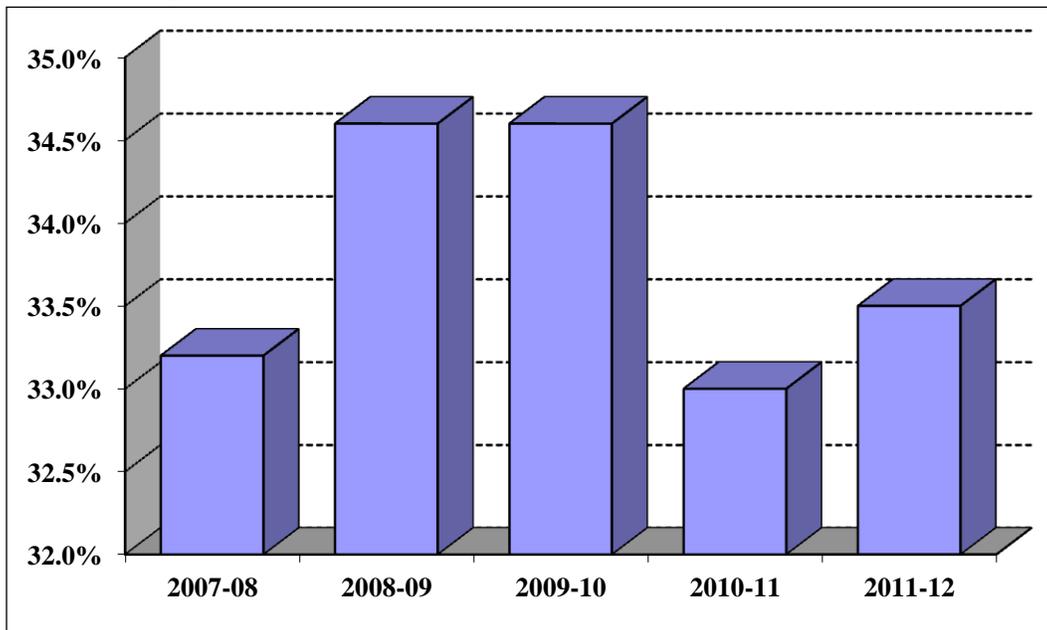


## Lower Division Accountability

### *Five-Year Summary of Statewide Performance on Accountability Measures for the Florida College System*

The Lower Division Accountability report is a partial response to Section 1008.45, Florida Statutes, which directs the State Board of Education to provide for the “systematic, ongoing improvement and assessment of the improvement of the quality and efficiency of the Florida community colleges.” Five-years of trend data are provided within this report. Groups of students are tracked for the years and timeframes shown in the exhibits and charts throughout the document.

Figure 1. High School Continuation (Outcome Measure 1, Part 1)



Source: Community College Technical Center MIS and FCS Research & Analytics

Figure 1 shows the percentage of Florida public high school graduates with standard high school diplomas that enrolled in a Florida College System (FCS) institution in the same service district within a year of graduating high school (e.g., high school students who graduated in 2010-11 who enroll in 2011-12). About one-third of the public high school graduates transitioned to the FCS institution in their immediate vicinity for the past five years. In the 2011-12 reporting period, this represented over 50,000 high school graduates; 95.7 percent of these students were degree or college credit certificate seeking. About 4.3 percent of these students reported themselves as non-degree seeking.



In this report, **retention rates** represent students who re-enroll at their college from one term to the next. Retention rates are calculated by adding the number of students who graduated in the term for the reporting period and the number of students enrolled in the next term divided by the number of students in the cohort pool (i.e., retention rate = number graduated + number enrolled) divided by the number in the cohort pool. **Success\advancement rates** are calculated by the adding the number of students who graduated in the term for the reporting period, number enrolled in good standing and the numbers who leave in good standing and dividing by the number in the cohort pool.

Table 1. AA Program Retention Rates by Race and Ethnicity (Measure 1, Part 2)

<i>Tracking Period</i>	<u>FA04- SP08</u>	<u>FA05- SP09</u>	<u>FA06- SP10</u>	<u>FA07- SP11</u>	<u>FA08- SP12</u>	<u>FA09- SP13</u>
Overall Retention Rates	63.0%	65.1%	67.0%	66.7%	66.5%	64.9%
Hispanic	64.5%	65.6%	68.8%	69.6%	71.1%	69.0%
White	62.7%	65.4%	66.4%	65.7%	64.7%	64.1%
Black	59.6%	61.2%	64.3%	62.8%	62.7%	59.8%

Source: Community College Technical Center MIS and FCS Research & Analytics

Table 1 provides system wide overall Associate in Arts (AA) student retention rates as well as retention rates for the three largest racial\ethnic sub-populations: Hispanic, white, and black students. Overall retention rates have hovered around two-thirds with some variation across the years. The most recent overall retention figure dipped to 64.9 percent. As shown, Hispanic student retention rates have historically been higher than overall retention rates. The latest retention rates for white students were slightly below the overall retention rate (0.8 percentage point difference). Retention rates for black students were on the rise from Fall 2004 through Spring 2008 and declined in the Fall 2009 through Spring 2013 tracking period.

Table 2. AA Program Success/Advancement Rates by Race and Ethnicity (Measure 1, Part 2)

<i>Tracking Period</i>	<u>FA04- SP08</u>	<u>FA05- SP09</u>	<u>FA06- SP10</u>	<u>FA07- SP11</u>	<u>FA08- SP12</u>	<u>FA09- SP13</u>
Overall Success\Advancement Rates	85.1%	84.0%	84.7%	85.0%	84.2%	83.4%
Hispanic	86.0%	86.9%	87.0%	86.9%	86.1%	85.0%
White	84.9%	85.8%	85.9%	85.2%	85.4%	85.9%
Black	75.3%	75.8%	77.2%	76.0%	75.4%	73.5%

Source: Community College Technical Center MIS and FCS Research & Analytics

Table 2 shows success/advancement rates overall and among Hispanic, white and black students in AA programs. Recent data show overall more than 4 out of 5 students advanced. Hispanic and white students have higher success rates that the overall system wide success/advancement rate. About three out of four black students advanced across the years with slightly lower performance in the latest figures (73.5 percent).



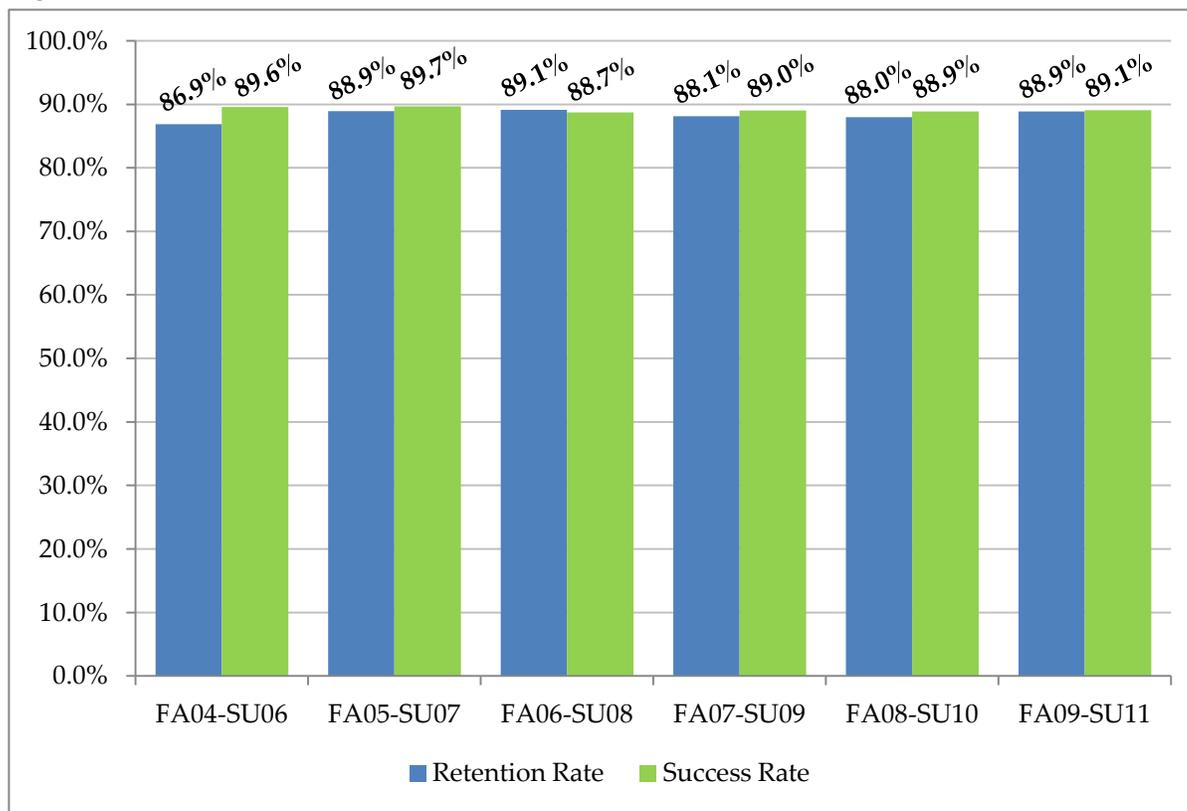
Table 3. AAS/AS Program Retention and Success/Advancement Rates (Measure 1, Part 2)

Tracking Period	FA04- SP08	FA05- SP09	FA06- SP10	FA07- SP11	FA08- SP12	FA09- SP13
Retention	55.1%	58.2%	59.9%	58.4%	55.7%	51.5%
Success \ Advancement	82.4%	82.5%	81.9%	82.0%	79.8%	78.0%

Source: Community College Technical Center MIS and FCS Research & Analytics

Retention and success/advancement rate trends for Associate in Applied Science/Associate in Science (AAS\AS) programs are presented in Table 3. As shown, the latest retention rate was 51.5 percent and the success\advancement rate was 78 percent. This represents a -3.6 percentage point (retention rate) and a -4.4 percentage point (success/advancement rate) decrease from last year.

Figure 2. Retention and Success/Advancement Rates for CCC and ATD (Measure 1, Part 2)

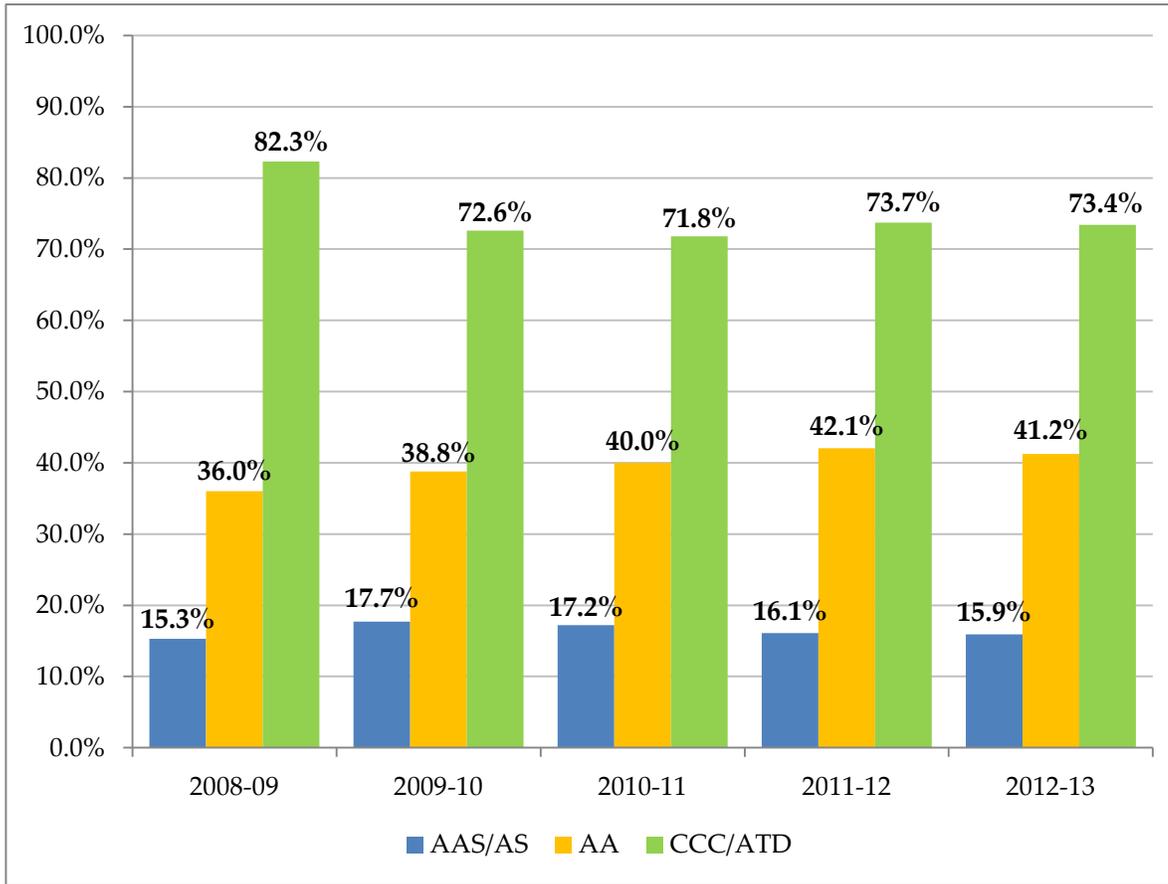


Source: Community College Technical Center MIS and FCS Research & Analytics

Nearly nine out of ten College Credit Certificate (CCC) and Applied Technology Diploma (ATD) students were retained or advanced over the past several years. These relatively short programs – that are a component of a larger AAS or AS program – offer students the opportunity to obtain skills to enter the workforce after program completion.



Figure 3. Graduation Rates by Award Type (Measure 1, Part 2)

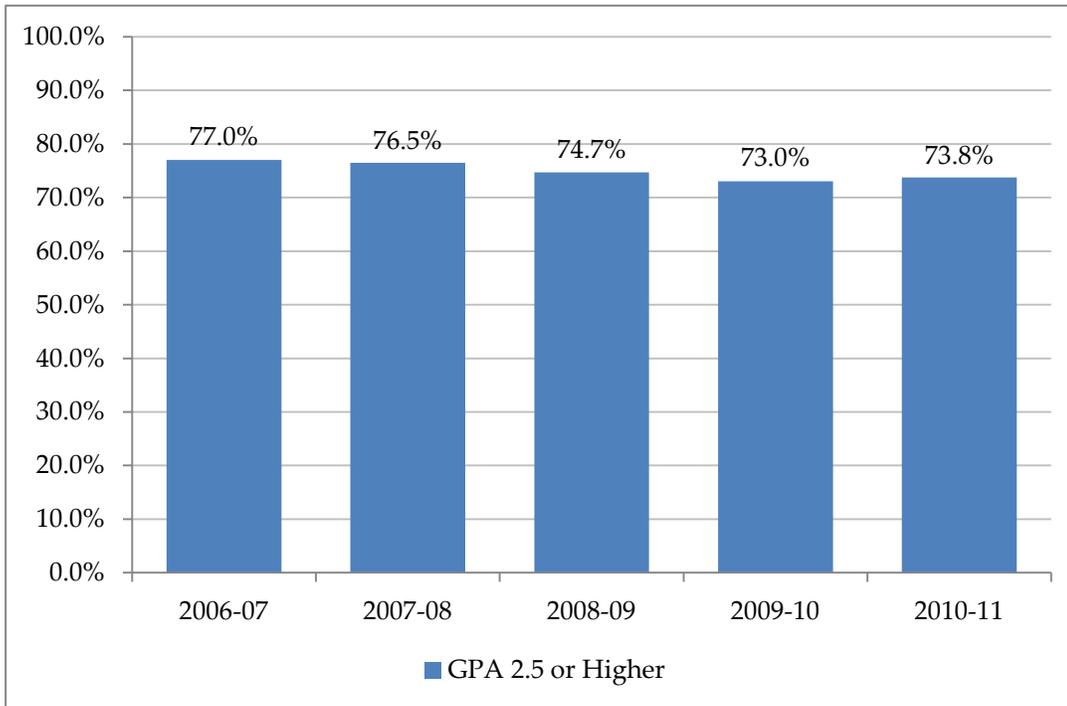


Source: Community College Technical Center MIS and FCS Research & Analytics

Figure 3 shows the graduation rate trends by award type (AAS/AS, AA, and CCC/ATD). This shows the graduation rate for each cohort tracked for each accountability period. It is important to note that AAS and AS lengths are not capped at 60 hours as with the AA program. For AAS/AS and AA graduation rates, students are tracked from 2010 through 2013 (three years or 150 percent of catalog time). For CCC and ATD graduation rates, students were tracked from 2010 through 2012. Generally, most CCC programs can be completed in one year or less while ATD programs are part of an AAS or AS program and are less than 60 credit hours. As shown, the shorter CCC and ATD programs had higher graduation rates.



Figure 4. FCS AA Graduates with 2.5 GPA or Higher in SUS Institution (Measure 2)



Source: Community College Technical Center MIS and FCS Research & Analytics

The AA degree is a transfer degree to an upper division program in the Florida College System (FCS) or State University System (SUS). Florida’s statewide articulation agreement (or “2+2” system of articulation) guarantees AA degree graduates of the FCS admission into a public state university to earn a baccalaureate degree. Figure 4 shows the five-year trends of AA graduates who transferred to a SUS institution and earned a grade point average (GPA) of 2.5 or higher. Over the last several years, about 3 out of 4 FCS AA graduates earned a 2.5 GPA or above at an SUS institution. The latest results are slightly lower at 73.8 percent.

Table 4. Placement of Career and Technical Program Completers (Measure 3, Part 2)

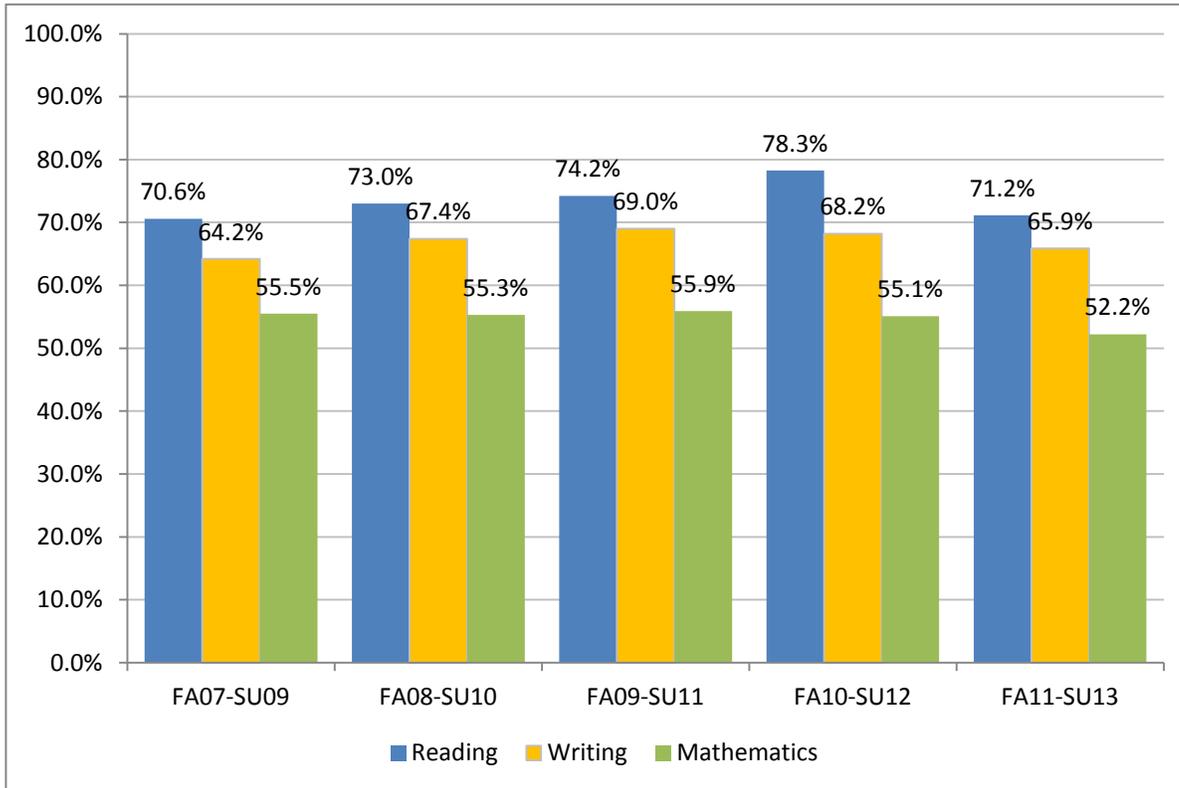
Reporting Period	2006-07	2007-08	2008-09	2009-10	2010-11
Percent of Completers Placed	90.7%	89.8%	91.4%	91.0%	91.2%
Percentage Point Difference from Previous Year	0.9%	-0.9%	1.6%	-0.4%	0.2%

Source: Community College Technical Center MIS and FCS Research & Analytics

Table 4 shows that nine out of ten FCS Career and Technical program completers were employed in a position related to their studies for the last several years. Employment rates have remained consistently high over the last five years.



Figure 5. Developmental Education Success Rates (Outcome Measure 4, Part 1)

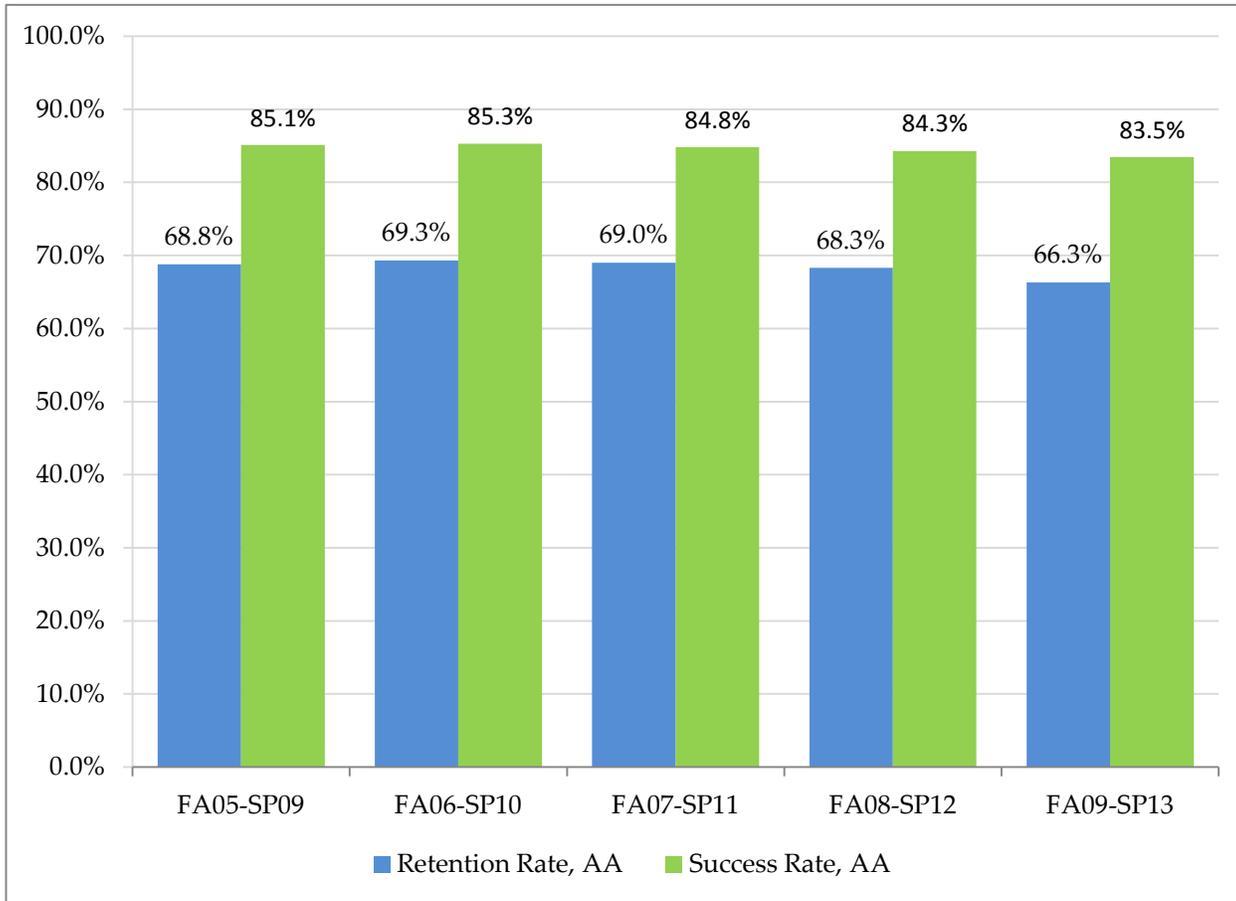


Source: Community College Technical Center MIS and FCS Research & Analytics

Figure 5 shows success rates of students taking developmental education courses by subject type (reading, writing, and math). As shown, success rates are highest for students taking courses in reading (consistently over seven out of ten) followed by students taking writing courses (consistently around two-thirds). The latest reading (71.2 percent) and writing (65.9 percent) are below last year’s record performance. Success rates for students taking developmental education courses in math have been about 55 percent over the years and 52.2 percent for the most recent tracking period.



Figure 6. Developmental Education Retention and Success Rates in AA Programs (Measure 4, Part 2)

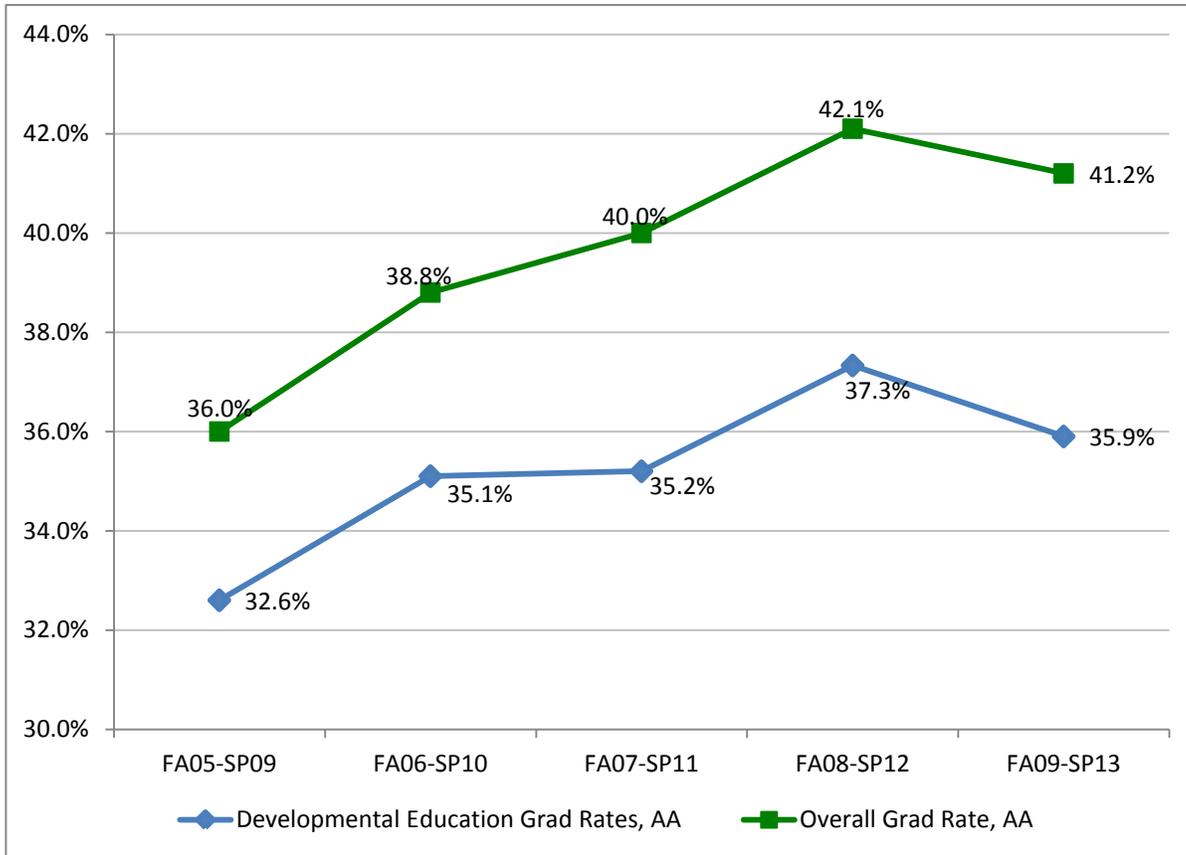


Source: Community College Technical Center MIS and FCS Research & Analytics

Figure 4 provides retention and success/advancement rates for AA degree program students who completed developmental education courses. As shown, the retention rates for students for the tracking periods represented have been close to 70 percent in previous years; the most recent tracking period has decreased two percentage points from the year before. Despite slight decreases in recent tracking periods, success rates remain over 80 percent.



Figure 7. Developmental Education Graduation Rates in AA Programs (Outcome Measure 4, Part 2)



Source: Community College Technical Center MIS and FCS Research & Analytics

Figure 7 compares the graduation rates of AA students who took developmental education courses and the overall graduation rates for the AA degree program over five years. For the past few years graduation rates for students needing to complete developmental education courses prior to beginning college-level work have been approximately 5 percent lower than the overall graduation rates among AA students. Graduation rates have improved for both groups over the five year timeframe. Overall AA student graduation rates show faster growth – +5.2 percentage points overall versus +3.3 percentage points for students who took developmental education coursework.



## Appendix

- 1.1. **Outcome Measure 1, Part 1: High School Continuation.** High school continuation measures the percentage of H.S. graduates in the college's service area who enroll in the Florida College System (FCS) within a year of graduation.
- 1.2. **Outcomes Measure 1, Part 2: Retention, Success and Graduation.** Retention and success are measured separately for First-Time in College (FTIC) students in Associate in Arts (AA), Associate in Applied Science (AAS), Associate in Science (AS), College Credit Certificate (CCC) and Applied Technical Diploma (ATD) programs. To be included in the measure (i.e., the cohort pool), students in AA, AAS, and AS programs must have completed 18 credit hours and students in CCC and ATD programs must have completed at least nine (9) credit hours. Retention and success rates were calculated using the following formulas:
 

**Retention Rate** = (Number of students who have graduated + number of student who are enrolled and in good academic standing + number of students who are enrolled and who are not in good academic standing) divided by the number of students in the cohort pool.<sup>1</sup>

**Success Rate** = (Number of students who have graduated + number of students who are enrolled and in good academic standing + number of students who have left the institution<sup>2</sup> in good academic standing) divided by the number of students in the cohort pool.

**Graduation Rate** = Total number of students completed divided by the total number of students in the cohort pool.
2. **Outcome Measure 2: AA Degree Transfer Performance in the State University System (SUS).** This measure is defined as the percentage of AA students who transfer to a state university and have a university grade point average (GPA) of 2.5 or above.
- 3.1. **Outcome Measure 3, Part 1: Licensure Passing Rate.** This measure shows the number of students tested, the number passed, and the percentage of students passed for each appropriate career and technical program licensure exam by college. Data have not been provided by licensing agencies and therefore are not included in this report.
- 3.2. **Outcome Measure 3, Part 2: Placement of Career and Technical Program<sup>3</sup> Completers.** This measure is defined as the percentage of students who completed a vocational programs (received AAS or AS degrees or Career and Technical Certificates) and were employed in a job related to their program.
4. **Outcome Measure 4: Success Rates of Students in College Preparatory Reading, Writing, and Mathematics. College Preparatory Success (Part 1).** This measure shows the number of degree-seeking students who are First-Time in College (FTIC) who took an entry-level test during the fall term. "First-Time in College" includes both students enrolling at the college for the first time and previous year high school graduates who were dual enrolled within the prior two years. This measure reports the number and percentage of those students who passed the highest level college preparatory course for that subject at that particular college, within two years of entering.
5. **College Preparatory Retention and Success Rates (Part 2).** AA degree-seeking students who completed at least 18 college credits during the tracking period and who completed all college preparatory requirements within two weeks.

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<sup>1</sup> Total cohort Pool: First-Time in College degree seeking students who achieved at least 9 (CCC or ATD) or 18 (AA, AAS, AS) total institutional hours for GPA during the tracking period.

<sup>2</sup> Accountability 2013 Selection Criteria: The number left in good standing are students with a GPA greater than or equal to 2.0 who are not enrolled the last two terms of the tracking period.

<sup>3</sup> Career and Technical programs are organized education programs that are directly related to preparing students for employment in occupations requiring other than a baccalaureate or advanced degree. Examples included Emergency Medical Responder, Fire Science Technology, Paralegal, or Aviation Operations.



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