

Annual Report

October 1995

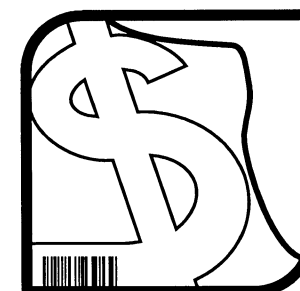
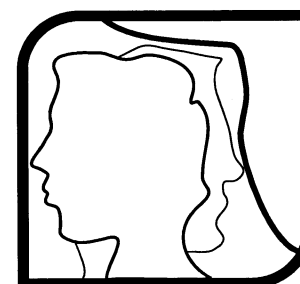
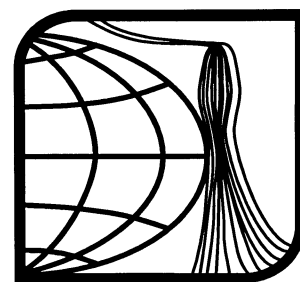
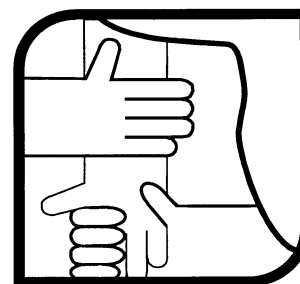
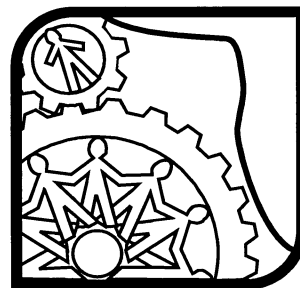
Progress in Implementing

Challenges, Realities, Strategies

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



POSTSECONDARY EDUCATION PLANNING COMMISSION



**POSTSECONDARY EDUCATION
PLANNING COMMISSION**

H. Clyde Hobby, Chair
New Port Richey

Richard C. Alterman
Opa Locka

Inez W. Bailey
Niceville

Ivie R. Burch
Panama City

Sally I. Gillespie
New Smyrna Beach

Thomas J. Haynes
Tallahassee

James E. Kirk, Jr.
Ocala

Robert B. Mautz
Gainesville

Earl E. Olden
Tallahassee

Karen L. Plunkett
Orlando

Edgar E. Tolle
Crystal River

Mark K. Wheeler
St. Augustine

William B. Proctor, Executive Director

Annual Report

Progress in Implementing

Challenges, Realities, Strategies

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

October 1995

Collins Building
Tallahassee, FL 32399-0400



POSTSECONDARY
EDUCATION
PLANNING
COMMISSION

THE COMMISSION

The Postsecondary Education Planning Commission, 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 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 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.

**TABLE OF
CONTENTS**

INTRODUCTION 1

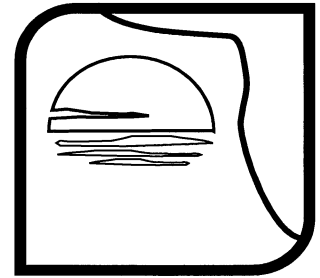
PART I: COMMISSION HIGHLIGHTS IN 1994-95 3

PART II: MASTER PLAN FOLLOW-UP 9

PART III: LEGISLATIVE ACTION ON 25
COMMISSION STUDIES AND ISSUES

APPENDIX: RECENT COMMISSION 31
PUBLICATIONS

Introduction



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:

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.

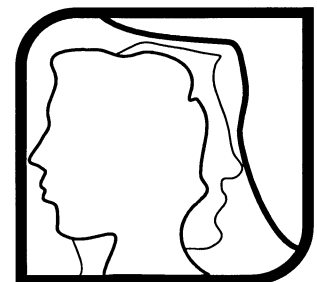
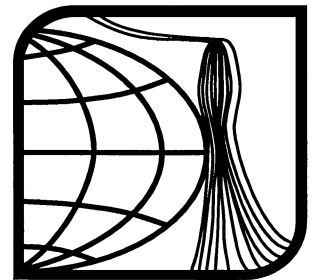
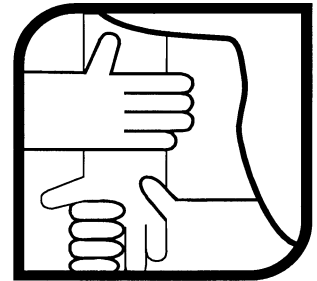
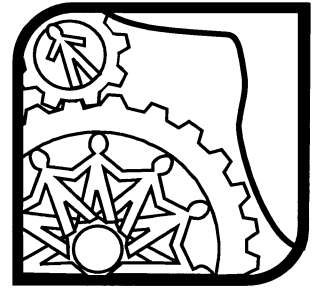
Diversity - In order to maximize use of our State's human resources, postsecondary education must respond to the diversity of our population. Institutions must provide greater opportunity for all students to achieve to their fullest potential through changes in the curriculum as well as through diversification 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 1994-95. In addition, progress related to the strategies identified in the current ***Master Plan*** is discussed. Finally, recent legislative actions concerning recommendations related to Commission studies and issues are noted.

PART I

**Commission
Highlights
in 1994-95**



***Access To The
Baccalaureate
Degree In Florida***

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

Completed ***Access To The Baccalaureate Degree In Florida***. At the request of the Commissioner of Education's Council on Education Interdependence, the Commission reviewed the Board of Regent's first-time-in-college (FTIC) enrollment policy and studied the appropriate share of the state's FTIC students by postsecondary sector. The Commission examined access from two perspectives: access to postsecondary education and access to a baccalaureate degree. The Commission determined that an FTIC enrollment policy that is based on the assignment of a specific percentage of high school graduates to each postsecondary sector does not address the access needs of Florida residents to baccalaureate education. Recommendations centered on a postsecondary admissions process that provides options for academically qualified Florida residents to enroll in institutions of their choice. The Commission also identified important factors that influence a student's ability to complete a baccalaureate degree, including barriers that impede the progress through the postsecondary system and strategies that accelerate degree completion. Recommendations promote a more efficient postsecondary delivery system and call on the Legislature and the Board of Regents to make upper division access a top budget priority. The study identified a need for longitudinal cohort studies to track students' progress and identify factors in both the community college and university experience that contribute to persistence and degree attainment. The Commission has initiated such a study.

***Community
College Program
Length***

Completed a review of ***Community College Program Length*** to determine the effect of program length on student completion rates, licensure passing rates, job placements, average earnings, and performance in further postsecondary education. Based on a statistical data analysis of the Associate in Science (A.S.) programs, the Commission concluded that in general, program length did not have a significant effect on any of the specified student outcomes. Furthermore, the Commission found that the widespread credit hour expansion in the Associate in Arts (A.A.) degree programs beyond the traditional sixty semester credit hour requirements was not advantageous to students transferring to the state university system. The Commission made several recommendations regarding program length in the community college system. Subsequently, State Board of Education Rule 6A-14.030 has been amended to require that A.A. degrees be awarded upon satisfactory completion of sixty credit hours. The Commission's recommendation that the general education core curricula for the A.A. degree be limited to 36 semester credit hours has been adopted in statute. The Commission recommended and the State Board of Community Colleges (SBCC) has established in rule a standard program length for each associate in science program that does not exceed the minimum number of hours necessary to prepare the student

for job entry. The Commission's recommendation that the general education core curricula for A.S. programs be limited to 18 semester credit hours has been incorporated into each standard program length.

Completed ***Education Information Review***. This report focused on the use of student information for intersector policy analysis and decision making. Through interviews with providers and consumers of information, a number of issues relating to problems experienced with the use of student data for intersector policy analysis were identified: a) lack of formal communication among the data producers and consumers, b) logistical and structural complexities of the data, c) difficulty in locating and using data, and d) limited access to data. While in the past interest has been expressed in creating a master student-level database, the Commission believes that the cost of such a database would far outweigh any potential benefit to the State. This report calls for increasing and formalizing communication among the providers and consumers of information, designing electronic access to reports and data and allowing file transfers, and designating a group to be responsible for implementing the recommendations of this report.

Completed ***Accountability Review: Progress Report*** in response to legislative directives (1) to recommend accountability measures and an accountability process for certain independent institutions and (2) to periodically review the design and implementation of the accountability processes and reports of the State University System, State Community College System, and public and independent postsecondary institutions pursuant to revised statutory authority of the Commission. The study outlines a two-tier approach for conducting accountability reviews involving both public and independent institutions. The process encompasses an annual review and a cumulative review every five years. The annual reviews focus on the relationship between implementing accountability and improvement in institutional effectiveness. The fifth-year reviews meet statutory requirements to evaluate the extent to which each system plan is contributing to the achievement of state goals for postsecondary education. The Commission also recommends provision for accountability incentive grants tied to performance and attainment of specified objectives for the statewide priority areas of access/diversity, productivity, and quality.

Completed ***A Statewide Evaluation of Florida's College Reach-Out Program: Annual Report 1992-93 Cohort***. The College Reach-Out Program (CROP) is a state supported program to strengthen the educational motivation and preparation of educationally disadvantaged or low-income students in grades 6 through 12 to pursue higher education. The report presents data on projects funded and evaluates the program's effectiveness in meeting legislative intent. The report also provides feedback to the projects. In 1992-93, thirty-two College Reach-Out

***Education
Information
Review***

***Accountability
Review: Progress
Report***

***A Statewide
Evaluation of
Florida's College
Reach-Out
Program: Annual
Report 1992-93
Cohort***

projects representing nine state universities, 21 community colleges, one independent institution, and one special program served students in 44 counties. Although the Legislature appropriated nearly \$1.7 million for this program, expenditures totaled \$3.5 million when institutional and external sources are included. Among the 5,146 participants, 84 percent were black, 5 percent were Hispanic. The report found that the program continues to support academically disadvantaged and low-income students throughout the State with quality projects providing academic enrichment activities and career and personal counseling. Recommendations include:

- expanding involvement of the independent sector in the program,
- strengthening the commitment of presidents and other campus leaders to College Reach-Out,
- providing more state-level assistance to local projects seeking community support,
- exploring the use of community service for College Reach-Out activities,
- assessing projects' continuous contact to participants,
- improving the collection and dissemination of evaluation techniques,
- conducting a special examination of mathematics course-taking patterns of students.

***1995 Report on the
Planning and
Coordination of
Program Reviews
for Postsecondary
Education***

Submitted to the State Board of Education the ***1995 Report on the Planning and Coordination of Program Reviews for Postsecondary Education***. The report responds to State Board of Education rule requiring the Commission to examine the program review plans of the State University System, the Community College System, and the Division of Applied Technology and Adult Education and report on areas of conflict or issues of particular concern related to coordination of reviews and conformity with program review criteria listed in the Commission's ***Master Plan***. The Commission found that while coordination of issue areas (e.g., articulation, limited access) is ongoing and strong, coordination in the conduct of reviews is generally very limited. The annual Program Review Conference placed special focus this year on productivity and the relationship between program review and performance-based budgeting as the Commission continued efforts to highlight one of the statewide priority areas. The report recommends (1) giving more attention to certain criteria such as program cost, quality and accessibility of learning resources, relationship of the program to state needs and priorities, and manpower needs; (2) improving the inclusion of representatives of other divisions in their program review activities; and (3) revising State Board rule to require joint review, with a single report and recommendations, for vocational programs common to community colleges and vocational/technical centers.

During 1994-95, the Commission approved the following *new campuses and centers*:

- Center in St. Lucie County for Florida Atlantic University.
- Special Purpose Center in Port St. Joe for Gulf Coast Community College.

The Commission conducted its annual review of the 19 existing **Academic Program Contracts** at independent colleges and universities which received state funding through the State Board of Education in 1994-95 to provide instruction to Florida residents at state tuition rates. Five-year contract reviews were conducted for the Doctor of Osteopathic Medicine at Nova Southeastern University, Biomedical Engineering at the University of Miami and the Bachelor of Science in Nursing at Barry University. All of the contracts funded by the 1995 Legislature for the 1995-96 year, with the exception of the osteopathy program at Nova Southeastern University, were funded below the level recommended by the Commission. The total appropriation was 74 percent of the recommended level and was approximately 2.3 million dollars below the total recommended amount. **A new contract for the baccalaureate program in Motion Pictures at the University of Miami, initially recommended by the Commission in 1989, was funded by the 1995 Legislature.** For the 1996-97 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 late 1980s and early 1990s.

Updated *Florida Health Professions Education Profiles*. In master planning documents and previous reports on health professions education programs, the Commission identified issues related to health professions education across the varied fields, including data collection and application; curriculum; minority participation; coordination between practitioner preparation, health care delivery and government; and the labor market. First produced in 1991, *Florida Health Professions Education Profiles* provides a current analysis of previously identified issue areas and an update on enrollments, degrees completed, minority participation, and labor market supply and demand for those health professions with education programs in Florida that were studied in previous Commission reports.

Updated *An Overview of Florida Independent Higher Education: 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 several tables which reflect trend data concerning enrollments and state funding for independent institutions and their students.

New Campuses and Centers

Academic Program Contracts

Florida Health Professions Education Profiles

Independent Higher Education: Enrollments and State Funding

Women in Education

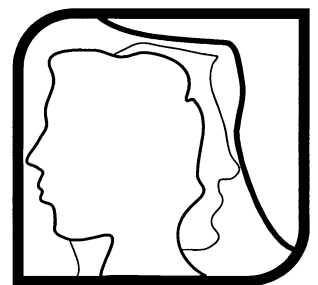
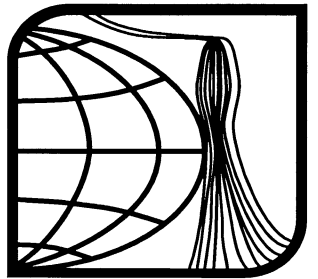
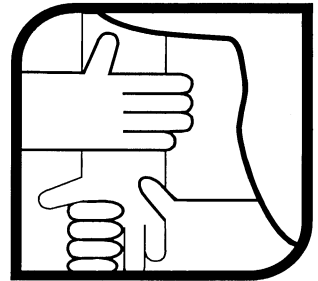
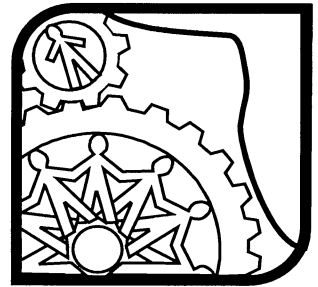
Updated ***Women in Education: A Collection of National and Florida Data Concerning Students, Faculty, and Administrators***. Since 1991, the Commission has annually prepared a document summarizing selected information compiled from several sources to illustrate student, faculty, and administrator characteristics both nationally and in Florida postsecondary institutions. This year, the publication was revised, updated, and expanded through inclusion data from the State's independent sector of postsecondary education.

Access Through Technology

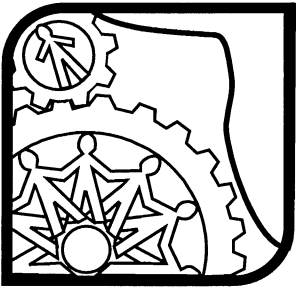
Received a ***grant from the State Higher Education Executive Officers and the Fund for the Improvement of Postsecondary Education*** to enhance student access, progress, and success in selected critical undergraduate courses where bottlenecks are occurring. Strategies employed will involve the more efficient use of available resources through technology.

PART II

**Master Plan
Follow-Up
in 1994-95**



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 PEPC, BOR, SBCC master plan (goals, mission statement) and accountability.</p>	<p>Chapter 95-243, L.F. (CS/SB 2330) ensures coordination in addressing statewide needs in postsecondary education by calling for PEPC Master Plan to serve as the basis for BOR, SBCC, and ICUF strategic plans.</p> <p>Linkage between institutional accountability plans and system strategic plans and statutory mission will be examined in the current PEPC <i>Accountability Review</i>.</p> <p>The Program Review Report to the State Board of Education explained that the annual Program Review Conference focused discussion on the relationship between program review and performance-based budgeting for accountability purposes.</p>

Strategy: Reinforce Undergraduate Instruction

Activity	Status
<p>Improve the quality of instruction.</p> <p>Monitor faculty assignments; increase the proportion of faculty time dedicated to undergraduate teaching.</p> <p>Examine Faculty Retirement and Replacement.</p>	<p>Each state university's 1995 Accountability Report includes results of student surveys and describes departmental initiatives for improving teaching. Tracked in <i>PEPC Accountability Review</i>.</p> <p>The Office of Program Policy Analysis and Government Accountability's <i>Assessment of the Revised SUS Accountability Plan</i> took issue with SUS reporting of faculty contact hour production.</p> <p><i>PEPC Accountability Review</i> will continue to evaluate measures related to faculty teaching productivity in BOR and ICUF Accountability Reports.</p> <p>A paper examining this issue was completed by Commission staff in Fall, 1994. While the percentage of faculty over 55 in Florida's community colleges and universities is roughly comparable to national averages, a substantial number of faculty members in Florida will be eligible for either early or full retirement in the next decade. This upcoming wave of retirement coincides with increased competition among academia, government, and private business for new Ph.D.s, particularly in the sciences and mathematics. The Commission will continue to monitor sector and institutional efforts to recruit and develop sufficient faculty for future demands.</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 1995 Legislature enacted the Education Facilities Infrastructure Improvement Act (Chapter 95-403, L.F.) which implements a number of the preliminary recommendations of the Commission's Statewide Telecommunications Task Force:</p> <ul style="list-style-type: none"> • provides for a single coordinating entity for distance learning services; • requires that all requests for educational technology grants address how the resources will be focused on specific educational goals; • specifies that at least 20 percent of any funds awarded be used for training both faculty and student learners in the use and application of the products developed. <p>The legislation also includes a number of references to coordination and cooperation among state agencies and private business as well as the efficient use of the State's technological resources. A needs assessment report and a statewide inventory of existing technological resources is specified in the legislation. The Florida Distance Learning Network is charged to develop a plan for using technology to improve access to learning.</p>

Strategy: Improve Access to a Degree

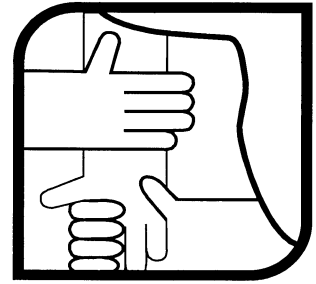
Activity	Status
Examine characteristics of high retention-to-graduation programs and successful strategies to enhance graduation rates.	Staff conducted a survey of SHEEO academic and finance officers across the nation concerning time-to-degree questions. A summary of results and issues has been prepared based on this information.
Develop criteria for new campuses and centers.	A Commission study on this topic will begin in Fall, 1995.
Increase utilization of independent schools, colleges, and universities.	<p>PEPC's <i>Accountability Review</i> includes analysis of inaugural ICUF Accountability Report to assess independent sector's contribution to achievement of statewide priorities in postsecondary education.</p> <p>Chapter 95-243, L.F., established limited access grant program to provide opportunities in independent sector for qualified applicants unable to obtain admission to certain SUS limited access programs. State Board of Education accepted criteria recommended by PEPC to identify high-growth, high-wage fields for inclusion in program.</p> <p>Chapter 95-243, L.F., contains schedule for increasing Florida Resident Access Grant funding level to statutory maximum by 1998-99.</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>Update of Minorities in Postsecondary Education in Florida monitors enrollment and completion data.</p> <p>Issue addressed in <i>Access to the Baccalaureate Degree (1994)</i> and in current <i>Student Progression Toward the Baccalaureate Degree: Longitudinal Cohort Studies of High School Graduates</i>. As a follow-up to the 1994 report, the Commission initiated a longitudinal cohort study to track high school graduates of similar ability levels as they enroll in, progress through, and graduate from the State's postsecondary education delivery system. <i>Student Progression Cohort Analysis</i> will identify factors that either impede or accelerate the progression of students toward the completion of baccalaureate degree. Initial report will be completed in February 1996 and will include a plan for continued cohort analysis.</p> <p>Another current study compares applications, admissions (including alternative admits to the SUS), and enrollments of non-resident FTIC students to those of Florida resident FTICs.</p> <p>Chapter 95-243, L.F., contains many provisions for improving articulation and time to degree which are designed to positively impact retention to degree. PEPC tracks graduation rates and time to degree in sector accountability reports.</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."



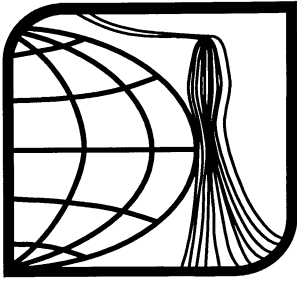
Strategy: Strive for One Coordinated Education System

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>Commission staff is coordinating a meeting of the Postsecondary Accountability Articulation Committee to receive a progress report from each postsecondary sector in regards to their "action plan" which details activities in the sector related to the implementation of <i>Blueprint 2000</i>.</p> <p>The Florida Commission on Education Reform and Accountability has approved an assessment system for the seven state education goals. The system was developed collaboratively with support from public and independent postsecondary faculty and staff. Work continues on the development of an assessment system for the standards of each goal.</p> <p>As a follow-up to the 1994 report, <i>Access to the Baccalaureate Degree in Florida</i>, the Commission initiated a longitudinal cohort study to identify factors that either impede or accelerate the progression of students toward the completion of baccalaureate degree.</p> <p>As a follow-up to the 1994 report, <i>Education Information Review</i>, staff have served to bring together representatives from the offices that collect and analyze student data/information to address common concerns and to enhance the use of data across all education sectors.</p>

Strategy: Strive for One Coordinated Education System (continued)

Activity	Status
<p>Review and improve articulation policies and procedures.</p>	<p>In its 1994 <i>Access to the Baccalaureate Degree in Florida</i>, the Commission identified inefficiencies that exist in lower division/upper division articulation and in both postsecondary sectors. The commission reaffirmed that 60 student credit hours should be the standard length for associate in arts degree programs in the Community College System. The 1995 Legislature (Chapter 95-243, L.F.) directed the Articulation Coordinating Committee to undertake numerous actions designed to improve the efficiency of postsecondary education in Florida. Specific activities will include: assign a single level for each course in the Statewide Course Numbering System; recommend lists of courses to meet general education requirements; and recommend common prerequisites.</p> <p>Issues related to admissions standards, student transferability, persistence and access to the degree are being discussed in the Commission's 1994-95 study on <i>Access to the Baccalaureate Degree in Florida</i>.</p> <p>The impact of competency-based admissions standards is being studied by the Accountability Commission's Assessment Committee and by a subcommittee of the State University System's Admissions Officers and Registrars Committee.</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."

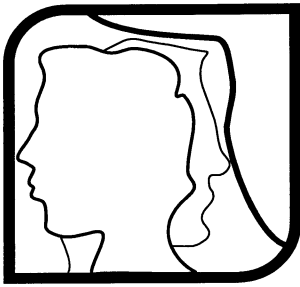
Strategy: Promote Economic Development

Activity	Status
<p>Improve and sustain communication with/among education, enterprises, and government.</p>	<p>Staff continues 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>Staff continues to monitor the activity of the Occupational Forecasting Conference during which occupations are ranked by their projected number of openings, projected growth rate, and expected entry level wage rates (for occupations requiring less than a baccalaureate degree). Occupations are ranked along with vocational program outcomes that include instruction-related placement rates, full-time employment placement rates, and the full-time earnings at placement. The entry-level wage threshold was increased to \$7.50 for the 1995 Conference. Occupations identified by the 1995 list represent a starting place for the development of programs that will be eligible for Performance Based Funding beginning on July 1, 1995 (through the Jobs and Education Partnership of Enterprise Florida).</p> <p>Staff responded to the "Higher Education Access 2000 Act" by working with the Board of Regents, Department of Education and the Occupational Forecasting Conference as coordinated by the Florida Education and Training Placement Information Program to determine criteria related to limited access programs and high priority employment fields. Ten programs at the baccalaureate level were identified as qualifying for the Limited Access Competitive Grant Program at SACS-accredited independent institutions in Florida.</p>

Strategy: Improve Training Programs

Activity	Status
Monitor efforts to improve occupation-preparation programs.	Staff updated <i>Health Professions Education Profiles</i> by adding enrollment and graduation data from public and independent institutions in the state for 11 health fields. The updated <i>Profiles</i> has been distributed to state-level policymakers, sector boards, institutions, and other interested parties.

DIVERSITY



"In order to maximize use of our State's human resources, post-secondary 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 minorities have made gains in the higher education system particularly as enrollees and transfer students but continue to lag significantly behind whites as college/university graduates.</p> <p>Commission staff reviewed the 32 College Reach-Out (CROP) projects representing nine state universities, 21 community colleges and two independent institutions. The primary objective of CROP is to increase the number of low-income or educationally disadvantage students who attend and complete a postsecondary education. Minorities represent 89 percent of the students who participate in CROP.</p> <p>The State Board of Community Colleges continues to update and monitor programs designed to increase the number of black community college graduates. Each community college has developed a plan to remedy the under-representation of black students in each institution, giving particular attention to males. Those plans are part of the division's Annual Equity Reports.</p>

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

Activity	Status
	<p>The 1993-94 State University System (SUS) Equity Accountability Program Progress Report reveals that the nine state universities made some gains toward the goal of increasing the number of minority and women appointments to senior level administrative, academic administrative and ranked faculty positions. In addition, each university reported those undergraduate and graduate programs where minorities and women were under-represented. Strategies and programs for increasing enrollment and graduation in those areas were identified.</p> <p>Both sectors 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 in part based on attainment of performance goals contained in their accountability reports.</p>

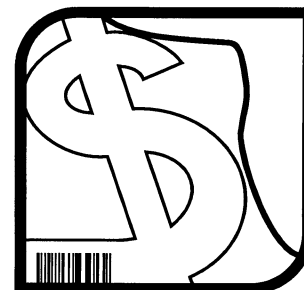
Strategy: Improve the campus climate for all students

Activity	Status
<p>Provide additional resources to assist colleges and universities in complying with the federal Americans with Disabilities Act.</p>	<p>Commission staff continues to serve on the Executive Policy Board of the federal/state School to Community Transition Program for disabled students. The Board oversees six demonstration sites established to increase the number of successful transition outcomes for youth with disabilities in Florida.</p> <p>The number of disabled students attending Florida's postsecondary institutions continues to increase. During 1994-95, over 12,000 self-identified disabled students were enrolled in Florida's community colleges and universities.</p>
<p>Increase Funding for the Auxiliary Learning Aids (ALA) program.</p>	<p>After several years of increased funding for this initiative, legislative appropriation was reduced for the community college sector (from \$1.8 million in 1994-95 to \$ 882,167 for 1995-96). The university sector 1994-95 appropriation (\$ 775,442) remained the same for 1995-96.</p>

Strategy: Broaden existing academic curricula

Activity	Status
<p>Develop mechanisms for assessing programs in promoting a multicultural campus climate.</p>	<p>Universities and community colleges have taken steps to restructure many of their academic programs to reflect a more diverse learning perspective reflective of Florida's multicultural society. Staff continues to monitor both sectors' efforts in this area.</p>

"Postsecondary education cannot expect growth in per student funding to match increasing demands and costs of quality post-secondary 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

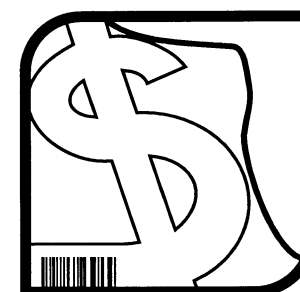
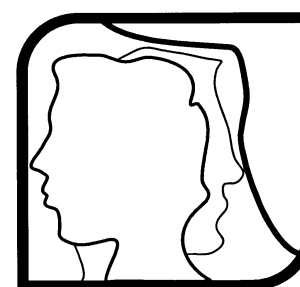
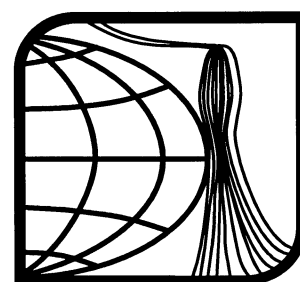
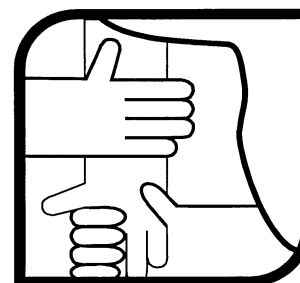
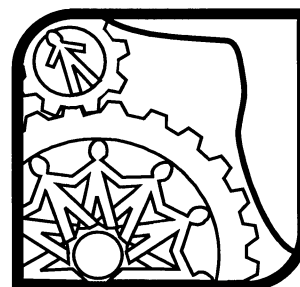
Activity	Status
<p>Encourage institutional analysis of resource and expenditure patterns.</p> <p>Provide incentive funding to attain specified objectives.</p> <p>Assure that there is no funding disincentive for use of technology.</p>	<p>Performance funding, sector accountability processes, the State 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 1995 Legislature appropriated \$15 million to the State University System for initiatives to increase baccalaureate degree production and efficiency and faculty productivity.</p> <p>College Reach-Out Program (CROP) now includes an incentive funding component.</p> <p>The Division of Community Colleges has submitted its first performance-based budget request (for fiscal 1996-97) to the Legislature. The State University System must develop performance measures and submit its first performance-based budget request by September 1, 1996 (for fiscal 1997-98).</p> <p>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>Authorized pursuant to CS/SB 636, Chapter 94-230, Laws of Florida, but not yet implemented.</p>
<p>Cap local non-instructional fees as a percentage of matriculation fees.</p>	<p>A cap is in place for community colleges but not state universities.</p>
<p>Assure that any fee increases are accompanied by corresponding increases in need-based financial aid.</p>	<p>The Postsecondary Finance Simulation Model, being developed by the Commission, will project potential increases in demand for aid due to fee increases.</p>
<p>Provide stable, consistent funding to the independent sector and expand access to independent sector in areas of unmet state need.</p>	<p>Staff continue to monitor enrollment levels and the proportion of students in the independent sector as well as state funding for academic program contracts, special projects, and student financial assistance in <i>An Overview of Independent Higher Education in Florida: Enrollments and State Funding</i>.</p>

PART III

**Legislative Action
on Commission
Studies and Issues**



**POSTSECONDARY EDUCATION PLANNING COMMISSION
1995**

Study	Commission Issue Requiring Legislative Action	Final Action
Accountability Review	<p>Promote stronger linkages between accountability in higher education with key state-level processes such as strategic planning and performance-based budgeting.</p> <p>Provide incentive funding tied to performance and attainment of specified objectives.</p>	<p>Not Adopted (CS/SB 1942)</p> <p>Adopted (SB 2800, Chapter 95-429, Laws of Florida)</p>
Community College Program Length	<p>Limit associate in arts (A.A.) degree to sixty semester hours of college credit.</p> <p>Limit general education core for A.A. degrees to thirty-six semester hours.</p>	<p>Adopted (CS/SB 2330, Chapter 95-243, Laws of Florida)</p> <p>Adopted (CS/SB 2330, Chapter 95-243, Laws of Florida)</p>
Access to the Baccalaureate Degree	<p>Strengthen articulation by assuring that priority for admission to the State University System is given to community college students who have completed the general education requirements for the A.A.</p> <p>Require demonstration of required communication and computational skills prior to enrollment in A.A. programs or courses requiring such skills</p>	<p>Adopted (CS/SB 2330, Chapter 95-243, Laws of Florida)</p> <p>Adopted (HB 2489, Chapter 95-392, Laws of Florida)</p>

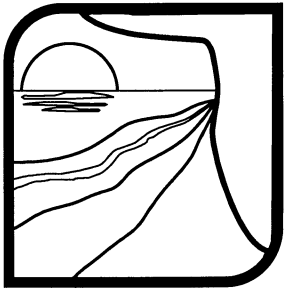
Study	Commission Issue Requiring Legislative Action	Final Action
Access to the Baccalaureate Degree (cont.)	<p>Establish 120 hours as the standard for baccalaureate degrees in the State University System.</p> <p>Assure that one-half of all course work required for the baccalaureate degree is offered at the lower level.</p> <p>Establish a performance incentive and reward structure to encourage increased degree attainment in a timely manner.</p> <p>Establish a limited access grant program to provide enrollment opportunities in the independent sector for qualified applicants unable to enroll in the public sector.</p>	<p>Adopted (CS/SB 2330, Chapter 95-243, Laws of Florida)</p> <p>Adopted (CS/SB 2330, Chapter 95-243, Laws of Florida)</p> <p>Adopted (SB 2800, Chapter 95-429, Laws of Florida)</p> <p>Adopted (CS/SB 2330, Chapter 95-243, Laws of Florida) Adopted (HB 2489, Chapter 95-392, Laws of Florida)</p>

**POSTSECONDARY EDUCATION PLANNING COMMISSION
1995**

Study	Commission Issue Requiring Legislative Action	Final Action
<p>Statewide Telecommunications Task Force</p>	<p>Identify a single entity to serve as the coordinating body for distance learning services across all sectors of education.</p> <p>Establish a dedicated funding source for the development of technologically- delivered educational courses and programs.</p> <ol style="list-style-type: none"> a. Funding available to all educational entities. b. A portion of profits from any programs developed would be used for further program development. <p>Requests for funding technology to deliver instruction should address specific educational goals and include:</p> <ol style="list-style-type: none"> a. Significance of the program or service in addressing state educational priorities. b. Target population for the program. c. Program content to be transmitted. d. Support services to be provided. 	<p>Adopted (CS/SB 1554, Chapter 95-403, Laws of Florida)</p> <p>Adopted (CS/SB 1554, Chapter 95-403, Laws of Florida)</p> <p>Adopted (CS/SB 1554, Chapter 95-403, Laws of Florida)</p>

Study	Commission Issue Requiring Legislative Action	Final Action
<p>CLAST</p>	<p>The Legislature established alternatives to passing CLAST to earn an Associate or Bachelor's degree including:</p> <ul style="list-style-type: none"> - an acceptable score on a nationally standardized exam listed in the articulation agreement, - passage of the College Placement Test and at least a 3.0 GPA on selected high school courses, or - passage of the College Placement Test and at least a 2.5 GPA on selected postsecondary courses identified by the Postsecondary Education Planning Commission. 	<p>Adopted (CS/HB 821, Chapter 95-411, Laws of Florida)</p>
<p>Planning</p>	<p>The <i>Master Plan</i> developed by the Postsecondary Education Planning Commission will serve as the basis for development of sector strategic plans.</p>	<p>Adopted (HB 2489, Chapter 95-392, Laws of Florida)</p>
<p>Specialized Accreditation</p>	<p>The Postsecondary Education Planning Commission is to review all statutes that require baccalaureate degree programs offered by state universities to conform to standards adopted by accrediting associations or other organizations. The Commission is to report on any necessary statutory changes by December 31, 1995.</p>	<p>Adopted (CS/SB 2330, Chapter 95-243, Laws of Florida)</p>

**Recent
Commission
Publications**



**COMMISSION
REPORTS
1993-95**

1995

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)

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

1994

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)

1993

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)