

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

WHAT ARE THE 100 PERCENT, 150 PERCENT AND 200 PERCENT GRADUATION RATES FOR FALL, FULL-TIME, FIRST-TIME-IN-COLLEGE STUDENTS ACROSS THE FLORIDA COLLEGE SYSTEM?

In 2009, the president set a goal to increase the numbers of college graduates with associate and/or bachelor's degrees by 50 percent in the United States by the year 2020. In a White House [document](#) prepared by the U.S. Department of Education (March 2011), this translates into 8 million additional degree holders. As noted in the report, "To achieve this ambitious goal, the higher education system must undertake far-reaching reforms to widen college access, improve college readiness, ensure quality, and accelerate college completion."

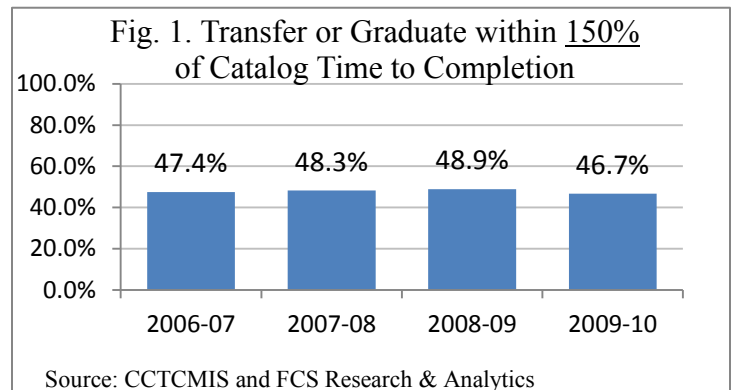
Table 1. IPEDS Graduation Rates for Lower-Division Fall 2006-07 to Fall 2009-10 FTFTIC Entering Cohorts			
Florida College System Rate of Completion Within:			
Cohort Year	100% of Catalog Time to Complete (2 years for an associate degree)	150% of Catalog Time to Complete (3 years for an associate degree)	200% of Catalog Time to Complete (4 years for an associate degree)
2006-07	12.4	34.4	40.9
2007-08	13.2	35.5	42.0
2008-09	14.0	36.7	43.1
2009-10	13.6	35.4	41.4

Source: Community College and Technical Center Management Information System (CCTCMIS) and FCS Research & Analytics

Results reported in Table 1 are based on the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS) methodology. The table contains completion rates for lower-division students from the three most recent fall, full-time, first-time-in-college (FTFTIC) cohorts. The latest results are for students who began in 2009-10. They are reported on in 2010-11 (100 percent), 2011-12 (150 percent) and 2012-13 (200 percent). Looking across the four most recent cohorts, about 12-14 percent of students finished in two years. Approximately 34-37

percent of FTFTIC students completed their programs within 150 percent of catalog time (three years). For the cohorts presented, about 41-43 percent of these students completed their programs within 200 percent of catalog time for completion. The 150 percent rate is the most commonly reported at the national level. While the system will continue to strive to improve further, FCS students and institutions have made **Florida among the highest performing states in the nation on the 150 percent measure**. The latest cross-state data (2007-08 cohort) has **Florida in third place** behind two small states for the 150 percent rate. An attached spreadsheet contains additional details.

Since associate degree-granting institutions also prepare students for transfer to upper-division work (college junior and senior years), IPEDS allows non-graduating transfers to be reported as well. Figure 1 shows the proportion of FTFTIC students who either graduated or transferred to a baccalaureate institution within 150 percent of catalog time to completion. Recently, the proportion of students transferring before graduating has increased slightly. Including both graduates and transfers results in a 46.7 percent rate for the latest cohort, which is 11.3 percentage points higher than the graduation rate for the same group of students. **The combined rate shows nearly half of these students completed or transferred within three years.**



The current, narrowly-focused IPEDS GRS methodology – those who entered in the fall semester and were FTFTIC – provides uniformity in calculating graduation rates across the country. [Suggestions](#) for [strengthening](#) the IPEDS [GRS](#) methodology have intensified over the past few years and changes that will include additional student-success metrics to the GRS are in the works. Beginning in 2014-15, IPEDS will collect data on both full- and part-time students and both first-time and non-first-time-in-college students. IPEDS will also collect status updates from two- and four-year institutions for eight years after the cohort enters the institution. Institutions will initially report on a 2006 student cohort. These changes will allow states to report to IPEDS on a wider cross section of the diverse student groups who participate in higher education.