

RESEARCH BRIEF

INSTITUTIONAL AND PROGRAM PLANNING

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ACCOUNTABILITY OVERVIEW

The 1991 Florida Legislature passed section 240.324, Florida Statutes which directed that a management and accountability process be implemented that would provide for the "...ongoing improvement and assessment of the improvement of the quality and efficiency of the State Community College System." The areas to be addressed were specified in law. An Accountability Implementation Committee was immediately convened to begin implementing the necessary indicators and initiatives. There are five statewide measures of accountability, some with more than one part. The measures are:

- enrollment of students entering the college in relation to the previous year's high school graduates, retention of students (graduated or still enrolled), and student success (graduated, still enrolled, or left in good standing);
- performance of A. A. degree transfers in the State University System;
- passing rates of students who completed vocational programs on state licensure tests and placement in related occupations;
- the success of students who are required to take college preparatory courses (completion of prep courses, retention and success in college credit programs); and
- performance of students on the College Level Academic Skills Test (CLAST) after they have completed 60 credit hours at the college.

During 1992, indicators to implement the measures identified in legislation were developed, timelines for the collection of data were established, draft reports were prepared, and an interim report was submitted to the Legislature in December. During 1993 the following activities were undertaken: the indicators were refined; institutions submitted college-specific accountability plans; and system-wide accountability goals and benchmarks

were established. These linked the accountability process with the Community College Master Plan; an overall strategy for oversight of accountability was established. A systemwide report explaining these and the current status of the process was prepared and submitted to the Legislature. During the current year, the Division has worked with the colleges to improve the accuracy of the data to be reported. Each college will submit a plan showing its progress towards meeting the measures and another systemwide report will be submitted to the Legislature.

The accountability outcome measures, the statewide benchmarks, SPJC's current performance, and the current statewide performance (when available) are described in detail below. In some cases only SPJC-generated data are available for the measure. SPJC's current performance meets or exceeds the proposed statewide benchmarks for all measures where statewide or institutional data is available except for three areas: transfer GPA, program placement rates, and success in college prep math.

INSTITUTIONAL PERFORMANCE

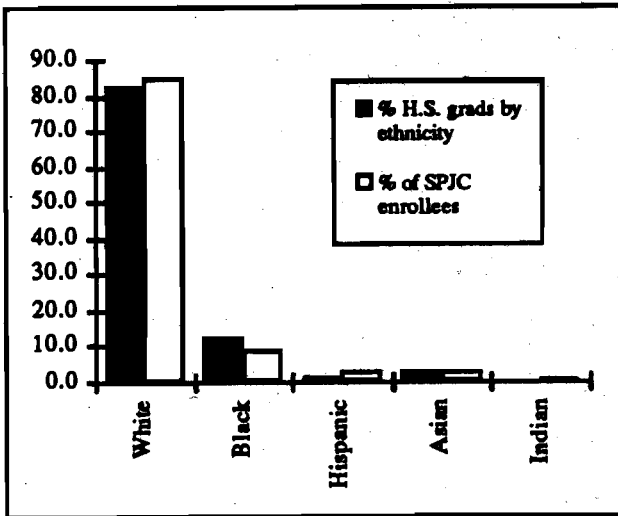
Outcome Measure 1: Enrollment/Retention/Success

a. Enrollment

Measure--This measure addresses the percentage of high school graduates in one year from the college service area (Pinellas County) who enroll in the college (SPJC) the following year by ethnic category.

Benchmark--To increase the percentage of previous year high school graduate minority student enrollments until such enrollments equal the previous years' high school graduates for each category.

SPJC Performance--The graph compares the percentage of 1992-93 SPJC enrollees to the previous year's Pinellas County public high school graduates. The percentage of SPJC enrollees for some ethnic groups is greater than the previous year's graduates (white, Hispanic, Asian, and American Indian). Also, the percent of enrollees to prior year graduates is greater for SPJC (39.8%) than the statewide average (33.2%) for all categories.



b. Retention

Measure--Described are the number and percentage of students, segmented by ethnicity and full-time/part-time status, seeking A.A./A.S. degrees or Postsecondary Vocational Certificates who have graduated or who are enrolled after four years from the date of initial enrollment. Initial enrollment is defined as 18 college credit hours earned toward a degree or 9 hours earned toward a certificate.

Benchmark--To retain or graduate at least 50% of the part-time students four years after the date of initial enrollment. To retain or graduate at least 70% of the full-time students four years after the date of initial enrollment.

SPJC Performance--No statewide data are available, however, preliminary college data show the retention rate (graduated or still enrolled) is 63% (full- and part-time combined).

c. Success

Measure--Addressed are the number and percentage of students, segmented by ethnicity, seeking A.A./A.S. degrees or Postsecondary

Vocational Certificates who have graduated, are enrolled in good standing, or who left in good standing after four years from the initial enrollment.

Benchmark--Eighty percent of students will have graduated, been retained in good standing or left in good standing four years after the date of initial enrollment.

SPJC Performance--No statewide data are available, however, preliminary college data show the success rate of SPJC students is 94%.

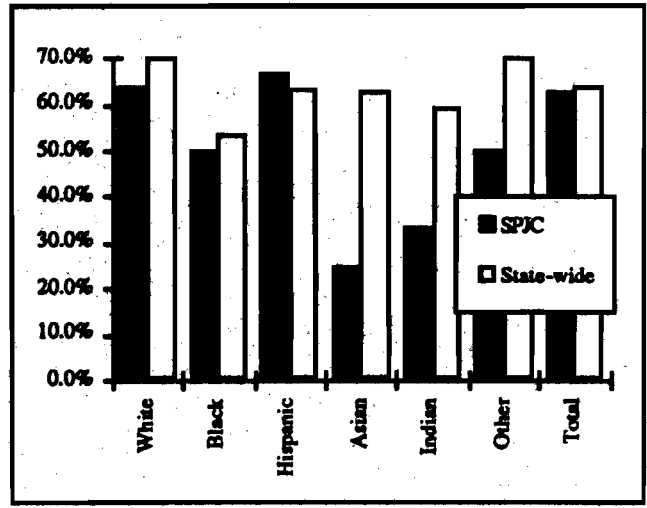
Outcome Measure 2:

A. A. Degree Transfer Performance

Measure--Computed is the grade point performance (GPA) of A. A. degree students who transfer to a Florida state university segmented by individual university, college preparatory status and ethnic category.

Benchmark--At least 70% of the A. A. degree students transferring to a state university will perform at a GPA of 2.5 or higher.

SPJC Performance--The benchmark for transfer GPA (70% of the transfer students will earn a GPA of 2.5 in the SUS) recently increased from the original standard of 2.0. Although SPJC's mean GPA of students in the SUS is 2.72 and equals the statewide GPA, only 62.4% of SPJC students meet the 2.5 benchmark - slightly under the statewide average of 63.6%. The graph compares the percentage of SPJC students transferring to the SUS earning a GPA of 2.5 or more to the statewide community college average by ethnic category.



Outcome Measure 3: State Licensure Passing Rates/ Vocational Program Placements

a. State Licensure Passing Rates

Measure--For those vocational programs that prepare students to sit for state licensure exams required for students to enter the profession, the number of students tested and the percent passing the examination are computed.

Benchmark--At least 80% of all students sitting for a licensure exam will pass.

SPJC Performance--SPJC students are performing exceptionally well on state licensure rates. The overall pass rate is 90.5% and the pass rate for each exam is over the 80% benchmark.

b. Placement Rates

Measure--Placement into jobs represents the ultimate goal of vocational programs. This measure describes the number and percentage of students who complete a program or who leave the program and are employed in a job related to their instruction.

Benchmark--At least 95% of all students who complete a vocational program will be placed.

SPJC Performance--For placement rates, the standard has been 70% in each program compared to the proposed new benchmark of 95%. Although there is no statewide data available for comparison, SPJC data generated by the Division of Community Colleges reveal a number of programs below 95% though 10 of SPJC's 22 programs are shown with a 100% placement rate. Our overall institutional average placement ratio in all programs of 90.8%. Changes in the method of calculation should result in higher rates in the future that more accurately reflect the placement of students who graduate from SPJC.

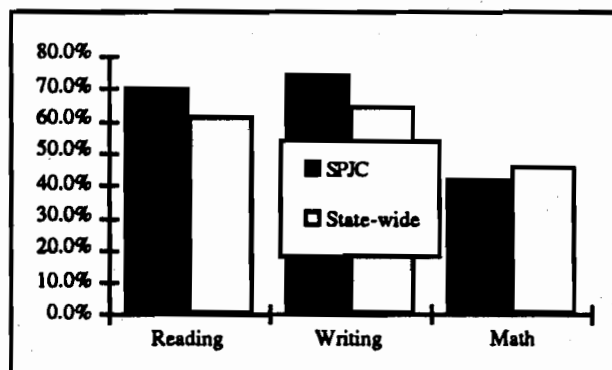
Outcome Measure 4: College Preparatory Success

a. College Prep Course Success

Measure--This measure addresses the number and percentage of students who tested into college preparatory courses, by subject area, who have completed all requirements in two years and have met the standards for admission into college level courses.

Benchmark--To have at least 60% of all students who test into college prep programs successfully complete them within two years.

SPJC Performance--Although the statewide data showing overall college prep success are not available, the pass rates by subject area are reading 69.8%, writing 73.9%, and math 41.9%. The graph compares the percentage of SPJC students completing college prep requirements to the statewide average by subject area.



b. Retention Rate of College Prep Students

Measure--This part refers to the number and percentage of students who have completed their college preparatory requirements and who have graduated, are enrolled in good standing, or enrolled not in good standing four years after initial enrollment. Initial enrollment is defined as having completed 18 college credits towards an A.A. or A.S. degree.

Benchmark--To retain or graduate at least 50% of the part-time students four years after the date of initial enrollment in college level courses. To retain or graduate at least 70% of the full-time students four years after the date of initial enrollment. Full-time students are those who attended full-time during their first college semester and who attended full-time at least one other semester.

SPJC Performance--No statewide or institutional data are available at this time.

c. Success Rate of College Prep Students

Measure--This measure addresses the number and percentage of students who have completed their college preparatory requirements and who have graduated or are enrolled or left in good standing four years after initial enrollment. Initial

enrollment is defined as having completed 18 college credits toward the degree.

Benchmark--To graduate, retain in good standing or to have left in good standing at least 80% of the students four years after the date of initial enrollment in college level courses.

SPJC Performance--No statewide or institutional data are available at this time.

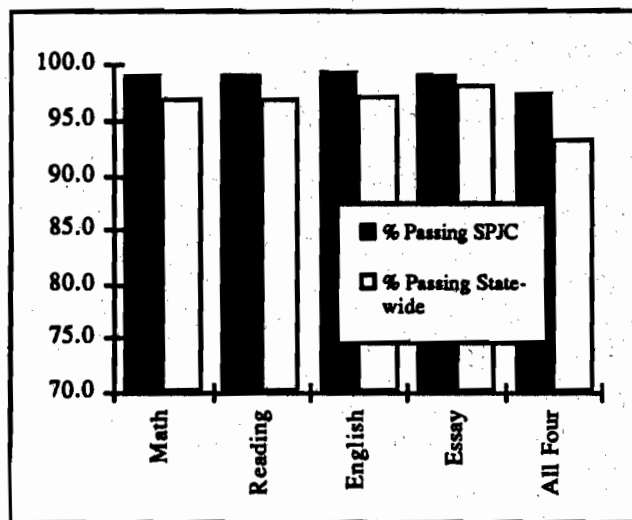
**Outcome Measure 5:
CLAST Performance**

Measure--This measure describes the number and percentage of students who have passed CLAST after they have completed 60 or more college credit hours, segmented by ethnicity and participation in college preparatory courses.

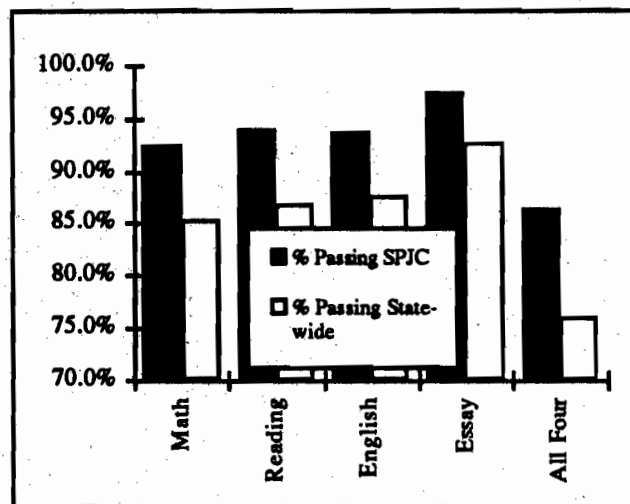
Benchmark--To have at least 90% of all students who have completed 60 credit hours pass all four parts of CLAST.

SPJC Performance--SPJC is succeeding on CLAST performance. SPJC's overall passing rate for all four tests is 91.3%, which compares favorably to the statewide benchmark of 90% and the passing rate for all community colleges which is 85.7%. The graphs below compare the percentage of SPJC students passing with and without college prep by subject area to the percentage of students who pass statewide.

Students Who Have Not Taken College Preparatory Courses



Students Who Have Taken At Least One College Preparatory Course



Summary

SPJC's current performance meets or exceeds the proposed statewide benchmarks for all measures where statewide or institutional data are available except for three areas: GPA of students transferring to a Florida state university, program placement rates for students completing vocational programs, and success in college prep mathematics. As the measures and benchmarks are refined, SPJC will be collecting longitudinal data on the performance of our students as part of the overall program of assessment and the review of effectiveness indicators.