

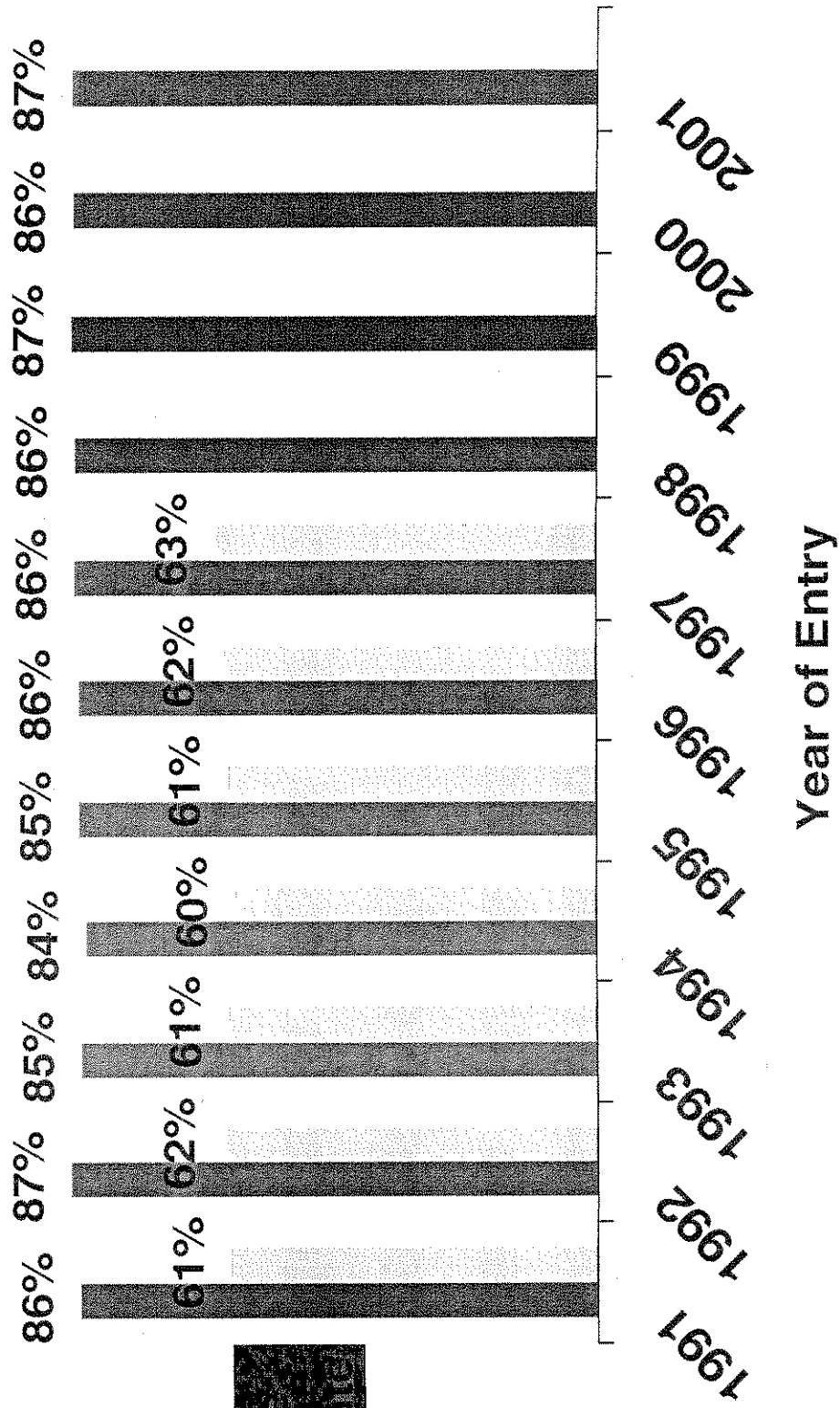


**Board of Governors
Gainesville, Florida
January 22, 2004**

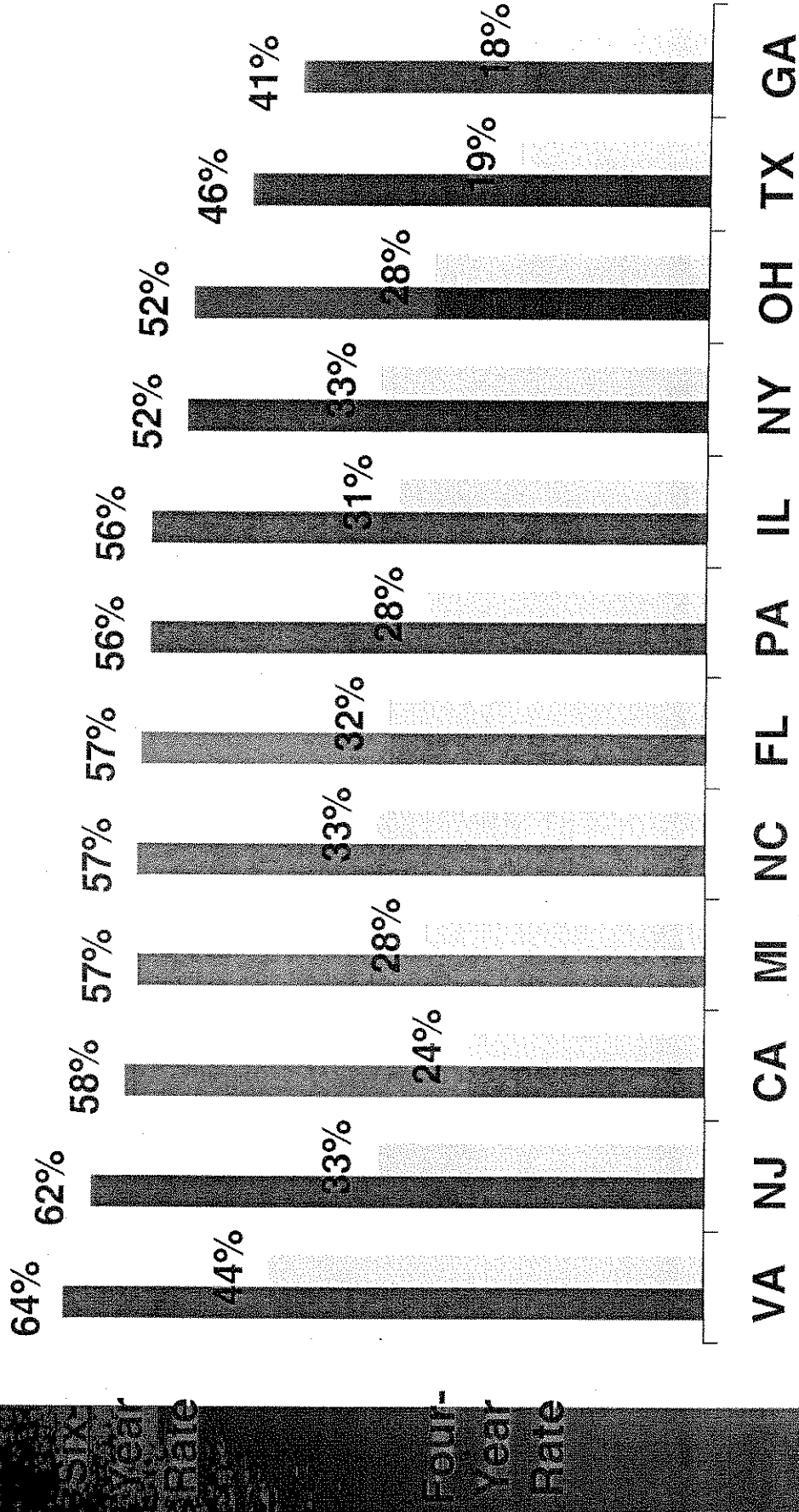
Follow-Up Topics

- **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

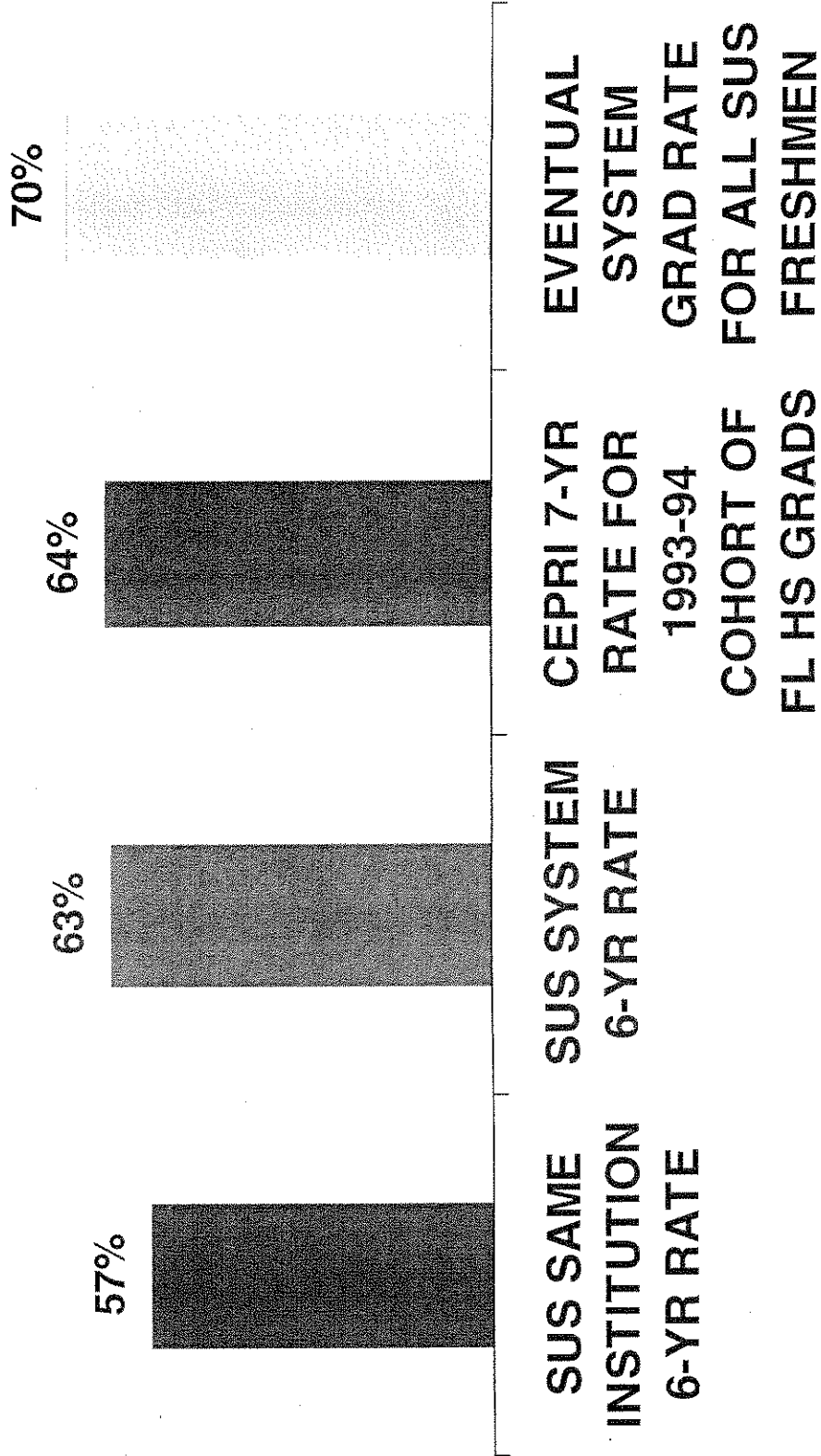


Same-Institution Graduation Rates for Public Colleges, 12 Largest States



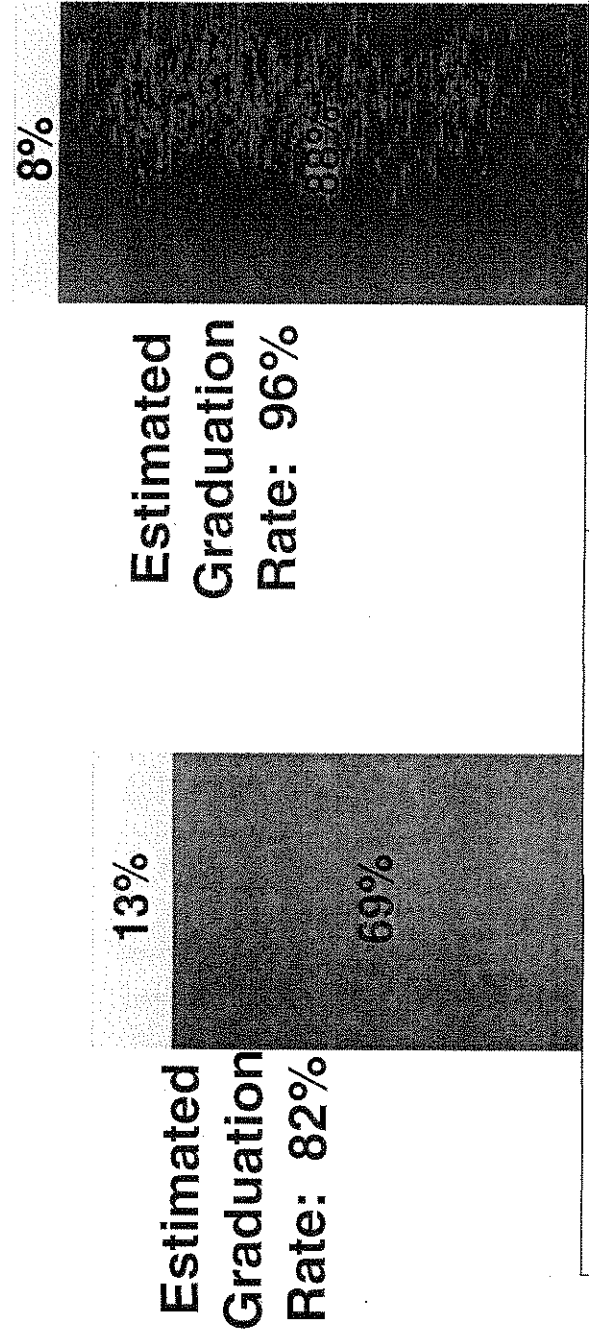
Source: IPEDS 2002 GRS Survey

Consistence and Degrees Granted: Eventual' Grad Rate is Critical



Persistence & Degree Completion Rates: Students Who Complete Lower Division

Required Course Year 1



CC Transfers with AA Degree New SUS Juniors

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

- **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

- 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

(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%)

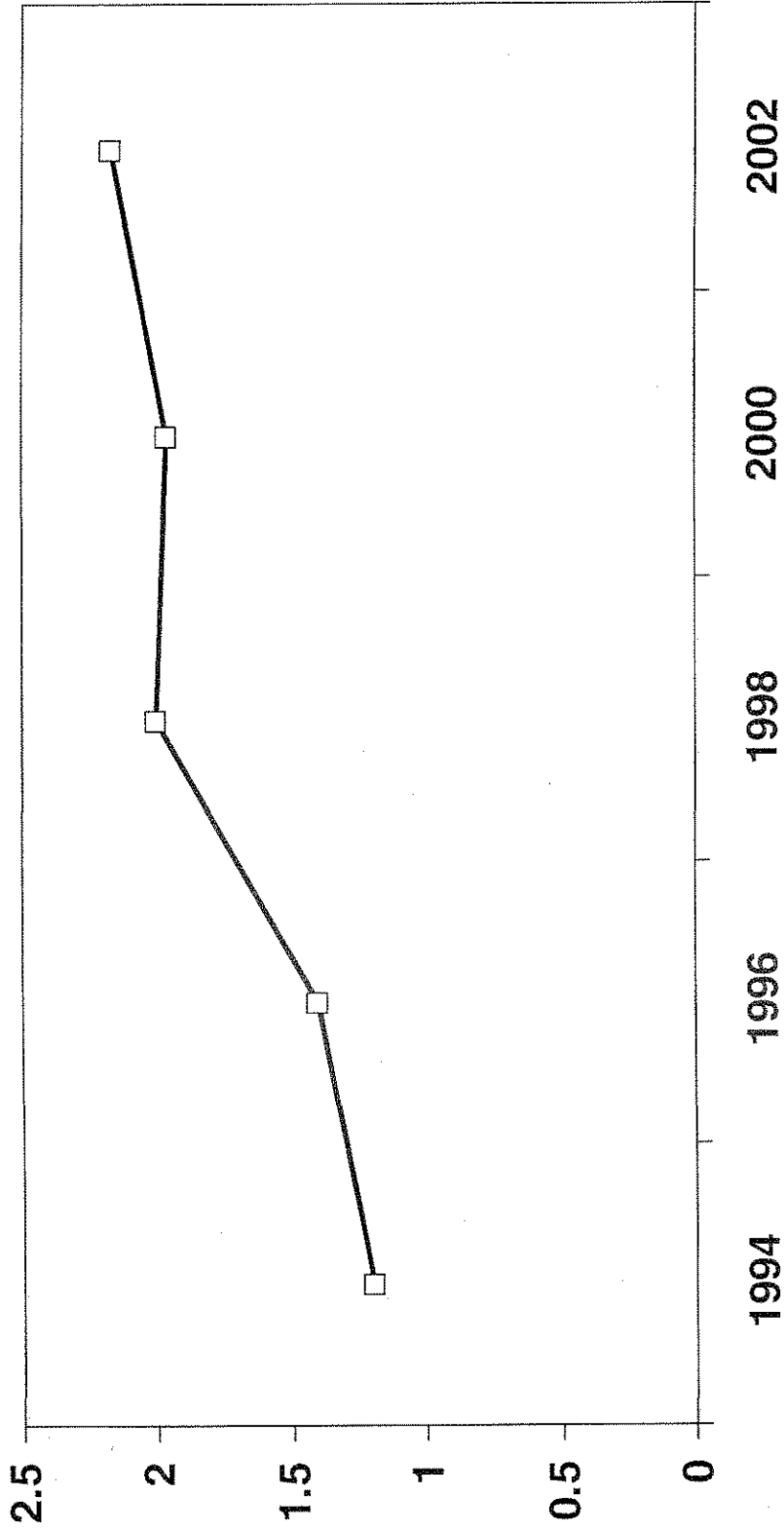
**Increase HS Grads Attending SUS
to 29%**

6,173 (41%)

Persistence and Cost Savings Associated With Retention

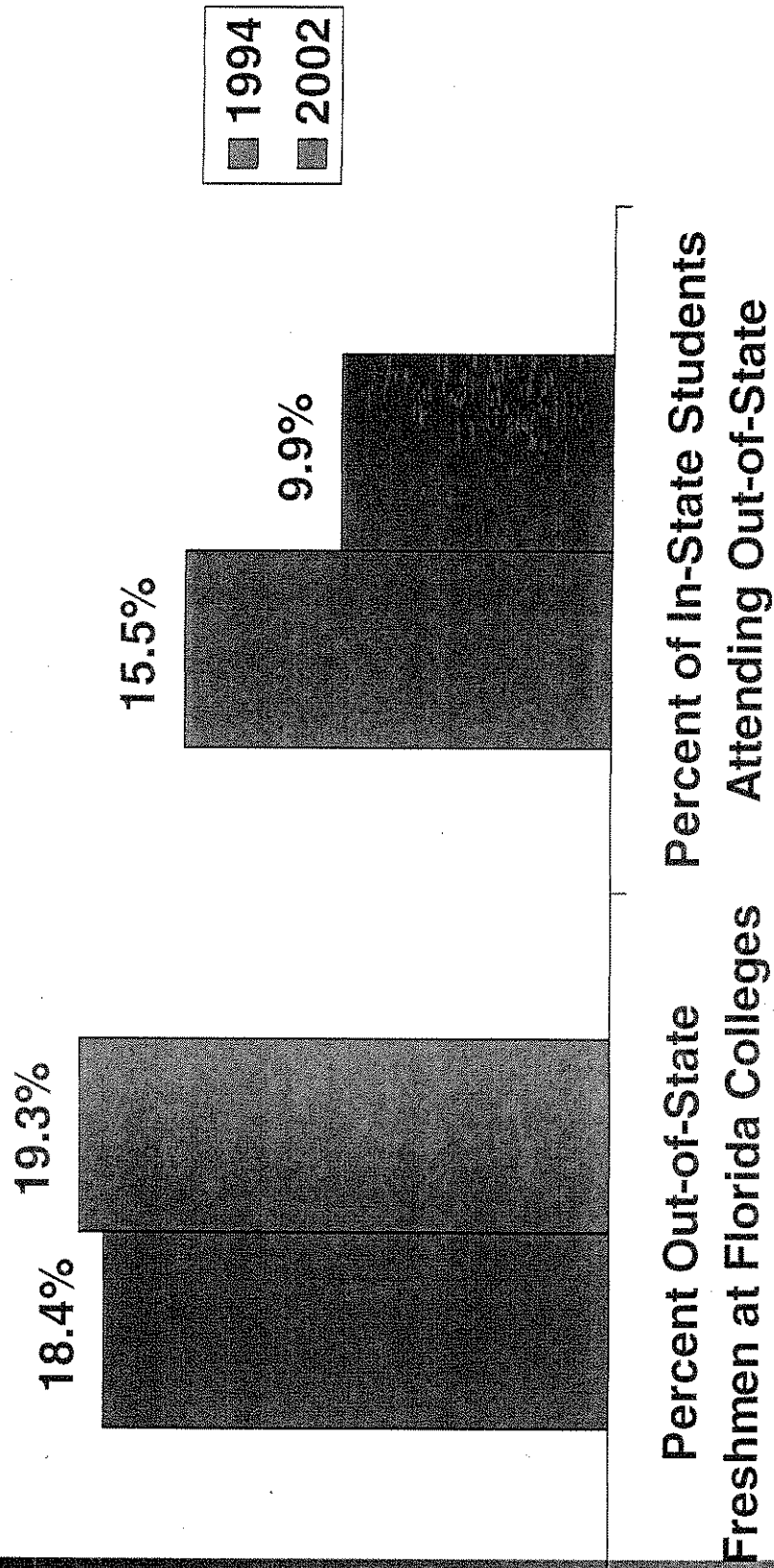
- **Students who leave have about 30% as many credits as students who graduate**
- **Most of these credits are lower-division**
- **Degrees produced through increased retention cost about 70-75% as much as those produced by admitting a new freshman**

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



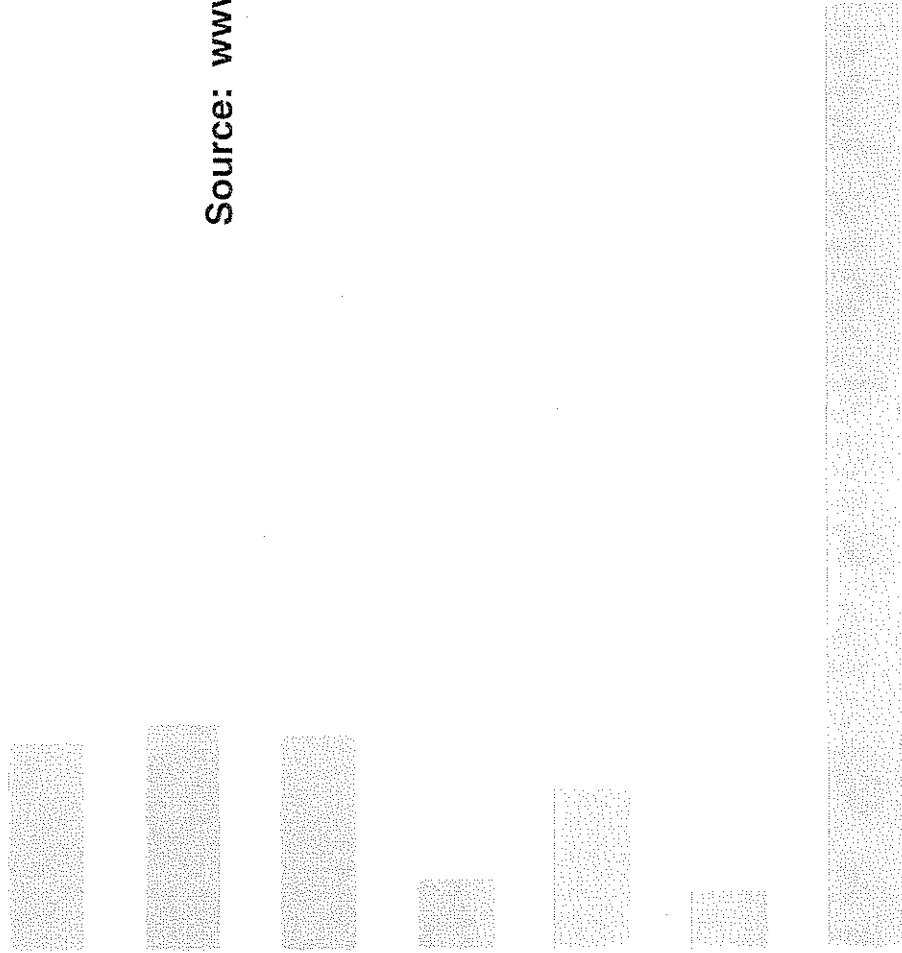
Source: IPEDS Residency and Migration, compiled at www.higheredinfo.org

More In-State Students are Leaving



Source: IPEDS Residency and Migration, compiled at www.higheredinfo.org

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



Source: www.higheredinfo.org

Y-Axis Revisions

- **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)***

B. – Methodology Used to Identify Professional and Workforce Needs

- **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**

B.3. Emerging Technologies

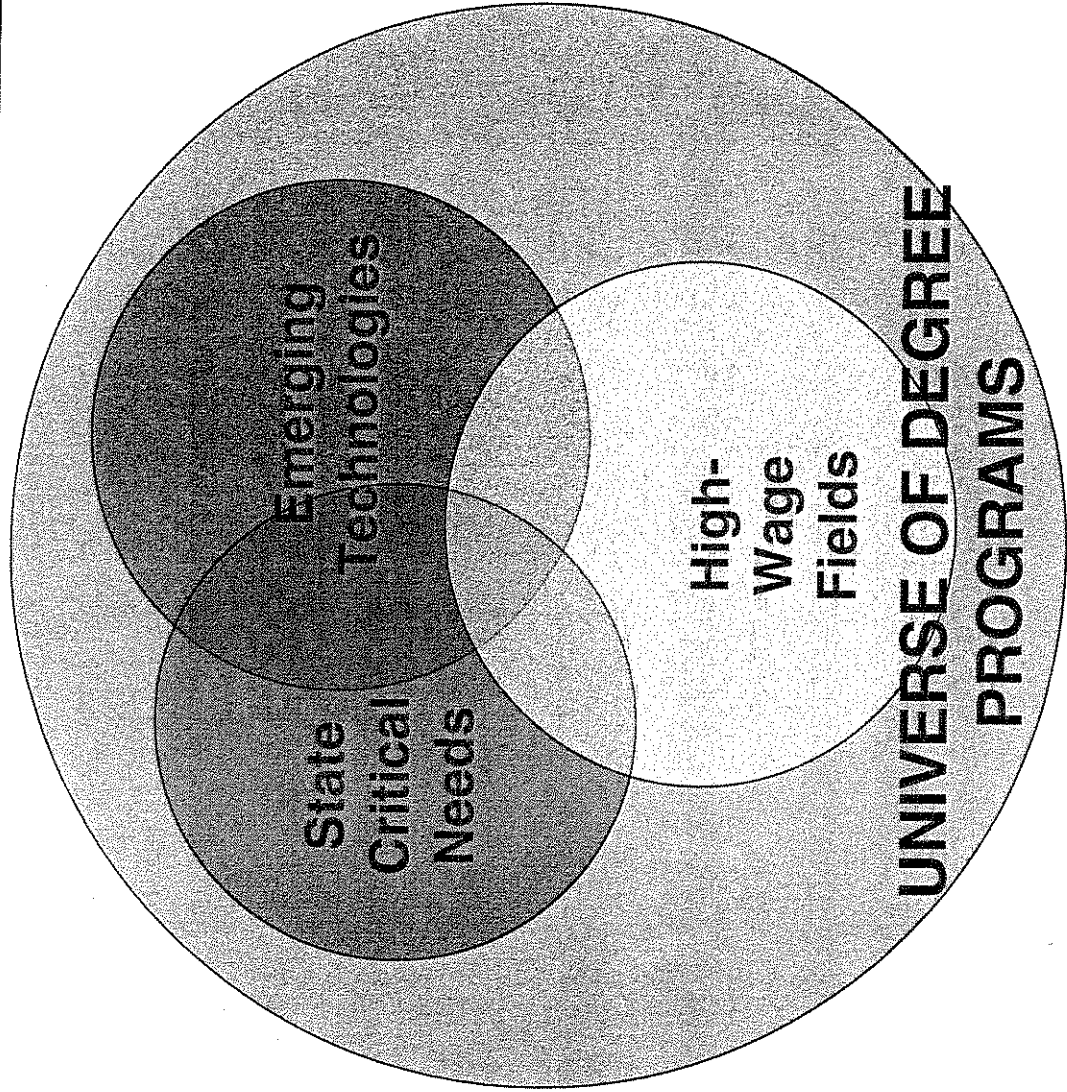
- **Advisory Group on Emerging Technologies analyzed targeted industry sectors with areas of research important to economic development**
- **Advisory Group grouped programs under the broad descriptive areas listed under I.B.3 (*details provided in agenda packet*)**

B.4. High-Wage Jobs

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)**

B. Targeted Degree Programs



B.5 – Educated Citizenry / Workforce

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

3. Targeted Degree Planning Considerations

- **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?**

B. Undergraduate Degree Pipeline

2002-2003 Education and Engineering Grads by Origin

	% Native Students	% CC Transfers
EDUCATION	33.6%	52.0%
ENGINEERING	52.7%	29.7%
ALL STUDENTS	44.0%	38.4%

B. Opportunity Costs: What Else Bright Students Have Done?

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

B. Graduate Program Pipeline

SUS Undergraduate Majors of Fall 2003	
Graduate Students in Special Education	
Elementary Teacher Ed	36
Special Ed, General	36
Psychology, General	23
Ed. Of the Specific Learning Disabled	13
Ed of the Mentally Handicapped	10
Speech Pathology and Audiology	9
Ed. Of the Emotionally Handicapped	7
Business Administration	5
Social Work, General	5
Criminal Justice Studies	4
Social Sciences, General	4
Liberal Arts & Sciences	4

B. Relative Cost of Instruction in Selected Program Areas

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

B. Role of Board of Governors in Degree Targeting

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

- **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**

