

HECC Report Recommendations Summary -Draft Three: Nov. 1, 2011

(Shaded Number Indicates HECC Approval at Previous Meeting)

Strategic Degree Program Coordination. This thematic area captures recommendations for actions that might be taken to improve strategic program planning, reducing potential program duplication, maximizing geographical distribution of degree programs, improving programmatic alignment relative to unique institutional missions, and sector or institutional governance issues. This thematic area also captures recommendations associated with Florida's increasing need for access to postsecondary education irrespective of delivery sector, as well as the last link of a Talent Supply Chain: improving channels of communication and initiating actions so that educational sectors have a better understanding of the types of degree programs business, industry, and other organizations need; and the specific knowledge and skill sets that should be incorporated into such new or existing programs.

Recommendation Number	Recommendation	Summary/Notes/Recommendations
1	Determine specific degree and institutional capacity demands by projecting and tracking traditional and non-traditional student demand both statewide and regionally. This should include certificate and degree demand, enrollment driven capacity demand, and cross-reference business and industry employment needs in order to promote more targeted degrees and keep more talent in Florida. HECC should direct completion of work developing an inventory of all certificates, associate, bachelor's, master's, doctoral and first professional degrees offered at all of Florida's higher education institutions.	Recommendations combined at the direction of the HECC at the 10/4/2011 meeting. Language added based upon ICUF's suggested revisions submitted 10/20/11.
2	The State Board of Education and the Board of Governors should jointly review the current process for the delivery of public baccalaureate education and recommend potential revisions, if any, that will provide Floridians with expanded access to quality baccalaureate degree programs in the most efficient and cost-effective way. In proposing new programs, both the Florida Colleges and the State Universities should undertake an analysis of whether a new proposal will impact existing FCS, SUS or ICUF programs and the most cost effective means of increasing access, prior to expanding or implementing new baccalaureate degrees.	Recommendations combined at the direction of the HECC at the 10/4/2011 meeting
3	In order to work toward greater economic development and a New Florida, knowledge-based economy, and for the state's careful investment with limited resources, the institutions of the State University System need to identify with greater specificity their primary areas of research expertise. Similarly, the State University system must continue to align both its undergraduate and graduate programmatic offerings based on the unique strengths and missions of its individual institutions. This will entail more systemic planning within the State University System.	

4	The HECC should request and receive a rolling annual list of prospective baccalaureate and master's-level degrees that are being planned by postsecondary education sectors to increase coordination among the sectors. The Legislature should require that the development of new baccalaureate programs in all public and private postsecondary systems receiving state appropriations be guided by comparative cost analyses as well as a demonstration of unmet need and demand linked to employment. Academic leaders from institutions within all higher education sectors should meet annually by workforce region to share and discuss common issues related to enrollments, transfers, economic/business and industry needs, as well as planned program additions and deletions. Each regional group should provide a meeting summary report to the Higher Education Coordinating Council that includes any recommendations for improved processes and efficiencies, no later than September 1st of each year.	Recommendations combined at the direction of the HECC at the 10/4/2011 meeting
5	Each of the various educational sectors should be charged by the Higher Education Coordinating Council with setting goals for increased degree completion, with a particular emphasis on STEM degree production. The inventory of all undergraduate degree programs should be made readily available to all employers statewide, as well as a directory of career placements offices at all colleges/universities. Likewise, employers should have the ability to easily and regularly electronically post/link their specific job needs for interns, fellows, and degree graduates via the program inventory website.	Language was taken from "new" recommendation submitted by ICUF on 10/20/11 and combined with Draft Two recommendation #20.
6	The Legislature should create authority for state colleges and universities to establish and have oversight of their own charter schools preK through 12.	

Capital Expansion Issues. This thematic area captures those few recommendations made relative to the issue of dwindling Public Education Capital Outlay dollars and the need to explore ways of ensuring maintenance of existing and creation of new facilities necessary to accommodate the growing need for access to postsecondary education

Recommendation Number	Recommendation	Summary/Notes/Recommendations
7	Explore the utilization of Public Private Partnership (P3) funding for the construction of University Center Facilities on state college campuses or use the state's Higher Education Facilities Finance Authority rather than using PECO funding, to finance new buildings and seek community matching funds.	Revision in its entirety submitted by ICUF on 10/20/11 has been added here.
8	All appropriate educational delivery sectors, working with the Florida Legislature, need to explore new methodologies for the provision of funding maintenance and construction of facilities.	Recommendation result of splitting one recommendation into two per direction of HECC at 10/4/11 meeting

Student Financial Aid. This thematic area captures those recommendations relative to various forms of financial aid including but not limited to the Bright Futures program, the Florida Resident Access Grants (FRAG), and the Access to Better Learning and Education (ABLE) grant program

Recommendation Number	Recommendation	Summary/Notes/Recommendations
9	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. Allow students 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.	Recommendations combined at the direction of the HECC at the 10/4/2011 Meeting Contains embedded language submitted by ICUF on 10/20/11.
10	The 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.	
11	The 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.	

Funding/Performance Funding. This thematic area captures some general funding recommendations, and more specifically focuses on the desire of postsecondary institutions to explore funding mechanisms based less on inputs (i.e., enrollments) and more on outputs (i.e., program completers).

Recommendation Number	Recommendation	Summary/Notes/Recommendations
12	Expand use of instructional technology to help solve access and availability challenges. Use already developed resources within Florida to offer expanded access through on-line programs and promote consortium programs that enable public and private institutions in a region to allow students to easily take courses at other institutions in the partnership. The Legislature should provide a reliable and predictable funding model for technology-based infrastructure such as the Distance Learning Consortium, the Orange Grove repository for digitized learning resources, and FACTS.org, that help deliver high quality instruction and student services with maximum cost efficiencies.	New ICUF language submitted 10/20/11 added in its entirety, <u>plus</u> added sentence from ICUF revision to Draft Two recommendations #2 and 4. In addition combined w/language from previous FCS recommendation

13	If the state continues to provide administrative funding for partnerships, it should not be restricted to only State University System institutions, especially since ICF schools have had a long history of partnering with state colleges at very low costs to both the students and the state.	
14	The Board of Governors, working with the Florida Legislature, needs to examine a new State University System funding formula based in part on greater emphasis on performance-based accountability to enhance areas such as graduation and retention rates, STEM degree production and commercialization of research that leads to job creation.	Recommendation result of splitting one recommendation into two per direction of HECC at 10/4/11 meeting
15	The Legislature should codify commitment to a FCS per student funding model that supports increased enrollment and degree production while pegging maximum student tuition rates to the SREB average for Associate-dominant public colleges.	
16	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).	For 2011-12, the average full-time equivalent state funding for each full-year high school course is \$591. In addition, the state provides incentive funds to school districts based on student performance on AP, IB and AICE exams. For 2011-12, the state is paying an average of \$560 in incentive funding for each AP exam passed, \$557 for each IB exam passed and \$554 for each AICE exam passed. In addition, the state paid \$1,045 for each IB diploma earned and \$1,035 for each AICE diploma earned.
17	The Legislature should modify existing systems to provide dual enrollment funding to the institution providing the instruction.	<p>Florida Colleges and State Universities may include dual enrollment students in their FTE count, but receive no tuition for these students.</p> <p>A 2009 OPPAGA report found differences in eligibility for college credit (earning passing score or grade) among the various acceleration mechanisms: AP (44%); IB (79%); AICE (59%); Dual Enrollment (92%).</p> <p>The Florida College system has seen the proportional share of FTE for dual enrollment students go from 3.51% in 2000-01 (8,589 FTE) to 4.66% in 2010-11 (17,474 FTE). The total amount of tuition 'lost' for dual enrollment students in 2009-10 is \$48,179,997.52.</p>

18	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 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.	
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Articulation Policies and Programs. This thematic area captures a variety of recommendations for improving Florida’s 2+2 system of transferability, as well as recommendations relative to subcomponents relative to the 2+2 system, including the State Course Numbering System and the work of the Articulation Coordinating Committee. The great majority of these recommendations came from Section C of the Council’s report, which bears the same name as the name of this recommendation thematic area.

Recommendation Number	Recommendation	Summary/Notes/Recommendations
19	Transfer Student Admissions. The Higher Education Coordinating Council should convene a postsecondary enrollment estimating conference involving all postsecondary sectors to determine existing and projected institution and program capacity at the upper division and to recommend levels of access into each of the education sectors that will meet the current and projected demand for baccalaureate education. The Legislature should reaffirm its commitment to seamless 2 + 2 transfer articulation pathways by incentivizing state universities, state colleges and private colleges/universities to increase the number and proportion of Associate-degree holding students enrolled in upper division programs.	These recommendations seek to address the issues raised by the Articulation Coordinating Committee in its review of State Board of Education Rule/Board of Governors Resolution 6A-10.024 (the "Articulation Rule"). The Rule/Resolution guarantees access to the upper division for all AA transfers from a Florida College and grants transfer students equal access as native students to limited access degree programs. Certain aspects of AA transfers are known: the SUS upper division is nearly equal between native students and AA transfers; AA transfer students do well in upper-division coursework; and graduate with a similar number of credit hours as native students. With increasing pressure upon upper-division capacity, however, it is important to re-address these articulation guarantees and explore innovative policies and programs to maintain student access to the upper division.
20	Transfer Student Admissions. The Articulation Coordinating Committee should appoint a cross-sector Limited Access Task Force to review the number, discipline areas, and capacity of existing limited access programs in the FCS and the SUS and develop a common definition and standards for the designation. Current institution-level transfer policies and practices for limited access programs should be evaluated and recommendations made to ensure equitable and efficient transfer into the programs.	Recommendations combined at the request of the HECC at the 10/4/2011 Meeting. HECC has previously reviewed shaded language.
21	Articulation Systems. The Articulation Coordinating Committee should appoint a cross-sector Task Force on Student Advisement to review and evaluate state academic advising programs and services in the public and independent postsecondary sectors, particularly policies and programs that are designated for transfer students. The Task Force should identify “Best Practices” for which an increase in the graduation rate of transfer students has been evidenced. Best practices should be shared with all	

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22	General Education. The Articulation Coordinating Committee should recommend to the Board of Governors and State Board of Education common General Education Competencies in English and mathematics.	
23	General Education. The Legislature should require the Board of Governors and State Board of Education to establish the General Education Competencies in regulation/rule.	
24	General Education. The Board of Governors and State Board of Education should require each public postsecondary institution to establish policies and procedures for ensuring graduates attain the General Education Competencies prior to graduation.	
25	General Education. The Legislature should revise s. 1007.25, F.S., <i>General education courses; common prerequisites; and other degree requirements</i> , to require graduates achieve a Grade Point Average of 2.0 or better in courses identified as incorporating the General Education Competencies if used to meet General Education degree requirements.	
26	General Education. The Articulation Coordinating Committee should conduct a study of institutional general education and other lower level course requirements for degree completion then submit recommendations to the Higher Education Coordinating Committee if findings indicate a need.	
27	General Education. The Statewide Course Numbering System should identify courses that embed General Education Competencies.	
28	Lower-Level GPA Requirement. The Legislature should revise s. 1007.25, F.S., <i>General education courses; common prerequisites; and other degree requirements</i> , to require a 2.0 cumulative Grade Point Average for all Associate in Arts graduates consistent with the Statewide Articulation Rule/Resolution.	<p>The 2009 Legislature repealed the College-Level Academic Skills Test (CLAST); in 2010, the mandated course and exam graduation requirements (formerly CLAST exemptions) were also removed from s. 1007.25, FS. There are, however, still requirements for institutions to show mastery of certain college level skills: SACS principle 3.5.1 requires institutions to identify college level general education skills and graduates' attainment; s. 1008.38, FS, regarding articulation accountability and s. 1008.345, FS, regarding accountability systems mandate a review of student mastery of college-level academic skills.</p> <p>In 2010 the ACC charged a group of English and mathematics faculty to recommend lower level competencies for all students. Once approved, these would be embedded in the lower division curriculum. These recommendations have been shared with faculty statewide, the results are under review.</p> <p>State Board of Education Rule 6A-10.024, FAC, requires for the AA degree: Achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average.</p> <p>The Rule has been adopted in the Board of Governors Articulation Resolution.</p>
29	English/Math Requirement. The State Board of Education should repeal Rule 6A.10-030, F.A.C. <i>Other Assessment Procedures for College-Level Communication and Computation Skills</i> (the "Gordon Rule") as overly prescriptive in English and mathematics requirements.	<p>The "Gordon Rule" requires AA students to complete six credits in English coursework and six credits in other courses in which the student demonstrates college level writing, and to complete six credits of mathematics at the level of College Algebra or higher.</p> <p>Enacted in 1988, the Gordon Rule was necessary in a time where students could successfully complete the lower level without an essay other than in freshman composition or without a mathematics course.</p> <p>Since that time, the Gordon Rule has helped to foster institutional efforts in embedding writing across the disciplines and to ensure AA students</p>

		complete math coursework prior to the degree. In 2005 the Gordon Rule requirement of 24,000 words was removed, recognizing the institution efforts of writing across the curriculum. The specific course requirements, however, impose a burden on students. Students must complete six credits in courses labeled as English (ENC, ENG, LIT, AML, ENL); restricting program or elective choices. The mathematics requirement imposes a nine credit requirement for students entering into MAT 1033 "Intermediate Algebra," the initial credit-bearing mathematics elective course. Students must complete MAT 1033 prior to completing the six credits required by the Gordon Rule. This requirement may also stifle institutional innovations to move students directly from college preparatory coursework into mathematics general education if these courses are rejected as below that of College Algebra.
30	Common Prerequisites. The Legislature should amend s. 1007.28, F.S., <i>Computer-assisted student advising systems</i> , requiring FACTS.org to collect the Transfer Program of Interest and Transfer Institution of Interest for the purposes of upper-level capacity analysis and recruitment.	S. 1007.25(5), FS, requires the Department of Education to identify common prerequisite courses and substitutions for degree programs across all institutions. These are maintained in the Common Prerequisite Counseling Manual located at FACTS.org. The Manual is maintained by faculty committees and the Articulation Coordinating Committee and by representatives in the FCS and BOG offices.
31	Common Prerequisites. The Legislature should amend s. 1007.25, F.S., <i>General education courses; common prerequisites; and other degree requirements</i> , to require the Board of Governors and the State Board of Education to establish rules for Associate in Arts degree seekers to indicate a program and institution of interest by the time 36 semester hours is accumulated and to require that institutions track student Transfer Program of Interest and develop targeted Advising Mechanisms for the required Common Prerequisites.	In a 2008 report, OPPAGA recommended that institutions adopt "pre-majors" in order to properly transition students to the upper level. By mandating a transfer program and institution of interest, students may be well advised via institution mechanisms and FACTS.org of common prerequisite course requirements.
32	Common Prerequisites. The Articulation Coordinating Committee should institute an ongoing review of the Common Prerequisite Counseling Manual to ensure the courses identified as baccalaureate program prerequisites are accurate and appropriate.	This effort to ensure students take the proper courses prior to transferring to the upper division is more pronounced with the imposition of excess hour surcharges in s. 1009.286, FS.
33	Foreign Language. The Legislature should revise s. 1007.25, F.S., <i>General education courses; common prerequisites; and other degree requirements</i> , to require Associate in Arts graduates to complete a foreign language course sequence prior to graduation, if the requirement was not met in High School.	Requirements for a baccalaureate degree include two-year proficiency in a foreign language. This can be accomplished via high school coursework, postsecondary courses (dual enrollment), or a combination. There is no foreign language requirement for the AA degree; students must then complete this requirement within the upper division.
34	Foreign Language. The Legislature should repeal s. 1007.262, F.S. <i>Foreign language competence; equivalence determination</i> as unnecessary in determining the completion of foreign language course requirements.	This statute requires the Department to identify competencies demonstrated by students upon completion of two credits of sequential high school foreign language instruction. The statute and associated Rule/Regulation requiring 8-10 credits in a sequential foreign language is not consistent with current practices regarding acceptance of foreign language based on two-year proficiency.

35	<p>Acceleration Mechanisms. The Articulation Coordinating Committee should review district expenditures for dual enrollment instructional materials and best practices in the provision of these materials to students, and make recommendations concerning school district responsibility to provide instructional materials.</p>	<p>Dual enrollment students have instructional materials provided to them free of charge. School districts are typically the entity that provides these materials. Many districts report spending hundreds of thousands of dollars on these materials.</p> <p>Electronic access fees continue to pose a difficulty in the provision of these materials. The provision of instructional materials in this manner prevents the district from "owning" these materials and their transfer to other students.</p> <p>The study should determine the costs of these materials and best practices the provision of these materials between districts and Florida Colleges.</p>
36	<p>Acceleration Mechanisms. The Articulation Coordinating Committee should revise the ACC Credit by Examination Equivalencies List based on the study mandated in ch. 2011-177, Laws of Florida, which requires an investigation of student performance in subsequent coursework in the determination of exam and course equivalencies.</p>	<p>Several OPPAGA and Florida College System reports have noted that students in acceleration mechanisms were able to use credits towards degree programs, graduated with fewer credits, and performed better than students with no acceleration credit.</p> <p>Questions and concerns remain regarding the performance of students in subsequent coursework for those who satisfy college courses via an examination mechanism--especially in the STEM areas.</p> <p>S. 1007.27(2), FS, directs the Department to annually identify and publish a listing of exams and course equivalencies--this is the ACC Credit by Exam Equivalencies List. Ch. 2011-177 (HB 7151) directs the Department to use student performance data in subsequent courses when determining credit by examination equivalencies.</p>
37	<p>Acceleration Mechanisms. The Articulation Coordinating Committee should conduct an analysis of the acceleration credit (AP, IB, AICE, dual enrollment) of graduates to determine the impact of the acceleration credit on entrance to postsecondary education, time-to-degree, and degree or certificate completion.</p>	<p>Do acceleration mechanisms reduce the time to degree? A 2009 OPPAGA report found that most, but not all, acceleration credit was applied toward a degree. Students with acceleration credits typically accumulated 128 credits, while non-acceleration students accumulated 140 credits.</p>
38	<p>Acceleration Mechanisms. The Articulation Coordinating Committee should study the impact of including acceleration credits in the excess hours calculations mandated in s. 1009.286, FS.</p>	<p>A critical question regarding the use of acceleration mechanisms is whether the credits earned are used toward degree programs or other graduation requirements, and if they make a difference in retention or graduation.</p>
39	<p>Acceleration Mechanisms. The Department of Education should create mandatory advising mechanisms through the ACC and FACTS.org to assist students in selecting acceleration credit that will count towards general education and common prerequisites.</p>	<p>S. 1009.286, FS, was created to encourage undergraduate students to</p>

		<p>complete a degree program in the most efficient way possible, and provided for an excess hours surcharge. To encourage students to take proper courses via acceleration an examination should investigate removing this credit from the excess hours set of exemptions.</p> <p>Coupled with such an effort to encourage proper course-taking should be stronger advising. The Department maintains information through the ACC and FACTS.org regarding general education courses, credit by examination, dual enrollment courses, and common prerequisite program course requirements. These resources are maintained in separate lists; there is opportunity to create more robust course data for use in advising.</p>
40	<p>Career and Technical Education. The Articulation Coordinating Committee should study expanding the required secondary academic unit defined in Board of Governors Regulation 6.002 to include Level III courses from the career and technical education section of the course code directory.</p>	<p>Current Board of Governors Regulation (6.002), which outlines minimum eligibility requirements for FTIC students seeking admission, does not include Level III career and technical education courses identified in the Department's Course Code Directory.</p> <p>Level III course are defined as those Honors, IB, AP, AICE, advanced college-preparatory courses, and other courses containing rigorous academic curriculum and performance standards.</p> <p>In the 2011-12 CCD there are 152 Level III career and technical education courses.</p>
41	<p>Career and Technical Education. The Department of Education should develop and facilitate the implementation of clear policies and processes for the seamless transfer of non-college credit coursework between and among career/technical centers and colleges, as well as for the articulation of non-college credit courses into college credit programs at Florida College System institutions.</p>	<p>The Department of Education has several programs relating to the transfer of non-college-credit coursework:</p> <ol style="list-style-type: none"> (1) Postsecondary Adult Vocational (PSAV) courses are listed by postsecondary courses in the CCD and Statewide Course Numbering System to provide for seamless and guaranteed transfer of certificate coursework. (2) There are 44 PSAV program to AS/AAS degree articulation agreements. (3) There are close to 100 agreements that allow students meeting an industry certification to continue on toward an AS/AAS degree. (4) There are several agreements allowing for the articulation of non-college-credit Applied Technology Diploma hours to college credit degree programs--these agreements should be updated.
42	<p>Career and Technical Education. The Department of Education should develop a clear curricular definition of Associate in Applied Science (AAS) degrees that differentiates between AAS and Associate in Science (AS) degree mechanisms for articulation to the baccalaureate degree.</p>	<p>The FCS has been engaged in a process to review the efficacy of the AAS degree in relation to the AS degree (block transfers, faculty credentials, mathematics requirements). Both have the same technical curriculum, but the AS is intended to move toward both the workforce and to a baccalaureate program. The AAS is for entry to the workforce. Since SACS requires each must have at least 15 general education credits, they</p>

		<p>are virtually indistinguishable—sometimes the difference between MAT1033 and MAC 1105.</p> <p>In order to explore greater articulation possibilities for the AS degree (including a '2+2' for AS degrees similar to the AA, there needs to be a clear demarcation between the expectations and outcomes of the degrees.</p>
43	<p>Articulation Systems. The Department of Education should create a postsecondary feedback data system to report the progress of students into and through the baccalaureate degree. To ensure a consistent and equitable review of the issues, all postsecondary sectors should adopt and use a common set of data elements, particularly in regard to the definitions of FTIC, AA transfer, and other transfer students.</p>	<p>The Office of Articulation, in conjunction with the K-20 Education Data Warehouse, has produced the High School Feedback Report. This document conveys a more comprehensive and current profile of college readiness, including pre-graduate and post-graduate indicators based on school, district and state data. The recommendation is to track the progress of students between postsecondary institutions (NOT JUST 2+2). This is a part of the overall CLAS strategy as well—to track student success into the upper level, now that the existing mechanisms were removed from statute.</p> <p>Section 1008.38, Florida Statutes, mandates the State Board of Education, in conjunction with the Board of Governors, to develop articulation accountability measures to assess Florida's statewide articulation process. Currently, identification of measures and data collection is conducted primarily by the various education sectors. This project seeks to create a comprehensive data reporting system to assist policymakers in decisions that will facilitate student transition.</p>
44	<p>Articulation Systems. The Higher Education Coordinating Council should direct the Articulation Coordinating Committee to enact monitoring systems to track compliance with and validity of articulation policies and programs. These systems should be reported to the HECC by December, 2012, with results of these monitoring systems reported annually to the HECC.</p>	<p>A review of the HECC survey reveals many respondents recommended data and assessment mechanisms for student performance and institutional compliance with articulation policies and programs. Transcript reviews may be the most robust and reliable mechanisms, but are difficult and enormously time consuming.</p>

Data, Performance Measures, and Accountability. This thematic area responds directly to the legislative directive for the Council to make recommendations with regard to performance outputs and outcomes consistent across delivery sectors designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion.

Recommendation Number	Recommendation	Summary/Notes/Recommendations
45	Similar to the cooperative efforts underway relative to library automation and distance learning, the State Board of Education and the Board of Governors should create a joint taskforce to identify the potential for other joint contracts for shared services, where feasible, in order to maximize the use of state resources. The taskforce should make a report annually to the State Board of Education, the Board of Governors, the Higher Education Coordination Council, and the Legislature regarding its efforts.	Recommendations combined at the request of the HECC at the 10/4/2011 Meeting
46	In order to ensure that all sectors of postsecondary education are included in outcomes reporting that allows for a reasonable comparison of specific data elements, the Legislature should direct all sectors represented by the Higher Education Coordinating Council to participate in the Florida Education and Training Placement Information Program.	
47	Beginning December 2013, the HECC shall produce an annual report on the performance of Florida’s system of higher education. The report will include each of the measures described in the Data and Performance section of the Council’s report.	
48	Beginning December 2013, the HECC shall produce an annual report on the performance of Florida’s system of higher education. The report will include performance measures that are specific to each individual sector.	
49	To enable the HECC to report results for all sectors, the Legislature should provide specific authority for the Commission for Independent Education (CIE) to collect the data necessary for reporting the measures identified in the Data and Performance Section of the Council Report	
50	Strengthen Florida’s Workforce Education Accountability System to include incentives and consequences. The accountability system for Florida’s Workforce Education programs should be enhanced to include incentives for meeting specific outcomes (completion, placement, earnings) and consequences for failure to meet the required outcomes. The Department of Education should develop recommendations that include incentives and consequences for the Florida Legislature by December 31, 2011.	

51	<p>Create A Workforce Education Program Score Card. The Department of Education will leverage available performance data by producing transparent and easy to understand Workforce Education program score cards. The score card will highlight employment outcome measures by providing information on completion rates, placement rates and earnings to the public. Workforce Education outcome performance measures that will be used are currently identified in law [s. 1011.80(4)(2)(c), F.S] and the business rules that will be applied are the standards currently prescribed by the State Board of Education [Rule 6A-10.0342, F.A.C.]. Score cards will be customized to include information on specific programs as well as a statewide score card that compares the success of each program on the identified performance measures linked to employment. This will provide business and industry representatives, as well as students, information on the success of the programs regarding employment.</p>	
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Workforce Education. This thematic area captures recommendations, some of which were legislatively mandated, associated with Workforce Education programs. Virtually all of the recommendations found under this thematic area are touched upon in the Council’s report Section D, which bears the same name as the thematic area.

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52	<p>Directly Link Adult Education to Employment by Changing the Definition of Adult Education. The Legislature should revise s. 1004.93, F.S., to further emphasize that the goal of adult education is employment.</p>	
53	<p>Revise the Definition of Workforce Education to Ensure Business and Industry Personnel Needs Are Met. The Legislature should amend the current statutory [1004.02(26), F.S.] definition of “Workforce Education.” The current definition is “Workforce Education means adult general education or career education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma, or a career degree.” The definition should be amended as follows “Workforce Education consists of secondary and postsecondary courses and programs that lead to an occupational completion point, industry certification, and certificates and degrees that are directly linked to employment and Florida’s industry and businesses needs and demands.”</p>	
54	<p>The 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,</p>	

	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.	
55	The 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.	
56	The Department of Education, school districts and the Florida College System institutions should ensure that, beginning in the 2013-14 school year, workforce education data collected and reported include common data and definitions for state and federal accountability programs	
57	The college credit certificate, the non-college credit certificate, and the Associate in Applied Science degree are all valid credentials and are needed in Florida because these certificates and programs are directly linked to workforce need and demand.	

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