

The 1998 Master Plan for Florida Postsecondary Education

Appendices A - E

Appendix A

Introduction

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Appendix A

Racial/Ethnic Percentage Distribution 1992-93 Florida Public High School Graduates and 1994-95 Public Postsecondary Degree Recipients

Exhibit

	White	Black	Hispanic	Other
1992-93 High School Graduates	65%	20%	12%	3%
1994-95 CC A.A. Degrees	76%	7%	12%	5%
1994-95 SUS Baccalaureate Degrees	73%	10%	11%	6%
1994-95 SUS Master Degrees	74%	7%	7%	12%
1994-95 SUS Doctoral	63%	6%	3%	29%
1994-95 SUS Professional	77%	11%	6%	6%

Source: State University System and State Board of Community Colleges, Fact Books and Accountability Reports.

Enrollment, Institutions, and Degrees Granted At Four-Year Institutions Per 100,000 18-44-Year-Old Population, 1994-95

Exhibit

	Enrollment			Institutions			Baccalaureate Degree
Florida	2,962	1,383	4,345	0.17	1.05	1.22	844
Texas	4,222	977	5,199	0.51	0.73	1.24	895
Washington	3,128	1,126	4,254	0.35	1.01	1.36	963
California	2,759	947	3,706	0.22	1.15	1.37	795
Georgia	4,102	1,418	5,520	0.61	1.16	1.77	850
Michigan	4,918	1,784	6,702	0.38	1.43	1.81	1,128
North Carolina	4,201	1,744	5,945	0.57	1.34	1.91	1,079
Wisconsin	5,731	2,018	7,749	0.62	1.40	2.02	1,301
Ohio	4,732	2,053	6,785	0.53	1.50	2.03	1,096
Illinois	2,938	2,376	5,314	0.25	1.88	2.13	1,068
Indiana	6,496	2,192	8,688	0.59	1.68	2.27	1,267
New York	3,689	3,831	7,520	0.56	2.27	2.83	1,237
Pennsylvania	3,961	3,453	7,414	0.94	2.12	3.06	1,321
West Virginia	7,936	1,456	9,392	1.83	1.41	3.24	1,217

*States are sorted from lowest to highest number of total institutions.

Source: U.S. Census Bureau, *Statistical Abstract*, 1995
NCES, *Digest of Education Statistics*, 1995 and 1997.

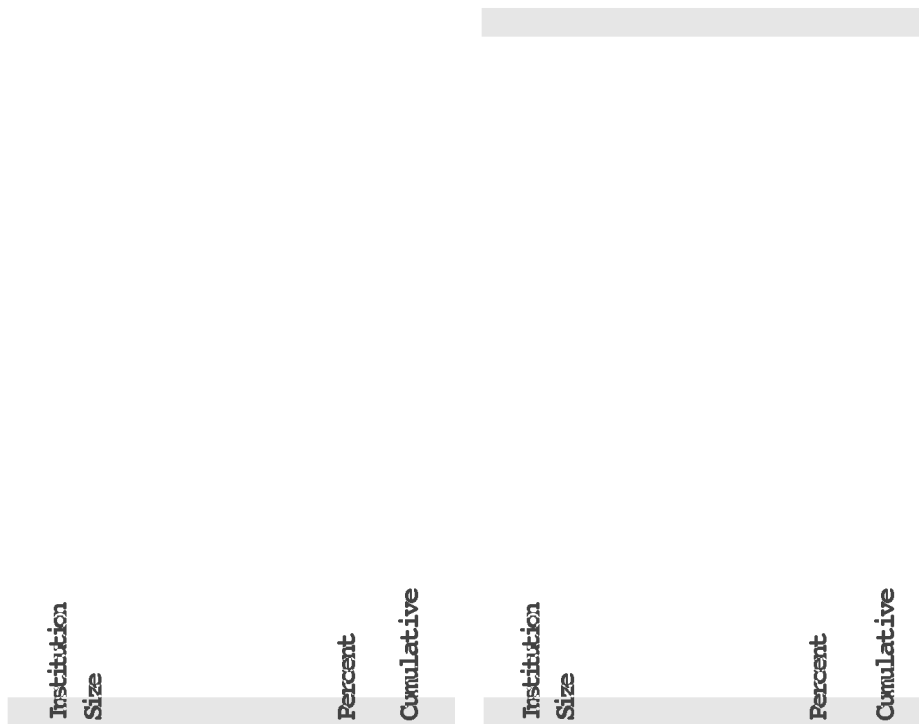
Appendix A

EXHIBIT

Distribution of Enrollment in Public Four-Year Institutions of Higher Education, Fall 1994

Institution Size	# of Students	Percent	Cumulative	Institution Size	# of Students	Percent	Cumulative
0-200	0	0%	0%	0-200	0	0%	0%
200-499	0	0%	0%	200-499	0	0%	0%
500-999	0	0%	0%	500-999	0	0%	0%
1,000-2,499	0	2%	3%	1,000-2,499	0	2%	3%
2,500-4,999	0	7%	10%	2,500-4,999	0	7%	10%
5,000-9,999	27,143	14%	14%	5,000-9,999	27,143	14%	14%
10,000-19,999	17,367	9%	22%	10,000-19,999	17,367	9%	22%
20,000-29,000	80,197	41%	63%	20,000-29,000	80,197	41%	63%
30,001+	73,224	37%	100%	30,001+	73,224	37%	100%

Institution Size	# of Institutions	Percent	Cumulative	Institution Size	Percent	Cumulative
0-200	0	0%	0%	0-200	0	0%
200-499	10	2%	2%	200-499	0	0%
500-999	26	4%	6%	500-999	0	0%
1,000-2,499	84	14%	20%	1,000-2,499	0	2%
2,500-4,999	114	19%	39%	2,500-4,999	0	7%
5,000-9,999	150	25%	64%	5,000-9,999	3	33%
10,000-19,999	132	22%	86%	10,000-19,999	1	11%
20,000-29,000	62	10%	96%	20,000-29,000	3	33%
30,001+	21	4%	100%	30,001+	2	22%



Source: 1996 Digest of Education Statistics; 1996 State Board of Community Colleges Fact Book.

EXHIBIT

Florida Population Growth, 1985-2010 (Projected)

Fall
 Spring High School Grad
 Total Florida Population
 0-44 Florida Population
 45+ Florida Population
 18-44 Florida Population
 18-24 Florida Population
 25-44 Florida Population
 0-17 Florida Population
 25+ Florida Population

Exhibit

Source: U.S. Census Bureau, Statistical Abstract, 1995;
NCES, Digest of Education Statistics, 1997

Appendix A

Appendix A

Appendix B

**Access Responses--
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Appendix B

Appendix B

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Assessment Of Potential Responses To Address Projected Enrollment Growth In Florida Higher Education

Enrollment in Florida higher education has grown significantly over the past few decades. Between 1970 and 1995, total statewide headcount enrollment (including the State University System, community colleges, and private institutions) grew by nearly 400,000, from 235,525 to 629,395 students.

1.0 Introduction and Background

This significant growth is expected to continue. Projections by Florida Postsecondary Education Planning Commission staff estimate that the total statewide headcount enrollment in 2010 will be 888,141, an increase of 258,746 (+41%) over 1995 levels. In September 1997, MGT of America, Inc., was retained to review and update the PEPC staff estimates as well as to assess several possible responses to this projected enrollment growth in order to meet the need for baccalaureate-level instruction. As presented to the Commission in October, our review of the PEPC staff estimates verified the data and methodology used by the staff and confirmed that a projected enrollment growth in the 250,000 student range was reasonable and supportable.

The purpose of this paper relates to the second part of our assignment: the explication and assessment of possible responses by the state to this projected enrollment growth in order to address the increased demand for baccalaureate-level instruction. The paper has four sections:

- a brief description of several possible responses;
- a discussion of the criteria employed in evaluating these responses;
- an evaluation of the responses according to the stated criteria;
- a summary and conclusion.

There are six possible responses to enrollment growth included in this assessment:

2.0 Description of Possible Responses

Increase enrollment at each existing SUS institution. This response would simply accommodate a significant portion of the projected enrollment growth by allowing growth at the 10 existing universities. Three variants on this response are considered:

Increasing enrollment at each SUS institution according to its current proportion of total system enrollment.

Increasing enrollment at each SUS institution by an equal number of students.

Allowing each SUS institution to grow to a "maximum" enrollment level with remaining demand distributed to the other universities.

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Establish a state college system. This response would entail the establishment of a “middle tier” system of public colleges in Florida that would focus solely on the provision of baccalaureate-level instruction.

Authorize community colleges to offer selected baccalaureate degrees. This response would add upper level instruction at the community colleges in selected fields leading to the baccalaureate.

Increase the number of joint-use facilities at community colleges. This response would involve the establishment of additional “joint use facilities” at community colleges that would allow students to take both community college and state university courses on site. Two variants on this response are considered:

Expanding the current joint use facility model, which has similar operating costs to the responses that expand SUS enrollment.
Implementing a “modified joint use facility” model that would have faculty with increased teaching loads and similar operating costs to the state college model.

Increase the state subsidy to in-state students attending Florida private institutions. This response would entail an increase in the Florida Resident Access Grant (FRAG) from its current level (\$1,600 per year) to encourage more Florida residents to attend in-state private institutions.

Increase the use of distance learning and instructional technology. This response would seek to increase access to higher education via expanded use of distance learning and instructional technology.

The term “response” rather than “option” has been specifically used here because these are clearly not mutually exclusive ways of addressing the projected enrollment growth. In fact, no single response is likely to be adequate to meet the need. The state will need to use a combination of these responses to meet enrollment demand.

Given the magnitude of this policy issue, it is clear that no single criterion is sufficient for evaluating the overall appropriateness of the aforementioned responses to projected enrollment growth. We have included seven criteria in our assessment of the responses:

3.0 Description of Assessment Criteria

- 1 **Capacity.** To what extent does the response increase the state's overall enrollment capacity?
- 2 **Baccalaureate Production.** To what extent does the response improve the state's overall level of baccalaureate production?
- 3 **Cost.** What are the start-up, capital, and annual operating costs incurred through each response?
- 4 **Accreditation Requirements.** Does the response result in an impact on existing or future accreditation requirements?
- 5 **Time to Implementation.** How much time will be required to implement the response in order to begin addressing enrollment demand?
- 6 **Flexibility.** If deemed necessary, to what extent does the response allow the state to change direction once underway?
- 7 **Geographic Access.** To what extent does the response improve geographic access for Florida residents?

Some of these criteria lend themselves to a quantitative basis for evaluation while others involve a more qualitative application. Further, some of these criteria require that certain assumptions be made in order to conduct the analysis.

The following several subsections present our assessment of the potential responses to enrollment growth according to each of the seven criteria listed in Section 3.0.

Capacity

Exhibit B-1 shows the additional headcount and FTE enrollment capacity gained by each of the potential responses. As indicated, the first response (increasing enrollment at SUS institutions) has been broken out into the three subresponses previously described.

4.0 Assessment of Potential Responses

The assumptions underlying each response are shown in italics in the exhibit. They are described below:

For the purposes of this analysis, we assume that 75,000 of the projected growth in headcount enrollment through 2010 would be accommodated by the SUS. This is based on a continuation of the total average annual headcount student growth experienced by the SUS between Fall 1990 and Fall 1997 (5,200 students per year) plus growth by Florida Gulf Coast University (FGCU) to 10,000 students by the year 2010.

We assume that one-half of the projected enrollment growth could be accommodated by the establishment of a state college system. The basis for this assumption is that there will be at least a five-year start-up period for this system where no students could be served by this response. According to the incremental annual projections from the PEPC staff model, at least half of the total projected increase will have already entered the system by 2003 and, thus, could not be accommodated by this response.

We assume that 25 percent of the current credit headcount at Florida community colleges would go on to continue their studies in selected baccalaureate programs to be established at community colleges. This proportion is based on the actual experience of two public institutions in other states that have implemented such programs (Clayton State College in Georgia; Utah Valley State College in Utah).

We assume that 14 additional joint use facilities would be established at community colleges in the state and that these facilities could attract 500 students each. This number is consistent with current enrollment patterns in joint use facilities.

We assume the number of additional students (30,000) that ICUF has suggested.

We assume that 25 percent of the projected growth could be served by distance learning and instructional technology and that as many as one-quarter of that number would be served solely through these mechanisms (i.e., 6% of the total). The 25 percent ratio is based on the goal set by Florida Gulf Coast University in terms of the number of students it seeks to serve through distance learning. Further, we assume that only a fraction of this number would solely be taking courses via technology. Many of the students taking courses via technology would also likely be enrolled on a campus somewhere in the state.

Under these assumptions, it is clear that the greatest additional enrollment capacity is gained through the establishment of a state college system, authorizing community colleges to offer selected baccalaureate programs, and/or expanding the SUS institutions. We should note that the estimate derived for the community college option that is shown in this exhibit is based on the current credit headcount at community colleges in the state and does not assume any additional growth at the lower division for community colleges beyond current levels. If there were additional growth at the lower division, the ultimate number of students going on to upper division programs at the community colleges would likely increase as well.

Exhibit B-2 shows the enrollment effect of the three subresponses expanding SUS institutions. Growing the institutions proportionately would result in two of the SUS institutions exceeding 40,000 students in total (instead of one now), and three institutions nearing 40,000. As a point of reference, this response would make University of Florida the single largest institution in the country. The other two subresponses have slightly different impacts. For our purposes, we assume that 45,000 would be the maximum enrollment level desired at any SUS institution which results in two SUS institutions reaching this level (UF and USF), and FSU and FIU exceeding 40,000 students in total.

The remaining responses would likely serve only a marginal number of the additional students projected through the year 2010, ranging from 7,000 via joint use facilities to 30,000 at private institutions.

Baccalaureate Production

Exhibit B-3 shows the projected additional degrees produced by each of the responses given the respective enrollment capacity gained. The assumptions underlying the degree production are shown in italics. As indicated, we assume that the current SUS graduation rate will continue, which would result in 42,000 additional degrees if the SUS were increased by 75,000 students. We also assume that students entering the state college system would have a similar graduation rate to those students entering the SUS (excluding those at UF and FSU), which would result in 55,000 additional degrees if half of the projected growth in enrollment were absorbed by this system.

For the two options involving community colleges (#3 and #4a/#4b), we assume that the additional students accommodated would graduate at the same rate as those students who transfer into the SUS after receiving their associate degrees. The wide disparity in the number of degrees produced by these two options are a function of the equally wide disparity of enrollment capacity provided.

Assuming the current graduation rate for Florida private institutions continues, an additional 30,000 students enrolling at these institutions would yield over 5,100 additional degrees. This relatively small number of additional degrees

is based on the current assumption that while private institutions would be taking 30,000 additional Florida residents, only 10,000 of these would be "new" students over and above current enrollment levels. The remaining 20,000 would be in lieu of nonresident students currently enrolled in ICUF institutions, which would thus not produce an increase in the absolute number of degrees granted by these institutions.

There is no analytical basis for assessing the additional baccalaureates that would be produced due to increased use of distance learning and instructional technology. However, for the purposes of this analysis we assume that 25 percent of those solely taking courses via technology would ultimately receive a degree resulting in 3,900 additional degrees.

Cost

There are at least three cost-related components to be considered in assessing these responses: start-up costs; capital costs; and annual operating costs. Each are discussed below.

Start-Up Cost. Start up costs are presented in Exhibit B-4. Our assumption is that only the establishment of a state college system would entail significant start up costs (i.e., operating costs prior to enrolling the first student, exclusive of capital costs). For the purposes of this analysis, we have assumed that the start up costs for each institution in this system would be equivalent to those recently incurred in the establishment of FGCU. Additionally, we assume that there will be central office start up costs proportionate to those currently realized by the SUS in operating the Board office. Given these assumptions, the cost of starting up a 10 institution state college system would be \$336.8 million.

Capital Cost. Capital costs for each response are presented in Exhibit B-5. The basis for these costs are actual capital construction costs per FTE experienced by the SUS. These figures are from the BOR System Office. We have also computed a cost per FTE figure over 25 years, assuming that the cost of new facilities should be amortized over an extended period of time.

For the purposes of this analysis we assume that any SUS expansion would include all components of capital construction cost including undergraduate instruction and office/research space. Thus, assuming the current rate per FTE as well as the estimated additional FTE students, expanding the SUS by 75,000 headcount would result in total capital costs of \$921.3 million.

We assume that both the establishment of a state college system and the establishment of selected baccalaureate programs at community colleges would not involve costs for research laboratories since the emphasis will be on undergraduate instruction. Assuming the current rate per FTE as well as

the additional FTE students, the total capital cost of establishing the state college system would be \$1.1 billion and the total capital cost of adding selected baccalaureate programs at community colleges would be \$632.8 million.

We assume that the increased utilization and establishment of joint use facilities via either of the two subresponses (#4a and #4b) will necessitate additional instructional space and office space, but will likely not require additional study or library space given existing facilities. Assuming the current rate per FTE, as well as the additional FTE students, the total capital cost of establishing additional joint use facilities would be \$47.0 million.

The increase in FRAG would not result in additional capital costs to the state. However, there may be capital costs to the individual private institutions due to expansion needs.

We did not calculate a capital cost for the increased utilization of technology in meeting enrollment demand given that we do not have a basis for calculating such costs. *However, this should not be interpreted to mean that there would not be capital costs incurred by this response.* To the contrary, there could be significant costs depending on the mode of delivery (e.g., video conferencing; satellite broadcast) and the necessary infrastructure (e.g., wiring).

Annual Operating Cost. Annual operating costs for each response are presented in Exhibit B-6. We assume that annual operating cost for the responses involving SUS expansion would be equal to the actual FY 1998 educational and general appropriations per FTE plus average undergraduate in-state tuition and fees. We also assume that these responses would involve minimal additional central office costs for the SUS. Assuming this amount per FTE and the additional FTE students, the total operating cost for expanding enrollment at SUS institutions would be \$469.6 million.

Given that there are no existing public institutions in Florida similar to those envisioned through the state college model, we used the median appropriations per FTE and in state tuition for SREB Type VI institutions. These institutions are predominantly undergraduate institutions that award fewer than 30 graduate degrees per year. We also assume that the operating cost per FTE for the system office will be equal to that of the SUS. Assuming these amounts per FTE and the additional FTE students, the total operating cost for establishing a state college system would be \$422.6 million.

We assume that establishing selected baccalaureate programs at community colleges would have operating costs equivalent to those at a state college, although there would be minimal system office costs involved. Assuming this amount per FTE and the additional FTE students, the total operating cost for this response would be \$241.3 million.

We assume that expanding the current joint-use facility model would involve operating costs equivalent to those at SUS main campuses, resulting in total operating costs of \$35.1 million. Developing a modified joint use facility model which had a mission and costs similar to institutions envisioned in the state college model would result in somewhat lower total operating costs. Assuming the same amount per FTE as the state college model, the total operating cost for the modified joint use facility model would be \$21.1 million.

We assume that the FRAG amount proposed by the Business-Higher Education Partnership (\$3,000) would be adopted for the purposes of this analysis and that all 30,000 additional students would be eligible to receive this award. We also assume that the 18,000 current FRAG recipients would also receive this amount, increasing the marginal cost for current participants by \$1,400 per recipient. Assuming these amounts, the annual operating cost of this response would be \$115.2 million, or an average of \$3,840 for each of the 30,000 additional students.

We do not have any hard data on the operating cost of providing instruction via distance learning and other instructional technologies. However, for the purposes of this analysis, we assume that institutions would provide such instruction within the current level of available revenue per student. Thus, assuming the same level of cost per student as the SUS expansion responses and the additional FTE, the annual operating cost of increasing the use of technology to provide instruction would be \$78.3 million.

Exhibit B-7 summarizes the total annual cost per FTE student of each response including start-up, capital, and operating costs. By way of comparison, the annual cost per additional 10,000 FTE students of the three responses that seem to have the potential for adding the greatest enrollment capacity for the state (i.e., expanding enrollment at SUS institutions, establishing a state college system, and offering selected baccalaureate programs at community colleges) are shown below:

Expand Enrollment at SUS Institutions	\$108.2 million
Establish State College System	\$66.5 million
Authorize Community Colleges to Offer Selected Baccalaureates	\$76.9 million

Accreditation-Related Impact

Exhibit B-8 shows the potential impact related to both institutional and specialized accreditation of each response. As indicated, it is unlikely that the SUS responses would impact the institutional accreditation status of any of the

universities. However, by definition, establishing new institutions (i.e., state colleges) or substantially altering the mission of existing community colleges to provide baccalaureate degrees would require approval by the appropriate regional accrediting body (SACS). Increasing the use of joint use facilities or the use of technology may possibly have an impact on institutional accreditation. Increasing the FRAG amount should have no accreditation-related impact.

It is unlikely that any of the SUS responses would have an impact on any of the programs currently accredited at SUS institutions. However, assuming that state colleges would wish to have some accredited programs, there would be an impact due to the establishment of a state college system. It is possible that adding selected baccalaureate programs at community colleges, increasing joint use facilities, and increasing the use of technology to meet projected enrollment demand would require consultation with related specialized accrediting bodies. Increasing the FRAG amount should have no accreditation-related impact.

Time to Implementation

Exhibit B-9 shows the time to implementation of each of the possible responses to enrollment growth. As indicated, the SUS responses, increasing joint use facilities, and increasing the use of technology could all begin immediately, although the full implementation would be incremental. On the other hand, establishing a new state college system from the ground up could take five years or more given the time required to plan, select sites, begin construction, and other start up activities. Establishing selected baccalaureate programs at existing community colleges would take less time, although there would be start up activities involved in this response as well. Increasing the FRAG amount could begin immediately assuming that the Legislature were willing to appropriate the necessary funds.

Flexibility

Exhibit B-10 shows the degree of flexibility in implementing each of the possible responses to enrollment growth. As indicated, all of the SUS options would provide a low to moderate level of flexibility to the state. This is due to the fact that while the number of additional students enrolling in the SUS could be controlled, it would be difficult from a practical standpoint to turn back once a commitment was made to increase the physical capacity of any of these institutions.

By definition, any of the responses that are capital construction intensive and/or require the establishment of new programs severely limit the flexibility of the state to change course or divert resources elsewhere once that commitment has been made. Establishing a new state college system, establishing

selected baccalaureate programs at community colleges, and establishing joint use facilities provide a low level of flexibility for the state.

Increasing the FRAG amount provides a moderate level of flexibility for the state given that it can be controlled via annual appropriations. However, there is a practical limit to the amount that appropriations can be reduced without also causing FRAG recipients to “disenroll” from private institutions and look elsewhere. Increasing the use of distance learning and instructional technology to meet enrollment demand potentially provides a moderate to high level of flexibility, assuming that such programs can be delivered independent of time or place constraints.

Geographic Access

Exhibit B-11 shows the geographic access impact of each of the possible responses. Given that increasing enrollment at SUS institutions does not address regional demands per se, these responses would only maintain current levels of geographic access.

On the other hand, the establishment of a state college system, establishing selected baccalaureate programs at community colleges and increasing joint use facilities have the possibility of enhancing geographic access to higher education by responding to demonstrated regional demands. Likewise, increasing the use of distance learning and instructional technology also enhances geographic access given that this mode of delivery can take place anywhere.

Increasing the FRAG amount would only maintain current levels of geographic access to higher education given that it would be working with the same set of institutions.

5.0 Summary and Conclusion

Exhibit B-12 provides a summary of our assessment of each of the possible responses to growth. As indicated, the largest enrollment capacity is gained by establishing a new state college system, increasing the number of students served by the SUS, and/or establishing selected baccalaureate degree programs at community colleges – between 30 and 50 percent of the total projected growth each. However, these are also clearly the most costly responses as well. The remaining responses assessed would also increase the state’s enrollment capacity, although they would only provide marginal expansions to current capacity.

As mentioned at the outset of this paper, these responses should not be viewed as mutually exclusive approaches to addressing the issue of future enrollment demand in Florida. Given the assumptions underlying our assessment of each response, it is clear that no single response would be adequate to meet the projected increase of 250,000 students. For example, even if the state were to establish a state college system it would be several years before the institu-

tions would be operational, thus requiring an interim solution to enrollment demand. Further, the wide variety of students that will need to be served also suggests the need for a multi-faceted response.

It is clear from the data, however, that the state could meet this demand through a combination of these responses. At the same time, we feel that these responses should not simply be viewed as independent "add ons" to Florida's current system of higher education. There will likely be substantial interaction among the various responses and the current higher education delivery system if the state were to adopt several or all of these strategies in responding to the projected enrollment growth. For example, establishing a state college system would likely impact existing enrollment levels at both SUS institutions and community colleges. Likewise, increasing the FRAG subsidy may have an impact on current public institution enrollments in the state, and/or may entice residents who have previously left the state to attend college to return to Florida. In short, we believe that any policy choices made in addressing the projected statewide increase in enrollment should ultimately be formulated from the standpoint of the impact on the total higher education delivery system in Florida, and not in isolation to the system.

Exhibit

Additional Enrollment Capacity Gained By Each Response
Through 2010

	Response/Assumption	Additional Headcount	Additional FTE
	Increase Each SUS Institution Proportionately (75,000 total). All SUS (except FGCU) grow 32%; FGCU grows to 10,000; FTE conversion of 1.6:1.	75,000	46,800
1 b	Increase Each SUS Institution Equally (75,000 total). All SUS (except FGCU) grow by 7,500; FGCU grows to 10,000; FTE conversion of 1.6:1.	75,000	46,800
	Maximum Growth of SUS Institutions to 45,000 (75,000 total). Total SUS growth of 75,000; maximum institutional growth to 45,000; FGCU grows to 10,000; FTE conversion of 1.6:1.	75,000	46,800
2	Establish State College System. Half of projected statewide growth will go to new system; FTE conversion of 1.8:1.	125,000	69,400
	Authorize Community Colleges to Offer Selected BA/BS. 25% of current credit headcount would go on to upper division at CCs.	80,300	40,100
4 a	Increase Current Joint Use Facilities. Average of 500 upper-level students per site at 14 sites; FTE conversion of 2:1.	7,000	3,500
	Modified Joint Use Facilities. Average of 500 upper-level students per site at 14 sites; FTE conversion of 2:1.	7,000	3,500
5	Increase State Subsidy to Students Attending Private Institutions. Total additional headcount suggested by ICUF; no FTE conversion given that FRAG is based on full-time recipients.	30,000	30,000
	Increase Use of Distance Learning and Instructional Technologies. 25% of projected statewide growth will be served by DL/IT; 25% of that number will be solely served through DL/IT; FTE conversion of 2:1.	15,600	7,800

Exhibit

Effect Of Three Options Increasing Total SUS Enrollment By 75,000 Headcount Students

(All Options Assume that FGCU will grow to 10,000 Headcount by 2010)

		Proportionate Growth (1a)	Equal Growth (1b)	Max. Growth to 45K (1c)
UF	42,079	19.7%	49,590	45,000
FSU	30,199	14.2%	37,710	41,811
FAMU	10,774	5.1%	18,285	14,917
USF	33,345	15.6%	40,856	45,000
FAU	19,470	9.1%	26,981	26,957
UWF	8,260	3.9%	15,771	11,436
UCF	28,460	13.3%	35,971	39,404
FIU	29,574	13.9%	37,085	40,946
UNF	11,150	5.2%	18,661	15,438

Exhibit

Estimated Start-up Costs Of Possible Responses To Enrollment Growth



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Exhibit

Estimated Capital Costs Of Possible Responses To Enrollment Growth

	Capital Cost Per FTE		
1 Increase Each SUS Institution Proportionately Current SUS construction cost per FTE (Undergraduate instruction + office/research space)	46,800	\$ 19,685	\$ 787 \$ 921,270,168
1 Increase Each SUS Institution Equally Current SUS construction cost per FTE (Undergraduate instruction + office/research space)	46,800	\$ 19,685	\$ 787 \$ 921,270,100
Maximum Growth of SUS Institutions to 45,000	46,800	\$ 19,685	\$ 787 \$ 921,270,100
2 Establish State College System Same as SUS construction cost less cost for research labs.	69,400	\$ 15,782	\$ 631 \$ 1,095,256,900
Authorize Community Colleges to Offer Selected BA/BS Same as SUS construction cost less cost for research labs.	40,100	\$ 15,782	\$ 631 \$ 632,850,100
4 Increase Current Joint Use Facilities Only undergraduate instruction construction costs (less study/library cost) plus office space.	3,500	\$ 13,441	\$ 538 \$ 47,043,100
Modified Joint Use Facilities Only undergraduate instruction construction costs (less study/library cost) plus office space.	3,500	\$ 13,441	\$ 538 \$ 47,043,100
5 Increase State Subsidy to Students Attending Private Institutions. No capital cost to state.	30,000	\$ -	\$ - \$ -
Increase Use of Distance Learning and Instructional Technology	7,800	Unknown, but significant	

Exhibit

Estimated Annual Operating Costs Of Possible Responses To Enrollment Growth

Operating Cost per FTE

Modified Joint Use Facilities
Assumes same cost as state college system; minimal additional central office costs.

3,500 \$ 6,018 \$ - \$ - \$ 6,018 \$ 21,063,000

5 Increase State Subsidy to Students Attending Private Institutions#
FRAG amount proposed by Business-Higher Education Partnership

30,000 \$ - \$ - \$ 3,840 \$ 3,840 \$ 115,200,000

Calculation of total operating cost for Option 5: 30,000 new recipients @ \$3,000/recipient (\$90 million) **plus** 18,000 current recipients @ \$1,400 marginal cost per recipient of increasing the award from \$1,600 to \$3,000 (\$25.2 million). Average cost per **additional** student is thus \$3,840.

Exhibit**Estimated Total Average Annual Cost Per Additional Fte
Student Of Possible Responses To Enrollment Growth**

Increase Each SIS Institution Proportionately	Average Annual Cost per Additional FTE Student			
	46,800	\$ -	\$787	\$10,035
				\$10,822
				\$506,488,807

MGT of America, Inc.

Exhibit

Potential Accreditation-related Impact Of Possible Responses To Growth

5

MGT of America, Inc.

Appendix B

Exhibit

**Time to Implementation of Possible Response to Enrollment
Growth**

Appendix B

Degree Of Flexibility Of Possible Responses To Enrollment Growth

	Increase Each SUS Institution Proportionately	Low - Moderate
1b	Increase Each SUS Institution Equally	Low - Moderate
	Maximum Growth of SUS Institutions to 45,000	Low - Moderate
2	Establish State College System	Low
	Authorize Community Colleges to Offer Selected BA/BS	Low
4a	Increase Current Joint Use Facilities	Low
	Modified Joint Use Facilities	Low
5	Increase State Subsidy to Students Attending Private Institutions	Moderate
	Increase Use of Distance Learning and Instructional Technology	Moderate - High

Geographic Access Impact Of Possible Responses To Enrollment Growth

	Increase Each SUS Institution Proportionately	Maintains Current Levels
1b	Increase Each SUS Institution Equally	Maintains Current Levels
	Maximum Growth of SUS Institutions to 45,000	Maintains Current Levels
2	Establish State College System	Enhances
	Authorize Community Colleges to Offer Selected BA/BS	Enhances
4a	Increase Current Joint Use Facilities	Enhances
	Modified Joint Use Facilities	Enhances
5	Increase State Subsidy to Students Attending Private Institutions	Maintains Current Levels
	Increase Use of Distance Learning and Instructional Technology	Enhances

Exhibit

Summary Of Assessment Of Possible Responses To Enrollment Growth By Criterion

	Increase Each SUS Institution Proportionately	30%	42,000	
1b	Increase Each SUS Institution Equally	30%	42,000	
	Maximum Growth of SUS Institutions to 45,000	30%	42,000	
2	Establish State College System	50%	55,000	
	Authorize Community Colleges to Offer Selected BA/BS	32%	54,500	
4	Increase Current Joint Use Facilities	3%	4,700	
	Modified Joint Use Facilities	3%	4,700	
5	Increase State Subsidy to Students Attending Private Institutions	12%	5,100	
	Increase Use of Distance Learning and Instructional Technology	6%	3,900	
Additional Cost				
	Minimal	\$921 M	\$470 M	Unlikely Incremental Low-Moderate Maintains
	Minimal	\$921 M	\$470 M	Unlikely Incremental Low-Moderate Maintains 1b
	Minimal	\$921 M	\$470 M	Unlikely Incremental Low-Moderate Maintains
	\$337 M	\$1.10 B	\$423 M	Yes 5+ Years Low Enhances 2
	Minimal	\$633 M	\$241 M	Yes 3-5 Years Low Enhances
	Minimal	\$47 M	\$21 M	Possibly Incremental Low Enhances 4a
	Minimal	\$47 M	\$35 M	Possibly Incremental Low Enhances
	Minimal	None	\$115 M	No Immediate Moderate Maintains 5
	Minimal	None	\$78 M	Possibly Incremental Moderate-High Enhances

Appendix C

Interdependence

Appendix C

Appendix C

Exhibit

Ten U.S. School Districts with the Largest Enrollment Increase 1984-1994

School District	1984	1994	Enrollment Increase	Percent Change
New York City	923,100	1,022,534	99,434	11
Dade County, FL	231,277	321,615	90,338	39
Los Angeles	546,990	632,973	85,983	16
Broward County, FL	127,474	199,255	71,781	56
Clark County, NV	89,627	156,348	66,721	74
Palm Beach Co., FL	78,374	127,519	49,145	63
Orange County, FL	78,624	118,666	40,042	51
Gwinnett Co., GA	41,096	80,220	39,124	95
Montgomery Co., MD	88,811	117,082	28,271	32
Mesa, AZ	41,746	69,160	27,414	66

Source: U.S. Department of Education

Exhibit

Florida Public School District Size, Fall 1996

District Size	# of Districts	Enrollment	% of Enrollment
Over 200,000	2	559,696	25.0
100,000-199,999	5	647,480	28.9
50,000-99,999	5	307,757	13.7
20,000-49,999	15	463,002	20.7
10,000-19,999	9	125,782	5.6
5,000-9,999	11	77,854	3.5
1,000-4,999	20	58,712	2.6

Total Enrollment: 2,240,283

Source: Florida Department of Education

Exhibit

Pre-K Public School Membership, Fall 1996

Ten Largest School Districts

Districts	Membership
Dade	341,120
Broward	218,576
Hillsborough	147,788
Palm Beach	137,600
Orange	128,941
Duval	126,100
Pinellas	107,051
Polk	74,800
Brevard	66,679
Volusia	58,004
Total	1,406,659

Ten Smallest School Districts

Districts	Membership
Gulf	2,346
Hamilton	2,336
Dixie	2,323
Union	2,317
Calhoun	2,288
Jefferson	2,127
Franklin	1,575
Liberty	1,247
Glades	1,149
Lafayette	1,109

State Total (Districts 1-67) **2,240,283**

Source: Education Information and Accountability Services, Florida Department of Education

Pre-K Public School Membership Number and Percent by Racial/ Ethnic Category Fall 1996

Ten Largest School Districts

Districts	White #	%	Black #	%	Hispanic #	%	As/Pac/IS #	%	Amer Ind. AK Native #	%	Total Minority #	%	Total Membership
Dade	46,138	14	114,756	34	175,505	51	4,453	1.3	268	0.1	294,982	86	341,120
Broward	103,554	47	77,222	35	31,540	14	5,683	2.6	577	0.3	115,022	53	218,576
Hillsborough	82,712	56	35,663	24	26,067	18	2,877	2	469	0.3	65,076	44	147,788
Palm Beach	74,061	54	40,677	30	19,640	14	2,695	2	527	0.4	63,539	46	137,600
Orange	65,406	51	36,661	28	22,137	17	4,338	3.4	399	0.3	63,535	49	128,941
Duval	67,776	54	51,268	41	3,531	3	3,339	2.7	186	0.2	58,324	46	126,100
Pinellas	80,357	75	20,294	19	3,365	3	2,863	2.7	172	0.2	26,694	24	107,051
Folk	50,222	67	17,522	23	6,277	8	653	0.9	126	0.2	24,578	33	74,800
Brevard	53,171	80	9,734	15	2,435	4	1,182	1.8	157	0.2	13,508	20	66,679
Volusia	43,825	76	9,466	16	4,021	7	561	1	131	0.2	14,179	24	58,004

Ten Smallest School Districts

Districts	White #	%	Black #	%	Hispanic #	%	As/Pac/IS #	%	Amer Ind. AK Native #	%	Total Minority #	%	Total Membership
Gulf	1,867	80	451	19	15	0.6	8	0.3	5	0.2	479	20	2,346
Hamilton	1,059	45	1,187	51	85	3.6	3	0.1	2	1	1,277	55	2,336
Dixie	2,077	89	232	10	13	0.6	1	0.04		0	246	11	2,323
Union	1,863	80	421	18	24	1	8	0.4	1	0	454	20	2,317
Calhoun	1,897	83	342	15	35	1.5	12	0.5	2	0.1	391	17	2,288
Jefferson	647	30	1,469	69	4	0.2	6	0.3	1	0.1	1,480	70	2,127
Franklin	1,272	81	280	18	13	0.8	8	0.5	2	0.1	303	19	1,575
Liberty	1,048	84	165	13	32	2.6	2	0.2		0	199	16	1,247
Glades	548	51	307	27	240	20.9	3	0.3	12	0.1	562	50	1,149
Lafayette	930	84	132	12	47	4.2		0		0	179	16	1,109
State Total (District 1-67)	1,270,933	57	567,976	25	356,237	16	39,956	2	5,181	0.2	969,350	43	2,240,283

Source: Educational Information and Accountability Services, Florida of Education

Exhibit

**Florida Public Schools Duplicated Membership in Exceptional
Student Programs Fall 1992 through Fall 1996**

Program Name	1992	1993	1994	1995	1996	% Change 1992 to 1996
Educable Mentally Handicapped	19,254	21,033	22,854	24,670	26,335	36.8%
Trainable Mentally Handicapped	7,073	7,338	7,523	7,719	7,800	10.3%
Physically Handicapped	4,686	5,068	5,498	5,794	6,344	35.4%
Physical & Occupational Therapy	401	520	511	602	639	59.4%
Speech/Language & Hearing	76,000	78,912	81,731	85,232	89,290	17.5%
Visually Handicapped	884	913	945	909	1,115	26.10%
Emotionally Handicapped	21,745	23,050	23,967	24,666	25,358	16.6%
Specific Learning Disability	102,324	109,478	115,779	122,493	129,805	26.9%
Gifted	67,807	70,863	78,543	83,331	85,681	26.4%
Hospital/Homebound	2,003	2,135	2,107	2,107	2,215	10.6%
Profoundly Handicapped	9,030	9,698	10,415	10,415	12,000	33.8%
Total	311,203	329,008	349,873	368,710	386,662	24.4%

Source: Education Information and Accountability Services, Florida Department of Education.

Exhibit

Exceptional Education Membership by Program December 1996 (Unduplicated)

Ten Largest School Districts

Districts	Total
Dade	50,149
Broward	30,844
Hillsborough	27,303
Palm Beach	25,945
Orange	24,088
Duval	24,202
Pinellas	25,349
Polk	12,924
Brevard	14,882
Volusia	10,451
TOTAL	246,137

Ten Smallest School Districts

Districts	Membership
Gulf	357
Hamilton	382
Dixie	602
Union	402
Calhoun	415
Jefferson	471
Franklin	276
Liberty	220
Glades	167
Lafayette	133
STATE TOTAL (Districts 1-67)	414,555

Source: Bureau of Instructional Support and Community Services, Florida Department of Education.

Exhibit**Pre-K-12 Limited English Proficient Students 1995-96****Ten Largest School Districts**

Districts	LEP Students
Dade	66,357
Broward	17,997
Hillsborough	14,820
Palm Beach	16,859
Orange	8,851
Duval	1,496
Pinellas	1,908
Polk	1,798
Brevard	778
Volusia	1,342
TOTAL	131,936

Ten Smallest School Districts

Districts	LEP Students
Gulf	0
Hamilton	40
Dixie	2
Union	1
Calhoun	6
Jefferson	6
Franklin	4
Liberty	0
Glades	73
Lafayette	22
State Total (Districts 1-67)	157,030

*Currently being served in an ESOL program.

Source: Office of Multicultural Student Language Education, Florida Department of Education.

Exhibit

Average Teacher Salaries—All Degree Levels 1996-97

Ten Largest School Districts

District	Number of Teachers	Average Salary
Dade	18,718	\$39,439
Broward	11,247	\$37,496
Hillsborough	9,460	\$32,567
Palm Beach	8,201	\$38,679
Orange	8,043	\$31,757
Duval	6,882	\$33,032
Piellas	7,052	\$34,013
Polk	4,399	\$29,288
Brevard	4,084	\$31,979
Volusia	3,669	\$31,776

Ten Smallest School Districts

District	Number of Teachers	Average Salary
Gulf	151	\$30,070
Hamilton	163	\$28,333
Dixie	153	\$28,225
Union	135	\$27,016
Calhoun	154	\$31,364
Jefferson	137	\$29,596
Franklin	113	\$29,949
Liberty	76	\$31,228
Glades	69	\$28,230
Lafayette	72	\$26,737
State Total (Districts 1-67)	132,231	\$33,885

Source: Education Information and Accountability Services, Florida Department of Education.

Exhibit

Florida Department of Education, Graduates Receiving Standard Diplomas by Race 1995-96 School Year

Ten Largest School Districts

District	White	Black	Hispanic	Asian/Pac Islanders	Amer Indian/ Alask. Native	Total
Dade	2,223	4,276	7,019	259	6	13,783
Broward	4,313	2,477	1,104	289	18	8,201
Hillsborough	3,614	1,024	873	193	16	5,720
Palm Beach	3,310	1,340	626	160	11	5,447
Orange	3,166	1,277	1,030	310	24	5,807
Duval	2,431	1,437	103	207	5	4,183
Pinellas	3,451	620	99	136	5	4,311
Polk	1,962	482	139	50	8	2,641
Brevard	2,285	350	134	77	5	2,851
Volusia	1,930	305	172	51	8	2,466

Ten Smallest School Districts

District	White	Black	Hispanic	Asian/Pac Islanders	Amer Indian/ Alask. Native	Total
Gulf	95	35		1	1	132
Hamilton	70	39	2			111
Dixie	55	8				63
Union	78	19		2		99
Calhoun	72	10	2	1		85
Jefferson	21	69				90
Franklin	55	15				70
Liberty	49	8	2		1	60
Glades	17	12	4			33
Lafayette	55	8				63
State Totals (Districts 1-67)	54,622	18,792	13,178	2,468	182	89,242

Source: Florida Department of Education.

Exhibit

Postsecondary Plans of High School Seniors, 1995-96

Ten Largest School Districts

District	Total Diplomas	Florida Community College		Florida University		Non-FL College/Univ.	Technical/Trade/ Other		Total Cont. Educ.	% Cont. Educ.
		Public	Private	Public	Private		FL	Non-FL		
Dade	14,057	4,582	48	4,630	672	1,023	695	77	9,941	70
Broward	8,375	2,474	62	2,536	383	701	456	88	6,382	76
Hillsborough	5,816	1,266	45	1,311	189	518	354	20	3,978	68
Palm Beach	5,545	818	10	828	99	238	144	28	1,994	36
Orange	5,943	1,780	1	1,781	125	487	175	3	3,287	55
Duval	4,409	1,210	0	1,210	201	403	66		2,886	65
Pinellas	4,422	1,567	2	1,569	131	410	217	6	3,252	74
Polk	2,760	999	13	1,012	160	190	189	40	1,958	71
Brevard	2,916	750	21	771	80	170	41	37	1,382	47
Volusia	2,514	1,004	8	1,012	119	242	34	18	1,797	71

Ten Smallest School Districts

Appendix C

Appendix C

Appendix D

Outcomes

Appendix D

Appendix D

Evidence Supporting The Relationship Among Educational Attainment, Productivity, And Earnings

Productivity *Education contributes to productivity and the state's economic condition.*

Worker productivity in the United States has grown nearly continuously since the end of World War II. Postwar growth in U.S. productivity was slower after 1973 than it was before 1973. (NCES 97-269)

Growth in education appears to be a substantial contributor to productivity growth, accounting for an estimated 11 to 20 percent of growth in U.S. productivity in recent decades. (NCES 97-269)

Enormous gains in educational attainment of young adults occurred in America between 1940 and about 1976. *Between 1976 and 1995, the proportion of 25 to 29 year olds with four years or more college has virtually stayed the same.* (Mortenson, February 1997)

Earnings and Return on Education *Increasingly, jobs that pay substantially more will require postsecondary education. In turn, the likelihood of completing postsecondary degrees increases with the level of family income.*

The differences in earnings between college graduates, high school graduates, and high school dropouts have increased over time, suggesting that the economic returns to education have also increased. (NCES 97-269)

Across the nation, during the last 25 years, people with the least formal education have seen their incomes and living standards decline; those with four years of college have maintained their incomes and living standards. Only those people with education beyond the bachelor's degree have seen incomes rise faster than living costs, thus providing real gains in living standards. (Mortenson, February 1997)

1995 data reveal that, by age 24, a person whose family income is greater than \$75,000 is three times more likely to reach college (85.7%) than is another person whose family income is less than \$10,000 (28.0%) and nearly twice as likely as a person whose family income is \$20,000-\$25,000 (46.8%). (Mortenson, October 1997)

Workers with higher literacy earn more and experience less unemployment than workers with lower literacy. Differences in unemployment and earnings by literacy level exist even within broad categories of educational attainment. (NCES 97-269)

The returns on education have increased over time, partly in response to the use of new production technologies, which increase the demand for highly educated workers and decrease the demand for production workers. (NCES 97-269)

The three most commonly cited reasons for attending college by American college freshmen in 1995 included (by percent citing very important): to get a better job (77%), to learn more about things (74%), and to make more money (72%). (Mortenson, May 22, 1997)

Exhibit

continued

Economic and Educational Status of Florida's Residents *Compared to the nation, the working-age population of Florida is poorer and less educated.*

In 1993-94, Florida had a 12% high school dropout rate (compared to 9% nationally) and ranked 43rd in the nation. (Kids Count, 1997)

The literacy levels of Florida's adults are comparable to national averages.

In 1994, the median income of Florida's families with children was \$32,500, compared to \$37,000 nationally. (Kids Count, 1997)

In 1994, 25% of Florida's children were living in poverty, compared to 21% nationally. (Kids Count, 1997)

In 1994, 13% of Florida's children were living in extreme poverty, compared to 9% nationally. (Kids Count, 1997)

In 1994, 16% of Florida's children were living with parents who were high school dropouts, compared to 15% nationally. (Kids Count, 1997)

In 1990, 15% of Florida's children were living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts, compared to 10% nationally. (Kids Count, 1997)

In 1992-93, Florida ranked 5th in the number of associate degrees awarded per 100,000 working age population (FL granted 745 compared to 466 nationally per 100,000 18-44 year old population). (NCES; U.S. Census Bureau)

In 1993-94, Florida ranked 46th in the number of baccalaureate degrees awarded per 100,000 working age population (FL granted 854 compared to 1,069 nationally per 100,000 18-44 year old population). (NCES; U.S. Census Bureau)

In 1993-94, Florida ranks 44th on a per capita basis for the number of science and engineering doctoral degrees awarded (7.9 per 100,000 18-44 year old population). (SUS; U.S. Census Bureau)

Earnings and Return on Education *Floridians with baccalaureate or higher degrees earn higher salaries, see larger increases in their salaries over time, and are much less likely to receive public assistance than non-postsecondary degree holders.*

By the 4th quarter 1994, earnings for Florida graduates from 1990-91 reveal that a worker with a bachelor's degree earns nearly twice that of a high school graduate (\$3,884). The worker with a baccalaureate earned \$7,707 in the 4th quarter compared with \$6,542 for the worker with an associate's degree. (FETPIP)

By the 4th quarter 1994, less than 1% of Florida graduates of baccalaureate and higher programs and 1.8% of associate degree graduates received public assistance (compared to 10.4% of postsecondary certificate completers, and 9.4% of high school graduates). (FETPIP)

By the 4th quarter 1994, earnings of Florida baccalaureate and associate degree graduates of 1990-91 increased 34% and 24%, respectively. (FETPIP)

Reasons for Attending College *Nearly half of all new jobs created between 1990 and 2000 will require a postsecondary degree.*

Between 1994 and 2005, the number of new jobs requiring four years of college will increase by 418,866 in Florida, representing 25.5% of all new jobs and a growth rate of 30.4%. (BLMI)

Between 1994 and 2005, the number of new jobs requiring two years of postsecondary education or training will increase by 383,620 in Florida, representing 23.3% of all new jobs and a growth rate of 23.7%. (Bureau of Labor Market Information)

Appendix D

Exhibit

Projected Number Of Jobs, New Jobs, And Growth Rate By Educational Preparation Level in Florida, 1994-2005

Education & Training Required	# of Jobs in 1994	% of Total	# of Jobs in 2005	% of Total	Number of New Jobs	% of Total	Growth Rate
4 Years of College	1,379,079	21.1%	1,797,945	22.0%	418,866	25.5%	30.4%
2 Years of Postsecondary Education or Training	1,621,217	24.8%	2,004,837	24.5%	383,620	23.3%	23.7%
High School Diploma	2,425,873	37.1%	2,976,285	36.4%	550,412	33.5%	22.7%
Less Than High School Diploma	<u>1,107,514</u>	<u>17.9%</u>	<u>1,399,938</u>	<u>17.1%</u>	<u>292,424</u>	<u>17.8%</u>	<u>26.4%</u>
	6,533,683	100.0%	8,179,005	100.0%	1,645,322	100.0%	25.2%

Number of New Jobs by Education Level

Growth Rate by Education Level

Source: Florida Education and Training Placement Information Program

Exhibit

Annual Openings for High-Demand Occupations in Florida Paying More Than \$9 Per Hour by Education and Training Level, 1996-2005

Source: FETPIP, 1996 Occupational Forecasting Conference.

Note: Annual openings is the average amount per year for the next ten years.

Exhibit

Annual Degrees Granted Per 100,000 18-44-Year-Old Population

Degree	United States	Florida
Associate's	498	766
Bachelor's	1,071	844
Master's	367	278
Doctoral	41	31
Professional	70	47

Source: U.S. Census Bureau, *Statistical Abstract*, 1995.
NCES, *Digest of Education Statistics*, 1997.

Exhibit

Baccalaureate Degrees Granted Per 100,000 18-44-Year-Old Population In Top Ten Economically Strong States, 1994-95

State	Degrees Granted*	18-44-Year-Old Population (In Thousands)	Degrees Per 100,000 18-44-Year-Old Population
Top 10	309,418	27,797	1,113
Massachusetts	40,297	2,596	1,552
New Hampshire	7,395	493	1,500
Delaware	4,466	302	1,479
New York	93,549	7,564	1,237
Virginia	31,106	2,903	1,072
Illinois	52,270	4,892	1,068
Connecticut	13,972	1,350	1,035
Washington	21,828	2,266	963
Maryland	19,908	2,178	914
New Jersey	24,627	3,253	757
Florida	44,924	5,320	844
Florida% of Top Ten Average			76%
Numbers if Florida were at Top Ten Average	59,212	5,320	1,113

*Degrees granted include both public and private institutions.

State economic health calculated from a composite index of seven economic indicators:

- Percent of Population below poverty level
- Median Household Income
- Average Annual Pay per capita
- Gross State Product per capita
- Change in Gross State Product per capita from 1980-1992
- Disposable Income per capita
- Change in Disposable Income per capita from 1980-1995

Source: U.S. Census Bureau, *Statistical Abstract*, 1995
NCES, *Digest of Education Statistics*, 1997

Note: Alaska, Nevada, and Hawaii are in the Top Ten, however, because of the unique nature of their economies, they were omitted.

Exhibit

**Engineering And Science Doctoral Degrees Granted By
Select States Per 100,000 18-44-Year-Old Population
Public And Private Institutions, 1994-95**

State	Per Capita	Rank
MA	38.5	1
CO	26.1	4
NY	21.8	8
IL	19.7	14
PA	19.4	16
NC	17.6	21
VA	17.5	22
CA	17.2	23
GA	13.0	34
FL	7.9	44
U.S. Average	17.2	

Source: NCES; U.S. Census Bureau.

Exhibit

**Education Doctoral Degrees Granted By Select States
Per 100,000 18-44-Year-Old Population Public And
Private Institutions, 1994-95**

State	Per Capita	Rank
MA	11.07	7
FL	9.38	12
IL	8.40	14
PA	8.12	15
VA	7.18	19
CO	6.59	26
GA	5.80	30
NY	5.29	35
NC	3.90	40
CA	3.89	41
U.S. Average	6.44	

Source: NCES; U.S. Census Bureau.

Appendix E

Funding

Appendix E

Appendix E

Exhibit

Legislative Appropriations—General Revenue

1996-97

	Amount	% of Total	Amount	% of Total	Ten-Year Increase
Education	\$5,515,094,130	64%	\$8,127,929,323	52%	47%
Healthcare	\$1,933,255,643	22%	\$4,456,820,925*	29%	131%
Corrections	\$501,668,026	6%	\$1,413,088,767	9%	182%

*Agencies includes: Agency for Health Care Administration
Elder Affairs
Health and Rehabilitative Services
Juvenile Justice

Source: Florida's Final Budget Report and Ten-Year Summary of Appropriations Data, 1987-88 through 1996-97, Volume 19
Office of Planning and Budgeting, Governor's Office.

Note: Appropriations displayed do not include lottery monies.

Appendix E

State Appropriations - Ten-Year Summary

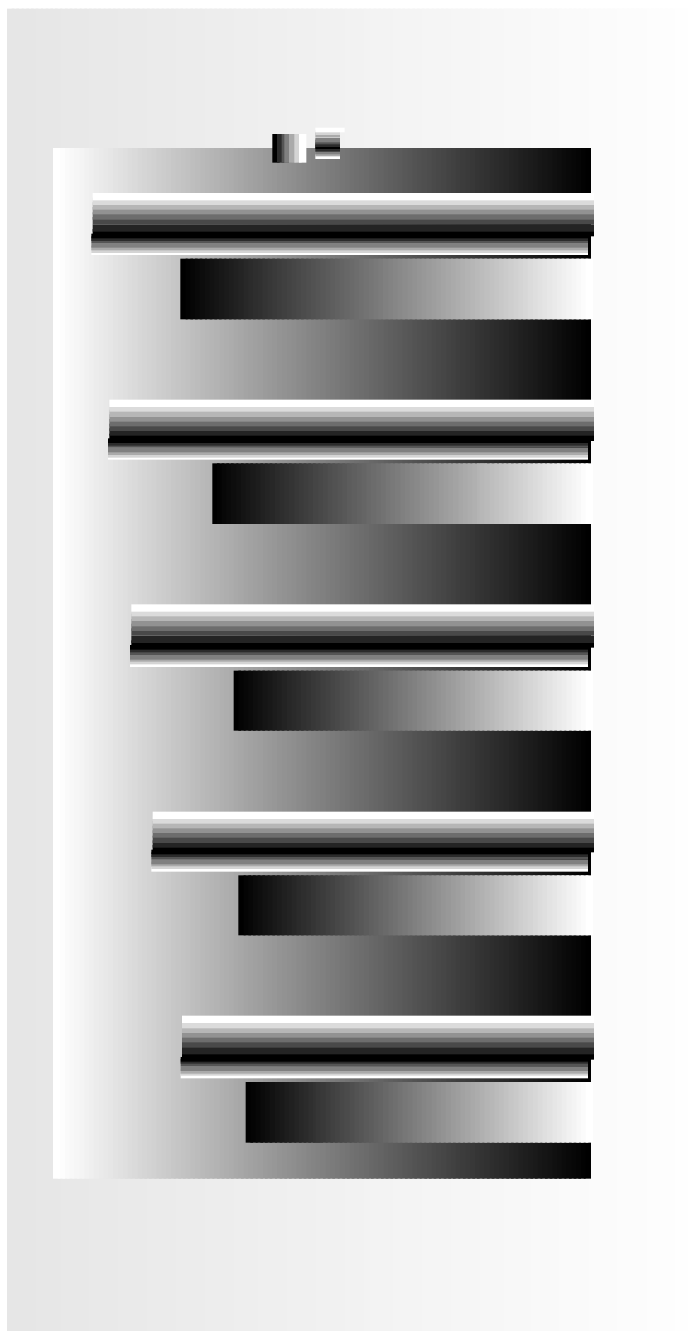
All Funds

General Revenue
Only

Appendix E

**Community College Student Fees
Florida Compared to National Average
Percent of National Average**

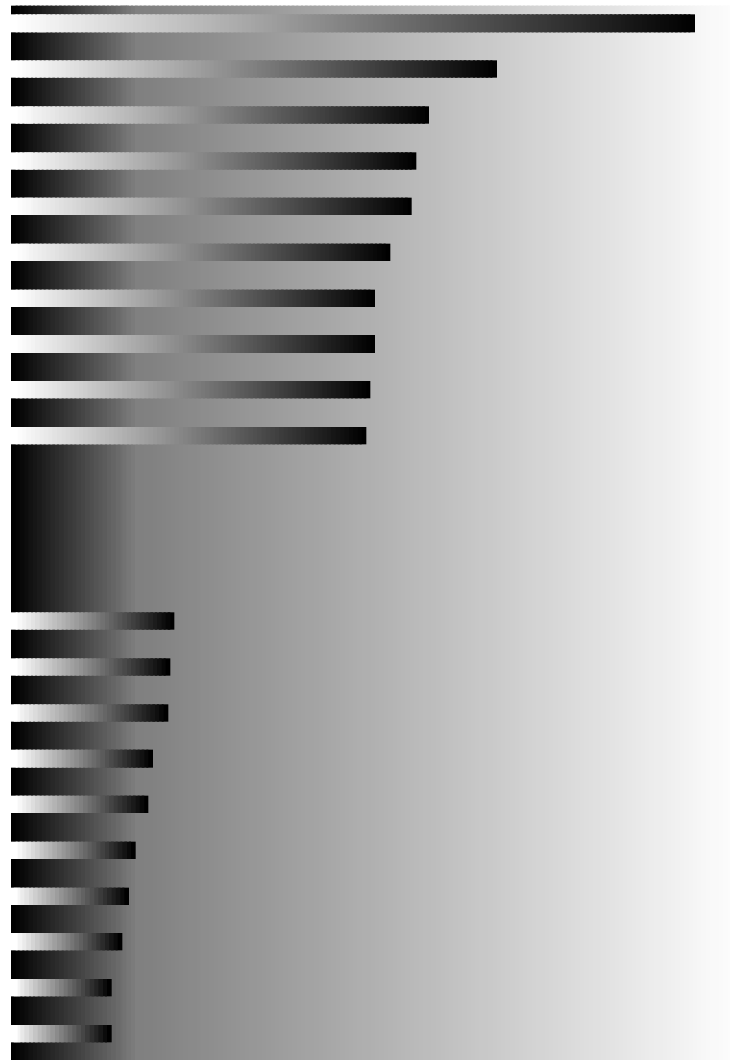
Exhibit



Source: Washington State Higher Education Coordinating Board, January 1998.

Exhibit

Change in Major State University Tuition and Fees FY 1981 to FY 1997



Source: Postsecondary Education OPPORTUNITY, Number 57, March 1997

Exhibit

Need-Based vs. Merit-Based Student Aid Programs 1998-1999
Budget Request (Reflecting 1997-98 Appropriation)

Merit-Based Program					
				1997-1998 Appropriation	Commissioner's 1998-1999 Budget Request
			Bright Future Scholarships	\$75,000,000	\$100,998,097
Public Student Assistance Grant	\$27,153,354	\$50,594,336			
Private Student Assistance Grant	6,567,477	11,758,000			
Postsecondary Student Assistance Grant	1,621,813	4,735,300			
Seminole Miccosukee Scholarship	61,040	61,040			
Jose Marti Scholarship	296,000	296,000			
Mary McLeod Bethune Scholarship	679,328	679,328			
Florida Work Experience Program	599,243	1,000,000			
Rosewood Scholarship	100,000	100,000			
Prepaid Tuition Scholarship	3,000,000	10,000,000			
Subtotal	\$40,078,255	\$79,224,004		\$75,000,000	\$100,998,097
Plus Merit Aid to Needy Students*	\$9,000,000	\$12,624,762		(\$9,000,000)	(\$12,624,762)
Total	\$49,078,255	\$91,848,766		\$66,000,000	\$88,373,335
Percentage	42.6%	51.0%		57.4%	49.9%

Source: Florida Department of Education.

*Estimated 12.5% of Bright Future Students for 1998-99 will also be students with a calculated student financial need (1997-98 estimate was 12.0%).

Exhibit

State University System of Florida, State-Required Fees,
1974-1996

		Matriculation	Building & Capital Improvement	Financial Aid	Total State Fee	Matriculation Increase	Total State Fee Increase
Quarter Hours	1974				\$13.00		11.54%
	1975				\$14.50		8.62%
	1976				\$15.75		0.00%
	1977				\$15.75		0.00%
	1978				\$15.75		0.00%
	1979				\$15.75		0.00%
	1980				\$15.75		0.00%
Semester Hours	1981	\$14.14	\$3.76	\$1.06	\$18.96		
	1982	\$16.14	\$3.76	\$1.06	\$20.96	14.14%	10.55%
	1983	\$16.14	\$3.76	\$1.16	\$21.06	0.00%	0.48%
	1984	\$18.14	\$3.76	\$0.91	\$22.81	12.39%	8.31%
	1985	\$19.05	\$3.76	\$0.95	\$23.76	5.02%	4.16%
	1986	\$20.57	\$3.76	\$1.03	\$25.36	7.98%	6.73%
	1987	\$23.11	\$3.76	\$1.16	\$28.03	12.35%	10.53%
	1988	\$23.11	\$4.76	\$1.16	\$29.03	0.00%	3.57%
Increase before Prepaid		7.270%	3.426%	1.296%	6.275%	7.270%	6.275%
Prepaid Implemented	1988	\$23.11	\$4.76	\$1.16	\$29.03	0.00%	0.00%
	1989	\$25.42	\$4.76	\$1.27	\$31.45	10.00%	8.34%
	1990	\$27.96	\$4.76	\$1.40	\$34.12	9.99%	8.49%
	1991	\$32.15	\$4.76	\$1.60	\$38.51	14.99%	12.87%
	1992	\$36.97	\$4.76	\$1.84	\$43.57	14.99%	13.14%
	1993	\$38.08	\$4.76	\$1.90	\$44.74	3.00%	2.69%
	1994	\$38.08	\$4.76	\$1.90	\$44.74	0.00%	0.00%
	1995	\$38.08	\$4.76	\$1.90	\$44.74	0.00%	0.00%
	1996	\$43.92	\$4.76	\$2.19	\$50.87	8.58%	7.68%
Increase after Prepaid		7.395%	0.000%	7.316%	6.431%	7.395%	6.431%
Increase 1981-1996 ¹		7.340%	1.485%	4.640%	6.363%	7.340%	6.363%

¹Percentage figures are compound annual percentage increase.

Note: The State University System converted from quarters to semesters in 1981. Since semesters are longer than quarters, the fee increases associated with the conversion are higher than normal. Consequently, the quarter hour fees are presented for information purposes only.

Sources: State University System, Florida Prepaid Tuition Program.