



Post-Secondary Education Subcommittee

February 9, 2017

9:00 AM

Mashburn Hall (306 HOB)

Meeting Packet



AGENDA

Post-Secondary Education Subcommittee
Thursday, February 9, 2017
9:00 a.m. – 11:00 a.m.
306 HOB

- I. Call to Order and Roll Call
- II. Opening Remarks
- III. Presentations on Access and Affordability in the Florida College System
 - a. Florida College System Overview
 - Chancellor Madeline Pumariega
 - b. College and Textbook Affordability
 - President Tom Leitzel, South Florida State College
 - c. Developmental Education
 - Provost Lenore Rodicio, Miami Dade College
 - President Tom LoBasso, Daytona State College
 - President Sarah Clemmons, Chipola College
 - d. 2+2 Articulation Partnerships
 - President Lawrence Barrett, Florida Gateway College
 - Director Karen Borglum, Valencia College
 - e. Workforce Baccalaureate Degree Programs
 - Chancellor Madeline Pumariega
 - BSN graduate Anna Jones, Florida Gulf Coast State College
- IV. Closing Remarks

Overview Fact Sheet

The Florida College System plays a significant role in the state economy and is a sound investment from multiple perspectives. Students benefit from improved lifestyles and increased earnings. Taxpayers benefit from a larger economy and lower social costs. Finally, the state as a whole benefits from increased job and investment opportunities, higher business revenues, greater availability of public funds, and an eased tax burden.

INVESTMENT ANALYSIS

Student Perspective

- The Florida College System served **706,703** credit and **146,500** non-credit students in the 2011-12 reporting year.
- Education increases lifetime income. The average income at the career midpoint of someone with an associate's degree in Florida is **\$40,700**, 35% more than a student with a high school diploma.

Students enjoy a 16.8% rate of return on their educational investment.

- Throughout his or her working career, the average student's discounted lifetime income increases by **\$6.00** for every dollar invested in their college education from the Florida College System.
- Students enjoy an attractive **16.8%** average rate of return on their educational investment, recovering all costs (including tuition, fees, and forgone wages) in 9.1 years.

Social Perspective

- Higher earnings that accrue to students of the Florida College System and the associated increases in state income expand the tax base in Florida by more than **\$3.0 billion** each year.
- Florida will see avoided social costs amounting to **\$158.6 million** per year due to students of the Florida College System, including savings associated with improved health, reduced crime, and reduced welfare and unemployment.

Taxpayer Perspective

- The state government allocated **\$1.2 billion** in support of the Florida College System in FY 2011-12.
- For every dollar of this support, taxpayers see a cumulative return of **\$2.90** over the course of students' working careers (in the form of higher tax receipts and avoided costs).

- The state government sees a rate of return of **9.4%** on their support for the Florida College System. This return compares very favorably with private sector rates of return on similar long-term investments.

ECONOMIC GROWTH ANALYSIS

College Operations Effect

- The Florida economy annually receives roughly **\$1.3 billion** in income due to the operations of the Florida College System. This is a conservative figure adjusted to account for monies that leave the state economy or are withdrawn from the economy in support of the Florida College System.

Added income attributable to the accumulation of credits attained by former students of the Florida College System amounts to \$25.2 billion each year.

Student Spending Effect

- An estimated **5.2%** of students attending the Florida College System come from outside the state, bringing with them monies that would not have otherwise entered the state economy.
- The expenditures of out-of-state students generate roughly **\$24.9 million** in added income in Florida each year.

Productivity Effect

- The current Florida economy embodies an estimated **159.6 million** credits that have accumulated over the past 30-year period as thousands of former students from the Florida College System enter the workforce year after year.
- College skills translate to higher earnings for students and increased output of businesses. The added income attributable to the accumulation of credits from the Florida College System in the workforce amounts to around **\$25.2 billion** each year.

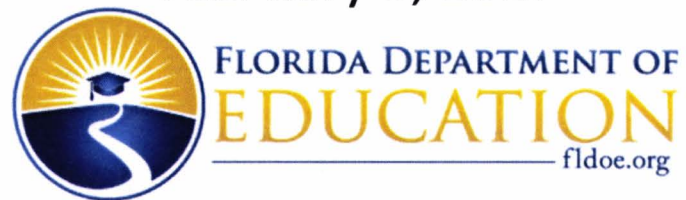


House Postsecondary Education

Madeline Pumariega

Chancellor, Florida College System

February 9, 2017



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Presentation Outline

Florida College System Overview: Chancellor Madeline Pumariega

College and Textbook Affordability: President Tom Leitzel, South Florida State College

Developmental Education: Provost Lenore Rodicio, Miami Dade College

President Tom LoBasso, Daytona State College

President Sarah Clemmons, Chipola College

2 + 2 Articulation Partnerships: President Lawrence Barrett, Florida Gateway College

Director Karen Borglum, Valencia College

Workforce Baccalaureate Programs: Chancellor Madeline Pumariega

Anna Jones, BSN Graduate Florida Gulf Coast State College

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Florida College System Mission and Enrollment

The Florida College System *continues to fulfill its historic mission* of providing access to postsecondary education in the state through a comprehensive variety of programs which address multiple needs.

The Florida College System provides a *cost-effective and efficient* avenue for raising the educational and economic well-being of the state.

The Florida College System is the access point for students into postsecondary education and through the 2+2 articulation agreement to the State Universities.

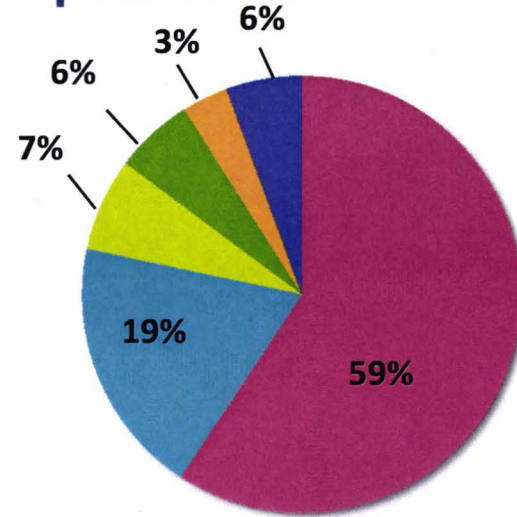
The Florida College System has *expanded postsecondary access* and demonstrated its flexibility and responsiveness to the state and its citizens, by developing workforce oriented baccalaureate degrees per Legislative authorization.

The Florida College System supports linking business and industry needs to the strategic growth of high quality, affordable, postsecondary educational opportunities.

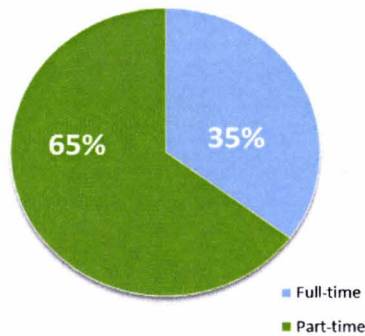
STUDENT SNAPSHOT

Student Enrollment and Characteristics | 2015-16

- Associate in Arts
- Associate in Applied Science & Associate in Science
- Baccalaureates
- College Credit Certificate
- Career Technical Certificate
- Adult & Secondary Education

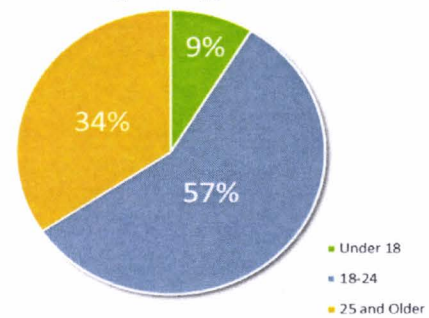


Enrollment Intensity



work
while
they
study.

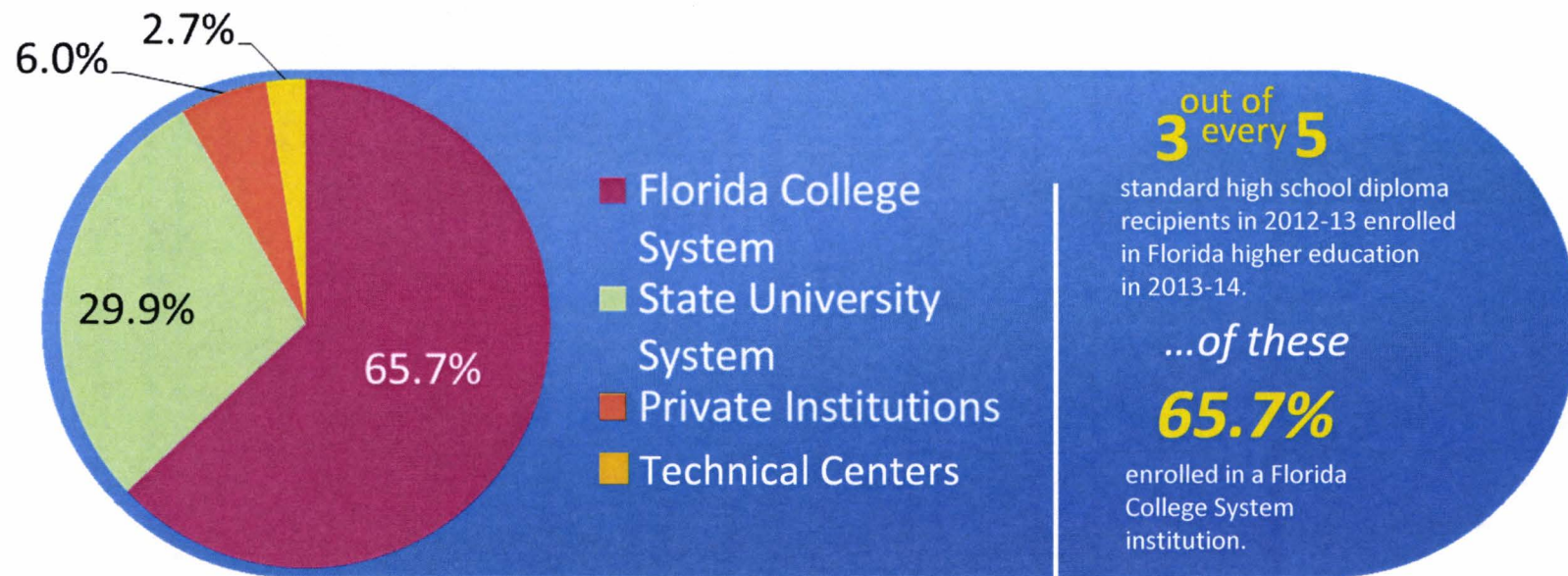
Age Range



Average
Age
25

THE SMART CHOICE

A Pathway for Florida's High School Graduates | 2013-14

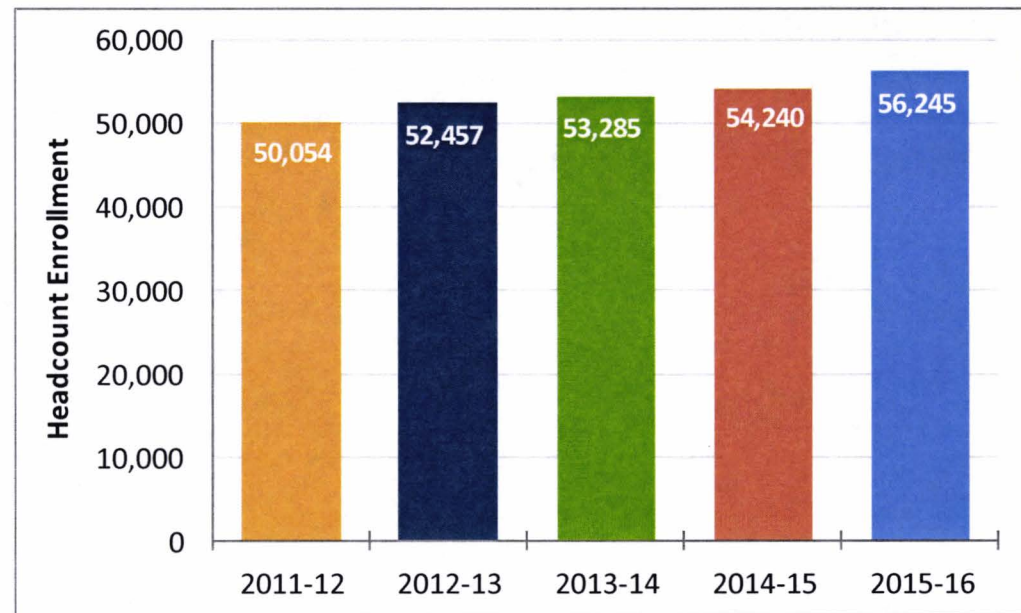


THE SMART CHOICE

Accelerating Completion Through K-12 Partnerships



Collegiate High Schools and Dual Enrollment



Source: PK-20 Education Reporting & Accessibility (PERA) and FCS Research & Analytics

GATEWAY TO THE WORKFORCE

Record Number of Graduates:

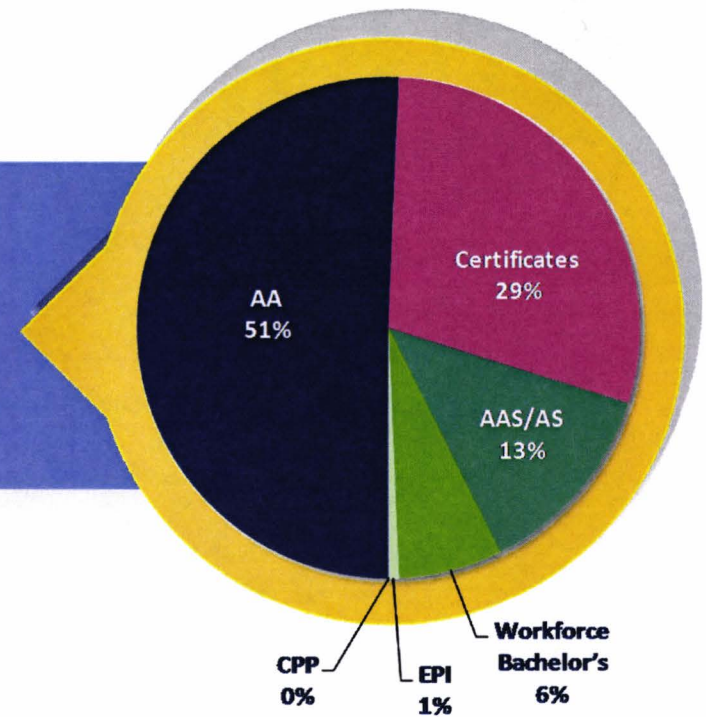
More than **112,000** certificates and degrees earned in 2015-16

#1 in award rankings

Florida is the **No. 1 certificate and degrees producer** among Southern states affiliated with the Southern Regional Education Board

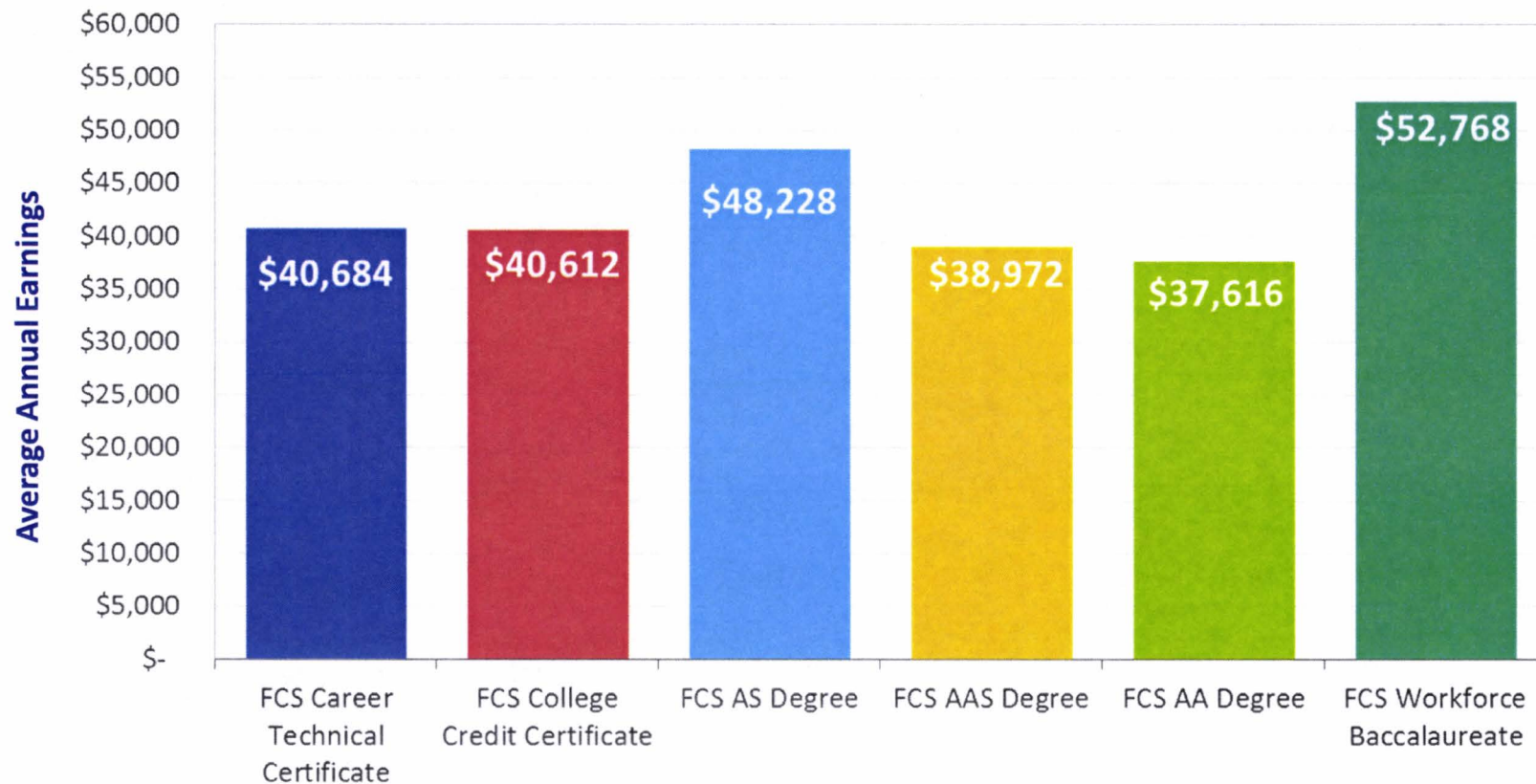
(SREB State Database Exchange, 2016)

Percent of Total Awards




GATEWAY TO THE WORKFORCE

2014-15 Florida College System Graduate Earnings



ECONOMIC IMPACT

WalletHub rankings place Florida College System institutions among top community colleges in:

- ▶ Low cost
 - ▶ High return on investment
- 

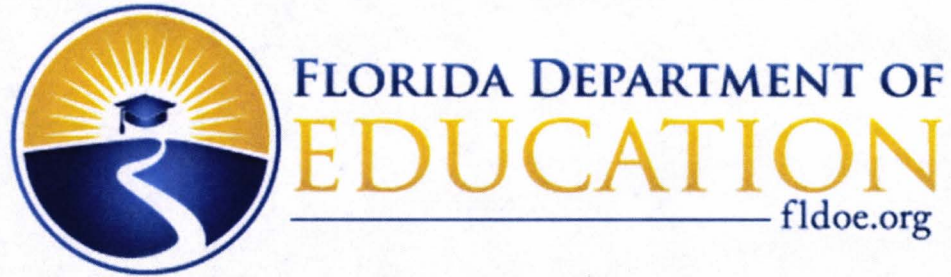
Aspen Award

National Community College Excellence Award that is awarded every two years beginning in 2011.

Florida College System institutions have been finalists all three award years and have won the Aspen Award all three award years. The 2017 list of eligible institutions includes 14 FCS institutions.

Return on Investment

- \$26.6 billion** ▶ Total effect of FCS on the Florida economy
- 9.4%** ▶ Rate of return on its investment state government
- \$2.90** ▶ Return to taxpayers on every \$1 spent
- 16.8%** ▶ Students' average rate of return on their educational investment.



College & Textbook Affordability

Chancellor Madeline Pumariega

Dr. Tom Leitzel, President, South Florida State College

Affordability in the Florida College System

- The 2016 Legislature passed HB 7019 the College Access and Affordability law (Ch. 2016-236, L.O.F) which created s. 1004.84, Florida Statutes.
- This law requires the Florida College System (FCS) to annually report strategies to promote college affordability, including reducing the cost of textbooks.

Florida College System institutions keep college affordable for students by maintaining low tuition and fees.

Tuition at Florida College System institutions has remained flat for the past 5 years.

Affordability in the Florida College System

- **Strategy 1: Reducing Time to Graduation**
 - *Offering Acceleration Mechanisms*
 - *Structuring the Student Experience*
 - *Implementing Developmental Education Reform*
 - *Expanding Online Offerings*
- **Strategy 2: Enhancing Operational Efficiency**
 - *Reducing Administrative Costs*
 - *Improving Bidding and Procurement Practices*
 - *Outsourcing Services*
- **Strategy 3: Evaluating Academic Offerings**
 - *Aligning Course Demand and Offerings*
 - *Terminating Programs*
 - *Expanding \$10,000 Bachelor's Degrees*
- **Strategy 4: Implementing Textbook and Instructional Materials Affordability**
 - *Selecting Materials*
 - *Using Open Educational Resources*

BEST PRACTICE: Open Educational Resources

South Florida State College - **SFSCopen**

- South Florida State College has committed to an aggressive strategic initiative, SFSCopen, to promote and institutionalize the use of open educational resources (OER).
- OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others
- South Florida State College faculty, in several key areas (psychology, first-year experience, and chemistry), have already adopted OER textbooks in their courses that has resulted in an annual net cost savings to students of **\$125,480**.
- Over the last academic year, through the use of OER textbooks, the Florida College System has saved students more than \$1.9 million.



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Developmental Education

Dr. Lenore Rodicio, Provost, Miami Dade College

Dr. Sarah Clemmons, President, Chipola College

Dr. Tom LoBasso, President, Daytona State College

SENATE BILL 1720 Timeline

2013

- May - Bill passed
- Summer/Fall – Division Staff provided webinars/workshops to educate FCS institutions

2014

- Exemption criteria went into effect
- Dev Ed. implementation plans submitted and approved
- Implementation of developmental education implementation plans

2015

- Spring- Data collection and analysis
- Fall- Accountability reports due to Chancellor and Governor

2016

- Accountability Reports received from all 28 colleges indicate promising results

Student Course Outcomes

Applied filters: None

Subject	Strategy	# Students Enrolled	% Students by Strategy	# Students (Grade C and Above)	% Students (Grade C and Above)	# Students (Grade D)	% Students (Grade D)	# Students (Withdrawal)	% Students (Withdrawal)	# Students (Unsuccessful)	% Students (Unsuccessful)	# Students (Grade Other)	% Students (Grade Other)
Math	Co-requisite	3,150	4.3%	2,012	63.9%	285	9.0%	329	10.4%	472	15.0%	52	1.7%
	Compression	44,905	61.6%	21,969	48.9%	2,409	5.4%	4,257	9.5%	8,680	19.3%	7,590	16.9%
	Contextualized	4,174	5.7%	2,421	58.0%	317	7.6%	533	12.8%	829	19.9%	74	1.8%
	Modularized	20,701	28.4%	9,215	44.5%	247	1.2%	2,374	11.5%	5,017	24.2%	3,848	18.6%
Reading	Co-requisite	1,130	6.0%	793	70.2%	69	6.1%	133	11.8%	130	11.5%	5	0.4%
	Compression	12,673	67.7%	9,199	72.6%	470	3.7%	1,069	8.4%	1,270	10.0%	665	5.2%
	Contextualized	710	3.8%	499	70.3%	38	5.4%	77	10.8%	95	13.4%	1	0.1%
	Modularized	4,209	22.5%	3,222	76.6%	74	1.8%	276	6.6%	504	12.0%	133	3.2%
Writing	Co-requisite	280	1.2%	175	62.5%	16	5.7%	11	3.9%	70	25.0%	8	2.9%
	Compression	18,015	76.0%	11,652	64.7%	696	3.9%	1,631	9.1%	1,954	10.8%	2,082	11.6%
	Contextualized	1,490	6.3%	1,079	72.4%	30	2.0%	107	7.2%	267	17.9%	7	0.5%
	Modularized	3,907	16.5%	2,752	70.4%	39	1.0%	353	9.0%	579	14.8%	184	4.7%

Notes:

- 1) Grade "C" or Above includes the data values of "A", "B", "C", "P", "S" ("P" is passed, "S" is satisfactory)
- 2) Grade of "D" includes only grades of "D".
- 3) Withdrawals includes "W" and "WU" ("W" is Official withdraw, "WU" Unofficial withdraw)
- 4) Unsuccessful includes "U" and "F" ("U" is unsatisfactory, "F" is fail)
- 5) Other category includes "I", "PR", "X" and "Z" ("I" is incomplete, "PR" is progress, "X" no grade awarded, "Z" audit)
- 6) To protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10. Double asterisks (**) will appear when data are suppressed. When there are no students reported in a category, a dot (.) will appear in the table cell.

Developmental Education Strategies

- **Modularized** developmental instruction that is customized and targeted to address specific skills gaps.
- **Compressed** developmental instruction structures that accelerate student progression from developmental instruction to college-level coursework.
- **Contextualized** developmental instruction that is related to meta-majors.
- **Co-requisite** developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

Developmental Education Implementation Plan Components

- Comprehensive Advising Plan
- Documented Student Achievement
- Developmental Education Strategies
- Description of Student Costs and Financial Aid Opportunities
- Student Success Data Collection
- Additional Components

BEST PRACTICE: Developmental Education

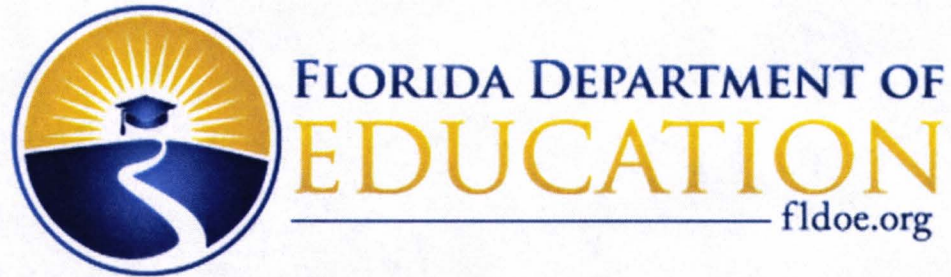
Chipola College

- **Academic Center for Excellence (ACE):** A transformational space focused on promoting student success and increasing student persistence and graduation, was established recognizing a need for on-demand tutoring, which incorporates special support for students in "high-risk" courses.
- The ACE has revolutionized Chipola's learning environment by providing individual tutoring, test reviews, and study groups in high-risk and barrier courses.
- On any given day, an Academic All-American Scholar and an extremely underprepared dev ed student may work side by side on an assignment for a high-risk course.
- Because of overwhelming participation, after only two years, the ACE facility almost doubled in size to meet the demand.

BEST PRACTICE: Developmental Education

Daytona State College

- **Assessment Day:** Assessment Day successfully engages faculty in a collaborative review of program-level assessment data and leads to pedagogical discussion about educational goals, learning outcomes and teaching methods, as well as considerations such as scheduling, instructional modality and semester length.
- **The English Studio:** Studios are led by Academic Support Center (ASC) Learning Specialists, Writing Center Specialists and faculty volunteers. This group workshop is designed to help students navigate course requirements, build critical thinking skills, and complete complex writing and reading assignments. It is designed for students who qualify for placement in developmental education courses in reading and/or writing.

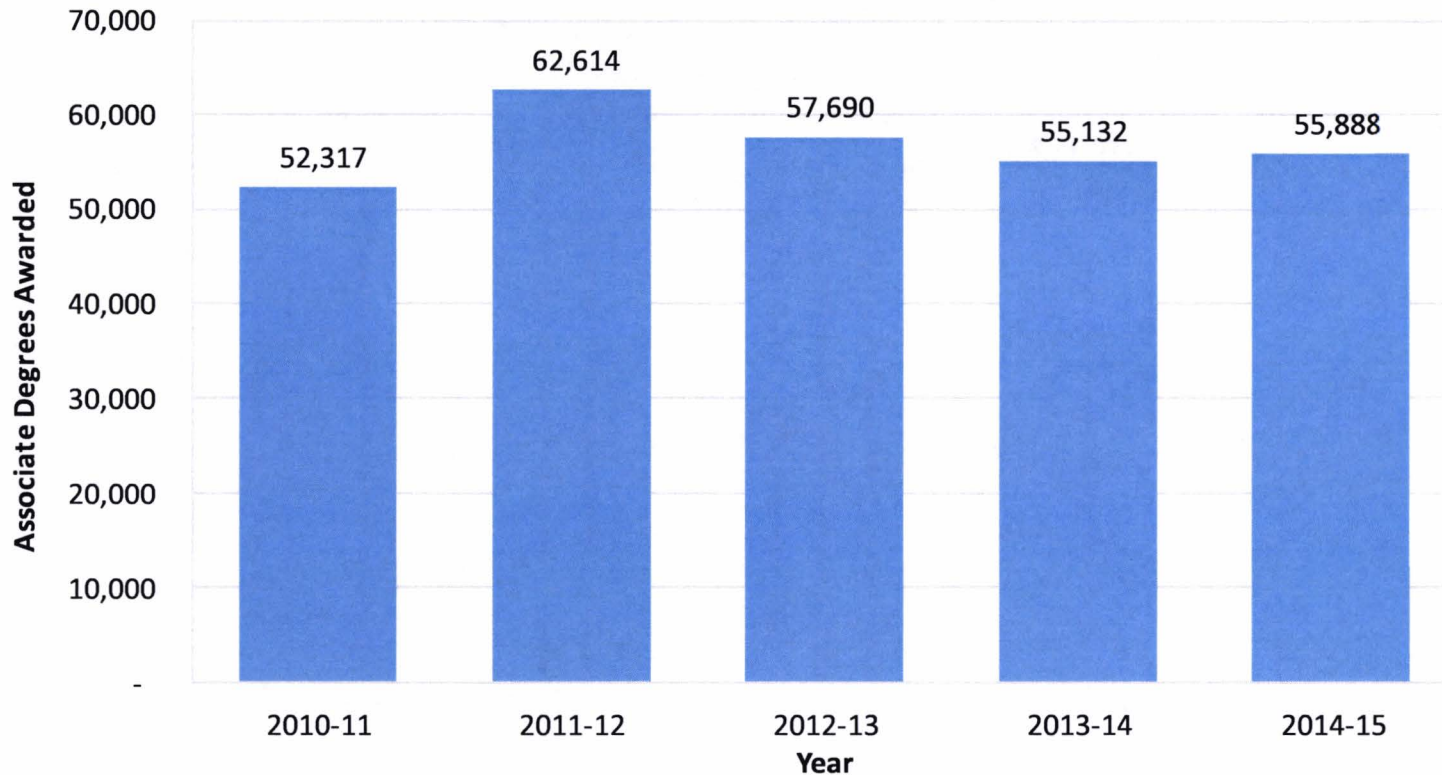


2+2 Articulation Partnerships

Dr. Lawrence Barrett, Florida Gateway College

Dr. Karen Borglum, Valencia College

The FCS is a regional and national leader in producing AA graduates



The AA degree is a pathway for students to earn a bachelor's degree.

Source: Florida College System Fact Book

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AA Completer Transition (2013-14)



AA Graduates

- 55,132

Applied to SUS

- 35,326 students
- 64% of FCS AA graduates

Accepted to SUS

- 30,107
- 85.1% of students who applied

Enrolled in SUS

- 25,092
- 83.3% of accepted students

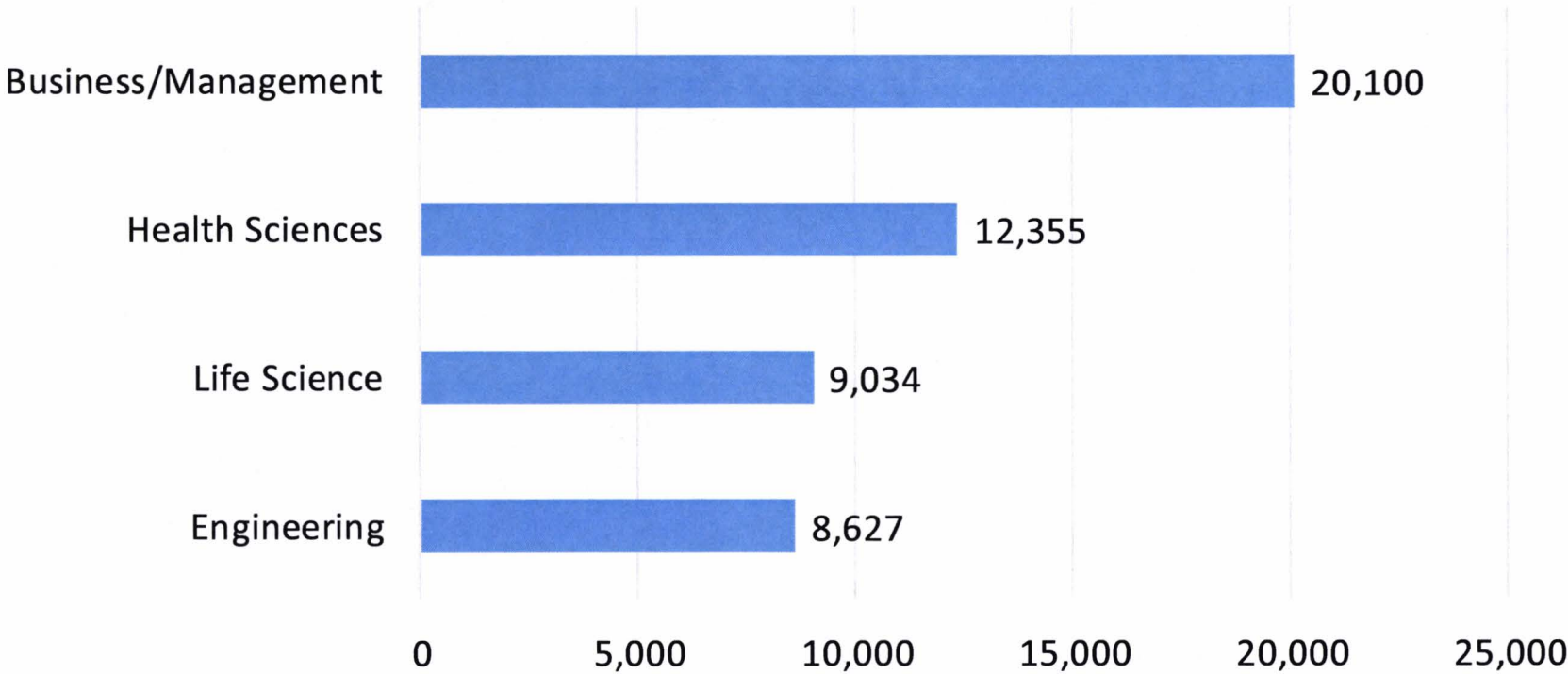


Half of juniors & seniors at Florida's state universities came from the Florida College System.

Source: State University Database System (2016). Analysis by Board of Governors staff and Division of Florida Colleges staff.

FCS Students Enroll in Programs of Strategic Emphasis

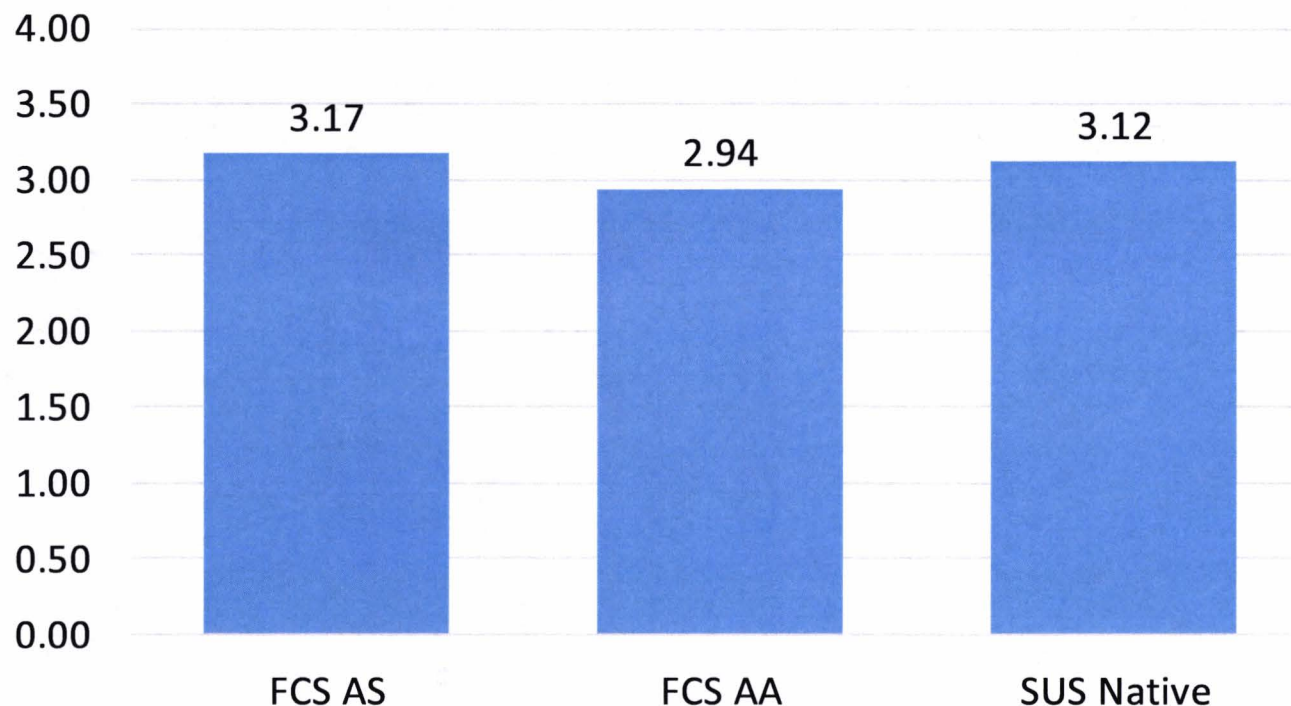
Top SUS Majors for FCS Transfers



Source: FCS Articulation Table 14 using SUS student data course files. Fall 2014 enrollment.

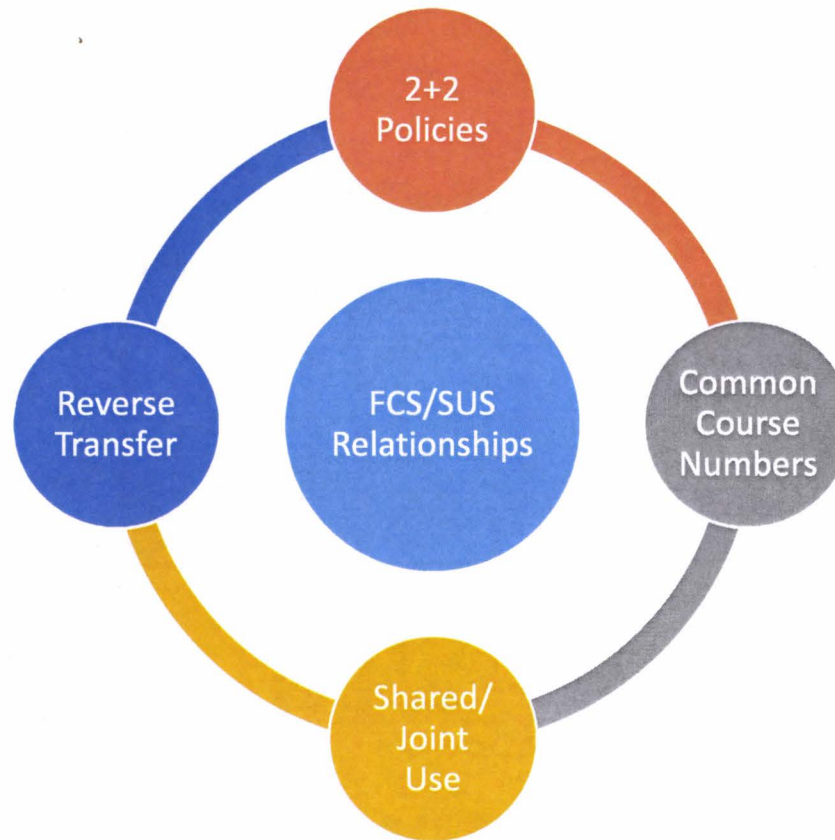
Performance of FCS students in the SUS

**Mean Cumulative GPA of SUS Upper Division
Students by Student Type**



Source: FCS Table 15 articulation report using SUS student data course files. FCS students represent any student found in the SUS in 2013-14.

Mechanisms Increasing Access/Success



Articulation Agreements & University Partnerships

Every Associate in Arts graduate from a FCS institution:

- Shall have met all general education requirements
- Must be granted admission to the upper division of a state university
- Shall be awarded 60 hours by the state university





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Workforce Baccalaureate Programs

Chancellor Madeline Pumariega

Ms. Anna Jones, BSN Graduate, Gulf Coast State College

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Baccalaureate Degree History: Expanding Access

In 1999, the Legislature recognized that public and private postsecondary education institutions played an essential role in improving the quality of life and economic well-being of the state and its residents. The Legislature also recognized that economic development needs and the educational needs of place-bound, nontraditional students have increased the demand for local access to baccalaureate degree programs.

The voluntary program did not preclude other mutually agreed upon arrangements between colleges and universities for the delivery of baccalaureate degrees on college sites. Interested colleges were directed to propose baccalaureate programs to meet the academic and economic development needs of one or more communities within the college's service area.

When assessing local needs, the college was charged with seeking input from the appropriate chamber of commerce, workforce development council, and other civic and business groups.

Colleges seeking support for a Baccalaureate program must follow an approval process through the State Board of Education.

PATH TO BACCALAUREATE APPROVAL

- Once a Notice of Intent (NOI) is received by the Division of Florida Colleges
- DFC must forward NOI to SUS, ICUF and CIE

Step 1

10
DAYS

- Alternate proposals must be submitted by SUS
- If SUS institutions do not submit, DFC notifies ICUF and CIE

Step 2

60
DAYS

- Regionally accredited private colleges & universities may submit an alternative proposal or objection to DFC

Step 3

30
DAYS

- FCS institution submits baccalaureate proposal
- DFC conducts review of proposal

Step 4

100
DAYS

- Review provided to colleges indicating any deficiencies
- College addresses deficiencies and returns completed proposal
- DFC provides completed proposal to Education Commissioner

Step 5

30
DAYS

- Education Commissioner makes recommendation to State Board of Education
- DFC provides all related materials to SBOE for consideration.

Step 6

45
DAYS

- College must obtain Level II accreditation from SACSCOC prior to offering its first baccalaureate degree program

Step 7

In the last 18 months
10 baccalaureate
programs have been
approved, all \$10K
Degrees and 11 have
been withdrawn.

\$10K BACCALAUREATE DEGREES

During the 2013 legislative session, Senate Bill 1076 was passed amending section 1009.26(11), Florida Statutes, to allow Florida College System (FCS) institutions to waive certain student tuition and fees in order to offer degree programs that do not cost in excess of \$10,000.

- 26 colleges and 76 programs offered for \$10,000 as well as those which 22 programs that are offered online.
- Forty-two of programs are in Science, Technology, Engineering, and Mathematics (STEM) fields.

All FCS baccalaureate degree programs are modeled from the 2+2 program. Students earn their Associates degree before moving into a baccalaureate program.

GATEWAY TO THE WORKFORCE

Fastest-Growing Occupations:

Health care professional & technical; STEM fields; education

Top 5 FCS Baccalaureate Programs with Highest Enrollments

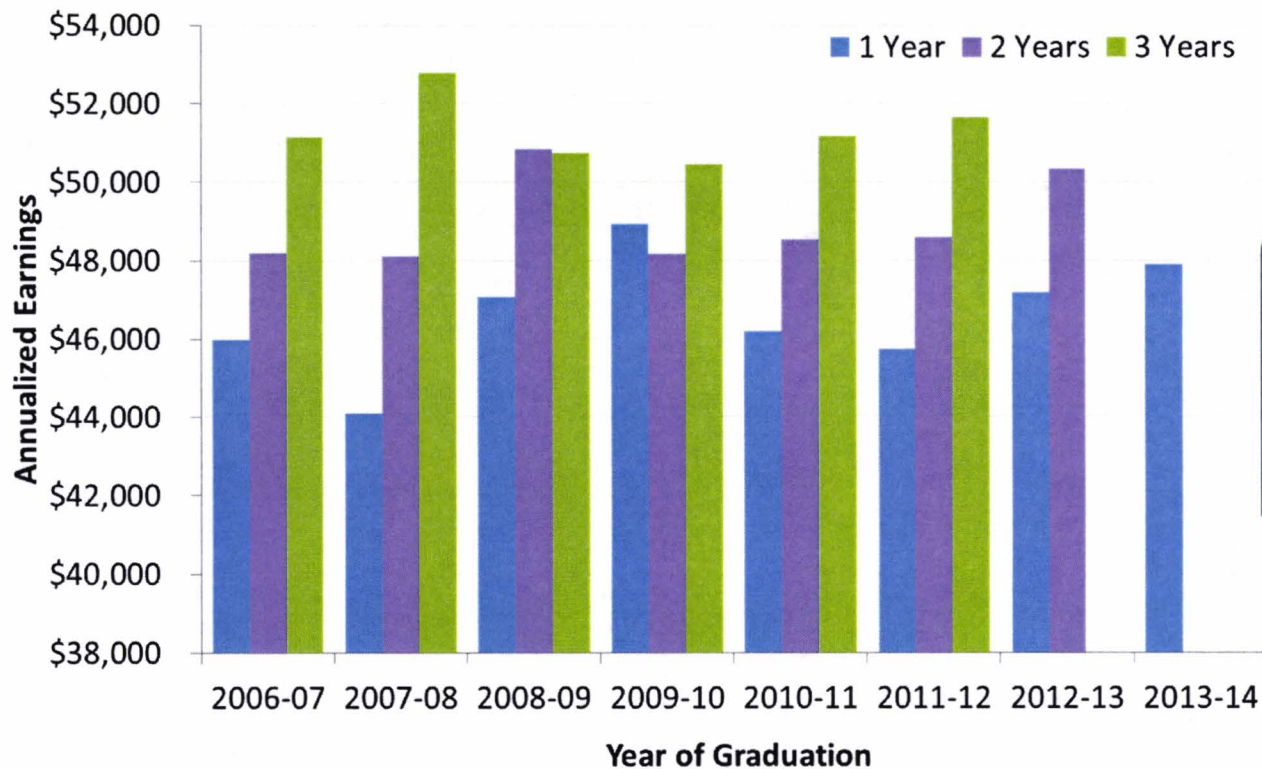
Baccalaureate Program	2015-16 Enrollment
Supervision & Management	13,944
Nursing	5,944
Business Administration	1,619
Technology Management	1,529
Public Safety Administration	1,421

FCS Nursing students
passed certification
exams at rates
**higher than the
national average.**



GATEWAY TO THE WORKFORCE

Annualized Earnings of Baccalaureate Completers



Eighty percent job placement rates for graduates and 9 of 10 stay and work in their community.

Source: Florida Department of Education, Florida Education & Training Placement Information Program (FETPIP)

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SUCCESSFUL Relationships with Universities

- Joint use partnerships
- APPRiSe
- Maintaining 2+2 and college mission
- Serving different populations
- Offering different degrees
- Seeking support from universities
- Developing articulation agreements

Key Success Factors in Florida

- Focus on workforce needs
- Employer support
- Affordable options
- Robust approval process
- Comprehensive annual accountability reporting

All FCS baccalaureate degree programs are modeled from the 2+2 program. Students earn their Associates degree before moving into a baccalaureate program.



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