

# HIGHER EDUCATION COORDINATING COUNCIL

## 2015 Annual Report

**INCLUDES A TECHNICAL CORRECTION (page 17)**  
12/4/15

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



FLORIDA DEPARTMENT OF  
EDUCATION  
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## Executive Summary

The 2015 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 Annual Report, 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. The resulting recommendations in the 2014 report were the foundation of the HECC 2015 work plan:

### **The Florida Legislature should:**

1. 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.
2. Broaden its commitment to 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.
3. Expand incentives to promote collaboration between the business community and the education system, utilizing our higher education assets as a component of our economic development activities.
4. 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.

The 2015 Annual Report provides actionable recommendations to the Governor, Legislature, higher education sectors, state agencies and the Articulation Coordinating Committee.



## 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	Mr. Tom G. Kuntz – Chair
The Chancellor of the State University System	Mr. Marshall M. Criser III – Vice Chair
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	Mr. Chris Hart, IV
The president of Enterprise Florida, Inc., or a designated member of the Stakeholders Council appointed by the president	Mr. Al Latimer
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	Ms. Susan E. Pareigis, President & CEO, Florida Council of 100
One appointed by the Governor	Mr. Kenneth “Ken” Burke, Clerk of the Circuit Court and Comptroller, Pinellas County



## Summary of 2015 Recommendations

**Priority Area #1      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.**

- 1.1. The HECC recommends to the Governor and Legislature 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 HECC 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 HECC 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.

The HECC will collect the reports and make available on one uniform website. This will also be included in the HECC's annual report.



**Priority Area #2      Broaden its commitment to 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.**

- 2.1. The HECC recommends that the Legislature provide for a professional development program for school, college, university and one-stop center counselors that includes on-campus, on-site and on-line courses, modules and videos, as well as a statewide counselors' network that enables school, college, university and one-stop counselors to consult and advise each other on routes to degrees issues. Teachers could be induced to fulfill continuing education requirements by taking career counseling training and help counselors help students. Until such a professional development program is fully established school districts and postsecondary institutions should enact policies to ensure that both a secondary counselor and a post-secondary counselor are involved in advising students on dual enrollment and other acceleration mechanisms that award both high school and college credits to ensure students pick smart education routes.
- 2.2. Each higher education sector should work with higher education media, such as Florida NEXT to highlight and support their institutions' counselors and the services they provide to students and families.
- 2.3. The scope of dual enrollment courses (as well as other Acceleration Courses) should be reviewed by the Articulation Coordinating Committee to ensure that course options for students align with the college requirements of students' intended bachelor's degree routes, noting courses that fulfill required general education courses and those that would be electives. If a student hasn't decided a route, they should be alerted that their course selection should focus on basic general education requirements. This will save their AA degree electives until they determine their intended bachelor's degree major. That will enable them to use these elective options to fulfill prerequisite course requirements, save them time and lower their bachelor's degree costs.
- 2.4. The HECC should work with the four higher education sectors (using their existing institutional bachelor's degree enrollment and degree completion data) to determine: 1) Where are students with dual enrollment and other high school acceleration college credits enrolling in associate or bachelor's degree programs?; and 2) Do students with dual enrollment and other high school acceleration college credits complete their bachelor's degrees with fewer total credits than students that do not have such pre-enrollment course credits?
- 2.5. SUS and ICUF institutions should send copies of any dual enrollment agreements they have with school districts to the FLDOE, as well as any summary reports on college credits awarded so that FLDOE can better report on statewide dual enrollment outputs.
- 2.6. Eligible nonpublic post-secondary institutions should consider offering online dual enrollment courses to rural school districts or rural educational consortiums that are a package of fixed-rate dual enrollment courses to be employed and facilitated in rural school districts.

- 2.7. A Governor's Fellow should be enlisted to assist in promoting High School Dual Enrollment and other HS Acceleration Mechanisms, as well as their application toward bachelor's degree completion requirements.
- 2.8. The Articulation Coordinating Committee should monitor annual dual enrollment by sector, district, delivery mode and course to determine trends in student participation.
- 2.9. For the colleges and universities that award AA degrees to their Florida students, the Legislature should establish separate and substantial AA degree production growth inducements to reward: 1) Swift student AA degree completion; 2) AA degree production growth; and 3) AA degree production growth for any targeted bachelor's degrees. These targeted inducements will produce more AA degree outputs than other performance inducement designs.
- 2.10. In addition to production growth performance measurements and inducements for institutions, there should also be student inducements that reward students who complete their degrees swiftly. Current disincentives for slow-moving students include: FRAG and Able awards stop after 9 semesters and excess hours at the State University System have higher costs. The HECC recommends that the Legislature consider avenues that maximize and incentivize accelerated mechanisms toward AA completion and that maximize facility use, especially during non-peak hours. Institutions should be encouraged to develop course scheduling and scholarship opportunities that provide "Fast-Track" options for student to complete their degree.
- 2.11. High school and college students should be alerted that randomly chosen courses may fulfill AA degree requirements but may not apply to the major they someday choose. Statewide bachelor's degree databases like the Florida Virtual Campus and other degree planning sites should highlight this information in their bachelor's degree major inventories. The four higher education sector websites, materials and databases should highlight this information in their degree major inventories, as well. Schools, colleges and universities should also be encouraged to highlight this information to their current and future potential students on their websites, in their counseling materials and through their counselors.
- 2.12. Discussions with Florida Virtual Campus and other degree planning sites should be launched to explore a GPS-like service for bachelor's degree-seeking students that charts a route to a chosen profession (SOC code) from bachelor's degree majors that qualify a graduate for that job (CIP codes) and then to Florida colleges and universities that award those majors on-line and on-campus/on-site. Such a Graduation Pathways Service (GPS) should highlight various best routes based on time-to-degree, cost reductions, inducements, helping students to determine their best route to a degree, as well as link to college and university career service offices, internship opportunities and fellowship programs. Students should be informed and equipped to decide, "Where am I going?" "How long will it take me to get there?" "How much fuel will I need?"
- 2.13. The Legislature should support statewide, higher education sector and college/university efforts to promote fully online bachelor's degree programs to high school, traditional and non-traditional AA students as an immediately available

route to complete their bachelor's degree, especially in communities that do not have current on-campus or on-site bachelor's degree completion capacity. The Legislature should also support collaborations of state, independent and private colleges and universities: to maintain updated on-line degree inventories; to upgrade faculty on-line instructional skills; to broaden on-line access; to expand on-line student counseling, support and services; and to boost retention, swift degree completion and on-line degree production statewide.

- 2.14. HECC recommends each higher education sector should provide TalentNet with a full and updated inventory of their on-campus and on-site bachelor's degree programs annually each Fall, noting if the bachelor's degree programs have limited enrollment or prerequisite course work requirements. This will enable both statewide and local degree production planning. This tool will be a critical tool to determine current on-campus and on-site bachelor's degree capacity statewide and locally. Because AT&T donated this exceptional database tool, it is already a bargain. The Legislature should now provide sustaining-maintenance funding to ensure its full capacity and utilization.
- 2.15. HECC should invite the Florida Virtual Campus to work with each higher education sector to promote its website and its online programs database to school, college and university counselors. Each higher education sector should provide the Florida Virtual Campus with a full and updated inventory of their on-line bachelor's degree programs, as well as links to on-campus and on-site bachelor's degree program inventories that it provides TalentNet annually each Fall, noting if the bachelor's degree programs have limited enrollment or prerequisite course work requirements.
- 2.16. The Legislature should establish a framework to support collaborative partnerships of district consortiums, colleges and universities to deliver college courses, associate's degrees, bachelor's degrees and graduate degrees at state college and community-based sites to enhance and expand higher education opportunities in communities that are higher education under-served and that have unmet demand.
- 2.17. HECC should work with SUS and other higher education sectors to track the Commission on Access & Attainment's projections of under-supplied bachelor's degrees occupations to boost bachelor's degrees production to meet future demand. Working with FLDOE, FLDEO and private employer groups, HECC should monitor total bachelor's degree production of those occupations and should work with FETPIP to track hiring growth in those occupations to confirm the projected employment growth of those occupations materializes. In professions requiring licensure, including teachers and nurses, consideration should be given to tracking licensees coming to Florida with degrees or certifications granted by non-Florida institutions. Chronic unmet demand in Florida for teachers and nurses with bachelor's degrees should also monitored. HECC should report annually to the Legislature on the performance of this methodology's application and this higher education sector consensus on under-supplied degree programs.

- 2.18. The Legislature should consider launching collaborative on-line programs for targeted traditional students similar to the University of West Florida's Complete Florida Plus program for non-traditional students. The program could begin with high school dual enrollment courses and continue to AA courses and bachelor's degree completion degrees offered by state universities, state college and independent and private colleges and universities.
- 2.19. When the complete lists of on-line and on-campus/on-site bachelor's degree programs are completed statewide and for each of Florida's counties, HECC should convene a staff work group of the four higher education sectors to determine any projected shortfall statewide or regionally in supply for the Access and Attainment statewide projections of under-supplied bachelor's degree occupations. Determinations should be based on a benchmark academic year, the most recently completed academic year's production and most up-to-date production growth projections. The work group should report its findings to HECC along with recommendations that would solve those shortfalls.
- 2.20. The Articulation Coordinating Committee should explore, working with college and university institutional research directors, the efficacy of a transfer student performance measurement to track transferring students' success completing their bachelor's degree. This new standard would serve in tandem with the IPEDS First-Time-In-College & Time-to-Degree Performance Measurement Standards to profile all upper division students on Florida's college and university campuses.
- 2.21. Coordination to determine priorities, to project demand, to determine capacity and to clarify transfer routing is needed to save students, school, colleges, universities and Florida time and money. The scope and scale of this project requires a dedicated project team of experts from the Articulation Coordination Committee, public and private K-20 education sectors and institutions, Florida employers, and the business community.

The HECC should convene such a group to continue and coordinate the work to specifically describe the strengths and weaknesses of Florida's A.S. degree design (and high demand, priority A.S. to B.S. articulation pathways) and recommend specific ways to enhance both as a means of improving economic development in the state. To the maximum extent practicable and optimally utilizing existing capacity fully before creating additional capacity, these recommendations should enable the Florida College System and the State University System to crosswalk A.S. degrees appropriate for transfer with appropriate B.S. degrees and design optimally efficient transfer parameters that ensure that requirements such as general education coursework and common prerequisites involving necessary professional courses can be completed within the degrees' normal timeframe. This review should also assess the value and role of industry certifications in A.S. degree design and A.S. to B.S. articulation and make appropriate recommendations.

The HECC should complete this work and provide draft legislation to the Governor and the Legislature in time for consideration during the 2017 Regular Legislative Session.

**Priority Area #3      Expand incentives to promote collaboration between the business community and the education system, utilizing our higher education assets as a component of our economic development activities.**

- 3.1. The HECC recommends to the Governor and the Legislature 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 SUS and FCS institutions shall provide student and employer access to their internships listings via the website. Private postsecondary institutions in Florida shall be encouraged to provide student and employer access to their internships listings via the website. Employers shall be encouraged to post internship listings directly on the website.

At a minimum, internship listings shall be searchable by degree program and geographic location. The website shall also enable students to communicate directly with employers and post profiles that can be searched and found by employers seeking interns.

- 3.2. The HECC recommends to the Governor and the Legislature that the State University System and the Florida College System be required to annually report, by institution, the number of students who were placed in internships by their career centers and completed those internships.
- 3.3. The HECC recommends that the aforementioned internship website also serve as a common website listing all teacher externships relating to Florida's public school districts. District human resource offices and all other relevant school district offices shall provide student and employer access to their externship listings via the website, and at a minimum, externship listings shall be searchable by subject. Private elementary and secondary institutions in Florida shall be encouraged to provide teacher and employer access to their externships listings via the website. Employers shall be encouraged to post externship listings directly on the website.
- 3.4. The HECC recommends to the Governor and the Legislature that the Department of Education be required to annually report, by school district, the number of educators who were placed in, and completed, private-sector teacher externships.



**Priority Area #4      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.**

4.1. All higher education entities represented through the Higher Education Coordinating Council using state appropriated funds must explain, beginning July 1, 2016, how they consulted and utilized market data and business intelligence to enhance decision-making about curriculum, programs and work experience. This demonstrated use of market data and business intelligence must be included within the report each entity submits to the Governor, Senate President and Speaker of the House on an annual basis with a copy provided to the Higher Education Coordinating Council. If an entity does not currently provide an annual report, then it must prepare and distribute the required market data utilization information in a stand-alone report to the Governor, Senate President and Speaker of the House on an annual basis with a copy provided to the Higher Education Coordinating Council.

4.2.1. The Office of Economic & Demographic Research (EDR) is designated as the appropriate entity to convene and lead regularly scheduled data meetings among HECC-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 data available to all participating entities;
- Identify new data requirements and standards;
- Identify data-sharing opportunities among participating entities; and
- Identify barriers to data sharing and analyses and potential solutions.

Collectively, the participants to the regularly scheduled meetings shall be referred to as the “labor market data, tools, and uses group.”

Minutes from the meetings shall be kept and posted on EDR’s website. The minutes shall document any decisions, follow-up, and action steps that occurred from the meetings.

The Higher Education Coordinating Council (HECC) may elect to include the meeting minutes, a summary of the meetings, and an explanation of the model described in 4.2.2 in its annual report to the Legislature.

4.2.2. The HECC recognizes that EDR is currently working with House and Senate staff to evaluate a changed role for the Workforce Estimating Conference. Under EDR’s proposal, a dynamic model that offers a more comprehensive view of the labor market will be developed. Business demand and labor supply would be separately modeled and key assumptions and potential gaps/critical areas of concern would be adopted by the revised conference. This would ensure a consistent forecasting framework for state planning and budgeting purposes.

EDR will use the regularly scheduled meetings of the “labor market data, tools, and uses group” to seek participants’ input into the design phase of the model and to test external user acceptance. EDR will work with the group with a target completion date of no later than October 31, 2016. EDR will attempt to ensure that the new model and forecasting process meets the needs of the group participants. HECC 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.





