

# Florida Postsecondary Education Planning Commission

Presentation to the Education  
Governance Reorganization Transition  
Task Force

Function and Structure Committee

October 12, 2000



- FLORIDA HIGHER EDUCATION AT-A-  
GLANCE
- INTERDEPENDENCE (K - Graduate  
School)
- STRUCTURE AND FUNCTION
- ACCESS



# FLORIDA HIGHER EDUCATION AT-A-GLANCE



# Florida Higher Education *At-A-Glance*

## Funding Per FTE by Institution Type

	Public Doctoral w/ Medical*	Public Doctoral w/o Medical**	Public 2-Year
<b>1996-97 State Funding</b>			
U.S. Average	\$10,473	\$5,859	\$4,183
Florida	\$10,775	\$6,491	\$4,034
<b>1996-97 Tuition and Fees</b>			
U.S. Average	\$5,128	\$4,082	\$1,710
Florida	\$2,509	\$2,348	\$1,678

\*Includes University of Florida and University of South Florida

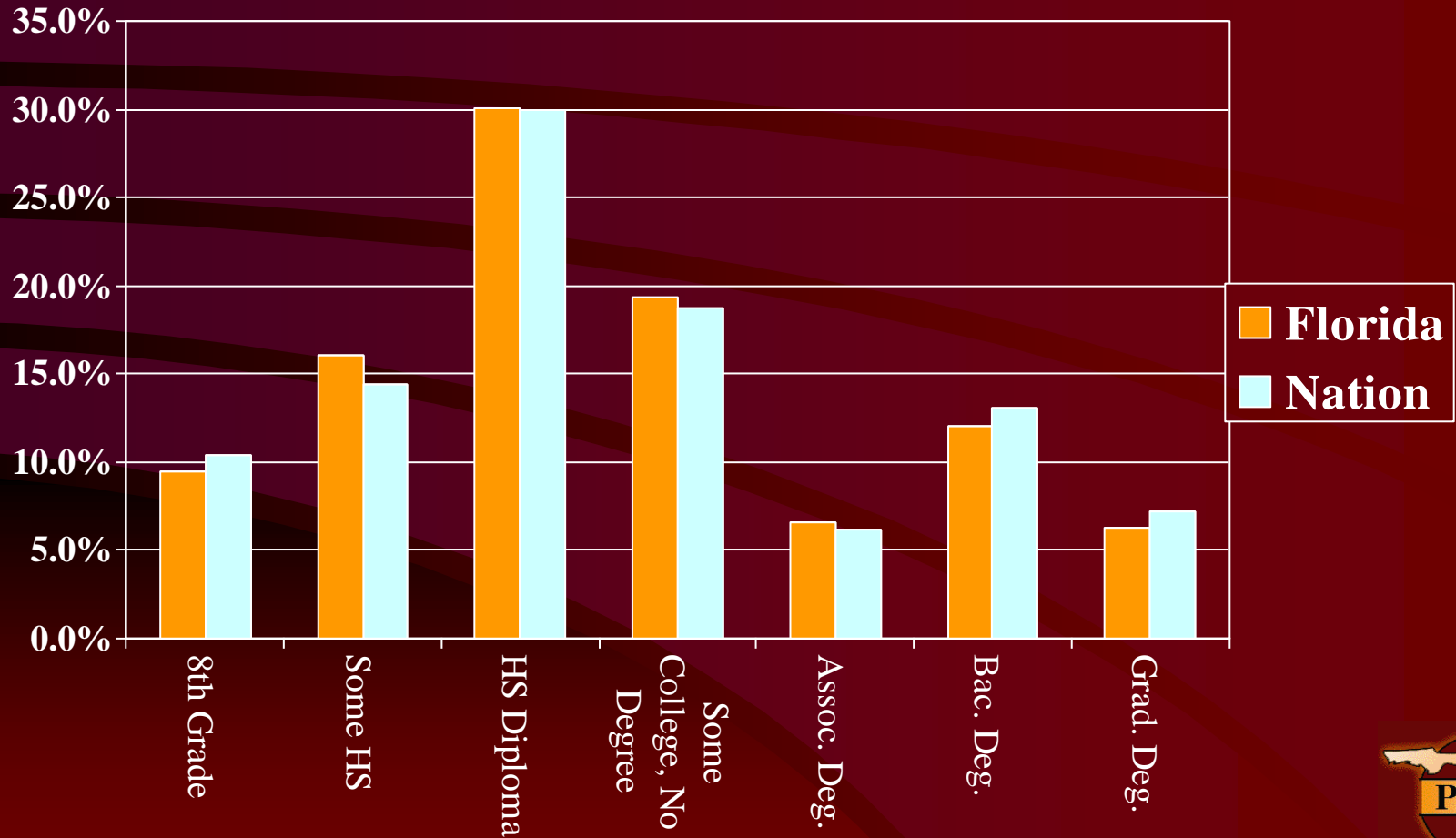
\*\* Includes University of Central Florida, Florida A&M University, Florida Atlantic University, Florida International University, Florida State University, University of North Florida, and University of West Florida

SOURCE: 1996-97 IPEDS Finance and Enrollment files from the National Center for Education Statistics



# Florida Higher Education *At-A-Glance*

## Educational Attainment of Population in the U.S. and Florida



# INTERDEPENDENCE



# 1993 PEPC Master Plan

- **Florida's education components cannot operate as separate entities.** Our education system must function as a continuum and provide for a smooth transition of students from one level to another. **Interdependence** among education entities and with other social institutions will be a major factor in achieving **greater productivity**.
- **A coordinated, balanced, and effective educational delivery system must be in place** to ensure more efficient use of limited state resources, to reduce redundancy of educational programs and services, and to increase productivity throughout the State's economy.



# 1998 PEPC Master Plan

- Florida must provide a seamless system of quality education for its residents from pre-kindergarten through graduate school and beyond.
  - **A seamless system** is one coordinated educational delivery system that **allows students to move smoothly from one education level** to the next so that they are able to optimize their achievement.
  - Intersector partnerships among institutions throughout the state must become a priority and part of a long-term, “**systemic**” attack on educational deficiencies, with the goals being to improve student achievement and to increase the rates at which students graduate from high school and enroll in and complete a postsecondary degree.





# Florida Articulation Coordinating Committee

- Established in 1971 as part of the Statewide Articulation Agreement
- Reports to the Commissioner of Education (Is an advisory committee)
- 15 Members:
  - State University System (3)
  - State Community College System (3)
  - Public Schools (3)
  - Non-public postsecondary inst. (2)
  - Student (1)
  - Vocational Education (1)
  - Commissioner's Office (1)
  - Other (1)



# Florida Articulation Coordinating Committee (cont.)

- Functions as the statewide pre-kindergarten through university or K-16 Council
- Continuously monitors community college – university – school district articulation relationships
- **FLORIDA IS THE ONLY STATE WITH A FORMAL STATEWIDE ARTICULATION AGREEMENT AND AN ACTIVE STATEWIDE ARTICULATION COORDINATING COMMITTEE**



# California Coordination Between Elementary/Secondary and Postsecondary Education

- A voluntary Intersegmental Coordinating Council is composed of secondary school personnel and representatives from various segments of postsecondary education
- An advisory committee, created in the same statute that created the Postsecondary Education Commission, consists of the chief executive officers of the various postsecondary entities as well as the superintendent of public instruction



# Georgia Education Coordinating Council

- The Georgia Education Reform Act of 2000 established an Education Coordinating Council to bring together the heads of the five public education departments, boards and offices. Meetings are held quarterly.
- Membership:
  - Governor
  - State School Superintendent
  - Chair, State Board of Education
  - Chancellor, State University System
  - Chair, Board of Regents
  - Commissioner, Department of Technical & Adult Education
  - Chair, State Board of Technical & Adult Education
  - Exec. Secretary, Professional Standards Commission
  - Chair, Professional Standards Commission
  - Director, Office of School Readiness



# Georgia Education Coordinating Council (cont.)

- Purpose: To improve public education through “seamless” coordination among the five education providers, from pre-K through postsecondary education.
- Council is charged to:
  - look for ways to share resources, i.e., facilities, personnel, etc.
  - facilitate student transition from one level to the next.
  - align curriculum among levels.
  - promote state, regional and local cooperative groups.
  - raise student achievement through the newly established Office of Educational Accountability.
  - reduce rules and regulations and increase internet usage.



# Georgia Education Coordinating Council (cont.)

- Council's authority is in statute:
  - To develop a seamless and integrated public education system
  - To require the shared and efficient expenditures for utilization of facilities, etc.
  - To require the seamless coordination of curriculum.
  - To require reasonable ease of transition for students
- Powers – “to promulgate rules and regulations for its purpose.”
- “Any decision or action by the Council directing action by any department, board or office represented on the council shall be placed on the agenda of the next regularly scheduled meeting of the governing body of the affected department, board or office for immediate action.”



# Maryland Partnership for Teaching and Learning K-16

- Members:
  - State Superintendent of Schools, Maryland Dept. of Education
  - Secretary of Higher Education, Maryland Higher Education Commission
  - Chancellor, University of Maryland System
- A voluntary alliance of three agency heads
- The K-16 Partnership develops strategies for strengthening K-16 connections, standards, competencies, assessments, professional development of educators and community engagement in educational activities



# Maryland Partnership for Teaching and Learning K-16

- The Partnership includes a Leadership Council of 24 business and educational advisors and a K-16 workgroup of educators from all education sectors
- Its primary goal:
- To increase the number of people who meet Maryland's K-12 student achievement standards and who successfully enter the workforce or complete a college education





# North Carolina Education Cabinet

- Membership
  - Governor
  - Chair, State Board of Education
  - Superintendent of Public Instruction
  - President, Community College System
  - President, University of North Carolina System
  - President, NC Association of Independent Colleges & Universities (ex-officio)
- Is a collaborative body; does not set binding policy



# North Carolina Education Cabinet (cont.)

- Primary function:
  - To implement the Governor’s “First In America” Plan. A Plan that challenges North Carolina schools to build the best system of public schools in the U.S. by 2010. All sectors of public education are to collaborate to bridge gaps among the sectors. Five focus areas are: higher student performance; reducing school violence; increasing parent and community support for public education; K-12; and pre-K ready to learn.
  - A School Improvement Panel, made up of K-16 education system workers, meets every 3 months to work to make the K-16 system work better for students.
- Other statewide issues for the Cabinet are:
  - Teacher development
  - Low performing schools
  - Student reading skills



# Virginia Coordination Between Elementary/Secondary and Postsecondary Education

- The State Advisory Committee on Teacher Education is composed of members from the State Board of Education, State Council on Higher Education, colleges, public schools, and the general public.



Examples of Florida Legislation  
that has Mandated  
Cooperation/Collaboration  
among the Education Sectors



# *State Articulation Agreement*

- guarantees public community college transfers with the associate in arts degree admission to the State University System
- establishes the Articulation Coordinating Committee to interpret the articulation agreement and to make recommendations with respect to institutional or student conflicts regarding student transfer and admissions



# *Statewide Course Numbering System*

- facilitates the transfer of postsecondary students through use of a classification system of the academic course inventory in all public postsecondary institutions
- the taxonomy verifies course content equivalency to facilitate the acceptance and award of academic credit for students who move from one institution to another



# *Articulated Acceleration Mechanisms*

- serve to shorten the time necessary for a student to complete degree requirements
- they include dual enrollment, early admission, advanced placement, credit by examination and the International Baccalaureate program
- District Interinstitutional Articulation Agreements – requires each school superintendent and community college president to be responsible for the implementation of a comprehensive articulated acceleration program for their students



# *Common Placement Testing*

- a readiness indicator used to assess the basic computation and communication skills of students who intend to enter a degree program at any community college or state university





# *Postsecondary Feedback of Information from High Schools (Annual Readiness for College Report)*

- a report of the performance of each first-time-in-college student from each public high school in the state who is enrolled in a university, community college or technical center



# *Cooperative Development and Use of Facilities by Two or More Boards (Joint Use)*

- promotes the cooperative use of common educational facilities to accommodate students



# *Evaluations of State University System Faculty Members*

- criteria for rewarding faculty members  
“shall include quality teaching and service to public schools as major factors in determining salary adjustments, promotions, reemployment or tenure”



# *Higher Education Access 2000 Act* *(Time to Degree Bill)*

- Strengthened articulation between the education sectors:
  - limited general education coursework to 36 credit hours
  - designated common prerequisites for all baccalaureate programs
  - leveled over 1,700 courses to either upper or lower levels
  - limited degree requirements to 60 semester hours for the associate in arts degree and 120 hours for the baccalaureate degree
  - required a single, statewide computer-assisted student advising system



# *School Readiness Act*

- coordinates the educational programs and services that prepare preschoolers to enter kindergarten
- created requirements for a statewide assessment of the instructional system, a workforce study and called for “an articulated career path for school readiness-related professions that will lead from entry-level employment in child care and early childhood education to a baccalaureate degree”



# Examples of Postsecondary Education Issues Addressed by the Florida Legislature

- **Student articulation among levels of education**
  - Two-Plus-Two Articulation Agreement
  - Community college/independent sector articulation
  - Associate in Science degree/baccalaureate degree articulation
  - Common course prerequisites
  - Statewide academic course numbering system for all public postsecondary institutions
  - Common prerequisites for all baccalaureate programs
- **Student progression to degree completion**
  - Course leveling for lower and upper division levels
  - Limitation on general education coursework to 36 hours
  - Limitation on credit hour requirements for AA (60) and bachelor's degrees (120)
  - A statewide, computer-assisted student advising system (Florida Academic Counseling and Tracking for Students)
  - Acceleration mechanisms (dual enrollment, advanced placement, international baccalaureate) to shorten time for completion of degree.
  - Site-based baccalaureate degree programs



# Examples of Postsecondary Education Issues Addressed by the Florida Legislature (cont.)

- **Other Examples**

- Achievement Testing (College-Level Academic Skills Test) and Placement Testing to assess student readiness for postsecondary education and as a strategy to reduce student remediation
- Performance-based accountability measures
- Cooperative use of education facilities (Joint-Use legislation)
- The Delivery of Adult & Vocational Education programs to Floridians
- Intersector cooperation for school readiness initiatives
- Creation of a statewide system for Workforce education
- The restructuring of the state educational governance system



# STRUCTURE AND FUNCTION





# Types of Higher Education Organizational Structures

- Consolidated Governing Boards
- Coordinating Boards
- Planning/Service Agencies

SOURCE: Education Commission of the States



# Consolidated Governing Boards

- States assign responsibility for coordinating most if not all postsecondary education
- Some have one board, others have two boards for all public institutions
- Duties include:
  - setting public agenda
  - academic program review
  - budget development
  - advocating institutional needs to legislature and governor
  - establishing faculty personnel policies
  - allocating and reallocating resources
  - appointing, setting compensation for and evaluating both system and institutional chief executives

# States With Consolidated Governing Boards

- Alaska
- Arizona
- Florida (BOR)
- Georgia
- Hawaii
- Iowa
- Idaho
- Kansas
- Maine
- Minnesota
- Mississippi
- Montana
- Nevada
- New Hampshire
- North Carolina
- North Dakota
- -Oregon
- Rhode Island
- South Dakota
- Utah
- West Virginia
- Wisconsin
- Wyoming



# Coordinating Boards

- These boards function between the state government (executive and legislative branches) and the governing boards of the state's systems and individual colleges and universities
- Coordinating Boards are divided into
  - Regulatory Boards: have authority to approve academic programs
  - Advisory Boards: only have authority to review and make recommendations to institutional governing boards regarding academic programs



# Coordinating Boards

- Regulatory Coordinating Boards (Boards with Program Approval Authority)

- Consolidated or Aggregated Budget
- Budget Review and Recommendation
- No Statutory Budget Role

- Advisory Coordinating Boards (Boards with No Program Approval Authority; Only Authority to Review and Recommend)

- Consolidated or Aggregated Budget
- Budget Review and Recommendation



# Coordinating Boards

- Regulatory Coordinating Boards

- Alabama
- Arkansas
- Colorado
- Connecticut
- Illinois
- Indiana
- Kentucky
- Louisiana
- Maryland
- Massachusetts
- Missouri
- Missouri
- Nebraska
- New Jersey
- New York
- Ohio
- Oklahoma
- South Carolina
- Tennessee
- Texas
- Virginia
- Washington

- Advisory

## Coordinating Boards

- Alaska
- Florida(SBCC)
- California
- New Mexico
- Pennsylvania



# What Distinguishes Coordinating Boards from Consolidated Governing Boards

- Do not govern institutions
- Appoint only agency executive officer and staff - not institutional chief executives
- Focus on state and system needs rather than advocating for particular institutions or systems of institutions
- Not involved in faculty personnel decisions
- Some states, including Florida, have both a consolidated governing board (BOR) and a coordinating board (SBCC)



# Planning/Service Agencies

- These states have no statutory entity with coordinating authority
- Role is to ensure open, direct communication among institutions and sectors
- Some agencies oversee student aid and institutional licensure and authorization



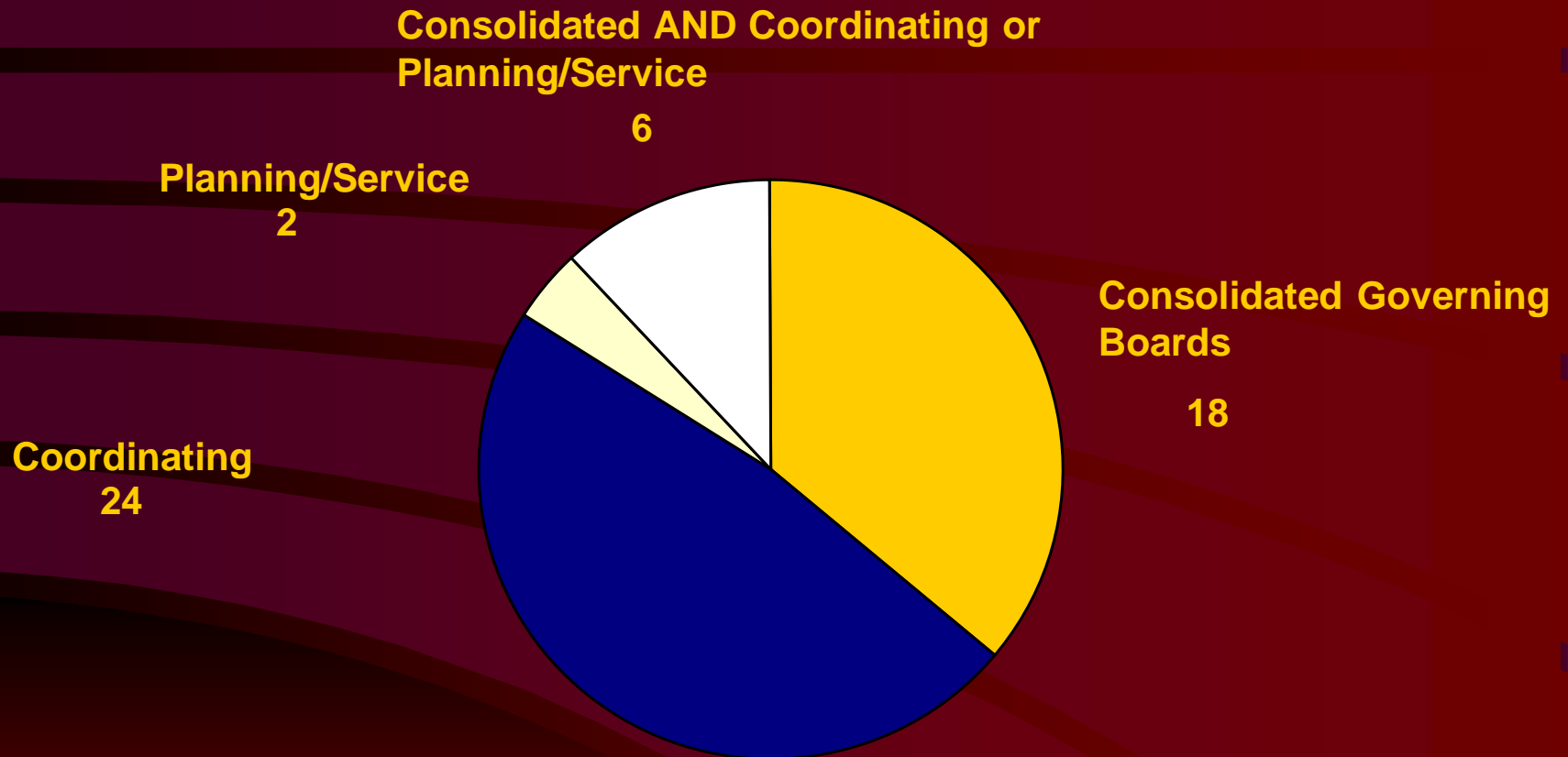


# Planning/Service Agencies

- Delaware
- Michigan
- Minnesota
- New Hampshire
- Oregon
- Vermont



# State Organization of Higher Education



# Changes In Higher Education Organization in the 1990's

- Nine states enacted major changes - most changes occurred in states with coordinating boards
  - Arkansas, Kentucky, New Jersey revised duties and composition of existing coordinating boards



# Changes In Higher Education Organization in the 1990's (cont.)

- In 1995, Minnesota consolidated technical colleges, community colleges, and state universities under the Board of Trustees of the Minnesota State Colleges and Universities, which is a governing board. Minnesota also has a governing board for public 4-year universities, the Board of Regents of the University of Minnesota. The state also restructured their coordinating board.
- In 1994, Montana merged their 4 four-year institutions with their comprehensive, doctoral-level universities. They fall under the governing powers of the Board of Regents, which, together with the state's Board of Public Education, make up the State Board of Education - a single board for all public education in the state.



# Changes In Higher Education Organization in the 1990's (cont.)

- In 1995, Illinois eliminated two system boards and decentralized governance of the state's seven universities. They retained a coordinating board, Illinois Board of Higher Education.



# Governance Examples from Various States



# North Carolina

- The Board of Governors of the University of North Carolina, consisting of 32 members, has statutory authority for planning and developing a coordinated system of higher education , and maintains liaison with the State Board of Education, Department of Community Colleges, and private colleges and universities of the state.
- The Board does not serve as a cabinet department, but provides recommendations to governor, general assembly, advisory budget commission, and boards of trustees of institutions
- The Board also has statutory authority for program approval and consolidated budget recommendations for 4-year public institutions
- The Board sets tuition and required fees at constituent institutions
- The President of each institution is called a Chancellor and the head of the Board of Governors is called the President. The Board shall elect, on nomination of the President, the Chancellor of each institution and fix his compensation. The President shall make his nomination from a list of not more fewer than two names recommended by institutional Boards of Trustees.



# North Carolina (cont.)

- Each senior institution in the state has a Board of Trustees, whose responsibilities are delegated by the Board of Governors.
- The State Board of Community Colleges oversees the 58 community colleges in the state. Each community college, technical college, and technical institute is governed by a board of trustees consisting of 12 members.





# Virginia

- The State Council of Higher Education is the state's coordinating agency. Responsibilities include:
  - planning and coordination,
  - program approval for public senior and junior institutions,
  - developing budget guidelines and formulas,
  - reviewing institutional budgets and making recommendations
- Each of the state's 4-year institutions has an institutional governing board
  - responsible for hiring presidents
- The State Board of Community Colleges has authority for the state's public junior colleges under the Council's direction



# Ohio

- The Ohio Board of Regents, which consists of 9 members, is the statutory coordinating agency, whose authority includes: planning and coordination of private institutions and public senior, community and technical institutions, making consolidate budget recommendations and approving programs at public senior and two-year colleges, private colleges and universities, and schools of nursing
- There are statutory institutional governing boards for the state's universities and community colleges



# ACCESS



# Florida's Public University System vs. Selected States

	<b>FL</b>	<b>TX</b>	<b>NC</b>	<b>MI</b>	<b>VA</b>	<b>CA</b>
Total Public 4-YR Institutions	10	35	15	15	15	31
Percent of Enroll Rsrch/Doctr Inst*	85%	55%	37%	53%	65%	38%
Percent of Enroll MS/Bacc Inst**	15%	45%	63%	47%	35%	62%
18-44 Population Per Institution (thous)	541	230	203	266	193	428
Avg Enroll Per Institution	15,539	9,073	8,422	10,541	8,754	13,880

\*FL includes UF, FSU, USF, FAU, UCF, FIU

\*\* FL includes FAMU, UWF, UNF, FGCU

SOURCE: PEPC Staff Survey, September 2000



Florida	
47th (844)*	
	Undergrad
<u>Institution</u>	<u>Enrollment</u>
<b>Research I:</b>	
UF	29,020
FSU	<u>21,746</u>
<b>Total</b>	50,766
<b>% of 4-Yr Enrollmt</b>	33%
<b>Research II:</b>	
USF	22,897
<b>% of 4-Yr Enrollmt</b>	15%
<b>Doctoral II:</b>	
FAU	13,396
UCF	24,394
FIU	<u>20,189</u>
<b>Total</b>	57,979
<b>% of 4-Yr Enrollmt</b>	37%
<b>Master's I:</b>	
FAMU	7,458
UWF	5,372
UNF	<u>8,971</u>
<b>Total</b>	21,801
<b>% of 4-Yr Enrollmt</b>	14%
<b>No Classfn:</b>	
FGCU	1,951
<b>% of 4-Yr Enrollmt</b>	1%
<b>TOTAL 4-YEAR</b>	155,394
<b>TOTAL C.C.</b>	<u>430,938</u>
<i>Total Enrollment</i>	586,332
% 4-Year	27%
% C.C.	73%

North Carolina	
27th (1,079)*	
	Undergrad
<u>Institution</u>	<u>Enrollment</u>
<b>Research I:</b>	
NC State	21,254
Chapel Hill	<u>15,355</u>
<b>Total</b>	36,609
<b>% of 4-Yr Enrollmt</b>	29%
<b>Doctoral I:</b>	
UNC-Greensboro	10,266
<b>% of 4-Yr Enrollmt</b>	8%
<b>Master's I:</b>	
East Carolina	15,154
UNC-Charlotte	14,156
Appalachian	11,233
UNC-Wilmington	9,067
NCA&T	6,582
Western Carolina	5,352
NC Central	3,942
Fayetteville	3,516
UNC Pembroke	<u>2,710</u>
<b>Total</b>	71,712
<b>% of 4-Yr Enrollmt</b>	57%
<b>Baccalaureate II:</b>	
Winston-Salem	2,679
Elizabeth City	<u>1,945</u>
<b>Total</b>	4,624
<b>% of 4-Yr Enrollmt</b>	4%
<b>Baccalaureate I:</b>	
UNC-Asheville	3,125
<b>% of 4-Yr Enrollmt</b>	2%
<b>TOTAL 4-YEAR</b>	126,336
<b>TOTAL C.C.</b>	<u>163,403</u>
<i>Total Enrollment</i>	289,739
% 4-Year	44%
% C.C.	56%

Virginia	
28th (1,072)*	
	Undergrad
<u>Institution</u>	<u>Enrollment</u>
<b>Research I:</b>	
Va. Tech	21,812
Va. Cweth	15,825
UVA	<u>13,570</u>
<b>Total</b>	51,207
<b>% of 4-Yr Enrollmt</b>	39%
<b>Doctoral I:</b>	
Old Dom.	13,053
Wm & Mary	<u>5,552</u>
<b>Total</b>	18,605
<b>% of 4-Yr Enrollmt</b>	14%
<b>Doctoral II:</b>	
G. Mason	15,262
<b>% of 4-Yr Enrollmt</b>	12%
<b>Master's I:</b>	
J. Madison	14,156
Radford	7,406
Norfolk St.	6,139
VA State	<u>3,499</u>
<b>Total</b>	31,200
<b>% of 4-Yr Enrollmt</b>	24%
<b>Master's II:</b>	
Mary Washington	3,965
Longwood Coll.	<u>3,208</u>
<b>Total</b>	7,173
<b>% of 4-Yr Enrollmt</b>	5%
<b>Baccalaureate II:</b>	
C. Newport Univ.	4,978
Clinch Valley	<u>1,545</u>
<b>Total</b>	6,523
<b>% of 4-Yr Enrollmt</b>	5%
<b>Baccalaureate I:</b>	
VMI	1,335
<b>% of 4-Yr Enrollmt</b>	1%
<b>TOTAL 4-YEAR</b>	131,305
<b>TOTAL C.C.</b>	<u>136,261</u>
<i>Total Enrollment</i>	267,566
% 4-Year	49%
% C.C.	51%

\* 1994 rank of state by baccalaureate degree conferred per 100,00, 18-44 year old population.  
Source: 1998 PEPC Master Plan Florida Postsecondary Education.

Survey data Source: PEPC staff survey September 2000.



Ohio^	
26th (1,096)*	
	Undergrad
<u>Institution</u>	<u>Enrollment</u>
<b>Research I:</b>	
OSU	35,097
U. of Cincinnati	19,392
<b>Total</b>	54,489
<b>% of 4-Yr Enrollment</b>	28%
<b>Research II:</b>	
Ohio U.	16,406
Kent State	11,629
<b>Total</b>	28,035
<b>% of 4-Yr Enrollment</b>	14%
<b>Doctoral I:</b>	
U. of Akron	16,264
U. of Toledo	16,037
Miami University	14,740
BGSU	14,456
<b>Total</b>	61,497
<b>% of 4-Yr Enrollment</b>	31%
<b>Doctoral II:</b>	
Wright State	10,782
Cleveland State	10,088
<b>Total</b>	20,870
<b>% of 4-Yr Enrollment</b>	11%
<b>Master's I:</b>	
Youngstown State	11,117
<b>% of 4-Yr Enrollment</b>	6%
<b>Baccalaureate II:</b>	
Shawnee State	3,136
Central State	942
<b>Total</b>	4,078
<b>% of 4-Yr Enrollment</b>	2%

Ohio Continued	
26th (1,096)*	
	Undergrad
<u>Institution</u>	<u>Enrollment</u>
<b>Branches</b>	
U. of Akron	1,588
BGSU	1,045
U. of Cincinnati	1,680
U. of Cincinnati	3,172
Kent State	1,075
Kent State	679
Kent State	486
Kent State	933
Kent State	2,529
Kent State	2,118
Kent State	1,471
<b>Total</b>	16,776
<b>% of 4-Yr Enrollment</b>	9%
<b>TOTAL 4-YEAR</b>	
	196,862
<b>TOTAL C.C.</b>	
	59,315
<i>Total Enrollment</i>	
	256,177
<b>% 4-Year</b>	
	77%
<b>% C.C.</b>	
	23%

\* 1994 rank of state by baccalaureate degree conferred per 100,00, 18-44 year old population.  
Source: 1998 PEPC Master Plan Florida Postsecondary Education.

Survey data Source: PEPC staff survey September 2000.



Texas	
45th (895)*	
	Undergrad
<u>Institution</u>	<u>Enrollment</u>
<b>Research I:</b>	
UT Austin	37,159
Texas A&M	<u>35,880</u>
<b>Total</b>	73,039
<b>% of 4-Yr Enrollmt</b>	23%
<b>Research II:</b>	
U. of Houston	23,525
Texas Tech	<u>20,227</u>
<b>Total</b>	43,752
<b>% of 4-Yr Enrollmt</b>	14%
<b>Doctoral I:</b>	
U. of North Texas	20,449
UT Arlington	13,939
UT Dallas	5,881
Texas Woman's U.	4,453
Texas A&M-Comme	<u>4,531</u>
<b>Total</b>	49,253
<b>% of 4-Yr Enrollmt</b>	16%
<b>Doctoral II:</b>	
Texas Southern U.	4,829
<b>% of 4-Yr Enrollmt</b>	2%

Texas Continued	
45th (895)*	
	Undergrad
<u>Institution</u>	<u>Enrollment</u>
<b>Master's I:</b>	
SW Texas State	18,855
UT San Antonio	15,796
UT El Paso	12,471
Sam Houston State	10,825
UT Pan American	10,361
Stph. F. Austin State	10,511
Lamar University	6,890
Angelo State	5,733
Tarleton State	5,983
West Texas A&M	5,399
Midwestern State	4,776
TX A&M-Kingsville	4,635
Prairie View A&M	4,954
TX A&M-Corpus Chrs	4,843
U of Houston-Clear La	3,445
UT Tyler	2,188
TX A&M International	2,240
UT Brownsville	2,028
Sul Ross State	1,457
UT Permian Basin	1,663
U of Houston-Victoria	720
TX A&M-Texarkana	770
<b>Total</b>	136,543
<b>% of 4-Yr Enrollmt</b>	43%

Texas Continued	
45th (895)*	
	Undergrad
<u>Institution</u>	<u>Enrollment</u>
<b>Baccalaureate II:</b>	
U. of Houston-Downtown	8,344
<b>% of 4-Yr Enrollmt</b>	3%
<b>No Classfn:</b>	
TX A&M-Galveston	1,271
Sul Ross Rio Grande Col.	<u>528</u>
<b>Total</b>	1,799
<b>% of 4-Yr Enrollmt</b>	1%
<b>TOTAL 4-YEAR</b>	
	317,559
<b>TOTAL C.C.</b>	
	<u>435,323</u>
<i>Total Enrollment</i>	
	752,882
<b>% 4-Year</b>	
	42%
<b>% C.C.</b>	
	58%

\* 1994 rank of state by baccalaureate degree conferred per 100,00, 18-44 year old population.  
Source: 1998 PEPC Master Plan Florida Postsecondary Education.

Survey data Source: PEPC staff survey September 2000.



# PEPC Responses to Access Needs

- Increase enrollment at existing universities
- Increase number of joint-use facilities
- Increase use of distance learning technology
- Establish new institutions to focus on baccalaureate degrees

SOURCE: PEPC Master Plan, ACCESS Supplement #1





# Supplemental Examples of State Structures



# California

- Has a state-level coordinating commission (Postsecondary Education Commission) that acts as an advisory group to the legislature, governor, and state institutions. The commission has statutory authority to review budgets and all new academic degree program proposals.
- The commission consists of 17 members, including a representative from each of the state's governing boards
- The state's governing boards include: the Board for Regents of the University of California, the board for Trustees of the California State University, and the Board of Governors of the California Community College, which provides direction to the state's 71 district Boards of Trustees.



# Colorado

- The agency responsible for coordinating and planning is the Commission on Higher Education.
- The Commission's responsibilities include:
  - recommending percentages of the state allocation to go to each of the state's governing boards,
  - approving new academic degree programs,
  - reviewing capital construction projects and standards,
  - establishing enrollment policies and admissions standards,
  - undertaking higher education studies
- Public postsecondary institutions are governed under the direction of six different governing boards



# Indiana

- The coordinating agency in the state is the Commission on Higher Education, whose responsibilities include:
  - long-range planning for postsecondary education,
  - defining institutional roles,
  - approving new campuses and extension centers,
  - approving new programs,
  - reviewing budgets and making consolidated budget recommendations to governor and legislature
- There are eight public institutional governing boards



# Michigan

- Limited state postsecondary coordinating functions are under the State Board of Education, which has primary responsibility for elementary and secondary education.

These postsecondary responsibilities are limited to:

- coordination of two- and four-year institutions through policy recommendations to legislature,
  - licensing authority for vocational and proprietary institutions,
  - charter approval and reimbursement authorization for private colleges awarding creation degrees
- All governance is undertaken by separate institutional governing boards



# New York

- The University of the State of New York includes all elementary, secondary, and postsecondary education institutions.
- The Board of Regents of the University is responsible for the supervision and policy setting for all educational activities, and presides over the university and state education department.
- There are 16 Regents, 12 from each of the state's judicial districts.
- The President of the University serves as the state's commissioner of education and chief executive officer of the state education department
- There are two public institutional governing boards: for the State University of New York and the City University of New York

# Texas

- Has a state-level coordinating commission that acts as an advisory group to the legislature, governor, and state institutions. Statutory authority to review budgets and all new academic degree program proposals
- The commission consists of 17 members, including a representative from each of the state's governing boards
- The state's governing boards include: the Board for Regents of the University of California, the board for Trustees of the California State University, and the Board of Governors of the California Community College, which provides direction to the state's 71 district Boards of Trustees



# Washington

- Statewide coordination is under the Higher Education Coordinating Board, whose responsibilities include:
  - developing role and mission statements,
  - reviewing budget requests from the state's four-year public institutions and the state's community and technical colleges,
  - recommending legislation,
  - recommending tuition and fee policies,
  - developing criteria to evaluate need for new baccalaureate institutions,
  - approving degree programs
- The State Board of Community Colleges is the administrative agency for the state's 27 community colleges
- Each four-year public institution is governed by an individual governing board

