

Summary comments on 2102 (Spring 2010) graduates does not include students with ≥ 80 transfer units
 This is a graduation cohort, not a frosh cohort, and does not examine declared students who don't graduate.
 or who change their degree objective after initially persuing multiple plans.

Number of Students	Cummulate GPA	Average Units Earned	Average Transfer Units	Average Resident Terms	Term Difference vs Single Major	Term Difference vs lower GPA	Number of Majors/Minors	Number of Students
7	3.52	239.00	4.50	17.00	2.43		2.30 Double Major + Minor	
11	2.83	215.55	8.39	16.45	0.97	1.32	2.00 Double Major, GPA < 3.0	
108	3.46	203.79	9.48	15.14	0.57		2.00 Double Majors, GPA ≥ 3.0	
3	3.27	219.44	7.46	16.20	1.63		1.60 Major + 2 minors	
29	2.81	209.37	6.18	16.17	0.68	0.90	1.30 Major + 1 minor, GPA < 3.0	
202	3.41	195.87	3.94	15.26	0.69		1.30 Major + 1 minor, GPA ≥ 3.0	
305	2.74	196.74	6.49	15.48	0.00	0.91	1.00 Single Major, GPA < 3.0	
836	3.40	184.10	6.72	14.57	0.00		1.00 Single Major, GPA ≥ 3.0	

Double + Minor: 7 High GPA (> 3) students are doing a double major with a minor (MAJ/Min # = 2.3), graduating in 17 resident terms average 2.43 terms higher than high-GPA single majors (small sample).

Double Major: 11 Low GPA students did a double major, graduating in 16.45 resident terms, about a half-term more than the 108 higher GPA students 0.97 terms higher than low-GPA single majors, and 1.32 more terms than higher GPA double majors

Maj + 2 Min: 3 high GPA students averaging 16.2 resident terms
 1.6 more terms than high-GPA single majors

Maj + 1 Min: 29 low GPA students averaging 16.17 resident terms
 0.68 more terms than low-GPA single majors, and 0.90 more terms than high-GPA Maj+Min

Single Major: 305 Lower GPA students in 15.48 quarters and 836 higher GPA students in 14.57 quarters, a difference of 0.91 quarters

Notes:

Does not include transfer students

The number of students in the low GPA groups are small, indicating a certain amount of self-selection

So, the interesting question would be, how many additional low-GPA students declared a double (e.g.), and then dropped back to single
 A 3.0 declaration requirement may be appropriate for double majors, similar to independent major, as this has the largest difference
 if pedagogics and data on students who fail to complete a double is examined.

A declaration requirement for a minor could also be appropriate, though 2.5 would come to mind.

rph, June 2011