

# Strategic Planning Committee

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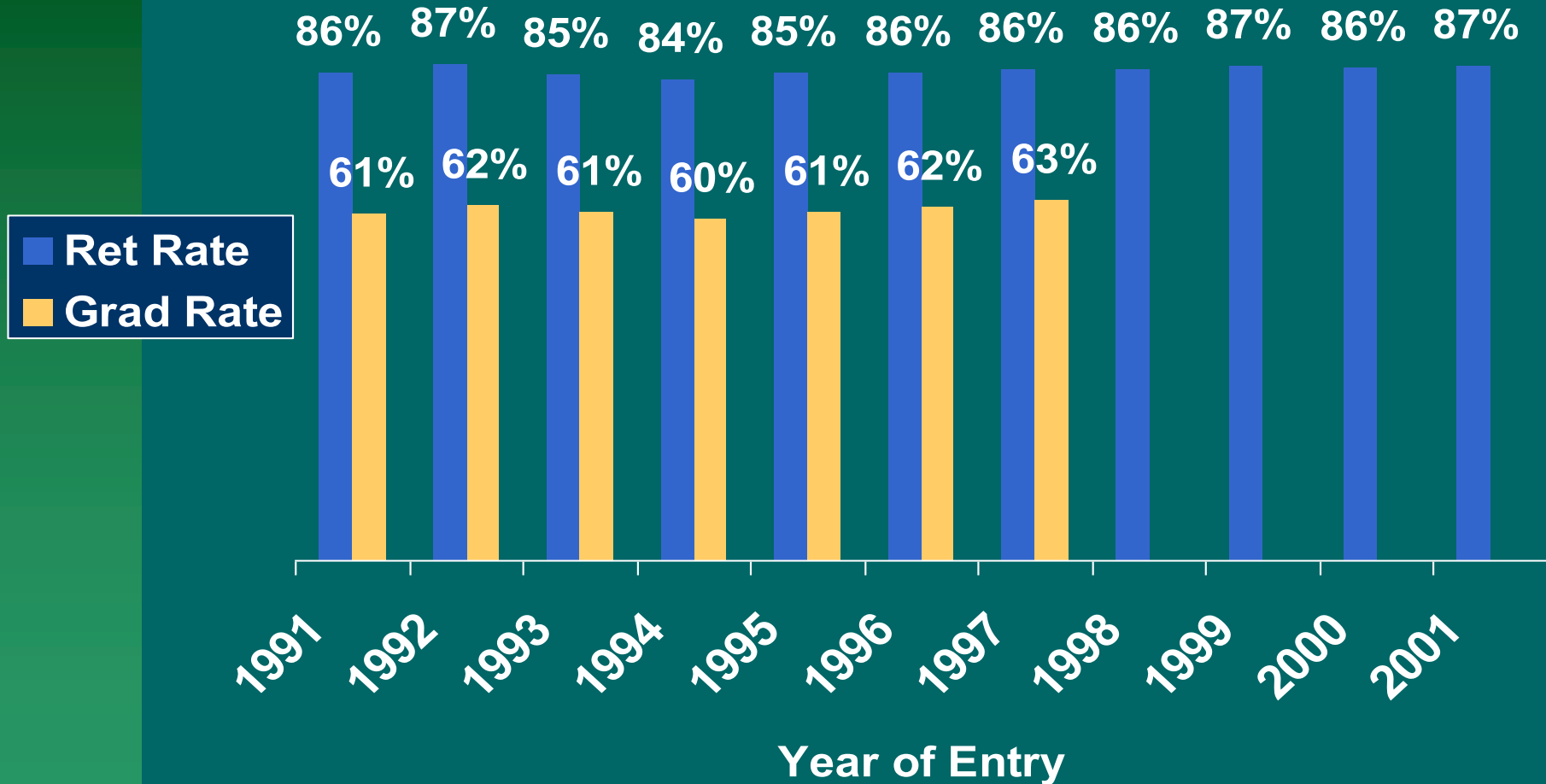
**Board of Governors  
Gainesville, Florida  
January 22, 2004**

# Follow-Up Topics

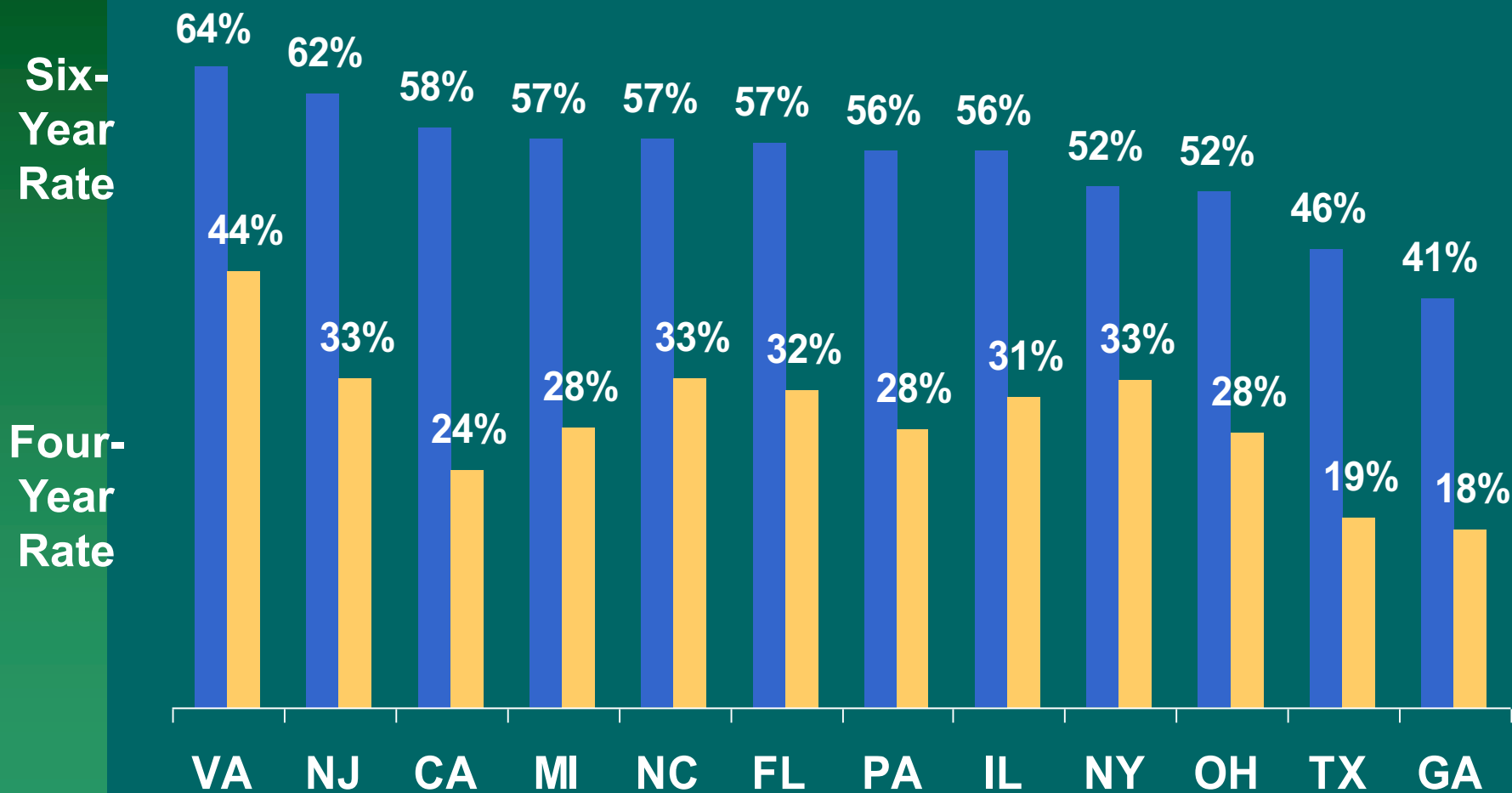
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- **Persistence (retention and graduation) of students in the system**
  - Trends over time
  - Effects on degree production/costs
- **Effect of high school graduation rates on baccalaureate degree production**
- **Data on critical needs/targeted degree areas (to be discussed later)**
- **Import/Export of College Students**

# Student Persistence: Second-Year Retention & Six-Year Graduation Rates



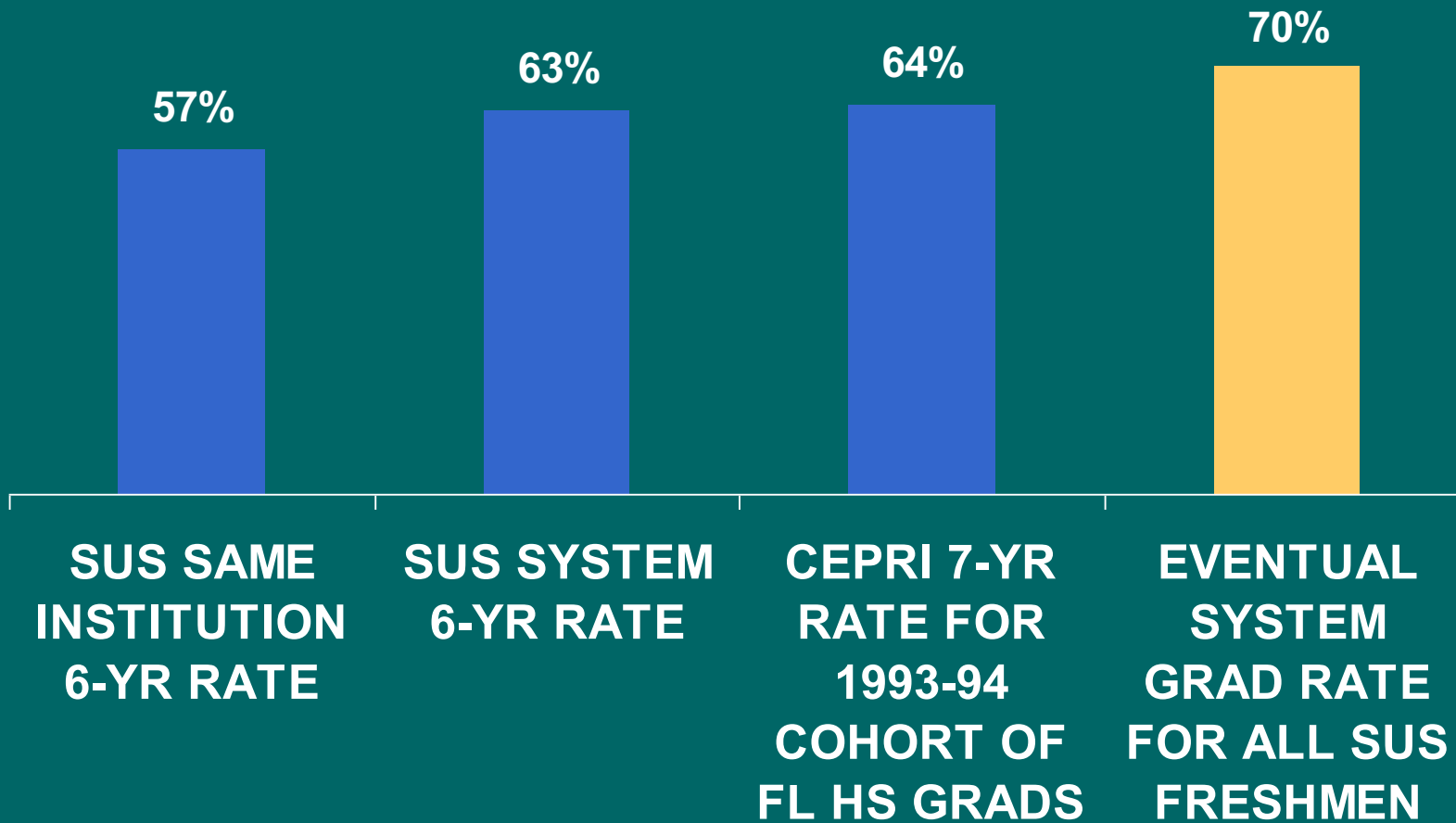
# Same-Institution Graduation Rates for Public Colleges, 12 Largest States



Source: IPEDS 2002 GRS Survey

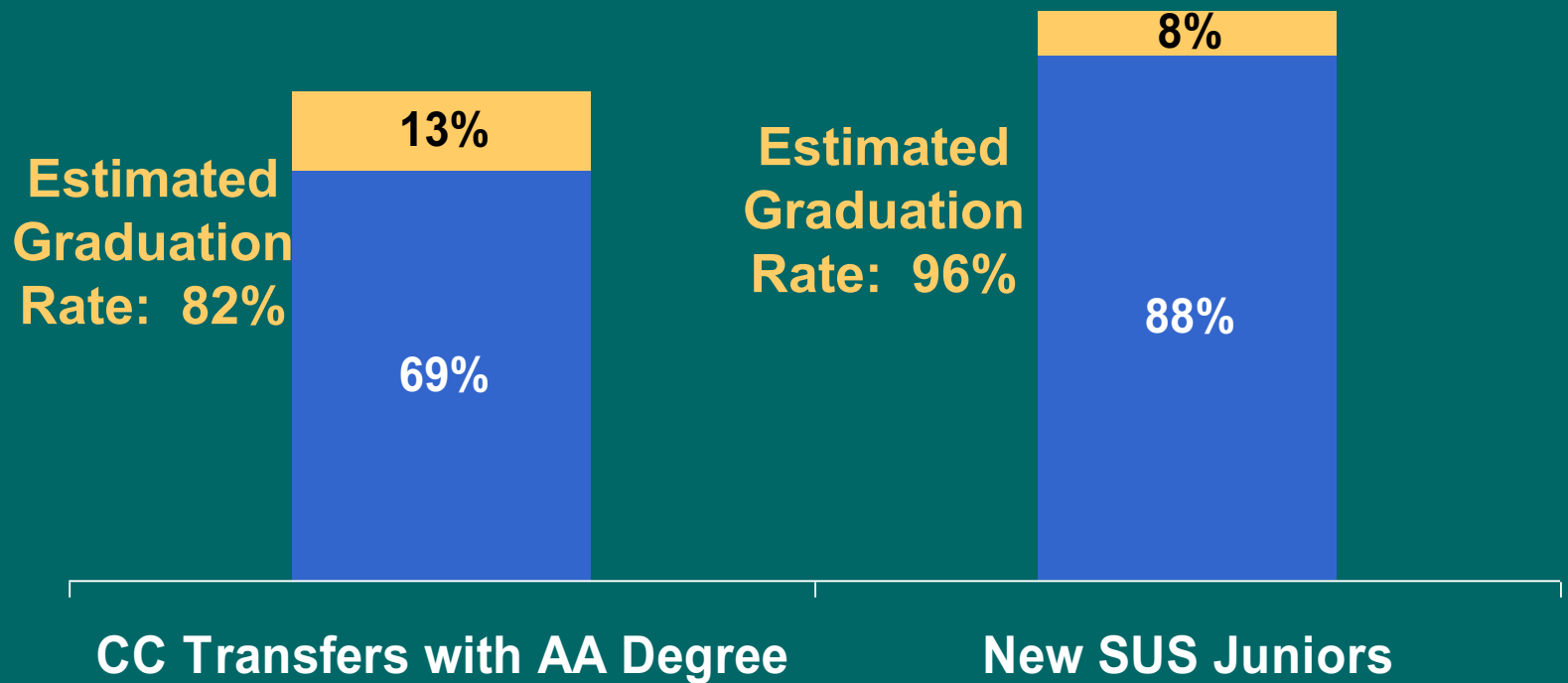
# Persistence and Degrees Granted: “Eventual” Grad Rate is Critical

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# Persistence & Degree Completion Rates: Students Who Complete Lower Division

■ Graduated in Four Years ■ Retained in Good Standing



Source: DCU Analysis of 1998 fall full-time entering AA transfer students and comparable native SUS students

# Hypothetical Degree & FTE Estimates from Improved Grad Rates

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- 7 percentage point improvement would make Florida top-performing large state
- Would increase bachelor degrees by 4,330
- Increase would be 29% of the difference from the national average
- 7 percentage point improvement would result in 8,500 additional FTE

# High School Graduation and Other Key Progression Ratios in Pipeline

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- **69% Four-Year HS Graduation Rate**
- **22% of Graduates go on to SUS**
- **32% go on to Community College**
- **21.3% who go to Community College attain bachelor degree in 7 years (CEPRI study rate)**
- **63.9% who go to SUS attain bachelor degree in 7 years (CEPRI study rate)**



# Effects of Improving HS Grad Rates and Other Ratios

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**(Figures are for 200,000  
Ninth-Graders)**

**Add'l Degrees  
(% of Difference  
from Nat'l Avg)**

**Increase # of Ninth Graders by 7%**

**2,017 (14%)**

**Increase HS Graduation Rate to  
76%**

**2,922 (20%)**

**Increase HS Grads Attending  
Community College to 39%**

**2,058 (14%)**

**Increase HS Grads Attending SUS  
to 29%**

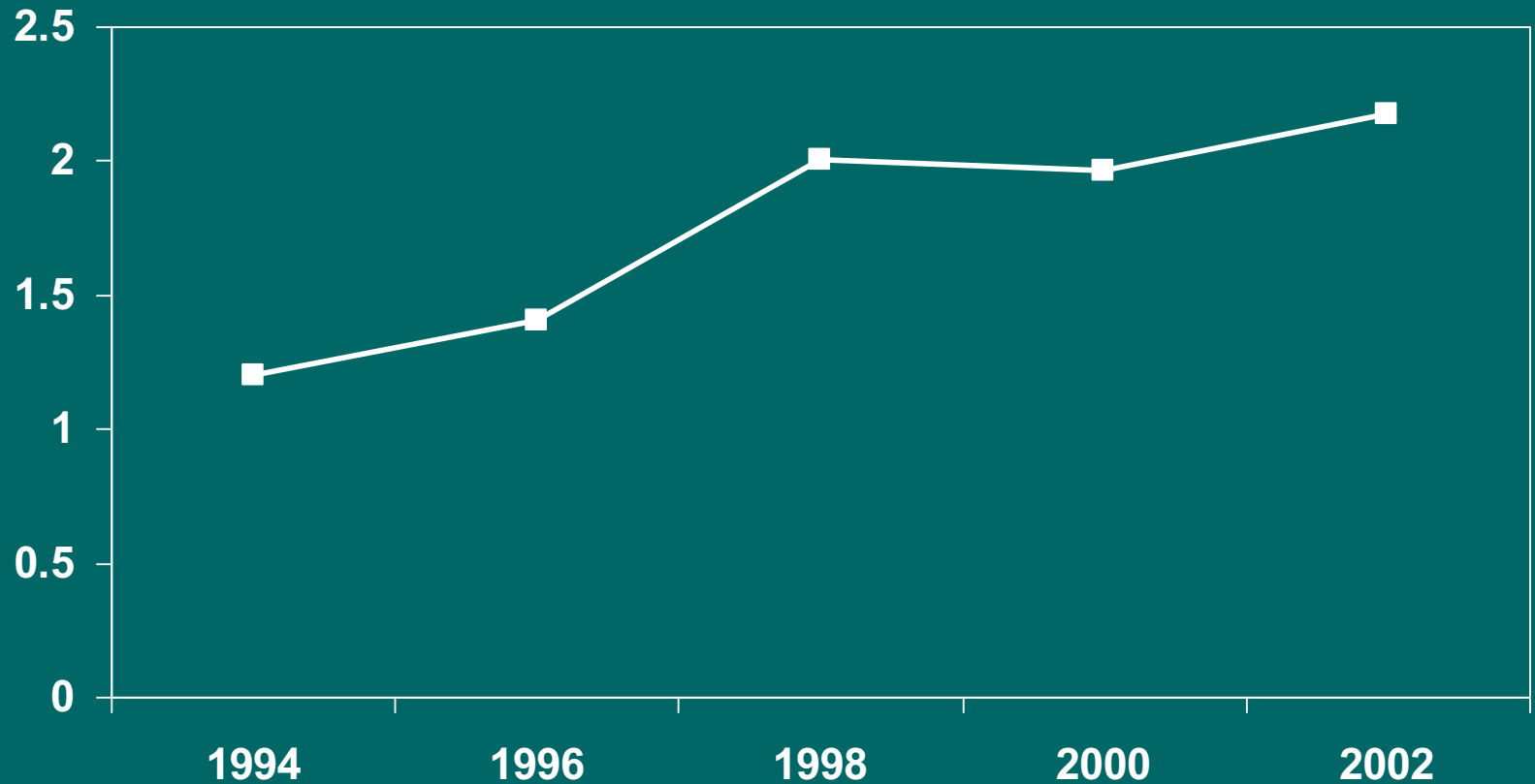
**6,173 (41%)**

# Persistence and Cost Savings Associated With Retention

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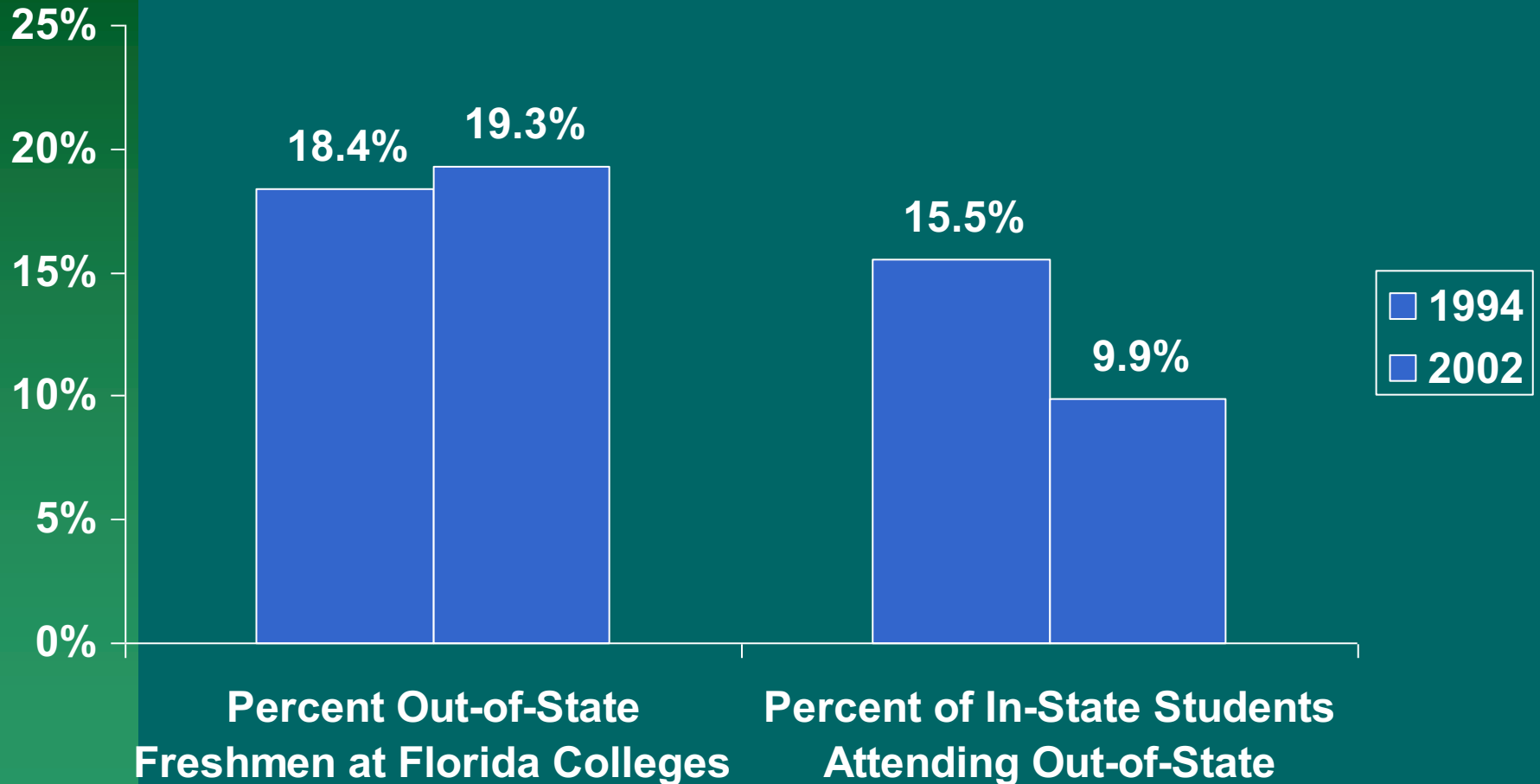
- **Students who leave have about 30% as many credits as students who graduate**
- **Most of these credits are lower-division**
- **Degrees produced through increased retention cost about 70-75% as much as those produced by admitting a new freshman**

# Import/Export Ratio: 2 Freshmen come in for every 1 who leaves



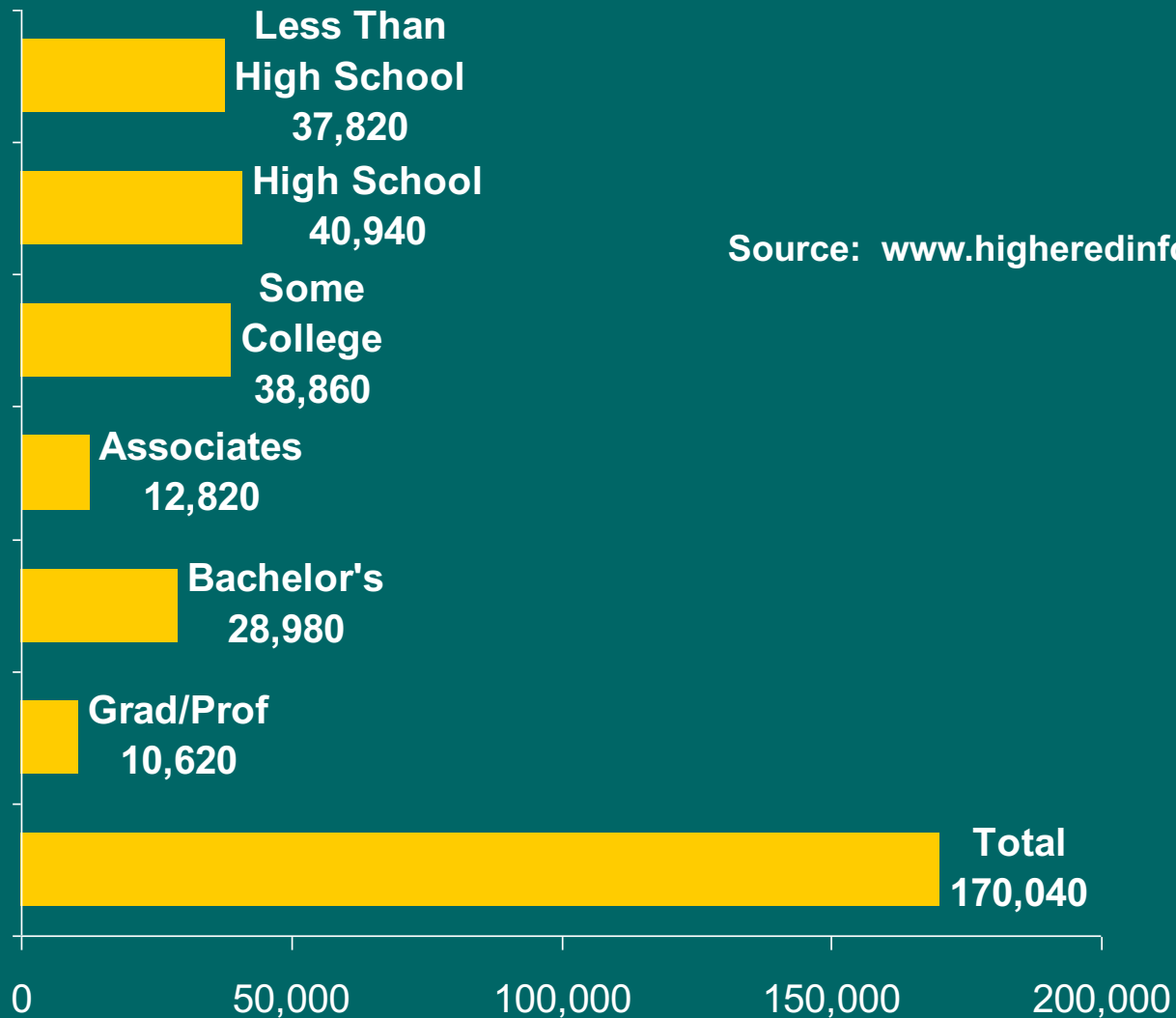
Source: IPEDS Residency and Migration, compiled at [www.higheredinfo.org](http://www.higheredinfo.org)

# Fewer In-State Students are Leaving



Source: IPEDS Residency and Migration, compiled at [www.higheredinfo.org](http://www.higheredinfo.org)

# Net Imports of 22-29 Year-Olds, By Education Level



Source: [www.higheredinfo.org](http://www.higheredinfo.org)

# Y-Axis Revisions

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- I.A. – Access to and Production of Degrees
- I.A.5 – Access/Diversity
- I.B. - Meeting statewide professional and workforce needs
- I.B.1-5: (*Provided detail for Critical Needs, Economic Development, and Educated citizenry/workforce*)

# **I.B. – Methodology Used to Identify Professional and Workforce Needs**

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- **Data used for report targeting baccalaureate degrees in 2001 were updated and expanded to include graduate and professional programs.**
- **Programs either:**
  - **Met critical state needs**
  - **Were identified as being important to continued high-tech industry development**
  - **Had a record of placing graduates in high-wage positions**

## I.B.3. Emerging Technologies

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- **Advisory Group on Emerging Technologies analyzed targeted industry sectors with areas of research important to economic development**
- **Advisory Group grouped programs under the broad descriptive areas listed under I.B.3 (*details provided in agenda packet*)**



## **I.B.4. High-Wage Jobs**

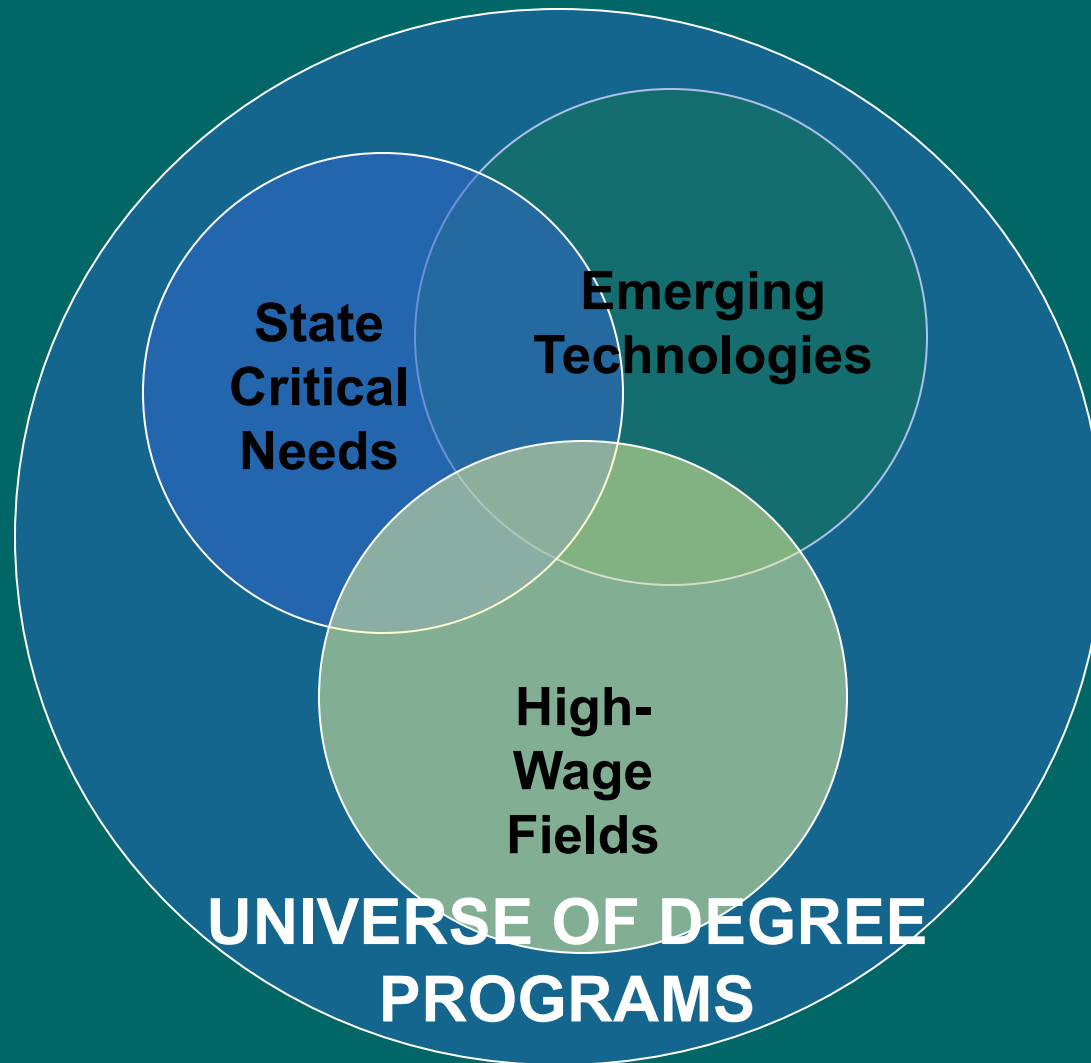
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**Criteria similar to those used in 2001 report adopted by Workforce Estimating Conference**

- Minimum number of graduates and placements in Florida**
- Minimum salary level (\$32,000 for bachelors and \$50,000 for graduate and professional)**

# I.B. Targeted Degree Programs

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## II.B.5 – Educated Citizenry/Workforce

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- Added in response to member comments
- Universities will indicate other programs on which they wish to focus

# I.B. Targeted Degree Planning Considerations

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- Where do students in particular fields come from?
- What are the opportunity costs of targeted degrees: i.e., what else might students have done?
- What undergraduate programs feed into targeted graduate degrees?
- What are the relative costs of targeted programs vs. non-targeted programs?

# I.B. Undergraduate Degree Pipeline

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## 2002-2003 Education and Engineering Grads by Origin

	% Native Students	% CC Transfers
EDUCATION	33.6%	52.0%
ENGINEERING	52.7%	29.7%
<b>ALL STUDENTS</b>	<b>44.0%</b>	<b>38.4%</b>

# I.B. Opportunity Costs: What Else Might Students Have Done?

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## Majors Dropped by 2002-2003 Computer Science Grads (Native SUS Students)

Computer Engineering	18
Engineering	17
Liberal Arts & Sciences	17
Electrical Engineering	10
Microbiology/Bacteriology	9
Business Administration	7
Biology	6
Mathematics	6
Biological Sciences/Life Sciences	4
Chemistry	4

# **I.B. Graduate Program Pipeline**

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## **SUS Undergraduate Majors of Fall 2003 Graduate Students in Special Education**

<b>Elementary Teacher Ed</b>	<b>36</b>
<b>Special Ed, General</b>	<b>36</b>
<b>Psychology, General</b>	<b>23</b>
<b>Ed. Of the Specific Learning Disabled</b>	<b>13</b>
<b>Ed of the Mentally Handicapped</b>	<b>10</b>
<b>Speech Pathology and Audiology</b>	<b>9</b>
<b>Ed. Of the Emotionally Handicapped</b>	<b>7</b>
<b>Business Administration</b>	<b>5</b>
<b>Social Work, General</b>	<b>5</b>
<b>Criminal Justice Studies</b>	<b>4</b>
<b>Social Sciences, General</b>	<b>4</b>
<b>Liberal Arts &amp; Sciences</b>	<b>4</b>

# I.B. Relative Cost of Instruction in Selected Program Areas

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	<b>Cost Per Upper Division Credit</b>	<b>Percent of SUS Average</b>
<b>All Disciplines Average</b>	<b>\$244.87</b>	
<b>Computer and Information Sciences</b>	<b>\$269.46</b>	<b>110%</b>
<b>Education</b>	<b>\$264.07</b>	<b>108%</b>
<b>Engineering</b>	<b>\$409.15</b>	<b>167%</b>
<b>Life Sciences</b>	<b>\$297.10</b>	<b>121%</b>
<b>Physical Sciences</b>	<b>\$423.22</b>	<b>173%</b>
<b>Health Professions</b>	<b>\$297.79</b>	<b>122%</b>



# **I.B. Role of Board of Governors in Degree Targeting**

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**What is the role of the Board regarding:**

- Forecasted need/substantial demand**
- Forecasted need/inadequate demand**
- No forecasted need/considerable student demand**

# Next Steps for Strategic Plan

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- Universities, SBE, Governor's Office, key legislators, CEPRI, and other interested parties to review y-axis from a system perspective
- Board staff to compile comments for Board meeting in March
- Board staff to begin crafting final system goals for March meeting