



Council for Education Policy, Research and Improvement

Council Meeting
September 10, 2003
Tampa, Florida



WELCOME



AGENDA

- II. Approval of Minutes**
- III. Chairman's Report**
- IV. Executive Director's Report**
- V. State Board of Education Report**
- VI. University Board of Governors Report**
- VII. Master Plan**
- VIII. Legislative Assignments**



II. Approval of Minutes



III. Chairman's Report



IV. Executive Director's Report



V. State Board of Education Report



VI. University Board of Governors' Report



VII. Master Plan

Major Initiatives

- ☐ **Staff Report – Collaborative Efforts, Leadership**
- ☐ **Council Discussion**



VIII. Legislative Assignments

A. Workforce Development Education Funding

- ☐ **Staff Report**
- ☐ **Council Discussion**

B. University Contracts

- ☐ **Staff Report**
- ☐ **Testimony from Institutional
Representatives**
- ☐ **Council Discussion**



Enrollment and Completion Trends



Workforce Education Areas

- Adult Education
- Adult Vocational (PSAV)
- Associate in Science Programs (AS, AAS, PSVC)
- Apprenticeship (still collecting data through survey and DOE data request)

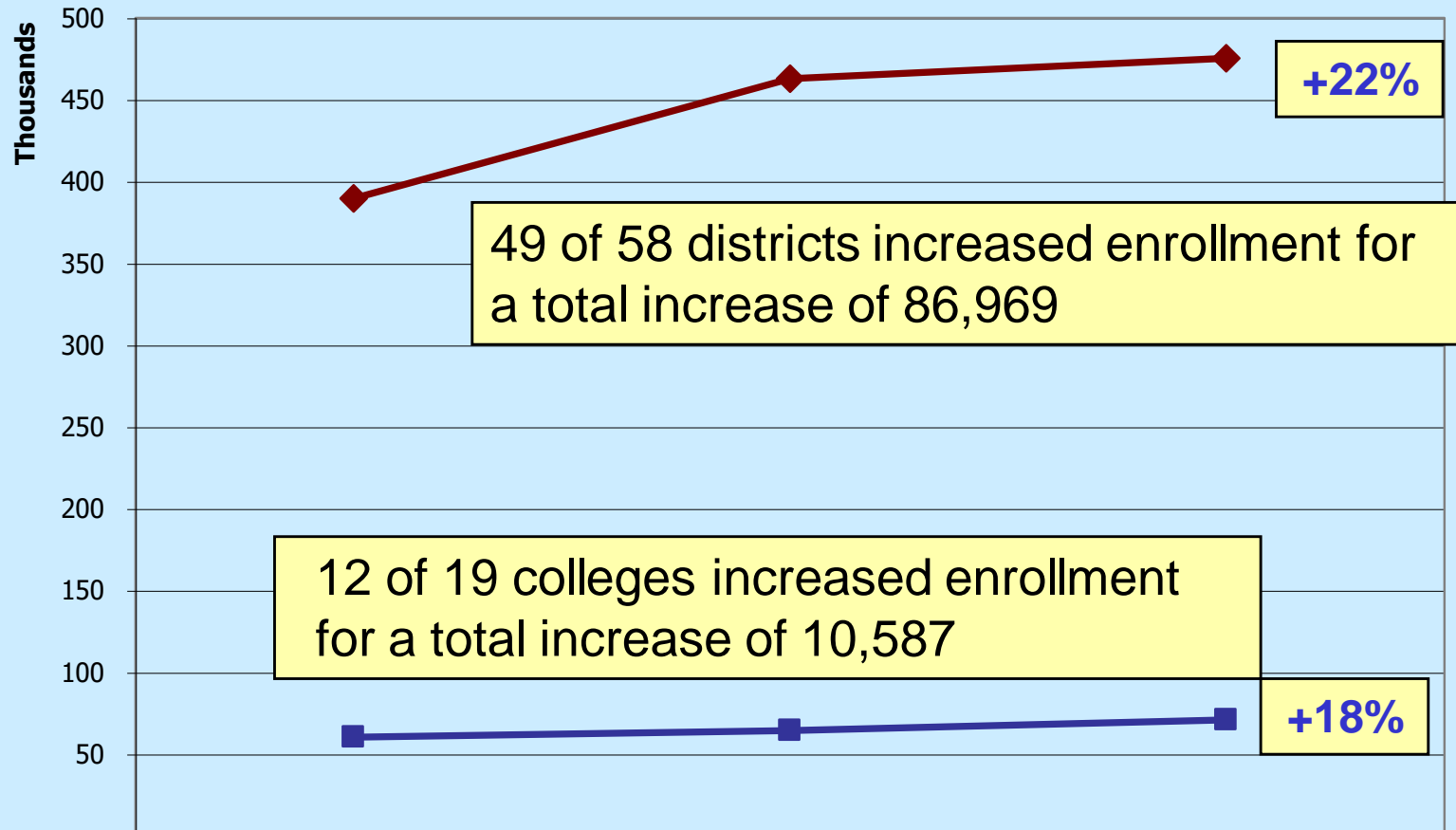


Data Issues

- Only the most recent three years of data provide a consistent time-series
 - 1999/2000, 2000/2001, 2001/2002
- Districts and Colleges do not report data in the same fields and do not use the same definitions
- Several events affect the times series like transfer of programs from district to college, new state requirements, etc.
 - This makes it very difficult to track program changes over time.



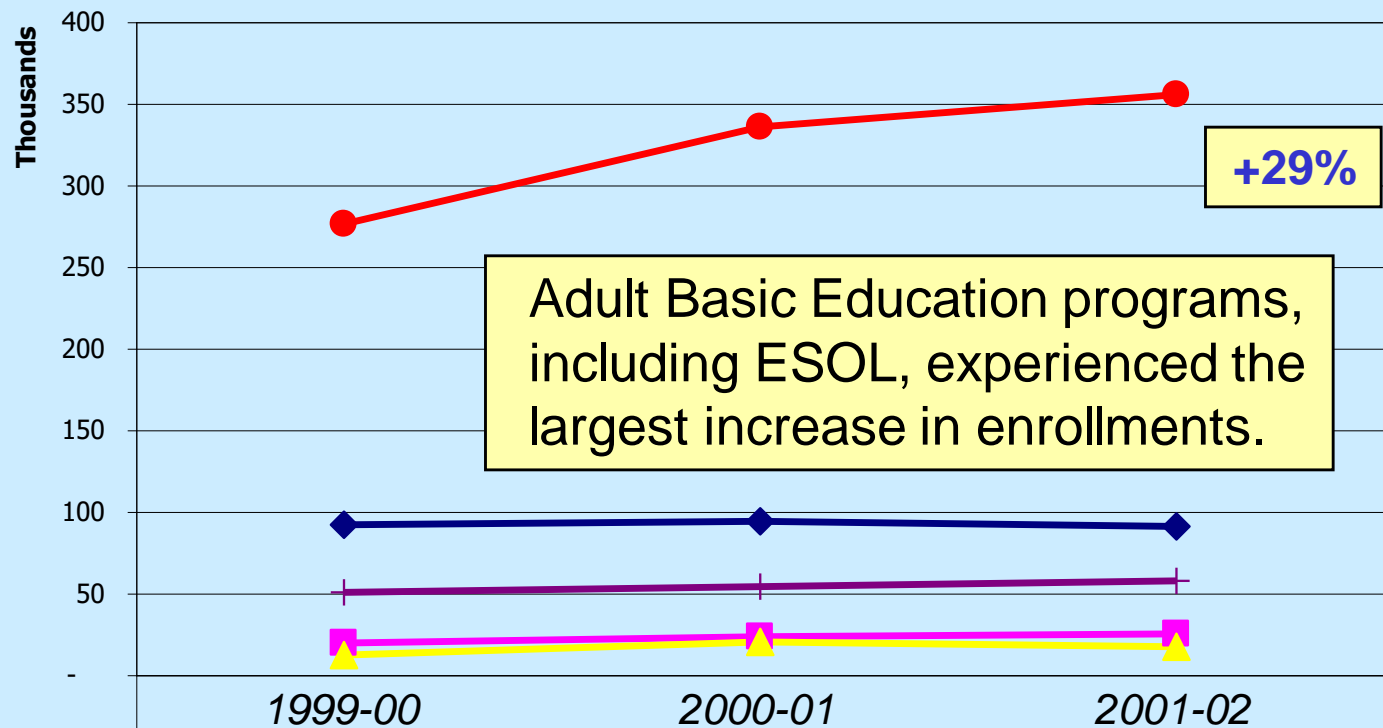
Adult General Education: 3-Year Trend in Enrollment by Sector



	1999-00	2000-01	2001-02
◆ District	389,764	462,795	475,304
■ College	60,390	64,368	70,980



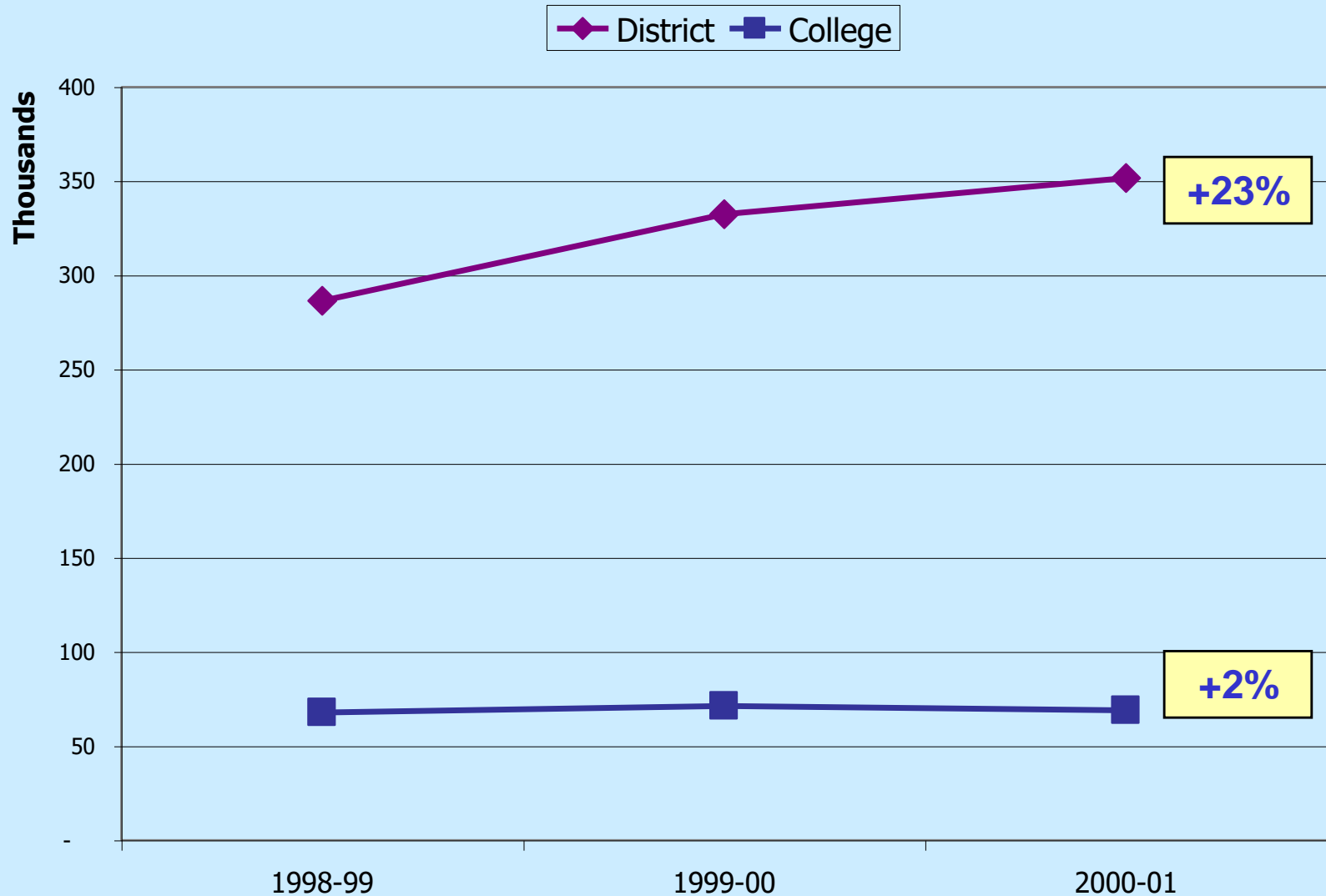
Adult General Education: 3-Year Trend in Enrollment by Program



● ABE	276,164	335,591	355,495
+ GED	50,537	53,998	57,540
◆ GEN ED	91,893	94,062	90,871
■ VOC PREP	19,488	23,255	25,148
▲ OTHER	12,072	20,257	17,230

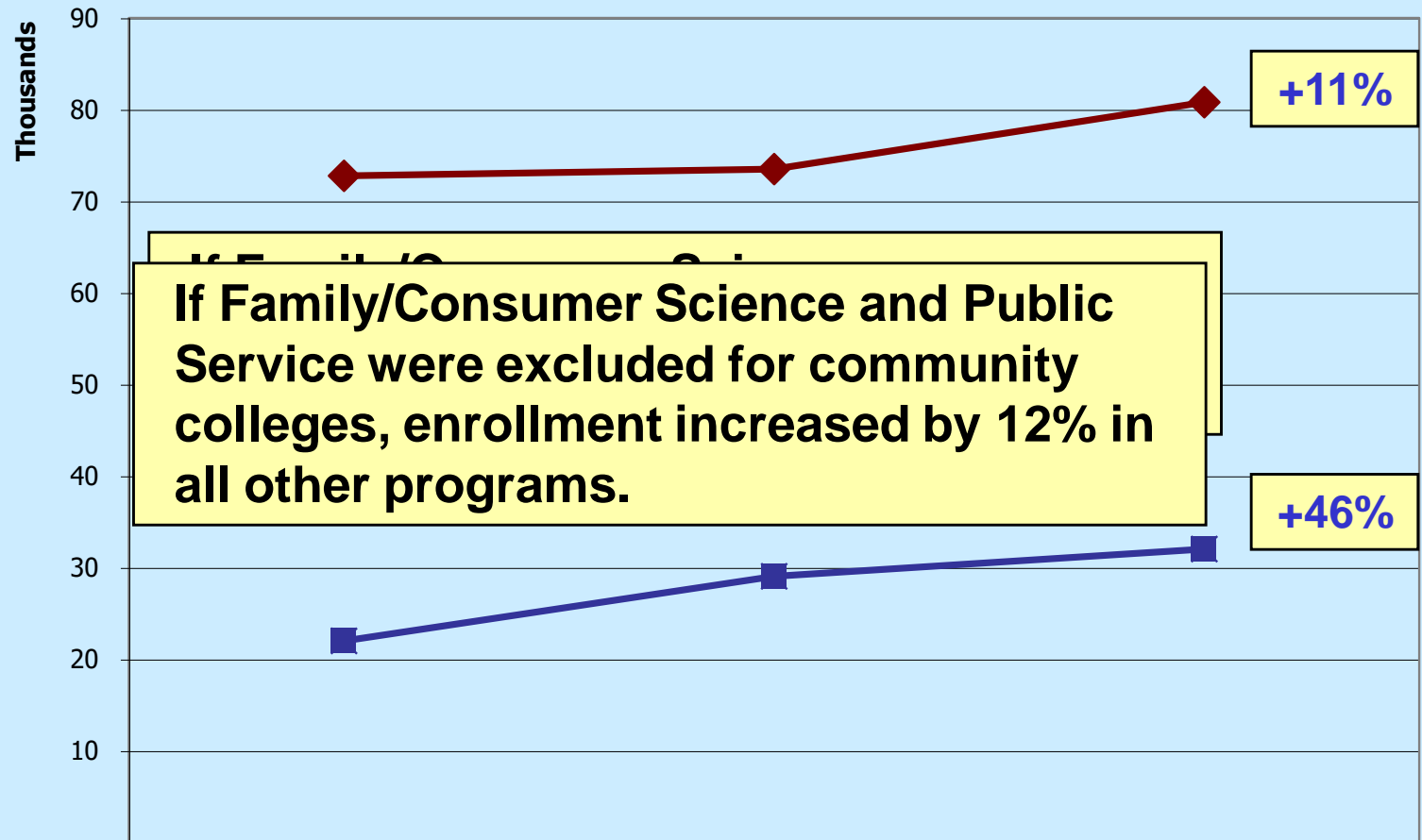


Adult General Education: 3-Year Trend in LCPs





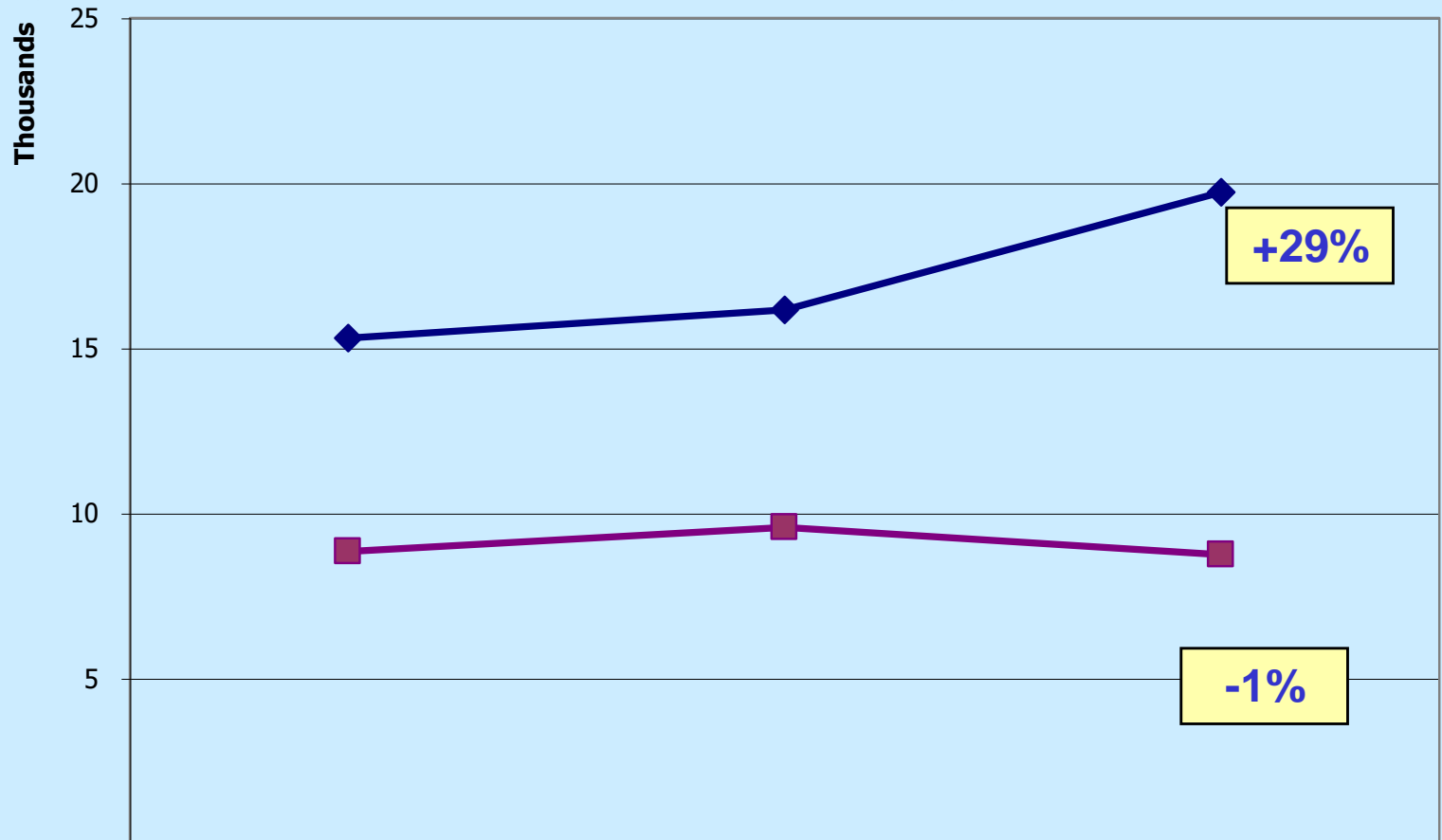
Adult Vocational Certificates (PSAV): 3-year Enrollment Trend by Sector



	1999-00	2000-01	2001-02
◆ District	72,763	73,498	80,806
■ College	21,989	29,056	32,011



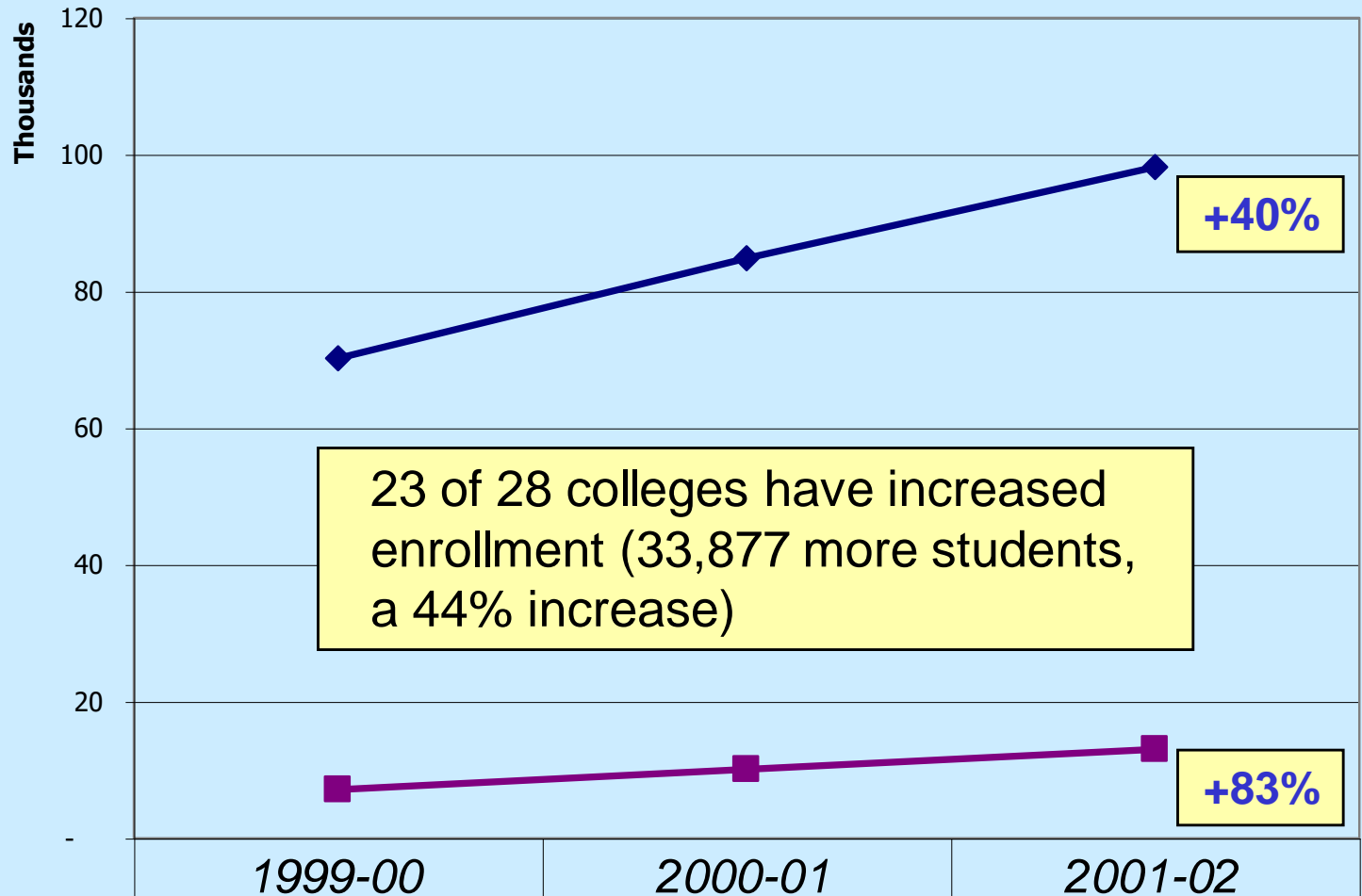
Adult Vocational Terminal OCPs: 3-year Completions Trend by Sector



	1999-00	2000-01	2001-02
◆ District	15,309	16,160	19,719
■ College	8,845	9,573	8,743



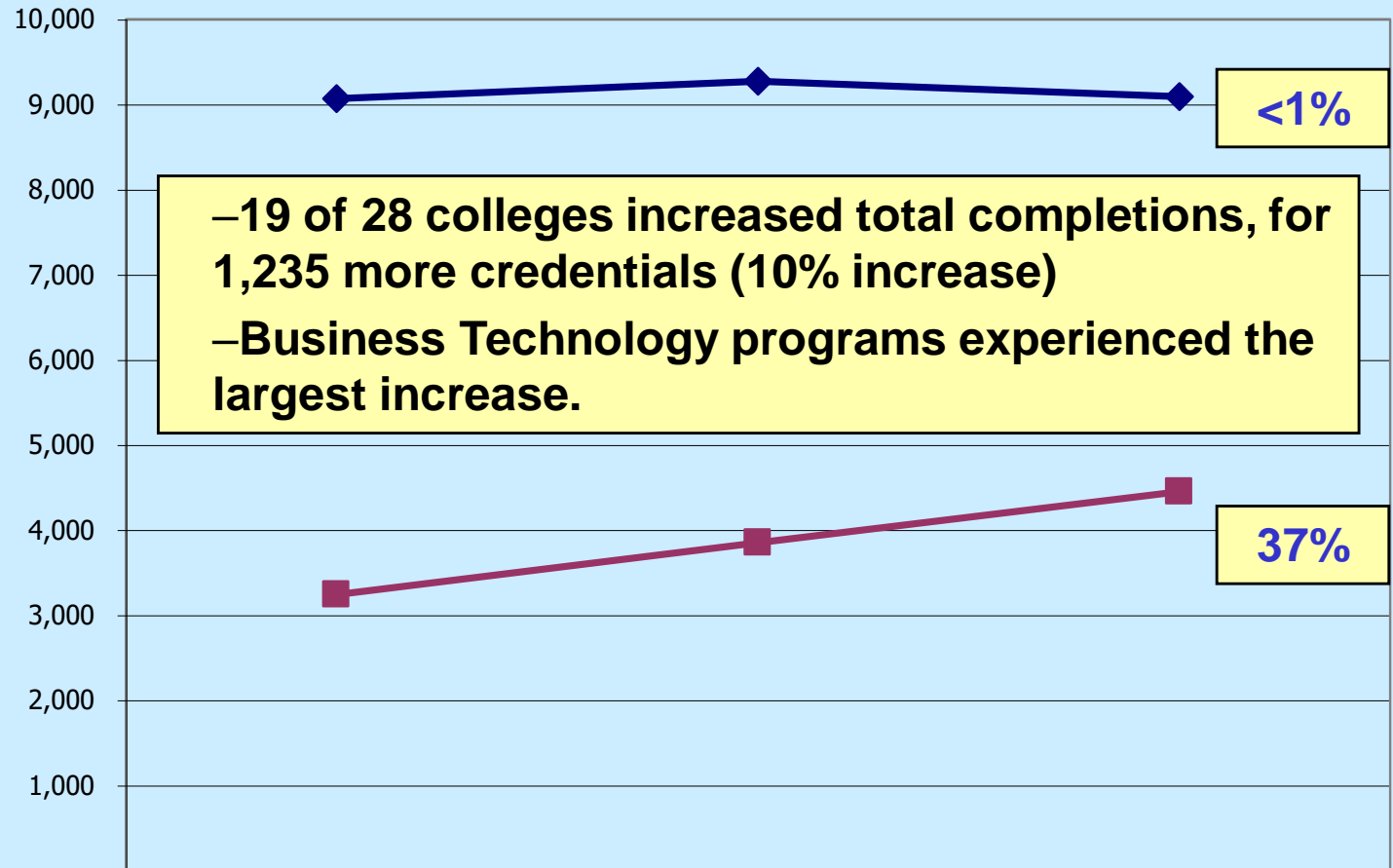
Associate in Science Programs: 3-Year Trend in Enrollment by Program



◆ AS/AAS	70,197	84,848	98,171
■ PSVC/ATD	7,097	10,081	13,000



Associate in Science Programs: 3-Year Trend in Completions by Type



<1%

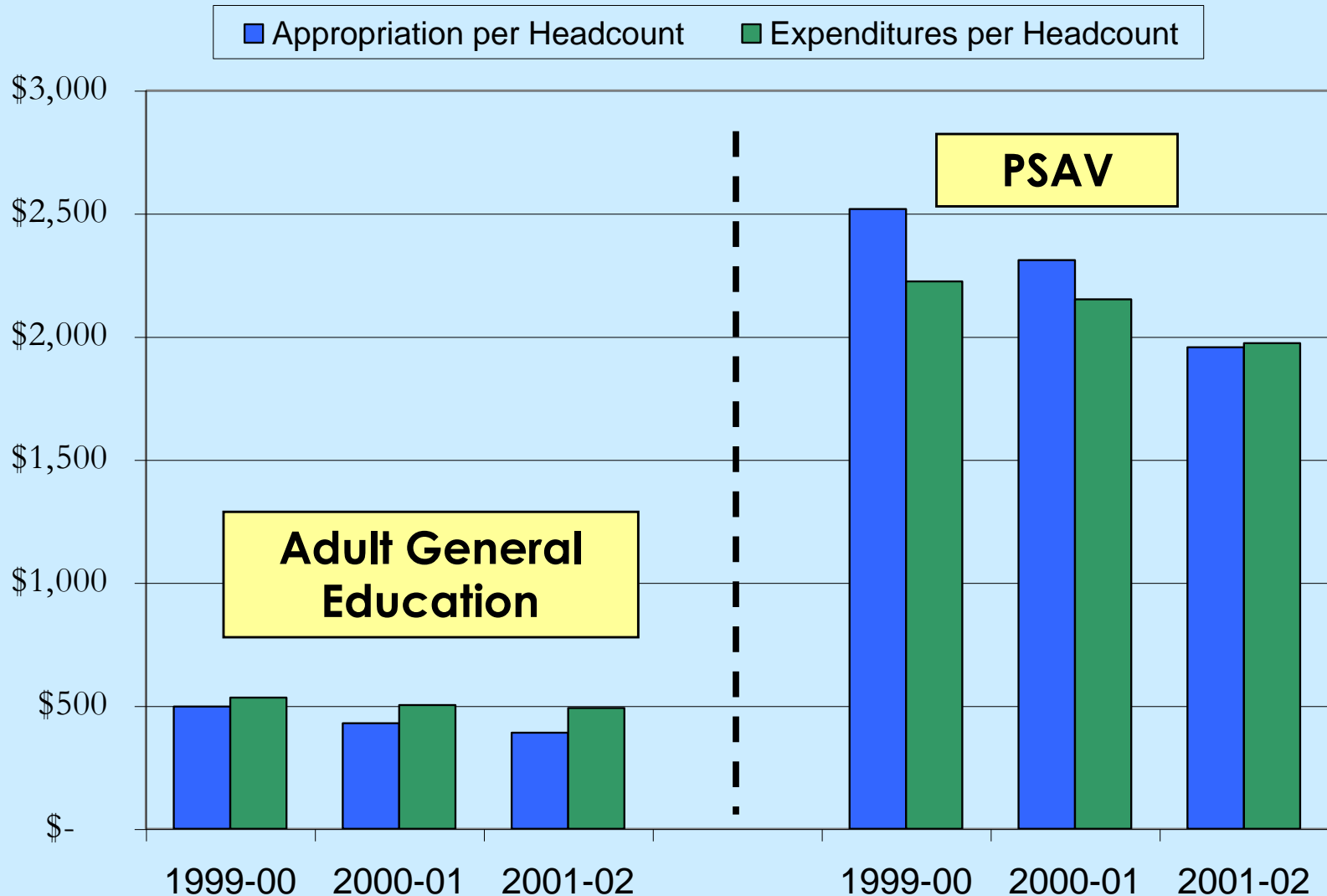
–19 of 28 colleges increased total completions, for 1,235 more credentials (10% increase)
–Business Technology programs experienced the largest increase.

37%

◆ AA/AAS	9,067	9,270	9,091
■ Certs/ATDs	3,238	3,849	4,449

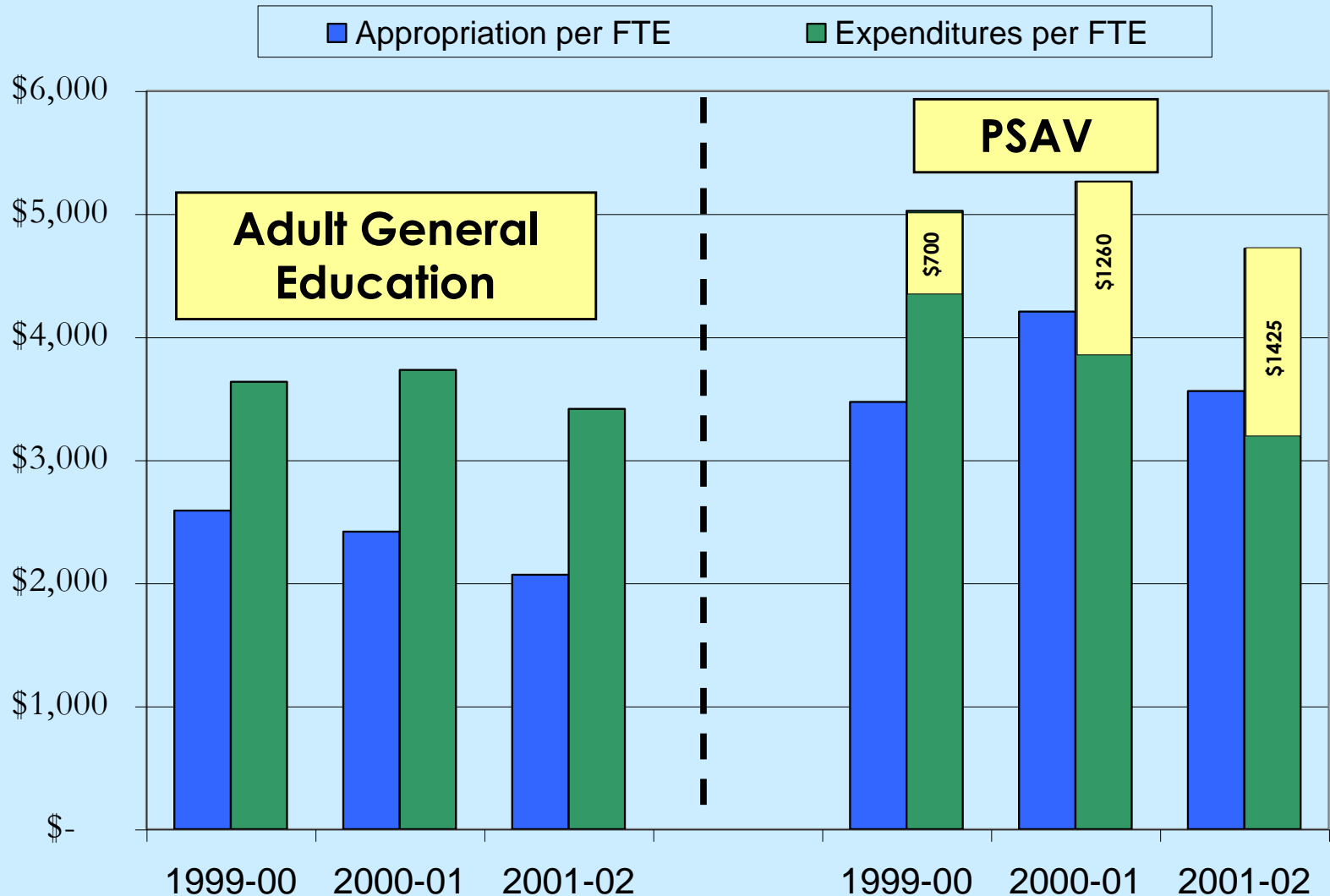


Appropriations vs. Expenditures: School District Programs



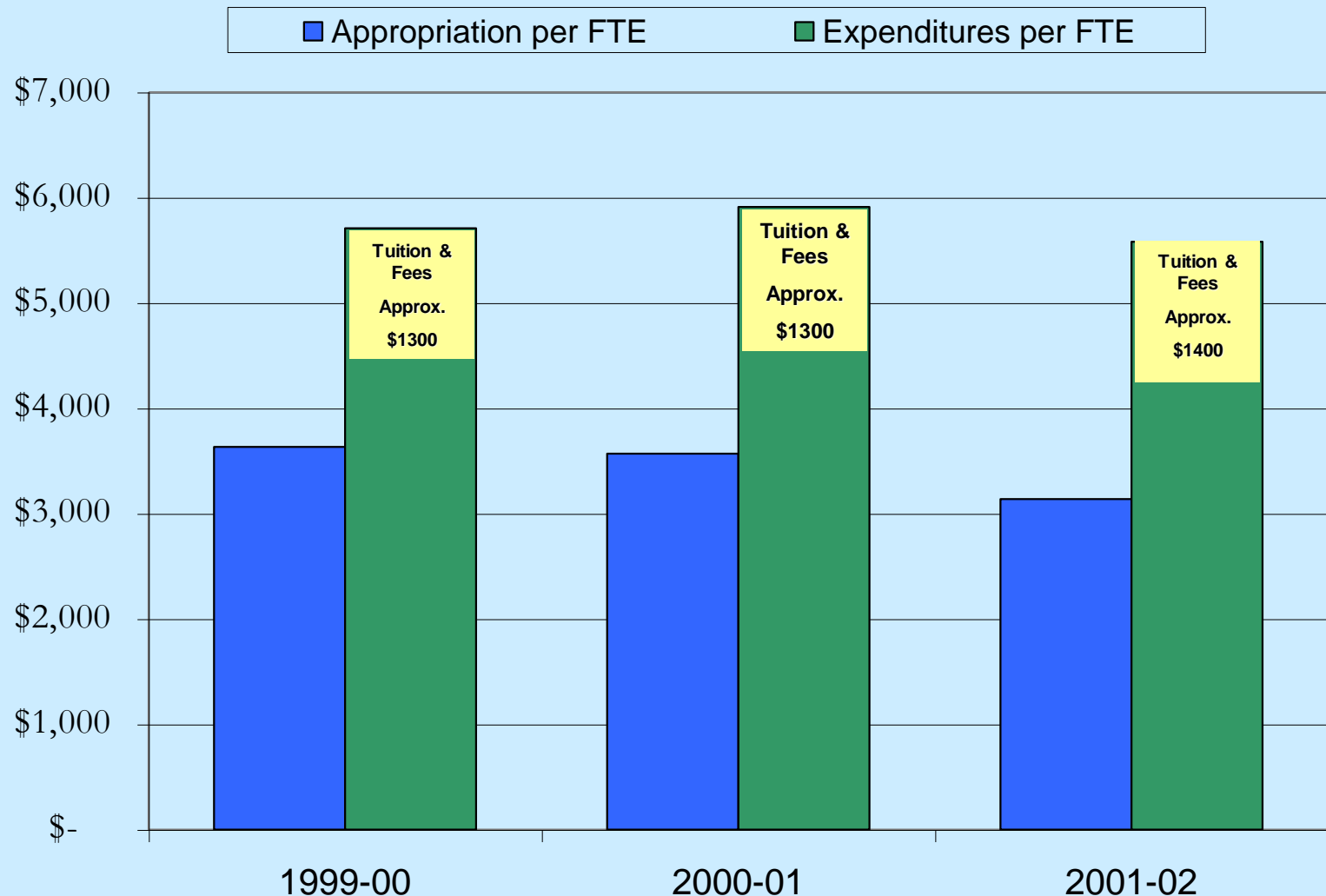


Appropriations vs. Expenditures: Community College Programs





Appropriations vs. Expenditures: Associate in Science Programs





Survey Results – On performance funding

- Focus on high wage/high skill occupations with higher placement rates
 - Some may only consider programs that are on the high wage, high skill list
- Increased completion and placement rates
- Elimination of programs with low completion rates and low enrollments
- Greater emphasis on accuracy of data collection
- Increased emphasis on credentials other than full degrees
- Approve of the use of LCPs to track progress in adult education (however, funding is inadequate in some cases)



Survey Results – Problems with Current Formula

- Current workforce formula does not support program expansion or the development of high demand, but high cost programs. Access to health care programs is a very specific problem with the current funding.
- Lack of funding for enrollment growth
- Programs leading to lower wage employment but with high local need may be sacrificed for high wage, high skill training programs.
- Lack of real time data to evaluate programs since the data used is 2-3 years



Survey Results – Problems with Current Formula

- Two issues not addressed in current funding formula for AS programs: students who complete a “chunk” of a program and leave, and AA majors in AS classes
- Lack of a fixed-dollar value -if a program earns "X" points, then it should be funded for "X" completion points.
- A few respondents said the current funding formula would be adequate if funded appropriately.

Survey Results – Responses to Current Problems with Funding



- Aggressive grant writing
- Increased class sizes
- Waiting lists for programs, application deadlines
- Limited staff development
- Held the number of programs constant
- Use of more adjunct faculty, if available
- Increased reliance on federal Perkins funding
- Decreased reliance on faculty and staff for staff

Florida Statutes 1008.31

Florida's K-20 education performance accountability system



- Requires the State Board of Education must provide that at least 10 percent of the state funds appropriated for the K-20 education system are conditional upon meeting or exceeding established performance standards.
- December 1, 2004 deadline for the DOE to recommend a formula for performance-based funding that applies accountability standards for the individual components of the public education system at every level, kindergarten through graduate school.
- After the 2004-2005 fiscal year, performance-based funds shall be allocated based on the progress, rewards, and sanctions established pursuant to this section.



Funding Principles

- Be based on state goals for postsecondary education.
- Be sensitive to different missions.
- Provide adequate funding.
- Provide incentives for or reward performance.
- Appropriately recognize size-to-cost relationships.
- Be responsive to changing demands.
- Provide reasonably stable funding.
- Be simple to understand.
- Fund equitably.
- Use valid, reliable data.
- Allow administrative flexibility in spending funds.

Funding Methodology Requirements



- Provide long-term stability, reward program performance, accommodate program growth
- Additional Goals
 - Emphasize the development of skills in high wage, high skill occupations
 - Encourage and reward K-20 partnerships

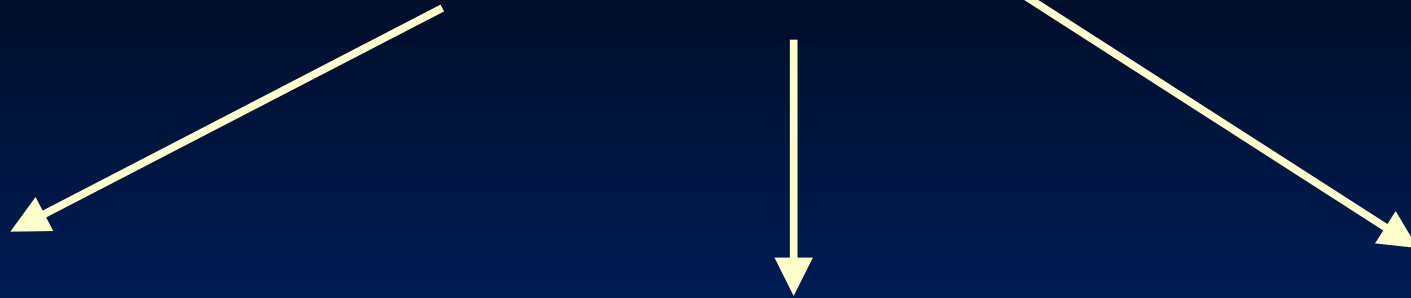


University Contracts

- **Follow-up from August meeting**
- **Contract Specifications**
 - **Fiscal Specifications**
 - **Performance Expectations**
 - **Incentives and Penalties**
- **Data Collection**
- **Audience Input**
- **Council Discussion**



Dispute



Renegotiation

Mediation

Cancellation



Cancellation

(see next slide)





Mediation

Renegotiation

Cancellation

Cancellation

Changes to Draft Contract

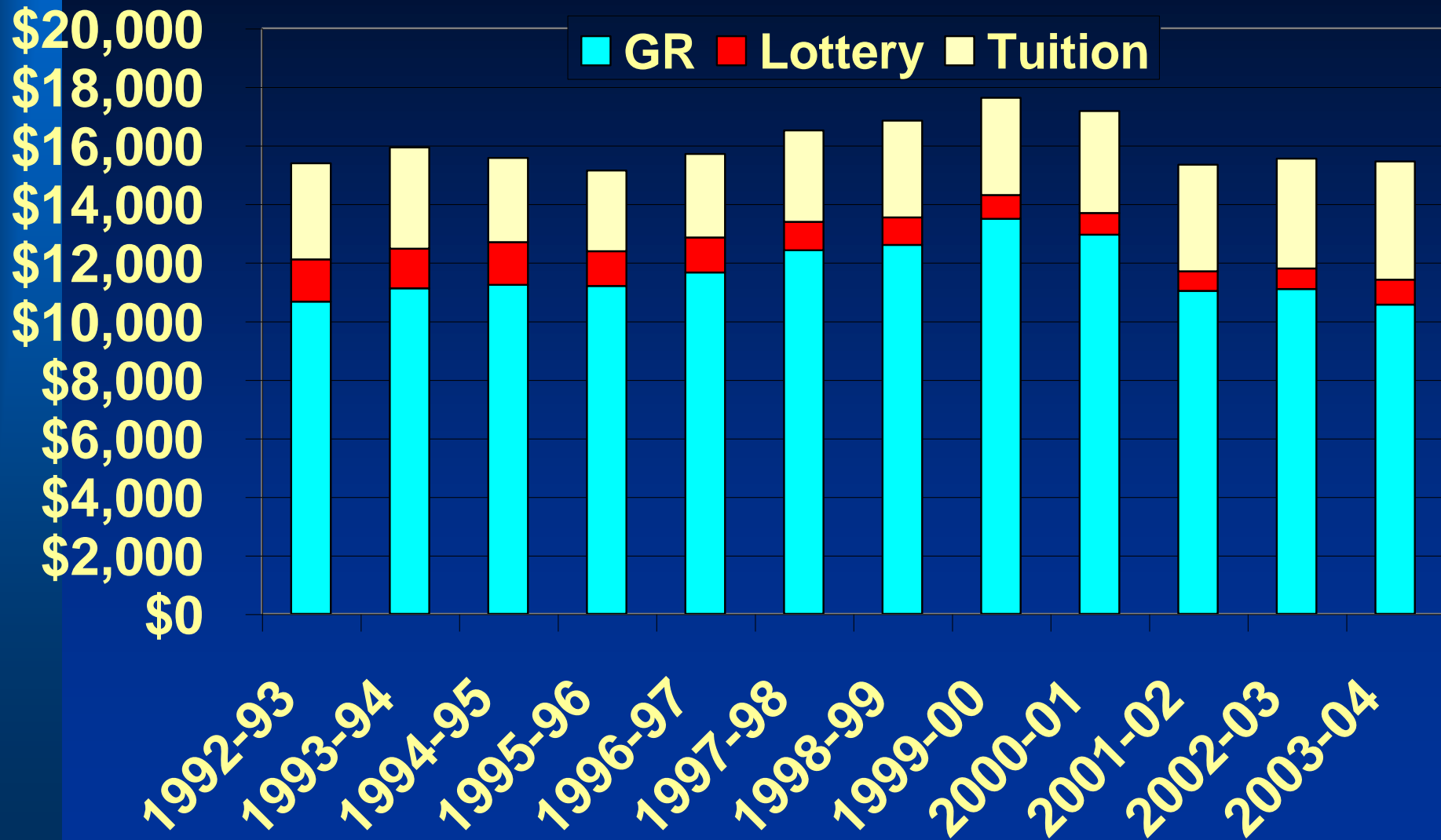


- **Point of Contact – added Chancellor's designee**
- **Cancellation – ensures at least a six-month notice**
- **Term of Contract – 3 years with annual extensions**
- **Waivers – deleted language**
- **Resolution of Disputes – as discussed**
- **Signatures – added all members of both boards**

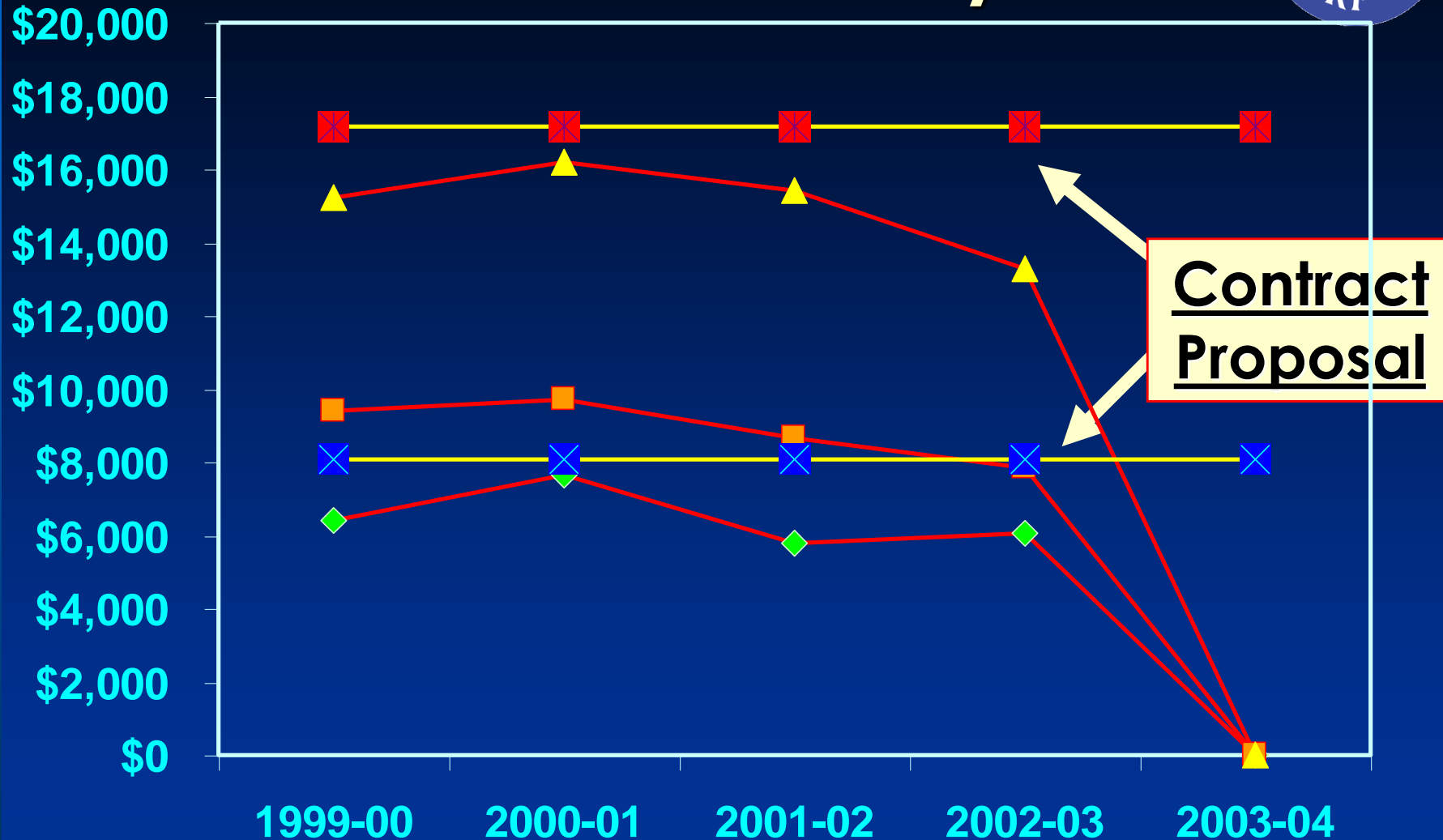


Fiscal Specifications

CPI Adjusted History of Overall University System Funding per FTE



CPI Adjusted Funding per FTE for Enrollment Growth at FSU by Level



Lower Level

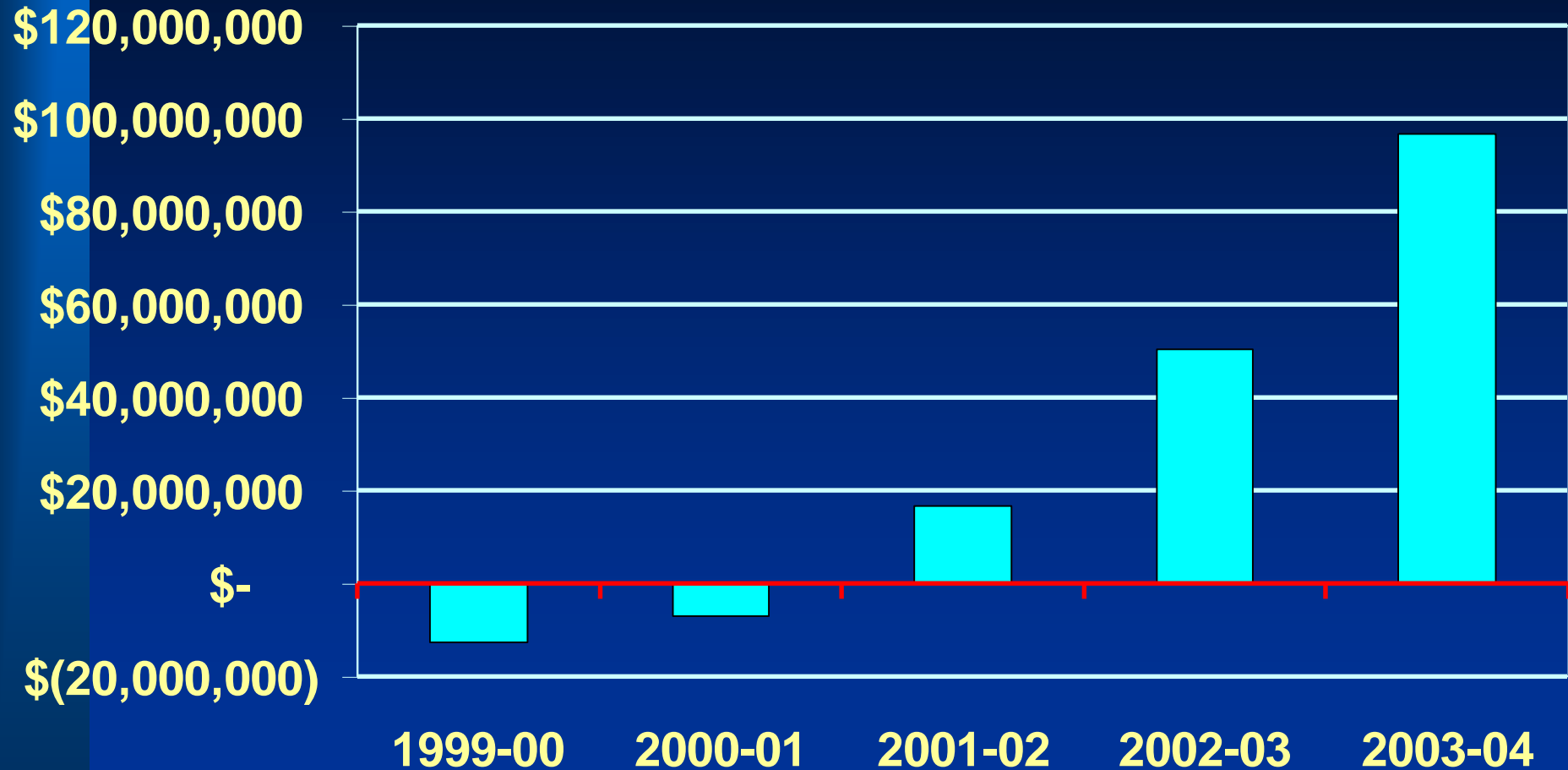
Upper Level

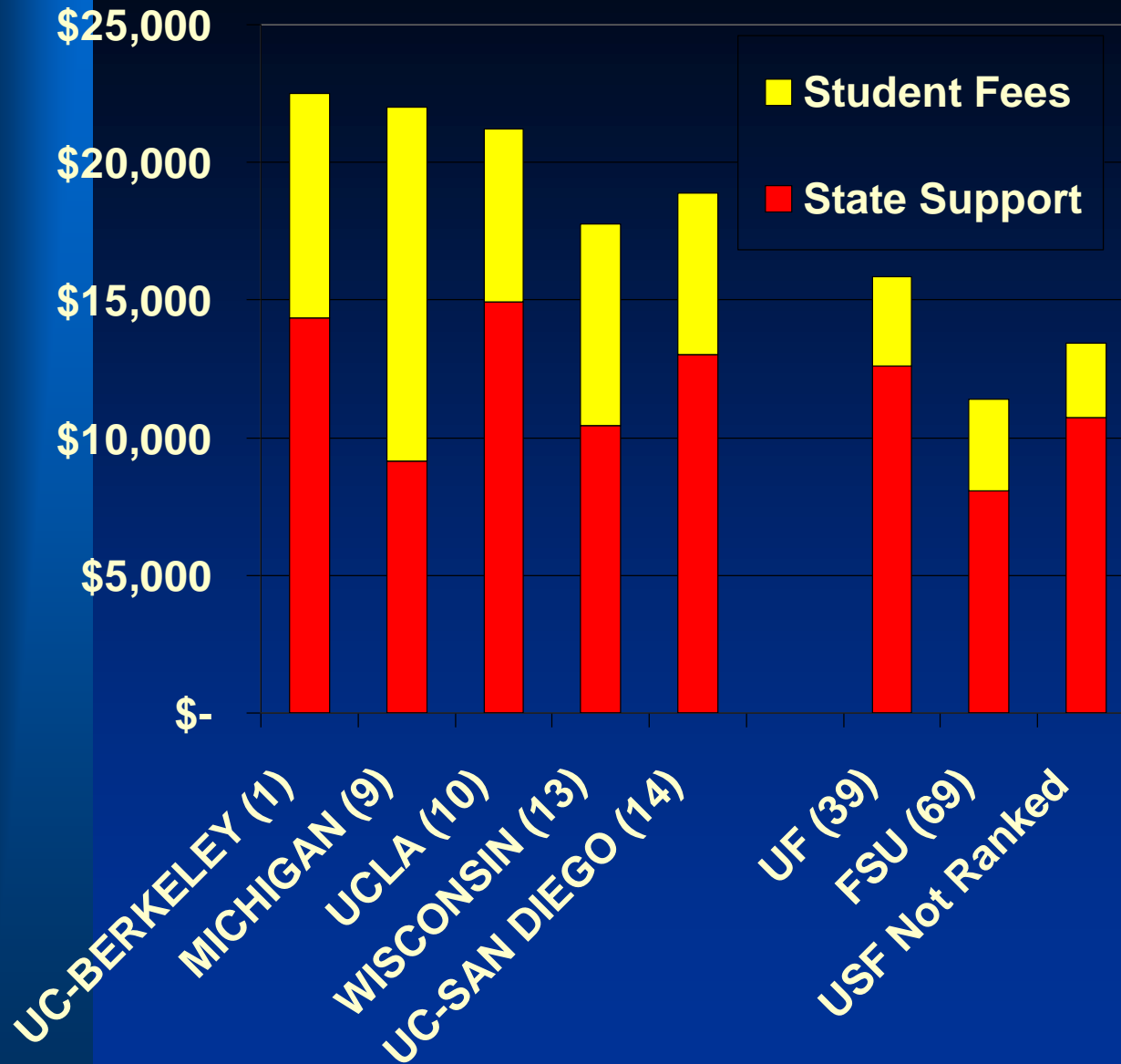
Graduate I

Contract Undergraduate

Contract Graduate

Contract (Below)/Above Actual Funding of UF & FSU Over 5 Years





Comparison of State and Student Fee Support per FTE of Florida vs. Top 5* Public Universities

*Based on Vanguard Rankings



Options

- 1. Specify the level of General Revenue funding and the amount of funding per student for enrollment growth and declines. OR**
- 2. Indicate that the Board of Governors (or Legislature) will request (or appropriate) sufficient funds to enable the University to meet its performance standards.**

Staff Recommendations



- 1. The Board of Governors should request or Legislature should appropriate sufficient funds to enable the University to meet its performance standards.**
- 2. The state should establish a constant rate of funding FTE growth by level.**
 - When available resources decline, the amount of FTE growth that is funded should be adjusted rather the rate of funding per FTE.**
 - Unfunded FTE could then be provided for once state revenues improve.**



Fee Flexibility

2003-04 General Appropriations Act

The out-of-state fee per credit hour is hereby established for the 2003-04 fiscal year as follows:

<u>Resident Fees</u>	2003 Summer	2003-04 Fall/Spring
Lower Level Courses	\$ 58.45	\$ 62.83
Upper Level Courses	\$ 58.45	\$ 63.83
Graduate Level Courses	\$ 147.67	\$ 158.74
Law	\$ 167.83	\$ 180.41
<u>Non-Resident Fees</u>		
Lower Level Courses	\$ 302.99	\$ 325.71
Upper Level Courses	\$ 302.99	\$ 325.71
Graduate Level Courses	\$ 469.20	\$ 504.39
Law	\$ 488.73	\$ 525.38

2003-04 General Appropriations Act



Funds in Specific Appropriation 123 are based upon the following full-time equivalent (FTE) enrollment:

Lower Level	57,949
Upper Level	74,075
Graduate	27,580
Total	159,604



Fee Flexibility Alternatives

- **Limited Flexibility**
 - Cap revenue rather than specify fees in proviso
 - Based on mission
 - Full flexibility as an alternative to growth
 - Based on programs
 - Flexible range alternative
- **Unlimited Flexibility**
 - Non-resident and graduate only
 - Full flexibility for all student levels and institutions

Flexibility Based on Mission



Tie to national average or upper quartile by SREB
type of institution

Pro:

- **Forces conformity to national norms**
- **Provides the most funding increase to the institutions that are the least competitive in funding**
- **Provides a price incentive for enrollment in smaller universities**

Con:

- **Does not provide the same funding to all universities**
- **Does not provide market-based pricing**

Flexibility Tied to Enrollment Plans



Full flexibility at universities that do not plan to grow.

Cap others.

Pro:

1. Provides full flexibility to universities with most demand
2. Provides full flexibility to Research I universities where fees are most below peers
3. Restricts student costs at institutions that continue to provide expanded access

Con:

1. Could differentially affect access in some regions of the state depending on how it is implemented

Option: multicampus universities should be allowed to declare individual campuses to be fully developed

Differentiate Fees by Program



Based on anticipated salary of graduates
Option: Could be limited to honors programs

Pro:

1. Manages student cost based on anticipated ability to pay
2. Uses job market to determine pricing

Con:

1. If price differences are very large may provide a cost-based disincentive to enrollment in state priority programs
2. Typically only done for graduate professional programs

Recommendation: Should be a local option if this is pursued because the precision required to do this properly is probably not possible at the state level.

Unlimited Flexibility



- **Graduate and Out-of-State only, could be used in combination with policies discussed above.**
- **Full flexibility**

Pro:

Allows fees to adjust to market conditions

Con:

Could result in dramatic increases. However, this could be mitigated by performance measures related to access

Staff Recommendations



- **Boards of trustees should be provided flexibility to set student tuition and fees contingent upon BOG approval of university plans and performance measures that continue access by disadvantaged and place-bound populations.**
- **The Department of Education should examine the feasibility of procedures that would allow state financial aid programs to adjust to university flexibility in establishing variable fee schedules such as block fees.**

Financial Aid and Student Cost Options

- 1. Require each university to allocate_____ percent of the revenue derived from fee increases to need based student aid in order to maintain student access and control student debt.**
- 2. Require universities to implement initiatives such as implementing the UF student tracking system that can reduce student costs.**
- 3. Require performance measures for student access and graduation and development of a plan for containing student cost, rather than mandating specific initiatives.**



Staff Recommendation

Require performance measures for student access and graduation and development of a plan for containing student cost, rather than mandating specific initiatives.

Public Education Capital Outlay (PECO)



- **UF/FSU proposal – PECO funds provided based on each university's last 10-year average PECO appropriations**
- **Relevant facts:**
 - **Changes current methodology**
 - **DOE has a new Advisory Council on Educational Facilities**
 - **PECO funds are anticipated to drop drastically next year, then gradually increase**
 - **Committing this level of PECO funds will have a negative impact on the amount available for community colleges and public schools**

PECO



Staff recommendation:

- **Do not include a PECO commitment in the contract at this time, since it could have a negative impact on other institutions and delivery systems.**
- **In the future, it may be appropriate to take into consideration the recommendations of DOE's Advisory Council on Education Facilities, due February 2004.**

Performance Expectations



- **Federal Higher Education Act (HEA) Reauthorization**
- **Florida Department of Education (DOE) Activities**
 - **Dr. Dorothy (Dottie) Minear**
- **Student and Employer Satisfaction**
 - **Ms. Kristina Goodwin (staff)**



Quality & Efficient Services

Student and Employer
Satisfaction Surveys

Satisfaction Surveys



- **Should the university contract address student and employer satisfaction surveys?**



Satisfaction Surveys

- **Southern Association of Colleges and Schools (SACS) Accreditation**
- **Florida Education and Training Placement Information Program (FETPIP)**
- **National Student Surveys**
- **Florida Universities' Satisfaction Surveys**

National Student Surveys



NSSE – National Survey of Student Engagement

CSEQ – College Student Experiences Questionnaire

CSXQ –College Student Expectations Questionnaire

CIRP – Cooperative Institutional Research Program

SSI – Student Satisfaction Inventory



Florida Universities

- All 5 institutions conduct student and employer satisfaction surveys

Student Satisfaction Survey

- All have participated in at least one national student survey.
- All conduct an institutional graduating student survey
- Frequency of the surveys vary

Employer Satisfaction Survey

- Frequency varies among institutions.
- Conducted at the institution OR department level.

STAFF RECOMMENDATION



- **The contract should ensure that sufficient feedback is being received from students and employers to determine institutional quality.**

Performance Expectations



- **Options for Contract Specifications**
 - **Create specific measures and standards to be included in every university's contract**
 - **Specify that the BOG and universities should negotiate measures and standards to meet state goals**
 - **Identify key issues or objectives for which measures and standards should be developed**
 - **Identify performance commitments, in addition to measurable standards**

Performance Expectations



Staff recommendations:

The report should include a list of high priority issues for which commitments and/or measures and standards should be developed for inclusion in the contract.

Institutional-specific measures should also be considered during contract negotiations.

Incentives and Penalties



- **Proviso language specified that the study was to include “penalties, if any, for failure to comply with the terms and conditions of each contract.”**
- **Draft contract contains strong linkage between tuition flexibility and performance measures (see hand-out)**

Incentives and Penalties



Staff Recommendation:

- **Prior to contract negotiations, BOG shall adopt rules or guidelines that specify:**
 - **Direct linkage between performance and tuition flexibility**
 - **Requirements for improving performance**



Data Collection



Legislative Direction

- **Concerns raised**
- **Directed to look at data collection methods**
 - **How will data be collected “to demonstrate compliance with the terms and conditions of each contract?”**

New Software Systems



- **July 1, 2003 – five have moved off of the State Comptroller's system**
- **July 1, 2004 – six will move off of the State Comptroller's system**
- **Universities will move off the State's payroll 6 months later**
- **Universities may change other systems (i.e. student, human resources)**



Quality Assurance

- **Continued quality**
 - **DOE Data Dictionary**
- **Data reporting**
 - **Has not changed**
- **Data checks**
 - **By requesting agency**



Summary

- At this time, there are no problems
- Institutions are working together and with the DOE to maintain the same level and quality of data reported.

STAFF RECOMMENDATION



- There appears to be no need to include data collection and reporting methods in the contract.
- However, the proviso directed CEPRI to investigate data collection and reporting methods. This information should be included in the final report.

University Contracts



- **Audience Input**
- **Council Discussion**



Working Lunch

Invited Speakers/Public Testimony



X. Other Items of Interest



XI. Adjournment