



Santa Ana College
Fall 2000 Incoming Freshmen:
A Comprehensive Look After Nine Semesters

November 2005

Introduction

This report presents a comprehensive portrait of 2,957 students who enrolled as first-time freshmen in traditional courses¹ at Santa Ana College (SAC) in Fall 2000. Based on application information, assessment results, course data, graduation records and transfer information from the Research Data Warehouse² and the National Student Clearinghouse (NSC)³, this profile includes information about these incoming freshmen before, during, and after their enrollment at SAC:

- Who the students were (demographics)
- Where they came from (high school, countries of origin, preparation level)
- What they wanted to accomplish (educational goal)
- What the students did at SAC (course completion, grades, programs used, degrees and certificates, etc.) and
- Where they went after SAC (transfer data).

SUMMARY OF FINDINGS

- Almost a third of the first-time freshman cohort in Fall 2000 were non-US citizens.
- Although 26% of the incoming freshmen were “undecided” or “undeclared,” the largest segment of the cohort was degree/transfer-seeking (38%).
- The majority (57%) of incoming freshmen resided outside of Santa Ana, with 5% residing outside of Orange County.
- Students who last attended foreign high schools (12%) make up the second largest group in the cohort, with 135 from Vietnam, 81 from Mexico, and 38 from Japan. Only Santa Ana Unified School District contributed more students to the Fall 2000 first-time freshman cohort.
- There were more RSCCD Continuing Education graduates in the cohort than graduates from any other high school.

¹ Excluding fire and criminal justice academies, business seminars, and contract education courses.

² SQL Server database of student records from Spring 1998 to the present.

³ A nation-wide database of student enrollment in more than 90% of public and private universities/colleges in the US.

- Based on placement test scores in 2000-01, 45 % of incoming freshmen who took the tests qualified to take Math 060 or above, 23% to take English 061 or above, 50% to take Reading 100 or above, and less than 1% to take ESL 112 or above.
- Persistence rate is lowest (54%) between first and second semesters.
- By the 5th and 9th semesters, 32% and 15% of the original cohort respectively were still actively enrolled at SAC.
- Academic completion is very low, with 30% of the cohort never completing a single unit of credit after eight full semesters (most had dropped out permanently after the first semester). Less than half (47%) of the students who had attempted any unit in the cohort had a GPA of 2.0 or higher as of their last semester of enrollment. Less than a quarter of the cohort had completed the English and math courses required for a degree after eight semesters.
- After eight semesters, nine percent of the cohort had received degrees or certificates, and six percent had transferred to four-year universities. Fourteen percent of degree-seeking students had received degrees after four years.
- Out of 450 students who remained actively enrolled in the 9th semester, exactly half (225) were degree- or transfer-seeking students. Of these 225 students, 60 (27%) were deemed to be “transfer-ready” based on units and college-level courses and requirements completed.
- Of the remaining 225 degree/transfer-seeking students, 51% were deemed to be still in progress toward a degree or transfer, 17% were not making any progress due to excessive failing grades or withdrawals, 12% were returning after an absence of three semesters or more, and 20% were deemed to be “lifelong- learners.” Lifelong-learners are students who take non-major, non-required courses for personal or professional enrichment.

DEMOGRAPHICS

Because the cohort includes only first-time freshmen in traditional programs only (i.e. excluding fire and criminal justice academies, business seminars, and contract education), the students tended to be younger, more likely to be degree-seeking and more heavily Latino.

- 59% were Latino.
- While 63% of the cohort were in the traditional college-going age group (under 22 years old), 20% of these first-time freshmen were older than 30 years old.
- 61% of the cohort went only to day-time classes in Fall 2000, a much higher proportion compared to 39% for all traditional credit students as reported by the enrollment trends report.
- The cohort was evenly divided between males and females.
- 32% of the cohort was not US citizens, with 10% claiming “other status.”

Student Characteristics Fall 2000 New Traditional Freshmen		
	N=2957	
	n	%
Ethnicity		
African-American	86	3%
Asian/Pacific Islander	488	16%
Latino	1744	59%
Caucasian	477	16%
Other	105	4%
Decline to State	57	2%
Age		
17 and under	395	13%
18-21	1480	50%
22-29	489	16%
30-39	326	11%
40-49	180	6%
50+	87	3%
Day/Night Status		
Day only	1799	61%
Night only	427	14%
Both	731	25%
Gender		
Male	1466	50%
Female	1491	50%
Citizenship		
US Citizen	2020	68%
Permanent Resident	544	18%
Student Visa	89	3%
Other Status (incl. refugees)	304	10%

Educational Goal

- More than a quarter of the incoming freshmen – the largest group – had not yet decided what they would like to achieve from enrollment in college.
- 38% declared their objectives as seeking a degree and/or preparing for transfer to a four-year university.

Educational Objectives		
Undecided	760	26%
BA/BS after AA	735	25%
Employment Courses	479	16%
Vocational Certificate	247	8%
Transfer, no AA	208	7%
Improve Basic Skills	186	6%
AA, without transfer	173	6%
Personal interest	114	4%
Other	45	2%
Unknown	10	<1%

WHERE THEY CAME FROM

Residence and Last High School Attended

The first-time freshman cohort of Fall 2000 came from diverse geographic and high school origins.

- 37% of the cohort resided outside of RSCCD areas, and 57% resided outside of Santa Ana. Five percent resided outside of Orange County.
- The cohort includes a higher proportion of students residing in North Orange County CCD area (15%) than those residing in the Coast CCD area, even though both have the same proximity to SAC.
- Students who last attended high schools in foreign countries made up the second largest group in the cohort (12%). It is second only to Santa Ana Unified School District.
- There were almost twice as many students who last attended high schools in Vietnam (135) than there were students who last attended high schools in Mexico (81), even though the cohort is predominantly Latino. Students from Japanese high schools comprise the third largest group in the cohort from a foreign country.
- RSCCD Continuing Education had more graduates enrolling as first-time freshmen at SAC in Fall 2000 than any other high school.
- There were more students in the cohort who last attended high schools in Vietnam (135) than there were students from Century High School in Santa Ana (118).

Student Origin		
Fall 2000 New Traditional Freshmen		
	N=2957	
	n	%
DISTRICT		
RSCCD Area 1	1263	43%
RSCCD Area 2	324	11%
RSCCD Area 3	276	9%
South Orange County	186	6%
North Orange County	433	15%
Coast	187	6%
Non-Resident	153	5%
Outside Orange County	134	4%
Unassigned	1	<1%
CITY OF RESIDENCE		
Santa Ana	1264	43%
Garden Grove	326	11%
Anaheim	302	10%
Orange	294	10%
Tustin	116	4%
Westminster	83	3%
Yorba Linda	38	1%
Placentia (32), Fountain Valley (28), Anaheim Hills (15), Villa Park (2)	77	1%
OTHER OC	300	10%
OUTSIDE OC	147	5%
Unknown	10	<1%

HIGH SCHOOL ATTENDED		
Continuing Ed.–RSCCD	236	8%
Unknown	197	7%
Santa Ana High	187	6%
Valley High	166	6%
Saddleback High	158	5%
VIETNAM	135	5%
Century High	118	4%
LOS ANGELES COUNTY	117	4%
Santiago High (Garden Grove)	110	4%
Orange High	104	4%
MEXICO	81	3%
Garden Grove High	70	2%
Los Amigos High	55	2%
Middle College High	55	2%
Anaheim High	54	2%
Bolsa Grande High	52	2%
El Modena High	50	2%
Tustin High	40	1%
Villa Park High	40	1%
JAPAN	38	1%
Foothill High	37	1%
Katella High	36	1%
Horizon High	32	1%
Esperanza High	30	1%
Valencia High	30	1%
Mountain View High	28	1%
RIVERSIDE COUNTY	28	1%
Loara High	27	1%
Westminster High	26	1%
Canyon High	25	1%
Mater Dei High	24	1%
<i>OTHERS (each <24)</i>	571	19%
H. S. DISTRICTS / GEOGRAPHIC AREAS		
Santa Ana Unified	716	24%
Foreign	343	12%
Garden Grove Unified	325	11%
Other US outside Orange County	309	10%
RSCCD Continuing Education	236	8%
Orange Unified	231	8%
Other Orange County	214	7%
Unknown	197	7%
Anaheim Unified	151	5%
Tustin Unified	84	3%
Placentia – Yorba Linda Unified	82	3%
Huntington Beach Union	69	2%

Preparation Level

- Three-quarters of the cohort went through matriculation in varying degrees, and 12% enrolled using the Early Decision program.
- Less than half of the incoming freshmen had taken the placement tests in English and mathematics by the end of Fall 2000.

Student Preparation Level Fall 2000 New Traditional Freshmen		
	N=2957	
	n	%
PLACEMENT TESTS		
DTLR (Reading)	1223	41%
DTLS (English Skills)	1233	42%
M1 (Math level 1)	721	24%
M2 (Math Level 2)	645	22%
M3 (Math Level 3)	181	6%
M4 (Math Level 4)	85	3%
TELD (ESL)	580	20%
MATH PLACEMENT SCORES (N=1241)		
Eligible for Math N05 or N06	388	31%
Eligible for Math N48	291	23%
Eligible for Math 060 Elem. Algebra	248	20%
Eligible for Math 080 Inter. Algebra	141	11%
Eligible for Math 105, 140, 145 or 219	92	7%
Eligible for Math 150 or 160	12	1%
Eligible for Math 170 Pre-Calculus	33	3%
Eligible for Math 180 Calculus	36	3%
ENGLISH PLACEMENT SCORES (N=1233)		
Eligible for English N50	361	29%
Eligible for English N60	595	48%
Eligible for English 061	194	16%
Eligible for English 101	83	7%
READING PLACEMENT SCORES (N=1223)		
Eligible for Reading N80	307	25%
Eligible for Reading N90	305	25%
Eligible for Reading 100	611	50%
ESL PLACEMENT SCORES (N=580)		
Eligible for ESL N40	173	30%
Eligible for ESL N49	109	19%
Eligible for ESL 055	114	20%
Eligible for ESL 107	98	17%
Eligible for ESL 109	65	11%
Eligible for ESL 110	18	3%
Eligible for ESL 112	3	<1%

WHAT THE STUDENTS DID AT SAC

First Semester Enrollment

- Eighty three percent of the incoming freshmen were part-time students (<12 units) in their first semester. Only 16 students took 18 units or more in Fall 2000.

Number of Units Taken in Fall 2000		
0 to 5.9 units	1747	59%
6 to 11.9 units	697	24%
12 to 17.9 units	497	17%
18 units or more	16	<1%

Persistence

- In the first semester (Fall 2000), 81% of the incoming freshmen completed the semester with at least one credit course. Nineteen percent had dropped all classes and completely withdrawn before the end of the semester.
- Persistence from the first to second semester shows the steepest drop (46%).
- After two years, 32% of the incoming freshmen in Fall 2000 were still actively enrolled in credit courses at SAC. After four years, 15% remained actively enrolled.

Student Enrollment Persistence Fall 2000 New Traditional Freshmen		
	N=2957	
	n	%
WITHDRAWAL IN FIRST SEMESTER		
Complete withdrawal prior to Census	222	8%
Complete withdrawal after Census	331	11%
Active	2404	81%
PERSISTENCE		
To 2 nd semester (Spr. 2001)	1582	54%
To 3 rd semester (Fall 2001)	1256	42%
To 4 th semester (Spr. 2002)	1151	39%
To 5 th semester (Fall 2002)	936	32%
To 6 th semester (Spr. 2003)	840	28%
To 7 th semester (Fall 2003)	653	22%
To 8 th semester (Spr. 2004)	582	20%
To 9 th semester (Fall 2004)	450	15%

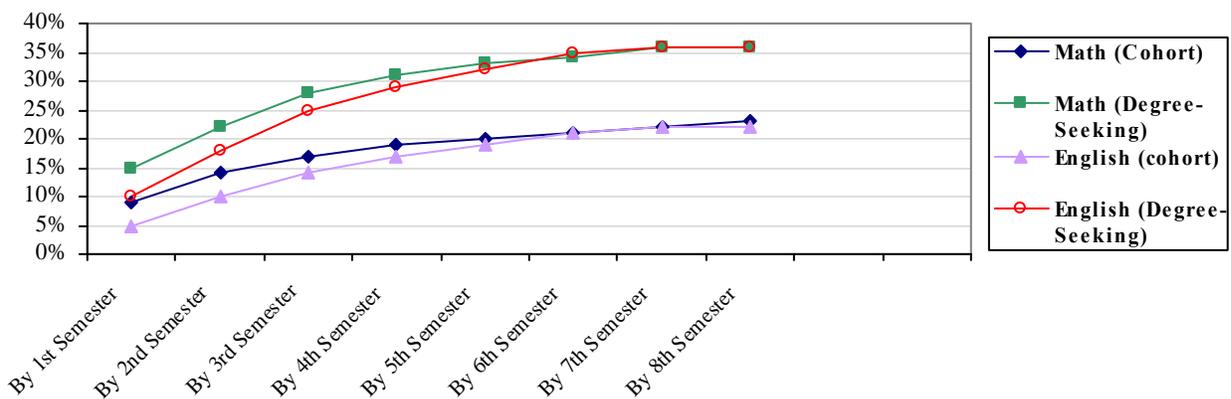
Academic Completion

- 30% of the cohorts never completed a single unit of credit by the end of the ninth semester, and 27% did not have any unit attempted. Most of these students had completely dropped out before the completion of the first semester.
- While 16% had completed 60 units or more, only 7% had received associate degrees.
- Less than half of the cohort achieved a GPA above 2.0 as of their last semester of enrollment.

Student Academic Completion Fall 2000 New Traditional Freshmen		
	N=2957	
	n	%
CUMULATIVE UNITS COMPLETED		
0 units	871	30%
0.2 to 9.9 units	771	26%
10 to 19.9 units	298	10%
20 to 29.9 units	182	6%
30 to 39.9 units	152	5%
40 to 49.9 units	126	4%
50 to 59.9 units	95	3%
60 units or more	462	16%
GPA AS OF A STUDENT'S FINAL SEMESTER		
No GPA (No Unit Attempted)	794	27%
0 to 0.99	368	12%
1.0 to 1.99	440	15%
2.0 to 2.99	762	26%
3.0 to 3.99	489	17%
4.0	104	4%

Math and English Enrollment

- Less than a quarter of the cohort had successfully completed the English (22%) and math courses (23%) required for a degree by the end of the eighth semester. Among degree-seeking students, 36% had done so.
- While similar numbers of students had completed the math and English required courses after eight semesters, both “all” and “degree-seeking” students completed the math requirement earlier than the English requirement.



Students Who Fulfilled Math and English Requirements for Associate Degrees						
Fall 2000 New Traditional Freshmen						
	Cohort (N=2957)			Degree-Seeking (N=1116)		
	n	%	Δ	N	%	Δ
MATHEMATICS (Cumulative unduplicated students who successfully completed Math 060 or above)						
By Fall 2000	266	9%	266	171	15%	171
By Spr. 2001	401	14%	135	251	22%	80
By Fall 2001	500	17%	99	313	28%	62
By Spr. 2002	563	19%	63	346	31%	33
By Fall 2002	602	20%	39	364	33%	18
By Spr. 2003	632	21%	30	381	34%	17
By Fall 2003	661	22%	31	397	36%	16
By Spr. 2004	679	23%	18	405	36%	8
ENGLISH (Cumulative unduplicated students who successfully completed English 061, English 101 or ESL 112)						
By Fall 2000	153	5%	153	108	10%	108
By Spr. 2001	293	10%	140	198	18%	90
By Fall 2001	415	14%	122	278	25%	80
By Spr. 2002	498	17%	83	324	29%	46
By Fall 2002	565	19%	67	362	32%	38
By Spr. 2003	611	21%	46	387	35%	25
By Fall 2003	638	22%	27	399	36%	12
By Spr. 2004	655	22%	17	407	36%	8

Student Engagement

- The two programs with the largest number of cohort participants/recipients were Freshman Experience (13%) and Financial Aid (13%).

Student Engagement		
Fall 2000 New Traditional Freshmen		
	N=2957	
	n	%
Freshman Experience	397	13%
Financial Aid	376	13%
EOPS – SAC	281	10%
CFTE	122	4%
Honors Classes	60	2%
EOPS – SCC	44	1%

AFTER ENROLLMENT AT SAC

Degrees and Certificates

- After eight semesters, students whose educational objective was “Transfer without earning Associate Degree” had the highest percentage (22%) earning Associate degrees.
- After eight semesters, transfer-seeking and degree-seeking students received associate degrees at twice the percentage of the whole cohort.
- Seven percent of certificate-seeking students had received certificates after eight semesters.

Students Receiving Associate Degrees Fall 2000 New Traditional Freshmen						
	Cohort (N=2957)		Degree-Seeking (N=1116)		Transfer-Seeking (N=943)	
	n	%	n	%	n	%
By end of 2002 (4 th semester)	36	1%	30	3%	26	2%
By end of 2003 (6 th semester)	141	5%	104	9%	93	10%
By end of 2004 (8 th semester)	219	7%	156	14%	139	15%

Students Receiving Associate Degrees by Educational Goal Fall 2000 New Traditional Freshmen after 8 semesters		
	n	%
Transfer without earning Associate Degree (n=208)	45	22%
BA/BS Degree after earning Associate Degree (n=735)	94	13%
Associate Degree without transfer to 4yr school (n=173)	17	10%
Undecided (n=760)	38	5%
Employment Courses (n=417)	16	4%
Vocational Certificate (n=247)	4	2%
Others (n=417)	5	1%

Students Awarded Certificates Fall 2000 New Traditional Freshmen	Cohort (N=2957)		CT-Seeking (N=247)	
	n	%	n	%
By end of 2002 (4 th semester)	19	<1%	9	4%
By end of 2004 (8 th semester)	50	2%	17	7%

Transfer

- Six percent of all students in the cohort had transferred to four-year universities after eight semesters. Transfer-seeking (12%) and degree-seeking students (11%) had transferred at higher rates (but still low).

Student Transfer Fall 2000 New Traditional Freshmen						
	Cohort (N=2957)		Degree-Seeking (N=1116)		Transfer-Seeking (N=943)	
	n	%	n	%	n	%
TRANSFER TO 4-yr Schools						
By end of Spr. 2002 (4 th semester)	81	3%	50	4%	48	5%
By end of 2003 (6 th semester)	146	5%	91	8%	87	9%
By end of Spr. 2004 (8 th semester)	190	6%	120	11%	116	12%

COHORT STUDENTS STILL ENROLLED AT SAC IN THE 9TH SEMESTER

In Fall 2004, 450 students from the cohort were still enrolled at SAC; of these, 225 were degree- and transfer-seeking students. The following section describes these groups and analyzes why they were still enrolled in classes at SAC after eight semesters from their initial enrollment. An additional analysis will focus on students with degree- and transfer-seeking goals and the possible stumbling blocks they encountered that kept them from achieving their original objectives.

Demographics

- Compared to the original cohort, the remaining group includes a much larger percentage of Latinos (70% vs. 59%).
- A slightly larger percentage of female students than male students remained enrolled in the 9th semester.
- Most of the students who remained enrolled in the 9th semester (83%) were students who were under 22 years old when they first enrolled at SAC in Fall 2000.

Student Characteristics Fall 2000 First-Time Freshmen Who Were Still Enrolled in Fall 2004		
	N=450	
	n	%
Ethnicity		
African-American	6	1%
Asian/Pacific Islander	59	13%
Latino	317	70%
Caucasian	53	12%
Other	6	1%
Decline to State	9	2%
Age (in Fall 2000)		
17 and under	95	21%
18-21	277	62%
22-29	42	9%
30-39	21	5%
40-49	10	2%
50+	5	1%
Gender		
Male	209	46%
Female	241	54%
Educational Goals		
BA/BS Degree After AA	161	36%
Undecided	117	26%
Employment Courses	41	9%
Transfer without AA	38	8%
Vocational Certificate	36	8%
AA/AS without transfer	26	6%
Improve basic skills	17	4%
Personal Interest	5	1%
Maintain License	4	1%
Unknown	3	1%
Other	2	<1%

Student Enrollment

- Forty-four percent of remaining students and 48% of remaining degree/transfer-seeking students had completed over 60 units by Fall 2004. More importantly, 28% and 29% had completed 100-level courses and above, most likely indicating transfer-readiness.
- Almost 90% of remaining students were enrolled in fewer than 12 units (part-time) in Fall 2004.
- Forty-two percent of remaining students were enrolled in “Interdisciplinary Studies” courses, but most of these were for the computer labs. Almost a quarter of the students were enrolled in mathematics courses, but many were enrolled in non-graded review courses such as Math N85.
- The vast majority (79%) were enrolled in at least 7 of the 9 Spring/Fall semesters, with 107 students (48%) enrolling every semester from Fall 2000 to Fall 2004.

Student Enrollment				
Fall 2000 Freshmen Who Were Still Enrolled in Fall 2004				
	All Ed Goals (N=450)		Degree/Transfer- Seeking (N=225)	
	n	%	n	%
Cumulative Units Completed as of Fall 2004				
0 to 29.9 units	102	23%	46	20%
30 to 59.9 units	148	33%	70	31%
60 to 89.9 units	136	30%	72	32%
90 units or more	64	14%	37	16%
Cumulative Units Completed in 100+ courses as of Fall 2004				
0 to 29.9 units	167	37%	77	34%
30 to 59.9 units	157	35%	74	33%
60 to 89.9 units	104	23%	60	27%
90 units or more	22	5%	13	6%
Top Types of Courses Taken in Fall 2004				
Interdisciplinary Studies	190	42%	95	42%
Mathematics	104	23%	55	24%
Counseling	66	15%	32	14%
English	80	18%	29	13%
Exercise Science	63	14%	26	12%
Speech Communication	50	11%	24	11%
Biology	42	9%	24	11%
Political Science	41	9%	23	10%
Accounting	35	8%	22	10%
History	37	8%	20	9%
Psychology	30	7%	20	9%
Full-time/Part-Time in Fall 2004				
Full-time	51	11%	25	11%
Part-Time	399	89%	200	89%
Number of Semesters Enrolled Fall 2000 – Fall 2004				
4 or fewer semesters	47	10%	23	10%
5 semesters	18	4%	11	5%
6 semesters	29	6%	13	6%
7 semesters	55	12%	30	13%
8 semesters	80	18%	41	18%
9 semesters	221	49%	107	48%

Transfer and Degrees

Some students who remained at SAC after eight semesters had already graduated or previously transferred to four-year universities. There are many possible reasons why these students enrolled at SAC in Fall 2004: to pursue a second degree, to take non-required or lifelong-learning courses such as exercise science, arts or computer classes, or to complete a transferable course.

Student Awarded Degrees or Transfers to 4-yr Schools Fall 2000 Freshmen Who Were Still Enrolled in Fall 2004				
	All Ed Goals (N=450)		Degree/Transfer- Seeking (N=225)	
	n	%	n	%
Awarded Degrees (AA or AS)				
After 4 semesters	0	0%	0	0%
After 6 semesters	16	4%	10	4%
After 8 semesters	34	8%	22	10%
Transfer to 4-yr Universities				
After 4 semesters	3	1%	2	1%
After 6 semesters	15	3%	11	5%
After 8 semesters	15	3%	11	5%

Transfer Readiness

Based on number of units completed and completion of math, English and oral communication course requirements, at least 60 of the 225 degree/transfer-seeking remaining students are likely to be “transfer-ready.” In addition, there may be some students who had completed the math, English or oral communication course requirement at other schools and may be transfer-ready as well.

Completion of College-Level Math and English Courses

- More than half (61%) of degree/transfer-seeking remaining students had passed the math course required for graduation or transfer. Fifteen percent had not taken any math course at all at SAC, but some of them might have completed the math requirement at other colleges. About a third (36%) demonstrated that they have had a problem meeting the math requirement by repeatedly failing math classes or repeatedly taking remedial classes.
- More than half had completed the minimum English (56%) and oral communication (58%) courses. Only 22% in English and 13% in oral communication have shown inability or great delay in passing the required courses.
- Very few of the students were taking the minimum course requirements in Fall 2004.

Math, English & Oral Communication Course Requirements Degree/Transfer Seeking Fall 2000 Freshmen Who Were Still Enrolled in Fall 04						
N=225	Math* (060 or above)		English* (061 or above)		Oral Communication* (101 or above)	
	n	%	n	%	n	%
Have completed the requirement	139	62%	127	56%	131	58%
Have NOT completed and are taking course in F04	13	6%	4	2%	8	4%
Have a problem passing**	80	36%	49	22%	30	13%
Have not taken any course in the subject	33	15%	45	20%	62	28%

*Course requirements: Math 060 or higher, Speech 101 or higher, English 061 or higher (for AA/AS), and English 101 or higher (for transfer).

**Students who repeatedly failed or dropped required classes or had to take multiple remedial classes. These students may include students who eventually had completed the requirement or were still taking the course in Fall 2004.

Required Courses as Stumbling Blocks

- The math requirement is the course that the most remaining students had failed to complete. The table below lists the course requirement “stumbling blocks” that prevented or delayed students from graduating.

Fall 2000 First-Time Freshmen Still Enrolled in Fall 2004 Who Have Trouble Passing Course Requirements*		
Subjects	N=225	
	n	%
Math only	43	19%
Math and English	17	8%
English only	12	5%
Math, English and Oral Communication	12	5%
Math and Oral Communication	8	4%
Oral Communication only	7	3%
English and Oral Communication	3	1%

*Repeatedly getting D, F, NC or W or repeatedly taking remedial courses

Enrollment Types

Despite their stated “educational goals,” some students seem to be no longer in pursuit of a degree or transfer, but were taking courses for life-long learning. A life-long learner is defined as a student who takes non-required and non-major-related courses for at least the last two semesters.

- Based on their course-taking pattern, successful completion of transferable courses, and the type of courses they were still taking in Fall 2004, 51% were deemed to be “in progress” toward graduation, while 17% were not making any progress because of too many failed grades and withdrawals.
- 17% were returning to SAC after an absence of at least three consecutive semesters.
- Vocational students (e.g. nursing, fire tech) tend to have accumulated large number of units (90+) and completed the math, English and oral communications requirements; they remained enrolled because they needed to complete courses in the major.
- 20% of students are judged to be life-long learners because they had taken non-required, non major-related courses for the last two consecutive semesters.

Degree/Transfer-Seeking F '00 First-Time Freshmen Still Enrolled in F '04		
Enrollment Type	N=225	
	n	%
In Progress	99	44%
Lifelong Learning	38	17%
No Progress (too many D, F, NC, and Ws)	34	15%
Returning (stopped out for 3+ consecutive semesters)	20	9%
Vocational	15	7%
Returning – Lifelong courses	6	3%
Returning – No progress	5	2%
Returning – Transfer (significant units from other schools)	5	2%
Returning – Vocational	3	1%