

Summer School Enrollment and Time-to-Degree

Scott Jenkins
Associate Vice President
sjenkins@northcarolina.edu
(919) 962-4554 (Office)

Keith J. Brown
Application Analyst Programmer II
kjb@northcarolina.edu
(919) 962-4547 (Office)

Xiaoyun Yang
Director of Information Reporting Services
xyang@northcarolina.edu
(919) 962-4549 (Office)

Institutional Research and Analysis
University of North Carolina-General Administration
P.O.Box 2688
Chapel Hill, NC 27515
(919) 962-4316 (Fax)

Association for Institutional Research Forum
June 2-6, 2007
Kansas City, Missouri

Abstract

This study investigates the relationship between summer school enrollment and time-to-degree across the University of North Carolina's (UNC) sixteen campuses. Factors examined for their effect on graduation include institutional characteristics, student demographics, academic preparedness and performance, and summer school attendance. Initial results indicate that summer school attendance tends to be skewed towards upper-division students, and summer school participation significantly increases the four-year graduation rate.

Summer School Enrollment and Time-to-Degree

Introduction

The reality that college students take longer than four years to complete baccalaureate degree has become common knowledge. Longitudinal studies of National Center for Educational Statistics (NCES) show that a 5-year Bachelor's degree has been the norm since the 1970s. The study of the NCES High School and Beyond (1982-1993) indicated that the mean elapsed time to degree was 57 months, increased from 54.5 months shown in the NCES National Longitudinal Study (1972-1984) (Adelman, 1999). Other studies illustrate that college students' 4-year completion rates have declined while 5-year, 6-year, or longer completion rates have increased (Woodhams, 1998; Illinois State Board of Higher Education, 1999; Volkwein & Lorang, 1996).

Studies have been conducted to develop an understanding of this phenomenon. A longer average time-to-degree causes accountability pressure and has financial implications; increasing the financial burden on students, parents, institutions, states, and tax-payers. In an effort to shorten time-to-degree to the financial benefit of all parties involved, one means, i.e., summer school, is being looked at and considered as an important component in an initiative to improve University of North Carolina (UNC) students retention and graduation rates (Sadler, 2006).

Few studies have focused specifically on the effects of summer school on college students' time-to-degree, and none were conducted at the state system level. This study intends to use UNC system-wide data to explain the role of summer school in students' time-to-degree.

Background

Many studies have investigated the issues related to time-to-degree. The factors that relate negatively to time-to-degree include part-time enrollment, a lighter course load, changing majors, transferring between institutions, stop-out, etc. (Garcia, 1994; Volkwein & Lorang, 1996; Hall, 1999). Positive elements include full-time enrollment, not being employed, changing majors fewer times, a full course load at each term, greater student institutional commitment, etc. (Knight, 1994; Oklahoma State Regents for Higher Education, 1996; Lam, 1999; Noxel & Katunich, 1998).

Researchers and policy makers have labored to develop effective strategies and policies to counter the tendency of longer time-to-degree. The NCES National Educational Longitudinal Study (NELS:88/2000) cited five factors affecting college students' time-to-degree. They are:

- 1) Ensuring that students end their first calendar year of enrollment with 20 or more credits;
- 2) Avoiding excessive no-penalty withdrawals and no-credit repeats;
- 3) Use of summer terms;
- 4) No delay of entry after high school graduation; and
- 5) Adequacy of the high school curriculum in preparing the student (Adelman, 2006).

Students need to have at least 6 postsecondary course credits from high school when they enter college to ensure that they end their first calendar year with 20 credits; otherwise, summer school participation should be considered. In fact, Adelman (2006) points out that the "use of summer terms has proved to be a degree completion lever with convincing fulcrum. It's part of the calendar-year frame in which students are increasingly participating" (p.109). In 1996, the Texas Higher Education Coordinating Board developed ten strategies to address longer time-to-degree; one of which was to increase summer school opportunities. Though Knight's (2000) study showed a negative relationship between number of summer semesters enrolled and time-to-degree, Taylor et al. (2001) found that summer session participation played an important role in providing opportunities for students to graduate in four years or less. Dainow's (2001) study also indicated that summer session programs increasingly made sense for students who desired to graduate early, as well as for institutions with growing enrollments. Furthermore, a report for the National Center for Educational Statistics found

that students who attended one or more summer terms were more likely to complete a four year degree (82 versus 67 percent) compared to students who did not (1999).

Methodology and Research Design

Data Source and Population

The study examined the summer school enrollment patterns and time-to-degree of first-time full-time, degree-seeking undergraduate students in the 1998, 1999, and 2000 cohorts from all sixteen constituent institutions in the University of North Carolina system (N=72,214). The data set for the analysis was constructed using data collected from each of the sixteen campuses' enrolled student data files, graduated data files, financial aid data files, and student course files which were merged and expanded from 1998 till 2006. The merging of files over the three cohorts established several duplications of students thus lowering the number in the cohorts when descriptive statistical analyses were performed system-wide.

The population of students for this cohort was predominately female (56.5%) and predominantly white (70.2%). The majority of students:

- Attended a doctoral/research university (64.7%), 28.9% attended a master's comprehensive institution, (6.3%) attended a baccalaureate/special focus institution;
- Received some type of financial aid (63.8%) with only 22% receiving Pell grant;
- Attended at least one summer school class (63.7%)
- Possessed a high school GPA 3.0 and above (60.9%).
- 39.4% of the students had an SAT combined score above 1100.

Measurements and Variables

Time-to-degree is defined as the number of academic years between the time of entering the university and degree completion. *Graduation within original institution* is defined as graduation from the institution a student first enters as a first-time full-time, degree-seeking student within the University of North Carolina system. *Graduation within UNC* is defined as a student who enters the University of North Carolina system and graduates from either the original institution or any other UNC constituent institution. *Summer attendance* is defined as attending one class during any summer term. The terms freshmen, sophomore, junior, and senior are defined by the number of credit hours completed for each level.

Design and Procedure

The study used longitudinal data to examine UNC students' summer school enrollment patterns in relation to their graduation rates and time-to-degree. The analysis of the fall 1998, fall 1999, fall 2000 first-time full-time freshmen cohorts included two steps: 1) the examination of the effect of summer school enrollment patterns on the students' average time-to-degree; and 2) summer school enrollment patterns were studied from 1998 to 2006.

The initial study examined the summer school enrollment patterns in relation to UNC students' average time-to-degree. Descriptive statistical analysis was used to examine the 4-year, 5-year, and 6-year graduation rates in relation to their summer school participation. The results of the initial study led to logistic regression analysis looking at summer school participation as one of the independent variables. The data used in the analysis comes from the merging of data files received from each of the campuses including enrolled and graduated student data files, student course load files, and student financial aid files merged with use of social security numbers. Using the social security number alone identified students who enrolled in two different institutions or in two different cohorts causing the final cohort number to be less than the reported cohort for fall 1998, 1999, and 2000.

The second part of the study was descriptive statistical analysis examining the enrollment pattern of students in summer school. The study examined students' characteristics, such as gender, race, financial aid, and academic preparedness for each freshmen cohort. Institutional element, such as Carnegie classification, was also included in the analysis. Following the 1998, 1999, and 2000 first-time full-time freshmen cohorts, the investigators examined the link between these characteristics and summer school enrollment patterns.

Results

The results of the initial analysis of UNC 16 campuses' fall 1998, 1999, and 2000 first-time full-time, degree-seeking cohort found that the percentage of students graduating in four years who had taken summer classes (42.2% within original institution, 43.9% within UNC) was substantially higher than the percentage of those graduating in four years without summer school attendance (24.5% within original institution and 25% within UNC), and this gap widened each successive year. By the sixth year, students who had taken four or more summer classes were more than twice as likely to have graduated as those who had no summer school credits (see Tables 1 and 2). When the four-year graduation rate of the combined three year cohort was studied, we found that a higher percentage of students with 1-3 summer classes graduated than students with 4 or more summer classes (42.2% versus 36.8% when comparing graduation rates within original institution). This may be related to Knight's (2000) study that negative relationship between number of summer semesters enrolled and time-to-degree. It may also be related to NCES National Educational Longitudinal Study (NELS:88/2000) that withdrawing and re-taking course(s) are negatively associated with degree completion.

The initial results led investigators to examine the effects of summer school attendance on graduation using logistic regression analysis. The model used several predictor variables which have been associated with successful completion of a degree including academic preparedness (SAT scores and high school GPA), gender, race, retention, academic achievement (maintaining a cumulative GPA above 2.0), and financial aid. The model first examined the effects of the predictor variables on graduation within UNC system. Six of the eight predictors were highly significant effects on predicting six year graduation ($P < 0.0001$) including summer school attendance, gender (equal to female), first year retention at institution of origin, high school GPA, academic achievement, and financial aid (see Table 3). The results of the logistic regression model indicated that attending at least one summer school session increased the probability of a student graduating in six years within the UNC system almost five-fold (odds ratio = 4.797, see Table 3). The effect of retention however is 2.3 times greater with an odds ratio of 10.959. The effects on six-year graduation at the original institution, retention has 17.6 time greater effect on graduation than summer school attendance (odds ratio of 51.636 versus 2.940).

Investigators began to examine the effects on predicting graduation at 4, 5, and 6 years within the UNC system and within the original institution. The results of the logistic regression analysis showed summer school attendance had little effect on four year graduation rates, while the 5-year graduation rate was increased (odds ratio of 2.2 within original institution and 3.12 within UNC, see Table 4).

Investigators also examined the effects of student and institutional characteristics effecting summer school enrollment. An analysis of the combined three year cohort over six academic years showed that the majority of the cohort took summer school classes after their second and third years of enrollment. The analysis indicated that the majority of the students were at the appropriate class level (see Figure 1).

Furthermore, investigators examined the characteristics of summer school attendance of the cohort. When we examined the three years of cohorts, the majority took summer school. However, examination of the combined cohort revealed that 72.5% of students at very high research universities took summer school classes, compared to only 51.5% of baccalaureate and special focus institutions (see Table 5). Comparison of six year graduation rates for students who took no summer school

classes is 18.6% at very high research institutions, versus 18% at baccalaureate/special focus institutions, while the graduation rate is 57.3% versus 31.2% respectively (see Table 6).

Sixty nine percent of students who did not receive financial aid took summer school compared to 64.2% who received aid (see Table 5). Similar results were noted for Pell grant students versus no Pell grant. Six year graduation rates differed for both those who received and those who did not receive financial aid when comparing those attending summer school (43.9% versus 48.5%, respectively). For more details, please see Table 6.

When examining student academic preparedness, there was no pattern of summer school attendance seen for combined SAT scores; however, graduation rates increased as SAT score increased. As with previous characteristics, a gap was seen between students attending summer school versus not attending summer school (see Table 6). Furthermore, when looking at summer school attendance compared to high school GPA a slight trend is seen with an increase of GPA resulting in an increase in summer school attendance (41.3% for GPA <1.00 versus 67.1% for those with 3.5 or higher, see Table 5). When comparing graduation rates we see the gap between students attending summer school versus no summer school as before when looking at high school GPA. We also see an increase in graduation rate with an increase in high school GPA (see Table 6).

Both in race and gender we see differences in summer school attendance and with graduation with more females attending summer school and having higher graduation rates with summer school. When comparing race and ethnicity Asians and American Indians attend summer school at higher rates with Whites and Hispanics having the lowest rates. Again, a gap is seen between those attending summer school versus no summer school with largest gap for Asians and the smallest gaps for Others and Hispanics (see Tables 5 and 6).

Discussion and Implications

As seen with Taylor et. al (2001), summer school attendance can play an important role in increasing chances to graduate and in less time. The study clearly showed an increase in graduation rates of the 1998, 1999, and 2000 cohort who attend summer school compared to those who did not. The logistic regression analysis indicated that summer school attendance can increase the probability of graduation within the UNC system almost five-fold by six years. The results of the study also provides insight that the majority of the cohort are taking summer school at a time when they are upper division and they are taking lower division courses (Sadler 2006). This provides indirect evidence for results seen in (Lytle, L. & Mann R. 2004) which indicated that the main reason students took summer school was to complete degree requirements.

The implication of this study is the evidence it provides to support of the UNC Summer School Task Force recommendations (Sadler 2006) which ask UNC to look at summer school to improve access and student success (to improve retention and graduation rates). It is clear that summer school increases rates and improves time-to-degree as well comparing the four year graduation rate of summer school attendance to no summer school attendance. The UNC system is now undergoing a review of accountability measures and setting targets to improve graduation rates. The study indicates that summer school should be examined as a strategy to improve their graduation rates and reach the institution's target. Furthermore, summer school could provide a means for students to complete graduation requirements and lessen their time-to-degree.

References

- Adelman, C. (1999). *Answers in the toolbox: Academic intensity, attendance patterns, and Bachelor's Degree attainment*. Washington, DC: U. S. Department of Education, Office of Educational Research and Improvement.
- Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U. S. Department of Education, Office of Vocational and Adult Education.

- Dainow, S. (2001). Summertime, and summer school is booming. *Chronicle of Higher Education*, 47(46), 33-34.
- Garcia, P. (1994). *Graduation and time to degree: A research note from the California State University*. Paper presented at the Association for Institutional Research Forum, New Orleans, LA.
- Hall, M. (1999). *Why students take more than four years to graduate*. Paper presented at the Association for Institutional Research Forum, Seattle, WA.
- Illinois State Board of Higher Education (1999). *Persistence, graduation, and time-to-degree*. Springfield, IL: Author.
- Knight, W.E. (1994). *Why the five-year (or longer) bachelors degree?: An exploratory study of time to degree attainment*. Paper presented at the Association for Institutional Research Forum, New Orleans, LA.
- Knight, W.E. & Arnold, W. (2000). Towards a comprehensive predictive model of time to Bachelor's degree attainment. Paper presented at the Association for Institutional Research Forum, Cincinnati, OH.
- Lam, L.P.T. (1999). *Assessing financial aid impacts on time-to-degree for nontransfer undergraduate students at a large urban public university*. Paper presented at the Association for Institutional Research Forum, Seattle, WA.
- Lytte, L. & Mann R. (2004). *Effects of State Funding of Summer Instruction on Academic Outcomes*. Santa Barbara CA.
- Noxel, S. & Katunich, L. (1998). *Navigating for four years to the baccalaureate degree*. Paper presented at the Association for Institutional Research Forum, Minneapolis, MN.
- Oklahoma State Regents for Higher Education. (1996). *Time-to-degree completion. A system-wide survey of Oklahoma college and university students*. Oklahoma City: Author.
- Sadler, J. (2006). UNC summer school task force: Findings and recommendations. Chapel Hill, NC.
- Taylor, A.L., Lee, D.J., & Doane, D.J. (2001). *Attending summer session and time to the degree*. Paper presented at the Association for Institutional Research Forum. Long Beach, CA.
- Texas Higher Education Coordinating Board (1996). *Ten strategies and their financial implications for reducing time-to-degree in Texas universities*. Austin, TX: Author.
- U.S. Department of Education. National Center for Education Statistics. *Credit Production and Progress Toward the Bachelor's Degree: An Analysis of Postsecondary Transcripts for Beginning Students at 4-Year Institutions*, NCES 1999-057, by Alexander C. McCormick. Project Officer: Dennis Carroll. Washington DC: 1999.
- Volkwein, J.F. & Lorang, W.G. (1996). Characteristics of extenders: Full-time students who take light credit loads and graduate in more than four years. *Research in Higher Education*, 37(1), 43-68.
- Woodhams, F. (1998). State colleges try to match private institutions with promises of timely graduation. *Chronicle of Higher Education* (Dec. 11).

Table 1. Effect of Summer School Attendance on Graduation Rates for 1998-2000 First-time Full-time Undergraduate Cohort Within Original Institution

	Summer School Attendance	Entering Cohort	Cohort Retained after 1st Year	Cohort Retained after 1st & 2nd Years
Cohort	No Summer Classes	24,219	15,537	11,511
	1-3 Summer Classes	22,933	21,330	19,314
	4+ Summer Classes	25,062	23,771	22,303
	Total	72,214	60,638	53,128
3 Year Graduation Rate	No Summer Classes	0.3	0.5	0.7
	1-3 Summer Classes	0.6	0.7	0.7
	4+ Summer Classes	1.4	1.5	1.6
	Total	0.8	1	1.1
4 Year Graduation Rate	No Summer Classes	24.5	38.1	51.2
	1-3 Summer Classes	42.2	45.3	49.8
	4+ Summer Classes	36.8	38.5	40.8
	Total	34.4	40.8	46.3
5 Year Graduation Rate	No Summer Classes	35.7	55.3	73.9
	1-3 Summer Classes	65.3	69.7	76.3
	4+ Summer Classes	63	65.6	68.9
	Total	54.6	64.4	72.7
6 Year Graduation Rate	No Summer Classes	37.1	57.3	76.3
	1-3 Summer Classes	69.1	73.6	80.4
	4+ Summer Classes	70.2	72.7	75.9
	Total	58.8	69.1	77.6

Table 2. Effect of Summer School Attendance on Graduation Rates for 1998-2000 First-time Full-time Undergraduate Cohort Within Any UNC Institution

	Summer School Attendance	Entering Cohort	Cohort Retained after 1st Year	Cohort Retained after 1st & 2nd Years
Cohort	No Summer Classes	24,234	15,548	11,520
	1-3 Summer Classes	22,924	21,321	19,306
	4+ Summer Classes	25,056	23,765	22,297
	Total	72,214	60,634	53,123
3 Year Graduation Rate	No Summer Classes	0.3	0.5	0.7
	1-3 Summer Classes	0.6	0.7	0.7
	4+ Summer Classes	1.5	1.6	1.6
	Total	0.8	1	1.1
4 Year Graduation Rate	No Summer Classes	25	38.9	52.2
	1-3 Summer Classes	43.9	47	51.7
	4+ Summer Classes	39	40.8	43.2
	Total	35.9	42.5	48.2
5 Year Graduation Rate	No Summer Classes	37.1	57.4	76.7
	1-3 Summer Classes	69.7	74	81
	4+ Summer Classes	68.7	71	74.3
	Total	58.4	68.6	77.3
6 Year Graduation Rate	No Summer Classes	38.3	59.1	78.6
	1-3 Summer Classes	72.8	77.1	84.1
	4+ Summer Classes	74.7	76.8	79.9
	Total	61.9	72.4	81.2

Table 3. Logistic Regression Model for Graduation with Summer School Predictor Variable

Variable	Graduation Within UNC System				Graduation Within Original Institution			
	B	S.E.	Pr>Chi Square	Odds Ratio	B	S.E.	Pr>Chi Square	Odds Ratio
Summer Attendance	1.5680	0.0222	<.0001	4.7970	1.0783	0.0223	<.0001	2.9400
SAT >= Institution Mean	0.0153	0.0212	0.4695	1.0150	0.0490	0.0214	0.0223	1.0500
Female	0.2243	0.0203	<.0001	1.2510	0.1832	0.0205	<.0001	1.2010
Retention at Original Institution	2.3942	0.0276	<.0001	10.9590	3.9442	0.0442	<.0001	51.6360
White	0.0362	0.0240	0.1315	1.0370	-0.1679	0.0245	<.0001	0.8450
High School GPA	0.2191	0.0105	<.0001	1.2450	0.2885	0.0104	<.0001	1.3340
<2.00 Cumulative GPA at anytime	-1.9954	0.0228	<.0001	0.1360	-1.8542	0.0223	<.0001	0.1570
Pell Grant (Per \$500 Amount)	-0.1346	0.0110	<.0001	0.8740	-0.1403	0.0112	<.0001	0.8690
CONSTANT	-2.3599	0.0462	<.0001		-3.9156	0.0588	<.0001	
Max-rescaled R-Square		0.4841				0.5279		

Table 4. Odds Ratios for Graduation

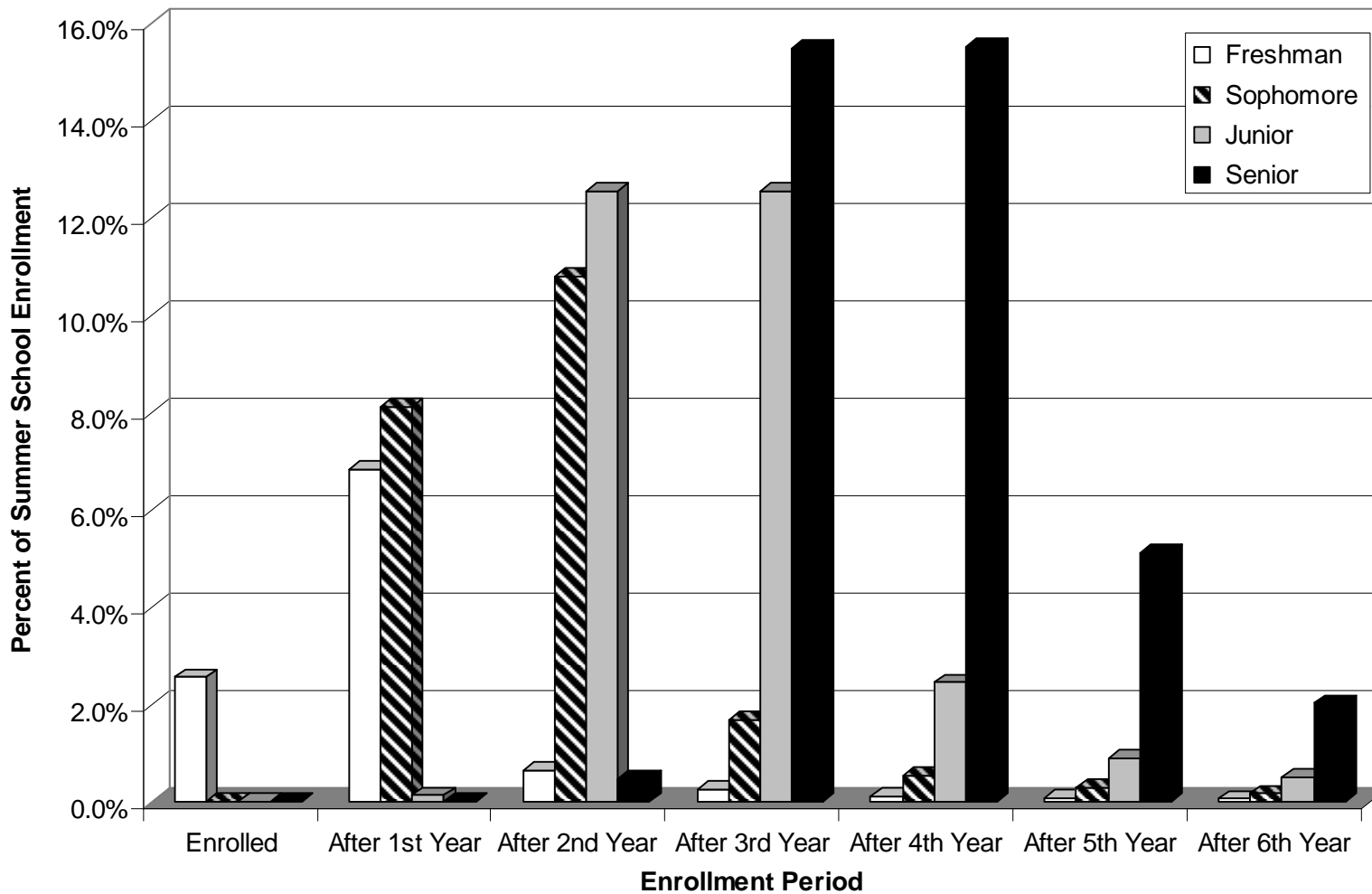
Graduation Within UNC System

Variable	4 Year Graduation Rate			5 Year Graduation Rate			6 Year Graduation Rate		
	Odds Ratio	95 % Confidence Limits		Odds Ratio	95 % Confidence Limits		Odds Ratio	95 % Confidence Limits	
Summer Attendance	1.4280	1.3720	1.4860	3.2010	3.0710	3.3370	4.7970	4.5930	5.0100
SAT >= Institution Mean	1.2100	1.1660	1.2560	1.0190	0.9790	1.0600	1.0150	0.9740	1.0590
Female	1.8860	1.8190	1.9560	1.4060	1.3530	1.4600	1.2510	1.2030	1.3020
Retention at Original Institution	10.7600	9.9630	11.6200	11.5700	10.9330	12.2440	10.9590	10.3820	11.5690
White	0.8020	0.7670	0.8390	0.9610	0.9180	1.0060	1.0370	0.9890	1.0870
High School GPA	1.2290	1.2060	1.2530	1.2480	1.2240	1.2730	1.2450	1.2200	1.2710
<2.00 Cumulative GPA at anytime	0.1590	0.1520	0.1670	0.1380	0.1320	0.1440	0.1360	0.1300	0.1420
Pell Grant (Per \$500 Amount)	0.8410	0.8220	0.8600	0.8580	0.8400	0.8770	0.8740	0.8550	0.8930

Graduation Within Original Institution

Variable	4 Year Graduation Rate			5 Year Graduation Rate			6 Year Graduation Rate		
	Odds Ratio	95 % Confidence Limits		Odds Ratio	95 % Confidence Limits		Odds Ratio	95 % Confidence Limits	
Summer Attendance	1.1740	1.1270	1.2240	2.2000	2.1080	2.2970	2.9400	2.8140	3.0710
SAT >= Institution Mean	1.2140	1.1690	1.2610	1.0430	1.0020	1.0870	1.0500	1.0070	1.0950
Female	1.8410	1.7730	1.9110	1.3610	1.3090	1.4150	1.2010	1.1540	1.2500
Retention at Original Institution	81.5920	67.5370	98.5720	65.6970	59.2320	72.8680	51.6360	47.3470	56.3130
White	0.7060	0.6740	0.7400	0.8270	0.7890	0.8670	0.8450	0.8060	0.8870
High School GPA	1.5370	1.4970	1.5780	1.3140	1.2880	1.3400	1.3340	1.3070	1.3620
<2.00 Cumulative GPA at anytime	0.1770	0.1680	0.1850	0.1510	0.1450	0.1580	0.1570	0.1500	0.1640
Pell Grant (Per \$500 Amount)	1.0000	1.0000	1.0000	0.8550	0.8370	0.8740	0.8690	0.8500	0.8880

Figure 1: Enrollment Patterns of Summer School Attendees: Class Level and Time of Attendance*



*The attendance of the three cohorts was examined based on years after entry and the class level obtained at that term of the year.

Table 5. Summer School Enrollment Patterns

Category	No Summer Classes (%)	Summer Classes (%)	Cohort (N)
<i>Carnegie Classification</i>			
<i>RU/VH</i>	27.5%	72.5%	21101
<i>RU/H & DRU</i>	36.9%	63.1%	25621
<i>Master's (LMS)</i>	34.2%	65.8%	20871
<i>Bacc & Special Focus</i>	48.5%	51.5%	4565
<i>Received Pell Grant</i>			
<i>Aid Received</i>	36.3%	63.7%	16229
<i>No Aid Received</i>	33.5%	66.5%	55929
<i>Received Any Financial Aid</i>			
<i>Aid Received</i>	35.8%	64.2%	46064
<i>No Aid Received</i>	31.0%	69.0%	26094
<i>SAT</i>			
<i><=900</i>	33.8%	66.2%	12178
<i>901-1100</i>	33.4%	66.6%	28850
<i>1101+</i>	34.2%	65.8%	28418
<i>Missing</i>	41.3%	58.7%	2712
<i>High School GPA</i>			
<i><1.00</i>	58.7%	41.3%	341
<i>1.00-1.99</i>	36.3%	63.7%	507
<i>2.00-2.99</i>	36.8%	63.2%	16163
<i>3.00-3.49</i>	35.2%	64.8%	18465
<i>3.50-4.00</i>	32.6%	67.4%	25505
<i>Missing</i>	30.9%	69.1%	11177
<i>Gender</i>			
<i>Female</i>	32.7%	67.3%	40778
<i>Male</i>	35.9%	64.1%	31380
<i>Race/Ethnicity</i>			
<i>White</i>	35.1%	64.9%	50666
<i>Black</i>	31.9%	68.1%	17057
<i>American Indian</i>	31.0%	69.0%	780
<i>Asian</i>	24.1%	75.9%	2099
<i>Hispanic</i>	38.6%	61.4%	1012
<i>Other</i>	40.1%	59.9%	544
<i>Total</i>	34.1%	65.9%	72158

Table 6. Graduation Rate Within Original Institution Comparisons Based on Summer School Attendance

Category	4 Year Graduation Rate		5 Year Graduation Rate		6 Year Graduation Rate	
	No Summer Classes	Summer Classes	No Summer Classes	Summer Classes	No Summer Classes	Summer Classes
<i>Carnegie Classification</i>						
<i>RU/VH</i>	14.2%	37.1%	18.3%	54.0%	18.6%	57.3%
<i>RU/H & DRU</i>	5.9%	19.3%	9.1%	35.7%	9.7%	40.0%
<i>Master's (LMS)</i>	6.7%	23.4%	10.6%	40.0%	11.1%	43.6%
<i>Bacc & Special Focus</i>	12.5%	15.5%	17.4%	28.3%	18.0%	31.2%
<i>Received Pell Grant</i>						
<i>Aid Received</i>	6.0%	18.9%	9.3%	34.2%	9.9%	38.5%
<i>No Aid Received</i>	9.8%	27.4%	13.8%	44.0%	14.2%	47.6%
<i>Received Any Financial Aid</i>						
<i>Aid Received</i>	9.7%	24.4%	13.7%	40.2%	14.2%	43.9%
<i>No Aid Received</i>	7.7%	27.3%	11.2%	44.7%	11.6%	48.5%
<i>SAT</i>						
<i><=900</i>	3.3%	16.4%	5.6%	33.5%	6.0%	38.2%
<i>901-1100</i>	6.2%	23.9%	10.0%	41.6%	10.5%	45.5%
<i>1101+</i>	14.4%	31.8%	19.0%	46.6%	19.5%	49.8%
<i>Missing</i>	6.3%	16.7%	9.2%	31.3%	9.6%	34.2%
<i>High School GPA</i>						
<i><1.00</i>	27.6%	12.9%	28.7%	22.3%	29.6%	25.2%
<i>1.00-1.99</i>	1.2%	7.3%	1.8%	17.8%	2.0%	22.5%
<i>2.00-2.99</i>	2.9%	12.9%	5.2%	28.8%	5.6%	33.3%
<i>3.00-3.49</i>	5.3%	20.3%	9.1%	38.3%	9.6%	42.7%
<i>3.50-4.00</i>	11.1%	30.7%	15.9%	47.6%	16.4%	50.8%
<i>Missing</i>	18.5%	41.4%	22.7%	55.2%	23.0%	57.4%
<i>Gender</i>						
<i>Female</i>	9.7%	30.7%	12.8%	45.8%	13.2%	48.8%
<i>Male</i>	8.0%	18.6%	12.7%	36.6%	13.4%	41.3%
<i>Race/Ethnicity</i>						
<i>White</i>	10.1%	27.2%	14.5%	43.8%	15.0%	47.3%
<i>Black</i>	6.0%	20.2%	8.5%	36.0%	8.8%	40.4%
<i>American Indian</i>	3.8%	19.1%	5.5%	34.7%	6.2%	39.2%
<i>Asian</i>	7.3%	31.1%	9.9%	49.3%	10.1%	53.5%
<i>Hispanic</i>	7.2%	21.7%	11.1%	37.2%	11.9%	40.2%
<i>Other</i>	8.3%	20.0%	10.7%	31.6%	11.2%	35.5%