

ARTICULATION COORDINATING COMMITTEE MEETING

Agenda
October 25, 2006

9:30-12:00 - Room 1505– Standing Committee on Course Numbering
9:30-12:00- Room 1721/25- Standing Committee on Postsecondary Transition
9:30-12:00 - Room 1605 - Standing Committee on Statewide Policies and Guidance
1:00 p.m.-4:00- Room 1721/25, Full ACC Meeting

1. Chairperson's Welcome	Dr. Ed Massey
Approval	
2. Approval of Minutes From February 22, 2006 Meeting	Dr. Ed Massey
3. Approval of Common Prerequisites	Ms. Pat Frohe Ms. Lynda Page
4. Approval: PSAV to AAS/AS Articulation Agreements	Ms. Nancy Cordill
5. Approval of Course Level Maintenance Guidelines for SCNS	Mr. Matthew Bouck
Discussion	
6. Status Report: Florida Secondary School Redesign Act (A++) Majors and Minors	Ms. Carrie Fraser
7. Report: FACTS.org, Academic Planner- ePEP	Dr. Connie Graunke
8. Report and Discussion: Review of CPT Scores and FCAT Pilot	Dr. Judith Bilsky
9. Report: Update from the Office of Student Financial Assistance (OSFA)	Ms. Barb Dombrowski
10. Status Report: Residency Guidelines	Dr. Sara Hamon
11. Report from Standing Committee on Course Numbering	Dr. R.E. LeMon
12. Report from Standing Committee on Postsecondary Transition	Dr. Ed Massey Mr. Ron Blocker
13. Report from Standing Committee on Statewide Policies and Guidance	Dr. Charles Dassance
14. Other Business/Announcements	

Next ACC meeting: February 28, 2007

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
May 24, 2006

A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, May 24, 2006, in Room 1721/25 of the Turlington Building in Tallahassee, Florida. At 1:05 p.m. the meeting was called to order by Dr. R.E. LeMon, serving as Chairman in the absence of Dr. Edwin Massey.

Members Present	<p>Dr. Judith Bilsky, Division of Community Colleges & Workforce Education Mr. Ron Blocker, Orange County Public Schools Ms. Mary Jo Butler, proxy for Dr. Cheri Yecke, Division of Public Schools Dr. Walter Christy, Brevard Public Schools Dr. Christine Cothron, First Coast Technical Institute Ms. Brenda Dickinson, Nonpublic Secondary Education Mr. John Joseph, student, Miami-Dade College Dr. Joseph Joyner, St. Johns County Public Schools Dr. Arthur Kirk, Jr., St. Leo University Dr. R.E. LeMon, State University System, Board of Governors (chair) Dr. Gita Pitter, Florida A & M University Dr. Robert Sullins, proxy for Renu Khator, University of South Florida Dr. Jill White, Okaloosa-Walton College Dr. Heather Sherry, Office of Articulation (staff)</p>
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Members Absent	<p>Dr. Charles Dassance, Central Florida Community College Dr. Bonnie Marmor, Division of Community Colleges & Workforce Education Dr. Edwin Massey, Chair, Indian River Community College Mr. Jim Patch, Jones College Dr. Martha Pelaez, Florida International University</p>
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| 1. Chairperson's Comments | <p>Dr. R.E. LeMon began the meeting by welcoming members and all in attendance. He reminded everyone of the important role served by the ACC and how closely the work of the ACC aligns with the National Goals for Higher Education. Having recently returned from Washington, D.C., Dr. LeMon reported that Florida continues to advance the goals of the National Center for Public and Higher Education with statewide education governance and K-20 reform initiatives. With national focus on the educational pipeline, affordability and access, and accountability, Florida and the ACC support these goals with continued collaboration serving a seamless K-20 approach to increase college readiness and transferability. Given Florida's connected data systems, statewide accountability continues to evolve and the sustainability of K-20 reform strengthens because of the work of the ACC. Dr. LeMon commended the work of the Office of Articulation and the ACC standing committees for their continued efforts. Dr. LeMon also encouraged continued communication with Commissioner Winn to provide regular updates on ACC activities, discussions, and accomplishments.</p> |
| 2. College 101 Presentation | <p>Ms. Meghan Megamol, Ms. Jamie Schofield, and Ms. Kelli Hofer led a presentation on "College 101," a successful college awareness program for students in Marion County, co-sponsored by the Public Education Foundation of Marion County, Inc. and Central Florida Community College.</p> |

Approval:

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| 3. Approval of Feb. 22, 2006 Minutes | <p>Dr. LeMon asked for a motion for approval of the minutes of the February 22, 2006, meeting of the ACC. The motion was seconded and unanimously approved.</p> |
| 4. Approval of revised 2006 Credit-by-Exam Equivalents and Guidelines | <p>Mr. Matthew Bouck and Dr. Pamela Kerouac were recognized by the chair to present a summary of the proposed 2006 revisions to the 2001 Credit-by-Exam Equivalencies. The ACC-approved Credit-by-Exam Equivalencies are authorized by State Board of Education Rule 6A-10.024, F.A.C., mandating transfer of credit to Florida's public postsecondary institutions for passing scores on exams taken from College Board Advanced Placement, CLEP, Cambridge AICE, and International</p> |

Baccalaureate (IB). The guaranteed minimum credit and course equivalencies awarded for passing scores is maintained by the ACC. Members were provided with copies of the noted changes to the 2001 document and a copy of the proposed 2006 Credit-by-Exam Equivalencies document. Mr. Bouck explained that the need for a thorough review of the existing equivalents and guidelines was prompted by both statutory requirements and the addition of new exams. Forty-one faculty discipline committees from the Statewide Course Numbering System (SCNS) reviewed and evaluated 187 exams including: Advanced Placement, CLEP, Cambridge AICE, International Baccalaureate (IB), DANTES, and Excelsior. Each faculty discipline committee focused on a review of the exam content to determine course and credit equivalencies. Passing scaled scores determined by the exam publishers were considered sufficient for passing the course. The faculty committees recommended an award of either a minimum of three or six credits based on levels of performance. When applicable, a suggested statewide numbered course is provided, and for some exams, institutions are instructed to award the minimum number of credits listed using an appropriate course offered by the institution. August, 2006, is the proposed effective date for the 2006 Credit-by-Exam Equivalencies, following approval by the ACC, the State Board of Education, and the Board of Governors. Institutions are advised to refer to the date the students' exam documentation was submitted to the institution for review and apply the recommendations that correspond to the 2001 or 2006 Credit-by-Exam Equivalencies. Mr. Bouck explained that passing scores of 50 for CLEP exams now earn the recommended minimum credit, a change from the old "B" scores that were needed for credit. Similarly, IB and AICE passing scaled scores equate to minimum credit. Dr. Kerouac pointed out that the December 2005, State Board of Education Rule 6A-10.024, F.A.C., asserted that transfer of credit for passing International Baccalaureate (IB) exams must be awarded, a change from the old policy that differentiated award of credit for IB diploma holders. Students no longer have to have an IB diploma to earn credit for exams passed. Award of credit beyond the ACC recommended minimum equivalencies can be determined by the institutions. Once approved and adopted, the updated 2006 electronic version will be posted on www.FACTS.org, under the Advising Manuals link. It was suggested that in-service and professional development be scheduled to inform institutions, advisors, and students of the changes.

Dr. LeMon asked for a motion to approve the 2006 Credit-by-Exam Guidelines. The motion was seconded and unanimously approved.

5. Review and approval of proposed draft of the Guidelines on Florida Residency for Tuition Purposes. 6A-10.044, F.A.C.

Dr. Sara Hamon was recognized by the chair to provide an explanation of the draft of the Guidelines on Florida Residency for Tuition Purposes. The proposed guidelines are intended to assist institutions in determining residency status for tuition purposes in Florida's public community colleges and universities. The guidelines are also used by FRAG-eligible institutions to determine state residency classifications for student eligibility. Dr. Hamon explained that the guidelines focused on three main goals: 1) to clarify the process of reclassification based on legislative direction from the 2005 Session; 2) to clarify the criteria for determining independent and dependent classification; and 3) how to re-classify from out-of-state to in-state residency. The effective date was initially set for July 2006, but given the time needed to obtain SBE and BOG approval for recent revisions to Rule 6A-10.044, F.A.C., a request was made for the ACC to adopt the guidelines as a "work in progress" and align the effective date for the new provisions with the expected adoption date of the rule (effective for July 1, 2007). Dr. Hamon explained that the proposed guidelines are intended to be a user-friendly document that borrows terminology from the Free Application for Federal Student Aid (FAFSA) requirements that defines an independent student by both the Offices of Financial Aid and Admissions. The guidelines also address the OPPAGA suggestions to clarify the type of documents that can be used to determine residency for tuition purposes. Dr. Hamon explained the types of documents that are listed as first and second tier documentary evidence. The Statewide Residency Committee approved the Guidelines on May 22, 2006.

Dr. LeMon asked for a motion to approve the Guidelines on Florida Residency for Tuition Purposes. The motion was seconded and unanimously approved.

Discussion:

6. Legislative Update Dr. Heather Sherry provided a brief update on 2006 legislative activity relating to articulation. The largest piece of legislation that passed that has an impact on articulation was HB 7087 (A++). This bill provides: a standardized grading scale for middle and high school students; middle school course requirements; requirements for student academic planning; new high school graduation requirements (including 1 additional credit in math and selection of a four-credit major within the 8 high school elective credits); revisions to the accelerated high school graduation requirements; requirements associated with the secondary school redesign act; creation of career and professional academies; requirements relating to GPA weighting for dual enrollment courses; Ready to Work certification; modifications to the school start date; requirements for the State Board of Education to examine concordant scores for FCAT; and tuition setting flexibility for state universities (graduate, post-graduate, and professional programs as well as out-of-state fees).
- In addition, HB 5005 provides that the Florida Bright Futures Medallion Award is equal to the amount required to pay 100 percent of tuition and fees for an associate degree if the student is enrolled in a community college. The bill also provided a financial incentive in the FEFP for middle schools to encourage more students to take Algebra I in 8th grade or before.
7. Gordon Rule Technical Assistance Dr. Heather Sherry informed the committee that she collaborated on two memos from Dr. R.E. LeMon and Dr. Judith Bilsky relating to recent rule changes to Rule 6A-10.030, F.A.C. (Gordon Rule). The memos were accompanied by a technical assistance document that included frequently asked questions and a sample policy from the University of Central Florida, which recently updated its Gordon Rule policy in response to the rule change. In light of the elimination of the 24,000 word count and the change in the requirements for communication courses, state universities and community colleges were asked to review their Gordon Rule policies and establish a process by which they can identify which of their Gordon Rule courses will remain designated as Gordon Rule on the Statewide Course Numbering System (SCNS). Institutions are requested to report revisions to their Gordon Rule course listings by July 1, 2006.
8. Status Report on BAS Task Force Dr. Judith Bilsky presented an overview of discussions from the Bachelor of Applied Science (BAS) Task Force, comprised of state university and community college representatives, which had its third and final meeting on May 3, 2006. The main objectives of the Task Force were to examine existing BAS degree programs and develop a common definition of the BAS degree in Florida. These degrees could be applicable to state universities, community colleges, and private colleges and universities. The Task Force also discussed criteria for BAS development and how they differ from BA or BS degrees. One of the concerns was to ensure that the BAS was not regarded as less rigorous than the BA or BS degree. The BAS degree will meet all requirements of existing bachelor's degrees, including 36 credit hours of general education, passing the CLAST, and the foreign language requirement.
- Dr. R.E. LeMon offered comments with respect to the BAS curriculum. The Task Force examined models of the BAS around the nation at both community colleges and universities, but there was no single model. Some were "inverted bachelors," some similar to AS to BS agreements, and some were "discipline-saturation" models in which the content was repeated at both the lower and upper level. Dr. LeMon reported that two universities are already offering types of BAS degrees, and hopes more will offer them, especially urban universities.
- The Task Force is in the process of developing a final report of its findings that will be presented to the State Board of Education and Board of Governors in June.

9. Status Report on SACS guidelines
- Dr. R.E. LeMon led a discussion of the Southern Association of Colleges and Schools (SACS) process of revising their *Principles of Accreditation*. The language associated with faculty qualifications (i.e., master’s degree and 18 graduate hours in the discipline) has traditionally been located in the *Principles of Accreditation* document. SACS is proposing to move this language to their *Resources Manual*. The issue of faculty credentialing is important to Florida’s system of 2+2 articulation and to the transfer of private institution credit via the Statewide Course Numbering System. Several questions have arisen regarding this change: (1) Is this simply a housekeeping issue, or does it have some resonance with trends relative to the Higher Education Act? (2) How will these guideline changes be implemented when review teams make their visits? Dr. Gita Pitter emphasized the timeliness of these questions, as Florida A&M University is getting ready for their SACS review. Therefore, the ACC may need to query SACS regarding: (1) clear guidance on how these ‘guidelines’ will be applied; (2) given the lynchpin nature of this, does this mean the faculty requirements are now somehow less important? We as a state (led by the ACC) may need to go back and reaffirm the importance of these standards—as quality control mechanisms.
- Dr. Judith Bilsky described a March 2006, meeting between DOE representatives and Dr. Belle Wheelan, President, Commission on Colleges for SACS. Dr. Wheelan was questioned at length about faculty credentials. She reported that three years ago SACS backed away from the faculty requirement to a guideline. However, it is unclear if the visiting teams are aware of this change. Dr. Wheelan stated that she had been directed by the Commission on Colleges board to distribute a memo with details regarding this issue. Dr. Bilsky suggested waiting for this memo before taking any action—so that the ACC can respond appropriately. There is a June meeting of the Commission on Colleges for SACS, so this memo should be produced soon.
10. Status Report on PSAV to AAS/AS Workshops
- Ms. Sally Kiser reported on Phase II of the PSAV to AAS/AS articulation project. She distributed preliminary agreements from the May 11-12, 2006, meeting of the discipline teams. Over 150 technical center and community college faculty members and DOE staff met at Valencia Community College to generate these proposals (representatives from OPPAGA were also in attendance in support of their review of this program). The next step is to send these agreements back to the committees for review. These Phase II agreements should be ready for ACC approval at the October meeting. Ms. Kiser reported that Phase II was much more ambitious because of the “discipline groupings,” that had certain teams creating agreements for multiple programs. The discipline teams compared curriculum (not a course-by-course review) and competencies to create agreements. Also, the teams identified validation methods to ensure quality—a few teams still need to work on the validation methods. Ms. Kiser emphasized that these are agreements for minimum credit—local agreements that may award more credit are encouraged.
11. Status Report on PCPT Report
- Dr. Pamela Kerouac provided a brief online demonstration to locate the recently released 2004 Performance on the Common Placement Test report (PCPT). This report reflects the college admission test scores for public high schools’ 2004 graduate cohorts. The PCPT report was revised to include two data quality improvements that more accurately suggest students’ college readiness according to performance on college admission tests. Students’ best test scores from college admission test exams on the CPT, ACT, or SAT are now calculated, instead of first-time-taken test scores. Also, new data counts process the first date of a student’s admission to a public postsecondary institution instead of last date of admission. These improvements produce a more accurate snapshot of college readiness. Ms. Mary Jo Butler suggested developing a comparative trend analysis of the PCPT data for 2004 and 2005 when the data is available. Dr. Kerouac indicated that the High School Feedback Reports were released in 2005, and provide a more current and comprehensive report on college readiness by district and high school graduate cohort. She will be working with the Education Data Warehouse (EDW) to organize the data for the 2005 graduate cohort report to be released in early fall, 2006.

12. Update on Common Prerequisite Manual
- Ms. Pat Frohe was asked to provide a brief summary of proposed updates to the Common Prerequisite Manual. Specifically, the summary focused on changes to State Board of Education Rule 6A-5.066, Approval of Preservice Teacher Education Programs. These changes reflect an effort to minimize the restrictive arts and sciences course requirements that have been in place since 1995, and to encourage greater enrollment in teacher education programs in response to the state's critical teacher shortage. The program revisions have eliminated the specific 45 liberal studies credit hour requirements. The three existing common prerequisites for education will remain as requirements, along with any additional prerequisites that existed for a number of education programs. The Education Discipline Committee for Common Course Prerequisites and the Oversight Committee have been queried regarding the new language to include in the Common Prerequisite Manual. Ms. Frohe reported that so far there has been favorable support of the proposed language and that additional members of the two committees still need to advise of their approval or disapproval. If a majority of the two committees approve the proposed language, ACC members will be provided with the materials for their review and will be asked to vote via email. If a majority of the ACC members approve the proposed language, the Common Prerequisites Manual will be updated accordingly and the revisions will be communicated statewide.
13. Task Force on Accommodations for Students with Disabilities
- Dr. Heather Sherry discussed a need to review accommodations and documentation procedures for students with disabilities as they transition from K-12 into postsecondary education. Ms. Brenda Dickenson has requested that a Task Force be convened under the ACC to address articulation issues associated with students with disabilities. It is expected that the Task Force (including representatives from K-12 schools, community colleges and state universities) will convene over the summer and report findings to the ACC at its October meeting. Dr. Sherry asked for volunteers to participate on the Task Force.
14. Report from meeting with the Standing Committee on Statewide Course Numbering
- Dr. R.E. LeMon presented the discussion of the Standing Committee on Course Numbering. Dr. LeMon began the Standing Committee meeting with comments relating to the USDOE's *Commission on the Future of Higher Education*. Many of the Commission's issues are those in which Florida is positioned to be a national leader. The Standing Committee then proceeded through the agenda topics: course leveling; general education; Gordon Rule; SACS guidelines; an upcoming OPPAGA review of nonpublic institution transfer; and courses at equivalent numbers in academic v. occupational degrees.
- The Committee agreed upon language to guide the Statewide Course Numbering System (SCNS) in the continuing maintenance of course levels. Courses across levels will not be given equivalent numbers, but the SCNS faculty committees will have greater authority in determining proper course levels. This language will be distributed to institutions for comment, then to the ACC for approval at the October, 2006, meeting.
- The Committee reviewed final work on the general education survey and the Gordon Rule. The general education survey is complete and will be sent to institutions for review in June. The Gordon Rule revisions have been approved by the State Board of Education and Board of Governors. A technical assistance paper will be mailed out in June.
- The Committee then discussed implications to the Southern Association of Colleges and Schools plan to move faculty credential recommendations to the Resources Manual. The Committee's main concern is the implementation of these guidelines: how will the visiting teams be instructed to apply these guidelines—as recommendations or mandates? The Committee discussed the value of Florida affirming these credential guidelines for all its institutions.

The Office of Program Policy Analysis and Government Accountability (OPPAGA) will be conducting a review of the transfer of courses from non-regionally accredited institutions participating on the Statewide Course Numbering System. The focus is on whether public institutions are receiving this credit appropriately.

Finally, the Committee discussed courses that have similar content and are given equivalent numbers, but are designed for different degrees (academic v. occupational). The faculty credential requirements for a not for transfer Associate in Applied Science degree are different than those for an Associate in Arts degrees. The SCNS, however, does not make that degree distinction in assigning course numbers. This issue is made more complex by the inconsistency around the state in the transfer status of Associate in Science degrees. The Committee agreed this issue is worthy of further discussion and should be brought before the community college and university chancellors prior to coming back to the Committee.

15. Report from joint meeting with the Standing Committees on Statewide Policies and Guidance and Postsecondary Transition.

Mr. Ron Blocker summarized the joint meeting of the Policies and Guidance and Postsecondary Transition committees. A very productive meeting welcomed new members Andrea Latham from FCAAS (FACTS.org), and Melissa Williams, from St. John's River Community College. Dr. Heather Sherry provided legislative updates and facilitated a discussion about the new language regarding the legislative intent for equally weighting dual enrollment courses with AP, AICE, and IB courses.

Questions about weighting for career and college dual enrollment courses were discussed, and it was agreed that the legislators intended for all dual enrollment courses to be weighted on the basis that they all generate college credit, and are deemed rigorous and relevant in a college preparatory curriculum or in a postsecondary career program. A technical assistance paper will be developed to address dual enrollment questions and concerns.

Dr. Pam Kerouac shared a copy of the ACC 2006-07 Dual Enrollment Equivalency List, located online at www.FACTS.org, under the Advising Manuals link and on the Bright Futures Comprehensive Course Table from the 2007 drop down menu. The 2006-07 list identifies in shaded rows the new dual enrolment courses added to the list, effective August 2006, and also signifies with asterisks those courses that are accepted or offered by all public postsecondary institutions that satisfy General Education requirements. These added indicators are expected to provide a useful reference to improve future academic advising. Ms. JoAnn McGonagill provided an online demonstration of the Bright Futures Comprehensive Course Table and facilitated a discussion of concerns that have evolved relative to Bright Futures programming issues for Dual Enrollment Science courses and companion labs. After discussion of the issues, it was agreed to request that Bright Futures adjust programming to count dual enrollment Science lecture and corresponding labs by matching prefixes only (AST, CHM, BSC, etc) instead of the current requirement to match the lecture and lab by prefix and number. This change is expected to be completed by June 15 in time for final transcript evaluations and retroactive for 2006 graduates. An updated message will be posted on the Bright Futures Website.

Dr. Kerouac and Ms. Brenda Dickinson shared a draft of a technical assistance paper for Home Education and Dual Enrollment Articulation. This paper is intended to assist postsecondary institutions in developing sound agreements with home educated students who choose to participate in the dual enrollment program. The paper includes frequently asked questions, a sample parent letter, suggested process and procedures, and a sample agreement. Following the suggested revisions, the technical assistance paper will be sent as a tool to assist public postsecondary institutions and district home education coordinators.

Dr. Kerouac also shared a draft of the memo that is currently being sent out as a reminder that Interinstitutional Articulation Agreements are due to the Office of Articulation by August 1, 2006. The 2005 *High School Feedback Report* is expected to be ready for release in the fall of 2006, and the *Counseling for Future Education Handbook* will be revised this summer. Dr. Kerouac asked for suggestions to be emailed or sent to her.

The meeting was adjourned at 3:54 p.m.

Announcements: The next ACC meeting is scheduled for Oct. 25, 2006

Articulation Coordinating Committee

Oct. 25, 2006

Item 3

Subject: Common Prerequisites

PROPOSED COMMITTEE ACTION

Approval of Common Prerequisites based on Report from
Oversight Committee meeting held October 24, 2006

Supporting Documentation: Handouts to be provided.

Facilitators/Presenters: Lynda Page & Pat Frohe

Articulation Coordinating Committee

Oct. 25, 2006

Item 4

Subject: **Statewide PSAV to AAS/AS Articulation Agreements**

PROPOSED COMMITTEE ACTION

Approval of Statewide PSAV to AAS/AS Articulation Agreements

Supporting Documentation: Handouts to be provided.

Facilitator/Presenter: Ms. Nancy Cordill

Articulation Coordinating Committee

Oct. 25, 2006

Item 5

Subject: **Course Level Maintenance Guidelines for SCNS**

PROPOSED COMMITTEE ACTION

Approval of Course Level Maintenance Guidelines for the Statewide Course Numbering System

Supporting Documentation: Handouts included.

Facilitator/Presenter: Mr. Matthew Bouck

**OFFICE OF ARTICULATION
STATEWIDE COURSE NUMBERING SYSTEM**

**MAINTENANCE OF LEVELS FOR COURSES ON THE
STATEWIDE COURSE NUMBERING SYSTEM.**

Florida Statute gives to the Commissioner of Education the authority to appoint committees to determine the levels for courses on the Statewide Course Numbering System. The intent of this statute was to both resolve differences in levels among then approximately 1,700 courses, but also to assign to the SCNS faculty discipline committees the continuing responsibility to maintain course levels. The assumption of this statute is that courses similar in content should have similar levels to facilitate the transfer of credit throughout the system. Moreover, courses that are correctly given different levels are not equivalent. Therefore, courses with different levels will not be assigned the same prefix and last three digits on the SCNS. *Please note, levels are interpreted as categories: college prep/PSAV=0; lower=1/2; upper=3/4; and graduate=5-9.*

Institutions, when submitting a course to the SCNS for review and number assignment, will recommend the course level. The appropriate SCNS faculty discipline committee coordinator will review the course both for content and the appropriateness of the material for the level suggested.

Appropriate Course Content and Level

If the course content is appropriate for the level recommended by the institution the SCNS faculty discipline coordinator will assign an equivalent or unique course number at that level recommended by the institution.

Issue Regarding Course Content and Level

If the course content is not appropriate for the level recommended the SCNS faculty discipline coordinator will communicate this difference to SCNS staff with a directive (if necessary) to seek more information to justify why the content at this institution warrants a different level.

The discrepancies between course content and level recommendation will be diagnosed under the following criteria:

- (1) If the course submitted is comparable in content to existing SCNS courses at other institutions, but at a different level.
- (2) If course submitted has no other comparable courses on the SCNS, the faculty discipline coordinator will evaluate, using established criteria from Rule 6A-0242 and that of the Standing Committee for Course Numbering, the content and materials submitted for the appropriateness of the level recommended.

In cases where a question is raised regarding the proper level of a course and the institution does not agree with the initial recommendation regarding level and course number, the issue will be sent to the entire faculty discipline committee for a determination. The course will then be assigned a number based on one of the conditions below.

- (1) The course will be given the recommended course level at an equivalent or unique course number (prefix and last three digits). This will assume the institution has supplied supporting documentation supporting the different course level.
- (2) The course will be assigned a different level than recommended to match existing courses and/or course content. This will assume the institution ultimately agrees with the faculty discipline committee's assessment of the level, or the material submitted in support of the different level was not sufficient to support the level recommended.

If the SCNS and institution cannot resolve an issue regarding the level or course number assigned, the institution may appeal to the Standing Committee on Course Numbering for review. If no resolution is achieved the matter will be forwarded to the Articulation Coordinating Committee for discussion and final action.

Articulation Coordinating Committee

Oct. 25, 2006

Item 6

Subject: Florida Secondary School Redesign Act (A++) Majors and Minors

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Handouts to be provided.

Facilitator/presenter: Ms. Carrie Fraser

Articulation Coordinating Committee

Oct. 25, 2006

Item 7

Subject: FACTS.org, Academic Planner- ePEP

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Handouts to be provided.

Facilitator/presenter: Dr. Connie Graunke

Articulation Coordinating Committee

Oct. 25, 2006

Item 8

Subject: Review of CPT scores and FCAT Pilot

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Handouts included in packet.

Facilitator/presenter: Dr. Judith Bilsky

CPT Cut Score Committee Final Report

Submitted to Council of Presidents
Council of Instructional Affairs
Council of Student Affairs

DRAFT as of September 7, 2006

Introduction

Most students entering the Florida Community College System who are seeking an associate degree take the Common Placement Test (CPT) to determine if they are ready for college level courses. The State has established uniform mandatory cut scores for the three sections of that test. Passing scores are currently set at 83 for both reading comprehension and writing and 72 for mathematics (Scaled scores, not percentages). Students scoring below these levels are automatically placed in developmental education classes, also known as college preparatory courses and sometimes referred to as “remedial” coursework.

Current Situation

The last time the Florida College Entry-Level Placement Test (known as the CPT) cut scores were changed was for the incoming students for Fall 1996. An additional year was provided to colleges to change their processes so that by Fall 1997 all twenty-eight public community colleges were using the same scores. As part of the ongoing alignment process within the Department of Education, the Division of Community Colleges felt it was time to review the cut scores to determine if they were still set at an appropriate level.

Florida’s CPT is a version of College Board’s ACCUPLACER™ tests which are designed to provide placement, advisement, and guidance information for students entering two- or four-year institutions of higher education. Tests are presented in a computer-adaptive mode, and test scores are provided immediately after testing. The ACCUPLACER™ test delivery system allows for the customization of the order in which tests are presented to students and the creation of placement rules specifically for institutional requirements. The system allows institutions to use a variety of methods to determine which test(s) each individual student is required to take.¹ For example, some colleges opt to initially test students whose primary language is not English on ACCUPLACER’s Levels of English Proficiency (LOEP) assessment to determine their skill level prior to attempting placement via the CPT battery.

The ACCUPLACER™ Online Coordinator’s Guide provides the following explanation for how the test is scored:

Scores for the tests are reported on a 120-point scale and represent an estimate of the score students could expect to receive if they had taken a test of 120 questions. Test center administrators have the option of having the Total Right Score reported as a whole number or as a number with one decimal place. The Percentile Rank and the Standard Error of Measure may also be printed on Individual Student Score Reports if the test center administrator selects to have these scores reported under Testing Options.

The **Total Right Score** is calculated using a formula and is an estimate of a student’s performance with respect to all of the questions in the pool from which a test was drawn. This is the score that should be used in computing summary statistics, in correlating test performance with other information in a student’s records, and in other statistical treatments of the test data.

The **Percentile Rank** indicates student performance in relation to a normative sample of test takers. For the ACCUPLACER™ Tests the normative population was composed of college entry-level students at both two- and four-year colleges.

The **Standard Error of Measure (SEM)** corresponding to a particular score shows the accuracy of the test in assessing a student’s skills and reflects the accuracy of the measurement. Statistically, two-thirds of the examinees will have true levels within the + or – one SEM.

ACT

ACT has developed a set of College Readiness Benchmark Scores based upon their research into the relationship between scores earned on the ACT and grades earned in college level courses. They have determined that the scores needed to be college ready are 18 in English, 22 in mathematics and 21 in reading.

Concordance Scores

A concordance study was done by the Florida Department of Education examining the relationship between the ACT, the SAT and the CPT. Based upon that work, the ACT college readiness benchmark scores translate into the following SAT and CPT scores.

¹ College Board, ACCUPLACER™ Online Coordinator’s Guide, December 2002.

**Table 1
Concordance Scores**

Area	ACT	SAT	CPT
English	18	440-450	93-96
Reading	21	480-490	91-92
Mathematics	22	520-540	99-102

**Table 2
Currently Accepted Minimum Scores**

Area	ACT	SAT	CPT
English	17	440	83
Reading	18		83
Mathematics	19	440	72

Source: State Board of Education, Administrative Rule 6A-10.0315.

Review Process

A small committee of community college practitioners was established to conduct the review of current cut scores (See Appendix A for a list of members). The work of the Committee was conducted via conference call and e-mail. The first conference call was held April 26 and the second July 25, 2006. Between these calls, members conducted a survey of current practices and used local and state level data (See Appendices B and C) to provide background information on current student success rates in both developmental education courses and the subsequent college level course.

Based upon institutional success rates and faculty input, most Florida community colleges have determined that students scoring at the “low end” of the cut score range need additional skills before attempting either MAC1105, College Algebra, or MGF1106, Mathematics for Liberal Arts I, in order to be successful. The survey results show that very few of the institutions are placing students scoring on the cusp directly into college level mathematics. This determination supports the concordance findings of ACT, SAT and CPT score levels shown in Table 1 discussed above.

Starting Point for Discussion

Based upon the information displayed in Table 1, it appears that the current cut scores for the CPT are too low. As a starting point, the committee was asked to consider raising the score for reading comprehension and sentence skills to 93 to more closely align with ACT and SAT score level “cut-offs.” A possible new score for mathematics could be 83 to start in intermediate algebra, MAT1033, a non-Gordon Rule/non-General Education, college-credit course, and 99 to enroll directly in College Algebra, MAC1105.

During the two conference calls, the Committee members discussed the various aspects of raising the statewide CPT cut scores. Items for consideration included:

- Impact of increased skill level diversity in classes
- Impact of the possible need for new levels of classes
- Impact on rates of student success
- Impact on the need for new faculty or change in faculty assignments
- Impact on student motivation
- What was currently being done in terms of placing students into College Prep, MAT1033 and MAC1105
- Grades earned by various CPT scores

As mentioned above, a survey was conducted of all twenty-eight colleges in the system asking about current policies related to placing students who scored at the cusp or slightly above into College Preparatory or college level courses. For English and writing, most institutions are placing students who scored at the current cut levels or above directly into college level courses. For mathematics, most institutions are recommending the highest level College Preparatory class or MAT1033 for students in the 72-83 range and then MAT1033 or MAC1105 for students scoring in the mid-80s and above.

Another area explored was the type of grades students are currently earning in subsequent courses per different score levels on the CPT. In English and writing, there is little difference in the percent passing² for students scoring at the various levels within the 83-100 range on those sections of the CPT. **This implied that there was no need to change current cut scores and/or current practices in the areas of English and writing.** For mathematics, there was more difference among ranges of scores close to the current cusp, but some of the differences were counterintuitive. Students scoring close to the cusp often made higher grades than those in higher score ranges. One possible explanation for this is that these students could have been counseled into the highest level of College Preparatory and were almost certainly put into MAT1033 prior to taking MAC1105. Thus, they received refresher instruction on various mathematics skills prior to enrolling in college level classes and were able to make better course grades than students who went directly into MAC1105 without the same refresher instruction. Taken as a whole, the current practices appear to be providing the type of skill enhancement needed in mathematics.

The Committee agreed that the data indicated students who scored a 72 on the mathematics section of the CPT were not ready for college level MAC1105 and should be placed into either developmental mathematics or MAT1033 depending upon other factors such as highest level of high school math as well as grades in high school math courses and how recently they were taken. Discussion then ensued about whether to change the current Rule to a mid-80s cut score for math, i.e., the rule should reflect the general policy. Some members felt students should not enter college credit/level math until they score at least at a level that reflects readiness for college level mathematics. (Note: Although MAT1033, Intermediate College Algebra, is a college-credit course, it is considered part of the “college preparatory sequence” and does not fulfill General Education requirements.)

Others felt that the Rule only references mandatory developmental education, e.g., those prep courses which do not carry college credit. While most agree that students who score a 72 are not ready for MAC1105, there is a recognized window when students may be placed into MAT1033 or MAC1105 or MGF. **It appears the best way to do this is to not raise the mandatory cut score but to update needed competencies and build on what is currently happening.** The preference is to reflect what is really happening in a way that serves students but does not require a mandatory rule change.

Based upon the discussions of the above items, the information in the survey, and the data displays, the committee made the following recommendation:

Recommendation

The mandatory cut scores shall remain as they now stand: 83 for both reading and writing and 72 for mathematics.

The Division of Community Colleges further recommends, in support of 2006 A++ legislation, a review of competencies for all developmental education courses (“prep courses”) during the 2006-07 academic year.

The following placement guidelines for mathematics were further recommended:

1. For students scoring 72-86 on the Elementary Algebra section of the CPT, it is recommended that institutions place students into MAT 1033 as a means of building additional skills prior to college level work.
2. For students scoring above 86 on the Elementary Algebra section of the CPT, it is recommended that additional assessments such as the College Level Mathematics section of the CPT, be administered and the results, along with the student’s intended program, be used to determine if the appropriate placement is MAT1033, MAC1105 or MGF1106.

Note: Placement into MAC1105 presumes completion of high school Algebra II or higher with a grade of C or better and/or consent of instructor.

Appendices

- A – Membership list
- B – Survey of current practices
- C – Data displays
- D – Minutes of conference calls
- E – Summary of e-mail discussion

² Percent passing is defined as earning an A, B, or C grade.

Appendix A
CPT Cut Score Committee Membership List

Name	Institution
Judy Bilsky	DOE
Michael Jones	DOE
Sharon Koon	DOE
Ian Neuhard	DOE
Pat Windham	DOE
Pat Hare	Brevard
Mike Mears	Manatee
John Rosen	Manatee
Ginger Pedersen	Palm Beach
Sharon Sass	Palm Beach
Dot McGinnes	Santa Fe
Joyce Romano	Valencia

Appendix B
Survey of Current Practices
Fall 2006

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
Brevard	Uses state mandated CPT scores for placement; students cannot self-register for any prep course.	Does not appear that prep is organized into a program that is separate or featured.	MAT0012, Pre-Algebra Prep, CPT 20- 39 AND MAT0024 CPT 50-71 Elementary Algebra OR MAT0020 CPT 40-49 Combined Pre and Elementary MAC1105, Elem. Algebra 95+	REA0001, College Prep Reading I, CPT 20-50 REA0002, College Prep Reading II, CPT 51-82	ENC0001, College Prep Writing I, CPT 20-60 ENC0010, College Prep Writing II CPT 61-82	No, has a link page on the web for ESL students	None – no placement grid in catalog.
Broward	Well featured on web site as a program for college readiness.	College Preparatory Program, College Readiness web site, District Director for College Readiness	MAT0012 – Pre-algebra CPT 0-32 & MAT0020 – Pre Algebra – CPT 33-71 OR MAT0024 – Elementary Algebra(combined) MAT1033 – 72 or above MAC1105 – 83 or above plus an additional test	REA0001C – College Prep Reading I CPT 0-47 REA0006C – College Prep Reading II – CPT - 48-82	ENC0010 – College Prep Writing Skills 1 – CPT 0-75 AND ENC0021 College Prep Writing Skills II – CPT 76-82 OR ENC0085 (combined)	Yes – students are placed with LOEP within the prep EAP curriculum	Placement in two or more preps requires students to take SLS1501
Central Florida	Integrates academic coursework and personal counseling (developmental approach).	College Preparatory Program with special web pages.	MAT0012C – Integrated Arithmetic and Algebra CPT 0-69 MAT0024C College Prep Algebra CPT– 71 or lower MAC1105- Elementary Algebra 83 -120 College Level Mat 35 – 69	REA0001C – College Prep Reading ICPT 0-59 REA0002C – College Prep Reading II CPT 60-82	ENC0001C – College Prep English I CPT 0-59 ENC0010C College Prep Reading II CPT 60-82	Yes – students are placed with LOEP, marketed towards international students.	Placement in two or more preps requires students to take SLS1501

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
Chipola	Uses a combination of ACT and CPT scores to place students in prep courses.	Does not appear that prep is organized into a program that is separate or featured.	MAT0002-Developmental Mathematics (self-paced) instructor discretion MA0024 – College Prep Algebra – CPT 20-71 MAC1105 – 72 & higher plus 2 years of HS Algebra.	REA0003 – Applied Reading CPT 20-38 REA0004 – College Prep Reading – CPT 39-82.	ENC0003 – Applied English (pre-prep) CPT 24-46 ENC0004 – College Prep English – CPT 47-82	No ESL/EAP program.	None.
Daytona Beach	Developmental approach with developmental student learning communities for students who place in both reading and writing.	Yes, featured in the programs of study section of the catalog.	MAT0002 – Pre-Algebra CPT 84 & lower MAT0024 – Elementary Algebra CPT 85 or lower MAT1033 – Intermediate Algebra CPT 72 or above	REA0001 – Reading 1 – CPT 0 -82	ENC0001 – Writing 1 – CPT 0-82	Yes, marketed towards international students.(English Language Institute)	SLS1222 Dynamics of Student Success recommended.
Edison	Comprehensive program with 3 courses at each level – each course is 90 contact hours per semester. Uses state mandated scores.	Labeled “Learning Assistance” – has own web site	MAT9002 – Basic Mathematics CPT 0-35 MAT9012- CPT 35-50 Developmental Algebra I MAT9020 – (no placement, 2 nd half of sequence) Developmental Algebra II MAT9024 – CPT 50-71 Introduction to Algebra A fast track is also available – 9024 (combination of 9012 & 9020) MAC1105	REA9001 – Reading Skills I CPT 0-32 Reading Skills II REA9002 – CPT 33-60 Reading Skills III REA 9003 – CPT 61-82	ENC9010 – CPT 0-60 Developing the Paragraph ENC9020 – CPT 61-75 College Writing Skills ENC9021 – CPT 76-82 Introduction to the Composition	Yes, uses ENS and ESL course prefixes with three levels. Uses TOEFL and CPT for placement.	SAIL program to brush up on skills prior to placement testing.

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
FCCJ	Integrates personal counseling to increase student success.	Organized program with brief description in catalog.	MAT 0002 – CPT 1-28 MAT 0024 – CPT 29-71 MAT 1033 – 0-21 CLM College Level Math – 22 or more	Uses raw scores for placement: REA 0006 – raw score of 1-10 REA 0008 – raw score of 11-14 REA 0010 – raw score of 15-18	CPT 1-50 – placed in ENC 0001 if Reading Comp score 1-88 ENC0021 if Reading Comp score 77 or above CPT 51-82 – ENC 0021 if Reading Comp score 1-88 or ENC 1101 if Reading Comp score 89 or higher	No. Each ESL/ENS course is 12 contact hrs per week.	Different attendance policy for prep courses.
Florida Keys	Testing is done in small groups – before and during registration only.	Many online study guides available to students before attempting testing.	MAT 0024 – CPT 71 and below MAT 1033 – CPT 72-97 MAC1105 – CPT 98 & above	REA 0002C – CPT 30-60 REA 0003C – CPT 61-82	ENC 0020 – CPT 82 & below	Yes – students are placed with LOEP within the prep EAP curriculum.	None.
Gulf Coast	Well featured on web site as a program for college readiness.	Well-organized with advisors dedicated to only the Developmental Studies Program.	MAT 0002 - CPT 1-67 Arithmetic MAT 0024 – CPT 68-120 Arithmetic MAT1033 – CPT 72-87 Algebra MAC1105 – CPT 88-120	REA 0001 – CPT 1-63 REA 0002 – 64-82	ENC 0002 – CPT 1-70 ENC 0021 – CPT 71-82	Students who test into the EAP program are automatically enrolled in the Success Center, free of charge, and scheduled for tutoring 50 minutes per week. (Regular Success Center enrollment is \$40.)	None.

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
Hillsborough	Students must meet with an advisor before scheduling a testing appointment.	Organized program with its own web pages.	MAT 0024 – CPT 51-71.9 MAT 1033 or MGF 1119 – CPT 72-94.9 MAC1105, GF1106/1107, STA2023 CPT 95-120	REA 0001 or REA0001C – CPT 20-70 REA 0002 or REA0002C – CPT 71-82	ENC0010 or ENC0010C – CPT 20-70 ENC 0020 OR ENC0020C – CPT 71-82	Offers LOEP.	None.
Indian River	Well featured, with full description and scores on website.	Organized program with brief description in catalog.	MAT 0012 – CPT 20-35 MAT 0024 – CPT 36-71 MAC1105 EA 44-59	REA 0001 or EAP 0320 & ESL Prep Reading 1 – CPT 20-27 REA 0002 or EAP 0420 & ESL Prep Reading II – CPT 58-82 REA 1205 & Advanced College Reading I (Recommended) - CPT 83+	ENC 0080 or EAP 0380 – CPT 20-60 ENC 0001 or EAP 0480 – CPT 61-82	A total of 8 ESL courses offered.	Citizenship-prep classes for immigrants also offered.
Lake City	Integrates coursework with personal counseling dedicated to prep students.	Organized program run through the Student Development Center.	MAT 0002 & SLS 1101 – CPT20-85; MAT 0024 & SLS 1101 – CPT 86-120; MAC1105 EA 83-120 CLM 35 TO 69	REA 0002 & SLS 1101 – CPT 20-82	ENC 0010 & SLS 1101 – CPT 20-59 ENC 0020 & SLS 1101 – CPT60-82	No ESL/EAP program advertised in catalog or on website.	Students must call for an appointment to take the CPT.

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
Lake-Sumter	Uses state-mandated CPT scores.	Does not appear that prep is well-featured. Very little information available- briefly mentioned in catalog, no dedicated website.	MAT 0012 – CPT Algebra 20-36 & Arithmetic 20-80 MAT 0024 – CPT Algebra 20-36 & Arithmetic 81-120 MAC1105 – CPT 94 or higher EA 37-71	REA 0001 – CPT 20-82	ENC 0001 – CPT 20-70 ENC 0010 – CPT 71-82	No ESL/EAP program advertised in catalog or on website.	In order to take the placement test, students must present a Placement Test Referral Form (sent to student after applying for admission). Only one retake is allowed.
Manatee	Integrates counseling with coursework.	Briefly mentioned in catalog, not well-featured.	MAT 0012 and MAT 0012L Lab – Less than 70 on Arithmetic and less than 72 on Algebra MAT 0024 and MAT 0024L – 72 or more and less than 72 on Algebra MAT 1033 – 72 or higher Algebra & 0-28 College Math MAC1105 – 72 or more Algebra & 29-50 College Math	REA 0001 and REA 0001L – CPT 0-42 REA 0002 and REA 0002L – CPT 43-82	ENC 0010 and ENC 0010L – CPT 0-61 ENC 0020 – CPT 62-82	None.	CPT may be retaken only once per term.
Miami Dade	Well-featured with full description and scores available on website.	Well-organized program with online study guides available for students.	MAT 0002 – CPT 20-29 MAT 0020 – CPT 30-64 MAT 0024 – CPT 65-120 MAT 1033 – CPT 72-89	REA 0001 – CPT 20-50 REA 0002 – CPT 51-70 REA 0003 – CPT 71-82	ENC 0002 – CPT 20-50 ENC 0020 – CPT 51-70 ENC 0021 – CPT 71-82	Ellis Program is used as a tutorial.	CPT is free.

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
North Florida	Very little information available-brief description in catalog and no testing website.	Does not have an organized program.	Introductory Algebra – CPT 20-71 Intermediate Algebra – CPT 72-87	REA 0001 – CPT 20-50 REA 0002 – CPT 51-70 REA 0003 – CPT 71-82	Writing Skills I – CPT 20-59 Writing Skills II – CPT 60-82	No EAP/ESL program.	None.
Okaloosa-Walton	Well-featured with full description and scores available on website.	College Preparatory Program with special web pages under “Testing.”	MAT 0024 – CPT 50-71 MAT 1033A CPT 72-89 MAC 1105 CLM – 90 or above	REA 0001 – CPT 20-63 REA 0002 – CPT 64-82	ENC 0020 – CPT 20-68 ENC 0080 – CPT 69-82 LIN 1670 – CPT 83-91	None.	Only students who test into the lowest levels of prep are required to take SLS 1101.
Palm Beach	Well-featured program with counseling and tutoring available, full description and scores available online and in catalog.	Organized program with its own web pages under “Testing Center.”	MAT 0012 – CPT 0-44 MAT 0020 – CPT 45-71 MAT 1033 – CPT 72 & above MAC1105 – EA 73+ CLM 44+	REA 0001 – CPT 0-60 REA 0010 – CPT 61-82	ENC 0001 – CPT 0-60 ENC 0010 – CPT 61-82	Foundation Program which includes academic support and tutoring. Three levels of Reading/English courses and two levels of Speaking/Listening courses available.	Students must wait 30 days before retaking the CPT. Students who test into any English or Reading prep must enroll in SLS 1501.
Pasco-Hernando	Uses state mandated CPT scores for placement.	Program is not well-featured in catalog or online.	MAT 0012 – CPT 0-64.4 MAT 0024 – CPT 64.5-120 MAT1033 – CPT 71.5-96.4 MAC1105 CLM 44+	REA 0001 – CPT 0-67.4 REA 0002 – CPT 67.5-82.4	ENC 0080 – CPT 0-65.4 ENC 0010 – CPT 65.5-82.4	No ESL/EAP program.	SLS 1501 recommended, but not required, for all students who test into prep.

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
Pensacola	Well-featured program with separate labs for each area (math, reading, writing, computer).	Organized program offered through the Learning Enrichment Center, part of the Developmental Studies Dept.	TABE – CPT 27 or below Arithmetic MAT 0002C – CPT 28-82 Arithmetic MAT 0024C – CPT 83-120 Arithmetic CPT 50-71 Algebra CPT 49 or below Algebra refer to Arithmetic Test MAT1033 CPT Algebra 72-82 MAC1105 CPT Algebra 83-112 or CLM CPT 43-66	TABE – 27 or below REA 0001C – CPT 28-60 REA 0002C – 61-82	TABE – 38 or below ENC 0001C – CPT 39-68 ENC 0002C – CPT 69-82	No ESL/EAP program.	Students who test into two or more college prep classes must take SLS 1101. Offers S.A.I.L. program.
Polk	Uses state mandated CPT scores for placement.	Briefly mentioned in college catalog, prep has its own web pages but are not very detailed.	MAT 0012 – CPT 0-39 MAT 0024 – CPT 40-71 MAT 1033 – CPT 72-89	REA 0001 – CPT 0-59 REA 0002 – CPT 60-82	ENC 0001 – CPT 0-61 ENC 0010 – CPT 62-82	None.	None.

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
St. Johns River	Uses state mandated CPT scores for placement.	Briefly mentioned in college catalog, prep has its own web pages but are not very detailed	Adult Basic Education or MAT 0001C – Arithmetic score 20-30 Adult Secondary Education or MAT 0002 – Arithmetic score 31-44 MTB 1103 – Arithmetic score 45 & above MAT 0024 – Algebra score 45-71 Arithmetic score 63 or above MAT 1033 – Algebra score 72-84 MAT0012 – Algebra score 20-71 Arithmetic score 45-62 MAC1105 – Algebra score 85 or above	Adult Basic Education or REA0001 CPT 20-59 REA 0002 – CPT 60-82 REA 1505 or REA1105 CPT 83-90 (Recommended)	ENC0002 Adult Basic Education CPT 20-54 ENC0010 Adult Secondary Education or CPT 55-70 ENC 0020 CPT 71-82	None.	None.
St. Petersburg	Well featured on web site as a program for college readiness.	Yes, featured under Entrance Procedures in the catalog.	CPT (Arith) 20-64 Algebra less than 72 – MAT 0012 CPT (Arith) 65-120 – MAT 0024 CPT (Alg) 72-120 – MAT 1033	CPT 20-53 - REA 0001 & REA 0001L CPT 54-82 – REA 0002 & REA 0002L	CPT 20-57 – ENC 0010 & ENC 0010L CPT 58-82 – ENC 0020 & ENC 0020L	Offers only EAP courses.	None.

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
Santa Fe	Uses state mandated CPT scores for placement.	Yes, featured in under Assessment Center in the catalog.	CPT 20-85 – MAT 0002 or MAT 0002C (Arith. & Algebra <105) CPT 20-85 – MAT 0020 or MAT 0020C (Arith. & Algebra >105) CPT 20-71 – MAT 0024 CPT 72-82 – MAT 1033	REA 0001 – CPT 20-60 REA 0002 – CPT 61-82	ENC 0001 – CPT 20-60 ENC 0020 – CPT 61-82	Offers three levels of ESL instruction.	Offers SAIL program.
Seminole	Uses state mandated CPT scores for placement.	Testing has its own web pages, but with limited information.	MAT 0012C – Algebra score of 20-46 & Arithmetic score of 25-74 MAT 0024C or MAT 0020C – Algebra score of 47-71 & Arithmetic score of 75-120 MAT 1033 – Elementary Algebra score of 72-120 CLM 20-36	REA 0001C & Lab or LOEP for EAP Placement – CPT 20-52 REA 0002C & Lab or LOEP for EAP Placement – CPT 53-82	ENC 0001C & Lab or Loep for EAP Placement – CPT 20-82	Offers TOEFL, LOEP and EAP courses.	None.
South Florida	Uses state mandated CPT scores for placement.	Prep is organized into a separate program with its own web pages.	TABE – CPT 20-26 MAT 0024 – CPT 27-71 MAT 1033 – CPT 72-84 MAC1105 - CPT 85-120	TABE – CPT 20-57 REA 0001C – CPT 58-82	TABE – CPT 20-64 ENC 0001 – CPT 65-75 ENC 0010 – CPT 76-82	Offers TOEFL prep and ESOL.	

College Name	Prep Policy summary	Prep Program Organization	Math Levels and Courses, Cut Scores	Reading Levels and Courses, Cut Scores	Writing Levels and Courses, Cut Scores	Alternate Courses for EAP/ESL	Other Special Features
Tallahassee	Very little information available; minimal information available from website or catalog.	Does not appear that prep is organized into a separate program.	MAT 0002 – Arithmetic 0-55 & Algebra 0-71 MAT 0024C – Arithmetic 56+ & Algebra 0-44 MAT 0024 – Arithmetic 56+ & Algebra 45-71 MAT 1033 – Algebra 72-87 MAC1105 – Algebra 88 & above	REA 0001 – CPT 0-49 REA 0002 – CPT 50-82	ENC 0020 – CPT 0-82	No, offers 2 levels of EAP courses.	None.
Valencia	Uses state mandated CPT scores for placement.	Organized program, full description available in catalog.	MAT 0012C – Arithmetic 0-71 Algebra 0-41 MAT0020C- Arithmetic 72 or more MAT 0024C – Algebra 42-71 MAT 1033C – Algebra 72-89 MAC1105 – Algebra 90 or more	CPT 59 or less – REA 0001 & REA 0001L or REA 0001C, Followed by REA 0002 & REA 0002L or REA 0002C CPT 60-82 – REA 0002 & REA 0002L or REA 0002C	CPT 53 or less – ENC 0010 & ENC 0010L Followed by ENC0012 & ENC0012L CPT 54-82 – ENC 0012 & ENC 0012L	Offers LOEP and TOEFL	Placement in 3 preps requires students to take SLS 1122

**Appendix C
Data Displays**

A Comparison of CPT Scores and Grades in Selected Courses

CPT Mathematics Scores

MAT1033

Fall 2003

Score	Grades						Number	D, F, or W	% Pass ed
	A	B	C	D	F	W			
72-75	12.78	24.70	23.85	9.71	16.01	12.95	587	38.67	61.33
76-80	17.55	20.69	23.51	11.60	16.14	10.50	638	38.24	61.75
81-85	17.41	24.16	21.85	8.17	15.28	13.14	563	36.59	63.42

Fall 2004

Score	Grades						Number	D, F, or W	% Pass ed
	A	B	C	D	F	W			
72-75	12.70	21.16	19.95	11.00	18.86	16.32	827	46.18	53.81
76-80	13.68	21.08	22.08	9.66	18.19	15.31	797	43.16	56.84
81-85	17.85	22.15	20.77	8.62	16.62	14.00	650	39.24	60.77

MAC1105

Fall 2003

Score	Grades						Number	D, F, or W	% Pass ed
	A	B	C	D	F	W			
72-75	30.00	29.09	15.45	7.27	9.09	9.09	110	25.45	74.54
76-80	18.97	32.76	17.24	10.34	8.62	12.07	58	31.03	68.97
81-85	23.33	17.78	23.33	10.00	8.89	16.67	90	35.56	64.44
86-90	15.04	21.05	18.05	8.27	15.04	22.56	133	45.87	54.14
91-95	20.51	29.06	15.38	12.39	10.68	11.97	234	35.04	64.95
96-100	24.88	21.60	18.31	6.57	12.21	16.43	213	35.21	64.79

Fall 2004

Score	Grades						Number	D, F, or W	% Pass ed
	A	B	C	D	F	W			
72-75	20.00	21.82	22.73	9.09	8.18	18.18	110	35.45	64.55
76-80	16.42	20.90	25.37	13.43	7.46	16.42	67	37.31	62.69
81-85	15.19	20.25	25.32	7.59	12.66	18.99	79	39.24	60.76
86-90	18.67	18.67	22.89	6.63	12.65	20.48	166	39.76	60.23
91-95	14.71	23.04	19.61	6.86	15.20	20.59	204	42.65	57.36
96-100	17.60	23.61	18.03	4.72	16.74	19.31	233	40.77	59.24

CPT Reading Scores**ENC1101**

Fall 2003

Score	Grades						Number	D, F, or W	% Pass ed
	A	B	C	D	F	W			
83-85	14.68	32.26	20.11	6.35	12.00	14.60	1308	32.95	67.05
86-90	15.69	31.15	19.99	6.91	12.33	13.92	2141	33.16	66.83
91-95	18.50	29.82	21.36	5.16	11.88	13.28	1784	30.32	69.68
96-100	22.89	30.39	16.48	4.61	11.09	14.53	1280	30.23	69.76

Fall 2004

Score	Grades						Number	D, F, or W	% Pass ed
	A	B	C	D	F	W			
83-85	16.00	32.07	20.60	5.77	12.13	13.44	1369	31.34	68.67
86-90	14.82	29.83	20.80	6.42	13.80	14.33	2072	34.55	65.45
91-95	18.80	30.38	18.98	5.82	12.86	13.15	1718	31.83	68.16
96-100	23.55	28.65	16.31	5.09	11.56	14.84	1159	31.49	68.51

CPT Writing Scores**ENC1101**

Fall 2003

Score	Grades						Number	D, F, or W	% Pass ed
	A	B	C	D	F	W			
83-85	11.25	30.18	25.45	6.88	11.96	14.29	1120	33.13	66.88
86-90	12.84	30.32	22.62	6.19	12.08	15.96	1923	34.23	65.78
91-95	16.14	30.79	20.90	6.40	12.86	12.91	1890	32.17	67.83
96-100	18.22	33.16	18.16	4.28	11.25	14.94	1707	30.47	69.54

Fall 2004

Score	Grades						Number	D, F, or W	% Pass ed
	A	B	C	D	F	W			
83-85	10.96	28.68	24.11	7.67	14.06	14.52	1095	36.25	63.75
86-90	13.34	30.72	22.57	6.33	12.97	14.06	1927	33.36	66.63
91-95	15.20	30.30	20.94	5.37	13.62	14.57	1901	33.56	66.44
96-100	18.36	29.65	18.89	5.47	11.29	16.34	1683	33.10	66.90

Grade Distributions

Fall 2004

Area		Grades									Total
		A	B	C	D	F	I	S	U	W	
Credit Transfer	Number	209,781	183,554	120,301	36,597	67,476	3,782	957	113	100,157	722,718
	Percent	29.0%	25.4%	16.6%	5.1%	9.3%	0.5%	0.1%	0.0%	13.9%	100.0%
Vocational Credit	Number	81,601	57,491	31,252	7,636	16,028	1,769	6,920	113	24,942	227,752
	Percent	35.8%	25.2%	13.7%	3.4%	7.0%	0.8%	3.0%	0.0%	11.0%	100.0%
Vocational Clock	Number	13,527	10,433	4,707	751	2,142	906	14,385	1,455	2,085	50,391
	Percent	26.8%	20.7%	9.3%	1.5%	4.3%	1.8%	28.5%	2.9%	4.1%	100.0%
Developmental Education	Number	13,746	21,257	15,316	3,900	11,785	555	13,836	5,550	17,678	103,623
	Percent	13.3%	20.5%	14.8%	3.8%	11.4%	0.5%	13.4%	5.4%	17.1%	100.0%
Freshman English	Number	12,427	16,986	10,143	2,664	5,418	259	-	-	6,837	54,734
	Percent	22.7%	31.0%	18.5%	4.9%	9.9%	0.5%	0.0%	0.0%	12.5%	100.0%
Freshman Math	Number	5,887	6,830	6,790	2,476	4,589	83	-	-	6,728	33,383
	Percent	17.6%	20.5%	20.3%	7.4%	13.7%	0.2%	0.0%	0.0%	20.2%	100.0%

2004-05

Area		Grades									Total
		A	B	C	D	F	I	S	U	W	
Credit Transfer	Number	522,168	434,616	280,970	83,870	152,100	11,226	2,725	282	230,659	1,718,616
	Percent	30.4%	25.3%	16.3%	4.9%	8.9%	0.7%	0.2%	0.0%	13.4%	100.0%
Vocational Credit	Number	207,437	140,069	75,322	17,824	36,869	4,894	18,744	356	56,390	557,905
	Percent	37.2%	25.1%	13.5%	3.2%	6.6%	0.9%	3.4%	0.1%	10.1%	100.0%
Vocational Clock	Number	36,045	26,217	11,112	1,769	5,399	2,692	36,954	3,608	4,620	128,416
	Percent	28.1%	20.4%	8.7%	1.4%	4.2%	2.1%	28.8%	2.8%	3.6%	100.0%
Developmental Education	Number	30,113	43,298	30,784	8,230	25,237	1,494	30,345	11,611	39,132	220,244
	Percent	13.7%	19.7%	14.0%	3.7%	11.5%	0.7%	13.8%	5.3%	17.8%	100.0%
Freshman English	Number	22,874	31,455	19,454	5,173	11,052	646	-	-	14,572	105,226
	Percent	21.7%	29.9%	18.5%	4.9%	10.5%	0.6%	0.0%	0.0%	13.8%	100.0%
Freshman Math	Number	13,533	15,930	15,948	5,961	10,341	413	-	-	15,437	77,563
	Percent	17.4%	20.5%	20.6%	7.7%	13.3%	0.5%	0.0%	0.0%	19.9%	100.0%

Notes: Credit transfer is limited to what Florida classifies as Advanced and Professional. Many courses within vocational credit may also transfer. Vocational clock are those courses that emphasize skills such as auto mechanics or plumber. Developmental education includes reading, writing, mathematics, ESL and vocational developmental. Freshman English is defined as Freshman Composition Skills I (ENC1101) and freshman math as College Algebra (MAC1105).

Appendix D
Minutes of Committee Conference Calls

CPT Review Committee
Initial Meeting via Conference Call
April 26, 2006
Minutes

Participants:

John Rosen - Manatee
Pat Hare - Brevard
Sharon Sass and Ginger Pedersen- Palm Beach
Dot McGinnes – Santa Fe
Joyce Romano - Valencia
Judy Bilsky, Ian Neuhard, and Pat Windham – Division of Community Colleges, DOE
Sharon Koon – Assessment, DOE

Charge to the Committee: The committee was charged with reviewing the current CPT statewide cut scores in order to determine if they are set at the appropriate level or if they should be reviewed with an idea of raising them.

Background material: Prior to this call Pat Windham had created a chart comparing CPT, SAT and ACT scores based upon ACTs set of college ready scores. This chart had been distributed along with a spreadsheet indicating the 2004-05 grade distribution for ENC1101 and MAC1105 by CPT scores.

The committee asked if anyone had looked at the potential impact of raising the scores. Dot McGinnes said she had and if the proposed scores had been in place, Santa Fe would have had about 600 additional students in the fall and about 1000 during a year.

Joyce Romano responded that we need to remember that placement in college prep courses is a frustrating and negative experience for new students. We need to balance the need for college prep with the impact on students.

Another area for consideration is that while there appeared to be agreement based upon institutional research that the mathematics score was more misaligned than the English/reading score, an increase in cut scores would result in a broader range of abilities in college prep and thus the need for a review of materials taught. Faculty would be teaching to a broader range of abilities and institutions may have to develop and add new course levels to appropriately address the breadth of identified competencies needed.

Several institutions appear to be using two tests to place students, the CPT for an initial screen and then the CLM to refine the placement. Ginger Peterson agreed to survey the colleges to determine exactly what tests are being used and the scores associated with MAT1033 and MAC1105.

Another concern is the relationship between the FCAT and the CPT. Many parents have trouble understanding how their children can pass the FCAT for high school graduation yet not pass the CPT for college entrance. Judy Bilsky reported that this effort to examine CPT scores was the first action in a major, comprehensive, initiative being undertaken by the Department of Education at identifying college-readiness skills, and in aligning secondary and postsecondary competencies and assessments in order to “close the gap.” Many people do not understand that the current passing FCAT score is the minimum standard. The new K-12 chancellor will be working with Chancellor Armstrong and others to collaboratively identify and implement initiatives which will enhance high school rigor. This is not only a concern in Florida but across the country. At a recent ACC meeting the hot topic was high schools and college readiness. This gives us an opportunity to look at our standards and see where we want to be.

Pat Hare responded that Brevard is already talking with their district employees. They began with English and the conversations have been positive and have resulted in a better understanding of what is needed for college entrance.

We want to see this type interaction occur in all districts so everyone will understand what the minimums are.

Joyce added that high schools were given incentive dollars a while back to test their students according to/with CPT and it is interesting that the reaction was they knew what the scores would be because those were not their college bound students. It is as if they are teaching to two populations. They aren't preparing all students.

Judy responded that all students need to be work and school ready and those standards are the same. The Department is wrapping up a review of the Sunshine State Standards and finalizing competencies. People talk of increasing high school graduation requirements and a more rigorous curriculum but the competencies for both have to be aligned. A statewide task force assigned to review high school graduation requirements could help change perceptions.

The committee then returned to the main charge – Are we where we want to be in terms of the CPT cut scores? Several participants felt the English/reading scores were at an appropriate level. There appeared to be more concern with the math scores. Additional items for consideration in math – how will changed scores impact MGF courses; what would 5-6 points do – would it really make a difference or would we just be creating extra work for institutions without really benefiting students? Is there a better way to ensure success by revising the curriculum rather than the cut scores?

Final consensus - As noted earlier, Ginger Peterson will conduct a survey of the colleges to ascertain what is being used to place into MAT1033 and MAC1105 in terms of scores and tests. Colleges will send Pat Windham any internal research they have done on possible cut scores. Once the survey and research has been received, another meeting date will be established.

**CPT Review Committee
Meeting via Conference Call
July 25, 2006
Minutes**

Participants:

Pat Hare – Brevard
Mike Mears and Paul Nolting – Manatee
Sharon Sass and Ginger Pedersen – Palm Beach
Dot McGinnes – Santa Fe
Joyce Romano – Valencia
Judy Bilsky and Pat Windham – Division of Community Colleges, DOE
Sharon Koon – Assessment, DOE
Michael Jones – Assessment, DOE

Recommendation from Pat Windham (based on information from Denver and Achieving the Dream institutions, Ginger's survey, and previous discussion): The cut scores for the reading and writing portion of the CPT shall remain at their current level of 83. The mandatory placement into developmental mathematics education shall remain at 72 with the recommendation that students scoring between 72 and 86 be placed into developmental education and/or MAT1033 at the discretion of the institution. Students scoring above 86 on the CPT shall be placed into MAT1033 and/or MAC1105 at the discretion of the institution. Each institution may use additional sections of the CPT and/or additional tests to ensure proper placement of students. These additional tests shall not replace the use of the CPT as an initial placement instrument.

Discussion about Pat's recommendation included how the cut scores would be used. Essentially, all schools would have to use the cut scores but could place students according to additional tests. Since the recommendation is to leave cut scores as is, the purpose of the committee was discussed. The purpose was to review and see if people wanted to change the scores. After looking at the survey from Ginger, people are de facto raising the math cut score to the low 80's. Based on the information obtained in the survey, people are also using additional tests or waiting until students score in the low 80's before placing them in MAT1033.

The difference is that under the current cut score you can hold students out of developmental or place them in. Unfortunately, MAT1033 is now counted as excess hours. This may mean the development of new curriculum that will replace MAT1033 and become the last level of prep courses. MAT1033 has no standing (doesn't count as a transfer); it is a transition course before MAC1105. Some institutions are using it as an elective. In 2000, this course became a college level course but you can't count it as a college level math (does not count for Gordon rule). Valencia was one school that had it as a college level course. It was called Algebra for college students. The development of a new, top level developmental course would help with reporting and excess hours.

Discussion ensued about whether to change the rule to a firm 86 cut score for math. One side says the rule should reflect the general policy. Students should not enter college credit/level math until they score at least an 86. So, the rule should be updated.

The other side argues that the rule only discusses mandatory developmental education. While most agree that students who score a 72 are not ready for MAC1105, there is a window when students could go into MAT1033 or MAC1105 or MGF. It seems the best way to do this is to not update mandatory cut score but to increase needed sections and build on what is currently going on. We are trying to bring some attempt at consistency for MAT1033 and MAC1105 placement. The preference is to reflect what is really happening in a way that serves students but doesn't require mandatory rule change.

MAT1033 is a non-developmental course. If we add another level of developmental does that mean we are getting into something we don't really want to. If a score is in a certain range then students might go to the second level of prep and do not take MAT1033. Students are already frustrated with taking prep courses. This one counts as an elective course. You aren't saying to the student that it is a remedial course. It is a different mental perspective. It also counts toward GPA. They are more motivated.

Pat Windham posed that she is still hearing that people don't want to change the math cut off score. She had thought that originally the institutions were saying they wanted to change the cut score, but it now appears that the community colleges like having the range for placing students. Pat poses the idea of developmental education is optional-whatever you want to put your students in. But then how do you decide? If a student is in a series of prep would they skip MAT1033?

Some people are using the ranges as one step in placing students in different courses. Hopefully the final wording will still allow flexibility. Institutions should use local research and what has been discovered about your students. Each institution has a different population they are trying to serve.

Joyce shared institutional data from Valencia. Students who scored 72-82 and are in MAT1033 64% successful and those with the score of 83 and above are 70% successful. There is a about a 6% difference in the success rate. The amount of As and Bs in the class are even between the two but for the grade C it was spread out. Withdrawal is higher among the lower band at about 5% for lower scores. This shows that students in that range can successfully complete the MAT course.

The final consensus is that the committee is in agreement with the recommendation.

In summary, Ginger will send survey results to Tallahassee and the full committee. The committee decided that current mandatory scores will remain the same for reading, writing, and math. There is no bridge course for reading and writing—everyone is already using 83 as a true cut score.

For math, everyone will think about the recommendation and make suggestions if they have any. We still agree that 72 is the appropriate mandatory developmental placement. If a student earns a score of 72- low 80s (83 or 86) colleges have the option to place students into developmental or MAT1033. Additional tests come into play in this score range at the institutions' discretion. If a student earns a score above the mid-80s colleges have discretion for additional testing and placement in MAT1033 or college level math.

Pat will get information on SAT and ACT concordance. It may not be defined enough. The information was what was considered college ready. Pat will get concurrent tables.

Next Steps

- Everyone will look at the survey and report and make recommendations.
- Pat will write up the report and it will go to CIA in October. The report is intended to provide better guidelines to community colleges and consistency in interpreting what the Florida Community College System is doing with test scores. A++ requires a review of all assessments and cut scores. We are looking at answering the question, "What does this mean for students coming out of high school and how does it relate to FCAT, SAT, ACT?"
- The report should cite the data about placement into courses and make it very comprehensive and reflective. We have a responsibility to K-12 through mandates of A++ legislation. We have to justify to the Commissioner's office that we have reviewed the cut scores and we have a found reason to keep them at their current levels.
- The survey will show what all institutions are doing with an amazing amount of consistency.

Appendix E Summary of E-Mail Discussions

The main focus of discussion is on where to place students who score between 72 and 83/86 on the Math section of the CPT. Below is a summary of what the different institutions are currently using or propose using.

SANTA FE COMMUNITY COLLEGE

Santa Fe combines the scores from arithmetic and elementary algebra.

EA<72 AND Arithmetic<86

If the combined score is greater than or equal to 105 a student is placed in MAT0020 (integrated math course). This course is equivalent to MAT0024 but has a brief review of the arithmetic included. Following this course, the student takes the Exit Exam. If the combined score is less than 105, a student is placed into MAT0002.

EA<72 AND Arithmetic>=86

Student is placed into MAT0024.

Once a student completes MAT0020 or MAT0024, they move onto MAT1033, which is a pre-requisite for MGF1106, MGF1107, STA2023. Only way to skip MAT1033 is to score 40 or higher on CLM.

BREVARD COMMUNITY COLLEGE

Brevard uses the EA score and SAT/ACT score for placement.

If $72 < EA < 94$ and $440 < SAT < 519$ or $ACT = 19$, student is placed into MAT1033. (Exceptions to skip MAT1033 and go to MAC1105 done by Math Dept. Chair signature OR student completed HS Alg. I or II with C or better and has higher than 83 on EA).

If $EA \geq 95$ and $SAT \geq 520$ or $ACT > 19$, student is placed into MAC1105, MGF1106, or MGF1107.

If $EA < 72$, student is placed into MATV0012 or MATV0024 depending on how low the score is.

Once a student completes the highest level of Prep Algebra, they move onto MAT1033.

PALM BEACH COMMUNITY COLLEGE

Palm Beach offered up some possibilities for placement.

If $72 < \text{Math Score} < 85$, student is placed in Math Prep then goes to MAT1033, then to MGF1106/MGF1107/MAC1105 or student goes right into MGF1106/MGF1107 or MAT1033 then MAC1105.

If $\text{Math Score} \geq 86$, student is placed into MGF1106/MGF1107/MAC1105 or student can first take MAT1033 then those courses.

Currently, PBCC requires students to take MAT1033 first so that students coming out of prep don't forget the algebra portion before realizing they need this course as a pre-requisite to MAC1105.

FLORIDA
DEPARTMENT OF EDUCATION



Postsecondary Success Begins with High School Preparation

Data Trend #33

JOHN WINN, COMMISSIONER

MARCH 2005

J. DAVID ARMSTRONG, JR., CHANCELLOR

Abstract. This study examines the relationship between high school preparation and subsequent success at the community college. An in-depth analysis was conducted on students' level of courses taken in high school, Florida Comprehensive Assessment Test (FCAT) scores, Common Placement Test (CPT) scores, and their successful outcomes in postsecondary education of receiving an award, transferring to the State University System (SUS), or remaining enrolled.

Highlights:

- Students who take higher level reading and math courses more often score 3 or higher on the FCAT.
- Students who score 3 or higher on the FCAT more often pass the math and reading sections of the CPT.
- Students who pass the math and reading sections of the CPT are more successful academically than their College developmental education counterparts.

Therefore, academic success at the postsecondary level begins with higher level preparation at the secondary level. The need for more rigorous high school and middle school coursework has been recognized by both the Governor and the Department of Education. Initiatives to support this include the Governor's A+ Plan, and the State Board of Education's and Department of Education's middle school and high school reform proposals. The Governor's A+ Plan has been in place since 2000. The A+ Plan is designed to provide:

- Accountability;
- Choices for Parents;
- More resources;
- Rewards for improvement and success; and
- Change when students are not progressing.

In 2004, the Florida Legislature passed the "Middle Grades Reform Act." Since that time, the Division of Public Schools created a Task Force to explore the options for middle grades reform. In January 2005, the recommendations of the Task Force were presented to the Commissioner's Summit for Principals.

The Department of Education is also exploring options for high school reform. Recently, the Office of Equity and Access conducted a study on the rigor of high school coursework. In nine high schools, they are piloting a program to increase the rigor of high school coursework by partnering the high schools with College Board and the Department of Education.

FLORIDA COMMUNITY COLLEGES & WORKFORCE EDUCATION



FCAT vs. CPT Scores. A common misperception is that if you do not prepare for postsecondary education while in high school, you can attend a community college and be “OK.” ACT, Inc., a nationally recognized student achievement testing company, recently released a study titled *Crisis at the Core: Preparing All Students for College and Work* that found, “...a strong positive relationship exists between the amount and kind of high school coursework students take and their readiness for college. The more courses students take and the more challenging those courses, the more likely these students will be college ready and will persist to a college degree.”

This study examines the specific relationship between public high school preparation and subsequent success in the Florida Community College System (FCCS). Using students who completed high school in 2001-02, it will show there is a definite relationship between the rigor of high school courses taken and success on the CPT and in community college education. An in-depth analysis was conducted on students’ level of courses taken in high school, FCAT scores, CPT scores, and their successful outcomes in postsecondary education of receiving an award, transferring to the State University System (SUS), or continuing their enrollment in the FCCS.

Exhibit I shows, for each FCAT level, the percentage of community college students who passed the CPT. The majority of students who scored at least a 4 on the FCAT passed the mathematics section of the CPT. Those who scored at least a 3 on the FCAT passed the reading section of the CPT.

Exhibit I
Percentage of Community College Students Passing
the Mathematics or Reading Sections of the CPT, by FCAT Level

FCAT Levels	CPT Section	
	Mathematics ¹	Reading ²
1	5.5%	12.9%
2	15.0%	44.0%
3	31.1%	74.8%
4	60.1%	92.5%
5	90.4%	94.7%

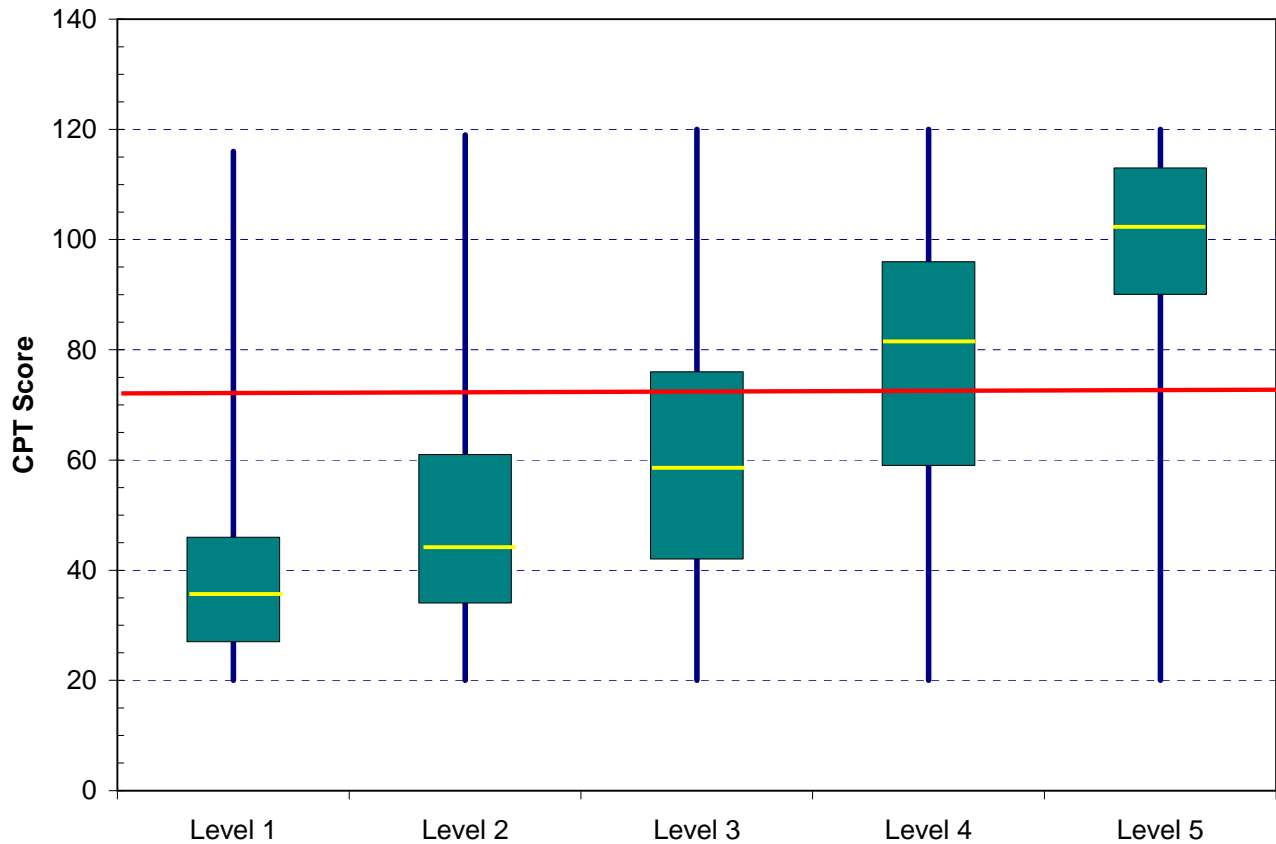
Source: Student Data Base and Education Data Warehouse, 2004.

¹CPT passing score for mathematics is 72.

²CPT passing score for reading is 83.

The boxplot charts seen in Exhibits II and III are a graphic representation of this phenomena. The red line represents the CPT passing score. The yellow lines represent the median score on the CPT for community college students who scored at that level on the FCAT. For instance, for students who scored a level 1 on the FCAT, the median score was 35; half of the students scored higher than that and half scored lower. The thick, vertical blue lines represent the highest and lowest CPT scores by a student within that FCAT level. Level 2 is the level required to graduate from high school.

Exhibit II FCAT Levels by CPT Mathematics Scores



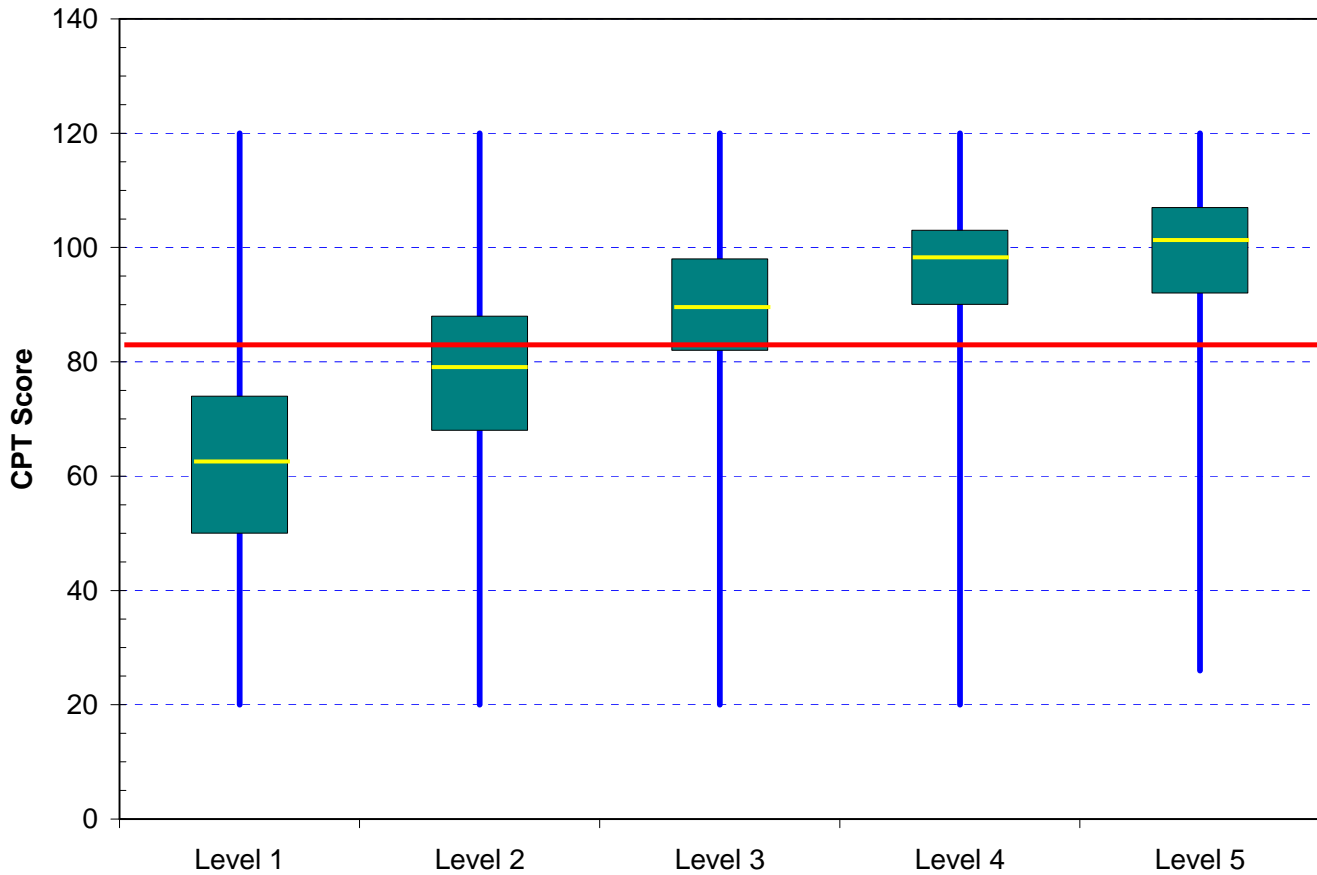
Source: Student Data Base and Education Data Warehouse, 2004.

Exhibit II (Math) shows that the knowledge required to achieve a level 2 score to graduate from high school is not enough for most students to enter college without needing remediation. Students earning a level 4 on the FCAT are the first group to have a median CPT score higher than that required to pass the math section of the CPT.

Exhibit III (Reading) is similar to that of Exhibit II. However, with reading, the median score of level 2 students is very close to the passing score for the reading section of the CPT. Students scoring a level 3 or higher on the FCAT generally pass the reading section of the CPT.

One important point for both Exhibits II and III is that the FCAT is a test taken in the 10th grade. Students do have the opportunity in grades 11 and 12 to fulfill courses that will help them succeed in postsecondary education. This helps explain why a few students scoring low on the FCAT will pass the reading and/or math sections on the CPT.

**Exhibit III
FCAT Levels by CPT Reading Scores**



Source: Student Data Base and Education Data Warehouse, 2004.

FCAT and High School Courses. How does high school coursework affect FCAT scores? One question to consider when analyzing the relationship between FCAT scores and high school courses taken is how did a student taking accelerated math score on the FCAT versus a student taking general math? To analyze this question, the Division of Community Colleges and Workforce Education (DCCWE) developed a course leveling system.

Exhibit IV shows the course leveling system for both mathematics and language arts (“reading”) high school courses. Courses listed in the Florida Course Code Directory as “Basic Education Senior High/Adult” were categorized to create the leveling system. However, courses that are traditionally low enrollment courses were excluded from the analysis so that it would represent the “typical” high school experience. For a complete listing of the courses used and the levels assigned, please see Appendix A.

Exhibit IV High School Course Leveling System for Mathematics and Reading

MATHEMATICS

General Math – Courses that are Algebra I and below. None of these courses have the “Honors” designation.

Honors Math – Courses that are Algebra I and below have the “Honors” designation.

Higher Level Math – Courses that are Algebra II and above, but do not have “Honors,” “AP³,” or “IB” designations. These courses generally include Geometry, Trigonometry, Pre-Calculus, Calculus, and AICE Math Courses.

Honors Higher Level Math – Courses that are Algebra II and above with the “Honors” designation, but do not have “AP” or “IB” designations. These courses generally include Geometry, Trigonometry, Pre-Calculus, and Calculus.

Accelerated Math – Courses that have an “AP” or “IB” designation, allowing students to earn college credit.

READING

Basic/Remedial Reading – Courses that are designated “English Skills.”

General Reading – Courses that are English I-IV and literature courses. These courses do not have the “Honors” or “AICE” designation.

Honors Reading – Courses that are English I-IV and literature courses. These courses have the “Honors” or “Pre-AICE” designation.

Accelerated Reading – Courses that have the “AP,” “IB,” or “AICE” designation, allowing students to earn college credit.

Source: Florida Department of Education, Division of Community Colleges and Workforce Education, 2004.

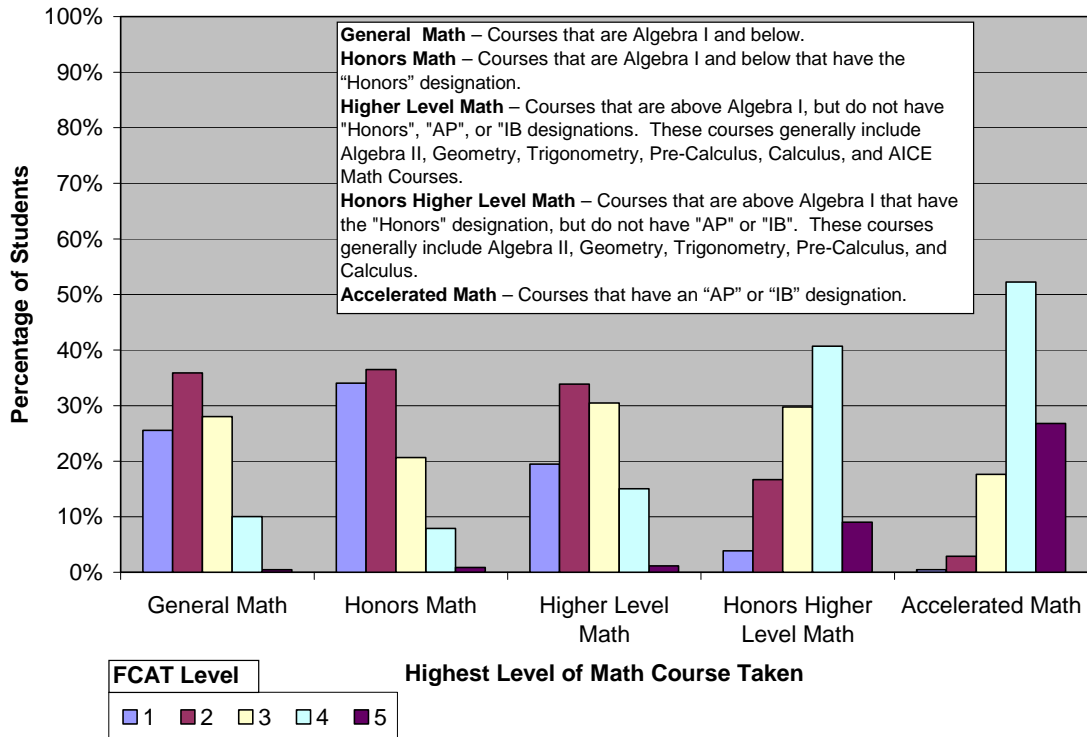
After leveling the courses, each course taken by a student was assigned the corresponding level. The courses were then analyzed against the FCAT score to determine what level of courses students took who scored high on the FCAT versus those who scored low. The theory was that those students who scored low took more basic/remedial and general courses and those who scored high took the higher level and accelerated courses.

Exhibits V (Math) and VI (Reading) show that for both math and reading, the theory holds true. In math, the majority of students who took honors higher level math or accelerated math scored a 4 or 5 on the FCAT. Students who took general math or honors math for Algebra I or lower generally scored a 1 or 2 on the FCAT.

Exhibit VI shows this premise even more clearly. No one in basic/remedial reading scored a 4 or 5 on the FCAT. Those students generally scored a 1 or 2 and a few scored a 3. On the flip side, the majority of students who were in accelerated reading scored 3 or higher.

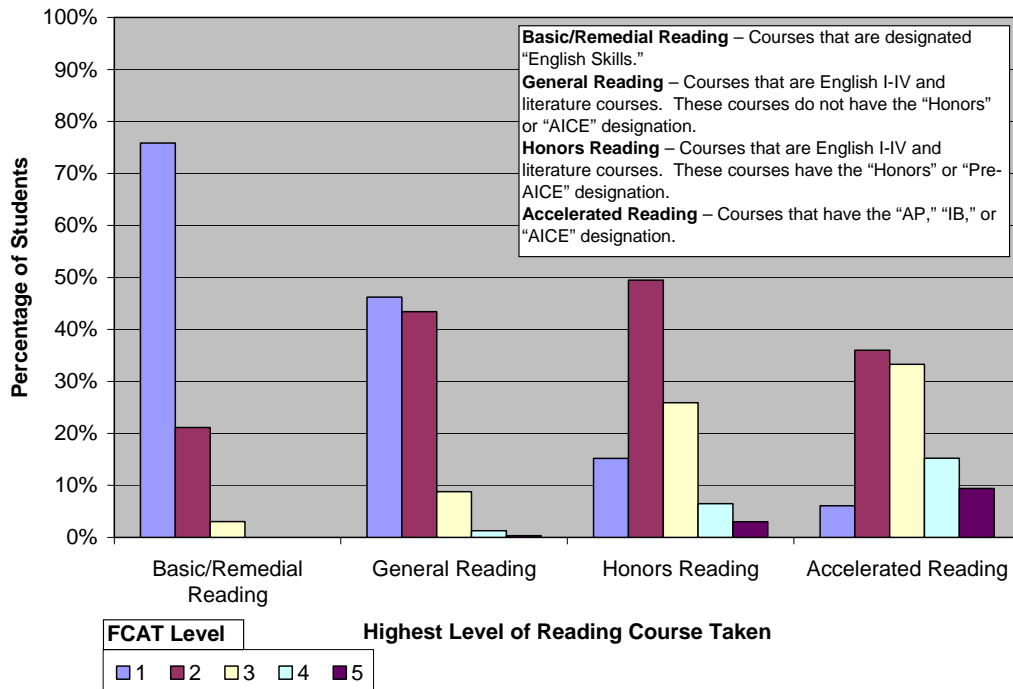
³ “AP” refers to Advanced Placement, “IB” refers to International Baccalaureate, and “AICE” refers to Advanced International Certificate of Education.

Exhibit V FCAT Level, by High School Mathematics Courses



Source: Student Data Base and Education Data Warehouse, 2004.

Exhibit VI FCAT Level, by High School Language Arts Courses



Source: Student Data Base and Education Data Warehouse, 2004.

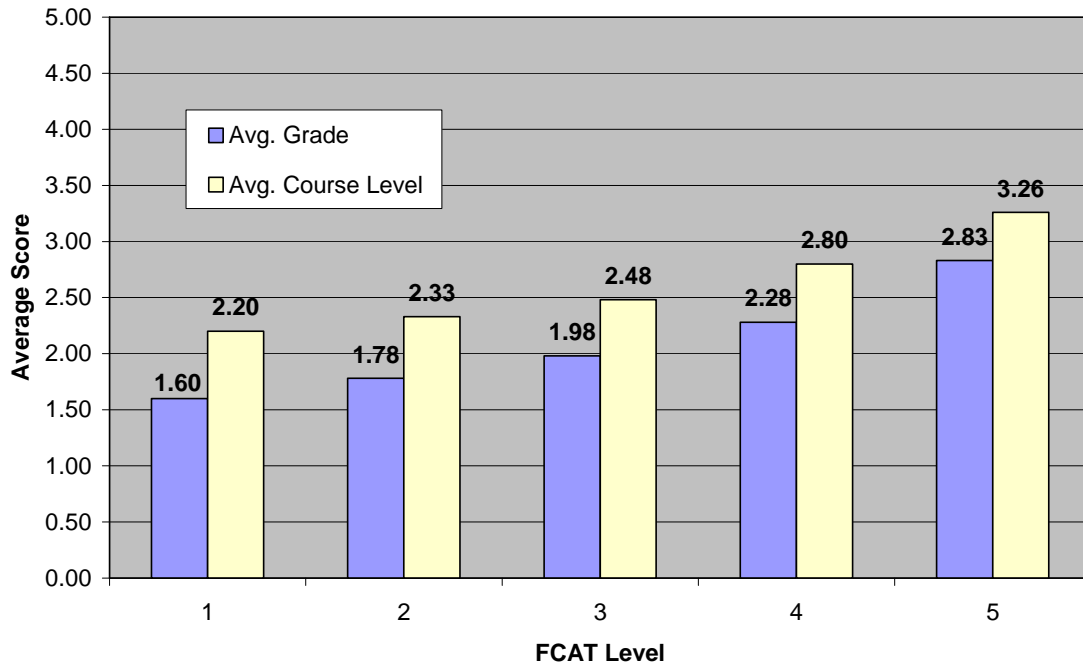
Additional analysis of course levels was conducted. An overall picture of grades and course levels by FCAT level was developed. The average grade was calculated on a 4-point scale where A=4, B=3, C=2, D=1, and F=0. Additionally, the average course level was calculated. For math, the course levels were on a 5-point scale where Accelerated=5, Honors Higher Level=4, Higher Level=3, Honors=2, and General=1. For reading, the course levels were on a 4-point scale where Accelerated=4, Honors=3, General=2, and Basic/Remedial=1.

As expected, in math, the average grade and average course level increases as the FCAT level increases (see Exhibit VII). The average grade for FCAT level 1 is 1.60. For a student scoring level 5, the average grade is up to 2.83. That is more than a one letter grade increase. The same holds true for the courses. Level 1 students have a 2.20 level of difficulty (between Honors and Higher Level) on math courses. Whereas, level 5 students have a 3.26 level of difficulty (between Higher Level and Honors Higher Level) on math courses.

Reading grades and course levels follow a similar pattern (see Exhibit VIII). Students who scored a level 1 on the FCAT had an average grade of 2.15 and, on average, took courses in the “general” category. Whereas, students who scored a level 5 on the FCAT had an average grade of 2.76 and, on average, took courses in the “general” and “honors” categories.

Exhibit VII

Average Grade and Average Course Level in Mathematics High School Courses, by FCAT Level

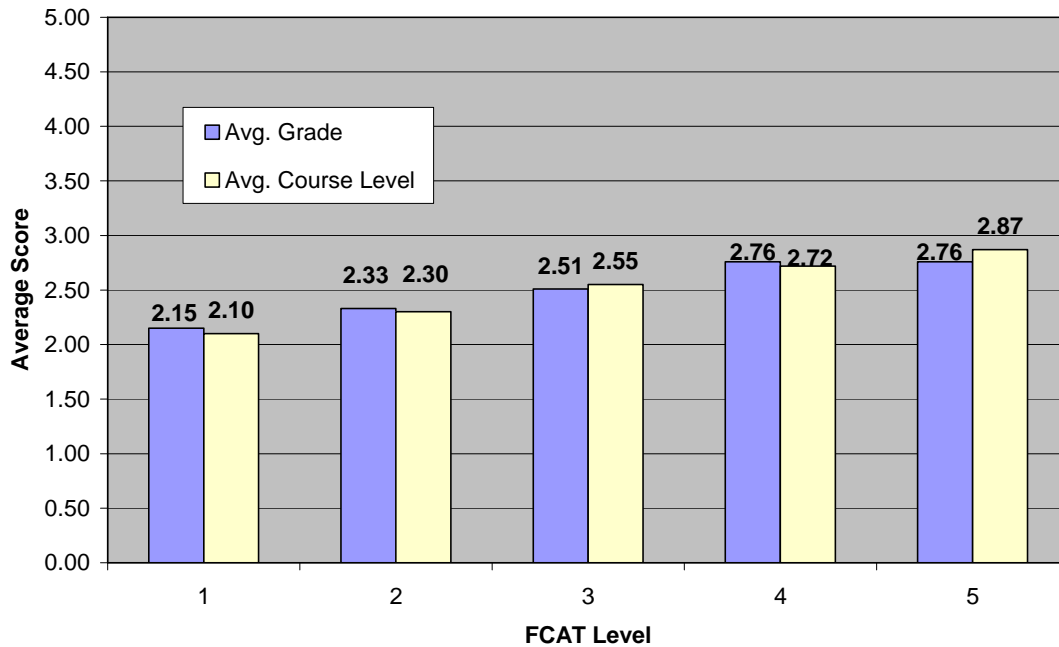


Grade Categories are: A=4, B=3, C=2, D=1, F=0

Course Levels are: General=1, Honors=2, Higher Level=3, Honors Higher Level=4, Accelerated=5

Source: Student Data Base and Education Data Warehouse, 2004.

Exhibit VIII
Average Grade and Average Course Level in Reading High School Courses, by FCAT Level



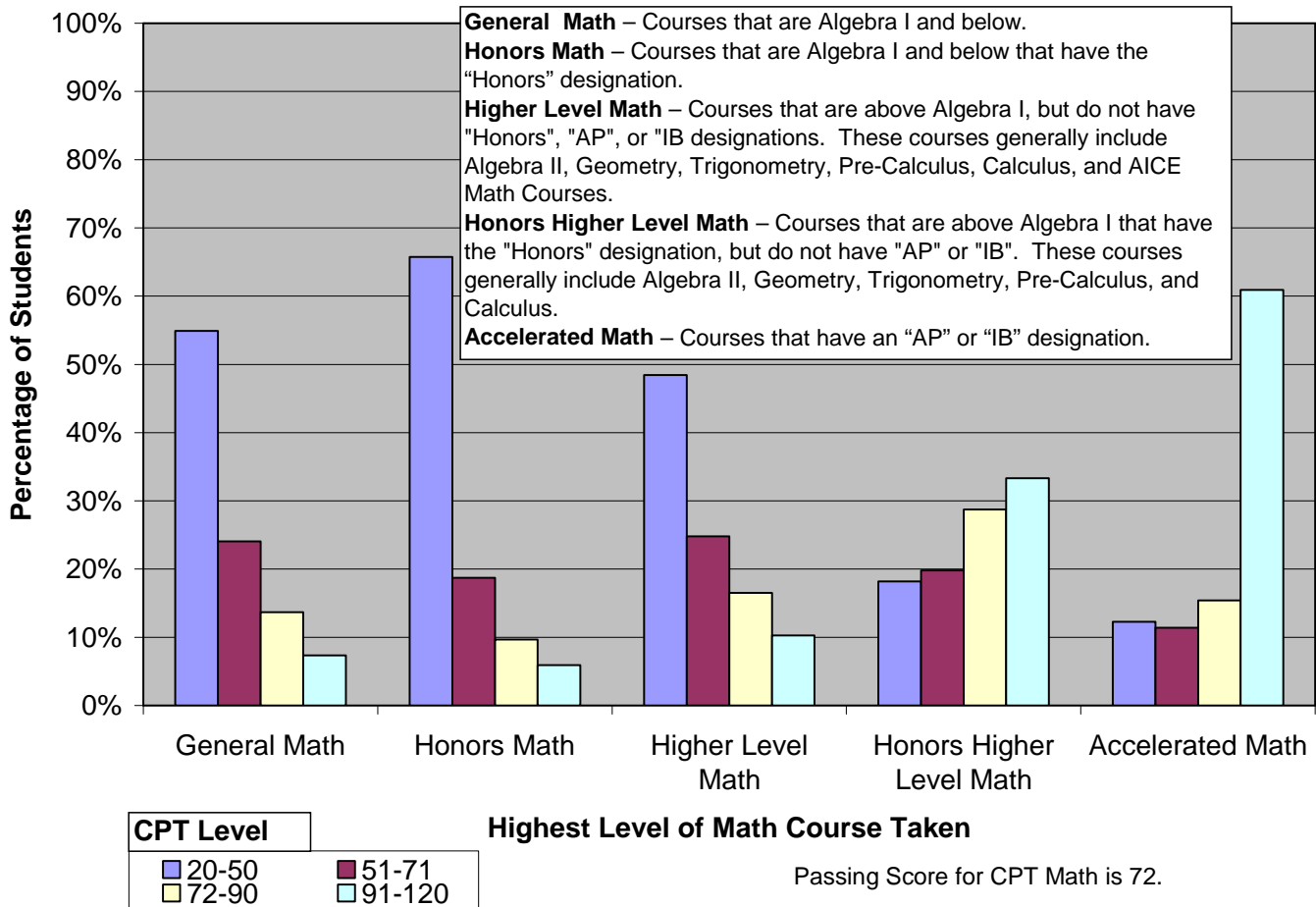
Grade Categories are: A=4, B=3, C=2, D=1, F=0
 Course Levels are: Basic/Remedial=1, General=2, Honors=3, Accelerated=4
 Source: Student Data Base and Education Data Warehouse, 2004.

CPT, High School Courses, and the FCAT. When students begin their postsecondary education at a community college, they must take the CPT, unless they exempt out via ACT/SAT scores, to determine if remediation is required. Students scoring at or above the required score for an area can begin immediately taking credit courses in that area. Students scoring below the cut score for an area must successfully complete the required college preparatory (College Prep) classes in that area before taking credit courses in that area. Two parts of the CPT—mathematics and reading—were examined in this analysis. This section will show the relationship between the CPT, high school courses, and the FCAT.

CPT and High School Courses. Much like the analysis conducted at the FCAT level, the course leveling system was used to determine the relationship between the level of high school courses taken and the subsequent score on that section of the CPT. The passing score for the math section of the CPT is 72 and for the reading section is 83.

Exhibit IX demonstrates that students taking lower level math courses (Algebra I or lower) generally score below the cut score in math. More students taking higher level math (Algebra II or higher) score above the cut score. However, the trend of *most* students scoring above the cut score does not occur until the honors higher level math and accelerated math course levels. For success on the math section of the CPT, students need to take the most advanced math courses offered in high school.

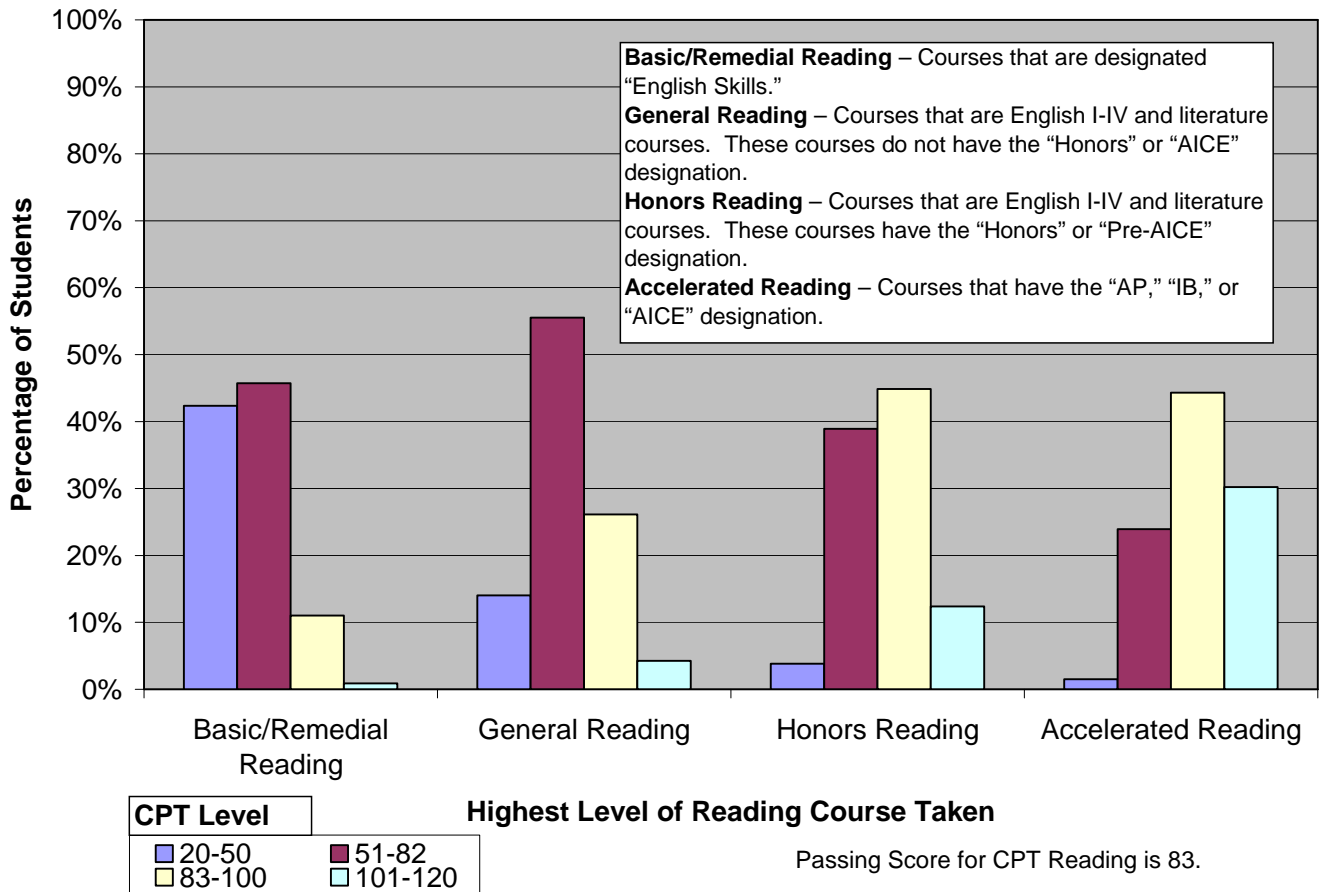
Exhibit IX CPT Level, by High School Mathematics Course Level



Source: Student Data Base and Education Data Warehouse, 2004.

A similar situation occurs for students in reading courses. Those taking basic/remedial courses and general reading courses tend to score below the reading cut score, while those taking honors and accelerated reading courses tend to score above the reading cut score (see Exhibit X).

Exhibit X CPT Level, by High School Reading Course Level

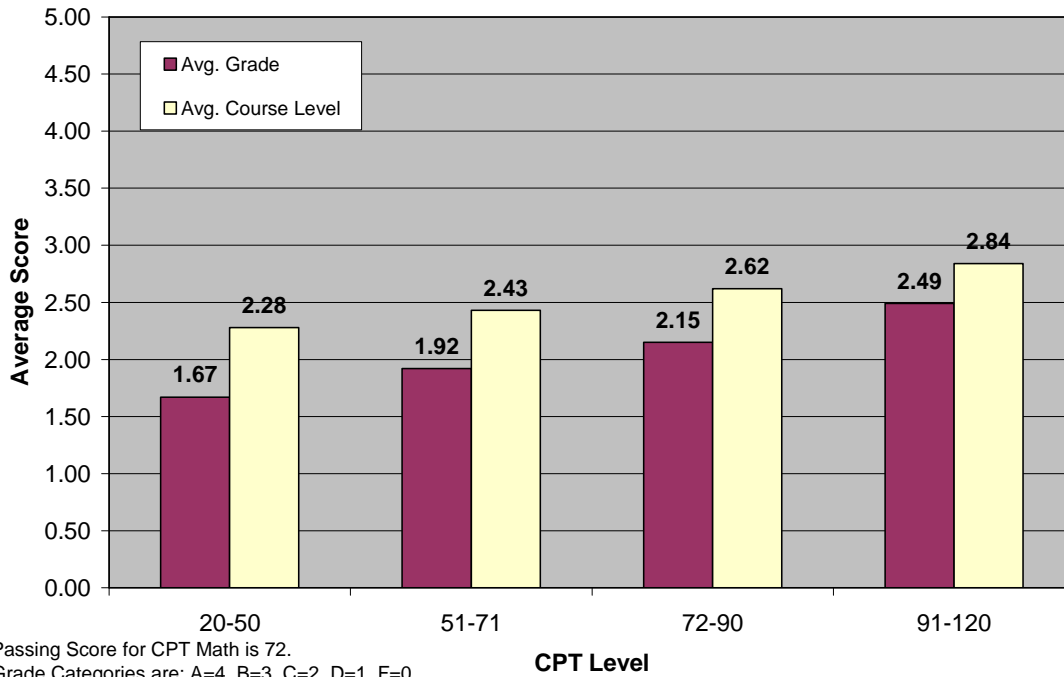


Source: Student Data Base and Education Data Warehouse, 2004.

Just like with the FCAT, an overall analysis was conducted on the average grade and average course level taken for each CPT level. As expected, for both math and reading, the average grade increases as the score level on the CPT increases. For math, the average grade is 1.67 for students scoring 20-50 on the CPT. For those scoring 72-90 (the cut score range), the average grade is up to 2.15 and for those scoring well above the cut score (91-120), the average grade is 2.49. Similarly, in reading, the average grade for students scoring 20-50 was 2.14, while the average grade of those scoring well above the cut score (scores of 101-120) was 2.47.

The average course level taken in high school also increases as the scores on the CPT increase. In math, the range is from 2.28 (20-50 on CPT) to 2.84 (91-120 on CPT). For reading, the range is from 2.08 (20-50 on CPT) to 2.58 (101-120 on CPT). See exhibits XI and XII for a graphical representation.

Exhibit XI Average Grade and Average Course Level in Mathematics High School Courses, by CPT Level



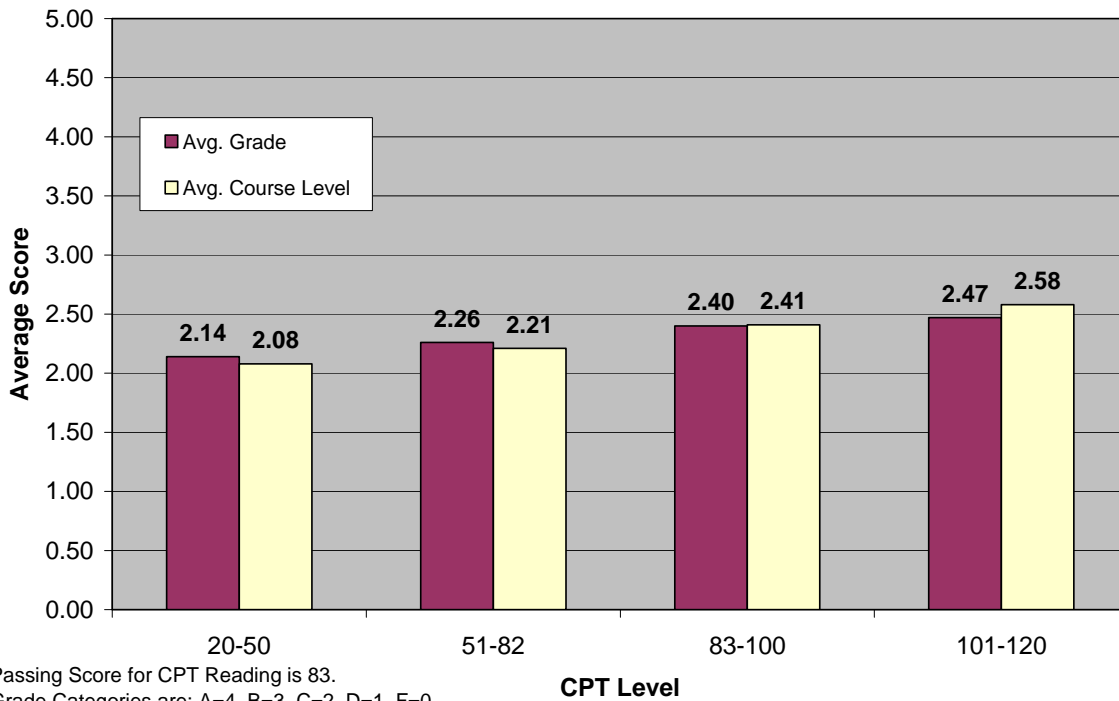
Passing Score for CPT Math is 72.

Grade Categories are: A=4, B=3, C=2, D=1, F=0

Course Levels are: General=1, Honors=2, Higher Level=3, Honors Higher Level=4, Accelerated=5

Source: Student Data Base and Education Data Warehouse, 2004.

Exhibit XII Average Grade and Average Course Level in Reading High School Courses, by CPT Level



Passing Score for CPT Reading is 83.

Grade Categories are: A=4, B=3, C=2, D=1, F=0

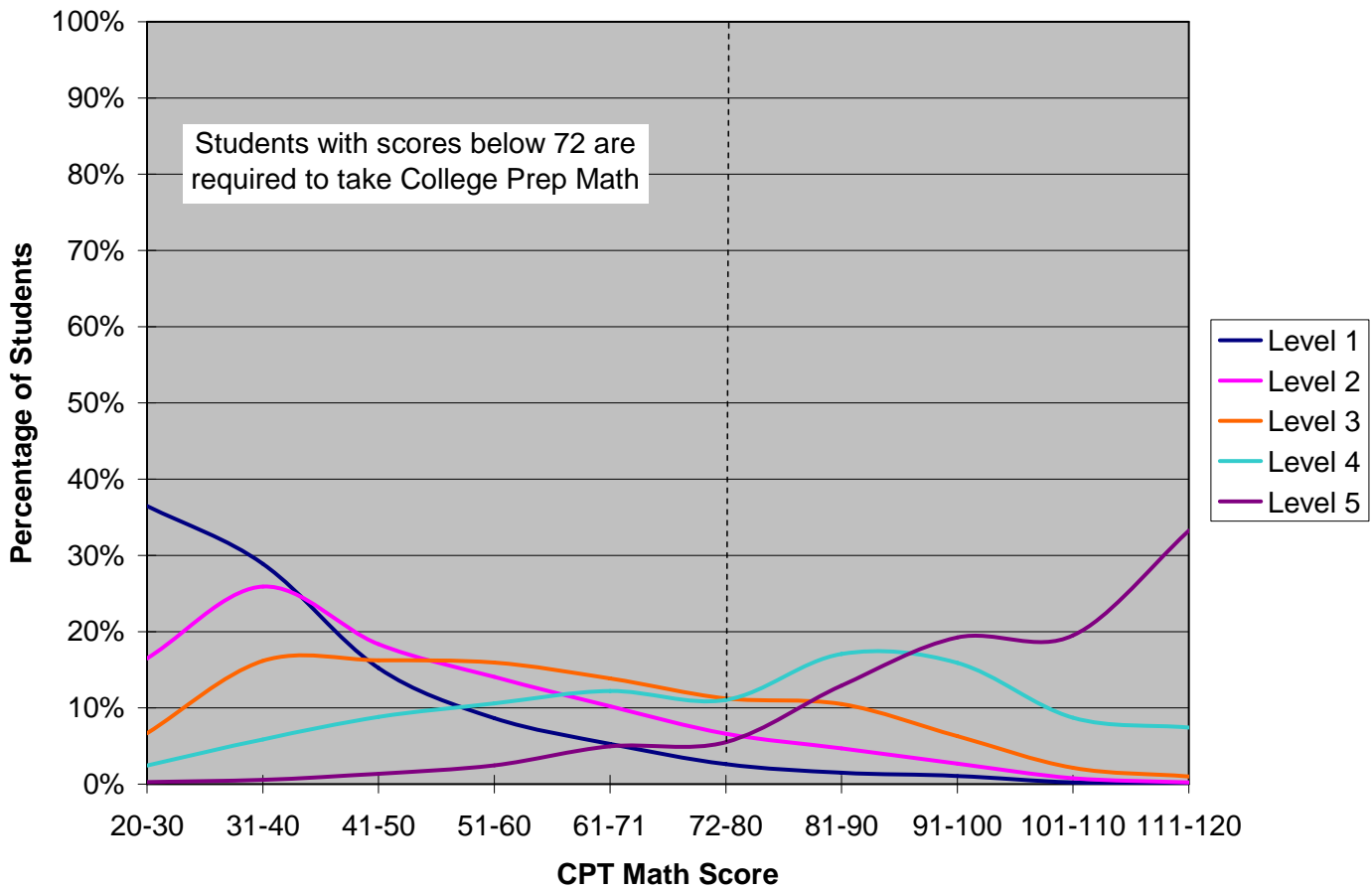
Course Levels are: Basic/Remedial=1, General=2, Honors=3, Accelerated=4

Source: Student Data Base and Education Data Warehouse, 2004.

CPT and FCAT Relationship. The relationship between a student's score on the FCAT and subsequent score on the CPT was discussed briefly at the beginning of this report. Exhibits XIII and XIV show that the higher levels earned on the FCAT tend to lead to higher levels earned on the CPT.

In Exhibit XIII, Level 1 (the blue line) starts out high on the left of the chart and then trends downward as the CPT score range increases. Level 5 (the purple line), conversely, starts out low on the left of the chart and gradually increases. The dotted line represents the cut score for the math section of the CPT. Students to the right of the dotted line are the students who do not require remediation in math.

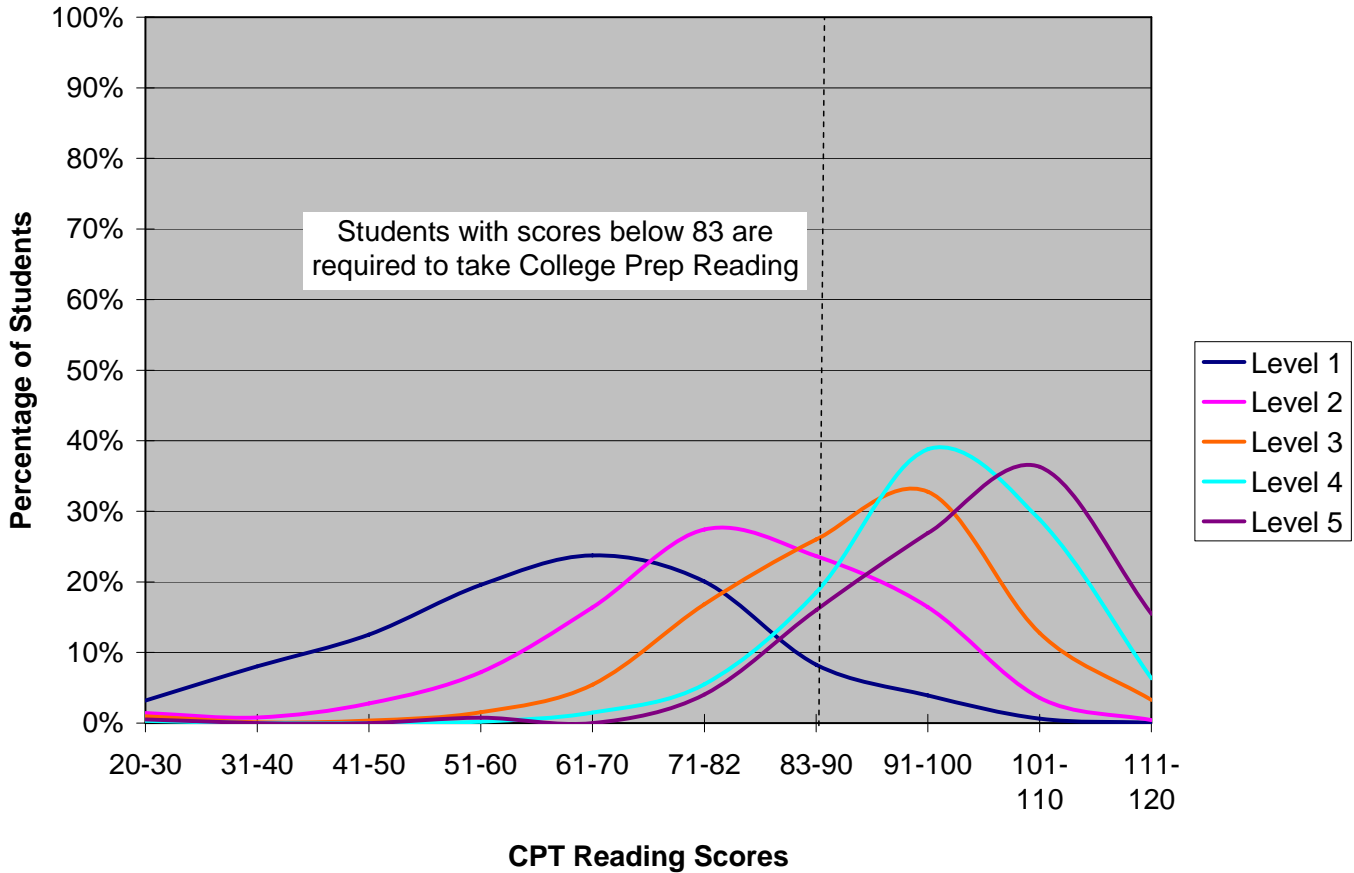
**Exhibit XIII
CPT Math Scores by FCAT Math Levels**



Source: Student Data Base and Education Data Warehouse, 2004.

Reading looks somewhat different from math, but the expectations still prove true. Almost no one (at any FCAT level) scored in the 20-30 range (see Exhibit XIV). All of the students, regardless of FCAT level, tended to trend upward as the scores increased towards the cut score of 83. However, in reading, the picture after the cut score (to the right of the dotted line) is the interesting portion. Those students scoring level 1 (blue line) or level 2 (pink line) begin trending downward just before the cut score so that only a few students are passing the CPT. Whereas, those scoring level 3 or above on the FCAT did not peak until after the cut score, meaning that those scoring level 3 or above tend to pass the CPT.

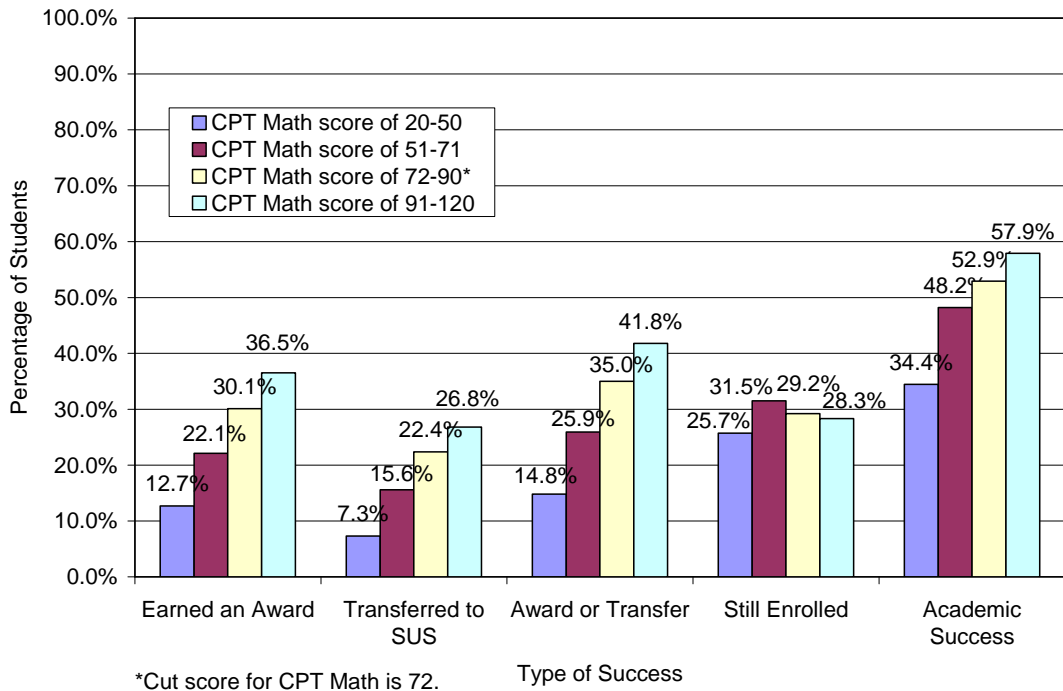
**Exhibit XIV
CPT Reading Scores by FCAT Reading Levels**



Source: Student Data Base and Education Data Warehouse, 2004.

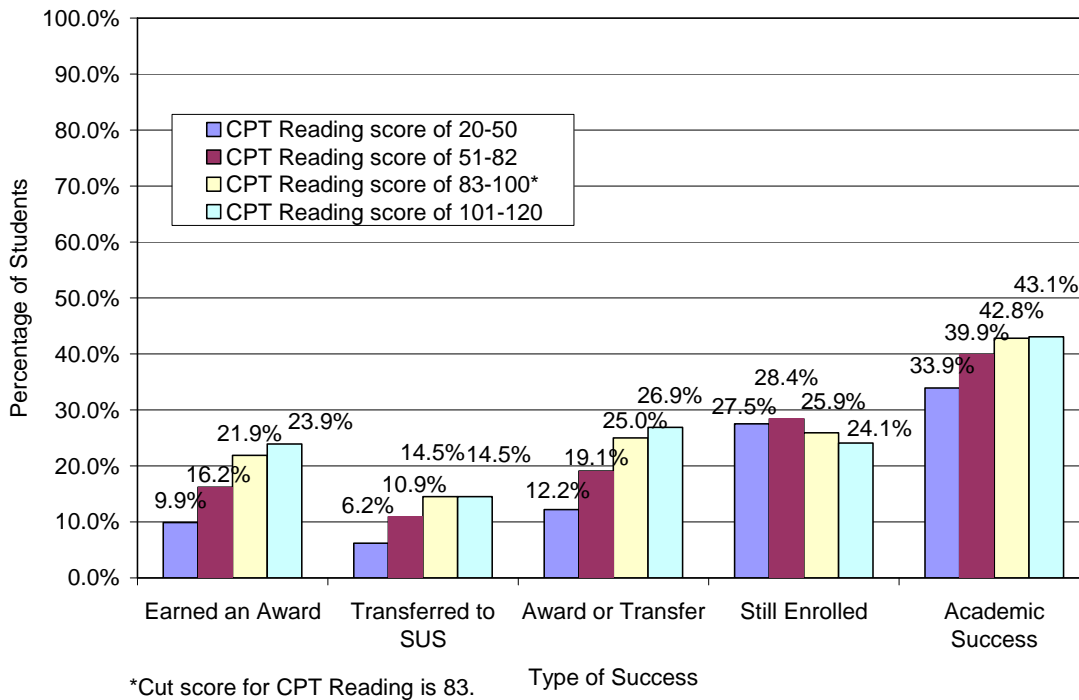
CPT and Academic Success at the Community College Level. Academic success at the community college level is defined as earning an award (degree or certificate), transferring to the SUS, or still enrolled. An analysis of a cohort of 1999 first-time-in-college students will show the relationship between the score on the CPT and academic success at the community college level. The expectation is that students who pass the CPT (72 or higher for math and 83 or higher for reading) are more academically successful than their counterparts who require remediation. Exhibits XV and XVI provide evidence that the expectation is correct.

Exhibit XV Academic Success by CPT Math Scores



Source: Student Data Base and Education Data Warehouse, 2004.

Exhibit XVI Academic Success by CPT Reading Scores



Source: Student Data Base and Education Data Warehouse, 2004.

Exhibit XV shows that 30.1% of students who scored 72-90 on the math section of the CPT and 36.5% of students who scored 91-120 earned an award after 5 years. Conversely, less than one-fourth of students who failed the math section of the CPT earned an award in the same time period. Additionally, a greater percentage of students who passed the math section transferred to the SUS than of those who failed that section. Overall, 35% of those who scored 72-90 and 42% of those who scored 91-120 either earned an award or transferred to the SUS. This is compared to 15% of those who scored 20-50 on the math section. It is a positive that the percentage of students still enrolled does not vary much among the math CPT score ranges because this means that even those students who require additional help at the beginning of their community college experience are being retained in the FCCS.

Exhibit XVI demonstrates a similar situation for reading. Less than 10% of students who scored 20-50 on the reading section of the CPT earned an award after 5 years. Conversely, more than 20% of those who passed the reading section of the CPT earned an award during the same time period. The same phenomena occurs for transferring to the SUS—6% of students with reading scores of 20-50 juxtaposed against 14.5% of students with passing reading scores. The biggest difference, however, is the overall picture. Only 12% of students with reading scores of 20-50 either earned an award or transferred to the SUS. More than 25% of students with passing reading scores had at least one of these academically successful outcomes. Much like the percentages for math, the percentage of students still enrolled does not vary much among the different reading CPT score ranges.

Conclusion. This report provides evidence to the theory that high school preparation matters. In this study, we found that:

- Students who take higher level reading and math courses more often score 3 or higher on the FCAT.
- Students who score 3 or higher on the FCAT more often pass the math and reading sections of the CPT.
- Students who pass the math and reading sections of the CPT are more successful academically than their College developmental education counterparts.

Therefore, academic success at the postsecondary level begins with higher level preparation at the secondary level. The need for more rigorous high school and middle school coursework has been recognized by both the Governor and the Department of Education. Initiatives to support this include the Governor's A+ Plan, and the State Board of Education's and Department of Education's middle school and high school reform proposals. The Governor's A+ Plan has been in place since 2000. The A+ Plan is designed to provide:

- Accountability;
- Choices for Parents;
- More resources;
- Rewards for improvement and success; and
- Change when students are not progressing.

In 2004, the Florida Legislature passed the "Middle Grades Reform Act." Since that time, the Division of Public Schools created a Task Force to explore the options for middle grades reform. In January 2005, the recommendations of the Task Force were presented to the Commissioner's Summit for Principals.

The Department of Education is also exploring options for high school reform. Recently, the Office of Equity and Access conducted a study on the rigor of high school coursework. In nine high schools, they are piloting a program to increase the rigor of high school coursework by partnering the high schools with College Board and the Department of Education.

This study relates to Florida Department of Education's *Strategic Imperative 2: Set, Align and Apply Academic Curricular and Testing Standards*, and to *Strategic Imperative 3: Improve Student Rates of Learning*.

For more information on this study, please contact Dr. Pat Windham via telephone at (850) 245-9482 or via email at Pat.Windham@fldoe.org.

Crisis at the Core: Preparing All Students for College and Work, Executive Summary, ACT, 2004.
<http://www.act.org/path/policy/index.html>

More information on the Governor's A+ Plan can be found at
<http://www.myflorida.com/myflorida/government/governorinitiatives/aplusplan/index.html>.

More information on Middle School Reform can be found at www.flmiddlegradesreform.com.

FLORIDA

DEPARTMENT OF EDUCATION



Community College Dual Enrollment Students Do Well in Subsequent University Courses

Fast Fact #83

JOHN WINN, COMMISSIONER

JULY 2006

J.

DAVID ARMSTRONG, JR., CHANCELLOR

Introduction. The state of Florida offers several acceleration mechanisms that provide an opportunity for high school students to earn both high school and college credit. The two most popular are Advanced Placement (AP) and Dual Enrollment (DE). College credit is earned by successfully passing the AP exam or earning a passing grade in the Dual Enrollment course. That grade must be at least a D or a C depending upon the course taken.

Different school districts tend to encourage students to participate in different acceleration mechanisms. Because there are thousands of public school students taking advantage of the Dual Enrollment program, it is important to review some basic statistics related to student outcomes.

- The number of DE public, private, and home-schooled students served by the Florida Community College System (FCCS) has increased from 28,950 in 1998-99 to 34,574 in 2004-05 or an increase of 19%. However, there was a decline between 2003-04 and 2004-05 of 2.4%.
- Minority enrollment has increased in both numbers and percent. The number of African-Americans enrolled has risen from 2,399 in 1998-99 to 2,973 in 2004-05 or 24%. The number of Hispanics has increased from 2,077 to 3,515 or 69% during the same time.
- In 2004-05, 7,533 out of the 8,564 course enrollments for African American students earned grades of C or better for a success rate of 88%. The success for Hispanic students was 9,218 out of 10,385 or 89% and for White students was 23,029 out of 24,467 or 94%.
- In 2004-05, students earned 284,676 credit hours and 10,337 credit hour equivalents (career and technical programs) through community college dual enrollment courses⁴.
- Students, including minorities, who participate in DE, enroll in postsecondary (both community colleges and State University System (SUS)) at higher rates than high school graduates as a whole⁵.
- Among all high school students with a GPA of 3.0 or better, community college graduation rates are higher for former DE students than for other high school students who did not participate in the program⁶.

⁴ See OPPAGA Florida Government Accountability Report, Education: Acceleration Mechanisms posted to <http://www.oppaga.state.fl.us/profiles/2028/>

⁵ See Fast Facts #79 posted to <http://www.fldoe.org/CC/OSAS/FastFacts/FastFacts.asp>

⁶ See Data Trend #26 posted to http://www.fldoe.org/CC/OSAS/DataTrendsResearch/Data_Trends.asp

- The median amount of DE credit earned is 6.0 hours⁷.
- The most popular DE courses in 2004-05 were Freshman Composition Skills I (ENC1101), College Algebra (MAC1105), Freshman Composition Skills II (ENC1102), Introduction to Psychology (PSY2012), Trigonometry (MAC1114), Introductory Survey to 1877 (AMH2010), Introductory Survey Since 1877 (AMH2020), and American Government I (POS2041).
- In 2004-05 less than 20% of the enrollments reported were coded as being taught by a high school instructor and 70% of the enrollments reported were coded as being taught on the community college campus.

DE students who enrolled in the SUS were tracked to determine how well they subsequently performed as a means of assessing their dual enrollment experience. The results are limited to the first year of university enrollment.

Process. The Education Data Warehouse was asked to provide data on 2003-04 high school seniors who took DE courses and who subsequently enrolled in the SUS in 2004-05 and students who did not take DE courses and subsequently enrolled in the SUS in 2004-05. Students who took Advanced Placement or International Baccalaureate courses were excluded from the data set. Data were requested on DE courses, university courses, high school GPA, university GPA, and SAT/ACT scores among other items.

Results. The mean SAT scores for these students was well above 440 on each SAT section; 440 is the SAT equivalent to a passing score on the Entry Level College Placement Test (CPT) for placement into college level coursework. It was found that students with DE experience maintained a higher SUS GPA than those who had not participated in DE (see Table 1).

Table 1
Academic Characteristics for Selected First Year SUS Students

Variable	DE Students	Non-DE Students
Mean high school GPA	3.45	3.34
Mean SUS GPA	2.83	2.71
Mean SAT math score	562	540
Mean SAT verbal score	554	529

Source: Florida Education Data Warehouse, 2003-04 high school.

DE students are seniors who took dual enrollment courses and enrolled in the SUS in 2004-05.

Non-DE students are seniors who took no dual enrollment courses and enrolled in the SUS in 2004-05.

An analysis of subsequent English and mathematics courses was the next analysis performed. For former dual enrollment students, this was limited to students who had taken ENC1101 or MAC1105 as part of their dual enrollment program. English courses analyzed included all courses that begin with ENC (except ENC1101) or LIT. Mathematics courses analyzed included all courses that begin with MAC (except MAC1105), MGF, or STA. The average course grade for both groups is displayed in Table 2. Students who had taken foundational academic courses through community college DE outperformed students who

⁷ *Ibid.*

had taken the foundational course as a SUS student in all subsequent university course areas researched except for Literature.

Table 2
Course Grades for Selected English and Math Courses

Course Prefix	Former DE Students	No DE in High School
Subsequent University Courses		
NC Courses	3.27	2.99
T	3.12	3.52
AC Courses	3.03	2.57
GF	2.91	2.41
TA	3.09	2.75

Source: Florida Education Data Warehouse, 2003-04 high school.

DE students are seniors who took dual enrollment courses and enrolled in the SUS in 2004-05.

Non-DE students are seniors who took no dual enrollment courses and enrolled in the SUS in 2004-05.

Conclusion. Based upon this analysis, students participating in the DE program are doing well in their subsequent coursework at the university and they are outperforming students who do not take DE or other acceleration courses. The program is enrolling students who are clearly capable of doing college level work and data indicate that the quality and rigor of community college dual enrollment courses more than adequately prepares students for success in subsequent college-level courses. Students should be advised of all acceleration options and encouraged to participate in the one that fits them best.

For more information on dual enrollment students in subsequent university courses, please contact Dr. Pat Windham via telephone at (850) 245-9482 or via e-mail at Pat.Windham@fldoe.org.

ARTICULATION COORDINATING COMMITTEE

Oct. 25, 2006

Item 9

Subject: Update from the Office of Student Financial Assistance (OSFA)

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Included

Facilitator/presenter: Ms. Barb Dombrowski

Slide 1

Florida Department of Education
Office of Student Financial Assistance
**State Scholarship and Grant Programs
Legislative Review**

Articulation Coordinating Committee
October 25, 2006
presented by
Barbara Dombrowski

Slide 2

2006 Legislative Review
State Financial Aid

- 2006-07 Appropriations
- New Activities in State Financial Aid Programs
- New Federal Financial Aid Programs

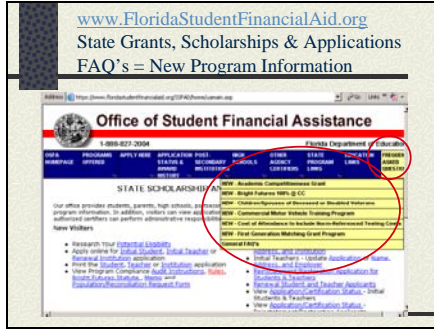
Slide 3

State Financial Aid Appropriations

2006-07 State Programs Appropriation - \$604 M

- 14.6% overall increase over 2005-06 Budget
- Florida Bright Futures Scholarship Program = 346.3 M
 - Fully funds all eligible students
- Florida Student Assistance Grant (FSAG) = \$120.5 M
 - Need-based program with maximum award of \$1,722
- Florida Resident Access Grant (FRAG) = \$102.6 M
 - Tuition assistance at non-public 4-year schools
 - Annual award of \$3,000

Slide 4



Slide 5

State Financial Aid Program – Florida Bright Futures Scholarships

Florida Medallion Scholars Increases Award from 75% to 100% Tuition and Fees to Students

- Attending Public Community Colleges
- Enrolled in an associate degree program
- Supports State 2+2 plan
- Estimating Workshop Oct 19th reviewed data

Slide 6

State Financial Aid Program - Children and Spouses of Deceased or Disabled Veterans

- C/SDDV
 - Extends eligibility from "children of" and now includes **spouses** of eligible deceased or disabled veterans
- Program Provides:
 - Funding the equivalent of the cost of tuition and fees at a public postsecondary institution
 - May be used at eligible public and private postsecondary institutions

Slide 7

**New State Financial Aid Program –
First Generation Matching Grant**

- **First Generation Matching Grant Program**
 - Administered by DOE / OSFA, State Programs
 - Creates a need-based grant program for first generation students attending a public stat university
 - State universities will match state funds with private funds up to 2006-07 appropriation of \$6.5 million
- **Dr. Phillip Benjamin Matching Grant Program for Community Colleges**
 - Administered by DOE / community colleges
 - \$5 million appropriated for scholarships to first-generation-in-college students

Slide 8

New Federal Grant to Florida

Commercial Motor Vehicle Operator Training Grant (CMV)

- \$1,000,000 grant
- Administered by DOE/OSFA, State Programs
- Offers student training to receive a commercial driver's license
 - At Public and Private Vocational Training Centers
 - \$2,500 Forgivable Loan

Slide 9

**Florida Assists
with New Federal Program**

Academic Competitiveness Grant (ACG)

- New \$\$ to 1st & 2nd yr Pell Grant Recipients (students with need)
- Who meet “High School rigorous curriculum”
 - Two AP or IB courses with passing test grades
 - Bright Futures coursework, or
 - State Scholars Similar coursework
- OSFA provides postsecondary institutions with files of Florida students who have met the ACG coursework requirements for easy evaluations
- ACG Award Amount:
 - 1st year = \$ 750 2nd year = \$1,300

Slide 10

**ACG followed by SMART
New Federal Program**

National Science and Mathematics Access to Retain Talent (SMART) Grant

- New Dollars to 3rd and 4th year Pell Grant Students
- Degree-seeking in designated programs of study
Computer Science, Engineering, Foreign Language, Life Sciences, Mathematics, Multidisciplinary Studies, Physical Sciences, Technology
- Award Amount - \$4,000 per year

Slide 11

DOE/OSFA Contact Information

State Scholarship and Grant Programs
Toll free 1-888-827-2004
www.FloridaStudentFinancialAid.org

- Theresa Antworth - Director, State Scholarship & Grant Programs
- Barbara Dombrowski - Director, Policy & Training
- David Sikes - Director, Bright Futures
- JoAnn McGonagill - Director, BF Initial Eligibility

ARTICULATION COORDINATING COMMITTEE

Oct. 25, 2006

Item 10

Subject: Residency Guidelines

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: none

Facilitator/presenter: Dr. Sara Hamon

ARTICULATION COORDINATING COMMITTEE

Oct. 25, 2006

Item 11

Subject: Report from Standing Committee on Course Numbering

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Agenda

Facilitator/presenter: Dr. R.E. LeMon

**ARTICULATION COORDINATING COMMITTEE
STANDING COMMITTEE ON COURSE NUMBERING**

Wednesday, October 25, 2006

9:30am – 12:00pm

Room 1505 Turlington

Tallahassee, Florida

AGENDA

**COURSE
LEVELING**

Update on institution comment to proposed language to implement section 1007.24(2)-(5), Florida Statutes.

**GENERAL
EDUCATION**

Update to final general education survey.

GORDON RULE

Summation of submitted Gordon Rule policies to implement changes to 6A-10.030, F.A.C.

OPPAGA STUDY

Update by OPPAGA staff on progress in study regarding nonpublic institution participation on the SCNS.

**NONPUBLIC
ADMISSIONS &
PLACEMENT POLICIES**

Discussion of issues relating to admissions and placement policies and methods for nonpublic institutions participating on the SCNS.

**SPECIALIZED
ACCREDITATION**

Discussion of issues relating to guaranteed course transfer and specialized program accreditation.

**EQUATED COURSES
ACROSS DEGREES**

Courses that are automatically transferable between academic and occupational degrees.

ARTICULATION COORDINATING COMMITTEE

Oct. 25, 2006

Item 12

Subject: Report from Standing Committee on Postsecondary Transition

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Agenda

Facilitator/presenter: Dr. Ed Massey

Articulation Coordinating Committee**Standing Committee on Postsecondary Transition****Oct. 25, 2006****1721/25 Turlington Building, Tallahassee, Florida****9:30 a.m. – 12:00 p.m.****AGENDA**

1. Opening comments & introductions. Chairmen Ed Massey

2. Report on FTE funding for Dual Enrollment and Early Admission. Ms. Glenda Todd

3. Summary of current report on CPT cut scores and report of recent studies on postsecondary success and high school prep and dual enrollment students' subsequent success in postsecondary courses. Dr. Judith Bilsky

4. Status report on survey of transition services for students with disabilities. Ms. Amy Albee

5. Discussion and suggestions for SBE involvement regarding dual enrollment polices. Dr. Pam Kerouac

6. Other

ARTICULATION COORDINATING COMMITTEE

Oct. 25, 2006

Item 13

Subject: Report from Standing Committee on Statewide Policies and Guidance

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Agenda

Facilitator/presenter: Dr. Charles Dassance

Articulation Coordinating Committee
Standing Committee on Statewide Policies and Guidance

October 25, 2006
1605 Turlington Building
Tallahassee, Florida

9:30 a.m. – 12:00 p.m.

AGENDA

1. Chairman's Comments

2. Discussion of Postsecondary Assessment Policy
 - ✓ Michael Jones – Program Director, Postsecondary Examinations (DOE)

3. Discussion of proposed technical revisions to 6A-10 Rules – “Assessment Cluster”
 - ✓ Review of DRAFT rules

4. Discussion of Proposed Revisions to Statewide Articulation Manual

5. Other Business