

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
May 28, 2008

<p>A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, May 28, 2008, at the Turlington Building in Tallahassee, Florida. At 1:00 p.m., Chairman, Dr. Edwin Massey, called the meeting to order.</p>	
<p>Members Present</p>	<p>Mrs. Carlene Anderson, Walton County Public Schools Dr. Judith Bilsky, Division of Community Colleges Dr. Stephen Calabro, Southwest Florida College Dr. Walter Christy, Brevard Public Schools Dr. Christine Cothron, First Coast Technical College Ms. Anna Cowin, Lake County Public Schools Dr. Frances Haithcock, Division of Public Schools Dr. Bruce Janasiewicz, Florida State University Ms. Lucy Hadi, Division of Workforce Education Dr. Edwin Massey, Indian River Community College (Chair) Dr. Dottie Minear, State University System, Board of Governors Dr. Robert Sullins, University of South Florida Dr. Heather Sherry, Office of Articulation (staff)</p>
<p>Members Absent</p>	<p>Dr. Charles Dassance, Central Florida Community Colleges Ms. Brenda Dickenson, nonpublic secondary education Mr. Christopher Krampert, Florida Student Association Dr. Terry McMahan, Hodges University Dr. Gita Pitter, Florida A&M University Dr. Jill White, Okaloosa-Walton College</p>
<p>1. Chairperson's Comments</p>	<p>Dr. Ed Massey welcomed the committee members and the audience and initiated introductions. He discussed Florida's history as a national model for 2+2 postsecondary articulation and reiterated that the state has a responsibility to continue to put students first during times of financial hardship. It is imperative that every effort is made to ensure that established student transfer guarantees are honored, despite current budget shortfalls.</p>
<p>Approval:</p>	
<p>2. Approval of Minutes from February 27, 2008 Meeting</p>	<p>Dr. Massey asked for a motion for approval of the minutes of the February 2008, meeting of the ACC. Motion was seconded and unanimously approved.</p>
<p>3. Approval: Reconciliation of Dual Enrollment Equivalency List/Bright Futures Comprehensive Course Table (CCT)</p>	<p>Dr. Heather Sherry discussed the process for reconciling the Bright Futures Comprehensive Course Table (CCT) with the Dual Enrollment-High School Subject Area Equivalency List (DE List). When discrepancies between the lists were identified, dual enrollment courses were reviewed to determine which courses should be added to or deleted from each list. After consultation with SUS admission directors and DOE K-12 curriculum specialists, the review of courses resulted in the following changes:</p> <ol style="list-style-type: none"> 1. 8 dual enrollment courses were added to the DE List as 0.5 credits toward high school graduation requirements in social studies (AH=3, WH=2, EC=1, AG=2); 2. All dual enrollment courses currently designated as PF on the CCT were added to the DE List as 0.5 credits toward the Performing/Fine Arts high school graduation requirement; 3. All dual enrollment composition and literature courses on the CCT were added to the DE List as 0.5 EN credits. Specific literary genre

	<p>courses designated as EN on the CCT were changed to English Elective (EE) credit;</p> <ol style="list-style-type: none"> 4. All dual enrollment science courses on the CCT that focused on scientific method and principles were added to the DE List as 0.5 science credits (1.0 credits if accompanied by a lab). Those science courses on the CCT that focused on the political, social and/or economic aspects of science were changed to Science Elective (SE) on the CCT; 5. All dual enrollment courses designated as MA on the CCT and above the level of MAT 1033 were added to the DE List as 1.0 math credit; 6. 2 dual enrollment courses that meet the wellness portion of the PE requirement were added to the DE List as 0.5 credit; 7. Duplicate and discontinued courses on the CCT were identified and removed from consideration for the DE List; 8. Titles of dual enrollment courses on the CCT were changed to match the SCNS statewide title; and 9. A recommendation was made for the CCT to change programming to allow for all course numbers to start with an “X”, “C”, or “L”. <p>The proposed changes were unanimously approved by the ACC members. The new DE List was approved by the State Board of Education in June.</p>
<p>4. Approval: Prerequisites for new community college baccalaureate programs</p>	<p>Ms. Judy Dial presented information about three new community college baccalaureate programs which were assigned to new CIP codes or tracks. Those programs included a new BAS program in Computer Networking offered by Florida Community College at Jacksonville; a new BS program in Educational Studies offered by St. Petersburg College; and a new BAS program in Interdisciplinary Health and Human Studies offered by St. Petersburg College. In addition, a list of other new baccalaureate programs (approved by the State Board of Education in February, 2008) which were assigned to existing CIP codes was provided.</p>
<p>5. Approval: Lower Division Teacher Education Experience</p>	<p>Ms. Pat Frohe informed the committee that the Education Discipline Committee for Common Prerequisites and the Lower Division Teacher Education Experience Work Group were charged with reviewing the three education prerequisites that are common to all lower division Education programs, required for transfer to an upper division Education program. These courses had been in place for over a decade, and it was time for a review and possible revision. Both groups concluded that the three courses continue to be valuable and relevant as prerequisites; and collaborated to develop new course definitions, course objectives, and student learning outcomes. A final version was prepared following several face-to-face meetings and conference calls, and input from the members,. Oversight Committee members were also provided an opportunity to review the information. Following approval from the Oversight Committee,, it was presented to the ACC members. The ACC members unanimously approved the prerequisites. The final version will be sent to the Office of Articulation to prepare for placement into the Statewide Course Numbering System.</p>
<p>6. Approval: Credit-by-Exam Equivalency List update</p>	<p>Mr. Matthew Bouck submitted changes to the ACC <i>Credit-by-Exam Equivalencies</i> list. The changes were minor, and were limited to the College-Level Examination Program (CLEP). Notes were added to three exams with information that they have been terminated: Accounting (refer to <i>Financial Accounting</i> exam); Algebra-Trigonometry and Trigonometry (refer to <i>Precalculus</i> exam). In addition, the level 2 cut-scores for French Language, German Language (pending June, 2008), and Spanish Language have been changed by the College Board. These changes were the result of standard setting studies by a panel of content experts—the content of the exams has not changed. The American Council on Education has endorsed these changes in</p>

	<p>its credit award recommendations. These changes are:</p> <table border="1" data-bbox="620 254 1263 380"> <thead> <tr> <th>Year</th> <th>Exam</th> <th>Score Change</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>French Language</td> <td>59 from 62</td> </tr> <tr> <td>2008-2009</td> <td>German Language</td> <td>60 from 63</td> </tr> <tr> <td>2007-2008</td> <td>Spanish Language</td> <td>63 from 66</td> </tr> </tbody> </table> <p>These will apply to the level 2 awards in which the student will receive six (6) credits for the two introductory language courses. A scaled score of 50 will generate three (3) credits for one introductory language course.</p> <p>This revised <i>Credit-by-Exam Equivalencies</i> list was approved by the State Board of Education in August.</p>	Year	Exam	Score Change	2007-2008	French Language	59 from 62	2008-2009	German Language	60 from 63	2007-2008	Spanish Language	63 from 66
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<p>7. Approval: Industry Certification in AAS/AS in Networking Services Technology Statewide Articulation Agreement; and Industry Certification to AAS/AS in Computer Engineering Technology Statewide Articulation Agreement</p>	<p>Mr. Duane Hume, State Supervisor for IT/Technology Education, submitted a proposed statewide articulation agreement based on the Cisco Certified Network Associate (CCNA) industry certification. The proposed agreement for 12 credits toward the Networking Services Technology AAS/AS degree (0507030401) was approved by the committee as revised during discussion. The revision removed any restrictions on how the articulated credits may be applied. For articulation, the CCNA certification must be current at the time of escrow.</p> <p>Based on the Cisco Certified Network Associate (CCNA) industry certification, Mr. Hume submitted another proposed statewide articulation agreement for 12 credits toward the Computer Engineering Technology AAS/AS degree (0615040200) was approved by the committee as revised during discussion. The revision specified that the articulated credits may be applied only toward the AAS/AS degree, the Computer Specialist (0615040203), or the Network Systems Developer (0615040204) College Credit Certificate programs. For articulation, the CCNA certification must be current at the time of escrow.</p>												
<p>Discussion:</p>													
<p>8. Legislative update</p>	<p>Dr. Frances Haithcock, Chancellor for Public Schools, presented an overview of the substance of two bills that have a major impact on articulation, particularly in the K-12 arena. The first major bill was Senate Bill 1908, which focused on “Next Generation” standards, assessment, and high school grades.</p> <p><u>Senate Bill 1908 (Education):</u></p> <ul style="list-style-type: none"> • Requires the State Board of Education to adopt “Next Generation Sunshine State Standards” for all subject areas by December 31, 2011. Recently adopted Math, Reading, and Science standards are considered Next Generation, but the Language Arts standards adopted in 2007 must be revised. • Revises the high school grading formula and alternative school improvement rating system beginning in 2009-10. Fifty percent of a high school’s grade will be based on existing FCAT-related factors and the remaining fifty percent will be based on factors relating to: high school graduation rate, student participation and success in acceleration mechanisms, postsecondary readiness rates, high school graduation rates of at-risk students, and student performance on statewide standardized end of course examinations. • Allows the Commissioner to incorporate end of course assessments into the statewide assessment program. <p>Collaboration with the American Diploma Project in the adoption</p>												

or development of examinations is permitted.

- Requires the Department of Education to purchase or develop assessments to be used by high schools in evaluating the college readiness of selected students prior to grade 12, beginning with the 2008-09 school year. High schools are expected to provide 12th grade students scoring below minimum scores (set by the State Board of Education) with access to remedial instruction prior to graduation.
- Requires district school boards to establish a policy that addresses the annual review of each high school student's electronic education plan (ePEP).
- Stipulates that school districts must post dual enrollment grades assigned by postsecondary institutions to high school transcripts without changing them.

Senate Bill 1906 (Alternative High School Courses and Programs):

- Provides a framework for taking career and technical courses in high school that have a preponderance of the standards from a core course (i.e. Algebra, Geometry, or Biology) and supplementing the remainder of the material in order to prepare students to pass a standardized end of course exam and earn credit in both the CTE and the core course (for a total of 2 credits).
- Creates a pilot for 3 school districts to participate.
- Authorizes the Department of Education to develop or adopt new end of course examinations or utilize examinations developed by the Florida Virtual School.

Dr. Will Holcombe, Chancellor for Community Colleges, reiterated the importance of assessing high school students for postsecondary readiness in 11th grade so that remediation can take place before high school graduation (as provided for in Senate Bill 1908). This practice will result in more students being prepared for postsecondary success. In addition, Dr. Holcombe addressed two bills relating to community colleges that have a significant impact on articulation – Senate Bill 1716 relating to the State College System and House Bill 7105 relating to distance learning.

Senate Bill 1716 (Postsecondary Education):

- Creates s. 1001.60, F.S., which establishes the Florida College System to consist of 2-yr and 4-yr public degree granting institutions. Institutions must retain their open admission policies and are not permitted to offer graduate degrees.
- Establishes the Florida College System Task Force within the Division of Community Colleges to develop findings and issue recommendations regarding the transition of community colleges to baccalaureate degree granting colleges.
- Creates the State College Pilot Project, which include 9 colleges to make recommendations to the Legislature regarding, approval processes, criteria for transition, and a funding model for the system.
- Changes the name of 5 community colleges and authorizes all community colleges to change name to "college" regardless of whether they offer 4 year degrees.

House Bill 7105 (Postsecondary Distance Learning):

- Establishes the Florida Distance Learning Task Force to make recommendations to facilitate access to undergraduate distance

	<p>learning resources.</p> <ul style="list-style-type: none"> • Establishes the Florida Higher Education Distance Learning Catalog as an interactive, Internet-based central point of access to distance learning courses, degree programs, and resources offered by public postsecondary education institutions. • Exempts distance learning courses from student fees, other than per credit hour user fees. <p>Ms. Lucy Hadi, Chancellor for Workforce Education, discussed the codification in statute of the Ready to Work Program. The program was funded this year, under the leadership of Representative Joe Pickens, at \$7 million in recurring revenue and \$4 million in non-recurring revenue. Plus, funding that was going to be reverted was restored, so concerns about the program going away have been allayed. She encouraged institutions to seek the now available reimbursement of \$10 per test (assessment and placement tests) which will continue until the money runs out.</p> <p>In addition, Senate Bill 1908 included the addition of high school diploma designations that include AP, IB, AICE, dual enrollment, industry certification, and the Ready to Work credential.</p>
<p>9. General Articulation Discussion</p>	<p>Chancellor Will Holcombe raised some overall concerns relating to articulation and the 2+2 system that he wanted to share with the committee. He expressed that the seamless movement of students through our education system has always been a priority in the state of Florida and should remain a priority, even in difficult budget times. He described a recent discussion with Dr. Mark Rosenberg, Chancellor for the State University System of Florida, and the state university provosts regarding the impact of budget shortfalls on junior level access for community college students. The budget crisis has created potential problems for students wishing to transfer and occasions may arise where all students do not receive equitable treatment. Dr. Holcombe asked that the ACC be cognizant of any concerns that are expressed regarding transfer difficulties. The Community College Council of Presidents met at the end of May and several presidents expressed concern about the fair treatment of students and the viability of the 2+2 system during this time. Particular concern was raised regarding the opportunity for community college students to transfer to public universities in Florida, given that some state universities are considering policies that would halt acceptance of all community college transfer students in the next year. Dr. Holcombe suggested that the current laws and rules that govern articulation be shared with both community college and university presidents as a reminder of the intent of the 2+2 system in the state of Florida, which is built on student mobility. He shared some data that reflected a 10 year history of movement into the upper division of the state university system (including AA & AS grads, SUS native students, and non-AA completers) to demonstrate the enormity of the issue if the pipeline were to be closed off to AA transfer students.</p> <p>Dr. Massey suggested that the ACC request a joint letter from the Commissioner of Education and the Chancellor for the State University System reinforcing the articulation rules in the state, which needs to be done periodically. Dr. Dottie Minear, Vice Chancellor for the State University System, stated that she believed that Chancellor Rosenberg would likely be amenable to coauthoring such a letter based on his comments at the Council of Academic Vice Presidents meeting and the commitment to the 2+2 that was reinforced by the provosts themselves. She also asked that specific concerns be brought to her attention. She suggested that we are at a point in Florida's evolution where we may need to take a few steps back and ask which</p>

	<p>articulation policies will serve our students best given our current structure, the introduction of the Florida College System, our financial situation, and the new challenges presented by the successes at all of levels of education that result in better student preparation and retention, which lead to access issues. All of these should be looked at with the primary goal of not putting arbitrary barriers in the way of students.</p> <p>Dr. Judy Bilsky, Executive Vice Chancellor for Community Colleges, also mentioned the articulation of students with Bachelor of Applied Science (BAS) degrees into graduate programs within the state university system as an issue that should be addressed. The BAS Task Force made a concerted effort to ensure that the BAS degree was not a “baccalaureate light” and should be considered equivalent to other baccalaureate degrees. However, several instances have occurred where BAS graduates were told by state universities that they would not recognize the BAS degree as a bachelor’s degree in Florida. Dr. Bilsky explained that she has discussed this issue with Dr. Minear who asserted that the issue has been placed on BOG staff agenda for further discussion.</p> <p>Dr. Massey asked for an official motion to request a joint letter from Commissioner Smith and Chancellor Rosenberg (as discussed earlier). A motion was made and seconded with a unanimous vote for approval.</p> <p>Dr. Bob Sullins, Dean of Undergraduate Studies at the University of South Florida, added a comment regarding the perception that the articulation agreement does not guarantee admission to a particular institution. Although this is technically correct, the reality is such that many students who are not mobile due to family situations do not have the option to attend any other university, so that should be taken into consideration as well.</p> <p>Dr. Frances Haithcock asked if data is available to accurately assess the unmet need of AA graduates for upper division programs. It was discussed that the SUS has some data in their Fact Book relating to admission applications compared to acceptance of transfer students, but that does not provide a complete picture. It is difficult to assess the number of students who might be interested in transferring to the SUS, but never apply for a variety of reasons. Dr. Haithcock expressed a big picture concern regarding Florida’s lack of focus on funding for upper division programs as well as the many missed opportunities in high skill/high wage areas that do not require a baccalaureate. In addition, open admission policies increase access, but only if students can get access to courses, so it is imperative to have adequate support for the big picture of all of the systems together.</p>
<p>10. Go Higher! Florida/American Diploma Project</p>	<p>Dr. Judith Bilsky discussed Florida’s involvement with the American Diploma Project and the efforts underway to address college readiness and alignment between K-12 and postsecondary. She also described the requirements of Senate Bill 1908 and the associate remediation project which includes CPT testing all 11th graders who express an interest in postsecondary education. If students do not meet the appropriate cut scores on the CPT to enter into college-level coursework, districts are required to provide remediation prior to high school graduation. The plan includes driving community college prep courses in math and English down into the high schools so that high school students have the opportunity to graduate meeting “college ready” exit standards. The goal is to significantly drop the remediation rate for recent high school graduates entering postsecondary education immediately following high school graduation.</p>

11. Common Prerequisite survey update	<p>Ms. Lynda Page provided a brief update on the status of the common prerequisite project underway. Over 400 baccalaureate program faculty members from Florida's universities and community colleges are currently working together by discipline to determine what should be the common prerequisites for their respective baccalaureate programs in 2008. Once a discipline group comes to a consensus, its recommendation will move through the ACC common prerequisite process for approval, hopefully at the October, 2008 meeting. The common prerequisite project is a collaborative project involving the staffs from the Board of Governors, Division of Community Colleges, Office of Articulation, Florida Center for Advising and Academic Support, and faculty members from both, state university and community college systems.</p>
12. FACTS update	<p>Dr. Connie Graunke reported that the final OPPAGA report on FACTS.org had been released and found that only 11% of community college students were using the 2+2 Evaluation. She said they had used a cohort group to derive the 11% and using a another (backward-looking) methodology the usage rate was 21%.</p> <p>The report went on to say that the reasons the community colleges gave for not using the system were:</p> <ul style="list-style-type: none"> • Inaccurate data—due to the universities not complying with the common pre-requisites. FACTS gets that information from the Common Pre-Requisite Manual so any deviations would not be picked up. • Internal Systems—Community Colleges reported they were mostly using their own internal systems; and • Counselors couldn't access the 2+2 system—students can get a report, but counselors could not see what information they students received because they do not have access to the student ID and password. <p>Dr. Graunke reported that several focus groups had been held to discuss the report and how to address the community college concerns. The 2+2 system will be modified by fall 2008 to include: Transfer Admissions Information from University catalogs; Common Pre-requisites from the university audit system (not the pre-requisite manual); Access to the information will be provided through a Guest Audit; and the information will be in able to be downloaded into institutions internal systems.</p> <p>Once the changes have been completed, there will be a series of Articulation Workshops throughout the state to build support and training counselors on the modified system. In addition a Joint memorandum from Chancellor Holcombe and Rosenberg will be going out to the SUS and community colleges on the changes and their need to provide the information to support the system. The addition of 4-year Colleges will be undertaken in fall 2009.</p> <p>Dr. Graunke also announced that the FACTS.org Board will be reconstituted as a Standing Committee under the Articulation Coordinating Committee.</p>
13. Workforce update	<p>Ms. Loretta Costin presented an over view of the process that will be used to develop new workforce education curriculum frameworks and to revise existing curriculum frameworks. Ms. Costin indicated that the curriculum frameworks for each workforce education program must contain the academic and technical competencies/skills that an individual must know and be able to</p>

	<p>do, in order to become employed in the specific occupation. In order to insure that the programs are responsive to the needs of business and industry, business and industry will play a key role in the development /revision of the curriculum frameworks. Ms. Costin indicated that a Steering Committee, comprised of representatives from all the major stakeholders, has been established. The Steering Committee will provide oversight and guidance to the project and will develop a three year program of work for implementing the process.</p> <p>Ms. Costin further stated that Florida’s Workforce Education programs are classified into 16 career clusters and working groups comprised of stakeholders will be established for each of the career clusters. The working groups will be responsible for the review/revision of the programs contained in the cluster. This process will result in the next generation of standards for career and technical education programs in Florida.</p> <p>Ms. Beth Gladden and Ms. Jennifer Roberts provided an update on the Statewide Course Numbering System project. This project will require Technical Centers to utilize course numbers from the Statewide Course Numbering System for Post-Secondary Adult Vocational programs in order to comply with the law (F.S. 1007.24). Geographically diverse review committees worked with program specialists within the Division of Workforce Education to evaluate program and course length. Changes to programs and courses will be submitted to the Statewide Course Numbering System office this summer. All documents will be made available to the field by January 2009. It is projected that for the 2009-2010 school year, all Technical Centers will use the Statewide Course Numbering System for student registration, student transcripts, and front-end data reporting.</p> <p>Ms. Belinda Chason presented an update on the status of the Career and Technical Education Centers common Electronic Transcript designed to facilitate portability and flexibility for students. The K20 Applications Development Group has developed a mock transcript which was sent to the pilot sites for their review. The group plans to have it ready for the pilot sites to implement in August of 2008.</p>
<p>14. Report from Standing Committee on K-12 to Postsecondary Transition</p>	<p>Dr. Heather Sherry provided an overview of the Committee’s discussion regarding the following: (1) the process by which courses were selected for addition to the Dual Enrollment Course - High School Subject Area Equivalency List (DE List); (2) current practices relating to Credit-in-Escrow and the appropriateness of this as an alternative to the dual enrollment program; (3) CLEP for teacher certification and foreign language cut score; (4) Implementation of 2008 legislation (Specifically SB 1908 and SB 1906).</p> <p>The committee went step by step through the process that was used to reconcile the Bright Futures Comprehensive Course Table (CCT) and the Dual Enrollment-High School Subject Area Equivalency List. Recommendations were discussed in depth and are listed in section 3 above.</p> <p>The committee discussed the appropriateness of Credit-in-Escrow policies as an alternative to dual enrollment. Credit-in-Escrow is the practice that allows high school students to enroll in college courses while still in high school, but the courses do not count toward high school graduation. Therefore, they are not considered to be dual enrollment courses and students are required to pay for tuition and books (because school districts do not claim FTE funding for those courses). This practice has typically been used to accommodate students who do not meet dual enrollment eligibility requirements, however,</p>

	<p>requiring students to pay tuition may create concerns relating to equity of opportunity. This practice has been discouraged as an alternative to dual enrollment when dual enrollment courses options are available (given statutory requirements that dual enrollment options be available to all eligible students). However, there is no common state policy regarding this issue. The committee suggested that credit-in-escrow be used only in special circumstances when courses are not available via dual enrollment. It was recommended that the DOE review statute relating to dual enrollment and draft a recommendation for the committee to review prior to requesting a policy statement from the ACC.</p> <p>Dr. Pamela Kerouac with the College Board addressed the committee regarding the use of CLEP examinations for purposes of renewing teacher certification. Florida statute currently requires that academic credit earned via CLEP be listed on an official transcript from a valid postsecondary institution. However, colleges do not credit transcripts for test takers that are not admitted/enrolled at the institution due to cost factors. It was determined that a statutory amendment would be necessary to allow the teacher certification office to accept CLEP scores from another entity (i.e. ACE or College Board). In addition to the CLEP issue, Dr. Kerouac explained that foreign language cut scores for the CLEP examination in French was now 59 and that the score for German would be changing in June 2008.</p> <p>Additional committee discussion addressed the implementation of 2008 legislation (see section 8 above for detail), the effects of accelerated courses in middle school on high school students, the reduction of performance funding for AP, IB, and AICE in the 2008 General Appropriations Act, and the passage of a Board of Governors Regulation in March 2008 that requires dual enrollment courses that meet core SUS admissions requirements be weighted the same as AP, IB and AICE courses for purposes of calculating high school GPA for SUS admission consideration.</p>
<p>15. Report from Standing Committee on Postsecondary Articulation Policy</p>	<p>Dr. Dottie Minear presented the Committee's discussion regarding the following items: (1) a review of the AS-BS Articulation Agreements; (2) updating the survey regarding general education courses offered or accepted by all institutions; (3) admissions requirements and limited access programs; and (4) compliance with s. 1008.38 Articulation Accountability.</p> <p>The Associate in Science to Baccalaureate (AS-BS) articulation agreements, enacted in 1998, guarantee lower-level general education and professional courses and credits in transfer to a baccalaureate degree program. Because these agreements have been in effect for nearly ten years it is appropriate to conduct a review of not only the agreements but also the broader issue of AS degree student transfer. The Committee reviewed AS-BS enrollment data: for 2000-2005 there were 18,386 students who completed one of the selected AS degrees, with 1,607, or 9%, of those students going on to enroll in the corresponding baccalaureate program. The Committee agreed that the AS-BS agreements are still viable options, and should be reviewed. The Committee further suggested that this review consider transfer with a broader scope: track student pathways after the AS degree—use of the agreements, a capstone program, to community college baccalaureate programs, to Bachelor of Applied Science programs? Finally, the Committee decided this review should wait until the Common Prerequisite Manual revision is completed, as this may affect upper division program requirements.</p> <p>A 2004 general education course survey sought to determine which courses identified as general education would be offered or accepted as general</p>

	<p>education by all institutions. This would be useful as an advising tool, mainly for dual enrollment students who do not typically finish an associate’s degree at the same institution. This survey has resulted in the identification of 20 courses that are offered or accepted as general education by all community colleges and universities. This survey is now four years old, and so an update is appropriate. The Committee suggested that the new survey attempt to present a more sophisticated look at general education offerings: (1) comparing this list with courses from the Common Prerequisite Manual to find courses that will serve multiple purposes; (2) presenting information regarding institution-specific general education requirements; and (3) including in the survey those courses that may meet an institution requirement that is not part of the 36-hour general education requirement. For example, SPC X016 <i>Speech Communications</i> is not offered or accepted as general education by many institutions, but is an institution requirement at FSU, and so is a useful course for students.</p> <p>Dr. Connie Graunke presented an issue regarding the definition of limited access and its impact on FACTS.org advising. The FACTS.org 2+2 Audit displays information about admission requirements—identifying those programs that are limited access. There is, however, a disconnect between the definition of limited access as ‘space-limited,’ and that of the Board of Governors regulation 6C-8.013 that defines programs as limited access due to space limitations or those with additional requirements (GPA, audition). The Committee determined that, while there are several ‘tiers’ of limited access (from those that guarantee student acceptance who complete requirements to competitive admissions programs where student completion of requirements does not ensure admittance), there does not need to be a naming convention applied to each—FACTS.org can simply present the information regarding the admissions requirements. The Committee also discussed that program admission requirements should be ‘locked’ for two years, similar to a ‘catalog-in-effect’ to allow students to work toward meeting these requirements.</p> <p>Finally, the Committee discussed the statutory mandate from s. 1008.38, F.S., which requires the State Board of Education and Board of Governors to develop measures to assess the effectiveness of statewide programs in such areas as secondary to postsecondary transition, acceleration mechanisms, community college to university articulation, degree program hours, and the CLAST exam. The ACC completed such an articulation accountability report in 1994, but none since then. The Committee discussed the ACC taking a leadership role in these measures to present articulation measures, rather than leave to the sectors. The Committee discussed existing data and items for consideration. The primary point made was that a useful report would not simply display snapshots of student performance for single years, but would follow a cohort of students from middle school on through postsecondary education to determine the impact of specific articulation policies.</p>
<p>16. General updates:</p> <ul style="list-style-type: none"> • Course Code Directory • BOG Regulation 6.006 – Acceleration Mechanisms, High School Feedback Report, Performance on Common Placement Tests, 	<p>Dr. Heather Sherry made an announcement that materials relating to recent publications and memorandums were included in the ACC agenda packet for information purposes.</p>

University of Florida statewide dual enrollment agreements	
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The meeting adjourned at 3:30 p.m.

Announcements: The next ACC meeting is scheduled for October 22, 2008.