

National Society for Leadership and Success Project #2

Social Research Lab at the
University of Northern Colorado

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Social Research Lab
UNIVERSITY OF NORTHERN COLORADO

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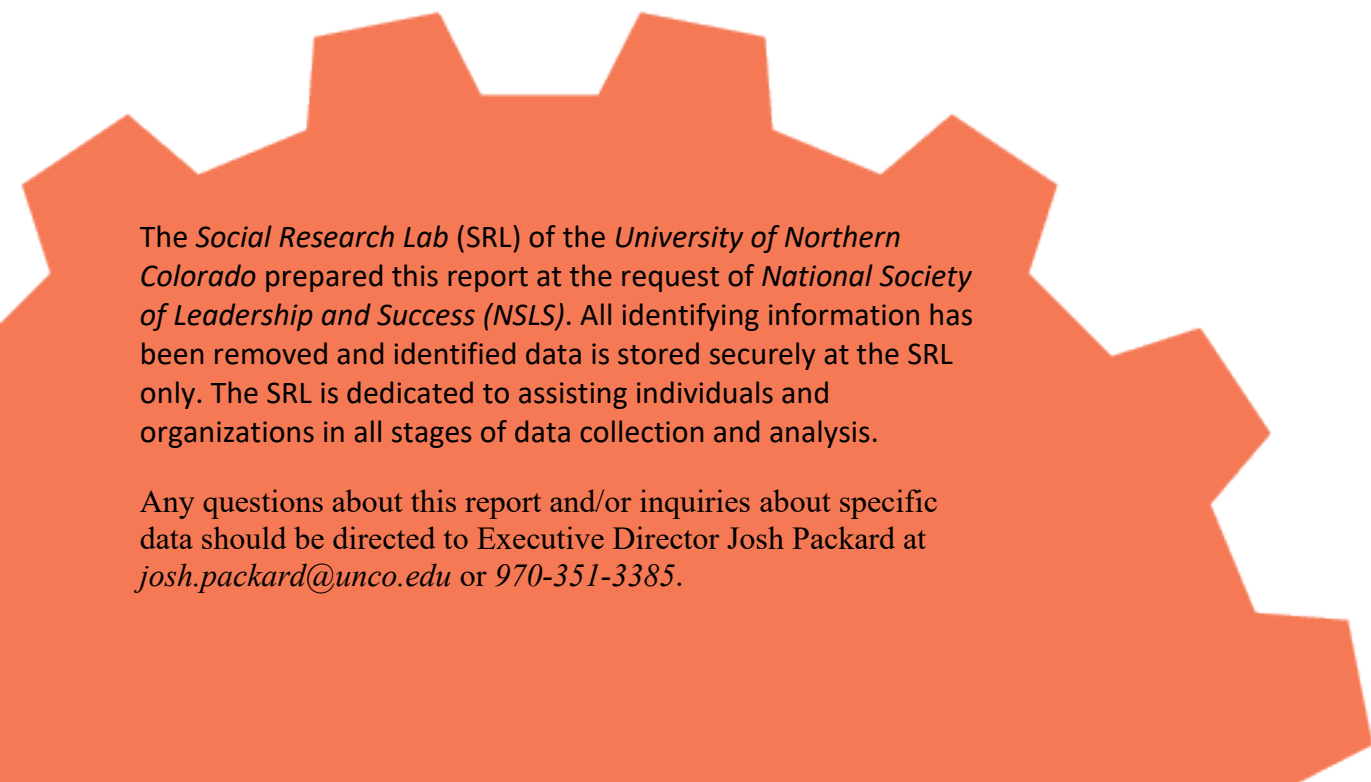
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The *Social Research Lab* (SRL) of the *University of Northern Colorado* prepared this report at the request of *National Society of Leadership and Success* (NSLS). All identifying information has been removed and identified data is stored securely at the SRL only. The SRL is dedicated to assisting individuals and organizations in all stages of data collection and analysis.

Any questions about this report and/or inquiries about specific data should be directed to Executive Director Josh Packard at josh.packard@unco.edu or 970-351-3385.

Executive Summary

Overview

The following report provides a summary of the findings from the data provided by the National Society for Leadership and Success (NSLS). This report is broken down into three primary sections: Executive Summary, Findings, and Appendices. The Findings section of this report is divided into 5 sub-sections based off of the objectives of the report.

This report is based off of data provided by National Society for Leadership and Success from four community colleges that provide students the ability to participate in NSLS and is intended to measure GPA as a measure of academic success.

How to Read this Report

The Findings section of this report summarizes all data collected from the National Society for Leadership and Success. Findings are organized based on the objectives defined by the client. The Appendices contains all of the tables and additional crosstabs. Tables referenced in the body of the analysis will be found in the appendix.

The tables in the Appendix present data that was re-coded into categories for ease of review and analysis. The total number of responses and mean (or mode when appropriate) for each statement are also provided for all tables. The *N* is the total number of responses and varies due to the number of respondents who answered the individual question.

Tables 1-6 provide the data for Davidson Community College. Tables 7-9 encompass the data from Isothermal Community College. Tables 10-13 contain the data for Rowan-Cabarrus Community College. Table 14 encompasses the aggregated data from Davidson, Rowan-Cabarrus,

and Isothermal Community Colleges. Tables 15-25 provide the data from the NSLS participants, and tables 26-33 show the data from students who were invited but did not participate in NSLS. Tables 34-36 show crosstabulation for various NSLS participant variables.

Data was imported from Excel into SPSS for analysis. GPA was collapsed into 7 categories, the categories being 0-0.9, 1-1.5, 1.6-2, 2.1-2.5, 2.3-3, 3.1-3.5, and 3.6-4. These categories allow for more precise analysis than traditional 1, 2, 3, or 4 scales of GPA.

Key Findings

Key findings from the surveys include:

- About half of students at Davidson Community College achieved a GPA of 3.6 or higher
- Students at Isothermal Community College had the lowest GPA mean
- Students at Rowan-Cabarrus Community College achieved a B average, but GPA fell during the last two semesters
- Students at all three community colleges have above a B average GPA
- NSLS participants complete more courses and are more likely to achieve a bachelor's degree than non-participants
- NSLS participants are more likely to start a master's or doctorate program than non-participants

Objectives

The following objectives were defined by the client and sent to the *Social Research Lab* during the development of the project scope. The recommendations and highlights are based on the objectives and the finding section is organized by the objectives, with a subsection for each objective.

Obj. 1	The National Society for Leadership and Success would like to assess the data given for Davidson Community College.
Obj. 2	The National Society for Leadership and Success would like to evaluate the data given for Isothermal Community College.
Obj. 3	The National Society for Leadership and Success would like to assess the data given for Rowan-Cabarrus Community College.
Obj. 4	The National Society for Leadership and Success would like to measure the aggregated data from Davidson, Isothermal, and Rowan-Cabarrus Community Colleges are slightly above a B.
Obj. 5	The National Society for Leadership and Success would like to compare the data between NSLS participants and non-participants.



Recommendations and Highlights

- 1** The data indicate that students enrolled in Davidson Community College's GPA fluctuated from semester to semester, and always averaged slightly above a B grade.
- 2** The data indicate that students enrolled in Isothermal Community College's GPA fluctuated slightly from semester to semester.
- 3** The data indicate that students enrolled in Rowan-Cabarrus Community College's GPA changed slightly from semester to semester but decreased slightly during the last two semesters.
- 4** The aggregated data indicated that overall, the GPA for Davidson, Isothermal, and Rowan-Cabarrus Community Colleges were slightly above a B average.
- 5** The data between participants and non-participants shows that NSLS participants that complete the program are more likely achieve higher levels of education than those who did not participate.

Findings

Objective 1: Davidson Community College Data

Table 1 gives the date of enrollment for NSLS participants, from 2010-2020. 10.5% of participants enrolled between 2010 and 2015, while 10.5% enrolled in 2016. The years that the most participants joined were 2017-2019, with 79% of participants being enrolled during those years. 2020 only saw 4.1% of enrollments. Although data was not collected in regard to Covid-19, it is possible that both NSLS enrollment and Davidson Community College enrollment may have been impacted. The single year that most participants enrolled during was 2018, with 32.6% of students joining during that year, in comparison to other years in table 1.

Table 2 provides the current status of NSLS participants. 10.9% did not register for the upcoming term, and 31.1% graduated. 44% registered for the upcoming term, and 14% transferred. The 45% rate of students either transferred or graduated suggests that this program is fairly successful at student retention. NSLS may want to collect more data to understand why 10.9% of students were not registered for the current term. Additionally, it will be beneficial to start compiling data in regard to Covid-19 and its impact on enrollment.

Tables 3-9 gives each semester's GPAs for Davidson Community College. Table 3 gives the GPA for semester 1. 1.3% of students had a GPA between 0 and 1.5. 4.2% of students had a GPA between 1.6 and 2.5. The 2.6-3 GPA category contained 20.3% of students, and the 3.1-3.5 category contained 23.9% of students. The category with the most students, 3.6-4, contained 50.3% of participants, suggesting a high level of overall GPA. The mean for this semester was 3.48. Table 3 indicates that

students in their first semester generally had strong GPAs.

Table 4 gives GPA for semester 2. This semester had a slightly lower mean of 3.37, suggesting that the average student GPA went down by .11%. The lowest three categories all saw increases in the number of students with these GPA categories. 0-1.5 had 3.1% of students, 1.6-2.5 had 9.2% of students, 2.6-3.5 had 37% of students, and 3.6-4 had 50.7% of students. While students had strong GPAs in the first semester, there was a slight decrease in the second semester, indicating no growth for grade point average.

In table 5, GPA semester 3 had a lower mean than the first two semesters: 3.19. 7.4% of students had a GPA from 0-1.5, 11.5% of students achieved a GPA from 1.6-2.5, 35.4% of students' GPAs were 2.6-3.5, and 45.7% of students' GPAs were between 3.6 and 4. Students in this semester were approximately 5% less likely to achieve a GPA from 3.6-4 than semesters 1 and 2. This shows no growth, and even a slight decrease in students GPA throughout semesters.

Table 6 contained GPAs from semester 4. This table's mean GPA was 3.36, compared to 3.19 from semester 3. 2.8% of students had a GPA from 0-1.5, 13% of students had a GPA from 1.6-2.5, 32.6% of student's GPA was between 2.6 and 2.5, and 51.6% achieved GPAs in the 3.6-4 range. The range 3.6-4 for semester 4 had the highest student percentage, showing growth from semester one to semester 4.

Overall, about half of the students at Davidson Community College achieved GPAs above 3.6. The third semester had the lowest mean GPA score, and the fourth semester had the highest mean GPA score for range 3.6-4. The difference between the first and third semester was .29 GPA points. While GPA's fluctuated throughout semester, students ultimately finished with strong GPA scores.

Objective 2: Isothermal Community College Data

Tables 7-9 contain the data provided by Isothermal Community College. Secondary data provided to us from Isothermal Community College was formatted differently than other colleges in this report. Due to different data reporting, the analysis for this objective varies because of limited information for GPA. GPA for Isothermal Community College was not separated by semester, so growth cannot be analyzed like it was for Davidson Community College above.

Table 7 provides the start term for students at Isothermal. 37.8% of students started in 2018, 47.4% started 2019, and 14.8% started in 2020. The semester that most students started in was Fall of 2019, with 34.6% of students starting this term. The start term with the least number of students is 2020 at 14.8%. Similar to Davidson Community College, the low start term rate for 2020 may have been impact by Covid-19. We recommend that data be compiled and analyzed in regard to enrollment and Covid-19.

Table 8 provides the term that students' GPA was taken. 31.7% of students' GPA was taken in 2018, 31.5% was taken in 2019, 36.8% was taken in 2020, and 7.5% was taken in 2021. Fall of 2019 and Fall of 2018 were when the majority of students' GPAs were taken; both of these contained 13.1% for student's term. This indicates higher enrollment for Fall of 2018 and Fall of 2019.

Table 9 contains students at Isothermal Community College's GPAs. 22.5% of students had a GPA between 0 and 1.5. 13.1% of students had a GPA between 1.6 and 2.5. The 2.6-3 GPA category contained 15.4% of students, and the 3.1-3.5 category contained 12.6% of students. The category with the most students, 3.6-4, contained 36.4% of participants, suggesting a high level of overall GPA. The mean the students

at Isothermal Community College was 2.64, which is lower than the GPA mean for Davidson Community College and Rowan-Cabarrus.

Overall, Isothermal Community College's GPA is below both Davidson and Rowan-Cabarrus, though this could be due to the fact that this is the GPA for all the students and was not broken down by semester. The average was a "C" for these students.

Objective 3: Rowan-Cabarrus Community College Data

Tables 10-13 contain the GPA data for Rowan-Cabarrus Community College. This data ranges from Fall of 2018 to Spring of 2020. Table 10 gives the GPA for Fall of 2018. 49.3% of students were not enrolled in this term. 3.1% of students had a GPA between 0 and 1.5. 5.4% of students had a GPA between 1.6 and 2.5. The 2.6-3 GPA category contained 7.6% of students, and the 3.1-3.5 category contained 7.8% of students. The category with the most students, 3.6-4, contained 26.7% of participants, suggesting a high level of overall GPA. 34.5% of students for the Fall 2018 semester had a GPA of 3.1 or above. The mean for this semester was 3.33.

Table 11 contains the GPA for Spring 2019. 50% of all total students were not enrolled in this term. 3% of students received a GPA between 0-1.5, 3.2% achieved a GPA between 1.6-2.5, 15.7% earned a GPA between 2.6 and 3.5, and 28.1% earned between 3.6-4. The majority of students in this term, like the other terms, achieved GPAs between 3.6-4. 35.6% of students for the Spring 2019 semester had a GPA of 3.1 or above. Students had a slightly higher GPA at 3.1 or above this semester than Fall 2018 at 1.1%. This indicates a slight increase between semesters. 3.34 was the mean for this table.

Table 12 shows the GPA for Fall 2019. 3.2% of students had a GPA between 0 and 1.5. 5% of students had a GPA between 1.6 and 2.5. The 2.6-3 GPA category contained 10.3% of students, and the 3.1-3.5 category contained 7.2% of students. The category with the most students, 3.6-4, contained 23.6% of participants, suggesting a high level of overall GPA. Students that had above a 3.1 GPA for this semester was at 30.8%. This is lower than both Fall 2018 and Spring 2019. 50.7% of students were not registered for this term. The mean for this semester was 3.25.

Table 13 shows the GPA for students in Spring of 2020. 54.9% of students were not enrolled during this semester. This is the highest level of students not enrolled since 2018. Similar to the colleges discussed earlier in this report, it may be beneficial for Rowan-Cabarrus Community College to compile data regarding enrollment and Covid-19 impacts to see if a correlation exists. 3.6% of students received a GPA between 0-1.5, 3.4% achieved a GPA between 1.6-2.5, 14.6% earned a GPA between 2.6 and 3.5, and 23.5% earned between 3.6-4. This shows that for the students enrolled in the term, the majority received over 3.6 GPA. Although a majority of students earned between a 3.6-4 for Spring of 2020, students that earned a 3.1 or above is lower than the other semesters at 28.5%. This shows a slight decrease from semesters before. The mean for this table was 3.23.

Overall, mean GPA scores were all above a “B” average for students at Rowan-Cabarrus Community College. These means ranged from 3.23-3.34, but slightly decreased in the last two semesters, suggesting students may need additional support during this time.

Objective 4: Aggregated Data from Community Colleges

When reviewing the data tables in the Appendix section of the report, there is evident variance between how the colleges compiled and shared data for students involved in NSLS. Due to this variance, the only common data provided from all three community colleges was GPA. This is the only data that was able to be aggregated and compiled between colleges for NSLS enrolled students.

Rowan-Cabarrus was the only college to have “Not Enrolled in Term” as a category for GPA, so this was excluded, and the variable was re-coded for ease of aggregation. Since Isothermal Community College only gave one GPA data point, all the GPAs for all three colleges were combined into one table.

Table 14 shows the aggregated data. Students from Davidson, Isothermal, And Rowan-Cabarrus Community colleges achieved a mean GPA of 3.27. 16.1% of students received a GPA between 0-1.5, 11.5% achieved a GPA between 1.6-2.5, and 30.7% of students achieved a GPA between 2.6-3.5. The GPA category of 3.6-4 had the most students, with 41.8%.

Table 14 highlights that more than half of students (56.3%) at all colleges combined had a 3.1 GPA or above for those enrolled at NSLS. This indicates a strong GPA for students who participate in NSLS through their community colleges. While the combined data indicates that many students have a B average GPA, Davidson Community College has the strongest GPA scores out of the three community colleges. This indicates that while students that are in NSLS overall are doing well in terms of GPA, there are differences of success pertaining to the different colleges. Since data does not extend more than GPA and term status, it is possible that

differentiating GPA's between colleges may have different factors outside of NSLS.

Overall, this data suggests that mean GPA scores for all three colleges combined are above a “B” average.

Objective 5: Comparing participants and non-participants

Tables 15-25 shows the data for NSLS participants, and tables 26-33 will show the data for NSLS non-participants. This data includes the program level, how many courses completed, what kinds of credits completed, if participants have withdrawn or completed the program, and GPA change. Each paragraph will compare the corresponding tables to compare between NSLS participants and those who were invited but did not participate in NSLS.

Table 26 contains the program level for NSLS non-participants. 14% of students had achieved an associate degree. The most common program level was a bachelor's degree, with 59% having achieved one. 23% of students achieved a master's degree, and 3% achieved a doctorate. Only 1% did not have a degree. Table 15 shows the same data for NSLS participants. 14% had associates, and 50% had a bachelors. 31% had a master's degree, compared to only 23% of non-participants, and 4% had a doctoral degree. The amount of non-degree holders was the same at 1%. This indicates that NSLS students were able to obtain a master's degree more often than students that did not participate in NSLS.

Table 16 contains the data for if the program was completed for NSLS participants. 77% of students had participated in their programs, compared to 45.5% of non-participants (data in Table 28). Only 13.4% of NSLS participants withdrew from their program (Table 17), compared to 18% of non-participants (Table 29). Table 18 shows that 62% of NSLS participants completed their bachelor's, and table 30 shows that only 42% of non-participants finished a bachelor's. NSLS participants also completed more courses on average than non-participants; the mean number of courses completed by NSLS

participants was 17.71 (Table 24), while for non-participants this number was 15.85 (Table 27).

NSLS participants were also more likely to gain an advanced degree. 35% had started a master's (Table 19) and 3.4% had started a doctorate (Table 20). For students who did not participate in NSLS, only 28% started a master's (Table 31) and 3% had started a doctorate (Table 32). Table 25 shows GPA change for NSLS participants. 10% of students had negative growth, and 73.9% of students had 0 growth. 12.8% of students had between .1 and 25% growth. 2.7% of students saw GPA growth from 2.51-100, and 0.6% of students saw GPA growth over 100%. The mean GPA increase was 2.5%.

Table 33 shows GPA change for non-NSLS participants. 21% of non-participants' GPAs lowered and 34.3 saw no growth. 33.9% saw growth from between .1-25%. The percentage of students who grew their GPA between 25.1% and 100% was at 8.1%. 2.7% of students grew their GPA over 100%. The mean growth for students who did not participate in NSLS was 9.76. Though this result is surprising, students who are inclined to join academic societies may already have higher GPAs than those who are not interested.

Tables 34, 35, and 36 are crosstabulations that show NSLS participants' GPA changes with other variables. Table 34 shows GPA change and if a student completed the program. For students that had negative GPA growth, 70% did not complete their program. 7.7% of students that had no GPA change did not complete their program. 22.6% of students with a GPA change over 100% did not complete their program.

Table 35 shows GPA change and bachelor's completed. 63.2% of students that had negative GPA change did not complete a bachelor's. 29.6% of students that had 0 change did not complete their bachelor's, and 90.1% of students with above a 100% GPA change did not complete their bachelor's. Table 36 shows GPA change

with the students that started a master's. 27.5% of students with negative growth started a master's, and 41% that had no GPA growth started a master's. Out of students that have above 100% GPA change, 1% started a master's degree.

Overall, NSLS participants achieved bachelor's degrees, master's, and doctoral degrees at higher levels than non-NSLS participants. NSLS participants also completed more courses on average.



Appendices

Tables

Table 1: Date of Enrollment Davidson	Frequency (N)	Percentage of N
2010	1	0.3%
2011	1	0.3%
2012	1	0.3%
2014	19	4.8%
2015	19	4.8%
2016	41	10.5%
2017	71	18.2%
2018	127	32.6%
2019	94	24.1%
2020	16	4.1%
N=392, Mode=2018		

Table 2: Current Status Davidson	Frequency (N)	Percentage of N
Did not register for the upcoming term	42	10.9%
Graduated	121	31.1%
Registered for the upcoming term	172	44.0%
Transferred	55	14.0%
N=392		

Table 3: GPA Semester 1 Davidson	Frequency (N)	Percentage of N
0-0.9	2	0.5%
1-1.5	3	0.8%
1.6-2	9	2.4%
2.1-2.5	7	1.8%
2.6-3	77	20.3%
3.1-3.5	91	23.9%
3.6-4	191	50.3%
N=392, Mean=3.48		

Table 4: GPA Semester 2 Davidson	Frequency (N)	Percentage of N
0-0.9	6	1.7%
1-1.5	5	1.4%
1.6-2	16	4.6%
2.1-2.5	16	4.6%
2.6-3	58	16.5%
3.1-3.5	72	20.5%
3.6-4	178	50.7%
N=392, Mean=3.66		

Table 5: GPA Semester 3 Davidson	Frequency (N)	Percentage of N
0-0.9	9	3.5%
1-1.5	10	3.9%
1.6-2	16	6.3%
2.1-2.5	13	5.2%
2.6-3	42	16.5%
3.1-3.5	48	18.9%
3.6-4	116	45.7%
N=392, Mean=3.19		

Table 6: GPA Semester 4 Davidson	Frequency (N)	Percentage of N
0-0.9	2	1.2%
1-1.5	3	1.6%
1.6-2	17	9.2%
2.1-2.5	7	3.8%
2.6-3	24	13.0%
3.1-3.5	36	19.6%
3.6-4	95	51.6%
N=392, Mean=3.36		

Table 7: Start Term Isothermal	Frequency (N)	Percentage of N
2018FA	155	31.5%
2018SP	31	6.3%
2019FA	170	34.6%

2019SP	31	6.3%
2019SU	32	6.5%
2020FA	28	5.7%
2020SP	38	7.7%
2020SU	7	1.4%
N= 492, Mode=2019FA		

Table 8: Term Isothermal	Frequency (N)	Percentage of N
2018FA	160	13.1%
2018SP	149	12.2%
2018SU	78	6.4%
2019FA	160	13.1%
2019SP	145	11.7%
2019SU	82	6.7%
2020FA	122	10.0%
2020SP	151	12.3%
2020SU	86	7.0%
2021SP	92	7.5%
N= 1,225 Mode= 2018FA, 2019FA		

Table 9: GPA Isothermal	Frequency (N)	Percentage of N
0-0.9	795	19.5%
1-1.5	124	3.0%
1.6-2	303	7.4%
2.1-2.5	231	5.8%
2.6-3	620	15.3%
3.1-3.5	515	12.6%
3.6-4	1484	36.4%
N=4072, Mean=2.64		

Table 10: GPA Fall 2018 Rowan-Cabarrus	Frequency (N)	Percentage of N
0-0.9	15	2.3%
1-1.5	5	0.8%
1.6-2	17	2.6%
2.1-2.5	18	2.8%
2.6-3	49	7.6%
3.1-3.5	50	7.8%
3.6-4	172	26.7%

Not Enrolled in Term	326	49.4%
N=643, Mean=3.33		

Table 11: GPA Spring 2019 Rowan-Cabarrus	Frequency (N)	Percentage of N
0-0.9	13	2.2%
1-1.5	5	0.8%
1.6-2	17	2.6%
2.1-2.5	4	0.6%
2.6-3	53	8.2%
3.1-3.5	48	7.5%
3.6-4	174	28.1%
Not Enrolled in Term	329	50.0%
N=643, Mean=3.34		

Table 12: GPA Fall 2019 Rowan-Cabarrus	Frequency (N)	Percentage of N
0-0.9	13	2.0%
1-1.5	8	1.2%
1.6-2	12	1.9%
2.1-2.5	20	3.1%
2.6-3	66	10.3%
3.1-3.5	46	7.2%
3.6-4	152	23.6%
Not Enrolled in Term	326	50.7%
N=643, Mean=3.25		

Table 13: GPA Spring 2020 Rowan-Cabarrus	Frequency (N)	Percentage of N
0-0.9	20	3.1%
1-1.5	3	0.5%
1.6-2	13	2.0%
2.1-2.5	9	1.4%
2.6-3	62	9.6%

3.1-3.5	32	5.0%
3.6-4	151	23.5%
Not Enrolled in Term	353	54.9%
N=643, Mean=3.27		

Table 14: Aggregated GPA	Frequency (N)	Percentage of N
0-0.9	875	13.5%
1-1.5	166	2.6%
1.6-2	420	6.5%
2.1-2.5	325	5.0%
2.6-3	1051	16.1%
3.1-3.5	938	14.5%
3.6-4	2713	41.8%
N=6488, Mean=3.27		
*For clarity, "Not enrolled in term" was excluded as a category		

Table 15: Program Level Participants	Frequency (N)	Percentage of N
Associates	4547	14%
Bachelors	16323	50%
Masters	10265	31%
Doctoral	1407	4%
Nondegree	395	1%
N=32,939, Mode=Bachelors		

Table 16: Program Completed Participants	Frequency (N)	Percentage of N
No	7465	23%
Yes	25472	77%
N=32,939, Mode=Yes		

Table 17: Program Withdrawn Participants	Frequency (N)	Percentage of N
No	30467	86.6%

Yes	2470	13.4%
N=32,939, Mode=No		

Table 18: Graduated with Bachelor's Participants	Frequency (N)	Percentage of N
No	12689	38%
Yes	20248	62%
N=32,939, Mode=Yes		

Table 19: Started Master's Participants	Frequency (N)	Percentage of N
No	21287	65%
Yes	11650	35%
N=32,939, Mode=No		

Table 20: Started Doctorate Participants	Frequency (N)	Percentage of N
No	31790	96.6%
Yes	1147	3.4%
N=32,939, Mode=No		

Table 21: Advanced Credit Participants	Frequency (N)	Percentage of N
No	32137	98%
Yes	802	2%
N=32,939, Mode=No		

Table 22: Exec Credit Participants	Frequency (N)	Percentage of N
No	32137	98%
Yes	802	2%
N=32,939, Mode=No		

Table 23: Core Credit Participants		
	Frequency (N)	Percentage of N
No	32073	97%
Yes	866	3%
N=32,939, Mode=No		

Table 24: Courses Completed Participants		
	Frequency (N)	Percentage of N
0	246	1%
1-10	4352	13%
11-20	18809	57%
21-30	6881	21%
31-40	2603	8%
41-53	46	0%
N=32,939, Mean=17.71		

Table 25: GPA Change Participants		
	Frequency (N)	Percentage of N
-75-(0.01) %	3287	10.0%
0 Growth	24263	73.9%
.1-25%	4215	12.8%
25.1-50%	537	1.6%
50.1-75%	214	0.7%
75.1-100%	117	0.4%
Over 100%	192	0.6%
N=41661, Mean=2.5		

Table 26: Program Level Non-participants		
	Frequency (N)	Percentage of N
Associates	5740	14%
Bachelors	24380	59%
Masters	9677	23%
Doctoral	1295	3%
Nondegree	567	1%
N=41,661, Mode=Bachelors		
Table 26: Program Level		

Table 27: Courses Completed Non-participants		
	Frequency (N)	Percentage of N
0	434	1%

1-10	10840	26%
11-20	20484	49%
21-30	6985	17%
31-40	2855	7%
41-53	61	0%
N=41,661, Mean=15.85		

Table 28: Program Completed Non-participants	Frequency (N)	Percentage of N
No	22711	54.5%
Yes	18948	45.5%
N=41,661, Mode=No		

Table 29: Program Withdrawn Non-participants	Frequency (N)	Percentage of N
No	34149	82%
Yes	7510	18%
N=41,661, Mode=No		

Table 30: Graduated with Bachelor's Non-participants	Frequency (N)	Percentage of N
No	24147	58%
Yes	17512	42%
N=41,661, Mode=No		

Table 31: Started Master's Non-participants	Frequency (N)	Percentage of N
No	29883	72%
Yes	11776	28%
N=41,661, Mode=No		

Table 32: Started Doctorate Non-participants	Frequency (N)	Percentage of N
No	40249	97%
Yes	1410	3%

N=41,661, Mode=No

Table 33: GPA Change Non-participants	Frequency (N)	Percentage of N
-75-(0.01)	8742	21.0%
0 Growth	14276	34.3%
.1-25%	14120	33.9%
25.1-50%	2091	5.0%
50.1-75%	815	2.0%
75.1-100%	461	1.1%
Over 100%	1156	2.7%
N=41,661, Mean=9.76		

Crosstabulations

Table 34: Program Completed and GPA Change Participants

		Program Completed		
		No	Yes	Total
GPA Change	(-75-(-0.1) %)	70%	30.0%	100%
	0 Growth	7.7%	92.3%	100%
	.1-25%	55.4%	44.6%	100%
N=32,825	25.1-50%	80.8%	19.2%	100%
	50.1%-75%	89.7%	10.3%	100%
	75.1%-100%	94.0%	6.0%	100%
	Over 100%	22.60%	77.4%	100%

Table 35: Bachelor's Completed and GPA Change Participants

		Bachelor's Completed		
		No	Yes	Total
GPA Change	(-75-(-0.1)%)	63.2%	36.8%	100%
	0 Growth	29.6%	70.4%	100%
	.1-25%	58.2%	41.8%	100%
N=32,825	25.1-50%	82.5%	17.5%	100%
	50.1%-75%	91.1%	8.9%	100%
	75.1%-100%	91.5%	8.5%	100%
	Over 100%	90.1%	9.9%	100%

Table 36: Master's Started and GPA Change Participants

		Master's Started		
		No	Yes	Total
GPA Change	(-75-(-0.1)%)	72.5%	27.5%	100%
	0 Growth	59.0%	41.0%	100%
	.1-25%	82.5%	17.5%	100%
N=32,825	25.1-50%	96.6%	3.4%	100%
	50.1%-75%	98.6%	1.4%	100%
	75.1%-100%	95.7%	4.3%	100%
	Over 100%	99.0%	1.0%	100%