

# Program Evaluation and Justification Review

## Florida's Community College System

March 1999

Office of Program Policy Analysis and Government Accountability

Report No. 98-06A

*REVISED*

### **OPPAGA Mission Statement**

**This Office provides objective, independent, professional analyses of state policies and services to assist the Florida Legislature in decision-making, to ensure government accountability, and to recommend the best use of public resources.**

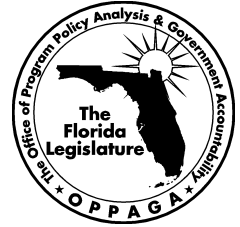
This review was conducted in accordance with applicable evaluation standards. Copies of this report in print or alternate accessible format may be obtained by telephone (850/488-0021 or 800/531-2477), by FAX (850/487-3804), in person (Claude Pepper Building, Room 312, 111 W. Madison St.), or by mail (OPPAGA Report Production, P.O. Box 1735, Tallahassee, FL 32302).

*The Florida Monitor:* <http://www.oppaga.state.fl.us/>



# The Florida Legislature

## OFFICE OF PROGRAM POLICY ANALYSIS AND GOVERNMENT ACCOUNTABILITY



**John W. Turcotte, Director**

March 1999

The President of the Senate,  
the Speaker of the House of Representatives,  
and the Legislative Auditing Committee

I have directed that a program evaluation and justification review be made of Florida's Community College System. The results of this review are presented to you in this report. This review was made as a part of a series of justification reviews to be conducted by OPPAGA under the Government Performance and Accountability Act of 1994. This review was conducted by Tim Elwell, Yvonne Bigos, Glenn Chavis, Dorothy Gray, Royal Logan, and Steve Smith, under the supervision of Jane Fletcher.

We wish to express our appreciation to the staff of the Department of Education for their assistance.

Sincerely,

John W. Turcotte  
Director

# Contents

---

Executive Summary.....	i
Chapter 1: Introduction .....	1
Chapter 2: General Conclusions and Recommendations .....	9
Chapter 3: Associate Degree Programs.....	13
Chapter 4: Job Training Programs .....	29
Chapter 5: Community College Funding Process .....	47
Chapter 6: Accountability .....	55
Appendices .....	65
A. Statutory Requirements for Program Evaluation and Justification Reviews.....	67
B. Supplemental Analysis of OPPAGA's Associate in Arts and Associate in Science Cohort Study .....	73
C. Supplemental Analysis: Job Training Program Performance.....	79
D. Method Used to Calculate Cost of Poorly Performing Job Training Programs .....	126
E. Review of the Division of Community Colleges' Student Data Base System.....	127
F. Response from the State Community College System.....	129



## Program Evaluation and Justification Review of Florida's Community College System

---

### *Scope*

This is the second of three reports presenting the results of our Program Evaluation and Justification Review of the Community College System. State law directs the Office of Program Policy Analysis and Government Accountability to complete a justification review of each state agency program that is operating under a performance-based budget. Our office is to review each program's performance and identify policy alternatives for improving services and reducing costs.

### *Background*

The Community College System, which served over 750,000 students in 1997, provides a variety of educational and job training programs to Florida citizens. Its primary mission—to respond to community needs for postsecondary academic and vocational education—includes:

- providing lower level undergraduate instruction designed to award associate degrees and prepare students for transfer to four-year colleges and universities;
- preparing students for vocations requiring less than a baccalaureate degree;
- providing a range of student development services such as assessment, counseling, and remediation; and
- promoting economic development within each community college district by providing special job training programs.

To carry out this mission, Florida's community colleges offer a number of different degree and certificate programs. These programs include the Associate in Arts (AA) degree, Associate in Science (AS) degree, Associate in Science certificates, and Postsecondary Adult Vocational certificates. The colleges also provide continuing education programs for people already in the workforce and offer remedial education programs such as College Preparatory and Adult Education.

Florida's Community College System is made up of 28 locally controlled and independent institutions with over 90 campuses or centers. The colleges are under the direct control of local boards of trustees with system-wide coordination provided by the State Board of Community Colleges located in Tallahassee. The Division of Community Colleges of the Department of Education serves as staff for the State Board of Community Colleges and implements the responsibilities assigned to the board by statutes and rules. These responsibilities include preparing budget and financial analyses; maintaining system data bases for student, personnel, finance, and facilities information and preparing and disseminating related reports; developing program reviews for community college instructional programs; providing support for economic development, institutional research and accreditation, academic and student services; and developing articulation and accountability mechanisms.

Florida's Community College System received approximately \$1 billion dollars in funding for Fiscal Year 1997-98. Of this amount, \$761 million was appropriated by the Legislature and an estimated \$241 million came from student tuition fees. The state-funded portion of community college programs comes from general revenue and lottery funds, with most (85%) funds coming from general revenue. See OPPAGA Report No. 98-07, *Supplemental Analysis: Community College Revenues and Expenditures*, August 1998, for additional information on changes in community college revenues since Fiscal Year 1990-91.

The Legislature began funding the Community College System under a performance-based program budget in Fiscal Year 1996-97. The Legislature appropriated \$12 million to provide performance-based incentives to the community colleges in Fiscal Years 1996-97 and 1997-98, which represented approximately 2% of the total state appropriations for community colleges in these years.<sup>1</sup> For Fiscal Year 1998-99, the Legislature appropriated only \$4.8 million for PB<sup>2</sup> incentives.

The Division of Community College's Student Data Base was designed to fulfill state and federal reporting requirements and it is used to provide information to support budget and management decisions. In order to provide the required student data to the SBCC Student Data Base, the individual colleges must extract information from various data systems. Each community college maintains a unique student records system at the college level.

---

<sup>1</sup> Total state appropriations for Fiscal Years 1996-97 and 1997-98 for the Community Colleges System were \$713,170,548 and \$761,916,794, respectively.

## ***Conclusions***

**The Community College System is necessary.** The Community College System is an important part of Florida's overall education system. While the state could eliminate the Community College System, this option would greatly reduce the state's ability to provide postsecondary education opportunities to its citizens. Community colleges, which served over 750,000 students in 1996-97, are required by law to admit any student who has a high school diploma or equivalent. State universities and private higher education institutions do not have this same requirement and can establish minimum standards for admission. Furthermore, since Florida's public universities only serve slightly more than one-fourth of the total students served by community colleges, they may not initially have the capacity to serve many of the students who would be displaced due to the elimination of the Community College System. Eliminating the Community College System at this point would also result in a major disruption of the state's workforce development initiatives and would hinder the state's ability to offer job training programs to its citizens.

**Community college performance and options for improvement.** Although Florida's Community College System is needed, the system needs to improve its graduation and retention rates for students enrolled in the Associate in Arts and Associate in Science degree programs. Sixty-six percent of the first-time-in-college students seeking degrees who enroll in these programs neither earn a community college degree or certificate nor continue their education at a state university. In many instances, these students will take a few courses, withdraw from or fail them, and then drop out. This can represent wasted time for these students and wasted money for the state. Several factors such as the natural consequences of an "open access" system and the large proportion of community college students needing remediation may contribute to the low graduation rates.

Students completing the Associate in Arts and Associate in Science degree programs generally receive the expected benefits from their training. However, we found that students completing Adult Vocational certificate programs are less likely to benefit from the training received. Sixty percent of the Adult Vocational certificate programs provided between 1992-93 and 1995-96 graduated five or fewer students statewide and/or had poor employment outcomes for students who completed the programs.

In addition to program performance, we also assessed the community college funding process. Overall, we found that Florida's community college funding process could be improved to help ensure that colleges receive a level of funding that is suitable for the specific programs provided and students served. The funding process could also be improved to provide an additional incentive for colleges to improve their AA degree programs.



We also identified ways to facilitate holding community colleges accountable for their performance and the state funds they spend. Overall, the community college accountability process has substantially improved in recent years, particularly with the recent efforts to integrate the strategic planning and accountability processes. The division has also made improvements in its Student Data Base System since we first reviewed it in July 1993.<sup>2</sup> Additional improvements needed include better information about the system's efficiency and effectiveness in producing desired outputs and outcomes. Also, the Student Data Base System should be improved further to provide more consistent and complete information on system accountability. Finally, performance-based program budgeting (PB<sup>2</sup>) for the Community College System could be enhanced by linking the performance goals and standards established in the Accountability Plan to the indicators used to distribute the PB<sup>2</sup> funds to the community colleges.

## ***Recommendations***

Table 1 summarizes our recommendations to improve program performance.

**Table 1**  
**OPPAGA Recommendations for Program Enhancements**

<b>Program</b>	<b>OPPAGA Recommendations</b>
<b>Improve graduation rates for students enrolled in the AA and AS degree programs.</b>	<ul style="list-style-type: none"> <li>• The Legislature should establish additional performance-based budgeting (PB<sup>2</sup>) incentives to improve the graduation and retention rates of students who are at risk of not completing a degree or certificate. Many of the students who leave community colleges have academic deficiencies or other barriers that make it difficult for them to continue their education. The Legislature has recognized that colleges need to do more to help students with certain barriers, such as those who need remediation or who are economically disadvantaged, by including them in the Community College System's PB<sup>2</sup> incentive fund. We recommend the Legislature consider establishing additional incentives to reward community colleges for graduating higher proportions of students who are at risk (such as those who attend part-time) of not completing their education.</li>   <li>• The Legislature should establish a mechanism to ensure that school districts and community colleges have identified strategies that could result in a reduced need for postsecondary remediation. Chapter 97-246, Laws of Florida, requires school districts and community colleges to include in their inter-institutional articulation agreements strategies for reducing the need for postsecondary remediation in mathematics, reading, and writing. Annual reports should also include information about the costs associated with implementing postsecondary remedial education and secondary-level corrective action and should identify strategies for reducing the costs of delivering these services, including assessing alternative instructional methods. However, division staff indicated that no entity has been given specific authority to oversee these activities and ensure that they occur. We recommend that the Legislature designate the Articulation Coordinating Committee, as provided for in s. 229.551, F.S., as responsible for ensuring that school districts and community colleges work together to identify strategies for reducing the need for postsecondary remediation.</li>   <li>• The State Board of Community Colleges should adopt a method to discourage student withdrawal across different types of courses. Even though the procedures established by s. 240.124, F.S., should decrease the extent to which students use withdrawal and</li> </ul>

<sup>2</sup> *Assessment of the State Community College System Accountability Plan*, Office of the Auditor General, Report No. 12146, July 19, 1993.

Program	OPPAGA Recommendations
	<p>forgiveness policies, there is still room for students to manipulate the system. No limits are currently placed on the number of times a student can employ the policy before earning a degree. Thus, a student could apply the policy twice without penalty for every course the student takes. To discourage this practice, we recommend that the State Board consider one of the following two actions: identify the number of times a student can use the withdrawal and forgiveness policy over the student's community college career or require that a student pay additional tuition after the student exceeds a certain number of attempted but not earned credit hours.</p>
<p><b>Help ensure that community colleges do not provide job training programs from which students cannot benefit.</b></p>	<ul style="list-style-type: none"> <li>• The Legislature should establish additional disincentives to encourage community colleges to eliminate poorly performing job training programs. The state spent approximately \$44 million for poorly performing programs during the four years included in our review. For programs that have low completions but good employment outcomes, institutions should identify the reasons for the low completions and redesign programs to increase completions. For programs that have poor employment outcomes for graduates on a continual basis, we believe that the state should provide financial disincentives to encourage community colleges to discontinue these programs. The Legislature could reduce annual budget allocations based on each college's expenditures on poorly performing programs. To take this step, the Legislature could direct the Department of Education to identify poorly performing programs each year, to notify community colleges that these programs will not be funded in future years and to advise community colleges to discontinue the programs. The department should report annually to the Legislature and include listings of (1) programs identified as poorly performing, (2) community colleges that continue providing these programs, and (3) prior year expenditures by college on poorly performing programs. Then the Legislature could use this information to adjust community college General Appropriation Act allocations by the amount expended on poorly performing programs.</li> <li>• The Legislature should continue to provide incentives for community colleges for performance outcomes of training programs targeted by the Occupational Forecasting Conference. Graduates of Performance-Based Incentive Funding (PBIF) targeted programs achieved better employment outcomes than non-targeted programs. Based on the success of the PBIF program, the Legislature should include similar standards in the Workforce Development Education Funding formula that will be the mechanism for funding job training programs beginning in Fiscal Year 1999-2000. If the Legislature continues to provide performance-based program budgeting incentives for community colleges, these should also be based on program performance so that community colleges are not rewarded for programs with poor performance outcomes.</li> </ul>
<p><b>Improve the community college funding process.</b></p>	<ul style="list-style-type: none"> <li>• The Legislature should incorporate input-based funding factors into community college funding to help ensure that individual colleges receive funding that is suitable for the types of programs being provided and the level of students being served. For the portion of community college funding that is not performance-based or linked to categorical funding, we recommend the Legislature establish input-based factors to use in allocating funds to community colleges. These factors should include weighted FTE student counts or factors related to the number of instructional staff. The Legislature used such factors in the equalization funding it provided in Fiscal Years 1997-98 and 1998-99. However, these factors have not been incorporated into the permanent funding process for community colleges.</li> <li>• The Legislature should standardize performance-funding efforts across community college programs by gradually increasing the proportion of funding for the Associate in Arts program that is tied to performance. Florida's community colleges have moved forward with results- or performance-based funding through the implementation of PB<sup>2</sup>, Performance-Based Incentive Funding, and the Workforce Development Fund. As a result, community colleges currently receive approximately 15% of their total funding for vocational programs based on their performance. However, for the AA degree program, community colleges currently receive approximately 2% of their total funding based on performance. We recommend that the performance-funding portion of the AA</li> </ul>

Program	OPPAGA Recommendations
	<p>degree program be gradually increased to be more comparable to the performance-funding level for vocational programs. For instance, the percentage of funding tied to performance for the AA degree program could be increased to 5% in Fiscal Year 1999-2000 followed by an increase to 10% in Fiscal Year 2000-01. This recommendation will help achieve consistency in the state's performance funding efforts across community college programs as well as provide an increased incentive for community colleges to improve their AA degree programs.</p>
<p><b>Facilitate holding community colleges accountable for their performance and the state funds they spend.</b></p>	<ul style="list-style-type: none"> <li>• The Legislature should expand PB<sup>2</sup> in the Community College System to include a unified planning and accountability component that would link performance goals and standards to the PB<sup>2</sup> incentive fund measures. However, in the Community College System these processes are still largely separate, with each consuming resources with data and reporting requirements that are parallel if not duplicative. The 1998 Legislature moved to reduce duplication by providing for a single reporting process for accountability and strategic planning. To continue in this direction, the Legislature should take the following steps: modify the accountability statute (s. 240.324, F.S.) to explicitly link performance-based program budgeting to accountability and strategic planning and provide for a single reporting process; and delete the reporting requirement on specific measures in the accountability statute (s. 240.324, F.S.) and include these measures with associated system-wide standards as part of performance-based budgeting.</li> <li>• The Division of Community colleges should modify the Student Data Base System to make it more useful for accountability. Program and student data become more important as it becomes the basis for funding decisions. Several specific steps should be taken: (1) identify the data elements required for all accountability indicators or measures; (2) for those data elements required for accountability, require system-wide consistency in interpretation and coding; (3) establish rigorous edit/error check procedures for all data elements; (4) establish procedures to either correct file errors in previous academic terms or maintain a record of these errors for subsequent reference; and (5) investigate the possibility of creating a Division of Community Colleges student retention file similar to that maintained by the Board of Regents for the State University System.</li> <li>• The Division of Community Colleges should modify calculations of student graduation and expand accountability to include cost efficiency and effectiveness indicators. Accountability processes should provide answers to the wide array of questions necessary to make informed decisions about program results. Stakeholders need to know how many students attempt to complete a program along with the number who completed. Stakeholders also need to know about program costs and processes in relation to the number of graduates. To answer these questions, the Division of Community Colleges should modify its cohort analysis procedures to report all first-time-in-college students who attempt to complete a program in its graduation and retention rates and develop cost efficiency and cost effectiveness indicators that link program costs and other resources to program results.</li> </ul>

## ***Agency Response***

The Executive Director of the State Community College System provided a detailed response to our preliminary and tentative findings and recommendations. In his response, the Executive Director indicated that the State Community College System will be incorporating several of OPPAGA's recommendations into its plans for the coming years. However, he noted that there were specific instances in the report where he believed additional information was needed for clarification purposes. The Executive Director's entire written response is included in Appendix F, page 129.

# Chapter 1: Introduction

---

## Purpose

This is the second of three reports presenting the results of our Program Evaluation and Justification Review of the Community College System. State law directs the Office of Program Policy Analysis and Government Accountability to complete a justification review of each state agency program that is operating under a performance-based budget. Our office is to review each program's performance and identify policy alternatives for improving services and reducing costs.

The first report, published in February 1998, provided our assessment of the system's performance-based program budgeting (PB<sup>2</sup>) measures and incentive fund.<sup>1</sup> The third report provides information on the costs of community college education in Florida.<sup>2</sup>

This report analyzes the major educational programs provided by the Community College System and identifies state policies that could be modified to improve the effectiveness and efficiency of community college programs. Appendix A summarizes our conclusions regarding each of the nine issue areas the law requires to be considered in a program evaluation and justification review.

From a program standpoint, this report focuses primarily on the Associate in Arts (AA), Associate in Science (AS), and Adult Vocational certificate programs. Together, these three programs represent approximately 80% of the full-time equivalent (FTE) students served by community colleges.<sup>3</sup>

In conducting this review, we assessed the overall success of these three programs by focusing on two questions.

1. How effective are community colleges in graduating and retaining students?

---

<sup>1</sup> *Review of the Community College System's Performance-Based Program Budgeting Measures and Incentive Fund*, Report No. 97-49, February 1998.

<sup>2</sup> *Supplemental Analysis: Community College Revenues and Expenditures*, Report No. 98-07, August 1998.

<sup>3</sup> One FTE student is calculated based on enrollment in a total of 40 semester hours for Advanced and Professional instruction and Postsecondary Vocational instruction or 900 clock hours over the period of one academic year.

2. Upon completing a community college degree or certificate, do students obtain the benefits expected from the education or training they received?

Chapter 2 of this report provides a summary of our overall conclusions and recommendations for the Performance Evaluation and Justification Review. Chapter 3 provides information about graduation and retention rates for the AA and AS degree programs (the first performance question). Chapter 3 also provides information about the success of students who complete AA degrees (the second performance question). Chapter 4 focuses on the success outcomes of students who complete job training programs (AS degrees and certificates and Adult Vocational certificates). Finally, Chapters 5 and 6 examine community college funding and accountability, respectively.

---

## Background

The Community College System, which served over 750,000 students in 1997, provides a variety of educational and job training programs to Florida citizens. Its primary mission—to respond to community needs for postsecondary academic and vocational education—includes:

- providing lower level undergraduate instruction designed to award associate degrees and prepare students for transfer to four-year colleges and universities;
- preparing students for vocations requiring less than a baccalaureate degree;
- providing a range of student development services such as assessment, counseling, and remediation; and
- promoting economic development within each community college district by providing special job training programs.

To carry out this mission, Florida's community colleges offer a number of different degree and certificate programs. These programs include the Associate in Arts (AA) degree, Associate in Science (AS) degree, Associate in Science certificates, and Postsecondary Adult Vocational certificates. The colleges also provide continuing education programs for people already in the workforce and offer remedial education programs such as College

Preparatory and Adult Education. A description of these programs and their 1996-97 FTE student enrollment are shown in Exhibit 1.<sup>4</sup> Exhibit 2 shows the percentage of total FTE student enrollment accounted for by each of the programs. See OPPAGA Report No. 98-07, *Supplemental Analysis: Community College Revenues and Expenditures*, issued August 1998, for additional information about changes in program enrollment.

**Exhibit 1**

**Florida's Community Colleges Provide a Wide Variety of Instructional Programs**

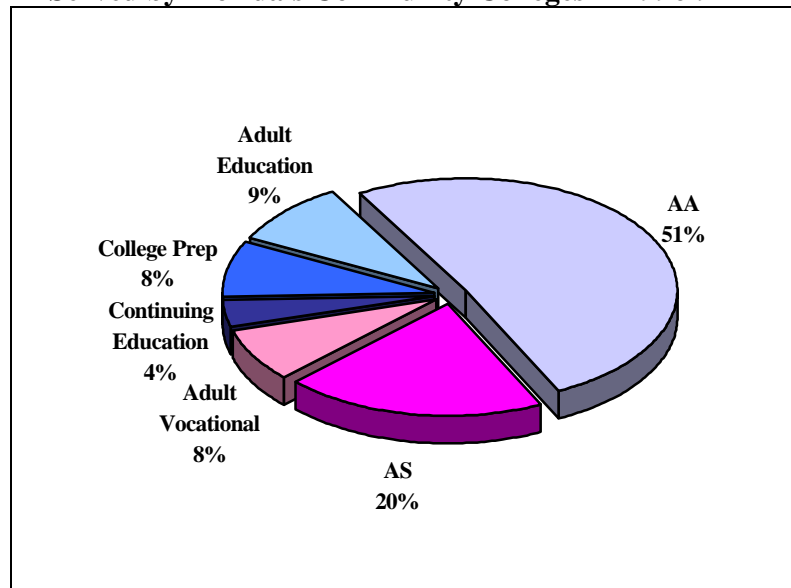
<b>Program Description</b>	<b>Number of FTE Students Enrolled in 1996-97</b>
<b>Associate in Arts:</b> A two-year degree program designed to prepare students for transfer to four-year colleges and universities by providing lower level (freshman and sophomore years) undergraduate instruction. An Associate in Arts degree is awarded to students upon the completion of 60 college credits and the achievement of an overall grade point average of 2.0 in all courses taken at the institution awarding the degree. Specifically, an AA degree requires completion of 36 credit hours in general education course work, with the remaining 24 credit hours being completed in a program area that the student plans to "major in" for their bachelor's degree.	96,610
<b>Associate in Science:</b> A degree and certificate program that is designed to prepare students for immediate employment and career opportunities by preparing them directly for vocations requiring less than baccalaureate degrees. Examples of AS degree programs include nursing, midwifery, and dental hygiene. The Associate in Science degree is given to those students who complete all the required courses for the vocational program in addition to general education classes (i.e., liberal arts and sciences). In general, an Associate in Science (College Credit) certificate consists of the technical courses required for an AS degree but not the general education courses.	37,513
<b>Adult Vocational Certificate:</b> A vocational credit certificate program that is designed to provide education and train students in technical skills to enable them to attain and sustain employment and realize economic self-sufficiency. Students who complete these programs are awarded vocational certificates. Examples of Adult Vocational programs include cosmetology, barbering, and masonry.	14,999
<b>Continuing Education:</b> Courses that are designed to enhance the occupation-related skills of a person currently employed in an occupation or formerly employed in an occupation who seeks to re-enter an occupation. Individuals take such courses to improve their skills as a part of licensing requirements or continuing education requirements.	7,102
<b>College Preparatory:</b> A remedial education program that is designed to assure that students who do not qualify for placement into college-level courses have an opportunity to bring their academic skills to the appropriate level and proceed in the community college system. All degree-seeking students entering the community college system are given a state-adopted entry-level placement test. This state-adopted test has cut off scores that will determine if students need to take remedial courses in reading, writing, or mathematics before beginning their Associate in Arts or Associate in Science programs. Colleges also provide vocational preparatory (competency-based) instruction for students who enroll in adult vocational certificate programs.	15,198
<b>Adult Education:</b> An educational program designed to provide educational services that will enable adults to acquire: (1) the basic skills necessary to attain basic and functional literacy; (2) a high school diploma or successful completion of the general educational development test; and (3) an educational foundation that will enable them to become more employable, productive, and responsible citizens.	17,291
<b>Total FTEs</b>	<b>188,713</b>

Source: Developed by OPPAGA staff

<sup>4</sup> FTE student and headcount enrollments are based on a community college reporting year, which consists of summer, fall, and spring semesters. For example, the 1996-97 FTE student enrollment count included the summer and fall semesters of 1996 and the spring semester of 1997.

As seen in Exhibit 2, the Associate in Arts degree program is the largest community college program in terms of FTE students. The second largest program is the Associate in Science program, followed by Adult Education. Eighty percent of the FTE students served by community colleges in 1996-97 were in one of these three programs.

**Exhibit 2**  
**The Associate in Arts Program Accounts for**  
**Approximately Half of the FTE Students**  
**Served by Florida's Community Colleges in 1996-97**



Source: OPPAGA staff analysis of data provided by the Division of Community Colleges

Florida's Community College System is made up of 28 locally controlled and independent institutions with over 90 campuses or centers. The colleges are under the direct control of local boards of trustees with system-wide coordination provided by the State Board of Community Colleges located in Tallahassee. The Division of Community Colleges of the Department of Education serves as staff for the State Board of Community Colleges and implements the responsibilities assigned to the board by statutes and rules. These responsibilities include preparing budget and financial analyses; maintaining system data bases for student, personnel, finance, and facilities information and preparing and disseminating related reports; developing program reviews for community college instructional programs; providing support for economic development, institutional research and accreditation, academic and student services; operating the Distance and Learning Consortium; and developing articulation and accountability mechanisms.

## Funding

Florida's Community College System received approximately \$1 billion dollars in funding for Fiscal Year 1997-98. Of this amount, \$761 million was appropriated by the Legislature and an estimated \$241 million came from student tuition fees.<sup>5</sup> The state-funded portion of community college programs comes from general revenue and lottery funds, with most (85%) funds coming from general revenue. See OPPAGA Report No. 98-07, *Supplemental Analysis: Community College Revenues and Expenditures*, August 1998, for additional information on changes in community college revenues since Fiscal Year 1990-91.

The Legislature began funding the Community College System under a performance-based program budget in Fiscal Year 1996-97. The Legislature appropriated \$12 million to provide performance-based incentives to the community colleges in Fiscal Years 1996-97 and 1997-98, which represented approximately 2% of the total state appropriations for community colleges in these years.<sup>6</sup> For Fiscal Year 1998-99, the Legislature appropriated only \$4.8 million for PB<sup>2</sup> incentives. These funds are awarded for performance in three program areas: Associate in Arts, Associate in Science, and Vocational Certificate programs.

## Accountability

In addition to PB<sup>2</sup>, the Community College System is subject to several other accountability and performance funding efforts that are discussed below.

- **Accountability Plan:** Pursuant to Ch. 240.324, F.S., the State Board of Community Colleges has developed and implemented a plan to evaluate the instructional and administrative efficiency and effectiveness of the State Community College System. This Accountability Plan is submitted to the Legislature on an annual basis and includes state-level performance indicators for the system.
- **Performance-Based Incentive Funding (PBIF):** In 1994, the Legislature created PBIF to provide incentives for preparing students for high-wage, high-skill occupations.<sup>7</sup> Community colleges earned \$5.5 million for Fiscal Years 1994-95 and 1995-96 student outcomes.<sup>8</sup> As of June 1998, the

---

<sup>5</sup> Community colleges have other revenue sources in addition to state appropriations and student tuition. These other revenue sources include interest income earned, federal support, private gifts and donations, and various types of student fees. See *Supplemental Analysis: Community College Revenues and Expenditures*, Report No. 98-07, August 1998, for information on historical changes in the community college revenues (all sources) since Fiscal Year 1990-91.

<sup>6</sup> Total state appropriations for Fiscal Years 1996-97 and 1997-98 for the Community Colleges System were \$713,170,548 and \$761,916,794, respectively.

<sup>7</sup> High-wage, high-skill occupations are identified through the Occupational Forecasting Conference created in s. 216.136(10)(a), F.S.

<sup>8</sup> The results or student outcomes for these programs are not known for several years after the person completes the program. Thus, incentive funds rewarded in 1995-96 are for students who completed several years earlier.



colleges had received \$6.9 million for 1996-97 student outcomes. Community colleges receive these incentives for the number of students who complete targeted training programs and the number who become employed in targeted jobs. Community colleges also receive PBIF incentives for enrolling students from designated populations and double incentives for program completion and job placement of these students.<sup>9</sup>

- **Workforce Development Fund:** In 1997, the Legislature created the Workforce Development Fund. Under this initiative, which takes effect July 1, 1999, community colleges will earn a portion of their funding for workforce development programs based on performance.

### **Program Expenditures**

In 1996-97, the Community College System employed over 33,000 people and spent approximately \$950 million on programs and services. As seen in Exhibit 3, the associate programs accounted for approximately 40% of the total expenditures for community colleges in 1997. The program expenditures presented in Exhibit 3 represent expenditures that are directly related to the provision of a specific program, which includes salaries for instructors, departmental administrators, and support staff as well as related equipment and supplies. These program expenditures do not include support and administrative services that are not specific to a program, such as advising and counseling. At this time, the Division of Community Colleges does not have a precise method for allocating support expenditures to the various instructional programs.

---

<sup>9</sup> These designated populations include students who are disabled, economically disadvantaged, public assistance recipients, or have limited English proficiency.

**Exhibit 3**  
**The Associate in Arts and Associate in Science Programs**  
**Represented Approximately 40% of the**  
**System's Expenditures in Fiscal Year 1996-97**

<b>Program/Function</b>	<b>Program Expenditures</b>	<b>Percent of Total Expenditures</b>
Associate in Arts	\$246,161,930	25.9%
Associate in Science	129,932,014	13.7%
Adult Vocational Certificate	35,892,535	3.8%
Supplemental Vocational	17,823,003	1.9%
College Preparatory	29,255,427	3.1%
Adult Education	15,009,425	1.6%
Student Support <sup>1</sup>	176,930,594	18.6%
Other <sup>2</sup>	300,296,992	31.6%
<b>Total Expenditures</b>	<b>\$951,301,920</b>	

<sup>1</sup> Includes expenditures for academic support and student services

<sup>2</sup> Includes expenditures for institutional support, physical plant operations, public service, and financial aid awards

Source: OPPAGA staff analysis of expenditure data provided by the division.

**Data Base System**

The Division of Community College's Student Data Base was designed to fulfill state and federal reporting requirements and the Student Data Base is used to provide information to support budget and management decisions. Proviso Language of 1987 required the Division of Public Schools, Community Colleges and Universities to develop consistent systemwide relational data bases for student, staff, and financial data. The data bases were required to use the Florida Information Resource Network (FIRN) for electronic transfer of information. FIRN is used to transfer data from colleges to the state and from the state to the colleges.

In order to provide the required student data to the SBCC Student Data Base, the colleges must extract information from various data systems. Each community college maintains a unique student records system at the college level. The community colleges use various hardware and software programs to maintain these systems. Once the college extracts the data required by the SBCC Student Data Base, the college edits and transmits the data to the Division of Community Colleges through FIRN. When the division receives these files, the division processes the data and generates multiple verification reports which consist of standard federal and state reports. The colleges are provided immediate feedback to their student data and are able to retrieve these reports through FIRN within a 24-hour time period.

Once colleges certify their data on the Student Data Base and all edits are completed for the year, the Division of Community Colleges uses the Student Data Base as the source of information for different accountability and performance funding systems. The Student Data Base is the main source of information for the Accountability Reports produced by the division. The Student Data Base is also the main source of information for the generation of FTE, Performance-Based Incentive Funding, Performance-Based Program Budgeting, and now the Workforce Development Funding Formula.

## Chapter 2:

# General Conclusions and Recommendations

---

The Community College System is an important part of Florida's overall education system. The system, which is established to meet local educational needs, stands as a "jack-of-all-trades" among Florida's three major public education systems by providing educational services ranging from adult basic education, to preparing students for transfer to Florida's State University System, to preparing students for employment to meeting the varied lifelong learning needs of Florida's local communities. Also, the community colleges are required by law to function as "open access" institutions. In doing so, community colleges provide students an opportunity to pursue their postsecondary education who might not initially meet the entrance requirements for state universities. Without this opportunity, these students might not be able to advance their education beyond the high school level.

While the state could eliminate the Community College System, this option would greatly reduce the state's ability to provide postsecondary education opportunities to its citizens. Community colleges, which served over 750,000 students in 1996-97, are required by law to admit any student who has a high school diploma or equivalent. State universities and private higher education institutions do not have this same requirement and can establish minimum standards for admission. Furthermore, since Florida's public universities only serve slightly more than one-fourth of the total students served by community colleges, they may not initially have the capacity to serve many of the students who would be displaced due to the elimination of the Community College System. Eliminating the Community College System at this point would also result in a major disruption of the state's workforce development initiatives and would hinder the state's ability to offer job training programs to its citizens.

**Community College Performance.** Although Florida's Community College System is needed, the system needs to improve its graduation and retention rates for students enrolled in the Associate in Arts and Associate in Science degree programs. Sixty-six percent of the first-time-in-college students seeking degrees who enroll in these programs neither earn a community college degree or certificate nor continue their education at a state university. In many instances, these students will take a few courses, withdraw from or fail them, and then drop out. This can represent wasted time for these students and wasted money for the

state. Several factors such as the natural consequences of an "open access" system and the large proportion of community college students needing remediation may contribute to the low graduation rates. To help improve this situation, we recommend that the Legislature

- provide additional incentives to encourage colleges to improve the graduation and retention rates of community college students who are in danger of dropping out and
- establish a mechanism to ensure that school districts and community colleges have identified strategies that could result in a reduced need for postsecondary remediation.

Furthermore, the State Board of Community Colleges has recently adopted rules to limit repeated student withdrawal from the same course. To further improve the State Board's policy for withdrawals, we recommend that the State Board

- adopt a method to discourage student withdrawal across different types of courses, which could include requiring that a student pay additional tuition after the student exceeds a certain number of attempted credit hours.

Students completing the Associate in Arts and Associate in Science degree programs generally receive the expected benefits from their training. However, we found that students completing Adult Vocational certificate programs are less likely to benefit from the training received. Sixty percent of the Adult Vocational certificate programs provided between 1992-93 and 1995-96 graduated five or fewer students statewide and/or had poor employment outcomes for students who completed the programs. To help ensure that community colleges do not provide job training programs from which students cannot benefit, we recommend that the Legislature

- establish additional disincentives to encourage community colleges to eliminate poorly performing job training programs and
- continue to provide incentives for community colleges for performance outcomes of training programs targeted by the Occupational Forecasting Conference.

In addition to program performance, we also assessed the community college funding process. Overall, we found that Florida's community college funding process could be improved to help ensure that colleges receive a level of funding that is suitable for the specific programs provided and students served. The funding process could also be improved to provide an additional incentive for colleges to improve their AA degree programs. To accomplish this, we recommend that the Legislature

- incorporate input-based funding factors into community college funding to help ensure that individual colleges receive funding that is suitable for the types of programs being provided and the level of students being served and
- standardize performance-funding efforts across community college programs by increasing the proportion of funding for the Associate in Arts programs that is tied to performance.

We also identified ways to facilitate holding community colleges accountable for their performance and the state funds they spend. Overall, the community college accountability process has substantially improved in recent years, particularly with the recent efforts to integrate the strategic planning and accountability processes. The division has also made improvements in its Student Data Base System since we first reviewed it in July 1993.<sup>10</sup> Additional improvements needed include better information about the system's efficiency and effectiveness in producing desired outputs and outcomes. Also, the Student Data Base System should be improved further to provide more consistent and complete information on system accountability. Finally, performance-based program budgeting (PB<sup>2</sup>) for the Community College System could be enhanced by linking the performance goals and standards established in the Accountability Plan to the indicators used to distribute the PB<sup>2</sup> funds to the community colleges. To accomplish these improvements, we recommend that the Legislature

- expand PB<sup>2</sup> for the Community College System to include a unified planning and accountability component that would link performance goals and standards to the PB<sup>2</sup> incentive fund measures.

Furthermore, we recommend that the Division of Community Colleges change the Student Data Base System to make it more useful for accountability by

---

<sup>10</sup> *Assessment of the State Community College System Accountability Plan*, Office of the Auditor General, Report No. 12146, July 19, 1993.

- identifying the data elements required for all accountability indicators or measures;
- requiring system-wide consistency in interpretation and coding for those data elements needed for accountability;
- establishing more rigorous edit/error check procedures for all data elements;
- establishing procedures to either correct file errors in previous academic terms or maintain a record of these errors for subsequent reference;
- creating a Division of Community Colleges student retention file similar to that maintained by the Board of Regents for the State University System;
- expanding accountability to include efficiency and effectiveness indicators; and
- supplementing the program results currently reported through the division's cohort analysis with information that reports the graduation and retention rates of all first-time-in-college students who attempt to complete a program.

## Chapter 3:

# Associate Degree Programs

---

### Introduction

Florida's community colleges offer two types of associate degrees, an Associate in Arts (AA) and an Associate in Science (AS) degree. The Associate in Arts degree comprises courses intended for freshmen and sophomores in pursuit of a baccalaureate degree. State law provides that all Florida community college Associate in Arts graduates who wish to pursue a baccalaureate degree must be granted admission to the upper division of a state university.<sup>11</sup> The Associate in Science degree comprises courses intended to prepare graduates to enter the work force in vocations that require less than a baccalaureate degree. In Fiscal Year 1996-97, the associate degree programs generated more than 70% of the total community college student FTEs. During that same fiscal year, almost 80% of the total community college instructional costs supported these degrees.

The performance of community college programs is currently evaluated at both the institutional and system level. Community colleges develop institutional effectiveness plans that include goals and objectives and periodically report on progress towards meeting their goals. At the system level, the Division of Community Colleges annually reports both system and institutional performance on a number of indicators, including retention and success rates, GPA performance of AA students, licensure pass rates, employment rates, college preparatory success rates, and CLAST performance rates.

While these indicators are reasonable, several of them are based on the performance of a cohort of first-time-in-college students that excludes many beginning students. In its cohort, the division includes only those first-time-in-college students who have completed at least 18 credit hours. First-time-in-college students who leave the community college system without completing 18 credit hours are not included in performance calculations. However, many students drop out of the system before completing 18 credit hours. As a result, retention and success rates reported in the division's annual accountability report do not reflect the performance of all first-time-in-college students who intend to earn degrees.

---

<sup>11</sup> However, students with Associate in Arts degrees will not automatically be admitted to certain programs such as teacher certification programs, programs that require auditions, or programs that are designated as limited access programs.



Division staff indicated that the 18-hour threshold is used in their cohort definition for several reasons. For example, the restriction helps ensure that students are really in the programs and are not just enrolled to take one or two courses with no intent of completing a degree. Examples of these students include the student who enrolls in an accounting course to enhance job skills or the university student who takes a couple of courses at the community college to improve his/her grade point average. In addition, the accountability or performance indicators are used to help identify programmatic changes at the institutional level. In doing so, division staff indicated that it is unrealistic to make programmatic changes based on students who only complete one or two courses because the institutions feel that they have not had enough time to influence a student's actions.

### **Methodology for OPPAGA's Analysis of First-Time-in-College AA and AS Students**

To provide a more complete picture of the performance of associate degree programs, we conducted an in-depth analysis of the performance of all first-time-in-college students in the two associate degree programs who indicated they were pursuing a degree. Our analysis of the AA and AS graduation rates is based on a cohort methodology using first-time-in-college students, but without the 18 credit hour restriction. This alternative supplements the information provided by the division's calculation in two important ways. First, it provides a complete "input-output" picture of all community college (first-time-in-college) students who initially indicated a desire to obtain an AA or AS degree. Second, it calls attention to the large number of students who attend community colleges but drop out within the first year or so.

Our cohort analysis tracked a group of community college students from the fall 1992 term through the spring 1997 term. The tracking extended to the State University System (SUS) for those students who transferred, with or without a community college degree. We selected two cohorts for this study, one comprising 26,880 students seeking an AA degree; the other comprising 7,474 students seeking an AS degree (including college credit certificates). We selected students from the division's student data base using the following criteria:

- first-time-in-college (FTIC) designation,
- enrolled for the first time in the fall 1992,
- student's declared degree intent to obtain an AA or AS degree,<sup>12</sup> and

---

<sup>12</sup> The data element used to identify student intent includes several other coding options in addition to AA and AS degree. These options are: non-degree seeking, degree seeking undecided, adult high school diploma, and continuing education enrollment.

- institution's description of program of study.

We assessed their performance by examining

- graduation and retention rates of AA and AS students;
- barriers that tend to affect community college student performance; and
- indicators of the success of students who earned community college degrees or certificates.

We also visited six community colleges that perform well on indicators such as graduation and retention rates, college preparatory success rates, and employment placement. We met with administrators and instructors to discuss strategies that appear to be related to good performance.

Appendix B of this report contains additional information about the performance of the students in our two cohorts.

---

## **Program Performance**

### **Summary**

Florida's Community College System needs to improve its ability to enable students to attain postsecondary degrees or certificates. Although students completing the Associate in Arts and Associate in Science degree programs generally receive the benefits expected from their training or education, our review indicates that far too many students do not complete their programs of study. After nearly five years, 66% of the AA and AS cohort students had neither earned a community college degree or certificate nor continued their education at a public community college or state university.

The large proportion of students who did not earn a community college degree or certificate within five years could be due, in part, to the natural consequence of having an “open access” system. Florida’s Community College System provides students who might not otherwise pursue a postsecondary education an opportunity to do so. Since community colleges are “open access” institutions, students do not have to meet the same entrance requirements as students entering the State University System and so are often not as well prepared.

Other factors that contribute to students not earning degrees or certificates within five years include the tendency for community college students to drop or fail classes and for many students who

need remedial classes not to complete these classes. More than 75% of the students in our cohorts failed or withdrew from at least one college credit course, costing the state around \$32 million. In addition, nearly one-half of the students who enrolled in college preparatory classes attempted but did not complete one or more of these classes, costing the state an estimated \$4 million.

Because of these factors, community college students are more difficult to serve as a group than state university students who are better prepared academically. Thus, the challenge of the Community College System is to find ways to maximize the number of enrolled students who subsequently complete a postsecondary degree or certificate.

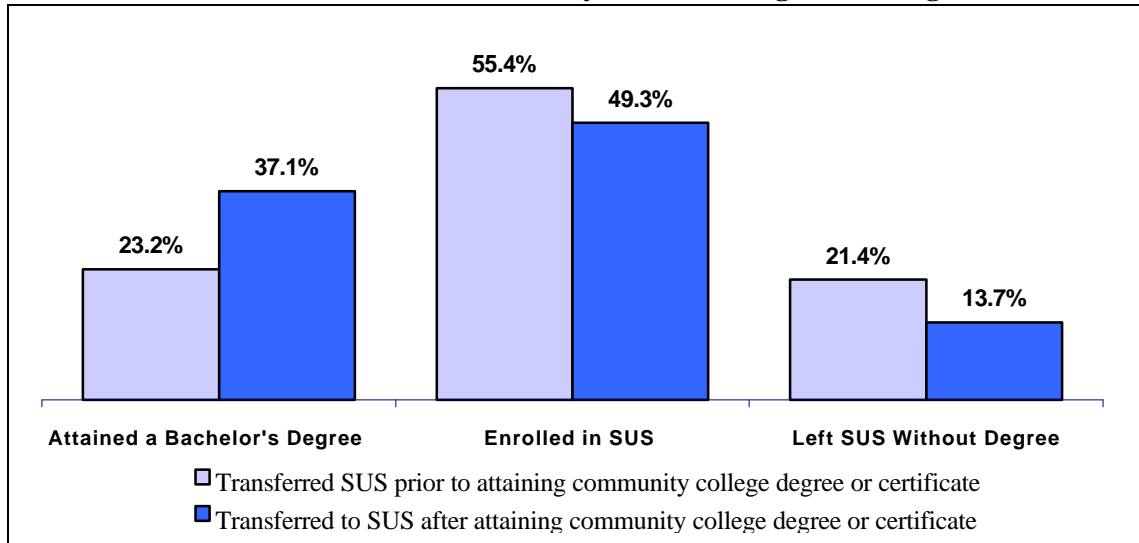
**The Community College System successfully prepares its AA degree graduates to continue their postsecondary education.**

**72% of the AA Degree  
Graduates Transferred  
to a State University**

Students who do earn AA degrees tend to transfer to a state university to pursue bachelor's degrees and do well academically. We found that 3,680 (or 72%) of the 5,125 students in our cohorts who earned community college AA degrees had transferred to a state university by the spring 1997 term. Of these AA degree transfers, 37% had earned a bachelor's degree by that time and another 49% were still enrolled in a state university. We also found that AA degree students who transfer to a state university do well academically. The average GPA for these transfers was 2.96, with 85% of them earning a GPA of at least 2.5.

Some first-time-in-college community college students transfer to a state university before they earn a community college degree or certificate. We found that 1,346 students in our cohorts transferred to a state university prior to earning a community college degree or certificate. As illustrated in Exhibit 4, a higher proportion of the students who transferred after earning a community college degree earned a bachelor's degree by the spring 1997 than students who transferred without earning the degree.

**Exhibit 4**  
**A Higher Proportion of Community College Students Who Earned Bachelor's Degrees Transferred to a State University After Earning an AA Degree**



Source: OPPAGA analysis of cohort data

Based on these results, we concluded that the Community College System does a good job of preparing its AA degree holders to continue their education and subsequently earn bachelor's degrees. We also concluded that the Community College System generally does a good job at preparing its AS degree holders to enter employment.<sup>13</sup> However, since a large proportion of beginning AA and AS students do not complete their programs of study, the Community College System needs to increase the number of students who enroll and subsequently earn a community college degree or certificate.

**A large proportion of first-time-in-college AA and AS students leave without earning a degree or certificate or pursuing their education in a state university.<sup>14</sup>**

**After Nearly Five Years, 66% of the Cohort Students Had Not Earned a Degree or Certificate and Were No Longer Enrolled in School**

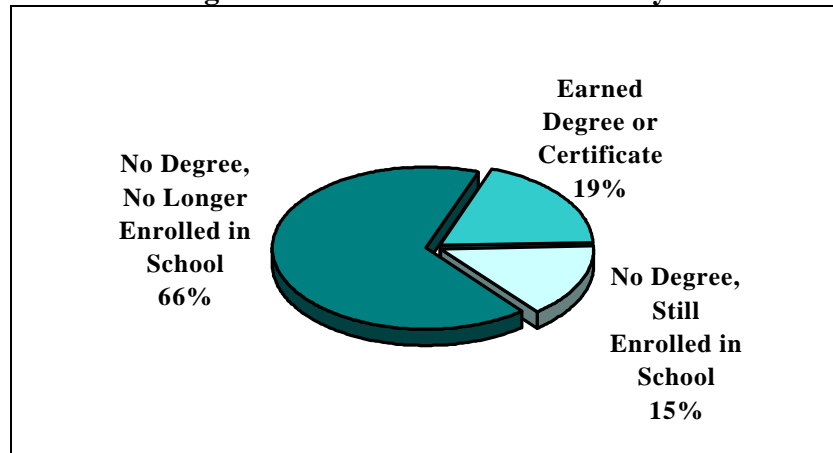
While students who graduate from associate degree programs generally benefit from their education, the majority of first-time-in-college students who enroll in these programs do not go on to earn a degree. By spring 1997, nearly five years after starting their community college education, nearly two-thirds (66%) of the 34,354 first-time-in-college students in our cohorts had left the Community College System without earning a degree or certificate

<sup>13</sup>Chapter 4 of this report, beginning on page 29, discusses in detail the performance of community college job training programs which include AS degrees and certificates.

<sup>14</sup>We included students in our completion rate regardless of the type of degree or certificate earned. For instance, the completion rate for our AA cohort includes students who completed AS degrees and certificates as well as AA degrees.

and were no longer enrolled in either a state public community college or university. (See Exhibit 5.) Only 19% had earned at least one postsecondary degree while 15% were still enrolled in school either in a community college or a state university.<sup>15</sup>

**Exhibit 5**  
**Nearly Two-Thirds of the First-Time-in-College Students in Our Cohorts Had Left the System Without Earning a Degree and Were No Longer Enrolled in School After Nearly Five Years**



Source: OPPAGA analysis of cohort data

Compared to the State University System, a smaller proportion of Florida's community college students earns a postsecondary degree or certificate within five years of enrolling. While 19% of the community college cohort students earned a degree or certificate within five years, about 50% of the first-time-in-college students who enroll in state universities earn degrees in a similar amount of time. However, one should use caution in comparing these rates as the systems differ on a number of aspects including admission requirements, mission, and program offerings. Furthermore, state universities do not serve students who need college preparatory instruction or remediation.

The problem of students not completing their community college programs of study is particularly severe in the AS program. As shown in Exhibit 6, only around 8% of the students in the AS cohort had earned a degree or certificate by the spring of 1997 compared to nearly 21% of the students in the AA cohort. Thus, students in the AA cohort were over 2.5 times more likely to succeed in earning a community college degree or certificate than were the students in the AS cohort.

<sup>15</sup>These rates include cohort students who changed institutions (from one community college to another or from a community college to a state university), changed degree programs, or earned more than one postsecondary degree or certificate by the end of the spring 1997 term.

**Exhibit 6**  
**First-Time-in-College AA Students Were**  
**More Likely to Earn a Community College (CC)**  
**Degree or Certificate Than Were AS Students**

Cohort Type	Completed CC Degree	Type of CC Degree/Certificate Earned		
		AA Degree	AS Degree	Certificate
Associate in Arts	20.9%	18.4%	1.1%	1.4%
Associate in Science	7.8%	2.3%	3.8%	1.7%

Source: OPPAGA analysis of cohort data

This difference in graduation rates could be explained, in part, by students changing their educational goals. A higher proportion of beginning AS students who earned a community college degree or certificate changed their initial educational goal. For example, 29.4% of the students in the Associate in Science cohort changed their programs of study and earned an AA degree rather than an AS degree or certificate. In contrast, only 12% of the Associate in Arts cohort changed their initial educational goal and earned an AS degree or certificate.

**Several factors or barriers contribute to the low graduation and retention rates of first-time-in-college community college students in the Associate in Arts and Associate in Science degree programs.**

Three major barriers appear to contribute to the low graduation and retention rates:

- the natural consequence of an open access system;
- the propensity for students to drop or fail classes; and
- many students needing remedial classes do not complete their college preparatory classes.

**Community Colleges Serve Students With Varied Needs**

Since Florida's community colleges are "open access" institutions, they serve students with a wide variety of educational needs and preparedness. Because Florida's community colleges are "open access" institutions, they offer students who do not meet the entrance requirements of the state universities an opportunity to pursue their education beyond the high school level. The degree to which students are prepared for postsecondary education varies greatly, from students who meet or nearly meet state university entrance requirements to students who may not have completed their high school education or who need remedial help in one or more basic academic areas. In addition,

community college students tend to be nontraditional in that they are likely to be older, having delayed their entry into postsecondary education. As older students, they frequently have families to support and, as such, may need to work and study at the same time which can increase the length of time needed to complete a program of study.

**A Large Percentage of Students Not Completing a Degree or Certificate Were Older and Attended Only Part-Time**

To better understand the nature of community college students who were not successful, we identified demographic and academic characteristics that describe the students who left the community college system without earning a degree or certificate and who did not transfer to a state university. When compared to students who completed their degrees (graduates), a higher proportion of students who left the system without earning a degree (leavers) had low GPAs or did not earn any college credits, needed college preparatory classes, attended school part-time, were older, and did not have a standard high school diploma. (See Exhibit 7.)

**Exhibit 7  
Characteristics of Community College  
Graduates and Leavers**

<b>Characteristic</b>	<b>Leavers</b>	<b>Graduates</b>
Over 20 years of age	34%	15%
Attended school part-time	57%	28%
No standard HS diploma	13%	5%
Enrolled in college prep classes	63%	41%
No college credits earned	9%	0%
Limited Proficiency in English	13%	10%
GPA less than 2.0	42%	5% <sup>1</sup>

<sup>1</sup>We calculated GPAs using only courses taken at a community college; thus, GPAs for these students did not include courses taken at other institutions.

Source: OPPAGA analysis of cohort data

These characteristics tended to be even more prevalent in "early leavers," students who left the community college system within the first two terms after enrolling. For example, 65% of the early leavers attended school part-time and 44% were older students. The early leavers were slightly less likely than other students who left the system without a degree (55% vs. 63%) to be enrolled in college preparatory classes. This suggests that barriers in addition to academic deficiencies were present that caused students to drop out early. Since nearly 37% of the students in our cohorts who left the system without earning a degree or certificate were early leavers, it is particularly critical that community colleges develop strategies to encourage students who are at risk of dropping out to continue their education.

The Legislature has recognized that community colleges should do more to help certain students, such as those who are economically disadvantaged, who have limited proficiency in English, and who meet the federal definition of disabled, by including these factors in the Community College System's PB<sup>2</sup> incentive fund.<sup>16</sup> However, the Legislature could provide additional incentives to reward community colleges for graduating higher proportions of students who are at risk of not completing their college education. For example, 65% of the early leavers in our study were part-time students. The Legislature could add a PB<sup>2</sup> incentive to reward colleges for graduates who were part-time students during some predetermined portion of their community college career.

In addition, part of the problem with low completion rates for part-time students may be due to the restrictions on state-based financial aid for part-time students. Currently, the primary state-based financial aid program (the Florida Postsecondary Student Assistance Grant) is not available to part-time students.

**It Cost the State About \$32 Million Between 1992 and 1997 for the Students in Our Cohorts to Enroll in Courses They Dropped or Failed**

**Over three-fourths (79%) of the first-time-in-college AA and AS students in our cohorts failed or withdrew from at least one college course.** Students who repeatedly withdraw from or fail courses are likely to take longer than other students to reach their academic goals and are more likely to drop out. Such students are probably having difficulty adjusting to school and, if not counseled or assisted by academic advisors, may well become discouraged and leave without earning a degree or certificate. Students who repeat courses they previously failed or dropped decreases the capacity of the System in terms of numbers of students who can be served and increases the costs to the state. We estimated that it cost the state around \$32 million between 1992 and 1997 for the students in our cohorts who attempted courses they did not complete due to failures and withdrawals.<sup>17</sup>

The majority of this cost to the state (62%) was incurred by community college leavers. (See Exhibit 8.) However, this large percentage is mostly due to the large number of students who leave the Community College System without earning

---

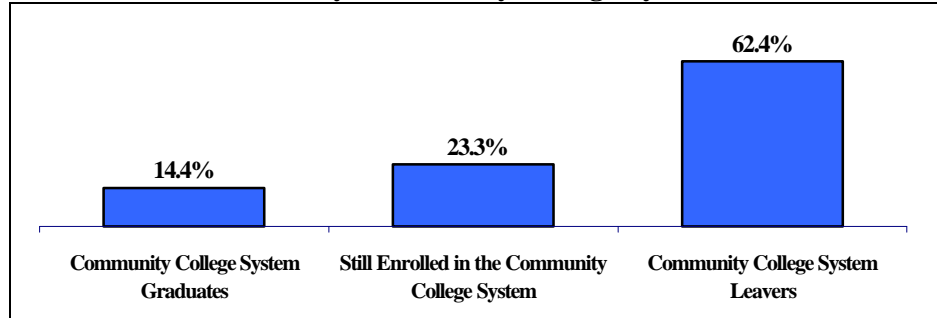
<sup>16</sup>However, because of data accuracy problems, we could not report the percentage of completers and leavers in our cohorts who were economically disadvantaged or disabled. We addressed these data accuracy problems in *Review of the Community College System's Performance-Based Program Budgeting Measures and Incentive Fund*, OPPAGA Report No. 97-49, February 1998.

<sup>17</sup>On average, the 34,354 students in our cohorts attempted 11.14 more credit hours than they earned due to failing or withdrawing from classes. Our estimate was based on multiplying total attempted credit hours that were not earned by \$84. We used \$84 because the *Community College Fact Book*, January 1997, calculated the cost per credit hour to the state to be \$84.



degrees or certificates or continuing their education at a public state university.

**Exhibit 8**  
**Most of the Estimated Additional Cost to the State for Students Who Attempted Courses They Did Not Complete Was Incurred by Community College System Leavers**



Source: OPPAGA analysis of cohort data

Although both graduates and leavers in our study often failed or withdrew from one or more courses, the leavers had a greater tendency to do so. Eleven percent of the leavers dropped or failed more than 27 credit hours compared to only 5% of the graduates. Overall, leavers failed or dropped 33% of the total credit hours they attempted, compared to only 11% of the credit hours attempted by the students who graduated.

**The State Board of Community Colleges Recently Established a New Rule to Address Withdrawal and Forgiveness Problems**

In the interest of reducing costs to the state but at the same time continuing to allow students to make some academic mistakes without penalty, the State Board of Community Colleges established a rule related to withdrawal and forgiveness policies. Specifically, the new rule provides that, beginning in the fall of 1997, students must withdraw from courses by the mid-point of the semester, students can only repeat for a higher grade courses in which they earned Ds or Fs, and students will be allowed no more than two withdrawals per course. At the third attempt, the student must remain in the course and accept the grade earned. This should eliminate or at least reduce the extent to which students wait to see if it looks like they will fail prior to withdrawing.

While it is too early to determine whether these procedures have affected the extent to which students withdraw from or repeat courses, it does appear that the community colleges are implementing them. According to information provided by the community colleges, all colleges now only allow D and F grades to be forgiven.<sup>18</sup> Also, community colleges have informed students

<sup>18</sup>According to *Course Withdrawal and Forgiveness Policies*, published in January 1996 by the Florida Postsecondary Education Planning Commission, at the time of their study, only 11 of the 28 community colleges limited grade forgiveness to Ds and Fs. Three community colleges allowed grade forgiveness to grades of C or lower, while the remaining 14 colleges allowed any grade to be forgiven.

that they can only repeat courses twice without having to pay the full cost of the course.

In addition to the State Board rule changes, the 1997 Legislature created s. 240.124, F.S., to address the withdrawal and forgiveness problem. This law requires students to pay 100% of the full cost of a course on the third attempt.

Even though these new procedures should reduce the extent to which students repeat specific courses, there is still room for students to manipulate the system. No limit is currently placed on the number of times a student can withdraw across different courses before earning a degree. Without such a limit, a student could theoretically withdraw from each course they take twice without penalty, because the new policies only apply to the number of withdrawals used for a specific course rather than the number of total withdrawals used across all courses taken.

### **A Large Proportion of Community College Students Need to Take Remedial Courses**

**Sixty percent of the students who enroll in Florida's community colleges are not prepared academically to undertake college level courses and must enroll in college preparatory courses.** According to the Division of Community College's agency strategic plan, around 60% of Florida's community college students require remediation in one or more academic areas.<sup>19</sup> To accommodate this need, community colleges offer college preparatory courses in three basic areas: mathematics, writing, and reading. Students who need college preparatory instruction will not be able to complete their degree until they have successfully completed the required college preparatory courses.

### **It Cost the State About \$4 Million for Cohort Students Who Attempted But Did Not Complete College Preparatory Courses**

We found through our analyses of first-time-in-college AA and AS students that

- 59% of these students enrolled in at least one college preparatory class;
- 55% of the students who took college preparatory classes were recent high school graduates, having graduated in the spring of 1992;
- nearly half of the students who enrolled in college preparatory classes attempted but did not complete one or more college

---

<sup>19</sup> According to division staff, Florida is the only state to "insist" that students be ready for college credit courses by having one college placement test and one set of cut-off scores for all 28 colleges.

preparatory class, which cost the state an estimated \$4 million<sup>20</sup>; and

- of the students who enrolled in at least one college preparatory class, half as many earned a degree or certificate as compared to students who did not enroll in college preparation classes; 12.5% of the students that took one or more college preparatory courses earned a degree or certificate compared to 26.1% of the students that did not take any such courses.

The 1997 Legislature took steps to address the needs of community college students who have academic deficiencies. Chapter 97-246, Laws of Florida, establishes criteria for a college-ready diploma, provides that students must pay the full cost of a college preparatory course at the second attempt, and requires school districts and community colleges to jointly develop strategies (to be included in their articulation agreements) for reducing the need for postsecondary remediation.<sup>21</sup> Articulation committees are expected to annually assess and report whether identified strategies have reduced remedial needs. Annual articulation committee reports should also address the costs to implement postsecondary remedial education and secondary-level corrective action and should identify strategies for reducing these costs, including assessing alternative instructional methods.

However, the law does not specify who should be responsible for ensuring these reports and activities occur. Although the division collects articulation agreements from community colleges on a voluntary basis, it does not oversee implementation of the local articulation agreements related to college preparatory needs and activities. State-level oversight would ensure that community colleges and school districts work together to try to reduce the need for postsecondary remediation.

---

<sup>20</sup>For this estimate, we assumed that a college preparatory course would typically be equivalent to three credit hours. Thus, to derive the cost to the state, we first estimated the total number of college prep courses attempted but not completed by the students in our cohorts and then multiplied this figure by \$215, the cost to the state for three college preparatory hours as calculated in the *Community College Fact Book*, January 1997.

<sup>21</sup>This law also required the Department of Education to conduct a study of the success of college preparatory students to include identifying instructional procedures that benefit students unlikely to succeed. Further, the study was to recommend an incentive program to encourage colleges to remediate student skills. Although the study was to be presented to the Legislature by January 1, 1998, the report had not been published as of May 1998.

**OPPAGA Visited Several Colleges to Discuss Ways to Improve Graduation and Retention**

**Colleges that perform well identified "best practices" to improve graduation and retention rates.** Some colleges have implemented strategies and programs to help overcome these barriers and improve the graduation and retention rates for their AA and AS degree programs. To identify these strategies and programs, we visited several colleges that consistently perform well on several indicators including graduation and retention rates, licensure pass rates, vocational job placement, and college preparatory success. In general, colleges that we visited had a strong commitment to helping students succeed. Proactive academic advisement and counseling appear to be strongly related to student success. Specific examples of "best practices" used by these colleges are shown in Exhibit 9.

**Exhibit 9**

**Community Colleges That Consistently Perform Well Use Several "Best Practices" or Strategies to Try to Improve Their Graduation and Retention Rates**

***Personal follow-ups with students who appear to be in danger of dropping out***

Several of the successful colleges employ peer counselors and advisors who, together with faculty, determine which students may be in serious academic difficulty. The peer counselors then contact the students of concern by telephone to render assistance pertaining to the kinds of help that are available at the college. If academic difficulty is the result of excessive absenteeism due to personal problems, the students are given information on how to contact the professional counseling staff.

***Early involvement with secondary school students***

Colleges can establish mechanisms to communicate directly with high school students the purpose, benefits and expectations of postsecondary education. Outreach programs bring students, some as young as eighth-graders and ninth-graders to the college campuses for orientation and exploration. Information is disseminated concerning those high school courses that will be most helpful for students intending to seek a postsecondary school degree.

***Aggressive pursuit of the federal Tech Prep Program***

Acknowledging that not every secondary school student will elect to pursue a purely academic track that will lead to a four-year college degree, most of the colleges we visited are active participants in the Tech Prep Program. These colleges, through the Tech Prep Program, provide high school students with information on training for viable careers through the two-year AS degree program.

***Close liaison with school districts concerning the type of information contained on the Florida college placement test***

Several of the colleges conduct workshops for high school faculty to provide them with information on the scope and breadth of the Florida college placement test. High school teachers are then able to ensure their curriculum incorporates appropriate subject matter they may aid their students in passing the college placement test.

***Inclusion of courses to support occupational training for those programs listed as "targeted occupations" for their region***

Several colleges are keenly attuned to provide courses that address training for occupations in high demand in their regions. Most of the colleges set a goal of providing 100% of the courses needed to support the occupational forecast. Some courses are offered that may not be on the targeted occupation list because the demand for such courses may be moderate or high.

Source: OPPAGA site visits to Chipola Junior College, Indian River Community College, Lake City Community College, Polk Community College, Santa Fe Community College, and Valencia Community College

---

## Options to Improve Program Performance

**Establish additional performance-based budgeting (PB<sup>2</sup>) incentives to improve the graduation and retention rates of students who are at risk of not completing a degree or certificate.** Currently, only one in every five first-time-in-college community college students will graduate within five years, and only another 15% of these students will still be enrolled in postsecondary education. Many of the students who leave community colleges have academic deficiencies or other barriers that make it difficult for them to continue their education.

The Legislature has recognized that colleges need to do more to help students with certain barriers, such as those who need remediation or who are economically disadvantaged, by including them in the Community College System's PB<sup>2</sup> incentive fund. We recommend the Legislature consider establishing additional incentives to reward community colleges for graduating higher proportions of students who are at risk (such as those who attend part-time) of not completing their education. For example, 65% of the early leavers in our study were part-time students. The Legislature could award colleges incentive points for graduates who attended school part-time for at least half of their community college careers.

**Adopt a method to discourage student withdrawal across different types of courses.** Even though the procedures established by s. 240.124, F.S., should decrease the extent to which students use withdrawal and forgiveness policies, there is still room for students to manipulate the system. No limits are currently placed on the number of times a student can employ the policy before earning a degree. Thus, it is possible for a student to apply the policy twice without penalty for every course the student takes. To discourage the practice, the State Board of Community Colleges should take one of the actions discussed below.

- Identify a reasonable number of times a student can use the forgiveness and withdrawal policies over the student's community college career.
- Consider requiring that a student pay additional tuition after the student exceeds a certain number of attempted but not earned credit hours. Such a policy is currently in place in the State University System. Proviso language in the 1997-98 General Appropriations Act mandates an increase of 50% per credit hour for each hour in excess of 115% of the total number of credit hours required for the degree. If the State Board were to consider implementing a similar policy, we recommend that it

consider assessing extra tuition for AA and AS students that attempt over 120% of the required number of credit hours for their degrees. Had such a policy been in place, it would have affected 63% of the students in our cohorts who earned AA degrees. If the State Board had charged these students an additional \$20 for each excess credit hour, these students would have paid as much as \$1.1 million in additional tuition.<sup>22</sup>

**Establish a mechanism to ensure that school districts and community colleges have identified strategies that could result in a reduced need for postsecondary remediation.**

Chapter 97-246, Laws of Florida, requires school districts and community colleges to include in their inter-institutional articulation agreements strategies for reducing the need for postsecondary remediation in mathematics, reading, and writing. Articulation committees are to annually assess whether strategies have reduced remedial needs. Annual reports should also include information about the costs associated with implementing postsecondary remedial education and secondary-level corrective action and should identify strategies for reducing the costs of delivering these services, including assessing alternative instructional methods.

However, according to interviews with division staff no entity has been given specific authority to oversee these activities and ensure that they occur. We recommend that the Legislature designate the Articulation Coordinating Committee, as provided for in s. 229.551, F.S., as responsible for ensuring that school districts and community colleges work together to identify strategies for reducing the need for postsecondary remediation.

---

<sup>22</sup>This estimate does not take into account potential exemptions. The State University System exempts certain categories of students and types of credit hours (such as ADA students and credits earned through accelerated mechanisms). The State Board would likely establish exemptions prior to instituting such a policy.

This page intentionally left blank.

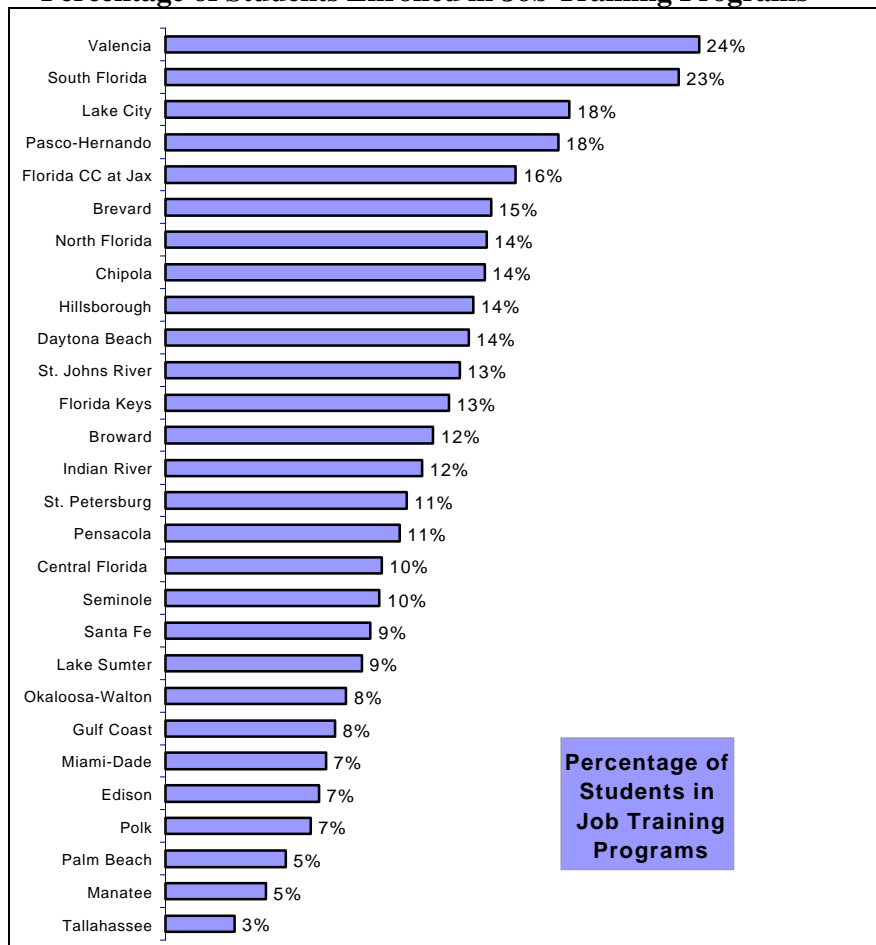
# Chapter 4:

# Job Training Programs

## Introduction

Even though community colleges devote most of their resources to the Associate in Arts degree program, they are also involved in providing job training programs to varying degrees. The job training programs are designed to meet workforce demands for individuals trained in occupations that require more than high school training and less than a four-year degree. The extent of a community college's involvement in providing job training programs depends upon local needs and the extent that other local organizations such as school districts and private providers are involved in workforce development. Exhibit 10 illustrates the varying levels of community college involvement in providing job training programs.

**Exhibit 10: Community Colleges Vary Greatly in the Percentage of Students Enrolled in Job Training Programs**



Source: OPPAGA staff analysis of Division of Community Colleges' data



Community colleges offer three job training programs: the Associate in Science degree, the Associate in Science certificate program, and the Adult Vocational certificate program.<sup>23</sup> Each of these job training programs is designed to prepare students to enter the job market upon completion of program course requirements.

- **Associate in Science Degree.** Associate in Science degree programs require students to complete basic education core courses in addition to course work required to learn necessary occupational skills. Associate in Science degrees typically require from 60 to 90 credit hours for completion with an average length of 67 hours. Some examples of Associate in Science degree programs offered by community colleges are registered nurse, legal assisting, and dental hygiene.
- **Associate in Science Certificate.** Associate in Science certificate programs allow students to earn college credit for course work. The certificate programs take less time to complete than the Associate in Science degree does because students do not have to take as many of the general education courses as those required of degree-seeking students. The average certificate program requires 30 credit hours for completion. Some examples of Associate in Science certificate programs offered by community colleges are emergency medical technician, paramedic, and business data processing.
- **Adult Vocational Certificate.** Approximately one-half of the adult vocational certificate programs require a year or less of course work and students earn clock hours instead of college credits for completing course requirements. Adult vocational certificate programs are also offered at 45 area vocational-technical centers located throughout the state and administered by school districts. Some examples of adult vocational certificate programs offered by community colleges are the correctional officer, law enforcement, and nursing assistant programs.

See Appendix C for a listing of the job training programs offered by community colleges between 1992-93 and 1995-96.

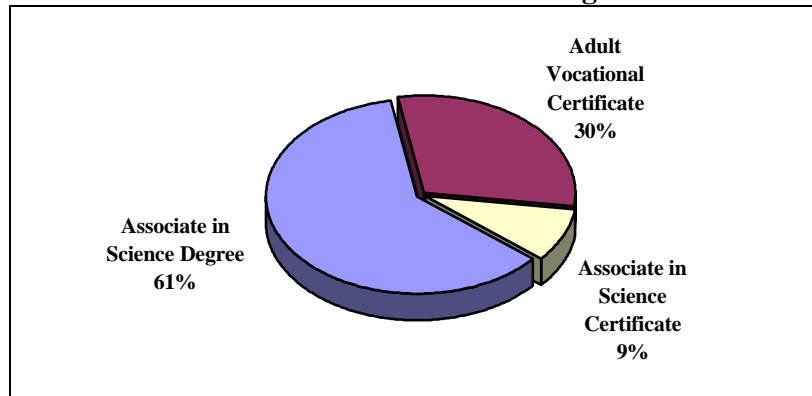
Florida spent approximately \$166 million on community college job training programs during Fiscal Year 1996-97. The

---

<sup>23</sup>In the Workforce Development Implementation Act of 1998 (CH 98-58), the Legislature directed community colleges to create two additional types of job training programs. Beginning in 1998, community colleges will have five types of job training programs. The act requires community colleges to develop the applied science degree and the applied technology diploma program. The applied technology diploma program will also be offered at school district vocational centers. The act addresses articulation from school district vocational centers to community colleges and from the community colleges to state universities. The act directs school districts, community colleges, and state universities to develop articulation agreements to ensure that credits earned at the community colleges transfer to the appropriate baccalaureate degree program. These agreements should prevent community college transfer students from requiring more than 60 additional hours to complete baccalaureate degrees.

Community College System offered 237 job training programs statewide. Each of the 28 community colleges offers a subset of these 237 programs that are tailored to meet the needs of their local communities. In total, counting similar programs across colleges, community colleges offered 1,230 job training programs in Fiscal Year 1996-97. Most (61%) of the programs were Associate in Science degree programs. (See Exhibit 11.)

**Exhibit 11**  
**Community Colleges Provide More Associate in Science Degree Programs Than Associate in Science Certificate or Adult Vocational Certificate Programs**



Source: Division of Community Colleges listing of community college programs offered in Fiscal Year 1996-97 (N = 1,230)

Chapter 3 of this report assesses completion and retention rates for the Associate in Arts and Associate in Science degree programs. In this chapter, we evaluate the employment outcomes for graduates of Associate in Science degree programs and other job training programs. We analyzed the Department of Education's Florida Employment Training Placement Information Program (FETPIP) data on community college job training programs offered from Fiscal Year 1992-93 to Fiscal Year 1995-96. Employment outcome data is not yet available for programs offered in Fiscal Year 1996-97. We assessed performance of job training programs from a system-level perspective by

- assessing the extent to which specific programs produced program graduates;
- evaluating employment outcomes for graduates of job training programs provided by community colleges; and
- comparing employment outcomes for graduates of programs targeted for Performance-Based Incentive Funding to the employment outcomes for other program graduates.

To assess the state's investment in programs with unacceptable employment outcomes, we developed criteria for "poorly performing" programs based on the number of graduates, job placement rates, and average wages of graduates. The criteria we developed are far below acceptable performance goals established by community colleges for job training programs. Consequently, we identified programs with the least desirable performance levels but not necessarily all programs that need improvement. If a job training program met any of the criteria discussed below, they were identified as poorly performing.

- **Five or fewer graduates statewide.** Cost for instruction, equipment, and facilities are such that providing five or fewer graduates in a year is a poor return on the funds invested in job training programs.
- **Less than 50% of graduates employed.** Job training programs designed to prepare individuals to enter the workforce should result in employment for graduates.<sup>24</sup>
- **Less than 25% of graduates employed full-time.** Full-time employment should be available for graduates of job training programs.
- **Average wages less than \$7.50.** (Fiscal Year 1995-96) The Occupational Forecasting Conference established the hourly wage level to identify occupations that provide a "living" wage. A \$7.50 an hour job pays \$15,600 annually for full-time work. This wage level is very near the federal poverty threshold for a family of four, \$16,036 in 1996.

---

## Program Performance

### Summary

In 1995-96, most students completed job training programs that had relatively good performance outcomes. However, of the \$152 million spent on job training programs in 1995-96, the state spent approximately \$15 million on community college job training programs that either graduated few students and/or had poor employment outcomes for graduates. Overall, Associate in Science programs were more successful than Adult Vocational Certificate programs, and thus represent a better investment of state money.

---

<sup>24</sup>In addition to the data provided by FETPIP, the Division of Community Colleges collects supplemental job placement data from local institutions. This analysis includes only data provided by FETPIP.

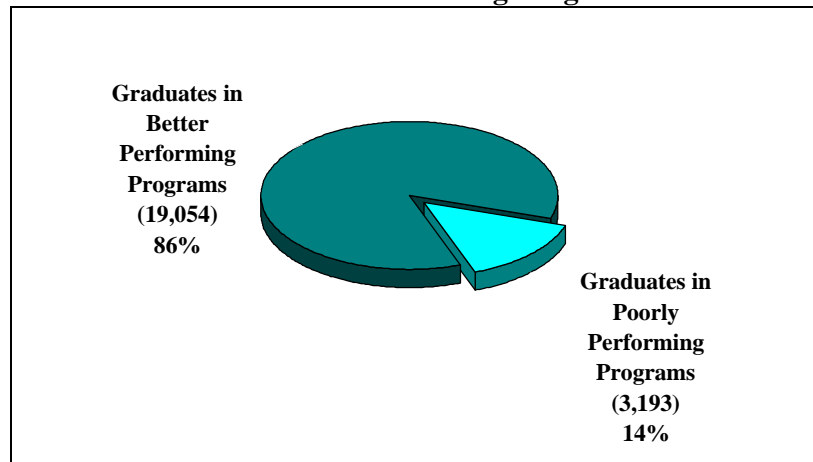
When community colleges offer poorly performing job training programs, they fail to meet the needs of students and waste state funds. For instance, graduates of job training programs who subsequently make low wages may qualify for public assistance. Job training expenditures are a poor investment of state funds if the state must provide public assistance because the graduates are unable to earn a "living wage."

We evaluated the overall performance to determine how many statewide programs performed poorly. Also, we determined the reasons for poor performance, and we examined performance outcomes to determine whether specific degree or certificate programs differed in their performance.

### **Students Select Better Programs**

Job training programs that performed better served most of the students who completed programs. Of the 22,247 students who graduated from job training programs in 1995-96, most (86%) graduated from programs that were not identified as poorly performing. (See Exhibit 12.) Thus, while over half of the programs included in our review performed poorly, it appears that most students tend to select the programs that are better performing. Although the poorly performing programs generally had a low number of graduates, there were some poorly performing programs such as cosmetology and word processing that produced a relatively large number of graduates who continually had poor employment outcomes as well.

**Exhibit 12**  
**86% of the Job training Program Graduates in 1995-96 Were From Better Performing Programs**



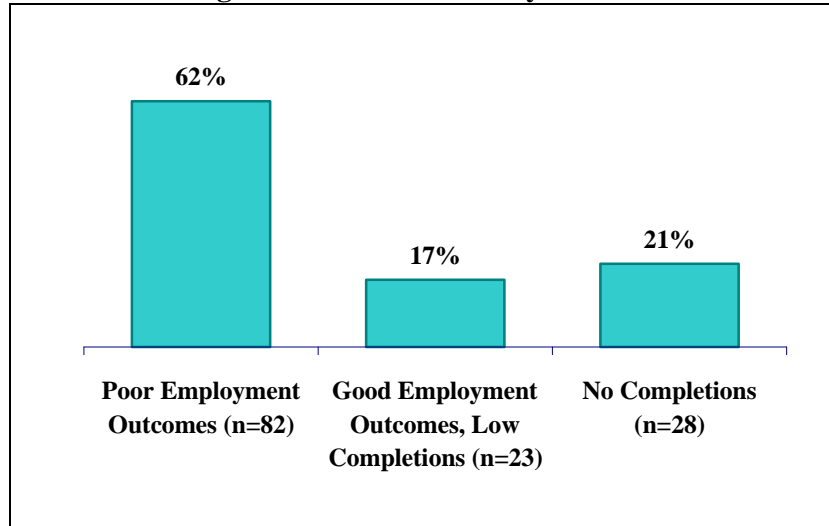
Source: OPPAGA Analysis of FETPIP data on job training programs

### **Half of the Programs Performed Poorly**

**More than half of the job training programs performed poorly during 1995-96.** Of the 245 job training programs offered in 1995-96, 133 or 54% performed poorly based on our criteria.

Of these 133 poorly performing programs, 62% had poor employment outcomes for graduates, and 21% of the programs did not have any graduates statewide. The remaining poorly performing programs only graduated between one and five students per year during the period, but the program graduates had relatively good employment outcomes. (See Exhibit 13.)

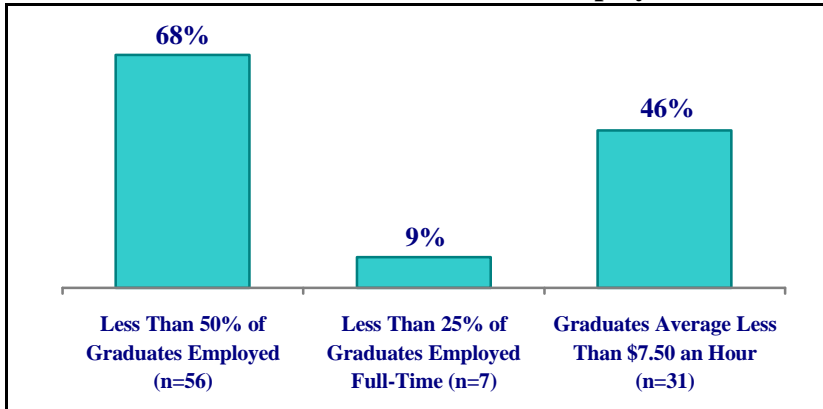
**Exhibit 13**  
**Poor Employment Outcomes Were the Primary Reason**  
**Programs Performed Poorly in 1995-96**



Source: OPPAGA analysis of FETPIP data on community college job training programs

Of the poorly performing programs, 62% had poor employment outcomes, including low placements, low full-time employment, and/or low wage levels for graduates. For programs that had poor employment outcomes, the most frequent cause of the poor outcomes was that less than 50% of the program graduates had found employment. (See Exhibit 14.) For example, only 29% of the students who graduated from the Radiation Protection Technology program in 1995-96 were able to find employment. Other programs with low placements in 1995-96 were Zoo Animal Technology and Legal Secretarial Technology.

**Exhibit 14**  
**Most Frequent Cause for Poor Employment Outcomes**  
**Was Graduates Could Not Find Employment**



Note: Percentages total more than 100 because some programs met more than one criteria for poor performance.

Source: OPPAGA staff analysis of FETPIP data on community college job training programs

Of the poorly performing programs, 21% did not produce program graduates during 1995-96. Examples of programs that did not produce any graduates include Custodial Services and Masonry.

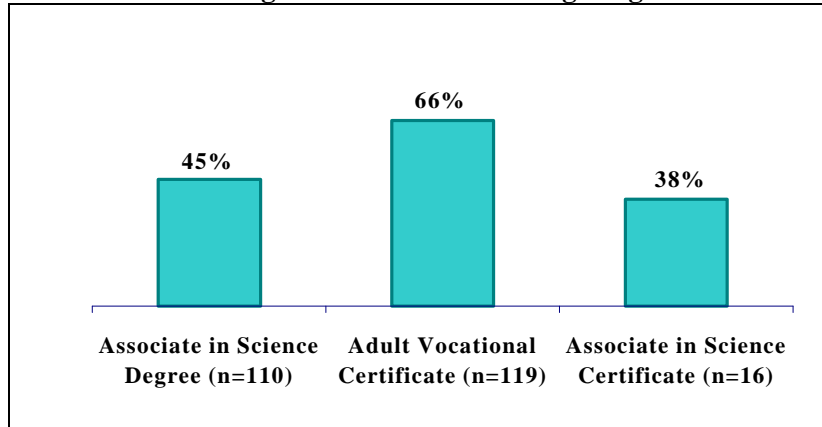
During 1995-96, 17% of the poorly performing programs produced between one and five graduates; however, these few graduates had relatively good employment outcomes. For example, the Landscape and Turf Operations program produced four graduates in 1995-96, and these graduates had average quarterly wages of \$7,689. Two other programs with low completions and good employment outcomes were the Real Estate Management and the Water and Wastewater Technology programs. In 1995-96, both programs had five graduates with four obtaining full-time employment and average quarterly wages of \$7,221 for the real estate program and \$10,570 for the wastewater program.

**Associate in Science (AS) Programs Were More Successful**

**Associate in Science (AS) programs were more successful than Adult Vocational certificate programs.** Associate in Science degree programs and Associate in Science certificate programs had fewer of the poorly performing programs than did the adult vocational certificate programs. Of the adult vocational certificate programs offered in 1995-96, 66% met at least one of the criteria for poorly performing programs, compared to 45% of the Associate in Science degree and 38% of the Associate in Science certificate programs. (See Exhibit 15.)

**Exhibit 15**

**More Adult Vocational Certificate Programs Were Poorer Performing than Other Job training Programs**



Source: OPPAGA staff analysis of FETPIP data on community college job training programs

The Associate in Science programs also performed better than Adult Vocational Certificate programs when considering the employment outcomes of programs with few (five or fewer) graduates. Of the 22 Associate in Science degree and certificate programs in our review that graduated five or fewer students, approximately 15 had successful employment outcomes for graduates. Thus, although these programs did not graduate many students, those students who did graduate had good employment outcomes. Due to the successful employment outcomes of students who completed the programs, we believe institutions should identify the primary reason for the low number of graduates. In contrast, 8 of 27 Adult Vocational Certificate programs that graduated five or fewer students had successful employment for graduates. When programs have few graduates and poor employment outcomes for those who graduate, we believe that the state should not longer invest in these job training programs.

**Some Programs Continually Exhibit Poor Performance**

**Some (39) programs were poorly performing for the four years included in our review.** Some job training programs consistently exhibited poor performance year after year. These programs should be considered first when determining if poorly performing programs should be eliminated or redesigned to provide improved outcomes. During the four-year period 1992-93 through 1995-96, 39 programs performed poorly all four years. These 39 programs cost the state approximately \$14.5 million. Every year these programs met at least one of our criteria for poorly performing programs. As seen in Exhibit 16, 13 programs were poorly performing because few students completed the programs. In these instances, the programs can achieve satisfactory performance levels by improving completion rates.

**Exhibit 16**  
**During the Four-Year Period, 1992-93 Through 1995-96,**  
**39 Programs Met at Least One Criterion for Poor Performance in Each Year**

<p><b>Low Completions for Four Years; Good Employment Outcomes (13 Programs)</b></p>	<p><i>Associate in Science Degree Programs</i>  Insurance Management  International Business Management  Laser Electro-Optic Engineering Technology  Multimedia Technology  Water and Wastewater Technology  Welding Technology</p> <p><i>Adult Vocational Certificate Programs</i>  Apparel Design for Industry  Automotive Machine Shop  Criminal Justice Assisting  Custom Garment Making  Dietetic Management and Supervision  Major Appliance and Refrigeration Repair  Tractor and Trailer Body Repair and Refinishing</p>
<p><b>Low Completions and/or Poor Employment Outcomes From One to Four Years (19 Programs)</b></p>	<p><i>Associate in Science Degree Programs</i>  Computer Integrated Manufacturing Technology  Fashion Design  Pest Control Technology  Postal Service Management  Social Services Technology</p> <p><i>Adult Vocational Certificate Programs</i>  Accounting  Bail Bonding  Barbering  Child Care Assisting  Gasoline Engine Service Technician  Hospital Housekeeping Supervision  Industrial Machinery Maintenance and Repair  Masonry  Office Support Technology  Printing and Graphic Arts  Secretarial  Word Processing</p> <p><i>Associate in Science Certificate Programs</i>  Health Care Services  Promotional Management</p>
<p><b>Five or More Graduates Statewide, Employment Outcomes Poor Each Year (7 Programs)</b></p>	<p><i>Associate in Science Degree Programs</i>  Court Reporting  Industrial Management Technology  Zoo Animal Technology</p> <p><i>Adult Vocational Certificate Programs</i>  Cosmetology  Food Management, Production and Services  General Office Clerk  Health Unit Coordinator</p>

Source: OPPAGA staff analysis of FETPIP data on community college job training programs

The programs that performed poorly for all four years are particularly costly for students who complete the program and



students who drop out prior to completion and to the state. In 1995-96, 224 students completed the cosmetology certificate program. Less than half (49%) of these graduates obtained employment and their average wages were \$6.50 per hour. Moreover, another 164 cosmetology students left the program before obtaining a certificate. The state's cost for students who completed the program was \$800,000. These outcomes are costly for the state and individuals who take job training programs with the hope of obtaining skills that lead to increased earnings.

In another example, the state spent approximately \$116,000 to produce 36 general office clerk certificate graduates in 1995-96. Approximately one-half of the graduates found employment; however, average wages for graduates were only \$7.32 per hour. Moreover, 238 students left the program before receiving a certificate. See Appendix D for an explanation of how costs were calculated.

### **Poorly Performing Programs Are Costly**

**Poorly performing job training programs are costly for the state and students.** When the community college system offers poorly performing programs, it fails to meet the state's needs and the needs of students who complete the programs. Students' job training costs are high in terms of personal investment of time, money, and hopes for the future. Students who complete community college programs do so with hopes of gaining employment that leads to economic self-sufficiency. When they do not find employment and/or find employment with low wages, their investment of time and money does not result in economic self-sufficiency. Participation in poorly performing programs is also costly to the state when students who complete job training programs are unable to attain economic self-sufficiency and must seek public assistance.

OPPAGA estimates that the state spent approximately \$15 million on poorly performing programs during 1995-96.<sup>25</sup> During 1995-96, the state spent approximately \$10,600 per graduate for Associate in Science degree and certificate program graduates compared to \$3,200 for each adult vocational certificate program graduate.<sup>26</sup> In spite of the lower cost per graduate, the 2,595 graduates in poorly performing adult vocational programs accounted for more than half (\$8 million) of the state's expenditures on poorly performing programs.

---

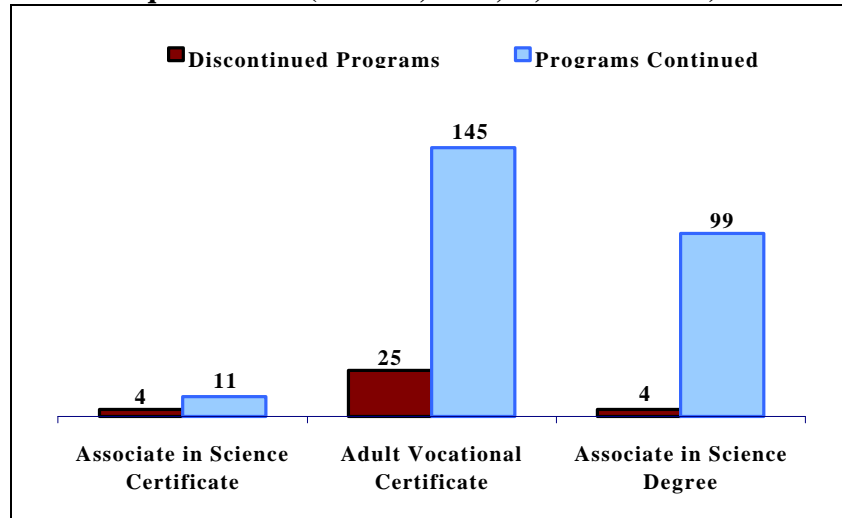
<sup>25</sup>These amounts represent the statewide average cost per graduate multiplied by the number of graduates of poorly performing programs. See Appendix D for an illustration of the calculation of estimated costs of poorly performing job training programs.

<sup>26</sup>OPPAGA calculated the cost per graduate for both programs, because the Department of Education does not report costs separately for the Associate in Science degree and Associate in Science certificate programs.

## Few Poorly Performing Programs Discontinued

Few poorly performing job training programs are discontinued. Both the Division of Community Colleges and individual community colleges routinely conduct program reviews to provide feedback on program performance and determine whether programs are meeting student needs. We compared program offerings for the three-year period 1992-93 through 1994-95 to determine if poorly performing programs were continued in subsequent years. In the three years we examined, we found that 33 poorly performing programs were discontinued.<sup>27</sup> (See Exhibit 17.) In instances where a program has poor employment outcomes year after year or has a low number of graduates coupled with poor employment outcomes, we believe that the state should no longer invest in these programs.

**Exhibit 17**  
**Most Poorly performing Programs Were Continued in Subsequent Years (1992-93, 1993,94, and 1994-95)**



Source: OPPAGA staff analysis of FETPIP data on community college job training programs

## Improvement Options Will Vary

Options for improving poorly performing programs will vary. A variety of steps should be taken to address the problems of poorly performing programs, based on a determination of the problem causing the poor performance. Determinations of the reasons of poor performance should be done at the institutional level. For instance, a program could have a low number of graduates because it is doing a poor job of getting students through the program (low completion rate). The general solution in this instance would be to devise strategies to improve retention and completion. (See Chapter 3.) Programs that are too long from a

<sup>27</sup>The 33 discontinued programs include 15 of 96 poorly performing in 1992-93, 5 of 92 poorly performing in 1993-94, and 13 of 100 in 1994-95. We did not evaluate continuation of poorly performing programs offered in Fiscal Year 1995-96, because FETPIP program performance data for Fiscal Year 1996-97 will not be available until the fall of 1998.

course work standpoint may also result in many students leaving prior to graduating, because they have obtained sufficient skills to find employment. The solution in this instance may be to shorten the program requirements for course work. The Legislature through their changes to the work force development system tried to address this issue by requiring community colleges to develop occupational completion points that address instances when students need to take only a portion of a course of study to gain employment skills.

For programs that have poor employment outcomes statewide, the reasons for the poor performance may include lack of demand for the specific programs or the jobs available to graduates may not provide good income. Individual institutions should take the lead in examining whether they should continue providing the program. However, we believe the state should no longer invest in the programs with poor employment outcomes year after year. The Occupational Forecasting Conference (OFC) has helped to identify the programs that have good job-markets and that will provide a "living wage" for program graduates. However, community colleges can still offer programs that are not on the OFC list.

**Graduates From Targeted Programs Have Better Employment Outcomes**

**Job training programs approved for Performance-Based Incentive Funding (PBIF) performed better than other job training programs. Wages levels and placement rates were higher for targeted programs than for other training programs offered by community colleges.**

**The PBIF Program.** The Performance-Based Incentive Funding (PBIF) program, created by the Legislature in 1994, allows postsecondary vocational programs offered by Florida school districts or community colleges to earn fiscal rewards when students achieve certain performance levels. The purpose of PBIF is to

- redirect resources to programs that prepare people for targeted high wage, high growth jobs;<sup>28</sup>
- reduce dependence on public assistance through recruiting and training efforts; and
- reward public vocational programs for improved student performance.

---

<sup>28</sup>Florida's Occupational Forecasting Conference created by the Legislature in 1993 is a critical component of the Performance-Based Incentive Funding system. The conference identifies targeted occupations that represent the workforce needs of current, new, and emerging industries in Florida. Targeted occupations must meet three criteria: (1) high growth, (2) full-time employment, and (3) high wage levels. "High wages" were established at \$7.00 per hour average wages for programs offered in 1993-94 and 1994-95 and \$7.50 per hour average wage for 1995-96 programs.

To encourage community colleges to offer targeted job training programs, PBIF incentives are only awarded on student performance in targeted programs. These incentives are awarded based on criteria such as enrollment of designated students, program completion, and training related placement. The thresholds that are used in distributing incentives are established by the Occupational Forecasting Conference.

The PBIF program encourages the community colleges to serve disadvantaged students by providing double incentives for designated populations (i.e., students who are disabled, economically disadvantaged, dislocated, public assistance recipients, or limited English proficient). Community colleges have earned nearly \$18 million in PBIF incentives since the program began in 1994-95.<sup>29</sup> See Exhibit 18 for the PBIF incentives earned by each community college.

---

<sup>29</sup>Community colleges earned \$5.5 million for Fiscal Year 1994-95 student outcomes and the same again in Fiscal Year 1995-96. As of June 1998, they had received \$6.9 million PBIF incentive funds for Fiscal Year 1996-97 student outcomes. PBIF allows two years for reporting outcomes to allow time for collecting data on job placements and wage levels attained by program graduates.

**Exhibit 18**  
**Community Colleges Awarded \$17.8 Million**  
**Performance-Based Incentive Funds**

Community College	Fiscal Year			Total
	1994-95	1995-96	1996-97 <sup>2</sup>	
Brevard	\$ 317,206	\$ 409,122	\$ 452,663	\$1,178,991
Broward	452,704	453,368	349,251	1,255,323
Central Florida	254,834	214,330	196,600	665,764
Chipola	147,414	102,213	97,758	347,385
Daytona Beach	377,953	316,566	406,775	1,101,294
Edison	153,242	155,898	114,550	423,690
Florida CC at Jax	712,492	615,160	575,162	1,902,814
Florida Keys	---1	---1	---1	---1
Gulf Coast	196,585	276,400	221,796	694,781
Hillsborough	---1	---1	348,967	348,967
Indian River	370,152	404,235	332,549	1,106,936
Lake City	222,085	215,669	195,335	633,089
Lake Sumter	41,467	51,323	55,623	148,413
Manatee	113,179	120,317	123,050	356,546
Miami-Dade	---1	---1	957,628	957,628
North Florida	---1	---1	25,304	25,304
Okaloosa-Walton	---1	---1	---1	---1
Palm Beach	---1	---1	229,018	229,018
Pasco-Hernando	297,071	202,121	199,754	698,946
Pensacola	345,065	437,642	537,840	1,320,547
Polk	115,996	133,070	132,379	381,445
Santa Fe	288,891	294,663	332,250	915,804
Seminole	243,514	241,745	260,058	745,317
South Florida	---1	---1	110,997	110,997
St. Johns River	33,236	35,054	25,072	93,362
St. Petersburg	479,596	414,239	347,625	1,241,460
Tallahassee	---1	---1	---1	---1
Valencia	295,604	311,097	332,332	939,033
<b>Yearly Total</b>	<b>\$5,458,286</b>	<b>\$5,404,232</b>	<b>\$6,960,336</b>	<b>\$17,822,854</b>

<sup>1</sup> These colleges did not participate in the PBIF program.

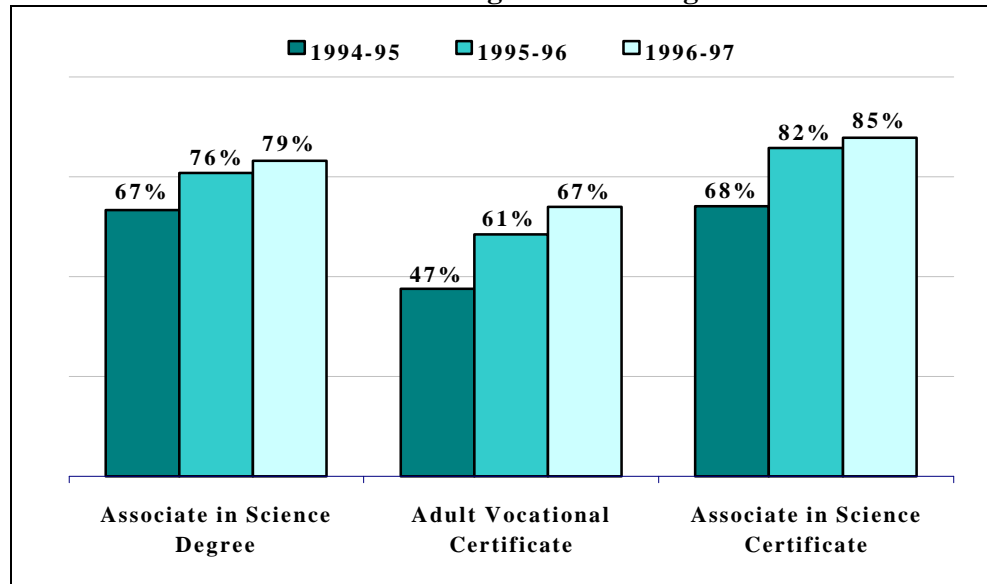
<sup>2</sup> The 1996-97 data is subject to change, because Jobs and Education Partnership is still checking data accuracy.

Source: Enterprise Florida Jobs and Education Partnership

**Most Job Training Graduates Are in Targeted Programs**

Community colleges are increasing their overall offering of targeted job training programs and more graduates are in the targeted programs. When the PBIF program began in 1994-95, 60% of the programs offered were those targeted for PBIF incentives and this had increased to 76% in Fiscal Year 1996-97. Adult vocational certificate programs provide lower levels of PBIF targeted programs than Associate in Science degree and certificate programs. (See Exhibit 19.)

**Exhibit 19  
A High Percentage of Associate in Science Degree and Certificate Programs Are Targeted**



Source: OPPAGA staff analysis of FETPIP data on community college job training programs

**Graduates from Targeted Programs Have Better Employment Outcomes**

Since targeted programs are identified by the Occupational Forecasting Conference as those with high demand that meet certain wage thresholds, these programs should perform better than other non-targeted job training programs offered by community colleges.<sup>30</sup> Overall, our analysis supported the benefit of targeted job training programs.

We found that graduates from targeted job training programs generally achieved better employment results than did graduates from other job training programs. (See Exhibit 20.) For example, our analysis of 1995-96 FETPIP data shows that 72% of the Associate in Science degree graduates from targeted programs were employed compared to 55% from other programs. The Associate in Science degree graduates from targeted programs also

<sup>30</sup>Florida's Occupational Forecasting Conference created by the Legislature in 1993 identifies targeted occupations that represent the workforce needs of current, new, and emerging industries in Florida. Targeted occupations must meet three criteria: (1) high growth, (2) full-time employment, and (3) high wage levels.

achieved higher rates of full-time employment, 88% compared to 79%, higher rates of training-related jobs, 74% compared to 49%, and earned \$1,800 more quarterly.

**Exhibit 20**  
**Graduates From Targeted Programs Generally Attained Better Employment Outcomes Than Did Graduates From Other Vocational Programs**

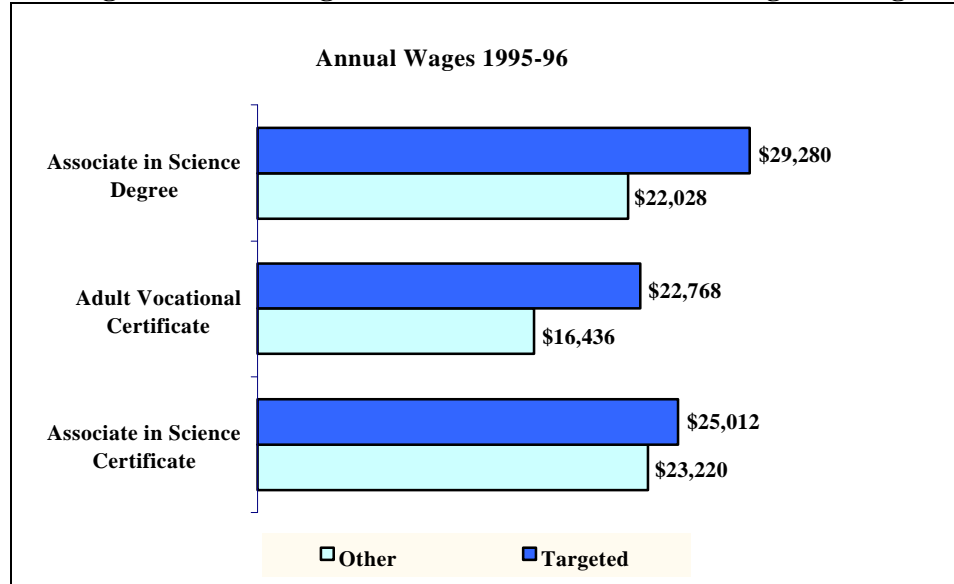
<b>Employment Outcomes</b>	<b>Associate in Science Degree</b>		<b>Adult Vocational Certificate</b>		<b>Associate in Science Certificate</b>	
	<b>1994-95</b>	<b>1995-96</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1994-95</b>	<b>1995-96</b>
<b><i>Graduates Employed</i></b>						
Targeted Programs	76%	72%	80%	73%	77%	74%
Other Programs	63%	55%	69%	63%	75%	75%
<b><i>Graduates Employed Full-Time</i></b>						
Targeted Programs	83%	88%	84%	87%	79%	79%
Other Programs	77%	79%	67%	64%	75%	75%
<b><i>Training-Related Employment</i></b>						
Targeted Programs	75%	74%	72%	69%	50%	48%
Other Programs	56%	49%	61%	59%	52%	48%
<b><i>Average Quarterly Wage</i></b>						
Targeted Programs	\$7,399	\$7,320	\$5,865	\$5,692	\$6,721	\$6,253
Other Programs	6,046	5,507	4,405	4,109	5,714	5,805

Source: OPPAGA staff analysis of FETPIP data on community college job training programs

Using FETPIP quarterly earnings data for 1995-96 we estimated annual earnings for graduates from targeted and other vocational programs.<sup>31</sup> These estimates show that in 1995-96, Associate in Science degree graduates earned approximately \$7,200 a year more when they completed targeted job training programs. For all three types of job training programs, annual wages for graduates from targeted programs were consistently higher than wages for graduates from other job training programs. (See Exhibit 21.)

<sup>31</sup>To estimate annual earnings, OPPAGA multiplied FETPIP average quarterly wages by four.

**Exhibit 21**  
**Graduates From Targeted Job training Programs**  
**Earn Higher Annual Wages than Graduates from Non-Targeted Programs**



Source: OPPAGA staff analysis of 1995-96 FETPIP data on community college job-training programs

---

## Options to Improve Program Performance

**Establish additional disincentives to encourage community colleges to eliminate poorly performing job training programs.** Poorly performing programs are costly for the state and program graduates. The state spent approximately \$44 million for poorly performing programs during the four years included in our review. Associate in Science degree and certificate programs performed better than Adult Vocational Certificate programs. More associate programs had five or more graduates statewide, and program graduates achieved better employment outcomes than Adult Vocational Certificate programs. Also, when Associate in Science degree and certificate programs had low completions, employment outcomes for graduates tended to be higher than the levels identified for poorly performing programs. Conversely, when Adult Vocational Certificate programs had low completions, graduates were likely to have poor employment outcomes.

For programs that have low completions but good employment outcomes, institutions should identify the reasons for the low completions and redesign programs to increase completions. For programs that have poor employment outcomes for graduates on a continual basis, we believe that the state should provide financial disincentives to encourage community colleges to discontinue these programs.



A reduction in funding is the most effective disincentive the Legislature could provide to discourage community colleges from providing poorly performing programs. The Legislature could reduce annual budget allocations based on each college's expenditures on poorly performing programs. To take this step, the Legislature could direct the Department of Education to identify poorly performing programs each year, to notify community colleges that these programs will not be funded in future years and to advise community colleges to discontinue the programs. The department should report annually to the Legislature and include listings of (1) programs identified as poorly performing, (2) community colleges that continue providing these programs, (3) prior year expenditures by college on poorly performing programs. Then the Legislature could use this information to adjust community college General Appropriations Act allocations by the amount expended on poorly performing programs.

Financial disincentives for community colleges could also be included in the criteria for distributing Workforce Development Education Funds. Beginning July 1, 1999, community college and school district job training programs will be funded based on criteria recommended by the Department of Education, the State Board of Community Colleges, and the Jobs and Education Partnership. The criteria should provide both incentives for producing desired outcomes and penalties for poor performance. For example, the disincentive scheme described above could be included in the formula for distributing Workforce Development Education Funds. Chapter 5 of this report discusses the workforce development funding process.

**Continue to provide incentives for community colleges for performance outcomes of training programs targeted by the Occupational Forecasting Conference.** Graduates of Performance-Based Incentive Funding (PBIF) targeted programs achieved better employment outcomes than non-targeted programs. Graduates of targeted programs were more likely than other graduates to be employed, to find full-time employment, and to secure training-related employment. Based on the success of the PBIF program, the Legislature should include similar standards in the Workforce Development Education Funding formula that will be the mechanism for funding job training programs beginning in Fiscal Year 1999-2000. If the Legislature continues to provide performance-based program budgeting incentives for community colleges, these should also be based on program performance so that community colleges are not rewarded for programs with poor performance outcomes.

## Chapter 5:

# Community College Funding Process

---

### Introduction

Community colleges receive three basic types of appropriations: (1) a lump sum appropriation for the AA degree and College Preparatory programs called the Community College Program Fund (CCPF); (2) a lump sum appropriation for vocational programs called the Workforce Development Fund; and (3) categorical funding for specific legislative issues. The Workforce Development Fund did not exist prior to Fiscal Year 1997-98. Additional state policies for funding the operations of individual community colleges include the provisions noted below.

- In the General Appropriations Act, the Legislature establishes specific allocations for each community college from the total funds appropriated.
- The community colleges receive a majority of their funds through lump sum allocations.
- The local boards of trustees for each community college develop a set of priorities for offering programs to meet local needs, determine the operating budgets, and have responsibility for policies on salaries, fringe benefits, and appointments.
- The Legislature sets standards for student fees, with local boards of trustees given the flexibility to move the amount at their college within 10% of the set standard.
- The Legislature provides categorical funding for special purpose activities.

The Community College Program Fund allocates money to community colleges through a "base plus" system of funding. The beginning point in the allocation process is the base year funding level, which is what the colleges were allocated in the prior year. To that base, various adjustments are made by determining the cost to continue current programs, identifying changes in workload (enrollment), computing the operating cost of new facilities, and affixing improved and new program funding.

As a part of the Community College Program Fund, community colleges also receive incentive funds for their performance on the performance-based budgeting measures. The Legislature

appropriated \$12 million to provide performance-based incentives to the community colleges in Fiscal Years 1996-97 and 1997-98. For Fiscal Year 1998-99, the Legislature appropriated only \$4.8 million for PB<sup>2</sup> incentives. These funds are awarded for performance in three program areas: Associate in Arts, Associate in Science, and Vocational Certificate programs. Specifically, community colleges are awarded points on a number of performance indicators that include the number of graduates by program and the number of graduates who attain certain outcomes (e.g., job placement) associated with a program. Community colleges then receive a portion of the incentive funds based on the number of points they accrue.

The Legislature appropriated \$296 million for the community college portion of the Workforce Development Fund in Fiscal Year 1997-98. The initial procedures for allocating the Workforce Development Fund, established in 1997, were modified by the 1998 Legislature. While the original procedures would have incorporated the use of program (student) enrollments into the funding process, the new procedures are structurally similar to the base-plus funding process used for the CCPF. However, under this fund, the colleges' base funding levels only include 85% of what they received the prior year for vocational programs. The remaining 15% goes into the performance fund that the colleges must earn based on their performance on a series of indicators yet to be determined. By law, the performance-funding portion of the workforce development fund does not take effect until July 1, 1999. The process for identifying the indicators and distributing the performance funds has not yet been completed.

---

## Assessment of Funding Process

**Florida's community college funding process could be improved to help ensure that individual colleges receive funding that is suitable for the programs they provide and the students they serve and to provide additional incentives for colleges to improve their AA degree programs.**

In general, Florida's community colleges have been funded through a "base plus" funding system for the last 15 or more years. While this historical-based funding approach provides funding continuity from year to year, it does not take into account that institutional service needs change over time. As such, colleges that experience large growths in student enrollment or changes in program offerings might not receive adequate funding for the level of service they provide. In other instances, colleges could receive more funding than needed for the type and level of services they

provide. The former could prevent a college from meeting the basic service needs of its local community, while the latter represents a situation that does not make the best use of scarce state resources.

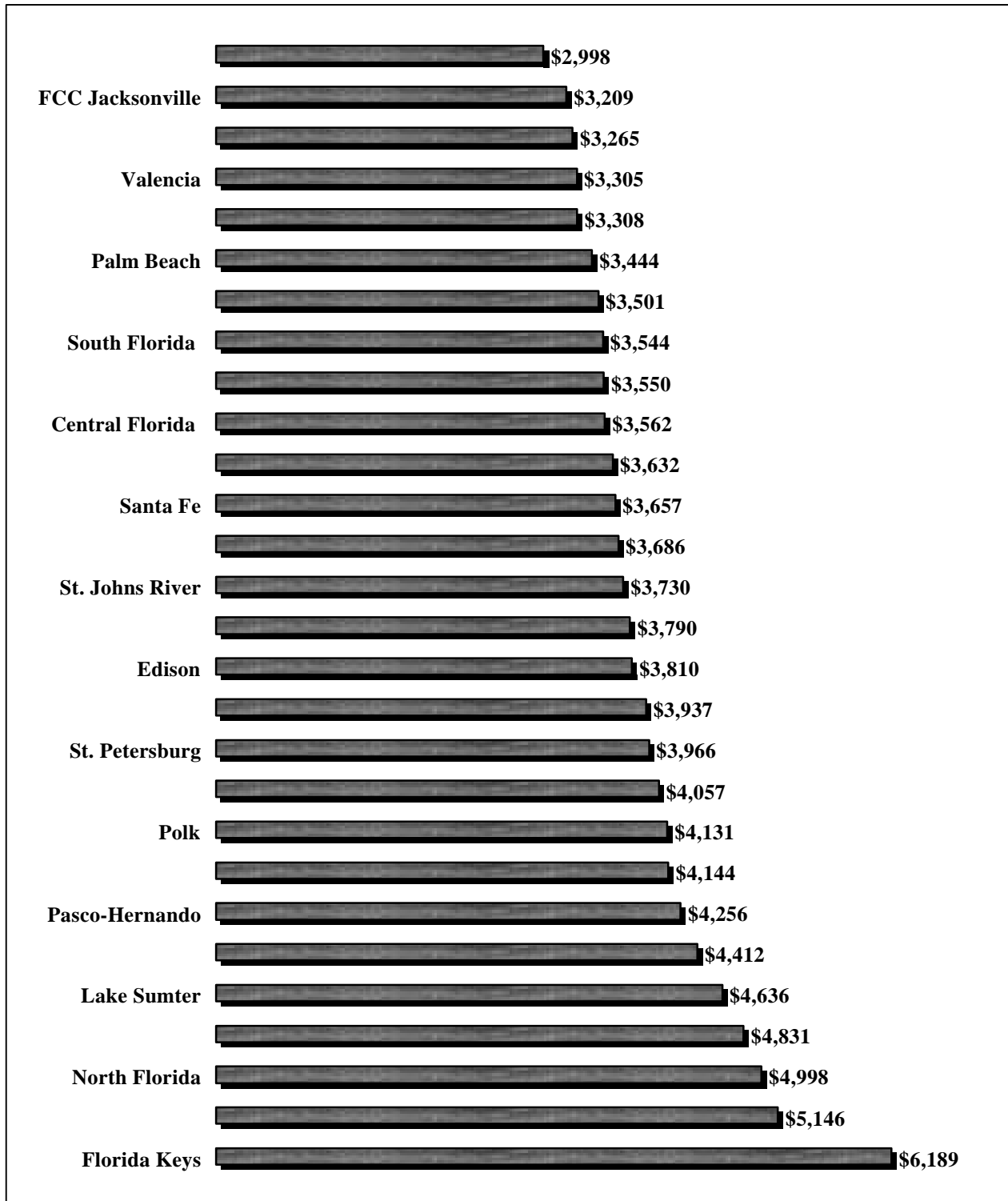
**State Appropriations  
Per FTE Student Vary  
Significantly Among the  
28 Community Colleges**

State appropriations per FTE student vary significantly among the 28 community colleges, which can be largely attributed to the historical-based funding approach used for community colleges. For example, Florida Keys Community College received \$6,189 per FTE student from the state in Fiscal Year 1996-97, while Daytona Beach Community College received \$2,988 per FTE student, which is a difference of over \$3,000 per FTE student. (See Exhibit 22.) Since the funding process is largely based on historical funding patterns over the last 15 years, these funding differences are not due to differences in college performance or programs provided.

**The Legislature Included  
Equalization Funds for  
Community Colleges in  
the 1997-98 and 1998-99  
Appropriations**

The 1997 and 1998 Legislature addressed the funding inequity problems among community colleges by including some "equalization" funding factors in the appropriations process for community colleges. In general, these factors were based on the costs of providing different programs and the number students served in the programs. However, these equalization-funding factors were not incorporated into the permanent funding process for community colleges.

**Exhibit 22**  
**State Appropriations Per FTE Student Vary Among the 28 Community Colleges**  
**(Fiscal Year 1996-97 as an Example)**



Source: OPPAGA staff analysis of appropriations data obtained from community colleges

We examined several different funding or allocation methods for community colleges and identified one method that would help focus funding on results and ensure that colleges receive funding that is suitable for the programs they provide and students they serve. These funding methods are discussed below.

**Input-based funding, while not performance-based, would help ensure that colleges receive funding that is appropriate for the programs provided and students served.** Under this funding approach, colleges would receive the bulk of their state funding based on a pre-determined set of input factors. These input factors could include weighted FTE student counts that take into consideration program cost and geographical cost differences among the 28 community colleges. In the past, the Legislature has made input-based funding adjustments to the base funding level for colleges through such mechanisms as enrollment workload increases and the equalization adjustments.

**Input-Based Funding Provides a Clear Basis for Distributing Funds to Colleges but Does Not Provide an Incentive to Improve Performance**

Although input-based funding approaches provide a clear rationale for the amount of funds allocated to a particular college, they do not provide colleges an incentive to improve the quality of service provided to students. In other words, it rewards colleges for putting students or teachers in the classroom but not for providing a high quality educational experience. Consequently, we believe that input-based funding would improve the current historical-based funding process because it would help match the level of funding provided to a college with the level and types of programs being provided. However, we do not believe that input-based funding should be the only funding approach used because it does not provide colleges an incentive to improve the performance of their programs.

Results-based funding would fund colleges based on their performance and would provide them a recurring incentive to improve the quality of their programs. Under this funding approach, community colleges would receive their funding based on the results or performance they achieved on a series of pre-determined indicators. This approach rewards colleges for their performance and can provide them a continual incentive to improve the quality and effectiveness of their programs. However, it should be noted that results-based funding could hinder the institutional planning process for colleges because they would not be able to predict their "results" from year to year.

Recently, the Legislature has incorporated performance-based funding into the funding process for community colleges through such initiatives as PB<sup>2</sup>, Performance-Based Incentive Funding (PBIF), and the Workforce Development Fund. However, as of

**Results-Based Funding  
Could Be Phased in  
Over Time by Gradually  
Linking an Increasing  
Portion of Funding to  
Performance**

Fiscal Year 1997-98, community colleges still only received about 2% of their state funding based on program performance.

We support the use of results-based funding approaches because they provide colleges a recurring incentive to improve their performance. However, at the same time, we realize the difficulty for colleges that could be involved in moving to a funding process that allocates the funds to colleges solely on the basis of their performance. Thus, we believe that results-based funding should be phased in over time by gradually linking an increasing portion of the total funding to performance each year.

**A combination of input-based and results-based funding is the best option in the short-run.** Under this approach, colleges would receive a portion of their funding based on a pre-determined set of input factors and a portion of their funding based on the results or performance of colleges on a predetermined set of indicators. We believe that a combination-based funding approach is the best alternative for community colleges in the short-term. This funding approach would provide the relative stability of an input-based funding process, while at the same time provide colleges a recurring incentive to improve the level and quality of service provided to students.

---

## **Recommendations to Improve Funding**

The historical-based funding process used for the majority of funds allocated to community colleges provides continuity in funding from year to year. However, this type of process can lead to a situation where colleges receive a level of funding that is not appropriate for the type of programs being provided and the students being served. In some cases, colleges could be over funded for the type of services they are providing and in other cases they could be under funded. The state is moving forward in its performance-funding efforts for community college programs. However, the AA degree program, which is the largest community college program in terms of students served, is currently minimally funded on the basis of performance compared to the other major programs. To help address these problems, we recommend that the Legislature take the two actions described below.<sup>32</sup>

**Incorporate selected input-based funding factors into community college funding to help ensure that individual colleges receive funding that is suitable for the types of**

---

<sup>32</sup>The State Board of Community Colleges has contracted with a consultant to review the community colleges funding process and identify ways to improve it.

**programs being provided and the level of students being served.** For the portion of community college funding that is not performance-based or linked to categorical funding, we recommend the Legislature establish input-based factors to use in allocating funds to community colleges. These factors should include weighted FTE student counts or factors related to the number of instructional staff. The Legislature used such factors in the equalization funding it provided in Fiscal Years 1997-98 and 1998-99. However, these factors have not been incorporated into the permanent funding process for community colleges.

**Standardize performance-funding efforts across community college programs by gradually increasing the proportion of funding for Associate in Arts program that is tied to performance.** Florida's community colleges have moved forward with results- or performance-based funding through the implementation of PB<sup>2</sup>, Performance-Based Incentive Funding, and the Workforce Development Fund. As a result, community colleges currently receive approximately 15% of their total funding for vocational programs based on their performance. For the AA degree program, community colleges currently receive approximately 2% of their total funding based on performance. We believe that the funding structure for the AA degree program should be similar to the funding process for workforce programs. Thus, we recommend that the performance-funding portion of the AA degree program be gradually increased to be more comparable to the performance-funding level for vocational programs. For instance, the percentage of funding tied to performance for the AA degree program could be increased to 5% in Fiscal Year 1999-2000 followed by an increase to 10% in Fiscal Year 2000-01. This recommendation will help achieve consistency in the state's performance funding efforts across community college programs as well as provide an increased incentive for community colleges to improve their AA degree programs, which the results of our study presented in Chapter 3 indicate is greatly needed.



This page intentionally left blank.

## Chapter 6:

## Accountability

---

### Introduction

Accountability is an ongoing issue for the Community College System. Community colleges receive a large proportion (95%) of their state funding through a lump sum allocation, with the individual community colleges deciding how the money is spent. With so few conditions attached to the state funds they receive, the process for holding community colleges accountable is an important policy issue. A comprehensive accountability process can be used to drive program improvements and provide system oversight, while maintaining an emphasis on local control.

The Florida Legislature mandated a formal accountability process for the Florida Community College System in 1991 (s. 240.324, F.S.). The law provides for the systematic, ongoing improvement and assessment of the quality and efficiency of the Community College System. The State Board and the trustees of each college are to develop and implement a process that improves and evaluates the instructional and administrative efficiency and effectiveness of the system. The statute specifies that the process must address certain issues, including graduation and retention rates of AA and AS degree-seeking students, minority enrollment and retention rates, and student performance.

OPPAGA assessed the Community College System Accountability Plan in July 1993.<sup>33</sup> The OPPAGA report examined both the accountability measures and the data supporting these measures. Among the report's recommendations were that the accountability process needed to provide better linkage of performance outcome measures to goals and benchmarks at both the individual college and System level. The process also needed to incorporate additional accountability elements, such as measures of efficiency and effectiveness, and additional internal controls were needed to promote the accuracy and consistency of the Division of Community Colleges' Student Data Base System (SDBS). The division has made progress in addressing each of these recommendations.

In December 1997, the Division of Community Colleges issued its *Agency Strategic and Accountability Plan for Fiscal Years 1999*

---

<sup>33</sup> *Assessment of the State Community College System Accountability Plan*, Office of the Auditor General, Report No. 12146, July 19, 1993.

*through 2003* that merged the System's Agency Strategic Plan and the Accountability Plan. This document identifies strategic issues and system goals, as well as a number of indicators and measures not included in earlier versions of either the strategic or accountability plan. (The 1998 Legislature provided incentive funding for the system's PB<sup>2</sup> fund, but did not identify in the Appropriations Act the measures used.)

The most important feature of any accountability effort is whether it provides answers to the questions stakeholders need to know. Externally, accountability should provide the Legislature and the citizens of Florida answers to questions about the production of graduates and the success of graduates, either in getting good jobs or continuing their education. It should also provide answers to questions about whether these outcomes are being accomplished efficiently and effectively. Internally, an accountability process should be an integral part of a decision-support system for college-level and system-level management. In order to be useful to the Community College System and the Legislature the accountability system must be based on accurate, complete and consistent data across all colleges. Finally, the accountability system should be consistent with and linked to the PB<sup>2</sup> process and the strategic planning process for the Community College System.

OPPAGA assessed the system's accountability process by addressing three general questions.

- Does the accountability process answer questions about program results, efficiency, and effectiveness?
- Does the Division of Community College's (DCC) Student Data Base System (SDBS) provide the data support necessary to answer these accountability questions?
- How can the linkage between accountability efforts, performance-based program budgeting (PB<sup>2</sup>), and strategic planning be enhanced?

Florida's community college accountability process has substantially improved in recent years, particularly with the recent efforts to integrate the strategic planning and accountability processes. Needed improvements include better information about the system's efficiency and effectiveness in producing desired outputs and outcomes. Most important, the Student Data Base System (SDBS) must be made more consistent, more complete, and more focused on system accountability. Finally, the Legislature's commitment to PB<sup>2</sup> for the Community College System could be enhanced by linking the performance goals and

standards established in the Accountability Plan to the indicators used to distribute the PB<sup>2</sup> funds to the community colleges.

**Does the accountability process answer questions about program results, efficiency, and effectiveness?**

**The Division of Community Colleges reports on program results but should supplement its current measures with information that would more accurately represent the system's results and develop additional measures for efficiency and effectiveness.**

**Changes are needed to more accurately report results.** The division's accountability process reports on program results such as graduation and retention rates, job placement and articulation into the SUS, but the manner in which some of these numbers are calculated raises questions about the results. For example, the division's method of calculating graduation rates for first-time-in-college (FTIC) students results in a graduation rate of 27% compared to a lower graduation rate of 18% calculated by OPPAGA when all FTIC students are included.

The division calculates graduation, retention, and success rates for the AA, AS, and Postsecondary Vocational Certificate programs using a cohort analysis procedure.<sup>34</sup> This is a widely used method for determining graduation rates, but the division deviates from standard methods. First, the division only includes in its AA/AS degree cohort those students who have completed 18 or more semester hours. As a result, this definition excludes a large proportion of FTIC students who initially declare themselves as AA or AS degree seeking students, because many of these students are likely to drop out before attaining 18 hours.<sup>35</sup> Second, the division assigns students to each program cohort "after the fact." The division determines the program in which a student was last enrolled or graduated, then assigns the student to that program cohort. This increases the performance measures for some programs because it does not include students who started out in one program and then switched to another. Because the division's cohort analysis omits important information and produces information that can be misunderstood, OPPAGA conducted an independent cohort analysis of graduation rates. A description of this analysis is found in Chapter 3.

---

<sup>34</sup> A cohort analysis is based on a study of a specific group (e.g., persons beginning college in a given year) at different points in time.

<sup>35</sup> OPPAGA's cohort analysis included 34,354 FTIC students who initially declared themselves as AA or AS degree-seeking students. (See Chapter 3.) Application of the minimum of 18 hours requirement to OPPAGA's cohort would have reduced the number of students included in the cohort by 45%, i.e., 15,512 students would have been excluded.

**Additional efficiency and effectiveness measures needed.** The division reports some efficiency and effectiveness indicators such as excess hours and graduation rates but they do not report cost efficiency or cost effectiveness indicators. Efficiency and effectiveness indicators provide answers to questions about resource usage and are therefore important parts of reporting program results. These indicators answer questions such as "How much does it cost to produce an AA degree?" and "Is the present approach to remedial coursework the most cost-effective approach?" Such indicators reflect the level of resources used in relation to program results. Resource utilization is important because money in state government is limited. Recognizing this, the community colleges' enabling statute specifies that the accountability process should improve and evaluate the instructional and administrative efficiency and effectiveness of the system.

The Governmental Accounting Standards Board has identified an approach to efficiency and effectiveness that should be used in Florida.<sup>36</sup> In this approach, efficiency is the ratio of input to output (input/output); and effectiveness is the ratio of input to outcome (input/outcome). For example, an important efficiency indicator would be the cost per AA degree awarded. This definition retains the importance of outputs and outcomes while providing meaningful information about resource usage and can be used to relate both monetary and non-monetary inputs and processes to program accomplishments.

**Does the Division of Community Colleges' Student Data Base System provide the data support necessary to answer accountability questions?**

**The Division has made significant improvements in the Student Data Base System over the last several years, but modifications are still needed to support a comprehensive, performance-based accountability system.**

Our review of the Student Data Base identified several problems that could result in inaccurate or incomplete accountability information. Some of these are related to differences among colleges in coding and reporting specific data elements. Other problems point to the need for additional error or edit controls. Overall, a greater priority must be given by all the community colleges to providing comprehensive and consistent information for

---

<sup>36</sup>*Service Efforts and Accomplishments Reporting: Its Time Has Come—An Overview*, Governmental Accounting Standards Board, Norwalk Connecticut, 1990.

accountability. To assess the Student Data Base System, we examined records at 14 community colleges with the assistance of the Auditor General, focusing on the specific data used in the PB<sup>2</sup> incentive fund measures.<sup>37</sup> We also assessed the Student Data Base with the intent of determining how well it supports various accountability measures. (See Appendix E.)

Some examples of the issues and problems that affect accountability are discussed below.

- **The system's unduplicated student headcount is overstated by 14,000 students.** For 1996-97, the Division of Community Colleges reported an unduplicated student headcount of 766,538 students. However, the division does not adjust for duplication across colleges when reporting the yearly system headcount. When students attending more than one community college are counted only once, the total headcount number drops to 752,538.
- **Program enrollment information is not available for 46% of the students. This limits the division's ability to answer questions about program performance since it is not clear which students are enrolled in a program.** The division defines the number of students enrolled in any program during a year based on the most recent program enrollment record created for each student on the data base. However, division policy gives each institution the option of whether to create the program enrollment record in some cases. For 1996-97, the data base contained 697,159 student program enrollment records, about 55,000 students fewer than the total headcount figure for the year. Moreover, of the students for whom enrollment records were created in 1996-97, some 292,000 students were coded as "not enrolled in a program." As a result, out of a 1996-97 total headcount of some 752,538 students, there is program enrollment information available on only about 405,000 (54%).
- **Inconsistent and incorrect coding of important data elements provides misleading accountability results.** Inconsistent and incorrect coding of data among community colleges affects several key accountability measures such as program graduation, retention, and success rates. For example, we found 1,700 dual-enrolled high school students erroneously coded as first-time-in-college (FTIC) for the fall 1992 semester. We checked the 1996-97 Student Data Base to

---

<sup>37</sup>This assessment is described in *Review of the Community College System's Performance-Based Program Budgeting Measures and Incentive Fund*, Report No. 97-49, February 1998.

determine if the problem continued and found over 900 dual-enrolled students coded as FTIC students. The FTIC data element is part of the information used to determine indicators of success for the AA and other programs

- **Persistent though relatively small errors in the number of degrees awarded affect funding distributions.** We found errors in the number of degrees or certificates reported on the data base in all five years we reviewed. The error rate was small, but persisted up through 1996-97 where there were 83 duplicate degrees or certificates reported on the data base. The number of graduates, with either a degree or certificate, is essential for accountability and is the basis for funding under the performance incentive fund.
- **Incomplete student data limits the Community College System's ability to evaluate why students do not complete programs and make programmatic changes to address these factors.** We found numerous instances of incomplete data on student birth date and high school graduation date. A student's age and number of years out of high school are two important risk factors associated with failure to complete a college program. Without this data it is more difficult to evaluate why students fail to complete community college programs and make programmatic changes to address these factors. The division has made changes to its 1997-98 processes to edit this data in more detail.
- **Program outcomes are almost impossible to determine without student social security numbers.** Data records for 5 % of the students who earned degrees or certificates in 1996-97 did not contain social security numbers. Follow up on student job placement through the Florida Education and Training Placement Information Program (FETPIP) or further university education through SUS requires that the Student Data Base System contain a social security number for the student. (It does not have to be used as the student's school identification number.) Without a social security number, determination of program outcomes is almost impossible. For 1996-97, 223 degrees or certificates were awarded for which the Student Data Base System shows no social security number.

**How can the linkage between accountability efforts, performance-based program budgeting (PB<sup>2</sup>), and strategic planning be enhanced?**

**The Legislature could enhance the linkage between accountability and performance-based budgeting (PB<sup>2</sup>) by merging the Division of Community Colleges' various planning and reporting efforts and by expanding usage of PB<sup>2</sup> to provide consequences to the accountability process.**

In July 1993, OPPAGA recommended the need for linkage between the accountability and strategic planning processes. Since that time, the division has taken important steps to accomplish this objective. One example of this is the division document mentioned earlier that combines the Community College System Accountability Plan and the Division Strategic Agency Plan.

The Community College System completed its second year under performance-based budgeting in June 1998. The incentive fund approach that has been used in these first two years to implement PB<sup>2</sup> is a positive, but limited, step. In our February 1998 report we recommended expanding and linking performance incentive funding to additional indicators of program results, including efficiency and effectiveness measures.

The linkage of accountability and performance funding is a natural one. Accountability is basically a reporting process--a process for answering questions about program results for stakeholders. Performance funding (i.e., funding based on program results) demonstrates that the level of performance reported through accountability processes has consequences. If program results are important, they must be accurately and fully reported. Equally important, if continued improvements in program results are important, the funding process must reward those programs producing the better results.

One limitation of the current PB<sup>2</sup> funding process is that it relies solely on raw numbers rather than rates and so may not be rewarding the programs with the better results. Linking the accountability process with the PB<sup>2</sup> funding process would help overcome this problem. The Division of Community Colleges' accountability reports include several program results measures that use rates or ratios. The use of rates or ratios provides the answers to accountability questions that cannot be otherwise answered. For example, a program outcome measure that shows the "raw" number of graduates leaves unanswered a number of questions. Is the number of graduates indicative of outstanding, fair, or poor program performance? Does the number represent a program performance improvement or decline? Can the number be compared to similar programs in other institutions? These and similar questions can be readily answered through the use of rates or ratios.



---

## Recommendations to Improve Accountability

**Change the Student Data Base System to make it more useful for accountability.** Program and student data become more important as it becomes the basis for funding decisions. The Division of Community Colleges should be given the responsibility and authority to make the Student Data Base System a better system-wide accountability tool. Several specific steps should be taken.

- Identify the data elements required for all accountability indicators or measures.
- For those data elements required for accountability, require system-wide consistency in interpretation and coding.
- Establish rigorous edit/error check procedures for all data elements.
- Establish procedures to either correct file errors in previous academic terms or maintain a record of these errors for subsequent reference.
- Investigate the possibility of creating a Division of Community Colleges student retention file similar to that maintained by the Board of Regents for the State University System.

**Modify calculations of student graduation rates and expand accountability to include cost efficiency and effectiveness indicators.** Accountability processes should provide answers to the wide array of questions necessary to make informed decisions about program results. Stakeholders need to know how many students attempt to complete a program along with the number who completed. Stakeholders also need to know about program costs and processes in relation to the number of graduates. To help answer these questions, the Division of Community Colleges needs to

- supplement the program's results currently reported through its cohort analysis with information that reports the graduation and retention rates of all first-time-in-college students who attempt to complete a program in its graduation and retention rates and
- develop cost efficiency and cost effectiveness indicators that link program costs and other resources to program results.

**Expand PB<sup>2</sup> in the Community College System to include a unified planning and accountability component that would link performance goals and standards to the PB<sup>2</sup> incentive fund measures.** Performance funding, strategic planning, and program accountability are today all focused on outputs and outcomes—program results. However, in the Community College System these processes are still largely separate, with each consuming resources with data and reporting requirements that are parallel if not duplicative. The 1998 Legislature moved to reduce duplication by providing for a single reporting process for accountability and strategic planning. To continue in this direction, the Legislature should

- modify the accountability statute (s. 240.324, F.S.) to explicitly link performance-based budgeting to accountability and strategic planning and provide for a single reporting process and
- delete the reporting requirement on specific measures in the accountability statute (s. 240.324, F.S.) and include these measures with associated system-wide standards as part of performance-based budgeting. As part of the PB<sup>2</sup> these measures would be reviewed each year by the Legislature and included in the General Appropriations Act. (This recommendation was also made in *Review of the Community College System's Performance-Based Program Budgeting Measures and Incentive Fund*, OPPAGA Report No. 97-49, February 1998.)

This page intentionally left blank.

# Appendices

---

A. Statutory Requirements for Program Evaluation and Justification Reviews.....	67
B. Supplemental Analysis of OPPAGA's Associate in Arts and Associate in Science Cohort Study .....	73
C. Supplemental Analysis: Job Training Program Performance.....	79
D. Method Used to Calculate Cost of Poorly Performing Job Training Programs .....	126
E. Review of the Division of Community Colleges' Student Data Base System.....	127
F. Response from the State Community College System.....	129

This page intentionally left blank.

## **Appendix A**

### **Statutory Requirements for Program Evaluation and Justification Reviews**

---

Section 11.513(3), F.S., provides that the OPPAGA Program Evaluation and Justification Review shall be conducted on major programs, but may include other programs. As provided by law, our reviews address the following issues:

- the identifiable cost of each program;
- the specific purpose of each program, as well as the specific public benefit derived therefrom;
- progress towards achieving the outputs and outcomes associated with each program;
- an explanation of circumstances contributing to the state agency's ability to achieve, not achieve, or exceed its projected outputs and outcomes, as defined in s. 216.011, F.S., associated with each program; and
- alternative courses of action that would result in administering the program more efficiently or effectively.

Table A-1 identifies the specific issues that the law requires that we consider in our Program Evaluation and Justification Reviews and summarizes our conclusions pertaining to Florida's Community College System.

**Table A-1**  
**Summary of the Program Evaluation and Justification Review of**  
**Florida's Community College System**

Issue	OPPAGA Conclusions
The identifiable cost of each program	Florida's Community College System received \$1,003,397,708 in funding for Fiscal Year 1997-98, which included \$761,916,795 million that was appropriated by the Legislature and \$241,480,913 million received through student fee collections.
The specific purpose of the program, as well as the specific public benefit derived therefrom	<p>The Community College System, which served over 750,000 students in 1997, provides a variety of educational and job training programs to Florida citizens. Its primary mission is to respond to community needs for postsecondary academic and vocational education, which includes:</p> <ul style="list-style-type: none"> <li>• providing lower level undergraduate instruction designed to award associate degrees and prepare students to transfer to four-year colleges and universities;</li> <li>• preparing students for vocations requiring less than a baccalaureate degree;</li> <li>• providing a range of student development services such as assessment, counseling, and remediation; and</li> <li>• promoting economic development within each community college district by providing special job training programs.</li> </ul> <p>A secondary role for the system is to provide community services not directly related to academic or occupational advancement, adult general education, and recreational and leisure services.</p>
Progress toward achieving the outputs and outcomes associated with each program	As reported in OPPAGA Report 97-49, <i>Review of the Community College System's Performance-Based Program Budgeting Measures and Incentive Fund</i> , dated February 1998, the system's PB <sup>2</sup> performance measures do not include associated standards or benchmarks. As such, we could not evaluate the system's progress towards meeting expected outputs and outcomes.
An explanation of circumstances contributing to the state agency's ability to achieve, not achieve, or exceed its projected outputs and outcomes, as defined in s. 216.011, F.S., associated with the program	The system's PB <sup>2</sup> performance measures do not include associated standards or benchmarks. As such, we could not evaluate the system's progress towards meeting expected outputs and outcomes. However, we found that the system's performance on several key indicators was significantly below comparable indicators of performance at the national level as reported in a study conducted by the U.S. Department of Education.

Issue	OPPAGA Conclusions
<p>Alternative courses of action that would result in administering the program more efficiently and effectively</p> <ul style="list-style-type: none"> <li>• Whether the program could be organized in a more efficient and effective manner, whether the program's mission or goals, or objectives should be redefined, or, when the state agency cannot demonstrate that its efforts have had a positive effect, whether the program should be reduced in size or eliminated</li> <li>• Whether the program could be administered more efficiently or effectively to avoid duplication of activities and ensure that activities are adequately coordinated</li> <li>• Whether the program could be performed more efficiently or more effectively by another unit of government or a private entity, or whether a program performed by a private entity could be performed more efficiently and effectively by a state agency</li> <li>• When compared to costs, whether effectiveness warrants elimination of the program or, if the program serves a limited interest, whether it could be redesigned to require users to finance program cost</li> <li>• Whether the cost to administer the program exceeds license and other fee revenues paid by those being regulated</li> <li>• Whether other changes could improve the efficiency and effectiveness of the program</li> </ul>	<p>The Legislature should not eliminate the Community College System or transfer the programs that it provides to another state agency or private universities. The system's "open door" admission policy provides students an opportunity to pursue postsecondary education who might not be able to get into the State University System or private universities. Community colleges, which served over 750,000 students in 1996-97, are required by law to admit any student who has a high school diploma or equivalent. State Universities and private higher education institutions do not have this same requirement and can establish minimum standards for admission. Furthermore, since Florida's public and private universities serve less than half of the total students served by community colleges, they may not initially have the capacity to serve many of the students who would be displaced due to the elimination of the Community College System.</p> <p>The tuition fees that Florida students pay for community college programs do not cover the full instructional cost of the program. By law, student fees for most programs only account for about 25% of the total cost. This is a legislative policy decision that we believe should be continued; however, we believe that students (after a certain point) should be required to pay more of the instructional cost of a program if they repeatedly fail and withdraw from classes (see below).</p> <p>The effectiveness and efficiency of the Community College System could be improved by</p> <ul style="list-style-type: none"> <li>• establishing additional performance-based budgeting (PB<sup>2</sup>) incentives for colleges to improve the graduation and retention rates of students who are at risk of not completing a degree or certificate;</li> <li>• establishing a mechanism to ensure that school districts and community colleges have identified strategies that could result in a reduced need for postsecondary remediation;</li> <li>• establishing additional disincentives to encourage community colleges to eliminate poorly performing job training programs;</li> <li>• continuing to provide incentives for community colleges for performance outcomes of training programs targeted by the Occupational Forecasting Conference;</li> <li>• incorporating selected input-based funding factors into the community college funding process to help ensure that individual colleges receive funding that is suitable for the types of programs being provided and the level of students being served;</li> <li>• gradually increasing the proportion of funding for AA degree programs that is tied to performance;</li> </ul>



Issue	OPPAGA Conclusions
	<ul style="list-style-type: none"> <li>• modifying the division's Student Data Base System to make it more useful for accountability;</li> <li>• modifying the division's calculations of student graduation rates and expanding accountability efforts to include cost-efficiency and effectiveness indicators; and</li> <li>• adopting a method to discourage student withdrawal across different types of courses, which could include               <ol style="list-style-type: none"> <li>(1) identifying a reasonable number of times a student can use the forgiveness and withdrawal policies over the student's community college career; or</li> <li>(2) requiring students to pay additional tuition after they exceed a certain number of attempted earned credit hours. Such a policy is currently in place in the State University System. Proviso in the 1997-98 General Appropriations Act mandates an increase of 50% per credit hour for each hour in excess of 115% of the total number of credit hours required for the degree. If the State Board were to consider implementing a similar policy, we recommend that it consider assessing extra tuition for AA and AS students that attempt over 120% of the required number of credit hours for their degrees.</li> </ol> </li> </ul>
The consequences of discontinuing the program	<p>Florida's Community College System was established to meet the educational needs of local communities by offering a wide variety of educational programs and services. The system's "open door" admission policy provides students an opportunity to pursue postsecondary education who might not initially be able to get into the State University System.</p> <p>While the state could eliminate the Community College System, this option would greatly reduce the state's ability to provide postsecondary education opportunities to its citizens. Community colleges, which served over 750,000 students in 1996-97, are required by law to admit any student who has a high school diploma or equivalent. State Universities and private higher education institutions do not have this same requirement and can establish minimum standards for admission. Furthermore, since Florida's public universities only serve slightly more than one-fourth of the total students served by community colleges, they may not initially have the capacity to serve many of the students who would be displaced due to the elimination of the Community College System. Eliminating the Community College System at this point would also result in a major disruption of the state's workforce development initiatives and would hinder Florida's ability to offer job training programs to its citizens.</p>

Issue	OPPAGA Conclusions
<p>Determination as to public policy, which may include recommendations as to whether it would be sound public policy to continue or discontinue funding the program, either in whole or in part, in the existing manner</p>	<p>It is sound public policy to continue funding the educational services provided by the Community College System. However, we found that the funding process could be improved to help lessen the occurrence of funding inequities among colleges that have occurred in the past and to provide consistent performance funding efforts across programs. To accomplish this, we recommend that the Legislature: (1) incorporate selected input-based funding factors into the community college funding process to help ensure that individual colleges receive funding that is suitable for the types of programs being provided and the level of students being served, and (2) gradually increase the proportion of funding for AA degree programs that is tied to performance.</p>
<p>Whether the information reported pursuant to s. 216.031(5), F.S., has relevance and utility for the evaluation of each program</p>	<p>System accountability could be improved by linking a comprehensive set of system-wide measures and standards (goals) to the indicators used in the distribution of PB<sup>2</sup> funds to community colleges. Also, efficiency and effectiveness measures that indicate the cost of providing a given level of output or outcome should be added to the System's accountability process. To accomplish these improvements, we recommend that the Legislature expand PB<sup>2</sup> for the Community College System to include a unified planning and accountability component that would link performance goals and standards to the PB<sup>2</sup> incentive fund measures.</p> <p>Furthermore, we recommend that the Division of Community Colleges change the Student Data Base System to make it more useful for accountability by</p> <ul style="list-style-type: none"> <li>• identifying the data elements required for all accountability indicators or measures;</li> <li>• requiring system-wide consistency in interpretation and coding for those data elements needed for accountability;</li> <li>• establishing more rigorous edit/error check procedures for all data elements;</li> <li>• establishing procedures to either correct file errors in previous academic terms or maintain a record of these errors for subsequent reference;</li> <li>• creating a Division of Community Colleges student retention file similar to that maintained by the Board of Regents for the State University System; and</li> <li>• modifying calculations of student graduation and expanding accountability to include efficiency and effectiveness indicators.</li> </ul>
<p>Whether state agency management has established control systems sufficient to ensure that performance data are maintained and supported by state agency records and accurately presented in state agency performance reports</p>	<p>The Community College System's Student Data Base System, which supports most of the performance information generated for community colleges, must be made more consistent, more complete, and more focused toward System accountability.</p>

Source: Developed by OPPAGA

This page intentionally left blank.

## Appendix B

### Supplemental Analysis of OPPAGA's Associate in Arts and Associate in Science Cohort Study

The following tables provide additional information based on our analysis of the performance of the first-time-in-college AA and AS students in our cohort study. With one exception, these tables provide information for each cohort as well as for the total group.

**Overall Degree Attainment and Persistence.** The following two tables provide information about the overall degree attainment and persistence of the students in each of our cohorts. These rates include students who changed institutions (from one community college to another or from a community college to a state university), changed degree programs, or were awarded more than one postsecondary degree or certificate.

Table B-1 shows that the AA cohort students were, as a group, more successful than the AS cohort students. While nearly 22% of the AA students earned a degree or certificate by the spring 1997 term, only 8.5% of the AS students had done so. The table also shows that about 5% of the total number of students in our cohorts had earned a bachelor's degree by the spring 1997 term.

**Table B-1**  
**Highest Postsecondary Degree Earned by the First-Time-in-College**  
**AA and AS Cohort Students as of Spring 1997**

Cohort Type	Highest Degree/Certificate Attained				Total Attained	No Degree Attained
	Certificate	Associate in Science	Associate in Arts	Bachelor's		
Associate in Arts	1.4%	1.1%	13.5%	5.9% <sup>1</sup>	21.9%	78.1%
Associate in Science	1.7%	3.7%	1.8%	1.2%	8.5%	91.5%
<b>Total</b>	<b>1.5%</b>	<b>1.6%</b>	<b>10.9%</b>	<b>4.9%</b>	<b>19.0%</b>	<b>81.0%</b>

<sup>1</sup>One of the students who attained a bachelor's degree had also obtained a master's degree by the summer of 1997.  
 Source: OPPAGA analysis of cohort data

Table B-2 shows that overall, a higher proportion of AA cohort students (37%) than AS students (23%) had earned at least one degree or certificate or were enrolled in a public community college or state university in the spring of 1997. The table also indicates that after nearly five years, 66% of the total students in our cohorts had left the Community College System without attaining a degree or were no longer enrolled in a public community college or state university.

**Table B-2**  
**Overall Degree Attainment and Persistence of the First-Time-in-College**  
**Community College Students in Our Cohorts as of Spring 1997**

<b>Cohort Type</b>		<b>Attained Degree</b>	<b>No Degree, Enrolled CCS</b>	<b>No Degree, Enrolled SUS</b>	<b>Total Persistence</b>	<b>No Degree, Not Enrolled</b>
Associate in Arts	(26,880)	21.9%	13.0% <sup>1</sup>	2.4%	37.3%	62.7%
Associate in Science	(7,474)	8.5%	12.9% <sup>1</sup>	1.4%	22.8%	77.2%
<b>Total</b>	<b>(34,354)</b>	<b>19.0%</b>	<b>13.0%<sup>1</sup></b>	<b>2.2%</b>	<b>34.1%</b>	<b>65.9%</b>

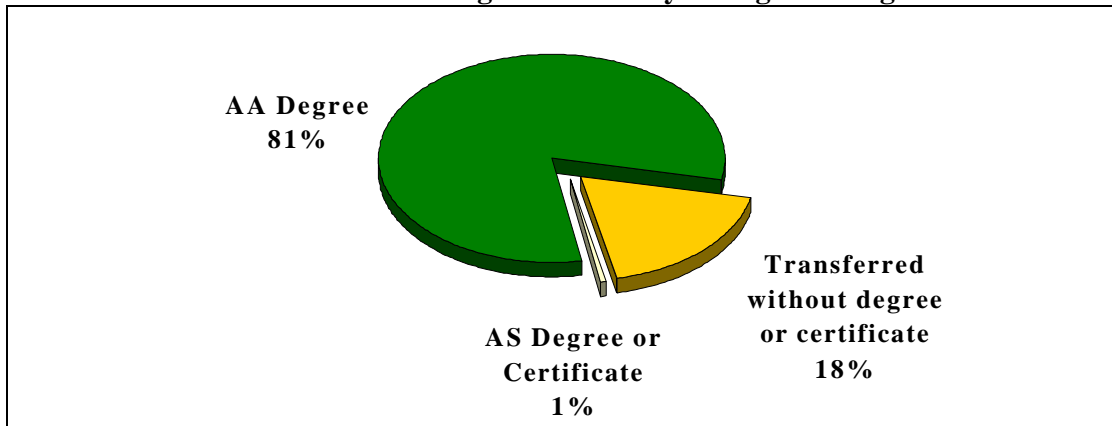
<sup>1</sup>A small proportion of the students in both cohorts who were enrolled in a community college in the spring 1997 term were also taking classes at a state university.

Source: OPPAGA analysis of cohort data

**Transfer Degree Status of Community College Students Earning Bachelor's Degrees.**

The following table (Table B-3) shows that most of the students in our cohorts who earned a bachelor's degree by the spring 1997 term did so after earning an AA degree. To illustrate this, 1,692 of the first-time-in-college students in our study earned a bachelor's degree by spring 1997. As reflected in the table, most of these students (81%) earned their bachelor's degree after attaining a community college AA degree. Another 18.4% of the cohort who earned bachelor's degrees transferred to a state university prior to completing a community college degree. The remaining cohort students who earned bachelor's degrees (about 0.5%) transferred to a state university after attaining either a community college AS degree or vocational certificate.

**Table B-3**  
**The Majority of the 1,692 First-Time-in-College**  
**Community College Students Who Attained a Bachelor's Degree by the Spring 1997 Term**  
**Did So After Receiving a Community College AA Degree**



Source: OPPAGA analysis of cohort data

**Community College Degrees Earned.** Table B-4 shows that 6,206 or 18.1% of the cohort students had earned a community college degree or certificate by the spring of 1997. The table also shows the relationship between the Community College System graduation rate and the overall degree attainment rate for our cohorts. The fourth column indicates the number and percent of students who earned a community college degree or certificate by spring 1997 while the last column indicates the overall number and percent of cohort students who had earned at least one postsecondary degree by that time. In addition, Table B-4 shows that a total of 1,380 cohort students (or 4%) had earned both a bachelor's degree and a community college degree or certificate by the spring of 1997.

**Table B-4**  
**Community College Graduation and Overall Degree Attainment Rates**  
**For the First-Time-in-College AA and AS Cohort Students**

<b>Cohort Type</b>	<b>CCS Only</b>	<b>Both CCS and SUS</b>	<b>CCS Rate</b>	<b>SUS Only</b>	<b>Overall Rate</b>
Associate in Arts (26,880)	4,284 15.9%	1,340 5.0%	5,624 20.9%	259 1.0%	5,883 21.9%
Associate in Science (7,474)	542 7.3%	40 0.5%	582 7.8%	53 0.7%	635 8.5%
<b>Total (34,354)</b>	<b>4,826 14.1%</b>	<b>1,380 4.0%</b>	<b>6,206 18.1%</b>	<b>312 0.9%</b>	<b>6,518 19.0%</b>

Source: OPPAGA analysis of cohort data

**Community College Retention Rates.** Table B-5 shows the retention rates for our two cohorts. By the spring 1997 term, nearly five years after enrolling in a community college, a little more than one-third of the AA cohort students had either earned a community college degree or certificate or were still enrolled in a community college. In contrast, only a little more than one-fifth of the AS cohort students had either earned a degree or certificate or were still in school. The retention rate for all students in our cohorts was about 31%.

**Table B-5**  
**Community College System Retention Rates for the AA and AS Cohorts**

<b>Cohort Type</b>	<b>Earned Degree or Certificate</b>	<b>No Degree, Still Enrolled</b>	<b>Retention</b>
Associate in Arts (26,880)	5,624 20.9%	3,502 13.0%	9,126 34.0%
Associate in Science (7,474)	582 7.8%	962 12.9%	1,544 20.7%
<b>Total (34,354)</b>	<b>6,206 18.1%</b>	<b>4,464 13.0%</b>	<b>10,670 31.1%</b>

Source: OPPAGA analysis of cohort data

**Community College Students Who Transfer to the State University System.** Table B-6 details the transfer rates for students who earned AA degrees, AS degrees, and certificates and shows the status of these transfer students as of the spring 1997 term. For example, 72% of the students who earned AA degrees transferred to a state university by spring 1997. Of these AA degree transfers, 37% had earned a bachelor's degree by that time and another 49% were still enrolled in a state university. While only a small proportion of students with AS degrees or certificates transferred to a state university, the majority of these transfers had earned a bachelor's degree or were still enrolled in school in the spring 1997.

**Table B-6  
Most of the Students in Our Cohorts Who Earned  
Community College Degrees or Certificates and Transferred to a  
State University Did So With AA Degrees**

Degree or Certificate	Transferred to SUS	Status as of Spring 1997					
		Earned Bachelor's		Still Enrolled		Left SUS, No Degree	
Associate in Arts (5,125)	3,680 71.8%	1,371 37.3%	1,807 49.1%	502 13.6%			
Associate in Science (572)	34 5.9%	7 20.6%	21 61.8%	6 17.6%			
Certificate (509)	10 2.0%	2 20.0%	7 70.0%	1 10.0%			
<b>Total (6,206)</b>	<b>3,724 60.0%</b>	<b>1,380 37.1%</b>	<b>1,835 49.3%</b>	<b>509 13.7%</b>			

Source: OPPAGA analysis of cohort data

**Descriptive Information About Community College Graduates.** The following three two tables focus on AA and AS cohort students who earned community college degrees or certificates. Specifically, these tables address:

- the extent to which graduates earned the degrees they originally expected to attain;
- how long it typically took (in number of terms) graduates to complete their programs of study; and
- on average, the number of credit hours graduates attempted but did not earn due to failing or dropping courses.

Table B-7 shows the highest community college degree or certificate earned by the AA and AS cohort students. Although students in both cohorts tended to earn the degree they initially planned to earn, a higher proportion of AA students did so than did AS students. As illustrated by the table, 88% of the AA cohort students who earned degrees or certificates earned an AA degree

while around 71% of the AS cohort students earned an AS degree or vocational certificate.

**Table B-7**  
**Highest Community College Degree or Certificate Earned by**  
**Associate in Arts and Associate in Science**  
**Cohort Graduates as of the Spring of 1997 (N=6,206)**

<b>Cohort Type</b>	<b>Associate in Arts</b>	<b>Associate in Science</b>	<b>Certificate</b>
Associate in Arts	88.1%	5.1%	6.8%
Associate in Science	29.4%	49.0%	21.6%
<b>Total</b>	<b>82.6%</b>	<b>9.2%</b>	<b>8.2%</b>

Source: OPPAGA analysis of cohort data

Table B-8 shows that on average, it took the first-time-in-college community college students in our cohorts a little less than three years to complete their community college degree or certificate. It took less time, on average, for students to earn a certificate than an associate degree. And, it took longer, on average, for students to complete an AS degree than to complete an AA degree. This is not unexpected, as the required number of hours for AS degrees has historically been longer than for AA degrees.

**Table B-8**  
**Average Number of Terms Taken by Students to**  
**Complete Their Community College Degrees or Certificates**

<b>Cohort Type</b>	<b>Associate in Arts</b>	<b>Associate in Science</b>	<b>Certificate</b>	<b>Total Cohort</b>
Associate in Arts (5,624)	8.1 terms (4,954)	10.1 terms (287)	7.1 terms (383)	8.2 terms (5,624)
Associate in Science (582)	8.8 terms (171)	9.4 terms (285)	7.2 terms (126)	8.7 terms (582)
<b>Total (6,206)</b>	<b>8.2 terms (5,125)</b>	<b>9.7 terms (572)</b>	<b>7.2 terms (509)</b>	<b>8.2 terms (6,206)</b>

Source: OPPAGA analysis of cohort data

The 6,206 first-time-in-college students in our study who earned a community college degree or certificate, on average, attempted nine credit hours more than they earned due to failing or dropping courses. (See Table B-9.) The difference between attempted and earned hours was more typically due to students withdrawing from courses than due to earning failing grades. However, students who earned a vocational certificate as their highest community college degree, had a higher proportion of failures to withdrawals than did students who earned associate degrees. Course withdrawals were 3.3 times more likely to account for hours attempted but not earned than Fs for associate degree students (both AA and AS) while course withdrawals were only 1.6 times as likely as Fs for students who earned certificates.

**Table B-9**



**On Average, the Students in Our Cohorts Who Earned a  
Community College Degree or Certificate  
Attempted Nine Credit Hours More Than They Earned**

Cohort Type	Associate in Arts Average Number of Credit Hours			Associate in Science Average Number of Credit Hours			Certificate Average Number of Credit Hours			Total Average Number of Credit Hours		
	Attempted	Earned	Difference	Attempted	Earned	Difference	Attempted	Earned	Difference	Attempted	Earned	Difference
Associate in Arts	80.36	71.20	9.16	91.95	84.81	7.14	41.18	30.28	10.90	78.28	69.11	9.17
Associate in Science	84.02	75.70	8.32	83.32	78.84	4.48	41.19	33.72	7.47	74.40	68.15	6.25
<b>Total</b>	<b>80.48</b>	<b>71.35</b>	<b>9.13</b>	<b>87.65</b>	<b>81.83</b>	<b>5.82</b>	<b>41.18</b>	<b>31.13</b>	<b>10.05</b>	<b>77.92</b>	<b>69.02</b>	<b>8.90</b>

Source: OPPAGA analysis of cohort data

## Appendix C

### Supplemental Analysis: Job Training Program Performance

Job Training Program Title <i>Type Program</i>			Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit						
<b>Academy of Entrepreneurship</b>							
<i>Adult Vocational Certificate</i>							
* 1994-95	Leavers**		2	50%	100%	\$4,105	208030100
* 1995-96	Graduates		1	0%	Missing	Missing	208030100
1995-96	Leavers		7	43%	67%	\$8,312	208030100
<b>Accounting</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates		2	50%	0%	Missing	507010300
1992-93	Leavers		35	74%	65%	\$4,512	507010300
* 1993-94	Graduates		7	29%	50%	\$2,346	507010300
1993-94	Leavers		21	62%	38%	\$3,425	507010300
* 1994-95	Graduates		7	57%	75%	\$3,248	507010300
1994-95	Leavers		14	64%	44%	\$3,616	507010300
* 1995-96	Graduates		1	100%	100%	\$4,649	507010300
1995-96	Leavers		6	50%	100%	\$4,129	507010300
<b>Accounting Applications</b>							
<i>Associate in Science Certificate</i>							
1992-93	Graduates		18	78%	57%	\$6,110	507019903
1992-93	Leavers		129	70%	79%	\$5,711	507019903
1993-94	Graduates		20	70%	57%	\$4,581	507019903
1993-94	Leavers		86	69%	78%	\$5,733	507019903
1994-95	Graduates		23	78%	72%	\$5,221	507019903
1995-96	Graduates		27	52%	86%	\$5,205	507019903
<b>Accounting Operations</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Leavers		31	45%	71%	\$5,337	507010000
* 1993-94	Graduates		1	100%	0%	Missing	507010101
1993-94	Leavers		5	80%	75%	\$5,071	507010101
* 1994-95	Graduates		3	67%	50%	\$7,452	507010101
1994-95	Leavers		21	48%	80%	\$5,933	507010101
1995-96	Graduates		19	68%	77%	\$4,583	507010101
1995-96	Leavers		28	50%	86%	\$4,400	507010101
<b>Accounting Technology</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates		115	73%	77%	\$5,584	507010100
1992-93	Leavers		645	69%	76%	\$5,239	507010100
1993-94	Graduates		154	64%	84%	\$5,762	507010100
1993-94	Leavers		592	72%	76%	\$5,436	507010100
1994-95	Graduates		167	73%	79%	\$5,170	507010100
1994-95	Leavers		620	66%	78%	\$5,542	507010100
1995-96	Graduates		152	61%	82%	\$5,928	507010100
1995-96	Leavers		718	63%	81%	\$5,535	507010100

\*The program was identified as poorly performing based on the criteria described on page 32 of this report.

\*\*Leavers are students enrolled in a job training program in a given year who do not complete the program that year and are not enrolled the following year.

Job Training Program Title <i>Type Program</i>		Year	Type Exit	Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
<b>Advanced Drafting</b>								
<i>Adult Vocational Certificate</i>								
*	1995-96	Graduates	4	50%	0%	Missing	648010101	
<b>Agricultural Business Technology</b>								
<i>Associate in Science Degree</i>								
*	1992-93	Graduates	2	100%	100%	\$11,325	101010100	
	1992-93	Leavers	7	100%	100%	\$6,618	101010100	
*	1993-94	Graduates	4	75%	67%	\$10,111	101010100	
	1993-94	Leavers	12	83%	70%	\$5,710	101010100	
	1994-95	Graduates	7	57%	75%	\$10,017	101010100	
	1994-95	Leavers	11	55%	83%	\$5,752	101010100	
	1995-96	Graduates	7	57%	100%	\$8,625	101010100	
	1995-96	Leavers	22	55%	83%	\$5,940	101010100	
<b>Agricultural Production Technology</b>								
<i>Associate in Science Degree</i>								
	1993-94	Graduates	8	75%	100%	\$9,124	102010100	
	1993-94	Leavers	11	64%	57%	\$5,115	102010100	
	1994-95	Graduates	6	67%	50%	\$7,555	102010100	
	1994-95	Leavers	13	69%	67%	\$5,711	102010100	
*	1995-96	Graduates	3	100%	100%	\$5,133	102010100	
	1995-96	Leavers	14	57%	88%	\$6,713	102010100	
<b>Air Conditioning, Refrigeration and Heating Systems Technology</b>								
<i>Adult Vocational Certificate</i>								
	1992-93	Graduates	129	66%	62%	\$5,108	647020100	
	1992-93	Leavers	231	65%	73%	\$5,033	647020100	
	1993-94	Graduates	181	67%	69%	\$5,100	647020100	
	1993-94	Leavers	354	62%	68%	\$5,173	647020100	
<b>Air Conditioning, Refrigeration and Heating Systems Technology</b>								
<i>Associate in Science Degree</i>								
	1992-93	Graduates	36	81%	79%	\$7,580	615050100	
	1992-93	Leavers	47	68%	69%	\$5,699	615050100	
	1993-94	Graduates	26	54%	64%	\$5,834	615050100	
	1993-94	Leavers	37	62%	74%	\$6,642	615050100	
	1994-95	Graduates	27	70%	79%	\$6,667	615050100	
	1994-95	Leavers	46	72%	82%	\$6,875	615050100	
*	1995-96	Graduates	13	54%	71%	\$3,528	615050100	
	1995-96	Leavers	35	54%	84%	\$7,077	615050100	
<b>Air Conditioning, Refrigeration and Heating</b>								
<i>Adult Vocational Certificate</i>								
	1994-95	Graduates	162	74%	76%	\$6,113	647020101	
	1994-95	Leavers	323	61%	72%	\$5,674	647020101	
	1995-96	Graduates	176	65%	80%	\$5,672	647020101	
	1995-96	Leavers	296	52%	79%	\$5,449	647020101	

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of Graduates or	Percentage	Percentage	Average	CIP
Year	Type Exit	Leavers	Employed	Employed Full-Time	Quarterly Wages	Number	
<b>Aircraft Airframe Mechanic</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates	8	38%	67%	\$2,914	647060201	
1992-93	Leavers	23	48%	64%	\$3,828	647060201	
<b>Aircraft Airframe Mechanics</b>							
<i>Adult Vocational Certificate</i>							
* 1993-94	Leavers	6	33%	50%	\$5,689	647060700	
* 1994-95	Graduates	13	8%	0%	Missing	647060700	
1994-95	Leavers	32	28%	56%	\$3,236	647060700	
* 1995-96	Graduates	23	35%	75%	\$9,208	647060700	
1995-96	Leavers	6	83%	60%	\$4,473	647060700	
<b>Aircraft Power Plant Mechanic</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates	9	33%	67%	\$2,914	647060202	
1992-93	Leavers	9	78%	43%	\$3,847	647060202	
<b>Aircraft Power Plant Mechanics</b>							
<i>Adult Vocational Certificate</i>							
* 1993-94	Leavers	1	0%	Missing	Missing	647060800	
<b>Alterationist</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Leavers	4	50%	50%	\$10,733	420030500	
<b>Apparel Design For Industry</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Leavers	9	33%	100%	\$5,575	420030100	
* 1993-94	Graduates	1	100%	0%	Missing	420030100	
1993-94	Leavers	2	100%	50%	\$3,022	420030100	
* 1994-95	Graduates	2	100%	100%	\$9,717	420030100	
1994-95	Leavers	2	0%	Missing	Missing	420030100	
* 1995-96	Leavers	1	100%	0%	Missing	420030100	
<b>Architectural Design and Construction Technology</b>							
<i>Associate in Science Degree</i>							
* 1992-93	Graduates	12	33%	100%	\$4,763	615010100	
1992-93	Leavers	151	66%	73%	\$5,830	615010100	
1993-94	Graduates	28	75%	71%	\$5,198	615010100	
1993-94	Leavers	68	71%	73%	\$5,656	615010100	
1994-95	Graduates	20	55%	82%	\$5,396	615010100	
1994-95	Leavers	117	53%	68%	\$5,820	615010100	
1995-96	Graduates	16	75%	67%	\$4,544	615010100	
1995-96	Leavers	132	55%	75%	\$5,242	615010100	
<b>Architectural Drafting</b>							
<i>Adult Vocational Certificate</i>							
1992-93	Graduates	12	67%	50%	\$7,403	648010200	
1992-93	Leavers	7	57%	100%	\$7,501	648010200	
* 1993-94	Graduates	2	50%	100%	\$2,737	648010200	
1993-94	Leavers	12	42%	100%	\$4,190	648010200	
* 1994-95	Leavers	8	63%	60%	\$3,208	648010200	

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Year	Type Exit	Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
<b>Architectural Drafting (continued)</b>								
*	1995-96	Graduates	5	20%	100%	\$2,727	648010200	
	1995-96	Leavers	12	58%	57%	\$4,590	648010200	
<b>Auto Detailing and Reconditioning</b>								
<i>Associate in Science Degree</i>								
	1992-93	Graduates	29	76%	64%	\$6,675	647060203	
	1992-93	Leavers	85	62%	55%	\$6,218	647060203	
<b>Automotive Body Repair and Refinishing</b>								
<i>Adult Vocational Certificate</i>								
	1992-93	Graduates	11	91%	40%	\$4,240	647060300	
	1992-93	Leavers	39	49%	63%	\$4,682	647060300	
	1993-94	Graduates	22	77%	59%	\$3,765	647060300	
	1993-94	Leavers	112	56%	60%	\$4,815	647060300	
	1994-95	Graduates	21	67%	79%	\$4,070	647060300	
	1994-95	Leavers	84	57%	58%	\$5,157	647060300	
	1995-96	Graduates	17	88%	67%	\$5,721	647060300	
	1995-96	Leavers	78	41%	50%	\$4,597	647060300	
<b>Automotive Machine Shop</b>								
<i>Adult Vocational Certificate</i>								
*	1992-93	Graduates	1	100%	0%	Missing	648050301	
	1992-93	Leavers	8	63%	60%	\$7,353	648050301	
*	1993-94	Graduates	5	60%	67%	\$4,075	648050301	
	1993-94	Leavers	39	56%	55%	\$5,105	648050301	
*	1994-95	Graduates	1	100%	100%	\$4,381	648050301	
	1994-95	Leavers	25	44%	64%	\$7,037	648050301	
*	1995-96	Graduates	4	50%	100%	\$5,561	648050301	
	1995-96	Leavers	30	37%	64%	\$5,438	648050301	
<b>Automotive Service Management Technology</b>								
<i>Associate in Science Degree</i>								
	1992-93	Graduates	43	81%	77%	\$5,860	615080300	
	1992-93	Leavers	139	76%	69%	\$5,909	615080300	
	1993-94	Graduates	37	78%	93%	\$5,819	615080300	
	1993-94	Leavers	156	65%	66%	\$5,311	615080300	
	1994-95	Graduates	62	73%	89%	\$6,621	615080300	
	1994-95	Leavers	120	64%	70%	\$6,435	615080300	
	1995-96	Graduates	69	68%	87%	\$7,489	615080300	
	1995-96	Leavers	159	61%	80%	\$5,775	615080300	
<b>Automotive Service Technology</b>								
<i>Adult Vocational Certificate</i>								
	1992-93	Graduates	40	75%	70%	\$4,696	647060400	
	1992-93	Leavers	182	66%	61%	\$5,777	647060400	
	1993-94	Graduates	44	70%	90%	\$4,492	647060400	
	1993-94	Leavers	262	60%	63%	\$4,789	647060400	
	1994-95	Graduates	42	62%	65%	\$4,316	647060400	
	1994-95	Leavers	236	60%	71%	\$5,803	647060400	

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Automotive Service Technology (continued)</b>						
1995-96	Graduates	67	60%	83%	\$4,595	647060400
1995-96	Leavers	153	56%	67%	\$5,837	647060400
* 1995-96	Graduates	5	20%	100%	\$2,925	647060405
1995-96	Leavers	132	61%	78%	\$6,098	647060405
<b>Autotronics</b>						
<i>Adult Vocational Certificate</i>						
* 1993-94	Graduates	4	100%	100%	\$6,744	647060401
* 1994-95	Leavers	1	0%	Missing	Missing	647060401
* 1995-96	Graduates	1	0%	Missing	Missing	647060401
1995-96	Leavers	7	86%	100%	\$9,455	647060401
<b>Aviation Administration</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	16	50%	63%	\$3,862	649010400
1992-93	Leavers	72	53%	61%	\$5,489	649010400
1993-94	Graduates	17	65%	73%	\$5,571	649010400
1993-94	Leavers	81	54%	64%	\$5,831	649010400
1994-95	Graduates	21	52%	64%	\$5,397	649010400
1994-95	Leavers	56	55%	84%	\$6,572	649010400
1995-96	Graduates	13	54%	100%	\$4,540	649010400
1995-96	Leavers	39	51%	55%	\$6,781	649010400
<b>Aviation Maintenance Management</b>						
<i>Associate in Science Degree</i>						
1993-94	Graduates	25	68%	82%	\$5,650	649010401
1993-94	Leavers	74	62%	67%	\$6,657	649010401
1994-95	Graduates	27	81%	100%	\$10,637	649010401
1994-95	Leavers	36	61%	86%	\$6,871	649010401
1995-96	Graduates	23	70%	88%	\$9,379	649010401
1995-96	Leavers	36	61%	73%	\$9,074	649010401
<b>Bail Bonding</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Leavers	34	62%	62%	\$6,183	743010503
* 1993-94	Leavers	26	62%	69%	\$7,353	743010503
1994-95	Leavers	28	39%	82%	\$7,800	743010903
* 1995-96	Graduates	35	37%	62%	\$5,987	743010903
1995-96	Leavers	4	75%	100%	\$6,699	743010903
<b>Barbering</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Leavers	3	0%	Missing	Missing	612040200
* 1993-94	Graduates	9	56%	60%	\$2,821	612040200
1993-94	Leavers	37	59%	55%	\$3,969	612040200
* 1994-95	Graduates	1	0%	Missing	Missing	612040200
1994-95	Leavers	29	31%	44%	\$3,863	612040200
* 1995-96	Graduates	2	0%	Missing	Missing	612040200
1995-96	Leavers	21	38%	63%	\$5,246	612040200

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit						
<b>Basic X-Ray Machine Operator</b>							
<i>Adult Vocational Certificate</i>							
*	1992-93	Graduates	1	0%	Missing	Missing	317020902
	1992-93	Leavers	2	50%	100%	\$8,613	317020902
	1993-94	Graduates	25	80%	50%	\$3,940	317020902
*	1994-95	Leavers	3	67%	50%	\$6,000	317020902
<b>Biomedical Equipment Engineering Technology</b>							
<i>Associate in Science Degree</i>							
*	1992-93	Graduates	4	50%	50%	\$9,717	615040101
	1992-93	Leavers	8	63%	40%	\$5,770	615040101
	1993-94	Graduates	7	57%	75%	\$6,597	615040101
	1993-94	Leavers	47	53%	68%	\$5,185	615040101
	1994-95	Graduates	13	54%	100%	\$6,714	615040101
	1994-95	Leavers	41	51%	76%	\$6,116	615040101
	1995-96	Graduates	19	58%	82%	\$6,887	615040101
	1995-96	Leavers	46	46%	81%	\$8,104	615040101
<b>Building Repair, Maintenance, and Utilities Management</b>							
<i>Adult Vocational Certificate</i>							
*	1993-94	Graduates	5	60%	33%	\$2,834	646040101
	1993-94	Leavers	18	72%	77%	\$5,757	646040101
*	1994-95	Leavers	29	52%	47%	\$3,393	646040101
	1995-96	Graduates	14	57%	75%	\$4,407	646040101
	1995-96	Leavers	33	36%	42%	\$5,283	646040101
<b>Building Construction Technology</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	29	62%	83%	\$7,012	615010101
	1992-93	Leavers	161	61%	66%	\$7,205	615010101
	1993-94	Graduates	49	67%	88%	\$6,461	615100101
	1993-94	Leavers	215	55%	75%	\$6,625	615100101
	1994-95	Graduates	39	67%	81%	\$6,589	615100101
	1994-95	Leavers	209	55%	78%	\$6,956	615100101
	1995-96	Graduates	56	64%	89%	\$7,286	615100101
	1995-96	Leavers	164	55%	80%	\$6,852	615100101
<b>Building Maintenance and Utilities Management</b>							
<i>Adult Vocational Certificate</i>							
*	1992-93	Graduates	5	60%	0%	Missing	646042100
	1992-93	Leavers	20	35%	57%	\$3,915	646042100
<b>Business Administration and Management</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	409	73%	73%	\$6,117	506049901
	1992-93	Leavers	2170	67%	74%	\$5,921	506049901
	1993-94	Graduates	459	74%	81%	\$6,007	506040102
	1993-94	Leavers	2015	68%	74%	\$5,821	506040102
	1994-95	Graduates	459	71%	83%	\$5,894	506040102
	1994-95	Leavers	2168	66%	77%	\$5,970	506040102
	1995-96	Graduates	489	61%	84%	\$6,012	506040102
	1995-96	Leavers	2331	63%	79%	\$6,001	506040102

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of Graduates or	Percentage	Percentage	Average	CIP
Year	Type Exit	Leavers	Employed	Employed Full-Time	Quarterly Wages	Number	
<b>Business Administration Operations</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Leavers	516	43%	48%	\$4,703	506040000	
* 1993-94	Leavers	11	55%	83%	\$5,625	506040101	
* 1994-95	Graduates	4	75%	67%	\$3,897	506040101	
1994-95	Leavers	16	63%	90%	\$6,190	506040101	
1995-96	Graduates	8	75%	100%	\$4,609	506040101	
1995-96	Leavers	21	52%	73%	\$5,025	506040101	
<b>Business Data Processing</b>							
<i>Associate in Science Certificate</i>							
* 1992-93	Graduates	51	27%	79%	\$5,236	507030100	
1992-93	Leavers	163	60%	77%	\$5,968	507030100	
1993-94	Graduates	40	60%	75%	\$4,369	507030100	
1993-94	Leavers	123	59%	81%	\$5,814	507030100	
1994-95	Graduates	32	69%	86%	\$4,538	507030100	
* 1995-96	Graduates	58	36%	76%	\$4,682	507030100	
<b>Business Management</b>							
<i>Adult Vocational Certificate</i>							
* 1995-96	Graduates	1	100%	0%	Missing	506040100	
<b>Business Software Applications</b>							
<i>Adult Vocational Certificate</i>							
1992-93	Graduates	47	60%	68%	\$4,003	507030501	
1992-93	Leavers	156	60%	58%	\$4,540	507030501	
1993-94	Graduates	54	61%	73%	\$3,841	507030501	
1993-94	Leavers	47	55%	62%	\$3,883	507030501	
1994-95	Graduates	55	53%	76%	\$4,448	507030501	
1994-95	Leavers	37	59%	64%	\$3,745	507030501	
* 1995-96	Graduates	22	68%	87%	\$3,618	507030501	
1995-96	Leavers	38	58%	68%	\$4,463	507030501	
<b>Cabinetmaking and Millwork</b>							
<i>Adult Vocational Certificate</i>							
* 1994-95	Graduates	2	100%	50%	\$4,397	648070301	
* 1995-96	Graduates	1	0%	Missing	Missing	648070301	
1995-96	Leavers	1	100%	100%	\$2,286	648070301	
<b>Cardiovascular Technology</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates	49	57%	89%	\$7,206	317020100	
1992-93	Leavers	28	75%	71%	\$5,885	317020100	
1993-94	Graduates	77	53%	78%	\$7,293	317020100	
1993-94	Leavers	48	63%	57%	\$5,452	317020100	
1994-95	Graduates	68	57%	82%	\$6,068	317020100	
1994-95	Leavers	20	55%	64%	\$6,496	317020100	
1995-96	Graduates	61	52%	88%	\$7,842	317020100	
1995-96	Leavers	15	53%	63%	\$4,226	317020100	

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.



Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Cashiering</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	19	47%	33%	\$4,638	208079901
1992-93	Leavers	18	50%	11%	\$2,617	208079901
* 1993-94	Graduates	12	75%	56%	\$2,839	208079901
1993-94	Leavers	23	78%	56%	\$3,298	208079901
* 1994-95	Leavers	18	67%	25%	\$2,935	208079901
<b>Chemical Instrumentation Technology</b>						
<i>Associate in Science Degree</i>						
* 1993-94	Graduates	2	100%	50%	\$4,668	641030101
1993-94	Leavers	1	100%	100%	\$4,633	641030101
* 1994-95	Leavers	7	29%	100%	\$6,021	641030101
* 1995-96	Graduates	7	57%	75%	\$3,430	641030101
1995-96	Leavers	10	30%	67%	\$3,336	641030101
<b>Chemical Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	1	100%	0%	Missing	641030100
1992-93	Leavers	6	50%	67%	\$4,543	641030100
* 1995-96	Leavers	3	67%	100%	\$10,838	641030100
<b>Child Care Assisting</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	6	33%	50%	\$2,290	420020101
1992-93	Leavers	10	30%	0%	Missing	420020101
* 1993-94	Graduates	1	100%	0%	Missing	420020200
1993-94	Leavers	36	39%	43%	\$3,879	420020200
* 1994-95	Graduates	5	80%	25%	\$3,248	420020200
1994-95	Leavers	38	58%	50%	\$3,935	420020200
* 1995-96	Graduates	6	33%	0%	Missing	420020200
1995-96	Leavers	18	39%	71%	\$3,654	420020200
<b>Child Care Center Management</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	22	77%	82%	\$4,399	420020300
1992-93	Leavers	118	64%	67%	\$4,615	420020300
1993-94	Graduates	28	68%	68%	\$4,159	420020300
1993-94	Leavers	127	61%	57%	\$4,188	420020300
1994-95	Graduates	35	57%	80%	\$4,165	420020300
1994-95	Leavers	104	62%	56%	\$4,513	420020300
* 1995-96	Graduates	32	50%	69%	\$3,670	420020300
1995-96	Leavers	127	54%	65%	\$5,364	420020300
<b>Child Care Center Operations</b>						
<i>Adult Vocational Certificate</i>						
* 1995-96	Leavers	1	0%	Missing	Missing	420020302
<b>Child Care Provider</b>						
<i>Adult Vocational Certificate</i>						
* 1995-96	Graduates	6	33%	0%	Missing	420020100

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of Graduates or	Percentage	Percentage	Average	CIP
Year	Type Exit	Leavers	Employed	Employed Full-Time	Quarterly Wages	Number	
<b>Child Care Supervision</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates	17	53%	78%	\$3,223	420020500	
1992-93	Leavers	1799	56%	60%	\$4,881	420020500	
1993-94	Graduates	53	66%	80%	\$4,026	420020201	
1993-94	Leavers	101	59%	47%	\$3,479	420020201	
* 1994-95	Graduates	63	49%	68%	\$3,463	420020201	
1994-95	Leavers	290	52%	70%	\$3,859	420020201	
* 1995-96	Graduates	86	55%	77%	\$3,515	420020201	
1995-96	Leavers	200	53%	60%	\$3,907	420020201	
<b>Child Development and Early Intervention</b>							
<i>Associate in Science Certificate</i>							
* 1992-93	Graduates	1	100%	100%	\$4,130	420020503	
<b>Child Development and Education</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates	123	59%	68%	\$3,648	420020502	
1992-93	Leavers	385	62%	65%	\$4,455	420020502	
<b>Child Development and Education</b>							
<i>Associate in Science Degree</i>							
* 1992-93	Graduates	1	100%	100%	\$2,500	420020203	
1992-93	Leavers	3	100%	33%	\$4,095	420020203	
1993-94	Graduates	121	64%	58%	\$3,868	420020203	
1993-94	Leavers	286	62%	72%	\$4,079	420020203	
1994-95	Graduates	135	52%	66%	\$4,369	420020203	
1994-95	Leavers	313	58%	67%	\$3,959	420020203	
1995-96	Graduates	150	55%	72%	\$4,502	420020203	
1995-96	Leavers	320	60%	64%	\$4,036	420020203	
<i>Adult Vocational Certificate</i>							
* 1995-96	Graduates	3	33%	100%	\$3,695	420020203	
<i>Associate in Science Certificate</i>							
* 1995-96	Graduates	3	100%	67%	\$3,941	420020203	
<b>Child Development Early Intervention</b>							
<i>Associate in Science Degree</i>							
* 1995-96	Graduates	1	100%	100%	\$4,743	420020204	
<i>Associate in Science Certificate</i>							
1993-94	Graduates	293	63%	84%	\$4,044	420020204	
1993-94	Leavers	26	81%	81%	\$3,930	420020204	
1994-95	Graduates	124	65%	65%	\$3,866	420020204	
1995-96	Graduates	311	67%	79%	\$3,913	420020204	
<b>Citrus Production Technology</b>							
<i>Associate in Science Degree</i>							
* 1992-93	Graduates	5	100%	80%	\$9,792	102040300	
1992-93	Leavers	2	100%	100%	\$7,875	102040300	

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Citrus Production Technology (continued)</b>						
* 1993-94	Graduates	1	100%	100%	\$8,253	102040300
1993-94	Leavers	2	100%	100%	\$9,091	102040300
1994-95	Graduates	7	71%	80%	\$7,634	102040300
1994-95	Leavers	16	63%	50%	\$8,317	102040300
* 1995-96	Leavers	12	75%	100%	\$6,909	102040300
<b>Civil Engineering Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	11	73%	88%	\$6,751	715020101
1992-93	Leavers	78	62%	77%	\$6,447	715020101
1993-94	Graduates	18	94%	82%	\$6,715	715020101
1993-94	Leavers	87	72%	83%	\$6,790	715020101
1994-95	Graduates	18	67%	83%	\$7,346	715020101
1994-95	Leavers	108	66%	75%	\$6,259	715020101
1995-96	Graduates	12	67%	88%	\$8,711	715020101
1995-96	Leavers	106	57%	78%	\$6,126	715020101
<b>Coder Specialist</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Leavers	9	67%	50%	\$4,374	317050602
1993-94	Graduates	6	83%	100%	\$5,628	317050602
1993-94	Leavers	13	69%	78%	\$5,145	317050602
1994-95	Graduates	18	56%	80%	\$5,322	317050602
1994-95	Leavers	53	74%	79%	\$4,205	317050602
1995-96	Graduates	30	67%	75%	\$4,752	317050602
1995-96	Leavers	74	58%	67%	\$4,417	317050602
<b>Commercial and Industrial Electricity</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	10	90%	67%	\$5,208	647019902
1992-93	Leavers	56	75%	81%	\$6,936	647019902
1993-94	Graduates	18	67%	67%	\$5,840	647019902
1993-94	Leavers	99	71%	73%	\$5,187	647019902
<i>Adult Vocational Certificate</i>						
1994-95	Graduates	49	73%	75%	\$8,343	647010502
1994-95	Leavers	112	70%	83%	\$6,905	647010502
1995-96	Graduates	31	84%	92%	\$9,014	647010502
1995-96	Leavers	149	76%	90%	\$7,476	647010502
<b>Commercial Foods and Culinary Arts</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	3	100%	33%	\$3,548	620040300
1992-93	Leavers	27	63%	59%	\$3,979	620040300
1993-94	Graduates	6	83%	60%	\$5,302	620040300
1993-94	Leavers	45	71%	78%	\$4,578	620040300
1994-95	Graduates	8	75%	67%	\$4,134	620040300
1994-95	Leavers	78	55%	60%	\$4,312	620040300
* 1995-96	Graduates	4	75%	67%	\$3,560	620040300
1995-96	Leavers	35	46%	56%	\$5,513	620040300

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Commercial Vehicle Driving</b>						
<i>Adult Vocational Certificate</i>						
1993-94	Graduates	26	58%	60%	\$6,235	649020500
1994-95	Graduates	53	51%	74%	\$4,600	649020500
1994-95	Leavers	18	56%	40%	\$4,835	649020500
1995-96	Graduates	288	56%	82%	\$5,850	649020500
1995-96	Leavers	33	55%	56%	\$4,343	649020500
<b>Communication Electronics</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Leavers	1	100%	0%	Missing	647010300
* 1993-94	Graduates	9	56%	40%	\$3,386	647010300
1993-94	Leavers	7	43%	67%	\$3,175	647010300
* 1994-95	Graduates	10	70%	43%	\$5,072	647010300
1994-95	Leavers	5	20%	0%	Missing	647010300
* 1995-96	Graduates	7	43%	100%	\$3,696	647010300
1995-96	Leavers	2	50%	100%	\$9,441	647010300
<b>Computer Applications</b>						
<i>Adult Vocational Certificate</i>						
* 1995-96	Leavers	1	0%	Missing	Missing	507030200
<b>Computer Electronics Technology</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	8	75%	67%	\$4,052	647010400
1992-93	Leavers	7	71%	60%	\$5,317	647010400
1993-94	Graduates	10	70%	71%	\$4,632	647010400
1993-94	Leavers	6	67%	50%	\$5,920	647010400
1994-95	Graduates	8	88%	100%	\$3,842	647010400
1994-95	Leavers	9	56%	60%	\$2,336	647010400
* 1995-96	Graduates	18	44%	75%	\$6,540	647010400
1995-96	Leavers	49	59%	76%	\$4,291	647010400
<b>Computer Engineering Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	37	65%	79%	\$5,890	615040200
1992-93	Leavers	186	69%	78%	\$5,690	615040200
1993-94	Graduates	38	66%	72%	\$6,117	615040200
1993-94	Leavers	186	63%	76%	\$6,550	615040200
1994-95	Graduates	27	56%	87%	\$6,176	615040200
1994-95	Leavers	209	64%	77%	\$6,099	615040200
1995-96	Graduates	58	66%	87%	\$6,218	615040200
1995-96	Leavers	301	58%	75%	\$7,038	615040200
<b>Computer Information Systems Analysis</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	91	69%	75%	\$6,319	507030600
1992-93	Leavers	508	72%	76%	\$6,353	507030600
1993-94	Graduates	125	66%	80%	\$5,923	507030600
1993-94	Leavers	451	69%	81%	\$6,067	507030600

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Computer Information Systems Analysis (continued)</b>						
1994-95	Graduates	115	69%	86%	\$5,689	507030600
1994-95	Leavers	579	66%	76%	\$6,390	507030600
1995-96	Graduates	190	64%	88%	\$6,659	507030600
1995-96	Leavers	803	63%	82%	\$6,037	507030600
<b>Computer Integrated Manufacturing Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	5	100%	100%	\$8,032	615049901
1992-93	Leavers	52	56%	66%	\$8,190	615049901
* 1993-94	Graduates	5	60%	100%	\$6,418	615049901
1993-94	Leavers	38	47%	78%	\$6,391	615049901
* 1994-95	Graduates	1	100%	100%	\$3,222	615049901
1994-95	Leavers	24	63%	73%	\$6,248	615049901
* 1995-96	Graduates	5	40%	100%	\$11,150	615049901
1995-96	Leavers	12	58%	100%	\$9,355	615049901
<b>Computer Programming</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	6	50%	0%	Missing	507030000
1992-93	Leavers	17	82%	43%	\$6,471	507030000
* 1993-94	Graduates	10	30%	0%	Missing	511020100
1993-94	Leavers	4	50%	50%	\$6,776	511020100
1994-95	Graduates	10	30%	100%	\$4,747	511020100
1994-95	Leavers	7	57%	50%	\$4,400	511020100
1995-96	Graduates	6	83%	100%	\$10,342	511020100
1995-96	Leavers	13	69%	56%	\$4,825	511020100
<b>Computer Programming and Applications</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	140	66%	83%	\$6,366	507030500
1992-93	Leavers	1074	65%	76%	\$6,178	507030500
1993-94	Graduates	170	70%	76%	\$6,841	507030500
1993-94	Leavers	1193	66%	73%	\$5,848	507030500
1994-95	Graduates	159	65%	81%	\$6,073	507030500
1994-95	Leavers	1293	63%	75%	\$6,031	507030500
1995-96	Graduates	195	65%	89%	\$5,840	507030500
1995-96	Leavers	1303	61%	80%	\$6,700	507030500
<i>Adult Vocational Certificate</i>						
* 1994-95	Leavers	1	100%	100%	\$5,094	507030500
<b>Correctional Auxiliary Officer</b>						
<i>Adult Vocational Certificate</i>						
* 1993-94	Graduates	1	100%	100%	\$4,607	743010201
1993-94	Leavers	11	100%	91%	\$4,744	743010201
<b>Correctional Officer</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	935	91%	90%	\$5,496	743010200
1992-93	Leavers	426	80%	78%	\$6,245	743010200

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Correctional Officer (continued)</b>						
1993-94	Graduates	1220	87%	88%	\$4,845	743010200
1993-94	Leavers	748	81%	78%	\$5,191	743010200
1994-95	Graduates	1585	90%	88%	\$5,255	743010200
1994-95	Leavers	849	75%	76%	\$4,976	743010200
1995-96	Graduates	2729	84%	91%	\$5,254	743010200
1995-96	Leavers	792	69%	79%	\$5,103	743010200
<i>Associate in Science Degree</i>						
* 1994-95	Leavers	1	0%	Missing	Missing	743010200
<b>Correctional Probation Officer</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	99	98%	99%	\$6,332	743010202
1992-93	Leavers	4	75%	100%	\$5,168	743010202
1993-94	Graduates	149	96%	96%	\$5,330	743010202
1993-94	Leavers	1	100%	100%	\$6,396	743010202
1994-95	Graduates	123	96%	99%	\$5,484	743010202
1994-95	Leavers	15	100%	93%	\$5,472	743010202
1995-96	Graduates	84	96%	98%	\$5,453	743010202
<b>Cosmetology</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	275	56%	45%	\$3,180	612040300
1992-93	Leavers	165	54%	45%	\$3,654	612040300
* 1993-94	Graduates	322	57%	47%	\$3,593	612040300
1993-94	Leavers	361	52%	48%	\$4,188	612040300
* 1994-95	Graduates	224	49%	45%	\$3,181	612040300
1994-95	Leavers	401	55%	57%	\$3,675	612040300
* 1995-96	Graduates	224	49%	45%	\$3,383	612040300
1995-96	Leavers	164	50%	34%	\$4,086	612040300
* 1995-96	Graduates	21	43%	56%	\$4,957	612040303
1995-96	Leavers	146	49%	63%	\$4,667	612040303
<b>Cosmetology Specialist-Facials</b>						
<i>Adult Vocational Certificate</i>						
1993-94	Graduates	13	69%	44%	\$6,987	612040302
1993-94	Leavers	1	100%	0%	Missing	612040302
1994-95	Graduates	12	58%	71%	\$3,817	612040302
1994-95	Leavers	7	43%	67%	\$2,901	612040302
* 1995-96	Graduates	23	22%	80%	\$3,778	612040302
1995-96	Leavers	3	67%	100%	\$4,863	612040302
<b>Cosmetology Specialist-Nails</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	31	65%	75%	\$4,989	612040301
1992-93	Leavers	1	0%	Missing	Missing	612040301
1993-94	Graduates	138	63%	54%	\$3,871	612040301
1993-94	Leavers	21	52%	55%	\$2,866	612040301
1994-95	Graduates	115	54%	52%	\$4,556	612040301
1994-95	Leavers	70	71%	60%	\$4,991	612040301

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Cosmetology Specialist-Nails (continued)</b>						
1995-96	Graduates	128	55%	68%	\$4,041	612040301
1995-96	Leavers	67	49%	64%	\$4,463	612040301
<b>Court Reporting Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	23	26%	50%	\$3,766	507060201
1992-93	Leavers	220	64%	67%	\$4,798	507060201
* 1993-94	Graduates	14	14%	100%	\$4,410	507060201
1993-94	Leavers	106	62%	65%	\$4,909	507060201
* 1994-95	Graduates	21	24%	40%	\$4,430	507060201
1994-95	Leavers	112	63%	64%	\$4,677	507060201
* 1995-96	Graduates	18	39%	43%	\$4,744	507060201
1995-96	Leavers	102	61%	71%	\$5,134	507060201
<b>Criminal Justice Assisting</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Leavers	51	75%	82%	\$5,236	743019900
1993-94	Leavers	59	68%	60%	\$4,228	743019900
* 1994-95	Leavers	5	80%	100%	\$7,087	743019900
* 1995-96	Graduates	1	0%	Missing	Missing	743019900
1995-96	Leavers	8	38%	100%	\$6,987	743019900
<b>Criminal Justice Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	148	79%	80%	\$6,205	743010300
1992-93	Leavers	1226	76%	78%	\$6,382	743010300
1993-94	Graduates	184	80%	79%	\$6,580	743010300
1993-94	Leavers	1195	69%	75%	\$6,257	743010300
1994-95	Graduates	195	78%	79%	\$6,611	743010300
1994-95	Leavers	1118	68%	78%	\$5,957	743010300
1995-96	Graduates	259	66%	82%	\$6,832	743010300
1995-96	Leavers	1234	69%	83%	\$6,131	743010300
<b>Culinary Management</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	8	38%	67%	\$5,143	620040100
1992-93	Leavers	28	54%	60%	\$4,533	620040100
1993-94	Graduates	8	75%	50%	\$16,134	620040100
1993-94	Leavers	38	71%	37%	\$4,919	620040100
1994-95	Graduates	10	70%	86%	\$5,104	620040100
1994-95	Leavers	54	65%	69%	\$4,958	620040100
* 1995-96	Graduates	12	42%	100%	\$4,514	620040100
1995-96	Leavers	64	63%	60%	\$4,459	620040100
<b>Custodial Services</b>						
<i>Adult Vocational Certificate</i>						
* 1993-94	Leavers	8	0%	Missing	Missing	420060400
* 1994-95	Leavers	24	50%	25%	\$2,450	420060400
* 1995-96	Leavers	4	25%	0%	Missing	420060400

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number	
Year	Type Exit						
<b>Custom Garment Making</b>							
<i>Adult Vocational Certificate</i>							
*	1992-93	Graduates	3	0%	Missing	Missing	420030400
	1992-93	Leavers	2	0%	Missing	Missing	420030400
*	1993-94	Leavers	9	44%	50%	\$4,907	420030400
*	1994-95	Graduates	4	50%	100%	\$4,020	420030400
	1994-95	Leavers	4	25%	100%	\$3,596	420030400
*	1995-96	Leavers	2	0%	Missing	Missing	420030400
*	1995-96	Leavers	3	33%	100%	\$5,057	420030404
<b>Customer Service Technology</b>							
<i>Associate in Science Degree</i>							
*	1993-94	Graduates	1	100%	100%	\$9,599	208999900
*	1994-95	Graduates	1	0%	Missing	Missing	208999900
	1994-95	Leavers	4	0%	Missing	Missing	208999900
*	1995-96	Leavers	16	50%	50%	\$6,593	208999900
<b>Data Entry</b>							
<i>Adult Vocational Certificate</i>							
	1992-93	Graduates	88	63%	55%	\$3,722	507030300
	1992-93	Leavers	15	40%	50%	\$3,694	507030300
*	1993-94	Graduates	58	67%	56%	\$3,334	507030300
	1993-94	Leavers	32	53%	41%	\$3,882	507030300
*	1994-95	Graduates	33	76%	36%	\$3,691	507030300
	1994-95	Leavers	24	67%	44%	\$3,960	507030300
*	1995-96	Graduates	69	57%	46%	\$3,845	507030300
	1995-96	Leavers	54	48%	54%	\$3,953	507030300
<b>Dental Assisting</b>							
<i>Adult Vocational Certificate</i>							
	1992-93	Graduates	159	82%	73%	\$4,157	317010100
	1992-93	Leavers	80	55%	61%	\$4,250	317010100
	1993-94	Graduates	160	74%	73%	\$3,992	317010100
	1993-94	Leavers	97	72%	49%	\$4,095	317010100
	1994-95	Graduates	172	67%	77%	\$4,106	317010100
	1994-95	Leavers	57	61%	54%	\$3,925	317010100
	1995-96	Graduates	171	65%	71%	\$4,235	317010100
	1995-96	Leavers	72	64%	59%	\$4,159	317010100
<b>Dental Hygiene</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	266	83%	85%	\$6,946	317010200
	1992-93	Leavers	146	64%	74%	\$5,610	317010200
	1993-94	Graduates	255	88%	84%	\$6,760	317010200
	1993-94	Leavers	245	64%	75%	\$5,119	317010200
	1994-95	Graduates	286	81%	87%	\$7,192	317010200
	1994-95	Leavers	208	71%	70%	\$5,943	317010200
	1995-96	Graduates	268	82%	85%	\$7,022	317010200
	1995-96	Leavers	260	60%	78%	\$6,035	317010200

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.



Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Dental Laboratory Technology and Management</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	11	73%	75%	\$5,513	317010301
1992-93	Leavers	11	55%	83%	\$3,818	317010301
1993-94	Graduates	9	67%	67%	\$4,799	317010301
1993-94	Leavers	15	80%	67%	\$3,884	317010301
1994-95	Graduates	16	69%	45%	\$4,821	317010301
1994-95	Leavers	6	83%	60%	\$4,378	317010301
* 1995-96	Graduates	9	33%	67%	\$4,240	317010301
1995-96	Leavers	10	40%	50%	\$5,067	317010301
<b>Diagnostic Medical Sonography Specialist</b>						
<i>Associate in Science Certificate</i>						
1992-93	Graduates	6	67%	100%	\$9,905	317021201
1992-93	Leavers	4	100%	50%	\$5,982	317021201
1993-94	Graduates	9	89%	63%	\$8,844	317021201
1993-94	Leavers	3	100%	100%	\$7,420	317021201
* 1994-95	Graduates	1	100%	100%	\$12,601	317021201
1995-96	Graduates	13	77%	90%	\$7,068	317021201
<b>Diagnostic Medical Sonography Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	15	80%	83%	\$8,703	317021200
1992-93	Leavers	65	63%	63%	\$6,261	317021200
1993-94	Graduates	15	87%	92%	\$7,178	317021200
1993-94	Leavers	107	75%	73%	\$5,118	317021200
1994-95	Graduates	28	86%	75%	\$8,947	317021200
1994-95	Leavers	101	59%	67%	\$6,372	317021200
1995-96	Graduates	36	78%	96%	\$9,292	317021200
1995-96	Leavers	121	63%	67%	\$6,010	317021200
<b>Dietetic Management And Supervision</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	3	100%	67%	\$6,225	420040403
1992-93	Leavers	19	68%	85%	\$4,409	420040403
* 1993-94	Graduates	1	0%	Missing	Missing	420040403
1993-94	Leavers	18	22%	75%	\$3,784	420040403
* 1994-95	Graduates	4	75%	100%	\$6,283	420040403
1994-95	Leavers	9	78%	57%	\$3,759	420040403
* 1995-96	Leavers	13	62%	63%	\$5,183	420040403
<b>Dietetic Technician</b>						
<i>Adult Vocational Certificate</i>						
* 1995-96	Graduates	1	0%	Missing	Missing	420040401
<i>Associate in Science Degree</i>						
1992-93	Graduates	43	56%	79%	\$4,910	420040401
1992-93	Leavers	63	54%	65%	\$4,778	420040401
1993-94	Graduates	51	76%	77%	\$5,385	420040401
1993-94	Leavers	53	66%	77%	\$4,983	420040401

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Dietetic Technician (continued)</b>						
1994-95	Graduates	37	62%	78%	\$4,565	420040401
1994-95	Leavers	57	56%	72%	\$5,329	420040401
1995-96	Graduates	49	71%	83%	\$5,076	420040401
1995-96	Leavers	48	50%	75%	\$4,698	420040401
<b>Drafting</b>						
<i>Adult Vocational Certificate</i>						
* 1993-94	Leavers	22	45%	40%	\$2,733	648010100
* 1994-95	Leavers	44	41%	17%	\$2,762	648010100
* 1995-96	Leavers	71	34%	13%	\$5,664	648010100
<b>Drafting and Design Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	107	62%	65%	\$5,082	615020200
1992-93	Leavers	351	66%	71%	\$5,317	615020200
1993-94	Graduates	127	76%	68%	\$5,734	615020200
1993-94	Leavers	334	56%	72%	\$5,660	615020200
1994-95	Graduates	126	70%	76%	\$6,070	615020200
1994-95	Leavers	404	62%	73%	\$6,278	615020200
1995-96	Graduates	119	66%	83%	\$5,893	615020200
1995-96	Leavers	447	64%	74%	\$5,452	615020200
<b>Elderly and Disabled Care Services</b>						
<i>Adult Vocational Certificate</i>						
* 1994-95	Graduates	3	33%	100%	\$5,788	420060200
1994-95	Leavers	4	25%	0%	Missing	420060200
* 1995-96	Graduates	10	80%	75%	\$3,601	420060200
1995-96	Leavers	10	50%	60%	\$4,810	420060200
<b>Electrical Power Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	6	83%	100%	\$8,700	615030200
1992-93	Leavers	23	70%	75%	\$8,528	615030200
* 1993-94	Graduates	1	100%	100%	\$6,344	615030200
1993-94	Leavers	27	48%	62%	\$6,107	615030200
* 1994-95	Graduates	4	75%	100%	\$18,532	615030200
1994-95	Leavers	37	81%	90%	\$10,012	615030200
* 1995-96	Graduates	2	100%	100%	\$7,189	615030200
1995-96	Leavers	28	61%	94%	\$8,210	615030200
<b>Electrocardiograph Technology</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	2	50%	100%	\$4,422	317020300
1992-93	Leavers	6	100%	50%	\$3,704	317020300
* 1993-94	Graduates	4	100%	100%	\$3,427	317020300
1993-94	Leavers	2	50%	0%	Missing	317020300
* 1994-95	Leavers	4	75%	67%	\$4,613	317020300

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Electronic Technology</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	37	70%	62%	\$5,825	615030300
1992-93	Leavers	158	63%	66%	\$5,791	615030300
1993-94	Graduates	37	68%	68%	\$3,854	615030300
1993-94	Leavers	71	72%	67%	\$5,372	615030300
1994-95	Graduates	32	59%	58%	\$4,429	615030300
1994-95	Leavers	75	57%	67%	\$4,533	615030300
* 1995-96	Graduates	31	39%	67%	\$5,361	615030300
1995-96	Leavers	91	47%	70%	\$5,046	615030300
<b>Electronic/Desktop Publishing</b>						
<i>Adult Vocational Certificate</i>						
* 1994-95	Leavers	5	60%	67%	\$7,078	507080103
* 1995-96	Graduates	8	63%	80%	\$3,181	507080103
1995-96	Leavers	20	40%	38%	\$3,948	507080103
<b>Electronics Engineering Technology</b>						
<i>Adult Vocational Certificate</i>						
* 1995-96	Graduates	3	0%	Missing	Missing	615030301
<i>Associate in Science Degree</i>						
1992-93	Graduates	252	63%	71%	\$6,589	615030301
1992-93	Leavers	1039	62%	75%	\$6,906	615030301
1993-94	Graduates	258	63%	73%	\$6,514	615030301
1993-94	Leavers	830	63%	75%	\$6,746	615030301
1994-95	Graduates	265	63%	82%	\$7,132	615030301
1994-95	Leavers	755	64%	78%	\$7,038	615030301
1995-96	Graduates	240	58%	87%	\$7,587	615030301
1995-96	Leavers	715	61%	84%	\$7,109	615030301
<b>Emergency Medical Services</b>						
<i>Associate in Science Certificate</i>						
1995-96	Graduates	59	88%	96%	\$7,870	317020601
<i>Associate in Science Degree</i>						
1992-93	Graduates	71	90%	91%	\$10,614	317020601
1992-93	Leavers	176	76%	84%	\$7,600	317020601
1993-94	Graduates	103	78%	90%	\$9,745	317020601
1993-94	Leavers	354	73%	74%	\$6,373	317020601
1994-95	Graduates	125	86%	87%	\$9,696	317020601
1994-95	Leavers	355	77%	74%	\$6,277	317020601
1995-96	Graduates	154	77%	96%	\$10,476	317020601
1995-96	Leavers	380	71%	77%	\$6,900	317020601
<b>Emergency Medical Technician</b>						
<i>Associate in Science Certificate</i>						
1992-93	Graduates	991	78%	66%	\$5,306	317020500
1992-93	Leavers	625	77%	69%	\$5,742	317020500
1993-94	Graduates	1364	74%	72%	\$5,544	317020500
1993-94	Leavers	326	71%	66%	\$5,383	317020500
1994-95	Graduates	1189	75%	72%	\$5,683	317020500
1995-96	Graduates	1669	74%	75%	\$5,830	317020500

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of Graduates or	Percentage	Percentage	Average	CIP
Year	Type Exit		Leavers	Employed	Employed Full-Time	Quarterly Wages	Number
<b>Environmental Science Technology</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates		37	78%	55%	\$5,013	715059901
1992-93	Leavers		114	55%	54%	\$6,348	715059901
1993-94	Graduates		32	88%	61%	\$6,432	715059901
1993-94	Leavers		131	56%	67%	\$5,282	715059901
1994-95	Graduates		47	74%	69%	\$5,666	715059901
1994-95	Leavers		133	55%	63%	\$5,976	715059901
1995-96	Graduates		45	56%	60%	\$5,338	715059901
1995-96	Leavers		115	56%	77%	\$5,380	715059901
<b>Fashion Design</b>							
<i>Associate in Science Degree</i>							
* 1992-93	Graduates		14	0%	Missing	Missing	420039901
1992-93	Leavers		4	50%	0%	Missing	420039901
* 1993-94	Leavers		8	63%	60%	\$4,950	420030601
* 1994-95	Leavers		2	50%	100%	\$5,040	420030601
* 1995-96	Graduates		1	0%	Missing	Missing	420030601
1995-96	Leavers		3	100%	67%	\$5,783	420030601
<b>Fashion Marketing</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Leavers		8	63%	40%	\$7,266	208010200
* 1994-95	Leavers		1	0%	Missing	Missing	208010200
<b>Fashion Marketing Management</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates		37	57%	57%	\$3,706	208140101
1992-93	Leavers		118	65%	60%	\$4,203	208140101
1993-94	Graduates		26	69%	56%	\$4,287	206140110
1993-94	Leavers		80	69%	69%	\$4,606	206140110
* 1994-95	Graduates		18	44%	63%	\$4,969	206140110
1994-95	Leavers		75	72%	78%	\$4,974	206140110
1995-96	Graduates		18	56%	50%	\$4,043	206140110
1995-96	Leavers		52	46%	50%	\$4,522	206140110
<b>Film Production Technology</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates		19	53%	50%	\$4,252	610010200
1992-93	Leavers		39	56%	64%	\$4,460	610010200
1993-94	Graduates		17	76%	62%	\$4,272	610010200
1993-94	Leavers		35	77%	67%	\$4,275	610010200
1994-95	Graduates		31	52%	69%	\$4,885	610010200
1994-95	Leavers		58	69%	60%	\$5,339	610010200
1995-96	Graduates		36	78%	71%	\$5,248	610010200
1995-96	Leavers		67	70%	64%	\$4,996	610010200

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Financial Services</b>						
<i>Associate in Science Degree</i>						
1994-95	Graduates	30	63%	95%	\$6,070	206030100
1994-95	Leavers	233	74%	82%	\$5,600	206030100
1995-96	Graduates	23	65%	93%	\$6,628	206030100
1995-96	Leavers	212	60%	80%	\$6,089	206030100
* 1992-93	Graduates	4	75%	100%	\$4,658	208040120
1992-93	Leavers	8	75%	100%	\$6,363	208040120
1993-94	Graduates	28	64%	89%	\$6,271	208040120
1993-94	Leavers	166	77%	87%	\$5,052	208040120
1992-93	Graduates	31	90%	89%	\$6,166	208049900
1992-93	Leavers	219	71%	80%	\$5,918	208049900
<b>Fire Fighting</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	329	78%	67%	\$5,398	743020300
1992-93	Leavers	174	78%	68%	\$4,991	743020300
1993-94	Graduates	394	79%	76%	\$5,077	743020300
1993-94	Leavers	219	74%	75%	\$5,657	743020300
1994-95	Graduates	263	70%	75%	\$5,902	743020300
1994-95	Leavers	171	75%	83%	\$6,761	743020300
1995-96	Graduates	283	71%	77%	\$5,643	743020300
1995-96	Leavers	93	67%	82%	\$5,924	743020300
<b>Fire Science Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	146	96%	94%	\$11,663	743020100
1992-93	Leavers	501	88%	93%	\$9,865	743020100
1993-94	Graduates	155	85%	91%	\$10,907	743020100
1993-94	Leavers	402	82%	85%	\$9,439	743020100
1994-95	Graduates	174	94%	96%	\$11,774	743020100
1994-95	Leavers	446	86%	88%	\$9,938	743020100
1995-96	Graduates	165	88%	97%	\$12,404	743020100
1995-96	Leavers	360	83%	90%	\$9,629	743020100
<b>Fire Sprinkler System Installation</b>						
<i>Adult Vocational Certificate</i>						
* 1993-94	Graduates	5	80%	100%	\$5,246	646050200
* 1994-95	Graduates	2	100%	100%	\$7,549	646050200
1994-95	Leavers	48	56%	52%	\$5,805	646050200
* 1995-96	Graduates	5	60%	67%	\$10,927	646050200
1995-96	Leavers	44	55%	63%	\$5,351	646050200
<b>Floral Design and Marketing</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	3	67%	100%	\$3,012	208050300
1992-93	Leavers	35	34%	75%	\$9,305	208050300
1993-94	Graduates	6	83%	60%	\$5,454	208050300
1993-94	Leavers	98	52%	71%	\$5,241	208050300
* 1994-95	Graduates	4	0%	Missing	Missing	208050300
1994-95	Leavers	62	48%	77%	\$5,025	208050300
1995-96	Graduates	7	71%	80%	\$4,784	208050300
1995-96	Leavers	110	52%	77%	\$5,718	208050300

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Food Management, Production and Services</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	37	43%	38%	\$2,548	420040100
1992-93	Leavers	7	29%	50%	\$2,945	420040100
* 1993-94	Graduates	40	65%	54%	\$2,998	420040100
1993-94	Leavers	33	39%	15%	\$2,338	420040100
* 1994-95	Graduates	29	48%	57%	\$3,587	420040100
1994-95	Leavers	50	44%	36%	\$3,580	420040100
* 1995-96	Graduates	2	50%	0%		420040100
1995-96	Leavers	15	60%	67%	\$5,277	420040100
* 1995-96	Graduates	20	45%	11%	\$2,345	420040103
1995-96	Leavers	23	22%	0%	Missing	420040103
<b>Food Service Marketing</b>						
<i>Adult Vocational Certificate</i>						
* 1995-96	Graduates	1	0%	Missing	Missing	208090500
<b>Forest Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	24	38%	56%	\$3,987	103050600
1992-93	Leavers	45	56%	64%	\$5,548	103050600
1993-94	Graduates	18	61%	55%	\$5,989	103050600
1993-94	Leavers	45	62%	46%	\$4,181	103050600
1994-95	Graduates	16	56%	89%	\$4,871	103050600
1994-95	Leavers	40	68%	67%	\$4,602	103050600
* 1995-96	Graduates	27	44%	75%	\$6,061	103050600
1995-96	Leavers	20	50%	70%	\$4,883	103050600
<b>Funeral Services</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	39	62%	96%	\$6,681	312030100
1992-93	Leavers	43	67%	59%	\$4,879	312030100
1993-94	Graduates	35	51%	61%	\$5,989	312030100
1993-94	Leavers	44	41%	56%	\$4,422	312030100
1994-95	Graduates	36	58%	76%	\$5,708	312030100
1994-95	Leavers	35	51%	78%	\$7,944	312030100
1995-96	Graduates	34	82%	82%	\$6,981	312030100
1995-96	Leavers	31	42%	77%	\$6,205	312030100
<b>Furniture Upholstery</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Leavers	4	25%	0%	Missing	420050300
* 1994-95	Leavers	2	50%	100%	\$6,570	420050300
<b>Gasoline Engine Service Technician</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	14	36%	40%	\$3,009	647060600
1992-93	Leavers	47	60%	68%	\$6,478	647060600
* 1993-94	Graduates	8	50%	75%	\$3,596	647060600
1993-94	Leavers	53	58%	77%	\$6,685	647060600
* 1994-95	Graduates	10	40%	50%	\$2,985	647060600
1994-95	Leavers	50	46%	78%	\$5,932	647060600
* 1995-96	Graduates	4	50%	50%	\$5,636	647060600
1995-96	Leavers	57	53%	87%	\$6,647	647060600

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of Graduates or	Percentage	Percentage	Average	CIP
Year	Type Exit		Leavers	Employed	Employed Full-Time	Quarterly Wages	Number
<b>General Office Clerk</b>							
<i>Adult Vocational Certificate</i>							
*	1992-93	Graduates	28	57%	44%	\$2,911	507070500
	1992-93	Leavers	46	57%	54%	\$3,581	507070500
*	1993-94	Graduates	143	56%	49%	\$3,080	507070500
	1993-94	Leavers	149	50%	43%	\$3,361	507070500
*	1994-95	Graduates	97	60%	57%	\$3,545	507070500
	1994-95	Leavers	180	43%	44%	\$3,691	507070500
*	1995-96	Graduates	36	53%	74%	\$3,819	507070500
	1995-96	Leavers	238	52%	52%	\$3,825	507070500
<b>Golf Course Operations</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	52	69%	69%	\$6,290	102041000
	1992-93	Leavers	14	36%	60%	\$6,099	102041000
	1993-94	Graduates	36	72%	77%	\$6,002	101060701
	1993-94	Leavers	16	75%	67%	\$5,525	101060701
*	1994-95	Graduates	30	30%	89%	\$5,461	101060701
	1994-95	Leavers	20	50%	70%	\$4,978	101060701
	1995-96	Graduates	29	52%	93%	\$5,893	101060701
	1995-96	Leavers	9	33%	100%	\$9,942	101060701
<b>Graphic Arts Technology</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	21	76%	81%	\$5,056	650080100
	1992-93	Leavers	93	58%	63%	\$5,538	650080100
	1993-94	Graduates	32	75%	83%	\$5,461	650040201
	1993-94	Leavers	101	66%	58%	\$4,941	650040201
	1994-95	Graduates	17	53%	78%	\$5,714	650040201
	1994-95	Leavers	66	55%	69%	\$5,071	650040201
	1995-96	Graduates	10	70%	57%	\$5,876	650040201
	1995-96	Leavers	56	64%	53%	\$4,739	650040201
<b>Graphic Design Technology</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	94	66%	65%	\$4,349	650040200
	1992-93	Leavers	218	64%	71%	\$4,740	650040200
	1993-94	Graduates	112	63%	61%	\$3,929	650040200
	1993-94	Leavers	262	62%	65%	\$4,918	650040200
	1994-95	Graduates	107	60%	73%	\$4,579	650040200
	1994-95	Leavers	332	59%	60%	\$4,903	650040200
	1995-96	Graduates	128	59%	70%	\$4,505	650040200
	1995-96	Leavers	324	59%	66%	\$5,083	650040200
<b>Health Care Services</b>							
<i>Associate in Science Certificate</i>							
*	1992-93	Graduates	5	60%	67%	\$2,986	318070101
	1992-93	Leavers	19	68%	46%	\$4,447	318070101
*	1993-94	Graduates	7	71%	80%	\$3,148	318070101
	1993-94	Leavers	8	25%	50%	\$4,213	318070101
*	1994-95	Graduates	7	29%	50%	\$3,138	318070101
*	1995-96	Graduates	5	60%	67%	\$4,341	318070101

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Health Information Management</b>						
<i>Adult Vocational Certificate</i>						
* 1995-96	Graduates	2	0%	Missing	Missing	317050600
<i>Associate in Science Degree</i>						
1992-93	Graduates	69	83%	86%	\$5,789	317050600
1992-93	Leavers	101	75%	75%	\$5,435	317050600
1993-94	Graduates	90	66%	81%	\$5,237	317050600
1993-94	Leavers	133	65%	67%	\$4,447	317050600
1994-95	Graduates	90	74%	79%	\$5,513	317050600
1994-95	Leavers	109	60%	69%	\$5,326	317050600
1995-96	Graduates	120	73%	90%	\$4,976	317050600
1995-96	Leavers	97	59%	77%	\$5,324	317050600
<b>Health Services Management</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	9	89%	75%	\$5,698	318070100
1992-93	Leavers	40	70%	82%	\$7,758	318070100
1993-94	Graduates	12	83%	80%	\$4,573	318070100
1993-94	Leavers	63	60%	79%	\$7,103	318070100
1994-95	Graduates	14	50%	43%	\$5,120	318070100
1994-95	Leavers	43	60%	88%	Missing	318070100
1995-96	Graduates	22	55%	75%	\$6,417	318070100
1995-96	Leavers	38	58%	82%	\$5,429	318070100
<b>Health Unit Coordinator</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	99	70%	51%	\$3,486	317051300
1992-93	Leavers	28	64%	72%	\$3,571	317051300
* 1993-94	Graduates	101	64%	57%	\$3,400	317051300
1993-94	Leavers	32	56%	50%	\$3,467	317051300
* 1994-95	Graduates	90	80%	69%	\$3,579	317051300
1994-95	Leavers	35	63%	68%	\$4,387	317051300
* 1995-96	Graduates	59	69%	59%	\$3,887	317051300
1995-96	Leavers	22	50%	55%	\$3,897	317051300
<b>Heavy Duty Truck and Bus Mechanics</b>						
<i>Adult Vocational Certificate</i>						
* 1995-96	Leavers	1	100%	100%	\$5,151	647060501
<b>Heavy Equipment Operation</b>						
<i>Adult Vocational Certificate</i>						
* 1993-94	Graduates	5	80%	100%	\$3,421	649020200
1994-95	Graduates	25	64%	56%	\$3,949	649020200
1994-95	Leavers	15	60%	22%	\$3,106	649020200
* 1995-96	Graduates	15	40%	67%	\$4,274	649020200
1995-96	Leavers	27	81%	95%	\$5,439	649020200
<b>Histologic Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	2	100%	0%	Missing	317030800
1992-93	Leavers	1	0%	Missing	Missing	317030800

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.



Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Histologic Technology (continued)</b>						
1993-94	Graduates	8	63%	80%	\$5,873	317030800
1993-94	Leavers	1	0%	Missing	Missing	317030800
* 1994-95	Leavers	4	25%	100%	\$4,925	317030800
* 1995-96	Graduates	9	44%	75%	\$6,722	317030800
1995-96	Leavers	9	44%	100%	\$4,992	317030800
<b>Home Health Aide</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	319	73%	60%	\$4,010	317040400
1992-93	Leavers	8	63%	60%	\$4,686	317040400
1993-94	Graduates	387	71%	59%	\$3,841	317040400
1993-94	Leavers	33	67%	45%	\$3,795	317040400
1994-95	Graduates	393	69%	58%	\$3,924	317040400
1994-95	Leavers	56	63%	60%	\$4,162	317040400
1995-96	Graduates	428	69%	61%	\$3,978	317040400
1995-96	Leavers	55	45%	76%	\$4,023	317040400
<b>Hospital Housekeeping Supervision</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Leavers	9	89%	75%	\$4,010	317059901
* 1993-94	Graduates	2	100%	50%	\$2,971	317059901
1993-94	Leavers	8	50%	75%	\$4,087	317059901
* 1994-95	Leavers	9	100%	100%	\$4,478	317059901
* 1995-96	Leavers	7	86%	83%	\$4,576	317059901
<b>Hospitality Management</b>						
<i>Adult Vocational Certificate</i>						
* 1994-95	Leavers	1	0%	Missing	Missing	206079900
<i>Associate in Science Degree</i>						
1992-93	Graduates	46	78%	69%	\$4,731	206079900
1992-93	Leavers	319	65%	66%	\$5,064	206079900
1993-94	Graduates	93	57%	72%	\$4,974	206079900
1993-94	Leavers	290	66%	63%	\$4,734	206079900
* 1994-95	Graduates	100	49%	71%	\$4,798	206079900
1994-95	Leavers	345	61%	69%	\$4,889	206079900
1995-96	Graduates	98	51%	74%	\$4,886	206079900
1995-96	Leavers	374	59%	70%	\$5,135	206079900
<b>Hotel and Lodging: Front Office and Cashier Operations</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	1	100%	100%	\$2,192	208090200
1992-93	Leavers	6	50%	67%	\$2,067	208090200
* 1993-94	Graduates	1	0%	Missing	Missing	208090200
1994-95	Leavers	4	25%	100%	\$3,510	208090200
<b>Hotel/Motel Career Development</b>						
<i>Adult Vocational Certificate</i>						
* 1993-94	Graduates	1	0%	Missing	Missing	206070100

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of	Percentage	Percentage	Average	CIP
Year	Type Exit		Graduates or	Employed	Employed	Quarterly	Number
			Leavers		Full-Time	Wages	
<b>Human Services</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates	55		65%	61%	\$4,449	317040600
1992-93	Leavers		140	59%	70%	\$4,316	317040600
1993-94	Graduates	107		67%	68%	\$4,472	317040600
1993-94	Leavers		304	55%	62%	\$4,422	317040600
1994-95	Graduates	115		63%	60%	\$4,132	317040600
1994-95	Leavers		349	58%	65%	\$4,375	317040600
1995-96	Graduates	115		51%	73%	\$4,479	317040600
1995-96	Leavers		326	54%	64%	\$4,570	317040600
<b>Import/Export Marketing</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Leavers	27		67%	67%	\$6,546	208070300
* 1993-94	Graduates	1		100%	100%	\$6,508	208070300
1993-94	Leavers	2		50%	0%	Missing	208070300
* 1994-95	Graduates	4		25%	0%	Missing	208070300
1994-95	Leavers	2		50%	0%	Missing	208070300
1995-96	Graduates	11		73%	88%	\$4,421	208070300
1995-96	Leavers	15		47%	71%	\$6,176	208070300
<b>Industrial Electronics</b>							
<i>Adult Vocational Certificate</i>							
1992-93	Graduates	21		52%	73%	\$5,332	647010500
1992-93	Leavers	9		56%	80%	\$8,383	647010500
1993-94	Graduates	27		59%	56%	\$5,773	647010500
1993-94	Leavers	51		47%	58%	\$5,153	647010500
* 1994-95	Graduates	5		60%	100%	\$8,061	647010500
1994-95	Leavers	16		25%	75%	\$3,745	647010500
* 1995-96	Graduates	7		29%	100%	\$3,645	647010500
1995-96	Leavers	12		50%	67%	\$5,331	647010500
<b>Industrial Machinery Main and Repair</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates	1		100%	100%	\$6,929	647030300
1992-93	Leavers	3		33%	0%	Missing	647030300
* 1993-94	Graduates	14		29%	75%	\$6,783	647030300
1993-94	Leavers	3		33%	100%	\$4,088	647030300
* 1994-95	Graduates	2		0%	Missing	Missing	647030300
1994-95	Leavers	10		70%	86%	\$7,900	647030300
* 1995-96	Graduates	14		29%	75%	\$6,675	647030300
1995-96	Leavers	8		63%	80%	\$5,287	647030300
<b>Industrial Management Technology</b>							
<i>Associate in Science Degree</i>							
* 1992-93	Graduates	47		19%	56%	\$7,364	606200000
1992-93	Leavers	31		48%	67%	\$8,170	606200000
* 1993-94	Graduates	31		48%	93%	\$5,971	606200101
1993-94	Leavers	56		29%	44%	\$4,602	606200101
* 1994-95	Graduates	57		35%	100%	\$8,654	606200101
1994-95	Leavers	90		28%	60%	\$6,975	606200101
* 1995-96	Graduates	73		42%	87%	\$6,639	606200101
1995-96	Leavers	100		41%	71%	\$7,050	606200101

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of	Percentage	Percentage	Average	CIP
Year	Type Exit		Graduates or	Employed	Employed	Quarterly	Number
			Leavers		Full-Time	Wages	
<b>Infant/Toddler Supervision</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Leavers		21	38%	75%	\$5,005	420020501
<b>Instructional Services Technology</b>							
<i>Associate in Science Degree</i>							
* 1992-93	Graduates		1	100%	100%	\$2,481	713129901
	Leavers		4	25%	100%	\$2,530	713129901
* 1993-94	Graduates		1	100%	100%	\$5,879	713129901
	Leavers		12	75%	67%	\$3,561	713129901
* 1994-95	Graduates		5	40%	50%	\$4,363	713129901
	Leavers		4	75%	67%	\$3,664	713129901
	Graduates		14	64%	89%	\$4,631	713129901
	Leavers		5	40%	50%	\$3,461	713129901
<b>Instrumentation Engineering Technology</b>							
<i>Associate in Science Degree</i>							
	Graduates		12	67%	88%	\$8,065	615040401
	Leavers		77	79%	77%	\$6,188	615040401
	Graduates		13	85%	91%	\$6,146	615040401
	Leavers		64	63%	88%	\$7,941	615040401
	Graduates		16	81%	100%	\$9,564	615040401
	Leavers		30	77%	83%	\$8,237	615040401
* 1995-96	Graduates		2	50%	100%	\$5,523	615040401
	Leavers		7	71%	80%	\$7,219	615040401
<b>Insulation Installation</b>							
<i>Adult Vocational Certificate</i>							
* 1995-96	Leavers		5	80%	50%	\$3,485	646040700
<b>Insurance Management</b>							
<i>Associate in Science Degree</i>							
* 1992-93	Leavers		6	83%	80%	\$5,709	206080100
* 1993-94	Graduates		4	50%	100%	\$7,151	206080100
	Leavers		17	65%	91%	\$6,247	206080100
* 1994-95	Graduates		1	100%	100%	\$6,421	206080100
	Leavers		14	64%	56%	\$4,983	206080100
* 1995-96	Graduates		4	75%	67%	\$5,656	206080100
	Leavers		12	58%	100%	\$5,310	206080100
<b>Insurance Marketing</b>							
<i>Adult Vocational Certificate</i>							
	Graduates		591	70%	71%	\$7,265	208100100
	Leavers		113	60%	72%	\$6,874	208100100
	Graduates		550	68%	69%	\$7,398	208100100
	Leavers		145	67%	67%	\$6,684	208100100
	Graduates		584	69%	80%	\$7,612	208100100
	Leavers		158	66%	74%	\$6,442	208100100
	Graduates		677	63%	85%	\$8,137	208100100
	Leavers		133	59%	78%	\$8,418	208100100

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of	Percentage	Percentage	Average	CIP
Year	Type Exit	Graduates or	Employed	Employed	Full-Time	Quarterly	Number
		Leavers				Wages	
<b>Interior Design Services</b>							
<i>Adult Vocational Certificate</i>							
*	1992-93	Leavers	1	0%	Missing	Missing	404050101
<b>Interior Design Technology</b>							
<i>Associate in Science Degree</i>							
*	1992-93	Graduates	62	48%	73%	\$5,640	404050100
	1992-93	Leavers	223	55%	61%	\$5,648	404050100
	1993-94	Graduates	62	66%	66%	\$4,999	404050100
	1993-94	Leavers	147	58%	62%	\$5,167	404050100
*	1994-95	Graduates	64	48%	55%	\$4,705	404050100
	1994-95	Leavers	255	55%	60%	\$6,088	404050100
	1995-96	Graduates	54	65%	77%	\$4,636	404050100
	1995-96	Leavers	194	54%	78%	\$5,863	404050100
<b>International Business Management</b>							
<i>Associate in Science Degree</i>							
*	1992-93	Graduates	3	67%	100%	\$5,842	506090100
	1992-93	Leavers	26	58%	87%	\$6,745	506090100
*	1993-94	Graduates	5	80%	75%	\$6,607	506090100
	1993-94	Leavers	39	64%	68%	\$6,509	506090100
*	1994-95	Graduates	3	100%	67%	\$9,135	506090100
	1994-95	Leavers	21	76%	88%	\$6,197	506090100
*	1995-96	Graduates	3	67%	100%	\$13,906	506090100
	1995-96	Leavers	15	73%	45%	\$5,619	506090100
<b>Interpreter Training Program for Hearing</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	17	71%	100%	\$5,568	713100301
	1992-93	Leavers	34	65%	73%	\$5,822	713100301
	1993-94	Graduates	8	50%	50%	\$8,452	713100301
	1993-94	Leavers	54	67%	86%	\$4,622	713100301
	1994-95	Graduates	16	63%	60%	\$4,557	713100301
	1994-95	Leavers	68	54%	84%	\$4,812	713100301
	1995-96	Graduates	14	57%	100%	\$5,397	713100301
	1995-96	Leavers	70	63%	75%	\$5,177	713100301
<b>Land Surveying</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	12	83%	90%	\$10,306	615020301
	1992-93	Leavers	40	80%	91%	\$7,420	615020301
	1993-94	Graduates	6	67%	75%	\$9,654	615020301
	1993-94	Leavers	29	66%	95%	\$6,494	615020301
	1994-95	Graduates	8	88%	86%	\$8,436	615020301
	1994-95	Leavers	26	92%	96%	\$7,904	615020301
*	1995-96	Graduates	4	75%	100%	\$10,589	615020301
	1995-96	Leavers	19	79%	87%	\$8,463	615020301

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of	Percentage	Percentage	Average	CIP
Year	Type Exit	Graduates or	Employed	Employed	Full-Time	Quarterly	Number
		Leavers				Wages	
<b>Landscape and Turf Operations</b>							
<i>Adult Vocational Certificate</i>							
*	1993-94	Leavers	13	54%	43%	\$5,728	101060500
*	1994-95	Graduates	3	33%	0%	Missing	101060500
	1994-95	Leavers	12	67%	75%	\$4,060	101060500
*	1995-96	Graduates	4	100%	100%	\$7,689	101060500
	1995-96	Leavers	8	38%	100%	\$3,371	101060500
<b>Landscape Technology</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	13	77%	30%	\$4,647	101060501
	1992-93	Leavers	71	61%	67%	\$7,175	101060501
	1993-94	Graduates	16	63%	80%	\$5,738	101060501
	1993-94	Leavers	81	60%	76%	\$5,548	101060501
	1994-95	Graduates	12	75%	78%	\$5,697	101060501
	1994-95	Leavers	43	51%	82%	\$7,568	101060501
	1995-96	Graduates	22	64%	86%	\$5,670	101060501
	1995-96	Leavers	30	50%	73%	\$5,387	101060501
<b>Laser Electro-Optic Engineering Technology</b>							
<i>Associate in Science Degree</i>							
*	1992-93	Leavers	9	78%	29%	\$4,605	615030401
*	1993-94	Leavers	10	80%	63%	\$7,895	615030401
*	1994-95	Leavers	5	80%	75%	\$4,961	615030401
*	1995-96	Leavers	1	100%	100%	\$7,666	615030401
<b>Law Enforcement</b>							
<i>Adult Vocational Certificate</i>							
	1992-93	Graduates	876	85%	81%	\$6,456	743010500
	1992-93	Leavers	395	85%	92%	\$7,200	743010500
	1993-94	Graduates	898	86%	84%	\$6,674	743010500
	1993-94	Leavers	430	82%	82%	\$8,865	743010500
	1994-95	Graduates	1143	88%	87%	\$6,484	743010700
	1994-95	Leavers	374	73%	78%	\$6,252	743010700
	1995-96	Graduates	1105	67%	88%	\$6,646	743010700
	1995-96	Leavers	594	76%	88%	\$6,176	743010700
<b>Law Enforcement Auxiliary Officer</b>							
<i>Adult Vocational Certificate</i>							
	1992-93	Graduates	51	82%	81%	\$8,122	743010501
	1992-93	Leavers	29	83%	92%	\$5,905	743010501
	1993-94	Graduates	51	78%	78%	\$8,290	743010501
	1993-94	Leavers	10	80%	75%	\$4,883	743010501
	1994-95	Graduates	32	88%	82%	\$8,775	743010701
	1994-95	Leavers	47	87%	93%	\$5,351	743010701
	1995-96	Graduates	37	73%	85%	\$6,878	743010701
	1995-96	Leavers	75	77%	95%	\$7,168	743010701
<b>Legal Assisting</b>							
<i>Adult Vocational Certificate</i>							
*	1994-95	Leavers	1	100%	0%	Missing	722010300

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Legal Assisting (continued)</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	420	72%	77%	\$5,670	722010300
1992-93	Leavers	1387	67%	71%	\$5,231	722010300
1993-94	Graduates	576	74%	79%	\$5,491	722010300
1993-94	Leavers	1287	68%	70%	\$5,396	722010300
1994-95	Graduates	573	72%	80%	\$5,705	722010300
1994-95	Leavers	1257	65%	68%	\$5,268	722010300
1995-96	Graduates	556	65%	87%	\$5,806	722010300
1995-96	Leavers	1264	62%	77%	\$5,496	722010300
<b>Legal Secretarial</b>						
<i>Adult Vocational Certificate</i>						
* 1994-95	Graduates	1	0%	Missing	Missing	507060401
1994-95	Leavers	1	0%	Missing	Missing	507060401
* 1995-96	Leavers	2	50%	100%	\$3,014	507060401
<b>Legal Secretarial Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	5	100%	60%	\$7,863	507060400
1992-93	Leavers	51	69%	74%	\$4,199	507060400
1993-94	Graduates	9	78%	71%	\$4,560	507060400
1993-94	Leavers	25	76%	68%	\$4,666	507060400
1994-95	Graduates	6	50%	67%	\$4,472	507060400
1994-95	Leavers	36	67%	79%	\$4,804	507060400
* 1995-96	Graduates	6	17%	100%	\$2,477	507060400
1995-96	Leavers	30	80%	100%	\$5,651	507060400
<b>Logistics Systems Technology</b>						
<i>Associate in Science Degree</i>						
1995-96	Graduates	7	71%	80%	\$9,142	615060301
1995-96	Leavers	12	67%	75%	\$7,158	615060301
<b>Machining</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	13	85%	73%	\$6,153	648050300
1992-93	Leavers	46	67%	84%	\$7,069	648050300
1993-94	Graduates	19	74%	71%	\$7,771	648050300
1993-94	Leavers	112	78%	82%	\$6,580	648050300
1994-95	Graduates	21	86%	89%	\$6,413	648050300
1994-95	Leavers	75	51%	76%	\$7,324	648050300
1995-96	Graduates	10	60%	83%	\$6,086	648050300
1995-96	Leavers	91	62%	88%	\$6,589	648050300
<b>Major Appliance and Refrigeration Repair</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Leavers	4	25%	0%	Missing	647010600
* 1993-94	Leavers	4	75%	67%	\$5,793	647010600
* 1994-95	Graduates	3	67%	100%	\$4,558	647010600
1994-95	Leavers	1	0%	Missing	Missing	647010600
* 1995-96	Graduates	1	0%	Missing	Missing	647010600
1995-96	Leavers	5	60%	100%	\$7,345	647010600

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of	Percentage	Percentage	Average	CIP
Year	Type Exit	Graduates or	Employed	Employed	Full-Time	Quarterly	Number
		Leavers				Wages	
<b>Manufacturing Technology</b>							
<i>Associate in Science Degree</i>							
* 1992-93	Leavers	15	60%	89%	\$7,662	615060400	
* 1993-94	Graduates	3	67%	100%	\$5,971	615060302	
1993-94	Leavers	35	60%	57%	\$5,273	615060302	
1994-95	Graduates	21	76%	75%	\$6,260	615060302	
1994-95	Leavers	34	74%	100%	\$6,821	615060302	
1995-96	Graduates	6	83%	100%	\$6,203	615060302	
1995-96	Leavers	43	67%	97%	\$7,004	615060302	
<b>Marine Mechanics Technology</b>							
<i>Adult Vocational Certificate</i>							
1992-93	Graduates	32	50%	81%	\$3,941	649030600	
1992-93	Leavers	38	63%	75%	\$6,731	649030600	
* 1993-94	Graduates	32	44%	86%	\$4,846	649030600	
1993-94	Leavers	136	54%	73%	\$7,460	649030600	
1994-95	Graduates	39	44%	82%	\$6,027	649030600	
1994-95	Leavers	108	44%	79%	\$6,566	649030600	
* 1995-96	Graduates	37	41%	80%	\$5,514	649030600	
1995-96	Leavers	128	57%	88%	\$8,092	649030600	
<b>Marine Propulsion</b>							
<i>Associate in Science Certificate</i>							
* 1992-93	Graduates	1	0%	Missing	Missing	615080401	
<b>Marine Propulsion Technology</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates	10	50%	60%	\$6,633	615080400	
1992-93	Leavers	38	42%	31%	\$6,131	615080400	
* 1993-94	Graduates	6	33%	100%	\$3,324	615080400	
1993-94	Leavers	61	46%	68%	\$5,019	615080400	
1994-95	Graduates	8	50%	100%	\$5,545	615080400	
1994-95	Leavers	32	38%	50%	\$5,128	615080400	
* 1995-96	Graduates	9	44%	50%	\$10,232	615080400	
1995-96	Leavers	24	38%	78%	\$4,974	615080400	
<b>Marketing</b>							
<i>Adult Vocational Certificate</i>							
1995-96	Graduates	125	54%	59%	\$4,078	208999988	
1995-96	Leavers	127	44%	52%	\$3,884	208999988	
<b>Marketing and Distribution</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates	86	53%	35%	\$3,361	02089999S	
1992-93	Leavers	222	39%	35%	\$3,492	02089999S	
1993-94	Graduates	67	58%	49%	\$3,736	02089999S	
1993-94	Leavers	9	33%	33%	\$2,056	02089999S	
1994-95	Graduates	129	55%	51%	\$3,934	02089999S	
1994-95	Leavers	160	47%	49%	\$4,198	02089999S	

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Marketing Management</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	60	65%	85%	\$5,990	206140100
1992-93	Leavers	299	67%	73%	\$5,764	206140100
1993-94	Graduates	56	66%	81%	\$6,016	206140100
1993-94	Leavers	247	67%	73%	\$6,197	206140100
1994-95	Graduates	62	63%	67%	\$5,905	206140100
1994-95	Leavers	264	64%	77%	\$6,179	206140100
1995-96	Graduates	56	61%	85%	\$5,040	206140100
1995-96	Leavers	232	63%	75%	\$6,027	206140100
<b>Masonry</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	4	0%	Missing	Missing	646010200
1992-93	Leavers	21	38%	25%	\$2,878	646010200
* 1993-94	Graduates	5	40%	0%	Missing	646010200
1993-94	Leavers	4	75%	0%	Missing	646010200
* 1994-95	Leavers	6	67%	25%	\$3,443	646010200
* 1995-96	Leavers	9	44%	100%	\$3,558	646010200
<b>Mechanical Drafting</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	20	55%	55%	\$3,400	648010500
1992-93	Leavers	9	33%	0%	Missing	648010500
1993-94	Graduates	14	71%	100%	\$5,000	648010500
1993-94	Leavers	12	33%	25%	\$5,858	648010500
1994-95	Graduates	10	50%	60%	\$6,193	648010500
1994-95	Leavers	7	43%	100%	\$3,121	648010500
1995-96	Graduates	7	86%	100%	\$6,507	648010500
1995-96	Leavers	14	64%	89%	\$5,680	648010500
<b>Medical Assisting</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	60	83%	66%	\$3,858	317050300
1992-93	Leavers	60	57%	68%	\$4,823	317050300
1993-94	Graduates	61	57%	71%	\$4,311	317050300
1993-94	Leavers	59	64%	66%	\$4,021	317050300
1994-95	Graduates	51	75%	87%	\$3,915	317050300
1994-95	Leavers	80	64%	65%	\$4,163	317050300
1995-96	Graduates	74	65%	75%	\$4,394	317050300
1995-96	Leavers	71	54%	61%	\$4,079	317050300
<b>Medical Clinical Dosimetry Management</b>						
<i>Associate in Science Degree</i>						
* 1993-94	Leavers	1	100%	100%	\$12,734	317020700
* 1994-95	Leavers	1	100%	100%	\$4,223	317020700
<b>Medical Laboratory Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	69	81%	86%	\$6,563	317030900
1992-93	Leavers	111	68%	71%	\$5,411	317030900
1993-94	Graduates	87	77%	85%	\$6,677	317030900
1993-94	Leavers	166	66%	62%	\$4,853	317030900

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.



Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number	
Year	Type Exit						
<b>Medical Laboratory Technology (continued)</b>							
1994-95	Graduates	104	73%	86%	\$6,337	317030900	
1994-95	Leavers	130	59%	66%	\$5,398	317030900	
1995-96	Graduates	88	70%	90%	\$5,895	317030900	
1995-96	Leavers	77	60%	89%	\$5,298	317030900	
<b>Medical Record Transcribing</b>							
<i>Adult Vocational Certificate</i>							
1992-93	Graduates	20	80%	88%	\$5,898	317050601	
1992-93	Leavers	97	68%	74%	\$6,101	317050601	
1993-94	Graduates	50	60%	77%	\$4,778	317050601	
1993-94	Leavers	41	68%	71%	\$5,262	317050601	
1994-95	Graduates	32	59%	79%	\$4,991	317050601	
1994-95	Leavers	76	58%	70%	\$5,328	317050601	
1995-96	Graduates	69	59%	88%	\$5,134	317050601	
1995-96	Leavers	103	60%	74%	\$5,371	317050601	
<b>Medical Secretarial</b>							
<i>Adult Vocational Certificate</i>							
*	1993-94	Graduates	61	69%	71%	\$3,465	507060501
	1993-94	Leavers	62	68%	57%	\$5,174	507060501
	1994-95	Graduates	51	69%	57%	\$4,140	507060501
	1994-95	Leavers	96	69%	65%	\$3,542	507060501
*	1995-96	Graduates	65	65%	76%	\$3,735	507060501
	1995-96	Leavers	132	55%	59%	\$3,677	507060501
<b>Medical Secretarial Supervision</b>							
<i>Adult Vocational Certificate</i>							
*	1993-94	Graduates	2	100%	50%	\$5,666	507060502
<b>Medical Secretarial Technology</b>							
<i>Associate in Science Degree</i>							
*	1992-93	Graduates	18	61%	64%	\$2,925	507060500
	1992-93	Leavers	114	69%	62%	\$4,170	507060500
	1993-94	Graduates	37	70%	69%	\$4,213	507060500
	1993-94	Leavers	81	69%	79%	\$3,852	507060500
	1994-95	Graduates	42	69%	79%	\$4,068	507060500
	1994-95	Leavers	87	66%	63%	\$4,331	507060500
	1995-96	Graduates	53	58%	84%	\$4,790	507060500
	1995-96	Leavers	68	57%	67%	\$4,421	507060500
<b>Micro Electronics Manufacturing Processing</b>							
<i>Adult Vocational Certificate</i>							
	1993-94	Graduates	19	79%	100%	\$6,669	615049902
*	1994-95	Leavers	2	100%	100%	\$6,650	615049902
	1995-96	Graduates	17	94%	100%	\$6,745	615049902
<b>Midwifery</b>							
<i>Associate in Science Degree</i>							
*	1994-95	Leavers	4	75%	33%	\$3,955	318110300
*	1995-96	Graduates	3	0%	Missing	Missing	318110300
	1995-96	Leavers	10	50%	80%	\$7,976	318110300

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Year	Type Exit	Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
<b>Multimedia Technology</b>								
<i>Associate in Science Degree</i>								
*	1992-93	Graduates	3	67%	100%	\$3,857	610010202	
	1992-93	Leavers	3	33%	0%	Missing	610010202	
*	1993-94	Leavers	5	80%	75%	\$5,606	610010202	
*	1994-95	Graduates	3	67%	50%	\$4,658	610010202	
	1994-95	Leavers	4	50%	50%	\$6,696	610010202	
*	1995-96	Graduates	4	75%	100%	\$4,054	610010202	
	1995-96	Leavers	9	56%	60%	\$3,194	610010202	
<b>Nanny Training</b>								
<i>Adult Vocational Certificate</i>								
*	1992-93	Graduates	1	0%	Missing	Missing	402020401	
<b>Nuclear Medicine Technology</b>								
<i>Associate in Science Degree</i>								
	1992-93	Graduates	22	64%	86%	\$9,570	317020800	
	1992-93	Leavers	33	73%	75%	\$4,173	317020800	
	1993-94	Graduates	28	75%	86%	\$8,756	317020800	
	1993-94	Leavers	45	60%	63%	\$5,321	317020800	
	1994-95	Graduates	34	71%	92%	\$8,077	317020800	
	1994-95	Leavers	48	46%	59%	\$5,297	317020800	
*	1995-96	Graduates	27	48%	85%	\$8,422	317020800	
	1995-96	Leavers	38	71%	67%	\$4,731	317020800	
<b>Nursery and Floriculture Operations</b>								
<i>Adult Vocational Certificate</i>								
*	1993-94	Leavers	26	8%	0%	Missing	101060600	
*	1994-95	Leavers	9	33%	67%	\$6,527	101060600	
*	1995-96	Graduates	2	0%	Missing	Missing	101060600	
	1995-96	Leavers	2	100%	50%	\$2,918	101060600	
<b>Nursing R.N.</b>								
<i>Associate in Science Degree</i>								
	1992-93	Graduates	2835	84%	83%	\$8,260	318110100	
	1992-93	Leavers	1703	64%	72%	\$6,283	318110100	
	1993-94	Graduates	3276	73%	81%	\$7,905	318110100	
	1993-94	Leavers	3454	63%	67%	\$5,382	318110100	
	1994-95	Graduates	3168	79%	84%	\$8,227	318110100	
	1994-95	Leavers	2001	63%	71%	\$6,297	318110100	
	1995-96	Graduates	3258	76%	90%	\$7,967	318110100	
	1995-96	Leavers	1856	63%	80%	\$6,952	318110100	
<b>Nursing Assistant</b>								
<i>Adult Vocational Certificate</i>								
*	1992-93	Graduates	608	75%	58%	\$3,458	317060200	
	1992-93	Leavers	261	60%	58%	\$3,452	317060200	
	1993-94	Graduates	783	68%	59%	\$3,795	317060200	
	1993-94	Leavers	127	63%	61%	\$3,186	317060200	
	1994-95	Graduates	504	71%	62%	\$3,829	317060200	
	1994-95	Leavers	202	63%	55%	\$4,008	317060200	

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of	Percentage	Percentage	Average	CIP
Year	Type Exit	Graduates or	Employed	Employed	Full-Time	Quarterly	Number
		Leavers				Wages	
<b>Nursing Assistant (continued)</b>							
* 1995-96	Graduates	707	68%	60%	\$3,685	317060200	
1995-96	Leavers	149	65%	66%	\$4,165	317060200	
<b>Occupational Therapy Assistant</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates	36	92%	94%	\$7,806	317080800	
1992-93	Leavers	61	67%	66%	\$5,071	317080800	
1993-94	Graduates	57	89%	90%	\$8,591	317080800	
1993-94	Leavers	47	53%	60%	\$5,614	317080800	
1994-95	Graduates	49	76%	86%	\$9,350	317080800	
1994-95	Leavers	36	64%	57%	\$4,822	317080800	
1995-96	Graduates	85	87%	89%	\$8,495	317080800	
1995-96	Leavers	41	63%	81%	\$5,274	317080800	
<b>Office Management Technology</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates	15	80%	100%	\$5,304	507040100	
1992-93	Leavers	55	62%	82%	\$5,535	507040100	
1993-94	Graduates	23	83%	84%	\$4,905	507040100	
1993-94	Leavers	68	65%	80%	\$4,559	507040100	
1994-95	Graduates	38	74%	82%	\$4,801	507040100	
1994-95	Leavers	148	65%	66%	\$4,860	507040100	
1995-96	Graduates	52	58%	77%	\$4,450	507040100	
1995-96	Leavers	191	65%	74%	\$5,144	507040100	
<b>Office Supervision</b>							
<i>Adult Vocational Certificate</i>							
* 1994-95	Leavers	105	45%	36%	\$5,297	507040101	
* 1995-96	Graduates	80	36%	59%	\$4,252	507040101	
1995-96	Leavers	32	34%	36%	\$5,213	507040101	
<b>Office Support Services</b>							
<i>Adult Vocational Certificate</i>							
* 1995-96	Leavers	1	100%	100%	\$4,692	507070700	
<b>Office Support Technology</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates	55	62%	44%	\$3,094	507070200	
1992-93	Leavers	152	34%	48%	\$3,599	507070200	
* 1993-94	Graduates	27	56%	60%	\$3,346	507070200	
1993-94	Leavers	19	47%	56%	\$2,450	507070200	
* 1994-95	Graduates	35	60%	33%	\$3,306	507070200	
1994-95	Leavers	136	39%	49%	\$5,714	507070200	
* 1995-96	Graduates	1	100%	0%		507070200	
1995-96	Leavers	108	44%	63%	\$4,639	507070200	
<b>Office Systems Specialist</b>							
<i>Associate in Science Certificate</i>							
1992-93	Graduates	61	77%	64%	\$3,985	507060301	
1992-93	Leavers	195	64%	73%	\$4,334	507060301	
* 1993-94	Graduates	103	75%	62%	\$5,382	507060301	
1993-94	Leavers	260	64%	68%	\$4,247	507060301	

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of Graduates or	Percentage	Percentage	Average	CIP
Year	Type Exit	Leavers	Employed	Employed Full-Time	Quarterly Wages	Number	
<b>Office Systems Specialist (continued)</b>							
*	1994-95	Graduates	72	58%	60%	\$3,576	507060301
	1995-96	Graduates	102	61%	76%	\$4,231	507060301
<i>Associate in Science Degree</i>							
*	1995-96	Graduates	2	50%	100%	\$4,046	507060301
<b>Office Systems Technology</b>							
<i>Associate in Science Certificate</i>							
*	1995-96	Graduates	9	78%	57%	\$3,776	507060300
<i>Associate in Science Degree</i>							
	1992-93	Graduates	217	74%	78%	\$4,717	507060300
	1992-93	Leavers	661	69%	70%	\$4,795	507060300
	1993-94	Graduates	213	66%	77%	\$4,524	507060300
	1993-94	Leavers	463	68%	73%	\$4,644	507060300
	1994-95	Graduates	215	73%	79%	\$4,649	507060300
	1994-95	Leavers	466	65%	70%	\$4,721	507060300
	1995-96	Graduates	205	63%	78%	\$4,406	507060300
	1995-96	Leavers	536	64%	69%	\$4,855	507060300
<b>Ophthalmic Dispensing</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	27	74%	85%	\$6,582	317070100
	1992-93	Leavers	5	60%	67%	\$3,303	317070100
	1993-94	Graduates	20	65%	85%	\$5,510	317070100
	1993-94	Leavers	9	67%	83%	\$7,445	317070100
	1994-95	Graduates	26	81%	86%	\$6,044	317070100
	1994-95	Leavers	7	71%	40%	\$7,801	317070100
	1995-96	Graduates	14	64%	89%	\$5,749	317070100
	1995-96	Leavers	9	56%	100%	\$6,756	317070100
<b>Ophthalmic Technician</b>							
<i>Associate in Science Degree</i>							
*	1993-94	Graduates	5	20%	100%	\$6,303	317070101
	1994-95	Leavers	1	100%	100%	\$2,625	317070101
<b>Optometric Assisting</b>							
<i>Adult Vocational Certificate</i>							
*	1992-93	Leavers	1	0%	Missing	Missing	317070400
<b>Ornamental Horticulture Technology</b>							
<i>Associate in Science Degree</i>							
	1992-93	Graduates	22	68%	80%	\$5,553	102040400
	1992-93	Leavers	114	68%	78%	\$6,288	102040400
	1993-94	Graduates	19	63%	83%	\$6,791	101060300
	1993-94	Leavers	87	61%	81%	\$5,936	101060300
	1994-95	Graduates	30	67%	85%	\$5,217	101060300
	1994-95	Leavers	114	64%	78%	\$5,849	101060300
	1995-96	Graduates	40	63%	84%	\$5,700	101060300
	1995-96	Leavers	113	58%	77%	\$6,418	101060300

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Paramedic</b>						
<i>Associate in Science Certificate</i>						
1992-93	Graduates	336	92%	88%	\$8,072	317020600
1992-93	Leavers	271	84%	84%	\$8,780	317020600
1993-94	Graduates	336	87%	91%	\$8,045	317020600
1993-94	Leavers	225	79%	79%	\$8,024	317020600
1994-95	Graduates	312	87%	93%	\$8,063	317020600
1995-96	Graduates	375	87%	91%	\$9,050	317020600
<i>Associate in Science Degree</i>						
1995-96	Graduates	13	77%	80%	\$9,456	317020600
<b>Patient Care Assistant</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	610	73%	53%	\$3,603	317069902
1992-93	Leavers	67	52%	51%	\$3,026	317069902
* 1993-94	Graduates	724	69%	59%	\$3,561	317069902
1993-94	Leavers	130	57%	41%	\$3,953	317069902
1994-95	Graduates	661	69%	60%	\$3,665	317069902
1994-95	Leavers	231	57%	47%	\$3,664	317069902
* 1995-96	Graduates	657	67%	57%	\$3,558	317069902
1995-96	Leavers	212	57%	56%	\$4,060	317069902
* 1995-96	Graduates	21	67%	50%	\$3,848	317069904
1995-96	Leavers	3	33%	0%		317069904
<b>Pest Control Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	4	25%	100%	\$6,000	102040800
1992-93	Leavers	20	75%	67%	\$7,956	102040800
* 1993-94	Graduates	1	0%	Missing	Missing	102040800
1993-94	Leavers	29	62%	50%	\$8,448	102040800
* 1994-95	Graduates	2	50%	100%	\$8,918	102040800
1994-95	Leavers	8	63%	40%	\$13,928	102040800
* 1995-96	Leavers	12	50%	100%	\$8,665	102040800
<b>Pharmacy Technician</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	4	50%	0%	Missing	317050700
1992-93	Leavers	10	70%	71%	\$4,624	317050700
* 1993-94	Graduates	3	100%	100%	\$4,373	317050700
1993-94	Leavers	6	67%	50%	\$4,743	317050700
1994-95	Graduates	11	73%	75%	\$3,876	317050700
1994-95	Leavers	8	88%	43%	\$4,770	317050700
* 1995-96	Graduates	14	86%	75%	\$3,790	317050700
1995-96	Leavers	5	60%	100%	\$3,498	317050700
<b>Phlebotomy</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	38	63%	63%	\$4,407	317030100
1992-93	Leavers	13	85%	45%	\$3,314	317030100
1993-94	Graduates	57	67%	84%	\$4,259	317030100
1993-94	Leavers	41	76%	65%	\$3,939	317030100

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Phlebotomy (continued)</b>						
1994-95	Graduates	101	69%	87%	\$4,383	317030100
1994-95	Leavers	49	71%	63%	\$4,064	317030100
* 1995-96	Graduates	93	59%	75%	\$3,885	317030100
1995-96	Leavers	65	65%	81%	\$4,434	317030100
1995-96	Graduates	7	71%	80%	\$4,420	317030101
1995-96	Leavers	3	33%	100%	\$3,185	317030101
<b>Photographic Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	66	59%	56%	\$4,029	610010300
1992-93	Leavers	107	58%	63%	\$5,154	610010300
* 1993-94	Graduates	47	45%	62%	\$4,482	610010300
1993-94	Leavers	60	62%	78%	\$4,486	610010300
1994-95	Graduates	40	50%	75%	\$5,565	610010300
1994-95	Leavers	107	51%	64%	\$4,992	610010300
* 1995-96	Graduates	41	34%	64%	\$4,138	610010300
1995-96	Leavers	110	54%	63%	\$4,351	610010300
<b>Physical Therapist Assistant</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	120	83%	84%	\$8,237	317081500
1992-93	Leavers	256	69%	57%	\$5,033	317081500
1993-94	Graduates	169	87%	88%	\$8,275	317081500
1993-94	Leavers	396	61%	66%	\$4,457	317081500
1994-95	Graduates	168	87%	84%	\$8,861	317081500
1994-95	Leavers	152	64%	64%	\$5,347	317081500
1995-96	Graduates	221	80%	95%	\$8,431	317081500
1995-96	Leavers	145	70%	80%	\$6,722	317081500
<b>Postal Service Management</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	1	0%	Missing	Missing	507070601
1992-93	Leavers	38	13%	20%	\$2,366	507070601
* 1993-94	Graduates	5	0%	Missing	Missing	506999900
1993-94	Leavers	25	16%	75%	\$3,999	506999900
* 1994-95	Graduates	2	0%	Missing	Missing	506999900
1994-95	Leavers	18	28%	60%	\$4,036	506999900
* 1995-96	Leavers	6	50%	67%	\$3,927	506999900
<b>Practical Nursing</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	394	83%	79%	\$5,386	317060500
1992-93	Leavers	123	59%	66%	\$4,643	317060500
1993-94	Graduates	514	76%	78%	\$5,293	317060500
1993-94	Leavers	265	69%	64%	\$4,032	317060500
1994-95	Graduates	430	81%	82%	\$5,032	317060500
1994-95	Leavers	226	63%	62%	\$4,296	317060500
1995-96	Graduates	467	81%	86%	\$5,376	317060500
1995-96	Leavers	229	64%	66%	\$4,847	317060500

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit						
<b>Precision Metal Fabrication</b>							
<i>Adult Vocational Certificate</i>							
* 1995-96	Leavers		4	25%	0%	Missing	648050400
<b>Printing and Graphic Arts</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates		2	100%	50%	\$3,922	648020100
	Leavers		37	81%	80%	\$8,248	648020100
* 1993-94	Graduates		4	75%	100%	\$3,213	648020100
	Leavers		21	57%	67%	\$4,347	648020100
* 1994-95	Graduates		3	67%	100%	\$3,725	648020100
	Leavers		14	57%	88%	\$2,931	648020100
* 1995-96	Graduates		4	100%	75%	\$3,978	648020100
	Leavers		11	27%	0%		648020100
<b>Private Security Guard</b>							
<i>Adult Vocational Certificate</i>							
	Graduates		23	96%	77%	\$5,213	743010900
	Leavers		566	69%	70%	\$4,749	743010900
	Graduates		59	80%	64%	\$4,544	743010900
	Leavers		553	69%	66%	\$4,492	743010900
	Graduates		46	63%	62%	\$4,897	743010900
	Leavers		504	68%	60%	\$4,552	743010900
	Graduates		36	67%	83%	\$6,655	743010900
	Leavers		584	60%	66%	\$4,849	743010900
<b>Professional Pilot Technology</b>							
<i>Associate in Science Degree</i>							
	Graduates		45	53%	46%	\$4,744	649010200
	Leavers		252	54%	61%	\$5,972	649010200
	Graduates		39	51%	55%	\$6,606	649010200
	Leavers		268	57%	67%	\$5,947	649010200
	Graduates		32	56%	56%	\$5,266	649010200
	Leavers		189	58%	68%	\$5,592	649010200
	Graduates		36	50%	50%	\$6,327	649010200
	Leavers		122	56%	75%	\$5,470	649010200
<b>Promotion Management</b>							
<i>Associate in Science Certificate</i>							
* 1992-93	Graduates		5	20%	100%	\$7,365	208140102
	Leavers		21	43%	56%	\$3,318	208140102
* 1993-94	Graduates		4	50%	100%	\$5,713	206140120
	Leavers		10	30%	100%	\$8,351	206140120
* 1994-95	Graduates		7	29%	50%	\$7,680	206140120
* 1995-96	Graduates		11	45%	40%	\$4,600	206140120
<b>Public Administration Technology</b>							
<i>Associate in Science Degree</i>							
* 1993-94	Leavers		2	100%	0%	Missing	744040100
	Leavers		1	100%	100%	\$5,874	744040100
* 1995-96	Graduates		1	0%	Missing	Missing	744040100
	Leavers		1	100%	100%	\$3,542	744040100

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Public Safety Telecommunication</b>						
<i>Adult Vocational Certificate</i>						
* 1995-96	Leavers	1	100%	100%	\$2,920	709080100
<b>Quality Assurance Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	4	25%	100%	\$8,456	615070200
	Leavers	23	87%	70%	\$8,071	615070200
	Graduates	11	64%	100%	\$5,724	615070200
	Leavers	15	60%	78%	\$7,573	615070200
* 1994-95	Graduates	6	17%	100%	\$4,891	615070200
	Leavers	12	58%	86%	\$9,620	615070200
* 1995-96	Graduates	4	25%	100%	\$5,523	615070200
	Leavers	10	70%	86%	\$7,109	615070200
<b>Radiation Protection Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	26	31%	25%	\$3,032	341020300
	Leavers	7	29%	0%	Missing	341020300
* 1993-94	Graduates	31	52%	31%	\$3,122	341020300
	Leavers	10	50%	100%	\$8,020	341020300
	Graduates	22	59%	54%	\$5,975	341020300
	Leavers	2	50%	100%	\$2,565	341020300
* 1995-96	Graduates	14	29%	75%	\$3,955	341020300
	Leavers	8	63%	80%	\$4,443	341020300
<b>Radiation Therapy Specialist</b>						
<i>Associate in Science Certificate</i>						
	Graduates	25	96%	92%	\$9,281	317021001
	Leavers	3	67%	50%	\$12,688	317021001
	Graduates	14	71%	90%	\$8,567	317020903
	Leavers	8	75%	83%	\$6,744	317020903
	Graduates	15	87%	100%	\$8,713	317020903
	Graduates	9	67%	83%	\$8,994	317020903
<i>Associate in Science Degree</i>						
* 1995-96	Graduates	5	80%	75%	\$6,125	317020903
<b>Radiation Therapy Technology</b>						
<i>Associate in Science Degree</i>						
	Graduates	52	83%	95%	\$9,160	317021000
	Leavers	49	80%	62%	\$5,457	317021000
	Graduates	57	72%	85%	\$11,853	317020901
	Leavers	68	69%	62%	\$5,817	317020901
	Graduates	56	79%	95%	\$7,636	317020901
	Leavers	69	67%	67%	\$5,081	317020901
	Graduates	46	74%	85%	\$7,818	317020901
	Leavers	79	67%	72%	\$5,004	317020901
<b>Radio and Television Broadcast Programming</b>						
<i>Associate in Science Degree</i>						
	Graduates	18	67%	75%	\$4,499	610010402
	Leavers	78	65%	55%	\$5,866	610010402

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.



Job Training Program Title <i>Type Program</i>			Number of Graduates or	Percentage	Percentage	Average	CIP
Year	Type Exit	Leavers	Employed	Employed Full-Time	Quarterly Wages	Number	
<b>Radio and Television Broadcast Programming (continued)</b>							
* 1993-94	Graduates	18	67%	67%	\$3,384	610010402	
1993-94	Leavers	56	68%	50%	\$3,977	610010402	
* 1994-95	Graduates	15	60%	78%	\$3,633	610010402	
1994-95	Leavers	55	64%	60%	\$4,684	610010402	
* 1995-96	Graduates	11	36%	25%	\$5,478	610010402	
1995-96	Leavers	63	54%	71%	\$5,638	610010402	
<b>Radiography</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates	290	81%	87%	\$6,900	317020900	
1992-93	Leavers	421	70%	66%	\$5,277	317020900	
1993-94	Graduates	339	78%	79%	\$6,451	317020900	
1993-94	Leavers	630	66%	65%	\$4,829	317020900	
1994-95	Graduates	344	78%	84%	\$6,773	317020900	
1994-95	Leavers	378	67%	68%	\$4,979	317020900	
1995-96	Graduates	336	81%	91%	\$6,826	317020900	
1995-96	Leavers	286	63%	71%	\$5,337	317020900	
<b>Real Estate Management</b>							
<i>Associate in Science Degree</i>							
* 1992-93	Graduates	7	29%	50%	\$7,943	206179900	
1992-93	Leavers	82	63%	75%	\$8,788	206179900	
1993-94	Graduates	8	50%	50%	\$4,933	206170101	
1993-94	Leavers	57	56%	88%	\$6,924	206170101	
* 1994-95	Graduates	10	10%	100%	\$7,142	206170101	
1994-95	Leavers	59	58%	82%	\$7,309	206170101	
* 1995-96	Graduates	5	80%	75%	\$7,221	206170101	
1995-96	Leavers	53	58%	77%	\$10,437	206170101	
<b>Real Estate Marketing</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates	7	14%	100%	\$6,826	206170100	
1992-93	Leavers	97	55%	72%	\$8,064	206170100	
* 1994-95	Leavers	1	100%	100%	\$9,416	206170100	
* 1995-96	Leavers	1	100%	100%	\$7,645	206170100	
<b>Records Management</b>							
<i>Associate in Science Degree</i>							
* 1993-94	Leavers	1	100%	100%	\$4,748	507079902	
* 1994-95	Leavers	8	63%	100%	\$3,554	507079902	
* 1995-96	Graduates	1	100%	100%	\$2,457	507079902	
1995-96	Leavers	2	50%	0%	Missing	507079902	
<b>Records Specialist</b>							
<i>Associate in Science Certificate</i>							
* 1992-93	Leavers	1	100%	100%	\$3,120	507079903	
1994-95	Graduates	7	71%	40%	\$3,890	507079903	
1995-96	Graduates	30	63%	79%	\$5,114	507079903	

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of Graduates or	Percentage	Percentage	Average	CIP
Year	Type Exit		Leavers	Employed	Employed Full-Time	Quarterly Wages	Number
<b>Recreation Technology</b>							
<i>Associate in Science Degree</i>							
* 1993-94	Graduates		5	20%	100%	\$4,613	736019901
1993-94	Leavers		2	100%	0%	Missing	736019901
* 1994-95	Graduates		8	13%	0%	Missing	736019901
1994-95	Leavers		5	80%	50%	\$3,944	736019901
* 1995-96	Graduates		7	29%	100%	\$4,163	736019901
1995-96	Leavers		6	67%	75%	\$5,090	736019901
* 1995-96	Graduates		3	0%	Missing	Missing	736019908
<b>Residential and Commercial Carpentry</b>							
<i>Adult Vocational Certificate</i>							
* 1992-93	Graduates		13	31%	75%	\$5,007	646020100
1992-93	Leavers		11	36%	100%	\$4,592	646020100
* 1993-94	Graduates		19	47%	44%	\$3,675	646020100
1993-94	Leavers		197	41%	30%	\$4,805	646020100
1994-95	Graduates		33	70%	83%	\$5,750	646020100
1994-95	Leavers		286	43%	28%	\$5,529	646020100
1995-96	Graduates		27	67%	78%	\$4,527	646020100
1995-96	Leavers		250	41%	49%	\$5,516	646020100
<b>Residential and Commercial Elect Wiring</b>							
<i>Adult Vocational Certificate</i>							
1992-93	Graduates		13	77%	70%	\$4,769	646030200
1992-93	Leavers		27	63%	71%	\$6,647	646030200
1993-94	Graduates		27	70%	84%	\$5,537	646030200
1993-94	Leavers		95	73%	80%	\$6,810	646030200
1994-95	Graduates		64	72%	72%	\$6,253	646030200
1994-95	Leavers		146	70%	62%	\$5,276	646030200
1995-96	Graduates		24	63%	87%	\$5,338	646030200
1995-96	Leavers		122	69%	87%	\$6,637	646030200
<b>Residential and Commercial Plumbing</b>							
<i>Adult Vocational Certificate</i>							
1992-93	Graduates		41	83%	88%	\$6,282	646050300
1992-93	Leavers		4	75%	67%	\$5,562	646050300
1993-94	Graduates		17	88%	87%	\$7,086	646050300
1993-94	Leavers		85	67%	72%	\$6,340	646050300
1994-95	Graduates		10	70%	57%	\$5,385	646050300
1994-95	Leavers		139	65%	74%	\$5,887	646050300
1995-96	Graduates		13	77%	80%	\$6,528	646050300
1995-96	Leavers		169	64%	71%	\$5,940	646050300
<b>Residential Heat and Air Conditioning</b>							
<i>Adult Vocational Certificate</i>							
* 1993-94	Leavers		7	100%	86%	\$5,501	647020300
* 1994-95	Leavers		6	100%	83%	\$4,977	647020300
* 1995-96	Leavers		1	100%	0%	Missing	647020300

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number	
Year	Type Exit						
<b>Respiratory Care</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates	181	86%	85%	\$7,362	317081800	
1992-93	Leavers	214	69%	72%	\$5,811	317081800	
1993-94	Graduates	214	76%	86%	\$7,473	317081800	
1993-94	Leavers	262	67%	64%	\$5,265	317081800	
1994-95	Graduates	248	78%	85%	\$7,644	317081800	
1994-95	Leavers	199	62%	71%	\$5,706	317081800	
1995-96	Graduates	201	81%	93%	\$6,974	317081800	
1995-96	Leavers	189	61%	81%	\$5,544	317081800	
<b>Respiratory Care Technician</b>							
<i>Adult Vocational Certificate</i>							
1992-93	Graduates	34	85%	79%	\$6,977	317081900	
1992-93	Leavers	36	72%	58%	\$5,673	317081900	
1993-94	Graduates	43	79%	74%	\$7,425	317081900	
1993-94	Leavers	18	56%	50%	\$4,155	317081900	
1994-95	Graduates	29	76%	82%	\$6,597	317081900	
1994-95	Leavers	20	80%	63%	\$5,617	317081900	
1995-96	Graduates	49	84%	93%	\$6,768	317081900	
1995-96	Leavers	14	79%	55%	\$5,765	317081900	
<b>Restaurant Management</b>							
<i>Associate in Science Degree</i>							
1992-93	Graduates	14	86%	67%	\$4,210	206070400	
1992-93	Leavers	46	70%	66%	\$4,905	206070400	
1993-94	Graduates	18	61%	91%	\$4,262	206070400	
1993-94	Leavers	40	63%	56%	\$4,809	206070400	
1994-95	Graduates	19	53%	70%	\$5,070	206070400	
1994-95	Leavers	37	59%	82%	\$5,938	206070400	
1995-96	Graduates	7	57%	25%	\$5,634	206070400	
1995-96	Leavers	27	56%	60%	\$4,101	206070400	
<b>Safety Engineering Technology</b>							
<i>Associate in Science Degree</i>							
*	1993-94	Leavers	9	67%	83%	\$10,685	615070101
*	1994-95	Graduates	1	100%	100%	\$10,891	615070101
	1994-95	Leavers	29	76%	77%	\$10,482	615070101
*	1995-96	Graduates	23	48%	100%	\$7,897	615070101
	1995-96	Leavers	29	48%	79%	\$9,464	615070101
<b>Secretarial</b>							
<i>Adult Vocational Certificate</i>							
*	1992-93	Leavers	100	49%	55%	\$4,018	507060600
*	1993-94	Graduates	33	76%	76%	\$3,521	507060600
	1993-94	Leavers	75	57%	53%	\$3,532	507060600
*	1994-95	Graduates	15	60%	56%	\$3,186	507060600
	1994-95	Leavers	81	58%	43%	\$3,602	507060600
*	1995-96	Graduates	38	58%	82%	\$3,861	507060600
	1995-96	Leavers	82	54%	52%	\$3,940	507060600

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>			Number of	Percentage	Percentage	Average	CIP
Year	Type Exit	Graduates or	Employed	Employed	Full-Time	Quarterly	Number
		Leavers				Wages	
<b>Sheet Metal Work</b>							
<i>Adult Vocational Certificate</i>							
	1992-93	Graduates	14	71%	40%	\$7,327	648050600
	1992-93	Leavers	2	50%	100%	\$3,470	648050600
	1993-94	Graduates	6	83%	80%	\$8,101	648050600
	1993-94	Leavers	5	40%	100%	\$6,574	648050600
	1994-95	Graduates	9	67%	83%	\$9,806	648050600
	1994-95	Leavers	76	51%	64%	\$6,328	648050600
*	1995-96	Graduates	5	80%	100%	\$6,076	648050600
	1995-96	Leavers	84	63%	68%	\$5,511	648050600
<b>Small Business Management</b>							
<i>Associate in Science Certificate</i>							
	1992-93	Graduates	14	64%	67%	\$5,921	506180101
	1992-93	Leavers	71	48%	68%	\$4,818	506180101
	1993-94	Graduates	14	71%	100%	\$6,978	506180101
	1993-94	Leavers	49	55%	70%	\$5,649	506180101
	1994-95	Graduates	12	67%	100%	\$4,551	506180101
*	1995-96	Graduates	20	45%	78%	\$4,717	506180101
<b>Social Services Technology</b>							
<i>Associate in Science Degree</i>							
*	1992-93	Leavers	2	50%	100%	\$2,266	744070100
*	1993-94	Graduates	2	50%	0%	Missing	744070100
	1993-94	Leavers	5	60%	67%	\$5,034	744070100
*	1994-95	Leavers	2	50%	0%	Missing	744070100
*	1995-96	Graduates	3	100%	33%	\$4,539	744070100
	1995-96	Leavers	7	57%	75%	\$3,194	744070100
<b>Surgical Technology</b>							
<i>Adult Vocational Certificate</i>							
	1992-93	Graduates	44	82%	81%	\$5,151	317021100
	1992-93	Leavers	8	38%	33%	\$4,374	317021100
	1993-94	Graduates	50	62%	87%	\$5,607	317021100
	1993-94	Leavers	46	50%	61%	\$3,345	317021100
	1994-95	Graduates	38	63%	92%	\$5,900	317021100
	1994-95	Leavers	45	60%	63%	\$4,703	317021100
	1995-96	Graduates	35	74%	81%	\$5,018	317021100
	1995-96	Leavers	27	41%	36%	\$3,229	317021100
<b>Technical Writing - Publications Tech</b>							
<i>Associate in Science Degree</i>							
*	1993-94	Leavers	2	50%	0%	Missing	623110100
*	1994-95	Leavers	1	100%	0%	Missing	623110100
*	1995-96	Leavers	1	0%	Missing	Missing	623110100
<b>Tele-Communication Engineering Tech</b>							
<i>Associate in Science Degree</i>							
*	1992-93	Graduates	2	50%	0%	Missing	615030302
	1992-93	Leavers	23	57%	85%	\$6,529	615030302
*	1993-94	Graduates	1	100%	100%	\$4,971	615030302
	1993-94	Leavers	20	70%	79%	\$8,038	615030302

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Tele-Communication Engineering Tech (continued)</b>						
1994-95	Graduates	16	88%	86%	\$5,820	615030302
1994-95	Leavers	33	55%	89%	\$6,628	615030302
* 1995-96	Graduates	14	36%	100%	\$7,744	615030302
1995-96	Leavers	44	48%	86%	\$6,618	615030302
<b>Television Production Operations</b>						
<i>Adult Vocational Certificate</i>						
* 1994-95	Graduates	1	0%	Missing	Missing	610010400
* 1995-96	Leavers	1	0%	Missing	Missing	610010400
<b>Teller Operations</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	84	65%	64%	\$3,299	208049901
1992-93	Leavers	16	63%	50%	\$4,632	208049901
* 1993-94	Graduates	54	70%	71%	\$3,493	207020500
1993-94	Leavers	29	52%	60%	\$3,513	207020500
1994-95	Graduates	68	69%	68%	\$3,716	207020500
1994-95	Leavers	24	63%	47%	\$3,941	207020500
* 1995-96	Graduates	71	56%	60%	\$3,732	207020500
1995-96	Leavers	26	62%	56%	\$4,205	207020500
<b>Theater and Entertainment Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	13	46%	50%	\$4,011	650999901
1992-93	Leavers	40	65%	38%	\$4,722	650999901
* 1993-94	Graduates	18	56%	20%	\$2,210	650999901
1993-94	Leavers	52	67%	63%	\$4,615	650999901
1994-95	Graduates	15	53%	38%	\$3,650	650999901
1994-95	Leavers	41	49%	65%	\$3,966	650999901
* 1995-96	Graduates	13	38%	80%	\$4,276	650999901
1995-96	Leavers	49	67%	55%	\$5,491	650999901
<b>Tractor and Trailer Body Repair and Refinish</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Leavers	7	57%	75%	\$3,615	647060301
* 1993-94	Leavers	26	69%	78%	\$6,127	647060301
* 1994-95	Leavers	19	68%	77%	\$7,733	647060301
* 1995-96	Leavers	38	45%	47%	\$6,461	647060301
<b>Travel Agency Operations</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	52	44%	43%	\$5,213	208110500
1992-93	Leavers	15	60%	89%	\$5,743	208110500
1993-94	Graduates	55	73%	68%	\$5,117	208110500
1993-94	Leavers	38	47%	72%	\$5,340	208110500
1994-95	Graduates	86	55%	70%	\$5,417	208110500
1994-95	Leavers	26	38%	60%	\$5,304	208110500
1995-96	Graduates	46	50%	70%	\$5,222	208110500
1995-96	Leavers	26	54%	79%	\$7,183	208110500

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Travel Industry Management</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	23	65%	67%	\$4,746	208110100
1992-93	Leavers	88	64%	80%	\$4,811	208110100
1993-94	Graduates	31	68%	67%	\$4,969	208110100
1993-94	Leavers	44	73%	78%	\$4,541	208110100
1994-95	Graduates	19	63%	67%	\$4,230	206070500
1994-95	Leavers	30	63%	89%	\$4,534	206070500
1995-96	Graduates	26	77%	75%	\$5,113	206070500
1995-96	Leavers	29	59%	82%	\$4,843	206070500
<b>Turf Equipment Management</b>						
<i>Associate in Science Certificate</i>						
1992-93	Graduates	18	56%	60%	\$7,124	101029900
1992-93	Leavers	9	56%	100%	\$4,523	101029900
1993-94	Graduates	6	67%	75%	\$3,770	101029900
1993-94	Leavers	9	44%	75%	\$2,980	101029900
1994-95	Graduates	8	63%	80%	\$6,467	101029900
1995-96	Graduates	21	57%	92%	\$5,826	101029900
<b>Unit Treatment and Rehabilitation</b>						
<i>Associate in Science Certificate</i>						
* 1992-93	Leavers	4	100%	100%	\$4,366	317040500
<b>Veterinary Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	35	80%	75%	\$3,661	317051200
1992-93	Leavers	22	59%	69%	\$3,886	317051200
1993-94	Graduates	40	80%	81%	\$3,811	317051200
1993-94	Leavers	89	71%	71%	\$3,672	317051200
1994-95	Graduates	39	67%	73%	\$4,158	317051200
1994-95	Leavers	33	70%	78%	\$4,180	317051200
1995-96	Graduates	50	72%	83%	\$4,572	317051200
1995-96	Leavers	43	58%	72%	\$4,558	317051200
<b>Vision Care Technology/Opticianary</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	31	84%	73%	\$5,385	317070500
1992-93	Leavers	24	67%	63%	\$6,011	317070500
1993-94	Graduates	8	100%	63%	\$5,635	317070500
1993-94	Leavers	26	73%	74%	\$5,739	317070500
1994-95	Graduates	30	63%	84%	\$5,301	317070500
1994-95	Leavers	7	57%	50%	\$3,294	317070500
1995-96	Graduates	36	67%	71%	\$4,985	317070500
1995-96	Leavers	8	50%	100%	\$5,879	317070500
<b>Volunteer Fire Fighting</b>						
<i>Adult Vocational Certificate</i>						
* 1993-94	Leavers	9	67%	83%	\$3,958	743020301
1994-95	Graduates	45	67%	67%	\$4,947	743020301
1994-95	Leavers	3	67%	100%	\$5,180	743020301
1995-96	Graduates	50	56%	68%	\$6,185	743020301
1995-96	Leavers	11	55%	83%	\$4,560	743020301

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Wastewater Treatment Plant Operation C</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	89	74%	83%	\$5,762	715050602
1992-93	Leavers	48	73%	80%	\$5,707	715050602
1993-94	Graduates	107	83%	82%	\$6,086	715050602
1993-94	Leavers	26	77%	95%	\$6,898	715050602
1994-95	Graduates	22	86%	79%	\$6,075	715050602
1994-95	Leavers	71	70%	78%	\$6,660	715050602
1995-96	Graduates	20	65%	92%	\$8,281	715050602
1995-96	Leavers	36	78%	89%	\$6,189	715050602
<b>Wastewater Treatment Plant Operation B</b>						
<i>Adult Vocational Certificate</i>						
1993-94	Graduates	9	89%	88%	\$7,774	715050604
* 1994-95	Graduates	1	100%	100%	\$7,029	715050604
1994-95	Leavers	1	100%	100%	\$7,209	715050604
1995-96	Graduates	11	100%	100%	\$8,010	715050604
1995-96	Leavers	6	33%	100%	\$8,560	715050604
<b>Water and Wastewater Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	2	100%	50%	\$8,277	715050600
1992-93	Leavers	11	82%	89%	\$5,666	715050600
* 1993-94	Graduates	4	75%	100%	\$8,423	715050600
1993-94	Leavers	14	86%	75%	\$7,076	715050600
* 1994-95	Graduates	1	100%	100%	\$9,169	715050600
1994-95	Leavers	8	88%	86%	\$7,195	715050600
* 1995-96	Graduates	5	80%	100%	\$10,570	715050600
1995-96	Leavers	12	50%	100%	\$7,254	715050600
<b>Water Treatment Plant Operation C</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	50	80%	88%	\$5,890	715050601
1992-93	Leavers	33	85%	75%	\$7,784	715050601
1993-94	Graduates	79	75%	88%	\$6,649	715050601
1993-94	Leavers	19	74%	93%	\$5,446	715050601
1994-95	Graduates	28	89%	88%	\$5,916	715050601
1994-95	Leavers	49	69%	82%	\$6,585	715050601
1995-96	Graduates	39	90%	97%	\$6,912	715050601
1995-96	Leavers	28	75%	76%	\$6,195	715050601
<b>Water Treatment Plant Operation B</b>						
<i>Adult Vocational Certificate</i>						
1993-94	Graduates	9	89%	88%	\$8,514	715050603
* 1994-95	Graduates	2	0%	Missing	Missing	715050603
<b>Water/Wastewater Treat Plant Operation A</b>						
<i>Adult Vocational Certificate</i>						
1993-94	Graduates	11	91%	90%	\$7,839	715050605

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.

Job Training Program Title <i>Type Program</i>		Number of Graduates or Leavers	Percentage Employed	Percentage Employed Full-Time	Average Quarterly Wages	CIP Number
Year	Type Exit					
<b>Welding</b>						
<i>Adult Vocational Certificate</i>						
1992-93	Graduates	21	86%	56%	\$4,488	648050800
1992-93	Leavers	269	63%	69%	\$7,195	648050800
1993-94	Graduates	29	72%	57%	\$6,002	648050800
1993-94	Leavers	465	69%	64%	\$6,003	648050800
1994-95	Graduates	19	79%	67%	\$5,542	648050800
1994-95	Leavers	329	71%	71%	\$6,811	648050800
1995-96	Graduates	22	64%	50%	\$6,206	648050800
1995-96	Leavers	385	59%	79%	\$6,542	648050800
<b>Welding Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	4	50%	100%	\$6,805	615061000
1992-93	Leavers	4	100%	75%	\$3,875	615061000
* 1993-94	Graduates	1	100%	100%	\$5,442	615061000
1993-94	Leavers	2	50%	0%	Missing	615061000
* 1994-95	Graduates	1	0%	Missing	Missing	615061000
1994-95	Leavers	4	50%	100%	\$4,081	615061000
* 1995-96	Leavers	3	67%	100%	\$7,593	615061000
<b>Word Processing</b>						
<i>Adult Vocational Certificate</i>						
* 1992-93	Graduates	1	100%	0%	Missing	507060800
1992-93	Leavers	43	65%	79%	\$4,372	507060800
* 1993-94	Graduates	8	63%	60%	\$3,504	507080100
1993-94	Leavers	28	64%	44%	\$4,171	507080100
* 1994-95	Graduates	2	100%	50%	\$4,500	507080100
1994-95	Leavers	16	50%	63%	\$4,232	507080100
* 1995-96	Graduates	4	50%	50%	\$4,272	507080100
1995-96	Leavers	26	62%	75%	\$4,377	507080100
<b>Word Processing Technology</b>						
<i>Associate in Science Degree</i>						
1992-93	Graduates	21	67%	71%	\$4,184	507060801
1992-93	Leavers	35	57%	50%	\$3,801	507060801
1993-94	Graduates	21	81%	82%	\$4,053	507080101
1993-94	Leavers	39	74%	66%	\$3,955	507080101
1994-95	Graduates	19	84%	75%	\$5,473	507080101
1994-95	Leavers	57	72%	68%	\$4,482	507080101
* 1995-96	Graduates	8	88%	100%	\$3,654	507080101
1995-96	Leavers	41	61%	68%	\$4,500	507080101
<b>Zoo Animal Technology</b>						
<i>Associate in Science Degree</i>						
* 1992-93	Graduates	20	40%	63%	\$3,755	117050100
1992-93	Leavers	28	46%	85%	\$3,839	117050100
* 1993-94	Graduates	52	46%	67%	\$3,678	102029900
1993-94	Leavers	16	25%	50%	\$3,200	102029900
* 1994-95	Graduates	22	55%	67%	\$3,429	102029900
1994-95	Leavers	13	54%	57%	\$3,340	102029900
* 1995-96	Graduates	58	34%	60%	\$3,969	102029900
1995-96	Leavers	20	35%	86%	\$3,829	102029900

\* The program was identified as poorly performing based on the criteria described on page 32 of this report.



## Appendix D

### Method Used to Calculate Cost of Poorly Performing Job Training Programs

To determine estimated program costs, we first calculated the average cost per graduate for all programs. The Adult Vocational Certificate program cost less than the Associate in Science and College Credit Certificate programs did, because these programs are typically of shorter duration. Next, we multiplied the average cost per graduate by the number of graduates in poorly performing programs. For example, in 1995-96, the state spent \$32.5 million on adult vocational certificate programs that produced 10,059 graduates that resulted in an average cost of \$3,233 per graduate (Table D-1).

**Table D-1: Calculation of Cost Per Graduate**

Year	Cost of Associate in Science (AS) and College Credit Certificate Program			Adult Vocational Certificate Program		
	Program Costs	Number of Graduates	Average Cost Per Graduate	Program Costs	Number of Graduates	Average Cost Per Graduate
1995-96	\$129,809,973	12,188	\$10,650.64	\$32,516,514	10,059	\$3,232.58
1994-95	129,653,930	10,857	11,941.97	30,056,085	8,130	3,696.94
1993-94	130,667,988	11,137	11,732.78	25,976,928	8,305	3,127.87
1993-92	122,135,650	9,266	13,181.05	24,671,274	6,769	3,644.74

Source: OPPAGA analysis of Department of Education, Division of Community Colleges' financial information, and Department of Education Florida Employment Training Placement Information Program outcome data.

We calculated expenditures for poorly performing programs using the average cost per graduate for each programs and each year and multiplying that by the number of graduates in poorly performing programs. Adult vocational certificate programs had a higher number of graduates in poorly performing programs than did college credit degree or certificate programs. State expenditures for poorly performing programs reached their highest level of \$14.8 million in Fiscal Year 1995-96. For the four years included in our review, the state spent approximately \$44.3 million on poorly performing programs (Table D-2).

**Table D-2: Calculation of State Spending on Poor-Performing Programs**

Year	Graduates in Poorly performing Programs			Estimated Cost for Providing Poorly performing Programs
	Associate in Science	College Credit Certificate	Adult Vocational Certificate	
1995-96	492	106	2,595	\$14,757,624
1994-95	376	87	688	8,072,622
1993-94	268	11	1,745	8,731,572
1993-92	327	63	2,090	12,758,126
Total	1,463	267	7,118	\$44,319,945

Source: OPPAGA analysis of Department of Education, Division of Community Colleges' financial information, and Department of Education Florida Employment Training Placement Information Program outcome data.

## Appendix E

### Review of the Division of Community Colleges' Student Data Base System

---

We reviewed the Student Data Base System (SDBS) to determine how well the SDBS supports various accountability measures. Specifically, we conducted the analyses described below.

- A comparative analysis of selected data elements on the SDBS for five years, 1992-93 through 1996-97, including headcount and degree data reported by the Division of Community Colleges (DCC) for the last five years.
- Analysis of the data and coding procedures used by DCC for the cohort studies that provide results reported in the annual Community College System Accountability Plan.
- Selection, tracking, and analysis of five-year first-time-in-college (FTIC) cohorts for the AA and AS degrees, from 1992-93 through 1996-97. This analysis included follow-up in State University System (SUS) and Florida Education and Training Placement Information Program (FETPIP) records.
- Examination of DCC data coding and editing procedures, including analysis of coding discrepancies among the various colleges.

This page intentionally left blank.

## **Appendix F**

### **Response from the State Community College System**

---

In accordance with the provisions of s. 11.45(7)(d), F.S., a list of preliminary and tentative review findings was submitted to the Executive Director of the Division of Community Colleges for his review and response.

The executive director's written response is reprinted herein beginning on page 130.



# Florida State Board of Community Colleges

Division of Community Colleges  
1314 Turlington Building  
Department of Education  
325 W. Gaines Street  
Tallahassee, Florida 32399-0400  
(850) 488-1721 SUNCOM 278-1721  
Fax (850) 488-9763

**Chairman**  
**C. Ronald Belton**  
Jacksonville

**Vice Chairman**  
**Randall W. Hanna**  
Tallahassee

J. David Armstrong, Jr.  
Executive Director  
Community College System

July 30, 1998

Mr. John W. Turcotte, Director  
Office of Program Policy Analysis  
and Government Accountability  
Room 312 Claude Pepper Building  
111 West Madison Street  
Tallahassee, FL 32302

Dear Mr. Turcotte:

The Community College System (CCS) appreciates the opportunity to respond to OPPAGA's report entitled *Program Evaluation and Justification Review Florida's Community College System*. First of all, I would like to thank your staff for the time and effort spent on this report. The review was done in a thorough, professional manner, and the staff exchanges were very helpful. We will be incorporating several of your suggestions into our plans for the coming years.

In spite of the overall positive tone of the review, I believe there are several specific instances where additional information is needed. Following some general comments, these instances will be addressed in the same order as listed in Chapter 2: General Conclusions and Recommendations.

The Introduction uses FTE enrollment in Advanced and Professional (A&P) courses as an indicator of the enrollment in the AA degree program. While a high percentage of A&P courses are taken by AA students, many vocational students are also attending these classes. The reverse is even more true for the Postsecondary Vocational (PSV) courses, where many of the students are pursuing AA degrees. Since costs are based upon the discipline of a course and not the intent of the enrollees, using this breakdown to cost out programs results in inaccurate information. The CCS is aware of the need for true program cost and is developing a process that will provide these data.

An additional overall concern is the apparent view, as implied by the initial research questions, that the only successful outcome for students is a formal award. While we certainly agree that this is a major focus of our System, the mission of the CCS is broader than just awards. Examples include students who transfer to a four-year college prior to receiving an associate degree and individuals who upgrade their employment skills without completing a formal program. While transfer students were included in your cohort study of students seeking an associate degree, the employment outcomes of students leaving vocational programs prior to completion were not. This presents an incomplete picture of the positive outcomes of the System.

#### Board

**John M. Belohlavek**  
Tampa

**Frank T. Brogan**  
Commissioner of Education

**Patrick E. Byrne, II**  
Niceville

**Margarita R. Delgado**  
Miami

**Richard W. D'Alemberte**  
Chattahoochee

**Joseph H. Lang**  
St. Petersburg

**George I. Platt, III**  
Fort Lauderdale

**Marjorie Starnes**  
Fort Myers

**Wendell W. Williams**  
Avon Park

**Alberta K. Wilson**  
Rockledge

**Matthew F. Yarber**  
Port Richey

Mr. John W. Turcotte  
July 30, 1998  
Page 2

*Recommendation - provide additional incentives to encourage colleges to improve the graduation and retention rates of community college students who are in danger of dropping out.*

The CCS is committed to constantly improving the graduation and retention rates of our students. However, the methodology used to determine the base rates must be appropriate for our System. We agree with the basic methodology used in your cohort study. But, we believe that the determination of whether or not a student is still enrolled should be based upon attendance during any term in a given year and not just Fall. The majority of our students are part-time in both the hours they take and the fact that they often do not attend consecutive major terms. Changing this aspect of the cohort study almost doubles the percentage still enrolled and provides a clearer picture of the attendance patterns of the students.

Another part of the report, referencing the cohort used for Accountability purposes, states "The Division of Community Colleges reports on program results but should modify its measures to more accurately represent the system's results..." It is precisely the desire to represent the system's results that is behind the use of the 18 hours as a controlling factor in the development of the Accountability Retention and Graduation measures. The System needed data that could be used in more extensive analyses of possible relationships between these outcomes and input measures in order to make serious programmatic changes. Since this type change is costly in terms of both time and money, the data needs to represent the results of the System and not the results of under preparation and/or other student based factors. Expanding the data presentation to include both cohort definitions would provide more information, but replacing the current cohort with the one proposed in the review would result in the loss of a very valuable tool for individual college management decisions. It would clearly be inappropriate to change curriculum or instructional strategies based on students who drop in for one or two courses. For this reason, our Accountability process tracks students who are actually part of the program and seeking a degree.

An important factor in retention and success is initial preparation. Since the CCS is an "open door" system, student preparation runs the gamut from fully "college ready" to students needing remediation in all three areas of reading, writing and mathematics. Presenting the results of your cohort study by incoming ability level would have shown a clearer picture of retention and success in the CCS. Our MIS system has been carefully constructed to allow us to measure the effectiveness of our College Prep program by allowing us to follow students as they progress through credit courses, the AA program, and state universities.

As noted on page 20 of the review, several characteristics of our student body work against their being successful in attaining awards. These characteristics need to be stated up front whenever retention and success is discussed. Our 1998-99 Legislative Budget Request will address some of these factors as we seek "child care" funds and a greater recognition of the financial aid needs of part-time students.

*Recommendation - establish a mechanism to ensure that school districts and community colleges have identified strategies that could result in a reduced need for postsecondary remediation.*

The Legislature has provided \$30 million to the K-12 system for this purpose. Each community college has designated a K-12 liaison to work with area school districts to develop the plans called for in this legislation. The main focus of these plans is the reduction of postsecondary remediation by assuring high school graduates receive the course work to allow them to be "college ready."

Mr. John W. Turcotte  
July 30, 1998  
Page 3

*Recommendation - establish additional disincentives to encourage community colleges to eliminate poorly performing job training programs and;*

*Recommendation - continue to provide incentives for community colleges for performance outcomes of training programs targeted by the Occupational Forecasting Conference.*

These recommendations are being addressed via the Performance Based Incentive Funding (PBIF) program and Occupational Completion Points (OCP). PBIF has had a very positive impact on the CCS by helping our System align its offerings with the workforce needs of the community. The work being done to develop OCP's will allow our students to complete various sets of competencies that will provide a better structured career ladder. This serious State Board of Community Colleges (SBCC) and legislative effort will also allow students who receive necessary workforce competencies to be fully recognized in the Accountability process.

In your background discussion of this area, you state that 60% of the Adult Vocational programs offered between 1992-93 and 1995-96 graduated five or fewer students statewide and/or had poor employment outcomes for those completers. However, the necessary context for this statement is not provided. Those programs represent only a small percentage of the Adult Vocational enrollments. Furthermore, no attempt is made to examine the employment outcomes of program leavers who may have obtained a set of marketable skills that was of more value to them than a formal certificate, nor is it noted that the follow-up information used does not include those persons who are self-employed or continuing their education. Similar statements are made in other places in this report. While it is the intent of the CCS to continually monitor all program enrollment and completion levels, the specific economic needs of a community must be kept in mind. This may mean offering a program that will not produce a high number of formal completers statewide, but will produce a number of persons with the local area's requisite labor market skills.

*Recommendation - incorporate input-based funding factors into community college funding to help ensure that individual colleges receive funding that is suitable for the types of programs being provided and the level of students being served and;*

*Recommendation - standardize performance-funding efforts across community college programs by increasing the proportion of funding for AA degree and College Prep programs that is tied to performance.*

We generally concur with your comments on the funding process. We would point out that although library resources and instructional equipment were once funded as categorical funds, they are now included in the Community College Program Fund (CCPF) base. We would also point out that enrollment workload changes have not been funded since 1992-93.

When discussing the need for and/or cost of remedial courses, one must remember several points: a) if standards are maintained, not everyone will exit College Prep; b) many community college students did not decide to attend college until late in their high school career and did not take a college preparatory track; and c) while a large portion of your first-time-in-college (FTIC) cohort consisted of prior year high school graduates, the majority of students taking College Prep courses at any given time have been out of high school for at least three years. Of course, the CCS has been a partner with the Legislature and the Governor's Education Reform Commission in the development of such initiatives as the College Ready Diploma, the K-

Mr. John W. Turcotte  
July 30, 1998  
Page 4

16 Council and the "parents" letter to 8th grade students and parents. All of these efforts should assure more high school graduates arrive "college ready" at the State's community colleges and state universities, and consequently reduce the enrollments in College Prep courses in community colleges.

The comments concerning funding per FTE do not give a clear picture of the budget situation at the colleges. You are comparing total unweighted FTE to total state support. However, costs for operating the colleges vary significantly depending upon size and program mix. If you use weighted FTE from our equalization funding model, Florida Keys Community College actually becomes the fourth lowest funded college at \$2,369 and Daytona Beach Community College becomes the eighth best funded college at \$2,636. The total spread is only \$598 from North Florida Community College at the low (\$2,196) to Miami-Dade Community College at the high (\$2,794).

Nevertheless, your comments concerning the disequalizing effect of base-plus funding and performance funding are valid. It becomes a policy issue of which method best achieves the desired outcome. Equal funding may sometimes take a secondary role to other desired results.

*Recommendation - expand PB<sup>2</sup> for the Community College System to include a unified planning and accountability component that would link performance goals and standards to the PB<sup>2</sup> incentive fund measures.*

The CCS agrees with this recommendation and has moved in this direction via the combining of the Agency Strategic Plan and the Accountability Report. We continue to try to expand the measures used in the accountability process to better represent the full range of services provided by the System.

*Recommendation - Make the Student Data Base more useful for accountability by:*

*Identifying the data elements required for all accountability indicators or measures*

This recommendation has already been addressed via the Student Data Base (SDB) Data Elements Dictionary. That Dictionary lists all the elements in the SDB and identifies those used in the Accountability Measures.

*Requiring system-wide consistency in interpretation and coding for those data elements needed for accountability*

This has been a goal of the Division of Community Colleges (DCC) since the Student Data Base was initially developed. Part of the original implementation strategy was to establish a group of college representatives who would be responsible for working with the DCC to ensure consistency and accuracy of data. The Division continues to work with this group to review data elements and inform new personnel of the need for providing consistent and accurate data on the various DCC data bases.

*Establishing more rigorous edit/error check procedures for all data elements*



Mr. John W. Turcotte  
July 30, 1998  
Page 5

In the 1998-99 year, the Student Data Base will collect 81 different data elements to address key issues regarding performance funding and other standard state and federal reports. In the edit process for these data elements, the Division has established a complex edit program that consists of hundreds of edits across different data elements to ensure accurate data is reported on the Student Data Base. The Division remains committed to improving the accuracy of the data provided.

*Establishing procedures to either correct file errors in previous academic terms or maintain a record of these errors for subsequent reference*

In producing the Accountability Reports, collection of data elements has been improved through this process. File errors for certain colleges have been maintained in the Accountability Process to correct the inconsistencies of historical data.

*Creating a Division of Community Colleges student retention file similar to that maintained by the Board of Regents for the State University System*

The Division will investigate and review with college personnel the information provided in the retention file maintained by the Board of Regents for the State University System.

Other comments from recommendations in Chapter 6 for the Student Data Base:

*The system's unduplicated student headcount is overstated by 14,000.*

In the Division of Community College Fact Book, a total unduplicated headcount for the total number of students served is produced. This is produced by selecting the unduplicated headcount by each college to display all the students each college served in a year. This headcount will also include duplicate students who transferred to a different community college in the same year but it reflects the unduplicated count served by each college. To address this recommendation, the Division will investigate adding an additional report to show the data as a system wide unduplicated headcount and one by college to reflect total students served at each college.

*Program enrollment information is not available for 46% of the students. This limits the division's ability to answer questions about program performance since it is not clear which students are enrolled in a program.*

It has been the procedure that colleges were not mandated to provide a program enrollment record for those students who were not enrolled in a program to reduce the time and resources that colleges would expend on producing this data. Division staff have always told colleges that students not reported with a program record type would not be reflected in reports and would be considered not enrolled in a program.

*Program outcomes are almost impossible to determine without student social security numbers.*

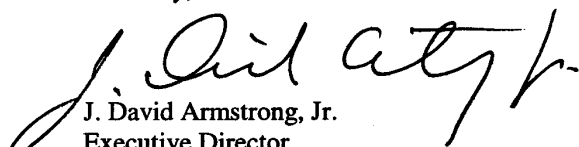
Student Social Security Numbers are not required for admission to higher education. Non-resident aliens who are enrolled in our system are not required to have a Social Security Number.

Mr. John W. Turcotte  
July 30, 1998  
Page 6

In general, we agree with these recommendations and intend to continue our efforts to improve the accuracy of not only the Student Data Base, but all data bases maintained by the Division.

Again, we feel the overall review was indeed very positive and reflects the complex and critical mission of Florida's 28 comprehensive community colleges. The above information is provided for clarification purposes only. It is the intent of the State Board of Community Colleges and the local institutions to move the CCS forward in the coming years and to continue to provide quality services to the citizens of Florida.

Sincerely,



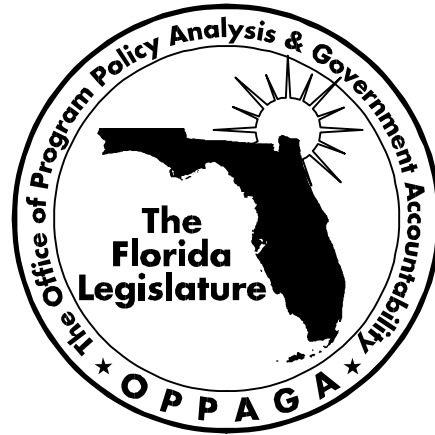
J. David Armstrong, Jr.  
Executive Director

JDA/pw



# The Florida Legislature

## Office of Program Policy Analysis and Government Accountability



### ANNOUNCEMENT

The Office of Program Policy Analysis and Government Accountability announces the availability of its newest reporting service. The **Florida Government Accountability Report (FGAR)**, an electronic publication specifically designed for the World Wide Web, is now up and operating for your use.

**FGAR** provides Florida legislators, their staff, and other concerned citizens with approximately 400 reports on all programs provided by the State of Florida. Reports include a description of the program and who is served, funding and personnel authorized for the program, evaluative comments by OPPAGA analysts, and other sources of information about the program.

Please visit **FGAR** at <http://www.oppaga.state.fl.us/government>. Your comments and suggestions about improving our services are always welcome.

Gena Wade, FGAR Coordinator (850/487-9245)

OPPAGA provides objective, independent, professional analyses of state policies and services to assist the Florida Legislature in decision-making, to ensure government accountability, and to recommend the best use of public resources. This project was conducted in accordance with applicable evaluation standards. Copies of this report in print or alternate accessible format may be obtained by telephone (850/488-0021 or 800/531-2477), by FAX (850/487-3804), in person (Claude Pepper Building, Room 312, 111 W. Madison St.), or by mail (OPPAGA Report Production, P.O. Box 1735, Tallahassee, FL 32302). Web site: <http://www.oppaga.state.fl.us>

Project supervised by: Jane Fletcher (850/487-9255)

Project conducted by: Tim Elwell, Yvonne Bigos,  
Glenn Chavis, Dorothy Gray,  
Royal Logan, and Steve Smith