
Baccalaureate Accountability, 2007-08

Increasing the number of Florida citizens with a bachelor degree or higher has been a long-standing goal for the state. In 2001 the Florida Legislature authorized St. Petersburg Junior College (now St. Petersburg College) to begin offering select baccalaureate programs with the approval of its Board of Trustees.¹ The Legislature then gave similar authorization to other colleges to offer baccalaureate programs in limited areas and subject to approval by local Board of Trustees and the State Board of Education.² All baccalaureate programs are expected to meet workforce needs for the state or the region. Through March 2009, the number of baccalaureate degree programs grew to 88, offered at 14 colleges in The Florida College System (FCS). Eight colleges have had operational baccalaureate programs for sufficient time to provide data for the analysis of the 2007-08 accountability measures. These were:

1. Chipola College
2. Daytona State College
3. Edison State College
4. Florida Community College at Jacksonville
5. Indian River State College
6. Miami Dade College
7. Northwest Florida State College
8. St. Petersburg College

To track performance for the baccalaureate programs, the Council of Presidents approved system-wide accountability measures on November 20, 2008.³ These measures fall into four broad categories:

- Enrollment;
- Degree Production;
- Student Access and Progression; and
- Student Achievement.

Each category includes several specific measures. The results for these measures (except for student achievement) are presented below for 2005-06 through 2007-08. This *FYI* provides the results of the 2007-08 accountability measures and summarizes key aspects of the accountability reports. In the case of the student achievement measures, the data are not yet available because they are based on post-graduation outcomes.

¹ Section 1004.73, Florida Statutes.

² Section 1007.33 Florida Statutes. For more information see <http://www.fldoe.org/cc/students/pdf/HistBacc.pdf>.

³ Each college is also required to submit an annual report.

Accountability Measures

Enrollment accountability measures are shown in Exhibit 1. These include total program enrollments for the system as a whole and by length of time the programs have existed so that newer baccalaureate programs can be examined separately. The measures also include percentage breakdowns by race and gender. Over the past three years, the number of students enrolled has more than doubled from approximately 2,500 to over 5,000. Nearly 1,000 of these new enrollments were in programs that were less than three years old. The FCS baccalaureate programs have also become more diverse, with increasing percentages of Blacks and Hispanics enrolling. However, the students remain overwhelmingly female, most likely because the majority of programs are in education and nursing.

EXHIBIT 1: ENROLLMENT, INCLUDING ACCESS AND DIVERSITY

	2005-06	2006-07	2007-08
Total Students Enrolled in a FCS Baccalaureate Program	2,457	3,497	5,333
Total Headcount at colleges having a baccalaureate program for 3 or more years*	2,445	3,238	4,364
Total Headcount at colleges having a baccalaureate program for less than 3 years†	12	259	969
Percent Black, Non-Hispanic Program Enrollment	11.6%	13.6%	15.6%
Percent Hispanic Program Enrollment	9.2%	12.1%	15.3%
Percent Male Program Enrollment	28.6%	29.1%	27.6%

SOURCE: DIVISION OF COMMUNITY COLLEGES

NOTE: ENROLLMENTS DO NOT INCLUDE STUDENTS WHO TOOK BACCALAUREATE LEVEL COURSES BUT WERE NOT ENROLLED INTO A BACCALAUREATE PROGRAM.

* CHIPOLA COLLEGE, MIAMI DADE COLLEGE, NORTHWEST FLORIDA STATE COLLEGE, AND ST. PETERSBURG COLLEGE

† DAYTONA STATE COLLEGE, EDISON STATE COLLEGE, FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE, AND INDIAN RIVER STATE COLLEGE

The accountability measures for Degree Production are shown in Exhibit 2. As noted previously, the colleges are limited to programs in education, nursing, and applied sciences. The applied sciences programs cover a wide range, including dental hygiene, business, technology management, and supervision and management. The education programs include elementary education as well as critical areas such as math, science, and exceptional student education. Nursing, of course, remains a high-wage and high-skill occupation with significant statewide demand.

EXHIBIT 2: DEGREES AWARDED, BY PROGRAM AND STUDENT POPULATION

	2005-06	2006-07	2007-08
Total Degrees	398	570	697
Total Degrees at colleges having a baccalaureate program for 3 or more years*	398	564	658
Total Degrees in Education, all colleges	181	215	259
Total Degrees in Nursing, all colleges	58	93	123
Total Degrees in BAS Programs, all colleges	159	262	315

EXHIBIT 2, CONTINUED

	2005-06	2006-07	2007-08
Percent of Total Degrees to Black Students	6.8%	8.2%	12.1%
Percent of Total Degrees to Hispanic Students	6.5%	10.2%	9.5%
Percent of Total Degrees to Male Students	18.1%	25.8%	27.1%

SOURCE: DIVISION OF COMMUNITY COLLEGES

*CHIPOLA COLLEGE, MIAMI DADE COLLEGE, NORTHWEST FLORIDA STATE COLLEGE, AND ST. PETERSBURG COLLEGE

Accountability measures for Student Access and Progression are presented in Exhibits 3 and 4. In Exhibit 3, the Fall 2004-05 cohort is divided into two groups: students who attended full-time in two terms from Fall 2004-05 through Summer 2007-08 and students who attended part-time.⁴ For each category, the population and percentage figures are provided.

The results show that 75% of full-time students graduated while just 30% of the part-time students did so. Because most of the students are enrolled part-time, this reduced the overall graduation rate to 42%. Of the students who did not graduate, the largest numbers left the program in good academic standing. This is especially true of the part-time students. The rest either remained enrolled at the school or transferred to a four-year institution. There were no students still enrolled and not in good academic standing.

EXHIBIT 3: RETENTION AND SUCCESS, PRELIMINARY RESULTS*

	Fall 2004-05 Cohort	Graduated (Number and %)	Still Enrolled – Good Academic Standing (Number and %)	Still Enrolled – Not in Good Academic Standing (Number and %)
Full-time	174	(130), 74.7%	(15), 8.6%	(0), 0.0%
Part-time	437	(129), 29.5%	(82), 18.8%	(0), 0.0%
Total	611	(259), 42.4%	(97), 15.9%	(0), 0.0%
	Left in Good Academic Standing (Number and %)	Transferred to Another Four-Year Institution (Number and %)		
Full-time	(25), 14.4%	(4), 2.3%		
Part-time	(182), 41.6%	(36), 8.2%		
Total	(207), 33.9%	(40), 6.5%		

SOURCE: DIVISION OF COMMUNITY COLLEGES

*SYSTEM TOTAL INCLUDES MIAMI DADE COLLEGE, NORTHWEST FLORIDA STATE COLLEGE, AND ST. PETERSBURG COLLEGE

Exhibit 4 summarizes all of the student progression outcomes from Exhibit 3. “Retention” is defined as the number of students who:

- graduated;
- were still enrolled;
- were in good academic standing; and
- were still enrolled but were not in good academic standing.

⁴ Part-time is defined as taking less than 12 credits in a semester.

“Success” is defined as the number of students who:

- graduated;
- were still enrolled;
- were in good academic standing;
- left the school but were in good academic standing; and
- transferred to another four-year institution.

The results show that the vast majority (83%) of the full-time students were retained as compared to close to 50% of the part-time students. Of those not retained, almost all left the college in good academic standing. In terms of successful outcomes, 100% of full-time students and 98% of part-time students can be classified as successes for their programs.

EXHIBIT 4. OVERALL RETENTION AND SUCCESS FOR FALL 2004-05 COHORT*

	Retention (Number and %)	Success (Number and %)
Full-time	(145), 83.3%	(174), 100.0%
Part-time	(211), 48.3%	(429), 98.2%
Total	(356), 58.3%	(603), 98.7%

SOURCE: DIVISION OF COMMUNITY COLLEGES

*SYSTEM TOTAL INCLUDES MIAMI DADE COLLEGE, NORTHWEST FLORIDA STATE COLLEGE, AND ST. PETERSBURG COLLEGE

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