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FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

THE EFFECT OF THE ADVANCED PLACEMENT EXAMINATION FOR CREDIT POLICY BY THE FLORIDA STATE UNIVERSITIES ON THE ACCELERATION OF A STUDENT'S POSTSECONDARY EDUCATION

A dissertation submitted in partial fulfillment of the

requirements for the degree of

DOCTOR OF EDUCATION IN

CURRICULUM AND INSTRUCTION

by

Denise A. Córdova

1997

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To: Dr. I. Ira Goldenberg

Dean, College of Education

This dissertation, written by Denise A. Córdova, and entitled THE EFFECT OF THE ADVANCED PLACEMENT EXAMINATION FOR CREDIT POLICY BY THE FLORIDA STATE UNIVERSITIES ON THE ACCELERATION OF A STUDENT'S POSTSECONDARY EDUCATION, having been approved in respect to style and intellectual content, is referred to you for judgement.

We have read this dissertation and recommend that it be approved.

John A. Carpenter

Mohammed K. Farouk

Paul Rendulic

Kingsley Banya, Major Professor

Date of Defense: July 8, 1997

This dissertation of Denise A. Córdova is approved.

Dean I. Ira Goldenberg
College of Education

Dr. Richard Campbell
Dean of Graduate Studies

Florida International University, 1997

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Dedication

I dedicate this dissertation to my family: to my parents, who first encouraged my learning; to my sister, Beth, my mutual admirer; and to my sons, Charles and Paul, who have been supportive from the first "Way to go, Mom!" but most especially to the memory of my husband, Manny, whose guidance, love, and inspiration crossed back to Earth from Heaven to bring this work to fruition. *Te quiero, Nené.*

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Lastly, I must acknowledge the Uriarte brothers -- Carlos, Daniel and José -- who first brought the question behind this dissertation to my attention.

ABSTRACT OF THE DISSERTATION

THE EFFECT OF THE ADVANCED PLACEMENT EXAMINATION FOR CREDIT POLICY BY THE FLORIDA STATE UNIVERSITIES ON THE ACCELERATION OF A STUDENT'S POSTSECONDARY EDUCATION

by
Denise A. Córdova
Florida International University, 1997
Professor Kingsley Banya, Major Professor

The purpose of this research study was to determine if the Advanced Placement program as it is recognized by the universities in the Florida State University System (SUS) truly serves as an acceleration mechanism for those students who enter an SUS institution with passing AP scores. Despite mandates which attempt to control uniformity of policy, each public university in Florida determines which courses will be exempted and the number of credits they will grant for passing Advanced Placement courses.

This is a descriptive study in which the AP policies of each of the SUS institutions were compared. Additionally, the college attendance and graduation data on members of a cohort of 593 Broward County high school graduates of the class of June, 1992 were compared. Approximately 28% of the cohort members entered university with passing Advanced Placement scores.

The rate of early and on time graduation was significantly dependent on the Advanced Placement standing of the students in the cohort. Given the financial and human cost involved, it is recommended that all state universities bring their Advanced Placement policies into line with each other and implement a uniform Advanced Placement policy. It is also recommended that a follow-up study be conducted with a new cohort bound under the current 120 credit limitation for graduation.

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CHAPTER ONE

Introduction

College-bound high school students across the United States are encouraged to take the most rigorous program of studies available to them in preparation for their later university studies (Herr, 1991; Hershey, 1990; Talley, 1989). Many complete college-level studies prior to graduating from secondary school. Of all the mechanisms available to high school students to do advanced work at a college level, and thereby accelerate their postsecondary education, the one which has the highest participation rate is the Advanced Placement (AP) program. The Secondary School Resource Guide provides a definition for this program as:

> an academic program of college-level courses and examinations for secondary school students (underlining in the original)... sponsored by the College Board....The AP Program gives students the opportunity to pursue college-level studies while still in high school and to possibly receive college credit. Over 1,200 colleges and universities in the nation offer Advanced Placement and/or specific college credit to AP students who score at a certain level on the AP examinations (College Board Southern Regional Office, 1995, p. 5).

Advanced Placement examinations in 28 subject areas are offered during a 2-week period in May each year. These tests are graded on a five-point scale where a "5 = extremely well qualified, 4 = well qualified, 3 = qualified, 2 = possibly qualified, and 1 = no recommendation" (Nyberg, 1993, p. 50).

From the outset of the AP examinations over 40 years ago, the Educational Testing Service (ETS) has left the ultimate decision of what might constitute a passing score, and how many credits a particular institution might award for such a score, to the individual colleges and universities. This lack of uniformity or standard on a national scale is repeated in the policies of the public colleges and universities within a single state, for the purpose of this study, Florida.

The public higher education system in Florida currently consists of 28 community colleges and 10 universities. All these Florida institutions of higher learning share a common course numbering system mandated by law and an electronically connected information data base for records and transcripts. All are governed by Florida Rule 6A-10.024 and Florida Statutes 240.115 through 240.1163 vis-à-vis the articulation of programs among and between high schools, community colleges and universities. And all Florida postsecondary institutions are mandated by Section 7 of the Florida Administrative Code (FAC) Rule 6A-10.024 to grant credit for passing scores of 3, 4, or 5 on any of the examinations in

the Advanced Placement program, although no letter grade or grade points will be assigned to credits earned by such examinations. Therefore, one might assume that all colleges and universities within the system would uniformly grant college credits and exemptions from related coursework for passing scores on the AP examinations. In actuality, this is not the case.

A discrepancy in what appears to be a clear-cut system arises when students present their high school transcripts and accompanying Advanced Placement scores at different institutions of higher learning within the State of Florida. There is no uniformity or standard of exemption by AP examination. While Rule 6A-10.024 establishes cut-off scores on College Level Examination Program (CLEP) examinations, granting a recommended maximum number of credits for each attained examination score, prior to January, 1997, there was no similar standard for the number of credits which a student can earn for the same score on an AP examination from one university to another. And since "courses for which credit is to be awarded shall be determined by the community college or university first admitting and enrolling the students" (3 F.A.C., Rule 6A - 10.024 (R. 5/94), p. 427), students who are aware of such differences could potentially begin their coursework for the degree at one institution, have their official transcripts specify the increased number of credits for AP examinations, and then transfer, as quickly as one

semester later, to the university from which they prefer to graduate.

A cursory examination of the information provided in the college catalogs of each of the state universities and several of the community colleges shows that the individual schools do not follow through with policies that are in line with the thinking of the Legislature.

The following examples demonstrate this point:

Although the state Rule 6A-10.024 (8)(b)(1) states that students who present scores of 5-7 (on a scale of 1-7) on examinations of the International Baccalaureate Program (IB) shall earn six credits, the 1994-95 University of Central Florida (UCF) catalog (pp. 74-75) reads it will grant three credits for scores of 4-7. At UCF, students presenting both AP scores in English Language and Composition and English Literature and Composition, two different Advanced Placement courses and examinations, are exempted from ENC 1101 worth three credits, but they will substitute a 3000 level writing class for ENC 1102, a required course in Communication (University of Central Florida, 1994, pp. 73-74). The 1993-95 Florida Agricultural & Mechanical University (FAMU) general catalog states that the school will recognize passing AP scores in the following areas: "American government, American history, biology, calculus, chemistry, English, French, music, physics, political science and Spanish" (Florida A & M University, no date, p. 48). Nowhere are

passing AP scores in art history, general art or drawing portfolio, computer science A or B, macroeconomics or microeconomics, German, Vergil, Catullus and Horace, comparative government and politics, European history, or psychology mentioned as being accepted.

The area with the strangest discrepancies is evident in credit recognition of Advanced Placement Language and Literature examinations, especially those in Spanish. The programs which prepare students for these two examinations are vastly different.

Students who sit for the AP Language examination must demonstrate their ability to understand the language when listening to cassette tapes pre-recorded by native speakers telling them stories of various lengths. The students must then respond to questions printed in their answer booklets. They are required to write an essay on a given topic with a minimum of 200 words in 40 minutes, read five to seven passages and answer comprehension questions on them, and identify vocabulary choices and correct grammatical details in Cloze technique paragraphs. Lastly, they record their version of a 2-minute sequenced picture story and respond to auditory questions or clues within 20 seconds. To attest to the rigor of this examination and the depth of curriculum being tested, Klee and Rogers noted that:

> one half of the...[Spanish Language]...examination is graded by instructors (both high school and university level) involved with the program...

> [making these foreign language examinations]...the only national exams which, in addition to testing the receptive skills, also test the productive skills of writing and/or speaking and the responses are evaluated by a carefully designed set of rubrics (1989, p. 768).

The Spanish literature examination studies the life and complete oeuvre in all genres of Miguel de Unamuno, Federico García Lorca, Ana María Matute, Gabriel García-Márquez and Jorge Luis Borges. Students are required to prepare extensive explications de textes including an analysis of poetry. The French examination requires students to read specific works from the major dramatists, novelists, poets and essayists of French literature from the late Middle Ages through the 20th Century. In both cases, not only must the students analyze the works selected, detail recurring themes and idiosyncrasies of the style of the author and blend their knowledge of the period of history in which the author wrote into their answers, but they must also do so in grammatically correct and fluid French or Spanish.

How do the state universities and colleges recognize passing scores on these two examinations? Affording greater recognition, Florida State University (FSU) grants eight credits for a score of 3 and 12 credits for a score of 4 or 5 on the modern language examination. FSU also grants an additional three credits for a 3 and six credits for a 4 or 5 on the literature exam. The courses which are exempted are not indicated in the catalog (Florida State University, 1996, p. 73). The University of Central Florida is similarly

accepting. For a 3 or 4 on the language examination, they exempt SPN 1120 for three credits; for a 5, they grant an additional three credits in general elective. For a 3 or 4 on the literature exam, they grant three credits, and for a 5, six credits, all in general electives.

On the other hand, for two years of work and study, and a score of 5 on both the Spanish Language and Literature examinations, students at Florida Atlantic University (FAU) are granted 6 credits for the beginning level Spanish grammar courses, SPN 1120 and 1121 (Florida Atlantic University, 1996, p. 161). No mention or accommodation is made for granting further credit for the literature examination.

At the University of Florida (UF), for a score of 3 on the Language exam, students earn three credits for SPN 2200 (Intermediate Spanish I); for a 4 or 5, they earn an additional 3 credits for SPN 2201. Should students present scores for the Spanish literature exam, they earn three credits for SPN 2200 (Intermediate Spanish I) for a 3, and for a 4 or 5, they again earn an additional 3 credits for SPN 2201 (Intermediate Spanish II). In other words, students at UF are granted the same six credits for the two years' work and passing the two examinations (University of Florida, 1995, p. 41). It is interesting to note that students may not request exemption from one course by presenting scores from two sources, e.g. a student may not take a CLEP and Advanced Placement examination in the same subject area. But

the University of Florida "double dips" on the credits it issues for two distinct areas of foreign language testing by exempting language and literature students from the same courses.

Students who begin their studies at Broward Community College (BCC) and present passing scores on both examinations would earn 8 credits (SPN 1120-1121) for the Language exam and an additional 4 credits (SPN 2200) for the Literature exam (Broward Community College, 1995, p. 26). Again, by granting credit for Intermediate Spanish I, students who have demonstrated ability in literature are only gaining credit in a grammar course. The final irony is that, if those same students were to transfer to University of Florida with the 12 credits in Spanish on their BCC transcripts, UF would have to honor the additional six credits by law.

Statement of the Problem

There is a significant discrepancy among public institutions of higher education in the state of Florida in both their exemptions from required courses and in the number of college credits granted for passing scores on Advanced Placement examinations. It is this discrepancy which prompts this investigation into how the public universities in the state of Florida have interpreted Florida Rule 6A-10.024 and Florida Statutes 240.115 - 240.1163 and have developed their educational policies in response to those laws.

Objectives of the Study

The purposes of this study are (1) to identify policies and procedures currently in place within the public Florida postsecondary institutions for evaluation of passing Advanced Placement test scores and (2) to determine the effects those policies and procedures ultimately have on the time required for completion of a baccalaureate degree for students entering with passing Advanced Placement scores.

Research Questions

This study will examine answers to the following questions:

(1) What proportion of the students who entered with advanced standing due to passing scores on their AP examinations were able to graduate early (i.e., prior to Spring, 1996)?

(2) What proportion of the students who entered with advanced standing due to passing scores on their AP examinations were able to graduate on time (i.e., in the Spring, 1996)?

(3) What proportion of students graduated later than a traditional four years after entering college for the first time?

(4) What proportion have not yet graduated from the university, but are still in attendance?

(5) What proportion of students did not graduate and are not still in attendance at the university they entered in 1992?

Because the statute requiring a limitation of graduation requirements to 120 credits was not in effect in 1992, the number of credits needed to graduate in each major must be ascertained. Also, if the number of credits required for graduation in a particular major would have necessitated an extra semester, data for students in that major must be adjusted to reflect those requirements considering actual time in school.

(6) Is the policy in place at each SUS institution regarding the acceptance of AP passing scores in compliance with the state laws governing such articulation?

Significance of the Study

This study outlines a discrepancy with repercussions for many stakeholders:

1) The taxpayers of the State of Florida

By Florida Rule 6A-10.024 and Florida Statutes 240.115 through 240.1163 which govern the currently authorized, recommended or mandated articulation agreements, acceleration methods and accountability processes among Florida's high schools, community colleges and universities, the state legislature has attempted to limit the number of years state budgets will subsidize the postsecondary education of Florida's college students. Considering there is a

requirement currently in place in the Florida system to complete 9 credit hours during one or more summer sessions, it should not be unrealistic for a student to attain a baccalaureate degree within a normal four year span. Yet the number of students in the Florida SUS institutions who take longer than the traditional four years is growing.

The strain on Florida's postsecondary budget allocations has been caused by many forces. The tax base for funding the total education budget in Florida is limited and tax payers are reluctant to accept new taxes or modes of raising revenues at a time when the influx of more students to Florida's schools at all levels every year has been tremendous. There were nearly one-half million more students in Florida pre-K through 12th grade schools in the 1993-94 school year than were enrolled in 1984-85. In the years from 1986 to 1993, enrollment in the public universities of the state system swelled from 144,076 to 182,579 students (University Press of Florida, 1996, pp. 122; 132).

There are funding implications of discrepancies in the ways passing AP scores are accepted and credits awarded. The state of Florida already is paying additional fees to school districts to cover the expenses of running Advanced Placement courses at the high school level. Yet, when students presenting Advanced Placement courses enroll at public institutions within the State University System, the number of credits they may be awarded and the level of courses

exempted can vary so dramatically that, from school to school, they may have gained or lost as much as a semester's work. Upper level administrators of postsecondary funding as well as university administrators at the individual schools may not be aware of such discrepancies and the implications for students enrolling at their institutions.

2) The parents of Florida's undergraduate students and the students themselves

The cost of college study at private universities has become more and more prohibitive, making the in-state tuition rate at the public universities very attractive to students and parents alike (Astin & Inouye, 1988). A large number of Florida students whose parents have pre-paid Florida tuition are increasingly achieving the age of college attendance and are filling seats in all the community colleges and universities of the system. In order to maintain the GPA required by their scholarship assistance, some students who have been awarded Florida Academic Scholarships at times opt to pursue fewer than 15 credit hours per semester.

For less affluent parents who must fund their child's education or for students who are taking out loans or otherwise holding themselves responsible for paying for their postsecondary education, the differences become significant. If parents and students were aware of such discrepancies, perhaps they would make different choices.

The following is a case in point. Three brothers, all former students of the author, reported about the policy they had experienced at the University of Florida. Each had received exemplary scores (4's and 5's) on both the AP Spanish Language and the Spanish Literature examinations and believed they would receive six credits for each examination. They are immigrants from South America with limited financial resources and all three children in college simultaneously.

If the University of Florida's policy had exempted them from additional Spanish credits for both examinations, they would not have had to pay tuition for 18 credits among them. Had they all gone to another school with a more liberal policy on these particular examinations like UCF or FSU, they would not have been responsible for 36 credits among them. Even at the reasonable tuition of approximately $60 per undergraduate credit, this family must fund over $2100 just in that one subject area. These students, being highly motivated and rather bright, took AP courses in other areas as well. The ramifications of their choice of university turned out to be costly in this one respect for them.

The total financial burden that they and their family will ultimately encounter because of the University of Florida's AP policies compared to other schools was never explained to them while they were students. Because of their financial situation, they might have opted to make a

different choice if they had considered AP exemptions as one criterion for selecting a university.

If one considers non-monetary implications, students who have already demonstrated by means of nationally normed tests that they have mastered fundamentals of subject matter should be given the opportunity to move to higher level courses without having to prove again that they have learned the material in the lower level courses.

3) Guidance personnel at the high school level

It is likely that guidance personnel in high schools around the state may not be aware that such discrepancies in policy exist and thus cannot assist students and parents to make better informed decisions and consider other possible choices when selecting among the state universities.

4) The public Florida colleges and universities

With enrollments growing, all the Florida postsecondary schools are hard pressed to accommodate the needs of their students to provide courses in sufficient density, capacity and number for matriculation toward graduation in a timely manner. If community colleges and state universities were to reexamine their acceleration policies and procedures, they might find that standardization or leveling processes might be in order. Another benefit to them in relieving some of their overcrowded classrooms of courses in the lower levels

could be to increase the possible enrollment pool from which to draw students in less populated upper level courses. Funding of upper level classes is not dependent on the number of students eligible to fill those classes, as honors or gifted classes in the high schools are. Therefore, opening the opportunity to students presenting passing advanced placement scores to forego lower division prerequisites for 3- and 4000 level courses has the potential advantage of increasing the class size in what otherwise might be underenrolled courses. Since students may only bring in 30 credits by acceleration methods to a community college or university, three-quarters of their college credits will be taken in residence. Those students could as easily fill seats in smaller classrooms and seminars where they will be challenged with new ideas and concepts as occupy chairs in large lecture halls where the amount of new material to be mastered might be minimal, and at similar FTE benefit to the university.

Delimitation of the Study

A) This study will examine the policies that guide the acceptance of Advanced Placement test scores for credit, including the number of credits students will earn for their scores and which courses are exempted at each of the universities of the State University System. For the purpose

of this study, New College will be considered a separate institution from the University of South Florida to which it is affiliated, and Florida Gulf Coast University, which opens officially in Fall, 1997, will not be included.

B) This study will deal exclusively with completion of the baccalaureate degree in a timely fashion and only students who were admitted directly from high school to the university under investigation will be considered in this study.

Transfer students may have taken advantage of a policy which differs from that in place at the university to which they have transferred. Among other criteria common to community colleges and postsecondary vocational-technical schools, Hearn (1988) found that they "encourage part-time attendance" (p. 65). Ogazón reported research projects which led to the conclusions that:

> community college transfer students are less likely to complete a baccalaureate degree than native students...that transfer students are less likely to graduate than native students...[and]...that transfer students took longer to graduate than native students (1995, p. 1).

In consideration of possible influences on students who begin their postsecondary education at a community college which might negatively impact their acceleration toward the baccalaureate degree, this study will not consider completion of 60 hours within or before four semesters as part of this research, nor will records of any transfer students be used in the study.

C) All universities within the SUS require undergraduate students to take a minimum of nine credits in one or more summer sessions. The normal span of undergraduate study is four years (September-June or August-May) from the date of first enrollment but the exact number of terms attended and the subsequent number of credits earned per term is not openly accessible to researchers. This study considers on-time graduates as those who complete their baccalaureate degree in the twelfth semester after June, 1992.

D) There are five distinct mechanisms available to secondary students to accelerate their achievement of the baccalaureate degree:

(1) Early admissions

(2) Dual-enrollment

(3) the International Baccalaureate (IB) program

(4) the College Level Examination Program (CLEP) exams

or (5) the Advanced Placement (AP) program.

Only this last mechanism for acceleration is the subject of research for this study. Data regarding students who presented credits from acceleration options other than or in addition to AP courses (CLEP exams, dual enrollment classes or courses in an IB program) will not be considered.

Definition of Terms

For the purpose of this study, the following words and phrases are defined accordingly:

Early Admissions:

An Early Admission program is one whereby:

> "a student attends a postsecondary institution full-time during the last one or two semesters of high school, receiving credit for both the high school diploma and the associate or baccalaureate degree" (Postsecondary Education Planning Commission, 1988).

Dual Enrollment:

A dual enrollment program is one which:

> provides for the enrollment of an eligible secondary student in a post-secondary [sic] course for which the student receives both credit toward a high school diploma and college credit toward a vocational certificate or an associate or baccalaureate degree. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be considered as dual enrollment.
>
> Students shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term as determined by School Board policy (Broward Community College and the School Board of Broward County, 1994, p. 3).

Students must meet eligibility requirements set by the school board and institution of higher learning which are governed by state law.

> Dual enrollment courses may be taught at the high school, area vocational center or community college campus by community college faculty or high school faculty who are certified by the community college to serve as adjunct instructors to the community college (Postsecondary Education Planning Commission, 1988, p. 3).

International Baccalaureate Program (IB):

In this program available worldwide under the auspices of the International Baccalaureate Organisation in London:

> the student enrolls in an integrated program of studies tantamount to a comprehensive advanced placement curriculum, with additional requirements of an extended research paper or essay and designated time spent in some "creative or aesthetic experience or social service activity." The International Baccalaureate Program Diploma is awarded only if the student meets curricular, service and thesis requirements and receives a score of at least 4 out of 7 possible points on the internationally-standardized subject examinations (Postsecondary Education Planning Commission, 1988 p. 3).

For every IB Diploma examination on which students earn a 4, they receive three semester credits; for each exam passed with a score of 5, 6 or 7, they earn six semester credits in that subject area, with a maximum of 30 semester hours credit total to be granted.

College Level Examination Program (CLEP):

The College Level Examination Program is defined as one in which:

> the student completes a nationally-standardized examination, receiving postsecondary credit for scores at or above the fiftieth percentile (Postsecondary Education Planning Commission, 1988, p. 3).

Minimum scores for awarding of credit in each subject matter examination and recommended maximum number of semester credits to be granted at Florida colleges and universities are governed by Rule 6A - 10.024, FAC, pp. 425-426.

Cloze technique:

A testing technique which presents a contextualized passage, but with words deleted at regular or random intervals. Students are then asked (1) to fill in a suitable word to complete the thought or (2) to select the best choice from a series of responses given. Examples of each type follow:

Fill in: The man _____ into the ocean yesterday.

acceptable answers: walked, jumped, ran, hurried, etc.

Best choice: She was crying, not because she was _____, but rather because she was cutting onions.

a) melancholy b) uplifted c) overjoyed d) nasty

Explications de Textes:

A method of literary analysis which entails a structured approach to reading a literary text, analyzing it, and expressing one's observations and perceptions about it.

After reading the text to be explained, the five major divisions of an explication are:

1. Situation: title, author, date, source, information known about the circumstances under which the work was written;

2. Form: for poetry, the type of poem, rhyme scheme, number of stanzas and lines, etc.;

3. Subject: a concise purpose for the work;

4. Analysis: an examination of the organization, tone, language, syntax, stylistic devices, and rhythm of the work;

5. Conclusion: a summary of the analysis, major themes, and principal techniques of the author, as well as presenting the reader's subjective reactions and evaluation to the work (Dufau and D'Alelio, 1967).

FTE

Full Time Equivalent, the term used for used to describe the unit of measure for funding educational programs.

Organization of the Study

The remaining sections of this research are divided into the following chapters, each addressing a particular theme:

Chapter II. This chapter discusses a "Review of Related Literature."

Chapter III. "Method" deals with the research design, subjects, survey design and responses, as well as the statistical and content analysis of results.

Chapter IV. "Findings, Analysis and Evaluation" contains the complete analysis and evaluation of this research.

Chapter V. "Summary, Conclusions, and Recommendations" is a direct result of the findings in Chapter IV.

CHAPTER TWO

A REVIEW OF RELATED LITERATURE

Historical Information and Policies relating to the Advanced Placement Program

The vision for an Advanced Placement program came out of a committee of administrators, teachers and professors from three universities (Harvard, Princeton, and Yale) and three college preparatory schools (Andover, Exeter, and Lawrenceville) whose 1952 report, General Education in School and College, recommended:

> a set of achievement examinations...which would enable the colleges supporting these examinations to give an entering student advanced placement in a subject like, let us say, chemistry; or credit for the prerequisite to majoring in history...(Rothschild, 1995, p. 26).

The first of these Advanced Placement examinations were administered in May of 1954, but:

> only candidates from the original 27 schools were permitted to take the examinations. The Educational Testing Service (ETS) was contracted to administer the exams in the experimental schools and, in a blind test, to compare the high school students' efforts with those of freshmen in the 12 colleges in the program (Rothschild, 1995, p. 27).

The first nationally administered examinations followed in 1955 and 1956, and students entered universities other

than the original 12 which had agreed to the policy of advanced placement based on examination. Charles R. Keller, the first director of the AP program for the College Board (which took over the administration of the program in the fall of 1955), reflected years later that "college people were reluctant to believe that school teachers could do something as well as -- or almost as well as -- they could" (Rothschild, 1995, p. 28). To combat those prejudgments on the part of college and university faculty, 75% of the original examinations were in essay form. Also, the colleges which accepted the students had the option to evaluate the examination papers themselves if they so desired. By 1960, however, at least at some universities, scores of 3 or higher were automatically accepted by the colleges without question or further investigation.

The Advanced Placement program has continued to grow in scope and depth.

> About 50 percent of the nation's 21,265 high schools offer college-level AP coursework. The number of AP courses varies from school to school, with an average of five per school. In 1995, over 500,000 students representing over 11,200 secondary schools took more than 787,000 examinations and had their results sent to over 2,850 colleges (The College Board, 1996, p.2).

Of that "over half a million AP students, 28 percent [are] minority, 55 percent women, [and] 82 percent from public schools" (Curry, 1995, p. 23).

In the Southern Region (the states of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North and South

Carolina, Tennessee and Virginia), the total number of AP examinations taken in 1995 (182,332) showed a 10% increase over 1994 totals, and almost a 450% increase over 1984, when 33,540 exams were taken (College Board Southern Regional Office, 1995).

Data about Florida are impressive. Seventy-one percent of the public schools in the state offer AP courses. Florida's Staunton College Preparatory School and Coral Gables High School were among the top seven leading schools in the nation in number of exams written in 1994. About one-quarter of the examinations were taken by minority students. And in Florida, "almost as many students took AP courses in 1994 (29,550) as there were freshmen in Florida's public and private four-year colleges and universities" (Creech, 1995, p. 7).

Indeed, high school students are given many reasons why it makes sense for them to take Advanced Placement examinations:

(1) students can have the opportunity to learn just how well they would fare on a challenging national examination of the subject matter; (2) qualifying for advanced placement at the college of choice allows students to avoid repeating material previously mastered; (3) the opportunity to earn college credit for a sufficiently high score opens the door for students to take courses at the university they otherwise might not have been able to take, prepare a double major,

take a lighter credit load during semesters with heavy course requirements, all at a relatively low cost; (4) acceleration to graduation cuts out of pocket expenses and allows students to enter the work force or pursue graduate study sooner; and (5) "some colleges and universities increase the honors points for AP courses taken, which increases...[the high school]...grade point average" (The College Board, 1995, p. 33) that postsecondary schools consider for admissions.

This last reason has been confirmed through research. In their 1988 survey of over 300,000 first-time, full-time college freshmen attending 585 colleges and universities across the nation, the Cooperative Institutional Research Program at UCLA learned that nearly two-fifths of the students reported having taken Advanced Placement courses in high school and almost half had taken honors courses (Herr, 1991). Taking the data from this CIRP national survey, Herr then queried the admissions deans and directors of the 200 colleges that had received the greatest number of Advanced Placement Examination reports in 1988 and found that:

> 75% of the colleges surveyed have developed specific policies for recognizing and rewarding...advanced work. Twenty-five percent of the admissions committees award an extra grade point for advanced classes, while 45% accord applications with considerable AP or honors credit priority processing, and 66% give special points for such work when ranking applications. In addition, about one quarter of all colleges in the sample give either priority processing and/or special points to scholarship applicants with substantial honors or AP coursework (1991, p. 47; p. 53).

Hershey inquired about college AP practices in her survey of 63 college admissions officers, primarily from both private and public undergraduate institutions in the northeast and Ohio.

> Although not all (60 percent) institutions of higher education expect to see AP scores..., 64 percent of them say they use them in making college admissions decisions when the scores are shown....[And] although no institution penalizes a student who comes from a school without an AP program, approximately one-third of the institutions surveyed indicated that it is possible they might judge a student who chooses not to take AP courses (in a school which offers some) to be "not highly motivated or not intellectually advanced" (Hershey, 1990, p. 9).

It is interesting to note that, of the 200 colleges and universities receiving the greatest number of AP examinations results to the 1994 exams, seven universities in the public Florida university system were named. University of Florida ranked fourth highest in the nation, receiving 8,241 examinations from 3,063 candidates. Florida State ranked 28th; Florida International, 92nd; University of Central Florida, 93rd; University of South Florida, 109th; University of North Florida, 144th; and Florida A & M University, 178th.(College Board Southern Regional Office, 1995).

Yet, what Klee and Rogers found in 1989 still seems to hold true: "No consensus exists as to what AP itself means in terms of college credit and there is no consistency as to how the universities handle the AP credit" (p. 769).

Mandates regarding Acceleration and Articulation in the Florida Administrative Codes

To determine if any discrepancy in interpretation of state law exists, one must first examine what the ruling in the Florida Administrative Code is. Rule 6A-10.024 opens with the statement that reads:

> each state university president, community college board of trustees, and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit.... They shall establish joint programs and agreements to facilitate articulation, acceleration, and efficient use of faculty, equipment, and facilities (Vol. 3 FAC, R. 5/94, p. 418).

Florida Statutes 240.115 through 240.1163 complement the Florida Rule 6A-10.024 in their formal discussion of the articulation agreements, acceleration mechanisms, and the accountability process currently authorized, recommended or mandated between secondary and postsecondary institutions within the state.

Among the acceleration mechanisms named in F.S. 240.115 are nationally standardized examinations (F. S. 240.115 (1), 1995, p. 51), of which the Advanced Placement program administered by the College Board is the most renown.

> It is the intent of the Legislature that... articulated acceleration serve to shorten the time necessary for a student to complete the requirements

> associated with the conference of a degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject (F. S. 240.116 (1), 1995, p. 52).

Rule 6A - 10.024 further stipulates that:

> (b) the institution awarding College Board AP credit may, but need not, specify course(s) for which credit is being awarded. The standard policies of the institution prohibiting credit for overlapping courses shall apply.
>
> (c) College Board AP credit that duplicates CLEP credit shall not be awarded or accepted in transfer (3 FAC, Rule 6A - 10.024 (R. 5/94), p. 427).

To encourage able high school students to do college-level work while still in high school and to entice school districts to offer AP courses, the state of Florida has provided a variety of funding incentives designed to help defray the costs associated with advanced courses. For advanced placement students, the state allows school districts "to generate an additional .3 FTE (Full Time Equivalent) for each student scoring a 3 or higher on the nationally standardized Advanced Placement examination" (Postsecondary Education Planning Commission, 1988, p. i). The Commission further recommended that a value of:

> ... 0.1 FTE should be provided for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year....[and] because the fees for examinations have been factored into the cost of providing accelerated instruction, examination fees should be 100% underwritten by the school district (pp. ii-iii).

This funding formula has been reduced slightly since 1988 to the current .24 FTE (Postsecondary Education Planning Commission, 1997, p. iv).

This additional funding by the state encourages school districts to run AP courses, despite smaller class sizes and the costs of additional instructional materials and training of staff for them. It has been recommended by the Postsecondary Education Planning Commission that "at least 80 percent of the state funds that are appropriated to school districts for passing scores on advanced placement examinations should be allocated for advanced placement instruction" (1997, p. v).

This financial backing of the acceleration policy becomes more pertinent with new mandates by the state affecting education at all secondary and postsecondary levels. High schools are now charged with renewed emphasis to "assure that high school curricula coordinate with the core curricula...[at the postsecondary institutions]... and to prepare students for college-level work" (F. S. 240.115 (3), 1995, p. 51).

As of Fall semester, 1995, students who presented satisfactory scores on nationally standardized examinations would "receive full credit for the course the same as if it had been taken, completed, and passed" (F. S. 240.115 (5), 1995, p. 51) at the accepting university.

Core curricula for Associate in Arts programs is to include 36 credits in general education courses in communication, social sciences, mathematics, humanities and natural sciences. By January 1, 1996, these general education courses need to be identified under the common course numbering system and by the Fall semester of 1996, prerequisite courses and course substitutions for the degree must be available at community colleges.

Lastly, by the Fall semester of 1996, unless prior approval has been granted by the Board of Regents,

> an Associate in Arts degree shall require no more than 60 hours of college credit, including 36 semester hours of general education coursework... [and]... a baccalaureate degree program shall require no more than 120 semester hours of college credit, including 36 semester hours of general education coursework (F. S. 240.115 (6), 1995, p. 51).

To insure measures of accountability for articulation between high schools and postsecondary institutions, Rule 6A - 10.024 further establishes a Florida Articulation Coordination Committee of thirteen members appointed by the Commissioner of Education which will:

> (1) develop suggested guidelines for interinstitutional agreements between public schools, community colleges, and universities... (2) review instances of student transfer and admissions difficulties...(3) recommend resolutions of issues and policies and procedures to improve articulation system wide... and (4) evaluate current policies, programs, and procedures... [based on research] ... encouraged and conducted

> in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students (Vol. 3 FAC, R. 5/94, p. 419).

To assist with transfer policy, each course offered within the Florida state university and community college systems is assigned a prefix and a four-digit identifying number to determine a common course designation. Thus, CHM 1045 (General Chemistry I) and CHM 1045 L (its co-requisite accompanying lab), for example, marked as a lower division course by the first digit in the series, are identified as the same courses, whether taken at Miami-Dade Community College in south Florida or at Florida State University in Tallahassee, over five hundred miles away.

In another attempt to assist with transfer policy, since December, 1991, all public schools, community colleges and universities within Florida have implemented an electronic exchange of students' transcripts and associated educational records, including test scores records. This connection provides high schools, community colleges and universities with a mechanism for tracking of a student's educational history from one institution to the next and especially facilitates the transfer of courses between participating institutions.

> When a student transfers among institutions that participate in the common course designation and numbering system, the receiving institution shall award credit for courses satisfactorily completed at the previous participating institutions when the

> courses are judged by the appropriate common course designation and numbering system faculty task forces to be equivalent to courses offered at the receiving institution and are entered in the course numbering system. Credit so awarded can be used by transfer students to satisfy requirements in these institutions on the same basis as native students (3 F.A.C., Rule 6A - 10.024 (17), (R. 5/94), p.428).

With so many measures in place to assure standardization of policy, the lack of coordination in the acceptance of passing AP scores for credit is glaring.

Comparisons with other states

Florida is not the only state to examine the use of passing scores on AP tests as criteria for an advanced standing acceleration mechanism. In his report to the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, MacVicar notes:

> ...at graduation from high school, ...[the more able and more dedicated] ... students will have completed a segment of the studies normally found at the collegiate level. It is an obvious efficiency if the accepting university recognizes their attainment by not requiring the student to repeat a subject already mastered and granting credit for it toward the requirements for the baccalaureate degree (1988, p. 1323).

MacVicar (1988) also advises that "the public universities of Arizona recognize previously attained academic achievement" (p. 1323) for CLEP exams, individual university proficiency examinations and departmental examinations for credit and/or grade in addition to the Advanced Placement Program of the College Board. While

Arizona participated in the AP programs in only limited ways at first, in the period from 1974-1987, growth in number of schools and students participating and number of examinations taken rose dramatically and at rates at least double the national averages. MacVicar puts a dollars and cents evaluation on the 1,904 examinations which earned scores of 3, 4, or 5:

> If one assumes an average of 4 credits per examination, a total of 254 FTE student years of credit were earned by the students. Assuming attendance at a public university in Arizona, this equates to approximately $4,500,000. Since many students attend independent institutions with higher tuition, the actual foregone costs of this effort on the part of schools, students, and universities has an even greater value (p. 1325).

In his recommendations, MacVicar notes that expansion of AP programs in the number of schools which participate in the program, in the number of classes offered in participating schools and in recruiting the maximum number of eligible students to the courses is of vital importance. He also suggests that the three public universities do not follow a single standard when granting advanced standing for passing AP scores and recommends in closing that they should "collectively consider their policies on credit or proficiency by examination to permit a more uniform posture" (p. 1325).

The Missouri Coordinating Board for Higher Education published a brochure (1992) which provides current information about the Advanced Placement policies of all the

public and private two- and four-year colleges and universities within the state and a contact person at each institution for further information or assistance. Generally, scores of 3 are accepted at all Missouri schools in this brochure.

It is interesting to note that, as occurs in Florida, public universities within the Missouri state system are not uniform in their policies regarding Advanced Placement credits. The University of Missouri (UMO) - St. Louis recognizes all 28 examinations offered by the Advanced Placement Program. The UMO - Rolla and UMO - Kansas City only recognize 21 of those exams. St. Louis only requires a score of 3 on the Macroeconomics exam to satisfy course requirements in Macroeconomics. The UMO - Rolla requires a score of 4 to exempt Econ 122, while the UMO - Kansas City does not recognize the exam at all. A score of 4 or 5 on the Calculus BC exam at Rolla earns 10 credits for Math and Stats; the school at St. Louis also grants 10 credits, but for Analytic Geometry and Calculus I/II. This is two credits more than granted at Kansas City, where two math and two calculus courses are exempted.

These two examples indicate that the lack of uniformity of policy regarding AP course accreditation and exemption among state universities is not unique to Florida.

Criteria students use to select a college or university

Open enrollment policies have widened access to colleges and universities for "virtually any high school graduate to enter an institution somewhere in the system" (Hearn, 1988, p.65). In a prior study he conducted in 1987, Hearn found that "approximately two-thirds of all high school graduates enter a postsecondary institution within two years of high school graduation, and as many as 80% may enter at some point in their lives" (Hearn, 1988, p. 65).

Hearn's research has also uncovered "evidence that the specific school one attends can play a significant role in income and occupational attainments in later life" (1988, p. 32). Thus the choice of postsecondary institution requires that one examine many facets for the options available.

In their study, Dixon and Martin (1991) considered not only those general factors which influence college choice (parental influence, the counsel of others outside the family, the academic reputation of the college or university under consideration and the availability of the program of interest to the student there, location of the school and the availability of financial aid), but they also categorized the influences and factors under consideration in the decision-making process into two basic approaches. The first approach is:

> generally social-psychological in nature...[and would categorize]... four basic types of influences:

> academic program, social climate, cost and location, and influences of others (e.g., parents, friends, guidance counselors, teachers).
>
> The second body of literature comes from an economic perspective and includes papers by Campbell and Siegel (1967); Corrazini, Dugan, and Grabowski (1972); Dresch (1974); Murphy (1981); and Spies (1978). These studies provide general support for the notion that high school students maximize perceived cost-benefits in their college choice (p.32).

As Karanak confirms, "while academic quality seems to be paramount in the student choice process, the role of college costs should not be underestimated" (1993, p. 5). She also found that

> in a study of high ability students and Jackson (1987) found that "other things being equal, total college costs detract from a college's attractiveness, while scholarship aid adds to its desirability. Other non-grant components of financial...appear to have no influence on college choice behavior" (p. 6).

In his grant from the U. S. Department of Education, Jackson examined students perceptions of college from an economic as well as sociological point of view. If, as he states, students perceive that graduation from college will "position them better in the labor market" and to "symbolize or attain their social status" (1988, p. 48), then it becomes imperative to understand "why similarly situated teenagers make different decisions about college, and what can affect them" (Jackson, 1988, p. 49).

Despite the above important discussion of literature related to research on Advanced Placement, the author has been unable to find any studies that involved actual data collection and results which more closely related or duplicated the area under investigation.

CHAPTER THREE

METHODOLOGY

Overview of the Study

The study collected and analyzed three distinct sets of data:

1. The current policy for each university within the Florida state university system as regards acceptance of passing Advanced Placement scores and a determination of changes in that policy since 1992.

2. The 1991 and 1992 Advanced Placement candidate grade rosters and exit data including the colleges and universities to which those graduating students intended to enter for the Broward County, Florida high schools graduating class of June, 1992.

Of all the graduates from the class of June, 1992 at the eight schools from which I gathered data, a cohort of 593 students were selected for this study. Of this number, 164 were identified as having attempted at least one Advanced Placement examination while in high school and having earned a minimum passing score of 3.

3. Attendance and graduation data on those students who had reported beginning their postsecondary study there from each of the universities in the Florida state university system.

The attendance and graduation records, number of credits required to graduate, and major area of study for all members of the cohort, both those entering with and without Advanced Placement credits, were then compared.

Research Questions

With respect to the data obtained from the students' academic records, the following questions were examined:

(1) What proportion of the students were able to accelerate their progress through the coursework required to graduate in their major because of the additional credits they earned through AP prior to formally beginning their university studies and thereby graduate early (prior to Spring, 1996)?

(2) What proportion of students graduated on time (Spring, 1996), in the traditional four years after entering college for the first time?

(3) What proportion of students graduated later than a traditional four years after entering college for the first time?

(4) How many students have not yet graduated from the university but were still in attendance in Spring term, 1997?

Since the statute requiring a limitation of graduation requirements to 120 credits was not in effect in 1992, the number of credits needed to graduate in each major for a

member of the incoming class of 1992 (Class of 1996) at each university also had to be determined (Florida State Department of Education, Office of Postsecondary Education Coordination, 1994, pp. 87-99) in order to establish that a student's graduation date was in keeping with the number of credits required to graduate in the major of study selected by that student.

(5) Did the policy for accepting Advanced Placement passing scores and exempting students from coursework in place at the university the student attended influence the graduation date for those students entering with Advanced Placement credits?

A comparison of the number of credits that students involved in this study earned through Advanced Placement was determined and a projection of the number of credits they might have earned at the other SUS institutions was done to consider whether the university's policy might in part have played a role in holding back a student's potential acceleration when compared with other universities in the state system.

(6) Is the policy in place at each institution in compliance with the state law?

Research Design

This was a descriptive study which involved "collecting data in order to test hypotheses or to answer questions

concerning the current status of the subject of the study" (Gay, 1992, p. 217).

The Chi-squared distribution was used to evaluate the null hypothesis that "students who enter a baccalaureate degree program at an SUS institution with Advanced Placement credits graduate within the same time frames as students who enter the SUS without AP credits".

> The goodness-to-fit statistic, denoted X^2, is a quantitative measure of the extent to which the observed counts differ from those expected when H_o is true....It is generally agreed that use of the chi-squared distribution is appropriate when the sample size is large enough so that every expected cell count is at least 5 (Devore and Peck, 1993, pp. 808-809).

Collection of the Data

In December, 1996, each university within the Florida state university system was asked to provide a detailed accounting of its current policy as regards acceptance of passing Advanced Placement scores. A listing of every AP examination was provided, next to which the universities were asked to indicate the number of credits exempted for each score of 3, 4, or 5, and the course(s) credited for those scores, using the uniform Florida statewide course numbering system. In addition, each university was also asked if the current policy was in place in 1992. One hundred per cent of the institutions responded. The questionnaire, developed by

the researcher with the assistance of the committee, and the letter of inquiry are included in Appendix B.

Letters and phone calls requesting further clarification were directed to those institutions whose first responses did not provide full information, such as missing data for a particular course or score or the uniform Florida statewide course numbers for the courses exempted for each passing score. A compilation of each university's policy, per score, per examination is found in Appendix A.

A prospectus of the study was then presented to Dr. Cary Sutton as Coordinator for Research and Evaluation for the School Board of Broward County, Florida. After examination by a panel of five administrators within the Broward County system (among them, the Director of Guidance for Broward County and the principal of a large high school), the prospectus was approved on January 22, 1997, and permission to contact the principals of the Broward County, Florida high schools in existence at that time (22 in all of the 23 high schools in the county today. Charles Flanagan High School opened in 1996) was granted. The letter of approval and sample letter to the principals are attached in Appendix B.

In February, 1997, the principals were asked to provide data on the members of their class of June 1992 including the 1991 and 1992 Advanced Placement candidate grade rosters, and exit data which included the colleges and universities to

which those graduating students intended to enter either in the Summer or Fall terms of 1992.

Eight of the high schools (36.4%) fulfilled the request for information. The principals at another five high schools (22.73%) did not respond to either the initial formal letter of request or the subsequent telephone calls to follow up on that request for permission to collect data. The principals of three high schools (13.64%) declined to participate in the study. At the remaining six high schools (27.27%), while the principals agreed to allow access to their records, the guidance personnel and/or registrars who maintained those records were unable to locate them. Projected placement of graduating seniors is recorded electronically for county statistical purposes on Survey 5, the final summary of the school year closing in June of the year. Some schools did not keep a hard copy of the information and computer records for 1992 can no longer be accessed. Records for 1991 were ordered purged in December, 1996.

A roster of students who entered the institutions within the state university system was compiled, including the number of Advanced Placement passing scores the student had earned while in high school and the corresponding number of credits the student had earned at the institution of choice, based on the data provided by the universities in the initial data collection questionnaire. Those names were sorted by university and each institution was then asked to report on

the attendance and graduation status of those students from the cohort under study. A sample of one school's data with student information disguised, a cover letter from the researcher and a letter of introduction from Dr. Kingsley Banya was included in the request. The information requested is "directory information" and is considered data available to the public under "the Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment" (The University of Florida Undergraduate 1995-96 Catalog, p. 35).

Subjects

Of all the graduates from the class of June, 1992 at the eight schools from which data were gathered, a cohort of 593 students was selected for this study. All participants met the following criteria: (1) they indicated planning to enter one of the Florida SUS institutions directly from high school and (2) they did not earn college credits while in high school through means other than the Advanced Placement program (e.g., CLEP examinations, participation in dual enrollment or the International Baccalaureate program). Of this number, a subset of 165 was identified as having attempted at least one Advanced Placement examination while in high school and earned a minimum passing score of 3. It is not possible to determine completely the number of students in the cohort who entered with Advanced Placement because one high school was unable to provide Advanced Placement grade

rosters for 1991 or 1992.. In 1991, 120 AP examinations were taken at that high school and 127 more were taken in 1992, according to records on Advanced Placement test results for all Broward County high schools for the period 1991-1995. The actual number of students who entered an SUS institution with advanced standing might have been higher if any of these 247 exams were written by members of the cohort.

Actual attendance and graduation data were gathered on only 319 students. Sixty-five students never enrolled in the institutions they stated they would attend when they completed their exit data surveys in June, 1992. Another 134 students left the institution they first attended prior to graduation. Whether they dropped out of college completely or transferred to another university was not part of this study. Despite two requests, registrar personnel at two universities were unable to provide attendance and graduation information on 65 students for whom further identifying information could not be provided. Three of the remaining students only completed an Associates in Arts degree rather than continuing on for a baccalaureate degree. Data on the last seven students were eliminated because the students came from the high school which did not provide AP rosters and it is impossible to ascertain their AP status.

The total number of actual graduates at the eight schools cannot be determined because one school was unable to provide complete graduation records for their class of 1992.

Whether or not a student has attained advanced placement credits, "the acceleration of a student through his/her postsecondary degree program is not assured" (Postsecondary Education Planning Commission, 1997, p. iii). Many factors can obstruct a student's actual progress towards the attainment of the baccalaureate degree. Financial difficulties might require that students either lighten their course load to accommodate a work schedule or leave school completely for a period of time. Personal reasons -- from car accidents, poor health, family emergencies, to a decision to change major area of specialization -- run the gamut of possibilities. These reasons for delayed graduation can occur regardless of where the student elects to study and therefore, will not be considered as variables in whether the university's policy played a role in holding a student back from graduating early.

CHAPTER FOUR

FINDINGS, ANALYSIS AND EVALUATION

Findings

The research findings are analyzed in two sections. The first part is the analysis of data on the policies in place at the ten public institutions of higher education in the Florida State University System in existence in 1992 as regards acceptance of Advanced Placement scores of 3, 4, or 5. The second part analyzes the data concerning the cohort members of the Broward County, Florida high school graduating class of June, 1992 who were the subjects of this study, including their ultimate attendance and graduation data for the completion of the baccalaureate degree.

University Policies regarding Acceptance of Passing Advanced Placement Scores (3-4-5)

Technically the State University System is only adding its tenth university with the opening of Florida Gulf Coast University in Fort Myers in August, 1997. However, this study analyzed the policies of ten separate institutions, separating New College in Sarasota from the University of South Florida to which it is affiliated.

New College is a unique institution in the State University System of Florida. It maintains a separate

application process from the other universities in the system, does not use grade point average, nor SAT or ACT cutoffs as a defining entity in its admissions standards. Additionally, it does not utilize the normal "course for credit" system in place in the majority of colleges and universities in the world (Department of Education, Office of Postsecondary Education Coordination, 1994b, p. 101). Instead, New College students are obliged to meet acceptable/passing standards on contracts drawn up between the student and professor. The university's policy regarding Advanced Placement is printed in a one page flyer entitled "Transfer Credit":

> New College does not accept credit by examination for transfer (CLEP, Advanced Placement, etc.)... These policies ...reflect the value placed by the New College faculty upon undergraduate education as a dialogue between faculty and students in the college setting, rather than as a process of test mastery or as an experience that is interchangeable with the secondary school environment (however excellent that environment).
> [Incoming students are told to]... keep in mind that New College students are already exempt from a full semester by virtue of...[their]...3-1/2 year degree program (New College, 1995).

Analysis

The nine institutions in the SUS other than New College are bound to comply with the mandates of Florida Rule 6A-10.024 and Florida Statutes 240.115 - 240.1163 governing accepting and granting credit for passing scores of 3-4-5 on all Advanced Placement examinations offered by the Educational Testing Service. While an examination of the 18

pages that make up Table A1 [all tables marked with A can be found in the Appendix] will demonstrate full particulars of which courses are exempted and the number of credits granted for a passing score on each Advanced Placement examination, the following will highlight how far from compliance all but two of the state universities are.

A. Only the University of Florida and the University of West Florida give credit for every passing score on every Advanced Placement examination.

B. Several institutions make no distinction between two courses in the same subject area.

1. The crediting of Language and Literature courses in the foreign languages was discussed briefly in Chapter One. Other points regarding languages include that Florida International University grants Art credit for successfully passing a French or Spanish Literature examination. The University of North Florida grants general education language credits for foreign language examinations (French Language, French Literature, German Language, Vergil, Catullus-Horace, and Spanish Language) but neglects to add what it will provide students who present a passing score on the Spanish Literature examination.

2. The University of Central Florida grants any passing score on either of the Latin examinations 3 credits with "no direct equivalent". They also grant 3

credits in Humanities 2211 for passing scores on the "Classics" Advanced Placement examination, a test which is **not** part of the Educational Testing Service Advanced Placement Program.

3. Florida A & M University, Florida State University and the University of North Florida make no distinction on granting credit for the Calculus BC examination, but they do recognize Calculus AB, the lower level course.

4. In a similar vein, Florida State University formally recognizes Physics B, but makes no provision for either the Physics C Mechanics, or Electricity and Magnetism examinations.

5. The University of South Florida grants 4 credits and an exemption for ART 3301 for Studio Art: Drawing or 4 credits and an exemption for ART 2201 for Studio Art: Portfolio, for any passing score. However, their faculty must also approve the portfolios presented by the students in question. The evaluation by the Advanced Placement judges alone does not suffice. Likewise, an art student at the University of Central Florida must have his or her portfolio evaluated by the faculty in addition to presenting formal scores from the Educational Testing Service.

6. The University of South Florida grants credit for Chemistry labs only when verified by their Chemistry department.

7. The University of North Florida and Florida Atlantic University both recognize only one English Advanced Placement examination, although one is offered in Language skills and the second in Literature and a student might have taken both courses.

8. Beyond the aforementioned, a total of 37 blank sets can be found in Table A1, meaning that the universities under examination make no formal provision for recognizing those examinations at any score level. The worst offender is Florida A & M University which ignores 18 areas completely. Two written requests and one telephone call for further information were made to verify that the information as stated is the accurate accounting of FAMU's Advanced Placement policy.

C. In addition to there being differences in the numbers of credits that universities offer for Advanced Placement passing scores, there are also differences in the courses which are exempted for scores of 3-4-5. One case in point to examine just how different the range of courses can be is that for Art History.

Florida Atlantic University recognizes 3 credits for a passing score (either 3, 4, or 5), but has "no direct equivalent" course. At the University of North Florida, all three passing scores are granted 3 credits for "general education credits in fine art"; similarly, Florida State University grants all three

passing scores 3 credits in ART 0000, an unnamed generic art course. At the University of West Florida, any passing score on the Art History AP examination is recognized with 3 credits in Freshman level Art History ARH 1050. At the University of Florida, at Florida International University and at the University of Central Florida, a passing score of 3 earns Sophomore level credit for ARH 2050. For a 5 on the exam, those three universities grant 6 credits for Art History 2050 and 2051. The three schools split on the decision to give 6 credits for a score of 4: the University of Florida and the University of Central Florida are more conservative, granting only 3 credits for ARH 2050, while Florida International recognizes the achievement of a 4 with the same 6 credits as for a 5. Florida A & M University generously recognizes all passing scores on the Art History examination with 6 credits for ARH 2050 and 2051. And the University of South Florida gives 4 credits for all scores and a Junior level ARH 3001, all for the same Advanced Placement examination.

The five pages of Table A2 summarize the number of credits offered at the nine SUS institutions which recognize Advanced Placement by examination and score. The mean number of credits earned, the highest and the lowest number of credits offered for each passing score, and which university

or universities would give the most credits for that score are also provided. The symbol "≠" is used to represent "any institution except" the ones which follow the symbol.

The Cohort of the High School Graduating Class of June, 1992

Of the 593 members of the cohort under study, 164 (representing 27.65% of the total number) were given credit for at least one passing score on an Advanced Placement examination by the SUS institution they entered in 1992. One additional student had passing scores on two AP exams; however, she attended New College which does not recognize passing scores on AP examinations for credit. Her scores are included with those who presented no passing AP scores.

Table 4-1

No. of students presenting passing AP exams

AP credits earned	Freq.	Percent	Valid %	Cum %
0	421	71.0	72.0	72.0
3-38	164	27.7	28.0	100.0
.	8	1.3	missing	
Total	593	100.0	100.0	

Median = 0.000 Range = 38.000

Valid cases = 585

Table A3 in the Appendix presents the university that the students indicated they would attend, the total number of credits that university awarded them for the passing Advanced Placement scores they earned, and how the students scored on the AP examinations they took, either in May, 1991 and/or May, 1992. In addition, Tables A4-A11 provide the frequency of tests and scores. The following two tables synthesize that data:

Table 4-2

No. of AP examinations presented (by university)

# Exam	FAMU	FAU	FIU	FSU	New	UCF	UF	USF	Row Total
1	1	9	6	20		5	43	5	89 (54.3%)
2		2	4	6	1		37		50 (30.3%)
3			1				16		17 (10.4%)
4							3		3 (1.8%)
5							3		3 (1.8%)
6							2		2 (1.2%)
8							1		1 (0.6%)
Column Total	1 0.6	11 6.7	11 6.7	26 15.9	1 0.6	5 3.0	105 64.0	5 3.0	165 100%

Median = 1.000 Range = 8.000

Table 4-3

Number of AP credits granted by university

AP Cr	FAMU	FAU	FIU	FSU	New	UCF	UF	USF	Row Total
0					1				1 (0.6%)
1-5	1	7	3	15		3	36	4	69 (42.1%)
6-11		4	7	9		2	51	1	74 (44.6%)
12-17			1	2			10		13 (7.9%)
18-24							5		5 (3.0%)
25-38							3		3 (1.8%)
Column Total	1 0.6	11 6.7	11 6.7	26 15.9	1 0.6	5 3.0	105 64.0	5 3.0	165 100%

Median = 6.000 Range = 38.000

Prior to graduating from high school, all exiting seniors are required by Broward County to complete an exit data form which lists, among other things, the school they will be attending if they are continuing their education. Tables 4-4 and 4-5 which follow address those students who never entered the institution they indicated in June that they would attend either in the Summer or Fall of 1992. As shown in these two tables, the majority (approximately 79%) followed through with their plans to attend a specific postsecondary institution.

Table 4-4

No. of students whose plans to attend an SUS university remained the same vs. those whose plans changed from June to August, 1992

Groups	Freq.	%	Valid %	Cum %
Same plans	463	78.1	87.8	87.8
Changed plans	65	11.0	12.2	100.0
.	65	11.0	Missing	
Total	593	100.0	100.0	

Valid cases = 529

Table 4-5

Distribution of students whose plans to attend an SUS university remained the same vs. those whose plans changed by number of AP credits earned

Groups	none	1-5	6-11	12-17	18-24	>24	Row Total
Same plans	311	61	70	11	6	3	462 (88.5)
Changed plans	47	8	4	1			60 (11.5)
Column Total	358 68.6	69 13.2	74 14.2	12 2.3	6 1.1	3 .6	522 (100.0)

Valid cases = 522 Number of missing observations = 71

The difference in the number of missing observations between Tables 4-4 and 4-5 is due to the seven cases of unknown Advanced Placement status from one high school.

In a similar manner, the number of students who are no longer affiliated with the State University they indicated they were planning to attend on their exit data form is the subject of Tables 4-6 and 4-7. The fact that the students under study in sections 4-6 and 4-7 left the institution they originally entered does not presume that they dropped out of college. They may indeed have continued their studies at another university or college, either immediately upon leaving the institution they first entered, or at a later date.

Table 4-6

No. of students who stayed vs. left the SUS institution they originally entered in 1992

Groups	Freq.	%	Valid %	Cum %
Stayed	392	66.1	74.4	74.4
Left	135	22.8	25.6	100.0
.	66	11.1	Missing	
Total	593	100.0	100.0	Valid cases = 527

Table 4-7

Distribution of students who stayed vs. left the SUS institution they originally entered in 1992, by AP credits earned

Groups	none	1-5	6-11	12-17	18-24	>24	Row Total
Stayed	248	53	65	12	6	3	387 (74.4)
Left	108	16	9	0	0	0	133 (25.6)
Column Total	356	69	74	12	6	3	522
	68.5	13.3	14.2	2.3	1.2	.6	(100.0)

Valid cases = 520 Number of missing observations = 73

To examine the graduation data on the remaining members of the cohort, the dates of graduation were combined to include early graduates (those who graduated in Spring, 1995; Summer, 1995 or Fall, 1995), on time graduates (those who graduated in Spring, 1996) or late graduates (including those who graduated either in Summer, 1996 or Fall, 1996). Those who are still currently enrolled and working towards their baccalaureate degree are separated, though, by the limits of this study, they will be late graduates. (These data were collected prior to May, 1997 and some of those marked "currently enrolled" may have completed their studies in Spring, 1997). For this reason, those graduating late will appear in two charts: one indicating only those whose graduation data is assured and a second, considering the

currently enrolled students together with the August and December, 1995 graduates.

From the 320 valid cases on which full data were collected, 21 students graduated prior to the Spring, 1996 term, representing approximately 6.6% of the valid case cohort. Of this number, the earliest graduated in May, 1995 from the University of Florida with 16 AP credits granted. In August, 1995, two more students graduated from the University of Florida, one with 9 and the other with 15 AP credits earned. In Fall, 1995, 12 students received their baccalaureate degrees after having been awarded varying degrees of advanced placement: three (6), three (9), one (10), two (18), one (21) and one (38). Another seven students also graduated one semester early without benefit of advanced placement standing. Table 4-8 displays those who graduated early by number of AP credits earned.

Table 4-8

Distribution of students who graduated EARLY by AP credits

Groups	none	1-5	6-11	12-17	18-24	>24	Row Total
non-graduates	189	44	52	9	3	2	299 (93.4)
GRADUATES	7	0	8	2	3	1	21 (6.6)
Column Total	196 61.3	44 13.8	60 18.8	11 3.4	6 1.9	3 .9	320 (100.0)

Valid cases = 320 Number of missing observations = 0

Those who graduated in the traditional four years in Spring, 1996 included 83 students, of which 45 entered with no advanced placement credit and 38 entered with varying amounts of AP credit. Table 4-9 displays the data on those who graduated on time.

Table 4-9

Distribution of students who graduated ON TIME by Advanced Placement credits earned

Groups	none	1-5	6-11	12-17	18-24	>24	Row Total
non-graduates	151	29	42	8	4	3	238 (74.1)
GRADUATES	45	15	18	3	2	0	83 (25.9)
Column Total	196 61.3	44 13.8	60 18.8	11 3.4	6 1.9	3 .9	320 (100.0)

Valid cases = 320 Number of missing observations = 0

Any student who did not graduate by Spring term, 1992 was considered a late graduate. These students included those who graduated in Summer, 1996, Fall, 1996 or were enrolled in the Spring, 1997 term, regardless if they graduated in that term or just completed further study towards their degree. Of the 30 students who graduated in August, 1996, 17 had no AP credit, seven had earned less than 6 AP credits and another six had earned between 6 and 11 AP credits. In Fall, 1996, 69 students completed their

undergraduate degrees, of which 52 had earned no AP credit, 10 had earned less than 6 credits; an additional six had between 6 and 11 and one more had earned 12 AP credits. Of the last group who were still enrolled in the Spring, 1997 term, 76 had no AP credits but more than 36% (43 students) had entered with Advanced Placement credit. Three of those students had entered with a large amount of AP credits each (one with 29, another with 28, the last with 24). Tables 4-10 and 4-11 display the data on late graduates.

Table 4-10

Distribution of students who graduated LATE or will graduate LATE by A P credits (including currently enrolled students)

Groups	none	1-5	6-11	12-17	18-24	>24	Row Total
non-graduates	52	15	26	5	5	1	104 (32.5)
GRADUATES	144	29	34	6	1	2	216 (67.5)
Column Total	196	44	60	11	6	3	320
	61.3	13.8	18.8	3.4	1.9	.9	(100.0)

Valid cases = 320 Number of missing observations = 0

Table 4-11

Distribution of students who graduated LATE by Advanced Placement credits (NOT including currently enrolled students)

Groups	none	1-5	6-11	12-17	18-24	>24	Row Total
non-graduates	130	28	48	10	6	3	225 (70.3)
GRADUATES	66	16	12	1	0	0	95 (29.7)
Column Total	196 61.3	44 13.8	60 18.8	11 3.4	6 1.9	3 .9	320 (100.0)

Valid cases = 320 Number of missing observations = 0

Evaluation

Research Question No. 1 How many of the students were able to accelerate their progress through the coursework required to graduate in their major because of the additional credits they earned through AP prior to formally beginning their university studies and thereby graduate early (prior to Spring, 1996)?

To evaluate the impact of Advanced Placement credits on EARLY graduation, a 2x2 Chi-squared distribution was performed on the raw data from Table 4-8.

Table 4-12

Graduation prior to Spring, 1996 by AP credits

	AP credits		
Graduated Early	None	Some	Row Total
No	189 (96.4	110 (88.7)	299 (93.4)
Yes	7 (3.6)	14 (11.3)	21 (6.6)
Column Total	196 61.3	124 38.8	320 100.0

Chi-Square	Value	DF	Significance
Pearson	7.37985	1	.00660
Continuity Correction	6.17471	1	.01296
Likelihood Ratio	7.16186	1	.00745
Mantel-Haenszel test for linear association	7.35679	1	.00668

Minimum expected frequency - 8.137

Since $p = .00660 < 0.05$, the null hypothesis is rejected, indicating the existence of a significant dependency relationship of Advanced Placement credits on the graduation time required of students who graduate early.

In an attempt to reconcile the time to graduate in consideration of the number of Advanced Placement credits with which a student entered university, a comparison of the mean number of credits per term was calculated by subtracting the number of AP credits granted from the number of credits needed to graduate and dividing the difference by the number of semesters taken to graduate (using Spring, 1996 as 12).

A t-test comparing the Independent Samples of Advanced Placement credit status was then performed.

Table 4-13

Credits-per-term average by AP credits

AP Status	Number of cases	Mean	SD	SE of Mean
Some AP credit	14	10.5133	.891	.238
No AP credit	7	11.3766	.499	.189

Mean difference = -.8633

Levene's Test for Equality of Variances: F= .761 P=.394

t-test for Equality of Means

Variances	t-value	df	2-Tail sig	SE of Diff	95% CI for Diff
Equal	-2.37	19	.029	.365	(-1.627, -.099)
Unequal	-2.84	18.58	.011	.304	(-1.500, -.227)

The significance of this t-test supports the conclusion that there is a significant difference in the early graduation rates of students entering university with Advanced Placement credits over those who enter without AP.

Research Question No. 2 How many students graduated on time (Spring, 1996), in the traditional four years after entering college for the first time?

To evaluate the impact of Advanced Placement credits on ON TIME graduation, a 2x2 Chi-squared distribution was

performed on the raw data from Table 4-9, but eliminates those who graduated early from the valid observations.

Table 4-14

Graduation, Spring, 1996 by AP credits

	AP credits		
Graduated On Time	None	Some	Row Total
No	144 (76.2)	72 (65.5)	216 (72.2)
Yes	45 (23.8)	38 (34.5)	83 (27.8)
Column Total	187 62.5	112 37.5	299 100.0

Chi-Square	Value	DF	Significance
Pearson	3.99644	1	.04560
Continuity Correction	3.47900	1	.06215
Likelihood Ratio	3.93372	1	.04733
Mantel-Haenszel test for linear association	3.98307	1	.04596

Minimum expected frequency - 30.535

Since $p = .04560 < 0.05$, the null hypothesis is again rejected, indicating that there is a significant dependency regarding on time graduation rate for students entering with Advanced Placement credits as compared to those entering without AP credits.

Research Question No. 3 How many students graduated later than a traditional four years after entering college for the first time?

To evaluate the impact of Advanced Placement credits on LATE graduation, a 2x2 Chi-squared distribution was performed on the raw data from Tables 4-10 and 4-11, but eliminates those who graduated early and on time from the valid observations.

Table 4-15

Graduation after Spring, 1996 by AP credits but **excluding** currently enrolled students

	AP credits		
Graduated Late	None	Some	Row Total
No	78 (54.2)	43 (59.7)	121 (56.0)
Yes	66 (45.8)	29 (40.3)	95 (44.0)
Column Total	144 66.7	72 33.3	216 100.0

Chi-Square	Value	DF	Significance
Pearson	.60130	1	.43808
Continuity Correction	.39696	1	.52867
Likelihood Ratio	.60357	1	.43722
Mantel-Haenszel test for linear association	.59852	1	.43914

Minimum expected frequency - 31.667

Since p = .43808 > 0.05, the null hypothesis is not rejected, indicating no significant dependency between the graduation time required of students entering with Advanced Placement credits as compared to those entering without AP credits to graduate late.

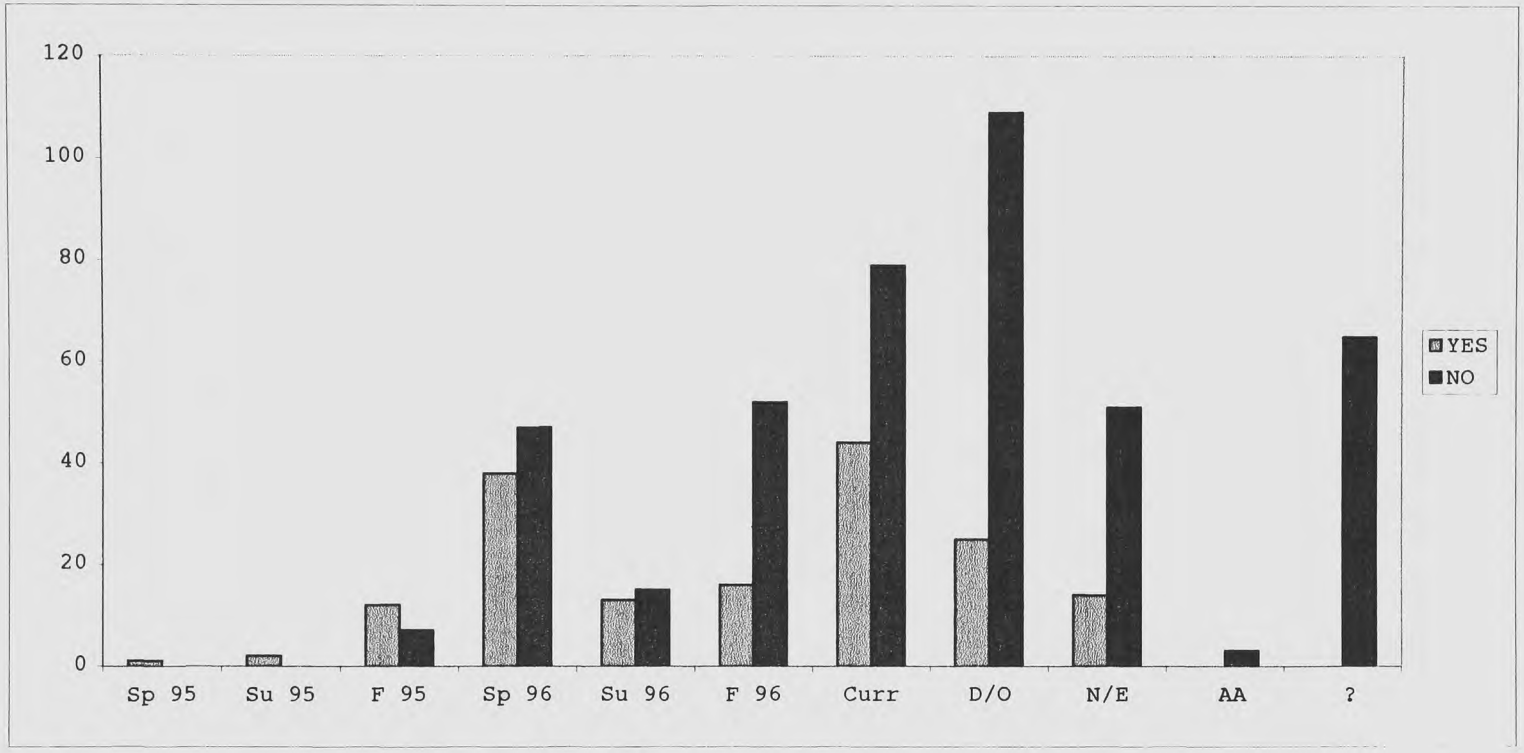
Because one university provided data on the majors of early graduates only despite two requests for complete information, a t-test comparing credits-per-term averages with term of graduation similar to Table 4-13 could not be completed for on time or late graduates.

Figure 1 which follows is a recapitulation of all data provided in this study. It provides a graphic representation of the attendance and graduation data for the entire cohort body as follows:

AP	Sp 95	Su 95	F 95	Sp 96	Su 96	F 96	C/E	D/O	N/E	AA	?
yes	1	2	12	38	12	16	44	25	14	0	0
no	0	0	7	47	15	52	79	109	51	3	65

The data on the students from that one high school where Advanced Placement rosters were not available were included with the "no" results above in order to account for all 593 members of the cohort.

Figure 1 Attendance and Graduation Data (Yes/No AP credits)



	Sp 95	Su 95	F 95	Sp 96	Su 96	F 96	Curr	D/O	N/E	AA	?	Total
YES	1	2	12	38	13	16	44	25	14	0	0	165
NO	0	0	7	47	15	52	79	109	51	3	65	428
												593

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

Summary

It is evident that the ten Florida public institutions of higher learning under examination in this study have different policies as regards the acceptance of Advanced Placement passing scores. In only two cases (Macroeconomics and Microeconomics for a score of 3) was there a uniform score across the ten schools in any testing area. Likewise the courses accepted by each SUS institution vary substantially. Of particular concern is that over two-thirds of the institutions are out of compliance with the laws which govern articulation between secondary and postsecondary schools throughout the state.

In late 1996, the Florida State Legislature amended Rule 6A-10.024, FAC upon the recommendation of the Standing Committee on Alternative Ways of Earning Credit and with the approval of the Articulation Coordinating Committee and the Statewide Course Numbering System (SCNS) Faculty Discipline Committees. Passing scores on Advanced Placement examinations are now equated to courses in the SCNS and a course number and the amount of credit to be awarded is now designated.

It is commendable that the state of Florida attempted to unify the policies of the colleges and universities under its aegis, but it must also be noted that this alteration of the law is not in full compliance with the rulings designated elsewhere in the statutes. Two Advanced Placement examinations -- Psychology and Music Listening -- are missing completely. Minimum scores are not clear for several cases. A comparison of pages A-19 and A-28 through A-30 of A Review of Acceleration Mechanisms in Florida Public Education (1997) differ on the number of credits awarded scores of 5 on the foreign language examinations and suggest a lack of credit for scores for 4 or 5 on the European History examination, or scores for 5 on the two Computer Science, the English Language or the English Literature examinations. Lastly, each university is given the option to choose which level course they will exempt for the AP scores presented because the state did not mandate the initial digit in the SCNS.

Conclusions

It is impossible to fully evaluate the influence that the individual policies of the different institutions in the SUS as regards Advanced Placement on the academic careers of students over the years. Table A4 takes those members of the cohort through alternative scenarios: With the same scores for AP, how many credits would each individual students have

earned in all the other universities. Additionally, the range of maximum loss and gain possible for each student is also evaluated.

The financial impact of having selected the best school for their scores might have played a part in selecting a university for the brothers who were the impetus behind this study, had they known there was a difference.

Understanding a University's Policy

In unofficial conversations with Registrars, Admissions Counselors, and other university personnel who assisted with the data collection of this study, the reasoning behind the specific university's policy came to light. Several mentioned the problem of "turf wars" and FTE struggles as a basis for their university's desire to limit an incoming student's advanced standing.

Another issue that universities must face is the so-called "Gordon Rule" whereby "students must complete 12 credits in designated courses that involve substantial writing (a total of 24,000 words)" (University of Florida, 1995, p. 35) with a minimum grade of C. Some courses taken for advanced standing cannot be counted towards meeting this requirement. Many of the courses which are exempted by advanced standing include Gordon Rule courses, and unless that Advanced Placement teacher at the high school can

certify that the student has written a minimum of 2,000 words in those classes -- a requirement that is rarely conveyed to the high school teachers who provide AP instruction -- the university must insist that the student make up the deficit elsewhere.

One university expressed the policy that their Biology and Pre-Med majors were encouraged to take AP Biology while in high school for the training it would provide, but they would not receive credit or exemption for the course because that institution preferred to assure that all their majors were on equal footing at the beginning of advanced coursework. However, students presenting AP Biology passing scores who chose to major in other areas would be given credit by the university.

There is another twist to the universities' policy on Advanced Placement. Because students are now being held to rigid excess credit rules (usually, no more than 110% of the student's required ratio of credits-to-degree is permitted at in-state tuition rates), some students whose Advanced Placement credits will put them over the maximum (because they may have changed majors or otherwise exceeded their number of credits permitted) can ask to waive the credits they earned and accept only exemption from the course requirements they were granted to give them the breathing room they need to complete their degree under the in-state tuition rate.

What is the impact of the universities' policy? New College boasted of its 3-1/2 year program of study of seven completed contracts, yet the one student who entered that institution in 1992 did not graduate until the Spring, 1997 term, not even on time, let alone early. This young woman had taken two AP exams with scores that would have granted her credit at any other university in the system.

And did the young man who entered the University of Florida with 38 credits leave college substantially earlier than those who had no Advanced Placement credit? No, he double majored in Mathematics and Statistics at UF and graduated with 131 credits in Fall, 1995. Allowing that he might have attended only four Fall terms, three Spring terms, and one Summer, his average rate to complete the 93 credits he needed to graduate was less than 12 credits per semester.

Recommendations

As a result of this study, the following recommendations are made:

1) The recently amended mandate enacted by the Legislature needs to be brought into full compliance with the law and the highlighted discrepancies and potential confusion need to be clarified.

2) Funding of Advanced Placement at the current levels should be re-evaluated to determine if the financial and

human costs are in line with the budgetary, curricular and personnel limitations in the state of Florida today.

3) A voucher system might be established whereby students who present AP passing scores to any institution in the system would receive reimbursement for any out-of-pocket expenses they incurred if the current funding policies were altered. In such a way, the highest caliber of students might be encouraged to remain in Florida for their postsecondary education. Also the taxpayers of this state would not be subsidizing the incoming Freshman class of colleges and universities elsewhere. In the City of New York, students are expected to pay for their own Advanced Placement tests and those who can verify that this requirement is a hardship apply directly to the Educational Testing Service for relief.

4) Weighting of Advanced Placement courses needs to be re-evaluated so that these courses are not used by students merely as means to improve their grade point average or insure their rank in class. Some correlation needs to be made between success in the class and success on the examination for weighting the honors points involved.

5) The universities within the SUS need to develop a level of trust (1) that the curriculum taught using Advanced Placement guidelines is <u>at least equal</u> to that of the course which it has been designated to replace, without insisting on further proof or verification of achievement and (2) that the

methods used to evaluate the subjective parts of each test show high reliability levels. Graders undergo rigorous training on the rubrics to be used and blind checks are done throughout the daily grading process to verify the consistency of the scoring. Only a bar code is used to identify the students who took the examination as a means to maintain security. Teachers are not permitted to grade papers written by students from their geographical area of the country to avoid the possibility of recognizing a student's handwriting or style. University professors as well as experienced high school teachers of Advanced Placement courses are hired to do the evaluations so that the expectations of acceptable answers are not just those of secondary instructors.

6) The full impact on university FTE's of the AP acceptance policy in place at the institution needs to be evaluated by the university research personnel to determine what effect actually occurs and if alterations to policy need to be implemented.

7) High school guidance personnel need to be informed of possible discrepancies in the policies of the SUS institutions which might have as far-reaching implications as this one. Hopefully, the new legislation will be implemented in the 1997-98 school year and make the charts found in Appendix A of this study obsolete.

8) In a similar mode, parents and students also need to become informed about possible discrepancies in the policies of the SUS institutions which might have as implications on their choices due to financial or other considerations.

Implications for Further Research

1) The Postsecondary Education Planning Committee conducted research on the acceleration mechanisms in Florida public education in the Fall of 1996. They and other agencies in Tallahassee have access to records which could clarify much more profoundly on the true attendance and graduation data under study here. The determination of early, on time or late in this study was approximated without benefit of full transcripts or face-to-face interviews with the students involved.

An evaluation of other cohorts, using this or more sophisticated methodology, is recommended to verify a duplication of these findings. It would be especially important to evaluate classes who graduated from high school post-1996 for two reasons:

A) the data from the high schools are still available to the researchers and;

B) the entering class of 1996 is the first group fully governed by the 120 credit limitation.

2) A longitudinal study of a high school graduating class year-by-year might provide data different from tracking a cohort after the fact.

3) A study of the relationship between the number of Advanced Placement examinations passed and graduation date is another offshoot of this study. An overwhelming majority of the members of this cohort presented only one or two examinations. Over half took only one exam and approximately 84% passed only two. The breakdown of number of examinations passed and the range and frequency of scores granted by the different universities for each can be examined in Tables A4-A11.

4) Another area of further study concerns which Advanced Placement examinations are presented with greatest frequency and with the greatest success ratio. Table A12 describes the frequency of examination and score for this cohort. A comparative study, for other areas of Florida or nationally, might provide interesting information.

5) Lastly, a qualitative research study of the members of this (or a second) cohort could uncover the answers to other questions related to the study: Why are some students who entered with substantial AP credits still in college? Why did a boy entering with 38 AP credits graduate only one term early? How many credits per term did students actually complete? Why? and the like.

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APPENDIX A

TABLES

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FAU	fau	FAMU	famu	FIU	fiu
Art History	3	no dir equivalent	3	ARH 2050/2051	6	ARH 2050	3
	4	no dir equivalent	3	ARH 2050/2051	6	ARH 2050/2051	6
	5	no dir equivalent	3	ARH 2050/2051	6	ARH 2050/2051	6
Studio Art:	3	no dir equivalent	3			ART credit	3
Drawing	4	no dir equivalent	3			ART cr&elective	6
	5	no dir equivalent	3			ART cr&elective	6
Studio Art:	3	no dir equivalent	3			ART credit	3
Gen'l Portfolio	4	no dir equivalent	3			ART cr&elective	6
	5	no dir equivalent	3			ART cr&elective	6
American	3	POS 1041	3	AMH 2041	3	POS 2042	3
Government	4	POS 1041	3	AMH 2041	3	POS 2042&elect	6
	5	POS 1041	3	AMH 2041	3	POS 2042&elect	6
American	3	not accepted		AMH 2010/2020	3	Hist Fdtn (Grule)	3
History	4	AMH 2010	3	AMH 2010/2020	3	Hist Fdtn & elect	6
	5	AMH 2010/2020	6	AMH 2010/2020	3	Hist Fdtn & elect	6

Note.

New College does not accept AP courses for credit.

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FAU	fau	FAMU	famu	FIU	fiu
Biology	3	BSC 1010/L &	8	BSC 1005	5	BIO cr w/lab	3
	4	BSC 1011/L	8	BSC 1005	5	BIO cr & BIO elec	6
	5	3-5 same	8	BSC 1005	5	BIO cr & BIO elec	6
Calculus AB	3	MAC 2311	4	MAC 3311	4	MAC 2311	3
	4	MAC 2311	4	MAC 3311	4	MAC 2311&elect	6
	5	MAC 2311	4	MAC 3311	4	MAC 2311&elect	6
Calculus BC	3	MAC 2311	4			MAC 2311	3
	4	MAC 2311/3312	8			MAC 2311/2312	6
	5	MAC 2311/3312	8			MAC 2311/2312	6
Chemistry	3	CHM 2045/L	4	CHM 1015	4	CHM cr w/lab	3
	4	CHM 2045/L	4	CHM 1015	4	CHM cr & elect	6
	5	CHM 2045/L & CHM 2046	7	CHM 1015	4	CHM cr & elect	6
Comparative Govt & Politics	3						
	4						
	5						

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FAU	fau	FAMU	famu	FIU	fiu
Computer	3	CGS 2000	3			COP 2210	3
Science A	4	CGS 2000	3			COP 2210&elect	6
	5	CGS 2000	3			COP 2210&elect	6
Computer	3						
Science B	4						
	5						
Economics	3	ECO 2013	3	ECO 2013	3	ECO 2013	3
(macro)	4	ECO 2013	3	ECO 2013	3	ECO 2013 &elect	6
	5	ECO 2013	3	ECO 2013	3	ECO 2013 &elect	6
Economics	3	ECO 2023	3	ECO 2023	3	ECO 2023	3
(micro)	4	ECO 2023	3	ECO 2023	3	ECO 2023 &elect	6
	5	ECO 2023	3	ECO 2023	3	ECO 2023 &elect	6
English	3	ENC 1101	3			ENC 1101	3
Literature	4	ENC 1101/1102	6			ENC 1101 &elect	6
	5	ENC 1101/1102 one course only	6			ENC 1101 &elect	6

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FAU	fau	FAMU	famu	FIU	fiu
English	3	ENC 1101	3	ENC 1101/1102	6	ENC 1101	3
Language	4	ENC 1101/1102	6	ENC 1101/1102	6	ENC 1101 &elect	6
	5	ENC 1101/1102	6	ENC 1101/1102	6	ENC 1101 &elect	6
European	3	not accepted				Hist Fdtn (Grule)	3
History	4	WOH 2022	3			Hist Fdtn & elect	6
	5	WOH 2012,2022	6			Hist Fdtn & elect	6
French	3	FRE 1120	4	FRE 1100/1101	8	FRE 1120	3
Language	4	FRE 1120/1121	8	FRE 1100/1101	8	FRE 1120/1121	6
	5	FRE 1120/1121	8	FRE 1100/1101	8	FRE 1120/1121	6
French	3					ART cr	3
Literature	4					ART cr & elect	6
	5					ART cr & elect	6
German Language	3	GER 1120	4			GER 1120	3
	4	GER 1120/1121	8			GER 1120/1121	6
	5	GER 1120/1121	8			GER 1120/1121	6
Latin: Vergil	3					LAT 1120	3
	4					LAT 1120/1121	6
	5					LAT 1120/1121	6

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FAU	fau	FAMU	famu	FIU	fiu
Latin: Catullus	3					LAT 1120	3
	4					LAT 1120/1121	6
	5					LAT 1120/1121	6
Music Listening & Literature	3	no dir equivalent	3			MUH 1011	3
	4	no dir equivalent	3			MUH 1011 &elct	6
	5	no dir equivalent	3			MUH 1011 &elct	6
Music Theory	3	no dir equivalent	3			ART cr	3
	4	no dir equivalent	3			ART cr & elect	6
	5	no dir equivalent	3			ART cr & elect	6
Physics B	3	PHY 3050/3051	8			PHY cr w/lab	3
	4	PHY 3050/3051	8			PHY cr & PHY elc	6
	5	PHY 3050/3051	8			PHY cr & PHY elc	6
Physics C Mechanics	3	PHY 3040	4	PHY 2048	4	PHY cr w/lab	3
	4	PHY 3040	4	PHY 2048	4	PHY cr & PHY elc	6
	5	PHY 3040	4	PHY 2048	4	PHY cr & PHY elc	6

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FAU	fau	FAMU	famu	FIU	fiu
Physics C	3	PHY 3040	4			PHY cr w/lab	3
Electricity & Magnetism	4	PHY 3040	4			PHY cr & PHY elc	6
	5	PHY 3040	4			PHY cr & PHY elc	6
Psychology	3	PSY 1012	3			PSY 2020	3
	4	PSY 1012	3			PSY 2020 & elct	6
	5	PSY 1012	3			PSY 2020 & elct	6
Spanish Language	3	SPN 1120	4	SPN 1100/1101	8	SPN 1120	3
	4	SPN 1120/1121	8	SPN 1100/1101	8	SPN 1120/1121	6
	5	SPN 1120/1121	8	SPN 1100/1101	8	SPN 1120/1121	6
Spanish Literature	3					ART cr	3
	4					ART cr & elect	6
	5					ART cr & elect	6
OTHER:							
Classics	3						
	4						
	5						

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FSU	fsu	U C F	ucf	U F	uf
Art History	3	ART 0000	3	ARH 2050	3	ARH 2050	3
	4	ART 0000	3	ARH 2050	3	ARH 2050	3
	5	ART 0000	3	ARH 2050/2051	6	ARH 2050/2051	6
Studio Art:	3	ART 1300C	3	Assigned by Art		ART 2001C	3
Drawing	4	ART 1300C	3	Department		ART 2001C	3
	5	ART 1300C	3	3-6 credits		ART 2001C	3
Studio Art:	3	ART 1300C	3	Assigned by Art		ART 2001C	3
Gen'l Portfolio	4	ART 1300C	3	Department		ART 2001C	3
	5	ART 1300C	3	3-6 credits		ART 2001C	3
American	3	POS 1041	3	POS 2041	3	POS 2041	3
Government	4	POS 1041	3	POS 2041	3	POS 2041	3
	5	POS 1041	3	POS 2041	3	POS 2041	3
American	3	AMH 1000	3	AMH 2010	3	AMH 2020	3
History	4	AMH 1000	3	AMH 2010	3	AMH 2010/2020	6
	5	AMH 1000	3	AMH 2010	3	AMH 2010/2020	6

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FSU	fsu	U C F	ucf	U F	uf
Biology	3	APB 0000	4	BSC 1020	3	BSC 2005	3
	4	APB 0000	4	BSC 1020	3	BSC 2005/L/06	7
	5	APB 0000	4	BSC 1020	3	BSC 2005/L/06	7
Calculus AB	3	MAT 0000	3	MAC 3311/3312	8	MAC 3311	4
	4	MAT 0000	3	MAC 3311/3312	8	MAC 3311	4
	5	MAC 3311	3	MAC 3311/3312	8	MAC 3311	4
Calculus BC	3	no distinction for		MAC 3311,12,13	12	MAC 3311	4
	4	Calculus BC exam		MAC 3311,12,13	12	MAC 3311/3312	8
	5			MAC 3311,12,13	12	MAC 3311/3312	8
Chemistry	3	CHM 0000	3	CHM 2045/L	4	CHM 2040/45L	4
	4	CHM 0000	3	CHM 2045/L	4	CHM 2040/45L & CHM 2041	7
	5	CHM 1045/L & CHM 1046	7	CHM 2045/L & CHM 2046	7	4-5 same	7
Comparative Govt & Politics	3	CPO 3002	3	CPO 3103	3	CPO 2001	3
	4	CPO 3002	3	CPO 3103	3	CPO 2001	3
	5	CPO 3002	3	CPO 3103	3	CPO 2001	3

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FSU	fsu	U C F	ucf	U F	uf
Computer	3	COP 2000	3			CGS 3462	3
Science A	4	COP 2000	3	GEP, C.2	3	CGS 3462	3
	5	COP 2000	3	GEP, C.2	3	CGS 3462	3
Computer	3	no distinction for				CIS 3020	3
Science B	4	Comp Sci B exam		no dir equivalent	3	CIS 3020	3
	5			no dir equivalent	3	CIS 3020	3
Economics	3	ECO 0000	3	ECO 2013	3	ECO 2013	3
(macro)	4	ECO 0000	3	ECO 2013	3	ECO 2013	3
	5	ECO 0000	3	ECO 2013	3	ECO 2013	3
Economics	3	ECO 2023	3	ECO 2023	3	ECO 2023	3
(micro)	4	ECO 2023	3	ECO 2023	3	ECO 2023	3
	5	ECO 2023	3	ECO 2023	3	ECO 2023	3
English	3	ENC 1101	3	LIT 2110	3	AML 2070	3
Literature	4	ENC 1101/1102	6	LIT 2110 or gen	6	AML 2070 &	6
				LIT 2110 elect	6	ENL 2022	
	5	ENC 1101/1102	6			4-5 same	6

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FSU	fsu	U C F	ucf	U F	uf
English	3	ENC 1101	3	ENC 1101	3	ENC 1101	3
Language	4	ENC 1101/1102	6	ENC 1101/1102	6	ENC 1101/1102	6
	5	ENC 1101/1102	6	ENC 1101/1102	6	ENC 1101/1102	6
European	3	EUH 0000	3	EUH 2011	3	EUH 2002	3
History	4	EUH 0000	3	EUH 2011	3	EUH 2001/2002	6
	5	EUH 0000	3	EUH 2011	3	EUH 2001/2002	6
French	3	FRE 1120/1121	8	FRE 3420	3	FRE 2200	3
Language	4	same + FRE2200	12	FRE 3420 & gen	6	FRE 2200/2240	5
	5	same + FRE2200	12	FRE 3420 elect	6	FRE2200/01/40	8
French	3	FRW 3100	3	FRW 3100	3	FRE 2200	3
Literature	4	FRW 3100/3101	6	FRW 3100/3101	6	FRE 2200/2240	5
	5	FRW 3100/3101	6	FRW 3100/3101	6	FRE2200/01/40	8
German Language	3	GER 1120/1121	8	GER 1120	3	GER 2200	3
	4	same + GER2230	12	GER 1120 & gen	6	GER 2200	3
	5	same + GER2230	12	GER 1120 elect	6	GER 2200	3
Latin: Vergil	3	LAT 0000	3	no dir equivalent	3	LNW 2660	3
	4	LAT 0000	3	no dir equivalent	3	LNW 2660	3
	5	LAT 0000	3	no dir equivalent	3	LNW 2660	3

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FSU	fsu	U C F	ucf	U F	uf
Latin: Catullus	3	LAT 0000	3	no dir equivalent	3	LNW 2630	3
	4	LAT 0000	3	no dir equivalent	3	LNW 2630	3
	5	LAT 0000	3	no dir equivalent	3	LNW 2630	3
Music Listening & Literature	3	MUL 2110	2			MUL 2010	3
	4	MUL 2110	2			MUL 2010	3
	5	MUL 2110	2			MUL 2010	3
Music Theory	3	MUT 1011	3	MUT 2111/1241	4	MUT 1001	2
	4	MUT 1011	3	MUT 2111/1241	4	MUT 1001	2
	5	MUT 1011	3	MUT 2111/1241	4	MUT 1001	2
Physics B	3	PHY 0000	4	PSC 1121	3	PHY 2004	3
	4	PHY 0000	4	PHY 3053	3	PHY 3053,2005 & PHY 3055L	8
	5	PHY 0000	4	PHY 3053	3	PHY 3053,3054 & PHY 3055L	9
Physics C Mechanics	3	no distinction for		PHY 3053	4	PHY 3053	4
	4	Physics C		PHY 3053	4	PHY 3048 & PHY 3055L	4
	5			PHY 3048	3	4-5 same	4

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	FSU	fsu	U C F	ucf	U F	uf
Physics C	3	no distinction for		PHY 3054C	4	PHY 3053	4
Electricity &	4	Physics C		PHY 3054C	4	PHY 3049 &	4
Magnetism						PHY 3056L	
	5			PHY 3049	3	4-5 same	4
Psychology	3	PSY 2012	3	PSY 2013	3	PSY 2013	3
	4	PSY 2012	3	PSY 2013	3	PSY 2013	3
	5	PSY 2012	3	PSY 2013	3	PSY 2013	3
Spanish	3	SPN 1120/1121	8	SPN 1120	3	SPN 2200	3
Language	4	same + SPN2200	12	SPN 1120 & gen	6	SPN 2200/2201	6
	5	same + SPN2200	12	SPN 1120 elect	6	SPN 2200/2201	6
Spanish	3	SPW 3100	3	no dir equivalent	3	SPN 2200	3
Literature	4	SPW 3100/01	6	no dir equivalent	6	SPN 2200/2201	6
	5	SPW 3100/01	6	no dir equivalent	6	SPN 2200/2201	6
Classics	3			HUM 2211	3		
	4			HUM 2211	3		
	5			HUM 2211	3		

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	U N F	unf	U S F	usf	U W F	uwf
Art History	3	gen ed fine art	3	ARH 3001	4	ARH 1050	3
	4	gen ed fine art	3	ARH 3001	4	ARH 1050	3
	5	gen ed fine art	3	ARH 3001	4	ARH 1050	3
Studio Art:	3			ART 3301 ++	4	ART 1300	3
Drawing	4			&portfolio rev	4	ART 1300	3
	5			ART 3301 ++	4	ART 1300	3
Studio Art:	3			ART 2201 ++	4	ART 1003	3
Gen'l Portfolio	4			&portfolio rev	4	ART 1003	3
	5			ART 2201 ++	4	ART 1003	3
American	3					POS 1041	3
Government	4	gen ed	3	POS 2041	3	POS 1041	3
	5	soc science		POS 2041	3	POS 1041	3
American	3	AMH 2010/20	6	AMH 2020	3	AMH 2010/2020	6
History	4	AMH 2010/20	6	AMH 2010/2020	6	AMH 2010/2020	6
	5	AMH 2010/20	6	AMH 2010/2020	6	AMH 2010/2020	6

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	U N F	unf	U S F	usf	U W F	uwf
Biology	3	BSC 2010C	4	BSC 2010C	4	BSC 1010/L	4
	4	BSC 2010/20 C	8	BSC 2010C/11C	8	BSC 1010/L	4
	5	BSC 2010/20 C	8	BSC 2010C/11C	8	BSC 1010/L	4
Calculus AB	3	MAC 3311	4	MAC 3311	4	MAC 3311	4
	4	MAC 3311	4	MAC 3311	4	MAC 3311	4
	5	MAC 3311	4	MAC 3311	4	MAC 3311	4
Calculus BC	3			MAC 3311	4	MAC 3312	4
	4	MAC 3311/3312	8	MAC 3311/3312	8	MAC 3312	4
	5	MAC 3311/3312	8	MAC 3311/3312	8	MAC 3312	4
Chemistry	3	CHM 2045C	4	CHM 2041/46	6	CHM 2045/L	4
	4	CHM 2045C/46C	8	CHM 2041/46 lab cr only when	6	CHM 2045/L	4
	5	CHM 2045C/46C	8	CHM 2041/46 verified by dept.	6	CHM 2045/L	4
Comparative Govt & Politics	3					INR 2002	3
	4			CPO 3002	3	INR 2002	3
	5			CPO 3002	3	INR 2002	3

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	U N F	unf	U S F	usf	U W F	uwf
Computer	3	COC 3040 &&	3	not listed		COP 3210	3
Science A	4	COC 3040 &	3			COP 3210	3
	5	COC 3040 &	3			COP 3210	3
Computer	3	not listed		not listed		COP 3210/3530	6
Science B	4	(as above?)				COP 3210/3530	6
	5					COP 3210/3530	6
Economics	3	ECO 2013	3	ECO 2013	3	ECO 1000	3
(macro)	4	ECO 2013	3	ECO 2013	3	ECO 1000	3
	5	ECO 2013	3	ECO 2013	3	ECO 1000	3
Economics	3	ECO 2023	3	ECO 2023	3	ECO 1000	3
(micro)	4	ECO 2023	3	ECO 2023	3	ECO 1000	3
	5	ECO 2023	3	ECO 2023	3	ECO 1000	3
English	3	Comp I and Lit	6	ENC 1101	3	ENC 1102	3
Literature	4	ENC 1101 & LIT 2110	6	ENC 1101/1102	6	ENC 1102	3
	5	Comp I and Lit one course only	6	ENC 1101/1102	6	ENC 1102	3

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	U N F	unf	U S F	usf	U W F	uwf
English	3	Comp I and Lit	6	ENC 1101/1102	3	ENC 1101	3
Language	4	ENC 1101 &	6	ENC 1101/1102	6	ENC 1101	3
	5	LIT 2110	6	ENC 1101/1102	6	ENC 1101	3
European	3	EUH 1000/1001	6	EUH 2030	3	EUH 1000/1001	6
History	4	EUH 1000/1001	6	EUH 2030/31	6	EUH 1000/1001	6
	5	EUH 1000/1001	6	EUH 2030/31	6	EUH 1000/1001	6
French	3	gen ed language	6	FRE 2200	3	FRE 1120/L &	8
Language	4	gen ed language	6	FRE 2200/01	6	FRE 1121/L	8
	5	gen ed language	6	FRE 2200/01	6	3-5 same	8
French	3	gen ed language	6	FRE 3230	3	FRW 2100/2101	6
Literature	4	gen ed language	6	FRE 3230	3	FRW 2100/2101	6
	5	gen ed language	6	FRE 3230	3	FRW 2100/2101	6
German Language	3	gen ed language	6	GER 2200	3	GER 1120/L &	8
	4	gen ed language	6	GER 2200/01	6	GER 1121/L	8
	5	gen ed language	6	GER 2200/01	6	3-5 same	8
Latin: Vergil	3	gen ed language	3	LNW 2660	4	LNW 2660	3
	4	gen ed language	3	LNW 2660	4	LNW 2660	3
	5	gen ed language	3	LNW 2660	4	LNW 2660	3

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	U N F	unf	U S F	usf	U W F	uwf
Latin: Catullus	3	gen ed language	3	LNW 4634	4	LNW 2630	3
	4	gen ed language	3	LNW 4634	4	LNW 2630	3
	5	gen ed language	3	LNW 4634	4	LNW 2630	3
Music Listening & Literature	3			not listed		MUS 2642	3
	4					MUS 2642	3
	5					MUS 2642	3
Music Theory	3	gen ed fine art	3	MUL 2111+elct	4	MUT 1111/1112	6
	4	gen ed fine art	3	MUL 2111+elct	4	MUT 1111/1112	6
	5	gen ed fine art	3	MUL 2111+elct	4	MUT 1111/1112	6
Physics B	3	PHY 2048C	4	PHY 3053	3	PHY 2004/L	4
	4	PHY 2048C/29C	8	PHY 3053,3054	6	PHY 2004/L	4
	5	PHY 2048C/29C	8	PHY 3053,3054	6	PHY 2004/L	4
Physics C Mechanics	3	PHY 2053	4			PHY 2004/L	4
	4	PHY 2053/2054	8	PHY 3048/49 & USF dept exam	6	PHY 2004/L	4
	5	PHY 2053/2054	8	PHY 3048/49	6	PHY 2004/L	4

Table A1 Comparison of AP Policy by SUS Institution

Examination	Score	U N F	unf	U S F	usf	U W F	uwf
Physics C	3	PHY 2053	4	PHY elective	3	PHY 2004/L	4
Electricity &	4	PHY 2053/2054	8	PHY elective	6	PHY 2004/L	4
Magnetism							
	5	PHY 2053/2054	8	PHY elective	6	PHY 2004/L	4
Psychology	3			PSY 2012	3	PSY 2013	3
	4			PSY 2012	3	PSY 2013	3
	5			PSY 2012	3	PSY 2013	3
Spanish	3	gen ed language	6	SPN 2200	3	SPN 1120/L &	8
Language	4	gen ed language	6	SPN 2200/01	6	SPN 1121/L	8
	5	gen ed language	6	SPN 2200/01	6	3-5 same	8
Spanish	3	not listed		SPW 3030	3	SPW 2010/2011	6
Literature	4	(as above?)		SPW 3030	3	SPW 2010/2011	6
	5			SPW 3030	3	SPW 2010/2011	6

& MAC 3411/12
&& above plus
COP 3530

Table A2 AP Credits awarded by SUS institution

Examination	fau	famu	fiu	fsu	ucf	uf	unf	usf	uwf	avg	high	low	best deal
Art History 3	3	6	3	3	3	3	3	4	3	3	6	3	famu
Art History 4	3	6	6	3	3	3	3	4	3	4	6	3	famu/fiu
Art History 5	3	6	6	3	6	6	3	4	3	4	6	3	famu/fiu/ucf/uf
Studio Art Drawing 3	3	0	3	3	0	3	0	4	3	2	4	0	usf
Studio Art Drawing 4	3	0	6	3	0	3	0	4	3	2	6	0	fiu
Studio Art Drawing 5	3	0	6	3	0	3	0	4	3	2	6	0	fiu
Studio Art Portfolio 3	3	0	3	3	0	3	0	4	3	2	4	0	usf
Studio Art Portfolio 4	3	0	6	3	0	3	0	4	3	2	6	0	fiu
Studio Art Portfolio 5	3	0	6	3	0	3	0	4	3	2	6	0	fiu
American Government 3	3	3	3	3	3	3	0	0	3	2	3	0	≠unf/usf
American Government 4	3	3	6	3	3	3	3	3	3	3	6	3	fiu
American Government 5	3	3	6	3	3	3	3	3	3	3	6	3	fiu
US History 3	0	3	3	3	3	3	6	3	6	3	6	3	unf/uwf
US History 4	3	3	6	3	3	6	6	6	6	5	6	3	fiu/uf/nf/sf/wf
US History 5	6	3	6	3	3	6	6	6	6	5	6	3	≠famu/fsu/ucf
Biology 3	8	5	3	4	3	3	4	4	4	4	8	3	fau
Biology 4	8	5	6	4	3	7	8	8	4	6	8	3	fau/unf/usf
Biology 5	8	5	6	4	3	7	8	8	4	6	8	3	fau/unf/usf

Table A2 AP Credits awarded by SUS institution

Examination	fau	famu	fiu	fsu	ucf	uf	unf	usf	uwf	avg	high	low	best deal
Calculus AB 3	4	4	3	3	8	4	4	4	4	4	8	3	ucf
Calculus AB 4	4	4	6	3	8	4	4	4	4	5	8	3	ucf
Calculus AB 5	4	4	6	3	8	4	4	4	4	5	8	3	ucf
Calculus BC 3	4	0	3	0	12	4	0	4	4	3	12	3	ucf
Calculus BC 4	8	0	6	0	12	8	0	8	4	5	12	4	ucf
Calculus BC 5	8	0	6	0	12	8	0	8	4	5	12	4	ucf
Chemistry 3	4	4	3	3	4	4	4	6	4	4	6	3	usf
Chemistry 4	4	4	6	3	4	7	8	6	4	5	8	3	unf
Chemistry 5	7	4	6	7	7	7	8	6	4	6	8	4	unf
Comparative Govt 3	0	0	0	3	3	3	0	0	3	1	3	0	fsu/ucf/uf/uwf
Comparative Govt 4	0	0	0	3	3	3	0	3	3	2	3	0	fsu/cf/uf/sf/wf
Comparative Govt 5	0	0	0	3	3	3	0	3	3	2	3	0	fsu/cf/uf/sf/wf
Computer Science A 3	3	0	3	3	0	3	3	0	3	2	3	0	≠famu/ucf/usf
Computer Science A 4	3	0	6	3	3	3	3	0	3	3	6	0	fiu
Computer Science A 5	3	0	6	3	3	3	3	0	3	3	6	0	fiu
Computer Science B 3	0	0	0	0	0	3	0	0	6	1	6	0	uwf
Computer Science B 4	0	0	0	0	3	3	0	0	6	1	6	0	uwf
Computer Science B 5	0	0	0	0	3	3	0	0	6	1	6	0	uwf

Table A2 AP Credits awarded by SUS institution

Examination	fau	famu	fiu	fsu	ucf	uf	unf	usf	uwf	avg	high	low	best deal
Macroeconomics 3	3	3	3	3	3	3	3	3	3	3	3	3	all same
Macroeconomics 4	3	3	6	3	3	3	3	3	3	3	6	3	fiu
Macroeconomics 5	3	3	6	3	3	3	3	3	3	3	6	3	fiu
Microeconomics 3	3	3	3	3	3	3	3	3	3	3	3	3	all same
Microeconomics 4	3	3	6	3	3	3	3	3	3	3	6	3	fiu
Microeconomics 5	3	3	6	3	3	3	3	3	3	3	6	3	fiu
English Literature 3	3	0	3	3	3	3	6	3	3	3	6	0	unf
English Literature 4	6	0	6	6	6	6	6	6	3	5	6	0	≠famu/wf
English Literature 5	6	0	6	6	6	6	6	6	3	5	6	0	≠famu/wf
English Language 3	3	6	3	3	3	3	6	3	3	4	6	3	famu/unf
English Language 4	6	6	6	6	6	6	6	6	3	6	6	3	≠uwf
English Language 5	6	6	6	6	6	6	6	6	3	6	6	3	≠uwf
European History 3	0	0	3	3	3	3	6	3	6	3	6	0	≠fau/famu
European History 4	3	0	6	3	3	6	6	6	6	4	6	0	fiu/uf/nf/sf/wf
European History 5	6	0	6	3	3	6	6	6	6	5	6	0	≠famu/fsu/ucf
French Language 3	4	8	3	8	3	3	6	3	8	5	8	3	famu/fsu/uwf
French Language 4	8	8	6	12	6	5	6	6	8	7	12	5	fsu
French Language 5	8	8	6	12	6	8	6	6	8	8	12	6	fsu

Table A2 AP Credits awarded by SUS institution

Examination	fau	famu	fiu	fsu	ucf	uf	unf	usf	uwf	avg	high	low	best deal
French Literature 3	0	0	3	3	3	3	6	3	6	3	6	0	unf/uwf
French Literature 4	0	0	6	6	6	5	6	3	6	4	6	0	fiu/fsu/cf/nf/wf
French Literature 5	0	0	6	6	6	8	6	3	6	5	8	0	uf
German Language 3	4	0	3	8	3	3	6	3	8	4	8	0	fsu/uwf
German Language 4	8	0	6	12	6	3	6	6	8	6	12	0	fsu
German Language 5	8	0	6	12	6	3	6	6	8	6	12	0	fsu
Vergil 3	0	0	3	3	3	3	3	4	3	2	4	0	usf
Vergil 4	0	0	6	3	3	3	3	4	3	3	6	0	fiu
Vergil 5	0	0	6	3	3	3	3	4	3	3	6	0	fiu
Catullus 3	0	0	3	3	3	3	3	4	3	2	4	0	usf
Catullus 4	0	0	6	3	3	3	3	4	3	3	6	0	fiu
Catullus 5	0	0	6	3	3	3	3	4	3	3	6	0	fiu
Music Listening & Lit 3	3	0	3	2	0	3	0	0	3	2	3	0	fau/fiu/uf/uwf
Music Listening & Lit 4	3	0	6	2	0	3	0	0	3	2	6	0	fiu
Music Listening & Lit 5	3	0	6	2	0	3	0	0	3	2	6	0	fiu
Music Theory 3	3	0	3	3	4	2	3	4	6	3	6	0	uwf
Music Theory 4	3	0	6	3	4	2	3	4	6	3	6	0	fiu/uwf
Music Theory 5	3	0	6	3	4	2	3	4	6	3	6	0	fiu/uwf

Table A2 AP Credits awarded by SUS institution

Examination	fau	famu	fiu	fsu	ucf	uf	unf	usf	uwf	avg	high	low	best deal
Physics B 3	8	0	3	4	3	3	4	3	4	4	8	0	fau
Physics B 4	8	0	6	4	3	8	8	6	4	5	8	0	fau/uf/unf
Physics B 5	8	0	6	4	3	9	8	6	4	5	9	0	uf
Physics C Mechanics 3	4	4	3	0	4	4	4	0	4	3	4	0	≠fiu/fsu/sf
Physics C Mechanics 4	4	4	6	0	4	4	8	6	4	4	6	0	fiu/usf
Physics C Mechanics 5	4	4	6	0	3	4	8	6	4	3	6	0	fiu/usf
Phys C- Electr/Magnet 3	4	0	3	0	4	4	4	3	4	2	4	0	fau/cf/uf/nf/uwf
Phys C- Electr/Magnet 4	4	0	6	0	4	4	8	6	4	3	6	0	unf
Phys C- Electr/Magnet 5	4	0	6	0	3	4	8	6	4	3	6	0	unf
Psychology 3	3	0	3	3	3	3	0	3	3	2	3	0	≠famu/unf
Psychology 4	3	0	6	3	3	3	0	3	3	3	6	0	fiu
Psychology 5	3	0	6	3	3	3	0	3	3	3	6	0	fiu
Spanish Language 3	4	8	3	8	3	3	6	3	8	5	8	3	famu/uwf
Spanish Language 4	8	8	6	12	6	6	6	6	8	8	12	6	fsu
Spanish Language 5	8	8	6	12	6	6	6	6	8	8	12	6	fsu
Spanish Literature 3	0	0	3	3	3	3	0	3	6	2	6	0	uwf
Spanish Literature 4	0	0	6	6	6	6	0	3	6	4	6	0	fiu/fsu/cf/uf/wf
Spanish Literature 5	0	0	6	6	6	6	0	3	6	4	6	0	fiu/fsu/cf/uf/wf

Table A3

AP Scores Earned by Exam

ID #	Univ	Ap cr	USH	Bio	CS ab	EnLan	EnLit	Eu H	US Gv	Cl AB	Cl BC	Phys	Psych	Sp La	Chem	Other
24	NEW	0*	4					4								
338	UF	38	3	5			4	3	3	5	5	5				
281	UF	29	4	4			3	4	3	3						
110	UF	28	3				4	4	4	3				5		
295	UF	24	4		3	3					5	4				
273	UF	23	4				4			5					5	
60	UF	21	3		5	3					5	5				
352	UF	19	4			3	4			5						
93	UF	18	4			5	4									
437	UF	16	3				3	3	3	4						
296	UF	16								5	5	5				
192	UF	15	4					3	3					3		
292	UF	15	4					4	5							
473	FIU	15		4			3			4						
118	UF	15	4			4			5							
527	UF	14	3	4						4						
371	UF	13	3			4				5						
202	FSU	12														5Grm
550	UF	12				5	4									
553	FSU	12												5		
256	UF	12				3	4		3							
591	UF	12								5	5					

Table A3

AP Scores Earned by Exam

ID #	Univ	Ap cr	USH	Bio	CS ab	EnLan	EnLit	Eu H	US Gv	Cl AB	Cl BC	Phys	Psych	Sp La	Chem	Other
488	UF	11			3					5		4				
94	UF	10	4							3						
167	UF	10		4					3							
115	UF	10						3	3	3						
303	UF	10				3				3						3Art
139	UF	10						5		4						
112	UF	9				3	4									
156	UF	9					3							5		
211	FIU	9												5		3Art
302	UF	9	4						4							
421	UF	9	3				3		3							
489	UF	9	3				3		4							
528	UF	9		3			3							3		
152	UF	9	3				3		4							
532	UF	9				3			3				4			
125	FIU	9						3						5		
547	UF	9	3					3	3							
22	UF	8								5					3	
126	FAU	8												5		
138	UCF	8								3						
369	FAU	8												4		
432	UF	8								4					3	

Table A3 AP Scores Earned by Exam

ID #	Univ	Ap cr	USH	Bio	CS ab	EnLan	EnLit	Eu H	US Gv	Cl AB	Cl BC	Phys	Psych	Sp La	Chem	Other
305	FAU	8												5		
103	UF	7					3			5						
140	UF	7	3							4						
271	UF	7	3							5						
444	UF	7					3			3						
162	UF	7							3	4						
507	UF	7							3	4						
514	UF	7	3							5						
345	UF	7								5				3		
436	UF	7							3	3						
179	UF	7							3	4						
484	UF	7							5	5						
559	UF	7				3				5						
279	UF	7							3	5						
107	UF	6				3	3									
322	FSU	6	3							3						
343	UF	6				4										
379	UF	6					4									
52	UF	6					4									
570	FSU	6			3					5						
86	UCF	6					5									
109	UF	6					3		3							

Table A3 AP Scores Earned by Exam

ID #	Univ	Ap cr	USH	Bio	CS ab	EnLan	EnLit	Eu H	US Gv	Cl AB	Cl BC	Phys	Psych	Sp La	Chem	Other
163	UF	6	3						3							
331	UF	6					3		3							
357	UF	6												5		
359	FAU	6					3						3			
398	FSU	6					3						4			
407	UF	9	3				4									
460	FIU	6												5		
475	UF	6					3	3								
505	FSU	6					3	3								
571	UF	6					4									
45	FIU	6												5		
319	UF	6	3						4							
585	UF	6	4					3								
25	FSU	6							3				3			
28	FSU	6	3										4			
55	UF	6				3			3							
130	FSU	6					4									
146	FIU	6								4						
252	USF	6					4									
330	FSU	6					4									
395	UF	6												4		
452	UF	6					3						3			

Table A3 AP Scores Earned by Exam

ID #	Univ	Ap cr	USH	Bio	CS ab	EnLan	EnLit	Eu H	US Gv	Cl AB	Cl BC	Phys	Psych	Sp La	Chem	Other
574	UF	6					3		3							
188	UF	6					3	3								
260	FIU	6												4		
325	UF	6						3	4							
328	UF	6							3					3		
363	UF	6				3		3								
419	FIU	6												5		
487	FSU	6					3			3						
483	UF	4								3						
504	FAU	4								3						
515	UF	4								4						
29	UF	4								3						
173	UF	4								5						
89	UF	4								5						
215	FAU	4								4						
272	UF	4								3						
300	UF	4								5						
420	UF	4								3						
223	USF	4														3Art
231	UF	4								3						
381	UF	4										3				
461	UF	4								4						

Table A3 AP Scores Earned by Exam

ID #	Univ	Ap cr	USH	Bio	CS ab	EnLan	EnLit	Eu H	US Gv	Cl AB	Cl BC	Phys	Psych	Sp La	Chem	Other
523	UF	4								4						
1	FSU	3														3Art
6	UF	3														4Art
102	UF	3					3									
116	FIU	3					3									
133	FAU	3														3Art
464	UF	3				3										
499	UCF	3				3										
564	UCF	3				3										
65	FSU	3								3						
127	FSU	3					3									
289	FSU	3								3						
374	FIU	3								3						
468	FIU	3					3									
535	FSU	3								3						
569	UF	3	3													
50	UF	3			5											
63	UF	3							3							
76	UF	3							4							
209	UF	3							3							
224	UF	3					3									
268	UF	3							4							

Table A3 AP Scores Earned by Exam

ID #	Univ	Ap cr	USH	Bio	CS ab	EnLan	EnLit	Eu H	US Gv	Cl AB	Cl BC	Phys	Psych	Sp La	Chem	Other
269	FSU	3					3									
332	FSU	3							3							
356	FSU	3							3							
431	FAU	3			3											
445	UF	3					3									
453	FAU	3			3											
469	USF	3					3									
518	FAU	3							3							
524	FSU	3					3									
551	UF	3							3							
561	UF	3					3									
10	FAU	3														3 Fr
71	USF	3												3		
128	UCF	3														3 Fr
164	FSU	3								3						
165	FSU	3							3							
189	UF	3							3							
346	FSU	3							3							
402	FSU	3						4								
408	UF	3							3							
498	FSU	3							3							
576	UF	3						3								

Table A3 AP Scores Earned by Exam

ID #	Univ	Ap cr	USH	Bio	CS ab	EnLan	EnLit	Eu H	US Gv	Cl AB	Cl BC	Phys	Psych	Sp La	Chem	Other
35	UF	3				3										
75	UF	3		3												
119	FAMU	3							3							
286	UF	3			3											
350	UF	3				3										
360	UF	3				3										
492	UF	3											3			
15	UF	3														3Fr
288	UF	3						3								
510	USF	3						3								
542	FSU	3								4						

Table A4

Frequency of AP Tests Taken by the 1992 Cohort

No. of Tests	Frequency	Percent	Valid %	Cum %
1	89	53.9	53.9	53.9
2	50	30.3	30.3	84.2
3	17	10.3	10.3	94.5
4	3	1.8	1.8	96.4
5	3	1.8	1.8	98.2
6	2	1.2	1.2	99.4
8	1	.6	.6	100.0
Total	165	100.0	100.0	

Valid Cases 165 Missing cases 0

Table A5

Frequency of number of credits granted to passing scores for ONE AP Test Taken

No. of Credits	Frequency	Percent	Valid %	Cum %
3	54	32.9	60.7	60.7
4	14	8.5	15.7	76.4
6	15	9.1	16.9	93.3
8	4	2.4	4.5	97.8
12	2	1.2	2.2	100.0
Total	89	54.1	100.0	

Mean 4.090 Std Dev 1.863

Valid Cases 89

Table A6

Frequency of number of credits granted to passing scores for TWO AP Tests Taken

No. of Credits	Frequency	Percent	Valid %	Cum %
0	1	.6	2.0	2.0
4	1	.6	2.0	4.0
6	22	13.3	44.0	48.0
7	13	7.9	26.0	74.0
8	2	1.2	4.0	78.0
9	6	3.6	12.0	90.0
10	3	1.8	6.0	96.0
12	2	1.2	4.0	100.0
Total	50	30.2	100.0	

Mean 7.020 Std Dev 1.932

Valid Cases 50

Table A7

Frequency of number of credits granted to passing scores for THREE AP Tests Taken

No. of Credits	Frequency	Percent	Valid %	Cum %
9	6	3.7	35.3	35.3
10	2	1.2	11.8	47.1
11	1	.6	5.9	52.9
12	1	.6	5.9	58.8
13	1	.6	5.9	64.7
14	1	.6	5.9	70.6
15	3	1.8	17.6	88.2
16	1	.6	5.9	94.1
18	1	.6	5.9	100.0
Total	17	10.3	100.0	

Mean 11.941 Std Dev 3.030

Valid Cases 17

Table A8

Frequency of number of credits granted to passing scores for FOUR AP Tests Taken

No. of Credits	Frequency	Percent	Valid %	Cum %
15	1	.6	33.3	33.3
19	1	.6	33.3	66.7
23	1	.6	33.3	100.0
Total	3	1.8	100.0	

Mean 19.000 Std Dev 4.000

Valid Cases 3

Table A9

Frequency of number of credits granted to passing scores for FIVE AP Tests Taken

No. of Credits	Frequency	Percent	Valid %	Cum %
16	1	.6	33.3	33.3
21	1	.6	33.3	66.7
24	1	.6	33.3	100.0
Total	3	1.8	100.0	

Mean 20.333 Std Dev 4.041

Valid Cases 3

Table A10

Frequency of number of credits granted to passing scores for SIX AP Tests Taken

No. of Credits	Frequency	Percent	Valid %	Cum %
28	1	.6	50.0	50.0
29	1	.6	50.0	100.0
Total	2	1.2	100.0	

Mean 28.500 Std Dev .707

Valid Cases 2

Table A11

Frequency of number of credits granted to passing scores for EIGHT AP Tests Taken

No. of Credits	Frequency	Percent	Valid %	Cum %
38	1	.6	100.0	100.0

Mean 38.000

Valid Cases 1

Table A12

Examinations and passing scores for AP tests presented by members of the 1992 Cohort and the value of those scores at all SUS institutions, including the number of students presenting the score on those examinations

Examination	fau	famu	fiu	fsu	ucf	uf	unf	usw	uwf	freq scr	freq exm
St Art Draw 3	3	0	3	3	0	3	0	4	3	5	
St Art Draw 4	3	0	6	3	0	3	0	4	3	1	6
Am Govt 3	3	3	3	3	3	3	0	0	3	34	
Am Govt 4	3	3	6	3	3	3	3	3	3	8	
Am Govt 5	3	3	6	3	3	3	3	3	3	3	45
US History 3	0	3	3	3	3	3	6	3	6	19	
US History 4	3	3	6	3	3	6	6	6	6	12	31
Biology 3	8	5	3	4	3	3	4	4	4	2	
Biology 4	8	5	6	4	3	7	8	8	4	4	
Biology 5	8	5	6	4	3	7	8	8	4	1	7
Calculus AB 3	4	4	3	3	8	4	4	4	4	21	
Calculus AB 4	4	4	6	3	8	4	4	4	4	15	
Calculus AB 5	4	4	6	3	8	4	4	4	4	19	55
Calculus BC 5	8	0	6	0	12	8	0	8	4	5	5
Chemistry 3	4	4	3	3	4	4	4	6	4	3	
Chemistry 5	7	4	6	7	7	7	8	6	4	2	5
Comp Sci A 3	3	0	3	3	0	3	3	0	3	5	
Comp Sci A 5	3	0	6	3	3	3	3	0	3	1	6
Eng Lang 3	3	6	3	3	3	3	6	3	3	16	
Eng Lang 4	6	6	6	6	6	6	6	6	3	3	
Eng Lang 5	6	6	6	6	6	6	6	6	3	2	21
Eng Lit 3	3	0	3	3	3	3	6	3	3	32	
Eng Lit 4	6	0	6	6	6	6	6	6	3	15	
Eng Lit 5	6	0	6	6	6	6	6	6	3	1	48
Eur History 3	0	0	3	3	3	3	6	3	6	9	
Eur History 4	3	0	6	3	3	6	6	6	6	11	
Eur History 5	6	0	6	3	3	6	6	6	6	1	21

Examination	fau	famu	fiu	fsu	ucf	uf	unf	usw	uwf	freq scr	freq exm
Fren Lang 3	4	8	3	8	3	3	6	3	8	3	3
Germ Lang 5	8	0	6	12	6	3	6	6	8	1	1
Phys C E/M 3	4	0	3	0	4	4	4	3	4	1	
Phys C E/M 4	4	0	6	0	4	4	8	6	4	2	
Phys C E/M 5	4	0	6	0	4	4	8	6	4	3	6
Psychology 3	3	0	3	3	3	3	0	3	3	4	
Psychology 4	3	0	6	3	3	3	0	3	3	3	7
Span Lang 3	4	8	3	8	3	3	6	3	8	5	
Span Lang 4	8	8	6	12	6	6	6	6	8	3	
Span Lang 5	8	8	6	12	6	6	6	6	8	11	19

Table A13

Actual Cohort AP Comparisons, all SUS

ID #	Univ	AP	FAU	FAMU	FIU	FSU	UCF	UF	UNF	USF	UWF	Best	Worst
24	NEW	0*	6	3	12	6	6	12	12	12	12	12+	W
338	UF	38	33	15	39	22	41	38*	38	38	34	3+	23-
281	UF	29	24	15	24	19	23	29*	30	27	26	1+	14-
110	UF	28	24	18	30	30	29	28*	39	28	30	11+	10-
295	UF	24	21	9	24	9	20	24*	15	23	24	B	15-
273	UF	23	20	11	24	19	24	23*	24	22	17	1+	12-
60	UF	21	18	9	24	9	24	21*	23	20	20	3+	12-
352	UF	19	16	13	21	15	20	19*	22	19	16	3+	6-
93	UF	18	15	9	18	15	15	18*	18	18	12	B	9-
296	UF	16	16	4	18	3	23	16*	12	18	12	7+	12-
437	UF	16	10	10	18	15	20	16*	22	13	22	6+	6-
118	UF	15	12	12	18	12	12	15*	15	15	12	3+	3-
192	UF	15	10	14	15	17	12	15*	18	12	23	8+	5-
292	UF	15	9	6	18	9	9	15*	15	15	15	3+	9-

Note.

* SUS institution attended

B Received maximum credits

W Received minimum credits

S Received same credits as maximum

Table A13 Actual Cohort AP Comparisons, all SUS

ID #	Univ	AP	FAU	FAMU	FIU	FSU	UCF	UF	UNF	USF	UWF	Best	Worst
473	FIU	15	15	9	15*	10	14	14	18	15	11	3+	6-
527	UF	14	12	12	15	10	14	14*	18	15	14	4+	4-
371	UF	13	10	13	15	12	17	13*	16	13	13	4+	3-
202	FSU	12	8	0	6	12*	6	3	6	6	8	B	12-
256	UF	12	9	9	12	12	12	12*	18	12	12	6+	3-
550	UF	12	12	6	12	12	12	12*	12	12	6	B	6-
553	FSU	12	8	8	6	12*	6	6	6	6	8	B	6-
591	UF	12	12	4	12	3	20	12*	4	12	8	8+	9-
488	UF	11	11	4	15	6	12	11*	15	10	11	4+	7-
94	UF	10	7	7	9	6	11	10*	10	10	10	1+	4-
115	UF	10	4	7	9	9	14	10*	16	10	16	6+	6-
139	UF	10	10	4	12	6	11	10*	10	10	10	2+	6-
167	UF	10	11	8	9	7	6	10*	8	8	7	1+	4-
303	UF	10	10	10	9	9	11	10*	10	11	10	1+	1-
112	UF	9	9	6	9	9	9	9*	12	9	6	3+	3-
125	FIU	9	8	8	9*	15	9	9	12	9	14	6+	1-
152	UF	9	6	6	12	9	9	9*	15	9	12	6+	3-
156	UF	9	11	8	9	15	9	9*	12	9	11	6+	1-
211	FIU	9	11	8	9*	15	6	9	6	10	11	6+	3-
302	UF	9	6	6	12	6	6	9*	9	9	9	3+	3-
407	UF	9	6	3	9	9	9	9*	12	9	9	3+	6-
421	UF	9	6	6	9	9	9	9*	12	6	12	3+	3-

Table A13 Actual Cohort AP Comparisons, all SUS

ID #	Univ	AP	FAU	FAMU	FIU	FSU	UCF	UF	UNF	USF	UWF	Best	Worst
489	UF	9	6	6	12	9	9	9*	15	9	12	6+	3-
528	UF	9	15	13	9	15	9	9*	16	10	15	7+	W
532	UF	9	9	9	12	9	9	9*	6	6	9	3+	3-
547	UF	9	3	6	9	9	9	9*	12	6	15	6+	3-
585	UF	9	3	3	9	6	6	9*	12	9	12	3+	6-
22	UF	8	8	8	9	6	12	8*	8	10	8	4+	2-
166	FAU	8	8*	8	6	12	6	6	6	6	8	4+	2-
138	UCF	8	4	4	3	3	8*	4	4	4	4	B	5-
305	FAU	8	8*	8	6	12	6	6	6	6	8	4+	2-
369	FAU	8	8*	8	6	12	6	6	6	6	8	4+	2-
432	UF	8	8	8	9	6	12	8*	8	10	8	4+	2-
103	UF	7	7	4	9	6	11	7*	10	7	7	4+	3-
140	UF	7	4	7	9	6	11	7*	10	7	10	4+	3-
162	UF	7	7	7	9	6	11	7*	4	4	7	4+	3-
179	UF	7	7	7	9	6	11	7*	4	4	7	4+	3-
271	UF	7	4	7	9	6	11	7*	10	7	10	4+	3-
279	UF	7	7	7	9	6	11	7*	4	4	7	4+	3-
345	UF	7	8	12	9	11	11	7*	10	7	12	5+	W
436	UF	7	7	7	6	6	11	7*	4	4	7	4+	3-
444	UF	7	7	10	6	6	11	7*	10	7	7	4+	1-
484	UF	7	7	7	12	6	11	7*	7	7	7	5+	1-
507	UF	7	7	7	9	6	11	7*	4	4	7	4+	3-

Table A13 Actual Cohort AP Comparisons, all SUS

ID #	Univ	AP	FAU	FAMU	FIU	FSU	UCF	UF	UNF	USF	UWF	Best	Worst
514	UF	7	7	7	9	6	11	7*	4	4	7	4+	3-
559	UF	7	7	10	9	6	11	7*	10	7	7	4+	1-
25	FSU	6	6	3	6	6*	6	6	0	3	6	B	6-
28	FSU	6	3	3	9	6*	6	6	6	6	9	3+	3-
45	FIU	6	8	8	6*	12	6	6	6	6	8	6+	W
52	UF	6	6	0	6	6	6	6*	6	6	3	B	6-
55	UF	6	6	9	6	6	6	6*	6	3	6	3+	3-
86	UCF	6	6	0	6	6	6*	6	6	6	3	B	3-
107	UF	6	6	6	6	6	6	6*	12	6	6	6+	S
109	UF	6	6	3	6	6	6*	6	6	3	6	B	3-
130	FSU	6	6	0	6	6*	6	6	6	6	3	B	6-
146	FIU	6	4	4	6*	3	8	4	4	4	4	2+	3-
163	UF	6	3	6	6	6	6	6*	6	3	9	3+	3-
188	UF	6	3	0	3	3	3	3*	12	6	9	9+	3-
252	USF	6	6	0	6	6	6	6	6	6*	3	B	6-
260	FIU	6	8	8	6*	12	6	6	6	6	8	6+	S
319	UF	6	3	6	9	6	6	6*	9	6	9	3+	3-
322	FSU	6	4	7	6	6*	11	7	10	7	10	5+	2-
325	UF	6	3	3	9	6	6	6*	9	6	9	3+	3-
328	UF	6	7	11	6	11	6	6*	6	3	11	5+	3-
330	FSU	6	6	0	6	6*	6	6	6	6	3	B	6-
331	UF	6	3	3	6	6	6	6*	6	3	9	3+	3-

Table A13 Actual Cohort AP Comparisons, all SUS

ID #	Univ	AP	FAU	FAMU	FIU	FSU	UCF	UF	UNF	USF	UWF	Best	Worst
343	UF	6	6	6	6	6	6	6*	6	6	3	B	3-
357	UF	6	8	8	6	12	6	6*	6	6	8	6+	S
359	FAU	6	6*	0	6	6	6	6	6	6	6	B	6-
363	UF	6	3	6	6	6	6	6*	12	6	9	6+	3-
370	UF	6	6	0	6	6	6	6*	6	6	3	B	6-
395	UF	6	8	8	6	12	6	6*	6	6	8	6+	S
398	FSU	6	6	0	9	6*	6	6	6	6	6	3+	6-
419	FIU	6	8	8	6*	12	6	6	6	6	8	6+	S
452	UF	6	6	0	6	6	6	6*	6	6	6	B	6-
460	FIU	6	8	8	6*	12	6	6	6	6	8	6+	S
475	UF	6	3	0	6	6	6	6*	12	6	9	6+	6-
487	FSU	6	7	4	6	6*	11	7	10	7	7	5+	2-
505	FSU	6	3	0	6	6*	6	6	12	6	9	6+	6-
570	FSU	6	7	4	6	6*	8	7	7	4	7	2+	2-
571	UF	6	6	0	6	6	6	6*	6	6	3	B	6-
574	UF	6	6	3	6	6	6	6*	6	3	6	B	3-
10	FAU	4	4*	8	3	8	3	3	6	3	8	4+	1-
29	UF	4	4	4	3	3	8	4*	4	4	4	4+	1-
89	UF	4	4	4	6	3	8	4*	4	4	4	4+	1-
173	UF	4	4	4	6	3	8	4*	4	4	4	4+	1-
215	FAU	4	4*	4	6	3	8	4	4	4	4	4+	1-
223	USF	4	3	0	3	3	0	3	0	4*	3	B	4-

Table A13 Actual Cohort AP Comparisons, all SUS

ID #	Univ	AP	FAU	FAMU	FIU	FSU	UCF	UF	UNF	USF	UWF	Best	Worst
231	UF	4	4	4	3	3	8	4*	4	4	4	4+	1-
272	UF	4	4	4	3	3	8	4*	4	4	4	4+	1-
300	UF	4	4	4	6	3	8	4*	4	4	4	4+	1-
381	UF	4	4	0	3	0	4	4*	4	3	4	B	4-
420	UF	4	4	4	3	3	8	4*	4	4	4	4+	1-
461	UF	4	4	4	6	3	8	4*	4	4	4	4+	1-
483	UF	4	4	4	3	3	8	4*	4	4	4	4+	1-
504	FAU	4	4*	4	3	3	8	4	4	4	4	4+	1-
515	UF	4	4	4	6	3	8	4*	4	4	4	4+	1-
523	UF	4	4	4	6	3	8	4*	4	4	4	4+	1-
1	FSU	3	3	0	3	3*	0	3	0	4	3	1+	3-
6	UF	3	3	0	6	3	0	3*	0	4	3	3+	3-
15	UF	3	4	8	3	8	3	3*	6	3	8	5+	S
35	UF	3	3	6	3	3	3	3*	6	3	3	3+	S
50	UF	3	3	0	6	3	3	3*	3	0	3	3+	3-
63	UF	3	3	3	3	3	3	3*	0	0	3	B	3-
65	FSU	3	4	4	3	3*	8	4	4	4	4	5+	S
71	USF	3	4	8	3	8	3	3	6	3*	8	5+	S
75	UF	3	8	5	3	4	3	3*	4	4	4	5+	S
76	UF	3	3	3	6	3	3	3*	3	3	3	3+	S
102	UF	3	3	0	3	3	3	3*	6	3	3	3+	3-
116	FIU	3	3	0	3*	3	3	3	6	3	3	3+	3-

Table A13 Actual Cohort AP Comparisons, all SUS

ID #	Univ	AP	FAU	FAMU	FIU	FSU	UCF	UF	UNF	USF	UWF	Best	Worst
119	FAMU	3	3	3*	3	3	3	3	0	0	3	B	3-
127	FSU	3	3	0	3	3*	3	3	6	3	3	3+	3-
128	UCF	3	4	8	3	8	3*	3	6	3	8	5+	S
133	FAU	3	3*	0	3	3	0	3	0	4	3	1+	3-
164	FSU	3	4	4	3	3*	8	4	4	4	4	5+	S
165	FSU	3	3	3	3	3*	3	3	0	0	3	B	3-
189	UF	3	3	3	3	3	3	3*	0	0	3	B	3-
209	UF	3	3	3	3	3	3	3*	0	0	3	B	3-
224	UF	3	3	0	3	3	3	3*	6	3	3	3+	3-
268	UF	3	3	3	6	3	3	3*	3	3	3	3+	S
269	FSU	3	3	0	3	3*	3	3	6	3	3	3+	3-
286	UF	3	3	0	3	3	0	3*	3	0	3	B	3-
288	UF	3	0	0	3	3	3	3*	6	3	6	3+	3-
289	FSU	3	4	4	3	3*	3	3	6	3	3	3+	S
332	FSU	3	3	3	3	3*	3	3	0	0	3	B	3-
346	FSU	3	3	3	3	3*	3	3	0	0	3	B	3-
350	UF	3	3	6	3	3	3	3*	6	3	3	3+	S
356	FSU	3	3	3	3	3*	3	3	0	0	3	B	3-
360	UF	3	3	6	3	3	3	3*	6	3	3	3+	S
374	FIU	3	4	4	3*	3	3	3	6	3	3	3+	S
402	FSU	3	3	0	6	3*	3	6	6	6	6	3+	3-
408	UF	3	3	3	3	3	3	3*	0	0	3	B	3-

Table A13 Actual Cohort AP Comparisons, all SUS

ID #	Univ	AP	FAU	FAMU	FIU	FSU	UCF	UF	UNF	USF	UWF	Best	Worst
431	FAU	3	3*	0	3	3	0	3	3	0	3	B	3-
445	UF	3	3	0	3	3	3	3*	6	3	3	3+	3-
453	FAU	3	3*	0	3	3	0	3	3	0	3	B	3-
464	UF	3	3	6	3	3	3	3*	6	3	3	3+	S
468	FIU	3	3	0	3*	3	3	3	6	3	3	3+	3-
469	USF	3	3	0	3	3	3	3	6	3*	3	3+	3-
492	UF	3	3	0	3	3	3	3*	0	3	3	B	3-
498	FSU	3	3	3	3	3*	3	3	0	0	3	B	3-
499	UCF	3	3	6	3	3	3*	3	6	3	3	3+	S
510	USF	3	0	0	3	3	3	3	6	3*	6	3+	3-
518	FAU	3	3*	3	3	3	3	3	0	0	3	B	3-
524	FSU	3	3	0	3	3	3	3	6	3*	3	3+	3-
535	FSU	3	4	4	3	3*	3	3	6	3	3	3+	S
542	FSU	3	4	4	6	3*	8	4	4	4	4	5+	W
551	UF	3	3	3	3	3	3	3*	0	0	3	B	3-
561	UF	3	3	0	3	3	3	3*	6	3	3	3+	3-
564	UCF	3	3	6	3	3	3*	3	6	3	3	3+	S
569	UF	3	0	3	3	3	3	3*	6	3	6	3+	3-
576	UF	3	0	0	3	3	3	3*	6	3	6	3+	3-

Table A14 1997 Revisions to Rule 6A-10.024, FAC re: AP

Examination	Score	1997 AP SCNS courses	# cr
Art History	3	ARH _050	3
	4	ARH _050/_051	6
	5	ARH _050/_051	6
Studio Art: Drawing	3	ARH _300	3
	4	ARH _300/_301	6
	5	ARH _300/_301	6
Studio Art: Gen'l Portfolio	3	ARH _201	3
	4	ARH _201/_202	6
	5	ARH _201/-202	6
American Government	3	POS _041	3
	4	POS _041	3
	5	POS _041	3
American History	3	AMH _000 (or)	3
	4	AMH _010 (or)	3
	5	AMH _020	3
Biology	3	BSC _000	3
	4	BSC _000	3
	5	BSC _000	3
Calculus AB	3	MAC _311/_312	8
	4	(or) MAC _411 &	8
	5	MAC _313	8
Calculus BC	3	MAC _311/_312/_313	12
	4	(or) MAC	12
	5	MAC _411/_412/_413	12
Chemistry	3	CHM _045/_045L	4
	4	CHM _045/045L/_046	7
	5	CHM _045/045L/_046	7

Table A14 1997 Revisions to Rule 6A-10.024, FAC re: AP

Examination	Score	1997 AP SCNS courses	# cr
Comparative Govt & Politics	3	CPO _002	3
	4	CPO _002	3
	5	CPO _002	3
Computer Science A	3	not listed for credit	
	4	CGS _060	3
	5	CGS _060	3
Computer Science B	3	not listed for credit	
	4	CGS _462	3
	5	CGS _462	3
Economics (macro)	3	ECO _013	3
	4	ECO _013	3
	5	ECO _013	3
Economics (micro)	3	ECO _023	3
	4	ECO _023	3
	5	ECO _023	3
English Literature	3	LIT _070	3
	4	LIT _070/_100	6
	5	LIT _070/_100	6
English Language	3	ENC _101	3
	4	ENC _101/_102	6
	5	ENC _101/_102	6
European History	3	EUH _000 (or) _001	3
	4	EUH _000 (or) _001	3
	5	EUH _000 (or) _001	3
French Language	3	FRE _420	3
	4	FRE _420/_421	6
	5	FRE _420/_421	6

Table A14 1997 Revisions to Rule 6A-10.024, FAC re: AP

Examination	Score	1997 AP SCNS courses	# cr
French	3	FRE _100	3
Literature	4	FRE _100/_421	6
	5	FRE _100/_421	6
German	3	GER _400	3
Language	4	GER _400/_401	6
	5	GER _400/_401	6
Latin: Vergil	3	LNW _660	3
	4	LNW _660	3
	5	LNW _660	3
Latin: Catullus	3	LNW _321*	3
	4	LNW _321*	3
	5	LNW _321*	3
Music Listening	3	not listed	
& Literature	4	not listed	
	5	not listed	
Music Theory	3	MUT _111/_241	4
	4	MUT _111/_241	4
	5	MUT _111/_241	4
Physics B	3	PHY _020	3
	4	PHY _053	4
	5	PHY _053	4
Physics C	3	PHY _023	3
Mechanics	4	PHY _023	3
	5	PHY _043	4

Note.

* Currently not offered at any SUS institution

Table A14 1997 Revisions to Rule 6A-10.024, FAC re: AP

Examination	Score	1997 AP SCNS courses	# cr
Physics C	3	PHY _023	3
Electricity &	4	PHY _023	3
Magnetics	5	PHY _023	3
Psychology	3	not listed	
	4	not listed	
	5	not listed	
Spanish	3	SPN _310	3
Language	4	SPN _310/_311	6
	5	SPN _310/_311	6
Spanish	3	SPW _201	3
Literature	4	SPW _201/_202	6
	5	SPW _201/_202	6

APPENDIX B

SURVEY DOCUMENTS AND CORRESPONDENCE

11479 NW 19th Drive
Coral Springs, FL 33071
December 7, 1996

University of West Florida
11000 University Parkway
Pensacola, FL 32514-5750

Att: Pete Metarko

Dear Mr. Metarko:

I am a doctoral candidate at FIU in the Curriculum and Instruction program. Currently I am in the process of writing my dissertation. Your name was suggested to me as a contact for my research. The topic of my study focuses on the Advanced Placement examinations as a mechanism for acceleration toward the baccalaureate degree. A preliminary review of current undergraduate catalogs indicates there is no consistent policy followed by all public colleges and universities in the state of Florida. Therefore, it is important to my study to verify directly from each institution what the policy in place at their school actually is.

I would greatly appreciate your seeing that the attached instrument is completed and returned to me. Of course, if another information source exists which could provide me with these answers without filling out the survey, please feel free to send it in place of this form. I am providing a return self-addressed stamped envelope for your convenience.

If you have any questions about what I intend to use this information for, you may contact me at the above address or via e-mail [cordova@servax.fiu.edu]. I truly appreciate the efforts you will expend on my behalf and hope that you will be able to assist me in a timely manner. Without your cooperation, my research cannot be complete.

Sincerely yours,

Denise A. Córdova

DAC/
enc.

Questionnaire:
Advanced Placement Policies and Practices

This questionnaire is designed to identify the courses exempted and the credits granted to students presenting scores of 3-4-5 on each of the Advanced Placement examinations listed. If you have a comprehensive written policy which addresses these questions, please feel free to submit in lieu of filling out this form. I appreciate your taking the time to complete this form as best you can.

1. Does your school have an official policy regarding accepting Advanced Placement courses for credit?

yes no

2. The following is a list of Advanced Placement courses. For each subject area, please indicate what course(s) are exempted and the number of credits granted for the score provided.

AP Course earned	Score	Course(s) Exempted	Credits granted
Art History	3	_____	_____
	4	_____	_____
	5	_____	_____
Art Portfolio	3	_____	_____
	4	_____	_____
	5	_____	_____
Am. Government	3	_____	_____
	4	_____	_____
	5	_____	_____
Am. History	3	_____	_____
	4	_____	_____
	5	_____	_____
Biology	3	_____	_____
	4	_____	_____
	5	_____	_____

Calculus AB	3		
	4		
	5		
Calculus BC	3		
	4		
	5		
Chemistry	3		
	4		
	5		
Computer Science	3		
	4		
	5		
Economics (Macro)	3		
	4		
	5		
Economics (Micro)	3		
	4		
	5		
English Language	3		
	4		
	5		
English Literature	3		
	4		
	5		
European History	3		
	4		
	5		

French Language	3		
	4		
	5		
German Language	3		
	4		
	5		
Latin: Catallus/Horace	3		
	4		
	5		
Latin: Vergil	3		
	4		
	5		
Music	3		
	4		
	5		
Physics B	3		
	4		
	5		
Physics C	3		
	4		
	5		
Psychology	3		
	4		
	5		
Spanish Language	3		
	4		
	5		

Spanish Literature	3	_____	_____
	4	_____	_____
	5	_____	_____
Other _____	3	_____	_____
	4	_____	_____
	5	_____	_____

3. Have these policies been altered in the past five years?
yes no

4. If I needed further information about your school's policies, with whom should I speak? Please provide a title, contact address or phone, FAX, or e-mail address:

_____

_____

_____

_____

5. Name of person completing this survey. Please provide a title, department, contact phone, FAX, or e-mail address:

_____

_____

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Katherine A. Blasik, Ph.D.
Director
Research and Evaluation
(954) 760-7342

January 22, 1997

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Dr. Frank R. Petruzielo
Superintendent of Schools

Ms. Denise Cordova
11479 NW 19th Drive
Coral Springs, Fl. 33071

Dear Ms. Cordova:

Thank you for submitting your prospectus entitled ***The Effect of Advanced Placement Examination for Credit Policy by the Florida State Universities on the Acceleration of a Student's Postsecondary Education*** for consideration by The School Board of Broward County, Florida. Your research project has been reviewed by staff and approval has been granted. Your next step will be to share this approval letter with the principals of the schools that are affected by your research. The final decision to conduct your proposed research rests with these principals.

This approval means that we have found your proposed research methods to be compatible with a public school setting, and your research questions interesting. We will cooperate with you to accomplish your research because we believe the answers to the research questions will be valuable to us.

Please remember that following the completion of the research, it is a requirement that the findings of the research be communicated to our staff by you. This communication may be a presentation to staff or written in research brief form. Procedure handbooks, manuals, and new systems descriptions are also acceptable forms of publishing the findings of your research. When you near the completion phase of your research, please contact me regarding this requirement.

Sincerely,

Cary Sutton

Cary Sutton, Ed.D.
Coordinator, Research and Evaluation

cc: Dr. Everett E. Abney, Sr., Associate Superintendent
Policy Planning, Accountability, and Technology
Dr. Katherine A. Blasik, Director
Office of Research and Evaluation

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Equal Opportunity Employer, Using Affirmative Action Guidelines

11479 NW 19th Drive
Coral Springs, FL 33071
3 February 1997

Boyd H. Anderson High School
3050 NW 41st Street
Lauderdale Lakes, FL 33309

Att: Mr. William T. Gillespie
Principal

Dear Mr. Gillespie:

In addition to my teaching at Marjory Stoneman Douglas, I am a doctoral candidate at Florida International University, gathering data for my dissertation entitled The Effect of the Advanced Placement for Credit Policies by the Florida State Universities on the Acceleration of a Student's Postsecondary Education. I have learned that each of the ten four-year universities in the state university system (SUS) has interpreted the statutes governing AP as an acceleration mechanism in so varied a way that, depending on which postsecondary public Florida institution students first enroll in, they may gain or lose a semester or more!

It is my desire to follow a sample class to compare whether the AP policies of the different state universities have truly allowed our brightest students who remained in Florida to accelerate through a baccalaureate program in a more timely manner. To do so, I must request your assistance. I will be comparing the college graduation dates of those who entered with AP credits against those who went to four year schools in the SUS without acceleration.

Would you allow me access to three documents in your guidance archives? I need a copy of the May, 1991 and May, 1992 printouts of Advanced Placement scores which come from the Educational Testing Service to the high schools in July, and the exit data for the class of June, 1992. Following the June commencement exercises, the Guidance Director at Stoneman Douglas puts together a graduation roster indicating the projected placement for the next year of the graduated seniors. I only presume that a similar document is required of all high schools and that your guidance personnel would not be overly taxed to get me a copy.

If the records can be made available to me but you cannot spare the man hours to get them to me, I am willing to use my personal time to come to your school if need be to gather this data. Since ours is such a large and varied county, the information for Broward can serve as a microcosm of the state.

I am attaching a letter from Dr. Cary Sutton, the Coordinator of Research and Evaluation for the county, showing that my prospectus has met with the approval of his committee whose members included Mr. Joseph Forman, the county Director of Guidance, and Mrs. Sherry Clarke, my principal. You might also want to know that the first three chapters of my dissertation have been approved by my committee and the Dean of the College of Education at FIU.

I intend to leave a spreadsheet of the current AP policies for each of the state universities with your Guidance Director. Should any of your students wish to include the advantages they might earn at one state university over another (for credits toward a degree, course entrance level exemptions or for tuition funding they will not need to seek or earn) as a criterion for college choice, your guidance personnel will have the information available to help counsel their seniors appropriately. It is my belief that some students, especially those whose financial situation is precarious, would make different choices if they had that information at their disposal. That, however, is the study I will investigate <u>after</u> I graduate.

I am hopeful that you will let me use the information from your school and that you will forward this request to the person who can fulfill it. I truly appreciate any consideration you can give me in this endeavor. I will call your office within the next two weeks for a reply.

Sincerely yours,

Denise A. Cordova

DAC:sm
attach. (1)

Florida International University

March 31, 1997

To: The Registrar of SUS Institutions

Ms. Denise A. Cordova is a doctoral candidate at Florida International University who is in the process of collecting date for her thesis. The subject of her dissertation research is The Effect of the Advanced Placement Examination for Credit Policy by the Florida State Universities on the Acceleration of a Student's Postsecondary Education. Mrs. Cordova has been tracking a cohort of Florida students who graduated from Broward County high schools in June, 1992 and entered the SUS either in the summer or fall of that year. The students listed on the attached forms were reported by their high schools as intending to study at your institution.

I would be greatful if you can please provide a status report on these students, indicating if (a) the student is still in attendance at your institution and if so, projected date of graduation if possible or (b) the last semester of attendance and/or graduation. Wherever available, a social security number or date of birth are provided in addition to students' names to assist you in locating the students in question. Attached is a sample from one SUS Institution.

Any further help you can render Ms. Cordova in her pursuit of her research would be greatly appreciated.

Sincerely,

Kingsley Banya, Ph.D.
Chairperson ELPS &
Chair of Dissertation Committee

Department of Educational Leadership and Policy Studies • College of Education
University Park, Miami, Florida 33199 • (305) 348-2724 • FAX (305) 348-3205 • TDD via FRS (800) 955-8771
Equal Opportunity/Equal Access Employer and Institution

11479 NW 19th Drive
Coral Springs, FL 33071
April 2, 1997

Florida A&M University
Office of the Registrar
Tallahassee, FL 32307

Gentlemen:

For the final stage of my research for my dissertation, I need to beg your assistance in providing me the status of the members of the cohort of Broward County graduates of the class of June, 1992 who indicated in their exit interview that they planned to attend your institution. I realize the imposition that looking up this information might cause you at this time, but, as far as I know, your office is the only source available which can provide this data.

For the purposes of this study, it is not important for me to know any information about the students, other than the term they graduated, if they have done so. If they have not, please indicate whether they ever attended by marking:

N/E if they never enrolled
D/O if they dropped out of your school
or C/E if they are currently enrolled.

To assist you as best I can, I have provided social security numbers or dates of birth where that information was available to me. In all cases, the high school each student attended is provided.

If there would be a charge for providing me with this information, please let me know as soon as possible how I can pay you, so that I might have this information at the earliest date. I am enclosing a self-addressed stamped envelope for you to use to return the information to me upon its completion.

Thank you in advance for your cooperation and help. If the results of my study would be of interest to you, I would be more than willing to share them with you.

Sincerely yours,

Denise A. Cordova

DAC/sm
enc.

-- S A M P L E --

Student's Name	ID #	Univ	AP	H S	Status
DOE, ANNA		FIU	0	SPl	F 96 [graduated Fall 96]
DOE, BOB	9680	FIU	6	MSD	C/E [currently enrolled]
DOE, CARLA	2199	FIU	0	JPT	D/O [dropped out]
DOE, CHARLES	5841	FIU	3	CSpr	D/O [dropped out]
DOE, CONSTANCE	3574	FIU	9	SPl	D/O [dropped out]
DOE, DEBBIE	1223	FIU	6	Nova	C/E [currently enrolled]
DOE, DENNIS		FIU	0	Nova	N/E [never enrolled]
DOE, DOROTHY	7024	FIU	9	HHls	D/O [dropped out]
DOE, ELLEN		FIU	0	Nova	N/E [never enrolled]
DOE, ELYSE	9146	FIU	0	MCar	C/E [currently enrolled]
DOE, FRANCISCO		FIU	0	Nova	F 96 [graduated Fall 96]
DOE, FRANK	1319	FIU	0	MCar	F 96 [graduated Fall 96]
DOE, GEORGE		FIU	0	SPl	Sp 96 [graduated Spring 96]
DOE, GEORGETTE	3138	FIU	6	SPl	D/O [dropped out]
DOE, GRACE		FIU	0	CSpr	F 96 [graduated Fall 96]
DOE, HARRY	8285	FIU	0	Nova	C/E [currently enrolled]
DOE, HENRY	8817	FIU	0	MSD	D/O [dropped out]
DOE, ISADORE	1079	FIU	0	MCar	N/E [never enrolled]
DOE, JANE	1671	FIU	0	MCar	N/E [never enrolled]
DOE, JASON	7347	FIU	0	Nova	F 95 [graduated Fall 95]
DOE, JASPER	6099	FIU	0	Nova	C/E [currently enrolled]
DOE, JOHN	5043	FIU	3	HHls	D/O [dropped out]
DOE, JUNIPER	1277	FIU	0	Nova	D/O [dropped out]
DOE, KENNY	5284	FIU	0	SPl	N/E [never enrolled]
DOE, LOUIS	5415	FIU	0	Nova	D/O [dropped out]
DOE, LUCILLE	8207	FIU	6	SPl	D/O [dropped out]
DOE, MICHAEL	5/31	FIU	6	JPT	N/E [never enrolled]
DOE, NED	6974	FIU	3	HHls	N/E [never enrolled]
DOE, OLIVER	1986	FIU	15	MCar	Sp 96 [graduated Spring 96]
DOE, PETER	2371	FIU	0	Nova	D/O [dropped out]
DOE, PRISCILLA	6181	FIU	0	Nova	D/O [dropped out]
DOE, ROBERTA	6341	FIU	0	MCar	D/O [dropped out]

CODES FOR REPORTING STATUS:

Sp = Spring semester + year
Su = Summer semester + year
F = Fall semester + year

N/E = never enrolled

D/O = dropped out

C/E = currently enrolled

11479 NW 19th Drive
Coral Springs, FL 33071
June 16, 1997

Florida State University
Office of the Registrar
Tallahassee, FL 32306

Gentlemen:

In April, you were kind enough to assist me with my dissertation data collection on the cohort of Broward County high school graduates I am following who attended your institution. At that time, I requested only attendance and graduation data. I find that in order for my statistical analysis to be more accurate, I must gather further information. Since the class which entered in 1992 came under different graduation requirements and some majors required more than the 120 credits currently in place, I am now requesting two further pieces of information: the final credit count toward the baccalaureate degree earned and the college major of the students in question.

I am enclosing a form which includes the graduation data you provided as well as social security numbers or dates of birth where that information was available. In all cases, the high school each student attended is provided. I am also enclosing a self-addressed stamped envelope for you to use to return the information to me upon its completion.

Thank you in advance for your cooperation and help. Your speediest response would be enormously appreciated.

Sincerely yours,

Denise A. Cordova

DAC/sm
enc.

VITA

January 22, 1947	Born, New York, NY
1968	B.A., Brooklyn College Brooklyn, NY
1970	Spanish teacher Shellbank Jr. High School Brooklyn, NY
1975-76; 1979-81	ESOL/Spanish teacher Orange County Community College Middletown, NY
1976-79	ABE/GED teacher Orange-Ulster B.O.C.E.S. Goshen, NY
1978	M.S. Ed., State University of New York at New Paltz, NY
1978-82	French/Spanish teacher Immersion Program SUNY -- New Paltz, NY
1980-82	Spanish teacher John S. Burke Catholic H.S. Goshen, NY
1982-86	Spanish/French teacher Chester High School Chester, NY
1986-present	Spanish/French teacher School Board of Broward County Ft. Lauderdale, FL
1989	Recipient, King Juan Carlos I Quincentenario Scholarship Universidad de Madrid