

A Longitudinal Study of the Illinois High School Class of 2002: A Six-Year Analysis of Postsecondary Enrollment and Completion

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AERA

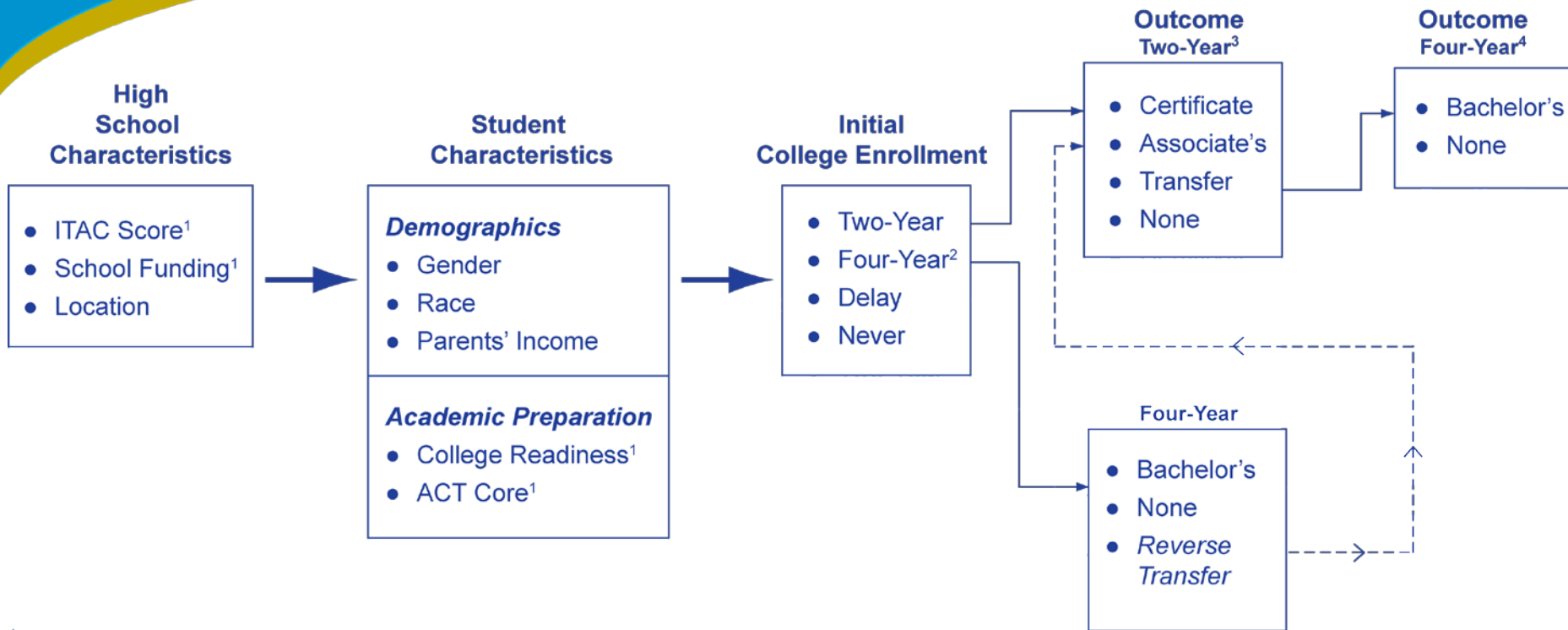
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The Study

- Who is included in the cohort
 - 113,135 public high school students from Illinois who took the Prairie State Achievement Exam (PSAE)/ACT in the Spring of 2001 and indicated that they will be graduating in 2002.
- Who is not included in this cohort
 - Private high school graduates
 - Out-of-State high school graduates who emigrated to Illinois higher education institutions

Conceptual Diagram of Study



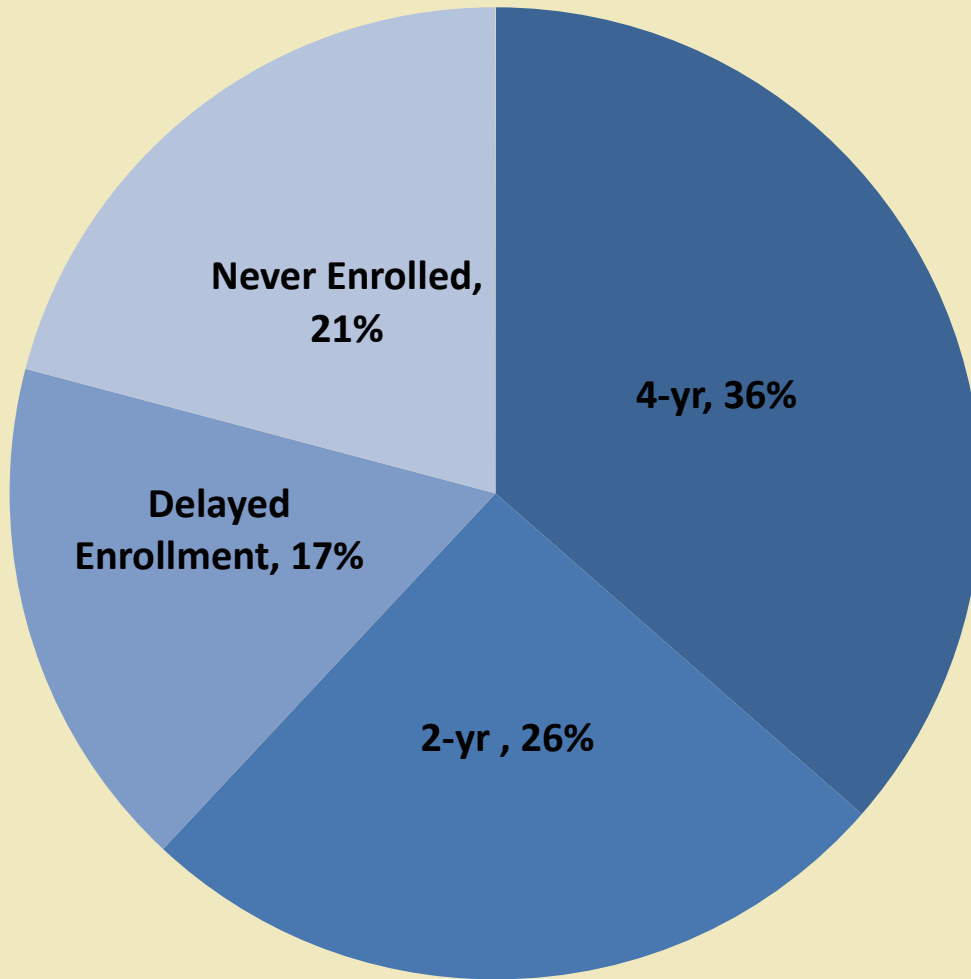
¹ Potentially malleable

² By sector and selectivity

³ Two-year outcomes are not mutually exclusive, so more than one could occur

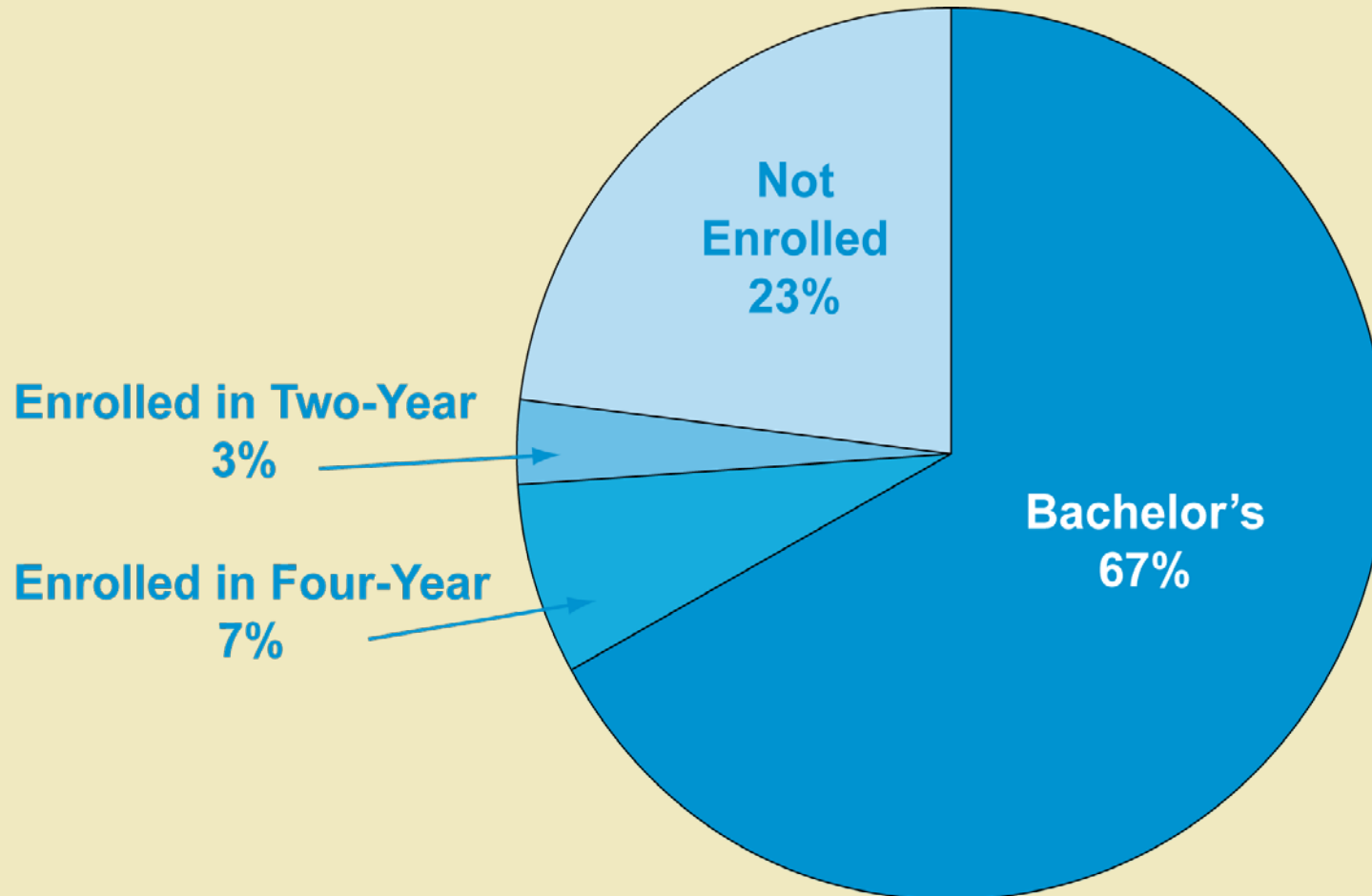
⁴ For two-year to four-year transfers

College Enrollment – Class of 2002



- 62% enrolled that initial fall semester.
- 17% delayed enrollment at a either a two-year or four-year institution after fall 2002.
- 21% never enrolled in higher education over the six-year study period.
- Overall, 79% enrolled for at least one semester.

Four-Year Starter's Outcomes



- 67% Grad rate over six years.
- An additional 10% were still enrolled in higher education.
- A little less than a quarter did not complete and were not enrolled.

Logistic Regression

- Two separate models
 - Initial enrollment at four-year institution
 - Bachelor's degree completion for four-year starters
- Included all student and school characteristics included in the framework
- Determined each variable's predictive importance regarding the outcome holding everything else constant

Predicting 4-Yr Enrollment and Bachelor Completion

Odds Ratios for Key Student Characteristics

- Definite Gender Gap (widens)
- For Race, the pattern varied across the comparisons
- Parental income was extremely important in both measures

Variable	Initial 4-yr Enrollment	Bachelor Completion
Gender		
Female to Male	1.19	1.51
Race		
African-American to White	2.17	.641
Hispanic to White	~	.721
Asian to White	1.48	~
Parental Income		
High to Low	2.28	1.76
Mid-High to Low	1.63	1.47
Mid-Low to Low	1.20	1.14

~no statistically significant difference at the $p < .001$ level

Predicting 4-Yr Enrollment and Bachelor Completion

Odds Ratios Calculated for College Readiness and Region

- College readiness matters the most in both measures.
- All of the regions were more likely to enroll than the Southeast
- However, only two of the regions were more likely to complete: Northeast and West Central

Variable	Initial 4-yr Enrollment	Bachelor Completion
College Readiness		
Most to Not/Least	24.59	5.85
More to Not/Least	11.30	2.86
Somewhat to Not/Least	5.29	1.91
Minimally to Not/Least	2.91	1.29
Region		
Chicago to Southeast	4.44	~
Northeast to Southeast	2.10	1.40
Northwest to Southeast	1.51	~
West Central to Southeast	1.86	1.41
East Central to Southeast	1.72	~
Southwest to Southeast	2.21	~

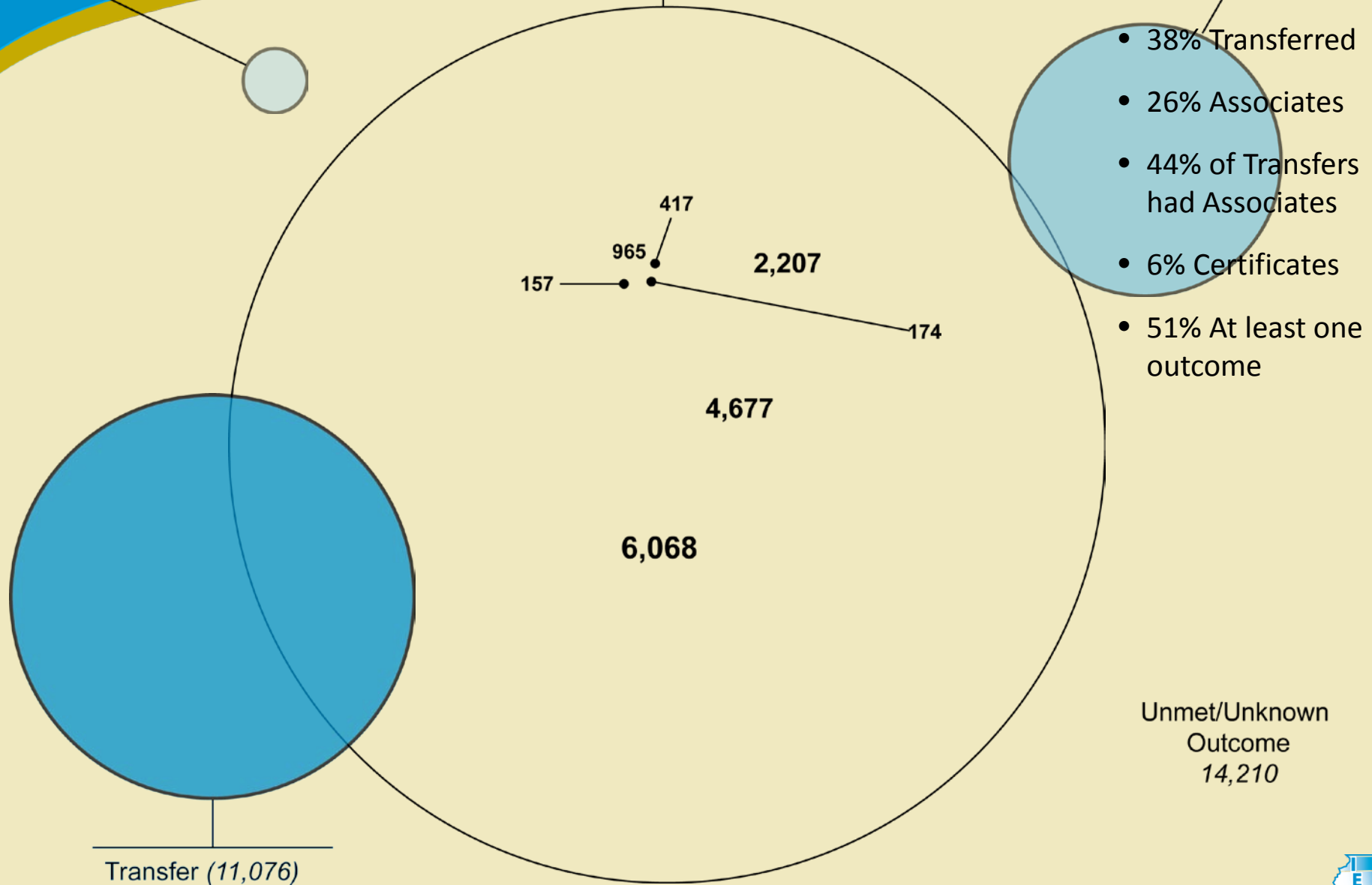
~no statistically significant difference at the $p < .001$ level



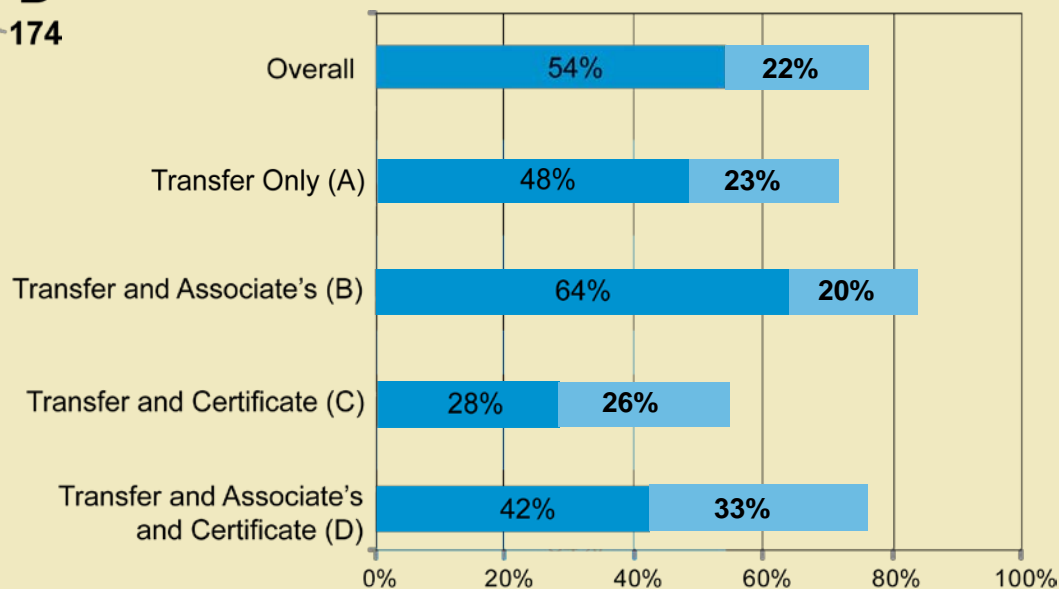
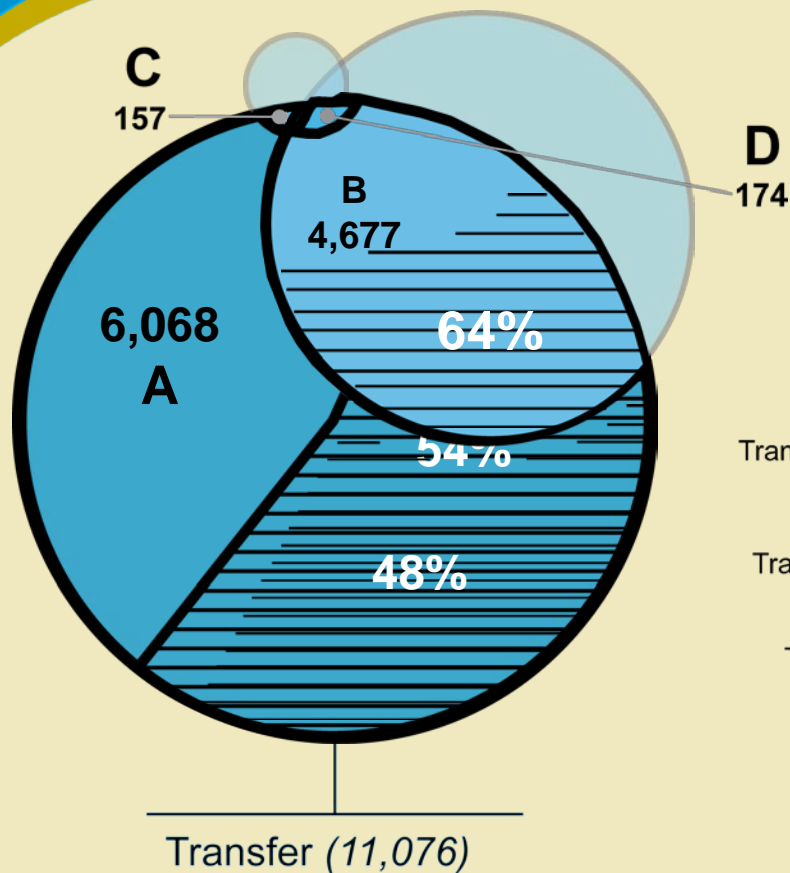
Total Initially Enrolling at a Two-Year Institution (28,875)

Certificate (1,713)

Associate's Degree (7,475)



Bachelor Completion Rate for Two-Year to Four-Year Transfers

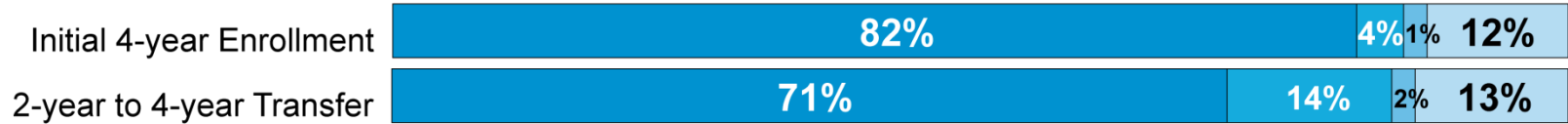


N=11,076

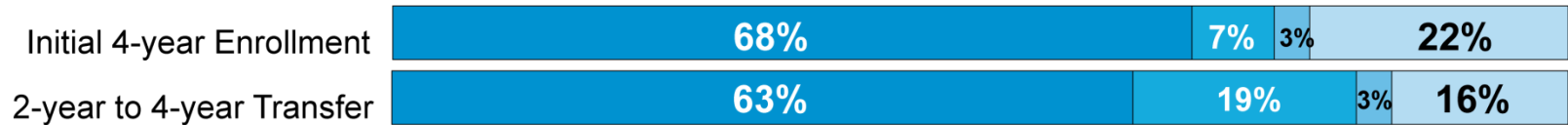
- Completed in 6 years
- Still enrolled at 4-yr at end of study

College Readiness Matters

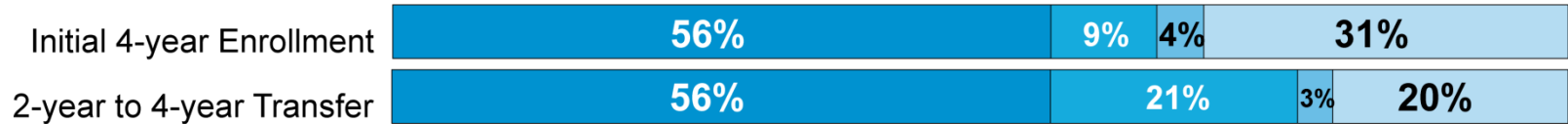
MOST READY



MORE READY



SOMEWHAT READY



MINIMALLY READY



NOT/LEAST READY



0% 20% 40% 60% 80% 100%

■ Bachelor's completion

■ Enrolled at 4-year

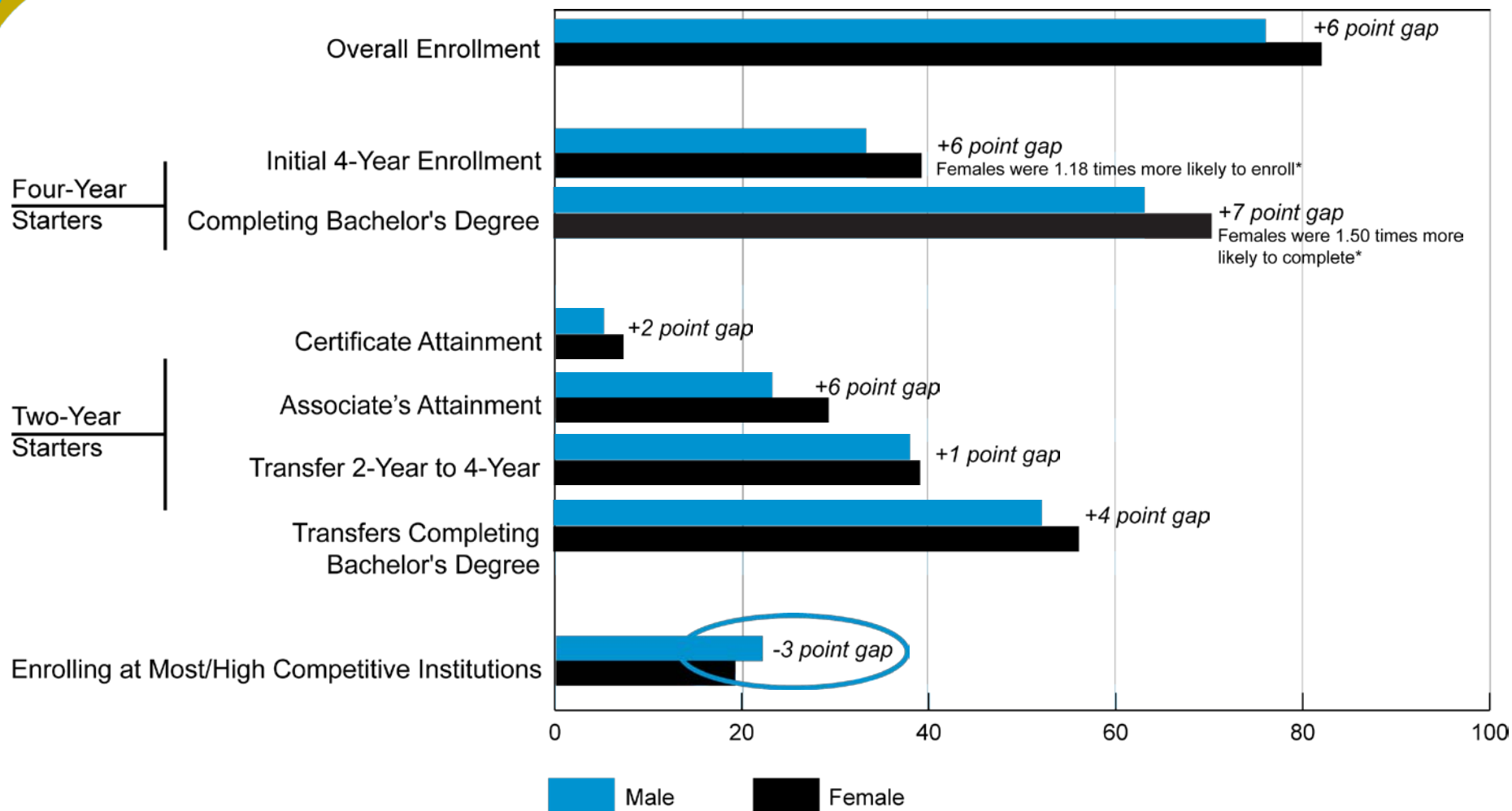
■ Enrolled at 2-year

■ Not Enrolled

— Non-Completers at the end of the 6-year study —



Gender Difference



* Based on logistic regression.

Other Conclusions

- Generally speaking, Asian and White students had higher participation and completion rates compared with African-American and Hispanic students (the descriptive and predictive results varied).
- Students in the Southeast region have less access (due to proximity) to four-year institutions, so they use the community college system and out-of-state 4-yr institutions more than students from other areas of the state.
- The two-yr to four-yr transfer pathway is viable for bachelor degree completion. For students in the somewhat to the not/least ready college readiness categories, taking the two-year to four-year transfer pathway improved the likelihood that the student will graduate with a bachelor's degree.

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