

# **ANNUAL RETENTION REPORT**

Prepared by the SCCC Office of Institutional Research and Assessment

February 2002

Status as of 9/2001 unless otherwise noted.

Data Sources:

Student Data File, State University of New York, Office of Institutional Research

History File, SCCC, Computer Center

The following report is based on two student cohorts, a Fall 1998 cohort of first-time full-time students and a Fall 1996 cohort of first-time part-time matriculated students. These cohorts were selected based on the conventional and SUNY guidelines, which specify that full-time student retention be evaluated at three-year intervals and part-time student retention be evaluated at five-year intervals.

### Sample

The full-time cohort consisted of 3025 students, 1628 (54%) female and 1397 (46%) male. Ethnically, 2542 (84%) were White non-Hispanic, 164 (5%) were Black non-Hispanic, 262 (9%) were Hispanic, 48 (2%) were Asian/Pacific Islander, and 9 (less than 1%) were Native American/Alaskan. Of the students in this cohort 2496 (83%) were 19 or younger, 332 (11%) were 20-22 years old, 132 (4%) were 23-30 years old, and 65 (2%) were 31 or older. Developmental placement of students was 884 (29%) as developmental (requiring developmental coursework in more than one area – reading, math, or writing), and 2141 (71%) as non-developmental; 1355 (45%) required no developmental coursework, 625 (21%) required one developmental course, 414 (14%) required two developmental courses, 250 (8%) required three, 195 (6%) required four, 135 (4%) required five, and 51 (2%) required six developmental courses. The Career Program accounted for 686 (23%) of the 3025 students, and Transfer Program accounted for another 2300 (76%) of the 3025 students. For information on the full time cohort by original curriculum code see Appendix A. Among the three SCCC campuses, 1966 students (65%) were from (home campus) the Ammerman Campus, 309 (10%) were at the Eastern Campus, and 750 (25%) were at the Western Campus. Within the full-time cohort, as of Fall

2001, 758 (25%) of the students have graduated from SCCC, 511 (17%) are still enrolled at SCCC, and 1756 (58%) are not attending SCCC.

The part-time matriculated cohort consisted of 953 students, 504 (53%) female and 449 (47%) male. Ethnically, 772 (81%) were White non-Hispanic, 73 (8%) were Black non-Hispanic, 98 (10%) were Hispanic, 7 (less than 1%) were Asian/Pacific Islander, and 3 (less than 1%) were Native American/Alaskan. Of the students in this cohort 402 (42%) were 19 or younger, 197 (21%) were 20-22 years old, 173 (18%) were 23-30 years old, and 181 (19%) were 31 or older. Developmental placement of students in this cohort was 345 (36%) as developmental (requiring developmental coursework in more than one area – reading, math, or writing), and 608 (64%) as non-developmental; 392 (41%) required no developmental coursework, 133 (14%) required one developmental course, 138 (14%) required two developmental courses, 111 (12%) required three, 68 (7%) required four, 75 (8%) required five, and 36 (4%) required six developmental courses. The Career Program accounted for 189 (20%) of the 953 students, and the Transfer Program accounted for another 742 (78%) of the 953 students. For information on the part time cohort by original curriculum code see Appendix B. Among the three SCCC campuses, 498 students (52%) were from (home campus) the Ammerman Campus, 107 (11%) were at the Eastern Campus, and 348 (37%) were at the Western Campus. Within the part-time matriculated cohort 107 (11%) of the students have graduated, 71 (8%) are still enrolled, and 775 (81%) are not attending, as of the Fall 2001 semester.

The goals of this study are to:

1. Describe the graduation rates for various student groups (e.g. male/female, ethnicity, age, campus, placement, and program).
2. Analyze the graduation rates to better understand group differences.
3. Present graduation rates by campus and curriculum for further study.

## Results

### First-time Full-time Students 1998

Table 1. Graduation & Persistence by Gender, Fall 1998, First-Time Full-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
Male	237	17.0%	875	62.6%	285	20.4%	1397
Female	274	16.8%	881	54.1%	473	29.1%	1628
Total	511	16.9%	1756	58.0%	758	25.1%	3025

$$\chi^2 (2, N = 3025) = 31.873, p < .001.$$

An examination of graduation and persistence rates for first-time full-time students by gender revealed that a significantly higher proportion of female students than male students in the full-time cohort graduated (29.1% of females vs. 20.4% of males). At the same time, a higher proportion of male students was lost to attrition (62.6% of males vs. 54.1% of females). Similar proportions of both male and female students within the full-time cohort remain enrolled. See Table 1.

Table 2. Graduation & Persistence by Ethnic Background, Fall 1998, First-Time Full-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
White non-Hispanic	423	16.6%	1437	56.5%	682	26.8%	2542
Black non-Hispanic	34	20.7%	116	70.7%	14	8.5%	164
Hispanic	44	16.8%	169	64.5%	49	18.7%	262
Asian or Pacific Islander	9	18.8%	27	56.3%	12	25.0%	48
American Indian or Native Alaskan	1	11.1%	7	77.8%	1	11.1%	9
<b>Total</b>	<b>511</b>	<b>16.9%</b>	<b>1756</b>	<b>58.0%</b>	<b>758</b>	<b>25.1%</b>	<b>3025</b>

$$\chi^2 (8, N = 3025) = 35.839, p < .001.$$

Analysis of graduation and persistence rates by ethnic group among students in the full-time cohort, found significant differences in graduation rates across ethnic groups. White non-Hispanic and Asian/Pacific Islander students graduated at the highest rates (26.8% and 25%, respectively), while Hispanic and Black non-Hispanic students graduated at lower rates (18.7%, and 8.5%, respectively). Significant differences in persistence rates were also observed across ethnic groups. Conversely to graduation rates, attrition among Black non-Hispanic students was higher (70.7%), than among other ethnic groups. Hispanic, White non-Hispanic and Asian/Pacific Islander students showed equivalent rates of attrition (64.5%, 56.5% and 56.3%, respectively). Black non-Hispanic students within the 1998 cohort have the highest rate of persistence (20.7%, though this rate is not significantly higher than among other ethnicities). There were too few American Indian/Native Alaskan students in each category to be included in the analysis. See Table 2.

Table 3. Graduation & Persistence by Campus, Fall 1998, First-Time Full-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
Ammerman	315	16.0%	1123	57.1%	528	26.9%	1966
Eastern	60	19.4%	181	58.6%	68	22.0%	309
Western	136	18.1%	452	60.3%	162	21.6%	750
Total	511	16.9%	1756	58.0%	758	25.1%	3025

$$\chi^2 (4, N = 3025) = 10.938, p = .027.$$

An analysis of graduation and persistence rates across the three SCCC campuses shows that graduation rates among first-time full-time students at the Western campus was lower than among those at the Ammerman campus (21.6% vs. 26.9%, respectively). See Table 3.

Table 4. Graduation & Persistence by Age, Fall 1998, First-Time Full-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
19 & Below	435	17.4%	1375	55.1%	686	27.5%	2496
20 - 22 yrs	47	14.2%	244	73.5%	41	12.3%	332
23 - 30 yrs	18	13.6%	98	74.2%	16	12.1%	132
31 & Above	11	16.9%	39	60.0%	15	23.1%	65
Total	511	16.9%	1756	58.0%	758	25.1%	3025

$$\chi^2 (6, N = 3025) = 62.320, p < .001.$$

An investigation of graduation and persistence rates by age category revealed significant differences within the full-time cohort. Students age 19 and below graduated in higher proportion (27.5%) than those 20-22 years and 22-30 years of age (12.3% and 12.1%, respectively). Significant age-related differences in persistence were also found. Students age 20-22 years and 22-30 years dropped out in higher proportion (73.5% and 74.2%, respectively) than younger students. See Table 4.



Table 5. Graduation & Persistence by Developmental Placement, Fall 1998, First-Time Full-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
Developmental	187	21.2%	572	64.7%	125	14.1%	884
Non-Developmental	324	15.1%	1184	55.3%	633	29.6%	2141
Total	511	16.9%	1756	58.0%	758	25.1%	3025

$$\chi^2 (2, N = 3025) = 82.370, p < .001.$$

An examination of graduation and persistence rates by developmental placement for first-time full-time students revealed that a significantly higher proportion of non-developmental students graduated than did developmental students (29.6% of non-developmental vs. 14.1% of developmental). At the same time, higher proportions of developmental students than non-developmental students dropped out (64.7% of developmental vs. 55.3% of non-developmental) or remain enrolled (21.2% of developmental vs. 15.1% of non-developmental). See Table 5.

Table 6. Graduation & Persistence by Number of Developmental Courses Required, Fall 1998, First-Time Full-Time Students.

		Attending		Not Attending		Graduate		Total
		Count	Row %	Count	Row %	Count	Row %	Count
NUMBER OF DEVELOPMENTAL COURSES REQUIRED	0	188	13.9%	708	52.3%	459	33.9%	1355
	1	107	17.1%	369	59.0%	149	23.8%	625
	2	75	18.1%	259	62.6%	80	19.3%	414
	3	54	21.6%	164	65.6%	32	12.8%	250
	4	45	23.1%	129	66.2%	21	10.8%	195
	5	33	24.4%	87	64.4%	15	11.1%	135
	6	9	17.6%	40	78.4%	2	3.9%	51
Total		511	16.9%	1756	58.0%	758	25.1%	3025

$\chi^2 (12, N = 3025) = 136.917, p < .001.$

The number of developmental courses required of students in the full-time cohort was analyzed and found to be significantly related to graduation and persistence rates. Not surprisingly, students requiring no developmental courses graduated in the highest proportion (33.9%), higher than among those who required any number of developmental courses. Significant linear trends were shown (Mantel-Haenszel  $\chi^2 (1, N = 3025) = 67.520, p < .001$ ). Graduation decreased linearly, as a greater number of developmental courses were required. Attrition rates showed the reverse trend, with students requiring no developmental courses dropping out in the lowest proportion (52.3%), lower than among those who required any number of developmental courses. A linear increase was seen, as greater proportions of those students requiring a greater number of developmental courses were lost to attrition. See Table 6 and Figure 1a & b.

Figure 1a & b. Graduation & Persistence by Number of Developmental Courses Required, Fall 1998, First-Time Full-Time Students.

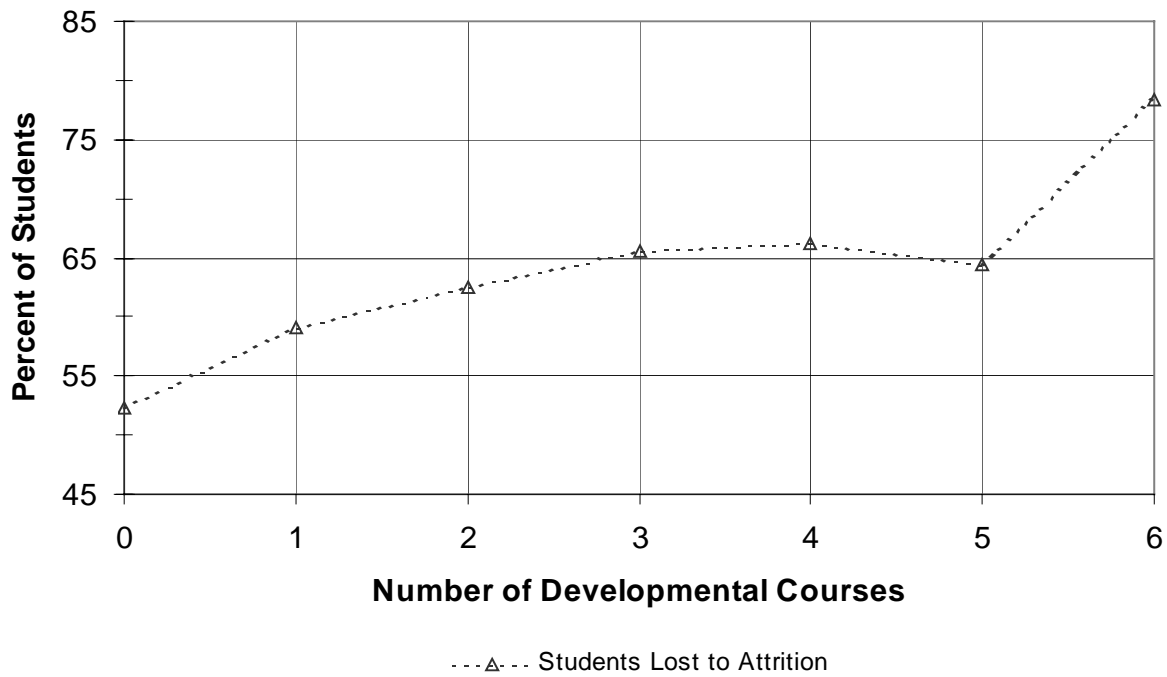
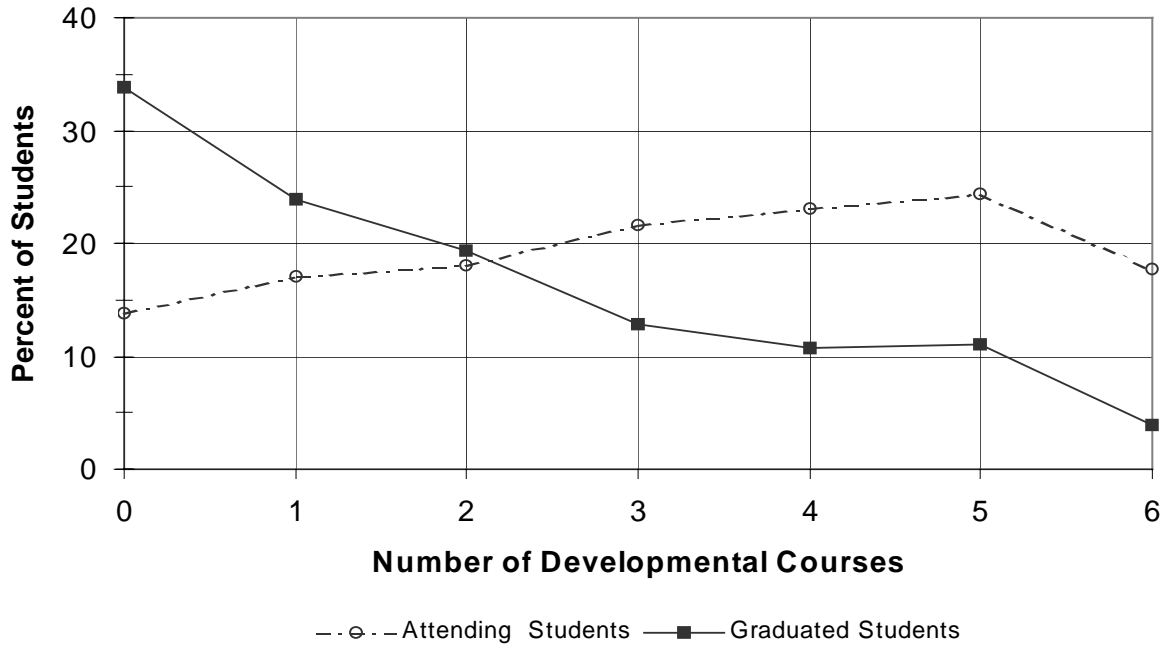


Table 7. Graduation & Persistence by Career and Transfer Program, Fall 1998, First-Time Full-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
Transfer Program	398	17.3%	1320	57.4%	582	25.3%	2300
Career Program	110	16.0%	409	59.6%	167	24.3%	686
Certificate/Other	3	7.7%	27	69.2%	9	23.1%	39
Total	511	16.9%	1756	58.0%	758	25.1%	3025

$$\chi^2 (2, N = 3025) = 4.044, p = .4.$$

An analysis of the graduation, attrition, and persistence rates for Career and Transfer program students revealed no significant differences in the rates for the two programs. There were too few students enrolled in Certificate (or other) programs to be included in the analysis for continued enrollment. See Table 7.

### First-time Part-time Matriculated Students 1996

Table 8. Graduation & Persistence by Gender, Fall 1996, First-Time Part-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	
Male	29	6.5%	380	84.6%	40	8.9%	449
Female	42	8.3%	395	78.4%	67	13.3%	504
Total	71	7.5%	775	81.3%	107	11.2%	953

$$\chi^2 (2, N = 953) = 6.331, p = .042.$$

An examination of graduation and persistence rates by gender revealed that a significantly higher proportion of female students than male students in the part-time cohort graduated (13.3% of females vs. 8.9% of males). At the same time, similar proportions of both male and female students within the part-time cohort remain enrolled (8.3% of females vs. 6.5% of males) or were lost to attrition (78.4% of females vs. 84.6% of males). See Table 8.

Table 9. Graduation & Persistence by Ethnic Background, Fall 1996, First-Time Part-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
White non-Hispanic	61	7.9%	624	80.8%	87	11.3%	772
Black non-Hispanic	5	6.8%	61	83.6%	7	9.6%	73
Hispanic	4	4.1%	82	83.7%	12	12.2%	98
Asian or Pacific Islander	0	.0%	6	85.7%	1	14.3%	7
American Indian or Native Alaskan	1	33.3%	2	66.7%	0	.0%	3
Total	71	7.5%	775	81.3%	107	11.2%	953

$\chi^2 (8, N = 953) = 5.850, p = .664.$

There were no significant differences in attrition rates across ethnic groups. There were too few American Indian/Alaskan students in all three categories to be included in the analyses. See Table 9.

Table 10. Graduation & Persistence by Campus, Fall 1996, First-Time Part-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
Ammerman	39	7.8%	397	79.7%	62	12.4%	498
Eastern	6	5.6%	90	84.1%	11	10.3%	107
Western	26	7.5%	288	82.8%	34	9.8%	348
Total	71	7.5%	775	81.3%	107	11.2%	953

$$\chi^2 (4, N = 953) = 2.340, p = .674.$$

An analysis of graduation and persistence rates across the three SCCC campuses shows no significant differences in campus graduation or persistence rates among students in the first-time part-time cohort. See Table 10.

Table 11. Graduation & Persistence by Age, Fall 1996, First-Time Part-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
19 & Below	37	9.2%	326	81.1%	39	9.7%	402
20 - 22 yrs	14	7.1%	173	87.8%	10	5.1%	197
23 - 30 yrs	6	3.5%	143	82.7%	24	13.9%	173
31 & Above	14	7.7%	133	73.5%	34	18.8%	181
Total	71	7.5%	775	81.3%	107	11.2%	953

$\chi^2 (6, N = 953) = 25.581, p < .001.$

An investigation of graduation and persistence rates by age category revealed significant differences within the part-time cohort. Students age 31 and above graduated in higher proportion (18.8%) than those age 19 and below and 22-30 years of age (9.7% and 13.9%, respectively), while those 20-22 years of age graduated in lower proportion (5.1%). No significant age-related differences in persistence were found. See Table 11.



Table 12. Graduation & Persistence by Developmental Placement, Fall 1996, First-Time Part-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
Developmental	29	8.4%	297	86.1%	19	5.5%	345
Non-Developmental	42	6.9%	478	78.6%	88	14.5%	608
Total	71	7.5%	775	81.3%	107	11.2%	953

$$\chi^2 (2, N = 953) = 17.933, p < .001.$$

An examination of graduation and persistence rates by developmental placement for first-time part-time students revealed that a significantly higher proportion of non-developmental students than developmental students graduated (14.5% of non-developmental vs. 5.5% of developmental). At the same time, there were no significant differences in the proportions of developmental students and non-developmental students that dropped out or remain enrolled. See Table 12.

Table 13. Graduation & Persistence by Number of Developmental Courses Required, Fall 1996, First-Time Part-Time Students.

		Attending		Not Attending		Graduate		Total
		Count	Row %	Count	Row %	Count	Row %	Count
NUMBER OF DEVELOPMENTAL COURSES REQUIRED	0	25	6.4%	310	79.1%	57	14.5%	392
	1	12	9.0%	99	74.4%	22	16.5%	133
	2	9	6.5%	113	81.9%	16	11.6%	138
	3	11	9.9%	95	85.6%	5	4.5%	111
	4	7	10.3%	58	85.3%	3	4.4%	68
	5	4	5.3%	69	92.0%	2	2.7%	75
	6	3	8.3%	31	86.1%	2	5.6%	36
Total		71	7.5%	775	81.3%	107	11.2%	953

$$\chi^2 (12, N = 953) = 26.294, p = .010.$$

The number of developmental courses required of students in the full-time cohort was analyzed and found to be significantly related to graduation rates. Not surprisingly, students requiring no developmental courses or one developmental course graduated in the highest proportion (14.5% and 16.5%). A significant linear trend was shown (Mantel-Haenszel  $\chi^2 (1, N = 953) = 16.394, p < .001$ ). Graduation decreased linearly, as a greater number of developmental courses were required. No significant differences in persistence rates were found. See Table 13 and Figure 2a & b.

Figure 2a & b. Graduation & Persistence by Number of Developmental Courses Required, Fall 1996, First-Time Part-Time Students.

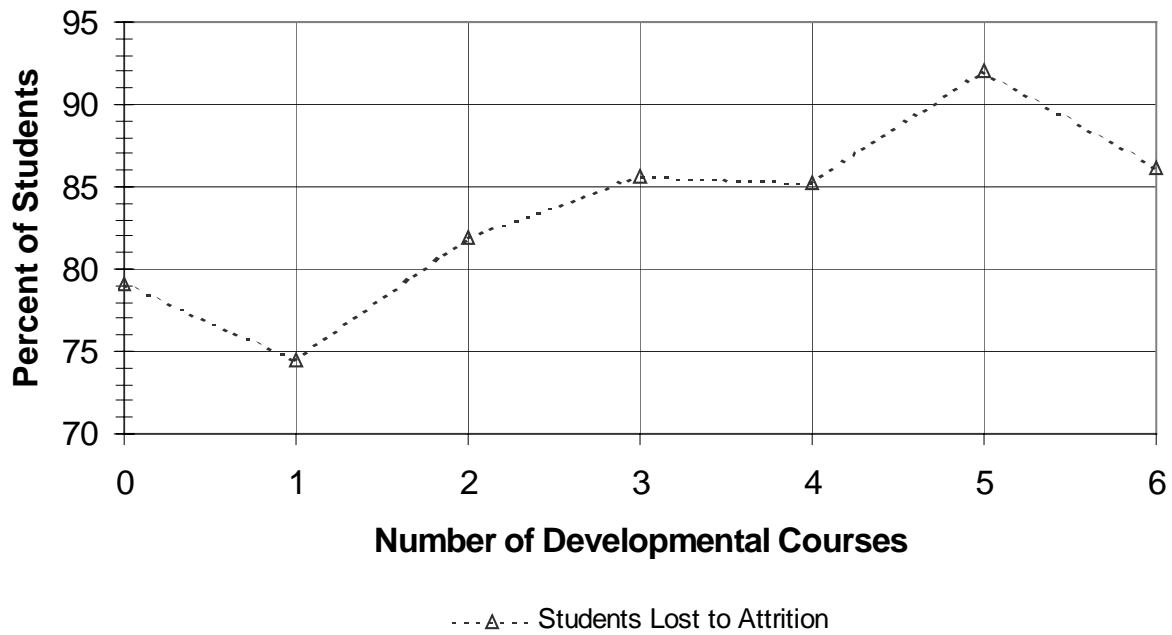
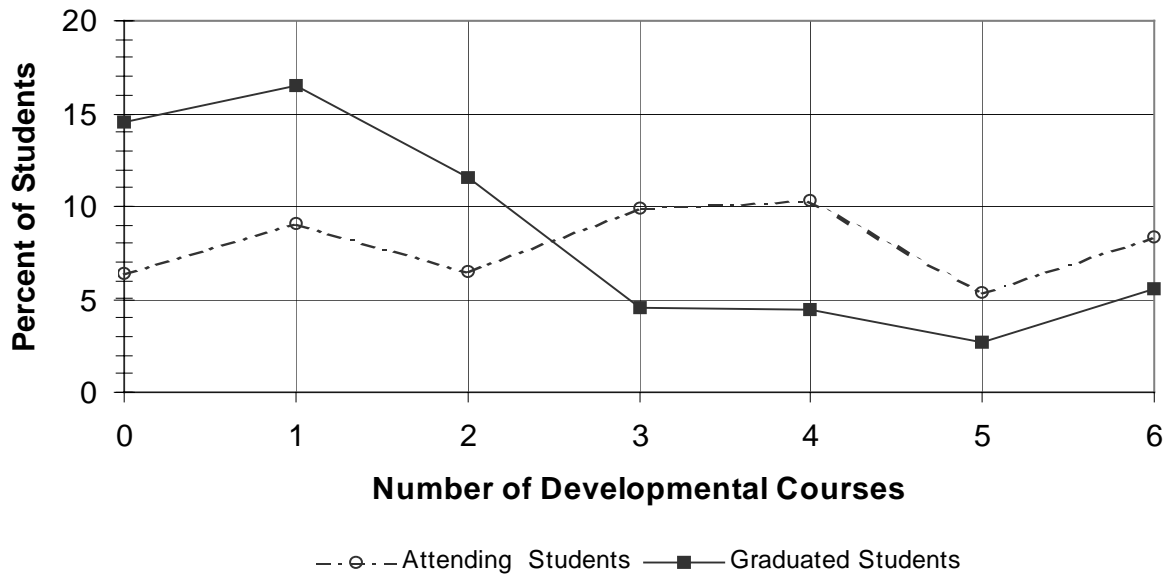




Table 14. Graduation & Persistence by Career and Transfer Program, Fall 1996, First-Time Part-Time Students.

	Attending		Not Attending		Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count
Transfer Program	52	7.0%	613	82.6%	77	10.4%	742
Career Program	19	10.1%	142	75.1%	28	14.8%	189
Certificate/Other	0	.0%	20	90.9%	2	9.1%	22
Total	71	7.5%	775	81.3%	107	11.2%	953

$$\chi^2 (4, N = 953) = 7.577, p = .108.$$

An analysis of the graduation and persistence rates for Career and Transfer program students revealed no significant differences in the rates for the two programs. There were too few students enrolled in Certificate (or other) programs to be included in the analysis for continued enrollment. See Table 14.

## Results

### Years to Graduate 1991-2001 – Fall 1991 First-Time Full-Time and Part-Time Students

See Table 15 and Figure 3.

Table 15. Years to Graduate, Fall 1991, First-Time Full-Time and Part-Time Students, Status as of Fall 2001.

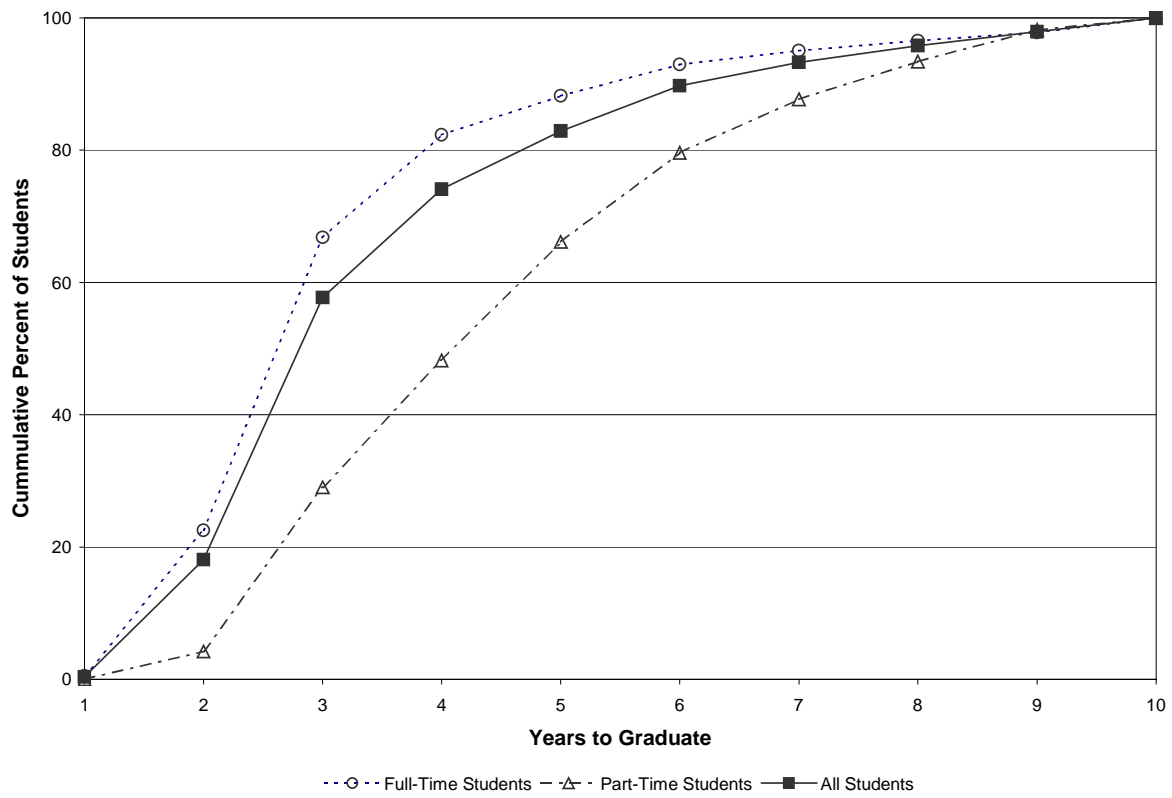
		Full-Time		Part-Time		Table Total	
		Count	Col %	Count	Col %	Count	Col %
YEARS TO GRADUATE	1	5	.5%	0	.0%	5	.4%
	2	232	22.1%	14	4.2%	246	17.7%
	3	466	44.3%	83	24.9%	549	39.6%
	4	163	15.5%	64	19.2%	227	16.4%
	5	62	5.9%	60	18.0%	122	8.8%
	6	50	4.8%	45	13.5%	95	6.9%
	7	22	2.1%	27	8.1%	49	3.5%
	8	16	1.5%	19	5.7%	35	2.5%
	9	13	1.2%	16	4.8%	29	2.1%
	10	23	2.2%	6	1.8%	29	2.1%
Table Total		1056	100.0%	334	100.0%	1390	100.0%

The 1991 cohort consists of 1390 first-time full-time and part-time students who graduated as of the Fall 2001 (1056 full-time, 334 part-time). Of the students who graduated in those 10 years, 549 (57.7%) graduated within three years. The cumulative proportion of graduates increased steadily from the fourth through the tenth years (74.1% graduated within four years, 82.9% within five years, and 89.8% within six years).

Full-time students represent 76% (1056 of the 1390) of the students in this cohort who graduated within 10 years. Full-time students ideally graduate in two years, and 22.6% (237) of the full-time students in this cohort who graduated, did so within this period. At the end of three years a majority of the full-time students (66.9%) had graduated, by the end of four years 82.4% had graduated, and after six years 93.1% had graduated.

Part-time students represent the additional 24% (334 of the 1390) of graduated students in this Fall '91 cohort. Part-time students would be expected to, and did, show a similar but delayed pattern of results. A majority of the part-time students graduated within five years (66.3%). At the end of six years 79.8% had graduated, and after seven years 87.9% had graduated. The proportion of graduated part-time students from this cohort increased a little more dramatically than that of the full-time students over years eight and nine (93.6% in eight years, 98.4% in nine years). The final 1.8% of the part-time students in this cohort graduated in the tenth year.

Figure 3. Years to Graduate.





## Results

### Persistence by Gender – Fall 1991 to Spring 2001 – First Time Full-Time Students

Table 16. Fall to Spring Persistence by Gender, Fall 1991 to Fall 2000 First-Time Full-Time Students, Status as of Spring 1992 to Spring 2001.

ENROLLED IN - ATTENDING	ENROLLED			ATTENDING			
	TOTAL	FEMALE	MALE	FEMALE		MALE	
	Count	Count	Count	Count	%	Count	%
FALL 1991 - SPRING 1992	2712	1460	1252	1240	84.9	1039	83
FALL 1992 - SPRING 1993	2935	1532	1403	1296	84.6	1094	78
FALL 1993 - SPRING 1994	3026	1589	1437	1346	84.7	1172	81.6
FALL 1994 - SPRING 1995	3052	1540	1512	1288	83.6	1203	79.6
FALL 1995 - SPRING 1996	2835	1452	1383	1240	85.4	1133	81.9
FALL 1996 - SPRING 1997	2891	1477	1414	1235	83.6	1113	78.7
FALL 1997 - SPRING 1998	2940	1512	1428	1267	83.8	1151	80.6
FALL 1998 - SPRING 1999	3025	1628	1397	1365	83.8	1090	78
FALL 1999 - SPRING 2000	2923	1556	1367	1287	82.7	1120	82
FALL 2000 - SPRING 2001	2746	1453	1293	1232	84.8	1015	78.5
				Avg.	84.2	Avg.	80.2
				SD	.82	SD	1.86

An analysis was conducted on Fall to Spring semester to semester persistence over 10 years. The average persistence rate from the Fall to the Spring semester was 82%. The group that persisted was on average 54% female and 47% male.

Persistence rates among females ranged from 82.7% to 85.4%, and averaged 84.2% (SD = .82).

Male persistence rates ranged from 78.0% to 83.0%, and averaged 80.2% (SD = 1.86). In general females showed greater persistence than males, with less variation over time than males. See Table 16 and Figure 4.

Figure 4. Fall to Spring Persistence by Gender.

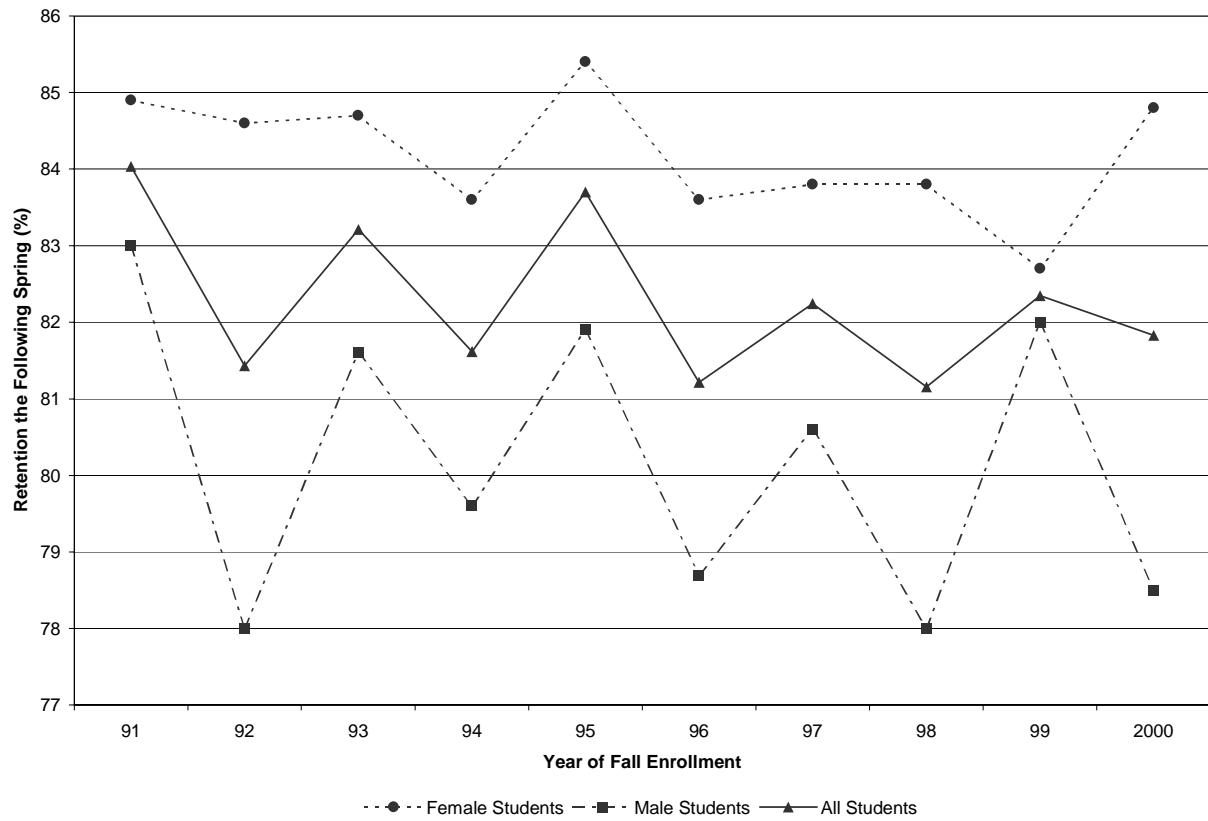


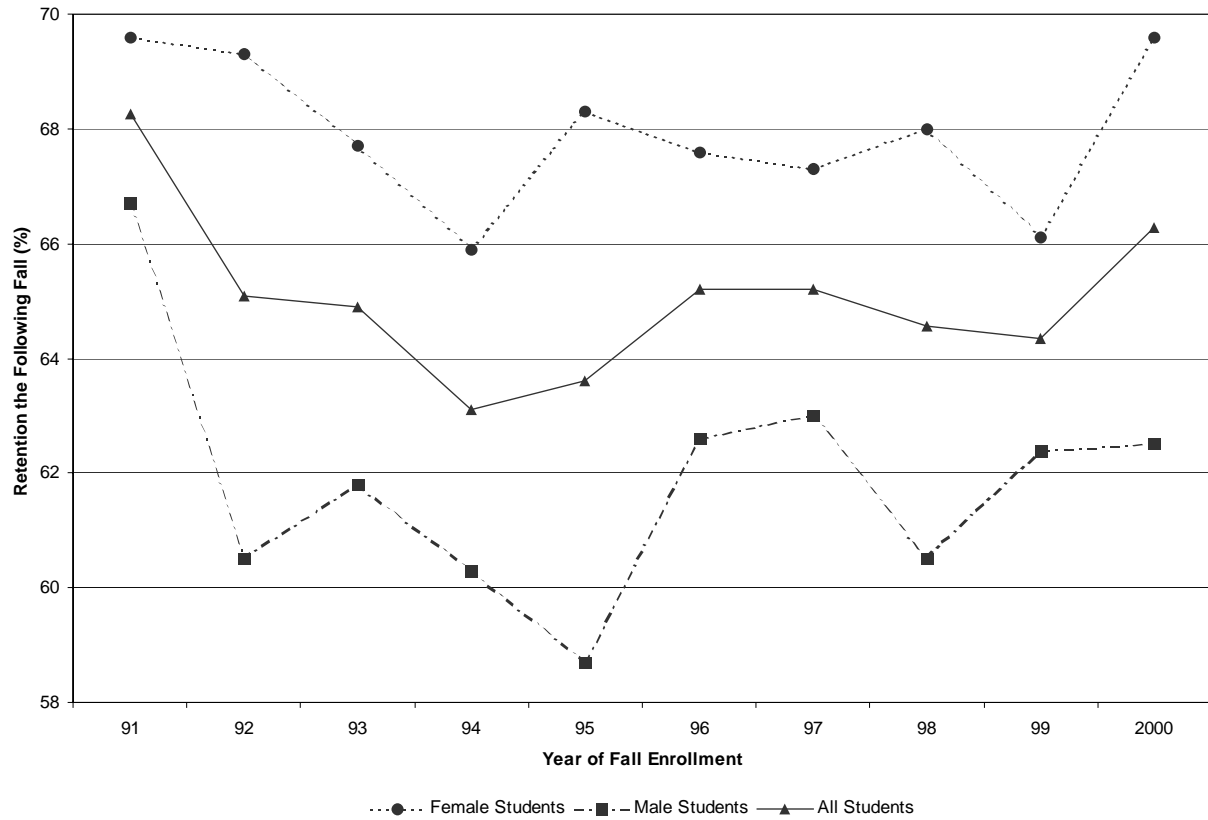
Table 17. Fall to Fall Persistence by Gender, Fall 1991 to Fall 2000 First-Time Full-Time Students, Status as of Fall 1992 to Fall 2001.

ENROLLED IN - ATTENDING	ENROLLED			ATTENDING			
	TOTAL	FEMALE	MALE	FEMALE		MALE	
	Count	Count	Count	Count	%	Count	%
FALL 1991 - FALL 1992	2712	1460	1252	1016	69.6	835	66.7
FALL 1992 - FALL 1993	2935	1532	1403	1061	69.3	849	60.5
FALL 1993 - FALL 1994	3026	1589	1437	1076	67.7	888	61.8
FALL 1994 - FALL 1995	3052	1540	1512	1015	65.9	911	60.3
FALL 1995 - FALL 1996	2835	1452	1383	991	68.3	812	58.7
FALL 1996 - FALL 1997	2891	1478	1413	1000	67.6	885	62.6
FALL 1997 - FALL 1998	2940	1512	1428	1018	67.3	899	63
FALL 1998 - FALL 1999	3025	1628	1397	1108	68	845	60.5
FALL 1999 - FALL 2000	2923	1556	1367	1028	66.1	853	62.4
FALL 2000 - FALL 2001	2746	1453	1293	1012	69.6	808	62.5
				Avg.	67.9	Avg.	61.9
				SD	1.32	SD	2.16

Fall to Fall annual persistence was also examined over 10 years. The average persistence rate from year to year was 65%. The group which persisted was on average 55% female and 45% male.

Persistence rates among females ranged from 65.7% to 69.6%, and averaged 67.9% (SD = 1.32). Male persistence rates ranged from 58.7% to 66.7%, and averaged 61.9% (SD = 2.16). As was seen with Fall to Spring persistence, Fall to Fall persistence among females was higher than among males, with less variation over time than for among males. Variation in both male and female persistence was greater in year to year persistence than in semester to semester persistence. See Table 17 and Figure 5.

Figure 5. Fall to Fall Persistence by Gender.



## Results

### Percentage of Entering Students Graduating After a Specified Number of Years

See Table 18 and Figure 6.

Table 18. Percentage of Entering Students Graduating After a Specified Number of Years,

Fall 1991-Fall 1999 First-Time Full-Time Students.

Entering Class	Years to Graduate								
	2	3	4	5	6	7	8	9	10+
1991	8.7	25.9	31.9	34.2	36.1	36.9	37.5	37.9	38.8
1992	8.4	24.2	30.0	32.7	34.4	35.3	35.8	36.6	
1993	7.2	21.5	28.0	30.8	32.2	33.3	34.5		
1994	7.8	23.0	29.2	31.7	32.9	34.0			
1995	7.0	21.6	27.8	30.4	32.3				
1996	7.2	23.1	29.2	32.6					
1997	6.3	20.5	27.8						
1998	6.0	22.6							
1999	6.8								
Average	8.5	24.7	30.8	33.6	35.3	36.6	37.7	38.7	40.3

An examination of the cumulative percent of students who graduated at various intervals over a 10-year period was conducted for the first-time full-time students entering SCCC from 1991 through 1999. Across the 10 years since 1991, an average of 8.5% of students graduated in two years. After a third year, the cumulative average increased from 8.5% to 24.7%, after 4 years the average cumulative graduation increased to 30.8%, and to 40.3% at the end of 10 years.

The students in the entering class of 1991 had the highest two-year graduation rate (8.7%). The entering class of 1998 had the lowest two-year graduation rate (6.0%). The highest three-year



**Appendix A. Graduation and Persistence by Original Curriculum Fall 1998 First-Time Full-Time Students**

	Attending		Not Attending		Program Graduate		Other Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
100	13	23.2%	27	48.2%	5	8.9%	11	19.6%	56
101	11	11.3%	52	53.6%	18	18.6%	16	16.5%	97
102	1	16.7%	3	50.0%	0	.0%	2	33.3%	6
103	333	17.7%	1099	58.3%	367	19.5%	85	4.5%	1884
109	0	.0%	1	50.0%	1	50.0%	0	.0%	2
200	9	17.6%	31	60.8%	2	3.9%	9	17.6%	51
201	0	.0%	3	100.0%	0	.0%	0	.0%	3
203	6	12.0%	32	64.0%	7	14.0%	5	10.0%	50
204	3	11.5%	11	42.3%	9	34.6%	3	11.5%	26
205	6	31.6%	7	36.8%	3	15.8%	3	15.8%	19
206	2	11.1%	15	83.3%	0	.0%	1	5.6%	18
207	7	17.1%	20	48.8%	11	26.8%	3	7.3%	41
208	7	15.9%	17	38.6%	11	25.0%	9	20.5%	44
210	0	.0%	2	66.7%	0	.0%	1	33.3%	3
301	7	36.8%	9	47.4%	2	10.5%	1	5.3%	19
302	0	.0%	4	100.0%	0	.0%	0	.0%	4
306	3	15.0%	11	55.0%	6	30.0%	0	.0%	20
307	1	25.0%	1	25.0%	1	25.0%	1	25.0%	4
308	0	.0%	0	.0%	2	100.0%	0	.0%	2
309	0	.0%	2	50.0%	1	25.0%	1	25.0%	4
311	1	100.0%	0	.0%	0	.0%	0	.0%	1
312	15	14.6%	62	60.2%	23	22.3%	3	2.9%	103
313	0	.0%	14	70.0%	5	25.0%	1	5.0%	20
314	2	8.7%	17	73.9%	3	13.0%	1	4.3%	23
315	26	15.2%	109	63.7%	25	14.6%	11	6.4%	171
318	1	10.0%	8	80.0%	1	10.0%	0	.0%	10
319	1	20.0%	2	40.0%	1	20.0%	1	20.0%	5
320	0	.0%	1	100.0%	0	.0%	0	.0%	1
325	1	14.3%	5	71.4%	1	14.3%	0	.0%	7
326	4	25.0%	7	43.8%	4	25.0%	1	6.3%	16
329	1	12.5%	4	50.0%	3	37.5%	0	.0%	8
330	12	19.0%	24	38.1%	15	23.8%	12	19.0%	63
333	2	20.0%	7	70.0%	1	10.0%	0	.0%	10
334	6	31.6%	10	52.6%	3	15.8%	0	.0%	19
335	3	12.0%	16	64.0%	2	8.0%	4	16.0%	25
342	5	26.3%	11	57.9%	2	10.5%	1	5.3%	19

	Attending		Not Attending		Program Graduate		Other Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
343	1	7.7%	9	69.2%	2	15.4%	1	7.7%	13
346	5	22.7%	15	68.2%	2	9.1%	0	.0%	22
348	0	.0%	0	.0%	1	100.0%	0	.0%	1
365	6	15.0%	26	65.0%	5	12.5%	3	7.5%	40
366	3	30.0%	5	50.0%	1	10.0%	1	10.0%	10
367	0	.0%	6	66.7%	1	11.1%	2	22.2%	9
369	2	10.5%	12	63.2%	5	26.3%	0	.0%	19
370	0	.0%	4	80.0%	1	20.0%	0	.0%	5
371	1	100.0%	0	.0%	0	.0%	0	.0%	1
388	0	.0%	4	66.7%	2	33.3%	0	.0%	6
389	0	.0%	1	50.0%	1	50.0%	0	.0%	2
390	1	25.0%	3	75.0%	0	.0%	0	.0%	4
402	0	.0%	3	75.0%	1	25.0%	0	.0%	4
405	0	.0%	1	100.0%	0	.0%	0	.0%	1
407	0	.0%	0	.0%	0	.0%	1	100.0%	1
410	2	12.5%	11	68.8%	2	12.5%	1	6.3%	16
413	1	16.7%	4	66.7%	0	.0%	1	16.7%	6
433	0	.0%	0	.0%	1	100.0%	0	.0%	1
435	0	.0%	1	100.0%	0	.0%	0	.0%	1
500	0	.0%	7	77.8%	0	.0%	2	22.2%	9
Total	511	16.9%	1756	58.0%	560	18.5%	198	6.5%	3025



**Appendix B. Graduation and Persistence by Original Curriculum Fall 1996 First-Time Part-Time Matriculated Students**

	Attending		Not Attending		Program Graduate		Other Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
100	0	.0%	8	80.0%	0	.0%	2	20.0%	10
101	0	.0%	6	100.0%	0	.0%	0	.0%	6
102	0	.0%	3	100.0%	0	.0%	0	.0%	3
103	49	7.2%	567	83.3%	25	3.7%	40	5.9%	681
109	0	.0%	1	100.0%	0	.0%	0	.0%	1
200	0	.0%	7	70.0%	0	.0%	3	30.0%	10
203	0	.0%	3	100.0%	0	.0%	0	.0%	3
204	1	16.7%	3	50.0%	2	33.3%	0	.0%	6
205	1	16.7%	4	66.7%	0	.0%	1	16.7%	6
206	0	.0%	1	100.0%	0	.0%	0	.0%	1
207	1	14.3%	4	57.1%	2	28.6%	0	.0%	7
208	0	.0%	4	66.7%	2	33.3%	0	.0%	6
210	0	.0%	2	100.0%	0	.0%	0	.0%	2
301	0	.0%	8	61.5%	0	.0%	5	38.5%	13
302	0	.0%	3	100.0%	0	.0%	0	.0%	3
306	0	.0%	3	75.0%	0	.0%	1	25.0%	4
309	0	.0%	0	.0%	0	.0%	1	100.0%	1
311	0	.0%	0	.0%	1	100.0%	0	.0%	1
312	7	29.2%	16	66.7%	1	4.2%	0	.0%	24
313	1	14.3%	6	85.7%	0	.0%	0	.0%	7
314	2	22.2%	6	66.7%	0	.0%	1	11.1%	9
315	6	11.3%	39	73.6%	5	9.4%	3	5.7%	53
316	0	.0%	1	100.0%	0	.0%	0	.0%	1
318	0	.0%	1	100.0%	0	.0%	0	.0%	1
319	0	.0%	3	75.0%	1	25.0%	0	.0%	4
320	0	.0%	1	100.0%	0	.0%	0	.0%	1
325	0	.0%	1	100.0%	0	.0%	0	.0%	1
326	0	.0%	4	100.0%	0	.0%	0	.0%	4
327	0	.0%	2	100.0%	0	.0%	0	.0%	2
329	0	.0%	0	.0%	1	100.0%	0	.0%	1
330	1	14.3%	6	85.7%	0	.0%	0	.0%	7
333	0	.0%	1	25.0%	2	50.0%	1	25.0%	4
334	0	.0%	6	100.0%	0	.0%	0	.0%	6
335	1	8.3%	10	83.3%	0	.0%	1	8.3%	12
342	0	.0%	5	71.4%	1	14.3%	1	14.3%	7
343	0	.0%	5	100.0%	0	.0%	0	.0%	5

	Attending		Not Attending		Program Graduate		Other Graduate		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
365	0	.0%	4	100.0%	0	.0%	0	.0%	4
366	0	.0%	2	100.0%	0	.0%	0	.0%	2
369	0	.0%	1	100.0%	0	.0%	0	.0%	1
370	0	.0%	1	100.0%	0	.0%	0	.0%	1
388	0	.0%	3	100.0%	0	.0%	0	.0%	3
389	0	.0%	1	50.0%	0	.0%	1	50.0%	2
390	1	20.0%	3	60.0%	1	20.0%	0	.0%	5
402	0	.0%	1	100.0%	0	.0%	0	.0%	1
406	0	.0%	1	100.0%	0	.0%	0	.0%	1
407	0	.0%	1	50.0%	0	.0%	1	50.0%	2
410	0	.0%	7	100.0%	0	.0%	0	.0%	7
413	0	.0%	2	100.0%	0	.0%	0	.0%	2
414	0	.0%	1	100.0%	0	.0%	0	.0%	1
418	0	.0%	1	100.0%	0	.0%	0	.0%	1
421	0	.0%	1	100.0%	0	.0%	0	.0%	1
431	0	.0%	1	100.0%	0	.0%	0	.0%	1
433	0	.0%	2	66.7%	1	33.3%	0	.0%	3
Total	71	7.5%	773	81.3%	45	4.7%	62	6.5%	951