Higher Education Coordinating Council 2012 Work Plan

Note: This Work Plan does not take into account substantive legislation which may be moving through the 2012 Legislative Session. Changes to this Work Plan may need to be effected subject to any such substantive legislation.

How to Interpret this Workplan
This Work Plan is organized according to the original 36 recommendations provided in the Council's December 2011 report. It is recommended that this organizational structure will most readily maintain the integrity of the recommendations, and reduce potential overlap and duplication which may result from other organizational structures.

The Workplan:
- Takes advantage of the original Seven Thematic Areas and 36 recommendations as an organizational device.
- Provides for forward motion on all recommendations.
- Provides for tracking individual sector action on all recommendations.
- Identifies contact staff associated with recommendations.
- Identifies the need for creating cross-sector teams relative to discrete recommendation actions, as well as for actions involving related recommendations.
- Provides for updating actions to indicate when they have been accomplished.

Column One
Column One contains: (1) the original recommendation number; (2) a letter—A, B, C, or D—signifying from which of the four sections of the December 2011 report the recommendation initially came; and (3) a word or phrase identifying the general topic or topics of the recommendation. In cases where single recommendations appeared to have two clearly differentiated topics, the column has two topical areas identified (as in recommendation 1).

Column Two
Column Two contains the language of the original recommendation. In cases where single recommendations appear to have two clearly differentiated topics, the recommendation language has been split and identified with an (a), (b) designation, (as in recommendation 1). Entities/sectors underlined within the recommendation language indicate entities/sectors expected to perform a function or activity.
Column Three

Column Three identifies the activities of responsible entities/sectors, and general timelines. In cases where single recommendations appear to have two clearly differentiated topics, identification is provided as to topic with (a), (b) designations. An attempt has been made to secure contact names per sector, as appropriate.

Many of the components of sector activity can be understood as discrete and ongoing. However, shading in Column Three indicates further cross-sector work necessary to create more granular timelines. Shading in gray (as in recommendation 27) indicates such cases associated within single, discrete recommendations. Shading in yellow (as in recommendations 1, 4, and 17) indicates a set of related recommendations that should be viewed as interconnected.

Red text (as in recommendation 26 and 36) indicates actions that have been taken. This allows for continual updating, so that the Work Plan can become a living document.

DRAFT

2012 HECC Work Plan

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

Rec. #	Recommendation	Responsible Sector and Timeline
1 **A** Degree Estimating _____ Inventory	(a) Determine specific degree and institutional capacity demands by projecting and tracking traditional and non-traditional student demand both statewide and regionally. This should include certificate and degree demand, enrollment driven capacity demand, and cross-reference business and industry employment needs in order to promote more targeted degrees and keep more talent in Florida. _____ (b) HECC should direct completion of work developing an inventory of all certificates, associate, bachelor's, master's, doctoral and first professional degrees offered at all of Florida's higher education institutions.	**HECC:** With regard to demand/capacity estimating (a), see also recommendation 17, and recommendation 4(b), as the exercises should be combined. In spring 2012 a cross-sector team will need to be convened to establish a granular timeline, with a conference scheduled for summer/fall 2012. **Contacts:** Board of Governors: Jason Jones, Richard Stevens, R.E. LeMon DFC: Kathy Scheuch CCTCMIS: Juan Mestre ICUF: Elizabeth McAuliffe With regard to the statewide inventory (b), the expectation is that _Florida TalentNet,_ will be live for public use in spring 2012 and that it will eventually be merged with _Florida ExpertNet_ to create a clearinghouse that business and economic development councils can use to find postsecondary education programs and research

			expertise. For inventory, see also recommendation 5(b).
2 A Baccalaureate Implementa-tion		The State Board of Education and the Board of Governors should jointly review the current process for the development and delivery of public baccalaureate education and recommend potential revisions, if any, that will provide Floridians with expanded access to quality baccalaureate degree programs in the most efficient and cost-effective way. In proposing new programs, the Florida Colleges, the State Universities, and ICUF should undertake an analysis of whether a new proposal will impact existing FCS, SUS or ICUF programs, and the most cost effective means of increasing access, prior to expanding or implementing new baccalaureate degrees.	**Florida College System:** The Division of Florida Colleges will review current processes for the delivery of baccalaureate education in the Florida College System and present a report to the State Board of Education in May. Depending upon action by the State Board of Education, the Division of Florida Colleges will share lists of proposed programs and seek input regarding issues identified in this recommendation. Contacts: Abbey Cunningham, Ted Stratton

Board of Governors: In spring 2012 the Board of Governors will query its institutions to seek input with regard to the current process for the development and delivery of public baccalaureate education. In summer 2012 it will share any results of its survey with HECC. In summer 2012 the Board of Governors will share lists of potential new degree programs from annual University Work Plans with all sectors. Contacts: Richard Stevens, Jon Rogers, Jason Jones

ICUF: In spring 2012 ICUF will survey its institutions to seek input with regard to the current process for the development and delivery of baccalaureate education. In summer 2012 it will share any results of its survey with HECC. In summer 2012 ICUF will share lists of potential new degree programs with all sectors. It should be noted that as independent institutions, the addition of new programs is driven by market demand. Contact: Elizabeth McAuliffe

State Board of Education/Board of Governors: In summer/fall 2012 the State Board of Education and Board of Governors may wish to meet jointly to discuss new program processes. Alternately, this may be a discussion more appropriate for the HECC, since it is inherent in its charge, and since ICUF is also referenced in the recommendation. |

		Board of Governors Contact: Diane McCain State Board of Education Contact: Lynn Abbott
3 A SUS Focus	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.	**Board of Governors:** In summer 2012 the Board of Governors will consider individual SUS University Work Plans. These documents are intended to provide a forum for understanding with greater specificity each institution's primary areas of research, and its alignment of graduate and undergraduate programmatic offerings, consistent with individual university missions. Contact: R.E. LeMon
4 A Degree Coordination ———— Regional Input	(a) The HECC should request and receive a rolling annual list of prospective certificate and degree programs that are being planned by postsecondary education sectors to increase coordination among the sectors. The State 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. ————— (b) Academic leaders from institutions within all higher education sectors, SUS, FCS, ICUF, school districts, and CIE, should meet annually by workforce region to share and discuss common issues related to enrollments, transfers, economic/business and industry needs, as well as planned program additions and deletions. Each regional group should provide a meeting summary report to the Higher Education Coordinating Council that includes any recommendations for improved processes and efficiencies, no later	**HECC:** With regard to (a), HECC should make a formal request to the sectors in spring 2012. Contact: Diane McCain **Florida Department of Education Sectors:** DFC: With regard to (a), DFC shall provide copies of requests for new baccalaureate proposals to all sectors as required by law. DFC will also survey FCS institutions to complete an inventory of anticipated new certificate and associate degree programs in the summer of 2012. The results will be shared with BOG, ICUF and CIE. **Florida Board of Governors:** With regard to (a), in summer 2012 institutional lists of proposed programs for the near future will be captured in the Board's review of University Work Plans. In spring 2012 SUS provosts will consider these proposed programs per Board of Governors regulation. If available, lists of programs proposed by ICUF and FCS institutions will also be considered. The results of University Work Plan submissions will be shared with the Florida Department of Education, ICUF, and the Commission for Independent Education. Contact: Jason Jones, Richard Stevens, Jon

	than September 1st of each year.	Rogers
		Commission for Independent Education: The CIE is able to share data on all currently licensed programs whenever requested by the HECC. With regard to (b), as regional groups are developed, the CIE will submit the names of prospective members from our sector.
		ICUF: With regard to (a), see recommendation 2 above. <u>Contact:</u> Elizabeth McAuliffe
		State University System; ICUF; Florida College System; school districts; Commission for Independent Education: With regard to (b)--annual workforce region meetings--by <u>spring 2012</u> workforce regions (previously established or new) should be identified, institutions associated with each region should be identified, meeting host institutions should be identified, and meeting dates should be established. By <u>summer 2012</u> meetings should take place within each workforce region. By <u>fall 2012</u> reports should be submitted to HECC for discussion in <u>fall/winter 2012</u>. <u>Board of Governors Contact:</u> R.E. LeMon <u>Florida College System Contact:</u> Abbey Cunningham, Ted Stratton <u>ICUF Contact:</u> Elizabeth McAuliffe

5 A Increased Degree (STEM) Production ————— Inventory	(a) 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. ————— (b) The inventory of all undergraduate degree programs should be made readily available to all employers statewide, as well as a directory of career placements offices at all colleges/universities. Likewise, employers should have the ability to easily and regularly electronically post/link their specific job needs for interns, fellows, and degree graduates via the program inventory website.	**HECC:** With regard to (a), HECC's charge to the sectors has been effected via its 2011 report. With regard to (b), see also recommendation 1(b). Employer posting should continue to be effected through the Department of Economic Opportunity's EmployFlorida site, perhaps with a link to FloridaTalent.net. **Florida Department of Education Sectors:** DFC/DCAE will present a list of proposed STEM occupations and disciplines to the State Board of Education in May. This information will be shared with the HECC for consideration by summer 2012. Contact: Julie Alexander, Shanna Autry, John McNeely **Board of Governors:** Goals for STEM production are contained in the Board of Governors 2012-2025 Strategic Plan. The Board of Governors currently identifies 111 disciplines as STEM disciplines. In spring 2012 the Board will update this STEM list, with presentation to HECC in spring/summer 2012 and approval by the Board in summer 2012. A key decision will be how to reconcile STEM disciplines with the occupations that Florida needs for its future. Contact: Jason Jones, Richard Stevens, R.E. LeMon **Commission for Independent Education:** The graduation rates for all CIE licensed institutions are established in Section 1005, F.S. As the market demands STEM degrees, the CIE institutions will continue to develop programs to meet that demand. A listing of all licensed undergraduate degree programs is available, upon request, for the program inventory. **ICUF:** ICUF institutions function as independent entities and add or eliminate programs based on market demand. This is the process for all fields, including STEM. The issues with STEM are having enough qualified applicants and also having enough Florida jobs for STEM graduates. ICUF is developing a STEM degree inventory and will report to HECC in summer 2012. Contact: Elizabeth McAuliffe
6 A Charter	The Legislature should create authority for state colleges and universities to establish and have oversight of their own charter schools preK through 12.	(Florida Legislature)

Schools		

<table>
<tr><td colspan="3" style="background:black;color:white"><u>Capital Expansion Issues.</u> This thematic area captures those few recommendations made relative to the issue of dwindling Public Education Capital Outlay dollars and the need to explore ways of ensuring maintenance of existing and creation of new facilities necessary to accommodate the growing need for access to postsecondary education.</td></tr>
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Rec #	Recommendation	Responsible Sector and Timeline
7 A Facilities Funding	All <u>appropriate educational delivery sectors</u>, working with the <u>Florida Legislature</u>, need to explore new methodologies for the provision of funding maintenance and construction of facilities. This should include exploring alternative funding solutions for the construction of University Educational Partnership Centers on state college campuses or using the state's Higher Education Facilities Finance Authority rather than using PECO funding to finance new buildings and seek community matching funds.	(Florida Legislature) **Department of Education Sectors:** <u>Florida College System:</u> The DFC will establish a workgroup to review potential funding structures and statutory restrictions, then ask the State Board of Education to review these recommendations for possible inclusion in the 2013 legislative agenda. <u>Contact:</u> John Holdnak, Lisa Cook, Alicia Trexler **Board of Governors:** Beginning in <u>summer 2011</u>, State University System staff began exploration of new funding methodologies for PECO, and identification of statutory restrictions limiting financing of new facilities. The Board of Governors will review these preliminary recommendations in <u>spring/summer 2012</u>, and, in <u>fall 2012</u>, will consider adoption of financing alternatives for inclusion in its 2013 Legislative agenda. <u>Contact:</u> Chris Kinsley **ICUF:** HECC should explore utilization of P3 financing for construction of collaborative-use facilities on the campuses of Florida state colleges so there is capacity for baccalaureate degree programs offered by ICUF institutions at state college sites. <u>Contact:</u> Elizabeth McAuliffe

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<tr><td colspan="3" style="background:black;color:white"><u>Student Financial Aid.</u> This thematic area captures those recommendations relative to all financial aid including the Bright Futures program, the Florida Resident Access Grants (FRAG), and the Access to Better Learning and Education (ABLE) grant program.</td></tr>
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Rec #	Recommendation	Responsible Sector and Timeline
8 A Financial Aid	The <u>Legislature</u> should align financial aid and grant programs to encourage and accelerate access, graduation, and time-to-degree. FRAG, Bright Futures, Need Based and other grants should be stabilized at an appropriate value and offered for a specified number of credit hours and if, by using IB, AP, or dual enrollments, students can graduate earlier, the state should allow them to apply those	(Florida Legislature)

	grants for "hours remaining within the 120" at the graduate level for Florida based programs. Allow students to use the grants for summer sessions. All financial assistance programs should be available to SUS, ICUF and FCS non-traditional students taking nine or more credit hours.	
9 A STEM Incentives	The Florida Legislature should provide STEM incentives in early college pathway programs and in the form of Florida College System transfer grants that can be used in either public or private upper division programs. As an option, the Legislature should provide "match" for private contributions geared toward STEM grants-in-aid/scholarships.	(Florida Legislature)
10 A Collaboration Incentives	The Florida Legislature should consider a state tax credit or other incentive to promote business/industry/education system collaboration, to include student internships, and leverage private support for research.	(Florida Legislature)

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

Rec #	Recommendation	Responsible Sector and Timeline
11 A Instructional Technology	All public and private postsecondary sectors should expand the use of instructional technology to help solve access and availability challenges. Colleges and universities should use already developed resources within Florida to offer expanded access through on-line programs and promote consortium programs that enable public and private institutions in a region to allow students to easily take courses at other institutions in the partnership. The Florida Legislature should provide a reliable and predictable funding model for technology-based infrastructure such as the Distance Learning Consortium, the Orange Grove repository for digitized learning resources, and FACTS.org, that help deliver high quality instruction and student services with maximum cost efficiencies.	(Florida Legislature in part) **Board of Governors:** A goal of the Board of Governors in its 2012-2025 Strategic Plan is to nearly double the percentage of course sections offered via distance and blended learning. In addition, the Board, working with the Florida College System has responded to the Legislature's focus on the Florida Distance Learning Consortium, the Florida Center for Library Automation, the College Center for Library Automation, and FACTS.org, all of which may eventually be combined into a single entity. In addition, the Legislature is showing a keen interest in creating a Florida Virtual Campus, as well as implementing a proposed Adult Degree Completion Project. Work on conceptualizing these aspects of virtual education, at the specific request of legislative leadership, will be ongoing throughout 2012, and HECC may avail itself of status reports throughout this period of time. Contact: Nancy McKee, Richard Stevens

		The Chancellors of the FCS and BOG shall analyze the budget of the combined entities and recommend proposed budgets and funding models. Contacts: John Holdnak, Carrie Henderson **Commission for Independent Education:** **ICUF:** ICUF is developing a one-stop web-based inventory, to be available summer 2012, of the over 200 fully online degree programs currently offered by ICUF institutions. Contact: Elizabeth McAuliffe
12 **A** Administrative Funding Inclusion	If the Florida Legislature continues to provide administrative funding for partnerships with state colleges, it should include State University System institutions, and ICUF schools in the appropriation. The 2+2 language is included in the 2011 General Appropriations Act. The specific Proviso language can be found Section 101A of Chapter 2011-69, Laws of Florida.	(Florida Legislature)
13 **A** Performance Funding ——— 2+2 Incentives	The Board of Governors and the State Board of Education, working with the Florida Legislature, need to examine a new State University System and Florida College 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. The Florida 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.	(Florida Legislature in part) **Board of Governors:** With regard to performance funding, a new funding formula that ties appropriations to performance-based accountability instead of enrollments will be proposed by a university system workgroup, consisting of appropriate stakeholders, in spring 2012. Recommendations for a new funding formula will be made to the Board in fall 2012. Contact: Tim Jones **Florida College System:** The FCS shall establish a workgroup to review performance-based accountability, and shall present recommendations to the State Board of Education for consideration prior to submission of the 2013 legislative budget request. Contact: John Holdnak, Alicia Trexler
14 **C**	The Florida Legislature should modify acceleration incentives to school districts based on the number of college credits earned by high school students in all acceleration programs (AP, IB, AICE, Dual	(Florida Legislature)

Acceleration Incentives	Enrollment).	
15 **C** Dual Enrollment Funding	The Florida Legislature should modify existing systems to provide Dual Enrollment funding to the institution providing the instruction.	(Florida Legislature)
16 **D** Workforce Performance Funding	State appropriated funds allocated to support workforce education programs should have a higher percent of the total appropriation based on program performance for school district Workforce Education programs. The Florida Legislature should increase the percentage of workforce education funds that are based on performance. The workforce education fund is used to support school district workforce education programs. In fiscal year 2011-12, 1.33% ($5 million) of the workforce education budget was based on performance.	(Florida Legislature)

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

Rec #	Recommendation	Responsible Sector and Timeline

17 **A,C** Enrollment Estimating	The <u>Higher Education Coordinating Council</u> should convene a postsecondary enrollment estimating conference involving <u>all postsecondary sectors</u> to determine existing and projected institution and program capacity at the upper division.	**HECC:** This recommendation ties to recommendation 1(a). In <u>spring 2012</u> a cross-sector team will need to be convened to establish a granular timeline, with a conference scheduled for <u>summer/fall 2012</u>. **Department of Education Sectors:** <u>DCAE Contact</u>: Kathleen Taylor **Florida College System:** The DFC will participate in the workgroup mentioned above and, if requested, provide individual institution capacity information. <u>Contact</u>: Abbey Cunningham, Ted Stratton **ICUF:** ICUF will await direction established by HECC and efforts under Recommendation 1. <u>Contact</u>: Elizabeth McAuliffe **CIE:** The CIE can report on existing upper division capacity at licensed institutions whenever requested. **Board of Governors:** It is recommended that this activity be restricted to a meaningful subset of programs. The SUS should be able to determine additional institutional capacity in the context of its review of University Work Plans in <u>summer 2012</u>. In addition, the SUS can identify and share, at one end of the spectrum, limited access programs for which there are currently restrictions on capacity and, at the other, low productivity programs based on enrollments or numbers of graduates. <u>Contact</u>: Jason Jones, Jon Rogers
18 **C** General Education Competencies	The <u>Board of Governors</u> and <u>State Board of Education</u> should require each public postsecondary institution to establish policies and procedures for ensuring graduates attain the General Education Competencies prior to graduation.	**State Board of Education:** In <u>fall, 2012</u> the Articulation Coordinating Committee will approve changes to Rule 6A-10.0316, FAC, that lists college-level communication and computation skills. Rule change will be presented to the State Board of Education by <u>spring, 2013</u>. <u>Contact</u>: Matthew Bouck <u>DFC</u>: The DFC is of the opinion that the ACC should be the lead entity on this issue, and DFC will work with the ACC to develop a common list of general education competencies. Timing to be determined by ACC. <u>Contact</u>: Shanna Autry **Board of Governors:** In <u>summer 2012</u> the Board of Governors will create an interinstitutional workgroup to review current policies,

		best practices, and challenges associated with ensuring that SUS graduates are attaining General Education Competencies. The workgroup will be prepared to report out in fall 2012. Contact: Lynda Page
19 **C** Computer-assisted Student Advising Systems	The Florida Legislature should amend s. 1007.28, F.S., *Computer-assisted student advising systems,* 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.	(Florida Legislature)
20 **C** A.A. Institution and Program of Interest	The Florida Legislature should amend s. 1007.25, F.S., *General education courses; common prerequisites; and other degree requirements,* to require the State Board of Education to establish rules for Associate in Arts degree seekers to indicate a program and institution of interest by the time 36 semester hours is accumulated and to require that institutions track student Transfer Program of Interest. To facilitate access to upper division, the SBE should encourage the establishment of new articulation agreements modeled after "Direct Connect."	(Florida Legislature) Department of Education: Contact: Matt Bouck
21 **C** Foreign Language Requirement	The Florida Legislature should revise s. 1007.25, F.S., *General education courses; common prerequisites; and other degree requirements,* to require Associate in Arts graduates to complete a foreign language course sequence prior to graduation, if the requirement was not met in High School.	(Florida Legislature)
22 **C** Foreign Language Requirement	The Florida Legislature should repeal s. 1007.262, F.S. *Foreign language competence; equivalence determination* as unnecessary in determining the completion of foreign language course requirements.	(Florida Legislature)
23 **C** Acceleration	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.	**Department of Education:** In spring, 2012 the Articulation Coordinating Committee will begin discussions regarding common transfer courses and advising mechanisms for acceleration credit. The ACC will make recommendations to the HECC in fall, 2012.

Credit Advising		Contact: Matthew Bouck **Board of Governors:** Contacts: Jon Rogers, Lynda Page
24 **C** A.A.S./A.S. Differentiation	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.	**Department of Education:** In spring, 2012, the Articulation Coordinating Committee will recommend a Limited Access Task Force to review policies and procedures related to transfer student admissions. Any needed changes to Rule 6A.10.024, FAC regarding upper-division program admissions will be recommended in fall, 2012. In fall, 2012, the ACC will begin review of existing AS-BS articulation agreements and AS degree articulation to baccalaureate degrees. Any needed changes to Rule 6A.10.024, FAC regarding occupational degree transfer will be recommended in spring, 2013. Contact: Matthew Bouck **Florida College System:** A workgroup of the FCS has presented a report related to AAS and AS degrees that is currently being considered by SACS, and there is a meeting scheduled between FCS representatives and SACS in February 2012. Upon receipt of initial comments from HECC, the DFC shall present proposed rule amendments to the State Board of Education. Contact: Julie Alexander **Board of Governors:** Contact: Jon Rogers
25 **C** Postsecondary Feedback System	The Department of Education, working with all the higher education sectors, should create a postsecondary feedback data system to report the progress of students into and through the baccalaureate degree. To ensure a consistent and equitable review of the issues, all postsecondary sectors should adopt and use a common set of data elements, particularly in regard to the definitions of FTIC, AA transfer, and other transfer students.	**Department of Education and its sectors; Board of Governors; Commission for Independent Education; ICUF:** While sectors can continue to report individually, this is largely a data (definition, calculation, calibration, etc.) issue. A cross-sector workgroup should be convened to resolve any issues by summer 2012. Florida College System: CCTMIS in process. Contact: Julie Alexander, Matt Bouck, Kathy Scheuch Board of Governors Contact: Jason Jones Department of Education Sectors Contacts: ARM: Kris Ellington, Jane Fletcher; Articulation: Matthew Bouck; DCAE: Mark Baird ICUF Contact: Elizabeth McAuliffe

Rec #	Recommendation	Responsible Sector and Timeline
26 **C** Articulation Adherence	The Higher Education Coordinating Council should direct the Articulation Coordinating Committee to evaluate cross sector compliance with the State's articulation policies and programs. These findings should be reported to the HECC on an as needed basis.	**HECC; Articulation Coordinating Committee:** The HECC's recommendation in its December 2011 report constitutes the referenced direction. The Articulation Coordinating Committee should include this in its 2012 work plan and report to the HECC no later than fall 2012. DFC Contact: Pat Frohe, Ted Stratton Board of Governors Contact: Jon Rogers, Lynda Page

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

Rec #	Recommendation	Responsible Sector and Timeline
27 **A** Shared Services Task Force	Similar to the cooperative efforts underway relative to library automation and distance learning, the State Board of Education, the Board of Governors, and ICUF 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 Coordinating Council, and the Florida Legislature regarding its efforts.	**State Board of Education; Board of Governors; ICUF:** In spring 2012 taskforce members should be identified by sector. The taskforce will need to create a more granular timeline, but, generally, meetings should take place in spring/summer 2012, with reporting out in fall 2012. Florida College System Contact: John Holdnak Board of Governors Contact: Tim Jones ICUF Contact: Elizabeth McAuliffe
28 **B** Performance Annual Report	Beginning December 2013, the HECC shall produce an annual report on the performance of Florida's system of higher education that includes each of the common measures identified and described in the Data and Performance narrative section, as well as unique performance measures that are specific to each individual sector.	**HECC:** See also recommendation 25. A cross-sector data and performance workgroup should be convened in spring 2012 to create a more granular work plan and to determine the extent to which current reporting satisfies this recommendation. It will be important to not create burdensome, duplicative reporting requirements. Work of the workgroup should carry through summer 2012, with a report submitted in winter 2012. Florida College System Contact: Kathy Scheuch Board of Governors Contact: Jason Jones Department of Education Sectors Contacts: DCAE: Tara Goodman ICUF Contact: Elizabeth McAuliffe
29 **B** CIE Data	To enable the HECC to report results for all sectors, the Florida Legislature should provide specific authority for the Commission for Independent Education (CIE) to collect the data necessary for reporting the measures identified in the Data and Performance	(Florida Legislature)

Collection	Section of the Council Report	
30 **D** Workforce Accountability Incentives	The <u>Department of Education</u> should strengthen and enhance the accountability system for Florida's Workforce Education programs by providing recommendations to the Legislature that include incentives for meeting specific outcomes (completion, placement, earnings) and consequences for failure to meet the required outcomes.	**Department of Education:** In <u>spring 2012</u> taskforce members should be identified, including workforce education stakeholders. The taskforce will create a more granular timeline, but, generally, meetings should take place in <u>spring/summer 2012</u>, with reporting out in <u>fall 2012.</u> **Florida College System:** Presentation to State Board of Education. <u>Contact:</u> John McNeely, Kathy Scheuch, John Holdnak DCAE Contact: Kathleen Taylor

<u>Workforce Education.</u> This thematic area captures recommendations, some of which were legislatively mandated, associated with Workforce Education programs. Virtually all of the recommendations found under this thematic area are touched upon in the Council's report Section D, which bears the same name as the thematic area.

Rec #	Recommendation	Responsible Sector and Timeline
31 **D** Adult Education Definition	The <u>Florida Legislature</u> should directly link adult education to employment by changing the definition of adult education by revising s. 1004.93, F.S., to further emphasize that the goal of adult education is employment.	(Florida Legislature)
32 **D** Workforce Education Definition	The <u>Florida Legislature</u> should amend the current statutory [1004.02(26), F.S.] definition of "Workforce Education" to ensure that business and industry personnel needs are met. 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, certificates and two year degrees that are directly linked to employment and Florida's industry and businesses needs and demands."	(Florida Legislature)

33 **D** Workforce Education Delivery	The Florida Legislature should continue to support the current workforce education delivery system that allows local institutions to determine program offerings to meet local business and industry personnel needs. Programs and courses should be market-driven, meet industry needs, cost-effective and result in employment for students. Which system provides the programs and courses should not be the issue that determines program offerings. The determinant should be whether the programs that are offered are market-driven and successfully prepare individuals for employment.	(Florida Legislature)
34 **D** Adult General Education Non- consolidation	The Florida Legislature should not consolidate adult general education programs within school districts. Currently, school districts, Florida colleges, and community-based organizations provide adult education programs to meet the needs of their local communities. This local decision-making should be maintained.	(Florida Legislature)
35 **D** Workforce Education Data	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	**Department of Education:** In spring 2012 taskforce members should be identified by sector. The taskforce will create a more granular timeline, but, generally, meetings should take place in spring/summer 2012, with reporting out in fall 2012. Florida College System Contact: John McNeely, Kathy Scheuch DCAE Contact: Mark Baird
36 **D** Workforce Credentials	The Department of Education should maintain the college credit certificate, the non-college credit certificate, and the Associate in Applied Science degree as valid credentials as needed in Florida because these certificates and programs are directly linked to workforce need and demand.	**Department of Education:** Completed