

## The Department's Strategic Plan for FY 2011–14

The Department's Strategic Plan supports its mission to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. The Department's Priority Goals, which are described in the preceding section, tie closely to the Department's performance goals identified in its new Strategic Plan. An analysis of these strategic goals follows.

The draft *FY 2011–2014 Strategic Plan* addresses the key outcome-oriented goals, focusing on improving student achievement to increase high school graduation, college completion, and educational attainment with an emphasis on the importance of early learning in the Department, recognizing that the path to college completion and a productive career begins at birth.

### **Goal 1. Postsecondary Education, Career and Technical Education, and Adult Education:**

**Increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.**

#### **Overview**

Meeting the President's 2020 goal of once again having the highest proportion of college graduates in the world will require millions of additional Americans to earn a college degree. The President has also challenged every American to commit to at least one year of higher education or career training.

Whether for recent high school graduates or adult learners, the responsibility of the Department is to ensure that all students are well-prepared for college and careers, help more students enroll in postsecondary education, and increase the number that complete programs of study with a degree or certificate. Dramatically boosting completion rates for bachelor's and associate's degrees is essential for Americans to compete in a global economy.

The Department will work to close the opportunity gap by improving the affordability of and access to college and workforce training, especially among adult learners, low-income students, first-in-family college-goers, students with disabilities, English learners, and other underrepresented populations.

The Department's commitment to ensure the delivery of federal student aid will be essential to success. Further, we will foster institutional quality, accountability, and transparency to ensure that postsecondary education credentials represent effective preparation for students to excel in a global society and a changing economy.

The Department will continue to support teacher preparation initiatives to further the transformation already underway in how we recruit and prepare teachers.

Finally, the Department will support degree and certificate completion and job placement in high demand areas, especially science, technology, engineering, and mathematics, particularly among underrepresented and economically disadvantaged populations.

## Goal 1: Details

Postsecondary Education, Career and Technical Education, and Adult Education Indicators of Success	Results				
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
	Actual	Actual	Actual	Actual	Actual
1.A. Increase in the percentage of individuals completing and filing the Free Application for Federal Student Aid form (FAFSA) who come from low-income households	NA	NA	NA	NA	57%
1.B. Increase in the percentage of individuals completing and filing the FAFSA who are non-traditional students (25 years and above with no college degree)	NA	2.2%	2.9%	3.9%	3.8%
1.C. Increase in the number of states that have adopted college completion plans	NA	NA	NA	NA	39
1.D. Increase in the number of states that have published a plan for improving postsecondary access, quality, and completion leading to careers and positive civic engagement	NA	NA	NA	18	19
1.E. Increase in the number of undergraduate credentials/degrees (in millions)	2.3	2.3	2.4	NA	NA
1.F. Increase in the number of STEM undergraduate degrees awarded (in millions)	0.5	0.5	0.5	NA	NA

NA = No data available for the period

Sources:

- 1.A. Central Processing System (CPS) database (Federal Student Aid data)
- 1.B. CPS and U.S. Bureau of Labor Statistics (BLS) Labor Force Statistics
- 1.C. U.S. Department of Education, Program and Policy Studies Service
- 1.D. U.S. Department of Education, Program and Policy Studies Service
- 1.E. Integrated Postsecondary Education Data System. Numbers reflect total associate's degrees and bachelor's degrees awarded.
- 1.F. Tabulated by National Science Foundation/Division of Science Resources Statistics; data from Department of Education/National Center for Education Statistics: Integrated Postsecondary Education Data System Completions Survey.

**Explanation and Analysis of Progress:** Measures 1A and 1C will establish a baseline using FY 2011 data. Measures 1B, 1D, 1E, and 1F have existing data prior to FY 2011. Data for measures 1A and 1B are reported by the Department and measure 1B includes data reported by a federal agency other than the Department. Data for measures 1C and 1D are collected from states or grantees. Data for measure 1F are reported by the National Center for Education Statistics.

Data for measures 1A, 1B, 1C, 1D, and 1E are most influenced by actions taken by the Department, but also are influenced by factors that are beyond the control of the Department. Data for measure 1F are most influenced by actions taken by local educational agencies or grantees in response to state and federal policy initiatives, but also are influenced by factors that are beyond the control of the local educational agencies, the states, or the Department. Data are collected annually.

Success will depend, to some degree, on the extent to which states and postsecondary institutions implement policies and programs to increase student retention and persistence to graduation.

In addition, modifications to statewide longitudinal data systems and other data systems are necessary to better track the nation's progress on improving access to postsecondary education, completion of postsecondary degrees and certificates, and success in the workforce and society.

More reliable information is needed to determine whether postsecondary institutions that receive Federal grant and loan funds are achieving performance expectations. Specifically, certain data elements and reporting features need to be added to many of the state-owned and managed state longitudinal data systems and to the Integrated Postsecondary Education Data System (IPEDS), from which comparative data can be drawn.