

# The Florida College System Transparency, Accountability, Progress, and Performance

## TO WHAT EXTENT DO FIRST TIME IN COLLEGE STUDENTS WHO EMERGE FROM DEVELOPMENTAL EDUCATION AND ENGAGE IN COLLEGE LEVEL COURSEWORK, PERSIST AND ULTIMATELY GRADUATE?

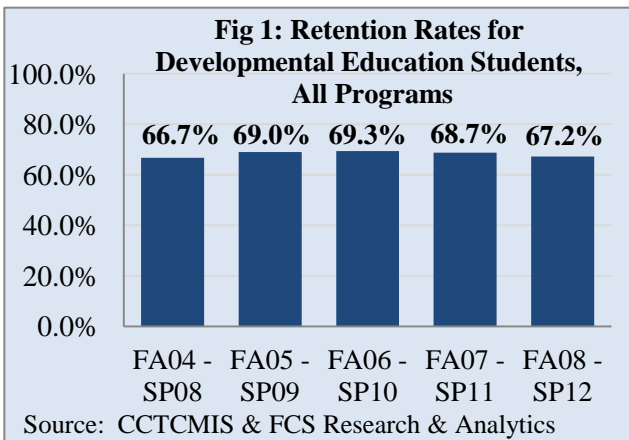
The focus here is on students who successfully completed their developmental education course sequence and substantial college level credits. The Accountability Cohort consists of First Time in College (FTIC) Associate in Arts (AA), Associate in Applied Science (AAS), and Associate in Science (AS) students who completed a minimum of eighteen (18) college credits during a four (4) year tracking period. All remediation is expected to be completed by the time a student finishes 18 college credits. College Credit Certificate (CCC) and Applied Technology Diploma (ATD) students included completed at least nine (9) credit hours during a two (2) year tracking period. The tracking period is approximately 200% of the published “catalog time” required to complete each type of program based on continuous full-time enrollment. It is not unusual for college students to alternate between full-time, part-time, and intermittent enrollment patterns. The IPEDS Graduation Rate approach uses a 150% standard to measure FTIC completion. The extra time given here partially accommodates the need to finish developmental coursework by these students. Similar Accountability Cohorts have been tracked by the Florida College System since the mid-1990s.

Table 1 shows the graduation rates of First Time in College students who completed developmental education (reading, writing, and/or math) and went onto complete substantial college level coursework within the specified timeframe. Overall, there was upward movement in the graduation rate during the five year period due primarily to gains registered by AA students.

	<b>FA04 to SP08</b>	<b>FA05 to SP09</b>	<b>FA06 to SP10</b>	<b>FA07 to SP11</b>	<b>FA08 to SP12</b>
AA	31.2%	32.6%	35.1%	35.2%	37.3%
AAS/AS	14.7%	15.3%	15.5%	14.5%	12.8%
CCC/ATD*	83.0%	82.3%	84.8%	82.5%	82.8%
Combined AA, AAS/AS, CCC, and ATD	29.5%	30.8%	33.1%	32.8%	34.0%

\*CCC/ATD students are tracked from fall to summer (two years following first semester)  
Source: Community College Technical Center MIS & FCS Research & Analytics

In the latest data from Fall 2008 to Spring 2012, the graduation rate for AA students who started off needing to complete developmental education courses was 37.3 percent, about two percentage points higher than the previous year’s and six percent above outcomes achieved by those in the Fall 2004 AA cohort. Graduation rates for AAS/AS students requiring developmental education were significantly lower. The latest AAS/AS results were the lowest over the five year period studied at 12.8 percent. Previously AAS/AS student graduation rates hovered around 15 percent.



CCC and ATD students who emerged from developmental education and finished 9 college level credits consistently had the highest graduation rate at 82.8 percent for the fall 2008 to summer 2010 tracking period. CCC and ATD programs are typically short programs so 9 credits puts these students well on their way to success. The overall graduation rates of developmental education students in all programs has also improved since the fall 2004 tracking period from 29.5 percent to 34.0 percent.

Figure 1 shows the combined retention rates of students who were required to complete developmental education in the same programs listed above (AA, AAS/AS, CCC/ATD). **Just over two-thirds of the students in the accountability cohorts were consistently retained during the five years studied.** For the fall

2008 tracking period, the retention rate was 67.2 percent.

These data show that overall just over one-third (34.0 percent) of students pursuing college level programs who completed the developmental education sequence and engage in substantial college level coursework graduate within 200% of catalog time.

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