DOCUMENT RESUME

ED 468 786 HE 035 254

TITLE	Postsecondary Progression of 1993-94 Florida Public High School Graduates: 2002 Update.
INSTITUTION	Florida State Council for Education Policy, Research and Improvement, Tallahassee.
PUB DATE	2002-05-00
NOTE	93p.; Prepared in Response to Specific Appropriations 187 through 192 of the 2001 General Appropriations Act, Chapter 2001-253, Laws of Florida.
AVAILABLE FROM	For full text: http://www.cepri.state.fl.us/pdf/ 2002% 20Cohort%20Report.pdf.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Persistence; Cohort Analysis; Dropouts; *Educational Attainment; *High School Graduates; High Schools; *Higher Education; *Outcomes of Education; Tables (Data)
IDENTIFIERS	*Florida

ABSTRACT

This status report documents the postsecondary progress of the 1993-1994 Florida public high school graduating class through the spring term of 2001, or 7 years after high school graduation. The two major outcomes addressed were baccalaureate degree completion and the time/credit hours to baccalaureate degree completion. The study focused on 1993-1994 public high school graduates who by fall 1994 enrolled in baccalaureate degree programs or associate in arts or general freshman community college programs. Analyses examined the relationship between the outcomes of interest and a variety of factors, including precollege student attributes, college student experiences, and institutional characteristics. There were 90,072 graduates from Florida public high schools in 1993-1994. Of these, 82,787 (91.9%) had valid social security numbers for subsequent tracking. Of these, 39,095 (47.2%) were found enrolled the following fall semester in institutions in the cohort study database. An additional 10% were estimated to have enrolled at postsecondary institutions out of state, for an overall continuation rate of about 57%. By spring 2001, the vast majority (74.4%) of students in the cohort still had not earned any credential at a state university or community college, reflecting both modest levels of initial postsecondary participation and academic progression. The highest degree held by 14.5% of the cohort overall was a bachelor's degree, and this was the highest degree for 58% of those who enrolled immediately after high school graduation. Findings show that high school preparation and academic achievement matter, and that there are things students can do to enhance their chances of receiving a degree. Data are provided on student characteristics, including race/ethnicity and socioeconomic status. Six appendixes present details about the cohort, including results from a model predicting likelihood of degree completion. (Contains 68 tables and 2 figures.) (SLD)

Council for Education Policy, Research and Improvement

POSTSECONDARY PROGRESSION OF 1993-94 FLORIDA PUBLIC HIGH SCHOOL GRADUATES: 2002 UPDATE

May 2002

COUNCIL FOR EDUCATION POLICY, RESEARCH AND IMPROVEMENT

Philip Morgaman, Chairman
Fort Lauderdale

Akshay Desai, Vice Chairman
St. Petersburg

Diane Leone
St. Augustine

Bob McIntyre
Largo

Edwin Moore
Tallahassee

Jacob Stuart
Orlando

Robert Taylor
Ft. Myers

Pat Telson
Winter Park

Mary Watts
Sarasota

The Council for Education Policy, Research and Improvement (CEPRI) was created as an independent office under the Office of Legislative Services by the 2001 Legislature (Section 229.0031, Florida Statutes). The Council serves as a citizen board for independent policy research and analysis and is composed of five members appointed by the Governor and two members appointed by Speaker of the House and two members appointed by the President of the Senate. The Council's statutory responsibilities include the following:

- Prepare and submit to the Florida Board of Education a long-range master plan for education. The plan must 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, and needs of particular subgroups of the Commissioner of Education.

- Prepare and submit for approval by the Florida Board of Education a long-range performance plan for K-20 education in Florida, and annually review and recommend improvement in the implementation of the plan.

- Provide public education institutions and the public with information on the K-20 education accountability system, recommend refinements and improvements, and evaluate issues pertaining to student learning gains.

- On its own initiative or in response to the Governor, the Legislature, the Florida Board of Education, or the Commissioner of Education, issue reports and recommendations on matters relating to any education sector.

- By January 1, 2003, and on a 3-year cycle thereafter, review and make recommendations to the Legislature regarding the activities of research centers and institutes supported with state funds to assess return on the State's investment in research conducted by public postsecondary education institutions, in coordination with the Leadership Board of Applied Research and Public Services.

Further, information about the Council, its publications, meetings and other activities may be obtained from the Council's office, Office of Legislative Services, 111 West Madison Street, Suite 574, Tallahassee, Florida 32399-1400, telephone (850) 488-7894; FAX (850) 922-5388; Website – www.cepri.state.fl.us.

Council For Education Policy, Research And Improvement

POSTSECONDARY PROGRESSION OF 1993-94 FLORIDA PUBLIC HIGH SCHOOL GRADUATES: 2002 UPDATE

Prepared in Response to Specific Appropriations 187 through 192
of the 2001 General Appropriations Act
Chapter 2001-253, Laws of Florida

May 2002

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

INTRODUCTION 1
- Legislative Charge 1
- Study Background and Purpose 1

METHODOLOGY 3

COHORT OVERVIEW 5
- Demographic Characteristics 5
- Initial Postsecondary Sector Attended 6
- Characteristics of Matriculants 6

SEVENTH YEAR PROGRESSION FINDINGS 7
- Delayed Entry 7
- Term-by-Term Enrollment and Baccalaureate Progression Patterns 7
- Working While Enrolled 7
- Financial Aid 8
- Seventh Year Degree Outcomes 9

MULTIVARIATE ANALYSES 15
- Probit Model: Prediction of Degree Completion 15
- Multivariate Regression: Explanatory Model of First Baccalaureate Time-to-Degree 18

CONCLUSION 21
- Likelihood of Bachelor's Degree Completion 21
- Time to Degree 22
- Policy Responses 23

APPENDICES

A – Enrollment Patterns and Degree Outcomes

B – Baccalaureate Graduation Results
- Results from the Multivariate Model Predicting Likelihood of Degree Completion
- Five, Six, and Seven Year Univariate Graduation Rates for Community College and State University Matriculants

C – Average Time to Baccalaureate Degree Completion

D – Financial Aid

E – Study Limitations

F – Baccalaureate Graduation Rates
- Seven Year Bivariate Rates for Community College and State University Matriculants

FIGURES AND TABLES

Figure A-1: 1993-94 High School Graduates Entering CCS and SUS as First-Time-in-College Students, by Year of Matriculation

Table A-1: Tracking the Enrollment and Baccalaureate Degree Progression of Fall 1994 State University and Community College Matriculants, Spring 1995 through Spring 2001

Table A-2a: Public Postsecondary Enrollment and Working Patterns of 1993-94 Florida Public High School Graduates

Table A-2b: Number of SUS and CCS Starters by Number of Terms Enrolled While Working

Table A-3a: Degrees/Certificates Granted to 1993-94 Florida Public High School Graduates, 1994-2001

Table A-3b: Degrees/Certificates Granted for Fall 1994 CCS and SUS Cohorts, 1994-95 to 2000-01

Table A-4a: Degrees/Certificates Granted by Degree Type and Term, Fall 1994 CCS Cohort, 1994 - 2001

Table A-4b: Degrees/Certificates Granted by Degree Type and Term, Fall 1994 SUS Cohort, 1994 – 2001

Table A-5a: Highest Degree/Certificate Held by 1993-94 High School Graduates by Spring 2001

Table A-5b: Highest Degree/Certificate Held Fall 1994 CCS and SUS Cohorts by Spring 2001

Table A-6: Paths to the Baccalaureate Degree, 1994 to 2001

Figure B-1: Estimated Percentage Chance of Bachelor's Degree Completion within Seven Years, by Sector of Entry and Completion of an A.A. Degree

Table B-1a: Probit Model – Analysis of Parameter Estimates

Table B-1b: Probit Model – Classification Table

Table B-2: Descriptive Statistics for Variables in Probit Model

Table B-3: Estimated Probability of Bachelor's Degree Completion, for Selected Student Profiles by Sector of Matriculation

Table B-4: Baccalaureate Graduation Rates by Term for Fall 1994 CCS and SUS Cohorts

Table B-5: Baccalaureate Graduation Rates by Demographic Characteristics

Table B-6: Baccalaureate Graduation Rates by Estimated Family Income

Table B-7: Baccalaureate Graduation Rates by Academic Criteria

Table B-8: Baccalaureate Graduation Rates by Whether a Student Successfully Completed the SUS Course Requirements, by Subject Area

Table B-9: Baccalaureate Graduation Rates by First Term Grade Point Average

Table B-10: Baccalaureate Graduation Rates by Number of Institutions Attended

Table B-11: Baccalaureate Graduation Rates by Number of Terms Enrolled

Table B-12: Baccalaureate Graduation Rates by Number of Terms Working While Enrolled

Table B-13: Baccalaureate Graduation Rates by Number of Terms Enrolled Part-Time

Table B-14: Baccalaureate Graduation Rates by Second Year Retention

Table B-15: Baccalaureate Graduation Rates by Need for Remediation

Table B-16: Baccalaureate Graduation Rates by Dual Enrollment Attempted

Table B-17: Baccalaureate Graduation Rates by Acceleration Test Credit Earned

Table B-18: Baccalaureate Graduation Rates by Whether a Student Earned an Associate in Arts Degree in the Community College System

Table B-19: Baccalaureate Graduation Rates by Total Cohort, by Whether a Student Started in the State University System

Table B-20: Baccalaureate Graduation Rates by Type of Financial Aid Received During Enrollment Period

Table B-21: Baccalaureate Graduation Rates by Receipt of a Financial Aid Loan

Table B-22: Baccalaureate Graduation Rates by Receipt of a Financial Aid Grant

Table B-23: Baccalaureate Graduation Rates by Receipt of a Pell Grant

Table B-24: Baccalaureate Graduation Rates by Receipt of a Financial Aid Scholarship

Table B-25: Baccalaureate Graduation Rates by Receipt of Employment Financial Aid

Table C-1: OLS Regression Model – Analysis of Parameter Estimates

Table C-2: Average Time to the Completion of a Baccalaureate Degree by Demographic Characteristics

Table C-3: Average Time to the Completion of a Baccalaureate Degree by Estimated Family Income

Table C-4: Average Time to the Completion of a Baccalaureate Degree by Academic Criteria

Table C-5: Average Time to the Completion of a Baccalaureate Degree by Whether a Student Successfully Completed the SUS Course Requirements, by Subject Area

Table C-6: Average Time to the Completion of a Baccalaureate Degree by First Term Grade Point Average

Table C-7: Average Time to the Completion of a Baccalaureate Degree by Number of Institutions Attended

Table C-8: Average Time to the Completion of a Baccalaureate Degree by Number of Terms Working While Enrolled

Table C-9: Average Time to the Completion of a Baccalaureate Degree by Number of Terms Enrolled Part-Time

Table C-10: Average Time to the Completion of a Baccalaureate Degree by Second Year Retention

Table C-11: Average Time to the Completion of a Baccalaureate Degree by the Number of Areas in Which a Student was Determined to Need Remediation by Either the CCS or SUS

Table C-12: Average Time to the Completion of a Baccalaureate Degree by Acceleration Credit

Table C-13: Average Time to the Completion of a Baccalaureate Degree by Whether a Student Earned an Associate in Arts Degree in the Community College System

Table C-14: Average Time to the Completion of a Baccalaureate Degree by Sector (CCS or SUS)

Table C-15: Average Time to the Completion of a Baccalaureate Degree by Starting Term

Table C-16: Average Time to the Completion of a Baccalaureate Degree by the Number of Summer Terms Enrolled

Table C-17: Average Time to the Completion of a Baccalaureate Degree by the Number of Stopouts

Table C-18: Average Time to the Completion of a Baccalaureate Degree by the Number of 6-Digit Majors

Table C-19: Average Time to the Completion of a Baccalaureate Degree by the Number of 2-Digit Majors

Table C-20: Average Time to the Completion of a Baccalaureate Degree by Whether a Student had a Double Major

Table C-21: Average Time to the Completion of a Baccalaureate Degree by Whether a Student's Major Required More Than 128 Hours

Table C-22: Average Time to the Completion of a Baccalaureate Degree by Type of Financial Aid Received

Table C-23: Average Time to the Completion of a Baccalaureate Degree by Basis of Financial Aid

Table C-24: Average Time to the Completion of a Baccalaureate Degree by Receipt of a Pell Grant

Table D-1: Total Community College Financial Aid Awarded to CCS Cohort by Term and Need Condition

Table D-2: Total State University Financial Aid Awarded to SUS Cohort by Term and Need Condition

Table D-3: Financial Aid Recipients as a Percentage of Enrollment, CCS Cohort, by Term and Need Condition

Table D-4: Financial Aid Recipients as a Percentage of Enrollment, SUS Cohort, by Term and Need Condition

Table D-5: Student Loan Debt Accumulated by CCS Starters, by Highest Degree Held and Pell Grant Status

Table D-6: Student Loan Debt Accumulated by SUS Starters, by Highest Degree Held and Pell Grant Status

Table F-1: Bivariate Seven Year Baccalaureate Graduation Rates for Fall 1994 Community College Matriculants

Table F-2: Bivariate Seven Year Baccalaureate Graduation Rates for Fall 1994 State University Matriculants

EXECUTIVE SUMMARY

Legislative Charge

In proviso language accompanying Specific Appropriations 187 through 192 of the General Appropriations Act, the 2001 Legislature directed the Council for Education Policy, Research and Improvement, in conjunction with the Department of Education, State Board of Community Colleges, and Board of Regents, or their successors to:

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

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

Study Background and Purpose

This status report documents the postsecondary progress of the 1993-94 Florida public high school graduating class through the Spring term of 2001, or seven years after high school graduation. The two major outcomes addressed in this progress report were baccalaureate degree completion and the time/credit hours to baccalaureate degree completion. The study focused on 1993-94 public high school graduates who by Fall 1994 enrolled in baccalaureate degree programs or associate in arts or general freshman community college programs. Analyses examined the relationship between the outcomes of interest and a variety of factors, including pre-college student attributes, college student experiences, and institutional characteristics.

Findings

Cohort Overview

There were 90,072 graduates from Florida public high schools in 1993-94. Of these 82,787 (91.9 percent) had valid social security numbers for subsequent tracking.

Gender. The high school graduating cohort was 52.5 percent female. Among students who matriculated to a postsecondary institution in Fall 1994, females increased their share of the enrollment in all sectors. This increase was most pronounced in the independent sector.

Race/Ethnicity. When comparing the student enrollment distribution of public high school graduates to that of students who matriculated to a postsecondary institution in Fall 1994:

- The enrollment share of white students increased among students who matriculated to the Community College System (CCS) and State University System (SUS).

- The enrollment share of black students decreased among community college and state university matriculants but increased among students who matriculated to one of the Independent Colleges and Universities of Florida (ICUF).

- The enrollment share of Hispanic students decreased among SUS and ICUF matriculants but increased slightly among CCS matriculants.

Family Income. From the available data, the estimated family income of students in the SUS cohort more frequently fell within the upper income ranges than did family incomes of students in the ICUF and CCS cohorts.

High School Academic Profiles. High school transcript analysis revealed that 43 percent of the 1993-94 graduates had completed the course distribution prescribed for SUS admission. Students matriculating at a state university were far less likely to require remediation and more likely to have gained credit through acceleration mechanisms such as dual enrollment and credit by examination.

Initial Postsecondary Sector Attended. Of the 82,787 1993-94 public high school graduates, 39,095 (47.2 percent) were found enrolled the following fall semester in institutions included in the cohort study database. An additional 10 percent were estimated to have enrolled at postsecondary institutions out of state, for an overall continuation rate of about 57 percent.

- 15 percent of the high school graduating class initially enrolled in the State University System.

- 28.8 percent enrolled at a community college.

- 3.4 percent enrolled at one of the Independent Colleges and Universities of Florida.

Part-Time and Full-Time Enrollment. Students in the SUS cohort were much more likely to enroll full-time (95 percent) in Fall 1994 than were students in the CCS cohort (66 percent).

Working While Enrolled. As students progressed through their postsecondary careers, the percentage working while enrolled in classes increased, from 25 percent in Fall 1994 to 72 percent in Fall 2000. Community college matriculants were more likely than their state university counterparts to work while attending college.

Financial Aid. Seventy-five percent of the SUS cohort received financial aid in Fall 1994, compared to 46 percent of the CCS cohort.

- Whereas the majority of financial aid awarded to the CCS cohort was need-based throughout the seven-year tracking period, financial aid awarded to students in the SUS cohort in their first four years of enrollment was primarily non-need based. In both cohorts, the distribution of aid dollars awarded became decidedly more need-based over the course of the tracking period.

- Cumulative loan debt increased as students obtained higher levels of degrees. The accumulated debt burden was also generally higher for students with financial need. Among students whose highest level of educational attainment by Spring 2001 was a bachelor's degree, median cumulative debt was about $14,000 for state university native students and $10,000 for community college transfers.

Seventh Year Progression Findings

Highest Credential Held. As of Spring 2001, the vast majority (74.4 percent) of students in the cohort still had not earned *any* credential at a state university or community college, reflecting high school graduates' modest levels of initial postsecondary participation as well as the academic progression of matriculants to postsecondary education. Among the students who enrolled in college immediately following high school graduation, 62 percent of the CCS cohort had no postsecondary credential by Spring 2001, compared to 28.7 percent of the SUS cohort.

The highest degree held for 14.5 percent of the cohort overall was a bachelor's degree, while 7.9 percent held an associate degree. Among students who enrolled in college immediately following high school graduation:

- A bachelor's degree was the highest credential held for 58 percent of the students.

- An associate's degree was the highest credential held for 18.6 percent of the students. Another 15.6 percent had obtained a baccalaureate degree, and 0.8 percent had obtained a post-baccalaureate degree.

Paths to the Baccalaureate Degree. For students who had earned a bachelor's degree at a state university by Spring 2001, the most prevalent degree path was that of the native state university student who never transferred out of the SUS. This route was taken by nearly 57 percent of bachelor's degree earners. The two-plus-two transfer model was a distant second, accounting for about 26 percent of all bachelor's degree earners.

Graduation Rates. The overall seven-year baccalaureate attainment rate for the cohort was 39.9 percent, compared to the six-year graduation rate of 35.7 percent. The seven-year rate was 63.9 percent for the SUS cohort and 21.3 percent for the CCS cohort. Other highlights through the Spring term of 2001:

- Graduation rates increased with high school academic preparation and performance, family income, and full-time attendance.

- Multiple transfers, as measured by the number of unique institutions attended over the tracking period, were generally associated with lower graduation rates.

- The graduation rate was higher for females (42.8 percent) than for males (35.9 percent).

- Graduation rates were higher for Asian and white students (about 46 percent) than for black and Hispanic students (about 29 percent).

Multivariate Analyses

Multivariate analyses were conducted in order to determine the impact of a given variable, in the presence of other factors, on (1) the likelihood of bachelor's degree completion and (2) time to degree.

Factors Predicting Bachelor's Degree Completion. The following conclusions were drawn from the multivariate analysis of the likelihood of baccalaureate degree completion within seven years:

- High school academic preparation and achievement matter. Among student demographic and secondary performance factors, high school grade point average had the strongest effect on baccalaureate degree completion. Although community college matriculants were predicted less likely to earn a bachelor's degree in a seven-year period, community college starters with better high school grade point averages reduced the gap on students who started at a state university.

- Although where a student initially enrolls may be dictated by academic, financial, or geographical considerations, there are things students can do to enhance the likelihood of completing the bachelor's degree. Among the postsecondary enrollment factors, starting at a state university, full-time enrollment, and postsecondary first-term grade point average appeared to have the strongest effect on the likelihood of earning the degree within seven years. Also, the more a student changes institutions, the less likely he or she is to earn a baccalaureate in the time frame specified here.

- For community college matriculants, earning an associate's degree more than doubled the likelihood of earning a bachelor's degree within seven years. Though a difference remained, the likelihood of baccalaureate degree completion for students from the community college cohort who completed an associate's degree approached that of state university native students.

Factors Explaining First Bachelor's Time-to-Degree. The following conclusions were drawn from the multivariate analysis of time to degree completion. Given the limited seven-year tracking period:

- The number of terms needed to earn the first bachelor's degree was decreased the most by the student's high school grade point average.

- Conversely, time to degree increased most as a result of pursuing a longer-than-average academic major and the number of "stopouts" in attendance.

- Beginning enrollment at a state university as opposed to a community college decreased the time to degree; however, controlling for other variables in the model, time to degree decreased by only half of one semester for students in the SUS cohort.

Conclusion

An internet-based application tool has been developed in concert with this study to demonstrate the interactive nature of the multivariate model derived to predict the likelihood of bachelor's degree completion within seven years. This tool calculates bachelor's degree completion probabilities based on a variety of user-designed scenarios. To specify scenarios of interest, visit the Council's website at http://www.cepri.state.fl.us. The Council plans to track the Florida public high school graduating class of 1993-94 for outcomes through the Spring term of 2004, or ten years following high school graduation.

INTRODUCTION

Legislative Charge

In proviso language accompanying Specific Appropriations 187 through 192 of the General Appropriations Act, the 2001 Legislature directed the Council for Education Policy, Research and Improvement, in conjunction with the Department of Education, State Board of Community Colleges, and Board of Regents, or their successors to:

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

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

Study Background and Purpose

The 1998 ***Master Plan for Florida Postsecondary Education*** called 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. Since Florida's system relies heavily on the two-plus-two concept of articulation, a primary key to better student progression is the ability of students to move smoothly from one sector to another to continue their education. A longitudinal cohort study of high school graduates offers the opportunity to analyze a variety of factors related to accomplishing the State goal of enhancing student access to baccalaureate degrees.

In May 2001, the Postsecondary Education Planning Commission released a comprehensive report on baccalaureate degree attainment entitled ***Postsecondary Progression of 1993-94 Florida Public High School Graduates: 2001 Update***. The public high school graduating class of 1993-94 was selected as the initial cohort to follow through college and into the workforce because it was the first class for which reliable high school course data were available from the state level database serving the Division of Public Schools. The two major outcomes addressed in this progress report were baccalaureate degree completion and the time/credit hours to obtainment of the baccalaureate degree. The study focused on 1993-94 public high school graduates who by Fall 1994 enrolled in baccalaureate degree programs or community college associate in arts or general freshman programs. Analyses examined the relationship between the outcomes of interest and a variety of factors, including pre-college student attributes, college student experiences, and institutional characteristics.

The current analysis updates earlier reports and provides progression data through the 2000-01 academic year. In addition, this analysis contains financial aid data not available for previous publications.

METHODOLOGY

The College Board, ACT, and the following state agencies have provided follow-up data on the cohort through 2000-01: the Department of Education, Florida Community College System (CCS), State University System of Florida (SUS), Division of Colleges and Universities, Office of Student Financial Assistance (OSFA), and Department of Labor and Employment Security. This collaborative effort has yielded a rich repository of data on student demographics, high school course work, standardized test scores, student aspirations, enrollment, family income, financial aid, degree program and completion, and employment history. The Council gratefully acknowledges the contributions made by all those who provided data for the study.

Descriptive statistics were generated for all public high school graduates as well as for those graduates who matriculated in Fall 1994 to the CCS, SUS, and independent four-year sector. Secondly, five-year, six-year, and seven-year graduation rates were calculated for the cohort of Fall 1994 matriculants as a whole. Graduation rates were then calculated for subsets of the cohort on a number of variables thought to be related to degree completion. A probit analysis, a statistical technique appropriate for modeling the probability of binary responses or outcomes, was also conducted to derive a statistical model of factors predictive of baccalaureate degree completion within the tracking period. This maximum likelihood method of analysis estimates the parameters in order to achieve the greatest probability of observing the actual data.[1] Finally, a multivariate ordinary least squares (OLS) regression was constructed as an explanatory model of students' time to the completion of their first baccalaureate degree. In contrast to the probit model above, the OLS technique is more appropriate for analyzing time to degree, given the variable's continuous nature.

[1] Maddala, G.S. (1983). *Limited-Dependent and Qualitative Variables in Econometrics*. Cambridge: Cambridge University Press.

COHORT OVERVIEW

There were 90,072 graduates from Florida public high schools in 1993-94. Of these 82,787 (91.9 percent) had valid social security numbers. The analysis of their courses revealed that 35,687 of the graduates had completed the course distribution prescribed for SUS admission (43 percent of 82,787). 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 were categorized as native SUS students. In the event that individuals were enrolled in the public and independent sectors simultaneously, they were categorized as native independent students.

The 2001 report ***Postsecondary Progression of 1993-94 Florida Public High School Graduates: 2001 Update*** included an in-depth description of initial enrollment patterns and academic preparation characteristics of the 1993-94 cohort. Some of those findings are summarized below.

Demographic Characteristics

- Gender – The high school graduating cohort was 52.5 percent female and 47.5 percent male. The relative representation of females increased among Fall 1994 matriculants to Florida postsecondary education. This increase was most pronounced in the independent sector of higher education.
- Race/Ethnicity – White students accounted for 60.5 percent of the public high school graduates, black students 18.9 percent, Hispanic students 12.8 percent, and Asian students 2.7 percent. Among Fall 1994 matriculants to postsecondary education, the relative representation of white students increased in the CCS and SUS. The enrollment share of black students decreased among CCS and SUS matriculants but increased among students matriculating to ICUF institutions. Hispanic students represented a lower share of SUS and ICUF matriculants than they did among public high school graduates, but their enrollment share among CCS matriculants increased by three percentage points.
- Family Income – Income estimates existed for 31,584 (38.2 percent) of the high school graduating cohort. This included 74 percent of ICUF matriculants, 81 percent of SUS matriculants, and 42 percent of CCS matriculants. The estimated family incomes of SUS matriculants more frequently fell within the upper income ranges, with 30 percent of students reporting annual family incomes of $60,000 or more. This compared to 21 percent and 17 percent for the ICUF and CCS cohorts, respectively. Only 30 percent of SUS matriculants reported a family income of less than $30,000, compared to about 40 percent for both the ICUF and CCS cohorts.

Initial Postsecondary Sector Attended

- Of the 82,787 1993-94 public high school graduates, 39,095 (47.2 percent) were found enrolled the following fall semester in institutions included in the cohort study database. This includes institutions in the Community College System (CCS), State University System (SUS), and Independent Colleges and Universities of Florida (ICUF). This continuing education rate includes students who enrolled in Fall 1994 or began in Summer and continued into the Fall term. An estimate of 10 percent of recent high school graduates enrolling out of state[2] would bring the cohort's Fall 1994 matriculation rate to about 57 percent. A national study of Fall 1994 postsecondary continuation rates ranked Florida 44th nationally on that measure.[3]
- Students initially enrolling in the State University System numbered 12,383, or 15 percent of the prior year's public high school graduates.
- Students initially enrolling in the Community College System numbered 23,862, or 28.8 percent of the prior year's graduating class.
- Students initially enrolling in ICUF institutions numbered 2,850, or 3.4 percent of the prior year's graduates.

Characteristics of Matriculants

- Academic Achievement Measures - On average, the cumulative high school grade point average and standardized test scores for the SUS cohort were higher than those of the CCS and ICUF cohorts. This is due in large part to the open enrollment policy of the CCS.
- Remediation Needs - There was a large discrepancy between the remediation needs of the CCS and SUS cohorts, with CCS starters much more likely to need remediation than SUS starters.
- Acceleration Credits - Of the 82,787 1994 public high school graduates, 14,938 (18 percent) had taken dual enrollment courses or received acceleration credit.
- Part-Time and Full-Time Enrollment – The percentage of the CCS cohort attending full-time in Fall 1994 was 66 percent, compared to 95 percent for the SUS cohort.

---

[2] Mortenson, T.G. (1998, April). Interstate migration of college undergraduates. *Postsecondary Education OPPORTUNITY*, No. 70, p. 12. Oskaloosa, IA: The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education. Downloaded from http://www.postsecondary.org

[3] Mortenson, T.G. (1996, July). Chance for college by age 19 by state in 1994. *Postsecondary Education OPPORTUNITY*, No. 49, p. 7. Oskaloosa, IA: The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education. Downloaded from http://www.postsecondary.org

SEVENTH YEAR PROGRESSION FINDINGS

The findings that follow represent data through the 2000-01 academic year.

Delayed Entry

The current study focuses primarily on high school graduates who enrolled immediately in Florida colleges and universities in Fall 1994. Therefore, students who delayed entry into Florida postsecondary education are excluded from subsequent graduation rate and multivariate analyses. The number of students who matriculated to the CCS as first-time-in-college (FTIC) students after 1994-95 was 6,292, or 23 percent of the total FTIC students in the CCS over the seven year tracking period. Only 368 individuals enrolled as FTIC students in the SUS after 1994-95, amounting to three percent of all SUS FTICs over the seven years **(Figure A-1)**.

Term-by-Term Enrollment and Baccalaureate Progression Patterns

Table A-1 provides a first descriptive look at the postsecondary progression patterns of the Fall 1994 SUS and CCS matriculant groups through a series of term-by-term snapshots of student enrollment and bachelor's degree attainment over the tracking period. Possible outcomes within each term were defined as follows: still enrolled in the postsecondary system of origin, enrolled in another system (CCS, SUS, or ICUF), earned a bachelor's degree in the SUS, or not found. The "Not Found" category includes students who received a credential other than a bachelor's degree from a state university.

The group of SUS matriculants displayed what might be termed a "traditional" pattern of postsecondary progression, as bachelor's degrees earned had begun to replace enrollment counts in fairly sizable numbers by the end of the fourth year. Furthermore, in Spring 2001, only 18.1 percent of the SUS cohort had not received a degree and was not enrolled in any sector. Thirteen percent of the cohort was still enrolled in a state university and 4.6 percent were found enrolled in a community college.

The progression of the community college cohort was much less linear, as over 30 percent of the students who started at a community college in Fall 1994 were no longer found enrolled in any system by Fall 1995, the next fall term. By Spring 2001, almost two-thirds of the community college starters were no longer enrolled and 16.3 percent had received a bachelor's degree. While a majority of the CCS cohort was no longer enrolled and had not yet received a bachelor's degree, many in this group have received other postsecondary credentials (A.A. degree, A.S. degree, vocational certificate, etc.).

Working While Enrolled

As students progressed through their postsecondary career, the percentage working while enrolled increased, from 25.3 percent in Fall 1994 to 72.3 percent in Fall 2000

(**Table A-2a**). For purposes of this analysis, work was included only if the student had earned at least $975 in wages per employment quarter. This figure is based on the assumption of a student working 15 hours per week at a minimum wage of $5 per hour during a 13-week employment quarter. Across sectors, working patterns varied. For those students matriculating into the SUS, 40.3 percent never worked while enrolled during any semester over the tracking period (**Table A-2b**). In contrast, only 25 percent of the CCS cohort never worked while enrolled.

Financial Aid

Students in the cohort received financial aid of four basic types -- grants, loans, scholarships, and work-study -- from four basic sources -- federal, state, institutional, and private/other. These types of aid were broadly categorized as either need-based or non-need based. The total financial aid dollars awarded to the CCS and SUS cohort for fall and spring enrollment terms are provided in **Tables D-1** and **D-2**. Whereas the majority of financial aid awarded to the CCS cohort was need-based throughout the seven-year tracking period, the financial aid awarded to the SUS cohort through the first four years was primarily non-need based. In both cohorts, the distribution of aid dollars awarded became decidedly more need-based over the course of the tracking period, as students exceeded scholarship usage limits or failed to renew them. For the state university cohort, the percentage of need-based aid increased from 43 percent in Fall 1994 to 71 percent in Fall 2000; for community college starters, it increased from 62 percent to 85 percent over the same period.

The percentage of students who received financial aid differed for the CCS and SUS cohorts. Among SUS starters, 75 percent received financial aid in Fall 1994 compared to 46 percent of CCS starters (**Tables D-3** and **D-4**). After two years, the percentage of the CCS cohort receiving aid decreased substantially to 32 percent. Similarly, following four years, the percentage of the SUS cohort receiving aid dropped to 42 percent.

Cumulative Student Loan Debt

In general, cumulative loan debt increased as students obtained higher levels of degrees. The accumulated debt burden was also generally higher for students who had demonstrated financial need as evidenced by receipt of the need-based federal Pell grant at any time during the tracking period.

Among community college starters, the median debt was $1,619 for students whose highest credential by Spring 2001 was a vocational certificate; median debt was $4,472 for students whose highest degree was an associate's; and median debt was $10,327 for students for whom the baccalaureate was the highest degree earned. Community college starters without a postsecondary credential of any kind had median debt of $1,312 (**Table D-5**). At all degree levels through the master's degree, the cumulative debt of Pell non-recipients ranged from 60 to 83 percent of that for Pell recipients. This was not the case, however, among students whose highest level of attainment was the vocational certificate, where the median debt of students without a Pell grant slightly exceeded that of Pell recipients.

Among state university starters, the median debt was $8,570 for students whose highest degree by Spring 2001 was an associate's; median debt was $14,141 for students whose highest degree was the baccalaureate; and median debt was $17,437 for students for whom a master's degree was the highest level of attainment. State university starters without a postsecondary credential of any kind had median debt of $5,500 (**Table D-6**). At all degree levels through the master's, the cumulative debt of Pell non-recipients ranged from 62 to 87 percent of that for Pell recipients.

Seventh Year Degree Outcomes

Degrees Awarded

A total of 28,874 degrees and other credentials were awarded to 1993-94 Florida public high school graduates between 1994 and 2001 (**Table A-3a**). This figure includes a duplicate count for those students receiving more than one degree. For CCS starters there were 13,159 degrees and certificates granted in either the CCS or SUS (**Table A-3b**). A majority of the degrees awarded to students in the CCS cohort were A.A. degrees (54.8 percent), while 29.6 percent were bachelor's degrees. For SUS starters there were 11,321 degrees and certificates granted in either sector. Nearly 70 percent of the degrees awarded to students in the SUS cohort were bachelor's degrees. Reverse transfer activity was reflected by the fact that 8.1 percent of the degrees awarded to state university starters were A.A. degrees. Degree information broken out by sector of initial enrollment and term is provided in **Tables A-4a and A-4b**.

Highest Credential Held

As of Spring 2001, the vast majority (74.4 percent) of the 1993-94 cohort of public high school graduates still had not earned *any* credential at a state university or community college, reflecting high school graduates' modest levels of initial postsecondary participation as well as the academic progression of matriculants to postsecondary education. The highest degree held for 14.5 percent of the cohort was a bachelor's degree, while 7.9 percent held an associate degree as their highest level of educational attainment (**Table A-5a**).

Among students who had enrolled in the SUS immediately following high school graduation, an A.A. or A.S. degree was the highest degree held for 6.7 percent of these students by the end of Spring 2001. A baccalaureate degree was the highest degree held for 58 percent of the SUS cohort, and 6.1 percent had earned a post-baccalaureate degree in a state university. For the CCS cohort, an A.A. or A.S. degree was the highest degree obtained by 18.6 percent, 15.6 percent had obtained a baccalaureate degree, and 0.8 percent had obtained a post-baccalaureate degree. Sixty-two percent of the CCS cohort had no credential by Spring 2001, compared to 28.7 percent of the SUS cohort (**Table A-5b**).

Paths to the Baccalaureate Degree

By Spring 2001, the number of students earning their first baccalaureate degree at a state university was 12,877. The most prevalent path, taken by 56.8 percent of degree-earners, was that of the native state university student who never transferred out of the SUS (**Table A-6**). The two-plus-two transfer model was a distant second, with A.A.

degree earners who enrolled in a community college in Summer or Fall 1994 accounting for 26.4 percent of all bachelor's degree earners. SUS starters who at some point were "reverse transfers" to the CCS accounted for 3.1 percent of degree earners, and "early" transfers from the CCS to the SUS accounted for 3.7 percent. The remaining ten percent of degree earners took one of the following paths: 1) Started at an ICUF institution and transferred to a state university (1.9 percent), 2) Started at an ICUF institution, received a community college degree and transferred to a state university (0.5 percent), 3) Did not begin in Fall 1994 at an SUS, CCS or ICUF institution and transferred to a state university (4.3 percent), and 4) Did not begin in Fall 1994 at an SUS, CCS or ICUF institution, received a community college degree and transferred to a state university (3.3 percent).

Graduation Rates

Prior to computing baccalaureate graduation rates, the cohort was further restricted in order to maximize the validity of cross-sector comparisons. First, unlike the cohort used to generate the descriptive statistics above, only students who had taken credit hours in their first term of postsecondary enrollment were included in the multivariate analyses. Second, students who graduated in districts Escambia and Hendry were excluded because of omissions in the data submitted for those counties. The cohorts used for graduation rates were specified as follows:

SUS Cohort - The State University System (SUS) cohort consisted of students who were enrolled in credit hour courses in the SUS in Fall 1994. Students who were found in both the CCS and SUS in Fall 1994 were placed in the SUS cohort. This reduced the number of students from 12,383 to 12,070 for the SUS cohort.

CCS Cohort - Students included in the CCS cohort for graduation rates had to be seeking an Associate in Arts degree or be classified as general freshmen. In addition, students must have attempted at least 15 credit hours in the Community College System from 1994 to 1996. If a student had less than 15 credit hours but was later found enrolled in the State University System, he or she was also included. Finally, in order to be included in the cohort, students must have taken an entry-level placement test in the first three years of the tracking period (1994-96). This reduced the CCS cohort from 23,862 to 15,589 students.

Seven-year baccalaureate degree graduation rates were calculated across a wide range of student characteristics and variables. Through the Spring term of 2001:

- The overall seven-year baccalaureate attainment rate for the 27,659 students in the cohort was 39.9 percent, compared to 35.7 percent having received a baccalaureate degree in six years (**Table B-4**).

- Females graduated at a rate of 42.8 percent, while males graduated at a rate of 35.9 percent (**Table B-5**).

- Asian and white students had the highest seven-year graduation rates overall (49.0 percent and 43.9 percent, respectively). Black students had a graduation

rate of 30.2 percent and Hispanic students had a graduation rate of 28.2 percent (**Table B-5**).

- Graduation rates increased as family income increased. Students with estimated family incomes of less than $10,000 had a graduation rate of 37.8 percent while those with estimated family incomes of $70,000 and above had a graduation rate of 61.5 percent (**Table B-6**).

- As high school GPA increased, so too did seven-year graduation rates. Students with high school grade point averages between 2.0-2.49 graduated at a rate of 17.6 percent. In contrast, for students with high school grades of 3.0-3.49 the baccalaureate graduation rate was 48 percent. More than 80 percent of students with a high school GPA of 4.0 or higher earned a bachelor's degree in the SUS within seven years, regardless of the postsecondary education system in which they initially enrolled (**Table B-7**).

- Students who had met the high school academic course requirements for SUS admission had much higher graduation rates than those who did not, with rates of 49.4 percent and 18.5 percent, respectively (**Table B-7**).

    - Graduation rates were also calculated for students on the basis of whether or not they had completed course requirements in high school with a 2.5 GPA in the subject areas required for SUS admission. The subject areas examined were English, mathematics, social studies, natural science, and foreign language. Satisfying the specified criteria in Math was associated with a greater increase in the graduation rate for students in the cohort than for any other subject. This was true for both community college and state university starters (**Table B-8**).

    - Meeting the course requirements made a greater positive impact on the baccalaureate attainment rates for state university starters than for community college starters. Regardless of the subject area, university starters who completed the course requirements with the specified GPA experienced an increased graduation rate of about 20 percentage points. For community college starters the increase was about 15 percentage points across all disciplines (**Table B-8**).

- The number of institutions attended had a varied impact between SUS and CCS starters. For those students beginning in a state university, the greater the number of institutions attended the lower the graduation rate, dropping from 74.2 percent for students attending only one institution. In contrast, for community college starters, the greatest graduation rates were for students who attended either two or three institutions (**Table B-10**).

- To date, the tracking period between the cohort's June 1994 high school graduation and Spring 2001 includes a total of 21 fall, spring, and summer semesters. With regard to the number of postsecondary terms in which a student

was enrolled, a point of diminishing returns was reached after which baccalaureate rates began to decrease. For state university starters, graduation rates were at their highest between 10-14 terms of enrollment, the highest rate being 82.5 percent for students enrolled for 11 terms. For community college starters, graduation rates reached their apex between 13-17 terms, with the highest rate of 50.6 percent for students who attended 15 terms (**Table B-11**).

- For students starting in the SUS cohort, those who were not found working in any semester had the highest graduation rate (72.0 percent). For SUS starters found working between one and ten semesters, the graduation rate was 59.8 percent, compared to 39.4 percent for students found working and enrolled between 11 and 14 semesters. For students starting in the CCS cohort, the pattern is different. Community college starters enrolled and working between one and eight terms had a graduation rate of 19.8 percent, compared to those working between nine and 14 terms who had a graduation rate of 31.4 percent (**Table B-12**).

- The part-time enrollment patterns were markedly different for cohort students who enrolled in the Community College System as opposed to students in the State University System. Nearly 83 percent of community college starters were enrolled part-time in at least one term over the course of the tracking period. In contrast, only 58 percent of the SUS cohort was ever part-time.

    - Seven-year baccalaureate graduation rates were negatively related to part-time enrollment. In the SUS cohort, students who had no part-time terms graduated at a rate of 73.5 percent, while the rate for students with five part-time terms was 41 percent. Part-time enrollment was even more detrimental for students in the CCS cohort. The graduation rate for community college starters with no part-time terms was 30 percent, while the rate for students with five part-time terms was roughly half that (**Table B-13**).

- The community college and state university cohorts also differed in their need for remediation in writing, reading, and mathematics. About one-third of the CCS cohort required remedial work in each subject area, compared to only about five percent of the SUS cohort. The lack of a need for remediation made a greater positive impact on the baccalaureate attainment rates for SUS starters than for CCS starters. Regardless of the subject area, university starters with no need for remediation had graduation rates about 20 percentage points higher than students requiring remediation. For community college starters the increase was about 10 percentage points across all disciplines (**Table B-15**).

- There was a positive relationship between graduation rates and dual enrollment credits attempted. For students in the SUS cohort, the graduation rate for students who had attempted any dual enrollment credits was about 70 percent, compared to a rate of 61 percent for students who had attempted none. The graduation rate for dual enrollment students in the SUS cohort was about the

same regardless of whether the range of credit hours attempted was 1-15 or 46-60. Dual enrollment seemed to be even more valuable with regard to baccalaureate attainment for students in the CCS cohort. For community college starters, students attempting dual enrollment had graduation rates nearly double that of the rate of 18.6 percent for students without dual enrollment (**Table B-16**).

- Similarly, there was a positive relationship between graduation rates and acceleration credits earned through Advanced Placement (AP), the International Baccalaureate program (IB), the College-Level Examination Program (CLEP), or other tests. As with dual enrollment, the SUS cohort's graduation rates were higher than those of the CCS cohort at all levels of test credit earned. Once again, however, the presence of test credit seemed to make a greater impact on the graduation rates of CCS starters (**Table B-17**).

- Earning an Associate in Arts degree from a community college was positively associated with the baccalaureate graduation rate for community college starters but not for university starters (**Table B-18**).

- The overall baccalaureate degree attainment rate within the seven-year tracking period was 63.9 percent for state university starters and 21.3 percent for community college starters (**Table B-19**).

- **Tables B-20 through B-25** chronicle the bachelor's degree graduation rates of cohort students on the basis of whether or not they received financial aid and the type of aid received. In the SUS cohort, graduation rates were highest for students who received non-need aid only (73.4 percent), followed by students who received both need and non-need aid (66.5 percent), followed by students who received need-based aid only (43.4 percent). In the CCS cohort, the relationship was different – baccalaureate attainment rates were highest for students who had received both need and non-need aid (30.5 percent), followed by students who received non-need aid only (27.1 percent). The graduation rate for students who received only need-based aid (13.7 percent) was higher than the rate for students who received no financial aid at all (12.6 percent).

MULTIVARIATE ANALYSES

Multivariate analytic techniques were employed to gain a better understanding of how these variables impact postsecondary persistence and degree attainment. The same cohort selection criteria utilized in calculating baccalaureate graduation rates were used to estimate two multivariate models discussed below. The cohort was further restricted to include only those students for whom data were available on all the variables in the models. This exclusion of cases for missing data reduced cohort membership by an additional 7.8 percent, from 27,659 to 25,514 members.

Probit Model: Prediction of Degree Completion

The above cohorts were used to develop a multivariate model of seven-year degree completion. With the dichotomous dependent variable, a probit regression model was used to analyze the effect of certain factors on degree completion.

BAEARNED = CONSTANT + ALTERMS + TERMGPA + HSGPA + CRSMET + INSTS + PTTERMS + WHITE + BLACK + ASIAN + HISP + FEMALE + SUSTART + RETAINED + WRKTERMS + ALLDUAL + ALLTEST + DISABLE + EREMEDW + EREMEDR + EREMEDM + AADEGRE + AA_INT

Where:

BAEARNED:	Completion of the bachelor's degree by Spring 2001 (Y=0)
ALTERMS:	Total number of terms (summer, fall and spring) in the tracking period in which the student was enrolled.
TERMGPA:	Fall 1994 term grade point average (GPA) for students enrolled at the community college or state university.[4]
HSGPA:	High school grade point average.
CRSMET:	Dichotomous variable indicating if student fulfilled the SUS course requirements, as determined by independent analysis.
INSTS:	Number of unique institutions student attended from Fall 1994 to Spring 2001.
PTTERMS:	Number of Fall and Spring terms in the tracking period in which the student was enrolled part-time.
WHITE:	Dichotomous variable indicating if student was white (X=1).
BLACK:	Dichotomous variable indicating if student was black (X=1).
ASIAN:	Dichotomous variable indicating if student was Asian (X=1).
HISPANIC:	Dichotomous variable indicating if student was Hispanic (X=1).
FEMALE:	Dichotomous variable indicating if student was female (X=1).
SUSTART:	Dichotomous variable for students who began postsecondary enrollment in a state university in Fall 1994[5] (X=1).

[4] If the student was enrolled in both sectors, the Fall 1994 GPA from the state university was utilized.

RETAINED:	Dichotomous variable for students who continued their postsecondary enrollment in Fall 1995 in either sector (X=1).
WRKTERMS:	The number of fall and spring terms students were found enrolled and working. Only students with semester earnings of $975 or more were included.
ALLDUAL:	Sum of all dual enrollment hours attempted.
ALLTEST:	Sum of all acceleration test credit awarded.
DISABLE:	Dichotomous variable indicating if student reported a disability (X=1).
EREMEDW:	Dichotomous variable indicating whether student was determined by a SUS or CCS institution to need remediation in writing (X=1).
EREMEDR:	Dichotomous variable indicated whether student was determined by a SUS or CCS institution to need remediation in reading (X=1).
EREMEDM:	Dichotomous variable indicated whether student was determined by a SUS or CCS institution to need remediation in mathematics (X=1).
AADEGR:	Dichotomous variable indicating that a student, regardless of the postsecondary sector of initial enrollment, completed an Associate in Arts (A.A.) degree at a community college (X=1).
AA_INT:	The interaction of AADEGR and SUSTART to account for the differing effects of obtaining an associate's degree at a community college on the probability of degree completion for CCS and SUS starters.

The above variables were found to be statistically significant ($p<.05$), with the exception of WHITE, ASIAN, HISP, DISABLE, EREMEDR and EREMEDM (**Table B-1a**). In addition, the relationships with the dependent variable, after applying statistical controls, were in the expected directions. The significant variables in a seven-year completion rate are almost identical to those for a six-year completion with the exception of remediation need in reading. In the 2001 update, needing remediation in reading was significant in the model.

In order to gauge the substantive impact of particular variables on the likelihood of baccalaureate degree completion within seven years, predicted probabilities were calculated for different scenarios. **Table B-3** illustrates how the probit model predicted the probability of degree success, given specific student attributes. Students were classified into three different types: *Above Average, Average,* and *Below Average. Above Average* students were those with 3.5 high school and term GPAs, had met the SUS course requirements, and had 15 hours each of dual enrollment and acceleration credit. *Average* students were those who had 2.5 high school and term GPAs, had met the SUS course requirements, and had 7 hours both of dual enrollment and acceleration credit. *Below Average* students had 2.0 high school and term GPAs, had not met the SUS course requirements, had no dual enrollment or acceleration credits, and were determined to need remediation in writing. Regardless of the type of student, the probability of degree completion was markedly higher for those students who initially enrolled in the SUS. These predicted probabilities, as presented in Table B-3, are also

[5] If the student was enrolled in both sectors, the State University System was credited with the student's enrollment.

the percent chance for completion, given the specified student characteristics (i.e., a predicted probability of .50 represents a 50 percent chance for completion). For those students who initially matriculated in the SUS rather than the CCS, the percent chance for degree completion almost doubled for *Above Average* students (43 percent to 79 percent) and almost tripled for *Average* students (20 percent to 55 percent).

The impact of earning a community college A.A. degree was different for CCS and SUS starters. For students in the CCS cohort, earning a community college A.A. degree increased a student's probability of baccalaureate degree completion across student profiles. The probability of degree completion nearly doubled for *Above Average* students who earned an A.A. degree, more than doubled for *Average* students, and more than tripled for *Below Average* students. On the other hand, earning an A.A. degree at a community college decreased the likelihood of baccalaureate degree completion for SUS starters across student profiles. For example, if an SUS starter with an *Average* academic profile returned to the community college for an A.A. degree, the student's probability of attaining a bachelor's degree decreased by 35 percent.

For the *Average* student profile, with all student characteristics at the mean or modal value, the impact of earning an A.A. degree for community college starters is substantial. The estimated likelihood of bachelor's completion for community college starters who earned an A.A. degree approaches that of state university native students. As **Figure B-1** demonstrates, community college starters who complete an associate's degree at a community college are nearly as likely to complete a bachelor's degree in seven years as state university starters (43 percent chance compared to 52 percent).

The impact of the number of terms enrolled part-time was also seen across the aforementioned student types. For *Above Average* students who initially enrolled in the SUS, the chance of degree completion in seven years was 94 percent for those students with zero part-time terms. This likelihood decreased dramatically once students reached five part-time terms, reducing the percent to below 50. This trend continued as the number of part-time terms increased, falling below 10 percent for students with ten part-time terms and approaching zero once a student had enrolled in 12 or more part-time terms. Similar patterns emerged for *Average* and *Below Average* students. *Average* students were allowed only two part-time terms before their likelihood of degree completion fell below 50 percent. *Below Average* students faced a more difficult task, as their chance for completion, with one part-time term, was only 41 percent.

Among the different student types, CCS starters exhibited similar effects of part-time enrollment on baccalaureate degree completion. Like their SUS counterparts, *Above Average* students were allowed more part-time terms than *Average* and *Below Average* students before the probability of degree completion became unlikely. However, even for *Above Average* students with zero part-time terms, a substantial gap persists between CCS starters and SUS starters in terms of their likelihood of degree completion (71 percent and 93 percent, respectively).

Whereas the impact of part-time enrollment had dramatic effects on the likelihood of degree completion, working while enrolled had a less significant impact. However, the impact varied by student achievement type and initial sector of enrollment. For

example, the effect of working while enrolled was negligible for *Below Average* CCS starters (6 percent chance of completion for students with no working terms compared to 3 percent for students with 14 working terms). For *Above Average* and *Average* CCS starters, the chance of completion decreased by 13 percentage points and 9 percentage points, respectively, for students with zero and 14 working terms. For all student achievement types of SUS starters, the decrease in probability of completion between zero and 14 working terms was similar.

Multivariate Regression:
Explanatory Model of First Baccalaureate Time-to-Degree

The above cohorts were used to develop the following multivariate model of time to baccalaureate degree completion.

BACCALAUREATE TIME-TO-DEGREE =

CONSTANT + HSGPA + PTTERMS + FEMALE + SUSTART + TERMGPA + ALLDUAL + ALLTEST + CRSMET + WRKTERMS + DISABLE + EREMNO + AADEGR + STOPOUTS + SUMMER + DMAJOR + MAJORNO2 + STARTERM + ALTERMS + LONGDEGR + AA_INT

Where:

TIME-TO-DEGREE: Time (measured in units of 1) between the term of the baccalaureate degree and the starting term.

HSGPA:	High school grade point average.
PTTERMS:	Number of fall and spring terms in the tracking period in which the student was enrolled part-time.
FEMALE:	Dichotomous variable indicating if student was female (X=1).
SUSTART:	Dichotomous variable for students who began postsecondary enrollment in a state university in Fall 1994.[6]
TERMGPA:	Fall 1994 term grade point average (GPA) for students enrolled at the community college or state university.[7]
ALLDUAL:	Sum of all dual enrollment hours attempted.
ALLTEST:	Sum of all acceleration test credit awarded.
CRSMET:	Dichotomous variable indicating if student fulfilled the SUS course requirements, as determined by independent analysis (X=1).
WRKTERMS:	The number of fall and spring terms students were found enrolled and working. Only students with semester earnings of $975 or more were included.
DISABLE:	Dichotomous variable indicating if student reported a disability (X=1).
EREMNO:	The number of areas in which a student needed remediation.

[6] If the student was enrolled in both sectors, the State University System was credited with the student's enrollment.

[7] If the student was enrolled in both sectors, the Fall 1994 GPA from the state university was utilized.

AADEGR:	Dichotomous variable indicating that a student completed an Associate in Arts (A.A.) degree at a community college (X=1).
STOPOUTS:	Number of fall and spring terms in which a student was not enrolled in the community college or university system.
SUMMER:	Number of summer terms in which a student was enrolled in credit hour courses.
DMAJOR:	Dichotomous variable indicating whether a student graduated with a double major (X=1).
MAJORNO2:	Number of different 2 digit major codes.
STARTERM:	Variable indicating whether a student was enrolled in Summer (X=1) or Fall (X=2) 1994.
ALTERMS:	Total number of terms (summer, fall and spring) in the tracking period in which the student was enrolled.
LONGDEGR:	Any degree program requiring 128 semester hours or more to complete.
AA_INT:	The interaction of AADEGR and SUSTART to account for the differing effects of getting an associate's degree at a community college on the probability of degree completion for CCS and SUS starters.

A multivariate OLS regression model was estimated in order to determine the effects of different variables on students' time to baccalaureate degree completion. Overall, the model developed was statistically significant ($F=845.86$, $p<.0001$) and explained 61 percent of the variance in students' time to degree completion (**Table C-1**). Among the individual variables included in the model, all were statistically significant ($p<.05$) with the exception of CRSMET, DISABLE, and DMAJOR.[8] In addition, average time to degree was determined for each of the variables included in the model and can be found in **APPENDIX C**.

Within the model, the time to degree decreased the most as a result of high school grade point average. Each increase of four-tenths of a grade point was associated with approximately one-term decrease in time to degree. Put another way, each increase of a full point in a student's high school GPA was associated with a decreased time to degree of over 2.5 semesters. Two other variables were also important: STOPOUTS and LONGDEGR. For each fall or spring term a student is not enrolled in classes, his or her time to degree increases by about one and one-quarter terms. Likewise, for students enrolled in baccalaureate degree programs requiring more than 128 semester hours, the time to degree increases by nearly two semesters. The interaction of receiving an associate's degree and initial sector of enrollment (AA_INT) was also significant. For SUS starters who transferred to a community college to obtain an associate's degree, the time to completion increased by almost a semester.

Among achievement indicators the effect on time to degree was as expected. For example, the higher one's first term GPA, the shorter one's time to degree. A similar effect was found for dual enrollment and acceleration credits, with higher amounts

[8] AADEGR is not significant in the model, but the interaction term (AA_INT) of AADEGR and SUSTART is significant. With the inclusion of this interaction, the singular relationship of AADEGR to time to completion is no longer meaningful.

decreasing the time to degree. For example, attempting 15 hours of dual enrollment or earning 15 hours of acceleration credit reduces a student's time to degree by nearly one-half of a semester. On the other hand, the number of remediation areas had the effect of increasing the length of time to degree completion. However, the impact was modest, only increasing a student's time to degree by about one-third of a term if the student needs remediation in three areas.

Beginning one's postsecondary degree in the SUS as opposed to the CCS also decreased the time to degree. However, controlling for other variables included in the model, the time to degree only decreased by slightly more than half of one semester for SUS starters.

Attendance status also had the expected effect on time to degree. The more part-time terms a student was enrolled, the longer his or her time to degree. However, when all other variables were controlled for, it was only once a student had enrolled for four or more part-time terms that his or her predicted time to degree increased by one term.

CONCLUSION

This report on the postsecondary progression of 1993-94 public high school graduates represents two major enhancements from the Postsecondary Education Planning Commission's first cohort follow-up study, published in 1998. First, it utilized statistical techniques that enabled the researchers to estimate statistical models that controlled for the presence of other predictor variables. Therefore, the impact of a given variable on the likelihood of degree completion or the time to degree could be estimated in the presence of other variables. Even so, two qualifications are in order: a) it is unrealistic to expect that all sources of variation in the degree completion outcome between the community college and state university matriculant groups could be accounted for; and b) the application of statistical controls does not imply that the two groups are equivalent in all respects.

Second, the current study expanded the tracking period to seven years, a time frame extending beyond that common to state and national studies of graduation rates and time to degree. Even so, it should be noted that a seven-year tracking period likely biases the analysis against students who a) enter postsecondary education under-prepared and are required to take remedial courses, b) enroll part-time, or c) transfer between institutions. Such students are more likely to be found in the Community College System given its demographic profile, its open door admissions policy, and the transfer aspect of its mission. It is likely that the negative effect of these variables on students who possess such characteristics will be somewhat mitigated as the tracking period is extended even further. Given these caveats and the earlier discussion of study limitations, the following conclusions are drawn from the data.

Likelihood of Bachelor's Degree Completion

The following conclusions were drawn from the multivariate analysis of the likelihood of baccalaureate degree completion within seven years:

- High school academic preparation and achievement matter. Among student demographic and secondary performance factors, high school grade point average had the strongest effect on baccalaureate degree completion. Although community college matriculants were predicted less likely to earn a bachelor's degree in a seven-year period, community college starters with better high school grade point averages reduced the gap on SUS starters.

- Although where a student initially enrolls may be dictated by academic, financial, or geographical considerations, there are things students can do to enhance the likelihood of completing the bachelor's degree. Among the postsecondary enrollment factors, starting at a state university, full-time enrollment, and postsecondary first-term grade point average appeared to have the strongest effect on the likelihood of earning the degree within seven years. Also, the more a student changes institutions, the less likely he or she is to earn a baccalaureate in the time frame specified here. We caution the reader that these data do not

contemplate the impact of enrolling in joint use facilities or community college baccalaureate programs.

- For community college matriculants, earning an associate's degree more than doubled the likelihood of earning a bachelor's degree within seven years. Though a difference remains, the likelihood of baccalaureate degree completion for community college starters who complete an associate's degree approaches that of state university native students.

The reader must keep in mind the interactive nature of the model derived, as illustrated by Table B-3. Although degree completion within seven years was generally more likely for state university matriculants than for community college starters, baccalaureate degree completion is the product of a complex interaction of a number of factors, such as the extent to which the student arrives at college academically prepared; enrolls full-time; sustains continuous enrollment in postsecondary education; attends relatively few institutions; and works while enrolled. Given such conditions, there are multiple scenarios where a given community college starter would be predicted more likely to complete than a given university starter.

An internet-based application tool has been developed in concert with this study to demonstrate the interactive nature of the multivariate model derived. This tool calculates bachelor's degree completion probabilities based on a variety of user-designed scenarios. To specify scenarios of interest, visit the Council's website at http://www.cepri.state.fl.us.

Time to Degree

Within the model derived, the number of terms taken to earn the first bachelor's degree was decreased the most by the high school grade point average. Each increase of a full point in a student's high school GPA was associated with a decreased time to degree of over 2.5 semesters. Conversely, time to degree increased most as a result of pursuing a longer-than-average academic major and the number of "stopouts" in attendance. Net of other factors, the time to degree increased by 1.8 semesters for students enrolled in degree programs requiring more than 128 semester hours. Likewise, for each fall or spring term a student was not enrolled in classes, his or her time to degree increased by 1.2 semesters. Beginning one's postsecondary degree in the SUS as opposed to the CCS decreased the time to degree; however, controlling for other variables included in the model, time to degree only decreased by approximately half a semester for SUS starters. Time to degree was increased by about one-third of a term for students requiring remediation in three subject areas upon entry. Conversely, time to degree was decreased by about one-third of a term for students who earned 15 acceleration test credits and for students attempting 15 high school dual enrollment credits.

Policy Responses

To date, Florida's policy responses to improving bachelor's degree productivity have fallen into two categories: 1) efforts to improve students' high school preparation and 2) efforts to improve students' proximity and access to baccalaureate degree opportunities. With regard to academic preparation at the high school level, in the mid-1990s the Florida Legislature raised the requirements for a standard high school diploma by increasing the cumulative grade point average needed and including Algebra I among the course distribution requirements. More recently, the Legislature established a merit-based statewide scholarship that covers at least three-fourths tuition for students with a minimum 3.0 weighted grade point average on the 15 core credits required for high school graduation and passing scores on all sections of the college entry level placement test.[9]

Florida's second set of policy responses represents the State's exploration of options for increasing access to bachelor's degree programs. For over twenty years Florida has provided a tuition subsidy to state residents who attend selected private institutions and has contracted with private institutions to provide, at commensurate public sector costs, educational programs that meet needs unfulfilled by public higher education. Legislation from the mid-1990s sought to improve the two plus two system of articulation by capping general education requirements at 36 credit hours, limiting the Associate in Arts degree to 60 hours and most bachelor's degrees to 120 hours, leveling commonly-numbered courses, and establishing common prerequisite courses for academic majors. More recently, the State has sought to enhance access through two-year/four-year joint use arrangements, allowed community colleges to provide limited four-year degree offerings, and has studied the feasibility of establishing a new system of public four-year teaching colleges. So, even prior to the passage of Senate Bill 1162, the watershed higher education governance reorganization legislation of the 2001 Session, there was evidence that Florida's policy responses to improve postsecondary access were evolving from articulation-based policies to incremental structural reforms.

The data from this study showed that the standard two-plus-two pattern of articulation from a public community college to a state university was far from the norm among students who earned a bachelor's degree within seven years. Of the students in the cohort who had earned a bachelor's degree from the SUS within seven years, only about 30 percent had done so by transferring with a community college A.A. degree into the SUS. Another 3.7 percent were community college starters who transferred to the SUS prior to earning the A.A. The great majority of those who earned the bachelor's degree had matriculated to a state university and maintained enrollment in the SUS throughout the tracking period. The two-plus-two system of articulation is still a major and valuable component of Florida's mix of policies designed to provide access to the bachelor's degree. However, there are signs of its evolution from the path of choice to a protection for baccalaureate-seeking community college students who do not avail themselves of bachelor's degree opportunities via early transfer or any of the developing structural reforms cited above.

---

[9] The Gold Seal Vocational Scholars Award also requires a 3.5 unweighted GPA in a minimum three vocational credits in one vocational program.

It is not surprising that community college and state university baccalaureate degree attainment rates differ, given the differing natures of their student populations. Perhaps the appropriate question is, "Under what conditions does the two plus two system of articulation work best?" The results of this study point to some answers to that question as well:

- Students should arrive academically prepared. High school performance had the strongest influence on bachelor's degree completion of all the pre-college student characteristics.

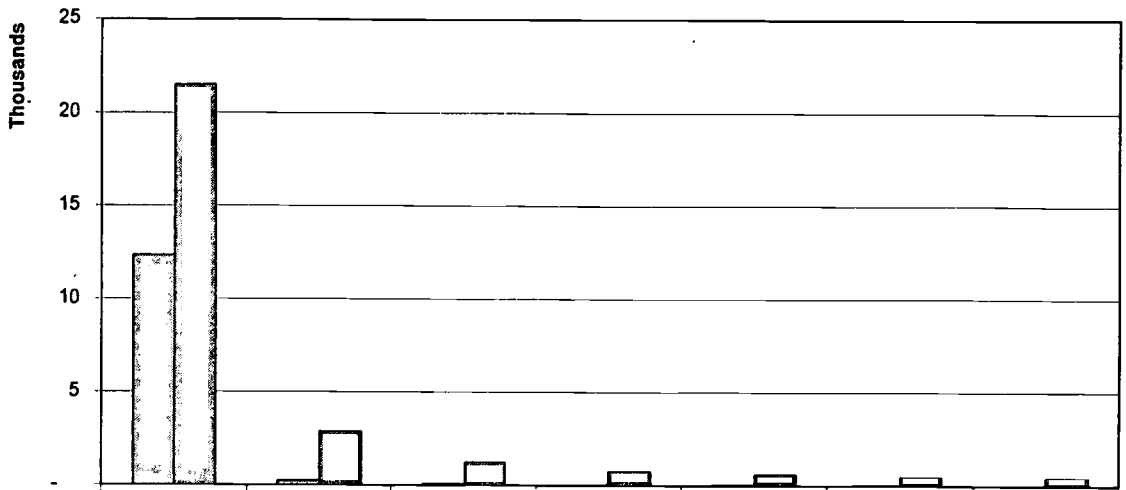
- Students should maintain continuous enrollment, full-time if possible. This is especially true for community college students. Increased funding of need-based financial aid targeted to part-time students, who predominate in the Community College System, would help fill an enduring gap in the State's financial assistance policies.

- Community college students should complete the associate's degree. In comparison to community college starters who did not earn the A.A., students who did so were roughly twice as likely to earn the bachelor's degree within the time frame analyzed here.

APPENDIX A

ENROLLMENT PATTERNS AND DEGREE OUTCOMES

Figure A-1
1993-94 High School Graduates Entering CCS and SUS as First-time-in-College Students, by Year of Matriculation



	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
SUS	12,353	230	51	35	35	11	6
CCS	21,519	2,866	1,219	749	603	452	403

Table A-1

Tracking the Enrollment and Baccalaureate Degree Production of Fall 1994 State University and Community College Matriculants, Spring 1995 through Spring 2001

Began in SUS Fall 1994 (N=12,383)												
Year	Term	Enrolled but Not Degreed[1]								Earned Bachelor's Degree in SUS		TOTAL[3]
		SUS		CCS		ICUF		Not Found[2]		Cumulative		
		No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
94-95	Spring	11,646	90.6%	654	5.1%	171	1.3%	380	3.0%	0	0.0%	12,851
95-96	Summer	4,078	32.3%	2,404	19.0%	0	0.0%	6,155	48.7%	0	0.0%	12,637
	Fall	10,371	81.8%	1,189	9.4%	107	0.8%	1,014	8.0%	0	0.0%	12,681
	Spring	9,807	77.4%	1,359	10.7%	107	0.8%	1,393	11.0%	8	0.1%	12,674
96-97	Summer	5,852	46.5%	1,499	11.9%	1	0.0%	5,226	41.5%	16	0.1%	12,594
	Fall	9,342	73.7%	1,442	11.4%	124	1.0%	1,735	13.7%	32	0.3%	12,675
	Spring	9,038	71.0%	1,415	11.1%	133	1.0%	1,949	15.3%	194	1.5%	12,729
97-98	Summer	6,190	49.1%	1,103	8.8%	1	0.0%	5,009	39.8%	294	2.3%	12,597
	Fall	8,799	69.6%	1,157	9.2%	150	1.2%	1,818	14.4%	712	5.6%	12,636
	Spring	8,337	66.1%	1,032	8.2%	153	1.2%	167	1.3%	2,922	23.2%	12,611
98-99	Summer	4,646	37.1%	831	6.6%	0	0.0%	3,263	26.1%	3,782	30.2%	12,522
	Fall	5,704	45.6%	936	7.5%	68	0.5%	877	7.0%	4,931	39.4%	12,516
	Spring	4,537	36.3%	848	6.8%	67	0.5%	968	7.7%	6,083	48.7%	12,503
99-00	Summer	2,550	20.5%	590	4.7%	0	0.0%	2,736	22.0%	6,573	52.8%	12,449
	Fall	3,014	24.2%	779	6.2%	47	0.4%	1,601	12.8%	7,028	56.4%	12,469
	Spring	2,537	20.4%	684	5.5%	40	0.3%	1,768	14.4%	7,405	59.5%	12,454
00-01	Summer	1,499	12.1%	450	3.6%	0	0.0%	2,873	23.1%	7,610	61.2%	12,432
	Fall	1,829	14.7%	618	5.0%	42	0.3%	2,149	17.3%	7,791	62.7%	12,429
	Spring	1,615	13.0%	576	4.6%	46	0.4%	2,247	18.1%	7,942	63.9%	12,426

Began in CCS Fall 1994 (N=23,862)												
Year	Term	Enrolled but Not Degreed[1]								Earned Bachelor's Degree in SUS		TOTAL[3]
		SUS		CCS		ICUF		Not Found[2]		Cumulative		
		No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
94-95	Spring	122	0.5%	19,568	81.9%	38	0.2%	4,169	17.4%		0.0%	23,897
95-96	Summer	80	0.3%	10,176	42.6%	3	0.0%	13,618	57.0%		0.0%	23,877
	Fall	349	1.5%	16,118	67.4%	89	0.4%	7,352	30.8%		0.0%	23,908
	Spring	446	1.9%	14,492	60.6%	91	0.4%	8,886	37.2%	1	0.0%	23,916
96-97	Summer	376	1.6%	8,400	35.1%	1	0.0%	15,156	63.3%	1	0.0%	23,934
	Fall	2,231	9.2%	10,978	45.5%	279	1.2%	10,633	44.1%	7	0.0%	24,128
	Spring	2,849	11.8%	9,085	37.6%	310	1.3%	11,910	49.3%	28	0.1%	24,182
97-98	Summer	1,996	8.3%	5,464	22.8%	7	0.0%	16,480	68.7%	52	0.2%	23,999
	Fall	3,996	16.5%	6,994	28.8%	441	1.8%	12,706	52.4%	108	0.4%	24,245
	Spring	4,229	17.5%	5,863	24.2%	455	1.9%	13,098	54.1%	565	2.3%	24,210
98-99	Summer	2,804	11.7%	3,622	15.1%	16	0.1%	16,740	69.6%	869	3.6%	24,051
	Fall	4,042	16.7%	4,727	19.6%	336	1.4%	13,716	56.8%	1,338	5.5%	24,159
	Spring	3,728	15.4%	4,048	16.8%	305	1.3%	14,101	58.4%	1,955	8.1%	24,137
99-00	Summer	2,348	9.8%	2,605	10.8%	0	0.0%	16,830	70.1%	2,235	9.3%	24,018
	Fall	3,125	13.0%	3,580	14.9%	255	1.1%	14,438	59.9%	2,699	11.2%	24,097
	Spring	2,735	11.4%	3,187	13.2%	259	1.1%	14,777	61.4%	3,109	12.9%	24,067
00-01	Summer	2,107	8.8%	1,773	7.4%	0	0.0%	16,746	69.8%	3,359	14.0%	23,985
	Fall	2,244	9.3%	2,797	11.6%	195	0.8%	15,159	63.1%	3,625	15.1%	24,020
	Spring	2,008	8.4%	2,507	10.5%	191	0.8%	15,367	64.1%	3,912	16.3%	23,985

Notes: 1. Figure includes individuals who received degrees other than the baccalaureate.
2. "Not Found" = students were neither enrolled in the current term nor graduated by the end of the current term.
3. Each term total allows for concurrent enrollment in multiple postsecondary sectors.

Table A-2a
Public Postsecondary Enrollment and Working Patterns of 1993-94 Florida Public High School Graduates

Term	Enrolled[a]			Enrolled and Working[b]			Percent of Enrolled Working		
	SUS	CCS	Either	SUS	CCS	Either	SUS	CCS	Either
Summer 1994	2,435	4,996	7,067						
Fall 1994	12,383	24,539	36,277	1,230	8,012	9,173	9.9%	32.7%	25.3%
Spring 1995	11,956	24,791	36,417	1,241	8,575	9,762	10.4%	34.6%	26.8%
Summer 1995	3,849	16,417	20,091						
Fall 1995	11,254	22,805	33,808	1,731	9,152	10,825	15.4%	40.1%	32.0%
Spring 1996	10,808	21,319	31,870	1,708	9,003	10,643	15.8%	42.2%	33.4%
Summer 1996	6,260	13,437	19,422						
Fall 1996	12,342	17,608	29,441	2,939	8,787	11,556	23.8%	49.9%	39.3%
Spring 1997	12,713	15,247	27,375	3,169	7,937	10,875	24.9%	52.1%	39.7%
Summer 1997	8,564	9,729	17,898						
Fall 1997	13,684	12,621	25,735	4,290	7,171	11,206	31.4%	56.8%	43.5%
Spring 1998	13,410	10,866	23,754	4,676	6,935	11,339	34.9%	63.8%	47.7%
Summer 1998	7,822	7,059	14,514						
Fall 1998	9,951	9,491	18,968	4,638	6,744	11,100	46.6%	71.1%	58.5%
Spring 1999	8,286	8,566	16,392	3,500	5,546	8,821	42.2%	64.7%	53.8%
Summer 1999	4,724	5,568	10,026						
Fall 1999	5,816	7,621	13,077	3,123	5,320	8,234	53.7%	69.8%	63.0%
Spring 2000	4,870	6,974	11,521	2,805	5,141	7,734	57.6%	73.7%	67.1%
Summer 2000	2,972	4,601	7,369						
Fall 2000	3,695	6,323	9,745	2,299	4,924	7,044	62.2%	77.9%	72.3%
Spring 2001	3,277	6,099	9,133	2,025	4,662	6,534	61.8%	76.4%	71.5%

Notes:

(a) Indicates enrollment in credit hour or clock hour courses.

(b) Fall term enrollment corresponds to employment information from October to December.

Spring term enrollment corresponds to employment information from January to March.

A student is counted as working if he/she earned at least $975 in wages over the employment quarter.

Table A-2b

Number of SUS and CCS Cohort by Number of Terms Enrolled While Working

Number of Terms Working	SUS Cohort		CCS Cohort	
	Number	Percent	Number	Percent
0	4,987	40.3%	5,973	25.0%
1	1,830	14.8%	3,583	15.0%
2	1,406	11.4%	3,183	13.3%
3	1,023	8.3%	2,349	9.8%
4	808	6.5%	2,037	8.5%
5	651	5.3%	1,648	6.9%
6	525	4.2%	1,418	5.9%
7	388	3.1%	1,043	4.4%
8	304	2.5%	896	3.8%
9	196	1.6%	603	2.5%
10	127	1.0%	432	1.8%
11	76	0.6%	334	1.4%
12	37	0.3%	217	0.9%
13	19	0.2%	108	0.5%
14	6	0.0%	38	0.2%
Total	12,383	100.0%	23,862	100.0%

Note:

Number of terms enrolled and working only includes employment in which a student earned at least $975 in wages over the employment quarter. The number of terms working only includes Fall and Spring term enrollments.

Table A-3a

Degrees/Certificates Granted to 1993-94 Florida Public High School Graduates, 1994-2001

Degree/Completion Type	Spring 2001	Percent of Total
Vocational Certificate	1,611	5.6%
Associate in Science Certificate	556	1.9%
Apprenticeship	12	0.0%
Associate in Applied Science	34	0.1%
Associate in Science	1,233	4.3%
Associate in Arts (CCS)	9,713	33.6%
Associate in Arts (SUS)	1,641	5.7%
Bachelor's Degree	12,973	44.9%
Master's Degree	882	3.1%
Specialist Degree	18	0.1%
Professional Degrees		
PharmD	70	0.2%
Law	105	0.4%
Medical	26	0.1%
TOTAL	**28,874**	**100.0%**

Notes: These totals are a duplicated count of awards; a single student may have received more than one degree/completion over the study period. Degrees/Certificates awarded by private two- and four-year institutions (Florida and Non-Florida) are not known.

Table A-3b

Degrees/Certificates Granted to Fall 1994 CCS and SUS Cohorts, 1994-95 to 2000-01

Sector/Degree	As of Spring 2001	
	CCS Cohort	SUS Cohort
Granted by the Community College System		
Associate in Arts Degree	7,223	926
Associate in Science Degree	863	97
Vocational Certificate	716	80
Associate in Science Certificate	260	49
Total awarded by CCS	9,062	1,152
Granted by the State University System		
Associate in Arts Degree	40	1,537
Bachelor's Degree	3,889	7,874
Master's Degree[1]	162	612
Doctoral Degree	-	-
First Professional Degree[2]	6	146
Total awarded by SUS	4,097	10,169
Degrees/Certificates in Either Sector	**13,159**	**11,321**

Notes: These totals are a duplicated count of awards; a single student may have received more than one degree/completion over the study period.

[1] Master's Degree Total includes 15 specialist's degrees.

[2] First Professional Degrees include Law, Medical (M.D., Vet Med, Dentistry) and PharmD Degrees

Table A-4a
Degrees/Certficates Granted by Degree Type and Term, Fall 1994 CCS Cohort, 1994-2001

	A.A. Degree (CCS)		A.S. Degree		Certificates[1]		AA Degree (SUS)		Bachelor's Degree		Master's Degree	
	N= 7,223		N= 863		N= 976		N= 40		N= 3,889		N= 162	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Summer 1994	1	0.0%	0	0.0%	10	1.0%	0	0.0%	0	0.0%	0	0.0%
Fall 1994	13	0.2%	0	0.0%	62	7.4%	0	0.0%	0	0.0%	0	0.0%
Spring 1995	36	0.7%	1	0.1%	46	12.1%	0	0.0%	0	0.0%	0	0.0%
Summer 1995	65	1.6%	1	0.2%	56	17.8%	0	0.0%	0	0.0%	0	0.0%
Fall 1995	117	3.2%	3	0.6%	65	24.5%	0	0.0%	0	0.0%	0	0.0%
Spring 1996	963	16.5%	24	3.4%	50	29.6%	0	0.0%	1	0.0%	0	0.0%
Summer 1996	948	29.7%	44	8.5%	60	35.8%	1	2.5%	0	0.0%	0	0.0%
Fall 1996	866	41.7%	48	14.0%	62	42.1%	8	22.5%	6	0.2%	0	0.0%
Spring 1997	763	52.2%	82	23.5%	66	48.9%	7	40.0%	21	0.7%	0	0.0%
Summer 1997	721	62.2%	47	29.0%	50	54.0%	5	52.5%	24	1.3%	0	0.0%
Fall 1997	491	69.0%	47	34.4%	58	59.9%	3	60.0%	56	2.8%	0	0.0%
Spring 1998	393	74.4%	95	45.4%	57	65.8%	6	75.0%	457	14.5%	0	0.0%
Summer 1998	364	79.5%	62	52.6%	48	70.7%	3	82.5%	304	22.3%	2	1.2%
Fall 1998	270	83.2%	54	58.9%	42	75.0%	1	85.0%	468	34.4%	1	1.9%
Spring 1999	249	86.7%	80	68.1%	28	77.9%	2	90.0%	616	50.2%	16	11.7%
Summer 1999	186	89.2%	47	73.6%	39	81.9%	2	95.0%	280	57.4%	16	21.6%
Fall 1999	168	91.6%	35	77.6%	28	84.7%	0	95.0%	462	69.3%	12	29.0%
Spring 2000	142	93.5%	81	87.0%	36	88.4%	0	95.0%	406	79.7%	40	53.7%
Summer 2000	182	96.1%	40	91.7%	37	92.2%	1	97.5%	246	86.1%	23	67.9%
Fall 2000	137	98.0%	25	94.6%	35	95.8%	0	97.5%	263	92.8%	14	76.5%
Spring 2001	148	100.0%	47	100.0%	41	100.0%	1	100.0%	279	100.0%	38	100.0%

Notes:

a) Count of degrees/certificates is duplicated - a single person may receive multiple awards during the tracking period. Community college degrees were unduplicated by degree type and degree program and state university degrees were unduplicated by degree type. Degrees/Certificates awarded by private two- and four-year institutions (Florida and Non-Florida) are not known.

b) Percents reported are cumulative.

c) Six students in the community college cohort earned law degrees in Spring 2001 in a state university.

[1] Includes Vocational and A.S. Certificates

Table A-4b
Degrees/Certficates Granted by Degree Type and Term, Fall 1994 SUS Cohort, 1994-2001

	A.A. Degree (CCS/SUS)		A.S. Degree		Certificates[1]		Bachelor's Degree		Master's Degree[2]		1st Prof. Degrees[3]	
	N= 2,463		N= 97		N= 129		N= 7,874		N= 612		N= 146	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Summer 1994	9	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 1994	2	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spring 1995	7	0.7%	0	0.0%	2	1.6%	0	0.0%	0	0.0%	0	0.0%
Summer 1995	17	1.4%	0	0.0%	6	6.2%	0	0.0%	0	0.0%	0	0.0%
Fall 1995	54	3.6%	0	0.0%	3	8.5%	0	0.0%	0	0.0%	0	0.0%
Spring 1996	256	14.0%	0	0.0%	9	15.5%	8	0.1%	0	0.0%	0	0.0%
Summer 1996	295	26.0%	1	1.0%	9	22.5%	8	0.2%	0	0.0%	0	0.0%
Fall 1996	338	39.7%	0	1.0%	7	27.9%	16	0.4%	0	0.0%	0	0.0%
Spring 1997	366	54.6%	2	3.1%	6	32.6%	161	2.5%	1	0.2%	0	0.0%
Summer 1997	246	64.6%	4	7.2%	6	37.2%	100	3.7%	1	0.3%	0	0.0%
Fall 1997	198	72.6%	2	9.3%	10	45.0%	418	9.0%	0	0.3%	0	0.0%
Spring 1998	122	77.5%	10	19.6%	3	47.3%	2,210	37.1%	7	1.5%	0	0.0%
Summer 1998	149	83.6%	7	26.8%	4	50.4%	858	48.0%	14	3.8%	0	0.0%
Fall 1998	93	87.4%	4	30.9%	9	57.4%	1,146	62.5%	7	4.9%	0	0.0%
Spring 1999	80	90.6%	10	41.2%	8	63.6%	1,145	77.1%	72	16.7%	2	1.4%
Summer 1999	49	92.6%	7	48.5%	7	69.0%	481	83.2%	60	26.5%	0	1.4%
Fall 1999	38	94.2%	9	57.7%	8	75.2%	450	88.9%	61	36.4%	0	1.4%
Spring 2000	47	96.1%	15	73.2%	4	78.3%	362	93.5%	104	53.4%	45	32.2%
Summer 2000	41	97.7%	6	79.4%	7	83.7%	198	96.0%	82	66.8%	1	32.9%
Fall 2000	27	98.8%	10	89.7%	9	90.7%	172	98.2%	91	81.7%	3	34.9%
Spring 2001	29	100.0%	10	100.0%	12	100.0%	141	100.0%	112	100.0%	95	100.0%

Notes:

a) Count of degrees/certificates is duplicated - a single person may receive multiple awards during the tracking period. Community college degrees were unduplicated by degree type and degree program and state university degrees were unduplicated by degree type. Degrees/Certificates awarded by private two- and four-year institutions (Florida and Non-Florida) are not known.

b) Percents reported are cumulative.

[1] Includes Vocational and A.S. Certificates

[2] Includes Specialist Degrees

[3] Includes Law, Medical, and Pharmacy Degrees

Table A-5a
Highest Degree/Certificate Held by 1993-94 High School Graduates by Spring 2001

Degree/Certificate	Number	Percent
No Degree	61,580	74.4%
Certificates, Apprenticeship	1,582	1.9%
Associate in Arts/Associate in Science	6,547	7.9%
Bachelor's Degree	11,981	14.5%
Master's Degree	878	1.1%
Advanced Degree	18	0.0%
First Professional Degree	201	0.2%
Total High School Graduates	82,787	100.0%

Notes: This is an unduplicated count of awards. The highest degree/certificate achieved for each individual is recorded. Degrees/Certificates awarded by private two- and four-year institutions (Florida and Non-Florida) are not known.

Table A-5b
Highest Degree/Certificate Held by Fall 1994 CCS and SUS Cohorts by Spring 2001

Degree/Certificate	As of Spring 2001			
	CCS Cohort		SUS Cohort	
	Number	Percent	Number	Percent
No Degree	14,799	62.0%	3,561	28.7%
Certificates, Apprenticeship	719	3.0%	49	0.4%
Associate in Arts/Associate in Science	4,431	18.6%	825	6.7%
Bachelor's Degree	3,731	15.6%	7,190	58.0%
Master's Degree	162	0.7%	597	4.8%
Advanced Degree	1	0.0%	15	0.1%
First Professional Degree	19	0.1%	146	1.2%
Total in Cohort	23,862	100.0%	12,383	100.0%

Table A-6
Paths to the Baccalaureate Degree, 1994 to 2001

Path	Number of Graduates	Percent of Graduates
Fall 94 CC Start → SUS Transfer with AA/AS Degree	3,395	26.4%
Fall 94 CC Start → SUS Transfer without CC Degree	477	3.7%
Fall 94 ICUF Start → SUS Transfer	250	1.9%
Fall 94 ICUF Start → CC Degree to SUS Transfer	64	0.5%
Fall 94 SUS Start without CC Degree	7,320	56.8%
Fall 94 SUS Start → CC AA/AS Degree to SUS	399	3.1%
Other - Transfer with CC Credential[(1)]	420	3.3%
Other - Transfer without CC Credential[(2)]	552	4.3%
Total Degrees	12,877	100.0%

Notes:

Only the path to the first baccalaureate degree earned was tracked. All paths are mutually exclusive.
[(1), (2)] These categories may include students who delayed entry into a CCS, SUS or ICUF institutions, who transferred from a non-ICUF or out-of-state institution

APPENDIX B

BACCALAUREATE GRADUATION RESULTS

- Results from the Multivariate Model Predicting Likelihood of Degree Completion
  - *(Figures/Tables B-1 through B-3)*

- Five, Six, and Seven Year Univariate Graduation Rates for Community College and State University Matriculants
  - *(Tables B-4 through B-25)*

Figure B-1
Estimated Percentage Chance of Bachelor's Degree Completion within Seven Years, by Sector of Entry and Completion of an A.A. Degree

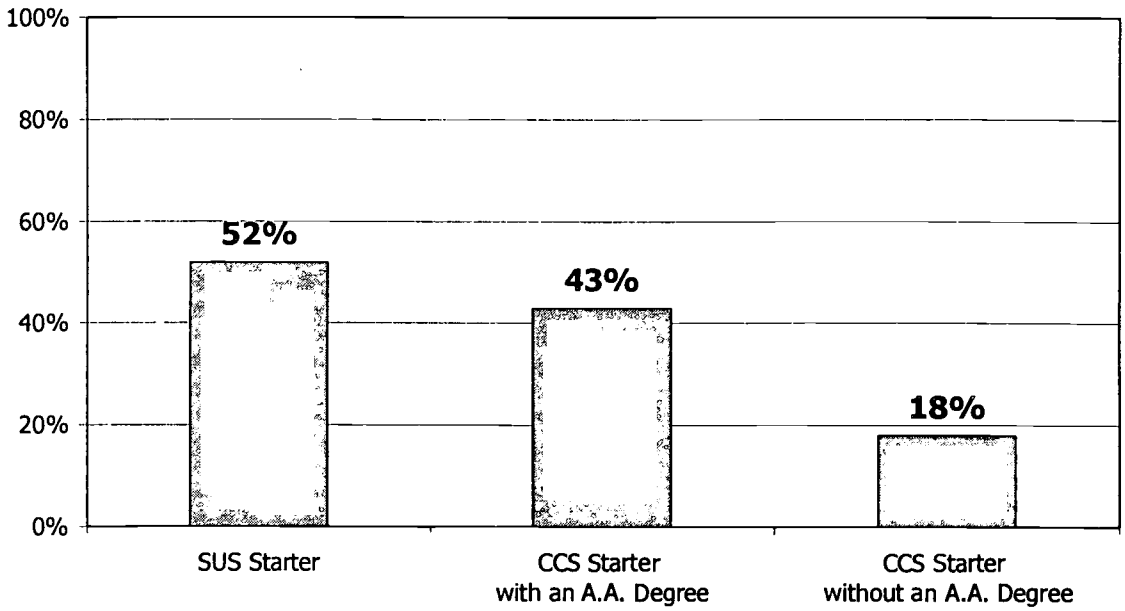


Table B-1a
Probit Model - Analysis of Parameter Estimates

Variable	Estimate	Std. Error	Chi-Square	Pr > ChiSq
Intercept	-4.8816	0.3256	224.840	<.0001
ALTERMS	0.2716	0.0043	3998.759	<.0001
TERMGPA	0.2811	0.0157	319.401	<.0001
HSGPA	0.1664	0.0208	63.766	<.0001
CRSMET	0.1290	0.0321	16.123	<.0001
INSTS	-0.0395	0.0183	4.668	.0307
PTTERMS	-0.3058	0.0064	2268.082	<.0001
WHITE	0.0072	0.3117	0.001	.9815
BLACK	-0.6322	0.3133	4.072	.0436
ASIAN	-0.4240	0.3161	1.800	.1797
HISP	-0.3131	0.3130	1.001	.3172
FEMALE	0.2095	0.0234	79.872	<.0001
SUSTART	0.9760	0.0433	508.390	<.0001
RETAINED	0.3805	0.0570	44.496	<.0001
WRKTERMS	-0.0251	0.0042	35.687	<.0001
ALLDUAL	0.0133	0.0018	55.983	<.0001
ALLTEST	0.0133	0.0029	21.568	<.0001
DISABLE	-0.1703	0.1422	1.433	.2313
EREMEDW	-0.2625	0.0445	34.834	<.0001
EREMEDR	-0.0295	0.0428	0.475	.4909
EREMEDM	0.0488	0.0388	1.585	.2080
AADEGR	0.7280	0.0414	308.924	<.0001
AA_INT	-1.2279	0.0691	315.336	<.0001

	DF	Value	Pr > ChiSq
Likelihood Ratio	22	19130.48	<.0001

Table B-1b
Probit Model - Classification Table

		Actual		
		1	0	
Predicted	1	13,077	1,236	14,313
	0	1,768	9,433	11,201
	Total	14,845	10,669	25,514

**MODEL correctly predicts 88.2% of the cases.

Table B-2
Descriptive Statistics for Variables in Probit Model

n = 25,514

Variable	Mean	Std. Dev.	Min	Max
BAEARNED (0=yes)[1]	0.582	0.493	0.000	1.000
ALTERMS	10.612	4.619	1.000	21.000
TERMGPA	2.510	0.966	0.000	4.000
HSGPA	2.972	0.781	0.000	5.000
CRSMET	0.712	0.453	0.000	1.000
INSTS	1.534	0.703	1.000	5.000
PTTERMS	2.417	2.587	0.000	14.000
WHITE	0.668	0.471	0.000	1.000
BLACK	0.142	0.349	0.000	1.000
ASIAN	0.040	0.195	0.000	1.000
HISP	0.149	0.356	0.000	1.000
FEMALE	0.572	0.495	0.000	1.000
SUSTART	0.464	0.499	0.000	1.000
RETAINED	0.862	0.345	0.000	1.000
WRKTERMS	2.958	3.077	0.000	14.000
ALLDUAL	2.527	6.360	0.000	98.000
ALLTEST	1.234	4.271	0.000	59.000
DISABLE	0.011	0.107	0.000	1.000
EREMEDW	0.169	0.375	0.000	1.000
EREMEDR	0.172	0.378	0.000	1.000
EREMEDM	0.198	0.399	0.000	1.000
AADEGR	0.252	0.434	0.000	1.000
AA_INT	0.034	0.181	0.000	1.000

NOTES (1): Normal processing of a probit model in SAS requires that yes=0 and no=1.

Table B-3
Estimated Probability of Bachelor's Degree Completion, for Selected Student Profiles by Sector of Matriculation

	Probability of Degree Completion					
	CCS Starters			SUS Starters		
VARIABLE VALUES[1]	Above Average[2]	Average[3]	Below Average[4]	Above Average[2]	Average[3]	Below Average[4]
Base Model	0.4279	0.1999	0.0501	0.7865	0.5532	0.2522
Impact of RECEIVING AN AA DEGREE AT A COMMUNITY COLLEGE						
AADEGR=0	0.4279	0.1999	0.0501	N/A	N/A	N/A
AADEGR=1	0.7075	0.4546	0.1799	N/A	N/A	N/A
Impact of STARTING AT A STATE UNIVERSITY AND RECEIVING AN AA DEGREE AT A COMMUNITY COLLEGE						
AA_INT=0	N/A	N/A	N/A	0.7865	0.5532	0.2522
AA_INT=1	N/A	N/A	N/A	0.6157	0.3572	0.1215
Impact of NUMBER OF INSTITUTIONS						
INSTS=1	N/A	N/A	N/A	0.7925	0.5616	0.2590
INSTS=2	0.4206	0.1947	0.0483	0.7811	0.5460	0.2464
INSTS=3	0.4053	0.1841	0.0444	0.7692	0.5303	0.2341
INSTS=4	0.3900	0.1737	0.0408	0.7570	0.5145	0.2221
INSTS=5	0.3750	0.1638	0.0375	0.7445	0.4988	0.2106
Impact of SECOND YEAR RETENTION						
RETAINED=0	0.2869	0.1107	0.0215	0.6604	0.4026	0.1473
RETAINED=1	0.4279	0.1999	0.0501	0.7865	0.5532	0.2522
Impact of PART-TIME ENROLLMENT						
PTTERMS=0	0.7113	0.4590	0.1829	0.9374	0.8087	0.5285
PTTERMS=1	0.5993	0.3413	0.1131	0.8902	0.7147	0.4074
PTTERMS=2	0.4784	0.2374	0.0648	0.8217	0.6031	0.2946
PTTERMS=3	0.3594	0.1538	0.0342	0.7310	0.4823	0.1988
PTTERMS=4	0.2527	0.0924	0.0167	0.6218	0.3631	0.1247
PTTERMS=5	0.1656	0.0513	0.0075	0.5017	0.2559	0.0725
PTTERMS=6	0.1007	0.0263	0.0031	0.3815	0.1681	0.0389
PTTERMS=7	0.0567	0.0124	0.0012	0.2718	0.1025	0.0193
PTTERMS=8	0.0294	0.0054	0.0004	0.1806	0.0578	0.0088
PTTERMS=9	0.0141	0.0022	0.0001	0.1114	0.0301	0.0037
PTTERMS=10	0.0062	0.0008	0.0000	0.0637	0.0144	0.0014
PTTERMS=11	0.0025	0.0003	0.0000	0.0336	0.0064	0.0005
PTTERMS=12	0.0009	0.0001	0.0000	0.0163	0.0026	0.0002
PTTERMS=13	0.0003	0.0000	0.0000	0.0073	0.0010	0.0000
PTTERMS=14	0.0001	0.0000	0.0000	0.0030	0.0003	0.0000
Impact of TERMS FOUND WORKING WHILE ENROLLED						
WRKTERMS=0	0.4572	0.2213	0.0583	0.8074	0.5824	0.2765
WRKTERMS=1	0.4472	0.2139	0.0554	0.8005	0.5726	0.2681
WRKTERMS=2	0.4373	0.2067	0.0527	0.7934	0.5627	0.2599
WRKTERMS=3	0.4274	0.1996	0.0500	0.7861	0.5528	0.2519
WRKTERMS=4	0.4176	0.1926	0.0475	0.7788	0.5429	0.2439
WRKTERMS=5	0.4078	0.1858	0.0451	0.7712	0.5329	0.2361
WRKTERMS=6	0.3981	0.1792	0.0427	0.7636	0.5229	0.2285
WRKTERMS=7	0.3885	0.1727	0.0405	0.7558	0.5129	0.2209
WRKTERMS=8	0.3789	0.1664	0.0384	0.7478	0.5029	0.2136
WRKTERMS=9	0.3694	0.1602	0.0363	0.7397	0.4929	0.2063
WRKTERMS=10	0.3600	0.1541	0.0344	0.7315	0.4829	0.1992
WRKTERMS=11	0.3506	0.1482	0.0325	0.7232	0.4729	0.1923
WRKTERMS=12	0.3413	0.1425	0.0307	0.7147	0.4629	0.1855
WRKTERMS=13	0.3322	0.1369	0.0290	0.7061	0.4530	0.1789
WRKTERMS=14	0.3231	0.1315	0.0274	0.6974	0.4430	0.1724

NOTES:

[1]Unless otherwise specified, the independent variables not being manipulated are held constant at the mean for continuous variables and at the mode for dichotomous variables.
[2]Above Average Students were those with 3.5 high school and Fall 94 term GPAs, had met the SUS course requirements, and had 15 hours of dual enrollment and acceleration credit.

[3]Average Students were those with 2.5 high school and Fall 94 term GPAs, had met the SUS course requirements, and had 7 hours of dual enrollment and acceleration credit.

[4]Below Average Students were those with 2.0 high school and Fall 94 term GPAs, had not met the SUS course requirements, had no dual enrollment and acceleration credit, and were determined to need remediation in writing.

Table B-4
Baccalaureate Graduation Rates by Term for Fall 1994 CCS and SUS Cohorts

Term Degree Granted	Total Cohort N= 27,659		CCS Cohort N= 15,589		SUS Cohort N= 12,070	
	No. of Graduates	Cumulative Rate	No. of Graduates	Cumulative Rate	No. of Graduates	Cumulative Rate
Summer 1995	-	0.00%	-	0.00%	-	0.00%
Fall 1995	-	0.00%	-	0.00%	-	0.00%
Spring 1996	8	0.03%	1	0.01%	7	0.06%
Summer 1996	8	0.06%	-	0.01%	8	0.12%
Fall 1996	19	0.13%	5	0.04%	14	0.24%
Spring 1997	167	0.73%	16	0.14%	151	1.49%
Summer 1997	112	1.14%	15	0.24%	97	2.29%
Fall 1997	445	2.74%	43	0.51%	402	5.63%
Spring 1998	2,569	12.03%	382	2.96%	2,187	23.74%
Summer 1998	1,114	16.06%	267	4.68%	847	30.76%
Fall 1998	1,524	21.57%	405	7.27%	1,119	40.03%
Spring 1999	1,654	27.55%	534	10.70%	1,120	49.31%
Summer 1999	711	30.12%	243	12.26%	468	53.19%
Fall 1999	836	33.14%	388	14.75%	448	56.90%
Spring 2000	716	35.73%	354	17.02%	362	59.90%
Summer 2000	376	37.09%	205	18.33%	171	61.32%
Fall 2000	393	38.51%	218	19.73%	175	62.77%
Spring 2001	370	39.85%	238	21.26%	132	63.86%
TOTAL	**11,022**	**39.85%**	**3,314**	**21.26%**	**7,708**	**63.86%**

Table B-5
Baccalaureate Graduation Rates by Demographic Characteristics

5-Year Graduation Rate

Demographic Characteristic	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Race/Ethnicity						
Asian	1,090	30.5%	472	9.3%	618	46.6%
Black	3,889	17.9%	2,003	4.3%	1,886	32.3%
Hispanic	4,149	17.1%	2,752	5.7%	1,397	39.6%
American Indian	32	25.0%	19	15.8%	13	38.5%
White	18,499	31.7%	10,343	13.3%	8,156	55.1%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%
Gender						
Male	11,844	22.3%	6,758	8.1%	5,086	41.2%
Female	15,815	31.5%	8,831	12.7%	6,984	55.2%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%
Disability						
Yes	347	9.2%	307	4.6%	40	45.0%
No	27,312	27.8%	15,282	10.8%	12,030	49.3%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Demographic Characteristic	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Race/Ethnicity						
Asian	1,090	42.8%	472	18.6%	618	61.2%
Black	3,889	25.6%	2,003	7.6%	1,886	44.7%
Hispanic	4,149	24.3%	2,752	10.5%	1,397	51.7%
American Indian	32	40.6%	19	26.3%	13	61.5%
White	18,499	40.0%	10,343	20.5%	8,156	64.7%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%
Gender						
Male	11,844	31.2%	6,758	14.5%	5,086	53.4%
Female	15,815	39.1%	8,831	18.9%	6,984	64.6%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%
Disability						
Yes	347	12.4%	307	7.2%	40	52.5%
No	27,312	36.0%	15,282	17.2%	12,030	59.9%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Demographic Characteristic	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Race/Ethnicity						
Asian	1,090	49.0%	472	25.2%	618	67.2%
Black	3,889	30.2%	2,003	10.9%	1,886	50.7%
Hispanic	4,149	28.2%	2,752	14.1%	1,397	56.0%
American Indian	32	43.8%	19	31.6%	13	61.5%
White	18,499	43.9%	10,343	25.0%	8,156	68.0%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%
Gender						
Male	11,844	35.9%	6,758	18.9%	5,086	58.4%
Female	15,815	42.8%	8,831	23.0%	6,984	67.8%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%
Disability						
Yes	347	16.4%	307	11.1%	40	57.5%
No	27,312	40.1%	15,282	21.5%	12,030	63.9%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-6
Baccalaureate Graduation Rates by Estimated Family Income

5-Year Graduation Rate

Estimated Family Income	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Less than $10,000	854	22.8%	432	7.4%	422	38.6%
$10,000 - $19,999	2,265	24.3%	1,162	10.1%	1,103	39.3%
$20,000 - $29,999	2,691	29.4%	1,279	12.5%	1,412	44.6%
$30,000 - $39,999	3,085	32.4%	1,469	15.1%	1,616	48.1%
$40,000 - $49,999	2,220	36.6%	998	16.4%	1,222	53.0%
$50,000 - $59,999	1,855	38.8%	756	20.8%	1,099	51.2%
$60,000 - $69,999	1,326	43.1%	496	17.7%	830	58.3%
$70,000 and above	3,068	46.9%	913	19.4%	2,155	58.6%
Total	17,364	35.0%	7,505	14.9%	9,859	50.3%

6-Year Graduation Rate

Estimated Family Income	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Less than $10,000	854	33.8%	432	15.5%	422	52.6%
$10,000 - $19,999	2,265	33.3%	1,162	17.0%	1,103	50.4%
$20,000 - $29,999	2,691	38.5%	1,279	19.9%	1,412	55.4%
$30,000 - $39,999	3,085	41.4%	1,469	23.4%	1,616	57.8%
$40,000 - $49,999	2,220	45.7%	998	24.5%	1,222	63.0%
$50,000 - $59,999	1,855	47.9%	756	28.3%	1,099	61.4%
$60,000 - $69,999	1,326	52.3%	496	25.6%	830	68.2%
$70,000 and above	3,068	57.4%	913	28.9%	2,155	69.5%
Total	17,364	44.4%	7,505	22.8%	9,859	60.9%

7-Year Graduation Rate

Estimated Family Income	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Less than $10,000	854	37.8%	432	19.2%	422	56.9%
$10,000 - $19,999	2,265	38.1%	1,162	22.5%	1,103	54.7%
$20,000 - $29,999	2,691	43.4%	1,279	24.9%	1,412	60.2%
$30,000 - $39,999	3,085	45.6%	1,469	28.2%	1,616	61.4%
$40,000 - $49,999	2,220	50.4%	998	30.4%	1,222	66.7%
$50,000 - $59,999	1,855	52.1%	756	32.1%	1,099	65.9%
$60,000 - $69,999	1,326	56.0%	496	30.4%	830	71.2%
$70,000 and above	3,068	61.5%	913	34.6%	2,155	72.9%
Total	17,364	48.8%	7,505	27.8%	9,859	64.8%

Table B-7
Baccalaureate Graduation Rates by Academic Criteria

5-Year Graduation Rate

Academic Criteria	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
High School GPA						
Less than 2.0	2,955	1.9%	2,854	1.8%	101	5.0%
2.00 to 2.49	5,255	7.0%	4,469	5.1%	786	17.9%
2.50 to 2.99	6,255	18.3%	3,853	10.3%	2,402	31.2%
3.00 to 3.49	5,780	32.8%	2,393	16.7%	3,387	44.3%
3.50 to 3.99	4,225	49.8%	1,270	27.9%	2,955	59.2%
4.0 and above	2,830	69.9%	494	43.7%	2,336	75.5%
Total	27,300	27.7%	15,333	10.7%	11,967	49.4%
Required Courses Met						
Yes	19,115	35.3%	8,331	15.4%	10,784	50.6%
No	8,544	10.3%	7,258	5.3%	1,286	38.6%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%
SAT Equivalent Score						
Less than 800	4,385	5.6%	3,905	3.5%	480	23.3%
800 to 899	3,889	15.5%	2,866	9.7%	1,023	31.8%
900 to 999	5,176	26.0%	2,919	13.2%	2,257	42.7%
1000 to 1099	4,180	35.9%	1,724	19.4%	2,456	47.5%
1100 to 1199	3,700	45.4%	1,082	25.5%	2,618	53.6%
1200 to 1299	2,075	54.1%	378	25.4%	1,697	60.5%
1300 to 1399	1,076	62.5%	128	30.5%	948	66.8%
1400 to 1499	237	70.5%	15	26.7%	222	73.4%
1500 to 1600	52	76.9%	-	N/A	52	76.9%
Total	24,770	29.8%	13,017	11.9%	11,753	49.6%

6-Year Graduation Rate

Academic Criteria	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
High School GPA						
Less than 2.0	2,955	4.4%	2,854	4.2%	101	7.9%
2.00 to 2.49	5,255	13.1%	4,469	10.7%	786	26.8%
2.50 to 2.99	6,255	27.2%	3,853	17.0%	2,402	43.5%
3.00 to 3.49	5,780	43.4%	2,393	25.3%	3,387	56.2%
3.50 to 3.99	4,225	60.2%	1,270	38.0%	2,955	69.7%
4.0 and above	2,830	78.2%	494	54.7%	2,336	83.2%
Total	27,300	35.9%	15,333	17.1%	11,967	60.0%
Required Courses Met						
Yes	19,115	45.0%	8,331	23.7%	10,784	61.4%
No	8,544	15.1%	7,258	9.4%	1,286	47.2%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%
SAT Equivalent Score						
Less than 800	4,385	9.9%	3,905	6.9%	480	34.2%
800 to 899	3,889	23.9%	2,866	16.5%	1,023	44.7%
900 to 999	5,176	36.4%	2,919	21.8%	2,257	55.2%
1000 to 1099	4,180	45.7%	1,724	27.0%	2,456	58.8%
1100 to 1199	3,700	54.9%	1,082	33.8%	2,618	63.6%
1200 to 1299	2,075	64.5%	378	38.9%	1,697	70.2%
1300 to 1399	1,076	70.2%	128	39.8%	948	74.3%
1400 to 1499	237	74.7%	15	26.7%	222	77.9%
1500 to 1600	52	80.8%	-	N/A	52	80.8%
Total	24,770	38.4%	13,017	18.6%	11,753	60.3%

Table B-7 (cont.)
Baccalaureate Graduation Rates by Academic Criteria

7-Year Graduation Rate

Academic Criteria	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
High School GPA						
Less than 2.0	2,955	6.8%	2,854	6.5%	101	14.9%
2.00 to 2.49	5,255	17.6%	4,469	14.9%	786	33.1%
2.50 to 2.99	6,255	32.3%	3,853	21.8%	2,402	49.2%
3.00 to 3.49	5,780	48.0%	2,393	30.5%	3,387	60.4%
3.50 to 3.99	4,225	64.1%	1,270	43.1%	2,955	73.1%
4.0 and above	2,830	80.7%	494	59.9%	2,336	85.1%
Total	27,300	40.0%	15,333	21.3%	11,967	63.9%
Required Courses Met						
Yes	19,115	49.4%	8,331	28.7%	10,784	65.4%
No	8,544	18.5%	7,258	12.7%	1,286	51.1%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%
SAT Equivalent Score						
Less than 800	4,385	13.3%	3,905	9.9%	480	41.0%
800 to 899	3,889	28.7%	2,866	21.1%	1,023	50.0%
900 to 999	5,176	41.6%	2,919	27.5%	2,257	59.9%
1000 to 1099	4,180	50.1%	1,724	32.6%	2,456	62.5%
1100 to 1199	3,700	59.2%	1,082	38.4%	2,618	67.7%
1200 to 1299	2,075	67.5%	378	43.1%	1,697	73.0%
1300 to 1399	1,076	72.6%	128	45.3%	948	76.3%
1400 to 1499	237	77.2%	15	33.3%	222	80.2%
1500 to 1600	52	84.6%	-	N/A	52	84.6%
Total	24,770	42.6%	13,017	23.0%	11,753	64.2%

Table B-8

Baccalaureate Graduation Rates by Whether a Student Successfully Completed[1] the SUS Course Requirements, by Subject Area

5-Year Graduation Rate

Subject Area	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
English						
Yes	19,849	34.8%	9,004	15.0%	10,845	51.2%
No	7,810	9.2%	6,585	4.8%	1,225	32.8%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%
Mathematics						
Yes	13,157	43.2%	4,553	20.4%	8,604	55.2%
No	14,502	13.4%	11,036	6.7%	3,466	34.7%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%
Social Studies						
Yes	20,197	34.8%	9,131	15.2%	11,066	51.1%
No	7,462	7.8%	6,458	4.4%	1,004	30.0%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%
Natural Science						
Yes	18,985	36.4%	8,247	15.8%	10,738	52.2%
No	8,674	8.2%	7,342	5.0%	1,332	25.8%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%
Foreign Language						
Yes	17,046	37.5%	7,251	16.3%	9,795	53.3%
No	10,613	11.5%	8,338	5.8%	2,275	32.3%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Subject Area	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
English						
Yes	19,849	44.3%	9,004	23.0%	10,845	62.0%
No	7,810	14.0%	6,585	8.8%	1,225	41.6%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%
Mathematics						
Yes	13,157	53.1%	4,553	29.1%	8,604	65.8%
No	14,502	20.0%	11,036	12.0%	3,466	45.3%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%
Social Studies						
Yes	20,197	44.3%	9,131	22.9%	11,066	61.9%
No	7,462	12.6%	6,458	8.7%	1,004	37.9%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%
Natural Science						
Yes	18,985	45.9%	8,247	23.8%	10,738	62.8%
No	8,674	13.5%	7,342	9.4%	1,332	36.3%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%
Foreign Language						
Yes	17,046	46.9%	7,251	24.1%	9,795	63.8%
No	10,613	17.8%	8,338	10.8%	2,275	43.3%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

[1]Student must have achieved at least a 2.5 GPA in the required courses.

Table B-8 (cont.)

Baccalaureate Graduation Rates by Whether a Student Successfully Completed[1] the SUS Course Requirements, by Subject Area

7-Year Graduation Rate

Subject Area	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
English						
Yes	19,849	48.5%	9,004	27.5%	10,845	65.9%
No	7,810	17.9%	6,585	12.7%	1,225	45.9%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%
Mathematics						
Yes	13,157	57.3%	4,553	34.5%	8,604	69.4%
No	14,502	24.0%	11,036	15.8%	3,466	50.2%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%
Social Studies						
Yes	20,197	48.6%	9,131	27.8%	11,066	65.7%
No	7,462	16.2%	6,458	12.0%	1,004	43.3%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%
Natural Science						
Yes	18,985	50.1%	8,247	28.7%	10,738	66.6%
No	8,674	17.4%	7,342	12.9%	1,332	42.1%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%
Foreign Language						
Yes	17,046	51.1%	7,251	28.9%	9,795	67.5%
No	10,613	21.8%	8,338	14.6%	2,275	48.1%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

[1]Student must have achieved at least a 2.5 GPA in the required courses.

Table B-9
Baccalaureate Graduation Rates by First Term Grade Point Average

5-Year Graduation Rate

Term GPA	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Less than 2.0	5,920	9.4%	3,376	3.1%	2,544	17.8%
2.00 to 2.49	4,868	20.4%	2,800	5.6%	2,068	40.4%
2.50 to 2.99	5,136	31.7%	2,623	11.9%	2,513	52.4%
3.00 to 3.49	5,692	38.2%	3,114	15.5%	2,578	65.7%
3.40 to 3.99	2,972	55.7%	1,261	30.3%	1,711	74.3%
4.0 and above	1,153	40.4%	724	19.8%	429	75.3%
Total	25,741	29.0%	13,898	11.3%	11,843	49.7%

6-Year Graduation Rate

Term GPA	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Less than 2.0	5,920	14.8%	3,376	5.8%	2,544	26.8%
2.00 to 2.49	4,868	29.1%	2,800	10.9%	2,068	53.8%
2.50 to 2.99	5,136	41.5%	2,623	20.1%	2,513	63.9%
3.00 to 3.49	5,692	47.8%	3,114	24.0%	2,578	76.6%
3.40 to 3.99	2,972	65.1%	1,261	40.2%	1,711	83.4%
4.0 and above	1,153	48.3%	724	27.3%	429	83.7%
Total	25,741	37.5%	13,898	17.8%	11,843	60.5%

7-Year Graduation Rate

Term GPA	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Less than 2.0	5,920	18.1%	3,376	8.3%	2,544	31.1%
2.00 to 2.49	4,868	33.8%	2,800	14.9%	2,068	59.4%
2.50 to 2.99	5,136	46.4%	2,623	25.0%	2,513	68.7%
3.00 to 3.49	5,692	52.2%	3,114	29.6%	2,578	79.4%
3.40 to 3.99	2,972	68.9%	1,261	46.0%	1,711	85.8%
4.0 and above	1,153	51.7%	724	31.8%	429	85.3%
Total	25,741	41.6%	13,898	22.2%	11,843	64.4%

Table B-10
Baccalaureate Graduation Rates by Number of Institutions Attended

5-Year Graduation Rate

Number of Institutions Attended	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
1	15,891	28.9%	8,216	0.0%	7,675	59.8%
2	9,089	27.3%	5,813	23.6%	3,276	33.8%
3	2,327	21.9%	1,362	20.6%	965	23.7%
4	317	12.0%	186	9.7%	131	15.3%
5	33	9.1%	12	0.0%	21	14.3%
Total	27,657	27.6%	15,589	10.7%	12,068	49.3%

6-Year Graduation Rate

Number of Institutions Attended	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
1	15,891	34.1%	8,216	0.0%	7,675	70.7%
2	9,089	38.9%	5,813	36.7%	3,276	42.9%
3	2,327	36.0%	1,362	35.0%	965	37.3%
4	317	23.7%	186	22.6%	131	25.2%
5	33	24.2%	12	16.7%	21	28.6%
Total	27,657	35.7%	15,589	17.0%	12,068	59.9%

7-Year Graduation Rate

Number of Institutions Attended	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
1	15,891	35.8%	8,216	0.0%	7,675	74.2%
2	9,089	45.3%	5,813	44.7%	3,276	46.2%
3	2,327	46.3%	1,362	47.1%	965	45.2%
4	317	38.5%	186	37.6%	131	39.7%
5	33	39.4%	12	16.7%	21	52.4%
Total	27,657	39.9%	15,589	21.3%	12,068	63.9%

Table B-11

Baccalaureate Graduation Rates by Number of Terms Enrolled

Number of Terms Enrolled	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
1	144	0.0%	46	0.0%	98	0.0%
2	1,271	0.0%	983	0.0%	288	0.0%
3	1,258	0.0%	1,018	0.0%	240	0.0%
4	1,318	0.2%	1,061	0.0%	257	0.8%
5	1,339	0.2%	1,063	0.1%	276	0.7%
6	1,318	1.1%	1,000	0.2%	318	3.8%
7	1,237	4.2%	910	0.9%	327	13.5%
8	1,293	14.0%	869	1.5%	424	39.6%
9	1,536	31.2%	853	8.0%	683	60.2%
10	2,135	49.8%	933	19.8%	1,202	73.1%
11	2,379	61.5%	1,019	33.4%	1,360	82.5%
12	2,370	63.1%	1,014	40.7%	1,356	79.8%
13	2,218	65.7%	995	47.5%	1,223	80.5%
14	1,949	64.8%	875	47.8%	1,074	78.7%
15	1,674	62.6%	788	50.6%	886	73.3%
16	1,471	59.4%	711	47.4%	760	70.7%
17	1,151	62.4%	590	47.6%	561	77.9%
18	815	59.9%	427	45.0%	388	76.3%
19	502	57.2%	280	46.1%	222	71.2%
20	246	47.6%	138	35.5%	108	63.0%
21	33	54.5%	16	37.5%	17	70.6%
Total	27,657	39.9%	15,589	21.3%	12,068	63.9%

Table B-12
Baccalaureate Graduation Rates by Number of Terms Working While Enrolled

5-Year Graduation Rate

Number of Terms Working	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
0	8,008	42.7%	3,162	12.4%	4,846	62.5%
1	3,681	29.6%	1,898	10.4%	1,783	50.0%
2	3,471	24.0%	2,093	9.3%	1,378	46.4%
3	2,679	22.6%	1,679	11.3%	1,000	41.5%
4	2,287	21.1%	1,498	11.9%	789	38.5%
5	1,880	18.8%	1,246	9.7%	634	36.8%
6	1,600	17.2%	1,089	11.2%	511	29.9%
7	1,183	18.9%	809	10.5%	374	37.2%
8	1,008	17.4%	709	13.7%	299	26.1%
9	672	13.7%	478	11.9%	194	18.0%
10	469	10.7%	344	6.7%	125	21.6%
11	354	4.0%	279	2.5%	75	9.3%
12	214	1.4%	177	1.1%	37	2.7%
13	112	2.7%	93	2.2%	19	5.3%
14	41	0.0%	35	0.0%	6	0.0%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Number of Terms Working	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
0	8,008	49.3%	3,162	17.2%	4,846	70.3%
1	3,681	36.8%	1,898	14.6%	1,783	60.3%
2	3,471	30.5%	2,093	13.4%	1,378	56.4%
3	2,679	30.2%	1,679	16.1%	1,000	53.9%
4	2,287	29.4%	1,498	17.8%	789	51.6%
5	1,880	28.4%	1,246	17.3%	634	50.3%
6	1,600	27.3%	1,089	18.8%	511	45.2%
7	1,183	30.4%	809	20.1%	374	52.7%
8	1,008	29.2%	709	24.3%	299	40.8%
9	672	28.6%	478	25.9%	194	35.1%
10	469	26.7%	344	19.5%	125	46.4%
11	354	19.8%	279	16.1%	75	33.3%
12	214	11.2%	177	10.7%	37	13.5%
13	112	4.5%	93	4.3%	19	5.3%
14	41	0.0%	35	0.0%	6	0.0%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Number of Terms Working	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
0	8,008	51.2%	3,162	19.2%	4,846	72.0%
1	3,681	39.3%	1,898	16.8%	1,783	63.3%
2	3,471	33.3%	2,093	15.1%	1,378	60.9%
3	2,679	34.0%	1,679	19.5%	1,000	58.4%
4	2,287	33.8%	1,498	21.7%	789	56.9%
5	1,880	33.6%	1,246	21.8%	634	56.6%
6	1,600	33.5%	1,089	24.1%	511	53.6%
7	1,183	37.4%	809	27.3%	374	59.4%
8	1,008	38.0%	709	32.7%	299	50.5%
9	672	37.1%	478	34.3%	194	43.8%
10	469	37.5%	344	29.9%	125	58.4%
11	354	32.5%	279	28.7%	75	46.7%
12	214	29.4%	177	28.8%	37	32.4%
13	112	28.6%	93	28.0%	19	31.6%
14	41	22.0%	35	22.9%	6	16.7%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-13
Baccalaureate Graduation Rates by Number of Terms Enrolled Part-Time

5-Year Graduation Rate

Part-Time Terms	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
0	7,693	51.0%	2,672	24.0%	5,021	65.4%
1	5,340	34.5%	2,629	16.2%	2,711	52.2%
2	3,966	23.3%	2,353	11.7%	1,613	40.3%
3	2,908	16.4%	1,958	8.8%	950	32.0%
4	2,308	10.9%	1,658	5.3%	650	25.2%
5	1,707	7.4%	1,261	3.3%	446	19.1%
6	1,204	4.4%	940	2.0%	264	12.9%
7	909	1.8%	727	0.7%	182	6.0%
8	630	0.8%	513	0.2%	117	3.4%
9	426	0.2%	369	0.0%	57	1.8%
10	265	0.8%	235	0.0%	30	6.7%
11	163	0.0%	143	0.0%	20	0.0%
12	98	0.0%	92	0.0%	6	0.0%
13	21	0.0%	20	0.0%	1	0.0%
14	19	0.0%	19	0.0%	-	N/A
Total	27,657	27.6%	15,589	10.7%	12,068	49.3%

6-Year Graduation Rate

Part-Time Terms	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
0	7,693	57.2%	2,672	29.2%	5,021	72.1%
1	5,340	44.4%	2,629	22.9%	2,711	65.3%
2	3,966	33.9%	2,353	19.6%	1,613	54.7%
3	2,908	25.7%	1,958	16.0%	950	45.7%
4	2,308	21.4%	1,658	13.4%	650	41.5%
5	1,707	15.7%	1,261	10.2%	446	31.2%
6	1,204	11.3%	940	8.1%	264	22.7%
7	909	8.3%	727	5.9%	182	17.6%
8	630	5.4%	513	3.1%	117	15.4%
9	426	2.1%	369	1.4%	57	7.0%
10	265	1.5%	235	0.9%	30	6.7%
11	163	1.8%	143	1.4%	20	5.0%
12	98	1.0%	92	1.1%	6	0.0%
13	21	0.0%	20	0.0%	1	0.0%
14	19	0.0%	19	0.0%	-	N/A
Total	27,657	35.7%	15,589	17.0%	12,068	59.9%

7-Year Graduation Rate

Part-Time Terms	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
0	7,693	58.5%	2,672	30.2%	5,021	73.5%
1	5,340	47.1%	2,629	25.6%	2,711	67.9%
2	3,966	38.3%	2,353	22.9%	1,613	60.8%
3	2,908	31.1%	1,958	20.5%	950	52.8%
4	2,308	28.1%	1,658	19.4%	650	50.3%
5	1,707	22.8%	1,261	16.6%	446	40.6%
6	1,204	19.6%	940	16.1%	264	32.2%
7	909	16.9%	727	14.0%	182	28.6%
8	630	13.0%	513	9.9%	117	26.5%
9	426	10.1%	369	9.2%	57	15.8%
10	265	6.0%	235	5.1%	30	13.3%
11	163	6.1%	143	4.2%	20	20.0%
12	98	6.1%	92	5.4%	6	16.7%
13	21	4.8%	20	5.0%	1	0.0%
14	19	5.3%	19	5.3%	-	N/A
Total	27,657	39.9%	15,589	21.3%	12,068	63.9%

Table B-14
Baccalaureate Graduation Rates by Second Year Retention

5-Year Graduation Rate

Retained	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	23,546	32.1%	12,481	13.1%	11,065	53.5%
No	4,113	1.4%	3,108	0.9%	1,005	3.2%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Retained	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	23,546	41.5%	12,481	20.8%	11,065	64.8%
No	4,113	2.9%	3,108	2.0%	1,005	5.7%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Retained	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	23,546	46.0%	12,481	25.7%	11,065	68.8%
No	4,113	4.7%	3,108	3.3%	1,005	9.0%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-15
Baccalaureate Graduation Rates by Need for Remediation

5-Year Graduation Rate

Remediation Area	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Writing						
Yes	5,393	7.3%	4,815	5.5%	578	22.3%
No	22,266	32.4%	10,774	13.0%	11,492	50.7%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%
Reading						
Yes	5,070	7.4%	4,484	5.6%	586	21.5%
No	22,589	32.1%	11,105	12.8%	11,484	50.7%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%
Mathematics						
Yes	6,136	7.5%	5,603	5.6%	533	28.0%
No	21,523	33.3%	9,986	13.6%	11,537	50.3%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Remediation Area	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Writing						
Yes	5,393	12.6%	4,815	9.9%	578	35.1%
No	22,266	41.3%	10,774	20.2%	11,492	61.1%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%
Reading						
Yes	5,070	12.9%	4,484	9.9%	586	35.7%
No	22,589	40.9%	11,105	19.9%	11,484	61.1%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%
Mathematics						
Yes	6,136	12.9%	5,603	10.4%	533	39.6%
No	21,523	42.2%	9,986	20.7%	11,537	60.8%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Remediation Area	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Writing						
Yes	5,393	16.3%	4,815	13.1%	578	42.2%
No	22,266	45.6%	10,774	24.9%	11,492	64.9%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%
Reading						
Yes	5,070	16.8%	4,484	13.4%	586	43.3%
No	22,589	45.0%	11,105	24.4%	11,484	64.9%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%
Mathematics						
Yes	6,136	16.6%	5,603	13.8%	533	45.8%
No	21,523	46.5%	9,986	25.4%	11,537	64.7%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-16
Baccalaureate Graduation Rates by Dual Enrollment Attempted

5-Year Graduation Rate

Dual Enrollment Hours Attempted	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
None	21,297	23.0%	13,038	8.5%	8,259	45.9%
1 to 15 hrs	5,166	41.3%	2,131	20.7%	3,035	55.7%
16 to 30 hrs	902	49.6%	311	28.3%	591	60.7%
31 to 45 hrs	228	50.9%	85	32.9%	143	61.5%
46 to 60 hrs	49	38.8%	22	13.6%	27	59.3%
over 61 hrs	17	70.6%	2	0.0%	15	80.0%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Dual Enrollment Hours Attempted	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
None	21,297	31.0%	13,038	14.5%	8,259	57.0%
1 to 15 hrs	5,166	50.5%	2,131	29.1%	3,035	65.5%
16 to 30 hrs	902	56.7%	311	34.4%	591	68.4%
31 to 45 hrs	228	55.7%	85	35.3%	143	67.8%
46 to 60 hrs	49	42.9%	22	13.6%	27	66.7%
over 61 hrs	17	70.6%	2	0.0%	15	80.0%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Dual Enrollment Hours Attempted	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
None	21,297	35.2%	13,038	18.6%	8,259	61.3%
1 to 15 hrs	5,166	54.8%	2,131	34.2%	3,035	69.2%
16 to 30 hrs	902	59.0%	311	37.9%	591	70.1%
31 to 45 hrs	228	58.3%	85	40.0%	143	69.2%
46 to 60 hrs	49	46.9%	22	18.2%	27	70.4%
over 61 hrs	17	70.6%	2	0.0%	15	80.0%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-17
Baccalaureate Graduation Rates by Acceleration Test Credit Earned

5-Year Graduation Rate

Acceleration Test Credit[1]	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
None	24,080	22.9%	14,885	10.1%	9,195	43.7%
1 to 15 hrs	3,046	56.9%	654	24.9%	2,392	65.6%
16 to 30 hrs	448	71.2%	34	14.7%	414	75.8%
31 to 45 hrs	71	67.6%	12	0.0%	59	81.4%
46 to 60 hrs	14	42.9%	4	0.0%	10	60.0%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Acceleration Test Credit[1]	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
None	24,080	31.0%	14,885	16.2%	9,195	55.0%
1 to 15 hrs	3,046	66.2%	654	35.6%	2,392	74.5%
16 to 30 hrs	448	77.7%	34	32.4%	414	81.4%
31 to 45 hrs	71	69.0%	12	0.0%	59	83.1%
46 to 60 hrs	14	50.0%	4	0.0%	10	70.0%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Acceleration Test Credit[1]	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
None	24,080	35.3%	14,885	20.4%	9,195	59.4%
1 to 15 hrs	3,046	69.4%	654	40.8%	2,392	77.2%
16 to 30 hrs	448	80.1%	34	38.2%	414	83.6%
31 to 45 hrs	71	69.0%	12	0.0%	59	83.1%
46 to 60 hrs	14	50.0%	4	0.0%	10	70.0%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

[1]Test Credit refers to Advanced Placement, International Baccalaureate, CLEP or other test credit awarded.

Table B-18
Baccalaureate Graduation Rates by whether a Student Earned an Associate in Arts (A.A.) Degree in the Community College System

5-Year Graduation Rate

Earned an A.A. Degree in the CCS	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	7,001	23.6%	6,107	24.6%	894	16.8%
No	20,658	28.9%	9,482	1.8%	11,176	51.9%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Earned an A.A. Degree in the CCS	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	7,001	37.8%	6,107	38.6%	894	32.2%
No	20,658	35.0%	9,482	3.1%	11,176	62.1%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Earned an A.A. Degree in the CCS	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	7,001	47.1%	6,107	47.8%	894	42.2%
No	20,658	37.4%	9,482	4.2%	11,176	65.6%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-19

Baccalaureate Graduation Rates of Total Cohort, by Whether a Student Started in the State University System

5-Year Graduation Rate

Started in the SUS	Total Cohort	
	No. in Cohort	Graduation Rate
Yes	12,070	49.3%
No	15,589	10.7%
Total	27,659	27.5%

6-Year Graduation Rate

Started in the SUS	Total Cohort	
	No. in Cohort	Graduation Rate
Yes	12,070	59.9%
No	15,589	17.0%
Total	27,659	35.7%

7-Year Graduation Rate

Started in the SUS	Total Cohort	
	No. in Cohort	Graduation Rate
Yes	12,070	63.9%
No	15,589	21.3%
Total	27,659	39.8%

Table B-20
Baccalaureate Graduation Rates by Type of Financial Aid Received During Enrollment Period

5-Year Graduation Rate

Type of Financial Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Received need-based only	3,278	14.6%	2,332	5.2%	1,246	28.7%
Received non-need-based only	6,453	52.1%	2,923	17.0%	3,530	62.2%
Received both need and non-need	10,325	26.1%	5,016	14.9%	5,309	49.2%
No aid received	7,303	14.9%	5,318	5.7%	1,985	39.6%
Total	27,359	27.9%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Type of Financial Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Received need-based only	3,278	21.8%	2,332	9.7%	1,246	39.1%
Received non-need-based only	6,453	49.6%	2,923	23.7%	3,530	71.0%
Received both need and non-need	10,325	43.2%	5,016	23.9%	5,309	61.4%
No aid received	7,303	20.6%	5,318	10.0%	1,985	49.2%
Total	27,359	36.1%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Type of Financial Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Received need-based only	3,278	26.3%	2,332	13.7%	1,246	43.4%
Received non-need-based only	6,453	52.5%	2,923	27.1%	3,530	73.4%
Received both need and non-need	10,325	49.0%	5,016	30.5%	5,309	66.5%
No aid received	7,303	23.5%	5,318	12.6%	1,985	52.7%
Total	27,359	40.3%	15,589	21.3%	12,070	63.9%

Table B-21
Baccalaureate Graduation Rates by Receipt of a Financial Aid Loan

5-Year Graduation Rate

Received Loan Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	11,904	31.3%	5,520	14.0%	6,384	46.3%
No	15,755	24.7%	10,069	8.9%	5,686	52.7%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Received Loan Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	11,904	42.4%	5,520	23.7%	6,384	58.6%
No	15,755	30.7%	10,069	13.4%	5,686	61.4%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Received Loan Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	11,904	48.4%	5,520	30.9%	6,384	63.6%
No	15,755	33.4%	10,069	16.0%	5,686	64.2%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-22
Baccalaureate Graduation Rates by Receipt of a Financial Aid Grant

5-Year Graduation Rate

Received Grant Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	48.1%	7,376	11.1%	5,541	44.7%
No	20,801	20.8%	8,213	10.3%	6,529	53.2%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Received Grant Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	64.7%	7,376	17.8%	5,541	56.4%
No	20,801	26.2%	8,213	16.3%	6,529	62.8%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Received Grant Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	74.7%	7,376	23.2%	5,541	61.6%
No	20,801	28.4%	8,213	19.5%	6,529	65.8%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-23
Baccalaureate Graduation Rates by Receipt of a Pell Grant

5-Year Graduation Rate

Received a Pell Grant	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	21.5%	3,845	6.2%	3,013	41.0%
No	20,801	29.5%	11,744	12.2%	9,057	52.1%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Received a Pell Grant	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	29.5%	3,845	11.3%	3,013	52.8%
No	20,801	37.8%	11,744	18.9%	9,057	62.3%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Received a Pell Grant	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	33.6%	3,845	15.0%	3,013	57.4%
No	20,801	41.9%	11,744	23.3%	9,057	66.0%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-24
Baccalaureate Graduation Rates by Receipt of a Financial Aid Scholarship

5-Year Graduation Rate

Received Scholarship Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	73.2%	4,424	22.1%	6,941	58.3%
No	20,801	12.5%	11,165	6.2%	5,129	37.2%
Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Received Scholarship Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	90.0%	4,424	31.5%	6,941	68.9%
No	20,801	17.8%	11,165	11.3%	5,129	47.8%
Total	27,659	35.7%	15,589	17.0%	12,070	59.9%

7-Year Graduation Rate

Received Scholarship Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	97.2%	4,424	37.0%	6,941	72.5%
No	20,801	20.9%	11,165	15.0%	5,129	52.2%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

Table B-25
Baccalaureate Graduation Rates by Receipt of Employment Financial Aid

5-Year Graduation Rate

Received Employment Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	10.0%	1,368	7.2%	1,165	50.1%
No	20,801	33.3%	14,221	11.0%	10,905	49.2%
.Total	27,659	27.5%	15,589	10.7%	12,070	49.3%

6-Year Graduation Rate

Received Employment Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	13.4%	1,368	13.0%	1,165	63.3%
No	20,801	43.1%	14,221	17.4%	10,905	32.0%
Total	27,659	35.7%	15,589	17.0%	12,070	35.0%

7-Year Graduation Rate

Received Employment Aid	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate	No. in Cohort	Graduation Rate
Yes	6,858	15.3%	1,368	18.6%	1,165	68.4%
No	20,801	47.9%	14,221	21.5%	10,905	63.4%
Total	27,659	39.8%	15,589	21.3%	12,070	63.9%

APPENDIX C

AVERAGE TIME TO BACCALAUREATE DEGREE COMPLETION

Table C-1

OLS Regression Model- Analysis of Parameter Estimates

Variable	Estimate	Std. Error	t-value	Pr > ChiSq
Intercept	10.1608	0.1912	53.150	<.0001
HSGPA	-0.2718	0.0311	-8.740	<.0001
PTTERMS	0.2209	0.0109	20.190	<.0001
FEMALE	-0.5985	0.0348	-17.190	<.0001
SUSTART	-0.6218	0.0917	-6.780	<.0001
TERMGPA	-0.2984	0.0261	-11.430	<.0001
ALLDUAL	-0.0370	0.0025	-14.760	<.0001
ALLTEST	-0.0314	0.0033	-9.410	<.0001
CRSMET	0.0450	0.0539	0.830	.4043
WRKTERMS	0.1299	0.0064	20.380	<.0001
DISABLE	0.1742	0.2433	0.720	.4739
EREMNO	0.1155	0.0269	4.300	<.0001
AADEGR	-0.0687	0.0912	-0.750	.4512
STOPOUTS	1.2233	0.0231	52.930	<.0001
SUMMER	0.1944	0.0178	10.940	<.0001
DMAJOR	0.0530	0.1239	0.430	.6688
MAJORNO2	0.2266	0.0242	9.380	<.0001
STARTERM	-0.2504	0.0471	-5.320	<.0001
ALTERMS	0.2759	0.0084	33.000	<.0001
LONGDEGR	1.8452	0.0838	22.030	<.0001
AA_INT	0.8743	0.1336	6.550	<.0001

DF	Sum of Squares	Mean Square	F Value	Pr > ChiSq
20	51329	2566.4414	845.86	<.0001

R-Squared	Adjusted R-Squared
0.6071	0.6064

Table C-2
Average Time to the Completion of a Baccalaureate Degree by Demographic Characteristics

Demographic Characteristic	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Race/Ethnicity						
Asian	551	13.0	136	14.6	415	12.5
Black	1,205	13.5	248	14.8	957	13.2
Hispanic	1,203	13.4	421	14.7	782	12.8
American Indian	15	12.9	7	13.4	8	12.4
White	8,498	12.6	2,952	13.8	5,546	11.9
Gender						
Male	4,392	13.3	1,421	14.4	2,971	12.8
Female	7,080	12.5	2,343	13.8	4,737	11.8
Disability						
Yes	64	14.1	41	14.8	23	12.9
No	11,408	12.8	3,723	14.0	7,685	12.2

Table C-3
Average Time to the Completion of a Baccalaureate Degree by Estimated Family Income

Estimated Family Income	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Less than $10,000	335	13.2	95	14.2	240	12.8
$10,000 - $19,999	897	13.2	294	14.5	603	12.6
$20,000 - $29,999	1,224	12.9	374	14.0	850	12.4
$30,000 - $39,999	1,473	12.6	480	13.8	993	12.1
$40,000 - $49,999	1,152	12.5	337	13.8	815	12.0
$50,000 - $59,999	1,000	12.4	276	13.3	724	12.1
$60,000 - $69,999	763	12.2	172	13.3	591	11.9
$70,000 and above	1,931	12.3	361	13.7	1,570	12.0

Table C-4
Average Time to Completion of a Baccalaureate Degree by Academic Criteria

Academic Criteria	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
High School GPA						
Less than 2.0	217	15.4	202	15.4	15	15.7
2.00 to 2.49	996	14.8	736	15.0	260	14.2
2.50 to 2.99	2,119	13.8	938	14.3	1,181	13.4
3.00 to 3.49	2,901	13.0	855	13.8	2,046	12.6
3.50 to 3.99	2,796	12.2	636	13.1	2,160	11.9
4.0 and above	2,329	11.3	342	12.4	1,987	11.1
Required Courses Met						
Yes	9,771	12.7	2,720	13.8	7,051	12.2
No	1,582	13.4	925	14.5	657	11.9
SAT Equivalent Score						
Less than 800	639	14.7	442	15.1	197	13.9
800 to 899	1,186	13.9	675	14.3	511	13.3
900 to 999	2,247	13.3	895	14.1	1,352	12.7
1000 to 1099	2,189	12.7	655	13.5	1,534	12.4
1100 to 1199	2,243	12.3	470	13.1	1,773	12.1
1200 to 1299	1,429	11.7	191	13.1	1,238	11.5
1300 to 1399	793	11.3	70	13.0	723	11.2
1400 to 1499	184	10.9	6	11.0	178	10.8
1500 to 1600	44	10.6	-	N/A	44	10.6

Table C-5
Average Time to the Completion of a Baccalaureate Degree by whether a Student Successfully Completed[1] the SUS Course Requirements, by Subject Area

Subject Area	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
English						
Yes	9,981	12.6	2,835	13.7	7,146	12.2
No	1,491	13.9	929	14.8	562	12.4
Mathematics						
Yes	7,776	12.3	1,807	13.5	5,969	12.0
No	3,696	13.8	1,957	14.5	1,739	12.9
Social Studies						
Yes	10,176	12.6	2,903	13.7	7,273	12.1
No	1,296	14.2	861	14.9	435	12.8
Natural Science						
Yes	9,853	12.5	2,706	13.7	7,147	12.1
No	1,619	14.3	1,058	14.7	561	13.4
Foreign Language						
Yes	9,017	12.5	2,403	13.6	6,614	12.0
No	2,455	14.0	1,361	14.7	1,094	13.1

[1]Student must have achieved at least a 2.5 GPA in the required courses.

Table C-6
Average Time to the Completion of a Baccalaureate Degree by First Term Grade Point Average

Term GPA	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Less than 2.0	1,095	14.0	321	14.8	774	13.7
2.00 to 2.49	1,708	13.5	480	14.8	1,228	12.9
2.50 to 2.99	2,453	12.9	726	14.2	1,727	12.4
3.00 to 3.49	3,087	12.5	1,039	13.9	2,048	11.8
3.40 to 3.99	2,119	11.9	651	13.1	1,468	11.3
4.0 and above	628	11.8	262	13.1	366	10.9

Table C-7
Average Time to the Completion of a Baccalaureate Degree by Number of Institutions Attended

Number of Institutions Attended	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
1	5,140	11.9	-	-	5,139	11.9
2	4,809	13.3	2,892	13.8	1,917	12.4
3	1,316	14.1	763	14.4	553	13.6
4	187	14.8	102	15.1	85	14.3
5	20	15.8	6	16.7	14	15.4

Table C-8
Average Time to the Completion of a Baccalaureate Degree by Number of Terms Working While Enrolled

Number of Terms Working	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
0	4,168	11.7	679	13.0	3,489	11.5
1	1,488	12.4	359	13.2	1,129	12.1
2	1,216	12.6	377	13.2	839	12.4
3	963	13.2	379	13.8	584	12.7
4	812	13.2	363	13.7	449	12.8
5	660	13.6	301	14.3	359	13.0
6	573	13.9	299	14.3	274	13.6
7	477	14.0	255	14.6	222	13.2
8	415	14.4	264	14.7	151	13.8
9	270	15.0	185	15.2	85	14.6
10	195	15.3	122	15.5	73	14.9
11	125	16.1	90	16.4	35	15.5
12	68	17.1	56	17.1	12	16.8
13	33	17.7	27	17.7	6	17.7
14	9	18.8	8	18.8	1	19.0

Table C-9
Average Time to the Completion of a Baccalaureate Degree by Number of Terms Enrolled Part-Time

Part-Time Terms	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
0	4,216	11.4	836	12.0	3,380	11.2
1	2,670	12.5	769	13.2	1,901	12.2
2	1,703	13.3	619	13.9	1,084	12.9
3	1,008	14.0	459	14.6	549	13.4
4	742	14.4	382	15.0	360	13.8
5	473	15.1	264	15.9	209	14.1
6	294	15.3	184	16.2	110	13.9
7	171	16.6	114	17.0	57	15.8
8	104	16.8	68	17.4	36	15.5
9	52	17.6	40	17.9	12	16.6
10	21	17.4	16	17.6	5	16.6
11	10	17.6	6	17.2	4	18.3
12	6	18.5	5	18.4	1	19.0
13	1	19.0	1	19.0	-	N/A
14	1	19.0	1	19.0	-	N/A

Table C-10
Average Time to the Completion of a Baccalaureate Degree by Second Year Retention

Retained	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Yes	11,263	12.7	3,644	14.0	7,619	12.1
No	209	15.3	120	15.6	89	14.9

Table C-11
Average Time to the Completion of a Baccalaureate Degree by the Number of Areas in Which a Student was Determined to Need Remediation by Either the CCS or SUS

Total Number of Areas in Which Student Needed Remediation	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
0	9,423	12.5	2,416	13.7	7,007	12.0
1	1,174	13.9	723	14.4	451	13.1
2	512	14.5	332	14.8	180	14.0
3	363	14.6	293	14.5	70	14.8

Table C-12

Average Time to the Completion of a Baccalaureate Degree by Acceleration Credit

Dual Enrollment Hours Attempted	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
0	7,719	13.1	2,656	14.3	5,063	12.5
1 to 15 hrs	3,003	12.4	902	13.4	2,101	11.9
16 to 30 hrs	572	11.3	158	12.5	414	10.8
31 to 45 hrs	140	10.6	41	11.4	99	10.3
46 to 60 hrs	26	9.9	7	10.0	19	9.9
over 61 hrs	12	7.2	-	N/A	12	7.2

Acceleration Test Credit[1] Attempted	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
0	8,904	13.1	3,445	14.1	5,459	12.5
1 to 15 hrs	2,148	11.7	301	13.2	1,847	11.5
16 to 30 hrs	364	10.9	18	13.8	346	10.7
31 to 45 hrs	49	10.1	-	N/A	49	10.1
46 to 60 hrs	7	11.0	-	N/A	7	11.0

[1] Test Credit refers to Advanced Placement, International Baccalaureate, CLEP or other test credit awarded.

Table C-13

Average Time to the Completion of a Baccalaureate Degree by Whether a Student Earned an Associate in Arts (A.A.) Degree in the Community College System

Earned an A.A. Degree	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Yes	3,647	14.0	3,272	13.9	375	14.4
No	7,825	12.2	492	14.6	7,333	12.1

Table C-14

Average Time to the Completion of a Baccalaureate Degree by Sector (CCS or SUS)

Started in the SUS	Total Cohort	
	No. in Cohort	Average (in terms)
Yes	7,708	12.2
No	3,764	14.0

Table C-15
Average Time to the Completion of a Baccalaureate Degree by Starting Term

Starting Term	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Summer 1994	2,052	13.4	575	13.9	1,477	13.2
Fall 1994	9,420	12.6	3,189	14.0	6,231	11.9

Table C-16
Average Time to the Completion of a Baccalaureate Degree by the Number of Summer Terms Enrolled

Number of Summer Terms	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
0	258	11.1	44	13.4	214	10.6
1	1,097	11.3	208	12.9	889	10.9
2	2,553	11.6	582	12.7	1,971	11.3
3	3,502	12.4	1,090	13.2	2,412	12.0
4	2,531	13.5	1,037	14.1	1,494	13.1
5	1,178	15.3	602	15.7	576	14.8
6	316	17.4	181	17.7	135	17.1
7	37	18.8	20	18.9	17	18.7

Table C-17
Average Time to the Completion of a Baccalaureate Degree by Number of Stopouts

Stopouts[1]	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
0	9,641	12.3	2,860	13.4	6,781	11.8
1	1,157	15.1	595	15.6	562	14.4
2	390	15.9	183	16.4	207	15.3
3	124	16.6	63	17.0	61	16.1
4	110	16.0	41	17.1	69	15.3
5	30	17.0	10	16.9	20	17.1
6	12	17.0	7	17.6	5	16.2
7	4	18.8	3	19.0	1	18.0
8	3	19.0	1	19.0	2	19.0
9	1	18.0	1	18.0	-	N/A

[1] Stopouts were students who were not enrolled for either a fall or spring term at any point during the tracking period.

Table C-18
Average Time to the Completion of a Baccalaureate Degree by the Number of 6-Digit Majors

Number of 6-Digit Majors	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
1	4,578	12.7	2,325	13.7	2,253	11.7
2	4,218	12.7	1,133	14.4	3,085	12.1
3	1,957	12.9	266	14.8	1,691	12.6
4	566	13.2	33	15.9	533	13.1
5	122	14.1	7	15.3	115	14.0
6	24	14.8	-	N/A	24	14.8
7	4	15.5	-	N/A	4	15.5
8	1	15.0	-	N/A	1	15.0
9	1	17.0	-	N/A	1	17.0

Table C-19
Average Time to the Completion of a Baccalaureate Degree by the Number of 2-Digit Majors

Number of 2-Digit Majors	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
1	6,603	12.7	3,011	13.8	3,592	11.8
2	3,651	12.7	660	14.8	2,991	12.3
3	1,034	13.1	87	15.4	947	12.9
4	161	13.7	5	16.0	156	13.7
5	19	13.8	1	14.0	18	13.8
6	2	17.0	-	N/A	2	17.0
7	1	17.0	-	N/A	1	17.0

Table C-20
Average Time to the Completion of a Baccalaureate Degree by Whether a Student Had a Double Major

Double Major	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Yes	216	13.3	70	15.0	146	12.5
No	11,256	12.8	3,694	14.0	7,562	12.2

Table C-21
Average Time to the Completion of a Baccalaureate Degree by Whether a Student's Major Required More Than 128 Hours

Required More Than 128 Hours	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Yes	482	14.1	98	15.5	384	13.7
No	10,990	12.7	3,666	14.0	7,324	12.1

Table C-22
Average Time to the Completion of a Baccalaureate Degree by Type of Financial Aid Received

Type of Financial Aid Received	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Loans						
Yes	6,010	13.1	1,951	14.3	4,059	12.5
No	5,462	12.5	1,813	13.7	3,649	11.9
Scholarships						
Yes	6,898	12.3	1,866	13.5	5,032	11.9
No	4,574	13.5	1,898	14.5	2,676	12.8
Grants						
Yes	5,355	13.1	1,942	14.3	3,413	12.5
No	6,117	12.5	1,822	13.7	4,295	11.9
Employment						
Yes	1,080	13.1	283	14.7	797	12.5
No	10,392	12.7	2,481	13.9	6,911	12.1

Table C-23
Average Time to the Completion of a Baccalaureate Degree by Basis of Financial Aid

Basis of Financial Aid Received	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Need only	906	13.8	365	14.9	541	13.1
Non-Need only	3,500	12.1	908	13.3	2,592	11.6
Both Need and Non-Need	5,270	12.9	1,742	14.1	3,528	12.3
No Aid	1,796	13.2	749	14.2	1,047	12.5

Table C-24
Average Time to the Completion of a Baccalaureate Degree by Receipt of a Pell Grant

Received a Pell Grant	Total Cohort		CCS Cohort		SUS Cohort	
	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)	No. in Cohort	Average (in terms)
Yes	2,376	13.2	644	14.6	1,732	12.6
No	9,096	12.7	3,120	13.9	5,976	12.0

APPENDIX D

FINANCIAL AID

Table D-1
Total Community College Financial Aid Awarded to CCS Cohort by Term and Need Condition

Term	Total Financial Aid Awarded to Community College Starters				
	Need-Based		Non-Need Based		Total Aid
	Aid Total	Percent of Total	Aid Total	Percent of Total	
Fall 1994	$ 7,651,094	62%	$ 4,690,843	38%	$ 12,341,937
Spring 1995	$ 7,046,742	66%	$ 3,558,200	34%	$ 10,604,942
Fall 1995	$ 4,924,510	63%	$ 2,863,840	37%	$ 7,788,350
Spring 1996	$ 4,557,543	66%	$ 2,384,546	34%	$ 6,942,089
Fall 1996	$ 2,781,842	67%	$ 1,348,857	33%	$ 4,130,699
Spring 1997	$ 2,503,617	70%	$ 1,058,147	30%	$ 3,561,764
Fall 1997	$ 1,642,644	70%	$ 712,412	30%	$ 2,355,056
Spring 1998	$ 1,380,409	74%	$ 491,290	26%	$ 1,871,699
Fall 1998	$ 1,119,737	73%	$ 407,466	27%	$ 1,527,203
Spring 1999	$ 970,329	80%	$ 236,424	20%	$ 1,206,753
Fall 1999	$ 1,006,449	80%	$ 254,177	20%	$ 1,260,626
Spring 2000	$ 958,956	81%	$ 222,962	19%	$ 1,181,918
Fall 2000	$ 977,356	85%	$ 176,317	15%	$ 1,153,673
Spring 2001	$ 960,727	84%	$ 178,693	16%	$ 1,139,420

Note: Students enrolled in credit hours only

Table D-2
Total State University Financial Aid Awarded to SUS Cohort by Term and Need Condition

Term	Total Financial Aid Awarded to State University Starters				
	Need-Based		Non-Need Based		Total Aid
	Aid Total	Percent of Total	Aid Total	Percent of Total	
Fall 1994	$ 8,937,629	43%	$ 11,878,820	57%	$ 20,816,449
Spring 1995	$ 8,568,084	44%	$ 10,774,384	56%	$ 19,342,469
Fall 1995	$ 7,845,046	49%	$ 8,138,033	51%	$ 15,983,079
Spring 1996	$ 7,806,394	50%	$ 7,730,606	50%	$ 15,537,000
Fall 1996	$ 8,513,056	53%	$ 7,647,902	47%	$ 16,160,958
Spring 1997	$ 8,655,574	53%	$ 7,593,940	47%	$ 16,249,514
Fall 1997	$ 7,664,793	49%	$ 8,057,427	51%	$ 15,722,221
Spring 1998	$ 7,398,525	50%	$ 7,462,364	50%	$ 14,860,889
Fall 1998	$ 4,019,684	67%	$ 1,955,327	33%	$ 5,975,011
Spring 1999	$ 3,210,427	70%	$ 1,381,784	30%	$ 4,592,211
Fall 1999	$ 1,745,230	71%	$ 716,124	29%	$ 2,461,355
Spring 2000	$ 1,425,283	70%	$ 598,383	30%	$ 2,023,666
Fall 2000	$ 1,118,521	71%	$ 451,200	29%	$ 1,569,721
Spring 2001	$ 906,955	70%	$ 392,739	30%	$ 1,299,694

Table D-3
Financial Aid Recipients as a Percentage of Enrollment, CCS Cohort by Term and Need Condition

Term	Students Receiving Financial Aid, CCS Starters Fall 1994								
	Need-Based Aid			Non-Need Based Aid			Any Financial Aid		
	Recipients	%	Total	Recipients	%	Total	Recipients	%	Total
Fall 1994	6,211	27.8%	22,315	6,520	29.2%	22,315	10,356	46.4%	22,315
Spring 1995	5,939	31.4%	18,908	4,953	26.2%	18,908	9,252	48.9%	18,908
Fall 1995	3,854	24.7%	15,583	3,899	25.0%	15,583	6,417	41.2%	15,583
Spring 1996	3,735	26.7%	13,994	3,221	23.0%	13,994	5,890	42.1%	13,994
Fall 1996	2,166	20.7%	10,449	1,904	18.2%	10,449	3,383	32.4%	10,449
Spring 1997	2,024	23.5%	8,622	1,422	16.5%	8,622	2,963	34.4%	8,622
Fall 1997	1,246	19.0%	6,556	1,099	16.8%	6,556	1,894	28.9%	6,556
Spring 1998	1,042	19.2%	5,415	708	13.1%	5,415	1,520	28.1%	5,415
Fall 1998	691	16.0%	4,321	613	14.2%	4,321	1,067	24.7%	4,321
Spring 1999	583	16.0%	3,651	369	10.1%	3,651	819	22.4%	3,651
Fall 1999	555	17.5%	3,171	353	11.1%	3,171	764	24.1%	3,171
Spring 2000	547	19.8%	2,769	259	9.4%	2,769	689	24.9%	2,769
Fall 2000	519	21.2%	2,443	268	11.0%	2,443	653	26.7%	2,443
Spring 2001	506	23.2%	2,185	220	10.1%	2,185	615	28.1%	2,185

Table D-4
Financial Aid Recipients as a Percentage of Enrollment, SUS Cohort by Term and Need Condition

Term	Percentage of Students Receiving Financial Aid, SUS Starters Fall 1994								
	Need-Based Aid			Non-Need Based Aid			Any Financial Aid		
	Recipients	%	Total	Recipients	%	Total	Recipients	%	Total
Fall 1994	4,780	38.6%	12,387	7,228	58.4%	12,387	9,274	74.9%	12,387
Spring 1995	4,524	39.0%	11,611	6,706	57.8%	11,611	8,773	75.6%	11,611
Fall 1995	3,886	37.6%	10,336	5,175	50.1%	10,336	7,259	70.2%	10,336
Spring 1996	3,733	38.2%	9,783	5,039	51.5%	9,783	7,042	72.0%	9,783
Fall 1996	3,593	38.7%	9,283	4,601	49.6%	9,283	6,497	70.0%	9,283
Spring 1997	3,538	39.3%	8,993	4,502	50.1%	8,993	6,397	71.1%	8,993
Fall 1997	3,013	35.1%	8,594	4,294	50.0%	8,594	5,654	65.8%	8,594
Spring 1998	2,878	35.7%	8,059	4,004	49.7%	8,059	5,308	65.9%	8,059
Fall 1998	1,464	29.5%	4,957	1,117	22.5%	4,957	2,077	41.9%	4,957
Spring 1999	1,193	32.4%	3,682	793	21.5%	3,682	1,569	42.6%	3,682
Fall 1999	618	30.2%	2,046	385	18.8%	2,046	762	37.2%	2,046
Spring 2000	515	32.5%	1,583	323	20.4%	1,583	643	40.6%	1,583
Fall 2000	373	37.1%	1,005	207	20.6%	1,005	413	41.1%	1,005
Spring 2001	312	36.0%	866	181	20.9%	866	348	40.2%	866

Table D-5
Student Loan Debt Accumulated by CCS Starters, by Highest Degree Held and Pell Grant Status

Highest Degree Held	All CCS Starters		Without Pell Grant		With Pell Grant	
	N	Median	N	Median	N	Median
No Credential	3,606	$ 1,312	1,099	$ 1,120	2,507	$ 1,313
Apprentice/Certificate	159	$ 1,619	50	$ 1,682	109	$ 1,596
AA/AS	1,746	$ 4,472	588	$ 3,500	1,158	$ 5,053
Bachelor's	1,933	$ 10,327	896	$ 8,995	1,037	$ 10,780
Master's	93	$ 12,796	52	$ 11,383	41	$ 18,834
1st Professional	12	$ 17,095	4	$ 30,601	8	$ 17,095

Notes:
1. Pell status is based on receipt of Pell Grant in any term during the tracking period.
2. Excludes consumer loans.

Table D-6
Student Loan Debt Accumulated by SUS Starters, by Highest Degree Held and Pell Grant Status

Highest Degree Held	All SUS Starters		Without Pell Grant		With Pell Grant	
	N	Median	N	Median	N	Median
No Credential	1,903	$ 5,500	690	$ 4,279	1,213	$ 6,322
Apprentice/Certificate	20	$ 3,404	6	$ 2,260	14	$ 4,059
AA/AS	442	$ 8,570	168	$ 6,316	274	$ 10,113
Bachelor's	3,747	$ 14,141	1,716	$ 13,200	2,031	$ 15,090
Master's	339	$ 17,437	168	$ 14,707	171	$ 20,908
Advanced Master's	8	$ 16,769	5	$ 16,666	3	$ 16,872
1st Professional	107	$ 23,516	72	$ 20,169	35	$ 25,012

Notes:
1. Pell status is based on receipt of Pell Grant in any term during the tracking period.
2. Excludes consumer loans.

APPENDIX E

STUDY LIMITATIONS

STUDY LIMITATIONS

1. ***Reliance on Social Security Numbers.*** Not all high school graduates have accurate Social Security Numbers (SSN) in the source system databases, and errors in SSNs may exist in each of the databases.

2. ***Definition of SUS Admissibility.*** Some high school graduates who were not identified as meeting SUS distribution and GPA/test score requirements for purposes of this analysis may in fact have been deemed to have met those requirements at an individual university.

3. ***Independent Sector.*** This study does not address postsecondary enrollment and progression by graduates from Florida's private high schools. Furthermore, the tracking of students through independent colleges and universities in Florida is very limited. During the tracking period, independent institutions were generally not required to submit SSN-level data to a state agency.

4. ***Out of State Students.*** Data on student enrollment and progression in institutions outside of Florida were not available and thus were not included in the current study.

5. ***Career Education.*** The analysis of enrollment activity by students in career education programs (i.e., those resulting in an Adult Technical Diploma or vocational certificate) is currently limited to those programs within the Community College System.

6. ***Family Income Data.*** The income data used in the current analysis are only for those students who took the SAT or the ACT. Therefore, the data may not be representative of the entire high school cohort.

APPENDIX F

BACCALAUREATE GRADUATION RATES

Seven Year Bivariate Rates for
Community College and State University Matriculants

Tabl
Bivariate Seven Year Baccalaureate Graduation R

		GENDER		RACE/ETHNICITY					ESTIMATED FAMILY INCOME							
		Male	Female	White	Black	Hispanic	Asian	Native American	Less than $10,000	$10,000 - $19,999	$20,000 - $29,999	$30,000 - $39,999	$40,000 - $49,999	$50,000 - $59,999	$60,000 - $69,999	$70,000 and abov
GENDER	Male	18.9%		22.0%	8.6%	12.2%	27.9%	*	14.6%	22.7%	23.6%	26.9%	25.1%	29.7%	24.5%	28.6%
	Female		23.0%	27.3%	12.5%	15.6%	22.8%	*	21.4%	22.4%	25.7%	29.1%	34.9%	34.0%	36.6%	40.4%
RACE/ETHNICITY	White	22.0%	27.3%	25.0%					19.5%	26.3%	28.5%	31.1%	30.6%	33.1%	30.9%	35.6%
	Black	8.6%	12.5%		10.9%				20.1%	17.0%	13.5%	10.8%	21.7%	25.0%	25.0%	32.0%
	Hispanic	12.2%	15.6%			14.1%			14.4%	17.4%	19.7%	22.2%	30.5%	27.6%	28.6%	20.0%
	Asian	27.9%	22.8%				25.2%		33.3%	31.9%	27.4%	28.9%	44.4%	27.3%	*	31.3%
	Native American	*	*					31.6%	*	*	*	*	*	*	*	*
ESTIMATED FAMILY INCOME	Less than $10,000	14.6%	21.4%	19.5%	20.1%	14.4%	33.3%	*	19.2%							
	$10,000 - $19,999	22.7%	22.4%	26.3%	17.0%	17.4%	31.9%	*		22.5%						
	$20,000 - $29,999	23.6%	25.7%	28.5%	13.5%	19.7%	27.4%	*			24.9%					
	$30,000 - $39,999	26.9%	29.1%	31.1%	10.8%	22.2%	28.9%	*				28.2%				
	$40,000 - $49,999	25.1%	34.9%	30.6%	21.7%	30.5%	44.4%	*					30.4%			
	$50,000 - $59,999	29.7%	34.0%	33.1%	25.0%	27.6%	27.3%	*						32.1%		
	$60,000 - $69,999	24.5%	36.6%	30.9%	25.0%	28.6%	*	*							30.4%	
	$70,000 and above	28.6%	40.4%	35.6%	32.0%	20.0%	31.3%	*								34.6%
HIGH SCHOOL GPA	Less than 2.0	6.3%	6.8%	9.0%	3.2%	5.0%	2.9%	*	12.1%	9.5%	9.6%	13.0%	6.4%	6.5%	3.8%	14.8%
	2.00 to 2.49	14.8%	14.9%	17.8%	8.4%	11.1%	9.9%	*	4.9%	15.7%	16.9%	17.1%	22.5%	17.0%	26.1%	30.6%
	2.50 to 2.99	21.1%	22.3%	23.4%	16.0%	19.5%	17.1%	*	22.5%	20.3%	25.6%	23.6%	30.2%	28.4%	28.2%	29.1%
	3.00 to 3.49	31.3%	30.0%	31.9%	27.5%	24.9%	31.2%	*	28.9%	26.3%	25.7%	32.6%	35.6%	40.5%	38.0%	45.3%
	3.50 to 3.99	45.1%	42.2%	45.6%	26.0%	28.5%	43.8%	*	23.9%	37.1%	43.0%	48.9%	43.6%	52.9%	50.9%	54.7%
	4.0 and above	59.8%	60.0%	60.4%	54.5%	44.4%	65.8%	*	50.0%	58.3%	46.4%	62.1%	63.8%	71.4%	60.0%	75.9%
MET SUS COURSE REQUIREMENTS	Yes	26.3%	30.4%	31.2%	18.6%	22.5%	27.5%	33.3%	22.3%	25.3%	29.0%	31.6%	34.6%	35.2%	34.9%	38.5%
	No	11.1%	14.1%	16.0%	6.3%	7.9%	22.1%	*	15.6%	17.5%	16.7%	19.6%	19.3%	22.7%	19.1%	24.4%
SAT EQUIVALENT SCORE	Less than 800	9.0%	10.5%	14.2%	7.5%	6.2%	13.8%	*	9.7%	13.0%	11.7%	13.5%	11.8%	20.2%	20.9%	25.0%
	800 to 899	17.0%	24.2%	22.6%	13.6%	19.9%	27.5%	*	23.2%	21.3%	22.0%	24.3%	26.6%	20.4%	22.2%	31.5%
	900 to 999	25.2%	29.3%	28.2%	26.0%	24.9%	25.0%	*	29.2%	25.4%	27.9%	28.5%	31.3%	36.6%	31.0%	31.7%
	1000 to 1099	26.7%	37.7%	33.4%	22.6%	27.7%	35.8%	*	27.3%	29.2%	31.1%	34.6%	38.3%	35.3%	35.6%	40.9%
	1100 to 1199	38.1%	38.7%	40.1%	24.1%	19.3%	54.5%	*	35.0%	36.4%	30.2%	39.3%	45.5%	44.2%	44.8%	51.7%
	1200 to 1299	36.8%	49.5%	43.5%	*	31.3%	45.5%	*	*	47.8%	47.1%	50.9%	33.3%	46.3%	38.1%	44.7%
	1300 to 1399	38.7%	51.5%	46.7%	*	*	*	*	*	53.8%	35.7%	37.5%	35.3%	56.3%	*	*
	1400 to 1499	*	*	35.7%	*	*	*	*	*	*	*	*	*	*	*	*
	1500 to 1600	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* Cell frequencies of ten or less not included

F-1
tes for Fall 1994 Community College Matriculants

HIGH SCHOOL GPA						MET SUS COURSE REQUIREMENTS		SAT EQUIVALENT SCORE								
ess than 2.0	2.00 to 2.49	2.50 to 2.99	3.00 to 3.49	3.50 to 3.99	4.0 and above	Yes	No	Less than 800	800 to 899	900 to 999	1000 to 1099	1100 to 1199	1200 to 1299	1300 to 1399	1400 to 1499	1500 to 1600
6.3%	14.8%	21.1%	31.3%	45.1%	59.8%	26.3%	11.1%	9.0%	17.0%	25.2%	26.7%	38.1%	36.8%	38.7%	*	*
6.8%	14.9%	22.3%	30.0%	42.2%	60.0%	30.4%	14.1%	10.5%	24.2%	29.3%	37.7%	38.7%	49.5%	51.5%	*	*
9.0%	17.8%	23.4%	31.9%	45.6%	60.4%	31.2%	16.0%	14.2%	22.6%	28.2%	33.4%	40.1%	43.5%	46.7%	35.7%	*
3.2%	8.4%	16.0%	27.5%	26.0%	54.5%	18.6%	6.3%	7.5%	13.6%	26.0%	22.6%	24.1%	*	*	*	*
5.0%	11.1%	19.5%	24.9%	28.5%	44.4%	22.5%	7.9%	6.2%	19.9%	24.9%	27.7%	19.3%	31.3%	*	*	*
2.9%	9.9%	17.1%	31.2%	43.8%	65.8%	27.5%	22.1%	13.8%	27.5%	25.0%	35.8%	54.5%	45.5%	*	*	*
*	*	*	*	*	*	33.3%	*	*	*	*	*	*	*	*	*	*
12.1%	4.9%	22.5%	28.9%	23.9%	50.0%	22.3%	15.6%	9.7%	23.2%	29.2%	27.3%	35.0%	*	*	*	*
9.5%	15.7%	20.3%	26.3%	37.1%	58.3%	25.3%	17.5%	13.0%	21.3%	25.4%	29.2%	36.4%	47.8%	53.8%	*	*
9.6%	16.9%	25.6%	25.7%	43.0%	46.4%	29.0%	16.7%	11.7%	22.0%	27.9%	31.1%	30.2%	47.1%	35.7%	*	*
13.0%	17.1%	23.6%	32.6%	48.9%	62.1%	31.6%	19.6%	13.5%	24.3%	28.5%	34.6%	39.3%	50.9%	37.5%	*	*
6.4%	22.5%	30.2%	35.6%	43.6%	63.8%	34.6%	19.3%	11.8%	26.6%	31.3%	38.3%	45.5%	33.3%	35.3%	*	*
6.5%	17.0%	28.4%	40.5%	52.9%	71.4%	35.2%	22.7%	20.2%	20.4%	36.6%	35.3%	44.2%	46.3%	56.3%	*	*
3.8%	26.1%	28.2%	38.0%	50.9%	60.0%	34.9%	19.1%	20.9%	22.2%	31.0%	35.6%	44.8%	38.1%	*	*	*
14.8%	30.6%	29.1%	45.3%	54.7%	75.9%	38.5%	24.4%	25.0%	31.5%	31.7%	40.9%	51.7%	44.7%	*	*	*
6.5%						11.7%	5.4%	4.5%	10.2%	11.0%	19.4%	16.7%	*	*	*	*
	14.9%					19.4%	11.4%	10.4%	18.6%	21.5%	19.9%	16.0%	18.8%	*	*	*
		21.8%				24.8%	15.8%	15.2%	23.0%	27.5%	27.3%	27.0%	12.5%	23.1%	*	*
			30.5%			32.4%	23.4%	17.2%	29.9%	35.1%	32.7%	35.6%	30.1%	20.0%	*	*
				43.1%		45.0%	34.3%	27.3%	39.3%	40.8%	47.2%	43.8%	51.7%	37.5%	*	*
					59.9%	59.4%	62.4%	*	66.7%	51.9%	55.7%	65.1%	63.1%	67.2%	*	*
11.7%	19.4%	24.8%	32.4%	45.0%	59.4%	28.6%		17.1%	25.5%	31.2%	34.3%	38.2%	44.4%	43.9%	45.5%	*
5.4%	11.4%	15.8%	23.4%	34.3%	62.4%		12.7%	7.1%	15.3%	18.6%	26.6%	39.8%	36.2%	52.4%	*	*
4.5%	10.4%	15.2%	17.2%	27.3%	*	17.1%	7.1%	9.9%								
10.2%	18.6%	23.0%	29.9%	39.3%	66.7%	25.5%	15.3%		21.1%							
11.0%	21.5%	27.5%	35.1%	40.8%	51.9%	31.2%	18.6%			27.5%						
19.4%	19.9%	27.3%	32.7%	47.2%	55.7%	34.3%	26.6%				32.6%					
16.7%	16.0%	27.0%	35.6%	43.8%	65.1%	38.2%	39.8%					38.4%				
*	18.8%	12.5%	30.1%	51.7%	63.1%	44.4%	36.2%						43.1%			
*	*	23.1%	20.0%	37.5%	67.2%	43.9%	52.4%							45.3%		
*	*	*	*	*	*	45.5%	*								33.3%	
*	*	*	*	*	*	*	*									*

Table I
Bivariate Seven Year Baccalaureate Graduation Ra

		GENDER		RACE/ETHNICITY					ESTIMATED FAMILY INCOME							
		Male	Female	White	Black	Hispanic	Asian	Native American	Less than $10,000	$10,000 - $19,999	$20,000 - $29,999	$30,000 - $39,999	$40,000 - $49,999	$50,000 - $59,999	$60,000 - $69,999	$70,0 and ab
GENDER	Male	58.4%		63.0%	38.0%	52.4%	62.7%	*	52.0%	49.1%	55.8%	53.5%	64.8%	61.1%	67.4%	66.3%
	Female		67.8%	71.7%	58.0%	58.6%	71.4%	*	59.6%	58.2%	63.1%	67.1%	68.2%	69.4%	74.1%	78.3%
RACE/ETHNICITY	White	63.0%	71.7%	68.0%					61.5%	58.1%	61.9%	62.9%	69.4%	68.1%	73.9%	74.7%
	Black	38.0%	58.0%		50.7%				50.6%	49.8%	49.3%	55.9%	52.3%	59.2%	54.7%	63.0%
	Hispanic	52.4%	58.6%			56.0%			56.1%	51.5%	61.4%	57.2%	57.1%	55.3%	56.4%	58.7%
	Asian	62.7%	71.4%				67.2%		68.4%	61.7%	73.5%	67.3%	74.1%	59.6%	72.7%	60.7%
	Native American	*	*					61.5%	*	*	*	*	*	*	*	*
ESTIMATED FAMILY INCOME	Less than $10,000	52.0%	59.6%	61.5%	50.6%	56.1%	68.4%	*	56.9%							
	$10,000 - $19,999	49.1%	58.2%	58.1%	49.8%	51.5%	61.7%	*		54.7%						
	$20,000 - $29,999	55.8%	63.1%	61.9%	49.3%	61.4%	73.5%	*			60.2%					
	$30,000 - $39,999	53.5%	67.1%	62.9%	55.9%	57.2%	67.3%	*				61.4%				
	$40,000 - $49,999	64.8%	68.2%	69.4%	52.3%	57.1%	74.1%	*					66.7%			
	$50,000 - $59,999	61.1%	69.4%	68.1%	59.2%	55.3%	59.6%	*						65.9%		
	$60,000 - $69,999	67.4%	74.1%	73.9%	54.7%	56.4%	72.7%	*							71.2%	
	$70,000 and above	66.3%	78.3%	74.7%	63.0%	58.7%	60.7%	*								72.9%
HIGH SCHOOL GPA	Less than 2.0	9.5%	29.6%	10.5%	15.4%	18.8%	*	*	*	9.1%	*	25.0%	*	*	*	*
	2.00 to 2.49	30.9%	36.2%	38.5%	29.3%	28.6%	31.8%	*	29.0%	28.4%	32.8%	33.3%	46.4%	32.1%	38.6%	38.5%
	2.50 to 2.99	45.7%	52.1%	51.4%	47.9%	41.0%	52.7%	*	38.7%	45.6%	46.7%	43.8%	52.0%	50.3%	53.4%	59.3%
	3.00 to 3.49	56.0%	63.5%	63.5%	54.7%	55.0%	50.3%	*	61.4%	51.3%	58.3%	59.1%	58.4%	60.6%	64.4%	69.2%
	3.50 to 3.99	69.1%	75.7%	74.0%	68.2%	72.2%	72.4%	*	69.1%	63.7%	68.1%	68.6%	75.2%	73.3%	78.8%	80.1%
	4.0 and above	84.5%	85.4%	85.8%	85.1%	80.1%	83.7%	*	84.0%	77.4%	81.2%	83.5%	84.4%	83.3%	89.0%	89.8%
MET SUS COURSE REQUIREMENTS	Yes	60.3%	69.0%	68.5%	54.5%	58.5%	69.7%	*	60.3%	55.7%	62.4%	62.9%	67.3%	66.6%	71.8%	73.6%
	No	43.1%	57.5%	62.7%	32.4%	36.3%	50.6%	*	38.8%	46.9%	44.7%	49.1%	59.6%	58.3%	62.7%	63.2%
SAT EQUIVALENT SCORE	Less than 800	29.8%	46.7%	42.4%	42.5%	34.1%	43.3%	*	41.2%	45.3%	48.4%	40.4%	45.0%	27.8%	*	60.0%
	800 to 899	39.4%	55.4%	54.8%	47.1%	47.8%	50.7%	*	57.0%	49.0%	41.0%	52.3%	44.2%	51.4%	41.0%	60.0%
	900 to 999	52.2%	64.1%	64.7%	52.3%	53.5%	61.3%	*	59.8%	52.7%	57.2%	57.6%	62.2%	62.6%	62.4%	71.0%
	1000 to 1099	56.5%	66.5%	64.5%	55.5%	57.6%	63.5%	*	55.3%	52.5%	59.6%	61.2%	60.2%	63.6%	67.7%	68.4%
	1100 to 1199	61.3%	68.3%	68.9%	55.4%	63.4%	71.4%	*	59.1%	62.8%	66.5%	65.2%	69.5%	67.0%	75.6%	73.0%
	1200 to 1299	68.3%	77.3%	72.6%	75.4%	71.1%	80.6%	*	64.0%	58.7%	66.7%	63.1%	77.3%	70.1%	80.0%	80.1%
	1300 to 1399	71.2%	80.9%	75.7%	73.9%	79.1%	84.4%	*	76.5%	69.5%	69.1%	73.2%	78.2%	75.6%	81.0%	79.9%
	1400 to 1499	78.4%	83.0%	79.5%	*	75.0%	*	*	*	*	82.4%	76.7%	75.0%	86.2%	89.5%	79.7%
	1500 to 1600	83.8%	86.7%	90.7%	*	*	*	*	*	*	*	*	*	*	*	75.0%

* Cell frequencies of ten or less not included

2
es for Fall 1994 State University Matriculants

HIGH SCHOOL GPA						MET SUS COURSE REQUIREMENTS		SAT EQUIVALENT SCORE								
ess than 2.0	2.00 to 2.49	2.50 to 2.99	3.00 to 3.49	3.50 to 3.99	4.0 and above	Yes	No	Less than 800	800 to 899	900 to 999	1000 to 1099	1100 to 1199	1200 to 1299	1300 to 1399	1400 to 1499	1500 to 1600
9.5%	30.9%	45.7%	56.0%	69.1%	84.5%	60.3%	43.1%	29.8%	39.4%	52.2%	56.5%	61.3%	68.3%	71.2%	78.4%	83.8%
29.6%	36.2%	52.1%	63.5%	75.7%	85.4%	69.0%	57.5%	46.7%	55.4%	64.1%	66.5%	68.3%	77.3%	80.9%	83.0%	86.7%
10.5%	38.5%	51.4%	63.5%	74.0%	85.8%	68.5%	62.7%	42.4%	54.8%	64.7%	64.5%	68.9%	72.6%	75.7%	79.5%	90.7%
15.4%	29.3%	47.9%	54.7%	68.2%	85.1%	54.5%	32.4%	42.5%	47.1%	52.3%	55.5%	55.4%	75.4%	73.9%	*	*
18.8%	28.6%	41.0%	55.0%	72.2%	80.1%	58.5%	36.3%	34.1%	47.8%	53.5%	57.6%	63.4%	71.1%	79.1%	75.0%	*
*	31.8%	52.7%	50.3%	72.4%	83.7%	69.7%	50.6%	43.3%	50.7%	61.3%	63.5%	71.4%	80.6%	84.4%	*	*
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
*	29.0%	38.7%	61.4%	69.1%	84.0%	60.3%	38.8%	41.2%	57.0%	59.8%	55.3%	59.1%	64.0%	76.5%	*	*
9.1%	28.4%	45.6%	51.3%	63.7%	77.4%	55.7%	46.9%	45.3%	49.0%	52.7%	52.5%	62.8%	58.7%	69.5%	*	*
*	32.8%	46.7%	58.3%	68.1%	81.2%	62.4%	44.7%	48.4%	41.0%	57.2%	59.6%	66.5%	66.7%	69.1%	82.4%	*
25.0%	33.3%	43.8%	59.1%	68.6%	83.5%	62.9%	49.1%	40.4%	52.3%	57.6%	61.2%	65.2%	63.1%	73.2%	76.7%	*
*	46.4%	52.0%	58.4%	75.2%	84.4%	67.3%	59.6%	45.0%	44.2%	62.2%	60.2%	69.5%	77.3%	78.2%	75.0%	*
*	32.1%	50.3%	60.6%	73.3%	83.3%	66.6%	58.3%	27.8%	51.4%	62.6%	63.6%	67.0%	70.1%	75.6%	86.2%	*
*	38.6%	53.4%	64.4%	78.8%	89.0%	71.8%	62.7%	*	41.0%	62.4%	67.7%	75.6%	80.0%	81.0%	89.5%	*
*	38.5%	59.3%	69.2%	80.1%	89.8%	73.6%	63.2%	60.0%	60.0%	71.0%	68.4%	73.0%	80.1%	79.9%	79.7%	75.0%
14.9%						19.4%	12.3%	11.4%	25.0%	20.0%	*	*	*	*	*	*
	33.1%					34.8%	28.0%	33.0%	34.3%	35.3%	32.6%	32.6%	35.3%	*	*	*
		49.2%				50.6%	37.5%	47.2%	46.1%	53.0%	51.2%	47.2%	42.1%	33.3%	*	*
			60.4%			61.0%	52.4%	45.0%	57.8%	64.6%	61.9%	60.6%	57.3%	59.2%	*	*
				73.1%		73.9%	62.3%	63.3%	67.3%	73.6%	74.6%	75.3%	72.9%	65.9%	67.5%	*
					85.1%	85.0%	85.4%	*	90.9%	81.0%	82.1%	84.9%	86.3%	85.2%	86.5%	87.0%
19.4%	34.8%	50.6%	61.0%	73.9%	85.0%	65.4%		47.8%	52.7%	61.4%	63.6%	68.2%	72.5%	77.0%	80.8%	83.3%
12.3%	28.0%	37.5%	52.4%	62.3%	85.4%		51.1%	24.1%	36.9%	47.5%	50.2%	62.0%	77.6%	69.3%	73.7%	*
11.4%	33.0%	47.2%	45.0%	63.3%	*	47.8%	24.1%	41.0%								
25.0%	34.3%	46.1%	57.8%	67.3%	90.9%	52.7%	36.9%		50.0%							
20.0%	35.3%	53.0%	64.6%	73.6%	81.0%	61.4%	47.5%			59.9%						
*	32.6%	51.2%	61.9%	74.6%	82.1%	63.6%	50.2%				62.5%					
*	32.6%	47.2%	60.6%	75.3%	84.9%	68.2%	62.0%					67.7%				
*	35.3%	42.1%	57.3%	72.9%	86.3%	72.5%	77.6%						73.0%			
*	*	33.3%	59.2%	65.9%	85.2%	77.0%	69.3%							76.3%		
*	*	*	*	67.5%	86.5%	80.8%	73.7%								80.2%	
*	*	*	*	*	87.0%	83.3%	*									84.6%

HE035284

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

Reproduction Release

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Postsecondary Progression of 1993-94 Florida Public High School Graduates: 2002 Update	
Author(s): Council for Education Policy, Research and Improvement	
Corporate Source: Florida Legislature	Publication Date: May 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY SAMPLE _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY SAMPLE _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY SAMPLE _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	Level 2A	Level 2B
↑ X	↑ ☐	↑ ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) *and* paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only
Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: David Wright	Printed Name/Position/Title: David Wright, Education Policy Director	
Organization/Address: 111 West Madison, Suite 574 Tallahassee, Florida 32399-1400	Telephone: 850-488-7894	Fax: 850-922-5388
	E-mail Address: wright.david@leg.state.fl.us	Date: 9-12-02

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor: Council for Education Policy, Research and Improvement
Address: 111 West Madison Street, Suite 574 Tallahassee, Florida 32399-1400
Price: Free

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name: N/A
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706