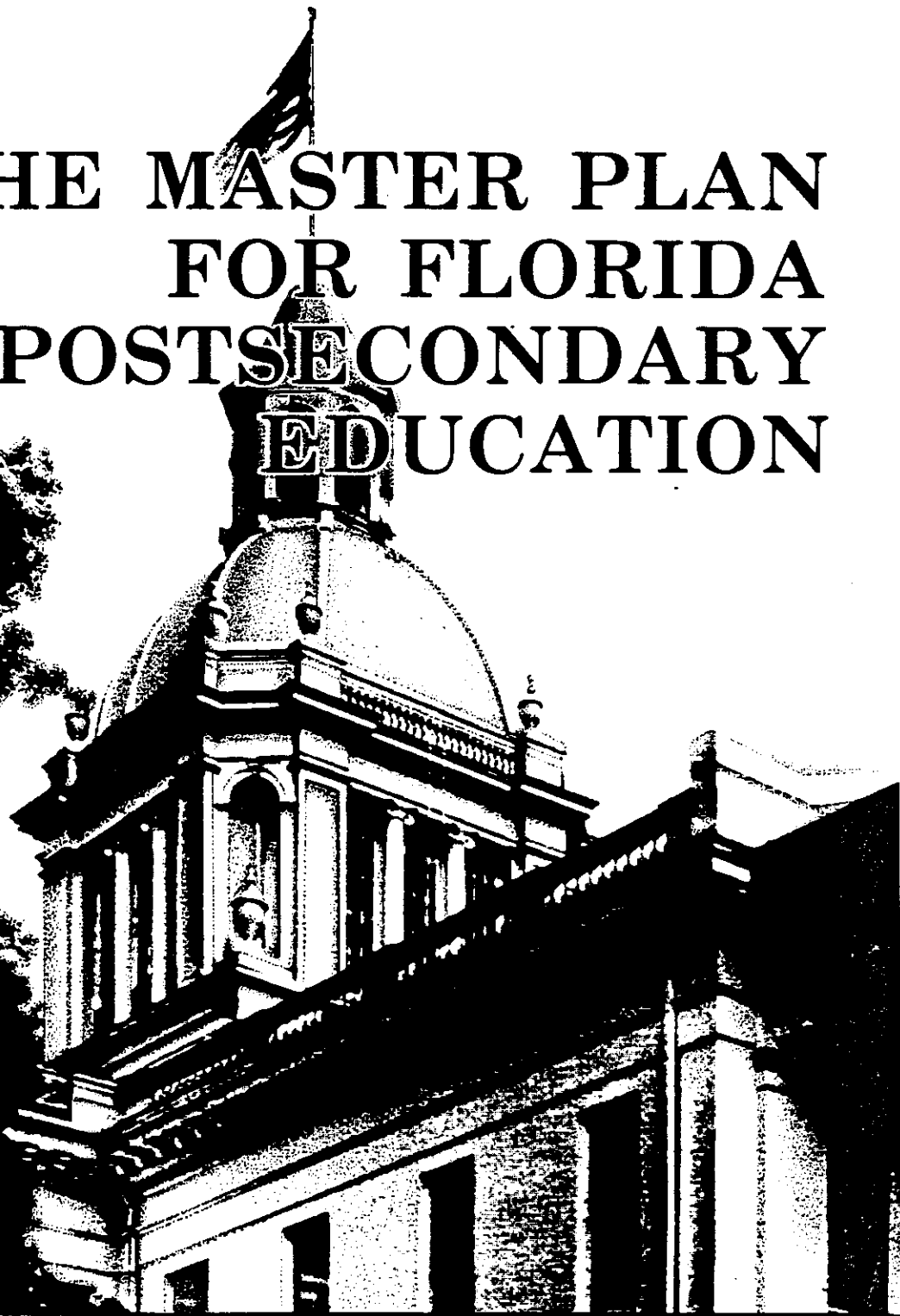


PROGRESS IN IMPLEMENTING

THE MASTER PLAN
FOR FLORIDA
POSTSECONDARY
EDUCATION



Annual Report of the
Postsecondary Education Planning Commission

SEPTEMBER 1990

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Postsecondary Education Planning Commission, initially created by executive order in 1980 and subsequently by authority (SS 240.145 and 240.147, Florida Statutes), serves as an advisory body to the State on all postsecondary education matters. The Commission is composed of 11 members of the State Board of Education and one full-time student registered at a postsecondary education institution in Florida. The Commission is appointed by the Governor with the approval of three members of the State Board of Education and confirmed by the Senate.

The responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan shall include consideration of the quality, fundamental educational goals, programmatic access, needs for remedial education, regional economic development, international education programs, demographic patterns, student demand for particular subgroups of the population, implementation of innovative educational techniques, and the requirements of the labor market. The capacity of existing programs, in both public and private institutions, to respond to identified needs shall be evaluated and a plan shall be developed to meet these needs efficiently to unmet needs.

The Commission's responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and public postsecondary education institutions; reviewing public postsecondary education budget requests in accordance with the State Master Plan; and periodically evaluating the State's 28 regional coordinating centers for vocational education and adult general education.

Information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 231 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894.

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September, 1990

Collins Building
Tallahassee, Florida 32399

TABLE OF CONTENTS

INTRODUCTION.....	1
STRENGTHENING ORGANIZATION, COORDINATION AND MANAGEMENT.....	2
Distinctive Institutional Roles.....	2
Coordination and Cooperation in Using Resources.....	3
Regional Coordinating Councils.....	3
Educational Technology.....	3
Linkages with Independent Postsecondary Education.....	5
Economic Development/High-Technology Initiatives.....	8
Financing and Evaluation.....	10
Improving Program Review Procedures.....	11
Student Tuition and Financial Aid Policy.....	12
Designation of New Centers and Campuses.....	14
STRENGTHENING EDUCATIONAL PERFORMANCE AND PROCESS.....	15
Undergraduate Education.....	15
Assessment.....	16
Graduate Education.....	19
Professional Education.....	20
Teacher Education.....	21
Academic Advisement.....	22
Faculty.....	24
Academic Libraries.....	25
Postsecondary Campus Security.....	25
International Education.....	26
Postsecondary Vocational Education.....	27
Enhancing the Participation and Academic Performance of Minority and Disadvantaged Students.....	28
Disabled Student Access.....	30
Programs for Adult Populations.....	31
CONCLUSION.....	33
RECENT COMMISSION REPORTS.....	34

INTRODUCTION

Section 240.147(12), Florida Statutes, directs the Postsecondary Education Planning Commission to "review implementation of the state master plan and annually report to the State Board of Education and the Legislature the progress towards implementation."

Since its inception in 1980, the Commission has developed a number of major policy research documents related to postsecondary education in Florida. The original **Master Plan for Florida Postsecondary Education** was completed in December 1982, accepted by the State Board of Education in January 1983 and endorsed by the Legislature in June 1983. The Commission has completed three formal supplements to the Master Plan: **Student Financial Aid, Increasing the Participation of Minority and Disadvantaged Students in Postsecondary Education, and Disabled Student Access to Postsecondary Education**. In February 1988, the **Master Plan Update** was adopted by the Commission and subsequently accepted by the State Board of Education in April of that year. Throughout its existence the Commission has also responded to requests for studies in areas related to postsecondary education from the Legislature, the State Board of Education and other statewide policymakers. Topics addressed this past year included: student financial aid administration, public broadcasting, state funding for independent postsecondary education, registration in public community colleges and universities, an assessment of the Sunshine State Skills and Industry Services Training Programs, postsecondary campus security, college and vocational preparatory programs, the structure of public postsecondary education, and undergraduate enhancement funding.

The **Master Plan** and related documents have served to provide an overall framework and context to be used by the sector and institutional boards, the State Board of Education and the Legislature as they address critical program and budget issues which impact upon postsecondary education.

This annual report describes major actions and elements related to progress made in implementing the **Master Plan** during 1989-90 and, in the process, identifies areas that require continuing attention. The report is organized topically in the same general sequence as the original **Master Plan** and the **1988 Update**. Current and emerging issues are noted where appropriate.

The progress reported in the pages which follow is a result of the efforts of individuals in all sectors of postsecondary education and of policymakers in both the executive and legislative branches of government. The Commission believes Florida can be justifiably proud of the commitment of all who contribute to its comprehensive system of public and independent postsecondary education.

STRENGTHENING ORGANIZATION, COORDINATION AND MANAGEMENT

Distinctive Institutional Roles

The Master Plan recognized that:

Greater clarity and distinctiveness in institutional roles are fundamental to the main goal of strengthening postsecondary education. Agreement on distinctive roles encourages institutions to focus on a limited number of priorities, making it more likely that each priority will receive the emphasis needed for a strong program. Distinctive roles also guarantee that diverse institutions and programs will exist, thus enabling a wide range of state needs to be met without compromising quality or duplicating resources. Clear roles allow for more coordinated, cost-effective use of state resources by limiting unnecessary duplication and by building centers of strength.

The 1989 Legislature asked the Commission to examine the overall structure for the delivery of public postsecondary education in Florida. In its 1990 report, **The Structure of Postsecondary Education in Florida**, the Commission conducted a comprehensive review of the delivery of postsecondary education in Florida and found that the State's rapid growth, both in population and in demands for services, is taxing the capacity of its postsecondary institutions. While the Commission did not recommend a major restructuring of postsecondary education in the State, it identified the following priority goals to guide the development of postsecondary education in Florida in the 1990s: (1) strengthen long range, statewide planning, (2) improve undergraduate education, and (3) improve the enrollment, retention and graduation of the State's minority students.

The Commission focused on the need for coordination of any further development of the public community college and university systems within a broad perspective of the State's goals for postsecondary education, and recommended that a specific statewide planning process with appropriate guidelines be established prior to the inauguration of future public postsecondary institutions and campuses.

Responding to the Commission's recommendations in the structure report, the 1990 Legislature has asked the Commission with the assistance and involvement of the Board of Regents and the State Board of Community Colleges to develop criteria for the establishment of new institutions within the state university and community college systems. These criteria will be included in a Commission report to the 1991 Legislature and should be in place before adoption of plans for any new public universities or community colleges.

Additionally, the 1990 Legislature appropriated \$250,000 to the State University System for the planning of new universities. Funding provided in Specific Appropriation 2160 for capital planning for new universities authorizes the State University System "to begin capital planning for a new university campus to be approved by the Board of Regents and the State Board of Education in accordance with the recommendations of the Postsecondary Education Planning Commission."

Coordination and Cooperation in Using Resources

A major concept presented in the Master Plan was to build a more unified cooperative and coordinated system with effective linkages among the various public and independent segments, and between postsecondary education and the community.

Since the adoption of the Master Plan, the commitment of the Commission toward coordination and cooperation has been demonstrated through its role in recommending projects to be funded through the Postsecondary Cooperation Trust Fund, its involvement in studies related to student transfer opportunities and accelerated articulation funding mechanisms, and beginning in 1987, its sponsorship of the annual statewide Two-Plus-Two Articulation Seminar. The seminar provides an opportunity for administrators from community colleges and universities to address issues, unmet needs and strategies related to articulation policies and plans within Florida. The 1989 Seminar theme focused on articulation in occupational and professional programs, and participation was expanded to reflect high school involvement in articulation efforts.

Regional Coordinating Councils

Following the recommendations contained in the Master Plan, the 1983 Legislature strengthened the role and expanded the responsibilities of the 28 regional coordinating councils. Since 1985 the Commission has conducted an annual review of the coordinating councils to evaluate their administrative effectiveness and the extent to which regional needs are met and unnecessary duplication controlled. While the councils vary widely as to their individual effectiveness, the Commission has found that, at a minimum, each of the councils serves as a forum at the local level which provides for regular communication involving all facets of public education and related agencies. At the same time, many of the 28 councils have successfully coordinated and ensured the delivery of vocational and adult education programs while eliminating wasteful duplication of effort and resources. Ties with business and industry have been strengthened in some regions as has cooperation with the independent and proprietary sectors.

It is apparent that several common factors characterize successful councils. These include competent and effective staff support, commitment of the chief executive officers as well as other representatives of the educational agencies involved, active, informed involvement by lay members, and involvement of the business and industry communities. The Commission's 1990 review of the councils will focus on the role, activities and accomplishments of each of the council's executive directors. Additional components of the coordinating councils will be evaluated as needed.

Educational Technology

The Master Plan noted that technology offers new instructional possibilities and gives greater access to the best elements of postsecondary education. The role of technology is already significant but has not come close to approaching its potential. While new computer and telecommunication technologies will not replace conventional teaching styles and delivery systems in the near future, the application of technologies to address specific administrative and instructional objectives is increasing.

The Master Plan further stated that educational technology will be of particular value in meeting many of the needs for postsecondary education over the next two decades. For example, the demand for more career education and personal enrichment by older students and the continuing education needs of practicing professionals may be met by bringing education to these people through technology.

The Florida Satellite Network, SUNSTAR, endorsed by the Commission in a 1984-85 feasibility study and subsequently authorized by the 1985 Legislature, has continued to mature and expand the scope of its services during the past year. In addition to state agencies and organizations such as the Departments of Education and Health and Rehabilitative Services, the Florida Academy of Trial Lawyers and the Volunteer Hospital Association, the client list is growing increasingly diverse with the inclusion of the Florida Senate Education Committee, National Geographic, and the ABC News Network. An example of the effectiveness of the network was a statewide briefing of the results of the 1990 legislative session sponsored by the Department of Education. Previously this task was accomplished through a series of regional meetings requiring a considerable investment of time and expense. SUNSTAR enabled State policy makers to communicate directly with hundreds of educational personnel throughout the State in one day. When the satellite network was first discussed, concern was expressed that such a system might be rendered obsolete due to technological advances in such fields as fiber optics. In fact, the network has succeeded in establishing a support system of receiving site coordinators and scheduling and marketing procedures which may be used for teleconferencing and distance learning regardless of the transmission medium selected -- satellite, cable, fiber optics, or Instructional Television Fixed Services (ITFS). In a related area, the 1990 Legislature appropriated \$140,000 for Distance Learning which will support efforts to expand use of telecommunications technology in both K-12 and postsecondary education. At the request of the 1989 Legislature, the Commission reviewed current policies and procedures related to the Florida Public Broadcasting System. The Commission report, **The Florida Public Broadcasting System**, adopted in February 1990, found that the system has earned the respect of other state systems around the country for its quality programming and decentralized interconnection arrangement. However, the Commission found that with the exception of Section 229.8051, Florida Statutes, there are no written policies or procedures which guide the system.

In accordance with a recommendation made by the Commission, the 1990 Legislature called for establishment of a task force appointed by the Commissioner of Education to make recommendations for a state policy for public broadcasting. The task force is to include representatives of the Legislature, public broadcasting and education and submit its recommendations to the Legislature by January 1, 1991. Upon completion of this assignment the task force is to be expanded to include membership from the arts, business, libraries, sciences, health and state telecommunications agencies to recommend a comprehensive telecommunications policy to the Legislature by January 1, 1992. Issues such as public-private partnerships in the use of new technological advances such as fiber optics and coordination among state and local agencies in the use of available telecommunications resources will be examined.

Linkages with Independent Postsecondary Education

Academic Program Contracts

Contracting with independent institutions for academic programs has been recognized through statute and the Master Plan for Florida Postsecondary Education as a cost-effective approach to meeting the State's needs and goals. Under the authority of Florida Statutes and State Board of Education Rule and upon recommendation of the Legislature, the State Board of Education establishes contracts with independent institutions "for the provision of those educational programs...which will meet needs unfulfilled by the state system of postsecondary education" (Section 229.053(2), Florida Statutes).

In 1990, the Commission recommended continuation of 14 academic program contracts. Each program was funded by the Legislature, although for nine contracts at levels less than recommended. In addition, two new contracts were recommended by the Commission (University of Miami - B.S. in motion pictures; and Florida Southern College - B.S. in accounting). The University of Miami program was not funded by the 1990 Legislature and the Florida Southern College program was funded contingent upon the approval of an academic program contract by the Commission. These existing and proposed contracts are listed in Table 1.

In 1990, the Commission completed a study of state funding for independent postsecondary education as a follow-up to its 1989 study of academic program contracts. In the 1990 report, the Commission reviewed issues related to direct funding programs including academic program contracts, student services and research funding, and the First Accredited Medical School. The Commission found that the policies and procedures for contracts related to student services and research funding should provide for the assessment of need and quality prior to funding and through periodic review of funded projects. The recommendation for periodic review was addressed in proviso language by the 1990 Legislature. The Commission also stated that the State should seek copyright and patent protection for all instructional materials, research, and property that is produced by, or developed in connection with state-supported projects and that the State Board of Education should audit funds appropriated directly to independent institutions. While this recommendation was considered by the 1990 Legislature, it was not adopted. The Commission will continue to pursue this issue.

The Commission recommended that the statute governing the State's interaction with the University of Miami for the First Accredited Medical School be modified to conform to residency requirements in the State University System and state-funded programs at independent institutions. This recommendation was adopted in proviso language by the 1990 Legislature.

In the 1990 study of state funding for independent education, the Commission also reviewed issues related to indirect funding programs including the Florida Tuition Voucher and Florida Student Assistance Grants (FSAG). The Commission found that there is overwhelming support to continue the voucher program as the State's primary mechanism for "choice" and that awards should continue to be made without consideration of financial need. The Commission further recommended that the need-based FSAG program should be maintained as the State's primary "access" program and funding should be increased to provide all eligible

students the full amount of award to which they are authorized. The 1990 Legislature maintained these two programs as they were, and appropriated additional funds to meet greater student demand.

Lastly, the Commission stated in the 1990 study that effective state policymaking is dependent on accurate information on current conditions and future projections for tracking state needs and related changes; the Commission will, therefore, provide regular reporting on the status of independent postsecondary education in Florida. The Commission believes that the review of such information is necessary to meet the needs of the State through balancing the distribution of financial resources among all available postsecondary education resources.

Table 1

Postsecondary Education Contracts

<u>Existing Contracts</u> (Year Initiated)	<u>1990-91/SBE</u> <u>Recommendation</u>	<u>1990-91</u> <u>Funding Level</u>
Florida Institute of Technology		
BS/Science Education (1983)	\$164,242	\$109,586
BS/MS/Engineering (1985)	695,462	506,777
University of Miami		
BS/Nursing (1979)	418,068	418,068
MS/Nursing (1985)	487,980	378,252
BS/Electrical Engineering (1981)	344,906	344,906
BS/Industrial Engineering (1983)	313,551	229,914
MS/Biomedical Engineering (1984)	146,394	113,392
PhD/Biomedical (1985)	512,225	457,384
PhD/Rosentiel Marine Science (1985)	459,698	365,461
BS/Architectural Engineering (1989)	209,034	93,720
Barry University		
MSW/Social Work	187,583	252,680
BS/Nursing (1989)	239,899	239,899
Florida Southern College		
BS/BA/Elementary-Early Childhood Education (1989)	197,352	88,164
Mt. Sinai		
Radiology Technology (1984)	78,960	78,960
 <u>New Proposals Reviewed by PEPC</u>		
University of Miami		
BS/Motion Pictures	156,775	-
Florida Southern College		
BS/Accounting	63,686	63,686*
	-----	-----
TOTAL RECOMMENDED CONTRACTS	\$4,675,815	\$3,740,849

*Upon review and approval by the Commission

Proprietary Education

The Postsecondary Education Planning Commission has made recommendations for improving proprietary education in five separate documents. In each of these, including the 1982 **Master Plan for Florida Postsecondary Education** and the 1988 **Master Plan Update**, the Commission stressed the important role of independent educational institutions within a coordinated system of postsecondary education. In its 1989 study, **An Update of Proprietary Education in Florida**, the Commission recommended certain policy changes which addressed the licensure requirements of all independent schools. Specifically, the Commission recommended that any nonpublic institution choosing to offer both collegiate, academic degrees and vocationally-oriented certificates or diplomas, be licensed by both licensing boards. The Commission also recommended the addition of stronger consumer protection measures, minimum requirements for the definition of all awards granted by proprietary institutions, and uniform, comparable data gathering procedures for all independent institutions. The Legislature enacted into law the majority of the Commission's recommendations.

During 1989-90, both licensing boards, the State Board of Independent Postsecondary Vocational, Trade, Technical and Business Schools (SBIPVTTBS) and the State Board of Independent Colleges and Universities (SBICU) began developing rules to implement sections of the new law, some of which have been subsequently approved by the State Board of Education.

Both boards have worked to follow the intent of the legislation; however, the rules developed by the SBIPVTTBS to date do not address one of the key areas of the legislation: the requirement that the board define the level of each program offered by using standards set by the public schools. In addition, the board has not specified which awards and credentials will be recognized for each program, nor has this board adopted common definitions for each award. Another area of concern is that some institutions have rapidly converted former diploma programs into Associate of Science Degree programs thus avoiding the programmatic review of the vocational board. Both board executive directors are working to ensure compliance with the intent of the law.

The proprietary school sector is a complex, rapidly growing component of postsecondary education. As an integral part of Florida's multifaceted education system, independent institutions serve the needs of thousands of students each year. The Commission has encouraged both boards to continue to work together to enhance and improve postsecondary independent education in Florida.

Economic Development/High-Technology Initiatives

The **Master Plan for Florida Postsecondary Education** stressed that for the State to be successful in attaining its economic development goals, postsecondary education must play a significant role. To attract new industries to Florida and support the growth of existing ones, the Master Plan emphasized the need for planning so that the demand for trained technicians in emerging and changing technologies is anticipated. State policymakers must have the foresight and flexibility to adapt to a changing occupational environment. The **Master Plan** recognized that educators should work closely with industry in the State and with economic recruiters to identify new state-of-the-art training needs, especially for high technology firms. Postsecondary education institutions should continue to take a leading role in this cooperative process at the local

level. In addition, planning should occur at the state level to ensure that the State's economic development goals are supported.

Meeting the Needs of New and Changing Industries

As noted in the Master Plan, American industry continues to undergo a major technological transition that is driven primarily by dramatic advances in computer applications, microelectronics, and automated machinery. Industries with new training needs are emerging, and existing industries require new and different skills from their employees. In addition, Florida is attempting to expand its industrial base by actively pursuing its share of high technology and other industries.

To continue to attract new industries to the State and support the growth of existing ones, educational planning and forecasting are critical. The Sunshine State Skills and Industry Services Training Programs were created for the purpose of meeting the needs of new and changing industries. In 1990, the Commission completed a study of these two programs. In conducting the study, the Commission reviewed issues related to program consolidation, program goals and objectives, program operating procedures, and program effectiveness. The Commission found that these two programs can and should serve as models for increased efficiency and effectiveness in ongoing job preparatory and supplemental postsecondary vocational education programs. The Commission's report called for closer coordination between the advisory councils for the two programs, clearly delineating missions and improving policies and procedures for both programs, increasing communication with related vocational education entities, and increasing programmatic data collection to be used in measuring effectiveness. The recommendation to more clearly delineate the missions between the programs was addressed in proviso language by the 1990 Legislature which limited funds appropriated to the Sunshine State Skills Program to support those advanced technical skill training needs which are at a level commensurate with the postsecondary vocational programs offered by community colleges.

A number of additional programs have been created to link the State's economic development goals and postsecondary education. Most of these efforts such as the Trust Fund for Postsecondary Education Cooperation, High Technology and Industry Council, Florida Education and Industry Coalition, and Clearinghouse for Economic Development (ACCESS) have been implemented since the 1982 Master Plan. Other programs which serve similar purposes can be identified within each education sector. Several 1990 legislative provisions impact the role of the Division of Vocational, Adult, and Community Education in economic development efforts including funding for computer integrated manufacturing centers (\$450,000), awards for implementing special vocational education projects and studies (\$20,000), Industry Services Training Program (\$1.5 million), and the Vocational Business Exchange Program which provides opportunities for vocational teachers in public schools and community colleges to upgrade skills in an instructional area which is subject to frequent technological change or innovation (\$550,000).

Several 1990 legislative provisions relate to the role of community colleges and state universities in economic development efforts including funding for high technology and development research (\$6.8 million). This appropriation included \$500,000 for the purpose of examining military applications of high technology, with Valencia Community College and Okaloosa-Walton Community College each receiving \$200,000, the Florida High Technology and Industry

Council receiving \$30,000, and the Commissioner of Education receiving \$70,000. Additional appropriations were designated from this fund to the University of Central Florida for the Center for Research in Electro-Optics and Lasers Free Electron Laser Program (\$500,000), and to Florida State University for the High Magnetic Field Laboratory (\$1,000,000, contingent upon National Science Foundation designation as the site of the National High Magnetic Field Laboratory and upon the provision of \$500,000 in matching funds from the Florida State University Sponsored Research Trust Fund). A further appropriation of \$10,000,000 was designated for a building for the National High Magnetic Field Laboratory, also contingent upon national designation. Community colleges received funding to continue the Technology Transfer Centers (\$450,000) and the Sunshine State Skills Program (\$1.5 million).

Financing and Evaluation

The **Master Plan** called for a financing process for postsecondary education that was sufficiently sensitive to direct resources to improve quality and described an approach to program budgeting that was built upon a strong system of program evaluation and budgeting procedures which accommodate the results of program reviews. Its effectiveness hinged on the extent to which program and budget reviews can be linked. Since 1982, studies of the funding procedures used in each of the public postsecondary education systems, which have been conducted by the Commission directly or under the purview of the sector boards, indicate that procedures have developed in the direction envisioned in the **Master Plan**.

In Fall of 1989, faced with significant growth in most community colleges, the State Board of Community Colleges recommended a change in the method of funding enrollment shifts. Rather than a three-year average, funding based on the current year estimated enrollment was requested. The primary rationale for this change, which would have increased workload funding requirements in 1990-91 from \$30.3 million to \$69 million, was that funded enrollment was falling significantly behind actual enrollment.

While the Commission recognized the challenges inherent in the steady growth rate faced by the colleges, it did point out that this enrollment was not totally "unfunded." New students provide increased fee revenue which can partially offset their impact during the first year. In addition, returning to a procedure based on estimated enrollment could potentially result in many of the funding disparities the three-year average was designed to correct. The Commission acknowledged that the significant growth might require a funding adjustment but suggested that a policy shift of this nature should not be undertaken without a thorough review. The Executive Office of the Governor requested that the Commission review the workload issue and provide recommendations by Fall 1990.

The 1990 Legislature chose to maintain the three-year average in the workload methodology; and directed the Commission to expand and update its 1986 study, **Florida Community College Finance**, and submit the results to the Legislature and State Board of Education by February 1, 1991.

Following is a discussion of progress made in several financing and evaluation issues which affect all postsecondary delivery systems: program review procedures, student tuition and financial aid policies, and designation of new campuses and centers.

Improving Program Review Procedures

Program review is an important component in educational planning. Periodic and systematic program reviews that are coordinated across the public postsecondary divisions provide information for decisions related to programmatic master planning as well as to budgeting. The Commission recommended in the Master Plan that the State University System, the Community College System, and the Division of Vocational, Adult and Community Education strengthen their procedures for reviewing existing and proposed new programs, including review of every major program at least once every five years on a system-wide basis. The Commission reports annually to the State Board of Education concerning the planning and coordination of postsecondary educational programs and recommends rules related to program review.

Although each division maintains at least a three-year schedule, the projected review plans are flexible and have been amended to accommodate special program review needs. This flexibility has fostered the progress made in recent years in coordinating reviews across sectors. To illustrate, in 1988 the Commission issued a study on nursing education in Florida, in 1988-89 DVACE looked at nursing programs in preparation for a Level III review of nursing programs which began in 1990 by the Division of Community Colleges. The State University System revised its program review schedule for 1990-91 to examine nursing programs as well.

An ongoing concern of the Commission involves coordination between educational sectors and external agencies involved in program review. In addition to the highly successful sequential review of nursing by the three divisions described above, DVACE joined with the Board of Nursing within the Department of Professional Regulation in conducting joint on-site visits for the program reviews. A representative of the Board of Nursing sits on the Nursing Program Review Committee established by the Division of Community Colleges to oversee the Level III review. Also during this past year, the Division of Community Colleges and DVACE have been discussing more varied program review activities with the Florida Department of Law Enforcement (FDLE). DVACE has also coordinated with the Department of Corrections and the Correctional Educational School Authority on program review. Teacher education was a third area of concentrated effort to coordinate program review with an external agency. In early 1990, the Division of Universities, in cooperation with the National Council of Accreditation for Teacher Education (NCATE) and the Florida Department of Education, initiated a review of teacher education. This cooperative program review culminates extensive preliminary discussions under the leadership of the Division of Universities to integrate program review activities of Florida and the accreditation activities of NCATE for teacher education programs throughout the State University System. Using the NCATE report and additional materials will result in a more efficient and cost effective program review for teacher education programs.

The Commission's Master Plan Update recommended that a program review conference be convened annually to enhance integrated planning for the program review process. This year marked the third conference jointly sponsored by the Commission, the Division of Universities, the Division of Community Colleges, and the Division of Vocational, Adult and Community Education. Among the items discussed were the divisions' reviews during 1989-90 and projected reviews. In response to a recommendation in the Commission's 1990 study, **An Assessment of College and Vocational Preparatory Programs**, which called for each of the

divisions to conduct a program review of their preparatory programs by 1992-93, the divisions will plan to conduct a joint review utilizing a single task force rather than individual review committees within each division. This is a major undertaking and signals a significant commitment on the part of the divisions to total coordination of a single program review.

In addition to participation from the educational sectors, the 1990 Conference sought to strengthen the involvement of external agencies conducting review related activities. This year's meeting was successful in achieving the active participation of representatives from the Department of Professional Regulation, the Department of Law Enforcement, and the Department of Health and Rehabilitative Services. Participants explored joint review activities between the Department of Education and these departments. Suggestions forwarded by the representative of the Department of Professional Regulation included better integration with the individual professional boards, coordination on continuing education issues, and utilization of the DPR's newsletter to disseminate information concerning educational program reviews. The representative of the Department of Law Enforcement encouraged further development of joint review activities. Follow-up activities will involve continued monitoring of inter-divisional and inter-departmental coordination.

This past year, Commission staff, in cooperation with the Board of Regents staff, have refined the cooperative procedures for the Commission's review of new academic degree program requests in the State University System, and for the Regents' review of independent sector proposals for academic program contracts with the State Board of Education. Both of these processes will continue to be intertwined and gain in importance as developing public programs mature and converge with existing academic program contracts.

Student Tuition and Financial Aid Policy

The first supplement to the Master Plan, State Student Financial Aid Policy, published in March 1983, recommended a number of specific guidelines, directions, programs, and priorities for strengthening Florida's financial aid programs in the future. It attempted to provide a direct relationship between the overall financing approach recommended in the Master Plan and the State's tuition and financial aid policies.

Tuition and Fees

The Master Plan recommended that tuition at public community colleges and universities should be indexed to state general revenue appropriations. This approach was intended to allow students, parents, institutions, and the State to plan on likely tuition levels. While the Board of Regents has consistently attempted to move in this direction, resistance in the Legislature to increasing fees has resulted in a widening gap between student costs and the overall cost to the State. This year the Legislature approved a 10 percent increase in state charges in the State University System and 20 percent for out-of-state. Even with these adjustments, the highest annual registration fees (\$1403) within the system for 1990-91 will be considerably less than the national average (\$1972) for comparable institutions in 1989-90.

Community college fee revenues were increased five percent by the Legislature although the actual charges will vary by institution. The Commission has recommended that charges for the community colleges remain at a level below that

of the state universities since the colleges represent the initial point of access for the majority of students attending public postsecondary education in Florida. The issue of community college fees and their relationship to the charges in other institutions will be examined further in the Commission's upcoming study of community college finance.

Consistent with recommendations made previously by the Commission and the Department and policy adopted by the 1989 Legislature, the 1990 Legislature established a single range of fees (from \$.27 to \$.67 per hour) for vocational instruction offered by both school districts and community colleges. While this range is considerably broad it will eliminate price as a point of competition between these two publically-supported sectors.

Student Financial Aid

Student financial aid has been addressed in many Commission reports, including the **Master Plan**, supplements to that document, the **Master Plan Update**, and a 1990 study, **Student Financial Aid Administration in Public Community Colleges and Universities**. Access to accurate and timely financial aid information has been an ongoing Commission concern. Groundwork for a comprehensive strategic information system for student financial aid has been developed in recent years through special legislative appropriations as well as cooperative state agency actions to produce comparable information.

During the past year, the Commission focused on the administrative aspect of student financial aid in the public sector. Following a directive from the 1989 Legislature, the Commission conducted an analysis of the administration of student financial aid programs in state universities and community colleges. Several issues and recommendations evolved from the analysis. The study concluded that, compared to national data, staffing levels in the universities and some community colleges were reasonable while a number of the community colleges appeared to be understaffed. Special appropriations since 1982-83 to enhance staffing of university student financial aid offices have been influential in strengthening staffing levels in that sector. Staffing deficiencies in several of the community colleges, however, could be a major contributor to administrative problems. A second area of concern was the institutions' difficulty in attracting and retaining qualified counselors and aid evaluators. In addition to job-related stress produced by the nature of the tasks involved with financial aid program administration, national and regional comparisons examined by the Commission this past year indicate that compensation levels have not been competitive at a number of institutions in both the community college and university sectors. Automation of financial aid services was another issue in this study. The level of automation varied considerably across institutions, with universities generally reporting more automated tasks than community colleges. Service to students was also reviewed. Access to services and students' level of satisfaction with access were not uniform across the university and community college systems. Community college students were generally more satisfied with services than were university students. Service to special subpopulations varied. Many of the colleges provided aid information through special projects or strategies to racial/ethnic minorities while all of the universities did so. Most institutions did not provide special service to other groups such as the disabled, evening, and part-time students.

Among the Commission's recommendations were several calling for follow-up action by the State Office of Student Financial Assistance, the Board of Regents, the

State Board of Community Colleges, and the Articulation Coordinating Committee. Specific recommendations cited the need for designated staff in both the Division of Universities and the Division of Community Colleges to actively coordinate with the institutions on student financial aid issues and to provide guidance and oversight at the system level. Other recommendations called for guidelines to standardize and generally simplify student financial aid program criteria and other requirements, including application deadlines, and legislation establishing a one-year lead-in period for new student financial aid programs. This would provide state and local administrators time to disseminate information on the new programs and allow adequate time to implement administrative processes at the state and institutional levels. The study also recommended strategies to increase student access to financial aid records.

Another important issue related to financial aid is the distribution of support for need and non-need based aid programs. A task force authorized by the 1990 Legislature will examine the question of decentralizing the Student Assistance Grant Program (the State's primary need based program) as well as other program improvements. In addition, the task force will review strategies to reduce the current level of student indebtedness.

Designation of New Centers and Campuses

The Commission has the responsibility to review requests for the establishment of new campuses and centers of public postsecondary education according to criteria established by the State Board of Education. In addition, the 1989 Legislature expanded the charge and authorized the Commission to "review the establishment of those instructional centers which require approval by the Board of Regents or the State Board of Community Colleges." Accordingly, during the past year, the Commission recommended approval for both a request from Palm Beach Community College to change the designation of its South Center to South Campus, as well as a request from Pasco-Hernando Community College to change the designation of its West Center (New Port Richey) to a campus and change its East Campus (Dade City) to a center. In the course of this year's project to develop criteria for the establishment of new public colleges and universities, the Commission will also reexamine the procedures used to review the designation of new centers and campuses at existing institutions.

STRENGTHENING EDUCATIONAL PERFORMANCE AND PROCESS

Undergraduate Education

The state of undergraduate education continues to be a concern for policymakers and educators both nationally and within Florida. Concern over inadequate preparation of college bound students and poor communication between high school and college, a fragmentation of learning into narrow disciplines with a loss of a common sense of purpose for the undergraduate experience, a conflict between the coursework taken by career-oriented students and the need for breadth in the liberal arts, demands on faculty time between research and teaching, and the inability to determine a college's success in fulfilling its mission are a few of the issues that continue to bear directly on the undergraduate experience. Over the last ten years the State of Florida has undertaken a number of initiatives designed to strengthen undergraduate education. As a part of the Statewide Articulation Agreement each public higher education institution in Florida must identify a minimum of 36 semester hours of general education college credit in the liberal arts and sciences to be completed by students working toward a baccalaureate degree. In 1982, the State Board of Education adopted Rule 6A-10.030 (the Gordon Rule) which requires all students to take 12 hours of English or humanities coursework and six hours of mathematics at the college algebra or higher level. In addition, since the 1982 Fall term, all students have been required to present passing scores on the College Level Academic Skills Test (CLAST) for the awarding of an associate of arts degree or admission to upper division status (Chapter 82-180, L.F.). Since 1982, the Legislature has provided over \$36 million for undergraduate enhancement. The majority of these funds have been used to reduce class size in English, mathematics, foreign language and other courses which comprise the general education curriculum, to increase faculty salaries, and to enhance academic advising for undergraduates.

The 1988 Master Plan Update called for an assessment of the current status of the general education curriculum to provide information regarding the impact of the State's efforts to improve undergraduate education. The Commission's 1989 study, *An Assessment of the General Education Curriculum in State Universities and Community Colleges*, provided important information regarding the implementation of the Gordon Rule (SBER 6A-10.030) and the structure of the general education curriculum in Florida's public postsecondary institutions. As a follow-up study, the 1989 Legislature directed the Commission to evaluate the effect that undergraduate enhancement funding within the State University System has had on the student undergraduate experience including the effect of class size on attrition rates and grades of students as well as academic and career advising.

The projected number of students enrolling in Florida's postsecondary institutions over the next ten years is expected to increase by 37 percent. Both economic and personnel constraints will adversely impact the ability of the State University System to hire the additional faculty necessary to increase the availability of undergraduate courses and keep class sizes manageable. Further, with enrollments growing, demands for faculty to spend more time in the classroom and less time involved in research or other equivalent activities are likely to increase. Efforts to increase the quality of the undergraduate experience will continue to be important and will require a stronger commitment at both the state and institutional level as more students are admitted.

Within the last year, the State Board of Community Colleges completed an extensive review of its associate in arts degree program. The review focused upon issues raised by the Board's ongoing program review process, the **Master Plan for Florida Postsecondary Education** and several of the Commission's special studies. The review process involved an examination of all levels of the associate in arts degree program including enrollment and student characteristics, community college/university faculty interaction, student performance and outcomes (including grades, graduation rates, transfer rates, nontransfer students, the CLAST and program effectiveness measures), curriculum and instruction (including general education, college preparatory instruction and class size), learning resources, advisement, equal access, equipment and costs. The summative review contains recommendations for program improvement consistent with the overall goals contained in the **Master Plan for Florida Postsecondary Education**.

Although undergraduate education has received considerable attention in the last few years, a number of issues identified in the **Master Plan** and studies conducted by the Commission deserve continued attention. The purpose and desired outcomes of the general education curriculum, compliance with the Gordon Rule in the State University System, continued monitoring of student progress on the CLAST, the continued development and implementation of the Student Academic Support System (SASS) and the Student On-Line Advisement and Articulation System (SOLAR), student transfer and access to upper division programs in state universities, the use of forgiveness policies in Florida's public postsecondary institutions which allow students to withdraw from courses without any indication of poor grades, the enhancement and reward of good teaching and faculty workload issues are all areas that deserve further study. In addition, the **Master Plan** has identified the need for the development of an outcome assessment program at each institution for use with a representative sample of each graduating class. An ongoing outcome assessment program is an important part of any program improvement effort and can be used as evidence of institutional effectiveness as is required for Southern Association of Colleges and Schools (SACS) accreditation.

Assessment

Student assessment is strongly integrated into Florida's postsecondary education system. Assessment programs provide advanced students the opportunity to obtain college credit for accumulated knowledge. Assessment testing for academic placement is obligatory for college and vocational programs. In addition, the state's exit test, the College Level Academic Skills Test (CLAST), assesses the students' achievement of college-level communication and mathematics skills and is required for the award of an associate in arts degree and for admission to upper division status in a state university. During the past year, the Commission has been directly involved with entry and exit level assessment.

Statewide Testing Program

An integrated testing system has been an ongoing interest of the Commission. The 1988 **Master Plan Update** recommended that the Department of Education assess the existing statewide testing system. In early 1990, the Commissioner of Education appointed a committee of Department of Education staff to develop recommendations for improvements in Florida's Statewide Student Assessment Program in the public schools (K-12). These recommendations were subsequently enacted by the 1990 Legislature. One of the committee's recommendations will

eliminate current State Student Assessment Tests I and II and require a new assessment test in tenth grade. This new examination will measure mathematics and communication skills, including an assessment of student writing. Most important, results of the tenth grade test can be used for guidance in course selection and counseling for career and postsecondary educational planning. In its 1990 report, **An Assessment of College and Vocational Preparatory Programs**, the Commission endorsed this approach, citing its utility as an early warning system to identify students' academically deficient areas and as a stimulus to provide students assistance in strengthening these essential skills prior to high school graduation. Additional major reforms for the Department of Education's K-12 testing program decrease emphasis on minimum competencies and increase emphasis on higher level skills.

Placement Testing

Placement testing upon entering postsecondary education continues to be an important assessment point. The Commission examined placement or entry-level testing in **An Assessment of College and Vocational Preparatory Programs** and found a lack of consensus among educators concerning both the appropriateness of placement examinations now used and the minimum scores for placement in college-level instruction. The study concluded that the level of doubt among practitioners and administrators concerning the kinds of placement tests currently used and the difficulty in establishing concordance among tests to set minimum scores was sufficient to warrant the consideration of alternative testing approaches. The report recommended that the Department of Education continue to periodically assess both of these areas, with additional consideration given to identifying minimum scores for only one placement test which would be used as a single standard.

Assessment for placement was also examined in vocational education. A problem area that emerged in the Commission's study centered on whether remediation should be required before program enrollment or before certain vocational courses could be taken. Again, program administrators were divided on this issue. Such requirements might have a chilling effect on enrollment, yet students who have much to remediate or students who are interested in high-tech programs may not be able to successfully complete their programs without prior remediation. The study suggested that rather than requiring prior remediation for all programs, a more reasonable approach would be to identify those situations or conditions under which attainment of vocational preparatory skill needs should precede continuation in the vocational program. Accordingly, the report recommended that the Division of Community Colleges, the Division of Vocational, Adult and Community Education, and the Division of Public Schools jointly identify the type and level of basic skills which vocational preparatory students should master as a requisite for entry into specific vocational courses and programs.

College Level Academic Skills Test

In the late 1970s, the State Board of Education defined and placed in rule the communication and computation skills considered essential for mastery by all college students. In 1982, the State developed and required completion of a test designed to measure these skills -- the College-Level Academic Skills Test (CLAST). Florida now requires all public community college and state university students to achieve the skills measured by the CLAST prior to receipt of the associate of arts degree and advancement to the upper division. In addition, the CLAST requirement must be satisfied by students enrolled in independent

institutions and are receiving state financial aid, and by persons seeking public school teacher certification. It is not, nor does it purport to be, a comprehensive assessment of the undergraduate experience. It primarily evaluates what is learned in freshman English and mathematics courses which may account for less than one-sixth of a college curriculum.

Representatives of the Commission participated on the 1984 Statewide CLAST Panel which established the performance levels to be achieved on the test with phased increases in the standards scheduled for 1986 and 1989. In 1988, at the request of the Legislature, the Commission conducted a review of the CLAST. The study, which was conducted with the assistance of a nationally recognized team of experts on testing, found the reliability and validity of the test to be acceptable. The study further found that the test assesses competencies which all sophomores should be able to master.

At its August 8, 1989 meeting, after considerable discussion and public testimony, the State Board of Education voted unanimously to immediately raise the passing score on CLAST to the previously recommended 1989 levels for the reading and English language skills subtests, from 270 to 295. The passing score on the mathematics subtest was raised to a point halfway between the 1986 and 1989 levels to a score of 285. Based on subsequent action of the State Board at its April 12, 1990 meeting, this new score will be maintained until July 31, 1991. The score on the essay component of the test will also be maintained at its present level of four until July, 1991.

Along with revising the implementation schedule for the standards, the State Board called for development of a plan and institutional strategies for improving the performance of minorities on the test. This was developed by a task force which included representatives of the Articulation Coordinating Committee, the Commission, the State University System, the Community College System and public schools. The task force report, **Assisting Minority Students in Meeting the Requirements of the College-Level Academic Skills Test**, was completed in December 1989. After accepting the report the State Board of Education directed the Department to coordinate the preparation of sector implementation plans for accomplishing the task force recommendations. These plans were approved by the State Board in June 1990.

The 1990 Legislature took several actions related to the CLAST. The General Appropriations Act provides \$2 million to the community colleges for improving student performance in subject areas included in the CLAST. A provision included in Chapter 90-302, L.F., requires state university and community college students to complete at least 18 semester hours of college courses before taking the CLAST. Finally, Chapter 90-99, L.F., includes a provision for waiving the CLAST subtest requirements for students who have failed a subtest four times. Responsibility for this decision rests with the president based on the recommendations of an institutional advisory committee. Waivers shall be considered only after students have been provided test adoptions or other administrative adjustments to permit the accurate measurement of the students. Each president is to report annually by July 1 on the number and percentage of students granted waivers, the subtests waived, and the reasons for granting the waivers.

Graduate Education

Graduate education programs in Florida's universities attract among the brightest students in the State and the nation, and these programs continue to be a national and international source of advanced education and research. The Commission's **Master Plan for Florida Postsecondary Education** recognized the need for comprehensive planning for growth and other changes in graduate education. Resources for graduate programs must be used selectively due to the high cost of advanced education and the need to avoid unnecessary duplication. The plan stated that future growth in graduate education in the State, particularly doctoral education, should be gradual, controlled, selective, responsive to demonstrated student demand and carefully planned. Specific criteria were identified to evaluate the existence of compelling need for new programs.

The Commission's 1986 report on **A Study of Graduate Education Programs in Florida** constituted the initial data base for graduate education programs in the public and independent sectors and was used to assist in graduate program planning and funding. State-level planning for graduate education has been evidenced in the growth of graduate programs in Southeast Florida to meet the demands of a growing population and increasingly complex economy. The program approval process in the State University System has complemented the implementation of the **Southeast Florida Plan (SFP)** and **Comprehensive University Presence Plan (CUP)** in the region. Accordingly, the Legislature continues to appropriate funds for the CUP plan to provide for those new masters and doctoral programs in Southeast Florida which have been approved by the Board of Regents for planning or implementation.

The 1990 Association of American Universities (AAU) report entitled **The Ph.D. Shortage: The Federal Role** stated that the shortage of doctoral graduates in the United States will affect not only academia but industry and government as well. The demand for these graduates will increasingly exceed the supply in both nonacademic and academic markets. The report also notes with concern the increase in the number of U.S. doctoral degrees being earned by foreign students. AAU recommendations include doubling the number of existing federal fellowships and traineeships, expanding current programs and creating new initiatives to deal with underrepresentation in doctoral education of non-Asian minorities and women, and increasing support for such areas as research facilities and instrumentation. According to the Southern Region Education Board (SREB), in 1989 Florida ranked third in the region behind Texas and Virginia in the awarding of master's degrees (5307), and third in the awarding of doctoral degrees (703).

Stipend awards and fee waivers are among the essential elements in attracting qualified graduate students. In its 1989 study of **Graduate Student Fee Waivers and Stipends**, the Commission confirmed that the most effective way to recruit the best students nationally and internationally is through a financial support package comprised of a stipend award, provided as compensation for teaching and research activities, and a fee waiver to offset the cost of tuition fees. Recommendations in the report, developed in consultation with the Board of Regents, regarding the level of need and use of fee waivers and stipends have been implemented. Subsequent budget requests have emphasized that the level of compensation for these awards must continue to be increased to remain competitive in attracting the most qualified graduate students, and the Legislature has responded. The 1990 Legislature appropriated approximately \$3.6 million for fee waivers and approximately \$19.8 million for graduate stipends.

Professional Education

Professional education encompasses an array of areas, including business, law, health, agriculture, sciences, and communications. Past Commission reports examining some of these areas in depth included studies on teaching and engineering as well as eight major health professions. Periodic program reviews conducted by the State University System also provide information on professional education addressing issues of program quality, market demand, student characteristics, and resources.

Nationally, students in higher education have demonstrated increasing interest in recent years for business, with nearly one-fourth of the freshmen enrolled in 1989 planning to major in business. Yet in comparison, only nine percent of all new students expressed interest in teaching, 10 percent planned to enter engineering, and 13 percent were interested in health professions such as medicine, pharmacy, and nursing.

The State's demand for graduates of professional programs will continue to increase. The Florida Department of Labor and Employment Security projects a four percent annual average growth in employment until the year 2000 in professional occupations. Of Florida's ten-fastest growing occupations, six provide health services and three are computer-related. Within the State University System, the numbers of bachelors, masters, and doctoral degrees awarded over the period 1986-87 to 1988-89 were generally stable or declined in engineering, engineering-related technologies, and law. In business and management, however, the number of degrees at all three levels increased over the three-year period. The need to strengthen recruiting among racial/ethnic and gender minorities for many professions is clear. In 1988-89, blacks received three percent of all degrees awarded in engineering, approximately seven percent of all engineering-related technology degrees, seven percent of all law degrees, and three percent of all business and management degrees. Also during that year, Hispanics were granted 9.7 percent of all engineering degrees, 9.5 percent of engineering-related technology degrees, 4.8 percent of the law degrees, and 7.8 percent of business and management degrees. Women received 16 percent of the engineering degrees, 15 percent of the engineering-related technology degrees, 79.5 percent of the law degrees, and 43.5 percent of the business and management degrees.

The need to augment the number of professionals trained in the sciences, mathematics, and selected health and allied health professions is particularly acute. Recognizing the need to reach out to students with special needs, a joint report issued by the Florida Chamber of Commerce, the Florida Education and Industry Coalition, and the Florida Department of Education contained a goal statement to increase motivation, incentives and opportunities for minority, female, at-risk, disabled, and gifted students to pursue programs and careers in mathematics, science, and computer education. The Commission has endorsed this plan and will support development of a proposal by the Department to be submitted to the National Science Foundation for **Statewide Systematic Initiatives in Science, Mathematics, and Engineering Education**. A recent State University System program review of engineering education recommended that the State and its engineering colleges aggressively promote engineering education among the women and minority precollege student population. The report also cited the need for funding provisions for innovative programs that address this problem. For the allied health fields, the **State University System Master Plan 1988-89 - 1992-93** notes that the system must work with the Commission and the State Board of

Community Colleges to increase enrollments at the baccalaureate level in allied health disciplines by fifty percent on average before 1993 and that planning should begin to expand at the master's degree level to provide increased numbers of faculty and clinical staff.

The 1990 Legislature directed the Commission to prepare a data profile providing educational and workforce data with analysis of individual health professions. Beyond the State University System program reviews, comprehensive studies of the professions, excluding the major health professions, at the undergraduate and graduate levels have not been conducted in recent years. An impending teacher shortage prompted the Commission's review of teacher education and colleges of education in 1984. The Commission also issued a study in 1983 on engineering education because of state goals for attracting high technology industry to Florida. In light of the increasing demand for graduates of some of the professional programs, limited fiscal resources, and decreasing enrollments characterizing some of the professions, it may be timely for the Commission to look at selected professional education areas in the near future.

Teacher Education

Since the 1982 Master Plan For Florida Postsecondary Education, the Commission has been involved in the ongoing review of the process and outcomes of the State's teacher preparation programs. Nationwide, the shortage of classroom teachers continues. It is estimated that 200,000 new teachers will be needed by 1993. The U.S. Senate is currently reviewing a teacher recruitment and training bill designed to bolster national teacher recruitment efforts through loan forgiveness and expanded scholarships and grants, and new demonstration projects on alternative certification, innovative minority recruitment techniques and school-based management. In the American Council on Education report, **The American Freshman: National Norms Fall 1989**, it was reported that freshman interest in teaching, although low, held steady in the last year at nine percent, compared to seven percent of freshmen who planned to pursue an education major in 1984.

Florida's demand for public school teachers continues to outpace the current and projected supply. While the number of graduates from teacher education programs is projected to gradually increase over the next few years, the rapid growth of Florida has prevented the State's production of certified teachers to meet the need. The Department of Education estimates that Florida will need at least 40,000 new teachers by the year 2000. The State University System currently produces 37 percent of the teachers needed to fill vacancies every year. Further, the State's universities produce fewer than 27 percent of the number of teachers needed to fill vacancies in mathematics, science and computer education. An additional concern is the low number of minorities preparing to teach, especially in critical shortage fields such as mathematics and the sciences. Historically, Florida has always been heavily dependent on out-of-state personnel to fill its vacancies. However, the Board of Regents has adopted a goal of producing 60 percent of the supply of the new teachers required each year.

While continuing to be the subject of considerable debate nationally, thirty-three states now offer alternative certification programs according to a recent study conducted by the National Center for Education Information (NCEI). These programs provide an opportunity for arts and sciences graduates or graduates of other colleges with appropriate content preparation to achieve state

certification for a secondary school teaching position. The report indicated, however, that schools are hiring few such teachers and that a third of these states allow schools to hire such teachers only when they cannot find traditionally-certified teachers. As a result, only about 12,000 of the one million teachers hired since 1985 were certified through alternate programs.

The Commission continues to promote alternate strategies in Florida to increase the supply of teachers, including the alternate certification program. Five university alternate certification centers were established around the State in 1988, and during this year, the sixth center was opened at the University of South Florida. These programs have certified 111 teachers in 1988-89 and 99 teachers in 1989-90. On a promising note, current statistics for these alternatives programs indicates a minority participation rate of 18 percent, approximately double that of traditional preparation programs. Legislation passed in 1990 will expand the program to include teachers at other than the secondary level.

Major education reforms were passed by the 1990 Legislature, including numerous items designed to enhance teacher education, recruitment and training. The state's beginning teacher program has been renamed the "professional orientation" program and will emphasize a program of individualized mentoring and assistance to enable beginning teachers to learn and demonstrate the required competencies. Alternative teacher preparation programs will be expanded to enable persons already certified to add an additional coverage to their certificates, particularly in areas of critical shortage. The legislation also facilitates the employment and certification of experienced out-of-state teachers in the State, and supports the establishment of summer in-service training institutes, particularly for instructional areas of critical teacher shortage.

The Legislature also has directed the Department of Education to establish a program approval process for postsecondary teacher preparation programs that will be fully implemented for all programs in the State by 1995. Criteria for program approval and standards of excellence will be developed by the Department of Education and the Education Standards Commission. The Legislature also encouraged universities and community colleges to establish pre-teacher education and teacher education pilot programs to motivate promising minority students to prepare for a career in teaching. The pilot programs will focus on the development of basic skills needed by successful teachers.

Additionally, the Legislature established a teaching profession enhancement grant program. Public and private colleges and universities with approved teacher preparation programs will be encouraged to submit program proposals designed to improve teacher education. An advisory committee will award funding on a competitive basis. The grant program will emphasize the recruitment of minorities and men, pre-service programs and the professional orientation program, in-service education, professional competencies and university/community college collaboration.

Academic Advisement

The need for improvement in the areas of counseling and advising for students in community colleges and state universities has been addressed in several Commission studies including the 1988 Master Plan Update as well as *The Impact of Undergraduate Enhancement Funding* (1990) and *Registration in Public Community Colleges and Universities* (1990). Academic advisement is a complex and multi-

dimensional process which provides students with information on course scheduling, graduation criteria and other institutional requirements. Students also rely on academic advising to select an academic major when unable to enter the program of their choice due to limited access requirements. At many institutions, academic advising and planning have become central elements in retention efforts. In addition, transfer students rely on accurate and timely academic advising to meet the requirements for a degree at their new institution. The goal of any adviser or advisement system is to help students choose a program of study in which they are capable and interested in pursuing. When delivered properly, the advisement process can be a significant factor in a student's educational growth and development.

For the past five years, the Florida Legislature has provided support for the development and implementation of computerized advisement systems designed to provide university and community college students and advisors with complete and reliable curriculum and career information. Initially funded in 1985, the Student Academic Support System (SASS) is currently being phased-in throughout the State University System. One component of SASS which is currently operable at all nine universities provides each student with a personalized academic record that can be compared to specific program requirements and prerequisites. Each community college in Florida can now access the Student On-Line Advisement and Articulation System (SOLAR). SOLAR allows a student to determine the course and curriculum requirements for the most frequently selected majors at any community college in Florida. In addition, SOLAR can supply information on specific courses or other prerequisites for university degree programs. Unlike SASS, SOLAR is not a personalized record of a student's academic performance. That capacity, which is under consideration for inclusion by the State Board of Community Colleges, may be added in the future. While extremely helpful to a student planning a well managed academic program, computer-based advising systems are tools that allow advisors to help students plan their educational programs. They are not designed to replace a trained advisor.

As part of the Commission's 1990 studies on registration and undergraduate enhancement, a student survey was distributed to 1000 community college and university students. The data revealed that 46 percent of the students were either satisfied or very satisfied with the advising services received. The level of satisfaction however, diminished the longer a student remained at the institution. Although the automated advisement systems have been functioning for several years, only 18 percent of community college respondents were familiar with SOLAR while 12 percent of university respondents were familiar with SASS. Interviews conducted with faculty members, professional academic advisors and student affairs coordinators reiterated the need for universities and community colleges to fully inform and train institutional personnel on how to more effectively use SASS and SOLAR.

In summary, the Commission found that academic advisement is primarily a decentralized process spread throughout universities and community colleges with little coordination or training provided to advisors. The amount and quality of advisement that students receive varies at each institution and within academic programs. Furthermore, academic advisement is often treated as a separate function from career counseling instead of as an integrated system. As a result of both 1990 studies on undergraduate enhancement and registration, the Commission made several recommendations to improve the delivery of academic advisement to students in public community colleges and universities including the following: improved training for students and counselors in the use of the

Student Academic Support System (SASS) and the Student On-Line Advisement and Articulation System (SOLAR); use of the Student Academic Support System (SASS) to assist in predicting student demand for particular courses; modification of the Student On-Line Advisement and Articulation System (SOLAR) to permit students to electronically request admissions applications; use of professional advisors to work with lower division and high-risk students; and institutional review of the academic and career advising systems currently in place.

Faculty

In 1989, Commission staff conducted an analysis of faculty aging in the State University System within ten academic disciplines. The data revealed that 36 percent of faculty members in those disciplines were 52 years of age or older. Faculty members in Florida may choose early retirement at age 62. According to that sampling, 36 percent of the SUS faculty would be eligible for retirement in 1999.

The analysis was prompted by national concern over possible widespread faculty shortages beginning in the mid 1990s. Currently, more than one third of the faculty members at United States colleges and universities are over 50. Certain disciplines such as social sciences, engineering and liberal arts have the largest concentration of older faculty members. Over the last two decades, increasing numbers of Ph.D. graduates from these areas have moved into fields outside of academia.

In 1990, Commission staff expanded the data base of the sampling to include all disciplines within the SUS system and all instructional faculty including departmental chairpersons, associate chairpersons and assistant chairpersons. The number of faculty included in the 1990 analysis was almost doubled. The results revealed that 32 percent or 2,275 SUS faculty members were age 52 or older and eligible for retirement by the year 1999. The University of West Florida had the largest percentage (41%) of faculty members age 52 or older. The University of North Florida had the smallest percentage (22%) of faculty members at least 52 years of age.

The ages of faculty members varied by discipline and by institution. Although Engineering-Related Technologies had the largest percentage of older faculty members, only 58 faculty members taught in that discipline system-wide. Education, with the largest number of faculty members system-wide, had the second highest percentage of older faculty members. Forty-eight percent of education faculty were 52 years of age or older.

The mean age of instructional faculty for the entire SUS system was 47. The mean age for Engineering Related Technologies was 51 and 50 for Education and Foreign Languages. Nationwide, the mean age of all full-time faculty for all institutions is 47. The mean age for Education at all institutions is 49, 48 in Engineering, and 47 in the Social Sciences.

In 1991, the Commission will have access to faculty age data from the State Board of Community Colleges. With that information, a more complete analysis can be made of faculty demographics for the Florida's public higher education system. The need to attract and retain doctoral students as well as provide faculty positions with competitive compensation levels are crucial components in

successfully addressing the issue of faculty supply and demand. The Commission will continue to monitor the existing and potential faculty pool and provide recommendations for avoiding faculty shortages in the coming decades.

Academic Libraries

The 1987 Legislature directed the Commission to conduct an evaluation of the Florida Center for Library Automation (FCLA) in terms of its mission, governance, scope and fiscal implications. The Commission concluded that Florida and its libraries would best be served by a combination of alternative courses of action rather than the unlimited expansion of the FCLA to community colleges and other types of libraries. The Commission recommended that the State Board for Community Colleges develop an inclusive plan for the automation of community colleges to provide support for library automation on an incremental basis over a period of years, and outline a set of criteria to guide decisions about which community colleges might receive automated services from the FCLA. The 1989 Legislature accepted the State Board of Community Colleges' plan for the automation of the 28 college libraries through a centralized system acquired from a turnkey vendor, and \$3 million was appropriated for this purpose. Advertising, selection and hiring of a director and staff for the program, as well as acquiring and occupying office and data processing space has been completed. It is anticipated that a central computer site will become operational in November 1990 and the automation of the institutional libraries will begin to become operational in early 1991.

With the installation and testing of the latest version of the system software, the Florida Center for Library Automation has shifted from expansion efforts to adding new features and greater functionality to the system for users. Over the last year, the addition of greater search capabilities to the system has been a primary aim. As the State University System continues to grow in enrollment, system use has also increased. Over the next year, the FCLA will begin work to link their system with that of the community colleges once it becomes operational.

Postsecondary Campus Security

During the past decade, college campuses throughout the nation have increasingly been the site of personal and violent crime. The increased reporting of campus crime and violence in the media has raised concerns among parents, campus administrators and lawmakers about the safety of our college and university campuses. Prior to application and enrollment, parents and students as consumers of education services are asking questions of specific institutions that relate to the types and frequency of campus crimes as well as security policies and measures that exist on the campus. There is now an expectation, and often a demand for assurances, that an institution will provide a secure and safe campus environment.

In its 1990 report, Postsecondary Campus Security, the Commission examined issues and made recommendations in the areas of campus crime statistics and reporting, police services and training, institution administration and student life. In the area of crime statistics and reporting, recommendations relate to the 1989 Florida Postsecondary Education Security Information Act that requires the public universities and independent institutions to annually report campus crime data, and support the need for accurate data and a method to capture criminal activity involving students that occurs adjacent to campus grounds. The Commission

believes that institutions have an obligation to make available accurate and comprehensive information on campus crime statistics, security policies and specific areas of caution on campus. Following the lead of Pennsylvania Representative William Goodling, the U.S. House of Representatives has passed, and the U.S. Senate is currently considering a bill to create the "Crime Awareness and Campus Security Act." The legislation would require colleges and universities that participate in federal student assistance programs to publish crime data and an annual report. Also required would be an outline of campus security policies and procedures and campus crime statistics for the most recent three years to be distributed to all students, employees and applicants for enrollment.

Following a review of public testimony, the Commission supported the enactment of legislation to permit public community colleges to employ sworn police with authority to conduct investigations. To this end, permissive authority was enacted for public community colleges by the 1990 Legislature. The report also recommends minimum standards for employment and training for non-sworn campus security personnel, and a review by institution security representatives of the need for minimum staffing levels for security coverage.

Colleges and universities must do all they can do to provide a reasonably safe campus. The Commission believes that the report will raise awareness of all campus security issues, and will focus attention on the responsibility of our state's postsecondary institutions to provide a safe and secure campus environment. Recommendations support firm codes of student conduct and related disciplinary procedures that are well-publicized and consistently enforced. The report concludes with the recognition of the need for student awareness of campus security issues and the value of student involvement in campus crime prevention programs.

International Education

The rich cultural mix found in Florida's population has played a significant role in the State's development as an international center and in attracting business and industry. The Hispanic presence, in particular, has had a notable impact on the economic growth of the State and is evidenced in trade, tourism, foreign investments and Hispanic-owned businesses. Hispanics are projected to be the largest minority population in the United States by the year 2000.

Florida continues to be a bellwether state in providing support for the expansion of postsecondary education opportunities for international students and relating education to the economic condition of the State. The Florida Latin American/Caribbean Scholarship Program provides undergraduate scholarships to qualified, financially disadvantaged students from Latin American and Caribbean countries to study in Florida colleges and universities, and has grown every year since its inception in 1984. During the past year, the program has pursued the development of vocational training programs and has added an African/Caribbean Scholarship program. The program also has entered into an agreement with Georgetown University to match state funds with federal funds for additional scholarships for international students. There are currently 41 students in the State's international student scholarship programs. State funding also supports students in academic areas related to the critical development needs of their home countries.

Major legislation on international education was passed during the 1990 session. The Florida International Affairs Commission was created to promote international education at a level consistent with the needs of the State and to promote effective linkages among international education programs and the expansion of international economic activities. The Department of Education, with the cooperation of the State University and Community College Systems, now coordinates eight linkage institutes to coordinate faculty and student exchanges, cultural sharing and the promotion of research. The Legislature appropriated \$560,000 for international education/linkage programs. The new legislation also created the Florida-Soviet Union Institute involving the University of Central Florida and Lake-Sumter Community College, and the Florida-West Africa Institute involving the University of North Florida, Florida Agricultural and Mechanical University and Florida Community College at Jacksonville.

The 1988 Master Plan Update included a section on international education. The 1990 legislation formalizes the Commission's role in this area by including international education in the statutory charge for the Master Plan. In addition, the law directs the Postsecondary Education Planning Commission to serve as an advisory body to state entities involved in the development of international education programs in the State.

Postsecondary Vocational Education

The Master Plan recognized the comprehensiveness and complexity of the State's vocational education sector and stressed clearer financial and organizational accountability, the need for improved review of programs, stronger links to Florida's economic development goals and the importance of basic academic skills for all students. In its 1985 Study of Postsecondary Vocational Teacher Preparation and Certification, the Commission called for development and implementation of a Master In-service Plan for Vocational Educators to serve both the school district and community college sectors. In response to this recommendation and action by the 1985 Legislature, the Florida In-service Vocational Education (FIVE) Plan was developed by the Department and accepted by the State Board of Education in 1986. The FIVE Plan is scheduled to be renewed in 1991 and will provide the Division of Vocational, Adult and Community Education with an opportunity to assess its effectiveness and recommend any needed modifications. An advisory council including institutional representation has been established and is in the process of conducting a statewide needs assessment which will serve as the basis for the revised plan.

The Blueprint for Career Preparation, a plan designed to prepare students for the world of work, received over \$3.3 million from the 1990 Legislature for its continued development. Although the initial focus of the Blueprint was primarily on the K-12 environment, it will be expanded to reflect the critical role played by postsecondary education in preparing Florida's workforce for both existing and emerging job requirements.

During the past ten years, there have been a number of studies that examined the organization and operation of Florida's public vocational training efforts. In addition to the Commission's 1989 study, The Delivery and Governance of Postsecondary Vocational Education, other works included the Governor's Vocational Education Study and Project to Coordinate Economic Development, Employment and Training, and the Commission on Vocational Education report, Florida's Vocational Education System: Toward the Year 2000. Related studies and projects were also conducted by the Florida Council on Vocational Education,

the State Chamber of Commerce, the Department of Labor and Commerce, as well as the Legislature. In spite of this attention, questions continue to persist regarding the overall effectiveness of the training system in place. Work is underway to implement provisions to examine the productivity of existing programs beyond the placement of completers. In response to legislation adopted in 1989 and endorsed by the Commission, information is now being collected in such areas as the ratio of program completers to original enrollee and, with the assistance of the Florida Employment and Training Placement Information Program (FETPIP), the job status of enrollees who leave training programs before completion.

In addition, the 1990 Legislature provided \$150,000 to the Department of Education for a comprehensive study of the vocational education and technical training system. A Request for Proposals has been circulated and a contractor selected. The target date for completion of this project is January, 1991.

Enhancing the Participation and Academic Performance of Minority and Disadvantaged Students

Racial/Ethnic Minorities

The Commission was involved in a number of activities during 1989-90 which directly related to many of the ongoing issues concerning enhancing the participation and academic performance of racial/ethnic minority groups in postsecondary education. These issues included enrollment and graduation trends, recruitment and retention initiatives, and performance on entry and exit examinations.

For many years the Commission has monitored the participation of racial/ethnic minorities, particularly black and Hispanic groups, in Florida's postsecondary education system and found both enrollments and graduation rates far below the groups' proportional representation in the State's population. Recent information indicates that, in general, the situation has minimally improved. In the State University System, enrollments of unclassified, lower, and upper division students in the educational and general categories showed a net gain for black students of 838 persons between Fall 1987 and Fall 1988. This translated into a percentage gain of 0.33 percent as black students accounted for 9.00 percent of total enrollments in 1987 and 9.33 percent in 1988. Although the SUS increased black enrollments by 838, Florida A & M University increased its number of black student enrollees during this period by 457 students. Consequently, 55 percent of the system gain occurred in the historically black institution. Hispanics registered a net loss of 2,792 students system-wide representing a decline by 2.42 percent during that one-year period.

Division of Community College data between 1987 and 1988 show numerical gains among both black and Hispanic students. Black students accounted for 9.15 percent of total enrollment of degree-seeking students in 1988 compared with 9.26 percent in 1987, yet enrollment of blacks increased from 16,882 to 16,961 that year. Hispanics represented 13.71 percent of total enrollments in 1987 and 14.08 percent in 1988. There was a total of 26,097 Hispanic students enrolled in 1988 compared to 25,003 to 1987.

Graduation data from the State University System indicate a slight decline in the number and proportional representation of black students receiving baccalaureate degrees in 1988-89. The number of degrees awarded to blacks decreased to 1,219 from 1,266 in 1987-88. For 1988-89, this represented 5.62

percent of all degrees awarded. Among Hispanic students, there was growth in both the number and proportional representation, as 1,867 Hispanic students (8.09 percent of all bachelor's degrees awarded) received degrees in 1988-89 versus 1,546 in 1987-88.

In the Community College System, graduation data for associate of arts students show an uneven pattern for blacks and Hispanics in recent years. The Summative Review of the Associate in Arts Degree Program prepared by the Division of Community Colleges noted that the proportion of the graduates in each ethnic group changed very little over the five years reviewed. However, the net result at the end of the five years, in 1988-89, was slightly smaller proportions of black and Hispanic graduates. When comparing graduation rates of blacks in AA programs with those in vocational programs, the review reported that blacks accounted for 5.22 percent of the associate in arts degree graduates in 1988-89 and 8.38 percent of all degree/certificate graduates in 1988-89. Hispanic graduation rates in AA programs have declined steadily in recent years, down from 12.22 percent of all AA graduates in 1984-85 to 11.86 percent in 1988-89.

Student progression information with data from high school through postsecondary education provides a comprehensive overview of student movement out of secondary school and into or away from higher education. The Commission issued a position paper in 1987 examining such information. A comparable document is needed periodically, perhaps every two years, to maintain currency on trends among special population subgroups. Proviso language in the 1990 General Appropriations Act should result in comprehensive retention information that will increase our understanding of institutional retention rates, specific retention programs, and students served.

In addition to monitoring racial/ethnic participation rates, the Commission examined the performance of these groups on placement tests upon entry to a college or university as well as their performance on the exit examination, the College Level Academic Skills Test (CLAST). The Commission's 1990 report on remedial education, **An Assessment of College and Vocational Preparatory Education Programs**, noted that again in 1988-89 the percentage of black and Hispanic students who scored at or below minimum scores on academic placement subtests for reading, writing and mathematics exceeded the percentages for white students. The Commission recommended that the educational sectors conduct comprehensive program reviews of college and vocational programs by 1992-93 and that they compile annual analyses concerning preparatory programs.

The Commission continues to participate in a number of related activities that further the implementation of recommendations from the **Master Plan** and the **Update** concerning racial/ethnic minority groups. The Commission has been involved for some years with the College Reach-Out Program, the state-wide articulation conference, and the Graduate Student Minority Conference. This past year the Commission provided assistance in refocusing the proposal and selection processes for the College Reach-Out Program to enhance the effectiveness of this grant program. Additionally, the Commission supported increased funding for the program. The legislative appropriation for College Reach-Out increased to \$2,012,500 for 1990-91; funding for 1989-90 was \$1,200,500. Concern with the transfer of racial/ethnic minority students motivated the Commission to continue providing for special sessions on minority issues at the 1989 Two-Plus-Two-Plus-Two Articulation Conference. The Articulation Conference is sponsored by the Commission with the purpose of fostering discussion on articulation issues. It is designed for articulation officers in the public and private postsecondary

institutions, state coordinating and governing board representatives, and superintendents from the school districts. The Commission also continued supporting the Graduate Student Minority Conference. This activity is co-sponsored annually by the Board of Regents and the Florida Endowment Fund for Higher Education as well as the Commission to facilitate minority students' entrance into graduate study in Florida by providing them with contacts, information, and motivation.

Minority participation in higher education will remain a high Commission priority during the coming year. In the Fall of 1990, the Commission will update and distribute **Programs to Enhance the Participation of Minority and Disadvantaged Students in Florida Postsecondary Education**, a resource document that inventories existing state programs for minority and disadvantaged students. Additionally, the Commission has been directed by the Legislature to conduct a study of student access to higher education. Minority student access will be an important component of this study.

Disabled Student Access

As barriers to access have been reduced for the disabled, the number of these students participating in postsecondary education has increased. In consideration of the importance of issues relevant to the disabled student population, the Commission expanded the Master Plan through a 1986 supplement, **Disabled Student Access to Postsecondary Education**. Progress on recommendations from that supplement were reported in the Commission's 1988 **Master Plan Update**. For example, a recommendation to address the lack of adequate data and common functional definitions across educational systems resulted in the development of compatible information in this area. With the implementation of the student unit record data system in the community colleges this past year, both the colleges and the state universities and their respective boards have access to more consistent data. Other recommendations implemented were an increase in the annual cap per student in the Auxiliary Learning Aids Program to compensate for service cost increases as well as an institutional matching requirement of 20 percent. Since the 1986 supplement, the level of state funding for the program has remained at \$1,328,978 and there have been no further increases in the cap per student. Program administrators estimate that 80 percent of the funds will be used for personnel such as readers, interpreters, and notetakers; 15 percent will be expended for specialized equipment; and five percent will be utilized for materials and supplies. In the supplement, the Commission noted that unused funds had been returned annually, a problem reflective of the reimbursement process rather than lack of need for services by disabled students. The program administrators reported that for the first time in the history of the program there were no funds available for reallocation at the end of fiscal year 1989-90.

During 1989-90, the Senate Higher Education Committee undertook as an interim project an examination of the types of postsecondary programs and services for disabled students. As part of this research, Committee staff surveyed public postsecondary institutions to determine the extent to which selected recommendations contained in the Commission's 1986 supplement on disabled student access had been carried out. While the interim study found that a number of the recommendations had been implemented by at least some institutions, it concluded that additional work was needed by all institutions to foster a higher level of awareness of the special needs of disabled students.

In proviso language accompanying Specific Appropriation 634B of the 1990 General Appropriations Act, the Postsecondary Education Planning Commission was directed to update its 1986 supplement to the **Master Plan, Disabled Student Access to Postsecondary Education**. The update shall identify progress made toward implementation of the recommendations in the report and shall identify strategies and programs that promote the postsecondary education and employability of Florida's disabled citizens.

This update will provide an opportunity to review issues previously addressed as well as other concerns. Among the areas to be examined will be the effectiveness of existing funding mechanisms at the postsecondary level to promote disabled student access; the participation patterns and completion rates of such students; coordination among the various services and resources available; and the need for regional centers to provide support for both disabled students and those who work with such students.

Programs for Adult Populations

Adult Education

The educational needs of the adult population in Florida were addressed in both the **Master Plan** and the **Master Plan Update**. Among the recommendations made, the emphasis on basic skills acquisition, the development of a literacy plan and increased coordination and cooperation between providers of adult education and other state agencies, such as the Departments of Health and Rehabilitative Services, Labor and Employment Security, and Corrections were of particular concern. Evolving from a cooperative initiative between the Department of Education and the Governor's Office, the **Florida Adult Literacy Plan** has been completed and disseminated; implementation is being accomplished. The **Literacy Plan** establishes goals, objectives, and implementation strategies and calls for the development of local literacy plans. The underlying principle for implementation is to maximize resources through coordinated planning. With leadership from the Department of Education, the development of local literacy plans has built a comprehensive approach to assisting those adults who lack basic- or functional-literacy competencies and has resulted in increased coordination and cooperation among state agencies. Other initiatives which augment or target specific elements of the **Literacy Plan** have been implemented. Among the specific accomplishments this past year are the following:

- Seven model non-instructional adult literacy centers have been established in three school districts (Broward, Polk, Santa Rosa) and four community colleges (Brevard, Daytona Beach, Miami-Dade, Okaloosa-Walton) to identify, contact, counsel, and refer persons lacking in functional literacy skills to appropriate private and public agencies. Over 10,000 adults have been referred through these centers and, of these, more than 7,000 have enrolled in a literacy program. The 1990 Legislature provided funding for an additional center at Lake Sumter Community College.
- The Department of Health and Rehabilitative Services through Project Independence maintains linkage with local adult education providers; educational services, and in March 1990, distributed 122,000 literacy flyers in checks to Aid to Families of Dependent Children. This was co-sponsored by the Florida Literacy Coalition and the Department of Education.

- Three school districts (Broward, Dade, Orange) and one community college (Florida Community College at Jacksonville) provide literacy training for the homeless. In the first 9 months of fiscal year 1989-90, 1,944 homeless adults received instructional services.
- State-administered English Literacy Program funds for fiscal year 1989-90 (\$230,351) were awarded to two school districts (Hillsborough and Pinellas) and one community-based organization (Coalition of Florida Farmworker Organizations) to provide adult education service to limited English proficient adults. Additional funds for fiscal year 1991 (\$283,814) have been made available for this purpose.
- Through contractual agreement with the Department of Health and Rehabilitative Services, the Adult Education Program provided State Legalization Impact Assistance Grant reimbursements to fifteen school districts, four community colleges and three community-based organizations serving 28,029 eligible legalized aliens in 1988-89.

In addition, guidelines have recently been distributed for implementation of the Zollie M. Maynard, Sr., Education for Handicapped Adults Act. Funding will be provided during 1990-91 to local education agencies that provide an educational program for handicapped adults.

Finally, the 1990 Legislature directed the Department of Education to develop and maintain a statewide system of non-credit instructional activities for older adults. Although not funded by the Legislature, this program was endorsed by the Florida Commission on Aging (Pepper Commission) as a means to serve needs previously addressed through the Community Instructional Services Program.

CONCLUSION

The preceding pages represent a retrospective of progress made this past year in a number of areas related to postsecondary education. Responsibility for any success rests primarily with those persons at the institutional and state level with a vision of the potential of education and an understanding of the commitment required for excellence. The Commission greatly appreciates the many opportunities it has had to work directly with such individuals.

The Commission has a significant list of policy study assignments for 1990-91 including analysis of the following issues: criteria for the establishment of new public colleges and universities, student access to higher education, health professions education profiles, due process in intercollegiate athletic association policies and procedures, and updates in the areas of community college finance as well as disabled student access to postsecondary education.

The Commission will continue to monitor the areas outlined in this report and work with the various sectors involved in providing and improving the delivery of postsecondary education in Florida. The progress described in this document reflects significant efforts toward cooperation among the executive and legislative branches of government and each of the educational sectors as Florida continues to strive for a high quality and accessible system of postsecondary education.

RECENT COMMISSION REPORTS

STUDENT FINANCIAL AID ADMINISTRATION IN PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES -- January 18, 1990 (Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act)

THE FLORIDA PUBLIC BROADCASTING SYSTEM -- February 15, 1990 (Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act)

STATE FUNDING FOR INDEPENDENT POSTSECONDARY EDUCATION -- February 15, 1990 (Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act)

REGISTRATION IN PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES -- February 15, 1990 (Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act)

AN ASSESSMENT OF THE SUNSHINE STATE SKILLS AND INDUSTRY SERVICES TRAINING PROGRAMS -- February 15, 1990 (Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act)

POSTSECONDARY CAMPUS SECURITY -- March 15, 1990 (Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act)

AN ASSESSMENT OF COLLEGE AND VOCATIONAL PREPARATORY PROGRAMS -- April 19, 1990 (Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act)

THE STRUCTURE OF PUBLIC POSTSECONDARY EDUCATION IN FLORIDA -- April 19, 1990 (Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act)

THE IMPACT OF UNDERGRADUATE ENHANCEMENT FUNDING -- April 19, 1990 (Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act)

REGIONAL COORDINATING COUNCILS FOR VOCATIONAL AND ADULT GENERAL EDUCATION -- April 19, 1990 (Report and Recommendations of the Florida Postsecondary Education Planning Commission)

PUBLIC HEALTH EDUCATION IN FLORIDA -- January 19, 1989 (Prepared in response to Specific Appropriation 526 of the 1988 General Appropriations Act)

A REVIEW OF COMMUNITY COLLEGE ADMINISTRATION -- January 19, 1989 (Prepared in response to Specific Appropriations 523 through 527 of the 1988 General Appropriations Act)

DENTAL EDUCATION IN FLORIDA -- February 16, 1989 (Prepared in response to Specific Appropriation 526 of the 1988 General Appropriations Act)

AN ASSESSMENT OF THE GENERAL EDUCATION CURRICULUM IN STATE UNIVERSITIES AND COMMUNITY COLLEGES -- February 16, 1989 (Prepared in response to Specific Appropriation 527 of the 1988 General Appropriations Act)

A STUDY OF ACADEMIC PROGRAM CONTRACTS WITH INDEPENDENT POSTSECONDARY INSTITUTIONS
-- February 16, 1989 (Prepared in response to Specific Appropriations 523 through 527 of the 1988 General Appropriations Act)

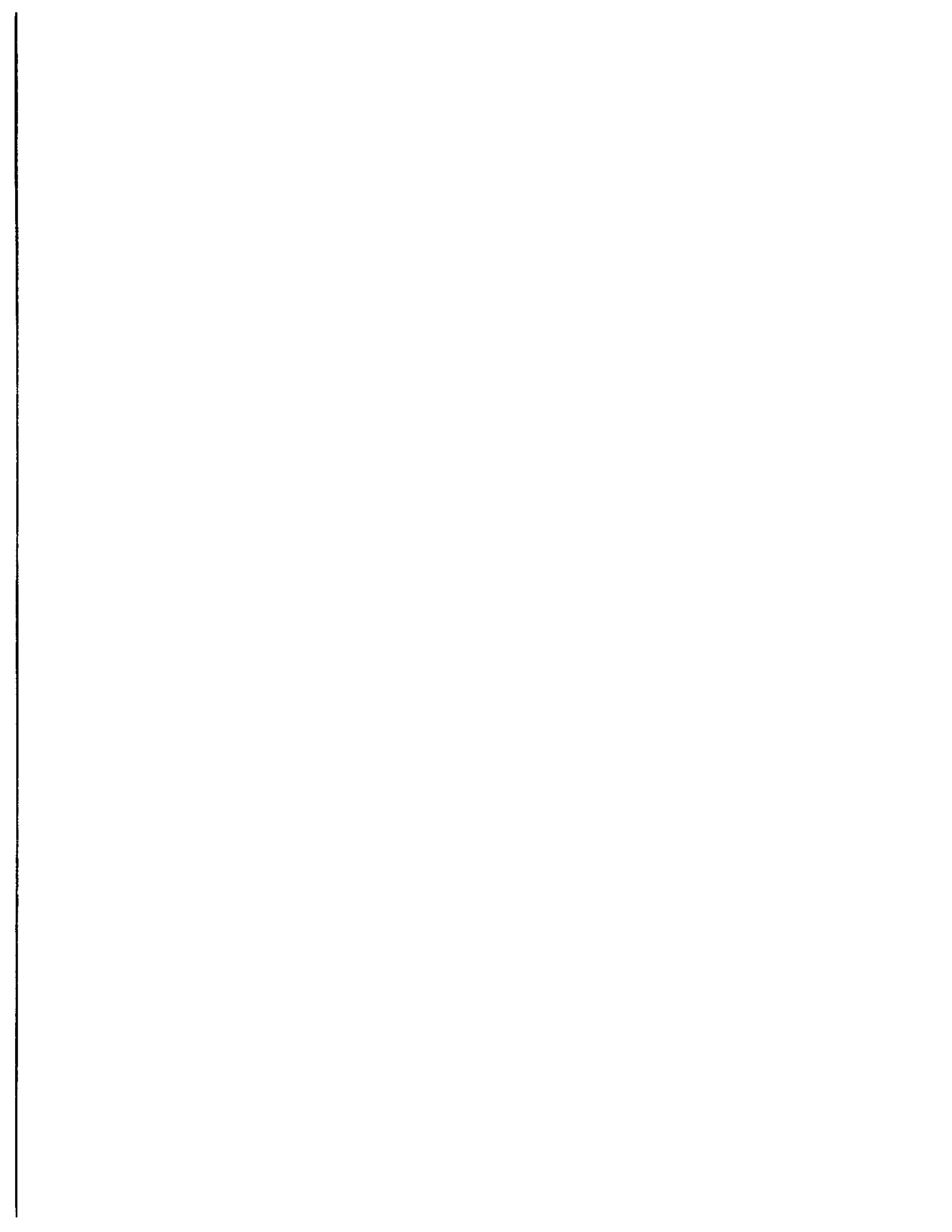
THE DELIVERY AND GOVERNANCE OF POSTSECONDARY VOCATIONAL EDUCATION --
February 16, 1989 (Prepared in response to Specific Appropriation 527 of the 1988 General Appropriations Act)

AN UPDATE OF PROPRIETARY EDUCATION IN FLORIDA -- February 16, 1989 (Prepared in response to Specific Appropriations 523 through 527 of the 1988 General Appropriations Act)

GRADUATE STUDENT FEE WAIVERS AND STIPENDS -- March 16, 1989 (Prepared in response to Specific Appropriation 545 of the 1988 General Appropriations Act)

AN EVALUATION OF THE REGIONAL COORDINATING COUNCILS FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION AND COMMUNITY INSTRUCTIONAL SERVICES -- PHASE IV OF IV
-- March 16, 1989 (Report and Recommendations of the Florida Postsecondary Education Planning Commission)

THE DEVELOPMENT OF ADMINISTRATIVE STANDARDS FOR THE STATE UNIVERSITY SYSTEM
-- March 16, 1989 (Interim Report)





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