

**UAA 'GRADING' PROFILES BY
COLLEGE AND CAMPUS
FALL 2000**

Topic Paper 2001-03

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March 2001

EXECUTIVE SUMMARY

This topical paper examines the pattern of grades/actions that students earned or were assigned in their UAA courses during Fall 2000. The Fall 2000 closing file was obtained from the system office to provide the data. This summary is aggregated to profile undergraduate and graduate course levels at the college/campus level. More detailed profiles by department and faculty status have been prepared for each college/campus. There are only 5 symbols fairly universally adopted to signify student academic performance (e.g., 'A', 'B', 'C', 'D', and 'F'). The remaining symbols are not grades; rather they symbolize recorded actions taken by the university relative to a particular student in a particular course section. Throughout, a distinction between grades and actions will be made but the term 'Grades' will be used to represent all symbols combined. Following are the highlights:

- There were 50,308 'Grades' assigned throughout UAA. Three-fourths were academic performance measures (grades) and the remaining 25% were non-academic (actions).
- 'A's and 'B's constitute 53% of all 'Grades' issued in undergraduate level courses and 58% in graduate level courses. At the other end of the grade scale, just 7% of the students are receiving 'F' grades but that understates the students' use of alternative strategies (e.g., 'W', 'I', and 'AU') to avoid failing the course.
- About 2% of all 'Grades' (nearly 1,000) were audit. Half of that number were student-initiated changes from credit to audit status after the semester opening report deadline had passed.
- Nearly four of every one hundred 'Grades' was an 'Incomplete' and there were 4,224 withdrawals (8.4%).
- What is most significant, and troubling, is that 4.2% of the total 'Grades' were 'Unknown' (missing) as of the closing date for Fall 2000. The student was reported as completing the course but there was no 'Grade' symbol. The closing date was 5 calendar weeks and 4 business weeks after final examinations were completed. It appears that adjunct faculty are not providing 'Grades' in greater proportions than regular faculty. Also, 16% of all 'Grades' in graduate courses are missing at the closing point as well.
- Nearly 40% of all undergraduate 'Grades' are issued in the College of Arts and Sciences while 63% of all graduate/professional 'Grades' come from the College of Health, Education, and Social Welfare.
- Except for Arts and Sciences, Business and Public Policy and Prince William Sound C.C., there are nearly equal proportions of grades and actions issued in undergraduate courses in the remainder of the colleges/campuses.
- Fifty-four percent of all 'Grades' issued at Prince William Sound CC were Pass (P).
- The proportion of students who fail their telecourses ('F') are double that observed throughout UAA. Both failure and withdrawal rates in telecourses are the highest of any college/campus.

INTRODUCTION

How well has the student mastered the subject matter content of the course? How should levels of course academic performance be differentiated by the instructing faculty that, subsequently, provides a weighting scheme for determining the student's composite term/cumulative grade point average? How does the university record non-academic performance decisions it makes about the student relative to a particular course? The university, like all other institutions of higher education, has long ago adopted a series of "grade symbols" to serve these purposes. There are 5 symbols that have been fairly universally adopted to signify actual student academic performance, although some institutions have converted the grades to decimal values for their own purposes. These grades are 'A', 'B', 'C', 'D', and 'F'. These are the only grades that are employed to weight a student's academic performance and used to compute a student's composite term and cumulative Grade Point Average (GPA).

The remaining symbols are not grades; rather they document recorded actions taken by the university relative to a particular student in a particular course section. They become business transaction symbols and are not part of the GPA computation. These actions can vary somewhat between institutions. However, they all serve the function of representing an official decision between the student and the university that is recorded via the symbol. Throughout, a distinction between grades and actions will be made but the term 'Grades' will be used to stand for all symbols combined.

This topic paper examines the pattern of grades/actions that students earned or were assigned in their UAA courses during Fall 2000. This summary information will be aggregated at the college/campus level. It will show the profile for undergraduate and graduate courses, not students. Graduate students can be taking undergraduate level courses and, although not as typical, vice versa. This profile is by course regardless of the level of student who is taking those courses. There is also a profile for regular and adjunct faculty. More detailed, department profiles are being prepared for distribution through the colleges deans and directors to department chairpersons shortly. Additionally, plans are underway to prepare multi-year profiles as context to establish long-term student performance evaluation patterns at UAA.

A 'Grade' distribution summary, such as this, is not designed to do more than present what was actually assigned and gain some awareness of practices. It is not intended to single out any individual or group, nor is it prepared to suggest in any way that there is a particular profile that should become the standard. Individual instructors employ these 'Grades' to reflect their best assessment of the student's performance level based upon course expectations and performance against those criteria. The nature of the instructional delivery mode, individual grading philosophy, actual performance level of each student, and assessment methodology employed all play a role in determining the appropriate 'Grade' to assign at term's end. What the following information is intended to do is bring a profile of actual practice into focus so underlying and broader issues of attrition, retention, time-to-degree, pre-requisites, course requirements, teaching strategies, etc. that grading practices impact, can all be discussed with more clarity.

My thanks to Yuan-Fang Dong for preparing the statistics and detailed information needed for this analysis plus the college/department profiles, Carla Shores for table formatting, and Karen Haddock for her editorial comments.

Dr. Gary Rice, OPRA Director

FINDINGS

There are several noteworthy highlights in Table 1. First, there were 50,308 'Grades' assigned at the close of Fall 2000 semester. **NOTE:** A previous topical paper reported only 46,330 enrollees. That number was based on Fall 2000 opening. The 3,978 difference represents courses/enrollees added after the opening date. Within those 50 thousand 'Grades', three-fourths were academic performance measures (grades). However, that 75% composite masks the fact that nearly 93% of all grades issued were in undergraduate courses. The remaining 25% 'Grades' were non-academic (actions). There are proportionally fewer grades and more action symbols assigned at the graduate level than at the undergraduate level. Ninety-one percent of the composite 'Grades' were in undergraduate courses. University-wide, one-third of all 'Grades', and 46% of all 37,630 letter grades, were 'A's. That statement recognizes the existence of different grading philosophies that can be seen between 'A's granted in both undergraduate and graduate level courses. 'A's and 'B's constitute 53% of all 'Grades' issued in undergraduate level courses and 58% in graduate level courses. At the other end of the grade scale, just 7% of the students are receiving 'F' grades but that understates the students' use of alternative strategies (e.g., 'W', 'I', and 'AU') to avoid failing the course.

About 2% of all 'Grades' (nearly 1,000) were audit. An earlier report documented that half of that amount were student-initiated changes from credit to audit status after the semester opening report deadline had passed. The remaining half actually intended to audit from the start. Proportionally, twice as many students received an 'Incomplete' in graduate level courses than undergraduate ones; although the difference in absolute numbers is five-fold for undergraduate incompletes. Nearly four of every one hundred 'Grades' was an 'Incomplete'. Also, in concert with a recent topical paper on course attrition, there were 4,224 withdrawals (8.4%) out of all 50 thousand 'Grades'. The vast majority of these withdrawals were in undergraduate level courses.

What is most significant, and troubling, is that 2,138 of the 50,308 total 'Grades' (4.2%) were 'Unknown' (Missing) as of the closing date for Fall 2000. The student was enrolled at the semester closing but there was no 'Grade' symbol for him/her in a particular course(s). The closing date was 5 calendar weeks and 4 business weeks after final examinations were completed in December 2000. It does appear that adjunct faculty are not providing 'Grades' in greater proportions than regular faculty. Also, 16% of all 'Grades' in graduate courses are missing at the closing point as well. Further, the faculty status was unknown for persons who issued 307 'Grades'. The closing file contained no classes that were cancelled during the term nor non-credit classes, which rule out those possible explanations. These facts should raise a concern and questions why that proportion of 'Grades' and the status of those who were instructing the course(s) were not available/recorded that long after the semester had ended.

Tables 2, 3 and 4 provide separate 'Grades' comparison by course level (undergraduate, graduate, and total) by college/campus. The first item that stands out, as reflective of the UAA curriculum structure, is nearly 40% of all undergraduate 'Grades' are issued in the College of Arts and Sciences while 63% of all graduate/professional 'Grades' come from the College of Health, Education, and Social Welfare. The second item to note is that, except for Arts and Sciences, Business and Public Policy and Prince William Sound CC., there are nearly equal proportions of grades and actions issued in undergraduate courses in the remainder of the

colleges/campuses. That equal balance differs from the 75-25 grades/actions split for UAA total. The third item is 54% of all 'Grades' issued at Prince William Sound CC were Pass (P). Whether the use of 'P' symbols is reflective of the type of curriculum and needs of the people served in their PWSCC classes or whether this is an unusual situation is not known.

Finally, the fourth item, the proportion of students who fail their telecourses are double that observed throughout UAA and it is the highest proportion of any college/campus. While not an indictment of telecourses, the high failure rate coupled with their proportionally high withdrawal rate (also the highest of any college/campus), does strongly suggest that the whole issue of telecourse delivery and student understanding of the requirements in this new instructional medium needs to be seriously examined.

There are additional items that will have particular interest to each reader. Once multi-year trend information becomes available, UAA faculty and administration will be in a position to pool this information with knowledge from other sources and examine trends in course assessment practices. To quote a colleague, Brian Saylor, "We are what we measure".

TABLES

Table 1
'Grade' Distribution by Course Level and Faculty Status
Fall 2000

'Grade' Type	UAA Total		Course Level				Faculty Status					
	N	% (by Column)	Undergraduate		Graduate		Regular		Adjunct		Unknown	
N			% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	
A	17,296	34.4%	15,181	33.1%	2,115	47.1%	8,015	32.1%	9,224	36.8%	57	18.6%
B	9,852	19.6%	9,367	20.4%	485	10.8%	5,565	22.3%	4,263	17.0%	24	7.8%
C	5,283	10.5%	5,237	11.4%	46	1.0%	3,250	13.0%	2,027	8.1%	6	2.0%
D	1,738	3.5%	1,641	3.6%	97	2.2%	1,000	4.0%	704	2.8%	34	11.1%
F	3,461	6.9%	3,437	7.5%	24	0.5%	1,814	7.3%	1,645	6.6%	2	0.7%
Subtotal	37,630	74.8%	34,863	76.1%	2,767	61.7%	19,644	78.7%	17,863	71.3%	123	40.1%
% (by Row)			92.6%		7.4%		52.2%		47.5%		0.3%	
Actions												
Auditor (AU)	978	1.9%	955	2.1%	23	0.5%	398	1.6%	579	2.3%	1	0.3%
Incomplete (I)	1,866	3.7%	1,559	3.4%	307	6.8%	1,024	4.1%	835	3.3%	7	2.3%
No Pass (NP)	94	0.2%	93	0.2%	1	0.0%	24	0.1%	68	0.3%	2	0.7%
Non Grade (NG)	201	0.4%	199	0.4%	2	0.0%	106	0.4%	95	0.4%		0.0%
Pass (P)	3,177	6.3%	2,590	5.7%	587	13.1%	818	3.3%	2,255	9.0%	104	33.9%
Unknown*	2,138	4.2%	1,418	3.1%	720	16.0%	548	2.2%	1,524	6.1%	66	21.5%
Withdraw (W)	4,224	8.4%	4,145	9.0%	79	1.8%	2,398	9.6%	1,822	7.3%	4	1.3%
Subtotal	12,678	25.2%	10,959	23.9%	1,719	38.3%	5,316	21.3%	7,178	28.7%	184	60.0%
% (by Row)			86.4%		13.6%		41.9%		56.6%		1.5%	
TOTAL	50,308	100.0%	45,822	100.0%	4,486	100.0%	24,960	100.0%	25,041	100.0%	307	100.1%
% Total (by Row)			91.1%		8.9%		49.6%		49.8%		0.6%	

Source: Fall 2000 Closing file.

Note: * Grades unavailable as of Fall 2000 Closing file construction.

Table 2
'Grade' Distribution by College/Campus-Undergraduate
Fall 2000

'Grade' Type	Acad Affairs		Arts & Sciences		Bus/ Pub Policy		Hlth, Ed & Soc Wlfr		Comm/Tech		Engineering	
Grade	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)
A	31	25.8%	5,179	29.2%	1,115	30.7%	1,117	34.9%	3,297	39.6%	153	25.1%
B	18	15.0%	3,886	21.9%	852	23.4%	817	25.5%	1,621	19.5%	135	22.1%
C	4	3.3%	2,539	14.3%	591	16.2%	324	10.1%	682	8.2%	86	14.1%
D	1	0.8%	907	5.1%	165	4.5%	51	1.6%	165	2.0%	24	3.9%
F	1	0.8%	1,668	9.4%	357	9.8%	106	3.3%	549	6.6%	29	4.8%
Subtotal	55	45.8%	14,179	79.8%	3,080	84.7%	2,415	75.4%	6,314	75.9%	427	70.0%
% (by Row)	0.2%		40.7%		8.8%		6.9%		18.1%		1.2%	

Actions

Auditor (AU)			322	1.8%	74	2.0%	9	0.3%	262	3.1%	11	1.8%
Incomplete (I)	2	1.7%	398	2.2%	72	2.0%	105	3.3%	541	6.5%	17	2.8%
No Pass (NP)			9	0.1%	3	0.1%	12	0.4%	24	0.3%		
Non Grade (NG)			5	0.0%		0.0%		0.0%		0.0%		
Pass (P)	7	5.8%	106	0.6%	31	0.9%	488	15.2%	386	4.6%		
Unknown*	54	45.0%	698	3.9%	6	0.2%	28	0.9%	98	1.2%	105	17.2%
Withdraw (W)	2	1.7%	2,044	11.5%	371	10.2%	147	4.6%	695	8.4%	50	8.2%
Subtotal	65	54.2%	3,582	20.2%	557	15.3%	789	24.6%	2,006	24.1%	183	30.0%
% (by Row)	0.6%		32.7%		5.1%		7.2%		18.3%		1.7%	

TOTAL	120	100.0%	17,761	100.0%	3,637	100.0%	3,204	100.0%	8,320	100.0%	610	100.0%
% Total (by Row)	0.3%		38.8%		7.9%		7.0%		18.2%		1.3%	

Source: Fall 2000 Closing file.

Note: * Grades unavailable as of Fall 2000 Closing file construction.

Table 2 (continued)
 'Grade' Distribution by College/Campus-Undergraduate
 Fall 2000

'Grade' Type	Telecourse		Military		Kenai		Kodiak		Mat-Su		PWSCC		UAA
Grade	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	TOTAL N
A	371	33.4%	241	36.6%	1,460	42.8%	604	44.4%	1,221	36.1%	392	17.4%	15,181
B	173	15.6%	218	33.1%	604	17.7%	271	19.9%	605	17.9%	167	7.4%	9,367
C	89	8.0%	97	14.7%	292	8.6%	134	9.8%	305	9.0%	94	4.2%	5,237
D	38	3.4%	22	3.3%	98	2.9%	33	2.4%	74	2.2%	63	2.8%	1,641
F	186	16.8%	20	3.0%	158	4.6%	59	4.3%	245	7.3%	59	2.6%	3,437
Subtotal	857	77.2%	598	90.7%	2,612	76.5%	1,101	80.9%	2,450	72.5%	775	34.5%	34,863
% (by Row)	2.5%		1.7%		7.5%		3.2%		7.0%		2.2%		100.0%

Actions

Auditor (AU)	13	1.2%			167	4.9%	10	0.7%	69	2.0%	18	0.8%	955
Incomplete (I)	76	6.8%	20	3.0%	101	3.0%	40	2.9%	149	4.4%	38	1.7%	1,559
No Pass (NP)					8	0.2%	7	0.5%	7	0.2%	23	1.0%	93
Non Grade (NG)					124	3.6%	27	2.0%	43	1.3%			199
Pass (P)					128	3.7%	78	5.7%	144	4.3%	1,222	54.4%	2,590
Unknown*	1	0.1%	1	0.2%	1	0.0%	43	3.2%	275	8.1%	108	4.8%	1,418
Withdraw (W)	163	14.7%	40	6.1%	273	8.0%	55	4.0%	241	7.1%	64	2.8%	4,145
Subtotal	253	22.8%	61	9.3%	802	23.5%	260	19.1%	928	27.5%	1,473	65.5%	10,959
% (by Row)	2.3%		0.6%		7.3%		2.4%		8.5%		13.4%		100.0%

TOTAL	1,110	100.0%	659	100.0%	3,414	100.0%	1,361	100.0%	3,378	100.0%	2,248	100.0%	45,822
% Total (by Row)	2.4%		1.4%		7.5%		3.0%		7.4%		4.9%		100.0%

Source: Fall 2000 Closing file.

Note: * Grades unavailable as of Fall 2000 Closing file construction.

Table 3
'Grade' Distribution by College/Campus-Graduate
Fall 2000

'Grade' Type	Acad Affairs		Arts & Sciences		Bus/ Pub Policy		Hlth, Ed & Soc Wlfr		Comm/Tech		Engineering	
Grade	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)
A			145	42.2%	159	51.3%	1,545	54.9%	177	41.9%	64	29.8%
B			45	13.1%	67	21.6%	203	7.2%	94	22.3%	74	34.4%
C			7	2.0%	6	1.9%	7	0.2%	10	2.4%	16	7.4%
D			11	3.2%	9	2.9%	44	1.6%	1	0.2%	6	2.8%
F			4	1.2%	12	3.9%	5	0.2%		0.0%	2	0.9%
Subtotal			212	61.6%	253	81.6%	1,804	64.1%	282	66.8%	162	75.3%
% (by Row)			7.7%		9.1%		65.2%		10.2%		5.9%	

Actions

Auditor (AU)			4	1.2%	6	1.9%	5	0.2%			7	3.3%
Incomplete (I)			19	5.5%	24	7.7%	185	6.6%	62	14.7%	10	4.7%
No Pass (NP)				0.0%		0.0%		0.0%				
Non Grade (NG)				0.0%		0.0%	2	0.1%				
Pass (P)			85	24.7%		0.0%	297	10.5%	20	4.7%	20	9.3%
Unknown*			13	3.8%		0.0%	491	17.4%	57	13.5%	9	4.2%
Withdraw (W)			11	3.2%	27	8.7%	32	1.1%	1	0.2%	7	3.3%
Subtotal			132	38.4%	57	18.4%	1,012	35.9%	140	33.2%	53	24.7%
% (by Row)			7.7%		3.3%		58.9%		8.1%		3.1%	

TOTAL			344	100.0%	310	100.0%	2,816	100.0%	422	100.0%	215	100.0%
% Total (by Row)					6.9%		62.8%		9.4%		4.8%	

Source: Fall 2000 Closing file.

Note: * Grades unavailable as of Fall 2000 Closing file construction.

Table 3 (continued)
'Grade' Distribution by College/Campus-Graduate
Fall 2000

'Grade' Type	Telecourse		Military		Kenai		Kodiak		Mat-Su		PWSCC		UAA
Grade	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	TOTAL N
A					9	7.8%	16	29.1%					2,115
B							2	3.6%					485
C													46
D					26	22.4%							97
F	1	100.0%											24
Subtotal	1				35	30.2%	18	32.7%					2,767
% (by Row)	0.0%				1.3%		0.7%						100.0%

Actions

Auditor (AU)							1	1.8%					23
Incomplete (I)							7	12.7%					307
No Pass (NP)							1	1.8%					1
Non Grade (NG)													2
Pass (P)					81	69.8%	27	49.1%	35	18.9%	22	100.0%	587
Unknown*									150	81.1%			720
Withdraw (W)							1	1.8%					79
Subtotal					81	69.8%	37	67.3%	185	100.0%	22	100.0%	1,719
% (by Row)					4.7%		2.2%		10.8%		1.3%		100.0%

TOTAL	1	100.0%			116	100.0%	55	100.0%	185	100.0%	22	100.0%	4,486
% Total (by Row)	0.0%				2.6%		1.2%		4.1%		0.5%		100.0%

Source: Fall 2000 Closing file.

Note: * Grades unavailable as of Fall 2000 Closing file construction.

Table 4
'Grade' Distribution by College/Campus-Total
Fall 2000

'Grade' Type	Acad Affairs		Arts & Sciences		Bus/ Pub Policy		Hlth, Ed & Soc Wlfr		Comm/Tech		Engineering	
	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)
A	31	25.8%	5,324	29.4%	1,274	32.3%	2,662	44.2%	3,474	39.7%	217	26.3%
B	18	15.0%	3,931	21.7%	919	23.3%	1,020	16.9%	1,715	19.6%	209	25.3%
C	4	3.3%	2,546	14.1%	597	15.1%	331	5.5%	692	7.9%	102	12.4%
D	1	0.8%	918	5.1%	174	4.4%	95	1.6%	166	1.9%	30	3.6%
F	1	0.8%	1,672	9.2%	369	9.3%	111	1.8%	549	6.3%	31	3.8%
Subtotal	55	45.8%	14,391	79.5%	3,333	84.4%	4,219	70.1%	6,596	75.5%	589	71.4%
% Total (by Row)	0.1%		38.2%		8.9%		11.2%		17.5%		1.6%	

Actions

Auditor (AU)			326	1.8%	80	2.0%	14	0.2%	262	3.0%	18	2.2%
Incomplete (I)	2	1.7%	417	2.3%	96	2.4%	290	4.8%	603	6.9%	27	3.3%
No Pass (NP)			9	0.0%	3	0.1%	12	0.2%	24	0.3%		
Non Grade (NG)			5	0.0%		0.0%	2	0.0%		0.0%		
Pass (P)	7	5.8%	191	1.1%	31	0.8%	785	13.0%	406	4.6%	20	
Unknown*	54	45.0%	711	3.9%	6	0.2%	519	8.6%	155	1.8%	114	13.8%
Withdraw (W)	2	1.7%	2,055	11.4%	398	10.1%	179	3.0%	696	8.0%	57	6.9%
Subtotal	65	54.2%	3,714	20.5%	614	15.6%	1,801	29.9%	2,146	24.5%	236	28.6%
% Total (by Row)	0.5%		29.3%		4.8%		14.2%		16.9%		1.9%	

TOTAL	120	100.0%	18,105	100.0%	3,947	100.0%	6,020	100.0%	8,742	100.0%	825	100.0%
% Total (by Row)	0.2%		36.0%		7.8%		12.0%		17.4%		1.6%	

Source: Fall 2000 Closing file.

Note: * Grades unavailable as of Fall 2000 Closing file construction.

Table 4 (continued)
 'Grade' Distribution by College/Campus-Total
 Fall 2000

'Grade' Type	Telecourse		Military		Kenai		Kodiak		Mat-Su		PWSCC		UAA
Grade	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	N	% (by Column)	TOTAL N
A	371	33.4%	241	36.6%	1,469	41.6%	620	43.8%	1,221	34.3%	392	17.3%	17,296
B	173	15.6%	218	33.1%	604	17.1%	273	19.3%	605	17.0%	167	7.4%	9,852
C	89	8.0%	97	14.7%	292	8.3%	134	9.5%	305	8.6%	94	4.1%	5,283
D	38	3.4%	22	3.3%	124	3.5%	33	2.3%	74	2.1%	63	2.8%	1,738
F	187	16.8%	20	3.0%	158	4.5%	59	4.2%	245	6.9%	59	2.6%	3,461
Subtotal	858	77.2%	598	90.7%	2,647	75.0%	1,119	79.0%	2,450	68.8%	775	34.1%	37,630
% (by Row)	2.3%		1.6%		7.0%		3.0%		6.5%		2.1%		100.0%

Actions

Auditor (AU)	13	1.2%			167	4.7%	11	0.8%	69	1.9%	18	0.8%	978
Incomplete (I)	76	6.8%	20	3.0%	101	2.9%	47	3.3%	149	4.2%	38	1.7%	1,866
No Pass (NP)					8	0.2%	8	0.6%	7	0.2%	23	1.0%	94
Non Grade (NG)					124	3.5%	27	1.9%	43	1.2%			201
Pass (P)					209	5.9%	105	7.4%	179	5.0%	1,244	54.8%	3,177
Unknown*	1	0.1%	1	0.2%	1	0.0%	43	3.0%	425	11.9%	108	4.8%	2,138
Withdraw (W)	163	14.7%	40	6.1%	273	7.7%	56	4.0%	241	6.8%	64	2.8%	4,224
Subtotal	253	22.8%	61	9.3%	883	25.0%	297	21.0%	1,113	31.2%	1,495	65.9%	12,678
% (by Row)	2.0%		0.5%		7.0%		2.3%		8.8%		11.8%		100.0%

TOTAL	1,111	100.0%	659	100.0%	3,530	100.0%	1,416	100.0%	3,563	100.0%	2,270	100.0%	50,308
% Total (by Row)	2.2%		1.3%		7.0%		2.8%		7.1%		4.5%		100.0%

Source: Fall 2000 Closing file.

Note: * Grades unavailable as of Fall 2000 Closing file construction.