



Higher Education & Workforce Subcommittee

Thursday, February 13, 2014
8:00 a.m. – 10:00 a.m.
102 HOB

Meeting Packet

Will Weatherford
Speaker

Jeanette Nuñez
Chair



AGENDA

Higher Education & Workforce Subcommittee
Thursday, February 13, 2014
8:00 a.m. – 10:00 a.m.
102 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. PCB HEWS 14-01 – Career Centers and Charter Technical Career Centers
- IV. Presentation by Chancellor Marshall Criser on SUS Vision & Performance Funding
- V. Presentation by OPPAGA on Florida Virtual Campus
- VI. Closing Remarks and Adjournment

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

Higher Education & Workforce Subcommittee

Start Date and Time: Thursday, February 13, 2014 08:00 am
End Date and Time: Thursday, February 13, 2014 10:00 am
Location: Reed Hall (102 HOB)
Duration: 2.00 hrs

Consideration of the following proposed committee bill(s):

PCB HEWS 14-01 -- Career Centers and Charter Technical Career Centers

Presentation by OPPAGA on Florida Virtual Campus

Presentation by Chancellor Marshall Criser on SUS Vision & Performance Funding

Pursuant to rule 7.12, the deadline for amendments to bills on the agenda by a member who is not a member of the subcommittee shall be 6:00 pm, Wednesday, February 12, 2014.

By request of the Chair, all subcommittee members are asked to have amendments to bills on the agenda submitted by 6:00 pm, Wednesday, February 12, 2014.

NOTICE FINALIZED on 02/06/2014 11:52 by Flynn.Kaley

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: PCB HEWS 14-01 Career Centers and Charter Technical Career Centers
SPONSOR(S): Higher Education & Workforce Subcommittee
TIED BILLS: IDEN./SIM. BILLS:

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|---|--------|-----------------|--|
| Orig. Comm.: Higher Education & Workforce Subcommittee | | Ammel <i>JA</i> | Sherry <i>ARS</i> |

SUMMARY ANALYSIS

The proposed committee bill promotes better utilization of career centers and charter technical career centers and increases student access to programs that will prepare graduates for current and emergent careers in the following ways:

- Authorizes career centers and charter technical career centers to offer college credit certificate programs and creates a process for approval to offer associate in applied science (AAS) degree programs.
- Authorizes career centers and charter technical career centers who offer college credit certificate programs or AAS degrees to request a name change to "technical college."
- Establishes fees for college credit programs at career centers commensurate with Florida College System fees.
- Requires only those students pursuing a career certificate, college credit certificate or associate in applied science degree (not adult general education students) to meet residency requirements.

The proposed committee bill does not have a fiscal impact on state or local governments.

The proposed committee bill has an effective date of July 1, 2014.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Career Centers

Present Situation

Current law defines a career center as an educational institution offering terminal courses of a technical nature, and courses for out-of-school youth and adults.¹ Any district school board is authorized to establish and operate a career center after obtaining approval from the Department of Education (DOE).² In addition, district school boards of contiguous districts may enter into an agreement to establish a career center after obtaining approval from DOE.³

There are currently 48 public career centers operating in 30 school districts in Florida.⁴ Forty-seven of the career centers are accredited by the Council on Occupational Education (COE). Gadsden Technical Institute became a candidate for accreditation in 2013.⁵ The COE is recognized as a national institutional accrediting agency by the United States Secretary of Education for participation in Title IV programs.⁶ COE accredits educational institutions in 35 states, the District of Columbia, and two foreign countries,⁷ and its current scope includes accreditation of non-degree-granting and applied associate degree-granting postsecondary occupational education institutions.⁸

Both school districts and Florida College System (FCS) institutions offer workforce education programs.⁹ School districts may provide workforce education programs through one or more career centers, and may provide workforce education programs by sponsoring charter technical career centers in coordination with an FCS institution.¹⁰ Workforce education programs include: adult general education programs; career certificate programs; applied technology diploma programs; continuing workforce education courses; degree career education programs; and apprenticeship and preapprenticeship programs.¹¹ The career centers enrolled 46,739 students in career and technical education programs in 2012-13.¹²

Career centers in Florida are not currently authorized to award college credit or degrees. However, if an associate in applied science (AAS) or an associate in science degree program contains within it an

¹ Section 1001.44(3), F.S.

² Section 1001.44(1), F.S.

³ Section 1001.44(2), F.S.

⁴ Department of Education, District Technical Center Directors List, available at <http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf>, last visited (Nov. 2013).

⁵ Council on Occupational Education, *Accredited Institutions – August 2013*, available at <http://www.council.org/accredited-institutions/>.

⁶ Financial Aid for Postsecondary Students, Accreditation in the United States, available at http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html.

⁷ COE, *Accredited Institutions – August 2013*, available at <http://www.council.org/accredited-institutions/>.

⁸ COE, *Handbook of Accreditation: 2013 Edition (Amended: 4-26-13)*, available at <http://www.council.org/manuals/>.

⁹ Section 1011.80(2), F.S.

¹⁰ Florida House of Representatives, Schools and Learning Council, *Use of the Designation "College" by Career Centers & Charter Technical Career Centers*, Interim Project Report (February 2008), available at <http://myfloridahouse.gov/Sections/Documents/publications.aspx?Committeed=2370>, hereafter "Interim Report".

¹¹ Section 1011.80(1), F.S.

¹² Florida Department of Education Presentation, *Postsecondary Education in District Technical Centers*, available at http://flsenate.gov/PublishedContent/Committees/2012-2014/AED/MeetingRecords/MeetingPacket_2435.pdf

occupational completion point that confers a certificate or applied technology diploma, that portion of the program may be conducted by a school district career center.¹³

For some time, career centers have advocated for a name change from “technical center” to “technical college”, to create a positive image and perception of the programs, services, staff, and students. However, there was concern that the designation “college” may be perceived as inappropriate for an educational institution that is not authorized to award college credit or college degrees.¹⁴

Charter Technical Career Centers

Present Situation

Current law defines a charter technical career center as a public school or a public technical center operated under a charter granted by a district school board, FCS institution board of trustees, or consortium of the above entities, and managed by a board of directors.¹⁵ The purpose of a charter technical center is to:

- develop a competitive workforce to support local business and industry and economic development;
- create a training and education model that is reflective of marketplace realities;
- offer a continuum of career educational opportunities using a school-to-work, tech-prep, technical, academy, and magnet school model; and
- provide career pathways for lifelong learning and career mobility.¹⁶

Charter technical career centers are authorized, through charters with their school district or FCS institution, to offer workforce education programs.¹⁷ Charter technical career centers are not currently authorized to award college credit or degrees. However, if an associate in applied science or an associate in science degree program contains within it an occupational completion point that confers a certificate or applied technology diploma, that portion of the program may be conducted by a charter technical career center.¹⁸

There are currently two charter technical career centers operating in Florida, Lake Technical Center in Eustice and First Coast Technical College in St. Augustine. Both are accredited by COE.¹⁹

Effect of Proposed Changes

The proposed committee bill authorizes career centers and charter technical career centers to offer college credit certificate programs and establishes a process by which they can seek approval from the State Board of Education (state board) to offer AAS degrees. The center must submit a notice of its intent to propose an AAS degree program to the Division of Career and Adult Education (DCAE) within the DOE and to the FCS institution within its service area. Among other requirements, the intent must include evidence that the center engaged in need, demand, and impact discussions with the FCS institution in its service area. The notice must be submitted 45 days before the proposal to offer an AAS degree program is submitted to the state board. The proposal must be submitted to DCAE, and include, at a minimum, the following:

¹³ Section 1011.80(2), F.S.

¹⁴ Interim Report, pg. 1

¹⁵ Section 1002.34(3)(a), F.S.

¹⁶ Section 1002.34(2), F.S.

¹⁷ Section 1011.80(2), F.S.

¹⁸ *Id.*

¹⁹ Office of Program Policy and Governmental Accountability, *Technical Centers*, presentation to Higher Education and Workforce Subcommittee (Jan. 8, 2014), available at <http://www.oppaga.state.fl.us/Presentations.aspx>.

- a description of the planning process and timeline for implementation;
- an analysis of workforce demand and unmet need for graduates of the program on a district or regional basis, as appropriate;
- identification of the facilities, equipment, and library and academic resources to be used;
- a cost analysis of creating a new AAS degree program;
- the program's admission requirements, academic content, curriculum, faculty credentials, student-to-teacher ratios, and accreditation plan;
- the program's enrollment projections and funding requirements;
- a description of outcome measures used to determine success;
- a plan that describes how the career center's college credit courses will meet the equivalent faculty credentials for inclusion in the statewide course numbering system; and
- a plan of action if the program is terminated.

DCAE shall review the proposal, and the Commissioner of Education shall make a recommendation to the state board. If approved by the state board, the center must obtain accreditation as an associate-in-applied-science-degree-granting institution from an accrediting agency that is recognized by the United States Department of Education.

The center must annually, and upon request of the state board, the Chancellor of DCAE, or the Legislature, submit a status report regarding the center's AAS degree programs. The proposed committee bill outlines specific performance and compliance indicators that must be included in the report.

The proposed committee bill authorizes a career center or a charter technical career center that offers college credit certificates or AAS degree programs to use the designation "technical college" with appropriate approval of their local school boards and accrediting agency.

Applied Technology Diploma

Present Situation

An applied technology diploma (ATD) is currently defined as a course of study that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. It may consist of either technical (clock hour) or college credit; however a public school district (through a career center or charter technical career center), may offer the ATD only as technical credit, and college credit can be awarded to the student only upon articulation to an FCS institution.²⁰ As of October 2013, ten of the 30 districts in which career centers operate, were offering ATD programs with a statewide enrollment of 1,301 students.²¹

Effect of Proposed Changes

The proposed committee bill renames and redefines "applied technology diploma" to "college credit certificate" to align with the centers' authority to offer college credit. ATDs, currently offered as clock hour programs, will be converted to college credit. College credit courses may be offered by a career center only as part of a college credit certificate or AAS degree program, and faculty credentials must meet guidelines required in the state course numbering system to ensure appropriate transfer of credit.

²⁰ Section 1004.02(8), F.S.

²¹ Email, Florida Department of Education, Division of Career and Adult Education (Jan. 28, 2014).

Workforce Education Postsecondary Student Fees

Present Situation

In 2011, the Legislature established a single block tuition for adult general education that resulted in a block tuition of \$45 per half year or \$30 per term for residents and nonresidents, and an additional out-of-state fee of \$135 per half year or \$90 per term. The fee exemptions previously outlined in s. 1009.25(1), F.S., for students enrolled in adult basic, adult secondary, and career-preparatory instruction from payment of tuition and fees, were also repealed, creating an additional requirement to verify the residency status of all students enrolling in adult general education. The legislation required adult general education students to meet the residency documentation requirements outlined in 1009.21, F.S.²²

Effect of Proposed Changes

The proposed committee bill establishes one block tuition and fees for all students enrolling in adult general education programs. This change will reduce the administrative burden on institutions to verify student residency, increase affordability, and promote access for students by eliminating cumbersome documentation requirements.

The proposed committee bill also establishes fees for college credit courses at career centers commensurate with those charged at FCS institutions.

B. SECTION DIRECTORY:

Section 1. Amends s. 1001.44 F.S., authorizing a career center to offer college credit certificate programs and providing a process for approval to offer associate in applied science (AAS) degree programs upon approval of the State Board of Education and their accrediting agency; outlining the application and approval process for offering such programs; and allowing a career center that does offer college credit certificate programs or AAS programs to use the designation “college” with appropriate approval.

Section 2. Amends s. 1002.34, F.S., authorizing a charter technical career center to offer college credit certificate programs and providing a process for approval to offer AAS degree programs; and allowing a center that does offer college credit certificate or AAS programs to use the designation “charter technical college” with appropriate approval.

Section 3. Amends s. 1004.02, F.S., renaming the applied technology diploma program as the college credit certificate program to provide clarification and reflect that a career center or charter technical career center can now offer college credit in such programs.

Section 4. Amends 1007.23, F.S., correcting a cross reference from applied technology diploma to career credit certificate.

Section 5. Amends 1007.25, F.S., correcting a cross reference from applied technology diploma to college credit certificate.

Section 6. Amends 1009.22, F.S., requiring only those students pursuing a career certificate, college credit certificate or associate in applied science degree (not adult general education students) to meet residency requirements.

Section 7. Amends s. 1009.53, F.S., correcting a cross reference from applied technology diploma to college credit certificate.

²² Section 11, ch. 2011-63, L.O.F.

Section 8. Amends s. 1009.532, F.S., correcting a cross reference from applied technology diploma to college credit certificate.

Section 9. Amends s. 1009.536, F.S., correcting a cross reference to college credit certificate instead of applied technology diploma.

Section 10. Amends s. 1011.80, F.S., authorizing a career center or charter technical career center to offer AAS degree programs; and clarifying that a career center and a charter technical career center authorized to offer AAS degree programs, may only offer those general education courses contained within the approved degree program.

Section 11. Provides an effective date of July 1, 2014.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable. This bill does not appear to affect county or municipal governments.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The proposed committee bill requires the State Board of Education to adopt rules providing guidelines for receiving, reviewing, and approving proposals to offer associate in applied science degree programs.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

1 A bill to be entitled
 2 An act relating to career centers and charter
 3 technical career centers; amending s. 1001.44, F.S.;
 4 authorizing a career center to offer college credit
 5 courses applicable toward specific certificates or
 6 degrees; providing a process for approval to offer
 7 specific degree programs; requiring the State Board of
 8 Education to adopt rules; authorizing a career center
 9 to change the institution's name; amending s. 1002.34,
 10 F.S.; authorizing a charter technical career center to
 11 offer college credit courses applicable toward
 12 specific certificates or degrees; providing an
 13 approval process; authorizing a charter technical
 14 career center to change the institution's name;
 15 amending s. 1004.02, F.S., relating to definitions;
 16 renaming the applied technology diploma program as the
 17 college credit certificate program and clarifying the
 18 program; amending ss. 1007.23 and 1007.25, F.S.;
 19 conforming provisions; amending s. 1009.22, F.S.;
 20 revising and clarifying tuition and fees for specific
 21 workforce education programs; amending ss. 1009.53,
 22 1009.532, and 1009.536, F.S.; conforming provisions;
 23 amending s. 1011.80, F.S.; conforming provisions;
 24 authorizing a career center to offer associate in
 25 applied science degree programs; correcting a cross-
 26 reference; providing an effective date.

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Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1001.44, Florida Statutes, is amended to read:

(Substantial rewording of section. See s. 1001.44, F.S., for present text.)

1001.44 Career centers.—

(1) In order to provide additional career pathways, career centers shall support and enhance a competitive workforce by offering high-quality career and technical education programs that prepare graduates for current and emerging careers.

(2) (a) A career center is an educational institution that offers postsecondary career and technical education programs and is under the control of the district school board of the school district in which the center is located. A district school board, after first obtaining the approval of the Commissioner of Education, may organize, establish, and operate a career center or acquire and operate a career center previously established.

(b) The district school boards of two or more contiguous districts may, after first obtaining the approval of the commissioner, enter into an agreement to organize, establish, and operate, or acquire and operate, a career center under this section.

(3) A career center shall maintain an academic transcript for each student enrolled in the center. A student's transcript

53 shall include each course completed, credit earned, and
 54 credentials earned by the student. Each course shall be
 55 delineated by the course prefix and title assigned pursuant to
 56 s. 1007.24. A career center shall make each student's transcript
 57 available to that student.

58 (4) A career center may offer college credit courses
 59 applicable toward a college credit certificate or an associate
 60 in applied science degree through a partnership with a Florida
 61 College System institution or through direct authority to award
 62 such certificates and degrees. A career center must submit a
 63 proposal to the State Board of Education for approval before
 64 offering and awarding associate in applied science degrees.

65 (5) The process for a career center to offer an associate
 66 in applied science degree program shall be as follows:

67 (a) The career center shall submit a notice of its intent
 68 to propose an associate in applied science degree program to the
 69 Division of Career and Adult Education and the Florida College
 70 System institution in its service area 45 days before submitting
 71 the proposal. The notice must include a brief description of the
 72 program, the geographic region to be served, and an estimated
 73 timeframe for implementation. The notice must also include
 74 evidence that the career center engaged in need, demand, and
 75 impact discussions with the Florida College System institution
 76 in its service area.

77 (b) A proposal to offer an associate in applied science
 78 degree program shall be submitted to the Division of Career and

79 Adult Education and, at a minimum, include:

80 1. A description of the planning process and timeline for
 81 implementation.

82 2. An analysis of workforce demand and unmet need for
 83 graduates of the program on a district or regional basis, as
 84 appropriate, including evidence from entities independent of the
 85 institution.

86 3. Identification of the facilities, equipment, and
 87 library and academic resources that will be used to deliver the
 88 program.

89 4. A cost analysis of creating a new associate in applied
 90 science degree program.

91 5. The program's admission requirements, academic content,
 92 curriculum, faculty credentials, student-to-teacher ratios, and
 93 accreditation plan.

94 6. Feedback from the Florida College System institution
 95 regarding the notice of intent pursuant to paragraph (a).

96 7. The program's enrollment projections and funding
 97 requirements.

98 8. A description of outcome measures that will be used to
 99 determine success, including, but not limited to, program
 100 completions, placements, licensures, and feedback of employer
 101 satisfaction with the job performance of graduates.

102 9. A plan that describes how the career center's college
 103 credit courses will meet the equivalent faculty credential
 104 standards for inclusion in the statewide course numbering system

105 pursuant to s. 1007.24(7).

106 10. A plan of action if the program is terminated.

107 (c) The Division of Career and Adult Education shall
 108 review the proposal, notify the career center, in writing, of
 109 any deficiencies within 30 days after receipt of the proposal,
 110 and provide the center with an opportunity to correct the
 111 deficiencies.

112 (d) Within 45 days after receipt of the finalized proposal
 113 by the Division of Career and Adult Education, the commissioner
 114 shall recommend approval or disapproval of the proposal to the
 115 state board. The state board shall consider the recommendation
 116 and the proposal at the next scheduled meeting, adhering to
 117 appropriate meeting notice requirements. If the state board
 118 disapproves the career center proposal, it shall provide the
 119 center with a written explanation for that determination. The
 120 state board's action is not subject to the provisions of the
 121 Administrative Procedure Act.

122 (e) After approval by the state board to offer its first
 123 associate in applied science degree program, the career center
 124 must obtain accreditation as an associate-in-applied-science-
 125 degree-granting institution from an accrediting agency that is
 126 recognized by the United States Department of Education.

127 (f) A career center shall notify the appropriate
 128 accrediting agency of subsequent degree programs that are
 129 approved by the state board.

130 (g) A career center shall annually, and upon request of

131 the state board, the Chancellor of Career and Adult Education,
 132 or the Legislature, report its status using the following
 133 performance and compliance indicators:

- 134 1. Obtaining and maintaining appropriate accreditation.
- 135 2. Maintaining qualified faculty and institutional
 136 resources.
- 137 3. Maintaining enrollment in previously approved programs.
- 138 4. Managing fiscal resources appropriately.
- 139 5. Measuring program success, including program
 140 completions, placements, licensures, and employer satisfaction
 141 with the job performance of graduates.

142
 143 The state board, upon review of the performance and compliance
 144 indicators, may require a career center to modify or terminate
 145 an associate in applied science degree program authorized under
 146 this section.

147 (6) The state board shall adopt rules providing guidelines
 148 for receiving, reviewing, and approving proposals to offer
 149 associate in applied science degree programs. The rules shall
 150 establish an annual timeframe by which proposals must be
 151 received. The rules shall also require that a presentation be
 152 made to assist the state board in its decision.

153 (7) With the approval of its district school board, a
 154 career center may change the institution's name and use the
 155 designation "technical college" if the center offers college
 156 credit certificate programs or has been authorized to offer

157 associate in applied science degree programs pursuant to
 158 subsection (5).

159 Section 2. Paragraphs (b) and (g) of subsection (11) of
 160 section 1002.34, Florida Statutes, are amended, and paragraphs
 161 (h) and (i) are added to that subsection, to read:

162 1002.34 Charter technical career centers.—

163 (11) FUNDING.—

164 (b) Each district school board and Florida College System
 165 institution that sponsors a charter technical career center
 166 shall pay directly to the center an amount stated in the
 167 charter. State funding shall be generated for the center for its
 168 student enrollment and program outcomes as provided in law. A
 169 center is eligible for funding from workforce education funds,
 170 the Florida Education Finance Program, and the Florida College
 171 System Program Fund, depending upon the programs offered
 172 ~~conducted~~ by the center, pursuant to s. 1011.80.

173 (g) A center must describe ~~define~~ in the charter agreement
 174 the delivery system in which the instructional offering of
 175 educational services will be placed. The rules governing this
 176 delivery system must be applied to all of the center's students
 177 and must authorize all other sponsoring educational systems to
 178 report required enrollment and student data based solely on the
 179 rules of the offering institution. Each sponsor shall earn full-
 180 time equivalent membership for each student for funding and
 181 reporting purposes.

182 (h) A center may offer college credit courses applicable

183 toward a college credit certificate or an associate in applied
 184 science degree through a partnership with a Florida College
 185 System institution or through direct authority to award such
 186 certificates and degrees. A center must submit a proposal to the
 187 State Board of Education for approval before offering and
 188 awarding associate in applied science degrees, as prescribed in
 189 s. 1001.44(5).

190 (i) With the approval of its board of directors, a center
 191 may change the institution's name and use the designation
 192 "technical college" if the center offers college credit
 193 certificate programs or has been authorized to offer associate
 194 in applied science degree programs pursuant to s. 1001.44(5).

195 Section 3. Subsections (8) and (26) of section 1004.02,
 196 Florida Statutes, are amended to read:

197 1004.02 Definitions.—As used in this chapter:

198 (8) "College credit certificate program" ~~"Applied~~
 199 ~~technology diploma program"~~ means a course of study that is part
 200 of a technical degree program, is less than 60 credit hours, and
 201 leads to employment in a specific occupation. ~~An applied~~
 202 ~~technology diploma program may consist of either technical~~
 203 ~~credit or college credit. A public school district may offer an~~
 204 ~~applied technology diploma program only as technical credit,~~
 205 ~~with college credit awarded to a student upon articulation to a~~
 206 ~~Florida College System institution.~~ Statewide articulation among
 207 public schools and Florida College System institutions is
 208 guaranteed by s. 1007.23, and is subject to guidelines and

209 standards adopted by the State Board of Education pursuant to
 210 ss. 1007.24 and 1007.25.

211 (26) "Workforce education" means adult general education
 212 or career education and may consist of a continuing workforce
 213 education course or a program of study leading to an
 214 occupational completion point, a career certificate, a college
 215 credit certificate ~~an applied technology diploma~~, or a career
 216 degree.

217 Section 4. Subsections (1) and (4) of section 1007.23,
 218 Florida Statutes, are amended to read:

219 1007.23 Statewide articulation agreement.—

220 (1) The State Board of Education and the Board of
 221 Governors shall enter into a statewide articulation agreement
 222 which the State Board of Education shall adopt by rule. The
 223 agreement must preserve Florida's "2+2" system of articulation,
 224 facilitate the seamless articulation of student credit across
 225 and among Florida's educational entities, and reinforce the
 226 provisions of this chapter by governing:

227 (a) Articulation between secondary and postsecondary
 228 education.†

229 (b) Admission of associate in arts degree graduates from
 230 Florida College System institutions and state universities.†

231 (c) Admission of college credit certificate ~~applied~~
 232 ~~technology diploma~~ program graduates from Florida College System
 233 institutions or career centers.†

234 (d) Admission of associate in science degree and associate

235 in applied science degree graduates from Florida College System
 236 institutions.†

237 (e) The use of acceleration mechanisms, including
 238 nationally standardized examinations through which students may
 239 earn credit.†

240 (f) General education requirements and statewide course
 241 numbers as provided for in ss. 1007.24 and 1007.25.†~~and~~

242 (g) Articulation among programs in nursing.

243 (4) The articulation agreement must guarantee the
 244 statewide articulation of appropriate workforce development
 245 programs and courses between school districts and Florida
 246 College System institutions and specifically provide that every
 247 college credit certificate ~~applied technology diploma~~ graduate
 248 must be granted the same amount of credit upon admission to an
 249 associate in science degree or associate in applied science
 250 degree program unless it is a limited access program. Preference
 251 for admission must be given to graduates who are residents of
 252 Florida.

253 Section 5. Subsections (2) and (11) of section 1007.25,
 254 Florida Statutes, are amended to read:

255 1007.25 General education courses; common prerequisites;
 256 other degree requirements.—

257 (2) The department shall identify postsecondary career
 258 education programs offered by Florida College System
 259 institutions and district school boards. The department shall
 260 also identify career courses designated as college credit

261 courses applicable toward a college credit certificate ~~career~~
 262 ~~education diploma~~ or degree. Such courses must be identified
 263 within the statewide course numbering system.

264 (11) The Commissioner of Education shall appoint faculty
 265 committees representing both Florida College System institution
 266 and public school faculties to recommend to the commissioner for
 267 approval by the State Board of Education a standard program
 268 length and appropriate occupational completion points for each
 269 postsecondary career certificate program, college credit
 270 certificate diploma, and degree offered by a school district or
 271 a Florida College System institution.

272 Section 6. Subsection (3) of section 1009.22, Florida
 273 Statutes, is amended to read:

274 1009.22 Workforce education postsecondary student fees.—

275 (3) (a) Except as otherwise provided by law, fees for
 276 students who are nonresidents for tuition purposes must offset
 277 the full cost of instruction. Residency of students pursuing a
 278 college credit certificate or an associate in applied science
 279 degree shall be determined as required in s. 1009.21. Fee-
 280 nonexempt students enrolled in applied academics for adult
 281 education instruction shall be charged fees equal to the fees
 282 charged for adult general education programs. Each Florida
 283 College System institution that conducts developmental education
 284 and applied academics for adult education instruction in the
 285 same class section may charge a single fee for both types of
 286 instruction.

287 (b) Fees for continuing workforce education shall be
 288 locally determined by the district school board or Florida
 289 College System institution board. Expenditures for the
 290 continuing workforce education program provided by the Florida
 291 College System institution or school district must be fully
 292 supported by fees. Enrollments in continuing workforce education
 293 courses may not be counted for purposes of funding full-time
 294 equivalent enrollment.

295 (c) ~~Effective July 1, 2011, for programs leading to a~~
 296 ~~career certificate or an applied technology diploma, the~~
 297 ~~standard tuition shall be \$2.22 per contact hour for residents~~
 298 ~~and nonresidents and the out of state fee shall be \$6.66 per~~
 299 ~~contact hour.~~ For adult general education programs, a block
 300 tuition of \$45 per half year or \$30 per term shall be assessed
 301 ~~for residents and nonresidents, and the out of state fee shall~~
 302 ~~be \$135 per half year or \$90 per term.~~ Each district school
 303 board and Florida College System institution board of trustees
 304 shall adopt policies and procedures for the collection of and
 305 accounting for the expenditure of the block tuition. All funds
 306 received from the block tuition shall be used only for adult
 307 general education programs. Students enrolled in adult general
 308 education programs may not be assessed the fees authorized in
 309 subsection (5), subsection (6), or subsection (7).

310 (d) For programs leading to a career certificate, the
 311 standard tuition shall be \$2.33 per contact hour for residents
 312 and nonresidents and the out-of-state fee shall be \$6.66 per

313 contact hour in addition to the standard tuition of \$2.33 per
 314 contact hour. For programs leading to a college credit
 315 certificate or an associate in applied science degree, the
 316 standard tuition shall be \$71.98 per college credit hour for
 317 residents and nonresidents and the out-of-state fee shall be
 318 \$215.94 per credit hour in addition to the standard college
 319 credit hour rate of \$71.98.

320 (e) ~~(d)~~ ~~Beginning with the 2008-2009 fiscal year and each~~
 321 ~~year thereafter,~~ The tuition and the out-of-state fee per
 322 contact hour shall increase at the beginning of each fall
 323 semester at a rate equal to inflation, unless otherwise provided
 324 in the General Appropriations Act. The Office of Economic and
 325 Demographic Research shall report the rate of inflation to the
 326 President of the Senate, the Speaker of the House of
 327 Representatives, the Governor, and the State Board of Education
 328 each year before ~~prior to~~ March 1. For purposes of this
 329 paragraph, the rate of inflation shall be defined as the rate of
 330 the 12-month percentage change in the Consumer Price Index for
 331 All Urban Consumers, U.S. City Average, All Items, or successor
 332 reports as reported by the United States Department of Labor,
 333 Bureau of Labor Statistics, or its successor for December of the
 334 previous year. In the event the percentage change is negative,
 335 the tuition and out-of-state fee shall remain at the same level
 336 as the prior fiscal year.

337 (f) ~~(e)~~ Each district school board and each Florida College
 338 System institution board of trustees may adopt tuition and out-

339 of-state fees that may vary no more than 5 percent below and 5
 340 percent above the combined total of the standard tuition and
 341 out-of-state fees established in paragraph (d) ~~(e)~~.

342 ~~(f) The maximum increase in resident tuition for any~~
 343 ~~school district or Florida College System institution during the~~
 344 ~~2007-2008 fiscal year shall be 5 percent over the tuition~~
 345 ~~charged during the 2006-2007 fiscal year.~~

346 ~~(g) The State Board of Education may adopt, by rule, the~~
 347 ~~definitions and procedures that district school boards and~~
 348 ~~Florida College System institution boards of trustees shall use~~
 349 ~~in the calculation of cost borne by students.~~

350 Section 7. Subsection (1) of section 1009.53, Florida
 351 Statutes, is amended to read:

352 1009.53 Florida Bright Futures Scholarship Program.—

353 (1) The Florida Bright Futures Scholarship Program is
 354 created to establish a lottery-funded scholarship program to
 355 reward any Florida high school graduate who merits recognition
 356 of high academic achievement and who enrolls in a degree
 357 program, certificate program, or college credit certificate
 358 ~~applied technology~~ program at an eligible Florida public or
 359 private postsecondary education institution within 3 years of
 360 graduation from high school.

361 Section 8. Paragraph (c) of subsection (3) of section
 362 1009.532, Florida Statutes, is amended to read:

363 1009.532 Florida Bright Futures Scholarship Program;
 364 student eligibility requirements for renewal awards.—

365 (3)

366 (c) A student who is initially eligible in the 2012-2013

367 academic year and thereafter may receive an award for a maximum

368 of 100 percent of the number of credit hours required to

369 complete an associate degree program, a baccalaureate degree

370 program, or a postsecondary career certificate program or, for a

371 Florida Gold Seal Vocational Scholars award, may receive an

372 award for a maximum of 100 percent of the number of credit hours

373 or equivalent clock hours required to complete one of the

374 following at a Florida public or nonpublic education institution

375 that offers these specific programs: for a college credit

376 certificate ~~an applied technology diploma~~ program as defined in

377 s. 1004.02(8), up to 60 credit hours or equivalent clock hours;

378 for a technical degree education program as defined in s.

379 1004.02(14), up to the number of hours required for a specific

380 degree not to exceed 72 credit hours or equivalent clock hours;

381 or for a career certificate program as defined in s.

382 1004.02(21), up to the number of hours required for a specific

383 certificate not to exceed 72 credit hours or equivalent clock

384 hours. A student who transfers from one of these program levels

385 to another program level becomes eligible for the higher of the

386 two credit hour limits.

387 Section 9. Paragraph (c) of subsection (4) of section

388 1009.536, Florida Statutes, is amended to read:

389 1009.536 Florida Gold Seal Vocational Scholars award.—The

390 Florida Gold Seal Vocational Scholars award is created within

391 the Florida Bright Futures Scholarship Program to recognize and
 392 reward academic achievement and career preparation by high
 393 school students who wish to continue their education.

394 (4)

395 (c) A student who is initially eligible in the 2012-2013
 396 academic year and thereafter may earn a Florida Gold Seal
 397 Vocational Scholarship for a maximum of 100 percent of the
 398 number of credit hours or equivalent clock hours required to
 399 complete one of the following at a Florida public or nonpublic
 400 education institution that offers these specific programs: for a
 401 college credit certificate ~~an applied technology diploma~~ program
 402 as defined in s. 1004.02(8), up to 60 credit hours or equivalent
 403 clock hours; for a technical degree education program as defined
 404 in s. 1004.02(14), up to the number of hours required for a
 405 specific degree not to exceed 72 credit hours or equivalent
 406 clock hours; or for a career certificate program as defined in
 407 s. 1004.02(21), up to the number of hours required for a
 408 specific certificate not to exceed 72 credit hours or equivalent
 409 clock hours.

410 Section 10. Paragraph (c) of subsection (1) and
 411 subsections (2) and (10) of section 1011.80, Florida Statutes,
 412 are amended to read:

413 1011.80 Funds for operation of workforce education
 414 programs.—

415 (1) As used in this section, the terms "workforce
 416 education" and "workforce education program" include:

417 (c) College credit certificate ~~Applied technology diploma~~
 418 programs, as defined in s. 1004.02(8).

419 (2) A ~~Any~~ workforce education program may be conducted by
 420 a Florida College System institution or a school district,
 421 except that ~~college credit in an associate in applied science or~~
 422 an associate in science degree may be awarded only by a Florida
 423 College System institution. However, if an ~~associate in applied~~
 424 ~~science or an~~ associate in science degree program contains
 425 within it ~~an occupational completion point that confers a~~
 426 college credit certificate or an applied technology diploma,
 427 that portion of the program may be offered ~~conducted~~ by a school
 428 district career center. A career center authorized to offer an
 429 associate in applied science degree program pursuant to s.
 430 1001.44(5) may offer only those general education courses
 431 contained within the approved degree program. ~~Any~~ Instruction
 432 designed to articulate to a degree program is subject to
 433 guidelines and standards adopted by the State Board of Education
 434 pursuant to s. 1007.25.

435 (10) A high school student dually enrolled under s.
 436 1007.271 in a workforce education program operated by a Florida
 437 College System institution or school district career center
 438 generates the amount calculated for workforce education funding,
 439 including any payment of performance funding, and the
 440 proportional share of full-time equivalent enrollment generated
 441 through the Florida Education Finance Program for the student's
 442 enrollment in a high school. If a high school student is dually

443 enrolled in a Florida College System institution program,
 444 including a program conducted at a high school, the Florida
 445 College System institution earns the funds generated for
 446 workforce education funding, and the school district earns the
 447 proportional share of full-time equivalent funding from the
 448 Florida Education Finance Program. If a student is dually
 449 enrolled in a career center operated by the same district as the
 450 district in which the student attends high school, that district
 451 earns the funds generated for workforce education funding and
 452 also earns the proportional share of full-time equivalent
 453 funding from the Florida Education Finance Program. If a student
 454 is dually enrolled in a workforce education program provided by
 455 a career center operated by a different school district, the
 456 funds must be divided between the two school districts
 457 proportionally from the two funding sources. A student may not
 458 be reported for funding in a dual enrollment workforce education
 459 program unless the student has completed the basic skills
 460 assessment pursuant to s. 1004.91. A student who is coenrolled
 461 in a K-12 education program and an adult education program may
 462 be reported for purposes of funding in an adult education
 463 program. If a student is coenrolled in core curricula courses
 464 for credit recovery or dropout prevention purposes and does not
 465 have a pattern of excessive absenteeism or habitual truancy or a
 466 history of disruptive behavior in school, the student may be
 467 reported for funding for up to two courses per year. Such a
 468 student is exempt from the payment of the block tuition for

PCB HEWS 14-01

Original

2014

469 adult general education programs provided in s. 1009.22(3)(c)
 470 ~~1009.22(3)(d)~~. The Department of Education shall develop a list
 471 of courses to be designated as core curricula courses for the
 472 purposes of coenrollment.

473 Section 11. This act shall take effect July 1, 2014.

**SUS Performance
Funding**



BOARD of GOVERNORS

State University System of Florida

House Higher Education and Workforce Subcommittee

February 13, 2014

www.flbog.edu



Board of Governors Vision

AAA Vision

- **Academic Quality**
- **Accountability**
- **Accessibility**



Three-Part Accountability Framework





Board of Governors Performance Funding Model for 2014-15

4 Guiding Principles:

- Use metrics that align with Strategic Plan goals
- Reward excellence or improvement
- Have a few clear, simple metrics
- Acknowledge the unique mission of the different institutions

Key Components:

- Funds allocated based on 10 metrics
- One metric chosen by the Board of Governors and one by the Board of Trustees
- Institutions evaluated on the excellence or improvement for each metric
- Data based on one year



Performance Funding Model - Metrics

| | EXCELLENCE (Achieving System Goals) | | | | | IMPROVEMENT (Recognizing Annual Improvement) | | | | |
|--|--|----------|----------|----------|----------|---|----|----|----|----|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| Points | | | | | | | | | | |
| 1 Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation | 75% | 70% | 65% | 60% | 55% | 5% | 4% | 3% | 2% | 1% |
| 2 Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation | \$40,000 | \$35,000 | \$30,000 | \$25,000 | \$20,000 | 5% | 4% | 3% | 2% | 1% |
| 3 Average Cost per Undergraduate Degree to the Institution | \$20,000 | \$22,500 | \$25,000 | \$27,500 | \$30,000 | 5% | 4% | 3% | 2% | 1% |
| 4 Six Year Graduation Rate <i>Full-time and Part-time FTIC</i> | 70% | 67.5% | 65% | 62.5% | 60% | 5% | 4% | 3% | 2% | 1% |
| 5 Academic Progress Rate 2nd Year Retention with GPA Above 2.0 | 90% | 87.5% | 85% | 82.5% | 80% | 5% | 4% | 3% | 2% | 1% |
| 6 Bachelor's Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i> | 50% | 45% | 40% | 35% | 30% | 5% | 4% | 3% | 2% | 1% |
| 7 University Access Rate Percent of Undergraduates with a Pell-grant | 30% | 27.5% | 25% | 22.5% | 20% | 5% | 4% | 3% | 2% | 1% |
| 8 Graduate Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i> | 50% | 45% | 40% | 35% | 30% | 5% | 4% | 3% | 2% | 1% |
| Institution-Specific Metrics | | | | | | | | | | |
| 9 Board of Governors choice | Varies by metric | | | | | Varies by metric | | | | |
| 10 Board of Trustees choice | Varies by metric | | | | | Varies by metric | | | | |



Performance Funding Model – Basic Operation

New Appropriated Funds:

- Maximum of 50 points (5 points per metric)
- Must have 26 points or more to be eligible for new funds
- A university with 25 points or less, or the three lowest scoring universities are not eligible for new funds
- Eligible universities receive new funds allocated proportional to their recurring state base budget
- Highest scoring eligible universities will receive additional new funds



Performance Funding Model – Basic Operation

Base Recurring Funds:

- A proportional amount, equal to the amount of new appropriated funds, would come from each university's recurring state base budget
- For the first year a university would only have 1% at risk
- A university with 26 points or more would have their base funding restored
- A university with 25 points or less would have all but 1% of their base funding restored
- Funds would be reallocated proportional to the universities with more than 25 points, with the highest scoring universities eligible for more



2013-14 Performance Funding Model Example

| Metrics | Data | Points |
|---|----------|--------|
| 1: Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation | 60% | 2 |
| 2: Median Average Wages of Undergraduates Employed in Florida 1 Yr after Graduation | \$25,000 | 2 |
| 3: Average Cost per Undergraduate Degree to the Institution | \$27,500 | 2 |
| 4: Six Year Graduation Rates (Full-time and Part-time FTIC) | 62.5% | 2 |
| 5: Academic Progress Rate (2nd Year Retention with GPA above 2.0) | 82.5% | 2 |
| 6: Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) | 35% | 2 |
| 7: University Access Rate (Percent of Undergraduates with a Pell Grant) | 30% | 5 |
| 8: Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM) | 35% | 2 |
| 9: Percent of Bachelor Degrees without Excess Hours | 65% | 2 |
| 10: Board of Trustees Choice | | 5 |
| | Total | 26 |



BOARD of GOVERNORS

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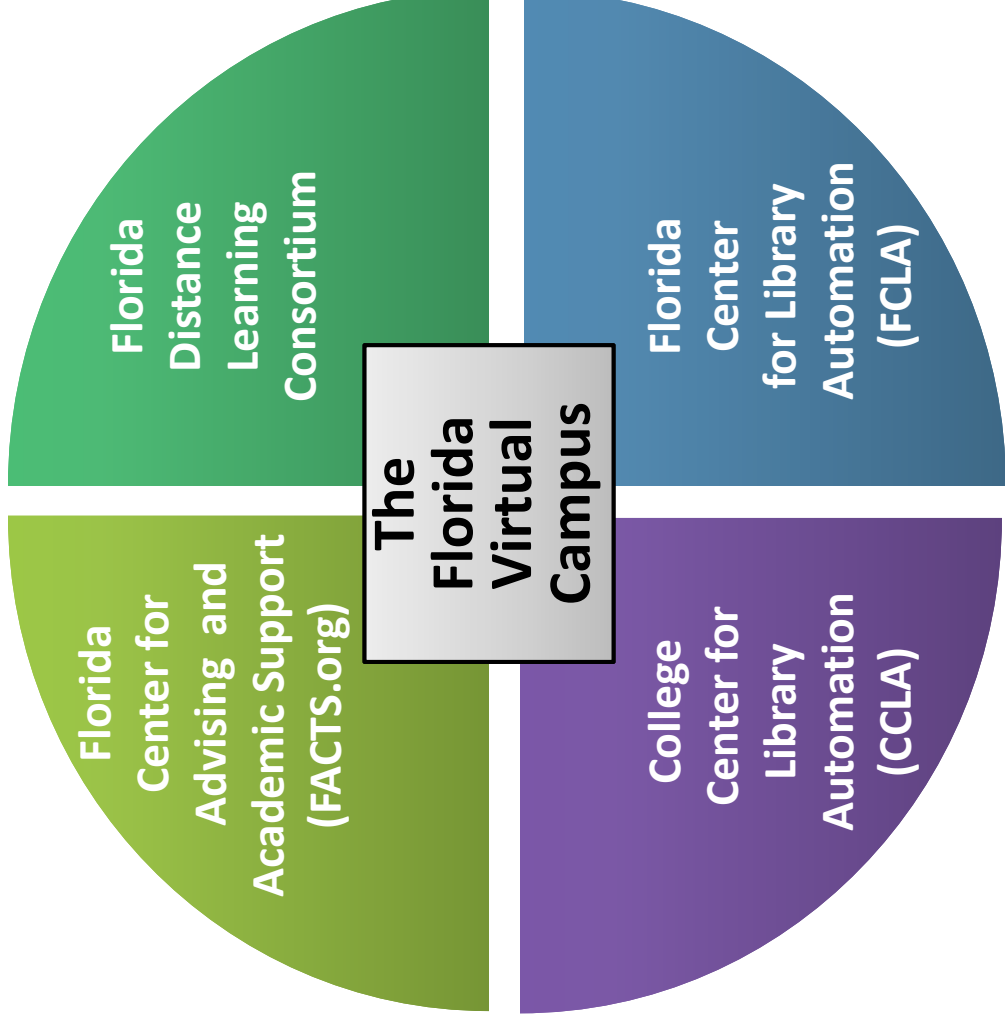
Progress of Florida Virtual Campus

Higher Education & Workforce Subcommittee

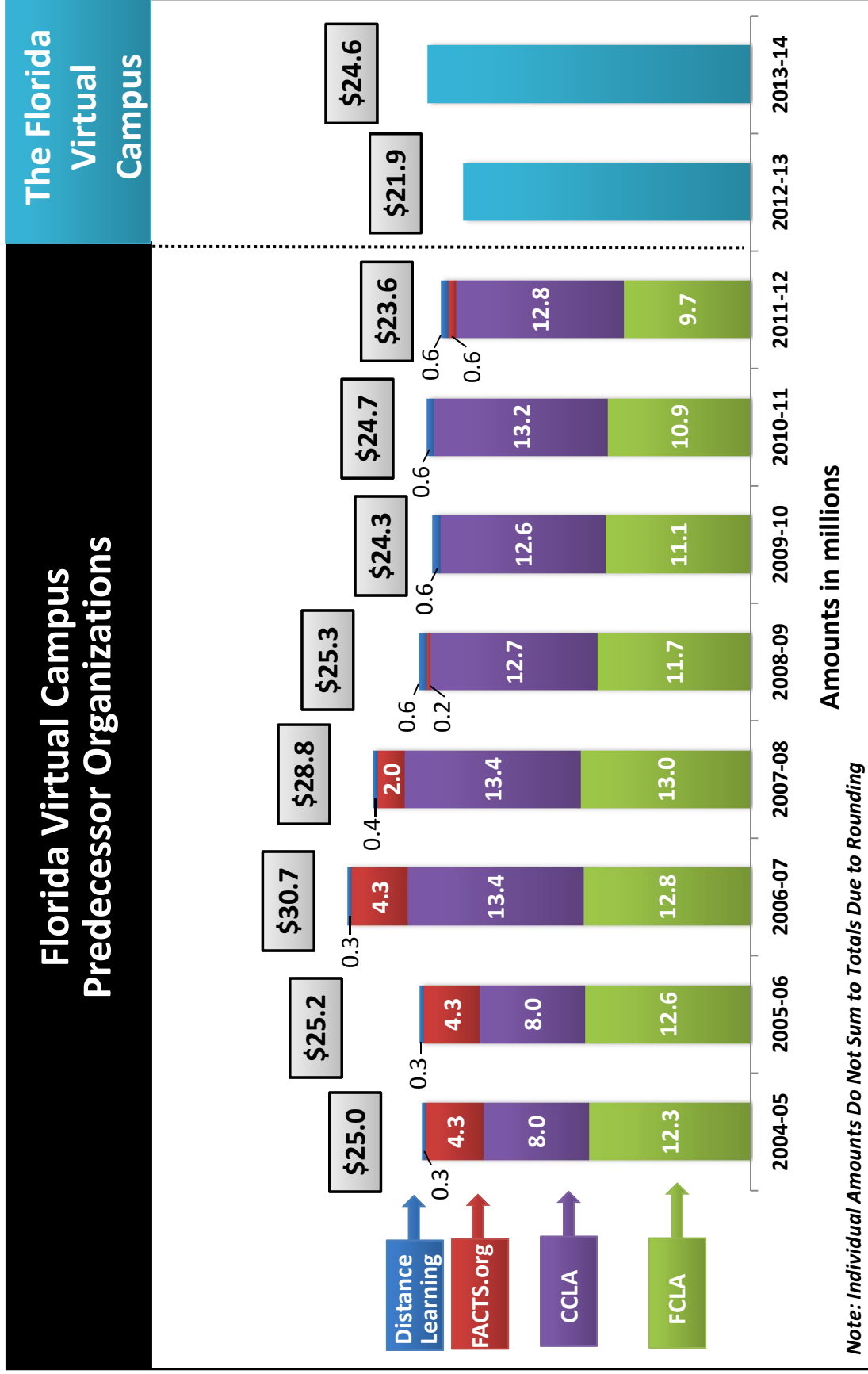
**Mark Baird, Senior Legislative Analyst
OPPAGA**

February 13, 2014

Ch. 2012-134, Laws of Florida Established the Florida Virtual Campus



\$254 Million Appropriated Over 10 Years for Florida Virtual Campus and its Predecessor Entities



Project Scope

Examined progress the Florida Virtual Campus has made in meeting statutory objectives and user needs across:



Administration

- Has taken steps to become a cohesive unit and has achieved some cost savings
- Needs to better report its financial status
- Has not implemented some key legislative priorities such as making improvements to its services

Virtual Campus Has Made Progress Toward Functioning as a Cohesive Unit

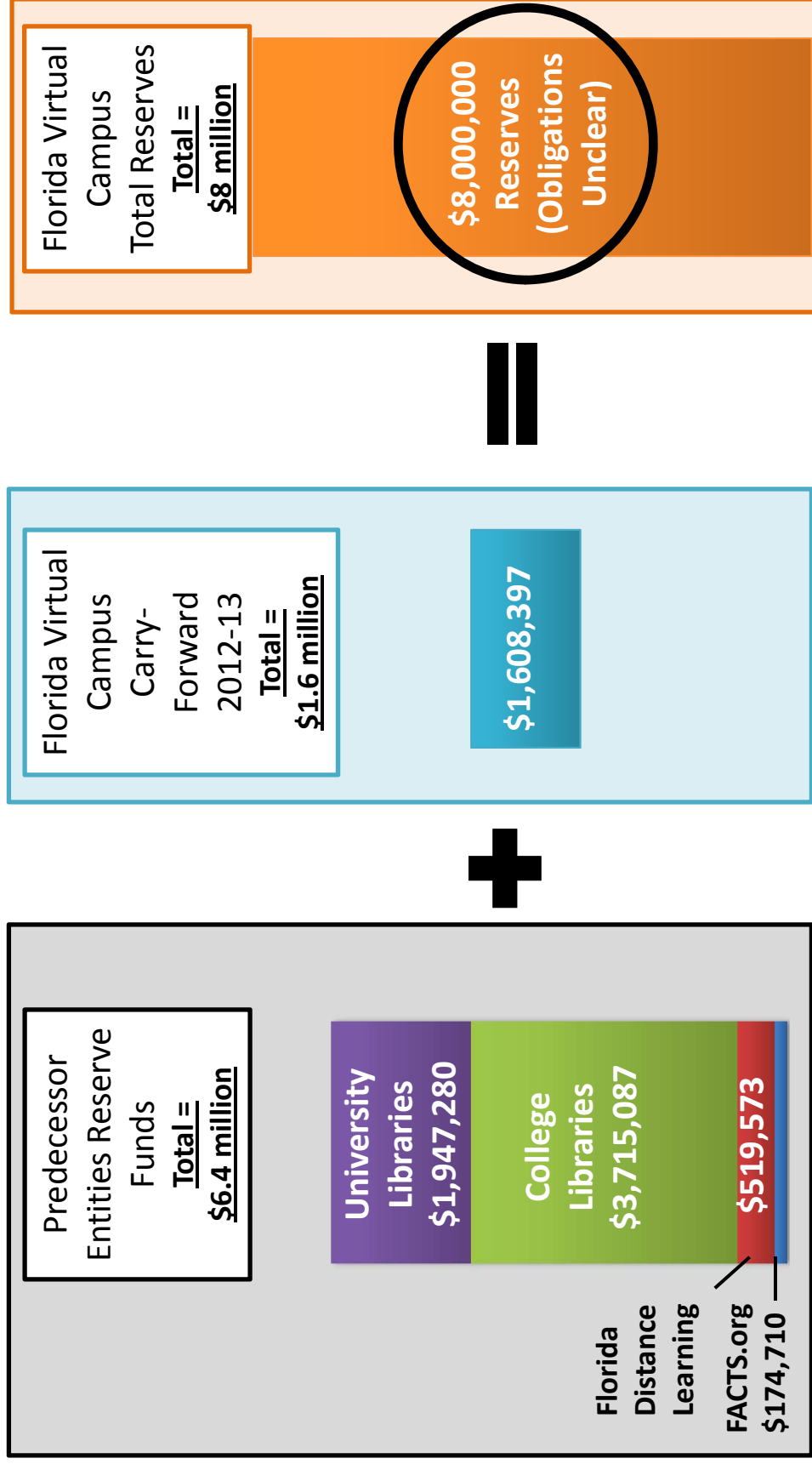
The Virtual Campus has:

- set up a governance structure and established a single fiscal agent (University of Florida)
- hired an executive director
- relocated all of its information technology infrastructure and consolidated help desk support service operations

Cost Savings Resulting from the Merger

- The Legislature reduced recurring funding by \$2.8 million in past 3 years to take advantage of operational efficiencies expected from the merger
- The Campus saved \$1,563,782 by eliminating 42 positions and \$116,586 by renegotiating leases
- However, the Campus still maintains three locations and the Tallahassee lease agreement obligates the Campus to pay for 2,000 square feet of space it does not need

The Virtual Campus Maintains a High End-of-Year Balance; Obligations Unclear



The Virtual Campus Does Not Have a Process That Ensures Its Core Services Meet Legislative Expectations And User Needs

The Virtual Campus:

- spent considerable time addressing internal issues related to merging units, branding, and employee identification with the Virtual Campus
- has not yet implemented some key legislative priorities, such as making improvements to its services
- lacks a plan for how and when it will focus its resources on priority issues

Student Access to Virtual Campus Services

The Virtual Campus and postsecondary institutions have not taken adequate steps to ensure students are aware of and can easily use Campus services

Most Postsecondary Institutions Link to the Virtual Campus's Major Functions

| Link to Florida Virtual Campus | | | | |
|--------------------------------|------------------|------------------------------|---------------------------|-------------------|
| | Library Services | Transient Student Admissions | Distance Learning Catalog | Advising Services |
| Florida Colleges (28) | 28 | 24 | 26 | 26 |
| State Universities (11) | 10 | 10 | 8 | 6 |
| Total (39) | 38 | 34 | 34 | 32 |

Some Links to the Virtual Campus from Postsecondary Institutions' Websites Are Hard to Find and Difficult to Follow

- We found problems with several of the links:
 - not prominently displayed
 - still link to the old predecessor organizations
 - do not have accompanying descriptions of the services available on the Virtual Campus website
 - direct students to the Virtual Campus home page rather than to the service page

The Virtual Campus Website is Difficult to Navigate and Use

- Some of the website's menus are crowded and redundant and do not make it easy to advance in an obvious progression
- In some cases, students must logon with two sets of user IDs and passwords, one for the Virtual Campus and one for their home institution
- Some pages include several competing links and it is not readily apparent how to proceed

Menus on Home Page are Crowded and Redundant

The screenshot shows the Florida Virtual Campus website with the following navigation menu items: Online Courses, Degrees & Careers, Apply, My Records, Student Services, Library Services, and About FLVC. The main content area is divided into three columns: College & University Link Hub, College Transfer Center, and Financial Aid Info. A red arrow points to the 'Online Courses' menu item, which is linked to a large image of a laptop. Another red arrow points to the 'College & University Link Hub' menu item, which is linked to a large image of a graduation cap. A third red arrow points to the 'Financial Aid Info' menu item, which is linked to a large image of a graduation cap. A yellow sticky note with the text 'Click here and let us know!' is placed over the 'Financial Aid Info' menu item. Below the navigation menu, there are three main sections: 'Prospective Students Education Pays' with a group photo, 'Current Students' with sub-sections for 'Transfer Students' and 'Returning Students', and 'Explore & Apply' with a list of links including 'Find an Online Course', 'Find an Online Degree Program', 'Search College & University Profiles', 'Degree Program Requirements', 'Admission Requirements', 'Admission Applications', and 'Types of Financial Aid'. A 'Locate a Testing Center' button is also visible.

Graduation Checks Require Two Sets of Credentials

The screenshot displays the Florida Virtual Campus (FLVC) login interface. At the top left is the FLVC logo. A navigation bar contains links for Online Courses, Degrees & Careers, Apply, My Records, Student Services, and Library Services. The main content area is split into two panels. The left panel, titled 'Need a Login ID?', features a 'Log In' button and a 'Create Account' button. It includes input fields for 'Login ID:' and 'Password:'. A red notice states: 'College or University Students must create a Login ID.' Below the fields are links for 'Forgot Login ID?' and 'Forgot password?'. The right panel, titled 'Log In with your School ID and PIN/Password', includes a dropdown menu for 'Select your home institution:' (currently showing 'University of North Florida'), input fields for 'Enter your student ID:' and 'Enter your PIN/Password:', and a 'Continue' button. A 'Need help? Don't know your login information?' section at the bottom right contains a dropdown menu for 'Check your institution's Login Assistance page:' and a link to 'Check your institution's hours of availability.' with the email 'help@flvc.org'.

Competing Links Make it Difficult to Know How to Proceed



Legend



Advising

Need advising assistance? We can help.

[Advising](#)

Registering:

From the search results page, click on the course number to obtain additional information on the course and access the registration button.

[Create a FLVC Account](#)

search results

7 courses match your search criteria. Courses 1 through 7.

Credit - Spring 2014

Click on the column title to re-sort your search results! **Click the Course Number to Register!**

| Course Number | Course Title | Delivery Method | Institution | Course Availability |
|--------------------------|---|-----------------|--------------------------|---------------------|
| AMH_1010 | History of the United States, 1607-1877 | | CC-Polk | Restricted |
| AMH_1010 | History of the United States, 1607-1877 | | CC-Polk | Restricted |
| AMH_1010 | History of the United States, 1607-1877 | | CC-Polk | Restricted |
| AMH_1010 | American History I | | CC-South Florida | Open |
| AMH_1010 | American History I | | CC-South Florida | Open |
| AMH_1010 | History of the United States I | | CC-SCF, Manatee-Sarasota | Open |
| AMH_1010 | History of the United States I | | CC-SCF, Manatee-Sarasota | Open |

[New Search](#) [Revise Search](#) [Course not found?](#)

[New Search](#) [Revise Search](#)

The Virtual Campus Has Only Recently Begun Marketing to Improve Awareness of Its Services

Proviso Ch. 2013-40, Laws of Florida

The 2013 Legislature appropriated \$490,000 non-recurring funds for Virtual Campus to develop and implement marketing plan

Status

- Plan completed in September 2013
- Only recently began advertising through social media
- Other promotional activities are just beginning to be implemented

Advising

The Virtual Campus Advising system is out of date and used by relatively few students

Virtual Campus Advising Services Need Substantial Upgrades; Relatively Few Students Use Them

Statutory Requirement s. 1006.73(5)(d), *F.S.*

Develop and manage a statewide computer-assisted student advising system that supports advising, registering, and certifying students for graduation and includes degree audit and articulation.

Status

- The predecessor advising system (FACTS.org) has not been updated or enhanced to make it more useful to students
- Relatively few students use the Virtual Campus's advising services

Virtual Campus Advising Services Do Not Enhance The Services Offered by FACTS.org

- Virtual Campus has not substantially updated or enhanced the predecessor advising system (FACTS.org) to make it more useful
- Uses a core software infrastructure originally created in the late 1990s
- Critical portions of the infrastructure are no longer supported by the original vendor

Relatively Few Students Use Florida Virtual Campus Advising Services

| Virtual Campus Advising Service | Students Requesting Information | | Student Enrollment | Percentage of Students Using Feature |
|-----------------------------------|---------------------------------|---------|--------------------|--------------------------------------|
| | Fiscal Year 2012-13 | | | |
| Transcripts | 43,206 | 750,377 | 5.8% | |
| 2+2 AA Transfer Evaluation | 7,448 | 355,393 | 2.1% | |
| Graduation Check | 6,219 | 750,377 | <1% | |
| Change Major | 812 | 750,377 | <1% | |
| Change School | 648 | 750,377 | <1% | |

Source: OPPAGA analysis of data from the Florida Virtual Campus, Florida Department of Education, and Florida Board of Governors.

Reasons Why Student Usage of Advising Systems is Low

- **Connectivity issues:** 13 institutions were not connected to at least 1 advising component as of January 15, 2014
- **Redundancy:** Some components duplicate functions that institutions have in their own advising systems
- **Differing formats:** Lack of a standardized format for advising reports may make them difficult to use
- **Lack of marketing:** Marketing efforts are just underway to increase awareness of the Florida Virtual Campus

Distance Learning

- The Virtual Campus distance learning catalog is functional
- Campus transient student services are valued by users
- The Campus reports that it does not have ready access to data needed to fully meet its statutory requirements

Distance Learning Catalog is Functional But Lacks Some Reporting Capabilities

Statutory Requirement s. 1006.73(5)(b), F.S.

Manage a statewide Internet-based catalog of distance learning courses and programs, have an online analytical tool that provides data on students, and have data on completion and retention rates

Status

- The distance learning course and program catalogs are easy to use and appear to function as intended
- The system does not incorporate an online analytical tool that provides usage and course request data required by law
 - Students not required to create a profile
 - Course and enrollment data not captured

Automated Transient Admission System Is Operational and Valued by Postsecondary Institutions

Statutory Requirement s. 1006.73(5)(c), F.S.

Implement a streamlined online admission application process for undergraduate transient students

Status

- Ensures inclusion of transient coursework for financial aid calculations
- Public college and university students are required to use this system for all transient admissions requests
- System is operational with all but two institutions—Florida Keys Community College and New College
- Service is highly valued by academic advisors

Library Services

- Has not yet fully integrated services
- Reports challenges to providing savings when combining purchases for students across both public postsecondary systems

Background on Library Services

Key Terms

Integrated Library System (ILS)

Systems that store and manage bibliographic content information (e.g., publication title, author, and publication date) in databases, allowing students to search, locate, and check out materials

Discovery Tool

A search engine that enables users to locate a wide range of library materials within one or more databases using specific criteria

Prior to FLVC Consolidation

CCLA-College Library System

- All 28 Florida colleges were on 1 Integrated Library System (ILS)
- 1 discovery tool for all colleges

FCLA-University Library System

- All 11 state universities were on 11 separate Integrated Library System (ILS) databases
- 1 discovery tool for all universities

University and College Integrated Library Systems (ILSs) Still Operate Separately

Statutory Requirement s. 1006.73(5)(a)(3), F.S.

Provide a single ILS for all public colleges and universities

Status

- Universities have consolidated to a single ILS, but college and university systems operating separately
- Have duplicate records, which causes confusing search results
- Administrators plan to integrate the two systems once a suitable ILS has been identified— but were uncertain when this will happen

The Virtual Campus Does Not Yet Offer a Discovery Tool Incorporating University and College Libraries

Statutory Requirement s. 1006.73(5)(a), *F.S.*

Make a single discovery tool available to all public colleges and universities

Status

- Two separate discovery tools, one for universities and a different tool for colleges
- Plans to have a new single discovery tool in place sometime in 2014

The Virtual Campus Cited Several Challenges For Not Increasing the Purchase of Shared E-Resources

Statutory Requirement s. 1006.72, 1006.73, F.S.

Purchase electronic library resource licenses and make these resources available to all public postsecondary education students

Status

- \$664,783 spent in 2013 on e-resources shared across systems
- Virtual Campus estimates a savings of \$4 million when compared to the total cost of each institution paying list price
- This savings estimate may be higher than what institutions' negotiated prices would have been
- Virtual Campus identified challenges to achieving savings through purchasing e-resources for students across both public postsecondary systems

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