



Higher Education & Workforce Subcommittee

**Tuesday, February 17, 2015
1:00 p.m. – 3:00 p.m.
102 HOB**

Meeting Packet

**Steve Crisafulli
Speaker**

**Elizabeth Porter
Chair**



AGENDA

Higher Education & Workforce Subcommittee
Tuesday, February 17, 2015
1:00 p.m. – 3:00 p.m.
102 HOB

- I. Call to Order and Roll Call
- II. Opening Remarks
- III. General Accreditation Overview – Dr. Arthur Keiser
- IV. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) – Dr. Ed Meadow
- V. Council on Occupational Education – Dr. Gary Puckett
- VI. Transfer of Credit – Mr. Matthew Bouck
- VII. Closing Remarks and Adjournment

* Higher Education Accreditation

Arthur Keiser Ph.D.
Tallahassee, Florida
February 17, 2015

KEISER
UNIVERSITY

*How are College and Universities Regulated?

- *The regulation of Higher Education in the United State is Deregulated
- *The system is based on a triad between the Federal Government, State Governments and the independent Accrediting Agencies
- *Federal Government
 - * Higher Education Act of 1965 - Enacted significant financial support for students
 - * US Department of Education established in 1970

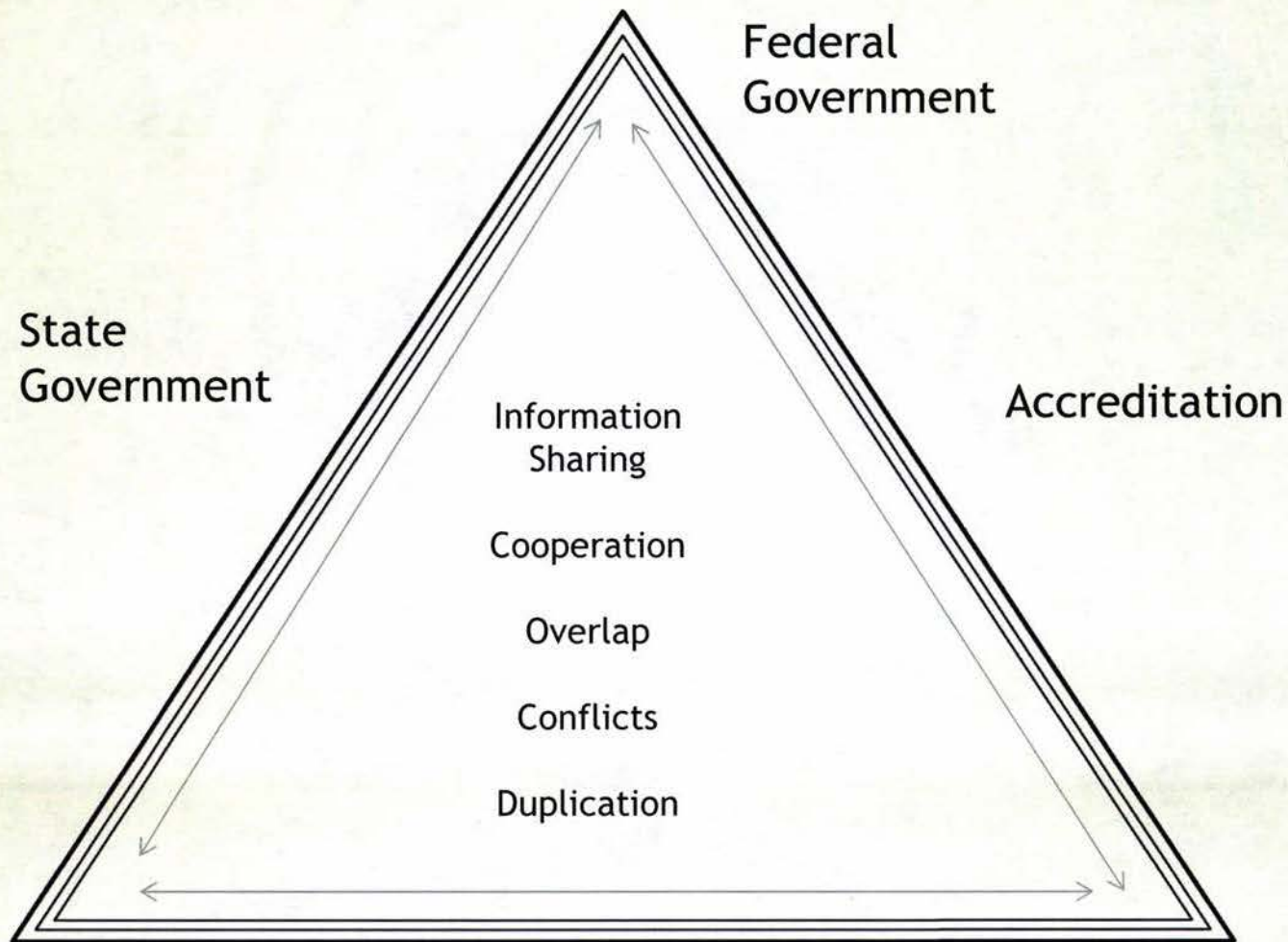
*How are College and Universities Regulated?

- * NACIQI - Provides recognition to Accrediting Agencies to act as the Gate Keeper for Student Financial Aid
- * State Government
 - * Licensure - CIE, SUS, etc.
 - * Consumer Protection Regulations
- * Accreditation
 - * Voluntary process for Institutions
 - * Two Types of Agencies: Institutional and Specialize (Programmatic)

*How are College and Universities Regulated?

- * Institutional Agencies provide access to Federal Student Aid
- * Institutional Agencies that act as a Gatekeeper must be recognized by NACIQI

*The Regulatory Triad



* Accreditation

* Definition

* "Accreditation in higher education is defined as a collegial process based on self- and peer assessment for public accountability and improvement of academic quality. Peers assess the quality of an institution or academic program and assist the faculty and staff in improvement.

* [ACEJMC-definition of accreditation](#)

* Accreditation

- * An accreditation of an academic program or an entire institution typically involves three major activities:
 - * "The faculty, administrators, and staff of the institution or academic program conduct a self-study using the accrediting organizations set of expectations about quality (standards, criteria) as their guide.
 - * "A team of peers, selected by the accrediting organization, reviews the evidence, visits the campus to interview the faculty and staff, and writes a report of its assessment including recommendation to the commission of the accrediting organization (group of peer faculty and staff, professionals, and public members).
 - * "Guided by a set of expectations about quality and integrity, the commission reviews the evidence and recommendation, makes a judgment, and communicates the decision to the institution and other constituencies if appropriate.

* Council on Higher Education Accreditation

* Accreditation

- * Key Components of Accreditation
 - * Institutional or programmatic
 - * Self Evaluation is the foundation for Assessment
 - * Success is measured by the institution meeting its own objectives within the specific standards of the accrediting agency
 - * Requires Institutions to demonstrate continuous improvement
 - * Provides independent verification of meeting specific standards or regulations

*Accreditation

*Key Components of Accreditation:

- *Involves total institution in self-evaluation and planning

- *Establishes Criteria for professional certification and licensure (programmatic)

*Accreditation

*Accreditation is not:

*Governmental

*A Police Force

*A Good old Boys Club

*A Rubber Stamp

*Easy

*Inexpensive

*Accreditation

*Accrediting Agencies

- *Institutional

 - *Regional

 - *National

- *Programmatic

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Regional Accrediting Agencies

NWACU

WASC

NCA

SACS

NEASC

MSCHE





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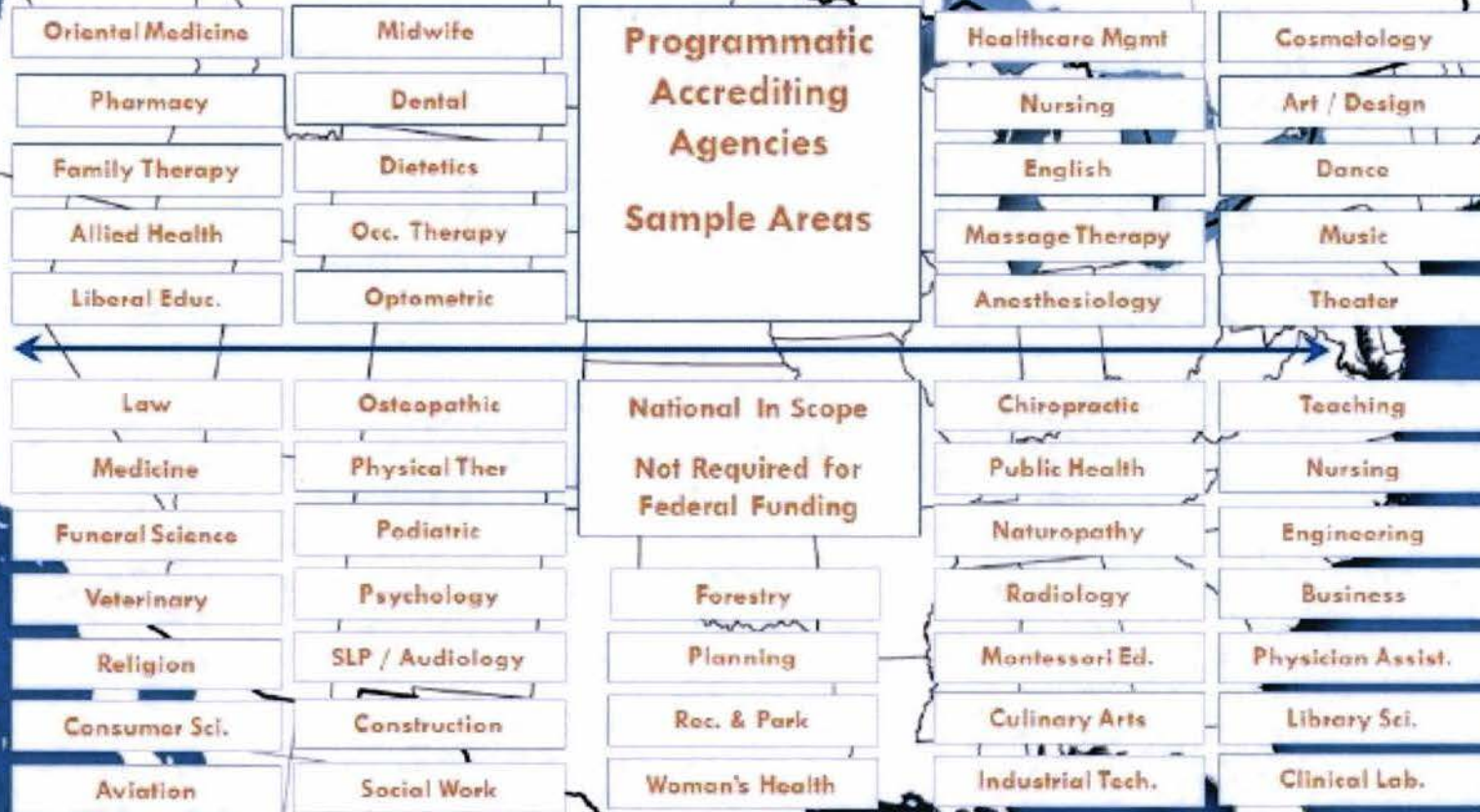
National Accreditation

ACCSC, ACICS, ACCET, ABHES, COE, DETC, NACCAS, COMTA

CANADA

MEXICO

Accreditation in the United States – Programmatic



MEXICO

*The National Advisory Committee for Institutional Quality and Integrity (NACIQI)

- *Mandated by the Higher Education Act
- *Eighteen Members: Appointees of the US Senate (6), US House (6), DOE Secretary (6)
- *Advisory Responsibility
- *Professional Staff
- *Recommends recognition to Secretary Designee for up to a five year period.



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES

SACSCOC

Overview

The Southern Association of Colleges and Schools Commission on Colleges is the recognized regional accrediting agency in the eleven Southern States and Latin American.

Alabama	Louisiana	Tennessee
Florida	Mississippi	Texas
Georgia	North Carolina	Virginia
Kentucky	South Carolina	

History

Southern Association of Colleges and Schools (SACS) – a private, non-profit voluntary organization founded in 1895.

SACS Commission on Colleges (COC) - organized in 1912 to develop standards and a process for accrediting colleges and universities in the South.

**SACSCOC serves
institutions of higher
education that award
degrees:**

associate

baccalaureate

master's

doctorate

To gain or maintain accreditation an institution must -

comply with the requirements in the *Principles of Accreditation: Foundations for Quality Enhancement*

Principle of Integrity
Core Requirements
Comprehensive Standards
additional Federal Requirements
policies of the Commission on Colleges.

Core Requirements

- 1.1 Integrity
- 2.1 Degree-granting authority
- 2.2 Governing board
- 2.3 Chief Executive Officer
- 2.4 Institutional mission
- 2.5 Institutional effectiveness
- 2.6 Continuous operation
- 2.7 Program length, program content, general education, course work for degree
- 2.8 Faculty
- 2.9 Learning resources and services
- 2.10 Student support services
- 2.11 Financial resources and stability
- 2.12 Quality Enhancement Plan (QEP)

The Commission applies the requirements of its *Principles* to all applicant, candidate, and member institutions, regardless of the type of institution: private, private for profit, private not for profit, or public.

Commission Organization

Belle S. Wheelan, President

51 staff members

11 States

Commission Delegate Assembly

Dr. Andrew Westmoreland, Chair
President

Samford University
Birmingham, AL

Dr. Mark E. Keenum, Vice Chair
President

Mississippi State University
Mississippi State, MS

Delegate Assembly

Delegate Assembly - the governing arm

- one voting representative from each member institution (CEO or designee).
- elects the seventy seven-member Board of Trustees.

Board of Trustees

Representative body of the College Delegate Assembly charged with carrying out the accreditation process of peer review.

Board of Trustees

- recommends to the College Delegate Assembly standards for candidacy and membership.
- takes final action on accreditation status of institutions.
- nominates individuals for election to the Board.
- elects Executive Council.

Executive Council

Executive Council – the executive arm

- thirteen members elected by Board of Trustees.
- primarily responsible for interpreting Commission policy and procedure.
- reviews recommendations from Committee on Compliance & Reports actions on accreditation status of institutions.

Florida Delegation

Charles Edward Meadows, President
Pensacola State College, Pensacola
(Executive Council Member and Chair of State Delegation)

Elizabeth M. Bejar, Vice Provost for Academic Affairs
Florida International University, Miami

Timothy S. Brophy, Director of Institutional Assessment
University of Florida, Gainesville

Nancy Clutts, Partner, The Corbin Group
The Villages (Public Representative)

Ruth S. Feiock, Assistant Vice President
Florida State University, Tallahassee

Katherine M. Johnson, President
Pasco-Hernando State College, New Port Richey

Charles R. Mojock, President,
Lake-Sumter State College, Leesburg

Fundamental Characteristics of Accreditation

- ❑ Participation in the accreditation process is voluntary and is an earned and renewable status.
- ❑ Member institutions develop, amend, and approve accreditation requirements.
- ❑ The process of accreditation is representative, responsive and appropriate to the types of institutions accredited.
- ❑ Accreditation is a form of self-regulation.
- ❑ Accreditation requires an institutional commitment to student learning and achievement.

- Accreditation acknowledges an institutions prerogative to articulate its mission, including religious mission, within the recognized context of higher education and its responsibility to show that it is accomplishing its mission.
- Accreditation requires institutional commitment to the concept of quality enhancement through continuous assessment and improvement.
- Accreditation expects an institution to develop a balanced governing structure designed to promote institutional integrity, autonomy, and flexibility of operation.
- Accreditation expects an institution to ensure that its programs are complemented by support structures and resources that allow for the total growth and development of its students.

Reaffirmation Process

10 Year Reaffirmation –

Compliance Certification – the institution’s self-assessment that demonstrates compliance with Core Requirements, Comprehensive Standards and Federal Regulations. **Submit 15 months prior to SACSCOC visit.**

Compliance certification reviewed by Off-site Committee who makes recommendations to be considered by the On-site Committee.

Quality Enhancement Plan (QEP) – document developed by institution that related to enhancing student learning. **Submit four to six weeks prior to SACSCOC visit.**

SACSCOC Visit –

Reaffirmation Committee reviews the Off-site Committee report and conducts an on-site focused evaluation: examines data, conducts interviews and develops a written response. Written report notes areas of non-compliance including acceptability of the QEP.

Institution writes response to areas of non-compliance.

Committees on Compliance and Reports (C&R) review report and institution's response and makes recommendation to the Executive Committee.

Executive Committee recommends action to the Board of Trustees which makes the final decision – grant, continue, reaffirm, or withdraw accreditation.

Substantive Changes

- new center or campus
- new programs that are substantially different than current programs
- degrees at an advanced level
- significant increases in on-line courses

SACSCOC accreditation signifies that the institution has . . .

- a purpose appropriate to higher education
- resources, programs and services sufficient to accomplish and sustain that purpose.

In addition the Commission on Colleges ensures that institutions provide quality programs for students which determines eligibility for Title IV funds (Student Financial Aid).



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

COUNCIL ON OCCUPATIONAL EDUCATION



Gary Puckett
Executive Director



Council Heritage

- 1967** **Southwide Conference on Occupational Education Southern Association of Colleges and Schools**
- 1971** **Commission on Occupational Education Institutions Southern Association of Colleges and Schools**
- 1995** **Council on Occupational Education National Institutional Accrediting Agency**
- 2011** **Celebrated 40 Years of Service**



COE Mission

Assuring Quality and Integrity in Career and Technical Education

COE Core Values

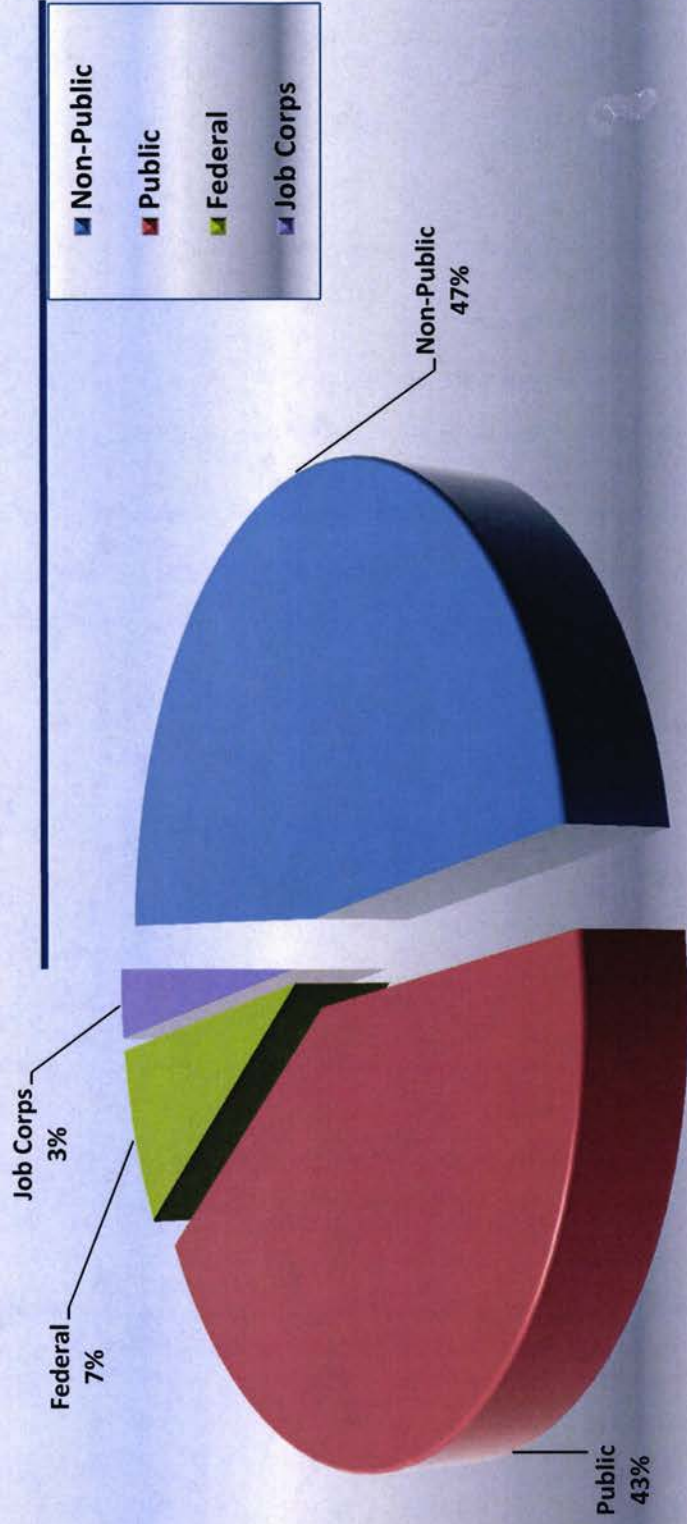
- Trustworthiness**
- Transparency**
- Accountability**
- Commitment**
- Flexibility**
- Planning**
- Collaboration**

Accreditation Standards

- Institutional Mission
- Educational Programs
- Program and Institutional Outcomes
- Strategic Planning
- Learning Resources
- Physical Resources
- Financial Resources
- Human Resources
- Organizational Structure
- Student Services and Activities

COE Membership

Accredited and Candidate Membership: 579
(January, 2015)



COE Vital Statistics

- ❑ 579 Member Institutions
- ❑ Operating in 38 States in US & 9 Countries Worldwide
- ❑ Serving over 231,000 full-time equivalent students
- ❑ Over 207 Million Hours of Quality Instruction
- ❑ 9,166 Total Career Program Offerings
- ❑ Over 5% of programs offer Associate Degrees
- ❑ Over 11% of programs offered through distance learning

The Commission

- Twenty-member Commission elected by COE institutions**
- Represents cross-section of educators and public officials**
- Meets twice a year to take action on institutional accreditation matters**
- Executive Committee meets additional two times each year**

COE Recognition

A decorative graphic consisting of several overlapping, wavy blue lines that create a sense of motion and depth, positioned at the top of the slide.

**Recognized by the
U.S. Department of Education
as a reliable authority
in determining institutional quality.**

Benefits of COE Accreditation

- Continuous Institutional Review and Improvement**
- Continuous Programmatic Review and Improvement**
- Continuous Local Industry Review of Occupational Programs**
- Continuous Reviews against normed National Standards, as well as Educational and Industry Standards**

Benefits of COE Accreditation (cont.)

- Professional assistance and support is provided in preparing for the review**
- Professional evaluation from out of state review teams**
- Networking and sharing of best practices among other institutions and states**
- Continuous review cycle of 2 – 6 years provides relevance and validity to accreditation process**

Florida Public Technical Colleges



2014 Student Achievement Statistics

	COMPLETION RATE	PLACEMENT RATE	LICENSURE EXAM PASS RATE
Florida Public Technical College Average Benchmarks	79%	80%	87%
COE Minimum Benchmarks	60%	70%	70%



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Transfer of Credit

**House Higher Education and Workforce
Subcommittee**

February 17, 2015

Matthew Bouck, Director Office of Articulation

www.FLDOE.org

Articulation in Florida is a set of dynamic and constantly evolving, student-focused policies and practices which facilitate transition between and among education sectors

Florida's Articulation System

Statewide Leadership
Secondary to Postsecondary
Postsecondary

Statewide Course Numbering System

Process for Course Approvals
Non-Regionally Accredited Institutions

Transfer of Credit System Report

Institutional Policies for Transfer of Credit

Why is Transfer Credit Important?

Students initially entering the Florida College System (FCS) or State University System (SUS) as a first time student (no prior postsecondary experience) or as a transfer student (with postsecondary credit)

	First Time Student	Transfer Student
Fall 2013		
FCS	68,722	118,115
SUS	25,058	113,615
Spring 2014		
FCS	25,349	114,579
SUS	1,603	110,587

Source: DOE Education Data Warehouse

Florida's Articulation System Statewide Leadership

Higher Education Coordinating Council

- Established to identify unmet needs and facilitate solutions to disputes regarding degree programs and campuses
- Recommendations focus on a seamless educational system, consistent policies across systems, improved articulation and maximum access
- Members represent the SUS, FCS, SBE, nonpublic postsecondary institutions and industry

Articulation Coordinating Committee

- Established to provide a forum for discussing and monitoring Florida's articulation system
- Members represent the SUS, FCS, public schools, independent postsecondary institutions, career and technical education and students

Florida's Articulation System Secondary to Postsecondary

Student Advising and Success

- Postsecondary Readiness Assessments (PERT, SAT or ACT)
- College and career readiness instruction for high school students
- Developmental education reform
- Meta-major academic pathways for entering students

Acceleration Mechanisms

- Postsecondary credit via examinations (AP, IB and AICE)
- Dual Enrollment

Resources

- Course Code Directory
- *Counseling for Future Education Handbook*
- *Performance on Common Placements Tests*
- *High School Feedback Report*

Florida's Articulation System

Postsecondary

2+2 Articulation

- AA requirements: General Education and Core | Gordon Rule | Foreign Language Competency | Transfer Program/Institution of Interest
- Common Program Prerequisites
- 2+2 Guarantee for AA Graduates
- 2+2 Articulation Agreements with Private Colleges and Universities

Alternative Ways of Earning Credit

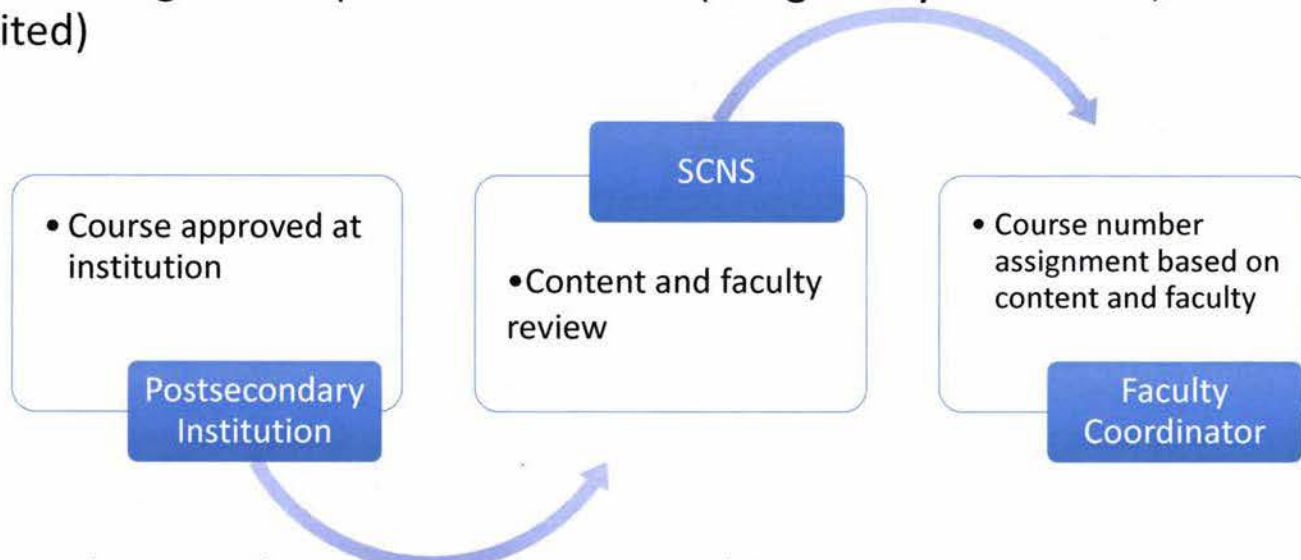
- Credit Awarded for Qualifying Scores on Examinations
- Articulation Agreements: Industry Certification to AAS/AS | PSAV-AAS/AS | AS-BS
- Credit for Online Courses

Implementing Programs

- Statewide Course Numbering System
- Common Electronic Transcript (via FASTER System)

Statewide Course Numbering System

To facilitate the transfer of credit among participating institutions – state universities, Florida College System institutions, career and technical education centers and eligible nonpublic institutions (8 regionally accredited, 29 nationally accredited)



Students who complete equivalent courses (those with the same course number) are guaranteed transfer credit at the receiving institution. The course will meet all institution requirements as though taken as a native student

Statewide Course Numbering System

Non-Regionally Accredited Institution Faculty Review

Academic Transfer

- At least a master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline

Occupational-Level Transfer

- Bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline

Not for Transfer

- Faculty do not meet minimum standards

Statewide Course Numbering System - Course Equivalencies

Approximately 111,000 active course numbers
(Developmental Education, PSAV, Undergraduate and Graduate)

SCNS Institutions	Undergraduate Courses	Percent Equated*	Lower Level Courses	Percent Equated*
Regionally Accredited	65,711	41	33,297	45
Nationally Accredited	3,301	19	2,266	25

**Equated to at least one other institution course for guaranteed transfer*

Transfer of Credit System

In 2014 the **Articulation Coordinating Committee** was directed to:

Make recommendations regarding the cost and requirements to develop and implement an online system for collecting and analyzing data regarding requests for transfer of credit by postsecondary education students. The online system, at a minimum, must collect information regarding the total number of credit transfer requests denied and the reason for each denial. Recommendations shall be reported to the President of the Senate and the Speaker of the House of Representatives on or before January 31, 2015.

Section 1007.01(3)(i), Florida Statutes

Transfer of Credit Policies

Joint Statement on the Transfer and Award of Credit developed by the American Association of Collegiate Registrars and Admissions Officers, American Council on Education and the Council for Higher Education Accreditation. These guidelines address:

- Institution accreditation;
- Transparency, accountability and innovation in credit transfer policies;
- Acceptance of credit for admissions purposes vs. the applicability of credit for degree purposes;
- Credit from foreign institutions; and
- Evaluation of experiential credit.

“...each institution is responsible for determining its own policies and practices with regard to the transfer, acceptance, and award of credit...[s]uch policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives.”

Transfer of Academic Credit, a policy statement by the Southern Association of Colleges and Schools Commission on Colleges, “...encourages its member institutions to review their transfer policies and procedures with a view toward making transfer of credit easier for students while continuing to honor their obligation to maintain academic quality and integrity.”

Credit Not Acceptable for Admissions Purposes

- The credit earned is from non-SCNS institution whose accreditation standards are not acceptable for course transfer.
- The credit earned is deemed not acceptable, which may include developmental, vocational, applied academics for adult education, institutional credit or falls outside of recency of credit policies.
- The credit earned is from an invalid examination mechanism for award of credit, duplicates credit already awarded, or does not meet minimum qualifying scores
- Credit is experiential that is not appropriate for transfer, which may include an invalid mechanism (SAT, GED, etc.), is not appropriate based on an evaluation, has no American Council on Education recommendation, or exceeds maximum transfer level.
- Credit record from course without final passing grade.
- Credit is on an invalid transcript, an unevaluated foreign transcript or the transcript has not been submitted for that credit earned.
- Credit would exceed maximum levels for credit-in-residence requirements.
- Credit not completed through approved transient student process.

Credit Not Applicable to a Program

- Credit does not apply to the desired program requirements--the source of the credit may be experiential, examination or an actual completed course.
- The grade for the course is not considered a passing score to satisfy program requirements.
- Credit exceeds maximum allowances for transfer to the program.

Source: Summarized from institution transfer of credit policies

Articulation Coordinating Committee Recommendation

The Legislature should provide for a pilot study involving selected Florida College System institutions and State University System institutions to verify the reasons for denial of credit established in this document and report on the reasons for variations in policies across institutions. The study will include transcript analyses to determine the amount of credit not acceptable for admissions purposes and credit not applicable to the intended degree program. The study should also include the amount of credit that is accepted and the credit applied to a degree program at the pilot institutions.



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