

Stepping Up: A Strategic Plan for The Florida College System

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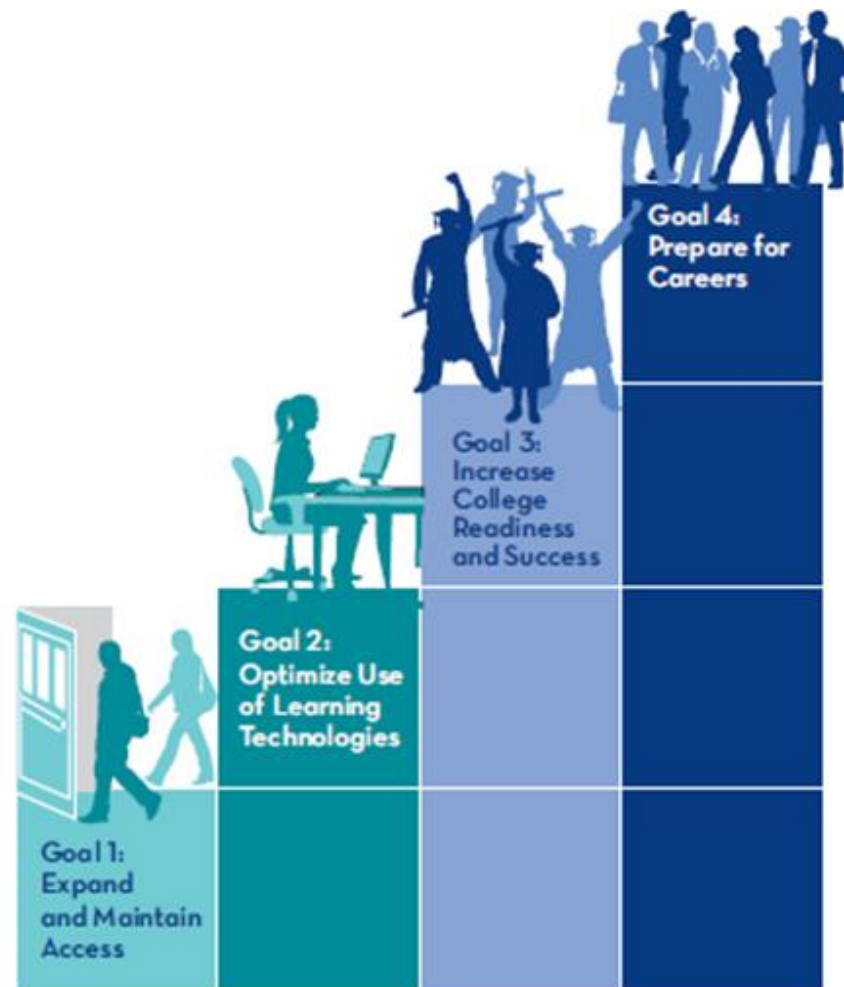
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The Florida College System

Research & Analytics

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FCS Strategic Plan Goal Areas



See FCS Strategic Plan Link at <http://www.fldoe.org/fcs/>

Performance Target Setting

- Continuity – Florida State Board of Education-wide aligned approach.
- Numeric goals sought.
- Tied to a review of trend data.
- Incorporate expedited expert review and validation.
- Summer through Fall 2012 - emphasis on Florida College System-wide 2017 goal for each metric.
- Spring 2013 - emphasis on aligned college level goals.

FCS Strategic Plan Measures, Statute

1001.03 Specific powers of State Board.--

- (16) PLAN SPECIFYING GOALS AND OBJECTIVES.—By July 1, 2013, the State Board of Education shall identify performance metrics for the Florida College System and develop a plan that specifies goals and objectives for each Florida College System institution. The plan must include: (a) Performance metrics and standards common for all institutions and metrics and standards unique to institutions depending on institutional core missions, including, but not limited to, remediation success, retention, graduation, employment, transfer rates, licensure passage, excess hours, student loan burden and default rates, job placement, faculty awards, and highly respected rankings for institution and program achievements.
- (b) Student enrollment and performance data delineated by method of instruction, including, but not limited to, traditional, online, and distance learning instruction.

Goal 3.9

Goal 3.9: Graduation rate for first-time in college students (150% of normal time)

<u>Graduation Rate Baseline (2010-11)</u>
35.0% of Cohort graduate in 150% of normal time
<u>Graduation Rate Target (2017-18)</u>
40.0% of Cohort graduate in 150% of normal time

Source: Southern Regional Data Exchange, Table 34

Goals 2.2

Goal 2.2: Percentage of students earning a grade “C” or better in traditional/campus-based, online/distance learning, or hybrid courses.

Baseline (2010-11)		
<u>Traditional/Campus-based</u>	<u>Online/Distance Learning</u>	<u>Hybrid</u>
69.0%	69.4%	72.3%
Target (2017-18)		
<u>Traditional/Campus-based</u>	<u>Online/Distance Learning</u>	<u>Hybrid</u>
73.5%	73.5%	73.5%

Numerator = # Traditional/Campus Based; Online/Distance Learning; Hybrid earning a “C” or better.

Denominator = Total number of Traditional/Campus-based; Online/Distance Learning; Hybrid

Goal 3.1

Goal 3.1: Percentage of developmental education completers who complete college-level course in same subject with a “C” grade or above within 2 years.

Baseline (Fall 2009-10 to Summer 2011-12)		
<u>Reading</u>	<u>Writing</u>	<u>Math</u>
69.6%	68.0%	53.8%
Target (2017-18 Fall 2014-15 to)		
<u>Reading</u>	<u>Writing</u>	<u>Math</u>
71.1%	70.3%	55.3%

Numerator = Total number of students passing gatekeeper course (reading, writing, math), excluding those who took gatekeeper course within 3rd year of last DE.

Denominator = Total number of students enrolled in gatekeeper course (reading, writing, math), excluding those who took gatekeeper course within 3rd year of last DE.

Goals 3.2 and 3.3

Goal 3.2: Highly respected rankings for institution and highly respected rankings for program achievements.

Goal 3.3: Number of faculty receiving awards

Baseline (2011-12)		
<u>Institutional Rankings</u>	<u>Program Rankings</u>	<u>Faculty Awards</u>
128	56	743
Target (2017-18)		
<u>Institutional Rankings</u>	<u>Program Rankings</u>	<u>Faculty Awards</u>
157	84	812

Source: Self-reported information from colleges.

Goal 3.5

Goal 3.5: Percentage of students receiving federal student loans and average amount of Federal student loan aid received by undergraduate student.

<u>Baseline (2010-11)</u>	
<u>Students Receiving Loans</u>	<u>Average Amount of Loan Received</u>
19.4%	\$5,418
<u>Target (2017-18)</u>	
<u>Students Receiving Loans</u>	<u>Average Amount of Loan Received</u>
17.4%	\$5,924

Numerator = # of students receiving loans

Denominator = Total financial aid cohort

Average Amount of Loan Received = Amount listed on IPEDS

Source: IPEDS Data Center

Goal 3.6

Goal 3.6: Cohort default rate for FCS.

<u>Baseline (2008-09)</u>
<u>Default Rate</u>
12.9%
<u>Target (2017-18)</u>
<u>Default Rate</u>
10.7%

Numerator = # of borrowers in default

Denominator = # of borrowers in repayment

Source: IPEDS Data Center

Goal 3.7

Goal 3.7: Retention Rates

<u>Baseline (Tracking Period: Fall 2007 to Spring 2011)</u>	
<u>AA Retention Rate</u>	<u>AAS/AS Retention Rate</u>
66.7%	58.8%
Target (2017-18)	
<u>AA Retention Rate</u>	<u>AAS/AS Retention Rate</u>
70.8%	63.2%

Numerator = # AA (or AAS/AS) students retained

Denominator = Total number cohort (AA or AAS/AS)

Source: Accountability report, Measure 1, Part 2

Goal 3.10

Goal 3.10: Average time and credit to associate degree

<u>Baseline (2009-10)</u>	
<u>Time to Degree</u>	<u>Credit to Degree</u>
Accelerated Students: 2.8 years Non-Accelerated Students: 4.4 years	Accelerated Students: 73 credits Non-Accelerated Students: 78 credits
<u>Target (2017-18)</u>	
<u>Time to Degree</u>	<u>Credit to Degree</u>
Accelerated Students: 2.6 years Non-Accelerated Students: 4.2 years	Accelerated Students: 68 credits Non-Accelerated Students: 73 credits

Time to Degree Source: Southern Regional Education Board Data Exchange, Table 63

Credit to Degree Source: Southern Regional Education Board Data Exchange, Table 75

Goal 3.11

Goal 3.11: Transfer rates of associate degree graduates who transfer within two years to the upper division at a FCS institution or state university.

Baseline (2008-09)	
<u>Transfers enrolled in SUS</u>	<u>Transfers enrolled in FCS upper division</u>
50.7%	7.6%
Target (2017-18)	
<u>Transfers enrolled in SUS</u>	<u>Transfers enrolled in FCS upper division</u>
53.7%	15.4%

Numerator: # found in SUS or # found in FCS

Denominator: Total number of completers

Goal 3.12

Goal 3.12: Percentage of students taking and passing licensure exams.

<u>Baseline (2008-09)</u>	
<u>NCLEX-RN (Registered Nurse)</u>	<u>NCLEX-PN (Practical Nurse)</u>
89.7%	88.6%
<u>Target (2017-18)</u>	
<u>NCLEX-RN (Registered Nurse)</u>	<u>NCLEX-PN (Practical Nurse)</u>
90.7%	90.1%

Source: Florida Department of Health, Division of Medical Quality Assurance

Goal 4.1

Goal 4.1: Percentage of graduates found employed in the state of Florida within one year of completion – disaggregated by certificate/degree type

<u>Baseline (2009-10)</u>	<u>Target (2017-18)</u>
<ul style="list-style-type: none">•Statewide overall: 65.0%•Career Certificate: 76.7%•College Credit Certificate: 72.7%•AAS: 83.3%•AS: 86.3%•AA: 53.0%•Bachelors: 88.2%	<ul style="list-style-type: none">•Statewide overall: 72.9%•Career Certificate: 84.5%•College Credit Certificate: 82.0%•AAS: 87.2%•AS: 91.2%•AA: 58.2%•Bachelors: 91.7%

Numerator = # found employed full-time and full-quarter

Denominator = # found employed

Source: Florida Education and Training Placement Information Program (FETPIP)

Timelines

- Due Monday May 20, 2013
- Local Goal Setting Materials Needed.
- Allow sufficient lead time for compiling results and delivery to Commissioner for review and dissemination at June 2012 Florida State Board of Education Meeting.
- Action legislatively required by July 1, 2013.

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Questions & Comments

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Florida Department of
EDUCATION



AA Bachelors Major and Baccalaureate Destination Institution

Meta Majors

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2012 Legislation HB 7135

- (3) To improve articulation and reduce excess credit hours, beginning with students initially entering a Florida College System institution in 2013-2014 and thereafter, the articulation agreement must require each student who is seeking an associate in arts degree
- to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours.
- The (FCS) institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest.

Meta-majors

- A set of broad content areas that students choose upon enrollment at a postsecondary institution.
- A meta-major includes a set of courses that meet academic requirements that are common across several disciplines and specific programs of study.
- Enrollment and completion of meta-major courses guide students through initial academic requirements and into programs of study.
- **[Core Principles for Transforming Remedial Education: A Joint Statement](#)** Charles A. Dana Center, Complete College America, Inc., Education Commission of the States, Jobs for the Future (December 2012)

Florida HB7057 (Spring 2013)

- Requiring the approval of meta-majors and academic pathways for student progression.
- Section 25 (3) "Meta-major" means a collection of programs of study or academic discipline groupings that share common foundational skills.
- 1008.30(4) By July 1, 2014, the State Board of Education, in consultation with the Board of Governors, shall approve a series of meta-majors and the academic pathways that identify the gateway courses associated with each meta-major. Florida College System institutions shall use placement test results to determine whether each student demonstrates sufficient communication and computation skills to indicate readiness for his or her chosen meta-major. Florida College System institutions shall counsel students into college credit courses as quickly as possible, with developmental education limited to that content needed for success in the meta-major.

Conceptually Related Career & Technical Education – Career Clusters

- **Agriculture, Food & Natural Resources** The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products.
- **Architecture & Construction** Careers in designing, planning, managing, building and maintaining the built environment.
- **Arts, A/V Technology & Communications** Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
- **Business Management & Administration** Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
- **Education & Training** Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.
- **Finance** Planning and related services for financial and investment planning, banking, insurance, and business financial management.
- **Government & Public Administration** Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
- **Health Science** Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
- **Hospitality & Tourism** Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.
- **Human Services** Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.
- **Information Technology** Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.
- **Law, Public Safety, Corrections & Security** Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
- **Manufacturing** Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and process engineering.
- **Marketing** Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.
- **Science, Technology, Engineering & Mathematics** Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development .
- **Transportation, Distribution & Logistics** Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, etc.

AA Bachelors Major and Baccalaureate Destination Institution

Meta Majors

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