

HIGHER EDUCATION COORDINATING COUNCIL

A Report to the Florida Legislature
The Office of the Governor
The State Board of Education
And the Florida Board of Governors

December 2012



TABLE OF CONTENTS

Introduction	3
The Council’s Legislative Charge	
Council Membership	
The 2011 Council Report and Its Recommendations	4
2012 Legislation	4
Actions of Postsecondary-related Entities	
Subsequent to 2011 Council Report	6
Governor’s Blue Ribbon Task Force	
Florida Government Efficiency Task Force	
Board of Governors Commission on Higher Education Access	
and Degree Attainment	
Sector Task Forces on Facilities Funding	
Sector Task Forces on Performance Funding	
Topics Explored by the Council in 2012	9
Sector Highlights in 2012	13
Commission for Independent Education	
Independent Colleges and Universities of Florida	
Florida College System	
Board of Governors	
Workforce Education	
Articulation Coordinating Committee Activities in 2012	19
2012 Council Recommendations	22
Appendix A	
Higher Education Coordinating Council Statutory Language	25
Contact Information	27

INTRODUCTION

The Council's Legislative Charge

The Higher Education Coordinating Council is a statutorily-created body charged with working with Florida's postsecondary education sectors for the purposes of identifying unmet needs and facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers. The Council is to serve as an advisory board to the Legislature, the State Board of Education, and the Board of Governors, and recommendations of the Council are to be consistent with the following guiding principles:

- To achieve within existing resources a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's students.
- To promote consistent education policy across all educational delivery systems, focusing on students.
- To promote substantially improved articulation across all educational delivery systems.
- To promote a system that maximizes educational access and allows the opportunity for a high-quality education for all Floridians.
- To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the educational delivery systems.

Council Membership

Members of the Council include the Commissioner of Education; the Chancellor of the State University System; the Chancellor of the Florida College System; the Executive Director of the Commission for Independent Education; the President of the Independent Colleges and Universities of Florida; and two representatives of the business community, one appointed by the President of the Senate and one appointed by the Speaker of the House of Representatives. Accordingly, the current membership of the Council is as follows:

- Mr. Marshall Criser, III, (Co-Chair) Business Representative appointed by the Speaker of the House of Representatives
- Mr. Jon Moyle, (Co-Chair) Business Representative appointed by President of the Senate
- Ms. Pamela Stewart, Interim Commissioner, Florida Department of Education
- Mr. Samuel Ferguson, Executive Director, Commission for Independent Education
- Dr. Ed Moore, President, Independent Colleges and Universities of Florida
- Mr. Randy Hanna, Chancellor, Florida College System
- Mr. Frank T. Brogan, Chancellor, State University System of Florida

THE 2011 COUNCIL REPORT AND ITS RECOMMENDATIONS

Per statutory requirement, the Council produced a report in December 2011 organized in four key sections:

- The Core Mission of Public and Nonpublic Postsecondary Education Institutions in the Context of State Access Demands and Economic Development Goals
- Data and Performance Measures
- Articulation Policies and Programs
- Workforce Education

Associated with these areas were 36 recommendations made to various entities (the Florida Legislature, the State Board of Education, the Board of Governors, the Articulation Coordinating Committee, or to the Council itself). In the first draft of its report, the number of recommendations exceeded 80, and the finalization of these recommendations was the result of extended dialogue and debate among Council members, with a good deal of recommendation combining and deleting.

It is important to note that these recommendations were crafted with the understanding that the Council's report would be a one-time activity. Accordingly, the 2011 report and its recommendations was undertaken as a thorough, deliberative process, and resulted in the Council's putting forth a wide array of salient recommendations. It was 2012 legislation that called for an annual reporting process.

2012 LEGISLATION

Even more significant is that so many key Council recommendations were, in effect, incorporated into or resonant with 2012 legislation. For example, House Bill 5201 corresponded to the Council recommendation on increasing e-learning opportunities, by establishing the Florida Virtual Campus. The Florida Virtual Campus is intended to establish a single library automation system and associated resources and services that all public postsecondary education institutions will use to support their learning, teaching, and research needs; enhance and expand educational access and increase public postsecondary education degree attainment across the state; address the educational needs of traditional students, place-bound students, time-bound students, and adult learners; and increase workforce skills and expand professional development opportunities.

While Council recommendations were reflected in more than a single bill, by far the most significant instance was in House Bill 7135, easily the most comprehensive postsecondary piece of legislation since 1995. House Bill 7135 touched on postsecondary education subject areas well above and beyond the purview of the Council; however, there were clearly points at which the legislation and Council recommendations were similar or at least pertinent to one another. These included:

- Creation by the State Board of Education of a coordinated five-year plan for postsecondary enrollment.
- Creation of Economic Security Reports for State University System and Florida College System institutions, indicating employment and earning outcomes by degree program.
- Clarification of mission statements of each Florida College System institution and the System as a whole.
- Identification of degree programs, including baccalaureate degree programs, to be offered at each Florida College System institution in accordance with the coordinated five-year plan.
- Reduction of the General Education component of postsecondary education to 30 credit hours and identification of core courses for the General Education component.
- Identification of performance metrics for the Florida College System and development of a plan that specifies goals and objectives for each Florida College institution.
- Adoption by the State Board of Education of a unified state plan to improve K-20 STEM education and prepare students for high-skill, high-wage, and high-demand employment in STEM and STEM-related fields.
- Inclusion of each university's contribution to overall system goals and objectives in the Board of Governors Strategic Plan.
- Addressing, in the context of accountability reporting, institutional and system achievement of goals and objectives specified in the Board of Governors Strategic Plan.
- Authority for the collection of student-level data by the Commission for Independent Education.
- Identification of Degree of Interest by associate in arts degree-seeking students entering the Florida College System upon completion of 30 semester hours.
- Demonstration of competency in a foreign language for the associate of arts degree.
- Demonstration of workforce demand by independent entities for implementing Florida College System baccalaureates.
- Demonstration of evidence that Florida College System institutions engaged in need, demand, and impact discussions with State University System institutions and other regionally accredited postsecondary education providers prior to implementing new baccalaureates.
- Implementation of Florida College System compliance review reporting with regard to baccalaureates.
- Implementation of reporting by Independent Colleges and Universities of Florida on student-level data for each student who receives state funds via the William L. Boyd, IV Florida Resident Access Grant Program.

- Implementation of a performance-based funding program for the State University System with regard to the production of degrees in specific STEM-related areas.

It has been clear from sector updates at Council meetings that implementing the components of House Bill 7135 has been a high priority throughout 2012. The “Sector Highlights” section of this report will capture some of the activity and accomplishments related to conforming with this legislation.

ACTIONS OF POSTSECONDARY-RELATED ENTITIES SUBSEQUENT TO THE 2011 COUNCIL REPORT

In a similar vein, it is relevant to note the extent to which 2012 was a year that saw postsecondary education as the object of much interest and scrutiny in Florida. This section provides brief descriptions of the activities of postsecondary-related entities, both internal and external to the delivery systems themselves.

Governor’s Blue Ribbon Task Force on State Higher Education Reform.

In May 2012 Governor Scott created the Blue Ribbon Task Force on State Higher Education Reform with the intended focus of ensuring that Florida’s higher education system produces world-class talent and meets the demands of an emerging knowledge-based economy. The Task Force report, due in November 2012, is intended to highlight ways to improve efficiencies and enhance Florida postsecondary education’s effectiveness as an economic catalyst. The three subcommittees of the Task Force focused on governance, funding, and accountability. Specifically, the responsibilities of the Task Force are to:

- Catalog and consolidate the recommendations of the various efforts addressing Florida’s higher education system with respect to the State University System.
- Assess strengths and weaknesses of the State University System’s governance model related to its Constitutional charge.
- Analyze the ability of state universities to contribute to the State University System’s 2012-2025 Strategic Plan.
- Recommend strategies, such as incentive systems and governance improvements, to encourage cooperation between institutions leading to reduced duplication and improved efficiencies.
- Recommend amendments to statutes and Board of Governors regulations necessary to improve accountability and transparency on the part of state universities to the Board of Governors and the Board of Governors to the Legislature and Governor.
- Conduct a review and analysis of efforts to achieve national preeminence and academic and research excellence by Florida universities, including elements that may be considered for future legislation to advance higher education.

Florida Government Efficiency Task Force

The Florida Government Efficiency Task Force was created by Article III, section 19(i) of the Florida Constitution to develop recommendations for improving governmental operations and reducing costs. First established in 2007, the Task Force meets each fourth year and submits its recommendations to the chairperson and vice chairperson of the Legislative Budget Commission, the Governor, and the Chief Justice of the Supreme Court. Its June 2012 report included the following recommendations pertaining to postsecondary education:

- Implement a pilot project for year-round school operation in the State University System at one of Florida's universities.
- The Governor's Blue Ribbon Task Force should develop strategies to increase degree production, particularly in STEM areas.
- The Board of Governor's should create a University Review Program to identify ways each university can achieve savings, improve management, and increase efficiency and effectiveness.
- The Governor's Blue Ribbon Task Force should review and develop a comprehensive assessment tool to evaluate facility usage, including classroom utilization, to more accurately determine the need for Public Education Capital Outlay funds.
- The Governor's Blue Ribbon Task Force should investigate innovative strategies of funding for higher education.
- The Governor's Blue Ribbon Task Force should find ways to increase transparency in state funding of higher education.
- The Governor's Blue Ribbon Task Force should study the issue of market rate tuition and provide recommendations to the Governor and Legislature on its implementation.
- The State University System should adopt an electronic procurement platform that offers functionality similar to the systems at Florida State University and the University of Florida.
- The Board of Governors, state universities, and the Department of Management Services should continue coordinating their efforts in the area of procurement in order to better manage tracking of spending, contracting, strategic sourcing, and best procurement practices.
- The Department of Management Services and the State University System should identify and jointly strategically source common goods and services in order to achieve maximum savings to both parties.
- State Universities should utilize state term contracts to achieve savings.
- The Board of Governors should leverage the creation of Florida Polytechnic University to pursue opportunities to implement shared services models across multiple institutions.

Board of Governors Commission on Higher Education Access and Degree Attainment

In May 2012 the Chair of the Board of Governors created the Commission on Florida Higher Education Access and Degree Attainment to review existing and projected demand and capacity at university and college campuses statewide, gaps in critical programs and access to higher education, and opportunities to maximize the use of existing statewide campus resources. The Commission is intended to facilitate discussion, review options, and, in June 2013, make recommendations regarding how Florida can prepare to meet its higher education access and degree attainment goals.

The Commission membership consists of the following members:

- Ava L. Parker (Chair), Member, Board of Governors
- Rep. William L. “Bill” Proctor, Florida House of Representatives
- Kathleen Shanahan, Member, State Board of Education
- Dean Colson, Chair, Board of Governors
- Thomas G. Kuntz, Member, Board of Governors
- Marshall Criser, III, Co-Chair, Higher Education Coordinating Council
- Susan Pareigis, President, The Florida Council of 100

Questions to be addressed include:

- Is there existing institutional capacity to expand program offerings? Where are students currently being served, including educational centers, regional and main campuses, and alternative delivery systems?
- What is the workforce demand for new programs or expansion of existing programs, projected to the year 2025?
- What is the potential pipeline of students to the year 2025—including high school graduates, transfer students and returning adult students?
 - Will students in the pipeline graduate in sufficient numbers to fill future workforce needs?
 - Will the increased demand be evenly distributed around the state or will there be some geographic areas disproportionately impacted?
- Are there gaps in program delivery? If so, where are they?
- Can programs be strategically aligned to provide greater educational opportunities for access and degree completion?
- What is the most appropriate role of Florida College System institutions with regard to baccalaureate production?
- Is there a need in the near future for additional universities or colleges to meet demand?

Expected outcomes include:

- A more focused delivery system for higher education that has identified where gaps exist in current program offerings and that is aligned with the state’s workforce needs.

- Opportunities to optimize existing institutional capacity.
- Identification of where new programs are needed or existing programs should be expanded, including eLearning and alternative delivery programs.
- A set of guiding principles for system expansion or optimization.
- Recommendations to address gaps in degree production.
- Possible recommendations for near-term as well as longer-term best options for expanding degree attainment.

The work of this Commission will involve participation by all relevant sectors. It is expected that Commission recommendations will be forthcoming in Spring 2013.

Sector Groups Focused on Facilities Funding

Both the Florida College System and the Board of Governors have convened workgroups or task forces to make recommendations pertaining to the issue of facilities funding. The Board of Governors Task Force on Facilities Funding submitted its report in November 2012, and the report is now available.

Sector Groups Focused on Performance Funding

Both the Florida College System and the Board of Governors have convened workgroups or task forces to make recommendations pertaining to the issue of performance funding. These groups are exploring how performance funding can enhance retention, persistence, graduation in general, graduation in specific discipline areas, job placement, and employer satisfaction.

TOPICS EXPLORED BY THE COUNCIL IN 2012

The Council discussed a wide array of issues and heard a variety of presentations in 2012. The intent of this report is not to capture those discussions in detail. Council meetings are audio archived and may be accessed via the Council's website home page.

January 9, 2012

At its January 9, 2012 meeting, the Council considered the recommendations of its 2011 report. The Council raised issues raised in its initial report with reference to a 2007 report prepared by the Pappas Consulting Group Inc. entitled "Proposing a Blueprint for Higher Education in Florida: Outlining the Way to a Long-term Master Plan for Higher Education in Florida." In addition, potential issues were discussed with regard to the work of the Council in 2012. These included the topics of tuition, financial aid as it relates to access to postsecondary education, student debt, pre-kindergarten education, independent and/or for-profit financial aid, and business and industry feedback to the Council.

January 27, 2012

At its January 27, 2012 meeting the Council reviewed and considered the status of Legislative Committee presentations by Council members in the context of the ongoing 2012 Legislative Session. In addition, the Council continued its review of its 2011 report and recommendations with respect to potential actions by topic and by postsecondary sector.

March 15, 2012

At its March 15, 2012 meeting the Council received a legislative update. In addition, the Council was presented with a draft Work Plan predicated on potential actions that could be taken relative to the recommendations of the 2011 Council report.

The Council also heard from a panel of educators with regard to challenges and opportunities associated with teacher preparation. The panel included:

- Jamie Manburg, Ed.D., Executive Director/Program Professor Student Success and Retention, Abraham S. Fischler School of Education, Nova Southeastern University
- Mr. Alvin Davis, Florida Department of Education/Macy's Teacher of the Year
- Jan Del Signore, MSGT, USAF, Retired Associate Vice Chancellor, Keiser University
- Dr. Sandra Robinson, Dean, College of Education, University of Central Florida
- Mr. Mike Lannon, Superintendent, St. Lucie County School Board

In addition, the Council was provided with an update on Florida TalentNet, the state's electronic cross-sector inventory of postsecondary academic offerings.

May 2, 2012

At its May 2, 2012 meeting the Council received an update of relevant actions taken during the 2012 Legislative Session. More specifically, Representative William "Bill" Proctor provided the Council with thoughts and recommendations with regard to major pieces of legislation pertaining to postsecondary education that he and his House Higher Education Committee sponsored. Additionally, a status report on the Council's Work Plan was provided, with particular attention to updates on accomplishments. The Council also received a presentation on the establishment of a Florida Virtual Campus which will provide access to online student and library support services and serve as a statewide resource and clearinghouse for public postsecondary education distance learning courses and degree programs. The Virtual Campus is also intended to facilitate collaboration among public postsecondary education institutions in their use of these resources to increase student access and completion of associate and baccalaureate degrees. Finally, the Council continued its discussion of teacher preparation. Department of Education staff reviewed and described activities that are presently underway concerning teacher preparation and quality. These activities include (1) current pathways for teacher preparation, (2) the work that is underway by

committees tasked with making recommendations in teacher preparation, and (3) projects supporting teacher preparation and certification under Race to the Top. The Council discussed possible additional steps that it might take to supplement and support these activities, as well as steps to increase competency and recruit, retain, and better prepare teachers for the Twenty First Century, as well as steps to build and strengthen partnerships and build bridges in the teacher educational delivery system.

June 13, 2012

At its June 13, 2012 meeting, the Council received a further update and interpretation of House Bill 7135. In addition, the Council received a latest status report on TalentNet, and continued its discussion of issues with regard to teacher preparation. The Council also heard from the Department of Economic Opportunity with regard to its ability to provide data on workforce and employment needs throughout Florida.

August 14, 2012

At its August 14, 2012 meeting, the Council began to discuss the structure for its 2012 annual report. In addition, the Council agreed to revisit those recommendations made to the Florida Legislature made in its 2011 report to determine whether those recommendations should be included in its 2012 report. The Council also received, to the extent possible, updates with regard to various committees, commissions, and task forces currently working on postsecondary education initiatives. These included:

- The Governor's Blue Ribbon Task Force on Higher Education Reform.
- The State Education Enrollment Conference.
- The Department of Education/State Board of Education Race to the Top, Teacher and Leadership Preparation.
- The Florida College System and the Common Core State Standards.
- The Florida College System Strategic Planning Process.
- The Board of Governors/State University System Facilities Funding Task Force.
- The Board of Governors Commission on Higher Education Access and Degree Attainment.
- The Board of Governors/State University System Online University Study Committee.

In addition, the Council was provided with a presentation on the Partnership for Assessment of Readiness for College and Careers (PARCC) initiative by Mr. Vince Verges, Project Director, Division of Accountability, Research and Measurement, Florida Department of Education. PARCC is a national initiative working to ensure that students graduate from high school with the knowledge and skills most demanded by postsecondary education and careers. The initiative is working to improve academic standards by creating both Common Core Standards in literacy and mathematics, and by creating common assessments aligned to the Common Core.

September 24, 2012

At its September 24, 2012 meeting, the Council reviewed recommendations directed to the Florida Legislature contained in its 2011 report. The Council determined that, while a few of the recommendations were now deemed unnecessary due to action in the 2012 Legislative Session, the major of recommendations continued to be pertinent and should be contained in this, its 2012 Annual Report. In addition, the Council received a further update on the Partnership for Assessment of Readiness for College and Careers (PARCC) initiative by Mr. Vince Verges, Project Director, Division of Accountability, Research and Measurement, Florida Department of Education.

Representative Bill Proctor reported that the Governor's Blue Ribbon Task Force on Higher Education expected to meet on October 12, 2012 to discuss potential recommendations. The Task Force is then expected to submit its report in November, 2012. With regard to the Board of Governors Commission on Higher Education Access and Degree Attainment, Chancellor Brogan reported that the Commission would hold its first face-to-face meeting on September 26, 2012. The Commission will focus, over a period of three meetings on these three questions:

- Are the numbers right with regard to how many more baccalaureate and graduate degrees Florida should be producing to create a knowledge economy?
- If the numbers are right, where geographically and in what academic areas should new programs be either enhanced or implemented?
- Which sector and which institutions should enhance or implement such programs?

Chancellor Brogan further reported out on efforts to create a State University System performance funding model that would tie to the accountability of University Work Plans and serve to create a dialogue with the Florida Legislature with regard to funding in general and/or to tuition differential requests. Chancellor Brogan reported that a work group was concluding its work on conceptualizing this model, and that it was populated with accountability measures some of which had emanated from the Florida Legislature and from the Governor's Office.

Matt Bouck, Office of Articulation, Florida Department of Education, reported out on recent activities of the Articulation Coordinating Committee. The Committee's focal points included maintenance of the Articulation Rule, conducting a study of limited access programs, and overseeing the changes to general education requirements that are required as a result of 2012 legislation.

November 14, 2012

At its November 14, 2012 meeting, the Council received a verbal report from Dr. Dale Brill concerning the final draft of the Governor's Blue Ribbon Task Force on State Higher Education Reform. In addition, the Council considered an initial draft of its 2012 report, determining that it would disseminate the draft to stakeholders for

feedback prior to finalizing the report in December. The Council received status reports with respect to the Board of Governors Commission on Higher Education Access and Degree Attainment as well as Board of Governors Performance and Accountability measures currently being explored as a component of performance funding. The Council continued its discussions relative to higher education affordability with the expectation that these discussions would carry over into the coming year. Florida College System Chancellor Hannah made a presentation on the Smart College Choices program designed to assist students in making more informed decisions with regard to where and what to study. Finally, Dr. Ed Moore made a presentation, "The Reality of Student Debt," that provided data with regard to higher education and student indebtedness.

SECTOR HIGHLIGHTS IN 2012

This section provides an opportunity for each of the delivery sectors to highlight activities, particularly those pertaining to the Recommendation Thematic Areas established in the Council's 2011 report:

- Mission and Strategic Planning
- Capital Expansion Issues
- Funding/Performance Funding
- Articulation Policies and Programs
- Data, Performance Measures, and Accountability

Commission for Independent Education

The primary role of the Commission for Independent Education (Commission) is to serve as a consumer protection agency. This function is achieved by protecting the individual student and by providing accountability for institutions at the independent postsecondary level. The Commission also promotes the integrity of licensed institutions by assuring that certain licensure standards are being met. Finally, the Commission encourages independent institutions to offer programs that meet the needs of Florida citizens.

According to the Commission's 2011-2012 Annual Report, there are approximately 1,000 licensed nonpublic postsecondary educational institutions in Florida that offer almost 9,000 individual programs of study. The licensed degree-granting colleges and universities enrolled 335,107 students in 2011-2012, and the non-degree schools had an enrollment of 46,015. The number of licensed institutions and the corresponding enrollment at these institutions continues to grow by more than 10 percent annually. The articulation of courses and credentials to public postsecondary institutions is an ongoing concern for the Commission's licensed institutions. In an attempt to address this concern, the Commission has worked with the Office of Articulation to establish a methodology for the inclusion of licensed institutions in the State Course Numbering

System. In addition, a member of the nonpublic postsecondary education sector sits on the Articulation Coordinating Committee.

During the 2012 Florida Legislative Session, House Bill 7135, containing numerous provisions relating to postsecondary education, was passed and became law. (Chapter 2012-195, Laws of Florida). This new law requires the Commission to collect student-level data for each student who receives state funds and enrolls at a licensed institution. These data must be reported at least annually and will include retention rates, transfer rates, completion rates, graduation rates, employment and placement rates, and the earnings of graduates.

As a result of these statutory changes the Commission has developed new automated data systems to manage the student-level data. In order to collect these data, the Commission has designed a web-based data collection application. The Commission expects the new web application to be operational in October of 2012.

Independent Colleges and Universities of Florida

Several work groups have embraced elements of the Higher Education Coordinating Council's recommendations. ICUF, as a member of HECC and representative of the independent higher education system, has participated and advanced recommendations to these several working groups.

ICUF has participated in the work of the Governor's Blue Ribbon Task Force on State Higher Education. The task force is reviewing accountability, funding, and governance of the State University System and will report to the Governor by November.

ICUF participated in the research and senior policy advisory work groups of the Board of Governors' Commission on Higher Education Access and Educational Attainment, which will produce recommendations in 2013. Its work includes identifying program gaps, optimizing existing institutional capacity, new program delivery options, systems expansion, shortfalls in degree production, and increasing degree attainment. ICUF staff are working to update TalentNet, as well as updating degrees listed on the ICUF website and creating a Business Portal to offer employment candidates, researchers, training options, and contract opportunities there.

ICUF has reviewed and is monitoring the Florida First in Education proposal from the Florida College System to upgrade their system's performance and request \$300M next Legislative session. ICUF has also worked with the Florida College System to update the statewide articulation agreement between the sectors. ICUF has reviewed the Florida College System's Strategic Plan. ICUF continues to propose to the Task Force on Facility Funding, which will report this November, that ICUF institutions and the Higher Education Facility Financing Authority (HEFFA) could be partners for

collaborative facilities. ICUF continues to advocate the item on the Governor's Transition Team Report calling for P3-funded university centers.

ICUF President Ed Moore and Saint Leo University President Art Kirk have discussed on-line options and opportunities with the Parthenon Group, which is developing recommendations for the Board of Governors On-Line Task Force. ICUF staff and research directors have been providing on-line program data, including an updated ICUF Annual Report that inventoried 303 fully on-line degrees and more than 20,000 students pursuing their bachelor's or advanced degree. ICUF has proposed a Florida On-Line University Center design through the Parthenon Group for consideration by the Florida Board of Governors

Staff from ICUF continued to participate with the meetings and work of the Workforce Florida's Talent Supply Chain Group, which was exploring business-driven degree production until the group suspended its work mid-summer. The ICUF staff is working with the Florida Department of Economic Opportunity to develop a Florida Supply/Demand Reporting System. This effort, which would be coordinated by the Department of Economic Opportunity and the Florida Department of Education, would generate a database tool to track the demand and supply of potential degrees.

ICUF maintains involvement in other higher education and workforce development initiatives. Governor Rick Scott appointed Dr. Moore to the Board of Directors of Workforce Florida, Inc., and Dr. Moore is also a member of the Stakeholder Advisory Council of Enterprise Florida. He is also an ex officio member of the Florida Council of 100.

ICUF has fulfilled Florida Resident Access Grant accountability data reporting requirements included in HB7135 and the 2012 budget proviso, proposing to expand its ICUF Annual Accountability Report and provide student enrollment data to the Florida Education and Training Placement Information Program at the Florida Department of Education to provide better performance accountability.

Florida College System

The Florida College System (FCS) has been actively engaged in a variety of initiatives related to the recommendations outlined in the Higher Education Coordinating Council's 2011 report.

Online Education The 2012 Legislature merged the FCS and State University System (SUS) library automation systems, the Florida Distance Learning Consortium and FACTS.org into the Florida Virtual Campus (FVC). The FVC became operational on July 1, 2012, and it is believed that it can be a powerful marketing tool for the various

distance learning courses currently being offered in Florida. Approximately one of every four students in the FCS takes an online course.

Smart College Choices The Division of Florida Colleges (DFC) has historically kept a wide range of information on completers, retention rates, placements, and other related data. In addition, HB 7135, adopted in the 2012 legislative session, required the documentation of certain metrics by both the FCS and the SUS. The FCS has developed an online portal showing job placement and salary rates for graduates of all programs and is waiting on final approval for the release of this program.

Florida First In anticipation of potential legislative changes and the previous recommendation from the HECC, the DFC has begun working with business officers and presidents to develop a set of common metrics that will be used by all colleges and may also be used as part of a performance funding model.

Developmental Education and Innovation Students are considered college and career ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-earning courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or direct entry into a job that offers gainful employment and career advancement.

The FCS seeks to “raise the state’s postsecondary educational attainment level by actively contributing to improvements in college readiness and student success initiatives, thereby increasing the percentage of certificates and degrees awarded annually.” Florida has taken a number of steps to accelerate student success, foster retention, and promote college completion in an effort to achieve its goals.

Strategic Plan The FCS is the primary access point to undergraduate education for Floridians, including recent high school graduates and returning adult students. With an array of programs and services, the 28 FCS institutions serve individuals, communities, and the state with low cost, high quality education opportunities. With a need to increase the proportion of Floridians with college-level credentials, the FCS will rise to the completion challenge. Setting an aggressive and transformative “student success” agenda for the next five years, the FCS has adopted the following four goals as the core of its Strategic Plan: 1) expand and maintain access, 2) enhance distance learning, 3) increase college readiness and success, and 4) prepare for careers.

Teacher Preparation and Common Core The FCS teacher educator programs are the first in the nation to voluntarily commit to a system-wide implementation of the Common Core State Standards. The new standards will be embedded in the teacher

preparation program curriculum throughout the FCS so that new teachers who enter the classroom will be ready for the more rigorous standards.

Core to College Florida is one of ten states participating in the Core to College initiative to promote collaboration between colleges and K-12 in the implementation of the Common Core State Standards. Core to College projects are to support alignment between the two sectors to increase levels of college readiness among students. In Florida, faculty and teacher teams are being created to first become more knowledgeable about the Common Core State Standards and subsequent assessment. Teams will then engage other faculty and teachers and meet locally to discuss high school to college transitions.

Board of Governors

This year, the Board of Governors launched a number of working groups whose efforts are designed to tackle specific issues that will advance the State University System and may be of interest to the Council:

- The Board of Governors Commission on Florida Higher Education Access and Degree Attainment will examine supply/demand trends and data to make recommendations for how the State can optimize degree production (report due Summer 2013).
- The Facilities Funding Task Force explored new options to fund capital projects and submitted its report in November 2012.
- The Online University Study, submitted by external consultants to the Board in December 2012, identifies options for enhancing online higher education opportunities.

In addition, the Board of Governors has been active in implementing those components of House Bill 7135 that pertain to the State University System. Particularly relevant is the Board's work to implement a \$15M performance funding program based on degree and industry certification production in certain technology-focused areas specified in the bill. The degrees – in computer and information science, computer engineering, information systems technology, information technology, and management information systems – are regarded by the Legislature as areas of workforce need and areas that will promote economic development and transformation to a knowledge-based economy.

Another important piece of legislation was the "Pre-eminence Bill" that contained a number of performance indicators by which universities might be assessed for excellence in order to provide greater flexibility in tuition setting. Although the bill was not signed into law, the Board of Governors felt that it was important to incorporate these indicators into its review of University Work Plans and annual accountability reporting for certain of its institutions. This has been done with the intention that these

performance indicators may play a role in broadening the possibilities of performance-based funding.

The Board of Governors took a proactive look at two of the Council's recommendations to the Articulation Coordinating Committee. The Board amended Regulation 6.002 Admission of Undergraduate First-Time-in-College Degree-Seeking Students to allow level III (i.e., highly rigorous) career/technical education courses to count as electives for SUS admission purposes. The universities also began submitting additional information concerning their limited access program practices in anticipation of the review by the Committee's Limited Access Task Force.

Finally, the Board of Governors made improvements to its yearly process of reviewing University Work Plans to better inform strategic planning, budgeting, and other policy decisions for the State University System. Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

Workforce Education

The Division of Career and Adult Education, which has primary responsibility for programmatic issues related to workforce education and budgetary responsibility for school district workforce education, continues to work on projects for enhancing the talent supply chain by focusing on creating a pool of talent ensuring that existing and future business thrives in the global economy. The Chancellor for Career and Education has been appointed to serve on the State Workforce Board as the designee for the Commission of Education and is actively participating in the talent supply chain project of Workforce Florida, Inc.

The Department of Education supported statutory changes to adult education to emphasize career pathways with the ultimate goal of meaningful employment for individuals in these programs. These changes were presented in Senate Bill 101 and House Bill 331, but not adopted by the 2012 Legislature. The Department continues to emphasize career pathways in the adult education program and plans to propose the same language for the 2013 legislative session.

The Division continues to work toward the goal of more performance-based funding for school district workforce education programs. With an endorsement from a district standing committee on funding issues, a legislative budget request in which a minimum of 5% of operating funds will be earned on the basis of performance will be considered by the State Board of Education. The current district funding model

accounts for less than 2% of total funds provided on the basis of completions and placements in programs.

During the 2011-2012 year, a comprehensive review of college practices was undertaken to help provide consistency among Florida College System institutions in their efforts to comply with SACS guidelines while also meeting the requirements of Florida statute and administrative rule. Four work groups were convened in Spring 2011 (Faculty Credentials, AS and AAS Degree Review, block transfer, Mathematics courses and sequences) comprised of college academic vice presidents and occupational deans and facilitated by assigned Florida Department of Education staff to make policy recommendations. The AS and AAS Degree Review committee made recommendations for stand-alone A.S. degrees and stand-alone A.A.S. degrees. As part of the review, committee members considered the primary qualifying faculty credential for each career and technical education degree program. The recommendations of the committee were incorporated in the "Guidelines on Transfer Agreements and Faculty Credentials and Qualifications" and adopted by the Florida College System Council of Presidents on November 18, 2011. Effective 2013-2014, career and technical education degree programs will be designated as either an Associate in Applied Science (AAS) or an Associate in Science (AS) degree. The target date for the revised curriculum frameworks to be presented to the State Board of Education for approval is the Spring of 2013. Classification of Instructional Programs numbers will be maintained to allow reporting of students in compliance with teach-out plans to allow students enrolled in a program identified for discontinuance to complete the intended program of study.

ARTICULATION COORDINATING COMMITTEE ACTIVITIES IN 2012

The Articulation Coordinating Committee (ACC), re-established in 2011 by section (s.) 1007.01(3), Florida Statutes (FS), is a K-20 advisory body to the Higher Education Coordinating Council (HECC), the Board of Governors, and the State Board of Education. The Committee is comprised of eleven members representing many levels of public and private education. The current chair of the ACC is Dr. Ed Massey, President of Indian River State College. More information about the ACC may be found at <http://www.fldoe.org/articulation/postacc.asp>.

The following represents activities relating to ACC priorities and recommendations in the 2011 report of the Higher Education Coordinating Council.

Revisions to Rule 6A-10.024, FAC, Articulation Between and Among Universities, Community Colleges, and School Districts.

The last revision to the "Articulation Rule" was in 2005. Legislative and other policy changes warrant an update. Discussed modifications include:

- Technical changes to the ACC membership and duties resulting from s. 1007.01(3), FS;
- Sustaining the guaranteed transfer for Associate in Arts students to upper division programs;
- Changes to the general education requirements resulting from HB 7135;
- Changes to language regarding limited access programs based on Task Force recommendations;
- Addition of language regarding Associate in Arts student identification of baccalaureate and institution of interest;
- Revisions to language regarding Associate in Science degree transfer based on work of the Florida College System;
- Revisions to the Associate in Science to baccalaureate degree articulation agreements; and
- Changes to the single Rule/Regulation format toward either multiple rules or a signed Board agreement.

General Education

In its 2011 report, the HECC made several recommendations regarding the identification of general education courses and competencies. The 2012 Legislature, however, made major changes to Florida's general education program. HB 7135 mandates that faculty committees identify a maximum of five courses in each of the general education subject areas of communication, humanities, mathematics, natural science, and social science. This general education core will make up 15 hours of the total 30 general education hours (changed from 36 hours) for an associate in arts or baccalaureate degree. The general education core is effective for students initially entering an institution in the Florida College System or State University System in 2014-2015.

The Chancellors of the Florida College System (FCS) and State University System (SUS) have identified a Steering Committee to assist in the implementation of this legislation. This Steering Committee is made up of 10 members, five each from the FCS and SUS, with the same number of alternates. The Steering Committee has identified faculty committees in each of the general education areas to begin the work of identifying competencies and courses for the general education core.

Members of the Articulation Coordinating Committee have been involved in the discussion of this project, as well as the selection of faculty committee members. Recommendations of the Steering Committee and faculty committees will be brought to the ACC for comment. During this time, the ACC will discuss issues relating to this change in the general education program, such as: how the general education programs may transfer between the 36- and 30-hour requirements; revisions to Rule 6A-10.024, FAC; impact on Rule 6A-10.030, FAC; implications for the "Gordon Rule;" and the process to recommend changes to the general education core course options.

Limited Access

Rule 6A-10.024, FAC, the “Articulation Rule,” and Board of Governors Regulation 8.013, contain language that guarantees equal access to limited access programs between students transferring from a Florida College System institution and native students at the state university. The ACC will appoint a cross-sector Limited Access Task Force to examine a number of features of limited access programs, including: the number of identified limited access programs across the college and university systems and criteria for designation; current institutional practices in implementing this guaranteed access, and the impact of student degree tracking systems on equal access to programs. This Task Force will make recommendations to the ACC.

Credit-by-Examination

Since 2001, the ACC has maintained the *ACC Credit-by-Exam Equivalencies*, which is a listing of examination programs and the associated postsecondary courses and credits generated by completion of an examination. Students who earn a passing score on an examination are guaranteed either the initial award of credit upon entering a college or university, or transfer credit. The award of course and credits may vary depending on the score.

To ensure that students who receive college credit for an examination are prepared for subsequent postsecondary coursework, the 2011 Legislature mandated the use of student performance data in the determination of examination and course equivalencies. The primary concern was for students who received a score of three (3) on an Advanced Placement (AP) examination. Therefore, the performance study focused only on AP scores in those examinations where subsequent coursework could be readily identified.

The study considered these AP examinations: Calculus AB, Calculus BC, Biology, Chemistry, and English Language and Composition. The study compared the performance of students in a subsequent course between those who completed an examination at different score levels and students who completed the course associated with the exam. The results showed that students who completed an AP examination with a score of 3-5 generally achieve at least passing scores in subsequent coursework. AP student grade point averages in subsequent coursework were generally higher than the grade point averages of students who completed the equivalent course in class.

Dual Enrollment Instructional Materials

Public school students in the dual enrollment program have their instructional materials provided free-of-charge. The increasing popularity of the dual enrollment program has intensified some of the concerns relating to the district provision of these materials. These issues include the increasing cost of these materials and the lack of a clear, statewide definition of instructional materials. The ACC will make recommendations concerning the costs of instructional materials, the included materials

provided by the district, and identify best practices in reducing the cost of instructional materials.

Other Recommendations from the HECC

The following activities are based upon recommendations from the HECC, and are either in progress or will be taken up by the ACC in 2013.

- **Acceleration Mechanisms.** The ACC will conduct a review of the articulated acceleration mechanisms: their impact on enrollment, success, and time-to-degree, and the impact of including these acceleration mechanisms in the excess hours calculations of s. 1009.286, FS. These projects will be initiated in 2013.
- **Articulation Systems.** The ACC will appoint a cross-sector committee to evaluate and make recommendations about state advising programs for transfer students. This project poses new challenges and opportunities owing to the inclusion of the FACTS system into the Florida Virtual Campus. This effort will be initiated in 2013.

2012 COUNCIL RECOMMENDATIONS

The majority of recommendations contained in the Council's 2012 report stem from a set of recommendations that were made to the Florida Legislature in the Council's 2011 report but upon which the Legislature took no action. The Council revisited this set of recommendations at its September 2012 meeting, determining which of these were no longer relevant to bring forward, and those that should be brought forward once again in this report. To these may be added other, new recommendations, including those that stem from the Council's review of the work of other entities currently scrutinizing Florida's postsecondary education landscape: the Governor's Blue Ribbon Task Force, work forces on performance-based funding, facilities funding task forces, etc. The challenge to the Council and to this report is that most of these entities are on similar timelines as the timeline for the Council's report, and their deliberations and products have yet to be finalized. The Council noted, however, that the finalized work products of these entities would be well-timed for the Council's consideration and potential endorsement in the context of the 2013 Legislative Session, at which point the Council would have ample opportunity to weigh in on the recommendations of these other important work groups.

New Recommendation

1. The Florida Legislature should provide funding to support the Adult Degree Completion Pilot Project hosted by the University of West Florida, with the University of South Florida, Florida State College at Jacksonville, and St. Petersburg College as participating institutions.

Recommendations Carried Forward from the Council's 2011 Report

2. The Legislature should create authority for colleges and universities to establish and have oversight of their own charter schools preK through 12.
3. The Legislature should align financial aid and grant programs to encourage and accelerate access, graduation, and time-to-degree. FRAG, Bright Futures, Need Based and other grants should be stabilized at an appropriate value and offered for a specified number of credit hours and if, by using IB, AP, or dual enrollments, students can graduate earlier, the state should allow them to apply those grants for "hours remaining within the 120" at the graduate level for Florida based programs. Students should be allowed to use the grants for summer sessions. All financial assistance programs should be available to SUS, ICUF and FCS non-traditional students taking nine or more credit hours.
4. The Florida Legislature should provide STEM incentives in early college pathway programs and in the form of Florida College System transfer grants that can be used in either public or private upper division programs. As an option, the Legislature should provide "match" for private contributions geared toward STEM grants-in-aid/scholarships.
5. The Florida Legislature should consider a state tax credit or other incentive to promote business/industry/education system collaboration, to include student internships, and leverage private support for research.
6. If the Florida Legislature continues to provide administrative funding for partnerships with state colleges, it should include State University System institutions, and ICUF schools in the appropriation. The 2+2 language is included in the 2011 General Appropriations Act. The specific Proviso language can be found Section 101A of Chapter 2011-69, Laws of Florida.
7. The Florida Legislature should modify acceleration incentives to school districts based on the number of college credits earned by high school students in all acceleration programs (AP, IB, AICE, Dual Enrollment).
8. The Florida Legislature should modify existing systems to provide Dual Enrollment funding to the institution providing the instruction.

9. State appropriated funds allocated to support workforce education programs should have a higher percent of the total appropriation based on program performance for school district Workforce Education programs. The Florida Legislature should increase the percentage of workforce education funds that are based on performance. The workforce education fund is used to support school district workforce education programs. In fiscal year 2011-12, 1.33% (\$5 million) of the workforce education budget was based on performance.
10. The Florida Legislature should directly link adult education to employment by changing the definition of adult education by revising s. 1004.93, F.S., to further emphasize that the goal of adult education is employment.
11. The Florida Legislature should continue to support the current workforce education delivery system that allows local institutions to determine program offerings to meet local business and industry personnel needs. Programs and courses should be market-driven, meet industry needs, cost-effective and result in employment for students. Which system provides the programs and courses should not be the issue that determines program offerings. The determinant should be whether the programs that are offered are market-driven and successfully prepare individuals for employment.
12. The Florida Legislature should not consolidate adult general education programs within school districts. Currently, school districts, Florida colleges, and community-based organizations provide adult education programs to meet the needs of their local communities. This local decision-making should be maintained.

APPENDIX A

**HIGHER EDUCATION COORDINATING COUNCIL
STATUTORY LANGUAGE**

1004.015 Higher Education Coordinating Council.—

(1) The Higher Education Coordinating Council is created for the purposes of identifying unmet needs and facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers.

(2) Members of the council shall include:

(a) The Commissioner of Education.

(b) The Chancellor of the State University System.

(c) The Chancellor of the Florida College System.

(d) The executive director of the Commission for Independent Education.

(e) The President of the Independent Colleges and Universities of Florida.

(f) Two representatives of the business community, one appointed by the President of the Senate and one appointed by the Speaker of the House of Representatives, who are committed to developing and enhancing world class workforce infrastructure necessary for Florida's citizens to compete and prosper in the ever-changing economy of the 21st century.

(3) The council shall serve as an advisory board to the Legislature, the State Board of Education, and the Board of Governors. Recommendations of the council shall be consistent with the following guiding principles:

(a) To achieve within existing resources a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's students.

(b) To promote consistent education policy across all educational delivery systems, focusing on students.

(c) To promote substantially improved articulation across all educational delivery systems.

(d) To promote a system that maximizes educational access and allows the opportunity for a high-quality education for all Floridians.

(e) To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the educational delivery systems.

(4) The council shall annually by December 31 submit to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Board of Governors, and the State Board of Education a report outlining its recommendations relating to:

(a) The primary core mission of public and nonpublic postsecondary education institutions in the context of state access demands and economic development goals.

(b) Performance outputs and outcomes designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion. Performance measures must be consistent across sectors and allow for a comparison of the state's performance to that of other states.

(c) The state's articulation policies and practices to ensure that cost benefits to the state are maximized without jeopardizing quality. The recommendations shall consider return on investment for both the state and students and propose systems to facilitate and ensure institutional compliance with state articulation policies.

(d) Workforce development education, specifically recommending improvements to the consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

(5) The Board of Governors and the Department of Education shall provide administrative support for the council.

History. — s. 13, ch. 2010-78; s. 5, ch. 2011-177; s. 7, ch. 2012-195

CONTACT INFORMATION

Website

www.floridahighereducation.org

Staff

Diane McCain

(850) 245-9632

diane.mccain@flbog.edu

Director, External Relations

Board of Governors

325 W. Gaines Street, Suite 1604

Tallahassee, FL 32399

**Florida Statutes 1004.015 - Higher Education Coordinating Council.— (5) The Board of Governors and the Department of Education shall provide administrative support for the council.*