

Update on the Proportions of Students with GEDs and GED Graduation Rates

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- The proportion of degree-seeking students enrolled at LaGuardia with GEDs has been falling steadily from 15% to only 10% (Figure 1).
- The decline was preceded by a similar decline in the proportion of first-time freshmen with GEDs (Figure 2).
- One-third of new GED students come out of a LaGuardia-ACE program. This number appears to be increasing, although this may be a result of better tracking of ACE GED program students over time (Figure 3).
- Students with GEDs graduate at a lower rate than students with high school diplomas, although the gap may be shrinking (Figure 4).
- Students with GEDs who did not need to take developmental math graduated at a rate similar to students with high school diplomas who also did not need to take developmental math (Figure 5). This implies that the primary reason that GED students do not graduate at the same rate as high school graduates is their math preparation.
- The gap between GED student math pass rates and high school graduate math pass rates appears to be narrowing (Figure 6).

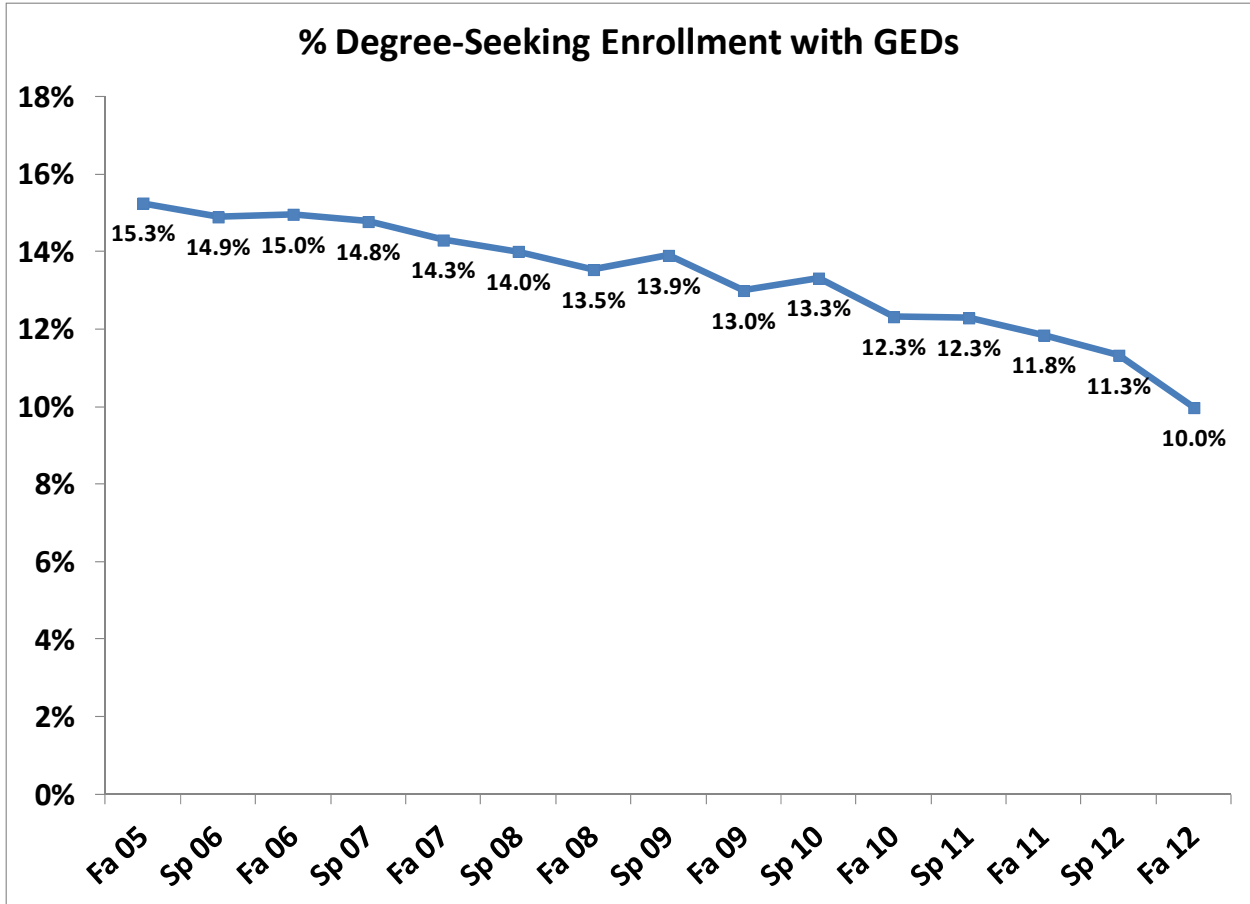


Figure 1

All degree-seeking students were included.

While enrollments degree students with high school diplomas have grown by 50%, enrollments of GED students have fallen 10% from Fall 2005 to Fall 2012.

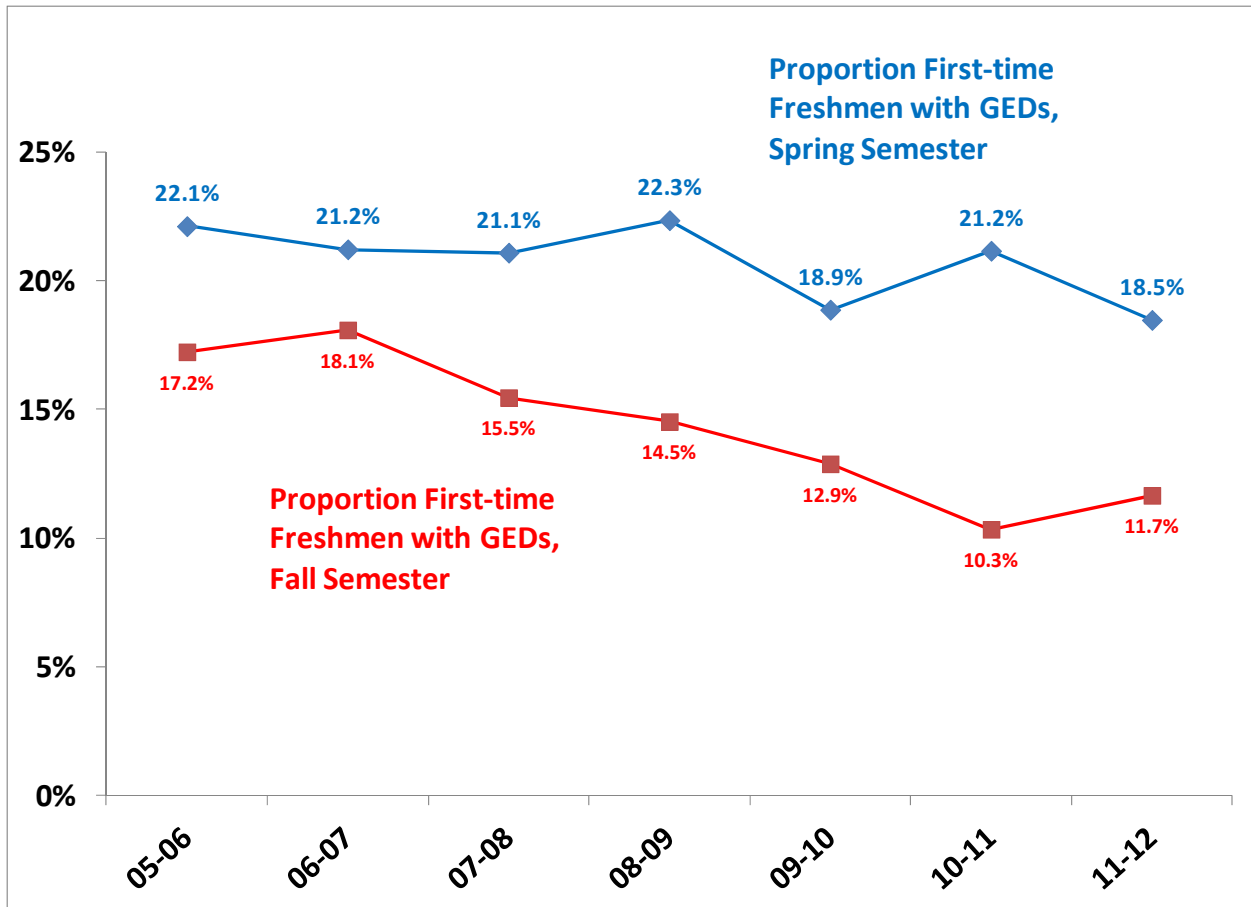


Figure 2

Most of the decline in GED enrollments is due to a decline in freshmen with GEDs admitted in the fall semester. A higher proportion of first-time students admitted in the spring have GEDs, compared with the fall cohort.

The number of Fall 2011 first-time freshmen with high school degrees was 63% higher than that number for Fall 2005, while the numbers of first-time freshmen with GEDs was only 3% higher.

Fall entering cohorts of first-time fulltime students are 1.5 to 2.5 times larger than spring cohorts.

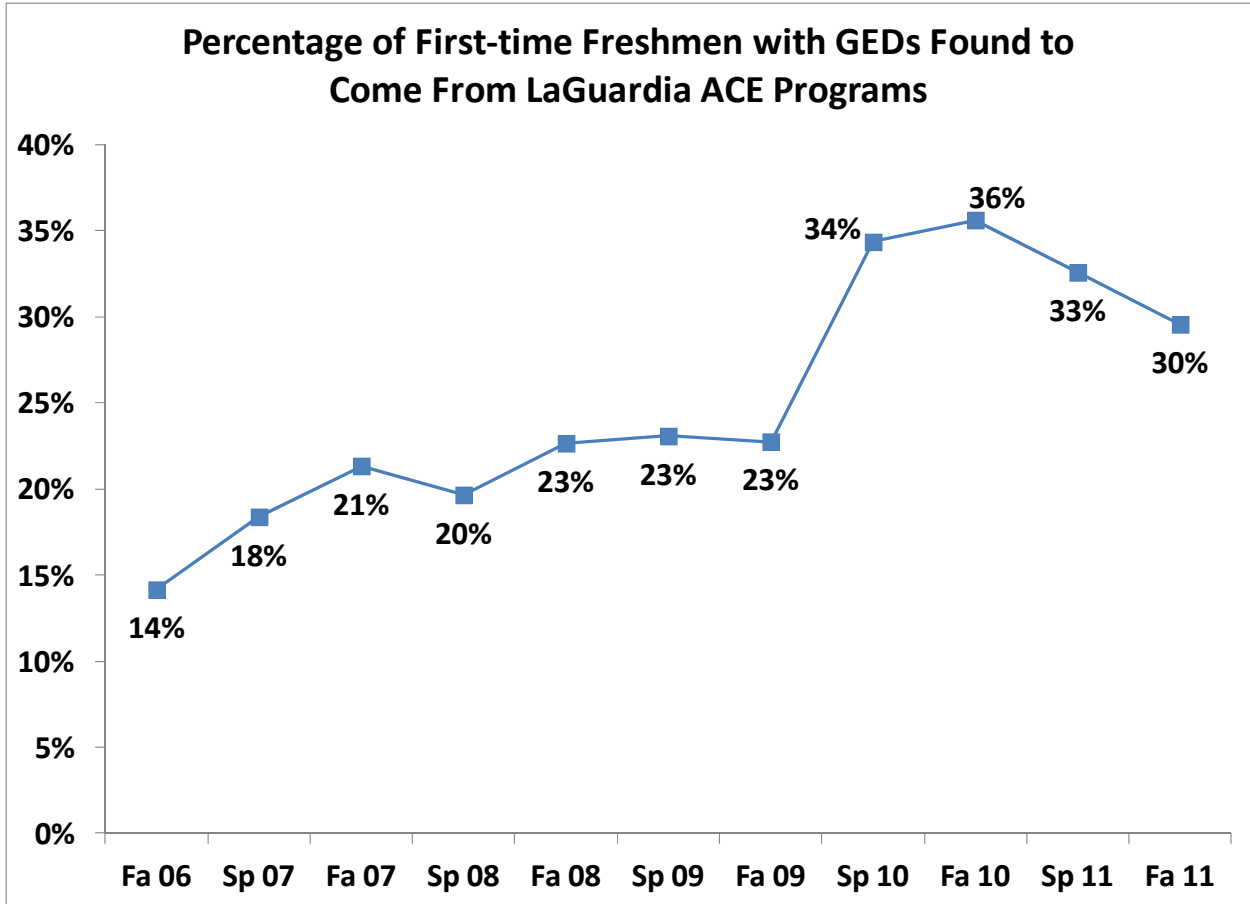


Figure 3

Any first-time student with an enrollment indicator from any ACE GED programs was marked as ACE-GED (irrespective of the GED program type, length of program or source of funding). There were 1,116 students who were marked by this indicator out of 6,603 first-time freshmen in the new student cohorts studied. The sources used for the matching included ACE to LaGuardia students records from 2005-06, 2006-07, 2007-08, 2008-09 and 2009-10. The results should be taken as indicative, rather than definitive, until the transfer of ACE enrollment records to the IR&A data warehouse is more systematic.

The Fall 2010 figure of 36% GED students coming from ACE is probably most representative of the lower bound, because of the better quality of data transfer on that year. Higher percentages are possible when ACE students are better identified.

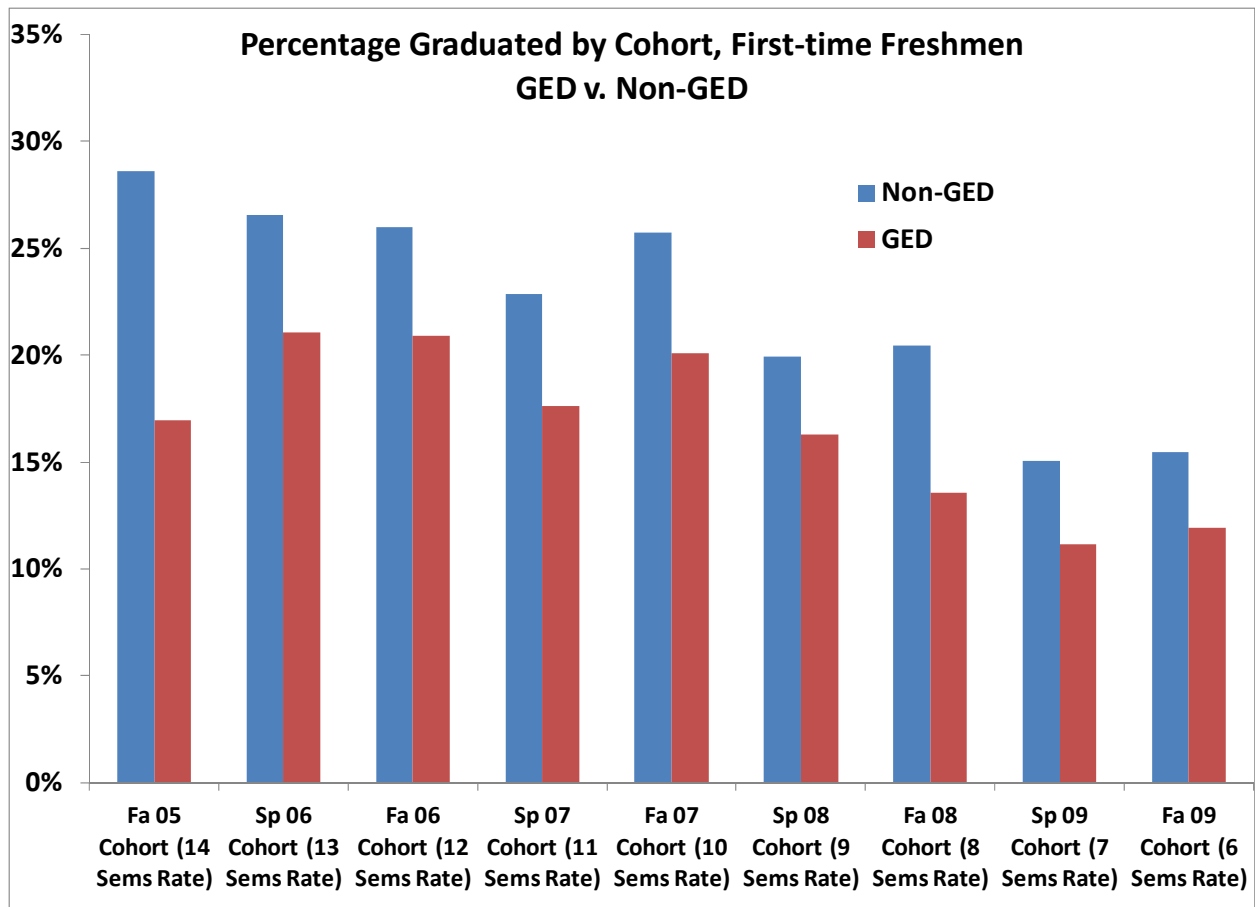


Figure 4

The percentage graduating decreases with each cohort simply because less time is available to more recent cohorts to graduate.

GED students are less likely to have graduated with each cohort than students with high school diplomas for every year.

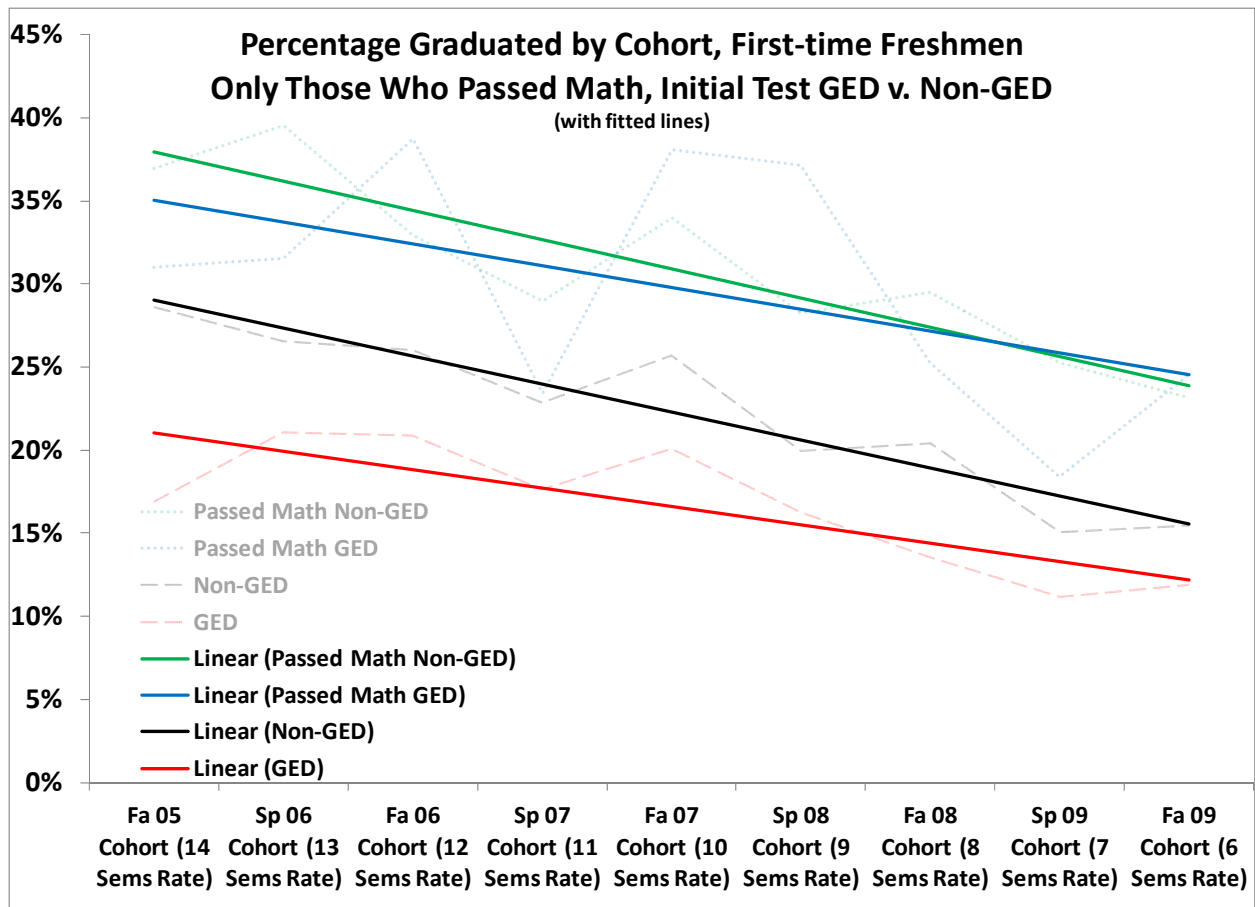


Figure 5

The lower sets of lines come from Figure 4. These cohorts include all GED and non-GED students who entered as first-time freshmen in each of the cohorts shown.

The upper lines represent a subset of the students below. These lines represent only students who were not required to take developmental math upon entry.

The straight, unbroken lines are mathematical linear fits to the actual data. As we decrease the size of the comparison groups, the variance in the data increases greatly. The upper lines are particularly unsteady.

The straight lines seem to indicate that the gap between GED and Non-GED students is closing, and the students from both groups who do not require math remediation are similar. Thus, the most important reason GED students do not graduate at the same rate as students with high school diplomas appears to be poorer preparation in math.

Further disaggregation is possible to try and make the GED and non-GED groups more similar (include only those who started full-time or include only those who also passed the English test, for example), but this would further shrink the comparison groups and make the data even more variable.

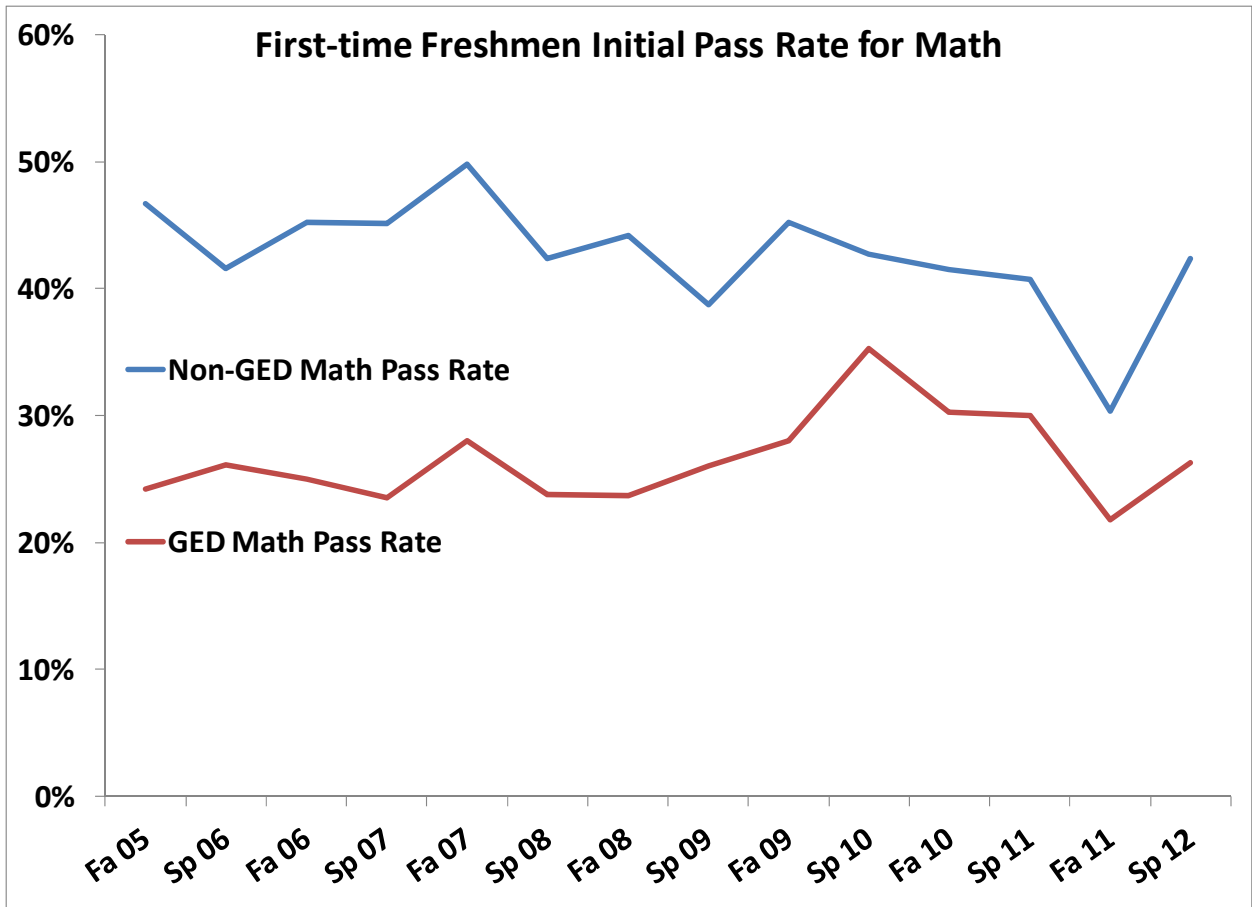


Figure 6

The gap between GED student math pass rates and high school graduate math pass rates appears to be narrowing.