

**SB 532** by **Altman (CO-INTRODUCERS) Gaetz, Sachs**; (Identical to H 0347) College Credit for Military Training and Education Courses

**The Florida Senate**  
**COMMITTEE MEETING EXPANDED AGENDA**  
**BUDGET SUBCOMMITTEE ON HIGHER EDUCATION**  
**APPROPRIATIONS**  
**Senator Lynn, Chair**  
**Senator Thrasher, Vice Chair**

**MEETING DATE:** Wednesday, January 25, 2012  
**TIME:** 10:30 a.m.—12:00 noon  
**PLACE:** Pat Thomas Committee Room, 412 Knott Building

**MEMBERS:** Senator Lynn, Chair; Senator Thrasher, Vice Chair; Senators Altman, Braynon, Detert, Hays, Joyner, Montford, Oelrich, Simmons, Siplin, and Wise

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	<b>SB 532</b> Altman (Identical H 347)	College Credit for Military Training and Education Courses; Requiring the Board of Governors of the State University System and the State Board of Education to adopt regulations and rules, respectively, which enable United States Armed Forces servicemembers to earn college credit for college-level training and education acquired in the military, etc.  MS 12/05/2011 Favorable HE 01/12/2012 Favorable BHI 01/25/2012 Favorable BC	Favorable Yeas 10 Nays 0
2	Degree Completion Programs		Presented
3	Office of Program Policy Analysis and Government Accountability Report Overviews		Presented
4	Review and Discussion of Fiscal Year 2012-2013 Budget Issues relating to:  Department of Education Board of Governors		Not Considered
Other Related Meeting Documents			

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

---

Prepared By: The Professional Staff of the Budget Subcommittee on Higher Education Appropriations

---

BILL: SB 532

INTRODUCER: Senators Altman, Gaetz, and Sachs

SUBJECT: College Credit for Military Training and Education Courses

DATE: January 10, 2012      REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Fleming</u>	<u>Carter</u>	<u>MS</u>	<b>Favorable</b>
2.	<u>Harkey</u>	<u>deMarsh-Mathues</u>	<u>HE</u>	<b>Favorable</b>
3.	<u>Bryant</u>	<u>Hamon</u>	<u>BHI</u>	<b>Pre-meeting</b>
4.	_____	_____	<u>BC</u>	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

---

**I. Summary:**

This bill directs the Board of Governors to adopt regulations and the State Board of Education to adopt rules that enable members of the U.S. Armed Forces to earn academic credit at public postsecondary educational institutions for college-level training and education acquired in the military.

This bill creates section 1004.096 of the Florida Statutes.

**II. Present Situation:**

Military service members and veterans represent a growing proportion of the student population within postsecondary institutions. The Post-9/11 Veterans Educational Assistance Act, otherwise known as the Post-9/11 GI Bill, offers an unprecedented level of educational benefits to nearly 2 million individuals nationwide who have served in the U.S. Armed Forces since the attacks of September 11, 2001.<sup>1</sup> As a result of this benefit, the state of Florida and other states have experienced an influx of veterans on college campuses. Nationwide the number of veterans enrolling in college and using the GI Bill has increased to approximately 800,000 in 2010, which represents a 40 percent increase since 2009.<sup>2</sup>

---

<sup>1</sup> RAND Corporation. Research Brief. *How Military Veterans Are Using the Post-9/11 GI Bill and Adapting to Life in College* (2010). Available at: [http://www.rand.org/pubs/research\\_briefs/RB9560.html](http://www.rand.org/pubs/research_briefs/RB9560.html).

<sup>2</sup> *Vets go from Combat to Campus* by Trevor Hughes, USA Today, April 12, 2011. Available at: [http://www.usatoday.com/news/education/2011-04-11-college-vets\\_N.htm](http://www.usatoday.com/news/education/2011-04-11-college-vets_N.htm).

Currently, neither the Florida Board of Governors nor the State Board of Education have rules or regulations in place that require or prescribe a process for Florida public educational institutions to award college credit to members of the U.S. Armed Forces based on training and education acquired in the military. Despite the absence of the mandate to do so, evaluating military training and experience for college credit is a common practice among all Florida public higher education institutions. The processes and policies which individual postsecondary institutions have established for the evaluation of military training and experience vary among institutions.

### **The American Council on Education**

Since 1945, the American Council on Education (ACE) has provided a collaborative link between the U. S. Department of Defense and higher education through the review of military training and experiences for the award of equivalent college credits for members of the U.S. Armed Forces.<sup>3</sup> In doing so, the ACE maintains the ACE Guide to the Evaluation of Educational Experiences in the Armed Services (ACE Military Guide). The ACE has established a rigid process in evaluating military service school courses to determine the appropriate amount and level of academic credit that should be awarded by postsecondary institutions.<sup>4</sup>

More than 2,200 higher education institutions recognize ACE course credit recommendations for granting credit to their military students.<sup>5</sup>

According to the Board of Governors, state universities recognize ACE requirements when granting course credit as follows:<sup>6</sup>

Institutions consult with and follow the ACE Guide Online to determine how military training and experience might be awarded for equivalent course credit. Military courses that are recommended by the ACE Guide for college credit would be considered first to determine if they meet degree requirements, and second to determine if they can fulfill any electives. Some of the military training involved may be more vocational in nature, such as the Advanced Helicopter Pilot Training 1 course. This course would not be accepted at a state university because there is no equivalent course and it is more vocational in nature than academic credit.

Each branch of service provides transcripts for current and former service members as an official record of military education, training, and experience. Postsecondary institutions using the ACE Military Guide evaluate an individual's military transcript according to the ACE standards for recommended college credit. The following is a break-down of the service-specific transcripts available to current and former service members:

---

<sup>3</sup> Available at: [http://www.acenet.edu/AM/Template.cfm?Section=Military\\_Programs](http://www.acenet.edu/AM/Template.cfm?Section=Military_Programs).

<sup>4</sup> Military courses that are eligible for inclusion in the ACE Military Guide are courses that are conducted for a specified period of time with a prescribed course of instruction, in a structured learning situation, and with qualified instructors.

<sup>5</sup> ACE College and University Services. Available at: [www.acenet.edu](http://www.acenet.edu) and <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CCRS/CollegeServices/index.htm>.

<sup>6</sup> Board of Governor's Legislative Bill Analysis, November 23, 2011, on file with the Committee on Higher Education.

- **U.S. Army:** Army/American Council on Education Registry Transcript System (AARTS)
- **U.S. Navy/U.S. Marine Corps:** Sailor/Marine American Council on Education Registry Transcript (SMART)
- **U.S. Air Force:** Community College of the Air Force (CCAF)
- **U.S. Coast Guard:** U.S. Coast Guard Institute (CGI)<sup>7</sup>

### **Servicemembers Opportunity Colleges Consortium**

The Servicemembers Opportunity Colleges (SOC)<sup>8</sup> was created in 1972 to provide educational opportunities to service members who, because they frequently moved from place to place, had trouble completing college degrees.<sup>9</sup> The SOC supports a consortium of approximately 1,900 colleges and universities pledged to support the higher education needs of military personnel. SOC works with civilian and military educators to overcome obstacles associated with gaining a college education when pursued through traditional means.

Among the SOC Consortium key goals is the award of credit for military training and experience. All SOC Consortium institutions provide processes to determine credit awards and learning acquired for specialized military training and occupational experience when applicable to a service member's degree program. In doing so, SOC Consortium members recognize and use the ACE Military Guide in evaluating and awarding academic credit for military training and experience. Other key features of the SOC Consortium include:

- Reasonable Transfer of Credit;
- Reduced Academic Residency; and
- Credit for Nationally-Recognized Testing Programs.<sup>10</sup>

Florida has a high representation within the SOC Consortium in that 25 of the 28 Florida College System institutions and 9 of the 11 State University System institutions are members.<sup>11</sup>

### **III. Effect of Proposed Changes:**

This bill creates s. 1004.096, F.S., to require the Board of Governors to adopt regulations and the State Board of Education to adopt rules to provide guidance to their respective institutions regarding procedures for military credential evaluation and the award of college credit for military training and education.

<sup>7</sup> ACE. *A Transfer Guide: Understanding Your Military Transcripts and ACE Credit Recommendations*. pp. 11-14. (August 2011). Available at:

[http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/TransferGuide\\_Updated2011.pdf](http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/TransferGuide_Updated2011.pdf).

<sup>8</sup> SOC is funded by the Department of Defense (DoD) through a contract with the American Association of State Colleges and Universities (AASCU). The contract is managed for DoD by the Defense Activity for Non-Traditional Education Support (DANTES).

<sup>9</sup> For more information, see SOC homepage at: <http://www.soc.aascu.org/>.

<sup>10</sup> Information in this paragraph obtained from the *SOC Principles and Criteria* website, available at: <http://www.soc.aascu.org/socconsortium/socPrinCriteria.html>.

<sup>11</sup> For a comprehensive list of SOC consortium membership, see [http://www.soc.aascu.org/pubfiles/socmisc/SOCConsort\\_Schools.pdf](http://www.soc.aascu.org/pubfiles/socmisc/SOCConsort_Schools.pdf).

The procedures must include equivalency and alignment of military coursework with appropriate college courses, course descriptions, type and amount of college credit that may be awarded, and transfer of credit.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

**V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

Students who are either members of the U.S. Armed Forces or who are veterans will have their college-level training evaluated and be provided equivalent college credit as appropriate. To the extent a student with military training earns college credit for such training, the cost to the student to complete a postsecondary degree may decrease.

C. Government Sector Impact:

The Board of Governors notes no fiscal impact to the state universities as a result of this bill.<sup>12</sup> The expected fiscal impact on the state colleges and the State Board of Education is insignificant.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

---

<sup>12</sup> Board of Governors 2012 Legislative Bill Analysis, November 23, 2011, on file with the Committee on Higher Education.

**VIII. Additional Information:**

- A. **Committee Substitute – Statement of Substantial Changes:**  
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

- B. **Amendments:**

None.

---

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

---

By Senator Altman

24-00560-12

2012532\_\_

1 A bill to be entitled

2 An act relating to college credit for military  
3 training and education courses; creating s. 1004.096,  
4 F.S.; requiring the Board of Governors of the State  
5 University System and the State Board of Education to  
6 adopt regulations and rules, respectively, which  
7 enable United States Armed Forces servicemembers to  
8 earn college credit for college-level training and  
9 education acquired in the military; providing an  
10 effective date.

11  
12 Be It Enacted by the Legislature of the State of Florida:

13  
14 Section 1. Section 1004.096, Florida Statutes, is created  
15 to read:

16 1004.096 College credit for military training and education  
17 courses.—The Board of Governors shall adopt regulations and the  
18 State Board of Education shall adopt rules that enable eligible  
19 members of the United States Armed Forces to earn academic  
20 college credit at public postsecondary educational institutions  
21 for college-level training and education acquired in the  
22 military. The regulations and rules shall include procedures for  
23 credential evaluation and the award of academic college credit,  
24 including, but not limited to, equivalency and alignment of  
25 military coursework with appropriate college courses, course  
26 descriptions, type and amount of college credit that may be  
27 awarded, and transfer of credit.

28 Section 2. This act shall take effect July 1, 2012.



# Complete College Florida PILOT

Dr. Pam Northrup, University of West Florida  
Dr. James Olliver, St. Petersburg College

# The Complete College Florida Pilot will ...

- ◆ Build on prior commitments and investments by the Florida Legislature
- ◆ Offer award-winning expertise in operations and curriculum development
- ◆ Use existing infrastructure
- ◆ Maintain an ability to scale to meet demand
- ◆ Have an enthusiastic readiness to start now to expand degree completion opportunities for adults and prepare for job growth in Florida



# Why do this?

- ◆ **2 million Floridians** have ‘stopped out’ of college (23% of workforce)
- ◆ A focus on “**adult re-entry learners**” that have ‘stopped out’ of college for a variety of reasons (family, military, financial, jobs, etc.)
- ◆ Florida has significant **military and veteran** population for service through this initiative (1,650,900 veterans in FL; currently 56,000 veterans in Florida taking courses)



# Degree Completion: A National Imperative

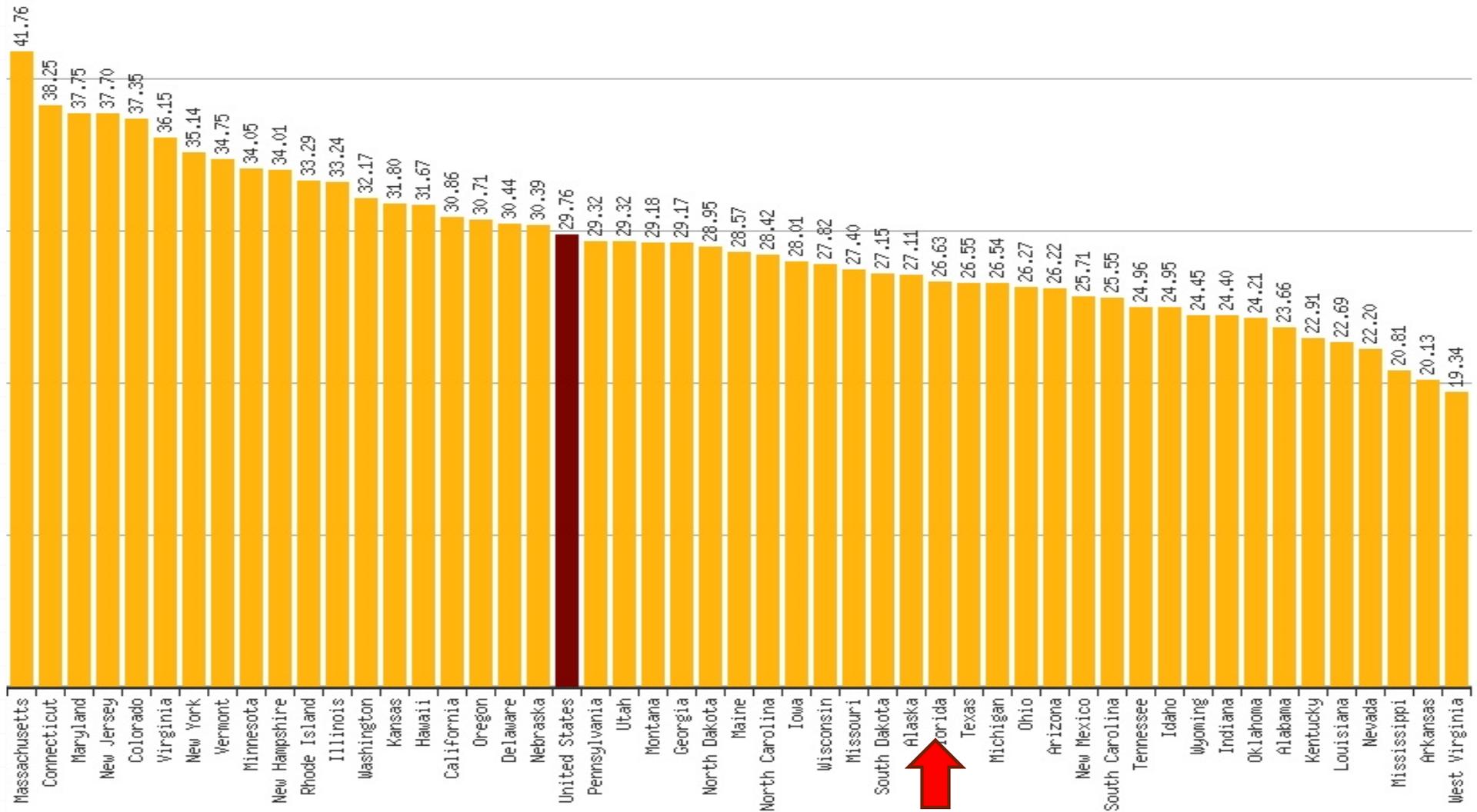
- ◆ 40 million working age adults with some college and no degree
  - Louisiana CALL
  - Oklahoma Reach Higher
  - Kentucky CAEL Adult Learning Focused Institution



Sponsored by the Louisiana Board of Regents



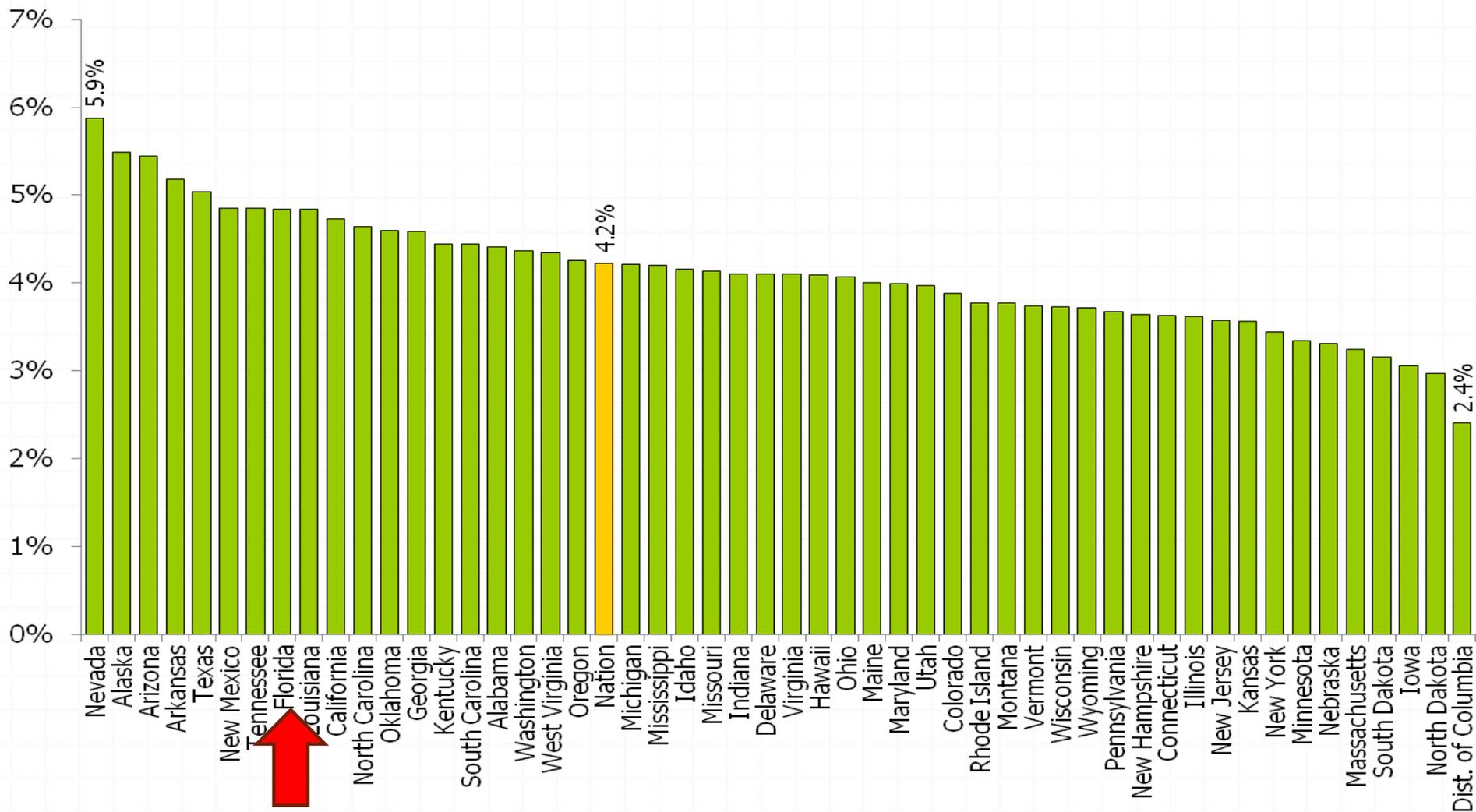
# Adults with Bachelor's Degrees and Higher 25-64 Year Olds 2008



Source: U.S. Census Bureau, 2009 American Community Survey Public Use Microdata Sample File

Source: U.S. Census Bureau, 2009 American Community Survey Public Use Microdata Sample File..

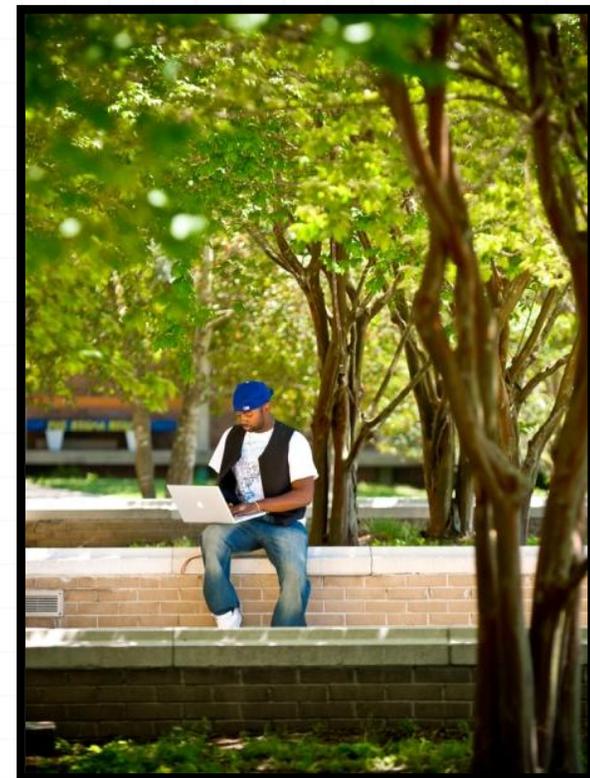
# Contributing to the Goal: Average Annual % Increase in Degree Production Needed



Sources: NCES, IPEDS 2006-07 Completions File; c2007\_a Early Release Data File Downloaded 04-28-08; NCES, IPEDS 2006-07 Instructional Activity File; efi2007 Final Release Data File; NCES, IPEDS 2006-07 Unduplicated Headcount File; efi2007 Final Release Data File.; NCES, IPEDS Fall 2006 Enrollment File; ef2006a Final Release Data File.

# Significant Online Learning in Florida by Public Institutions

- ◆ Strong consortium of institutions with Florida Distance Learning Consortium (FDLC)
- ◆ Over **465** fully online degree programs in Florida
  - ◆ Over **104** fully online degrees in Business, Computer Science/Technology, Education and Health/Nursing Areas
- ◆ Over **50,000** fully online courses at SUS and College Institutions in Florida



# Recognition of Florida Public Institutions in Online Learning Excellence

- ◆ US News and World Report Online Learning
- ◆ Military Friendly Institutions
- ◆ Sloan-C International Quality Awards
- ◆ Sloan-C International Faculty Online Professional Development Awards
- ◆ Instructional Technology Council Outstanding awards (Distance Ed Program, eLearning Student, Technical Support and Service)
- ◆ ANGEL Impact Awards
- ◆ US Distance Learning Association Awards

# Pilot Project Plan

## ◆ Phase 1: Pilot Project (2 years: Fall 2012-Spring 2014)

- Pilot limited academic offerings aligned with high demand occupations, fully online
- Test curriculum innovation to reduce time to degree
- Limited number of partner institutions

## ◆ Phase 2: Full Statewide Degree Completion Initiative

- Expansion of partner institutions and academic offerings



# Pilot Institutions

## ◆ Lead

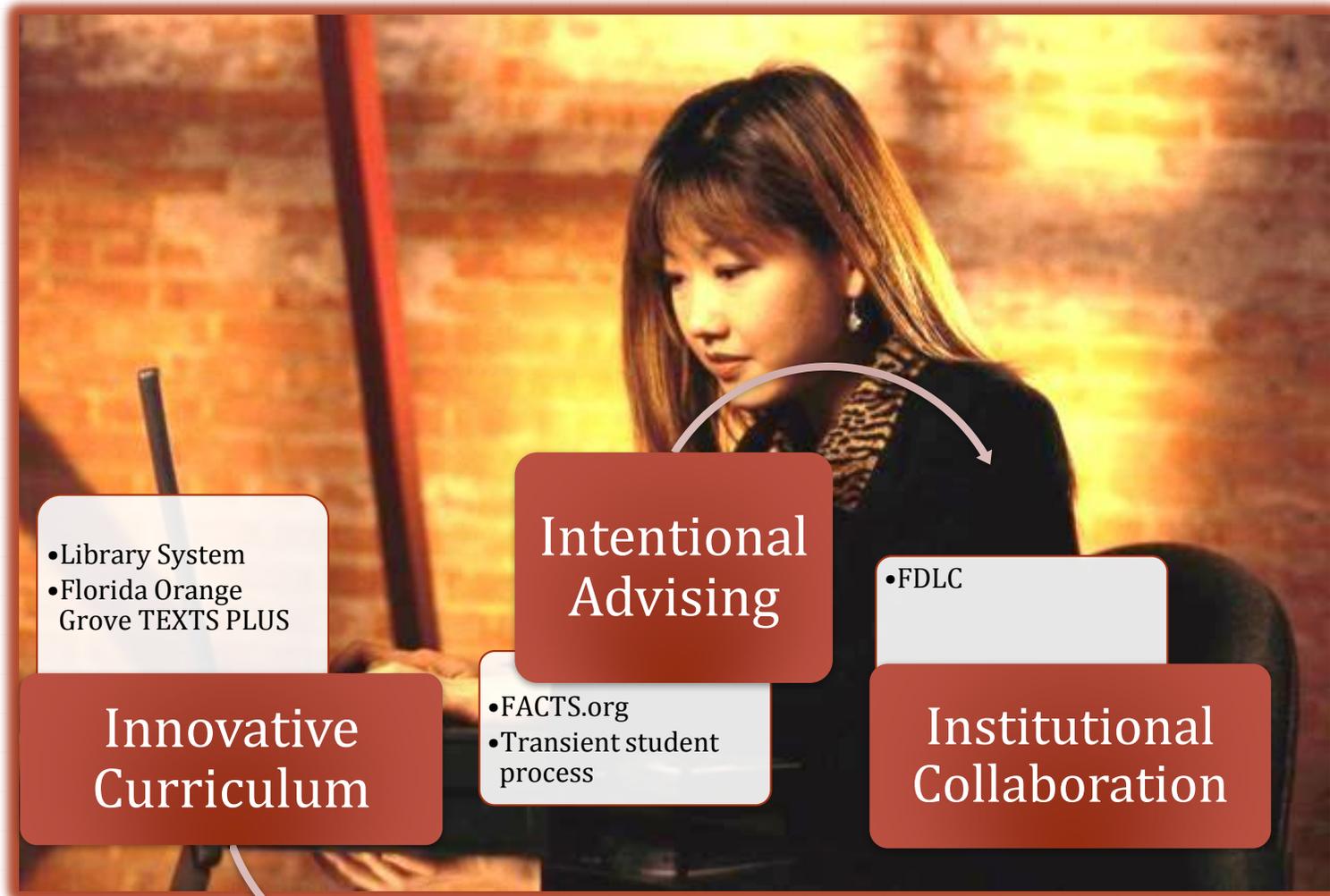
- University of West Florida
- University of South Florida
- St. Petersburg College
- Florida State College Jacksonville

## ◆ SUS Partners

- University of Florida
- University of North Florida
- Florida International University



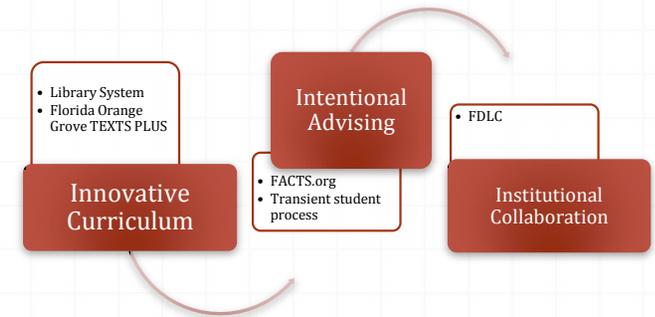
# Pilot Model



*Focus: Getting adults back to college and focused on occupations where there are jobs in Florida*

# Innovative Curriculum

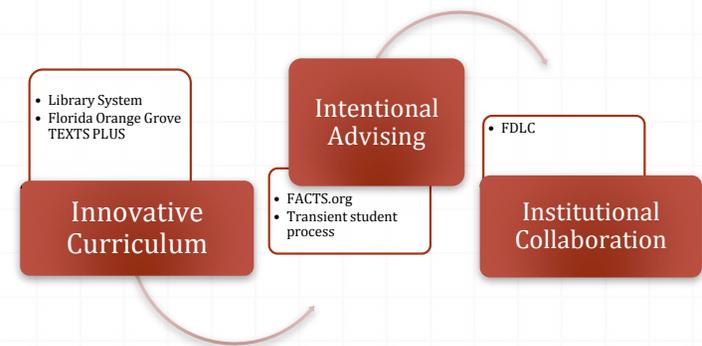
- ❑ Online Courses & Programs
- ❑ Accelerated Planning & Scheduling
- ❑ Prior Learning Assessment
- ❑ Competency-Based Instruction
- ❑ Collaborative course offerings among institutions



*Focus: Getting adults back to college and focused on occupations where there are jobs in Florida*

# Innovative Curriculum: Competency

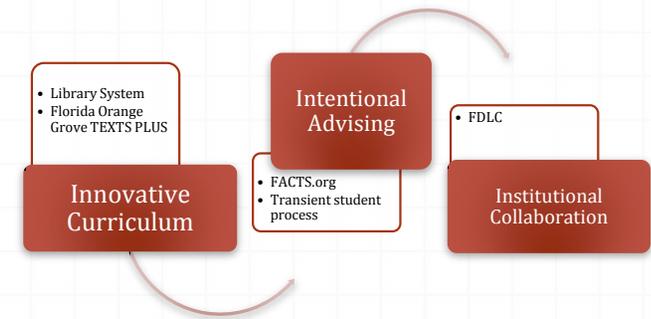
- Experiential
- CLEP
- AP
- IB
- Institution Exams
- DANTES for Military
- ACE
- Industry Certification
- Other Methods



*Focus: Getting adults back to college and focused on occupations where there are jobs in Florida*

# Student Support & Services

- ❑ Intentional Advising by Degree Completion Specialists solving complete needs of students
- ❑ Provides seamless transition to students between institutions
- ❑ Utilizes services and support already existing in Florida (FDLC, FACTS.org, Libraries) and at the institutions



*Focus: Getting adults back to college and focused on occupations where there are jobs in Florida*

# Defining Performance and Accountability

## Service

- Satisfaction Surveys
- Target # of inquiries per day
- Target # of admissions to institutions using this model
- Affordability

## Student Success

- Student degree completion
- Student satisfaction
- Reduction in time to graduation

## Innovation

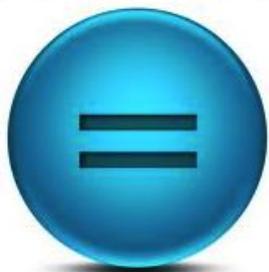
- New improved processes based on continuous improvement
- Cutting edge curriculum and tools designed to deliver ongoing value to the student

# State Colleges and Universities Working Together

Existing Florida  
resources &  
services (FDLC,  
FACTS.org,  
Library)



Recognized  
expertise of  
Florida  
institutions in  
online learning



Getting adults back to college and focused  
on occupations where there are jobs in  
Florida

# For more information

**Dr. Pam Northrup,**  
Associate Provost & Dean  
College of Professional  
Studies  
University of West Florida  
[pnorthru@uwf.edu](mailto:pnorthru@uwf.edu)

**Dr. James Olliver,** Provost  
Seminole & eCampus  
St. Petersburg College  
[olliver.james@spcollege.edu](mailto:olliver.james@spcollege.edu)



# **Other States' Higher Education Budget Reduction Strategies**

**Senate Budget Subcommittee on Higher Education Appropriations**

**Sabrina Hartley, Chief Legislative Analyst**

**Kathleen Del Monte, Ph.D., Senior Legislative Analyst**

January 25, 2012

# Overview

- Budget reduction strategies from 47 states
- Five Major Categories
  1. Reductions in general **operating funds**
  2. Reductions in **salaries/benefits**
  3. Reductions in student **financial assistance** programs
  4. Reductions in funding for categorically funded, earmarked, or specific **programs**
  5. **Tuition** policy
    - ▶ Excess hours
- Items of interest
- Bright Futures- comparisons with other states

# General Operating Funds Reduction Strategies

## 34 States Reported Reductions in General Operating Funds

- **Percentage** - 1% or less in Tennessee, Kentucky, Nebraska, and Utah to 23.6% in Washington
- **Specific Amount** – Montana (\$4.7M)  
New Hampshire (\$48.3M universities, \$5.9M colleges)  
New York (\$1.5M in state operations)  
Rhode Island (\$800,000 in FTE and operations)  
Wisconsin (\$125M over the 2011-13 biennium)
- **Per Institution** – Connecticut, Delaware, Iowa

# Salary/Benefit Reductions

## 4 States Reported Changes in Employee Salaries and/or Benefits

- **Nevada** – 2.5% across the board salary cut; 48 hours or 6 days unpaid furlough leave annually
- **Texas** – \$99.3M reduction to Higher Ed Group Insurance – primarily due to reduction in funds for community college employees
- **Washington** – 3% salary reduction; suspended COLA for 2011-13 biennium (\$29.6M); ending future benefit increases and reducing retire-rehire benefits
- **Wisconsin** – all employees must contribute 5.8% of salary to pension plan and 12.6% of health insurance premiums (increase from 6%)

# Student Financial Assistance Reductions

## 11 States Reported Financial Assistance Reductions

### ■ Merit-based Aid

- **Georgia & Tennessee** – HOPE scholarship changes
- **Maryland** – eliminated Distinguished Scholar Awards
- **New Jersey** – \$4.7M reduction to Student Assistance Scholarship

### ■ Need-based Aid

- **Kentucky** – 1% reduction in need-based aid – no merit aid reduction
- **Texas** – 10% cut to Texas Grants awards (\$31M) – covers tuition/fees
- **Washington** – reduced work study program, State Need Grant program, and other smaller aid programs

### ■ Mixed

- **Connecticut** – \$4.5M reduction to Capital Scholarship Program (merit); \$5.3M reduction to Independent College Student Grant (need)

### ■ Unspecified

- **New Mexico** – reduced student financial aid 2.5%, \$572,000
- **New York** – \$1.5M reduction in NY Higher Ed Loan Program; changes to Tuition Assistance Program – requires ‘good academic standing’
- **Pennsylvania** – \$7.3M cut to grant to students program – requires ‘satisfactory progress’

# Categorically funded, Earmarked, or Specific Program Reductions

## 4 States Reported Specific Reductions

- **California** – eliminated the California Postsecondary Education Commission, \$2M annual base reduction
- **Kansas** – cut the KAN-Ed program by \$4M – program expands collaboration capabilities of K-12 schools, higher education institutions, libraries, and hospitals
- **North Carolina** – eliminated \$22.7M community college Health Sciences, Technical Education, and an allotment for Heavy Equipment
- **Oregon** – reduced the Ag Experiment Stations, Extension Service, and Forest Research Lab by 11% at Oregon State University

# Tuition Policies

- 21 states increased tuition and/or fees
  - **Lowest increase** – 3% in Georgia and Maryland
  - **Highest increase** – 18.3% for University of California System; 26.2% for California State University; 38% increase in California community college fees
- Excess Hour Policies

# Excess Hour Policies

## ■ Florida's status

- excess hours cost the state over \$78.5M in 2009-10
- students entering in 2011-12 are required to pay 100% for hours accumulated beyond 115% of degree requirements
- FL currently allows for fewer excess hours than other states with penalties (based on 120 hour programs)

## ■ Other states

- 8 states with excess hour penalties
  - ▶ 3, like Florida, set a specific percentage threshold above program graduation requirements
  - ▶ 5 use a specific number of hours above program graduation requirements as surcharge threshold

# Comparison of Excess Hours Policies

Florida allows the least number of excess hours before imposing student penalties

**For a 120 Hour Program:**

State	Percentage Above Required Hours	Number of Credit Hours	Excess Hours	Number of 3-credit Classes
Florida	115%	138	18	6
North Carolina	117%	140	20	7
Massachusetts	118%	142	22	7
Arizona, Colorado	121%	145	25	8
Texas, Virginia	125%	150	30	10
Utah	135%	162	42	14
Wisconsin	138%	165	45	15

# Items of Interest

## Performance Funding

- **New Mexico** – new 2013 funding model - shift from funding inputs to performance
  - 3 separate formulas - research universities, regional/comprehensive universities, and 2-year colleges – distinguishes & encourages missions to maximize incentives
  - 4 output incentives
    - ▶ students complete their courses
    - ▶ increase the number of graduates
    - ▶ increase STEHM degrees and certificates
    - ▶ graduate more at-risk students
- **Louisiana** – Grad Act 2 – student success objectives based on graduation rates, retention rates, and percentage change in program completers

# Items of Interest

## Flexibility Initiatives

- **North and South Carolina** – investments, capital outlay, fleet, procurement authority; energy conservation measures

## Faculty Leave Restrictions

- **Iowa** – Prohibits universities from approving professional development assignments (sabbaticals) for FY 2012, saving \$422,283 - potential \$8M loss in grant funds (based on number of grants received in 2009 and 2010)

# **Florida Bright Futures Requirements Compared to Other States' Merit-Based Scholarship Programs**

# Bright Futures Requirements

## ■ Academic Components

- Specific high school coursework
- Minimum high school GPA
- Minimum SAT/ACT score
- Community service
- Minimum college GPA for renewal

## ■ Structural Components

- Flat award per credit hour
- 12 college credits per semester (full-time)
- College credit hours covered – 100% of degree
- Used within 5 years of high school graduation
- FASFA application

# Bright Futures Scholarship Awards Have Different Eligibility Requirements

Bright Futures Award	Minimum Weighted GPA	Minimum Entrance SAT/ACT Exam Scores (when fully implemented)
Florida Academic Scholars Award	3.5	Minimum Composite Score of 1290 / 29
Florida Medallion Scholars Award	3.0	Minimum Composite Score of 1170 / 26
Florida Gold Seal Vocational Scholars Award	3.0	<b>Minimum Scores</b> CPT - Reading: 83 - Sentence Skills: 83 - Algebra: 72 -or- SAT - Critical Reading: 440 - Math: 440 -or- ACT - English: 17 - Reading: 18 - Math: 19

# Florida's Requirements Compared to Other States

Program Area	Component	Minimum Requirement	How Other States Compare to Florida
Eligibility	High school GPA (n=10)	3.0	2 states higher 4 states same 3 states lower
	Standardized test score (n=7)	1170 / 26 <sup>1</sup>	1 state higher 5 states lower
Renewal	College GPA (n=9)	2.75	4 states higher 4 states lower
	Full-time credit hours (n=9)	12 / 24	4 states higher 4 states same

<sup>1</sup> When changes are fully implemented.

Source: Survey of other states' merit-based financial assistance program staff.

# Questions?



*oppaga*

THE FLORIDA LEGISLATURE'S OFFICE OF PROGRAM POLICY ANALYSIS & GOVERNMENT ACCOUNTABILITY

OPPAGA supports the Florida Legislature by providing data, evaluative research, and objective analyses that assist legislative budget and policy deliberations.

**NO MEETING  
MATERIALS AVAILABLE.**

Waive is signed

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/25/12

Meeting Date

Topic College credit - military training

Bill Number 532

(if applicable)

Name JIM BRODIE

Amendment Barcode \_\_\_\_\_

(if applicable)

Job Title DIRECTOR LEGISLATIVE & CABINET AFFAIRS

Address 2105 Capitol

Phone 487-1533

Street

E-mail \_\_\_\_\_

City

State

Zip

Speaking:  For  Against  Information

Representing Florida Department of Veterans Affairs

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

1

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date

Topic Veterans Credit

Bill Number SB552  
*(if applicable)*

Name Dr. Dan Holzenbeck

Amendment Barcode \_\_\_\_\_  
*(if applicable)*

Job Title VP for Univ Relations

Address UCF

Phone 407-247-9421

Street

Orlando

32816

City

State

Zip

E-mail \_\_\_\_\_

Speaking:  For  Against  Information

Representing UCF

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

2

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/25/12

Meeting Date

Topic COMPLETE COLLEGE FLORIDA PILOT

Bill Number (if applicable)

Name JAMES OLLIVER

Amendment Barcode (if applicable)

Job Title PROVOST SEMINOLE + eCAMPAUS

ST. PETERSBURG COLLEGE

Address 9200 113th St. N.

Street

Phone (727) 394-6111

Seminole, FL 33772

City

State

Zip

E-mail olliver.james@spcollege.edu

Speaking: [ ] For [ ] Against [x] Information

Representing ST. PETERSBURG COLLEGE

Appearing at request of Chair: [x] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [x] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date \_\_\_\_\_

Topic Degree Completion

Bill Number \_\_\_\_\_ (if applicable)

Name Pam Northrup

Amendment Barcode \_\_\_\_\_ (if applicable)

Job Title Associate Provost + Dean

Address 11000 University Pkwy

Phone 850 474-3255

Pensacola, FL 32514  
City State Zip

E-mail pnorthru@unf.edu

Speaking:  For  Against  Information

Representing University of West Florida

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE

4

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/25/12  
Meeting Date

Topic Other States' Budget Cut

Bill Number \_\_\_\_\_  
(if applicable)

Name Sabrina Hartley

Amendment Barcode \_\_\_\_\_  
(if applicable)

Job Title Chief Legislative Analyst

Address 111 W Madison, Suite 312

Phone 850 487-1252

Tallahassee, FL 32199  
Street City State Zip

E-mail hartley.sabrina@oppafl.gov

Speaking:  For  Against  Information

Representing ORPASA

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

5

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/25/12  
Meeting Date

Topic Other States' Budget Reductions

Bill Number \_\_\_\_\_  
(if applicable)

Name Kathleen Belmonte

Amendment Barcode \_\_\_\_\_  
(if applicable)

Job Title Senior Legislative Analyst

Address 111 W. Madison St., Ste. 312  
*Street*  
Tallahassee, FL 32399  
*City State Zip*

Phone 850-487-9229

E-mail delmonte.kathleen@  
oppaga.fl.gov

Speaking:  For  Against  Information

Representing OPPGA

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.



The Florida Senate

## Committee Agenda Request

**To:** Senator Evelyn J. Lynn, Chair  
Committee on Budget, Subcommittee on Higher Education Appropriations

**Subject:** Committee Agenda Request

**Date:** January 17, 2012

---

I respectfully request that **Senate Bill #532**, relating to College Credit for Military Training and Education Courses, be placed on the:

- committee agenda at your earliest possible convenience.
- next committee agenda.

A handwritten signature in black ink that reads "Thad Altman".

---

Senator Thad Altman  
Florida Senate, District 24

Cc: Kurt Hamon, Staff Director; JoAnne Bennett, Committee Administrative Assistant

Handwritten initials in black ink that appear to be "JAS".

File signed original with committee office

S-020 (03/2004)



## THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

**COMMITTEES:**  
Finance and Tax, *Chair*  
Community Affairs  
Health Regulation  
Transportation  
Ways and Means - Policy and Steering

**JOINT COMMITTEES:**  
Legislative Sunset  
Public Counsel Oversight

**SENATOR THAD ALTMAN**

24th District

January 23<sup>rd</sup>, 2011

The Honorable Evelyn J. Lynn, Chair  
Senate Subcommittee on Higher Education Appropriations  
416 Senate Office Building  
404 South Monroe Street  
Tallahassee, FL 32399

Dear Chair Lynn:

I respectfully request an excused absence for the meeting of the Subcommittee on Higher Education Appropriations on January 25th, 2012 at 10:30 AM. Please contact me or my Legislative Assistant Kari Janzen if you have any questions.

Thank you for your consideration.

Sincerely,

*Thad Altman*

A handwritten signature in black ink, appearing to read "Thad Altman", written over a large, stylized "TS" monogram.

Thad Altman

CC: Kurt Hamon, Staff Director, 201 Capitol Building

**REPLY TO:**

- 6767 North Wickham Road, Suite 211, Melbourne, Florida 32940 (321) 752-3138
- 324 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5053

Senate's Website: [www.flsenate.gov](http://www.flsenate.gov)

**JEFF ATWATER**  
President of the Senate

**MIKE FASANO**  
President Pro Tempore



## THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

**SENATOR ARTHENIA L. JOYNER**

*Democratic Leader Pro Tempore*  
18th District

### COMMITTEES:

Budget - Subcommittee on Criminal and Civil Justice  
Appropriations, *Vice Chair*  
Judiciary, *Vice Chair*  
Budget  
Budget - Subcommittee on Higher Education  
Appropriations  
Communications, Energy, and Public Utilities  
Rules - Subcommittee on Ethics and Elections  
Reapportionment  
Transportation

### SELECT COMMITTEE:

Protecting Florida's Children, *Vice Chair*

### JOINT COMMITTEE:

Legislative Auditing Committee

January 18, 2012

Senator Evelyn Lynn, Chair  
Budget Subcommittee on Higher Education Appropriations  
201 The Capitol  
Tallahassee, FL 32399

Dear Senator Lynn:

This letter is to request to be excused from the Budget Subcommittee on Higher Education Appropriations meetings on Wednesday, January 25, and Thursday, January 26. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Arthenia L. Joyner".

Arthenia L. Joyner  
State Senator, District 18

A handwritten signature or set of initials in cursive script, possibly reading "MS" or similar.

### REPLY TO:

- 508 W Dr. Martin Luther King Jr. Blvd, Suite C, Tampa, Florida 33603-3415 (813) 233-4277
- 202 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5059

Senate's Website: [www.flsenate.gov](http://www.flsenate.gov)

**MIKE HARIDOPOLOS**  
President of the Senate

**MICHAEL S. "MIKE" BENNETT**  
President Pro Tempore

# CourtSmart Tag Report

**Room:** KN 412

**Case:**

**Type:**

**Caption:** Senate Budget Subcommittee on Higher Education Appropriations - 412 KB 10:30am

**Judge:**

**Started:** 1/25/2012 10:37:01 AM

**Ends:** 1/25/2012 11:44:05 AM

**Length:** 01:07:05

10:37:03 AM Call to order  
10:37:08 AM Roll call  
10:37:40 AM Chair Lynn  
10:37:55 AM SB 532  
10:38:51 AM Dr. Dan Holsenbeck  
10:40:00 AM SB 532 pass favorable  
10:40:17 AM Chair  
10:42:09 AM James Olliver, Provost Seminole Campus-St. Pete College  
10:46:45 AM Pam Northrup, Associate Provost & Dean, UWF  
10:51:41 AM Pam Northrup, Associate Provost & Dean, UWF  
10:51:41 AM Senator Siplin  
10:53:56 AM Senator Braynon  
10:55:12 AM Senator Hays  
10:57:23 AM Dan Holsenbeck  
10:59:21 AM Senator Montford  
11:01:05 AM Pam Northrup  
11:02:24 AM Senator Montford  
11:03:18 AM Senator Detert  
11:06:21 AM Senator Oelrich  
11:09:14 AM James Olliver  
11:09:40 AM Senator Montford  
11:10:48 AM Pam Northrup  
11:11:33 AM Chair Lynn  
11:14:02 AM Senator Oelrich  
11:15:24 AM James Olliver  
11:15:52 AM Pam Northrup  
11:17:35 AM Senator Oelrich  
11:21:41 AM Pam Northrup  
11:21:57 AM Senator Detert  
11:23:27 AM Chair Lynn  
11:26:16 AM Sabrina Hartley, Chief Legislative Analyst, OPPAGA  
11:38:26 AM Kathleen Delmonte, Senior Legislative Analyst, OPPAGA  
11:43:12 AM Chair Lynn  
11:43:22 AM Senator Oelrich  
11:43:46 AM Chair Lynn  
11:43:51 AM Meeting Adjourned