

MINUTES ARTICULATION COORDINATING COMMITTEE MEETING March 2, 2011

A meeting of the Articulation Coordinating Committee (ACC) was held via conference call on March 2, 2011. At 9:30 am., Dr. Edwin Massey, ACC Chairman, called the meeting to order.	
Members Present	<p>Dr. Judith Bilsky, Florida College System Mr. Matthew Bouck, Office of Articulation (staff) Dr. Walter Christy, Brevard Public Schools Dr. Christopher Colwell, Volusia County Public Schools Ms. Loretta Costin, Division of Career and Adult Education Dr. Diane Culpepper, Winter Park Tech Dr. John Grosskopf, North Florida Community College Dr. Sara Hamon (for Dr. Bruce Janasiewicz), Florida State University Dr. Edwin Massey, Indian River State College (Chair) – via conference call Dr. Dottie Minear, State University System, Board of Governors Ms. Deborah Pace (for Dr. Michael Grego), Osceola Public Schools Dr. Gita Pitter, Florida A&M University Dr. Barbara Sloan, Tallahassee Community College Dr. Robert Sullins, University of South Florida Ms. Teresa Sweet (for Dr. Francis Haithcock), Division of Public Schools</p>
Members Absent	<p>Dr. Stephen Calabro, Southwest Florida College Ms. Brenda Dickinson, Nonpublic Secondary Education Dr. David Persky, Saint Leo University</p>
1. Chairperson's Comments	Dr. Ed Massey welcomed the committee members and listeners and had Mr. Matthew Bouck call the roll for members.
2. Minutes from October 27, 2010 Meeting	Dr. Massey asked for a motion to approve the minutes of the October 27, 2010 meeting of the ACC. The motion was seconded and unanimously approved.
Approval	
3. Common Prerequisites for Baccalaureate Degree Programs	<p>Ms. Judy Dial and Mr. Matthew Bouck presented new program prerequisites and changes to program prerequisites at Florida public colleges and universities.</p> <p>CIP 11 -New BS program at Seminole State College of Florida in Information Systems Technology (previously CIP 11.0301) re-assigned by Discipline Committee to CIP 11.0103, new track 4</p> <p>CIP 15 -New BS program in Architectural Engineering Technology, CIP 15.0101, at Seminole State College of Florida</p> <p>CIP 50 -New program in Graphic Design and Design & Digital Media with a concentration within the fine arts CIP 50.0702 area at the University of North Florida</p> <p>CIP 51 -Prerequisites for new BS program in Radiologic and Imaging Sciences, CIP 51.0907, at Valencia Community College</p> <p>-Change in prerequisites for USF Speech Pathology and Audiology CIP 51.0224</p> <p>-Change in prerequisites for St. Petersburg College Orthotics & Prosthetics, CIP 51.2307</p> <p>CIP 52 -Florida State University recommended alternative common prerequisite course to CSGX100 for the Accounting baccalaureate (CIP 52.0301).</p> <p>-New baccalaureate program in Advertising within the 52.1499 CIP code, at the University of South Florida.</p> <p>Motion to approve by Dr. Sullins with second by Dr. Bilsky. The motion passed unanimously.</p>

Discussion	
<p>4. HECC Update</p>	<p>Mr. Matthew Bouck presented information about recent Higher Education Coordinating Council (HECC) activities and their significance to the Articulation Coordinating Committee (ACC). The HECC has met three times, with January 28, 2011 its most recent meeting.</p> <p>The HECC was created by the 2010 Legislature with the purpose of identifying unmet needs and facilitating solutions regarding the creation of new degree programs and new institutes, campuses, or centers. It serves as an advisory body to the Legislature, State Board of Education, and Board of Governors.</p> <p>An immediate HECC priority is the creation of a statewide inventory of academic programs. Intended as a single searchable database that identifies programs by their six-digit CIP code with degree level, institution, delivery sector (FCS, SUS, ICUF, CIE), and region. The first focus of the inventory is on baccalaureate programs. Richard Stevens of the Board of Governors staff, who is leading this effort, presented to the HECC the progress in creating this program inventory.</p> <p>Mr. Bouck presented to the HECC a status report regarding ACC recommendations for the 2+2 portions of the Statewide Articulation Agreement. The final document would serve as a binding agreement between the SBE and BOG. Mr. Bouck discussed the agreed-upon elements of the 2+2 document, as well as two decision points requiring ACC and HECC action: (1) guaranteed access to upper-division programs for all AA recipients; and (2) equal access for transfer and native students in limited access programs. The ACC will discuss these items and return to the HECC with policy options. No specific timetable was set.</p> <p>A discussion item of interest for the ACC is the beginning of an HECC discussion of priorities. Chancellor Brogan provided initial recommendations about HECC priorities, focusing on those areas that affect baccalaureate degree production.</p> <ol style="list-style-type: none"> (1) Statewide inventory of baccalaureate programs to increase coordination (2) The ACC to weigh in on articulation matters (2+2, residency) (3) Common definitions across systems relative to important metrics (retention, completion) (4) Delivery system funding, measures, and Return on Investment (5) Accreditation - given the tremendous weight accreditation plays, have a conversation about organizational consistency and programmatic quality. <p>The Commissioner of Education and FCS Chancellor echoed these sentiments for improvements in coordination and efficiencies to increase access, increase economic development, and increase job creation. They reiterated that Florida is a national model for 2+2 articulation with our commitment to mutual respect, open dialogue, occasional compromise, and pursuit of excellence.</p> <p>The HECC has already expressed its interest in having the ACC function as a venue for many of these postsecondary articulation discussions, and the ACC has agreed to serve in that capacity. This poses a task to the ACC—to organize itself around certain topics of interest. Mr. Bouck presented ideas for ACC priorities, with ACC members suggesting other items for consideration.</p> <ol style="list-style-type: none"> (1) 2+2 articulation agreement – recommendations on outstanding decision points (2) Acceleration mechanisms—most notably issues relating to dual enrollment (3) Articulation accountability—data reporting, common definitions, national data advocacy, and data regarding student outcomes after graduation (4) Accreditation (5) Career and Technical 2+2 agreement—those parts of the Statewide Articulation Agreement focusing on CTE issues not yet discussed (6) Residency (7) FASTER system

	<p>(8) SCNS and issues regarding guaranteed transfer (9) PARCC (Postsecondary Assessment of Readiness for College and Careers). Dr. Massey asked that a presentation on the PARCC be arranged for the May ACC meeting.</p> <p>Once the ACC agrees on an initial list of priorities, staff can begin building the committees. By May these committees may begin the discussions for reporting to the full ACC.</p>
<p>5. Residency Update</p>	<p>Ms. Julie Alexander of the Division of Florida Colleges and Ms. Monoka Venters from the Board of Governors staff presented proposed changes to statute, rule, and regulation regarding Residency for Tuition Purposes.</p> <p>At the January HECC meeting Ms. Alexander presented several of the recommendations for changes to the statute (s. 1009.21, F.S.) regarding residency for tuition purposes. These changes were submitted to and approved by the ACC. Subsequent to this process, there were issues raised about a few of these items. Only those agreed-upon items have been carried forward as recommendations. These are:</p> <ol style="list-style-type: none"> (1) Revision to the definition of a dependent child. This clarifies the definition and aligns with federal financial aid. (2) Revision to the definition of a parent to include ‘step-parent.’ This also aligns with federal financial aid. (3) Revision to the definition of a legal resident to include provisions for students who are non-U.S. citizens. Certain of these non-U.S. citizens may be eligible for residency. (4) Revision to the initial classification language regarding residency by marriage. This clarification is intended to align with current practice, and aligns with existing language for reclassification. (5) Addition of language to identify as residents for tuition purposes those who qualify for certain tuition waivers or exemptions. <p>Ms. Monoka Venters presented an update to the Residency for Tuition Purposes rule and regulation process. These will be finalized at the March 24 Board of Governors meeting. The language governing initial classification and reclassification is identical to the State Board of Education Rule (6A.10.044, FAC Residency for Tuition Purposes). The difference in language concerns non-U.S. citizen eligibility to establish residency for tuition purposes. This rule includes additional information regarding specific visa categories present in the <i>Residency Guidelines</i>.</p> <p>The HECC meeting on March 11, 2011, will include another discussion on residency for tuition purposes.</p>
<p>6. PERT Update</p>	<p>Dr. Judy Bilsky provided an update on the development of the of the Postsecondary Education Readiness Test (PERT).</p> <p>The PERT had a ‘soft-launch’ in October, 2010, with the expectation that all colleges would transition to the PERT in the 2010-2011 academic year. Staff are reviewing the college PERT transition plans to work with institutions regarding implementation issues. Dr. Bilsky stressed the importance of having enough students tested to provide the necessary data to analyze test items and provide enough operational test items to move toward a computer adaptive test.</p> <p>There are a few minor issues, including the length of the reading passages that have been reported as too long, and cut scores in writing that may have resulted in placements that are too high. But a resolution is made more difficult until there is enough student test data.</p> <p>For the diagnostic portion of the PERT, there was a faculty workshop on February 17-18, 2011 of faculty in reading, writing, and math to develop a diagnostic test blueprint and sample test items. It is hoped that by late spring the diagnostic exam will be available.</p>

	<p>Barbara Sloan shared concerns that the implementation of this non-computer adaptive test is very stressful to staff people, which is a contributing factor to why the implementation is slow. This may also be due to the number of items on the test, which is nearly double the number in the current placement assessment. But again, the resolution of many of these items depends on student test-taking data.</p> <p>Ms. Alexander pointed out that Florida Colleges have standardized developmental education courses statewide—to two courses each in English, math, and reading. This process has had a great response from colleges and faculty. These courses will be implemented in the fall of 2011. These courses were built by identifying developmental competencies, which serve as the basis for the PERT diagnostic test blueprint. The testing vendor has agreed to build two diagnostics per subject area, a lower and upper-level diagnostic. The PERT placement portion will determine which diagnostic test a student should take, and then the diagnostic test will provide information about specific student deficiencies. In addition, now that these courses have been standardized, students will be able to transfer these developmental courses among colleges.</p> <p>Ms. Bilsky also commented on the Florida College and Career Readiness Definition, adopted by the State Board of Education at its February, 2011 meeting.</p>
7. FACTS Update	<p>Dr. Connie Graunke presented an update on the FACTS system. Each year the ACC receives a <i>FACTS Annual Report</i> and <i>Institutional Requirements for Interfacing with the FACTS.org System</i>. Dr. Graunke presented several items as a mid-year report.</p> <p>FACTS is involved in the Race to the Top portion concerned with college readiness. FACTS.org will have a ‘gauge’ of college readiness, providing students information about their completion of certain college readiness indicators. FACTS has designed the system and is taking it to various focus groups for review.</p> <p>Under the College Access Challenge Grant, FACTS is a part of the “Go Higher—Get Accepted” campaign to get seniors not already accepted at a postsecondary institution to apply for admissions and financial aid. The campaign involves 26 colleges and 250 high schools. Last year the campaign had about 10,000 participants, resulting in about 6,000 who applied and enrolled at a postsecondary institution.</p> <p>Another project with Florida College System as a part of “Complete College America” is the “Finish Up Florida” campaign, to help students who have dropped out to reapply for admissions and provide resources and support. FACTS was able to use existing materials with some information collected from colleges to give specific information to returning students. The system goes into production on March 3, 2011.</p> <p>FACTS has been a part of a two-year study with the Florida Distance Learning Consortium regarding the transient student form. The end of the study resulted in a report with recommendations, including that the FACTS transient form should be used as basis for admission for students wanting to take distance learning courses. Dr. Graunke expects some legislation relating to the transient form and institutional compliance with the end goal that the registration process be expedited.</p> <p>In May, the ACC will receive the FY 2011-2012 FACTS action plan.</p>

The meeting adjourned at 11:00 am.

Next ACC meeting: May 25, 2011