

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
October 22, 2008

<p>A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, October 22, 2008, at the Turlington Building in Tallahassee, Florida. At 1:00 p.m., Chairman, Dr. Edwin Massey, called the meeting to order.</p>	
Members Present	<p>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 Mr. Noah Powers, , Lake County Public Schools (Proxy for Ms. Anna Cowin) Dr. Charles Dassance, Central Florida Community Colleges Ms. Brenda Dickenson, nonpublic secondary education 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. Terry McMahan, Hodges University Dr. Dottie Minear, State University System, Board of Governors Dr. Gita Pitter, Florida A&M University Dr. Robert Sullins, University of South Florida Dr. Heather Sherry, Office of Articulation (staff) Dr. Jill White, Northwest Florida State College</p>
Members Absent	<p>Mrs. Carlene Anderson, Walton County Public Schools Mr. Christopher Krampert, Florida Student Association</p>
1. Chairperson's Comments	<p>Dr. Ed Massey welcomed the committee members and the audience and initiated introductions.</p>
Approval:	
2. Approval: Minutes from May 28, 2008 Meeting	<p>Dr. Massey asked for a motion for approval of the minutes of the May 2008, meeting of the ACC. Motion was seconded and unanimously approved.</p>
3. Approval: Common prerequisite revisions	<p>Ms. Lynda Page discussed the changes that have been made to certain common prerequisites. She stated that most changes are technical in nature or minor tweaks to language. Others are student friendly additions such as adding more course options as alternative courses.</p> <p>Ms. Page informed the committee that steps 2 and 3 of the common prerequisites project involved discussions with of baccalaureate degree program representatives, ACC discipline committees and the Oversight Committee. The Oversight Committee sent two of the degree programs back to the universities for clarification and additional work. These were not included in the packet. Ms. Page tabled four degree programs for action by the ACC. One degree program is completely new with a new CIP while others are amendments to currently approved prerequisites.</p> <p>Ms Page stated that most of the changes that have been made are either additions of alternative courses or a new course(s) added to the mix. Ms. Page assured the Committee that there is still room to meet the General Education requirements within the 60-hour AA degree. Ms Page presented a few examples such as the Statistics program where it was found that the program did not require any Statistics course as a prerequisite, so a Statistics course</p>

	<p>was added as a prerequisite. For Education programs the Statewide Course Numbering System Discipline Committees reviewed the whole of the Lower Division Teacher Education Task Force and made course number recommendations for three Education common prerequisite courses. One course was recommended to change its new number: EDFX005. This change has been made to all the Education programs.</p> <p>References were made to the OPPAGA study on common prerequisites. Dr. Sherry explained that the Oversight Committee looked at each of these individually; and recommended to look at the proliferation of tracks and if any of these could be simplified to be more student friendly. The institutions have responded positively thus far. Essentially, the objective is to discourage the growth of completely new tracks if they are not absolutely required. The project allows for institutions to add a footnote stating that an institution may substitute certain courses allowing for some leeway for students.</p> <p>Ms. Page stated that 800 faculty members have been involved in this project.</p>
<p>4. Approval: Common Transcript Subcommittee recommendations</p>	<p>Dr. Dulniak stated that the SUS and CC Registrars and Admissions officers identified a need to review an old and long standing standard form created in 1972 and amended in 1977. Since then, many changes have been recommended including some professional standards established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).</p> <p>Dr. Dulniak reported that a subcommittee was formed out of the FASTER/STRESS subgroup to review and update the form. This subcommittee was comprised of six members, three representatives each from the State University System and the Community College System. The recommendations of this subcommittee were unanimously endorsed by all postsecondary institutions. It lays the groundwork for all public institutions in Florida which are currently mandated to provide transcripts electronically. They can use the FASTER/ SPEEDE form as the standard form to transmit official transcripts among public institutions. It does give those institutions the ability to review the professional standards set by ACCRAO when it comes to producing paper transcripts.</p> <p>Dr. Dulniak recommended that all public institutions use FASTER/ SPEEDE format and the AACRAO standards for paper documents. He emphasized that although the electronic transcript does include students' social security numbers, it is a very secure system. He also stressed that official transcripts require signature or students' electronic signature before their academic information is released, as required by the federal Family Educational Rights and Privacy Act (FERPA). The issue of social security numbers on an encrypted transcript is debatable among institutions. Identity theft is very serious. Institutions are deliberating on what software can be modified appropriately. Some institutions are listing only the last four digits of students' social security numbers on their transcript while other institutions are giving students the choice to list either portions of their SSN on their transcript or list nothing at all. However, this would impede identifying and matching students through their transcript across different institutions. A similar challenge to identifying and matching students is posed by how different institutions list students' date of birth on their transcript.</p>
<p>5. Approval: Proposed language for Section 1008.38, Florida Statutes, on</p>	<p>Dr. Sherry presented the language for a legislative proposal that would amend Section 1008.38, Florida Statutes, relating to the articulation accountability process. The proposed changes were unanimously approved by the ACC members. Dr. Jill White had suggested a change during the morning</p>

articulation accountability process	workshop relating to acceleration mechanisms and that change was also adopted by the committee.
Discussion:	
6. Workshop on articulation accountability measures	<p>Section 1008.38, Florida Statutes, mandates the State Board of Education, in conjunction with the Board of Governors, to develop articulation accountability measures to assess Florida’s statewide articulation process. Currently, identification of measures and data collection is conducted by the various education sectors. In order to create a comprehensive data reporting system, staff representing different sectors within the Florida Department of Education (DOE) met several times (prior to the workshop) to develop a set of research questions to address articulation accountability measures in four different areas, and list appropriate data sources.</p> <p>At the workshop, ACC Standing Committee members, interest group members, and DOE staff representing various sectors met in four workgroups to discuss the efficacy of the proposed research questions; and add new research questions as deemed necessary. The workgroups generated healthy discussion about the importance of collecting these data.</p>
7. ACC format and future schedule	<p>Dr. Heather Sherry informed members of the audience that regular Standing Committee meetings were not held in the morning, as has been the norm in the past. Instead, Standing Committee members, interest group members, and DOE staff representing various sectors met in four smaller groups to discuss the efficacy of proposed related research questions associated with articulation accountability measures. Dr. Sherry discussed the possibility of continuing with a workshop format for future ACC meetings and the committee agreed that this would be a productive way to advance policy discussions.</p>
<p>8. Next Generation strategic initiatives:</p> <ul style="list-style-type: none"> • Gold Standard Career Pathways • Articulation Accountability Project • Common Prerequisite Revisions • Postsecondary Course Competencies • College and Career Readiness • State college system 	<p>Chancellor Lucy Hadi explained that each project relates to one of these focus areas. ACC has approved three articulation agreements that relate to Workforce Education Career Pathways. This initiative focuses on identification of Gold Standards for Industry Certifications that meet the requirements of Perkins, secondary and postsecondary, which align in a career pathway; and identification of an additional group of those that are prioritized by an industry steering committee. Dr. Hadi stated that the intent of this initiative is that when students take and receive a certification, they can go to institutions within the system that offer similar certifications or the next certification in a specific career pathway, and are not required to re-take the coursework that students complete as part of a previous certification in a specific career pathway.</p> <p>Dr. Heather Sherry explained that since the Articulation Accountability initiative was discussed during the earlier sessions of the meeting, she was going to skip to the Common Prerequisite Revisions initiative. Dr. Sherry referred to Ms. Page’s presentation on revisions made to the Common Prerequisite Manual. This project stems from OPPAGA findings that the majority of institutions are not in compliance with 14 targeted program common prerequisites as listed in the common prerequisites manual. Dr. Sherry attributed this discrepancy to a combination of factors such as staff turnover, differences in opinion, lack of institutional knowledge regarding the definition of common prerequisites, and different information provided across advising resources. It has been 13 years since the last overhaul of the common prerequisites manual. The scope of the project is to revise the common prerequisites, to have a comprehensive update of all baccalaureate programs and involve faculty in this process. Dr. Sherry also underscored the importance of ensuring widespread agreement regarding the practice and intent of common prerequisites.</p>

	<p>Dr. Judy Bilsky discussed the College and Career Readiness initiative. Dr. Bilsky explained that this project is cross-sector in nature, including many integrated components. Under this project charter, the primary goals are to define college and career readiness, and ensure that students who are graduating from high schools in Florida are better prepared for postsecondary experiences whether they are going to work or going to postsecondary educational opportunities. Chancellor Haithcock explained the steps involved in the process from the K-12 standpoint. Dr. Bilsky discussed the efforts from the community colleges' standpoint, including the American Diploma Project initiatives. Dr. Bilsky stated that that this project will involve looking at how the college readiness benchmarks, competencies, and assessments are aligned. Essentially, this project intends to better prepare high school students for postsecondary education; and improve communication between secondary and postsecondary education systems statewide.</p> <p>Pursuant to SB1908 from 2008, high schools and community colleges will work collaboratively to reduce the need for remediation.</p> <p>Dr. Bilsky reported that two math courses are being developed in a collaborative manner; and have been approved by the Department of Education for inclusion in the Course Code Directory. They will be assigned a high school course number, made available to high schools statewide to add to their high school curriculum, and made available to students. Also in the pipeline for approval, are postsecondary courses in reading and writing which mirror remediation courses taught at community colleges that students are required to take before they can get into college-credit courses. These courses will also be assigned high school numbers following approval by the Department and the State Board of Education. Dr. Bilsky also underscored the key role of articulation agreements between school districts and community colleges in discussing how these courses will be delivered, listed on students' high school transcripts, and recognized by colleges and universities because if students successfully complete these courses in twelfth grade, they will not need to take the CPT after graduation, or use the ACT or SAT for placement into college credit courses. Dr. Bilsky also highlighted the importance of Interinstitutional Articulation Agreements between school districts and partnering community colleges, state colleges and universities.</p> <p>Dr. Bilsky also provided an overview of the State College System as created by SB1716. It included all 28 community colleges and established nine of the colleges as pilot state colleges. The Florida Legislature has set-up two taskforces that were created to recommend these colleges' mission and governance, transition into a state college , program approvals for baccalaureate degrees, funding structure, etc.</p>
<p>9. Practical Arts courses for high school graduation</p>	<p>Chancellor Haithcock explained that for many years high school graduation requirements included one credit that could be satisfied by either performing/fine arts or practical arts courses. However, practical arts courses were removed from statute and only performing/fine arts courses continued to be included in the one credit graduation requirement in the arts. In 2008, Senate Bill 1908 restored some flexibility by allowing for the identification of specified practical arts courses to meet the performing/fine arts requirement for high school graduation. The legislation specified that practical arts courses that incorporate artistic content and techniques of creativity, interpretation and imagination, may be used to meet the performing/fine arts requirement. Chancellor Haithcock reported that the Department of Education determined the practical arts courses that would meet the performing/fine arts requirement and the State Board of Education is</p>

	<p>scheduled to approve the list and amend the Course Code Directory Rule to incorporate a supplement relating to this information. (*subsequently approved by the State Board on December 2, 2008)</p>
<p>10. High school grading formula</p>	<p>Mr. Juan Copa provided an update on the high school grading formula. He reported that the Commissioner’s Advisory Committee comprised of interested stakeholders including Superintendents and other district-level personnel, meets regularly to discuss the status of the high school grading system.</p> <p>Mr. Copa informed that changes to the high school grading formula are a part of Senate Bill 1908. It expands the high school grading system. Currently, schools are graded solely on FCAT measures (i.e., on FCAT performance and students’ learning gains on FCAT in the subjects of reading and math, and on the performance in science and writing). Senate Bill 1908 will expand the grading system at least at the high school level. Mr. Copa discussed the following new measures that will be factored-in the high school grading system:</p> <ul style="list-style-type: none"> • high school graduation rate including a subset of graduation rate of at-risk students (as defined in Statute as students who score at level I or II on eighth grade FCAT reading and math) • participation and performance on accelerated coursework with a focus on AP, IB, AICE, Dual Enrollment, and Industry Certification • postsecondary readiness as measured on ACT, SAT, and/or CPT <p>These measures will account for 50% of the high school grade. Growth or decline of these components will be factored in the formula.</p>
<p>11. Report from Standing Committee on FACTS.org</p>	<p>Dr. Janasiewicz reported that the FACTS.org Board has been reconstituted as a new Standing Committee under the ACC, effective October 21, 2008. He underscored the importance of FACTS.org as serving an integral function under the ACC in advising high school students for transfer into the postsecondary system, and as a critical piece in navigating Florida’s 2+2 system.</p> <p>Dr. Connie Graunke walked though the steps of using the new online advising tool to help with Florida’s 2+2 transition. The new tool focuses on advising AA transfer students with articulation information that expedites their transfer into an upper division program.</p> <p>The tool builds information in real time, comparing a community college student’s transcript against the lower-level audits from a community college and an upper level audit from the universities. In addition, the AA Transfer Evaluation adds critical articulation information that a student must complete to gain admission into the university upper division program.</p> <p>The lower-level audit provides students’ name, year, name of the current community college, degree that a student is enrolled in at a community college, students’ record file, academic standing, catalog year, cumulative GPA, and contact information.</p> <p>After a student picks an institution, he or she can view three distinct sections -</p> <ul style="list-style-type: none"> • Transfer program admissions section, which is the new section that has been re-done–this includes the program admissions requirement piece that was not available to students before, the foreign language admissions requirements, and the common prerequisites for the selected program . This information is pulled directly from a university’s student record systems and not from a central

	<p>repository to ensure accuracy.</p> <ul style="list-style-type: none">• Lower-division evaluation that comes from the community college• Upper-division evaluation that comes from the university
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The meeting adjourned at 3:30 p.m.

Announcements: The next ACC meeting is scheduled for February 25, 2009.