



Council for Education Policy
Research and Improvement

The Student Progression Study 2002 Update:

Florida's 1993-94 Public High School Graduates Seven Years Later

Legislative Charge



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- The 2001 Legislature directed the Council for Education Policy, Research and Improvement to:
 - continue its longitudinal cohort study of the progression of public high school graduates as they enroll in, advance through, and graduate from the state's postsecondary education delivery system and enter the workforce. A progress report shall be submitted to the Governor, Legislature and the State Board of Education by May 31, 2002.

Study Limitations



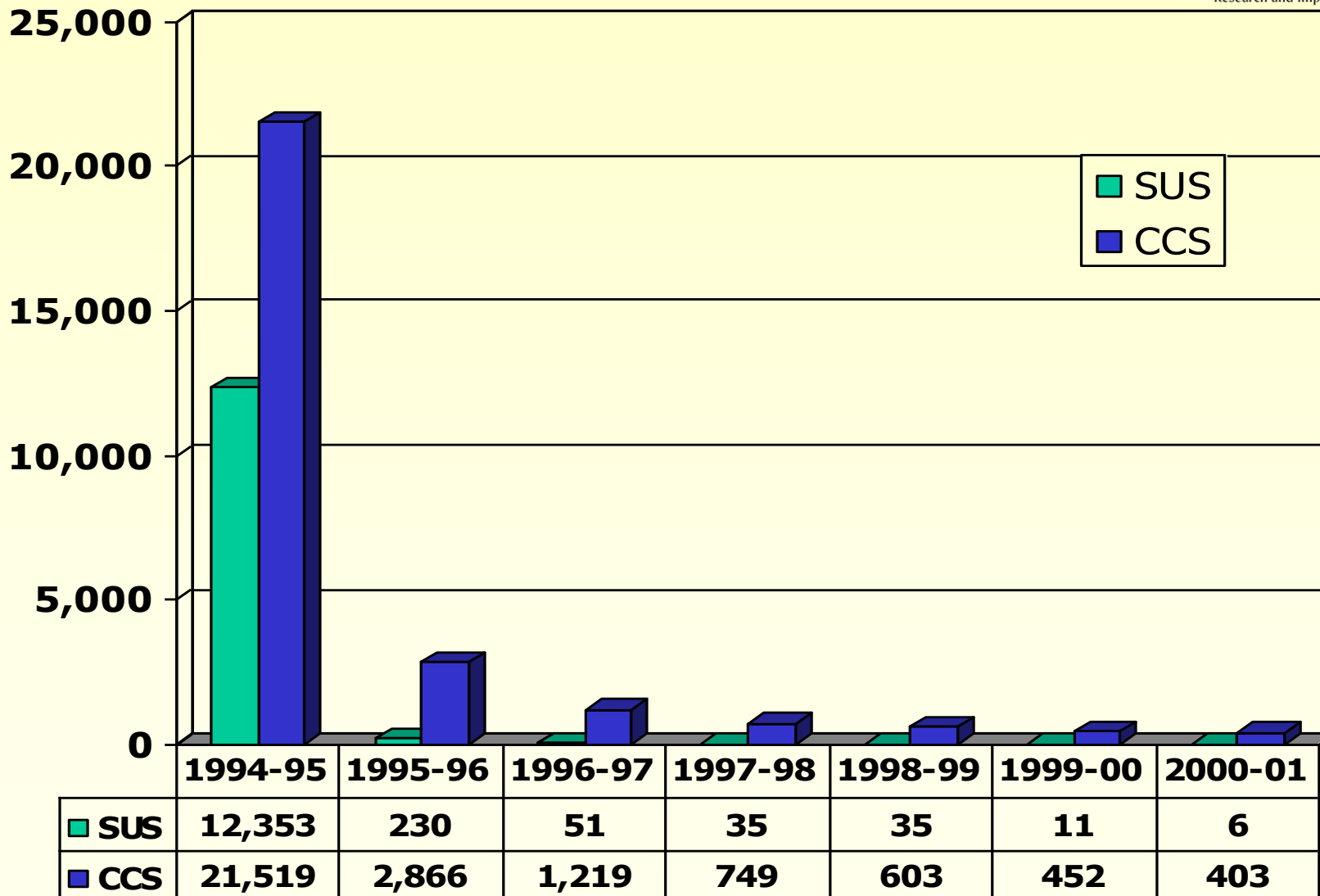
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- Reliance on Social Security Numbers for tracking
- Public high school graduates only; no private high schools
- Definition of SUS admissibility
- Cohort tracking excludes FTIC students who delay entry
- Independent postsecondary sector; limited information
- Out-of-state students
- Career education outcomes limited to programs at community colleges
- Family income data student-estimated

Delayed Entry of First-Time-in-College Students



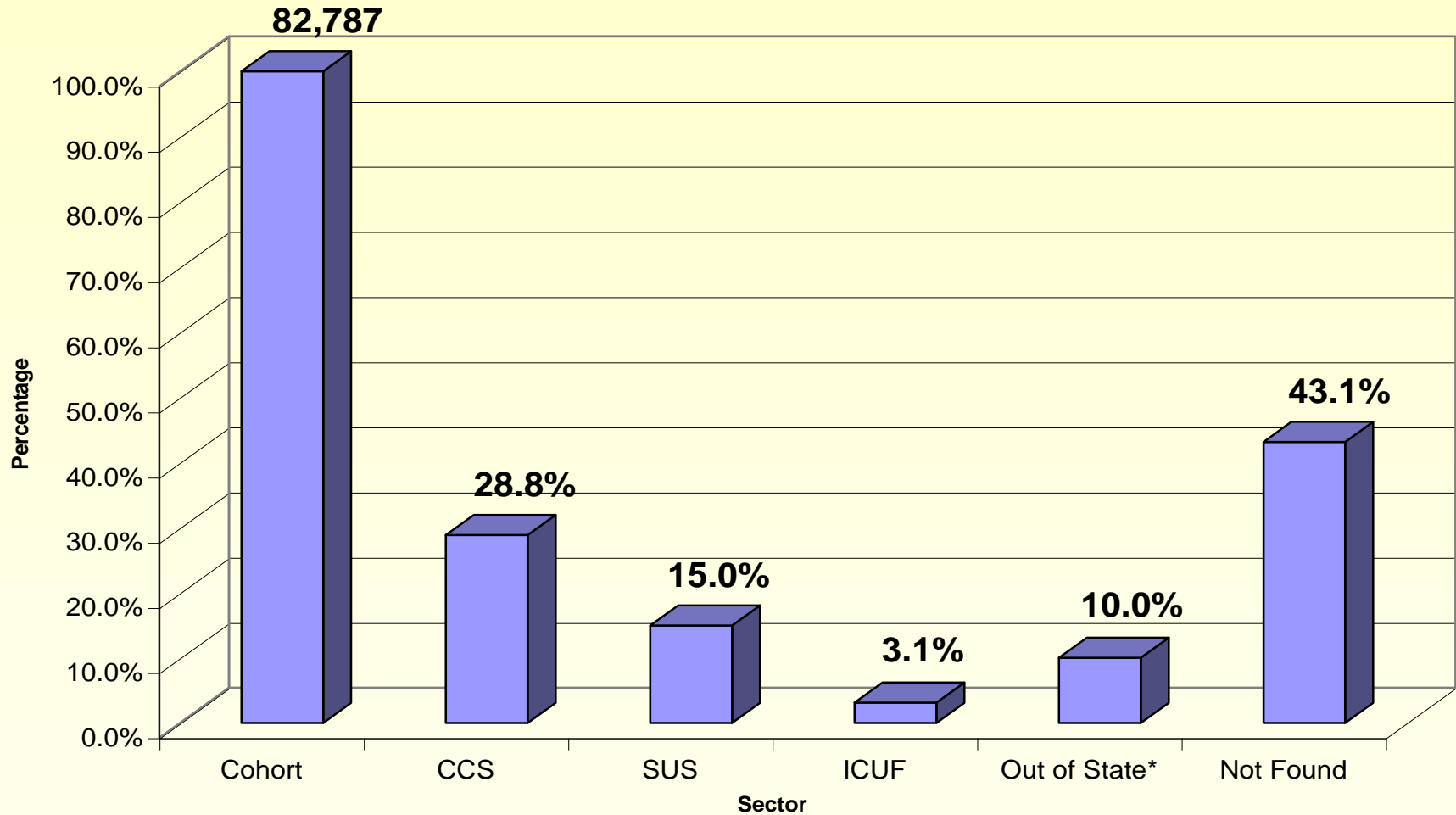
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Sector of Initial Enrollment



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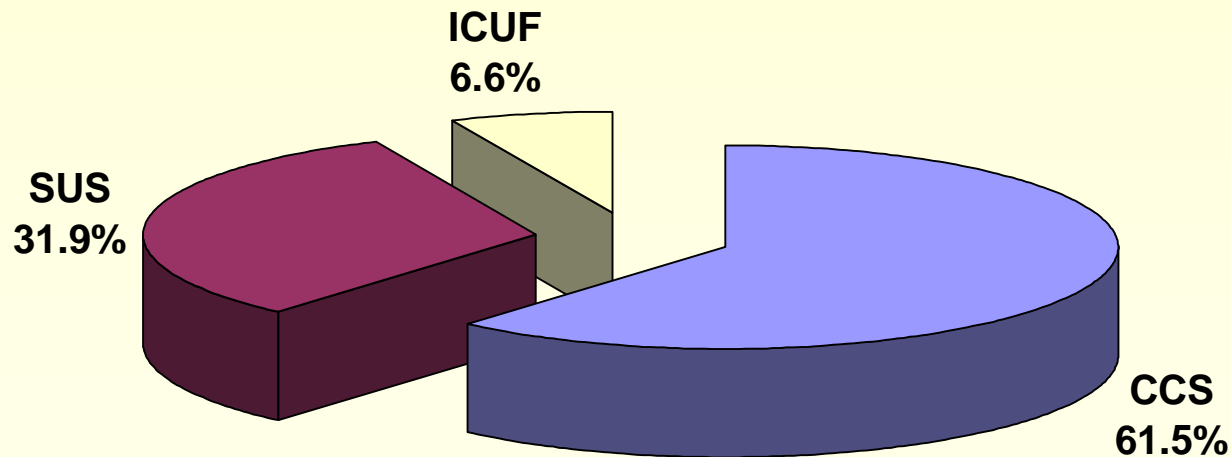


Distribution of High School Grad Cohort Found Matriculating in Florida



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Fall 1994

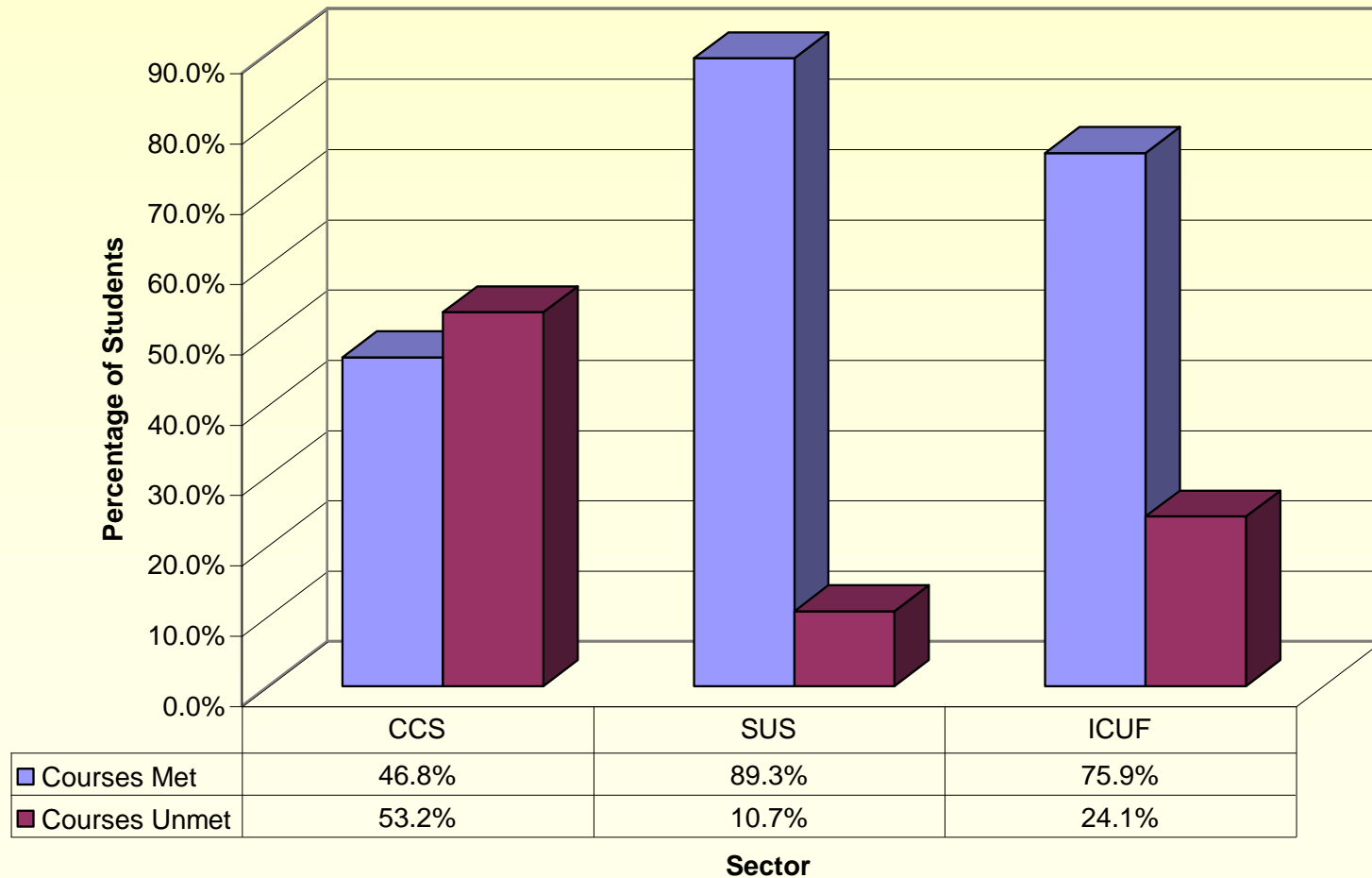


Course Requirements Met



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Profile of Fall 1994 Cohorts by SUS Required Courses Met

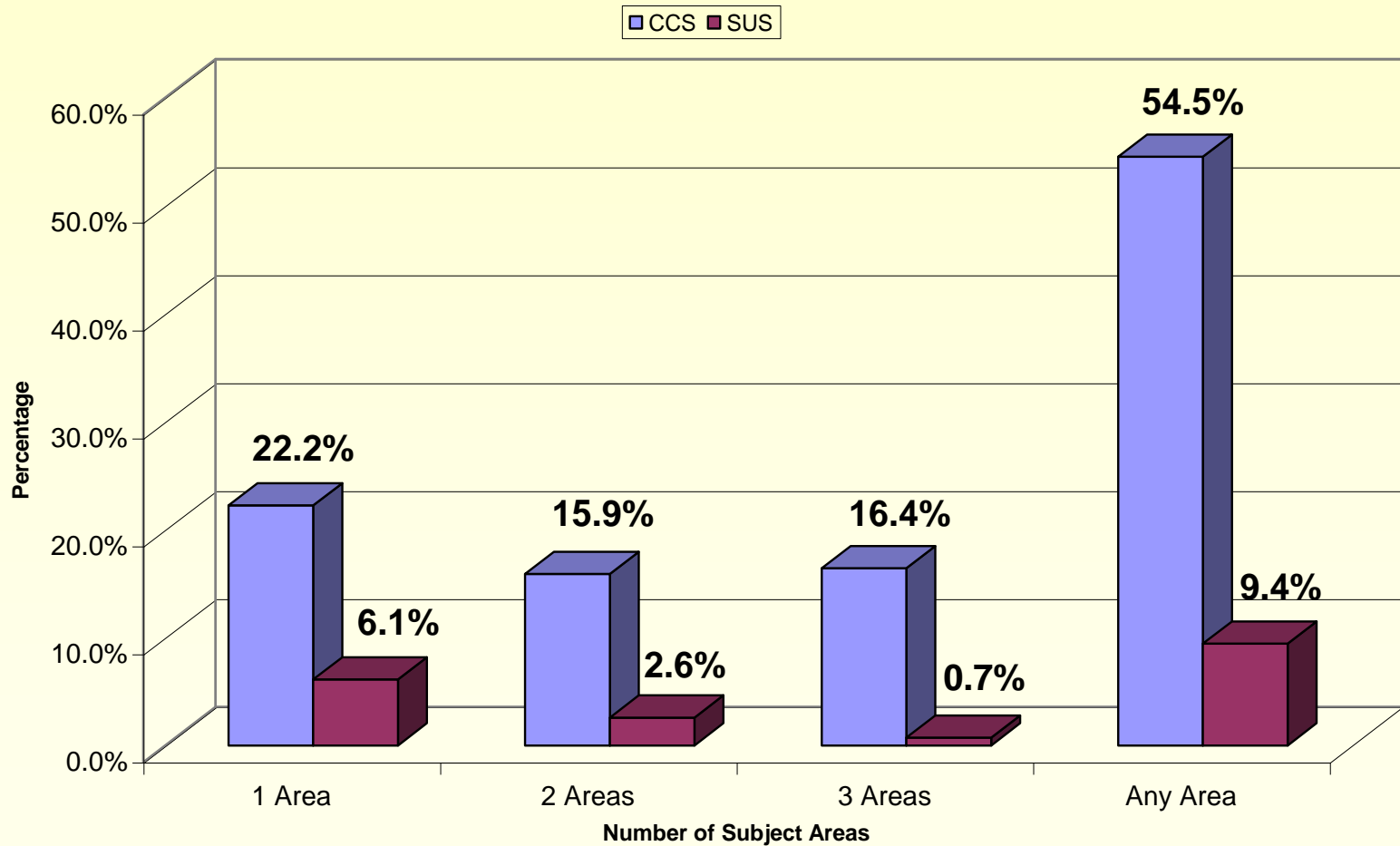


Remediation Needs



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**Percentage of Fall 1994 CCS and SUS Matriculants
Determined to Need Remediation, by Number of Subject Areas**



more detail on
this topic

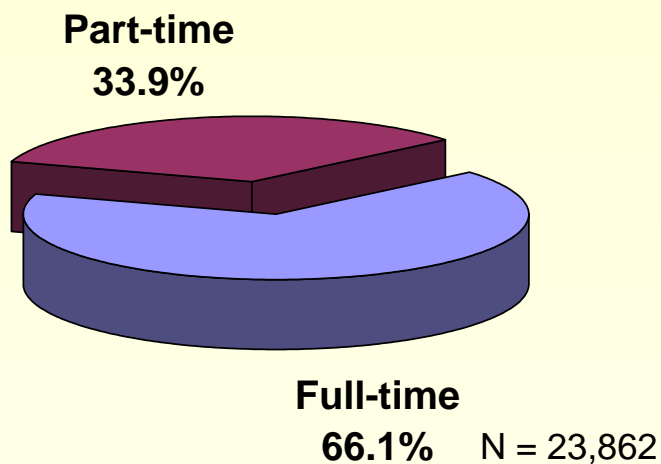


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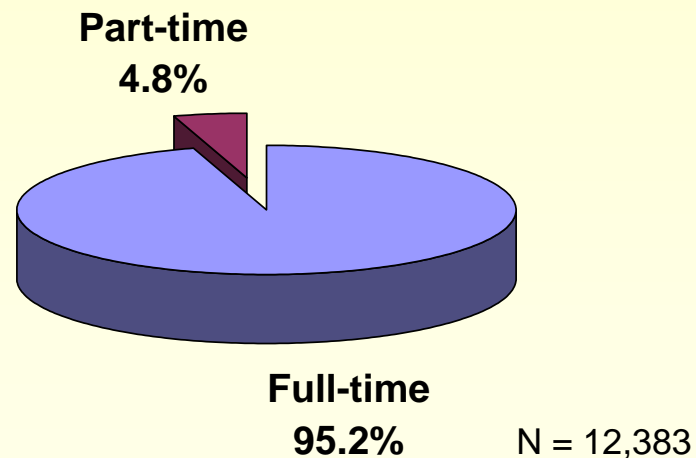
Attendance Status

of Fall 1994 CCS and SUS Matriculants

CCS



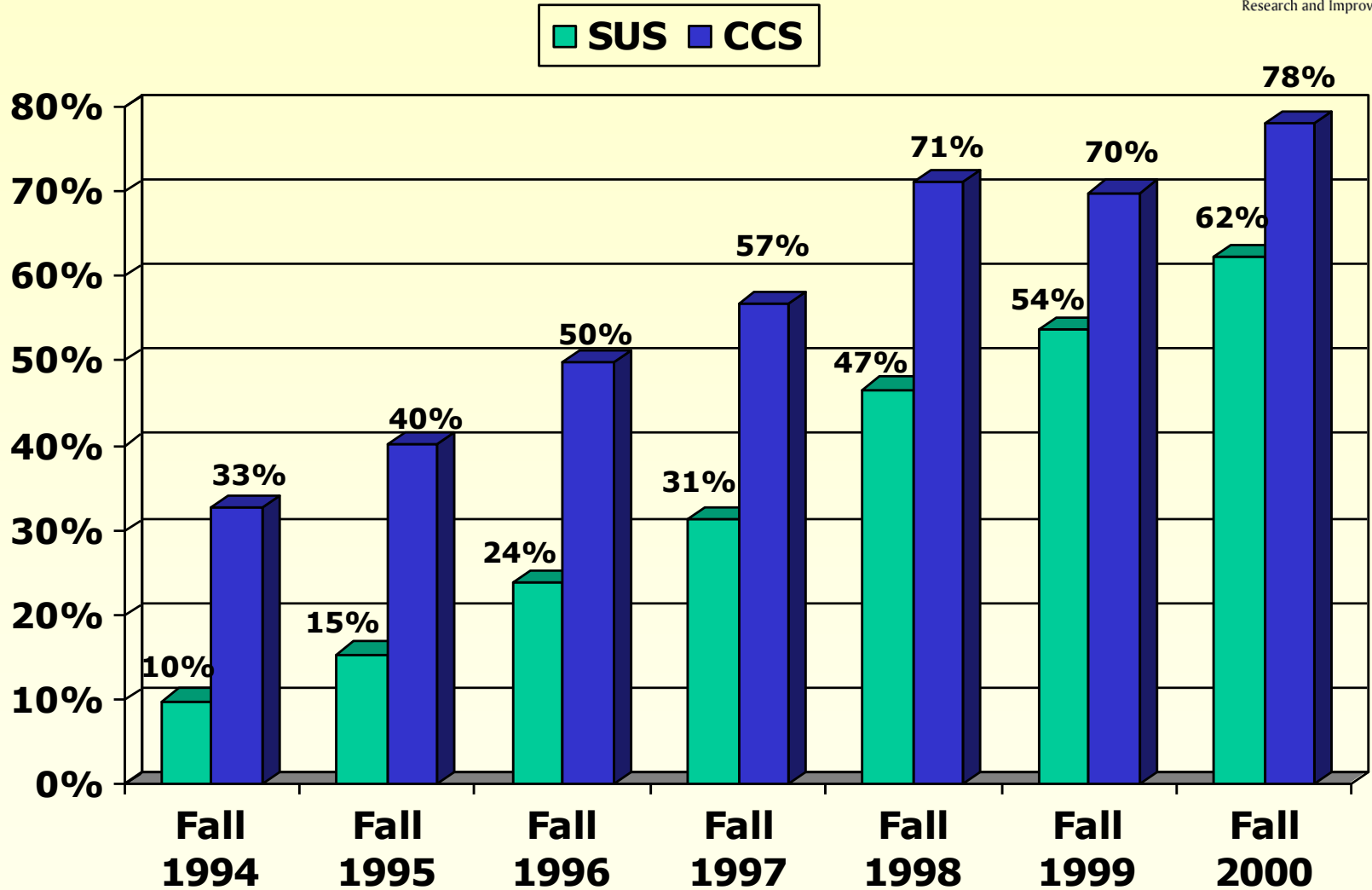
SUS



Working While Enrolled



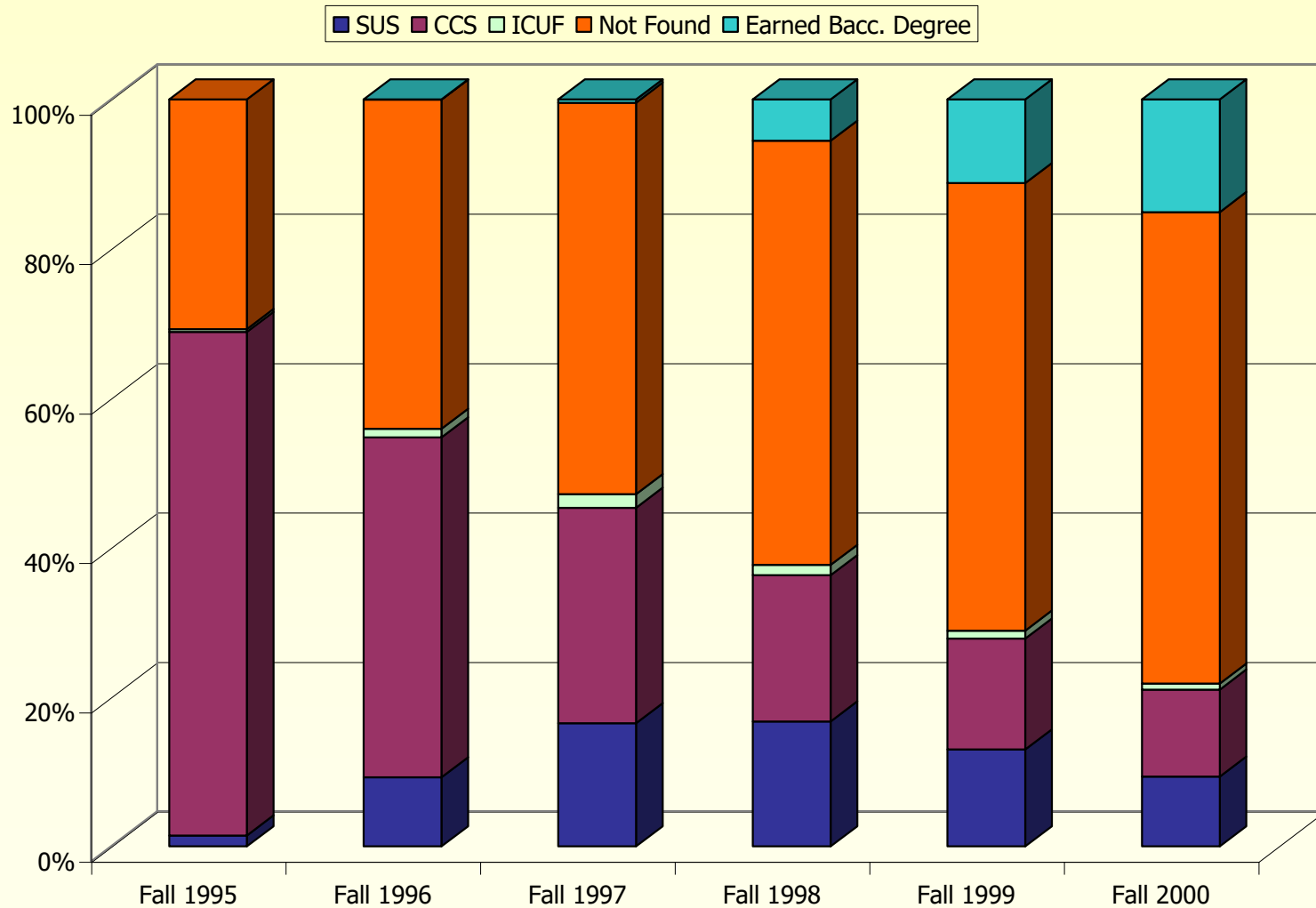
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Enrollment and Progression Patterns, CCS Cohort



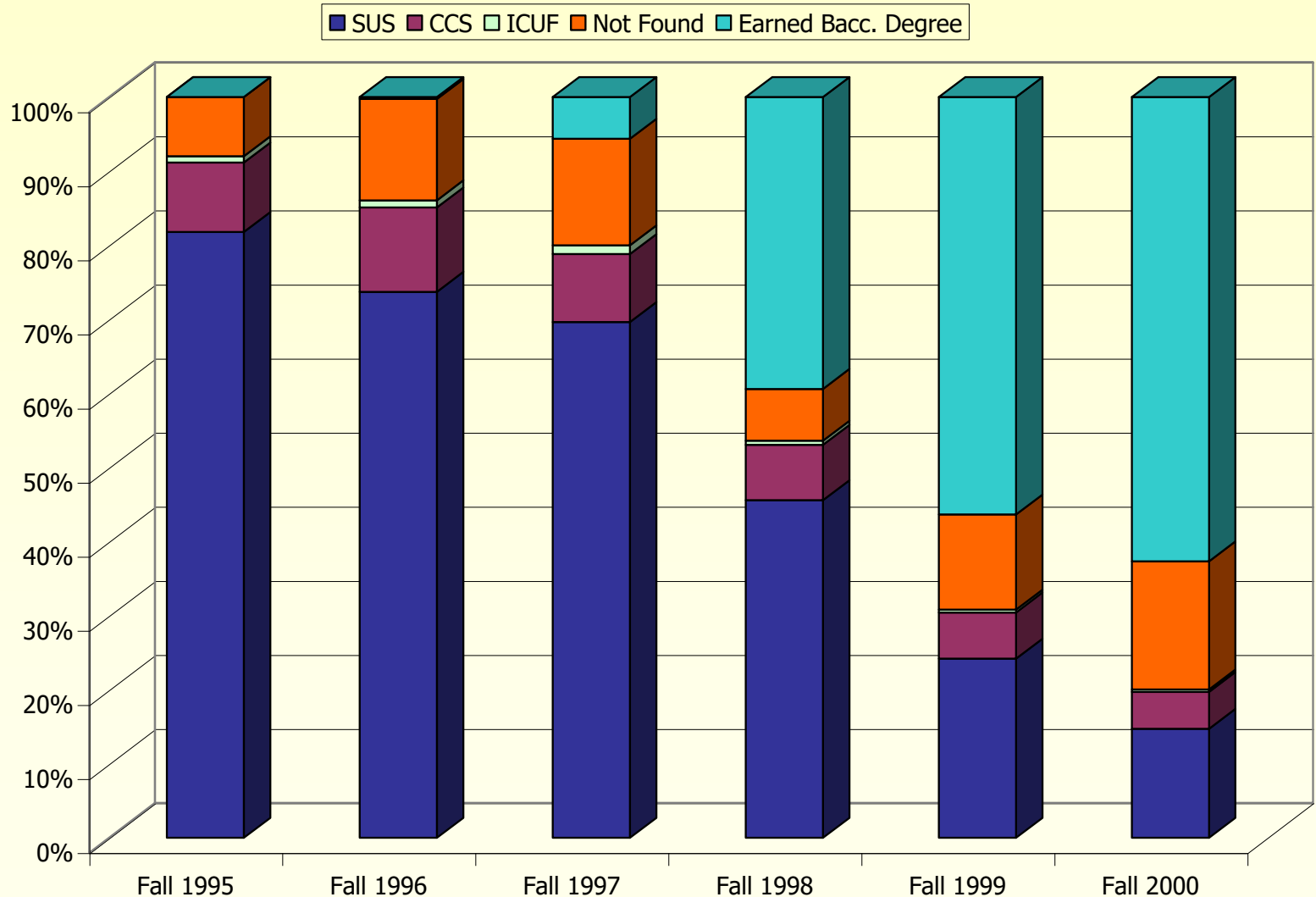
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Enrollment and Progression Patterns, SUS Cohort



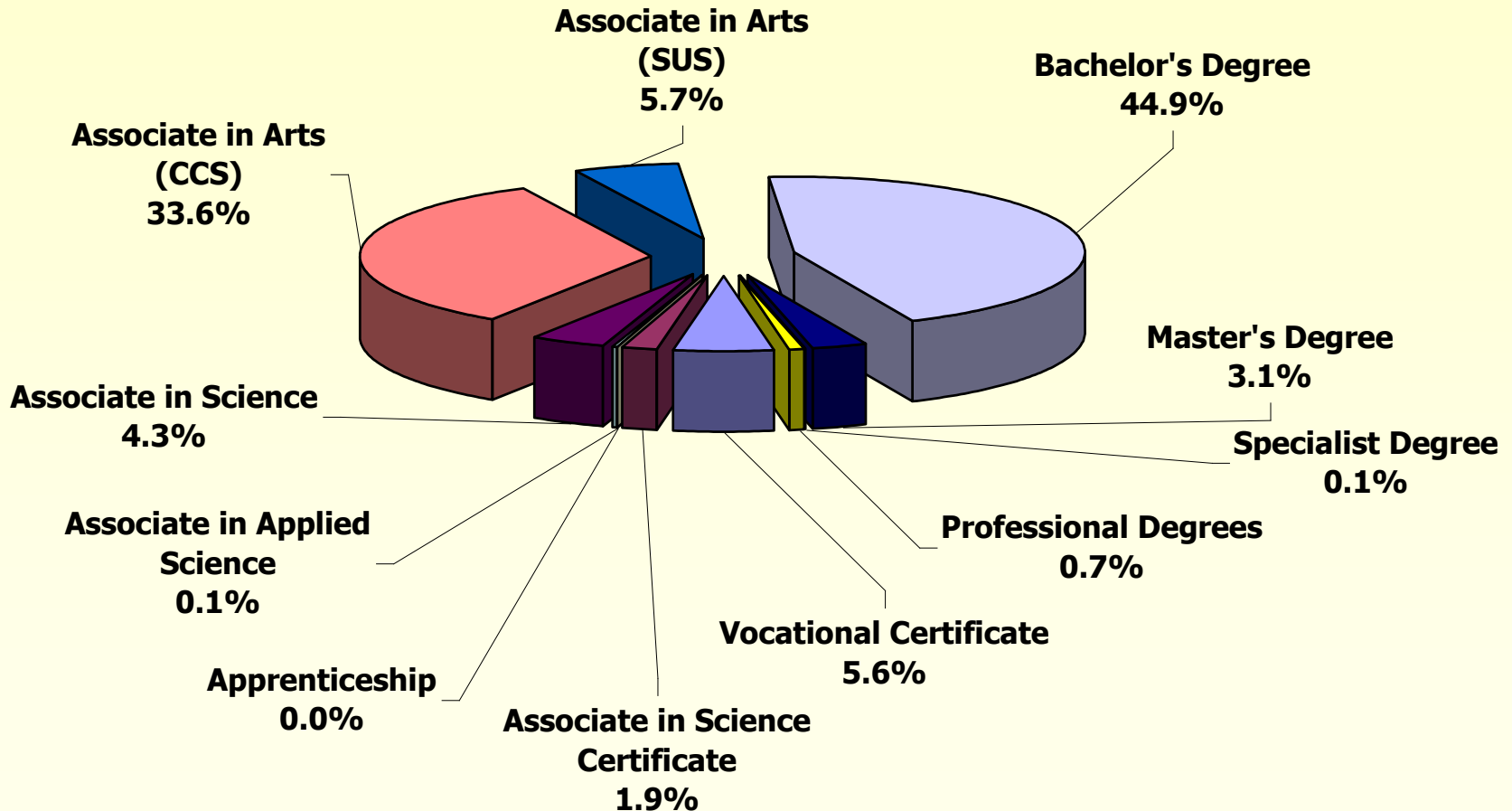
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Degrees Awarded 1994 - 2001



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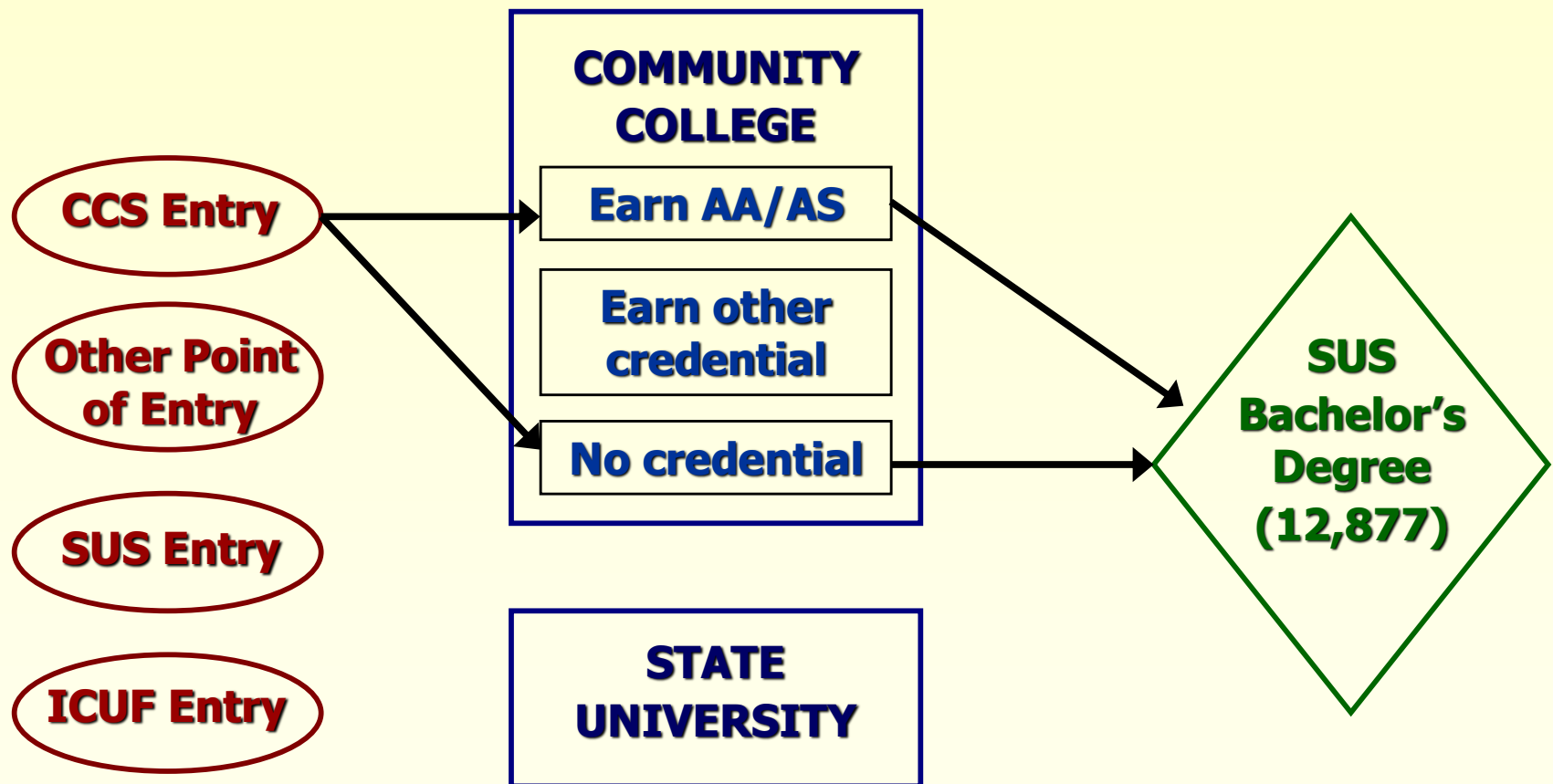
Note: Degrees are duplicated; a student may earn multiple degree/certificates over the time period.

Paths to 1st Bachelor's Degree in SUS



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Observed in 1993-94 Florida Public High School Graduates

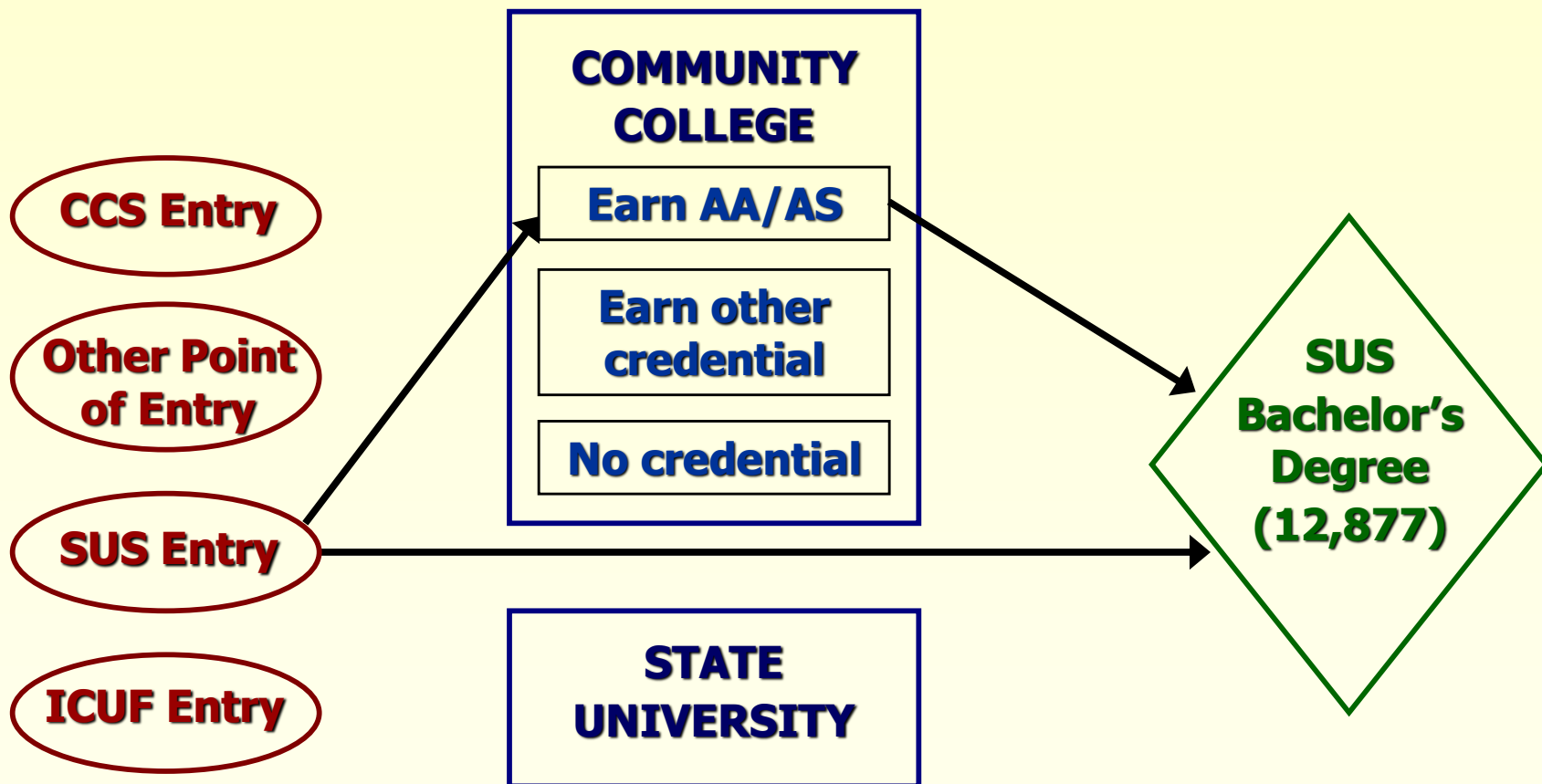


Paths to 1st Bachelor's Degree in SUS



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Observed in 1993-94 Florida Public High School Graduates

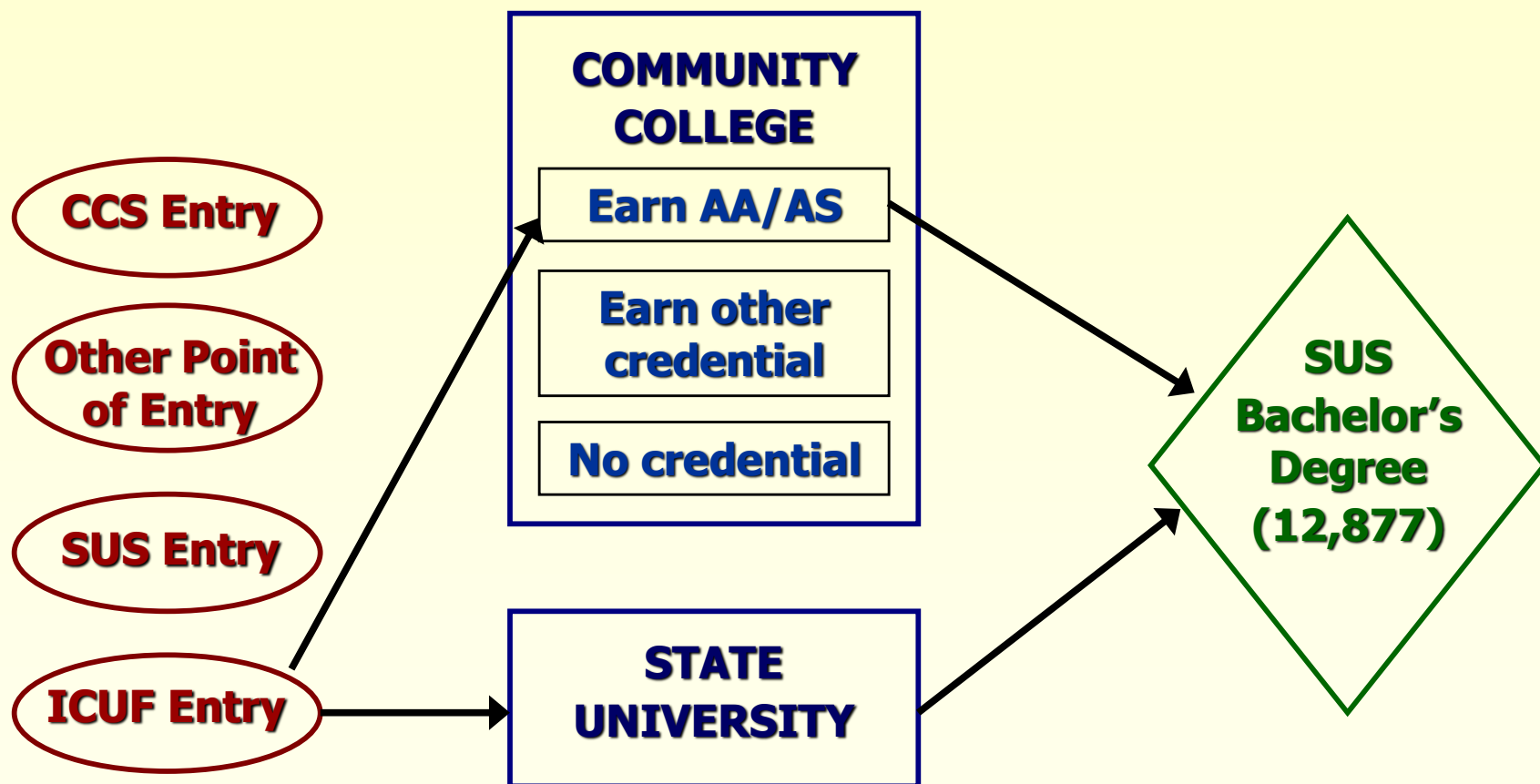


Paths to 1st Bachelor's Degree in SUS



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Observed in 1993-94 Florida Public High School Graduates

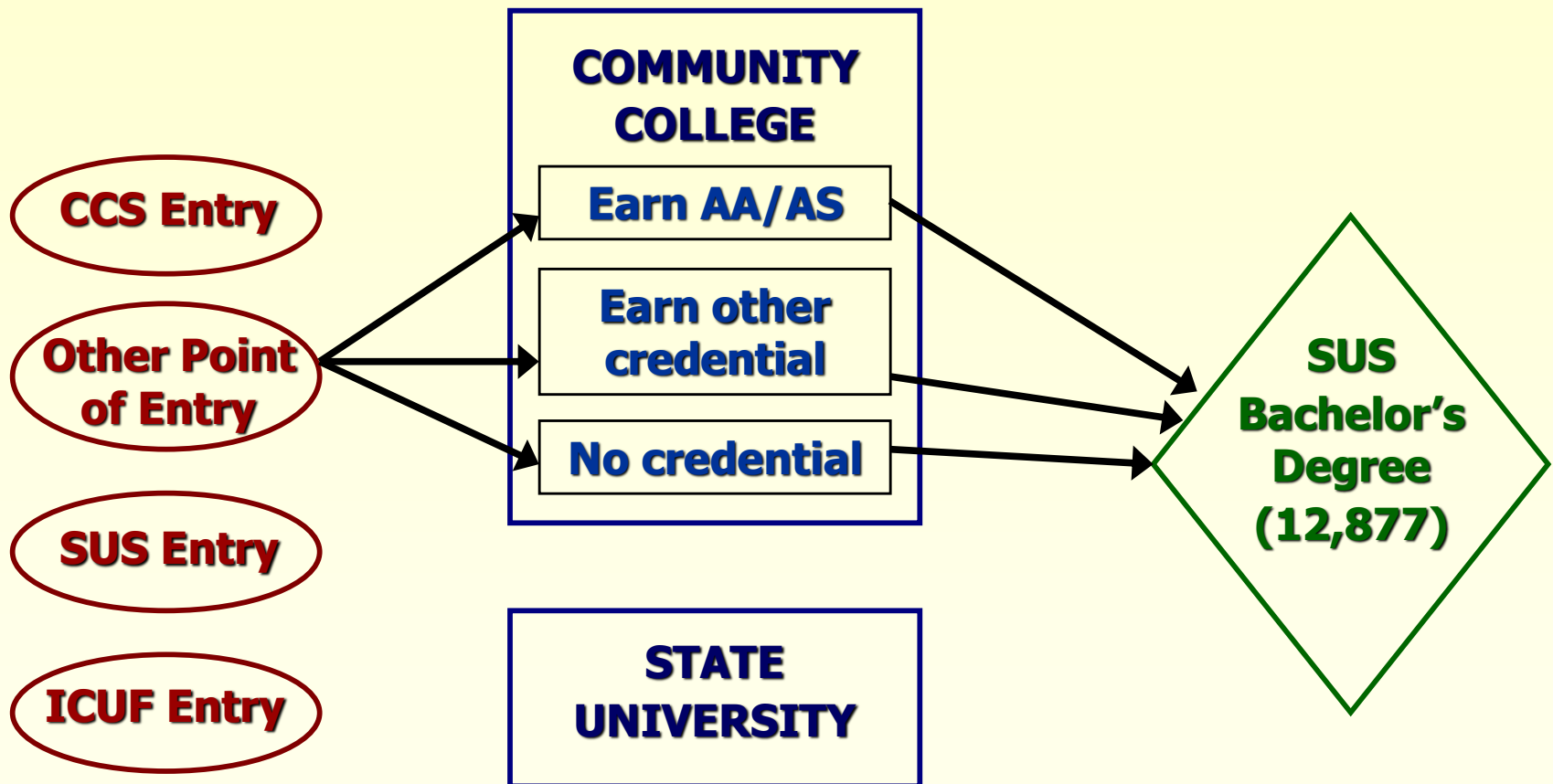


Paths to 1st Bachelor's Degree in SUS



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Observed in 1993-94 Florida Public High School Graduates

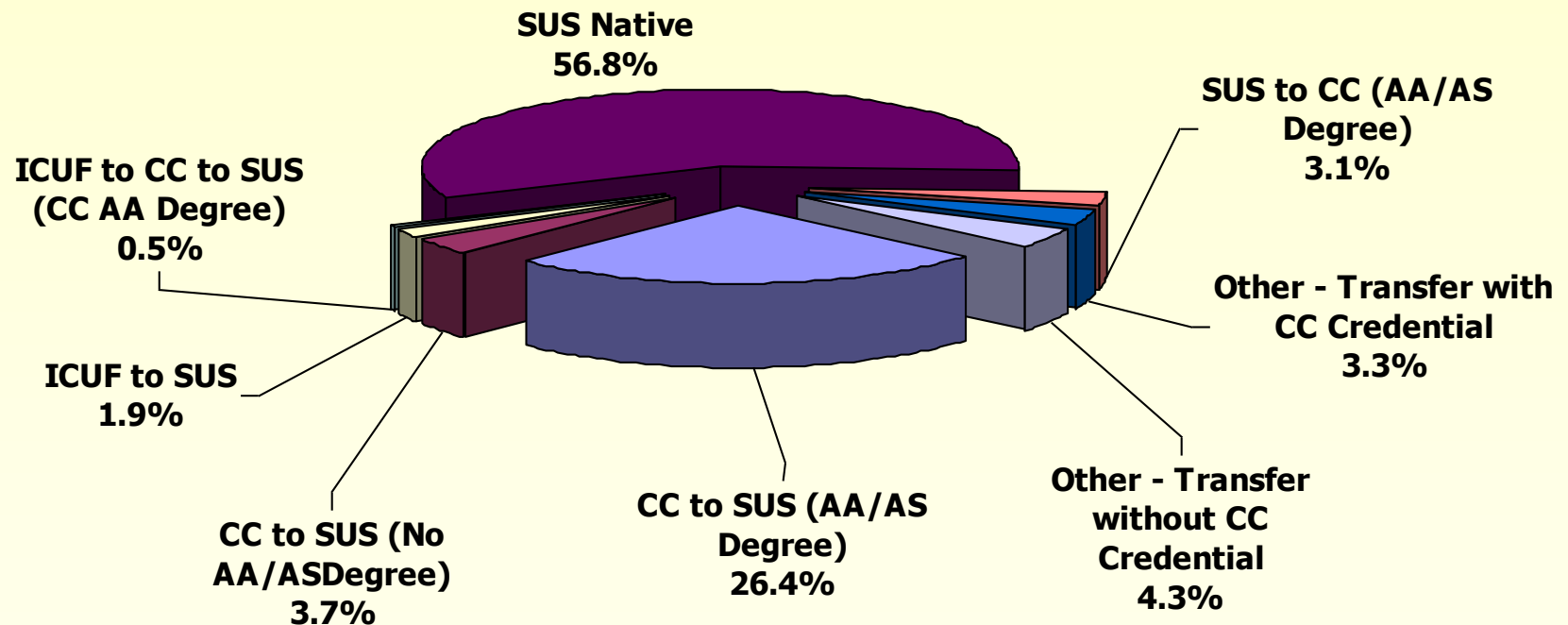


Paths to 1st Bachelor's Degree in SUS



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Taken by 1993-94 Florida Public High School Graduates

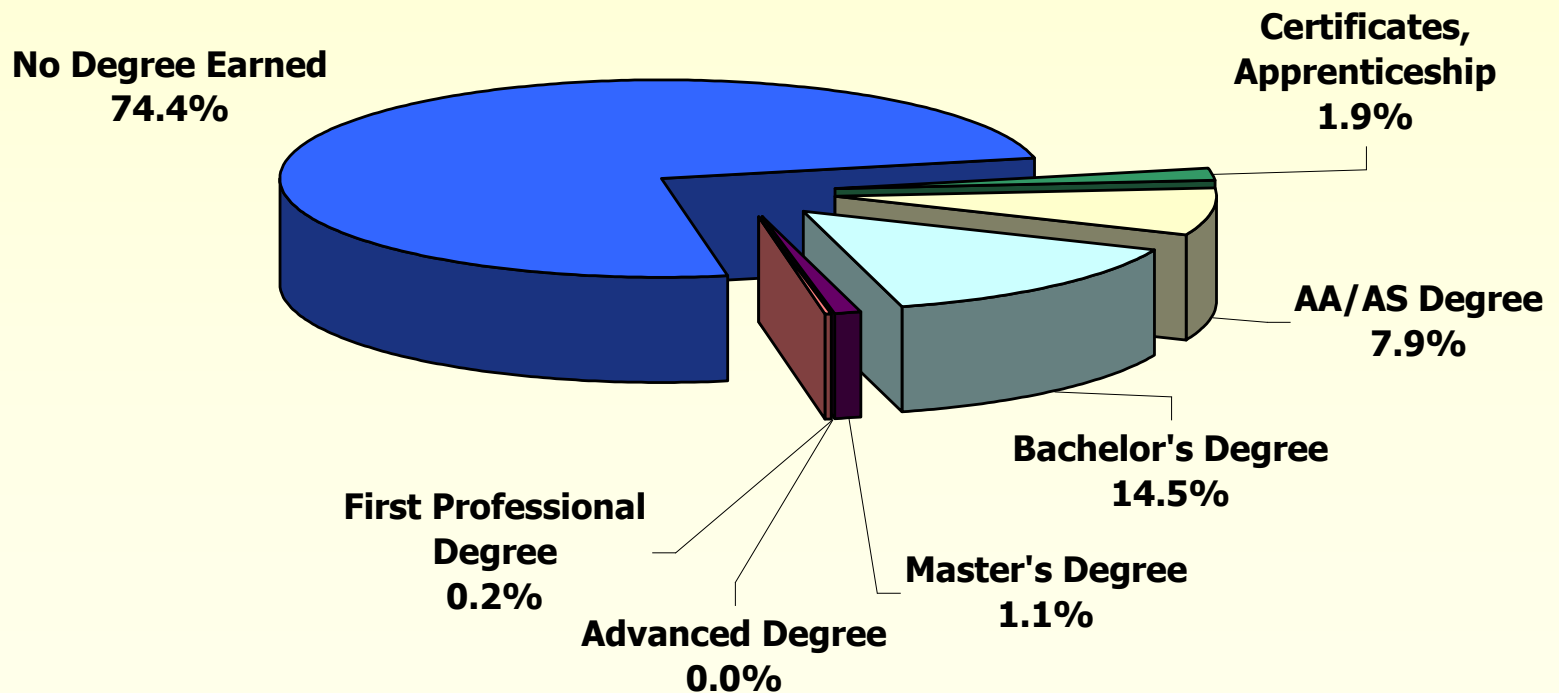


Highest Degree Held, 1993-94 High School Graduates



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by Spring 2001

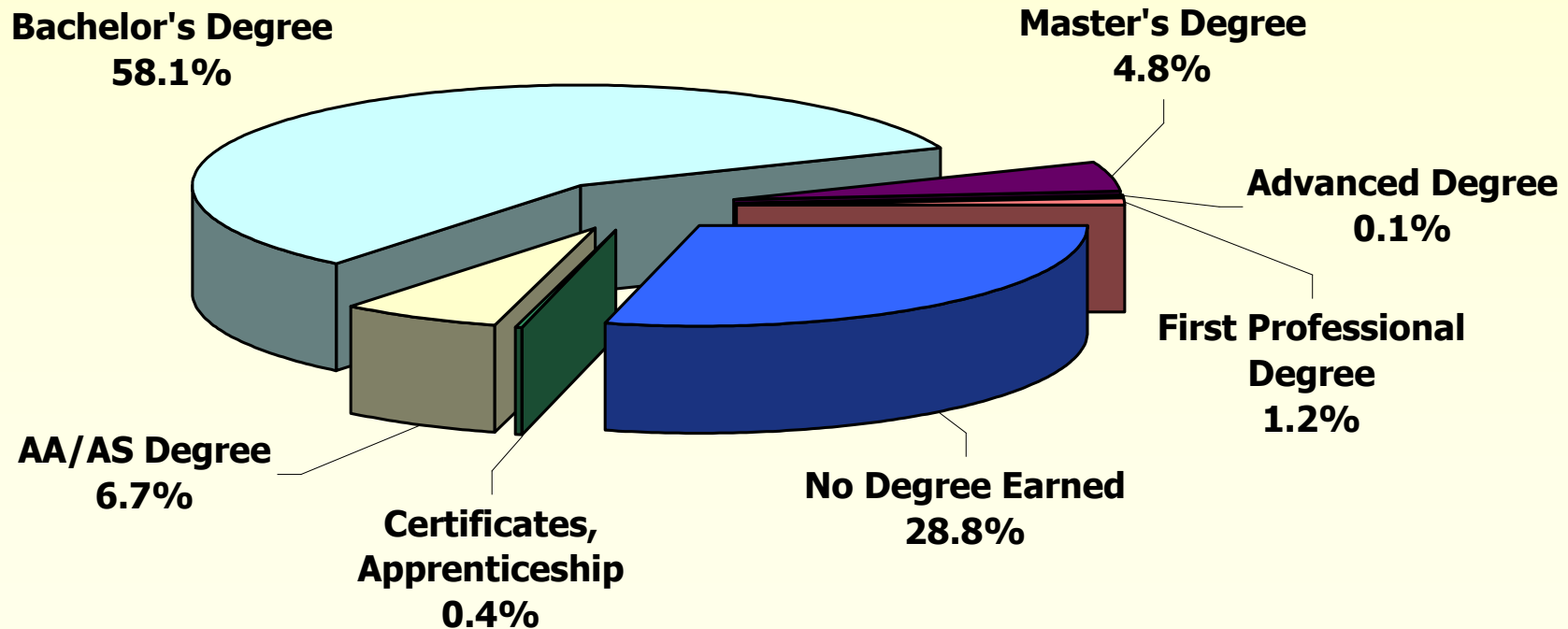


Highest Degree Held, SUS Starters



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by Spring 2001

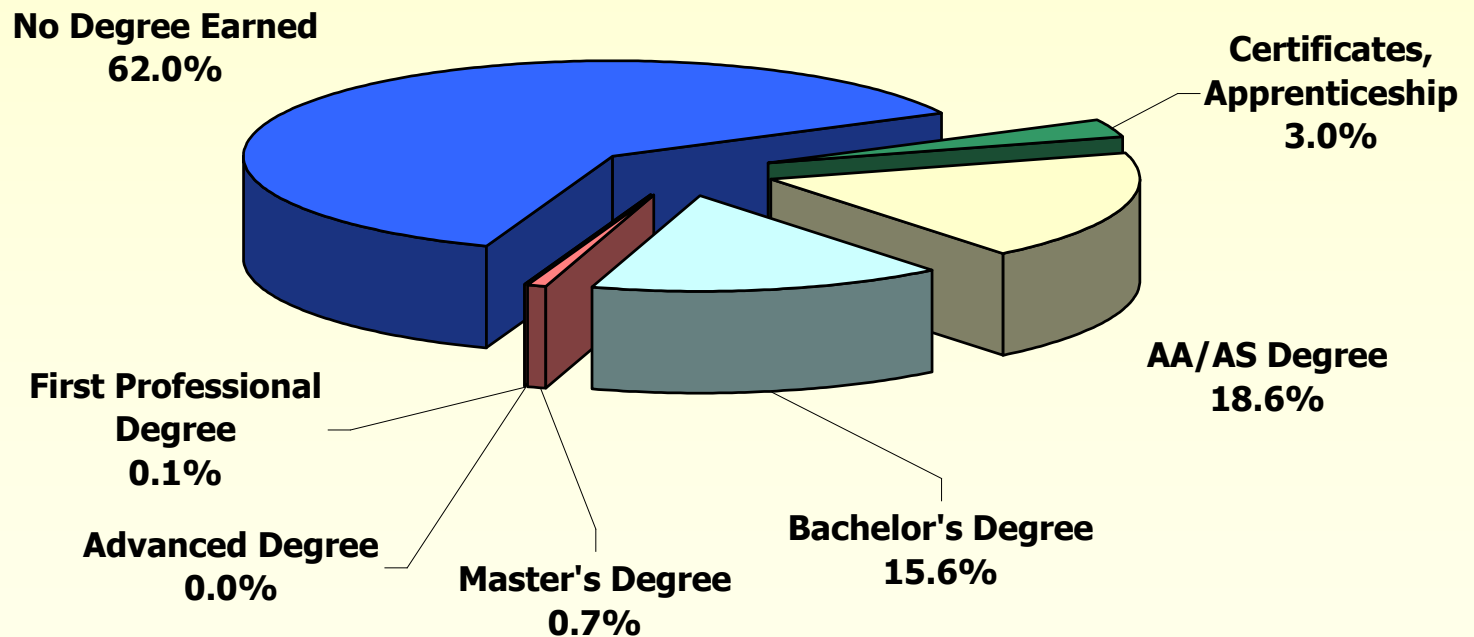


Highest Degree Held, CCS Starters



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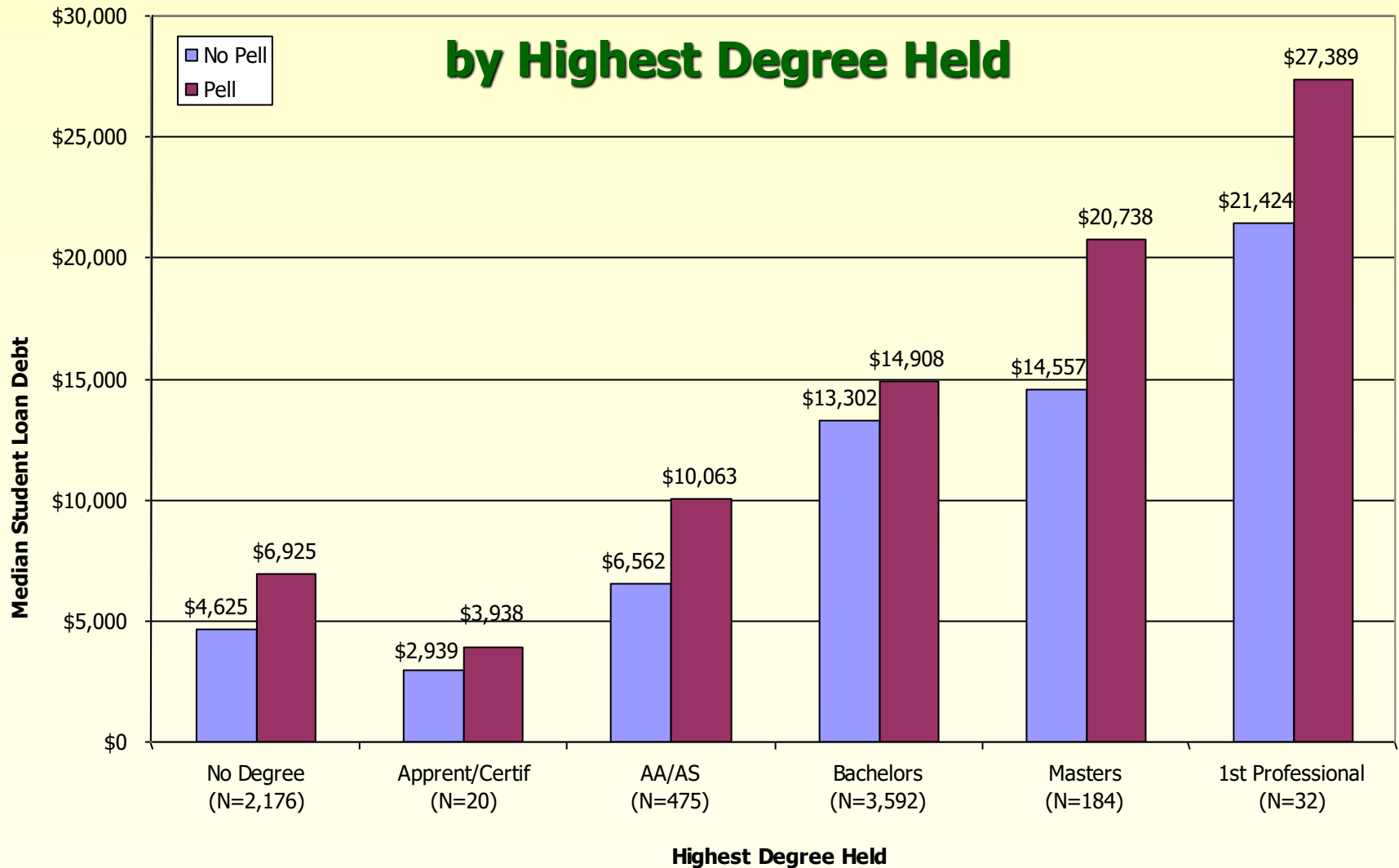
by Spring 2001



Cumulative Student Loan Debt of SUS Starters



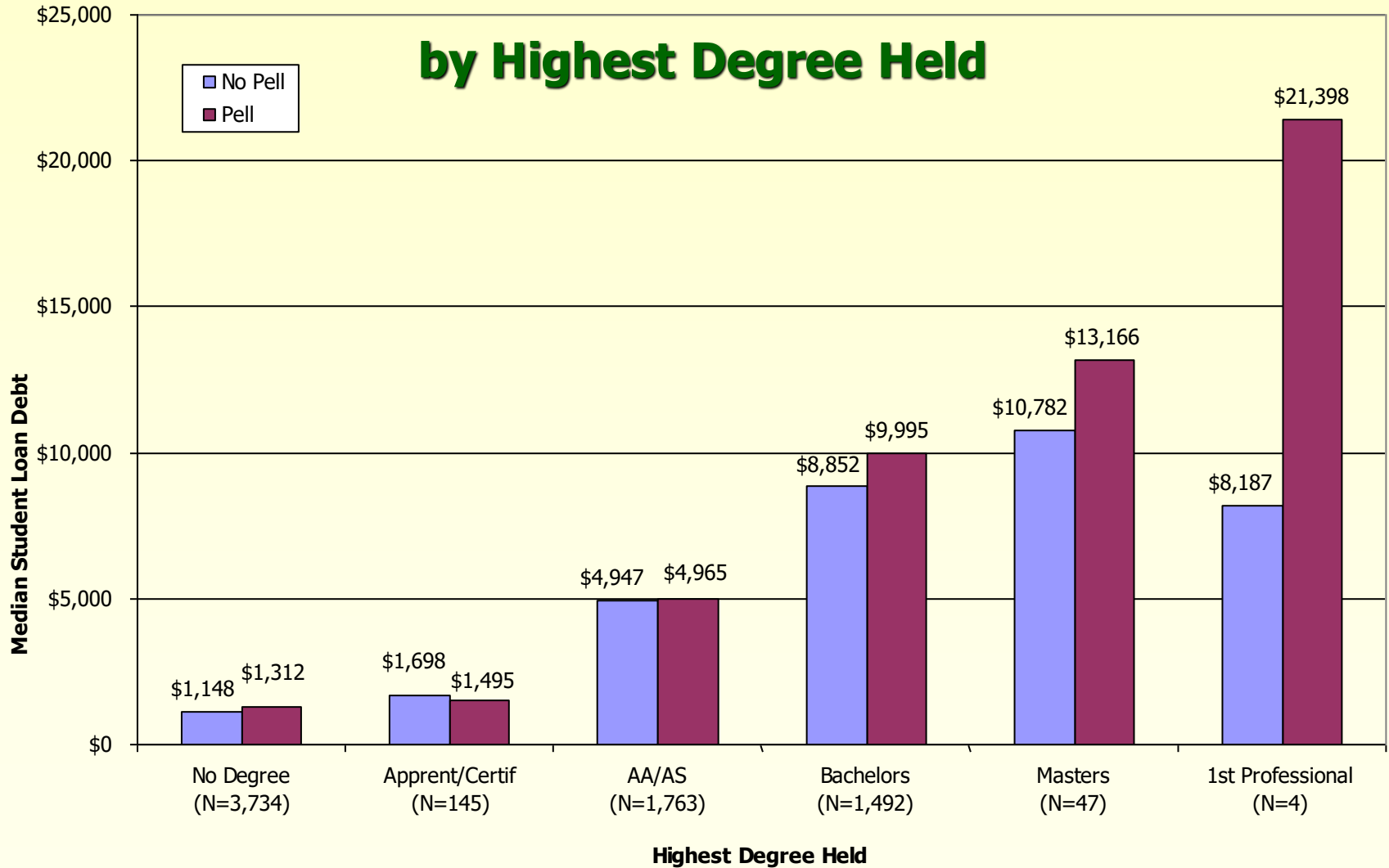
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Cumulative Student Loan Debt of CCS Starters



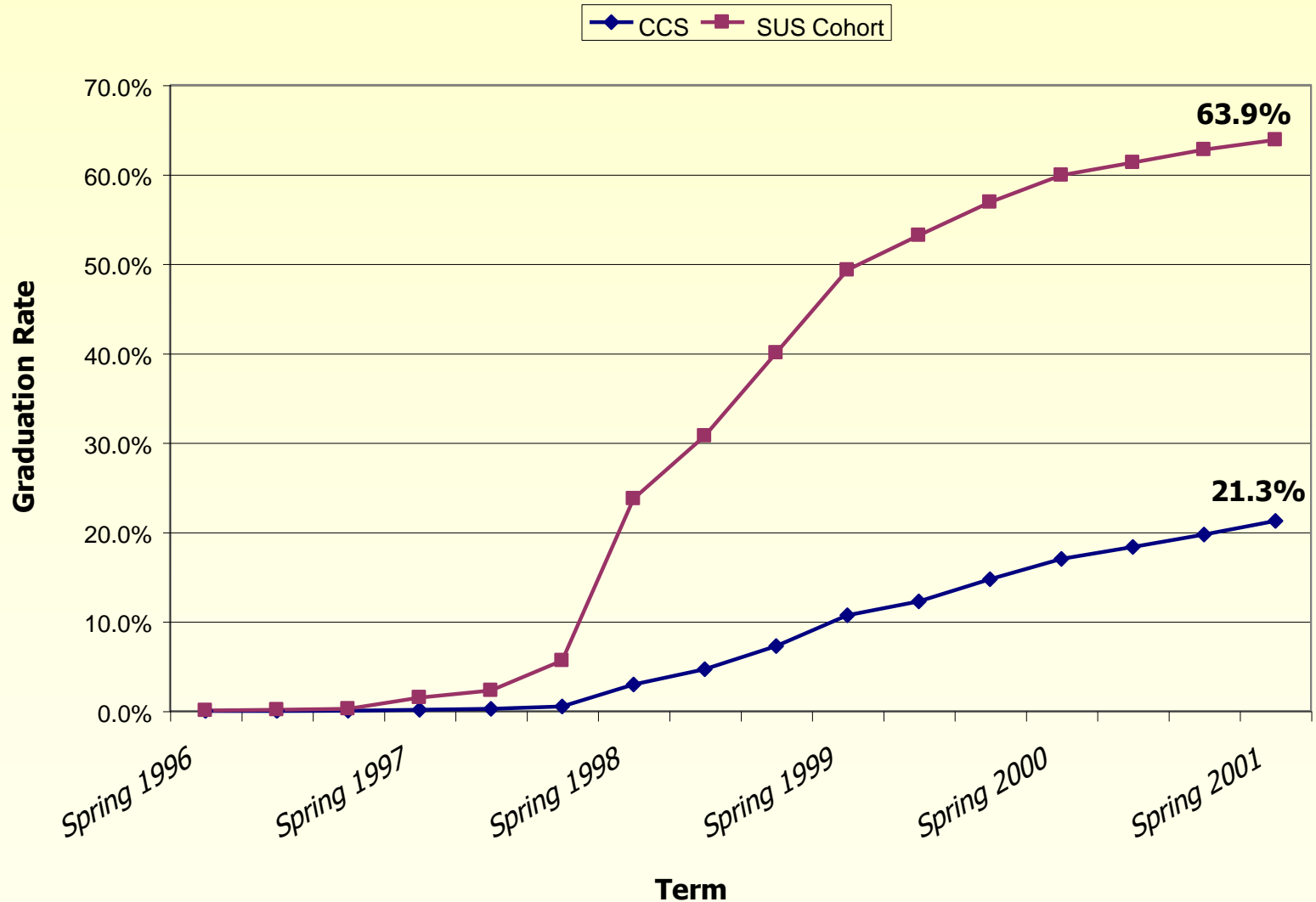
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Graduation Rate By Term



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Seven-Year Baccalaureate Graduation Rates



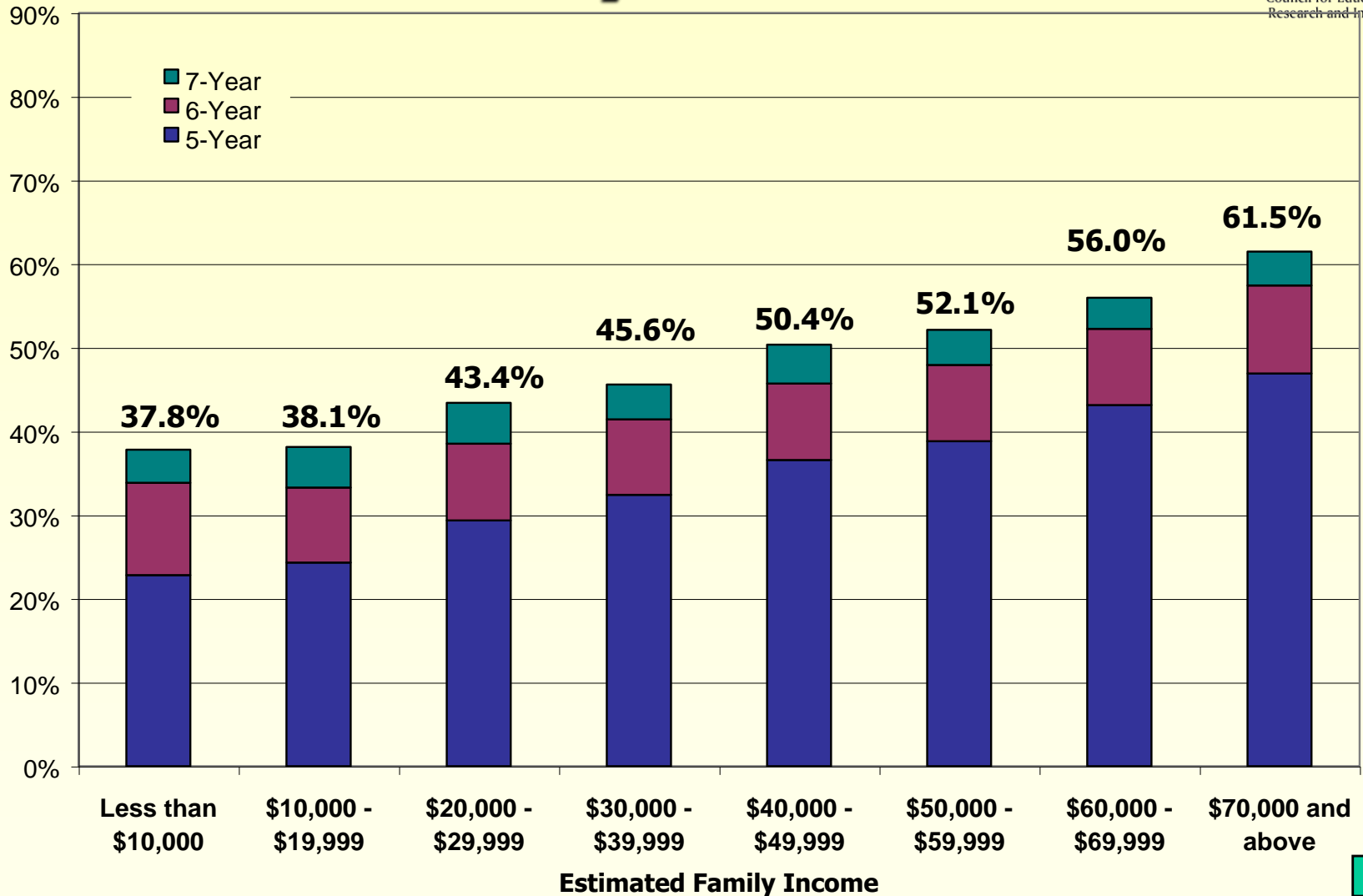
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- Asian and white students had higher graduation rates (49% and 43.9%) compared to blacks and Hispanics (30.2% and 28.2%)
- Females graduated at a rate of 42.8%; Males, 35.9%
- Students who met the SUS course requirements had significantly higher graduation rates than those who did not (49.4% compared to 18.5%)
- Graduation rates steadily increase with family income, as well as high school GPA.

Graduation Rates by Family Income



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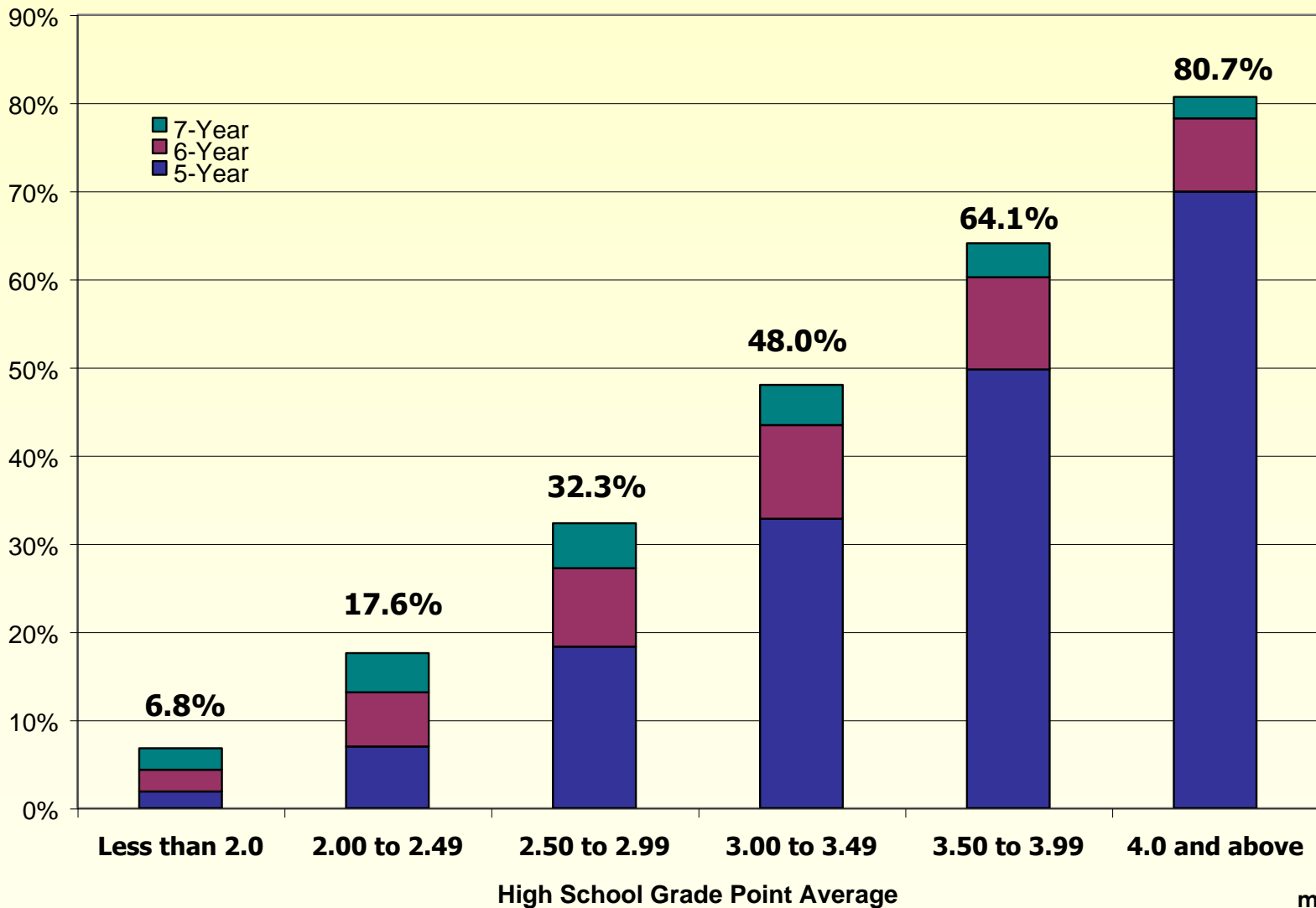


more detail on
this topic

Graduation Rates by High School GPA



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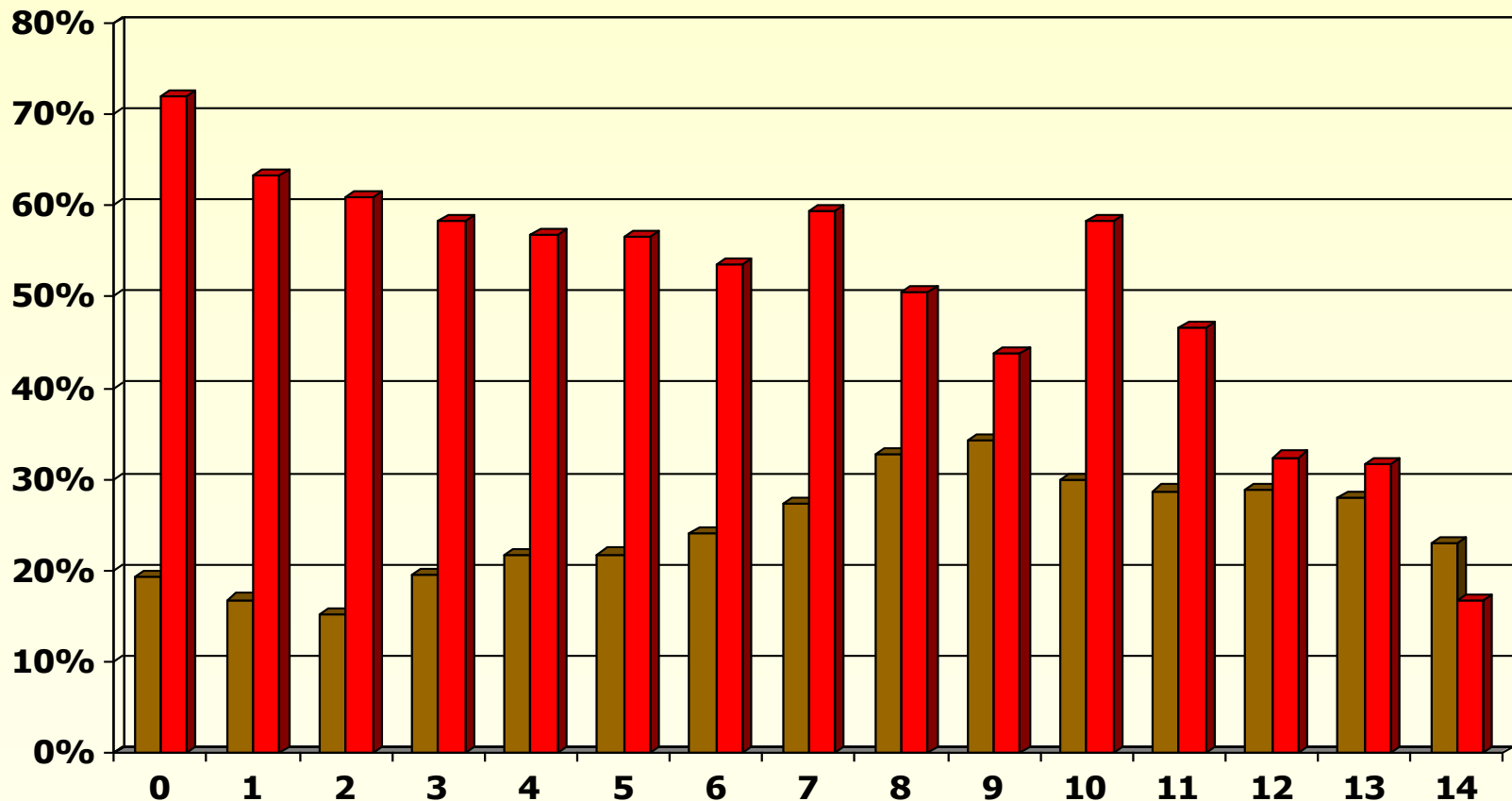
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Graduation Rates by Number of Terms Working and Postsecondary Sector



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Multivariate Analyses



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- The use of multivariate statistical models allows one to determine the impact of a given variable on the likelihood of degree completion or the time to degree in the presence of other predictor variables
- Two statistical techniques are employed in this analysis:
 - Probit: This statistical technique is appropriate for modeling the probability of binary outcomes (degree completion)
 - OLS Regression: This technique is more appropriate for the time-to-degree model given the continuous nature of the dependent variable (number of terms to degree completion)

Likelihood of Baccalaureate Degree Completion



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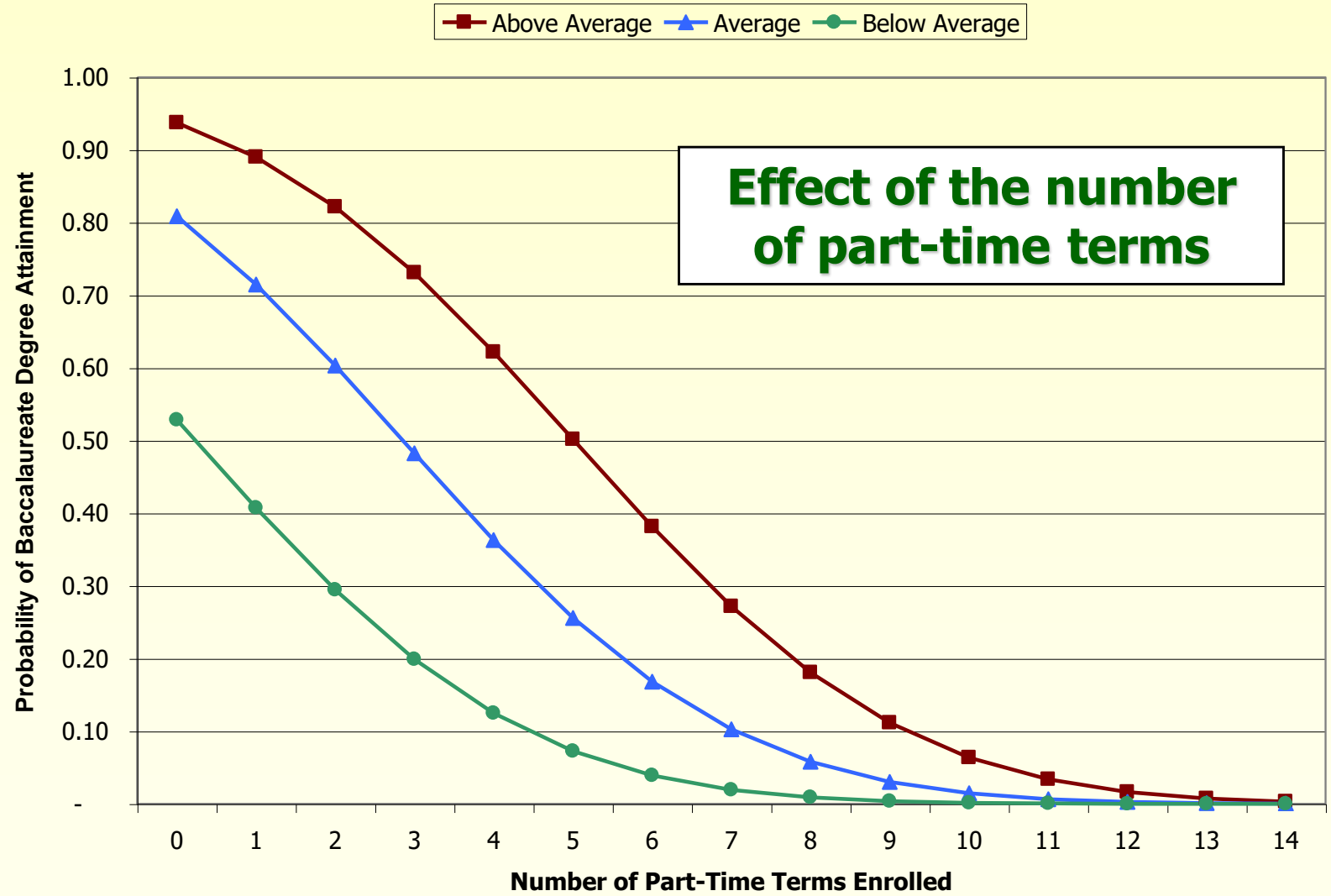
Over the Seven Year Tracking Period

- High school academic preparation and achievement matter.
 - CCS Starters with higher GPAs close the gap on SUS starters.
- Among the postsecondary enrollment factors, starting at a state university, full-time enrollment, and first-term grade point average appeared to have the strongest effect.

Probability of Degree Attainment for Selected Student Profiles, SUS Cohort



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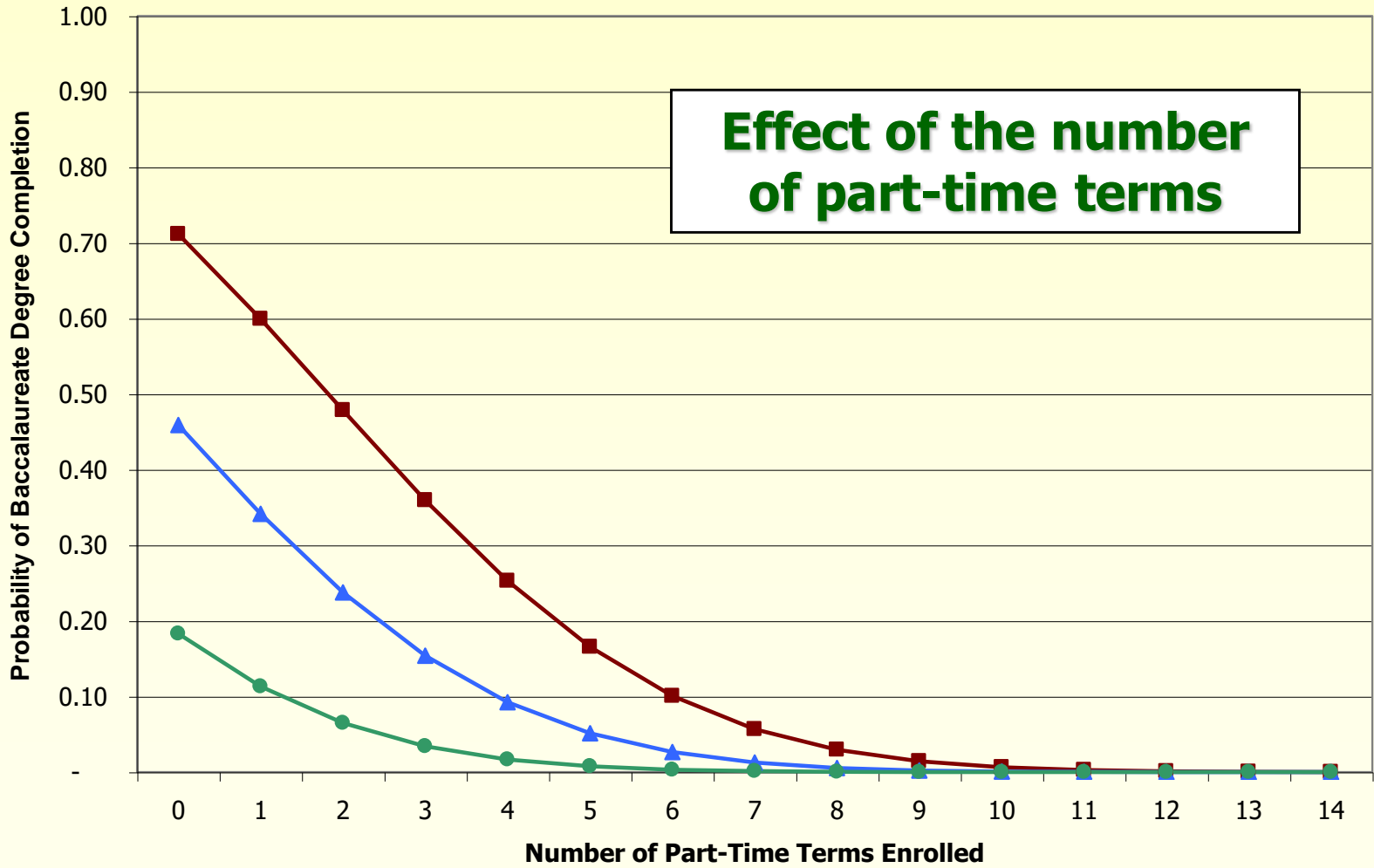


Probability of Degree Attainment for Selected Student Profiles, CCS Cohort



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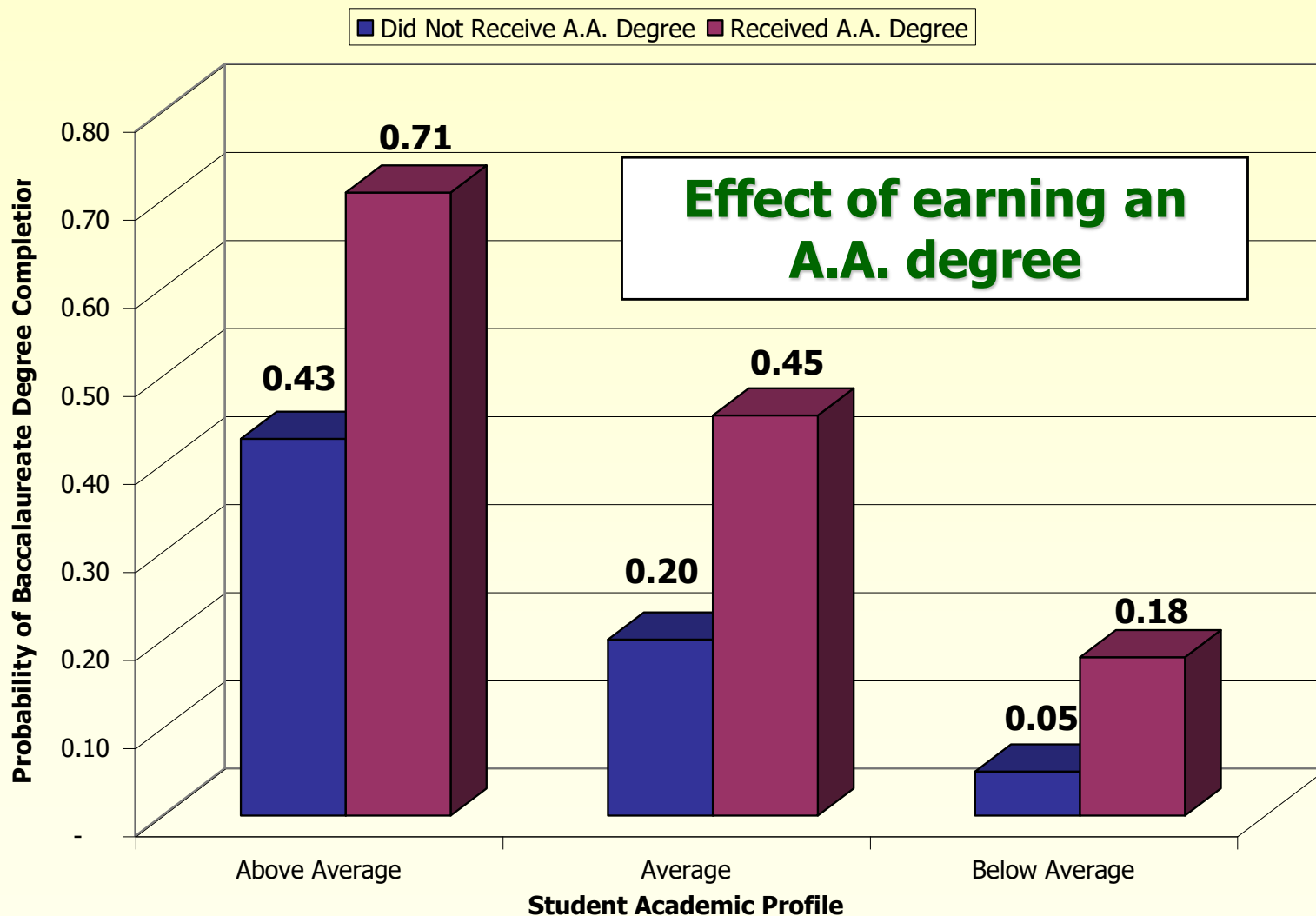
■ Above Average ▲ Average ● Below Average



Probability of Degree Attainment for Selected Student Profiles, CCS Cohort



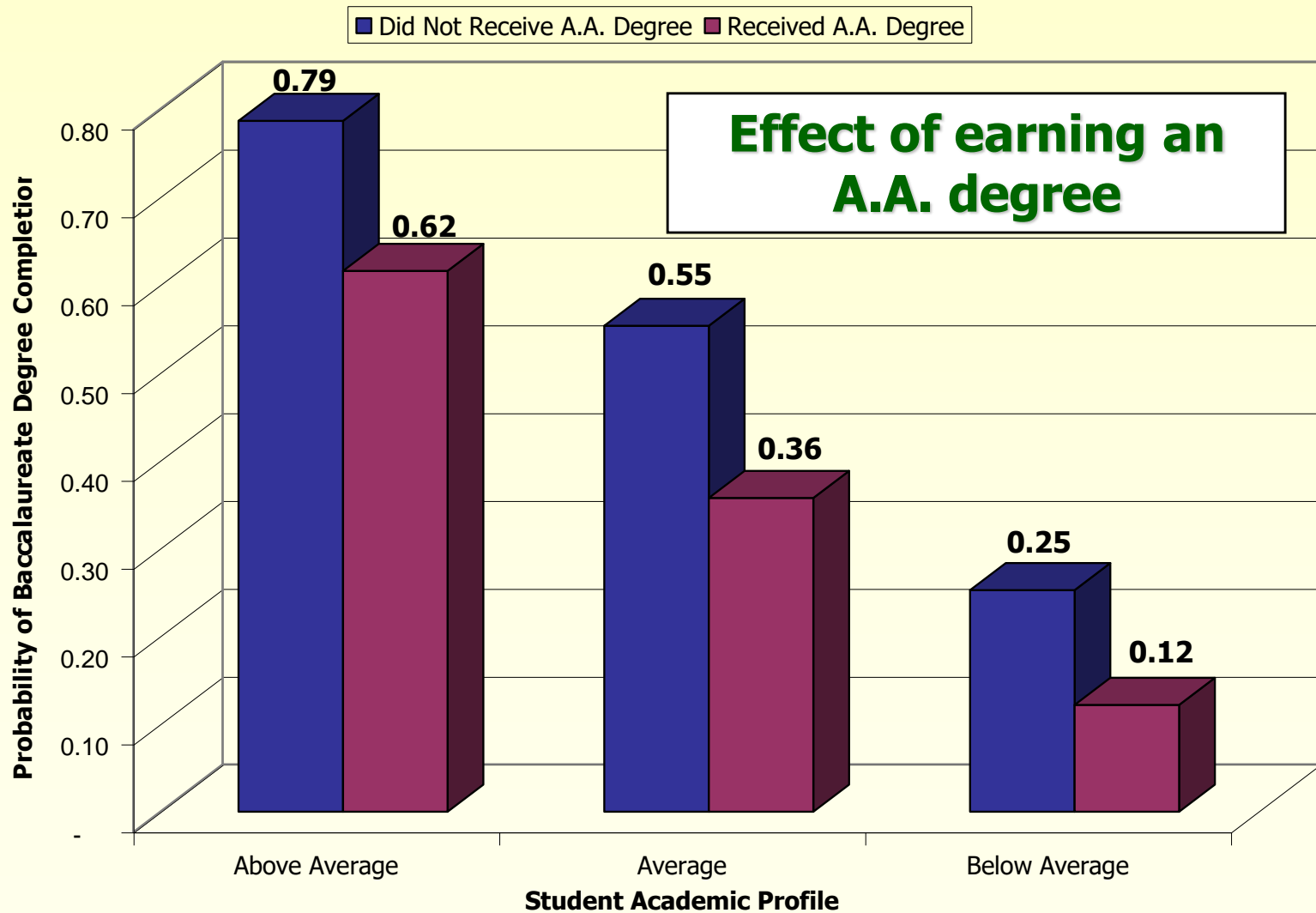
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Graduation Rates by Receipt of A.A. Degree, SUS Cohort



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Time to Baccalaureate Degree Completion



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Over the Seven Year Tracking Period

- High school GPA had the strongest effect on time to degree.
- The number of “stopouts” and long degree programs also had a large impact.
- Time to degree decreased by just over half of one semester for SUS starters.
- The model explained 61% of the variance in time to degree completion. Model fit improved with the extension of the tracking period.

What Matters?



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- Students should arrive academically prepared. This is true for all students. High school performance had the strongest influence of all pre-college student characteristics.
- Students should maintain continuous enrollment, full-time if possible. This is especially true for community college students.

What Matters?



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- Community college students should complete the associate's degree. For community college starters, the probability of bachelor's degree completion within seven years was over two times greater for those who earned the A.A. at a community college as compared to those who did not.

Student Progression Study



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- **Public Testimony**
- **Council Discussion**
- **Action**



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Alternative Slides

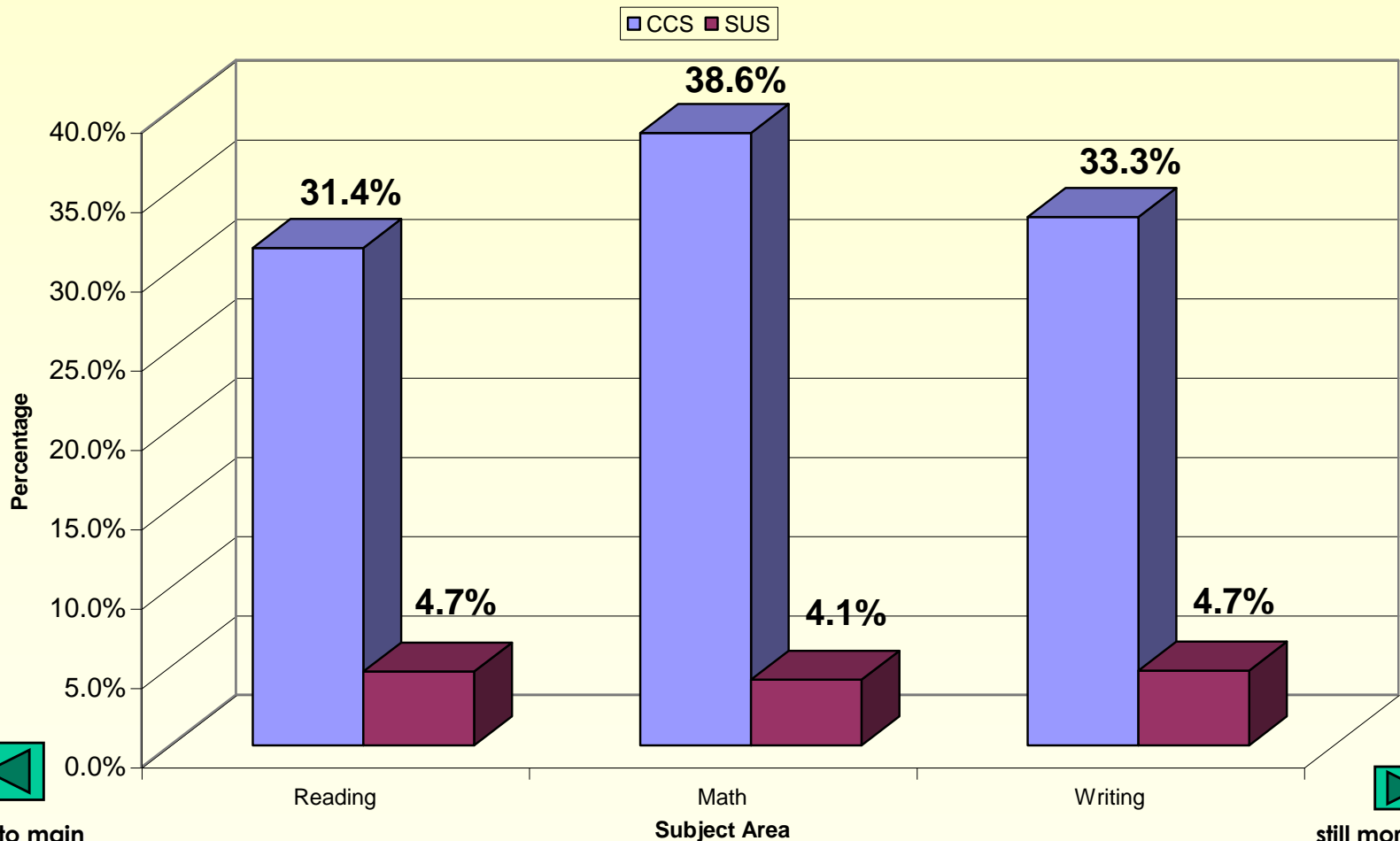
**to provide additional
detail on selected topics**

Remediation Needs, by Subject Area



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Percentage of Fall 1994 CCS and SUS Matriculants
Determined to Need Remediation, by Subject Area



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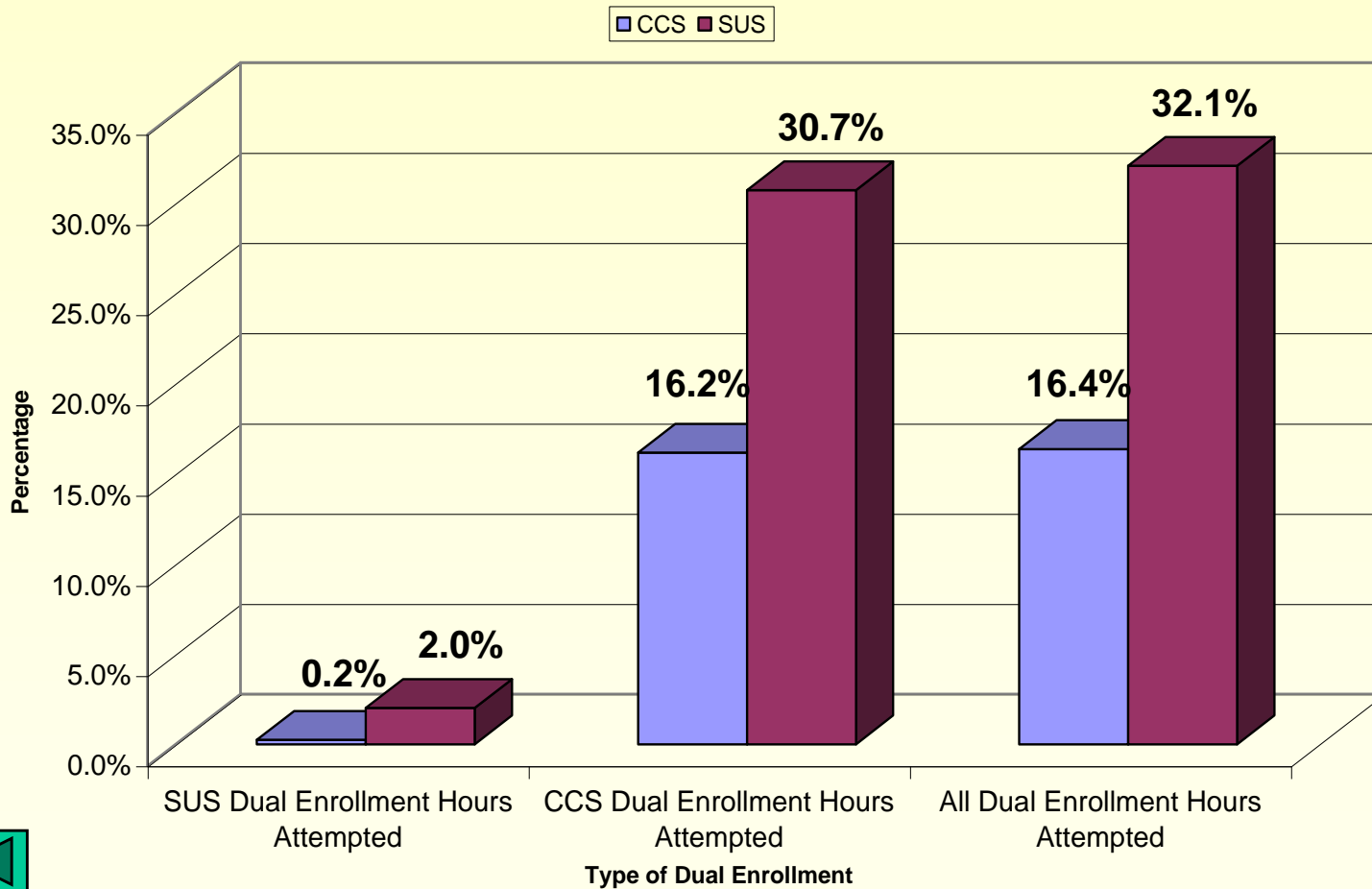
still more detail
on this topic

Dual Enrollment



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Percentage of Fall 1994 CCS and SUS Matriculants with Dual Enrollment Hours Attempted



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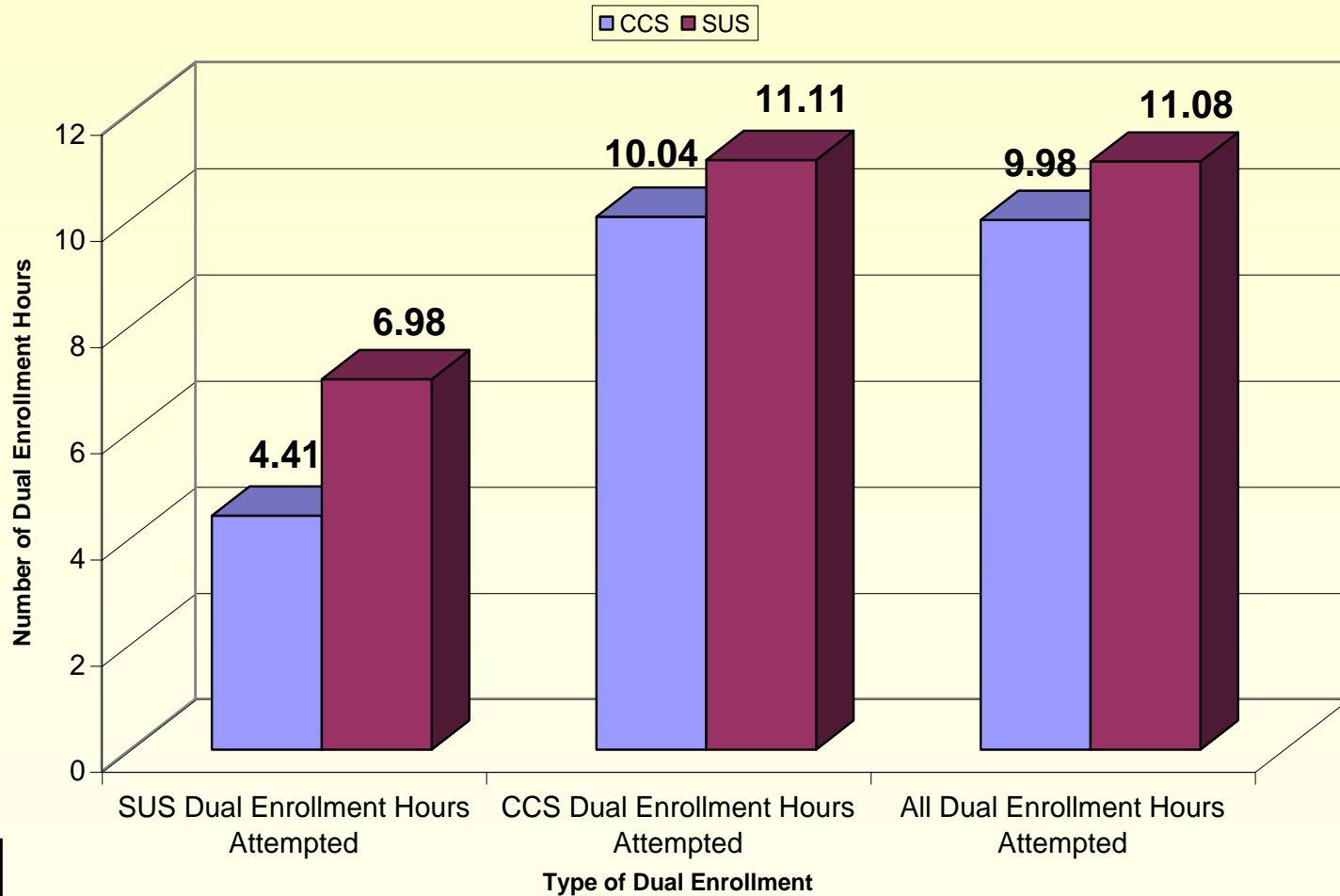
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Dual Enrollment



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Average Amount of Dual Enrollment Hours Attempted by Fall 1994 CCS and SUS Matriculants



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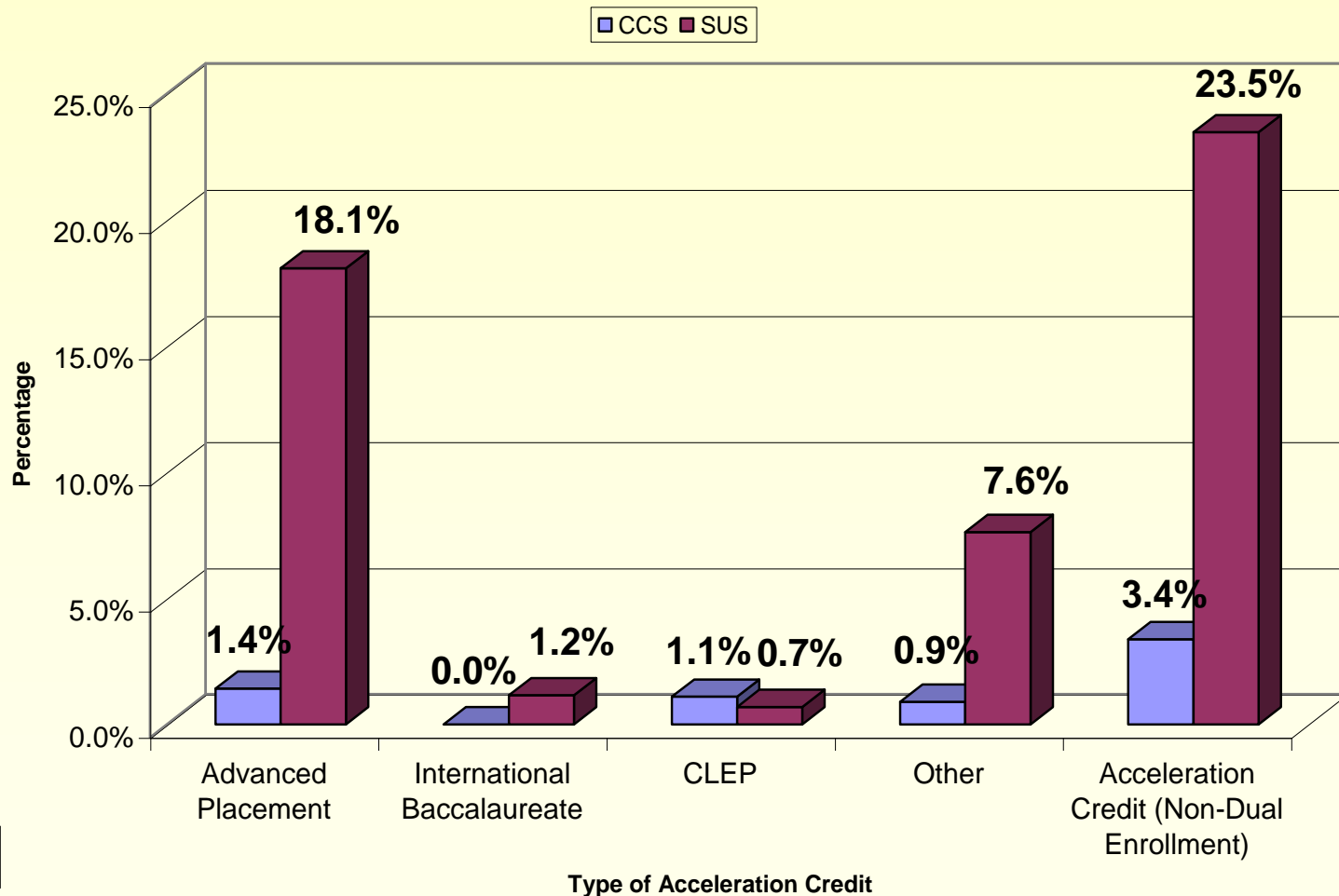
still more detail
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Acceleration Test Credit



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Percentage of Fall 1994 CCS and SUS Matriculants with Acceleration Credit (Non-Dual Enrollment)



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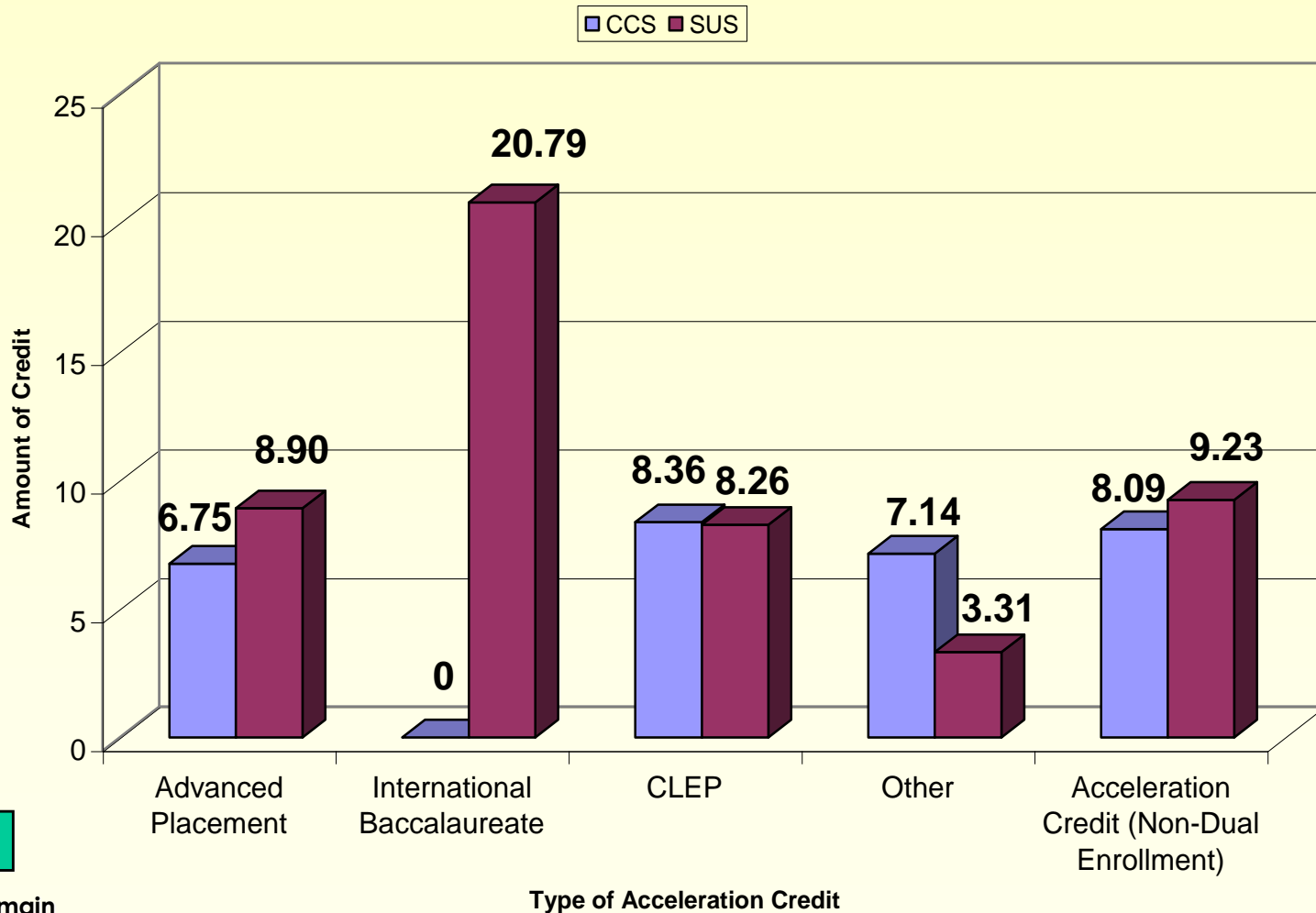


still more detail
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Acceleration Test Credit



Average Amount of Acceleration Credit (Non-Dual Enrollment)
Awarded for Fall 1994 CCS and SUS Matriculants



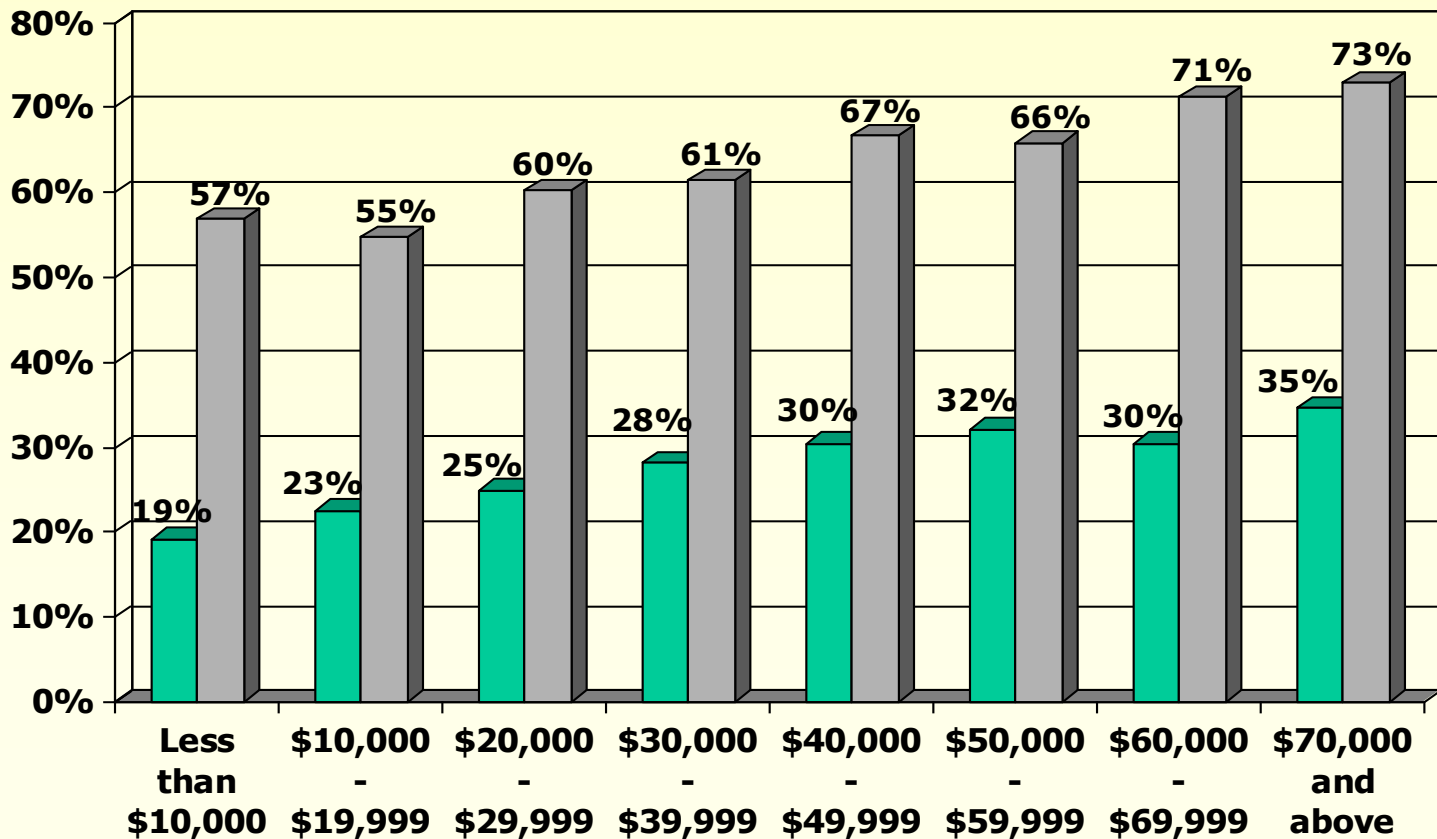
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Graduation Rates by Family Income and Postsecondary Sector



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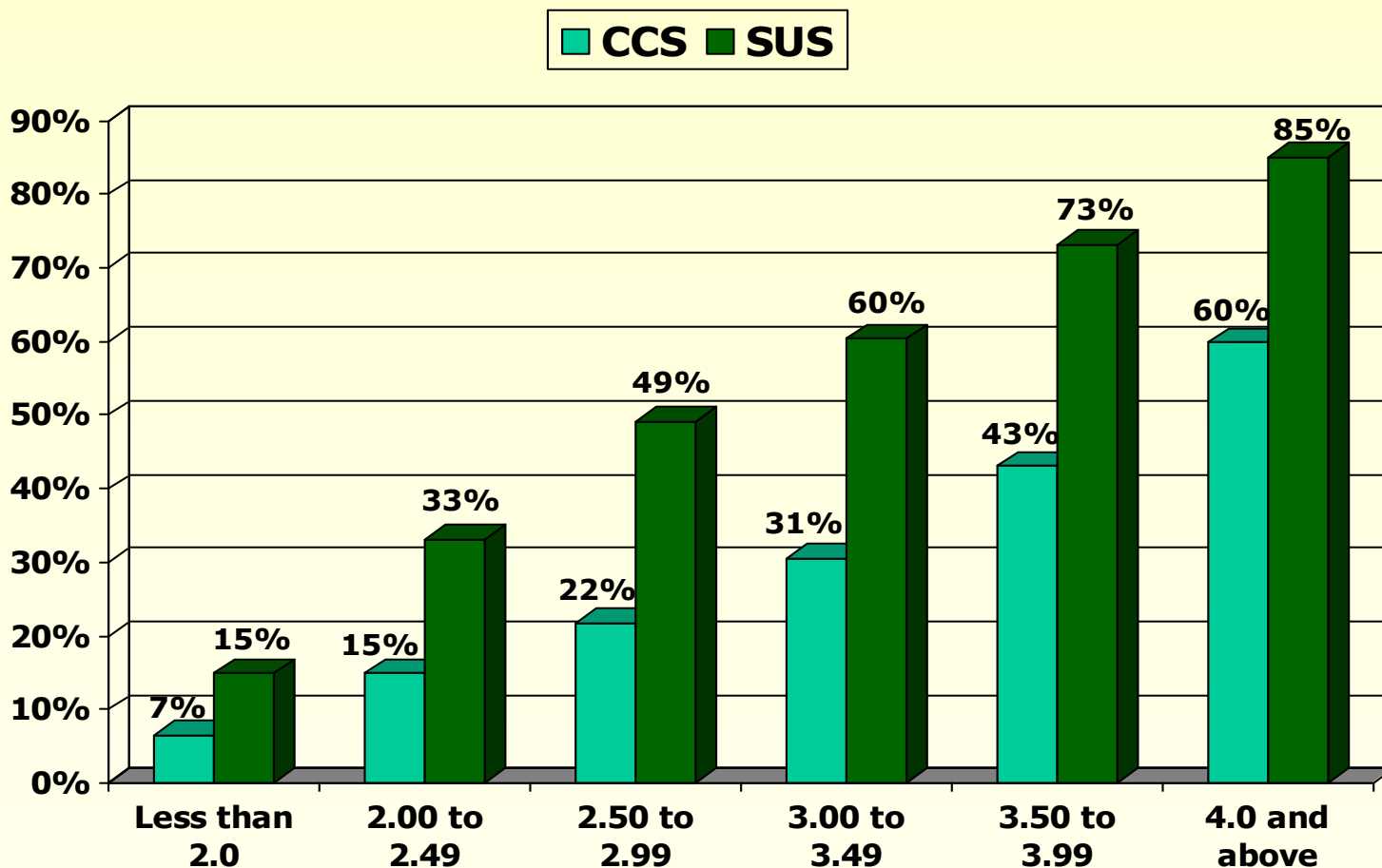


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Graduation Rates by High School GPA and Postsecondary Sector



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