

Teacher Education in the Florida Community College System

A Level I Review

State Board of Community Colleges

May 2001

FLORIDA COMMUNITY COLLEGE SYSTEM

PUTTING MINDS TO WORK

STATE BOARD OF COMMUNITY COLLEGES

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1.0 INTRODUCTION AND OVERVIEW

1.0 INTRODUCTION AND OVERVIEW

Each year the State Board of Community Colleges (SBCC) identifies timely topics for research within Florida's 28 community colleges. One area that was targeted for a review in 2000-01 was the pre-service teacher education programs and courses. In May 2000, the SBCC contracted with MGT of America, Inc., a leading consulting firm, to conduct a community college teacher education review in Florida's community colleges. The purpose of the review is to gain an understanding of the pre-service teacher education programs in Florida's community colleges.

1.1 Work Plan

The following activities were completed to achieve the intended outcomes of the teacher education study:

- gathered and analyzed data from the State Board of Community Colleges on information relative to teacher education program requirements or offerings;
- met with staff from the State Board of Community Colleges to verify data on program enrollment, retention, graduation, and related interpretation;
- interviewed staff from the Department of Education (DOE) Office of Professional Training Services to collect relevant data;
- conducted an Internet search for historical data related to teacher education programs;
- examined information related to the articulation in teacher education programs between Florida's community colleges and the State University System (SUS), including the number and percentage of students enrolled in teacher education programs within the State University System from Florida's community colleges;
- examined information related to community colleges teacher education programs' enrollment, retention, and graduation data;
- reviewed feedback developed through a focus group meeting with all of the State University System College of Education deans (or their designees) regarding teacher education programs in Florida;
- completed a review of community college web sites;
- conducted a telephone conference call with representatives of community college education programs and analyzed the respondents' feedback; and

- analyzed responses to a questionnaire developed to collect information on specific aspects of the teacher education program. This questionnaire was disseminated to all community colleges with a 100 percent response rate.

The above activities resulted in findings that will be presented in Chapters Two through Seven. The considerations presented in Chapter Seven are a result of conclusions drawn from the multiple information and data sources that were tabulated and analyzed. A supporting statement of justification follows each of the 10 considerations included in Chapter Seven.

1.1.1 Methodology

Meetings were held with staff members from the State Board of Community Colleges and the Florida Department of Education Office of Professional Training Services to discuss relevant past and current legislation and State Board rules relating to the pre-service, community college, teacher education programs and courses. Additionally, pertinent Florida Statutes and Florida State Board of Education Administrative Rules were reviewed in order to present a summary of relevant legislation and State Board Rules related to teacher education programs offered in Florida.

An evaluation of community college teacher education program enrollment, retention, graduation, and articulation data was conducted. To conduct this analysis, staff gathered and clarified data on program enrollment, retention, graduation, and articulation. Additionally, information was extracted from web sites relating to historical data on community colleges' program enrollment, retention, and graduation data. The consultant examined existing data, produced exhibits displaying the data, and provided related findings.

A conference call of community college education staff was conducted on September 25, 2000. Eight community colleges participated in the conference call. College staff answered a series of key questions related to their respective teacher education courses and programs.

A focus group of deans was held on Monday, September 18, 2000, at a workshop in Orlando to ask specific questions regarding teacher education.

A detailed teacher education survey was developed and disseminated to each of the state's 28 community colleges. A copy of the survey instrument is included as Appendix B to this report. Questions on the survey addressed several components of teacher education:

- types of teacher education courses offered at the community college;
- which organizational units at the community college houses the teacher education courses;
- which prerequisite courses require a field component, if any;

- what type of faculty are teaching the courses;
- requirements for course enrollment;
- types of teaching systems in place; and
- types of cooperative agreements with other institutions.

SBCC staff worked with each community college to identify a contact person for the survey as well as any follow-up research. Surveys were sent by MGT staff to each contact through electronic mail (e-mail), and a back-up copy was sent via facsimile. Follow-up calls were made to each of the colleges that did not respond by the identified deadline. Of the 28 surveys sent out in early August, MGT received 28 responses, for a total response rate of 100 percent. In cases where a response was unclear or required more information, calls were made to request information or clarification. The following chapters provide an analysis of the literature and the results of the survey.

**2.0 TEACHER EDUCATION
PROGRAMS IN FLORIDA**

2.0 TEACHER EDUCATION PROGRAMS IN FLORIDA

This chapter presents the results of Step One in the work plan. Step One of the project work plan included a “review of current and historical information relative to teacher education program requirements (or offerings).”

The following tasks were accomplished:

- met with staff from the State Board of Community Colleges to discuss the work plan;
- completed a preliminary visit of all 28 community college web sites;
- gathered and analyzed data from the SBCC on information relative to teacher education program requirements or offerings;
- interviewed staff from the DOE Office of Professional Training Services to collect relevant data; and
- conducted an Internet search for historical data related to teacher education programs.

2.1 Summary of Relevant Legislation and State Board Rules

Statutes and rules related to pre-service and in-service education course offerings are found in both Florida Statutes (F.S.) and the Florida State Board of Education Administrative Rules. It is important to note that while community colleges offer many of the prerequisites for admission into a four-year teacher education program, only four-year institutions must adhere to the standards for initial and continuing teacher education program approval in Florida.

Chapters 6A-4 and 6A-5, Florida Administrative Code (F.A.C.), provide the administrative rules implementing the laws of Florida that have dictated their development.

- Chapter 6A-4, F.A.C., provides the controlling requirements for certification of instructional and other personnel filling positions that require certification. This chapter is composed of 77 rules including provisions identifying the specific and general types of courses that must be successfully completed prior to receiving a valid Florida Professional Certificate.
- Chapter 6A-5, F.A.C., containing three rules, prescribes the Educator Accomplished Practices, identifies the approval process and requirements for pre-service teacher preparation programs and Master In-service Plan requirements. The latter of these three applies only to district school boards rather than to colleges and universities.

As the F.A.C. has been revised and updated, 44 rules have been repealed from Chapter 6A-4 since 1986, and 21 from Chapter 6A-5 since 1984. The repealed 6A-4 rules addressed specific certification requirements that were changed due to a variety of reasons, including statutory amendments and other mandates such as those related to exceptional education students.

Amending and repealing various rules contained in Chapter 6A-5 reflects some fundamental changes in the direction of pre- and in-service program delivery. Significant examples are represented by the 1998 repeal of the legislation and related F.A.C. provisions requiring the Florida Beginning Teacher Program (Professional Development Program), which was preceded by the repeal in 1996 of the Teacher Education Centers. Both of these measures signified a shift in in-service delivery systems. The amendments to the rules do not affect the ability of colleges and universities to offer in-service courses for renewal of teacher certification. Florida's community colleges have been making positive gains in providing appropriate coursework for teachers to renew their teaching certifications.

Essential to understanding the requirements imposed on programs of teacher education is a review of 6A-5.066, F.A.C., entitled *Approval of Pre-Service Teacher Preparation Programs*. The specific authority for this rule is found in Sections 231.600 and 236.0811(2), F.S. The legislation implemented includes Sections 230.23(4)(1), 231.087(5), 236.0811(3), 236.0811, and 237.34(3)(b)(c), F.S. These statutes authorize the Department of Education to approve pre-service programs and grant extensions of approvals in accordance with noted provisions. Further, they provide that each approval or extension shall be for the period of time determined by the Department of Education, but shall not exceed five years. Seven (7) conditions are cited under Subsection (1)(c) for public and nonpublic colleges and universities requesting approval of a pre-service teacher preparation program or programs. These include:

- have legal authority to grant appropriate baccalaureate or post – baccalaureate degrees for an area of certification specified in Chapter 6A-4, F.A.C., and meet requirements for recognition as prescribed in rule 6A-4.003(1), F.A.C.;
- state its qualitative and quantitative requirements for graduation and provide an endorsement of transcripts for students who complete an approved teacher preparation program;
- submit annually to the department a list of students admitted to each teacher preparation program which documents that at least ninety (90) percent of the students admitted to a teacher preparation program meet one of a list of specified admission requirements;
- submit annually to the department a list of the program graduates of each teacher preparation program;
- provide each program participant a clinical program which includes, at a minimum, instruction in the Florida minimum essential teaching competencies, subject area competencies, and the educator-accomplished practices. Completion of the program shall require demonstration of the essential teaching and subject area

competencies and the educator accomplished practices as prescribed in the rule;

- designate to a college, school, department, or division the responsibility for coordinating the planning and administering of all teacher preparation programs offered by the institution; and
- be responsible for travel, food, and lodging expenses for members of the evaluation committee, as necessary.

Criteria are provided for continued approval, annual reviews using procedures approved by the Florida Department of Education, and reinstatement procedures should an institution have approval withdrawn.

Florida law provides a framework for assuring continuity among the postsecondary institutions within Florida. Section 240.115, F.S., requires articulation of courses among the institutions and authorizes interinstitutional programs to maximize this articulation. As part of the time-to-degree legislation enacted by the 1995 Legislature, the Community College System and the State University System developed three common pre-requisite courses for potential teachers to take while in the first two years of their program. Students are assured that these courses will transfer and be part of the 120-hour teacher education degree requirements in the State University System.

Section 240.1161, F.S., District Interinstitutional Articulation Agreements, states that, wherever possible, public schools and community colleges are encouraged to share resources, form partnerships with private industries, and implement innovative strategies and mechanisms such as distance learning, summer student and faculty workshops, parental involvement activities, and the distribution of information over the internet. The legislature may provide performance incentive funds for the effective implementation of remedial reduction plans developed and implemented pursuant to this paragraph. The district interinstitutional articulation agreement shall include a plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers.

Effective collaboration among school districts, postsecondary institutions, and practicing educators is essential to improving teaching in Florida's elementary and secondary schools and consequently, the retention and success of students through high school graduation and into postsecondary education. Professional development programs shall be developed cooperatively and include curricular content which focuses upon local and state needs and responds to state, national, and district policy and program priorities. School districts and community colleges are encouraged to develop plans which utilize new technologies, address critical needs in their implementation, and include both pre-service and in-service initiatives.

Chapter 240, F.S., further provides for a variety of scholarships and student assistance for these programs. Section 231.546, F.S., related to the powers and duties of the Education Standards Commission, authorizes the Commission to evaluate the progress of school community professional development systems as provided within Chapter 231.

2.2 Changes in Rule 6A-5.066 – Approval of Pre-Service Teacher Preparation Programs

In the 1999 Legislative Session, the Florida Legislature established a Teacher Preparation Program Committee charged with establishing core curricula for each state-approved teacher preparation program. Legislation specified that the focus of the curriculum should be on the knowledge, skills, and abilities essential to instruction in the Sunshine State Standards. As a result of this Committee's recommendations, major changes (from past rules) were made in Rule 6A-5.066, F.A.C., affecting the approval of all pre-service teacher preparation programs.

Each institution seeking initial approval of a teacher preparation program must submit to the state a list of students admitted to each teacher preparation program which documents that at least 90 percent of the students admitted to a teacher preparation program meet specific admission requirements including:

- have a grade point average of at least 2.5 for the general education courses of the undergraduate studies;
- have completed requirements and been awarded a baccalaureate degree with a minimum grade point average of 2.5 from any college or university accredited by a regional accrediting association;
- demonstrate mastery of general knowledge, including the ability to read, write, and compute by passing the College Level Academic Skills Test (CLAST) or the Praxis I: Academic Skills Test; and
- each participant must be provided a clinical program including subject matter content standards and educator accomplished practices; completion of the program shall require demonstration of subject matter content standards (a shift from merely specifying required classes to requiring program participants to demonstrate competencies and a prescribed number of hours in core curriculum).

Education major program requirements for students entering their freshman year of college in or after the 2001-2002 academic year are shown in Exhibit 2-1.

Other changes in teacher preparation program requirements include a shift in the focus of program approval standards resulting in performance-based standards. Teacher preparation program graduates must now demonstrate an acceptable base of general knowledge, mastery of their subject-area content, and familiarity with a broad range of teaching methodologies, including appropriate uses of technology.

EXHIBIT 2-1
EDUCATION MAJOR PROGRAM REQUIREMENTS FOR STUDENTS ENTERING
THEIR FRESHMAN YEAR IN OR AFTER THE 2001-02 ACADEMIC YEAR

- Nine (9) semester hours in English to include writing, literature, and speech.
- Nine (9) semester hours in science to include earth science, life science, and physical science, with a minimum of one associated laboratory.
- Nine (9) semester hours in mathematics to include college algebra or above and geometry.
- Twelve (12) semester hours in social sciences to include American history and general psychology.
- Six (6) semester hours in humanities to include philosophy and fine arts.

Source: Florida Board of Education Rule; 6A-5.066

2.3 Overview of Required and Elective Courses Offered in Florida's Community Colleges

Florida's education colleges will spend the next year reorganizing their curricula because of the recently approved requirement by the State Board of Education. New rules increase the number of basic curriculum hours from 36 to 45 hours and specifically outline which courses must be taken. Community colleges play an integral role in offering students the following three required teacher education courses:

- EDF 1005 Introduction to Education (3 credit hours);
- EDF 2085 Teaching Diverse Populations (3 credit hours); and
- EME 2040 Introduction to Educational Technology (3 credit hours).

Students intending to transfer to a university education program traditionally will take an associate in arts degree with the three required education prerequisites listed above. While some community colleges are only offering the three required courses, other community colleges are offering additional elective coursework.

Exhibit 2-2 provides a sample of the types of teacher education courses that seven of the Florida community colleges are offering in the teacher education program. Chapter Six of the report will provide more detailed data as a result of the Teacher Education Program Survey administered by MGT to each of the 28 community colleges.

As shown:

- three of the seven community colleges (Chipola Junior College, Polk Community College, and Tallahassee Community College) offer only the three general required courses;

**EXHIBIT 2-2
TEACHER EDUCATION COURSE OFFERINGS
AT SEVEN COMMUNITY COLLEGES IN FLORIDA**

A. CENTRAL FLORIDA COMMUNITY COLLEGE (CFCC)

The education courses taught at CFCC are offered through the Humanities and Social Sciences Division. They include:

- Introduction to Education (EDF 2005-3 semester hours);
- Introduction to Multicultural Education: Teaching Diverse Populations (EDG 2701-3 semester hours); and
- Introduction to Educational Technology (EME 2040-3 semester hours).

The above three courses are required of all education majors at the state universities. In addition to offering those courses, CFCC also offers two other courses with education prefix designations:

- Educational Psychology (EDP 2002-3 credit hours); and
- Music Education (MUE 2450-3 credit hours).

CFCC offers an A.S. degree in early childhood through another division and those courses will be reported in subsequent reports after the survey results are returned to MGT.

B. CHIPOLA JUNIOR COLLEGE (CJC)

CJC REPORTS THAT THEY OFFER THE FOLLOWING COURSES:

- Introduction to Education (EDF 1005-3 semester hours);
- Teaching Diverse Populations (EDG 2701-3 semester hours); and
- Introduction to Educational Technology (EME 2040-3 semester hours).

C. FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE (FCCJ)

Students intending to transfer to a senior institution in education traditionally will take an associate in arts degree at FCCJ in the three required education prerequisites:

- Introduction to Education + field experience (EDF 1005-3 semester hours);
- Teaching Diverse Populations + field experience (EDF 2085-3 semester hours); and
- Introduction to Educational Technology (EME 2040-3 semester hours).

Also included in the associate in arts degree at FCCJ are courses which meet both general education requirements and program prerequisite requirements. These include:

- Fine Arts or Humanities (course number was unavailable * 3 semester hours);
- Fundamentals of Speech Communications (SPC 2600-3 semester hours);
- Human Growth and Development (DEP 2004-3 semester hours);
- Child Psychology (DEP 2102-3 semester hours);
- Mathematics (6 semester hours);
- Natural Sciences (one must be a lab course, 6-7 semester hours); and
- International or Diversity Courses (*6 hours).

* A list of the courses that will fulfill these requirements will be included in our report after MGT receives the survey results.

In the area of transferable courses, FCCJ also offers a non-required course, Educational Psychology (EDP 2002-3 semester hours).

EXHIBIT 2-2 (continued)
TEACHER EDUCATION COURSE OFFERINGS
AT SEVEN COMMUNITY COLLEGES IN FLORIDA

D. NORTH FLORIDA COMMUNITY COLLEGE (NFCC)

Required Teacher Education Courses:

- Introduction to Education (EDF 2005-3 semester hours);
- Teaching Diverse Populations (EDG 2701-3 semester hours); and
- Introduction to Educational Technology (EME 2040-3 semester hours).

Non-Required Teacher Education Courses:

- Educational Psychology (EDP 2002-3 semester hours); and
- Human Development (DEP 2001-3 semester hours).

E. POLK COMMUNITY COLLEGE (PCC)

Polk Community College offers the following courses:

- Introduction to Education (EDF 1005-3 semester hours);
- Teaching Diverse Populations (EDG 2701-3 semester hours); and
- Introduction to Educational Technology (EME 2040-3 semester hours).

F. TALLAHASSEE COMMUNITY COLLEGE (TCC)

Currently, TCC is offering the courses listed below; however, staff indicate that in the fall, Flagler College will be offering courses at TCC and the course offerings will most likely increase at that time. Flagler College is an independent, four-year college in St. Augustine and will offer courses in elementary education and business administration on the TCC campus beginning in Fall 2000. The partnership between Flagler College and TCC was developed as a means to increase the opportunities for students who are seeking four-year degrees and are satisfied with taking courses on the TCC campus.

- Introduction to Education (EDF 1005-3 semester hours);
- Teaching Diverse Populations (EDG 2701-3 semester hours); and
- Introduction to Educational Technology (EME 2040-3 semester hours).

G. VALENCIA COMMUNITY COLLEGE (VCC)

Education courses typically required in various education pre-majors (Business Teacher, English, General Preparation, Mathematics Secondary, Physical Education, Science Middle Grades, Social Science) and university programs:

- Introduction to Education (EDF 2005-3 semester hours);
- Teaching Diverse Populations (EDG 2701-3 semester hours); and
- Technology for Educators (EME 2040-3 semester hours).

Other Education Courses Offered:

- Art and Creativity (ARE 2002-3 semester hours);
- Selected Topics in Education (EDG 2935-1-3 semester hours);
- Internship Exploration in Education (EDG 2941-1-4 semester hours);
- Introduction to Early Childhood Education (EEC 2001-3 semester hours); and
- Orientation to Exceptional Education (EEX 2010-3 semester hours).

Source: Florida community colleges web site search and information provided by project contacts.

- other community colleges (Central Florida Community College, Florida Community College at Jacksonville, North Florida Community College, and Valencia Community College) offer a variety of additional courses ranging from art, early childhood education, exceptional student education, educational psychology, human development, and speech communications;
- select community colleges (e.g., Tallahassee Community College) are planning to increase teacher education course offerings; and
- all three required courses include a field experience as part of the course requirement.

2.4 First-Year Teacher Perceptions of the Florida Teacher Preparation Program

Since legislation was enacted in 1991 related to Florida's educational reform system, many processes have been utilized to make data-driven decisions in improving education in Florida. For example, all state-approved teacher education programs must develop and implement an Institutional Program Evaluation Plan for collecting evaluative data and making improvements. Consequently, it is important that pre-service teachers be prepared to meet the expectations set forth by the state.

Section 240.529, Florida Statutes, directs the Florida Department of Education to report information regarding program graduates, satisfaction with training, and the unit's responsiveness to local school districts. To address this statutory requirement, the Bureau of Educator Recruitment and Professional Development of the Florida Department of Education retained a team from the Center for Professional Development at Florida State University to study the effectiveness of teacher preparation programs at the 29 teacher training institutions in the state of Florida.

While the report focuses on four-year institutions, it is important to note that the community colleges in Florida offer many of the prerequisite courses for admission into an approved four-year institution program. Thus, the results of this report may prove beneficial in reviewing the community colleges' pre-service and in-service teacher education course requirements.

As part of the study, a survey was administered to first-year teachers and their principals. The survey was based on the teachers' and principals' perceptions of how well they were prepared in their teacher education courses in the 12 Accomplished Practices—the 12 essential practices established by Florida rules for effective teaching. Overall, the return rate for both principals and teachers was approximately 17 and 11 percent, respectively.

Survey results include the following overall findings:

- Administrators are satisfied with teacher performance in the area of assessment.
- Principals rate teacher performance in the area of communication lower than teachers' assessment of their level of preparedness.

- Some principals report that teachers attend various workshops for continuous education improvement; other principal's report that teachers' only continued professional development participation is the required English for Speakers of Other Languages (ESOL) training.
- Teachers report high levels of preparedness on the survey item addressing teacher preparedness to *"encourage appreciation of cultural diversity among individual students."*
- Teachers do not report high levels of preparedness in the area addressing teacher ability to *"modify instruction to meet the needs of Limited English Proficiency (LEP) students."*
- Principals indicate that teachers perform at high levels in encouraging appreciation of cultural diversity among individual students.
- Principals rate first year teachers as high performers in the area of incorporating instructional strategies to accommodate different learning styles and abilities.
- Principals gave teachers a high rating in the area of ethics.
- Principals rate teachers very high in the area of human development and learning knowledge.
- Teachers report being well prepared to demonstrate a thorough understanding of the subjects they teach.
- Teachers report high levels of preparation in the area of planning; however, many teachers' comments showed that teachers feel a lack of connection between the Sunshine State Standards, planning, and instruction.
- Teachers' comments raise concerns regarding how well colleges are preparing teachers to work with families and increase parental involvement.
- Principals indicate high levels of satisfaction with teacher performance in the use of technology.
- The majority of teachers reported being only minimally prepared by their teacher education preparation program in effectively preparing students for taking the Florida Comprehensive Assessment Test (FCAT) and the Florida Writes.

In summary, the survey administered to first year teachers and their principals shows that overall principals were satisfied with their first year teachers' performance in the areas of assessment, incorporating instructional strategies to accommodate different learning styles and abilities, ethics, human development and learning knowledge, use of technology, and encouraging students to appreciate cultural diversity among individual

students. The area in which the principals rated their first year teachers lower than the teachers' self-assessment was in the area of communication.

The survey results also showed that teachers did not report high levels of preparedness in the area addressing their ability to modify instruction to meet the needs of LEP students. Also, the results indicate that first year teachers felt a lack of connection between the Sunshine State Standards, planning, and instruction; and that they are only minimally prepared by their teacher education preparation programs in effectively preparing students to take the Florida Comprehensive Assessment Test and the Florida Writes.

It should be noted that the survey response rate for both principals and teachers was relatively low (17 percent for principals and 11 percent for teachers); thus, the reader should be careful in drawing any definitive conclusions based on its results.

**3.0 PROGRAM ENROLLMENT,
RETENTION, AND GRADUATION
DATA**

3.0 PROGRAM ENROLLMENT, RETENTION, AND GRADUATION DATA

The results of an evaluation of program enrollment, retention, and graduation data are included in this chapter.

Research associated with this charge include the following:

- met with staff from the State Board of Community Colleges to discuss the work plan;
- completed preliminary visits of all 28 community college web sites;
- met with staff from the SBCC to gather and clarify data on program enrollment, retention, and graduation data; and
- consulted state web sites to gather historical data on community colleges' program enrollment, retention, and graduation data.

This chapter provides information on students enrolled in community college education courses and a summary of enrollment, retention, and graduation data.

3.1 Student Enrollment Information

Exhibit 3-1 shows the number of community college students who were enrolled in teacher education courses for the 1994-95, 1995-96, 1996-97, 1997-98, and 1998-99 academic years. As shown:

- enrollment in teacher education courses has grown from 5,213 for 1994-95 to 17,085 for 1998-99;
- in 1994-95, 24 of the 28 community colleges reported students enrolled in education courses and, in 1997-98 and 1998-99, all institutions reported student enrollment in education courses;
- 25 of the 28 community colleges have increased enrollment in education courses since 1994-95 by 100 percent or more;
- six of the 28 community colleges decreased in enrollment in education courses from 1994-95 to 1995-96, however, all but one of these (Hillsborough) had an increase in enrollment in 1996-97; and
- on average, community colleges experienced the greatest increases in enrollment in the period from 1996-97 to 1997-98; only Florida Keys Community College decreased enrollment in this period.

**EXHIBIT 3-1
NUMBER OF COMMUNITY COLLEGE STUDENTS ENROLLED IN
TEACHER EDUCATION COURSES 1994-1999
1994-95, 1995-96, 1996-97, 1997-98, AND 1998-99 ACADEMIC YEARS**

COLLEGE	1994-95	1995-96	1996-97	1997-98	1998-99
Brevard	N/R	N/R	227	516	535
Broward	N/R	N/R	N/R	761	1,131
Central Florida	167	225	211	294	357
Chipola	22	14	33	77	76
Daytona	130	145	328	579	655
Edison	337	347	425	711	1,003
Florida Community College at Jacksonville	540	578	618	845	990
Florida Keys	14	46	30	27	26
Gulf Coast	N/R	29	171	345	438
Hillsborough	454	450	449	959	1,087
Indian River	23	N/R	225	470	549
Lake City	75	77	103	116	150
Lake-Sumter	72	53	91	136	178
Manatee	15	5	132	281	503
Miami-Dade	1,743	1,802	2,065	2,402	2,996
North Florida	3	38	40	86	136
Okaloosa-Walton	85	91	137	190	276
Palm Beach	527	555	560	901	1,110
Pasco-Hernando	105	134	205	248	342
Pensacola	137	150	336	494	579
Polk	93	140	143	295	423
St. Johns River	115	109	120	133	155
St. Petersburg	109	142	274	658	1,099
Santa Fe	25	57	106	219	357
Seminole	55	50	112	246	341
South Florida	67	71	123	159	194
Tallahassee	N/R	N/R	81	96	126
Valencia	300	381	462	856	1,273
TOTAL	5,213	5,689	7,807	13,100	17,085

Source: Division of Community Colleges, Office of Educational Services and Research, June 5, 2000.
N/R = No Response

As can be seen, the FCCS has shown marked improvement in numbers of students enrolling in teacher preparation courses as we have encouraged this major and worked with the SUS on common prerequisites courses.

3.2 A Summary of Student Retention and Graduation Data

The following information provides a summary of enrollment, retention, and graduation data of FCCS students and their subsequent performance in the SUS.

- Systemwide enrollments in teacher preparation courses have increased from 5,213 in 1994-95 to 17,085 in 1998-99 (228%).
- In 1994-95, 24 of the 28 community colleges reported students enrolled in education courses and, in 1997-98, all institutions reported student enrollment in education courses.
- Twenty-five (25) of the 28 community colleges have increased enrollment in education courses since 1994-95 by 100 percent or more.
- Of those transferring to the SUS, 45-50% declared education as their major.
- About 50% of students in the SUS with an education major have some credit from the FCCS and one in four has earned an A.A.

Students who enrolled in education courses in the FCCS and earned A.A. degrees who then subsequently enrolled at one of the state universities with a declared education major:

- Students enrolled in community college teacher education courses and earning an A.A. degree increased by 669 students from 1995-96 to 1996-97.
- The number of students enrolled in community college teacher education courses and subsequently transferred to a state university and declaring education as their major increased by 459 students from 1993-94 to 1996-97.

**4.0 REVIEW OF
ARTICULATION DATA**

4.0 REVIEW OF ARTICULATION DATA

This chapter presents findings with regard to a review of articulation data to determine the percentage of students who enroll in teacher education programs within the State University System from Florida's community colleges.

The following tasks were accomplished:

- met with staff from the State Board of Community Colleges to discuss the work plan;
- completed preliminary visits of all 28 community college web sites;
- met with staff from the SBCC to gather and clarify data on program enrollment, retention, and graduation data;
- consulted state web sites to gather historical data on community colleges' articulation data;
- revised exhibits based on different data submitted to us by the State Board of Community Colleges; and
- collected, analyzed, and desegregated data by ethnicity and sex for the number of State University System (SUS) teacher education majors, the number of SUS teacher education majors formerly enrolled in the Florida Community College System (FCCS), the number of SUS teacher education majors who earned A.A. degrees in the FCCS, the number of FCCS teacher education students who transferred to the SUS with a declared education major, and the number of FCCS students who transferred to the SUS without a declared education major for year 1995-1999.

This chapter provides data related to the articulation in teacher education programs between Florida's community colleges and the State University System.

4.1 Review of Articulation Data

Exhibit 4-1 lists the comparison of students having enrolled in teacher education courses at Florida's community colleges and having enrolled at a state university. The data are divided into students who have declared education as a major and who have not declared education as a major for the 1993-94 through the 1996-97 academic years.

**EXHIBIT 4-1
COMPARISONS OF STUDENTS HAVING ENROLLED IN
TEACHER EDUCATION COURSES AT COMMUNITY COLLEGES AND
HAVING ENROLLED AT A STATE UNIVERSITY WITH AND WITHOUT A
DECLARED EDUCATION MAJOR
1993-94 THROUGH 1996-97**

ACADEMIC YEAR	NUMBER OF STUDENTS WITH A DECLARED EDUCATION MAJOR	NUMBER OF STUDENTS WITHOUT A DECLARED EDUCATION MAJOR
1993-94	1,072	1,142
1994-95	1,008	1,154
1995-96	1,023	1,269
1996-97	1,531	1,521

Source: State Board of Community Colleges, 2000.

As shown in Exhibit 4-1:

- enrollment of students without a declared education major increased by 127 students from 1993-94 to 1995-96;
- enrollment of students with a declared education major declined by 49 students from 1993-94 to 1995-96;
- enrollment of students without a declared education major increased by another 252 students (20 percent) from 1995-96 to 1996-97; and
- from 1995-96 to 1996-97, enrollment of students with a declared education major increased an additional 508 students (50 percent) while enrollment of students without a declared education major increased. (It is important to note that the students without a declared major may be pursuing an arts and science degree with a sub-minor in teaching or they may have chosen not to teach.)

Exhibit 4-2 shows that the:

- number of Black, Hispanic, and Other education majors has increased each year from 1995-96 to 1998-99;
- number of White education majors increased from 1995-96 to 1996-97 and then decreased in 1997-98 and 1998-99; and
- overall, the total number of students increased by 630 from 1995-96 to 1998-99.

**EXHIBIT 4-2
NUMBER OF STATE UNIVERSITY SYSTEM EDUCATION MAJORS
BY ETHNICITY AND RACE
1995-96 THROUGH 1998-99**

Year	Female	Male	White	Black	Hispanic	Other	Total
1995-96	23,777	7,801	24,032	3,585	3,117	844	31,578
1996-97	24,693	7,899	24,163	4,035	3,422	975	32,595
1997-98	24,617	7,875	23,744	4,188	3,513	1,047	32,492
1998-99	24,599	7,609	23,164	4,276	3,617	1,151	32,208

Source: Division of Community Colleges, Office of Educational Services and Research, 2000.

Exhibit 4-3 shows that the:

- number of Female, Black, and Other education majors formerly enrolled in the Florida Community College System increased each year from 1995-96 to 1998-99; and
- the number of Male, White, Hispanic and the total number of education majors formerly enrolled in the Florida Community College System increased in 1996-97 and 1997-98, and decreased in 1998-99.

**EXHIBIT 4-3
NUMBER OF STATE UNIVERSITY SYSTEM EDUCATION MAJORS
FORMERLY ENROLLED IN THE FLORIDA COMMUNITY COLLEGE SYSTEM
BY ETHNICITY AND SEX
1995-96 THROUGH 1998-99**

Year	Female	Male	White	Black	Hispanic	Other	Total
1995-96	10,953	3,289	11,145	1,336	1,480	281	14,242
1996-97	12,518	3,657	12,356	1,676	1,779	365	16,176
1997-98	13,065	3,902	12,777	1,911	1,830	449	16,967
1998-99	13,089	3,704	12,541	1,973	1,801	478	16,793

Source: Division of Community Colleges, Office of Educational Services and Research, 2000.

Exhibit 4-4 illustrates that the:

- number of Black and Other education majors who earned A.A. degrees in the Florida Community College System increased each year from 1995-96 to 1998-99; and
- the number of Female, Male, White, and Hispanic education majors who earned A.A. degrees increased during the 1995-96 to 1997-98 years then decreased in 1998-99, as did the total number.

**EXHIBIT 4-4
NUMBER OF STATE UNIVERSITY SYSTEM EDUCATION MAJORS
WHO EARNED A.A. DEGREES IN THE FLORIDA COMMUNITY COLLEGE SYSTEM
BY ETHNICITY AND SEX
1995-96 THROUGH 1998-99**

Year	Female	Male	White	Black	Hispanic	Other	Total
1995-96	4,904	1,397	5,010	424	740	127	6,301
1996-97	5,849	1,670	5,886	532	943	159	7,520
1997-98	6,138	1,828	6,187	627	952	200	7,966
1998-99	6,105	1,698	6,033	634	918	218	7,803

Source: Division of Community Colleges, Office of Educational Services and Research, 2000.

The data in Exhibit 4-5 indicate that the:

- number of Female community college students who transferred with a declared education major made a significant increase between 1997-98 and 1998-99 from 826 to 1,249;
- number of Black community college students who transferred with a declared education major declined from 1995-96 to 1996-97, and increased in 1997-98 and 1998-99; and
- number of Hispanic community college students who transferred with a declared education major dropped from 170 in 1995-96 to 163 in 1998-99.

**EXHIBIT 4-5
NUMBER OF FLORIDA COMMUNITY COLLEGE SYSTEM STUDENTS WHO
TRANSFERRED WITH DECLARED EDUCATION MAJORS BY ETHNICITY AND SEX
1995-96 THROUGH 1998-99**

Year	Female	Male	White	Black	Hispanic	Other	Total
1995-96	872	200	773	103	170	26	1,072
1996-97	801	207	737	73	177	21	1,008
1997-98	826	197	735	109	156	23	1,023
1998-99	1,249	282	1,212	126	163	30	1,531

Source: Division of Community Colleges, Office of Educational Services and Research, 2000.

Exhibit 4-6 shows that the:

- number of Black, Florida Community College System students who transferred without a declared education major increased from 1995-96 to 1998-99 (by 70 students or 51 percent);
- number of Hispanic, Florida Community College System students who transferred without a declared education major was stable and showed a slight increase from 1995-96 to 1998-99; and
- number of White, Florida Community College System students who transferred without a declared education major increased by 271 students or 42 percent from 1995-96 to 1998-99.

**EXHIBIT 4-6
NUMBER OF FLORIDA COMMUNITY COLLEGE SYSTEM STUDENTS WHO
TRANSFERRED WITHOUT A DECLARED EDUCATION MAJOR
BY ETHNICITY AND SEX
1995-96 THROUGH 1998-99**

Year	Female	Male	White	Black	Hispanic	Other	Total
1995-96	817	322	653	136	314	39	1,142
1996-97	810	344	644	147	328	35	1,154
1997-98	880	385	724	175	322	48	1,269
1998-99	1,089	423	924	206	334	57	1,521

Source: Division of Community Colleges, Office of Educational Services and Research, 2000.

4.2 Observations Related to Articulation Data

An examination and comparison of exhibits in this section show the following:

- of the 32,208, 1998-99 SUS education majors (Exhibit 4-2), 16,793 (see Exhibit 4-3) or 52 percent were formerly enrolled in the Florida Community College System;
- of the 16,793 former community college students, 7,803 had earned associate in arts degrees (Exhibit 4-4); and
- of the 16,793 former community college students enrolled as SUS education majors (for 1998-99), only 1,531 transferred with a declared education major (Exhibit 4-5).

Assuming that the data provided are an accurate portrayal of student articulation, then one can conclude that there is a very high rate of students who either sample community college educational courses or declare an education major, but who ultimately do not follow through at the state university level. This raises important questions regarding why students are choosing not to continue in education courses and pursue a major leading to a teaching career. Some of these questions may include:

- Does the SUS have adequate (spaces) enrollment opportunities available to these students?
- Have some students chosen to pursue an arts and science degree and then decide to teach?
- Are the CLAST or SAT tests issues that affect students' decisions not to continue in education courses?
- Does the lack of a forgiveness policy at some universities discourage students from continuing in education courses?

**5.0 INFORMATION FROM COMMUNITY
COLLEGE ADMINISTRATORS
AND FACULTY AND STATE
UNIVERSITY SYSTEM DEANS**

5.0 INFORMATION FROM COMMUNITY COLLEGE ADMINISTRATORS AND FACULTY AND STATE UNIVERSITY SYSTEM DEANS

This chapter presents a summary of the information obtained through a conference call held with education staff from community colleges on Monday, September 25, 2000, at 10:00 a.m., and information from a focus group of State University System deans held on Monday, September 18, 2000.

Prepared questions were used to guide the interviews and were discussed with the representatives from the Community College System and the College of Education deans of the State University System. This chapter reflects the comments, remarks, and suggestions provided by the participants.

5.1 Summary of Community College Teacher Education Conference Call and Focus Group with State University College of Education Deans

A conference call including 13 teacher education staff from eight different community colleges and three staff members from the State Board of Community Colleges was conducted. At a separate meeting, a focus group of 10 university deans were interviewed using the same set of prepared questions. A summary of the responses to the interview questions follows:

1. Can you cite specific strengths of the community college teacher education program?

Responses to this question include:

- Providing early field experiences for students so they can determine quickly whether they like teaching or not.
- Limiting class size in the required courses to 25 students.
- Linking the teacher education course curriculum with the K-12 system.
- Making significant investments in technology for the teacher education technology courses.
- Maintaining close articulation with co-location universities that results in ease of transfer into the university's teacher education programs.
- Securing adjuncts for the teacher education courses from the teachers in the public school system thus strengthening the link with the K-12 system.
- Maintaining a diverse student body in the traditional as well as the distant learning course entitled *Teaching Diverse Populations*.

- Using public school media centers and computer labs for the technology courses—a link to public schools in the area of technology.
- Working with the county school system through a volunteer coordinator effort to conduct field placements.
- Using teachers from the public school system as guest lecturers.
- The *Teaching Diverse Populations* course provides significant field experience vital to the Broward area. The diverse population in both Broward and surrounding counties requires the ability to handle educational situations with many different cultures and socio-economic groups. This course provides that experience.
- Maintaining a strong *Education Technology* course for students with a technological background who need experience in how to teach technology as well as those without such as background.
- Several university deans cited that their community college transfer students had significant practical experience especially in the area of early childhood.
- Strong collaboration among universities and community colleges in South Florida.
- Increasing enrollments in teacher education due to cooperative programs with community colleges.
- One university noted that community college transfers were graduating from the teacher education program at higher rates than native students.
- All community college and university representatives agreed that the common core prerequisite courses are a strength to the program.

2. Can you cite specific areas needing strengthening as they relate to the community college teacher education program?

Issues that emerged from this question include:

- Articulation issues continue to need refinement with some universities. One area that remains problematic is the grade forgiveness policy. All community colleges have a grade forgiveness policy while some universities adhere to such a policy and others do not.
- Another concern relates to the new State Board of Education (SBE) Rule related to College of Education courses. For example, the foreign language requirement is not part of the 60-hour teacher education program. Yet students must fulfill a foreign language requirement if they finish the community college and transfer to a

university. Also, the new requirements from the state have left many in the community college teacher education program with concerns about adding additional courses to the program and still meeting the constraints of a 60-credit hour A.A. degree (e.g., three math courses for all education majors, 12 hours in social science, and a reading requirement for elementary education).

- Additional funding is needed to address technology upgrades in both hardware and software that puts a heavy strain on budgets. In addition, some respondents felt some type of stipend should be awarded to the public school teacher who willingly accepted community college students for a practicum.
- One college felt that they were beginning teacher education course work too early in the student's career. They are currently in the process of developing an orientation program so that students understand more about the program before entering.
- Improving communication between the SUS and the DOE teacher education staff was mentioned by both sectors, especially with the increased teacher education hours' requirement.

3. What are some of the troublesome areas related to articulation? What do you see as potential solutions?

Responses to this question include:

- Advising was the biggest problem mentioned by both community college and university participants, especially with the new teacher education requirements. Some college faculty members ask their students to look at the requirements of the university they plan to transfer to and match their hours accordingly.
- Maintaining an effective working relationship with community college counselors and university counterparts was also mentioned. It is incumbent upon the counselors and students to stay informed about university program requirements. One college reported that their counselor meets weekly with their university counterpart, and they encourage teacher education majors to talk with the counselors. Also, they met with university representatives to discuss Early Childhood issues and Head Start issues and requirements.
- Another college indicated that they have not had many issues or problems related to articulation since they have established a consortium that is responsible for providing appropriate articulation and program information to students. However, one problem they encountered was the lack of articulation agreements with schools outside of the consortium. Another problem is that some universities offer the same courses as the community college but at a higher level. This becomes a problem as students transfer.

- Some stated that the articulation agreements are difficult on students because of the number of prerequisites that are necessary to be admitted to the upper division. If students do not make the choice early enough to go into teaching, they must complete a great deal of additional coursework to meet the prerequisites.

4. Are communications between the State University System (SUS) and community colleges adequate? What communications actually take place? If communications were to be strengthened, what steps or process should be established? Would something like an electronic communication bulletin board work for better communications?

As a preface to the responses by the community college and university deans, it should be noted that there is a statewide K-16 Articulation Coordinating Committee (ACC) that meets bi-monthly to address articulation issues across the systems. The ACC has representatives from public schools, community colleges, state universities, and private colleges. Representatives include presidents, superintendents, vice presidents of academic affairs, and representatives from appropriate state offices. These meetings are open to the public. Meetings address all the complicated articulation issues that arise such as the time-to-degree legislation and other problematic program issues. The ACC has sub-committees and ad hoc committees that assist in researching, analyzing, and making recommendations to the ACC for action on issues.

Therefore, the ACC addresses global as well as specific policy issues related to articulation, but the comments reflected below are the outgrowth of addressing articulation at the local level where another set of skills are needed to maintain effective communications and to develop targeted articulation agreements among specific community colleges and universities.

- Participants stated that they need a yearly conference in which the state community colleges and state universities can plan and communicate. There are some articulation meetings, but they say that those meetings should be held more often. Valencia Community College conducted an education consortium in 1999 that was very helpful in collaborating and clarifying issues with the SUS.
- Lake City Community College plans to meet with the University of Florida to address teacher education prerequisites and other aspects of the program. Also, some respondents mentioned they would like to see a better rapport developed between faculty who are teaching the courses at the community colleges and their counterparts at the university level. Yet, Gulf Coast Community College reported that they are planning to build a teacher education center in the middle of the Panhandle to address this issue.
- Manatee Community College reports that they hold a meeting with the University of South Florida (Sarasota and Tampa campuses) each fall where their faculties meet and discuss field placement so the universities can revise their requirements for students' practicum. They also discuss articulation issues, writing requirements, and other important issues.

- Some colleges have excellent articulation with their university counterparts while other colleges report minimal communication with their university neighbors.
- Broward Community College staff members report that communication between the community colleges and state university teacher education staff members needs strengthening. Their staff does participate in community college-university meetings and formed a standing committee with state universities, but a more appropriate balance of community college and SUS issues is needed. In addition, Broward Community College staff report that they need to take more advantage of technology and establish a list-serve or online chat room to create more opportunities for dialogue.
- All participants agree there should be many more forums for communication between community colleges and the state universities.
- Respondents recommended that the Education Discipline Committee of the ACC's Oversight Committee meet on a regular basis to ensure that articulation issues are resolved.

5. Are the Performance Standards for Continuing Teacher Education Programs and the Title II Institutional Accountability Reporting System being used in the community colleges for measuring course offerings?

SUS deans expressed concern that both the SUS and the FCCS need to be aware of and incorporate the Performance Standards for Continuing Approval of Pre-service Teacher Education Programs and the Title II Institutional Accountability Reporting System in measuring course offerings. (Refer to Appendix A for a draft copy of the performance standards and Title II Reporting System.)

6. How are the community colleges encouraging teacher education students to take the CLAST?

Responses included:

- Representatives reported that the students must pass the CLAST in order to get their A.A. degree. Several participants stated that the key problem is that if teacher education students transfer to a state university before they receive their A.A. degree, many universities send the students back to take the CLAST. Others reported that some of their students leave before they receive their A.A. degree (or utilize the approved CLAST alternatives) because they have been advised that they can take CLAST at the university. "Those are the types of students we have that don't complete the CLAST."

It should be noted that the A.A. degree requires CLAST or the SBE approved alternatives. The colleges of education also use CLAST for teacher education purposes.

7. How are the community college professors keeping up-to-date on state and national education policies, mandates, and education standards?

Responses included:

- One college has appointed a program manager for the education program, and it is his responsibility to keep abreast of those issues.
- Another college reports that they are in constant contact with state and national professional organizations.
- Others stated they read educational literature, talk to colleagues, attend meetings, and stay on top of the Sunshine State Standards.
- There is a need to improve communication between the Department of Education's Teacher Program Approval Office and the community colleges especially as it relates to timely dissemination of available policies, procedures, and resources.

8. What criteria do the community colleges use to select teacher education faculty?

Responses included:

- Many said that the faculty members obviously have to meet the SACS standard for a master's degree with 18 graduate hours in the field. Others said they use staff from the public school system that also meet SACS criteria and also have recent field experience.
- One university has developed suggested criteria for teachers teaching the teacher education classes in community colleges.

9. What type of additional assistance would the community college teacher education staff like to have from the State University System Colleges of Education?

Responses included:

- The SUS staff needs to make sure that their prerequisite manuals are up-to-date and they need to set the community colleges up on their web sites. This would provide community colleges instantaneous exchanges. Students are telling community college staff that they follow the prerequisite manuals to the letter and then go to the universities, who then give them a different set of prerequisites.
- There appears to be a lack of consistency in university counseling. One respondent stated that some universities say, "No, we will not accept students without their A.A. degrees," and then the university proceeds to accept students without the A.A. degree. The respondents also encouraged greater consistency among universities teacher education entry program requirements.

Information from Community College Administrators and Faculty and State University Deans

- Many conference call participants sought clarification from the universities regarding reading course requirements and how the universities want the community colleges to address these new requirements.
- Participants concurred that more meetings should be initiated by the Colleges of Education deans to keep the community colleges better informed of upper-division requirements.

In summary, the community college representatives indicate that primary strengths of their teacher education programs include an early practicum or field experience, use of adjunct personnel who are current teachers in the K-12 schools, and in certain instances the use of distance learning technology. Some community college representatives believe that stipends or incentives of some type should be made available to K-12 teaching personnel who accept practicum or field experience students. The community college conference participants gave mixed reviews to the articulation processes, particularly in regard to effective and ongoing communications between them and individual universities. Those community colleges with agreements with colleges or universities (such as Flagler College and St. Leo University) that provide teacher education programs at the community college campus appear to have fewer difficulties (an examination of the progress of and number of students matriculating through these programs should be conducted to confirm this position). Variation among the SUS colleges of education in admission requirements to upper division programs, grade forgiveness policy, and other matters complicate the counseling process for community college personnel. Community college representatives sought clarification of the Performance Standards for Continuing Approval of Pre-service Teacher Education Programs and indicated that information from the Florida Department of Education's Teacher Education Program Approval Office needed to be more readily available to the colleges.

5.2 Additional Information in Response to the SUS Deans' Feedback

The SUS deans or their representatives expressed a need for more effective communication with community colleges. In general, the deans believed that student counseling at the community college level needs strengthening. They agreed that the common core courses, an outgrowth of cooperation between the SUS and the FCCS, represented a strength. While suggesting that recruiting efforts should be accelerated and focused to include students other than just minority group representatives, the deans did not offer new ideas to strengthen recruitment efforts nor were they able to provide an assessment of causes for recent increases in the number of students coming from the community colleges that enrolled in teacher education programs at the university level (1995-96 to 1996-97).

During the 1990s in-state colleges and universities supplied approximately 64 percent of Florida's new teachers with the remaining numbers coming from other states and nations. Teacher supply and demand forecasts predict that between the school years 2000-01 and 2009-10, Florida school districts will need to address the teacher shortage now estimated to be in excess of 162,000 teachers. Seventy-two percent of the new hires will replace teachers leaving teaching prior to retirement. A review of information from the community college representatives, discussions with SUS education deans or their representatives, and other data suggest that a number of

factors contribute to difficulties in attracting and retaining students in the community colleges' teacher education program.

These may include:

- Failure to actively recruit students into teacher education programs;
- Lack of teacher education-related activities, designed to promote teaching as an honorable profession and provide status through membership, sponsored by community colleges;
- Lack of well-defined teacher education programs (in spite of common core courses) in all community colleges as confirmed by an examination of the departmental placement of courses;
- Inconsistencies among the colleges and universities regarding admissions to upper division education programs may create artificial and real barriers;
- Need for more sophisticated educational technology support systems including systemwide utilization of distance technologies;
- Need for more affordable financial assistance designed in such a manner that paybacks can be accomplished through service of various types;
- Inadequate "on-campus" upper division education courses for program completion at all community colleges;
- Uniform, well-developed field study/practicum experiences with systemwide participation requirements in excess of those currently applied; and
- Need for well designed "out-reach" programs between community colleges and local high schools to provide incentives to talented youth to enter teaching.

5.3 Florida Academic Counseling and Tracking for Students (FACTS.org)

Some community college participants mentioned that appropriate advising of students is one of their main problems. Appropriate advising is particularly critical for teacher education programs because of the lock-step nature of the curriculum. The required program prerequisites and degree audits based on a student's transcript are available on the Florida Academic Counseling and Tracking for Students (FACTS.org) site.

Florida Academic Counseling and Tracking for Students (FACTS.org) is the statewide online advising system for postsecondary education information in Florida. The system's uniqueness is derived from a network of postsecondary institutions that include all of the 28 public community colleges, all 10 public universities, and several members of Independent Colleges & Universities of Florida (ICUF).

FACTS.org serves enrolled students, prospective students, transfer students, returning students, guidance counselors, and academic advisors. There are ten key function areas that are used differently by each group. Those areas are: Academic Advising and Transcripts, Admissions, Records and Registration, Fees and Payment, Financial Aid, Library Databases, Distance Learning Courses, Career Resources, Student Services, and Institution and Degree Program Search.

Because the site is consolidated, it has several unique functions that expand services in a way that hasn't been and could not have been done before. For example, prospective students interested in teacher preparation can use the Institution & Degree Program Search function by inputting an institution name, subject of interest, or degree level to "shop" for the university and program that meets their needs. Students can also access their personal academic history via degree audits and match it to degree requirements in majors at different institutions. For academic advisors and guidance counselors, the *ICUF Articulation Manual* and the *Common Prerequisite Manual* are electronically published on the web site. These clarify common prerequisites and articulation arrangements for both public and private institutions. The system is a tremendous tool for advising both students in a remote location and on-campus.

Other functions like statewide common applications, on-line career advising, guest audits for non-enrolled students, and program comparison capabilities are just some of the many valuable functions that will change the way educational information and student services are delivered.

**6.0 TEACHER EDUCATION
SURVEY**

6.0 TEACHER EDUCATION SURVEY

A questionnaire was developed and disseminated to collect information on specific aspects of the teacher education program, including:

- the composition of faculty assigned to teach the three required pre-service teacher education classes;
- a comparison of curricula offered across colleges with information on who is teaching these pre-service courses and who decides on the faculty for these classes;
- career goals of students enrolled in pre-service education courses;
- efforts to recruit prospective teachers to community college pre-service teacher education programs, including minority candidates;
- in-service opportunities offered by the college for local teachers; and
- any available information on college courses (other than in-service) provided by the college for local teachers.

The following tasks related to the survey were accomplished:

- drafted the Teacher Education Program Survey and sought feedback on the survey;
- finalized the survey and worked with technical staff to place the survey on-line, in order to increase response rate;
- obtained a list of community college contacts who will oversee the administration of the survey;
- administered the Teacher Education Program Survey to the 28 Florida community colleges and received a 100 percent return rate (While we did receive a 100 percent return rate from each of the 28 community colleges, some of the respondents left one or more questions unanswered.); and
- analyzed survey results.

It should be noted that the survey directions asked the identified community college contact to *share the survey with their institution's academic vice president for any input he/she could provide*. It is not known how many community colleges' academic vice presidents did, in fact, review the survey responses prior to submission. Therefore, one caveat in the survey results is that the submissions may or may not have been reviewed by the academic vice presidents. Analysis of the data was based on results sent to the consultant company.

The following sections discuss the methodology and results of the survey provided to Florida's 28 community colleges.

6.1 Survey Methodology

A detailed teacher education survey was developed and disseminated to each of the state's 28 community colleges. A copy of the survey instrument is included as Appendix B to this report. Questions on the survey addressed several components of teacher education:

- types of teacher education courses offered at the community college;
- which organizational units at the community college house the teacher education courses;
- which prerequisite courses require a pre-service component, if any;
- what type of faculty are teaching the courses;
- requirements for courses enrollment;
- types of teaching systems in place; and
- types of cooperative agreements with other institutions.

SBCC staff worked with each community college to identify a contact person for the survey as well as any follow-up research. Surveys were sent to each contact through electronic mail (e-mail), and a back-up copy was sent via facsimile. Follow-up calls were made to each of the colleges that did not respond by the identified deadline. Of the 28 surveys sent out in early August, 28 responses were received for a total response rate of 100 percent. In cases where a response was unclear or required more information, calls were made to request information or clarification. The following section provides the results of the survey.

6.2 Survey Results

The responses received were varied, yet provided a multitude of information on the teacher education courses offered in Florida's community colleges. This section presents the results for each question posed in the survey, where information was applicable.

The first question asked was, **“In which organizational/academic unit at your community college are teacher education courses housed (arts and sciences, etc.)?”**

Exhibit 6-1 shows that:

- fifteen (15) community colleges offer education courses through their social or behavioral science departments, with three of these colleges offering courses through their liberal arts departments as well;

- four community colleges offer education courses through their arts and sciences departments;
- two community colleges offer courses through their humanities departments;
- one offers education courses through its mathematics and science department; and
- nine provide education courses through a cross section of other departments or divisions as noted in the footnote to the exhibit.

Clearly, the majority of the community colleges believe that education courses should be offered through social or behavioral sciences-related departments.

Exhibit 6-2 summarizes the responses in Question Two, related to required and optional courses offered by each community college. The questions asked were: **“What teacher education courses are being offered at your college? Does your college program require more than the three common prerequisite courses which are Introduction to Education (3 credits), Teaching Diverse Populations (3 credits), and Introduction to Educational Technology (3 credits)? If so, please describe. What criteria govern the selection of teacher education courses that are being taught?”**

As Exhibit 6-2 shows:

- 28 community colleges offer the three required courses;
- two community colleges (Brevard and Daytona Beach Community Colleges) offer the three required courses and also require the elementary and exceptional student education majors to take up to six credit hours;
- two community colleges (Indian River Community College and Lake-Sumter Community College) require four courses;
- one community college (Miami-Dade Community College) requires three courses; and
- twelve (12) of the community colleges offer from one to six optional or elective education courses for students.

**EXHIBIT 6-1
FLORIDA COMMUNITY COLLEGES
DEPARTMENTS THAT PROVIDE EDUCATION COURSES**

COMMUNITY COLLEGE	DEPARTMENTS					SOCIAL OR BEHAVIORAL SCIENCES	*OTHER
	ARTS & SCIENCE	HUMANITIES	LIBERAL ARTS	MATH & SCIENCE			
Brevard Community College					X		X
Broward Community College					X		
Central Florida Community College				X			
Chipola Junior College							
Daytona Beach Community College	X						
Edison Community College		X					
Florida Community College at Jacksonville			X			X	
Florida Keys Community College		X					
Gulf Coast Community College			X			X	
Hillsborough Community College							X
Indian River Community College	X						
Lake City Community College							X
Lake-Sumter Community College	X						
Manatee Community College						X	
Miami-Dade Community College							X
North Florida Community College	X						
Okaloosa-Walton Community College						X	
Palm Beach Community College							X
Pasco-Hernando Community College						X	
Pensacola Junior College							X
Polk Community College						X	X
Santa Fe Community College			X			X	
Seminole Community College						X	
South Florida Community College							
St. Johns River Community College						X	
St. Petersburg Junior College						X	
Tallahassee Community College						X	X
Valencia Community College						X	X

Source: Created by MGT, 2000.

* Other includes Workforce Development, Occupational Programs, Credit Programs, Technology, and Professional Development Departments.

**EXHIBIT 6-2
FLORIDA COMMUNITY COLLEGES
REQUIRED AND OPTIONAL EDUCATIONAL COURSES**

COLLEGE	NUMBER OF REQUIRED COURSES	NUMBER OF OPTIONAL COURSES
Brevard Community College	3*	2
Broward Community College	3	
Central Florida Community College	3	2
Chipola Junior College	3	
Daytona Beach Community College	3*	2
Edison Community College	3	
Florida Community College at Jacksonville	3	
Florida Keys Community College	3	4
Gulf Coast Community College	3	
Hillsborough Community College	3	
Indian River Community College	4	
Lake City Community College	3	3
Lake-Sumter Community College	4	
Manatee Community College	3	
Miami-Dade Community College	3	
North Florida Community College	3	2
Okaloosa-Walton Community College	3	6
Palm Beach Community College	3	4
Pasco-Hernando Community College	3	1
Pensacola Junior College	3	
Polk Community College	3	
Santa Fe Community College	3	1
Seminole Community College	3	
South Florida Community College	3	5
St. Johns River Community College	3	
St. Petersburg Junior College	3	
Tallahassee Community College	3	
Valencia Community College	3	5

Source: Created by MGT, 2000.

* Elementary and Exceptional Student Education majors are required to take additional required coursework—up to six additional credit hours.

Thirteen (13) respondents indicated that the criteria governing course selection include courses needed for state teacher certification, earning a bachelor's degree in education, articulation agreements with other colleges and universities, or criteria/guidelines established by the State Board of Community Colleges. Fifteen (15) community colleges did not respond to the question regarding criteria governing course selection.

Question Three posed, **“Do any of the common prerequisite courses require a pre-service component (e.g., field experience, practice, etc.) as part of the course requirements? If so, which courses have the requirements and what are the requirements?”**

Exhibit 6-3 reports the educational field experience requirements and shows that:

- seventeen (17) community colleges reported a 15-hour field experience requirement;
- seven community colleges reported field experience requirements in excess of the prevalent 15 hours;
- two community colleges (Edison Community College and Florida Community College at Jacksonville) reported a field experience requirement as the instructors' option; and
- one community college (St. Johns River Community College) reported an additional 18-hour observation requirement.

Twenty-five (25) community colleges reported a field experience requirement included in two of the three required education courses, most frequently EDF 1005 (Introduction to Education) and EDG 2701 (Teaching Diverse Populations).

Question number four addressed who is teaching education courses, including their degrees and academic discipline areas. The question asked was, **“Who is teaching the teacher education courses (i.e., degrees of faculty, academic discipline area)?”**

All community colleges reported that all faculty, both full-time and adjunct, have master's degrees or higher and meet the SACS criteria. A review of the reported earned degrees shows that of the 275 adjuncts and 109 full-time faculty, approximately 95 percent have degrees in education. Respondents reported 55 faculty members with degrees in an academic area other than education, but also having coursework or additional degrees in an education area. Twelve (12) community colleges did not provide specific information related to earned degrees of personnel; and therefore, the data cannot fully represent the actual distribution on degree backgrounds.

EXHIBIT 6-3
FLORIDA COMMUNITY COLLEGES' EDUCATIONAL FIELD EXPERIENCE REQUIREMENTS

COMMUNITY COLLEGE	NUMBER OF CONTACT HOURS REQUIRED					OTHER (SPECIFY)
	15 HRS	16 HRS	20 HRS	30 HRS		
Brevard Community College	X					
Broward Community College		X				
Central Florida Community College	X					
Chipola Junior College			NONE OFFERED			
Daytona Beach Community College	X					
Edison Community College						Instructor's Option
Florida Community College at Jacksonville						Instructor's Option
Florida Keys Community College			NONE OFFERED			
Florida Keys Community College			NONE OFFERED			
Gulf Coast Community College	X					
Hillsborough Community College	X					
Indian River Community College	X					
Lake City Community College			X			
Lake-Sumter Community College	X					
Manatee Community College	X					
Miami-Dade Community College	X					
North Florida Community College	X					
Okaloosa-Walton Community College				X		
Palm Beach Community College	X					
Pasco-Hernando Community College	X					
Pensacola Junior College	X				X	
Polk Community College		X				
Santa Fe Community College				X		
Seminole Community College	X					
South Florida Community College	X					
St. Johns River Community College			X			Plus 18 hours observation
St. Petersburg Junior College			NONE OFFERED			
Tallahassee Community College	X					
Valencia Community College	X					

Source: Created by MGT, 2000.

Exhibit 6-4 reports the first two parts of Question Five, while Exhibit 6-5 reports the third part. Question Five asked, “**For the last full academic school year, please provide the following (only for teacher education curriculum):**

- **total number of adjunct instructors and full-time instructors;**
- **total number of semester hours taught by adjuncts and by full-time instructors; and**
- **list of adjuncts and their regular, current full- or part-time positions, if any, with any other organizations.”**

An analysis of data (for the community colleges who responded) shown in Exhibit 6-4 shows the following:

- community colleges reported a total of 275 adjunct and 139 full-time faculty, or a ratio of 2.0 adjunct faculty to 1.0 full-time faculty members;
- adjunct faculty taught a total of 2,004 reported course hours; and
- full-time faculty taught a total of 1,749 reported course hours.

Exhibit 6-5 shows the number of adjunct instructors employed outside the community college. Ten of the community colleges did not respond to this question. The exhibit shows:

- out of a total of 172 adjunct instructors reported, 76 (44 percent) are employed in school-level positions;
- ten (10) adjunct instructors (6 percent) are employed in school district-level positions;
- forty-seven (47) adjunct instructors (or 27 percent) are employed in higher education; and
- fifteen (15) adjunct instructors (or 9 percent) are employed in other employment sectors, are students, or are retired.

When reviewing the responses to Questions Four and Five, it became evident that there is heavy reliance upon public and private school-level education degreed personnel. While this dependence on public and private school-level personnel is generally viewed as a positive connection for the FCCS, some survey responses expressed concerns that training should be provided to ensure that course objectives are clearly understood and program articulation goals are achieved. Therefore, it may be appropriate for colleges to make teacher in-service a Staff and Program Development (SPD) priority area.

**EXHIBIT 6-4
FLORIDA COMMUNITY COLLEGES
NUMBER FULL-TIME AND ADJUNCT INSTRUCTORS
AND SEMESTER HOURS TAUGHT**

COMMUNITY COLLEGE	TOTAL ADJUNCT FACULTY	TOTAL HOURS TAUGHT BY ADJUNCT FACULTY	TOTAL FULL-TIME FACULTY	TOTAL HOURS TAUGHT BY FULL-TIME FACULTY
Brevard Community College	9	45	14	169
Broward Community College	10	66	11	138
Central Florida Community College	6	24	3	45
Chipola Junior College	1	3	2	
Daytona Beach Community College	12	120	3	48
Edison Community College	NONE REPORTED	NONE REPORTED	NONE REPORTED	NONE REPORTED
Florida Community College at Jacksonville	13	114	10	144
Florida Keys Community College	6	36	0	0
Gulf Coast Community College	6	30	1	45
Hillsborough Community College	21	111	12	93
Indian River Community College	16	135	6	135
Lake City Community College	3	27	3	27
Lake-Sumter Community College	9	78	2	18
Manatee Community College	6	18	3	33
Miami-Dade Community College	33	405	12	315
North Florida Community College	4	27	2	12
Okaloosa-Walton Community College	2	12	3	16
Palm Beach Community College	21	162	5 (taught 1,638 semester hours)	93
Pasco-Hernando Community College	NONE REPORTED	NONE REPORTED	NONE REPORTED	NONE REPORTED
Pensacola Junior College	7		5	
Polk Community College	6	36	2	66
Santa Fe Community College	9	33	3.5	48
Seminole Community College	12	90	0	0
South Florida Community College	7	45	3	63
St. Johns River Community College	3	21	2	30
St. Petersburg Junior College	14	NONE REPORTED	20	NONE REPORTED
Tallahassee Community College	2	Our adjunct instructor also teaches courses at FSU.	1	Teaches 3 semester hours at TCC
Valencia Community College	22	234	5 (only 1 of whom teaches Education courses exclusively)	85
TOTAL	275	2,004	139	1,749

Source: Created by MGT, 2000.

**EXHIBIT 6-5
FLORIDA COMMUNITY COLLEGES
NUMBER OF ADJUNCT INSTRUCTORS EMPLOYED OUTSIDE THE
COMMUNITY COLLEGE**

COMMUNITY COLLEGE	SCHOOL LEVEL	SCHOOL DISTRICT LEVEL	HIGHER EDUCATION	*OTHER	UNKNOWN
Brevard Community College	2		4	1	1
Broward Community College			10		
Central Florida Community College	3		3		
Chipola Junior College	1				
Daytona Beach Community College	8	1		2	
Edison Community College	N/R	N/R	N/R	N/R	N/R
Florida Community College at Jacksonville	2		7		3
Florida Keys Community College	N/R	N/R	N/R	N/R	N/R
Gulf Coast Community College	6	1	1		
Hillsborough Community College	11	2	4	1	
Indian River Community College	5	2		7	
Lake City Community College		1	1		
Lake-Sumter Community College					11
Manatee Community College	2		4	1	
Miami-Dade Community College	N/R	N/R	N/R	N/R	N/R
North Florida Community College	2		1	1	1
Okaloosa-Walton Community College	N/R	N/R	N/R	N/R	N/R
Palm Beach Community College	N/R	N/R	N/R	N/R	N/R
Pasco-Hernando Community College	N/R	N/R	N/R	N/R	N/R
Pensacola Junior College	N/R	N/R	N/R	N/R	N/R
Polk Community College	2				4
Santa Fe Community College	N/R	N/R	N/R	N/R	N/R
Seminole Community College	8	1	3		
South Florida Community College	5		1	1	
St. Johns River Community College	2				
St. Petersburg Junior College	N/R	N/R	N/R	N/R	N/R
Tallahassee Community College	N/R	N/R	N/R	N/R	N/R
Valencia Community College	18	2	8	1	4
Total	76	10	47	15	24

Source: Created by MGT, 2000.

* Other includes student, consulting, business, and retired personnel

N/R = No Response

It is important to note that funds are appropriated to provide in-service training to community college personnel. Rule 6A-14.029 of the Florida Administrative Code requires that “each community college shall allocate from its resources available for current operations...an amount not less than two percent (2%) of the previous year’s allocation from the state community college program fund to fund staff and program development activities.” These funds are used to support all educational Staff and Program Development (SPD) goals of each respective college.

Exhibit 6-6 shows a summary of community college responses to question number six. This question asked, “**Does your college’s program stipulate any requirements for course enrollment?**” Community college respondents indicated, as shown in Exhibit 6-6, the following:

- the majority (19 community colleges) have no stipulated prerequisites for enrollment in education courses;
- three community colleges (Miami-Dade Community College, St. Johns River Community College, and Tallahassee Community College) require a minimum grade point average (GPA);
- six community colleges (Central Florida, Daytona Beach, Hillsborough, Miami Dade, and Santa Fe Community Colleges and Florida Community College at Jacksonville) require some type of test score report (one requires both test and GPA); and
- English 1101 is Indian River Community College’s prerequisite.

The emphasis upon no stipulated requirements (or prerequisites) is consistent with the overall community colleges’ policies regarding open enrollment once a student has met the general admission requirements of the institution. All students in these credit courses have either passed the Florida Entry Level College Placement Test (CPT) or completed any required remedial coursework at all 28 community colleges.

It is important to note that community college students must have a high school diploma (or its equivalent) and take the CPT as a placement requirement. If a student scores high enough on the CPT (or is exempt based on ACT or SAT), they are able to take college credit coursework.

The next question (Question Seven) posed to the community colleges was, “**What steps are taken to ensure that all faculty (full-time and adjunct) instruction is consistent with the teacher education program goals and objectives? What is the process for ensuring that the content of courses is in alignment with prevalent and accepted practice?**” Additionally, Question Nine asked about a related matter, course evaluation. Question Nine asked, “**How are the teacher education courses being taught at your college evaluated? How is student input collected and reviewed? Teacher input?**” Since Questions Seven and Nine are closely related, we are reporting on these two questions at the same time.

**EXHIBIT 6-6
FLORIDA COMMUNITY COLLEGES
EDUCATION COURSE(S) PREREQUISITES**

COMMUNITY COLLEGE	PREREQUISITES			
	NONE	GRADE POINT AVERAGE	TEST	OTHER
Brevard Community College	X			
Broward Community College	X			
Central Florida Community College			X	
Chipola Junior College	X			
Daytona Beach Community College			X	
Edison Community College	X			
Florida Community College at Jacksonville			X	
Florida Keys Community College	X			
Gulf Coast Community College	X			
Hillsborough Community College			X	
Indian River Community College				X (English)
Lake City Community College	X			
Lake-Sumter Community College	X			
Manatee Community College	X			
Miami-Dade Community College		X	X	
North Florida Community College	X			
Okaloosa-Walton Community College	X			
Palm Beach Community College	X			
Pasco-Hernando Community College	X			
Pensacola Junior College	X			
Polk Community College	X			
Santa Fe Community College			X	
Seminole Community College	X			
South Florida Community College	X			
St. Johns River Community College		X		
St. Petersburg Junior College	X			
Tallahassee Community College		X		
Valencia Community College	X			
TOTAL	19	3	6	1

Source: Created by MGT, 2000.

Responses to Question Seven related to instructors' submission of prepared syllabi or uniform course outlines, use of master course syllabi, textbooks, preparation of plans based upon the Sunshine State Standards and FCAT, periodic faculty meetings, State Board of Education and Department of Education guidelines, communication with various state universities, use of current published materials, establishment of program goals and objectives, student evaluation of teaching, and observation of teaching by department heads. Responses varied widely from college to college.

However, a survey of community colleges conducted by the SBCC in 1999 showed that 27 out of 28 community colleges responded that they do conduct formalized evaluations of part-time faculty members. Additionally, staff at all 28 community colleges responded affirmatively that they do conduct formalized evaluations of part-time faculty members.

Respondents to Question Nine, however, reported that student evaluations of instruction and courses are routine. The protocol for the collection and securing of student input varied by college. Several colleges reported that student input was collected anonymously. Twenty-six (26) community colleges reported that student input is incorporated in a review of courses.

Additionally, all community colleges reported that courses are evaluated, but there is no uniform pattern of procedures or protocol used in the process. For example, one college indicated that teacher input was a focus, another stated that they employed a "Program Review Process," another indicated that they had developed a "Core Competency Review," and yet another indicated the use of "Performance Indicators." These variations likely stem from the fact that course evaluation is a local governance responsibility.

Question Eight asked, **"What in-service courses (if any) are required of the regular and adjunct faculty who are teaching teacher education courses to keep them abreast of current education trends?"**

While these responses show a general absence of systematically planned professional development, it is important to note that the state does provide funds (two percent set aside) for staff development; however, it appears that some community colleges may not be prioritizing teacher education staff development or the individual completing this survey was not knowledgeable of these opportunities.

Only three community colleges (Daytona Beach Community College, Indian River Community College, and Miami Dade Community College) have any required in-service activity and this applies only to full-time faculty. An examination of actual responses reveals that five additional community colleges provide optional in-service (or related professional development activities) available to both adjunct and full-time faculty. These options include conference participation, on-site school activities, guest speakers, and other programs as they may become available.

Question 10 asked, **“Is there a tracking system in place to track students who have taken the teacher education courses?”**

Comprehensive tracking of students is done at the state level. Several respondents acknowledged that the State University System or the Community College System has the capability for tracking students. However, other community college respondents appeared unaware that such information was available. It may be necessary for some college officials to assure that K-16 contacts have access to such institutional tracking information. Student tracking data from the Student Data Base (SDB) is incorporated in Chapter Three of this report.

Questions 11 and 13, because of the manner in which the community colleges responded, are discussed together.

The two questions asked were:

- 11. What actions, if any, are taken to ensure articulation between education courses offered by the community college and the education bachelor’s degree program offered students through the agreement with other institutions? If no actions are taken to ensure articulation between education courses offered by the community college and the education bachelor’s degree program, please state the rationale.**

- 13. Does your college have any cooperative agreements with any private colleges or universities? If so, please describe.**

In responses to Questions 11 and 13, the community colleges indicated that articulation agreements, cooperative arrangements, 2+2 systems, articulation councils, meetings with private colleges and universities, and other protocols are used to ensure articulation between community colleges and other institutions of higher education. Each community college indicated that they had established a working means for articulation. There were no responses indicating difficulties with articulation arrangements; however, as noted in Chapter Five, several community college staff reported some troublesome areas related to articulation.

Exhibit 6-7 shows the existence of cooperative (or articulation) agreements between community colleges and private colleges and universities. The exhibit shows:

- twelve (12) community colleges have no agreements with private colleges or universities;
- sixteen (16) community colleges have agreements with a total of 29 other institutions;
- three community colleges have three or more agreements; and
- one community college (Palm Beach Community College) has six agreements.

**EXHIBIT 6-7
FLORIDA COMMUNITY COLLEGES
COOPERATIVE AGREEMENTS WITH PRIVATE COLLEGES AND UNIVERSITIES**

COMMUNITY COLLEGE	No	Yes/Number
Brevard Community College	X	
Broward Community College		2
Central Florida Community College		4
Chipola Junior College	X	
Daytona Beach Community College		2
Edison Community College	X	
Florida Community College at Jacksonville		1
Florida Keys Community College		1
Gulf Coast Community College	X	
Hillsborough Community College		2
Indian River Community College	X	
Lake City Community College		1
Lake-Sumter Community College	X	
Manatee Community College	X	
Miami-Dade Community College		1
North Florida Community College		1
Okaloosa-Walton Community College	X	
Palm Beach Community College		6
Pasco-Hernando Community College		1
Pensacola Junior College	X	
Polk Community College		3
Santa Fe Community College		1
Seminole Community College	X	
South Florida Community College	X	
St. Johns River Community College		1
St. Petersburg Junior College		1
Tallahassee Community College		1
Valencia Community College	X	
TOTAL	12	29

Source: Created by MGT, 2000.

An examination of the individual responses shows that seven of the agreements are with St. Leo University and four agreements are with Barry University.

The 16 community colleges are to be commended for establishing a total of 32 cooperative agreements with private colleges and universities.

Finally, in Question 12 the survey queried, **“What type of clubs (or activities) are available to enhance teacher education instruction (i.e., Future Teachers of America, etc.)?”**

Exhibit 6-8 shows that:

- a total of 18 community colleges do not provide teacher education-related organizations for students;
- seven respondents stated that opportunities are provided for membership in the Florida Future Teachers Association (FFTA); and
- three colleges provide teacher education-related experiences through student forums and other planned activities, but not related to any formal organization.

A review of individual responses shows that two community colleges have inactive organizations and one is planning on establishing an FFTA in 2000-01.

**EXHIBIT 6-8
FLORIDA COMMUNITY COLLEGES
TEACHER EDUCATION SUPPORT ORGANIZATIONS**

COMMUNITY COLLEGE	NONE	FLORIDA FUTURE TEACHER ASSOCIATION	OTHER
Brevard Community College		X	
Broward Community College	X		
Central Florida Community College			X
Chipola Junior College	X		
Daytona Beach Community College		X	
Edison Community College	X		
Florida Community College at Jacksonville		X	
Florida Keys Community College			
Gulf Coast Community College	X		
Hillsborough Community College	X		
Indian River Community College	X		
Lake City Community College	X		X
Lake-Sumter Community College		X	
Manatee Community College	X		
Miami-Dade Community College		X	
North Florida Community College	X		
Okaloosa-Walton Community College	X		
Palm Beach Community College		X	
Pasco-Hernando Community College	X		
Pensacola Junior College			X
Polk Community College	X		
Santa Fe Community College	X		
Seminole Community College	X		
South Florida Community College	X		
St. Johns River Community College	X		
St. Petersburg Junior College		X	
Tallahassee Community College	X		
Valencia Community College	X		
TOTAL	18	7	3

Source: Created by MGT, 2000.

* Other includes student forums and other planned activities not related to official education support organizations.

**7.0 SUMMARY AND
CONSIDERATIONS FOR THE
FUTURE**

7.0 SUMMARY AND CONSIDERATIONS FOR THE FUTURE

This chapter summarizes the activities reported in Chapters Two through Seven and provides a series of considerations for the future based upon the findings discussed in this report.

7.1 Report Summary

The following activities were completed to achieve the intended outcomes of the teacher education study:

- conducted site visits to two community colleges;
- gathered and analyzed data from the State Board of Community Colleges on information relative to teacher education program requirements or offerings;
- utilized information from the State Board of Community Colleges' Student Data Base to verify data on program enrollment, retention, graduation, and related interpretation;
- interviewed staff from the Department of Education Program Approval Office and collected relevant data;
- conducted an internet search for historical data related to teacher education programs;
- examined data related to the articulation of teacher education programs between Florida's community colleges and the State University System including the number and percentage of students enrolled in teacher education programs within a state university from Florida's community colleges;
- examined information related to community colleges teacher education program enrollment, retention, and graduation data;
- reviewed feedback developed through a focus group meeting with all State University College of Education deans (or their designees) regarding teacher education programs in Florida;
- conducted a telephone conference call with representatives of community college teacher education programs;
- reviewed community college web sites; and
- analyzed responses to a questionnaire developed to collect information on specific aspects of teacher education programs. The questionnaire was disseminated to all community colleges with a 100 percent response rate.

The conducted activities resulted in findings as previously reported and led to the development of considerations that the State Board of Community Colleges may wish to examine in the future. The considerations are a result of conclusions drawn from the multiple information and data sources that were tabulated and analyzed. A supporting statement of justification follows each of the following 10 considerations for the future.

7.2 Considerations for the Future

- **The State Board of Community Colleges, in collaboration with the State University System, may wish to consider adopting policy providing for the evaluation of (using a systemwide developed evaluation process) the effectiveness of the three common courses: Introduction to Education, Teaching Diverse Populations, and Introduction to Educational Technology.**

This action would ultimately result in evaluating the effectiveness of the three core educational courses and would provide the Community College System, as well as the state of Florida, with important information to support decisions related to these specific courses and their contribution to encouraging the entrance of able students into the teaching profession. The application of uniform protocols would assist in determining the extent to which course standards, goals, objectives, and content are resulting in intended outcomes.

- **The State Board of Community Colleges should consider establishing systemwide best practices for sharing with individual community colleges on professional educational development activities for adjunct and full-time faculty.**

This action would ensure a basis for providing all personnel information to contribute to building consistency throughout the Community College System's educational courses. Furthermore, a best practice database would help to ensure that all personnel are abreast of the primary contemporary trends in K-12 programs. This is particularly important as community colleges report more and more personnel with primary backgrounds in areas other than the core course disciplines or recruited from the ranks of the growing numbers of retirees.

- **The State Board of Community Colleges has developed an effective system for tracking students in a wide variety of ways—by student, by program, and by courses, if needed. However, more effective means of communicating the availability and utility of the data at the local level are needed, particularly as they relate to the tracking of teacher education courses.**

The SBCC prepares and compiles accountability data each year and sends a copy of the data to both community colleges and the universities. Additionally, the SBCC prepares short reports called Fast Facts and longer reports known as Data Trends in an effort to share trends as well as responding to any data requests from individual community colleges.

While the SBCC has shown the value of tracking systems, the survey responses indicated that community colleges have not emphasized teacher education tracking.

The SBCC student database has the ability to track students as individuals to programs and to courses if needed. Data and research staff at the Division meet regularly with their counterparts at the local institutions and hold an annual weeklong workshop to assure that data reported is consistent and accurate. Results of these meetings are shared with vice presidents and presidents of the colleges. It is, therefore, essential that presidents, vice presidents, and institutional researchers locally assure that the K-16 contact, named by the president, is aware of what data are available to them.

- **The State Board of Community Colleges may wish to give consideration to conducting an extensive examination of conditions and reasons that students, after sampling educational opportunities, choose not to continue as education majors at the state university level.**

The demand for more teachers by the public school districts of Florida and private schools exceeds the current supply of trained, in-field teachers. Furthermore, the Department of Education reports anticipated increased demand from pending retirements of education personnel. This action would provide information to guide important decisions that may affect the retention of students in educational programs leading to professional teaching credentials.

- **Individual colleges may consider implementing procedures that promote the development of formal student organizations to promote future teachers.**

Aggressively pursuing this policy and procedures would result in more emphasis being placed on the importance of recruiting students into a teaching career. Development of student organizations and activities focused on clearly stated purposes would contribute to emphasizing the importance of the teaching profession and its impact on the youth of today.

According to Section 240.1161, Florida Statutes, each interinstitutional articulation agreement between a community college and a school district must include a plan for improving the preparation of elementary, middle, and high school teachers. Mechanisms and strategies to improve teacher preparation, such as professional development programs, should be developed cooperatively and include curricular content which is need-focused and responsive to policy and program priorities. In addition, school districts and community colleges are encouraged to develop plans which utilize new technologies, address critical needs in their implementation, and include both pre-service and in-service initiatives. The Legislature believes that collaboration among school districts, postsecondary institutions and practicing educators is an essential factor in improving teaching, and consequently, reducing the need for postsecondary remediation.

The 28 community colleges have responded to this statutory requirement in a variety of ways, including the implementation of several teacher in-service and pre-service initiatives. The State Board of Community Colleges is currently conducting a program review of the interinstitutional articulation agreements to assess the degree to which the statutory requirements are met and identify best practices among the colleges.

While this review of teacher education was limited to existing programs and/or courses offered at the community colleges, the whole issue of teacher preparation has become an area of intense focus at the legislative level due to the current statewide shortage of teachers. There is a statewide initiative to recruit and retain more teachers

through special incentives and through the expansion of the alternative certification option. One of the considerations is the active participation of the community colleges in providing alternative certification preparation through distance learning and other specially tailored certification programs.

Another development that will strengthen articulation efforts and increase access to teacher certification is legislation currently under consideration that will allow selected community colleges to offer bachelor's degrees in a limited number of disciplines with teacher education being one of them. In addition, the statewide support of concurrent-use campuses—the co-location of university branch campuses at a community college site—will increase access to degrees for many community college students who otherwise would not have such an opportunity.

In conclusion, the FCCS also endorses the recommendations of the National Science Foundation whose members recognized the community colleges' integral role in teacher preparation in 1998. Their community college recommendations are as follows:

- Actively recruit prospective teachers from their local community college service areas.
- Demonstrate leadership in strengthening the undergraduate science, mathematics and technology courses taken by prospective teachers.
- Provide rich and varied pre-teaching experiences, particularly in the areas of science, mathematics, engineering, and technology.
- Allow its leaders to provide institutional recognition and support for in-service courses and professional development experiences for current teachers.
- Coordinate closely community college teacher preparation efforts with those of four-year colleges and universities.
- Engage community colleges as full partners in all discussion about the recruitment and preparation of future teachers.

APPENDICES

APPENDIX A:

**DRAFT OF PERFORMANCE
STANDARDS FOR CONTINUING
APPROVAL OF PRE-SERVICE
TEACHER EDUCATION PROGRAMS
AND TITLE II INSTITUTIONAL
ACCOUNTABILITY REPORTING
SYSTEM**

APPENDIX B:

***TEACHER EDUCATION
PROGRAM SURVEY***

FLORIDA COMMUNITY COLLEGE TEACHER EDUCATION PROGRAM SURVEY

MGT of America, Inc. is conducting a survey to assess the teacher education programs offered by community colleges in the state of Florida. In order to make a thorough assessment, we need to include information on your institution. We request that you complete the following questionnaire, and return it in the enclosed self-addressed postage paid envelope. *It is important to share this survey with your institution's academic vice president for any input he/she can provide.* You can return the survey by fax to:

Dr. JoAnn Cox
MGT of America
850-385-4501 (fax)

We encourage you to complete the survey on line at <http://www.mgtamer.com/surveys> -when prompted, enter 1560 to access the survey.

.....
Community College:

Contact Name:

Contact Title:

Address:

City:Zip:

Phone:Fax:

Email: _____
.....

1. In which organizational/academic unit at your community college are teacher education courses housed (i.e., arts and sciences, etc.)?

2. What teacher education courses are being offered at your college? Does your college program require more than the three common prerequisite courses which are Introduction to Education (3 credits), Teaching Diverse Populations (3 credits), and Introduction to Educational Technology (3 credits)? If so, please describe. What criteria govern the selection of teacher education courses that are being taught?



3. Do any of the common prerequisite courses require a pre-service component (i.e., field experience, practicum, etc.) as part of the course requirements? If so, which courses have the requirements and what are the requirements?

4. Who is teaching the teacher education courses? (i.e., degrees of faculty, academic discipline area)?

5. For the last full academic school year, please provide the following (**only for teacher education curriculum**):
 - Total number of adjunct instructors and full-time instructors
 - Total number of semester hours taught by adjuncts and by full-time instructors
 - List of adjuncts and their regular, current full- or part-time positions, if any, with any other organizations

6. Some colleges require students to have 20 hours and a 2.5 GPA in order to take the teacher education courses. Does your college's program stipulate any requirements for course enrollment?

7. What steps are taken to ensure that all faculty (full-time and adjunct) teaching is consistent with the teacher education program goals and objectives? What is the

to ensure articulation between education courses offered by the community college and the education bachelor's degree program, please state the rationale.

12. What types of clubs (or activities) are available to enhance teacher education instruction (i.e., Future Teachers of America, etc.)?

13. Does your college have any cooperative agreements with any private colleges or universities? If so, please describe.

Thank you again for completing this survey. Please return it via fax to Dr. JoAnn Cox, MGT of America at (850) 385-4501, or on-line at the address specified. We appreciate your timely assistance and request that you return the survey by September 6, 2000.

APPENDIX C:

***INFORMATIONAL NOTE ON
TEACHER EDUCATION***

INFORMATIONAL NOTE ON TEACHER EDUCATION

Introduction

The Division of Community Colleges has recently contracted with MGT of America to conduct a program review of teacher education in the Florida Community College System (FCCS). As part of the background information gathering process for that review, the Division tracked students who had taken education courses in the FCCS into the State University System (SUS) and backtracked SUS education majors into the FCCS. Both tracking processes were done on a year-by-year basis. No attempt was made to do a full longitudinal cohort tracking study.

Data Collection

The first step of the data collection process was to identify students enrolled in EDF 1005, EDF 2005, EDG 2701, or EME 2040 in 1993-94, 1994-95, 1995-96 or 1996-97. Each year's enrollments were then tracked into the SUS during the four-year period, 1995-96 to 1998-99. For each student found in the SUS, both latest major and degree major, if one existed, was collected. Degrees were limited to baccalaureates. Enrollment in the FCCS was suspended after 1996-97 to allow time for these students to finish the A.A. degree and transfer to the SUS.

The second phase of data collection was to identify SUS students with an education major and determine how many of those students had been enrolled in credit courses in the FCCS. For those students found, information on whether or not they had obtained an A.A. was also collected.

Results

The attached charts indicate the number of students enrolling in education courses has increased from 5,370 in 1993-94 to 7,803 in 1996-97. The percent transferring to the SUS has been stable at about 40%. As would be expected, the percent of students earning the A.A. degree ranged from 41.0% for those enrolled in 1993-94 to 35.7% for those enrolled in 1996-97. The difference is due to the unequal tracking periods and should not be interpreted as a decline in the percent earning an A.A. degree.

For FCCS students transferring to the SUS, 45 to 50 percent had declared an education major. Of those earning a baccalaureate, 69 to 77 percent majored in education. Florida International University has the smallest percentage of transfers with education courses declaring an education major. University of West Florida had the largest percentage. Florida State University showed the biggest change in declared education majors, increasing from 35.5% to 51.9%.

A high percentage of SUS education majors have had some instruction from the FCCS. Forty-five percent of the students in 1995-96 had some contact with the FCCS. That percentage rose to 52.1 in 1998-99.

A high percentage also had earned the A.A. prior to transferring to the SUS. In 1995-96, 20% of the education majors had earned the degree. This percentage may in fact be an undercount due to the time limitations of the Student Data Base. This possibility is supported by the increase in A.A.'s by 1998-99. That year the percent was up to 24.2.

Conclusion

About 40% of the students taking education courses in the FCCS transfer to the SUS within a relatively short time. Of those transferring, about half select education as their university major. Of those earning a baccalaureate degree, approximately 70% earned the degree in some educational field. About 50% of the students in the SUS with an education major have had some credit instruction from the FCCS and one-in-four has earned the A.A. degree. The FCCS is a major player in the teacher education process. The prerequisite educational and other courses offered by the community colleges provide much of the undergraduate education of the state's teachers.