

Florida

Board of Governors
State University System of Florida
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
The Articulation Coordinating Committee (ACC) (see <http://www.fldoe.org/articulation/postacchome.asp>) has been in place for many years as the lead working advisory group for Florida’s K-20 educational system. The ACC is a K-20 advisory body appointed by the Commissioner of Education, comprised of representatives from all levels of public and private education: the State University System, the Community College System, independent postsecondary institutions, public schools, nonpublic schools, and career and technical education. The ACC exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Yes, www.facts.org.

- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
Yes. The State University System of Florida have identified preferred “college prep” courses that are listed in the Handbook. State university admission admissions criteria include established course distribution requirements consisting of fifteen units of high school credits in five core areas plus three additional electives from the 24 courses required for a standard high school diploma. See the counseling handbook for more information. http://www.facts.org/pdf_sw/DOEHandbook_2006-2007.pdf

- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
No, they are not explicit but they are implicit in the expectation of minimum scores on the College Placement Test in elementary algebra, reading comprehension and sentence skills. The Office of Articulation provides school districts with annual “High School Feedback Reports” that reflect high school, district and state data on twelve pre-graduation indicators and nine post-graduation indicators of college readiness. These indicators include enrollment and participation in advanced high school curriculum, postsecondary remedial, entry-level and advanced coursework, and performance data collected from high school exit exams, college placement tests, and postsecondary grade point averages.

- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
Yes. See the counseling handbook referenced above. Florida statutes delineate and support statewide articulation and access through Articulated Acceleration Mechanisms (s.1007.27 F.S.) and Dual Enrollment (s.1007271 F.S.).
- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?
Yes. See <http://www.flrules.org/gateway/readFile.asp?sid=0&tid=1070412&type=1&file=6A-10.0315.doc> which is rule 6A-10.0315 in Florida Administrative Code. There are statewide minimum scores, but institutions may set higher scores.
- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?
Yes there is a statewide transfer and articulation policy. See <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1069733&type=1&file=6A-10.024.doc> which is rule 6A-10.024 in the Florida Administrative Code. This policy is mandatory for public universities and community colleges. Eligible private colleges may opt in to the course numbering system.

The specifics of the policy are:

Statewide Course Numbering System guarantees course transfer.

Guaranteed transfer of 36 credit hour general education block if completed at the first institution.

Common prerequisites for all university majors that allow completion as part of an AA.

Guaranteed transfer of AA recipients into the state university system, but not into a specific university.

Statewide articulation for certain AS degree program majors.

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?
Yes there is a statewide transferable general education requirement. If a student completes the general education requirement at one participating institution it will be accepted as having been completed at the receiving institution. If a student has not completed the general education requirements at the first institution, then each course will be considered on a case by case basis against the general education requirements of the receiving institution. Actual courses or credits are not named, but equivalent courses in Florida's Statewide Course Numbering System will transfer and meet all general education requirements at the receiving institution as though taken as a native student.

Yes, specific competencies are identified. They are listed in Florida Administrative Code rule 6A-10.0312 (see <https://www.flrules.org/gateway/RuleNo.asp?ID=6A-10.0312>)
Yes testing is used but there are many ways to be exempt from the tests, including performance in general education coursework as measured by grades.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Yes, this is part of the Statewide Articulation Agreement overseen by the Articulation Coordinating Committee. 36 credit hours of general education are included as part of the AA, this is part of the statewide articulation agreement overseen by the Articulation Coordinating Committee. If the AA degree is completed or if the 36 hour block within the AA is completed (even without the AA), then general education is considered satisfied, even if a student transfers to an institution with different general education requirements. If the student transfers prior to completing the 36-hour block, they must complete whatever the requirements are at the new institution.

AS degrees for which there exists a statewide articulation agreement (many of them, but not all) must include at a minimum 18 credit hours of general education that will transfer to a university.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

The Statewide Course Numbering System guarantees transfer of courses similar in content. These courses are assigned the same course number and will satisfy all specific course requirements at the receiving institution. Different institutions may have different course requirements for general education, however.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

Yes, see the Credit-by-Exam Equivalencies Chart at http://facts23.facts.org/Advising%20Manuals/pdf/ACC%20CREDIT%20BY%20EXAM%20EQUIVALENCIES%202_2007.pdf

http://www.fldoe.org/articulation/pdf/Memo_CreditByExam.pdf

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

No, but there is a distance learning consortium that provides statewide coordination and access. The AA degree can be completed online, as well as some bachelor's degrees. See <http://www.distancelearn.org/>.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

There is a distance learning consortium that provides statewide coordination and access. The AA degree can be completed online, as well as some bachelor’s degrees. See <http://www.distancelearn.org/>.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

The state does not provide incentives for students who complete their degrees or for students who complete their degrees without additional credits.

Florida’s Bright Futures Scholarship Program, which covers about 30% of university seniors, pays for a specified number of college credit hours, so a financial disincentive exists for those students to accumulate excess hours.

It is worth noting that the cost of attendance itself is an incentive to complete that all institutions share. States and institutions with relatively low tuition (as in Florida) also have relatively less incentive.