

# **REPEATED COURSES AT UAA**

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## EXECUTIVE SUMMARY

- The issue of repeat courses has two meanings at UAA, one negative and one positive. Certain courses in the UAA curriculum have been set up so students can repeat them for multiple credit, e.g., (1) skill courses like physical education, private music, etc., (2) special topic courses that can cover diverse subjects under a single course number, (3) disciplines that have created their regular curriculum numbering system to function like special topics (ET), and (4) Independent Study/Thesis courses. They are considered positive because the person's intent is to take the course because he/she 'wants to'. The negative repeat involves those courses that the student cannot receive multiple credit for repeating but are taken because they 'have to' successfully complete it. Likely courses would be (1) developmental, (2) GER, and (3) prerequisite courses.
- The fact that students are repeating a course(s) is probably an outcome of some prior event or circumstance that UAA needs to understand and address to help the student progress.
- Although conclusions can be drawn at different organization levels, the most accurate picture of repeaters is at the discipline/course level. To avoid revealing individual faculty and students, results are not disaggregated below the course level. As a corollary, it is not possible to meaningfully aggregate repeat courses by UAA organization structure.
- Preparation of this paper uncovered two similar situations that qualify for "Rocky II" awards. They are (1) the individual who repeated the same not-for-multiple-credit course and (2) the same course-for-multiple-credit the most times. The award purpose is to illustrate an extreme situation as a means of calling attention to the importance of the issue.
- The number of total headcount who have 'repeated' courses (both positive and negative) has gone from approximately 15% in 1997 to nearly 19% in Fall 2001. Likewise, the proportion of enrollees has risen from 7% to 9% in that same period. In Fall 2001, just under one of every five students and nearly one of every ten enrollees occupying a class seat was, for whatever reason, taking a course with the same discipline and course number again. Among the 3,489 repeaters in Fall 2001 (18.7%), one-third were taking a GER course over. Among that same total repeater cohort, nearly 8% were repeating a developmental course.
- Of the 3,489 students who were repeating a course in Fall 2001, 76.6% (2,673) were taking a single course over, another 17% were repeating two courses and 16 individuals were repeating 5+ courses in the same semester.

- The number of enrollees in developmental courses has gone from 1,690 in Fall 1997 to 2,216 in Fall 2001 (31% increase). Over the past five Fall semesters the proportion of these enrollees who were repeating developmental courses has ranged between 12-15%.
- There are a consistently higher proportion of students repeating courses offered through PWSCC. Although many of these courses have been assigned developmental course numbers, it appears that students can repeat some of them for multiple credit.
- There are some individual courses with a high proportion of repeaters among their enrollees. They include: ADT 071, ENGL 063 and 078, ESL 066, MATH 050 and 055, and PRPE 074.
- The attrition percentages reveal that both repeaters and non-repeaters appear to have particular difficulty in CHEM 055 (lecture and laboratory), MATH 050, 054, 055, and 060, and PRPE (English renamed) 074, 076, 084, and 086. The attrition rates are approaching one of every three enrollees in the science disciplines and one in four for English.
- A comparison of the mean GPA between repeaters and non-repeaters reveals that persons taking developmental courses for the first time tend to have a higher course GPA and less attrition than those who are repeating it. This is counter-intuitive because the expectation would be that repeaters would have the advantage of being previously exposed to the course material. On the surface it raises questions about student readiness to profit from the course and proper course placement.
- Only one developmental course, MATH 055, had a significant difference and only for Fall 2001. All other courses failed to rise to the 0.05 level or higher. Acceptance of the null hypothesis leaves means differential performance was due to factors, yet unidentified, other than the course was being repeated. There seems to be no apparent advantage to the student who was repeating the course over the student taking it for the first time. Students who were unable to perform satisfactorily the first time were not able to do better despite taking the course multiple times. At what point does the university intervene?
- Course repeaters now approach nearly one-fifth of all enrollees at UAA and, within that group, one-third are repeating their GER-required courses. In hard numbers, that group is now over 1,100 individuals.
- The number of GER repeaters is continuing a steady upward trend (6.2% since Fall 1999 and 7.7% over the previous Fall 2000).

- A combined 29% of the GER repeaters were students holding junior and even senior standing. This raises serious questions about the importance of the requirement to student success.
- Over one-fourth (27%) of the students taking GER repeat courses in Fall 2001 were classified by UAA as non-degree students. If they are non-degree seeking students, why are they taking and repeating courses designed to serve as foundation for successful degree completion.
- There are some distinct differences in the characteristics of students who are repeating developmental courses versus GER courses. Developmental course repeaters were predominantly non-traditional, part-time, Associate degree-seeking individuals with a high school GPA of 2.5 or less and SAT scores about 1 standard deviation below the national test means. A slightly higher proportion was minority. GER repeaters tend to be predominantly traditional-aged, full-time, Baccalaureate degree-seeking individuals with a high school GPA of 2.5 or higher and SAT scores near the national means. The fact that the GER student profile seems to have characteristics normally associated with successful performance seems somewhat incongruous with the fact they have to repeat required courses.
- The fact that the entire full-time term course load for 50 individuals consists of repeating required GER courses serves to raise questions about their preparedness, realistic goal setting, etc.
- Between 8-9% of all enrollees in GER courses each Fall semester are repeating them. That represents over 1,400 individuals taking one or more courses (average 1.2) over again.
- Students are more likely to be repeating GER courses in the disciplines of Applied Statistics (AS), Biology (BIOL), Chemistry (CHEM), Chinese (CHIN), Japanese (JPN), Mathematics (MATH), and Physics (PHYS). English 111 also appears to be a major hurdle for degree seeking students.
- Over the past five Fall semesters the overall attrition rate by students taking GER courses (repeaters and non-repeaters combined) has been stable at 22% and their combined GPA has also remained constant at 2.6
- Students taking a GER course for the first time appear to be showing a higher GPA and lower attrition percentage than those who are repeating the course. These findings were consistent with those repeating Developmental courses (See Table 9). This again raises a fundamental question about the value of repeating a course when the natural expectation is that repeating a course should show improvement because of prior exposure.

- Was there any real difference in GER grade performance between repeaters and non-repeaters? There were some individual courses where a statistically significant difference existed between them. The most notable of these included ENGL 111 and MATH 107. However, the majority failed to reach the 5% level or higher.
- Rejecting the null hypothesis leads to the conclusion that factors determining performance in many of the GER courses are not influenced by whether the course is being repeated. Conversely, GER courses with statistically significant differences can be presumed to have course performance influenced by repeating it.

The performance of students who are repeating courses has a direct and significant relationship with their success at UAA. Courses can either be repeated for multiple credit or not. Although the exact reason a student repeats a course is unknown, one can infer the reason based on the type of course being repeated. This report focused on two course categories where it was reasonably assumed the repeat was to improve poor previous performance in that course. These categories were Developmental and General Education Requirement (GER) courses. The overall finding was that students who were repeating these courses were more likely to perform lower and their attrition rate would be higher than students taking the same course for the first time. The reasons why that appears to be happening are unknown. What it does suggest, however, is that students who repeat such courses were not initially prepared to take them and were equally ill-prepared to repeat the course. Further research is needed to uncover the reasons for their poor performance so strategies to assist them can be formulated.

## INTRODUCTION

UAA continually strives to insure that its instructional and support services are enabling each student to move toward his/her educational goal as efficiently and effectively as possible. Apart from courses taken purely for personal enrichment, any factor that results in a student taking more courses or credits than is required for the degree or certificate results in a cost to both student and UAA. One such factor is repeat courses. If a student repeats a course previously enrolled, there are several direct and implicit costs. The student pays course tuition again with each repeat. He/she usually has to purchase new books, supplies, etc. The repeating student occupies a seat that would have served another individual who is also trying to complete program requirements.

A portion of the faculty member's salary is going to teach the student again. While the latter may not sound like much when the reference point is a single individual, it rapidly becomes substantial when course repeats are expanded to the entire student body. Apart from cost implications, UAA has established Student Success as a cornerstone to becoming the University of First Choice in the Pacific Northwest. As students experience success in attaining their educational goals, UAA will automatically reap benefits as well.

The issue of repeat courses has two meanings at UAA, one negative and one positive. Certain courses in the UAA curriculum have been set up so students can repeat them for multiple credit, e.g., (1) skill courses like physical education, private music, etc., (2) special topic courses that can cover diverse subjects under a single course number, (3) disciplines that have created their regular curriculum numbering system to function like special topics (ET), and (4) Independent Study/Thesis courses. They are considered positive because the person's intent is to take the course because he/she 'wants to'. The negative repeat involves those courses that the student cannot receive multiple credit for repeating but are taken because they 'have to' successfully complete it. Likely courses would be (1) developmental, (2) GER, and (3) prerequisite courses. This Topic paper attempts to separate and analyze each group within data limits.

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## METHODS AND ASSUMPTIONS

First, a distinction needs to be made between “Good” and “Not So Good” course repeats. The university has established certain special-purpose courses that students may take multiple times for credit, e.g., physical activity, personal enrichment, private music, independent study, thesis, etc. Many are skills courses that benefit students because they provide an opportunity to practice and gain proficiency through repetition. Another large ‘Good’ group are single courses that UAA has set up to offer multiple topics. (**Note:** This practice is creating complications for accurate curriculum management). The “Not So Good” repeats are courses that do not allow the student to earn multiple credit through a repeat. They include those the student is taking again to improve his/her grade or doing it because they ‘Have To’ rather than “Want To”. The latter includes courses being repeated because the student previously withdrew, failed, changed to audit status after enrolling with credit intent, etc. These distinctions are arbitrary because one assumes that a person who previously earned an ‘A’ or ‘B’ is not repeating the course for grade improvement while all other grade symbols usually mean the opposite. The student’s intent in repeating a course is not known so these assumptions, while employed in this analysis, can be challenged.

Second, this paper will focus primarily on students repeating GER and/or Developmental courses (050-099 level). It is assumed the vast majority who repeat any of these courses are doing so because they need to improve their performance before they can advance toward their degree goal. The fact that students are repeating a course(s) is probably an outcome of some prior event or circumstance that UAA needs to understand and address to help the student progress. This paper is descriptive, not prescriptive, at this point. UAA needs some objective sense of the issue magnitude to assess the size of the problem.

UAA offers certain courses that have the same discipline and course number but are, in fact, different courses. Examples include Special Topics courses and disciplines with curriculum structures that resemble special topics in function. This produces an obvious problem in tracking repeats and also comparing with peers. Also, without the course title and CIP identifier, it is impossible to tell what the student was taking. To illustrate, one individual was actually enrolled in the following 10 Electronic Technology (ET) courses during Fall 2001:

Discipline	Course #	CRN
ET	A190	78872
ET	A190	78874
ET	A190	78876
ET	A190	78878
ET	A190	78881
ET	A190	78884
ET	A190	78886
ET	A190	78887
ET	A190	78889
ET	A190	84384

They were different courses because each one had a unique CRN and, although not indicated here, the individual received different grades for each one. This paper is not the venue to discuss the pros and cons of having different courses all contain the same course number within a discipline. However, it is appropriate to document this curriculum practice so action can be taken if warranted

There is a BANNER flag that indicates the time interval a particular title applies to a course but it is not rigorously or consistently utilized. The same course with the same title can be identified as a repeatable course for some semesters but not others. Faced with the dilemma of ignoring a block of courses that may or may not be the same course even with the same number, it was decided to treat any course having the same discipline identifier and course number as being the same course. This decision was made knowing full well that such was not always the case. However, treating them as 'Repeat Courses' does allow UAA to ascertain the extent this is an issue for more thorough review and discussion. This data will still enable the department, Dean, and Provost to weigh the impact of offering multiple courses with the same number.

Third, the fundamental unit of analysis in this paper is the individual course section that contains students who have taken that particular course before. Keep in mind that, with each level of aggregation, enrollment numbers will increase while number of repeats will remain constant. To illustrate, at the individual course section one knows with certainty just how many enrollees are repeating that course. When all sections of the course are aggregated, the number of enrollees will increase but the number of repeaters will remain the same. This occurs because the department can be offering courses that no student is repeating. When departments are combined into a college total the discrepancy widens because, again the number of repeaters remains constant while the number of courses with no repeaters expands. Although conclusions can be drawn at different organization levels, the most accurate picture of repeaters is at the discipline/course level. To avoid revealing individual faculty and students, results are not disaggregated below the course level.

Fourth, as a corollary, it is not possible to meaningfully aggregate repeat courses by UAA organization structure. To illustrate, assume that the same course, English A111 is offered by the English department (reporting to CAS) on the Anchorage campus, offered by CTC, and offered at Mat-Su campus. Now further assume that Student X took English A111 originally through CAS, then subsequently repeated that same course through CTC and took it a third time at Mat-Su. The reality is Student X took that course 3 times. However, if the data is aggregated by campus the student would not appear to have ever repeated the course because he/she only took it once at each college/campus.

## **ROCKY II AWARDS**

An earlier Topic Paper on graduation included a case study “Rocky” award for a very unique individual as a means of setting the stage. Preparation of this paper uncovered two similar situations that qualify for “Rocky II” awards for (1) the individual who repeated the same not-for-multiple-credit course and (2) the same course-for-multiple-credit the most times. There are differences in outcomes between the two and the intent is not to make light of either situation. The award purpose is to illustrate an extreme situation as a means of calling attention to the importance of the issue.

### **Not for Multiple Credit (“Not-so-Good” Repeat)**

- This ‘Rocky II-A’ award recipient started taking a 100-level GER requirement course initially in the mid-80’s. Between that time and academic year 2000 when the course was taken for the last time (approximately 15 years), this individual repeated the same course 17 TIMES.
- Rocky II-A received 2 incompletes, withdrew 4 times and failed this course 11 times.
- Assuming an average tuition cost of \$75/credit hour across the time span for this 3-credit course, a person who paid tuition would have expended \$3,825 for one course and never successfully completed it. This is an underestimate because it does not include the cost of books, fees, and supplies each time the course was taken.
- Rocky II-A earned some ‘B’s and ‘A’s in 400-level courses that one would reasonably expect would require the same skills to be successful in the 100-level repeat course.
- Rocky II-A repeated another course in the same discipline 5 times with 4 Withdrawals and an F.
- Rocky II-A has earned sufficient credits to be considered a senior but has not yet graduated.
- Because these repeats occurred over a span of nearly 15 years, it is reasonable to assume Rocky II-A took this course under a variety of different instructors with different delivery approaches but the result was nearly always the same.

While this particular individual represents an extreme situation and the illustration raises a series of questions about how such a thing could occur, it also serves to raise awareness about the implications of repeat courses for the student and the university.

### **For Multiple Credit (“Good” Repeat)**

- Three individuals share our second Rocky II-B award. They all started taking the same course when they were nearly 70 years old and, given the nature of the course, were taking it for Personal Enrichment.
- They have taken the same course, either for grade or audit, every fall and semester since Fall 1988. To date that is 28 TIMES.
- All three have earned an Associate degree.
- One of the three individuals has amassed 192 credit hours, excluding audits and ‘W’s. If they are included the total becomes 247 of which 84 (34%) has been generated in the same course.
- They all received senior citizen tuition waivers to take the course. However, if one assumes an average tuition cost of \$75/credit hour that would have been paid for this 3-credit lower division course, a person who did not receive such a waiver would have paid \$6,300 to take this same course.
- They are all in their 80’s and continue to take the same course every semester.

The initial reaction of most people to this situation will be very positive. This skill course is obviously filling a social and personal gratification need for these individuals because the amount of additional knowledge that could be acquired after 28 exposures to the same topic would be minimal. Even though the repeats are meeting personal enrichment needs of these three individuals, and one has to admire their commitment and persistence over nearly 14 years, a series of questions still needs to be raised. They are taking a lower division credit class, but with tuition waiver, the state is picking up their tab (nearly \$19,000 for the three individuals since 1988). The course appears to serve the same function as a “bingo night” for them. Is that the educational purpose of the course?

Do we need to monitor and institute caps on the number of repeats allowed if the student’s declared intent is degree-seeking but impose no such caps as long as their intent is Personal Enrichment? Would a non-credit or sub-100 numbered course serve the same function since they are obviously not concerned with the credit towards a degree? We earmark certain courses for special purposes e.g., 500-599 = professional development. Might we want to block certain numbers to do the same thing for Personal Enrichment, Workforce Development, etc.?

## SUMMARY OF FINDINGS

The first series of tables (Tables 1-6) creates the context for understanding the magnitude and impact of 'Repeat' courses at UAA before focusing upon GER and Development level course repeats. Recognize that these tables reflect all courses that were repeated and, as such, combine both repeated 'For' and 'Not for multiple credit'. It only says: 'These are the number and characteristics of students who have enrolled in the same discipline abbreviation and course number more than once over the years'. Reasons for taking the course over and the fact that the same course/number may represent different subject matter over the years are not considered at this point. **While it serves to give some reference frame, interpret and utilize the findings of this section with real caution. More definitive conclusions will come from examining individual course data.**

(See Table 1)

The number of total headcount who have 'repeated' courses (both positive and negative) has gone from approximately 15% in 1997 to nearly 19% in Fall 2001. Likewise, the proportion of enrollees has risen from 7% to 9% in that same period. In Fall 2001, just under one of every five students and nearly one of every ten enrollees occupying a class seat was, for whatever reason, taking a course with the same discipline and course number again. Among the 3,489 repeaters in Fall 2001 (18.7%), one-third were taking a GER course over. Among that same total repeater cohort, nearly 8% were repeating a developmental course. These numbers both reflect an issue that is a product of the UAA course numbering system and policies that allow students to continue taking courses that are not repeatable for multiple credit many times without monitoring and maximum repeat caps.

(See Table 2)

What are the characteristics of students who repeat courses? Do they differ in any significant way from the student body as a whole? Table 2 provides some insights. Recall in Table 1 that 3,489 students were repeating one or more courses during Fall 2001. That was an increase of 11+% over Fall 1999 and 6.5% over the previous Fall. Of that group, 940 (27%) were enrolled for (attempting) two or fewer credit hours (probably 1 course). Another 13% were taking five or less credit hours, etc. Finally, almost 39% of the students taking one or more repeat courses were carrying a full-time course load (12+ credit hours). Table 4 will show how many of the courses in each of these attempted hours category were being repeated.

Comparing the Class Standing of repeaters with the student level of the student body in Fall 2001 (See Trendbook Table A-3) provides one indicator of the repeater cohort representativeness. The comparison is as follows:

**Table 3**  
**Comparison of Repeater Cohort and UAA Student Body**  
**Fall 2001**

Student Level	UAA%	Repeaters %
First Time Freshmen	6.6%	0.6%
Freshmen	10.4%	11.8%
Sophomore	8.5%	10.1%
Junior	6.6%	9.1%
Senior	10.6%	13.6%
Non-Degree/Other	54.0%	52.1%
Undergraduate	96.8%	97.3%
Graduate	3.2%	2.7%
<b>Total N</b>	<b>18,676</b>	<b>3,489</b>

The other characteristics were not compared but it appears there is no marked difference between the student who is repeating a course and the student body as a whole. This was not unexpected. A more complete comparison of student characteristics will be made when GER and Developmental course repeats are examined.

Previously the number of hours attempted by those who were repeating one or more courses was noted. How many credits of the students course load were being taken as repeats? Table 4 provides the answer.

(See Table 4)

Of the 3,489 students who were repeating a course in Fall 2001, 76.6% (2,673) were taking a single course over, another 17% were repeating two courses and 16 individuals were repeating 5+ courses in the same semester. Remember there are some departments where the same course and number refers to different topics. Reading the diagonal of each table is also informative. Note that 883 individuals who were attempting 0-2 credit hours repeated a single course. That means the only course they were taking was a repeat number. Likewise 56 persons enrolled in 3-5 credits were repeating 2 courses so the probability is high that both of those courses were repeats, etc. It can also be reasonable assumed that all numbers above the diagonal represent individuals whose entire load consists of repeat courses. The vast majority of repeaters are retaking a single course during the term, and that pattern holds for all five semesters.

(See Table 5)

The previous tables used the individual student as a reference frame. Table 5 shows the proportion of enrollees by course level who are repeating a course(s) (Also see Table 1). To illustrate, during Fall 2001, the 18,676 students occupied 51,212 seats (enrollees).

Out of those 51,212 enrollees, 4,611 (9%) were enrolled in repeat courses. The two highest course level repeat percentages reflect the two different types of repeats. At the Developmental level, the repeats (12.2%) predominantly represent repeating courses that are not designed for multiple credit (the 'Not-so-Good' repeats). On the other hand, repeats in Professional level courses (11.4%) primarily represent courses that can be taken more than once for credit. Finally, the analysis revealed that one individual had repeated the same lower division course 26 times during his/her collegiate career through Fall 2001 at UAA. Actually, one person took the same course 27 times because reported data in this table do not include the original course enrollment.

(See Table 6)

What disciplines have the largest numbers of persons taking repeat courses? Remember, repeats in Table 6 include both courses that can and cannot be taken for multiple credit. The shaded values highlight disciplines that have 10+% of all enrollees taking their courses as a repeat. Note that our three Rocky II-B award recipients were taking a lower division course in the Art discipline. This table serves to begin narrowing the focus to specific courses where the repeat values are high. It also reveals how the discipline total masks large variations that exist at different course levels. Observe in Art that the proportion of repeats in upper division courses is double their lower division courses but neither is accurately represented in the Art discipline total. **Note:** The table showing the same information by individual course is too voluminous to include in this paper but is available from OPRA for the interested reader.

This section has documented that nearly 20% of the UAA enrollees today are taking courses numbered the same as a course previously taken. Is that percentage high or low and as compared to 'What'? UAA data is not sufficiently clean to poll peer institutions so the university needs to judge against its own internal standard of reasonableness. Part of that 20% represents courses students can repeat for multiple credit. Such courses were created to avoid paperwork required to designate them as different even though the course subject matter is different. While the motivation behind this tactic is understandable, it still masks the fact that a student is receiving credit for learning different information under the same label. It also produces problems when the university desires to make comparisons with peer institutions. Finally it gives the mistaken impression that the student is experiencing academic difficulty when that may not be the case.

The more serious issue, for which the remainder of this paper is focused, are those courses that the student is repeating which cannot be counted for multiple credit. It is impossible to know precisely why a particular student is repeating a course but it is reasonable to assume there are two categories where the majority is repeating because they 'have to' rather than because they 'want to'. These are Developmental and General Education Requirement (GER) courses. Students have to perform satisfactorily in these courses before they can progress toward their degree or certificate so any repeat reflects a prior unsuccessful course experience. What are the problem parameters in each area?

## DEVELOPMENTAL COURSE REPEATS

Recall in Table 1 that students repeating developmental level courses fluxuated between 7-10% of all individuals who were taking courses more than once. That represents between 245 and 329 students during the past 3 Fall semesters. What to these students look like?

(See Table 7)

Table 7 reveals that over one-third of the 275 students repeating developmental courses in Fall 2001 were freshmen. They could not be repeating the course(s) if they were entering UAA for the first time so they were individuals who had enrolled previously but had not amassed sufficient cumulative credits to reach sophomore status. **Note:** the few individuals reported as first-time freshmen were students who had taken the course while still in high school. The other large group (42%) repeating developmental courses was identified by UAA as Non-Degree seeking students. Two-thirds of the developmental course repeaters were female. Sixty percent were non-traditional age. This is not surprising as the older student who is coming back to earn a degree may be experiencing difficulty in basic English and Mathematics courses needed to move into college level work. It is a little surprising to observe that 30% were in the 20-24 age cohort when one would expect that the percentage of 19-year olds would be higher if they were repeating as freshmen.

The majority of Developmental course repeaters are Part-time students, which is consistent with the profile of non-traditional age non-degree seekers. Nearly one-third are minority and, within that cohort, 37% are Alaska Native. Just over 31% had a high School cumulative GPA of 2.5 or less. Their SAT Verbal score was 435 compared to 502 for AK full-time first-time freshmen in Fall 2001 (nearly 7/10 of a standard deviation lower than the SAT verbal mean and AK first-time freshmen). Similarly those repeating developmental courses had an average SAT Math score of 411 compared to 495 for AK full-time, first-time freshmen (nearly one standard deviation lower than the SAT mathematics mean and over 8/10 lower than AK first-time freshmen).

Two-thirds of the students in this Fall 2001 cohort were repeating at least 1 class (including non-remedial courses) and nearly one-fourth were repeating two courses. When the focus is on remedial courses only, 92% were repeating a single remedial course while 7% were repeating two remedial courses.

(See Table 8)

How do development course repeat enrollments vary by discipline? Table 8 presents this information. The number of enrollees in developmental courses has gone from 1,690 in Fall 1997 to 2,216 in Fall 2001 (31% increase). Over the past five Fall semesters the proportion of these enrollees who were repeating developmental courses has ranged between 12-15%. An examination of Table 8 reveals the disparity between courses that

is masked in the total numbers. Discipline total proportions that exceed 10% of all enrollees have been highlighted. **Note:** Pay particular attention to the number of cases upon which proportions are determined.

Acknowledging this caveat, there are still several points that stand out. First, there are a consistently higher proportion of students repeating courses offered through PWSCC (Courses identified with a 'V' prefix). Although many of these courses have been assigned developmental course numbers, it appears that students can repeat some of them for multiple credit. If that is the case, it is incorrect to classify them as repeats to improve poor performance. Second, there are some individual courses with a high proportion of repeaters among their enrollees. They include: ADT 071, ENGL 063 and 078, ESL 066, MATH 050 and 055, and PRPE 074.

The last two columns of information in Table 8 indicate average number of repeats among those taking the course and maximum number of times an individual taking the course has repeated it. One needs to add '1' to the values in the MAX column because they reflect the number of repeats but did not count the original time the person took the course as well. For example, observe that in Fall 2000, an individual was repeating CHEM A055 for the fourth time but this actually represented the fifth time he/she was taking that course. Students are appearing to have particular difficulty with MATH 054 and 055 as evidenced by the number of times they are repeating it.

(See Table 9)

Tables 9 and 10 examine how repeaters and non-repeaters perform in developmental courses and whether there is any significant difference in their grades in such classes. To illustrate, in Fall 2001 in CHEM 055 there were 113 enrollees. Among that group, 11 were repeating the course. Seven of those 11 repeaters earned a grade that could be used to compute a GPA. The remaining 4 received some other 'grade' symbol e.g., 'W', 'I', 'AU', etc. The mean GPA of those seven individuals was 2.14. Four individuals (36.4%) did not successfully finish the course and progress toward their academic goal. Some courses will show total enrollment values only. These courses were graded Pass-No Pass. If all students received 'Pass' there will be no GPA or attrition.

The attrition percentages reveal that both repeaters and non-repeaters appear to have particular difficulty in CHEM 055 (lecture and laboratory), MATH 050, 054, 055, and 060, and PRPE (English renamed) 074, 076, 084, and 086. The attrition rates are approaching one of every three enrollees in the science disciplines and one in four for English. These results further substantiate the findings of earlier studies on attrition and the need to address the issue.

A comparison of the mean GPA between repeaters and non-repeaters reveals that persons taking developmental courses for the first time tend to have a higher course GPA and less attrition than those who are repeating it. This is counter-intuitive because the expectation would be that repeaters would have the advantage of being previously exposed to the course material. On the surface it raises questions about student readiness to profit from the course and proper course placement.

(See Table 10)

Even though the developmental courses show a high level of attrition, a significant question remains, 'Is there any real difference between the performance of students who are repeating the course compared with those who are taking it for the first time?' A statistical test of significance between the mean grade performances of these two groups was performed for each developmental course to test the null hypothesis that there is no difference between the groups. Only one developmental course, MATH 055, had a significant difference and only for Fall 2001. All other courses failed to rise to the 0.05 level or higher. Acceptance of the null hypothesis leaves means differential performance was due to factors, yet unidentified, other than the course was being repeated. There seems to be no apparent advantage to the student who was repeating the course over the student taking it for the first time. Students who were unable to perform satisfactorily the first time were not able to do better despite taking the course multiple times. At what point does the university intervene?

## **GENERAL EDUCATION REQUIREMENT (GER) COURSE REPEATS**

Developmental course repeats represent a small but significant group to focus attention on in UAA's efforts to improve success for all of its students. However, the number of students repeating GER courses presents UAA with a very large challenge. Recall in Table 1 that students repeating courses constituted a constantly expanding cohort within the total headcount. Course repeaters now approach nearly one-fifth of all enrollees at UAA and, within that group, one-third are repeating their GER-required courses. In hard numbers, that group is now over 1,100 individuals. When one starts calculating the cost of having this many students take courses over (tuition paid again, occupy seats that may preclude others who need the course from taking it, instructor salary to teach the student again, lengthening the student's time-to-degree, etc.) the numbers quickly take on high priority importance. The following tables shed some light on the magnitude of the GER repeat issue.

(See Table 11)

As before, what are the characteristics of students who are repeating their GER courses? Table 11 reveals that the number of GER repeaters is continuing a steady upward trend (6.2% since Fall 1999 and 7.7% over the previous Fall 2000). The first statistic that catches attention is the proportion of students with upper division standing that are still repeating GER courses (See Class Standing). It would be expected that freshmen and sophomores would be trying to get their basic university GER requirements completed before moving into their program specialization. A combined 29% of the GER repeaters were students holding junior and even senior standing. This raises serious questions about the importance of the requirement to student success. If students have attained that class standing level, they would have to be approaching degree attainment. Why have

they yet to successfully complete those courses designed to provide the foundation for successful upper division performance. How is this possible if the GER's are functioning as designed? How and why have these students been allowed to progress that far in their academic program without successful foundation performance?

Over one-fourth (27%) of the students taking GER repeat courses in Fall 2001 were classified by UAA as non-degree students. If they are non-degree seeking students, why are they taking and repeating courses designed to serve as foundation for successful degree completion. Evidence from other sources suggests that a number of students currently identified as 'Non-Degree' are, in fact, degree seeking who have not completed the admission process. The gender ratio for GER repeaters is nearly identical with that of all repeating students and the total undergraduate population.

There are some distinct differences in the characteristics of students who are repeating developmental courses versus GER courses. Developmental course repeaters were predominantly non-traditional, part-time, Associate degree-seeking individuals with a high school GPA of 2.5 or less and SAT scores about 1 standard deviation below the national test means. A slightly higher proportion was minority. GER repeaters tend to be predominantly traditional-aged, full-time, Baccalaureate degree-seeking individuals with a high school GPA of 2.5 or higher and SAT scores near the national means. The fact that the GER student profile seems to have characteristics normally associated with successful performance seems somewhat incongruous with the fact they have to repeat required courses.

The majority of GER repeaters were taking 1-2 courses over but what is most striking are the number repeating 3+ courses in the term. Although their numbers are small, the fact that the entire full-time term course load for 50 individuals consists of repeating required GER courses serves to raise questions about their preparedness, realistic goal setting, etc.

(See Table 12)

Table 12 presents the pattern of GER repeats by course within discipline. Between 8-9% of all enrollees in GER courses each Fall semester are repeating them. That represents over 1,400 individuals taking one or more courses (average 1.2) over again. The percentage of persons repeating GER courses is lower than those repeating developmental courses but there are still significant patterns. Students are more likely to be repeating GER courses in the disciplines of Applied Statistics (AS), Biology (BIOL), Chemistry (CHEM), Chinese (CHIN), Japanese (JPN), Mathematics (MATH), and Physics (PHYS). English 111 also appears to be a major hurdle for degree seeking students.

Two additional statistics of note for each course are the MAX number of times a currently enrolled individual has retaken the course and the average number of repeats. Both can be used as barometers of the difficulty students are having with the course for a variety of reasons. To illustrate, those students repeating English 111 have done so an average of 1.3 times and the individual with the greatest number of repeats was taking

this course for the 6<sup>th</sup> time (remember to add one to the MAX value to account for the original time the course was taken).

(See Table 13)

How well do repeaters and non-repeaters perform in GER courses? Is there a significant difference in grade performance between these cohorts? How do their attrition rates compare? Over the past five Fall semesters the overall attrition rate by students taking GER courses (repeaters and non-repeaters combined) has been stable at 22% and their combined GPA has also remained constant at 2.6 (See Table 13). However, there are marked differences between the disciplines that are masked with these totals. In Fall 2001, the mean discipline GPA in GER courses ranged from a high of 3.08 in Chinese and Social Work to a low of 1.90 in Astronomy. Likewise, the Attrition percentage ranged from 12.7% in Political Science to a high of 32.1% in Mathematics (percentages based on small N's excluded).

Students taking a GER course for the first time appear to be showing a higher GPA and lower attrition percentage than those who are repeating the course. These findings were consistent with those repeating Developmental courses (See Table 9). This again raises a fundamental question about the value of repeating a course when the natural expectation is that repeating a course should show improvement because of prior exposure. Students need to successfully complete their GER requirements but are finding it difficult to improve their original performance. The fundamental question is Why? **Note:** The information in Table 9 format for individual GER courses is available from OPRA for the interested reader.

(See Table 14)

Was there any real difference in GER grade performance between repeaters and non-repeaters? There were some individual courses where a statistically significant difference existed between them. The most notable of these included ENGL 111 and MATH 107. However, the majority failed to reach the 5% level or higher. GER courses were originally assumed to be ones that cannot be repeated for multiple credit so any repeat is being taken to improve grade performance. Rejecting the null hypothesis leads to the conclusion that factors determining performance in many of the GER courses are not influenced by whether the course is being repeated. Conversely, GER courses with statistically significant differences can be presumed to have course performance influenced by repeating it. More research is needed to isolate and determine the relative weight of these factors plus UAA's ability to influence them.

## **SUMMARY**

The performance of students who are repeating courses has a direct and significant relationship with their success at UAA. Courses can either be repeated for multiple credit or not. Although the exact reason a student repeats a course is unknown, one can infer the reason based on the type of course being repeated. This report focused on two course categories where it was reasonably assumed the repeat was to improve poor previous performance in that course. These categories were Developmental and General Education Requirement (GER) courses. The overall finding was that students who were repeating these courses were more likely to perform lower and their attrition rate would be higher than students taking the same course for the first time. The reasons why that appears to be happening are unknown. What it does suggest, however, is that students who repeat such courses were not initially prepared to take them and were equally ill-prepared to repeat the course. Further research is needed to uncover the reasons for their poor performance so strategies to assist them can be formulated.

# **Topic Paper Tables**

## UAA DISCIPLINE LEGEND

<b>Code</b>	<b>Discipline Title</b>	<b>Code</b>	<b>Discipline Title</b>	<b>Code</b>	<b>Discipline Title</b>
<b>ACCT</b>	Accounting	<b>ES</b>	Engineering Science	<b>OCT</b>	Occupational Certif Training
<b>ADT</b>	Automotive & Diesel Technology	<b>ESL</b>	English as a Second Language	<b>PADM</b>	Public Administration
<b>AET</b>	Architectural & Engineering Tech	<b>ESM</b>	Engineering Science Mgmt	<b>PARL</b>	Paralegal
<b>AGRI</b>	Agriculture	<b>ET</b>	Electronics Technology	<b>PE</b>	Physical Education
<b>AKNS</b>	Alaska Native Studies	<b>EXTC</b>	Extended Registration-CAS	<b>PER</b>	Physical Education & Rec Non-Cr
<b>ANTH</b>	Anthropology	<b>EXTN</b>	Extended Registration-NS	<b>PETR</b>	Petroleum Technology
<b>AOEE</b>	Alaska Outdoor & Experiential Ed	<b>EXTR</b>	Extended Registration-ENGR	<b>PHIL</b>	Philosopny
<b>ART</b>	Art	<b>FD</b>	Floral Design	<b>PHYS</b>	Physics
<b>AS</b>	Applied Statistics	<b>FREN</b>	French	<b>PRPE</b>	Preparatory English
<b>ASL</b>	American Sign Language	<b>FSA</b>	Fire Service Administration	<b>PS</b>	Political Science
<b>AST</b>	Astrology	<b>GEO</b>	Geomatics	<b>PSY</b>	Psychology
<b>ASTR</b>	Astronomy	<b>GEOG</b>	Geography	<b>RH</b>	Refrigeration and Heating
<b>AT</b>	Aviation Technology	<b>GEOL</b>	Beology	<b>RUSS</b>	Russian
<b>AWS</b>	Alaska Wilderness Studies	<b>GER</b>	German	<b>SOC</b>	Sociology
<b>BA</b>	Business Administration	<b>GIS</b>	Geographic Information Systems	<b>SPAN</b>	Spanish
<b>BIOL</b>	Biology	<b>GUID</b>	Guidance	<b>SPCH</b>	Speech
<b>BS</b>	Behavior Science	<b>HCA</b>	Health Care Assisting	<b>SWK</b>	Social Work
<b>CA</b>	Culinary Arts	<b>HIST</b>	History	<b>TECH</b>	Technology
<b>CED</b>	Community Education	<b>HRNS</b>	Honors	<b>THR</b>	Theater
<b>CHEM</b>	Chemistry	<b>HS</b>	Health Sciences	<b>VE</b>	Vocational Education
<b>CHIN</b>	Chinese	<b>HUM</b>	Humanities	<b>VS</b>	Vocational Skills
<b>CIOS</b>	Computer Info Office Systems	<b>HUMS</b>	Human Service	<b>WELD</b>	Welding Technology
<b>COMM</b>	Communication	<b>ID</b>	Interior Design	<b>WS</b>	Womens Studies
<b>COUN</b>	Counseling	<b>INTL</b>	International Studies		
<b>CS</b>	Computer Science	<b>ITEC</b>	Industrial Technlogy		
<b>CWLA</b>	Creative Writing and Lit Arts	<b>JPC</b>	Journalism & Public Comm		
<b>DA</b>	Dental Assisting	<b>JPN</b>	Japanese		
<b>DH</b>	Dential Hygiene	<b>JUST</b>	Justice		
<b>DN</b>	Dietetics and Nutrition	<b>KOR</b>	Koren		
<b>DNCE</b>	Dance	<b>LANG</b>	Languages		
<b>ECD</b>	Early Childhood Development	<b>LAT</b>	Latin		
<b>ECON</b>	Economics	<b>LING</b>	Linguistics		
<b>ED</b>	Education	<b>LS</b>	Library Science		
<b>EDAE</b>	Education: Adult General	<b>MA</b>	Medical Assisting		
<b>EDD</b>	Engineering Design Drafting	<b>MATH</b>	Math		
<b>EDL</b>	Education Dev and Leadership	<b>MECH</b>	Mechanical Tech		
<b>EDPE</b>	Education: Physical Education	<b>MEDT</b>	Medical Lab Tech		
<b>EDSE</b>	Education: Special Ed Courses	<b>MILS</b>	Military Science		
<b>EE</b>	Electrical Engineering	<b>MT</b>	Marine Technology		
<b>EMT</b>	Emergency Med Tech	<b>MUS</b>	Music		
<b>ENGL</b>	English	<b>NS</b>	Nursing Science		
<b>EQE</b>	Environmental Quality Engr	<b>NURS</b>	Nursing		

**TABLE 1****Proportional Headcount/Enrollment Who Repeat GER and Developmental Courses  
Fall Semester**

Characteristic	Headcount					
	1997	1998	1999	2000	2001	
Total Headcount	18,255	19,336	18,574	18,534	18,676	
Total Repeat	2,701	3,309	3,135	3,276	3,489	
% Repeat	14.8%	17.1%	16.9%	17.7%	18.7%	
Repeat GER	956	990	1,059	1,045	1,125	
% Total Repeat	35.4%	29.9%	33.9%	31.9%	32.2%	
% Total Head	5.2%	5.1%	5.7%	5.6%	6.0%	
Repeat Development	250	222	245	329	275	
% Total Repeat	9.3%	6.7%	7.8%	10.0%	7.9%	
% Total Head	1.4%	1.1%	1.3%	1.8%	1.5%	
	Enrollees					
	Total Enrollees	49,054	50,496	49,348	50,308	51,212
	Repeat Enrollment	3511	4191	4066	4285	4611
% Repeat	7.2%	8.3%	8.2%	8.5%	9.0%	

Source: OPRA Trendbook Tables A1-Part B and B-2. Also OPRA Fall closing data.

Notes: The number of GER and Development repeaters cannot be summed because it is possible for the same individual to be in both groups concurrently. Read the data for each group separately.

**TABLE 2**  
**Students Who Repeated Courses**

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001		% Change Over	
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Over Fall99	Over Fall 00
<b>Total</b>	<b>2,701</b>	<b>100%</b>	<b>3,309</b>	<b>100%</b>	<b>3,135</b>	<b>100%</b>	<b>3,276</b>	<b>100%</b>	<b>3,489</b>	<b>100%</b>	<b>11.3%</b>	<b>6.5%</b>
By Class Standing												
First-time Freshman	8	0.3%	10	0.3%	11	0.4%	8	0.2%	20	0.6%	81.8%	150.0%
Freshman	416	15.4%	446	13.5%	401	12.8%	374	11.4%	411	11.8%	2.5%	9.9%
Sophomore	296	11.0%	375	11.3%	365	11.6%	330	10.1%	354	10.1%	-3.0%	7.3%
Junior	275	10.2%	285	8.6%	255	8.1%	335	10.2%	316	9.1%	23.9%	-5.7%
Senior	490	18.1%	492	14.9%	504	16.1%	452	13.8%	476	13.6%	-5.6%	5.3%
Graduate	63	2.3%	96	2.9%	78	2.5%	88	2.7%	94	2.7%	20.5%	6.8%
Not Declared	1,037	38.4%	1,341	40.5%	1,299	41.4%	1,433	43.7%	1,554	44.5%	19.6%	8.4%
Other	116	4.3%	264	8.0%	222	7.1%	256	7.8%	264	7.6%	18.9%	3.1%
By Student Type												
Graduate	63	2.3%	96	2.9%	78	2.5%	88	2.7%	94	2.7%	20.5%	6.8%
Undergraduate	2,638	97.7%	3,213	97.1%	3,057	97.5%	3,188	97.3%	3,395	97.3%	11.1%	6.5%
By Gender												
Female	1,489	55.1%	1,843	55.7%	1,681	53.6%	1,841	56.2%	1,965	56.3%	16.9%	6.7%
Male	1,212	44.9%	1,459	44.1%	1,447	46.2%	1,435	43.8%	1,522	43.6%	5.2%	6.1%
Unspecified			7	0.2%	7	0.2%			2	0.1%	-71.4%	
By Age Group												
17-Under	32	1.2%	67	2.0%	44	1.4%	38	1.2%	43	1.2%	-2.3%	13.2%
18 - 18	23	0.9%	32	1.0%	19	0.6%	30	0.9%	39	1.1%	105.3%	30.0%
19 - 19	139	5.1%	136	4.1%	147	4.7%	167	5.1%	178	5.1%	21.1%	6.6%
20 - 24	760	28.1%	897	27.1%	945	30.1%	981	29.9%	1,093	31.3%	15.7%	11.4%
<b>Traditional</b>	<b>954</b>	<b>35.3%</b>	<b>1,132</b>	<b>34.2%</b>	<b>1,155</b>	<b>36.8%</b>	<b>1,216</b>	<b>37.1%</b>	<b>1,353</b>	<b>38.8%</b>	<b>17.1%</b>	<b>11.3%</b>
25 - 29	467	17.3%	455	13.8%	477	15.2%	410	12.5%	465	13.3%	-2.5%	13.4%
30 - 39	547	20.3%	634	19.2%	559	17.8%	601	18.3%	607	17.4%	8.6%	1.0%
40 - 49	469	17.4%	673	20.3%	546	17.4%	594	18.1%	569	16.3%	4.2%	-4.2%
50 - 59	175	6.5%	288	8.7%	271	8.6%	311	9.5%	336	9.6%	24.0%	8.0%
60 +	89	3.3%	121	3.7%	121	3.9%	138	4.2%	157	4.5%	29.8%	13.8%
<b>Non Traditional</b>	<b>1,747</b>	<b>64.7%</b>	<b>2,171</b>	<b>65.6%</b>	<b>1,974</b>	<b>63.0%</b>	<b>2,054</b>	<b>62.7%</b>	<b>2,134</b>	<b>61.2%</b>	<b>8.1%</b>	<b>3.9%</b>
Unknown			6	0.2%	6	0.2%	6	0.2%	2	0.1%	-66.7%	-66.7%
By Ethnicity												
African American	129	4.8%	111	3.4%	124	4.0%	111	3.4%	119	3.4%	-4.0%	7.2%
Alaska Native	184	6.8%	227	6.9%	242	7.7%	223	6.8%	257	7.4%	6.2%	15.2%
American Indian	45	1.7%	60	1.8%	58	1.9%	57	1.7%	61	1.7%	5.2%	7.0%
Hispanic	102	3.8%	104	3.1%	110	3.5%	129	3.9%	139	4.0%	26.4%	7.8%
Pacific Is/Asian	140	5.2%	153	4.6%	167	5.3%	176	5.4%	201	5.8%	20.4%	14.2%
<b>Total Minority</b>	<b>600</b>	<b>22.2%</b>	<b>655</b>	<b>19.8%</b>	<b>701</b>	<b>22.4%</b>	<b>696</b>	<b>21.2%</b>	<b>777</b>	<b>22.3%</b>	<b>10.8%</b>	<b>11.6%</b>
White	1,987	73.6%	2,449	74.0%	2,272	72.5%	2,431	74.2%	2,550	73.1%	12.2%	4.9%
Unknown/Other	114	4.2%	205	6.2%	162	5.2%	149	4.5%	162	4.6%		8.7%
By Full/Part-time												
Full-time	1,233	45.6%	1,261	38.1%	1,290	41.1%	1,287	39.3%	1,374	39.4%	6.5%	6.8%
Part-time	1,468	54.4%	2,048	61.9%	1,845	58.9%	1,989	60.7%	2,115	60.6%	14.6%	6.3%

**TABLE 2 (CONT)**  
**Students Who Repeated Courses**

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001		% Change Over	
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Over Fall99	Over Fall 00
<b>Total</b>	<b>2,701</b>	<b>100%</b>	<b>3,309</b>	<b>100%</b>	<b>3,135</b>	<b>100%</b>	<b>3,276</b>	<b>100%</b>	<b>3,489</b>	<b>100%</b>	<b>11.3%</b>	<b>6.5%</b>
<b>By Attempted Hours</b>												
0 - 2	519	19.2%	979	29.6%	779	24.8%	878	26.8%	940	26.9%	20.7%	7.1%
3 - 5	402	14.9%	464	14.0%	405	12.9%	461	14.1%	449	12.9%	10.9%	-2.6%
6 - 8	323	12.0%	380	11.5%	378	12.1%	369	11.3%	443	12.7%	17.2%	20.1%
9 - 11	242	9.0%	265	8.0%	309	9.9%	305	9.3%	309	8.9%		1.3%
12 -14	821	30.4%	816	24.7%	847	27.0%	817	24.9%	829	23.8%	-2.1%	1.5%
15 +	394	14.6%	405	12.2%	417	13.3%	446	13.6%	519	14.9%	24.5%	16.4%
<b>By Degree Type</b>												
Associate	508	18.8%	527	15.9%	478	15.2%	447	13.6%	453	13.0%	-5.2%	1.3%
Bachelor	933	34.5%	1,045	31.6%	1,032	32.9%	1,034	31.6%	1,101	31.6%	6.7%	6.5%
Certificate	44	1.6%	36	1.1%	26	0.8%	18	0.5%	23	0.7%	-11.5%	27.8%
Master	63	2.3%	96	2.9%	78	2.5%	88	2.7%	94	2.7%	20.5%	6.8%
Non Degree	1,153	42.7%	1,605	48.5%	1,521	48.5%	1,689	51.6%	1,818	52.1%	19.5%	7.6%
<b>By High School GPA</b>												
4 +			1	0.0%	2	0.1%	8	0.2%	14	0.4%	600.0%	75.0%
3.5 - 3.9	37	1.4%	68	2.1%	84	2.7%	149	4.5%	174	5.0%	107.1%	16.8%
3 - 3.4	117	4.3%	154	4.7%	233	7.4%	275	8.4%	339	9.7%	45.5%	23.3%
2.5 - 2.9	136	5.0%	181	5.5%	198	6.3%	256	7.8%	317	9.1%	60.1%	23.8%
2 - 2.4	72	2.7%	96	2.9%	129	4.1%	153	4.7%	193	5.5%	49.6%	26.1%
1.5 - 1.9	13	0.5%	19	0.6%	49	1.6%	39	1.2%	50	1.4%	2.0%	28.2%
1.4 - Less	1	0.0%	1	0.0%	8	0.3%	6	0.2%	4	0.1%	-50.0%	-33.3%
Unknown	2,325	86.1%	2,789	84.3%	2,432	77.6%	2,390	73.0%	2,398	68.7%	-1.4%	0.3%
<b>By # of Class Repeating in the Same Term</b>												
1	2,111	78.2%	2,645	79.9%	2,469	78.8%	2,538	77.5%	2,673	76.6%	8.3%	5.3%
2	422	15.6%	490	14.8%	460	14.7%	530	16.2%	600	17.2%	30.4%	13.2%
3	130	4.8%	137	4.1%	162	5.2%	155	4.7%	152	4.4%	-6.2%	-1.9%
4	30	1.1%	33	1.0%	31	1.0%	44	1.3%	48	1.4%	54.8%	9.1%
5	4	0.1%	1	0.0%	12	0.4%	8	0.2%	12	0.3%		50.0%
6	3	0.1%	3	0.1%			1	0.0%	1	0.0%		
7					1	0.0%			2	0.1%	100.0%	
8	1	0.0%										
10									1	0.0%		
<b>By Mean SAT Score</b>												
N	486		617		644		749		808		25.5%	7.9%
SAT Math	483		486		492		491		487		-1.0%	-0.8%
SAT Verbal	491		496		496		494		491		-0.9%	-0.6%
SAT Total	973		982		988		985		978		-1.0%	-0.7%
<b>By Mean Asset Score</b>												
<b>Numerical</b>												
N	5		105		209		271		351		67.9%	29.5%
MEAN	33		39		38		38		38		1.4%	-0.2%
<b>Reading</b>												
N	36		332		533		696		925		73.5%	32.9%
MEAN	44		44		42		43		43		3.0%	-0.7%
<b>Writing Skill</b>												
N	36		337		537		702		931		73.4%	32.6%
MEAN	43		43		42		43		43		2.9%	-0.1%

**Source: OPRA-Fall Closing**

**TABLE 4**  
**Total Term Attempted Hours and Number of Repeat Courses**

Total Term Attempted Hours	# of Repeat Courses					All
	1	2	3	4	5+	
<b>Fall 1997</b>						
0 - 2	500	18	1			519
3 - 5	368	32	1	1		402
6 - 8	263	54	5	1		323
9 - 11	164	52	22	2	2	242
12 -14	560	174	65	18	4	821
15 +	256	92	36	8	2	394
<b>Total</b>	<b>2111</b>	<b>422</b>	<b>130</b>	<b>30</b>	<b>8</b>	<b>2701</b>
<b>Fall 1998</b>						
0 - 2	938	30	8	3		979
3 - 5	431	31	2			464
6 - 8	285	84	10	1		380
9 - 11	170	79	16			265
12 -14	556	183	61	16		816
15 +	265	83	40	13	4	405
<b>Total</b>	<b>2645</b>	<b>490</b>	<b>137</b>	<b>33</b>	<b>4</b>	<b>3309</b>
<b>Fall 1999</b>						
0 - 2	764	15				779
3 - 5	388	16	1			405
6 - 8	294	75	9			378
9 - 11	200	77	29	2	1	309
12 -14	547	197	80	20	3	847
15 +	276	80	43	9	9	417
<b>Total</b>	<b>2469</b>	<b>460</b>	<b>162</b>	<b>31</b>	<b>13</b>	<b>3135</b>
<b>Fall 2000</b>						
0 - 2	838	40				878
3 - 5	415	42	3	1		461
6 - 8	285	79	4	1		369
9 - 11	201	75	26	3		305
12 -14	512	205	71	25	4	817
15 +	287	89	51	14	5	446
<b>Total</b>	<b>2538</b>	<b>530</b>	<b>155</b>	<b>44</b>	<b>9</b>	<b>3276</b>
<b>Fall 2001</b>						
0 - 2	883	56	1			940
3 - 5	385	56	6	2		449
6 - 8	331	101	7	4		443
9 - 11	218	62	26	2	1	309
12 -14	525	209	66	24	5	829
15 +	331	116	46	16	10	519
<b>Total</b>	<b>2673</b>	<b>600</b>	<b>152</b>	<b>48</b>	<b>16</b>	<b>3489</b>

Source: OPRA-Fall Closing

**TABLE 5**  
**Proportion of Course Repeats by Course Level**  
**All Campuses**

CRS LEVEL	Fall 1997					Fall 1998					Fall 1999				
	Total Enrl	# Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	# Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	# Repeat Enrl	% Repeat	MEAN	MAX*
Devel	1,913	260	13.6%	1.3	5.0	2,588	246	9.5%	1.4	4.0	2,521	260	10.3%	1.3	7.0
Lower	35,170	2,637	7.5%	1.5	18.0	34,799	3,156	9.1%	1.7	20.0	34,282	2,951	8.6%	1.8	22.0
Upper	8,634	468	5.4%	1.4	11.0	8,530	561	6.6%	1.5	12.0	8,205	625	7.6%	1.6	14.0
Prof	1,118	59	5.3%	1.4	4.0	2,354	85	3.6%	1.3	5.0	2,297	91	4.0%	1.2	5.0
Grad	4,507	87	1.9%	1.7	5.0	2,225	143	6.4%	1.8	7.0	2,043	139	6.8%	1.7	9.0
Total	51,342	3,511	6.8%	1.5	18.0	50,496	4,191	8.3%	1.7	20.0	49,348	4,066	8.2%	1.7	22.0

CRS LEVEL	Fall 2000					Fall 2001				
	Total Enrl	# Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	# Repeat Enrl	% Repeat	MEAN	MAX*
Devel	2,511	346	13.8%	1.3	6.0	2,436	297	12.2%	1.5	5.0
Lower	35,146	3,001	8.5%	1.8	24.0	36,661	3,294	9.0%	2.0	26.0
Upper	8,165	611	7.5%	1.6	16.0	8,248	646	7.8%	1.7	18.0
Prof	2,497	163	6.5%	1.3	4.0	1,820	207	11.4%	1.6	5.0
Grad	1,989	164	8.2%	1.8	8.0	2,047	167	8.2%	1.8	8.0
Total	50,308	4,285	8.5%	1.7	24.0	51,212	4,611	9.0%	1.9	26.0

Source: OPRA Fall Closing

\*Includes courses that can be repeated multiple times for credit but represents a single person who had the same Discipline and course number repeated on his/her transcript.

One needs to add an additional value to each number in these columns. The creation of the data only counts repeats not the original time the course was taken.

**TABLE 6**  
**Repeats by Course Level Within Discipline**

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001									
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*					
ACCT	Devel						10	1	10.0%	1.0	1.0	12	1	8.3%	1.0	1.0															
	Lower	849	98	11.5%	1.3	4.0	825	93	11.3%	1.2	5.0	788	92	11.7%	1.4	6.0	747	96	12.9%	1.4	8.0	812	105	12.9%	1.5	9.0					
	Upper	240	20	8.3%	1.4	2.0	238	19	8.0%	1.2	2.0	257	27	10.5%	1.4	4.0	246	29	11.8%	1.5	3.0	197	27	13.7%	1.3	4.0					
	Grad											26	1	3.8%	1.0	1.0	31	2	6.5%	1.0	1.0	21	1	4.8%	2.0	2.0					
<b>ACCT Total</b>		<b>1,089</b>	<b>118</b>	<b>10.8%</b>	<b>1.3</b>	<b>4.0</b>	<b>1,073</b>	<b>113</b>	<b>10.5%</b>	<b>1.2</b>	<b>5.0</b>	<b>1,083</b>	<b>121</b>	<b>11.2%</b>	<b>1.4</b>	<b>6.0</b>	<b>1,024</b>	<b>127</b>	<b>12.4%</b>	<b>1.5</b>	<b>8.0</b>	<b>1,030</b>	<b>133</b>	<b>12.9%</b>	<b>1.5</b>	<b>9.0</b>					
ADT	Devel	14	2	14.3%	1.0	1.0																									
	Lower	157	8	5.1%	1.0	1.0	212	4	1.9%	1.0	1.0	169	13	7.7%	1.7	2.0	113	4	3.5%	1.0	1.0										
<b>ADT Total</b>		<b>171</b>	<b>10</b>	<b>5.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>212</b>	<b>4</b>	<b>1.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>169</b>	<b>13</b>	<b>7.7%</b>	<b>1.7</b>	<b>2.0</b>	<b>113</b>	<b>4</b>	<b>3.5%</b>	<b>1.0</b>	<b>1.0</b>										
AET	Lower	206	5	2.4%	1.0	1.0	182	9	4.9%	1.0	1.0	146	8	5.5%	1.0	1.0	171	3	1.8%	1.0	1.0	229	8	3.5%	1.0	1.0					
<b>AET Total</b>		<b>206</b>	<b>5</b>	<b>2.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>182</b>	<b>9</b>	<b>4.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>146</b>	<b>8</b>	<b>5.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>171</b>	<b>3</b>	<b>1.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>229</b>	<b>8</b>	<b>3.5%</b>	<b>1.0</b>	<b>1.0</b>					
AGRI	Lower																					61	2	3.3%	1.0	1.0					
<b>AGRI Total</b>																						<b>61</b>	<b>2</b>	<b>3.3%</b>	<b>1.0</b>	<b>1.0</b>					
AKNS	Lower											80	1	1.3%	1.0	1.0	72	3	4.2%	1.0	1.0	105	8	7.6%	1.1	2.0					
	Upper											13	3	23.1%	1.7	2.0	21	1	4.8%	4.0	4.0										
<b>AKNS Total</b>												<b>93</b>	<b>4</b>	<b>4.3%</b>	<b>1.5</b>	<b>2.0</b>	<b>93</b>	<b>4</b>	<b>4.3%</b>	<b>1.8</b>	<b>4.0</b>	<b>105</b>	<b>8</b>	<b>7.6%</b>	<b>1.1</b>	<b>2.0</b>					
ANTH	Lower	673	45	6.7%	1.2	4.0	714	37	5.2%	1.2	2.0	642	35	5.5%	1.2	3.0	621	42	6.8%	1.2	3.0	626	50	8.0%	1.2	3.0					
	Upper	194	3	1.5%	1.0	1.0	154	11	7.1%	1.1	2.0	141	3	2.1%	1.0	1.0	122	7	5.7%	1.1	2.0	130	1	0.8%	1.0	1.0					
	Grad																					32	1	3.1%	1.0	1.0					
<b>ANTH Total</b>		<b>867</b>	<b>48</b>	<b>5.5%</b>	<b>1.1</b>	<b>4.0</b>	<b>868</b>	<b>48</b>	<b>5.5%</b>	<b>1.1</b>	<b>2.0</b>	<b>783</b>	<b>38</b>	<b>4.9%</b>	<b>1.2</b>	<b>3.0</b>	<b>743</b>	<b>49</b>	<b>6.6%</b>	<b>1.2</b>	<b>3.0</b>	<b>788</b>	<b>52</b>	<b>6.6%</b>	<b>1.2</b>	<b>3.0</b>					
AOEE	Lower																219	2	0.9%	1.0	1.0	189	2	1.1%	1.0	1.0					
<b>AOEE Total</b>																	<b>219</b>	<b>2</b>	<b>0.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>189</b>	<b>2</b>	<b>1.1%</b>	<b>1.0</b>	<b>1.0</b>					
ART	Lower	1,295	105	8.1%	2.5	18.0	1,175	132	11.2%	2.2	20.0	1,231	116	9.4%	2.6	22.0	1,367	122	8.9%	2.6	24.0	1,456	169	11.6%	2.9	26.0					
	Upper	328	65	19.8%	1.7	9.0	282	74	26.2%	1.6	10.0	271	69	25.5%	1.8	8.0	269	65	24.2%	2.0	10.0	290	70	24.1%	1.8	11.0					
<b>ART Total</b>		<b>1,623</b>	<b>170</b>	<b>10.5%</b>	<b>2.2</b>	<b>18.0</b>	<b>1,457</b>	<b>206</b>	<b>14.1%</b>	<b>2.0</b>	<b>20.0</b>	<b>1,502</b>	<b>185</b>	<b>12.3%</b>	<b>2.3</b>	<b>22.0</b>	<b>1,636</b>	<b>187</b>	<b>11.4%</b>	<b>2.4</b>	<b>24.0</b>	<b>1,746</b>	<b>239</b>	<b>13.7%</b>	<b>2.6</b>	<b>26.0</b>					
AS	Lower	205	38	18.5%	1.4	6.0	248	40	16.1%	1.3	4.0	254	48	18.9%	1.1	2.0	281	49	17.4%	1.2	3.0	261	31	11.9%	1.5	5.0					
	Upper	43	11	25.6%	2.1	4.0	40	9	22.5%	1.6	3.0	42	14	33.3%	1.4	3.0	49	8	16.3%	2.1	5.0	36	7	19.4%	1.0	1.0					
<b>AS Total</b>		<b>248</b>	<b>49</b>	<b>19.8%</b>	<b>1.6</b>	<b>6.0</b>	<b>288</b>	<b>49</b>	<b>17.0%</b>	<b>1.3</b>	<b>4.0</b>	<b>296</b>	<b>62</b>	<b>20.9%</b>	<b>1.2</b>	<b>3.0</b>	<b>330</b>	<b>57</b>	<b>17.3%</b>	<b>1.3</b>	<b>5.0</b>	<b>297</b>	<b>38</b>	<b>12.8%</b>	<b>1.4</b>	<b>5.0</b>					
ASL	Lower	208	12	5.8%	1.0	1.0	271	9	3.3%	1.0	1.0	232	19	8.2%	1.1	2.0	231	12	5.2%	1.3	3.0	352	4	1.1%	1.0	1.0					
<b>ASL Total</b>		<b>208</b>	<b>12</b>	<b>5.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>271</b>	<b>9</b>	<b>3.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>232</b>	<b>19</b>	<b>8.2%</b>	<b>1.1</b>	<b>2.0</b>	<b>231</b>	<b>12</b>	<b>5.2%</b>	<b>1.3</b>	<b>3.0</b>	<b>352</b>	<b>4</b>	<b>1.1%</b>	<b>1.0</b>	<b>1.0</b>					
ASTR	Lower						90	2	2.2%	1.0	1.0						82	1	1.2%	1.0	1.0	91	1	1.1%	1.0	1.0					
<b>ASTR Total</b>							<b>90</b>	<b>2</b>	<b>2.2%</b>	<b>1.0</b>	<b>1.0</b>						<b>82</b>	<b>1</b>	<b>1.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>91</b>	<b>1</b>	<b>1.1%</b>	<b>1.0</b>	<b>1.0</b>					
AT	Lower	693	11	1.6%	1.3	3.0	751	13	1.7%	1.0	1.0	864	13	1.5%	1.0	1.0	899	12	1.3%	1.1	2.0	1,037	34	3.3%	1.0	2.0					
	Upper																					99	2	2.0%	1.0	1.0					
<b>AT Total</b>		<b>693</b>	<b>11</b>	<b>1.6%</b>	<b>1.3</b>	<b>3.0</b>	<b>751</b>	<b>13</b>	<b>1.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>864</b>	<b>13</b>	<b>1.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>899</b>	<b>12</b>	<b>1.3%</b>	<b>1.1</b>	<b>2.0</b>	<b>1,136</b>	<b>36</b>	<b>3.2%</b>	<b>1.0</b>	<b>2.0</b>					
AWS	Lower	148	8	5.4%	1.5	3.0	121	4	3.3%	1.0	1.0																				
<b>AWS Total</b>		<b>148</b>	<b>8</b>	<b>5.4%</b>	<b>1.5</b>	<b>3.0</b>	<b>121</b>	<b>4</b>	<b>3.3%</b>	<b>1.0</b>	<b>1.0</b>																				

**TABLE 6 (CONT)**  
**Course Repeats by Course Level Within Discipline**

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
BA	Lower	908	47	5.2%	1.4	6.0	1,074	77	7.2%	1.3	5.0	945	65	6.9%	1.4	6.0	941	55	5.8%	1.5	7.0	940	62	6.6%	1.3	4.0
	Upper	727	50	6.9%	1.2	4.0	697	30	4.3%	1.3	5.0	839	36	4.3%	1.3	3.0	833	48	5.8%	1.1	2.0	680	39	5.7%	1.2	2.0
	Grad	197	7	3.6%	1.0	1.0	176	1	0.6%	1.0	1.0	157	3	1.9%	1.3	2.0	146	3	2.1%	1.0	1.0	189	5	2.6%	1.0	1.0
<b>BA Total</b>		<b>1,832</b>	<b>104</b>	<b>5.7%</b>	<b>1.3</b>	<b>6.0</b>	<b>1,947</b>	<b>108</b>	<b>5.5%</b>	<b>1.3</b>	<b>5.0</b>	<b>1,941</b>	<b>104</b>	<b>5.4%</b>	<b>1.3</b>	<b>6.0</b>	<b>1,920</b>	<b>106</b>	<b>5.5%</b>	<b>1.3</b>	<b>7.0</b>	<b>1,809</b>	<b>106</b>	<b>5.9%</b>	<b>1.2</b>	<b>4.0</b>
BIOL	Lower	2,361	167	7.1%	1.3	5.0	2,481	177	7.1%	1.2	6.0	2,437	170	7.0%	1.3	7.0	2,348	179	7.6%	1.2	9.0	2,351	159	6.8%	1.4	11.0
	Upper	202	7	3.5%	1.1	2.0	179	12	6.7%	1.2	2.0	172	5	2.9%	1.4	2.0	192	11	5.7%	1.1	2.0	207	7	3.4%	1.7	3.0
	Grad	100	25	25.0%	2.0	4.0	101	21	20.8%	2.4	6.0	23	14	60.9%	2.3	5.0	29	12	41.4%	2.5	6.0	36	12	33.3%	2.0	4.0
<b>BIOL Total</b>		<b>2,663</b>	<b>199</b>	<b>7.5%</b>	<b>1.4</b>	<b>5.0</b>	<b>2,761</b>	<b>210</b>	<b>7.6%</b>	<b>1.3</b>	<b>6.0</b>	<b>2,632</b>	<b>189</b>	<b>7.2%</b>	<b>1.4</b>	<b>7.0</b>	<b>2,569</b>	<b>202</b>	<b>7.9%</b>	<b>1.3</b>	<b>9.0</b>	<b>2,594</b>	<b>178</b>	<b>6.9%</b>	<b>1.4</b>	<b>11.0</b>
BS	Lower						1	1	100.0%	1.0	1.0															
<b>BS Total</b>							<b>1</b>	<b>1</b>	<b>100.0%</b>	<b>1.0</b>	<b>1.0</b>															
CA	Lower						248	2	0.8%	1.0	1.0	258	8	3.1%	1.0	1.0	260	3	1.2%	1.0	1.0	308	9	2.9%	1.1	2.0
<b>CA Total</b>							<b>248</b>	<b>2</b>	<b>0.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>258</b>	<b>8</b>	<b>3.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>260</b>	<b>3</b>	<b>1.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>308</b>	<b>9</b>	<b>2.9%</b>	<b>1.1</b>	<b>2.0</b>
CE	Upper	148	7	4.7%	1.1	2.0	186	3	1.6%	1.3	2.0	166	6	3.6%	1.0	1.0	136	3	2.2%	1.0	1.0	142	4	2.8%	1.0	1.0
	Grad						120	2	1.7%	1.0	1.0	100	2	2.0%	1.0	1.0	99	2	2.0%	1.0	1.0	77	5	6.5%	1.2	2.0
<b>CE Total</b>		<b>148</b>	<b>7</b>	<b>4.7%</b>	<b>1.1</b>	<b>2.0</b>	<b>306</b>	<b>5</b>	<b>1.6%</b>	<b>1.2</b>	<b>2.0</b>	<b>266</b>	<b>8</b>	<b>3.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>235</b>	<b>5</b>	<b>2.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>219</b>	<b>9</b>	<b>4.1%</b>	<b>1.1</b>	<b>2.0</b>
CED	Devel						25	1	4.0%	1.0	1.0															
	Lower	157	1	0.6%	1.0	1.0	181	2	1.1%	1.0	1.0	133	2	1.5%	1.0	1.0	132	5	3.8%	1.0	1.0	168	1	0.6%	2.0	2.0
<b>CED Total</b>		<b>157</b>	<b>1</b>	<b>0.6%</b>	<b>1.0</b>	<b>1.0</b>	<b>206</b>	<b>3</b>	<b>1.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>133</b>	<b>2</b>	<b>1.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>132</b>	<b>5</b>	<b>3.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>168</b>	<b>1</b>	<b>0.6%</b>	<b>2.0</b>	<b>2.0</b>
CHEM	Devel	138	9	6.5%	1.0	1.0	148	12	8.1%	1.3	2.0	190	25	13.2%	1.1	2.0	161	12	7.5%	1.4	4.0	186	17	9.1%	1.4	3.0
	Lower	789	68	8.6%	1.5	5.0	863	95	11.0%	1.2	3.0	852	94	11.0%	1.4	4.0	955	116	12.1%	1.3	6.0	1,008	104	10.3%	1.2	4.0
	Upper	145	12	8.3%	1.3	2.0	183	19	10.4%	1.3	2.0	144	10	6.9%	1.4	3.0	189	9	4.8%	1.0	1.0	160	14	8.8%	1.3	3.0
<b>CHEM Total</b>		<b>1,072</b>	<b>89</b>	<b>8.3%</b>	<b>1.4</b>	<b>5.0</b>	<b>1,194</b>	<b>126</b>	<b>10.6%</b>	<b>1.2</b>	<b>3.0</b>	<b>1,186</b>	<b>129</b>	<b>10.9%</b>	<b>1.3</b>	<b>4.0</b>	<b>1,305</b>	<b>137</b>	<b>10.5%</b>	<b>1.3</b>	<b>6.0</b>	<b>1,354</b>	<b>135</b>	<b>10.0%</b>	<b>1.2</b>	<b>4.0</b>
CHIN	Lower						10	1	10.0%	1.0	1.0						12	1	8.3%	1.0	1.0	18	3	16.7%	2.0	3.0
<b>CHIN Total</b>							<b>10</b>	<b>1</b>	<b>10.0%</b>	<b>1.0</b>	<b>1.0</b>						<b>12</b>	<b>1</b>	<b>8.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>18</b>	<b>3</b>	<b>16.7%</b>	<b>2.0</b>	<b>3.0</b>
CIOS	Devel	11	2	18.2%	1.0	1.0	16	1	6.3%	2.0	2.0															
	Lower	3,438	150	4.4%	1.2	6.0	3,133	153	4.9%	1.3	7.0	2,969	189	6.4%	1.2	7.0	2,936	150	5.1%	1.5	9.0	2,714	148	5.5%	1.3	5.0
	Upper	289	12	4.2%	1.2	2.0	250	8	3.2%	1.1	2.0	398	26	6.5%	1.3	4.0	346	12	3.5%	1.3	2.0	367	36	9.8%	1.2	3.0
<b>CIOS Total</b>		<b>3,738</b>	<b>164</b>	<b>4.4%</b>	<b>1.2</b>	<b>6.0</b>	<b>3,399</b>	<b>162</b>	<b>4.8%</b>	<b>1.3</b>	<b>7.0</b>	<b>3,367</b>	<b>215</b>	<b>6.4%</b>	<b>1.2</b>	<b>7.0</b>	<b>3,282</b>	<b>162</b>	<b>4.9%</b>	<b>1.4</b>	<b>9.0</b>	<b>3,081</b>	<b>184</b>	<b>6.0%</b>	<b>1.3</b>	<b>5.0</b>
COMM	Lower										1,026	13	1.3%	1.0	1.0	1,065	21	2.0%	1.0	2.0	1,049	27	2.6%	1.0	1.0	
	Upper																				40	4	10.0%	1.0	1.0	
<b>COMM Total</b>											<b>1,026</b>	<b>13</b>	<b>1.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>1,065</b>	<b>21</b>	<b>2.0%</b>	<b>1.0</b>	<b>2.0</b>	<b>1,089</b>	<b>31</b>	<b>2.8%</b>	<b>1.0</b>	<b>1.0</b>	
COUN	Lower	98	2	2.0%	1.0	1.0	31	1	3.2%	1.0	1.0	47	2	4.3%	1.0	1.0	38	2	5.3%	1.0	1.0	43	2	4.7%	1.5	2.0
	Grad										64	1	1.6%	1.0	1.0											
<b>COUN Total</b>		<b>98</b>	<b>2</b>	<b>2.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>31</b>	<b>1</b>	<b>3.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>111</b>	<b>3</b>	<b>2.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>38</b>	<b>2</b>	<b>5.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>43</b>	<b>2</b>	<b>4.7%</b>	<b>1.5</b>	<b>2.0</b>
CS	Lower	260	20	7.7%	1.1	2.0	291	28	9.6%	1.1	2.0	278	23	8.3%	1.3	2.0	303	24	7.9%	1.2	2.0	296	36	12.2%	1.2	3.0
	Upper	90	5	5.6%	2.0	6.0	94	9	9.6%	1.4	5.0	59	8	13.6%	1.0	1.0	63	3	4.8%	1.3	2.0	82	4	4.9%	1.0	1.0
<b>CS Total</b>		<b>350</b>	<b>25</b>	<b>7.1%</b>	<b>1.3</b>	<b>6.0</b>	<b>385</b>	<b>37</b>	<b>9.6%</b>	<b>1.2</b>	<b>5.0</b>	<b>337</b>	<b>31</b>	<b>9.2%</b>	<b>1.2</b>	<b>2.0</b>	<b>366</b>	<b>27</b>	<b>7.4%</b>	<b>1.2</b>	<b>2.0</b>	<b>378</b>	<b>40</b>	<b>10.6%</b>	<b>1.2</b>	<b>3.0</b>

**TABLE 6 (CONT)**  
**Course Repeats by Course Level Within Discipline**

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
CWLA	Lower						129	10	7.8%	1.1	2.0	108	11	10.2%	1.6	4.0	104	10	9.6%	1.7	5.0	103	13	12.6%	1.9	7.0
	Upper						68	6	8.8%	1.0	1.0	47	6	12.8%	1.0	1.0	24	3	12.5%	1.0	1.0	11	2	18.2%	1.0	1.0
	Prof																					15	1	6.7%	1.0	1.0
	Grad						49	26	53.1%	1.3	2.0	46	17	37.0%	1.6	4.0	53	14	26.4%	1.5	3.0	77	33	42.9%	1.8	4.0
<b>CWLA Total</b>							<b>246</b>	<b>42</b>	<b>17.1%</b>	<b>1.2</b>	<b>2.0</b>	<b>201</b>	<b>34</b>	<b>16.9%</b>	<b>1.5</b>	<b>4.0</b>	<b>181</b>	<b>27</b>	<b>14.9%</b>	<b>1.5</b>	<b>5.0</b>	<b>206</b>	<b>49</b>	<b>23.8%</b>	<b>1.8</b>	<b>7.0</b>
DA	Lower	146	5	3.4%	1.0	1.0											143	8	5.6%	1.0	1.0	130	1	0.8%	1.0	1.0
<b>DA Total</b>		<b>146</b>	<b>5</b>	<b>3.4%</b>	<b>1.0</b>	<b>1.0</b>											<b>143</b>	<b>8</b>	<b>5.6%</b>	<b>1.0</b>	<b>1.0</b>	<b>130</b>	<b>1</b>	<b>0.8%</b>	<b>1.0</b>	<b>1.0</b>
DH	Lower	123	1	0.8%	1.0	1.0																98	1	1.0%	1.0	1.0
<b>DH Total</b>		<b>123</b>	<b>1</b>	<b>0.8%</b>	<b>1.0</b>	<b>1.0</b>																<b>98</b>	<b>1</b>	<b>1.0%</b>	<b>1.0</b>	<b>1.0</b>
DN	Lower	136	1	0.7%	1.0	1.0	100	1	1.0%	1.0	1.0	162	7	4.3%	1.0	1.0	135	5	3.7%	1.4	3.0	179	4	2.2%	1.0	1.0
<b>DN Total</b>		<b>136</b>	<b>1</b>	<b>0.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>100</b>	<b>1</b>	<b>1.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>162</b>	<b>7</b>	<b>4.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>135</b>	<b>5</b>	<b>3.7%</b>	<b>1.4</b>	<b>3.0</b>	<b>179</b>	<b>4</b>	<b>2.2%</b>	<b>1.0</b>	<b>1.0</b>
DNCE	Devel	9	1	11.1%	5.0	5.0																				
	Lower	210	49	23.3%	2.6	10.0	250	55	22.0%	2.4	7.0	230	49	21.3%	2.3	10.0	224	26	11.6%	3.0	10.0	196	23	11.7%	1.6	6.0
<b>DNCE Total</b>		<b>219</b>	<b>50</b>	<b>22.8%</b>	<b>2.6</b>	<b>10.0</b>	<b>250</b>	<b>55</b>	<b>22.0%</b>	<b>2.4</b>	<b>7.0</b>	<b>230</b>	<b>49</b>	<b>21.3%</b>	<b>2.3</b>	<b>10.0</b>	<b>224</b>	<b>26</b>	<b>11.6%</b>	<b>3.0</b>	<b>10.0</b>	<b>196</b>	<b>23</b>	<b>11.7%</b>	<b>1.6</b>	<b>6.0</b>
ECD	Lower	299	8	2.7%	1.0	1.0	351	4	1.1%	1.0	1.0						405	11	2.7%	1.0	1.0	367	5	1.4%	1.2	2.0
	Prof	49	5	10.2%	1.6	3.0	91	4	4.4%	2.0	5.0															
<b>ECD Total</b>		<b>348</b>	<b>13</b>	<b>3.7%</b>	<b>1.2</b>	<b>3.0</b>	<b>442</b>	<b>8</b>	<b>1.8%</b>	<b>1.5</b>	<b>3.0</b>						<b>405</b>	<b>11</b>	<b>2.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>367</b>	<b>5</b>	<b>1.4%</b>	<b>1.2</b>	<b>2.0</b>
ECON	Lower	589	56	9.5%	1.3	4.0	535	48	9.0%	1.3	3.0	503	51	10.1%	1.4	3.0	504	50	9.9%	1.2	3.0	573	51	8.9%	1.4	5.0
	Upper	173	7	4.0%	1.4	3.0	172	10	5.8%	1.3	4.0	158	13	8.2%	1.4	4.0	140	3	2.1%	1.0	1.0	160	8	5.0%	1.1	2.0
	Grad	82	7	8.5%	1.6	2.0	77	26	33.8%	2.2	4.0	91	26	28.6%	1.4	2.0	116	41	35.3%	2.3	8.0	84	35	41.7%	2.3	6.0
<b>ECON Total</b>		<b>844</b>	<b>70</b>	<b>8.3%</b>	<b>1.4</b>	<b>4.0</b>	<b>784</b>	<b>84</b>	<b>10.7%</b>	<b>1.6</b>	<b>4.0</b>	<b>752</b>	<b>90</b>	<b>12.0%</b>	<b>1.4</b>	<b>4.0</b>	<b>760</b>	<b>94</b>	<b>12.4%</b>	<b>1.7</b>	<b>8.0</b>	<b>817</b>	<b>94</b>	<b>11.5%</b>	<b>1.7</b>	<b>6.0</b>
ED	Lower	260	6	2.3%	1.3	2.0	213	7	3.3%	1.4	4.0	189	9	4.8%	1.2	3.0	137	7	5.1%	1.6	2.0	101	2	2.0%	2.5	4.0
	Upper	797	9	1.1%	1.0	1.0	614	18	2.9%	1.2	3.0	591	16	2.7%	1.2	2.0	574	11	1.9%	1.2	2.0	452	4	0.9%	1.5	3.0
	Prof	942	44	4.7%	1.3	3.0	1,783	56	3.1%	1.3	4.0	1,931	79	4.1%	1.2	3.0	2,157	152	7.0%	1.3	4.0	1,368	177	12.9%	1.6	5.0
	Grad	485	9	1.9%	1.2	2.0	489	12	2.5%	1.1	2.0	248	5	2.0%	1.4	2.0	140	9	6.4%	1.1	2.0	207	6	2.9%	1.2	2.0
<b>ED Total</b>		<b>2,484</b>	<b>68</b>	<b>2.7%</b>	<b>1.3</b>	<b>3.0</b>	<b>3,099</b>	<b>93</b>	<b>3.0%</b>	<b>1.3</b>	<b>4.0</b>	<b>2,959</b>	<b>109</b>	<b>3.7%</b>	<b>1.2</b>	<b>3.0</b>	<b>3,008</b>	<b>179</b>	<b>6.0%</b>	<b>1.3</b>	<b>4.0</b>	<b>2,128</b>	<b>189</b>	<b>8.9%</b>	<b>1.6</b>	<b>5.0</b>
EDAE	Grad	91	2	2.2%	1.0	1.0	112	6	5.4%	1.5	3.0	86	11	12.8%	1.8	3.0	129	11	8.5%	1.9	6.0	125	18	14.4%	1.7	4.0
<b>EDAE Total</b>		<b>91</b>	<b>2</b>	<b>2.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>112</b>	<b>6</b>	<b>5.4%</b>	<b>1.5</b>	<b>3.0</b>	<b>86</b>	<b>11</b>	<b>12.8%</b>	<b>1.8</b>	<b>3.0</b>	<b>129</b>	<b>11</b>	<b>8.5%</b>	<b>1.9</b>	<b>6.0</b>	<b>125</b>	<b>18</b>	<b>14.4%</b>	<b>1.7</b>	<b>4.0</b>
EDD	Lower						8	1	12.5%	1.0	1.0	21	1	4.8%	1.0	1.0	40	2	5.0%	1.0	1.0	19	1	5.3%	1.0	1.0
<b>EDD Total</b>							<b>8</b>	<b>1</b>	<b>12.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>21</b>	<b>1</b>	<b>4.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>40</b>	<b>2</b>	<b>5.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>19</b>	<b>1</b>	<b>5.3%</b>	<b>1.0</b>	<b>1.0</b>
EDL	Grad																165	5	3.0%	1.0	1.0	180	2	1.1%	1.0	1.0
<b>EDL Total</b>																	<b>165</b>	<b>5</b>	<b>3.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>180</b>	<b>2</b>	<b>1.1%</b>	<b>1.0</b>	<b>1.0</b>
EDPE	Lower	1,432	266	18.6%	2.2	9.0	1,396	271	19.4%	2.7	13.0	74	5	6.8%	1.0	1.0	41	9	22.0%	1.0	1.0	45	17	37.8%	1.6	3.0
	Upper						66	1	1.5%	1.0	1.0	133	3	2.3%	1.0	1.0						78	4	5.1%	1.3	2.0
<b>EDPE Total</b>		<b>1,432</b>	<b>266</b>	<b>18.6%</b>	<b>2.2</b>	<b>9.0</b>	<b>1,462</b>	<b>272</b>	<b>18.6%</b>	<b>2.7</b>	<b>13.0</b>	<b>207</b>	<b>8</b>	<b>3.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>41</b>	<b>9</b>	<b>22.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>123</b>	<b>21</b>	<b>17.1%</b>	<b>1.6</b>	<b>3.0</b>



**TABLE 6 (CONT)**  
**Course Repeats by Course Level Within Discipline**

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
FREN	Lower	150	12	8.0%	1.1	2.0	125	6	4.8%	1.8	4.0	163	14	8.6%	1.2	2.0	168	15	8.9%	1.0	1.0	162	15	9.3%	1.3	2.0
	Upper						28	1	3.6%	1.0	1.0	22	2	9.1%	1.0	1.0	27	2	7.4%	1.5	2.0	24	2	8.3%	1.0	1.0
<b>FREN Total</b>		<b>150</b>	<b>12</b>	<b>8.0%</b>	<b>1.1</b>	<b>2.0</b>	<b>153</b>	<b>7</b>	<b>4.6%</b>	<b>1.7</b>	<b>4.0</b>	<b>185</b>	<b>16</b>	<b>8.6%</b>	<b>1.2</b>	<b>2.0</b>	<b>195</b>	<b>17</b>	<b>8.7%</b>	<b>1.1</b>	<b>2.0</b>	<b>186</b>	<b>17</b>	<b>9.1%</b>	<b>1.3</b>	<b>2.0</b>
FSA	Lower	93	1	1.1%	1.0	1.0	116	2	1.7%	1.0	1.0	118	1	0.8%	1.0	1.0	88	1	1.1%	1.0	1.0					
	Upper																									
<b>FSA Total</b>		<b>93</b>	<b>1</b>	<b>1.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>116</b>	<b>2</b>	<b>1.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>118</b>	<b>1</b>	<b>0.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>88</b>	<b>1</b>	<b>1.1%</b>	<b>1.0</b>	<b>1.0</b>					
GEO	Lower	72	1	1.4%	1.0	1.0	48	1	2.1%	2.0	2.0	73	4	5.5%	1.5	3.0	79	7	8.9%	1.1	2.0	74	2	2.7%	1.0	1.0
	Upper	42	4	9.5%	1.0	1.0	37	2	5.4%	1.0	1.0	27	3	11.1%	1.0	1.0	29	2	6.9%	1.5	2.0	40	1	2.5%	1.0	1.0
<b>GEO Total</b>		<b>114</b>	<b>5</b>	<b>4.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>85</b>	<b>3</b>	<b>3.5%</b>	<b>1.3</b>	<b>2.0</b>	<b>100</b>	<b>7</b>	<b>7.0%</b>	<b>1.3</b>	<b>3.0</b>	<b>108</b>	<b>9</b>	<b>8.3%</b>	<b>1.2</b>	<b>2.0</b>	<b>114</b>	<b>3</b>	<b>2.6%</b>	<b>1.0</b>	<b>1.0</b>
GEOG	Lower	679	34	5.0%	1.4	4.0	619	35	5.7%	1.3	5.0	645	51	7.9%	1.4	3.0	756	35	4.6%	1.2	5.0	715	63	8.8%	1.3	6.0
	Upper																									
<b>GEOG Total</b>		<b>679</b>	<b>34</b>	<b>5.0%</b>	<b>1.4</b>	<b>4.0</b>	<b>619</b>	<b>35</b>	<b>5.7%</b>	<b>1.3</b>	<b>5.0</b>	<b>645</b>	<b>51</b>	<b>7.9%</b>	<b>1.4</b>	<b>3.0</b>	<b>756</b>	<b>35</b>	<b>4.6%</b>	<b>1.2</b>	<b>5.0</b>	<b>715</b>	<b>63</b>	<b>8.8%</b>	<b>1.3</b>	<b>6.0</b>
GEOL	Lower	458	13	2.8%	1.0	1.0	349	16	4.6%	1.1	2.0	336	10	3.0%	1.1	2.0	372	15	4.0%	1.1	2.0	329	12	3.6%	1.3	3.0
	Upper	56	1	1.8%	1.0	1.0	99	29	29.3%	1.3	3.0	35	2	5.7%	1.0	1.0	108	41	38.0%	1.4	4.0	79	12	15.2%	2.8	7.0
<b>GEOL Total</b>		<b>514</b>	<b>14</b>	<b>2.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>448</b>	<b>45</b>	<b>10.0%</b>	<b>1.2</b>	<b>3.0</b>	<b>371</b>	<b>12</b>	<b>3.2%</b>	<b>1.1</b>	<b>2.0</b>	<b>480</b>	<b>56</b>	<b>11.7%</b>	<b>1.3</b>	<b>4.0</b>	<b>408</b>	<b>24</b>	<b>5.9%</b>	<b>2.0</b>	<b>7.0</b>
GER	Lower	129	7	5.4%	1.0	1.0	74	6	8.1%	1.7	2.0	111	5	4.5%	1.0	1.0	101	6	5.9%	1.2	2.0	105	7	6.7%	1.1	2.0
	Upper						23	1	4.3%	1.0	1.0	9	1	11.1%	2.0	2.0	21	1	4.8%	1.0	1.0	15	1	6.7%	1.0	1.0
<b>GER Total</b>		<b>129</b>	<b>7</b>	<b>5.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>97</b>	<b>7</b>	<b>7.2%</b>	<b>1.6</b>	<b>2.0</b>	<b>120</b>	<b>6</b>	<b>5.0%</b>	<b>1.2</b>	<b>2.0</b>	<b>122</b>	<b>7</b>	<b>5.7%</b>	<b>1.1</b>	<b>2.0</b>	<b>120</b>	<b>8</b>	<b>6.7%</b>	<b>1.1</b>	<b>2.0</b>
GIS	Lower						17	1	5.9%	1.0	1.0	19	1	5.3%	1.0	1.0	21	3	14.3%	1.0	1.0					
	Upper	13	3	23.1%	1.0	1.0																				
<b>GIS Total</b>		<b>13</b>	<b>3</b>	<b>23.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>17</b>	<b>1</b>	<b>5.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>19</b>	<b>1</b>	<b>5.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>21</b>	<b>3</b>	<b>14.3%</b>	<b>1.0</b>	<b>1.0</b>					
GUID	Lower	102	2	2.0%	1.5	2.0	99	1	1.0%	1.0	1.0	117	2	1.7%	1.0	1.0	169	3	1.8%	1.0	1.0	222	3	1.4%	1.0	1.0
	Upper																									
<b>GUID Total</b>		<b>102</b>	<b>2</b>	<b>2.0%</b>	<b>1.5</b>	<b>2.0</b>	<b>99</b>	<b>1</b>	<b>1.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>117</b>	<b>2</b>	<b>1.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>169</b>	<b>3</b>	<b>1.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>222</b>	<b>3</b>	<b>1.4%</b>	<b>1.0</b>	<b>1.0</b>
HCA	Lower																327	2	0.6%	1.0	1.0	308	10	3.2%	1.0	1.0
	Upper																									
<b>HCA Total</b>																	<b>327</b>	<b>2</b>	<b>0.6%</b>	<b>1.0</b>	<b>1.0</b>	<b>308</b>	<b>10</b>	<b>3.2%</b>	<b>1.0</b>	<b>1.0</b>
HIST	Lower	1,794	100	5.6%	1.2	4.0	1,664	111	6.7%	1.2	4.0	1,628	106	6.5%	1.2	3.0	1,804	132	7.3%	1.2	4.0	1,803	143	7.9%	1.2	5.0
	Upper	695	25	3.6%	1.2	3.0	624	41	6.6%	1.2	3.0	598	52	8.7%	1.1	5.0	643	46	7.2%	1.2	3.0	705	60	8.5%	1.2	3.0
<b>HIST Total</b>		<b>2,489</b>	<b>125</b>	<b>5.0%</b>	<b>1.2</b>	<b>4.0</b>	<b>2,288</b>	<b>152</b>	<b>6.6%</b>	<b>1.2</b>	<b>4.0</b>	<b>2,226</b>	<b>158</b>	<b>7.1%</b>	<b>1.2</b>	<b>5.0</b>	<b>2,447</b>	<b>178</b>	<b>7.3%</b>	<b>1.2</b>	<b>4.0</b>	<b>2,508</b>	<b>203</b>	<b>8.1%</b>	<b>1.2</b>	<b>5.0</b>
HNRS	Lower										103	1	1.0%	1.0	1.0											
	Upper																10	1	10.0%	1.0	1.0					
<b>HNRS Total</b>											<b>103</b>	<b>1</b>	<b>1.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>10</b>	<b>1</b>	<b>10.0%</b>	<b>1.0</b>	<b>1.0</b>						
HS	Devel	58	6	10.3%	1.0	1.0	52	6	11.5%	1.5	2.0	55	5	9.1%	1.0	1.0	55	7	12.7%	1.7	4.0	53	13	24.5%	1.4	3.0
	Lower	73	4	5.5%	1.3	2.0																21	1	4.8%	1.0	1.0
<b>HS Total</b>		<b>131</b>	<b>10</b>	<b>7.6%</b>	<b>1.1</b>	<b>2.0</b>	<b>52</b>	<b>6</b>	<b>11.5%</b>	<b>1.5</b>	<b>2.0</b>	<b>55</b>	<b>5</b>	<b>9.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>55</b>	<b>7</b>	<b>12.7%</b>	<b>1.7</b>	<b>4.0</b>	<b>74</b>	<b>14</b>	<b>18.9%</b>	<b>1.4</b>	<b>3.0</b>
HUM	Lower										79	1	1.3%	1.0	1.0							47	2	4.3%	1.0	1.0
	Upper																									
<b>HUM Total</b>											<b>79</b>	<b>1</b>	<b>1.3%</b>	<b>1.0</b>	<b>1.0</b>							<b>47</b>	<b>2</b>	<b>4.3%</b>	<b>1.0</b>	<b>1.0</b>

**TABLE 6 (CONT)**  
**Course Repeats by Course Level Within Discipline**

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
HUMS	Lower	400	8	2.0%	1.0	1.0	430	15	3.5%	1.0	1.0	367	9	2.5%	1.1	2.0	390	22	5.6%	1.3	2.0	375	16	4.3%	1.2	2.0
	Upper						178	1	0.6%	2.0	2.0						223	1	0.4%	1.0	1.0	257	7	2.7%	1.0	1.0
<b>HUMS Total</b>		<b>400</b>	<b>8</b>	<b>2.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>608</b>	<b>16</b>	<b>2.6%</b>	<b>1.1</b>	<b>2.0</b>	<b>367</b>	<b>9</b>	<b>2.5%</b>	<b>1.1</b>	<b>2.0</b>	<b>613</b>	<b>23</b>	<b>3.8%</b>	<b>1.3</b>	<b>2.0</b>	<b>632</b>	<b>23</b>	<b>3.6%</b>	<b>1.1</b>	<b>2.0</b>
ID	Lower	28	2	7.1%	1.0	1.0																25	2	8.0%	2.0	3.0
<b>ID Total</b>		<b>28</b>	<b>2</b>	<b>7.1%</b>	<b>1.0</b>	<b>1.0</b>																<b>25</b>	<b>2</b>	<b>8.0%</b>	<b>2.0</b>	<b>3.0</b>
INTL	Upper																					26	2	7.7%	1.0	1.0
<b>INTL Total</b>																						<b>26</b>	<b>2</b>	<b>7.7%</b>	<b>1.0</b>	<b>1.0</b>
ITEC	Devel	248	61	24.6%	1.2	3.0	115	50	43.5%	1.8	4.0	109	26	23.9%	1.6	3.0	202	104	51.5%	1.3	4.0	89	35	39.3%	1.9	4.0
	Lower	169	4	2.4%	1.0	1.0	69	2	2.9%	1.0	1.0	100	2	2.0%	1.0	1.0	163	1	0.6%	1.0	1.0					
<b>ITEC Total</b>		<b>417</b>	<b>65</b>	<b>15.6%</b>	<b>1.2</b>	<b>3.0</b>	<b>184</b>	<b>52</b>	<b>28.3%</b>	<b>1.8</b>	<b>4.0</b>	<b>209</b>	<b>28</b>	<b>13.4%</b>	<b>1.6</b>	<b>3.0</b>	<b>365</b>	<b>105</b>	<b>28.8%</b>	<b>1.3</b>	<b>4.0</b>	<b>89</b>	<b>35</b>	<b>39.3%</b>	<b>1.9</b>	<b>4.0</b>
JPC	Lower	234	6	2.6%	1.2	2.0	218	7	3.2%	1.1	2.0	243	6	2.5%	1.0	1.0	254	11	4.3%	1.0	1.0	312	10	3.2%	1.2	2.0
	Upper						188	6	3.2%	1.2	2.0	231	10	4.3%	1.5	3.0	197	6	3.0%	1.5	4.0	233	13	5.6%	1.2	4.0
<b>JPC Total</b>		<b>234</b>	<b>6</b>	<b>2.6%</b>	<b>1.2</b>	<b>2.0</b>	<b>406</b>	<b>13</b>	<b>3.2%</b>	<b>1.2</b>	<b>2.0</b>	<b>474</b>	<b>16</b>	<b>3.4%</b>	<b>1.3</b>	<b>2.0</b>	<b>451</b>	<b>17</b>	<b>3.8%</b>	<b>1.2</b>	<b>4.0</b>	<b>545</b>	<b>23</b>	<b>4.2%</b>	<b>1.2</b>	<b>4.0</b>
JPN	Lower	116	6	5.2%	1.7	4.0	95	13	13.7%	1.2	2.0	87	8	9.2%	1.0	1.0	107	6	5.6%	1.3	3.0	144	9	6.3%	1.0	1.0
	Upper										13	1	7.7%	1.0	1.0	25	1	4.0%	2.0	2.0	28	11	39.3%	1.5	2.0	
<b>JPN Total</b>		<b>116</b>	<b>6</b>	<b>5.2%</b>	<b>1.7</b>	<b>4.0</b>	<b>95</b>	<b>13</b>	<b>13.7%</b>	<b>1.2</b>	<b>2.0</b>	<b>100</b>	<b>9</b>	<b>9.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>132</b>	<b>7</b>	<b>5.3%</b>	<b>1.4</b>	<b>3.0</b>	<b>172</b>	<b>20</b>	<b>11.6%</b>	<b>1.3</b>	<b>2.0</b>
JUST	Lower	425	31	7.3%	1.4	5.0	439	28	6.4%	1.3	4.0	400	26	6.5%	1.2	3.0	370	21	5.7%	1.3	5.0	370	24	6.5%	1.2	2.0
	Upper	209	9	4.3%	1.3	2.0	207	9	4.3%	1.0	1.0	183	21	11.5%	1.1	2.0	160	12	7.5%	1.2	2.0	223	12	5.4%	1.2	2.0
<b>JUST Total</b>		<b>634</b>	<b>40</b>	<b>6.3%</b>	<b>1.4</b>	<b>5.0</b>	<b>646</b>	<b>37</b>	<b>5.7%</b>	<b>1.2</b>	<b>4.0</b>	<b>583</b>	<b>47</b>	<b>8.1%</b>	<b>1.2</b>	<b>3.0</b>	<b>530</b>	<b>33</b>	<b>6.2%</b>	<b>1.3</b>	<b>5.0</b>	<b>593</b>	<b>36</b>	<b>6.1%</b>	<b>1.2</b>	<b>2.0</b>
KOR	Lower						14	2	14.3%	1.0	1.0															
<b>KOR Total</b>							<b>14</b>	<b>2</b>	<b>14.3%</b>	<b>1.0</b>	<b>1.0</b>															
LANG	Grad						16	2	12.5%	1.0	1.0	22	9	40.9%	1.1	2.0										
<b>LANG Total</b>							<b>16</b>	<b>2</b>	<b>12.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>22</b>	<b>9</b>	<b>40.9%</b>	<b>1.1</b>	<b>2.0</b>										
LAT	Lower	27	1	3.7%	1.0	1.0	13	1	7.7%	1.0	1.0											21	1	4.8%	1.0	1.0
<b>LAT Total</b>		<b>27</b>	<b>1</b>	<b>3.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>13</b>	<b>1</b>	<b>7.7%</b>	<b>1.0</b>	<b>1.0</b>											<b>21</b>	<b>1</b>	<b>4.8%</b>	<b>1.0</b>	<b>1.0</b>
LING	Lower	34	1	2.9%	1.0	1.0	55	1	1.8%	1.0	1.0						46	2	4.3%	1.0	1.0	69	5	7.2%	1.0	1.0
<b>LING Total</b>		<b>34</b>	<b>1</b>	<b>2.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>55</b>	<b>1</b>	<b>1.8%</b>	<b>1.0</b>	<b>1.0</b>						<b>46</b>	<b>2</b>	<b>4.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>69</b>	<b>5</b>	<b>7.2%</b>	<b>1.0</b>	<b>1.0</b>
LS	Lower	61	3	4.9%	1.0	1.0	55	2	3.6%	1.5	2.0	29	1	3.4%	1.0	1.0	37	3	8.1%	3.0	4.0	38	6	15.8%	2.0	6.0
<b>LS Total</b>		<b>61</b>	<b>3</b>	<b>4.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>55</b>	<b>2</b>	<b>3.6%</b>	<b>1.5</b>	<b>2.0</b>	<b>29</b>	<b>1</b>	<b>3.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>37</b>	<b>3</b>	<b>8.1%</b>	<b>3.0</b>	<b>4.0</b>	<b>38</b>	<b>6</b>	<b>15.8%</b>	<b>2.0</b>	<b>6.0</b>
MA	Lower	171	3	1.8%	1.0	1.0	176	7	4.0%	1.0	1.0	133	8	6.0%	1.3	3.0	129	5	3.9%	1.4	2.0	202	5	2.5%	1.2	2.0
<b>MA Total</b>		<b>171</b>	<b>3</b>	<b>1.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>176</b>	<b>7</b>	<b>4.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>133</b>	<b>8</b>	<b>6.0%</b>	<b>1.3</b>	<b>3.0</b>	<b>129</b>	<b>5</b>	<b>3.9%</b>	<b>1.4</b>	<b>2.0</b>	<b>202</b>	<b>5</b>	<b>2.5%</b>	<b>1.2</b>	<b>2.0</b>
MATH	Devel	1,110	165	14.9%	1.3	4.0	1,177	151	12.8%	1.3	4.0	1,262	169	13.4%	1.3	7.0	1,267	177	14.0%	1.3	6.0	1,311	193	14.7%	1.4	5.0
	Lower	2,282	386	16.9%	1.5	9.0	2,287	397	17.4%	1.5	8.0	2,340	409	17.5%	1.5	8.0	2,211	397	18.0%	1.4	9.0	2,242	411	18.3%	1.5	7.0
	Upper	132	30	22.7%	1.7	9.0	134	27	20.1%	1.4	10.0	104	31	29.8%	1.5	3.0	89	21	23.6%	1.7	4.0	104	18	17.3%	2.0	5.0
	Prof						82	4	4.9%	1.0	1.0	80	5	6.3%	1.0	1.0						86	21	24.4%	1.1	2.0
<b>MATH Total</b>		<b>3,524</b>	<b>581</b>	<b>16.5%</b>	<b>1.4</b>	<b>9.0</b>	<b>3,680</b>	<b>579</b>	<b>15.7%</b>	<b>1.5</b>	<b>10.0</b>	<b>3,786</b>	<b>614</b>	<b>16.2%</b>	<b>1.4</b>	<b>8.0</b>	<b>3,567</b>	<b>595</b>	<b>16.7%</b>	<b>1.4</b>	<b>9.0</b>	<b>3,743</b>	<b>643</b>	<b>17.2%</b>	<b>1.4</b>	<b>7.0</b>

**TABLE 6 (CONT)**  
**Course Repeats by Course Level Within Discipline**

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
MECH	Lower	32	7	21.9%	3.4	7.0	29	6	20.7%	2.3	4.0	37	7	18.9%	3.3	7.0	24	5	20.8%	2.0	5.0	16	4	25.0%	3.0	5.0
<b>MECH Total</b>		<b>32</b>	<b>7</b>	<b>21.9%</b>	<b>3.4</b>	<b>7.0</b>	<b>29</b>	<b>6</b>	<b>20.7%</b>	<b>2.3</b>	<b>4.0</b>	<b>37</b>	<b>7</b>	<b>18.9%</b>	<b>3.3</b>	<b>7.0</b>	<b>24</b>	<b>5</b>	<b>20.8%</b>	<b>2.0</b>	<b>5.0</b>	<b>16</b>	<b>4</b>	<b>25.0%</b>	<b>3.0</b>	<b>5.0</b>
MEDT	Lower	73	3	4.1%	1.0	1.0	70	7	10.0%	1.0	1.0	72	3	4.2%	1.0	1.0	41	1	2.4%	1.0	1.0					
<b>MEDT Total</b>		<b>73</b>	<b>3</b>	<b>4.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>70</b>	<b>7</b>	<b>10.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>72</b>	<b>3</b>	<b>4.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>41</b>	<b>1</b>	<b>2.4%</b>	<b>1.0</b>	<b>1.0</b>					
MILS	Lower																					132	10	7.6%	1.0	1.0
<b>MILS Total</b>																						<b>132</b>	<b>10</b>	<b>7.6%</b>	<b>1.0</b>	<b>1.0</b>
MT	Lower	309	204	66.0%	1.7	3.0	435	248	57.0%	2.3	4.0	386	259	67.1%	2.8	5.0	225	149	66.2%	3.3	6.0	207	147	71.0%	3.5	6.0
<b>MT Total</b>		<b>309</b>	<b>204</b>	<b>66.0%</b>	<b>1.7</b>	<b>3.0</b>	<b>435</b>	<b>248</b>	<b>57.0%</b>	<b>2.3</b>	<b>4.0</b>	<b>386</b>	<b>259</b>	<b>67.1%</b>	<b>2.8</b>	<b>5.0</b>	<b>225</b>	<b>149</b>	<b>66.2%</b>	<b>3.3</b>	<b>6.0</b>	<b>207</b>	<b>147</b>	<b>71.0%</b>	<b>3.5</b>	<b>6.0</b>
MUS	Devel										8	1	12.5%	1.0	1.0											
	Lower	640	86	13.4%	2.2	10.0	729	66	9.1%	1.8	12.0	642	73	11.4%	1.7	11.0	699	68	9.7%	1.8	11.0	802	75	9.4%	2.1	13.0
	Upper	175	61	34.9%	1.9	11.0	207	77	37.2%	2.5	12.0	228	90	39.5%	2.7	14.0	242	102	42.1%	2.8	16.0	247	110	44.5%	3.0	18.0
	Prof	4	1	25.0%	4.0	4.0											4	1	25.0%	1.0	1.0	5	2	40.0%	3.5	4.0
<b>MUS Total</b>		<b>819</b>	<b>148</b>	<b>18.1%</b>	<b>2.1</b>	<b>11.0</b>	<b>936</b>	<b>143</b>	<b>15.3%</b>	<b>2.2</b>	<b>12.0</b>	<b>878</b>	<b>164</b>	<b>18.7%</b>	<b>2.3</b>	<b>14.0</b>	<b>945</b>	<b>171</b>	<b>18.1%</b>	<b>2.4</b>	<b>16.0</b>	<b>1,054</b>	<b>187</b>	<b>17.7%</b>	<b>2.6</b>	<b>18.0</b>
NS	Lower										53	2	3.8%	1.5	2.0	139	2	1.4%	1.0	1.0	68	1	1.5%	1.0	1.0	
	Upper	905	42	4.6%	1.1	2.0	856	25	2.9%	1.0	2.0	715	26	3.6%	1.0	1.0	736	24	3.3%	1.1	2.0	892	10	1.1%	1.0	1.0
	Grad	104	11	10.6%	2.7	5.0	114	15	13.2%	2.8	7.0	95	9	9.5%	4.2	9.0	108	9	8.3%	2.0	6.0	120	13	10.8%	2.2	8.0
<b>NS Total</b>		<b>1,009</b>	<b>53</b>	<b>5.3%</b>	<b>1.4</b>	<b>5.0</b>	<b>970</b>	<b>40</b>	<b>4.1%</b>	<b>1.7</b>	<b>7.0</b>	<b>863</b>	<b>37</b>	<b>4.3%</b>	<b>1.8</b>	<b>9.0</b>	<b>983</b>	<b>35</b>	<b>3.6%</b>	<b>1.3</b>	<b>6.0</b>	<b>1,080</b>	<b>24</b>	<b>2.2%</b>	<b>1.7</b>	<b>8.0</b>
NURS	Lower	207	5	2.4%	1.0	1.0	197	10	5.1%	1.0	1.0	176	2	1.1%	1.0	1.0	291	6	2.1%	1.0	1.0	324	12	3.7%	1.3	2.0
<b>NURS Total</b>		<b>207</b>	<b>5</b>	<b>2.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>197</b>	<b>10</b>	<b>5.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>176</b>	<b>2</b>	<b>1.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>291</b>	<b>6</b>	<b>2.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>324</b>	<b>12</b>	<b>3.7%</b>	<b>1.3</b>	<b>2.0</b>
OCT	Lower																17	1	5.9%	1.0	1.0	42	1	2.4%	1.0	1.0
<b>OCT Total</b>																	<b>17</b>	<b>1</b>	<b>5.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>42</b>	<b>1</b>	<b>2.4%</b>	<b>1.0</b>	<b>1.0</b>
PADM	Grad						78	1	1.3%	1.0	1.0	107	6	5.6%	1.7	3.0	120	6	5.0%	1.7	3.0	117	5	4.3%	1.4	2.0
<b>PADM Total</b>							<b>78</b>	<b>1</b>	<b>1.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>107</b>	<b>6</b>	<b>5.6%</b>	<b>1.7</b>	<b>3.0</b>	<b>120</b>	<b>6</b>	<b>5.0%</b>	<b>1.7</b>	<b>3.0</b>	<b>117</b>	<b>5</b>	<b>4.3%</b>	<b>1.4</b>	<b>2.0</b>
PARL	Lower	87	9	10.3%	1.0	1.0	81	7	8.6%	1.3	2.0	77	4	5.2%	1.5	3.0	121	3	2.5%	1.0	1.0	94	5	5.3%	1.0	1.0
	Upper										18	2	11.1%	1.0	1.0	13	2	15.4%	1.0	1.0	16	1	6.3%	1.0	1.0	
<b>PARL Total</b>		<b>87</b>	<b>9</b>	<b>10.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>81</b>	<b>7</b>	<b>8.6%</b>	<b>1.3</b>	<b>2.0</b>	<b>95</b>	<b>6</b>	<b>6.3%</b>	<b>1.3</b>	<b>2.0</b>	<b>134</b>	<b>5</b>	<b>3.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>110</b>	<b>6</b>	<b>5.5%</b>	<b>1.0</b>	<b>1.0</b>
PE	Lower										1,383	3	0.2%	1.7	3.0	1,324	205	15.5%	1.7	5.0	1,381	223	16.1%	2.3	8.0	
<b>PE Total</b>											<b>1,383</b>	<b>3</b>	<b>0.2%</b>	<b>1.7</b>	<b>3.0</b>	<b>1,324</b>	<b>205</b>	<b>15.5%</b>	<b>1.7</b>	<b>5.0</b>	<b>1,381</b>	<b>223</b>	<b>16.1%</b>	<b>2.3</b>	<b>8.0</b>	
PER	Lower	368	20	5.4%	2.8	11.0	646	459	71.1%	2.4	13.0	447	327	73.2%	3.5	14.0	412	311	75.5%	3.8	10.0	505	387	76.6%	4.9	13.0
<b>PER Total</b>		<b>368</b>	<b>20</b>	<b>5.4%</b>	<b>2.8</b>	<b>11.0</b>	<b>646</b>	<b>459</b>	<b>71.1%</b>	<b>2.4</b>	<b>13.0</b>	<b>447</b>	<b>327</b>	<b>73.2%</b>	<b>3.5</b>	<b>14.0</b>	<b>412</b>	<b>311</b>	<b>75.5%</b>	<b>3.8</b>	<b>10.0</b>	<b>505</b>	<b>387</b>	<b>76.6%</b>	<b>4.9</b>	<b>13.0</b>
PETR	Lower	49	1	2.0%	1.0	1.0											243	1	0.4%	1.0	1.0	87	2	2.3%	1.5	2.0
<b>PETR Total</b>		<b>49</b>	<b>1</b>	<b>2.0%</b>	<b>1.0</b>	<b>1.0</b>											<b>243</b>	<b>1</b>	<b>0.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>87</b>	<b>2</b>	<b>2.3%</b>	<b>1.5</b>	<b>2.0</b>
PHIL	Lower	430	15	3.5%	1.5	5.0	396	11	2.8%	1.1	2.0	367	18	4.9%	1.1	2.0	458	16	3.5%	1.2	2.0	416	12	2.9%	1.2	3.0
	Upper	242	5	2.1%	1.0	1.0	237	7	3.0%	1.0	1.0	218	10	4.6%	1.1	2.0	157	2	1.3%	1.0	1.0	236	4	1.7%	1.0	1.0
<b>PHIL Total</b>		<b>672</b>	<b>20</b>	<b>3.0%</b>	<b>1.4</b>	<b>5.0</b>	<b>633</b>	<b>18</b>	<b>2.8%</b>	<b>1.1</b>	<b>2.0</b>	<b>585</b>	<b>28</b>	<b>4.8%</b>	<b>1.1</b>	<b>2.0</b>	<b>615</b>	<b>18</b>	<b>2.9%</b>	<b>1.2</b>	<b>2.0</b>	<b>652</b>	<b>16</b>	<b>2.5%</b>	<b>1.1</b>	<b>3.0</b>

**TABLE 6 (CONT)**  
**Course Repeats by Course Level Within Discipline**

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
PHYS	Lower	521	35	6.7%	1.3	3.0	553	32	5.8%	1.1	4.0	530	51	9.6%	1.1	3.0	515	51	9.9%	1.4	4.0	524	58	11.1%	1.2	4.0
	Upper																4	1	25.0%	1.0	1.0					
<b>PHYS Total</b>		<b>521</b>	<b>35</b>	<b>6.7%</b>	<b>1.3</b>	<b>3.0</b>	<b>553</b>	<b>32</b>	<b>5.8%</b>	<b>1.1</b>	<b>4.0</b>	<b>530</b>	<b>51</b>	<b>9.6%</b>	<b>1.1</b>	<b>3.0</b>	<b>515</b>	<b>51</b>	<b>9.9%</b>	<b>1.4</b>	<b>4.0</b>	<b>528</b>	<b>59</b>	<b>11.2%</b>	<b>1.2</b>	<b>4.0</b>
PRPE	Devel										797	31	3.9%	1.3	3.0	747	44	5.9%	1.4	3.0	724	33	4.6%	1.7	5.0	
	Lower										215	6	2.8%	1.2	2.0	287	9	3.1%	1.2	2.0	345	12	3.5%	1.0	1.0	
<b>PRPE Total</b>											<b>1,012</b>	<b>37</b>	<b>3.7%</b>	<b>1.2</b>	<b>3.0</b>	<b>1,034</b>	<b>53</b>	<b>5.1%</b>	<b>1.3</b>	<b>3.0</b>	<b>1,069</b>	<b>45</b>	<b>4.2%</b>	<b>1.5</b>	<b>5.0</b>	
PS	Lower	233	8	3.4%	1.6	6.0	228	4	1.8%	1.3	2.0	200	8	4.0%	1.3	2.0	186	15	8.1%	1.1	2.0	188	11	5.9%	1.1	2.0
	Upper	141	5	3.5%	1.0	1.0	93	4	4.3%	1.3	2.0	118	2	1.7%	1.0	1.0	150	8	5.3%	1.3	2.0	128	8	6.3%	1.3	2.0
	Grad										1	1	100.0%	3.0	3.0											
<b>PS Total</b>		<b>374</b>	<b>13</b>	<b>3.5%</b>	<b>1.4</b>	<b>6.0</b>	<b>321</b>	<b>8</b>	<b>2.5%</b>	<b>1.3</b>	<b>2.0</b>	<b>319</b>	<b>11</b>	<b>3.4%</b>	<b>1.4</b>	<b>3.0</b>	<b>336</b>	<b>23</b>	<b>6.8%</b>	<b>1.2</b>	<b>2.0</b>	<b>316</b>	<b>19</b>	<b>6.0%</b>	<b>1.2</b>	<b>2.0</b>
PSY	Lower	1,433	79	5.5%	1.3	6.0	1,482	83	5.6%	1.2	4.0	1,476	108	7.3%	1.3	6.0	1,395	102	7.3%	1.3	4.0	1,431	116	8.1%	1.4	6.0
	Upper	507	21	4.1%	1.1	2.0	461	24	5.2%	1.2	2.0	458	32	7.0%	1.5	5.0	496	36	7.3%	1.5	3.0	476	32	6.7%	1.7	7.0
	Grad	124	13	10.5%	1.2	2.0	100	9	9.0%	1.3	4.0	114	9	7.9%	1.1	2.0	81	11	13.6%	1.3	2.0	76	10	13.2%	1.2	3.0
<b>PSY Total</b>		<b>2,064</b>	<b>113</b>	<b>5.5%</b>	<b>1.2</b>	<b>6.0</b>	<b>2,043</b>	<b>116</b>	<b>5.7%</b>	<b>1.2</b>	<b>4.0</b>	<b>2,048</b>	<b>149</b>	<b>7.3%</b>	<b>1.3</b>	<b>6.0</b>	<b>1,972</b>	<b>149</b>	<b>7.6%</b>	<b>1.3</b>	<b>4.0</b>	<b>1,983</b>	<b>158</b>	<b>8.0%</b>	<b>1.4</b>	<b>7.0</b>
RH	Lower										108	1	0.9%	1.0	1.0	84	4	4.8%	1.0	1.0						
<b>RH Total</b>											<b>108</b>	<b>1</b>	<b>0.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>84</b>	<b>4</b>	<b>4.8%</b>	<b>1.0</b>	<b>1.0</b>						
RUSS	Lower	99	12	12.1%	1.1	2.0	159	10	6.3%	1.3	2.0	116	10	8.6%	1.3	3.0	116	12	10.3%	1.3	3.0	106	8	7.5%	1.1	2.0
	Upper	35	2	5.7%	1.0	1.0	41	8	19.5%	1.1	2.0	35	9	25.7%	1.8	3.0	19	7	36.8%	1.9	4.0	22	7	31.8%	1.9	3.0
<b>RUSS Total</b>		<b>134</b>	<b>14</b>	<b>10.4%</b>	<b>1.1</b>	<b>2.0</b>	<b>200</b>	<b>18</b>	<b>9.0%</b>	<b>1.2</b>	<b>2.0</b>	<b>151</b>	<b>19</b>	<b>12.6%</b>	<b>1.5</b>	<b>3.0</b>	<b>135</b>	<b>19</b>	<b>14.1%</b>	<b>1.5</b>	<b>4.0</b>	<b>128</b>	<b>15</b>	<b>11.7%</b>	<b>1.5</b>	<b>3.0</b>
SOC	Lower	691	37	5.4%	1.2	3.0	680	40	5.9%	1.0	2.0	623	37	5.9%	1.2	4.0	624	36	5.8%	1.1	2.0	643	37	5.8%	1.2	3.0
	Upper	175	8	4.6%	1.0	1.0	119	6	5.0%	1.0	1.0	130	5	3.8%	1.0	1.0	171	14	8.2%	1.1	2.0	144	14	9.7%	1.3	3.0
<b>SOC Total</b>		<b>866</b>	<b>45</b>	<b>5.2%</b>	<b>1.1</b>	<b>3.0</b>	<b>799</b>	<b>46</b>	<b>5.8%</b>	<b>1.0</b>	<b>2.0</b>	<b>753</b>	<b>42</b>	<b>5.6%</b>	<b>1.2</b>	<b>4.0</b>	<b>795</b>	<b>50</b>	<b>6.3%</b>	<b>1.1</b>	<b>2.0</b>	<b>787</b>	<b>51</b>	<b>6.5%</b>	<b>1.2</b>	<b>3.0</b>
SPAN	Lower	475	19	4.0%	1.1	2.0	507	27	5.3%	1.1	2.0	523	27	5.2%	1.3	3.0	571	28	4.9%	1.2	3.0	589	46	7.8%	1.2	3.0
	Upper	44	2	4.5%	1.0	1.0	54	3	5.6%	1.7	3.0	57	4	7.0%	1.0	1.0	62	10	16.1%	1.3	2.0	57	11	19.3%	1.4	2.0
<b>SPAN Total</b>		<b>519</b>	<b>21</b>	<b>4.0%</b>	<b>1.1</b>	<b>2.0</b>	<b>561</b>	<b>30</b>	<b>5.3%</b>	<b>1.2</b>	<b>3.0</b>	<b>580</b>	<b>31</b>	<b>5.3%</b>	<b>1.2</b>	<b>3.0</b>	<b>633</b>	<b>38</b>	<b>6.0%</b>	<b>1.2</b>	<b>3.0</b>	<b>646</b>	<b>57</b>	<b>8.8%</b>	<b>1.2</b>	<b>3.0</b>
SPCH	Lower	1,030	28	2.7%	1.1	2.0					22	1	4.5%	1.0	1.0											
<b>SPCH Total</b>		<b>1,030</b>	<b>28</b>	<b>2.7%</b>	<b>1.1</b>	<b>2.0</b>					<b>22</b>	<b>1</b>	<b>4.5%</b>	<b>1.0</b>	<b>1.0</b>											
SWK	Lower	43	2	4.7%	1.0	1.0	36	1	2.8%	1.0	1.0	29	1	3.4%	1.0	1.0										
	Upper	281	5	1.8%	1.0	1.0	346	26	7.5%	1.4	3.0	238	25	10.5%	1.8	6.0	177	20	11.3%	1.7	5.0	228	28	12.3%	2.4	9.0
	Grad	290	1	0.3%	1.0	1.0	253	6	2.4%	1.0	1.0	182	3	1.6%	1.3	2.0	209	2	1.0%	1.0	1.0					
<b>SWK Total</b>		<b>614</b>	<b>8</b>	<b>1.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>635</b>	<b>33</b>	<b>5.2%</b>	<b>1.3</b>	<b>3.0</b>	<b>449</b>	<b>29</b>	<b>6.5%</b>	<b>1.7</b>	<b>6.0</b>	<b>386</b>	<b>22</b>	<b>5.7%</b>	<b>1.6</b>	<b>5.0</b>	<b>228</b>	<b>28</b>	<b>12.3%</b>	<b>2.4</b>	<b>9.0</b>
TECH	Upper	73	3	4.1%	1.0	1.0	60	1	1.7%	1.0	1.0	67	4	6.0%	1.0	1.0	59	9	15.3%	1.2	2.0	25	2	8.0%	1.5	2.0
<b>TECH Total</b>		<b>73</b>	<b>3</b>	<b>4.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>60</b>	<b>1</b>	<b>1.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>67</b>	<b>4</b>	<b>6.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>59</b>	<b>9</b>	<b>15.3%</b>	<b>1.2</b>	<b>2.0</b>	<b>25</b>	<b>2</b>	<b>8.0%</b>	<b>1.5</b>	<b>2.0</b>
THR	Devel						162	18	11.1%	1.0	1.0															
	Lower	221	7	3.2%	1.0	1.0	236	7	3.0%	1.1	2.0	222	22	9.9%	1.1	2.0	207	6	2.9%	1.2	2.0	193	10	5.2%	1.3	4.0
	Upper	95	2	2.1%	1.0	1.0	90	4	4.4%	1.3	2.0	131	6	4.6%	1.0	1.0	140	7	5.0%	1.3	2.0	124	12	9.7%	1.1	2.0
<b>THR Total</b>		<b>316</b>	<b>9</b>	<b>2.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>488</b>	<b>29</b>	<b>5.9%</b>	<b>1.1</b>	<b>2.0</b>	<b>353</b>	<b>28</b>	<b>7.9%</b>	<b>1.1</b>	<b>2.0</b>	<b>347</b>	<b>13</b>	<b>3.7%</b>	<b>1.2</b>	<b>2.0</b>	<b>317</b>	<b>22</b>	<b>6.9%</b>	<b>1.2</b>	<b>4.0</b>

**TABLE 6 (CONT)**  
**Course Repeats by Course Level Within Discipline**

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001									
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*					
VE	Upper	31	1	3.2%	1.0	1.0	80	3	3.8%	1.0	1.0	94	15	16.0%	1.3	5.0	31	1	3.2%	1.0	1.0	44	2	4.5%	1.0	1.0					
	Prof	36	9	25.0%	1.3	3.0	41	17	41.5%	1.3	4.0						19	7	36.8%	1.6	5.0	21	9	42.9%	1.4	3.0	35	6	17.1%	1.0	1.0
	Grad						28	1	3.6%	1.0	1.0						75	8	10.7%	1.0	1.0	75	21	28.0%	1.7	5.0	26	2	7.7%	1.0	1.0
<b>VE Total</b>		<b>67</b>	<b>10</b>	<b>14.9%</b>	<b>1.3</b>	<b>3.0</b>	<b>149</b>	<b>21</b>	<b>14.1%</b>	<b>1.2</b>	<b>4.0</b>						<b>127</b>	<b>31</b>	<b>24.4%</b>	<b>1.6</b>	<b>5.0</b>	<b>105</b>	<b>10</b>	<b>9.5%</b>	<b>1.0</b>	<b>1.0</b>					
VS	Lower	36	5	13.9%	2.0	5.0	35	7	20.0%	3.0	7.0	27	8	29.6%	3.1	8.0	33	3	9.1%	4.0	9.0	40	4	10.0%	4.8	10.0					
<b>VS Total</b>		<b>36</b>	<b>5</b>	<b>13.9%</b>	<b>2.0</b>	<b>5.0</b>	<b>35</b>	<b>7</b>	<b>20.0%</b>	<b>3.0</b>	<b>7.0</b>	<b>27</b>	<b>8</b>	<b>29.6%</b>	<b>3.1</b>	<b>8.0</b>	<b>33</b>	<b>3</b>	<b>9.1%</b>	<b>4.0</b>	<b>9.0</b>	<b>40</b>	<b>4</b>	<b>10.0%</b>	<b>4.8</b>	<b>10.0</b>					
WELD	Lower	153	6	3.9%	1.2	2.0	116	2	1.7%	1.0	1.0	169	7	4.1%	1.0	1.0	167	3	1.8%	1.0	1.0	182	13	7.1%	1.2	2.0					
<b>WELD Total</b>		<b>153</b>	<b>6</b>	<b>3.9%</b>	<b>1.2</b>	<b>2.0</b>	<b>116</b>	<b>2</b>	<b>1.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>169</b>	<b>7</b>	<b>4.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>167</b>	<b>3</b>	<b>1.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>182</b>	<b>13</b>	<b>7.1%</b>	<b>1.2</b>	<b>2.0</b>					
WS	Lower						22	1	4.5%	1.0	1.0																				
	Upper	22	2	9.1%	1.0	1.0						6	3	50.0%	1.3	2.0						18	2	11.1%	2.0	3.0					
<b>WS Total</b>		<b>22</b>	<b>2</b>	<b>9.1%</b>	<b>1.0</b>	<b>1.0</b>	<b>22</b>	<b>1</b>	<b>4.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>6</b>	<b>3</b>	<b>50.0%</b>	<b>1.3</b>	<b>2.0</b>						<b>18</b>	<b>2</b>	<b>11.1%</b>	<b>2.0</b>	<b>3.0</b>					
<b>Grand Total</b>		<b>47,018</b>	<b>3,511</b>	<b>7.5%</b>	<b>1.5</b>	<b>18.0</b>	<b>47,039</b>	<b>4,191</b>	<b>8.9%</b>	<b>1.7</b>	<b>20.0</b>	<b>46,960</b>	<b>4,066</b>	<b>8.7%</b>	<b>1.7</b>	<b>22.0</b>	<b>48,624</b>	<b>4,285</b>	<b>8.8%</b>	<b>1.7</b>	<b>24.0</b>	<b>48,606</b>	<b>4,611</b>	<b>9.5%</b>	<b>1.9</b>	<b>26.0</b>					

\*One needs to add an additional value to each number in these columns. The creation of the data only counts repeats not the original time the course was taken.

Note: Only includes courses that had a repeater(s). Excludes courses with no repeaters so total enrollment will be smaller than Table 1 which shows total enrollment whether or not the course contained a repeater.

**TABLE 7**  
**Students Who Repeated Developmental Courses**

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001		% Change Over	
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Fall99	Fall 00
<b>Total</b>	<b>250</b>	<b>100.0%</b>	<b>222</b>	<b>100.0%</b>	<b>245</b>	<b>100.0%</b>	<b>329</b>	<b>100.0%</b>	<b>275</b>	<b>100.0%</b>	<b>12.2%</b>	<b>-16.4%</b>
By Class Standing												
First-time Freshman	2	0.8%	2	0.9%	5	2.0%	3	0.9%			-100.0%	-100.0%
Freshman	77	30.8%	71	32.0%	83	33.9%	81	24.6%	99	36.0%	19.3%	22.2%
Sophomore	23	9.2%	28	12.6%	29	11.8%	25	7.6%	19	6.9%	-34.5%	-24.0%
Junior	17	6.8%	11	5.0%	8	3.3%	15	4.6%	15	5.5%	87.5%	
Senior	13	5.2%	16	7.2%	9	3.7%	8	2.4%	7	2.5%	-22.2%	-12.5%
Not Declared	107	42.8%	73	32.9%	95	38.8%	178	54.1%	116	42.2%	22.1%	-34.8%
Other	11	4.4%	21	9.5%	16	6.5%	19	5.8%	19	6.9%	18.8%	
By Student Type												
Undergraduate	250	100.0%	222	100.0%	245	100.0%	329	100.0%	275	100.0%	12.2%	-16.4%
By Gender												
Female	139	55.6%	114	51.4%	138	56.3%	152	46.2%	175	63.6%	26.8%	15.1%
Male	111	44.4%	107	48.2%	107	43.7%	177	53.8%	99	36.0%	-7.5%	-44.1%
Unspecified			1	0.5%					1	0.4%		
By Age Group												
17-Under	2	0.8%			1	0.4%	2	0.6%	1	0.4%		-50.0%
18 - 18	6	2.4%			2	0.8%	4	1.2%	6	2.2%	200.0%	50.0%
19 - 19	16	6.4%	14	6.3%	20	8.2%	26	7.9%	21	7.6%	5.0%	-19.2%
20 - 24	65	26.0%	64	28.8%	86	35.1%	87	26.4%	84	30.5%	-2.3%	-3.4%
<b>Traditional</b>	<b>89</b>	<b>35.6%</b>	<b>78</b>	<b>35.1%</b>	<b>109</b>	<b>44.5%</b>	<b>119</b>	<b>36.2%</b>	<b>112</b>	<b>40.7%</b>	<b>2.8%</b>	<b>-5.9%</b>
25 - 29	40	16.0%	20	9.0%	32	13.1%	27	8.2%	33	12.0%	3.1%	22.2%
30 - 39	52	20.8%	59	26.6%	55	22.4%	69	21.0%	58	21.1%	5.5%	-15.9%
40 - 49	52	20.8%	48	21.6%	35	14.3%	74	22.5%	51	18.5%	45.7%	-31.1%
50 - 59	16	6.4%	8	3.6%	11	4.5%	35	10.6%	16	5.8%	45.5%	-54.3%
60 +	1	0.4%	9	4.1%	2	0.8%	4	1.2%	5	1.8%	150.0%	25.0%
<b>Non Traditional</b>	<b>161</b>	<b>64.4%</b>	<b>144</b>	<b>64.9%</b>	<b>135</b>	<b>55.1%</b>	<b>209</b>	<b>63.5%</b>	<b>163</b>	<b>59.3%</b>	<b>20.7%</b>	<b>-22.0%</b>
Unknown					1	0.4%	1	0.3%			-100.0%	-100.0%
By Ethnicity												
African American	14	5.6%	10	4.5%	17	6.9%	15	4.6%	11	4.0%	-35.3%	-26.7%
Alaska Native	23	9.2%	21	9.5%	30	12.2%	41	12.5%	32	11.6%	6.7%	-22.0%
American Indian	5	2.0%	3	1.4%	4	1.6%	4	1.2%	3	1.1%	-25.0%	-25.0%
Hispanic	18	7.2%	12	5.4%	18	7.3%	14	4.3%	24	8.7%	33.3%	71.4%
Pacific Is/Asian	10	4.0%	5	2.3%	14	5.7%	16	4.9%	16	5.8%	14.3%	
Total Minority	70	28.0%	51	23.0%	83	33.9%	90	27.4%	86	31.3%	3.6%	-4.4%
White	157	62.8%	154	69.4%	148	60.4%	212	64.4%	177	64.4%	19.6%	-16.5%
Unknown/Other	23	9.2%	17	7.7%	14	5.7%	27	8.2%	12	4.4%	-14.3%	-55.6%
By Full/Part-time												
Full-time	117	46.8%	76	34.2%	110	44.9%	113	34.3%	117	42.5%	6.4%	3.5%
Part-time	133	53.2%	146	65.8%	135	55.1%	216	65.7%	158	57.5%	17.0%	-26.9%

**TABLE 7 (CONT)**  
**Students Who Repeated Developmental Courses**

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001		% Change Over	
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Fall99	Fall 00
<b>Total</b>	<b>250</b>	<b>100.0%</b>	<b>222</b>	<b>100.0%</b>	<b>245</b>	<b>100.0%</b>	<b>329</b>	<b>100.0%</b>	<b>275</b>	<b>100.0%</b>	<b>12.2%</b>	<b>-16.4%</b>
<b>By Attempted Hours</b>												
0 - 2	64	25.6%	53	23.9%	33	13.5%	116	35.3%	52	18.9%	57.6%	-55.2%
3 - 5	24	9.6%	29	13.1%	29	11.8%	32	9.7%	33	12.0%	13.8%	3.1%
6 - 8	28	11.2%	36	16.2%	49	20.0%	36	10.9%	47	17.1%	-4.1%	30.6%
9 - 11	17	6.8%	28	12.6%	24	9.8%	32	9.7%	26	9.5%	8.3%	-18.8%
12 -14	88	35.2%	54	24.3%	84	34.3%	89	27.1%	91	33.1%	8.3%	2.2%
15 +	29	11.6%	22	9.9%	26	10.6%	24	7.3%	26	9.5%		8.3%
<b>By Degree Type</b>												
Associate	84	33.6%	77	34.7%	93	38.0%	80	24.3%	93	33.8%		16.3%
Bachelor	44	17.6%	45	20.3%	39	15.9%	50	15.2%	43	15.6%	10.3%	-14.0%
Certificate	4	1.6%	6	2.7%	2	0.8%	2	0.6%	4	1.5%	100.0%	100.0%
Non Degree	118	47.2%	94	42.3%	111	45.3%	197	59.9%	135	49.1%	21.6%	-31.5%
<b>By High School GPA</b>												
4 +									1	0.4%		
3.5 - 3.9	1	0.4%			3	1.2%	9	2.7%	6	2.2%	100.0%	-33.3%
3 - 3.4	1	0.4%	6	2.7%	11	4.5%	15	4.6%	14	5.1%	27.3%	-6.7%
2.5 - 2.9	9	3.6%	7	3.2%	24	9.8%	30	9.1%	43	15.6%	79.2%	43.3%
2 - 2.4	12	4.8%	7	3.2%	19	7.8%	30	9.1%	32	11.6%	68.4%	6.7%
1.5 - 1.9	5	2.0%	4	1.8%	8	3.3%	11	3.3%	12	4.4%	50.0%	9.1%
1.4 - Less					1	0.4%	2	0.6%			-100.0%	-100.0%
Unknown	222	88.8%	198	89.2%	179	73.1%	232	70.5%	167	60.7%	-6.7%	-28.0%
<b>By # of Classes Repeating in that Term (including non Developmental courses)</b>												
1	186	74.4%	154	69.4%	165	67.3%	237	72.0%	184	66.9%	11.5%	-22.4%
2	45	18.0%	46	20.7%	62	25.3%	59	17.9%	65	23.6%	4.8%	10.2%
3	16	6.4%	19	8.6%	12	4.9%	26	7.9%	19	6.9%	58.3%	-26.9%
4	3	1.2%	3	1.4%	5	2.0%	6	1.8%	6	2.2%	20.0%	
5					1	0.4%	1	0.3%	1	0.4%		
<b>By # of Classes Repeating in that Term (Developmental courses ONLY)</b>												
1	242	96.8%	209	94.1%	232	94.7%	314	95.4%	254	92.4%	9.5%	-19.1%
2	6	2.4%	2	0.9%	11	4.5%	13	4.0%	20	7.3%	81.8%	53.8%
3	2	0.8%	11	5.0%	2	0.8%	2	0.6%	1	0.4%	-50.0%	-50.0%

**TABLE 7 (CONT)**  
**Students Who Repeated Developmental Courses**

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001		% Change Over	
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Fall99	Fall 00
<b>Total</b>	<b>250</b>	<b>100.0%</b>	<b>222</b>	<b>100.0%</b>	<b>245</b>	<b>100.0%</b>	<b>329</b>	<b>100.0%</b>	<b>275</b>	<b>100.0%</b>	<b>12.2%</b>	<b>-16.4%</b>
By Mean SAT Score												
N	31		30		32		57		39		21.9%	-31.6%
SAT Math	406		413		409		400		411		0.6%	2.9%
SAT Verbal	459		474		439		427		435		-0.9%	1.9%
SAT Total	865		887		848		827		846		-0.2%	2.4%
By Mean Asset Score												
Numerical												
N	1		22		52		65		79		51.9%	21.5%
MEAN	31		37		36		38		36		0.1%	-4.0%
Reading												
N	6		53		95		110		130		36.8%	18.2%
MEAN	41		42		40		41		41		2.5%	0.3%
Writing Skill												
N	6		53		95		110		131		37.9%	19.1%
MEAN	42		40		40		41		41		0.8%	-0.8%

**Source: OPRA-Fall Closing**

**TABLE 8**  
**Developmental Repeats by Course Within Discipline\***

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
ACCT	A051						10	1	10.0%	1.0	1.0	12	1	8.3%	1.0	1.0										
<b>ACCT Total</b>							<b>10</b>	<b>1</b>	<b>10.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>12</b>	<b>1</b>	<b>8.3%</b>	<b>1.0</b>	<b>1.0</b>										
ADT	A071	14	2	14.3%	1.0	1.0																				
<b>ADT Total</b>		<b>14</b>	<b>2</b>	<b>14.3%</b>	<b>1.0</b>	<b>1.0</b>																				
CED	V081						25	1	4.0%	1.0	1.0															
<b>CED Total</b>							<b>25</b>	<b>1</b>	<b>4.0%</b>	<b>1.0</b>	<b>1.0</b>															
CHEM	A055	89	8	9.0%	1.0	1.0	88	11	12.5%	1.3	2.0	116	19	16.4%	1.1	2.0	98	11	11.2%	1.5	4.0	113	11	9.7%	1.4	3.0
	A055L	49	1	2.0%	1.0	1.0	60	1	1.7%	1.0	1.0	74	6	8.1%	1.0	1.0	63	1	1.6%	1.0	1.0	73	6	8.2%	1.3	3.0
<b>CHEM Total</b>		<b>138</b>	<b>9</b>	<b>6.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>148</b>	<b>12</b>	<b>8.1%</b>	<b>1.3</b>	<b>2.0</b>	<b>190</b>	<b>25</b>	<b>13.2%</b>	<b>1.1</b>	<b>2.0</b>	<b>161</b>	<b>12</b>	<b>7.5%</b>	<b>1.4</b>	<b>4.0</b>	<b>186</b>	<b>17</b>	<b>9.1%</b>	<b>1.4</b>	<b>3.0</b>
CIOS	A082	8	1	12.5%	1.0	1.0																				
	V081	3	1	33.3%	1.0	1.0	2	1	50.0%	2.0	2.0															
<b>CIOS Total</b>		<b>11</b>	<b>2</b>	<b>18.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>2</b>	<b>1</b>	<b>50.0%</b>	<b>2.0</b>	<b>2.0</b>															
DNCE	A061	9	1	11.1%	5.0	5.0																				
<b>DNCE Total</b>		<b>9</b>	<b>1</b>	<b>11.1%</b>	<b>5.0</b>	<b>5.0</b>																				
ENGL	A063	25	4	16.0%	1.3	2.0																				
	A078	40	7	17.5%	2.0	4.0																				
	A080	26	1	3.8%	1.0	1.0																				
	A084	15	1	6.7%	1.0	1.0																				
<b>ENGL Total</b>		<b>106</b>	<b>13</b>	<b>12.3%</b>	<b>1.0</b>	<b>1.0</b>																				
ESL	A066	16	1	6.3%	1.0	1.0	21	6	28.6%	1.2	2.0	9	2	22.2%	2.5	3.0	10	2	20.0%	2.5	4.0	13	6	46.2%	1.3	2.0
<b>ESL Total</b>		<b>16</b>	<b>1</b>	<b>6.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>21</b>	<b>6</b>	<b>28.6%</b>	<b>1.2</b>	<b>2.0</b>	<b>9</b>	<b>2</b>	<b>22.2%</b>	<b>2.5</b>	<b>3.0</b>	<b>10</b>	<b>2</b>	<b>20.0%</b>	<b>2.5</b>	<b>4.0</b>	<b>13</b>	<b>6</b>	<b>46.2%</b>	<b>1.3</b>	<b>2.0</b>
HS	V080	24	1	4.2%	1.0	1.0	24	5	20.8%	1.4	2.0						20	4	20.0%	2.0	4.0	39	8	20.5%	1.0	1.0
	V080A											10	2	20.0%	1.0	1.0	7	3	42.9%	1.3	2.0	7	5	71.4%	2.0	3.0
	V081	24	5	20.8%	1.0	1.0	12	1	8.3%	2.0	2.0	17	3	17.6%	1.0	1.0										
<b>HS Total</b>		<b>48</b>	<b>6</b>	<b>12.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>36</b>	<b>6</b>	<b>16.7%</b>	<b>1.5</b>	<b>2.0</b>	<b>27</b>	<b>5</b>	<b>18.5%</b>	<b>1.0</b>	<b>1.0</b>	<b>27</b>	<b>7</b>	<b>25.9%</b>	<b>1.7</b>	<b>4.0</b>	<b>46</b>	<b>13</b>	<b>28.3%</b>	<b>1.4</b>	<b>3.0</b>
ITEC	V051	72	10	13.9%	1.4	3.0	31	14	45.2%	2.1	4.0	18	2	11.1%	2.0	2.0	27	3	11.1%	1.7	2.0	24	4	16.7%	1.5	3.0
	V052	43	2	4.7%	1.0	1.0	25	11	44.0%	2.0	4.0	14	2	14.3%	1.0	1.0	20	1	5.0%	2.0	2.0					
	V053	43	3	7.0%	1.0	1.0	25	11	44.0%	1.8	3.0	19	4	21.1%	1.3	2.0										
	V054	13	3	23.1%	1.3	2.0	6	1	16.7%	1.0	1.0															
	V055											28	1	3.6%	1.0	1.0	101	77	76.2%	1.0	2.0	36	24	66.7%	1.7	2.0
	V071	13	9	69.2%	1.0	1.0																				
	V087	64	34	53.1%	1.2	2.0	20	13	65.0%	1.5	3.0	30	17	56.7%	1.8	3.0	35	23	65.7%	2.0	4.0	16	7	43.8%	2.7	4.0
<b>ITEC Total</b>		<b>248</b>	<b>61</b>	<b>24.6%</b>	<b>1.2</b>	<b>3.0</b>	<b>107</b>	<b>50</b>	<b>46.7%</b>	<b>1.8</b>	<b>4.0</b>	<b>109</b>	<b>26</b>	<b>23.9%</b>	<b>1.6</b>	<b>3.0</b>	<b>183</b>	<b>104</b>	<b>56.8%</b>	<b>1.3</b>	<b>4.0</b>	<b>76</b>	<b>35</b>	<b>46.1%</b>	<b>1.9</b>	<b>4.0</b>

**TABLE 8 (CONT)**  
**Developmental Course Repeats\***

DISP	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
MATH	A050A											17	1	5.9%	1.0	1.0	4	2	50.0%	1.0	1.0	8	2	25.0%	1.0	1.0
	A050B											7	1	14.3%	1.0	1.0	4	2	50.0%	1.0	1.0	6	1	16.7%	1.0	1.0
	A050C																4	1	25.0%	2.0	2.0	7	1	14.3%	1.0	1.0
	A054	369	30	8.1%	1.3	4.0	463	35	7.6%	1.2	3.0	426	33	7.7%	1.2	2.0	431	43	10.0%	1.3	4.0	434	38	8.8%	1.3	5.0
	A055	646	127	19.7%	1.2	4.0	629	113	18.0%	1.3	4.0	691	125	18.1%	1.3	7.0	709	124	17.5%	1.3	6.0	724	140	19.3%	1.4	5.0
	A060	52	2	3.8%	1.5	2.0	35	1	2.9%	1.0	1.0	77	5	6.5%	1.2	2.0	86	2	2.3%	1.0	1.0	93	10	10.8%	1.0	1.0
	V054	20	3	15.0%	1.3	2.0	15	1	6.7%	2.0	2.0	15	1	6.7%	1.0	1.0	12	1	8.3%	1.0	1.0					
	V055	13	3	23.1%	1.0	1.0	20	1	5.0%	1.0	1.0	20	3	15.0%	1.3	2.0	17	2	11.8%	1.0	1.0	21	1	4.8%	1.0	1.0
<b>MATH Total</b>		<b>1,100</b>	<b>165</b>	<b>15.0%</b>	<b>1.3</b>	<b>4.0</b>	<b>1,162</b>	<b>151</b>	<b>13.0%</b>	<b>1.3</b>	<b>4.0</b>	<b>1,253</b>	<b>169</b>	<b>13.5%</b>	<b>1.3</b>	<b>7.0</b>	<b>1,267</b>	<b>177</b>	<b>14.0%</b>	<b>1.3</b>	<b>6.0</b>	<b>1,293</b>	<b>193</b>	<b>14.9%</b>	<b>1.4</b>	<b>5.0</b>
MUS	V094											8	1	12.5%	1.0	1.0										
<b>MUS Total</b>												<b>8</b>	<b>1</b>	<b>12.5%</b>	<b>1.0</b>	<b>1.0</b>										
PRPE	A052																66	1	1.5%	1.0	1.0					
	A054											123	2	1.6%	1.0	1.0	66	1	1.5%	1.0	1.0					
	A060											12	2	16.7%	1.0	1.0										
	A064											13	1	7.7%	1.0	1.0										
	A072											30	2	6.7%	1.0	1.0	44	2	4.5%	2.0	2.0					
	A074											28	4	14.3%	1.8	2.0	32	8	25.0%	1.6	3.0	44	8	18.2%	2.0	5.0
	A076																116	2	1.7%	1.0	1.0	122	1	0.8%	1.0	1.0
	A082																60	3	5.0%	1.0	1.0	18	2	11.1%	2.0	3.0
	A084											148	12	8.1%	1.4	3.0	120	12	10.0%	1.7	3.0	150	11	7.3%	2.0	5.0
A086											244	8	3.3%	1.0	1.0	220	15	6.8%	1.1	2.0	268	11	4.1%	1.2	2.0	
<b>PRPE Total</b>												<b>598</b>	<b>31</b>	<b>5.2%</b>	<b>1.3</b>	<b>3.0</b>	<b>724</b>	<b>44</b>	<b>6.1%</b>	<b>1.4</b>	<b>3.0</b>	<b>602</b>	<b>33</b>	<b>5.5%</b>	<b>1.7</b>	<b>5.0</b>
THR	V081						162	18	11.1%	1.0	1.0															
<b>THR Total</b>							<b>162</b>	<b>18</b>	<b>11.1%</b>	<b>1.0</b>	<b>1.0</b>															
<b>Grand Total</b>		<b>1,690</b>	<b>260</b>	<b>15.4%</b>	<b>1.3</b>	<b>5.0</b>	<b>1,673</b>	<b>246</b>	<b>14.7%</b>	<b>1.4</b>	<b>4.0</b>	<b>2,206</b>	<b>260</b>	<b>11.8%</b>	<b>1.3</b>	<b>7.0</b>	<b>2,372</b>	<b>346</b>	<b>14.6%</b>	<b>1.3</b>	<b>6.0</b>	<b>2,216</b>	<b>297</b>	<b>13.4%</b>	<b>1.5</b>	<b>5.0</b>

\*Includes any who are repeating any course in the discipline more than once. Excludes any discipline that has no courses being repeated. This accounts for the discrepancy in total enrollment between this Table and Table 1. One needs to add an additional value to each number in these columns. The creation of the data only counts repeats not the original time the course was taken.

**The following Table is formatted to be printed on Legal size paper.**

**TABLE 9**  
**GPA and Attrition for Repeaters and Non-Repeaters in Developmental Courses by Discipline**

DISP	CRS #	Repeat	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
			# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt
ACCT	A051	No						9	9	3.56	1	11.1%	11	10	3.50	2	18.2%										
		Yes						1	1	4.00			1	1	4.00												
	A051 Total						10	10	3.60	1	10.0%	12	11	3.55	2	16.7%											
<b>ACCT Total</b>								<b>10</b>	<b>10</b>	<b>3.60</b>	<b>1</b>	<b>10.0%</b>	<b>12</b>	<b>11</b>	<b>3.55</b>	<b>2</b>	<b>16.7%</b>										
ADT	A071	No	12	12	3.00																						
		Yes	2	2	3.50																						
	A071 Total	14	14	3.07																							
<b>ADT Total</b>			<b>14</b>	<b>14</b>	<b>3.07</b>																						
CED	V081	No						24			2	8.3%															
		Yes						1																			
	V081 Total						25			2	8.0%																
<b>CED Total</b>								<b>25</b>			<b>2</b>	<b>8.0%</b>															
CHEM	A055	No	81	61	2.31	24	29.6%	77	59	2.44	26	33.8%	97	73	2.14	36	37.1%	87	63	2.44	33	37.9%	102	74	2.15	36	35.3%
		Yes	8	5	2.40	2	25.0%	11	7	1.57	5	45.5%	19	13	2.23	9	47.4%	11	9	2.11	4	36.4%	11	7	2.14	4	36.4%
	A055 Total	89	66	2.32	26	29.2%	88	66	2.35	31	35.2%	116	86	2.15	45	38.8%	98	72	2.40	37	37.8%	113	81	2.15	40	35.4%	
	A055L	No	48	41	2.73	11	22.9%	59	40	3.10	17	28.8%	68	57	2.61	18	26.5%	62	51	2.94	14	22.6%	67	55	2.98	15	22.4%
		Yes	1	1	4.00			1	1	2.00			6	6	2.00	2	33.3%	1	1	2.00			6	3	2.67	4	66.7%
A055L Total	49	42	2.76	11	22.4%	60	41	3.07	17	28.3%	74	63	2.56	20	27.0%	63	52	2.92	14	22.2%	73	58	2.97	19	26.0%		
<b>CHEM Total</b>			<b>138</b>	<b>108</b>	<b>2.49</b>	<b>37</b>	<b>26.8%</b>	<b>148</b>	<b>107</b>	<b>2.63</b>	<b>48</b>	<b>32.4%</b>	<b>190</b>	<b>149</b>	<b>2.32</b>	<b>65</b>	<b>34.2%</b>	<b>161</b>	<b>124</b>	<b>2.62</b>	<b>51</b>	<b>31.7%</b>	<b>186</b>	<b>139</b>	<b>2.49</b>	<b>59</b>	<b>31.7%</b>
CIOS	A082	No	7	1	4.00	2	28.6%																				
		Yes	1	1	4.00																						
	A082 Total	8	2	4.00	2	25.0%																					
	V081	No	2			1	50.0%	1																			
Yes		1					1																				
V081 Total	3			1	33.3%	2																					
<b>CIOS Total</b>			<b>11</b>	<b>2</b>	<b>4.00</b>	<b>3</b>	<b>27.3%</b>	<b>2</b>																			
DNCE	A061	No	8	3	4.00	5	62.5%																				
		Yes	1																								
	A061 Total	9	3	4.00	5	55.6%																					
<b>DNCE Total</b>			<b>9</b>	<b>3</b>	<b>4.00</b>	<b>5</b>	<b>55.6%</b>																				

**TABLE 9 (CONT)**  
**GPA and Attrition for Repeaters and Non-Repeaters in Developmental Courses**

DISP	CRS #	Repeat	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
			# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt
ENGL	A063	No	21			4	19.0%																				
		Yes	4			1	25.0%																				
	A063 Total			25			5	20.0%																			
	A078	No	33	11	2.45	7	21.2%																				
		Yes	7	1	1.00																						
	A078 Total			40	12	2.33	7	17.5%																			
	A080	No	25	22	3.64	3	12.0%																				
		Yes	1	1	3.00																						
	A080 Total			26	23	3.61	3	11.5%																			
	A084	No	14	14	2.43	2	14.3%																				
Yes		1	1	0.00	1	100.0%																					
A084 Total			15	15	2.27	3	20.0%																				
<b>ENGL Total</b>			<b>106</b>	<b>50</b>	<b>2.71</b>	<b>18</b>	<b>17.0%</b>																				
ESL	A066	No	15	15	2.60	2	13.3%	15	7	3.43	8	53.3%	7	4	4.00	3	42.9%	8	8	4.00				7	6	3.83	
		Yes	1	1	4.00			6	5	3.60	1	16.7%	2	1	4.00	1	50.0%	2	2	4.00				6	3	4.00	
	A066 Total			16	16	2.69	2	12.5%	21	12	3.50	9	42.9%	9	5	4.00	4	44.4%	10	10	4.00				13	9	3.89
<b>ESL Total</b>			<b>16</b>	<b>16</b>	<b>3.30</b>	<b>2</b>	<b>12.5%</b>	<b>21</b>	<b>12</b>	<b>3.50</b>	<b>9</b>	<b>42.9%</b>	<b>9</b>	<b>5</b>	<b>4.00</b>	<b>4</b>	<b>44.4%</b>	<b>10</b>	<b>10</b>	<b>4.00</b>				<b>13</b>	<b>9</b>	<b>3.89</b>	
HS	V080	No	23					20										16			2	12.5%	34			1	2.9%
		Yes	1					4										4					5				
	V080 Total			24				24										20			2	10.0%	39			1	2.6%
	V080A	No											8			1	12.5%	4					2				
		Yes											2					3					5				
	V080A Total												10			1	10.0%	7					7				
	V081	No	19				1	5.3%	11				14														
Yes		5						1				3															
V081 Total			24			1	4.2%	12				17															
<b>HS Total</b>			<b>48</b>			<b>1</b>	<b>2.1%</b>	<b>36</b>				<b>27</b>			<b>1</b>	<b>3.7%</b>	<b>27</b>			<b>2</b>	<b>7.4%</b>	<b>46</b>			<b>1</b>	<b>2.2%</b>	

**TABLE 9 (CONT)**  
**GPA and Attrition for Repeaters and Non-Repeaters in Developmental Courses**

DISP	CRS #	Repeat	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
			# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt
ITEC	V051	No	62				17				16				1	6.3%	24					20					
		Yes	10				14				2						3					4					
	<b>V051 Total</b>			72			31				18				1	5.6%	27					24					
	V052	No	41				14				12				1	8.3%	19										
		Yes	2				11				2				1	50.0%	1					1					
	<b>V052 Total</b>			43			25				14				2	14.3%	20										
	V053	No	40				14				15																
		Yes	3				11				4																
	<b>V053 Total</b>			43			25				19																
	V054	No	10				5			1	20.0%																
		Yes	3				1																				
	<b>V054 Total</b>			13			6			1	16.7%																
	V055	No									27						24					12					
		Yes									1						77					24					
	<b>V055 Total</b>										28						101					36					
	V071	No	4																								
		Yes	9																								
<b>V071 Total</b>			13																								
V087	No	38				7				15						12					9						
	Yes	26				13				15						23					7						
<b>V087 Total</b>			<b>64</b>			<b>20</b>				<b>30</b>						<b>35</b>					<b>16</b>						
<b>ITEC Total</b>			<b>248</b>			<b>107</b>			<b>1</b>	<b>0.9%</b>	<b>109</b>			<b>3</b>	<b>2.8%</b>	<b>183</b>					<b>76</b>						

**TABLE 9 (CONT)**  
**GPA and Attrition for Repeaters and Non-Repeaters in Developmental Courses**

DISP	CRS #	Repeat	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001					
			# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	# Enrl	N GPA	GPA	Attritor	% Attrt	
MATH	A050A	No											16	12	2.67	6	37.5%	2	2	2.00	1	50.0%	6	5	1.60	4	66.7%	
		Yes											1	1	4.00			2	2	2.00	1	50.0%	2	1	4.00			
	A050A Total												17	13	2.77	6	35.3%	4	4	2.00	2	50.0%	8	6	2.00	4	50.0%	
	A050B	No											6	5	4.00	1	16.7%	2	2	4.00			5	4	1.00	4	80.0%	
		Yes											1	1	4.00			2	2	2.00	1	50.0%	1	1	4.00			
	A050B Total												7	6	4.00	1	14.3%	4	4	3.00	1	25.0%	6	5	1.60	4	66.7%	
	A050C	No																3	3	2.67	1	33.3%	6	4	1.00	5	83.3%	
		Yes																1	1	4.00			1	1	3.00			
	A050C Total																	4	4	3.00	1	25.0%	7	5	1.40	5	71.4%	
	A054	No		339	216	3.28	62	18.3%	428	281	3.01	100	23.4%	393	242	3.12	96	24.4%	388	249	2.96	97	25.0%	396	306	2.68	108	27.3%
		Yes		30	18	2.72	9	30.0%	35	15	3.27	8	22.9%	33	16	3.31	10	30.3%	43	24	2.54	17	39.5%	38	24	2.38	15	39.5%
	A054 Total			369	234	3.24	71	19.2%	463	296	3.02	108	23.3%	426	258	3.13	106	24.9%	431	273	2.92	114	26.5%	434	330	2.66	123	28.3%
	A055	No		519	377	2.34	156	30.1%	516	331	2.44	169	32.8%	566	363	2.66	182	32.2%	585	404	2.50	173	29.6%	584	402	2.31	207	35.4%
		Yes		127	81	2.41	34	26.8%	113	52	1.87	49	43.4%	125	66	2.41	52	41.6%	124	66	2.03	49	39.5%	140	71	1.66	70	50.0%
	A055 Total			646	458	2.35	190	29.4%	629	383	2.37	218	34.7%	691	429	2.62	234	33.9%	709	470	2.43	222	31.3%	724	473	2.21	277	38.3%
A060	No		50	45	2.33	13	26.0%	34	29	1.90	14	41.2%	72	60	2.58	20	27.8%	84	78	2.24	18	21.4%	83	56	2.27	23	27.7%	
	Yes		2	2	1.50	1	50.0%	1	1	0.00	1	100.0%	5	3	1.33	3	60.0%	2	2	0.50	1	50.0%	10	9	1.89	4	40.0%	
A060 Total			52	47	2.30	14	26.9%	35	30	1.83	15	42.9%	77	63	2.52	23	29.9%	86	80	2.20	19	22.1%	93	65	2.22	27	29.0%	
V054	No		17	14	2.36	8	47.1%	14	13	1.92	6	42.9%	14	11	2.36	5	35.7%	11	7	3.43	3	27.3%						
	Yes		3	1	0.00	3	100.0%	1			1	100.0%	1					1	1	3.00								
V054 Total			20	15	2.20	11	55.0%	15	13	1.92	7	46.7%	15	11	2.36	5	33.3%	12	8	3.38	3	25.0%						
V055	No		10	4	2.50	2	20.0%	19	16	1.94	9	47.4%	17	12	2.08	8	47.1%	15	11	2.45	5	33.3%	21	14	3.00			
	Yes		3	2	3.00			1	1	4.00			3	1	0.00	2	66.7%	2	2	2.00	1	50.0%						
V055 Total			13	6	2.67	2	15.4%	20	17	2.06	9	45.0%	20	13	1.92	10	50.0%	17	13	2.38	6	35.3%	21	14	3.00			
<b>MATH Total</b>			<b>1,100</b>	<b>760</b>	<b>2.62</b>	<b>288</b>	<b>26.2%</b>	<b>1,162</b>	<b>739</b>	<b>2.60</b>	<b>357</b>	<b>30.7%</b>	<b>1,253</b>	<b>793</b>	<b>2.78</b>	<b>385</b>	<b>30.7%</b>	<b>1,267</b>	<b>856</b>	<b>2.58</b>	<b>368</b>	<b>29.0%</b>	<b>1,293</b>	<b>898</b>	<b>2.39</b>	<b>440</b>	<b>34.6%</b>	
MUS	V094	No											7															
		Yes											1															
	V094 Total												8															
<b>MUS Total</b>													<b>8</b>															



**TABLE 10****Mean GPA Difference Between Repeaters and Non-Repeaters by Developmental Course**

DISP	CRS	1997 Level Sign	1998 Level Sign	1999 Level Sign	2000 Level Sign	2001 Level Sign
ACCT	A051		0.760	0.716		
ADT	A071	0.306				
CHEM	A055	0.882	0.161	0.833	0.508	0.992
	A055L	0.369	0.407	0.298	0.461	0.645
ENGL	A078	0.430				
	A080	0.401				
	A084	0.167				
ESL	A066	0.333	0.599			0.516
MATH	A050A			0.529	1.000	0.374
	A050B				0.423	0.272
	A050C				0.667	0.437
	A054	0.055	0.466	0.526	0.162	
	V054	0.272			0.800	0.333
	A055	0.707	0.014	0.193	0.018	0.001
	V055	0.633	0.295	0.210	0.752	
	A060	0.410	0.257	0.149	0.094	0.488
PRPE	A064			0.243		
	A074			0.465	0.665	0.357
	A076				0.242	0.958
	A084			0.166	0.698	0.566
	A086			0.013	0.027	0.171

Significance Level = 0.0050 or higher

**TABLE 11**  
**Students Who Repeated GER Courses**

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001		% Change Over	
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Fall99	Fall 00
<b>Total</b>	<b>956</b>	<b>100.0%</b>	<b>990</b>	<b>100.0%</b>	<b>1,059</b>	<b>100.0%</b>	<b>1,045</b>	<b>100.0%</b>	<b>1,125</b>	<b>100.0%</b>	<b>6.2%</b>	<b>7.7%</b>
<b>By Class Standing</b>												
First-time Freshman	2	0.2%	2	0.2%	4	0.4%	4	0.4%	10	0.9%	150.0%	150.0%
Freshman	204	21.3%	233	23.5%	206	19.5%	184	17.6%	223	19.8%	8.3%	21.2%
Sophomore	163	17.1%	209	21.1%	211	19.9%	178	17.0%	187	16.6%	-11.4%	5.1%
Junior	148	15.5%	151	15.3%	121	11.4%	168	16.1%	162	14.4%	33.9%	-3.6%
Senior	176	18.4%	160	16.2%	172	16.2%	163	15.6%	162	14.4%	-5.8%	-0.6%
Graduate	3	0.3%	2	0.2%	5	0.5%	2	0.2%	2	0.2%	-60.0%	
Not Declared	206	21.5%	170	17.2%	287	27.1%	275	26.3%	304	27.0%	5.9%	10.5%
Other	54	5.6%	63	6.4%	53	5.0%	71	6.8%	75	6.7%	41.5%	5.6%
<b>By Student Type</b>												
Graduate	3	0.3%	2	0.2%	5	0.5%	2	0.2%	2	0.2%	-60.0%	
Undergraduate	953	99.7%	988	99.8%	1,054	99.5%	1,043	99.8%	1,123	99.8%	6.5%	7.7%
<b>By Gender</b>												
Female	537	56.2%	558	56.4%	557	52.6%	604	57.8%	641	57.0%	15.1%	6.1%
Male	419	43.8%	431	43.5%	501	47.3%	441	42.2%	484	43.0%	-3.4%	9.8%
Unspecified			1	0.1%	1	0.1%					-100.0%	
<b>By Age Group</b>												
17-Under	2	0.2%	3	0.3%	2	0.2%	4	0.4%	3	0.3%	50.0%	-25.0%
18 - 18	9	0.9%	6	0.6%	6	0.6%	11	1.1%	15	1.3%	150.0%	36.4%
19 - 19	82	8.6%	76	7.7%	84	7.9%	93	8.9%	114	10.1%	35.7%	22.6%
20 - 24	398	41.6%	484	48.9%	517	48.8%	542	51.9%	577	51.3%	11.6%	6.5%
<b>Traditional</b>	<b>491</b>	<b>51.4%</b>	<b>569</b>	<b>57.5%</b>	<b>609</b>	<b>57.5%</b>	<b>650</b>	<b>62.2%</b>	<b>709</b>	<b>63.0%</b>	<b>16.4%</b>	<b>9.1%</b>
25 - 29	209	21.9%	186	18.8%	208	19.6%	168	16.1%	183	16.3%	-12.0%	8.9%
30 - 39	151	15.8%	138	13.9%	141	13.3%	140	13.4%	158	14.0%	12.1%	12.9%
40 - 49	86	9.0%	76	7.7%	70	6.6%	61	5.8%	46	4.1%	-34.3%	-24.6%
50 - 59	10	1.0%	16	1.6%	23	2.2%	15	1.4%	17	1.5%	-26.1%	13.3%
60 +	9	0.9%	5	0.5%	8	0.8%	11	1.1%	12	1.1%	50.0%	9.1%
<b>Non Traditional</b>	<b>465</b>	<b>48.6%</b>	<b>421</b>	<b>42.5%</b>	<b>450</b>	<b>42.5%</b>	<b>395</b>	<b>37.8%</b>	<b>416</b>	<b>37.0%</b>	<b>-7.6%</b>	<b>5.3%</b>
<b>By Ethnicity</b>												
African American	71	7.4%	61	6.2%	63	5.9%	58	5.6%	66	5.9%	4.8%	13.8%
Alaska Native	71	7.4%	88	8.9%	85	8.0%	78	7.5%	94	8.4%	10.6%	20.5%
American Indian	16	1.7%	18	1.8%	25	2.4%	20	1.9%	27	2.4%	8.0%	35.0%
Hispanic	35	3.7%	38	3.8%	46	4.3%	54	5.2%	46	4.1%		-14.8%
Pacific Is/Asian	68	7.1%	78	7.9%	78	7.4%	85	8.1%	98	8.7%	25.6%	15.3%
Total Minority	261	27.3%	283	28.6%	297	28.0%	295	28.2%	331	29.4%	11.4%	12.2%
White	668	69.9%	675	68.2%	717	67.7%	715	68.4%	753	66.9%	5.0%	5.3%
Unknown/Other	27	2.8%	32	3.2%	45	4.2%	35	3.3%	41	3.6%	-8.9%	17.1%
<b>By Full/Part-time</b>												
Full-time	620	64.9%	630	63.6%	662	62.5%	665	63.6%	712	63.3%	7.6%	7.1%
Part-time	336	35.1%	360	36.4%	397	37.5%	380	36.4%	413	36.7%	4.0%	8.7%
<b>By Attempted Hours</b>												
0 - 2					1	0.1%	2	0.2%			-100.0%	-100.0%
3 - 5	94	9.8%	86	8.7%	102	9.6%	95	9.1%	98	8.7%	-3.9%	3.2%
6 - 8	139	14.5%	158	16.0%	149	14.1%	137	13.1%	174	15.5%	16.8%	27.0%
9 - 11	103	10.8%	116	11.7%	146	13.8%	147	14.1%	141	12.5%	-3.4%	-4.1%
12 -14	407	42.6%	432	43.6%	459	43.3%	435	41.6%	448	39.8%	-2.4%	3.0%
15 +	213	22.3%	198	20.0%	202	19.1%	229	21.9%	264	23.5%	30.7%	15.3%
<b>By Degree Type</b>												
Associate	219	22.9%	213	21.5%	209	19.7%	171	16.4%	194	17.2%	-7.2%	13.5%
Bachelor	457	47.8%	530	53.5%	500	47.2%	521	49.9%	546	48.5%	9.2%	4.8%
Certificate	17	1.8%	12	1.2%	5	0.5%	5	0.5%	4	0.4%	-20.0%	-20.0%
Master	3	0.3%	2	0.2%	5	0.5%	2	0.2%	2	0.2%	-60.0%	
Non Degree	260	27.2%	233	23.5%	340	32.1%	346	33.1%	379	33.7%	11.5%	9.5%

**TABLE 11 (CONT)**  
**Students Who Repeated GER Courses**

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001		% Change Over	
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Fall99	Fall 00
<b>Total</b>	<b>956</b>	<b>100.0%</b>	<b>990</b>	<b>100.0%</b>	<b>1,059</b>	<b>100.0%</b>	<b>1,045</b>	<b>100.0%</b>	<b>1,125</b>	<b>100.0%</b>	<b>6.2%</b>	<b>7.7%</b>
<b>By High School GPA</b>												
4.0					1	0.1%	4	0.4%	7	0.6%	600.0%	75.0%
3.5 - 3.9	22	2.3%	32	3.2%	36	3.4%	78	7.5%	87	7.7%	141.7%	11.5%
3 - 3.4	60	6.3%	81	8.2%	132	12.5%	165	15.8%	195	17.3%	47.7%	18.2%
2.5 - 2.9	78	8.2%	100	10.1%	108	10.2%	148	14.2%	178	15.8%	64.8%	20.3%
2 - 2.4	34	3.6%	62	6.3%	66	6.2%	86	8.2%	108	9.6%	63.6%	25.6%
1.5 - 1.9	4	0.4%	9	0.9%	30	2.8%	20	1.9%	28	2.5%	-6.7%	40.0%
1.4 - Less			1	0.1%	5	0.5%	3	0.3%	2	0.2%	-60.0%	-33.3%
Unknown	758	79.3%	705	71.2%	681	64.3%	541	51.8%	520	46.2%	-23.6%	-3.9%
<b>By # of Classes Repeating in that Term (including non GER courses)</b>												
1	605	63.3%	592	59.8%	651	61.5%	617	59.0%	670	59.6%	2.9%	8.6%
2	243	25.4%	274	27.7%	260	24.6%	282	27.0%	307	27.3%	18.1%	8.9%
3	84	8.8%	98	9.9%	118	11.1%	104	10.0%	105	9.3%	-11.0%	1.0%
4	20	2.1%	22	2.2%	22	2.1%	35	3.3%	31	2.8%	40.9%	-11.4%
5	2	0.2%	1	0.1%	7	0.7%	7	0.7%	12	1.1%	71.4%	71.4%
6	1	0.1%	3	0.3%								
7					1	0.1%					-100.0%	
8	1	0.1%										
<b>By # of Classes Repeating in that Term ( GER courses ONLY)</b>												
1	777	81.3%	801	80.9%	843	79.6%	818	78.3%	891	79.2%	5.7%	8.9%
2	147	15.4%	144	14.5%	161	15.2%	179	17.1%	185	16.4%	14.9%	3.4%
3	27	2.8%	36	3.6%	50	4.7%	43	4.1%	40	3.6%	-20.0%	-7.0%
4	5	0.5%	7	0.7%	3	0.3%	3	0.3%	8	0.7%	166.7%	166.7%
5			1	0.1%	2	0.2%	2	0.2%	1	0.1%	-50.0%	-50.0%
6			1	0.1%								
<b>By Mean SAT Score</b>												
N	261		338		355		403		451		27.0%	11.9%
SAT Math	485		486		496		497		489		-1.5%	-1.7%
SAT Verbal	484		488		493		497		493		0.0%	-0.8%
SAT Total	969		974		989		994		982		-0.7%	-1.2%
<b>By Mean Asset Score</b>												
<b>Numerical</b>												
N	1		38		80		113		164		105.0%	45.1%
MEAN	36		39		41		40		41		-0.5%	1.0%
<b>Reading</b>												
N	16		176		265		355		476		79.6%	34.1%
MEAN	46		44		44		45		45		1.4%	0.1%
<b>Writing Skill</b>												
N	16		179		266		358		478		79.7%	33.5%
MEAN	44		44		44		44		45		1.4%	0.3%

Source: OPRA-Fall Closing

**The following Table is formatted to be printed on Legal size paper.**

**TABLE 12**  
**GER Repeats by Course Within Discipline**

SUBJ	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
AKNS	A101															32	2	6.3%	1.0	1.0						
	A201										15	1	6.7%	1.0	1.0	24	1	4.2%	1.0	1.0	26	1	3.8%	2.0	2.0	
<b>AKNS Total</b>											<b>15</b>	<b>1</b>	<b>6.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>56</b>	<b>3</b>	<b>5.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>26</b>	<b>1</b>	<b>3.8%</b>	<b>2.0</b>	<b>2.0</b>	
ANTH	A101	153	10	6.5%	1.1	2.0	164	7	4.3%	1.3	2.0	134	8	6.0%	1.0	1.0	112	5	4.5%	1.6	3.0	128	14	10.9%	1.3	3.0
	A200	97	2	2.1%	1.0	1.0	130	7	5.4%	1.1	2.0	113	1	0.9%	1.0	1.0	121	3	2.5%	1.0	1.0	131	7	5.3%	1.0	1.0
	A202	84	6	7.1%	1.5	4.0	87	2	2.3%	1.0	1.0	95	6	6.3%	1.5	3.0	67	3	4.5%	1.3	2.0	31	1	3.2%	1.0	1.0
	A250	235	22	9.4%	1.1	3.0	211	17	8.1%	1.1	2.0	235	18	7.7%	1.3	2.0	253	30	11.9%	1.2	3.0	263	25	9.5%	1.2	3.0
<b>ANTH Total</b>		<b>569</b>	<b>40</b>	<b>7.0%</b>	<b>1.2</b>	<b>2.5</b>	<b>592</b>	<b>33</b>	<b>5.6%</b>	<b>1.1</b>	<b>1.8</b>	<b>577</b>	<b>33</b>	<b>5.7%</b>	<b>1.2</b>	<b>1.8</b>	<b>553</b>	<b>41</b>	<b>7.4%</b>	<b>1.3</b>	<b>2.3</b>	<b>553</b>	<b>47</b>	<b>8.5%</b>	<b>1.1</b>	<b>2.0</b>
ART	A160	231	14	6.1%	1.1	2.0	270	10	3.7%	1.2	3.0	272	13	4.8%	1.1	2.0	275	12	4.4%	1.2	2.0	249	15	6.0%	1.1	2.0
	A261	240	3	1.3%	1.0	1.0	160	7	4.4%	1.1	2.0	206	10	4.9%	1.1	2.0	196	5	2.6%	1.2	2.0	176	12	6.8%	1.2	3.0
	A262										21	3	14.3%	1.0	1.0											
	A367	33	1	3.0%	1.0	1.0	25	1	4.0%	1.0	1.0	20	1	5.0%	1.0	1.0										
<b>ART Total</b>		<b>504</b>	<b>18</b>	<b>3.6%</b>	<b>1.0</b>	<b>1.3</b>	<b>455</b>	<b>18</b>	<b>4.0%</b>	<b>1.1</b>	<b>2.0</b>	<b>519</b>	<b>27</b>	<b>5.2%</b>	<b>1.0</b>	<b>1.5</b>	<b>471</b>	<b>17</b>	<b>3.6%</b>	<b>1.2</b>	<b>2.0</b>	<b>425</b>	<b>27</b>	<b>6.4%</b>	<b>1.1</b>	<b>2.5</b>
AS	A252	197	38	19.3%	1.4	6.0	199	40	20.1%	1.3	4.0	220	44	20.0%	1.1	2.0	253	48	19.0%	1.2	3.0	233	27	11.6%	1.5	5.0
	A307	42	10	23.8%	2.2	4.0	40	9	22.5%	1.6	3.0	35	14	40.0%	1.4	3.0	41	8	19.5%	2.1	5.0	35	7	20.0%	1.0	1.0
<b>AS Total</b>		<b>239</b>	<b>48</b>	<b>20.1%</b>	<b>1.8</b>	<b>5.0</b>	<b>239</b>	<b>49</b>	<b>20.5%</b>	<b>1.4</b>	<b>3.5</b>	<b>255</b>	<b>58</b>	<b>22.7%</b>	<b>1.2</b>	<b>2.5</b>	<b>294</b>	<b>56</b>	<b>19.0%</b>	<b>1.7</b>	<b>4.0</b>	<b>268</b>	<b>34</b>	<b>12.7%</b>	<b>1.2</b>	<b>3.0</b>
ASTR	A103						45	2	4.4%	1.0	1.0						42	1	2.4%	1.0	1.0	46	1	2.2%	1.0	1.0
<b>ASTR Total</b>							<b>45</b>	<b>2</b>	<b>4.4%</b>	<b>1.0</b>	<b>1.0</b>						<b>42</b>	<b>1</b>	<b>2.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>46</b>	<b>1</b>	<b>2.2%</b>	<b>1.0</b>	<b>1.0</b>
BA	A151	325	13	4.0%	1.1	2.0	330	28	8.5%	1.1	2.0	305	18	5.9%	1.3	2.0	283	21	7.4%	1.3	3.0	324	32	9.9%	1.3	4.0
<b>BA Total</b>		<b>325</b>	<b>13</b>	<b>4.0%</b>	<b>1.1</b>	<b>2.0</b>	<b>330</b>	<b>28</b>	<b>8.5%</b>	<b>1.1</b>	<b>2.0</b>	<b>305</b>	<b>18</b>	<b>5.9%</b>	<b>1.3</b>	<b>2.0</b>	<b>283</b>	<b>21</b>	<b>7.4%</b>	<b>1.3</b>	<b>3.0</b>	<b>324</b>	<b>32</b>	<b>9.9%</b>	<b>1.3</b>	<b>4.0</b>
BIOL	A102	579	67	11.6%	1.3	4.0	584	69	11.8%	1.2	5.0	544	60	11.0%	1.2	5.0	581	58	10.0%	1.3	3.0	551	46	8.3%	1.3	4.0
	A103	238	8	3.4%	1.0	1.0	219	9	4.1%	1.0	1.0	213	6	2.8%	1.2	2.0	255	11	4.3%	1.0	1.0	251	4	1.6%	1.3	2.0
	A105	243	16	6.6%	1.5	4.0	212	16	7.5%	1.0	1.0	160	19	11.9%	1.4	7.0	135	10	7.4%	1.9	9.0	131	13	9.9%	2.2	11.0
	A106	48	11	22.9%	1.6	5.0	44	11	25.0%	1.7	6.0	25	4	16.0%	1.3	2.0	43	2	4.7%	1.0	1.0	26	4	15.4%	1.3	2.0
	A111	316	37	11.7%	1.2	4.0	358	33	9.2%	1.2	5.0	404	43	10.6%	1.4	6.0	389	51	13.1%	1.1	3.0	435	50	11.5%	1.3	3.0
	A112	58	7	12.1%	1.3	2.0	50	9	18.0%	1.3	2.0	56	13	23.2%	1.5	3.0	65	14	21.5%	1.3	5.0	50	11	22.0%	1.2	2.0
<b>BIOL Total</b>		<b>1,482</b>	<b>146</b>	<b>9.9%</b>	<b>1.3</b>	<b>3.3</b>	<b>1,467</b>	<b>147</b>	<b>10.0%</b>	<b>1.2</b>	<b>3.3</b>	<b>1,402</b>	<b>145</b>	<b>10.3%</b>	<b>1.3</b>	<b>4.2</b>	<b>1,468</b>	<b>146</b>	<b>9.9%</b>	<b>1.3</b>	<b>3.7</b>	<b>1,444</b>	<b>128</b>	<b>8.9%</b>	<b>1.4</b>	<b>4.0</b>

**TABLE 12 (CONT)**  
**GER Course Repeats by Course Within Discipline**

SUBJ	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
CHEM	A103	161	16	9.9%	1.5	5.0	147	17	11.6%	1.2	2.0	146	13	8.9%	1.2	4.0	182	15	8.2%	1.0	1.0	193	22	11.4%	1.3	4.0
	A103L	132	5	3.8%	1.0	1.0	130	9	6.9%	1.1	2.0	123	5	4.1%	1.0	1.0	150	9	6.0%	1.1	2.0	152	9	5.9%	1.1	2.0
	A104	52	5	9.6%	1.4	3.0	74	9	12.2%	1.4	3.0	52	12	23.1%	1.8	4.0	43	8	18.6%	1.6	5.0	39	5	12.8%	1.0	1.0
	A104L						64	5	7.8%	1.0	1.0	38	3	7.9%	1.7	2.0	35	3	8.6%	2.0	4.0	30	5	16.7%	1.2	2.0
	A105	175	29	16.6%	1.7	5.0	191	29	15.2%	1.3	2.0	206	29	14.1%	1.4	4.0	220	30	13.6%	1.4	3.0	244	19	7.8%	1.1	2.0
	A105L	150	3	2.0%	1.0	1.0	171	9	5.3%	1.1	2.0	165	7	4.2%	1.1	2.0	182	7	3.8%	1.0	1.0	213	13	6.1%	1.2	2.0
	A106	27	8	29.6%	1.3	2.0	40	10	25.0%	1.4	3.0	50	15	30.0%	1.2	2.0	85	35	41.2%	1.3	6.0	65	23	35.4%	1.3	4.0
	A106L						28	3	10.7%	1.0	1.0	34	7	20.6%	1.3	2.0	54	9	16.7%	1.2	2.0	50	7	14.0%	1.1	2.0
<b>CHEM Total</b>		<b>697</b>	<b>66</b>	<b>9.5%</b>	<b>1.3</b>	<b>2.8</b>	<b>845</b>	<b>91</b>	<b>10.8%</b>	<b>1.2</b>	<b>2.0</b>	<b>814</b>	<b>91</b>	<b>11.2%</b>	<b>1.4</b>	<b>2.6</b>	<b>951</b>	<b>116</b>	<b>12.2%</b>	<b>1.3</b>	<b>3.0</b>	<b>986</b>	<b>103</b>	<b>10.4%</b>	<b>1.2</b>	<b>2.4</b>
CHIN	A101						10	1	10.0%	1.0	1.0						10	1	10.0%	1.0	1.0	15	2	13.3%	1.5	2.0
	A102																					3	1	33.3%	3.0	3.0
<b>CHIN Total</b>							<b>10</b>	<b>1</b>	<b>10.0%</b>	<b>1.0</b>	<b>1.0</b>						<b>10</b>	<b>1</b>	<b>10.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>18</b>	<b>3</b>	<b>16.7%</b>	<b>2.3</b>	<b>2.5</b>
COMM	A111											547	5	0.9%	1.0	1.0	484	11	2.3%	1.1	2.0	426	8	1.9%	1.0	1.0
	A235											131	1	0.8%	1.0	1.0	154	1	0.6%	1.0	1.0	128	3	2.3%	1.0	1.0
	A237											195	3	1.5%	1.0	1.0	182	4	2.2%	1.0	1.0	209	6	2.9%	1.0	1.0
	A241											153	4	2.6%	1.0	1.0	222	5	2.3%	1.0	1.0	228	9	3.9%	1.0	1.0
<b>COMM Total</b>											<b>1,026</b>	<b>13</b>	<b>1.3%</b>	<b>1.0</b>	<b>1.0</b>	<b>1,042</b>	<b>21</b>	<b>2.0%</b>	<b>1.0</b>	<b>1.3</b>	<b>991</b>	<b>26</b>	<b>2.6%</b>	<b>1.0</b>	<b>1.0</b>	
DNCE	A170						63	2	3.2%	1.0	1.0	50	3	6.0%	1.0	1.0	49	1	2.0%	1.0	1.0	64	2	3.1%	1.0	1.0
<b>DNCE Total</b>							<b>63</b>	<b>2</b>	<b>3.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>50</b>	<b>3</b>	<b>6.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>49</b>	<b>1</b>	<b>2.0%</b>	<b>1.0</b>	<b>1.0</b>	<b>64</b>	<b>2</b>	<b>3.1%</b>	<b>1.0</b>	<b>1.0</b>
ECON	A201	409	39	9.5%	1.4	4.0	387	32	8.3%	1.3	3.0	381	37	9.7%	1.4	3.0	369	38	10.3%	1.2	3.0	428	40	9.3%	1.4	5.0
	A202	169	17	10.1%	1.2	2.0	148	16	10.8%	1.2	3.0	122	14	11.5%	1.2	3.0	124	12	9.7%	1.1	2.0	142	10	7.0%	1.2	2.0
<b>ECON Total</b>		<b>578</b>	<b>56</b>	<b>9.7%</b>	<b>1.3</b>	<b>3.0</b>	<b>535</b>	<b>48</b>	<b>9.0%</b>	<b>1.3</b>	<b>3.0</b>	<b>503</b>	<b>51</b>	<b>10.1%</b>	<b>1.3</b>	<b>3.0</b>	<b>493</b>	<b>50</b>	<b>10.1%</b>	<b>1.2</b>	<b>2.5</b>	<b>570</b>	<b>50</b>	<b>8.8%</b>	<b>1.3</b>	<b>3.5</b>

**TABLE 12 (CONT)**  
**GER Course Repeats by Course Within Discipline**

SUBJ	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
ENGL	A111	836	91	10.9%	1.5	13.0	934	98	10.5%	1.4	6.0	920	97	10.5%	1.3	5.0	896	106	11.8%	1.2	3.0	889	105	11.8%	1.3	5.0
	A121	144	7	4.9%	1.0	1.0	173	3	1.7%	1.3	2.0	166	12	7.2%	1.3	3.0	130	5	3.8%	1.2	2.0	122	11	9.0%	1.0	1.0
	A201	118	7	5.9%	1.7	4.0	99	2	2.0%	1.0	1.0	111	10	9.0%	1.0	1.0	104	5	4.8%	1.6	3.0	88	4	4.5%	2.0	4.0
	A202	52	3	5.8%	1.0	1.0	70	6	8.6%	1.2	2.0	44	2	4.5%	1.0	1.0	63	9	14.3%	1.0	1.0	48	3	6.3%	1.0	1.0
	A211	242	13	5.4%	1.3	3.0	277	26	9.4%	1.2	2.0	237	34	14.3%	1.4	5.0	244	18	7.4%	1.4	5.0	216	22	10.2%	1.1	3.0
	A212	316	21	6.6%	1.2	3.0	310	16	5.2%	1.4	5.0	354	16	4.5%	1.4	3.0	364	19	5.2%	1.4	4.0	384	16	4.2%	1.2	2.0
	A213	109	8	7.3%	1.1	2.0	95	5	5.3%	1.4	2.0	101	5	5.0%	1.2	2.0	107	6	5.6%	1.0	1.0	106	8	7.5%	1.1	2.0
	A306	22	1	4.5%	1.0	1.0	53	2	3.8%	1.0	1.0	26	1	3.8%	1.0	1.0										
	A311	12	1	8.3%	1.0	1.0																				
	A312						19	1	5.3%	1.0	1.0						18	2	11.1%	1.0	1.0					
A383						39	2	5.1%	1.0	1.0	33	2	6.1%	2.0	2.0	26	2	7.7%	1.0	1.0						
<b>ENGL Total</b>		<b>1,851</b>	<b>152</b>	<b>8.2%</b>	<b>1.2</b>	<b>3.2</b>	<b>2,069</b>	<b>161</b>	<b>7.8%</b>	<b>1.2</b>	<b>2.3</b>	<b>1,992</b>	<b>179</b>	<b>9.0%</b>	<b>1.3</b>	<b>2.6</b>	<b>1,952</b>	<b>172</b>	<b>8.8%</b>	<b>1.2</b>	<b>2.3</b>	<b>1,853</b>	<b>169</b>	<b>9.1%</b>	<b>1.3</b>	<b>2.6</b>
FREN	A101	72	7	9.7%	1.1	2.0	63	4	6.3%	2.3	4.0	102	9	8.8%	1.2	2.0	113	11	9.7%	1.0	1.0	96	8	8.3%	1.3	2.0
	A102	22	3	13.6%	1.0	1.0	27	2	7.4%	1.0	1.0	27	4	14.8%	1.3	2.0	23	1	4.3%	1.0	1.0	31	5	16.1%	1.6	2.0
	A201	42	2	4.8%	1.0	1.0						24	1	4.2%	1.0	1.0	23	3	13.0%	1.0	1.0	22	1	4.5%	1.0	1.0
<b>FREN Total</b>		<b>136</b>	<b>12</b>	<b>8.8%</b>	<b>1.0</b>	<b>1.3</b>	<b>90</b>	<b>6</b>	<b>6.7%</b>	<b>1.6</b>	<b>2.5</b>	<b>153</b>	<b>14</b>	<b>9.2%</b>	<b>1.2</b>	<b>1.7</b>	<b>159</b>	<b>15</b>	<b>9.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>149</b>	<b>14</b>	<b>9.4%</b>	<b>1.3</b>	<b>1.7</b>
GEOG	A101						75	2	2.7%	1.0	1.0	84	4	4.8%	1.3	2.0	85	4	4.7%	1.0	1.0	108	6	5.6%	1.5	3.0
	A205	377	17	4.5%	1.2	3.0	363	14	3.9%	1.2	3.0	343	23	6.7%	1.4	3.0	410	17	4.1%	1.2	3.0	351	29	8.3%	1.1	4.0
	A205L	216	17	7.9%	1.6	4.0	181	19	10.5%	1.3	5.0	218	24	11.0%	1.3	3.0	261	14	5.4%	1.4	5.0	256	28	10.9%	1.5	6.0
<b>GEOG Total</b>		<b>593</b>	<b>34</b>	<b>5.7%</b>	<b>1.4</b>	<b>3.5</b>	<b>619</b>	<b>35</b>	<b>5.7%</b>	<b>1.2</b>	<b>3.0</b>	<b>645</b>	<b>51</b>	<b>7.9%</b>	<b>1.3</b>	<b>2.7</b>	<b>756</b>	<b>35</b>	<b>4.6%</b>	<b>1.2</b>	<b>3.0</b>	<b>715</b>	<b>63</b>	<b>8.8%</b>	<b>1.4</b>	<b>4.3</b>
GEOL	A111	206	7	3.4%	1.0	1.0	178	9	5.1%	1.0	1.0	187	9	4.8%	1.1	2.0	170	4	2.4%	1.0	1.0	186	7	3.8%	1.4	3.0
	A112	22	1	4.5%	1.0	1.0	26	3	11.5%	1.3	2.0	23	1	4.3%	1.0	1.0	17	1	5.9%	1.0	1.0	22	1	4.5%	1.0	1.0
	A115	89	1	1.1%	1.0	1.0	60	2	3.3%	1.0	1.0					72	3	4.2%	1.0	1.0	50	1	2.0%	1.0	1.0	
	A115L	22	2	9.1%	1.0	1.0	12	2	16.7%	1.0	1.0					24	1	4.2%	1.0	1.0	11	1	9.1%	1.0	1.0	
<b>GEOL Total</b>		<b>339</b>	<b>11</b>	<b>3.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>276</b>	<b>16</b>	<b>5.8%</b>	<b>1.1</b>	<b>1.3</b>	<b>210</b>	<b>10</b>	<b>4.8%</b>	<b>1.1</b>	<b>1.5</b>	<b>283</b>	<b>9</b>	<b>3.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>269</b>	<b>10</b>	<b>3.7%</b>	<b>1.1</b>	<b>1.5</b>



**TABLE 12 (CONT)**  
**GER Course Repeats by Course Within Discipline**

SUBJ	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
LAT	A101	27	1	3.7%	1.0	1.0	13	1	7.7%	1.0	1.0											21	1	4.8%	1.0	1.0
<b>LAT Total</b>		<b>27</b>	<b>1</b>	<b>3.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>13</b>	<b>1</b>	<b>7.7%</b>	<b>1.0</b>	<b>1.0</b>											<b>21</b>	<b>1</b>	<b>4.8%</b>	<b>1.0</b>	<b>1.0</b>
LING	A101	34	1	2.9%	1.0	1.0	55	1	1.8%	1.0	1.0				46	2	4.3%	1.0	1.0			52	5	9.6%	1.0	1.0
<b>LING Total</b>		<b>34</b>	<b>1</b>	<b>2.9%</b>	<b>1.0</b>	<b>1.0</b>	<b>55</b>	<b>1</b>	<b>1.8%</b>	<b>1.0</b>	<b>1.0</b>				<b>46</b>	<b>2</b>	<b>4.3%</b>	<b>1.0</b>	<b>1.0</b>			<b>52</b>	<b>5</b>	<b>9.6%</b>	<b>1.0</b>	<b>1.0</b>
MATH	A107	529	82	15.5%	1.4	4.0	537	83	15.5%	1.6	8.0	567	89	15.7%	1.4	7.0	501	76	15.2%	1.4	9.0	612	107	17.5%	1.3	7.0
	A108	146	24	16.4%	1.5	3.0	144	26	18.1%	1.3	4.0	145	30	20.7%	1.5	4.0	152	21	13.8%	1.4	4.0	147	20	13.6%	1.4	3.0
	A109	27	1	3.7%	1.0	1.0	28	1	3.6%	1.0	1.0	37	3	8.1%	1.0	1.0	37	2	5.4%	2.0	3.0	36	1	2.8%	1.0	1.0
	A200	235	50	21.3%	1.5	5.0	239	44	18.4%	1.6	6.0	258	42	16.3%	1.5	8.0	232	40	17.2%	1.6	4.0	250	45	18.0%	1.5	5.0
	A201	97	14	14.4%	1.6	5.0	93	23	24.7%	1.5	7.0	116	29	25.0%	1.7	4.0	84	27	32.1%	1.1	3.0	86	21	24.4%	1.4	4.0
	A270	74	19	25.7%	1.5	4.0	67	13	19.4%	1.8	6.0	61	13	21.3%	1.3	3.0	62	13	21.0%	1.3	3.0	79	21	26.6%	1.5	4.0
	A272	96	25	26.0%	1.7	5.0	98	27	27.6%	1.3	2.0	96	22	22.9%	1.6	5.0	96	18	18.8%	1.9	5.0	99	18	18.2%	1.7	4.0
<b>MATH Total</b>		<b>1,204</b>	<b>215</b>	<b>17.9%</b>	<b>1.5</b>	<b>3.9</b>	<b>1,206</b>	<b>217</b>	<b>18.0%</b>	<b>1.4</b>	<b>4.9</b>	<b>1,280</b>	<b>228</b>	<b>17.8%</b>	<b>1.4</b>	<b>4.6</b>	<b>1,164</b>	<b>197</b>	<b>16.9%</b>	<b>1.5</b>	<b>4.4</b>	<b>1,309</b>	<b>233</b>	<b>17.8%</b>	<b>1.4</b>	<b>4.0</b>
MUS	A121	250	13	5.2%	1.2	2.0	261	13	5.0%	1.3	3.0	212	19	9.0%	1.3	3.0	208	11	5.3%	1.4	3.0	247	9	3.6%	1.3	2.0
	A221	20	3	15.0%	1.0	1.0	34	1	2.9%	1.0	1.0	15	1	6.7%	1.0	1.0	35	2	5.7%	1.0	1.0	28	3	10.7%	1.0	1.0
<b>MUS Total</b>		<b>270</b>	<b>16</b>	<b>5.9%</b>	<b>1.1</b>	<b>1.5</b>	<b>295</b>	<b>14</b>	<b>4.7%</b>	<b>1.2</b>	<b>2.0</b>	<b>227</b>	<b>20</b>	<b>8.8%</b>	<b>1.1</b>	<b>2.0</b>	<b>243</b>	<b>13</b>	<b>5.3%</b>	<b>1.2</b>	<b>2.0</b>	<b>275</b>	<b>12</b>	<b>4.4%</b>	<b>1.2</b>	<b>1.5</b>
PARL	A101	44	3	6.8%	1.0	1.0	46	4	8.7%	1.5	2.0	33	1	3.0%	1.0	1.0						41	2	4.9%	1.0	1.0
<b>PARL Total</b>		<b>44</b>	<b>3</b>	<b>6.8%</b>	<b>1.0</b>	<b>1.0</b>	<b>46</b>	<b>4</b>	<b>8.7%</b>	<b>1.5</b>	<b>2.0</b>	<b>33</b>	<b>1</b>	<b>3.0%</b>	<b>1.0</b>	<b>1.0</b>						<b>41</b>	<b>2</b>	<b>4.9%</b>	<b>1.0</b>	<b>1.0</b>
PHIL	A101	149	4	2.7%	1.3	2.0	141	6	4.3%	1.2	2.0	130	6	4.6%	1.0	1.0	157	6	3.8%	1.3	2.0	174	6	3.4%	1.0	1.0
	A201	179	6	3.4%	1.7	5.0	178	3	1.7%	1.0	1.0	153	6	3.9%	1.3	2.0	220	6	2.7%	1.2	2.0	157	3	1.9%	1.7	3.0
	A211	82	4	4.9%	1.3	2.0	50	1	2.0%	1.0	1.0	62	3	4.8%	1.0	1.0	51	2	3.9%	1.0	1.0	68	2	2.9%	1.0	1.0
	A212	20	1	5.0%	3.0	3.0	17	1	5.9%	1.0	1.0	22	3	13.6%	1.0	1.0	17	2	11.8%	1.0	1.0	15	1	6.7%	1.0	1.0
	A301	73	3	4.1%	1.0	1.0	112	5	4.5%	1.0	1.0	93	6	6.5%	1.2	2.0	41	2	4.9%	1.0	1.0	98	4	4.1%	1.0	1.0
	A313B	44	1	2.3%	1.0	1.0																				
	A314						34	1	2.9%	1.0	1.0	25	1	4.0%	1.0	1.0										
<b>PHIL Total</b>		<b>547</b>	<b>19</b>	<b>3.5%</b>	<b>1.5</b>	<b>2.3</b>	<b>532</b>	<b>17</b>	<b>3.2%</b>	<b>1.0</b>	<b>1.2</b>	<b>485</b>	<b>25</b>	<b>5.2%</b>	<b>1.1</b>	<b>1.3</b>	<b>486</b>	<b>18</b>	<b>3.7%</b>	<b>1.1</b>	<b>1.4</b>	<b>512</b>	<b>16</b>	<b>3.1%</b>	<b>1.1</b>	<b>1.4</b>

**TABLE 12 (CONT)**  
**GER Course Repeats by Course Within Discipline**

SUBJ	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
PHYS	A101																					30	3	10.0%	1.3	2.0
	A123	168	19	11.3%	1.3	3.0	192	15	7.8%	1.3	4.0	169	26	15.4%	1.2	3.0	168	22	13.1%	1.5	4.0	146	21	14.4%	1.1	3.0
	A123L											123	7	5.7%	1.0	1.0	119	6	5.0%	1.3	2.0	113	8	7.1%	1.1	2.0
	A124	19	6	31.6%	1.5	3.0	25	9	36.0%	1.0	1.0	15	5	33.3%	1.4	3.0	20	6	30.0%	1.3	2.0	32	11	34.4%	1.4	4.0
	A124L	17	1	5.9%	1.0	1.0						12	2	16.7%	1.0	1.0	15	3	20.0%	1.7	2.0	15	1	6.7%	1.0	1.0
	A211	59	8	13.6%	1.3	2.0	53	8	15.1%	1.0	1.0	59	7	11.9%	1.0	1.0	50	11	22.0%	1.1	2.0	46	5	10.9%	1.0	1.0
	A211L	59	1	1.7%	1.0	1.0						52	3	5.8%	1.0	1.0	41	3	7.3%	1.3	2.0	41	3	7.3%	1.0	1.0
<b>PHYS Total</b>		<b>322</b>	<b>35</b>	<b>10.9%</b>	<b>1.2</b>	<b>2.0</b>	<b>270</b>	<b>32</b>	<b>11.9%</b>	<b>1.1</b>	<b>2.0</b>	<b>430</b>	<b>50</b>	<b>11.6%</b>	<b>1.1</b>	<b>1.7</b>	<b>413</b>	<b>51</b>	<b>12.3%</b>	<b>1.4</b>	<b>2.3</b>	<b>423</b>	<b>52</b>	<b>12.3%</b>	<b>1.1</b>	<b>2.0</b>
PS	A101	127	7	5.5%	1.7	6.0	141	3	2.1%	1.3	2.0	125	4	3.2%	1.3	2.0	116	10	8.6%	1.1	2.0	130	8	6.2%	1.1	2.0
	A102	47	1	2.1%	1.0	1.0	40	1	2.5%	1.0	1.0	52	4	7.7%	1.3	2.0	43	5	11.6%	1.2	2.0	41	3	7.3%	1.0	1.0
	A311	25	1	4.0%	1.0	1.0										16	1	6.3%	1.0	1.0	24	4	16.7%	1.3	2.0	
	A332											29	2	6.9%	1.0	1.0	31	1	3.2%	2.0	2.0					
	A351															11	3	27.3%	1.0	1.0		9	1	11.1%	2.0	2.0
<b>PS Total</b>		<b>199</b>	<b>9</b>	<b>4.5%</b>	<b>1.2</b>	<b>2.7</b>	<b>181</b>	<b>4</b>	<b>2.2%</b>	<b>1.2</b>	<b>1.5</b>	<b>206</b>	<b>10</b>	<b>4.9%</b>	<b>1.2</b>	<b>1.7</b>	<b>217</b>	<b>20</b>	<b>9.2%</b>	<b>1.3</b>	<b>1.6</b>	<b>204</b>	<b>16</b>	<b>7.8%</b>	<b>1.3</b>	<b>1.8</b>
PSY	A111	586	40	6.8%	1.3	6.0	583	39	6.7%	1.1	3.0	639	54	8.5%	1.3	6.0	615	54	8.8%	1.3	3.0	742	72	9.7%	1.3	4.0
	A150	405	26	6.4%	1.2	2.0	421	26	6.2%	1.2	3.0	410	26	6.3%	1.3	3.0	350	18	5.1%	1.3	3.0	371	28	7.5%	1.3	4.0
<b>PSY Total</b>		<b>991</b>	<b>66</b>	<b>6.7%</b>	<b>1.2</b>	<b>4.0</b>	<b>1,004</b>	<b>65</b>	<b>6.5%</b>	<b>1.1</b>	<b>3.0</b>	<b>1,049</b>	<b>80</b>	<b>7.6%</b>	<b>1.3</b>	<b>4.5</b>	<b>965</b>	<b>72</b>	<b>7.5%</b>	<b>1.3</b>	<b>3.0</b>	<b>1,113</b>	<b>100</b>	<b>9.0%</b>	<b>1.3</b>	<b>4.0</b>
RUSS	A101	55	4	7.3%	1.0	1.0	82	6	7.3%	1.3	2.0	65	6	9.2%	1.2	2.0	79	11	13.9%	1.4	3.0	66	3	4.5%	1.3	2.0
	A102	15	3	20.0%	1.0	1.0	10	1	10.0%	2.0	2.0	13	2	15.4%	1.0	1.0	9	1	11.1%	1.0	1.0	7	1	14.3%	1.0	1.0
	A201	16	2	12.5%	1.5	2.0	13	2	15.4%	1.0	1.0	16	1	6.3%	3.0	3.0					18	2	11.1%	1.0	1.0	
<b>RUSS Total</b>		<b>86</b>	<b>9</b>	<b>10.5%</b>	<b>1.2</b>	<b>1.3</b>	<b>105</b>	<b>9</b>	<b>8.6%</b>	<b>1.4</b>	<b>1.7</b>	<b>94</b>	<b>9</b>	<b>9.6%</b>	<b>1.7</b>	<b>2.0</b>	<b>88</b>	<b>12</b>	<b>13.6%</b>	<b>1.2</b>	<b>2.0</b>	<b>91</b>	<b>6</b>	<b>6.6%</b>	<b>1.1</b>	<b>1.3</b>
SOC	A101	526	36	6.8%	1.2	3.0	529	39	7.4%	1.0	2.0	477	34	7.1%	1.3	4.0	536	34	6.3%	1.1	2.0	533	37	6.9%	1.2	3.0
	A222															1	1	100.0%	2.0	2.0						
	A351															12	1	8.3%	1.0	1.0						
<b>SOC Total</b>		<b>526</b>	<b>36</b>	<b>6.8%</b>	<b>1.2</b>	<b>3.0</b>	<b>529</b>	<b>39</b>	<b>7.4%</b>	<b>1.0</b>	<b>2.0</b>	<b>477</b>	<b>34</b>	<b>7.1%</b>	<b>1.3</b>	<b>4.0</b>	<b>549</b>	<b>36</b>	<b>6.6%</b>	<b>1.4</b>	<b>1.7</b>	<b>533</b>	<b>37</b>	<b>6.9%</b>	<b>1.2</b>	<b>3.0</b>

**TABLE 12 (CONT)**  
**GER Course Repeats by Course Within Discipline**

SUBJ	CRS #	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
		Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*	Total Enrl	Repeat Enrl	% Repeat	MEAN	MAX*
SPAN	A101	284	11	3.9%	1.2	2.0	355	18	5.1%	1.1	2.0	353	21	5.9%	1.3	3.0	311	20	6.4%	1.2	3.0	366	35	9.6%	1.2	3.0
	A101E						25	2	8.0%	1.5	2.0	34	1	2.9%	1.0	1.0						37	3	8.1%	1.0	1.0
	A102	56	6	10.7%	1.0	1.0	72	6	8.3%	1.2	2.0	74	5	6.8%	1.0	1.0	94	7	7.4%	1.1	2.0	86	6	7.0%	1.5	2.0
	A201	81	2	2.5%	1.0	1.0	43	1	2.3%	1.0	1.0						41	1	2.4%	1.0	1.0					
	A202																					15	1	6.7%	1.0	1.0
<b>SPAN Total</b>		<b>421</b>	<b>19</b>	<b>4.5%</b>	<b>1.1</b>	<b>1.3</b>	<b>495</b>	<b>27</b>	<b>5.5%</b>	<b>1.2</b>	<b>1.8</b>	<b>461</b>	<b>27</b>	<b>5.9%</b>	<b>1.1</b>	<b>1.7</b>	<b>446</b>	<b>28</b>	<b>6.3%</b>	<b>1.1</b>	<b>2.0</b>	<b>504</b>	<b>45</b>	<b>8.9%</b>	<b>1.2</b>	<b>1.8</b>
SWK	A106	29	1	3.4%	1.0	1.0	31	1	3.2%	1.0	1.0	25	1	4.0%	1.0	1.0										
<b>SWK Total</b>		<b>29</b>	<b>1</b>	<b>3.4%</b>	<b>1.0</b>	<b>1.0</b>	<b>31</b>	<b>1</b>	<b>3.2%</b>	<b>1.0</b>	<b>1.0</b>	<b>25</b>	<b>1</b>	<b>4.0%</b>	<b>1.0</b>	<b>1.0</b>										
THR	A111	100	3	3.0%	1.0	1.0	93	4	4.3%	1.3	2.0	95	11	11.6%	1.1	2.0	93	5	5.4%	1.2	2.0	82	6	7.3%	1.5	4.0
	A311	49	1	2.0%	1.0	1.0					35	1	2.9%	1.0	1.0						28	3	10.7%	1.0	1.0	
	A411						22	1	4.5%	1.0	1.0						48	1	2.1%	1.0	1.0	35	4	11.4%	1.3	2.0
<b>THR Total</b>		<b>149</b>	<b>4</b>	<b>2.7%</b>	<b>1.0</b>	<b>1.0</b>	<b>115</b>	<b>5</b>	<b>4.3%</b>	<b>1.1</b>	<b>1.5</b>	<b>130</b>	<b>12</b>	<b>9.2%</b>	<b>1.0</b>	<b>1.5</b>	<b>141</b>	<b>6</b>	<b>4.3%</b>	<b>1.1</b>	<b>1.5</b>	<b>145</b>	<b>13</b>	<b>9.0%</b>	<b>1.3</b>	<b>2.3</b>
WS	A200						22	1	4.5%	1.0	1.0															
<b>WS Total</b>							<b>22</b>	<b>1</b>	<b>4.5%</b>	<b>1.0</b>	<b>1.0</b>															
<b>Grand Total</b>		<b>14,487</b>	<b>1,172</b>	<b>8.1%</b>	<b>1.3</b>	<b>2.5</b>	<b>14,796</b>	<b>1,236</b>	<b>8.4%</b>	<b>1.2</b>	<b>2.2</b>	<b>15,595</b>	<b>1,337</b>	<b>8.6%</b>	<b>1.2</b>	<b>2.2</b>	<b>15,971</b>	<b>1,327</b>	<b>8.3%</b>	<b>1.2</b>	<b>2.3</b>	<b>16,341</b>	<b>1,418</b>	<b>8.7%</b>	<b>1.2</b>	<b>2.3</b>

Source: OPRA Fall Closing

\*Includes any who are repeating any course in the discipline more than once. Excludes any discipline that has no courses being repeated. This accounts for the discrepancy in total enrollment between this Table and Table 1. One needs to add an additional value to each number in these columns. The creation of the data only counts repeats not the original time the course was taken.

**TABLE 13**  
**GPA and Attrition for Repeaters and Non-Repeaters in GER Courses by Discipline**

		Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001				
DISP	Repeat	# Enrl	N GPA	GPA	Attrit	% Attrt	# Enrl	N GPA	GPA	Attrit	% Attrt	# Enrl	N GPA	GPA	Attrit	% Attrt	# Enrl	N GPA	GPA	Attrit	% Attrt	# Enrl	N GPA	GPA	Attrit	% Attrt
AKNS	No						44	32	3.12	9	20.5%	56	45	3.31	8	14.3%	53	36	3.17	7	13.2%	55	44	3.05	8	14.5%
	Yes											1	1	2.00			3	1	2.00	1	33.3%	1	1	4.00		
<b>AKNS Total</b>							<b>44</b>	<b>32</b>	<b>3.12</b>	<b>9</b>	<b>20.5%</b>	<b>57</b>	<b>46</b>	<b>3.28</b>	<b>8</b>	<b>14.0%</b>	<b>56</b>	<b>37</b>	<b>3.14</b>	<b>8</b>	<b>14.3%</b>	<b>56</b>	<b>45</b>	<b>3.07</b>	<b>8</b>	<b>14.3%</b>
ANTH	No	529	468	2.72	77	14.6%	559	486	2.52	106	19.0%	544	450	2.57	115	21.1%	512	438	2.70	85	16.6%	507	436	2.59	105	20.7%
	Yes	40	33	1.79	13	32.5%	33	21	2.38	11	33.3%	33	27	2.56	8	24.2%	41	29	2.00	13	31.7%	46	35	2.06	15	32.6%
<b>ANTH Total</b>		<b>569</b>	<b>501</b>	<b>2.66</b>	<b>90</b>	<b>15.8%</b>	<b>592</b>	<b>507</b>	<b>2.52</b>	<b>117</b>	<b>19.8%</b>	<b>577</b>	<b>477</b>	<b>2.57</b>	<b>123</b>	<b>21.3%</b>	<b>553</b>	<b>467</b>	<b>2.65</b>	<b>98</b>	<b>17.7%</b>	<b>553</b>	<b>471</b>	<b>2.55</b>	<b>120</b>	<b>21.7%</b>
ART	No	486	432	2.80	85	17.5%	454	401	3.08	71	15.6%	492	441	3.11	57	11.6%	494	439	3.01	90	18.2%	423	346	2.98	89	21.0%
	Yes	18	14	2.57	6	33.3%	18	15	2.47	4	22.2%	27	24	2.21	11	40.7%	17	13	2.69	8	47.1%	27	21	1.86	14	51.9%
<b>ART Total</b>		<b>504</b>	<b>446</b>	<b>2.80</b>	<b>91</b>	<b>18.1%</b>	<b>472</b>	<b>416</b>	<b>3.06</b>	<b>75</b>	<b>15.9%</b>	<b>519</b>	<b>465</b>	<b>3.06</b>	<b>68</b>	<b>13.1%</b>	<b>511</b>	<b>452</b>	<b>3.00</b>	<b>98</b>	<b>19.2%</b>	<b>450</b>	<b>367</b>	<b>2.91</b>	<b>103</b>	<b>22.9%</b>
AS	No	191	118	2.05	76	39.8%	190	122	2.09	64	33.7%	197	145	2.32	58	29.4%	238	185	2.54	55	23.1%	234	184	2.55	55	23.5%
	Yes	48	31	1.29	25	52.1%	49	36	1.53	17	34.7%	58	40	1.93	14	24.1%	56	42	1.81	21	37.5%	34	24	1.87	11	32.4%
<b>AS Total</b>		<b>239</b>	<b>149</b>	<b>1.89</b>	<b>101</b>	<b>42.3%</b>	<b>239</b>	<b>158</b>	<b>1.96</b>	<b>81</b>	<b>33.9%</b>	<b>255</b>	<b>185</b>	<b>2.24</b>	<b>72</b>	<b>28.2%</b>	<b>294</b>	<b>227</b>	<b>2.40</b>	<b>76</b>	<b>25.9%</b>	<b>268</b>	<b>208</b>	<b>2.48</b>	<b>66</b>	<b>24.6%</b>
ASTR	No	50	33	1.73	23	46.0%	43	33	1.97	12	27.9%	43	33	1.88	14	32.6%	41	36	2.06	9	22.0%	45	41	1.95	6	13.3%
	Yes						2	2	1.00	1	50.0%						1	1	0.00	1	100.0%	1	1	0.00	1	100.0%
<b>ASTR Total</b>		<b>50</b>	<b>33</b>	<b>1.73</b>	<b>23</b>	<b>46.0%</b>	<b>45</b>	<b>35</b>	<b>1.91</b>	<b>13</b>	<b>28.9%</b>	<b>43</b>	<b>33</b>	<b>1.88</b>	<b>14</b>	<b>32.6%</b>	<b>42</b>	<b>37</b>	<b>2.00</b>	<b>10</b>	<b>23.8%</b>	<b>46</b>	<b>42</b>	<b>1.90</b>	<b>7</b>	<b>15.2%</b>
BA	No	312	281	2.32	65	20.8%	303	266	2.21	67	22.1%	287	260	2.48	70	24.4%	262	230	2.40	56	21.4%	293	228	2.25	93	31.7%
	Yes	13	10	1.40	5	38.5%	27	22	1.14	12	44.4%	18	15	1.87	10	55.6%	21	16	1.75	7	33.3%	31	24	2.08	11	35.5%
<b>BA Total</b>		<b>325</b>	<b>291</b>	<b>2.29</b>	<b>70</b>	<b>21.5%</b>	<b>330</b>	<b>288</b>	<b>2.13</b>	<b>79</b>	<b>23.9%</b>	<b>305</b>	<b>275</b>	<b>2.44</b>	<b>80</b>	<b>26.2%</b>	<b>283</b>	<b>246</b>	<b>2.35</b>	<b>63</b>	<b>22.3%</b>	<b>324</b>	<b>252</b>	<b>2.23</b>	<b>104</b>	<b>32.1%</b>
BIOL	No	1336	1133	2.42	307	23.0%	1320	1144	2.31	341	25.8%	1257	1076	2.48	276	22.0%	1322	1131	2.48	307	23.2%	1317	1075	2.33	331	25.1%
	Yes	146	127	1.65	45	30.8%	147	123	1.88	45	30.6%	145	125	1.83	48	33.1%	146	121	1.71	53	36.3%	127	102	1.33	54	42.5%
<b>BIOL Total</b>		<b>1482</b>	<b>1260</b>	<b>2.35</b>	<b>352</b>	<b>23.8%</b>	<b>1467</b>	<b>1267</b>	<b>2.27</b>	<b>386</b>	<b>26.3%</b>	<b>1402</b>	<b>1201</b>	<b>2.41</b>	<b>324</b>	<b>23.1%</b>	<b>1468</b>	<b>1252</b>	<b>2.40</b>	<b>360</b>	<b>24.5%</b>	<b>1444</b>	<b>1177</b>	<b>2.25</b>	<b>385</b>	<b>26.7%</b>
CHEM	No	700	561	2.21	183	26.1%	755	628	2.74	148	19.6%	723	601	2.55	135	18.7%	835	679	2.55	180	21.6%	883	719	2.43	195	22.1%
	Yes	66	54	1.59	23	34.8%	90	73	2.45	21	23.3%	91	68	1.96	34	37.4%	116	105	2.06	26	22.4%	103	73	1.93	35	34.0%
<b>CHEM Total</b>		<b>766</b>	<b>615</b>	<b>2.16</b>	<b>206</b>	<b>26.9%</b>	<b>845</b>	<b>701</b>	<b>2.71</b>	<b>169</b>	<b>20.0%</b>	<b>814</b>	<b>669</b>	<b>2.49</b>	<b>169</b>	<b>20.8%</b>	<b>951</b>	<b>784</b>	<b>2.49</b>	<b>206</b>	<b>21.7%</b>	<b>986</b>	<b>792</b>	<b>2.39</b>	<b>230</b>	<b>23.3%</b>
CHIN	No	18	14	2.50	5	27.8%	9	6	3.67	1	11.1%	14	6	3.33	3	21.4%	11	8	3.75			15	11	3.09	3	20.0%
	Yes						1										1			1	100.0%	3	1	3.00	1	33.3%
<b>CHIN Total</b>		<b>18</b>	<b>14</b>	<b>2.50</b>	<b>5</b>	<b>27.8%</b>	<b>10</b>	<b>6</b>	<b>3.67</b>	<b>1</b>	<b>10.0%</b>	<b>14</b>	<b>6</b>	<b>3.33</b>	<b>3</b>	<b>21.4%</b>	<b>12</b>	<b>8</b>	<b>3.75</b>	<b>1</b>	<b>8.3%</b>	<b>18</b>	<b>12</b>	<b>3.08</b>	<b>4</b>	<b>22.2%</b>
COMM	No						1044	949	2.91	161	15.4%	1013	925	2.99	120	11.8%	1021	953	3.02	123	12.0%	965	895	2.98	134	13.9%
	Yes											13	12	2.08	4	30.8%	21	19	2.05	8	38.1%	26	25	2.28	8	30.8%
<b>COMM Total</b>							<b>1044</b>	<b>949</b>	<b>2.91</b>	<b>161</b>	<b>15.4%</b>	<b>1026</b>	<b>937</b>	<b>2.97</b>	<b>124</b>	<b>12.1%</b>	<b>1042</b>	<b>972</b>	<b>3.00</b>	<b>131</b>	<b>12.6%</b>	<b>991</b>	<b>920</b>	<b>2.96</b>	<b>142</b>	<b>14.3%</b>
DNCE	No	68	63	2.75	7	10.3%	61	54	3.28	6	9.8%	47	45	3.04	2	4.3%	48	43	3.07	10	20.8%	62	56	2.88	8	12.9%
	Yes						2	1	1.00			3	2	3.00	1	33.3%	1	1	4.00			2			1	50.0%
<b>DNCE Total</b>		<b>68</b>	<b>63</b>	<b>2.75</b>	<b>7</b>	<b>10.3%</b>	<b>63</b>	<b>55</b>	<b>3.24</b>	<b>6</b>	<b>9.5%</b>	<b>50</b>	<b>47</b>	<b>3.04</b>	<b>3</b>	<b>6.0%</b>	<b>49</b>	<b>44</b>	<b>3.09</b>	<b>10</b>	<b>20.4%</b>	<b>64</b>	<b>56</b>	<b>2.88</b>	<b>9</b>	<b>14.1%</b>
ECON	No	522	478	2.66	74	14.2%	487	440	2.70	87	17.9%	452	404	2.82	74	16.4%	443	397	2.64	74	16.7%	520	444	2.78	93	17.9%
	Yes	56	51	2.00	16	28.6%	48	39	1.97	18	37.5%	51	43	2.35	15	29.4%	50	44	1.86	14	28.0%	50	46	1.80	15	30.0%
<b>ECON Total</b>		<b>578</b>	<b>529</b>	<b>2.60</b>	<b>90</b>	<b>15.6%</b>	<b>535</b>	<b>479</b>	<b>2.64</b>	<b>105</b>	<b>19.6%</b>	<b>503</b>	<b>447</b>	<b>2.78</b>	<b>89</b>	<b>17.7%</b>	<b>493</b>	<b>441</b>	<b>2.56</b>	<b>88</b>	<b>17.8%</b>	<b>570</b>	<b>490</b>	<b>2.69</b>	<b>108</b>	<b>18.9%</b>
ENGL	No	1713	1495	2.96	268	15.6%	1921	1605	2.88	347	18.1%	1841	1565	2.99	310	16.8%	1822	1555	2.93	323	17.7%	1777	1502	2.92	308	17.3%
	Yes	152	116	2.30	53	34.9%	161	121	2.13	52	32.3%	179	132	2.41	48	26.8%	171	118	2.13	73	42.7%	166	125	2.16	57	34.3%
<b>ENGL Total</b>		<b>1865</b>	<b>1611</b>	<b>2.91</b>	<b>321</b>	<b>17.2%</b>	<b>2082</b>	<b>1726</b>	<b>2.83</b>	<b>399</b>	<b>19.2%</b>	<b>2020</b>	<b>1697</b>	<b>2.95</b>	<b>358</b>	<b>17.7%</b>	<b>1993</b>	<b>1673</b>	<b>2.88</b>	<b>396</b>	<b>19.9%</b>	<b>1943</b>	<b>1627</b>	<b>2.86</b>	<b>365</b>	<b>18.8%</b>

**TABLE 13 (CONT)**  
**GPA and Attrition for Repeaters and Non-Repeaters GER Courses by Discipline**

DISP	Repeat	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001							
		# Enrl	N	GPA	GPA	Attrit	% Attrt	# Enrl	N	GPA	GPA	Attrit	% Attrt	# Enrl	N	GPA	GPA	Attrit	% Attrt	# Enrl	N	GPA	GPA	Attrit	% Attrt	# Enrl	N	GPA	GPA
FREN	No	124	104	2.74	23	18.5%	94	77	2.38	26	27.7%	139	102	2.97	30	21.6%	147	112	2.92	31	21.1%	135	114	2.67	31	23.0%			
	Yes	12	10	2.30	2	16.7%	6	1	2.00	5	83.3%	14	10	2.20	5	35.7%	12	10	1.10	8	66.7%	14	9	1.67	7	50.0%			
<b>FREN Total</b>		<b>136</b>	<b>114</b>	<b>2.70</b>	<b>25</b>	<b>18.4%</b>	<b>100</b>	<b>78</b>	<b>2.37</b>	<b>31</b>	<b>31.0%</b>	<b>153</b>	<b>112</b>	<b>2.90</b>	<b>35</b>	<b>22.9%</b>	<b>159</b>	<b>122</b>	<b>2.77</b>	<b>39</b>	<b>24.5%</b>	<b>149</b>	<b>123</b>	<b>2.59</b>	<b>38</b>	<b>25.5%</b>			
GEOG	No	645	574	3.04	110	17.1%	584	521	2.96	107	18.3%	595	530	3.07	105	17.6%	721	663	3.19	98	13.6%	652	559	2.95	131	20.1%			
	Yes	34	29	1.76	17	50.0%	35	29	1.93	15	42.9%	50	40	2.05	21	42.0%	35	30	1.77	17	48.6%	63	51	2.12	25	39.7%			
<b>GEOG Total</b>		<b>679</b>	<b>603</b>	<b>2.98</b>	<b>127</b>	<b>18.7%</b>	<b>619</b>	<b>550</b>	<b>2.91</b>	<b>122</b>	<b>19.7%</b>	<b>645</b>	<b>570</b>	<b>3.00</b>	<b>126</b>	<b>19.5%</b>	<b>756</b>	<b>693</b>	<b>3.13</b>	<b>115</b>	<b>15.2%</b>	<b>715</b>	<b>610</b>	<b>2.88</b>	<b>156</b>	<b>21.8%</b>			
GEOL	No	328	306	2.87	36	11.0%	260	239	3.00	30	11.5%	270	239	3.10	37	13.7%	274	244	2.81	46	16.8%	259	227	2.78	47	18.1%			
	Yes	11	7	2.14	5	45.5%	16	9	2.89	5	31.3%	10	10	1.50	3	30.0%	9	9	2.89			10	7	2.00	4	40.0%			
<b>GEOL Total</b>		<b>339</b>	<b>313</b>	<b>2.86</b>	<b>41</b>	<b>12.1%</b>	<b>276</b>	<b>248</b>	<b>3.00</b>	<b>35</b>	<b>12.7%</b>	<b>280</b>	<b>249</b>	<b>3.04</b>	<b>40</b>	<b>14.3%</b>	<b>283</b>	<b>253</b>	<b>2.81</b>	<b>46</b>	<b>16.3%</b>	<b>269</b>	<b>234</b>	<b>2.76</b>	<b>51</b>	<b>19.0%</b>			
GER	No	111	86	2.41	37	33.3%	61	53	3.08	4	6.6%	100	67	2.73	30	30.0%	90	70	2.66	23	25.6%	89	73	3.08	16	18.0%			
	Yes	7	6	1.83	4	57.1%	6	4	1.75	3	50.0%	5	5	3.20			6	6	2.33	2	33.3%	7	5	2.80					
<b>GER Total</b>		<b>118</b>	<b>92</b>	<b>2.37</b>	<b>41</b>	<b>34.7%</b>	<b>67</b>	<b>57</b>	<b>2.98</b>	<b>7</b>	<b>10.4%</b>	<b>105</b>	<b>72</b>	<b>2.76</b>	<b>30</b>	<b>28.6%</b>	<b>96</b>	<b>76</b>	<b>2.63</b>	<b>25</b>	<b>26.0%</b>	<b>96</b>	<b>78</b>	<b>3.06</b>	<b>16</b>	<b>16.7%</b>			
HIST	No	1651	1429	2.74	311	18.8%	1563	1349	2.86	326	20.9%	1526	1295	2.93	305	20.0%	1663	1468	2.79	349	21.0%	1665	1408	2.93	331	19.9%			
	Yes	107	74	1.97	46	43.0%	120	99	2.40	38	31.7%	110	84	2.20	46	41.8%	130	109	2.39	45	34.6%	122	102	2.25	49	40.2%			
<b>HIST Total</b>		<b>1758</b>	<b>1503</b>	<b>2.70</b>	<b>357</b>	<b>20.3%</b>	<b>1683</b>	<b>1448</b>	<b>2.83</b>	<b>364</b>	<b>21.6%</b>	<b>1636</b>	<b>1379</b>	<b>2.89</b>	<b>351</b>	<b>21.5%</b>	<b>1793</b>	<b>1577</b>	<b>2.76</b>	<b>394</b>	<b>22.0%</b>	<b>1787</b>	<b>1510</b>	<b>2.89</b>	<b>380</b>	<b>21.3%</b>			
HUM	No											26	24	3.46	1	3.8%	8	7	3.43	2	25.0%	7	6	3.00	2	28.6%			
	Yes											1	1	4.00								1	1	0.00	1	100.0%			
<b>HUM Total</b>												<b>27</b>	<b>25</b>	<b>3.48</b>	<b>1</b>	<b>3.7%</b>	<b>8</b>	<b>7</b>	<b>3.43</b>	<b>2</b>	<b>25.0%</b>	<b>8</b>	<b>7</b>	<b>2.57</b>	<b>3</b>	<b>37.5%</b>			
HUMS	No	22	22	2.41	4	18.2%	42	37	3.43	4	9.5%	22	19	2.68	2	9.1%	27	23	3.00	4	14.8%	19	18	2.33	4	21.1%			
	Yes	1	1	1.00			1	1	1.00			1	1	1.00			2	1	2.00	1	50.0%	2	1	0.00	2	100.0%			
<b>HUMS Total</b>		<b>23</b>	<b>23</b>	<b>2.35</b>	<b>4</b>	<b>17.4%</b>	<b>43</b>	<b>38</b>	<b>3.37</b>	<b>4</b>	<b>9.3%</b>	<b>23</b>	<b>20</b>	<b>2.60</b>	<b>2</b>	<b>8.7%</b>	<b>29</b>	<b>24</b>	<b>2.96</b>	<b>5</b>	<b>17.2%</b>	<b>21</b>	<b>19</b>	<b>2.21</b>	<b>6</b>	<b>28.6%</b>			
JPC	No	159	143	2.52	28	17.6%	141	128	2.47	31	22.0%	161	136	2.69	26	16.1%	150	125	3.19	13	8.7%	160	133	2.77	26	16.3%			
	Yes	4	4	2.50	1	25.0%	5	1	3.00	4	80.0%	6	4	2.75	2	33.3%	7	6	3.17	1	14.3%	9	6	3.67	2	22.2%			
<b>JPC Total</b>		<b>163</b>	<b>147</b>	<b>2.52</b>	<b>29</b>	<b>17.8%</b>	<b>146</b>	<b>129</b>	<b>2.47</b>	<b>35</b>	<b>24.0%</b>	<b>167</b>	<b>140</b>	<b>2.69</b>	<b>28</b>	<b>16.8%</b>	<b>157</b>	<b>131</b>	<b>3.19</b>	<b>14</b>	<b>8.9%</b>	<b>169</b>	<b>139</b>	<b>2.81</b>	<b>28</b>	<b>16.6%</b>			
JPN	No	106	92	2.80	21	19.8%	74	47	2.83	23	31.1%	74	62	2.90	16	21.6%	72	66	3.08	10	13.9%	94	80	3.04	14	14.9%			
	Yes	6	5	2.60	2	33.3%	13	7	2.86	2	15.4%	7	5	2.80	1	14.3%	6	4	2.50	1	16.7%	9	7	3.29	1	11.1%			
<b>JPN Total</b>		<b>112</b>	<b>97</b>	<b>2.79</b>	<b>23</b>	<b>20.5%</b>	<b>87</b>	<b>54</b>	<b>2.83</b>	<b>25</b>	<b>28.7%</b>	<b>81</b>	<b>67</b>	<b>2.90</b>	<b>17</b>	<b>21.0%</b>	<b>78</b>	<b>70</b>	<b>3.04</b>	<b>11</b>	<b>14.1%</b>	<b>103</b>	<b>87</b>	<b>3.06</b>	<b>15</b>	<b>14.6%</b>			
JUST	No	228	210	2.43	44	19.3%	226	199	2.20	62	27.4%	242	210	2.14	61	25.2%	234	209	1.93	71	30.3%	223	185	2.37	61	27.4%			
	Yes	16	15	2.47	3	18.8%	15	12	1.25	9	60.0%	16	16	1.88	2	12.5%	16	12	2.25	5	31.3%	20	17	2.35	5	25.0%			
<b>JUST Total</b>		<b>244</b>	<b>225</b>	<b>2.44</b>	<b>47</b>	<b>19.3%</b>	<b>241</b>	<b>211</b>	<b>2.15</b>	<b>71</b>	<b>29.5%</b>	<b>258</b>	<b>226</b>	<b>2.12</b>	<b>63</b>	<b>24.4%</b>	<b>250</b>	<b>221</b>	<b>1.95</b>	<b>76</b>	<b>30.4%</b>	<b>243</b>	<b>202</b>	<b>2.37</b>	<b>66</b>	<b>27.2%</b>			
KOR	No	15	12	2.67	4	26.7%	12	9	1.33	6	50.0%	18	17	3.35			8	7	3.43	1	12.5%	10	6	2.00	5	50.0%			
	Yes						2	1	1.00																				
<b>KOR Total</b>		<b>15</b>	<b>12</b>	<b>2.67</b>	<b>4</b>	<b>26.7%</b>	<b>14</b>	<b>10</b>	<b>1.30</b>	<b>6</b>	<b>42.9%</b>	<b>18</b>	<b>17</b>	<b>3.35</b>			<b>8</b>	<b>7</b>	<b>3.43</b>	<b>1</b>	<b>12.5%</b>	<b>10</b>	<b>6</b>	<b>2.00</b>	<b>5</b>	<b>50.0%</b>			
LAT	No	26	19	2.47	10	38.5%	12	9	2.89	2	16.7%	46	35	2.74	13	28.3%	34	26	2.04	12	35.3%	20	11	2.18	8	40.0%			
	Yes	1	1	0.00	1	100.0%	1															1	1	4.00					
<b>LAT Total</b>		<b>27</b>	<b>20</b>	<b>2.35</b>	<b>11</b>	<b>40.7%</b>	<b>13</b>	<b>9</b>	<b>2.89</b>	<b>2</b>	<b>15.4%</b>	<b>46</b>	<b>35</b>	<b>2.74</b>	<b>13</b>	<b>28.3%</b>	<b>34</b>	<b>26</b>	<b>2.04</b>	<b>12</b>	<b>35.3%</b>	<b>21</b>	<b>12</b>	<b>2.33</b>	<b>8</b>	<b>38.1%</b>			
LING	No	33	30	2.83	4	12.1%	54	47	2.64	6	11.1%	30	30	3.07	1	3.3%	44	39	2.41	9	20.5%	47	45	2.98	5	10.6%			
	Yes	1					1	1	2.00								2	2	3.00			5	4	2.50					
<b>LING Total</b>		<b>34</b>	<b>30</b>	<b>2.83</b>	<b>4</b>	<b>11.8%</b>	<b>55</b>	<b>48</b>	<b>2.63</b>	<b>6</b>	<b>10.9%</b>	<b>30</b>	<b>30</b>	<b>3.07</b>	<b>1</b>	<b>3.3%</b>	<b>46</b>	<b>41</b>	<b>2.44</b>	<b>9</b>	<b>19.6%</b>	<b>52</b>	<b>49</b>	<b>2.94</b>	<b>5</b>	<b>9.6%</b>			

**TABLE 13 (CONT)**  
**GPA and Attrition for Repeaters and Non-Repeaters GER Courses by Discipline**

DISP	Repeat	Fall 1997					Fall 1998					Fall 1999					Fall 2000					Fall 2001							
		# Enrl	N	GPA	GPA	Attrit	% Attrt	# Enrl	N	GPA	GPA	Attrit	% Attrt	# Enrl	N	GPA	GPA	Attrit	% Attrt	# Enrl	N	GPA	GPA	Attrit	% Attrt	# Enrl	N	GPA	GPA
MATH	No	989	721	2.46	274	27.7%	989	745	2.25	314	31.7%	1052	789	2.55	265	25.2%	967	703	2.44	300	31.0%	1077	768	2.38	314	29.2%			
	Yes	215	148	1.77	81	37.7%	217	154	1.55	94	43.3%	228	148	1.80	100	43.9%	197	130	1.87	82	41.6%	232	153	1.75	106	45.7%			
<b>MATH Total</b>		<b>1204</b>	<b>869</b>	<b>2.34</b>	<b>355</b>	<b>29.5%</b>	<b>1206</b>	<b>899</b>	<b>2.13</b>	<b>408</b>	<b>33.8%</b>	<b>1280</b>	<b>937</b>	<b>2.43</b>	<b>365</b>	<b>28.5%</b>	<b>1164</b>	<b>833</b>	<b>2.35</b>	<b>382</b>	<b>32.8%</b>	<b>1309</b>	<b>921</b>	<b>2.27</b>	<b>420</b>	<b>32.1%</b>			
MUS	No	254	227	2.51	54	21.3%	281	243	2.44	64	22.8%	207	174	2.93	47	22.7%	230	198	2.77	50	21.7%	263	225	2.83	63	24.0%			
	Yes	16	9	1.33	9	56.3%	14	10	0.80	9	64.3%	20	17	2.06	7	35.0%	13	9	1.33	6	46.2%	12	8	1.88	6	50.0%			
<b>MUS Total</b>		<b>270</b>	<b>236</b>	<b>2.47</b>	<b>63</b>	<b>23.3%</b>	<b>295</b>	<b>253</b>	<b>2.37</b>	<b>73</b>	<b>24.7%</b>	<b>227</b>	<b>191</b>	<b>2.85</b>	<b>54</b>	<b>23.8%</b>	<b>243</b>	<b>207</b>	<b>2.71</b>	<b>56</b>	<b>23.0%</b>	<b>275</b>	<b>233</b>	<b>2.79</b>	<b>69</b>	<b>25.1%</b>			
PARL	No	41	34	1.38	22	53.7%	42	35	2.03	16	38.1%	32	24	2.29	12	37.5%	43	36	2.31	12	27.9%	39	34	2.38	11	28.2%			
	Yes	3	1	0.00	3	100.0%	4	4	0.50	3	75.0%	1					2	2	2.50			2	2	2.50					
<b>PARL Total</b>		<b>44</b>	<b>35</b>	<b>1.34</b>	<b>25</b>	<b>56.8%</b>	<b>46</b>	<b>39</b>	<b>1.87</b>	<b>19</b>	<b>41.3%</b>	<b>33</b>	<b>24</b>	<b>2.29</b>	<b>12</b>	<b>36.4%</b>	<b>43</b>	<b>36</b>	<b>2.31</b>	<b>12</b>	<b>27.9%</b>	<b>41</b>	<b>36</b>	<b>2.39</b>	<b>11</b>	<b>26.8%</b>			
PHIL	No	569	485	2.73	118	20.7%	515	421	2.79	84	16.3%	473	397	2.80	106	22.4%	495	416	2.85	94	19.0%	548	467	2.72	110	20.1%			
	Yes	19	17	1.53	8	42.1%	17	12	3.00	1	5.9%	25	17	2.24	10	40.0%	18	11	2.00	5	27.8%	16	14	1.50	6	37.5%			
<b>PHIL Total</b>		<b>588</b>	<b>502</b>	<b>2.69</b>	<b>126</b>	<b>21.4%</b>	<b>532</b>	<b>433</b>	<b>2.79</b>	<b>85</b>	<b>16.0%</b>	<b>498</b>	<b>414</b>	<b>2.77</b>	<b>116</b>	<b>23.3%</b>	<b>513</b>	<b>427</b>	<b>2.83</b>	<b>99</b>	<b>19.3%</b>	<b>564</b>	<b>481</b>	<b>2.68</b>	<b>116</b>	<b>20.6%</b>			
PHYS	No	451	162	2.13	59	13.1%	470	351	2.41	137	29.1%	405	315	2.50	99	24.4%	390	311	2.43	106	27.2%	372	319	2.66	74	19.9%			
	Yes	33	28	2.00	7	21.2%	32	28	2.07	7	21.9%	50	35	1.91	12	24.0%	51	42	1.93	13	25.5%	51	44	2.25	10	19.6%			
<b>PHYS Total</b>		<b>484</b>	<b>190</b>	<b>2.11</b>	<b>66</b>	<b>13.6%</b>	<b>502</b>	<b>379</b>	<b>2.38</b>	<b>144</b>	<b>28.7%</b>	<b>455</b>	<b>350</b>	<b>2.45</b>	<b>111</b>	<b>24.4%</b>	<b>441</b>	<b>353</b>	<b>2.37</b>	<b>119</b>	<b>27.0%</b>	<b>423</b>	<b>363</b>	<b>2.61</b>	<b>84</b>	<b>19.9%</b>			
PS	No	226	175	2.76	59	26.1%	213	184	2.47	50	23.5%	221	176	2.65	59	26.7%	197	155	2.52	61	31.0%	213	184	2.73	29	13.6%			
	Yes	9	4	1.50	6	66.7%	4	2	2.00	3	75.0%	10	5	2.20	6	60.0%	20	15	1.47	11	55.0%	16	13	3.46					
<b>PS Total</b>		<b>235</b>	<b>179</b>	<b>2.73</b>	<b>65</b>	<b>27.7%</b>	<b>217</b>	<b>186</b>	<b>2.46</b>	<b>53</b>	<b>24.4%</b>	<b>231</b>	<b>181</b>	<b>2.64</b>	<b>65</b>	<b>28.1%</b>	<b>217</b>	<b>170</b>	<b>2.42</b>	<b>72</b>	<b>33.2%</b>	<b>229</b>	<b>197</b>	<b>2.78</b>	<b>29</b>	<b>12.7%</b>			
PSY	No	925	829	2.58	192	20.8%	939	815	2.58	200	21.3%	969	863	2.71	189	19.5%	893	789	2.63	182	20.4%	1013	843	2.51	216	21.3%			
	Yes	66	56	2.09	24	36.4%	65	54	2.06	25	38.5%	80	65	1.60	39	48.8%	72	56	2.02	33	45.8%	100	86	1.84	37	37.0%			
<b>PSY Total</b>		<b>991</b>	<b>885</b>	<b>2.55</b>	<b>216</b>	<b>21.8%</b>	<b>1004</b>	<b>869</b>	<b>2.54</b>	<b>225</b>	<b>22.4%</b>	<b>1049</b>	<b>928</b>	<b>2.63</b>	<b>228</b>	<b>21.7%</b>	<b>965</b>	<b>845</b>	<b>2.59</b>	<b>215</b>	<b>22.3%</b>	<b>1113</b>	<b>929</b>	<b>2.44</b>	<b>253</b>	<b>22.7%</b>			
RUSS	No	77	58	2.86	15	19.5%	96	73	2.96	23	24.0%	85	69	2.58	28	32.9%	96	68	3.00	20	20.8%	85	70	2.80	17	20.0%			
	Yes	9	7	2.71	2	22.2%	9	6	2.00	4	44.4%	9	6	2.17	2	22.2%	12	7	1.14	8	66.7%	6	4	3.75	2	33.3%			
<b>RUSS Total</b>		<b>86</b>	<b>65</b>	<b>2.85</b>	<b>17</b>	<b>19.8%</b>	<b>105</b>	<b>79</b>	<b>2.89</b>	<b>27</b>	<b>25.7%</b>	<b>94</b>	<b>75</b>	<b>2.55</b>	<b>30</b>	<b>31.9%</b>	<b>108</b>	<b>75</b>	<b>2.83</b>	<b>28</b>	<b>25.9%</b>	<b>91</b>	<b>74</b>	<b>2.85</b>	<b>19</b>	<b>20.9%</b>			
SOC	No	490	421	2.60	93	19.0%	499	436	2.33	115	23.0%	443	383	2.47	100	22.6%	513	451	2.47	114	22.2%	515	437	2.59	109	21.2%			
	Yes	36	21	2.43	12	33.3%	39	34	1.79	14	35.9%	34	31	2.16	9	26.5%	36	28	2.36	14	38.9%	37	26	2.15	14	37.8%			
<b>SOC Total</b>		<b>526</b>	<b>442</b>	<b>2.59</b>	<b>105</b>	<b>20.0%</b>	<b>538</b>	<b>470</b>	<b>2.29</b>	<b>129</b>	<b>24.0%</b>	<b>477</b>	<b>414</b>	<b>2.45</b>	<b>109</b>	<b>22.9%</b>	<b>549</b>	<b>479</b>	<b>2.46</b>	<b>128</b>	<b>23.3%</b>	<b>552</b>	<b>463</b>	<b>2.57</b>	<b>123</b>	<b>22.3%</b>			
SPAN	No	441	332	2.90	91	20.6%	468	330	2.62	124	26.5%	474	346	2.69	120	25.3%	489	378	2.80	103	21.1%	500	376	2.88	114	22.8%			
	Yes	19	14	2.43	6	31.6%	27	18	2.50	9	33.3%	27	20	2.70	4	14.8%	28	16	2.75	7	25.0%	45	35	2.31	15	33.3%			
<b>SPAN Total</b>		<b>460</b>	<b>346</b>	<b>2.88</b>	<b>97</b>	<b>21.1%</b>	<b>495</b>	<b>348</b>	<b>2.62</b>	<b>133</b>	<b>26.9%</b>	<b>501</b>	<b>366</b>	<b>2.69</b>	<b>124</b>	<b>24.8%</b>	<b>517</b>	<b>394</b>	<b>2.80</b>	<b>110</b>	<b>21.3%</b>	<b>545</b>	<b>411</b>	<b>2.83</b>	<b>129</b>	<b>23.7%</b>			
SWK	No	28	27	2.81	4	14.3%	30	26	3.69	3	10.0%	24	19	3.00	2	8.3%	23	21	3.00	2	8.7%	26	24	3.08	2	7.7%			
	Yes	1	1	4.00			1	1	4.00			1	1	0.00	1	100.0%													
<b>SWK Total</b>		<b>29</b>	<b>28</b>	<b>2.86</b>	<b>4</b>	<b>13.8%</b>	<b>31</b>	<b>27</b>	<b>3.70</b>	<b>3</b>	<b>9.7%</b>	<b>25</b>	<b>20</b>	<b>2.85</b>	<b>3</b>	<b>12.0%</b>	<b>23</b>	<b>21</b>	<b>3.00</b>	<b>2</b>	<b>8.7%</b>	<b>26</b>	<b>24</b>	<b>3.08</b>	<b>2</b>	<b>7.7%</b>			
THR	No	145	131	2.56	30	20.7%	137	132	2.52	25	18.2%	161	146	2.65	32	19.9%	163	150	2.47	35	21.5%	132	118	2.84	27	20.5%			
	Yes	4	3	2.00	1	25.0%	5	4	2.50			12	11	1.91	5	41.7%	6	6	1.67	2	33.3%	13	10	2.40	4	30.8%			
<b>THR Total</b>		<b>149</b>	<b>134</b>	<b>2.55</b>	<b>31</b>	<b>20.8%</b>	<b>142</b>	<b>136</b>	<b>2.52</b>	<b>25</b>	<b>17.6%</b>	<b>173</b>	<b>157</b>	<b>2.60</b>	<b>37</b>	<b>21.4%</b>	<b>169</b>	<b>156</b>	<b>2.44</b>	<b>37</b>	<b>21.9%</b>	<b>145</b>	<b>128</b>	<b>2.80</b>	<b>31</b>	<b>21.4%</b>			
WS	No	21	19	3.79	2	9.5%	21	18	2.22	5	23.8%	21	19	3.05	3	14.3%	14	11	2.64	3	21.4%	22	20	3.15	4	18.2%			
	Yes						1	1	0.00	1	100.0%																		
<b>WS Total</b>		<b>21</b>	<b>19</b>	<b>3.79</b>	<b>2</b>	<b>9.5%</b>	<b>22</b>	<b>19</b>	<b>2.11</b>	<b>6</b>	<b>27.3%</b>	<b>21</b>	<b>19</b>	<b>3.05</b>	<b>3</b>	<b>14.3%</b>	<b>14</b>	<b>11</b>	<b>2.64</b>	<b>3</b>	<b>21.4%</b>	<b>22</b>	<b>20</b>	<b>3.15</b>	<b>4</b>	<b>18.2%</b>			
<b>Grand Total</b>		<b>15199</b>	<b>12621</b>	<b>2.60</b>	<b>3241</b>	<b>21.3%</b>	<b>16247</b>	<b>13636</b>	<b>2.61</b>	<b>3639</b>	<b>22.4%</b>	<b>16118</b>	<b>13503</b>	<b>2.71</b>	<b>3399</b>	<b>21.1%</b>	<b>16410</b>	<b>13895</b>	<b>2.68</b>	<b>3557</b>	<b>21.7%</b>	<b>16691</b>	<b>13815</b>	<b>2.65</b>	<b>3718</b>	<b>22.3%</b>			

**TABLE 14****Mean GPA Difference Between Repeaters and Non-Repeaters by GER Course**

DISP	CRS	1997	1998	1999	2000	2001
		Level Sign	Level Sign	Level Sign	Level Sign	Level Sign
AKNS	A201			0.4140	0.4190	0.4600
ANTH	A101	0.2800	0.2100	0.6380	0.3620	0.1750
	A200	0.3420	0.7930	0.0590	0.3620	0.0860
	A202	0.1890	0.4600	0.1110	0.1860	
	A250	0.0000	0.6540	0.7560	0.0040	0.6550
ART	A160	0.9690	0.3470	0.0110	0.2490	0.0010
	A261	0.4170	0.4290	0.0080	0.8640	0.0530
	A262			0.6470		
	A367		0.0210	0.0040		
AS	A252	0.0100	0.1410	0.0210	0.0010	0.0240
	A307	0.2760	0.0190	1.0000	0.6190	0.7330
ASTR	A103		0.2050		0.0660	0.0310
BA	A151	0.0330	0.0000	0.1230	0.0470	0.5830
BIOL	A103	0.0240	0.8060	0.5560	0.0190	0.9050
	A102	0.0010	0.1850	0.0010	0.0000	0.0000
	A105	0.0000	0.2040	0.0030	0.0510	0.0480
	A106	0.0180	0.6400	0.5500	0.1400	0.0920
	A111	0.0300	0.0680	0.1120	0.0060	0.0000
	A112	0.7280	0.1500	0.1680	0.3950	0.3540
CHEM	A103	0.5380	0.2800	0.0000	0.7980	0.0010
	A104	0.0220	0.0590	0.0000	0.0030	0.0070
	A105	0.0030	0.5990	0.2670	0.0000	0.9540
	A106	0.1510	0.0560	0.4810	0.3130	0.0120
CHIN	A101					1.0000
COMM	A111			0.5150	0.0000	0.0420
	A235			0.0140	0.5370	0.1820
	A237			0.1570	0.3530	0.0040
	A241			0.2260	0.6490	0.3710
DNCE	A170		0.0430	0.9550	0.5260	
ECON	A201	0.0390	0.0000	0.0050	0.0000	0.0000
	A202	0.0000	0.4990	0.7680	0.3920	0.0130

Significance Level = 0.0050 or higher

**TABLE 14 (CONT)****Mean GPA Difference Between Repeaters and Non-Repeaters by GER Course**

DISP	CRS	1997	1998	1999	2000	2001
		Level Sign	Level Sign	Level Sign	Level Sign	Level Sign
ENGL	A111	0.0000	0.0050	0.0310	0.0000	0.0000
	A121	0.0620	0.0690	0.0080	0.1970	0.0940
	A201	0.2440	0.3580	0.8110	0.0000	0.0010
	A211	0.0560	0.0000	0.0240	0.0000	0.0140
	A212	0.0000	0.0040	0.0350	0.0000	0.1770
	A213	0.8680	0.0790	0.1640	0.9720	0.2570
	A306	0.0010	0.0950	0.0030		
FREN	A101	0.3980	0.7130	0.0300	0.0020	0.2840
	A102	0.6890		0.5680	0.0100	0.6080
	A201	0.6500		0.4230		0.0000
GEOG	A101		0.1620	0.7200	0.3490	0.3720
	A205	0.0000	0.0000	0.0000	0.0000	0.0000
GEOL	A111	0.1000	0.9060	0.0000	0.4740	0.1530
	A112	0.5090	0.8470	0.2930	0.1200	0.4650
	A115	0.2120			0.9570	0.5660
GER	A101	0.5060	0.0570	0.1700	0.6650	0.6890
	A102			0.1220		0.1630
	A201			0.4070		
HIST	A101	0.0010	0.0760	0.0000	0.0480	0.0550
	A102	0.0000	0.6800	0.0690	0.8730	0.0000
	A121				0.3000	0.3260
	A131	0.4460	0.0470	0.0470	0.9130	0.1300
	A132	0.5800	0.6520	0.5700	0.0660	0.0010
	A341	0.1460	0.0770	0.4230	0.1240	0.7390
HUM	A250			0.5740		0.1330
HUMS	A106	0.3480	0.0140	0.1730	0.3590	0.1370
JPC	A101	0.9530		0.8990	0.8030	0.0910
	A367		0.7430			
JPN	A101	0.0850	0.6300	0.9300	0.4500	0.8040
	A102	0.1640	0.0170	0.5410		0.4210
JUST	A110	0.8460	0.0610	0.7330	0.2620	0.5720
	A330		0.1020	0.1390	0.4220	0.2090
KOR	A101		0.8290			
LAT	A101	0.1260				0.3020

Significance Level = 0.0050 or higher

**TABLE 14 (CONT)****Mean GPA Difference Between Repeaters and Non-Repeaters by GER Course**

DISP	CRS	1997	1998	1999	2000	2001
		Level Sign	Level Sign	Level Sign	Level Sign	Level Sign
LING	A101		0.5730		0.5400	0.4570
MATH	A107	0.0000	0.0000	0.0020	0.3140	0.0010
	A108	0.0080	0.4910	0.0250	0.3230	0.0190
	A109	0.0350		0.0460	0.7570	0.1920
	A200	0.0660	0.0550	0.2140	0.0000	0.0470
	A201	0.1100	0.0000	0.0120	0.1610	0.5310
	A270	0.1880	0.3300	0.0120	0.1440	0.0320
	A272	0.2770	0.0080	0.0100	0.0360	0.0630
	MUS	A121	0.0010	0.0010	0.0060	0.0030
	A221	0.6870	0.1090	0.9520	0.2470	0.1350
PARL	A101	0.3420	0.0510			0.9090
PHIL	A101	0.0710	0.3980	0.0430	0.5080	0.0140
	A201	0.0630	0.4860	0.4680	0.0260	0.0820
	A211	0.0790		0.3040	0.0300	0.1120
	A212	0.4840	0.2540	0.7850	0.5690	0.1090
	A301	0.1190	0.4540	0.6500		0.7420
	A313	0.7060				
PHYS	A101					0.1310
	A211	0.6730	0.1690	0.1930	0.1840	0.1610
	A123	0.8040	0.5230	0.0370	0.0340	0.2370
	A124	0.3840	0.9730	0.1300	0.7530	0.5740
PS	A101	0.7830	0.0700	0.6420	0.2210	0.0300
	A102	0.0370	0.3030	0.4280	0.4480	0.3970
	A311	0.0250			0.0250	0.7890
	A332			0.0430	0.0890	
	A351				0.0560	
PSY	A111	0.2070	0.4350	0.0000	0.0040	0.0110
	A150	0.0110	0.0010	0.0040	0.5240	0.0000
RUSS	A101	0.5540	0.1990	0.4550	0.0000	0.1710
	A102	0.0580	0.6230	0.7900	0.4970	0.4130
	A201	0.4870	0.5650			0.3370
SOC	A101	0.5690	0.0340	0.2350	0.5710	0.1230

Significance Level = 0.0050 or higher

**TABLE 14 (CONT)****Mean GPA Difference Between Repeaters and Non-Repeaters by GER Course**

DISP	CRS	1997	1998	1999	2000	2001
		Level Sign	Level Sign	Level Sign	Level Sign	Level Sign
SPAN	A101	0.0040	0.5260	0.9540	0.6150	0.0890
	A102	0.1090	0.0990	0.8100	0.7690	0.0500
	A201	0.4570	0.6100		0.3810	
	A202					0.7870
SWK	A106	0.3690	0.7580	0.0040		
THR	A111	0.6420	0.6690	0.0520	0.5710	0.0370
	A311			0.3480		0.5050
	A411		0.2880		0.0620	0.8760
WS	A200		0.1050			

Significance Level = 0.0050 or higher