

Annual Report

August 1 999

Progress in Implementing

Challenges, Realities, Strategies

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



POSTSECONDARY EDUCATION
PLANNING COMMISSION



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THE
MASTER PLAN
FOR
POSTSECONDARY
EDUCATION
FOR THE
21ST CENTURY

August 1999

Collins Building
Tallahassee, Florida 32399-0400



POSTSECONDARY
EDUCATION
PLANNING
COMMISSION

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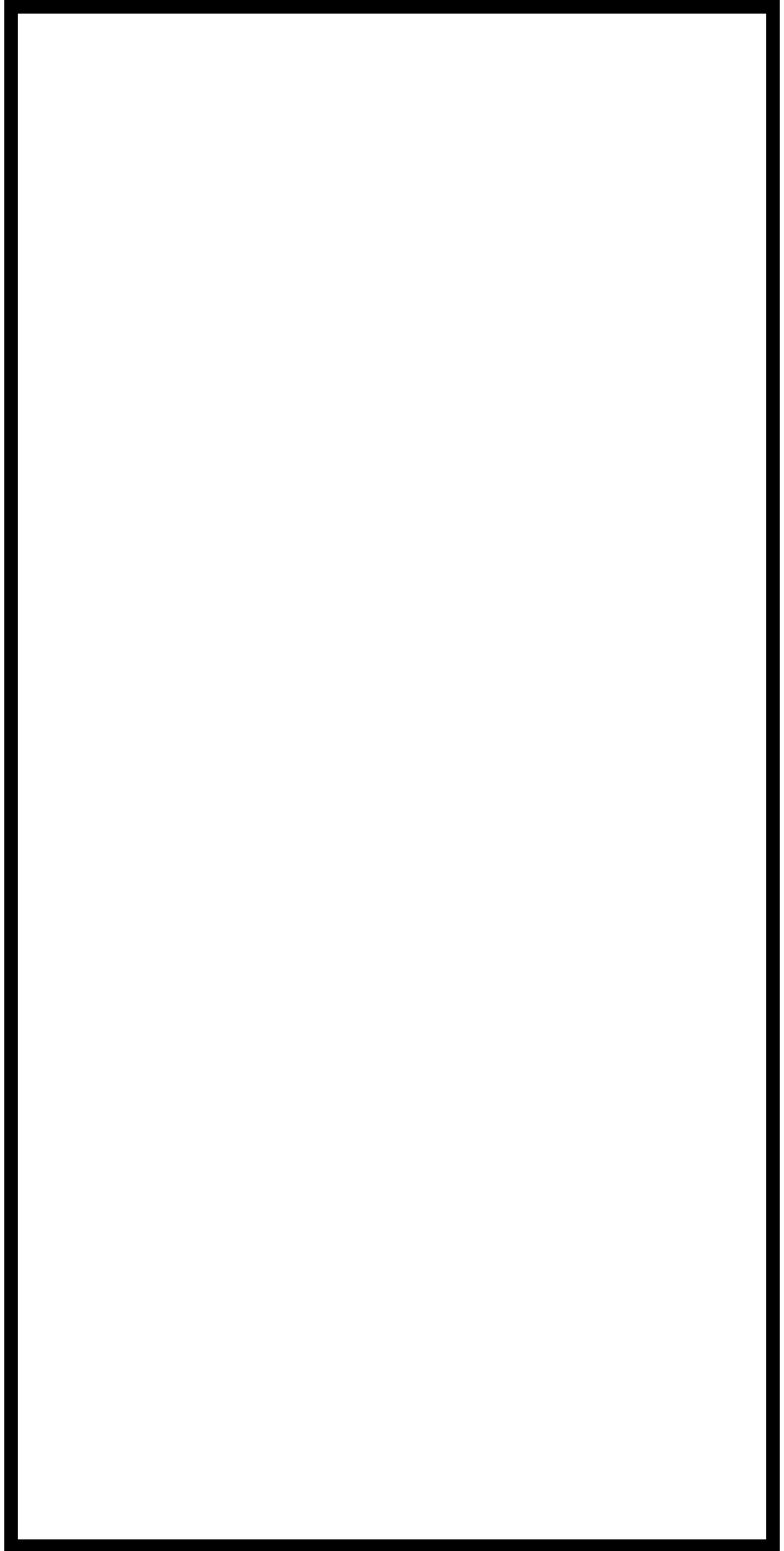
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INTRODUCTION

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 our public and independent postsecondary education sectors.

While building on previous master planning efforts, the *Plan* focuses on propelling Florida into the next 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 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 for 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 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.



ACCESS



INTERDEPENDENCE



OUTCOMES



FUNDING

The Commission adopted the following principles as a template for *Challenges and Choices*.

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 postsecondary 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. This annual report highlights Commission activities and accomplishments during 1998-99. In addition, progress related to the strategies 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.

**Commission
Highlights
1998-99**



Feasibility Plan for Implementation of a State College System

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

Completed the ***Feasibility Plan for Implementation of a State College System***. Developed in response to a Master Plan recommendation concerning potential responses for improving access to the baccalaureate and proviso in the 1998 General Appropriations Act, the report outlined the actions necessary to create a "middle tier" system in Florida. Prepared with the assistance of MGT of America, the Feasibility Plan identified the guiding principles and role and mission of such a system, addressed governance issues and provided estimates of start-up, operational and capital costs at the institutional and student level. The report noted a number of policy decisions and initiatives being considered which would impact the need to create a state college system, including the mission differentiation policy contained in the 1998 State University System Strategic Plan; the potential for community colleges to award baccalaureate degrees on a limited basis; and several initiatives involving joint programming and facility sharing among public and independent institutions. In view of these emerging policies and strategies, the report concluded that the ultimate question of whether a state college system should be created would be addressed in the Master Plan Supplement on Access published in February 1999.

Supplement #1 to the Master Plan for Florida Postsecondary Education

Completed ***Access, Supplement #1 to the Master Plan for Florida Postsecondary Education***. The Supplement focused attention on a critical challenge identified in the Master Plan—Access—with primary emphasis on accommodating growing student demand and improving undergraduate degree attainment. Since adoption of the Master Plan in January 1998, a number of policy actions and analyses have been implemented including adoption of sector strategic plans by the Board of Regents and State Board of Community Colleges, development of a feasibility plan for a system of state colleges, analyses of postsecondary facilities utilization and funding requirements, and further examination of projected enrollment growth and factors related to baccalaureate degree productivity. A summary of the status of these activities and their relationship to the issue of access was included in the Supplement. In addition, the document provided recommendations concerning the delivery of postsecondary education, effective use of available resources, and tuition and financial aid policies. A major conclusion was that joint or concurrent programming involving two and four-year public and independent institutions should be the priority strategy for assuring postsecondary

access for the immediate future. The Supplement went on to note that neither a potential state college system nor a process for authorizing community colleges to offer baccalaureate degrees under carefully defined circumstances should be implemented at this time. However, both of these, particularly the latter, represent viable responses which may be initiated at some future date if the joint initiatives are not deemed successful.

Completed an *Evaluation of Florida's Two-Plus-Two System of Articulation*. The report identified three broad issue areas to study the Two-Plus-Two system of articulation: admissions issues, articulation/transfer issues and access issues. This system has enabled thousands of Floridians with a high school diploma to pursue higher education. The Commission believes that the Two-Plus-Two system will continue to provide postsecondary access for high school graduates in the State, particularly for students who must deal with issues of cost and geographic proximity.

As Florida looks toward the new century, however, there is an urgent need to increase access for its citizens to higher levels of educational attainment. To improve the educational outcomes (student persistence and degree productivity) of the current postsecondary delivery system, the patterns of student matriculation in the Two-Plus-Two system will need to become less formally defined. The state's postsecondary system must be extended to provide broader flexibility to greater numbers of students. Academically qualified students need the postsecondary options and flexibility to enable them to enroll in institutions of their choice where they have the greatest likelihood of success.

Within each of the three issue areas in the report, specific topics are reviewed and recommendations made to improve the access of Floridians to the state postsecondary system, the movement of students through the system and the attainment of postsecondary degrees of Floridians.

Completed *Review of Accelerated Baccalaureate Degree Options*. Building upon its previous review of the Nova Southeastern University liberal studies program and its modifications, the report provides an overview of related accelerated baccalaureate degree programs in the public sector and notes the distinct nature of the program at NSU as a potential model for other such programs. The report recommends that the Nova Southeastern University continue

Evaluation of Florida's Two-Plus-Two System of Articulation

Review of Accelerated Baccalaureate Degree Options

***Graduate Education
and Economic
Development***

the development of the accelerated baccalaureate program consistent with the plan as presented to the Commission. In addition, the report discusses and recommends the need for more coordination and communication in the area of academic advising.

Completed ***Graduate Education and Economic Development***. Developed in part due to concerns raised in the Master Plan that Florida's universities awarded less than the national average of master's, doctoral and professional degrees, the report analyzed the relationship between graduate education, including research and development, and the state's economic development and workforce needs. The report found that despite a need to increase graduate enrollment in some areas deemed crucial by business and industry, there is no evidence that a strict accountability between graduate education and economic development is desirable or indeed even possible. It is imperative, the report concluded, that students are prepared to meet Florida's future workforce needs, particularly in areas that will help drive the state's high technology based economy. The report recommended that university/industry partnerships be strengthened; that the state provide adequate funding for graduate education, including fee waivers and stipends; that a long-term plan to increase Florida's share of federal and private research dollars be developed; that strategies be implemented to increase private investment in high-potential businesses in Florida; that the Board of Regents (BOR) develop a systemwide method for tracking the career success of its institutions' advanced degree holders; that that board adopt measures to increase the number of minorities enrolling in and receiving M.A.s and Ph.Ds in the sciences and engineering; and, that the BOR reactivate the Chancellor's Research Alliance to coordinate strategies for enhancing research and development within the SUS.

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

Analyzed the cost effectiveness of the ***Florida Resident Access Grant*** (FRAG). The Florida Resident Access Grant (FRAG), 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. However, the report does provide several suggestions for calculating the FRAG award level and developing cost comparisons in the future, including: (1) increasing the FRAG to a percentage closer to the recommended share of costs to be covered by the state for students in public institutions; (2) adjusting the process used to estimate and fund FRAG recipients so that it is comparable to that used to calculate enrollment workload funding for state universities and public community colleges; and (3) increasing awareness of the FRAG among high school students.

Continued its analysis of *Student Progression Toward the Baccalaureate Degree: Longitudinal Cohort Studies of High School Graduates*, a longitudinal cohort study of the progression of public high school graduates as they enroll in, progress through, and graduate from the state's postsecondary education delivery system and enter the workforce. Analysis in this report focused on the progression of high school graduates who met State University System admissions policies and enrolled in community college associate in arts and public university baccalaureate programs by Fall 1994. Initial analyses of data addressing the question whether students who met SUS admission policies and started in community colleges progress at the same rate as students who started at universities revealed smaller shares of community college entrants both remaining in baccalaureate-bound programs and achieving upper level status. Further analysis explored the progression of students who were matched for pre-college academic achievement. Both SAT and GPAs were used as measures of pre-college academic achievement. All students meeting SUS admissions policies were grouped into one of three academic achievement groups according to their SAT and GPA. This analysis revealed that the average SAT scores and GPAs were higher in the SUS than in community colleges. In addition, a greater share of students with SAT scores or GPAs in the top 25 percent initially enrolled in the SUS. Analysis of both SAT scores and GPAs revealed that students who initially enrolled in four-year institutions had higher continuation rates than students who initially enrolled in two-year institutions for *all* academic achievement groups (quartile levels). Finally, the analysis revealed that GPAs were better predictors of progression within each sector than were SAT scores. The Commission is continuing its analysis by examining part-time and full-time enrollment within each SAT and GPA achievement group and 1997-98 enrollment and completion data.

***Student Progression
Toward the
Baccalaureate Degree:
Longitudinal Cohort
Studies of High School
Graduates***

***Workforce Development
Capitalization Incentive
Grants***

Coordinated the ***Workforce Development Capitalization Incentive Grants*** process 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). On October 23, 1998, the Commission recommended funding 87 grant proposals (in accordance with Specific Appropriation 152C of the 1998 General Appropriations Act). The Commission completed a second cycle of proposal submission and review to prepare recommendations to the 1999 Legislature for funding grants for the 1999-2000 fiscal year, in accordance with Chapter 98-58, Laws of Florida. The 1999 Legislature funded 77 proposals for 1999-2000.

***1996-97 Evaluation of
the College Reach-Out
Program***

Completed the ***1996-97 Evaluation of the College Reach-Out Program***. As noted in previous reports, this seventh and most recent analysis demonstrates the effectiveness of the College Reach-Out Program (CROP) in increasing the number of low-income and educationally disadvantaged students who enroll in and complete a postsecondary education. During 1996-97, CROP programs served approximately 7,000 students in grades 6-12 through a variety of academic enhancement services and strategies. The evaluation compared the outcome measures of the treatment (CROP) and control (random) student cohort and revealed that CROP participants performed at levels comparable to or better than non-program participants. While the average grade point average of CROP students in grades 9-12 was higher than that of the random students (2.42 v. 2.17) seventy-two percent of CROP high school graduates, compared to sixty percent on the random sample, went on to postsecondary education in 1997-98. A review of the annual reports of the individual projects identified several factors, including strong parental involvement and dependable mentoring and tutoring, which directly contributed to the success of CROP programs and students. The report also found that continuous student contact through a variety of activities, summer programs, community involvement, and academic scholarships all contributed to a successful statewide academic intervention program.

New Campuses and Centers

Approved the Establishment of a Special Purpose Center for Miami-Dade Community College at its Tamiami Aviation Center. (May 1998)

Approved the Designation of Miami-Dade Community College's Inter-American Center as a Campus. (August 1998)

Approved the Establishment of a Special Purpose Center for Broward Community College at Pembroke Pines. (October 1998)

Approved the release of \$15 million Public Education Capital Outlay Funds in January and February 1999 for the following joint or concurrent use projects:

<i>Daytona Beach Community College Flagler and Volusia School Districts</i>	<i>Charter Technical School</i>	<i>\$5,003,610</i>
<i>Central Florida Community College UCF, FSU, FAMU, St. Leo College and Webster University</i>	<i>Joint-Use Multi-Partner Project (Ocala Campus)</i>	<i>\$4,200,000</i>
<i>Brevard Community College University of Central Florida</i>	<i>Joint-Use Partnership (Palm Bay Campus)</i>	<i>\$1,596,390</i>
<i>Miami-Dade Community College Florida International University</i>	<i>Environmental Science and Criminal Justice Programs</i>	<i>\$4,200,000</i>

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 Programs. The staff examines each proposal from a statewide perspective to ensure that new degree programs comply with the *Master Plan for Florida Postsecondary Education* and do not needlessly duplicate other successful efforts in the public or independent sectors. For the January BOR meeting, the Commission reviewed and commented on 10 proposals, including nine graduate programs and one baccalaureate program. For the July BOR meeting, the Commission reviewed 14 proposals, including five graduate programs and nine baccalaureate programs. If warranted, the Commission forwards written comments to the Regents and, when asked, testify at the BOR meeting on issues of student demand, workforce demand, cost and duplication.

New Academic Program Approval

***Academic Program
Contracts***

The Commission conducted its **annual review of academic contracts** at independent colleges and universities that provide instruction to Florida residents at state tuition rates. For the 1998-99 year, the Commission recommended state funding for 20 contracts. Comprehensive five-year contract reviews were conducted for four existing contract programs: the Bachelor of Science in Engineering at the Florida Institute of Technology, the Bachelor of Science in Nursing at the University of Miami, the Master of Social Work at Barry University, and Nova Southeastern University's Optometry program.

For the 1998-99 year, with the exception of four programs, the contracts were funded by the 1998 Legislature below the levels recommended by the Commission. The total appropriation for all of the contracts was nearly 80 percent of the level recommended by the Commission and approximately \$2.1 million below the recommended amount. Funding levels were reduced for the first year of a two-year, phased termination of the state contracts for Florida Southern College's Accounting program and Elementary Education program. 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 1997. For the 1999-2000 year, the Commission recommended increased state funding for the contracts to begin to restore financial support to the levels which have been repeatedly recommended by the Commission during the past nine years.

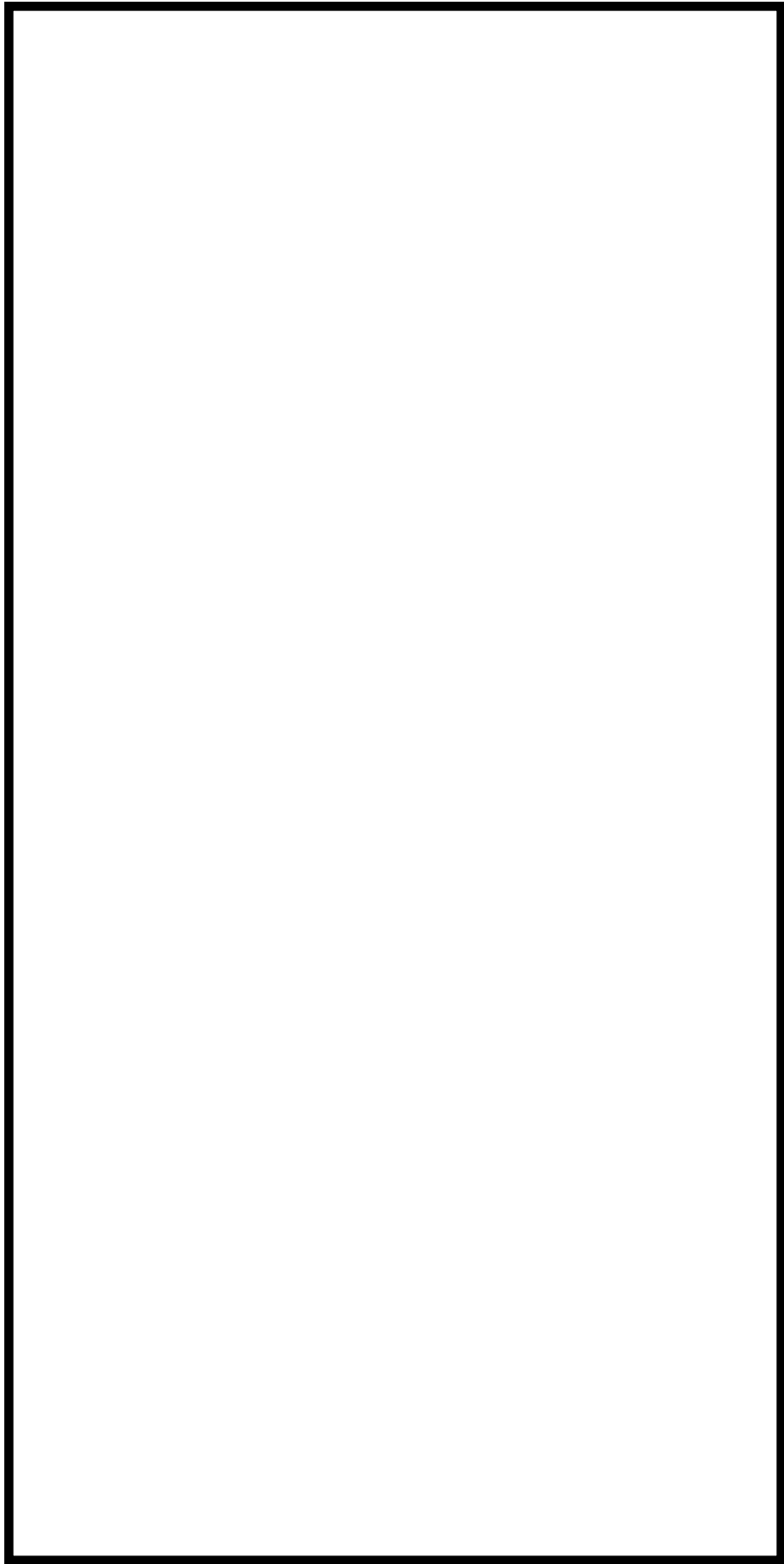
***The Planning and
Coordination of
Program Reviews***

Provided an update of ***The Planning and Coordination of Program Reviews for Postsecondary Education***. The update notes that while discussions are underway, no significant changes in the procedures and timelines adopted by the sectors have been implemented. Overall the sectors continue to cooperate with each other, state agencies and outside accrediting bodies where possible to minimize the burden of program reviews and accrediting studies. Discussions with program review staff in the State University System and the Division of Workforce Development indicate that this will be an important transitional year for both sectors as changes are made to their existing program review processes. The Commission will undertake a more complete review in 1999 after the changes under discussion are clarified.

***Independent Higher
Education in Florida:
Enrollments and State
Funding (May 1998)***

Updated ***An Overview of Independent Higher Education in Florida: Enrollments and State Funding*** (May 1998). In 1990, the Commission concluded a report titled State Funding for Independent Postsecondary Education. Since the report was issued, the Commis-

sion has periodically updated tables which reflect trend data concerning enrollments and state funding for independent institutions and their students. The May 1998 report called for a renewed emphasis on funding need-based aid, expansion of access strategies such as Florida Resident Access Grants and academic program contracting, and an assessment of the loan indebtedness of students in all postsecondary sectors. Attention to these policy issues would strengthen the link between state funding practices and the state's independent and public sectors of higher education in Florida.



**Master Plan
Follow-Up
in 1998-99**



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>

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

Recommendations:	Status:
<p>The Postsecondary Education Planning Commission should develop a feasibility plan outlining the actions necessary to create a “middle tier” system for our state. The plan should address governance issues related to implementation of this response to access. This should be completed by December 31, 1998, for submission to the Legislature for consideration.</p>	<p>Adopted by the Commission in December, 1998. In addition, the Commission adopted a supplement to the <i>Master Plan on Access</i> in February, 1999. Both of these documents are described in the Part II of this <i>Annual Report</i>.</p>
<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>This has not been completed. However, a task force on joint-use facilities has been appointed to accomplish this task by December, 1999. Representatives from both the state universities and community colleges are involved.</p>
<p>The State Board of Community Colleges should develop a methodology for determining the need for and costs of offering limited baccalaureate programs at selected community colleges. These recommendations should be completed by December 31, 1998, for review by the Postsecondary Education Planning Commission and submission to the Legislature.</p>	<p>This has been completed and is incorporated in the Strategic Plan of the Community College System.</p>

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

Recommendation:	Status:
<p>The Postsecondary Education Planning Commission should be charged with program approval for baccalaureate programs for community colleges. This process would be similar to the existing contract approval process used by independent institutions. The Commission should work with the State Board of Community Colleges (SBCC) in developing this baccalaureate program approval process. No community college should be allowed to request a change in institutional accreditation status without approval of the SBCC and the Commission.</p>	<p>The 1999 Legislature included \$2 million in the General Appropriations Act (SB 2500) for this purpose (vetoed). In addition, HB 765 was enacted which creates the Site-Determined Baccalaureate Degree Access Program. The Program will support the delivery of needed baccalaureate degrees at community colleges through collaborative agreements with regionally accredited public and private 4-year institutions.</p>

Issue: Technology

Recommendations:	Status:
<p>The Board of Regents and the State Board of Community Colleges should eliminate any policy that restricts student access to instructional courses and programs using distance learning technologies.</p> <p>Each state university and community college should provide all students with current and accurate information about the process for seeking financial aid and the acceptance for credit toward a degree for courses that originate from outside institutions.</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 have revisited their policies governing the offering of courses and programs in different geographical areas of the state. The offering of courses and programs that do not require students to physically convene as a group outside of the institutions traditional service are not regulated. The State Board of Community Colleges currently allows a college to deliver courses and programs electronically in areas outside of its traditional service area if the program is not marketed in those areas. In instances where students must convene as a group for instruction or when a community college wants to market a course or program outside of its traditional service area, board approval must be sought.</p> <p>No significant progress has been observed. May be included in the implementation of the state-wide advising system.</p> <p>The sector boards with the assistance of the Institute for Public Postsecondary Distance Learning convened a task force to consider the potential creation and design of a virtual institution for Florida. The report of the design team recommended the creation of a virtual institution through the combination of several existing initiatives such as the statewide advising system, the common course numbering system, the distance learning library initiative and the previous efforts of the Institute for Public Postsecondary Distance Learning. The design report was adopted by both sector boards and the Institute. The 1999 Legislature provided \$350,000 in funding for initial implementation of the virtual campus.</p>

Issue: Technology

Recommendations:	Status:
<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>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 arrangement 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 Institute for Public Postsecondary Distance Learning has provided funding to license several multimedia authoring tools and training for faculty in the state over the last year. Orientation sessions and workshops were held to provide limited training and assistance to faculty members who wanted to adapt instructional materials for use on the Internet.</p> <p>Student support services are a focal point in the design report for the planned virtual campus initiative. In addition, the planning efforts underway for the statewide student advisement system contain provisions for student support modules to be phased in after initial implementation in Fall 1999.</p> <p>Currently, the University of Florida is the only institution that has required students to have access to a computer as a condition of admission.</p>

Issue: Technology

Recommendations:	Status:
<p>The Board of Regents, State Board of Community Colleges, and state libraries should place a high priority on the statewide purchase and/or licensing of on-line databases and related instructional materials or equipment.</p>	<p>The State Board of Community Colleges and the State University System Board of Regents have requested funding over the last two years to license digital databases to enhance their ability to offer library resources to students receiving instruction electronically. The Community College Distance Learning Consortium has provided funding during the last three years for the statewide licensing of telecourses and other specific instructional materials for electronic delivery.</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 should establish as a goal the attainment of the College Ready Diploma as a requirement for graduation from all Florida public schools.</p>	<p>The 1998 Legislature enacted a differentiated college-ready diploma (Section 232.2466, F.S.) as a graduation award for students who complete academic courses that are adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory courses.</p> <p>The following additional reforms were enacted by the 1999 Legislature:</p> <ul style="list-style-type: none"> • Expanded statewide testing program (grades 3-10 will be tested in reading and math, 4th, 8th, and 10th grades will be tested in writing.) All schools will be graded based on state test scores and other factors. • No social promotion. • Higher teacher standards. • Expansion of drop-out prevention programs, with stricter truancy enforcement. • An Opportunity Scholarship program for students in failing schools.

Issue: Preparation for Postsecondary Education

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 Legislature also established the Florida Partnership for School Readiness to coordinate policies and standards for all school readiness programs.</p> <p>Each Spring, a letter is distributed to all public school eighth grade students and their parents that encourages the students to take the high school preparatory courses needed for admission to the State University System, whether they plan to attend a community college or a university. The letter is collaborative and is signed by the Commissioner of Education, the Chancellor of the SUS and the Executive Director of the CCS.</p> <p>The Board of Regents’ <i>Strategic Plan 1998-2003</i> states that “<i>The Board of Regents will disseminate to the parents/guardians of public elementary, middle and high school students information regarding the courses and the academic competencies students need to prepare for successful university work.</i>”</p> <p>Accordingly, the BOR staff is preparing a brochure for wide public school dissemination that will include information on state university admission policies and procedures, academic programs and student services.</p> <p>The Articulation Coordinating Committee is preparing a comprehensive informational/advisement document for students and parents on Florida public and independent education opportunities.</p>

Issue: Educational Partnerships

Recommendation:	Status:
<p>To address the academic preparation of public school graduates, particularly in urban schools, the Board of Regents, the State Board of Community Colleges and the State Board of Independent Colleges and Universities should direct all postsecondary institutions to establish educational partnerships with schools in their service area and/or region. This directive should be stated as a priority goal in the Strategic Plans of the sector boards.</p>	<p>The Board of Regents' <i>Strategic Plan 1998-2003</i> identifies as a priority goal: <i>"To enhance public education at all levels."</i> The Plan calls for <i>"education partnerships with school districts and specific schools in its service area and region – particularly low performing schools and/or schools in socially and economically disadvantaged urban and rural areas."</i></p> <p>The State Board of Community Colleges' <i>Strategic Plan for the Millennium 1998-2003</i> identifies, as one of eight goals: <i>"Strengthen articulation, cooperation and collaboration among public schools, community colleges, the State University System, private colleges and other institutions."</i> As an <i>Objective</i>, the <i>Plan</i> states that: <i>"The Community College System will continue to develop partnerships, both as a system and among individual institutions, that reduce the financial burden required to provide students the most up-to-date education possible."</i></p>

Issue: Educational Partnerships

Recommendation:	Status:
<p>Each postsecondary institution should develop an action plan in conjunction with its public school partners that identifies specific activities to improve the public schools and that increases the number and percentage of qualified students who graduate from high school and who are academically prepared for postsecondary education and the workplace. The action plans should be presented to each state board for review and endorsement.</p> <p>The Board of Regents should ensure that the participation in public school partnership activities by State University System faculty and administrators from all academic disciplines is recognized in the service component of the faculty tenure system.</p>	<p>The Board of Regents' <i>Strategic Plan 1998-2003</i> directs education partners to “develop action plans that involve university faculty and students from multiple disciplines and that identify specific instructional, research and public service activities to improve public schools and optimize achievement for all students.” Follow-up of this directive has yet to occur.</p> <p>A myriad of collaborative activities is occurring between community colleges and public schools through local school districts, specifically through local Articulation Councils and inter-institutional articulation agreements.</p> <p>The Board of Regents' <i>Strategic Plan 1998-2003</i> states that “each university shall consider the quantity and quality of service to public schools by faculty members in promotion, tenure and other reward measures as appropriate to each faculty member’s assigned responsibilities.” Discussions have begun to consider the identification of “service to public schools” as a university accountability measure.</p>

Issue: The Preparation of Teachers for Florida Schools

Recommendation:	Status:
<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 Secondary Language (ESL), and early and varied field experiences and schools.</p>	<p>The BOR <i>Strategic Plan</i> states that each university, in collaboration with its educational partners, will graduate teacher candidates who are able to successfully demonstrate “<i>in-depth content knowledge and content-specific teaching strategies; the ability to use the latest educational technologies; the ability to teach students from diverse backgrounds (including disadvantaged urban and rural environments) and students for whom English is a second language; and that have had the opportunity to participate in early, varied and extended clinical field experiences.</i>”</p> <p>Recent activities include:</p> <ul style="list-style-type: none"> • Additional program tracks in ESL and exceptional education have been added by a number of SUS Colleges of Education. • A statewide, intersector Prerequisites Committee continues to review Education degree requirements and has increased pre-requisites in subject content areas for the Early Childhood and Special Education degrees. <p>The 1999 Legislature enacted Governor Bush’s “A+ Plan”, which was supported by the Commissioner of Education. The Plan adds language requiring that educational personnel in public schools possess “appropriate skills in reading, writing and mathematics” and the ability to use “technology to enhance student learning.”</p>

Issue: The Preparation of Teachers for Florida Schools

Recommendation:	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 of 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 BOR <i>Strategic Plan</i> states that teacher education graduates will possess: “<i>the ability to teach and assess the content in the Sunshine State Standards in the subject areas and at the grade levels for which they have been prepared to teach,</i>” and “<i>the skills/competencies as identified in the Florida Educator Accomplished Practices and related content standards.</i>”</p> <p>These goals and other BOR <i>Strategic Plan</i> objectives are now assessed as a part of the BOR program review process for SUS teacher education programs.</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 enacted “A+ Plan” states that:</p> <ul style="list-style-type: none"> • individuals who hold a valid professional teaching certificate may now add an area of certification without completing the associated course requirements if a passing score is achieved on an examination of competence in the subject area to be added. • individuals who have specific subject area expertise, but who have not completed a standard teacher preparation program may now participate in a state-approved alternative certification program for the professional certificate. The program must provide for the demonstration of competencies in lieu of completion of college credit course hours.

Issue: The Preparation of Teachers for Florida Schools

Recommendation:	Status:
<p>Florida’s teacher preparation programs should adopt the following priority goals, and these goals should be stated in the Strategic Plans of the sector boards:</p> <p>(1) to restructure their curriculum to prepare teachers that will meet the educational needs of urban school students and will improve student achievement and success in urban school environments;</p> <p>(2) to recruit, retain and graduate higher numbers of minority teachers.</p>	<ul style="list-style-type: none"> • minimum competencies for professional certification were specified, including the comprehension of and ability to work with algebra, and other specific skills and competencies. <p>As a goal, the BOR <i>Strategic Plan</i> states that: <i>“each university will establish specific enrollment and graduation goals that are based on assessments of current teacher/educator needs and that include the preparation of more minority teachers and administrators and more educators in critical shortage areas.”</i></p> <p>SUS COE Deans have begun work to develop mechanisms to identify specific institutional goals and collect and report data.</p> <p>The SBCC Strategic Plan recognizes that most of the students preparing to be teachers begin their college career in the community college system and take much of their subject area requirements from community colleges. The Plan states that <i>“it is imperative that the CCS continue to work with the SUS Colleges of Education to provide the appropriate preservice courses.”</i></p> <p>The enacted “A + Plan” calls for the Commissioner of Education to appoint a Teacher Preparation Program Committee in order to establish core curricula in each state-approved teacher preparation program.</p>

Issue: The Preparation of Teachers for Florida Schools

Recommendation:	Status:
<p>The Legislature should expand the Minority Teacher Education Scholarship Program through increased funding to support minority teacher candidates.</p> <p>The Department of Education must take the lead in the statewide implementation of an action plan to enhance the teaching profession. The Action Plan should address the following priority goals:</p> <ol style="list-style-type: none"> (1) raise teacher salaries to the upper quartile nationally; (2) provide regular in-service professional development for teachers and administrators, and ensure a safe and professional work environment for teachers. 	<p>The 1999 Legislature enacted SB 1794 that addresses postsecondary remediation and includes a directive that articulation agreements among community colleges and school districts “<i>shall include a plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle and high school teachers.</i>” Further, it states that “<i>professional development programs shall be developed cooperatively and include curricular content which focuses upon local and state needs and responds to state, national and district policy and program priorities.</i>”</p> <p>The 1999 Legislature appropriated \$3 million for the Minority Teacher Education Scholarship Program and \$180,000 in Minority Teacher Incentive funds.</p> <p>The enacted “A+ Plan” provides the same protection in law for teacher education students assigned to clinical field experiences as now exists for certified teachers. In addition, safety and discipline strategies must be included in every school’s “School Improvement Plan.”</p> <p>The “A+ Plan” establishes a statewide system of professional development academies in each region of the state to be operated in partnership with area business partners to develop and deliver high-quality training programs purchased by school districts.</p>

Issue: The Preparation of Teachers for Florida Schools

Recommendation:	Status:
<p>The Department of Education, in conjunction with the state school district personnel offices and the state teacher preparation programs, should establish a statewide database to report school district teacher vacancies and maintain qualified applications on file, both by school level and by degree specialty, and should implement a standard computerized application form for electronic transmittal by teacher candidates and for access by school employers.</p> <p>The Department of Education should annually analyze information collected by school districts via exit interviews as to why teachers leave the profession.</p>	<p>The Department of Education is developing a website for Florida teaching vacancies that will enable teacher candidates to list their expertise, experience and interest and school districts to identify specific teacher vacancies by school and subject. This database will be linked to the statewide Florida JOBS DIRECT website for state employment opportunities. A long-term goal is to enable teacher candidates to load individual electronic resumes and portfolios into the database.</p> <p>Florida school districts are making use of a national database of teacher vacancies that exists through the “Troops for Teachers” program. Twenty states currently participate in this program.</p> <p>The Department of Education conducted a preliminary study in 1998 of <i>“Leavers, Stayers and Returnees: Teachers in Florida Public Schools”</i> from a teaching personnel database of all Florida school districts. The department will be updating this study during the coming year.</p>

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>The State should increase the percentage of Florida's high school graduates who participate in postsecondary education.</p>	<p>The Florida Legislature has increased funding since 1997 for three major programs that encourage and enable high school graduates to participate in postsecondary education. The combined appropriated funds for the three programs totaled \$224.2 million in 1999, compared to \$139.2 million in 1997 (a two-year increase of 67 percent).</p> <ul style="list-style-type: none"> • The Florida Resident Access Grant (FRAG) program awards residents grant funds when enrolled in SACS-accredited, independent colleges and universities in Florida. In 1997 and 1998, residents were eligible for \$1800 grants annually. The 1999 Legislature increased the maximum award to \$2074, an increase of \$274 or 15 percent. The number of students served has the potential of increasing 45 percent (7227 student increase). This two-year increase amounted to a 67 percent increase in funds appropriated by the 1999 Legislature (\$48.2 million, compared to \$28.9 million in 1997). • Florida's need-based program, the Florida Student Assistance Grant (FSAG) program, assists residents in public and private colleges and universities in the State. The maximum award for the FSAG has been constant since 1997 at \$1300. The Legislature appropriated \$35.3 million in 1997 and in 1998 to the FSAG; the 1999 Legislature increased the appropriation to \$45.9 million (a 30 percent increase).

Issue: Increase Postsecondary Educational Attainment/Meet Workforce Demand

Recommendation:	Status:
	<ul style="list-style-type: none"> Florida’s merit aid program, Florida Bright Futures Scholarship Program, is funded with lottery monies. In 1997, Bright Futures was appropriated \$75 million. Appropriations increased to \$130 million in 1999, an increase of 73 percent. The Bright Futures program requires completion of a strong core of high school academic coursework with at least a 3.0 grade point average and a score of 1180 on the SAT for eligibility and for maintenance, a GPA of 2.75 for all postsecondary education work attempted. These requirements also encourage participation in postsecondary education by better preparing the student for college work. <p><i>In The Florida Community College System: A Strategic Plan for the Millennium, 1998-2003 (January 1999), the State Board of Community Colleges set the goal to enroll 45 percent of high school graduates in community colleges.</i></p> <p><i>In the State University System of Florida Strategic Plan 1998-2003 (November 19, 1998), the Board of Regents established the goal to “accept as first-time-in-college students within the system all qualified Florida high school graduates who meet the admissions criteria adopted by the Board of Regents, up to a maximum of 25 percent of the previous year’s high school graduating class (p. 39).”</i></p>

Issue: Increase Postsecondary Educational Attainment/Meet Workforce Demand

Recommendation:	Status:
<p>The State should increase the postsecondary completion rate for Florida high school graduates by identifying and addressing factors that affect the progression of students through the education system. The State should minimize and eliminate the structural, financial, and programmatic barriers to degree attainment.</p>	<p>The three student initiatives described in the previous recommendation assist residents in completing postsecondary education programs by easing financial burdens, requiring a rigorous high school preparation prior to postsecondary enrollment, encouraging full-time enrollment (a positive factor for progression and completion), and providing incentive to achieve good postsecondary grades in order for reinstatement from year to year.</p> <p>An additional financial barrier for some students involved the requirement for students to pay the full cost of instruction for college-preparatory classes after one attempt (Section 239.301(4)(d), Florida Statutes). In Senate Bill 1794, the 1999 Legislature amended this law to permit enrollment in a college-preparatory class twice before being required to pay the full cost of instruction.</p> <p>Through performance-based funding and workforce development initiatives, community colleges and school districts are encouraged to create and expand programs that prepare students for high-skill, high-wage jobs and jobs that will lead to enabling people to leave government assistance programs. The same funding initiatives discourage continuation of programs related to vocations where job demand is declining or wages are low. Students enrolled in programs that prepare them for fields where jobs are both available and pay well have stronger motivation to complete programs.</p>

Issue: Increase Postsecondary Educational Attainment/Meet Workforce Demand

Recommendation:	Status:
<p>The State should increase the number of baccalaureate degrees granted per 100,000 18-44-year-old population to the average degrees granted in the top ten economically strong states.</p>	<p>In addition to the student funding initiatives described previously, the 1999 Legislature created the site-determined baccalaureate degree access program to support local economic development and to respond to public demand for increased access to baccalaureate degrees in areas of the State that are underserved by four-year institutions.</p> <p>In addition to establishing the goal to increase the share of FTIC accepted into the SUS, the <i>State University System of Florida Strategic Plan 1998-2003</i> (November 19, 1998) states that the SUS will be guided by clarification of university missions to provide greater institutional focus, including the designation of four institutions as comprehensive universities and the establishment of centers of undergraduate teaching excellence at branch campuses and co-located facilities.</p> <p>The SUS <i>Strategic Plan</i> set the goal to increase baccalaureate degree production to at least 93 percent and masters and doctoral production to at least 85 percent of the national average (per 100,000 18-44 year-olds) by the year 2003.</p>

Issue: Increase Postsecondary Educational Attainment/Meet Workforce Demand

Recommendation:	Status:
<p>Postsecondary institutions should recruit working age residents who have not completed postsecondary programs to return and complete those programs. The State should encourage residents to advance their education beyond their current level. The state’s workforce development initiatives and educational institutions should prepare working age adult Floridians who require government assistance for entry into and advancement in the workforce by increasing their literacy proficiency and occupational skills.</p>	<p>In the Workforce Development Implementation Act of 1998 (Chapter 98-58, Laws of Florida) the Legislature recognized “that the need for school districts and community colleges to be able to respond to emerging local or statewide economic development needs is critical to the workforce development system.” In that legislation, the Workforce Development Capitalization Incentive Grant Program was created to provide grants to school districts and community colleges on a competitive basis to fund some or all of the costs associated with the creation or expansion of workforce needs.</p> <p>The Commission was directed to coordinate the grant process in consultation with the Jobs and Education Partnership, the Department of Education, and the State Board of Community Colleges, and to give priority to programs that (1) prepare people to enter high-skill, high-wage occupations, (2) prepare people to enter occupations on the WAGES list, or (3) prepare for the workforce adults who are eligible for public assistance, economically disadvantaged, disabled, not proficient in English, or dislocated workers. Grant funds could be used for instructional equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with the creation or expansion of a workforce development program.</p> <p>During 1998-1999, grants were awarded for 87 proposals for \$16.5 million. In addition, grant proposals for 1999-2000 were ranked and recommended for funding by the 1999 Legislature. The Legislature funded 77 proposals for 1999-2000 at \$16.3 million.</p>

Issue: Economic Development

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 workforce.</p>	<p>In <i>Graduate Education and Economic Development</i> (1999), the Commission examined the relationship between graduate education and state economic development and workforce needs. The Commission made numerous recommendations for strengthening and increasing university/industry partnerships, increasing public and private funding for research and development, attracting private investment in high technology businesses and industries, and for expanding job training and placement for graduate students. While noting the need for improvement in these areas, the Commission found that the Board of Regents, the Legislature, postsecondary institutions, and the state business community have made progress toward enhancing and expanding partnerships that benefit economic development, basic and applied research, technology transfer, and graduate training and placement. There is still a strong need for postsecondary institutions to secure a more prominent role in the deliberations of Enterprise Florida and other public/private organizations dedicated to economic expansion and high technology development. In its <i>Strategic Plan</i> for the next five years, the Board of Regents pledged to cooperate with business and industry to foster partnerships and strategies that link Florida's economic development with the mission of the state universities, and to support statewide research initiatives that provide opportunities for collaboration across the system. The 1999 Legislature provided \$24.7 million for the expansion of the USF-UCF I-4 Corridor Partnership, \$500,000 (vetoed) to FAU and FIU to help develop the I-95 Corridor development project, and enacted tax rebate and other economic incentives to attract industry to the state.</p>

Issue: Graduate Education

Recommendation:	Status:
<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>In <i>Graduate Education and Economic Development</i>, the Commission recommended that the Board of Regents (BOR) identify strategies, including financial incentives, for increasing the number of minorities enrolling in and receiving M.A.s and Ph.Ds in the sciences and engineering. In addition, the Commission found that while there was a need to strengthen and expand certain graduate programs in Florida, the Legislature should provide adequate funding to State University System (SUS) institutions for graduate stipends and fee waivers and that institutions should ensure that those funds are effectively managed with outside grants to maximize available resources. A Commission survey of SUS graduate deans in late 1998 revealed that internships for graduate students need to be increased, as do jobs in high technology fields. Several state universities have expanded their scholarship and fellowship programs and have specifically targeted minorities. The Board of Regents has directed Florida A&M University to develop a report by September 1999 to identify ways FAMU in particular, and the SUS in general, can address the significant under-representation of African-Americans in the hard sciences and agriculture. In its <i>Strategic Plan</i>, the Board called on the State and all the SUS institutions to develop increased support for graduate students in the form of need-based financial aid, fee waivers, fellowships, and teaching assistantships with a particular emphasis on under-represented populations. The 1999 Legislature provided over \$44 million for fee waivers. In early 1999, the BOR appointed a task force composed of university representatives and board staff to address graduate education issues including: stipend level, waivers and the possibility of health benefits for graduate students.</p>

Issue: Research and Development

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>The 1998 PEPC survey of SUS graduate deans revealed that a majority agree that Florida is experiencing a “brain drain” among segments of its highly trained graduates, particularly in the engineering and science fields. According to a recent report of the Southern Technology Council, Florida is behind 11 other states in its ability to retain college graduates with science degrees, and is trailing 24 states in its ability to attract recent science degree recipients from elsewhere. A 1998 study by the BOR and the Florida Education Training Placement Information Program (FETPIP) revealed that only 14 percent of electrical engineer Ph.Ds and 43 percent of master level electrical engineers remained in Florida five years after graduation. To reverse these trends, universities are collaborating with local business and industrial partners, as well as Enterprise Florida, to attract and partner with high technology industries to increase lucrative job opportunities for Florida graduates. Both the Commission and the BOR have called on the Legislature to provide incentives to attract new high technology industry to Florida and have called on the institutions to increase technology transfer between the universities and the workplace.</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. In addition, postsecondary institutions and sector boards should target resources on fields in which education and industry share mutual strengths.</p>	<p>The State University System, in conjunction with Enterprise Florida, has identified key areas of research: silicon technologies; aviation/aerospace; automotive; health technologies; computer simulation and training; and information technology, that will maximize institutional and state resources, enhance economic competitiveness, and improve the quality of life for citizens of the State. SUS institutions are focusing on these and other key areas of research strength including materials science and environmental and agricultural sciences. The Commission further recommended in its report on <i>Graduate Education and Economic Development</i> that the BOR identify specific areas of research excellence that will allow the universities to more successfully compete for federal and private research funds and develop actions designed to strengthen the transfer of university ideas and products to the marketplace.</p>

Issue: Research and Development

Recommendation:	Status:
<p>The Legislature should allocate a specific proportion of general revenue funds allotted each year to the public universities to promote private-public partnerships to conduct applied research critical to Florida's needs.</p>	<p>The Legislature has not created a specific incentive fund that would be accessible by SUS institutions collaboratively engaged in research partnerships with industry. However, the 1998 Legislature created the Leadership Board of Applied Research and Public Service to help ensure that SUS applied research and public service activities are responsive to decision makers in state and local government. The Board, chaired by SUS Chancellor Adam Herbert, will seek to link university resources and faculty expertise with policy makers to help solve problems critical to Florida's future well-being. The 1998 and 1999 Legislatures provided millions of dollars in matching funds and enhancement funding to support research and development activities and partnerships between SUS institutions and the private sector. Based on its performance-based budgeting, the SUS expects its major research universities to generate at least three sponsored research dollars from outside the institution for each state dollar spent on research by faculty.</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 1998 Legislature provided \$3.3 million for SUS Performance Based Budgeting for instruction plus \$2.5 million for Performance Based Incentive Funding and \$2.5 million for enhanced research funding, half of which was distributed on a 1 to 3 matching basis with new and increased external funding. The Community College System received \$4.8 million for Performance Based Incentives. The 1999 Legislature earmarked \$3 million in performance incentive funding for the State University System and \$8 million for the community colleges.</p>

Issue: Funding for Instruction and Research

Recommendation:	Status:												
<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>As a supplement to the adopted funding methodology, the Legislature and Board of Regents should establish an incentive grant fund that would recognize and reward individual institutional success in obtaining external research support.</p>	<p>The 1998 and 1999 General Appropriation Acts provided the following funding by level.</p> <table border="0" data-bbox="911 457 1425 646"> <thead> <tr> <th></th> <th align="right"><u>1998</u></th> <th align="right"><u>1999</u></th> </tr> </thead> <tbody> <tr> <td>Lower Level</td> <td align="right">\$6,013</td> <td align="right">\$6,392</td> </tr> <tr> <td>Upper Level</td> <td align="right">\$8,144</td> <td align="right">\$9,415</td> </tr> <tr> <td>Graduate Level</td> <td align="right">\$14,085</td> <td align="right">\$15,219</td> </tr> </tbody> </table> <p>See Performance Funding above.</p>		<u>1998</u>	<u>1999</u>	Lower Level	\$6,013	\$6,392	Upper Level	\$8,144	\$9,415	Graduate Level	\$14,085	\$15,219
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Lower Level	\$6,013	\$6,392											
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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.</p>

Issue: Tuition and Financial Aid

Recommendation:	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>The Legislature should extend the Florida Prepaid College Program's coverage to include local fees and other federally authorized college costs. In addition, the Legislature should provide funding that will enable the Program to match additional private-sector donations to increase Project STARS outreach to lower income students. The future role and scope of the Prepaid Program should be examined by its Board and the Legislature in light of recent federal legislation authorizing additional savings and tax credit options.</p>	<p>The share of educational costs borne by students remains at 25 percent. The 1999 Legislature increased tuition in the State University System by 5 percent, with an additional 5 percent authorized at the discretion of each university. The across the board 5 percent increase was subsequently vetoed by the Governor. In the Community College System, an overall increase of 5 percent in tuition and fees was authorized. The need-based Florida Student Assistance Grant received a 29.9 percent increase in the 1999 General Appropriations Act.</p> <p>All applicants for need-based grants must submit the Free Application for Federal Student Assistance (FAFSA). The 1999 Legislature considered collecting comparable information from Bright Futures recipients, but the legislation (SB 1380, HB 1931) did not pass. Need-based aid is now included in the estimating process pursuant to s.216.136(4), F.S.</p> <p>Not implemented, however, Senate Bill 1288 requires that at least 50 percent of the cost of continuing workforce education programs is to be derived from fees.</p> <p>Local fee coverage was enacted by the 1998 Legislature. The 1999 Legislature provided \$9 million for Project STARS.</p>

Issue: Support for the Independent Sector

Recommendation:	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 1999 Legislature increased funding for the FRAG by \$7.4 million for a total of \$48.2 million.</p> <p>See below.</p> <p>The Education Estimating Conference addressed the FRAG program for the first time this year.</p>

**Legislative Action
on Commission
Studies and Issues**



**Legislative Report
1999**

Study	Commission Issue Requiring Legislative Action	Final Action
<p>Master Plan Supplement #1 Access</p>	<p>Joint or concurrent programming involving two and four-year public and independent institutions should be the priority strategy for assuring postsecondary access for the immediate future.</p> <p>The Florida Resident Access Grant continues to be an effective tool for promoting student access and choice as well as a strong dual system of public and independent postsecondary education.</p> <p>As the Legislature and the postsecondary sector boards work to increase tuition levels to the national average, they should also increase the differential between the university tuition and the community college tuition.</p>	<p>HB 765 (Chapter 99-290, Laws of Florida) authorized the site-determined baccalaureate degree access program. Also Specific Appropriation 31-B in SB 2500, General Appropriations Act, (Chapter 99-226, Laws of Florida) provides \$2 million (vetoed) for increased access to baccalaureate degrees using this strategy.</p> <p>Specific Appropriation 81 of SB 2500, General Appropriations Act, provides an increase of \$7.4 million for the FRAG for a total of \$48.2 million, with a maximum individual award of \$2,074.</p> <p>SB 2500, General Appropriations Act, includes a 5 percent increase in state university tuition (vetoed), plus an additional 5 percent at the discretion of individual institutions. In addition, community college tuition or fees may be increased by 5 percent.</p>
<p>Graduate Education and Economic Development</p>	<p>The Legislature should provide adequate funding to SUS institutions for graduate stipends and fee waivers to ensure Florida's competitiveness with out-of-state institutions.</p>	<p>Specific Appropriations 180-183, SB 2500, General Appropriations Act, include \$44.7 million for fee waivers.</p>

**Legislative Report
1999**

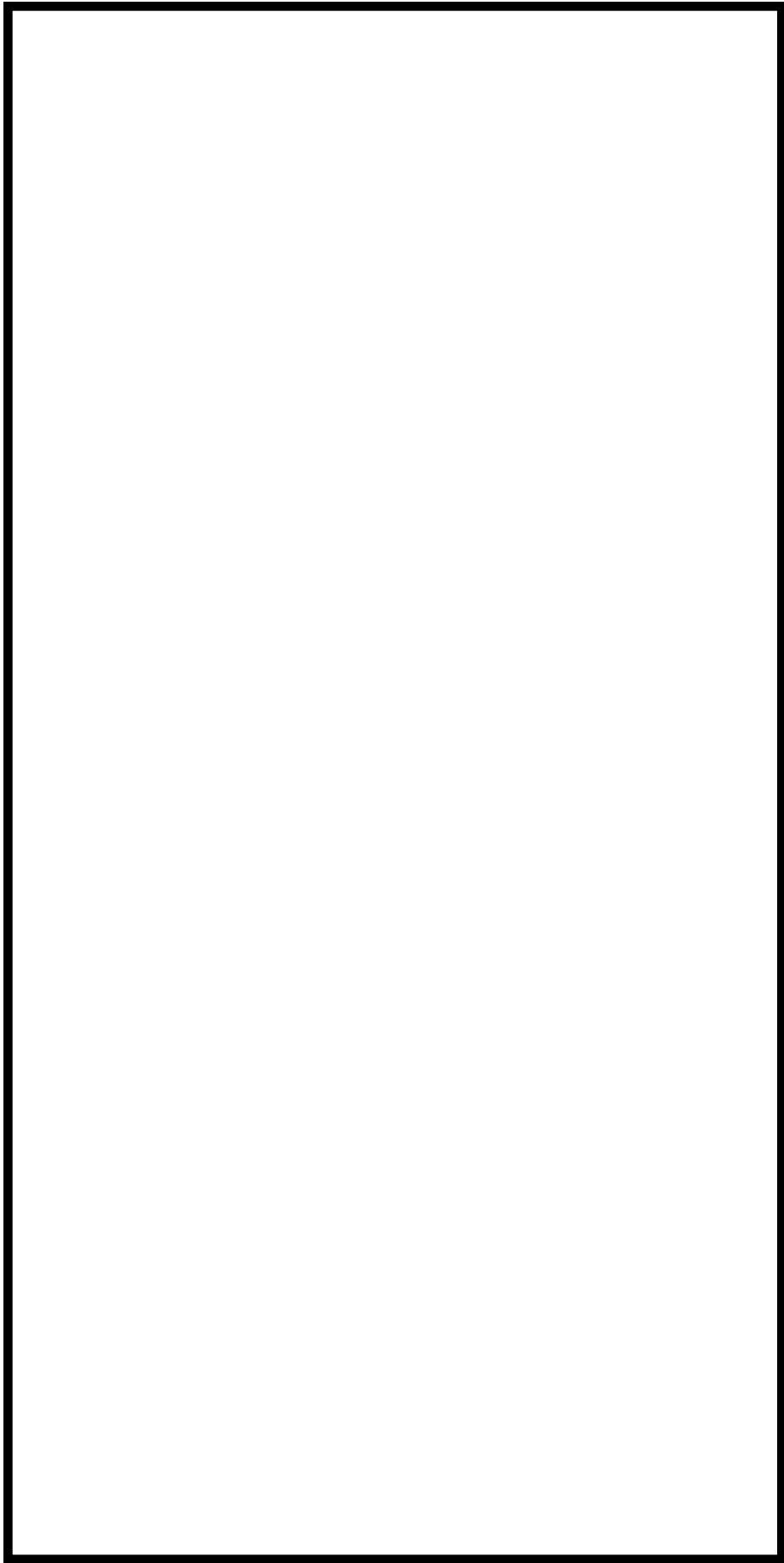
Study	Commission Issue Requiring Legislative Action	Final Action
<p>Graduate Education and Economic Development <i>(continued)</i></p>	<p>The Legislature should provide additional incentives to attract new high technology industry to Florida.</p>	<p>Specific Appropriation 179, SB 2500, General Appropriations Act, provides \$24,725,000 for the I-4 Corridor/High Technology Research and Specific Appropriation 180, SB 2500, provides \$500,000 for the I-95 Corridor development project (vetoed). In addition, Specific Appropriation 1670G, SB 2500, provides \$4,000,000 to the Executive Office of the Governor to be used to compete effectively for high-impact business facilities.</p>
<p>Evaluation of Florida's Two-Plus-Two Articulation System</p>	<p>The Board of Regents should limit the enrollment of alternative admission applicants at each state university to a specific percentage of the institution's annual FTIC enrollment.</p> <p>The Board of Regents should limit the enrollment of qualified non-Florida resident applicants at each state university to a specific percentage of the institution's annual FTIC enrollment.</p> <p>As long as qualified Florida residents are being denied admission as FTIC students, state universities should not enroll non-Florida resident alternative admissions applicants, except under extraordinary circumstances.</p>	<p>Addressed in the initial Senate Bill 2500 but not included in the Conference Report. However, the final bill does specify that no out-of-state alternate admissions shall be counted toward the 2000-2001 enrollment plan for the State University System.</p> <p style="text-align: center;">“</p> <p style="text-align: center;">“</p>

**Legislative Report
1999**

Study	Commission Issue Requiring Legislative Action	Final Action
<p>Evaluation of Florida's Two-Plus-Two Articulation System <i>(continued)</i></p>	<p>The Board of Regents should establish performance funding measures and other financial incentives that reward universities for both the enrollment and the baccalaureate degree completion of low income, minority, part-time, and re-entry AA transfer students</p> <p>The Legislature should enable the Board of Regents to implement a differential tuition schedule for each university, on the basis of mission classification, that will allow the Board to approve a state university's request to charge up to an additional ten percent tuition charge.</p> <p>In light of the annual appropriation and projected growth in the Bright Futures Scholarship Program, the Office of Student Financial Assistance should conduct an annual review of need-based financial assistance programs to determine if they remain adequate to ensure that Florida's academically qualified, but financially needy, students have access to postsecondary education.</p>	<p>Specific Appropriation 180, SB 2500, addressed performance standards for FTIC and AA transfer student graduation rates but not by income, race, or enrollment status.</p> <p>SB 2500, General Appropriations Act, authorizes a 5% discretionary increase by individual university without regard to mission.</p> <p>Proviso accompanying Specific Appropriations 171-176, SB 2500, General Appropriations Act, directs the PEPC, in consultation with the Office of Student Financial Assistance, to undertake an evaluation of the Bright Futures Scholarship Program including the extent to which the program is serving students with financial need.</p>

**Legislative Report
1999**

Study	Commission Issue Requiring Legislative Action	Final Action
Evaluation of Florida's Two-Plus-Two Articulation System <i>(continued)</i>	The process for students to apply for the Florida Bright Futures scholarship program should include the submission of a completed Free Application for Federal Student Aid (FAFSA) form.	HB 1931 (SB 1380 similar) Not approved. However, the Bright Futures Advisory Committee of the Office of Student Financial Assistance endorsed this recommendation at its April 23 meeting.
College Reach-Out Program Evaluation	The program should be continued and receive increased support.	HB 850 (Chapter 99-180, L.F.) Reauthorized the program. Specific Appropriation 123 of SB 2500 provided \$3 million (\$400,000 increase) for CROP.



**Recent
Commission
Publications**

**Commission
Overview**

**COMMISSION
REPORTS
1996-99**

1999

COST BENEFIT ANALYSIS OF THE FLORIDA RESIDENT ACCESS GRANT - January 1999 (Prepared in response to Section 240.147(15), Florida Statutes)

GRADUATE EDUCATION AND ECONOMIC DEVELOPMENT - February 1999 (Prepared in response to Specific Appropriation 176 of the 1998 General Appropriations Act)

EVALUATION OF FLORIDA'S TWO-PLUS-TWO ARTICULATION SYSTEM - February 1999 (Prepared in response to Specific Appropriations 172 through 177 of the 1998 General Appropriations Act)

1998

CHALLENGES AND CHOICES: THE MASTER PLAN FOR FLORIDA POSTSECONDARY EDUCATION - January 1998 (Report and Recommendations of the Florida Postsecondary Education Planning Commission)

A REVIEW OF THE LICENSURE REQUIREMENTS OF THE STATE BOARD OF INDEPENDENT COLLEGES AND UNIVERSITIES — January 1998 (Prepared in response to a request by the Commissioner of Education and the Chair of the Postsecondary Education Planning Commission)

NOVA SOUTHEASTERN UNIVERSITY LIBERAL ARTS FEASIBILITY STUDY — January 1998 (Prepared in Response to Specific Appropriation 166 of the General Appropriations Act)

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

1998

STUDENT PROGRESSION TOWARD THE BACCALAUREATE DEGREE: LONGITUDINAL COHORT STUDIES OF HIGH SCHOOL GRADUATES - January 1998 (Prepared in Response to Specific Appropriation 170 of the General Appropriations Act)

FEASIBILITY PLAN FOR IMPLEMENTATION OF A STATE COLLEGE SYSTEM – December 1998 (Prepared in Response to Specific Appropriation 57 of the 1998 General Appropriations Act)

1997

A REVIEW OF ACCELERATION MECHANISMS IN FLORIDA PUBLIC EDUCATION - January 1997 (Prepared in Response to Specific Appropriation 188 of the 1996 General Appropriations Act, Chapter 96-424, Laws of Florida)

REVIEW OF POSTSECONDARY ARTICULATION POLICY ISSUES — January 1997 (Prepared in Response to Specific Appropriation 188 of the 1996 General Appropriations Act, Chapter 96-424, Laws of Florida)

STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM ANNUAL REPORT: 1994-95 COHORT — January 1997 (Prepared in Response to Specific Appropriation 42 of the 1996 General Appropriations Act, Chapter 96-424, Laws of Florida)

MAJOR ISSUES IN TECHNOLOGY — March 1997 (Prepared in Response to Specific Appropriation 188 of the 1996 General Appropriations Act)

1997

THE DEVELOPMENT OF AN ENROLLMENT PROJECTION MODEL — November 1997 (Prepared in Response to Specific Appropriation 188 of the 1996 General Appropriations Act)

COST BENEFIT ANALYSIS OF THE FLORIDA RESIDENT ACCESS GRANT — December 1997 (Prepared in Response to Section 240.147(15), Florida Statutes)

PARTICIPATION IN THE FLORIDA STATEWIDE COURSE NUMBERING SYSTEM — December 1997 (Prepared in Response to Specific Appropriations 166 - 171A of the 1997 General Appropriations Act)

1996

COURSE WITHDRAWAL AND FORGIVENESS POLICIES — January 1996 (Prepared in response to Specific Appropriation 198 of the 1995 General Appropriations Act, Chapter 95-429, Laws of Florida)

STATE FUNDING FOR RESEARCH AND PUBLIC SERVICE IN THE STATE UNIVERSITY SYSTEM — January 1996 (Prepared in response to Specific Appropriation 198 of the 1995 General Appropriations Act)

STATE STUDENT FINANCIAL AID — January 1996 (Prepared in response to Specific Appropriation 198 of the 1995 General Appropriations Act, Chapter 95-429, Laws of Florida)

STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACHOUT PROGRAM - ANNUAL REPORT: 1993-94 COHORT — January 1996 (Prepared in Response to Specific Appropriation 19 of the 1995 General Appropriations Act, Chapter 95-429, Laws of Florida)

1996

POSTSECONDARY ACCOUNTABILITY REVIEW — October 1996 (Prepared in Response to Section 240.147, Florida Statutes, and Specific Appropriation 188 of the 1996 General Appropriations Act, Chapter 96-424, Laws of Florida)

THE REVIEW OF STATE FUNDING FOR HISTORICALLY BLACK PRIVATE COLLEGES AND UNIVERSITIES — October 1996 (Prepared in Response to Specific Appropriation 188 of the 1996 General Appropriations Act)

STUDENT FINANCIAL ASSISTANCE AND TUITION POLICY — December 1996 (Prepared in Response to Specific Appropriation 188 of the 1996 General Appropriations Act, Chapter 96-424, Laws of Florida)

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 of the Commission 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.

