



Articulation Coordinating Committee (ACC) Department Updates

Wednesday, October 27, 2021

1:00-3:00pm

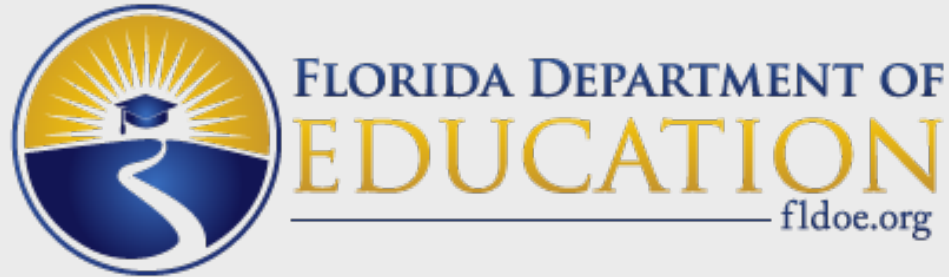


FLORIDA DEPARTMENT OF
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Department Updates

- Alternative Methods to Assess College-Level Computation and Communication Skills
- Civic Literacy Competency
- General Education Core Course Options
- Dual Enrollment Scholarship Program
- Mathematics Pathways
- Statewide Reverse Transfer Implementation



Alternative Methods to Assess College-Level Computation and Communication Skills

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Background

- Research has shown that measures other than common placement tests may be better predictors of success in college-level coursework (Ganga & Mazzariello, 2019).
- For summer/fall 2020, Emergency Order 2020-EO-02 waived the common placement testing requirement for developmental education course placement and dual enrollment eligibility in the Florida College System (FCS).
- In response to the temporary suspension of the common placement testing requirement, the Florida Student Success Center (center) conducted a voluntary ad hoc data collection on alternative placement methods for dual enrollment eligibility and developmental education placement.

Ad Hoc Data Collection Findings

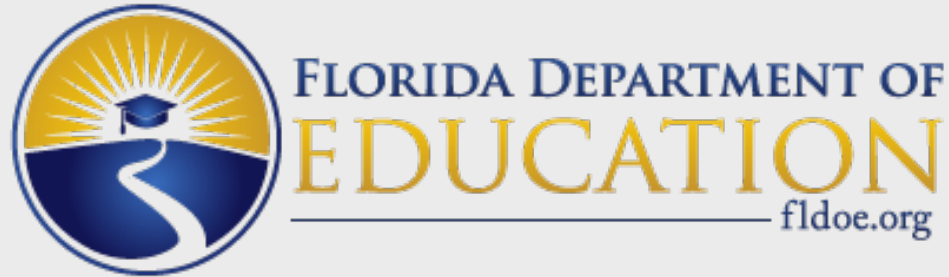
- Overall, the temporary suspension of the common placement test requirement did not appear to negatively affect students in their first-term general education, gateway math and gateway English courses.
- Black, Hispanic, and free and reduced lunch students placed with GPA plus an alternative method had:
 - The same pass rate or one percentage point less than those placed with a GPA and common placement test in gateway math.
 - Higher pass rates than those placed with a GPA and common placement test in gateway English.

Alternative Methods to Assess College-Level Computation and Communication

- SB 366 amended multiple Florida statutes to expand the mechanisms institutions may use to assess readiness for college-level work.
- In addition to identifying approved common placement tests, SB 366 requires the SBOE to adopt rules to develop and implement alternative methods for assessing communication and computation skills.
- Once the rule is approved, FCS institutions will be able to use alternative methods in lieu of or in conjunction with common placement tests for:
 - College Credit Admissions Counseling.
 - College Credit Dual Enrollment Eligibility.
 - Developmental Education and Meta-Majors.

Process and Timeline

- The Division of Florida Colleges (DFC) collected recommendations for alternative methods for consideration. We are in the process of analyzing the recommendations in collaboration with stakeholders.
- Total of 60 unduplicated recommendations in three groups.
 - High school courses.
 - Standardized assessments.
 - In-house instruments/flow-charts.
- DFC anticipates holding a rule workshop in mid-November. SBOE will consider the rule at its February 2022 meeting.
- Once the rule is effective, FCS institutions may need to update existing policies to implement new methods.



Civic Literacy Competency

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Senate Bill 1108: Civic Literacy

- SB 1108 amended s. 1007.25, F.S., to require students initially entering in 2021-22 and thereafter to complete a course and pass an assessment to demonstrate competency in civic literacy.
- SB 1108 added a requirement for the state boards to develop new or revise existing courses to include, at a minimum, opportunities to engage synchronously in political discussions and civil debates with multiple points of view and to master the ability to synthesize information that informs civic decision-making.

Senate Bill 1108: Civic Literacy

- SB 1108 added a requirement that high school students in U.S. Government take a civic literacy assessment.
 - The bill specified that high school students who pass the civic literacy assessment will be exempt from the civic literacy competency *assessment* requirement when they matriculate to postsecondary.
- The bill specified that credits earned through authorized acceleration mechanisms in s. 1007.27, F.S., will count toward the civic literacy requirement.

Florida College System Rule

- In October 2021, the SBOE approved revisions to Rule 6A-10.02413, FAC.
- In addition to conforming with statutory revisions, the rule added a new option by which students can meet the assessment requirement—through the Florida Civic Literacy Examination (FCLE).
- In late October, the FCLE will be available as a computer-based assessment as part of the Office of Assessment’s contract with Cambium Assessment, Inc. (CAI).



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General Education Core Course Options

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General Education Core Course Options

- Amended Rule 6A-14.0303 adopted at the October SBOE meeting outlines general education core course options for students completing an associate in arts, associate in science, associate in applied science, or baccalaureate degree at an FCS or SUS institution.
 - The general education subject areas includes; Communication, Humanities, Mathematics, Natural Sciences and Social Sciences.
- Beginning in the 2022-2023 academic year and thereafter, students entering a technical degree education program, as defined in s. 1004.02(13), F.S., must complete at least one identified core course in each subject area as part of the general education course requirements before a degree is awarded.
 - HB 1507 modified s. 1007.25, F.S., to amend the general education degree requirements for students completing a technical degree, which is defined in s. 1004.02(13), F.S., as a course of study that leads to an associate in science/associate in applied science (AS/AAS) degree.

Proposed Rule Language

- **6A-14.0303 General Education Core Course Options.**

(1) Prior to the award of an associate in arts or baccalaureate degree, first-time-in-college students entering a Florida College System institution in the Fall Term, 2015, and thereafter must complete at least one (1) course from each of the general education subject areas listed in this section. Beginning in the 2022-23 academic year and thereafter, students entering associate in arts, associate in science or associate in applied science, or baccalaureate degree programs must complete at least one (1) course from each of the general education subject areas listed in this section prior to the awarding of their degree.



Dual Enrollment Scholarship Program

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Section (s.) 1009.30, Florida Statutes (F.S.)

- Establishes the Dual Enrollment Scholarship Program.
- Allows eligible postsecondary institutions to seek reimbursement for the tuition and instructional materials costs for public, private and home education students participating in the dual enrollment program.
- Allows reimbursement for private and home education student participation beginning in the 2021 academic year.
- Allows reimbursement for summer dual enrollment for public school students beginning in Summer 2022.

2021-2022 Program Details

- The 2021-22 General Appropriations Act provided \$15,550,000 for reimbursement to eligible public postsecondary institutions.
 - State University System (SUS) institutions
 - Florida College System (FCS) institutions
 - District-sponsored Career and Technical Centers and Colleges
- Eligible institutions will be able to request the first reimbursement, for fall 2021 courses, in March 2022.

Rule 6A-20.0282, Dual Enrollment Scholarship Program

- Approved by the State of Board of Education (SBE) at their October 20 meeting.
- The purpose of the rule is to set forth criteria and reporting requirements for the Dual Enrollment Scholarship Program, which provides eligible postsecondary institutions with reimbursement for **tuition and instructional materials costs** for dual enrollment students.
- The Office of Articulation works in partnership with the Office of Student Financial Assistance (OSFA) to administer the program.

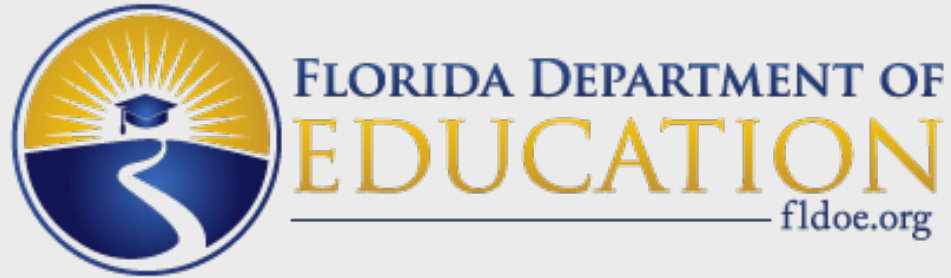
DOE Responsibilities

The Office of Articulation will be responsible for:

- Collecting Dual Enrollment Articulation Agreements.
- Reviewing Dual Enrollment Articulation Agreements for compliance with s. 1007.271, F.S.
- Providing OSFA with an approved list of articulation agreements.

OSFA will be responsible for:

- The collection of tuition and instructional materials requests from eligible institutions.
- Any necessary proration of reimbursement funds.
- Disbursement of reimbursement funds.



Mathematics Pathways

Abbey Ivey

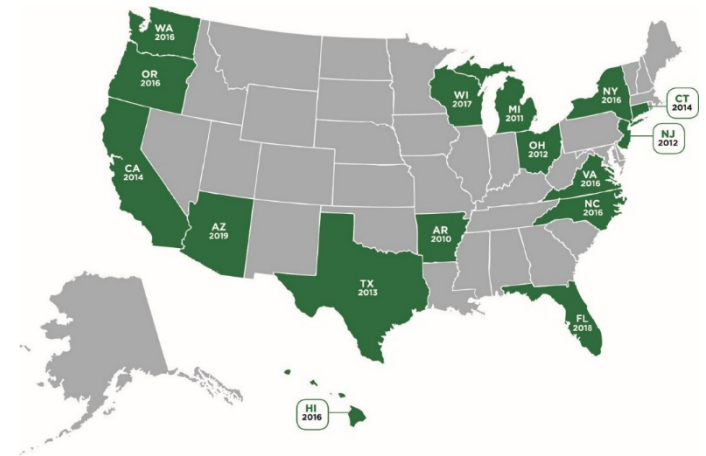
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What is the Florida Student Success Center?

- Supports Florida's 28 state colleges' efforts to develop student-centered pathways and increase student completion rates
- The 15th state to join the national Student Success Network
- Launched in 2018 in partnership with
 - Jobs For the Future
 - Helios Education Foundation
 - Florida College System Foundation



Why Math Pathways?

Research shows:

- Students need different mathematics skills depending on their programs of study.
- Many institutions still use the college algebra pathway as the primary pathway for their students, even if the liberal arts mathematics/statistics pathway may be more appropriate for their degrees.
- Not all students are well served by traditional algebra-based calculus sequences; in fact, research shows that courses that are meaningful to students increase their engagement, which, in turn, increases their success.

Florida Mathematics Re-Design Recommendations

- Culmination of a year-long Florida Mathematics Re-Design Initiative.
- Included 11 recommendations for state policy, institutional policy and evidence-based practices designed for scale
- One of the recommendations was to “create common mathematics pathways by aligning mathematics courses to programs, meta-majors and careers in Florida.”



Mathematics Pathways Legislation

- The pathways recommendation is reflected in SB 366 from the 2021 legislative session.
- The bill states:

To facilitate seamless transfer of credits, reduce excess credit hours, and ensure students take the courses needed for their future career, the articulation agreement must establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors, and careers. A representative committee consisting of State University System faculty, faculty of career centers established under s. 1001.44, and Florida College System institution faculty shall collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs and careers.

Committee Details

- Members of the committee will collaborate to identify the three mathematics pathways and corresponding course sequences.
- The committee is composed of:
 - 8 members representing the State University System (SUS)
 - 8 members representing the Florida College System (FCS)
 - 2 members representing the school district career centers
 - 1 non-voting member who serves on the Articulation Coordinating Committee - Dr. Kathleen Ciez-Volz
- Note that faculty from other disciplines will be engaged in the process, and we will provide updates to institutions as the work progresses.

Timeline

Activity	Expected Timeline
Committee finalizes mathematics pathways and course sequences	December 2021
ACC considers proposed mathematics pathways and course sequences	February 2022
Florida Department of Education (FDOE) initiates rule development process/Office of the Board of Governors (BOG) initiates regulation development process to incorporate math pathways	March-July 2022
State Board of Education/Florida Board of Governors considers mathematics pathways rule/regulation revisions	August 2022
FDOE/BOG notify institutions and provide technical assistance	August 2022
Mathematics pathways effective for entering students in associate and baccalaureate degree programs	2023-24 academic year



Statewide Reverse Transfer Implementation Update

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Statewide Reverse Transfer Articulation Agreement Update

- As a reminder, [implementation](#) of the Statewide Reverse Transfer Articulation Agreement **commences in spring 2022**. It is required that the process will repeat each year.
- Section 1007.23, F.S., requires the statewide articulation agreement between the FCS and SUS institutions include a provision for reverse transfer. **The Agreement applies to SUS students who have completed more than 30 credits at an FCS institution, but who transferred to an SUS institution before earning an A.A. degree.**
- In addition to the Statewide Reverse Transfer Articulation Agreement and associated [guidance document](#), the Office of Articulation, in consultation with the DFC and BOG, has created a [Frequently Asked Questions](#) document related to reverse transfer.



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