

# HIGHER EDUCATION COORDINATING COUNCIL

## 2016 Annual Report

Submitted to  
The Governor  
The President of the Senate  
The Speaker of the House of Representatives  
The Board of Governors, State University System of Florida  
The State Board of Education, Florida Department of Education



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors



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## INTRODUCTION

The 2016 Annual Report is submitted in fulfillment of Section (S.) 1004.015(5), Florida Statutes, (F.S), which directs the council to, 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: (1) the primary core mission of public and nonpublic postsecondary education institutions, (2) performance outputs and outcomes, (3) the state's articulation policies and practices, and (4) workforce development education.

In its 2014 and 2015 Annual Reports, the Higher Education Coordinating Council identified three key issues to address: (1) performance evaluation and funding of higher education institutions; (2) efficient and effective production of undergraduate degrees statewide; and (3) connecting degree and certificate production with industry talent needs.

This 2016 Annual Report provides actionable recommendations to the Governor, Legislature, higher education sectors, state agencies and the Articulation Coordinating Committee.



# SUMMARY OF RECOMMENDATIONS

The resulting recommendations from 2014 and 2015 were the foundation of the Higher Education Coordinating Council 2016 work plan. What follows are renewed and expanded recommendations from 2016:

## **The Florida Legislature should:**

1. Endorse and support the Higher Education Coordinating Council's ambitious goal of 55 percent of Floridians holding a high-quality postsecondary credential by 2025. The Higher Education Coordinating Council is committed to ensuring that Florida has the talent it needs to meet our growing population and future economic, civic, and social challenges.
2. Continue to encourage and support all education sectors in defining key performance metrics to align with statewide higher education policy and fiscal goals, recognizing that performance benchmarks might differ by delivery sector and program.
3. Continue and broaden its commitment to seamless articulation pathways by linking available resources for students to develop graduation pathways and by incentivizing higher education institutions to increase the number and proportion of transfer students receiving credit towards their intended program of study, always keeping in mind issues of accreditation and quality.
4. Expand incentives to promote collaboration and engagement between the business community and the education system, utilizing our higher education assets as a component of our economic development activities.
5. Continue to align, prioritize, and incentivize education funding to better meet Florida's industry talent needs through the use of the best available labor market intelligence and industry data.
6. Support Florida's participation in the State Authorization Reciprocity Agreements (SARA). In order for Florida postsecondary institutions to be competitive nationally in online programs and experiential learning opportunities it is important the Florida Legislature support legislation for Florida to participate in the State Authorization Reciprocity Agreements (SARA) administered by the national compact, National Council for State Authorization Reciprocity Agreements (NC-SARA) and continue to be an active participant in the regional compact Southern Regional Education Board (SREB).

## 2016 RECOMMENDATIONS

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### Priority Area # 1 - Florida's College Completion and Degree Attainment Goal

**The Florida Legislature should endorse and support the Higher Education Coordinating Council's ambitious goal of 55 percent of Floridians holding a high-quality postsecondary credential by 2025.**

The most powerful indicator of economic development and healthy communities is the number of adults with a high-quality postsecondary credential. The Higher Education Coordinating Council is committed to ensuring that Florida has the talent it needs to meet our growing population and future economic, civic, and social challenges. A particular objective of the goal is to identify ways to work with the state's rural and underserved populations to increase the attainment levels statewide and to increase the attainment levels within counties.

The statewide goal is the first crucial step that will serve to motivate increases in student access and degree completion by starting new conversations and taking action for Florida's future. This will keep policy leaders and governance bodies focused on student success and the state's workforce and economic needs -- ultimately providing greater employment opportunities for all of our students pursuing postsecondary education.

On November 28, 2016, the Council approved a motion that establishes a statewide goal of 55 percent to be reached by the year 2025, with the focus on the group of 25 to 64 years of age. Increasing Florida's attainment rate will also benefit the overall health of our state's economy. The Council intends to encourage leadership and engagement of the Florida Legislature and policy makers for supporting this goal. In addition, the Council will continue to obtain and review data and resources, as well as conduct community and regional meetings with heads of business, industry, and sector leaders, with the possibility of raising the goal in early 2017.

The Council respects and supports the existing efforts and initiatives that have been instituted by various sectors and recognizes that it is crucial to prioritize resources and align our statewide delivery efforts to ensure success of this goal. Postsecondary education sectors must have a common message that is supported by all of our governing boards and elected officials.



## **Priority Area # 2 - Performance Metrics**

**The Florida Legislature should continue to encourage and support all education sectors in defining key performance metrics to align with statewide higher education policy and fiscal goals, recognizing that performance benchmarks might differ by delivery sector and program.**

■ The 2016 Legislature (HB 7029) codified the performance funding system in statute for both the Florida College System and the State University System, and the budget supported this discussion.

The Board of Governors/State University System is reviewing the 10 metrics and the Division of Florida Colleges (DFC) has been working with a group of college representatives to review their four performance measures to find any improvements that can be made.

The Council continues to support that each institution or sector that receives either direct, or through student merit or need-based financial aid, state appropriations should annually submit to the Governor, the President of the Senate and the Speaker of the House a report that represents the institution or sector's performance in achieving student access, retention, graduation rates, and student employment or continued study within one year of graduation.

The Council recognizes that the mission and scope of institutions or sectors will necessitate metrics that reflect their individual characteristics. Where applicable, the report should be compiled by the governing or administrative body for each institution or sector.

The Council further suggests that these reportable variables be reviewed periodically and adjusted to accommodate variations, modifications, and innovations in the delivery systems and institutions engaged in providing higher education.

### **Priority Area # 3 - Seamless Articulation**

**The Florida Legislature should continue to broaden its seamless articulation pathways by incentivizing higher education institutions to increase the number and proportion of transfer students receiving credit towards their intended program of study, always keeping in mind issues of accreditation and quality.**

The Council reiterates its 2015 Routes2Success recommendations relating to:

1. professional development for academic and career counselors;
2. dual enrollment counseling on courses, majors, and careers;
3. ensuring that high school acceleration and general education credits fulfill limited enrollment and prerequisite requirements of a student's bachelor's degree major;
4. promotion of online opportunities for rural communities;
5. expanded development and promotion of fully online degrees;
6. institutional incentives to increase associate of arts degrees aligned with targeted bachelor's degree majors;
7. expanded associate of science degree transfers to bachelor's degree programs;
8. financial incentives for students to complete their degrees more quickly;
9. support for collaborative partnerships and concurrent-use facilities to increase degree production; targeting bachelor's degree production to meet labor market demand; and
10. identification of statewide, regional, and local degree production shortfalls.

In 2016, the Board of Governors established the Select Committee on 2+2 Articulation and developed a two-year Work Plan. In March 2016, the Select Committee reviewed the statewide articulation law and policies, the responsibilities of the Articulation Coordinating Committee, and reviewed data regarding the transfer of Associate in Arts (AA) degree graduates into the SUS to pursue their baccalaureate degrees. The Committee also reviewed the pipeline of AA students coming to the State University System (SUS) from the Florida College System (FCS), and the performance of AA students within the SUS. In June and September of 2016, the Select Committee reviewed programs that have been developed in partnership with institutions from the FCS in order to increase access, provide greater clarity regarding pathways to completing a bachelor's degree, increase degree completion, and meet local workforce needs.

In November 2016, the Select Committee began to identify strategies that the Board and universities can implement to improve 2+2 articulation. A four-hour workshop to discuss issues and solutions to improve 2+2 is scheduled for January 25, 2017, at Florida Polytechnic University for Select Committee members, staff from both the FCS and SUS, as well as representatives from the state colleges and universities who have significant experience dealing with 2+2 articulation and transfer.

In addition to taking steps to improve seamless articulation through the Select Committee on 2+2, the Board of Governors has also studied the issue of financial incentives for students to complete their degrees more quickly. During 2015, the Board of Governors undertook an extensive, data-driven study on affordability, providing analyses by economic quintiles and the effect upon access to the SUS. One of the resulting recommendations was the Board's support for a legislative budget request (LBR) to provide funding for summer Bright Futures so that students would graduate and become gainfully employed more quickly. The LBR was not funded during the last legislative session, but the Board of Governors reaffirmed its support for a Bright Futures LBR for the 2017 legislative session at its September 2016 Board meeting.

Throughout 2017, the Select Committee will focus on identifying the steps necessary to implement strategies to improve 2+2 articulation and identify any further challenges.

The Independent Colleges & Universities of Florida (ICUF) has also proceeded to demonstrate how the Routes2Success recommendations can be implemented by a sector and its institutional members. ICUF and the FCS have had a statewide 2+2 articulation agreement for nearly 20 years. Twenty-four independent colleges and universities have individual articulation agreements with the FCS.

In addition, to provide simple, sure, and swift transfers from state colleges to independent colleges and universities, 19 ICUF institutions develop annually an articulation manual which outlines various routes for transferring FCS students to ICUF bachelor's degree programs. These manuals are also useful for non-traditional and older students to transfer standard or life experience credits. For high school students, many ICUF colleges and universities now have dual enrollment and advanced placement agreements with schools throughout the state, as well as transient study and early acceptance options on-campus, on-site, and on-line. Embry-Riddle Aeronautical University (ERAU), for example, delivers advanced placement courses at 60 high schools throughout Florida that lead to early enrollment in STEM degree programs at ERAU. Additionally, there are hundreds of articulation agreements between individual ICUF institutions and individual schools, school districts, and postsecondary institutions.

ICUF has received a small grant from the Council of Independent Colleges (CIC) to build the Student GPS that was recommended in Routes2Success. This Student Graduation Pathways System will provide school, college, and university students with counseling on simple, sure, swift, and affordable routes to degrees and careers in Florida. It will also provide coaching and training for academic and career counselors.

The system will link to other resources available to Florida students, including the Florida Shines, TalentNet and Complete Florida, as well as academic and career counselors at each independent college and university in Florida. ICUF is working with the Edvance Foundation and other national and state foundations to disseminate and fund the other recommendations in Routes2Success. The tools, techniques and tactics developed through these implementation efforts will be shared with the other higher education sectors.

#### **Priority Area # 4 - Collaboration between Business Community and Education System, and High Quality Postsecondary Education.**

The Florida Legislature should promote collaboration between the business community and the education system, by utilizing an advisory council of diverse business representatives to connect educators with the business world. Florida must raise the level of postsecondary education attainment and seek to create and strengthen the collaborative partnerships needed to increase attainment and more closely align postsecondary education with workforce and civic needs.

In 2016, Governor Scott issued an Internship Challenge to businesses at his Degrees to Jobs Summit. The challenge asked businesses to consider hiring more students as interns to create pathways to jobs. Internships provide experiential education and help prepare students for gainful employment after graduation and increase their marketability.

The Council continues to focus on the lack of internships, specifically in the manufacturing community. Further it was acknowledged that there is a need for student awareness of manufacturing careers which require higher education. Degrees, certificates, and internships lead students to jobs that are in high demand by employers.

A primary need for the expansion of internships and externships is a set of statewide policies and procedures to address issues related to liability and other labor laws. The Council would like to see additional legal input on these liability and labor issues.

Again as in 2015, the Council recommends that there be one common website listing all student internships relating to the State University System and Florida College System. Career centers and all other relevant offices at FCS and SUS institutions as well as employers would be encouraged to post internship information directly on the site. The FCS and SUS would report annually on the number of students who were placed in and completed internships.

In addition, this single portal would also serve as a clearinghouse for teacher externships related to Florida's public school districts. The site would allow access between teachers and employers for externship listings. The Department of Education would report annually on the number of educators who were placed in and completed private-sector teacher externships.

■ The MAF Center for Advanced Manufacturing Excellence used a CareerSource grant to create a list of 50 recommendations and a sector strategy for manufacturing to address issues that are impeding development of a manufacturing workforce that is sufficient in quantity, quality, and appropriately educated. Internships and externships are a part of that strategy. Related to this and other Council priorities, CareerSource, Florida has also been studying internships. See priority area #5.

## **Increasing Postsecondary Attainment**

High-quality postsecondary education is an imperative for a strong state. The Council is committed to ensuring that Florida has the talent it needs to meet our growing population and future economic, civic, and social challenges. The Council is advocating for systematic change that will lead to higher levels of educational attainment for all Floridians and as indicated in Priority Area # 1, supporting and promoting an ambitious goal of 55 percent of Floridians holding a high-quality postsecondary credential by 2025.

The Council will work with and encourage employers, organizations, policymakers, community leaders, and other stakeholders to adopt Florida's goal. To that end, we seek to create and strengthen the collaborative partnerships needed to increase attainment and more closely align postsecondary education with workforce and civic needs.

## **Priority Area # 5 - Align/Prioritize Education Funding**

**The Florida Legislature should continue to align, prioritize and incentivize education funding to better meet Florida’s industry talent needs through the use of the best available labor market intelligence and industry data.**

In 2015, the Council recognized the need for accurate labor market data in decision-making regarding degree programs. It recommended that higher education entities must explain how they consulted and utilized market data and business intelligence to enhance decision-making about curriculum, programs and work experience. This would be reported to the Governor, Senate President and Speaker of the House on an annual basis with a copy provided to the Higher Education Coordinating Council.

To continually improve the labor market data available, the Council in 2015 also recommended that the Office of Economic & Demographic Research (EDR) be designated as an appropriate entity to convene and lead regularly scheduled data meetings among Council-member entities; the Florida Department of Economic Opportunity; Bureau of Labor Market Statistics (LMS); the Florida Department of Education, Florida Education and Training Placement Information Program (FETPIP); and other parties to identify available data, new data standards, data sharing opportunities, and barriers to data sharing. EDR would propose the development of a dynamic model that would offer a more comprehensive view of the labor market to ensure a consistent forecasting framework for state planning and budgeting purposes. The Council endorses the use of the “labor market data, tools, and uses group” to help EDR design and test a new model for labor market estimating.

CareerSource Florida continues to promote work opportunities that are aligned to Florida’s industry needs. As part of this effort, included in the next upgrade (January 2017), the EmployFlorida system (employflorida.com) will include a workplace training portal as well as a workplace training module. The portal and module will incorporate internships, apprenticeships, and on-the-job training. CareerSource Florida continues to work on the Market Intelligence Portal that will enhance strategic integration throughout Florida’s Talent Supply System. The new portal will better position Florida education, workforce and economic development partners to leverage education and training programs to support future economic development, both regionally and statewide, through data-driven solutions.

## **Priority Area # 6 - National Council for State Authorization Reciprocity Agreements (NC-SARA)**

In order for Florida postsecondary institutions to be competitive nationally in online programs and experiential learning opportunities it is important the Florida Legislature support legislation permitting Florida to participate in the State Authorization Reciprocity Agreements (SARA) administered by the national compact, National Council for State Authorization Reciprocity Agreements (NC-SARA) and continue to be an active participant in the regional compact Southern Regional Education Board (SREB).

On November 28, 2016, the Council approved a motion to support Florida's participation in NC-SARA while continuing to ensure high quality online courses and programs as well as accountability for any program offered to Florida students.

### **Reciprocity and Online Education**

The Council acknowledges the rapid growth in courses and degree programs offered through online education provided by Florida postsecondary institutions to students located in Florida and across the nation.

Authorization requirements and costs differ in each state. To ease the administrative burden and fiscal impact of obtaining state authorization, the NC-SARA created SARA for reciprocal satisfaction of each participating state's authorization requirements. SARA expands student access to online educational courses and programs and assists with experiential learning opportunities for Florida students outside of Florida. Currently, 44 states plus the District of Columbia participate in SARA. Before Florida postsecondary institutions can participate in SARA, the state must be authorized to participate in SARA by NC-SARA.

This will require authorizing legislation in Florida and submission of a SARA plan by the state to the state's regional compact, the Southern Regional Education Board (SREB).

Although participation by individual institutions is voluntary, it is anticipated that many Florida postsecondary institutions will participate given the volume of online courses and programs offered across the sectors. In addition, the dissolution of SREB's Electronic Campus Regional Reciprocity Agreement (SECRRRA) on June 30, 2017, which currently applies to SREB's 16 member states necessitates Florida's participation in NC-SARA so students in those programs continue to have access.

Participation in SARA continues to provide Florida its authority to enforce state consumer protection laws against educational institutions or the Commission for Independent Education's ability to regulate educational institutions with a physical presence in the state. Participation in SARA permits Florida postsecondary institutions to offer online courses and programs to students in states also participating in SARA without any additional state authorization regulation or fees. The reciprocity agreement likewise expands online courses



and programs available to Florida students to include online courses and programs offered by other participating SARA postsecondary institutions. It also assists with the ability to place Florida students in experiential learning opportunities in other states.

Florida's participation in SARA enhances the protection of Florida students through additional complaint resolution processes. Every state and institution participating in SARA is required to have a robust complaint resolution process that may be used in conjunction with existing complaint resolution processes. Therefore, Florida students enrolled in an online course or program in another SARA state are assured a mechanism for the resolution of complaints arising out of a state's participation in SARA.

Finally, participation in SARA maintains Florida's competitiveness in postsecondary education without compromising student protection and academic program quality.

For all of the foregoing reasons, the Council supports legislation authorizing Florida's participation in SARA as a method of accomplishing the state's attainment goal and expanding online educational and experiential learning opportunities for students.

## 2016 Continued and Expanded Areas of Concentration and Discussion

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1. College Completion and Degree Attainment - Florida's Goal
2. Online Education
3. National Council for State Authorization Reciprocity Agreements (NC-SARA)
4. Civics Education in Florida
5. Florida Center for Students with Unique Abilities

### College Completion and Degree Attainment - Florida's Goal

Supporting the Council's ambitious statewide goal for college completion and attainment collaborative work will continue to ensure that evaluations and assessments are made routinely to achieve Florida's success. A critical element will be for the state to look at specific underserved populations including low income and rural, to ensure that Florida's strategy will help increase attainment.

There is a difference between completion and attainment. Completion is the total credentials awarded annually or rate of student completion. Attainment refers to the educational level of a state's population – working age adults 25-64. Florida has made progress in credential attainment (39 percent with degree and 7 percent with a certificate); a total of 45.9 percent of Floridians have a high quality credential.

**Background** - Earlier this year, Council members Burke and Tuck attended the Lumina Foundation's "Completion to Attainment Convening" designed to catalyze state-level efforts to develop attainment goals by building upon current efforts to increase postsecondary completion. There are many different strategies to increase the number of completers, but these may lead to competition among the sectors. Focusing on a state goal of attainment makes it easier to align policies to collaborate on that goal.

To that end, Chair Levine appointed a task force to develop a proposed statewide Florida goal and present it to the Council for consideration. Members of the task force presented the proposal to the Council on November 28, 2016. The Council approved a motion for an ambitious goal of 55 percent of Floridians holding a high-quality postsecondary credential by 2025. The attributes of this ambitious attainment goal is that it is quantifiable, challenging, long-term, articulated in statute or strategic plan, and addresses gaps in attainment for underrepresented populations.

The Council members will continue to look at the talent pipeline – what do our industries need? This work is a social and economic imperative and there are plans in place that reflect the pipeline of degree production. Attainment is much broader conversation. Are we aligning degrees with industry needs? We want to produce more graduates with a clear path to employment, not just degrees, but the right degrees. And we want a better educated population, but also degrees in productive job areas.

In furtherance of developing the statewide goal, the Council will submit an application to the Lumina Foundation for the Attainment Challenge Grant. The Foundation's activities are centered around *Goal 2025*, to increase the number of adults with a high quality credential to 60% by 2025.

Twenty six states currently have attainment goals, with a few more in development. The entity that sets the attainment goal varies among the states. The Florida Higher Education Coordinating Council is well-positioned to lead the way in setting a Florida attainment goal.

## **Online Education**

During review and investigation in 2016, the Council concluded that online education is a compelling delivery method that provides access to students who may not be able to come to campus because of work or family obligations, as well as to on-campus students trying to complete their degrees in a timely manner. For example, in the State University System, the average age of undergraduate fully online students is 29, while the average age of students taking a mix of on-campus and online courses is 22, which supports the premise that different population groups are benefiting from online education. In addition, SUS data show that, in general, the more online education courses undergraduate students take, the quicker they graduate (2014-15 students who took no distance learning courses graduated in 4.3 years, while those students who took 21 to 40 percent of their courses online graduated in 4.0 years).

Florida ranks second in the nation in the number of students enrolled in distance learning courses in public 4-year, primarily baccalaureate-granting institutions. The unduplicated headcount enrollment in distance learning courses for FCS institutions was 314,543 and for SUS institutions, enrollments exceeded 216,000 students. In the Florida College System, about 59 percent of its students are taking online and hybrid courses and 40 percent are taking online only courses. In addition to distance learning, FCS hybrid courses offer students more scheduling flexibility than traditional face-to-face courses. Hybrid courses replace some of the scheduled face-to-face time by delivering instruction using technology, where the student and instructor are separated by time, space or both. In the SUS, 61% are taking at least one online course (54 percent are taking a combination of online and classroom courses and 7 percent are taking only online courses.)

For the Independent Colleges and Universities of Florida (ICUF), 20 of 30 institutions have been involved in online education for many years. ICUF has 544 fully online degree and certificate programs that serve nearly 35,000 students, or 22 percent of all students enrolled. An additional 18,000 ICUF students take one or more online courses as well as on-campus classes. Embry-Riddle Worldwide and Florida Institute of Technology Online track online enrollment separately and serve an additional 16,000 students.

In the SUS, ten institutions offer 265 fully online baccalaureate and graduate degree programs and 53 primarily online degree programs. In addition, the SUS has 32 fully online degree programs and 5 primarily online degree programs offered at the upper level.

In November 2015, the Board of Governors approved the SUS 2025 Strategic Plan for Online Education, which focuses on access, affordability and quality.

Florida College System institutions are voluntarily participating in the SUS workgroups charged with developing implementation strategies for the Plan's 49 tactics, because implementation will benefit them, as well as state universities. Tactics include enhancing professional development programs for faculty who teach online courses by providing train-the-trainer resources and annual workshops; creating a scorecard for ensuring the availability of student services equivalent to those provided to on-campus students; and establishing a standard process for developing quality courses.

Finally, a critical online education initiative is the development of the National Council on State Authorization Reciprocity Agreements (NC-SARA) initiative, which is described in the next section. This is a time-sensitive issue in that the Southern Regional Education Board (SREB) ends the SREB's Electronic Regional Reciprocity Agreement (SECRRA) on June 30, 2017.

### **National Council for State Authorization Reciprocity Agreements (NC-SARA)**

As stated earlier in this report, on November 28, 2016, the Council approved a motion to support Florida's participation in SARA while continuing to ensure high quality online courses and programs as well as accountability for any program offered to Florida students. It is expected that legislation will be filed in 2017, for consideration of this recommendation. The Council will continue to monitor the legislation and resulting implementation.

### **Board of Governors Select Committee on 2+2 Articulation**

As reported, Board of Governors Chair Tom Kuntz has appointed a select committee to review Florida's 2+2 Articulation system which has been in place for about 40 years. He appointed Higher Education Coordinating Council Chair Alan Levine to serve as committee chair.

Some data points:

- AA transfers from the Florida College System average more than a quarter of total SUS enrollments (70,235 in fall 2014).
- The percent of AA graduates applied and admitted has remained approximately 84%.
- Nine of 10 apply to only one state university (this may be due to students being placebound, or they may be firmly set on one institution and program. A question is if this percentage is the same for FTIC applicants). This is an issue because 2+2 only guarantees an institution, not the institution or program of choice.
- More than one-third of FCS AA graduates do not apply for admission to a state university.

During this year, next steps for the select committee include:

- Why are one third of AA graduates not applying to the SUS, and what are the reasons we can do something about? Is AA transfer an access strategy for underrepresented groups
- Does age and geography play a role, and what can we do about it?

Previously mentioned in this report, a four-hour workshop to discuss issues and solutions to improve 2+2 is scheduled for January 25, 2017. The workshop will be held at Florida Polytechnic University for Select Committee members, staff from both the FCS and SUS, as well as representatives from the state colleges and universities who have significant experience dealing with 2+2 articulation and transfer.

As stated earlier, throughout 2017 the Select Committee will focus on identifying the steps necessary to implement strategies to improve 2+2 articulation and identify any further challenges.

### **Civics Education in Florida**

Chair Alan Levine has offered data from recent polls and research reports that indicate that students and young adults lack proficiency in the various aspects of civics education, such as US History, US Government, the American economic system and are not engaged and aware of civics or citizenship. Nationally there is a perceived decline in civic participation, particularly by this age group. An increasing number of states are demonstrating legislative interest in enforcing a civic knowledge high school graduation requirement. Among those states are: AL, AZ, CO, IA, KY, LA, MD, MI, MN, MO, NE, NH, OK, PA, SC, VA, VT, WI, and WV.

The Council will continue to learn more about what is currently offered by and required in our Florida educational institutions and about the concerns of employers. Pursuant to a consensus of the Council to get input from the business community, Chairman Levine reached out to Mark Wilson, President and CEO of the Florida Chamber of Commerce and Tom Feeney, President and CEO of Associated Industries of Florida. Based on these conversations, there was a high level of interest in both organizations engaging with the Council to discuss gaps in awareness of US History, US Government, the American Economy and civic engagement among workforce age citizens. Both leaders agreed to participate in the next meeting of the Council to discuss this issue so the Council members hear directly from them about their interest in this topic and ways the Council may partner with the business community to advance the issue.

Various data from polls:

Fusion did a Millennial poll:

- 77% of 18-34 year olds could not name a senator in their state.
- Only 18% of 18-20 year olds could name a senator in their state.

- 36% of those under 30 have positive view of socialism, 39% have similar view of capitalism.
- The Reason Foundation reported that only 16% of Americans under age 29 can properly define socialism.

CBS/NY Times poll:

- 16% of millennials could define socialism; 30% of Americans over 30 could define socialism and found that that group was most concerned.
- Only 49% of millennials see themselves as patriotic; 64% for Generation X, 75% for Baby Boomers and 81% for the Silent Generation.

Pew Research Center on Free Speech in Media:

- 40% of millennials support limitations on the First Amendment – suggesting the government should prevent people from saying things that might be offensive.

Regarding NAEP scores

- In 8<sup>th</sup> grade – 18% scored proficient in US History.
- 23% scored proficient in Civics.

The primary content for civics education in Florida pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. Currently both the American History and Civics Government strands of the Next Generation Sunshine State Standards (NGSSS) are included in grades K-12.

This is a list of statutory requirements for grades K-12:

**Florida Next Generation Sunshine State Standards (NGSSS) grades K-12**  
(American History and Civics Government Strands)

**s. 1003.4156, F.S., General requirements for middle grades promotion.**

- Three middle grades or higher courses in social studies. Beginning with students entering grade 6 in the 2012-2013 school year; one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state and local governments, the structures and functions of the legislative, executive and judicial branches of government, and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the Constitution of the United States.
- Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22, F.S., constitutes 30 percent of the student's final course grade.

**s. 1008.22, F.S., Student assessment program for public schools.**

- EOC assessments for Algebra I, Geometry, Algebra II, Biology I, United States History and Civics shall be administered to students enrolled in such courses as specified in the course code directory.

**s. 1008.34, F.S., School grading system; school report cards; district grade.**

- Beginning with the 2014-2015 school year, a school's grade shall be based on various components, each worth 100 points. One component is the percentage of eligible students passing statewide, standardized assessments in social studies under s. 1008.22(3), F.S.

s. 1003.42, F.S., Required instruction.

- (a) The history and content of the Declaration of Independence, including national sovereignty natural law, self-evident truth, equality of all persons, limited government, popular sovereignty and inalienable rights of life, liberty and property, and how they form the philosophical foundation of our government.
- (b) The history, meaning, significance and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- (e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state and its counties, municipalities, school districts and special districts.

The Council realizes that Florida requires United States History to include civics topics, but results do not show proficiency. The reason to raise these issues is fundamental to our society. As education leaders are we passing on the requisite knowledge, and are we expecting that college graduates have this knowledge?

State universities have humanities requirements for diversity and international culture. These are choices we have made. Are they the right ones? Is it more important to learn about international culture than our own culture and civics?

At the Council meeting in June, members received a presentation from Doug Dobson, Ph.D., the Executive Director of the Lou Frey Institute, on Florida civics education and the work of the Institute. The Lou Frey institute was established in 2002 to promote the development of enlightened, responsible, and actively engaged citizens. The condition of civic health in Florida is not very good. Florida ranks near the bottom in the extent to which our students participate in civic life. Schools are a critical factor to correct the state of civic health.

In 2007 with an initiative by Bob Graham and Lou Frey, there was legislation to add civics to the required instruction in schools. The Sandra Day O'Conner Act requires a course in Civics and an EOC. It also required civics be integrated into reading and writing standards. The Civics EOC counts in the school grades calculation and in the teacher evaluations.

The Institute supports the implementation of the O'Connor Act with professional development, instructional materials, assessment materials, direct technical assistance to schools and research and development. Under the R&D (Partnership for Civic Learning), since 2008 the Institute has worked with about 12,000 teachers; it has tracked the use of online resources, with 584,000 online sessions in the 15-16 school year, and 97,000 hours of student instruction during school year. Students are doing better on the EOC; in 2014 61% were scored proficient.

The Council will examine ways for recognition or incentives for students to become more engaged in their community and in public service.

### **Florida Center for Students with Unique Abilities**

Senate Bill 672 (Ch. 2016-002, Laws of Florida), established the Florida Center for Students with Unique Abilities and charged the director with consulting and collaborating with the Council to identify meaningful credentials for Florida Postsecondary Comprehensive Transition Programs (FPCTPs) and to engage businesses and stakeholders to promote training and employment opportunities.

The involvement of the Council is to collaborate with the director to identify meaningful credentials or identify new ways to create these credentials.

At the Council meeting in June 2016, Dr. Rebecca Hines, with the University of Central Florida (UCF), presented information about the Center and ongoing UCF efforts regarding students with disabilities. The Center officially launched in July 2016, and the new Executive Director, Dr. Paula Kohler, joined the Center in September.

The center will allow a population of people who have not had the opportunity to have a college experience to have that college experience. This will help to support transition existing or new programs to the requirements of the Florida Comprehensive Transition program.

The Center will have as a primary part of the application to become a training center is approval of a meaningful credential. This could be putting together existing programs or creating a new credential. A comprehensive transition program will be expected to include the components of inclusion, academics and employment.

Currently, the Florida College System has about 20,000 students with unique abilities. They are in a variety of degree and certificate programs. The center will be a clearinghouse for best practices or to build industry partnerships for employment opportunities. The eligibility for funding and scholarships through the Center is reliant on the institution being a Florida approved transition program. The keys for a FPCTP are performance indicators, the social and academic piece and the credential. Institutions will look for ways to include students in programs leading to employment. This is not intended to be a prescriptive package, but a variety of opportunities for students.



In October 2016, the Florida Department of Economic Opportunity (DEO), Senate President Andy Gardiner, along with Florida businesses and advocates announced the launch of the Florida Unique Abilities Partner Program. The new initiative recognizes businesses in the state that advance the independence of individuals who have disabilities. President Gardiner spearheaded the legislation that created the program that will strengthen the state's economy and workforce by giving a talented, but untapped group of Floridians who want to work more opportunities to do so.

The DEO is the administrator of the program designed to highlight businesses that demonstrate their dedication to strengthening communities and the economy by helping individuals with unique abilities to become more independent. Among the first businesses already committed to the initiative are Walgreens, AT&T, Sea World and Busch Gardens, and Northrop Grumman Aerospace Systems.



## 2016 Higher Education Coordinating Council Membership

The Higher Education Coordinating Council was created for the purposes of identifying unmet needs; facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers; and facilitating solutions to data issues identified by the Articulation Coordinating Committee pursuant to s. 1007.01 to improve the K-20 education performance accountability system.

Section 1004.015(1), F.S., establishes the Higher Education Coordinating Council Membership:

One member of the Board of Governors, appointed by the chair of the Board of Governors	<b>Mr. Alan Levine - Chair</b>
The Chancellor of the State University System	Mr. Marshall M. Criser III
The Chancellor of the Florida College System	Ms. Madeline M. Pumariega
One member of the State Board of Education, appointed by the chair of the State Board of Education	Mr. Andy Tuck
The Executive Director of the Florida Association of Postsecondary Schools and Colleges	Mr. Curtis C. Austin
The president of the Independent Colleges and Universities of Florida	Dr. Ed H. Moore
The president of CareerSource Florida, Inc., or his or her designee	TBA
The president of Enterprise Florida, Inc., or a designated member of the Stakeholders Council appointed by the president	Mr. Chris Hart, IV
Three representatives of the business community:	
One appointed by the President of the Senate	Mr. Al Stimac, President, Manufacturers Association of Florida
One appointed by the Speaker of the House of Representatives	Rep. Jake Raburn, Member Florida House of Representatives
One appointed by the Governor	<b>Mr. Kenneth "Ken" Burke - Vice Chair</b> Clerk of the Circuit Court and Comptroller, Pinellas County

HIGHER EDUCATION COORDINATING COUNCIL

2016 Annual Report



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