

SB 732 by **Galvano**; Stanley G. Tate Florida Prepaid College Program

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA
 APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
 Senator Galvano, Chair
 Senator Montford, Vice Chair

MEETING DATE: Wednesday, March 5, 2014
TIME: 9:00 —10:30 a.m.
PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Galvano, Chair; Senator Montford, Vice Chair; Senators Abruzzo, Bean, Benacquisto, Bullard, Detert, Hukill, Legg, Richter, Sachs, Simmons, and Thrasher

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	SB 732 Galvano (Compare S 1400)	Stanley G. Tate Florida Prepaid College Program; Redefining the term "tuition differential"; prohibiting the amount of the aggregate sum of registration fees, the tuition differential fee, and local fees paid by the board to a state university on behalf of a qualified beneficiary of an advance payment contract from exceeding a certain percentage of the amount charged by the state university for the aggregate sum of those fees; prohibiting the amount of the dormitory fees paid for by the board to a state university on behalf of a qualified beneficiary of an advance payment contract from exceeding a certain percentage of the amount charged by the state university for those fees, etc. ED 02/18/2014 Favorable AED 03/05/2014 Favorable AP	Favorable Yeas 13 Nays 0
2	College Developmental Education Update		Discussed
3	Adaptive Learning Systems		Discussed
	Florida Polytechnic University Update		Discussed
4	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 Appropriations Subcommittee on Education

BILL: SB 732

INTRODUCER: Senator Galvano

SUBJECT: Stanley G. Tate Florida Prepaid College Program

DATE: March 3, 2014

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Graf</u>	<u>Klebacha</u>	<u>ED</u>	Favorable
2.	<u>Sikes</u>	<u>Elwell</u>	<u>AED</u>	Pre-meeting
3.	_____	_____	<u>AP</u>	_____

I. Summary:

SB 732 specifies that for an advanced payment contract purchased before July 1, 2024, the amount assessed and paid by the Florida Prepaid College Board (Prepaid Board) to the universities will follow the methodology previously utilized by the Prepaid Board for contracts purchased prior to July 1, 2009. This methodology requires the Prepaid Board to increase payments to the state universities between 5% and 7% annually, depending on the type of fee and the Florida Prepaid College Trust Fund's (Prepaid Trust Fund) actuarial reserve level, which provides the Prepaid Board with better predictability of future tuition and fees. The maximum assessment and payment for state university registration fees, tuition differential fees, local fees, and dormitory fees is capped at no more than the actual cost charged by the state universities for such fees.

The Prepaid Board estimates the change in payment methodology will reduce the cost of a new 4-Year Florida University Plan by \$10,000 and result in \$50 million in refunds to families with an existing 4-Year Florida University Plan.¹

The fiscal impact of the bill on the state universities is indeterminate, but may reduce the tuition fees, tuition differential fees, local fees, and dormitory fees that will be paid by the Prepaid Board to the state universities on behalf of qualified beneficiaries of Prepaid Plans purchased prior to July 1, 2024.

The bill takes effect on July 1, 2014.

¹ State Board of Administration, *2014 Agency Legislative Bill Analysis for SB 732* (Feb. 5, 2014), at 3, on file with the Committee on Education staff.

II. Present Situation:

The Legislature created the Stanley G. Tate Florida Prepaid College Program (Prepaid Program) in 1987² to provide Florida's families, affordable means to plan and save for their children's college education.³ The Prepaid Program is administered by the Florida Prepaid College Board (Prepaid Board).⁴ Florida's families have purchased more than 1.5 million Prepaid Program contracts.⁵

The Prepaid Program provides for the purchase of advanced payment contracts for postsecondary education. The contracts, which are financially guaranteed by the State of Florida,⁶ lock-in many of the costs associated with enrollment in state universities and Florida College System (FCS) institutions (e.g., registration fees, tuition differential fees, local fees, and dormitory fees) at the time such contracts are purchased.⁷ Families may choose from the following Prepaid Program options:⁸

- 2-Year Florida College Plan
- 4-Year Florida College Plan
- 2+2 Florida Plan
- 4-Year Florida University Plan

A qualified beneficiary⁹ with a Prepaid Plan choosing to attend an out-of-state or private institution may have the full value of the Plan, which would have been paid to a Florida state university or a Florida college for that beneficiary, transferred semester by semester to the private or out-of-state institution.¹⁰

Each year, the Prepaid Board conducts an analysis of the actuarial adequacy of the Prepaid Trust Fund. In order to conduct this analysis, a series of assumptions are made regarding investment yield, tuition increases, tuition differential fee increases, local fee increases, and dormitory fee increases. The result of the analysis is a determination of the actuarial reserve, which means the amount by which the expected value of the assets in the Prepaid Trust Fund exceeds the value of

² Section 1, ch. 1987-132, L.O.F.; see also Florida Prepaid College Board, *Our History*, <http://www.myfloridaprepaid.com/who-we-are/> (last visited Feb. 15, 2014).

³ Section 1009.98(1), F.S.

⁴ Section 1009.971(1), F.S.

⁵ Florida Prepaid College Board, *Annual Report* (2012), available at <http://www.myfloridaprepaid.com/wp-content/uploads/2012-annual-report.pdf>, at 1.

⁶ Section 1009.98(7), F.S.

⁷ Section 1009.98(2), F.S.

⁸ Florida Prepaid College Board, *Explore Your Options*, <http://www.myfloridaprepaid.com/what-we-offer/> (last visited Feb. 15, 2014).

⁹ A qualified beneficiary is "a resident of [Florida] at the time a purchaser enters into an advance payment contract on behalf of the resident; a nonresident who is the child of a noncustodial parent who is a resident of [Florida] at the time that such parent enters into an advance payment contract on behalf of the child;" or "a graduate of an accredited high school in [Florida] who is a resident of [Florida] at the time he or she is designated to receive benefits of the advance payment contract." Section 1009.97(3)(f), F.S.

¹⁰ Florida Prepaid College Board, *Annual Report* (2012), available at <http://www.myfloridaprepaid.com/wp-content/uploads/2012-annual-report.pdf>, at 10.

the expected liabilities. The table below shows showing a recent history of the actuarial reserve.¹¹

Actuarial Information

	2010	2011	2012	2013
Actuarial Reserve	\$482,626,581	\$589,408,656	\$569,458,560	\$834,449,416
As % of Expected Liabilities	5.1%	6.0%	4.9%	7.6%

The Prepaid Plan payment methodology (tuition and fee caps) established for advanced payment contracts purchased before July 1, 2009, specifies the annual percentage increase above the fees assessed in the previous fiscal year that the Prepaid Board will pay universities for registration fees and tuition differential fees, based on actuarial reserve of the Prepaid Trust Fund. The table below shows the methodology¹²

Registration & Tuition Differential Fee Payment Scenarios

Actuarial Reserve, As a % of Expected Liabilities	<5%	5% - 6%	6% - 7%	≥7.5%
Prepaid Board Payment to Universities Above Fee Assessed Previous Year	5.5%	6.0%	6.5%	7.0%

The Prepaid Board pays state universities five percent above the amount assessed in the previous fiscal year for local fees and six percent above the amount assessed in the previous fiscal year for dormitory fees.¹³

For advanced payment contracts purchased on or after July 1, 2009, with regards to registration, tuition differential, local, and dormitory fees, the Prepaid Board must pay the university the actual amount charged for these fees.¹⁴ For actuarial planning purposes, the Prepaid Board must price the Prepaid Plan with the assumption that universities will assess the maximum allowable fees each year.

III. Effect of Proposed Changes:

SB 732 specifies that for an advanced payment contract purchased before July 1, 2024, the amount assessed and paid by the Prepaid Board to the universities will follow the methodology previously utilized by the Prepaid Board for contracts purchased prior to July 1, 2009.

¹¹ State Board of Administration, *2014 Agency Legislative Bill Analysis for SB 732* (Feb. 5, 2014), at 1-2, on file with the Committee on Education staff.

¹² State Board of Administration, *2014 Agency Legislative Bill Analysis for SB 732* (Feb. 5, 2014), at 2, on file with the Committee on Education staff.

¹³ State Board of Administration, *2014 Agency Legislative Bill Analysis for SB 732* (Feb. 5, 2014), at 2, on file with the Committee on Education staff.

¹⁴ State Board of Administration, *2014 Agency Legislative Bill Analysis for SB 732* (Feb. 5, 2014), at 2, on file with the Committee on Education staff.

Registration & Tuition Differential Fee Payment Scenarios

Actuarial Reserve, As a % of Expected Liabilities	<5%	5% - 6%	6% - 7%	≥7.5%
Prepaid Board Payment to Universities Above Fee Assessed Previous Year	5.5%	6.0%	6.5%	7.0%

The bill also creates a cap on the aggregate sum the Prepaid Program pays state universities for registration, tuition differential, and local fees, equal to the actual amounts charged for those fees as well as a cap on dormitory fees equal to the actual amount charged for that fee.

The bill takes effect on July 1, 2014.

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:

The Prepaid Board estimates that the bill will reduce the cost for individuals to purchase Prepaid Program contracts. The new lump-sum price for the 4-Year Florida University Plan would be reduced by approximately \$10,000,¹⁵ from \$53,729 to less than \$43,000¹⁶. Over 26,000 Florida families who purchased plans at higher prices in recent years would be entitled to refunds of approximately \$50 million. In addition, future monthly payments would be reduced for those purchasing a Prepaid contract and paying on a monthly basis. A Florida family enrolling a newborn during 2012-13 in a 4-Year Florida University Plan is currently paying \$332 per month under the monthly payment option.¹⁷ These monthly payments are estimated to drop to \$255 per payment - a savings

¹⁵ State Board of Administration, *2014 Agency Legislative Bill Analysis for SB 732* (Feb. 5, 2014), at 3, on file with the Committee on Education staff.

¹⁶ Email, Florida Prepaid College Board (Jan. 15, 2014), on file with Committee on Education staff.

¹⁷ Email, Florida Prepaid College Board (Jan. 15, 2014), on file with Committee on Education staff.

of over \$75 per month for 223 months¹⁸ totaling approximately \$17,000 over the life of the contract.

C. Government Sector Impact:

For advanced payment contracts purchased on or after July 1, 2009, with regard to tuition and tuition differential, the Prepaid Board must pay the university the actual amount charged for these fees. For actuarial planning purposes, the Prepaid Board must price the Prepaid Plan with the assumption that universities will assess the maximum allowable fee increase of 15 percent each year. This has led to a higher cost for the 4-Year Florida University Plan and 2+2 Florida Plan. This bill will provide an improved forecast methodology allowing the Prepaid Board to more accurately price the 4-Year Florida University Plan and 2+2 Florida Plan.

The fiscal impact of the bill on the state universities is indeterminate, but may reduce the tuition fees, tuition differential fees, local fees, and dormitory fees that will be paid by the Prepaid Board to the state universities on behalf of qualified beneficiaries of Prepaid Plans purchased prior to July 1, 2024.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1009.98 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of 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.

¹⁸ Email, Florida Prepaid College Board (Jan. 15, 2014), on file with Committee on Education staff.

By Senator Galvano

26-00823-14

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A bill to be entitled

An act relating to the Stanley G. Tate Florida Prepaid College Program; amending s. 1009.98, F.S.; redefining the term "tuition differential"; revising the purchase date of an advance payment contract as it relates to the amount paid by the Florida Prepaid College Board to a state university on behalf of a qualified beneficiary; prohibiting the amount of the aggregate sum of registration fees, the tuition differential fee, and local fees paid by the board to a state university on behalf of a qualified beneficiary of an advance payment contract from exceeding a certain percentage of the amount charged by the state university for the aggregate sum of those fees; prohibiting the amount of the dormitory fees paid for by the board to a state university on behalf of a qualified beneficiary of an advance payment contract from exceeding a certain percentage of the amount charged by the state university for those fees; conforming provisions to changes made by the act; providing an effective date.

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

Section 1. Subsection (10) of section 1009.98, Florida Statutes, is amended to read:

1009.98 Stanley G. Tate Florida Prepaid College Program.—

(10) PAYMENTS ON BEHALF OF QUALIFIED BENEFICIARIES.—

(a) As used in this subsection, the term:

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

26-00823-14

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1. "Actuarial reserve" means the amount by which the expected value of the assets exceeds ~~exceed~~ the expected value of the liabilities of the trust fund.

2. "Dormitory fees" means the fees included under advance payment contracts pursuant to paragraph (2) (d).

3. "Fiscal year" means the fiscal year of the state pursuant to s. 215.01.

4. "Local fees" means the fees covered by an advance payment contract provided pursuant to subparagraph (2) (b)2.

5. "Tuition differential" means the fee covered by advance payment contracts sold pursuant to subparagraph (2) (b)3. The base rate for the tuition differential fee for the 2012-2013 fiscal year is established at \$37.03 per credit hour. The base rate for the tuition differential in subsequent years is the amount assessed ~~paid by the board~~ for the tuition differential for the preceding year adjusted pursuant to subparagraph (b)2.

(b) Effective with the 2009-2010 academic year and thereafter, and notwithstanding the provisions of s. 1009.24, the amount paid by the board to any state university on behalf of a qualified beneficiary of an advance payment contract whose contract was purchased before July 1, 2024 ~~2009~~, shall be:

1. As to registration fees, if the actuarial reserve is less than 5 percent of the expected liabilities of the trust fund, the board shall pay the state universities 5.5 percent above the amount assessed for registration fees in the preceding fiscal year. If the actuarial reserve is between 5 percent and 6 percent of the expected liabilities of the trust fund, the board shall pay the state universities 6 percent above the amount assessed for registration fees in the preceding fiscal year. If

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59 the actuarial reserve is between 6 percent and 7.5 percent of
 60 the expected liabilities of the trust fund, the board shall pay
 61 the state universities 6.5 percent above the amount assessed for
 62 registration fees in the preceding fiscal year. If the actuarial
 63 reserve is equal to or greater than 7.5 percent of the expected
 64 liabilities of the trust fund, the board shall pay the state
 65 universities 7 percent above the amount assessed for
 66 registration fees in the preceding fiscal year, whichever is
 67 greater.

68 2. As to the tuition differential, if the actuarial reserve
 69 is less than 5 percent of the expected liabilities of the trust
 70 fund, the board shall pay the state universities 5.5 percent
 71 above the base rate for the tuition differential fee in the
 72 preceding fiscal year. If the actuarial reserve is between 5
 73 percent and 6 percent of the expected liabilities of the trust
 74 fund, the board shall pay the state universities 6 percent above
 75 the base rate for the tuition differential fee in the preceding
 76 fiscal year. If the actuarial reserve is between 6 percent and
 77 7.5 percent of the expected liabilities of the trust fund, the
 78 board shall pay the state universities 6.5 percent above the
 79 base rate for the tuition differential fee in the preceding
 80 fiscal year. If the actuarial reserve is equal to or greater
 81 than 7.5 percent of the expected liabilities of the trust fund,
 82 the board shall pay the state universities 7 percent above the
 83 base rate for the tuition differential fee in the preceding
 84 fiscal year.

85 3. As to local fees, the board shall pay the state
 86 universities 5 percent above the amount assessed for local fees
 87 in the preceding fiscal year.

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88 4. As to dormitory fees, the board shall pay the state
 89 universities 6 percent above the amount assessed for dormitory
 90 fees in the preceding fiscal year.

91 5. Qualified beneficiaries of advance payment contracts
 92 purchased before July 1, 2007, are exempt from paying any
 93 tuition differential fee.

94 (c) Notwithstanding the amount assessed for registration
 95 fees, the tuition differential fee, or local fees, the amount
 96 paid by the board to any state university on behalf of a
 97 qualified beneficiary of an advance payment contract purchased
 98 before July 1, 2024, may not exceed 100 percent of the amount
 99 charged by the state university for the aggregate sum of those
 100 fees.

101 (d) Notwithstanding the amount assessed for dormitory fees,
 102 the amount paid by the board to any state university on behalf
 103 of a qualified beneficiary of an advance payment contract
 104 purchased before July 1, 2024, may not exceed 100 percent of the
 105 amount charged by the state university for dormitory fees.

106 (e)-(e) The board shall pay state universities the actual
 107 amount assessed in accordance with law for registration fees,
 108 the tuition differential, local fees, and dormitory fees for
 109 advance payment contracts purchased on or after July 1, 2024
 110 2009.

111 (f)-(d) The board shall annually evaluate or cause to be
 112 evaluated the actuarial soundness of the trust fund.

113 Section 2. This act shall take effect July 1, 2014.

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Developmental Education Reform Update

Appropriations Subcommittee on Education
March 5, 2014

Randy Hanna
Chancellor, Florida College System

Senate Bill 1720 (2013)

- Exemption from common placement testing and developmental education
- Developmental education strategies
 - Modularized
 - Compressed
 - Contextualized
 - Co-requisite
- Individualized and meta-major advising
- Developmental education implementation plans due by March 1
 - Comprehensive Advising Plan
 - Documented Student Achievements
 - Developmental Education Strategies
 - Student Costs and Financial Aid Opportunities
 - Student Success Data

Developmental Education Implementation Plans

- 28 plans submitted
- Process
 1. Division of Florida Colleges review
 2. Follow up with college, if necessary
 3. Chancellor approval
- Highlights
 - Exemption from common placement testing and developmental education implemented
 - Advising individualized and mandatory
 - Mathematics pathways established on the basis of meta-major
 - Fewer credits/less time in developmental education
 - All students have options
 - More supports in place for students, such as online tutoring, early alert systems, more advising “touch” points

Florida College System Developmental Education Update

Dr. Linda Howdyshell, Broward College

Dr. Rayanne Giddis, College of Central Florida

Dr. Brian Dopson, Florida Gateway College



Dev Ed Reform



Reading Redesign Model



REA0017C



8 Weeks



Group work



**CONNECT
Adaptive Technology**



84%

**Compared to
College-wide
rate of 74%**

Recommendations



Offer Again



Expand



Train Faculty



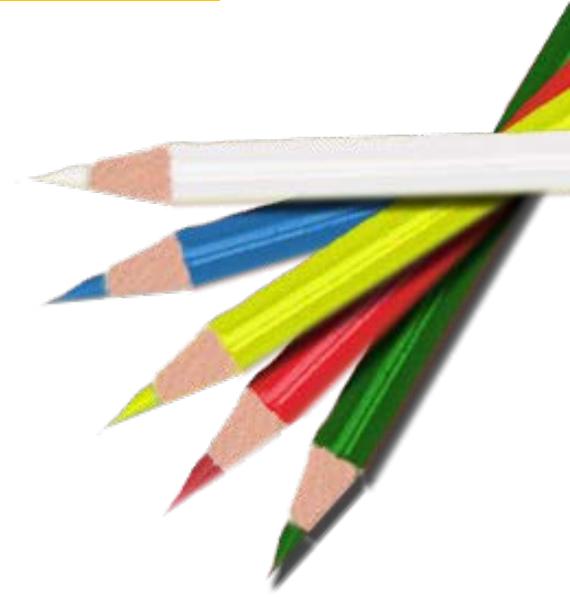
ENC0017, Accelerated Lit Reading/Writing



Developed for
Summer bridge
cohort but positive
option

✓
84%

Compared to Fall 2014
ENC0025 pass rate of 70%
REA0017C pass rate of 74%



Recommendations for ENC0017



Offer to all students



Follow Student into ENC1101

Mathematics

Developmental
Math
Emporium

ALEKS®

37% ✓

Up from 17% in 2013

Developmental
Math- Modularized
1 and 2-credit



A different way
Pre-Statistics



Flipped math classes



Fast-Track (8-week)

MAT0018,
MAT0028,
MAT1033



$N-1$

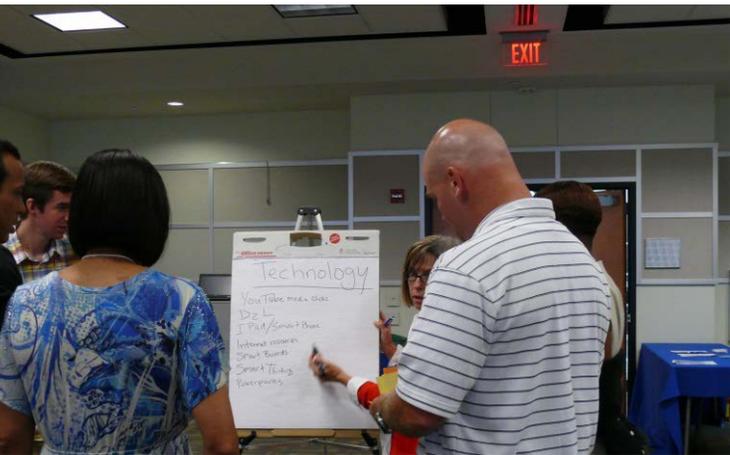
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8:10	Registration/Continental Breakfast	Dr. Linda Rosenfield, College Treasurer/IT Assessment and Student Services
8:15	Welcome	College President: Dr. Barbara J. Brown (North), Dr. Michelle Grogan (Central), and Dr. Jean-Marcus (South)
8:20	Director of the Day Introduction	Dr. Susan AIT Professional Development & Training
8:25	Opening Remarks	J. David Armstrong, A. Traylor
8:30	Overview and Highlights	Dr. Ann Priddy, AIT Academic Affairs
	• Academic Affairs	Walter Alexander, Associate VP for Student Affairs/College Registrar
	• Facilities/Territories & Maintenance	Karen Lee Murray, Associate Registrar
	• Online/Class Change Sites	
8:45	Break	
9:00	Facilitated Discussion	
	• Your Initiative - Your Career Path Day	Arnellia Delgado, Math Faculty (North)
	• General Education Student Learning Outcomes	Dr. Anne Walsh Partridge
		Director: Director, Teaching, Learning & Assessment
9:15	Student Affairs Advisor & President	Student Dean: Susan Evans (S), David Amico (C), Arnellia Delgado (N)
		Brenda Cassady, Coordinator, Disability Services
9:30	Lunch	
	*Guest Role in Academic Affairs	Ernie Hight, Faculty Senate President
9:45	Group Photos	
1:00	Teaching with Technology	Dr. Spring Goss, Director, Center for Instructional Technology
		Sharon Wilkin, Senior Instructional Designer and Portfolio & Learning Assistant
1:15	Wrap-Up/FAQ/Feedback/Announcements	Dr. Susan



Professional Development Offerings



The College of Central Florida's Developmental Education Implementation Plan

Presented to the Florida Senate Appropriations Subcommittee on Education
March 5, 2014

Rayanne Giddis, Ed.D.
Dean, Academic Foundations
giddisr@cf.edu



Key Elements

- Enhanced Advising
- Flexible/Individualized Placement
- Innovative Developmental Education Strategies
- Student Success Data Collection & Reporting

Enhanced Advising

Pre-Admission

- Coaching
- Choosing a major
- Understanding assessment, placement, options, and costs
- Orientation

First-Year Success

- Guiding
- Assigned advisor
- Complete academic profile
- Developmental options & strategies
- Individual academic success plan
- Enhanced Early Alert

Meta-Major

- Mentoring
- Transition to Program Advisor or Faculty Mentor
- MAP – Major Academic Pathway
- 30-Hour Transfer
- Graduation

Innovative Developmental Education Strategies

- CF redesigned and fully implemented developmental education program fall 2011 using the following strategies:
 - Math – Modularization & Compression
 - English – Acceleration/Compression
 - Reading – Acceleration/Compression
- Reduced time and cost – students can complete ALL remediation in one term
- Increased student success - results reveal steady improvement since implementation
- Adding co-requisite options for fall 2014

Student Success Data

English

- Student Success up 39%
- 85% Students Successful

Reading

- Student Success up 21%
- 92% Students Successful

Math

- Student Success up 10%
- 74% Students Successful

Florida Gateway College

Developmental Education
Implementation



Initial Efforts



- Statewide and campus wide collaboration on how to implement statutory changes.(Chancellor's office was very supportive and other colleges helped us too). 😊
- FGC notified all current students of exemption in October via email, Twitter, Facebook, Website, and visits to classrooms.
- Admissions and Registrar also let them know via fliers as they came in to inquire of interest in our college.
- Advisors scheduled 1 on 1 conferences with all current dev ed students, and all exempt incoming students to go over options.



Advising Enhancement

- Created forms for exempt students that gave options and alternative ways to demonstrate readiness.
- Overall 20% decline in developmental education enrollment from spring to spring.
- After individual conferences with exempt students:
 - 1/3 students **chose** to PERT and take the recommended courses.
 - 1/3 **chose** to go directly into MAT 1033 and/or ENC 1101 without any developmental education.
 - 1/3 **chose** to continue with the dev ed sequence path they were already on.



Savings and Continuous Improvement

- Reduction of approximately 500 semester hours in dev ed from spring 2013 to spring 2014.
 - Students saved 50k in tuition for spring, approximately 20k in books, and the State saved approximately 100k in FTE.
- Learning Communities developed at FGC to support MAT 1033 and ENC 1101 courses.
- Advising continues to refine to help students with individualized learning plans that incorporate meta-majors.
- Faculty are successfully learning to offer courses in modular and compressed formats.





The Effectiveness of Adaptive Solutions

A New Approach
Innovative Solutions for 21st Century Learning

March 5, 2014

Team McGraw-Hill

- ***Dr. Cheri Kittrell***: Associate Professor of Psychology, State College of Florida
- ***Brandie Oscar Faulkner***: Associate Professor of Developmental Mathematics, Tallahassee Community College
- ***Catherine Boyer***: Enterprise Solutions Director
- ***Amber Van Namee***: Digital Solution Specialist
- ***Kelly Kochendorfer***: Digital Solution Specialist

Brandie Oscar Faulkner

Tallahassee Community College

ALEKS Implementation Model



What is ALEKS?

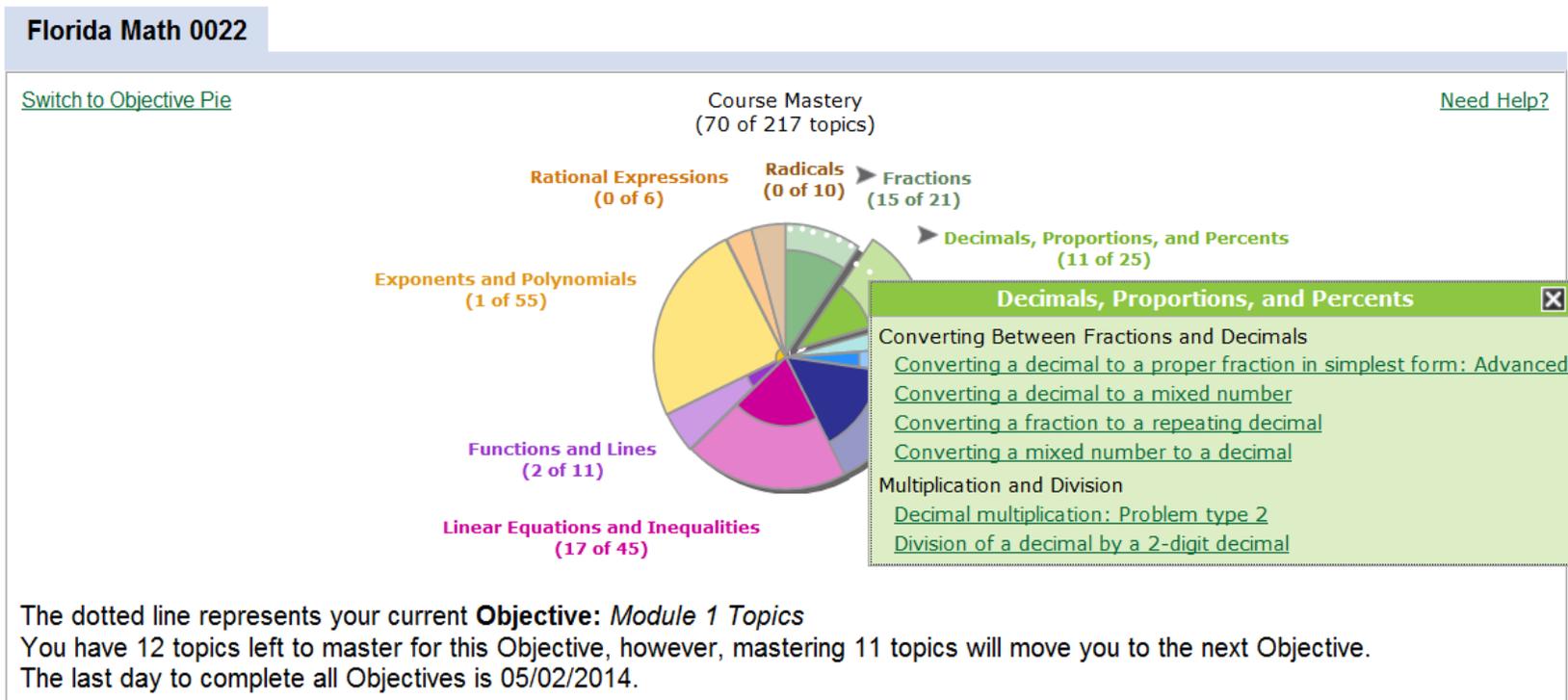
ALEKS is an adaptive online system that delivers an individualized learning experience tailored to students' unique strengths and weaknesses.

<http://www.aleks.com/>

<https://www.youtube.com/watch?v=5fKACNH2yEg>

ALEKS Adaptive Learning

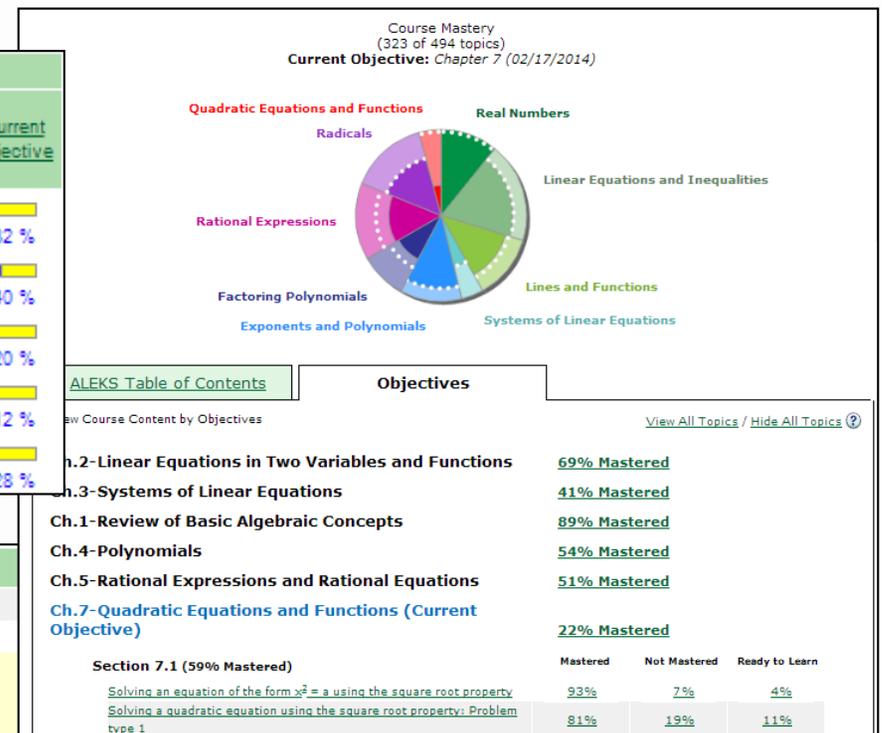
Struggling students are given the help they need to succeed without slowing down the class.



Reports

ALEKS reporting is extremely powerful, allowing you to closely monitor students and use the data to inform your teaching.

All	Name (Login Student Id)	Total time in ALEKS (hrs)	Last login	Last assessment	Performance ?	
					Course Mastery Show: Percent / Topics	Current Objective
1	Alberti, Daniel P.	82.4	01/20/2014	01/08/2014		32 %
2	Bush, David E.	95.1	01/18/2014	01/02/2014		40 %
3	Bush, Herbert P.	60.8	01/20/2014	01/09/2014		20 %
4	Cameron, Jane J.	80.8	01/20/2014	01/13/2014		12 %
5	Carter, John R.	109.7	01/20/2014	01/08/2014		28 %



Date	Time Spent in ALEKS ?	Topics Attempted ?
Sun 1/05/14	14 minutes	3 topics
Sat 1/04/14	20 minutes	2 topics

List of topics attempted on 1/04/14:
Optional: You may click on the topic titles to have ALEKS display an example of the topic.

- Systems of Linear Equations / Applications
 - [Solving a percent mixture problem using a system of linear equations*](#)

About TCC

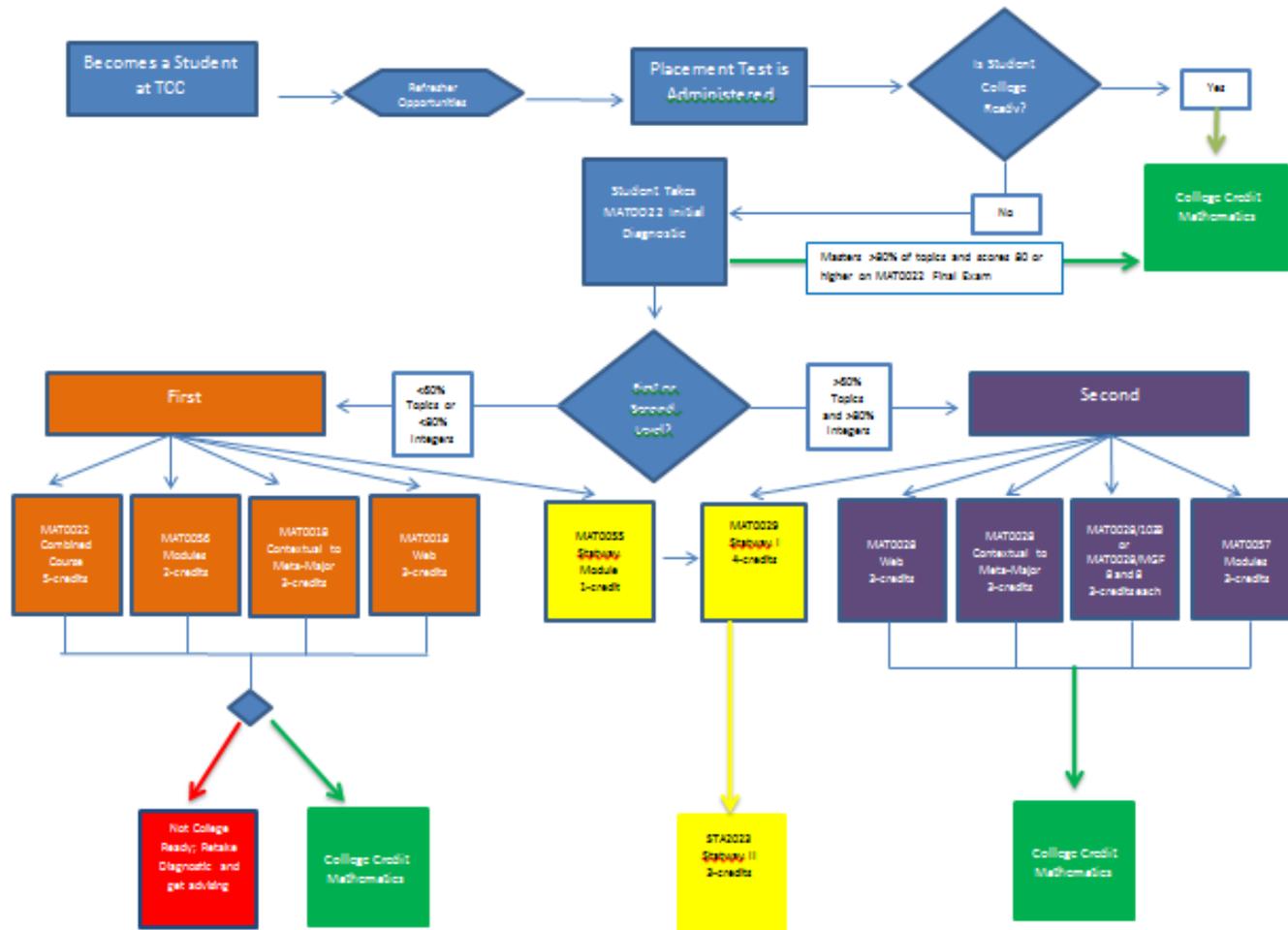
- Tri County Service Area (40% of students out of district)
- 15,000 students (46% minority enrollment)
- 70% of students take at least one Developmental Course

Curriculum Considerations

- Modularized, Compressed, Contextualized, Co-requisite
- Meta-majors
- Appropriate Advising
- Consistency across all Deliveries

Multiple Pathways

Movement Through The Developmental Math Sequence for Non-Exempt Students and Exempt Students Opting In

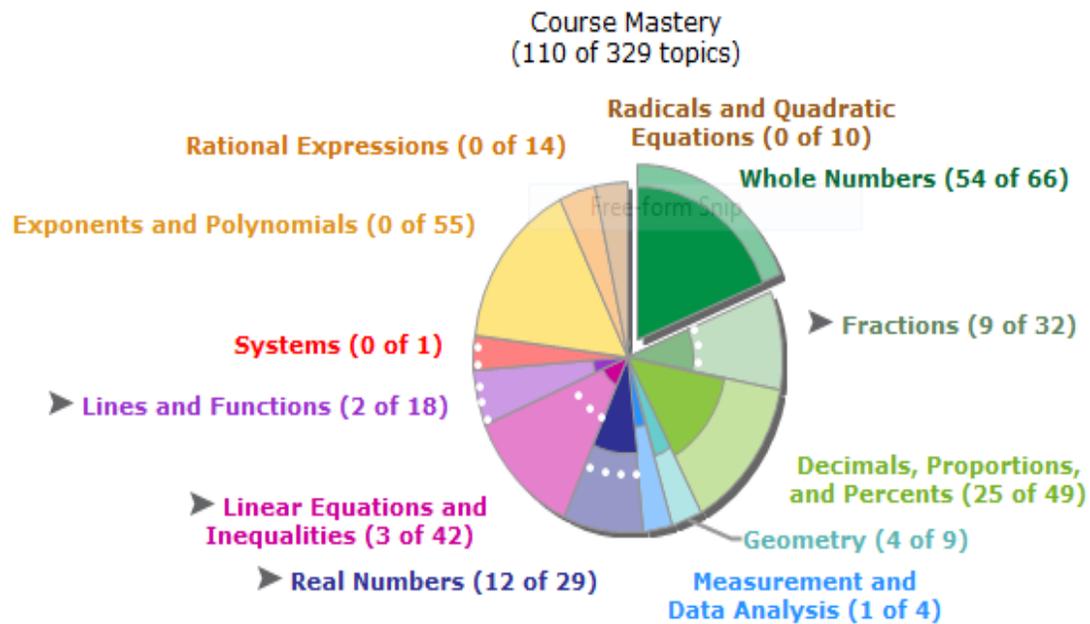


Assessment & Learning in Knowledge Spaces ALEKS

- Diagnostic
- Prescriptive
- Individualized
- Skill Building
- Immediate Feedback

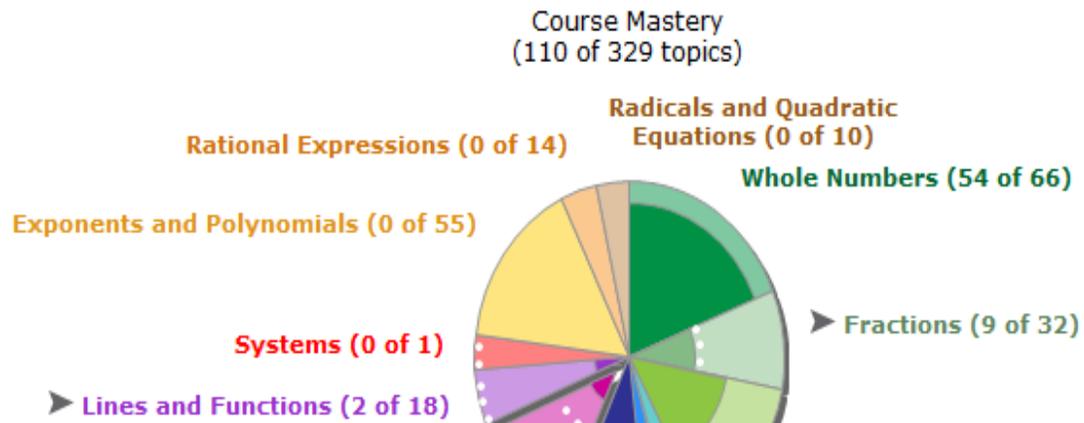
Diagnostic Results

Florida Math 0022



Tailored Curriculum

Florida Math 0022



Linear Equations and Inequalities [X]

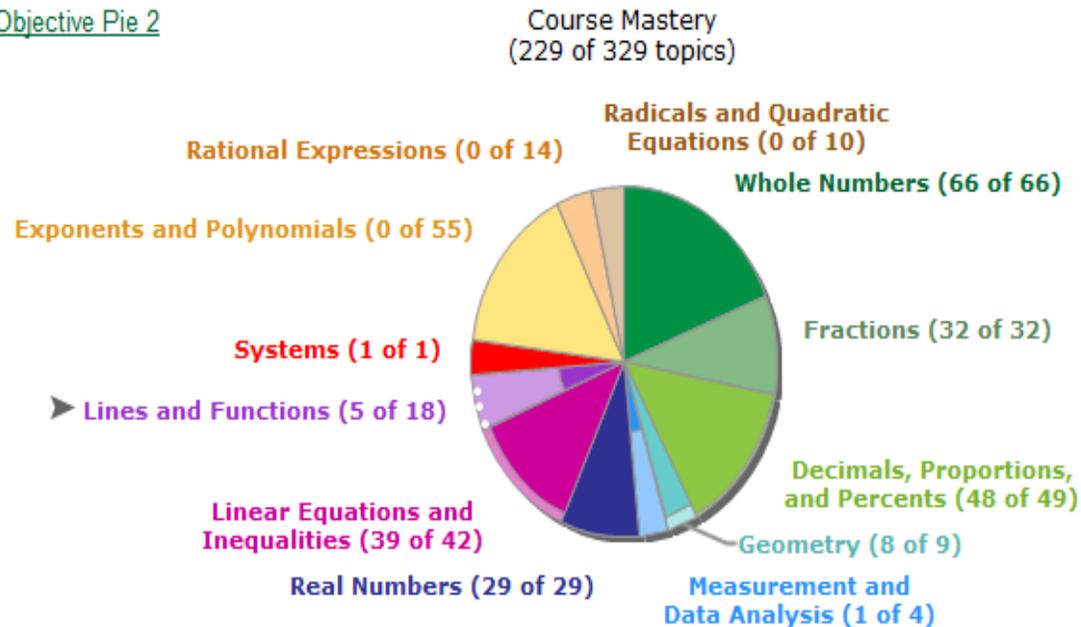
- One-Step Linear Equations
 - [Multiplicative property of equality with integers](#)
- Solving Formulas for a Variable
 - [Solving for a variable in terms of other variables using addition or subtraction: Basic](#)

...als, Proportions, cents (25 of 49)
4 of 9)
nd of 4)

After 6 weeks of Adaptive Learning

Florida Math 0022

[Switch to Objective Pie 2](#)



Aligned with Florida Competencies

Whole Numbers

MDECL1: Perform operations on whole numbers with applications	37 out of 41 [Details]
MDECL2: Perform order of operations including absolute values	3 out of 5 [Details]
MDECL3: Evaluate exponents with whole numbers	2 out of 3 [Details]
MDECL12: Identify and apply the properties of real numbers	0 out of 3 [Details]
MDECL13: Identify place value and round whole numbers	5 out of 5 [Details]
MDECL14: Write the prime factorization of a number	0 out of 1 [Details]

Integers

MDECL4: Perform operations with integers (with applications)	5 out of 8 [Details]
MDECL15: Evaluate exponents with integers	0 out of 3 [Details]
MDECL16: Evaluate absolute value expressions	1 out of 2 [Details]

Fractions

MDECL5: Perform operations with fractions (with applications)	4 out of 26 [Details]
MDECL6: Simplify fractions	3 out of 4 [Details]

Decimals & Percents

MDECL7: Perform operations with decimals (with applications)	18 out of 19 [Details]
MDECL8: Convert among percents, fractions, and decimals	4 out of 15 [Details]
MDECL17: Identify place value and round decimals	2 out of 3 [Details]
MDECL18: Solve percent equations with applications	0 out of 6 [Details]

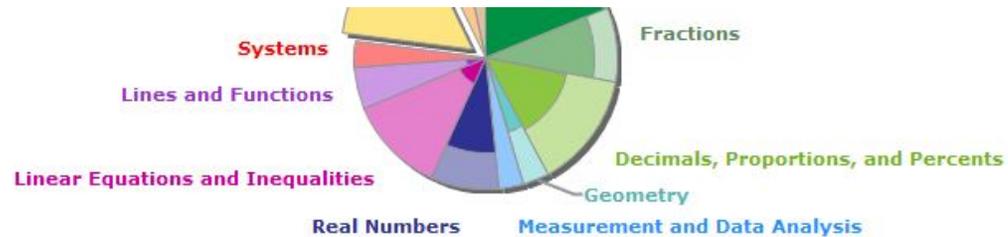
Geometry

MDECL9: Solve application problems involving geometry	4 out of 8 [Details]
MDECL19: Convert units of measurement within the same system	0 out of 1 [Details]

Pre-Algebra

MDECL10: Compare magnitude of real numbers	4 out of 4 [Details]
MDECL11: Classify sets of numbers	1 out of 3 [Details]
MDECL20: Set up and solve proportions with algebraic expressions	1 out of 5 [Details]
MDECL21: Solve linear equations involving addition and multiplication	6 out of 14 [Details]

Consistent Across Deliveries



ALEKS Table of Contents	Objectives
View Course Content by Objectives	View All Topics / Hide All Top
Readiness	<u>100% Mastered</u>
Module 1	<u>100% Mastered</u>
Module 2	<u>99% Mastered</u>
Module 3	<u>73% Mastered</u>
Module 4	<u>58% Mastered</u>
Module 5	<u>62% Mastered</u>
Module 6	<u>24% Mastered</u>
Module 7	<u>6% Mastered</u>
Module 8	<u>7% Mastered</u>
Module 9	<u>1% Mastered</u>
Module 10	<u>0% Mastered</u>
Module 11	<u>0% Mastered</u>
Module 12	<u>1% Mastered</u>

“Individualized Consistency” is possible with ALEKS!

- Customized ALEKS Diagnostic
- All courses developed from the same master
- Prescriptive Module experience
- Customized Course Workbook
- Aligned, consistent course content and assessment

ALEKS Data

Tallahassee Community College

- **Level One Dev Math Course Success**

FA 08 52.7%

SP 09 45.2%

FA 09 64.6%

SP 10 63.9%

FA 10 59.4%

- **Beginning Algebra Course Success**

FA 08 47.3%

SP 09 46.2%

FA 09 51.1%

SP 10 53.2%

FA 10 52.1%

- **Student Success in Intermediate Algebra**

those placed into Int Alg 53%

those through ALEKS driven Dev Ed: 69%

*Each N includes at least 1,600 students

What Makes a **HIGH-IMPACT MINUTE?**



- Content I have not yet been exposed to
- Content I am about to forget at this moment in time
- Content that has the highest statistical probability of being stored in long term memory with one more repetition
- Content that will ensure continued engagement with the system – boost confidence

<http://learnsmartadvantage.com/products/learnsmart/>

<http://learnsmartadvantage.com/products/smartbook/>

Health - Connect Core Concepts in Health, Brief - Insel, 12e
Taking Charge of Your Health

Learning Technology by **A2E2**

Back to section home

PREVIEW

READ

PRACTICE

RECHARGE

Which of the following would *not* be helpful in creating a plan of action?

Click the answer you think is right!

Rid your environment of external cues related to the behavior.

Quickly access any needed resources.

Tell family and friends about the plan.

Avoid giving yourself instant rewards.

Do you know the answer? (Be honest)

READ ABOUT THIS

I KNOW IT

THINK SO

UNSURE

NO IDEA

collaborates with partners throughout the nation and the world to provide tools that people and communities need to protect their health through health promotion; prevention of disease, injury, and disability; and preparedness for new health threats. Prevention research focuses on identifying risk factors and protective factors for diseases, disorders, and injuries; identifying high-risk behaviors; and developing, managing, and evaluating preventive interventions.

The Healthy People Initiative

The national Healthy People initiative aims to prevent disease and improve Americans' quality of life. Healthy People reports, published each decade since 1980, set national health goals based on 10-year agendas. The initiative's most recent iteration, *Healthy People 2020*, was developed in 2008–2009 and released to the public in 2010. *Healthy People 2020* envisions "a society in which all people live long, healthy lives" and proposes the eventual achievement of the following broad national health objectives:

- Eliminate preventable disease, disability, injury, and premature death. This objective involves activities such as taking more concrete steps to prevent diseases and injuries among individuals and groups, promoting healthy lifestyle choices, improving the nation's preparedness for emergencies, and strengthening the public health infrastructure.
- Achieve health equity, eliminate disparities, and improve the health of all groups. This objective involves identifying, measuring, and addressing health differences between individuals or groups that result from a social or economic disadvantage.
- Create social and physical environments that promote good health for all. This objective involves the use of health interventions at many different levels (such as anti-smoking campaigns by schools, workplaces, and local agencies), improving the situation of undereducated and poor Americans by providing

Table 1.5 Selected *Healthy People 2010* Objectives

Healthy life
66.2 years

Life expectancy
77.9 years

VITAL STATISTICS

FIGURE 1.2 Quantity of life versus Years of healthy life as a proportion of population.

SOURCES: National Center for Health Statistics, *National Vital Statistics Reports 58(19)*; National Center for Health Statistics, *Healthy People 2020*. Midcourse Review. Hyattsville, MD: U.S. Department of Health and Human Services, 2010.

a broader array of educational and actively developing health environments for everyone.

- Promote healthy development across every stage of life. This objective involves taking a cradle-to-grave approach by encouraging disease-preventive behaviors in Americans of all ages.

In a shift from the past, *Healthy People 2020* emphasizes the importance of health determinants of health of individuals, populations, and communities. Health determinants are such as ethnicity, education level, income, and environmental (including natural and built environments). Thus, one goal is to identify ways that reduce the impact of these determinants. Examples of individual health objectives from the most recent version of *Healthy People 2020* have been published (*Healthy People 2020*). Estimates of how well Americans are achieving those goals, appear in

9%

Standings for all

5905. (Anonymous).	3
5906. Sharon Zerhusen.	1
5907. Jameson Awesomeness	0
5908. (Anonymous).	0
5909. cherysemo.	0

6 of 23

Results



SMARTBOOK™

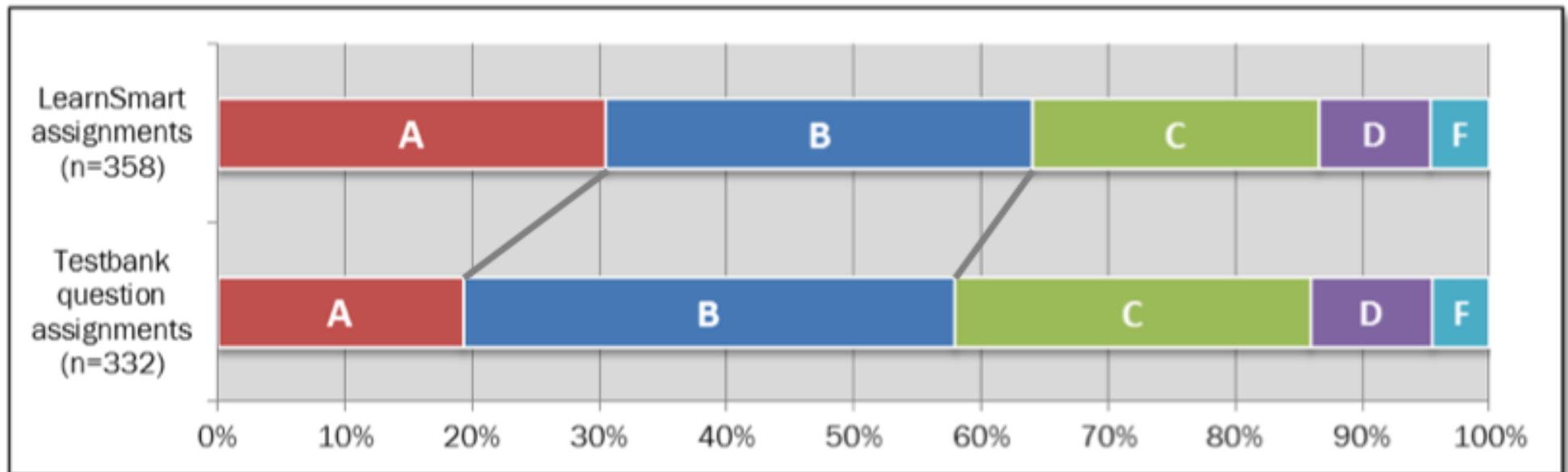


LEARNSMART®

It's Proven.

The research shows that McGraw-Hill LearnSmart™ works. In a study involving almost 700 students from 6 institutions, students experience higher success rates with LearnSmart.

Final analysis shows when LearnSmart is assigned more B students earn A's and more C students get B's.



Dr. Cheri Kittrell

State College of Florida



Data Results

State College of Florida

GRADE DISTRIBUTION

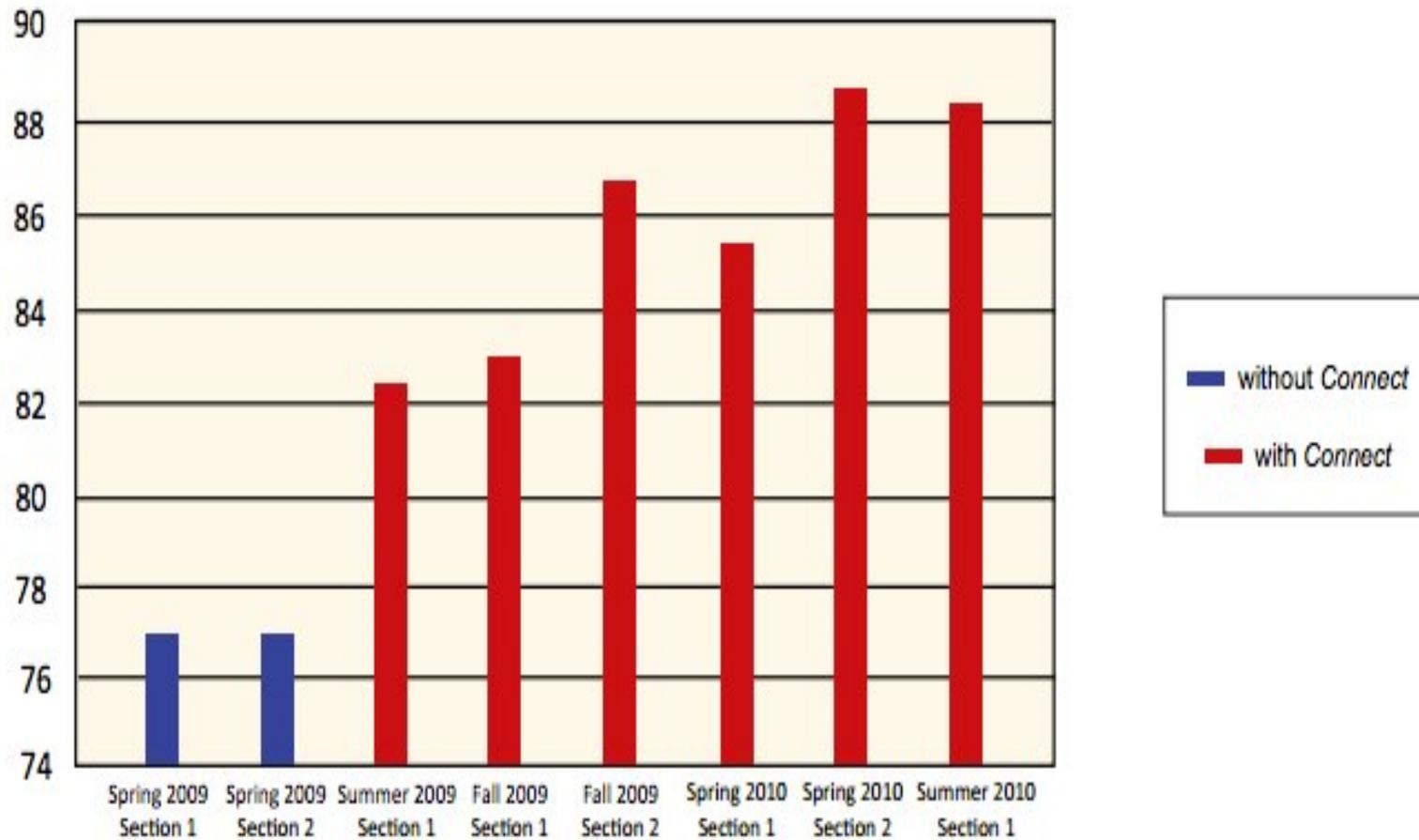
LEARNSMART



WITHOUT LEARNSMART

STUDY: 690 STUDENTS/6 INSTITUTIONS

Figure 1 - Class Final Averages





How are my students doing?

Lower Time, Higher Score

Students may have come to class with prior knowledge or skill.

Higher Time, Higher Score

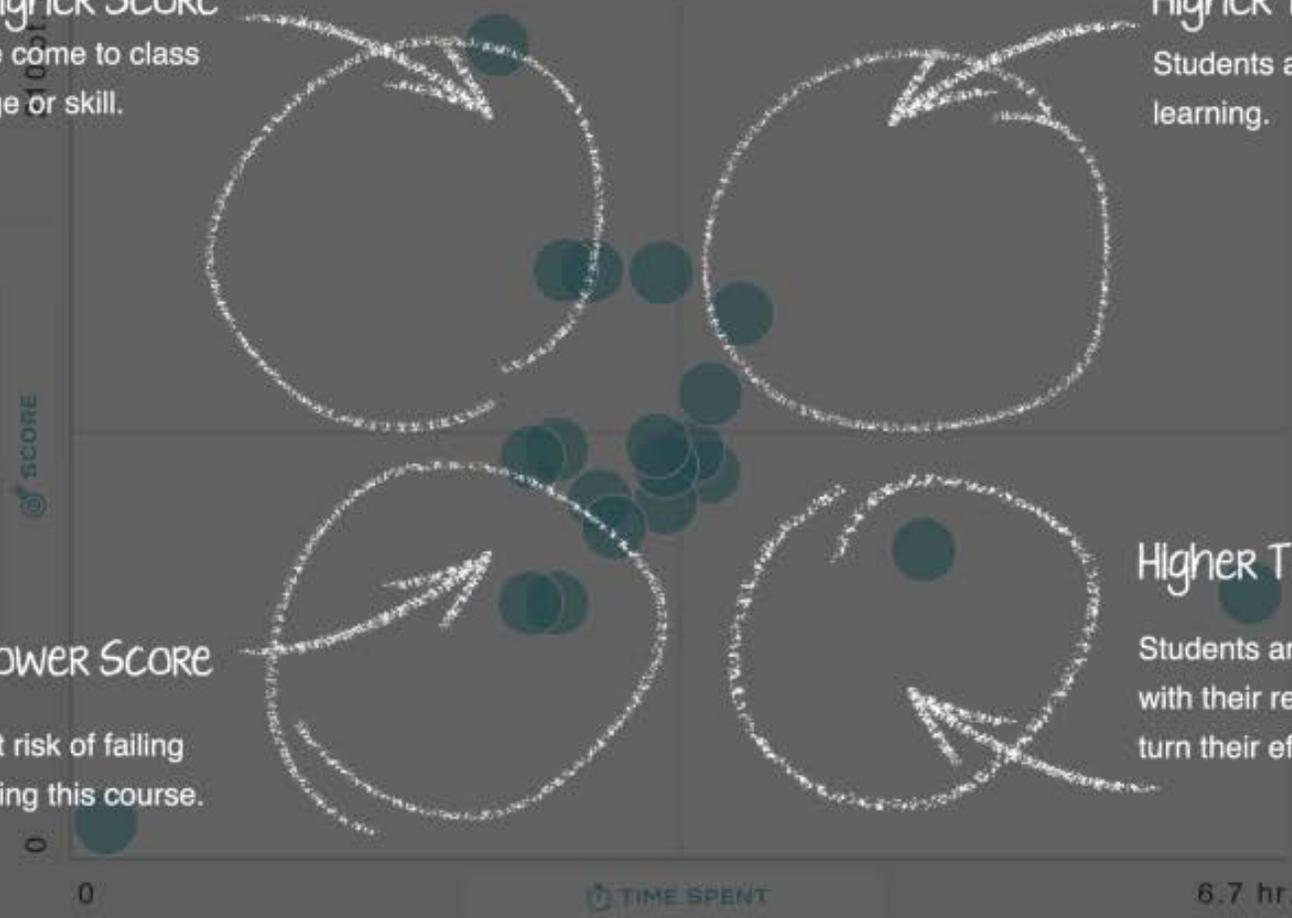
Students appear to be engaged in learning.

Lower Time, Lower Score

Students may be at risk of failing and possibly dropping this course.

Higher Time, Lower Score

Students are likely disappointed with their results. They need help to turn their effort into better scores.



McGraw-Hill

Service and Support

- Local Live Support- Representative, Digital Learning Consultant, District Manager. In person trainings and workshops as well as front line support of students and faculty.
- Digital Success Team- Desk based Digital Trainers assigned to each technology user for 1:1 support.
- Customer Experience Group- Technology Support for all digital products 1-800-331-5094
- Online help, chat, and support at www.mhhe.com/support

Thank You For Your Time!

Questions????



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RESULTS FOCUSED.**

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mheducation.com

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UNIVERSITY

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FloridaPolytechnic.org



FLORIDA

POLYTECHNIC
UNIVERSITY

Mission

- To educate students emphasizing Science, Technology, Engineering, and Mathematics (STEM) in an innovative, technology-rich, and interdisciplinary learning environment.
- To offer students real-world problem-solving, work experience, applied research and business leadership opportunities.
- To prepare students to assume leadership positions in the dynamic technological landscape in Florida, the nation, and the world.

Vision

- Aspire to be a nationally and internationally recognized institution of higher learning .
- Prepare students to lead Florida's high tech industries.
- Focus on practical and applied research, internships with industry partners, and hands-on leadership opportunities for students.
- Hire distinguished faculty who excel in their fields.

COLLEGE OF ENGINEERING

Bachelor of Science Degrees

COMPUTER ENGINEERING
with one of the following concentrations
Digital Logic Design
Embedded System Design
Machine Intelligence

ELECTRICAL ENGINEERING
with one of the following concentrations
Control Systems
Digital & Hybrid Systems
Electrodynamics
Magnetics
Semiconductors

MECHANICAL & INDUSTRIAL ENGINEERING
with one of the following concentrations
Geometric Dimensioning & Tolerancing
Motion Intelligence
Multifunctional Materials
Nanotechnology

Master of Science Degree

ENGINEERING

COLLEGE OF INNOVATION & TECHNOLOGY

Bachelor of Science Degrees

ADVANCED TECHNOLOGY
with one of the following concentrations
Big Data Analytics
Cloud Virtualization
Health Informatics

SCIENCE & TECHNOLOGY MANAGEMENT
with one of the following concentrations
Logistics
Materials & Supply Chain

COMPUTER SCIENCE & INFORMATION TECHNOLOGY
with one of the following concentrations
Cyber Gaming
Information Assurance & Cyber Security

Master of Science Degree

INNOVATION & TECHNOLOGY

Academic Program Development

Board of Trustees Considered:

- Forecasted industry and occupational growth
 - Department of Economic Opportunity
 - Workforce Florida
- Enterprise Florida Clusters of targeted industries and strategic areas of emphasis
- Trends in student demand
- Competition among other polytechnic universities nationally and SUS sister institutions
- Board of Governors Commission on Higher Education Access and Attainment (CHEAA)

Faculty Recruitment

- Categories of faculty
 - Level 1: recent Ph.D. graduates
 - Level 2: Ph.D. with 6 to 8 years experience
 - Level 3: Ph.D. with national/international recognition, significant funded research, mentors
- Faculty contracts (non-tenure)
- University Experience
- Industry experience
- Government Labs
- Research and teaching

- 16 full-time faculty signed (goal of 30 by August 2014)
- Supplement with adjunct faculty

Student Recruitment

“



Recruitment team is on the road.

“



Interest and Applications.

COLLEGE FAIRS

COLLEGE CAMPUSES



HIGH SCHOOL VISITS

8,864

inquiries from
all 50 states



2,525

APPS

ADMITS



AVERAGE SAT

AVERAGE GPA

AVERAGE ACT

As of February 24, 2014

Transfer students have an average GPA of 3.16

Industry Partnerships

- Jobs for graduates
- Input on curricula & learning experience
- Industry Advisory Boards
- Joint research & teaching opportunities
- Internships & Co-ops
- Industry Partner Summit



Operating Revenue & Expenditures

2012-2013

Appropriations

E&G

GR \$22,043,995

Lottery \$367,509

Student Financial Assistance \$50,000

Total Appropriations \$22,461,504

Expenditures

Salaries and Benefits \$999,281

OPS \$1,365

Operating Expenses \$2,045,131

Other Capital Outlay \$480,329

Total Expenses \$3,526,106

5% Reserve: \$1,120,575

Total Expenses and Reserve \$4,646,681

2012-2013 Carry Forward \$17,814,823

Operating Revenue & Expenditures

2013-2014

Appropriations

E&G

GR	\$28,279,555
Lottery	\$367,509
Student Financial Assistance	\$50,000

Total Appropriations **\$28,697,064**

Expenditures	As of	
	December 2013	June 30, 2014 (Est.)
Salaries and Benefits	\$1,981,073	\$6,600,000
OPS	\$55,000	\$300,000
Operating Expenses	\$1,998,555	\$8,414,703
Operating Capital Outlay	\$1,370,865	\$7,500,000
Total		
Expenses	\$5,405,493	\$22,814,703
5% Reserve:		\$1,432,353
Total Expenses and Reserve		\$24,247,056
Estimated 2013-2014 Carry Forward:		\$4,450,008

Facilities Plan

- Innovation, Science & Technology Building
- Admissions Center
- Wellness Center - Phase 1
- 219+ bed residence hall
 - Public, Private Partnership
 - Land lease to developer
 - Construction started December 23, 2013
- Campus Infrastructure
- Recreational Spaces

Facilities



Innovation, Science & Technology Building (IST)

Facilities



**Admissions
Center**



Campus Construction Funding

Phase 1 Funds Needed \$133 M

- GR (land closing costs) \$ 4 M
- PECO (2006-2012) \$ 63 M
- Transfer from USFP \$ 21 M
- Donations \$ 25 M
- Carry Forward \$ 20 M

Phase 1 Funds Received \$133 M

Phase 1 Projects

- Innovation Science & Technology
- Dorm 1 (*Public Private Partnership*)
- Wellness Center – Phase 1
- Admissions Center
- Recreational Spaces
- Campus Control Center
- Campus Infrastructure

Phase 2 Projects

- Engineering & Lab Building
- Dorm 2

Q&A



Coming 2014

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UNIVERSITY

THE FLORIDA SENATE APPEARANCE RECORD

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

3/5/14
Meeting Date

Topic Developmental Education Update

Bill Number _____
(if applicable)

Name Randy Hanna

Amendment Barcode _____
(if applicable)

Job Title Chancellor

Address 325 W Gaines St.
Street
Tallahassee FL 32399
City State Zip

Phone 850 245 9471

E-mail randy.hanna@fldoe.org

Speaking: For Against Information

Representing Florida College System

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

APPEARANCE RECORD

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

3/5/14

Meeting Date

Topic Developmental Education

Bill Number _____ (if applicable)

Name Linda Howdyshell

Amendment Barcode _____ (if applicable)

Job Title Provost, Sr VP of Academic & Student Success Broward College

Address 111 E. Las Olas Blvd.

Phone 954-201-7426

Street

Fort Lauderdale

FL

33301

City

State

Zip

E-mail lhowdysh@broward.edu

Speaking: For Against Information

Representing Broward College

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.

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THE FLORIDA SENATE

APPEARANCE RECORD

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

3/5/14

Meeting Date

Topic College Developmental Ed Update

Bill Number _____ (if applicable)

Name RAYANNE GIDDIS

Amendment Barcode _____ (if applicable)

Job Title Dean, Academic Foundations

Address 3001 SW College Rd

Phone (352) 854-2322

Street

Ocala

City

FL

State

34474

Zip

E-mail giddisr@cf.edu

Speaking: For Against Information

Representing College of Central 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.

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4

THE FLORIDA SENATE
APPEARANCE RECORD

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

3-5-14

Meeting Date

Topic Developmental Education update

Bill Number _____
(if applicable)

Name Brian G. Dopson

Amendment Barcode _____
(if applicable)

Job Title Vice President, Academic programs

Address 215 College St
Street

Phone 386-754-4209

Macclenny, FL 32063
City State Zip

E-mail brian.dopson@fgc.edu

Speaking: For Against Information

Representing Florida Gateway College

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)

5

THE FLORIDA SENATE

APPEARANCE RECORD

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

3/5/14

Meeting Date

Topic Senate Appropriations Educational Committee Bill Number _____
(if applicable)

Name Catherine Boyer Amendment Barcode _____
(if applicable)

Job Title Enterprise Solutions Director

Address 4903 ROCK HILL LOOP Phone 407-880-4117

Apopka FL 32712
City State Zip

E-mail Catherine.boyer@mheducation.com

Speaking: For Against Information

Representing McGraw-Hill

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.

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S-001 (10/20/11)

6

THE FLORIDA SENATE

APPEARANCE RECORD

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

3/5/14

Meeting Date

Topic The Effectiveness of Adaptive Solutions

Bill Number _____
(if applicable)

Name Brandie Oscar

Amendment Barcode _____
(if applicable)

Job Title Associate Professor - Tallahassee CC

Address 444 Appleyard Dr

Phone (850) 201-8765

Street

Tallahassee, FL 32304

City

State

Zip

E-mail faulkneb@tcc.fl.edu

Speaking: For Against Information

Representing ~~WEP~~ TCC

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)

77

THE FLORIDA SENATE

APPEARANCE RECORD

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

3/5/14

Meeting Date

Topic The Effectiveness of Adaptive Solutions Bill Number _____ (if applicable)

Name Amber Van Namee Amendment Barcode _____ (if applicable)

Job Title Digital Solutions Specialist

Address 2300 Forest Club Dr.
Street

Phone 407-340-8551

Orlando FL 32804
City State Zip

E-mail amber.vanamee@mheducation.com

Speaking: For Against Information

Representing McGraw-Hill

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.

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THE FLORIDA SENATE

APPEARANCE RECORD

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

3/5/14
Meeting Date

Topic _____

Bill Number _____
(if applicable)

Name DR. CHERI L. KITTRELL

Amendment Barcode _____
(if applicable)

Job Title ASSOCIATE PROFESSOR OF PSYCHOLOGY, SCF

Address 5840 26TH STREET WEST

Phone (941) 752-5499

Street

BRADENTON

FL

34207

City

State

Zip

E-mail kittrec@scf.edu

Speaking: For Against Information

Representing STATE COLLEGE OF 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.

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THE FLORIDA SENATE

APPEARANCE RECORD

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

3-5-14

Meeting Date

Topic Update on FL Polytechnic Univ

Bill Number (if applicable)

Name Ava Parker

Amendment Barcode (if applicable)

Job Title Chief Operating Officer

Address 439 S. FL Ave

Phone 863-583-9050

Street Lakeland FL 33801 City State Zip

E-mail avaparker@floridapolytechnic.org

Speaking: For Against Information

Representing

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.

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THE FLORIDA SENATE

APPEARANCE RECORD

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

Meeting Date _____

Topic Update on FL Polytechnic Univ

Bill Number _____
(if applicable)

Name Sandra Featherman

Amendment Barcode _____
(if applicable)

Job Title Board of Trustees @ FL Polytechnic

Address 439 S. Florida Ave

Phone 863-583-9050

Lakeland FL 33801
City State Zip

E-mail _____

Speaking: For Against Information

Representing _____

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.

CourtSmart Tag Report

Room: KN 412

Case:

Type:

Caption: Appropriations Subcommittee on Education

Judge:

Started: 3/5/2014 8:59:54 AM

Ends: 3/5/2014 10:13:13 AM

Length: 01:13:20

8:59:56 AM Meeting Called to Order
9:00:07 AM Roll Call
9:00:32 AM Opening Remarks by Chair Galvano
9:00:59 AM Sen Sachs Comment
9:01:04 AM Tab 1:SB 732 by Sen Galvano
9:01:42 AM Vice Chair Montford
9:01:46 AM Sen Galvano SB 732 - Stanley G.Tate Florida Prepaid College Program
9:02:33 AM Vice Chair Montford
9:03:12 AM Sen Galvano Comments
9:03:28 AM Roll Call on SB 732 - Favorable
9:03:57 AM Chair Galvano Comments
9:04:12 AM Tab 2A: Developmental Education Reforms Update
9:04:41 AM Randy Hanna, Chancellor, Florida Division of Colleges, Department of Education
9:06:08 AM Tab 2B
9:07:09 AM Dr. Linda Howdyshell, Broward College, Provost, Sr. VP of Academic and Student Success
9:17:50 AM Chair Galvano Comments
9:18:09 AM Dr. Rayanne Giddis, College of Central Florida, Dean, Academic Foundations
9:24:31 AM Dr. Brian Dopson, Florida Gateway College, VP of Academic Programs
9:29:24 AM Chair Galvano Comments
9:29:44 AM Chair Montford Question
9:30:48 AM Dr. L. Howdyshell
9:31:58 AM Chancellor Hanna
9:33:35 AM Sen Montford
9:34:10 AM Chair Galvano Comments
9:34:19 AM Tab 3: Demonstration of Adaptive Learning Systems
9:34:46 AM Sen Detert Motions
9:35:01 AM Chair Galvano Comments
9:35:05 AM Catherine Boyer, Enterprise Solutions Director, McGraw Hill
9:36:34 AM Brandie Oscar Faulkner, Associate Professor of Developmental Mathematics, Tallahassee Community College
9:42:36 AM Amber Van Namee, Digital Solutions Specialist, McGraw Hill
9:46:07 AM Sen Bullard Question
9:46:42 AM Amber Van Namee
9:47:14 AM Dr. Cheri Kittrell, Associate Professor of Psychology, State College of Florida
9:50:09 AM Chair Galvano Comments
9:50:29 AM Tab 4: Update on Florida Polytechnic University
9:51:11 AM Ava Parker, Chief Operating Officer, Florida Polytechnic University
9:53:54 AM Dr. Sandra Featherman, Chair Academic Affairs Committee, Board of Trustees, Florida Polytechnic University
10:01:25 AM Ava Parker, COO
10:11:28 AM Chair Galvano Comments
10:11:56 AM Sen Simmons Motions
10:12:11 AM Chair Galvano Comments
10:13:03 AM Meeting Adjourned