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ABSTRACT

This report reviews the college preparatory programs offered to state university students in Florida through partnerships with local community colleges. Courses are offered either at the community college or by the community college on the university campus. The program review was conducted by the State Board of Community Colleges in cooperation with the Learning Systems Institute and Florida State University. Data were collected through a survey of the 10 state universities and 28 community colleges, interviews from site visits to selected college and university campuses, and a database of university students enrolled in college preparatory instruction. Florida mandates that students who are deficient in one or more areas of the College Placement Test enroll in college preparatory classes. Results of this study suggest that: (1) the administration of the college-university agreements are sound; (2) communication between sectors is adequate; (3) there are not problems with delivery of services to students; (4) community colleges are perceived to be best suited for delivery of remedial instruction; and (5) the majority of students successfully perform college-level coursework after completing college preparatory courses. (Contains four recommendations regarding inter-institutional agreements and college preparatory programs. Contains five tables and nine references. Appendices include Florida statute 240.117, the survey instrument, and data analysis methodology.) (RDG)

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College Preparatory Program Agreements between State Universities and Community Colleges

A Level 1 Review

State Board of Community Colleges

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January 2000

FLORIDA COMMUNITY COLLEGE SYSTEM

PUTTING MINDS TO WORK

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EXECUTIVE SUMMARY

Purpose

This report reviews the provision of College Preparatory courses to state university students in Florida through partnerships with local community colleges with class instruction being offered either at the community college or by the community college on the university campus.

The program review was conducted by the State Board of Community Colleges in cooperation with the Learning Systems Institute at Florida State University. Background information was collected through reviews of pertinent legislative and executive policy documents and reviews of research literature. Data was collected through a survey to the 10 state universities and 28 community colleges, site visits to selected college and university campuses for interviews with senior officials, and a database of university students enrolled in College Preparatory instruction. The program review is intended to complement a 1994 State Board of Community Colleges program review that focused on the College Preparatory program as it affects community college students.

Florida Statutes mandate that any student who enters a degree program at a public community college or state university take the Florida Entry-Level College Placement Test (CPT) to assess computation and communication skills. Community college or university students who are found deficient in one or more of the three areas of reading, writing or mathematics must enroll in College Preparatory classes in a community college prior to enrolling in college-level courses in the related areas. Community college or university students who score above 16 in reading, English and mathematics on the American College Test (ACT) or 420 in verbal and 440 in mathematics on the Scholastic Achievement Test (SAT) may be exempted from placement testing.

In 1994, the State Board conducted a review of the College and Vocational Preparatory Program in the state's 28 community colleges. The study was limited to reviewing the impact of the College Preparatory Program on community college students. It did not address the program's impact on university students admitted to state universities in need of remedial education. This program review analyzes state policies and programs for students who are admitted to the state universities but are determined to be in need of remedial coursework.

Issues

From the data collected through the surveys and interviews, indications are that the administration of the agreements between the state universities and the community colleges is sound. There was no evidence to suggest any substantial breakdowns in communications over administration of the program across the sectors or any problems with funding or poor delivery of services to students. In addition, the community college faculty was perceived to be well trained specifically in the delivery of remedial coursework to students.

Widespread agreement existed that the community college was the appropriate locus for delivering remedial course work and this policy was appropriate in terms of differentiating the missions of the two sectors. In addition, community college faculty members were perceived to

be specifically trained in the delivery of remedial coursework to students which makes the community college the preferred site for College Preparatory instruction.

A number of administrators interviewed believed that policies regarding payment of full costs of instruction for students who fail and then retake College Preparatory courses versus students who fail and then retake college level courses were inequitable. However, the 1999 Legislature has since remedied this problem by requiring full cost fees for both groups of students after their second attempt.

Analyses of student grades suggest that the majority of students are successfully performing college-level coursework after exiting from College Preparatory instruction. However, while reliable data on the performance of students in mathematics was not available, there appears to be high numbers of low grades and failures in mathematics courses for both students exiting College Preparatory and university students not testing into College Preparatory.

Recommendations

1. The state should continue its policy of allowing inter-institutional agreements between community colleges and universities regarding offering College Preparatory instruction on the university campus. This policy is serving students well.
2. The curriculum of the College Preparatory mathematics courses and the passing scores on the institutionally-developed College Preparatory exit exams should be reviewed to assure their alignment with the computational skills requisite for performing well in the entry-level college credit mathematics courses.
3. Institutions should continue to monitor practices to ensure that non-traditional students are well served by the College Preparatory program agreements.
4. The Student Data Base should be adjusted so that university students taking remedial courses in the community colleges are clearly identified for accountability purposes.

INTRODUCTION

According to Florida Statutes (F.S.) and State Board of Education Rules [Sections 240.7 (5) and 240.312, F.S. and Rule 6A-10.039, Florida Administrative Code (F.A.C.)], the State Board of Community Colleges (SBCC) is required to review instructional programs every five years. This report reviews the provision of College Preparatory courses to Florida state university students either through partnerships with local community colleges or on the university campus.

The program review was conducted by the State Board of Community Colleges in cooperation with the Learning Systems Institute at Florida State University. Background information was collected through reviews of pertinent legislative and executive policy documents and reviews of research literature. Current data was collected by means of a survey to the 10 state universities and 28 community colleges and by site visits to selected college and university campuses and interviews with senior officials. The program review is intended to complement a 1994 State Board of Community Colleges program review that focused on the College Preparatory Program as it affects community college students.

College Preparatory Coursework Requirements for University Students

Florida Statutes mandate that any student who intends to enter a degree program at a public community college or state university take the Florida Entry Level College Placement Test (CPT) to assess computation and communication skills. Community college or university students who are found deficient in one or more of the three areas of reading, writing or mathematics must enroll in College Preparatory classes in a community college prior to enrolling in college-level courses in the related areas. Community college or university students who score above 16 in reading, English, and mathematics on the ACT or 420 in verbal and 440 in mathematics on the SAT may be exempted from placement testing.

Students must meet standards in each of the three skill areas of reading, writing, and mathematics. The student may be deficient in one or all areas. The student will be required to take College Preparatory courses only for those skill areas where the student is deficient. The student may not take college level courses in the deficient skill areas until successfully completing the College Preparatory course for the deficient skill area.

A student may take college level classes for any area in which the student is not determined to be deficient. For example, a student may take college level courses in all areas except mathematics if the student has been determined to be deficient only in mathematics.

With satisfactory performance on the SAT or ACT, a student may be exempted from taking the CPT and be allowed to enroll directly in college-level courses. In fact, most university students are so exempted. University students who do need College Preparatory coursework may enroll at a neighboring community college or the university may contract with a community college to provide instruction on the university campus. (Section 240.117, F.S.) A student who wishes to earn an associate in arts or a baccalaureate degree, but who is required to complete a College Preparatory course, must successfully complete the required College Preparatory studies by the time the student has accumulated 12 hours of lower-division college credit degree coursework. Students are allowed to take college credit courses in areas where they are not academically deficient while enrolled in College Preparatory instruction. (Complete legislation, Section 420.117, F.S. is attached as Appendix A.)

Furthermore, if a state university has an equal or higher percentage of incoming students requiring College Preparatory courses than for the community college system as a whole, the university may offer College Preparatory instruction without contracting with a community college. To date, this provision has been applicable to only one of the state universities, Florida Agriculture and Mechanical University (FAMU).

Previous Program Review

In 1994, the State Board conducted a review of the College and Vocational Preparatory Program in the state's 28 community colleges. The report had three principal findings. One, the number of students needing remedial work was high (about 50% of the state's first-time-in-college students needed remediation in at least one academic area). Two, the numbers appear to be increasing. Three, the majority of students who complete preparatory courses are successful and that the Florida success rate compares favorably with national rates in all areas with the exception of mathematics. The report noted that 70% of the students who began their college coursework in College Preparatory courses passed the College Level Academic Skills Test (CLAST), a test designed to assess skills at the end of the sophomore year of college.

Areas of concern included a need to institutionalize the program both with substantive legislation and in the budgetary process and the need for better professional development for instructors, in particular to help them understand the nature of this student population and to work more effectively with them. Another area of concern was the need to better serve the growing numbers of non-native speakers of English and students who are learning disabled or emotionally disabled. The report concluded with recommendations designed to address these issues.

A 1999 state level analysis tracked students for five years (1993-1998) to obtain information on the success of College Preparatory students. The results showed that 65% of the cohort needed remediation with College Preparatory mathematics having the most enrollees (40%). The analysis also found that if students complete the highest level of prep and move on to the college credit courses, they generally perform as well as students who did not need remediation. More complete details are provided later in this report.

Current Program Review

The study summarized above was limited to reviewing the impact of the College Preparatory Program on community college students. It did not address the program or its impact on current university students. This program review analyzes state policies and programs for students who are admitted to the state universities but are determined to be in need of remedial coursework. As mentioned above, Florida state universities are prohibited from offering remedial coursework and university students in need of remediation must attend courses offered by neighboring community colleges (with the one exception noted earlier). Florida law does permit, however, agreements to be drawn up between universities and community colleges to have the courses offered on the university campus. In particular this program review is designed to determine how well the agreements are working and if the agreements are serving the students well.

BACKGROUND INFORMATION

Dating back to the expansion of enrollments in higher education throughout the U.S. in the 60's and 70's, concerns have been expressed about the need for remedial opportunities for underprepared students and the relaxing of admission standards under pressures of student demand. In the early 1980's, the Postsecondary Education Planning Commission (PEPC) documented high levels of remediation needed by entering college students and the blurring of distinction between college-level and less-than-college level coursework.

In 1984 the Florida Legislature took action to more clearly distinguish between college-level and College Preparatory coursework and to more clearly distinguish the missions of the community college and state universities regarding the offering of College Preparatory classes. Legislation stipulated that only college-level courses could count toward the credit hours needed for graduation and prohibited state universities from offering College Preparatory courses. University students who need remediation were to obtain the coursework at community colleges. Provisions were included that allowed state universities to enter into agreements with community colleges for the College Preparatory instruction to be offered at the university campuses to ease access for students.

Literature Review

A search was conducted to identify related empirical and theoretical research in the area of inter-institutional agreements for College Preparatory instruction, however, nothing was found. Apparently, this research will be the first attempt by researchers to investigate the administration and the effectiveness of such inter-institutional agreements.

Indeed, the City University of New York, the state college system in California and the Georgia Board of Regents are considering limiting remedial coursework to community colleges. Florida is the only state with a single placement test, a single set of cutoff scores, and an accepted common course numbering system. This makes it easier for the State University System (SUS) and the Community College System to effectively provide needed remedial coursework in Florida. This policy approach has allowed faculty members to have college ready students in credit courses.

METHODOLOGY

Surveys

A survey was sent out to the 10 state universities and 28 community colleges to gather information on the process of delivering College Preparatory instruction to university students deemed deficient in any of the three areas as measured by the CPT. Information was sought on how students were identified, how and where preparatory coursework was offered, how well the agreements between the community colleges were working and how well the students were performing in the classes. Before finalizing the survey, draft versions were shared with six universities and community colleges and with the staff of the Division of Community Colleges in order to obtain feedback and improve the design of the survey. The survey (see Appendix B) was mailed to the universities and participating community colleges in January.

Site Visits

Site visits were conducted at a sample of universities and community colleges to interview administrators and/or instructional staff regarding the administration and effectiveness of the agreements. The sites were chosen based on geographical distribution within the state. Structured protocols were used.

<u>North</u>	<u>Central</u>	<u>South</u>
Florida A & M University Florida State University Tallahassee Comm. College	University of South Florida Hillsborough Community College	Florida Atlantic University Palm Beach Comm. College

Data Analysis

Community college student records from the 1996 summer semester to the 1997 fall semester with matching university records from the 1996 summer semester through the 1998 spring semester were analyzed to obtain a measure of how well the College Preparatory coursework was preparing students for college-level work.

The database was used to match the performance of students who took College Preparatory classes in either English or mathematics with their performance in an entry-level English or mathematics university course.

FINDINGS

Agreements

Florida Statutes stipulate that state universities may enter into a contract with a community college for the provision of College Preparatory courses to be offered to university students by the community college. These courses may be offered on the university campus or at the community college. According to the written surveys and interviews, five state universities indicated that they had written agreements and three had oral agreements. One university had no agreement. Florida A & M offers College Preparatory courses itself and therefore has no need for an agreement. No university had an agreement with more than one community college. See Table 1.

TABLE 1

FLORIDA UNIVERSITIES AND COMMUNITY COLLEGES HAVING JOINT AGREEMENTS REGARDING PROVISION OF COLLEGE PREPARATORY COURSES FOR UNIVERSITY STUDENTS

Universities	Written Agreement	Oral Agreement	No Agreement
Florida A&M University			N/A
Florida Atlantic University - Palm Beach Community College		X	
Florida Gulf Coast University - Edison Community College		X	
Florida International University - Miami-Dade Community College	X		
Florida State University - Tallahassee Community College	X		
University of Central Florida - Valencia Community College		X	
University of Florida - Santa Fe Community College	X		
University of North Florida - Florida Community College-Jax	X		
University of South Florida - Hillsborough Community College	X		
University of West Florida	X		

Administration of Agreements

Nine community colleges have agreements with nine universities. No university or community college with an agreement indicated any significant problems with the administration of the agreement. The majority of responses were extremely positive and the respondents reported congenial working relationships between the community colleges and the universities.

The surveys indicate that the institutions are in regular contact with their partners. Particular strengths noted were that university students could take College Preparatory classes on their university campus and did not have to travel to a community college to take a class. Community

college and university faculty and administrators alike agreed that the community college was the appropriate place for remedial coursework and instruction.

Florida Statutes require that an institutionally-developed standardized test be administered to determine if a student is considered to have met basic computation and communication skills requirements. Interviews with community college administrators and with the college preparatory administrator at Florida A&M University (FAMU) indicated that the tests were being administered in accordance with the state laws.

Florida Atlantic University (FAU) and Palm Beach Community College have a slightly different relationship because a branch campus of Palm Beach Community College is on the FAU campus. The close proximity makes it convenient for the students to take College Preparatory classes at the community college.

Florida Gulf Coast University (FGCU), the newest of the state universities, reported that it has an agreement with Edison Community College (ECC) for the first time this year. In addition, Pensacola Junior College (PJC) and the University of West Florida (UWF) entered into an agreement this past Fall. PJC offers College Preparatory courses on UWF's campus.

The details of program administration indicate that the universities and community colleges operate the programs in a relatively similar fashion, regardless of having formal written agreements or not. Most of the universities administered the SAT/ACT and the placement test on site. Universities where the courses were offered on their campuses all had funding arrangements with the community colleges. Major differences were found in the length of time that arrangements had been in place, ranging from one month to 14 years. See Table 2.

Problems that surfaced in the written questionnaires or in the interviews were for the most part relatively minor ones such as lack of coordination in deadlines for class withdrawal across institutions or difficulties for the community college faculty in finding parking on the university campuses.

TABLE 2

ADMINISTRATION OF AGREEMENTS

Program Administration	FAMU*	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF*
Testing location @ university	YES	NO	YES	YES	YES	YES	YES	YES	YES	NA
CPT	YES	NO**	YES	YES	YES	NR	NO**	NO**	YES	NA
ACT/SAT placement	YES	YES	YES	YES	YES	YES	YES	YES	YES	NA
Funding Arrangements	NA	NO	NO	YES	YES	YES	YES	YES	YES	NA
CP Taught @ University	YES	NO	NO	YES	YES	YES	YES	YES	YES	NA
Years of Agreement	NA	NA	1 m	NR	8	10	1	14	13	NA

* University does not have a current agreement with a community college

** The neighboring community college administers the CPT

NR No Response

NA Not Applicable

Quality of Instruction

Each school approached the delivery of the curriculum in a slightly modified manner. The variety of offerings to accommodate the College Preparatory requirement spanned from one hour courses each term until completion to a system where students took four-hour courses that engaged them daily for this remedial help.

Data varied on the average size of College Preparatory classes offered on the university campuses. A couple of universities indicated that the classes for their students were as small as 10 or 12 students. However, others indicated more common class sizes of 25 or 30. In these cases, the classes were larger than regular college-level courses offered by the university. Two universities indicated that the College Preparatory courses were smaller.

The University of South Florida was the only institution offering College Preparatory courses through distance learning formats.

Respondents also indicated that a strength of the policy requiring remediation to be taught by community college faculty is that the community college faculty selected to instruct these classes have special expertise in College Preparatory instruction. Instructor qualifications appeared to be consistent through the College Preparatory coursework at the community colleges. Some courses were taught on the university campus by community college instructors. At Florida A & M University, university personnel taught the College Preparatory courses. They were, however, a different segment of the university faculty specifically selected to teach the College Preparatory programs. Specific faculty credential requirements for developmental courses are provided in the Commission on Colleges Southern Association of Colleges and Schools (SACS) criteria, and they are adhered to in all cases.

Community college and university faculty, and community college and university administrators alike agreed that the community college was the appropriate place for College Preparatory coursework and instruction.

Tracking of Students

According to responses to the questionnaire and to the interviews, only a few universities track the performance of the university students after they exit the College Preparatory coursework and enroll in college-level courses. However, no university had written reports that could be shared. In the interviews, most university respondents perceived that their students who required enrollment in College Preparatory classes performed on an equal par with the other students. Statewide information is available that tracks these students for five years from the fall of 1993 through 1999.

The results showed 35,547 arrived and took the CPT in the fall of 1993. Of that number 22,948 (65%) needed remediation. Of those enrolled in College Preparatory instruction, 40% needed math, 6% needed only reading, and 6% needed only writing. However, 26% needed help in two or more areas, and 22% needed help in all three areas. The latter group is understandably the hardest to serve. In 1998, 37% of the pre-college skills group succeeded after five years while 57% of students who went directly into college were successful during that same time period. The analysis also revealed the part-time nature of the community college students with one third completing their coursework in 0-2 years, another third requiring 2-4 years, and the final third requiring 5-10 years for completion. Most importantly, accountability data show that students who complete the highest level of College Preparatory instruction compete favorably with other Associate in Arts (AA) degree students who did not need remediation. Generally speaking, they finish their degree at the same rate, have comparable Grade Point Averages (GPA), and transfer to the SUS at the same rate. Because there are no appreciable differences in academic performance, it is reasonable to assume that they will be successful in college.

TABLE 3

UNIVERSITIES' RESPONSES TO SURVEY ON AGREEMENTS WITH COMMUNITY COLLEGES

Questions	Florida Atlantic University	Florida Gulf Coast University	Florida International University	Florida State University *	University of Central Florida	University of Florida	University of North Florida	University of South Florida *	University of West Florida **
Avg. class size 96-97 CP Reading	NA	NA	30		25-30	10	12		
Avg. class size 96-97 CP Math	NA	NA	30		25-30	10	11		
Avg. class size 96-97 CP Writing	NA	NA	NR		25-30	15	20		
Years of agreement	NA	1 mo.	NR		10	1	14		
Track CP Students	YES	YES	YES		YES	YES	YES		
Credit class larger than CP	NA	NA	NO		NO	YES	YES		
Distance Learning for CP Students	NA	NO	NO		NO	NO	NO		
Follow up Data on CP Students	NO	NO	NO		YES	YES	NO		
Progress Study on CP Students	NO	NO	NO		YES	NO	NO		

* University did not respond to written survey

** University did not have agreement with Community College

Note 1: FAMU offers its own college preparatory courses

Note 2: FGCU has initiated an agreement with its local Community College this year.

Funding

Administrators interviewed at the campuses raised the issue of inequities in funding by the state for college-level courses versus College Preparatory courses. Students in credit classes were required to pay full costs of instruction if they fail a class more than twice; students in College Preparatory classes could fail only once before they were so sanctioned. However, the 1999 Legislature remedied this situation by restoring two attempts for students in College Preparatory classes before having to pay full cost.

Re-administration of College Preparatory Test

Some universities allowed re-testing every thirty days while other universities allowed for no re-testing. One university allowed students to test out of the College Preparatory classes by re-taking the CPT. If these students wished to progress at the community college into credit coursework, Section 240.117, (4)¹(a), F.S., requires the successful passage of a common exit test to assure preparedness for credit coursework. The College Board has advised the Department of

Education that the CPT is not an appropriate exit test. The state universities should review their procedure related to students exiting College Preparatory to assure that an exit test is in place.

Characteristics of University Students Needing Remediation

Students in need of the College Preparatory program are disproportionately minority, of low socio-economic-status, students with poor preparation as well as non-traditional students who are returning to the classroom after many years and students who speak English as a second language. Returning students contend with work, children, and a lapse of time between high school classes and college classes. These students are often in need of supplemental non-credit instruction before beginning college credit coursework.

Disability legislation provides exceptions as well as flexibility (Rule 6C-6.018, F.A.C.). In determining eligibility for admission, a university can provide for a reasonable substitution for any requirement or high school unit distribution requirement. Again, this may result in the need for some College Preparatory instruction prior to beginning credit classes.

Other Issues

Allowing students to take the College Preparatory classes during the summer is a strength.

It was also reported that universities are seeing more students who require some College Preparatory work. However, with appropriate support the students are able to move into regular college-level courses.

Summary

Overall, the consensus was that community colleges and universities in Florida have and have had a good working relationship. Respondents did not specifically state that the establishment of formal agreements strengthened the relationships. One person who came from outside Florida thought the agreement did help to bridge the gap between community colleges and universities. Furthermore, according to respondents, state policies regarding initial testing, administration of courses, and exit testing, appear to be working well. Some review may be necessary related to the use of the CPT as an exit test once students begin College Preparatory instruction.

STUDENT PERFORMANCE DATA ANALYSES

Records of students taking both College Preparatory in the Florida Community College System (FCCS) and university courses were analyzed to obtain a measure of how well the College Preparatory coursework was preparing students for college-level work.

The Office of Educational Effectiveness and Research, Florida Division of Community Colleges prepared the data files for analysis. The data represented the records of students who had enrolled in a College Preparatory course in English from Summer 1996 through Winter 1997 and had concurrently enrolled in a state university English course, or had subsequently enrolled in a state university English course within three semesters of community college enrollment.

The data base was used to identify, for analytical purposes, a group of students who had performed satisfactorily (grades A, B, C, or S) in a College Preparatory English and/or reading

course at (or offered by) a community college directly prior to taking a college-level English course at a university. This resulted in 339 records.

The following courses were in the English sequence:

Comm. College Enrollment		University Enrollment		
			English Prep	*Reading Prep
ENC0012	2	ENC1101	54	100
ENC0020	78	ENC1102	29	156
ENC0021	3			
REA0002	195			
REA0006	8			
REA0008	1			
REA0010	52			

*The universities do not have a separate reading course; therefore, students from both English preparatory and reading preparatory move into the English sequence of courses.

Tables 4 and 5 show the grades earned by students who had made an A, B, C, or S in their College Preparatory courses or their entry-level university English courses. As can be seen, most students made satisfactory grades in their subsequent university English course. Table 4 shows that 96% of those taking English preparatory courses made a grade of A, B, or C. Eighty-five percent (85%) of students taking reading preparatory courses performed at this same level.

TABLE 4

**FREQUENCY OF UNIVERSITY GRADES IN
SUBSEQUENT ENGLISH COURSES – UNDUPLICATED**

Grade	Count	Cumulative Count	Percent	Cumulative Percent
A	21	21	25.30%	25.30%
B	49	70	59.03%	84.33%
C	10	80	12.05%	96.38%
S	0	80	0.00%	96.38%
D	1	81	1.20%	97.58%
NC	1	82	1.20%	98.78%
W	1	83	1.20%	100.00%

Records 83

Note: Universities report pluses and minuses for A, B, C, and D (e.g. A-, B+, B, B-), these grades have been collapsed into A, B, C, D, on Tables 4 and 5

TABLE 5
FREQUENCY OF UNIVERSITY GRADES IN SUBSEQUENT
ENGLISH COURSES FROM READING PREPARATORY-
UNDUPLICATED

Grade	Count	Cumulative Count	Percent	Cumulative Percent
A	52	52	20.32%	20.32%
B	93	145	36.33%	56.65%
C	72	217	28.12%	84.77%
D	9	226	3.52%	88.29%
F	18	244	7.03%	95.32%
DR	4	248	1.56%	96.88%
W	7	255	2.73%	99.61%
ZZ	1	256	0.39%	100.00%

Records 256

Note: Universities report pluses and minuses for A, B, C, and D (e.g. A-, B+, B, B-), these grades have been collapsed into A, B, C, D, on Tables 4 and 5

However, the data to accurately track university prep students into college-level math courses was not readily available. Because some colleges have official agreements and others do not, there are difficulties in determining who among the enrollees in preparatory classes are native university students. In attempting to review records of students who completed the highest level of preparatory math, we were unable to successfully track university students into the next college-level math course. There did not appear to be a clear progression from the highest level of preparatory math into Intermediate Algebra (MAT 1033). If students move from the highest level of preparatory math into college algebra, most of them will have difficulty since MAT 1033, a college credit elective course, is the next level of math for which preparatory students should be held accountable. It is important to note that entry-level courses in mathematics are more problematic than English or reading. This is particularly true in college algebra where in some universities over 50% of the students—the majority of whom were not required to take College Preparatory mathematics fail at their first attempt.

Historically, some universities viewed Intermediate Algebra as a preparatory course and hired community college instructors to teach MAT 1033 for them. However, effective Fall of 1999, the math course sequencing was changed based on recommendations of the statewide Math Faculty Committee. Intermediate Algebra (MAT 1033) remains as an elective college credit course and College Algebra (MAC 1105), newly renumbered, is now the first Gordon Rule course carrying general education credit. MAC 1102, 1103, and 1104 no longer exist. Two new courses, math for Liberal Arts I (MGF 1106) and math for Liberal Arts II (MGF 1107) have been initiated for non-math/non-science majors. Based on this new math course sequence, it is recommended that a follow-up study be conducted two years from now to see if this realignment of courses have increased the successful performance of students in math.

It is also recommended that the Student Data Base be adjusted so that university students taking remedial courses in the community colleges are clearly flagged. Such a designation would enable accurate tracking of these students for accountability purposes.

Other inconsistencies were found in the degree to which universities used the CPT in assessing college readiness and the degree to which they have incorporated the exit testing requirement for College Preparatory students, both of which are mandated in section 240.117, F.S.

ISSUES

From the data collected through the surveys and interviews, indications are that the administration of the agreements between the state universities and the community colleges is sound. There was no evidence to suggest any substantial breakdowns in communication, any misunderstandings across the sectors, or any problems with funding or poor delivery of services to students.

Widespread agreement existed that the community college was the appropriate locus for delivering remedial coursework and this policy was appropriate in terms of differentiating the missions of the two sectors. In addition, community college faculty members were perceived to be specifically trained in the delivery of remedial coursework to students. Again, this makes the community college the preferred site for College Preparatory instruction.

Professional relationships between program administrators from the university and the community colleges appear to be strong and respectful. There was widespread agreement that allowing the university students to take College Preparatory coursework on the university campus was a considerable service to the students, easing their access to remedial coursework.

A number of administrators interviewed believed that policies regarding payment of full costs of instruction for students who fail and then retake College Preparatory courses versus students who fail and then retake college-level courses were inequitable. However, the 1999 Legislature has addressed this issue by allowing College Preparatory students two attempts before paying full cost. This is the same policy that applies to college-level students.

Analyses of student grades matching the College Preparatory coursework grades with those of the university grades in the same subject suggest that the majority of students are successfully performing college-level coursework after exiting from College Preparatory instruction. However, accurate data in mathematics was not available.

RECOMMENDATIONS

1. The state should continue its policy of allowing inter-institutional agreements between community colleges and universities regarding offering College Preparatory instruction on the university campus. This policy is serving students well.
2. The curriculum of the College Preparatory mathematics courses and the passing scores on the institutionally-developed College Preparatory exit exams should be reviewed to assure their alignment with the computational skills requisite for performing well in the entry-level college credit mathematics courses.
3. Institutions should continue to monitor practices to ensure that non-traditional students are well served by the College Preparatory program agreements.
4. The Student Data Base should be adjusted so that university students taking remedial courses in the community colleges are clearly identified for accountability purposes.

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Appendix A

240.117 Common placement testing for public postsecondary education.--

(1) The State Board of Education shall develop and implement a common placement test for the purpose of assessing the basic computation and communication skills of students who intend to enter a degree program at any public community college or state university. The State Board of Education shall adopt rules which enable the community colleges and state universities to implement appropriate modifications of the test instruments or test procedures for students with disabilities.

(2) The common placement testing program shall include at a minimum the following: the capacity to diagnose basic competencies in the areas of English, reading, and mathematics which are essential to perform college-level work; prerequisite skills that relate to progressively advanced instruction in mathematics, such as algebra and geometry; prerequisite skills that relate to progressively advanced instruction in language arts, such as English composition and literature; prerequisite skills which relate to the College Level Academic Skills Test (CLAST); and provision of test information to students on the specific deficiencies.

(3) The Articulation Coordinating Committee shall recommend and the State Board of Education shall adopt rules that would require high schools to give the common placement test prescribed in this section, or an equivalent test identified by the State Board of Education, at the beginning of the tenth grade year before enrollment in the eleventh grade year in public high school for the purpose of obtaining remedial instruction prior to entering public postsecondary education.

(4a) Community college or state university students who have been identified as requiring additional preparation pursuant to subsection (1) shall enroll in college-preparatory or other adult education pursuant to s. 239.301 in community colleges to develop needed college-entry skills. These students shall be permitted to take courses within their degree program concurrently in other curriculum areas for which they are qualified while enrolled in college-preparatory instruction courses. A student enrolled in a college-preparatory course may concurrently enroll only in college credit courses that do not require the skills addressed in the college-preparatory course. The State Board of Community Colleges shall specify the college credit courses that are acceptable for students enrolled in each college-preparatory skill area, pursuant to s. 240.311(3)(q). A student who wishes to earn an associate in arts or a baccalaureate degree, but who is required to complete a college-preparatory course, must successfully complete the required college-preparatory studies by the time the student has accumulated 12 hours of lower-division college credit degree coursework; however, a student may continue enrollment in degree-earning coursework provided the student maintains enrollment in college-preparatory coursework for each subsequent semester until college-preparatory coursework requirements are completed, and the student demonstrates satisfactory performance in degree-earning coursework. A passing score on a standardized, institutionally developed test must be achieved before a student is considered to have met basic computation and communication skills requirements;

Appendix A continued

however, no student shall be required to retake any test or subtest that was previously passed by said student. A student shall be funded to enroll in the same college-preparatory class within a skill area only once, after which time the student shall pay 100 percent of the full cost of instruction to support continuous enrollment of that student in the same class and such student shall not be included in calculations of full-time equivalent enrollments for state funding purposes; however, students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class, provided approval is granted according to policy established by the board of trustees. Each community college shall have the authority to review and reduce fees paid by students due to continued enrollment in a college-preparatory class on an individual basis contingent upon the student's financial hardship, pursuant to definitions and fee levels established by the State Board of Community Colleges. Credit awarded for college-preparatory instruction may not be counted towards fulfilling the number of credits required for a degree.

(b) The administrators of a state university may contract with a community college board of trustees for the community college to provide such instruction on the state university campus. Any state university in which the percentage of incoming students requiring college-preparatory instruction equals or exceeds the average percentage of such students for the community college system may offer college-preparatory instruction without contracting with a community college; however, any state university offering college-preparatory instruction as of January 1, 1996, may continue to provide such services.

(5) A student may not be enrolled in a college credit mathematics or English course on a dual enrollment basis unless the student has demonstrated adequate precollegiate preparation on the section of the basic computation and communication skills assessment required pursuant to subsection (1) that is appropriate for successful student participation in the course.

History.--s. 24, ch. 83-325; s. 24, ch. 84-336; s. 9, ch. 87-212; s. 26, ch. 89-381; s. 52, ch. 92-136; s. 2, ch. 93-234; s. 4, ch. 95-392; s. 15, ch.97-2; s. 1, ch. 97-100; ss. 11, 46, ch. 97-246.

Source: <http://www.firn.edu/doe/rules/240-1a.htm>

Appendix B

THE ADMINISTRATION OF COLLEGE PREPARATORY PROGRAM AGREEMENTS BETWEEN STATE UNIVERSITIES AND COMMUNITY COLLEGES

This survey is being administered by the F.S.U. Learning Systems Institute at the request of the Florida Division of Community Colleges. If you would prefer an electronic copy of this survey, please send a request via e-mail to Marsha Scott, msscott@lsi.fsu.edu.

Please return survey via e-mail, fax or U.S. Mail by January 26, 1999, to:

**Dr. Carolyn D. Herrington
4600 University Center C
Tallahassee, FL 32306-2540
(850)644-2573
(850)644-4952 (fax)
msscott@lsi.fsu.edu (e-mail)**

Community College: _____
Prepared by: _____
Phone Number: _____
Suncom Number: _____
Date: _____

Florida Statutes (F.S.) mandate that any student who intends to enter a degree program at a public community college or state university must take a placement test to assess computation and communication skills. Since 1985 community college or university students who are found deficient in one or more of these skills must enroll in college preparatory classes in a community college. The administrators of a state university may contract with a community college board of trustees for the community college to provide instruction on the university campus. (F.S. 240.117)

A state university which has an equal or higher percentage of incoming students requiring college preparatory courses than for the community college system as a whole may offer college preparatory instruction without contracting with a community college. (F.S. 240.117)

1. Does your community college have an agreement with a university(ies) to provide College Prep courses to their students?

Appendix B continued

_____ Yes. If yes, please list the university(ies)
_____ No

A community college which does not have an agreement with a university to teach College Prep should begin with number 14.

2. Please enclose a copy of the agreement. (If there is no written agreement, please describe your understanding of the agreement).

_____ Written (please enclose a copy)
_____ Oral (please explain)
_____ Other (please explain)

3. How long have you had such an agreement? Have the provisions changed over time? If so, how?

4. Who at the community college is responsible for administering the agreement? (If other than you, please provide, title(s), name(s), address(es) and phone number(s).

5. How is the college placement test given? When and where? Are ACT/SAT scores considered when placing a student in College Prep courses?

6. Does the agreement incorporate funding arrangements between the university and community college?

7. Are the College Prep courses for university students taught at the university campus or on the community college campus(es)? Please explain.

8. What was the average size of the College Prep classes for university students during 1996-97? (Approximate if necessary).

_____ Reading classes
_____ Writing classes
_____ Math classes

9. How did these average class sizes for university students in College Prep compare to class sizes in freshman level courses at your community college in these subject areas?

10. Does your institution track the progress of university students while enrolled in College Prep?

_____ Yes. If so, please explain. If you have any supporting documents please submit.
_____ No

Appendix B Continued

11. Are there arrangements for university students to take College Prep through distance learning?
- _____ Yes. If so, please explain the arrangements.
_____ No
12. In general, how are the agreement(s) working out?
13. What do you feel are the strengths and weaknesses of the current agreement(s)?
14. Does your community college have follow-up data and/or is it engaged in any studies on the performance of former College Prep completers in college level university courses and/or after graduation?
- _____ Yes. If so, please specify and submit.
_____ No
15. Do you or other faculty, students or administrators have recommendations on how the arrangements between your community college and the university(ies) may be improved?

Thank you for your time and effort. If you have any questions concerning this survey please call Marsha Scott or Dr. Carolyn Herrington, (850) 644-2573.

Appendix C

Background of the Data Files used in the Analysis of College Preparatory Courses in Mathematics and English

Source of data files

The Office of Educational Effectiveness and Research, Florida Division of Community Colleges, in Tallahassee prepared the following six files for analysis:

F96MATCH.TXT, F97MATCH.TXT, S96MATCH.TXT, S97MATCH.TXT
W97MATCH.TXT, W98MATCH.TXT

The logic used in the file extracts was as follows: the match began with a search of those students in Florida public community colleges enrolled in a remedial course in mathematics or English.

If a record was found, then the data base containing Florida public university student records was searched to see if that student was enrolled concurrently in a Florida public university, or within three semesters of that community college enrollment: thus capturing students previously enrolled in a Florida public university or subsequently enrolled at a Florida public university.

Date Ranges of Records

Community college records ranged from Summer 1996 through Fall 1997
Matching University records ranged from Summer 1996 through Spring 1998

Number of Records

The six files were initially combined into a single flat file.
(See data field descriptions below.)

Sequence was the issue - namely, how did students do who took a mathematics or English preparatory course in the community college when they took the next course in the mathematics or English sequence at the university level?

The multiple records represent students who either retook a math preparatory or an English preparatory course on the community college side or took courses on the university side which were not part of the math or English sequence.

There were only three possible conditions in terms of program sequence:

- 1) the student took a preparatory class in English or mathematics concurrently as a matching university record,
- 2) the student took a preparatory class in English or mathematics at least one semester prior to taking the appropriate math or English class in the sequence at the university, or
- 3) the student took a university course first and then took a preparatory class in the next semester.

Calculated fields were created to determine whether the community college record occurred before a university record.

Sample Records

Below is a record of a single student, social security number 999-99-9999:

yy	term	ss#	course	course name	grade	univ	year	term	term	university course
9697	2	Fall	999-99-9999	MAT0024 College Prep Alg	U	FAU	1996	8	Fall	BSC1000 B
						FAU	1996	8	Fall	BSC1000 C
						FAU	1996	8	Fall	ENC1101 B+
						FAU	1996	8	Fall	PSY1012 F
						FAU	1996	8	Fall	SLS1501 B+
				FAU		1997	1	Spring	ENC1102	C
						FAU	1997	8	Fall	MAC1104 W
						FAU	1997	8	Fall	MAC1104 ZZ
9697	3	Winter	999-99-9999	MAT0024 College Prep Alg	P	FAU	1996	8	Fall	ENC1101 B+
						FAU	1997	1	Spring	AST2002 C
						FAU	1997	1	Spring	ENC1102 C
						FAU	1997	1	Spring	MUL2010 B+
						FAU	1997	1	Spring	SYG1000 D+
						FAU	1997	8	Fall	MAC1104 W
						FAU	1997	8	Fall	MAC1104 ZZ

The student took MAT0024 twice, the first time earning a U grade, the second time a grade of P.

The course of interest to this study is the MAC1104 course the student took at FAU. He/she enrolled in MAC1104, in the Fall of 1997. Two course records were picked up: the W is the grade earned. The ZZ grade represents a lab component of the course.

Two sequences were searched in the database:

Mathematics Sequence

Students who enrolled in a MAT0XXX numbered course and then took a MACXXXX, MGFXXXX, or STAXXXX course at a state university.

Those records which had duplicates (the student did unsatisfactory work in the preparatory math course and retok it or the student record on the university side contained math courses in a semester after the initial university course was taken) were eliminated.

English Sequence

Students who enrolled in a REA0XXX numbered course and then took a REAXXXX course at a state university OR

students who enrolled in a REA0XXX numbered course and then took a ENCXXXX course or LITXXXX course at a state university OR

students who enrolled in a ENC0XXX numbered course and then took a ENCXXXX course or LITXXXX course at a state university.

Those records which had duplicates (the student did unsatisfactory work in the preparatory course and retook it or the student record on the university side contained English courses in a semester after the initial university course was taken) were eliminated.

Descriptions of Data Fields

A record consisted of the following data elements:

<u>Field Name</u>	<u>Definition</u>	<u>Type</u>
ccn	community college identifier	number
ccyr	community college year	number
ccti	community college term identifier	number
ccsf	filler	
ssn	social security number of student	text
ccrs	community college course	text
ccgrd	community college course grade	text
univ_id	university id	text
univ_yy	university year	number
uni_term	university term identifier	number
unicrs	university course	text
unigrd	university course grade	text

Several fields were added to the database to assist in analysis:

First of all, semester terms on the community college sides were numbers and were re-coded as:
1 = summer, 2 = fall, 3 = winter

Semester terms on the university side were numbers and re-coded as:
1 = spring, 5 = summer, 8 = fall

Next, calculated fields were added to convert the letter grades to points on the community college records and university records:

<u>Field Name</u>	<u>Definition</u>	<u>Type</u>
1) ccrgptpteq	calculated grade point equivalent of the community college grade	number (0 to 4)

The letter grades were converted to a 4 point scale:

A= 4 , B= 3, C=2 , D= 1, F= 0.

Furthermore, P=2, PR=2, and S=2.

Note, X grades represent incomplete grades on the community college side. These records were later discarded in the analysis, since no conclusions could be made from them.

University grades were slightly different:

	<u>Field Name</u>	<u>Definition</u>	<u>Type</u>
2)	unigrdpteq	calculated grade point equivalent of the university grade	number (0 to 4)

The logic used was:

A, A- = 4; B+, B, B- = 3; C+, C, C - =2; S = 2, D+, D, D- = 1; F = 0

A calculated field was created to determine sequence of the community college record and the corresponding university record.

Records with grades of NG, NC, DR, E, W, WP, WD, and WM were dropped from the calculations.

Florida Community College System

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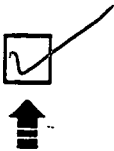
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