	334	24.2%	3874	38.4%	2700	18.3%
IMPROVE JOB SKILL	2333	23.3%	3090	19.8%	409	5.6%	3124	25.9%	1800	31.1%	4583	21.4%	199	16.7%	316	22.8%	2748	27.2%	2581	17.1%
EXPLORE COURSES	1108	11.1%	1819	12.0%	1409	19.3%	1168	9.7%	350	6.0%	2497	11.7%	134	11.2%	167	12.0%	360	[illegible]	2066	13.7%
PREPARE FOR TRANS	2448	24.4%	2848	18.8%	2648	36.2%	2161	17.9%	485	8.4%	4518	21.1%	268	22.5%	277	20.0%	[illegible]	10.4%	4248	28.2%
REV BASIC SKILLS	182	1.0%	121	0.8%	44	0.6%	186	0.9%	73	1.3%	165	0.8%	27	2.3%	20	1.4%	51	0.5%	170	1.1%
PERSONAL INTERES	1374	13.7%	2127	14.0%	409	5.6%	1840	15.2%	1250	21.6%	2884	13.5%	227	19.0%	194	13.3%	1058	10.2%	2469	16.4%
OTHER INTENT	391	3.9%	874	5.8%	293	4.0%	620	5.1%	347	6.0%	1003	4.7%	65	5.5%	87	6.3%	479	4.7%	777	5.2%

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LONGITUDINAL DATA OF PART-TIME DEGREE CREDIT STUDENTS AT HARPER

PART-TIME STUDENTS WHO BEGAN 1982-1992 BY GENDER, AGE, RACE, AND PROGRAM

LONG92.XLS September 22, 1993

PART-TIME CATEGORY	GENDER MALE TOTAL	PCT	GENDER FEMALE TOTAL	PCT	AGE UNDER 21 TOTAL	PCT	AGE 21-34 TOTAL	PCT	AGE 35 & OVER TOTAL	PCT	EHNIC WHITE TOTAL	PCT	ETHNIC ASIAN TOTAL	PCT	ETHNIC BLACK/HISP TOTAL	PCT	PROGRAM CAREER TOTAL	PCT	PROGRAM TRANSFER TOTAL	PCT
HIGH SCHOOL RANK																				
1ST QUARTER	2204	27.5%	4306	38.5%	1073	17.2%	3408	40.3%	1819	45.7%	5540	33.1%	404	52.8%	268	30.4%	2505	32.2%	3993	35.0%
2ND QUARTER	2832	35.4%	4199	37.5%	2185	35.0%	3396	37.9%	1451	36.5%	6171	36.9%	246	32.2%	317	35.9%	3050	39.2%	3978	34.9%
3RD QUARTER	2323	29.0%	2245	20.1%	2300	36.8%	1665	18.6%	605	15.2%	4066	24.3%	104	13.6%	237	26.9%	1858	23.9%	2712	23.8%
4TH QUARTER	646	8.1%	442	3.9%	690	11.0%	293	3.3%	105	2.6%	965	5.8%	11	1.4%	60	6.8%	358	4.6%	730	6.4%
RANK UNKNOWN	3498		6306		2826		4668		2663		7373		536		637		4285		5274	
DEGREE INTENT:																				
DEGREE	3281	35.4%	5406	39.1%	3278	50.8%	3949	36.3%	1375	25.8%	7341	38.5%	365	32.0%	575	43.4%	3901	43.0%	4792	34.8%
CERTIFICATE	1108	12.3%	1722	12.5%	557	8.6%	1449	13.3%	818	15.3%	2281	12.0%	176	15.4%	249	18.8%	1784	20.2%	1024	7.4%
NO DEGREE	4724	52.3%	6700	48.5%	2622	40.6%	5489	50.4%	3138	58.9%	9464	49.6%	599	52.5%	501	37.8%	3257	36.8%	7940	57.7%
ATHLETIC INVOLVEMENT																				
INVOLVED	35	0.4%	8	0.1%	39	0.6%	4	0.0%	0	0.0%	34	0.2%	0	0.0%	6	0.5%	8	0.1%	34	0.2%
NOT INVOLVED	8998	99.6%	13820	99.9%	6418	99.4%	10883	100.0%	5331	100.0%	19052	99.8%	1140	100.0%	1319	99.5%	8834	99.9%	13722	99.8%
DISABILITY:																				
DISABLED	1051	9.1%	1582	9.0%	845	10.2%	1027	7.5%	757	11.4%	2311	9.6%	55	4.2%	136	9.0%	1078	9.0%	1550	9.3%
NOT DISABLED	10452	90.9%	15996	91.9%	7429	89.8%	12683	92.5%	5886	88.6%	21804	90.4%	1240	95.8%	1383	91.0%	10898	91.0%	15137	90.7%
RACE/ETHNIC:																				
ASIAN,PACIFIC IS.	579	5.3%	713	4.3%	308	3.8%	655	5.0%	330	5.3%							475	4.2%	813	5.1%
AMERICAN INDIAN	30	0.3%	44	0.3%	12	0.1%	38	0.3%	25	0.4%							38	0.3%	36	0.2%
BLACK AMERICAN	277	2.6%	434	2.6%	113	1.4%	416	3.2%	181	2.9%							340	3.0%	366	2.3%
HISPANIC AMERICA	342	3.2%	465	2.8%	220	2.7%	456	3.5%	128	2.0%							313	2.8%	465	2.9%
OTHER MINORITY	43	0.4%	49	0.3%	30	0.4%	44	0.3%	18	0.3%							42	0.4%	50	0.3%
WHITE AMERICAN	9437	87.0%	14647	88.7%	7273	90.6%	11279	86.4%	5499	88.1%							9870	88.1%	14068	88.1%
FOREIGN STUDENT	140	1.3%	157	1.0%	70	0.9%	163	1.2%	64	1.0%							129	1.2%	168	1.1%
REFUSED/UNSPECIFI	665		1060		248		579		398								769		783	
DEGREE EARNED:																				
NO	10921	94.9%	16301	92.7%	7568	91.5%	12886	94.5%	6234	93.8%	22477	93.2%	1243	96.0%	1439	94.7%	10898	91.0%	15907	95.3%
YES	582	5.1%	1277	7.3%	706	8.5%	744	5.5%	409	6.2%	1638	6.8%	52	4.0%	80	5.3%	1078	9.0%	780	4.7%
DEGREE STATUS BY HOURS.																				
NO DEGREE	10921		16301		7568		12886		6234		22477		1243		1439		10898		15907	
LESS THAN 12	8508	78.6%	12813	78.6%	4972	66.7%	10649	82.6%	5251	84.2%	17518	77.9%	936	75.3%	1174	81.6%	8622	79.1%	12372	77.8%
BETWEEN 12-23	1410	12.9%	2134	13.1%	1327	17.5%	1508	11.7%	707	11.3%	3015	13.4%	181	14.6%	164	11.4%	1411	12.9%	2126	13.4%
BETWEEN 24-35	468	4.3%	763	4.7%	586	7.7%	463	3.5%	190	3.0%	1064	4.7%	61	4.9%	50	3.5%	487	4.5%	742	4.7%
BETWEEN 36-47	230	2.1%	310	1.9%	322	4.3%	170	1.3%	48	0.8%	453	2.0%	33	2.7%	27	1.9%	199	1.8%	341	2.1%
48 OR MORE	225	2.1%	281	1.7%	342	4.8%	106	0.8%	38	0.6%	427	1.9%	32	2.6%	74	1.7%	179	1.6%	326	2.0%
DEGREE EARNED	582		1277		706		744		409		1638		52		80		1078		780	
48 OR MORE	305	52.4%	697	54.6%	544	80.2%	303	40.7%	133	32.5%	900	54.9%	25	48.1%	29	36.3%	495	45.9%	508	65.1%
UNDER 48	277	47.6%	580	45.4%	140	19.8%	441	59.3%	276	67.5%	738	45.1%	27	51.9%	51	63.8%	583	54.1%	272	34.9%
PROGRAM																				
CAREER	4294	38.0%	7621	44.2%	2655	32.4%	5930	43.9%	3091	47.1%	9970	41.2%	475	36.9%	653	44.0%				
TRANSFER	7006	62.0%	9633	55.8%	5548	67.6%	7569	56.1%	3469	52.9%	14086	58.8%	813	63.1%	831	56.0%				

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CHART A

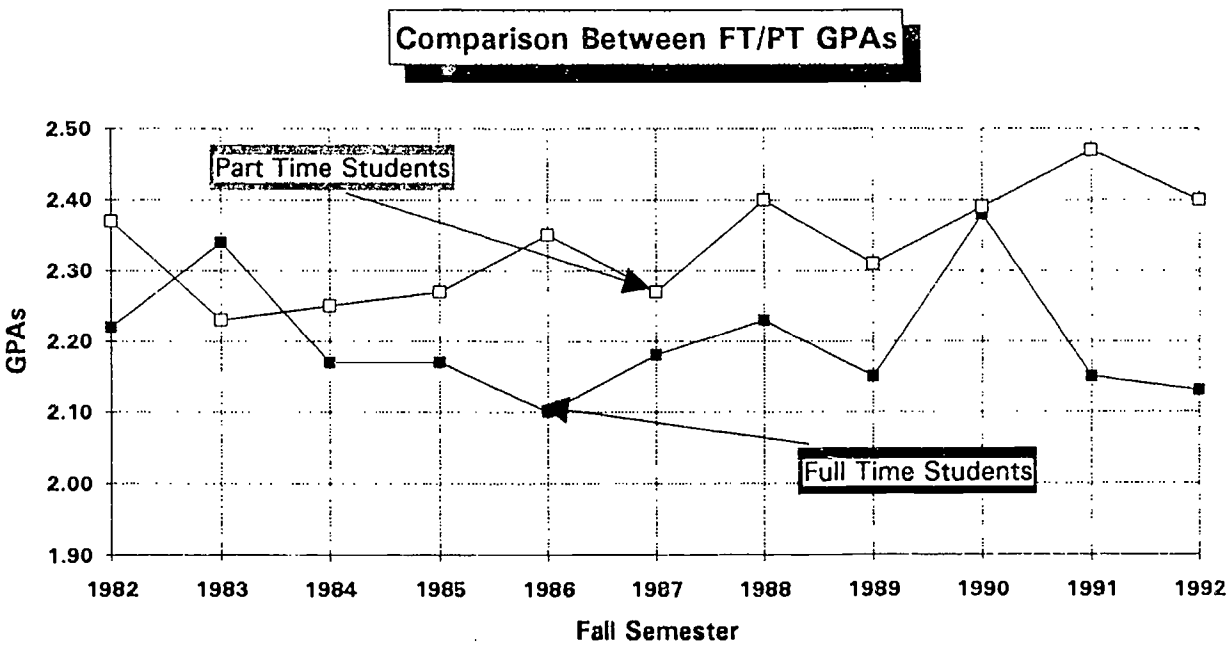

Comparison Between FT/PT GPAs
Part Time Students
Full Time Students
GPAs
2.50
2.40
2.30
2.20
2.10
2.00
1.90
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
Fall Semester

CHART B

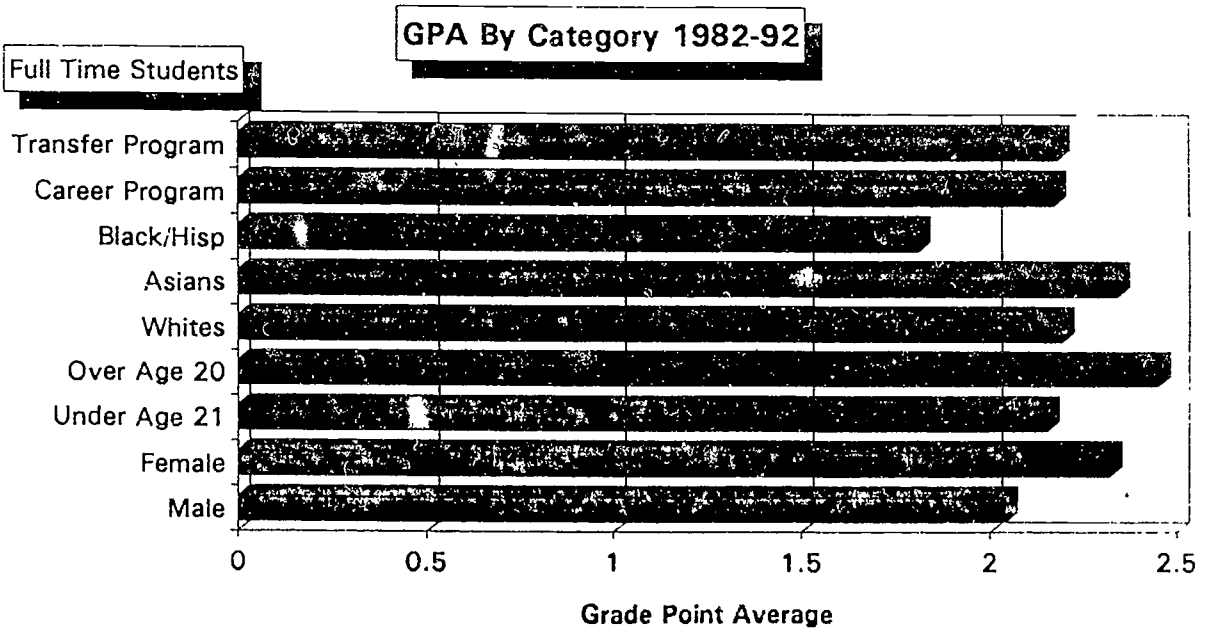

GPA By Category 1982-92
Full Time Students
Transfer Program
Career Program
Black/Hisp
Asians
Whites
Over Age 20
Under Age 21
Female
Male
0
0.5
1
1.5
2
2.5
Grade Point Average

CHART C

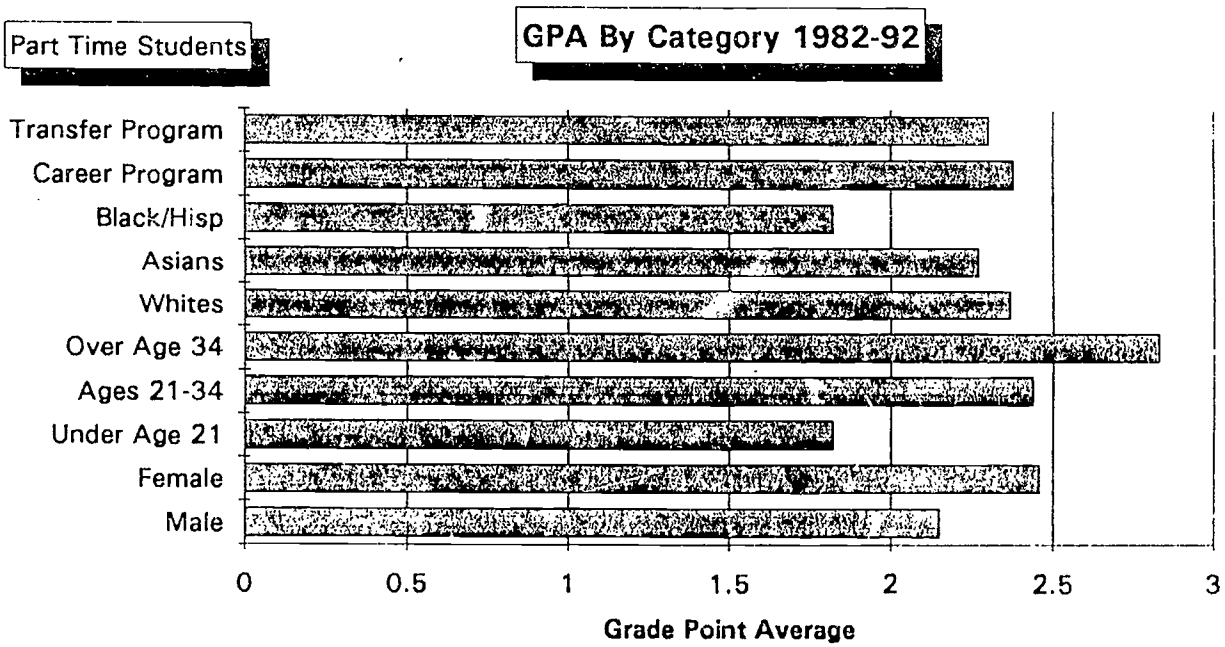

Part Time Students
GPA By Category 1982-92
Transfer Program
Career Program
Black/Hisp
Asians
Whites
Over Age 34
Ages 21-34
Under Age 21
Female
Male
0
0.5
1
1.5
2
2.5
3
Grade Point Average

CHART D

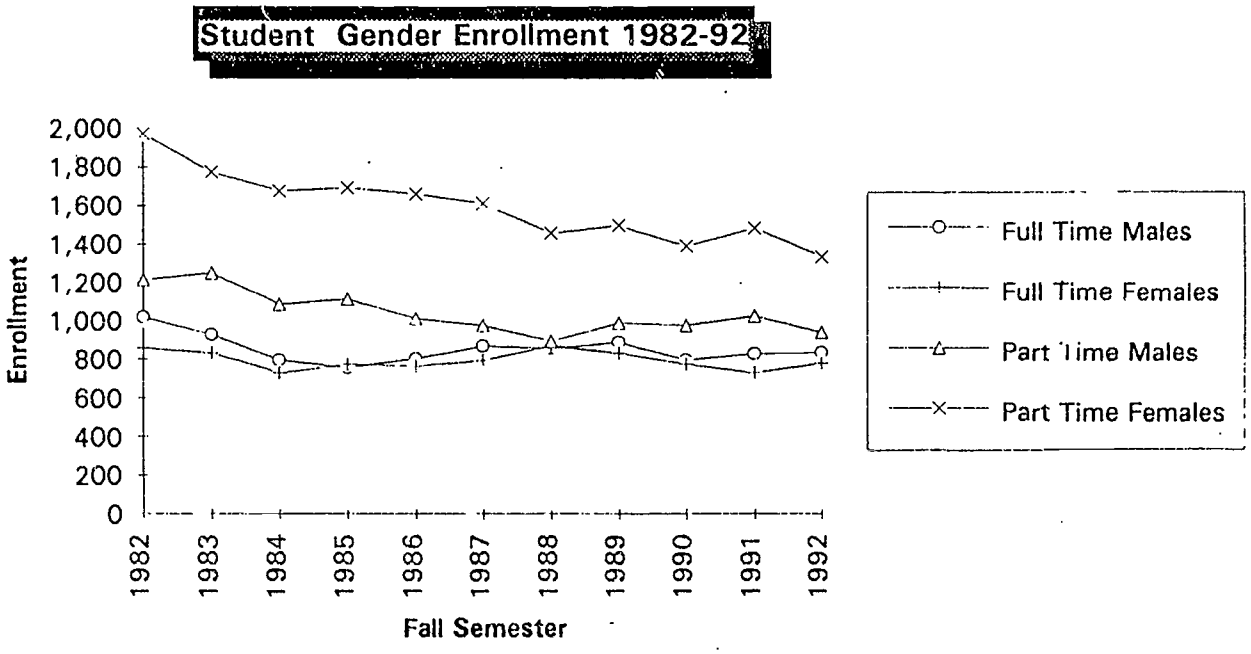

Student Gender Enrollment 1982-92
2,000
1,800
1,600
1,400
1,200
1,000
800
600
400
200
0
Enrollment
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
Fall Semester
Full Time Males
Full Time Females
Part Time Males
Part Time Females

CHART E

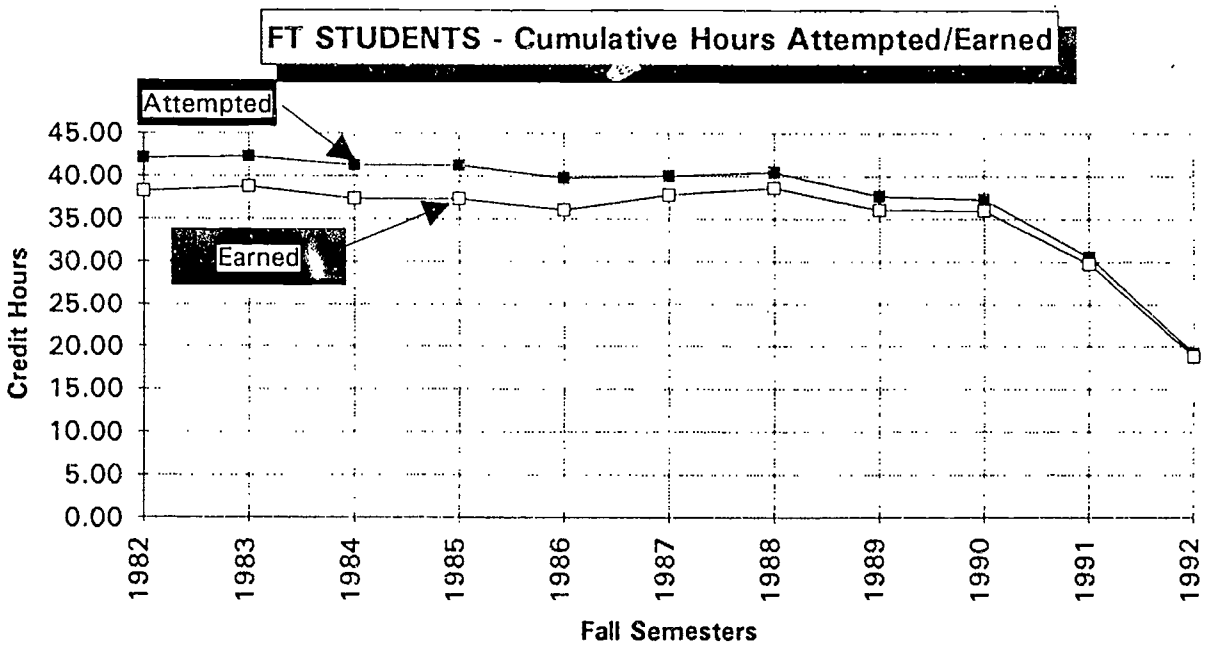

FT STUDENTS - Cumulative Hours Attempted/Earned
Attempted
Earned
Credit Hours
45.00
40.00
35.00
30.00
25.00
20.00
15.00
10.00
5.00
0.00
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
Fall Semesters

CHART F

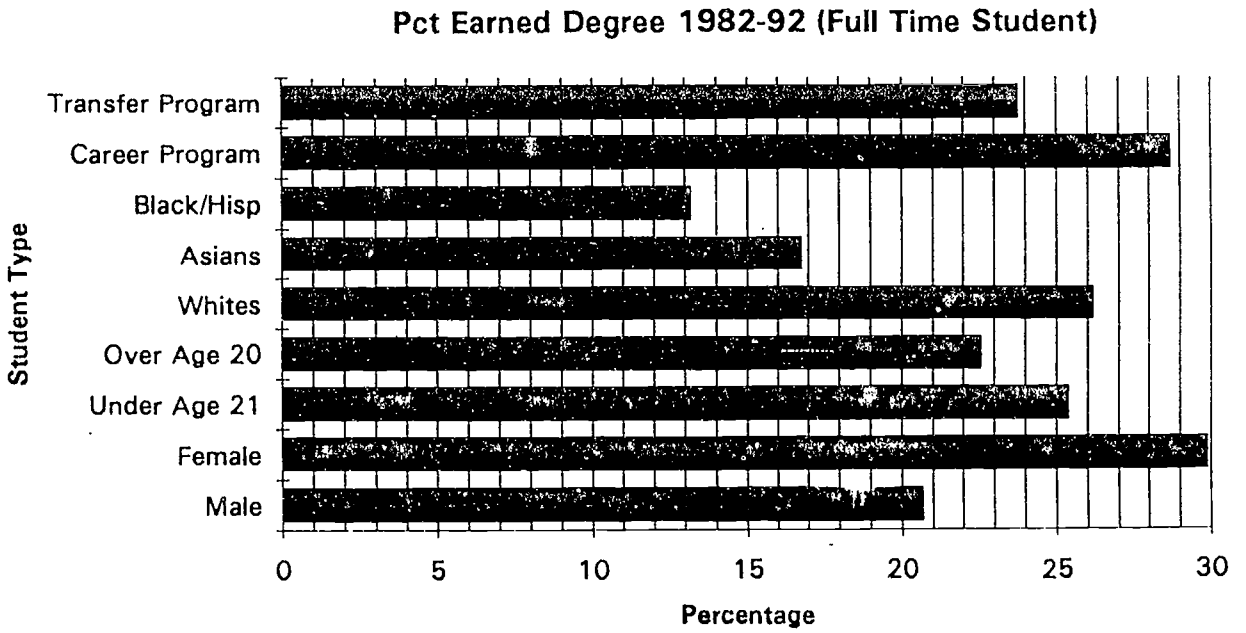

Pct Earned Degree 1982-92 (Full Time Student)
Student Type
Transfer Program
Career Program
Black/Hisp
Asians
Whites
Over Age 20
Under Age 21
Female
Male
0
5
10
15
20
25
30
Percentage

CHART G

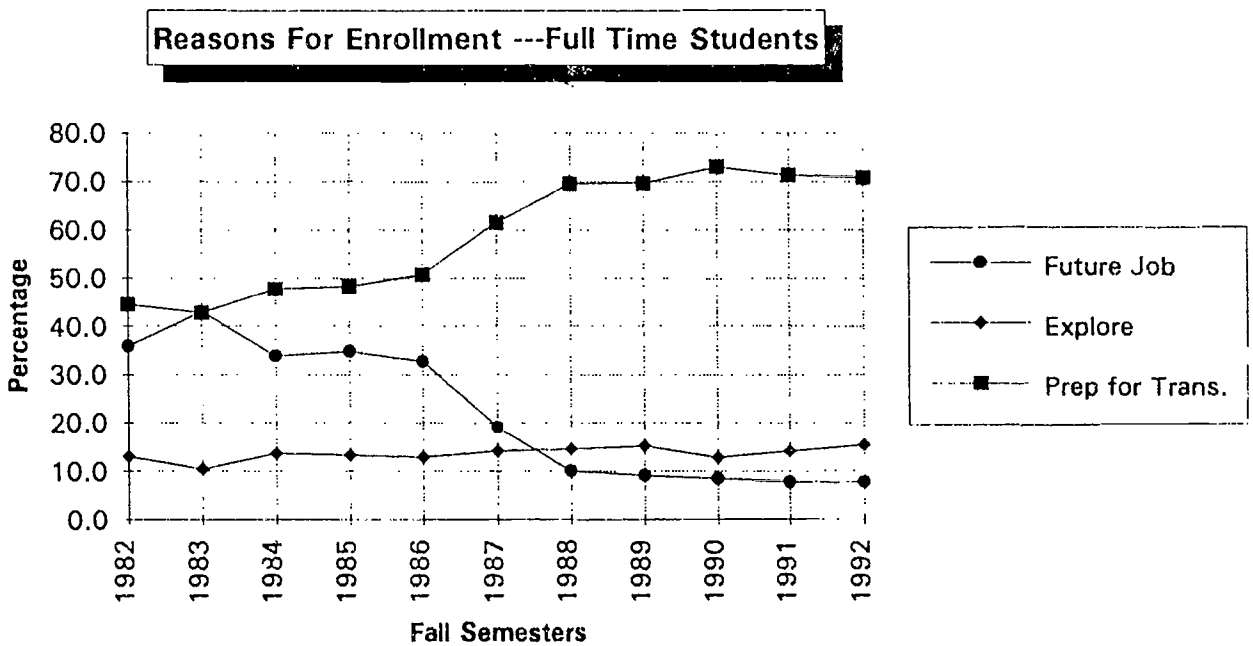

Reasons For Enrollment ---Full Time Students
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
Fall Semesters
Future Job
Explore
Prep for Trans.

CHART H

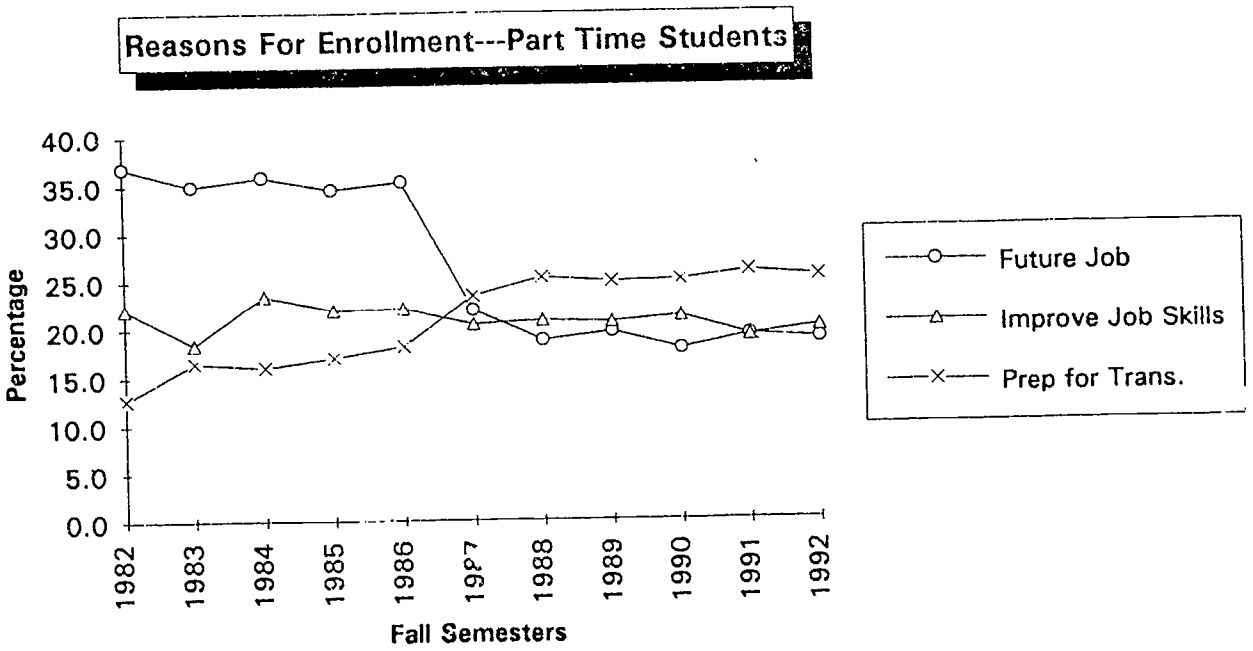

Reasons For Enrollment---Part Time Students
40.0
35.0
30.0
25.0
20.0
15.0
10.0
5.0
0.0
Percentage
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
Fall Semesters
Future Job
Improve Job Skills
Prep for Trans.

CHART I

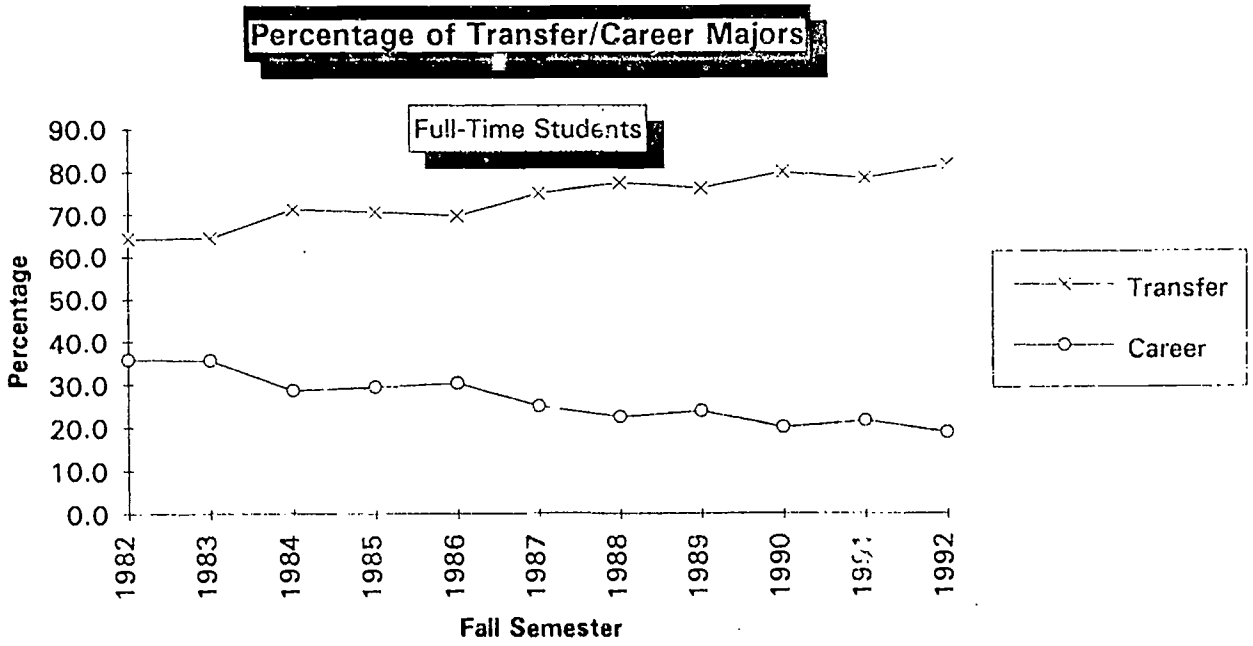

Percentage of Transfer/Career Majors
Full-Time Students
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
1982
1983
1984
1985
1986
1987
1988
1989
1990
1992
Fall Semester
Transfer
Career

CHART J

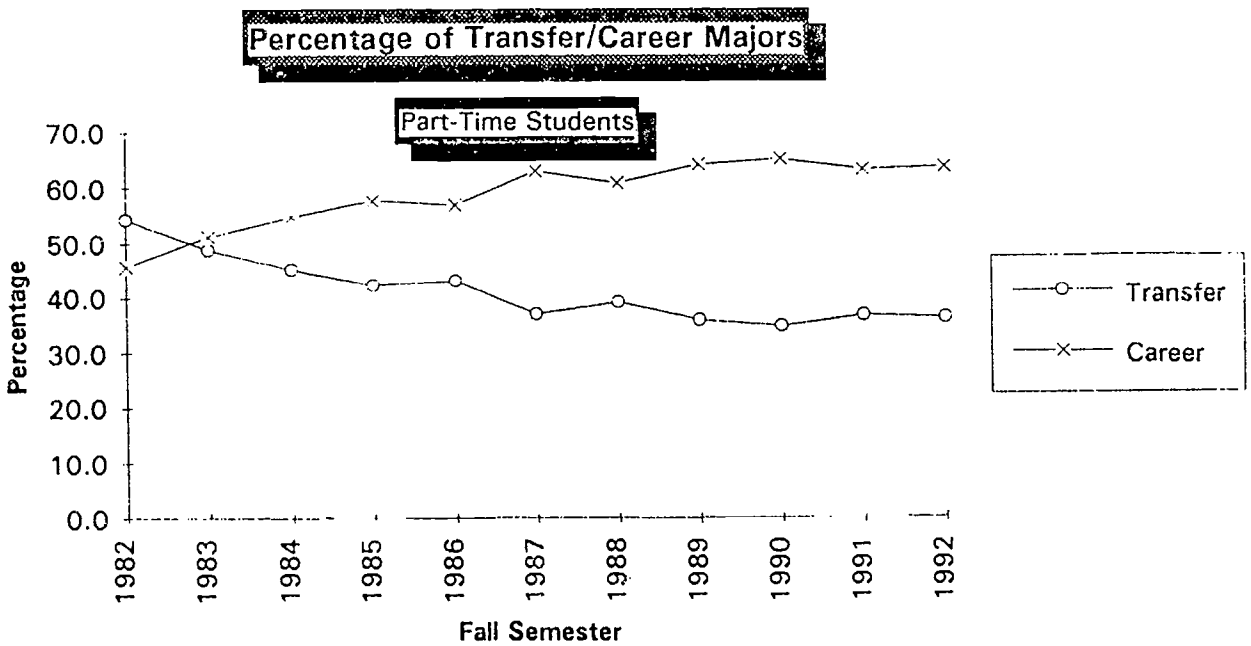

Percentage of Transfer/Career Majors
Part-Time Students
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
Fall Semester
Transfer
Career

CHART K

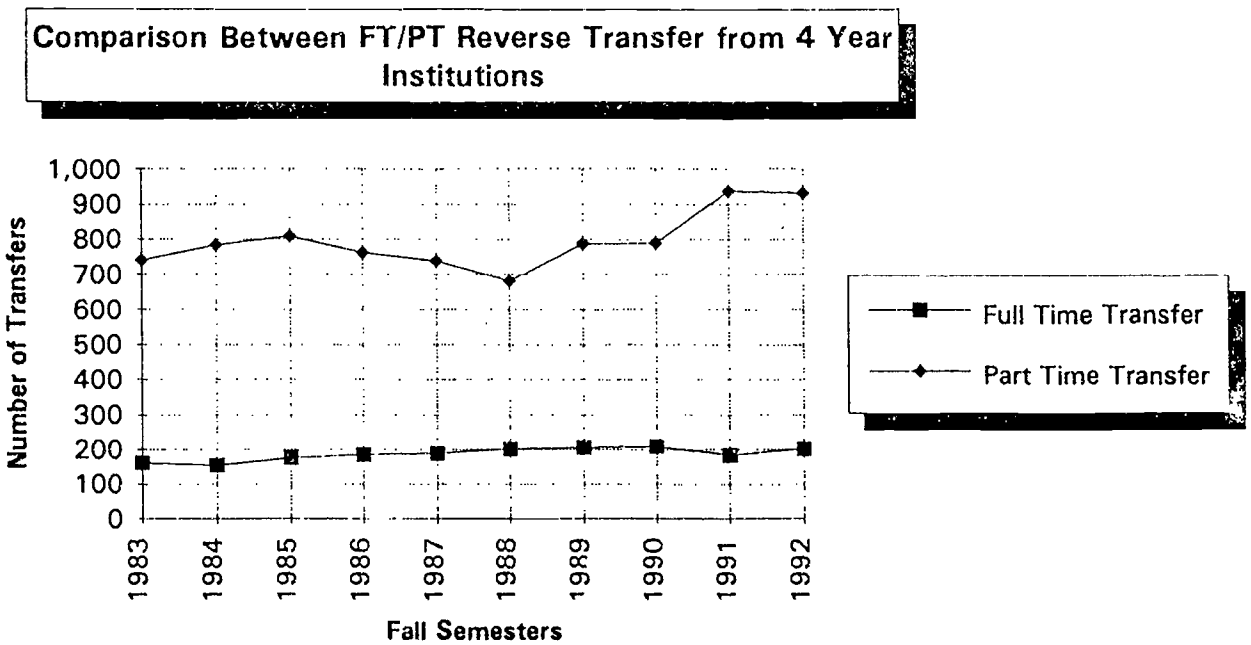

Comparison Between FT/PT Reverse Transfer from 4 Year Institutions
Number of Transfers
1,000
900
800
700
600
500
400
300
200
100
0
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
Fall Semesters
Full Time Transfer
Part Time Transfer

CHART L

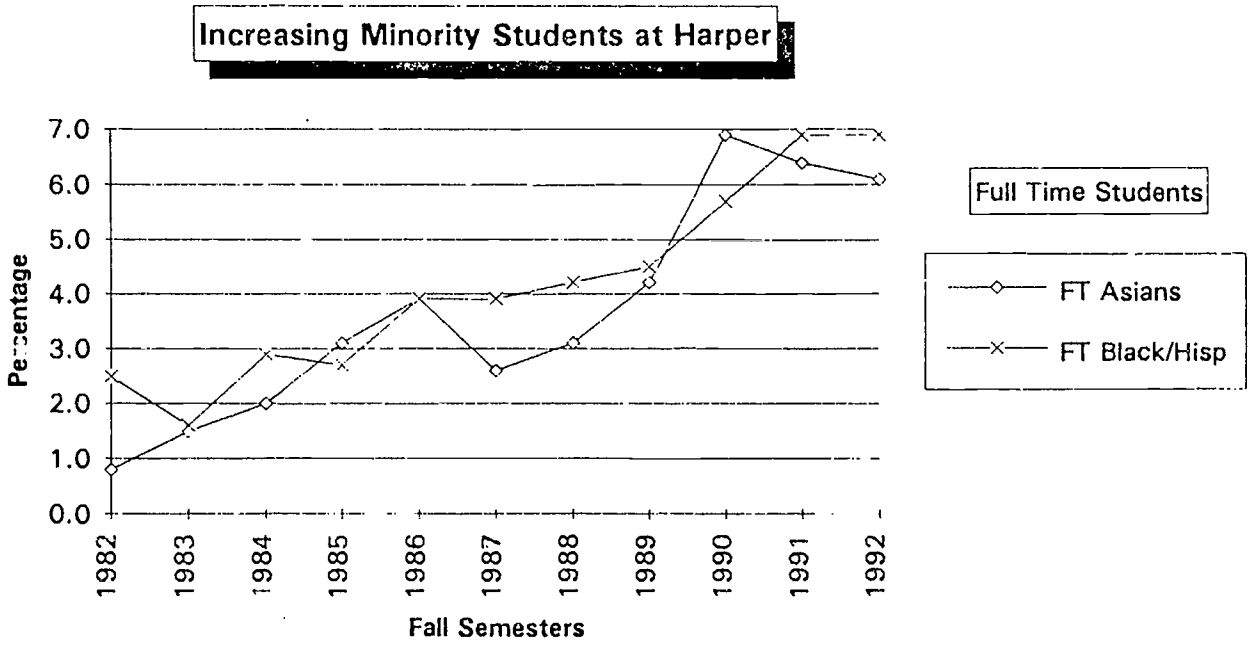
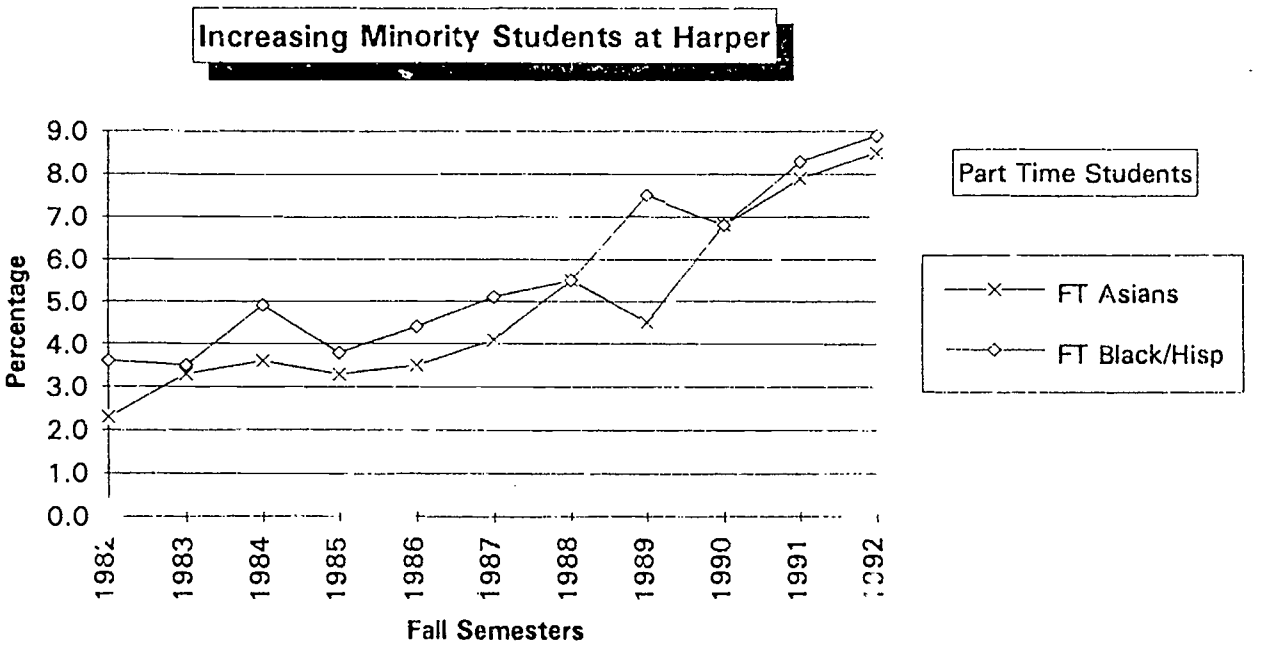

Increasing Minority Students at Harper
7.0
6.0
5.0
4.0
3.0
2.0
1.0
0.0
Percentage
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
Fall Semesters
Full Time Students
FT Asians
FT Black/Hisp

CHART M


Increasing Minority Students at Harper
Part Time Students
FT Asians
FT Black/Hisp
Percentage
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
1.0
0.0
1983
1984
1985
1986
1987
1988
1989
1990
1991
Fall Semesters

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