STUDENT PROGRESSION TOWARD THE BACCALAUREATE DEGREE: LONGITUDINAL COHORT STUDIES OF HIGH SCHOOL GRADUATES

Report and Recommendations by the Florida Postsecondary Education Planning Commission

January 1998

POSTSECONDARY EDUCATION PLANNING COMMISSION

The Postsecondary Education Planning Commission, initially created by executive order in 1980, given statutory authority in 1981 (SS 240.145 and 240.147, Florida Statutes), and reauthorized by the 1991 Legislature, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

A major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 224 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (850) 488-7894; FAX (850) 922-5388; Website - www.firn.edu/pepc.

POSTSECONDARY EDUCATION PLANNING COMMISSION

STUDENT PROGRESSION TOWARD THE BACCALAUREATE DEGREE: LONGITUDINAL COHORT STUDIES OF HIGH SCHOOL GRADUATES

Progress Report

Prepared in Response to Specific Appropriation 170
of the
1997 General Appropriations Act
Chapter 97-152, Laws of Florida

January 23, 1998

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EXECUTIVE SUMMARY

In proviso language accompanying Specific Appropriation 170 of the General Appropriations Act, the 1997 Legislature directed the Commission, in conjunction with the Department of Education, State Board of Community Colleges, and Board of Regents, to:

continue its longitudinal cohort study of the progression of public high school graduates as they enroll in, progress through, and graduate from the state's postsecondary education delivery system and enter the workforce. A progress report shall be submitted to the Legislature and the State Board of Education by January 30, 1998.

This study is also referred to as the "Student Progression Study."

In recent years, studies have established that the economic return on education increases greatly for both graduates and the State with the attainment of a baccalaureate degree. The focus of discussion on access has shifted from entrance to postsecondary education to completion of the baccalaureate degree. The 1998 ***Master Plan for Florida Postsecondary Education*** calls for raising the educational attainment of Floridians by increasing participation and completion rates for both recent high school graduates as well as working age adults to meet the workforce demands of a knowledge-based economy. The 1982 ***Master Plan for Florida Postsecondary Education*** states that Florida built an extensive public system of public universities, community colleges, and vocational technical centers and assisted students attending private colleges and universities to provide opportunities for postsecondary education to its residents. Since this system relies heavily on the two-plus-two concept, one key to better student progression is the ability of students to move smoothly from one sector to another to continue their education.

Analysis focused on the progression of 1993-94 public high school graduates who met State University System admission policies and enrolled in community college associate in arts and public university baccalaureate programs by Fall 1994.

In 1994, in response to a request from the Council on Education Interdependence, the Postsecondary Education Planning Commission studied the appropriate share of the State's first-time-in-college (FTIC) students by postsecondary sector. Discussions early in the study led the Commission to examine access from two perspectives: 1) access to postsecondary education, and 2) access to a baccalaureate degree. In its 1994 report, ***Access to the Baccalaureate Degree in Florida***, the Commission concluded that longitudinal studies of students in Florida's postsecondary delivery system were needed to identify factors that either impede or accelerate the progression of students toward the completion of a baccalaureate degree. The Commission recommended that, in conjunction with the Board of Regents, the State Board of Community Colleges, and the Independent Colleges and Universities of Florida, the Commission should conduct longitudinal cohort studies that track high school graduates of similar ability levels as they enroll in, progress through, and graduate from the state's postsecondary education delivery system.

Interest in conducting longitudinal studies in the State focuses on the question of how "like" students (those students who have completed the high school course sequence and have attained GPA and/or test scores required for admission to the State University System) progressed through postsecondary education. Longitudinal cohort studies of high school graduates offer the opportunity to analyze a variety of factors related to the State accomplishing its goals to provide access to baccalaureate degrees.

For this study, the Commission reviewed student progression between community colleges and universities in Florida, research literature concerning factors related to degree completion and time to degree completion, national and Florida longitudinal studies on educational attainment and its impact on earnings and government assistance, and initial findings from the analysis of three years of data for 1993-94 public high school graduates in Florida. The rich volume of data existing on individual students in each public education sector as well as information from the Office of Student Financial Assistance and the Department of Labor and Employment Security (matched by the Florida Education and Training Placement Information Program - FETPIP) formed the base for analysis. The Commission acknowledges the significant assistance and support lent this study from all sectors of education in Florida.

Findings revealed smaller shares of community college entrants both remaining in 'baccalaureate bound' programs and achieving upper level status.

The major issues addressed in this study include: baccalaureate degree completion and the time/credit hours to completion. In this progress report of ***Student Progression Toward the Baccalaureate Degree: Longitudinal Cohort Studies of High School Graduates***, analysis focused on the progression of 1993-94 public high school graduates who met State University System admission policies and enrolled in community college associate in arts and public university baccalaureate programs by Fall 1994. Analyses of data addressed the question whether students who met SUS admission policies and started in community colleges progress at the same rate as students who started at universities. Findings revealed smaller shares of community college entrants both remaining in baccalaureate-bound programs and achieving upper level status. A study plan was approved by the Commission for the upcoming year to continue analyzing the progression of Fall 1994 entrants as well as factors related to student progression and completion.

INTRODUCTION

Legislative Charge

In proviso language accompanying Specific Appropriation 170 of the General Appropriations Act, the 1997 Legislature directed the Commission, in conjunction with the Department of Education, State Board of Community Colleges, and Board of Regents, to:

continue its longitudinal cohort study of the progression of public high school graduates as they enroll in, progress through, and graduate from the state's postsecondary education delivery system and enter the workforce. A progress report shall be submitted to the Legislature and the State Board of Education by January 30, 1998.

This study is also referred to as the "Student Progression Study."

Background

In recent years, studies have indicated that the economic return on education increases greatly for both graduates and the State with the attainment of a baccalaureate degree. The focus of discussion on access has shifted from entrance to postsecondary education to completion of the baccalaureate degree. The 1982 ***Master Plan for Florida Postsecondary Education*** states that Florida built an extensive public system of public universities, community colleges, and vocational technical centers and assisted students attending private colleges and universities to provide opportunities for postsecondary education to its residents. Since this system relies heavily on the two-plus-two concept, one key to better student progression is the ability of students to move smoothly from one sector to another to continue their education. Subsequent master planning documents emphasized that Florida's education system must function as a continuum and provide for the transition of students from one level to another. The Commission also recognized that educating more students with limited resources is an essential step in addressing the dual issues of quality and access and placed a high priority on increasing the productivity of postsecondary education.

Conditions Leading to the Study

In 1994, in response to a request from the Council on Education Interdependence, the Postsecondary Education Planning Commission studied the appropriate share of the State's first-time-in-college (FTIC) students by postsecondary sector. Discussions early in the study led the Commission to examine access from two perspectives: 1) access to postsecondary education, and 2) access to a baccalaureate degree. In its 1994 report, ***Access to the Baccalaureate Degree in Florida***, the Commission concluded that longitudinal studies of students in Florida's postsecondary delivery system were needed to identify factors that either impede or accelerate the progression of students toward the completion of a baccalaureate degree. The Commission recommended that, in conjunction with the Board of Regents, the State Board of Community Colleges, and the Independent Colleges and Universities of Florida, the Commission should conduct longitudinal cohort studies that track high school graduates of similar ability levels as they enroll in, progress through, and graduate from the State's postsecondary education delivery system.

Interest in conducting longitudinal studies in the State focuses on the question of how "like" students (those students who have completed the high school course sequence and have attained GPA and/or test scores required for admission to the State University System) progressed through postsecondary education. Longitudinal cohort studies of high school graduates offer the opportunity to analyze a variety of factors related to the State accomplishing its goals to provide access to baccalaureate degrees.

Focus of Progress Report

The major issues addressed in this study include: baccalaureate degree completion and the time/credit hours to completion. The progress report focuses on 1993-94 public high school graduates whose post-high school activities included enrolling in associate in arts or general freshman community college programs or baccalaureate programs by Fall 1994 , including:

- Analysis of "like" students who enrolled in Florida community colleges or state universities by Fall 1994 to determine their continuation in postsecondary programs and progression to upper-level baccalaureate programs and to degree completion.

Future reports will analyze progression and completion data in relation to gender and race/ ethnicity, pre-college and college academic accomplishment, academic ability, institutional differences, employment, and enrollment load. An attempt will be made to include additional information concerning educational aspirations, family income, and participation in extracurricular activities. Future reports will analyze not only the group of students meeting SUS admission policies but also the graduating class as a whole or other defined subgroups.

Description of Methodology

In response to the call set forth in ***Access to the Baccalaureate Degree in Florida*** for longitudinal studies to track high school graduates, the Commission contracted with Computer Management Sciences, Incorporated (CMSI, formerly MIS Software Development, Incorporated - MSD) to design a longitudinal tracking model, identify data elements from education and employment databases, and program the system operations and a set of initial research questions. The methodology utilized in this study is described in Appendix A, *Methodology*.

Commission Activities

To direct this study, the Commission Chairperson appointed a Finance/ Administration Committee with Ms. Sally Gillespie serving as Chair and membership including Dr. Richard Alterman, Dr. Robert Bryan, Mr. Ivie Burch, Mr. James E. Kirk, Jr., Ms. Maricela Langelier, and Dr. Maria Shelton. The Finance/Administration Committee addressed this study at six public meetings between July 1997 and January 1998.

For this study, the Commission reviewed student progression between community colleges and universities in Florida, research literature concerning factors related to degree completion and time to degree completion, national and Florida longitudinal studies on educational attainment and its impact on earnings and government assistance, and initial findings from the analysis of three years of data for 1993-94 public high school graduates in Florida. The rich volume of data existing on individual students in each public education sector as well as information from the Office of Student Financial Assistance and the Department of Labor and Employment Security (matched by the Florida Education and Training Placement Information Program - FETPIP) formed the base for analysis.

EDUCATIONAL ATTAINMENT

The research related to educational attainment in the last thirty years provided a useful framework for constructing this study. Researchers conducting national, state, and institutional studies have identified a number of factors related to persistence and have extensively described the educational attainment levels of select groups of postsecondary students. In analyzing this type of research, however, it is imperative to remain cognizant of the fact that individual studies may vary significantly in terms of population size, research methodology, experimental controls, and definition of persistence. Thus the findings may be inconclusive or inconsistent in some areas. Overall, though, a review of the literature helped to define the research questions and methodology for this study.

Factors Related to Educational Attainment

A number of researchers have focused on the factors related to postsecondary educational attainment. These factors can be divided into three categories: institutional factors, college student experience factors, and pre-college student experience factors.

Institutional Factors

Some studies have shown that the specific characteristics of various postsecondary institutions may directly or indirectly affect the educational attainment of individuals in attendance.

Quality. Within four-year institutions, measures of quality (i.e., academic selectivity, institutional resources, and prestigious reputation) have a modest positive effect on completion of the bachelor's degree and pursuit of graduate/professional education (Pascarella & Terenzini, 1991). There is a positive correlation between institutional selectivity and pursuit of graduate/professional education. A negative correlation exists between institutional selectivity and student expectations of transferring. Some possible explanations for this are: (1) the students admitted to high quality institutions are predisposed for high achievement levels; (2) the privilege of enrolling at a high quality institution is an accomplishment that translates to high student motivation and commitment to degree completion; and (3) the prestige of the degree sought at a high quality institution translates to high student motivation and commitment to degree completion (Pascarella & Terenzini, 1991).

Control. Although the evidence is somewhat inconsistent, research suggests that attending a private rather than a public institution has a positive effect on degree completion and pursuit of graduate/professional education. In considering the typical private institution, this effect may be related to the residential nature of such campuses, the spiritual support associated with shared religious beliefs or values, the solidity or distinctiveness of institutional mission, or the greater financial obligation that translates to high commitment to degree completion (Pascarella & Terenzini, 1991).

Size. Institutional size appears to have an indirect effect on educational attainment by enhancing the individual's level of integration with the

social and academic cultures of the institution (Pascarella & Terenzini, 1991). Specifically, attendance at a small college tends to facilitate greater involvement with peers and faculty which, in turn, positively influences degree completion and pursuit of graduate/professional education.

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Type. Research consistently shows that, among students seeking a bachelor's degree, those who initially attend a two-year institution are less likely to persist or to pursue graduate/professional education than those who initially attend a four-year institution (Pascarella & Terenzini, 1991). This effect may be related to lower levels of academic and social integration for students at the two-year campus, difficulties transferring, or difficulties adjusting to the four-year campus. Using the *National Longitudinal Study of the High School Class of 1972*, Velez (as cited in Pascarella & Terenzini, 1991) found that four-year college entrants had an 18.7 percent advantage over two-year college entrants in completing a bachelor's degree within seven years after graduating from high school.

Racial Composition. For black students, attendance at historically black colleges enhances degree completion and pursuit of graduate/professional education. Black students who attend predominantly white institutions experience significantly greater levels of social isolation, dissatisfaction, and overt racism than their counterparts at historically black institutions (Pascarella & Terenzini, 1991). Lower levels of social and academic integration for minority students at predominantly white institutions may, indirectly, affect degree completion and further educational attainment.

Gender Composition. Attendance at a single-sex institution is associated with higher levels of persistence and educational attainment, particularly for women (Pascarella and Terenzini, 1991). This may be an indirect effect related to the uniquely supportive social and academic environment of women's institutions.

Supportive Student Personnel Services. Research suggests that degree completion may be a function of the extent to which students are supported by effective student personnel services. For example, a 1970 study of 21 two-year colleges (as cited in Pascarella & Terenzini, 1991) indicated that all of the colleges with a student personnel staff to day student ratio of 1:150 or less reported graduating 50 percent or more of their students in two years. In contrast, only 20 percent of the colleges with a higher ratio reported graduating 50 percent of their students in two years. Another study (Astin, 1993) indicated that the percentage of institutional resources invested in student services also has a weak but positive effect on persistence.

Delays/Transfers Between Institutions. Delays in entering college and interruptions in attendance have significant negative effects on degree completion. According to a 1987 estimate by Tinto, about 15 percent of

all four-year college students will transfer at least once during their first two years after initial matriculation (as cited in Pascarella & Terenzini, 1991). A 1985 study by Pascarella indicated that the number of colleges attended has a small but statistically significant negative effect on completion of the bachelor's degree over a nine-year period (as cited in Pascarella & Terenzini, 1991).

Curriculum. There is some evidence that curricular variables have a positive effect on educational attainment. According to Astin (1993), persistence is enhanced by a true core curriculum, a distributional system with progressive offerings (e.g., gender or ethnic studies), a women's studies course requirement, or a required senior comprehensive exam.

College Student Experience Factors

Some studies have shown that, dependent or independent of the institution, the activities, experiences, or accomplishments of individual college students may directly or indirectly affect their own educational attainment.

Academic Achievement. Undergraduate grades are perhaps the best college experience predictor of degree completion and pursuit of graduate/professional education (Pascarella & Terenzini, 1991). This effect is true even with controls for pre-college characteristics, institutional characteristics, and collegiate experiences. Institutions have had some success in improving individual academic achievement through study skills seminars, advising and counseling programs, remedial studies, living-learning centers in residence facilities, and other support services (Pascarella & Terenzini, 1991).

Academic Involvement. There is strong evidence that persistence is enhanced by an individual's level of academic involvement, including hours spent in classroom instruction, hours spent in individual or group study, use of computer and library resources, participation in honors programs, participation in internship programs, etc. (Astin, 1993). Additionally, the 1992 report, *High School and Beyond* (National Center for Education Statistics), indicated that the intensity of initial attendance at a postsecondary institution was related to degree completion. Respondents who attended either a four-year or two-year school immediately after high school were more likely to persist if they enrolled full-time than if they enrolled part-time.

Interaction with Faculty. As role models, faculty have a significant impact on student attitudes, values, and career aspirations (Pascarella & Terenzini, 1991). There is evidence that interaction with faculty members outside the classroom has a positive effect on degree completion and pursuit of graduate/professional education. In a 1973 study of graduate/professional students (Baird, Clark, & Hartnett as cited in Pascarella & Terenzini, 1991), a significant number of students credited an under-

graduate faculty member for personally encouraging their pursuit of graduate/professional education. Working on a professor's research project or being a guest at a professor's home also has a positive impact on educational attainment (Astin, 1993). Other faculty measures showing positive effects on persistence include: humanities orientation, morale, liberalism, diversity orientation, percentage of women among the faculty, percentage of Ph.D. degrees among the faculty, and perception of racial conflict on campus (Astin, 1993).

Some studies have shown that, dependent or independent of the institution, the activities, experiences, or accomplishments of individual college students may directly or indirectly affect their own educational attainment.

Peer Relationships and Extra-curricular Involvement. Clear evidence indicates that interaction with peers and participation in extra-curricular activities have an impact on degree completion (Pascarella & Terenzini, 1991). Relationships with other students provide an important source of support, both personally and academically. Similarly, participation in extra-curricular activities increases individual feelings of involvement and connection to the institution. Overall, individual commitment to the institution is enhanced by involvement and successful integration into the campus community.

Academic Major. Research on the direct influence of academic major on degree completion is inconsistent. However, factors related to the major department (e.g., size, levels of faculty support or encouragement, grading practices, etc.) may have an indirect impact on degree completion (Pascarella & Terenzini, 1991). Furthermore, those occupations with the potential for immediate economic returns or prestige (e.g., engineering or business) may actually discourage pursuit of graduate/professional education (Pascarella & Terenzini, 1991).

Residence Facilities and Programs. Students who live on campus are more likely to interact with other members of the campus community, to be involved in extra-curricular activities, and to use campus facilities and resources (Pascarella & Terenzini, 1991). As a clear relationship between persistence and involvement on campus has been established, it is not surprising that students who live on campus have an advantage in degree completion. Astin (1993) posits that this is a direct effect. Others, however, argue that this advantage may be related to the pre-college characteristics (e.g., higher levels of academic aptitude, educational aspirations, family socioeconomic status, etc.) of those who live on campus (Pascarella & Terenzini, 1991). Special residence hall programs, such as living-learning centers, have had a positive impact on persistence.

Orientation and Advising. The purpose of orientation is to facilitate the successful integration of students into the social and academic cultures of campus. Evidence suggests that participation in orientation has an indirect positive effect on persistence. The most effective type of orientation program appears to be the freshman seminar that meets as a

regular class with an assigned faculty or staff instructor. However, this type of course is typically optional, which confounds the direct link between the seminar and persistence. Frequency or quality of academic advising does not appear to have a direct impact on persistence. However, there is an indirect positive impact through variables such as grades and satisfaction.

Financial Aid and Work. The research related to the effect of financial aid on persistence is inconsistent. Financial aid recipients are at least as likely as other students to complete a bachelor's degree (Pascarella & Terenzini, 1991). However, there is only limited evidence that scholarships are associated with a higher level of degree completion than other types of aid such as loans or work-study (Pascarella & Terenzini, 1991). The location and number of hours a student works per week is clearly related to degree completion. Part-time or full-time employment off campus is likely to have a negative impact, while part-time employment on campus is likely to have a positive impact (Astin, 1993; Pascarella & Terenzini, 1991).

Pre-College Student Experience Factors

Some studies have shown that the pre-college educational background and family characteristics of individual students may directly or indirectly affect educational attainment. A 1993 comprehensive study by Astin revealed a number of student characteristics related to persistence. In a sample of 38,587 students nationwide, thirty-three different student input characteristics carried significant weight in predicting baccalaureate degree completion within a four-year period. Some of the input characteristics with strong significant positive effects include:

Some studies have shown that the pre-college educational background and family characteristics of individual students may directly or indirectly affect educational attainment.

(1) High School GPA - High school grades were the best pre-college predictor for baccalaureate completion.

(2) Standardized Test Scores - As ability scores increased, baccalaureate completion rates increased for all students.

(3) High School Academic Rank - As another measure of ability, high school academic rank was closely associatexd to persistence.

(4) Socioeconomic Status - Those in the middle and upper levels of the socioeconomic strata were more likely to enter college and to persist to baccalaureate completion.

(5) Educational Levels of Parents - Persistence is enhanced for those students whose parents had completed baccalaureate education or beyond.

(6) Religion - Higher levels of persistence were associated with students who were Roman Catholic or Jewish.

(7) Gender - There was a slight advantage for women in degree completion within a four-year period.

(8) Social Activism - Participation in volunteer opportunities, tutoring, and extra-curricular activities was positively correlated with degree aspirations and baccalaureate completion.

High School and Beyond (National Center for Education Statistics, 1995)

In a comprehensive longitudinal study, the National Center for Education Statistics followed a cohort of high school sophomores and reported on their postsecondary participation, job entry and income, and family formation after 12 years—10 years after the cohort's anticipated graduation from high school. In *High School and Beyond: Educational Attainment of 1980 High School Sophomores by 1992*, NCES examined degree attainment and the effects of degree aspiration, delayed entry, and full-time enrollment.

Participation in Postsecondary Education. In the four years after high school graduation, 60 percent of the cohort had enrolled in some form of postsecondary education. The share of 1980 high school sophomores' participation in postsecondary education rose to 66 percent 10 years after graduation from high school. Of those who did enroll by 1992, 43 percent enrolled first in a four-year institution, 37 percent in a public two-year institution, and the remainder in some other type of postsecondary institution, most typically a private for-profit or proprietary institution.

Postsecondary Attainment. As sophomores in high school (1980), 75 percent of the cohort aspired to some form of postsecondary education. As of 1992, the highest degree earned by about one-half of the cohort (51.5%) was a high school diploma—including almost 36 percent of those students who had enrolled in a postsecondary institution at some time between 1982 and 1992. Additionally, 5.6 percent did not attain a high school degree.

By 1992, 43 percent of the cohort had attained some type of postsecondary credential. For 19 percent of the cohort, the highest degree attained was pre-baccalaureate: 11 percent earned a vocational certificate (typically, the equivalent of one full-time year of postsecondary education) and eight percent attained an associate's degree.

Twenty-four percent of the cohort (more than half of those earning any type of postsecondary credential) attained a bachelor's degree (20%) or higher (4%), including one percent who earned a professional degree or doctorate.

Postsecondary Attainment and Expectations as High School Seniors. Of the 1980 high school sophomores who expected to obtain a bachelor's degree, 64 percent had earned some type of postsecondary credential by 1992 (by highest degree: 1% earned less than a high school degree, 35% earned a high school degree, 13% less than the baccalaureate, 45% the baccalaureate, and 6% an advanced degree).

Postsecondary Attainment and Immediate Versus Delayed Entry. The 1980 sophomores were much more likely to earn a postsecondary credential if they enrolled in postsecondary education immediately after high school than if they delayed their entry.

Forty percent of 1980 sophomores who entered postsecondary education immediately after high school had earned a bachelor's degree by 1992, and another 7.9 percent had attained an advanced degree. By contrast, nine percent of those who delayed entry (after October 1982) had attained a bachelor's degree by 1992, with another one percent having attained an advanced degree.

The general patterns of differential attainment between immediate and delayed entrants persisted when educational expectations were held constant. The length of delay was associated with students' postsecondary expectations while still in high school, students' socioeconomic status, and academic achievement in high school.

The 1980 high school sophomores were more likely to attain a postsecondary credential if they enrolled in postsecondary education immediately and full-time.

Postsecondary Attainment and Full-Time Versus Part-Time Enrollment. The 1980 high school sophomores were more likely to attain a postsecondary credential if they enrolled in postsecondary education *immediately* and *full-time*. For example, at four-year institutions, almost 58 percent of the cohort who enrolled full-time in fall 1982 had earned a bachelor's degree by 1992, compared with about one-fourth of those who enrolled part-time. Similar findings occurred with attainment rates at two-year institutions: 25 percent of full-time enrollees had earned a baccalaureate by 1992, compared with 14 percent of those who enrolled part-time; and likewise, 24 percent who enrolled full-time had earned an associate's degree by 1992, while nine percent of those who enrolled part-time had attained an associate's degree.

The rate at which students attained some type of postsecondary degree was about the same among immediate part-time entrants to postsecondary education as among those who delayed entry. Differences in attainment may not be as much due to differences in the timing of entry as they are due to differences in the intensity of the students' initial enrollment.

ANALYSIS

The purpose of this study is to follow Florida public high school graduates as they enroll in, progress through, and graduate from the state's postsecondary education delivery system and enter the workforce. An important focus of the study is analyzing how high school graduates who were prepared for college enrollment (i.e., who met State University System admission policies) progress through postsecondary education.

The public high school graduating class of 1993-94 was selected as an initial cohort to follow through college and into the workforce. The 1993-94 cohort was selected because it was the first class for which reliable high school course work data were available from the state level database serving the Division of Public Schools. The analysis of high school coursework and grade point averages and admissions test scores determined which students met State University System admissions policies.

Explanation of Initial Analysis

A set of research questions related to tracking the cohort through community colleges and universities was developed and programmed into the study's system design (Appendix B, *Research Questions*). Interpretation of the findings from these questions is dependent on understanding some facets of the analysis and a number of assumptions made to address students enrolled in more than one sector of postsecondary education:

- Much of the analysis of student progression focuses on the "flagged" group of students (i.e., those students who met SUS distribution and GPA/test score requirements). *Note of caution:* Some high school graduates who were *not* flagged as meeting SUS distribution and GPA/test score requirements may in fact have met those requirements. Omission from the flagged group may have occurred for a number of reasons, including data reporting problems or institutional assessment of high school courses and GPA which by nature and design have greater sensitivity to individual transcript variations. In addition, SUS institutions may accept a limited number of students as exceptions to the minimum requirements. (Exceptions may be made on the basis of important attributes or special talents of individual applicants who do not qualify for admission based only on their academic records and admissions test scores, but may demonstrate potential for success in college.) Further omissions may have occurred for students with disabilities for whom reasonable substitutions of admissions requirements may be made. (*Counseling for Future Education*, p.78)

- Although information is in the progression database on all 1993-94 high school graduates, minimal analysis has been performed to date

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on the progression of graduates who were not "flagged" or who did not immediately enter postsecondary education.

- Students were designated as either native associate in arts or general freshman community college students, native SUS students, or native independent college/university students *depending upon their enrollment in Fall 1994. In the event that individuals were enrolled in the SUS and CCS simultaneously, they are categorized as native SUS students. In the event that individuals were enrolled in the public and independent sectors simultaneously, they are categorized as native independent students.*

- The programmed questions track community college students who are designated as associate in arts (A.A.) or general freshman students since they appear to be the students most likely to have attainment of the baccalaureate as their educational goal. In reality, student goals change, and many students who are not defined as A.A. students or general freshman do earn A.A. degrees. Wherever possible, additional information will be added to enrich the analysis achieved through the programmed questions.

- The database and analysis do not include all enrollments in private colleges and universities in Florida nor enrollments in institutions outside of the State.

Description of High School Cohort

Initial reports generated from the system were shared with representatives from the education sectors data offices for a reality check. Having responded to issues raised by the sectors, the following summary represents a description of the high school cohort and initial findings for immediate entrants to postsecondary education in Florida (i.e., students who enrolled by Fall 1994).

In 1993-94, 90,079 students graduated from Florida public high schools. The analysis of their courses revealed that 35,687 of the graduates had completed the course distribution prescribed for SUS admission (40% of 90,079). Analysis of the course grades and admissions test scores demonstrated that over 58 percent of those students completing course distribution requirements met SUS admission policy requirements (23% of 90,079 or 20,767 students).

Not all high school graduates have accurate Social Security Numbers (SSN) in the sector databases, and errors in SSNs may exist in each of the databases. Matching high school students with postsecondary databases, and therefore longitudinal tracking, is not possible without accurate SSNs. *All matching and tracking of students in the longitudinal study is based on those students with SSNs identified for matching.*

In the public school database, 82,787 high school graduates had Social Security Numbers *identified for matching* with data in the education sectors and employment databases (92% of the 90,079 graduates). Of the eight percent of graduates without identified SSNs, 1,112 students met SUS admission policies; however, their postsecondary education participation could not be tracked because of problems with their SSNs.

Description of Immediate Entrants to Postsecondary Education in Florida

Of the 82,787 student records matched with data relating to postsecondary education participation, 19,655 high school graduates met the State University System admission policies related to course distribution requirements *and* grade point average (GPA) *or* GPA/test score requirements (SAT or ACT) (24% of the 82,787 were "flagged" for further analysis) (Exhibit 1). Matching with postsecondary data (consistent to the explanation and assumptions detailed previously) revealed the following information about immediate enrollment (by Fall 1994) of students "flagged" as having met SUS admission policies:

- 3,541 high school graduates had enrolled in a public community college in Florida as A.A. or General Freshman students by Fall 1994, the first fall semester following high school graduation (18% of the 19,655 high school graduates meeting SUS admission policies; 4% of the 82,787 graduates).

- 8,311 high school graduates had enrolled in a public university in Florida by Fall 1994, the first fall semester following high school graduation (42% of the 19,655 high school graduates meeting SUS admission policies; 10% of the 82,787 graduates).

24% of high school graduates met SUS admission policies.

- 2,813 high school graduates were identified through data on financial aid and the Florida Resident Access Grant program as enrolled in Florida independent institutions of higher education (14% of the 19,655 high school graduates meeting SUS admission policies; 3% of the 82,787 graduates).

An anomaly in regard to participation by postsecondary sector is present in these data. Unlike the sector participation rates for high school graduates overall, there is higher participation in the SUS than in community colleges of those students meeting SUS enrollment policies. For example, while the overall participation rate of high school graduates in community colleges is 23 percent and 16 percent in public universities, the participation rate for the "flagged" students is 18 percent in community colleges and 42 percent in public universities — an inverse relationship for the share of participation. It is, however, an understandable and predictable occurrence as the "flagged" students completed rigorous high school requirements to prepare for baccalaureate completion through SUS enrollment, either immediately or after participation in community colleges.

It also follows that participation of students not "flagged" is an exaggeration of overall participation rates — 25 percent in community colleges (higher than overall) and eight percent in public universities (lower than overall). Similar relationships exist in the data for independent institutions: participation rates are highest for "flagged" students and lowest for students who were not "flagged" (14 percent for "flagged," seven percent overall, and four percent for students who were not "flagged."

EXHIBIT 1

FALL 1994 ENROLLMENTS FOR 1993-94 HIGH SCHOOL GRADUATES STUDENTS MEETING SUS ENROLLMENT POLICIES (FLAGGED) AND STUDENTS WHO DID NOT (NOT FLAGGED)

1993-94 HIGH SCHOOL GRADUATES	FLAGGED	NOT FLAGGED	TOTAL MATCHED
GRADUATES	19,655	63,132	82,787
	24%	76%	100%
FALL 94 ENROLLMENT (IMMEDIATE)			
COMMUNITY COLLEGES*	3,541	15,615	19,156
	18%	25%	23%
STATE UNIVERSITIES	8,311	4,810	13,121
	42%	8%	16%
INDEPENDENT INSTITUTIONS	2,813	2,581	5,394
	14%	4%	7%
TOTAL	14,665	23,006	37,671
(OF COLUMN)	75%	36%	46%
(OF F94 ENROLLMENT)	39%	61%	100%
(OF TOTAL HIGH SCHOOL GRADUATES)	18%	28%	46%

*Associate of Arts and General Freshman Students.

Source: PEPC analysis of data from BOR, SBCC, DOE, and OSFA.

75% of high school graduates meeting SUS admission policies enrolled in 'baccalaureate bound' programs.

It is also worthy to note the difference in the overall participation rate of students who were "flagged" as meeting SUS admission requirements (75 percent) compared to the rate for students who were not "flagged" (36 percent). (*Note*: participation refers to enrollment in public and independent college and university programs and community college students characterized as enrolled as A.A. or general freshman students.)

Continuation of Immediate Entrants

Fall 1995

Exhibit 2 displays information for students who met SUS admission policies concerning participation of immediate entrants one year later in Fall 1995. The left hand column of Exhibit 2 refers to and condenses research questions (as numbered in Appendix B, *Research Questions*). Research questions 4 and 5 count students who graduate, are still enrolled, or are neither enrolled nor graduated for community colleges and

public universities, respectfully. While no students completed a baccalaureate, 62 students earned an associate in arts degree by the end of Fall 1995.

EXHIBIT 2

ANNUAL PROGRESSION SUMMARY OF 1993-94 PUBLIC HIGH SCHOOL GRADUATES STUDENTS MEETING SUS ADMISSION POLICIES, FALL ENTRANTS

RESEARCH QUESTION	FALL 1994	FALL 1995	FALL 1996
1a HS Grads w/Assigned SSNs	82,787		
2a Completed Coursework	35,687		
2b1 Met Admission w/GPA	17,581		
2b2 Met w/GPA+SAT/ACT	2,074		
2b3 Total Met SUS Admission	19,655		
3a Of 2b3, Enrolled CC-AA/GF *	3,541		
3b Of 2b3, Enrolled SUS	8,311		
3c Of 2b3, Enrolled Independent Institution	2,813		
4a Of 3a, Completed AA	2	62	1,277
4b Of 3a, Enrolled CC-AA/GF	3,541	2,813	1,653
4c Of 3a, Not Enrolled/No AA	0	707	1,050
5a Of 3b, Completed Bachelor	0	0	9
5b Of 3b, Enrolled SUS	8,154	7,082	6,496
5c Of 3b, Not Enrolled, No Bachelor	157	1,229	1,811
6a Of 3a, Enrol SUS Bach Prog, No AA	0	102	165
6b Of 3a, Enrol SUS Bach Prog, w/AA	0	18	742
6c Of 3b, Enrol SUS Bach Program	8,140	7,062	6,460
7a Of 6a, Enrolled Lower Level SUS	0	100	101
7b Of 6b, Enrolled Lower Level SUS	0	0	18
7c Of 6c, Enrolled Lower Level SUS	8,136	6,822	2,449
8a Of 6a, Enrolled Upper Level SUS	0	2	64
8b Of 6b, Enrolled Upper Level SUS	0	18	724
8c Of 6c, Enrolled Upper Level SUS	4	238	4,011
9a Of 6a, Completed Bachelor Degree	0	0	0
9b Of 6b, Completed Bachelor Degree	0	0	1

***AA/GF** Students enrolled in Associate of Arts or General Freshman programs are represented on this table.

Source: PEPC analysis of data from BOR, SBCC, DOE, and OSFA.

By Fall 1996, approximately 22 percent of community college entrants and 49 percent of public university entrants were enrolled in upper level, public baccalaureate programs.

Question 6 examines SUS enrollments specifically in baccalaureate programs. Question 6a reveals that 102 students who had enrolled as community college Associate in Arts or General Freshman students in Fall 1994 were enrolled in university baccalaureate programs by Fall 1995 *without* attaining an A.A. degree. Referring back to Question 4c, the data reveal that of the 707 students no longer enrolled in community colleges in Fall 1995, 102 of them are found enrolled in university baccalaureate programs (14%). Of the 21 students who earned an A.A. degree prior to Fall 1995 (not depicted), 18 enrolled in university baccalaureate programs (86%) in Fall 1995. For students who enrolled in the SUS baccalaureate programs in Fall 1994, 87 percent remained enrolled in similar programs in Fall 1995 (Research question 6c).

Research questions 7 and 8 display information related to lower level and upper level enrollments in public universities, respectively, for students who initially entered in community colleges and have not earned A.A. degrees (7a and 8a) and who have earned A.A. degrees (7b and 8b) or for students who initially entered SUS baccalaureate programs (7c and 8c). These data reveal that students who transferred to SUS baccalaureate programs from community colleges *without* A.A.s are predominately enrolled at the lower level. On the other hand, all students who transferred to SUS baccalaureate programs from community colleges *with* A.A. degree are enrolled at the upper level.

Fall 1996

Exhibit 2 displays information on Fall 1994 entrants who were enrolled two years later in Fall 1996. Question 4a reveals that by the end of Fall 1996 1,277 students had earned A.A. degrees. By the end of Fall 1996, nine students who initially enrolled in public universities had completed their baccalaureate degrees, and one student who first enrolled at a community college had completed a baccalaureate. These are clearly highly accelerated students.

By Fall 1996, 165 students who had enrolled as community college A.A. or General Freshman students in Fall 1994 were enrolled in public university baccalaureate programs without attaining an A.A. degree (Question 6a). Referring back to Question 4c, the data reveal that of the 1,050 students no longer enrolled in community colleges in Fall 1996, 165 of them are found enrolled in university baccalaureate programs (16%). Of the 948 students who earned an A.A. degree prior to Fall 1996 (not depicted), 742 enrolled in university baccalaureate programs (78%) in Fall 1996. Of the students who enrolled in SUS baccalaureate programs by Fall 1994, 79 percent remained enrolled in similar programs in Fall 1996 (Question 6c). By Fall 1996, approximately 22 percent of community college entrants and 49 percent of public university entrants were enrolled in upper level, public baccalaureate programs (Questions 8, 3a, and 6c).

Exhibit 3 condenses the data from Exhibit 2 by focusing on the progression and continuation rates by sector of Fall 1994 entrants. For example, of the 3,541 students that enrolled in community college A.A. or General Freshman programs by Fall 1994, nearly 84 percent were continuing toward the baccalaureate degree in Fall 1995. Of the 8,140 students that enrolled in public university bachelor's programs by Fall 1994, more than 90 percent were continuing toward the baccalaureate degree in Fall 1995. Continuation measurements included students who changed sectors as long as they remained "baccalaureate bound." Fall 1996 data for independent institutions have not been integrated into the progression database at this time, therefore, progression and continuation rates are not available.

EXHIBIT 3

1993-94 HIGH SCHOOL GRADUATES MEETING SUS ADMISSION POLICIES PROGRESSION AND CONTINUATION RATES

RESEARCH QUESTION	HIGH SCHOOL GRADUATES 93-94	FALL 1994	FALL 1995	BACCALAUREATE CONTINUATION RATE
HS Grads w/Assigned SSNs	82,787			
Completed Coursework for SUS Enrollment	35,687			
Total Met SUS Admission Policies	19,655			
Enrolled Community College-AA or General Freshman *		3,541	2,813 Still Enrolled CC + 120 Enrolled SUS + 32 Enrolled Ind. Inst. + 0 Completed Baccalaureate 2,965 Total	83.73%
Enrolled SUS - Baccalaureate Program		8,140	7,062 Still Enrolled In Bacc. + 228 Enrolled CC in AA or GF + 71 Enrolled Ind. Inst. + 0 Completed Baccalaureate 7,361 Total	90.43%
Enrolled Florida Independent Institution		2,813		

***AA/GF** Students enrolled in Associate of Arts or General Freshman programs are represented on this table.

Source: PEPC analysis of data from BOR, SBCC, DOE, and OSFA.

Initial analyses reveal smaller shares of community college entrants remaining in 'baccalaureate bound' programs.

Summary

Initial analyses of data addressed the question of whether students who met SUS admission policies and started in community colleges progress at the same rate as students who started at universities. The findings reveal smaller shares of community college entrants both remaining in baccalaureate-bound programs and achieving upper level status than public university entrants. These findings will be further analyzed with respect to the factors related to student progression and completion.

PLAN FOR CONTINUED STUDY

As original Memorandum of Understanding agreements attended to collecting six years of data, continued research activities for 1998 will include the integration and analysis of the fourth year of data. In addition to the progression analyses performed in this progress report, analysis will increasingly focus on the factors that affect progression. For example, to identify the existence of impediments to and accelerators of progression and enrollment patterns, analysis will include a breakdown of the findings based on gender and race/ethnicity; pre-college and college academic accomplishment; academic ability; institutional differences; employment; and enrollment load. An attempt will be made to include additional information concerning educational aspirations, family income, and participation in extracurricular activities. Analysis will include both students who were flagged as meeting SUS admission policies and those who were not flagged.

One tracking limitation of the present system design is the absence of data concerning the postsecondary education activity of high school graduates in district vocational-technical centers (approximately between two and three percent of public high school graduates). There is interest among the Commission as well as state level vocational administrators to enhance the System to incorporate data for these activities. In addition, system modifications may be required to update the coding of data elements as the education sectors annually refine their databases and to accommodate new modes for expanding baccalaureate education opportunities in the State.

RESEARCH ACTIVITIES	TIME TABLE
Data Entry and Analysis	
Completion of third year of postsecondary data	Winter 1998
Addition of fourth year of postsecondary data	Fall 1998
Factors Related to Progression	Throughout 1998
Gender	
Race/Ethnicity	
High school preparation	
Admission test scores	
Employment while enrolled in postsecondary programs	
Family economic status	
System Enhancements	
Addition of district postsecondary activity	Spring 1998
Updating sector data elements	Spring/Summer 1998
Accommodating new modes for expanding access	Begin Summer 1998

Analysis will increasingly focus on the factors that affect progression.

Summary

Findings from this study should be disseminated widely not only to policymakers, but to students, parents, counselors, and educators throughout the State.

While the plan for continued study provides a time table for research activities, it does not address how to enhance the value of this study. The Commission believes that the findings from this study should be disseminated widely not only to policymakers, but to students, parents, counselors, and educators throughout the State. Information concerning the progression of students to the baccalaureate degree has the potential to assist individuals making academic decisions and policymakers allocating state resources. A variety of communication mechanisms will be explored to disseminate the findings of the Commission's ongoing study, ***Student Progression Toward the Baccalaureate Degree.***

APPENDIX A

POSTSECONDARY EDUCATION PLANNING COMMISSION

STUDENT PROGRESSION STUDY

METHODOLOGY

METHODOLOGY

In response to the call set forth in ***Access to the Baccalaureate Degree in Florida*** for longitudinal studies to track high school graduates, the Commission contracted with Computer Management Sciences, Incorporated (CMSI, formerly MIS Software Development, Incorporated - MSD) to design a longitudinal tracking model, identify data elements from education and employment databases, and program the system operations and a set of initial research questions.

Longitudinal Tracking System Design

The Longitudinal Tracking System provides information over time about the occupational and educational experiences of students after graduating from Florida high schools. The System has the capability to track multiple cohorts, but at the current time, it is tracking a single cohort consisting of 1993-94 Florida public high school graduates.

The System is composed of two separate modules. The first module, Data Extraction, resides on the Northwest Regional Data Center (NWRDC) mainframe computer. The module consists of four COBOL programs and related job control language (JCL) that run on the NWRDC mainframe computer. These programs are responsible for extracting and/or reformatting data from all sources except community college data, which are formatted for loading into the System at the time they are extracted from the State Board of Community Colleges database. The extracted data are written to sequential files which are downloaded and imported into the System.

The second module, Data Analysis/Display, is housed at the Commission offices and facilitates the analysis of student outcomes over time. Data from the System's mainframe data extraction module are downloaded to this module on an annual basis to permit the continued tracking of the selected students over time.

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Data Elements From Education And Employment Databases

The data in the system are obtained from the Division of Administration (Public Schools and Florida Education and Training Placement Information Program - FETPIP), Office of Strategy Planning, Office of Student Financial Assistance, Division of Community Colleges, and State University System. Commission staff and the consultant met with representatives from each of the above agencies to define data elements for the System and to determine how the data would be matched and stored. Employment data are obtained through a matching agreement between FETPIP and the Department of Labor and Employment Security. Enrollment data for students attending independent colleges and universities is obtained through matching with the Office of Student Financial Assistance and thus is limited to students receiving aid through state programs and the Florida Resident Access Grant (FRAG). A list of data elements in the System's database is contained in Appendix C, *List of Data Elements*.

A diagram of the structure of the System's database (i.e., a graphical representation of the files for data storage as well as the relationships between different types of data) is contained in Appendix D, *Data Model*. The lines on the diagram identify the relationships between entities. The "o" symbol indicates an optional relationship, the "double bars" indicate a mandatory relationship, and the "crow's foot" indicates a "many" relationship. For example, the line between the "STUDENT" and "CC ENROLLMENT" entities indicates that they are directly related. The "O" symbol on the "CC ENROLLMENT" end of the line indicates that a student may or may not have a community college enrollment. The "double bars" on the "STUDENT" end of the line indicates that a community college enrollment must be tied to a student. The "crow's foot" on the "CC ENROLLMENT" entity indicates that a student may have more than one community college enrollment.

A crucial concern of all data providers and the Commission was the provision of security and confidentiality of individually-identifiable information. To address this concern, the Commission implemented data access procedural controls (e.g., password authority, signed statements of confidentiality and security for staff, restrictions on printing individual level data), restricted physical access to the data and System computer (e.g., locked office, paper shredder, locked fireproof safe), and Memorandum of Understanding agreements with each agency for matching data (e.g., Buckley Amendment agreements for some data providers).

System Operations and Initial Study Questions

The System is designed to provide longitudinal analysis (i.e., to track individual students) for at least six years, rather than aggregate analysis (i.e., a series of snapshots of the cohort). Integrated into the System are a number of features to assist the user in tracking "like" students through the postsecondary system and into the workforce.

The first feature analyzes individual high school graduates' transcripts to determine whether the student met State University System (SUS) admission requirements. State level minimum admissions policies are stated in the Department of Education's publication, *Counseling for Future Education Handbook*, and include requirements related to high school graduation, high school grade point average and admissions test scores, and high school course distribution requirements (Appendix E, *State University System, Admissions Policies*). Analysis of whether high school graduates met the SUS admissions requirements was modified in the Longitudinal Tracking System in the following manner: 1) in calculating high school grade point averages, only grades for courses meeting SUS course distribution requirements were included; 2) in calculating weighted high school grade point averages, one additional grade point was consis-

tently assigned to specially designated courses (i.e., honors, advanced placement, international baccalaureate, and advanced courses); and 3) in determining whether the SUS course distribution requirements were met, completion of four units of approved electives was not considered. Students whose computer transcripts indicated that the SUS admission policies were met, according to above modifications, were "flagged" as "like" students (i.e., as students with adequate academic preparation for enrollment in one of the state's public universities).

The second feature of the System analyzes and describes the cohort of high school graduates as they enroll in and progress through the various paths leading to a baccalaureate degree. Initial research questions focusing on how "like" students participate in and complete postsecondary education leading to a baccalaureate degree were programmed into the System (Appendix B, *Research Questions*). For each research question, students are described in terms of their gender and race/ethnicity (numbers and percentages).

The third feature of the System permits users without programming expertise the ability to produce ad hoc reports directly from the database. The System's design based on Microsoft's Access database software provides a simple language for data analysis.

The fourth feature allows data to be extracted from the database in a form that can be read by PC-based statistical software packages (e.g., SPSS). This feature empowers the user to perform sophisticated statistical analyses of the data without additional programming assistance.

And finally, the fifth feature is the ability to apply the programming analysis described above against a file of a subset of the students in the cohort or a file of students independent of the cohort. This feature enhances the ability to respond to ad hoc information requests.

APPENDIX B

POSTSECONDARY EDUCATION PLANNING COMMISSION

LONGITUDINAL TRACKING SYSTEM

RESEARCH QUESTIONS

Question 1a. How many students, who graduated from Florida's public high schools for the cohort indicated, have assigned Social Security Numbers?

Question 1b. How many students, who graduated from Florida's public high schools for the cohort indicated, do not have assigned Social Security Numbers?

Question 2a. How many of the graduates in the cohort completed the course curriculum required for entrance to the State University System?

Question 2b1. How many of the students in the cohort completed the course curriculum required for entrance to the SUS met the admission standards based on a GPA of 3.0 or higher?

Question 2b2. How many of the students in the cohort completed the course curriculum required for entrance to the SUS met the SUS admission standards based on a combination of GPA less than 3.0 and SAT/ACT scores?

Question 2b3. How many of the graduates in the cohort met the total SUS admission standards?

Question 3a. Of the students qualified for SUS enrollment (2b3), how many first enrolled in an AA community college program (native CC students)?

Question 3b. Of the students qualified for SUS enrollment (2b3), how many first enrolled in a state university system institution (native SUS students)?

Question 3c. Of the students qualified for SUS enrollment (2b3), how many first enrolled in an independent institution of higher education in Florida (native II students)?

Question 4a. Of the students qualified for SUS enrollment (2b3), how many native CC students (3a) completed an AA degree?

Question 4b. Of the students qualified for SUS enrollment (2b3), how many native CC students (3a) are currently enrolled in an AA program?

Question 4c. Of the students qualified for SUS enrollment (2b3), how many native CC students (3a) are not currently enrolled and have not completed an AA degree?

Question 5a. Of the students qualified for SUS enrollment (2b3), how many native SUS students (3b) have completed a bachelors degree?

Question 5b. Of the students qualified for SUS enrollment (2b3), how many native SUS students (3b) are currently enrolled in and SUS institution?

Question 5c. Of the students qualified for SUS enrollment (2b3), how many native SUS students (3b) are not currently enrolled and have not completed a bachelors degree?

Question 6a. Of the students qualified for SUS enrollment (2b3), how man students are enrolled in a baccalaureate program in the SUS and are native CC students (3a) without an AA degree?

Question 6b. Of the students qualified for SUS enrollments (2b3), how many students are enrolled in a baccalaureate program in the SUS and are native CC students (3a) with an AA degree?

Question 6c. Of the students qualified for SUS enrollment (2b3), how many students are enrolled in a baccalaureate program in the SUS and are native SUS students (3b)?

Question 7a. Of the students qualified for SUS enrollment (2b3), how many are lower level enrolled in a baccalaureate program in the SUS, are native CC students without an AA degrees (6a)?

Question 7b. Of the students qualified for SUS enrollment (2b3), how many are lower level enrolled in a baccalaureate program in the SUS, are native CC students and have an AA degree (6b)?

Question 7c. Of the students qualified for SUS enrollment (2b3), how many are lower level enrolled in a baccalaureate program in the SUS, are native SUS students and are native SUS students (6c)?

Question 8a. Of the students qualified for SUS enrollment (2b3), how many are upper level enrolled in a baccalaureate program in the SUS, are native CC students without an AA degree (6a)?

Question 8b. Of the students qualified for SUS enrollment (2b3), how many are upper level enrolled in a baccalaureate program in the SUS, are native CC students and have an AA degree (6b)?

Question 8c. Of the students qualified for SUS enrollment (2b3), how many are upper level enrolled in a baccalaureate program in the SUS and are native SUS students (6c)?

Question 9a. Of the students qualified for SUS enrollment (2b3), how many have completed a bachelors degree and are native CC students without an AA degree (6a)?

Question 9b. Of the students qualified for SUS enrollment (2b3), how many have completed a bachelors degree and are native CC students and have an AA degree (6b)?

APPENDIX C

POSTSECONDARY EDUCATION PLANNING COMMISSION

LONGITUDINAL TRACKING SYSTEM

LIST OF DATA ELEMENTS

Subject: DATA ELEMENT DIRECTORY | Prepared by: Gary Van Dam | Effective date: 12/1/97

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
ACTMATH	Student's ACT Math Score	EX	2 N 0	MS	50	P	FI	PLTB0001 PLTI0004 PLTTBL01
ACTREAD	Student's ACT Reading Score	EX	2 N 0	MS	50	P	FI	PLTB0001 PLTI0004 PLTTBL01
BDATE	Student's Birthdate	EX	8 N 0	DE	19511121	P	FI	PLTB0001 PLTI0001 PLTTBL01
C1002	Disabled Classification	EX	1 A 0	CD	L	P	FI	PLTB0012
C1003	Student's Race		1 A					PLTTBL12
C1005	First-time Student Flag	EX	1 A 0	CD	Y	P	FI	PLTB0012
C1006	Student's Gender		1 A					PLTTBL12
C1008	High School Graduation Code	EX	1 A 0	CD	A	P	FI	PLTB0012 PLTTBL12
C1012	Institutional Class Level	EX	1 A 0	CD	1	P	FI	PLTB0012 PLTTBL12
C1013	Limited English Proficiency	EX	1 A 0	CD	Y	P	FI	PLTB0012 PLTTBL12
C1014	Student's First Name	EX	15 A 0	NM	Jane	P	FI	PLTB0012 PLTTBL12
C1015	Student's Last Name	EX	15 A 0	NM	Doe	P	FI	PLTB0012 PLTTBL12
C1016	Student's Middle Initial	EX	1 A 0	NM	M	P	FI	PLTB0012 PLTTBL12
C1017	Reporting Institution	EX	7 N 0	ID		P	FI	
		Comments: The values in the last 5 bytes of C1017 are identical to those in FICECODE and S01147. The first 2 bytes of this data element are always zeroes.						
C1019	Student's Birth Date	EX	8 N 0	DE	19951121	P	FI	PLTB0012 PLTTBL12
C1020	Student Date of Entry	EX	8 N 0	DE	19900520	P	FI	PLTB0012 PLTTBL12
C1021	Student's Identification No.	EX	10 A 0	ID	123456789	P	FI	
C1022	Term Course Load - Clock Hrs.	EX	5 N 1	MN	2000	P	FI	PLTB0004 PLTTBL04
C1023	Term Course Load - Credit Hrs.	EX	3 N 1	MN	15.5	P	FI	PLTB0004 PLTTBL04
C1024	Term Clock Hours Earned	EX	5 N 1	MN	500	P	FI	PLTB0004 PLTTBL04
C1025	Term Credit Hours Earned	EX	3 N 1	MN	15	P	FI	PLTB0004 PLTTBL04
C1026	Term Institutional Grade Pts.	EX	4 N 1	MN	500	P	FI	PLTB0004 PLTTBL04
C1027	Term Institutional Hrs for GPA	EX	3 N 1	MN	15	P	FI	PLTB0004 PLTTBL04
C1028	Term Identifier	EX	5 N 0	ID	19931	P	FI	PLTB0004

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
C1028	Term Identifier	(Continued)						PLTB0005 PLTB0006 PLTB0007 PLTB0011 PLTB0012 PLTTBL04 PLTTBL05 PLTTBL06 PLTTBL07 PLTTBL11 PLTTBL12
		Comments: Note that this data element is formatted differently than the Community College element of the same name. The year portion has been expanded to 4 bytes and the "term" portion has been placed at the end. These changes will facilitate chronological comparisons as well as correctly handle the millenium change.						
C1029	Term Part-time/Full-time	EX	1 A	0 CD	A	P	FI	PLTB0004 PLTTBL04
C1030	Total Institutional Grade Pts.	EX	5 N	0 MS	3.45	D	FI	PLTB0004 PLTTBL04
C1031	Total Instutional Hrs. for GPA	EX	4 N	1 MN	15.0	P	FI	PLTB0004 PLTTBL04
C1032	Transfer Student Flag	EX	1 A	0 CD	Y	P	FI	PLTB0004 PLTTBL04
C1101	Entry Level Test - Score	EX	3 N	0 MS		P	FI	PLTB0012 PLTTBL12
C1103	Entry Level Test - Subtest	EX	1 A	0 CD	R	P	FI	PLTB0012 PLTTBL12
C1104	Entry Level Test - Type	EX	1 A	0 CD	A	P	FI	PLTB0012 PLTTBL12
C1106	College Prep. Completion Flag	EX	1 A	0 CD	Y	P	FI	PLTB0012 PLTTBL12
C1201	Acceleration - Hour Type	EX	1 A	0 CD	C	P	FI	PLTB0012 PLTTBL12
C1202	Acceleration - Hours	EX	5 N	1 MN	15	P	FI	PLTB0012 PLTTBL12
C1203	Acceleration - Subtest	EX	1 A	0 CD	E	P	FI	PLTB0012 PLTTBL12
C1204	Acceleration - Type	EX	1 A	0 CD	A	P	FI	PLTB0012 PLTTBL12
C2002	Program of Study - CIP	EX	10 N	0 ID	1234567890	P	FI	PLTB0004 PLTTBL04
C2003	Program of study - Hour type	EX	1 A	0 CD	C	P	FI	PLTB0004 PLTTBL04
C2004	Program of Study - Hours	EX	5 N	1 MN	40	P	FI	PLTB0004 PLTTBL04

Subject: DATA ELEMENT DIRECTORY | Prepared by: Gary Van Dam | Effective date: 12/1/97

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
C2005	Program of Study - Level	EX	1 A 0	CD	0	P	FI	PLTB0004
								PLTTBL04
C2007	Tot. Clock Hrs. toward Award	EX	6 N 1	MN	100	P	FI	PLTB0004
								PLTTBL04
C2008	Tot. Credit Hrs. toward Award	EX	6 N 1	MN	100	P	FI	PLTB0004
								PLTTBL04
C2101	Completion CIP code	EX	10 N 0	ID	0100020010	P	FI	PLTB0006
								PLTTBL06
C2102	Completion - Date	EX	8 N 0	DE	19950815	P	FI	PLTB0006
								PLTTBL06
C2103	Completion Degree Earned	EX	1 A 0	CD	1	P	FI	PLTB0006
C3001	Course Information Class. Str		5 N					PLTTBL06
C3002	Course Apprenticeship Flag	EX	1 A 0	CD	Y	P	FI	PLTB0005
								PLTTBL05
C3003	Course Co-op Education Flag	EX	1 A 0	CD	Y	P	FI	PLTB0005
								PLTTBL05
C3004	Course Dual Enrollment Categ.	EX	2 A 0	CD	DA	P	FI	PLTB0005
								PLTTBL05
C3005	Course Dual Enrollemnt Flag	EX	1 A 0	CD	Y	P	FI	PLTB0005
								PLTTBL05
C3007	Course Grade Awarded	EX	2 A 0	CD	B	P	FI	PLTB0005
								PLTTBL05
C3008	Course Identifier	EX	8 A 0	ID	12345678	P	FI	PLTB0005
C3009	Course Identifier Section		8 A					PLTTBL05
CCSFILL	Community College Student Fil.	EX	1 A 0	MW		P	FI	REL.TO C1021
CODEDESC	Code Value Description	EX	30 A 0	DS	BLACK	P	FI	PLTTBL90
CODENAME	Code Table Name	EX	10 A 0	ID	RACE	P	FI	PLTTBL90
CODEVALUE	Code Value	EX	10 A 0	ID	B	P	FI	PLTTBL90
COHORT	PEPC Cohort code	EX	1 A 0	CD	A	P	FF	PLTB0001
								PLTI0100
								PLTTBL01
CONSORT	Financial Aid Consortium	EX	5 A 0	MW		P	FI	PLTI0010
Consortium	CROP Student Consortium		2 A					
COURSE	DPS Course ID	EX	7 A 0	ID	4534121	P	FI	PLTI0002
Credithrs	DPS Course Credit Hours		3 N					PLTI0003
CROPDOB	CROP Student's DOB*		8 N					
DISAB	Disabling Condition	EX	1 A 0	MW		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
DISNUM	District Number	EX	2 N 0	ID	37	P	FI	PLTB0001
								PLTI0001
								PLTI0002
								PLTI0003
								PLTI0005
								PLTTBL01
DISTNAME	School District Name	EX	12 A 0	NM	Columbia	P	FI	PLTI0002
DPSTerm	DPS Term Identifier		1 A					PLTI0003
EDASP	Education Aspiration	EX	1 N 0	MS		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
EMPLYEAR	Employment Year	EX	4 N 0	CY	1995	P	FI	PLTB0003

*CROPFName	CROP Student's First Name	9A	
CROPGLevel	CROP Student's Grade Level	2A	
CROPGRPID	CROP Cohort Code	3A	
CROPLName	CROP Student's Last Name	10A	
CTY	County Code	2N	

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
EMPLYEAR	Employment Year	(Continued)						PLTTBL03
ENG1	SUS English Requirement - 1	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
ENG1G	SUS English Req. - 1, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
ENG2	SUS English Requirement - 2	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
ENG2G	SUS English Req. - 2, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
ENG3	SUS English Requirement - 3	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
ENG3G	SUS English Req. - 3, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
ENG4	SUS English Requirement - 4	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
ENG4G	SUS English Req. - 4, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
ENGHOME	Eng. Spoken at Student's Home	EX	1 A 0	CD		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
ESTFAMINC	Estimated Family Income	EX	1 N 0	MN		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
FAAPPLIED	Financial Aid Applied for?	EX	1 A 0	FL		P	FI	REL.TO FAGROUP
FACOUNT	Financial Aid Count	EX	2 A 0	CT		P	FI	REL.TO FAGROUP
FADIST	Financial Aid Student's Schl Dist	EX	2N*					
FAFNAME	Fin. Aid Student's First Name	EX	9 A 0	NM	Jane	P	FI	PLTI0010
FAGROUP	Financial Aid Group	EX	156 A 0	GR		P	FI	PLTI0010
.FAAPPLIED	Financial Aid Applied for?	EX	1 A 0	FL		P	FI	GROUP/ELEMENTARY
.INSTCDSEM1	Inst Code - Semester 1	EX	3 A 0	ID		P	FI	GROUP/ELEMENTARY
.INSTNMSEM1	Inst Name - Semester 1	EX	34 A 0	NM		P	FI	GROUP/ELEMENTARY
.INSTCDSEM2	Inst Code - Semester 2	EX	3 A 0	ID		P	FI	GROUP/ELEMENTARY
.INSTNMSEM2	Inst Name - Semester 2	EX	34 A 0	NM		P	FI	GROUP/ELEMENTARY
.INSTCDSEM3	Inst Code - Semester 3	EX	3 A 0	ID		P	FI	GROUP/ELEMENTARY
.INSTNMSEM3	Inst Name - Semester 3	EX	34 A 0	NM		P	FI	GROUP/ELEMENTARY
.INSTCDSEM4	Inst Code - Semester 4	EX	3 A 0	ID		P	FI	GROUP/ELEMENTARY
.INSTNMSEM4	Inst Name - Semester 4	EX	34 A 0	NM		P	FI	GROUP/ELEMENTARY
.FINAIDAMNT	Financial Aid Amount	EX	5 N 0	$$	2000	P	FI	GROUP/ELEMENTARY
.FACOUNT	Financial Aid Count	EX	2 A 0	CT		P	FI	GROUP/ELEMENTARY
		Comments: This group item stores information from 5 financial aid programs: 1 - Tuition Voucher 2 - Vocational Gold Seal 3 - Florida Undergraduate Scholars 4 - Challenger Grant 5 - Student Assistance Grant						
FAIDAPPLY	Plan to Apply for Finan. Aid?	EX	1 A 0	FL		P	FI	PLTB0001
								PLTI0004
*FADOB	Financial Aid Student's DOB	8 N						

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
FAIDAPPLY	Plan to Apply for Finan. Aid?	(Continued)						PLTTBL01
FAINST	Financial Aid Institution code	EX	6 A 0	ID		P	FI	PLTI0010
FALNAME	Fin. Aid Student's Last Name	EX	10 A 0	NM	DOE	P	FI	PLTI0010
FAMINCOME	Student's Family Income Level	EX	1 A 0	CD		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
FARACE	Financial Aid Race	EX	4 A 0	MW		P	FI	PLTI0010
FATHED	Father's Education Level	EX	1 A 0	MW		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
FICECODE	Florida Educational Inst. Code	EX	5 N 0	CD	01533	P	FI	PLTB0004
								PLTB0005
								PLTB0006
								PLTB0007
								PLTB0011
								PLTB0012
								PLTTBL04
								PLTTBL05
								PLTTBL06
								PLTTBL07
								PLTTBL11
								PLTTBL12
		Comments: The values of FICECODE are identical to those in S01147. The values of FICECODE are also the same as the last 5 bytes of C1017.						
FILLER	Filler	EX	1 A 0	MW		P	FI	PLTI0005
								PLTI0005
								PLTI0008
								PLTI0008
								PLTI0100
FINAIDAMNT	Financial Aid Amount	EX	5 N 0	$$	2000	P	FI	PLTB0007
								PLTTBL07
FINAIDTYPE	Financial Aid type	EX	1 A 0	CD	T	P	FI	PLTB0007
								PLTTBL07
		Comments: This data element will be program generated from the file sent by the Office of Student Financial Assistance.						
FIRSTLANG	English as First Language	EX	1 A 0	MW		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
FLANG1	SUS Foreign Lang. Req. - 1	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
FLANG1G	SUS For. Lang. Req. - 1, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
FLANG2	SUS Foreign Lang. Req. - 2	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01

FAINSTCD Institution Code* 3A
FAMName Financial Aid Student's Middle Name 6A
FASSN Social Security Number 9 N
*FAINSINM Institute Name 34 A
FAINSIS Financial Aid (1 per semester) 148 A

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
FLANG2G	SUS For. Lang. Req. - 2, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
FNAME	Student's First Name	EX	12 A 0	NM	Jane	P	FI	REL.TO NAME
GLEVEL	Fin. Aid Grade Level	EX	2 A 0	ID		P	FI	PLTI0010
GPA	Student's High School GPA	EX	5 N 3	FA	3.123	P	FI	PLTB0001
								PLTI0001
								PLTTBL01
GRADE	DPS Course Grade	EX	3 A 0	CD	B	P	FI	PLTI0002
								PLTI0003
GRPID	Fin. Aid Grp. ID	EX	5 A 0	ID		P	FI	PLTI0010
HIGHEDLEVL	Higher Education Level Plan	EX	1 A 0	MW		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
INSTCDSEM1	Inst Code - Semester 1	EX	3 A 0	ID		P	FI	REL.TO FAGROUP
INSTCDSEM2	Inst Code - Semester 2	EX	3 A 0	ID		P	FI	REL.TO FAGROUP
INSTCDSEM3	Inst Code - Semester 3	EX	3 A 0	ID		P	FI	REL.TO FAGROUP
INSTCDSEM4	Inst Code - Semester 4	EX	3 A 0	ID		P	FI	REL.TO FAGROUP
INSTCODE	Financial Institution Code	EX	3A			P	FI	PLTB0001
INSTCON	Type of Institut. Considering	EX	1 A 0	MW	?			PLTI0004
								PLTTBL01
INSTITUTE	Florida Educational Institut.	EX	5 A 0	ID	01533	P	FI	
INSTNMSEM1	Inst Name - Semester 1	EX	34 A 0	NM		P	FI	REL.TO FAGROUP
INSTNMSEM2	Inst Name - Semester 2	EX	34 A 0	NM		P	FI	REL.TO FAGROUP
INSTNMSEM3	Inst Name - Semester 3	EX	34 A 0	NM		P	FI	REL.TO FAGROUP
INSTNMSEM4	Inst Name - Semester 4	EX	34 A 0	NM		P	FI	REL.TO FAGROUP
INSTITUTION_CROP	Institution Code	EX	4A			P	FI	REL.TO NAME
LNAME	Student's Last Name	EX	17 A 0	NM	DOE	P	FI	PLTB0001
MATH1	SUS Math Requirement - 1	EX	7 N 0	ID	1234567			PLTTBL01
						P	FI	PLTB0001
MATH1G	SUS Math Req. - 1, Grade	EX	3 A 0	ID	B			PLTTBL01
						P	FI	PLTB0001
MATH2	SUS Math Requirement - 2	EX	7 N 0	ID	1234567			PLTTBL01
						P	FI	PLTB0001
MATH2G	SUS Math Req. - 2, Grade	EX	3 A 0	ID	B			PLTTBL01
						P	FI	PLTB0001
MATH3	SUS Math Requirement - 3	EX	7 N 0	ID	1234567			PLTTBL01
						P	FI	PLTB0001
MATH3G	SUS Math Req. - 3, Grade	EX	3 A 0	ID	B			PLTTBL01
						P	FI	PLTB0001
MNAME	Student's Middle Name	EX	10 A 0	NM	Marie			PLTTBL01
MOTHED	Mother's Level of Education	EX	1 A 0	MW		P	FI	REL.TO NAME
								PLTB0001
								PLTI0004
								PLTTBL01
NAME	Student's Full Name	EX	39 A 0	NM	Jane Marie Doe	P	FI	PLTB0002
								PLTI0001
								PLTTBL02
.LNAME	Student's Last Name	EX	17 A 0	NM	DOE	P	FI	GROUP/ELEMENTARY
.FNAME	Student's First Name	EX	12 A 0	NM	Jane	P	FI	GROUP/ELEMENTARY
.MNAME	Student's Middle Name	EX	10 A 0	NM	Marie	P	FI	GROUP/ELEMENTARY
NATSCI1	SUS Nat.Science Req. - 1	EX	7 N 0	ID	1234567	P	FI	PLTB0001

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
NATSCI1	SUS Nat.Science Req. - 1	(Continued)						PLTTBL01
NATSCI1G	SUS Nat.Sci. Req. - 1, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
NATSCI2	SUS Nat.Science Req. - 2	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
NATSCI2G	SUS Nat.Sci. Req. - 2, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
NATSCI3	SUS Nat.Science Req. - 3	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
NATSCI3G	SUS Nat.Sci. Req. - 3, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
PLANAID	Plan to Apply for Finan. Aid?	EX	1 A 0	MW		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
PLANWORK	Plan to Work?	EX	1 A 0	CD		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
PROGNAME	Program ID	EX	8 A 0	ID	PLTPG001	P	FI	PLTI0100
PTWORK	Plan to Work Part-time?	EX	1 A 0	MW		P	FI	PLTB0001
								PLTI0004
								PLTTBL01
RACE	Student's Race	EX	1 A 0	CD	W	P	FI	PLTB0001
RUNOPTION	Program Execution Mode Option		1A					PLTI0001
S1003	Common Course Outside Ind.		1A					PLTI0002
								PLTI0003
								PLTTBL01
S01038	Personal Identifier	EX	10 A 0	ID		P	FI	
S01044	Ethnic Origin	EX	1 A 0	CD	W	P	FI	PLTB0013
								PLTI0007
								PLTTBL13
S01045	Reporting Institution	EX	4 A 0	CD	BOR	P	FI	PLTB0008
								PLTB0009
								PLTB0010
								PLTB0013
								PLTI0007
								PLTI0008
								PLTI0009
								PLTI0011
								PLTI0012
								PLTTBL08
								PLTTBL09
								PLTTBL10
								PLTTBL13
S01048	Sex	EX	1 A 0	CD	F	P	FI	PLTB0013
								PLTI0007
								PLTTBL13
S01051	Term Identifier	EX	6 A 0	ID	199508	P	FI	PLTB0008
								PLTB0009
								PLTB0010

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
S01051	Term Identifier	(Continued)						PLTB0013 PLTI0007 PLTI0008 PLTI0009 PLTI0100 PLTTBL08 PLTTBL09 PLTTBL10 PLTTBL13
		Comments: Note that this data element is formatted differently than the SUS element of the same name. The year portion has been expanded to 4 bytes and the "term" portion has been placed at the end. These changes will facilitate chronological comparisons as well as correctly handle the millenium change.						
S01053	Degree - Level Sought	EX	1 A 0	CD	B	P	FI	PLTB0008 PLTI0007 PLTTBL08
S01060	Student's Classification Lvl.	EX	1 A 0	CD	A	P	FI	PLTB0008 PLTI0007 PLTTBL08
S01061	Cum. Hrs. Acepted (Transfer)	EX	4 N 1	MN		P	FI	PLTB0008 PLTI0007 PLTTBL08
S01063	Current Term Course Load	EX	3 N 1	MN	15	P	FI	PLTB0008 PLTI0007 PLTTBL08
S01064	Student's Date of Entry CCYYMM	EX	0 A 0	MW	199505	P	FI	PLTB0008 PLTI0007 PLTTBL08
S01067	Last Institution Code	EX	6 A 0	ID	100370	P	FI	PLTB0008 PLTI0007 PLTTBL08
S01068	Type of Student at Entry	EX	1 A 0	ID	J	P	FI	PLTB0008 PLTI0007 PLTTBL08
S01070	Dual Enrollment Identification	EX	1 A 0	CD	H	P	FI	PLTB0008 PLTI0007 PLTTBL08
S01071	Termination Code	EX	1 A 0	CD	W	P	FI	PLTB0008 PLTI0007 PLTTBL08
S01072	CLEP - Group Item	EX	18 A 0	MN		P	FI	PLTB0008 PLTI0007 PLTTBL08
.S01073	CLEP - English Credit	EX	3 N 1	MN	12	P	FI	GROUP/ELEMENTARY
.S01074	CLEP - Mathematics Credit	EX	3 N 1	MN	12	P	FI	GROUP/ELEMENTARY

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
.S01075	CLEP - Nat. Science Credit	EX	3 N 1	MN	12	P	FI	GROUP/ELEMENTARY
.S01076	CLEP - Humanities Credit	EX	3 N 1	MN	12	P	FI	GROUP/ELEMENTARY
.S01077	CLEP - Social Sciences Credit	EX	3 N 1	MN	12	P	FI	GROUP/ELEMENTARY
.S01078	CLEP - Subject Exams Credit	EX	3 N 1	MN	12	P	FI	GROUP/ELEMENTARY
S01073	CLEP - English Credit	EX	3 N 1	MN	12	P	FI	PLTI0007
S01074	CLEP - Mathematics Credit	EX	3 N 1	MN	12	P	FI	PLTI0007
S01075	CLEP - Nat. Science Credit	EX	3 N 1	MN	12	P	FI	PLTI0007
S01076	CLEP - Humanities Credit	EX	3 N 1	MN	12	P	FI	PLTI0007
S01077	CLEP - Social Sciences Credit	EX	3 N 1	MN	12	P	FI	PLTI0007
S01078	CLEP - Subject Exams Credit	EX	3 N 1	MN	12	P	FI	PLTI0007
S01079	Departmental - Exam Credit	EX	3 N 1	MN	12	P	FI	PLTB0008
								PLTI0007
								PLTTBL08
S01080	Other Tests and Methods Credit	EX	3 N 1	MN	12	P	FI	PLTB0008
								PLTI0007
								PLTTBL08
S01081	Degree - Level Granted	EX	1 A 0	CD	A	P	FI	REL.TO S01125
S01082	Degree Program Category	EX	6 A 0	ID		P	FI	REL.TO S01125
S01083	Degree Pgm.- Fraction Granted	EX	3 N 2	MN	150	P	FI	REL.TO S01125
S01085	Institutional Hours for GPA	EX	4 N 1	MN	150	P	FI	PLTB0008
								PLTI0007
								PLTTBL08
S01086	Total Instutional Grade Points	EX	5 N 1	MN	1300	P	FI	PLTB0008
								PLTI0007
								PLTTBL08
S01087	Tot. Hrs. Earned Curr. Degree	EX	4 N 1	MN	130	P	FI	PLTB0008
								PLTI0007
								PLTTBL08
S01088	Term Credit Hours for GPA	EX	3 N 1	MN		P	FI	PLTB0008
								PLTI0007
								PLTTBL08
S01089	Term Credit Hours Earned	EX	3 N 1	MN		P	FI	PLTB0008
								PLTI0007
								PLTTBL08
S01090	Term Grade Points Earned	EX	4 N 1	MN		P	FI	PLTB0008
								PLTI0007
								PLTTBL08
S01102	Grade Awarded	EX	2 A 0	CD	A	P	FI	PLTB0009
								PLTI0008
								PLTTBL09
S01106	Fee Classification - Residency	EX	1 A 0	CD	F	P	FI	PLTB0013
								PLTI0007
								PLTTBL13
S01112	Degree - highest level held	EX	1 A 0	CD	H	P	FI	PLTB0013
								PLTI0007
								PLTTBL13
S01125	Degrees Granted Information	EX	10 A 0	GR		P	FI	PLTB0010
								PLTI0007
								PLTTBL10

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
.S01081	Degree - Level Granted	EX	1 A 0	CD	A	P	FI	GROUP/ELEMENTARY
.S01082	Degree Program Category	EX	6 A 0	ID		P	FI	GROUP/ELEMENTARY
.S01083	Degree Pgm.- Fraction Granted	EX	3 N 2	MN	150	P	FI	GROUP/ELEMENTARY
S01126	Student's Birth Year	EX	4 N 0	CY	1951	P	FI	PLTB0013 PLTI0007 PLTTBL13
S01138	American College Testing Score	EX	2 N 0	MS	50	P	FI	PLTB0013 PLTI0009 PLTTBL13
	Comments: This data element is the "enhanced" ACT score. Data from early years in the study were converted from the old ACT scoring to the "enhanced" scoring after being extracted from the SUS system.							
S01144	Remediation Area	EX	1 A 0	CD	M	P	FI	PLTB0008 PLTI0012 PLTTBL08
	Comments: This data element is reported by Academic year to the SUS. It has been converted to a term basis in order to be consistent with other data in LTS.							
S01145	Test Determining Remediation	EX	1 A 0	CD	A	P	FI	PLTB0008 PLTI0012 PLTTBL08
	Comments: This data element is reported by Academic year to the SUS. It has been converted to a term basis in order to be consistent with other data in LTS.							
S01146	Remediation Completion Method	EX	1 A 0	CD	A	P	FI	PLTB0008 PLTI0012 PLTTBL08
	Comments: This data element is reported by Academic year to the SUS. It has been converted to a term basis in order to be consistent with other data in LTS.							
S01147	Community College Fice Code	EX	5 N 0	CD	01533	P	FI	PLTB0008 PLTI0012 PLTTBL08
	Comments: The values of S01147 are identical to those in FICECODE. The values of S01145 are also the same as the last 5 bytes of C1017. This data is reported to the SUS by Academic year. it has been converted to a term basis in order to be consistent with other data in LTS.							

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
					in order to be consistent with other data in LTS.			
S01263	Fiscal Year Identifier	EX	4 N	0 MN	9394	P	FI	PLTI0011
					Comments: The SUS fiscal year begins in July and ends in June.			
S01267	Inst. Classification Level	EX	1 A	0 CD	0	P	FI	PLTB0008 PLTI0007 PLTTBL08
S01284	International Baccalaurate Cr.	EX	3 N	1 MN	12	P	FI	PLTB0013 PLTI0007 PLTTBL13
S01411	Inst. granting highest degree	EX	5 A	0 ID	01506	P	FI	PLTB0013 PLTI0007 PLTTBL13
S01412	Term Degree Granted	EX	6 N	0 MN	199508	P	FI	PLTB0010 PLTI0007 PLTTBL10
					Comments: Note that this data element is formatted differently than the SUS element of the same name. The year portion has been expanded to 4 bytes and the "term" portion has been placed at the end. These changes will facilitate chronological comparisons as well as correctly handle the millenium change. This data element occurs 3 times in each input record. One Degree Table row should be written for each valid occurrance of this element. Valid is defined as the field contains all spaces or an "N" is coded in the "level" portion of the group field.			
S01413	Type of student at last admis.	EX	1 A	0 CD	B	P	FI	PLTB0013 PLTI0007 PLTTBL13
S01419	Full Name	EX	31 A	0 NM	Doe Jane	P	FI	PLTB0013 PLTI0007 PLTTBL13
S01420	Date of most recent admission	EX	6 N	0 YY	199602 (CCYYMM)	P	FI	PLTB0013 PLTI0007 PLTTBL13
S01433	Full-Time/Part-Time Flag	EX	1 A	0 CD	F	D	FI	PLTB0008 PLTTBL08
					Comments: Derivation logic: Spring or Fall term: Unclassified students: F = 9 or more hours/term Undergrads : F = 12 or more hours/term Grad students : F = 9 or more hours/term Summer term:			

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
					Unclassified students: F = 6 or more hours/term			
					Undergrads : F = 8 or more hours/term			
					Grad students : F = 6 or more hours/term			
S01522	Annual Submission Annual Year	EX	4 N 0	MN	9293	P	FI	PLTI0012
SATCOMB	Student's Combined SAT Score	EX	4 N 0	MS	1400	P	FI	PLTB0001
								PLTI0004
								PLTTBL01
SATMATH	Student's Math SAT Score	EX	3 N 0	MS	700	P	FI	PLTB0001
								PLTI0004
								PLTTBL01
SATVERB	Student's Verbal SAT Score	EX	3 N 0	MS	700	P	FI	PLTB0001
								PLTI0004
								PLTTBL01
SCHL	CROP School Code		4 N					
SCHYEAR	School Year		4 N					
SEX	Student's Sex	EX	1 A 0	CD	M	P	FI	PLTB0001
								PLTI0001
								PLTI0002
								PLTI0003
								PLTI0010
								PLTTBL01
SICCODE	Standard Industry Code	EX	2 A 0	CD	80	P	FI	PLTB0003
								PLTTBL03
SOCSCI1	SUS Soc.Science Req. - 1	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
SOCSCI1G	SUS Soc.Sci. Req. - 1, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
SOCSCI2	SUS Soc.Science Req. - 2	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
SOCSCI2G	SUS Soc.Sci. Req. - 2, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
SOCSCI3	SUS Soc.Science Req. - 3	EX	7 N 0	ID	1234567	P	FI	PLTB0001
								PLTTBL01
SOCSCI3G	SUS Soc.Sci. Req. - 3, Grade	EX	3 A 0	ID	B	P	FI	PLTB0001
								PLTTBL01
SSN	Social Security Account Number	EX	9 N 0	ID	123456789	P	FI	PLTB0001
								PLTB0003
								PLTB0004
								PLTB0005
								PLTB0006
								PLTB0007
								PLTB0008
								PLTB0009
								PLTB0010
								PLTB0011
								PLTB0012
								PLTB0013
								PLTB0080
								PLTI0005
								PLTI0007

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
SSN	Social Security Account Number	(Continued)						PLTI0008
								PLTI0009
								PLTI0010
								PLTI0011
								PLTI0012
								PLTI0100
								PLTTBL01
								PLTTBL03
								PLTTBL04
								PLTTBL05
								PLTTBL06
								PLTTBL07
								PLTTBL08
								PLTTBL09
								PLTTBL10
								PLTTBL11
								PLTTBL12
								PLTTBL13
STUID	Student Identification Number	EX	10 A	0 ID	123456789	P	FI	PLTB0001
								PLTB0002
STUIDDPS	Student Identification Number		10 A					PLTI0001
								PLTI0002
								PLTI0003
								PLTI0004
								PLTI0010
								PLTI0100
								PLTTBL01
								PLTTBL02
.SSN	Social Security Account Number	EX	9 N	0 ID	123456789	P	FI	GROUP/ELEMENTARY
.STUIDFILL	Trailing byte in STUID	EX	1 A	0 MW		P	FI	GROUP/ELEMENTARY
		Comments: This ID field usually is structured as a Social Security Account number followed by a space. In some cases it is a district assigned Student ID which is 10 bytes long. field is formatted the same as C1021 from Community College, the two fields will contain the same values for the same student only if both sources report the Student's SSN.						
STUIDFILL	Trailing byte in STUID	EX	1 A	0 MW		P	FI	REL.TO STUID
STUNAME	Student's Full Name		39 A					
SUSREQMET	SUS Entrance Requirements met?	EX	1 A	0 CD	Y	D	FI	PLTB0001
								PLTTBL01
		Comments: This data element is derived from the existence of a Student's ID number on PLTI0004 (DPS Req. Met File).						
TSWE	Test of Standard Written Eng.	EX	2 N	0 MN	12	P	FI	PLTB0001
								PLTI0004
								PLTTBL01

Subject: DATA ELEMENT DIRECTORY | Prepared by: Gary Van Dam | Effective date: 12/1/97

Data Element	Data Title	Status	Size/Dec	Key-Word	Example and Programming Name	Data Type	Cl. Use	Rcd.stored in or Relationship
UIADDR	U.I. Address Line	EX	30 A 0	AD	417 Castleton Circle UI-ADDR-LINE	P	FI	PLTI0005
UIEMPCNT	U.I. Employee Count	EX	5 N 0	CT	125 UI-3RD-MO-EMP-CNT	P	FI	PLTI0005
UIEMPNUM	U.I. Employer's number	EX	8 A 0	MW	1234568A UI-EMP-NUM	P	FI	PLTI0005
UIPHONE	U.I. Employer Phone number	EX	10 N 0	PH	9043856487 UI-PHONE-NUMBER	P	FI	PLTI0005
UIQTR	U.I. Employment quarter	EX	1 N 0	MN	2 UI-YR-QTR-QTR	P	FI	PLTI0005
UISIC	U.I. Standard Industry code	EX	2 N 0	MN	53 UI-SIC2	P	FI	PLTI0005
UISURNM	U.I. Surname	EX	3 A 0	NM	GOF UI-SUR-NM	P	FI	PLTI0005
UIUNIT	U.I. Unit Code	EX	2 A 0	MW	A UI-UNIT-CODE	P	FI	PLTI0005
UIWAGES	U.I. Wages earned/quarter	EX	7 N 2	$$	400000 ($4,000.00) UI-WAGES	P	FI	PLTI0005
UIWEEKS	U.I. Weeks worked/quarter	EX	2 N 0	MN	12 UI-WKS	P	FI	PLTI0005
UIYEAR	U.I. Employment year	EX	2 N 0	YY	93 UI-YR-QTR-YR	P	FI	PLTI0005
WAGES	Student's Annual Earnings	EX	8 N 2	$$	14000	P	FI	PLTB0003 PLTTBL03
WEEKSWRK	Weeks Student Worked (Annual)	EX	3 N 0	MN	48	P	FI	PLTB0003 PLTTBL03
		Comments: This data element is 2 bytes in length on the U.I. quarterly wage file. It has been expanded to 3 in PLT given that we will be summing records for multiple jobs. It is possible that a person working multiple jobs could exceed 99 weeks.						
YEAR *	YEAR	EX	4 A 0	CY	1994	P	FI	PLTI0100

*FADIST Financial Aid Student's School District 2 N
FAMName Finanical Aid Student's Middle Name 6 A

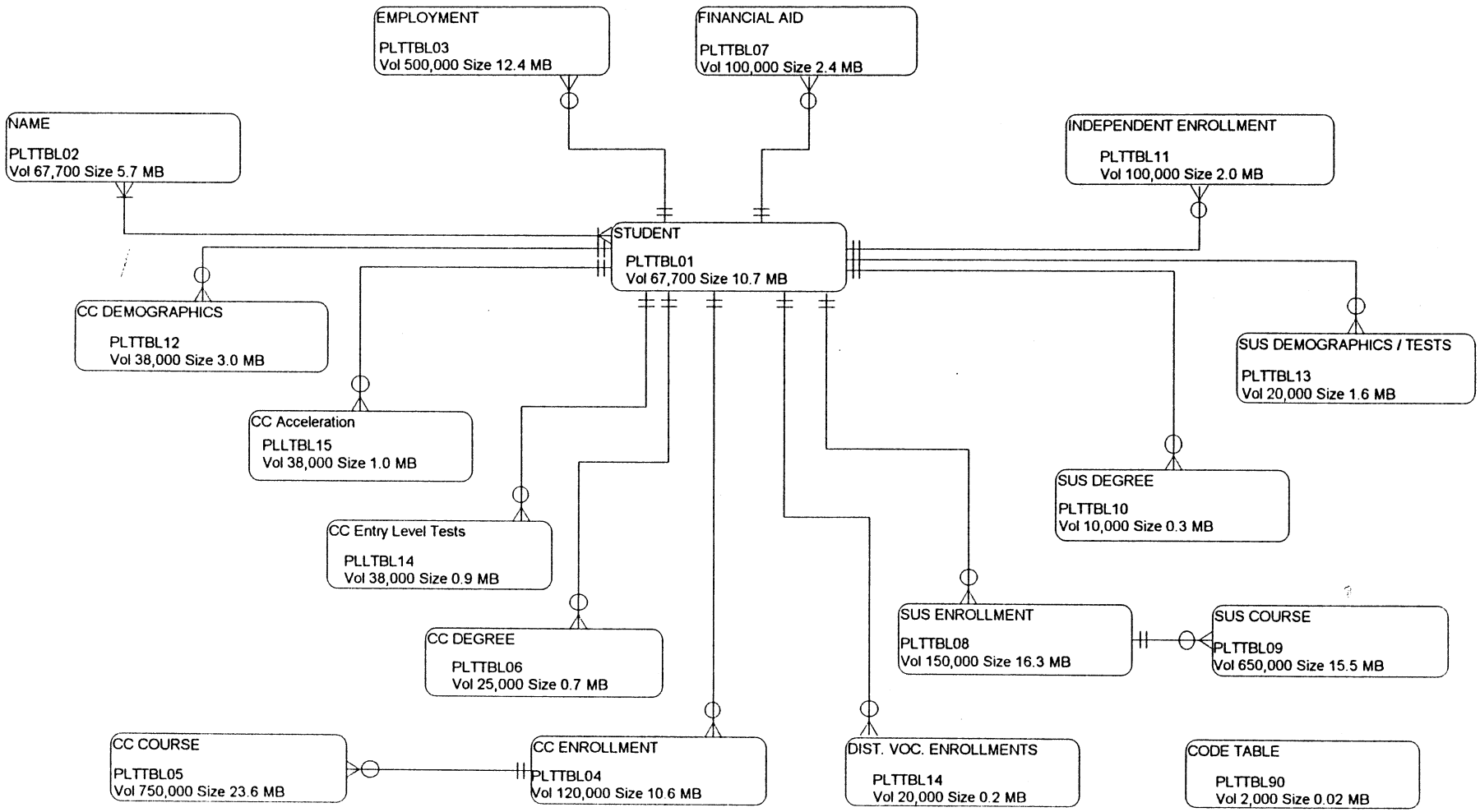
APPENDIX D

POSTSECONDARY EDUCATION PLANNING COMMISSION

LONGITUDINAL TRACKING SYSTEM

DATA MODEL

PEPC Longitudinal Tracking System Data Model



APPENDIX E

POSTSECONDARY EDUCATION PLANNING COMMISSION

STATE UNIVERSITY SYSTEM

ADMISSIONS POLICIES

ADMISSIONS POLICIES FOR THE STATE UNIVERSITIES OF FLORIDA

STATE LEVEL MINIMUM ADMISSIONS POLICIES

The Florida Board of Regents has established minimum state level admissions policies for first-time-in-college students and for students transferring without having AA degrees from Florida public community colleges. These policies include a list of required high school academic courses considered to be the best preparation for entry to college (See Rules 6C-6.001 and 6C-6.002, FAC). These requirements are minimum state standards applying to all nine universities. Higher admissions standards may be required by each university. The "Freshman Admission Information" sheets in the next section will specify university requirements that differ from the State minimum requirements.

1. **HIGH SCHOOL GRADUATION.** Graduation from an accredited high school or the equivalent (GED), etc. is required. An applicant from a non-traditional program must present credentials as described in Rule 6C-6.002 (3), FAC, and will be judged by the individual university.

2. **HIGH SCHOOL GRADE POINT AVERAGE AND ADMISSIONS TEST.** The high school grade point average (HSGPA) will be based on a 4.0 score recalculated by the university from grades earned in high school academic core courses (see list on the following pages). Additional weights are normally assigned to grades of D or better in Honors, Advanced Placement, International Baccalaureate, and other advanced courses. The following chart summarizes the weighting policies of the state universities.

ADDITIONAL GRADE POINTS ASSIGNED TO SPECIALLY DESIGNATED COURSES FOR CALCULATING WEIGHTED AVERAGE H. S. GPAS IN ACADEMIC CORE COURSES

University	Honors Course	Advanced Placement Course	International Baccalaureate Course	Advanced Course
FAMU	1	1	1	1
FAU	1	1	1	1
FIU*	1	1	1	1
FSU*	1	1	1	1
UCF	1	1	1	1
UF*	0.5	1	1	0.5
UNF	0.5	1	1	0.5
USF	1	1	1	1
UWF*	1	1	1	1

** for a grade of C or better*

Eligibility for admission will be determined on the basis of the high school grade point average in the academic core courses (calculated according to the policies of the university) and the SAT (or ACT) score using the following sliding admission scale.

STATE UNIVERSITY SYSTEM SLIDING ADMISSION SCALE

In order to determine admission eligibility, a student's grade point average (GPA) will be calculated by the university to which the student applies. The GPA to determine eligibility for admissions will be calculated on only the "required academic core courses" listed on following pages. A student applying for admission who has a satisfactory high school record, including a "B" average (3.0 on a 4.0 scale) in the required high school academic core courses offered in grades 9 through 12, should submit SAT or ACT scores and other evidence of expected successful academic progress in the university to show eligibility for admission. If an applicant's recalculated GPA is less than 3.0, the following sliding scale will be used to determine eligibility. A sliding scale allows the opportunity for an applicant to balance a low GPA with a high test score or to balance a low test score with a high GPA.

ADMISSIONS POLICIES FOR THE STATE UNIVERSITIES OF FLORIDA

SUS SLIDING ADMISSIONS SCALE

If GPA in Academic Core Courses is:	One of the following admissions test scores must equal or exceed:		
HS GPA	ACT *	SAT or	Recentered SAT I**
2.0	25	1050	1140
2.1	24	1020	1110
2.2	23	990	1090
2.3	22	960	1060
2.4	22	930	1030
2.5	21	900	1010
2.6	21	890	1000
2.7	21	880	990
2.8	20	870	980
2.9	20	860	970
3.0	***	***	***

*ACT exam taken during or after October 1989
**SAT I exam taken after March 1995
***Academic eligibility for admission is determined by a 3.0 or better GPA and submission of admissions test scores.

COMPETITIVE ADMISSION PRACTICES

Admission into Florida's state universities is limited by space available. The degree of competition for space depends on the number and qualifications of those who apply for admission. To increase the chance of admission, high school students should try to exceed the minimum requirements. (See chart for admissions statistics)

EXCEPTIONS TO MINIMUM ADMISSION REQUIREMENTS

The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. Universities are allowed the flexibility to admit a limited number of students as exceptions to the minimum requirements, through the recommendations of appropriate faculty committees. Exceptions may be made on the basis of important attributes or special talents of individual applicants who may not qualify for admission based only on their academic records and admissions test scores, but may demonstrate potential for success in college (See Rule 6C-6.002,FAC). Applicants should provide information regarding other important attributes, or special talents along with their application.

SUBSTITUTIONS OF REQUIREMENTS FOR DISABLED STUDENTS

An individual with a visual impairment, hearing impairment, or specific learning disabilty, may wish to be considered for admission on the basis of a reasonable substitution of an admissions requirement. Information is available from the university's office of admissions. (See Rule 6C-6.002(3)(d),FAC)

3. HIGH SCHOOL COURSE DISTRIBUTION REQUIREMENTS. Students must complete 19 units of high school work distributed over an approved range of subject areas. Students would complete courses from the list of Academic Core Courses and Approved Electives in order to meet the following course distribution requirements.

SUS COURSE DISTRIBUTION REQUIREMENTS

A.	ACADEMIC CORE COURSES IN DESIGNATED SUBJECT AREAS	
	ENGLISH	4 units (3 with substantial writing)
	MATHEMATICS	3 units (Algebra I and above)
	NATURAL SCIENCE	3 units (2 with substantial lab)
	SOCIAL SCIENCE	3 units
	FOREIGN LANGUAGE	2 units (in the same language)
B.	APPROVED ELECTIVES	4 units (from the following list)
C.	TOTAL ACADEMIC UNITS REQUIRED	19 units

ADMISSIONS POLICIES FOR THE STATE UNIVERSITIES OF FLORIDA

HIGH SCHOOL COURSES WHICH SATISFY THE COURSE DISTRIBUTION REQUIREMENTS

The courses listed on the following pages are the preferred "college prep" courses. They are the ones which best prepare students to do university level work and carry the most weight in the competitive admissions process. Any course marked with an asterisk (*) may also be used for meeting state requirements for credit in the designated subject areas for graduation from high school, according to the Florida Department of Education Course Code Directory. The equivalent of the courses listed which have been taken in schools outside the Florida public school system may also satisfy the state's minimum requirements for admissions into the state universities of Florida.

ENGLISH COURSE REQUIREMENTS (Academic Core Courses in English)

POLICY: A State University System freshman applicant must have four academic units in English, three of which must have included substantial writing requirements. The following courses are the "college prep" courses which include these writing requirements. Students planning to attend a university should complete courses from this list.

Course Number	Course Title	Course Number	Course Title
1001310	*English I	1001810	*English II Pre IB
1001320	*English Honors I	1001820	*English III IB
1001340	*English II	1001830	*English IV IB
1001350	*English Honors II	1005300	*World Literature
1001370	*English III	1005310	*American Literature
1001380	*English Honors III	1005320	*British Literature
1001400	*English IV	1005330	*Comtemp Literature
1001410	*English Honors IV	1005340	*Classical Literature
1001420	*AP Eng: Lang. & Comp.	1009300	*Writing I
1001430	*AP Eng: Lit. & Comp.	1009310	*Writing II
1001480	Adv Comm. Methodology	1009320	Creative Writing
1001800	*English I Pre IB		

MATHEMATICS COURSE REQUIREMENTS (Academic Core Courses in Mathematics)

POLICY: A State University System freshman applicant must have three academic units in Mathematics, all of which must be at the Algebra I level and higher. The following courses are the "college prep" courses in Mathematics which meet or exceed the minimum level. Students planning to attend a university should complete at least three courses from this list.

Course Number	Course Title
1200310	*Algebra I
1200320	*Algebra I Honors
1200330	*Algebra II
1200340	*Algebra II Honors
1200350	*Linear Algebra
1200360	*Abstract Algebra
1201300	*Math Analysis
1201310	*Analysis of Functions
1202300	*Calculus
1202310	*AP Calculus AB
1202320	*AP Calculus BC
1202330	*Multivar Calculus
1202340	Pre-Calculus
1202800	*Calculus IB
1204300	*Differential Equations

Course Number	Course Title
1205400	*Applied Math I
1205410	*Applied Math II

Applied Math I and II, taken sequentially, equate to one unit of Algebra I.

Course Number	Course Title
1206310	*Geometry
1206320	*Geometry Honors
1206330	*Analytical Geometry
1206800	*Analytical Geometry IB
1207310	*Integrated Math I
1203300	*Comput App in Math I (NLO)
1203310	*Comput App in Math II (NLO)
1203800	*Math & Computing IB (NLO)

NLO - No Longer Offered by the High Schools

ADMISSIONS POLICIES FOR THE STATE UNIVERSITIES OF FLORIDA

MATHEMATICS COURSE REQUIREMENTS (Academic Core Courses in Mathematics) continued

Course Number	Course Title	Course Number	Course Title
1207320	*Integrated Math II		
1207330	*Integrated Math III	1213350	*Elements of Math VI
1209800	*Math Studies IB	1213360	*Elements of Math VII
1210300	*Prob & Stats w/ Application	1213370	*Elements of Math VIII
1211300	*Trigonometry	1213380	*Elements of Math IX (NLO)
1211800	*Trigonometry IB	1202340	*IB Calculus (NLO)
1212300	*Discrete Mathematics	1203320	*IB Math & Computing (NLO)
1213300	*Elements of Math I	1206340	*IB Analytical Geometry (NLO)
1213310	*Elements of Math II	1207300	*Integrated Math (NLO)
1213320	*Elements of Math III	1209300	*IB Math Studies (NLO)
1213330	*Elements of Math IV	1211310	*IB Trigonometry (NLO)
1213340	*Elements of Math V		

NLO = No Longer Offered by the High Schools

NATURAL SCIENCE COURSE REQUIREMENTS (Academic Core Courses in the Natural Sciences)

POLICY: A State University System freshman applicant must have three academic units in Natural Science, two of which must have included substantial laboratory requirements. The following courses are the "college prep" courses in Natural Science which include these laboratory requirements. Students planning to attend college should complete courses from this list. Students who start the Integrated Science courses should complete a minimum of three to meet the science requirements.

Course Number	Course Title	Course Number	Course Title
2000310	*Biology I	2002390	*Int. Sci. V
2000320	*Biology I Honors	2003310	*Physical Science
2000330	*Biology II	2003320	*Physical Sci Honors
2000340	*AP Biology	2003340	*Chemistry I
2000350	*Anatomy & Phys	2003350	*Chemistry I Honors
2000360	*Anatomy & Phys Honors	2003360	*Chemistry II
2000370	*Botany	2003370	*AP Chemistry
2000380	*Ecology	2003380	*Physics I
2000390	*Limnology	2003390	*Physics I Honors
2000400	*Marine Biology	2003400	*Nuclear Radiation
2000410	*Zoology	2003410	*Physics II
2000420	*Pre IB Biology	2003420	*AP Physics B
2000800	*Biology I Pre IB	2003430	*AP Physics C
2000810	*Biology II IB	2003600	*Principles Tech I
2000820	*Biology III IB	2003610	*Principles Tech II
2001310	*Earth/Space Science	May take either of these for up to 1 credit in physics, but not in addition to Physics I.	
2001320	*Earth/Space Sci Honors		
2001340	*Environment Science	2003800	*Chemistry I Pre IB
2001350	*Astronomy Solar/Galaxy	2003810	*Chemistry II IB
2001370	*Oceanography	2003820	*Chemistry III IB
2002310	*General Science	2003850	*Physics III IB
2002330	*Space Tech & Engineer	2000430	*IB Biology (NLO)
2002350	*Int. Sci. I	2003440	*Pre IB Chemistry (NLO)
2002360	*Int. Sci. II	2003450	*IB Chemistry (NLO)
2002370	*Int. Sci. III		
2002380	*Int. Sci. IV		

NLO = No Longer Offered by the High Schools

SOCIAL SCIENCE COURSE REQUIREMENTS (Academic Core Courses in the Social Sciences)

POLICY: A State University System freshman applicant must have three units in Social Science, which may include any combination of the following subjects: Economics, History, Political Science, Psychology, Sociology, and Geography. The following courses are the preferred "college prep" courses in Social Sciences. Students planning to attend an university should select courses from this list.

Course Number	Course Title
2100310	*American History
2100320	*Adv American History
2100330	*AP American History
2100340	Afro-American History
2100350	Florida History
2100360	Latin Amer History
2100370	East & West Heritage
2100380	U.S. History to 1920
2100390	U.S. and World Hist from 1848
2100800	*History of Americas IB
2100810	*American History IB
2101300	Anthropology
2102310	*Economics
2102320	*Adv Economics
2102330	*Comp Econ Systems
2102360	*Adv Pl MicroEconomics
2102370	*Adv Pl MacroEconomics
2102380	Amer. Econ. Experience
2102800	*Comp Econ Syst Pre IB
2103300	World Geography
2104310	Future Studies
2104320	Global Studies
2105300	Western Civilization
2105310	World Religions
2105320	Bible History Old Test
2105330	Bible History New Test
2105340	Philosophy
2105350	Analytical Philosophy
2106310	*American Government
2106320	*Adv American Government
2106330	Civics
2106340	Political Science
2106350	Law Studies
2106360	Compar Political Syst
2106420	*AP Am Govt/Poli Sci
2106430	AP Comp Govt/Poli Sci
2106440	International Relations
2106450	Amer. Political Syst
2106800	*American Govt Pre IB
2107300	Psychology I
2107310	Psychology II
2107800	Psychology I IB
2107810	Psychology II IB
2108300	Sociology
2109310	*World History
2109320	*Adv World History
2109330	African History
2109350	Contemporary History
2109380	AP European History
2109800	Contemporary Hist IB
2109810	*World History Pre IB
2100370	*IB History of Americas (NLO)
2100380	*IB American History (NLO)
2102340	*Pre IB Comp Econ Syst (NLO)
2106410	*Pre IB Amer Govt (NLO)
2109360	*IB Contemporary Hist (NLO)
2109390	*Pre IB World Hist (NLO)

NLO- No Longer Offered by the High Schools

FOREIGN LANGUAGE REQUIREMENTS (Academic Core Courses in Foreign Languages)

POLICY: A State University System freshman applicant must have two academic units in Foreign Language, both of which must be in the same language. Credits in American Sign Language may substitute for this admissions requirement, but will not count as credit for a university graduation requirement in foreign language. The following courses meet the high school Foreign Language requirement. The preferred "college prep" courses in Foreign Language are marked with a plus sign (+). A student who does not take foreign language in high school, may take 8-10 semester credits of a foreign language (or American Sign Language) at a community college or may pass an appropriate exam. A student admitted to a state university as an exception to this admissions requirement, must make up the credits in a foreign language prior to graduation.

Course Number	Course Title	Course Number	Course Title
0701300	Conversational French I	0701800	+French I Pre IB
0701310	Conversational French II	0701810	+French II Pre IB
0701320	+French I	0701820	+French III Pre IB
0701330	+French II	0701830	+French IV-B-IB
0701340	+French III	0701840	+French V-B-IB
0701350	+French IV	0701850	+French IV-A-IB
0701360	+French V	0701860	+French V-A-IB
0701370	+French VI	0702300	Conversational German I
0701380	+AP French Language	0702310	Conversational German II
0701390	+AP French Literature	0702320	+German I

FOREIGN LANGUAGE REQUIREMENTS continued

Course Number	Course Title
0702330	+German II
0702340	+German III
0702350	+German IV
0702360	+German V
0702370	+German VI
0702380	+AP German Language
0702800	+German I Pre IB
0702810	+German II Pre IB
0702820	+German III Pre IB
0702830	+German IV-B-IB
0702840	+German V-B-IB
0702850	+German IV-A-IB
0702860	+German V-A-IB
0703320	+Greek I
0703330	+Greek II
0703340	+Greek III
0703350	+Greek IV
0703380	+Classical Greek I
0703390	+Classical Greek II
0704300	+Hebrew I
0704310	+Hebrew II
0704320	+Hebrew III
0704330	+Hebrew IV
0704340	+Hebrew V
0704350	+Hebrew VI
0705300	Conversational Italian
0705320	+Italian I
0705330	+Italian II
0705340	+Italian III
0705350	+Italian IV
0705360	+Italian V
0705370	+Italian VI
0706300	+Latin I
0706310	+Latin II
0706320	+Latin III
0706330	+Latin IV
0706340	+Latin V
0706350	+Latin VI
0706260	+AP Latin Catul-Horac
0706370	+AP Latin Vergil
0707300	+Russian I
0707310	+Russian II
0707320	+Russian III
0707330	+Russian IV
0707800	+Russian I - Pre IB
0707810	+Russian II - Pre IB
0707820	+Russian III - Pre IB
0707830	+Russian IV - B - IB
0708300	Conversational Spanish
0708310	Conversational Spanish
0708320	Conversational Spanish
0708330	Conversational Spanish
0708340	+Spanish I
0708350	+Spanish II
0708360	+Spanish III
0708370	+Spanish IV
0708380	+Spanish V
0708400	+AP Spanish Language
0708410	+AP Spanish Literature
0708420	+Spanish for Business
0708800	+Spanish I - Pre IB
0708810	+Spanish II - Pre IB
0708820	+Spanish III - Pre IB
0708830	+Spanish IV - B - IB
0708840	+Spanish V - B - IB
0708850	+Spanish IV - A - IB
0708860	+Spanish V - A - IB
0709300	+Spanish Speaking I
0709310	+Spanish Speaking II
0709320	+Spanish Speaking III
0709330	+Spanish Speaking IV
0709340	+Spanish Speaking V
0709350	+Spanish Speaking VI
0711300	+Chinese I
0711310	+Chinese II
0711320	+Chinese III
0712300	+Japanese I
0712310	+Japanese II
0712320	+Japanese III
0712330	+Japanese IV
0713300	+Portuguese I
0713310	+Portuguese II
0701400	+IB French (NLO)
0701410	+IB French Adv. (NLO)
0702390	+IB German (NLO)
0702400	+IB German Adv. (NLO)
0703300	Conversational Greek I (NLO)
0703310	Conversational Greek II (NLO)
0703360	+Greek V (NLO)
0703370	+Greek VI (NLO)
0705310	Conversational Italian (NLO)
0708390	+Spanish VI (NLO)
0708430	+IB Spanish (NLO)
0708440	+IB Spanish Adv. (NLO)

NLO = No Longer Offered by the High Schools

APPROVED ELECTIVE COURSES

POLICY: Any freshman applicant to the State University System must have four additional academic high school credits or electives. These four electives are in addition to the required four units in English, three units in Mathematics, three units in Natural Science, three units in Social Science, and two units in Foreign Language.

The courses described in the following paragraphs may be used to satisfy the four units of electives requirement.

1. Any courses in Language Arts and English, Mathematics, Science, Social Studies or Foreign Language listed in the Florida Department of Education Course Code Directory for grades nine or above, and which will satisfy state credit requirements for high school graduation, may be used toward the four required elective units. These are the preferred electives. Because of the competitive nature of university admissions, most of the students admitted have impressive high school records with electives from these five academic areas.

2. Up to two credits in any of the Fine Arts (Art, Dance, Drama, Music) as specified in the Senior High Adult section of the Course Code Directory. The 1/2 credit in Performing Fine Arts required for high school graduation must be included in this allowance.

3. Any Humanities courses listed in the Course Code Directory for grade nine or above.

4. Any Computer courses in the areas of application, programming, or graphics listed in the Course Code Directory for grades 9 or above.

5. Any dual enrollment courses for which both high school and postsecondary credits are granted as specified in the Course Code Directory pursuant to Section 232.081(1)(h),FS.

6. Up to one credit in any Executive Internship course as listed in the Course Code Directory for grade nine or above.

7. Up to one credit in any course listed in the Leadership Skills Development section or the ROTC section of the Course Code Directory for grade nine or above.

8. Up to one credit in any Research course listed in the Research section of the Course Code Directory for grade nine or above.

9. Up to two credits in any Vocational Education courses listed in the Course Code Directory for grade nine or above. The 1/2 credit state requirement in Practical Arts Vocational Education or Exploratory Vocational Education for high school graduation must be included in this allowance, and should be interpreted as being in addition to the allowance for computer courses even though the computer course may be listed in the Vocational Education section of the Course Code Directory.

10. Up to one combined credit in Physical Education and in Health or Life Management Skills (1/2 credit each) as specified in the Course Code Directory and required for high school graduation.

Florida Department of Education
Frank T. Brogan, Commissioner