

Annual Report

October 2000

Progress in Implementing

Challenges and Choices

The Master Plan for
Florida Postsecondary
Education for the
21st Century



POSTSECONDARY EDUCATION
PLANNING COMMISSION



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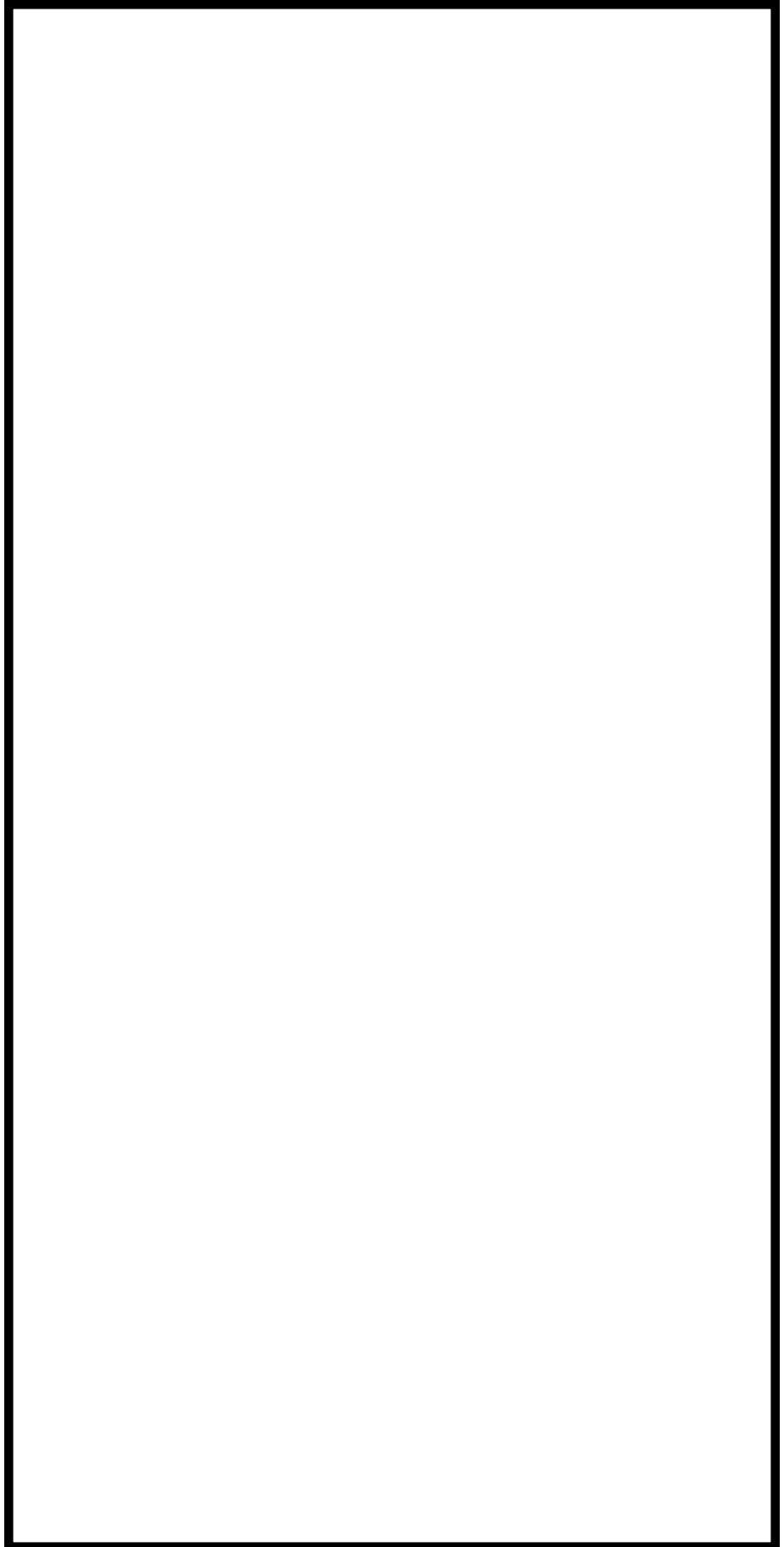
**THE
MASTER PLAN
FOR
POSTSECONDARY
EDUCATION
FOR THE
21ST CENTURY**

October 2000

**Collins Building
Tallahassee, Florida 32399-0400**



**POSTSECONDARY
EDUCATION
PLANNING
COMMISSION**



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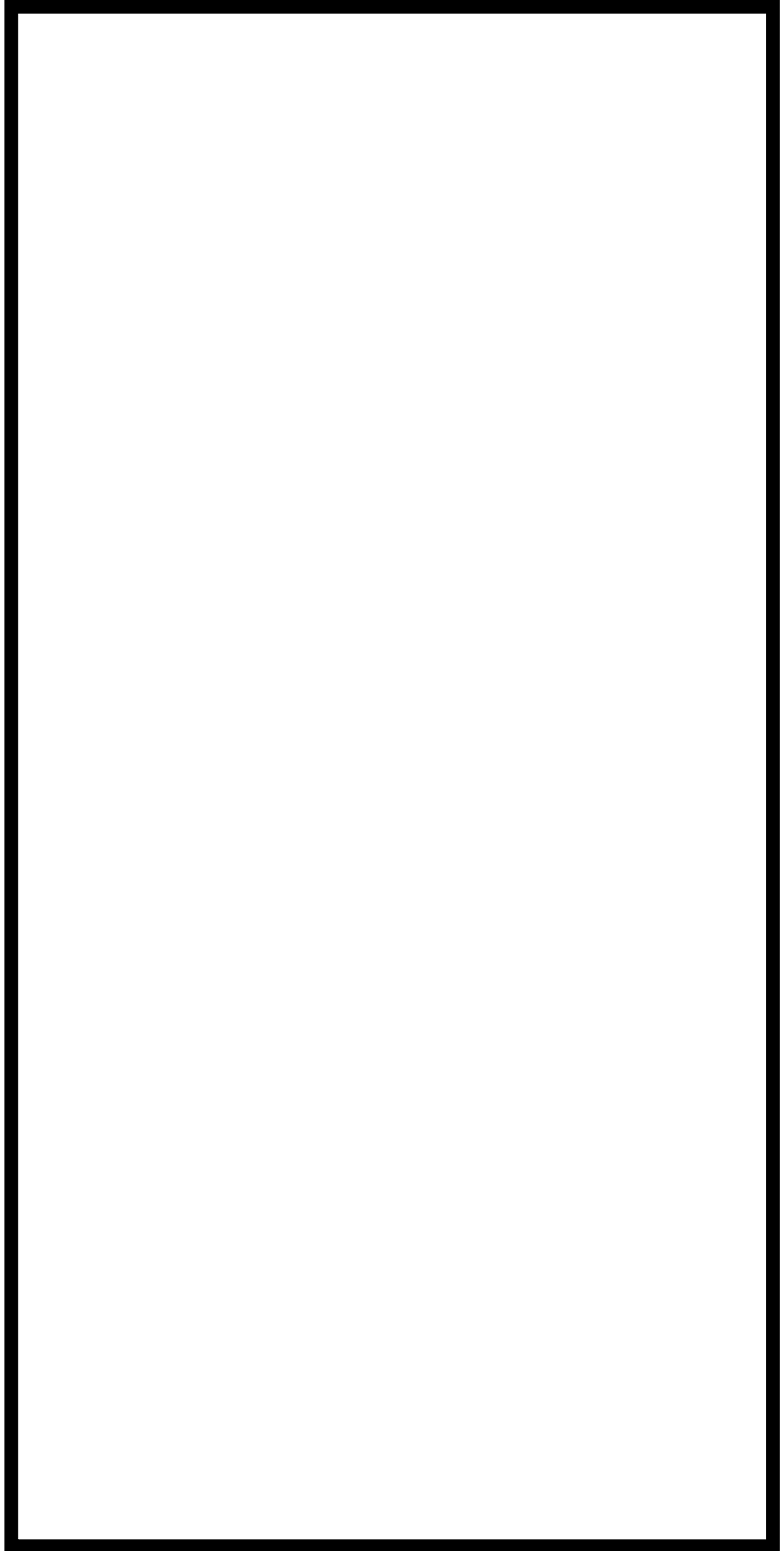
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INTRODUCTION

This annual report highlights Commission activities and accomplishments during 1999-2000. In addition, progress related to the goals identified in the current *Master Plan* and recent legislative actions concerning recommendations related to Commission studies and issues are noted. Finally, a list of recent publications and an overview of the Commission are provided. In January 1998, the Postsecondary Education Planning Commission developed *Challenges and Choices: The Master Plan for Florida Postsecondary Education* in accordance with Section 240.147(2), Florida Statutes, which directs the Commission to “prepare and submit to the State Board of Education a master plan for postsecondary education.” As specified in law, this *Master Plan* serves as the basis for the strategic planning efforts of Florida’s public and independent postsecondary education sectors.

While building on previous master planning efforts, the *Plan* focuses on propelling Florida into the new millennium where the intellectual resources of the populace will determine the economic and social well-being of the State. To raise the educational attainment of the citizenry, all available resources must be fully used and integrated. Limitations and constraints on the educational delivery system must be reviewed and, where appropriate, redefined. Missions need to reflect the strengths of institutions and portray the students, industries, and communities they serve while collectively meeting state needs and reflecting a cost effective use of state resources.

The goal is to raise the educational attainment of the citizenry is laid before the State as the number of high school graduates surges, the diversity of students increases, while conversely, the ability to demonstrate preparation of college work decreases, and the demand for new skills in workers expands. These additional challenges amplify the importance of interdependence in preparing all students for employment and lifelong learning, employing varied teaching techniques to reach all learning styles, and improving teacher education.

Preparing Floridians for knowledge-based employment in the next century is fundamental to the future well-being of the State. Postsecondary education as it exists today cannot fully respond to this challenge without an increased focus on degree completion. Increasing access to degree completion will require strong collaboration, cooperation, and support from government, public and



ACCESS



INTERDEPENDENCE



OUTCOMES



FUNDING

independent education, and business/industry in Florida. Not one of the issues addressed in ***Challenges and Choices*** is without cost, and a fair investment by all involved will be required. The choices made today will determine what Florida will be tomorrow. The Commission believes that the leaders and citizens of Florida will recognize the present challenges facing the State and will choose the path to a stronger future.

The Commission adopted the following principles as a template for the ***Master Plan***:

Florida’s postsecondary education system shall:

- be student/customer focused;
- meet rising student demand while increasing program and degree completion and maintaining standards of excellence;
- be cost effective;
- use fully all providers and modes of delivery;
- require a fair investment by all beneficiaries--students, the state and local community, business and industry; and,
- reward excellence in operation and results.

The Plan addressed these principles in four broad areas: **Access, Interdependence, Outcomes, and 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 post-secondary education. Throughout its existence, the Commission has also responded to requests from the Legislature, the State Board of Education and other statewide policymakers for studies in areas related to postsecondary education.

PART I

**Commission
Highlights
1999-2000**



***Florida's Bright Futures
Scholarship Program:
A Baseline Evaluation***

The Commission's major activities and accomplishments this past year included the following:

Completed *A Baseline Evaluation of Florida's Bright Futures Scholarship Program*, utilizing unit record data from the Bureau of Student Financial Assistance, Florida Community College System, State University System, and the College Board. A major contribution of the study was to provide a profile of award recipients. Results showed that about half the program's recipients were from middle income families, just over one fourth were from families in the higher income ranges, and just under one fourth were from the lower family income categories that account for about 90% of the awards from Florida's primary need-based student aid program. The Commission also found that about one-third of Bright Futures initial recipients in the Florida Community College and State University Systems also received some form of need-based assistance from federal or state sources.

One of the goals of the Bright Futures program is to encourage Florida students to pursue postsecondary education within the State. Although the postsecondary education plans of graduating high school seniors provided preliminary circumstantial evidence indicating a trend toward greater percentages of high school graduates remaining in Florida, the actual enrollment data are still inconclusive and require further monitoring. Finally, the report recommended restrictive adjustments to the eligibility criteria for the Florida Merit and Gold Seal Vocational Scholars awards. The report concluded with a familiar call for continued commitment to adequate funding for Florida's need-based financial aid programs, and it reiterated a 1998 *Master Plan* recommendation that applicants for all state aid programs complete the Free Application for Federal Student Aid to ensure that need-based aid projections are adequate and that all students who qualify for need-based aid are identified.

***The Impact of Joint-Use
Facilities on the
Delivery of
Postsecondary
Education
in Florida***

Completed a study of *The Impact of Joint-Use Facilities on the Delivery of Postsecondary Education in Florida*. The Commission interviewed students and administrators at joint-use campuses, reviewed joint-use programs in other states and analyzed student enrollment data and campus information from six existing joint-use partnerships and confirmed that these educational sites remain a valuable component of the State's educational delivery system. The Commission's analysis of joint-use campus enrollment data found

that the clientele consists of older, placebound students who enroll part-time in concert with employment, financial or family obligations. The Commission concluded that the establishment of new joint-use facilities should not be the establishment of primary method to accommodate the increasing number of high school graduates projected for the coming decade.

The Commission found that the most successful joint-use facilities are developed at the local and/or regional level through collaborative partnerships that first identify specific workforce needs and then offer the educational programs to meet the needs. The Commission developed a list of “Best Practices” that should be utilized by planners and developers of future joint-use facilities and collaborative programming in Florida.

Conducted *A Review of Community College and State University Facilities Space Planning Models*, one of a series of related initiatives that have taken place during the past few years to assist the State in preparing for the increases in higher education enrollment projected to occur over the next several years.

In summary, this study indicated that there are a number of potential enhancements and other modifications that can be made to the standards and procedures used to generate facilities space need for Florida’s universities and community colleges. While the actual space planning guidelines and factors currently used (e.g., Assignable Square Feet (ASF) per student, building utilization rates) appear to be adequate and in keeping with those used in other states, there are improvements that could be made to the planning procedures used by both systems.

Recommendations addressing these issues included increased technical assistance and training for community college facilities planners and an evaluation of the need for separate guidelines for non-main university campus instructional facilities.

Completed a review of the *Minority Participation in Legal Education Program*. The MPLE, comprising of pre-law and law scholarship components, is unique to Florida. The review focused on determining the most appropriate entity to administer that program and to assess the effectiveness of the MPLE in increasing the number of minorities who enroll in the State’s accredited law schools

Facilities Space Planning Models

Minority Participation in Legal Education

and who practice law in Florida. The report found that while the MPLE had not yet met its legislative goal of increasing by 200 the number of law students enrolled in the State's accredited law schools, it had achieved over 90 percent of that goal while helping to increase the number of minorities attending law schools in Florida. At the heart of the Commission's study was how to expand the MPLE scholarship program to include a greater number of qualified minority applicants while ensuring greater institutional accountability of MPLE funds. The Commission recommended that the Florida Education Fund (FEF) continue to administer the MPLE and that the Legislature increase that allowable administrative costs for the program and adequately fund student support services for the Law Scholarship Component. To ensure broader participation among recipients, the report recommended that the MPLE Law Scholarship Component be extended to part-time law students, that each accredited law school be guaranteed three "seats" per year from the total number of scholarships awarded, and that all Florida law schools develop summer conditional programs for students who have not met their admissions standards but who possess the aptitude for legal study. To ensure a greater degree of completion rates, the Commission recommended that the pre-law component of the MPLE be restricted to rising sophomores, juniors, and seniors. In addition, the report called on the Board of Regents to establish a pre-law scholarship, mentorship, and internship program at Florida Agricultural and Mechanical University and Florida International University for traditionally underrepresented college juniors and seniors.

Academic Program Contracts

Completed *A Review of the Academic Program Contracting Process with Independent Postsecondary Institutions* (January 2000). The study was conducted at the request of the Legislature and included an examination of issues related to funding, identification of areas of need, and both initial proposal review and evaluation of existing contracts. Originally authorized by the Legislature in 1975 and assigned to the State Board of Education and the Commission in 1981, academic program contracting represents an opportunity to provide access to selected educational programs in independent postsecondary institutions "which will meet need unfulfilled by the state system of postsecondary education (s.229.053(2)(n), Florida Statutes). Based on the analysis and testimony reviewed in the course of the study, the Commission concluded that contracting with independent institutions should be retained as a strategic option in Florida. Recommendations designed to strengthen and

enhance this approach included calculating state credit hour support for contracts based on annual state funding for comparable programs in the State University System, and annually compiling data on performance measures for each contract comparable to those used in the public postsecondary sectors including degrees granted, licensure/certification rates, placement and diversity.

The Commission conducted its annual review of academic contracts at independent universities that provide instruction to Florida residents at state tuition rates. For the 1999-2000 year, the Commission recommended state funding for 20 academic contracts. Comprehensive five-year contract reviews were conducted for two existing contract programs: the Bachelor of Science in Science Education and Mathematics Education at the Florida Institute of Technology and the Bachelor of Science in Industrial Engineering at the University of Miami.

For the University of Miami contract programs, the 1999 Legislature appropriated funds at the levels recommended by the 1998 Commission. Additional funds were appropriated for the UM Motion Pictures contract program. For the contract programs at Florida Institute of Technology and Barry University, the Legislature funded the contracts at the level of the previous seven years. Contract programs at Nova Southeastern University were funded at near their recommended levels. The Legislature did not appropriate funds to establish a new contract for Bethune-Cookman College's Specific Learning Disabilities program, as was recommended by the Commission in each of the previous three years. The total appropriation for all of the contracts was nearly \$1 million below the level recommended by the Commission.

The 1998 Legislature directed the Postsecondary Education Planning Commission, in consultation with the Jobs and Education Partnership, the Department of Education, and the State Board of Community Colleges, to accept, review, and rank in priority order applications for Workforce Development Capitalization Incentive Grants awards. The intent of this legislation is to provide grants to school districts and community colleges to fund some or all of the costs associated with the creation or expansion of workforce development programs that serve specific employment workforce needs (Chapter 98-58, Laws of Florida).

***Workforce Development
Capitalization Incentive
Grant***

***1997-98 Evaluation of
the College Reach-Out
Program***

The Commission is required to give priority to programs that train people to enter high-skill, high-wage occupations identified by the Occupational Forecasting Conference and other programs approved by the Jobs and Education Partnership (now known as the Workforce Florida, Inc.), programs that train people to enter occupations on the WAGES list, or programs that train for the workforce adults who are eligible for public assistance, economically disadvantaged, disabled, not proficient in English, or dislocated workers.

In accordance with Chapter 98-58, Laws of Florida, the 2000 Legislature provided \$8,429,184 for grant proposals recommended by the Commission. The Commission received 123 grant proposals for consideration. Thirty-three grants were awarded to 16 community colleges and 15 school districts. Nine of the thirty-three were collaborative programs between community colleges and school districts.

Completed the ***1997-98 Evaluation of the College Reach-Out Program*** (CROP). As noted in previous reports, this eighth and most recent analysis demonstrates the effectiveness of CROP in increasing the number of low-income and educationally disadvantaged students who enroll in and complete a postsecondary education. During 1997-98, CROP served 7,285 program participants in grades 6-12 through a variety of academic enhancement services and strategies. The evaluation compared the outcome measure of the treatment (CROP) and the control (random) cohort which was stratified on the basis of race and income. Evaluation activities for the report included a review of interim and final project and consortium reports, analyses of information retrieved from several databases, and site visits to selected programs. The analysis revealed that CROP participants out-performed non-program participants on all secondary outcome measures and enrolled in postsecondary education at much higher rates (77 percent vs. 49 percent) than random students. A review of the final reports of the individual projects identified several factors, including strong parental involvement and dependable mentoring and tutoring, that directly contribute to the success of CROP programs and students. The reports also revealed that continuous student contact through a variety of activities, summer programs, community involvement, and academic scholarships all contributed to a successful state-wide academic intervention program.

Approved the following new campuses and centers:

- ◆ Special Purpose Center (Downtown Tampa) at the University of South Florida - (August 1999).
- ◆ Special Purpose Center at Tallahassee Community College - (August 1999).
- ◆ Center designation (Downtown Center) at Broward Community College - (January 2000).
- ◆ Special Purpose Center (Westin) - at Broward Community College - (January 2000).
- ◆ Center (NAS Cecil Field) at Florida Community College at Jacksonville - (January 2000).
- ◆ Special Purpose Center (Manatee/Bradenton) at Manatee Community College - (February 2000).
- ◆ Center (Deltona) at Daytona Beach Community College - (February 2000).

The Commission reviews proposals for new academic degree programs that are submitted by the state universities and are acted upon biannually by the Board of Regents. Commission staff receives a list of new program proposals from the BOR Office of Academic and Student Affairs. The staff examines each proposal from a statewide perspective to ensure that new degree programs comply with the *Master Plan for Florida Post-secondary Education* and do not needlessly duplicate other successful programs in the public or independent sectors. The Commission forwards written comments to the Regents and, if warranted, testifies at the BOR meeting on issues of student demand, workforce demand, cost and duplication. The Commission reviewed and commented on 10 proposals for the January 2000 BOR meeting and 17 proposals for the July 2000 BOR meeting.

The Commission conducted its annual review of the academic degree program review plans of the public postsecondary sectors. The Commission conducts a half-day conference each

New Campuses and Centers

New Academic Program Approval

The Planning and Coordination of Program Reviews

year during which the program review plans of the sectors are reviewed to ensure that the scheduling of the program reviews have been coordinated among sectors, the plans ensure the cyclical review of all programs on a five-year basis, the degree to which program review results have been reflected in the budget process, and that the criteria address the distinctive institutional roles as defined by the *Master Plan for Postsecondary Education* prepared pursuant to Section 240.147(2), Florida Statutes. After reviewing the progress of the program review efforts in the sectors, the Commission did not find any areas of particular concern. The report recommended that the State Board of Community Colleges and the Division of Workforce Development continue their efforts to establish common data elements and complementary annual data driven review process.

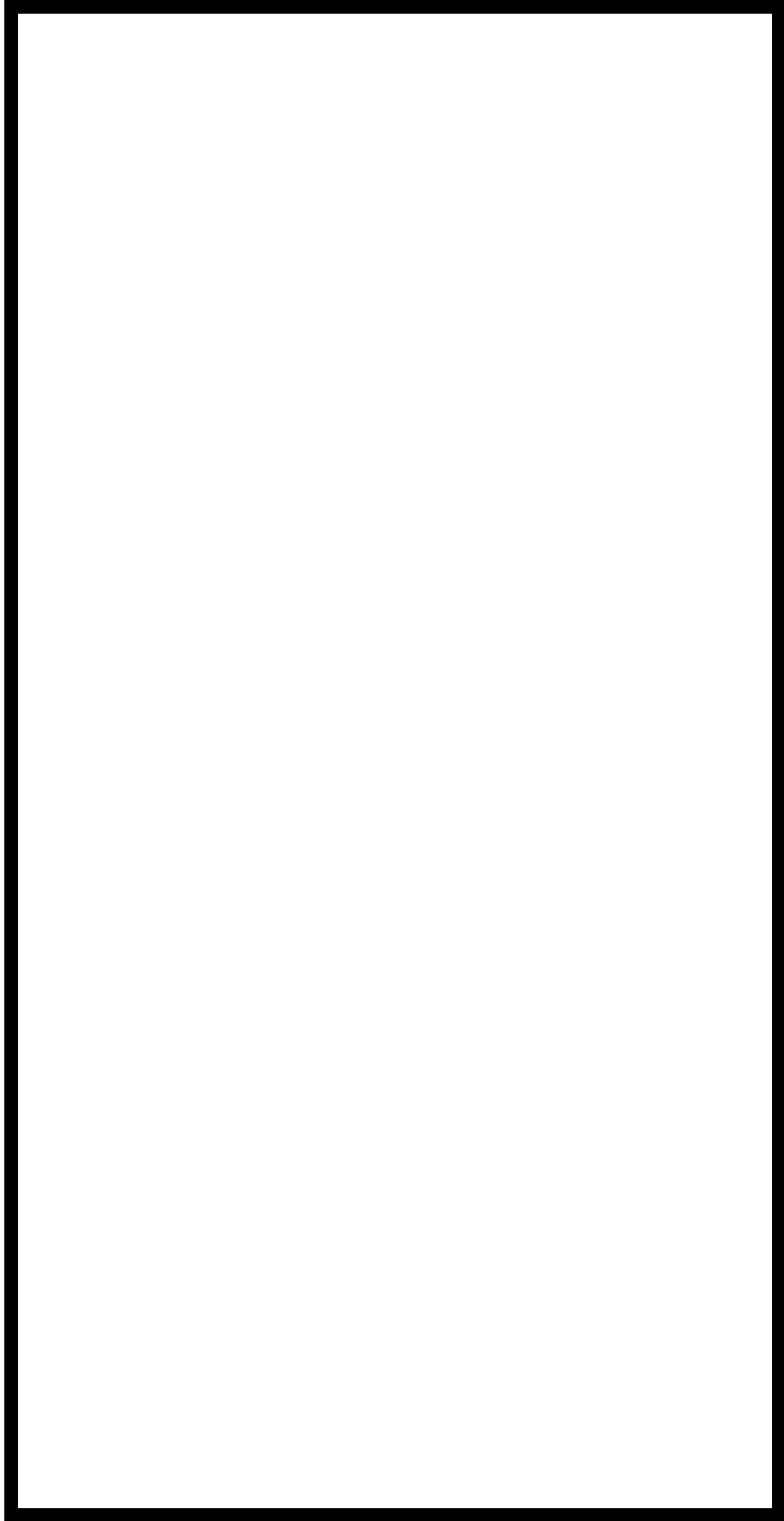
***Cost Benefit Analysis of
the Florida Resident
Access Grant***

Updated the *Cost Benefit Analysis of the Florida Resident Access Grant* (FRAG) (May 2000). The Florida Resident Access Grant, formerly called the Tuition Voucher Program, was created by the Legislature in 1979 as a non-need-based program to provide tuition assistance to Florida's undergraduates who attend independent, nonprofit, SACS-accredited institutions in the State. The Commission first assessed the FRAG pursuant to S.240.147(15), F.S., in 1994. The current examination builds on this initial effort. Based on this analysis, the FRAG is cost-effective, given the current policies governing public sector tuition and subsidies. The FRAG assists private institutions to compete for students and contributes to both student and institutional diversity. Given the policies in place, the State should continue to support the administration of the FRAG program as authorized in statute. The report concluded that the FRAG remains within current statutory funding limits and assists independent institutions in competing for students by contributing to both student choice and a strengthened independent sector. Future analyses will examine the effect of FRAG on independent sector enrollment and degree productivity.

***Independent Higher
Education in Florida:
Enrollments and State
Funding (January 2000)***

Updated *An Overview of Independent Higher Education in Florida: Enrollments and State Funding* (January 2000). In 1990, the Commission completed a report titled State Funding for Independent Postsecondary Education. Since the report was issued, the Commission has periodically updated tables which reflect trend data concerning enrollments and state funding for independent in-

stitutions and their students. The report notes that during this decade (1990-1998) the independent sector share of overall postsecondary enrollment has grown from 16.6 percent to 19.6 percent, an indication of the effect of the State's commitment to and support for this important component of postsecondary education.



PART I

**Master Plan
Follow-Up
in 1999-2000**



ACCESS



The demand for postsecondary education is facing explosive growth caused both by increasing numbers of students graduating from the state's high schools and by the market demand of a highly competitive, global, post-industrial economy. Florida must increase opportunities to higher education.

Issue: Florida postsecondary institutions must focus on their individual strengths while enabling the system as a whole to adjust to the demands of the new economy.

Recommendation:	Status:
<p>Each institution, with appropriate direction from governing and coordinating boards, should identify its distinctive mission and focus its resources on its strengths and priorities. The roles of different institutions should be coordinated so that, taken together, they meet important state needs and reflect a cost effective use of state resources.</p>	<p>The State University System Strategic Plan adopted by the Board of Regents in November 1998 establishes the following mission classification structure: Comprehensive - Florida Gulf Coast University, University of West Florida, and University of North Florida. Comprehensive/Doctoral - Florida Agricultural and Mechanical University. Research II - University of Central Florida, Florida International University, and Florida Atlantic University. Research I - University of Florida, Florida State University, and University of South Florida.</p> <p>The 2000 Legislature directed the Commission to examine the extent to which postsecondary education is providing the skilled workforce needed in Florida's economy. Current activities include a targeted needs assessment in the following counties: Broward, Sarasota, Manatee, Pinellas, and Volusia; as well as a state-wide survey of the needs of public and private employers in the State.</p>

Issue: Florida must provide increased opportunities for access to higher education

Recommendation:	Status:
<p>The Board of Regents should prepare a detailed plan for expanding the joint-use model. The plan should address the anticipated number and location, optimal size, instructional loads of faculty, and anticipated funding requests for both operating and capital costs of these joint-use centers (both in total funding and on a per-student basis). This plan should be completed by December 31, 1998, for review by the Postsecondary Education Planning Commission and submission to the Legislature.</p> <p>The Board of Regents and the State Board of Community Colleges should examine the feasibility of providing degree-granting authority through an existing institution or a “virtual institution” for students who wish to complete large portions of their coursework through alternative means.</p> <p>The Board of Regents and the State Board of Community Colleges should focus on providing the required tools, training, and technological support to faculty members necessary to enhance or adapt their delivery of instruction.</p> <p>State universities and community colleges offering distance learning courses and degree programs should be required to develop a plan that ensures students who are enrolled in such degree programs will be provided appropriate student support services. The plan should include a description of the services to be provided and provision for funding the delivery of such services.</p>	<p>This has not been completed. However, a Concurrent Use Task Force with representatives from both the state universities and community colleges is addressing these issues. In addition, the Board of Regents received \$8.5 million from the 2000 Legislature for the establishment of branch campuses and centers and is currently developing a comprehensive plan for the use of these funds.</p> <p>The State University System and the State Board of Community Colleges jointly established the Florida Virtual Campus (FVC). The FVC has made a number of important strides in the last year. The FVC has funded statewide licenses for web authoring tools and provided additional funding to support the Library Reference and Referral Center. In addition, the FVC coordinated and underwrote state university and community college participation in the Merlot online course development initiative sponsored by the State Higher Education Executive Officers (SHEEO).</p> <p>Student support continues to be the most important aspect of student success in distance learning courses and programs. Over the last four years, the State University System and the State Board of Community Colleges have jointly funded a statewide purchase of access to digital information resources to support student learning. These resources contain digital journal articles, newspapers, periodicals and other material useful for student research. Such resources are extremely valuable tools for both distance learning and on-campus students.</p>

Issue: Florida must provide increased opportunities for access to higher education, *continued*

Recommendation:	Status:
<p>The current design and implementation of the State-wide Student Academic Advising System should be reconsidered so that the experience of other state systems and the needs and benefits to students can be more readily considered and included.</p> <p>The Board of Regents and State Board of Community Colleges should conduct a review of equipment procurement plans and replacement policies for advanced telecommunications and computer technologies and make recommendations concerning the feasibility of shifting the costs of technology away from capital expenses (operating capital outlay) to ongoing expense categories through short-term lease arrangements or other means. The review could also include the consideration of plans to require students to obtain computers as a condition of their enrollment.</p>	<p>The statewide advising system known as Florida Academic Counseling and Tracking for Students (FACTS) is a technically innovative design that has the potential of significantly informing students about their transfer options. The system has a number of unintended benefits as well. Originally designed solely for degree audits and academic advising, the system also provides a flexible internet transport system which allows a number of information technology systems to communicate. As a result, the FACTS can be the basis for a number of critical institution/student or business/student transactions. Currently the FACTS is being monitored by the Technology Review Workgroup. In order to reach its full potential, FACTS will need to consider staffing and organizational changes.</p> <p>Since Fall semester 1999, the University of Florida has required entering students to have access to a computer as a condition for their enrollment. In general, institutions are shifting toward a short term leasing options for technology procurement. Over the next two years that trend is expected to continue to encompass a majority of such purchases. Students have generally supported expenditures and additional charges to expand their access to technological resources.</p>

**INTERDEPENDENCE --
A SEAMLESS SYSTEM**



Florida must provide a seamless system of quality education for its residents from prekindergarten through graduate school and beyond.

Issue: Preparation for Postsecondary Education

Recommendation:	Status:
<p>The Department of Education, in conjunction with the Postsecondary Education Planning Commission, the Florida Commission on Education Reform and Accountability, and the postsecondary sector boards should identify, for each education level beyond high school, the communication and computational skills that are required for academic success.</p>	<p>In relation to the above goal, the Florida Partnership for School Readiness continues to provide statewide coordination of the educational programs and services that prepare preschoolers to enter kindergarten. A statewide Early Childhood Career Advancement Advisory Committee has begun work to develop a comprehensive, coordinated early care and education training and career development system in Florida. A statewide workforce study on early childhood care that includes a survey of childcare directors and providers on education and training needs is being conducted.</p> <p>The Single College Placement Test is a test with consistent cut-off scores for community colleges and universities that aligns K-12 standards with the skills needed for college success. Legislation has authorized early administration of the test in public schools to allow early intervention efforts.</p>

Issue: Preparation for Postsecondary Education, *continued*

Recommendation:	Status:
<p>The Board of Regents and the State Board of Community Colleges should work collaboratively with the Department of Education to encourage all high school students to take the college preparatory curriculum.</p>	<p>The Academic Scholars and Merit Scholars awards within the Bright Futures Scholarship program include requirements that students complete 15 credits in college preparatory academic courses.</p> <p>Each Fall semester, the Department of Education sends a brochure outlining the scholarship’s eligibility requirements to all public and private high schools for distribution to every student in grades 9-12. The brochure includes a Verification of Receipt to be signed and returned to the high school guidance counselor. Each Spring, the brochure is distributed through public and private middle schools to assist eighth graders in planning their high school course work.</p> <p><i>Florida Trend’s “Next: Your Future After High School in Florida”</i> was distributed in August 2000 through the high schools to every 9th and 12th grader in Florida at no cost to the students. This special issue presented postsecondary education and career options and discussed scholarship and financial aid opportunities.</p> <p>In 1998, Florida voters adopted Amendment 8 to the State Constitution which established a new education governance model effective January 2003. The Commissioner of Education’s Blue Ribbon Committee on Education Governance developed a governance model that became the basis for HB 2263, passed during the 2000 Session, which provides for a seamless integrated continuum of kindergarten through graduate education and consistent education policy across all educational delivery systems.</p> <p>HB 2263:</p> <ul style="list-style-type: none"> abolished the existing system of Florida education governance to allow for a thorough review of all education.

Issue: Educational Partnerships

Recommendation:	Status:
<p>The Board of Regents, the State Board of Community Colleges, and the Independent Colleges and Universities of Florida should review the effectiveness of all existing articulation agreements to ensure that barriers do not exist to the smooth transition of students from one educational level to another.</p>	<ul style="list-style-type: none"> • established a new Florida Board of Education and other educational leaders effective 2003. • created an 11-member Education Governance Reorganization Transition Task Force to accomplish the transition between the old and new education governance models. <p>The state Articulation Coordinating Committee, consisting of state university, community college and private college representation, is now named the State K-16 council. The membership has been expanded to include public school representation.</p> <p>Twenty-eight local K-16 Councils exist around the State that focus on student and program articulation issues, dual enrollment, remediation reduction strategies and strategies to improve teacher preparation and inservice.</p> <p>Community College Access Challenge program includes \$6 million to support community colleges in the implementation of joint programs with public school partners that implement remediation reduction strategies in the local K-16 plans.</p>

Issue: The Preparation of Teachers for Florida Schools

Recommendations:	Status:
<p>The curriculum of all teacher preparation programs in Florida should be structured so that, prior to graduation, teacher candidates are able to demonstrate successfully specific skills/competencies, as identified in the 12 educator accomplished practices, and are able to teach and assess the content in the Sunshine State Standards.</p> <p>The Department of Education, in conjunction with the school districts and the state’s teacher preparation programs, should implement a performance-based teacher certification system that will provide sufficient flexibility to attract qualified individuals to the teaching profession through the validation of competencies that directly relate to teacher effectiveness.</p> <p>The Department of Education must take the lead in the statewide implementation of an action plan to enhance the teaching profession.</p> <p>All Florida teacher preparation programs in secondary education should include an arts and sciences discipline major and should include instruction in student diversity, performance assessment, educational technology, exceptional education, English as a Second Language (ESL) and early and varied field experiences in schools.</p>	<p>The Legislature passed EDUCATE 2000 (Educators Developing Unequaled Competence Act: Teaching Excellence 2000) that includes a comprehensive set of initiatives to ensure quality teachers in Florida public schools. Key components of the legislation are:</p> <ul style="list-style-type: none"> ◆ Outlines competencies for highly effective educators. ◆ Requires principals’ recommendations for the assignment of instructional personnel. ◆ Creates an incentive pay program for effective teachers who teach at “D”, “F” and alternative schools. ◆ Provides bonuses for teachers of College Board Advanced Placement courses whose students achieve a score 3 or better on the final examination. ◆ Provides full reciprocity for out-of-state teachers who hold a standard teaching certificate with two years of experience. ◆ Requires new certification examinations that are aligned with the Sunshine State Standards by 2002. ◆ Creates the Student Fellowship Program to provide forgivable loans to rising juniors or paraprofessional learning guides who pursue a bachelor’s degree and teach in Florida schools.

Issue: The Preparation of Teachers for Florida Schools, *continued*

Recommendation:	Status:
	<ul style="list-style-type: none"> ◆ Amends the Florida Teachers Lead Program to provide direct stipends to teachers for the purchase of school supplies. ◆ Creates the Florida Mentor Teacher School Program to establish a pilot program to provide teachers with five-level careers paths. ◆ Adds accountability criteria to teacher preparation programs through to annual school profile and employer satisfaction ratings. ◆ Creates a statewide alternative certification program to be developed by the Department of Education. <p>The State University System and Community College System continue to implement comprehensive collaborative strategies with K-12. Examples include:</p> <ul style="list-style-type: none"> ◆ Each of the 10 state universities and 28 community colleges has established opportunity alliances with at least two low-performing secondary schools in its region with the intent to help raise achievement levels. ◆ State University Colleges of Education are active in providing in-service professional development for teachers and school leaders, particularly through Professional Development Schools. ◆ The Board of Regents is co-sponsoring a statewide Symposium on Educator Preparation in September. ◆ To facilitate the transition from school to college and from community college to uni-

Issue: The Preparation of Teachers for Florida Schools, *continued*

Recommendation:	Status:
	<p>versity, the Board of Regents' staff has developed new Counseling Manuals, a Guide for Parents and Students and articulation meetings with college faculty and counselors.</p> <ul style="list-style-type: none"> ◆ Each community college and school district have adopted strategies to improve pre-service and in-service teacher education. ◆ New projects have been implemented to increase the number of students selecting college preparatory and advanced placement courses, such as GEAR-UP, Excellence in Education - Mathematics pilot project, Writing Across the Curriculum and the College Reach-Out Program by both community college and state universities. ◆ State university faculty and BOR staff serve on local area Readiness Coalitions through the Florida Partnership for School Readiness that work to increase readiness levels of pre-school children. ◆ Each community college has received an Access Challenge Grant to work with school districts to increase the number of high school students who graduate college ready.

OUTCOMES



The engine of economic development for the 21st century will be driven by those who can maximize and harness intellectual resources. As the dramatic shift to intellectual resources continues to evolve, postsecondary education must fulfill two fundamental roles: workforce preparation and economic development.

Issue: Increase Postsecondary Educational Attainment/Meet Workforce Demand

Recommendation:	Status:
<p>Postsecondary institutions should continue to form and enhance business, industry, and government partnerships that promote economic growth, research and development, graduate student training, and facilitate the transfer of people and ideas from academe into the workplace.</p>	<p>Florida continues to struggle with the goal of meeting the demands of Florida’s economy by producing a skilled workforce through its community college and university systems. Several initiatives have been in place for several years to ensure that the high demand, high wage occupations in Florida will have an appropriate level of completers produced to meet current and future demand.</p> <p>The Occupational Forecasting Conference (recently renamed the Workforce Estimating Conference) continues to analyze labor market demand and wage information to produce lists of high wage and high skill occupations needed in Florida.</p> <p>These high-wage, high-skill lists are used to assign state resources to public community colleges and school districts for training programs that produce skilled workers for the listed occupations.</p> <p>Beginning in 1996-97, the Workforce Development Education Fund (WDEF) has been utilized to assess college and district performance in producing skilled workers in high-wage, high-skill programs.</p>

Issue: Increase Postsecondary Educational Attainment/Meet Workforce Demand, *continued*

Recommendation:	Status:
<p>The State should increase the percentage of Florida’s high school graduates who participate in postsecondary education immediately following high school graduation.</p> <p>Florida Enrollment Target for 2000: 60 percent Florida Enrollment Target for 2010: 75 percent</p> <p>The State should increase the number of baccalaureate degrees granted per 100,000 18-44 year-old population to the average number of degrees granted in the top ten economically strong states.</p>	<p>The latest information indicates that the State is moving towards the achievement of this goal. In 1994, it was estimated that 59 percent of public high school students enroll in postsecondary education immediately following graduation (49 percent in Florida, 10 percent out-of-state). The percentage of recent high school graduates (1997-98) found enrolled the following Fall was 52 percent. Assuming the out of state percentages have remained constant, the total percentage has increased to 62 percent.</p> <p>The demand for baccalaureate level education to meet the needs of Florida’s economy has not waned in recent years. The latest labor market information indicates that 413,963 new jobs (a 27.8 percent increase) are projected from 1997-2007 in occupations requiring a baccalaureate degree or higher.</p> <p>The state’s overall production of degrees has continued to lag behind the national average. In 1996-97, the state ranked 45th in terms of baccalaureate degrees granted per 100,000 18-44 year old resident population and 43rd in baccalaureates per 1,000 students enrolled in higher education.</p> <p>Total enrollments in the state’s public universities have increased 11.8 percent from fall 1995 to fall 1999. First-time-college student enrollments have also increased dramatically over this period. The number of Fall first-time-in-college students increased by 34.7 percent from 1995-1999. The number of bachelor’s degrees granted has increased 7.2 percent from 1995-96 to 1998-99.</p>

Issue: Graduate Education

Recommendation:	Status:
<p>Postsecondary institutions should strengthen partnerships with public education to ensure that students are encouraged and prepared to pursue higher education opportunities in engineering and the sciences.</p>	<p>One of the effectiveness outcomes of the SUS 2000 Accountability Report measures the dollar amount and percentage of public service funds expended for service to Pre-K-12 schools. Results for the 2000-2001 initial year will be available in the 2001 Accountability Report. Opportunity alliances, partnerships between low performing schools, community colleges and SUS schools of education, have been established as part of the Governor's One Florida Initiative for improving performance in the K-12 sector. Specific initiatives geared to efforts to increase the number of students majoring in engineering and sciences vary by institution. For instance, Florida International University, has established FLAME, a program to prepare low income high school students to major in engineering and science degrees. Florida State University continues to provide outreach activities through the Magnetic Lab and its engineering and science departments to strengthen student interest in and preparation for majors in the science and engineering fields. The Legislative also funds Community College Access Challenge grants to reduce the need for remedial education and increase college preparation.</p>
<p>Postsecondary institutions and sectors should increase the number of graduate students, particularly among underrepresented populations, in science and engineering through stipends, graduate fee waivers, and research and employment opportunities with state government, business, and industry.</p>	<p>Despite a steady increase in funding for graduate fee waivers as well as institutional and systemwide efforts to increase minority enrollment, the percentage of African-American Ph.D. recipients in Engineering, Physical Sciences and Life Sciences has remained stagnant since 1994-95 at three percent, two percent, and zero percent respectively. The percentage of Hispanic Ph.Ds in Engineering increased from two percent to six percent during that time but remained at two percent in the Physical Sciences and decreased from four percent to zero percent in the Life Sciences. The number of</p>

Issue: Graduate Education, *continued*

Recommendation:	Status:
<p>Postsecondary institutions should collaborate with business and industry to ensure that a higher share of graduates from science and engineering fields are hired in Florida.</p>	<p>African-American and Hispanic students receiving Masters degrees in Engineering has substantially increased during that time period however (from 77 to 122) as has the number of minority students receiving bachelors degrees in Engineering, the Physical Sciences, and Life Sciences. The overall enrollment of African-Americans in Engineering degree programs is up 15 percent since 1994-95, while the number of Hispanic students enrolled in Engineering degrees in 1998-99 is up eleven percent. Thus, the Ph.D. pipeline is expanding among minority students and may help to increase the number of African-American and Hispanic Ph.D.s in those subject areas.</p> <p>The recruitment of minority graduate students will be affected by the Governor’s One Florida Initiative beginning with the 2001-2002 school year. SUS institutions will no longer be able to use race and gender as criteria for student selection. The Board of Regents appointed a task force in early 2000 to compile and circulate among the state universities the best practices in use at Florida universities to enhance diversity and increase minority enrollment within the framework of One Florida. Similar information and practices being used in other states such as California and Texas are being collected and circulated among the SUS institutions.</p> <p>SUS institutions continue to expand and strengthen partnerships and collaborations with business and industry to facilitate economic growth and provide opportunities for internships, stipends and employment for advanced graduate holders. The most successful of these initiatives continues to be the I-4 Corridor Project, an economic development collaboration between the Universities of Central and South Florida and high</p>

Issue: Graduate Education, *continued*

Recommendation:	Status:
	<p>technology industries in the area. Two new degree programs, the Ph.D. in Applied Physics and the Ph.D. in Materials Science were established in 2000 at the University of South Florida and the University of Central Florida respectively. These new degree programs, established in response to the needs of industry along the I-4 Corridor, will provide internship and employment opportunities for Florida degree holders. According to Board of Regents staff the lure of higher paying jobs in other high technology states continues to affect the “brain drain” of Florida’s most skilled workers. A recent industry survey revealed that a majority of Engineering graduate degree holders leave the state for their first employment.</p> <p>SUS efforts to establish other corridor initiatives (1-95 and 1-10) have received legislative funding but have been vetoed by the Governor. Universities outside of the 1-4 corridor continue to expand business and industry partnerships. The so-called “internet coast” in southeast Florida is a result of collaborations between Florida Atlantic University and industries specializing in information technology. A new Ph.D. program in Chemistry at FAU was created in 2000 to respond to other industrial needs in the area.</p> <p>A groundswell of support for space research activities in Florida has led to several university/industry collaborations in recent years. Most notably are the University of Central Florida’s Space Institute (soon to become a Type I Center) and the joint UCF, University of Florida research and educational programs at the Florida Space Research Institute located at the Kennedy Space Center. Both initiatives should lead to opportunities for high technology, high wage jobs in Central Florida.</p>

Issue: Research and Development

Recommendation:	Status:
<p>In collaboration with postsecondary institutions, the sectors should identify needs of the State that are critical to improving the quality of life for all Floridians. The SUS should continue its strong encouragement of faculty in seeking funding for and engaging in research projects related to identified critical state needs.</p>	<p>Sponsored research activities within the SUS continue to grow as the state universities engage in a variety of research projects, technology transfer efforts, and collaborative scientific and economic partnerships. In an attempt to better measure the effectiveness of SUS institutions in securing federal and private research dollars, the SUS established a comparison ratio of externally generated research funds to state research funds. In 1998-99, SUS institutions generated \$3.40 in sponsored research funds for every one-dollar of allocated state funds. In 1999-2000, SUS estimated contract and grants expenditures were \$796,895,052, a 19 percent increase over the preceding year.</p>

FUNDING



Florida must find new ways to provide affordable access to a high quality postsecondary education based on a fair investment by all involved--students, the state and local community, business and industry.

Issue: Accountability/Performance Funding

Recommendation:	Status:
<p>The Legislature and the sectors should continue to focus on performance at the state level through the use of incentive funding with a limited share of the overall budget.</p>	<p>The 1999 Legislature earmarked \$3.0 million in incentive funding for the State University System and \$8.1 million for the Community College System. Dollars were earned by institutions based upon their performance on a set of core indicators central to the System mission. The 2000 Legislature appropriated \$8.3 million in performance based incentives to community colleges. The Community College System's performance dollars have been rolled into the next year's base budget since 1996-97, the year of the community colleges' first performance-based appropriation under the Government Accountability and Performance Act of 1994. When viewed cumulatively, community college performance dollars appropriated since the advent of performance based program budgeting amount to about five percent of the current Community College Program Fund.</p> <p>In 1999-2000, the Workforce Development Education Fund (WDEF), created by the 1997 Legislature, allocated \$704.6 million to school district and community college workforce development programs in the areas of Adult General Education, Vocational Certificates, A.S. Degrees, and Continuing Workforce Education. Fifteen percent of this funding was based on performance — program completions and placements in high-skill, high-wage occupations. The 2000 Legislature appropriated \$719.7 million for the WDEF with the additional \$15 million distributed based on performance.</p>

Issue: Accountability/Performance Funding

Recommendation:	Status:																
<p>The Commission, in cooperation with the sectors, should recognize and reward individual institutions' efforts to apply the principles of performance funding and productivity management.</p> <p>The Legislature and the Board of Regents should adopt a revised university funding methodology that more accurately reflects the level of research and instruction provided by each institution in accordance with its individual mission. This funding methodology should distinguish costs for lower and upper level undergraduate instruction as well as master's, doctoral, and professional.</p>	<p>The 1999 Legislature funded two State University System issues – Enhancing Undergraduate Education and Enhancing Graduate and Professional Education, Research, and Extension Service – with an appropriation of \$51 million. Each university submitted a plan to the Board of Regents outlining the local initiatives to which its allocation would be targeted. Reports documenting how the universities are holding themselves accountable for the expenditure of those funds are due to the Board of Regents in October 2000.</p> <p>The General Appropriation Acts have provided the following funding by level:</p> <table align="center"> <thead> <tr> <th></th> <th><u>1998</u></th> <th><u>1999</u></th> <th><u>2000</u></th> </tr> </thead> <tbody> <tr> <td>Lower Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Upper Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Graduate Level</td> <td></td> <td></td> <td>II \$24,082</td> </tr> </tbody> </table>		<u>1998</u>	<u>1999</u>	<u>2000</u>	Lower Level				Upper Level				Graduate Level			II \$24,082
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Lower Level																	
Upper Level																	
Graduate Level			II \$24,082														

Issue: Public Education Capital Outlay (PECO)

Recommendation:	Status:
<p>The Governor's Commission on Education should examine facility needs at the public postsecondary level, taking into account existing capacity, need for additional space, maintenance and repair, accountability, and either expansion of current fund sources or identification of new sources of support.</p>	<p>The Governor's Commission completed its work prior to addressing this issue. The 1999 General Appropriations Act provided a similar assignment to the Commission in consultation with the Board of Regents and the State Board of Community Colleges. In January 2000, the Commission completed <i>A Review of Community College and State University Space Planning Models</i>. In addition to validating the existing guidelines and factors used for space planning, the study called for improved services provided to campus facility planners by the State Board of Community Colleges. The 2000 Legislature authorized an additional position in the SBCC to address this need.</p>

~~\$80,144~~ \$9,415 \$10,101

Issue: Tuition and Financial Aid

Recommendations:	Status:
<p>The Legislature should allow the sector boards to move Florida from a low tuition/low aid state to at least the national averages in these areas. The share of educational costs borne by students should not exceed 40 percent. The percentages of state revenue dedicated to postsecondary education must not be further reduced or replaced by any revenue resulting from increased tuition. An amount equal to at least 25 percent of any tuition increase should be dedicated to need-based financial assistance.</p> <p>All applicants for any state student financial assistance should submit need analysis data. The Department of Education and the sector boards should base future requests for need-based aid on the number of eligible applicants, taking into account tuition increases and other factors affecting the extent of need.</p> <p>The Legislature should require that supplemental vocational training be self-supporting with the costs borne by the employers and employees who are involved.</p>	<p>Both the state universities and community colleges were authorized by the Legislature to increase tuition by five percent for 2000-2001. Florida residents now pay an average of \$76.98 matriculation (tuition) fees per credit hour in the State University System and \$49.14 in the community colleges. In both cases the matriculation fees charged represent less than the 25 percent of prior year costs authorized in law. The 2000 General Appropriations Act provided the need-based Florida Student Assistance Grant with a \$20 million increase for public colleges and universities to assure access for Talented 20 students.</p> <p>All applicants for need-based grants must submit the Free Application for Federal Student Assistance (FAFSA). The anticipated number of eligible applicants for state need-based aid is now included in the estimating process pursuant to s.216.136(4), F.S. The Commission's current student financial aid study is expanding the pool of students for whom income data is available through analysis of existing need-based loan program participants.</p> <p>Florida law (s.239.117, (6) (c), F.S.) requires that at least 50 percent of the cost of continuing workforce education programs is to be derived from fees.</p>

Issue: Support for the Independent Sector

Recommendations:	Status:
<p>The State should continue to invest in the Florida Resident Access Grant as well as other programs that will maximize the contribution of independent postsecondary education to Floridians.</p> <p>The principals involved in the Education Estimating Conference, conducted pursuant to s.216.136(4), F.S., should include the independent sector in the enrollment estimating process in recognition of the important role these institutions play in providing access.</p> <p>The process used to estimate and fund FRAG recipients, as well as candidates for need-based student assistance, should be comparable to that used to calculate enrollment workload funding for state universities and public community colleges.</p>	<p>The 2000 Legislature increased funding for the FRAG by 47 percent for a new total of \$70.8 million. Maximum individual awards for 2000-2001 are \$2,813.</p> <p>Academic program contracts with private institutions are a continuing state effort to bolster the production of graduates with Bachelor's and Master's degrees in academic areas where demand is not being met by public institutions. Based on a recommendation in the Commission's 2000 <i>Review of the Academic Program Contracting Process With Independent Postsecondary Institutions</i>, contracts are no longer funded on the basis of tuition differential, but are based on commensurate public sector program costs.</p> <p>See below.</p> <p>The Student Financial Aid Impact and Estimating Conference meets at least twice each year and addresses FRAG as well as all major state aid programs.</p>

**Legislative Action
on Commission
Studies and Issues**



**Legislative Report
2000**

Study	Commission Issue Requiring Legislative Action	Final Action
Academic Program Contracts	<p>Address the objectives of the Limited Access Competitive Grant (LACG) Program through the academic contract process and the LACG should be phased out.</p> <p>Credit hour support for undergraduate and graduate contracts should be based on comparable state university program costs.</p> <p>State contract support should be limited to students with demonstrated financial need.</p>	<p>Specific Appropriation 15 of the 2000 General Appropriations Act (HB 2145) begins the phase-out with a reduced appropriation of \$180,000.</p> <p>Proviso language accompanying Specific Appropriations 11, 16, 17, 18, 19, 21, 27, 29, 35, 36, 38, 39, and 40 of HB 2145 implements this.</p> <p>The same language referenced above specifies that “priority for funding shall be placed on the most financially needy students.”</p>
Minority Participation in Legal Education	<p>Rename the program as the Full Participation in Legal Education Program.</p> <p>Create a board of advisors with broad representation of individuals involved in the legal profession.</p> <p>Extend the program to part-time students.</p> <p>Guarantee three scholarships to each accredited law school in Florida. However, any law school experiencing a decrease in African-American or Hispanic students during three consecutive years will lose their guaranteed scholarships. Expand the student support ser-</p>	<p>SB 2454 and HB 2341. Not enacted.</p> <p>SB 2454 and HB 2341. Not enacted.</p> <p>SB 2454 and HB 2341. Not enacted.</p> <p>SB 2454 and HB 2341. Not enacted.</p> <p>SB 2454 and HB 2341. Not enacted.</p>

**Legislative Report
2000**

Study	Commission Issue Requiring Legislative Action	Final Action
<p>Minority Participation in Legal Education <i>(continued)</i></p>	<p>vices funded by the program to include: law scholars' orientation and periodic meetings, a resume directory, and bar exam preparation assistance.</p> <p>Provide funding for law school admission test preparation course tuition and a pre-law summer program.</p> <p>Increase allowable administrative costs for the FPLE program to no more than ten percent.</p>	<p>Not enacted.</p> <p>Proviso language accompanying Specific Appropriation 176 of HB 2145.</p>
<p>Bright Futures Scholarship Program</p>	<p>Limit Gold Seal Vocational Scholars Award to students enrolled in programs of two years or less at a community college and vocational-technical institution.</p> <p>Delete the requirement for enrollment in a secondary school "sequential program of studies in vocational education." However, continue to require that students earn three vocational credits in secondary school to be eligible for the Gold Seal Award.</p>	<p>SB 1888 and HB 1631. Not enacted.</p> <p>SB 1888 and HB 1631. Not enacted.</p>

**Legislative Report
2000**

Study	Commission Issue Requiring Legislative Action	Final Action
Bright Futures Scholarship Program <i>(continued)</i>	Increase the minimum SAT I equivalent test score from 970 to 1020 and the high school GPA requirement from 3.0 to 3.1 for the Florida Merit Scholars Award.	Not introduced.
College Reach-Out Program Evaluation	The program should be continued and receive increased support.	Specific Appropriation 94 of HB 2145 provided \$4 million (\$1 million increase) for CROP.

**Recent
Commission
Publications**

**Commission
Overview**

**COMMISSION
REPORTS
1997-2000**

2000

A REVIEW OF THE ACADEMIC PROGRAM CONTRACTING PROCESS WITH INDEPENDENT POSTSECONDARY INSTITUTIONS - January 2000

A REVIEW OF COMMUNITY COLLEGE AND STATE UNIVERSITY FACILITIES SPACE PLANNING MODELS - January 2000

1999

COST BENEFIT ANALYSIS OF THE FLORIDA RESIDENT ACCESS GRANT - January 1999

ACCESS - SUPPLEMENT 1 TO THE MASTER PLAN - February 1999

EVALUATION OF FLORIDA'S TWO-PLUS-TWO ARTICULATION SYSTEM - February 1999

GRADUATE EDUCATION AND ECONOMIC DEVELOPMENT- February 1999

ANNUAL REPORT: PROGRESS IN IMPLEMENTING THE MASTER PLAN - August 1999

ACCESS TO OPPORTUNITY: PROGRAMS TO ENCOURAGE PARTICIPATION IN POSTSECONDARY EDUCATION - October 1999

FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM: A BASELINE EVALUATION - December 1999

MINORITY PARTICIPATION IN LEGAL EDUCATION PROGRAM - December 1999

THE IMPACT OF JOINT-USE FACILITIES ON THE DELIVERY OF POSTSECONDARY EDUCATION IN FLORIDA - December 1999

1998

CHALLENGES AND CHOICES: THE MASTER PLAN FOR FLORIDA POSTSECONDARY EDUCATION - January 1998

A REVIEW OF THE LICENSURE REQUIREMENTS OF THE STATE BOARD OF INDEPENDENT COLLEGES AND UNIVERSITIES - January 1998

NOVA SOUTHEASTERN UNIVERSITY LIBERAL ARTS FEASIBILITY STUDY - January 1998

STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM ANNUAL REPORT: 1995-96 - January 1998

STUDENT PROGRESSION TOWARD THE BACCALAUREATE DEGREE: LONGITUDINAL COHORT STUDIES OF HIGH SCHOOL GRADUATES - January 1998

FEASIBILITY PLAN FOR IMPLEMENTATION OF A STATE COLLEGE SYSTEM - December 1998

1997

A REVIEW OF ACCELERATION MECHANISMS IN FLORIDA PUBLIC EDUCATION - January 1997

REVIEW OF POSTSECONDARY ARTICULATION POLICY ISSUES - January 1997

STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM ANNUAL REPORT: 1994-95 COHORT - January 1997

MAJOR ISSUES IN TECHNOLOGY - March 1997

COMMISSION OVERVIEW



The Postsecondary Education Planning Commission, initially created by executive order in 1980, given statutory authority in 1981 (ss 240.145 and 240.147, Florida Statutes), and reauthorized by the 1991 Legislature, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

A major 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 promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs.”

Other 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 centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about this publication as well as other Commission publications, meetings and activities may be obtained from: the Postsecondary Education Planning Commission, 325 West Gaines Street, Ralph Turlington Building, Tallahassee, Florida, 32399-0400; Telephone (850) 488-7894; FAX (850) 922-5388; Website - www.firn.edu/pepc.

