

Lower Division Accountability, 2010

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

Florida statute 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.”¹ This *FYI* helps meet that requirement by providing state-level results for The Florida College System’s (FCS) lower division accountability measures over a five-year period. The years covered by this report are 2006 through 2010. These reflect the year of the accountability report and not the academic year of the measure. For example, the 2010 accountability for Measure 2 is based on the 2007-08 reporting year. The accountability measures fall into the following areas:

- 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 and Success.** 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.

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 institution² in good academic standing) divided by the 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.

¹ Section 1008.45, Florida Statutes, “Community college accountability process.”

² Accountability 2010 Selection Criteria: The number left in good standing are students with a GPA ≥ 2.0 who are not enrolled the last two terms of the tracking period.

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 the licensing agencies and therefore are not included in this report.

3.2. Outcome Measure 3, Part 2: Placement of Career and Technical Program 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.

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 measures 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.

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. 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 are in good academic standing + number of students who are enrolled but not in good academic standing) divided by the number of students in the cohort pool.

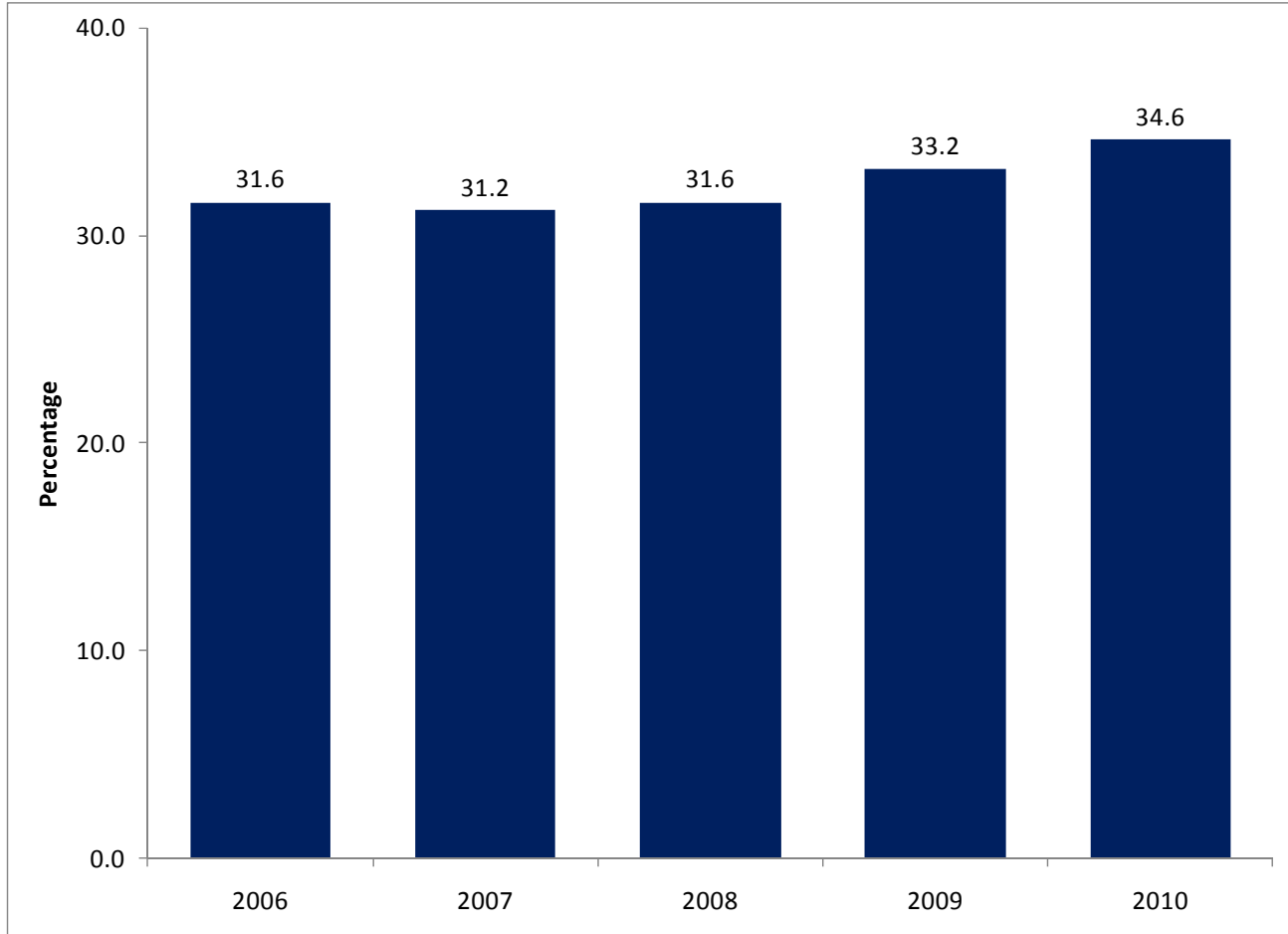
Success Rate = (Number of students who have graduated + number of students who are enrolled and are in good academic standing + number of students who left the institution in good academic standing) divided by the number of students in the cohort pool.

5. Outcome Measure 5: College Level Academic Skills Performance. This measure is defined as the percentage of students who passed the CLAST or an approved CLAST alternative after completing 60 or more college credit hours. The performance results are presented for three categories: (1) College preparatory student performance (students whose test results indicated a need for remediation in one or more areas); (2) Non-college preparatory student performance (students whose test results indicated no need for remediation) and; (3) Total student performance (aggregate of college preparatory and non-college preparatory students).

For more information, including the data sources and date range for each measure, see the Appendix.

Year-to-Year Accountability Results

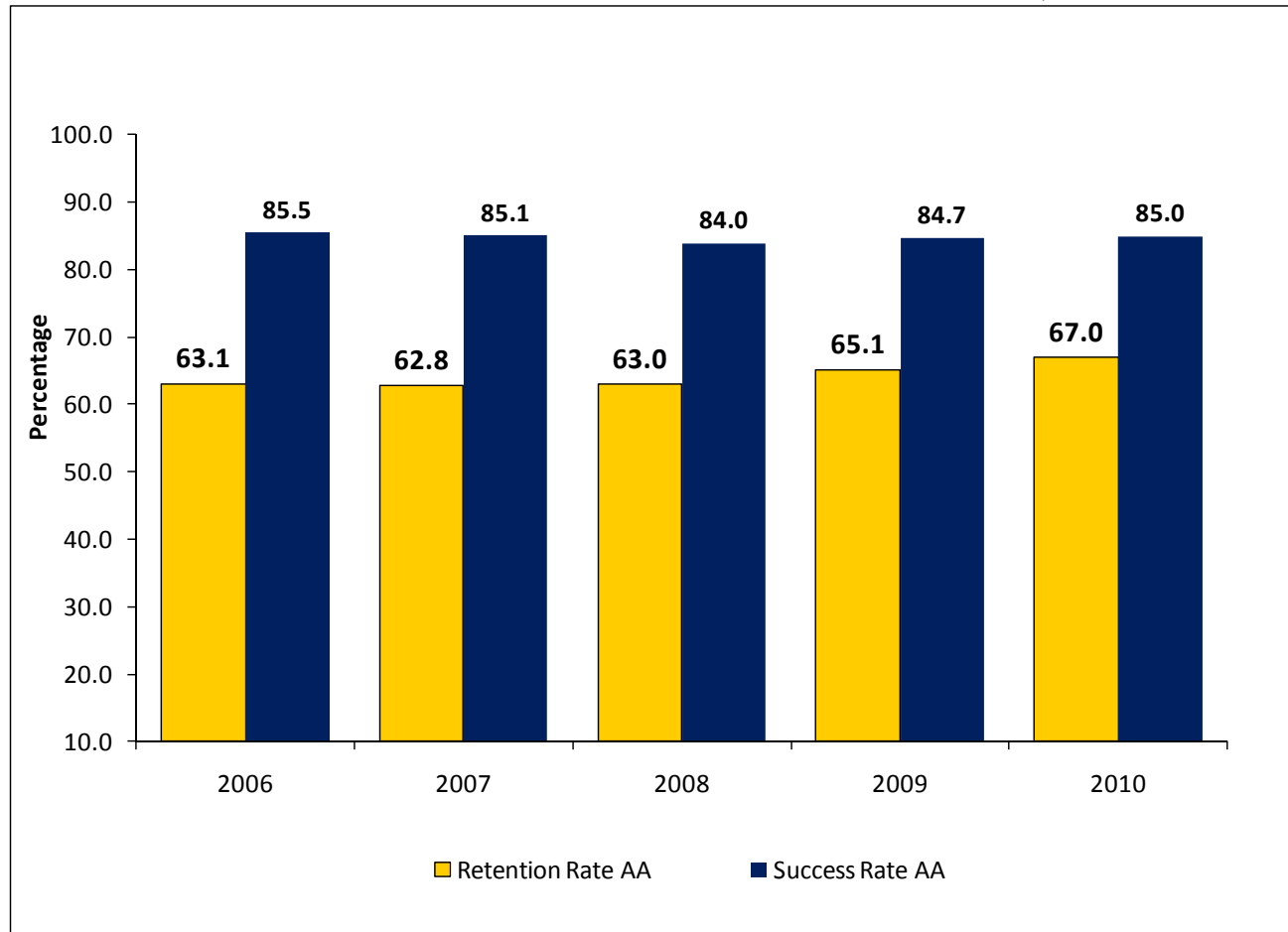
EXHIBIT 1. HIGH SCHOOL CONTINUATION (OUTCOME MEASURE 1, PART 1)



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

Exhibit 1 illustrates the proportion of high school graduates with standard high school diplomas who enrolled in a Florida college in the same service district within a year of graduating high school. Over 30% of these students have entered the FCS from 2006 to 2008. This percentage increased to 33.2% in 2009 and again to 34.6% in 2010. This shows that, through the years, many high school graduates consistently choose to attend a FCS institution in their region to begin their college education.

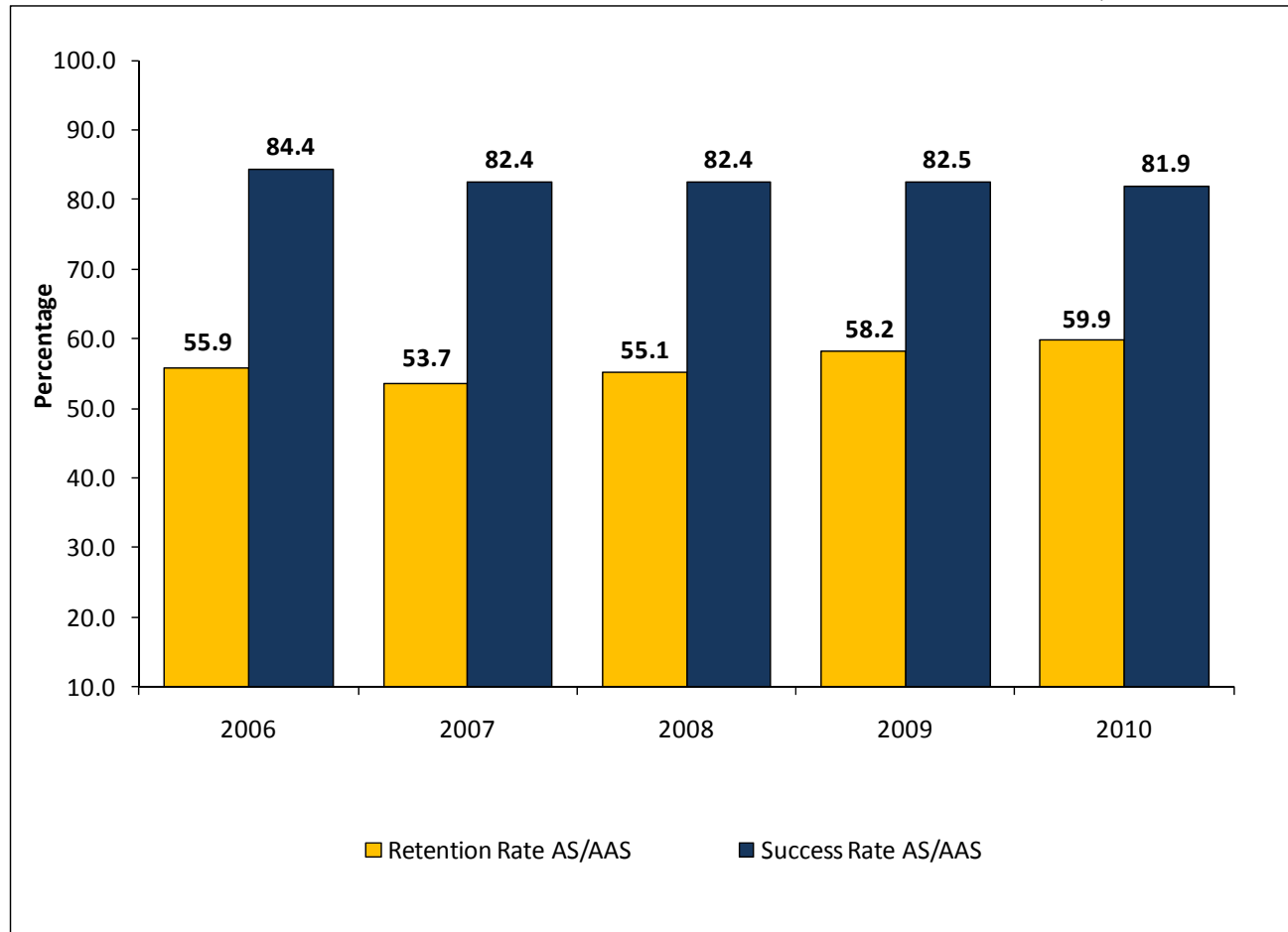
EXHIBIT 2. RETENTION AND SUCCESS FOR AA STUDENTS (OUTCOME MEASURE 1, PART 2A)



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

Exhibit 2 shows the retention and success rates since 2006. Retention rates were stable from 2006 to 2008; these rates have climbed in 2009 to 65.1% and again to 67.0% in 2010. Success rates are even stronger, remaining stable at an average of 85% from 2006 to 2010.

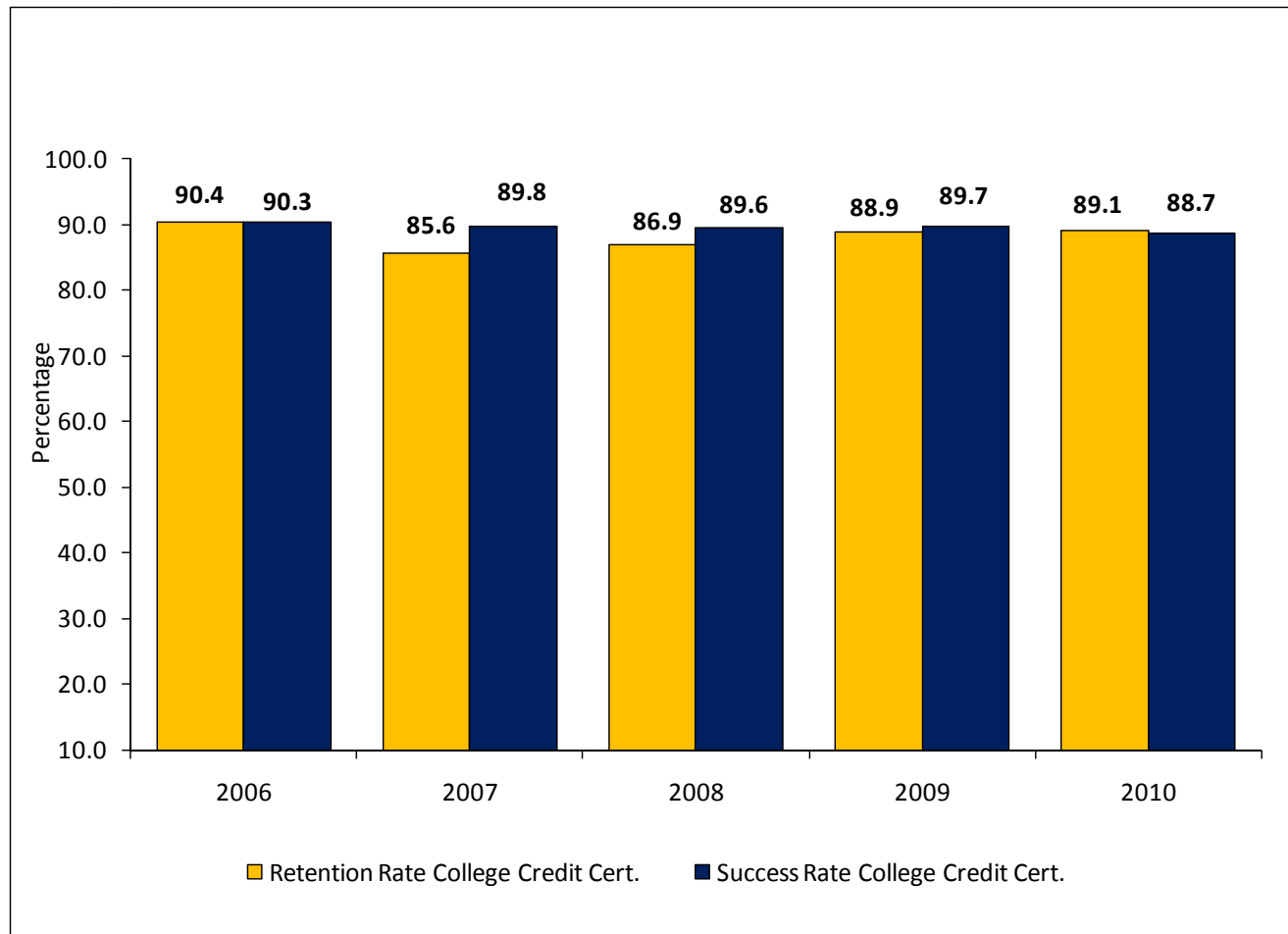
EXHIBIT 3. RETENTION AND SUCCESS FOR AS/AAS STUDENTS (OUTCOME MEASURE 1, PART 2B)



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

Exhibit 3 shows that although there was a slight decrease in the retention rates for AS and AAS students from 55.9% in 2006 to 53.7% in 2007, the rate has been increasing since 2009. In 2010, the retention rate increased 4 percentage points since 2006 to 59.9%. As with AA degrees, the success rates for AS and AAS in Exhibit 3 have remained robust at over 80%.

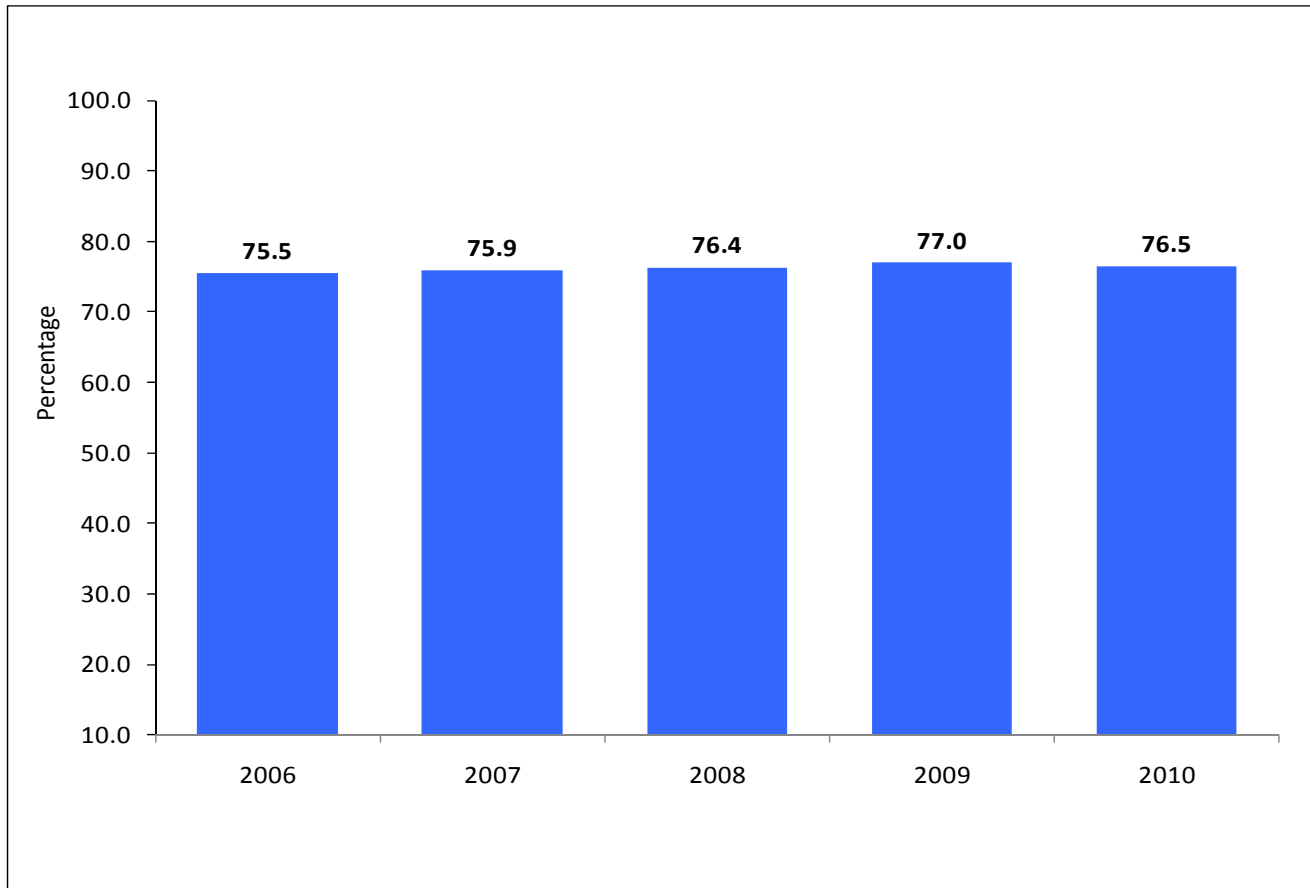
EXHIBIT 4. RETENTION AND SUCCESS RATES FOR COLLEGE CREDIT CERTIFICATE STUDENTS (OUTCOME MEASURE 1, PART 2C)



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

Exhibit 4 shows the retention and success rates for College Credit Certificate students. These programs provide training to individuals to enhance their skills and marketability in a short timeframe. Both retention and success rates have been high for students in this area. Retention rates dipped from 90.4% in 2006, but improved to 89.1% in 2010. Success rates have also been high—ranging from 90.3% in 2006 to 88.7% in 2010. These trends indicate that students persist in college certificate programs and finish at high rates.

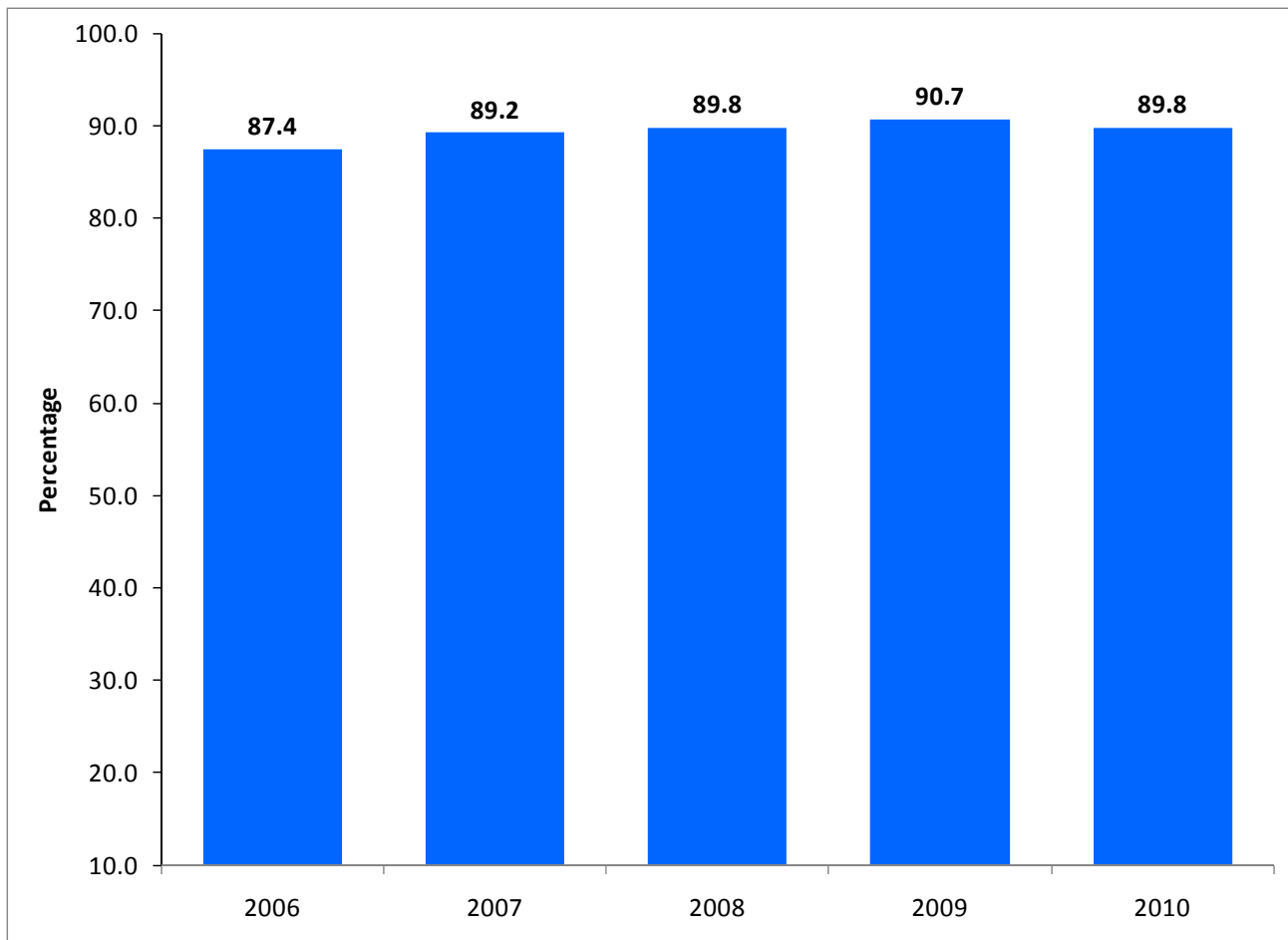
EXHIBIT 5. AA DEGREE TRANSFER PERFORMANCE IN THE SUS (OUTCOME MEASURE 2)



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

Exhibit 5 illustrates that the percentage of students who transferred to a state university with an AA degree and earned a GPA of 2.5 or higher has increased. As shown in Exhibit 5, 75.5% of students achieved a 2.5 GPA or better in 2006; that number has increased to 76.5% in 2010.

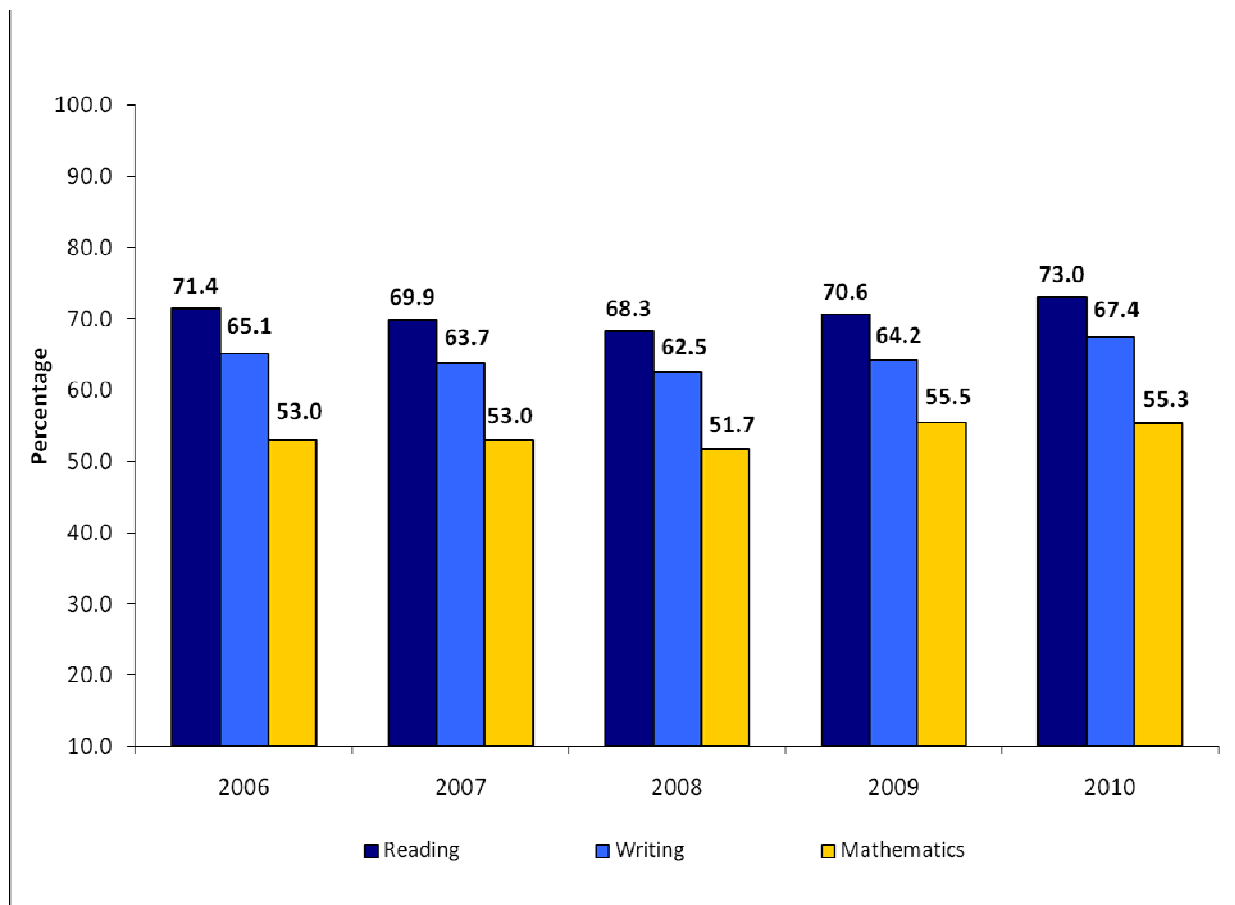
EXHIBIT 6. PLACEMENT OF CAREER & TECHNICAL PROGRAM COMPLETERS (OUTCOME MEASURE 3, PART 2)



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

Exhibit 6 shows that the FCS has a solid and consistent track record of the percentage of students who finished career and technical programs and were subsequently placed in jobs in their fields. There has been a strong upward trend in the placement of career and technical program completers since Accountability 2006 (87.4%) to 89.8% in 2010. This trend shows that career and technical programs in the FCS are providing the necessary training and helping improve the employability of individuals in the state.

EXHIBIT 7. COLLEGE PREPARATORY SUCCESS RATES (OUTCOME MEASURE 4, PART 1)



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

Exhibit 7 provides a longitudinal picture of the success rates of students who took college preparatory courses. As mentioned previously, “success rates” include students who have graduated, who are still enrolled, who are in good academic standing, or those who left the institution but are in good academic standing. One of the important functions of The Florida College System is to provide developmental education (college preparatory or remediation) to students who need to re-build these skills sets. The three areas in which students can improve their proficiency levels are: reading, writing, and mathematics. Trends in reading success rates show that while there was a small decrease in the two years following 2006, reading rates improved in 2009 and in 2010 to 70.6% and 73.0%, respectively. Additionally, after some fluctuations, success rates in writing have increased from 65.1% in 2006 to 67.4% in 2010. For college preparatory mathematics, success rates significantly improved in 2009 with over half of the students achieving success (55.5%) and remaining stable at 55.3% for 2010.

EXHIBIT 8. COLLEGE PREPARATORY RETENTION/SUCCESS RATES IN AA PROGRAMS (OUTCOME MEASURE 4, PART 2)

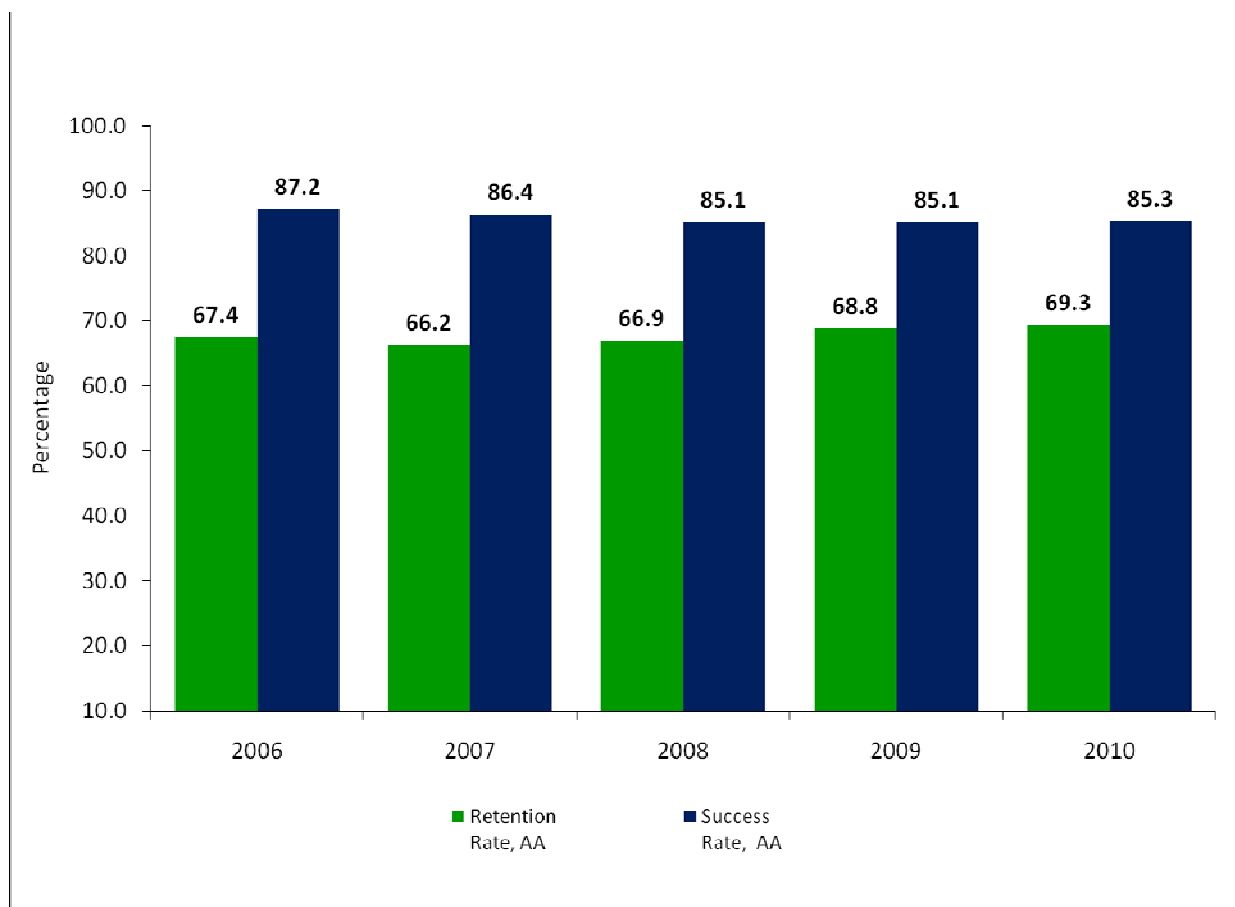
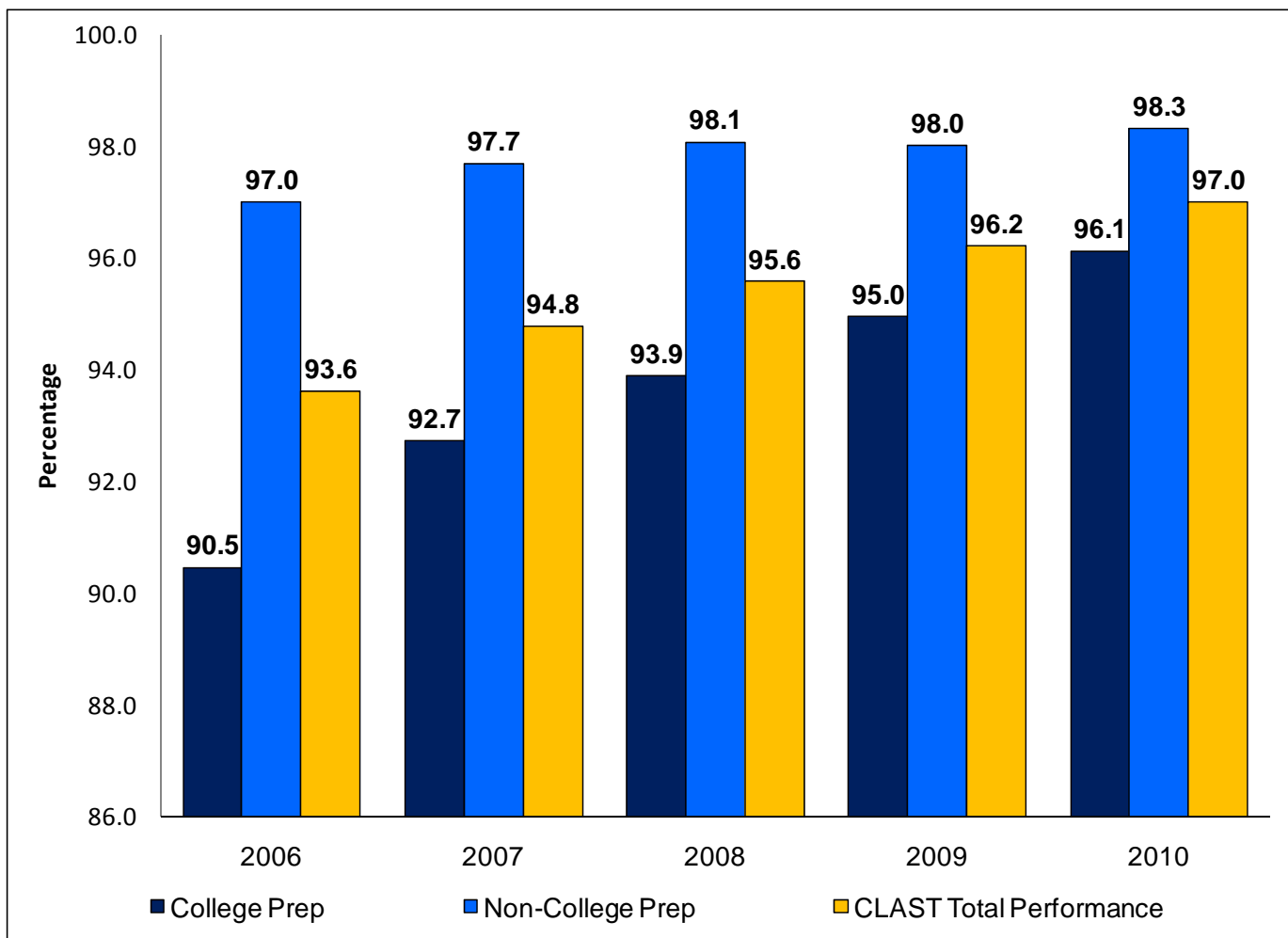


Exhibit 8 shows retention and success rates for college preparatory students in AA degree programs. Retention rates are calculated using the following the formula: the sum of number of students who have graduated + number of students who are still enrolled and are in good academic standing + number of students who left the institution in good academic standing divided by the number of students in the cohort pool.³ The formula for success rates is the sum of the number of students who have graduated + number of students who are still enrolled and are in good academic standing + number of students who left the institution in good academic standing divided by the number of students in the cohort pool.⁴ After 2006 when the retention rate was 67.4%, there was a slight decline in 2007, but the rates have increased since that time to 69.3% in 2010. While success rates declined from 87.2% in 2006 to 86.4% in 2007, they have stabilized at 85% from 2008 to 2010.

EXHIBIT 9. PERCENTAGE OF STUDENTS PASSING THE CLAST OR CLAST ALTERNATIVE (OUTCOME MEASURE 5)

³ Accountability 2010 Selection Criteria, V1.1, Florida College System Community College and Technical Center MIS Annual Reports Workshop 2010.

⁴ Ibid.



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

Exhibit 9 shows the percentages of students who passed the College Level Academic Skills Test (CLAST) or CLAST alternative from 2006 to 2010. Each year includes passing rates of students who required college preparatory courses, those who did not need college preparatory classes, and the total performance of all students. Over the past five years, the rates have been at 90% or higher for each of the three categories. Since 2006, students requiring college preparatory courses have made gains in passing rates from 90.5% in 2006 to 96.1% in 2009. Although students who were not required to take college preparatory courses have consistently maintained high CLAST passing rates, the rates still increased to 98.3% in 2010. The overall student performance on the CLAST over the five year period also followed an upward trend and increased from 93.6% in 2006 to 97.0% in 2010.

In 2009, the Florida Legislature (Senate Bill 1676) repealed the use of the CLAST to measure the College Level Academic Skills, effective July 1, 2009.⁵ The outcomes shown in Exhibit 9 reflect student performance on the CLAST prior to July 2009 and an approved CLAST alternative thereafter.

⁵ Florida Department of Education, Assessment and School Performance, <http://www.fldoe.org/asp/clast/>.

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Appendix A: Title XLVIII, K-20 EDUCATION CODE

Chapter 1008, ASSESSMENT AND ACCOUNTABILITY⁶

1008.45 ¹Community college accountability process.—

(1) It is the intent of the Legislature that a management and accountability process be implemented which provides for the systematic, ongoing improvement and assessment of the improvement of the quality and efficiency of the Florida ¹community colleges. Accordingly, the State Board of Education and the ¹community college boards of trustees shall develop and implement an accountability plan to improve and evaluate the instructional and administrative efficiency and effectiveness of the Florida ¹Community College System. This plan shall be designed in consultation with staff of the Governor and the Legislature and must address the following issues:

(a) Graduation rates of A.A. and A.S. degree-seeking students compared to first-time-enrolled students seeking the associate degree.

(b) Minority student enrollment and retention rates.

(c) Student performance, including student performance in college-level academic skills, mean grade point averages for ¹community college A.A. transfer students, and ¹community college student performance on state licensure examinations.

(d) Job placement rates of ¹community college career students.

(e) Student progression by admission status and program.

(f) Career accountability standards identified in s. 1008.42.

(g) Institutional assessment efforts related to the requirements of s. III in the Criteria for Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools.

(h) Other measures approved by the State Board of Education.

(2) The State Board of Education shall submit an annual report, to coincide with the submission of the agency strategic plan required by law, providing the results of initiatives taken during the prior year and the initiatives and related objective performance measures proposed for the next year.

(3) The State Board of Education shall address within the annual evaluation of the performance of the executive director, and the ¹community college boards of trustees shall address within the annual evaluation of the presidents, the achievement of the performance goals established by the accountability process.

History.—s. 392, ch. 2002-387; s. 116, ch. 2004-357; s. 129, ch. 2007-217.

¹Note.—Section 21, ch. 2010-70, directs the Division of Statutory Revision to prepare a reviser's bill to substitute the term "Florida College System institution" for the terms "Florida college," "community college," and "junior college" where those terms appear in the Florida K-20 Education Code.

⁶ The 2010 Florida Statutes, http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/1008ContentsIndex.html&StatuteYear=2010&Title=%2D%3E2010%2D%3EChapter%201008

Appendix B: Accountability 2010 Information

Measure (M) and Part (P)		Tracking Period
M1P1???		
M1P2	Retention Rate AA	Tracking Period: Fall 2006-07 through Winter/Spring 2009-10
	Success Rate AA	
	Retention Rate AS/AAS	Tracking Period: Fall 2006-07 through Winter/Spring 2009-10
	Success Rate AS/AAS	
	Retention Rate College Credit Certificate	Tracking Period: Fall 2006-07 through Summer 2008-09
	Success Rate College Credit Certificate	
M2	GPA Performance AA in the SUS	Reporting Period: 2007-08 AA Grads transferring 2008-09
M3P1	State Licensure Pass Rate	"NA" Data not available from state agency
M3P2	Vocational Program Placement Completers	Reporting Period: 2007-08
M4P1	College Prep Success Rate Reading	Fall 2007-08 Cohort tracked through Summer 2009-10
	College Prep Success Rate Writing	
	College Prep Success Rate Math	
M4P2	College Prep Retention Rate AA	Tracking Period: Fall 2006-07 through Winter/Spring 2009-10
	College Prep Success Rate AA.	
M5	CLAST Performance College Prep	Reporting Period: 2008-09
	CLAST Performance Non-College Prep	
	CLAST Total Performance	

Source: Accountability 2010 Selection Criteria. Division of Florida Colleges and Community College and Technical Center MIS, Annual Reports Workshop 2010.