

## **Higher Education Coordinating Council Recommendations Arranged in Sequential Order of the Four Sections of the Report**

### **Section A – Mission: Recommendations**

#### *From the Independent Colleges and Universities of Florida*

1. Determine specific student, degree and capacity demands to project traditional full-time, traditional part-time and non-traditional student demand; statewide and regional degree demand; and enrollment-driven capacity demand. This data also should be used to project student financial assistance for both traditional and non-traditional students.
2. The Florida Resident Access Grant needs to be stabilized at an appropriate value to induce expanded access for Florida resident students. The growth in this program demand should not cause individual grant levels to decline.
3. Better prepare students for postsecondary education without the need for remediation. Identify which secondary institutions are producing the most/least students in need of remediation and develop best practice models and assistance.
4. Align financial aid and grant programs to encourage and accelerate access, graduation, and time-to-degree. FRAG, as a tuition equalization grant and Bright Futures, Need Based and other grants should be 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 non-traditional students taking nine or more credit hours.
5. To accelerate degree production in hard to serve areas, designate Higher Education Development Zones with tuition assistance inducement with communities providing instructional space and equipment while higher education institutions deliver classroom and on-line bachelor’s degree programs. Explore deregulating summer session tuitions at all state institutions, allowing students to choose to pay the difference between available student assistance and tuition costs. Consider consortium management programs that enable public and private institutions in a region to allow their students to take courses at other institutions in the partnership, increasing access and decreasing time-to-degree.
6. Embrace instructional technology for the incoming technology generation to solve old access and availability challenges. Do this by examining current programs and degree offerings at ICF and SUS institutions to determine the most cost efficient means of expansion and access using online programs.
7. Enhance deregulation to spur solutions. Rather than increasing centralized mandates during funding droughts, statewide leaders should try to eliminate outdated mandates and waive (temporarily or permanently as appropriate) any unnecessary burdensome requirements. Rather than telling higher education what to do with less funding support, tell higher education what it can do without, if it is willing to improve specific outcomes.
8. The approval process for new baccalaureate programs at state or community colleges should be altered to include an analysis of whether the proposal will impact existing SUS or ICF programs and whether an expansion of the locally existing programs could be done more effectively and less costly to the taxpayers of Florida.
9. An analysis should be done to determine whether already approved baccalaureate programs at state/community colleges increased access by creating new “seats” in the process or whether they had a negative impact on other locally provided programs.

10. Form an inter-institutional team to evaluate AS degrees, identify AS degree areas showing substantial demand for articulation to the BS degree, and identify the means to deliver the AS to BS degrees at state colleges by state colleges and other partners or at other baccalaureate degree granting institutions. If it can be done using existing programs rather than creating new programs at state colleges, then that should be the priority.
11. Make the state subsidy for the completion of AS to BS or AA to BS/BA the same as the bachelor degree subsidies for state university bachelor degrees.
12. 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 to finance new buildings rather than using PECO funding, and seek community matching funds.
13. If the state continues to provide administrative funding for partnerships, it should not be restricted to only State University System institutions, especially since ICUF schools have had a long history of partnering with state colleges at very low costs to both the students and the state.
14. Promote more targeted degrees and keep more talent in Florida. A targeted degree forecasting element is essential to the new higher education demand-tracking system. A coordinated statewide research approach is the best way to expand funding for all of Florida's research institutions, boost the economy, and produce more students with advanced degrees.

#### From the State University System

- ## Inserted NEW RECOMMENDATION:** 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.
15. The State Board of Education and the Board of Governors should review the current process for the delivery of public baccalaureate education and recommend potential revisions that will provide Floridians with expanded access to quality baccalaureate degree programs in the most efficient and cost-effective way.
  16. 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.
  17. The Council should receive a rolling annual list of prospective baccalaureate and master's-level degrees that are being planned by postsecondary education sectors. Such a list will increase coordination among the sectors.
  18. 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. All appropriate

educational delivery sectors, working with the Florida Legislature, needs to explore new methodologies for the provision of funding maintenance and construction of facilities.

*From the Commission for Independent Education*

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.

*From the Florida College System*

19. 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.
20. 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.
21. 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.
22. 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.
23. 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.
24. 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.
25. As part of their mission to provide community services not directly related to academic or occupational advancement, the FCS institutions should expand the availability of parent-education programs in support of optimizing a child’s chances for lifetime educational success.
26. The Legislature should allow and provide funding for the state colleges to provide expanded access to baccalaureate workforce education linked to community needs and hold them accountable for meeting annual and long-term state goals of increased student access, preparedness, retention, transfer, and completion. Expanded access should be determined by a dynamic, ongoing analysis of lower and upper division demand and institutional resources, but in no instance should upper division enrollments exceed 30% of the state college’s total enrollment.
27. The Legislature should create authority for state colleges and universities to establish and have oversight of their own charter schools preK through 12.

28. The Legislature should provide a reliable and predictable funding model for technology-based infrastructure such as the Distance Learning Consortium, the Orange Grove, and FACTSs.org, that help deliver high quality instruction and student services with maximum cost efficiencies.
29. The Legislature should reaffirm the new Florida College System model of education it has created, without ambiguities fueled by perceived threats to traditional higher education paradigms, by authorizing the State Board of Education, to expand its focus on providing Floridians with greater access to cost-efficient, high quality, high-demand baccalaureate degrees, particularly in STEM programs.
30. 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 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.

#### **Section B—Data and Performance Recommendations**

31. *Beginning December 2013, the Council 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.*
32. *Beginning December 2013, the Council 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.*
33. *To enable the Council to report results for all sectors, the Legislature should provide specific authority for the Commission for Independent Education (CIE) to collect the data necessary to reporting the measures identified in the Data and Performance Section of the Council report.*
34. *To enable the Council to report results for all sectors, the Legislature should direct all institutions receiving state funds or serving students receiving state funds to submit completion data to the Florida Education Training Placement Information Program (FETPIP).*

#### **Section C – Articulation Policies and Programs Recommendations**

35. 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. 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.
36. 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.
37. 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 Florida postsecondary institutions.

38. The Articulation Coordinating Committee should recommend to the Board of Governors and State Board of Education common General Education Competencies in English and Mathematics.
39. The Legislature should require the Board of Governors and State Board of Education to establish the General Education Competencies in regulation/rule.
40. 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.
41. The Legislature should revise s. 1007.25, F.S., 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.
42. 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.
43. Revise s. 1007.25, F.S., to require a 2.0 cumulative Grade Point Average for all Associate in Arts Graduates.
44. The State Board of Education should appeal Rule 6A.10-030, F.A.C.
45. The Statewide Course Numbering System should identify courses that embed General Education Competencies.
46. The Legislature should amend s. 1007.28, F.S., 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.
47. The Legislature should amend s. 1007.25, F.S., 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. Public postsecondary institutions should require Associate in Arts degree seekers to indicate a Transfer Program of Interest and Transfer Institution of Interest by the time 36 semester hours is accumulated. The Legislature should amend s. 1007.25, F.S., to require the Board of Governors and the State Board of Education to establish rules requiring institutions to track student Transfer Program of Interest and develop targeted Advising Mechanisms for the Required Common Prerequisites.
48. 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.
49. The Legislature should revise s. 1007.25, F.S., to require Associate in Arts graduates to complete foreign language course sequence prior to graduation, if the requirement was not met in High School. The Legislature should repeal s. 1007.262, F.S.
50. The Florida Legislature should provide 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).
51. The Higher Education Coordinating Council should charge the Florida College System with recommending to the Legislature a funding model for dual enrollment.
52. 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.

53. 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.
54. The Department of Education should study the impact of allowing students to apply Bright Futures funding toward graduate education in direct proportion to the number of college credits earned via acceleration mechanisms.
55. 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 time-to-degree and on degree or certificate completion.
56. The Articulation Coordinating Committee should study the impact of including acceleration credits in excess hours calculations.
57. 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.
58. The Articulation Coordinating Committee should study the viability of expansion of the required secondary academic unit defined BOG 6.002 to include Level III courses from the career and technical education section of the course code directory.
59. 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.
60. 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.
61. The Department of Education should create a postsecondary 2+2 data system to report the progress of students into and through the baccalaureate degree.
62. The Higher Education Coordinating Council should direct the Articulation Coordinating Committee to enact monitoring systems for 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.

#### **Section D – Workforce Education Recommendations**

63. 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.
64. 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.

65. 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.
66. 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.
67. 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."
68. 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, 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.
69. Florida College System institutions and school districts should continue to review program outcomes to ensure each program is meeting established workforce education performance standards and targets.
70. The college credit certificate is a valid credential and is needed in Florida because these programs are directly linked to workforce need and demand.
71. Florida College System institutions should continue to review program outcomes to ensure each program is meeting established workforce education performance standards and targets.
72. The non-college credit certificate is a valid credential and is needed in Florida because these programs are directly linked to workforce need and demand.
73. Florida College System institutions and school district career technical centers should continue to review program outcomes to ensure each program is meeting established workforce education performance standards and targets.
74. The Associate in Applied Science degree is a valid credential and is needed in Florida because these programs are directly linked to workforce need and demand.
75. Florida College System institutions should continue to review program outcomes to ensure each program is meeting established workforce education performance standards and targets.
76. 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.
77. Florida College System institutions, school districts and community-based organizations should continue to review program outcomes to ensure each program is meeting established performance standards and targets.

78. 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.