

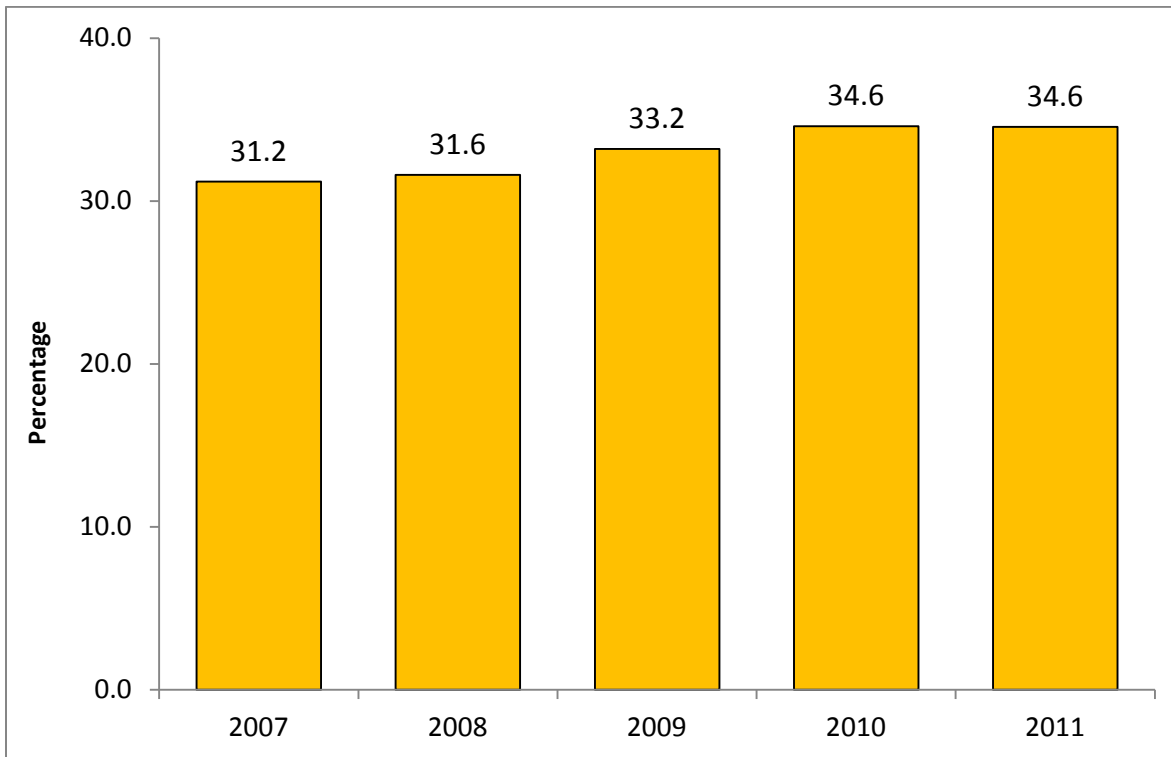
Lower Division Accountability

Five-Year Summary of Statewide Performance on Accountability Measures for The Florida College System

Section 1008.45, Florida Statutes, directs the State Board of Education to provide for the “systematic, ongoing improvement and assessment of the improvement of the quality and efficiency of the Florida community colleges.” The years covered by this report are 2007 through 2011, reflecting the year of the accountability report and not the academic year of the measure. For example, the 2011 accountability for Measure 2 is based on the 2007-08 reporting year. The accountability measures are described in detail in the appendix of this report.

Year-to-Year Accountability Results

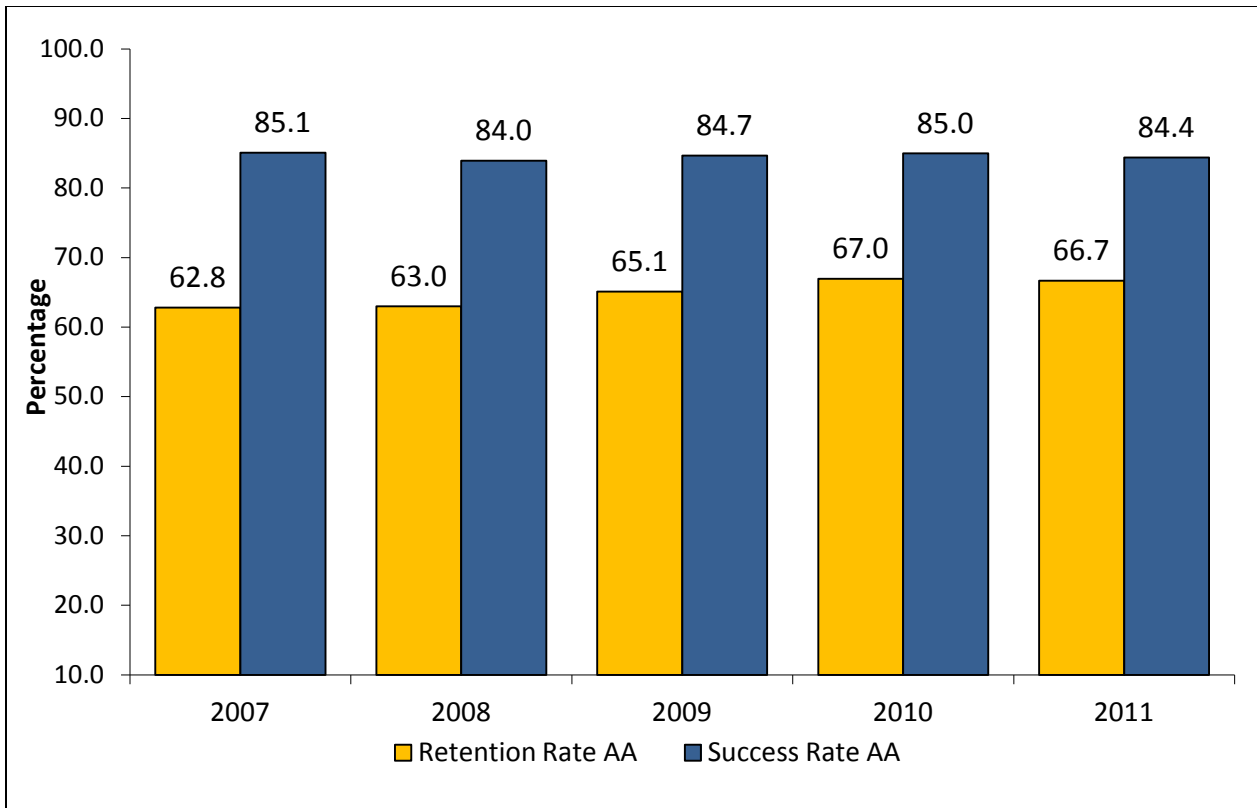
EXHIBIT 1. HIGH SCHOOL CONTINUATION (OUTCOME MEASURE 1, PART 1)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 1 shows the percentage of high school graduates with standard high school diplomas that enrolled in a Florida College System institution in the same service district within a year of graduating high school.

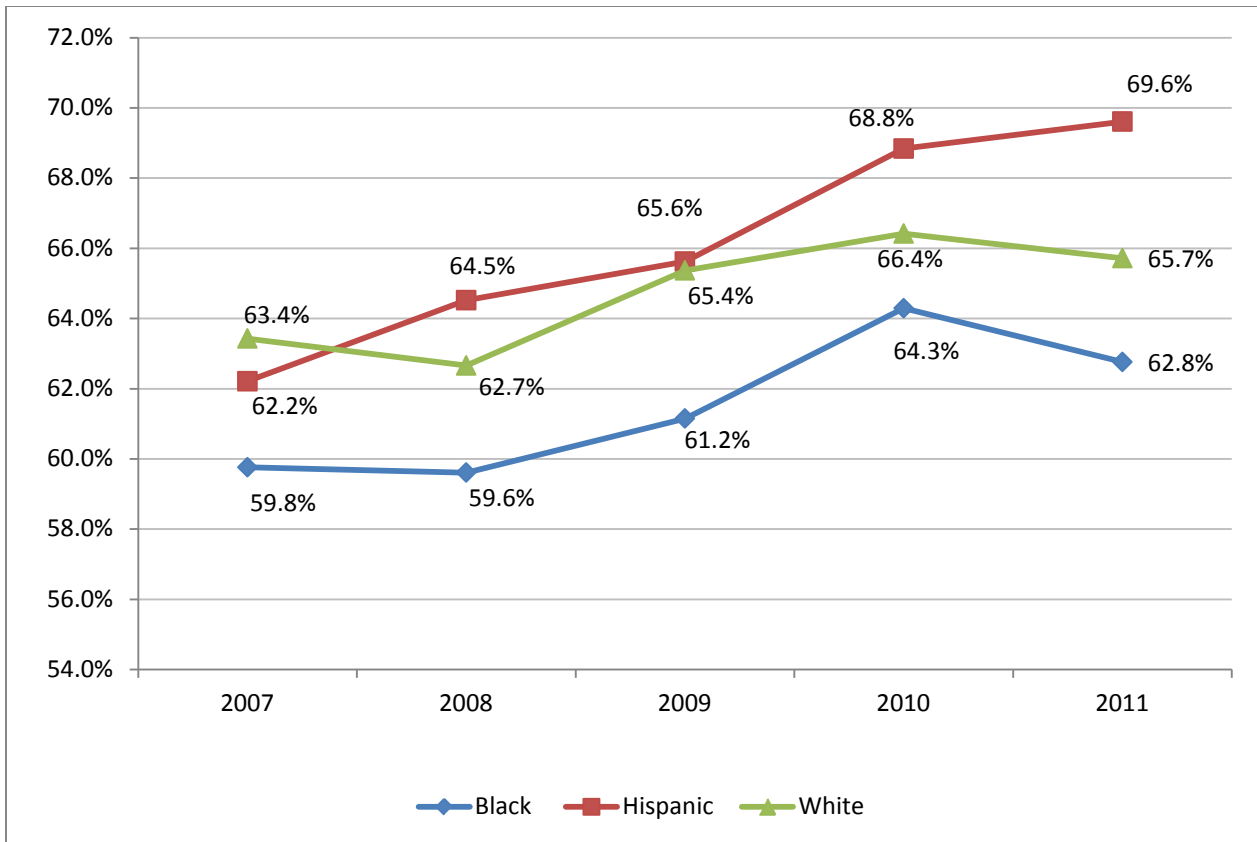
EXHIBIT 2. RETENTION AND SUCCESS FOR AA STUDENTS (OUTCOME MEASURE 1, PART 2)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 2 shows the retention and success rates have steadily climbed since 2007. Success rates have remained strong at around 84% to 85% over the years over the same period.

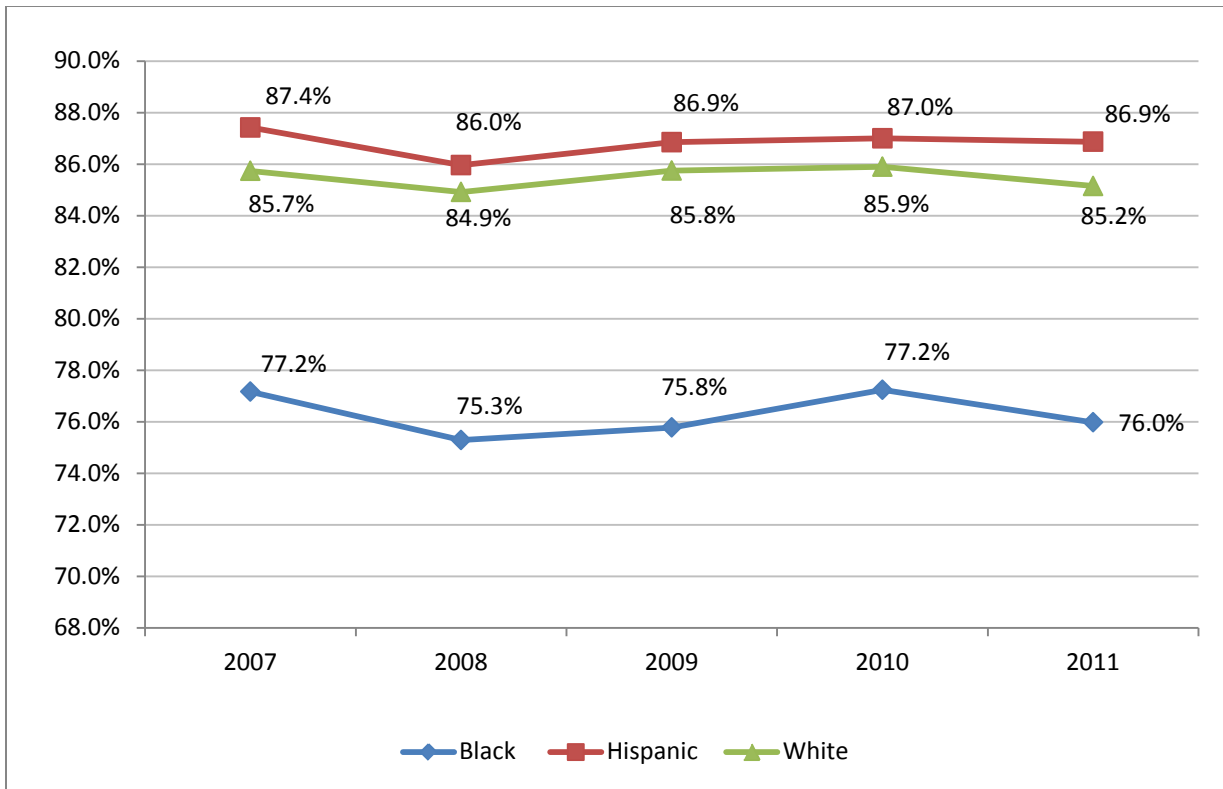
EXHIBIT 3. AA RETENTION RATES BY RACE (OUTCOME MEASURE 1, PART 2)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 3 shows a comparison of retention rates among black, Hispanic, and white AA students. There has been an increase in retention rates for each group since 2007. Hispanic retention rates are the highest at 69.6% and have surpassed white retention rates by nearly 4 percentage points.

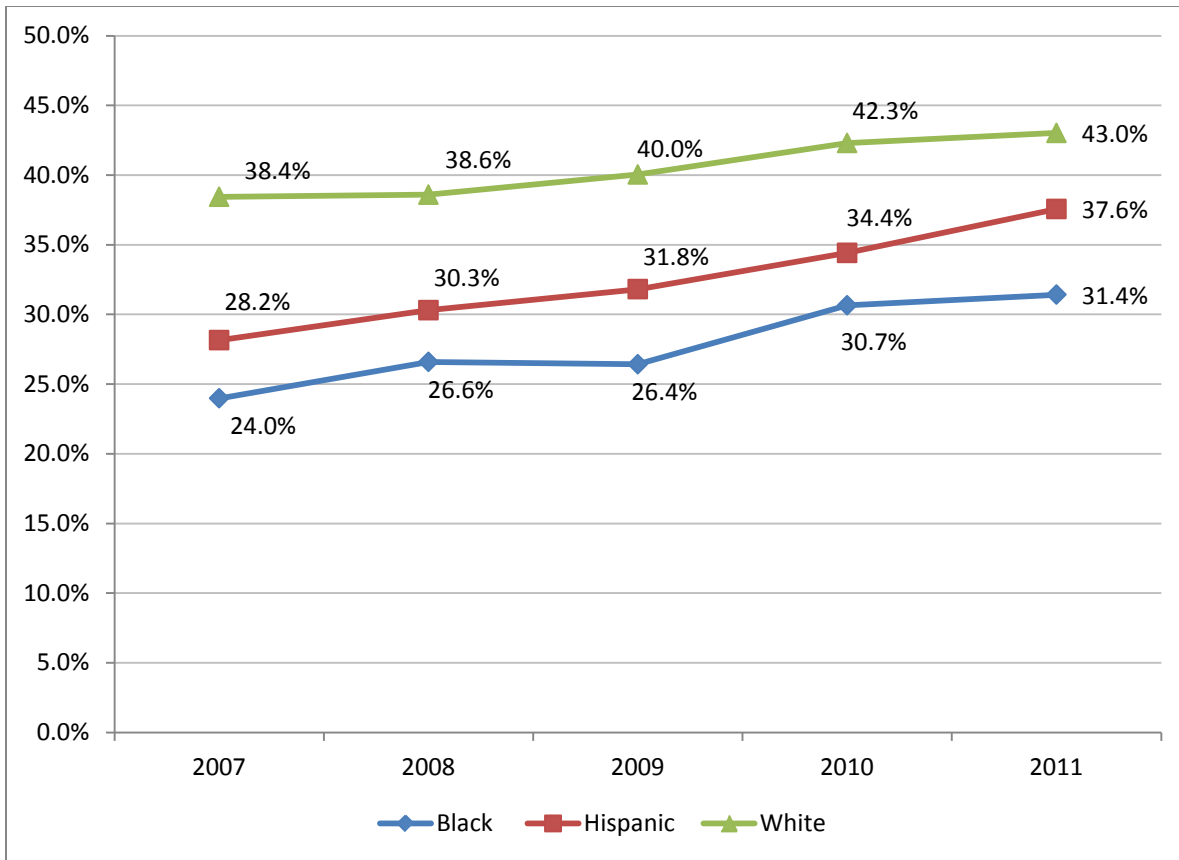
EXHIBIT 4. AA SUCCESS RATES BY RACE (OUTCOME MEASURE 1, PART 2)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 4 shows success rates of black, Hispanic, and white students in AA programs. As in Exhibit 3, Hispanic and white students had a much higher success rates than black students.

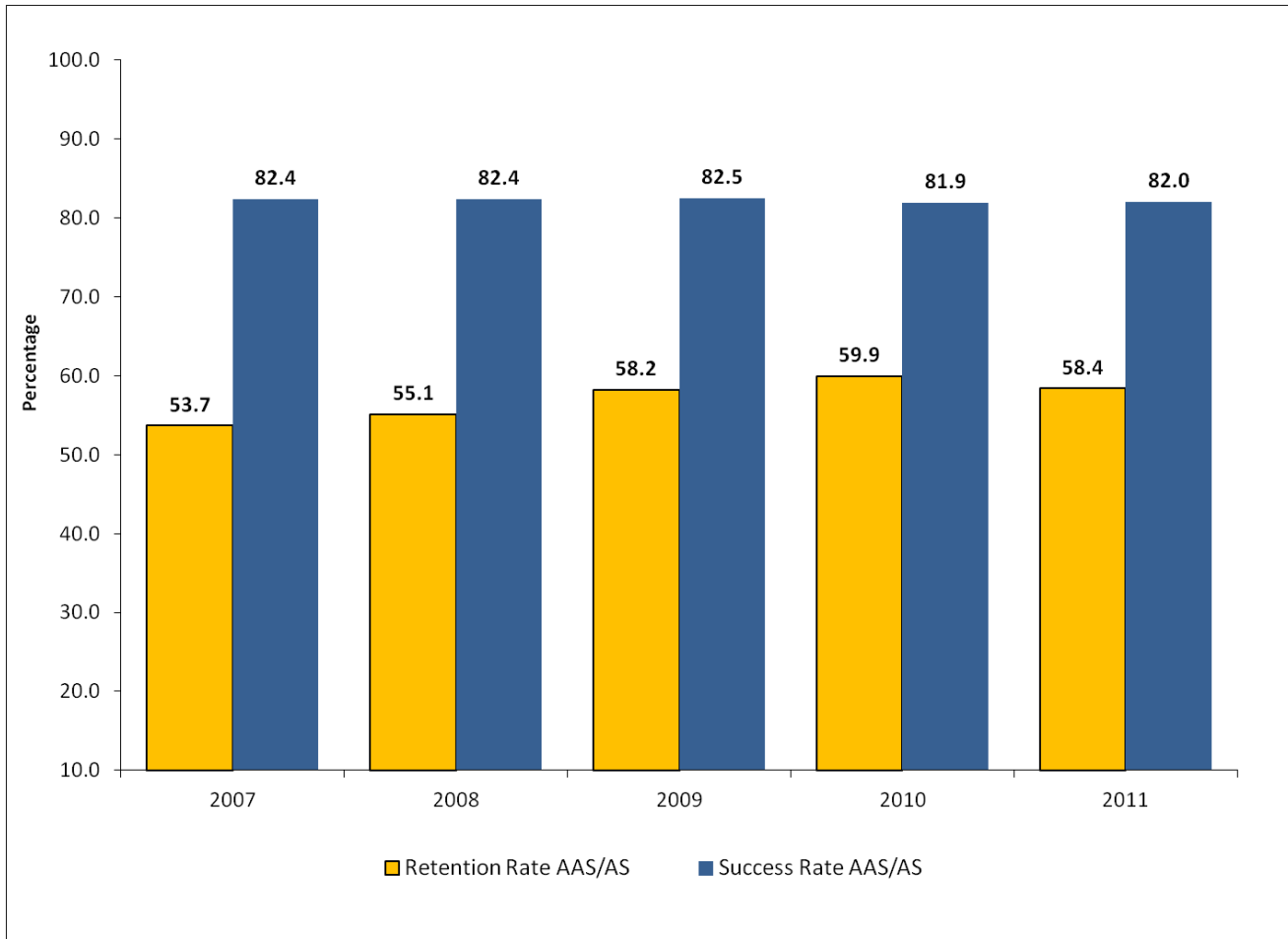
EXHIBIT 5. AA GRADUATION RATES BY RACE (OUTCOME MEASURE 1, PART 2)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

A comparison of graduation rates between black, Hispanic and white students are presented in **Exhibit 5**. Again, there have been improvements in graduation rates over the years. Here, white students graduation rates are consistently higher than Hispanic and black student rates.

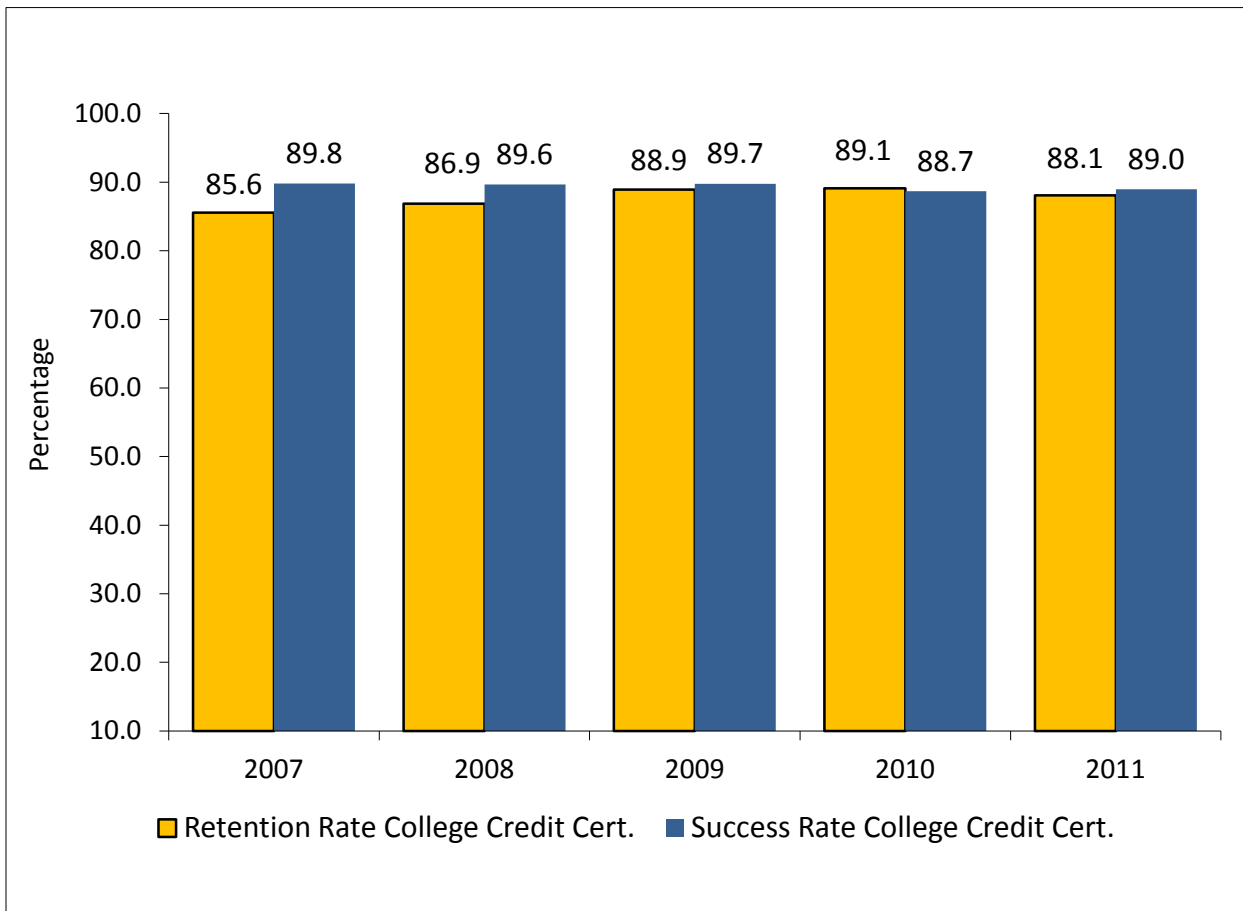
EXHIBIT 6. RETENTION AND SUCCESS FOR AAS/AS STUDENTS (OUTCOME MEASURE 1, PART 2)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 6 shows student retention and success rates in AAS and AS programs. Retention rates AAS/AS students are lower than the retention rates of students in AA programs. Success rates have been consistently high at approximately 82%. In 2011, the AA retention rate was 66.7%, 8.3 percentage points higher than the AAS/AS retention rate.

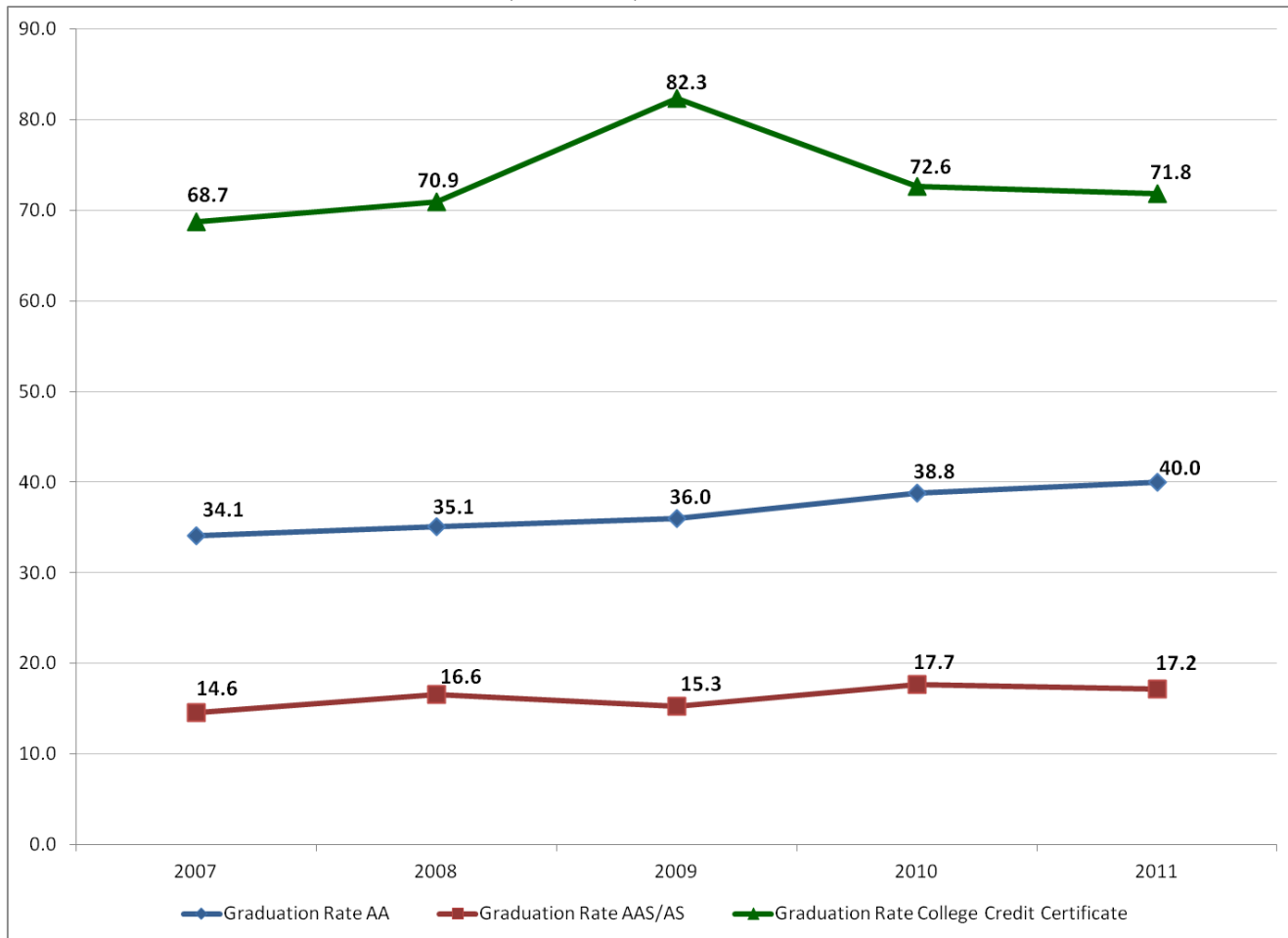
EXHIBIT 7. RETENTION AND SUCCESS RATES FOR COLLEGE CREDIT CERTIFICATE STUDENTS (OUTCOME MEASURE 1, PART 2)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 7 shows the retention and success rates for College Credit Certificate students. These relatively short programs, that are a component of a larger AAS or AS program, offer students the opportunity to obtain skills that allows them to enter the workforce after completion. Both retention and success rates have been high for students in these programs.

EXHIBIT 8. GRADUATION RATES FOR AA, AAS/AS, AND COLLEGE CERTIFICATES¹ (OUTCOME MEASURE 1, PART 2)

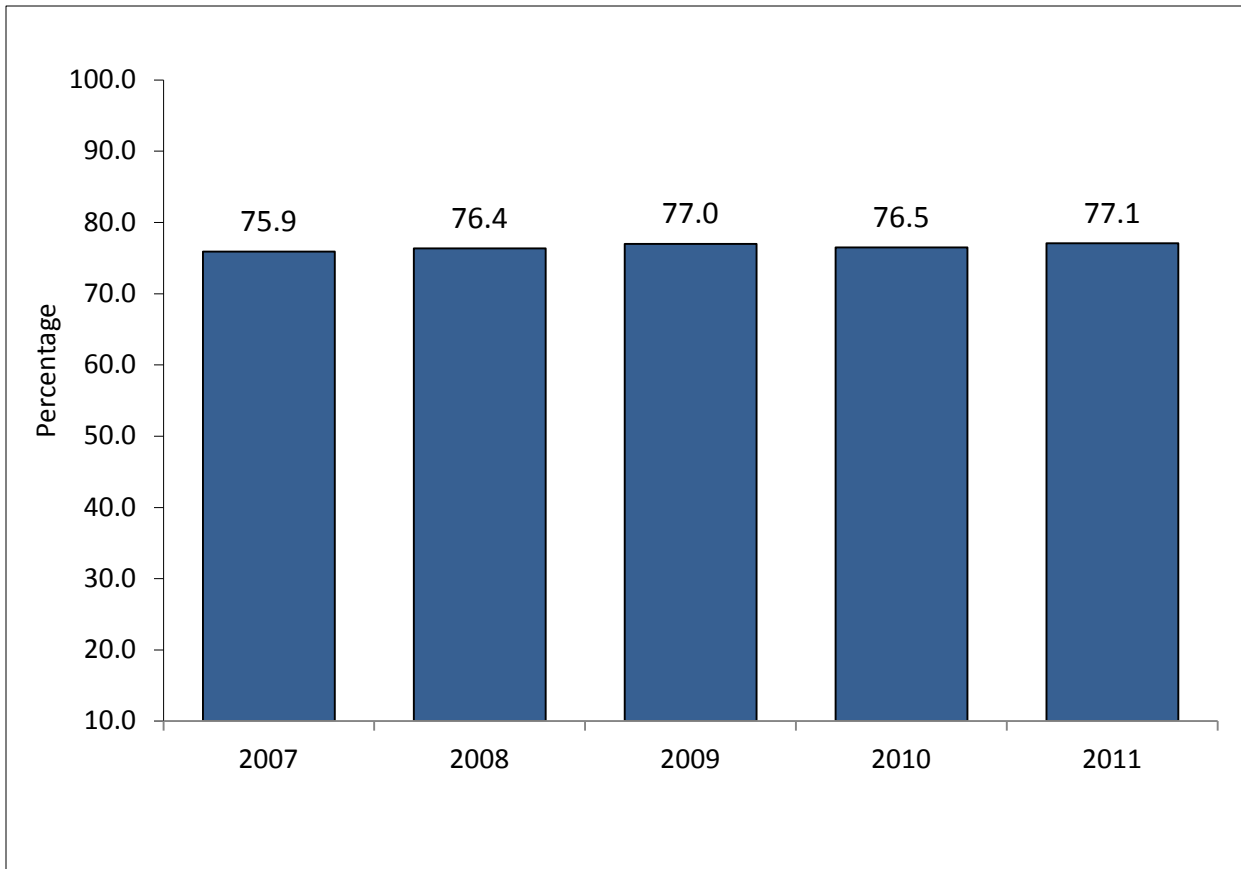


SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 8 shows graduation rates of AA, AAS/AS, and College Credit Certificates since the 2007 Accountability Report. This shows the graduation rate for each cohort tracked for each accountability period. It is important to note that AAS and AS program lengths are not capped at 60 hours as with the AA program.

¹ For AA and AAS/AS degrees, tracking is for four years and for certificates, tracking is for 2 years.

EXHIBIT 9. AA DEGREE TRANSFER PERFORMANCE IN THE SUS, 2.5 OR HIGHER GPA (OUTCOME MEASURE 2)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Florida's statewide articulation agreement (or "2+2" system of articulation) guarantees AA degree graduates of The Florida College System admission into a public state university to earn a baccalaureate degree. **Exhibit 9** shows the percentage of AA students who transferred to a state university earned a GPA of 2.5 or higher in the SUS.

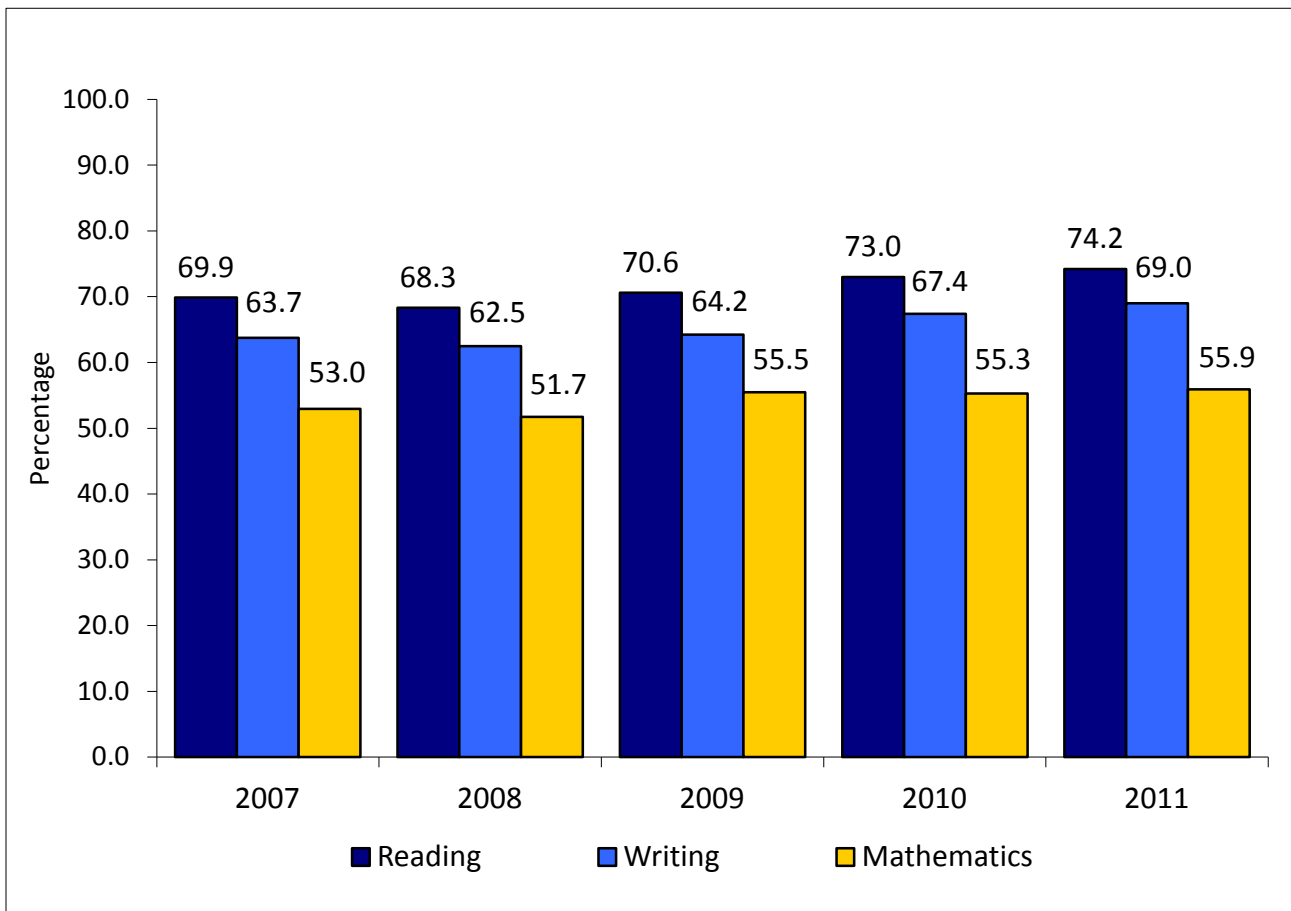
EXHIBIT 10. PLACEMENT OF CAREER & TECHNICAL PROGRAM COMPLETERS (OUTCOME MEASURE 3, PART 2)

2007	89.2%
2008	89.8%
2009	90.7%
2010	89.8%

SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Career and Technical programs in The Florida College System provide job training and education to prepare individuals to enter the workforce upon completion. **Exhibit 10** shows that over the years, placement of career and technical programs has been consistent at approximately 90%.

EXHIBIT 11. COLLEGE PREPARATORY SUCCESS RATES (OUTCOME MEASURE 4, PART 1)

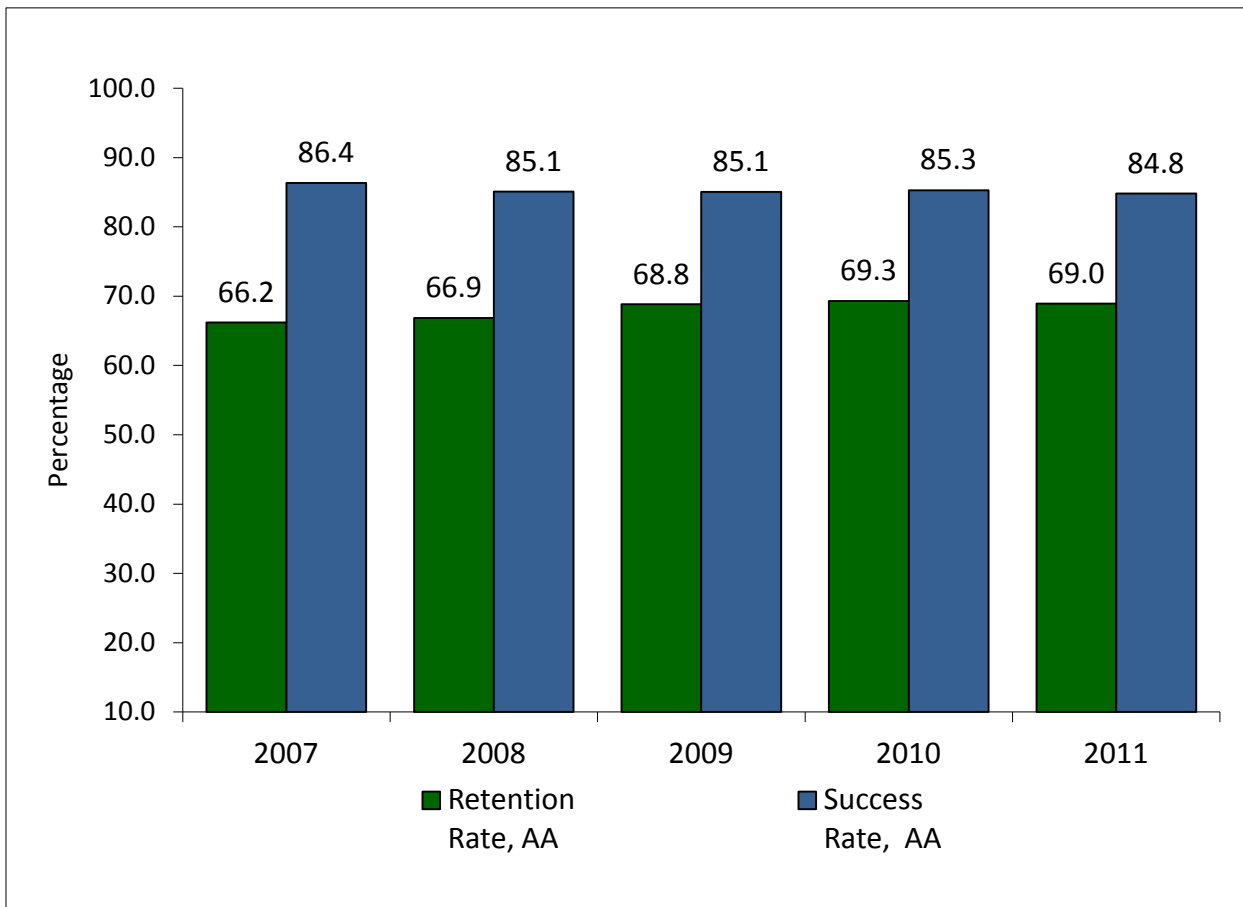


SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 11 shows the success rates of students by subject area remediation. Since 2007, success rates for students required to remediate specific subject areas has, in general, improved over the years.

The Florida College System’s open-door policies provide students the opportunity to improve their skills in mathematics, reading, and writing by offering remedial coursework. **Exhibits 12 and 13** provide progression results (retention, success, and graduation rates) for students who started in college preparatory courses in AA degree programs.

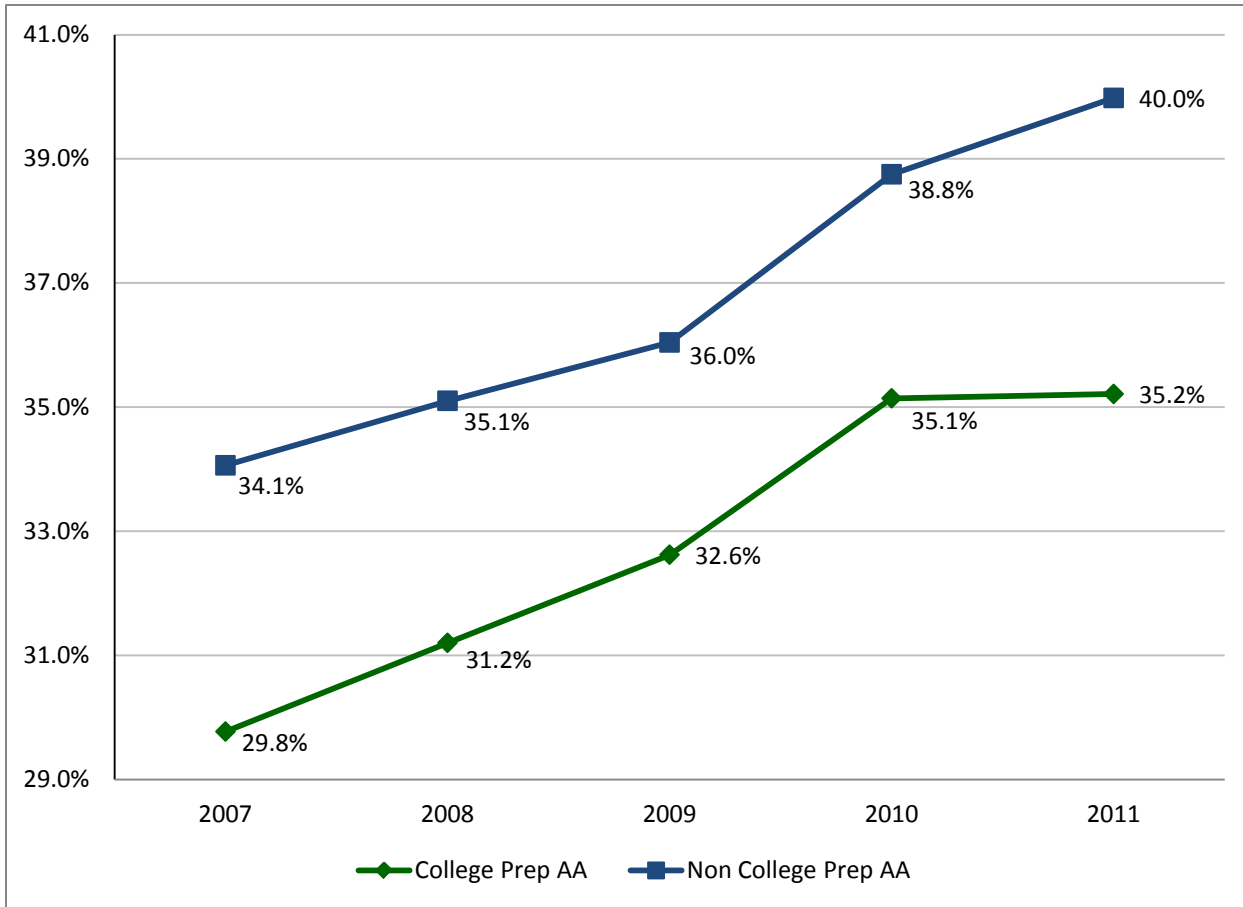
EXHIBIT 12. COLLEGE PREPARATORY RETENTION/SUCCESS RATES IN AA PROGRAMS (OUTCOME MEASURE 4, PART 2)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 12 provides retention and success rates for college preparatory students in AA degree programs. The retention and success rates for students who enroll in college preparatory are higher than the overall retention and success rates for AA students in **Exhibit 2**.

EXHIBIT 13. COLLEGE PREPARATORY GRADUATION RATES IN AA PROGRAMS (OUTCOME MEASURE 4, PART 2)



SOURCE: DIVISION OF FLORIDA COLLEGES AND COMMUNITY COLLEGE TECHNICAL CENTER MIS

Exhibit 13 shows graduation rates for college preparatory students from 2007 to 2011. Though these students needed developmental education courses prior to beginning college-level work, their graduation rates are in close proximity to the overall graduation rates of AA students.

Appendix

1.1. Outcome Measure 1, Part 1: High School Continuation. High school continuation is measured by the percentage of high school graduates within the college's service area who enroll in The Florida College System within a year of graduation.

1.2. Outcome Measure 1, Part 2: Retention, Success and Graduation. Retention and success are measured separately for First-Time in College (FTIC) students in Associate in Arts (AA) programs, Associate in Science (AS) programs, Associate in Applied Science (AAS) programs, and College Credit Certificate programs. To be included in the measure (i.e., the cohort pool), students in AA, AS, and AAS programs must have completed 18 credit hours and students in College Credit Certificate programs must have completed at least 9 credit hours. Retention and success rates were calculated using the following formulas:

Retention Rate = (Number of students who have graduated + number of students who are enrolled and in good academic standing + number of students who are enrolled and who are not in good academic standing) divided by the number of students in the cohort pool.²

Success Rate = (Number of students who have graduated + number of students who are enrolled and in good academic standing + number of students who have left the institution³ in good academic standing) divided by the number of students in the cohort pool.

Graduation Rate = Total number of students completed divided by total number of students in the cohort pool.

2. Outcome Measure 2: AA Degree Transfer Performance in the State University System (SUS).

This measure is defined as the percentage of AA students who transfer to a state university and have a university grade point average (GPA) of 2.5 or above.

3.1. Outcome Measure 3, Part 1: Licensure Passing Rate. This measure shows the number of students tested, the number passed, and the percentage of students passed for each appropriate career and technical program licensure exam, by college. Data have not been provided by licensing agencies and therefore are not included in this report

3.2. Outcome Measure 3, Part 2: Placement of Career and Technical Program⁴ Completers. This measure is defined as the percentage of students who completed a vocational program (received AS or AAS degrees or Career and Technical Certificates) and were employed in a job related to their program.

² Total Cohort Pool: First-Time in College degree seeking students who achieved at least 9 (College Credit Certificate) or 18 (AA, AS, AAS) total institutional hours for GPA during the tracking period.

³ Accountability 2011 Selection Criteria: The number left in good standing are students with a GPA \geq 2.0 who are not enrolled the last two terms of the tracking period.

⁴ Career and Technical programs are organized education programs that are directly related to preparing students for employment in occupations requiring other than a baccalaureate or advanced degree. Examples included Emergency Medical Responder, Fire Science Technology, Paralegal Studies, or Aviation Operations.

Appendix (continued)

4. Outcome Measure 4: Success Rates of Students in College Preparatory Reading, Writing, and Mathematics.

College Preparatory Success (Part 1) – This measure shows the number of degree seeking students who are First-Time in College (FTIC) who took an entry-level test during the fall term. “First-Time in College” includes both students enrolling at the college for the first time and previous year high school graduates who were dual enrolled within the prior two years. This measure reports the number and percentage of those students who passed the highest level college preparatory course for that subject at that particular college, within two years of entering.

4.2 College Preparatory Retention and Success Rates (Part 2). AA degree-seeking students who completed at least 18 college credits during the tracking period and who completed all college preparatory requirements within two years.

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