



The Florida Senate

Interim Project Report 2001-012

October 2000

Committee on Education

Senator Anna Cowin, Chairman

POSTSECONDARY EDUCATION ISSUES

SUMMARY

Taken as a whole, Florida's public postsecondary education system is unique because of its design for equity and accessibility. Access to the State University System is guaranteed to any citizen who completes a community college Associate in Arts degree. The community colleges have an "open door" admissions policy and are accessible both in terms of cost and geography.

However, this design differs from the reality in key ways. The weakest link in the system is not at the postsecondary level but in middle and high school, where many years of reform have yet to assure that all graduates have the skills they need for success in the job market and postsecondary education. Many high school graduates still experience the postsecondary education system as a series of hurdles, beginning with the delay of remediation, often followed by competing family and employment responsibilities. These delays pose a challenge to the higher education system and to the policy makers who want to improve the success rate of these "nontraditional" students.

To maintain the attributes that make the higher education system unique and valuable, each component requires maintenance and the links between them need repair. Each sector of the system is a moving part, affected by the momentum of growth as well as recent changes.

This report summarizes the present situation for four higher education issues: access to the baccalaureate degree, including financial aid policies and community college participation; the university admissions reforms under Governor Jeb Bush's "Talented 20" plan; the effects of the state's funding for matching grant programs; and the implementation status of the three new professional schools created by the 2000 Legislature.¹ The report outlines several policy options,

¹ The issue of governance of postsecondary education is not discussed in this report because it is the subject of a separate project of the Senate Education Committee's interim work schedule.

but it does not recommend changing the dynamics of the system as a whole.

BACKGROUND

The 2000 Legislature made major changes in postsecondary education by creating three new professional schools, including the nation's first new medical school in two decades. Some programs were left unchanged, but their growth introduced change through momentum. For instance, the Legislature did not change the programs that provide state matching grants for university endowments; however the economy has increased the generosity of private donors so much that the state's required contribution has sky-rocketed. State appropriations for matching grants have increased from an average of \$7.6 million per year during the first 17 years, to an average of \$39.7 per year in the past 5 years. In another example, the Bright Futures Scholarship Program was not changed, and its growth has reached its maximum projected level. With almost 68,000 recipients and a budget of over \$140 million, the Bright Futures Program makes it economically unfeasible to implement Florida's statutory preference that the majority of state-funded student financial assistance should be based on need.

Discussions about access to the baccalaureate degree took several forms in the year 2000:

- In SB 2050, Workforce Innovations, the Legislature created a forgivable loan program to attract students to enroll in education majors of particular benefit to Florida's economy. The appropriation was vetoed, but the Governor has indicated an interest in pursuing a similar approach with the 2001 Legislature.
- In his "One Florida" plan, the Governor addressed minority access to baccalaureate-degree education by substituting a number of new initiatives for the traditional affirmative action programs formerly used by state universities.
- The Legislature considered several options to

increase access to the baccalaureate degree in areas of the state that do not have a public university.

METHODOLOGY

Education Committee Staff interviewed students and administrators for their recommendations and perceptions about the four issues discussed in this report. Site visits were made to the following public and independent colleges and universities: the University of South Florida branch campus in Sarasota and New College, the University of West Florida, the University of North Florida, Florida Gulf Coast University, Ringling Museum, St. John's River Community College, Daytona Beach Community College, Edison Community College, Pensacola Junior College, Embry Riddle University, and Bethune-Cookman College. Interviews were also conducted to update information and collect data from the following: the provosts of the University of Florida and the Florida State University; staff of the Department of Education, the Board of Regents, the State Board of Community Colleges, and the Postsecondary Education Planning Commission. Senate Committee staff also reviewed literature and analyzed reports and demographic data generated by state and local education agencies.

FINDINGS

Access

Florida's public community colleges and universities rank very low in the production of baccalaureate degrees among citizens aged 18-44 (45th of the 50 states). However, the state is close to the national average in the numbers of baccalaureate degrees possessed by its citizens: 22.5 percent of Florida's population hold a baccalaureate degree or higher, compared to the national average of 24.4 percent.

The need for baccalaureate-level education is increasing, with almost 414,000 new jobs opening up by 2007 in occupations requiring a baccalaureate degree. Policy-makers are annually faced with decisions about policies that will increase Florida's production of baccalaureate degrees among its own residents. The following factors contribute to the dilemma:

- Compared to other states, Florida has a lower rate of students enrolling in baccalaureate-level colleges right out of high school (43rd in the nation), a lower rate of students who continue after the first two years of college, and a lower capacity in universities at the upper-division.²

- Florida relies on community colleges for the lower division work of most students, but fewer community college students continue in the upper division than is typical of students who start out in four-year colleges. Apparently the AA degree is seen as a stopping point, and for good reason. Follow-up reports show that the AA degree by itself greatly improves employment and earnings in Florida's economy, but the economy itself might be affected by policies that improved the rate of completion of the baccalaureate degree.³
- Public universities in Florida average over twice the enrollment of those in the other 49 states.⁴ Five of our 10 universities have over 30,000 students each.
- Two of our largest counties, Broward and Pinellas, have no state university. Nationwide, all except three other counties with comparable populations have a public university.

The branch campuses of public universities are designed to meet the needs of populous areas without four-year public colleges, but recent discussions have questioned whether they are adequately meeting community needs. The branch campuses tend to serve a different clientele from traditional four-year universities, enrolling predominantly older students who attend part-time while also fulfilling the obligations of employment and family management.⁵ The programs needed by these students, who are likely to have difficulty traveling to the main campus, may differ from the programs offered at traditional universities.

A university graduate may relocate to pursue an employment opportunity, but many "nontraditional" students need degrees that will help them advance in occupations available where they are. Branch campuses may benefit from teaming up with community colleges, or emulating them, by studying local economies and targeting programs that will improve them.

In addition to further developing branch campuses, potential strategies for increasing access are:

Systems, *A Brief Analysis of Baccalaureate Degree Production in Florida* (December 1998).

³ Florida Education and Placement Information System Annual Outcomes Report, *Initial Quarterly Earnings Upon Completion*.

⁴ National Center for Education Statistics, *Digest of Education Statistics*, 1999.

⁵ Postsecondary Education Planning Commission, *The Impact of Joint Use Facilities on the Delivery of Postsecondary Education in Florida*, December 1999.

² National Center for Higher Education Management

- Creating additional universities;
- Increasing courses and programs available through distance education;
- Creating a second tier of degree-granting institutions; and
- Increasing the use of joint-use facilities.

Impact of Financial Aid Policies on Access

In Florida, the main issue regarding financial aid has always been the balance between need-based programs, merit-based programs, and the William L. Boyd, IV, Florida Resident Access Grant program (FRAG).

In 1970, s. 240.437, F.S., specified that state student financial aid be provided primarily on the basis of financial need. The Legislature has not changed that priority, but over the years programs designed to prevent “brain-drain” have grown faster than programs based on need, as the following chart shows:

State-Funded Student Grant Programs

	1997-98 (\$)	2000-01 (\$)	Growth (\$)
Need-Based	35,342,644	65,937,384	30,594,740
Bright Futures	75,000,000	143,100,000	68,100,000
FRAG	28,852,200	70,830,388	41,978,188

Source: Bureau of Student Financial Assistance

The Bright Futures Scholarship program pays tuition and fees for academically talented students in three separate types of award. For the Merit and Vocational Gold Seal Scholarships, the academic requirements are not stringent, and the award is worth 75 percent of the actual tuition and fees owed by each student. The Academic Scholarship requires a score of 1270 on the Scholastic Assessment Test (SAT), or the equivalent on the ACT, and is worth 100 percent of tuition and fees. Recipients may enroll in any level of postsecondary education, but they tend to enroll in larger numbers at universities. The fact that the scholarship amount depends on the actual tuition means that it is more expensive for the state if the student enrolls at a university. At the University of Florida and the Florida State University, the admissions requirements for the freshman class exceed the academic requirements for the highest-level scholarship. Therefore, virtually all students who get in as freshmen have state-paid tuition.

The Florida Resident Access Grant program, FRAG, is a tuition assistance program designed to increase access by subsidizing tuition paid by Florida residents to attend certain independent institutions. FRAG is an entitlement to all state residents who are accepted into one of the 27 eligible private colleges.

The institutions must have a secular purpose, award baccalaureate degrees or higher, and have accreditation from the Southern Association of Colleges and Schools (SACS).

This program has the public benefit of saving the state’s expense of educating the recipients at public universities. (Tuition covers only about 25 percent of the cost of education at a university, with the state paying the remaining 75 percent.) This benefit is based on the assumption that all FRAG recipients would have attended a state university if the grant were not available. In fact, the program may have the effect of encouraging students to attend private colleges in Florida rather than out-of-state. With a Bright Futures scholarship plus the grant from FRAG, many students at independent colleges and universities pay little more than students at state universities.⁶

The 2000 Legislature raised the amount-per-grant to \$2,813, the highest award since the program’s creation in 1980, and the highest as a proportion of the tuition gap since 1989. This year, the grant covers 25 percent of the gap between average tuition and fees at a public university compared to those at an independent college or university. The number of students who receive a grant from FRAG is now over 23,000.

In recent years the Legislature has considered changing the dynamics among FRAG, Bright Futures, and need-based programs. Policy considerations include:

- Expand the access grant program, FRAG, to colleges accredited by an association other than SACS. While this change would significantly increase the disparity between need-based programs and others, it is a frequent request of the colleges and their supporters.
- Award a flat rate for Bright Futures grants, rather than tying the amount to the tuition of the institution. This change would encourage recipients in their freshman and sophomore years to attend community colleges, where tuition is less and the award will go further.
- Add a family-income component to some or all of the awards.
- Allow larger universities to charge higher tuition, and do not include the difference in Bright Futures calculations. This change would tend to direct some students to institutions with more capacity.

⁶ Students at independent institutions are eligible for a Bright Futures Scholarship, but it pays the equivalent of the tuition and fees at a public institution of the same level.

- Limit the Gold Seal Vocational Scholars component of Bright Futures to students attending vocational schools and community colleges.
- Authorize state need-based aid for part-time students.

The Legislature should consider changes to Bright Futures programs in light of Georgia's experience. In that state, changes made to the comparable Hope Scholarship program proved so unpopular that the Legislature rescinded them. With the possible exception of moderate changes to the vocational scholarship (which is selected by comparatively few students) changes to Bright Futures will likely bring opposition from voters whose children benefit from the current configurations.

Providing need-based aid to part time students would increase access, but it would cost at least \$20 million. In his response to the public hearings over the One Florida Plan, Governor Jeb Bush stated his support of expanding state financial assistance to part time students.

Effect of Community Colleges on Access

Student enrollment in the community college Associate in Arts (AA) program has declined slowly but steadily in recent years, while the universities are enrolling record numbers of First-Time-In-College students.⁷ The AA degree is the state's most equitable and frugal admission plan for state universities, and state policy has tended to seek ways to support the two-plus-two route to the baccalaureate degree.

Several recent initiatives appear to advance an assumption that university enrollment is more attractive than community college enrollment. The "Talented 20" Program uses university enrollment as a reward for high school achievement, a tacit acknowledgment that it is more prestigious to spend the first two years at a university than at a community college. Increased funding for FRAG encourages more residents to attend private colleges, where enrollment is up. Recipients of Bright Futures seem to prefer attending universities instead of community colleges, perhaps because their award is "worth more" at universities, where tuition is higher. Unfortunately, this preference increases the expense to the state.

⁷ Admissions and enrollment reports from UF and FSU show that admissions have not increased, although the freshman class is larger. In fact, what has increased is "yield," the proportion of those accepted who actually enroll. This phenomenon is comparable to overbooking airplanes and having more ticketed passengers show up than expected.

Students with AA degrees do well when they transfer to a university, but not enough actually transfer, compared to completion rates for students who start out at a four-year institution. Strengthening articulation agreements may encourage more AA and AS students to transfer to universities.

Talented 20

The expression "Talented 20" refers to the Governor's initiative, in February 2000, to increase or maintain the racial diversity of university campuses without using affirmative action. It is not yet known whether eliminating affirmative action had an impact on enrollments this year; enrollment reports are not complete as of this date.

The Talented 20 initiative addresses the weakest link in Florida's postsecondary education system, the high school graduate's readiness for college. A major benefit of the program may prove to be increased attention to high school coursework, counseling, and other efforts to increase minority achievement in high school. The Legislature created a monetary award system for teachers whose students do well on Advanced Placement tests and increased the number of Advanced Placement courses available in each high school. The Department of Education contracted with the College Board to make the Preliminary Scholastic Assessment Test (PSAT) available to all high school students at no cost to the student and to develop test preparation courses for students whose scores show promise but not high achievement.

Another benefit of the Talented 20 program may be the increase in funds for need-based student assistance. In his remarks following the public hearings on One Florida, the Governor pledged to work for a priority for Talented 20 in receipt of student financial assistance grants. Although the bill did not become a law to create that priority, increased appropriations make it likely that all students with demonstrated financial need will receive the maximum amount according to their family's eligibility. The policy questions will remain, however, as to whether the family income/eligibility level is too high or the maximum award of \$1300 is too low.

The Talented 20 plan guarantees admission to a university freshman class to the top 20 percent of every high school graduating class, provided the students complete the courses typically required for university admission. (These include 15 academic credit hours listed in rule 6C-6.002, F.A.C., two electives from the same academic areas, and two other electives.) They are not required to meet other admissions requirements, such as grades or test scores, although, beginning in 2000-2001, they will be required to take an assessment test.

“Top 20” means the 20 percent of 12th grade students with the highest grades, and “Talented 20” means those in the Top 20 percent who have also completed the required courses. Magnet programs must have a separate calculation for their top 20 percent.

The improved diversity is expected because many high schools in Florida are “minority-majority,” with large numbers of minority students in their top 20 percent. Another assumption is that many of the top 20 percent at some high schools would not have the qualifications for acceptance into a freshman class. Some high schools offer few rigorous courses and the top-ranked 20 percent of students may have grade inflation or low grade point averages.⁸ Florida’s enrollment plans allow the state to fund universities for fewer than 25 percent of high school graduates, so popular universities have many more applicants than they can afford to admit. They require rigorous coursework, high grades, and high assessment scores for freshman admissions.

The implementation of this program in the first year has been complex, and the results have not been remarkable. The Talented 20 students were not notified until after most had made a decision about postsecondary education, and apparently not many changed their minds. Fewer than 200 of the 22,519 Talented 20 were admitted because of that status rather than because of their other qualifications. (That is, only 191 students in the Talented 20 were initially denied admission to a state university, which reversed its denial when their status was known.) However, 6,472, almost 30 percent, had not applied to a state university as of the application deadline of July 17.⁹ This number includes those at the top, who went to prestigious institutions out of state, as well as those at the bottom, who may not have intended to pursue a university education.

Also unremarkable is a review of the gap between minorities in total 12th-grade membership compared to minorities in the Talented 20. Except for schools with no white students at all, every school and school district had such a gap, which means that minority representation in the 12th grade was higher in proportion to minority representation in the Talented 20. However, no district stands out as having great success or failure compared to others in achieving minority representation among top students, although the gap is generally smaller in large

⁸ Community college research shows that up to 15 percent of top-ranked students from some high schools are unable to pass the college entry-level placement test. Grade point averages of the top students at some schools are lower than those of top students at others, especially high performing schools. Some school districts “weigh” grades for rigorous courses, and some do not.

⁹ Data provided by staff of the Board of Regents.

districts with large percentages of minority students.¹⁰

Perhaps the most remarkable demographic characteristic of the Talented 20 is not race but gender. Male students had very low numbers in the Talented 20, especially among African Americans and Hispanic students.

Talented 20 Percent by Gender

	Female	Male	Total #
Af-American	73.3 %	26.7 %	2,815 (100 %)
Asian	58.8 %	41.2 %	1,291 (100 %)
Hispanic	65.4 %	34.6 %	2,992 (100 %)
Am-Indian	58.2 %	41.8 %	55 (100 %)
Multi-Race	69.6 %	30.4 %	102 (100 %)
White	63.2 %	36.8 %	15,264 (100 %)
Total	64.5 %	35.5 %	22,519 (100 %)

Source: Staff of the Board of Regents

Florida’s universities will continue efforts to recruit and retain qualified minority students without using race as a factor. The methods planned include forming relationships with minority-majority high schools, working with high school counselors to make sure minority students apply early and are aware of financial aid, and increasing the use of minority alumnae to assist recruitment efforts. The alternative admissions authority will also continue to be useful, even though race may not be a criterion. Factors that correlate highly with race may be substituted, such as giving an advantage to a student who is the first in the family to attend college or to students from College Reach Out Programs in which the university participates.

Major Gifts

In 1986, the Legislature established the Trust Fund for Major Gifts as an incentive for donors to fund endowments for the Eminent Scholar and Major Gift Challenge Grant Programs. In recent years, the Legislative appropriations have not kept pace with private donations, and large donations tend to deplete the funds available for universities that have not benefited from donations as high as \$2 million.

The statute also requires the Board of Regents and a university to encumber state funds they expect to receive as a match for major gifts. When the gifts are pledged at once but are actually handed over some period of time, the fact that all the matching funds are encumbered is an obstacle. Other universities may not have a chance at state matching funds although they have their gifts of smaller amounts in hand before the encumbering larger gifts have been completely collected.

¹⁰ Data provided by staff of the Department of Education.

The following chart shows the variations in state matching percentages according to the magnitude of the private donation:

Amount of Private Donation		
In Excess of:	But Not More Than:	State Challenge Grant Match
\$ 100,000	\$ 599,999	50 %
600,000	1,000,000	70 %
1,000,000	1,500,000	75 %
1,500,000	2,000,000	80 %
2,000,000	***	100 %

Source: Section 240.2605, F.S.

In its 22-year history, the fund has received almost \$328 million in state appropriations. Well over half of that amount – almost \$199 million – has been appropriated during the last five years. The average state appropriation during the first 17 years was \$7.6 million per year, compared to an average appropriation of almost \$40 million per year in the last 5 years.

In 1998 the Office of Program Policy and Government Accountability (OPPAGA) presented alternatives to the current policy, and late in 1999 the Board of Regents recommended major changes to these programs.

Under the Board of Regents recommendations, the maximum annual state match for a single gift would be \$3 million, up to a maximum of \$15 million over a five-year period. State funds could not be encumbered by gifts donated over a period of years. Rather, the university would wait for the total gift to be received and then submit it for a match. The levels of gift to percentage of state match would be changed so that the maximum would be 85 percent for a donation of \$3 million or more, 60 percent for \$1 million up to \$3 million, and 50 percent for \$100,000 up to \$1 million.

In addition to endorsing these recommendations, OPPAGA presented the following additional policy options:

- Permanently eliminate state funding for these programs. Universities would continue to establish endowments with private donations. This option would not affect established endowments, which operate through earnings.
- Change the endowment amount needed to establish an eminent scholar chair. The minimum threshold of \$1.02 million to create an eminent scholar chair has not changed since 1979. Almost 80 percent of the chairs endowed were established at this level, which, at a 10 percent return on the investment, provides only \$51,000 for use by the eminent scholar.
- Provide funding incentives for universities that have established few endowments. For example, the minimum donation required to establish an

endowment could be reduced for universities whose endowment revenue was below a certain level.¹¹

The 2000 Legislature considered a bill that would have implemented the Board of Regents recommendations and also add a reporting requirement to the program. Under that bill, which did not become a law, universities would report how each endowment benefited the university, rather than a simple report of the number of endowments established and their titles.

New Professional Schools Medical School

The 2000 Legislature authorized the Florida State University to start a College of Medicine and appropriated \$9,575,055 to fund the planning process. Part of the perception of need for the school was the lack of a medical focus on geriatric medicine and the under-representation of primary care physicians in certain geographic areas of the state. Only recently have the state's existing medical schools shown interest in these fields: in the 1980's they successfully lobbied against an initiative to create a geriatric focus in medical education.¹²

A major policy question for the Legislature is: Will the new medical school be able to attract students with the motivation to enter the targeted fields of geriatrics and rural family practice? Although it is too soon to answer this question, the planning process has taken steps to retain that focus.

Another concern is finances. Costs are expected to be less than those for existing medical schools because of using established clinical facilities and hospitals rather than creating a new teaching hospital, providing clinical experiences in off-campus settings, and limiting the number of physicians in full-time employment as faculty. With these economies, the projected annual operating budget for the new school is \$39 million, of which approximately \$34 million is to come from state appropriations. This budget compares to the University of Florida's undergraduate medical instruction direct costs of \$50.3 million, plus an annual operating budget of \$13.3

¹¹ Office of Program Policy Analysis and Government Accountability, *Follow-Up Report of Florida's Eminent Scholars and Major Gift Challenge Grant Programs*, August 1998.

¹² August 18, 2000, presentation by Margaret Lynn Duggar to the medical school's implementation team. Florida's existing medical schools are allopathic schools at the University of Florida, the University of South Florida, and the University of Miami, and an osteopathic medical school at Nova Southeastern University.

million (fiscal year 1999-2000) of the self-insurance program.

The plan outlined in law includes the following principal components:

- **Students:** The new school will eventually enroll up to 120 students per class; enrollment levels will phase in the current 30 PIMS students to up to 40 medical school students in fall 2001; 20 additional students will be added each year until 120 students enter in fall 2005.
- **Curriculum:** The curriculum for the new medical school will use a distributed, community-based model with a special emphasis on rural health. Five or six subgroups of students will be assigned to clinical rotation training sites located throughout the state during their third and fourth year in medical school and return to Tallahassee periodically for special lectures and group functions.
- **Staff:** Each major clinical training campus will have a “community dean” and a student affairs officer; 60 basic and behavioral science teaching faculty will be recruited; all teaching faculty for the clinical training components will be community physicians who serve part-time appointments. There will be no faculty practice plans and the school will employ fewer than 20 full-time-equivalent physicians.
- **Facilities:** The major requirement will be an on-campus facility including administrative offices, lecture halls, teaching laboratories, small group workrooms, and the instructional resources center. The projected cost is \$50 million. Clinical faculty will work out of their existing medical practice offices.

Following is a summary of the implementation status for these plans:

- **Accreditation:** The Liaison Committee on Medical Education visited the FSU campus in August and provided directions on the requirements for accreditation. Required data is to be completed January 3, 2001, and presented to the LCME Board at its February meeting.
- **Staffing:** The position description and job announcement for the appointment of a Dean is complete. The Dean Emeritus of Harvard Medical School is the consultant for the search firm. Appointments of a Community Affairs Director, an Associate Dean for Clinical Affairs, and the Acting Dean were announced by early October 2000. Consultants are employed to work on the following implementation plans: information and technology; geriatric focus; space and site development; student services; rural focus; and innovative curricula.

- **Community Clinical Training Site Development:** A Community Specialist and an Associate Dean for Clinical Campus are working to develop community corporation charters.
- **Students:** The first two students have been admitted. The implementation team has identified the importance of attracting a strongly motivated group of students for the college’s first class, especially students who express an interest in primary care family medicine.
- **Curriculum:** Students will use hand-held computers both to note their clinical experiences and to access several instructive databases. The administrators can use the information to monitor and plan a student’s clinical experiences to emphasize geriatric medicine and primary care in rural areas.
- **Building Plans:** Current plans are to locate 50 to 60 modular units, possibly on the women’s soccer practice field on the northwest quadrant.
- **Institute of Medical Sciences:** This institute is required for accreditation. Temporary quarters are located, and a draft memorandum of agreement for a staffing plan is under review. Final approval is not possible until the Board of Regents formally creates the College of Medicine.
- **Telemedicine:** An Information Technology Committee has been appointed to work with information technology specialists at the Department of Health. A program to provide student access to information technology is in progress with PIMS students.

Law Schools

The 2000 Legislature created two new law schools to be operated by the Florida International University and Florida A & M University.¹³ The General Appropriations Act for 2000 provides \$2,500,000 for the initial start-up costs at each university. The estimates of costs for 2000-2001 are \$27,300,000 for Florida A & M, which will need to construct new facilities, and \$2,165,302 for FIU, which has identified an existing site for its facility.

The policy concerns for the new law schools created by the 2000 Legislature are similar to those for the new medical school. Will these schools be able to attract minority students in sufficient numbers to

¹³ Florida has eight law schools: two public law schools, at FSU and UF, and six nonpublic law schools, at Nova Southeastern University, Stetson University, St. Thomas University, the University of Miami, the Florida Coastal School of Law, and Barry University at Orlando Law School. Florida Coastal and Barry University received their initial accreditation in 1999 and 2000.

address the under-representation of minorities in the legal profession? The requirements in law are much less detailed than those for the medical school, stipulating only that the schools must offer opportunities for part-time students and evening and weekend classes.

In September of 2000, both law schools submitted detailed implementation plans to the Board of Regents, including enrollment projections, organizational structure, and plans for accreditation, libraries, faculty hiring, and curriculum. The facilities plan for FIU is also complete.

When enrollment is complete in fall of 2006 (fifth year of operation) FIU projects an enrollment of 540, students, with 240 of those part-time students who are expected to complete the program in four years instead of three. Florida A & M projects a total enrollment of 646 by 2006, with 260 of those part-time students.

A site selection team for Florida A & M recommended Orlando as the best site for the new law school. The Board of Regents is scheduled to make a final site determination at its November, 2000, meeting.

RECOMMENDATIONS

Policy decisions affecting Florida's public postsecondary education system should consider how changing one segment might affect the others. The Legislature should maintain and increase the role of public community colleges as an open door to every Florida resident who wishes to pursue a baccalaureate degree.

COMMITTEE(S) INVOLVED IN REPORT *(Contact first committee for more information.)*

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MEMBER OVERSIGHT

Senator Sullivan