



Florida College System Update

Division of Florida Colleges

October 10, 2019



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

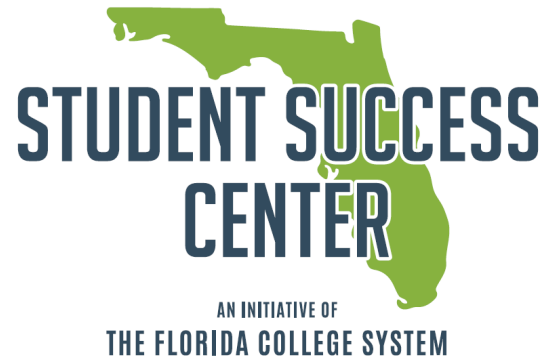
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Agenda

- Chancellor Welcome
- Florida Student Success Center - Pathways
- Florida Student Success Center - Research Alliance
- Division of Florida Colleges Update
- CTE Audit Update
- Division of Career and Adult Education Update



Chancellor Kathy Hebda



Florida Pathways

Abbey Ivey

Director, Florida Student Success Center

Abbey.Ivey@fldoe.org

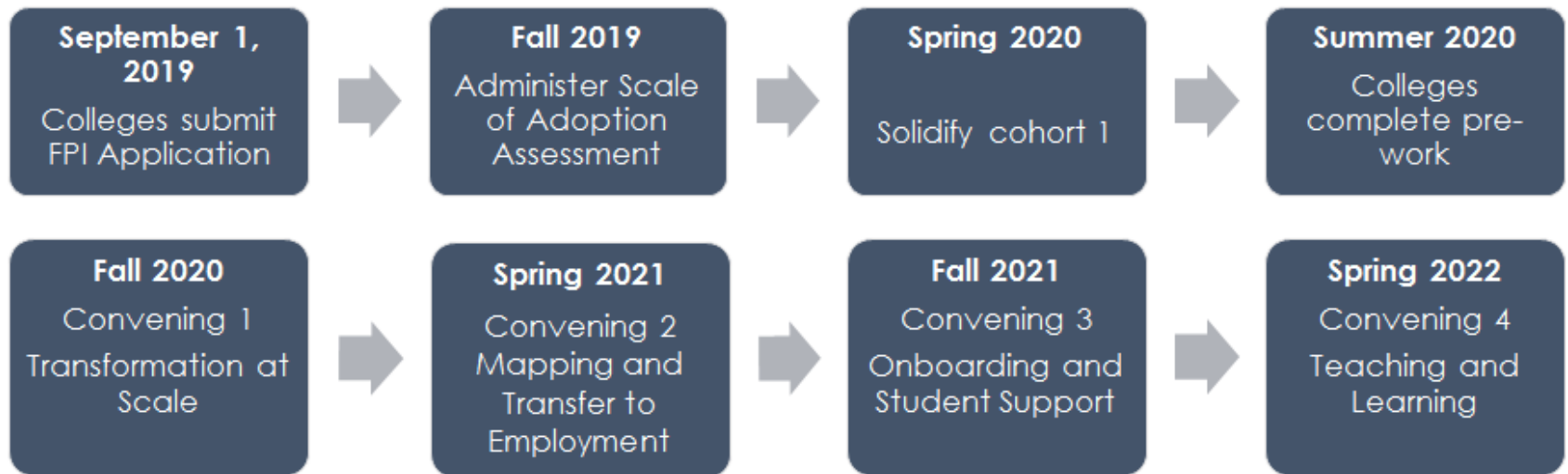
FPI Service Delivery Model

- FPI will consist of a cohort of colleges dedicated to guided pathways work. The cohort will span a period of **two years** and include a variety of activities, including, but not limited to:
 - Administering the [Scale of Adoption Assessment](#) campus-wide in fall 2019, which will be used to determine readiness to implement guided pathways, as well as institutional capacity. The assessment will also be administered in subsequent semesters to measure progress on implementation.
 - Participating in face-to-face convenings hosted by the center. Convenings will combine discussion with experts, experiences shared by colleges already implementing pathways and facilitated discussion/planning sessions for college teams.
 - Receiving coaching, technical assistance and support related to guided pathways implementation.

Florida Pathways Institute Cohort 1

- Broward College
- College of Central Florida
- College of the Florida Keys
- Eastern Florida State College
- Florida SouthWestern State College
- Florida State College at Jacksonville
- Gulf Coast State College
- Lake-Sumter State College
- Palm Beach State College
- Pasco-Hernando State College
- Seminole State College of Florida
- South Florida State College
- State College of Florida, Manatee-Sarasota

Timeline



Pathways Navigators

- Florida College System representatives who have received extensive training on guided pathways implementation
- Navigators will partner with and support cohort 1 institutions throughout the institute process
- Each cohort college will be assigned an academic affairs and a student affairs navigator
- Subject matter expert navigators will also serve in advisory roles, being deployed based on institutional need

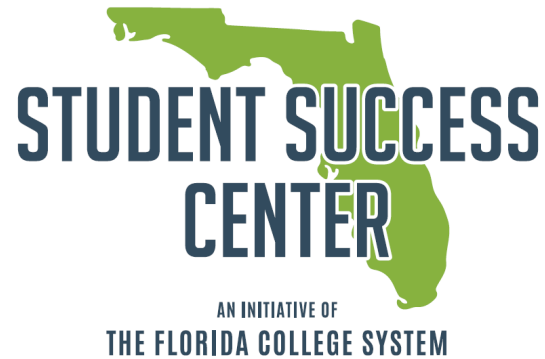
Role of the Navigators

- Facilitate and guide discussions at the four face-to-face FPI convenings
- Consult with center staff on institution progress
- Connect colleges with additional resources and information
- Serve as a “critical friend” and support to their assigned colleges

Application available:
October 18, 2019
Deadline to apply:
November 30, 2019

Commitment and Benefits

- Navigators will be expected to:
 - Maintain participation over a two-year period
 - Participate in a two-day, face-to-face training academy
 - Complete additional training and assignments through a virtual training course
 - Attend four two-day, face-to-face FPI convenings
 - Actively participate in virtual meetings and check-ins
 - Engage with assigned FPI cohort colleges
- Professional development opportunity for college leaders to support broader student success reforms at their institutions and across the state
- Navigators who complete all training activities and assignments will receive a certificate of completion from the Florida Student Success Center



Research Alliance

Dr. Keith Richard

Director, Research & Analytics

Keith.Richard@fldoe.org

Research Alliance Partners



Center for Postsecondary Success

- Shouping Hu, Ph.D.
- Ongoing developmental education reform research
- New: Math Pathways



Community College Research Center

- Davis Jenkins, Ph.D.
- Acceleration mechanisms
- Their relationship to access/equity, college outcomes, late major changing and excess credits, and high-impact dual enrollment partnership practices



Jobs for the Future, WestEd

- Lois Joy, Ph.D. and Angela Estacion, Ph.D.
- Role of credit-bearing internships in promoting STEM outcomes among FCS students



Forthcoming Projects

- New America, Community College Research Initiatives
 - Outcomes of underserved students in community college baccalaureate programs
- Institute of Higher Education at University of Florida
 - Guided Pathways implementation and student outcomes
- WestEd, Helios
 - Acceleration mechanisms



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Division Updates

Dr. Carrie Henderson

Executive Vice Chancellor

Carrie.Henderson@fldoe.org

Dr. Shanna Autry

Director, Student Affairs

Shanna.Autry@fldoe.org

Dr. Mike Sfiropoulos

Director, Academic Affairs

Mike.Sfiropoulos@fldoe.org

Next Gen ACCUPLACER

- The State Board of Education approved revisions to Rule 6A-10.0315, F.A.C., on August 21, 2019
- The impetus for this rule revision was the College Board's creation of the Next-generation ACCUPLACER, which replaced the Classic ACCUPLACER
- Revisions include:
 - Addition of interim standard scores and effective dates for the Next-generation ACCUPLACER assessment
 - Removal of the expired standard score for FCAT reading
 - Removal of old SAT scores prior to 2016
- Effective for new and current students starting September 24, 2019

Hazing

- Senate Bill (SB) 1080 enacted section 1001.64(8)(e), Florida Statutes, requiring each FCS district board of trustees to adopt written anti-hazing policies, provide a program to enforce anti-hazing rules and adopt penalties for violations
- Institutions should update existing or create new policies related to hazing to comply with the provisions outlined in SB 1080 by October 1, 2019

2018-2019 Equity Reports

- 2018-2019 Submission 1 is complete
- Currently reviewing Submission 2
- Review of Equity Report Process
 - Surveyed equity officers to provide input about ways we can improve our services
 - Developments are underway for several webinars throughout the year
 - Looking for opportunities to partner with other councils or groups to provide face-to-face opportunities for equity officer engagement

Equity Reports: Call to Action

- Seeking your assistance in emphasizing the importance of required equity reporting from your respective campuses
 - Section 1000.05, F.S., The Florida Educational Equity Act
 - 6A-19.001, F.A.C., Scope, Coverage and Definitions
 - Section 1012.86, F.S., Community College Employment Equity Accountability Program
 - Section 1006.71, F.S., Gender equity in intercollegiate athletics
 - 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers
 - 6A-19.010, F.A.C., Strategies to Overcome Underrepresentation

Staffing Updates

We are pleased to welcome Dr. Mike Sfiropoulos as our new Director of Academic Affairs!

Mike Sfiropoulos, Ph.D.

Director, Academic Affairs

Mike.Sfiropoulos@fldoe.org

Director of Academic Affairs Main Areas of Responsibility

- Articulation
- Baccalaureate Programs
- Common Prerequisites
- Developmental Education/EAP
- Dual Enrollment/High School Partnerships
- Distance Learning
- Teacher Preparation
- Textbook Affordability
- Academic/Workforce Programs and Partnerships

Inspector General (IG) Consulting Engagement

Background: The Division of Florida Colleges (DFC) requested a consulting engagement with the FLDOE IG

Purpose: To identify the reasons for noncompliance and to assist the DFC in providing guidance to FCS institutions to enhance compliance with applicable textbook affordability laws

Summary of Auditor General Findings:

1. Not having established monitoring procedures or having procedures lacking elements required by statute
2. Not maintaining documentation supporting the figures reported in the annual reports to the DFC
3. The untimely posting of/lack of evidence supporting timely posting of required instructional materials
4. Not identifying courses with a wide variance in textbook prices

Inspector General Recommendations

Wide Cost Variance

1. Define wide cost variance of textbooks

Textbook Affordability Reporting to the FCS Chancellor

2. Define high-enrollment courses

Posting of Textbooks and Instructional Materials

3. Document timely posting of required materials
4. Specify reasonable exceptions to 45-day window

Link Below to: Report #C-1819DOE-004

[Office of Inspector General Textbook Affordability Report](#)

Textbook Affordability Workgroup

Goal:

- Florida College System institutions will have explicit definitions and technical assistance related to textbook affordability

Purpose:

- To put forth recommendations to the division informing technical guidance and assistance around textbook affordability, including topics addressed in the IG report

Workgroup Members:

- Academic Affairs
- Student Affairs
- Faculty
- Business Affairs

Legislative Implementation Updates - Articulation

| Type (Bill) | Description | Update |
|---|---|---|
| 2+2 Targeted Pathways (SB 190) | Guarantees AA students who meet specified criteria have access to specific university degree program(s) | <ul style="list-style-type: none"> Institutions should have reviewed existing and new agreements to determine if at least one agreement met the criteria from SB 190 This semester, the division is collaborating with the office of the board of governors to certify that all institutions are in compliance |
| Reverse Transfer (HB 7071) | State universities identify students who complete the AA degree and transfer credits back to the FCS institution for the awarding of AA | <ul style="list-style-type: none"> The office of articulation is convening a workgroup of 8 FCS and 8 SUS representatives—representing the FCS is SCF, M-S, HCC, Daytona, IRSC, Broward, SPC, PHSC and Seminole (mix of academic, workforce, student affairs and IR) This workgroup will serve as a resource for the department in developing technical assistance and business process rules around reverse transfer |
| Regional Career Pathways (HB 7071) | Guarantees college credit toward an aligned AS/AAS program at FCS institution for students who graduate from a career center | <ul style="list-style-type: none"> Statewide career certificate (PSAV) to AS/AAS articulation agreements will be updated by spring 2020 The department will issue a template for regional career pathways articulation agreements to assist institutions in developing their agreements with tech centers |

Legislative Implementation Updates – Waivers/Exemptions

| Type (Bill) | What It Does | Update |
|---|---|--|
| First Responder / Active Duty Military (SB 7098) | Requires colleges to waive tuition and certain fees for spouses/children of deceased first responders | <ul style="list-style-type: none"> The department is connecting with various agencies to determine if common documentation exists that could inform rule development In the meantime, colleges should use their best judgment in waiving tuition/fees for this population |
| Hurricane Impact (HB 593) | Authorizes colleges that serve counties directly impacted by a hurricane to waive out-of-state fees for three years | <ul style="list-style-type: none"> Colleges that experience an enrollment decline of 10 percent or more following a hurricane may waive out-of-state fees after 180 days after the date the hurricane impacted counties Data element 1004 is being amended to capture the number of students enrolling under this waiver |
| Guardianship Assistance Program (HB 7099) | Exempts individuals under the Guardianship Assistance Program from tuition and fees | <ul style="list-style-type: none"> Colleges should exempt these individuals from the payment of tuition and fees, consistency with the DCF waiver |
| Active Duty Military – Residents for Tuition Purposes (SB 620) | Specifies residency for active duty members & their decedents should be based on their location at the time of acceptance | <ul style="list-style-type: none"> The statewide residency committee is being convened to update the guidelines; colleges should review documentation procedures accordingly Data element 1004 is being amended to capture the number of spouses/children classified as residents under this provision |

Other Updates

- Migration of floridacollegesystem.com website to fldoe.org
- Creation of statewide communications webpage: <http://www.fldoe.org/schools/higher-ed/fl-college-system/communications.shtml>
- Addition of new names to listservs; please email ChancellorFCS@fldoe.org to be added or contact any division staff member

Reporting Deadlines

- October 31, 2019: Developmental education accountability report
- November 8, 2019: Concurrent & joint use report

On the Horizon

- Annual baccalaureate accountability report
 - Instructions will be sent mid-December with reports due by February



CTE Audit

Dr. Carrie Henderson

Executive Vice Chancellor

Carrie.Henderson@fldoe.org

Review of Programs

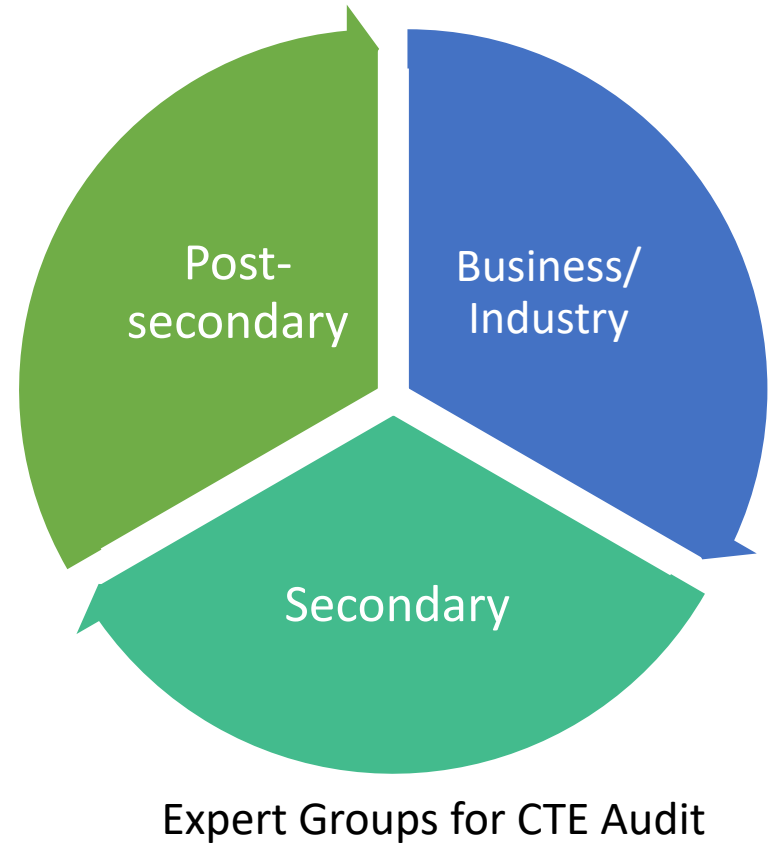
- Goal
 - Ensure all active, approved CTE programs have high demand, high skills, and/or middle to high level wages
- Deliverables
 - Program Quality Indicators
 - Benchmarks for Quality
 - State Program Quality Report
 - List of Programs to be Phased Out
- Phases (Staggered roll out)
 - **Phase 1: Statewide review of programs**
 - Phase 2: Local program review
 - Phase 3: Share information and best practices

Reminder: the unit of analysis in phase 1 is statewide programs (e.g., all ADN programs count as 1)

Phase 2 will look more deeply into programs at institutions (e.g., ADN programs at 28 colleges)

Recent Activity

- FDOE opened a public comment period on the PQIs—received more than 230 responses
- FDOE held calls with expert groups to review feedback and refine draft PQIs
- FDOE is in the process of pulling data for the first phase of the audit



Award Level

Secondary (n=351)

- Middle School and Career Exploratory
- Career Preparatory
- Technology Education
- Work-based Learning and Capstone Courses
- All other including practical arts, single course programs, and courses for special needs population

Postsecondary (n=839)

- Career Certificate
- Apprenticeship Certificate of Completion
- College Credit Certificate
- Associate in Science/Associate in Applied Science
- Workforce Baccalaureate Degrees

Postsecondary Program Quality Indicators

Workforce

- Indicator of whether the program trains for an occupation on the Statewide Demand Occupation List
- Indicator of whether the program trains for an occupation on the Regional Statewide Demand Occupation Lists
- Indicator of whether the final program SOC in the framework is linked to an occupation that is expected to grow over the next eight years
- Indicator of whether the program trains for an occupation with middle to high wages

Institutional

- Retention rate
- Student success rate (defined as the percent of students exiting the program with a degree, certificate or related industry certification)
- Job placement or continuing education rate
- Average wages for those found employed in Florida after completion

Tabled Indicators

- Removed the following as measures of program quality and added them as informational items for each program:
 - Recent Enrollment Trends
 - Spread of Course/Program Enrollment Across Districts/Colleges
 - Number of students completing the CTE program
- Tabled inclusion of the following measures for the 2019 audit, for reasons described below:
 - Pass rate for licensure exams (select programs)
 - Number of industry certifications earned in the program
 - Return on investment

Process of Determining Programs Meeting/Not Meeting Benchmarks

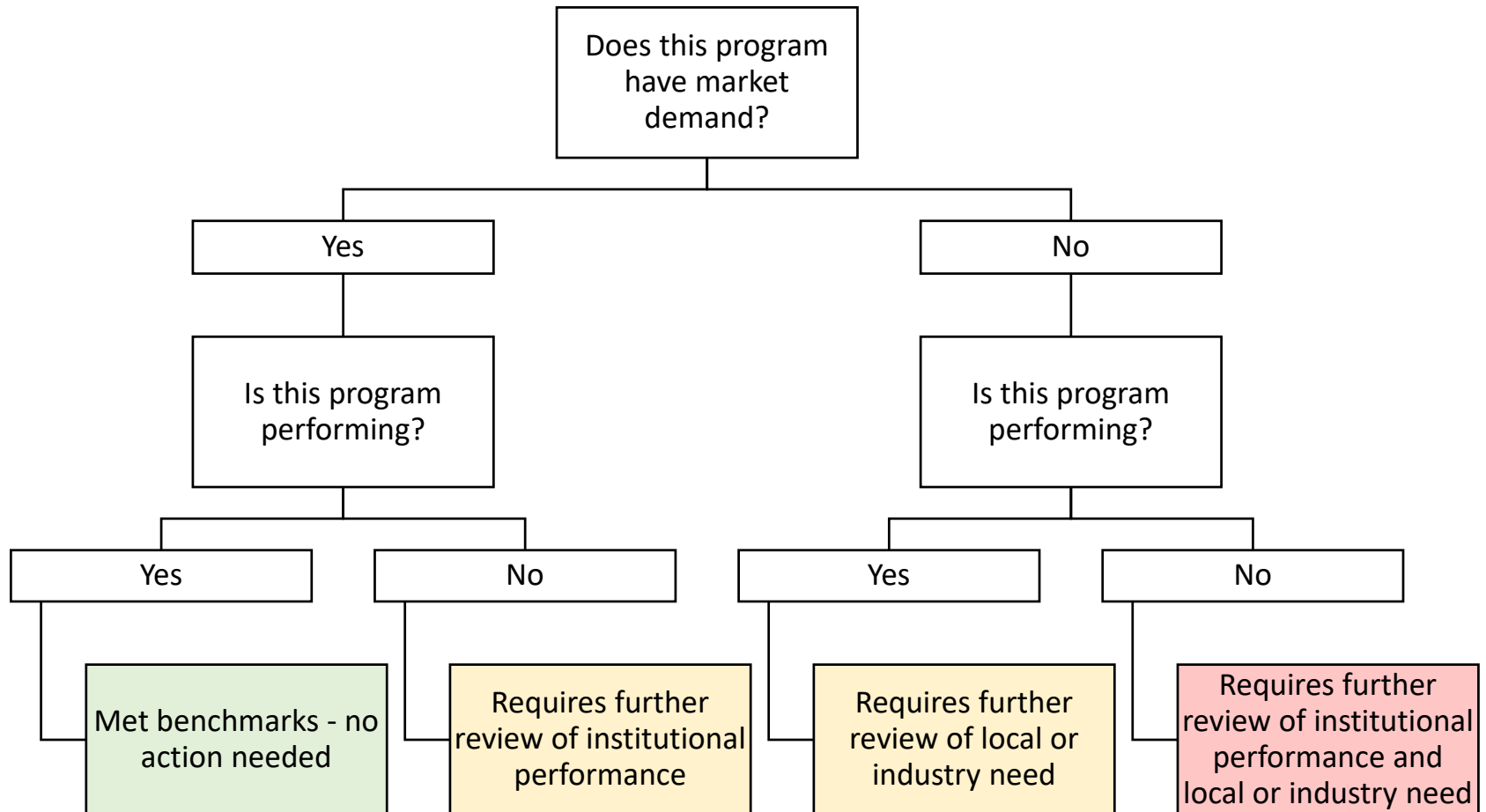
Determining market demand

- Yes = yes to at least one of the market demand PQIs
 - *Indicator of whether the program trains for an occupation on the Statewide Demand Occupation List (Y/N)*
 - *Indicator of whether the program trains for an occupation on the Regional Statewide Demand Occupation Lists (Y/N)*
 - *Indicator of whether the final program SOC in the framework is linked to an occupation that is expected to grow over the next eight years (Y/N)*
 - *Indicator of whether the program trains for an occupation with middle to high wages (Y/N)*
- No = no to all the market demand PQIs

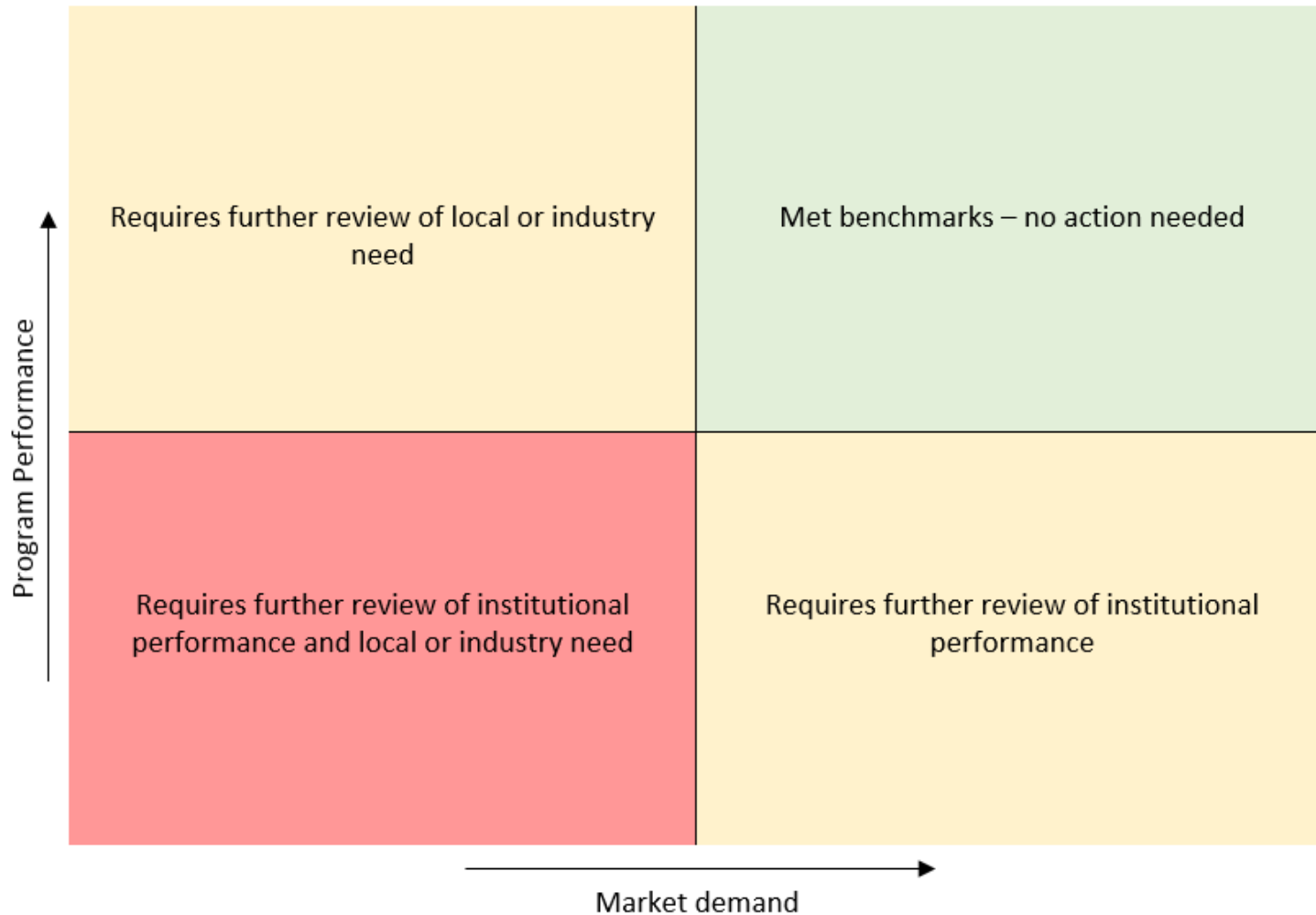
Determining program performance

- Retention rate
- Student success rate (defined as the percent of students exiting the program with a degree, certificate or related industry certification)
- Job placement or continuing education rate
- Average wages for those found employed in Florida after completion

Process of Determining Programs Meeting/Not Meeting Benchmarks



Plotting Performance



Phase 2: Process of collecting data for local review

- Requires further review of institutional performance
 - Disaggregate the program level data by institution to analyze institutional performance
 - Collect supplemental data from institutions that might not be available at the state level
- Requires further review of local or industry need
 - Collect data from employers or industry leaders
 - Collect supplemental data from institutions (e.g., EMSI, burning glass)



Division of Career and Adult Education

Yolanda Singletary

Postsecondary Liaison

Yolanda.Singletary@fldoe.org

2020 CIPs

- The U.S. Department of Education has indicated state agencies need to begin to transition program reporting to the 2020 CIP numbers
- DCAE is currently reviewing all existing programs to determine the potential impact on reporting and to develop a timeline to update the frameworks and to identify when local agencies need to begin using the new CIPs to report data

Articulation Information

- All ATD to AS/AAS statewide articulation agreements are updated and available at <http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/> (Paramedic ATD will be added and taken to ACC for review in October meeting)
- We are in the process of reviewing and updating the Career Certificate to AS/AAS degree statewide articulation agreements
- Visit <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml> to view active Gold Standard articulation agreements
- We will be launching the 2019 Gold Standard Articulation review in October in partnership with the FCS workforce administrators and discipline-specific faculty

Gold Standard articulation agreement recommendations

| DOE Code | Certification/Credential Title | 2019-2020 ACTIVE AS or AAS PROGRAM TITLE |
|----------|--|--|
| ADESK032 | Autodesk Certified User - Fusion 360 | Engineering Technology |
| APPLE021 | Apple App Development with Swift Certification Level 1 | Computer Programming and Analysis |
| APPLE021 | Apple App Development with Swift Certification Level 1 | Game Development Design |
| APPLE021 | Apple App Development with Swift Certification Level 1 | Internet Services Technology |
| COMPT018 | CompTIA IT Fundamentals+ | Internet Services Technology |
| COMPT018 | CompTIA IT Fundamentals+ | Computer Information Technology |
| COMPT018 | CompTIA IT Fundamentals+ | Computer Programming and Analysis |
| FNGLA003 | Certified Landscape Maintenance Technician | Landscape & Horticulture Technology |

Gold Standard articulation agreement recommendations

| DOE Code | Certification/Credential Title | 2019-2020 ACTIVE AS or AAS PROGRAM TITLE |
|----------|---|--|
| FNGLA004 | Certified Landscape Technician | Landscape & Horticulture Technology |
| ICOEC005 | EC-Council Cyber Forensics Associate | Cybersecurity |
| ICOEC005 | EC-Council Cyber Forensics Associate | IT Security |
| ICOEC006 | EC-Council Ethical Hacker Associate | Cybersecurity |
| ICOEC006 | EC-Council Ethical Hacker Associate | IT Security |
| LINPI001 | Linux Essentials 010 | Computer Information Technology |
| LINPI001 | Linux Essentials 010 | Internet Services Technology |
| MICRO112 | Microsoft Technology Associate (MTA) - Introduction to Programming Using Python | Computer Programming and Analysis |
| MICRO112 | Microsoft Technology Associate (MTA) - Introduction to Programming Using Python | Game Development Design |

Gold Standard articulation agreement recommendations

| DOE Code | Certification/Credential Title | 2019-2020 ACTIVE AS or AAS PROGRAM TITLE |
|----------|---|--|
| MICRO113 | Microsoft Technology Associate (MTA) - Cloud Fundamentals | Computer Information Technology |
| MICRO113 | Microsoft Technology Associate (MTA) - Cloud Fundamentals | Internet Services Technology |
| MICRO114 | Microsoft Technology Associate (MTA) - Introduction to Programming Using Java | Computer Programming and Analysis |
| MICRO114 | Microsoft Technology Associate (MTA) - Introduction to Programming Using Java | Game Development Design |
| MICRO115 | Microsoft Technology Associate (MTA) - Windows Server Administration Fundamentals | Computer Information Technology |
| MICRO115 | Microsoft Technology Associate (MTA) - Windows Server Administration Fundamentals | Internet Services Technology |
| SALES001 | Salesforce Certified Administrator | Marketing Management |



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