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## ABSTRACT

Drawing from data provided by the Florida Education and Training Placement Information Program (FETPIP), this series of reports provides follow-up information on FTIC students entering Tallahassee Community College (TCC) in fall 1990. The four reports compare students based on race, entry level test pass rates, full-/part-time status, and grade point average (GPA). Highlighted findings include the following: (1) the fall 1990 FTIC cohort contained 1,428 students; (2) by fall 1991, only 57% of the original cohort were still enrolled at TCC, and another 10% were enrolled in another college or university; (3) compared to white students (who comprised 75% of the cohort), black students were less likely to be enrolled in college, were attending a smaller number of transfer institutions, and were less likely to remain in college until fall 1992; (4) of the original cohort, 73.5% passed the reading placement test, 73.3% passed the mathematics placement test, 64.1% passed the writing placement test, and 46.7% passed all three placement tests; (5) fall 1992 retention rates for those passing the placement tests were between 48% and 49%, while retention rates for those failing one of the tests were between 33% and 39%; (6) 66% of the original fall 1990 cohort were enrolled part-time, and 34% were enrolled full-time; (7) students who began at TCC as part-timers were less likely to remain enrolled, less likely to transfer, and less likely earn degrees, but more likely to be employed full-time; and (8) students who were successful academically at TCC during their first semester were more likely to remain in college than those who were not.

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**Follow-up of the Fall 1990 FTIC Cohort**

**Report 1  
A Comparison of Black and White Students**

**Report 2  
A Comparison of Students Based upon ELT Status**

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A Comparison of Students Based upon Full-time/Part-time Status**

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## Follow-up of the Fall 1990 FTIC Cohort

### Report 1 A Comparison of Black and White Students

The Florida Education and Training Placement Information Program (FETPIP) was established to provide follow-up information on graduates from the public education system in Florida. The program matches the social security numbers of former students from one system or institution with the records of other public education systems, unemployment compensation files, the employment files of the Department of Defense, and the Postal Service in order to determine if the student is still enrolled in another educational setting, in the military or employed.

Tallahassee Community College established a special arrangement with FETPIP to obtain this same type of information on the fall 1990 first-time-in-college (FTIC) students. The matching procedure was done once a year using fall data. The fall 1990 cohort has been processed with the fall 1991 and fall 1992 data from the different systems. This report provides information on the results for the entire cohort, as well as separate data for black and white students.

Enrollment in higher education takes precedent over employment. If a student is listed as being employed this means they were not enrolled in higher education. However, some of the students enrolled were also employed.

The fall 1990 FTIC cohort contained 1428 students. By fall 1991 only sixty-seven percent were still enrolled in higher education and only fifty-seven percent remained enrolled at TCC. Students had migrated to twenty of the twenty-seven other community colleges in the state and to six of the nine universities. Broward, Florida Community

College at Jacksonville and Miami-Dade had each enrolled ten or more members of the cohort. FAMU and FSU had five and forty-five enrollments respectively. An additional eighteen percent were employed. The FETPIP process located 1219 or eighty-five percent of the cohort.

Fifty-eight percent of the original cohort remained enrolled in higher education during fall 1992. Of these, 549 or thirty-eight percent were still attending TCC. One percent was in the military and twenty-three percent was employed. By the end of fall 1992 twelve percent of the students had obtained a degree or certificate. A total of eighty-two percent of the original cohort was located.

Members were now attending twenty-three other community colleges and seven universities. Broward and Miami-Dade were the only community colleges with at least ten enrollments. FAMU and FSU were the only universities in this category with ten enrollments at FAMU and 161 at FSU.

White students are the dominant ethnic group at TCC. They comprised seventy-five percent of the original cohort. Overall their enrollment in higher education was slightly above that of the total cohort at sixty-nine percent. They also remained at TCC at a slightly higher rate of sixty-one percent. The percentages employed, eighteen, and in the military, less than one, were the same as for the entire cohort.

Since they are the dominant group at TCC, their migration patterns closely mirrored the pattern of the entire cohort. They were attending nineteen other community colleges and six universities. Only FSU, with thirty-eight, enrolled more than ten of these students.

The status pattern for fall 1992 was the same as for the entire cohort with the

exception of having two more percentage points enrolled in higher education. Fourteen percent of this segment had obtained a degree or certificate by the end of fall 1992.

Again the migration pattern closely resembled that of the entire cohort. Students were now attending twenty-one other community colleges and seven universities. FSU was joined by Miami-Dade as having at least ten enrollments.

The enrollment pattern for black students was less favorable than for white students. By fall 1991, sixty-one percent of the original cohort remained enrolled in public higher education in Florida. Only fifty-three percent remained enrolled at TCC. These two percentages eight percentage points below the level of the white group. An additional nineteen percent were found to be employed. Eighty-one percent of the group was located by FETPIP.

The migration pattern for this group was much more restricted than for the cohort as a whole. Students were attending only ten other community colleges and two universities. None of these other institutions enrolled at least ten of these students.

By fall 1992, only forty-six percent of this group remained enrolled in public higher education in Florida. Only forty percent remained enrolled at TCC. While this is fourteen percentage points less than the white group for overall enrollment in higher education, the percent remaining enrolled at TCC was the same. The percent employed had risen from nineteen to twenty-seven. Two percent of this group had completed a degree or certificate by the end of fall 1992.

Again the migration pattern is more restricted than for the entire cohort. Students were now attending only seven other community colleges and the same two universities.

None of these institutions enrolled more than four of these students.

The percentage earning a degree by this time should not be interpreted as indicative of a graduation rate. Students usually take more than the minimum two years to complete associate degrees.

All of these students will continue to be followed up using the resources of the FETPIP system. This information will then be combined with that of the student record system at TCC in an effort to determine more about the migration and graduation patterns of the different segments of the student body.

Detailed information is contained in the tables that begin on the following page.

Entire Cohort

Beginning cohort in fall 1990 -	1428	100%
Fall 1991:		
Still attending TCC	- 820	57%
Attending		
BROW	- 10	
CHIP	- 5	
DAYT	- 2	
EDIS	- 2	
FJAX	- 12	
GULF	- 4	
HILL	- 5	
INDR	- 2	
LCTY	- 2	
MANA	- 2	
MIAM	- 11	
NFLA	- 1	
OKAL	- 2	
PALM	- 4	
PASC	- 1	
PENS	- 3	
SANF	- 6	
SEMI	- 2	
SFLA	- 1	
VALE	- 4	
FAMU	- 5	
FIU	- 1	
FSU	- 45	
UF	- 1	
UNF	- 1	
UWF	- 1	
Total	- 955	67%
Employed	- 258	18%
In the Military	- 6	*%
Total matched	- 1219	85%

\* less than 0.5%

Fail 1992:

Still Attending TCC	-	549	
BROW	-	10	
CFLA	-	2	
CHIP	-	2	
DAYT	-	1	
EDIS	-	3	
FJAX	-	9	
FKEY	-	3	
GULF	-	2	
HILL	-	6	
INDR	-	2	
LCTY	-	1	
LSUM	-	1	
MANA	-	7	
MIAM	-	11	
NFLA	-	2	
OKAL	-	1	
PALM	-	4	
PASC	-	1	
PENS	-	2	
SANF	-	8	
SEMI	-	1	
STJO	-	1	
VALE	-	7	
FAMU	-	10	
FIU	-	2	
FSU	-	161	
UCF	-	3	
UF	-	5	
USF	-	6	
UWF	-	1	
Total	-	824	58%
Employed	-	332	23%
In the Military	-	14	1%
Total matched	-	1170	82%
Degree/cert. earned	-	170	12%



White Student Only

Beginning cohort in fall 1990 -	1078	100%
Fall 1991:		
Still attending TCC	- 635	
Attending		
BROW	- 8	
CHIP	- 2	
DAYT	- 2	
EDIS	- 2	
FJAX	- 9	
GULF	- 3	
HILL	- 3	
INDR	- 1	
LCTY	- 2	
MANA	- 2	
MIAM	- 8	
NFLA	- 1	
OKAL	- 2	
PALM	- 3	
PENS	- 2	
SANF	- 6	
SEMI	- 2	
SFLA	- 1	
VALE	- 2	
FAMU	- 1	
FIU	- 1	
FSU	- 38	
UF	- 1	
UNF	- 1	
UWF	- 1	
Total	- 739	69%
Employed	- 195	18%
In the Military	- 3	*%
Total matched	- 937	87%

\* less than 0.5%

Fall 1992:

Still Attending TCC	-	418	
BROW	-	8	
CFLA	-	1	
DAYT	-	1	
EDIS	-	3	
FJAX	-	6	
FKEY	-	2	
GULF	-	2	
HILL	-	5	
INDR	-	2	
LCTY	-	1	
LSUM	-	1	
MANA	-	6	
MIAM	-	10	
NFLA	-	2	
OKAL	-	1	
PALM	-	2	
PENS	-	1	
SANF	-	8	
SEMI	-	1	
STJO	-	1	
VALE	-	5	
FAMU	-	2	
FIU	-	1	
FSU	-	141	
UCF	-	3	
UF	-	5	
USF	-	4	
UWF	-	1	
Total	-	644	60%
Employed	-	245	23%
In the Military	-	13	1%
Total matched	-	902	84%
Degree/cert. earned	-	151	14%

Black Students Only

Beginning cohort in fall 1990 - 293 100%

Fall 1991:

Still attending TCC	- 156	
Attending BROW	- 1	
CHIP	- 3	
FJAX	- 2	
GULF	- 1	
HILL	- 2	
INDR	- 1	
MIAM	- 1	
PALM	- 1	
PASC	- 1	
VALE	- 2	
FAMU	- 4	
FSU	- 3	
Total	- 178	61%
Employed	- 55	19%
In the Military	- 3	1%
Total matched	- 236	81%

Fall 1992:

Still attending TCC	- 117	
Attending BROW	- 1	
CHIP	- 2	
FJAX	- 3	
HILL	- 1	
PASC	- 1	
PENS	- 1	
VALE	- 2	
FAMU	- 4	
FSU	- 3	
Total	- 135	46%
Employed	- 80	27%
In the Military	- 0	0%
Total matched	- 215	73%
Degree/cert. earned	- 7	2%

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## Follow-up of the Fall 1990 FTIC Cohort

### Report 2 A Comparison of Students Based upon ELT Status

The Florida Education and Training Placement Information Program (FETPIP) was established to provide follow-up information on graduates from the public education system in Florida. The program matches the social security numbers of former students from one system or institution with the records of other public education systems, unemployment compensation files, the employment files of the Department of Defense, and the Postal Service in order to determine if the student is still enrolled in another educational setting, in the military or employed.

Tallahassee Community College established a special arrangement with FETPIP to obtain this same type of information on the fall 1990 first-time-in-college (FTIC) students. The matching procedure was done once a year using fall data. The fall 1990 cohort has been processed with the fall 1991 and fall 1992 data from the different systems.

This report provides information on the results for the entire cohort based upon the results of the entry level tests (ELT) taken by the student for placement purposes. Passing a subtest meant that the student could begin taking college level courses immediately. Not passing meant the student had to take at least one remedial course in the subtest area prior to enrolling in college level courses.

Enrollment in higher education takes precedent over employment. If a student is listed as being employed this means they were not enrolled in higher education. However, some of the students enrolled were also employed.

The fall 1990 FTIC cohort file contains records on 1428 students. This is the number of students with valid placement scores on the fall 1990 Student Data Base file as it was submitted to the State Board of Community Colleges. The placement test for all students was the MAPS. The highest passing rate was on the reading subtest with 1,050 or 73.5% passing. Next was the mathematics subtest with 1,047 or 73.3% passing. The last subtest was writing with 916 or 64.1% passing. Overall, 667 or 46.7% passed all three subtest.

By fall 1992 forty-five percent of these students remained enrolled at TCC. The percentage of those passing and remaining enrolled was practically the same for each subtest with 48.8% of the students passing reading remaining, 48.9% of those passing writing and 49.7% of those passing mathematics. A slightly higher percentage, 53.2, of those passing all three subtest remained.

The percentage of those failing and remaining enrolled varied slightly by subtest with reading at 36.0, writing at 39.0 and mathematics at 33.6. The percentage of those not passing all three subtests and remaining was 38.5.

If the original passing rates are compared to the rates of the students remaining after two years, the anticipated trend emerges. The passing rates for the remaining students have increased to 79.0 percent for reading, 69.1 percent for writing, 80.2 percent for mathematics, and 54.8 percent overall.

Not all of the students who left TCC left higher education. By fall 1991, eighty-one students had transferred to other community colleges and an additional fifty-four had transferred to the State University System.

The passing rates for those students transferring to other community colleges were similar to the original rates. The rate for reading was 74.1%, for writing 63.0%, for mathematics 69.1% and for all three subtests 50.6%. The rates for those students transferring to the SUS were substantially higher than the original. Reading was at 85.2%, writing at 75.9%, mathematics at 94.4% and overall at 70.4%.

This pattern was maintained in fall 1992. By then there were eighty-eight former TCC students enrolled in other community colleges and one hundred eighty-eight in the SUS. The biggest change was the increase in passing rate for mathematics among those students transferring to other community colleges. This rate increased to 81.6%. The other community college transfers rates were 75.9% for reading, 66.7% for writing and 51.7% overall. For the SUS the rates were now 88.3% for reading, 85.1% for writing, 92.6% for mathematics and 75.5% overall.

A small percent of the fall 1990 cohort had earned degrees by the end of fall 1992. Of the 167 students earning AA's, 92.8% had passed the reading subtest, 86.2% the writing, 95.2% the mathematics and 80.8% all three. The two students earning AS degrees had passed all three test. The one student earning a certificate had passed the reading and mathematics but not the writing.

FETPIP was able to locate, via employment records, 444 of the students who by fall 1992 were neither enrolled nor had earned a degree. These employed individuals had passed the reading subtest at a rate of 72.1%, the writing at a rate of 62.8%, the mathematics at a rate of 64.6% and 39.2% all three. These percentages were similar to the original reading and writing and lower than the original mathematics and overall. Of

these employed individuals, 237 were employed full-time. Their passing rates were 75.5% for reading, 61.6% for writing, 60.3% for mathematics and 34.5% overall.

In summary, the passing rates of those students transferring to the SUS were higher than the full cohort rates. The rates of those students transferring to other community colleges were similar and those of persons who were no longer enrolled after two years were lower.

Detailed information is contained in the following tables.

Table 1

Remaining Enrolled at TCC								
	Reading		Writing		Math		All	
	Yes	No	Yes	No	Yes	No	Yes	No
Fall 90	1050	378	916	512	1047	381	667	761
Fall 91	651	183	557	277	656	178	437	397
Fall 92	512	136	448	200	520	128	355	293
Final %	48.8	36.0	48.9	39.0	49.7	33.6	53.2	38.5

Table 2

Continuing Education - Fall 1991								
Coll.	Reading		Writing		Math		All	
	Yes	No	Yes	No	Yes	No	Yes	No
BREV								
BROW	9	1	7	3	6	4	4	6
CFLA								
CHIP	3	2	3	2	4	1	2	3
DAYT	2	0	1	1	0	2	0	2
EDIS	1	1	1	1	0	2	0	2
FJAX	9	3	7	5	10	2	7	5
FKEY								
GULF	3	1	3	1	2	2	2	2
HILL	3	2	3	2	4	1	3	2
INDR	2	0	1	1	2	0	1	1
LCTY	2	0	1	1	1	1	1	1
LSUM								



MANA	2	0	2	0	2	0	2	0
MIAM	7	4	6	5	9	2	5	6
NFLA	1	0	1	0	1	0	1	0
OKAL	2	0	2	0	2	0	2	0
PALM	2	2	2	2	2	2	2	2
PASC	0	1	0	1	0	1	0	1
PENS	2	1	2	1	1	2	1	2
POLK								
STJO								
STPE								
SANF	4	2	3	3	4	2	2	4
SEMI	2	0	2	0	2	0	2	0
SFLA	1	0	1	0	1	0	1	0
TALL	637	183	547	273	643	177	428	392
VALE	3	1	3	1	3	1	3	1
TOT.	697	204	598	303	699	202	469	432

Table 3

Continuing Education - Fall 1991								
Univ.	Reading		Writing		Math		All	
	Yes	No	Yes	No	Yes	No	Yes	No
FAMU	1	4	3	2	4	1	1	4
FAU								
FIU	1	0	1	0	1	0	1	0
FSU	41	4	34	11	43	2	33	12
UCF								
UF	1	0	1	0	1	0	1	0
UNF	1	0	1	0	1	0	1	0
USF								
UWF	1	0	1	0	1	0	1	0
Tot.	46	8	41	13	51	3	38	16

Table 4

Continuing Education - Fall 1992								
Coll.	Reading		Writing		Math		All	
	Yes	No	Yes	No	Yes	No	Yes	No
BREV								
BROW	7	3	6	4	7	3	4	6
CFLA	2	0	2	0	2	0	2	0
CHIP	0	2	1	1	2	0	0	2
DAYT	0	1	1	0	1	0	0	1
EDIS	3	0	2	1	1	2	1	2
FJAX	7	2	4	5	6	3	4	5
FKEY	1	2	2	1	3	0	1	2
GULF	2	0	2	0	2	0	2	0
HILL	4	2	3	3	6	0	2	4
INDR	2	0	1	1	1	1	0	2
LCTY	1	0	1	0	1	0	1	0
LSUM	1	0	0	1	1	0	0	1

MANA	7	0	7	0	5	2	5	2
MIAM	9	2	7	4	11	0	6	5
NFLA	1	1	1	1	2	0	1	1
OKAL	1	0	1	0	1	0	1	0
PALM	3	1	4	0	3	1	3	1
PASC	0	1	0	1	0	1	0	1
PENS	1	1	1	1	2	0	1	1
POLK								
STJO	1	0	0	1	1	0	0	1
STPE								
SANF	6	2	5	3	7	1	5	3
SEMI	1	0	1	0	1	0	1	0
SFLA								
TALL	420	129	363	186	425	124	274	275
VALE	6	1	6	1	5	2	5	2
TOT.	486	150	421	215	496	140	319	317

Table 5

Continuing Education - Fall 1992								
Univ.	Reading		Writing		Math		All	
	Yes	No	Yes	No	Yes	No	Yes	No
FAMU	4	6	6	4	7	3	3	7
FAU								
FIU	1	1	1	1	2	0	1	1
FSU	147	14	139	22	151	10	126	35
UCF	3	0	3	0	2	0	2	1
UF	4	1	5	0	5	0	4	1
UNF								
USF	6	0	5	1	6	0	5	1
UWF	1	0	1	0	1	0	1	0
Tot.	166	22	160	28	174	13	142	46

Table 6

Degrees Earned								
	Reading		Writing		Math		All	
	Yes	No	Yes	No	Yes	No	Yes	No
AA	155	12	144	23	159	8	135	32
AS	2	0	2	0	2	0	2	0
Cert.	1	0	0	1	1	0	0	1

Table 7

In Military								
	Reading		Writing		Math		All	
	Yes	No	Yes	No	Yes	No	Yes	No
Fall 91	4	2	4	2	4	2	2	4
Fall 92	11	3	9	5	10	4	8	6

Table 8

Employed								
	Reading		Writing		Math		All	
	Yes	No	Yes	No	Yes	No	Yes	No
Fall 91	244	99	214	129	222	121	135	208
Fall 92	320	124	279	165	287	157	174	270

Table 9

Employed Full-Time								
	Reading		Writing		Math		All	
	Yes	No	Yes	No	Yes	No	Yes	No
Fall 91	115	39	97	57	93	61	55	99
Fall 92	179	58	146	91	143	94	82	155

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## Follow-up of the Fall 1990 FTIC Cohort

### Report 3

#### A Comparison of Students Based upon Full-time/Part-time Status

The Florida Education and Training Placement Information Program (FETPIP) was established to provide follow-up information on graduates from the public education system in Florida. The program matches the social security numbers of former students from one system or institution with the records of other public education systems, unemployment compensation files, the employment files of the Department of Defense, and the Postal Service in order to determine if the student is still enrolled in another educational setting, in the military or employed.

Tallahassee Community College established a special arrangement with FETPIP to obtain this same type of information on the fall 1990 first-time-in-college (FTIC) students. The matching procedure was done once a year using fall data. The fall 1990 cohort has been processed with the fall 1991 and fall 1992 data from the different systems.

This report provides information on the results for the entire cohort based upon the enrollment status of the student in fall 1990. If a student was enrolled for twelve or more hours, they were considered full-time. If the number of hours was less than twelve, the student was considered part-time. Once the fall 1990 status was determined, it was kept throughout the study.

Enrollment in higher education takes precedent over employment. If a student is listed as being employed this means they were not enrolled in higher education. However, some of the students enrolled were also employed.



The fall 1990 FTIC cohort file contains records on 1428 students. In fall 1990, sixty-six percent were part-time and thirty-four percent were full-time. Fifty-eight percent of the original cohort remained enrolled at TCC in fall 1991. This group was now sixty-one percent part-time and thirty-nine percent full-time.

By fall 1992 forty-five percent of the original students remained enrolled at TCC. The percentage of those who had started out as part-time students had dropped to fifty-eight with a corresponding increase in full-time students to forty-two percent.

Not all of the students who left TCC left higher education. By fall 1991, eighty-one students had transferred to other community colleges and an additional fifty-four had transferred to the State University System.

The percentage of part-time students among those transferring to other community colleges was fifty-six. The percentage of part-time students among those transferring to the SUS was thirty, substantially lower than the original.

This pattern was maintained in fall 1992. By then there were eighty-seven former TCC students enrolled in other community colleges and one hundred eighty-eight in the SUS. The students enrolled in other community colleges were now fifty-two percent part-time while those enrolled in the SUS were only twenty-seven percent part-time.

A small percent of the fall 1990 cohort had earned degrees by the end of fall 1992. Of the 167 students earning AA's, twenty-seven percent had been part-time in fall 1990. The two students earning AS degrees had both been full-time. The one student earning a certificate had been part-time.

FETPIP was able to locate, via employment records, 444 of the students who by

fall 1992 were neither enrolled nor had earned a degree. These employed individuals had been predominately part-time - seventy-three percent. Of these employed individuals, 237 were employed full-time. These full-time workers had been part-time college students. The part-time percentage among this group was eighty.

In summary, students who begin college as part-time enrollees are less likely to remain enrolled, less likely to transfer and less likely to earn degrees. They are more likely to be employed and that employment is more likely to be full-time.

Detailed information is contained in the following tables.

Table 1

Full-time/Part-time Status				
	Enrolled at TCC		Continuing Education	
	PT	FT	PT	FT
Fall 90	945	483	945	483
Fall 91	507	327	576	374
Fall 92	379	269	468	335
Final %	40.1	55.7	49.5	69.4

Table 2

Continuing Education - CC Sys.				
	Fall 1991		Fall 1992	
Coll.	PT	FT	PT	FT
BREV	0	0	0	0
BROW	6	4	7	3
CFLA	0	0	0	2
CHIP	4	1	2	0
DAYT	2	0	1	0
EDIS	2	0	2	1
FJAX	8	4	6	3
FKEY	0	0	1	2
GULF	2	2	0	2
HILL	3	2	4	2
INDR	2	0	2	0
LCTY	1	1	0	1
LSUM	0	0	1	0

MANA	0	2	4	3
MIAM	4	7	3	8
NFLA	1	0	1	1
OKAL	1	1	0	1
PALM	3	1	2	2
PASC	1	0	1	0
PENS	1	2	1	1
POLK	0	0	0	0
STJO	0	0	1	0
STPE	0	0	0	0
SANF	4	2	3	5
SEMI	0	2	1	0
SFLA	0	1	0	0
TALL	499	321	361	188
VALE	0	4	2	5
TOT.	544	357	406	230

Table 3

Continuing Education - SUS				
	Fall 1991		Fall 1992	
Univ.	PT	FT	PT	FT
FAMU	4	1	9	1
FAU	0	0	0	0
FIU	1	0	1	1
FSU	11	34	37	124
UCF	0	0	1	2
UF	0	1	1	4
UNF	0	1	0	0
USF	0	0	2	4
UWF	0	1	0	1
Tot.	16	38	51	137

Table 4

Degrees Earned		
	PT	FT
AA	45	122
AS	0	2
Cert.	1	0

Table 5

Other Outcomes						
	In Military		Employed		Employed FT	
	PT	FT	PT	FT	PT	FT
Fall 91	5	1	256	87	130	24
Fall 92	6	8	324	120	190	47

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## Follow-up of the Fall 1990 FTIC Cohort

### Report 4

#### A Comparison of Students Based upon Grade Point Average

The Florida Education and Training Placement Information Program (FETPIP) was established to provide follow-up information on graduates from the public education system in Florida. The program matches the social security numbers of former students from one system or institution with the records of other public education systems, unemployment compensation files, the employment files of the Department of Defense, and the Postal Service in order to determine if the student is still enrolled in another educational setting, in the military or employed.

Tallahassee Community College established a special arrangement with FETPIP to obtain this same type of information on the fall 1990 first-time-in-college (FTIC) students. The matching procedure was done once a year using fall data. The fall 1990 cohort has been processed with the fall 1991 and fall 1992 data from the different systems.

This report provides information on the results for the entire cohort based upon the grade point average (GPA) obtained in fall 1990. If a student had a GPA of 2.00 or above at the end of fall 1990, they were considered successful. This definition of success is the same as the one used in the Accountability Measures. If successful in fall 1990, they were considered successful for the purposes of this report.

Enrollment in higher education takes precedent over employment. If a student is listed as being employed this means they were not enrolled in higher education. However, some of the students enrolled were also employed.

The fall 1990 FTIC cohort file contains records on 1428 students. In fall 1990, sixty-two percent had GPA's of 2.00 or above, while thirty-eight percent did not. Fifty-eight percent of the original cohort remained enrolled at TCC in fall 1991. This group was now seventy-four percent successful and twenty-six percent unsuccessful.

By fall 1992 forty-five percent of the original students remained enrolled at TCC. The percentage of those who were unsuccessful in fall 1990 had dropped to twenty-five with a corresponding increase in successful students to seventy-five percent.

Not all of the students who left TCC left higher education. By fall 1991, eighty-one students had transferred to other community colleges and an additional fifty-four had transferred to the State University System.

The percentage of successful students among those transferring to other community colleges was sixty-three. The percentage of successful students among those transferring to the SUS was ninety-one, substantially higher than the original.

This pattern was maintained in fall 1992. By then there were eighty-seven former TCC students enrolled in other community colleges and one hundred eighty-eight in the SUS. The students enrolled in other community colleges were now sixty-nine percent successful while those enrolled in the SUS were ninety-four percent successful.

A small percent of the fall 1990 cohort had earned degrees by the end of fall 1992. Of the 167 students earning AA's, ninety-five percent had been successful in fall 1990. The two students earning AS degrees had both been successful as had the one student earning a certificate.

FETPIP was able to locate, via employment records, 343 of the students who were



not enrolled in fall 1991. These students were predominately unsuccessful with fifty-four percent of those employed falling into that category. Of those students employed full-time, fifty-eight had been unsuccessful in fall 1990. By fall 1992, the number of students who were neither enrolled nor had earned a degree and were located by FETPIP had risen to 444. These employed individuals were fifty-one percent successful. Of these employed individuals, 237 were employed full-time. These full-time workers were fifty percent successful.

In summary, students who are successful their first semester are more likely to remain in college than those who are not. This success has little bearing on transferring to other community college. However, those students who transfer to the SUS are overwhelmingly successful. Successful students are more likely to earn degrees, while unsuccessful students are more likely to be in the work force. The differences between remaining in higher education and working begin to even out by the second year.

Detailed information is contained in the following tables.

Table 1

Successful as Defined by GPA Status				
	Enrolled at TCC		Continuing Education	
	Yes	No	Yes	No
Fall 90	880	548	880	548
Fall 91	616	218	686	264
Fall 92	484	164	588	215
Final %	55.0	29.9	66.8	39.2

Table 2

Continuing Education - CC Sys.				
	Fall 1991		Fall 1992	
Coll.	Yes	No	Yes	No
BREV	0	0	0	0
BROW	6	4	5	5
CFLA	0	0	1	1
CHIP	2	3	0	2
DAYT	1	1	1	0
EDIS	1	1	2	1
FJAX	7	5	6	3
FKEY	0	0	2	1
GULF	3	1	2	0
HILL	2	3	2	4
INDR	2	0	2	0
LCTY	1	1	0	1
LSUM	0	0	1	0

MANA	1	1	6	1
MIAM	6	5	9	2
NFLA	1	0	1	1
OKAL	2	0	0	1
PALM	2	2	3	1
PASC	0	1	0	1
PENS	3	0	2	0
POLK	0	0	0	0
STJO	0	0	1	0
STPE	0	0	0	0
SANF	5	1	8	0
SEMI	1	1	1	0
SFLA	1	0	0	0
TALL	605	215	391	158
VALE	4	0	6	1
TOT.	656	245	452	184

Table 3

Continuing Education - SUS				
Univ.	Fall 1991		Fall 1992	
	Yes	No	Yes	No
FAMU	3	2	8	2
FAU	0	0	0	0
FIU	1	0	1	1
FSU	42	3	152	9
UCF	0	0	3	0
UF	0	1	5	0
UNF	1	0	0	0
USF	0	0	6	0
UWF	1	0	1	0
Tot.	49	5	176	12

Table 4

Degrees Earned		
	Yes	No
AA	159	8
AS	2	0
Cert.	1	0

Table 5

Other Outcomes						
	In Military		Employed		Employed FT	
	Yes	No	Yes	No	Yes	No
Fall 91	1	5	157	186	65	89
Fall 92	10	4	227	217	119	118

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