

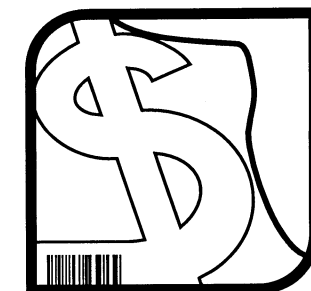
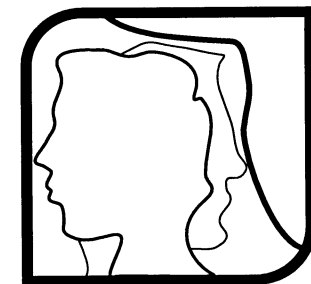
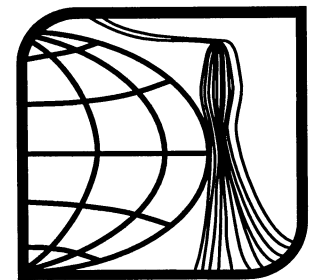
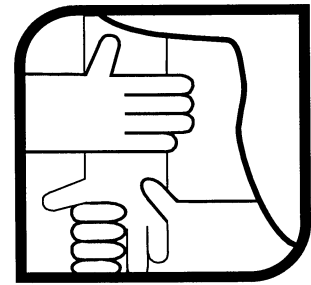
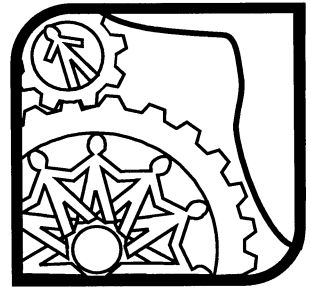
Progress in Implementing

# Challenges, Realities, Strategies

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



POSTSECONDARY EDUCATION PLANNING COMMISSION



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# Annual Report

Progress in Implementing

# Challenges, Realities, Strategies

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

September 1996

Collins Building  
Tallahassee, FL 32399-0400



POSTSECONDARY  
EDUCATION  
PLANNING  
COMMISSION

## THE COMMISSION

The Postsecondary Education Planning Commission (PEPC), initially created by executive order in 1980 and subsequently given statutory authority (ss. 240.145 and 240.147, Florida Statutes), 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.

The major responsibilities 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 the 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 the Commission, its publications, meetings and other activities may be obtained from the Commission office, 224 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894; FAX (904) 922-5388.

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## **The Commission's Vision For Florida Postsecondary Education**

Education is the State's most important function. Broad-based or universal education is the prerequisite of democratic institutions, the engine behind economic growth, the preserver of culture, the foundation for rational discourse, and the best means to upward social mobility. No democracy ever survived, no economy ever prospered, and no culture ever advanced without a healthy educational system. The roots of all that Floridians regard as valuable, useful, or productive — even noble — can be traced to our State's elementary, secondary, and postsecondary education.

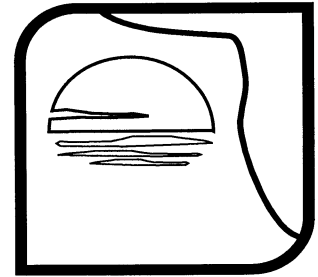
Increasingly in the twenty-first century, new ideas and the ability to articulate and apply them will be to Florida what agriculture and tourism were in the nineteenth and twentieth centuries: the driving force of our economy. Florida has the resources and the opportunity to be a world center of innovative ideas during this next century, but it will not attain that goal through a second-rate educational system.

Instead, Florida requires a cohesive system of first-rate schools, colleges, and universities — both public and private — that is characterized by a clear set of high expectations, collaboration among institutions, and public accountability for institutional performance. Our colleges and universities must continually engage in critical self-examination to determine how teaching and learning can best be improved and institutional efficiencies and productivity enhanced. These institutions must receive adequate levels of financial support to ensure that all Floridians who prepare themselves to benefit from instruction have access to educational opportunities that nurture the very best in them. In this way, education can mitigate inequitable differences in family background and prepare all to participate fully in the State's political democracy, contribute to its continually changing economy, and recognize the unique benefits of Florida's diversity for the creation of ideas and culture.

Floridians have a right to expect the State's educators to share this vision and to operate its schools, colleges and universities as a cohesive system of collaborative institutions devoted to constant, purposeful change and publicly accountable for the highest standards of student and institutional achievement.

To prepare for the new century, the Commission has identified five broad areas which require the attention of all Floridians over the balance of this decade:

## **Introduction**



***Productivity*** - Educating more students with limited resources is an essential step in dealing with the dual issues of quality and access. As claims upon state tax revenue outside the postsecondary budget increase and as the number of students seeking higher education also increases, postsecondary education needs to become productive in different ways than in the past.

***Interdependence*** - Florida's education components cannot operate as separate entities. Our education system must function as a continuum and provide for the smooth transition of students from one level to another. Interdependence among education entities and with other social institutions will be a major factor in achieving greater productivity.

***Economic Development*** - Postsecondary education must provide the human resource development, technology transfer, and research that will enable its citizens to be economically and socially productive and the State's business and industry to be highly competitive in a world economy.

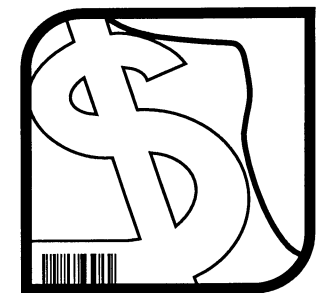
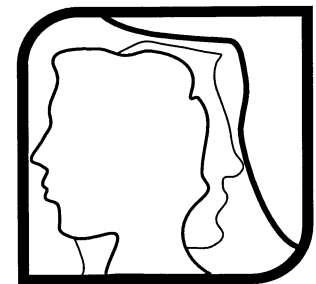
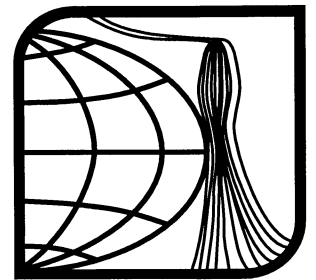
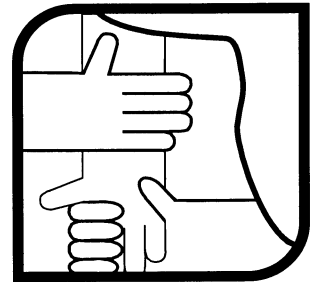
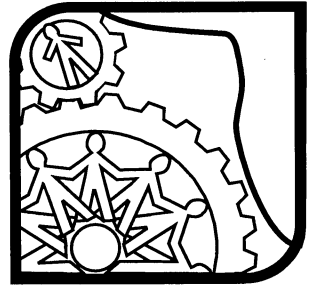
***Diversity*** - In order to maximize use of our State's human resources, postsecondary education must respond to the diversity of our population. Institutions must provide greater opportunity for all students to achieve to their fullest potential through changes in the curriculum as well as through diversification of their faculty and students.

***Finance, Pricing, Incentives*** - Postsecondary education cannot expect growth in per student funding to match increasing demands and costs of quality postsecondary education. To serve more students in the face of less than "normal" funding of the 1980s, new flexible management models for cost reduction, resource allocation, and revenue enhancement must be designed and implemented.

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 1995-96. 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, Commission assignments for 1996-97 and recent publications are listed.

**PART I**

**Commission  
Highlights  
in 1995-96**





***Non-Resident  
First-Time-In-  
College Students***

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

Completed an ***Analysis of Non-Resident First-Time-in-College (FTIC) Students in Florida Public Postsecondary Institutions***. The report concluded that non-resident FTICs were not precluding qualified Florida residents from gaining admission to the State University System (SUS). Additionally, the awarding of state-funded financial aid to students who entered the SUS as non-residents and subsequently gained reclassification as residents was not a major concern. The report did recommend stricter scrutiny of the academic qualifications of non-resident FTICs by universities operating above Board of Regents (BOR) minimum admissions standards and called for restraint in the alternative admission of non-resident FTICs. The report also recommended capping at current levels the proportion of FTIC enrollments in the SUS accounted for by non-resident students. Finally, the report recommended that the BOR rule limiting non-residents to ten percent of systemwide total enrollment be revised to apply only to undergraduate enrollment.

***Specialized  
Accreditation***

The Commission reviewed the costs and benefits of **Specialized Accreditation**. The study focused on six academic disciplines: Business, Engineering, Interior Design, Nursing, Physical Therapy and Teacher Education. Florida's public and independent postsecondary institutions were surveyed regarding the costs and benefits of membership in specialized accrediting associations. The Florida Statutes were reviewed to determine whether specialized accreditation is required as a prerequisite to the examination for licensure. The Commission found that accrediting criteria that are established for each accrediting body are both specific and prescriptive. Program administrators of the six disciplines and institution administrators identified both positive and negative effects of accreditation and the accrediting process. Based on this testimony, the Commission identified the following concerns: (1) the cost of the accrediting process in terms of department resources and faculty/staff time and energy, (2) duplicative review processes, (3) the governance structure of accrediting boards, and (4) specialized accreditation as a requirement for program quality. To address these concerns, the Commission recommended greater efficiency for all program review processes and more coordination of accreditation and sector program reviews. The Commission confirmed that there are Florida Statutes that mandate graduation from a specially accredited educational program in order to sit for the examination to obtain a license to practice in a specified profession. The report identified a process whereby individuals or groups may redress concerns regarding the regulations for entry into a profession or occupation in Florida.

Completed *Postsecondary Accountability Review*, which heralded the incorporation of annual site visits to a sample of institutions to assess the extent to which the state-level accountability process is being used for continual improvement in institutional effectiveness. The review praised the Community College System (CCS) report for responding to the state-level accountability mandate while still allowing individual institutions flexibility to develop and report institution-specific measures. The review recommended that the public postsecondary systems align their accountability measures with those required by performance-based program budgeting and incentive funding programs. The report pointed out the need for a consistent set of accountability indicators over time to allow for tracking of system progress and recommended that accountability statutes prescribe key “issue areas” rather than specific measures, as a strategy for allowing systems to respond to a variety of accountability-related initiatives whose data requirements are similar but not identical. The report also proposed a set of accountability measures to be used by the Independent Colleges and Universities of Florida (ICUF) for assessing the effectiveness of the Limited Access Competitive Grant program established by the 1995 Legislature.

### ***Accountability Review***

Completed *Course Withdrawal and Forgiveness*, an examination of the feasibility of standardizing forgiveness, withdrawals, incompletes, and other grading policies which impact articulation, the transfer of credit, and credit-hours-to-degree. The report noted that the potential for abuse of these policies is high; the grade point average functions as a gatekeeper and acts as a powerful motivator for utilizing forgiveness policies to improve student grade point averages; students withdrawing from or repeating a course required for a degree increases the cost to the state and decreases the overall capacity of the postsecondary system; financial aid programs seem protected from widespread abuse by student progress standards; and universities have been recalculating the grade point averages of out-of-state students and Florida transfer students who have not completed the Associate in Arts (A.A.) degree in order to provide a level playing field in the presence of so many variations in forgiveness and withdrawal policies. The report also noted that while the Community College Council of Presidents has acted to revise the withdrawal and forgiveness policies systemwide, the Commission believes that the revised guidelines do not go far enough. The potential for abuse of forgiveness and withdrawal policies will remain high within the revised policy guidelines. The report’s recommendations suggest areas in which the policies might be revised, barriers to the implementation of any policy systemwide, and limiting state funding for repeated courses.

### ***Course Withdrawal and Forgiveness***

Completed *State Funding for Research and Public Service in the State University System*. The Commission reviewed the current policies and the level and uses of the funds provided for each of those functions, the

### ***State Funding for Research and Public Service***

benefits derived from those expenditures, and a summary of how other states support those activities. The Commission's analysis of issues related to research and public service funding in the SUS was complicated by the lack of clarity within the SUS and in other university systems about what constitutes research and public service activity, the interrelationships among the funding sources for research and public service programs, and the lack of a commonly accepted set of measurable benefits for research and public service activity. As a result, the Commission made recommendations based on concerns with current reporting and management systems as well as on topics identified in the legislative proviso language. The Commission called on the Board of Regents to review the definition of research and public service used by the universities and determine what adjustments or revisions to those definitions are needed to clarify the purpose and benefits to be derived from those activities. In addition, the Commission recommended that the BOR clearly identify the "critical problems in a rapidly growing state" and direct the universities to focus a significant portion of research and public service efforts toward solving those problems. After reviewing the measures used to evaluate faculty effort and activity, the Commission recommended that the legislature abolish the 12-hour law (Section 240.243, F.S.) and rely on more effective measures (e.g., accountability plans and performance-based budgeting) to assure appropriate emphasis on instruction within the SUS.

***State Student  
Financial Aid***

Completed *State Student Financial Aid*, an analysis of current aid programs supported by Florida. Issues addressed included unexpended financial aid resources, program consolidation, budget request and aid distribution procedures, need and merit based eligibility criteria and a potential new lottery funded scholarship. Legislation to implement many of the report's recommendations was filed and passed by the Senate but not adopted by the full Legislature. During 1996-97, the Commission is working with the Department of Education on implementation guidelines for the lottery scholarship authorized by the 1996 Legislature as well as further analysis on improvements in the delivery and funding of student financial aid.

***1996 Report on the  
Planning and  
Coordination of  
Program Reviews  
for Postsecondary  
Education***

Prepared the 1996 report on *The Planning and Coordination of Program Reviews for Postsecondary Education*. The report contains an update of each sector's five-year plans and current year schedule and criteria by which the reviews are conducted. Four areas of emphasis are identified to guide the postsecondary sectors in their program review activities in the coming year. The report recommends: (1) *Coordination of Reviews* - to actively plan for the coordinated review of similar educational programs; (2) *Flexibility* - each sector's process should be able to respond to current issues that arise from the Legislature or from the needs of Florida business and industry; (3) *Program Efficiency for Degree*

*Completion* - to analyze for each program how efficiently students progress through the degree program and complete the requirements for the degree; (4) *Greater Coordination with External Agencies* - to coordinate reviews with accrediting bodies and state agencies to reduce duplication of effort at the institution and state level. The 1996 report was submitted to the State Board of Education in September.

The Commission approved the establishment of the following *special purpose center*:

*Special Purpose Center at Lake-Sumter Community College  
(Clermont - South Lake County)*

The Commission has been increasingly active in the review of **new academic degree requests** by the public universities that are acted on by the Board of Regents. Typically, the Board of Regents considers new academic degree proposals from universities two times each year and takes action on such proposals at its January and July meetings. Commission staff receive a list of new program proposals from the BOR Office of Academic Programs. The staff examines 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 and independent sectors or existing contract programs. If warranted, Commission staff forward written comments to the Regents and, when asked, testify at the BOR meeting on issues of concern regarding specific proposals. For the January BOR meeting, Commission reviewed and commented on 18 degree program proposals, eight proposals at the feasibility/planning phase and eight proposals at the implementation phase. During this year, Commission staff reviewed 25 degree program proposals for Florida Gulf Coast University, which is now in its final planning stages. The 25 programs included 16 baccalaureate programs and nine master's degree programs. The proposals were primarily *Education* (eight programs), *Medical/Allied Health* (seven programs) and *Business* (six programs). For the July BOR meeting, Commission staff reviewed 24 university proposals for new degree programs. Written comments were forwarded to the Regents and, at the BOR meeting, the Executive Director was asked to testify on issues of student demand, workforce demand, and duplication.

The Commission conducted its annual review of the 19 existing **academic program contracts** at independent colleges and universities which

*New Campuses  
and Centers*

*New Academic  
Program Approval*

*Academic Program  
Contracts*

received state funding through the State Board of Education in 1995-96 to provide instruction to Florida residents at state tuition rates. Five-year contract reviews were conducted for the Ph.D. in Biomedical Sciences at the University of Miami, the Master's Degree in Nursing at the University of Miami, and the Doctor of Pharmacy at Nova Southeastern University. Since 1988, state funding support for the academic contracts has steadily declined as the Legislature has held the state appropriation for each contract relatively constant, in effect, rolling over the previous year's dollar amount each year. This has resulted in a continued erosion of the funding level, as increased tuition and program costs each year have steadily reduced the number of students supported each year. During this period, the level of student credit hour support stated in the specific legislative appropriation for each contract program has had no relation to the actual number of students served by the state dollars. With the exception of two contract programs, all of the contracts funded by the 1996 Legislature for the 1996-97 year were funded below the level recommended by the Commission. The Legislature appropriated funds for the Marine and Atmospheric Sciences program at the University of Miami and the Optometry program at Nova Southeastern University at a significantly higher level than was recommended by the Commission. The total appropriation was 76 percent of the recommended level and was approximately \$2.3 million below the total recommended amount. For the seventh straight year, the Legislature failed to fund the second year, phase-in funding for three contracts: Architectural Engineering at the University of Miami and Elementary Education and Accounting at Florida Southern College. For the 1997-98 year, the Commission has recommended increased state funding for the contracts to begin to restore financial support to the levels which eroded during fiscal restrictions of the previous eight years.

***Independent  
Higher Education  
Enrollments and  
State Funding***

Updated *An Overview of Independent Higher Education in Florida: Enrollments and State Funding*. In 1990, the Commission concluded 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 institutions and their students. In its January 1996 report, the Commission states that all state funding mechanisms for the independent sector experienced funding reductions at some point during the early 1990s. These funding reductions generally appear to reflect reduced state revenues and economic constraints rather than a redefinition of the State's goal to achieve and preserve a strong dual-system of higher education in Florida. Funding practices during the initial years of economic recovery which favor non-need-based or non-student programs rather than need-based programs, however, suggest a drift from the state's policy to preserve a strong independent sector of higher education in Florida. The 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 should realign state funding practices with the State's priorities concerning enrollments, completions, and viability of both the independent and public sectors of higher education in Florida.

Updated *Women in Postsecondary Education: A Collection of National and Florida Data Concerning Students, Faculty, and Administrators*. Since 1991, the Commission has annually prepared a document summarizing selected information compiled from several sources to illustrate student, faculty, and administrator characteristics both nationally and in Florida postsecondary institutions. The **Florida Overview** portion of the document now includes data on the 23 regionally accredited, four-year independent institutions in the State. The inclusion of these independent institutions enriches the *Collection*, producing a more comprehensive and useful document which better represents the diversity of postsecondary education institutions in Florida.

#### **Improving Access Through Technology**

Completed the *Improving Access Through Technology* project funded by the State Higher Education Executive Officers/Fund for the Improvement of Postsecondary Education to enhance student access, progress and success in critical undergraduate mathematics and science courses where bottlenecks are occurring. The project objectives have been included in the *1996 Strategic Plan of the Higher Education Consortium* and will also be addressed in institutional pilot projects through a Request for Proposals developed by the Florida Distance Learning Network (FDLN) and the Institute for Public Postsecondary Distance Learning.

Completed the 1996 edition of *Programs to Enhance the Participation of Minority and Disadvantaged Students in Postsecondary Education*. Published periodically since 1986, this document describes state, federal and institutional initiatives which address this goal.

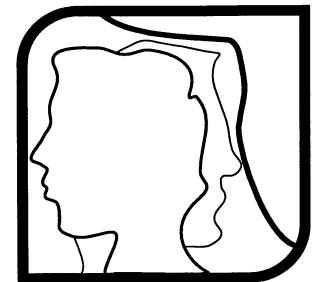
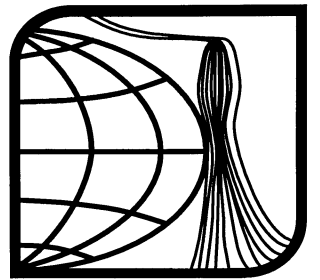
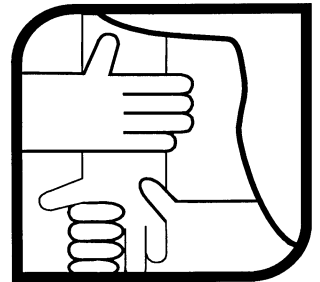
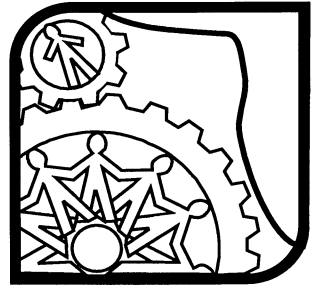
#### ***Women in Education***

#### ***Access Through Technology***

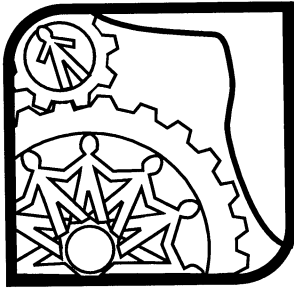
#### ***Programs to Enhance the Participation of Minority Students***

**PART II**

**Master Plan  
Follow-Up  
in 1995-96**



## PRODUCTIVITY



*"Educating more students with limited resources is an essential step in dealing with the dual issues of quality and access. As claims upon state tax revenue outside the postsecondary budget increase and as the number of students seeking higher education also increases, postsecondary education needs to become productive in different ways than in the past."*

### Strategy: Focus Mission Statements

Activity	Status
<p>Link accountability to each public postsecondary sector's statutory mission and strategic plan goals/objectives.</p>	<p>Revision to the Commission's statute by the 1995 Legislature ensures coordination in addressing statewide needs by providing that the <i>PEPC Master Plan</i> serve as the basis for the development of SUS, CCS, and ICUF strategic plans. In December 1995, the BOR, SBCC, and PEPC adopted a joint resolution that state higher education planning processes be integrated within the context of the State Comprehensive Plan and <i>PEPC Master Plan</i> to address overriding state higher education priorities.</p> <p>The Government Performance and Accountability Act of 1994 requires that each state agency submitting performance-based program budgets indicate how each performance measure relates to its strategic plan and how it is used in management decision making and other agency processes. Both the Community College System and State University System will be under performance-based program budgeting as of FY 1997-98.</p> <p>Pursuant to community college accountability legislation contained in Section 240.324, Florida Statutes, each community college submits an individual accountability plan which demonstrates how the college's accountability goals and objectives align with the system's accountability and strategic plan goals and the system's statutory mission.</p> <p>The programs selected by the SUS for performance-based program budgeting—instruction, research, and public service—form the basis of the system's tripartite mission.</p>



**Strategy: Reinforce Undergraduate Instruction**

Activity	Status
<p>Redirect funding internally to provide incentive awards to departments where tenured and tenture-track faculty generate a large percentage of lower-level undergraduate contact hours.</p> <p>Increase the proportion of faculty time dedicated to undergraduate teaching.</p>	<p>According to the 1995-96 Annual Report on the SUS Instructional Incentive Plan, the SUS Instructional Performance Incentive Fund has resulted in the reallocation of the time tenured faculty are assigned to devote to lower level instruction at many state universities.</p> <p>The January 1996 SUS Accountability Report indicates that all nine state universities showed increases in undergraduate course sections taught per faculty per year between 1992-93 and 1995-96. Seven of nine universities showed increases in undergraduate credit hour productivity over the same time period.</p>

**Strategy: Make Better Use of Technology**

Activity	Status
<p>Develop a broad-based, inclusive policy concerning the use of telecommunications in education.</p>	<p>The recommendations from the Commission's <i>Statewide Telecommunications Task Force Report</i> have positively impacted several aspects of the development of overall technology policy in the state.</p> <p>Through the Florida Distance Learning Network, a statewide needs assessment and technical and broad-based technology plans have been developed. A central focus on the efficient utilization of the state's technological resources through better coordination has continued. The FDLN has authorized and provided funding for an Institute for Public Postsecondary Distance Learning which will coordinate the efforts of the community college and university systems in the creation and delivery of distance learning programs. In addition, a community college distance learning consortium has also been established by the FDLN to coordinate the activities of the 28 community college distance learning programs.</p> <p>At the request of the Legislature, the Commission will be involved in studying a number of technology policy issues over the next year in cooperation with the FDLN and the educational sectors.</p>

**Strategy: Improve Access to a Degree**

Activity	Status
<p>Improve retention to degree rates at the associate and bachelor's degree level without sacrifice of standards.</p>	<p>Chapter 95-243, Laws of Florida, expanded the duties of the Articulation Coordinating Committee (ACC) to increase efficiency in the use of state resources in postsecondary education leading to completion of the Associate in Arts and baccalaureate degrees. The Commission has been directed by the 1996 Legislature to review the implementation of the provisions of 95-243. During 1995-96, the ACC and public community colleges and state universities have collaborated to implement the following legislation directives:</p> <p><b>General Education Requirements</b> - Associate in Arts and baccalaureate degrees are required to include 36 hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural science;</p> <p><b>Common Prerequisites</b> - Common prerequisites are required for each university program within each discipline area. Common prerequisites must be offered and accepted by all state universities and community colleges;</p> <p><b>Course Leveling</b> - All courses must be designated as either lower level or upper level and must be appropriately numbered in the Statewide Course Numbering System;</p> <p><b>Degree Program Length</b> - Associate in Arts degrees are limited to 60 hours of college level course credit and baccalaureate degrees to 120 hours of college level course credit, unless prior approval has been granted by the Board of Regents (36 semester hours of general education are included in the total hours);</p> <p><b>Share of Baccalaureate Program at the Lower Level</b> - At least half of the required course work for any baccalaureate degree must be offered at the lower division level, except in program areas approved by the Board of Regents.</p>

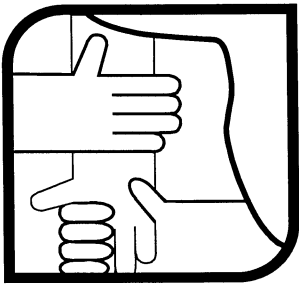
**Strategy: Improve Access to a Degree (continued)**

Activity	Status
	<p><b><i>Computer-Assisted Student Advising System</i></b> - Plans must be developed for implementing a single, statewide computer-assisted student advising system, which must be an integral part of the process of advising, registering, and certifying students for graduation. The system must provide management information to decision makers concerning course offerings and the registration process.</p> <p>According to the January 1996 SUS Accountability Report, four- and six-year graduation rates have improved significantly for the most recent FTIC cohorts with data available. Over a four-year period, six-year graduation rates improved from 47 percent to 53 percent in the SUS. Over a six-year period, four-year graduation rates improved from 20 percent to 25 percent. A trend is not yet discernible from Community College System data with regard to the A.A. and A.S. retention measures.</p> <p>According to the 1995-96 Annual Report on the Instructional Performance Incentive Fund, the SUS has reduced over 200 baccalaureate programs to 120 hours in response to SB 2330, resulting in a reduction in the average length of an SUS baccalaureate program of 2.6 credit hours.</p> <p>As a follow-up to the 1994 report, <i>Access to the Baccalaureate Degree in Florida</i>, PEPC has initiated a longitudinal study of a cohort of high school graduates as they progress through postsecondary education and into the workforce. In <i>Student Progression Toward the Baccalaureate Degree: Longitudinal Cohort Studies of High School Graduates</i>, PEPC will compile data on 1993-94 high school graduates for six years as they enroll in, progress through, and graduate from the state's postsecondary education delivery system. The study will identify factors that either impede or accelerate the progression of</p>

**Strategy: Improve Access to a Degree (continued)**

Activity	Status
<p>Monitor application, enrollment, and completion rates by sector, including CCS and SUS enrollment plans.</p> <p>Increase utilization of independent schools, colleges, and universities.</p>	<p>students toward the completion of the baccalaureate degree. Initial reports will be compiled in Fall 1996.</p> <p>A December 1995 Commission study recommended that state universities operating above BOR minimum admissions standards demonstrate that the average high school grade point and standardized test scores of non-resident freshmen are at least equal to those of Florida residents in the class. However, the same study concluded that non-resident FTIC students were not precluding qualified Florida resident FTICs from enrolling in the State University System.</p> <p>Chapter 95-243, Laws of Florida, established the <i>Limited Access Grant Program</i> to provide opportunities in the independent sector for qualified applicants unable to obtain admission to certain SUS limited access programs. The State Board of Education accepted criteria to identify high-growth, high-wage fields and programs recommended by PEPC. The Office of Student Financial Assistance is administering the program. Eligible students in designated programs will receive initial funding for Fall 1996.</p>

## INTERDEPENDENCE



*"Florida's education components cannot operate as separate entities. Our education system must function as a continuum and provide for the smooth transition of students from one level to another. Interdependence among education entities and with other social institutions will be a major factor in achieving greater productivity."*

### Strategy: Strive for One Coordinated Education System

Activity	Status
<p>Coordinate the role of postsecondary education in the implementation of <i>Blueprint 2000</i> and the restructuring of the K-12 system.</p>	<p>As a follow-up to the 1994 report, <i>Education Information Review</i>, The Commission staff have served to bring together representatives from offices that collect and analyze student data/information to address common concerns and to enhance the use of data across all education sectors. During 1995-96, the Data Coordination Group focused security and confidentiality of student information and hosted the first annual <i>Conference on Education Information</i> for the suppliers and users of student information.</p> <p>Commission staff continue to maintain and promote linkages for postsecondary education to the Florida Commission on Education Reform and Accountability and its Postsecondary Accountability Articulation Committee, the Department of Education's Articulation Coordinating Committee and the Education Standards Commission.</p> <p>The Accountability Commission continues to refine the public school assessment system for the standards identified for the seven state education goals. In addition, the Commission continues to provide oversight for implementation strategies and promote technological innovations in instruction, management, and communication.</p> <p>Commission staff have assisted the Office of Student Financial Assistance in the implementation of the Limited Access Competitive Grant program, which was initially recommended by the Commission in its 1994 report: <i>Access to the Baccalaureate Degree in Florida</i>.</p>

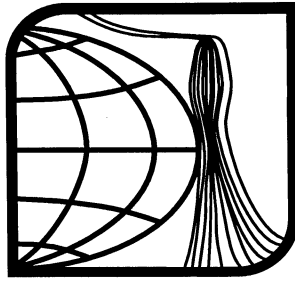


**Strategy: Restructure Teacher Education (continued)**

Activity	Status
<p>Review and improve articulation policies and procedures.</p>	<p>PEPC has been directed by the 1996 Legislature to review the implementation of the provisions of Chapter 95-243, Laws of Florida. Chapter 95-243, Laws of Florida, expanded the duties of the Articulation Coordinating Committee to increase efficiency in the use of state resources in postsecondary education leading to completion of the Associate in Arts and baccalaureate degrees.</p> <p>The 1996 Legislature has directed the Commission to review the implementation status of Chapter 95-243, Laws of Florida, with emphasis on those policy initiatives requiring cooperation among two or more postsecondary sectors including the articulation agreement, common course numbering, the development of common prerequisites and course levels and the extent to which at least half of the coursework for any baccalaureate degree is offered at the lower division level. This report will be completed and forwarded to the State Board of Education and the Legislature on February 1, 1997.</p> <p>Commission staff continue to participate in collaborative activities of the postsecondary sectors as they plan for, develop and implement actions designed to improve the efficiency with which students progress through and complete an undergraduate degree program. This work includes Articulation Coordinating Committee activities that are focusing on: general education requirements, common prerequisites, course leveling, degree program length and a computer-assisted student advising system.</p>



**ECONOMIC  
DEVELOPMENT**



*"Postsecondary education must provide the human resource development, technology transfer, and research that will enable its citizens to be economically and socially productive and the State's business and industry to be highly competitive in a world economy."*

**Strategy: Promote Economic Development**

Activity	Status
<p>Improve and sustain communication with/among education, enterprises, and government.</p>	<p>Staff continue to communicate with the Division of Applied Technology and Adult Education and Enterprise Florida concerning industry's training needs and education's response.</p> <p>The Florida Workforce Act of 1996 mandates the establishment of Regional Workforce Development Boards (RWDB) and outlines their authority and responsibilities, including the requirement that the boards qualify as private industry councils (PIC) under the Jobs Training Partnership Act (JTPA). Pursuant to JTPA, the RWDB (as the PIC) has responsibilities which are to be carried out by agreement with the chief elected officials in the area, including 1) providing policy guidance and exercising oversight with respect to job training activities, and 2) reviewing, monitoring, and evaluating programs. Pursuant to the state's Workforce Florida Act of 1996 and the General Appropriations Act provisos, the RWDB must 1) collaborate with the Jobs and Education Partnership in the development of uniform measures and standards related to the state's strategies, and 2) develop local policy to reserve 20 percent of funding to be released upon the achievement of positive outcomes.</p> <p>The purpose of the federal JTPA is to provide for programs and services intended to increase employment and earnings, to increase educational and occupational skills, and to decrease welfare dependency. The Act creates a business/government partnership to address problems of unemployment, low employment, and</p>

**Strategy: Promote Economic Development (continued)**

Activity	Status
	<p>poor skills. Among these training programs is the Economic Dislocation and Worker Adjustment Assistance Program (EDWAA) for workers dislocated by layoff and plant closure. EDWAA assistance may include remediation classes, financial assistance, and the creation of additional classes where participant waiting lists prevent additional enrollments. Total funding received by Florida for all JTPA programs from the United States' Department of Labor exceeds \$117.8 million.</p> <p>The Jobs and Education Partnership of Enterprise Florida, which plays a key role in implementing JTPA, is comprised of three units (all operational): Workforce Development Unit, Quick Response Job Training Unit, and Administration/Performance Based Incentive Funding Unit.</p> <p>The Quick Response Training Program is a customer-driven training program designed as an inducement to secure new value-added businesses to Florida as well as provide existing businesses the necessary training programs for expansion. Eligible projects are new or expanding/existing Florida businesses that produce exportable goods or services, create new jobs, and employ Florida workers who require customized entry-level skills training. The Quick Response Training Program was appropriated \$4 million for FY 96-97 (state funds).</p> <p>The Florida Workforce Act of 1996 also directed the Jobs and Education Partnership of Enterprise Florida to develop performance measures (for Performance Based Budgeting) related to school-to-work initiatives, secondary vocational programs, and postsecondary programs below the baccalaureate. The development of measures will include revisiting earlier work for Carl Perkins funding as there now are inconsistencies present with those areas where consensus</p>

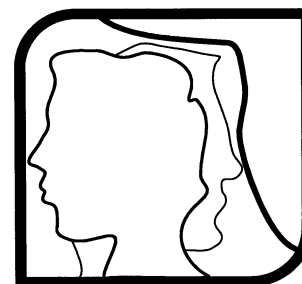
**Strategy: Promote Economic Development (continued)**

Activity	Status
	<p>had been reached. In addition, the Act provides for the development of one-stop application centers for welfare participants.</p> <p>The workforce development initiatives of the Jobs and Education Partnership will receive support from the recent reorganization in the Department of Education, resulting in the formation of the Workforce Education and Outcome Information Service, which is comprised of three units: 1) Florida Education and Training Placement Information Program; 2) Management Information Services for Adult and Technical Education; and 3) Occupational Forecasting Conference and Return on Investment Unit. Return on investment analysis will focus on the success of education and training programs in reducing the dependency of participants receiving government assistance. The Occupational Forecasting Conference will be held in mid-October.</p> <p>As the emphasis of the Florida Workforce Act of 1996 is on high demand, high skill, and high wage occupations, the focus of the Conference will include workforce preparation programs where entry follows welfare programs, school-to-work programs, and postsecondary/university programs. There is interest in looking at the relationship between training and advancement in the workplace, i.e., career progression. The state Conference will draw input from local conferencing efforts.</p> <p>Staff continue to monitor the activity of the Occupational Forecasting Conference, coordinated by the Florida Education and Training Placement Information Program, during which occupations are ranked by their projected number of openings, projected growth rate, and expected entry level wage rates. In the past, this Conference has focused on occupations requiring less than a baccalaureate degree. In 1995-96, the</p>

**Strategy: Promote Economic Development**

Activity	Status
	<p>Postsecondary Education Planning Commission requested an additional Conference that analyzed occupations requiring a baccalaureate degree. Information from the Conference that focused on occupations requiring a baccalaureate was utilized in PEPC's analysis and recommendation concerning the Limited Access Grant Program.</p>

*"In order to maximize use of our State's human resources, postsecondary education must respond to the diversity of our population. Institutions must provide greater opportunity for all students to achieve to their fullest potential through changes in the curriculum as well as through diversification of their faculty and students."*



**Strategy: Improve minority recruitment, enrollment, retention and graduation**

Activity	Status
<p>Monitor institutional enrollment and graduation rates.</p>	<p>Commission staff completed an <i>Update of Minorities in Postsecondary Education in Florida</i>. Results indicate that the overall percentage of minorities in higher education has increased since 1985. Specifically, percentage gains among blacks at every postsecondary level exceed their percentage gains among public high school graduates; and, percentage gains among Hispanic community college transfers, SUS enrollees, and bachelor degree recipients, exceed their percentage gains among public high school graduates.</p> <p>Commission staff reviewed the 36 College Reach-Out (CROP) projects representing nine state universities, 24 community colleges, two independent institutions, one special program, and one line item funded project. The primary objective of CROP is to increase the number of low-income, educationally disadvantaged students who attend and complete a postsecondary education. Eighty-nine percent of the participants during the 1994-95 school year were minorities. Blacks comprised 82 percent of the total cohort.</p> <p>The State Board of Community Colleges and the State University System continue to report on the progression of minorities through their institutions as part of their annual accountability equity reports. The chief executive officers and president of each institution are evaluated</p>

**Strategy: Improve minority recruitment, enrollment, retention and graduation (continued)**

Activity	Status
	<p>in part based on attainment of performance goals contained in their accountability reports.</p> <p>During 1995-96, the SBCC requested a specific plan from each of the community colleges to increase the enrollment, retention and graduation of African-American students. Each college submitted an appropriate plan which was approved by the State Board. The plans included activities to address campus atmosphere, student/employee education and appreciation of diverse cultures. As a result of those efforts, overall enrollment rates among black community college graduates increased at every program level. Importantly, A.A. degree completions increased by 13 percent and A.S. degree completions increased by 23 percent for black students.</p> <p>The SUS Equity Report for 1994-95 is not yet available. The report documents the gains made toward increasing the number of minority and women appointments to senior level administrative and faculty positions.</p> <p>Beginning in April 1995, Florida and the Office for Civil Rights (OCR) in the U.S. Department of Education, began to work on improving higher education opportunities for minority students in Florida. As part of this joint venture, Commission staff joined the 13 member OCR Coordinating Group in examining access, enrollment, retention and graduation of minorities attending Florida's postsecondary institutions. The group identified state challenges or problems in providing public higher education opportunities, and is developing responses and solutions to meet those challenges, as well as measures of success for overcoming barriers to educational excellence.</p>

**Strategy: Improve the campus climate for all students**

<b>Activity</b>	<b>Status</b>
Provide additional resources to assist colleges and universities in complying with the federal Americans with Disabilities Act.	The number of disabled students attending Florida's postsecondary institutions continues to increase. During 1995-96, over 20,000 self-identified disabled students were enrolled in Florida's community colleges and universities. Commission staff will serve on the State Board of Community Colleges Disabled Student Task Force for the 1996-97 academic year.
Increase Funding for the Auxiliary Learning Aids (ALA) program.	Funding for the 1996-97 year increased for the community college sector from \$882,167 (for 1995-96) to \$1.45 million. The university sector received the same amount (\$775,412) for the third consecutive year.

**Strategy: Broaden existing academic curricula**

<b>Activity</b>	<b>Status</b>
Develop mechanisms for assessing programs in promoting a multicultural campus climate.	Universities and community colleges continue to restructure many of their academic programs to reflect a more diverse learning perspective reflective of Florida's multicultural society.

**FINANCE,  
PRICING,  
INCENTIVES**



*"Postsecondary education cannot expect growth in per student funding to match increasing demands and costs of quality postsecondary education. To serve more students in the face of less than 'normal funding' of the 1980s, new flexible management models for cost reduction, resource allocation, and revenue enhancement must be designed and implemented."*

**Strategy: Redesign/Restructure Systems for Allocation and Use of Resources**

Activity	Status
<p>Encourage institutional analysis of resource and expenditure patterns.</p> <p>Provide incentive funding to attain specified objectives.</p> <p>Assure that there is no funding disincentive for use of technology.</p>	<p>Performance funding, incentive funding, sector accountability processes, the State University System Funding Methodology and Teaching Incentive Program and the Commission's development of a finance simulation model are all addressing this issue.</p> <p>Each state university Accountability Report contains a resource and productivity report, a detailed "dollars-in productivity" analysis of major academic and administrative units.</p> <p>The 1996 Legislature appropriated \$10 million in incentive funds to the State University System for initiatives related to efficiency, institutional performance, and public service.</p> <p>The 1996 Legislature appropriated \$12 million to the Community College System for performance incentives which are based on degree completers, students with special needs, and time-to-degree.</p> <p>The State University System has developed performance measures for its first performance-based budget request for fiscal 1997-98.</p> <p>The Florida Distance Learning Network, established by the 1995 Legislature, will oversee this issue.</p>

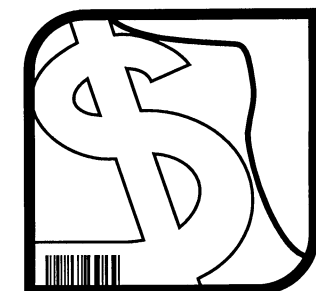
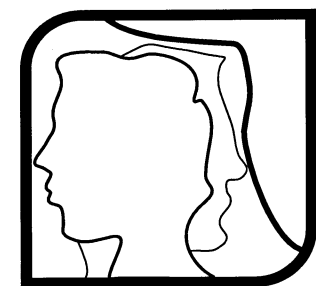
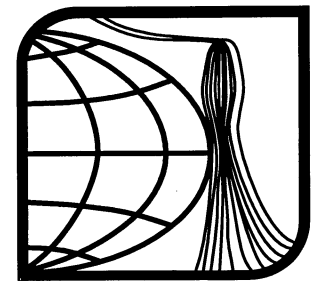
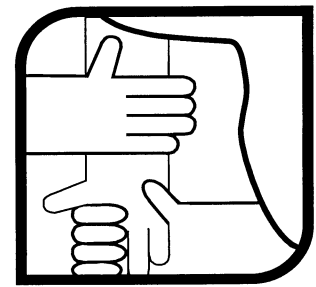
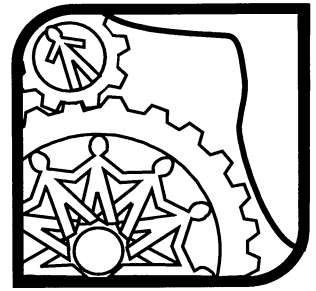


**Strategy: Improve Use of Non-State Resources**

Activity	Status
<p>Allow individual universities to charge within a prescribed range (e.g., +/- 10 percent of average); use additional revenue for accountability goals and implementing a plan to reduce time to degree.</p> <p>Cap local non-instructional fees as a percentage of matriculation fees.</p> <p>Assure that any fee increases are accompanied by corresponding increases in need-based financial aid.</p> <p>Provide stable, consistent funding to the independent sector and expand access to independent sector in areas of unmet state need.</p>	<p>Authorized pursuant to CS/SB 636, Chapter 94-230, Laws of Florida, but not yet implemented. The 1996 Legislature authorized a 7 percent increase for both the state university and community college systems.</p> <p>A cap is in place for community colleges but not state universities.</p> <p>The 1996 Legislature appropriated an additional \$5 million in Job Training Partnership Act funds for dislocated and disadvantaged individuals.</p> <p>The Postsecondary Finance Simulation Model, developed by the Commission, will project potential increases in demand for aid due to fee increases.</p> <p>At the request of the Office of the Governor and the 1996 Legislature, the Commission is conducting an analysis of state funding for private historically black colleges and universities in Florida.</p> <p>The 1996 Legislature provided \$28.8 million to the Florida Resident Access Grant (an increase of 45.3%). This will permit an increase in individual student awards from \$1,090 to approximately \$1,700. The Legislature also maintained support (\$1 million) for the Limited Access Competitive Grant Program.</p>

**PART III**

**Legislative Action  
on Commission  
Studies and Issues**



**POSTSECONDARY EDUCATION PLANNING COMMISSION  
1996**

<b>Study</b>	<b>Commission Issue Requiring Legislative Action</b>	<b>Final Action</b>
<b>Accountability Review</b>	Identify broad accountability issues in statute with the respective boards responsible for specific measures and assessment.	CS/SB 2846 (Kirkpatrick)  Not Adopted
<b>Analysis of First-Time-In-College Students</b>	Give priority to native university students and community college associate in arts graduates over out-of-state transfers in admission to limited access programs.	Not Adopted
<b>State Student Financial Aid</b>	Include both need and merit criteria as a condition of receipt of state student financial aid.  Limit the Vocational Gold Seal Scholarship to 4 semesters.  Expand eligibility for the Florida Work Experience Program (FWEP) to include all institutions participating in any of the Florida Student Assistance Grant Programs.	CS/CS/SB 1282 (Kirkpatrick)  Not Adopted  CS/CS/SB 1282 (Kirkpatrick)  "  CS/CS/SB 1282 (Kirkpatrick)  "

Study	Commission Issue Requiring Legislative Action	Final Action
<p><b>State Student Financial Aid (continued)</b></p>	<p>Eliminate the 25 percent earmark of FWEP funds for employment in public schools.</p> <p>Provide greater flexibility to the Office of Student Financial Assistance in making use of available unexpended trust fund balances.</p> <p>Increase emphasis on need-based aid.</p> <p>Eliminate participation in CLAST as a condition for student aid eligibility.</p>	<p>CS/CS/SB 1282 (Kirkpatrick) Not Adopted</p> <p>CS/CS/SB 1282 (Kirkpatrick) "</p> <p>CS/CS/SB 1282 (Kirkpatrick) "</p> <p>General Appropriations Act - Chapter 96-424, Laws of Florida</p> <p>Specific Appropriations 1764a through 1766 include \$5 million for scholarships and financial aid for displaced and disadvantaged students.</p> <p>CS/CS/SB 1282 SB 2184 (Kirkpatrick) Not adopted</p>

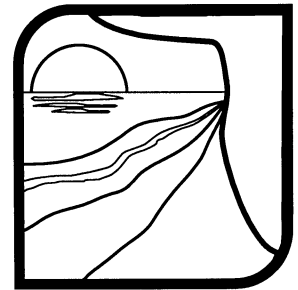
**POSTSECONDARY EDUCATION PLANNING COMMISSION  
1996**

Study	Commission Issue Requiring Legislative Action	Final Action
<b>State Student Financial Aid (continued)</b>	Establish a scholarship similar to Georgia's HOPE scholarship that would use lottery dollars to encourage postsecondary access.	Chapter 96-341, Laws of Florida HB 2405 (Saunders) Adopted without Appropriation
<b>Course Withdrawal and Forgiveness</b>	Require more consistent policies for grade forgiveness, withdrawal and appeal.	SB 3040 (Dyper) HB 2671 (Wasserman-Schultz) Not Adopted
<b>Research and Public Services</b>	Repeal the 12 hour law. Decouple funding for research and public service from instructional cost factors, especially at the undergraduate level.	No Action General Appropriations Bill (Senate) Not Adopted in Conference Report

Study	Commission Issue Requiring Legislative Action	Final Action
<b>Commission Personnel</b>	Clarify ability of Commission to appoint executive director and set the level and compensation of Commission employees.	SB 2186 (Kirkpatrick) CS/HB 2553 (Turnbull, Wasserman-Schultz)  Not Adopted
<b>Student Preparedness</b>	In cooperation with the Accountability Commission, review progress of efforts of school districts and colleges and universities to reduce the need for remedial work at the postsecondary level.	SB 2844 (Kirkpatrick)  HB 2673 (Wasserman-Schultz)  Not Adopted

**Appendices**

**Committee  
and Staff  
Assignments**



**Recent  
Commission  
Publications**

**COMMITTEE  
AND STAFF  
ASSIGNMENTS**

**POSTSECONDARY EDUCATION PLANNING COMMISSION**

Committee and Staff Assignments  
1996-97

**PROGRAM/PLANNING COMMITTEE**

**Membership:** Karen L. Plunkett, Chair      Thomas J. Haynes  
Inez W. Bailey      Edgar E. Tolle  
Ivie R. Burch

***Study (Staff) Assignments and Completion Dates:***

**Review of State Funding for Historically Black Private Colleges and Universities** (Glenda Rabby)  
September 30, 1996

**Enrollment Projection Model** (Jon Rogers)  
December 1, 1996

**Acceleration Mechanisms** (Jon Rogers)  
February 1, 1997

**FINANCE/ADMINISTRATION COMMITTEE**

**Membership:** Sally I. Gillespie, Chair      Ron C. Laface, Jr.  
Richard C. Alterman      Mark K. Wheeler  
James E. Kirk, Jr.

***Study (Staff) Assignments and Completion Dates:***

**Accountability Review** (Pat Dallet)  
November 1, 1996

**Student Financial Assistance and Tuition Policy** (Pat Dallet)  
January 1, 1997

**Review of Postsecondary Education Articulation Policy Initiatives**  
(Cyndi Balogh)  
February 1, 1997

**TECHNOLOGY/DISTANCE LEARNING COMMITTEE**

**Membership:** Richard C. Alterman, Chair      Sally I. Gillespie  
Inez W. Bailey      Thomas J. Haynes  
Ivie R. Burch      Karen L. Plunkett

***Study (Staff) Assignments and Completion Dates:***

**A Series of Reports and Issue Papers** (John Opper)  
February 1, 1997



**COMMISSION  
REPORTS  
1993-96**

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**1996**

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***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)

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**1995**

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***COMMUNITY COLLEGE PROGRAM LENGTH*** — January, 1995 (Prepared in response to Specific Appropriation 573 of the 1994 General Appropriations Act)

***EDUCATION INFORMATION REVIEW*** — January, 1995 (Prepared in response to Section 14 of Chapter 94-232, Laws of Florida)

***ACCESS TO THE BACCALAUREATE DEGREE*** — February, 1995 (Prepared in response to a recommendation of the Council on Education Interdependence)

***FLORIDA HEALTH PROFESSIONS EDUCATION PROFILES*** — May, 1995 (Prepared to assist planning for the preparation of health professionals)

***AN ANALYSIS OF NON-RESIDENT FIRST-TIME-IN-COLLEGE STUDENTS IN FLORIDA POSTSECONDARY INSTITUTIONS*** — December, 1995 (Prepared in response to Specific Appropriation 198 of the 1995 General Appropriations Act, Chapter 95-429, Laws of Florida)

***A REVIEW OF SPECIALIZED ACCREDITATION*** — December, 1995 (Prepared in response to Specific Appropriation 194-198 of the 1995 General Appropriations Act and Section 24 of Chapter 95-243, Laws of Florida)

***POSTSECONDARY ACCOUNTABILITY REVIEW*** — December, 1995 (Prepared in response to Specific Appropriation 198 of the 1995 General Appropriations Act and Section 240.147(16), Florida Statutes)

***STATEWIDE TELECOMMUNICATIONS TASK FORCE*** — December, 1995 (Prepared in response to Specific Appropriation 573 of the 1994 General Appropriations Act, Chapter 94-357, Laws of Florida)

***POSTSECONDARY FINANCE SIMULATION MODEL*** — In progress (Prepared in response to Specific Appropriation 573 of the 1994 General Appropriations Act)

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**1994**

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***HOW FLORIDIANS PAY FOR COLLEGE*** — June, 1994 (Prepared in response to Specific Appropriation 417B of the 1993 General Appropriations Act Chapter 93-184, Laws of Florida)

***ACCOUNTABILITY REVIEW: PROGRESS REPORT*** — December, 1994 (Prepared in response to Specific Appropriation 573 of the General Appropriations Act)

***A STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM - ANNUAL REPORT: 1992-93 COHORT*** — December, 1994 (Prepared in response to Chapter 94-246, Laws of Florida and Specific Appropriation 385 of the 1994 General Appropriations Act)

***ASSESSING EFFORTS TO IMPROVE SCIENCE, MATHEMATICS, AND TECHNOLOGY-RELATED EDUCATION AT THE POSTSECONDARY LEVEL*** — March, 1993 (Prepared in collaboration with the Department of Education Title II Eisenhower Mathematics and Science Education Program, National Science Foundation/Florida Department of Education Statewide Systemic Initiative (SSI), and the Florida Chamber of Commerce)

***CHALLENGES, REALITIES, STRATEGIES: THE MASTER PLAN FOR FLORIDA POSTSECONDARY EDUCATION FOR THE 21ST CENTURY*** — September 22, 1993 (Report and Recommendations of the Florida Postsecondary Education Planning Commission)

***CHALLENGES, REALITIES, STRATEGIES: THE MASTER PLAN FOR FLORIDA POSTSECONDARY EDUCATION FOR THE 21ST CENTURY — SUPPLEMENT*** — September 22, 1993 (Report and Recommendations of the Florida Postsecondary Education Planning Commission)

***A REVIEW OF THE OPERATIONS OF THE STATE BOARD OF INDEPENDENT POSTSECONDARY VOCATIONAL, TECHNICAL, TRADE, AND BUSINESS SCHOOLS*** — December, 1993 (Prepared in response to Section 7 of Chapter 93-170, Laws of Florida)

***A STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM ANNUAL REPORT: 1991-92 COHORT*** — December, 1993 (Prepared in response to Specific Appropriation 276 of the 1993 General Appropriations Act, Chapter 93-184, Laws of Florida)

***ACCOUNTABILITY IN FLORIDA'S POSTSECONDARY EDUCATION SYSTEM*** — December, 1993 (Prepared in response to Specific Appropriation 417B of the 1993 General Appropriations Act, Chapter 93-184, Laws of Florida)