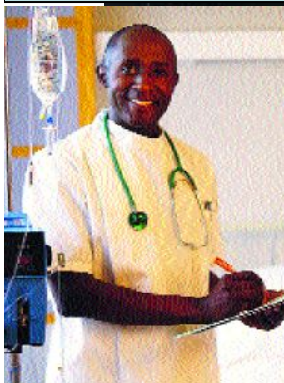




“DELIVERING THE DREAM”

Division of Community Colleges and Workforce Education
Strategic Plan
2005



FLORIDA COMMUNITY COLLEGES & WORKFORCE EDUCATION



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The Strategic Planning Process



The Strategic Planning Task Force began its planning process in the Fall of 2004. With coordination provided by the Division of Community Colleges and Workforce Education and supportive efforts by the Florida Association of Community Colleges, the College Presidents appointed a diverse team of faculty, staff, administrators and trustees to provide direction for the “Plan.” Their charge was to be visionary in framing goals and initiatives which would address the unique circumstances facing higher education in Florida and in their local communities, and which would be relevant to shaping the future direction of the Florida Community College System.

Armed with the Department of Education’s mission and goals and the K-20 Strategic Imperatives as a guide, and with extensive resources on environmental topics such as demographics, economic development, labor market information and performance accountability data, the Task Force held its first meeting in November 2004. Four subcommittees were formed: Performance Accountability, Emerging Issues, Workforce Development, and Resources/Facilities. The subcommittees met again in February and then in April 2005, to identify issues, develop goals, and recommend initiatives. Committee input was compiled by MGT of America, acting as a consultant, and delivered to DCCWE staff in late April 2005.

Division staff worked during the month of May to synthesize some forty identified goals into eight priority goals with supporting documentation and data. A draft of the Strategic Plan was then distributed to the College Presidents and Task Force members in June 2005 for local review. Recommendations were incorporated into the Plan in July 2005, and it was once again returned to the Presidents and Task Force members for final review in preparation for presentation to the State Board of Education in September 2005.

Our sincere thanks are extended to all who devoted their time and energy to this project.

William D. Law, Chair
President

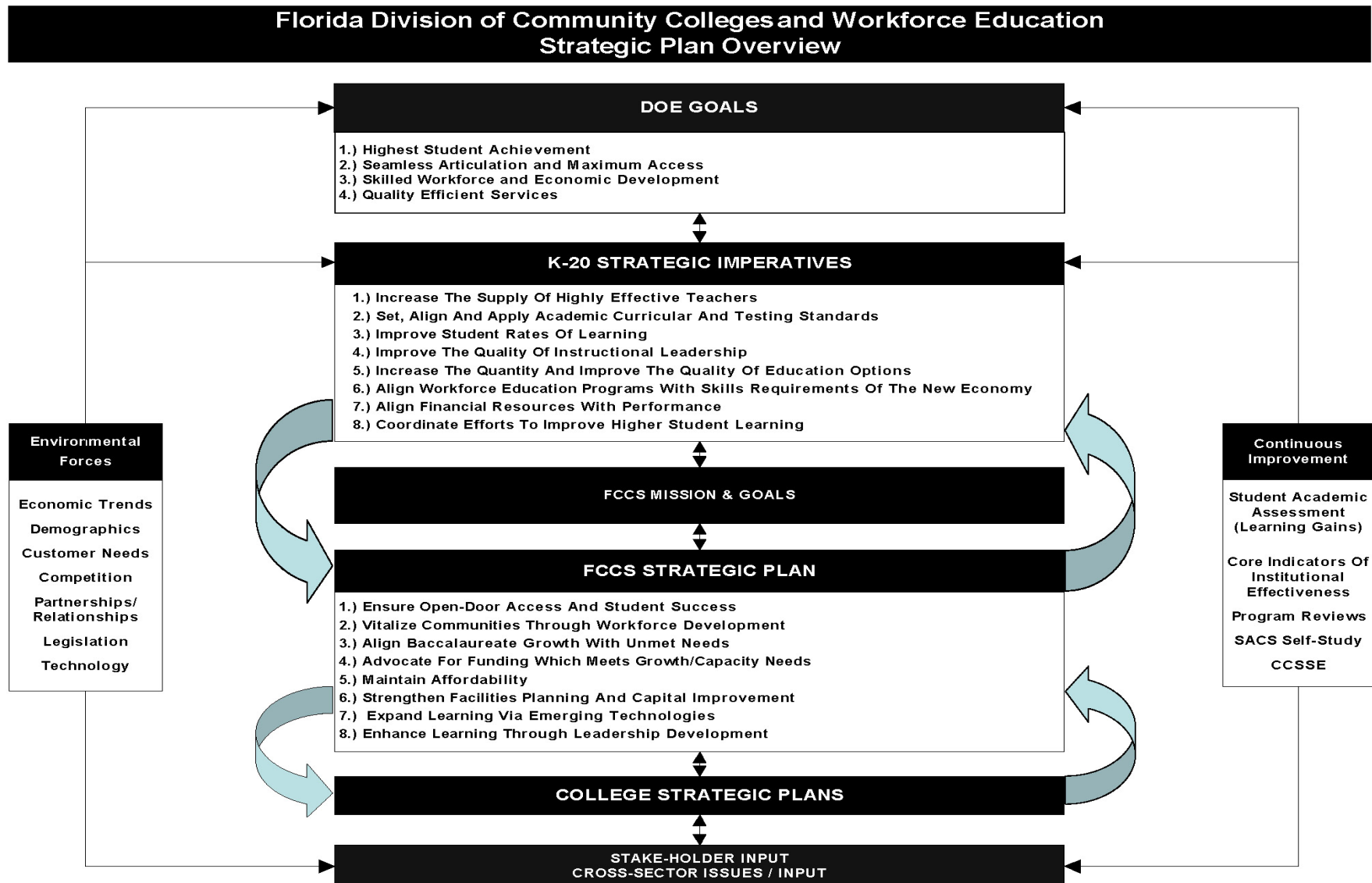
Tallahassee Community College

J. David Armstrong, Jr., Co-Chair
Chancellor

Division of Community Colleges and Workforce Education

Florida Division of Community Colleges and Workforce Education

Strategic Plan Overview



Alignment of FCCS Priority Goals to FLDOE Goals and K-20 Strategic Imperatives

(See prior page for list)

FCCS Priority Goals	FLORIDA DOE K-20 GOALS				FLORIDA DOE K-20 STRATEGIC IMPERATIVES							
	1	2	3	4	1	2	3	4	5	6	7	8
	1) Ensure Open-Door Access And Student Success	✓	✓	✓	✓		✓	✓		✓	✓	
2) Vitalize Communities Throughout The State By Enhancing Workforce Development Programs	✓	✓	✓	✓	✓	✓			✓	✓		✓
3) Align Baccalaureate Expansion Policy With Unmet Student and Economic Needs	✓	✓	✓		✓				✓	✓		✓
4) Advocate for Community College Funding Which Meets Growth/Capacity Needs	✓		✓	✓					✓	✓	✓	✓
5) Maintain A Low Tuition Policy That Supports Open-Door Access		✓	✓	✓					✓			✓
6) Implement A Comprehensive Facilities Development Plan	✓			✓					✓			✓
7) Enhance Learning Through Expanded Use Of Learning Technologies By Teachers And Students	✓	✓	✓	✓			✓		✓	✓		✓
8) Enhance Leadership Development Opportunities For Faculty, Staff And Administration				✓				✓				✓

Florida Community Colleges and Workforce Education

Mission (Section 1004.65, f.s.)

The primary mission and responsibility of public community colleges is responding to community needs for postsecondary-academic education and degree-career education. This mission and responsibility includes being responsible for:

1. Providing lower level undergraduate instruction and awarding Associate Degrees;
2. Preparing students directly for vocations requiring less than Baccalaureate Degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Vocational education in the community college shall consist of programs leading to certificates, credit courses leading to an Associate in Science degree and other programs in fields requiring substantial academic work, background, or qualifications;
3. Providing the appropriate range of student development services, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development, and remediation and tutorial services to ensure student success; and
4. Providing accessible, learner-centered baccalaureate degrees for students pursuing bachelor's degrees in high demand areas and partnering in areas that increase Associate in Science to Bachelor's degree articulation. This may include partnership programs with public or private universities or community colleges directly offering such niche degrees that increase baccalaureate access without detriment to the responsibility for providing lower-level undergraduate instruction and maintaining both open-access and affordability.*

** Recommended Change to Section 1004.65(7) (F.S)*

Florida Community Colleges and Workforce Education

Mission (Section 1004.65, f.s.)

5. Promoting economic development for the state within each community college district through the provision of special programs, including, but not limited to;
 - a) Enterprise Florida related partnerships
 - b) Technology transfer centers
 - c) Economic development centers
 - d) Workforce literacy programs

- * A separate [and secondary role] for community colleges includes the offering of programs in:
 1. Community educational services which are not directly related to academic or occupational advancement
 2. Adult pre-college education
 3. Recreational and leisure services

Executive Summary:

Vision

In an age and in a state, where “imagineering” has proven to be a powerful vehicle for success, the 2005 Strategic Plan for Florida’s Community College System begins with a bold vision: ***Substantially increasing our productivity in terms of student achievement, learning gains and success, outreach to underrepresented populations, enrollments in critical need programs, and degree/certificate completions, thereby maximizing our potential as a key element in the state’s economic development.*** The goals and initiatives presented in this Plan, which is the work of faculty, staff, administrators, and trustees from around the state, provide a framework by which we envision maintaining an open-door policy which will grow enrollments by one-third, double the number of degrees in nursing and high demand healthcare professions and contribute one-half of the annual demand for certified teachers, while maximizing opportunities for success for all students.





This Strategic Plan also recognizes the critical role of community colleges in the context of a K-20 system dedicated to seamless transitions and highest student achievement. As such, our vision and goals address initiatives designed to identify, foster, and measure both vertical (secondary to post-secondary) and horizontal (developmental education through completion) student success as we work to increase the quantity and improve the quality of education options.

In order to address this ambitious vision, we have developed ***eight*** priority goals, which emphasize a commitment to educational equity, open-access, diversity, community responsiveness, quality, and affordability. We have also asked and attempted to answer the question: ***“How could an additional \$1 billion commitment over the next ten years further our mission?”***

Executive Summary:

Vision

A ten-year \$1 billion commitment to community colleges could further our mission development, including boosting economic development within Florida, by :

-  Supporting continued open-door access for an anticipated increase of 100,000 FTE; 300,000 headcount.
-  Increasing by 10,000 per year the number of degrees and certificates in nursing and other high demand healthcare professions.
-  Allowing community colleges to meet 50% – 65% of the State’s demand for new teachers.
-  Through partnerships and stand-alone programs, increasing the number of Baccalaureate Degrees conferred in Florida from 243 in 2004-05 to approximately 2,000 in 2015-16.
(SUS – 2003-04: 42,680)

Florida System Of Community Colleges

What A Billion New State Recurring Dollars Would Buy For Florida: Increased Capacity

	2004-05	2005-06	2015-16	\$1 BILLION DOLLARS		
				INCREASE ANNUAL PRODUCTION	CUMULATIVE INCREASE OVER TEN YEARS	INVESTMENT BASE FUNDING
PROGRAM TITLE	DEGREES/AWARDS					
Associate of Arts Degrees	31,897	33,714	57,852	24,138	149,491	\$334,840,545
Associate of Science Degrees - Allied Health Programs	5,264	5,845	15,905	10,060	47,795	\$233,859,908
Targeted Workforce Programs	5,703	6,333	29,622	23,289	126,986	\$323,083,573
Educator Preparation Institutes	0	2,000	22,000	20,000	110,000	\$94,681,364
Baccalaureate Degree Programs	243	524	1,799	1,275	6,921	\$13,534,610
Total	43,107	48,416	127,178	78,762	441,193	\$1,000,000,000

INVESTMENT OF AN ADDITIONAL \$100 MILLION IN RECURRING STATE FUNDS FOR EACH YEAR FOR A DECADE

Executive Summary

Priority Goals

1. Ensure open-door access and student success.

Over the next ten years, the community colleges should continue to aggressively recruit and support students from underrepresented populations, enhance our developmental education programs for under-prepared students, develop new approaches for assessment of student performance and learning gains, maintain affordability, and provide for greater seamlessness in transitions between educational sectors.

2. Vitalize communities throughout the State by enhancing workforce development programs in community-specific need areas, while pursuing the State's goal to train workers for high-wage, high-demand occupations.

The colleges should continuously work to identify business and industry needs, to provide workforce training for enhancing economic growth, to develop customized and contract training for the business sector, to revitalize the curricula and learning experiences via emerging technologies, and to expand programs and services which promote workplace literacy.

Executive Summary

Priority Goals

3. *Align Baccalaureate Expansion Policy Within a Commitment to Maintaining Our Mission, Optimizing Partnerships, and Meeting Unmet Community Economic and Educational Needs.*

In proposing Baccalaureate Degree programs, the colleges should thoroughly assess not only local and state economic needs, but also the long-range impact of these substantive changes, and work to preserve and protect our primary mission. Whether through partnership programs with public or private universities or directly offering bachelor's degrees in high-need areas, such programs should be driven by a focus on meeting the unmet workforce and student needs.

4. *Advocate for Community College Funding which meets growth/capacity needs in both transfer and workforce programs.*

In order to provide the critical resources needed to maintain our high level of performance, and to increase capacity to meet high demand workforce needs, the Florida Community College System needs to seek appropriations which will fully fund the standards in the Community College Funding Model.

Executive Summary

Priority Goals

5. *Maintain a low-tuition policy that supports open-door access.*

The colleges support compliance with s. 1009.23(3) f.s., which sets 25% as a base-line standard for the proportion of educational costs to be assumed by student contribution. In addition, we advocate a policy for increasing financial aid funding proportionately to the increases in student fees and Bright Futures Funding, to ensure that need-based financial aid programs are adequate to assure financial access to the State's community colleges. In addition, tuition rates for bachelor's degree offerings should continue to be set at a lower rate than tuition at state universities.

6. *Implement a comprehensive facilities development plan that supports continued access by ensuring facility capacity meets student demand, and which protects our facilities investment by expanding the repair, renovations and maintenance funding for community college facilities.*

This initiative will result in the revision of the 5-year Educational Plant Survey facilities planning process and the annual Capital Improvement Program facilities request process. The colleges should collaboratively develop an interactive computer-based model which integrates facilities inventory data with program need enrollment trends and facilities condition data. Future facility formulas should recognize the support facility needs of online programs and the space utilized by partner colleges and universities offering academic programs on community college campuses.

Executive Summary

Priority Goals

- 7. Enhance learning and student services through expanded use of emerging technologies by faculty, staff, and students in classrooms, labs, libraries, and offices.***

Technological initiatives will include expansion of the use of technology in instruction, extending administrative computing to facilitate effective student tracking for accountability purposes, extending telecommunication capabilities within the community college system, and utilizing technology through consortia arrangements.

- 8. Enhance leadership and professional development opportunities for faculty, staff, and administration.***

In order to create and maintain optimal learning environments, the colleges should aggressively recruit new and diverse faculty and staff, seek to provide equitable and competitive salary structures, expand professional development activities, strengthen the support system for adjunct faculty, and expand leadership development opportunities for professional staff and administrators to offset the impact of impending retirements.



Priority Goal 1:

Ensure Open-Door Access And Student Success

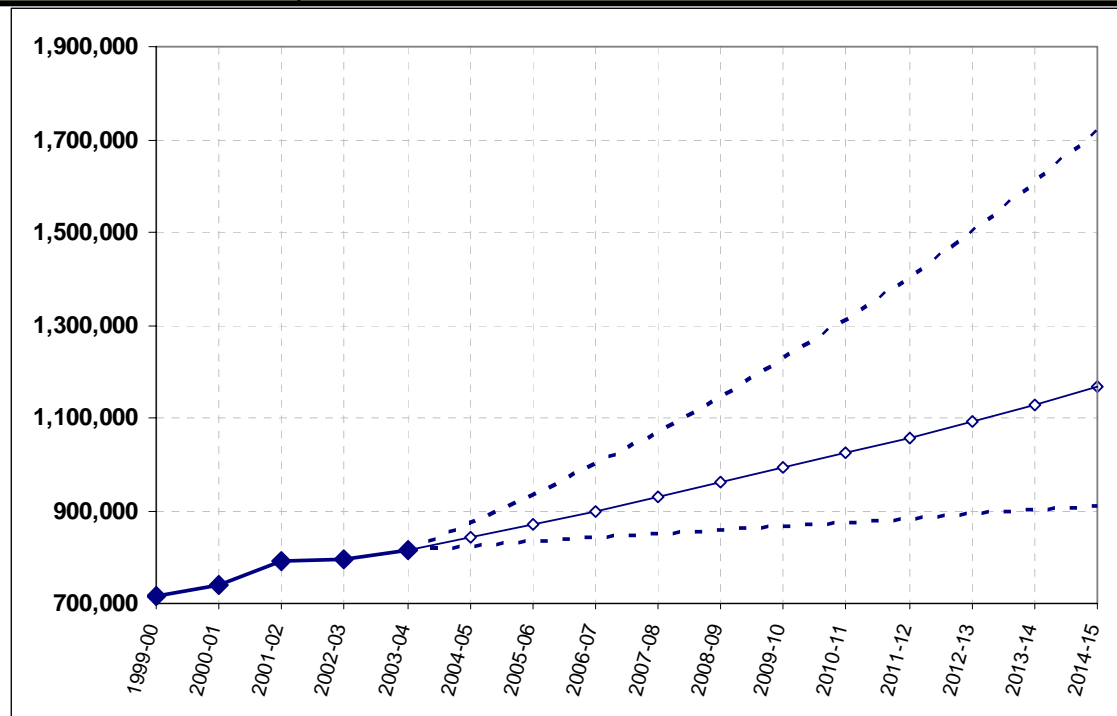
- **61% Of High School Graduates Enter Postsecondary Education Via The Florida Community College System (FCCS).**
- **76% Of Lower Division Pell Grant Recipients In Public Education In The State Are In The FCCS.**
- **79% Of All Minority Students Enrolled In Public Lower Division Classes are in the FCCS.**

Priority Goal 1: Ensure Open-Door Access and Student Success Issue: Enrollment and Achievement

Initiative	Success Indicator (s)
<p>Initiative 1.1</p> <p>Promote enrollment and increase the success of all students including under-served and under-represented populations via comprehensive, strategic enrollment management at all 28 community colleges.</p>	<p>Indicator 1.1.1</p> <p>Demographics at key transition points including: Enrollment, Conclusion of First Year, Conclusion of Second Year, Degree Completion, Transfer to Upper Division, and Baccalaureate Completion which recognize part-time status of most students and attributes unique to community college population.</p>

FLORIDA COMMUNITY COLLEGE HEADCOUNT ENROLLMENT TRENDS 1999-00 TO 2003-04

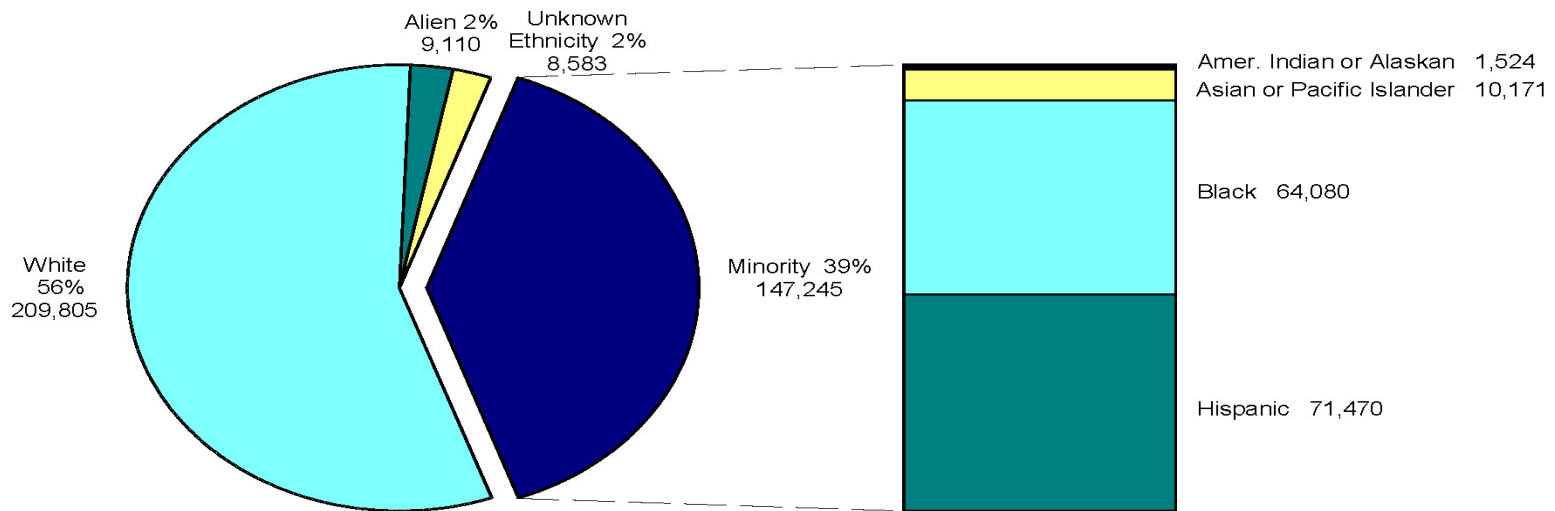
Source: 1999-00 through 2003-04 enrollments from Florida Community College Fact Book, 2005 (Page 18). Enrollment projections based on 16 and over population projections from US Census Bureau. High range represents the sum of increasing population, high school graduation rate, and college continuation rate. Middle range represents a steady State projection (i.e., assumes conditions remain the same as the past 5 years), while low range represents a more conservative enrollment projection.



Priority Goal 1: Ensure Open-Door Access and Student Success

Figure B

Minority Fall Headcount Enrollment Beginning-of-Term Fall 2004-05



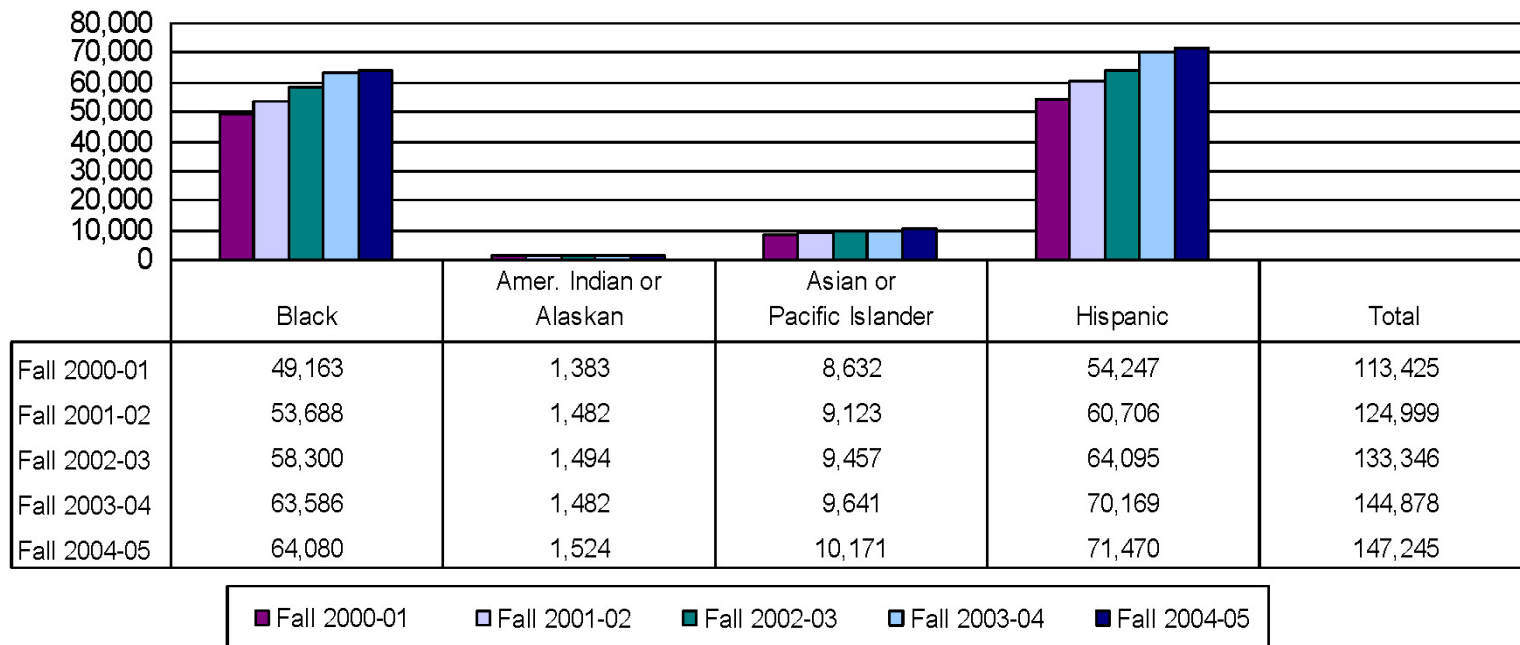
Total Minority Enrollment = 147,245

Note: Due to rounding, percentages may not add to 100.
Source: Data based upon the 2004-05 Student Data Base Fall Beginning-of-Term (See Table 2).

Priority Goal 1: Ensure Open-Door Access and Student Success

Figure D

Minority Fall Headcount Enrollment Beginning-of-Term Fall 2000-01 through Fall 2004-05



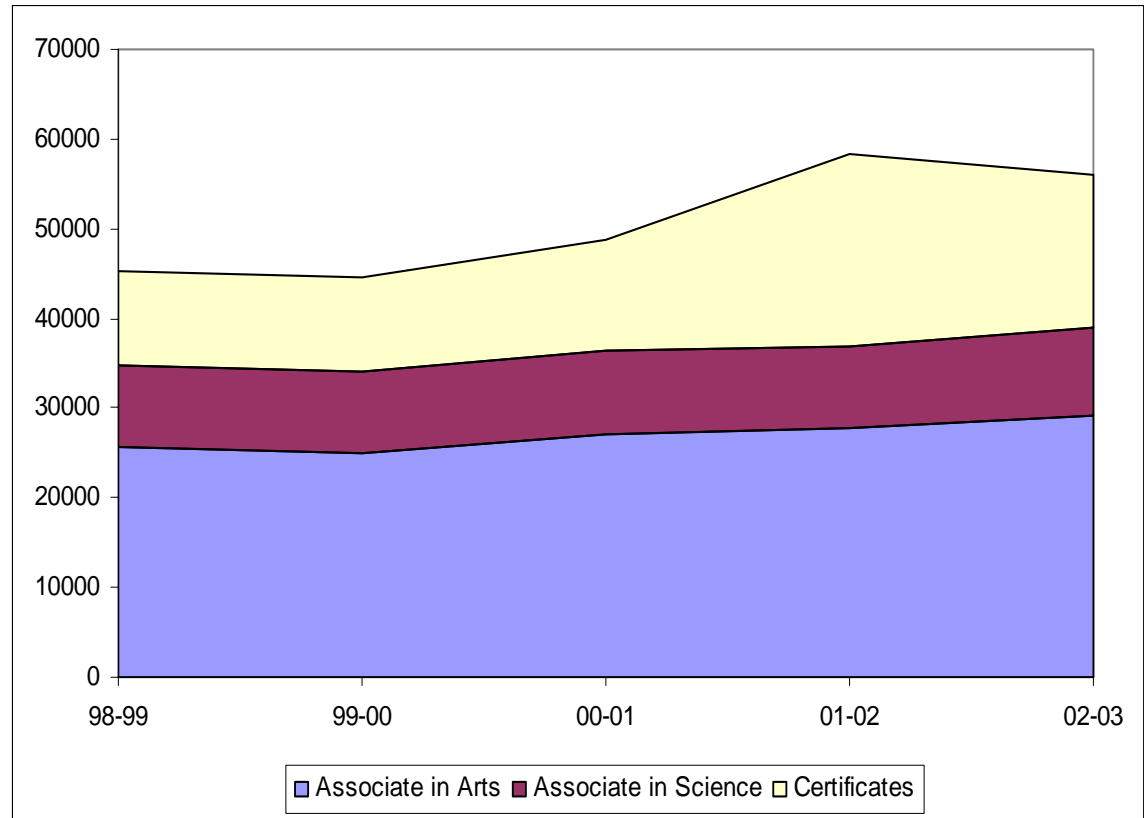
Source: Data based upon the 2000-01 through 2004-05 Student Data Base Fall Beginning-of-Term (See Table 2 for current year).

Priority Goal 1: Ensure Open-Door Access and Student Success Issue: Completion

FLORIDA COMMUNITY COLLEGE COMPLETION TRENDS, 1998- 99 THROUGH 2002-03

Source: Florida Community College Fact Book, 2005.

Note: A spike in completions occurred in 2001-02 when one college reported over 6,000 completers from prior years that had not been reported to date.



Priority Goal 1: Ensure Open-Door Access and Student Success Issue: Growing Career and Technical Education

FLORIDA COMMUNITY COLLEGE FTE ENROLLMENT (FUNDED) 1999-00 AND 2003-04

Terms:

ADULT ED. – Adult General Education

CWE – Continuing Workforce Education

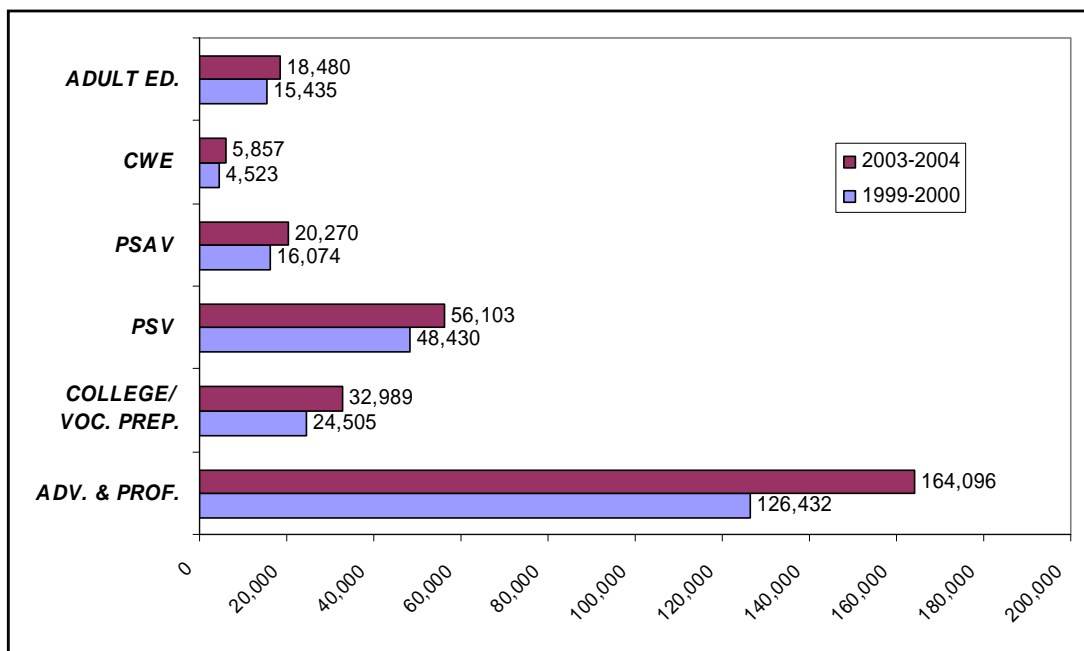
PSAV – Postsecondary Adult Vocational

PSV – Postsecondary Vocational

COLLEGE/
VOC. PREP. – College/Vocational
Preparatory

ADV. & PROF. – Advanced and Professional

Source: Florida Community College Fact
Book, 2005.



Priority Goal 1:

Ensure Open-Door Access and Student Success

Issue: Promoting College Readiness

Initiative		Success Indicator(s)																					
<p>Initiative 1.2</p> <p>Identify research-based FCAT score as a system-wide indicator of college readiness for exempting student enrollment in community college developmental education (“prep”) courses.</p> <p style="text-align: center;">Percentage of Community College Students Passing the Mathematics or Reading Sections of the CPT, by FCAT Level</p> <table border="1"> <thead> <tr> <th rowspan="2">FCAT Levels</th> <th colspan="2">CPT Section</th> </tr> <tr> <th>Mathematics¹</th> <th>Reading²</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5.50%</td> <td>12.90%</td> </tr> <tr> <td>2</td> <td>15.00%</td> <td>44.00%</td> </tr> <tr> <td>3</td> <td>31.10%</td> <td>74.80%</td> </tr> <tr> <td>4</td> <td>60.10%</td> <td>92.50%</td> </tr> <tr> <td>5</td> <td>90.40%</td> <td>94.70%</td> </tr> </tbody> </table> <p style="text-align: center;">Source: Student Data Base and Education Data Warehouse, 2004. ¹CPT passing score for mathematics is 72. ²CPT passing score for reading is 83.</p>		FCAT Levels	CPT Section		Mathematics ¹	Reading ²	1	5.50%	12.90%	2	15.00%	44.00%	3	31.10%	74.80%	4	60.10%	92.50%	5	90.40%	94.70%	<p>Indicator 1.2.1</p> <p>Number and percent of college-ready, prior-year high school graduates who exempt “prep” courses</p> <p>Indicator 1.2.2</p> <p>Number and percent of college-ready, prior-year high school graduates who exempt “prep” courses with a “4” on FCAT and then successfully complete their first subsequent college-credit math and/or English course</p>	
FCAT Levels	CPT Section																						
	Mathematics ¹	Reading ²																					
1	5.50%	12.90%																					
2	15.00%	44.00%																					
3	31.10%	74.80%																					
4	60.10%	92.50%																					
5	90.40%	94.70%																					

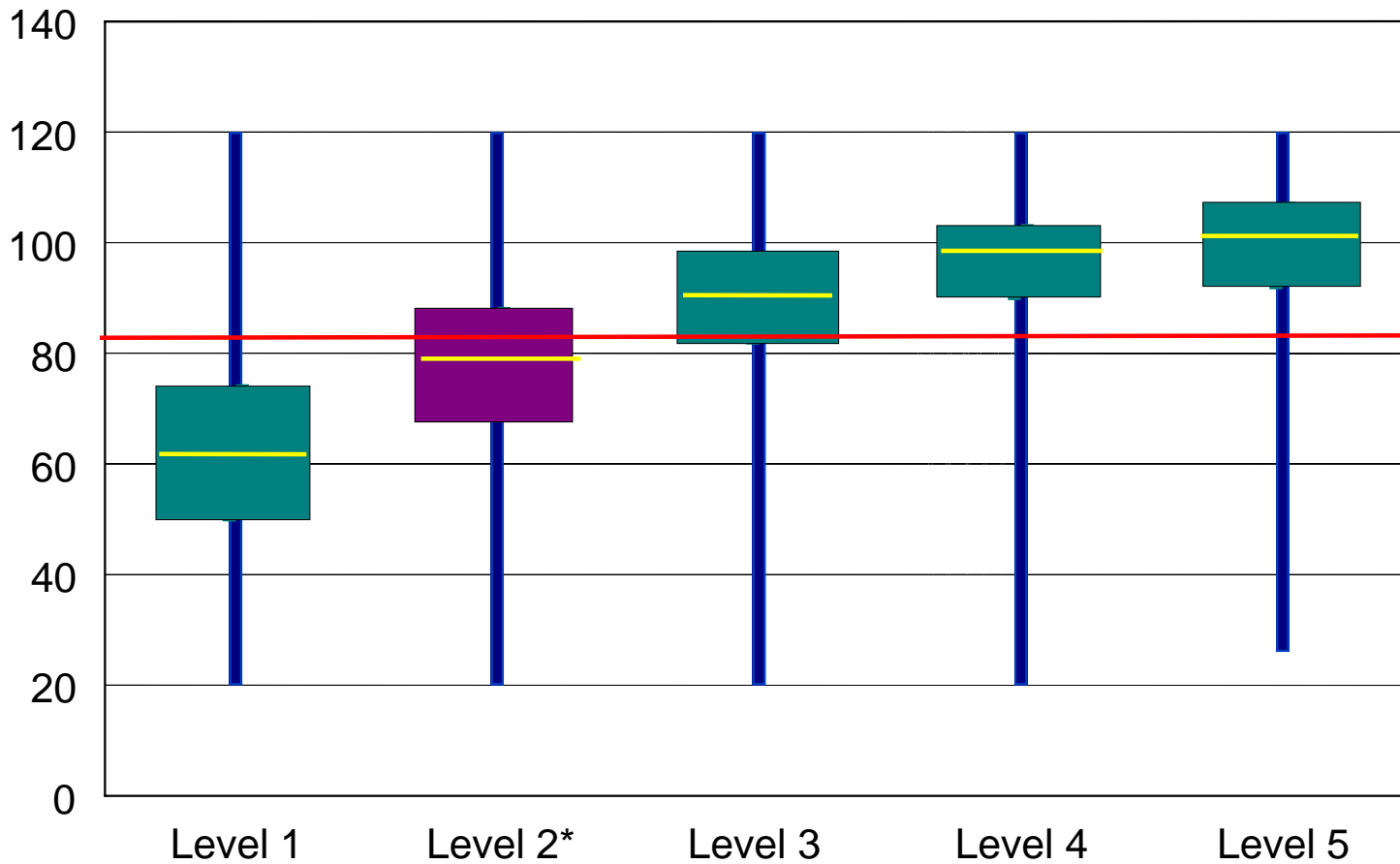
- Targets – 1.2.1: Annually increase number and percent of college ready high school graduates
- 1.2.2: Begin tracking success rate of high school graduates enrolling at the community college with an FCAT score of “4” (2007)

Priority Goal 1:

Ensure Open-Door Access and Student Success

FCAT Levels by CPT Scores (2003-04)

Reading

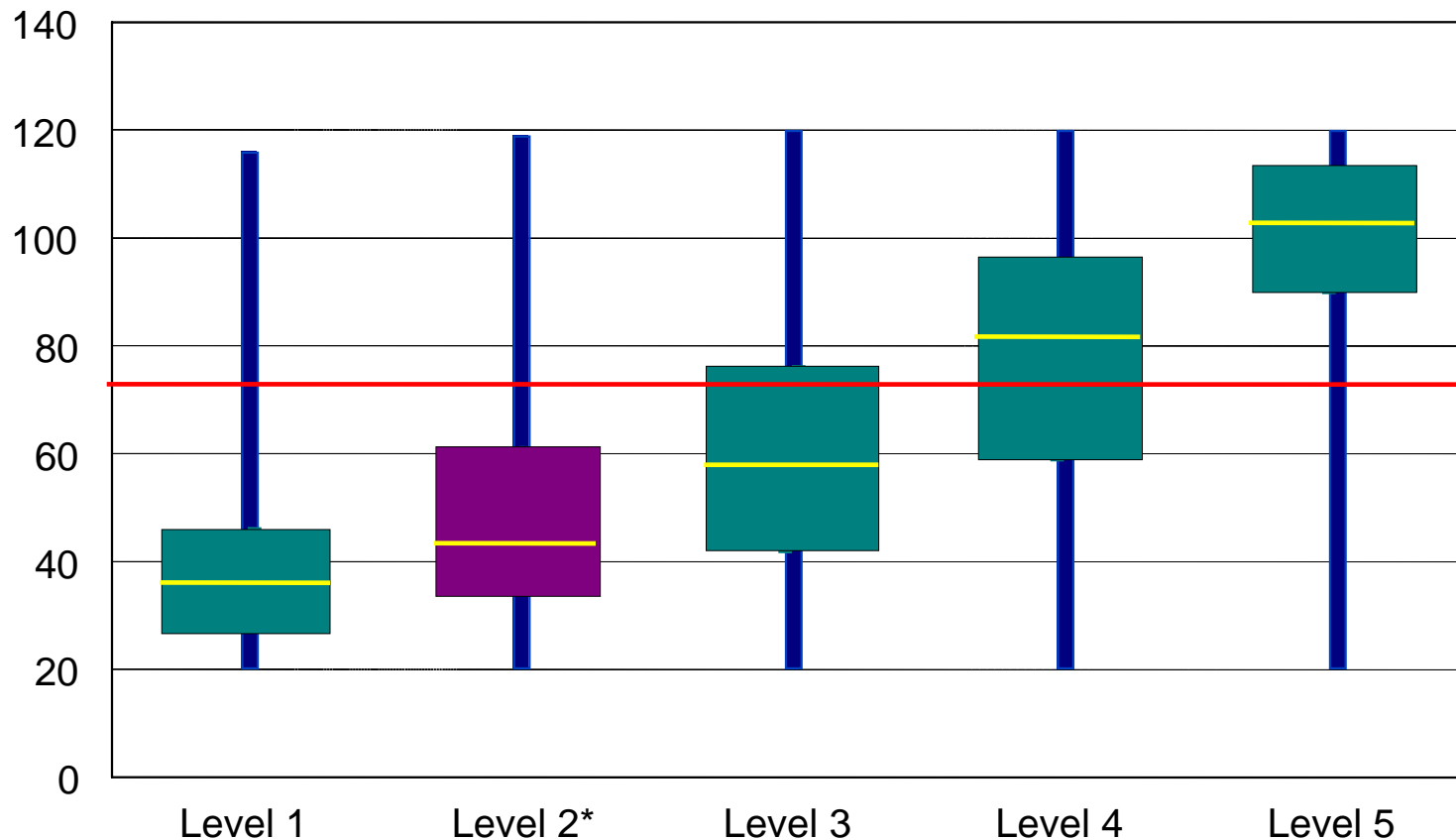


*The 10th grade score requirement to pass the FCAT falls within Level 2.

**Priority Goal 1:
Ensure Open-Door Access and Student Success**

FCAT Levels by CPT Scores (2003-04)

Math



*The 10th grade score requirement to pass the FCAT falls within Level 2.

**Priority Goal 1:
Ensure Open-Door Access and Student Success
Issue: Outreach**

Initiative	Success Indicator(s)
<p>Initiative 1.3.a Expand Dual Enrollment (DE) participation via improved articulation with public schools and a focus on outreach to under-represented populations.</p> <p>Initiative 1.3.b Expand the number of DE on-site academies with appropriate funding. Explore the costs and benefits of expanding the middle-college concept and support new pilot programs to meet local needs.</p>	<p>Indicator 1.3.1 Number and percent of minorities participating in DE and other accelerated academic programs who subsequently enroll at post-secondary institutions after high school graduation.</p>

Research indicates that all DE students, particularly those from underrepresented populations are more likely to enroll in, and graduate from, the FCCS than non-participants. Data further indicates that increased rigor in high school leads to increased post-secondary success.

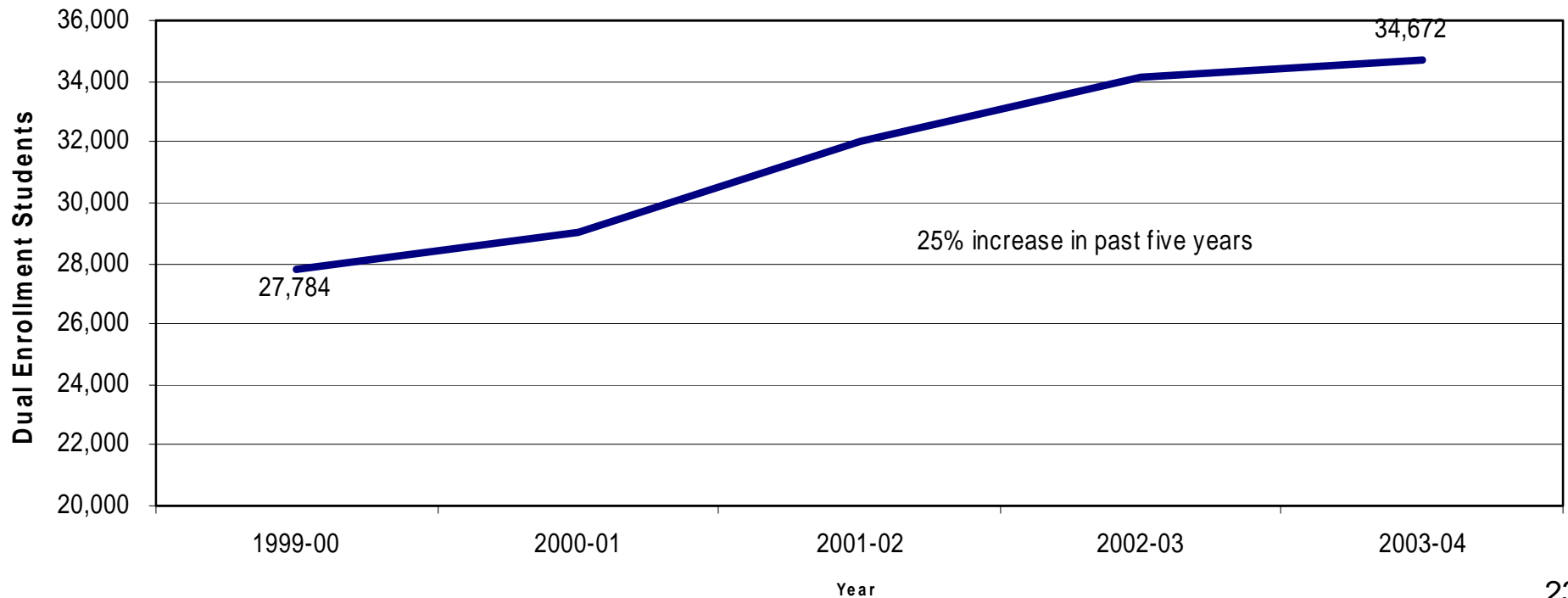
- Target: - Increase proportion of minority and/or low-income students participating in DE by expanding both university transfer and career preparation (workforce) Dual Enrollment opportunities.

Priority Goal 1: Ensure Open-Door Access and Student Success

Student Success Outcomes: Dual Enrollment

The number of Florida high school students participating in Dual Enrollment programs has increased by 25% since 1999.

Dual Enrollment Student Headcount, 1999-00 through 2003-04



**Priority Goal 1:
Ensure Open-Door Access and Student Success**

Students participating in high school Dual Enrollment (DE) programs enroll in postsecondary institutions at a higher rate than all high school graduates.

Race/Ethnicity	Post-Secondary Enrollment After DE 2003/04	Post-secondary Enrollment No DE
African American	69.7%	44.9%
Hispanic	68.5%	54.3%
White	63.3%	58.7%
Total	63.9%	55.4%

Priority Goal 1: Ensure Open-Door Access and Student Success

Initiative	Success Indicator(s)
<p>Initiative 1.4a Ensure affordability by supporting increased funding for Florida Student Assistance Grant (FSAG).</p> <p>Initiative 1.4b Emphasize paid, work-based experience (e.g., internships, cooperative education). Develop state data-base of successful programs.</p>	<p>Indicator 1.4.1 Number and dollar amount of FSAG's awarded</p> <p>Indicator 1.4.2 Number of students participating in paid experiential learning activities</p>

•**Target – 1.4: Increase enrollment, retention, success, and completion rate of low-income students.**

Individuals achieving higher levels of educational attainment increase their family income status, contribute to the economic well-being of their communities, and participate to a greater degree in civic practices.

Priority Goal 1: Ensure Open-Door Access and Student Success

Initiative	Success Indicator(s)
<p>Initiative 1.4c Implement College Goal Sunday and develop additional strategies to increase need-based financial aid.</p>	<p>Indicator 1.4.3 Number and percent of students participating in federal and state financial aid programs</p> <p>Indicator 1.4.4 Number and percent of 9th grade “free and reduced lunch” students who go on to enroll at post-secondary institutions</p>

- Targets: 1.4.3: Increase the number and percent of students participating in federal and state financial aid programs.
- 1.4.4: Increase the number and percent of low-income students who enroll in the FCCS.

Cost estimate: \$2,584,800 per year (see next page)

Research indicates that the differences in academic achievement and success experienced by low-income students at the secondary level are positively impacted for post-secondary students who receive Pell grants.

Priority Goal 1:

Ensure Open-Door Access and Student Success

Summary Of Community College Students Receiving Financial Aid 2003-2004

(Example)

Type Of Aid Received	Number Of Students	Percentage Of Students	Number with 3% Increase
Students Receiving State Aid	*52,620	6.45%	54,198
Students Receiving Federal Aid	138,734	16.99%	150,031
Total Students Receiving Aid	191,354	23.44%	204,229
Total Number Of Students	816,290		

Estimated annual cost increase to state presuming + 3% growth in community college student participation in Florida Student Assistance Grant.

1 FTE = 2.2 Headcount	$1,578 / 2.2 = 718$ FTE Annually
$*52,620 \times .03 = 1578$ Head Count	$718 \times \text{FTE} = \$2,584,800$ additional Funds

**Priority Goal 1:
Ensure Open-Door Access and Student Success
Issue: Student Engagement**

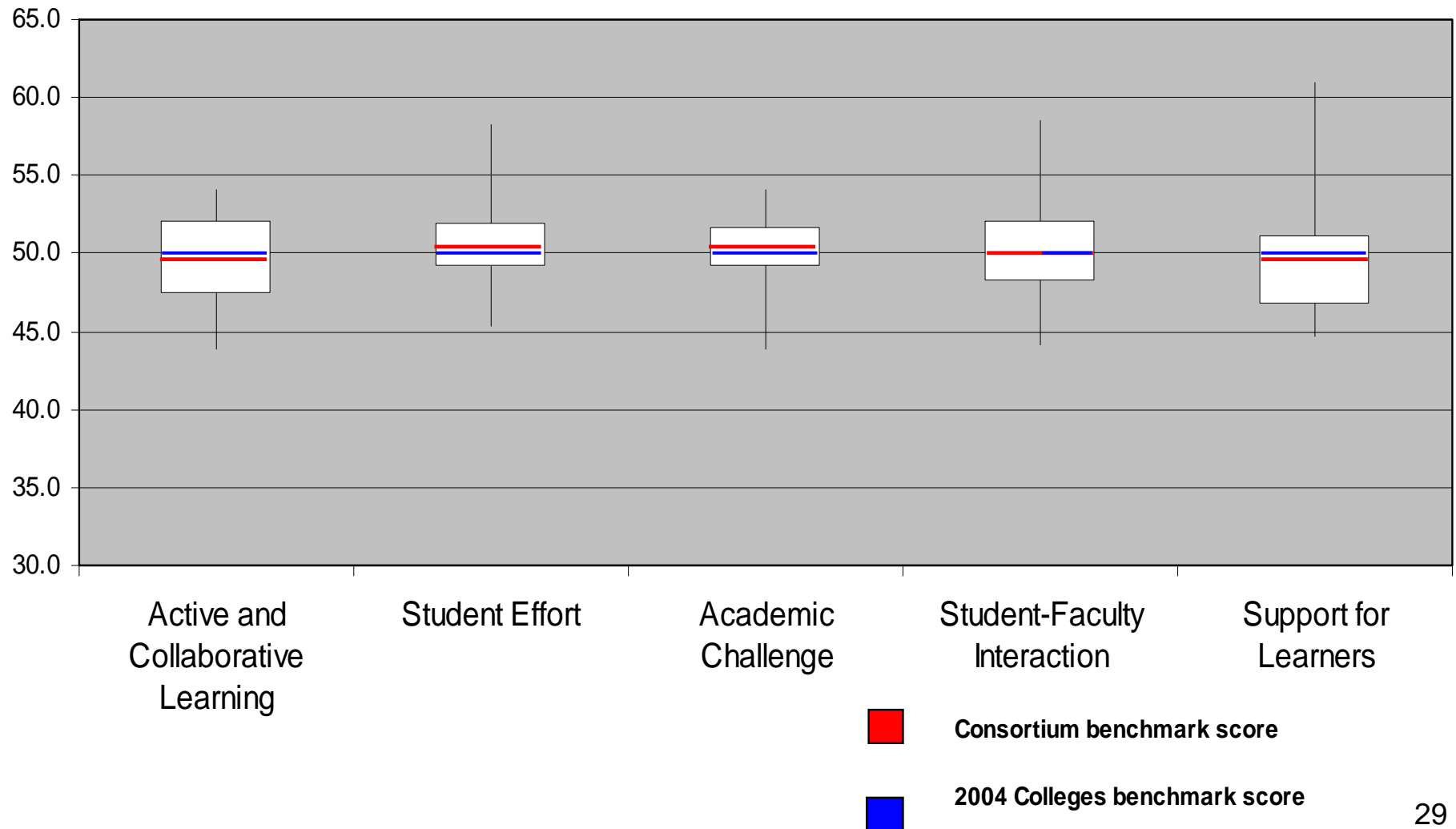
Initiative	Success Indicator(s)
<p>Initiative 1.5 Disseminate *CCSSE results and share “Achieving the Dream” best practices to improve student retention, persistence, success, and performance.</p> <p>*Community College Survey of Student Engagement</p>	<p>Indicator 1.5.1 Longitudinal (System) CCSSE results</p> <p>Indicator 1.5.2 FCCS retention, success, and completion rates</p> <p>Indicator 1.5.3 Return on investment calculations</p> <p>Indicator 1.5.4 SREB first-year student persistence rate</p>

- Targets:
 - 1.5.1: Steady increase in all 2004 CCSSE “baseline” scores.
 - 1.5.2: Improvement in system-wide retention, success, and completion rates
 - 1.5.3: Steady annual increase in employment and transfer rates
 - 1.5.4: Remain in top 3 SREB states for student persistence

Research indicates that student engagement, as reflected by academic and social integration, is a significant factor in student retention, success, and completion.

Priority Goal 1: Ensure Open-Door Access and Student Success

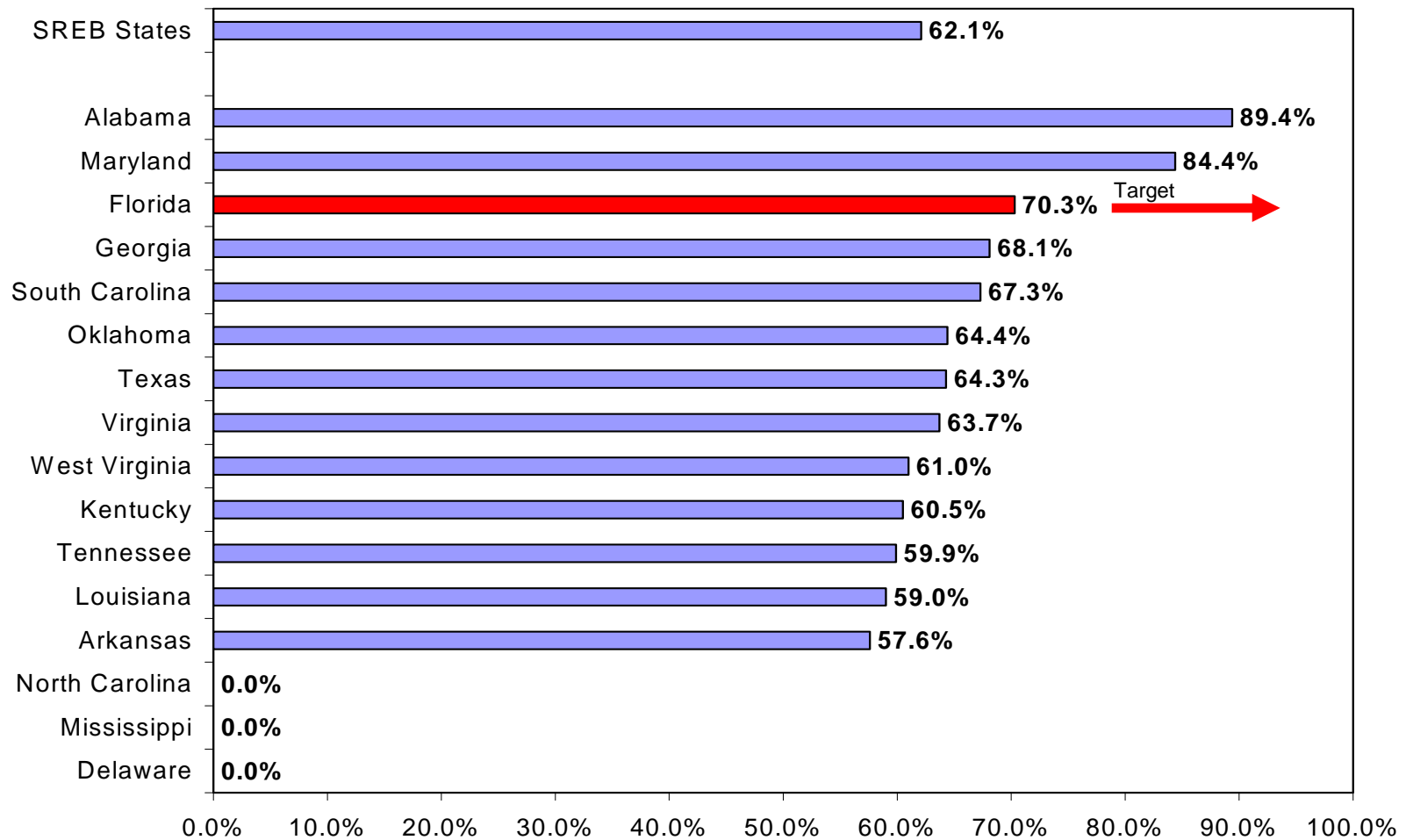
Community College Survey of Student Engagement (CCSSE) 2004 Benchmark Report, Florida Community College System



Priority Goal 1: Ensure Open-Door Access and Student Success

Student Success Outcomes: Retention and Graduation

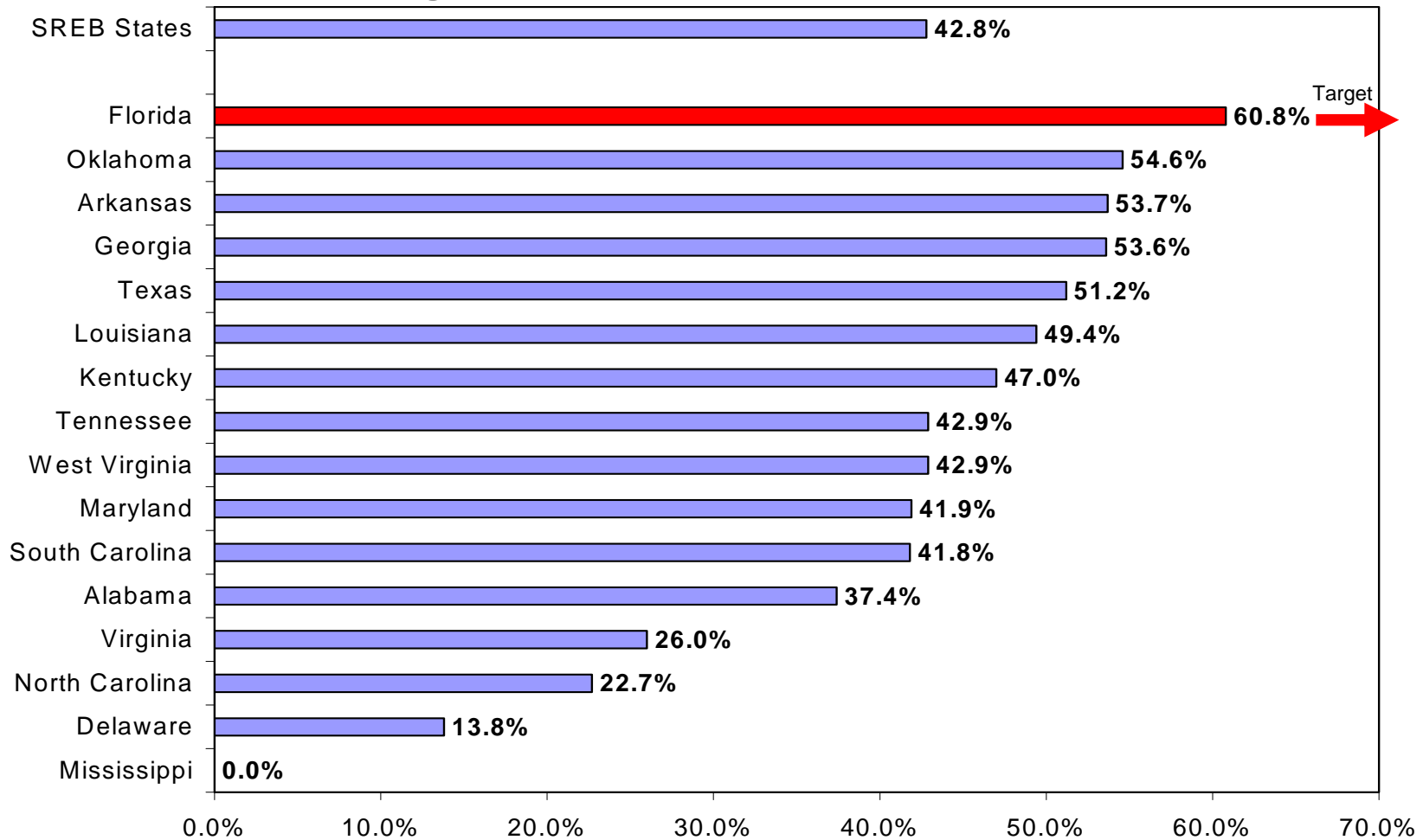
First-Year Student Persistence Rates 2002-03



Priority Goal 1: Ensure Open-Door Access and Student Success

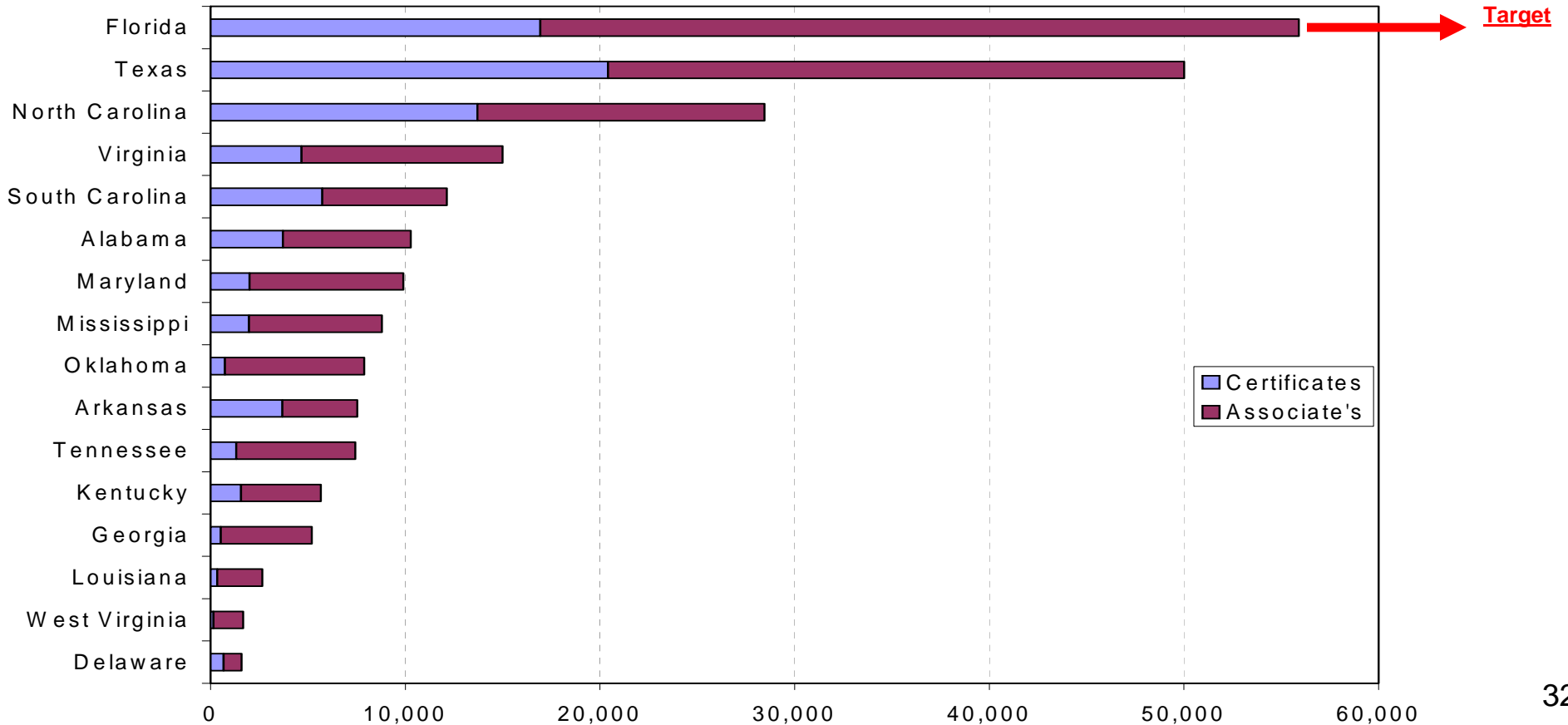
Student Success Outcomes: Retention and Graduation (Cont.)

Three-Year Progression Rates of Full-Time Students 2002-03



Priority Goal 1: Ensure Open-Door Access and Student Success

Student Success Outcomes: Retention and Graduation (Cont.) Degrees and Other Awards Conferred, 2002-03



**Priority Goal 1:
Ensure Open-Door Access and Student Success
Issue: Articulation**

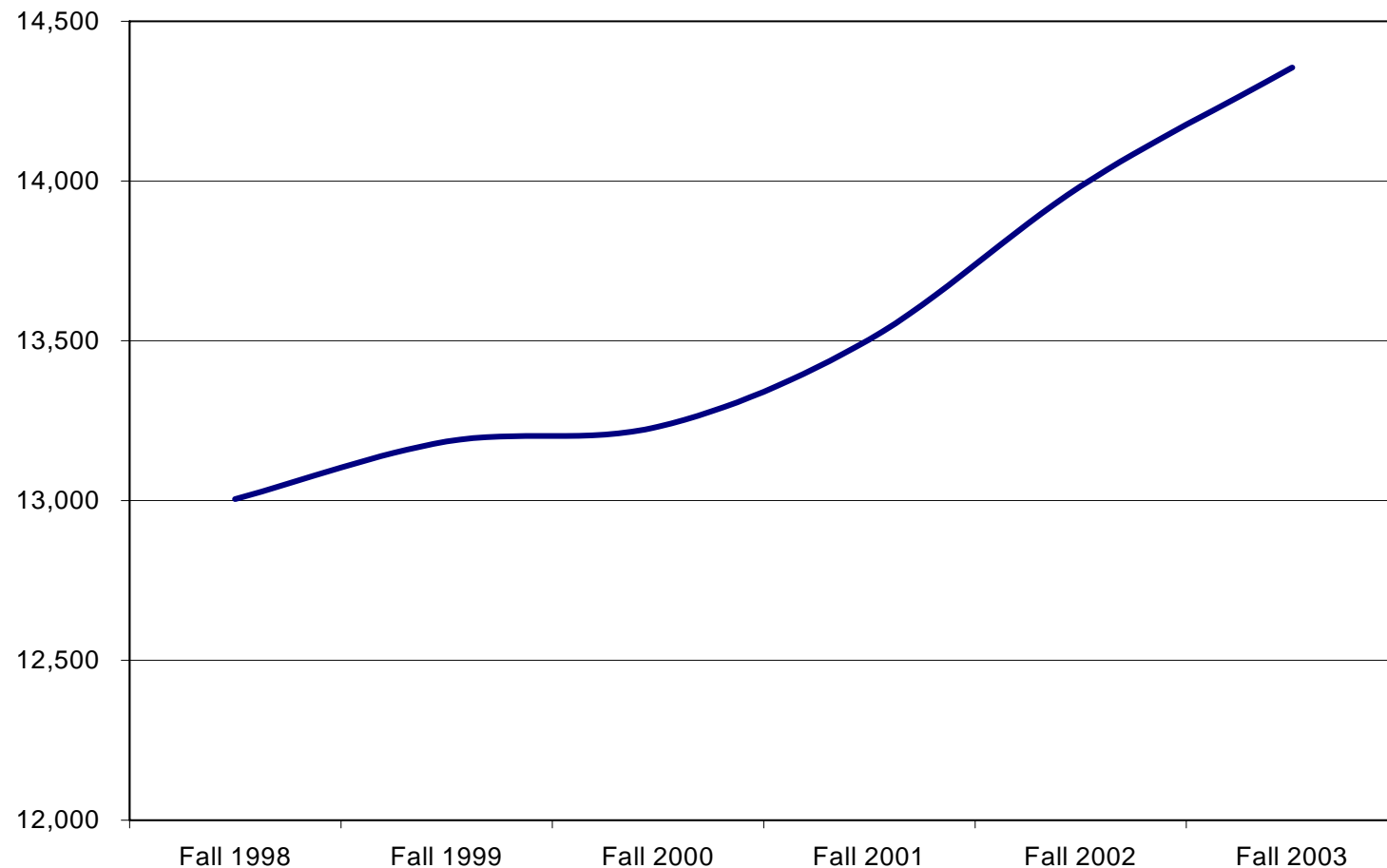
Initiative	Success Indicator(s)	Success Indicator(s)
<p>Initiative 1.6 Strengthen existing post-secondary articulation mechanisms including joint and concurrent-use programs and Florida’s 2 + 2 agreement</p> <p>Initiative 1.7 Promote systemwide implementation of FACTS.org “2+2” degree audit</p>	<p>Indicator 1.6.1 Tech center to lower-division to upper-division transfer rates</p> <p>Indicator 1.6.2 Reductions in excess hours at both the Associate Degree level and the Baccalaureate level for transfer students</p> <p>Indicator 1.6.3 Associate Degree transfer and Baccalaureate graduation rate for community college transfer students</p>	<p>Indicator 1.6.4 Upper-division GPA of community college transfer students</p> <p>Indicator 1.6.5 Number of joint and concurrent-use programs</p> <p>Indicator 1.7.1 Number of community colleges which operationalize “2+2” audit</p>

- Targets:**
 - 1.6.1: Annual increase equal to, or greater than, enrollment growth**
 - 1.6.2: Decrease in excess hours over next five years**
 - 1.6.3: Increase annually**
 - 1.6.4: GPA equal to, or greater than, native student GPA**
 - 1.6.5: Increase in number of, and enrollment in, joint and concurrent-use programs as capacity and funding allows.**

**Priority Goal 1:
Ensure Open-Door Access and Student Success**

Student Success Outcomes: Transfers

Florida Community College Students Transferring to the State University System



**Priority Goal 1:
Ensure Open-Door Access and Student Success
Issue: Baccalaureate Degree Growth**

Initiative	Success Indicator(s)
<p>Initiative 1.7 Monitor the performance outcomes of Baccalaureate Degree programs offered at community colleges to ensure that legislative intent is being met.</p>	<p>Indicator 1.7.1 Student demographics</p> <p>Indicator 1.7.2 Completion rates</p> <p>Indicator 1.7.3 Job placement results</p> <p>Indicator 1.7.4 Job performance feedback</p>

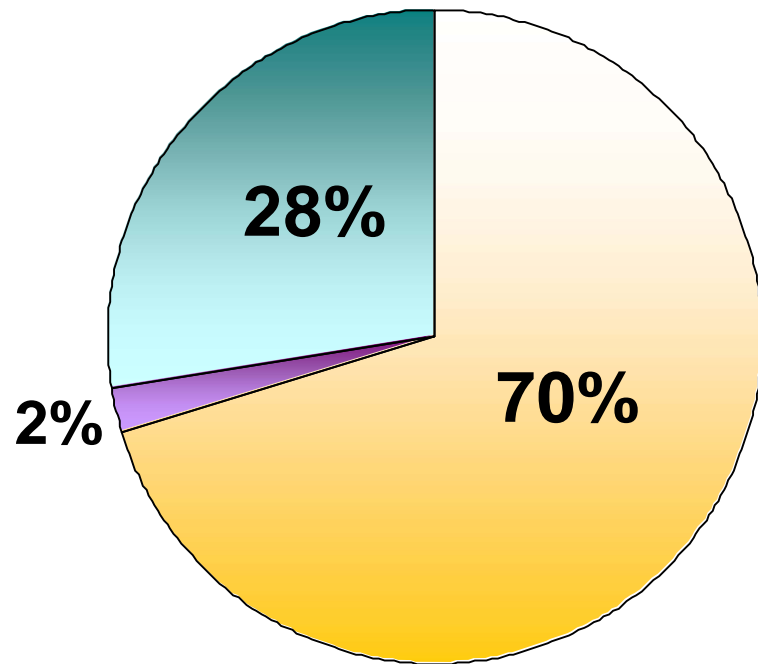
•**Target:** - All indicators: Annually increase enrollment, completion, job placement, and employer satisfaction with students earning Baccalaureate Degrees in approved community college programs.

•*In 2003-04, there were 2,409 students enrolled in Baccalaureate Degree programs offered at 4 community colleges.*




•*In 2003-04 there were 373 concurrent-use partnerships for upper division Bachelor Degree programs serving more than 22,000 students.*

**Priority Goal 1:
Ensure Open-Door Access and Student Success**

Community College Students Transferring into the SUS



Fall 2003

 Transfers with AA Degree	<u>2003</u>	<u>2010</u>
	10,077	13,000
 Transfers with AS Degree	<u>2003</u>	<u>2010</u>
	324	350+
 Transfers Before Degree Completion	<u>2003</u>	<u>2010</u>
	3,954	3,821

51% of the upper division students in the State University System are Community College Transfers.

Priority Goal 1: Ensure Open-Door Access and Student Success

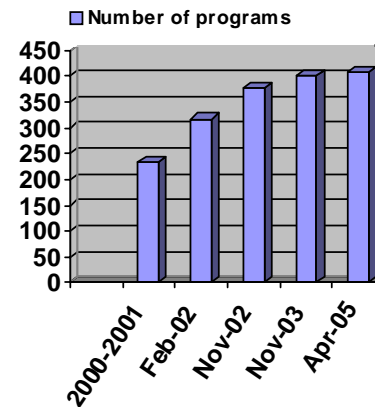
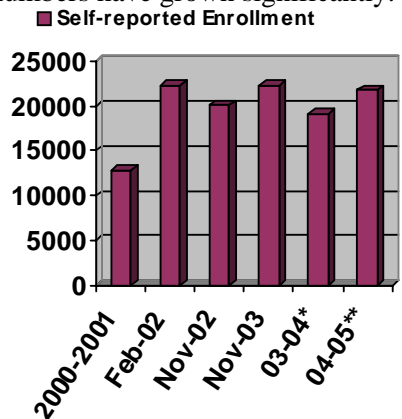
ACCESS TO THE BACCALAUREATE Partnerships Between Community Colleges and Universities April 2005

Since 2000-2001, concurrent-use/joint-use partnerships between community colleges and four-year institutions have increased dramatically, demonstrating a growing interest in providing additional educational options to support the diverse needs of students.

History

In 1998-99, most students enrolled in Florida education partnerships were at six joint-use facilities in *Fort Walton, Lakeland, Daytona, Brevard, Davie, and Broward County*.

These six facilities served a total of almost 16,000 students in 1998-99 in a very small number of programs. Since then, the program and enrollment numbers have grown significantly.



Between 2000-2001 and April 2005:

The total number of concurrent-use/joint-use programs **increased by 74%**.

The total self-reported enrollment in these programs **increased by 70%**.

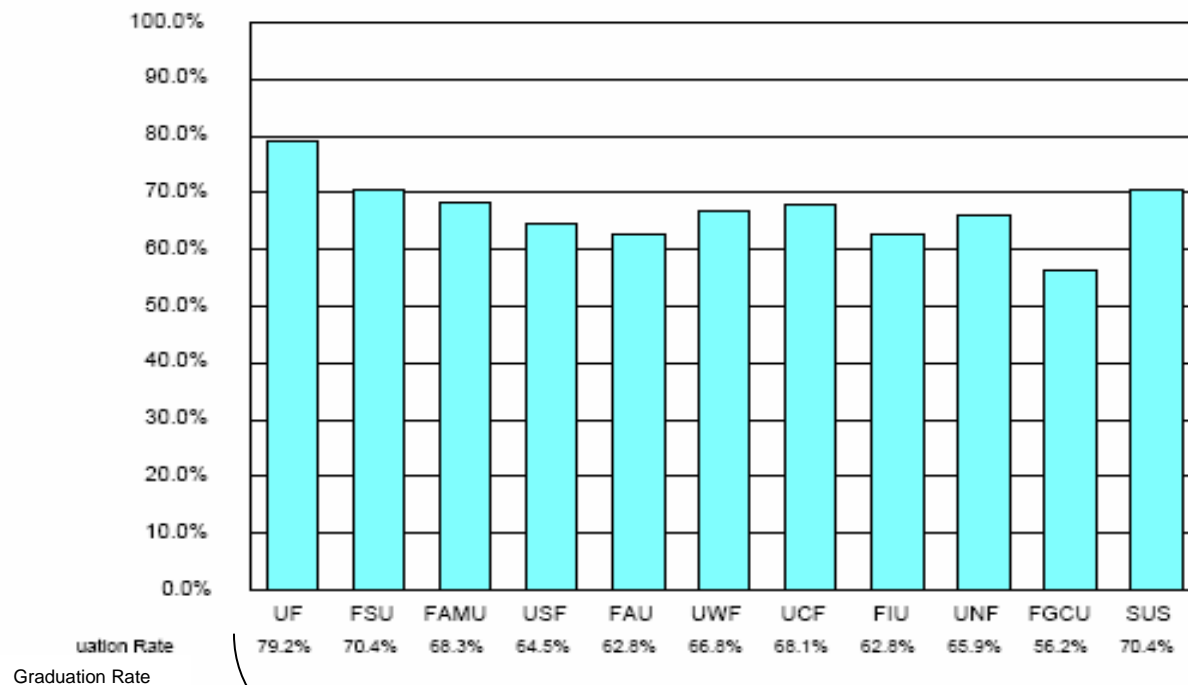
These partnerships were with **nine of eleven public state universities (82%), ten private Florida institutions, and eight colleges/universities outside of Florida.**

Sixty-three percent (63%) of all baccalaureate concurrent-use partnerships were with public Florida institutions – enrolling eighty-two percent (82%) of all students enrolled in these programs as estimated by the 302 programs reporting.

The Florida Community College System had **articulation agreements with 27 Independent Colleges and Universities of Florida (ICUF) and also with other national institutions including the University of Phoenix.**

Priority Goal 1: Ensure Open-Door Access and Student Success

Figure 6. Associate in Arts-Transfer Graduation Rates
University Performance, 2000 Cohort



Increase State University System average AA transfer graduation rates over next five years

**Priority Goal 1:
Ensure Open-Door Access and Student Success
Issue: Curriculum Alignment for College Readiness**

Initiative	Success Indicator(s)
<p>Initiative 1.8 Initiate a K-16 task force to examine secondary/post-secondary math and English curriculum alignment.</p>	<p>Indicator 1.8.1 Task force conclusions and recommendations</p> <p>Indicator 1.8.2 Number of prior year high school graduates who are college ready upon admission</p>

- Target: All indicators: On-going faculty-to-faculty study groups to identify secondary competencies necessary for college readiness and success.

Cross-Sector dialog will assist in laying the groundwork for improving the college readiness of high school graduates, thereby increasing post-secondary access and success while maximizing state educational expenditures.

Priority Goal 1:
Ensure Open-Door Access and Student Success
Issue: Measuring Learning Gains

Initiative	Success Indicator(s)
<p>Initiative 1.9a Participate in review of CLAST as an effective measure of student learning gains</p> <p>Initiative 1.9b Collaborate with State University System and other Department of Education offices to develop CLAST recommendations</p>	<p>Indicator 1.9.1 Complete CLAST Review 2006-07</p> <p>Indicator 1.9.2 Complete CLAST recommendations 2007-08</p>

Current CLASP requirement (CLAST) is not a valid measure of Grade 14 student learning gains due to multiple exemptions granted and availability of test to students having completed only 18 college credit hours.



Priority Goal 2:

Vitalize Communities Through The State By Enhancing Workforce Development Programs In Community-Specific Need Areas, While Pursuing The State's Goal To Train Workers For High-Wage, High Demand Occupations. □

- **4 of the 5 fastest growing occupations require a Vocational Certificate.**
- **7 of the top 10 fastest growing occupations require either a certificate or an Associate Degree.**
- **6 of the top 10 fastest growing occupations fall within an Enterprise Florida targeted sector for economic development; 5 of those 6 are trained in the DCCWE system.**

**Priority Goal 2:
Vitalize Communities Through Workforce Development
Issue: K-12 Teacher Shortage**

Initiative	Success Indicator(s)
<p>Initiative 2.1a Provide competency-based post-baccalaureate teacher training programs through implementation of Educator Preparation Institutes (EPIs) at all community colleges.</p> <p>Initiative 2.1b Seek recurring appropriation for EPIs.</p>	<p>Indicator 2.1.1 Number of participants enrolled in EPIs</p> <p>Indicator 2.1.2 Percent of successful completers by category</p> <p>Indicator 2.1.3 Placement rates and employment persistence rates</p>

•**Targets** – Implement no less than 25 Educator Preparation Institutes by 2006-07.

Complete no less than 4,000 students in competency-based post-baccalaureate teacher programs annually by 2008-09.

Achieve “pass rate” of no less than 90% on Florida Educator Certification Exams for Alternate Certification completers.

Achieve placement in Florida Public schools and 3-year persistence rate of no less than 50% for teachers who are certified after successfully completing competency-based program.

•**Cost Estimate** – \$72 million for 30,000 new certified teachers

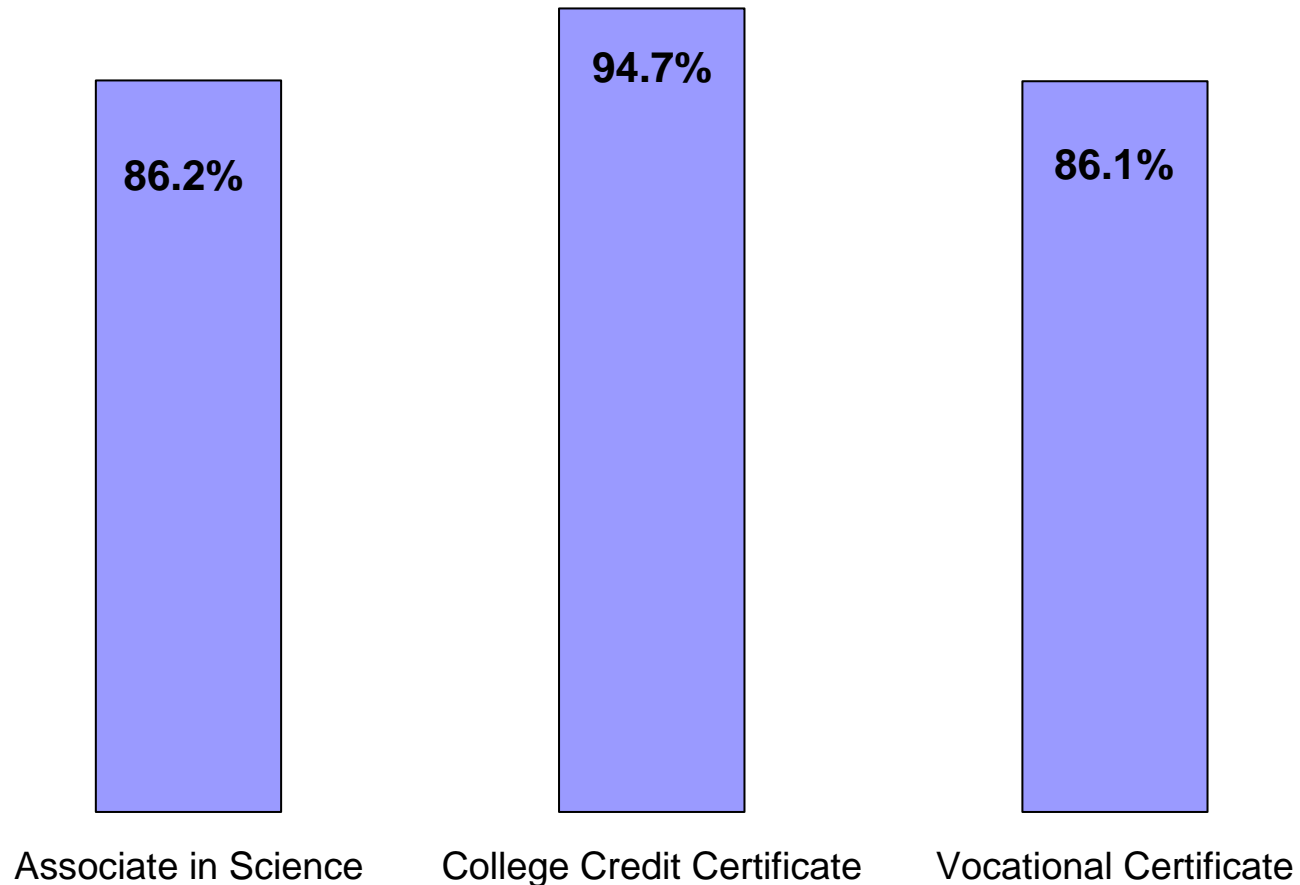
**Priority Goal 2:
Vitalize Communities Through Workforce Development
Issue: Career and Technical Education**

Initiative	Success Indicator(s)
<p>Initiative 2.2 - <u>GED / Adult Education</u> Provide greater opportunities for community college GED and adult high school students to transition into PSAV or college credit programs.</p>	<p>Indicator 2.2.1 Number of community college GED and adult high school students who transition to community college PSAV or college credit programs</p>
<p>Initiative 2.3 - <u>Workforce Pathways</u> Streamline and promote career pathways to facilitate the transition of community college PSAV students into AAS/AS/AA programs. (E.G., Certified nursing assistants into LPN and RN)</p>	<p>Indicator 2.3.1 Number of community college PSAV students transitioning into AAS/AS/AA career ladder programs</p>
<p>Initiative 2.4 - <u>Program Portability</u> Increase the portability of programs and mobility of students through articulation between educational sectors.</p>	<p>Indicator 2.4.1 Number of students moving between sectors</p>
<p>Initiative 2.4a Resolve issue of “Tech Center” to degree program transfer articulation, common course numbering and transcripts.</p>	<p>Indicator 2.4.1a Number of students (+ programs) “seamlessly” transferring from tech centers to degree programs</p>

**Priority Goal 2:
Vitalize Communities Through Workforce Development**

Workforce Student Success Outcomes: Completions (2003-04)

Percentage of Completers in High-Skill/High-Wage Occupations



Priority Goal 2:

Vitalize Communities Through Workforce Development

Issue: Promoting Career and Technical Education

Initiative	Success Indicator(s)
<p>Initiative 2.5 - <u>Distance Learning</u> Promote the use of distance learning technologies to increase the accessibility, quality and consistency of workforce education programs.</p> <p>Initiative 2.6a – <u>Work Experience</u> Develop and promote increased partnerships between community colleges and business and industry to increase the opportunities for students to participate in relevant work experience and economic development initiatives.</p> <p>Initiative 2.6b - <u>Partnerships</u> Develop a survey and database of local and state-wide business and industry partnerships.</p>	<p>Indicator 2.5.1 Number of quality PSAV and college credit courses/programs offered on line or in hybrid format</p> <p>Indicator 2.6.1a Number of partnerships with business and industry</p> <p>Indicator 2.6.1b Administer survey and distribute results.</p>

**Priority Goal 2:
Vitalize Communities Through Workforce Development**

Fastest Growing Occupations

Rank	Occupational Title	Annual Percent Growth	Average Hourly Wage	Education Attainment
1	Medical Assistants	5.29	\$11.60	Voc. Cert. +
2	Network Systems and Data Communications Analysts	4.94	\$28.23	Voc. Cert. +
3	Medical Records and Health Information Technicians	4.73	\$12.54	Voc. Cert. +
4	Home Health Aides	4.38	\$9.12	Voc. Cert. +
5	Personal Financial Advisors	4.34	\$40.47	Bachelor +
6	Tile and Marble Setters	4.31	\$26.26	Voc. Cert. +
7	Kindergarten Teachers, Except Special Education	4.18	\$25.95	Bachelor +
8	Database Administrators	4.18	\$25.95	Associate +
9	Fitness Trainers and Aerobics Instructors	4.08	\$13.61	HS
10	Public Relations Specialists	4.07	\$21.45	Associate +

Source: Florida Agency for Workforce Innovation, Labor Market Statistics,
2004 Wage Data, Forecast to 2012

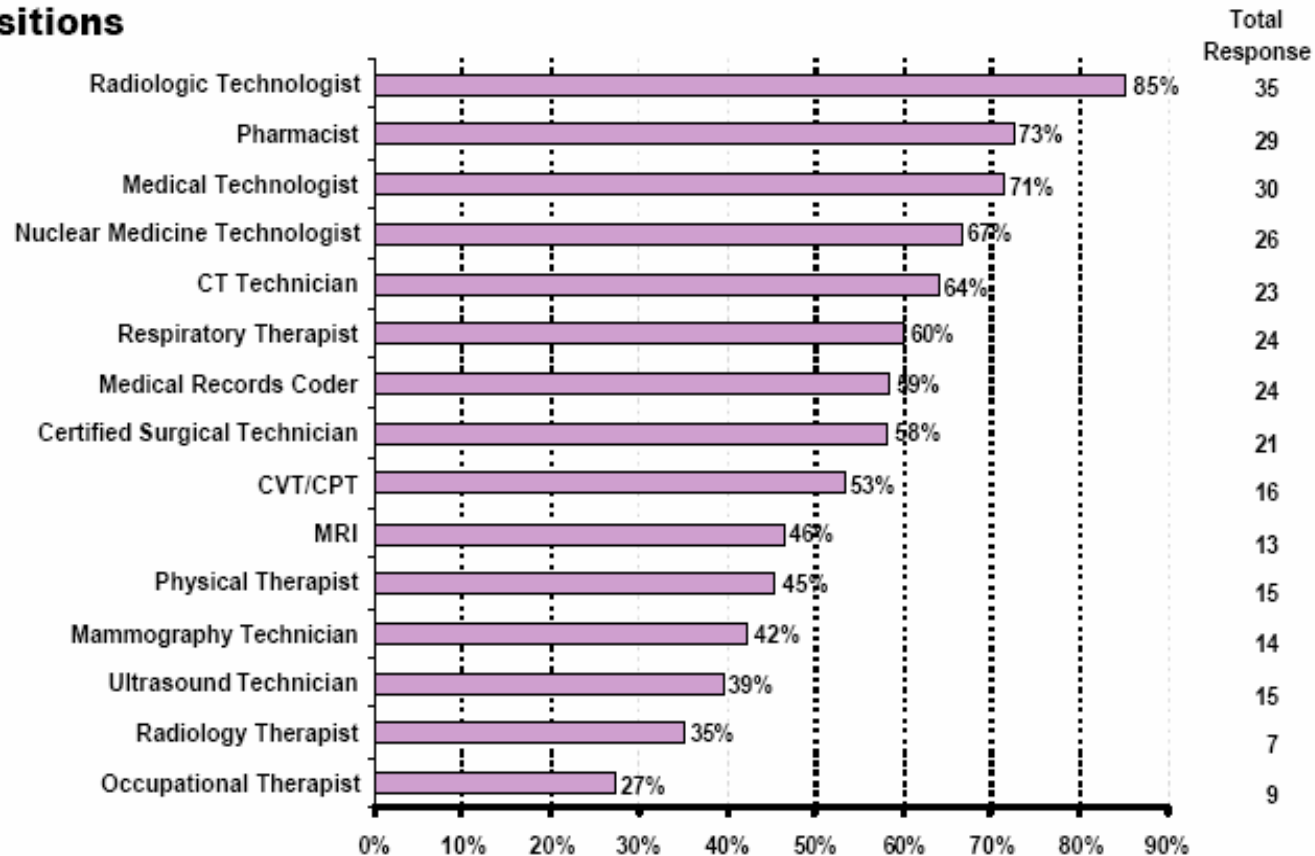
Priority Goal 2:

Vitalize Communities Through Workforce Development

Critical Shortages – Allied Health

May 2003

Percentage of Hospitals Reporting a Shortage of Allied Health Positions



**Priority Goal 2:
Vitalize Communities Through Workforce Development**

Critical Shortages – Nurses

➤ *67% of nursing degrees in Florida are produced in the community colleges.*

Community College RN Programs	
Year	Full Completions
1999-00	2,647
2000-01	2,652
2001-02	2,644
2002-03	3,199
2003-04	3,595
2004-05	3,646
2014-15	10,785

Target 

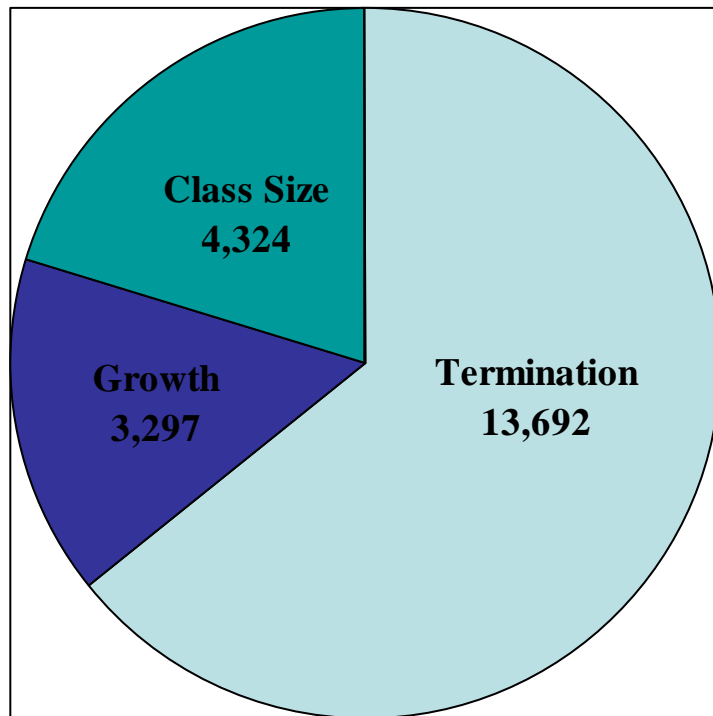
Priority Goal 2:

Vitalize Communities Through Workforce Development

Critical Shortages – Teachers

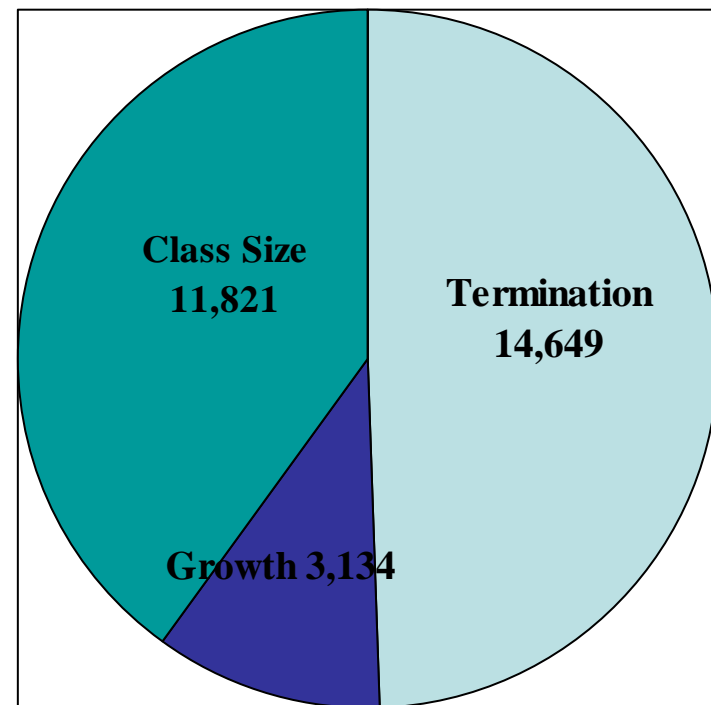
2004-05:

21,313 teachers needed



2006-07:

29,604 teachers needed



**Priority Goal 2:
Vitalize Communities Through Workforce Development
Issue: Maximizing Resources**

Initiative	Success Indicator(s)
<p>Initiative 2.7 Develop categorical funding with accountability measures emphasizing partnerships to maximize resources. Allocate special funding to augment high-cost workforce programs.</p> <p>Initiative 2.8 Develop process for identifying programs that need new, renovated, or remodeled facilities.</p>	<p>Indicator 2.7.1 Number of OCP earners Number of workforce program completers in 2 years Number of partnerships among educational institutions, business, and industry Number of articulation agreements Employment levels in HW/HD jobs Allocations to support community college funding formula to supplement needs of programs Retention rate for highly qualified faculty in “high tech” and health career programs</p> <p>Indicator 2.8.1 Number of new, renovated, and remodeled facilities for HW/HD programs or programs addressing critical regional economic needs</p>



Priority Goal 3:

Align Baccalaureate Expansion Policy Within A Commitment To Maintaining Our Mission, Optimizing Partnerships, And Meeting Unmet Community Economic And Educational Needs.

CC Baccalaureates	2004-05	2006-07
Student Headcount	2,355	3,478
Upper Division Credit Hours	28,807	42,544
Upper Division FTE	961	1418
Degrees Awarded	243	763
Program Expenditures (Instructional, Capital, and Operating)	\$9,797,464	\$13,792,243

Priority Goal 3:

Baccalaureate Growth

Issue: The Need and Demand for Baccalaureate Degrees in Community Colleges

Initiative	Success Indicator(s)
<p>Initiative 3.1</p> <p>Continue to closely link Baccalaureate program growth in community colleges with identified workforce needs and unmet needs of students, e.g., cultural, economic, and geographic barriers to success</p>	<p>Indicator 3.1.1</p> <p>Enrollment, completion, and employment rate of Baccalaureate graduates in “high demand workforce jobs.</p> <p>Indicator 3.1.2</p> <p>Decrease in unmet need in “high demand” workforce jobs, particularly at managerial/administrative level.</p>

Priority Goal 3: Baccalaureate Growth

THE FACT BOOK

FLORIDA COMMUNITY COLLEGE SYSTEM

FEBRUARY 2005

Table 29 FTE Enrollment (Funded) Upper Level (Bachelor) By College and Program Area 2003-04			CCFTE201 11/12/04
College	Advanced & Professional		Total
Brevard Broward Central Florida Chipola	5.9		5.9
Daytona Beach Edison FCC Jacksonville Florida Keys Gulf Coast Hillsborough Indian River Lake City			
Lake-Sumter Manatee Miami Dade North Florida	46.5		46.5
Okaloosa-Walton Palm Beach Pasco-Hernando Pensacola			
Polk St. Johns River St. Petersburg Santa Fe	542.5		542.5
Seminole South Florida Tallahassee Valencia			
System	594.9		594.9
Source: 2003-04 Student Data Base			

Priority Goal 3: Baccalaureate Growth

Meeting Critical Needs: Teaching

Florida Community College Bachelor Degree Programs in Education

Chipola College	Actual	Actual	Actual	Operating	Projected
Student Enrollment, Degrees and Placements	2001-02	2002-03	2003-04	2004-05	2005-06
A. Student Headcount	0	0	14	43	53
B. Number of Degrees Awarded	0	0	0	10	12
Miami Dade College	Actual	Actual	Actual	Operating	Projected
Student Enrollment, Degrees and Placements	2001-02	2002-03	2003-04	2004-05	2005-06
A. Student Headcount	0	0	365	477	550
B. Number of Degrees Awarded	0	0	0	10	53
St. Petersburg College	Actual	Actual	Actual	Operating	Projected
Student Enrollment, Degrees and Placements	2001-02	2002-03	2003-04	2004-05	2005-06
A. Student Headcount	0	64	395	506	771
B. Number of Degrees Awarded	0	0	49	97	177

Priority Goal 3: Baccalaureate Growth

FLORIDA COMMUNITY COLLEGE SYSTEM PROJECTION OF BACCALUAREATE PROGRAMS

COLLEGE	2005-06 BACCALAUREATE PROGRAMS			FIVE- YEAR PROJECTIONS AT 10% RATE			FIVE- YEAR PROJECTIONS AT 15% RATE		
	HEADCOUNT	FTE	COST	HEADCOUNT	FTE	COST	HEADCOUN T	FTE	COST
Chipola	53	30	\$662,440	197	131	\$496,183	273	182	\$687,589
Daytona Beach	30	25	0	727	484	1,830,548	1,071	714	2,698,584
Edison	30	6	0	721	481	1,816,943	1,077	718	2,714,078
FCCJ	0	0	0	1,583	1,055	3,986,845	2,374	1,583	5,980,268
Miami-Dade	550	238	721,056	4,817	3,211	12,135,881	7,047	4,698	17,754,120
Okaloosa Walton	345	90	338,904	647	431	1,629,127	902	602	2,273,635
St. Petersburg	2,051	1,615	6,235,549	3,827	2,552	9,642,496	4,530	3,020	11,412,202
Other Colleges	0	0	0	4,883	3,255	12,300,649	7,324	4,883	18,450,973
TOTAL	3,059	2,004	\$7,957,949	17,401	11,601	\$43,838,671	24,598	16,399	\$61,971,448

**Priority Goal 3:
Baccalaureate Growth
Issue: Bachelor of Applied Science Degrees**

Initiative	Success Indicator(s)
<p>Initiative 3.2 FCCS Task Force will be established 2005-2006 to define common curricular parameters for the BAS degree with a focus on quality, consistency, and articulation.</p>	<p>Indicator 3.2.1 Report to be delivered to Council of Presidents and State Board of Education. (2006-07)</p>

- Targets – 3.1: Create “BAS” Task Force – Fall 2005**

As interest in, and the demand for, the Bachelor of Applied Science Degree grows, so does the need to provide curriculum guidelines (i.e., common pre-requisites, common coursenumbers, etc.) for these programs.



Priority Goal 4:

Advocate For Community College Funding Which Meets Growth/Capacity Needs In Both Transfer And Workforce Programs.

Priority Goal 4: Issue: Equitable Funding

Initiative	Success Indicator(s)
<p>Initiative 4.1 Fully fund the standards in the Community College Funding Model.</p> <p>Initiative 4.2 Achieve community college funding equalization such that all colleges are funded at substantially the same percent of their need as determined by the Funding Model.</p>	<p>Indicator 4.1.1 Increases in FTE funding which exceed the impact of inflation on “real dollars.”</p> <p>Indicator 4.1.2 Measured increases in program capacity, enrollment and completers in high need transfer and workforce programs.</p> <p>Indicator 4.2.1 Determination of the range of percent of calculated need</p>

Fully funding the Funding Model will support increased capacity in high demand program areas and allow for the development of high need, higher cost programs demanded by the “new economy.” In addition, it is imperative that each community college within the FCCS be funded at an equitable level with all other community colleges in the system relative to individual need as defined by the Funding Model.

**Priority Goal 4:
Align Funding With Performance**

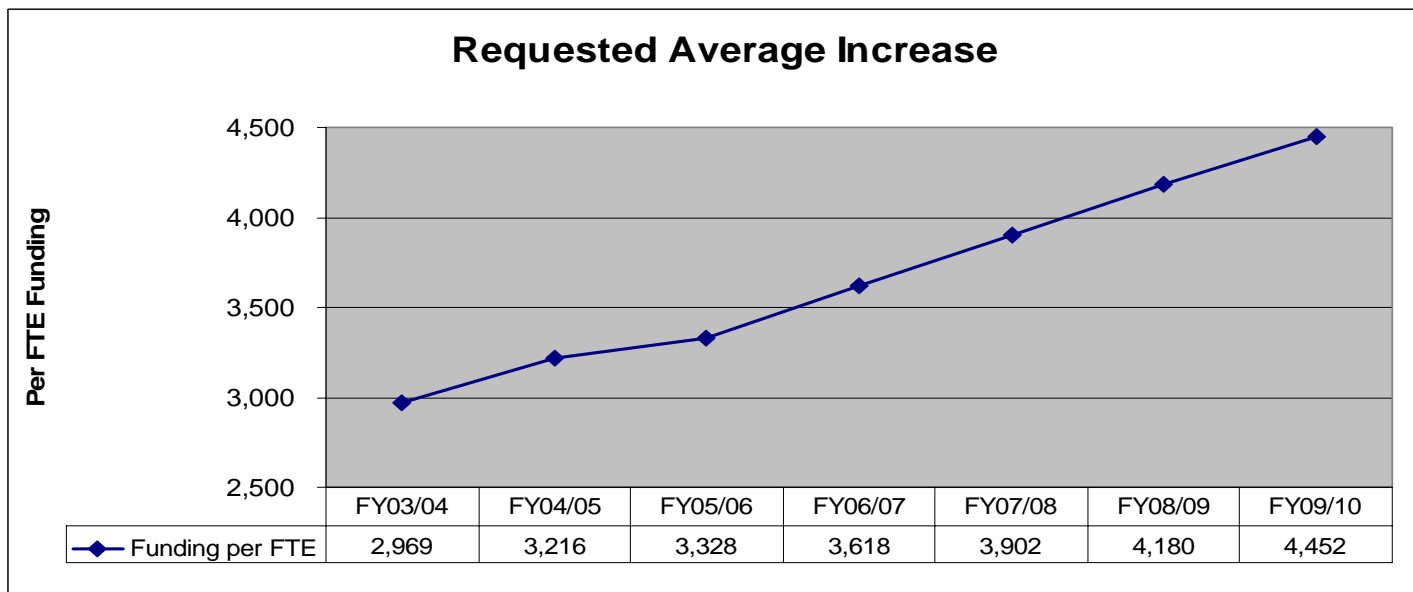
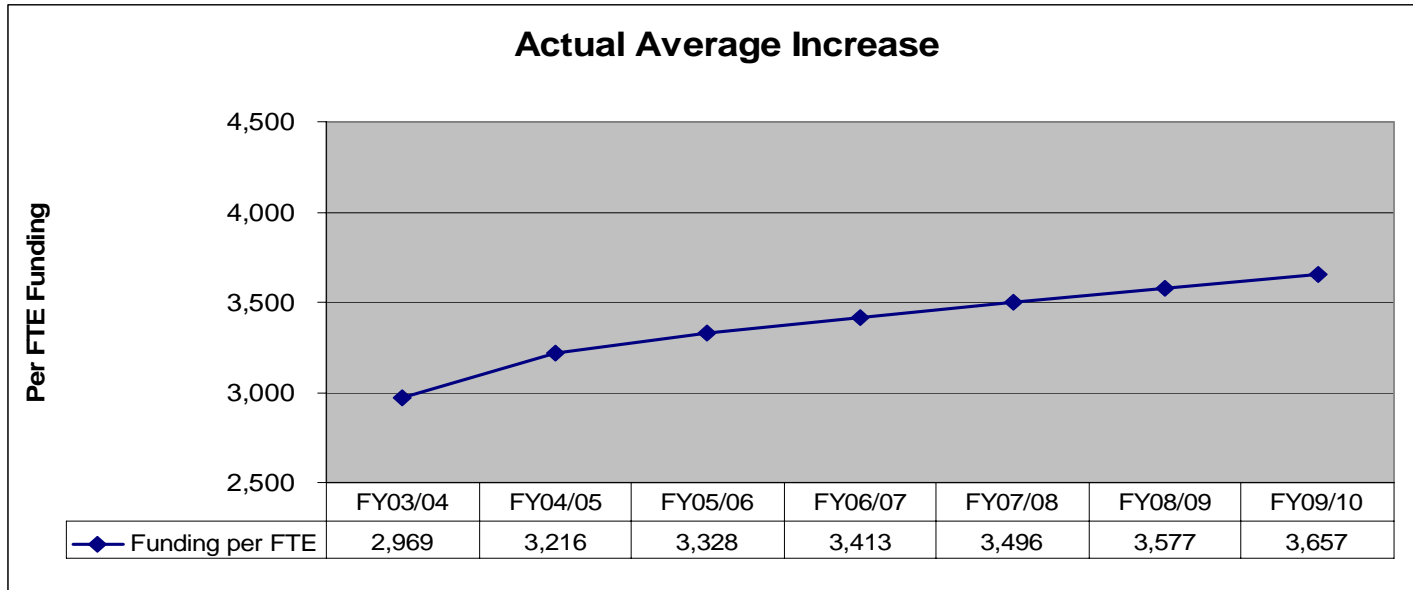
**Florida Community College System
Funding Equity Analysis**

Ave % of model funded	FY 04/05	FY 05/06	FY 06/07	FY 07/08	FY 08/09	FY 09/10
Low	78.39%	80.51%	83.52%	86.48%	89.40%	89.40%
High	90.10%	90.63%	91.90%	93.21%	94.55%	95.92%
Spread	21.66%	18.94%	15.99%	13.14%	10.38%	08.04%

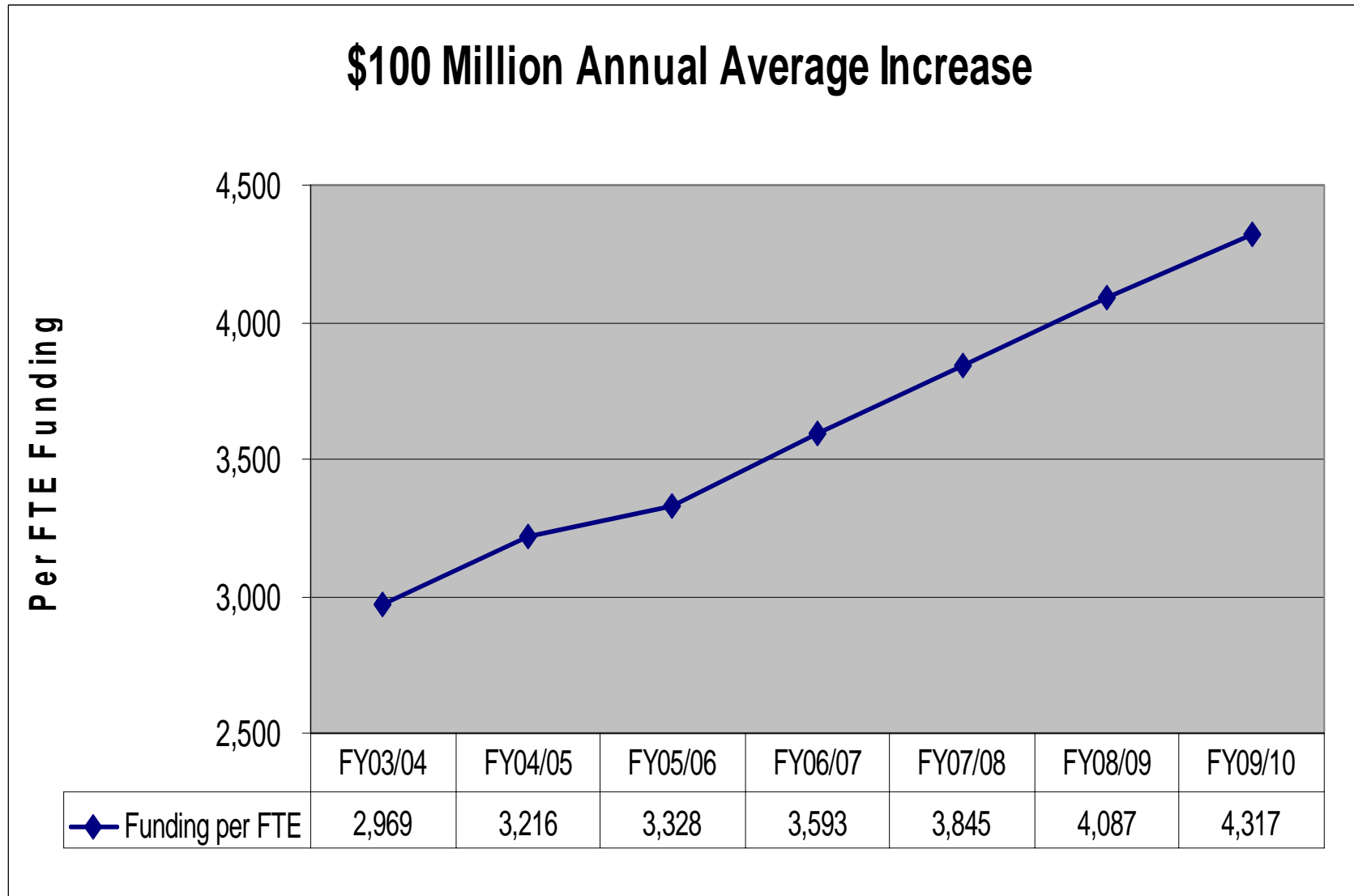
Assumptions:

1. Constant enrollment
2. 1.5% inflation
3. 5% annual fee increase
4. State support increases \$42,010,065
5. State support increases \$54,550,000 each year after

Priority Goal 4: Align Funding With Performance

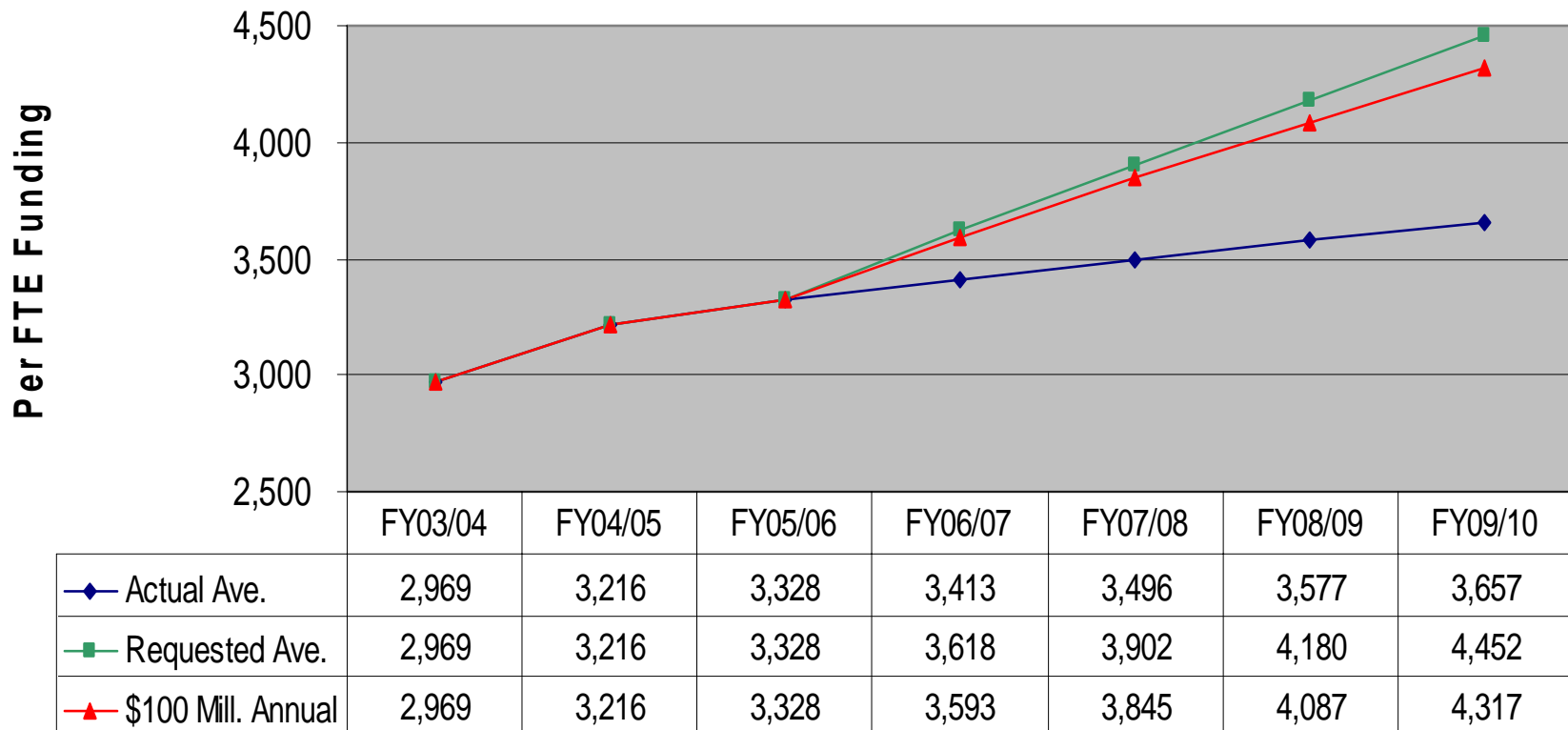


Priority Goal 4: Align Funding With Performance



Priority Goal 4: Align Funding With Performance

Comparison of the 3 Scenarios





Priority Goal 5: **Maintain a Low-Tuition Policy That Supports Open-Door Access.**

- **Although State appropriations continue to increase, the increase in tuition and fees has outpaced the rise in consumer price index. Student fees as a percent of the total operating budget now exceed 25% of the prior year's cost of programs.**

**Priority Goal 5:
Maintain Affordability
Issue: Funding**

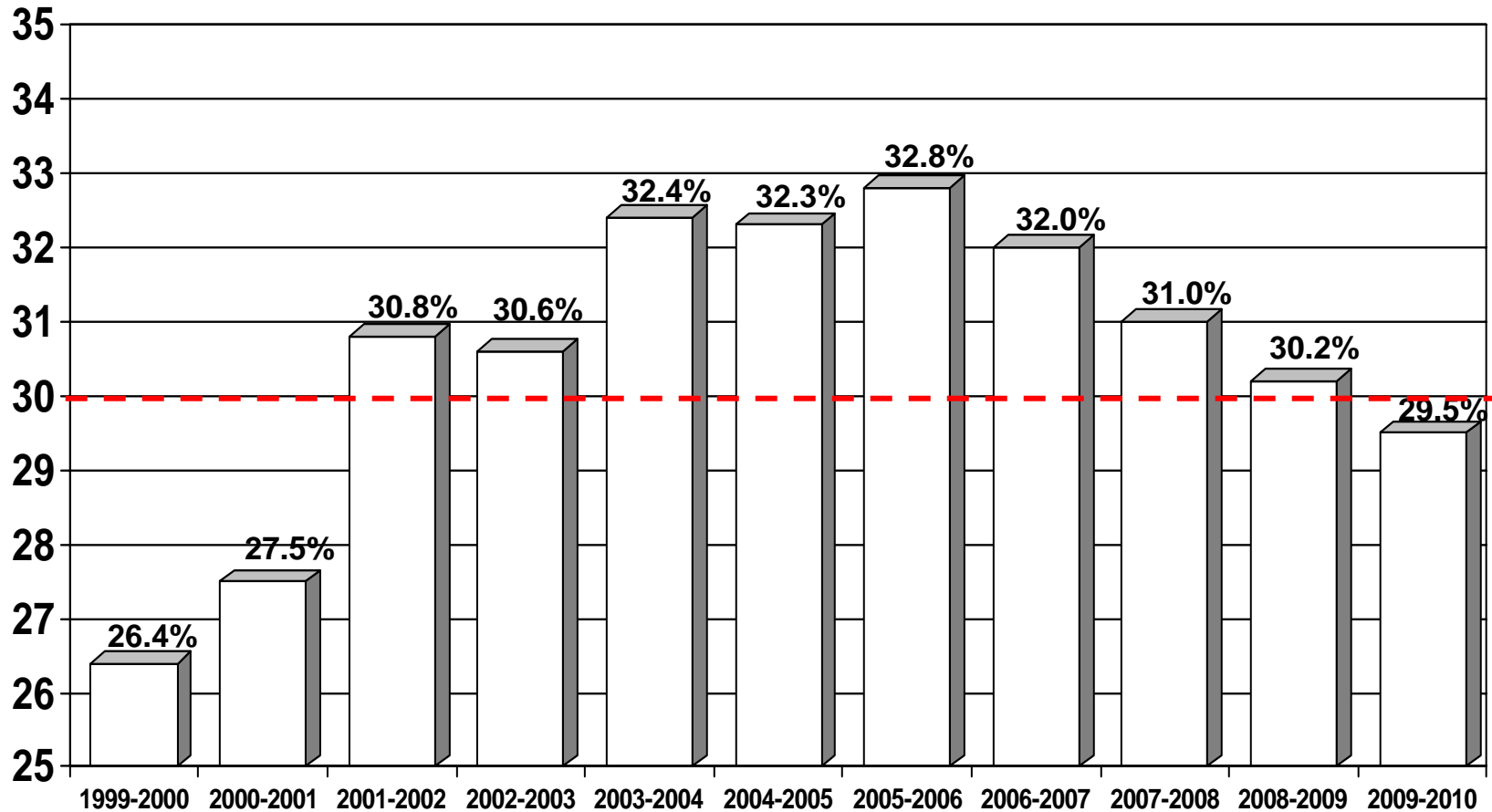
Initiative	Success Indicator(s)
<p>Initiative 5.1.a Support limiting tuition increases to change in consumer price index.</p> <p>Initiative 5.1.b Per s. 1009.23(3) f.s., target maximum in-state student tuition fee revenues at 25% of operating budget.</p> <p>Initiative 5.2 Implement tuition and fee policy that will align favorably with the effect of increases in federal and state financial aid for students and increases in Bright Futures Funding.</p>	<p>Indicator 5.1.1 Comparisons of Funding Model and legislative appropriations.</p> <p>Indicator 5.1.2 Assessment of increases in federal and state financial aid programs and tuition and fees, as compared with Funding Model and Tuition Stabilization Plan to indicate progress.</p>

Maintaining and increasing open door access in directly linked to affordability of postsecondary programs.

FLORIDA COMMUNITY COLLEGE SYSTEM

PROJECTED GOAL CAN BE ACHIEVED BY CAPPING TUITION INCREASES

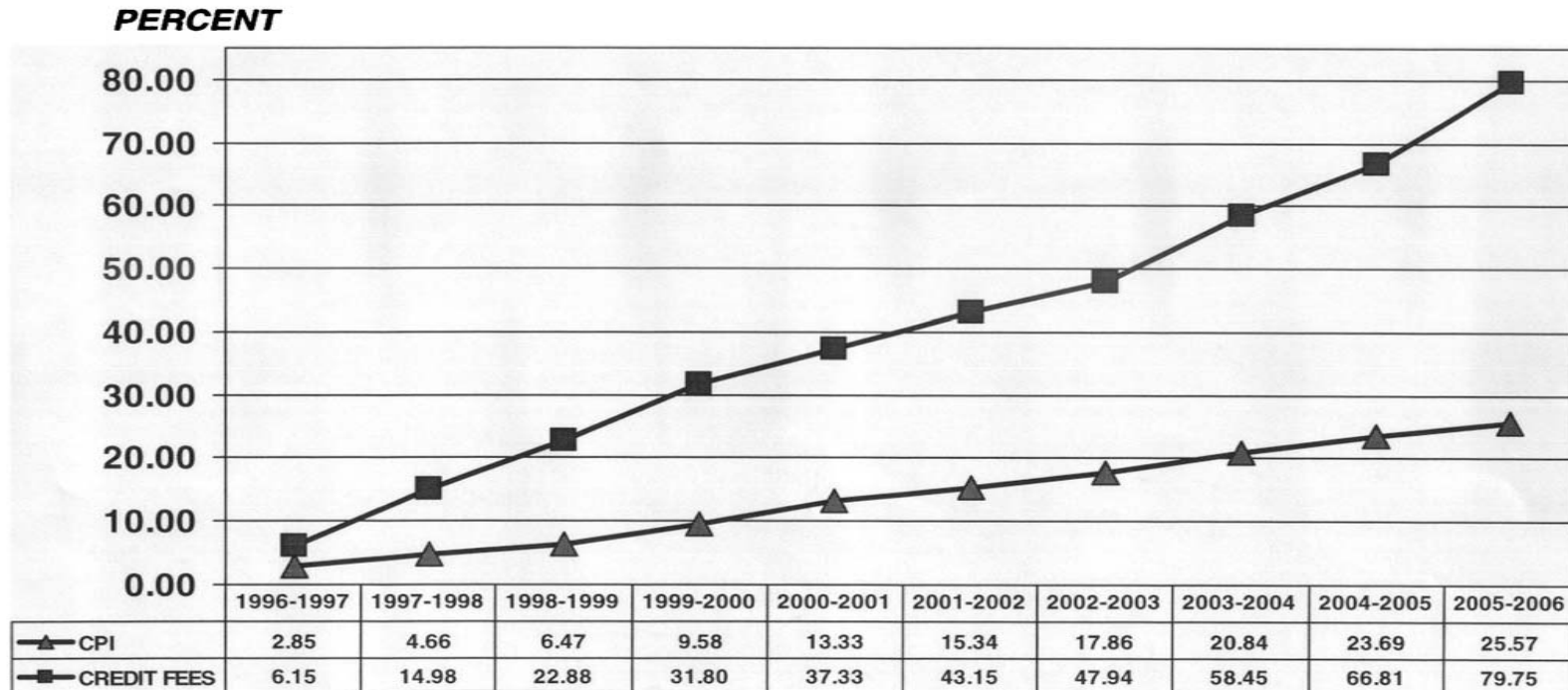
GOAL – STUDENT FEE REVENUES AT 25% (30% WHEN INCLUDING OUT-OF-STATE) OF BUDGET BY LIMITING TUITION INCREASES TO CHANGES IN CONSUMER PRICE INDEX



**STUDENT FEES AS A % OF OPERATING BUDGETS
(STATE FUNDS AND FEES)**

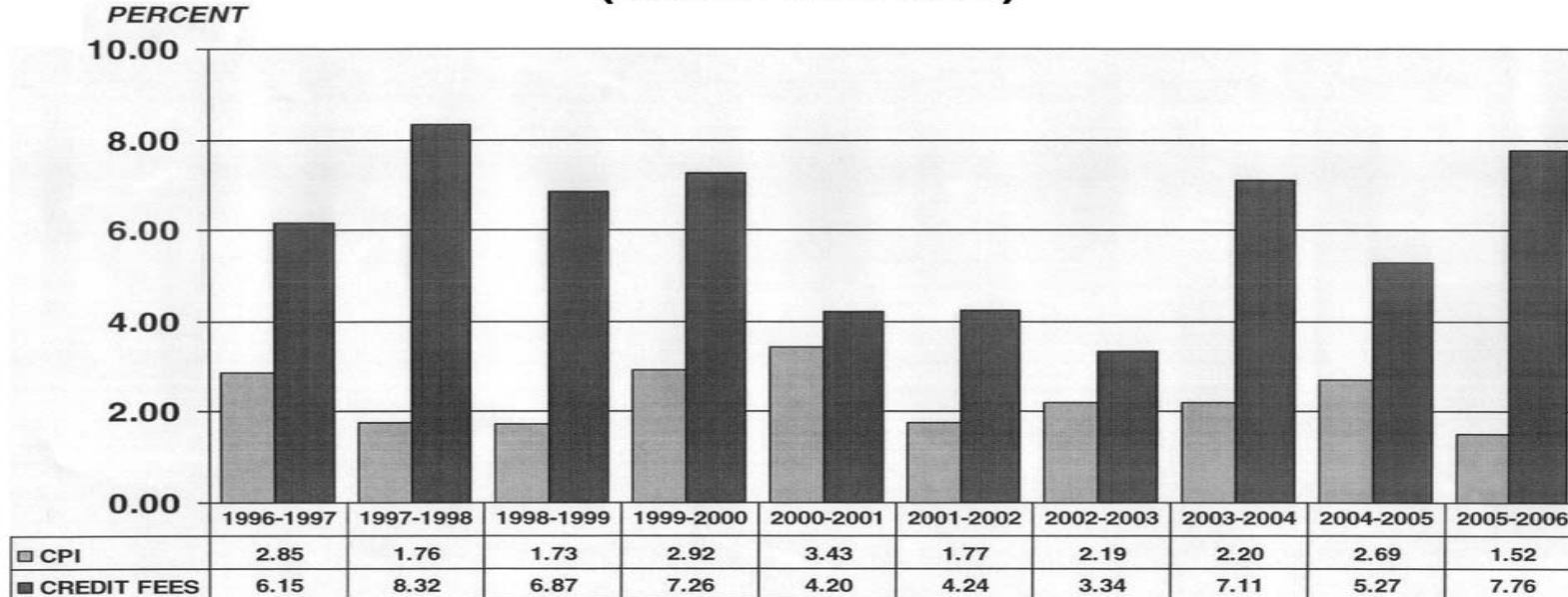
**Priority Goal 5:
Maintain Affordability
Issue: Funding**

**FLORIDA COMMUNITY COLLEGE SYSTEM
CUMULATIVE % CHANGE IN CONSUMER PRICE INDEX (CPI)
AND CREDIT FEES
(FROM 1995-1996)**



**Priority Goal 5:
Maintain Affordability
Issue: Funding**

**FLORIDA COMMUNITY COLLEGE SYSTEM
ANNUAL % CHANGE IN CONSUMER PRICE INDEX (CPI) AND
CREDIT FEES
(FROM 1995-1996)**



J:\FINANCE\INDIV\SOPHIA\STAFF\ED\STRATEGIC PLANNING\
1995-96 THRU 2005-06 CPI_CREDIT FEES.PPT\SWG
OCTOBER 25, 2005

Priority Goal 5: Maintain Affordability Issue: Funding

**FLORIDA COMMUNITY COLLEGE SYSTEM
ANNUAL AND CUMULATIVE PERCENT CHANGE IN CONSUMER PRICE INDEX AND CREDIT FEES
1995-96 THROUGH 2005-2006**

YEAR	CPI	% ANNUAL CHANGE	CUMULATIVE % CHANGE	CREDIT FEES	% ANNUAL CHANGE	CUMULATIVE % CHANGE
1995-1996	154.50		0.00%	1,065		0.00%
1996-1997	158.90	2.85%	2.85%	1,131	6.15%	6.15%
1997-1998	161.70	1.76%	4.66%	1,225	8.32%	14.98%
1998-1999	164.50	1.73%	6.47%	1,309	6.87%	22.88%
1999-2000	169.30	2.92%	9.58%	1,404	7.26%	31.80%
2000-2001	175.10	3.43%	13.33%	1,463	4.20%	37.33%
2001-2002	178.20	1.77%	15.34%	1,525	4.24%	43.15%
2002-2003	182.10	2.19%	17.86%	1,576	3.34%	47.94%
2003-2004	186.10	2.20%	20.45%	1,688	7.11%	58.45%
2004-2005	191.10	2.69%	23.69%	1,777	5.27%	66.81%
2005-2006	194.00	1.52%	25.57%	1,915	7.76%	79.75%



Priority Goal 6:

Implement A Comprehensive Facilities Development Plan That Supports Continued Access By Ensuring Facility Capacity Meets Student Demand, And Protects Our Facilities Investment By Expanding The Repair, Renovations, And Maintenance Funding For Community College Facilities.

- **An interactive computer-based model which integrates facilities inventory data with program needs, enrollment trends, and facilities condition data can be implemented for an estimated cost of \$500,000 per year.**

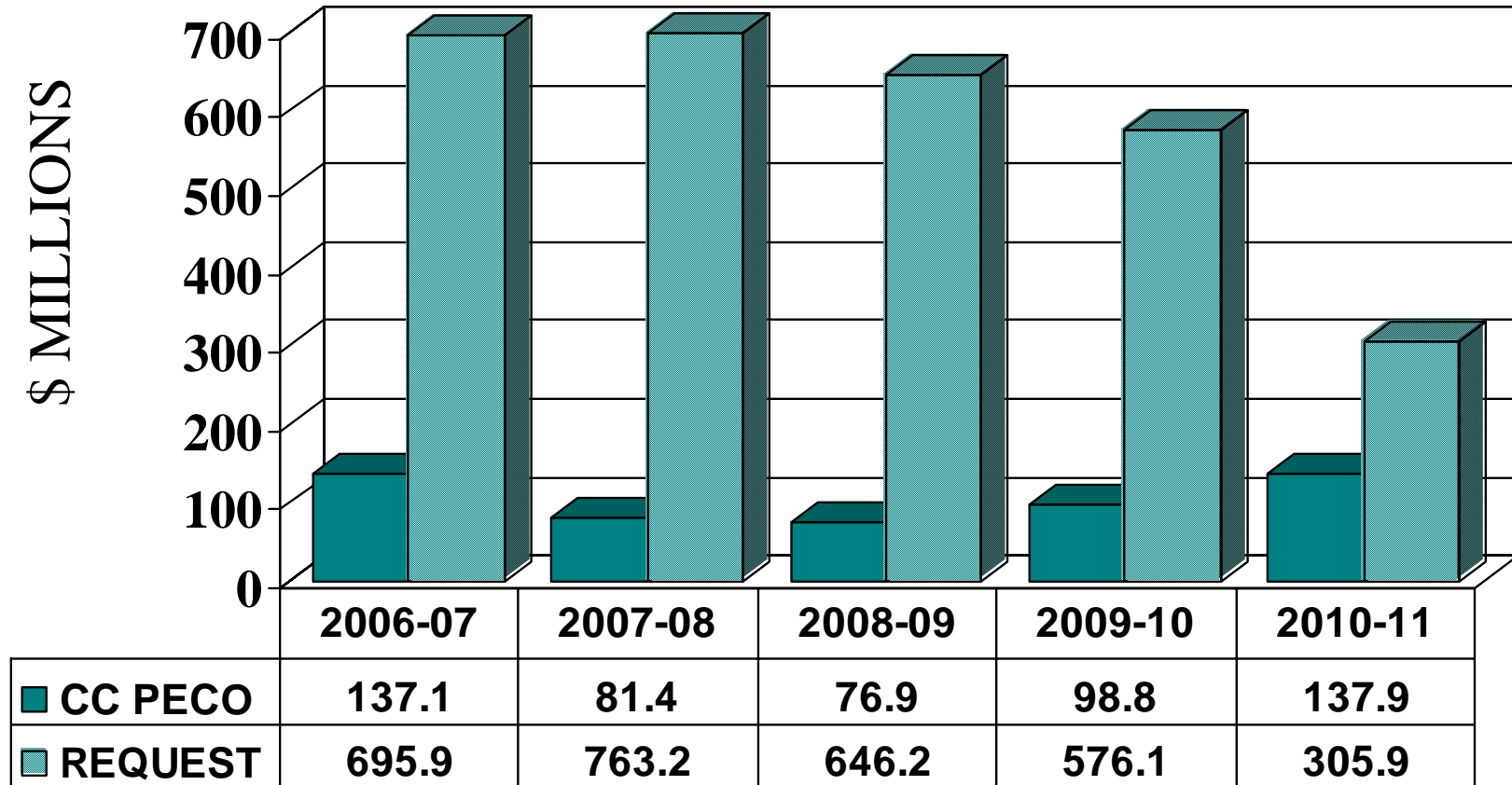
**Priority Goal 6:
Strengthen Facilities Planning and Capital Improvement
Issue: Facilities**

Initiative	Success Indicator(s)
<p>Initiative 6.1</p> <p>Revise the 5-year Educational Plant Survey facilities planning process and the annual Capital Improvement Program facilities request process for community colleges into an efficient, responsive, and responsible process.</p> <p>Initiative 6.2</p> <p>Provide resources for a Facility Condition Assessment at each community college every five years to serve as a foundation for long-range planning.</p>	<p>Indicator 6.1.1</p> <p>Use of an interactive computer-based model which integrates facilities inventory data with program needs, enrollment trends, and facilities condition data. (June 30, 2009).</p> <p>Indicator 6.2.1</p> <p>RFP and funding mechanism for physical plant condition assessments and capital renewal forecasts conducted by each community college within a year of the due date for the Educational Plant Survey (5-year plan).</p>

Cost – \$500,000 per year

Expanding nursing programs, teacher training programs and community economic development initiatives demand a quick response and facilities to meet these demands. The capital outlay planning process should include validation of needs and flexibility to quickly respond to growth and/or new and expanding programs supported by the Florida State Board of Education.

FLORIDA COMMUNITY COLLEGE SYSTEM SURVEY RECOMMENDED REQUEST COMPARED TO EXPECTED PECO ALLOCATIONS



Note: Five-year unmet need equals 2.46 billion.

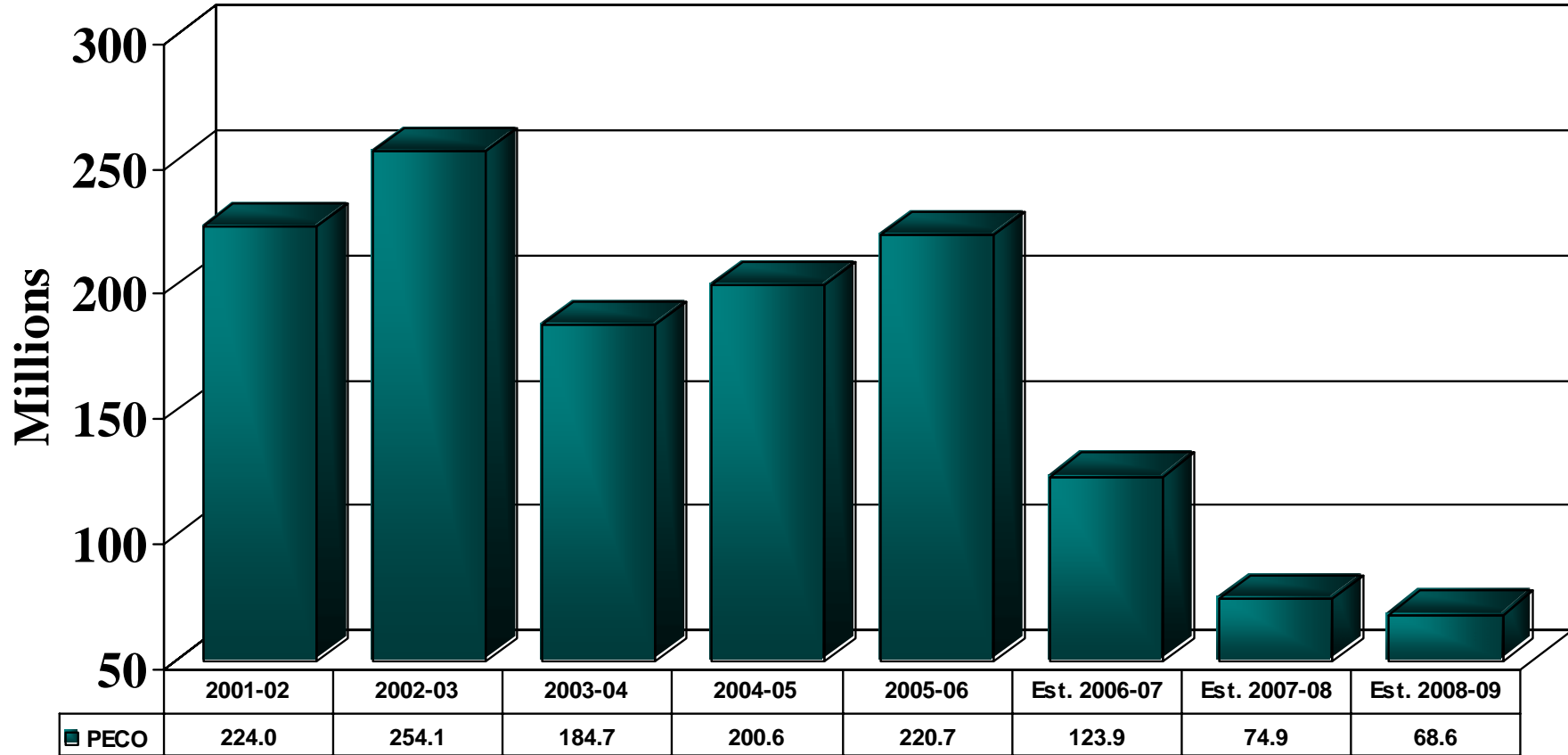
These figures include maintenance and project funding.

Source: (1) March 7, 2005 PECO Estimating Conference

(2) 2006-11 Community College Capital Improvement Program

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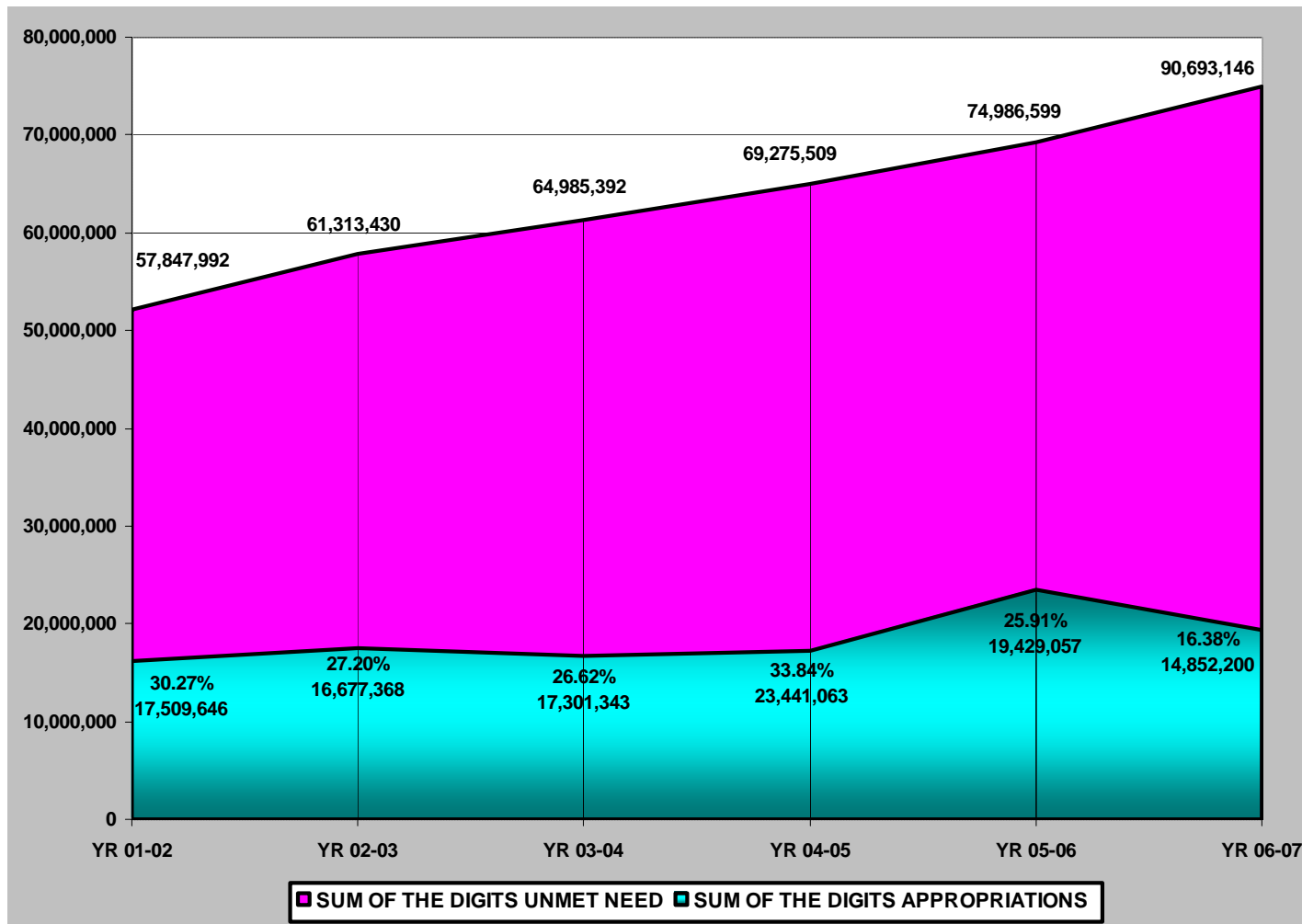
FLORIDA COMMUNITY COLLEGE SYSTEM PECO REVENUE 2001-02 TO 2005-06 WITH PROJECTIONS FOR 2006-07 TO 2008-09



Source: (1) Appropriations Acts, PECO Projects Only – No Maintenance
(2) March 7, 2005 PECO Estimating Conference

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Aug. 29, 2005

COMPUTED FUNDING NEED FOR MAINTENANCE/REPAIR/RENOVATIONS COMPARED TO APPROPRIATIONS FOR SUM-OF-THE-DIGITS PROJECTS





Priority Goal 7:

Enhance Learning And Student Services Through Expanded Use Of Emerging Technologies By Faculty, Staff And Students In Classrooms, Labs, Libraries, And Offices.

- **Florida's enrollments in distance learning have grown 213% since 1998.**
- **The Funding Committee is in the process of developing standards to calculate the annual amount needed to fund technology based upon enrollments, programs, and facilities.**

**Priority Goal 7:
Expand Learning via Emerging Technologies
Issue: Enhancing Learning Technologies**

Initiative	Success Indicator(s)
<p>Initiative 7.1 Create a statewide repository for reusable, high-quality learning objects (digital and non-digital) which can be used or referenced in learning environments.</p> <p>Initiative 7.2: Establish partnerships with business and industry, vendors, research and development entities, and statewide library providers to extend and enhance distance learning efforts.</p> <p>Initiative 7.3 Pursue selected support services for students, educators, institutions, and DOE in support of distance learning.</p> <p>Initiative 7.4 Implement statewide equal access to enhanced electronic library resources and services.</p>	<p>Indicator 7.1.1 Access to and use of learning objects</p> <p>Indicator 7.2.1 Growth in use of distance learning for academic, career, and lifelong learning</p> <p>Indicator 7.3.1a Course and program retention, success and completion</p> <p>Indicator 7.3.1b Periodic adjustment of technology fees</p> <p>Indicator 7.4.1a Increased use of print and electronic library content</p> <p>Indicator 7.4.1b Expanded wireless options for online library services</p>

- **Target – 7.1:** - Fully operationalize and fund “Orange Grove” 2006-07.
- *Florida’s enrollments in distance learning have grown 213% since 1998. Students at all educational levels expect to have access to instruction and online student support services 24 hours a day, seven days a week. Student interest in online access provides an opportunity for community colleges to offer support services at the convenience of the students to enhance retention and learning success.*



Priority Goal 8: Enhance Leadership And Professional Development Opportunities For Faculty, Staff And Administration.

- **Nationally, 45% of current community college presidents plan to retire by 2007 and 79% will be retired by 2011.**
- **Community college presidents are getting older; in 1986 their average age was 51; in 1998 it was 57.**
- **It is estimated that at least 25% of top administrators and faculty will also retire by 2006-07.** (*American Association of Community Colleges*)

Research “*substantiates the idea that the talents and strengths of individuals who are committed to developing their leadership skills and who are perceived as having ‘high potential’ can in fact, be developed and improved.*”

(C. Salvano, 2005)

**Priority Goal 8:
Enhance Learning Through Leadership Development
Issue: The Leadership Shortage**

Initiative	Success Indicator(s)
<p>Initiative 8.1 Expand Chancellor’s Leadership Development program to include entry and mid-level administrative components.</p> <p>Initiative 8.2 Promote participation in the Florida Leadership Academy.</p> <p>Initiative 8.3 Foster the “global perspectives” of college administration via an annual “New College Administrators” orientation.</p> <p>Initiative 8.4 Develop inter-institutional networking and exchange program for leadership candidates.</p> <p>Initiative 8.5 Enhance meetings of CIA, CSA, CBO, etc., with additional targeted professional development sessions for Council members and non-members.</p>	<p>Indicator 8.1.1 Number and job classification of participants</p> <p>Indicator 8.2.2 Pre and post-orientation evaluations</p> <p>Indicator 8.3.a Pre and post-experience evaluations</p> <p>Indicator 8.3.b Promotions of leadership candidates</p> <p>Indicator 8.4a Pre and post-activity evaluations and job satisfaction surveys</p> <p>Indicator 8.4b Coordinated system of mentors/mentees across state</p>

•Target – Provide multiple and varied annual professional development opportunities to continuously grow new leaders and to offset vacancies due to retirements and system growth.

•Florida needs to be ready for a potential scarcity of highly qualified post-secondary leadership. By 2007, it is estimated that the U.S. will need 700 new community college presidents, 1,800 new leaders in upper administration, and 30,000 new faculty positions.

Appendix □

- **How many public community colleges are in Florida, 2004-2005?**

Community Colleges	28
Campuses	52
Sites	172
Campus Buildings	1,595
Acres of Land	10,398
Capital Assets	4.8 Billion

- **How many people work in Florida's community colleges, Fall 2004?**

Employees	44,164
Faculty Members Total	23,428
Full-Time	5,222
Part Time	18,206

- **What was the amount of funding for Florida's community colleges, 2004-2005?**

General Revenue	\$849 million
Student Fees	\$459 million
Lottery Funding	\$99 million

What Do Florida's Community College Students Look Like?

- **Total Unduplicated Annual Headcount (2003-2004)**
816,290 students
- **Student Profile (Fall 2004 "award-seeking" students)**

Full-Time Students	38%
Part-Time Students	62%
Average Student Age	27 Years
Gender	61% Female
Minority Enrollment	39%

- **Enrollment by Program (2003-2004)** (*During the year, students may enroll in more than one program*)

Associate in Arts Degree	241,652
Continuing Workforce Education	173,261
College & Vocational Preparatory	136,177
Recreation & Leisure	91,588
Associate in Science Degree	78,225
Adult Basic & Secondary	58,188
Vocational Certificates	30,326
Life Long Learning	5,725

- **How well do Florida community college students perform?**

<u>Total Degrees Annually Awarded, 2003-2004:</u>	61,827
Associate in Arts Degree	30,809
Continuing Workforce Education	10,548
College & Vocational Preparatory	20,470

President	College
Thomas E. Gamble	Brevard CC
Larry A. Calderon	Broward CC
Charles R. Dassance	Central Florida CC
Gene Prough	Chipola College
D. Kent Sharples	Daytona Beach CC
Kenneth P. Walker	Edison College
Steven R. Wallace	Florida CC @ Jacksonville
William A. Seeker	Florida Keys CC
Robert L. McSpadden	Gulf Coast CC
Gwendolyn Stephenson	Hillsborough CC
Edwin R. Massey	Indian River CC
Charles Hall	Lake City CC
Charles R. Mojock	Lake-Sumter CC
Sarah H. Pappas	Manatee CC

President	College
Eduardo J. Padron	Miami Dade College
Morris G. Steen, Jr.	North Florida CC
James R. Richburg	Okaloosa-Walton College
Dennis P. Gallon	Palm Beach CC
Katherine M. Johnson	Pasco-Hernando CC
Thomas Delaino	Pensacola Junior College
Eileen Holden	Polk CC
Robert L. McLendon, Jr.	St. Johns River CC
Carl Kuttler, Jr.	St. Petersburg College
Jackson N. Sasser	Santa Fe CC
E. Ann McGee	Seminole CC
Norman L. Stephens, Jr.	South Florida CC
William D. Law, Jr.	Tallahassee CC
Sanford C. Shugart	Valencia CC

BREVARD COMMUNITY COLLEGE

1519 Clearlake Road
Cocoa, FL 32922-6597
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(Brevard County)
(321) 433-7000, SC 361-7000

BROWARD COMMUNITY COLLEGE

111 East Las Olas Boulevard
Fort Lauderdale, FL 33301
Larry A. Calderon, President
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(954) 201-7350

CENTRAL FLORIDA COMMUNITY COLLEGE

P.O. Box 1388
Ocala, FL 34478
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(352) 237-2111, SC 897-2111

CHIPOLA COLLEGE

3094 Indian Circle
Marianna, FL 32446-2053
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EDISON COLLEGE

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Fort Myers, FL 33906-6210
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(239) 489-9300, SC 724-1300

**FLORIDA COMMUNITY COLLEGE AT
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Jacksonville, FL 32202-4076
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5230 West Highway 98
Panama City, FL 32401-1058
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3209 Virginia Avenue
Fort Pierce, FL 34981-5596
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Lake City, FL 32025-8703
Charles Hall, President
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OKALOOSA-WALTON COLLEGE

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Carolyn Meyer

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