

What are some key “take aways” about developmental education in the Florida College System?

What are the workforce and continuing education outcomes for Florida College System (FCS) graduates who completed developmental education (dev. ed.) as a part of their studies?

- Individuals who successfully complete dev. ed. and graduate perform at similar levels in the workforce and in continuing education to those who were college-ready on arrival. (Based on information generated by the Florida Education and Training Placement Information Program FETPIP.)
- Two-thirds of the 2010-11 FCS graduates who completed dev. ed. were employed in the fourth calendar-year quarter of 2012 (19,539/28,970 total individuals). Results were the same as those achieved by 2011 graduates who were college-ready at entry.
- 2010-11 FCS graduates employed full-time who completed dev. ed. had average annual earnings of \$33,124. College-ready graduates in full-time positions averaged \$37,460. (Based on FETPIP calculations.)
- 2010-11 FCS graduates employed full-time who completed dev. ed. as part of their studies contributed an estimated \$392 million to Florida’s economy in the year following college graduation. (Extrapolation of FETPIP calculations.)
- Sixty-three percent of the 2010-11 FCS graduates who completed dev. ed. were continuing their education in 2012 (18,221/28,970 total individuals). The corresponding figure for 2011 graduates who were college-ready at entry was 63 percent.
- Nearly two-thirds of 2010-11 FCS graduates who completed dev. ed. who were continuing their education were also employed (66 percent, 12,059/18,221). The rate was about the same for graduates who were college-ready at entry (65 percent).

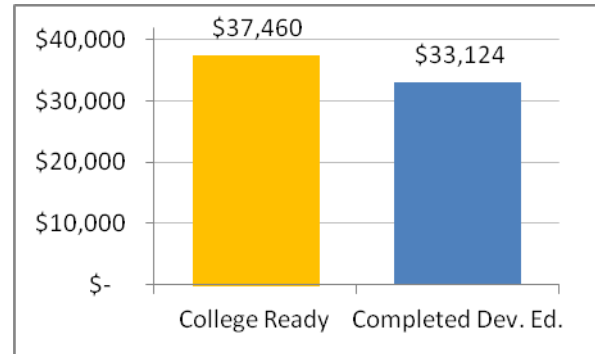


Figure 1: Annual Earnings of 2010-11 Graduates Employed Full-time Who Arrived College-Ready or Required Developmental Education

Among Graduates . . . How many took developmental courses? How many developmental courses did they need?

- One-third of the 2011 college graduates took developmental education as part of their studies. (33.8 percent.)
- On average, graduates completed 2.6 dev ed courses to build their academic skills.

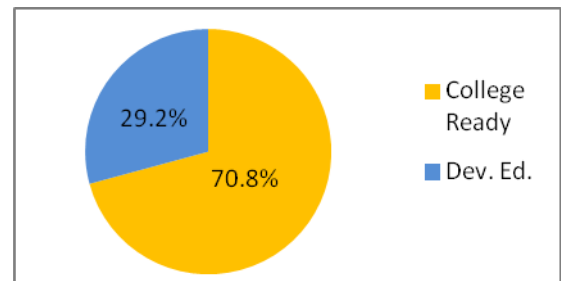


Figure 2: 2011-12 Florida College System Students Arriving College-Ready or Requiring Developmental Education

How many students take developmental education courses?

- For 2011-12, there were 152,389 or nearly one-out-of-three lower-division credit students enrolled in dev. ed. in the Florida College System. (29.2 percent, 152,389/522,623.)

What are the characteristics of students enrolling in dev. ed. courses?

- Students of all ages enroll in dev. ed.
- Recent high school graduates were least likely to need dev. ed. During 2011-12, 14 percent of students enrolled in dev. ed. were less than 20 years of age. (21,371/152,389.)
- Nearly four out-of-ten students taking dev. ed. were 25 years of age and over. (37.8 percent, 57,648/152,389.)
- Nearly one-half of all students enrolled in dev. ed. were between 20 and 24 years of age. (48.1 percent, 73,301/152,389.)

What are the characteristics of students enrolling in dev. ed. courses? (continued)

- Recent high school graduates were the only age group to show decreases in dev. ed. enrollment in both short term (-5.4 percent compared to last year) and longer term (-9.9 percent over five years).
- Nearly one-half of all African-American students participated in dev. ed. (47.7 percent, 44,965/94,233.)
- Three-out-of-four African-American students in dev. ed. received financial aid. (76.9 percent, 34,561/44,965.)
- African-American students are over-represented in dev. ed. (29.5 percent dev. ed. & 18.0 percent lower-division credit.)
- Over one-out-of-five white students participated in dev. ed. (22.5 percent 53,051/235,954.)
- Fifty-five percent of white students in dev. ed. received financial aid. (29,363/53,051.)
- Over one-out-of-four Latino students enrolled in dev. ed. (29.8 percent, 39,477/132,159).
- Two-thirds of Latino students in dev. ed. received financial aid. (66.7 percent, 26,349/39,477.)
- Two-out-of-three students enrolled in dev. ed. received financial aid. (65.0 percent, 99,079/152,389.)

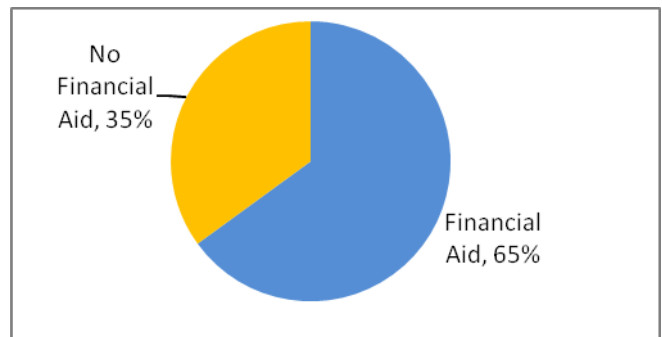


Figure 3: 2011-12 Florida College System Proportion of Students Enrolled in Developmental Education Receiving Financial Aid

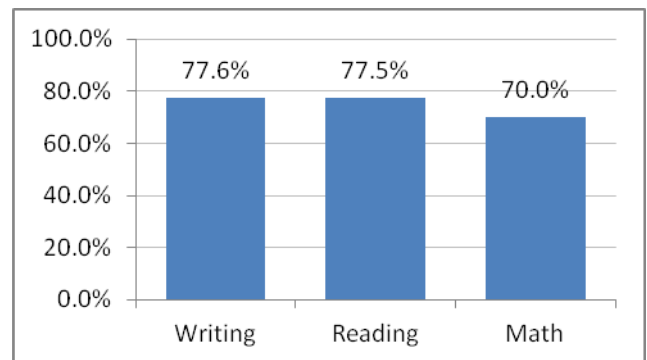


Figure 4: 2011-12 Florida College System Proportion of Students Placed into Highest Level Developmental Education Who Passed the Highest Level Developmental Education Course

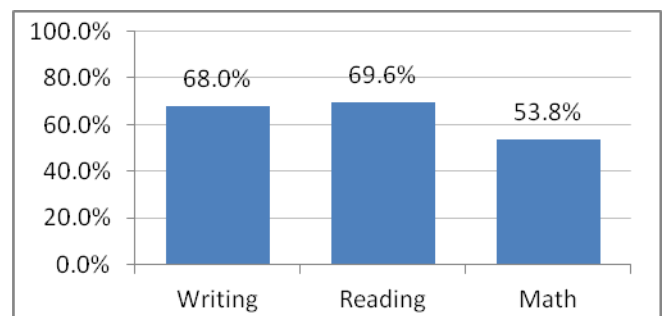


Figure 5: 2011-12 Florida College System Related Gateway Course Passage Rate Among Students Completing the Developmental Education Sequence

How successful are students who score just below college-ready on placement tests?

- Individuals whose test results indicate a level of preparation just below college-ready achieve relatively-high rates of success in completing dev. ed. Based on the first-time-in-college (FTIC) Fall 2009-10 cohort tracked through Summer 2011-12 (three years).
- Writing – over three-out-of-four students (77.6%) placed into upper-level developmental writing courses passed the highest dev. ed. writing course.
- Reading – over three-out-of-four students (77.5%) placed into upper-level developmental reading passed the highest level of dev. ed. reading course.
- Math – seven-out-of-ten students placed in upper-level developmental math passed the highest level of dev. ed. math course.
- Providing colleges with additional flexibility to serve students who score just below college-level through accelerated delivery approaches has the potential to move students through programs at a faster pace.

What is the gateway course success rate for students who complete the highest level of dev. ed?

- Gateway courses are the first core academic college-level math and English courses. Fall 2009-10 students who completed developmental education and entered gateway courses by Summer 2011-12 achieved the following results:
- Writing – Nearly seven-out-of-ten students completing the highest-level developmental writing courses passed a related college-level English course. (68.0 percent = 6,432/9,456.)

- **Reading** – Seven-out-of-ten students completing the highest level of dev. ed. reading passed a related college-level English course. (69.6 percent = 8,196/11,780.)
- **Math** – Over one-half of the students completing the highest-level developmental math passed a related college-level math course. (53.8 percent = 7,900/14,684.)

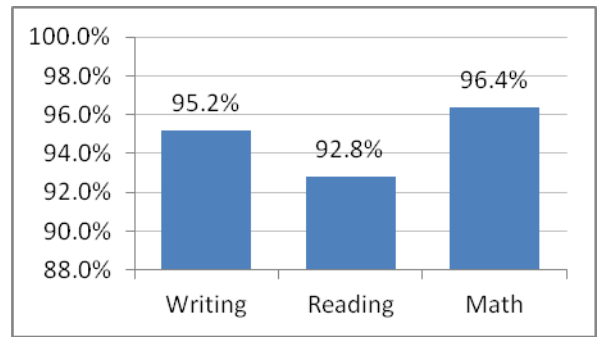


Figure 6: 2011-12 Florida College System Success Rates Among Developmental Education Sequence Completers Who Took the Related Gateway Course within One Year of Completing the Highest Developmental Education Course

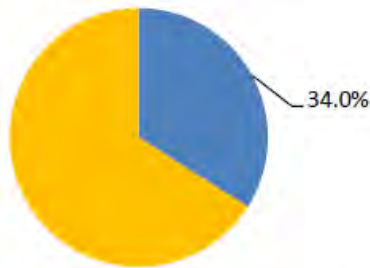
How long did successful completers of related gateway courses wait to take a gateway course?

- The number of students who directly enrolled in the related gateway course within the next year accounted for almost all the successes.
- **Writing** – 95.2 percent. (6,125/6,432.)
- **Reading** – 92.8 percent. (7,609/8,196.)
- **Math** – 96.4 percent. (7,615/7,900.)
- Requiring students to directly transition into the related gateway course could have a positive impact.

What is the graduation rate for students taking developmental education and how does that compare to the overall population?

- Based on the FTIC accountability cohort, overall **one-third** of students pursuing college-level programs who emerge from developmental education and engage in substantial college-level coursework graduate within 200 percent of catalog time. (34.0 percent)
- The corresponding all student graduation rate was 39.2 percent or 5.2 percent higher.

Graduation Rate, Developmental Education Students



Graduation Rate, All Students

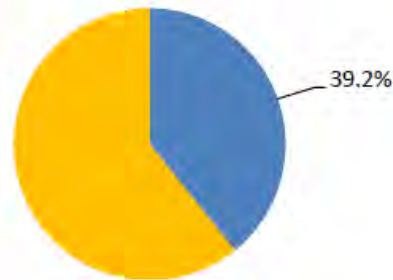


Figure 7: 2011-12 Florida College System Graduation Rates: Student Who Required Developmental Education Compared to All Students

Figures are based on an accountability cohort consisting of first-time-in-college (FTIC) associate degree students who completed a minimum of 18 college credits during a four-year tracking period. All developmental education is expected to be completed by the time a student finishes 18 college credits. College Credit Certificate and Applied Technology Diploma students included in the cohort completed at least nine college credits during the two-year tracking period.

Several of the topics covered in this document are explored in further detail in related [Transparency, Accountability, Progress and Performance](#) analyses under the subheading “Developmental Education and College Readiness.”