

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

How do employment and continuing education outcomes compare between graduates who needed developmental education at entry and those who were college ready upon arrival?

When the need exists, developmental education courses aim to help individuals build their foundational academic skills in math, reading, and/or writing. **The workforce and continuing education outcomes of college graduates who successfully completed a developmental education sequence, moved into college credit-bearing courses, and graduated from a college level academic program are comparable to students who entered the Florida College System (FCS) ready to pursue college credit coursework.** Substantial developmental education reform ([Senate Bill 1720](#)) took effect in the FCS on July 1, 2013 with full implementation occurring no later than fall 2014. Strategies for helping more individuals who arrive with weaknesses in their foundational academic skills graduate from college and do so at an accelerated pace are topics of significant interest in Florida and nationwide.

The nationally recognized Florida Education and Training Placement Information Program ([FETPIP](#)) is the source of the employment, earnings, and continuing education outcomes highlighted in the following paragraphs. Full-time employment is determined when an individual's October through December 2012 (4th quarter) wages are equal to or above the hourly minimum wage, working 40 hours per week for 13 weeks, times 4 quarters. For 2011-12 that calculation yields a figure of \$15,952 annually. Continuing education reflects enrollments in the academic year following graduation (2012-13 in the latest data).

Table 1 shows employment and continuing education outcomes of students who completed developmental education courses and those who were college ready upon initial college enrollment. Previous year data are also provided

FCS Graduates (2010-11 and 2011-12)	Arrived College Ready		Completed Dev. Education	
	2010-11	2011-12	2010-11	2011-12
Percent Employed Full-Time	63.4%	63.7%	63.7%	61.7%
Average Annual Earnings for Full-time Workers	\$37,460	\$38,404	\$33,124	\$33,280
Continuing Education	56.4%	53.4%	63.7%	60.0%

Source: Florida Education Training & Information Program (FETPIP)

(2010-11) for comparison. The latest data for 2011-12 shows that 61.7 percent of students who completed developmental education and 63.7 percent of those who entered college ready were employed full-time one year after graduation. The average annual earnings of graduates who started college ready were 15.4 percent higher than those who completed developmental education (\$38,404 vs. \$33,280). On the other hand, overall FETPIP data show the average annual

earnings of graduates who successfully completed developmental education was 66.1 percent higher (\$11,288) than 2011-12 high school standard diploma graduates (\$21,992) who directly entered the workforce. Individuals who successfully complete developmental education are provided with a "second chance" opportunity to improve their employment outcomes and earnings trajectories.

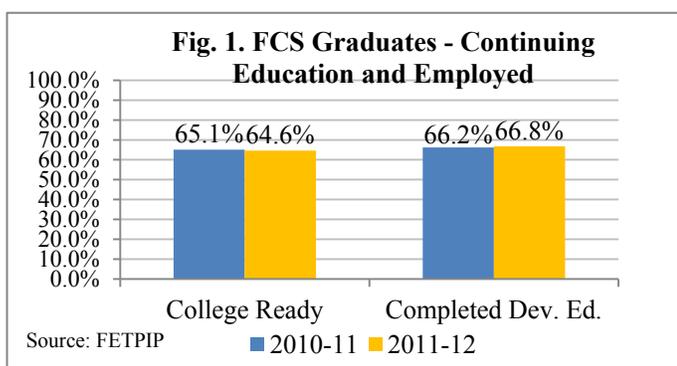


Table 1 shows that 60 percent of 2011-12 graduates who took developmental education were continuing their education one year following graduation which compares favorably to the 53.4 percent continuing education rate for

graduates who arrived college ready. Figure 1 illustrates that about 2 out of 3 graduates who took developmental education (66.8 percent) as well as college ready graduates (64.6 percent) were both working and going to school. **The latest graduates who successfully came through the developmental education sequence earned a combined \$138.5 million in the 3 months between October and December 2012 which contributed positively to Florida's economy.** These data point toward a projected $\frac{1}{2}$ billion dollars in first post program year earnings by the latest group of FCS graduates who successfully completed the developmental education sequence.

Results presented here show that the employment and education outcomes of graduates who successfully complete developmental education are comparable to those achieved by graduates who were college ready at entry. For these individuals, developmental education served an important role in helping them improve their life circumstances.

To find a college nearest you, please visit the Florida College System [directory](#).