Post-Secondary Education Subcommittee

January 12, 2017
9:00 AM
Mashburn Hall (306 HOB)

Meeting Packet

Richard Corcoran
Speaker

Elizabeth Porter
Chair

AGENDA

Post-Secondary Education Subcommittee
Thursday, January 12, 2017
9:00 a.m. – 11:00 a.m.
306 HOB

I. Call to Order and Roll Call

II. Opening Remarks

III. Presentations on Postsecondary Attainment:

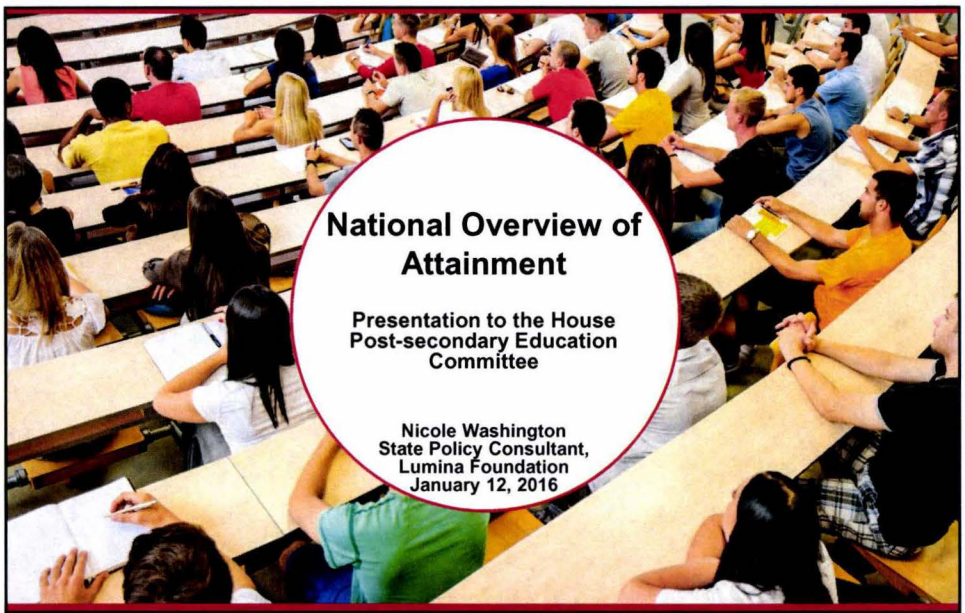
- Ms. Nicole Washington - Florida Policy Consultant, Lumina Foundation
- Mr. Alan Levine - Chair, Higher Education Coordinating Council
- Mr. Mark Baird - Senior Legislative Analyst, Office of Program Policy Analysis and Government Accountability
- Dr. Joe O'Shea – Assistant Provost, Florida State University

IV. Panel Discussion

- Ms. Laurie Meggesin – Executive Director, Florida College Access Network
- Dr. Paul Dosal – Vice President for Student Affairs and Student Success, University of South Florida
- Ms. Tina Wirth – Vice President of Education and Workforce Development, JAX USA Partnership

V. Closing Remarks and Adjournment

LUMINA FOUNDATION



National Overview of Attainment

Presentation to the House Post-secondary Education Committee

Nicole Washington
State Policy Consultant, Lumina Foundation
January 12, 2016

STRATEGY LABS
State Policy to Increase Higher Education Attainment

SUPPORTED BY Lumina FOUNDATION

GOAL 2025

60%

of adults with high quality degrees or credentials by the year 2025

Attainment versus Completion

- **Completion** refers to the total credentials awarded annually from an institution or system
  - Focuses on currently enrolled students
- **Attainment** refers to the educational level of a state's population
  - Enrollment, retention and completion; migration

Educational Certificates
K-12/Districts
Private postsecondary institutions
Public 2-year colleges

Associate Degrees
Public 2-year colleges
Private postsecondary institutions

Bachelor Degrees
Public 2- and 4-year colleges and universities
Private postsecondary institutions

Graduate Degrees
Public universities
Private postsecondary institutions

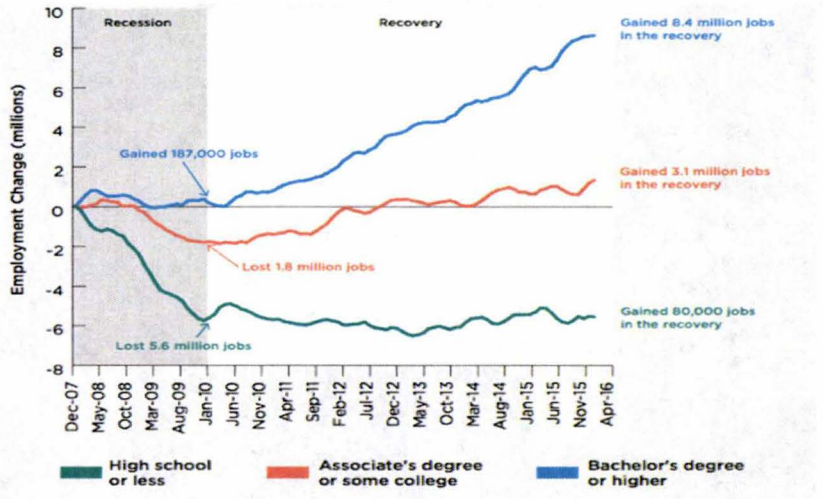
Migration
Business/Industry

Educational attainment matters

- Economic Benefits
  - Meet current and future talent needs
  - Adding one year of college to a region's workforce increases GDP per capita by 17.4%
- Societal Benefits
  - Increased civic engagement
  - Less likely to receive public assistance

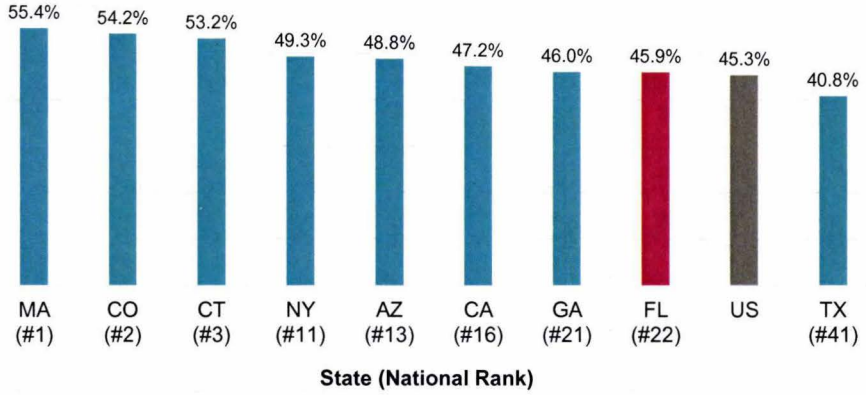
Sources: Miliken Institute. (2013) "A Matter of Degrees: The affect of educational attainment on regional economic prosperity." Trostel, Phillip. (2015) "Its Not Just About the Money: The benefits of college education to individuals and society."

Post-recession job growth trends



Source: Georgetown Center on Education and the Workforce. (2016) "America's Divided Recovery: College haves and have-nots.

Postsecondary attainment, select states: 2014

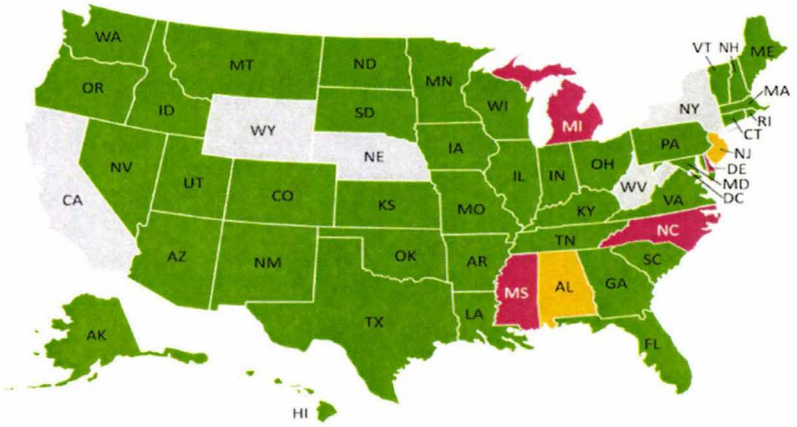


Note: Attainment rate is the share of the state's working-age population (ages 25-64) with a quality postsecondary credential. This includes the estimated percentage of state residents who have earned high-value postsecondary certificates. This percentage was derived from Census and IPEDS data by labor market experts at the Center on Education and the Workforce at Georgetown University.

Source: U.S. Census Bureau, American Community Survey. Analysis from Lumina Foundation (2016) Stronger Nation Report.

States with Attainment Goals

(updated December 2016)



- Has Strong Attainment Goal*
- Has Attainment Goal with a Majority of Components of a Strong Goal
- In Process of Developing an Attainment Goal

** A strong attainment goal is quantifiable, challenging, long-term, addresses closing equity gaps and is adopted in a way to drive policy and practice.*

STRATEGY LABS
State Policy to Increase Higher Education Attainment

StrategyLabs.LuminaFoundation.org

Different states…different approaches

TX
- *60x30TX - By 2030, at least 60% of Texans ages 25-34 will have a certificate or degree*
- *Texas Higher Education Coordinating Board Strategic Plan*

AZ
- *60% of adults ages 25-64 with a professional certificate or college degree by 2030*
- *Achieve60AZ (cross-sector collaborative)*

GA
- *60 percent of young adults will hold a college certificate or degree by 2020*
- *Georgia Board of Regents and State Board of Technical College System*

IA
- *70% of our workforce having education or training beyond high school by the year 2025.*
- *Governor's Executive Order*

STRATEGY LABS
State Policy to Increase Higher Education Attainment

StrategyLabs.LuminaFoundation.org

After the goal: Where do states go from here?

- Advocacy
  - Build a coalition of state and local partners
- Accountability
  - Develop metrics for measuring progress
  - Develop a cross-sector statewide plan for achieving the goal
  - Identify policy and programmatic strategies for achieving the goal
  - Monitor progress towards the goal

Cross-sector attainment efforts in Florida

- Higher Education Coordinating Council
- Florida Partnership for Attainment
- Local College Access Networks

Nicole Washington
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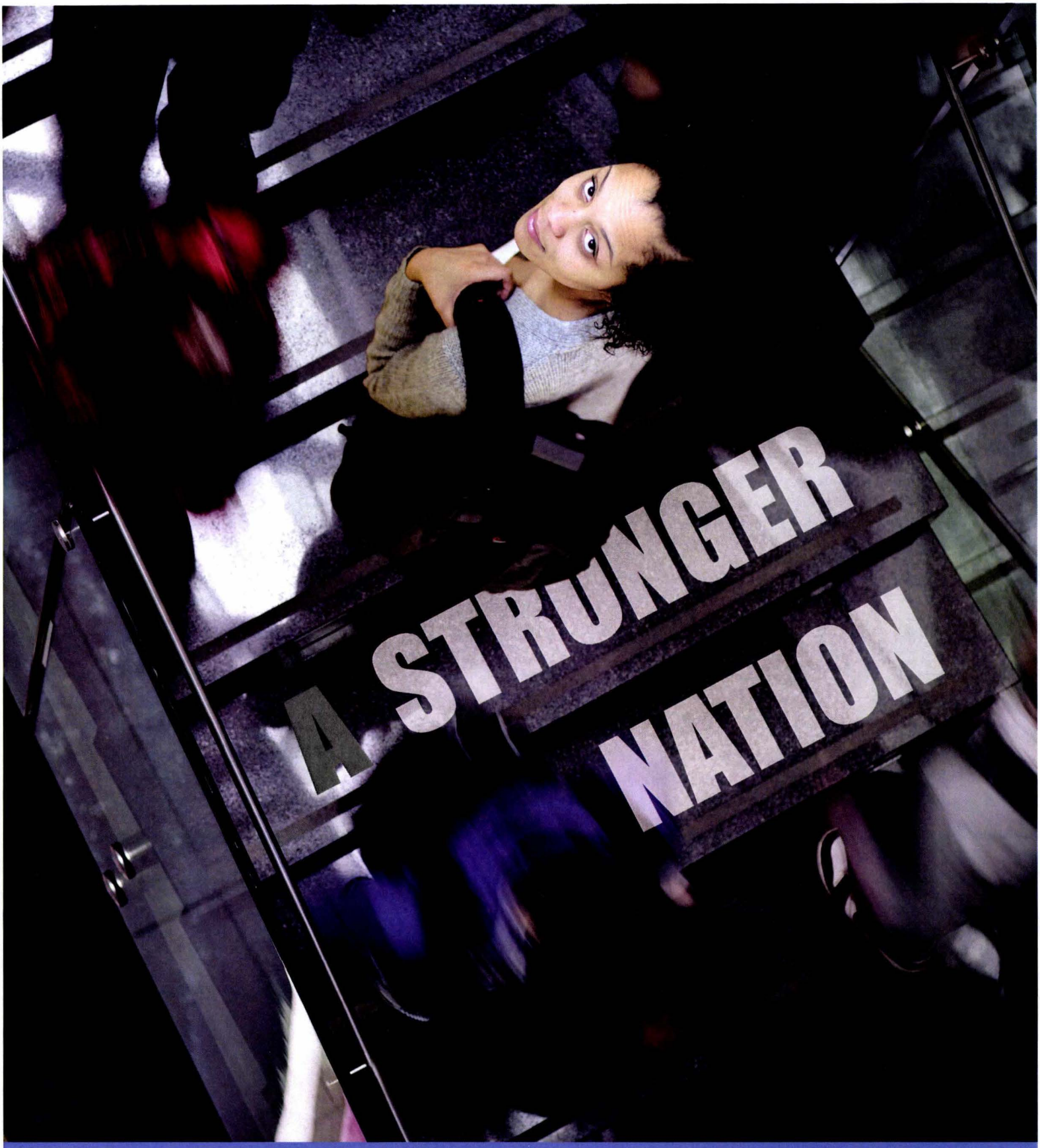
nwashington@luminafoundation.org



In Florida, postsecondary learning builds the talent that helps us rise

A policy brief from Lumina Foundation

Florida

The need to increase postsecondary attainment — the number of Americans who hold degrees and other high-quality credentials — has never been clearer. State leaders are responding to the growing global demand for talent by setting goals and enacting policies to increase attainment. Like Lumina Foundation, states have come to understand the scope of the effort required. Much is left to be done, but real progress is being made through the efforts of those who are committed to assuring that millions more Americans benefit from postsecondary education.

Lumina began reporting the attainment rate (associate degree and higher) in 2008. That year, the rate in Florida stood at 36.8 percent. In 2014, the most recent year for which data are available, the rate reached 38.9 percent.

However, the degree attainment rate doesn't tell the whole story. Lumina has always said that other postsecondary credentials — including certificates and certifications — should count toward national and state goals for attainment, with one important caveat. To count, non-degree credentials should be of high quality, which we define as having clear and transparent learning outcomes leading to further education and employment.

This year, for the first time, we have nationally representative data on the number of Americans who hold high-quality postsecondary certificates; we now feel confident we can count these credentials toward attainment goals. In states, we are able to use estimates from the Georgetown University Center on Education and the Workforce on the number of residents who hold high-quality certificates as their highest earned credential. In Florida, 7 percent of residents between the ages of 25 and 64 hold a high-quality certificate. This brings the state's overall postsecondary attainment rate to 45.9 percent.

As the data in this report make clear, increasing overall attainment is not the only challenge Florida faces. There are also significant gaps in attainment that must be closed. While current systems work very well for many students, more postsecondary credentials must be earned by Americans who, by definition, are *post-traditional* learners. Compared with current students, they will be older; more will be African-American, Hispanic and Native American; and they will have lower incomes. Most will be first-generation students. The data in this report show the extent of the attainment gaps in Florida by race and ethnicity.

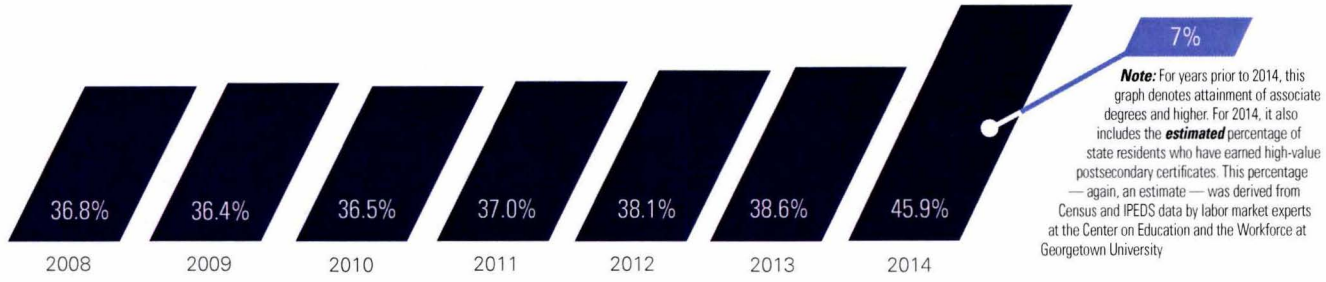
To date, 26 states have responded to the need to increase attainment by setting state attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long term, addresses gaps, and is in statute and/or a strategic plan). Our analysis shows that Florida has not set a goal that meets Lumina's criteria; we urge state leaders to do so.

There is much more that states can do to increase attainment. It begins with assuring that all prospective students, including working adults, have access to affordable programs that lead to quality credentials. State policies such as outcomes-based funding can encourage colleges and universities to direct resources to approaches that increase student success. States can also help assure that students get full recognition for *all* of their learning — whether it was obtained in an institution, in the military or on the job — and can apply it to further education and credentials.

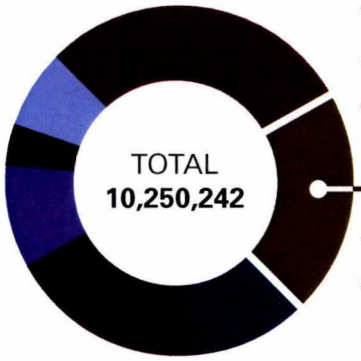
Lumina is working with state leaders from around the nation to expand postsecondary opportunity and success. More information on that work, including our full state policy agenda and additional data, is available on Lumina's Strategy Labs website (http://strategylabs.luminafoundation.org/).

Tracking the trend

Percentage of the state's working-age population (25-64) with a quality postsecondary credential



Levels of education for Florida residents, ages 25-64



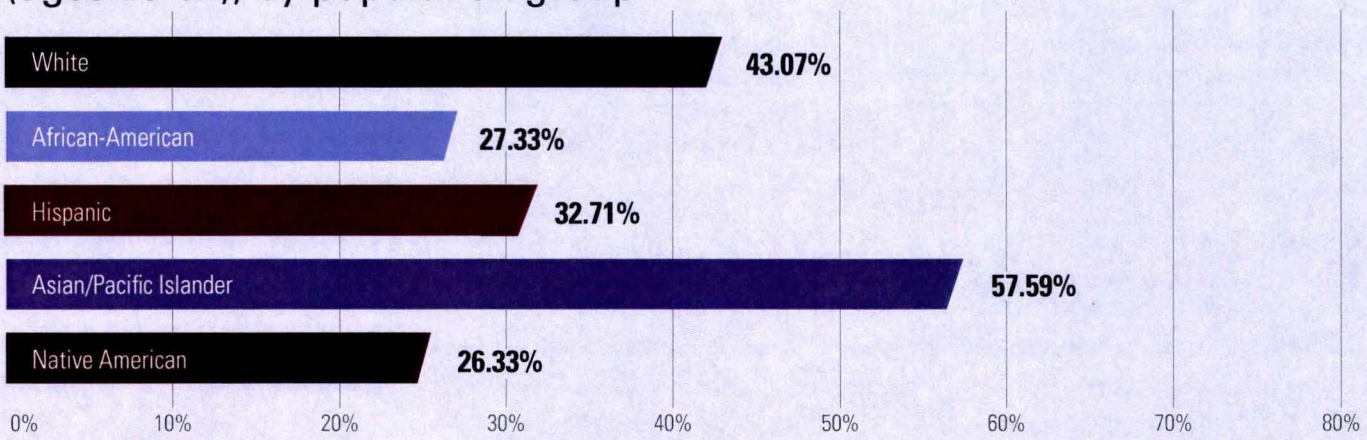
Less than ninth grade	425,577	4.15%
Ninth to 12th grade, no diploma	735,728	7.18%
High school graduate (including equivalency)	2,949,024	28.77%
Some college, no degree	**2,157,188**	**21.05%**
Associate degree	1,123,597	10.96%
Bachelor's degree	1,896,547	18.50%
Graduate or professional degree	962,581	9.39%

Estimated attainment of certificates: **7%**

Note: The accompanying pie chart does not account for residents who have earned high-value postsecondary certificates. The percentage above – admittedly, an ***estimate*** – aims to fill that gap. To calculate this percentage, labor market experts at the Georgetown University Center on Education and the Workforce used Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education Data System (IPEDS) 2014.

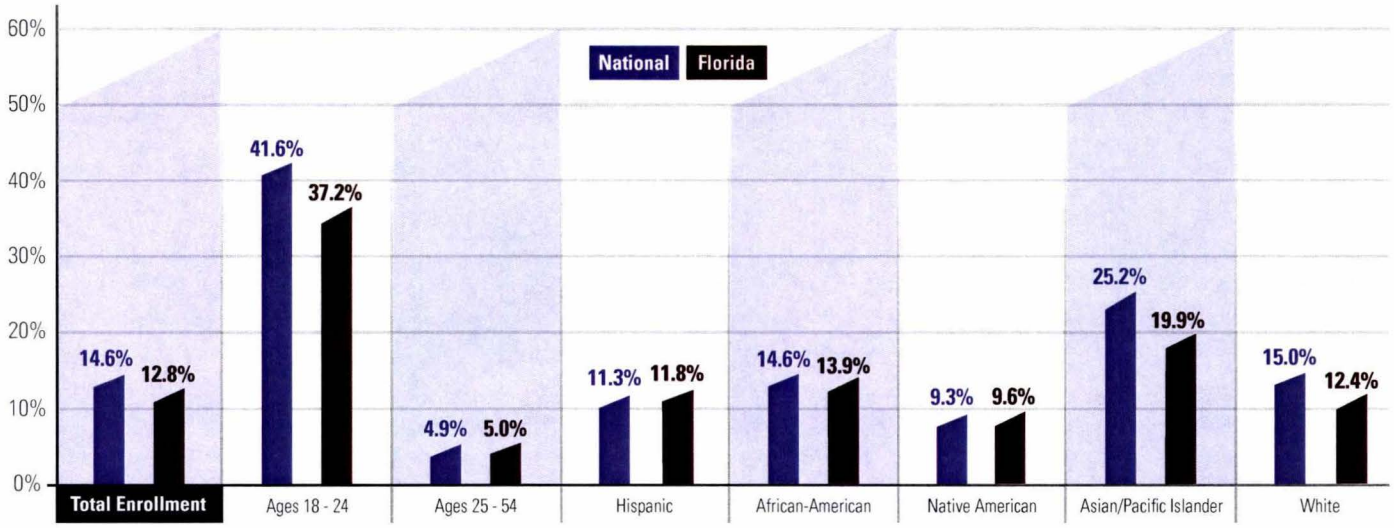
Source: *U.S. Census Bureau, 2014 American Community Survey*

Degree-attainment rates among Florida residents (ages 25-64), by population group



Source: *U.S. Census Bureau, 2012, 2013, and 2014 American Community Survey One-Year PUMS Files*

College enrollment among Florida residents, ages 18-54



Source: *U.S. Census Bureau, 2014 American Community Survey One-Year Public Use Microdata Sample*
Note: *These percentages reflect the enrollment of non-degree-holding students, ages 18-54, at public and private, two-year and four-year postsecondary institutions*

Percentage of Florida residents (ages 25-64) with at least an associate degree, by county

Alachua	53.02	DeSoto	12.18	Hendry	16.48	Levy	17.22	Osceola	29.51	Suwannee	18.40
Baker	17.31	Dixie	13.80	Hernando	27.56	Liberty	17.72	Palm Beach	42.28	Taylor	16.10
Bay	33.72	Duval	37.62	Highlands	25.57	Madison	17.59	Pasco	35.57	Union	16.34
Bradford	17.38	Escambia	38.49	Hillsborough	41.40	Manatee	37.26	Pinellas	40.76	Volusia	32.43
Brevard	40.56	Flagler	33.01	Holmes	17.91	Marion	27.20	Polk	28.34	Wakulla	27.19
Broward	42.53	Franklin	18.64	Indian River	35.43	Martin	42.66	Putnam	18.59	Walton	32.63
Calhoun	13.98	Gadsden	22.72	Jackson	22.17	Miami-Dade	38.07	St. Johns	51.80	Washington	17.25
Charlotte	30.34	Gilchrist	21.21	Jefferson	25.17	Monroe	38.37	St. Lucie	29.76		
Citrus	24.95	Glades	16.97	Lafayette	19.74	Nassau	31.52	Santa Rosa	40.06		
Clay	35.81	Gulf	20.84	Lake	31.22	Okaloosa	39.15	Sarasota	39.25		
Collier	36.74	Hamilton	17.11	Lee	33.48	Okeechobee	17.37	Seminole	48.60		
Columbia	24.69	Hardee	12.73	Leon	55.01	Orange	43.12	Sumter	30.29		

Source: *U.S. Census Bureau, 2010-14 American Community Survey 5-Year Estimates*

Lumina FOUNDATION

Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with degrees, certificates and other high-quality credentials to 60 percent by 2025. Lumina's outcomes-based approach focuses on helping to design and build an equitable, accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025.

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April 2016

HECC

Higher Education Coordinating Council Update

Presentation by Alan Levine, Chair

House of Representatives
Postsecondary Education Subcommittee
January 12, 2017

325 West Gaines Street | Tallahassee, Florida 32399 | www.floridahighereducation.org

2016 HECC Recommendations

1. Endorse and support statewide attainment goal that 55 percent of Floridians will hold a high-quality postsecondary credential by 2025
2. Continue to encourage and support all education sectors defining key performance metrics to align with statewide higher education policy and fiscal goals
3. Continue and broaden commitment to seamless articulation
4. Expand incentives to promote collaboration and engagement between the business community and education system
5. Continue to align, prioritize, and incentivize education funding
6. Support Florida's participation in the State Authorization Reciprocity Agreements (SARA)

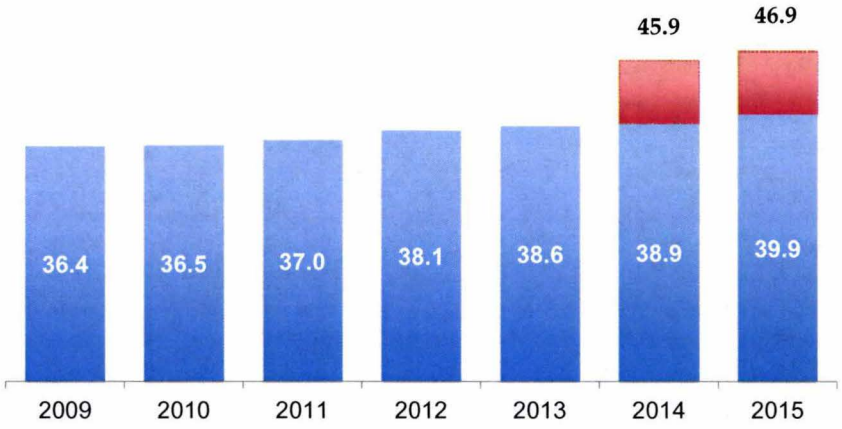
Postsecondary attainment matters

- Social and economic benefits
  - A 2014 H.S. graduate earned $11,600
  - High correlation with health literacy
  - Less reliance on public assistance
- Sets a vision for Florida's future talent pool
- Requires cross-sector collaboration
  - Attainment affects every sector represented on the HECC, from K-12 through economic development
  - Includes the full complement of credentials beyond high school, from certificates to professional degrees that align to future workforce need
- Communities and regions adopting goals and solutions

3

Postsecondary Attainment in Florida

Percentage of working-age adults with a 2- or 4-year degree

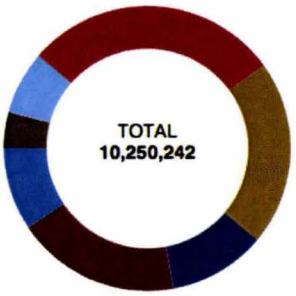


Source: Lumina Foundation - For attainment rate (associate degree or higher) in 2014, the most recent year for which data are available, the rate reached 38.9 percent.
Source: For 2015, Florida College Access Network and U.S. Census Bureau

4

Florida's attainment rate is 45.9%

Levels of education for Florida residents, ages 25-64



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Estimated attainment of certificates: **7%**

** including equivalency*

*Source: U.S. Census Bureau, **2014 American Community Survey***

*Note: The accompanying pie chart does not account for residents who have earned high-value postsecondary certificates. The percentage on the right – admittedly, an **estimate** – aims to fill that gap. To calculate this percentage, labor market experts at the Georgetown University Center on Education and the Workforce used Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education Data System (IPEDS) 2014.*

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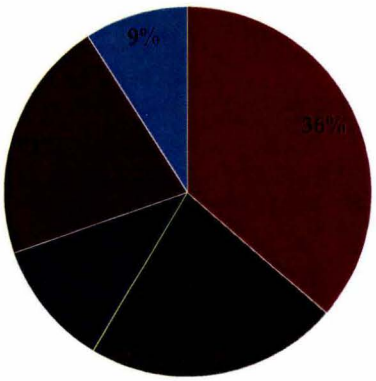
Projected workforce demand: 2025



- No College Required
- Less than Associate's Degree
- Associate's Degree
- Bachelor's Degree
- Graduate Degree

- 64% of jobs require education beyond high school
- 1,000,000+ additional credentials

Source: Georgetown University Center on Education and the Workforce

6

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Source: U.S. Census Bureau, 2010-14 American Community Survey 5-Year Estimates

7

BOG 2+2 Initiative

- Initiated by Chairman Tom Kuntz
- Goal is to broaden seamless articulation pathways, improve transfers and identify road blocks to seamless transfer
  - Academic and Cultural Transitions
  - Admission Process
  - What information do we provide to AA degree completers, and even high school dual enrolled students, which may affect their ability to easily transfer to an SUS institution
- January 25th Workshop in conjunction with quarterly HECC and BOG meeting
  - Participation by Chancellors of FCS and SUS

8

A Gap in Civics Proficiency

- In 2010, less than ¼ of all high school seniors scored proficient in Civics. 36% did not have a basic understanding.
- In 2013, NAEP quit measuring Civics, US History and Geography for 4th and 12th grade, so it is not even being measured other than for 8th graders
- Numerous studies have demonstrated alarming lack of civic knowledge about our economic structure, government institutions and history.

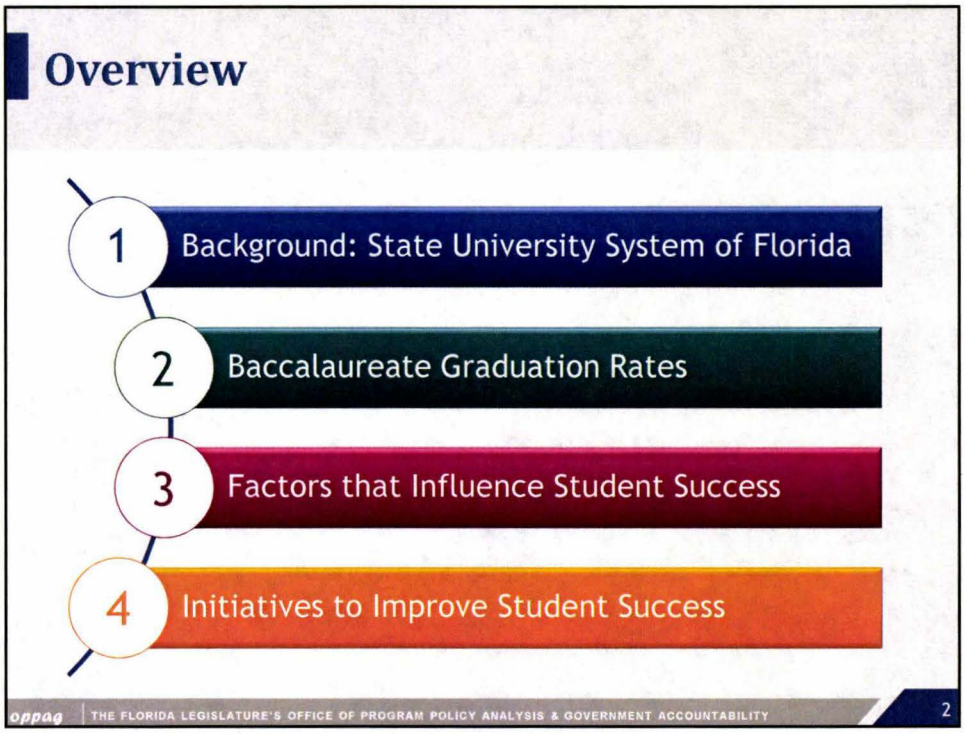
9

HECC MEMBERS

One member of the Board of Governors, appointed by the chair of the Board of Governors	**Mr. Alan Levine – Chair**
The Chancellor of the State University System	Mr. Marshall M. Criser III
The Chancellor of the Florida College System	Ms. Madeline M. Pumariega
One member of the State Board of Education, appointed by the chair of the State Board of Education	Mr. Andy Tuck
The Executive Director of the Florida Association of Postsecondary Schools and Colleges	Mr. Curtis C. Austin
The president of the Independent Colleges and Universities of Florida	Dr. Ed H. Moore
The president of CareerSource Florida, Inc., or his or her designee	TBA
The president of Enterprise Florida, Inc., or a designated member of the Stakeholders Council appointed by the president	Mr. Chris Hart, IV
Three representatives of the business community:	
One appointed by the President of the Senate	Mr. Al Stimac, President, Manufacturers Association of Florida
One appointed by the Speaker of the House of Representatives	Rep. Jake Raburn, Member Florida House of Representatives
One appointed by the Governor	Mr. Kenneth "Ken" Burke – Vice Chair Clerk of the Circuit Court and Comptroller, Pinellas County

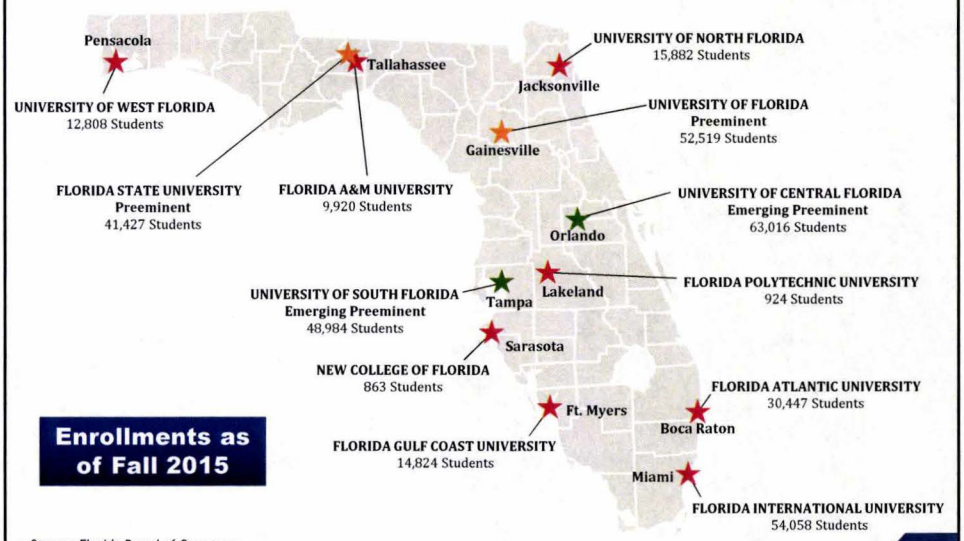
OPPAGA

State University System Undergraduate Student Success Overview
House Post-Secondary Education Subcommittee
Mark Baird
Senior Legislative Analyst
OPPAGA
January 12, 2017
oppaga | THE FLORIDA LEGISLATURE'S OFFICE OF PROGRAM POLICY ANALYSIS & GOVERNMENT ACCOUNTABILITY


Overview
1 Background: State University System of Florida
2 Baccalaureate Graduation Rates
3 Factors that Influence Student Success
4 Initiatives to Improve Student Success
oppaga | THE FLORIDA LEGISLATURE'S OFFICE OF PROGRAM POLICY ANALYSIS & GOVERNMENT ACCOUNTABILITY
2

Background: State University System of Florida

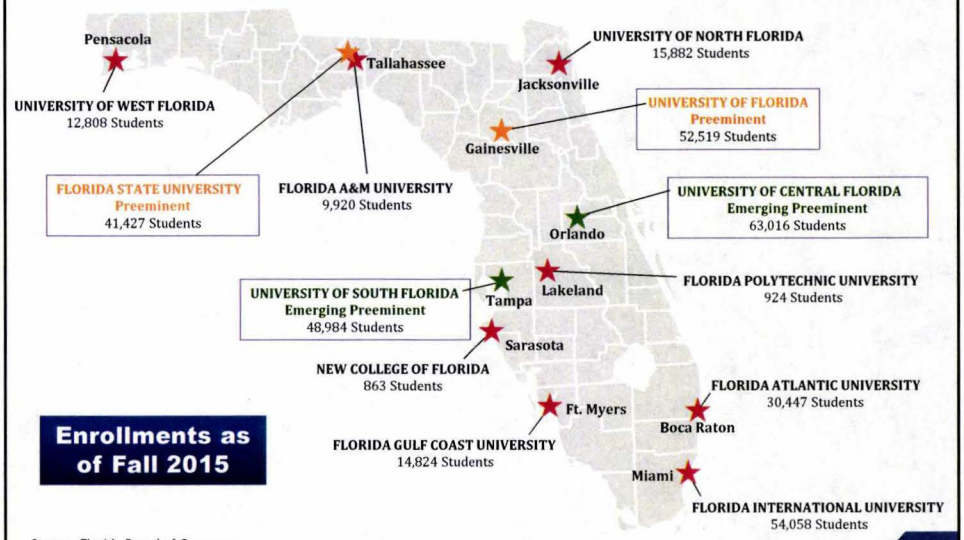
Florida's 12 Public Universities



Enrollments as of Fall 2015

Source: Florida Board of Governors

Florida's 12 Public Universities



Enrollments as of Fall 2015

Source: Florida Board of Governors

4

Two Primary Categories of Students

First-Time-In-College (FTIC)

- These are students who began their postsecondary academic careers at a university

Associate in Arts Transfer (AA-Transfer)

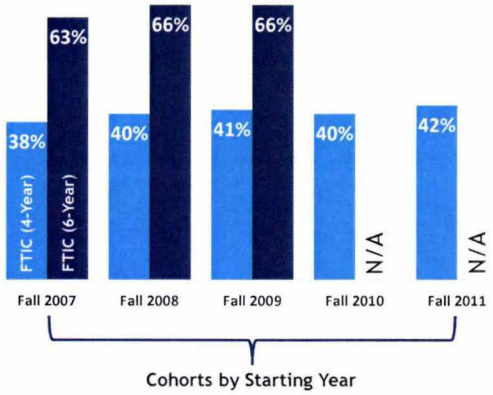
- These are students who began at a Florida College System (FCS) institution, earned an Associate in Arts degree, and later transferred to a university

Source: Florida Department of Education and Chapter 6A-10.024, *Florida Administrative Code (F.A.C.)*

Baccalaureate Graduation Rates

State University Graduation Rates Over Time

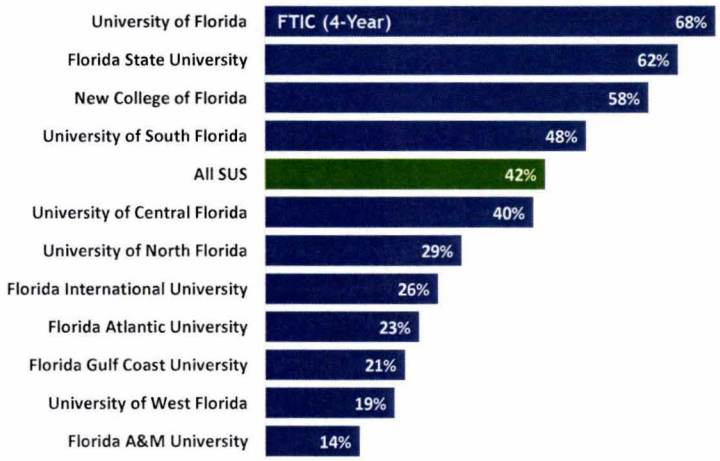
Four-year graduation rates have increased from 38% to 42% over the past five years



Notes: Cohorts include both full-time and part-time FTIC students who graduated from the same institution at which they started. Six-year graduation rates are not yet available for the 2010 and 2011 cohorts.

Source: OPPAGA analysis of data provided by the Board of Governors.

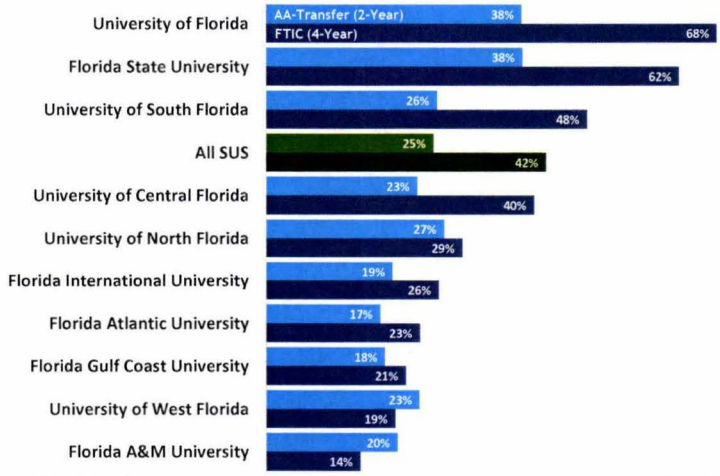
Four-Year Graduation Rates of FTIC Students, 2011-2015 Cohort



Notes: Cohorts include both full-time and part-time students who graduated from the same institution at which they started. FTIC cohort includes all students who began at the university in either Summer 2011 or Fall 2011 and graduated within four years. Students who started in the summer were only included if they continued into the fall. This is consistent with the Board of Governor's methodology used for its annual accountability reporting.

Source: OPPAGA analysis of data provided by the Board of Governors.

Graduation Rates: 4 Years for FTIC Entering Fall 2011; 2 Years for AA Transfers Entering Fall 2013



Notes: Cohorts include both full-time and part-time students who graduated from the same institution at which they started. FTIC cohort includes all students who began at the university in either Summer 2011 or Fall 2011 and graduated within four years. Students who started in the summer were only included if they continued into the fall. This is consistent with the Board of Governor's methodology used for its annual accountability reporting. AA transfers include students who entered a state university with an AA in the Fall of 2013 only and graduated from that same university within two years. The number of AA-Transfers at New College of Florida was too small to display a percentage.

Source: OPPAGA analysis of data provided by the Board of Governors.

Factors that Influence Student Success

Summary of National Literature on Student Persistence and Time-to-Degree Research[1]

Factors identified by research as predictors of whether students persist in their studies and graduate timely fall into three categories

- Academic Factors
- Financial Factors
- Other Factors

[1]Time-to-degree refers to students completing a bachelors degree within a specified time frame, typically four or six years.

Academic Factors

- High School GPA
- Academically rigorous high school curriculum
- College readiness assessment scores (ACT/SAT)
- First semester GPA

Financial Factors

- Family income
- Financial aid
- Employment
- Work-study programs

Other Factors

- Academic and social engagement
- Housing location
- Demographics

Initiatives to Improve Student Success

Examples of Initiatives in Other States to Improve Student Success

State Level

- Financial Aid Tied to Set Credit Hours Per Year to Encourage On-Time Completion
  Indiana, Minnesota, New Mexico, and Texas
- Performance Funding Metrics That Encourage Student Progression and On-Time Degree Completion
  - Student Persistence: Colorado, Illinois, Indiana, and Tennessee
  - Student Progression: Arizona, Arkansas, Mississippi, Missouri, North Dakota, and Oklahoma
  - Four-Year Undergraduate Graduation Rates: Minnesota

Institution Level

- Block tuition
  UNC-Chapel Hill, Ohio State University, University of Michigan
- Summer Enrollment
  UC-Berkeley
- Guaranteed Tuition Rates for Students Finishing in Four Years or Less
  William and Mary, UNC-Greensboro
- On-Campus Residence Requirements
  Ohio State University
- Minimum Credit Hours Per Semester or Maximum Number of Semesters to Complete Degree
  University of Virginia, College of William & Mary, University of North Carolina-Chapel Hill, University of Maryland-College Park

Examples of Initiatives Implemented by Florida Universities to Improve Student Success

Advising Practices

- Mandatory advising for targeted populations (11)
- Professional advisors (11)
- Made advising more accessible to students (10)
- Degree mapping—4 year (9)
- Predictive analytics (8)
- Increased number of advisors (5)
- Intrusive/Proactive advising (6)

Policy & Financial Incentives

- Limit course withdrawals (7)
- Limit changes in majors (6)
- Tie institutional aid to 30 hours/year (5)
- Examples of institution-specific initiatives
  - FGCU—Soar in Four
  - FAU—Soar in Four, Academic Grant
  - FSU—Think 15
  - USF's Provost's Scholars Program

Other Initiatives Implemented by Florida Universities to Improve Student Success

Institutions have implemented strategies to engage students academically and socially to improve persistence and graduation rates

- Summer bridge programs
- First-year seminars
- Living learning communities
- Academic support (tutoring, learning assistance, supplemental instruction)

Examples of AA-Transfer Articulation Programs Implemented by Florida Universities to Improve Transfer Students' Success

- Designed to facilitate easy transfer from a Florida College System institution to a university
- Requirements and major options vary
- Generally guarantee admission to the sponsoring university if students meet certain requirements

Examples of Programs

DirectConnect to UCF - University of Central Florida

- College of Central Florida
- Daytona State College
- Eastern Florida State College
- Lake-Sumter State College
- Seminole State College
- Valencia College

FUSE - University of South Florida

Fall 2016
- Hillsborough Community College (Pilot)
- St. Petersburg College (Pilot)

Fall 2017
- College of Central Florida
- Pasco - Hernando State College
- Polk State College
- South Florida State College
- The State College of Florida, Manatee-Sarasota

TCC2FSU - Florida State University

- Tallahassee Community College

UF Connect - University of Florida

- Santa Fe College

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FSU

FLORIDA STATE UNIVERSITY

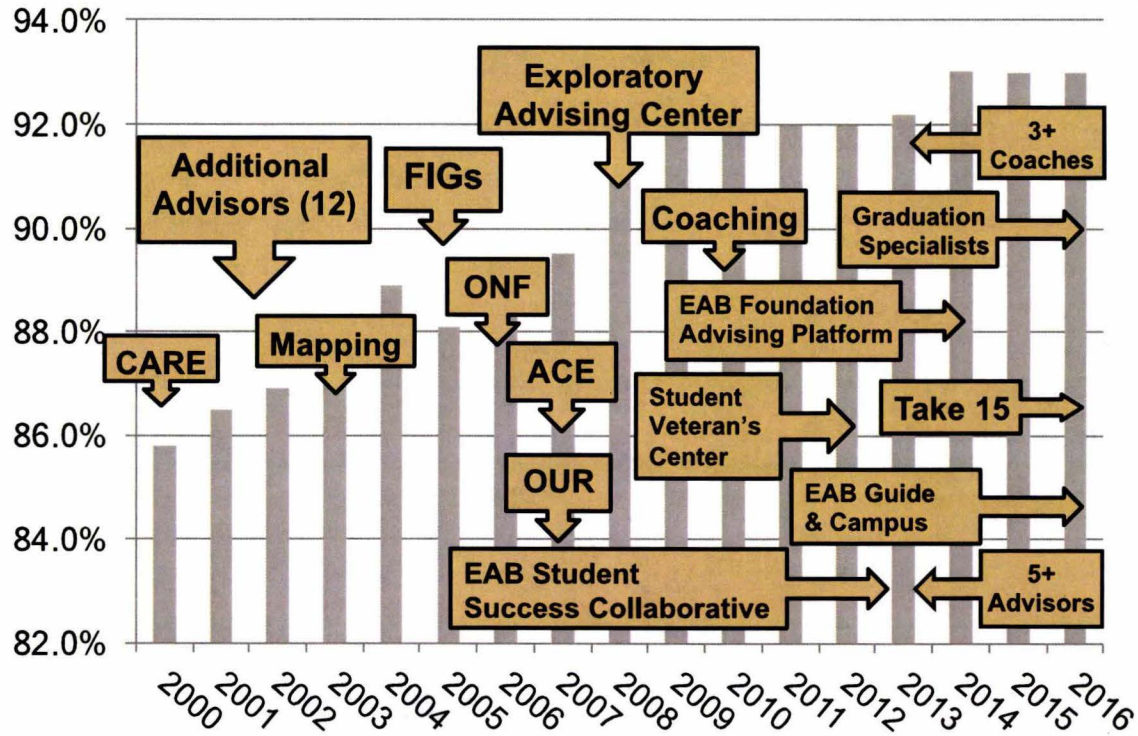
FSU Student Success Strategies

Joe O'Shea, Ph.D.
Office of the Provost

Florida House of Representatives

January 12, 2016

Retention Increases and Interventions



University World News

COMPLETE COLLEGE AMERICA

CUR

UB University Business

PBS NEWS HOUR

NCHE National Center for Homeless Education at SERVE

IHEP INSTITUTE FOR HIGHER EDUCATION POLICY

THE CHRONICLE OF HIGHER EDUCATION

INSIGHT Into Diversity Higher Education Excellence in Diversity Award 2016

ASSOCIATION OF PUBLIC & LAND-GRANT UNIVERSITIES

ITHAKA S+R

National Alliance to END HOMELESSNESS

EAB

CollegeBoard connect to college success™

BRIDGES TO SUCCESS

Wharton UNIVERSITY of PENNSYLVANIA

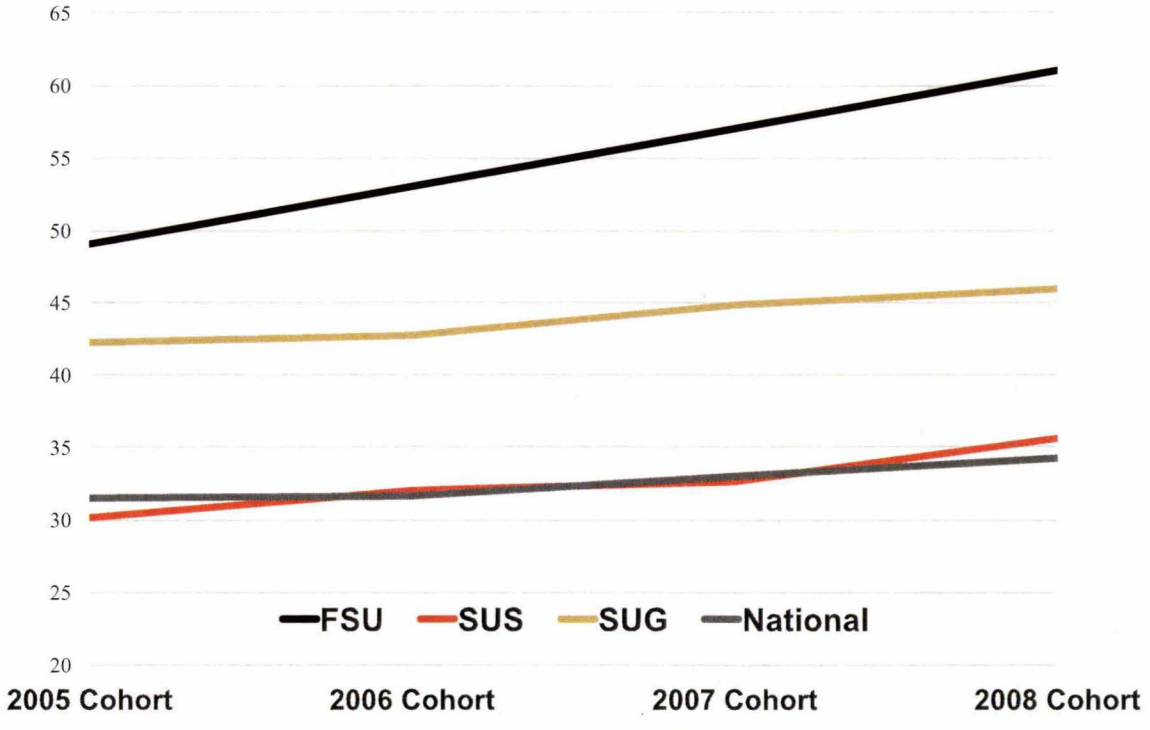
SEI Center FOR ADVANCED STUDIES IN MANAGEMENT

QS STARS AWARDS 2016 REIMAGINE EDUCATION

HR HANOVER RESEARCH

FLORIDA STATE UNIVERSITY

Four-Year Graduation Rates



Our Strategy: "Broad-Based & Targeted"

1. **Broad-Based** – Eliminating barriers to graduation by improving processes and optimizing academic pathways.

2. **Targeted** – Identifying unique and at-risk populations and developing programs to address their particular interests and challenges.

Choice Architecture: Academic Maps, Major Clusters, & Proactive Advising

ACADEMIC PROGRAM GUIDE

HOME MINORS CERTIFICATES/SPECIALIZED STUDIES BACHELORS/MASTERS PROGRAMS LIBERAL STUDIES VIEW ALL

Biochemistry

Sample Schedule

Term 1	hrs	Milestones 1
ENC1101	3	Complete ENC1101 (≥ C minus)
CHM1045 and CHM1045 Lab	3	Completed MAC1105 (≥ C minus)
MAC1140	3	
GE Core Social Science	3	
(MAC1114 or BSC2010/L)	2-4	

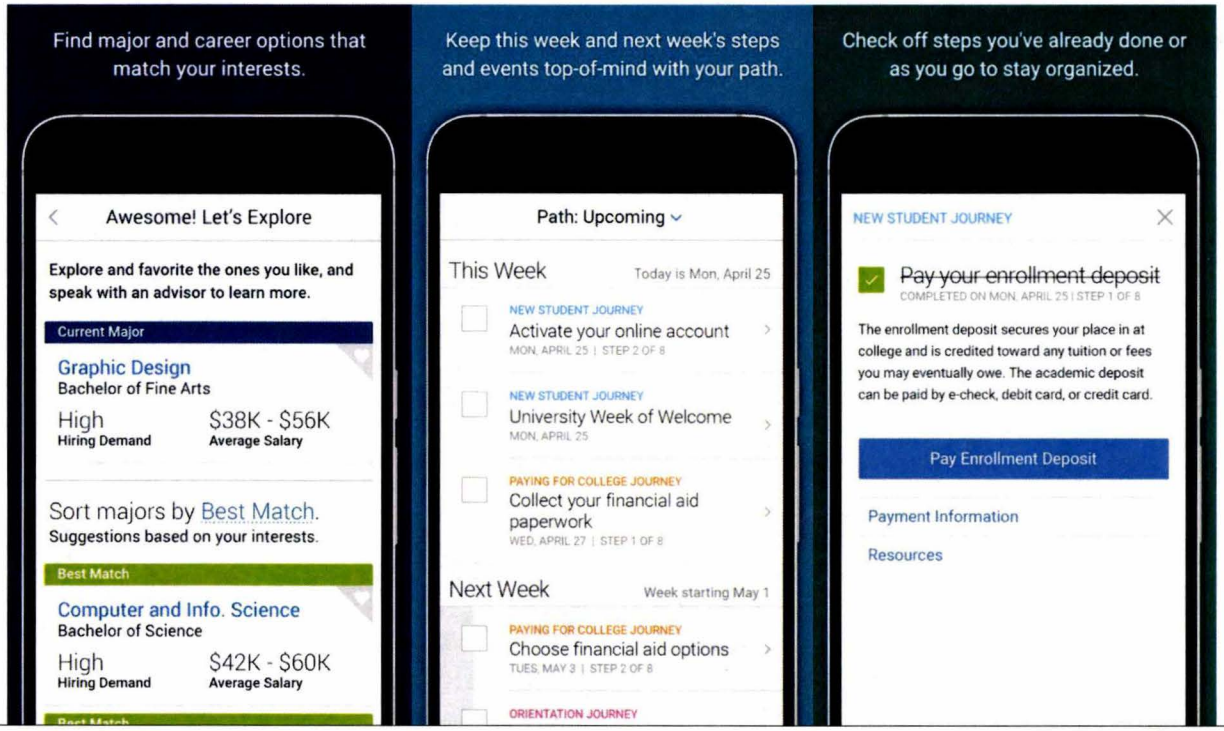
Term 2	hrs	Milestones 2
ENC2135	3	Complete ENC2135 (≥ C minus)
CHM1046 and CHM1046 Lab	4	Complete MAC1140 (≥ C minus)

Undergraduate Academic Program Guide

Minors Certificates/Specialized Studies Bachelors/Masters Programs Liberal Studies View All

FLORIDA STATE UNIVERSITY

Academic Guides, Job Data, & Nudging

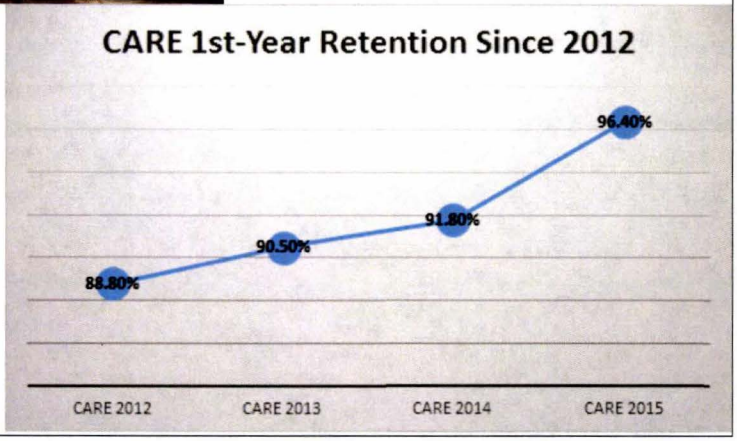


FLORIDA STATE UNIVERSITY

Center for Academic Retention & Enhancement (CARE)

Summer Bridge for Traditionally Underrepresented Students

Transition, Support, & Engagement for First-Generation and Low-Socioeconomic Students



Unconquered Scholars

- Nationally only 2% of students who age out of foster care graduate with a bachelor's degree.

- Foster care, homeless, & wards of the state
- Face additional barriers to college completion
- Receive 1-on-1 Support from CARE Staff
- Crisis Support
- Group Meetings and Socials
- Volunteering

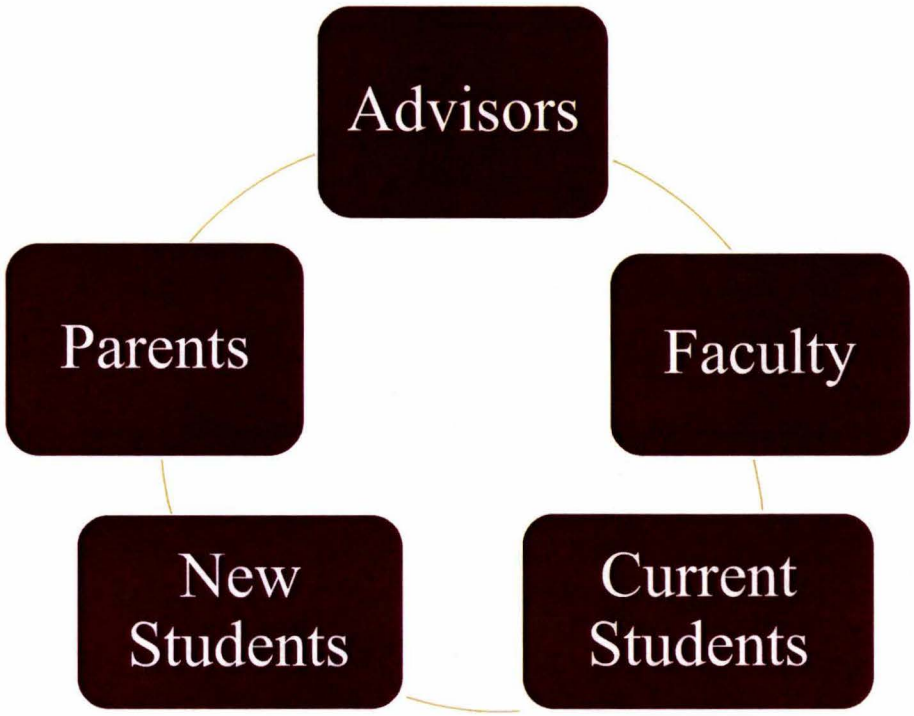
Student Veteran Center

- Robust support for veterans from recruitment through graduation and beyond
- Five-year average retention rate: 98%
- Six-year graduation rate has increased from 69% to 86%

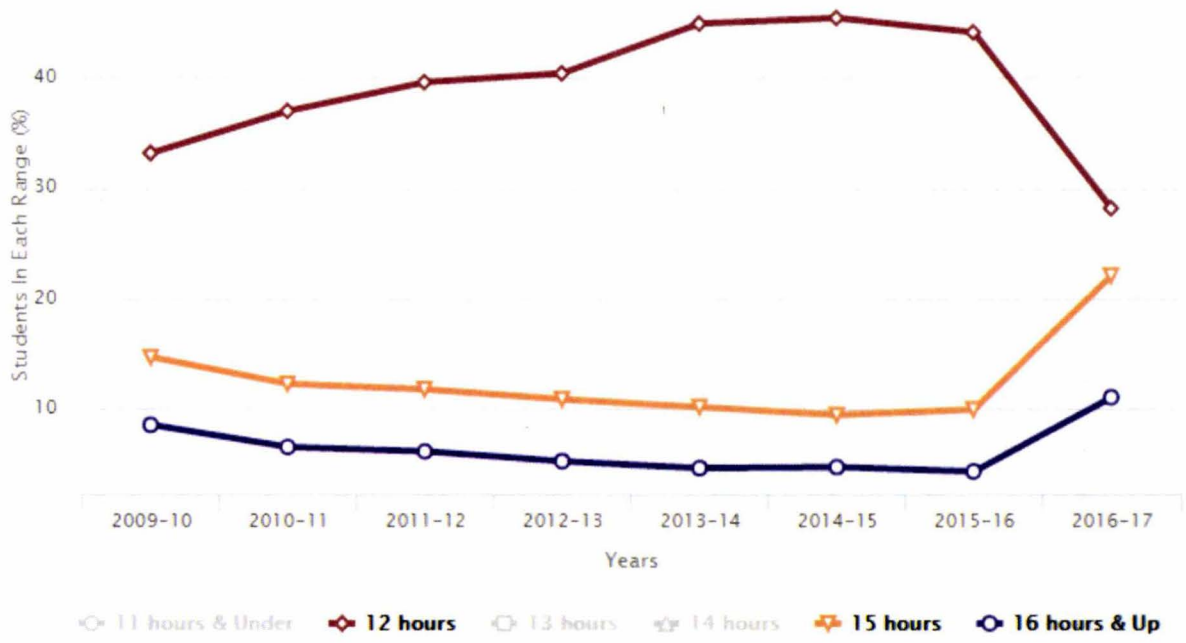
Take 15

- We researched existing, national 15 hour and Finish in 4 efforts
- We learned that students who were taking 15 hours as opposed to 12 had
  - Higher GPAs
  - Higher Retention Rates
  - Shorter Time to Degree
- Results were consistent across groups
  Increases Academic Engagement

Targeted Marketing Populations

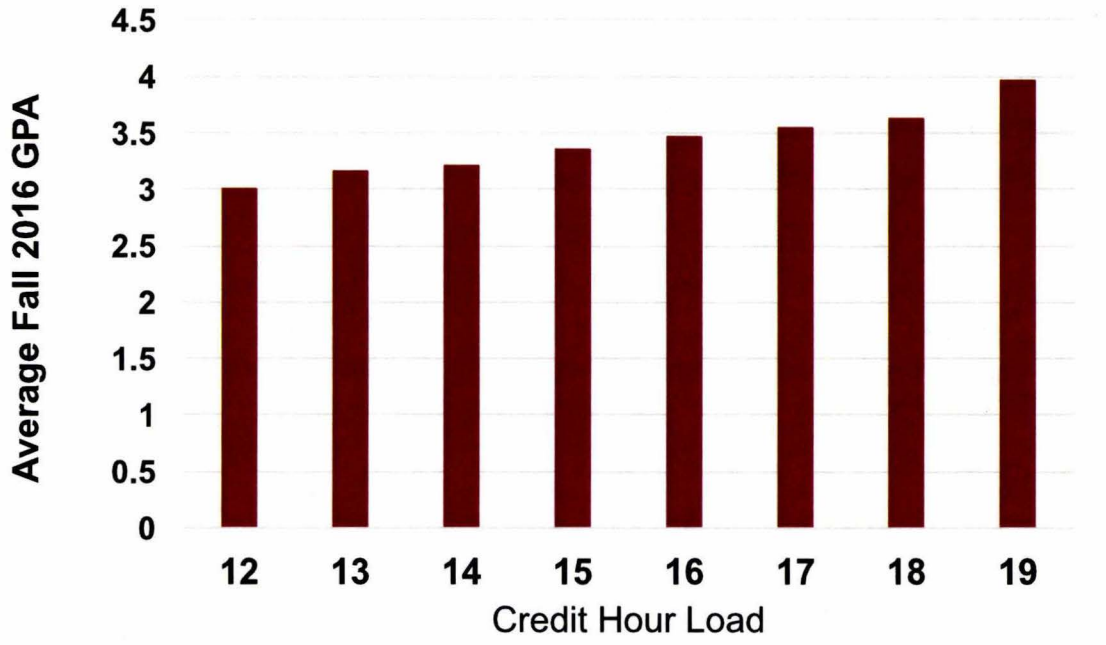


Course Hour Load - Freshman - Fall - Totals



FLORIDA STATE UNIVERSITY

Average GPA by Credit Hour Load



Thank You!

FCAN

Local College Access Networks in Florida

FLORIDA C.A.N.!
College Access Network
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Current trends in college readiness, access and success in Florida

State Demographics

Population Changes: Florida's current population is 20.27 million (July 1, 2015), 3rd in the nation exceeded by only California and Texas. Between 2015 and 2025, Florida's population is projected to increase 10.7% to 22.44 million. Over two-thirds (69%) of the increase in Florida's population during that time is projected to take place among non-White racial/ethnic residents.

Source(s): U.S. Census, Florida Bureau of Economic and Demographic Research (BEBR)

College & Career Readiness

High school graduation rate: Florida's current graduation rate is 77.8% (2014-15). Subgroups with the highest high school graduation rate are Asian (90.8%, 2.8% of cohort) and non low-income (85.6%, 49% of cohort) students, followed by White (82.7%, 43.6% of cohort), female (81.7%, 49.3% of cohort), Hispanic/Latino (76.7%, 27.7% of cohort), Male (74.1%, 50.7% of cohort), low-income (70.3%, 51% of cohort) and African-American students (67.9%, 22.9% of cohort).

Performance in accelerated curricula: 53.3% of public high school graduates in Florida (2012-13) completed at least one advanced placement (AP), International Baccalaureate (IB) diploma, Cambridge Advanced International Certificate of Education (AICE) diploma or dual enrollment course, also known as "advanced curricula."

Bright Futures eligibility: 14% of public high school graduates in Florida received a Bright Futures Scholarship award in 2014-15, down from a high of 33% in 2007-08. Fewer students received Bright Futures in 2014-15 than in 1998-99 -- the scholarship's second year in existence.

Industry certifications: 23% of students graduating from Florida public schools earned at least one industry certification in 2014, up 19% from 2010 (4%).

Source(s): Florida Department of Education

Access & Affordability

College-going rate: Florida's current college going rate is 75.3% (2011-12). Subgroups with the highest college going rate are Asian (88.2%, 3.6% of cohort), non low-income (79.3%, 67.7% of cohort), and female (79.3%, 54.9% of cohort) students, followed by American Indian (77.3%, 1% of cohort), Hispanic/Latino (75.5%, 23.1% of cohort), Multiracial (75.0%, 3.2% of cohort), White (74.7%, 50.6% of cohort), African-American (74.5%, 19.3% of cohort), males (71.0%, 45.1% of cohort), and low-income students (68.1%, 32.3% of cohort).

Source(s): Florida Department of Education

FAFSA completion rate: 50.9% of Florida's high school graduates completed a Free Application for Federal Student Aid (FAFSA), which ranks 35th among all states in the nation (2014-15). Of high school seniors that completed a FAFSA, 59% are eligible for a Pell Grant in Florida (5th highest in the nation).

Source: U.S. Department of Education Office of Student Financial Aid, Western Interstate Commission for Higher Education, FL College Access Network

College Performance

Early college success rate: Florida's "early college success rate," which indicates the percent of college-going high school graduates who earn one year of college credit during their first two years of enrollment, is 66.5% (2010-11). Subgroups with the highest early college success rate were Asian (83.2%, 4.4% of cohort), White (70.4%, 54.0% of cohort) and non low-income (70.2%, 74.4% of cohort) students, followed by female (69.8%, 58.9% of cohort), Multiracial (64.7%, 2.8% of cohort), Hispanic/Latino (64.6%, 22.7% of cohort), American Indian (64.6%, 1.0% of

cohort), males (62.3.7%, 41.1% of cohort), low-income (57.8%, 25.6% of cohort), and African-American (55.6%, 15.8% of cohort) students.

Source(s): Florida Department of Education

College graduation rate: Florida's college graduation rate for students who first enrolled in college in 2009 and attended a 4-year public colleges is 54.3%, and 51.6% for 2-year public colleges (2015). The graduation rate at 4-year private nonprofit colleges is 67.3%.

Source(s): National Student Clearinghouse, Chronicle of Higher Education

Number of degrees awarded: In 2014, Florida's postsecondary institutions awarded 271,540 undergraduate degrees and credentials, including 79,189 (29.2%) undergraduate certificates, 96,342 (35.5%) Associate's degrees and 96,009 (35.4%) Bachelor's degrees.

Source: The Institute for College Access & Success, College InSight, http://www.college-insight.org.

Adult Access & Completion

Adults with some credit, but no degree: There are roughly 2.1 million (or 21.1%) working-age adults (ages 25-64) in Florida with some college credit, but no degree (2014).

Source: U.S. Census Bureau, American Community Survey

Adult college graduation rate: Florida's 6-year graduation rate for adults ages 25 and older starting college in 2009 is 36.8% at 4-year public institutions, 44.4% at 2-year public colleges, and 44.7% at 4-year private nonprofit colleges.

Workforce & Economic Outcomes

Median first-year earnings (undergrads only): Graduates from public postsecondary institutions with an Advanced Technical Certificate from the Florida College System have the highest first-year salaries ($48,314) with Associate of Arts graduates from Florida College System institutions making the least ($27,452). Graduates with a Bachelor's Degree from a State University System institution make an average $33,716 first-year salary, while Bachelor's Degree graduates from the Florida College system earn $41,420 in their first year.

No college after high school: Only 50% of high school graduates not continuing their education found employment the fall following graduation, making an average $11,600 annual wage.

Source: 2015 Florida Economic Security Report, Florida Education and Training Placement Information Program (FETPIP).

College Attainment

Young adults with an associate's degree or higher: The percentage of young adults (ages 25-34) with an associate's degree or higher in Florida is 39.6%, ranked 31st in the United States (2014).

Working-age adults with an associate's degree or higher: The percentage of working-age adults aged 25-64 with an associate's degree or higher was 38.9% (2014). Florida currently ranks 31st in the nation in this metric. Degree attainment rates for Floridians vary by racial/ethnic group, with 43.1% of White residents, 27.3% of African-American residents, 32.7% of Hispanic/Latino residents, 57.6% of Asian/Pacific Islander residents and 26.3% of Native American residents holding an associate's degree or higher.

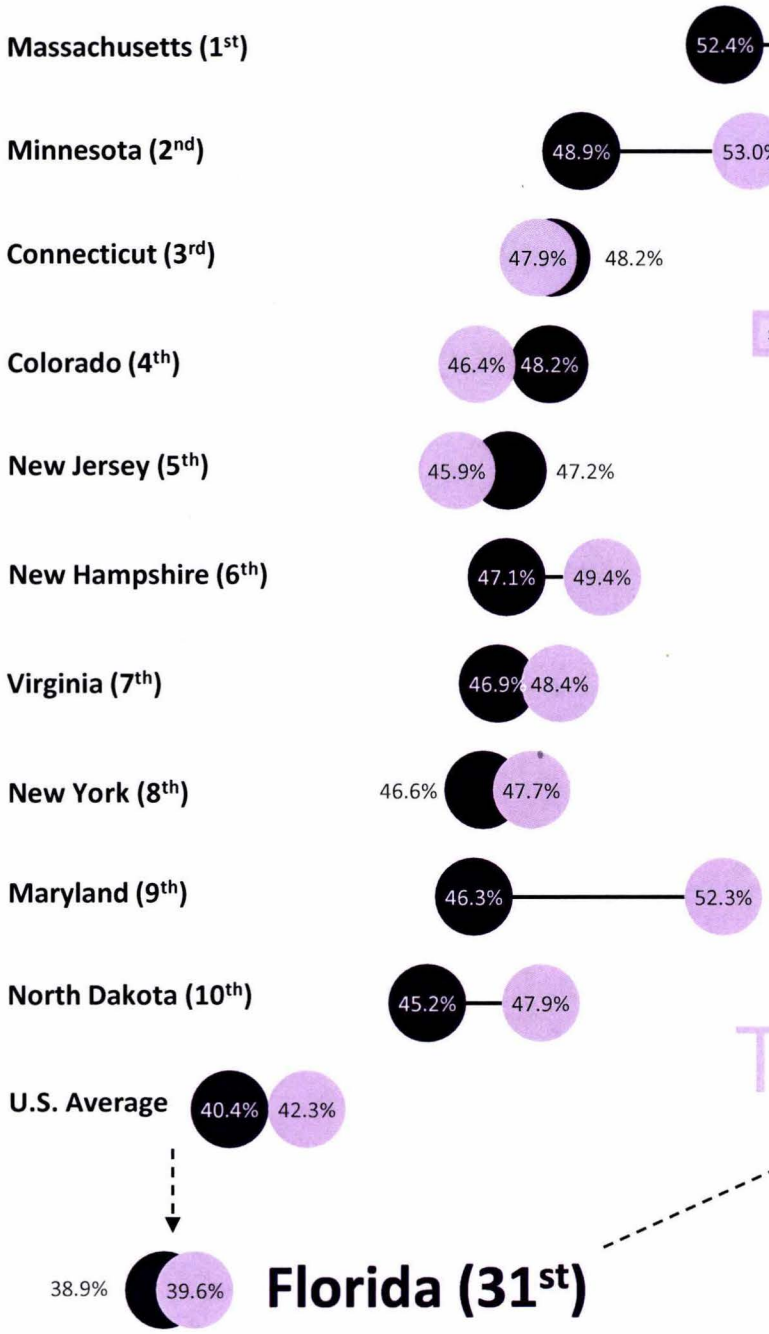
High-value postsecondary certificates: The percentage of working-age adults in Florida ages 25-64 with a postsecondary certificate is 7%. Combined with the associate's degrees and higher, the total percent of working-age Floridians with a college degree or certificate is 45.9%.

Source: U.S. Census Bureau, American Community Survey; Lumina Foundation, Stronger Nation Report (2016)

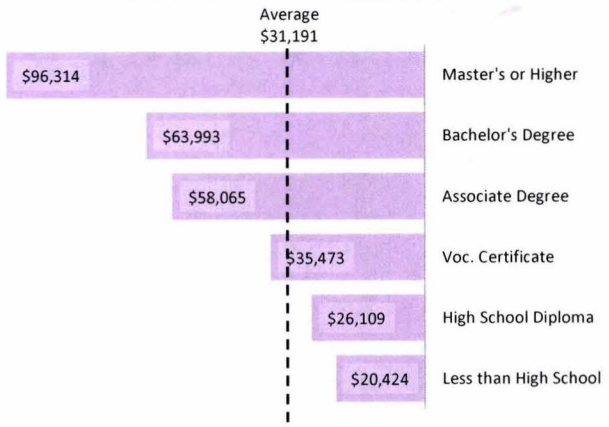
Increased **degree attainment** will make a **STRONGER Florida**

Despite recent improvements, Florida still lags national average

Percent of **working age adults (25-64)** and young adults (25-34) with an associate's degree or higher in 2014



Median Annual Wages in Florida by Education Level (2013)



Individuals with **higher levels of education** earn more, are more likely to be employed, have a better quality of life and **contribute more to their local and state economies.**

THE BIG GOAL

Workforce projections show that **more than 60% of jobs** will require some form of postsecondary education by 2020.

Want more data?

Visit floridacollegeaccess.org/research-and-data for data dashboards, interactive maps and tables with state and local college access and success data.

The Florida College Access Network's mission is to create and strengthen a statewide network that catalyzes and supports communities to improve college & career preparation, access, and completion for all students. For more information, visit www.floridacollegeaccess.org.

GOAL 2025

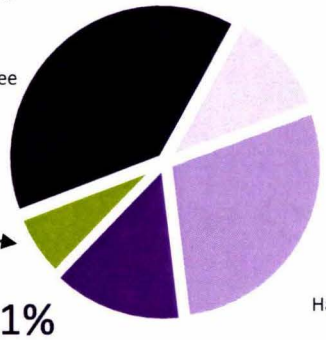
FLORIDA CAN! College Access Network

research • communication • advocacy • support

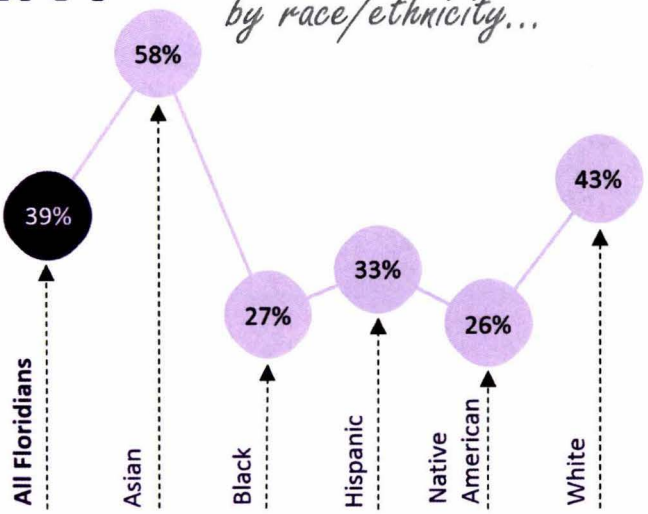
DEGREE ATTAINMENT

by the numbers...

by attainment level...



by race/ethnicity...

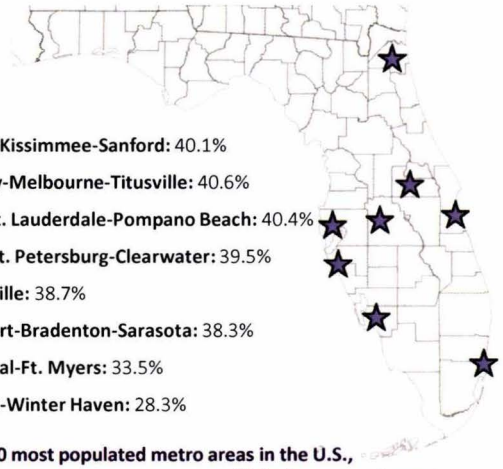


by county and age range...

County	25 to 34	25 to 64
Alachua	59.6%	53.0%
Baker	19.6%	17.3%
Bay	32.9%	33.7%
Bradford	17.2%	17.4%
Brevard	39.9%	40.6%
Broward	43.2%	42.5%
Calhoun	10.9%	14.0%
Charlotte	26.5%	30.3%
Citrus	17.7%	25.0%
Clay	34.5%	35.8%
Collier	30.4%	36.7%
Columbia	19.3%	24.7%
DeSoto	6.2%	12.2%
Dixie	12.4%	13.8%
Duval	40.0%	37.6%
Escambia	38.3%	38.5%
Flagler	37.1%	33.0%
Franklin	11.8%	18.6%
Gadsden	17.6%	22.7%
Gilchrist	19.5%	21.2%
Glades	10.6%	17.0%
Gulf	16.8%	20.8%
Hamilton	11.1%	17.1%
Hardee	8.6%	12.7%
Hendry	15.5%	16.5%
Hernando	27.2%	27.6%
Highlands	19.7%	25.6%
Hillsborough	42.2%	41.4%
Holmes	15.1%	17.9%
Indian River	29.3%	35.4%
Jackson	17.9%	22.2%
Jefferson	14.8%	25.2%
Lafayette	15.1%	19.7%
Lake	30.4%	31.2%

County	25 to 34	25 to 64
Lee	29.5%	33.5%
Leon	58.2%	55.0%
Levy	17.1%	17.2%
Liberty	14.1%	17.7%
Madison	19.8%	17.6%
Manatee	31.6%	37.3%
Marion	22.1%	27.2%
Martin	36.0%	42.7%
Miami-Dade	40.8%	38.1%
Monroe	36.7%	38.4%
Nassau	29.5%	31.5%
Okaloosa	37.0%	39.2%
Okeechobee	14.7%	17.4%
Orange	45.2%	43.1%
Osceola	28.1%	29.5%
Palm Beach	38.3%	42.3%
Pasco	37.6%	35.6%
Pinellas	40.5%	40.8%
Polk	26.6%	28.3%
Putnam	17.5%	18.6%
Santa Rosa	35.7%	40.1%
Sarasota	32.8%	39.3%
Seminole	47.7%	48.6%
St. Johns	46.7%	51.8%
St. Lucie	25.8%	29.8%
Sumter	12.4%	30.3%
Suwannee	15.7%	18.4%
Taylor	13.3%	16.1%
Union	16.1%	16.3%
Volusia	32.8%	32.4%
Wakulla	25.0%	27.2%
Walton	33.4%	32.6%
Washington	12.7%	17.3%

by metro...



Rank*	Metro
#48	**Orlando-Kissimmee-Sanford:** 40.1%
#50	**Palm Bay-Melbourne-Titusville:** 40.6%
#52	**Miami-Ft. Lauderdale-Pompano Beach:** 40.4%
#63	**Tampa-St. Petersburg-Clearwater:** 39.5%
#66	**Jacksonville:** 38.7%
#71	**North Port-Bradenton-Sarasota:** 38.3%
#89	**Cape Coral-Ft. Myers:** 33.5%
#95	**Lakeland-Winter Haven:** 28.3%

*Of the **top 100 most populated metro areas in the U.S., only 2 Florida metros** are ranked in the **top 50 in degree attainment**

by year...

DATA NOTES

Front page: Percent of young and working age adults with a 2-year degree or higher by state: U.S. Census Bureau, 2014 American Community Survey 1-year estimate. Median annual wages in Florida by education level (2013): Florida Department of Economic Opportunity, Bureau of Labor Market Statistics.
Back Page: All data for Florida residents ages 25 to 64 unless otherwise labeled. By highest level of education attained: U.S. Census Bureau, 2014 American Community Survey 1-year estimate, Lumina Foundation *Stronger Nation* report for certificate estimates. By racial/ethnic group: U.S. Census Bureau, 2012-14 American Community Survey PUMS file. By county: U.S. Census Bureau, 2014 American Community Survey 5-year estimates. By metro: U.S. Census Bureau, 2014 American Community Survey 3-year estimates. By year: U.S. Census Bureau, American Community Survey 1-year estimates.

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GOAL 2025

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fuse

GUARANTEED ADMISSION TO USF

COLLEGE OF ARTS & SCIENCES

BACHELOR OF SCIENCE: BIOMEDICAL SCIENCES

Graduation Pathway Starting at HCC

Students completing the following courses and requirements in combination with an AA from Hillsborough Community College will have automatically satisfied requirements to begin upper level coursework.

COLLEGE – ARTS & SCIENCES

Intended Program of Study- B.S. Biomedical Sciences

- Restrictive Program- **No**
- College Application Required- **No**
- Tests Required- **None**
- (College) Foreign Language Exit Required- **No**, *beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, coursework for an associate in arts degree shall include demonstration of competency in a foreign language.*

PRE-REQUISITE COURSES

(Common State Pre-requisites) (C or Higher in all courses)

USF Courses	HCC Course Equivalent
BSC 2010/L	BSC 2010/L
BSC 2011/L	BSC 2011/L
CHM 2045/L	CHM 2045/L
CHM 2046/L	CHM 2046/L
CHM 2210/L	CHM 2210/L
CHM 2211/L	CHM 2211/L
-Select one lecture/lab combo**	-Select one lecture/lab combo**
PHY 2053/L or PHY 2048/L	PHY 2053/L or PHY 2048/L
or BSC 2085/L or BSC 2093C	or BSC 2085/L or BSC 2093C
-Select one lecture/lab combo**	-Select one lecture/lab combo**
PHY 2054/L or PHY 2049/L	PHY 2054/L or PHY 2049/L
or BSC 2086/L or BSC 2094C	or BSC 2086/L or BSC 2094C
MAC 2241 or 2281 or 2311**	MAC 2241 or 2281 or 2311**
MAC 2242 or 2282 or 2312 or STA 2023	MAC 2242 or 2282 or 2312 or STA 2023

** When there is more than one option listed, please consult your advisor to select the most appropriate course for you and your career goals.

Start Hillsborough Community College

The following course sequence is a guideline for completion of requirements of the A.A. and pre-requisite courses. A unique plan developed in consultation with an advisor at both HCC and USF may differ depending on student circumstances. **Financial Aid will only cover 60 credits for an AA degree.**

YEAR 1 HCC

FALL

ENC 1101	3
MAC 1105	3
CHM 1025/L (or test out)	4
CGS 1000 (or test out)	3
TOTAL:	**13**

SPRING

ENC 1102	3
MAC 1147	5
CHM 2045/L	4
Behavioral Science Gen. Ed.	3
TOTAL:	**15**

SUMMER

SPC 1608	3
CHM 2046/L	4
History/Political Sci. Gen. Ed.	3
TOTAL:	**10**

YEAR 2 HCC

FALL

CHM 2210/L	5
MAC 2311	5
BSC 2010/L	4
TOTAL:	**14**

SPRING

CHM 2211/L	5
MAC 2312 or STA2023	3-5
BSC 2011/L	3
TOTAL:	**14-16**

SUMMER

State Core Humanities	3
Humanities	3
Behavioral/Hist./Econ. Gen. Ed.	3
IDS 2891	1
TOTAL:	**10**

Graduate with A.A. from HCC

*****YEAR 2 Fall/Spring*****

USF application should be submitted by early spring of year 2 (or last term of year leading into intended transfer) to ensure timely review.

USF UNIVERSITY SOUTH FLORIDA.

USF START

YEAR 3 FALL USF	
BCH 3053 General Biochemistry	3
Upper Level BMS Bio/Chem Lab Elective (ex. BCH 3023/L)	3
PHY 2053/L General Physics with lab**	4
Capstone FKL Course	3
Upper Level USF Elective	3
TOTAL:	**16**

YEAR 3 SPRING USF	
PHY 2054/L General Physics II with Lab **	4
Upper Level BMS Biology Elective (ex. PCB 3063)	3
Upper Level USF Elective (ex. PCB 3063/L)	3
Writing Intensive FKL Course	3
Upper Level USF Elective	3
TOTAL:	**16**

YEAR 4 FALL USF	
Required Biomedical Elective (ex. MCB 3020/L)	4
BMS Chemistry or Biology Elective (ex. CHM 4300)	3
Upper Level USF Elective	3
Upper Level USF Elective	3
Upper Level USF Elective	3
TOTAL:	**16**

YEAR 4 SPRING USF	
Upper Level BMS Chemistry Elective (ex. CHM 4292)	3
Biomedical Elective (ex. PCB 4234)	3
Upper Level USF Elective	3
Upper Level USF Elective	3
Upper Level USF Elective	3
TOTAL:	**15**

**BSC 2085/BSC 2086 or BSC 2093/BSC2094 can be taken in place of PHY2053/PHY2054. Consult a USF advisor to determine the most suitable option for student specific goals.

The following is additional information for the Biomedical Sciences major:

- If all pre-requisite courses outlined in the first two years are not completed before transferring to USF students should expect to spend longer than two years at USF to finish their bachelor's degree.
- This major is a great option for those students who want to pursue a health profession school after graduation such as medical school, veterinary school, dental school, physical therapy school, physician assistant, etc.
- Students should not take MCB2000/L or MAC2233 at the state college institution.
- Classes for this major are only offered in person and mostly during the afternoon.

Students interested in the biomedical sciences major may contact **chemadvise@usf.edu**

For general transfer advising inquiries please contact **transfer-advising@usf.edu**

fuse

GUARANTEED ADMISSION TO USF

Department of Chemistry I University of South Florida
Natural Sciences & Mathematics Advising I Tampa, FL 33620 I Phone: 813.974.3290

USF UNIVERSITY SOUTH FLORIDA.

EARN UP

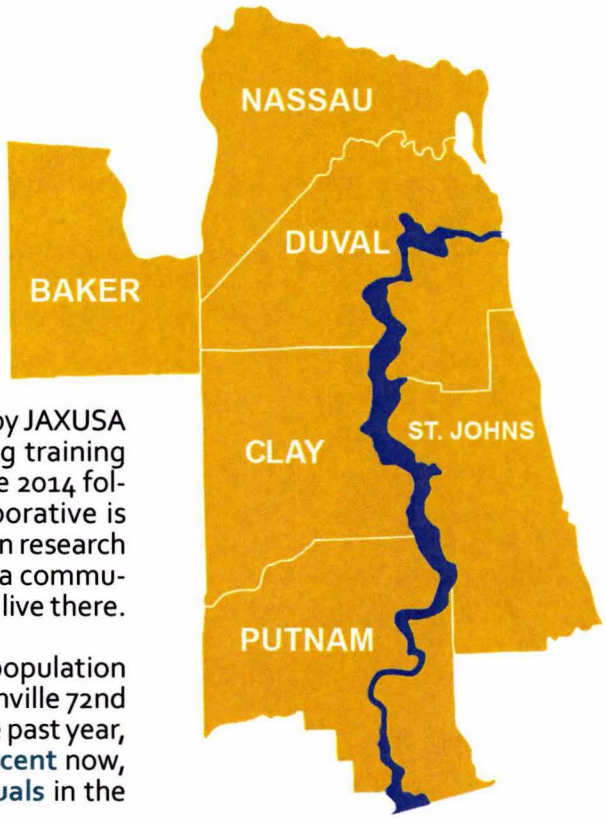
Higher Earning through Higher Learning

MISSION

To help Northeast Floridians achieve prosperity though the completion of college degrees and industry certifications.

VISION

For 60 percent of the Northeast Florida workforce to hold a college degree or industry certification by 2025.



Earn Up is an ambitious higher education collaborative organized by JAXUSA Partnership with a goal of having **60 percent** of adults holding training certificates or college degrees by 2025. Officially launched in late 2014 following a six month planning process, this cross-sector collaborative is promoting "higher earning through higher learning." It is based on research that shows the single greatest predictor of economic success in a community is the number of degreed and industry-certified people who live there.

We began with a baseline of **36 percent** of the working age population holding two- or four-year degrees — a statistic that ranks Jacksonville 72nd among the 100-most populated metro areas in the country. In the past year, we have seen a two percent increase in this number. At **38 percent** now, that represents **10,000 more credentialed or degreed individuals** in the region.

We are grateful to the partners in this collaboration — our college presidents and superintendents, guiding team and steering committee — and look forward to continuing to move college attainment levels ever higher toward our goal.

KEY PRIORITIES

Explore resources and tools to guide students who are veterans. This is currently in the development and implementation phase.

Expand prior learning assessment and other credit-for-experience programs, particularly for veterans. Progress has been made in this activity by discovering existing alternative credit granting programs in the region and expanding the use of prior learning assessments in regional institutions.

Launch employer engagement campaign. In the development of this activity, we have completed identification of best practices in use by Community Preservation Coalition communities for reaching stopped out learners. In the future, we will start to develop a messaging platform to celebrate participating employers and to increase other employer participation.

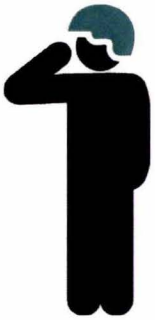
EARN UP | 3 INDEPENDENT DRIVE | JACKSONVILLE, FL 32202 | 904-366-6615 | WWW.EARNUP.ORG

EARN UP SERVES VETERANS

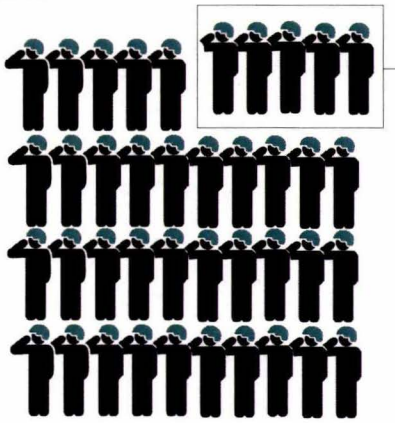
Each year thousands of Northeast Florida military service members transition from active duty into civilian life. This transition can be daunting, especially when it comes to pursuing a postsecondary degree or credential. Transitioning service members must decide what college and program of study is the right fit for them, how to apply for veterans benefits and how to get through college and onto a career quickly. These hurdles, along with personal complications, cause hundreds of service members to delay pursuing a college education or cause them to stop out mid-pursuit.

With strong collaboration between Earn Up and the Northeast Florida Military Veterans College Network (NFMVCN), strides are being made to ease this transition. The NFMVCN was created alongside Earn Up to bring together military base commanders and officers, city officials, military support organizations and regional employers.

5
military installations in Northeast Florida region

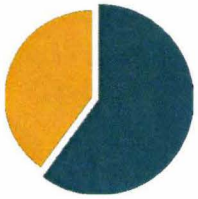


35K
active duty



200,000
active duty, reserve, veterans and DoD

3,000
annual military separations



60-70%
stay in the region

GOALS

Decrease barriers that prevent veterans from attaining their college degree by:

- Providing unbiased education and career pathway information to student veterans
- Developing education and training opportunities for faculty and staff serving student veterans
- Advocating for better use and standardization of college credit for prior learning
- Linking employers to student veterans earlier in the pipeline to encourage completion

KEY PRIORITIES

Increase use of credit for prior learning when/where appropriate for attaining degree

Strong need for expanded and consistent recognition of military learning for college credit or licensure, commonly known as military prior learning assessment (MPLA). As a preliminary step, the Network is collaborating upon a Statement of Intent which will serve as a set of guiding principles around MPLA issues for NFMVCN members.

Provide better education information for veterans that is localized, non-biased, up to date and accurate

Online content and resources are constantly changing. It can be difficult to know what information is up-to-date and relevant. Earn Up and the NFMVCN strive to provide the best available resources for military service members interested in pursuing a college degree or credential. The collaboratives work with postsecondary partners and military support organizations to provide veterans with the best possible information to guide them in their decision-making process.

PARTNERS

CareerSource Northeast Florida
City of Jacksonville
Coast Guard
Edward Waters College
Florida National Guard
Florida State College at Jacksonville
Jacksonville University
JAX Chamber
JAXUSA Partnership
Marine Corps Support Facility
Naval Air Station Jacksonville
Naval Station Mayport
Naval Submarine Base Kings Bay
Navy Region Southeast
St. Johns River State College
University of North Florida

Veteran Service Officers of Duval, Clay, St. Johns and Nassau counties
Northeast Florida veterans services organizations
Community organizations