Articulation Coordinating Committee

Meeting Agenda

May 21, 2003
9:30 a.m. — 12:30 p.m.
1721/25 Turlington Building
Tallahassee, Florida

1)	Chairperson's Comments	Chairman Winn
2)	Recognition of Committee Members	
3)	Report on 2003 Legislation Related to Articulation	Dr. Kim McDougal
Approval:		
4)	Minutes of Meeting Held February 19, 2003	Chairman Winn
5)	Career and Technical Education Program Changes for 2003-2004	Rose Raynak
6)	Recommendations on the Advanced International Certificate of Education (AICE) Program	Sherry Reach Sharon Koon
7)	CLASP/CLAST Evaluation Report—ACC Task Force on Transition Assessments	Dr. Pat Windham
Discussion:		
8)	Report on the Common Prerequisites and the Florida Academic Counseling and Tracking for Students (FACTS) System; Demonstration of Postsecondary Institution Information Forms	Connie Graunke
9)	OPPAGA Program Review: Articulation Works for Most Community College Transfer Students, But Some Problems Continue	Dr. John Hughes
	Draft Responses to OPPAGA Questions	Staff
10)	OPPAGA Program Review (03-17): Bright Futures Contributes to Improved College Preparation, Affordability, and Enrollment	Dr. John Hughes
11)	FCAT Concordance Study	Dr. Martha Miller
12)	High School Graduate Trends	Dr. Martha Miller
13)	Rule 6-1.099 Transfer of High School Credits	Dr. Alex Penn-Williams
14)	Status Reports and Recommendations from the ACC Task Forces	
	a. Acceleration Policies	Dr. Heather Sherry
	b. K-20 Data/Records	Jay Pfeiffer
	c. Interinstitutional Course/Credit Transfer	Dr. Theresa Klebacha
For Review:		
OPPAGA Program Review (03-29): Non-Residents Qualify Too Easily for Much Lower Resident Tuition Rates		

Next Articulation Coordinating Committee Meeting — August 20, 2003, 9:30 a.m., Turlington Building, Tallahassee

Articulation Coordinating Committee
May 21, 2003
Item 2

Subject: Recognition of Committee Members

Proposed Committee Action

For informational purposes only.

Background Information

N/A

Supporting Documentation Included: List of ACC Members

Facilitators/Presenters: Chairman John L. Winn

ARTICULATION COORDINATING COMMITTEE MEMBERSHIP

MEMBER	REPRESENTING	TERM ENDING
Mr. John Winn, Chairman Deputy Commissioner Division of Accountability, Research and Measurement Florida Department of Education Turlington Building, Room 1548 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) 201-7407 SUNCOM 213-7407 (850) 201-7405 FAX e-mail: John.Winn@fldoe.org	Florida Board of Education	June 30, 2005
Dr. R.E. LeMon Vice Chancellor Division of Colleges and Universities Turlington Building, Room 1614 325 West Gaines Street Tallahassee, Florida 32399-1950 (850) 201-7180 SUNCOM 213-7180 (850) 201-7185 FAX e-mail: re.lemon@fldcu.org	Colleges and Universities (Division Office)	June 30, 2005
Dr. Mark Rosenberg Provost and Executive Vice President for Academic Affairs Florida International University Charles Perry Building, PC 526 University Park, Tamiami Trail Miami, Florida 33199-0002 (305) 348-2151 SUNCOM 441-2151 (305) 348-2994 FAX e-mail: mark.rosenberg@fiu.edu	Colleges and Universities (Universities)	June 30, 2005
Dr. Charlene Callahan Provost and Vice President for Academic Affairs New College of Florida COH 204 5700 North Tamiami Trail Sarasota, Florida 34243-2197 (941) 359-4320 SUNCOM 546-4320 (941) 359-4655 FAX e-mail: callahan@ncf.edu	Colleges and Universities (Universities)	June 30, 2005

ARTICULATION COORDINATING COMMITTEE MEMBERSHIP

MEMBER	REPRESENTING	TERM ENDING
Dr. Theresa Klebacha Executive Vice Chancellor for Student and Academic Success Division of Community Colleges Turlington Building, Room 1344 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) 488-0555 ext. 163, SUNCOM 278-0555 (850) 922-5383 FAX e-mail: Theresa.Klebacha@fldoe.org	Community College System (Division Office)	June 30, 2004
Dr. Edwin R. Massey President Indian River Community College 3209 Virginia Avenue Ft. Pierce, Florida 34981-5596 (772) 462-4701 SUNCOM 246-4701 (772) 462-4724 FAX e-mail: emassey@ircc.edu	Community College System (Community Colleges)	June 30, 2005
Dr. Willis N. Holcombe President Broward Community College 225 East Las Olas Boulevard Ft. Lauderdale, Florida 33301 (954) 201-7401 SUNCOM 469-7401 (954) 201-7576 FAX e-mail: wholcomb@broward.edu	Community College System (Community Colleges)	June 30, 2003
Dr. Lanny Larson Deputy Executive Director Workforce Development Department of Education Turlington Building, Room 1314 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) 488-1721 SUNCOM 278-1721 (850) 414-0371 FAX e-mail: Lanny.Larson@fldoe.org	Workforce Development Education (Division Office)	June 30, 2005

ARTICULATION COORDINATING COMMITTEE MEMBERSHIP

MEMBER	REPRESENTING	TERM ENDING
Ms. Betty Coxe Deputy Chancellor Division of Public Schools Department of Education Turlington Building, Room 501 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) 413-0555 SUNCOM 293-0555 (850) 413-0378 FAX e-mail: Betty.Coxe@fldoe.org	Public Schools (Division Office)	June 30, 2005
Ms. Pam Saylor, Esq. Superintendent Lake County Schools 201 West Burleigh Boulevard Tavares, Florida 32778-3531 (352) 253-6510 SUNCOM 660-1101 (352) 343-0594 FAX e-mail: saylorp@lake.k12.fl.us	Public Schools (School Districts)	June 30, 2005
Mr. Ronald Blocker Superintendent Orange County Schools 445 West Amelia Street Orlando, Florida 32801 (407) 317-3202 SUNCOM 329-3202 (407) 317-3401 FAX e-mail: blocker@ocps.net	Public Schools (School Districts)	June 30, 2005
Mr. Joseph McCoy Director Westside Tech 955 East Story Road Winter Garden, Florida 34787-3798 (407) 905-2001 (407) 656-3970 FAX e-mail: mccoyj@ocps.k12.fl.us	Member-at-Large	June 30, 2004
Mr. Jim Patch 7280 Twin Eagle Lane Ft. Myers, Florida 33912-1709 (941) 939-0996	Independent Colleges and Universities	June 30, 2004

ARTICULATION COORDINATING COMMITTEE MEMBERSHIP

MEMBER	REPRESENTING	TERM ENDING
(941) 939-5937 FAX e-mail: jpatch1532@aol.com		
Dr. Arthur F. Kirk, Jr. President Saint Leo University Box 6665 MC 2187 Saint Leo, Florida 33574-6665 (352) 588-8242 (352) 588-8654 FAX e-mail: arthur.f.kirk.jr@saintleo.edu	Independent Colleges and Universities	June 30, 2004
Dr. Martha Pelaez-Nogueras, Ph.D. Department of Educational and Psychological Studies Florida International University University Park Campus College of Education ZEB #242B Miami, Florida 33199-0002 (305) 348-2090 (305) 541-1431 FAX e-mail: Martha.Pelaez@fiu.edu	Colleges and Universities (Universities)	June 30, 2005
Ms. Brenda Dickinson Legislative Director of the FL Assoc. of Academic Non-public Schools P.O. Box 12563 Tallahassee, Florida 32317-2563 (850) 878-3029 e-mail: hef@tlh.fdt.net	Parents	June 30, 2006
Vacant	Students	September 30, 2006

DOE Contact:
Ms. Sharon Koon
Director
Office of Articulation
Department of Education

ARTICULATION COORDINATING COMMITTEE MEMBERSHIP

MEMBER	REPRESENTING	TERM ENDING

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Articulation Coordinating Committee
May 21, 2003
Item 3

Subject: Report on 2003 Legislation Related to Articulation

Proposed Committee Action

For informational purposes only.

Background Information

Dr. Kim McDougal will provide members with an update on 2003 Legislation.

Supporting Documentation Included: None

Facilitators/Presenters: Kim McDougal, Ph.D., Assistant Deputy Commissioner

Articulation Coordinating Committee
May 21, 2003
Item 4

Subject: Approval of Minutes of Meeting held February 19, 2003

Proposed Committee Action

Approval of Minutes of Meeting held February 19, 2003.

Background Information

Committee members will review and approved the Minutes of the Meeting held February 19, 2003, at the Florida Department of Education, Tallahassee, Florida.

Supporting Documentation Included: Minutes: February 19, 2003

Facilitators/Presenters: Chairman John L. Winn

MINUTES

ARTICULATION COORDINATING COMMITTEE MEETING

FEBRUARY 19, 2003

TALLAHASSEE, FLORIDA

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
FEBRUARY 19, 2003

A meeting of the Articulation Coordinating Committee was held on Wednesday, February 19, 2003, in Room 1703/07 of the Turlington Building, Tallahassee, Florida. The following persons attended:

Members Present	Mr. John Winn, Chairperson Dr. Charlene Callahan, New College of Florida Ms. Betty Coxe, Division of Public Schools, DOE Mr. Andre Hammel, Florida A & M University Dr. Willis Holcombe, Broward Community College Dr. Arthur Kirk, Jr., Saint Leo University Dr. Theresa Klebacha, Division of Community Colleges, DOE Dr. Lanny Larson, Division of Workforce Development, DOE Dr. R. E. LeMon, Division of Colleges and Universities, DOE Dr. Edwin Massey, Indian River Community College Mr. Jim Patch, FAPSC Dr. Martha Pelaez, Florida International University Ms. Pam Saylor, Lake County Schools Ms. Patricia Sullivan, Parent
Members Absent	Mr. Ronald Blocker, Orange County Schools Mr. Joseph McCoy, Member-at-Large Dr. Mark Rosenberg, Florida International University
Others Present	Dr. Juan R. Abascal, Miami-Dade Community College Mr. Martin Balinsky, Department of Education, DOE Mr. Scott Balog, Division of Community Colleges, DOE Ms. Joanne Bashford, Miami-Dade Community College Mr. Charles Carroll, Lake City Community College Dr. Nancy Cordill, Division of Workforce Development, DOE Ms. Debra Dukes, FACTS Ms. Bertha Easton, Department of Education Ms. Elaine Elledge, Pensacola Junior College Dr. Sylvia Fleishman, Division of Community Colleges, DOE Ms. Connie Graunke, FACTS Ms. Karen Griffin, Hillsborough Community College Ms. Lynda Hartnig, Division of Workforce Development, DOE Ms. Gail Holmes, University of West Florida Dr. Nate Johnson, Department of Education Ms. Nell Kelly, Division of Colleges and Universities, DOE Ms. Sharon Koon, Division of ARM, DOE Dr. Susan Lynch, Florida International University Ms. Paulette Mainwood, Division of ARM, DOE Ms. JoAnn McGonagill, Bright Futures, DOE Ms. P. Lena Morgan, Pensacola Junior College Ms. Kay Noble, Polk County Schools Mr. Jay Pfeiffer, Division of ARM, DOE Dr. Mark A. Poisel, University of Central Florida Ms. Mary Lou Proctor, Division of Community Colleges, DOE Ms. Rhonda Rolle, Department of Education Dr. Jon Rogers, Council for Ed. Policy Research & Improv.

Dr. Beverly Sermons, Division of Community Colleges, DOE
Dr. Heather Sherry, Division of Community Colleges, DOE
Ms. Ann Stallings, Department of Education
Mr. Richard P. Stephens, Div. of Colleges & Universities, DOE
Ms. Janet Swandol, The College Board
Ms. Barbara White, Department of Education
Dr. Patricia Windham, Division of Community Colleges, DOE
Mr. Michael T. Woods, Tallahassee Community College

03-01 Chairperson's Comments

Chairperson John Winn asked all participants to introduce themselves and thanked them for their presence. He then made announcements and general comments.

a. The Florida Counseling for Future Education Handbook

The *Florida Counseling for Future Education Handbook* is published annually to provide current information to high school counselors about admission requirements, expectations, and financial assistance regarding Florida's postsecondary institutions. Copies of the 2003-2004 edition of the handbook were mailed to all middle and high school counselors, district offices, community colleges, universities, technical centers, and many others. The handbook is intended for use in helping to counsel students seeking admission to Florida postsecondary institutions during the 2003-2004 academic year and beyond. Copies of the handbook were distributed at today's meeting, and Mr. Winn thanked Dr. Nate Johnson for his work in compiling it.

b. The Statewide Course Numbering System "Goes Live"

Mr. Winn announced that Florida's Statewide Course Numbering System (SCNS) has a new online website. The system provides a database of postsecondary courses at public community colleges, universities, vocational-technical centers, and participating nonpublic institutions. There is information about postsecondary course content, satisfaction of statewide requirements, and the guaranteed transfer of credit. For more information, the website can be visited at: http://scns.fldoe.org. Mr. Winn expressed appreciation to Ms. Ann Stallings and Mr. Matthew Bouck for their work with the system.

c. 2002-2003 Products Catalog

Copies of the 2002-2003 Products Catalog were also distributed at the meeting. The catalog summarizes the kinds of print, software, and video products that are produced, co-developed, or cooperatively purchased by the Department of Education. Many of the printed resources and publications are also available on the Internet.

03 - 02 Recognition of Committee Members

Mr. Winn recognized and welcomed two recently appointed members to the ACC: Dr. Martha Pelaez, Florida International University and Mr. Andre Hammel (student representative), Florida A & M University.

03 - 03 Consideration of Minutes

Mr. Winn called for corrections and/or additions to the minutes of the September 18, 2002 meeting. Dr. Edwin Massey moved to approve the minutes. The motion was seconded by Mr. Jim Patch. The motion passed.

03 - 04 Report on Proposed Revisions to Credit Requirements for University Admission

Dr. R. E. LeMon and Ms. Nell Kelly presented for discussion a proposal that credit requirements for admission to state universities be revised. Currently, the required number of credits is 19 (15 core academic credits and four elective credits). The issue is that the four elective credits have become more confusing than helpful in guiding students toward academically rigorous courses. It has been recommended that we move to 15 required credits, with a clear message to students of the high correlation between the rigor of their remaining courses and the competition for access. It was stressed that the emphasis would then be placed back on the required courses and rigor, rather than so much attention to the list of electives. It was

noted, however, that the list of acceptable electives would still be available. Much discussion ensued, including questions regarding the impact on high school graduation requirements and out-of-state high school students.

Mr. Winn suggested that follow-up and further discussion would be needed.

03 - 05
Proposed Revisions to the Statewide Articulation Manual

Ms. Nell Kelly presented for approval common prerequisites for newly approved degree programs in the State University System. She also presented for approval three AS to BS statewide programs: Applied Science, Information Systems Technology, and Trade and Industrial Teacher Education.

Dr. Nancy Cordill presented for approval new or revised Applied Technology Diploma (ATD) programs that will articulate to an Associate in Applied Science or an Associate in Science degree under the provisions of Rule 6A-10.024. New ATD programs were presented in Family Health Support Worker and Pharmacy Technician; the ATD program in Medical Records Transcribing is revised to articulate 15 credits to the AS or AAS in Health Information Management; and, the ATD program in Respiratory Care Technician will no longer be offered beginning in 2002-2003 due to a change in licensing requirements.

Dr. Martha Pelaez moved to approve the recommendations presented by Ms. Kelly and by Dr. Cordill. The motion was seconded by Dr. Lanny Larson. The motion passed.

03 - 06
Report and Recommendations on the Advanced International Certificate of Education (AICE)

The ACC has been asked by the Cambridge AICE program to review recommendations for course credit for the AICE English examinations. The AICE program is an international, advanced secondary curriculum and assessment program equivalent to the British system of AA-Levels. The ACC's current recommendation does not award additional credit to a student who successfully completes both the AS-level language and the A-level literature exams, while it does recommend such credit to a student who completes both Advanced Placement (AP) English exams. The former Standing Committee on Alternative Ways of Earning Credit reviewed the AICE recommendations and recommended approval. Dr. Nate Johnson presented these recommended course equivalents for the AICE English examinations for ACC approval. The ACC felt that further information on the high school credit awarded and more feedback from stakeholders are needed. This item will be presented again at the next appropriate ACC meeting.

03 - 07
Recommended Core and Elective High School Courses for State University Admission

Ms. Nell Kelly presented for approval a list of additional core and elective high school courses for university admission. The core courses are in the areas of English, performing fine arts, foreign languages, natural sciences, mathematics, and social sciences. The elective courses are in the areas of computer science, journalism, physics, and engineering .

Dr. Ed Massey moved to approve the courses as recommended. The motion was seconded by Dr. Will Holcombe. The motion passed.

03 - 08
Proposed Revisions to Rule 6A-10.024, FAC, Articulation Between Universities, Community Colleges and School Districts

In light of the Florida School Code Rewrite legislation, revisions will need to be made to the Articulation Agreement (Rule 6A-10.024) to ensure that the rule is aligned with the school code. Dr. Nate Johnson proposed that the ACC begin the preliminary step of advertising the rule development process and establish a work group to begin the review process. ACC members suggested that the work group, as it begins its review, consider leaving the ACC in rule and consider defining the Associate in Applied Science (AAS) degree.

Mr. Winn invited ACC members and other interested persons to join the work group

and actively participate in the research and revision. This item will be revisited at the next appropriate ACC meeting.

03 - 10
2001-2002 Readiness for College Report

Florida Statutes require the Commissioner of Education to report annually to the State Board of Education, the Legislature, and school districts on the placement test performance of Florida high school graduates who enrolled in a public postsecondary institution in Florida during the academic year following graduation. Every freshman in a public community college or university in Florida must demonstrate certain basic skills before beginning college-level courses. Students who achieve minimum scores on the elementary algebra, reading comprehension, and sentence skills portions of the Florida College Placement Test (CPT) are considered "ready" for college-level math, reading, and writing, respectively. Students may be exempted from these tests if they score high enough on the SAT or ACT. Freshmen who do not achieve minimum scores on the CPT, SAT or ACT must take remedial classes before they begin college-level work.

Dr. Nate Johnson reported that the 2001-2002 Readiness for College Report was still in the developmental stages. It is anticipated that the report will take a new direction, as it looks at additional information that can be garnered. Mr. Winn would like to have the report address out-of-state and private institution attendance data, as well as the course work and curriculum efforts of students in high school. Dr. Johnson noted that test scores could also be addressed in relation to where students attend college, the most common courses in which students enroll and their actual performance in the courses.

Mr. Winn suggested that templates could be developed in the data warehouse to provide expanded information to researchers.

03 - 11
Report on Data and Accountability Issues

In anticipation of activating the Task Force on K-20 Data/Records, Mr. Jay Pfeiffer, who will serve as the staff leader of the task force, presented a slide presentation on data and accountability and on how the source systems and K-20 systems can provide information. Mr. Pfeiffer noted that there are lots of data in Florida, and the task force will deal with the quality, timeliness and usefulness of those data. As the task force tackles the challenges in data systems, it will deal with policy issues, quality and efficient services, and horizontal and vertical alignment.

03 - 12
Status Reports and Recommendations from the ACC Task Forces

Status reports and preliminary recommendations were presented by staff leaders of three of the Articulation Coordinating Committee task forces/projects. These projects have been identified by the ACC as initial tasks under strategic imperative five, one of the priorities for the state's education system. This imperative addresses the following management objectives: (1) make Florida's standard high school diploma more rigorous, (2) streamline proficiency and placement testing at secondary and postsecondary levels, and (3) increase the curricular rigor required of, and acceleration options available to, all 11th and 12th graders in Florida.

a. K-20 Curriculum Alignment (Florida "New" Standard Diploma)

As staff leader of the Task Force on K-20 Curriculum Alignment, Dr. Nate Johnson shared copies of the minutes of task force meetings and the initial report. Mr. Winn expressed concern for the lack of consensus among the work group members. He recommended putting into place a planning phase at the local level in order that the school, the counselor, and the student can determine the problems, if any, and suggest remedies. Mr. Winn made a motion that the task force review the graduation requirements, conduct a survey this spring to determine the issues, and plan to meet again following the legislative session. The motion was seconded and unanimously approved.

Mr. Winn thanked the task force for its work, but stressed the importance of more planning and communication at the high school level.

b. Acceleration Policies

As staff leader of the Task Force on Acceleration Policies, Dr. Heather Sherry discussed issues relating to alignment of grade point average (GPA) calculation policies, funding issues, and the College Level Examination Program (CLEP) in relation to the Bright Futures testing program. The task force submitted recommendations for proposed statutory language change to the GPA calculation for dual enrollment courses; it also recommended that the CLEP tests become optional rather than mandatory for Bright Futures eligibility. A recommendation from other sources has been to eliminate the CLEP tests requirement. It is anticipated that there will be legislative discussions on these and other issues related to acceleration policies before final decisions are made. Dr. Sherry indicated that the Office of Program Policy Analysis and Government Accountability (OPPAGA) has prepared a report on CLEP pass rates and would make that report available, as well. After anticipated legislation, the task force expects to look at possible budget recommendations and the next steps in the implementation process.

Mr. Winn suggested that a conference call would be appropriate for the Articulation Coordinating Committee as priority legislative bills are filed.

c. Transition Assessments

Dr. Patricia Windham serves as staff leader of the Task Force on Transition Assessments. She indicated that the task force has been charged with strategic imperative projects that deal with the College Placement Test (CPT) and the College Level Academic Skills Program (CLASP). Dr. Windham noted that the group has been conducting a feasibility study of the College- Level Academic Skills Test (CLAST), including the rigor, viability, process of creation, the potential impact and cost.

Dr. Will Holcombe asked if there were any data related to the FCAT versus the CPT. Dr. Windham responded that since one exam is for high school students and the other for college students, the results are not easy to align-the domains are different, and, therefore, not appropriate for comparisons. Dr. Holcombe wished to stress, however, the importance of the CLASP.

Mr. Winn pointed out that this task force is still sorting out the questions and issues and that it is anticipated that the work could be a two-year project and is not on this year's legislative agenda. He thanked the task force for the time and effort it is devoting to this project.

03 - 13 Announcements

Mr. Winn called for announcements and/or comments.

Dr. Susan Lynch, Florida International University, announced that the State University System articulation officers had just finished conducting five annual regional articulation workshops throughout Florida, and expressed her appreciation to all the participants. She noted that discussion topics had included international student issues, programs and activities to enhance transfer student success, strategies and practices for retaining transfer students, AS to BS programs and articulation agreements. She also expressed appreciation to Dr. Nate Johnson, Dr. Heather Sherry, Dr. Pat Windham, Ms. Nell Kelly, and Ms. Bertha Easton for their presentations at the workshops on the work of the ACC task forces.

Dr. Lynch noted that this was the first year that public schools representatives were invited to participate. Mr. Jim Patch asked that the independent sector be invited to

participate next year; Dr. Lynch agreed to do that.

Mr. Winn announced that this would be the last ACC meeting that Bertha Easton would staff. Ms. Easton is retiring in April; her career in education spans 37 years. Time was allotted at this meeting for the members to acknowledge Ms. Easton's contributions, organization, and hard work to the Articulation Coordinating Committee. Ms. Easton thanked the Committee for contributing to her success.

It was announced that the next Articulation Coordinating Committee meeting would be held Wednesday, May 21, 2003, in Tallahassee, in Room 1706 of the Turlington Building.

There was one "For Your Information" item attached to the agenda:

1) Announcement: The Statewide Course Numbering System SCNS) is now online, February 2003

The meeting was adjourned at 1:15 p.m.

Prepared by: Bertha Easton, Educational Policy Consultant
Office of Articulation
March 28, 2003

Articulation Coordinating Committee
May 21, 2003
Item 5

Subject: Career and Technical Education Program Changes for 2003-2004

Proposed Committee Action

Approval of Career and Technical Education Program Changes for 2003-2004.

Background Information

The attached documents contain new program information, new/revised Occupational Completion Point (OCP) and course information, and deleted/changed career and technical education program information.

Supporting Documentation Included: Summary of Major Programmatic Changes 2003-2004: Career and Technical Program Course Standards

Facilitators/Presenters: Rose Raynak

SUMMARY OF MAJOR PROGRAMMATIC CHANGES

2003-2004

CAREER AND TECHNICAL PROGRAM COURSE STANDARDS
Secondary, Postsecondary, Community College

And

ADULT EDUCATION PROGRAM COURSE STANDARDS

2003-2004 Career and Technical Education Program Course Standards
Agriscience and Natural Resources Education

CONTACT: Belinda Chason 850-488-0406 Belinda.Chason@FLDOE.ORG

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
NONE				
Changed Programs/Courses				
Irrigation Operations	0101020600		A010106	**Deleted** Agriscience Core in postsecondary program. Program length reduced to 600 hours.
Landscape Operations	0101060502		A010615	**Name Change to *Landscape Management* and separation from secondary program**. New CIP and program number. **Deleted** Agriscience Core. **Restructured** OCPs. **Added** management competencies. OCP A ***Landscape Specialist*** at 300 hours OCP B ***Landscape Gardener*** at 450 hours OCP C ***Landscape Contractor*** at 150 hours
Landscape Operations	0101060510	8121300		**Restructured** OCPs in secondary program. OCP A ***Landscape Specialist*** at 3 credits OCP B ***Landscape Gardener*** at 3 credits
Nursery Operations	0101060610	8121600		**Name Change of secondary program to *Horticulture Science and Services***. **Restructured** OCPs. OCP A ***Horticultural Worker I*** at 3 credits OCP B ***Horticultural Specialty Grower - Inside*** at 3 credits
Nursery Operations	0101060602		A010616	**Name Change to *Nursery Management* and separation from secondary program**. New CIP and program number. **Deleted** Agriscience Core. **Restructured** OCPs. **Added** management competencies. OCP A ***Horticultural Worker I*** at 300 hours OCP B ***Horticultural Specialty Grower – Inside*** at 450 hours OCP C ***Supervisor Horticultural Specialty Farming*** at 150 hours
Pest Control Operations – ATD	0102040803		A020408	**Program OCPs combined** into one OCP at 720 hours with Industry Title of ***Pest Control Operator***. Program length unchanged, framework adjusted. ***CIP code changed*** to eliminate duplicate reporting issues with Community College ATD.
Sports and Recreational Turf Operations	010106070		A020607	**Name Change to *Sports and Recreational Turf***

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
	2			***Management*** **and separation from secondary program**. New CIP and program number. **Deleted** Agriscience Core. **Restructured** OCPs. **Added** management competencies. OCP A ***Landscape Specialist*** at 300 hours OCP B ***Greenskeeper II*** at 450 hours OCP C ***Greenskeeper I*** at 150 hours
Sports and Recreational Turf Operations	0101060700	8121400		**Restructured** OCPs in secondary program. OCP A ***Landscape Specialist*** at 3 credits OCP B ***Greenskeeper II*** at 3 credits
Turf Equipment Technology – ATD	0101029903		A020608	**Program OCPs restructured and changed** to two OCPs. **Program length unchanged**, framework adjusted. OCP A ***Assistant Turf Equipment Technician*** at 870 hours OCP B ***Turf Equipment Technician*** at 270 hours. ***CIP code changed*** to eliminate duplicate reporting issues with Community College ATD.
Deleted Programs				
Irrigation Operations	0101020600	8123200		**Deleted** secondary program.
New/Changed Basic Skills Requirements				
None				
COMMUNITY COLLEGE CHANGES	**CIP**	**TYPE**		**CHANGE**
Equine Assistant Management	0101050701	CCC		New 24 credit program, part of Equine Studies
Equine Studies	0101050700	AS		New 64 credit program
Equine Studies	1101050700	AAS		New 64 credit program
Pest Control Operations	0102040802	ATD		**"ATD" added to title.**
Turf Equipment Technology	0101029902	ATD		**"ATD" added to title.**

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard Occupational Classification (SOC) codes added to frameworks.
- Community College program frameworks are available from the Division of Community Colleges on their web site at http://www.dcc.firn.edu/Minds%20To%20Work/administrative_documents/cfps.htm

2003-2004 Career and Technical Education Program Course Standards
Business Technology Education

CONTACT: Diane Villagomez 850-414-9438 Diane.Villagomez@FLDOE.ORG

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
Court Reporting	0507060200	8200200		**New secondary program** (3 credits) developed for ***Court Reporting.*** This will allow students to complete a portion of the program at the secondary level. Secondary courses are 8200230 ***Court Reporting Technology 1***; 8200240 ***Court Reporting Technology 2***; and 8200250 ***Court Reporting 3.***
Changed Programs/Courses				
Academy of Database and Programming Essentials	0507039906	8206400		***CIP code changed*** to eliminate duplication with Community College program.
Academy of Information Technology	0507030301	8207300		**Program length reduced from 7 credits to 6 credits**. ***AOIT Advanced Programming*** course #8207330 is **deleted.** ***AOIT PC Services/Networking*** course #8203051 **name is changed** to ***AOIT Technical Support/Networking***. ***AOIT Multimedia Design*** course #8207360 **name is changed** to ***AOIT Web/Digital Media***. ***AOIT Beginning Programming*** course # 8207320 **name is changed** to ***AOIT Programming/Database***.
Accounting Operations	0507010102	8203400	B070110	The **word** "New" is **dropped from the title** of this program. Marketing teacher certification of MKTG 1 @2 has been added to the ***Accounting Applications 1*** course #8203310 within this program. ***Accounting Applications I*** is an acceptable substitute for the ***Financial Accounting*** course #8815140 in the **Marketing** program, ***Academy of Finance*** and ***Financial Accounting*** course # 8815140 **is an acceptable substitute** for the *Accounting 1* course #8203310 in the ***Accounting Operations*** program. This has been done to improve the ability of students to interchange the ***Accounting*** requirement between both programs. This is a return to the way it existed several years ago.
Administrative Assistant	0507040103	8212500	B070330	The **word** "New" is **dropped from the title** of this program.

Program/Course Title	**CIP Code #**	**Secondary #**	**PSAV #**	**Change**
Business Computer Programming	0507030102	8206500	B070320	The **word** "New" is **dropped from the title** of this program.
Business Cooperative Education – OJT	05079999CP	8200410	B079999	**Verbiage** has been **added** recommending that "…for every 20 students (or portion thereof) enrolled in the program, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day so that he-she can visit students on the job…" This more closely aligns with OJT programs in other career and technical program areas.
Business Systems and Technology	All CIPs	8209020		***Business Systems and Technology*** course #8209020 is an **acceptable substitute** for the ***Financial Computing*** course #8815150 in the **Marketing** program, ***Academy of Finance*** #8815100. **However, *Financial Computing* may not be substituted** for ***Business Systems and Technology (BST)*** in any program. National Standards for Business Education have been added to BST.
Business Supervision and Management	0506040101	8215200	B060200	The **word** "New" is **dropped from the title** of this program.
Customer Assistance Technology	0507999902	8218100	B079100	The **word** "New" is **dropped from the title** of this program.
Digital Design	0507080106	8209600	B070600	The **word** "New" is **dropped from the title** of this program.
Legal Secretary	0507060403	8212000	B072000	The **word** "New" is **dropped from the title** of this program.
Medical Secretary	0507060503	8212300	B070300	The **word** "New" is **dropped from the title** of this program. **New OCP added**. **Competencies** in existing OCP C ***Medical Secretary*** at 600 hours have been **realigned** to be distributed over two OCPs: OCP C ***Medical Billing Clerk*** at 150 hours, and OCP D ***Medical Secretary*** at 450 hours. **Program length remains the same.**
Network Support Services	0507030402	8208000	B078000	The **word** "New" is **dropped from the title** of this program.
New Media Technology	0510010100	8207400	B077400	**Daggered for deletion** the course ***Fundamentals of Web Design***, 8207430. Course **will be replaced** with ***Web Design 1***, 8207110.
PC Support Services	0507030502	8207340	B070400	The **word** "New" is **dropped from the title** of this program.
Voice Writing	0507060203		B070603	**Program documents updated** to reflect **correct program length** of 1620 hours. OCP A ***Voice Writer***

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
				Assistant at 750 hours and OCP B ***Voice Writer*** at 870 hours.
Web Design Services	0507039905	8207500	B070500	The **word** "New" is **dropped from the title** of this program.
Deleted Programs				
Accounting Operations	0507010101	8203300	B070100	**Program is deleted.**
Administrative Assistant	0507040101	8212400	B070401	**Program is deleted.**
Business Computer Programming	0507039901	8206300	B070310	**Program is deleted.**
Business Supervision and Management	0506040100	8215100	B060401	**Program is deleted.**
Customer Assistance Technology	0507999900	8218000	B079991	**Program is deleted.**
Digital Publishing	0507080103	8209500	B070638	**Program is deleted.**
Legal Secretary	0507060401	8212100	B070614	**Program is deleted.**
Medical Secretary	0507060501	8212200	B070615	**Program is deleted.**
Network Support Services	0507030400	8207000	B070304	**Program is deleted.**
PC Support Services	0507030501	8207200	B070305	**Program is deleted.**
Web Design Services	0507039900	8207100	B070399	**Program is deleted.**
New/Changed Basic Skills Requirements				
NONE				

COMMUNITY COLLEGE CHANGES	**CIP**	**TYPE**		**CHANGE**
Business Administration	0506040102	AAS		**Revised** frameworks (64 credits)
Accounting/Budget Operations Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Banking Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Customer Service Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
e-Business Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Finance Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Human Resources Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Insurance Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
International Business Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Management Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Marketing Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Non-Profit Management Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Postal Service Management Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Real Estate Management Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Retail Management Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Small Business Management	0506040102	AAS		**Revised** frameworks (64 credits)
Sports Management Specialization	0506040102	AAS		**Revised** frameworks (64 credits)
Business Administration	1506040102	AS		**Revised** frameworks (64 credits)
Accounting/Budget Operations Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Banking Specialization	1506040102	AS		**Revised** frameworks (64 credits)

Customer Service Specialization	1506040102	AS		**Revised** frameworks (64 credits)
e-Business Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Finance Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Human Resources Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Insurance Specialization	1506040102	AS		**Revised** frameworks (64 credits)
International Business Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Management Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Marketing Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Non-Profit Management Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Postal Service Management Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Real Estate Management Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Retail Management Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Small Business Management	1506040102	AS		**Revised** frameworks (64 credits)
Sports Management Specialization	1506040102	AS		**Revised** frameworks (64 credits)
Business Management	0506180101	CCC		**Revised** frameworks (24 credits)
Accounting/Budget Operations Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Banking Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Customer Service Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
COMMUNITY COLLEGE CHANGES	**CIP**	**TYPE**		**CHANGE**
e-Business Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Finance Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Human Resources Specialization	050618010	CCC		**Revised** frameworks (24 credits)

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Insurance Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
International Business Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Management Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Marketing Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Non-Profit Management Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Postal Service Management Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Real Estate Management Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Retail Management Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Small Business Management	0506180101	CCC		**Revised** frameworks (24 credits)
Sports Management Specialization	0506180101	CCC		**Revised** frameworks (24 credits)
Business Operations	0506040104	CCC		**New program** 18 credits; part of **Business Administration**
Business Specialist	0506040103	CCC		**New program** 12 credits; part of **Business Administration**
Medical Office Management	0507060305	CCC		**New program** 34 credits; part of **Office Administration** – formerly **Office Systems Technology**
Office Administration	0507060300	AAS		**Name change** from **Office Systems Technology**; revised frameworks
Legal Office Specialization	0507060300	AAS		**Name change** from **Office Systems Technology**; revised frameworks
Medical Office Specialization	0507060300	AAS		**Name change** from **Office Systems Technology**; revised frameworks
Medical Office Administration Option	0507060300	AAS		**Name change** from **Office Systems Technology**; revised frameworks
Medical Records Transcription Option	0507060300	AAS		**Name change** from **Office Systems Technology**; revised frameworks
Medical Information Coder/Biller Opt.	0507060300	AAS		**Name change** from **Office Systems Technology**; revised frameworks
Office Management	050706030	AAS		**Name change** from **Office Systems Technology**; revised

Specialization	0			frameworks
Records Management Specialization	0507060300	AAS		**Name change** from **Office Systems Technology**; revised frameworks
Office Software Applications Specializa.	0507060300	AAS		**Name change** from **Office Systems Technology**; revised frameworks
Office Administration	1507060300	AS		**Name change** from **Office Systems Technology**; revised frameworks
Legal Office Specialization	1507060300	AS		**Name change** from **Office Systems Technology**; revised frameworks
Medical Office Specialization	1507060300	AS		**Name change** from **Office Systems Technology**; revised frameworks
Medical Office Administration Option	1507060300	AS		**Name change** from **Office Systems Technology**; revised frameworks
Medical Records Transcription Option	1507060300	AS		**Name change** from **Office Systems Technology**; revised frameworks
Medical Information Coder/Biller Opt.	1507060300	AS		**Name change** from **Office Systems Technology**; revised frameworks
Office Management Specialization	1507060300	AS		**Name change** from **Office Systems Technology**; revised frameworks
Records Management Specialization	1507060300	AS		**Name change** from **Office Systems Technology**; revised frameworks
Office Software Applications Specializa.	1507060300	AS		**Name change** from **Office Systems Technology**; revised frameworks
Office Management	0507060301	CCC		**Name change** from Office Systems Specialist; Reduced 30 credits to 27
COMMUNITY COLLEGE CHANGES		**TYPE**		**CHANGE**
Office Specialist	0507060304	CCC		**New Program** 18 credits; part of **Office Administration** – formerly **Office Systems Technology**
Office Support	0507060302	CCC		**New program** 12 credits; part of **Office Administration** – formerly **Office Systems Technology**
Oracle Software Engineering	TBA	CCC		**New program** 33 credits; part of **Database Technology Degree**
Oracle Systems Administrator	TBA	CCC		**New program** 33 credits; part of **Database Technology Degree**

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard

Occupational Classification (SOC) codes added to frameworks.

- A **pilot PSAV program** designed to accommodate training for Oracle, Microsoft, Sequel Server, or other database systems is being piloted at Lively Technical Center in Tallahassee during 2002-2003, for inclusion to BTE programs in 2004-2005. The proposed name at this point is ***Relational Databases, Fundamentals and Programming*** but is subject to change.
- A proposal to add a secondary version of the ***Voice Writing*** program (B070500) is currently being reviewed for possible adoption in 2004-2005. Districts who wish to use the program for secondary students while this proposal is being reviewed should attempt to dual enroll secondary students in the postsecondary version of the program.
- E-Commerce Marketing (Internet Marketing) program overlaps heavily into the Business program area. To enhance availability of this program for both Business and Marketing students, a Business teacher certification has been added to the Internet Marketing program of BUS ED 1 @2 @4.
- Competencies of OCP B in **Multimedia Design Technology**, B070200, are covered in the course ***Web Design 1***, 8207110, that is within the **Web Design Services** program CIP 0507039905. Competency credit is transferable.
- All changes to Community College programs were recommended by the 2002 Business Sector Consortium
- Community College program frameworks are available from the Division of Community Colleges on their web site at http://www.dcc.firn.edu/Minds%20To%20Work/administrative_documents/cfps.htm

2002-2003 Career and Technical Education Program Course Standards
Diversified Education

CONTACT: Darl Walker 850-488-8807 Darl.Walker@FLDOE.ORG

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
NONE				
Changed Programs/Courses				
Diversified Career Technology	10988610CP	8303000	D886100	**OCP title changes** have been made to accommodate the federal reporting requirements by career cluster. Refer to numbered memo: DWD 2002-06 for details. Course Code Directory and framework **certification updated for all DCT courses** to include: Any field/bachelor or higher/TC WK EXP E G or COOR WK EX
Vocational Related Basic Skills	109886700 0		D886700	**Name change** to ***Career and Technical Related Basic Skills.***
Workplace Essentials	10988650CP	8300310	D988650	**OCP title changes** have been made to accommodate the federal reporting requirements by career cluster. Refer to numbered memo: DWD 2002-06 for details.
Workplace Technology Applications	10110101PA	8300330		**Grade level change** from 7-12 to 9-12. Course competencies have been recognized as Level II and acceptable for high school graduation requirements.
New/Changed Basic Skills Requirements				
NONE				

- Any certification that reflected Bachelors or Higher Degree and the endorsement: "TC WK EXP E G" has had the "G" removed from the certification. "G" indicates that the endorsement is issued by the district. If the certification comes from the state level, the endorsement also comes from the state level. If the endorsement is attached to any certification that requires vocational coverage, the "G" remains on the certification requirement because the district will issue the endorsement credentials.
- Cooperative Education Manual has been developed and added to the website below. This manual contains guidelines for workplace programs and training agreements.
- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard Occupational Classification (SOC) codes added to frameworks.
- Community College program frameworks are available from the Division of Community Colleges on their web site at http://www.dcc.firn.edu/Minds%20To%20Work/administrative_documents/cfps.htm

2003-2004 Career and Technical Education Program Course Standards
Family and Consumer Sciences Education

CONTACT: Michelle Sizemore 850-487-3279 Michelle.Sizemore@FLDOE.ORG

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
Personal and Family Finance	04200101PA	8500120		**New one course secondary program** which includes the national standards for personal finance. Program is .5 credits in length. Grades 9-12
Secondary Family Child Care Training	0420010102	8500150		**New .5 credit secondary program** for providing child care in a home. The only course in the program has the same name and number. One OCP A ***Family Home Provider***. Includes Department of Children and Families module information. Grades 9-12.
Secondary School Age Certification Training	0420010103	8500160		**New four credit secondary program** which provides training for working with school age/before and after-school programs. Includes the Department of Children and Families module information. Grades 9-12. OCPs are: OCP A ***Child Care Worker*** for 1 credit and OCP B ***School Age Care Professional*** for 3 credits. **Courses** within the program **include** the following: 8500170 ***Secondary School Age Certification Training 1***; 8500175 ***Secondary School Age Certification Training 2***; 8500180 ***Secondary School Age Certification Training 3***; 8500185 ***Secondary School Age Certification Training 4***
Changed Programs/Courses				
Blueprint for Professional Success	09200119PA	8500375		**Certification additions** NURSING ED @ 5, REG NURSE G, PRAC NURSE @7 G
Certification Update – ALL PROGRAMS	All Numbers	All Numbers	All Numbers	**Name change of certification added to all programs** – FAM CON SC 1
Early Childhood Education	0429920210	8503210	V200210	**Program will be restructured** in 2004-2005 which includes deletion of some aspects of program.
Elderly and Disabled Care Services	0420060200		V200602	**Program daggered for** name change and program restructuring and competency revisions in 2004-2005.

Program/Course Title	**CIP Code #**	**Secondary #**	**PSAV #**	**Change**
Food Management, Production and Services	0420040102	8515200	V200402	**Program Name changed** to ***Culinary Operations***. **OCP's unchanged**. ***Food Production*** **program deleted and content included in** ***Culinary Operations.*** **Course name changes** to: 8515210 ***Culinary Operations 1***, 8515220 ***Culinary Operations 2***, 8515230 ***Culinary Operations 3***, 8515110 ***Culinary Operations 4***, 8515111 ***Culinary Operations 5***, 8515112 ***Culinary Operations 6,*** 8515113 ***Culinary Operations 7***, 8515114 ***Culinary Operations 8.***
Interior Design Services	0404050103	8527010	V040503	**Program will be restructured** and program competency revisions in 2004-2005. Corrected Appendix I to show the correct titles of the first three courses. They should be: 8527011 ***Interior Design Services 1*** 8527012 ***Interior Design Services 2*** 8527013 ***Interior Design Services 3***
School Age Credential Training	0420020303		V200310	**Program Name change** to ***School Age Certification Training.*** **Program will be restructured** with program OCP and competency revisions for implementation in 2004-2005.
Deleted Programs				
Food Production and Services	0420040102	8515200	V200402	**Deleted** – Content merged into ***Culinary Operations***
New/Changed Basic Skills Requirements				
Interior Design Services	0404050103	8527010	V040503	Language and Reading Basic Skill raised to 9th grade level
Interior Décor Fabrication	0420050210	8521040	V200505	Language and Reading Basic Skill raised to 9th grade level
COMMUNITY COLLEGE CHANGES	**CIP**	**TYPE**		**CHANGE**
Interior Design Technology	04040501000	AAS		**Revised** frameworks
Interior Design Technology	14040501000	AS		**Revised** frameworks

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- **Family Home and Consumer Technology** program has had program competencies updated.
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard Occupational Classification (SOC) codes added to frameworks.
- All Community College changes recommended by the Industry and Construction Sector Consortium.
- Community College program frameworks are available from the Division of Community Colleges on their web site at http://www.dcc.firn.edu/Minds%20To%20Work/administrative_documents/cfps.htm

2003-2004 Career and Technical Education Program Courses Standards
Health Science Education

CONTACT: Judith Conlin, R.N. 850-487-4439 Judy.Conlin@FLDOE.ORG

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
Family Health Support Worker - ATD	0317040201		H170205	**New ATD** at 630 hours. 21 transfer credits into ***Human Services*** AS degree. One OCP at 630 hours titled: ***Family Health Support Worker***. ***CIP code changed*** to eliminate duplication with Community College ATD ***CIP codes for District reporting and for CC reporting are different to eliminate duplicate reporting issues.***
Home Health Aide (Postsecondary)	0317040400		H170604	**New stand-alone program** at 165 hours. Separated from ***Patient Care Technician*** program.
Orientation to Nursing	0317060202	8417106		**New middle school one course program** for .5 credit. Grades 6-9.
Pharmacy Technician - ATD	0317050704		H170606	**Framework for this ATD is now available.** 40 hours transfer credit into new ***Pharmacy Management*** AS degree. OCP A ***Community Pharmacy Technician*** at 450 hours and OCP B ***Pharmacy Technician*** at 600 hours. Total program length of 1050 hours. ***CIP codes for District reporting and for CC reporting are different to eliminate duplicate reporting issues.***
Changed Programs/Courses				
Dental Laboratory Technology	0317010300		H170103	**OCPs added to framework. Program length unchanged.** OCP A ***Denture Technician*** at 780 hours; OCP B ***Advanced Denture Technician*** at 375 hours; OCP C ***Crown and Bridge Technician*** at 370 hours; OCP D ***Ceramic Technician*** at 245 hours; OCP E ***Dental Laboratory Technician*** at 270 hours.
Emergency Medical Technician (Basic) – ATD	0317020504		W170208	***CIP code changed*** to eliminate duplicate reporting issues with Community College ATD.
Health Care Services - ATD	0318070103		H180708	**Framework now available** and added to web site. Program length 960 hours. One OCP titled ***Health Services Supervisor***. ***CIP code changed*** to eliminate duplicate reporting issues with Community College ATD.
Home Health Aide	031704040	8417190		**Program daggered to add the word (Secondary) to**

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
	1			**title** to distinguish from new postsecondary program. New title for 2004-05 will be ***Home Health Aide (Secondary)***.
Hospital Housekeeping Supervision	0317059901		H170599	**Daggered for possible deletion** 2004-2005 due to lack of enrollments.
Massage Therapy	0312040500		H120405	Medical Errors added in 14.05.
Medical Assisting	0317050300		H170503	**OCP** B **title changed** to ***Phlebotomist, MA***; **OCP** C **title changed** to ***EKG Aide, MA*** to avoid confusion with similarly named OCPs with different lengths.
Medical Clinical Laboratory Technician – ATD	0317030503		H170308	***CIP code changed*** to eliminate duplicate reporting issues with Community College ATD.
Medical Record Transcribing - ATD	0317050604		H170508	**Transfer credits** into ***Medical Office Systems Specialization*** AS **increased** from 24 to 33 credits.
Orientation to Health and Public Service Occupations	031799990R		8400110	**Daggered to have name changed** to ***Orientation to Health Occupations*** in 2004-2005 Program content will be reviewed and restructured.
Paramedic	0317020602		W170206	***CIP code changed*** to eliminate duplicate reporting issues with grandfathered in Technical Centers authorized to offer the CCC program.
Patient Care Technician	0317069905		H170694	**OCPs** of ***Home Health Aide, EKG,*** and ***Phlebotomy*** **removed**. Competencies revised and **OCP B *Advanced Home Health Aide, and OCP E Advanced Allied Health Assistant*** **added**. Hours remain at 600. Optional national certification added to frameworks.
Practical Nursing	0317060500	8418300	H170605	Supervisory **language added**. Medical errors added in 13.07 and 13.08.
Unit Treatment and Rehabilitation - ATD	0317040502		H170408	**ATD is only one OCP long**, all **program documents** were **changed** to reflect correct title and changes. OCP A ***Case Aide*** at 720 hours. ***CIP code changed*** to eliminate duplicate reporting issues with Community College ATD.
Deleted Programs				
Respiratory Care Technician - ATD	0317081902		H170818	**Deleted Program.** Respiratory Care Technicians now are required to have an AS degree. ***CIP code changed*** to eliminate duplicate reporting issues with Community College ATD.
Changed Basic Skills Requirements				

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
Hospital Housekeeping Supervision	0317059901		H170599	**Basic Skills deleted**- program under 450 hours.
COMMUNITY COLLEGE CHANGES	**CIP**	**TYPE**		**CHANGE**
Addictions Studies	0317040602	CCC		**New program** 39 credits; part of **Human Services**
Embalming	0312030101	CCC		**New program** 31 credits; part of **Funeral Services**
Emergency Medical Technician (Basic)	0317020503	ATD		**"ATD" added to title.**
Family Health Support Worker - ATD	0317040200	ATD		**New program** 21 credits; part of **Human Services.**
Health Care Services	0318070102	ATD		**"ATD" added to title.**
Human Services	0317040600	AAS		**Revised** frameworks; recommended by Human Services Consortium 2002
Human Services	1317040600	AS		**Revised** frameworks; recommended by Human Services Consortium 2002
Medical Clinical Laboratory Technician	0317030502	ATD		**"ATD" added to title.**
Medical Coder/Biller	0317050605	ATD		**"ATD" added to title.**
Medical Information Coder/Biller	0317050607	CCC		**New program** 34 credits; part of **Health Information Management** or **Office Administration – Medical Office Specialization**; recommended at statewide faculty meeting April 2002
Medical Record Transcribing	0317050606	ATD		**"ATD" added to title.**

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
Nuclear Medicine Technology Specialist	0317020801	CCC		**Increase program credits** from 45 to 48
Pharmacy Management	0317050702	AAS		**New program** 70 credits
Pharmacy Management	1317050702	AS		**New program** 70 credits
Pharmacy Technician - ATD	0317050703	ATD		**New program** 40 credits; part of Pharmacy Management.
Sports and Fitness	0318103000	AAS		**New program** 66 credits
Sports and Fitness	1318103000	AS		**New program** 66 credits
Unit Treatment and Rehabilitation	0317040501	ATD		**"ATD" added to title.**

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- The BLS/CPR statement in the core no longer lists the level of the course. Instructors need to give the appropriate level according to the requirements of the occupation they are training for and any rules for that particular program.
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard Occupational Classification (SOC) codes added to frameworks.
- "Read and discuss technical material" has been added to the core of all Health Science programs to conform to the Governor's Reading initiative. It is standard 02.13 in postsecondary programs and standard 07.13 in secondary programs.
- Community College program frameworks are available from the Division of Community Colleges on their web site at http://www.dcc.firn.edu/Minds%20To%20Work/administrative_documents/cfps.htm

2003-2004 Career and Technical Education Program Courses Standards
Industrial Education

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Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
Electrical Trades – Industrial Electricity	0646030203	8706300	I460313	**Added secondary program 8706300** to **Industrial Electricity** and **corrected program documents** to reflect the proper order and display of OCPs and courses within the program. OCPs for the program should be: OCP A ***Electrician Helper*** at 300 hours/2 credits OCP B ***Industrial Electrician*** at 300 hours/2 credits OCP C ***Electrical Technician*** at 360 hours/2 credits
Changed Programs/Courses				
Academy of Journalism	0609999900	8771100		**Program to be moved** to Business Technology Education (BTE) program area. Program number and CIP numbers to remain the same. The Journalism program shares some Business courses and has more similarity to BTE program than to Industrial programs.
Automotive Machine Shop	0648050301		I480513	**Dagger** for possible deletion due to no enrollments.
Automotive Service Technology	0647060405	8709400	I470608	**Rearranged OCP structure** in framework based on the delivery of instruction. Refer to framework for details. Added NATEF standards updates to framework.
Automotive Upholstery and Trim	0648030301	8775500	I480313	**Daggered** for possible deletion due to very low enrollments.
Business Construction Technology	0646040102	8720300	I460401	**Program title changed due to duplicate title at the higher level.** New title will be ***Building Construction Technologies*** and will be effective for 2003-04 year.
Commercial Business Machine Maintenance	0647010200	8716000	I470102	**Program will remain daggered** for possible incorporation into ***Computer Electronics Technology*** program as optional OCPs.
Cosmetology	0612040303	8757200	I120404	**Program restructured** to include three OCPs. OCP A ***Manicurist and Pedicurist*** at 240 hours/2

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
				credits OCP B ***Facials/Skin Care Specialist*** at 260 hours/2 credits OCP C ***Hairdresser and Cosmetologist*** at 700 hours/4 credits
Drafting	0648010102	8725000		**Program title changed due to duplicate title at the higher level.** New title will be ***Drafting Technologies*** and will be effective for 2003-04 year
Engineering Assisting	0647030301	8743000		**Added new certification** to program of ***ENG 7 G***. Acceptable instructors will hold Any Engineer or Engineering-related Bachelors Degree and have a minimum of two years Engineering-related experience.
Engineering Related Technology	0615999900		I159999	**Dagger** program for possible program deletion/restructuring and/or addition of secondary version. No enrollments in program may necessitate incorporation of these competencies into other existing career and technical education programs.
Film Production Equipment Operation	0610010201	8772200	I100112	**Added secondary version of program. Courses include:** ***Film Production Equipment Operation 1*** **8772210** ***Film Production Equipment Operation 2*** **8772220** ***Film Production Equipment Operation 3*** **8772230** ***Film Production Equipment Operation 4*** **8772240** ***Film Production Equipment Operation 5*** **8772250** ***Film Production Equipment Operation 6*** **8772260** ***Film Production Equipment Operation 7*** **8772270** ***Film Production Equipment Operation 8*** **8772280** ***Film Production Equipment Operation 9*** **8772290** ***Film Production Equipment Operation*** **10 8772291** ***Film Production Equipment Operation*** **11 8772292**
Industrial Foremanship and Supervision	0606200100		I062001	**Daggered** for possible deletion due to very low enrollments.
Mine Safety	0615079901		I150799	**Dagger** program for deletion from **Industrial Education** program area. Program enrollments are consistently very low and this can be taught easily as a **Continuing Workforce Education** (CWE) offering as needed.
Occupational Safety and Health Technology	0614070100		I150701	**Dagger** program for deletion from **Industrial Education** program area. Program enrollments are consistently very low and this can be taught easily as a **Continuing Workforce Education** (CWE) offering as needed.

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
Printing and Graphic Arts	0648020100	8739000	I480201	**Program daggered for name change.** New name for 2004-05 will be ***Printing and Graphic Communications*** and course names will not change.
Upholstery and Furniture Refinishing	0648030300	8775000	I480303	**Daggered** for possible deletion due to very low enrollments.
Wireless Telecommunications	0647010302		I470305	**Program length change**. New length is 1500 hours, **restructured and renamed OCPs** to reflect changes and industry titles: OCP A ***Computer Support Technician*** at 150 hours OCP B ***Computer Support Specialist*** at 300 hours OCP C ***Network Support Technician*** at 150 hours OCP D ***Network Specialist*** at 300 hours OCP E ***Network Administrator*** at 300 hours OCP F ***Wireless Network Administrator*** at 300 hours
Deleted Programs				
NONE				
New/Changed Basic Skills Requirements				
NONE				

COMMUNITY COLLEGE CHANGES	CIP	TYPE		CHANGE
Baking and Pastry Arts	0620040202	CCC		**New program** 35 credits; part of **Baking and Pastry Management** degree
Baking and Pastry Management	0620040201	AAS		**New program** 64 credits
Baking and Pastry Management	1620040201	AS		**New program** 64 credits
Building Construction Technology	0615100101	AAS		**Revised** frameworks
Building Construction Technology	1615100101	AS		Primary **length** – 64 credits; secondary length 67 credits; programs accredited by American Council for Construction Education
Culinary Arts	0620040101	CCC		**New program** 35 credits; part of **Baking and Pastry Management** degree
Drafting and Design Technology	0615020200	AAS		**Revised** frameworks
Drafting and Design Technology	1615020200	AS		**Revised** frameworks
Industrial Management Technology	0606200101	AAS		**Revised** frameworks
Industrial Management Technology	1606200101	AS		**Revised** frameworks

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard Occupational Classification (SOC) codes added to frameworks.
- Entire Commercial Art Technology, Commercial Photography; Printing and Graphic Arts; and Television Production programs have been recommended for Level II status to the Articulating Coordinating Committee.
- Chapter 442 of the Florida Statutes has been repealed. This statute relates to the "Right-To-Know" laws. Competencies in program frameworks affected by this change have been changed to require knowledge of Federal "Right-To-Know" laws as stated in 29 C.F.R. 1910.1200.

- **Aircraft Power Plant Mechanics** program title has been corrected to the industry title of **Aircraft Powerplant Mechanics**.
- All Community College changes recommended by the 2002 Industry and Construction Sector Consortium
- Community College program frameworks are available from the Division of Community Colleges on their web site at http://www.dcc.firn.edu/Minds%20To%20Work/administrative_documents/cfps.htm

2003-2004 Career and Technical Education Program Course Standards
Instructional Support Services
which includes: Career and Technical Education for Exceptional Students and Career and Technical Education for Special Needs

CONTACT: Jane Silveria 850-487-1603 Jane.Silveria@FLDOE.ORG

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
NONE				
Changed Programs/Courses				
Vocational Employability Skills for Adults	11430199SN		S430123	**Program OCPs reduced** from three OCPs to a single OCP titled ***Helper***. OCP may be offered for **variable lengths** per student's needs established in their Individual Educational Plan (IEP).
Vocational Employability Skills for Youth	11990007SN	9001820		**Program OCPs reduced** from three OCPs to a single OCP titled ***Helper***. OCP may be offered for **variable lengths** per student's needs established in their Individual Educational Plan (IEP). **Certification added** to include: "Any Certification that reflects Bachelor's or Higher".
Vocational Preparatory Instruction (VPI)	1532010503	9001710	S990001	**Postsecondary number** S990001 was changed in early versions of the CCD and the program documents to reflect a new number of 9901710. The change was made to ensure proper reporting of VPI as an ***Adult General Education*** program. Effective 4-9-03, the program number has been **changed back to the original number of S990001** to ensure longitudinal data can be collected on the program. ***We apologize*** for any inconvenience this has caused anyone.
Deleted Programs				
NONE				
New/Changed Basic Skills Requirements				
NONE				

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard

Occupational Classification (SOC) codes added to frameworks.

2003-2004 Career and Technical Education Program Course Standards
Marketing Education

CONTACT: Darl Walker 850-488-8807 Darl.Walker@FLDOE.ORG

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
NONE				.
Changed Programs/Courses				
Academy of Finance	0208040110	8815100	M804011	**Program daggered for deletion and restructuring** of competencies into a more comprehensive financial/banking program. First course in program (***Financial Computing***) is under review for necessary restructuring to update competencies. Second course in program (***Financial Accounting***) is under review and being compared to Business program area's ***Accounting Applications 1*** course. If enough similarities exist, the ***Accounting*** courses will become one and the same and will be interchangeable between both program areas. During the interim, Marketing teacher certifications of MKTG 1 @ 2 has been added to ***Accounting Applications 1*** allowing both groups of instructors to teach either course. This is a return to what existed several years ago for both courses.
Credit Union Services and Marketing	0208040100		M804010	**Program daggered for possible deletion and is being reviewed for** possible combination with other financial/banking programs
Customer Service Representative	0208070600	8848100	M807060	**Program daggered for possible deletion and is being reviewed** for possible combination with other financial/banking programs. Course Code Directory **certification** for *Insurance G* **updated** to reflect correct certification of *Insurance **@7** G*
Customer Service Technology - ATD	0208999902		M807068	***CIP code changed*** to eliminate duplicate reporting issues with Community College ATD.
Internet Marketing	0208089901	8827200	M899992	**Daggered for name change** in 2003-2004 to ***E-Commerce Marketing*** and program restructuring. Business teacher certification of BUS ED 1 @2 @4 has been

Program/Course Title	**CIP Code #**	**Secondary #**	**PSAV #**	**Change**
				added to this program because of the overlap between this **Marketing** program and the needs of the **Business** program area to offer this program without creating a duplicate program.
Marketing Education Directed Study	0208999903	8800100		***CIP code changed*** to eliminate duplication with Community College program.
Retail Food Marketing	0208060100	8821100	M806010	**Dagger will be kept** and program **will not be deleted** for 2003-2004. Projected changes will continue to be reviewed.
Teller Operations	0207020500	8815200	M804990	**Program daggered for possible deletion and is being reviewed** for possible combination with other financial/banking programs.
Travel and Tourism-ATD	0206070502		M811058	**Program is daggered for name change** in 2003-04 to reflect full framework name. Program name will be***: Travel and Tourism Management – ATD. CIP code changed*** to eliminate duplicate reporting issues with Community College ATD.
Travel and Tourism Industry Operations 2002-2003	0208110503		M811053	**Daggered program for name change** to drop 2002-2003 from title. This will take effect 2004-2005.
Deleted Programs/Courses				
Lodging Operations	0206070100	8830300	M607010	**Deleted course 8827110 *Marketing Essentials*,** from this program to correct Course Code Directory.
Real Estate Marketing	0206170100		M617010	**Program deletion effective 2003-2004.** Program has been split into two shorter PSAV programs titled ***Real Estate Agent*** and ***Real Estate Broker.*** Distance learning options were added per CS HB 0499 to both new PSAV programs.
Travel and Tourism Industry Operations New (01-02 version)	0208110502		M811052	**Deleted program**. **Replaced by *Travel and Tourism Industry Operations 2002-2003.*** Some competencies have been revised in remaining program to better reflect skill training.
New/Changed Basic Skills Requirement				
NONE				
SPECIAL NOTE:				
Insurance Claims Adjustor	0208100105		M810015	**CIP and program number assigned. Program is only available for REGIONALLY ACCREDITED institutions to offer per CS for SB 806**

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
Insurance Customer Service Representative	0208100106		M810016	**CIP and program number assigned. Program is only available for REGIONALLY ACCREDITED institutions to offer per CS for SB 806**
COMMUNITY COLLEGE CHANGES	**CIP**	**TYPE**		**CHANGE**
Customer Service Technology	0208999901	ATD		**"ATD" added to title**
Mortgage Finance	0206030101	CCC		**New program** 31 credits; part of **Financial Services** degree
Travel and Tourism Management	0206070501	ATD		**"ATD" added to title**

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- Marketing, Merchandising & Parts Operations and Academy of Finance listing of courses in the Course Code Directory are not in same order as the suggested course sequence in the frameworks. Refer to curriculum framework for correct sequence.
- Marketing certification of MKTG 1 @2 has been added to Business Technology Education program area's ***Accounting Applications 1*** course in the **Accounting Operations** program.
- Cooperative Education Manual has been developed and added to the website below. This manual contains guidelines for workplace programs and training agreements.
- All Insurance programs are being reviewed to ensure proper updates of statutory language.
- Quick Response Training M899993 is included under Marketing Education program area, however, the program is not limited to Marketing. All program areas may use it as needed for responding to emergency business needs in their communities.
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard Occupational Classification (SOC) codes added to frameworks.
- Community College program frameworks are available from the Division of Community Colleges on their web site at http://www.dcc.firn.edu/Minds%20To%20Work/administrative_documents/cfps.htm

2003-2004 Career and Technical Education Program Course Standards
Other Career and Technical Programs/Courses
which includes: Middle School and Junior High Exploratory Vocational Wheels

CONTACT: **Mellissa Morrow 850-488-1831** Mellissa.Morrow@FLDOE.ORG

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
NONE				
Changed Programs/Courses				
Pre-Apprenticeship	1691010001	8000100	E920100	This program will be moved under the **Industrial Education** program area effective 2003-2004.
Technical Systems and Applications	1400002000	8002000		This one course program was moved under **Technology Education** program area effective 2002-2003
M/J Exploratory Voc Wheel 1	1498999901	8000200		**Daggered** for **program name change** to: ***M/J Exploratory Career and Technical Wheel 1.*** **Daggered** for course name change to ***M/J Exploratory Career and Technical Wheel 1*** in 2004-2005.
M/J Exploratory Voc Wheel 2	1498999902	8000210		**Daggered** for **program name change** to: ***M/J Exploratory Career and Technical Wheel 2.*** **Daggered** for course name change to ***M/J Exploratory Career and Technical Wheel 2*** in 2004-2005.
M/J Exploratory Voc Wheel 3	1498999903	8000220		**Daggered** for **program name change** to: ***M/J Exploratory Career and Technical Wheel 3.*** **Daggered** for course name change to ***M/J Exploratory Career and Technical Wheel 3*** in 2004-2005.
M/J Exploratory Voc Wheel 4	1498999904	8000230		**Daggered** for **program name change** to: ***M/J Exploratory Career and Technical Wheel 4.*** **Daggered** for course name change to ***M/J Exploratory Career and Technical Wheel 4*** in 2004-2005.
M/J Exploratory Voc Wheel 5	1498999905	8000240		**Daggered** for **program name change** to: ***M/J Exploratory Career and Technical Wheel 5.*** **Daggered** for course name change to ***M/J Exploratory Career and Technical Wheel 5*** in 2004-2005.
M/J Exploratory Voc Wheel 6	1498999906	8000250		**Daggered** for **program name change** to: ***M/J Exploratory Career and Technical Wheel 6.*** **Daggered** for course name change to ***M/J Exploratory Career and Technical Wheel 6*** in 2004-2005.

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
Deleted Programs				
NONE				

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- National standards were added to all ***M/J Exploratory Voc Wheel*** frameworks.
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard Occupational Classification (SOC) codes added to frameworks.

2003-2004 Career and Technical Education Program Course Standards
Public Service Education

CONTACT: **Mary Crew 850-488-9538** Mary.Crew@FLDOE.ORG

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
Exploration of Criminal Justice Occupations	0743019904	8900220		**New Middle School one course program** for .5 credits designed to introduce students to Criminal Justice occupations.
Changed Programs/Courses				
Air Quality Technology	0715059903	8914000		**Additional teacher certifications added of:** WSP OPER @ 7 G and TEC CHEM @ 7 G to make it consistent with other courses in program cluster.
Bail Bonding	0743010903		P430135	**Program length changed** to 120 hours effective 7-1-02 based on requirement of 648.355 (1)(d), F. S. Additional competencies added to framework.
Community Service Officer/Police Service Aide	0743999901		P439991	**Dagger program for name change** in 2004-05 to **Police Service Aide** to resolve tracking issue. OCP B, ***Traffic Accident Investigator*** **reduced to 80 hours** per Florida Department of Law Enforcement (FDLE) rule change. Competencies updated in OCP B. OCP C ***Community Service Officer*** title will be changed to ***Police Service Aide.*** Overall **program length is reduced to 206 hours**.
Crossover from Correctional Officer to Correctional Probation Officer	0743010203		P430132	**OCP title change** to avoid duplicate OCP title in other programs with different OCP lengths. Title will now be: ***Correctional Probation Officer – crossover from C.O.***
Crossover from Correctional Officer to Law Enforcement Officer	0743010702		P430125	**OCP title change** to avoid duplicate OCP title in other programs with different OCP lengths. Title will now be: ***Law Enforcement Officer – crossover from C.O.***
Crossover from Correctional Probation Officer to Correctional Officer	0743010204		P430142	**OCP title change** to avoid duplicate OCP title in other programs with different OCP lengths. Title will now be: ***Correctional Officer – crossover from C.P.O.***
Crossover from Correctional Probation Officer to Law Enforcement Officer	0743010703		P430107	**OCP title change** to avoid duplicate OCP title in other programs with different OCP lengths. Title will now be: ***Law Enforcement Officer – crossover from C.P.O.***

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
Crossover from Law Enforcement Officer to Correctional Officer	0743010205		P430152	**OCP title change** to avoid duplicate OCP title in other programs with different OCP lengths. Title will now be: ***Correctional Officer – crossover from L.E.O.***
Crossover from Law Enforcement Officer to Correctional Probation Officer	0743010206		P430162	**OCP title change** to avoid duplicate OCP title in other programs with different OCP lengths. Title will now be: ***Correctional Probation Officer – crossover from L.E.O.***
Fire Officer I	0743020306		P430206	**Corrected program length** of framework. Program length, effective 7-1-02 is 553 hours. Incident Command Systems and Anti-Terrorism competencies added to OCP B.
Private Security Officer	0743010900	8918031	P430109	**OCP A**, ***Private Security Officer***, **changed** to 40 hours. Overall **program length changed** to 68 hours.
Solid Waste Disposal Operation	0744060100		P440699	**Additional teacher certifications added of:** WSP OPER @ 7 G and TEC CHEM @ 7 G to make it consistent with other courses in program cluster.
Teacher Assisting	0713129902	8909000	P131299	**Program daggered** for name change to **Teacher Aide; course name changes** to ***Teacher Aide 1-3*** and **OCP B title change** to ***Teacher Aide.*** Name changes will be effective for 2004-05.
Wastewater Treatment Technologies	0715050604		P150527	**OCP A *Wastewater Operator Trainee* combined with OCP B *Wastewater Treatment Plant Operator, Level "C"***. New OCP A will be ***Wastewater Treatment Plant Operator, Level "C"***. Nitrification/Denitrification competencies added to new OCP A.
Water Treatment Technologies	0715050603		P150507	**OCP A *Water Operator Trainee* combined with OCP B *Water Treatment Plant Operator, Level "C"***. New OCP A will be ***Water Treatment Plant Operator, Level "C".***
Deleted Programs				
NONE				
New/Changed Basic Skills Requirements				
NONE				
COMMUNITY COLLEGE CHANGES	**CIP**	**TYPE**		**CHANGE**
Interpretation Studies	0713100304	CCC		New program **30 credits; part of** Translation-Interpretation Studies **degree**

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
Translation Studies	0713100305	CCC		New program **33 credits; part of** Translation-Interpretation Studies **degree**
Translation-Interpretation Studies	0713100303	AAS		New program **63 credits**
Translation-Interpretation Studies	1713100303	AS		New program **63 credits**

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard Occupational Classification (SOC) codes added to frameworks.
- **Combination Law Enforcement/Correctional Officer, Law Enforcement Officer, and all Crossover programs** may be deleted due to FDLE launch of new application based **Law Enforcement** training.
- **Fire Fithter II, Fire Apparatus Operator, and Fire Officer I programs** all have had the ***Fire Fighter I*** course competencies updated per the BFST.
- Chapter 442 of the Florida Statutes has been repealed. This statute relates to the "Right-To-Know" laws. Competencies in program frameworks affected by this change have been changed to require knowledge of Federal "Right-To-Know" laws as stated in 29 C.F.R. 1910.1200.
- Community College program frameworks are available from the Division of Community Colleges on their web site at http://www.dcc.firn.edu/Minds%20To%20Work/administrative_documents/cfps.htm

2003-2004 Career and Technical Education Program Course Standards
Technology Education

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Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
Exploration of Power and Energy Technology	08210122EX	8600250		**New Course.** Split student performance standards from ***Exploration of Power and Transportation Technology*** into two courses for specialization and alignment with national standards and **created new .5 credit course named *Exploration of Power and Energy Technology* which is added under *Integrated Technology Studies program*. Program length changed** to 3.5 credits.
Power and Energy Technology	0821010501	8601300		**New three course, three credit program.** Split student performance standards from ***Power and Transportation Technology*** for specialization and alignment with national standards. Requesting level 2 status for newly created courses. Course names are: 8601310 ***Power and Energy Technology I*** 8601320 ***Power and Energy Technology II*** 8601330 ***Power and Energy Technology III***
Changed Programs/Courses				
Aerospace Technology	08210118000	8600080		**Program title changed due to duplicate title at the higher level.** New title will be ***Aerospace Technologies*** and will be effective for 2003-04 year
Construction Technology	08210102000	8600700		**Added new certification** to all courses in the program of ***BLDG MAINT @7G***
Engineering Technology	08210117000	8607000		**Added new certification** to all courses in the program of ***ENG 7G***
Exploration of Power and Transportation Technology	08210122EX	8600240		**Name Change and move to another program and changed the name to *Exploration of Transportation Technology*.** Split student performance standards from **old one course program** into two courses ***Exploration of Power and Energy Technology*** and ***Exploration of Transportation Technology*** for specialization and alignment with national standards. **Moved renamed course *Exploration of***

Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
				Transportation Technology **under** ***Integrated Technology Studies program***. Course number remained unchanged, addition of other new course **changed program length** to 3.5 credits. **Assumed new CIP** from ***Integrated Technology Studies*** program.
Orientation to Technology	082101110R	8600110		**Daggered program for deletion in 2004-05.**
Power and Transportation Technology	0821010500	8601200		**Program daggered for name change to** ***Transportation Technology*** in 2004-05. **Course name changes** will also be made to be: ***Transportation Technology I-III***. Split student performance standards from ***Power and Transportation Technology*** for specialization and alignment with national standards.
Deleted Programs				
Exploration of Power and Transportation Technology	08210115EX	8600240		**Deleted program**. Split the single course program into two separate courses to reflect national standards alignment. Courses now called ***Exploration of Transportation Technology*** and ***Exploration of Power and Energy Technology*** (see above), and moved courses under ***Integrated Technology Studies*** program.

- All secondary and postsecondary career and technical program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated. Standard Occupational Classification (SOC) codes added to frameworks.
- National Standards were added to ***Integrated Technology Studies***, ***Construction Technology***, ***Electronics Technology***, ***Power and Energy Technology*** and ***Transportation Technology.***

2003-2004 Workforce Development Program Course Standards
Adult General Education

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Program/Course Title	CIP Code #	Secondary #	PSAV #	Change
New Programs/Courses				
NONE				
Changed Programs/Courses				
Adult ESOL	1532010300	9900040		**Name Change**. New title will be ***Adult English Literacy***
Adult VESOL	1532010301	9900050		**Name Change.** New title will be ***Adult Vocational English Literacy***
ESOL Academic Skills	1532010302	9900051		**Name Change.** New title will be ***English Literacy Academic Skills***
English for Limited Proficient Adults	1532010300	9900400		**Program daggered for deletion - *ESOL*** courses now have the same program and course numbers
Vocational Preparatory Instruction (VPI)	1532010503	9001710	S990001	**Postsecondary number** S990001 was changed in early versions of the CCD and the program documents to reflect a new number of 9901710. The change was made to ensure proper reporting of VPI as an ***Adult General Education*** program. Effective 4-9-03, the program number has been **changed back to the original number of S990001** to ensure longitudinal data can be collected on the program. ***We apologize*** for any inconvenience this has caused anyone.

- All adult education program course standards are located on the web at http://www.myfloridaeducation.com/dwdframe/ad/ad_frame.htm
- All statutory references revised to reflect new school code numbers. Students with disabilities language updated.
- Family Literacy program # 9900110 is **NOT ELIGIBLE** for Workforce Development Education Funding.

Articulation Coordinating Committee
May 21, 2003
Item 6

Subject: Presentation and Recommendations on the Advanced International Certificate of Education (AICE) Program

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Proposed Committee Action

Approval of changes to the ACC Recommendations for Course Equivalents for students completing Cambridge AICE (British A-Level) exams.

Background Information

S. 1007.27, Florida Statutes, requires the State Board of Education to establish rules which specify the cutoff scores and Advanced International Certificate of Education examinations which will be used to grant postsecondary credit at community colleges and universities. The Articulation Coordinating Committee is charged with recommending to the State Board of Education the appropriate exam scores and course equivalents.

Prior to submitting a list of cutoff scores and course equivalents for State Board of Education approval, the ACC has been asked by the Cambridge AICE program to review our current recommendations for course credit for the AICE English exams. ACC's current recommendation does not award additional credit to a student who successfully completes both the AS-level language and the A-level literature exams, while the ACC does recommend such credit to a student who completes both AP English exams.

Statewide Course Numbering System (SCNS) English faculty discipline committee members were consulted in the development of a revised set of course credit equivalents. The former Standing Committee on Alternative Ways of Earning Credit reviewed the AICE recommendations and recommended approval. The revisions were presented to the ACC in February, and at that time felt that further information on the high school credit awarded and more feedback from stakeholders was needed.

The AICE recommendations were sent to the members of both the State University System Council of Academic Vice Presidents and the Community College Council of Instructional Affairs requesting suggested changes to the recommendations by May 1. Division of Community College staff received comment from the following community

colleges regarding the AICE Exams: Broward, Indian River, Florida Keys, Gulf Coast, and Manatee. All of these institutions were in agreement with regard to the suggested changes. Florida Atlantic University has responded in agreement. University of Florida had concerns with the recommended course equivalents for both AICE and the current AP equivalents for Literature courses.

Supporting Documentation Included: Recommended Changes; Required Course Equivalents for Advanced Placement; AICE and AP Course List

Facilitators/Presenters: Sherry Reach, AICE Regional Coordinator; Sharon Koon, Office of Articulation

ACC Recommendations for Cambridge AICE (British A-Level) Exams
DRAFT: Recommended changes in italics

The AICE program is an international, advanced secondary curriculum and assessment program equivalent to the British system of "A-Levels." Information about the program, including course syllabi, can be found on-line at *http://www.cie.org.uk/q_and_s/gce_a/index.html*. The following list represents the recommendations of the Articulation Coordinating Committee. It is not binding on institutions.

Exams	Passing score of "E" or "D" (grades are not based on the American A-F grading scale)	Passing score of "C", "B", or "A" (grades are not based on the American A-F grading scale)	Comments
Art and Design (AS-Level)	Credit at discretion of faculty at each institution; submission of portfolio recommended.	same	
Art and Design (A-Level)	Credit at discretion of faculty at each institution; submission of portfolio recommended.	same	
Biology (AS-Level)	none	BSC X005C or BSC X005/X005L	
Biology (A-Level)	none	BSC X010C or BSC X010/X010L and additional credit at institution's discretion, based on optional topics studied	
Chemistry (AS-Level)	none	CHM X020C or CHM X020/X020L	
Chemistry (A-Level)	none	CHM X045C or CHM X045/X045L	
Computing (AS-Level)	CGS X073	same	Course number is unique to this exam.
Computing (A-Level)	CGS X073 and CGS X074	same	Course numbers are unique to this exam.
Economics (AS-Level)	ECO X000	same	
Economics (A-Level)	ECO X013 and ECO X023	same	

Exams	Passing score of "E" or "D" (grades are not based on the American A-F grading scale)	Passing score of "C", "B", or "A" (grades are not based on the American A-F grading scale)	Comments
English (AS-Level) – English Language or Language & Literature in English	***<u>ENC X101</u>***	*same*	
English (AS-Level) – Literature in English	*ENC X101 or ENC X102*	*same*	*Award credit for ENC X102 if student has credit for X101.*
English (A-Level) – Literature in English	*ENC X101 or ENC X102*	*ENC X101/X102 or ENC X102/LIT X006*	*Award credit for ENC X102/LITX006 if student has credit for ENC X101.*
Environmental Science (AS-Level)	EVR X001C or EVR X001/X001L	same	Only offered at AS-level
Geography (AS-Level)	GEA X000	same	
Geography (A-Level)	GEO X200 and GEO X400	same	
History (AS- or A-Level)	Three credits for each successfully passed paper, subject to institutional review.	same	There are six choices of "papers" or exams covering different geographical areas and periods. Examinations are rigorous but do not align easily with frequently-taught American college courses. Institutions should assign course equivalents based on each student's curriculum, and may need more information than is available on students' score reports or transcripts.

Exams	Passing score of "E" or "D" (grades are not based on the American A-F grading scale)	Passing score of "C", "B", or "A" (grades are not based on the American A-F grading scale)	Comments
Foreign Language (Language Exams, AS or A-Level)	At least one semester of language credit up to elementary II level (usually 1121)	At least one semester of language credit up to intermediate II level (usually 2201)	Students may take exams in language (reading, writing, speaking, listening) or in literature, or in both. To determine what students have been tested on, institutions may need more information than is available on students' score reports or transcripts.
Foreign Language (Literature Exams, AS or A-Level)	One semester of literature survey credit	same	Students may take exams in language (reading, writing, speaking, listening) or in literature, or in both. To determine what students have been tested on, institutions may need more information than is available on students' score reports or transcripts.
Mathematics (AS-Level)	none	MAC X147 or MAC X140/X114	Students are tested on a core curriculum roughly equivalent to MAC X147 as well as an optional topic. At the AS-level, the optional topic may not warrant additional college credit.

Exams	Passing score of "E" or "D" (grades are not based on the American A-F grading scale)	Passing score of "C", "B", or "A" (grades are not based on the American A-F grading scale)	Comments
Mathematics (A-Level)	none	MAC X311	Students are tested on a core curriculum roughly equivalent to MAC X311 as well as on one or two optional topics. Additional credit may be warranted based on these topics. Institutions may need more information than is available on students score reports or transcripts.
Physics (AS-Level)	none	PHY X020C or PHY X020/X020L	
Physics (A-Level)	PHY X053C or PHY X053/X053L	PHY X053C/X054C or PHY X053/X053L/X054/X054L	
Psychology (AS-Level)	none	none	
Psychology (A-Level)	PSY X012	same	
Sociology (AS-Level)	none	none	
Sociology (A-Level)	SYG X000	same	

Articulation Coordinating Committee
May 21, 2003
Item 7

Subject: CLASP/CLAST Evaluation Report

Proposed Committee Action

Approval of CLASP/CLAST Evaluation Report prepared by the ACC Task Force on Transition Assessments.

Background Information

The State Board of Education (formerly the Florida Board of Education) adopted "Setting and Aligning Academic Standards" as one of its eight strategic imperatives. Project 5.2.2 was adopted as a feasibility study of the CLASP/CLAST and its alternatives as measures of postsecondary level general knowledge proficiency. Dr. Patricia Windham serves as staff leader of the ACC Task Force on Transition Assessments, charged with the implementation of this project. This paper outlines the findings and results of the feasibility study.

Supporting Documentation Included: CLASP/CLAST Evaluation Report

Facilitators/Presenters: Dr. Patricia Windham

DRAFT 3/27/03
/033/14/03

CLASP/CLAST Evaluation Report

Articulation Coordinating Committee

Task Force on Transition Assessments

Florida is fortunate to have a strong "2+2" articulation policy that guarantees community college Associate in Arts (AA) degree graduates access to upper-division in the state university system. This policy has been in law since 1979 (s. 1007.23, Florida Statutes). With this guaranteed transfer came concern over the quality of lower division instruction. In response, the Florida Legislature adopted the College Level Academic Skills Program (CLASP) as a mechanism to measure student preparedness for upper-division instruction.

Since its inception, the program, and the exam created as a component of the program (i.e., the College Level Academic Skills Test, a.k.a., the "CLAST") has been challenged and modified to provide alternatives. Over recent years, use of the alternatives to meet CLASP requirements has actually surpassed use of the exam, generating questions about the viability of the exam.

The State Board of Education (formerly the Florida Board of Education) adopted "Setting and Aligning Academic Standards" as one of its eight strategic imperatives. Project 5.2.2 was adopted as a feasibility study of the CLASP/CLAST and its alternatives as measures of postsecondary level general knowledge proficiency. Project 2.2.1 Enforcement of Postsecondary Student Achievement and Accountability, related to strategic imperative two, "Applying Existing Standards Consistently At All Levels", was adopted as a subsequent activity to uniformly apply recommendations adopted from the feasibility study. This paper outlines the findings and results of the feasibility study.

BACKGROUND

Creation of the CLASP/CLAST Program

CLASP/CLAST developed to ensure quality of rising juniors

The CLASP was begun as a response to a feeling that there was considerable variation in the preparation of community college transfer students and their ability to perform at the upper division level in the state university system. The program was established by the Legislative to ensure that students entering the upper division had mastered a set of skills that faculty deemed important for success in communications and computations. The program was begun in the early 1980's and the first test was administered in October 1982.

By 1984 cut scores has been established and students were required to pass the test as a pre-requisite to earning the Associate in Arts and/or admission to the upper division at a state university. The original intent was to develop cut scores that would indicate mastery of the skills that formed the basis for the test. However, that did not occur. Over time, the scores needed to pass the College Level Academic Skills Test (CLAST) were raised, but the final scores were not based upon faculty determination of what constituted mastery.

CLAST became a "high-stakes" test

A second component of the original intent was to have students take the test as they neared the 60-semester hour mark in their academic career. However, once the test became "high-stakes," the court ruled that students must be given multiple chances to pass. The result was to allow students to take the CLAST once they had earned 18 semester hours of college credit. This ability to take the test more than once allowed students who

had initially failed one or more sections to pass the entire test prior to completing the Associate in Arts degree. Cohort tracking done by the Department of Education showed that the group of students who took the test in October of 1994 had an initial overall passing rate of 59.1%. By June 1996, that overall rate for the cohort had been increased to 84.0%.

Without a defined mastery level for scores and once students with only 18 hours were allowed to take the test, then the question became "What is the purpose of this test?" A test that had originally been intended to be a rising junior test now appeared to be more of a freshman test. Another question related to where students should acquire the skills contained in the skill set. Much debate has been devoted to this issue.

CLAST rigor questioned

A 1990 study conducted by Gulf Coast Community College and Bay County Schools indicated that many of the skills tested on the CLAST mirrored those contained in honors level high school courses. Based upon this study, several individuals began describing the CLAST as a 10th grade test. However, many high school students are not exposed to honors or acceleration courses and thus do not learn these skills in high school. For these students the CLAST is truly a college-level test because that is where they are exposed to the skills involved.

CLAST alternatives created

Research done by community colleges, particularly Miami-Dade Community College, was used by the Legislature to provide alternative methods of meeting the CLASP requirement. Students can apply two alternatives to taking the CLAST: (1) earning designated scores on either the ACT or SAT tests; and (2) earning a 2.5 grade point average (GPA) in two courses designated by the Council for Education Policy Research and Improvement (formerly the Postsecondary Education Planning Commission).

A lesser known and discussed option is contained in subsection (17) of Chapter 6A-10.0311, Florida Administrative Code, that states "For purposes of evaluating student grade point averages to implement the provisions of subsection (14) [GPA alternatives] of this rule, each postsecondary institution may determine how to make allowances for students who have earned credits in Advanced Placement, College-Level Examination and International Baccalaureate Programs." With the advent of CLEP testing as a mandatory component of the Bright Futures Scholarship Program, this method of meeting the CLASP may be used more frequently.

Impact of CLAS Program

Over the course of the past twenty years, many studies have been conducted related to various aspects of the CLASP. One of the major concerns has been the differential impact of the test on various ethnic groups. The accountability system used by the Florida Community College System includes data on the percent of students with 60 or more hours who have met the CLAST requirement. The data for 2000-01 indicate that the percent of the overall group meeting the CLAST was 95.9. The percent for Blacks was 89.3, for Hispanics 94.1, and for Whites 97.3 (see Table 1). This data indicates a significant difference in the variation of test scores for different ethnic groups.

CLAST Costs

The University of Florida (UF) develops the items used on the CLAST. The Department of Education has two contracts with UF, one for support and one for administration. The current support contract cost is $1,258,446

and the administration contract cost is $1,488,490 (totaling $2,746,936). The new 3-year CLAST contract will begin March 1, 2003 at $1,541,495 for administration and $1,257,563 for support (totaling $2,799,058). Institutional costs are more intangible and include such items as personnel to support testing centers, equipment, and courses that are developed and offered to students who do not initially pass the various components of the test. These testing center costs are rolled into costs associated with other institutional tests (e.g., placement tests, CLEP, etc.). Additionally, there is an indeterminate cost associated with institutional review of student transcripts for purposes of implementing the CLAST alternatives related to course GPA requirements. Miami-Dade estimates that the cost of the CLASP to their institution is at least $86,600 per year.

EVALUATION STRATEGY & FINDINGS

Implementation of the CLAST alternatives in 1995 resulted in a decline in the number of students sitting for the CLAST test. Over the subsequent years, the number of test takers has dropped from 53,470 first time takers in public and private institutions in 1994-95 to 13,108 in 2001-02, and the number and percent of students using the alternatives has increased.

Articulation Coordinating Committee Input

The Articulation Coordinating Committee (ACC) and individuals involved in the development of the new K-20 Strategic Plan wanted to know the impact of this change and if the alternatives were appropriate. A second consideration was if CLASP was still needed in light of the work recently completed by the K-20 Accountability Advisory Council. The Task Force on Transition Assessments, a practitioners group formed under the ACC, was charged with the assignment of studying the CLAST and alternatives and providing an evaluation of the program as it is currently structured.

The Task Force investigated the following questions:

A. Has there been a change in the preparation level of students entering the upper division of the state university system via the CLAST alternatives versus the exam itself?

B. Are the grade point average requirements set at the appropriate level in the alternatives?

C. Does the CLASP/CLAST remain a viable means of assessing readiness for the upper division?

Findings

Student preparedness for upper-division, as determined by grade point average in upper-division, remains steady regardless of a student's use of CLAST scores or the alternatives as a means of satisfying CLASP requirements.

Since a fundamental reason for the CLAS program was to ensure students would be ready for upper division work, any change in the ability of students to perform in the upper division might indicate that allowing students to meet the CLAS requirements via alternatives was not appropriate. Information compiled by Miami-Dade Community College, based upon the Florida Community College System accountability measures, indicated that there have not been any changes in the ability of AA transfers to do well in the upper division of the state university system (see appendix A). As the shift has occurred from the test to the alternatives, the average GPA earned by AA transfers has remained steady.

The grade point average requirements of the English coursework alternative should be raised.

If the alternatives are to be true substitutes for the test, then there should be an underlying relationship between the grades earned in English and mathematics courses and scores earned on the CLAST. This relationship should guard against the situation that is known as "false positives", i.e., cases where students met the requirements of the alternatives but are unable to pass the CLAST. Two studies have investigated this relationship. The first was conducted for the State Board of Community Colleges in 1997 in response to Legislative mandate. It identified the percent of students failing the CLAST who would have qualified for an alternative. This study used a cohort of students from the fall 1995 sitting of CLAST and course information contained in the Division of Community Colleges Student Data Base. The conclusion was that the alternative based upon ACT or SAT scores were meeting the Legislative intent of equivalency, but the course option was more difficult to interpret. The 2.5 GPA requirement for math courses appeared to be working as intended. The 2.5 GPA requirement for English courses, however, appeared to be too low. A full copy of the study is included as appendix B.

A second study of this relationship occurred in conjunction with the work of the ACC Task Force. This study compared students CLAST outcome with the grades they earned in the courses that could have been used as an alternative method of meeting the requirement. The data were extracted from the Division of Community Colleges supplemental accountability files and the Student Data Base.

Table 2 indicates the results of that study. Based upon this data set, it appears that in order for the course alternative to be better aligned with the CLAST, the GPA used as the basis of the alternatives should be raised to 3.0 for the communications portion of CLAST. The computation portion should be addressed by either raising the GPA to 3.5 and retaining all of the current course alternatives, or remain at 3.0 with a review of the courses allowed as alternatives. One potential outcome of the course review is to reduce the sets of courses to those listed currently as option 1a (MAC*102 College Algebra or any other MAC course with the last three digits being higher than 102), option 2b (any two of MGF*113, MGF*114 or MGF*118), and option 3 (MGF*106 or MGF*113 and MAC*102 or MAC*105).

With 2/3 of students using the alternatives as a means of satisfying CLASP requirements, the CLAST exam is no longer the primary method of assessing student preparedness.

Florida is one of only a handful of states in the nation that has a "rising junior" test (see appendix C). As discussed above, the use of the CLAST as a high stakes test has necessitated allowing more opportunities for students to pass and has caused the test to be moved back to the 18-hour mark. Also, about two-thirds of the students with 60 hours who have met the CLASP requirement have done so via the alternatives rather than the test.

OBSERVATIONS

Native state university students and their AA graduate counterparts from a Florida community college are capable of performing upper division work in the state university system at about the same rate of success (based on GPA comparisons). There has been no change in this performance since implementation of the alternatives to the CLAST.

However, since the majority of students reaching the 60 semester hour mark no longer take the test and the "high stakes" nature of the test has changed the timing of initial testing, the test itself does not appear to be functioning as originally intended. Based upon the performance of upper division students, the lack of mastery

levels, the timing issue resulting in a change from a "rising junior" to second semester sophomore test, and the overwhelming use of alternatives, the necessity of the test can be called into question.

Performance Accountability

Decisions related to the future of the CLASP should be considered in the context of both the K-20 Strategic Plan goals, and State Board of Education performance accountability goals. As mentioned earlier in this document, once policy decisions resulting from this feasibility study are adopted, they will be applied uniformly across the systems, consistent with the strategic plan.

Additionally, Commissioner Horne appointed the K-20 Accountability Advisory Council – a group of practitioners and policymakers from across the K-20 system – to recommend to the State Board of Education appropriate mechanisms for measuring accountability and performance success. Among the nine performance themes are core themes related to "number of students achieving at the highest level", "number and percent of credentials granted and readiness for the next level", and "percent of students progressing to the next educational level".

An opportunity to influence policy direction now exists as the next step in the development of the new K-20 accountability system will be to determine performance measures and standards for each of the accountability themes. For example, in lieu of the CLASP, accountability measures that indicate how well students do in upper division could be adopted. Examples might include upper division GPA and graduation rates at both the overall and individual major level.

"Performance Reports"

Communicating the results of accountability and performance outcomes to institutions for effectiveness activities, to policymakers for decision making purposes, and to consumers and the general public for informational and decision making reasons remains an ongoing challenge.

One mechanism that will be implemented to facilitate this communication activity and to operationalize the new K-20 accountability themes and measures will be annual sector and institutional "Performance Reports". Beginning Fall 2003, these reports will benchmark current levels of accomplishment and will provide information regarding for each institution annual performance. Decisions have yet to be made regarding specific measures and standards across the nine themes. Additional decisions related to timelines, improvement plans, and performance funding must also be made.

Given the results of this feasibility study, the timing of decisions that must be made related to the CLASP/CLAST contract, potential cost savings, and the opportunity that exists related to shaping performance accountability policies, the Articulation Coordinating Committee may want to consider replacing the CLASP requirement with a new way of measuring student and institutional success in preparing students for upper-division instruction.

Recommendations

The Task Force held a third meeting on February 19, 2003 following the ACC meeting on the same day. Members discussed the relationship of the CLAST history and current alternatives to the various options listed above. Members also expressed strong consensus that the need for some type of quality control mechanism related to the rigor of lower division instruction needs to remain in place, citing concern that the community college/university transfer process might not work as well as it does now without the maintenance of such a

mechanism. Members felt the current CLASP program, including both the test and the alternatives, meet this need. One way of determining if this understanding of the true role of CLAST was correct would be to survey institutions regarding their use of the CLAST results. However, additional discussions with DOE staff indicated the time needed to properly conduct such as survey was more than was available to the Task Force.

Some members acknowledged the wide use of the alternatives has taken away the role of the CLAST by allowing over two-thirds of students receiving the Associate in Arts and/or entering the upper division to meet CLASP requirements via alternative routes. Given the direction of the state in adopting K-20 performance requirements, members also discussed the potential for a different approach to accountability based on the use of programmatic indicators or proxy measures rather than on the individual attainment of CLAST skills or the alternatives.

The Task Force recommends:

- **A mechanism of accountability needs to exist to ensure quality lower division instruction in both the SUS and FCCS in preparation for student success in upper division.** While the current mechanism of the CLASP (including both the alternatives and the CLAST) is one option for meeting that need, a different approach based on program performance accountability requirements, as opposed to individual requirements, could replace the CLASP and serve necessary quality assurance needs.

- **Performance accountability mechanisms should be established to ensure important indicators of lower division quality are quantified and measured.** At minimum, performance measures must include standards and goals related to improving:
    - Community College Associate in Arts completion rates and the rate of completion of 60 credit hours by FTIC students in the SUS;
    - Community College to SUS transfer rates and lower division to upper division retention rates of FTIC students in the SUS;
    - Student Grade Point Averages for both AA transfers and FTIC SUS students in subsequent selected upper division core courses in the major; and,
    - SUS graduation rates of FTIC students after six years, or community college AA transfers after four years, by major and overall.

- **If program performance accountability measures, such as those stated above, are demonstrated to be valid indicators of preparedness of students for upper division work, and hence the attainment of College-Level Academic Skills, the current CLASP program should be repealed.** Savings realized from elimination of a contract for the CLAST should be directed to reward improvement in institutional performance in the measures identified for this purpose.

Articulation Coordinating Committee
May 21, 2003
Item 8

Subject: FACTS Update

Proposed Committee Action

For review and discussion.

Background Information

Ms. Connie Graunke will discuss and demonstrate the common prerequisites feature on the FACTS system and discuss the new forms that will be used to update information on Florida's postsecondary institutions.

Supporting Documentation Included: None

Facilitators/Presenters: Connie Graunke, Executive Director, Florida Center for Advising and Academic Support

Articulation Coordinating Committee
May 21, 2003
Item 9

Subject: OPPAGA Program Review: Articulation Works for Most Community College Transfer Students, But Some Problems Continue

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Proposed Committee Action

For review and discussion.

Background Information

In January 2002, OPPAGA published *Program Review: Articulation Works for Most Community College Transfer Students, But Some Problems Continue* (Report No. 02-05). As a follow-up to this review, OPPAGA has requested a status report on the recommendations that were made to the Department of Education. A draft of the Department's response will be presented to the Articulation Coordinating Committee for discussion.

Supporting Documentation Included: OPPAGA Program Review: Articulation Works for Most Community College Transfer Students, But Some Problems Continue; Request for Response

Facilitators/Presenters: Dr. John Hughes, OPPAGA; Department of Education Staff

oppaga

Program Review

January 2002 **Report No. 02-03**

Articulation Works for Most Community College Transfer Students, But Some Problems Continue

at a glance

For Florida's "2 plus 2" system to work effectively, articulation between community colleges and state universities must be effective. Ideally, most students with an AA degree would need to take only an additional 60 credit hours to obtain their bachelor's degree from a state university.

The Legislature has passed several reforms to shorten the time it takes students to obtain their degrees. The "time to degree" reforms have produced several benefits, but some articulation problems continue. While most students have few or no articulation problems, the number of lower division courses taken by students after transferring to a university has not changed since 1997. In all, we found that several problems remain.

- One in five (20%) AA transfer students take a semester or more of lower division courses at a university.
- Over half of the lower division courses taken by AA transfer students (51%) were taken to meet degree requirements, indicating that some degree programs at some universities are likely not consistent with the *Common Prerequisites* requirements.
- Taking required lower division courses after transferring to a university cost students approximately $8.7 million in tuition and the state $13.8 million in support costs over a three-year period.

Purpose

This report is a part of our program evaluation and justification review of the State University System (SUS), Report No. 01-28, as required by s. 11.513, *Florida Statutes.* In our prior report, we found that students accumulated more credit hours than they needed for graduation. Poor articulation is one potential cause of students accumulating these excess hours.

As described below, Florida's articulation system has developed out of several initiatives. This report reviews one aspect of Florida's articulation system—the *Common Prerequisites* and the incidence of community college students taking lower division courses after transferring to a university. These courses are a potential problem because not only can they result in students accumulating excess hours but they can also limit students' options to take electives or earn a minor or second major and can result in additional costs to students and the state.

Background

Florida's postsecondary education system includes a "2 plus 2" articulation process through which students can earn a bachelor's degree with two years, or 60 credit hours at a community college and the remaining courses at a

university.[1] Ideally, most community college students who transfer to a state university with an associate in arts degree would only need to take an additional 60 credit hours at a university to obtain their bachelor's degrees.

This requires effective coordination between Florida's community colleges and the state university system (SUS). Specifically, two conditions must be met. First, universities must accept community college courses for university credit. Second, articulation between community colleges and universities must be authentic. That is, the courses taken by students at the community college level must meet university prerequisites for each major as well as university general education requirements.

In 1995 the Legislature began a series of reforms designed to increase the coordination between community colleges and the state university system. For example, the Legislature required almost all degrees to consist of no more than 120 credit hours, of which at least half shall be achievable through courses designated as lower division.[2] Other legislative actions, however, focused on creating a more efficient articulation process so that AA transfer students could progress as quickly as students who began their post-secondary work at a university.

- The Legislature required community colleges and the SUS to use a common course numbering system so that all courses offered by universities and community colleges that have similar content would have the same course number.[3] This makes it easier for universities to accept credit for classes taken at other institutions.
- The Legislature directed the Articulation Coordinating Committee (ACC) to study articulation issues and make recommendations to the State Board of Education, which was directed to establish an articulation accountability system.
- The Legislature required the ACC to recommend those courses identified to meet general education requirements for all public community colleges and universities. All institutions must accept the general education courses when students transfer from another university or community college.
- The ACC adopted the *Common Prerequisites* manual in the fall of 1996.[4] This manual lists the prerequisites for each major at each university offering the degree. It also lists prerequisites for each major at each university and identifies approved substitutions. All state universities and community colleges must use this list.[5]
- The ACC was required to identify courses designated as either general education or required for a degree, and to designate these courses as either upper or lower division. Community colleges may offer any course designated as a lower division course.
- The Legislature directed the Board of Regents and the State Board of Community Colleges to plan and develop a computer-assisted student advising system.[6] The Florida Academic Counseling and Tracking for Students system (FACTS) is intended to improve the articulation process by providing students with online access to an articulated audit of their coursework. Based on a student's community college, intended university, and intended major, the articulated audit will review the courses students have taken and provide a list of remaining required courses. The articulated audits are expected to be available by 2003.
- The Florida Education Governance Reorganization Act of 2000 outlines the process for transitioning to a new educational governance model. The new governance system is designed to create a seamless education system from kindergarten through post-graduate school. Effective July 1, 2001, the Board of Regents and the State Board of Community Colleges were abolished. Their responsibilities were transferred to the newly created Florida Board of Education. Additionally, the ACC was transferred to the new board, which will set policy for community colleges, colleges, and universities as a whole. However, local boards of trustees appointed by the Governor will manage the

[1] Section 240.115(6), *F.S.*, provides that a baccalaureate degree shall require no more than 120 semester hours unless granted prior approval. This would be equivalent to 60 credit hours at a community college and 60 at a university.

[2] Sections 240.115(6), and 229.551(1)(f)3., *F.S.*

[3] Section 229.551(1)(f), *F.S.*

[4] The *Common Prerequisites* manual is updated on an annual basis.

[5] Section 229.551(1)(f), *F.S.*

[6] Section 240.2099, *F.S.*

day-to-day operations at individual institutions.

Findings

AA transfer students take an average of two lower division courses after transferring to a university

Articulation problems result in students taking lower division courses they could have completed while earning their associate of arts degrees. As a result, students and the state, both funding the cost of courses, lose money.

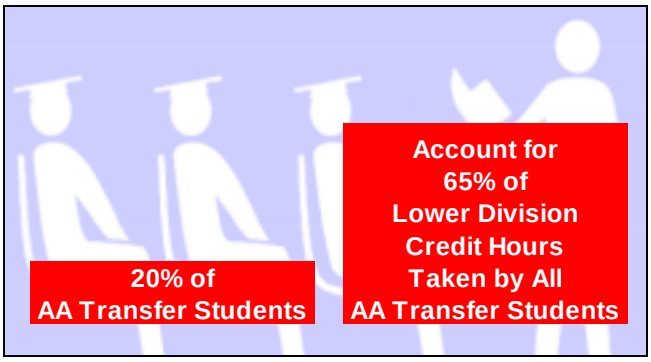
To assess the articulation system OPPAGA sampled 10,986 students who earned their associate in arts (AA) degrees between 1997 and 1999. Of these, 6,485 transferred from community college to a state university and took undergraduate courses. We collected data on the students' major and every course they took from 1997 through the fall of 2000 (see Appendix A for additional details).

Over half (57%) of AA transfer students in our sample took lower division courses after transferring to a university. Overall, these students averaged two lower division courses and 5.6 credit hours after entering the SUS. We estimate that AA transfer students took approximately 96,000 lower division courses and 265,000 credit hours. Of these, approximately 48,000 courses and 134,000 credit hours were required courses.[7] Over a three-year period these required courses cost Florida an estimated $13.8 million (see Appendix A for details on calculations).[8] In addition, since students pay 37% of the cost of their lower division courses, these courses cost students approximately $8.7 million.[9]

One in five AA transfer students account for 65% of all lower division courses taken

Articulation problems, however, are generally confined to a small group of the AA transfer students. Many transfer students took no lower division courses, but 20% took at least a typical semester's worth (i.e., 11 or more credit hours).[10] As Exhibit 1 shows, these students account for 65% of all lower division credit hours (and costs) taken by all transfer students. After completing their AA degrees and transferring to a university, these students took an average of 6.6 lower division courses totaling 18.6 credit hours.

Exhibit 1
20% of AA Transfer Students Accounted for 65% of All Lower Division Credit Hours Taken by AA Transfers



Source: OPPAGA analysis of community college and university data.

Average lower division courses taken by transfer students has not declined since 1997

If the *Common Prerequisites* list has improved articulation, the number of lower division courses taken by transferring students would decline as an increasing percentage of students transfer under its guidance. However, it is difficult to fully assess the impact of the *Common*

[7] Of the 6,485 students in our sample, only 3,212 had graduated when these data were collected. Transfer students take most lower division courses in their first few semesters and during their last semester. Since students still enrolled may continue to take lower division courses, our methodology should provide a reasonable estimate of the number and costs of lower division courses taken by transfer students.

[8] Since some required lower division courses are planned to be completed within the student's last 60 hours, some lower division courses may not incur additional costs to the state or students. Based on available data we cannot readily identify which courses fall into this category. However, since 43% of the transfer students took no lower division courses, the number of majors requiring these courses is likely low.

[9] State law limits tuition to less than 25% of the *total* cost of instruction. However, the costs for lower division courses are relatively low, but the fees remain constant. As a result the percentage paid by the student is higher. Overall, students pay approximately 24% of the total costs of instruction.

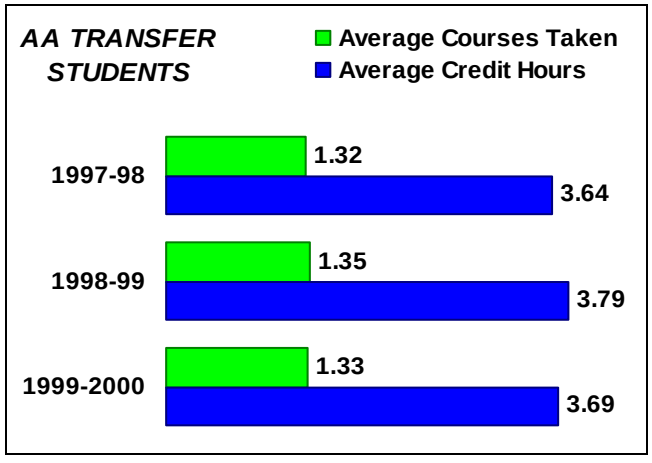
[10] The average credit load for upper division students in the State University System was 11.1 credit hours in 1999.

Prerequisites because part-time students will have had limited opportunities to use the *Common Prerequisites* because they take more time to complete their degrees.

Since the *Common Prerequisites* was implemented in 1996, students transferring in 1997 would have had little or no opportunity to use its guidance. Moreover, part-time students transferring in subsequent years would also have had limited opportunities to use the *Common Prerequisites* because they began their degrees before its implementation. More complete data will not be available to fully assess the benefits of the *Common Prerequisites* for several years.

However, in each successive year after 1997 (1998 and 1999) a growing proportion of transfer students would have been exposed to, and received guidance based on, the *Common Prerequisites.* Thus, even with available data, we would expect to see the number of lower division courses and credit hours taken after transferring decline between 1997 and 1999. Despite this, Exhibit 2 shows that the average number of courses taken by AA transfer students has not yet declined.

Exhibit 2
Transfer Students With AA Degrees Are Not Taking Fewer Lower Division Courses at Universities



Note: The differences are not statistically significant. They are what would be expected to occur randomly.
Source: OPPAGA analysis of community college and university data.

For example, students transferring from a community college to a university in 1997-98 averaged just over one lower division course, 3.64 credit hours, during their first three semesters at a university. By 1999-00, the number of credit hours had remained fairly constant with students averaging 3.69 credit hours during their first three semesters.

Articulation success varies across community colleges and universities

The percentage of AA transfer students taking lower division classes varied across both universities and community colleges. Exhibit 3 shows that articulation success varies across community colleges. Seventy-five percent of transfer students from Central Florida Community College took at least one lower division course after transferring to a university. By contrast, just 40% of students transferring from Daytona Beach Community College took lower division courses at the university level. Similarly, the percentage of students taking at least a full semester (11 credit hours) of lower division courses varies—from a high of 33% for Santa Fe Community College to 9% at Daytona Beach Community College.

Exhibit 4 shows that similar variations exist across universities. For example, at 41%, Florida Gulf Coast University had the lowest percentage of transfer students taking lower division courses. At the University of Florida, by contrast, 77% of AA transfer students took at least one lower division course. The ACC should consider the variation across community colleges and universities as it reviews the articulation problems facing students in Florida. Our review suggests three possible explanations for the variations shown in Exhibits 3 and 4.

Exhibit 3
Percentage of Students with AA Degrees Taking Lower Division Courses Varies by Community College

Community College	Percentage of AA Transfer Students Taking At Least 1 Lower Division Course	Percentage of AA Transfer Students Taking At Least 11 Credit Hours of Lower Division Courses	Total Transfer Students
Central Florida	75%	31%	75
Tallahassee	74%	26%	415
Santa Fe	72%	33%	450
St. Johns River	67%	19%	84
Pasco-Hernando	65%	32%	97
Chipola Junior College	63%	27%	52
Hillsborough	61%	24%	391
Pensacola Junior College	61%	18%	204
Palm Beach	61%	23%	336
Valencia	60%	17%	616
Seminole	60%	14%	152
Okaloosa-Walton	58%	16%	139
Indian River	57%	20%	148
Edison	56%	17%	208
Florida	55%	17%	404
Lake Sumter	55%	11%	44
Miami-Dade	53%	18%	893
St. Petersburg Junior College	52%	16%	462
Brevard College	48%	17%	295
Manatee	48%	16%	161
Polk College	47%	21%	95
Gulf Coast	46%	20%	102
Broward	45%	14%	375
Daytona Beach	40%	9%	205
Total	**57%**	**20%**	**6,485**

Note: Florida Keys, Lake City, North Florida, and South Florida community colleges are not included because they did not have enough students in the sample to permit valid comparisons.
Source: OPPAGA analysis of Board of Regents data.

First, at least in the cases of the University of Florida and Florida State University, the number and variety of majors may increase the percentage of students who need lower division courses. For example, transfer students may find majors they had not previously considered before transferring to a university. With a wide range of potential majors, students are more likely to change their majors.

Exhibit 4
More Than One-Half of Transfer Students with AA Degrees Took One or More Lower Division Courses at a University Before Graduating

University	Percentage of AA Transfer Students Taking At Least 1 Lower Division Course	Percentage of AA Transfer Students Taking A Semester of Lower Division Courses	Total Transfer Students
University of Florida	77%	34%	946
Florida State University	70%	23%	766
Florida A& M University	65%	25%	123
University of West Florida	55%	13%	308
University of South Florida	53%	19%	1,138
University of Central Florida	52%	15%	1,361
University of North Florida	50%	13%	452
Florida International University	50%	13%	849
Florida Atlantic University	42%	14%	633
Florida Gulf Coast University	41%	7%	153
Total	**57%**	**19%**	**6,485[1]**

[1] Total does not equal the sum of all transfer students. Some students enrolled in more than one university and are counted separately for each university. The State University System total counts all students once.
Source: OPPAGA analysis of Board of Regents data.

Changing majors leads to the accumulation of lower division courses because students must then take the prerequisites for the new major. While this will happen at all universities, the potential is greater at the universities with the widest range of majors. This could explain why Santa Fe and Tallahassee community colleges, which are in the home counties for the University of Florida and Florida State University, have some of the highest percentages of transfer students taking lower division courses.

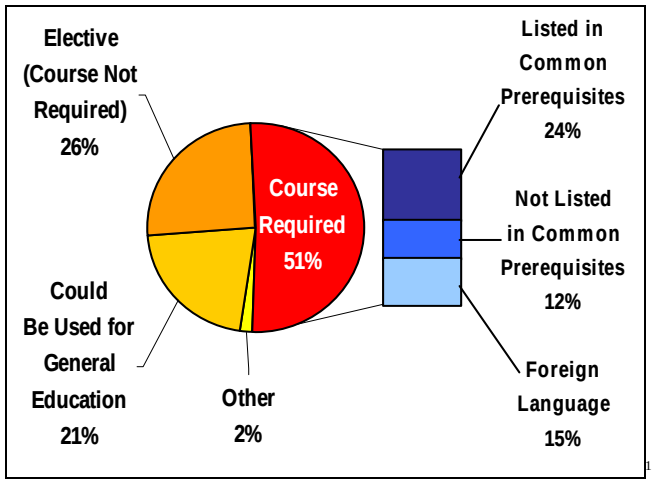
Second, students may have difficulty gaining access to selected majors and courses. Some degree programs have limited enrollment and students who are initially denied access must either change majors or enroll at a later date. If they enroll later they may continue to accumulate lower division courses before entering their degree program. Similarly, students who cannot gain access to a particular course may decide to enroll in a lower division course instead.

Finally, geographic proximity may improve articulation for some universities and community colleges. Most community college students transfer to one or two universities close to their community college. This is likely to improve articulation between selected community colleges and universities since the students, faculty, and academic counselors will be familiar with each institution. However, Florida A&M, the University of Florida, and Florida State University draw transfer students statewide. This can lead to poorer articulation either because community colleges are not familiar with some universities or vice versa.

Most lower division courses taken by AA transfer students were required

As shown in Exhibit 5, 51% of the lower division courses taken by the AA transfer students in our sample were required to meet foreign language or degree of study (major) requirements. Another 21% of courses were not required to complete the degree, but could have been used to meet the university's general education requirements. However, since these students all had AA degrees, they should not have needed further general education courses. The remaining courses were not required to meet any graduation requirements and were likely electives.

Exhibit 5
Over Half of Lower Division Courses Were Required for the Student's Major



Other courses include those that were recommended for a major but not required and courses for which we could not find information.
Source: OPPAGA analysis of Community College and State University System data.

The lower division courses taken by students after transferring to a university fell into six major categories as shown in Exhibit 5. The costs associated for each of these categories are presented in Exhibit 6.

Exhibit 6
Required Courses Cost Students Approximately $8.7 Million and the State $13.8 Million Over Three Years

Type of Course	Cost in Millions to Students	Cost in Millions to the State
Required Courses		
Listed in common prerequisites	$ 4.1	$ 6.5
Foreign language	2.6	4.1
Not listed in common prerequisites	2.0	3.2
Total for Required Courses	***$ 8.7***	***$13.8***
Non-Required Courses		
Electives	$ 4.5	$ 7.1
Could be used for general education	3.6	5.8
Other	0.3	0.5
Total for Non-Required Courses	***$ 8.4***	***$13.4***
Total	**$17.1**	**$27.2**

Source: OPPAGA analysis.

The first three categories include courses required for the student's major. Combined, these three categories cost students approximately $8.7 million and the state $13.8 million.

- First, almost one-quarter (24%) of the courses taken by transfer students were required by the student's major and listed in the *Common Prerequisites* document. If these students had decided on their future majors and universities by using the *Common Prerequisites,* then they should have been able to determine that they needed these courses before transferring. Thus, either the students and their advisors did not make full use of the *Common Prerequisites,* or the students selected different universities or majors and thus required different prerequisite courses.
- Second, foreign languages comprised 15% of lower-division courses taken by the transfer students. All university students must meet a foreign language requirement for admission.

The foreign language requirement can be met at the high school or community college levels. Transfer students who do not meet the foreign language requirement may still be admitted to the university but must complete the requirement before graduating from their baccalaureate program. Foreign languages represent over one of every seven lower division courses taken by transfer students at the university level. Clearly, students majoring in a foreign language may need to take these courses, but only 1 student (out of 300) in our sub-sample had a major in a foreign language. Establishing a state policy to require students to demonstrate that they meet the foreign language requirement to receive their AA degrees would reduce the number who must meet the requirement when transferring to a university.

- Third, 12% of the courses were required by the student's major but were not listed in the *Common Prerequisites.* These courses represent a relatively small fraction of all courses taken. However, they may represent an articulation problem because students using the *Common Prerequisites* will not receive complete information regarding all of the courses they are required to take. This is not a significant problem for students who are required to take the lower division courses, but do not exceed the number of credit hours needed for the degree.

The remaining courses fell into two large categories and a small number of other courses. Combined these cost students approximately $8.4 million and the state $13.4 million.

- Over one-fourth (26%) of the lower division courses taken by transfer students were apparently electives. The courses were not required by the student's major and did not meet general education requirements. It is possible that these courses helped students earn a minor. However, many of these courses probably do not fit that definition. For example, 43% of electives were some form of physical education (PE). While some prospective teachers plan to teach physical education, 98% of the lower division PE courses taken were not listed as requirements for the student's degree.
- General education requirements represent 21% of all courses. To receive an AA degree each transfer student must have completed the general education requirements. In addition, universities are required to accept those courses as fulfilling their own requirements. As a result, transfer students should not need to take any general education courses. Our review could not determine whether students were required to take these general education courses or took them as electives. The Florida Board of Education should review this issue to determine why AA transfer students take so many general education courses after transfer to a university.

Six subjects account for almost half of the lower division courses taken

We examined the subject areas for the lower division courses taken by transfer students. The students in our sample took a variety of different courses across a range of subjects. However, six subject areas—math, physics, accounting, economics, foreign language, and physical education, accounted for 44% of all lower division courses. Thus, understanding the reasons for taking lower division courses in general, and these in particular, is important for improving articulation.

Students have many reasons for taking lower division courses at a university

We identified several reasons why students may take lower division courses after completing their AA degrees.

First, the requirements for some majors at some universities do not match those approved in the *Common Prerequisites.* Of the lower division courses taken by students as a requirement for their major, over one-third (34%) were not listed in the *Common Prerequisites*. Some majors require lower division courses that are taken after transferring. This is not a significant problem if students can complete these courses within the total number of hours needed for the degree. However, some students may not be aware of these requirements until they transfer. As a result, these course requirements will either limit student options to take additional electives or, if they want to take a full complement of electives,

cause them to take more hours than they need to graduate.

Second, since community college students cannot formally declare their major, students may not have the opportunity to tailor their community college academic courses to meet the requirements of their future major. As a result, they may end up taking additional courses required for their eventual major. This puts some community college transfer students at a disadvantage in their efforts to complete program requirements as timely as students who began their college career at a university. This also helps explain why so many (24%) of the courses taken by sampled students were listed in the *Common Prerequisites.* A student who has not decided on a major will not be able to make use of the *Common Prerequisites.*

Third, students may also change their intended major once they reach the university. A student who changes majors will often have to take additional lower division courses to meet the requirements of the new major.

Fourth, students may take additional courses in order to obtain a minor or otherwise improve their opportunities on the job market. Since most minors include a combination of upper and lower division courses within a field of study, seeking a minor could increase the number of lower division courses taken by a transfer student.

Fifth, students may delay taking some courses until they reach a university. Our review suggests three reasons students delay taking courses.

- Students may delay taking an introductory course for their major until they can take it at their intended university. For example, economics and accounting are introductory courses for business majors who may believe it advantageous to take all of their major-related courses at the university level.
- Some students may try to avoid particular classes that they perceive as difficult. For example, math and physics are likely to be considered difficult and students simply put off taking them until finally required to do so by their universities.
- Some students may prepare for difficult university courses such as statistics and calculus by taking lower level math courses at the community college. For example, engineering students who need calculus may take algebra at the community college level and earn their AA degrees. But after transferring to a university, these students will still need to take a lower division calculus course.

Finally, students may simply take classes for non-academic purposes. In particular, many of the physical education courses, such as weight lifting, aerobics, and golf, are likely to have recreational or health purposes or produce skills useful for business or social contacts.

Recommendations

Improvements to increase articulation efficiency are still needed

We identified six actions the Legislature and the education system could take to increase efficient articulation and speed students' progression toward a degree.

1. **The division of colleges and universities should review university catalogs to ensure that the lower level prerequisites for all majors match those in the *Common Prerequisites.*** If the division of colleges and universities determines that a university's catalog does not comply with the *Common Prerequisites,* the university must either change its catalog or request and receive an exception from the Florida Board of Education. All approved exceptions will then be published in the *Common Prerequisites* manual. This is important because the *Common Prerequisites* is being used to create the FACTS system that will be used to help students plan their academic careers. If university prerequisites do not match those in the *Common Prerequisites* the articulated audits that students will receive through FACTS will not accurately determine the courses they need to take at their community colleges.
2. **The Articulation Coordinating Committee should monitor articulation outcomes.** This will require collecting information on the articulation practices of the universities and the resulting problems that transfer students encounter throughout Florida's public universities. The committee should require

each university's articulation officer to report on student transfer problems. The committee should then follow up with interviews of transfer students who have significant articulation problems. This would help the committee in its efforts to increase efficient articulation between community colleges and the state universities and target those students who accumulate the majority of lower division credit hours.

3. **The Florida Board of Education should consider strongly encouraging, or even requiring, community college students planning to enter the SUS to select a "track" toward their future major and university.** The track would indicate the student's intended major and university. This would help make articulation more seamless as students move from completing their AA degrees with a given track to working on their bachelor's degrees. It would also help ensure that the articulated audits produced by the FACTS system match the student's intended major and university.
4. **Community colleges should examine the local need for new baccalaureate programs.** Under the authority of the Florida Education Governance Reorganization Implementation act, community colleges may offer baccalaureate degrees designed to meet local workforce needs. By offering four-year degrees for selected majors, community colleges will reduce the articulation problems facing students who must transfer to a university.
5. **To reduce the number of general electives taken by transfer and other students, the Legislature should consider requiring students to pay 100% of the costs for courses that exceed 115% of the hours required for a degree.** [11] This would allow students to take some electives such as physical education without paying the surcharge, but those who make poor course decisions and accumulate excess credit hours would pay higher fees. It should be noted that this recommendation could limit the ability of students to earn a minor or double major or to change majors multiple times without facing financial penalties.
6. **To reduce the number of foreign language courses taken at the universities will be difficult.** If the Legislature wants to reduce the number of foreign language courses taken by transfer and other students it has two basic options, each with its own advantages and disadvantages.
   - **The Legislature could make foreign language a high school graduation requirement and ensure that it meets the current university requirement.** This would greatly reduce the number of students taking foreign language at the post-secondary level, but would expand the number of foreign language classes required in high schools. Moreover, it is not clear to what extent students not planning to pursue post-secondary work need to take foreign languages.
   - **The Legislature could require students to meet the foreign language requirement as part of the AA degree.** This would shift some foreign language classes from the university to the community college level. However, it may require expanding the current general education requirements of the AA degree beyond the current 36 credit hours.

Agency Response

In accordance with the provisions of s. 11.45(7), *Florida Statutes*, a draft of our report was submitted to the Division of Colleges and Universities to review and respond. The interim chancellors' written response is printed herein on page 12.

OPPAGA provides objective, independent, professional analyses of state policies and services to assist the Florida Legislature in decision making, to ensure government accountability, and to recommend the best use of public resources. This project was conducted in accordance with applicable evaluation standards. Copies of this report in print or alternate accessible format may be obtained by telephone (850/488-0021 or 800/531-2477), by FAX (850/487-3804), in person, or by mail (OPPAGA Report Production, Claude Pepper Building, Room 312, 111 W. Madison St., Tallahassee, FL 32399-1475). ***Florida Monitor:*** http://www.oppaga.state.fl.us/

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Project conducted by John Hughes (850/487-422-6606) and Ben Powell (850/487-9245)

John W. Turcotte, OPPAGA Director

[11] See OPPAGA Report No. 01-28 for more information about excess hours at the state's universities.

Appendix A

Technical Appendix

Sample Details

The population for the study is all AA community college students who transferred to a state university from 1997 to 1999.

The sample was drawn through the steps listed below.

1. The division of community colleges randomly selected 10,986 students from a population of 79,859 who earned their AA degrees between 1997 and 1999.
2. From the 10,986 graduates the Board of Regents matched 6,565 students who transferred to the SUS. The board provided a data file of every course taken by these students. Students with only graduate level courses were not included, resulting in 6,485 cases.
3. The Board of Regents matched 3,212 students who had earned baccalaureate degrees. The degree information was used to determine the students' majors.
4. From the sample of 3,212 transfer students receiving degrees from a public university, we randomly selected 300 students. We reviewed the course catalog for university and year of transfer whether each lower division course was a requirement for the student's major, listed in the *Common Prerequisites,* a general education requirement, or a foreign language.

Data coding

For each lower division course taken by the 300-student sub-sample we determined whether or not the course was

- listed in the *Common Prerequisites* for that student's major;
- listed in the university catalog as a requirement for the student's major but not listed in the *Common Prerequisites*;
- recommended for the student's major but not required;
- listed in the university catalog as a general education requirement;
- a foreign language; or
- none of the above—an elective.

Interpreting the coding

There are two points to keep in mind when reviewing the coding scheme.

1. Courses can fit into more than one category. For example, some courses for a major may also count towards the general education requirements. We coded a course as a general education requirement only if the course was not specifically required for the major and was not listed in the *Common Prerequisites.*
2. For general education courses, we cannot determine if the student used the course to meet the education requirement. It is possible for students to take these courses as electives.

Methodology for Population Estimates

To estimate the cost to students we used data from our sample on students who earned a baccalaureate degree. This methodology should provide a reasonable estimate because the students still enrolled are likely to continue taking lower division courses. We followed the steps outlined below.

1. We determined the mean number of lower division courses and credit hours taken by the sample of SUS students.
2. We multiplied the per credit hour cost for lower division courses in the SUS for each term by the percentage students taking lower division courses that term. When the results for each term are summed it provides the weighted cost per credit hour.
3. By multiplying the mean credit hours (step 1) by the costs per credit hour (step 2), we established the estimated costs of lower division hours per student.
4. Second, we estimated that 59% of AA students transferred to a state university by calculating the ratio between the sample of transfer students (10,986) and the SUS students (6,485). By multiplying the ratio in step 4 by the original population of 79,859, we estimated the number of transfers to a public university.
5. We multiplied the costs per student (step 3) by the number of estimated transfer students (step 4) to estimate the total costs to the state and to the student for all lower division courses.
6. Finally, we multiplied the results of step 5 by the percentage of courses coded as required—50.7%. This produced the total costs for just required lower division courses.

Appendix B

DIVISION OF COLLEGES & UNIVERSITIES
Florida Board of Education

January 14, 2002

Mr. John W. Turcotte
Director
Office of Program Policy Analysis and Government Accountability
111 West Madison Street
Room 312
Claude Pepper Building
Tallahassee, Florida 32399-1475

Dear Mr. Turcotte:

We have reviewed the report of the Office of Program Policy Analysis and Government Accountability (OPPAGA) program review entitled **"Articulation Works for Most Community College Transfer Students, But Some Problems Continue"** and appreciate the opportunity to respond. We welcome the scrutiny of community college to university articulation provided by the OPPAGA report, and are gratified that articulation appears to be working successfully for most students. Following is the joint response of the Division of Community Colleges and the Division of Colleges and Universities to the OPPAGA report.

Summary

The OPPAGA review focused on the effectiveness of articulation in light of changes mandated by legislation in 1995, designed to reduce the "time to degree." The review found that Associate of Arts (AA) graduates entering the State University System between 1997-98 and 1999-2000 took an average of just over one lower level course during their first three semesters and an average of two lower level courses overall at state universities.

The Division of Colleges and Universities (DCU) and the Division of Community Colleges (DCC) believe that this extremely small average number of lower level courses taken by AA transfers speaks to the success of what is widely recognized outside of Florida as the most effective formal articulation agreement in the United States. No other state has in place all the tools of articulation available in Florida, which include formal statewide articulation agreements with guarantees, a statewide course numbering system, common calendar, and common prerequisites for all baccalaureate degrees. The OPPAGA report acknowledges that "…most students have little or no articulation problems."

Individual state universities and community colleges, as well as the two divisions, have continued to work closely to institutionalize mechanisms designed to increase articulation and to resolve individual or systemic problems that may arise, and continue to seek means of improving articulation still further. We intend to follow up on some of the specific recommendations made in the OPPAGA study as outlined in the "Conclusion" of this response.

Statutory Background

In 1995, Senate Bill 2330, which eventually became law, proposed sweeping changes in Florida's baccalaureate degree programs, designed to decrease the time to degree completion. Some of the provisions were designed specifically to improve articulation between community colleges and state universities so that a student did not accumulate "extra" courses not required for the degree. Subsection 240.115(3), Florida Statutes, requires that by fall semester 1996, "With the exception of programs approved by the Board of Regents pursuant to s. 240.209(5)(f), degree program prerequisite courses shall be common across delivery systems and shall be identified by their common course code number consistent with the recommendations of the Articulation Coordinating Committee, pursuant to s. 229.551(1)(f)5." Such common prerequisites were established and went into effect with the freshmen classes entering state universities and community colleges in fall 1996. SB 2330 also limited the number of semester hours required for the baccalaureate degree. Subsection 240.115(6), Florida Statutes, states that "By fall semester of 1996, a baccalaureate degree program shall require no more than 120 semester hours of college credit, including 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Regents."

OPPAGA Report

"At a Glance" and Background

As referenced in the OPPAGA report, the statute (s. 229.551, F.S.) requires that at least half the 120-hour baccalaureate be at the lower level. This generally constitutes the first 60 hours of a program, and is taken at the community college prior to transfer. However, some lower level courses are also a legitimate part of the last 60 hours of many programs. Therefore an average of 3.64 to 3.69 credit hours of lower level coursework in the first year at a university may not reflect an articulation problem.

In fact, the establishment of common prerequisite requirements themselves drove some lower level courses into the last 60 hours of the degree; i.e., if a program at a university found that one or more lower level courses were critical to its curriculum but were not required by other similar programs and therefore were not part of the common prerequisites, the university had little choice but to "make room" for those lower level courses within the last 60 hours.

The Articulation Coordinating Committee accepted the Oversight Committee's recommendation that universities be permitted to require lower level courses which were not part of the common prerequisites, as long as they "fit" within the last 60 hours the student took after transfer and did not necessitate the student exceeding the specified hours for the degree (usually 120 hours) (*Common Prerequisites Manual for Catalog Year 2001-2002, p. iii).* In fact, if some of the lower level courses in question were an expected part of the last 60 hours of the degree, then the courses may not cause the student to exceed the required number of hours for the degree. In these cases there would be no additional cost attributable to taking these courses.

Findings

The OPPAGA review sampled 10,986 students who earned their AA degree between 1997 and 1999. Of these students, 6,485 transferred to a state university. The review found that, on the average, a community college AA transfer student took two lower level courses while at a state university. This is a remarkably low number of lower level courses and attests to the outstanding success of the Florida articulation system. This is particularly noteworthy when one considers the discussion in the previous section that some lower level courses are part of the requirements or electives built into the last 60 hours of many baccalaureate programs, and that 15% of the courses in question were foreign language courses which were probably taken to fulfill the admission requirement into the state universities.

As noted in the OPPAGA report, transfer students entering the state universities in 1997, 1998 and 1999 would have had limited opportunity to take advantage of the common prerequisites since the prerequisites did not go into effect until fall 1996 and the part-time nature of many community college students makes it likely that the majority of transfer students entering the universities in 1997, 1998 and 1999 had begun their studies at the community colleges prior to 1996. Data from community colleges suggest that of the students who obtain an AA degree, approximately one-third did so in two years, another one-third did so in four years, and the remaining one-third took longer than four years to obtain the AA degree. Therefore, it appears likely that by fall 1998, only one-third of the AA graduates entering the SUS who were included in the OPPAGA sample had come under the common prerequisite provisions. Even by fall 1999, less than two-thirds of the sample are likely to have entered the community college after the common prerequisites went into effect.

We should have better data to assess the success of the common prerequisites in improving articulation when we are able to examine the data for baccalaureate graduates in 2002 onward, since, by then, the students entering as freshmen on or after fall 1996 will compose a large portion of the AA transfers graduating with baccalaureate degrees. It is not how many lower level courses AA transfers took, but rather how many <u>total</u> courses they took after

obtaining the AA degree, compared to earlier cohorts of AA transfers, which will provide a more accurate picture of improvement in articulation.

The OPPAGA review found that 24% of the lower level courses taken by AA transfers were listed in the common prerequisites; therefore students should have taken them prior to transfer. This is an issue that merits consideration. As OPPAGA acknowledges, it is possible that these courses were taken at the university because the students changed their minds about the major or did not seek advice on required courses or received inadequate counseling. An informal survey of community colleges indicated that they are indeed advising students about the common prerequisites. These prerequisites are also available to students on the Florida Academic and Counseling Tracking for Students (FACTS) system.

A significant portion (15%) of the lower level hours was for foreign language courses, which were most likely taken to fulfill the university admission requirement. The enrollment of students in these courses could be reduced if high school students considering going to college were encouraged to complete the foreign language requirement as part of their high school curriculum. However, since community colleges are open access, a large proportion of their students are adults who had not considered going to college while they were in high school. Therefore it appears likely that there will always be a portion of AA students who have not met the foreign language requirement prior to high school graduation.

The OPPAGA report enumerates several of the reasons why AA transfer students may take lower level courses at a university. We agree that many of these reasons, such as acquiring a minor or taking a lower level class that is not required in order to prepare for a more difficult required course, are likely to increase the number of lower division hours. However, these courses could better prepare students for the marketplace (in the case of a minor) or overcome poor preparation in high school and still enable students to take difficult courses in college, and therefore should not be discouraged.

Recommendations

1. The Division of Colleges and Universities should review university catalogs to ensure that the lower level prerequisites for all majors match those in the common prerequisites.

We agree that reviewing a sample of program curricula in university catalogs may be helpful to ensure compliance with common prerequisites. If non-compliance appears to be an issue, universities may be required to conduct more comprehensive reviews

themselves and correct instances of noncompliance. In addition to common prerequisites, there are many programs which require lower level courses as part of the major. As long as these courses can be accommodated within the last 60 hours of the curriculum there is no problem of creating excess hours. We recommend that university catalogs clearly identify the common prerequisites, and also identify the lower level courses which are designed to fit within the last 60 hours but which may be taken at any time during the student's baccalaureate experience.

2. The Articulation Coordinating Committee (ACC) should monitor articulation outcomes.

Transfer problems are already brought to the attention of the ACC, the DCU and the DCC, and there is cooperation between the two divisions in resolving both individual and systemic articulation problems. Processes are already in place to hear from students and colleges regarding problems and to work through those problems. Numerous research studies carried out by both the community colleges and universities examine articulation and, when problems are uncovered, attempt to provide solutions. Most recently, much attention has been given to concurrent-use facilities. This model holds great promise and has evidenced early success. We continue to look for creative options, such as concurrent-use facilities, which can further improve the exemplary articulation which already occurs. In essence, the recommendation made in the report already occurs in numerous ways and the processes for monitoring articulation are already in place. We appreciate this recommendation from OPPAGA as it corroborates our efforts to ensure that important articulation mechanisms and functions, such as those accomplished by the ACC, are maintained during school code rewrite activities.

3. The Florida Board of Education should consider strongly encouraging, or even requiring, community college students planning to enter the SUS to select a "track" toward their future major and university.

Community colleges do informally identify a student's proposed major and advise the student accordingly. We believe it is not necessary to require that students be identified formally as a particular major in the first two years. Students do change majors during this time and changing formal tracks multiple times could lead to confusion. The informal system now in place identifies potential specializations and accomplishes a similar outcome without the pitfalls of formal tracking. The implementation of performance based budgeting motivated community colleges to identify and remove unnecessary barriers to completion. Through advising, community colleges will continue working to reduce the 24% of the lower level courses taken by transfer students at universities, which were listed in the common prerequisite manual. We believe that some of these courses are due to students changing their minds regarding a major. Greater

awareness of majors and careers in high school could help students make wise choices regarding majors early in their college experience. Now that the common prerequisites are readily available on the FACTS on-line system, it should provide accurate prerequisite information for all students and help fulfill the goal that common prerequisites were intended to accomplish. Students and advisors at community colleges can also consult individual university catalogs so that students may choose to take, while still at the community college, lower level courses that are part of the last 60 hours. This would provide them opportunity to take more elective courses within the last 60 hours, as suggested in the OPPAGA report.

4. Community colleges should examine the local need for new baccalaureate programs.

We agree that community colleges, as well as universities, should continually assess local need for new programs. While a few community colleges have chosen to offer select baccalaureate degrees themselves, the more popular option, and in our opinion the most viable option for affecting larger numbers of students, is that of concurrent-use facilities. This model enhances Florida's 2+2 system, as community colleges and public and private universities voluntarily partner together to meet high demand baccalaureate and workforce needs by providing access to four-year degree programs either on community college campuses or at shared facilities. Over 13,000 students were enrolled in concurrent-use programs in 2000 and were provided with a seamless experience to continue their degree without changing campus locations. In a recent survey conducted by the Concurrent-Use Task Force, responding institutions identified the potential for 138 new or expanded partnerships (*Increasing Access to Baccalaureate Degrees through Concurrent-Use Programs, March 2001).*

5. To reduce the number of general electives taken by transfer students, the Legislature should consider requiring students to pay 100% of the costs for courses that exceed 115% of the hours required for a degree.

We do not believe that this is a helpful course of action. As the OPPAGA study itself points out, imposing 100% of the cost of courses on students would limit their ability to take a minor or double major. Institutions are concerned about excess hours and do have mechanisms to discourage egregious accumulation of a large number of excess hours. An accountability measure, which requires universities to report the percentage of students

graduating within 115 % of degree requirements, already exists. Universities utilize the information to ensure that current students proceed efficiently through the baccalaureate degree. This mechanism enables universities to curtail unnecessary excess hours without penalizing students who have a legitimate reason for taking additional hours, such as those who wish to minor or double major in a second discipline.

6. To reduce the number of foreign language courses taken at the universities will be difficult. a) The Legislature could make foreign language a high school graduation requirement and ensure that it meets the current university requirement. **b) The Legislature could require students to meet the foreign language requirement as part of the AA degree.**

a) We believe that making foreign language a high school graduation requirement for all high school students may pose an unnecessary obstacle to many students who do not plan to go on to a baccalaureate program. We do believe it will be helpful to encourage high school students in the college preparatory track to take at least two years of a foreign language. In any event, such a requirement will only address the issue for a portion of the students enrolling in the community college, since the colleges draw a majority of their students from an adult pool of individuals who may not have considered college while they were in high school.
b) We believe that requiring students to have two years of a foreign language prior to receiving an AA degree could assist in decreasing the lower level hours transfer students take at the university level. However, such a policy could decrease the rate of AA graduates due to the imposition of additional credit hour requirements within a two-year versus a four-year time frame. We believe that, instead, students should be strongly encouraged to take foreign language before AA degree graduation. Any such policy should also be assessed for its impact on the Bright Futures Scholarship Program and the articulation rate of students into baccalaureate degree programs.

Conclusion

In conclusion, we believe that the findings of the OPPAGA report that a community college AA graduate takes only two lower division courses on the average after transfer to a state university demonstrate the remarkable success of articulation. This is particularly noteworthy since the count of two lower division courses includes courses taken to fulfill the foreign language admissions requirement and courses required as part of the major, which are accommodated within the last 60 hours of a baccalaureate program. In addition, as OPPAGA acknowledges, it will take more time to fully evaluate the impact of time to degree legislation, since many of the students affected by it would not have been captured in the cohorts selected for the study.

Florida's articulation agreement is widely recognized as the most comprehensive and effective in the United States. The Florida system has an array of mechanisms to foster articulation including a common course numbering system, common prerequisites, a common calendar, guaranteed articulation of general education and the AA degree, and concurrent-use facilities. Individual institutions, as well as the DCU and the DCC, recognize the centrality of the 2+2 system, work together to address individual and systemic articulation problems as they arise, and conduct research on the effectiveness of articulation. We will continue to explore new avenues for improving articulation. Specifically, we agree with the report that the following steps will be helpful:

●The DCU will undertake a review of university catalogs to verify, for a sample of the most popular programs, that the requirements listed in the catalogs are in concert with the common prerequisites. If discrepancies are found, universities will be asked to make corrections.

●The DCC will contact the community colleges to ensure that all AA students are being appropriately advised regarding the common prerequisites.

●The DCU and DCC will follow up on the issue of the 20% of transfer students taking an average of one semester of lower level courses. We would appreciate access to the data utilized by OPPAGA in order to explore this issue and ensure consistency in the analysis.

●The DCU and the DCC will continue to work together to support efforts encouraging baccalaureate offerings on community college campuses through concurrent-use facilities.

●To reduce the number of foreign language courses taken by transfer students, we advocate strongly encouraging high school students not in the college preparatory track, but who may want to pursue postsecondary education, to take two years of a foreign language. We also support strong encouragement of AA degree student completion of foreign language requirements prior to graduation. Any changes to current policy, however, should be assessed on the intended and unintended impact on other state policies.

The Division of Community Colleges, the Division of Colleges and Universities, and the individual institutions have worked hard to enhance articulation over the years and will continue to do so. The OPPAGA report will help focus our efforts for further improvements.

Sincerely,

/s/
Carl W. Blackwell
Interim Chancellor
Division of Colleges and Universities

/s/
J. David Armstrong
Interim Chancellor
Division of Community Colleges

CWB/gp

cc: Vice Chancellor R. E. LeMon, DCU
Executive Vice Chancellor Theresa Klebacha, DCC

Program Review: Articulation Works for Most Community College Transfer Students, But Some Problems Continue

(OPPAGA Report No. 02-05)

Draft Responses to Follow-Up Questions

Recommendation: The division of colleges and universities should review university catalogs to ensure that the lower level prerequisites for all majors match those in the Common Prerequisites.

- **Is there a comprehensive list of prerequisites for university majors and has it been matched against the common prerequisites? If so, please provide a copy of the report or results produced?**

During the program review process, one of the tasks is to ensure that the baccalaureate programs adhere to the approved common prerequisites. The Division of Colleges and Universities has also conducted random reviews on catalogs of State University System institutions to make certain that the common prerequisites were listed in the catalog and matched the approved common prerequisites in the statewide manual. Along with the common prerequisites, institutions list the other lower and upper level courses required for the degree program. Articulation issues that emerge concerning common prerequisite issues are taken to the Oversight Committee for resolution. This Committee meets annually to approve common prerequisites for new degree programs and approve revisions to common prerequisites.

- **Have any other actions been implemented to increase the consistency between prerequisites for majors and the common prerequisites?**

Articulation issues are addressed in a number of ways. The Division of Colleges and Universities work with universities to resolve articulation issues between students and institutions and issues between and among postsecondary institutions. The Articulation Task Force was formed to look at articulation on CLEP and dual enrollment. This Committee will form subcommittees to look at various areas of articulation and provide recommendations to the ACC.

The Interinstitutional Course/Credit Transfer Task Force is being formed, and will address issues related to articulation of transfer credit.

Recommendation: The Articulation Coordinating Committee should monitor articulation outcomes.

- **Has the Articulation Coordinating Committee or State Board of Education reviewed recent articulation outcomes? If so, please provide a copy of the report or results produced?**

In January 2002, the Florida Board of Education discussed articulation outcomes and challenges and identified the need to adopt an imperative dedicated to furthering the goal of "Seamless Articulation and Maximum Access." In addition to the imperative, the Board also identified several priority projects for immediate implementation.

Strategic Imperative 5: Setting and aligning academic standards at every level of the K-20 education system
5.1.1 Florida "New" Standard Diploma.
5.2.1 Assessment and Alignment of the College Placement Test with the Florida "New" Standard Diploma.
5.2.2 Feasibility Study: Measuring Postsecondary Level General Knowledge Proficiency.
5.3.1 Alignment of Acceleration Policies
5.3.2 Bridge to Postsecondary Study/Florida Academic and Counseling Tracking for Students (FACTS)

In response to the Board's action, the Articulation Coordinating Committee formed a number of task forces charged with the implementation of key projects: Acceleration Policies; Transition Assessments; and Curriculum Alignment.

- **Have any universities or community colleges analyzed the articulation problems encountered by their students?**

Community colleges and universities work together to ensure that the institutions adhere to the components of the various articulation agreements, which include statewide AS to BA/BS, statewide AA between SUS, statewide AA between ICUF, and local agreements between institutions. In addition, community colleges and universities review trend data over time to make sure data show these programs are working. The institutions also respond to individual student inquiries and problems encountered by their students and advise them of appeals options, as necessary.

- **Have any other actions been implemented to improve articulation?**

Articulation Coordinating Committee. The ACC is committed to continual improvement, and often task forces are set up to study specific issues of concern, and to implement changes, as indicated as a result of the studies. Two recently-created task forces include:

- Interinstitutional Course/Credit Transfer Task Force – This task force will be charged with reviewing issues related to the transfer of courses and credits between and among postsecondary institutions. Tentative activities include AS to BA/BS program compliance, a review of general education courses, systemic articulation problems, student articulation advisement and other articulation issues.
- K-20 Data Task Force – This task force will examine articulation issues in the context of student records/transcript protocols, K-20 data compatability, and new data collection initiatives.
- Transition Assessment Task Force – Currently the Division of Community Colleges and the Division of Colleges and Universities are looking at trends and responses to individual student inquiries.

Biennial Conference on Transfer & Articulation. The second conference will be held in Tampa July 28-29, 2003. This conference is co-hosted by the University of South Florida and Hillsborough Community College and endorsed by the American Association of Community Colleges and the ERIC Clearinghouse for Community Colleges.

This conference will focus on transfer programs, student transfer patterns, statewide transfer initiatives and policies, and support services that facilitate transfer. It will also emphasize the need to involve legislators, local boards of trustees, and state and campus administrators in the transfer process.

Recommendation: The Florida Board of Education should consider strongly encouraging, or even requiring,

university.

- **Do the community colleges have the authority to establish degree tracks or their equivalents? If so, have any done so?**

Community colleges have the authority and are encouraged to establish degree tracks. Many colleges have done so, based on information gathered from the colleges. Even those community colleges that have not established formal agreements all make use of common prerequisites for students to transfer to upper-level divisions.

- **What counseling do community colleges offer to help students select a major early in their academic planning?**

All community colleges provide academic advising for the wide range of students they serve, whether the student is pursuing an AA degree to transfer to a university, to earn an AS degree to prepare for work in specialty areas, or a certificate to prepare them for specific skills necessary in the world of work. In addition, community colleges provide GED preparation and Adult Basic Education to complete a high school diploma and offer continuing education courses to learn new skills for personal enrichment.

During the first academic term at a community college, the student normally meets with a counselor to establish an academic plan to put them on a track to graduate. The student will be advised of the general education requirements (basic core courses required as a part of every AA or AS degree). In addition, counselors will apprise students of the requirements for the major of their choice, which are often prerequisites to the course of study at the student's future university.

- **Are their any other mechanisms in place that enable students to plan their community college courses and ensure they meet the prerequisites of their planned major?**

Students are advised by counselors in planning their academic programs and are encouraged to meet the common prerequisites as they move to upper level coursework. There are several excellent resources students can use – many of which are available on-line at through FACTS.org. Resources include the Common Course Prerequisites Manual (updated annually, often with revisions during the year), and the Counseling for Future Education Handbook, designed for students in middle school through university. Each postsecondary institution produces its own college catalog each year. Of course, the student advisement staff at each college is also an excellent source of information for students.

Recommendation: Community colleges should examine the local need for new baccalaureate programs.

- **Which community colleges have established baccalaureate degree programs on campus? If so, what feasibility studies did the community colleges conduct before establishing these programs?**

Concurrent use programs – Degrees are provided through a partnership between a community college and a public or private four-year institution. This is the way most students are able to earn a baccalaureate degree on their community college campuses. Almost all of Florida's community colleges have concurrent use partnerships with one or more four-year institutions.

Baccalaureate degrees on campus - The following community colleges have been approved to offer their own baccalaureate degrees on campus:

- Chipola Junior College
- Miami-Dade Community College
- Okaloosa-Walton Community College
- St. Petersburg College

Feasibility studies were conducted by the community colleges in partnership with regional workforce boards and local chambers of commerce. Information is collected periodically from community colleges on any new programs, and the number of students enrolling in these programs has continued to increase.

- **Which community colleges are evaluating addition of baccalaureate degree programs on campus?**

Community colleges, as well as universities, should continually assess local need for new programs. While the main mission of community colleges focuses on lower-division coursework in high demand areas, colleges continue to work with partners to provide baccalaureate degree access.

Articulation Coordinating Committee
May 21, 2003
Item 10

Subject: OPPAGA Program Review (03-17): Bright Futures Contributes to Improved College Preparation, Affordability, and Enrollment

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Proposed Committee Action

For review and discussion.

Background Information

N/A

Supporting Documentation Included: OPPAGA Program Review (03-17): Bright Futures Contributes to Improved College Preparation, Affordability, and Enrollment

Facilitators/Presenters: Dr. John Hughes, OPPAGA

oppaga

Program Review

February 2003 **Report No. 03-17**

Bright Futures Contributes to Improved College Preparation, Affordability, and Enrollment

at a glance

Since the Bright Futures program was created in 1997, Florida's high school graduates have improved their academic preparation and more of them are going on to college in Florida. The largest gains have occurred among minority students. Bright Futures scholarships contribute to this improvement by offering students financial incentives for good academic performance and preparation. The Legislature has several options that could help control the growth of the program or encourage further improved preparation, including changing eligibility requirements, changing the award structure, and changing renewal requirements.

Scope

This report summarizes the outcomes of the Bright Futures program, the state's largest financial aid program. Section 11.513, *Florida Statutes*, directs the Office of Program Policy Analysis and Government Accountability to complete a program evaluation and justification review for each state agency that is operating under a performance-based program budget.

This report is one of three that review Florida's Student Financial Assistance Program. The program is administered by the Office of Student Financial Assistance in the Department of Education and provides grants, scholarships, and loans for students attending postsecondary educational institutions in Florida. Other reports in this series assess the performance of the Office of Student Financial Assistance and the extent to which the state's financial aid policies are meeting the financial needs of Florida's community college and university students.

Background

Created in 1997, the Bright Futures program awards scholarships to Florida high school graduates who attain specified levels of academic achievement. Three types of awards are available to students, each paying a different percentage of tuition and fees based on academic performance (see Exhibit 1). To be eligible for the Florida Academic Scholars Award or the Florida Medallion Scholars Award, students must complete 15 credits of college preparatory courses. Four of these credits must be in English, three in math, three in the natural sciences, three in the social sciences, and two in a foreign language. The Florida Gold Seal Vocational Scholars Award has somewhat different course requirements. Each award has different high school grade point average and college entrance examination requirements. [1]

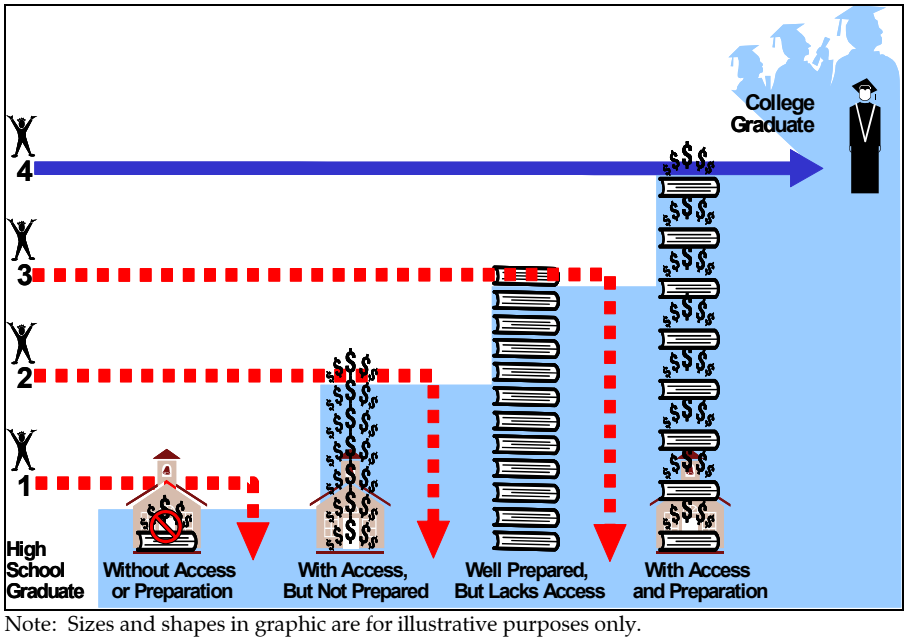
[1] The Office of Student Financial Assistance's Bright Futures website (http://www.firn.edu/doe/brfutures/hsguid.htm) has more detailed information on eligibility requirements and award levels.

Exhibit 1
The Three Bright Futures Scholarship Awards Have Different Award Levels and Eligibility Requirements

Bright Futures Award	Minimum Weighted Grade Point Average	Minimum College Entrance Exam Scores	Award Level
Florida Academic Scholars Award	3.5	1270 – SAT 28 – ACT	100% of tuition and fees plus $300
Florida Medallion Scholars Award	3.0	970 – SAT 20 – ACT	75% of tuition and fees
Florida Gold Seal Vocational Scholars Award	3.0	83 – Reading CPT 83 – Writing CPT 72 – Math CPT OR 440 – SAT Verbal 440 – SAT Math OR 17 – ACT English 18 – ACT Reading 19 – ACT Math	75% of tuition and fees

Notes: College Placement Tests (CPTs) are typically taken by community college students to determine whether they are ready for college.
Source: Office of Student Financial Assistance, Florida Department of Education.

Exhibit 2
Postsecondary Degree Production Is a Function of Both Preparation and Access



Note: Sizes and shapes in graphic are for illustrative purposes only.
Source: OPPAGA.

Program purpose

The Bright Futures program was intended to encourage better student preparation and performance, help make college more affordable, and encourage more students to attend a Florida college.

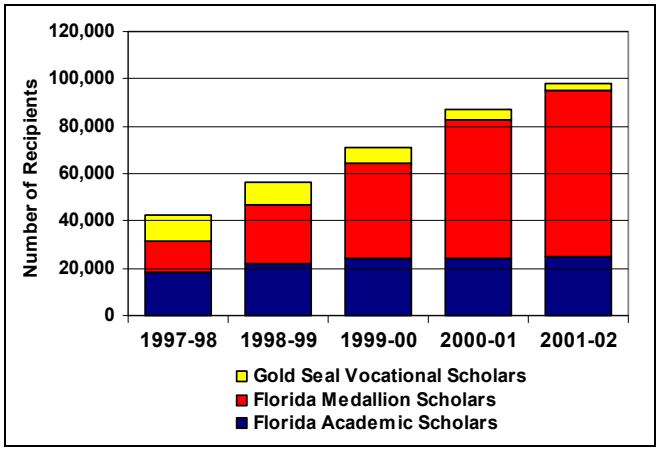
Historically, Florida has lagged behind the rest of the nation in the production of baccalaureate degrees. The number of high school graduates who go on to college and ultimately earn a baccalaureate degree is a function of three factors: physical access, financial access, and academic preparation. That is, there must be a college or university with enough openings to accommodate demand, students must be able to afford college, and students must be academically prepared for college work. Exhibit 2 shows the general relationship between these three factors. The Bright Futures program is intended to increase baccalaureate production by addressing two of these factors by making college more affordable and encouraging better academic performance. [2]

[2] One study (*Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment,* U.S. Department of Education, Office of Educational Research and Improvement) has shown that increased academic preparation in high school has a significant effect on the likelihood of a student completing a bachelor's degree.

Program recipients

As of Fiscal Year 2001-02, 98,294 students were receiving scholarships through the Bright Futures program. Over the last five years the number of recipients has more than doubled. Most of the growth has been within the Florida Medallion Scholars (FMS) program, while the number of Florida Academic Scholars (FAS) has remained stable. The number of Gold Seal Vocational awards has declined (see Exhibit 3). In all, 72% of recipients receive a FMS award, 25% a FAS award, and 3% the Gold Seal award (see Exhibit 3).

Exhibit 3
The Number of Bright Futures Recipients Has Increased Over the Past Five Years, Mostly Among Florida Medallion Scholarships



Source: OPPAGA analysis of DOE data.

Exhibit 4 shows that the racial distribution of the Bright Futures recipients varies depending on the type of award.

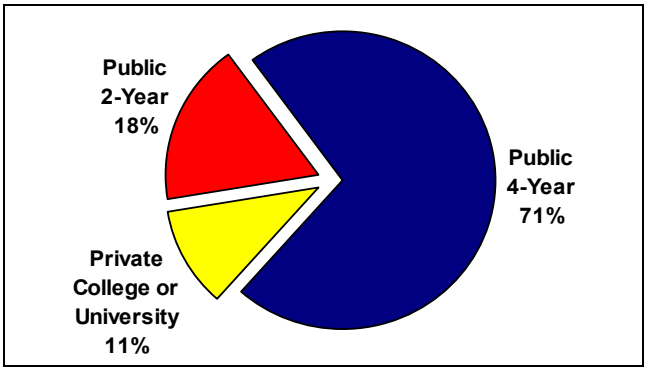
Exhibit 4
Racial Distribution of Bright Futures Scholars

	Academic Scholars	Medallion Scholars	Gold Seal
African-Americans	3%	8%	14%
Hispanics	8%	13%	12%
Asians	6%	4%	3%
Whites	80%	72%	70%
Other	3%	3%	1%

Note: Data are based on the students in our graduation cohorts.
Source: OPPAGA analysis of DOE data.

Exhibit 5 shows that 73% of recipients attend a public four-year institution, 18% attend a public two-year college or vocational center, and 11% attend a private college or university.

Exhibit 5
Most Recipients Attend a Public Four-Year University

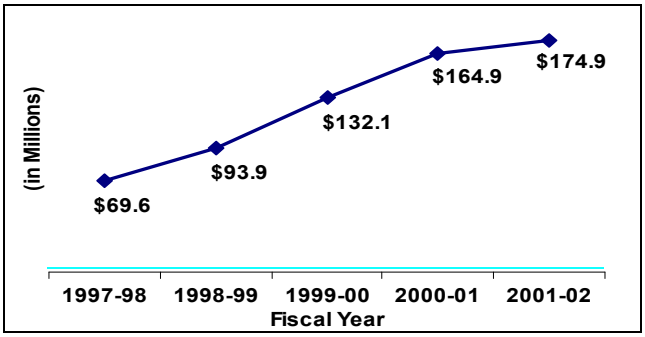


Source: OPPAGA analysis of DOE data.

Program resources

The Bright Futures Scholarship Program is Florida's largest state-funded financial aid program. In Fiscal Year 2001-02, the program awarded $174.9 million in scholarships, accounting for 52.4% of state financial aid administered by the Office of Student Financial Assistance. [3] Since its inception in 1997, program expenditures have increased 151% as more students have been awarded scholarships and have continued in college (see Exhibit 6).

Exhibit 6
Bright Futures Scholarship Program Awarded $174.9 Million in 2001-02



Source: Office of Student Financial Assistance, Florida Department of Education.

[3] This represents the amount awarded; the amount appropriated for the most recent fiscal year, 2002-03, is $218,970,000.

Findings

Our review of the Bright Futures program addressed four questions.

- How has Bright Futures affected college affordability?
- Have high school graduates increased their college preparation and grades, and are more students going on to college in Florida?
- How has the preparation and continuation of minority and at-risk students changed?
- What options exist for controlling the cost of the Bright Futures program?

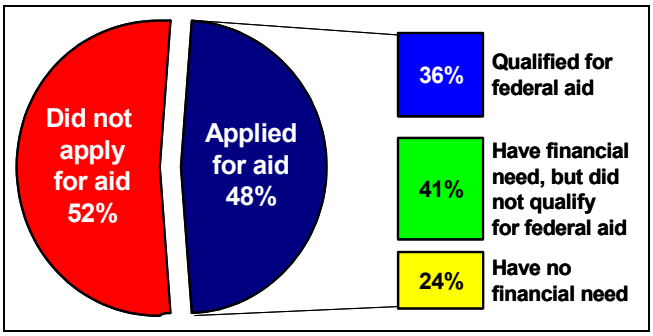
To address these questions, we analyzed financial need information on all Bright Futures recipients enrolled in a state university or community college in the 2000-01 academic year. We also analyzed the academic performance of Florida high school graduates between 1996-97 and 2000-01. For each cohort we examined the types of high school courses taken, their grade point averages and standardized college entrance exam scores, and the rate of high school graduates continuing their education. We also solicited the opinions of high school guidance counselors through focus group interviews and a statewide random sample survey. See Appendix A for more information about our research methodology.

How has Bright Futures affected college affordability?

Although Bright Futures scholarships are awarded on the basis of merit rather than financial need, these scholarships have made college more affordable for many families.

Our analysis of the financial aid records of Bright Futures recipients enrolled in Fiscal Year 2000-01 showed that 76% of the students we could assess had financial need (the need remaining after including the student's expected family contribution and federal grants).[4] We could not assess the financial need for 52% of the 2000-01 Bright Futures recipients at public institutions because they did not apply for financial aid. However, of the students who did apply, about 36% qualified for some form of federal aid.[5] An additional 41% had some level of financial need before receiving Bright Futures but did not qualify for federal aid (see Exhibit 7). For these students, Bright Futures helped make college more affordable. The remaining 24% had no financial need.

Exhibit 7
Many Bright Futures Recipients Have Unmet Need



Note: Financial need is determined by including expected family contribution and any federal grant aid. It does not include any aid provided by a state or local entity. Percentages do not add due to rounding.

Source: OPPAGA analysis of DOE data.

The Bright Futures scholarship recipients with financial need typically have family incomes of up to $75,000 (see Exhibit 8).[6] Most of these students fall into the middle and lower income range and many do not qualify for need-based aid but still have some unmet need. Among community college students, for whom the cost of attendance is relatively low, those with family incomes under $60,000 typically have some financial need. Since the cost of attendance is higher at a state university, recipients with family incomes of up to $75,000 typically have some financial need.

[4] The data on cost of attendance, expected family contribution and other federal grants are derived from the Free Application for Federal Student Aid (FAFSA).

[5] This equates to 17% of all Bright Futures recipients. A similar percentage (22%) of all non-Bright Futures recipients also qualified for need-based financial aid. This indicates that Bright Futures recipients are about as likely as other students to qualify for need-based aid.

[6] This analysis is based only on students completing a FAFSA.

Exhibit 8
Bright Futures Recipients With Family Incomes of up to $75,000 Have Financial Need

	Community Colleges		State Universities	
Income	Median Financial Need	Percentage of Students	Median Financial Need	Percentage of Students
$0 - $15,000	$5,407	5%	$8,890	5%
$15,001 - $30,000	4,435	8%	8,419	8%
$30,001 - $45,000	3,709	8%	8,362	9%
$45,001 - $60,000	1,769	5%	7,350	8%
$60,001 - $75,000	---	4%	4,022	7%
$75,001 and up	---	4%	---	14%
Total – Applied for Aid		33%		51%
Did Not Apply for Aid		67%		49%

Note: Financial need is determined by including expected family income and any federal grant aid. It does not include any aid provided by a state or local entity.

Source: OPPAGA analysis of DOE data.

Have high school students increased their college preparation and grades, and are more going on to college?

The Bright Futures program provides an incentive for high school students to take more college preparatory classes, earn good grades, and continue their education. Florida's high school students have changed their course-taking patterns and are now taking more college preparatory courses. Their grades have slightly improved, although college entrance exam scores have not increased. More graduates are now attending college in Florida.

Students have increased their college preparation. As shown in Exhibit 9, high school students who graduated in the 2000-01 school year took more of the required Bright Futures courses and took more rigorous courses. As a consequence, more graduates met the program's academic requirements than did students who graduated in 1996-97, before the program was enacted. To graduate from high school, all students must earn a minimum number of credits in English, math, science, and social science. However, some of the courses that count toward high school graduation do not count toward college admission or Bright Futures.[7] In 1996-97, 54% of graduates took all of the required Bright Futures courses. However, by 2000-01 this percentage had risen to 65%, resulting in about 11,500 additional graduates who met the course requirements.[8]

A slightly higher percentage of students is also taking more rigorous courses. For any given subject, students can take a standard course or opt for a more difficult and challenging version, typically an Advanced Placement, International Baccalaureate, honors, or dual enrollment course. In 1996-97, 62% of high school graduates took at least one of these rigorous courses. In contrast, 64% of the 2000-01 graduates had taken one of these courses; this represented about 2,600 additional students. Students also have increased the number of advanced courses that they take. Among students who took at least one of these courses, the average number of such courses taken rose from 11.2 to 12.1. While this represents a small increase, there had been some concern that students would take easier courses to raise their grade point averages. Given the improvement seen here, this does not appear to be a significant concern.

The percentage of students who meet all Bright Futures requirements, including test score and grade point average criteria, has also risen over time. Exhibit 9 shows that 26% of high school graduates qualified for Bright Futures scholarships in 1996-97. This percentage rose to 30% of graduates in the high school class of 2000-01, representing a gain of about 4,000 students who met the program's academic requirements.[9]

[7] Community colleges have open admission policies and therefore do not have a list of courses required for admission.

[8] The Florida Department of Education and the community colleges and universities maintain a list of courses appropriate for college-bound students who also qualify for the Bright Futures program. This list, the Comprehensive Course Table, can be found at http://nwrdc.fsu.edu/fnbpcm02.

[9] Some students completing all of the coursework requirements did not meet the other Bright Futures requirements. As a result, the increase in students meeting all of the requirements is less than the increase in students taking all of the coursework.

Exhibit 9
The Bright Futures Program Has Contributed to Improved Academic Preparation

	1996-97	2000-01
Percentage of students taking all of the required Bright Futures coursework	54%	65%
Percentage of students taking at least one Advanced Placement, International Baccalaureate, honors, or dual enrollment course	62%	64%
Percentage of high school graduates meeting all of the requirements for a Bright Futures scholarship	26%	30%

Source: OPPAGA.

While these changes are not dramatic, it should be kept in mind that many top students will take challenging courses and make good grades regardless of the incentives provided by Bright Futures scholarships, and there is limited room for such students to improve their performance. The program is likely to have the greatest impact among students who otherwise may not have planned to attend college, for either academic or financial reasons. Most guidance counselors (89%) we contacted believed that more students are now preparing to go on to college, and 79% believed that students were taking more challenging courses (see Appendix A for details regarding the survey).

Grades for high school graduates have improved, but test scores show little change. The grade point averages of high school graduates have increased somewhat, but their college entrance exam scores have decreased slightly. This divergence may be due to a combination of students working harder, grade inflation, and a greater percentage of average students taking the entrance exams.

The Bright Futures program encourages students to work harder and earn the grade point averages required to qualify for its scholarships. Exhibit 10 shows that the average GPA of the graduation cohorts we examined has risen 5.5% since the Bright Futures program was created. However, during the same period, the college entrance examination scores of these students declined slightly. This suggests that graduates are performing slightly better in their coursework but a little worse on college entrance examinations. The SAT scores of the students dropped 0.6%, ACT scores declined 1.6%, and College Placement Test scores declined between one-tenth of 1% and 2.4%, depending on the test.

However, this decline was largely due to the fact that more students took these exams. Expanding the number of students taking the college entrance and placement exams lowered the overall average by adding generally weaker students to the group of test-takers. When adjusted for the changing makeup of test-takers, the entrance exams scores were essentially flat (see Appendix A for details).

Exhibit 10
Average Grade Point Averages Have Risen While College Entrance Exams and Placement Test Scores Have Declined Slightly

	Grade Point Average	Average SAT Total	Average ACT Composite	Average CPT Algebra	Average CPT Reading	Average CPT Writing
1996-97	2.72	999	20.7	56.4	74.8	81.4
1997-98	2.76	997	20.7	54.8	74.3	80.9
1998-99	2.80	994	20.5	53.5	74.6	80.9
1999-00	2.85	993	20.5	54.0	74.5	81.2
2000-01	2.86	993	20.4	55.1	74.7	81.4
Cumulative Percentage Change	**+5.5%**	**-0.6%**	**-1.6%**	**-2.4%**	**-0.3%**	**-0.1%**

Note: Grade point averages are for all high school graduates; CPT scores are for students who took the test within one year of graduation.

Source: OPPAGA analysis of DOE student transcript data.

Whether the increase in grade point averages (GPA) is due to better performance or grade inflation is unclear. There are two likely explanations for the increase in GPA. On the one hand, students may work harder to get the required grades for a Bright Futures scholarship. On the other hand, grade inflation is a legitimate concern when merit-based programs award scholarships, at least in part, on the basis of GPA. Evidence suggests that both factors account for the increases in grades.

A large majority of guidance counselors we surveyed believed that students are working harder to raise their grades and test scores. Overall, 89% of the public and private high school counselors we surveyed believed that students in their schools are working harder to prepare for college. When asked how students are preparing better, 84% responded that students are working harder to raise their grade point averages and 69% responded that students are working harder to raise test scores.

However, the higher grades without a corresponding increase in exam scores also indicates that grade inflation may account for some of the change in grades. This can occur if parents and students pressure teachers to give students higher grades that do not match classroom performance in order to qualify the students for scholarships.

An analysis of college entrance exam scores indicates that grade inflation has occurred and that it primarily affects students who were at or near the Bright Futures GPA cutoff points. [10] We used a statistical model to separate the possible effects of grade inflation from those of other factors, such as changes in the student population or course-taking patterns. [11] Our model provides an estimate of what students with similar grades and other characteristics would score on the same test in 1996-97 or 2000-01 (see Appendix A for more details).

Exhibit 11 shows that students with the same grades scored lower in 2000-01 than in 1996-97. More importantly, the largest declines were among students with grades near 3.0 or higher, the lowest Bright Futures cutoff. In the case of SAT and ACT exams, the declines in test scores occur only for students with GPAs over 2.75. [12] For example, a student with a GPA between 3.0 and 3.25 could have been expected to score 1049 on the SAT in 1996-97, but a similar student would score 1031 in 2000-01. For students taking college placement tests (CPT), those with GPAs above 2.25 or 2.50 scored lower in 2000-01 than similar students in 1996-97. Thus, grade inflation likely accounts for some of the reason that grades have increased while test scores remained flat.

Given the possibility of grade inflation, it makes sense to maintain the college entrance examination requirements for Bright Futures scholarships. This provides a protection against students qualifying for scholarships simply because their GPAs have been inflated to reach a cutoff score.

More high school graduates are going on to college in Florida. The percentage of Florida high school graduates matriculating to a Florida college has increased since the Bright Futures program was created. Slightly over half (52%) of the 1996-97 high school graduates were enrolled in a Florida community college or university in the fall of 1997 (see Exhibit 12). In contrast, 61% of the graduates of the class of 2000-01 subsequently went on to college in Florida, representing an additional 9,000 students. [13]

[10] We use the standard college entrance and placement exams because they provide an external reference for college preparedness. While tenth grade FCAT results would provide a good external proxy for changes in grades, FCAT data is available for only the last two years of our graduate cohorts.

[11] We used regression models to predict performance on SAT and ACT exams. Variables used in the prediction are gender, race, free and reduced lunch status, Limited English-Proficiency status, number of advanced courses taken, and GPA.

[12] The changes for some scores are not statistically significant, meaning that they could have arisen from chance. We treat these as if they represent no change. All other changes are statistically significant.

[13] We can track only students who enroll in a Florida college or university. It is possible that this gain has occurred because more students are choosing a Florida college instead of one outside the state. However, given the size of the increase in continuation rates, it is likely that at least part of the gain is attributable to an increase in the total number of students going on to college.

Exhibit 11
Students With Similar Grades Are Scoring Lower on College Entrance Exams and Placement Tests

SAT

GPA	1996-97	2000-01	Change
<2.0	902	906	0.0
2.0 - 2.25	899	903	0.0
2.25 - 2.50	933	935	0.0
2.50 - 2.75	966	962	0.0
2.75 - 3.0	1008	1001	0.0
3.0 - 3.25	1049	1031	-18
3.25 - 3.50	1096	1077	-18
3.50 - 3.75	1155	1133	-22
3.75+	1256	1236	-20

CPT Math

GPA	1996-97	2000-01	Change
<2.0	45.0	47.9	0.0
2.0 - 2.25	49.1	50.0	0.8
2.25 - 2.50	54.4	53.4	-1.0
2.50 - 2.75	59.6	56.8	-2.8
2.75 - 3.0	64.4	60.4	-4.0
3.0 - 3.25	70.5	66.3	-4.2
3.25 - 3.50	75.7	72.0	-3.7
3.50 - 3.75	82.7	77.2	-5.6
3.75+	90.7	83.9	-6.8

CPT Writing

GPA	1996-97	2000-01	Change
<2.0	78.9	82.9	4.0
2.0 - 2.25	80.1	81.4	1.3
2.25 - 2.50	82.5	83.1	0.6
2.50 - 2.75	84.8	84.3	-0.4
2.75 - 3.0	87.2	85.8	-1.4
3.0 - 3.25	89.8	87.5	-2.3
3.25 - 3.50	92.1	90.1	-2.0
3.50 - 3.75	94.4	93.0	-1.3
3.75+	99.1	95.9	-3.2

ACT

GPA	1996-97	2000-01	Change
<2.0	18.5	18.6	0.0
2.0 - 2.25	18.1	18.0	0.0
2.25 - 2.50	18.7	18.6	0.0
2.50 - 2.75	19.3	19.2	0.0
2.75 - 3.0	20.4	20.0	-0.4
3.0 - 3.25	21.4	20.7	-0.6
3.25 - 3.50	22.5	21.8	-0.7
3.50 - 3.75	24.0	23.2	-0.8
3.75+	26.4	25.7	-0.8

CPT Reading

GPA	1996-97	2000-01	Change
<2.0	77.5	80.4	2.9
2.0 - 2.25	78.1	79.3	1.2
2.25 - 2.50	80.0	80.4	0.4
2.50 - 2.75	81.6	81.0	-0.6
2.75 - 3.0	84.3	82.2	-2.0
3.0 - 3.25	85.4	83.3	-2.1
3.25 - 3.50	87.4	84.8	-2.7
3.50 - 3.75	89.3	87.2	-2.1
3.75+	93.4	90.9	-2.5

Note: Some changes are not statistically significant and are therefore shown as zero.
Source: OPPAGA analysis of DOE data.

Florida also has kept more of its top students. The Bright Futures program provides an incentive for Florida's top high school graduates to stay in state for college. This is important as it increases the likelihood that such students will stay in the state after college graduation, which aids Florida's economic development.

The percentage of students who meet the program's highest college entrance exam score requirements and who stay in state has grown. In 1996-97, 64% of students who met the SAT and ACT test score requirements for the program's highest award level—the Florida Academic Scholarship—subsequently enrolled in a Florida university or community college. This percentage rose to 71% of the 2000-01 high school graduates, a gain of about 400 top students who stayed in state for their higher education.

Exhibit 12
The Bright Futures Program Has Contributed to Increased Continuation to College

Continuing to College in Florida	1996-97	2000-01
Percentage of high school graduates	52%	61%
Percentage of students whose SAT or ACT scores meet the Florida Academic Scholar cutoffs	64%	71%

Source: OPPAGA analysis of DOE data.

How has the preparation and continuation of minority and at-risk students changed?

Minority and at-risk students have shown the largest improvement in college preparation and continuation. [14]

As shown in Exhibit 13, Limited English-Proficient students have shown the most improvement in terms of their academic preparation (taking all required Bright Futures coursework as well as advanced courses) and continuing on to college, followed by Hispanics and African-Americans. Lower income students, as represented by those eligible for free and reduced lunch, have also improved their academic preparation, although not as much. [15]

Exhibit 13
The Continuation Rate Increased from 1996-97 to 2000-01 for Minority and At-Risk Students

	1996-97	2000-01
Percentage of graduates taking all of the required Bright Futures coursework		
African-Americans	42%	61%
Hispanics	45%	68%
Limited English-Proficient students	27%	65%
Students receiving free and reduced lunch	37%	58%
All other students	62%	67%
Percentage of graduates taking at least one Advanced Placement, International Baccalaureate, honors, or dual enrollment course		
African-Americans	47%	51%
Hispanics	56%	60%
Limited English-Proficient students	44%	54%
Students receiving free and reduced lunch	44%	52%
All other students	69%	71%
Percentage of high school graduates continuing on to college in Florida		
African-Americans	42%	53%
Hispanics	50%	60%
Limited English-Proficient students	45%	61%
Students receiving free and reduced lunch	36%	51%
All other students	57%	65%

Source: OPPAGA analysis of DOE data.

What options exist for controlling the costs of the Bright Futures program?

The Legislature has several options to control the future costs of the program. These include increasing the eligibility requirements, increasing renewal requirements, and establishing a flat rate or indexed scholarship.

The cost of the Bright Futures program is a function of two factors: the number of recipients and the cost of tuition and fees. The most important factor driving the increase in expenditures in the program since 1997-98 has been growth in the number of recipients. [16] As the program has matured, the rate of growth in recipients has declined, and so the program's rate of growth has declined. However, the university system is proposing to raise tuition and fees substantially in future years. If this occurs, the cost of the program will also climb.

We assessed three options for modifying the program to control future costs. These include changing eligibility requirements, increasing renewal requirements, and establishing a flat rate or index scholarship.

[14] For the purposes of this report at-risk students are those eligible for free or reduced lunch and those classified as Limited English-Proficient.

[15] Some high school students eligible for free and reduced lunch do not apply for it. As a result, this group represents a subset of low-income students. However, it is likely that the trends would be the same among those who did not apply.

[16] From 1997-98 to 2001-02 the number of recipients has increased from 42,326 to 98,295. Other factors affecting program cost include tuition, the mix of FAS and FMS recipients, and the rates at which current recipients renew their scholarships and graduate college.

Eligibility requirements could be changed in several ways. The Legislature could raise the requirements for coursework, grade point average, or college entrance examination scores. Each of these options would have different effects on the number and type of students eligible for Bright Futures scholarships.

Exhibit 14 shows how changing various requirements would affect the size of the Bright Futures recipient pool.[17] Raising the test requirements would result in the largest reduction in the number of eligible students, while raising the grade point average requirements would have the least effect. Increasing the course requirements has a more moderate effect, unless the requirement is increased for all four subject areas. Moreover, while it is possible to increase more than one requirement at a time, the reductions in eligibility cannot be added as some changes would affect the same students.[18]

The cost savings portrayed in the exhibit would grow over time as they affect more scholarship recipients. For example, during the first year only the freshman class would be affected, while in the second year, both the sophomore and freshman classes would be smaller and so the savings would increase.

The effects of raising eligibility requirements will likely vary. When evaluating changes to eligibility requirements, the Legislature should consider how the changes could affect student behavior. Depending on how easily students can adapt, some changes may drive increased academic performance while others may reduce the number of students eligible for scholarships.

Raising the SAT and ACT requirements too high could reduce the incentive for students to better prepare for college. We have found that middle-range students have shown the most academic improvement since the creation of the Bright Futures program. These are the type of students who may not have considered postsecondary work prior to the Bright Futures program. Raising test scores to a high level may discourage these students from even attempting to earn the scholarships. If that happens, many of the academic gains identified in the report could be reduced or lost. However, it is likely that the scholarships would continue to attract top students to Florida colleges and universities.

Exhibit 14
Raising Requirements Will Reduce the Number of Eligible Recipients and the Cost of the Program

Maximum Percentage of Current Recipients Who Would Lose Eligibility		Maximum First Year Cost Savings (2001-02 Recipients)
Florida Academic Scholars		
Require four social science courses	24%	$ 4.7M
Require four science courses	19%	3.7M
Require four math courses	13%	2.4M
Require three foreign language courses	38%	7.2M
Raise all four subject requirements	54%	10.3M
Raise the required GPA to 3.6	7%	1.3M
Raise the required GPA to 3.7	12%	2.2M
Raise the required GPA to 3.75	15%	2.8M
Raise the SAT to 1310 or ACT to 29	51%	9.7M
Raise the SAT to 1350 or ACT to 30	69%	13.1M
Florida Medallion Scholars		
Require four social science courses	37%	$13.0M
Require four science courses	33%	11.5M
Require four math courses	26%	9.1M
Require three foreign language courses	65%	23.1M
Raise all four subject requirements	83%	29.4M
Raise the required GPA to 3.1	8%	2.9M
Raise the required GPA to 3.2	17%	5.9M
Raise the required GPA to 3.25	21%	7.5M
Raise the SAT to 1010 or ACT to 21	24%	8.6M
Raise the SAT to 1050 or ACT to 22	39%	13.9M

Note: Savings from multiple changes cannot be added since a second requirement change would affect some of the same students as the first change. If students change their behavior cost savings would be smaller than shown and could diminish over time.

Source: OPPAGA analysis of DOE data.

[17] Numbers represent the maximum percentage of students who would loose eligibility under the new requirement, based on 2000-01 graduates. Students with credit transferred from out-of-state or other school districts may still qualify. In addition, to the extent that students change their course selections the percentage that actually loses eligibility will be smaller.

[18] For example, raising the academic scholarship requirements to a 3.6 GPA and 1310 SAT or 29 ACT would not reduce the size of the Bright Futures population by 58% (7% + 51%), because both changes would affect the same population.

Raising course and grade requirements may produce increased academic performance and preparation but may not reduce costs. Students can take additional courses to meet increased requirements. Students also could work harder to raise their grades to meet a new higher grade point average requirement. As a result, cost savings could be smaller than shown and could diminish over time. This reflects the tradeoff between controlling costs and fostering additional improvements in academic preparation.

Changing requirements would have differential effects on minority and at-risk students. Exhibit 15 shows the maximum percentage of students who would lose eligibility by race and at-risk status. Raising course requirements would have a larger effect on white students and a relatively smaller effect on African-Americans and Hispanics. By contrast, raising grade point average and exam requirements would affect minority and at-risk students more. As a result, raising requirements will change the distribution of Bright Futures recipients, with some changes producing proportionally more minority and at-risk students and others producing less (see Appendix B for more details).

Establishing a flat or indexed rate for scholarships could control costs. Awarding Bright Futures scholarships at a flat rate or indexed to tuition could reduce the effect of changes in tuition on the cost of the program and introduce new market forces. Currently, the scholarships are tied to the cost of tuition; as tuition rises so does the cost of the program.

Exhibit 15
Changing Bright Futures Requirements Has Differential Effects on Minority and At-Risk Students

	All Students	African-Americans	Hispanics	Whites	Other	Students Receiving Free and Reduced Lunch	Limited English–Proficient Students
Maximum percentage of current Florida Academic Scholars who would lose eligibility							
Require four social science courses	24%	16%	22%	26%	15%	31%	18%
Require four science courses	19%	11%	11%	21%	9%	16%	8%
Require four math courses	13%	8%	8%	14%	10%	13%	5%
Require three foreign language courses	38%	24%	31%	40%	24%	44%	26%
Raise all four subject requirements	54%	39%	49%	57%	34%	62%	45%
Raise the required GPA to 3.6	7%	18%	8%	6%	4%	7%	8%
Raise the required GPA to 3.7	12%	24%	13%	11%	7%	13%	13%
Raise the required GPA to 3.75	15%	27%	16%	15%	10%	16%	18%
Raise the SAT to 1310 or ACT to 29	51%	69%	51%	51%	46%	60%	55%
Raise the SAT to 1350 or ACT to 30	69%	86%	71%	69%	61%	80%	74%
Maximum percentage of current Florida Medallion Scholars who would lose eligibility							
Require four social science courses	37%	35%	40%	37%	35%	41%	45%
Require four science courses	33%	26%	27%	35%	24%	30%	21%
Require four math courses	26%	20%	20%	28%	19%	23%	15%
Require three foreign language courses	65%	62%	54%	68%	61%	64%	55%
Raise all four subject requirements	83%	80%	79%	84%	78%	85%	80%
Raise the required GPA to 3.1	8%	9%	10%	8%	7%	8%	10%
Raise the required GPA to 3.2	17%	19%	18%	16%	13%	15%	18%
Raise the required GPA to 3.25	21%	24%	22%	21%	16%	20%	23%
Raise the SAT to 1010 or ACT to 21	24%	37%	29%	22%	27%	33%	36%
Raise the SAT to 1050 or ACT to 22	39%	55%	46%	36%	41%	52%	54%

Source: OPPAGA analysis of DOE data.

A flat or indexed rate would eliminate or reduce the link between tuition costs and the cost of the program. For example, the scholarships could be for a set amount, such as $3,000 annually, rather than as a percentage of actual tuition. Since the awards are now linked to tuition, the Legislature must balance the need for tuition increases with their fiscal impact on Bright Futures.[19] An indexed or flat rate would make it possible to consider tuition changes and Bright Futures costs separately.[20]

A flat rate also could introduce new market pressures on university and student decision making. Knowing that the Bright Futures scholarship has a fixed value, universities would have to consider whether a proposed tuition level would make their institutions less attractive to the state's best students.

This option would have varying effects on public colleges and universities. Some universities may be able to set higher tuition rates and still attract top students. Other universities may choose to price themselves at, or even below, the value of the scholarships so as to be more competitive. Community colleges, whose tuition rates are below that of universities, may become more competitive for Bright Futures students since these students could pay tuition and have money left over.

Students also would have to weigh the relative value of the scholarship and the institution's tuition. The current structure of paying 100% of the cost of whichever institution the student attends does not encourage this kind of market-driven decision making.

A flat or indexed rate that is too low could reduce the incentives provided by the program. For example, a low (such as $1,000) scholarship award may not be enough to persuade top students to attend college in Florida, as they may receive high scholarship offers from out-of-state institutions. A low scholarship award also may weaken the program's impact on inducing more average students to work hard in school. Thus, the Legislature will have to balance the incentive produced by the award with the overall cost of the program.

Our survey of guidance counselors reflected this tension. We asked the public and private school guidance counselors whether a flat rate would encourage or discourage student effort. Overall, 21% of the respondents felt this change would discourage students, while 29% felt it would encourage students (depending on what level the scholarship was set at), and 50% were not sure.

The number of credit hours required for renewal could be increased. Currently, students must earn 12 credit hours per year to renew their award. This could be increased, with students taking less than the required credit hours receiving no award or a partial award.

Requiring Bright Futures students to maintain 24 credit hours per year or receive reduced awards would have two potential benefits. First, it would help ensure that students progress through college by encouraging them to take a full load each semester. The program's current renewal requirements equate to a part-time status. In contrast, students must take 24 credit hours per year to maintain the full Florida Student Assistance Grant, a need-based program.

Second, increasing the course requirements would eliminate the incentive that students have to drop courses to maintain their grade point averages. Currently, students who enroll in more than 12 credits per year may drop or withdraw from some of those courses and still qualify for renewal.[21] As a result, the program may create an incentive for students to drop difficult and challenging courses in order to maintain their required grade point average. Recent studies have found that students receiving merit-based aid in Georgia and New Mexico were taking fewer credit hours in college.

[19] Changes in tuition policy will also affect the Florida Prepaid Program.

[20] The Bright Futures program already provides a flat rate award for eligible students who attend a private college or university.

[21] When students drop courses the credits still count against the students' overall limit on the number of hours paid by Bright Futures. Thus, the students will be able to renew their scholarships but may not have enough credits to complete their degree using their scholarships.

This disincentive can be reduced by requiring students to renew based on the number of credit hours for which they were funded. If a student begins the year as a full-time Bright Futures recipient, he or she must complete 24 credit hours that year or lose eligibility for the program. Part-time students would receive a prorated award but would need to complete just 12 credit hours to renew their scholarships. This would match the renewal requirements for students receiving need-based aid and it would reduce the incentive for students to drop courses to maintain their grade point averages. It also forces students to be accountable for progressing at a rate equal to their level of funding. The net result would likely be more students taking a full credit hour load and possibly a decrease in renewal rates.

Recommendations

The Legislature should require all Bright Futures recipients to complete the Free Application for Federal Student Aid (FAFSA) and should continue to use test scores as a criteria for awarding scholarships.

While we identified at least 36% of Bright Futures recipients as having unmet need, a large proportion of recipients never applied for financial aid by completing the Free Application for Federal Student Aid (FAFSA). This has consequences for the student and the state. The students and families not completing a FAFSA reduce their opportunities to receive federal and state aid. For the state, having FAFSA information on all students would allow policymakers to better assess the level of financial need and to target state resources accordingly.

The state should also continue to use test scores as one of several criteria in awarding Bright Futures scholarships. Since the test score cutoffs are typically the most difficult to achieve, eliminating them would dramatically increase the size of the program. Moreover, the rate of future growth could then depend on whether additional grade inflation took place.

Appendix A

Methodology

To assess the effects of the Bright Futures Scholarship Program we compared the high school class that graduated immediately prior to the implementation of the program (1997) with the following four graduating classes (1998-2001). We examined their coursework, grade point averages, college entrance exam scores, and whether they continued on to a postsecondary institution. We supplemented this information with the opinions of high school guidance counselors. In addition, we analyzed financial need information for Bright Future recipients enrolled in a state university or community college in the fall or spring of the 2000-01 academic year.

Cautions

The Bright Futures program is one of several policy initiatives, such as the One Florida Talented 20 initiative, the A+ Plan, and the Algebra I high school graduation requirement, that are intended to improve the preparation of high school students and to increase their continuation on to college. To the degree that data were available, we examined these rival explanations when doing the analyses and found that the Bright Futures program remains a significant contributing factor.

The percentage of graduates going to college and the average SAT, ACT, and CPT scores that we report are similar to those reported in Department of Education publications. Differences are due to different selection criteria for defining graduating classes and the level of success we had in matching information from several databases (see ***Data collection*** below).

Our analysis of the financial need of Bright Futures recipients is limited to those who filled out a federal financial aid application. Most recipients did not complete this form (49% of recipients attending a state university and 66% of recipients attending a community college). We do not know if the Bright Futures award eliminated these recipients' financial need or if the recipients could afford college without the Bright Futures award.

Data collection

We used existing Florida Department of Education databases to compare the academic performance of high school graduating classes. These databases contained information on student demographics, courses, graduating grade point averages, college entrance exam scores, and Bright Futures eligibility and awards. Table A-1 describes these databases.

In addition, we solicited the opinions of public and private high school guidance counselors by holding focus groups with counselors in Alachua, Duval, Jackson, Leon, and Orange counties. Based on this information, we developed a survey that we sent to a random sample of 400 public high school guidance counselors. We also sent the survey to private high schools with enrollments of at least 500 students. To increase response rates, we contacted the counselors who did not respond to the initial survey at least two additional times. Sixty percent of the public high school

guidance counselors responded. Guidance counselors from 72% of the private high schools contacted responded.

Table A-1
Florida Department of Education Databases Used in the Analyses

Databases	Description
Student End-of-Year Status	Contains diploma type information and graduating GPAs. Used to select students who graduated with a standard high school diploma
Student Course Transcript Information	Contains student course information, grades 9-12
Student Demographic Information	Contains student demographic information
SAT data	Contains student SAT scores
ACT data	Contains student ACT scores
College Placement Test (CPT) data	Contains student CPT scores
Bright Futures	Contains information on student eligibility, disbursements, and postsecondary institution attended
Florida Education and Training Placement Information Program (FETPIP)	Contains information on postsecondary education experience
Bright Futures Comprehensive Course Table	Lists courses that meet Bright Futures eligibility requirements
High School Course Code Directory	Contains course information. Used to identify college preparatory courses

Source: Florida Department of Education.

To analyze the impact of the Bright Futures Scholarship on recipients' financial need, we used enrollment and financial aid awards databases from the Division of Colleges and Universities and the Division of Community Colleges. We supplemented this information with federal financial aid application information obtained from state universities and community colleges. We gathered this information on Bright Futures recipients who were enrolled in a state university or community college in the fall or spring of the 2000-01 academic year.

Analysis of grade point averages and college entrance exam scores

Our analyses indicated that the grade point averages of high school graduates have increased and the average college entrance exam scores (SAT, ACT, and CPT) have declined slightly. We attributed part of the increase in grades to grade inflation and the decline in exam scores to the addition of academically weaker students to the pool of test-takers.

To determine if the changing makeup of students taking college exam scores affected the average 2000-01 exam scores, we adjusted the average scores by making the distribution of the test-takers based on GPAs match that of 1996-97 test-takers. For example, from 1996-97 to 2000-01 the percentage of students taking the SAT with grade point averages below the 60th percentile increased. During the same time, the percentage of students taking the SAT with grades in the top 30% decreased. As a result, more of the students taking the test were average and fewer were above average.

We multiplied the average 2000-01 SAT score for each grade group based on deciles by the 1996-97 percentage of students taking the test in that deciles group. This produced what the average SAT would have been in 2000-01 if the distribution of students taking the test had matched that of 1996-97 (fewer lower percentile students, more from the higher percentiles). The results for the SAT, ACT, and CPT indicate that without the shift in students average exam scores would have remained flat or increased slightly.

To examine whether grade increases indicate better academic preparation or grade inflation we used a statistical technique that allowed us to take into account the effect of factors that could have influenced changes in average grades. Average grades could change for a variety of reasons, including increased student effort, better or more talented students, and changing proportions of minority and at-risk students. After taking into account all of these factors we found evidence of grade inflation.

We used dummy-variable regression to predict performance on college entrance exam scores for 1996-97 and 2000-01 graduates. The variables used to predict performance include gender, race, ethnicity, at-risk status (Limited English-Proficiency and eligibility for free or reduced price lunches), and advanced coursework (Advanced Placement, International Baccalaureate, honors, and dual enrollment). To these we added variables to represent groups of students with similar grades (i.e., less 2.0, 2.0 to 2.25, 2.26 to 2.50, etc.), the 2000-01 graduating class, and an interaction between grades and the 2000-01 class.

The results of this regression provide a measure of changes in exam scores for similar students between 1996-97 and 2000-01. Because the regression compares performance to the 1996-97 students with a GPA below 2.0, the constant in the equation represents their predicted exam scores. For each of the other groups of students, their adjusted 1996-97 score is equal to the constant plus the coefficient for their variable. The 2000-01 scores are created by adding in the coefficients for the variable for the year and the coefficients for the appropriate interactions between the year and the grade grouping. This score is then compared to the 1996-97 score to determine how much scores changed for students in that range of grades after controlling for the factors cited above. Since some of the coefficients are not statistically significant, the predicted score for those groups will equal the constant.

Appendix B

Changing Bright Futures Requirements Has Differential Effects on Minority and At-Risk Students

Table B-1 shows the likely percentage of Bright Futures recipients who would be minority or at-risk students after raising each criterion. Since raising each requirement has a different effect on minority and at-risk students, some changes would result in a decline in both the number of minority and at-risk students and their proportion of recipients. That is, those groups could be disproportionately affected. Raising course requirements would result in fewer students qualifying for a scholarship, but of those that qualify a slightly higher proportion would be minority or at-risk students. Raising GPA and exam score requirements also would reduce the number of students qualifying for scholarships and it would reduce the proportion who are minority or at-risk students. For example, currently 3.2% of Florida Academic Scholars recipients are African-American. If Bright Futures required four math courses, up to 13% of high school graduates and 8% of African-Americans would no longer qualify for as a Florida Academic Scholar (see Exhibit 15). As a result, African Americans would make up 3.6% of the recipients after implementing this change. Similarly, raising the Florida Medallion test score requirement to 1010 would exclude 24% of current recipients. At the same time the percentage of Medallion Scholars who are Hispanic would decline from 11% to 10.4%.

Table B-1
Percentage of Bright Futures Recipients Who Would Be Minority or At-Risk Students After Raising Each Criterion

	Distribution of Bright Futures Recipient Population--The Percentage of Recipients That Are						
	African-Americans	Hispanics	Whites	Other	All Graduates	Students Receiving Free and Reduced Lunch	Limited English - Proficient Students
Florida Academic Scholars							
Current	**3.2%**	**7.4%**	**81.5%**	**7.8%**	**100%**	**3.3%**	**3.3%**
Require four social science courses	3.6%	7.6%	80.0%	8.7%	100%	3.0%	3.5%
Require four science courses	3.6%	8.2%	79.5%	8.7%	100%	3.4%	3.8%
Require four math courses	3.4%	7.8%	80.7%	8.0%	100%	3.3%	3.6%
Require three foreign language courses	4.0%	8.3%	78.3%	9.5%	100%	2.9%	3.9%
Raise all four subject requirements	4.3%	8.3%	76.2%	11.1%	100%	2.7%	4.0%
Raise the required GPA to 3.6	2.8%	7.3%	81.8%	8.0%	100%	3.3%	3.2%
Raise the required GPA to 3.7	2.8%	7.3%	81.7%	8.2%	100%	3.3%	3.2%
Raise the required GPA to 3.75	2.8%	7.4%	81.6%	8.2%	100%	3.3%	3.3%
Raise the SAT to 1310 or ACT to 29	2.0%	7.4%	82.2%	8.4%	100%	2.7%	3.0%
Raise the SAT to 1350 or ACT to 30	1.5%	6.8%	82.1%	9.6%	100%	2.1%	2.7%
Florida Medallion Scholars							
Current	**9.1%**	**11.0%**	**74.7%**	**5.1%**	**100%**	**8.7%**	**5.8%**
Require four social science courses	9.3%	10.5%	75.0%	5.2%	100%	8.1%	5.0%
Require four science courses	10.0%	11.9%	72.5%	5.6%	100%	9.1%	6.7%
Require four math courses	9.9%	11.9%	72.8%	5.5%	100%	9.1%	6.6%
Require three foreign language courses	10.1%	14.6%	69.7%	5.6%	100%	9.1%	7.4%
Raise all four subject requirements	10.7%	13.8%	69.0%	6.5%	100%	8.0%	6.9%
Raise the required GPA to 3.1	9.1%	10.8%	74.9%	5.2%	100%	8.8%	5.7%
Raise the required GPA to 3.2	8.9%	10.9%	74.9%	5.3%	100%	8.9%	5.7%
Raise the required GPA to 3.25	8.8%	10.9%	74.8%	5.5%	100%	8.7%	5.8%
Raise the SAT to 1010 or ACT to 21	7.6%	10.4%	77.1%	4.9%	100%	7.7%	4.9%
Raise the SAT to 1050 or ACT to 22	6.8%	9.7%	78.7%	4.7%	100%	6.9%	4.3%

Note: The distribution for at-risk students is separate from that shown by race. Those columns cannot be added because they include overlapping groups of students.

Source: OPPAGA analysis of DOE data.

The Florida Legislature

Office of Program Policy Analysis and Government Accountability

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- Florida Government Accountability Report (FGAR) is an Internet encyclopedia of Florida state government. FGAR offers concise information about state programs, policy issues, and performance. Check out the ratings of the accountability systems of 13 state programs.
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Project supervised by Jane Fletcher (850/487-9255)

Project conducted by John Hughes (850/922-6606), Tim Elwell (850/487-3631) and Steve Harkreader (850/487-9225)

John W. Turcotte, OPPAGA Director

Articulation Coordinating Committee
May 21, 2003
Item 11

Subject: FCAT Concordance Study

Proposed Committee Action

For review and discussion.

Background Information

N/A

Supporting Documentation Included: FCAT Concordance Tables

Facilitators/Presenters: Dr. Martha Miller, Office of Policy Research and Improvement

Articulation Coordinating Committee
May 21, 2003
Item 12

Subject: Trends in Florida High School Graduates

Proposed Committee Action

For review and discussion.

Background Information

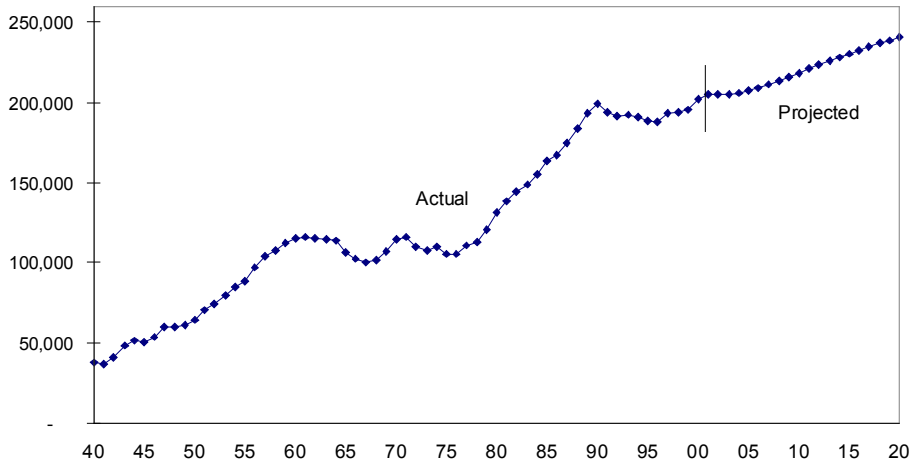
N/A

Supporting Documentation Included: Trends in Florida High School Graduates

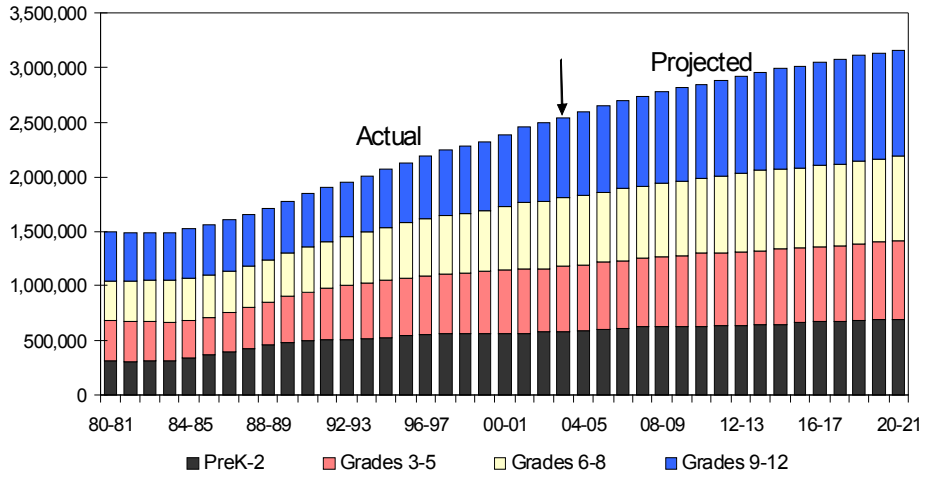
Facilitators/Presenters: Dr. Martha Miller, Office of Policy Research and Improvement

Trends in Florida High School Graduates

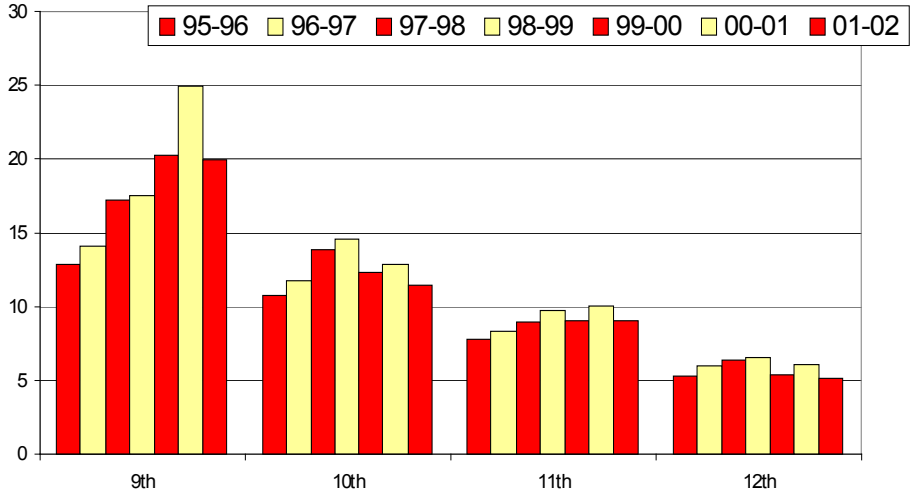
Florida Births – 1940 - 2020



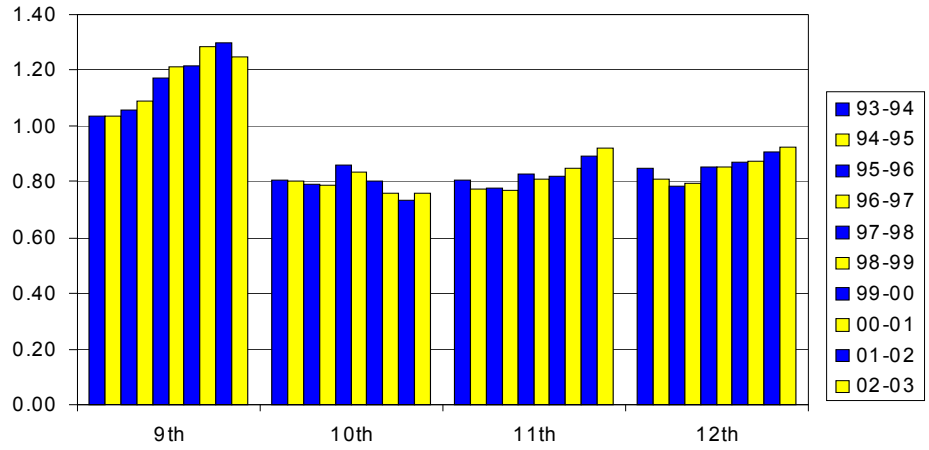
Regular-Term FTE Enrollments by Level, 1980-2020



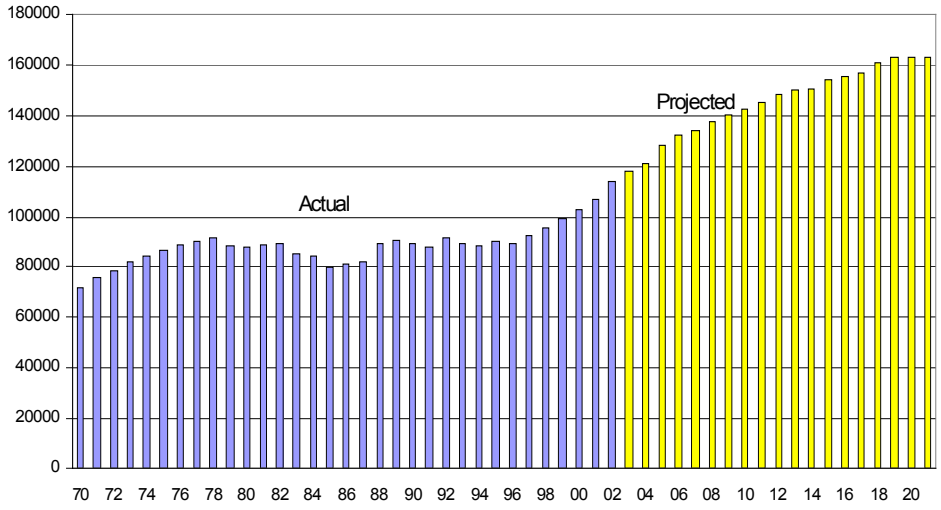
Percentage of Non-Promotions

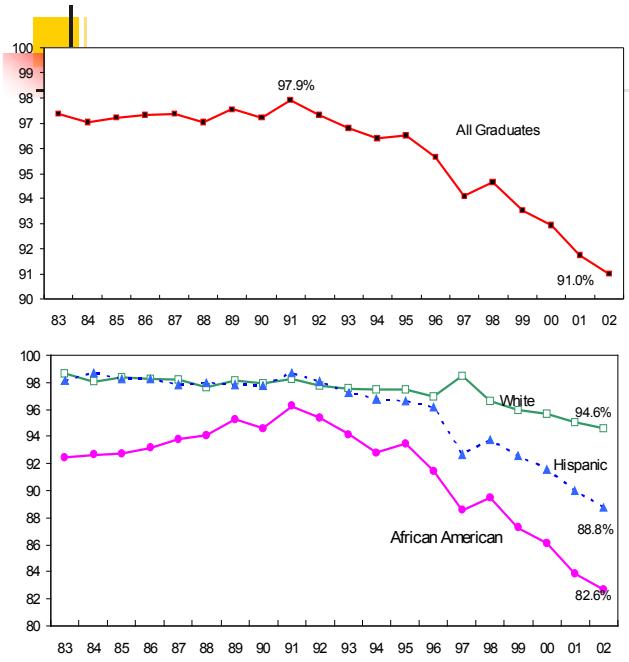


Grade Progression Ratios



Standard Diploma Graduates - Florida Public Schools

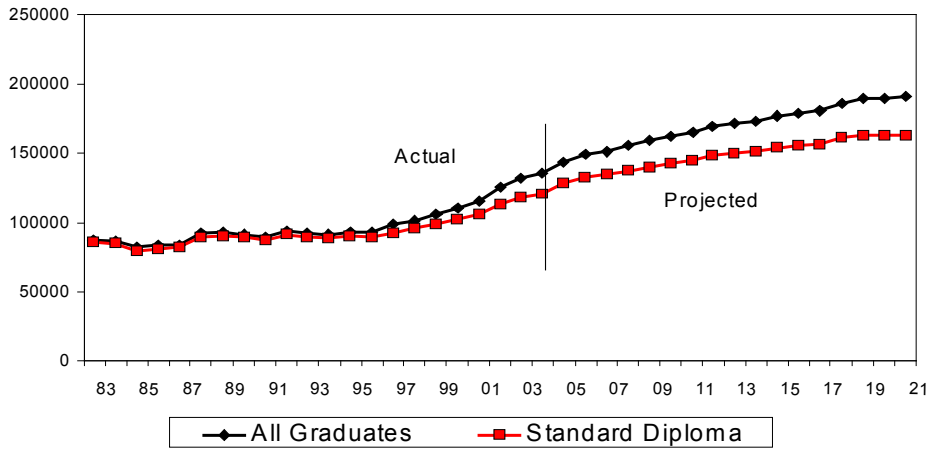




Florida Public High School Graduates
Standard Diplomas as a Percentage of All Diplomas and Certificates Awarded

Florida High Public School Graduates - Selected Racial-Ethnic Groups Standard Diplomas as a Percentage of All Diplomas and Certificates Awarded

Number of Graduates Florida Public High Schools

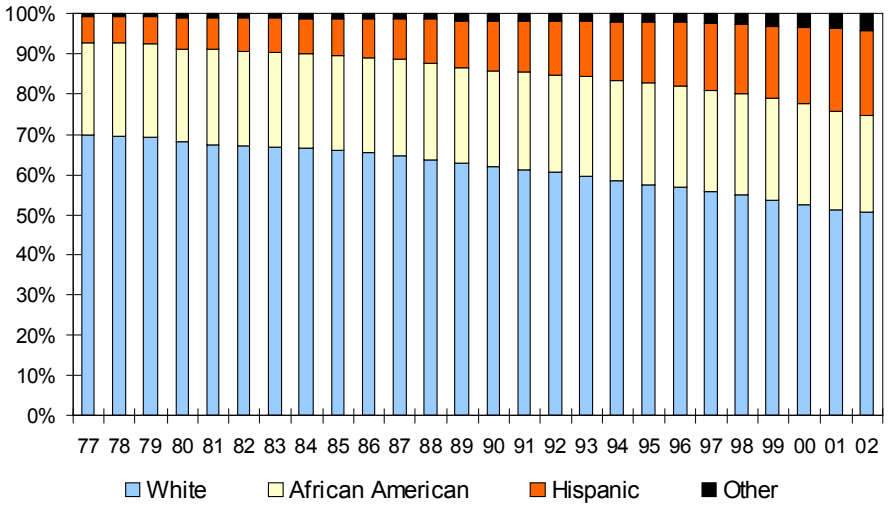


Growth in Enrollment (Fall Membership)
Florida Public Schools
Fall 1982 – Fall 2002

Year	1982	2002	Percentage Growth
White	997,359	1,285,566	28.9
Afric Amer.	349,500	613,335	75.5
Hispanic	122,393	531,585	334.3
Other*	15,665	107,919	588.9
Total Minority	487,558	1,155,596	137.0
Total	1,484,917	2,538,405	70.9

*"Other" includes Asians, American Indians, and students reported in the new Multiracial category.

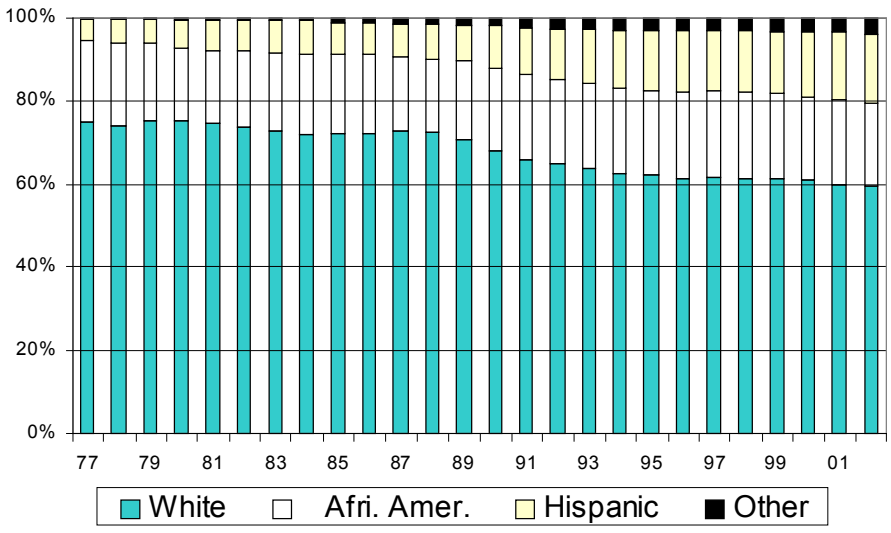
Florida Public School Membership by Racial-Ethnic Group - Fall 1977 - Fall 2002



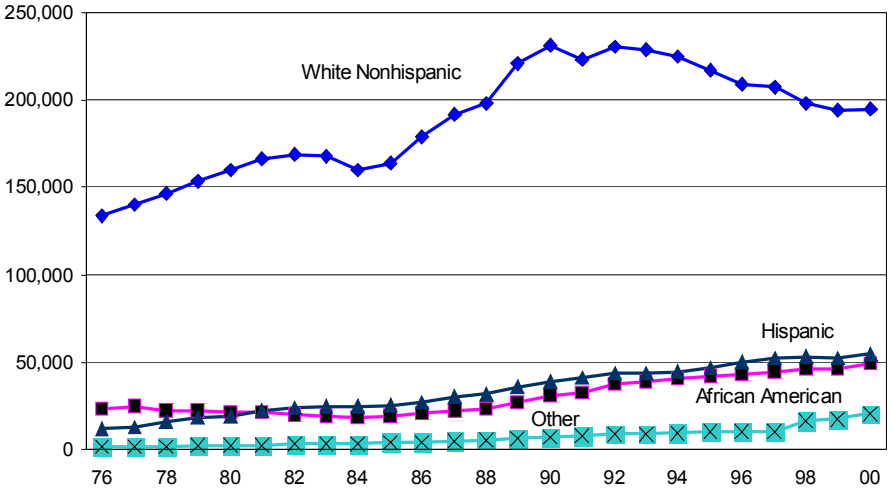
Percentage of Minority Students
Six Largest Florida School Districts - Fall 2002

Rank in Size	District	Total Enrollment	Total Minority Number	Total Minority Percent
1	Miami-Dade	373,375	334,628	89.6
2	Broward	267,884	168,567	62.9
3	Hillsborough	175,305	91,883	52.4
4	Palm Beach	164,796	89,522	54.3
5	Orange	158,643	93,417	58.9
6	Duval	128,118	67,305	52.5
	Total - 67 Districts	2,539,932	1,253,786	49.4

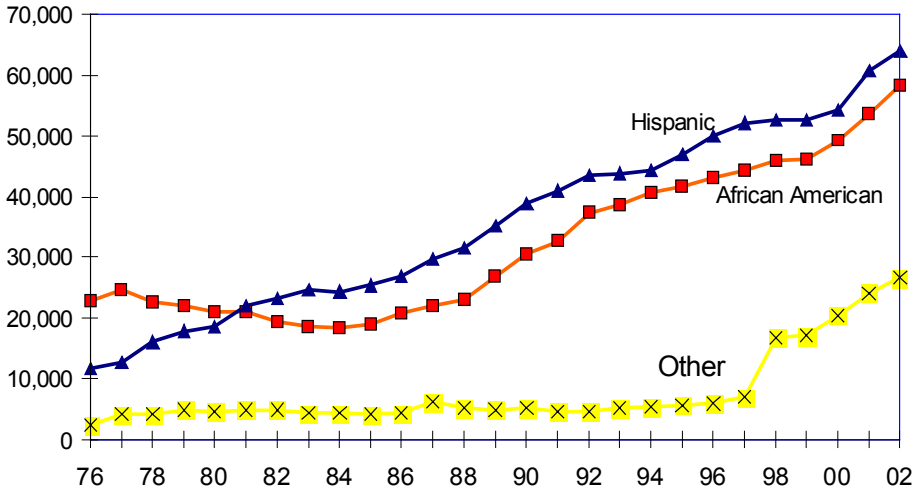
Percentage of Graduates by Race



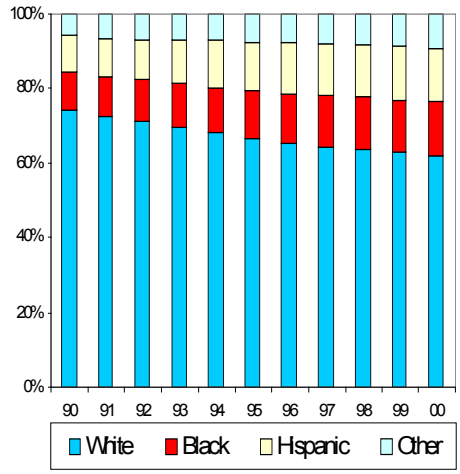
Fall Headcount - Florida Community Colleges



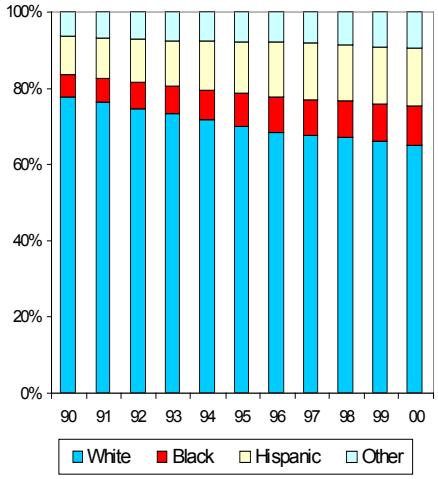
Fall Headcount by Minority Groups - Florida Community Colleges



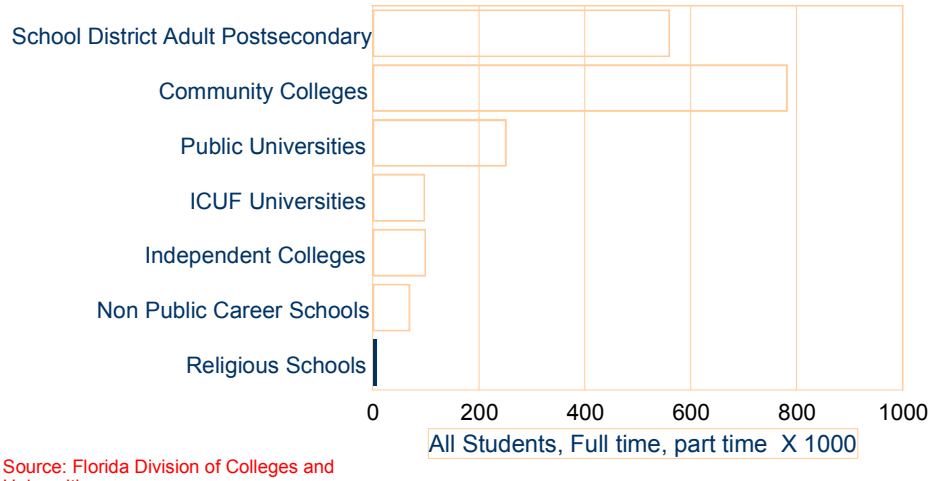
Percentage by Race State University System



Percentage by Race SUS Without FAMU



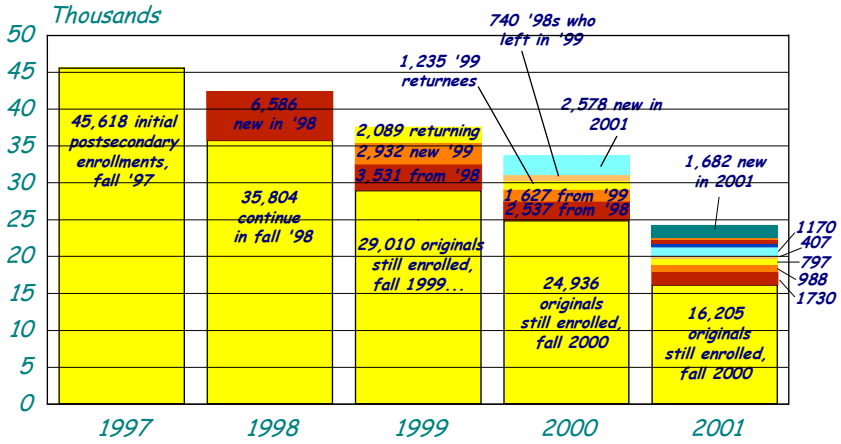
Approximate Postsecondary Enrollments by Sector



Source: Florida Division of Colleges and Universities

1996-97 Florida Public High School Graduates in State Fall Postsecondary Enrollment 1997 to 2001

N = 89,849 Graduates In Cohort

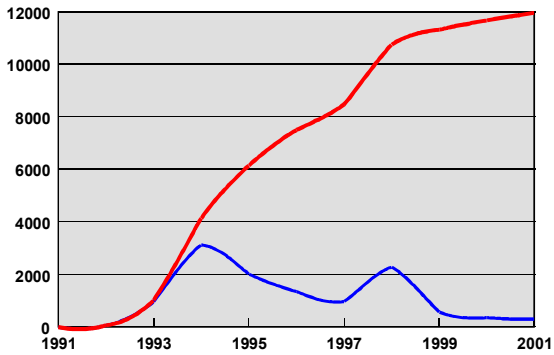


Source: FETPIP

Florida High School Class of 1991 – Educational Attainment - Associate of Arts Degrees

- In 1999-2000, Florida ranked 7th nationally in associates degrees awarded per 100,000 residents age 18-44
- and 1st among the ten largest states.

Red Line - Cumulative Awards over 10 years



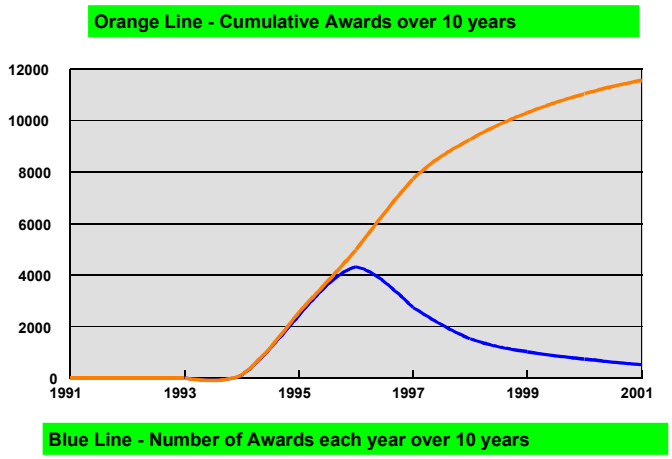
Blue Line - Number of Awards each year over 10 years

Source: FETPIP Longitudinal

(Awards by the Florida Community College System)

Florida High School Class of 1991 - Educational Attainment - Bachelors Degrees (State University System)

- In 1999-00, Florida was ranked 45th in the production of bachelor's degrees from public and private 4-year institutions
- and 7th among the 12 largest states.



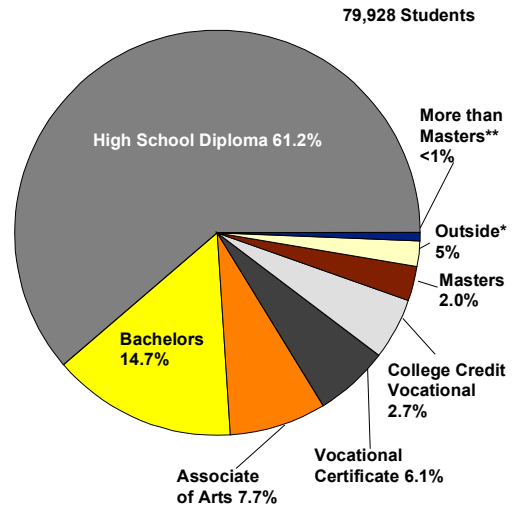
Source: FETPIP Longitudinal

1990-1991 Florida High School Graduates Highest Educational Attainment Level in 2000-2001

- 10 years after graduating from a public Florida high school, most of those who acquired a high school diploma in 1991 had not earned a higher-level education credential.

Source:

FETPIP Longitudinal

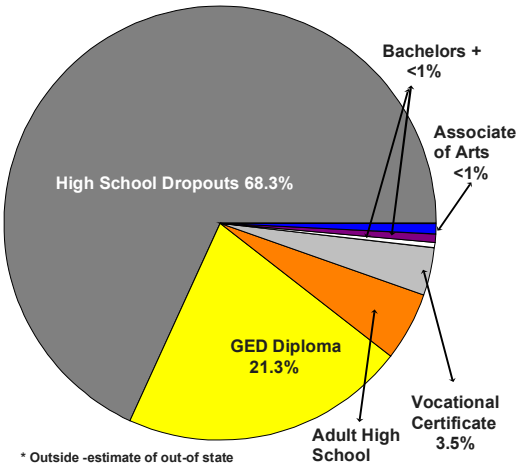


*Estimate of out-of-state Postsecondary attainment at any level.

**Any type of degree or specialization past masters...

1991 Florida High School Dropouts Highest Educational Attainment Level in 2000-2001

13,748 Students



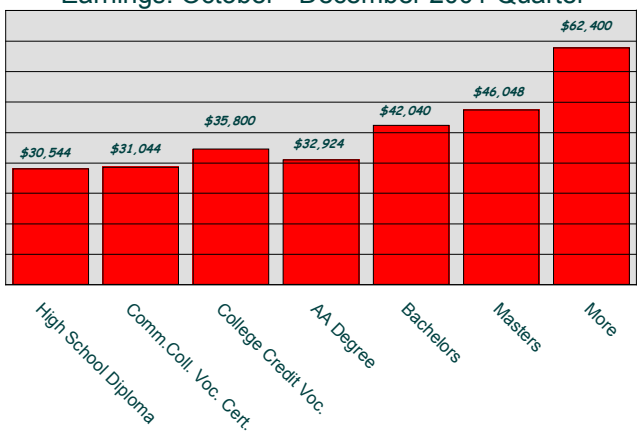
* Outside -estimate of out-of state postsecondary attainment

Source: FETPIP Longitudinal

Florida Public High School Class of '91 Highest Education Credential Attained Through 2001

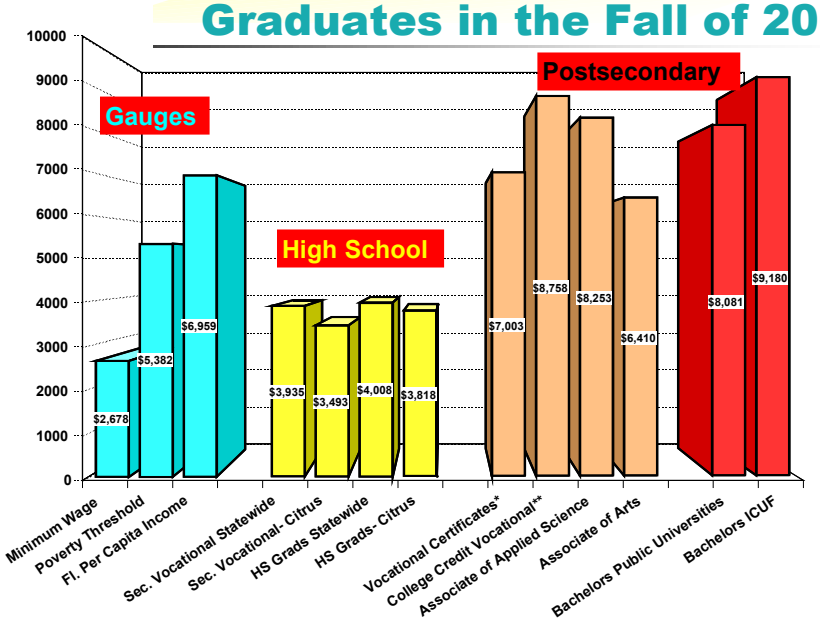
- Florida's graduates earn salaries that increase as they attain higher levels of educational credentials.
- Earnings for high school graduates in 1991, started at about $11,800 per year for full time work. Each year after graduation, the amount increased, but began to level off in 1997-98.

Earnings: October - December 2001 Quarter

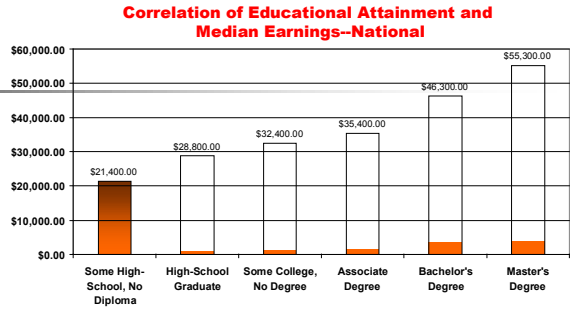


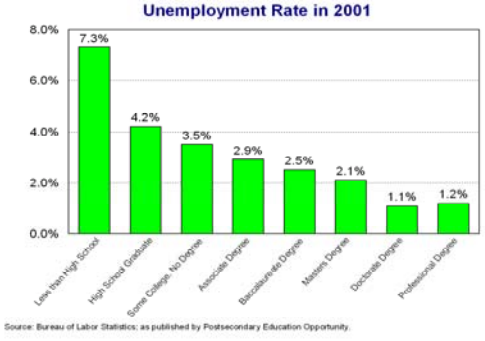
Source: FETPIP Longitudinal, 1990-91 Florida Public High School Graduates. Note that the earnings levels, while annualized in this chart, are based on the earnings of former students during the fall quarter of 2001 in Florida.

Initial Earnings – 2001 Graduates in the Fall of 2001



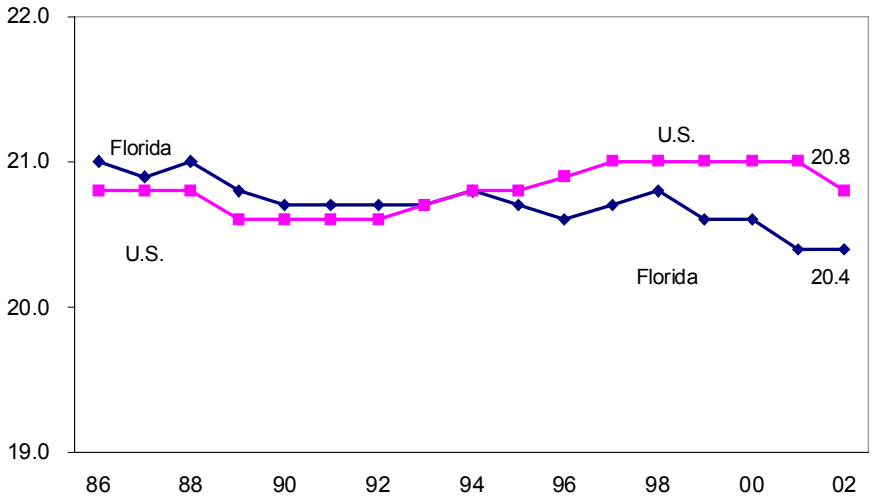
- **Nationally, as the level of educational attainment increases, there is a corresponding increase in annual earnings of those employed.**
- **There is also a decrease in the likelihood of unemployment.**



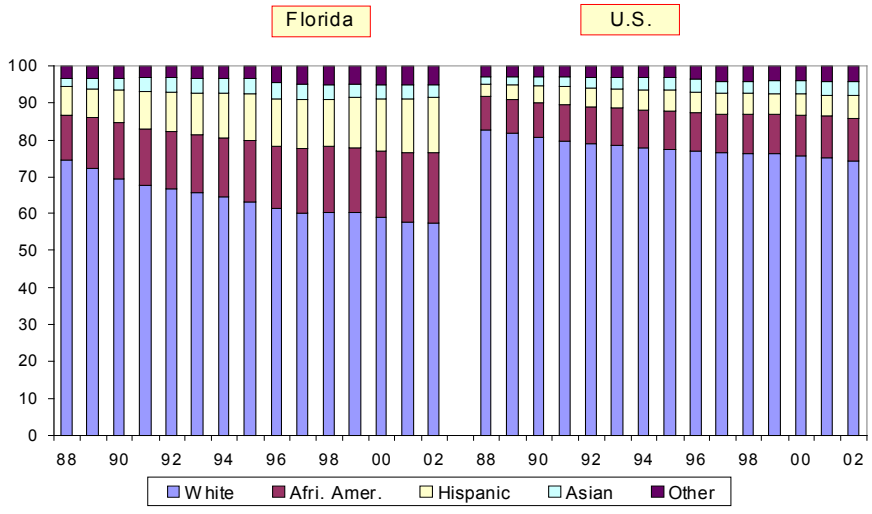


Source: Bureau of Labor Statistics 2001

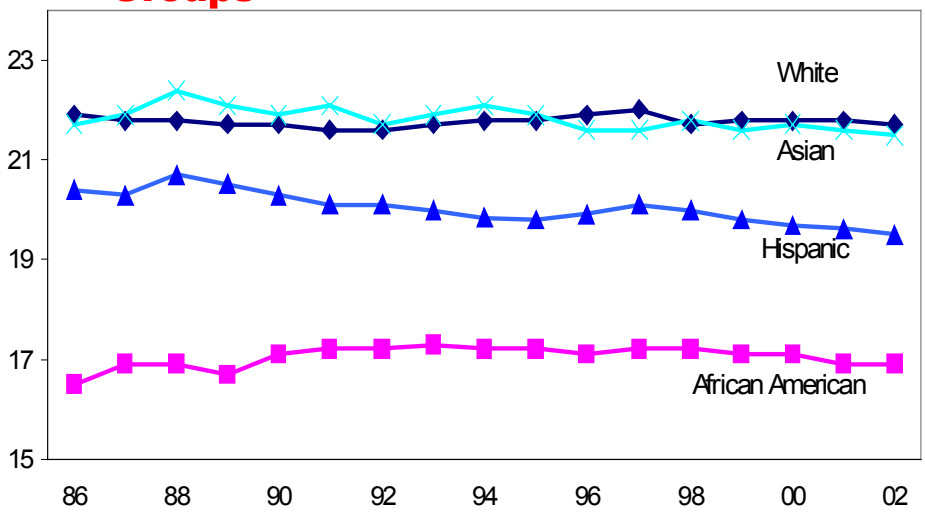
Composite Score - ACT



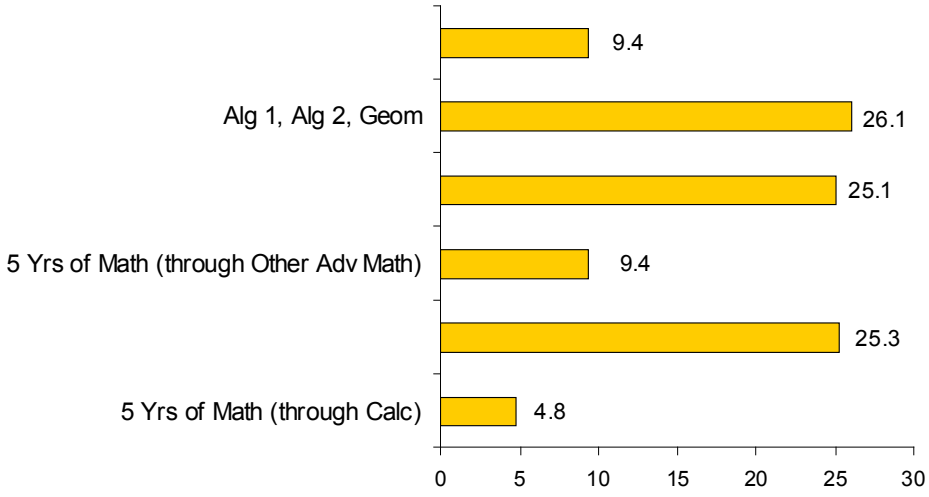
Percentage of ACT Testtakers by Racial-Ethnic Groups



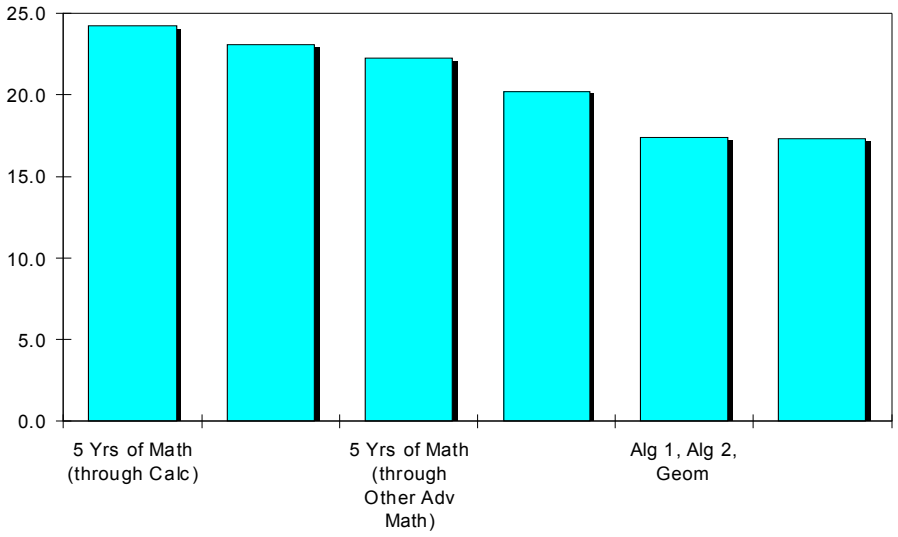
Florida ACT Test Takers- Composite Scores by Racial-Ethnic Groups



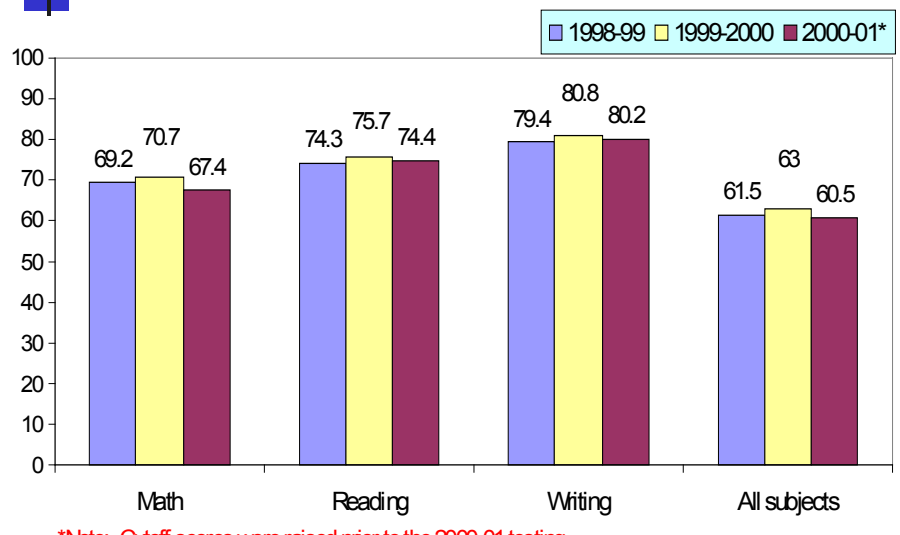
Percentage of ACT Testtakers by Highest Math Course Taken



Florida ACT Math Score by Highest Math Course Taken



Readiness for College Percentage Testing "Ready"



*Note: Cutoff scores were raised prior to the 2000-01 testing.

Articulation Coordinating Committee
May 21, 2003
Item 13

Subject: Rule 6-1.099 Transfer of High School Credits

Proposed Committee Action

Review and discussion.

Background Information

Rule 6-1.099 has been identified as needing revisions to more fully align with the Department's K-20 goals and guiding principles. Section 1003.25 (3), F.S., authorizes the State Board of Education to prescribe procedures relating to the acceptance of transfer work and credit for students. The current rule allows each school board to establish district policy on the acceptance of credit, and the mechanisms through which credit will be validated. This flexibility has in some cases created a burden on the student who is transferring into the public school system from a non-public school or home education program. A workgroup has drafted some potential changes, but has not come to consensus on final language. A draft is being presented to the ACC for discussion prior to beginning the formal rule development process.

Supporting Documentation Included: Proposed changes to Rule 6-1.099.

Facilitators/Presenters: Dr. Alex Penn-Williams

6-1.099 State Uniform Transfer of High School Credits.
(1) Credits earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation.

(2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

(3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

a. Demonstrated academic performance in the classroom;
b. Portfolio evaluation by the superintendent or designee;
c. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
d. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
e. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
f. Demonstrated proficiencies on the FCAT; or
g. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days to prepare for assessments outlined in paragraphs (3)(e) and (3)(f) if required.

Specific Authority 229.515 FS. Law Implemented 232.23(3) FS. History - New 8-28-2000.

NOTE: This rule was adopted as a Commissioner of Education rule. It has the same authority as rules adopted as State Board of Education rules.

Articulation Coordinating Committee
May 21, 2003
Item 14

Subject: Status Reports and Recommendations from the ACC Task Forces — Acceleration Policies, K-20 Data/Records, Interinstitutional Course/Credit Transfer

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Proposed Committee Action

For review and discussion.

Background Information

N/A

Supporting Documentation Included: Task Force Organization Chart

Facilitators/Presenters: Dr. Heather Sherry — Acceleration Policies; Jay Pfeiffer — K-20 Data/Records; Dr. Theresa Klebacha – Interinstitutional Course/Credit Transfer

Articulation Coordinating Committee
May 21, 2003
—For Review—

Subject: OPPAGA Program Review (03-29): Non-Residents Qualify Too Easily for Much Lower Resident Tuition Rates

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Proposed Committee Action

For review.

Background Information

N/A

Supporting Documentation Included: OPPAGA Program Review (03-29): Non-Residents Qualify Too Easily for Much Lower Resident Tuition Rates

Facilitators/Presenters: N/A

oppaga

Special Review

April 2003 **Report No. 03-29**

Non-Residents Qualify Too Easily for Much Lower Resident Tuition Rates

at a glance

Florida subsidizes approximately 75% of tuition and fees of students classified as residents, while non-resident students pay higher tuition that covers the cost of their education. Florida law provides that students are residents only if they or their parents have lived in the state for at least 12 months prior to their qualification as a resident.

However, current residency classification criteria and procedures are unclear and inconsistently applied, jeopardizing the accuracy of residency determinations. In particular, current law and rules do not provide adequate guidance for determining when students who initially enroll as non-Florida residents will become eligible for lower in-state tuition, and how student dependency status should be determined. There is a common misperception that out-of-state students automatically qualify for lower in-state tuition after attending school for a year.

If Florida eliminated the reclassification of non-resident students, institutions could receive $28.2 million in additional annual tuition revenue from non-residents if these individuals remained enrolled at a Florida public postsecondary institution.

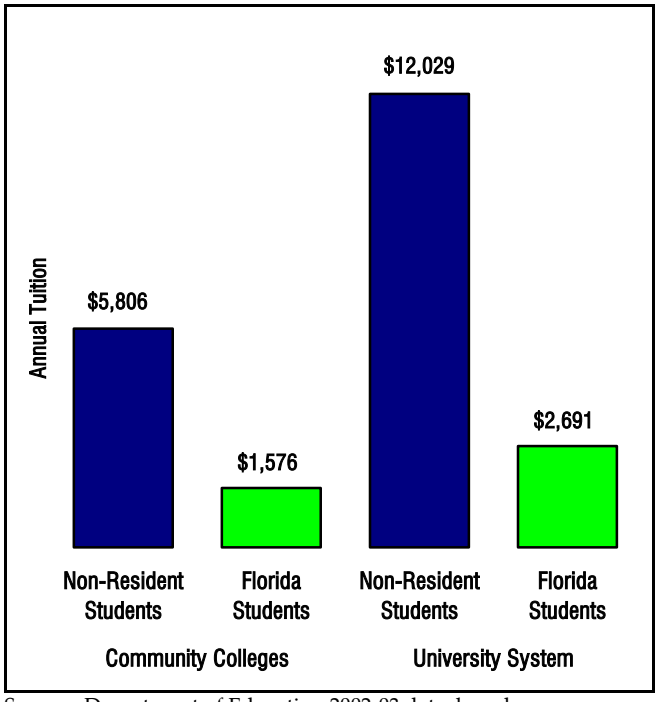
Scope

This report examines the processes used by Florida's universities and community colleges to classify students for residency for tuition purposes. Pursuant to ss. 11.513 and 11.45, *Florida Statutes*, the Director of the Office of Program Policy Analysis and Government Accountability initiated this project in response to a legislative request to review the process used by Florida's public universities and community colleges to determine whether students qualify for in-state tuition rates.

Background

Students who attend Florida's public universities and community colleges must pay tuition and fees that defray part of the state's costs of providing this service. Florida's tuition policy, as established by the Legislature, is intended to benefit students who are Florida residents or have significant legal or family ties to Florida. Florida residents pay in-state tuition rates that cover approximately 25% of the cost of education, with state appropriations subsidizing the other 75%. In contrast, non-resident students must pay higher tuition that covers the cost of their education. As shown in Exhibit 1, a resident undergraduate student taking 30 credit hours in two semesters would pay $1,576 in tuition at community colleges and $2,691 for tuition at universities in Fiscal Year 2002-03, compared to $5,806 and $12,029 by non-residents.

Exhibit 1
Non-Residents Pay Higher Annual Tuition at Florida Postsecondary Institutions



Source: Department of Education 2002-03 data, based on undergraduate students taking 30 credit hours during the year.

The average state subsidy (based on Fiscal Year 2002-03 tuition rates) per resident student completing an associate degree is $8,461 over the course of the degree and $37,352 for a bachelor's degree. These differences in resident and non-resident student tuition reflect the state's objective to support the education of Florida students rather than that of out-of-state students.

Student tuition and fees contribute significant resources to institutions' funding. The Community College System's 2002-03 funding totals nearly $1.3 billion, with 30% ($392 million) coming from student tuition and fees. The State University System's 2001-02 funding totaled $6 billion, with 9% ($533,989,142) paid from student tuition and fees.

Residency criteria

To be eligible for in-state tuition rates, students or their parents or legal guardians must meet the residency qualifications delineated by Florida law, rules in the *Florida Administrative Code*, and the Florida Post-secondary Residency Guidelines, referenced in rule (see Exhibit 2). The law provides basic definitions for residency eligibility and identifies special categories for students who are eligible for in-state tuition rates.

In general, students qualify for in-state residency if they or their parents have lived in Florida for at least 12 months prior to the student's qualification as resident by a public institution. In addition, the law provides for several special categories of eligibility that exempt certain students from the 12-month requirement. For example, students may qualify for in-state residency if they, their parents, or their spouses are on active military duty in Florida, are an employee of a public school, university, or community college, or are participating in a designated scholarship or academic exchange program. See Exhibit 2 for additional examples.

Rules and residency guidelines further define residency criteria and provide guidance as to how these criteria should be applied. The guidelines differentiate between two types of applicants–those who are clearly Florida residents and those with documentation that is inconsistent with Florida residency. For example, students with a Florida mailing and emergency address, who graduated from a Florida high school, and show postsecondary transcripts from Florida are considered clearly to be Florida residents and are not required to submit additional evidence of residence in the state. Administrators commonly term applications meeting these criteria "all Florida". The guidelines advise institutions to obtain additional documentation for non-"all Florida" applicants who request residency status. Rules also state that institutions may enter into agreements with bordering states to grant in-state residency to students who live in close proximity to the institution (such as bordering counties).

Exhibit 2
Florida Residency Criteria Are Established at Three Levels

1

Florida Statutes, Ch. 1009.21, 1009.98

- Sets basic requirements for establishing residency. In general, students, their parents, legal guardians or spouses must have resided in Florida for at least 12 months prior to qualification to qualify for in-state residency.
- Defines a "dependent child" as one who can be claimed by a parent on a federal income tax form
- Creates exemptions to the 12-month residency requirement

✶ Exemptions listed in law include:

- Active military duty in Florida or a member of the Florida National Guard
- Employment in a public school, community college, or university in Florida
- Previous attendance at the Florida State University's Panama Canal Branch
- Participation in a designated scholarship or academic exchange program
- Recipient of Florida Pre-Paid College Program are classified as Florida residents for tuition purposes (Ch. 1009.98, *Florida Statutes*)

2

Florida Administrative Code (Rules 6A-10.044, 6C-7.001, and 6C-7.005)

(set by the Florida Board of Education to further define residency criteria)

- Clarifies eligibility for classification as a Florida resident [(6C-7.005(2)]. Students who are permanent residents and resident aliens may qualify for in-state tuition if they have lived in Florida for at least 12 months prior to qualification.
- Lists eligibility for non-US citizens based on proof of permanent immigration status or special non-immigrant visas accorded by the U.S. Immigration and Naturalization Service (permanent residents and resident aliens, or students holding one of 14 types of visas and 11 other special categories) [(6A-10.044(4) and (5)]
  - Permits local institutions to establish border agreements (6C-7.001). The University of West Florida has a current border agreement with 17 Alabama counties within 50 miles of Florida border. The University of North Florida has a border agreement with the Naval Submarine Base in Kings Bay, Georgia.
- Does not require institutions to re-evaluate classification decisions of other public in-state institutions [(6A-10.044(1) and Ch. 1009.24(4), *Florida Statutes*]
- Limits total systemwide enrollment of non-resident students in state universities to 10% (6C-7.006)

3

Florida Postsecondary Residency Guidelines

(Incorporated by reference in rule and applicable for public community colleges and universities; set by the Residency Committee and adopted by the Articulation Coordinating Committee)[1]

- Specifies the documentation necessary to prove Florida residency; gives examples of inconsistencies with Florida residency; explains basic provisions in law and eligibility for non-US citizens
- Emphasizes that no single document shall be conclusive (institutions should rely on a preponderance of evidence)
- Provides that documents should be dated at least 12 months before the first day of classes of the term for which residency is sought

✶ Specifies documents that may be accepted as proof of meeting the 12-month residency requirement, which include:

Declaration of Domicile	Florida Vehicle Registration
Voter Registration	Permanent employment Florida
Florida Driver license	

[1] The Residency Committee is composed of members of the public universities and community colleges, including administrative employees of the institutions and attorneys. It meets bi-annually to discuss changes and issues in residency criteria and to update the guidelines according to changes in the law and immigration policies.

Findings

Residency criteria are unclear and inconsistently applied, jeopardizing the accuracy of residency determinations

Although Florida law and rules are intended to enable universities and community colleges to accurately and consistently classify students for in-state and out-of-state residency, this process is substantially flawed. In practice, institutions are using inconsistent screening criteria and procedures, resulting in a substantial potential for misclassifications and varying thresholds that students must meet in order to qualify for residency. There are three costly weaknesses in the current criteria and procedures for classifying students for tuition residency.

- Current law and rules do not provide adequate criteria governing under what specific circumstances students should be reclassified as Florida residents.
- Current criteria do not adequately specify the determination of students' dependency status.
- Institutions are applying varying standards for documenting residency.

We estimate that institutions could receive an additional $28.2 million in tuition revenues from out of state students if reclassifications were eliminated and these individuals remained enrolled.

Current residency criteria provide insufficient guidance for reclassifying non-resident students

To assure that only Florida residents receive in-state tuition, Florida law requires students to have at least 12 months residence in the state prior to qualification for residency. There is a common misperception that out-of-state students automatically qualify for lower in-state tuition after attending school for a year. However, the law requires that the student's (or parent if student is dependent) residence must be for the purpose of maintaining a permanent home, rather than just maintaining a mere temporary residence incident to enrollment. Thus, students who move to Florida to attend a postsecondary institution are not eligible for in-state residency because they moved to the state to attend college rather than coming with the intent of making it their home. The residency guidelines expand on the law by stating that students who initially come to Florida to enroll in an institution will not normally meet requirements for in-state tuition, regardless of the length of time enrolled.

However, the law, rules, or guidelines are unclear as to whether students can gain in-state residency if they claim that they moved to Florida for reasons other than to just attend school. As a result, institutions face a complex challenge of determining a student's intent for moving to Florida. Determining student intent usually becomes an issue when students attempt to have their residency status changed from non-resident to resident. The guidelines, law, and rule provide little other guidance to institutions on judging student intent except for listing a variety of documents they may consider when determining residency. [1] The documents most commonly used to judge student intent are driver licenses, and vehicle or voter registrations. The guidelines also state no single document shall be conclusive.

Although law and rules indicate students should generally not be reclassified, approximately 25% are reclassified as residents resulting in an estimated loss of $28.2 million in tuition revenue. The lack of clear criteria for judging student intent is of concern because universities and community colleges often reclassify non-resident students as residents once they have resided in Florida for 12 months. Specifically, between 1998-99 and 2000-01, 28% of students in

[1] Documents suggested in the guidelines include proof of purchase of permanent primary Florida home or homestead exemption; purchase of Florida real property; full-time or part-time, non-temporary employment in Florida; proof of acceptance of permanent employment in Florida; professional/occupational license in Florida; membership in Florida organizations; Florida incorporation; family ties in Florida; Florida declaration of domicile, vehicle or voter registration, or driver license; absence of establishing legal residence elsewhere; transcripts from Florida schools for multiple years.

the community college system and approximately a quarter of students in the university system who were originally classified as non-residents in 1998-99 were reclassified as residents. In particular, of those students who were reclassified as residents, 72% in the community college system and 60% in the university system were reclassified after the third semester of enrollment, demonstrating that institutions tended to reclassify students as residents after they had lived in the state for 12 months.

As a result of this reclassification we project a loss of annual tuition revenue of $28.2 million due to the reclassification of students who enrolled in academic year 2000-01, for both education systems (see Exhibit 3).[2] This projection is based on reclassification patterns of a cohort of non-resident students who entered in academic year 1998-99.

Exhibit 3
The Reclassification of Students Results in an Annual Projected Loss of $28.2 Million Tuition Revenue to Institutions

	University System	Community College System
First-time-in college	$8,740,685	$5,490,568
First-time in graduate school	$6,391,576	NA
Transfer students	$3,128,407	$4,478,103
Total	$18,260,668	$9,968,671
Grand Total		$28,229,339

Source: OPPAGA analysis of data from DOE Divisions of Community Colleges and Colleges and Universities.

Institutions use varying criteria for residency decisions. In the absence of clear criteria, universities and community colleges have developed varying standards for deciding when to reclassify students as Florida residents. As a result, students with similar circumstances can receive different residency classifications depending on what institution they attend. For example, some institutions have a practice of reclassifying students as residents if they submit one or two basic Florida documents (such as a driver license and voter registration) dated 12 months prior to the term for which they seek to be reclassified. However, possessing these documents does not prove that the student moved to Florida for reasons other than just to attend school. In essence, these institutions circumvent the intent in law that students must meet residency requirements prior to qualification.

In contrast, other institutions will not reclassify students as residents after a year of enrollment unless they can provide additional proof of their intent to establish a domicile in the state, by providing employment records, purchasing a Florida home, or providing proof of a homestead exemption. For example, an institution refused to reclassify a student based on a Florida driver license and voter registration until she also submitted a copy of her non-resident parents' federal income tax form showing that she was not claimed as a dependent, a copy of the student's income tax form, and her Florida bank statement showing income.

Other states have clearer residency requirements that reduce the ambiguity of evaluating intent of establishing residence. Several states define the 12-month eligibility period based on the time spent in the state before enrollment or registration and not prior to qualification, as does Florida law. Students enrolling in these states are, in general, not eligible for reclassification during their continuous enrollment. For example, Texas has mandated that students gainfully employed for 12 months before enrollment are entitled to residency, while a 12-month period of employment during enrollment can be the basis for reclassification as a resident at the end of that period if other evidence indicates establishment of domicile in the state. Georgia rule states that no student shall be deemed to have gained or acquired in-state status for tuition purposes while attending any educational institution in the absence of clearly demonstrated facts establishing legal residence in the state.

[2] Our estimate is based on the number of nonresident students enrolled in academic year 2000-01. To this number we applied the reclassification rates from the 1998-99 cohort and the most recent published retention rates. Our estimate includes undergraduate and graduate students, excluding university students who received tuition waivers.

We believe that the Legislature should consider establishing a similar clear test for residency determinations. If Florida eliminated reclassification, institutions could receive $28.2 million in additional revenue from non-residents if these individuals remained enrolled, as described above.

Current residency criteria also provide insufficient guidance for determining student dependency status

A related problem is that residency criteria also do not adequately delineate how universities and community colleges should determine the dependent status of students. Student dependent status is a critical factor in determining residency because it determines whether institutions base their residency evaluation on the circumstances of the student or their parents. When students are dependent, institutions will base their residency decisions on the characteristics of the person upon whom the student is dependent. In contrast, for an independent student, institutions base their residency determination on the student's own circumstances.

In some cases, being classified as independent will make it easier for students to prove residency. For example, a student who can document that he or she has lived in Florida for a year, but is financially dependent on parents living in another state, would not qualify for in-state residency. However, the student would likely be classified as a Florida resident and thus pay lower tuition if he or she were considered to be financially independent.

The current residency criteria provide minimal guidance on the need to determine dependency and how institutions should address student dependency. The law defines dependency based on whether parents may claim the student as a dependent under the federal income tax code. The residency guidelines expand on the law by stating that tax statements may be used to determine dependency status. However, the law, rules, and guidelines do not require institutions to consistently verify dependency status by examining income tax records or other indicators of financial status. Instead, institutions set their own policies on when and how they verify a student's dependency status.

Institutions have developed varying standards for student independence. In practice, institutions use very different criteria and standards when deciding whether or not to verify a student's independent status. For example, officials of several institutions said they consider all students who are 18 years or older as independent regardless of whether they are financially dependent on their parents. Thus, 18-year old students applying to these institutions are automatically regarded as independent and may claim residency based on documents that they acquired since coming to Florida.

In contrast, officials of other Florida institutions stated that their practice was to routinely verify the independence of students, especially students under the age of 24. These institutions require younger students claiming independence to provide information about their own financial status so that officials can determine if they are financially dependent or not. The information typically requested includes tax or earnings statements and letters from employers.

The universities and community colleges also vary in how they evaluate students' income when making residency decisions. We surveyed universities and found that the minimum income level they require to classify a student as financially independent ranges from $5,000 to $10,000 annually (see Exhibit 4). Students with annual incomes of $5,000 would be considered independent by some institutions, allowing them to base their residency claims on personal documentation. However, other institutions would require these students to demonstrate that they earned at least $10,000 to do so.

Exhibit 4
Institutions Use Different Minimum Income Standards When Verifying Student Independence

	Minimum Amount of Student Income Required for Independency
Florida A&M University	$5,000
Florida Atlantic University	$10,000
Florida Gulf Coast University	$7,000
Florida International University	$10,000
Florida State University	No minimum income requirement
New College of Florida	$6,546
University of Central Florida	$6,500
University of South Florida	51% of estimated expenses and tuition

Source: OPPAGA interviews with registration and residency officials, January 2003.

Other states have established more explicit criteria and guidelines regarding independence determinations. These states require students to submit residency application forms that must include tax return information (ranging from the most recent year to three years prior to enrollment) for themselves or the persons who are financially supporting them. For example, California and Kentucky require students to prove they are financially self-sufficient and cannot be claimed as a dependent before the student is classified as a resident. California requires that the student be entirely self-supporting and present in the state for more than one year immediately preceding the residency determination date to be entitled to resident classification. Again, we believe that the Legislature should consider establishing a similar clear test for residency independence determinations for Florida universities and community colleges.

Institutions apply different residency documentation requirements

A third area in which Florida's universities and communities colleges are using varying criteria for student residency determinations is in their documentation requirements. Specifically, institutions vary in the type of supporting evidence accepted to determine residency, the number and dates of documentation required, and their verification of information provided by students.

Institutions vary with regard to the number and type of supporting evidence they require for students to prove residency. While information submitted to one institution may be sufficient to grant the student residency, the same information can be considered insufficient by other institutions. Admissions and registrars officials make residency decisions based on the preponderance of evidence of physical and legal presence in Florida.

Most institutional officials we spoke with require students without an "all Florida" application to provide at least two documents dated 12 months prior to the term for which they are attempting to qualify for residency.[3] However, several institutions require students to submit just one document, usually a driver license. Some institutions require no additional evidence of residency; these institutions essentially grant in-state residency if the student claims that they qualify for this status.

Institutions also vary in terms of the type of documentation required to classify a student. For example, several institutions simply accept a student's statement on the residency affidavit regarding when they established residence in Florida without requiring any backup documentation. In contrast, other institutions require students to substantiate this information with a copy of the declaration of domicile or a lease. Some institutions will make residency decisions based on documents such as a driver license or vehicle registration, others will require the student to also provide proof of employment and or sufficient income. The latter institutions will not classify a student as resident if he or she cannot provide this documentation.

[3] Documents requested commonly include a Florida driver license, voter or vehicle registration, or declaration of domicile. However, if students do not possess these documents, institutions also accept rental agreements, utility or insurance bills, letters of employment, and other documents.

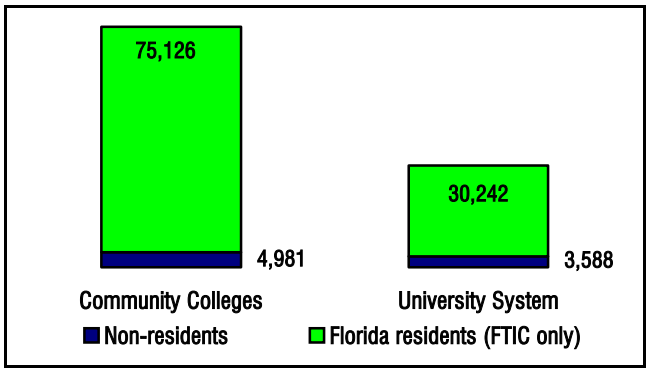
Even in areas in which the criteria are clear, institutions frequently misclassify non-residents as Florida residents

In addition to the problems associated with unclear residency criteria and consistency, institutions frequently misclassify certain students even on criteria clearly delineated in law and rule. These misclassifications were mostly due to institutions' failure to base decisions on documentation clearly required in rule and residency guidelines.

The most significant problems in misclassifications we observed occurred for students who transferred to another institution and those who changed their residency status from non-resident to resident after living in Florida for at least 12 months.

Residency classification is more problematic for certain student groups. Residency determination for most students is a straightforward process. The vast majority of the students who first attended college in the 2000-01 academic year were classified as residents (see Exhibit 5). Most of these were "all Florida" students, i.e., they had graduated from a Florida high school and lived in the state. As such, they clearly met Florida's residency requirements.

Exhibit 5
The Majority of Students in Florida's Public Postsecondary Institutions Are Classified as Residents



Source: OPPAGA analysis of data from DOE Divisions of Community Colleges and Colleges and Universities.

However, residency classification is more problematic for other students, such as those who lack Florida high school diplomas or applied from out-of-state. To determine whether universities and community colleges appropriately apply residency criteria, we reviewed random samples of student files from 12 student populations who had a potential for misclassification (see Exhibit 6). We used discovery sampling to determine if there were significant problems of misclassification, and examined enough cases for each selected student population to be 95% confident that the rate of misclassifications was less than 5% if no errors were identified. When we found errors in the files sampled, we estimated ranges of lower and upper limits of misclassification rates for the respective populations based on the results of the sample.

In our examination, we reviewed the residency files used by the institutions to classify students, including application forms and residency affidavits and all copies of documentation and checklists used to make residency decisions. We determined if this information supported the residency determination and discussed each questioned case with university and community college officials.

Exhibit 6
We Examined Residency Classifications for 12 Groups of Students

	State University System
1	First-time-in-college (FTIC) university students entering in 2000-01 as Florida residents from age 17 to 21 without a Florida high school diploma or GED
2	FTIC university students entering in 2000-01 classified as Florida residents who were not U.S. citizens
3	FTIC university students entering in 2000-01 classified as Florida residents applying from out-of-state
4	FTIC university students entering in 2000-01 classified as Florida residents based on exceptions granted by Florida law
5	First-time-in-graduate school university students entering in 2000-01 classified as Florida residents applying from out-of-state
6	Students who transferred to a university in 2000-01 who changed status from previous institution
7	FTIC university students who were reclassified as Florida residents from 1998-99 through 2000-01

Exhibit 6 (continued)

	Community College System
8	FTIC community college students entering in 2000-01 as Florida residents from age 17 to 21 without a Florida high school diploma or GED
9	FTIC community college students entering in 2000-01 classified as Florida residents who were not U.S. citizens
10	FTIC community college students entering in 2000-01 classified as Florida residents applying from out-of-state
11	Students who transferred to a community college in 2000-01 who changed status from previous institution
12	FTIC community college students who were reclassified as Florida residents from 1998-99 through 2000-01

Source: OPPAGA analysis.

Misclassification problems frequently occurred in six student groups

We found frequent residency misclassifications in 6 of the 12 student groups we examined. In all of these cases, the errors resulted in students incorrectly being classified as Florida residents, which qualified them for lower tuition rates that are subsidized by state funding. For two groups the estimated minimum error rates were greater than 5%, while four additional groups had minimum misclassification rates between 3.4% and 4.7% (see Exhibit 7).

The highest rate of misclassification occurred among first-time-in-college non-resident community college students who were reclassified as residents within three years. We estimate that errors were made in between 8.2% to 25% of these students. Universities also had a substantial error rate for students who were reclassified as residents; we estimate that errors were made in between 3.4% to a high of 16.6% of such cases.

Community colleges also had a high misclassification rate for first-time-in-college students who applied from out-of-state, with errors ranging from an estimated low of 5.3% to a high of 21.8%. Similarly, universities had a high rate of error for students without Florida high school diplomas, ranging from an estimated low of 3.6% to a high of 17.1%.

Both community colleges and universities had substantial rates of misclassification for transfer students. Errors by community colleges for these students ranged from an estimated low of 4.6% to a high of 18.6%, while errors by universities occurred in an estimated 4.7% to 18.3% of such cases.

Exhibit 7
We Found Substantial Misclassification Rates in 6 of the 12 Student Groups

Student Group	Number of Students in Population	Estimated Error Rate	
		Lower	Upper
FTIC community college students reclassified within three years[1]	4,614	8.2%	25.0%
FTIC community college students applying from out-of-state	2,346	5.3%	21.8%
Students transferring to a community college who changed status	1,234	4.6%	18.6%
Students transferring to a university who changed status	568	4.7%	18.3%
FTIC university student with no Florida high school diploma, age 17-21	1,240	3.6%	17.1%
FTIC university students reclassified within three years	1,742	3.4%	16.6%

*See Appendix A for complete results.

[1] FTIC refers to first-time-in college.

Source: DOE Divisions of Community Colleges and Colleges and Universities data files for number of students; OPPAGA analysis of student file reviews for estimated error rates.

Misclassifications were largely due to three types of errors. In the identified misclassifications, the documentation in the institutional files did not support the Florida residency classification of the student; further, in many cases the available evidence indicated that students were actually residents of another state. Specifically, we found that

- some institutions failed to require at least one legal document for students who did not submit an "all Florida" application (did not graduate from a Florida high school and addresses were not in Florida);

- some institutions did not require copies of documentation for statutory exemptions to residency requirements as instructed in the residency guidelines and residency form; and
- some institutions accepted documents that did not meet the 12-month residency requirement.

Exhibit 8 gives examples of the clear misclassifications we found. When we discussed the cases we identified as being misclassified with institutional officials, they typically concurred that the classifications were in error and in some cases, the institutions subsequently changed the students' status back to non-resident.

Exhibit 8
Our Review Found Many Examples of Residency Determination Errors

Examples of Misclassifications

- A student was classified as a resident based on her claim to be dependent on a sister who lived in Florida. However, the institution had no documentation that the sister provided evidence that the student lived with her for at least five years, as required by law. The student's file also contained no evidence of how long the sister had lived in Florida, which was a critical omission since the student was claiming to be dependent on her sister.
- A student was classified as a resident even though she had not submitted a copy of her resident alien card nor any other information indicating she lived in Florida. Furthermore, information contained in the student's file showed that she had a permanent out-of-state address and had graduated from an out-of-state high school.
- A student was reclassified as a resident after 12 months even though she graduated from an out-of-state high school and her permanent and emergency addresses were in another state. Furthermore, institution officials could not produce any evidence to substantiate their decision to support the student's residency claim.
- Three students at one institution were incorrectly classified as residents due to data entry errors.

Source: OPPAGA file review of student files provided by public community colleges and universities.

Institutions lack a quality assurance process to verify and monitor the accuracy of their residency classifications. One reason why institutions make frequent residency determination errors is that most lack a quality assurance process for reviewing residency decisions. This is particularly important given the unclear residency criteria discussed above.

Establishing internal quality assurance processes could help prevent the costly misclassification problems found by our review. University and community college admissions and registrars officials we interviewed said that their institutions have no formal process in place to evaluate their decisions on residency. Even though some institutions use informal peer reviews, these are conducted without formal guidelines.[4] In addition, some professional schools make residency decisions for their students independent of their institution's regular admissions process. These schools have a higher risk of developing and applying inconsistent criteria because their procedures are developed apart from regular registration offices.

Establishing periodic internal checks of residency decisions, including those of professional schools, would help uncover systematic errors and misperceptions by employees in the decision process and reduce error rates. Institution inspectors general or other appropriate managers or local boards could perform these reviews. Results could be compiled by the Residency Committee, which would benefit the system as a whole, help make residency decisions more consistent, and prevent the loss of tuition revenue.[5]

[4] Residency determinations also are not routinely examined by the Auditor General's Office's biennial operational audits of postsecondary institutions.

[5] The Residency Committee is composed of members of the Divisions of the University and College System and the Community College System, including administrative employees of the institutions and attorneys. It meets bi-annually to discuss changes and issues in residency criteria and to update the guidelines according to changes in the law and emigration policies.

Conclusions and Recommendations

There are major weaknesses in the current criteria and procedures used by Florida's universities and community colleges to make student residency determinations. Improved residency determination practices could generate an additional $28.2 million for Florida's universities and community colleges.

To improve the residency classification process, we recommend that the Legislature consider amending Florida statutes to clarify residency criteria.

The present language in the law requiring a 12-month time period in the state prior to eligibility for "qualification" is ambiguous and often interpreted as referring to the time spent since a student first came to the state to enroll. The change below would address this concern.

- Amend Florida law to require that students (or their parents if the students are dependents) must maintain legal residence in the state for at least 12 months immediately prior to their initial enrollment or registration at a Florida public postsecondary institution to be eligible for classification for in-state residency.

The Legislature has several options to more clearly define when a non-resident student could be eligible for reclassification as a resident. The first, more restrictive option, could result in the $28.2 million savings discussed previously, assuming that these individuals remained enrolled, and requires the student to reside in Florida for 12 months while not enrolled in an educational institution.

- A nonresident student may be reclassified as a resident if the individual can provide evidence of having established a permanent domicile in Florida for a 12-month period during which the individual was not enrolled in an educational institution. Evidence of domicile should include the purchase of a home, or gainful employment in Florida, or financial independence supporting 51% of the true cost of living expenses.

A second less restrictive option would not require a student to leave the educational institution for a year but require the same eligibility criteria as described above.

- A nonresident student may be reclassified as a resident if the individual can provide evidence of having established a permanent domicile in Florida for a 12-month period by the purchase of a home, or gainful employment in Florida, or financial independence supporting 51% of the true cost of living expenses.

In order to ascertain financial independence of students essential to the establishment of domicile in the state, clear requirements of documentation need to be provided.

- Students under the age of 25 claiming to be independent should be required to provide copies of tax returns showing that they have not been claimed as dependents by their parents or others for income and employment records showing that they are financially self-supporting.

We also recommend that the State Board of Education clarify residency criteria in *Florida Administrative Code* by requiring two actions.

- Require institutions to establish internal reviews and/or a central residency office to review and verify classification decisions, including those of professional schools. These reviews could be done by inspectors general, designated management staff, or local boards, and should include examinations of residency determinations made by professional schools outside of the institution's regular residency process.
- Establish minimum documentation standards for residency applications. This will help ensure that admissions and residency employees examine consistent documentation when making their

determinations, and will facilitate internal evaluations of these decisions.

We also recommend that the Residency Committee take the actions described below.

- Modify the Postsecondary Residency Guidelines to clarify the minimum documentation requirement for "all Florida" (Florida high school graduation and Florida permanent and emergency addresses) applicants and other applicants to be classified as Florida residents. For example, applicants without an "all Florida" application should routinely be required to submit copies of at least two legal documents dated at least 12 months prior to their application for residency.
- Modify the standard residency form in applications to include questions about filed taxes or earned wages. These questions should be answered by the person claiming Florida residency and should cover the most recent to two years prior to enrollment. In addition, the Residency Committee may consider routinely requesting copies of documents such as certified tax returns or wage/earnings statements.
- Develop standards to evaluate students' independent status. A standard definition may be a student's earning or possessing funding to provide for at least 51% of the true cost of living expenses. This definition would allow for variation of cost of living expenses between geographic areas in the state.
- Compile results from institutions' internal reviews of residency determinations to identify problem areas needing correction as well as best practices. These should be distributed to institutions' residency classification offices.

Agency Response

Any response that OPPAGA receives from the Commissioner of Education and the Secretary of the Department of Education will be published on OPPAGA's website.

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