



Show-Me

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Crossing the Bridge



COABE
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The mission of the "Show-Me Literacy Newsletter is to provide professional information-sharing, resources and news about adult education and literacy.

Overview...



Introduction

- Who enters postsecondary education?
- Enrollment, persistence, and completion results from *Crossing the Bridge Year 2 Report*
- How do students with GED credentials and traditional high school graduates compare?



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The GED Test is no longer the endpoint for adult education...



65% of adults with GED credentials state they want to go on to postsecondary education (PSE) – but do they?

- What are the characteristics of adults who enter PSE?
- When do they enroll in PSE?
- Where do they enroll in PSE?
- How do they persist and how many graduate?



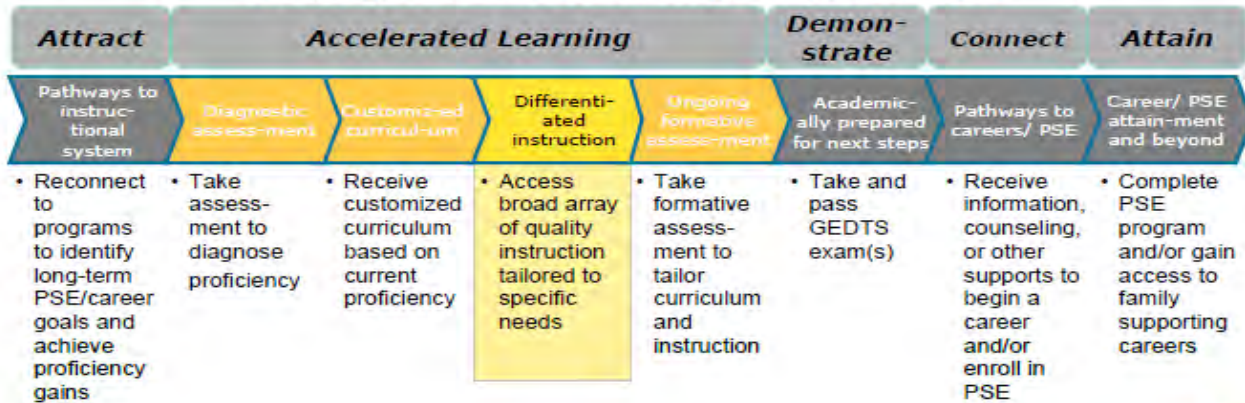
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Why The GED 21st Century Initiative ?

The goal is to facilitate pathways to achieve career / college readiness and increase postsecondary attainment

Pathways for adults to career/college-readiness



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But who needs a bridge?



- How many million US adults (age 16+) lack a high school diploma or GED credential?
- How many million adults passed the GED Test since 1942?
- 1.3 million students drop out of high school annually
- Immigration rates have steadily increased to their pre-2001 rate



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Who Enters PSE?

- Data match of 575,061 GED candidates from 2004
- 175,382 GED passers, or 42.8%, enrolled in PSE, which is more than double the rate for non-passers (17.1%)
- Female GED passers (62.5%) enrolled in PSE more frequently than males
- The postsecondary enrollment rate (remember 43%?) decreased as GED passers' age increased:
 - 46.8% for 16-24 year olds
 - 26.7% for 35 years and above



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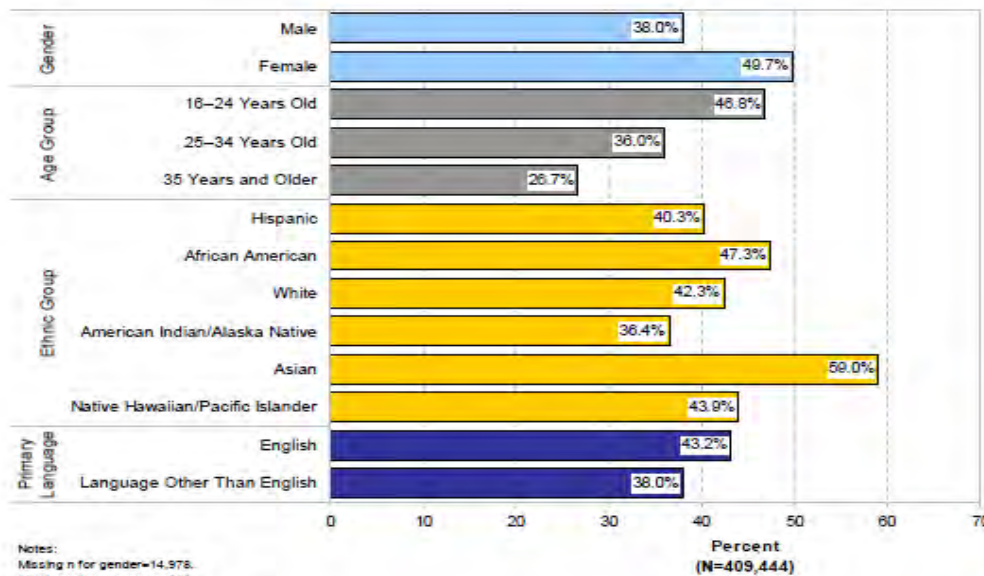
Who Enters PSE?

- Higher GED Test scores seemed to relate positively to GED passers' enrollment
- 450-480 on battery – 37.7%
- 587-800 on battery – 52.5%
- GED passers who stated a reason for testing as further education had higher rates of entry:
 - 2-year college goal – 53.5% entered
 - 4-year college goal – 59.7% entered



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FIGURE 2.1
Postsecondary Education Enrollment Rates of 2004 Cohort of GED® Test Passers, by Demographic Characteristic

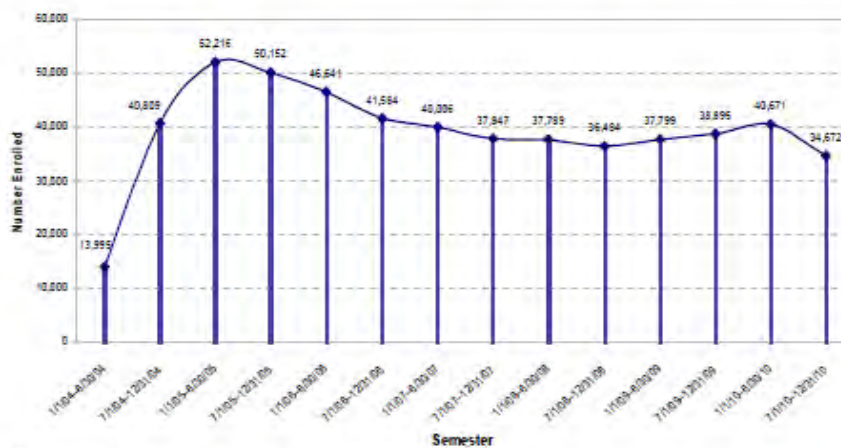


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When Do They Enroll in PSE?

FIGURE 3.1
Postsecondary Education Enrollment of the 2004 Cohort GED® Test Passers, by Semester: 2004-10



Note:
Because data were collected in December 2010, the semester labeled 7/10-12/10 is lower than actual enrollment counts.

- 69.3% enrolled within 3 years of passing
- Students whose primary language was not English tended to enroll much sooner after passing the GED Tests (within a year)

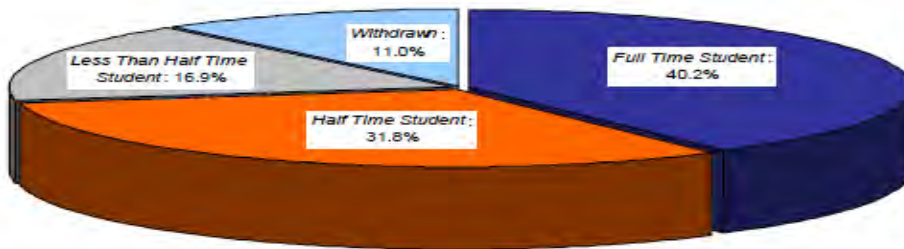
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When Do They Enroll in PSE?

FIGURE 2.4
**Postsecondary Enrollment Status of 2004 Cohort GED®
 Test Passers for First Semester**



Notes:
 Less than 0.05 percent of GED Tests passers were deceased during the time of study.
 Total number of 2004 cohort of GED passers who enrolled in postsecondary education was 175,382.
 Missing n=45 387

More than 70% enrolled full-time or half-time for their first semester of PSE.



Where Do They Enroll in PSE?

- Most (76.5 %) GED passers enrolled in institutions offering programs of 2 years or less
- 83.3% enrolled in the same state as GED testing
- GED passers tended to choose large, inexpensive, public two-year colleges





Where Do They Enroll in PSE?

- The gender and ethnicity distribution at GED 50-plus institutions was similar to non-GED institutions
- The student-to-faculty ratio was higher at GED 50-plus institutions
- The percent of students with financial aid was lower at the GED 50-plus institutions.
- At GED 50-plus institutions, 83.7 percent had open admissions policies, almost double the rate of the non-GED institutions
- Student retention rates and graduation rates at GED 50-plus institutions were lower than those at the non-GED institutions



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How Do They Persist?



- Median of 2 semesters enrolled for 2004 GED passers
- 2003 GED passers may proceed unevenly through PSE, often with one stopout
- The first- to second- semester retention rate for 2004 GED passers was 50.7%
- The first- to second-year retention rate was about 29%
- 26% were still enrolled and 62% had dropped out by 2010



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How Do They Persist?



- Males tended to enroll more frequently in and complete a program offered in a **single semester**
- Females tended to enroll in multiple semesters and graduate at higher rates than males
- Those with a primary language **other than English** tended to graduate from multiple-semester programs more frequently



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How Many Graduate?

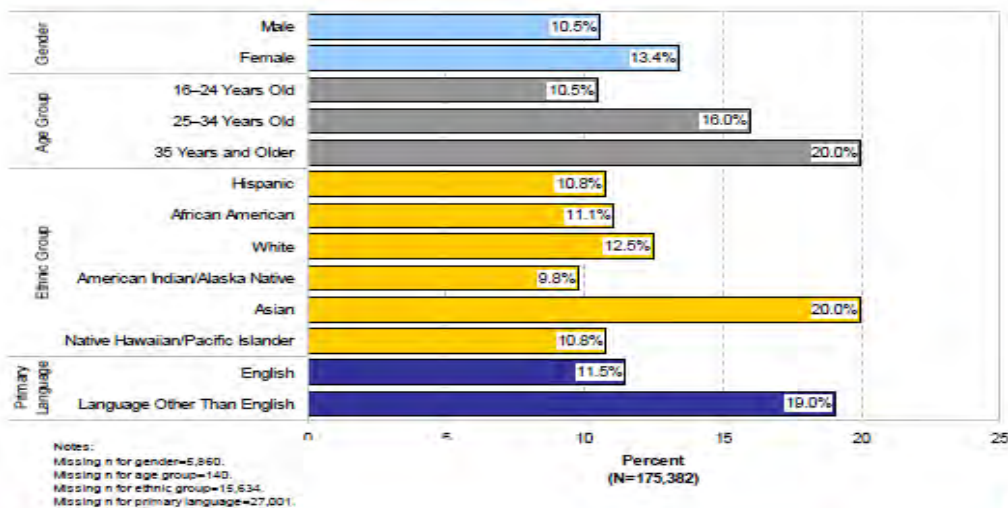
- 11.6% of 2004 GED passers who enrolled in PSE later graduated
- The single most popular **major** was nursing (10% of graduates with reported majors); other popular majors included nurse assistant, criminal justice/law enforcement, emergency medical technician, and business administration



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How Many Graduate?

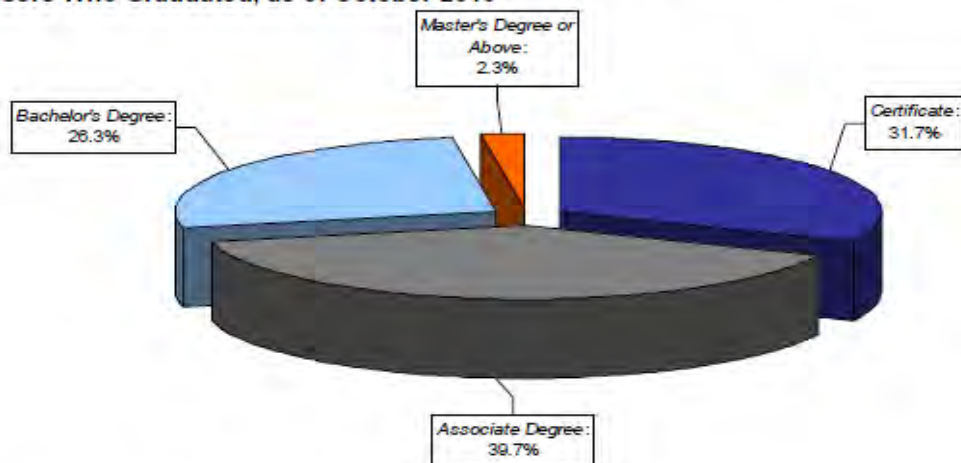
FIGURE 3.3
Postsecondary Education Graduation Rates, by Demographic Characteristics of 2004 Cohort GED® Test Passers Who Enrolled, as of October 2010



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How Many Graduate?

FIGURE 3.6
Highest Postsecondary Education Degrees of 2004 Cohort GED® Test Passers Who Graduated, as of October 2010



Notes:
 Missing n for degree type=5,146.
 Total number of 2004 cohort GED test passers who graduated =20,299.



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2004 GED passers vs. traditional HS graduates

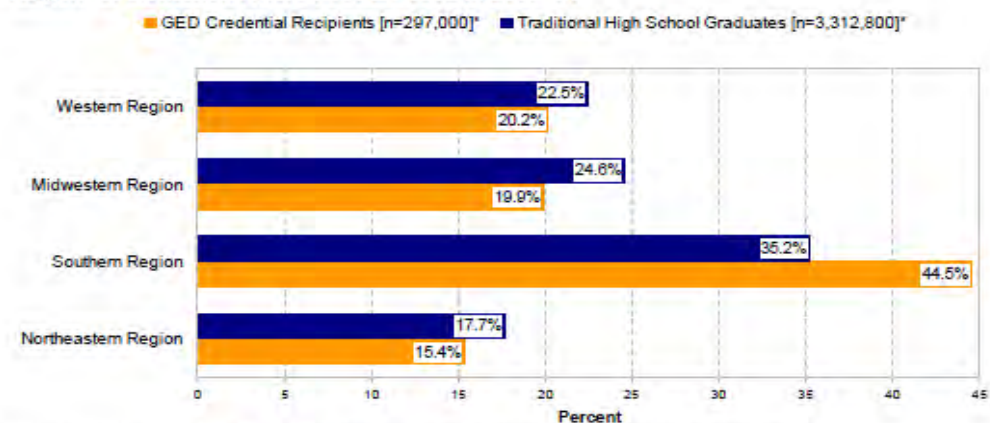
- 2003-4 Beginning Postsecondary Students (BPS) study from NCES
- Comparisons by age, gender, and ethnicity
- We found similarities in gender and ethnic background, and between the youngest (16 to 18 years) and oldest age groups (30 years and older)
- A higher proportion of students in their 20s with GED credentials in postsecondary education
- GED passers were generally older when they first enrolled in PSE and their parents had a lower level of education than those of traditional high school graduates



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2004 GED passers vs. traditional HS graduates

FIGURE 5.1
Educational Background of Beginning Postsecondary Students, by Region¹ of Institution Where First Enrolled in 2003-04



Source: U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS0400).

* Weighted sample sizes.

¹U.S. regional classification from the Census Bureau. The Northeastern region consists of CT, ME, MA, NH, NJ, NY, PA, RI, and VT. The Midwestern region consists of IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI. The Southern region consists of AL, AR, DE, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV. The Western region consists of AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY.



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2004 GED passers vs. traditional HS graduates

- Among enrollees who waited at least one year before PSE, traditional high school graduates waited longer to enroll than did GED passers
- About the same proportion of GED credential recipients and traditional high school graduates received remedial or developmental instruction during their first year of PSE



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2004 GED passers vs. traditional HS graduates

TABLE 5.3

First-Year Remedial or Developmental Courses Taken by Beginning Postsecondary Students Who Enrolled in 2003–04, by Educational Background

| Educational Background | Remedial or Developmental Courses | | | | | |
|-----------------------------------|-----------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Took Any Remedial Course | Writing | Study Skills | Reading | English | Math |
| | (Percent) (RSE %) | (Percent) (RSE %) | (Percent) (RSE %) | (Percent) (RSE %) | (Percent) (RSE %) | (Percent) (RSE %) |
| GED Credential Recipients | 19.5 (8.1) | 7.1 (16.1) | 2.9 (31.5) | 5.6 (4.2) | 6.6 (4.7) | 16.6 (2.8) |
| Traditional High School Graduates | 20.9 (2.2) | 8.0 (3.9) | 2.3 (6.9) | 6.5 (18.4) | 6.0 (16.7) | 15.7 (9.7) |

Source: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).



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» 2003 GED passers vs. traditional HS graduates

- GED passers received about 20 percent less in financial aid for their first-year studies than did traditional high school graduates
- Enrollees from both educational background groups experienced stability in the number of institutions attended—unlike the stereotype of GED passers as a fickle and mobile population.
- A great majority of GED passers and traditional high school graduates alike had zero stopout during their first two years.



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» 2003 GED passers vs. traditional HS graduates

- GED passers in general were exposed to a higher number of risk factors during their first year of enrollment than traditional high school graduates were
- Private situations and financial struggles that enrollees experienced after first enrolling, rather than academic problems, were reported as the main reasons for leaving PSE for both educational background groups
- About half of GED passers and 35 percent of traditional high school graduates who had enrolled in 2003–04 neither earned a postsecondary credential nor were enrolled in PSE as of June 2009.



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TABLE 5.4

Persistence and Highest Degree/Certificate Attained for Beginning Postsecondary Students First Enrolled in 2003–04, by Educational Background: 2009

| Educational Background | Persistence Status (As of June 2009) | | | | Highest Degree/Certificate Attained ¹ (As of June 2009) | | |
|-----------------------------------|---|---|--|--|--|--------------|-------------------|
| | Received Degree/Certificate, Still Enrolled | Received Degree/Certificate, Not Enrolled | Did Not Receive Degree/Certificate, Still Enrolled | Did Not Receive Degree/Certificate, Not Enrolled | PSE Certificate | Assoc Degree | Bachelor's Degree |
| GED Credential Recipients | 8.1 (12.9) | 25.9 (7.0) | 16.5 (10.8) | 49.5 (4.7) | 61.0 (6.3) | 31.2 (11.8) | 7.8 (26.6) |
| Traditional High School Graduates | 5.0 (5.4) | 45.8 (1.6) | 14.9 (4.1) | 34.3 (2.0) | 16.1 (4.7) | 18.1 (4.0) | 65.7 (1.2) |

Source: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).



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Next Steps



Leadership and Advocacy

- Year 2 report on 2004 population published April 2011 (www.gedtest.org, Publications and Research)
- Year 3 report (2005 population) by early 2012
- Longitudinal report for all three years
- Follow-up sampling is planned for future years to track stability
- Companion study (qualitative) in 2011: Perceptions and Pathways



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Conclusion and Contact Information



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