One System...One Mission

Florida’s Student Success Dashboard

John Hughes, Ph. D
The Challenge – Better Leveraging the Data

- Too often, accountability and outcome measures are disconnected from daily work
  - Do not reflect college priorities
  - Do not represent student body
  - Not linked to college behavior
  - Reporting is burdensome
The Challenge – Better Leveraging Data

Goal: Link outcome measures to student progress

- Ensure measures are linked to something that matters – student success
- Enable colleges to directly influence accountability results
- Tie to existing processes such as Equity reporting
- Support colleges in analyzing data
- No additional reporting requirements
Students to Track

- The measures are based on cohort tracking
- Based on IPEDS cohort
  - All First-Time in College (FTIC) students in summer or fall term
  - Includes both full and part-time students
  - Includes transfer students
  - Includes dual enrollment students
  - Can be broken down by
    - Developmental education status
    - Age
    - Race
    - Gender
    - Disability status
    - Limited English Proficiency
    - Pell Status
## Outcome Measures

<table>
<thead>
<tr>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed an award and transferred to a State University</td>
</tr>
<tr>
<td>Completed an award and with transferring to a State University</td>
</tr>
<tr>
<td>Transferred without an award</td>
</tr>
<tr>
<td>Still enrolled with 30 or more college hours</td>
</tr>
<tr>
<td>Total success rate – sum of all other measures</td>
</tr>
</tbody>
</table>
# Interim Progress Measures

## First-Year Progress Measures
- Persisted fall to spring
- Passed 80% or more of attempted hours
- Earned 24 or more hours

## Second and Third Year Progress Measures
- Persisted fall to fall
- Passed developmental education sequence
- Passed gatekeeper English or higher
- Passed gatekeeper math or higher
- Achieved a credit milestone
Linking Outcome and Interim Measurement

- Select a group to track, such as Hispanics
- Look at their four and six-year outcomes for recent cohort to identify gaps
- Develop intervention strategies and plans
- Track performance for incoming cohort
  - Compare to prior cohort
  - Track through graduation to evaluate interventions
Start With an Outcome Gap or Area of Low Performance

<table>
<thead>
<tr>
<th>2004 Cohort</th>
<th>Award of Associates by Year Four</th>
<th>Award of Associates by Year Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanics</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Whites</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>Gap</td>
<td>-3%</td>
<td>-4%</td>
</tr>
</tbody>
</table>
# Track Interim Performance

<table>
<thead>
<tr>
<th>Interim Measure</th>
<th>2004 Cohort</th>
<th>2011 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persisted fall to spring</td>
<td>82%</td>
<td>84%</td>
</tr>
<tr>
<td>Passed 80% or more of attempted hours</td>
<td>76%</td>
<td>70%</td>
</tr>
<tr>
<td>Earned 24 or more hours</td>
<td>55%</td>
<td>52%</td>
</tr>
<tr>
<td>Earned a certificate or degree prior to 24 hours</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Transferred prior to 24 hours</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Persisted fall to fall</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td>Passed developmental math sequence</td>
<td>33%</td>
<td>25%</td>
</tr>
<tr>
<td>Passed gatekeeper English or higher</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Passed gatekeeper math or higher</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Achieved the credit hour milestone</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Earned Award by year four/six</td>
<td>15%/20%</td>
<td></td>
</tr>
</tbody>
</table>
New Tool for Tracking

- The state office will provide each college access to a performance dashboard
  - Will have static reports
  - Will also provide dynamic access to outcome data
    - Develop local reports
    - Updates automatically each year
Please answer the prompts below and click the View Report button to continue.

**Status Breakdown**

*Please Select A College*

- All Colleges
  - Brevard Community College
  - Broward College
  - Chipola College
  - College of Central Florida
  - Daytona State College
  - Edison State College
  - Florida Gateway College
  - Florida Keys Community College
  - Florida State College at Jacksonville
  - Gulf Coast Community College
  - Hillsborough Community College
  - Indian River State College

View Report
### Table of Contents

- Status Breakdown

**No group breaks are defined.**

### Section Data

#### ATO.W1

- Base Report
- Status
- Cohort Year
- Colleges
- Percent Persisted Into SPR
- Total Students

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#### Table: Percent Persisted into Spring

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>Percent Persisted into Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Certificate Only Students</td>
<td>College Ready</td>
</tr>
<tr>
<td>Base</td>
<td>44.71%</td>
<td>07.34%</td>
</tr>
</tbody>
</table>

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#### Chart: Percent Persisted into Spring

- **Base**
  - All Students
    - 44.71%
    - 07.34%
    - 05.90%
    - 73.24%
    - 01.21%
Second and Third Year Student Performance

- **Persisted Fall To Fall.srx**
  The number (percent) of the original cohort who were still enrolled in the spring immediately following the fall starting date.

- **Passed Developmental Math Sequence By Year 2.srx**
  The number (percent) of the original cohort who successfully completed all required developmental mathematics courses by the end of the second year of tracking.

- **Passed Gatekeeper English By Year 3.srx**
  The number (percent) of the original cohort who successfully passed the gatekeeper English or higher level English course by the end of the third year of tracking.

- **Passed Gatekeeper Math By Year 3.srx**
  The number (percent) of the original cohort who successfully passed the gatekeeper mathematics or higher level mathematics course by the end of the third year of tracking.

- **Achieved the Two-Year Milestone - Full Time.srx**
  The number (percent) of the original cohort who successfully passed the two-year milestone during the tracking period.

- **Achieved the Two-Year Milestone - Part Time.srx**
  The number (percent) of the original cohort who successfully passed the two-year milestone during the tracking period.

Additional Reports

- **Time Series Report.srx**

Dashboard: Second and Third Year Student Performance

- **Students Persisted Fall To Fall Semesters**
  2006 Cohort: 62.50%
  2002 Cohort: 59.97%

- **Passed Developmental Math By Year 2**
  2006 Cohort: 31.87%
  2002 Cohort: 30.61%

- **Students Passed Gatekeeper English By Year 3**
  2005 Cohort: 60.61%
  2002 Cohort: 59.34%

- **Students Passed Gatekeeper Math By Year 3**
  2005 Cohort: 34.37%
  2002 Cohort: 33.10%

- **Achieved The Two-Year Hour Milestone**
  2006 Cohort: 36.09%
  2002 Cohort: 33.49%
Going Beyond the Interim Measures

- Dashboard updates once per year
- Colleges can track students more often
  - Identify the students in each cohort
  - Track registrations, drop/add, and withdrawals
  - Look at mid-term grades
  - Utilize student support services
- Colleges can, for the first time, directly link their interventions with accountability results
One System...One Mission

Florida’s Student Success Dashboard

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