

The Florida Senate
PROFESSIONAL STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT
(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: Higher Education Committee

BILL: CS/SB 1190

INTRODUCER: Higher Education Committee and Senator Lynn

SUBJECT: Postsecondary Credit Articulation

DATE: April 11, 2007

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Harkey	Matthews	HE	Fav/CS
2.			HI	
3.				
4.				
5.				
6.				

I. Summary:

The bill declares the Legislature's intent that articulation policies and budget actions must be implemented consistently in the practices of postsecondary institutions and the Department of Education (DOE) and expressed in the collaborative policy efforts of the State Board of Education (SBE) and the Board of Governors of the State University System (BOG).

The bill requires the Commissioner of Education, in consultation with the Chancellor of the State University System, to establish an Articulation Coordinating Committee which shall report to the commissioner. The committee must be a pre-K-20 advisory group that consists of members representing all sectors of the education system from prekindergarten through the university level. At least one member must represent students. The bill establishes duties of the committee.

This bill amends section 1007.01 of the Florida Statutes.

II. Present Situation:

Articulation among secondary and postsecondary education institutions and the provision of access to postsecondary education policies are governed by ch. 1007, F.S., and by rules of the State Board of Education and the Board of Governors of the State University System. This chapter requires:

- Postsecondary institution coordination and collaboration;
- A statewide course numbering system for postsecondary and dual enrollment education; and
- Articulated accelerated mechanisms.

The Articulating Coordinating Committee (ACC)¹ is a K-20 advisory body appointed by the Commissioner of Education. It is comprised of representatives from all levels of public and private education: the State University System, the Community College System, independent postsecondary institutions, public schools, nonpublic schools, and career and technical centers. There is also an additional member representing students. The ACC exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next.

The ACC's work in articulation includes the work of the following committees:

- Standing Committee on Postsecondary Transition
- Standing Committee on Course Numbering
- Standing Committee on Statewide Policies and Guidance
- Statewide Residency
- Oversight Committee (AS to BS; common prerequisites)
- Student Records Committee

The purpose of the Standing Committee on Postsecondary Transition is to review and make recommendations to the ACC regarding 1) college readiness issues, 2) programs that provide students with non-traditional ways of earning college credit; 3) dual enrollment issues; and 4) maximizing the use of acceleration credit as a means of shortening the time to a degree.

Recent Studies of Articulation

The Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) has studied various aspects of articulation in recent years. A 2002 OPPAGA report, "*Articulation Works for Most Community College Students, but Some Problems Continue*,"² found that 20 percent or more of AA transfer students took a semester or more of lower division courses at a university. A progress report in December 2003,³ found that the Department of Education had implemented some of the recommendations from the 2002 report, but other tasks remained to be done to ensure matching prerequisites, identify causes of unsuccessful articulation, and encourage community college students to establish a degree track.⁴

A March 2007, OPPAGA report, "*Institutions Do Not Have to Accept Transfer Credit for Many of the Courses in the Statewide Course Numbering System*," identified various aspects of the operation of the statewide course numbering system that impeded a student's ability to receive credit for courses in the system. The report recommends modifying s. 1007.24(7), F.S., to specify conditions under which students must receive credit for transferred courses; improving the oversight of the nonpublic institutions participating in the Statewide Course Numbering System; and improving the maintenance of that system.

¹ Rule 6A-10.024, F.A.C.

² The Florida Legislature. Office of Program Policy Analysis and Government Accountability. Report No. 02-05.

³ The Florida Legislature. Office of Program Policy Analysis and Government Accountability. Report No. 03-66.

⁴ *Ibid.*

An April 2007 OPPAGA report, “*Community Colleges Generally Are Consistent in Awarding College Credit for Certificate Programs*,”⁵ found that Florida community colleges and school district career and technical centers have developed more than 400 agreements allowing students with postsecondary adult vocational certificates to receive credit towards associate in science (AS) or associate in applied science (AAS) degrees. In 2006, the DOE worked with community colleges and career and technical centers to develop 47 statewide certificate to AS or AAS articulation agreements.

III. Effect of Proposed Changes:

The bill declares the Legislature’s intent that articulation policies and budget actions must be implemented consistently in the practices of postsecondary institutions and the Department of Education (DOE) and expressed in the collaborative policy efforts of the State Board of Education (SBE) and the Board of Governors of the State University System (BOG).

The bill creates the Articulation Coordinating Committee in s. 1007.01(3), F.S. The Commissioner of Education, in consultation with the Chancellor of the State University System, must establish an Articulation Coordinating Committee which shall report to the commissioner. The committee must be a pre-K-20 advisory group that consists of members representing the State University System, the Community College System, public career and technical education, public pre-K-12 education, nonpublic education, and at least one member representing students. The commissioner will appoint a chair from the membership. The committee must:

- Function as the statewide prekindergarten through university advisory committee and accept continuous responsibility for community college-university-school district relationships.
- Establish monitoring, compliance, and reporting systems to facilitate and ensure institutional compliance with state articulation policies, including, but not limited to, accelerated credit mechanisms, general education course requirements, common prerequisite requirements, and time required to earn a degree.
- Develop guidelines for interinstitutional agreements among public schools, career and technical education centers, community colleges, and universities to facilitate interaction, articulation, acceleration, and the efficient use of faculty, equipment, and facilities.
- Establish groups of public and nonpublic institution representatives to facilitate articulation in subject areas.
- Conduct a continuing review of statewide articulation statutes, rules, regulations, and agreements and make recommendations to the SBE and the BOG for revisions.
- Review the application of transfer credit requirements from public and nonpublic institutions participating in the statewide course numbering system, including, but not limited to, instances of student transfer and admissions difficulties.
- Examine statewide data regarding articulation, recommend resolutions of issues, and propose programmatic and budget policies and procedures to improve systemwide articulation.

This bill codifies a committee that has been acting for some years under the authority of an SBE rule. It is not clear whether the current committee will continue to operate or whether it will be reconstituted.

⁵ The Florida Legislature. Office of Program Policy Analysis and Government Accountability. Report No. 07-23.

The bill will take effect upon becoming a law.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Economic Impact and Fiscal Note:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The Department of Education already supports the work of an articulating coordinating committee that performs functions similar to those required in this bill. The requirement for the establishment of monitoring, compliance, and reporting systems is a new requirement, and the committee would incur the cost of establishing those systems.

The bill requires the committee to report to the Commissioner of Education but does not establish the committee in the DOE and does not require the DOE to provide technical or administrative support to the committee. The bill does not provide for reimbursement of travel expenses of the members who likely would represent different areas of the state.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Summary of Amendments:

None.

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