

**STATE UNIVERSITY SYSTEM OF FLORIDA**

**STRATEGIC PLAN**

**1993-94 THROUGH 1997-98**

STATE UNIVERSITY SYSTEM OF FLORIDA  
STRATEGIC PLAN  
1993-94 THROUGH 1997-98

Pursuant to Section 186.021  
Laws of Florida

FLORIDA BOARD OF REGENTS  
SEPTEMBER 1993

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years.

## THE MASTER PLANNING PROCESS

The Florida Board of Regents approved the *State University System of Florida Master Plan, 1993-94 through 1997-98* on September 10, 1993. The purpose of the *Master Plan* is twofold. First, to facilitate informed, detailed planning and decision-making at both State and institutional levels and to permit the focus of resources on issues of greatest need, the plan describes the higher education goals of the State of Florida. Second, the *Master Plan* provides a framework within which the unique characteristics and strengths of each university can be built upon and enhanced while at the same time ensuring that current progress toward a cohesive, integrated university system--fully responsive to the needs of the citizens of Florida--is consolidated and continued.

To assist in the identification and definition of specific statewide and regional higher education needs for the 1993 through 1998 period, the Planning Committee of the Board of Regents convened numerous workshops and public hearings in 1992 and 1993.<sup>1</sup> To ensure wide community participation, the public hearings were held in three separate locations: Tallahassee, Orlando and Fort Lauderdale. Testimony was solicited and received from informed citizens; leaders of business and industry; local educators and government officials; representatives of professional associations; and university students, faculty members and administrators. The testimony heard by the Committee highlighted the many strengths of the individual universities and the importance of not only their educational roles but also of their contributions to the quality of life--economic, societal, and aesthetic--in the areas served by each. The testimony also provided invaluable information with respect to the aspirations of the universities and the perceptions of need expressed by tes of prof

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dependent upon the availability of adequate enrollment and facilities, and consistency with the principles of equity. In addition, the *State University System of Florida Master Plan* is informed by the *Master Plan for Florida Higher Education 1983* and the *Florida State University Development*

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## NOTES

- i..The schedule of activities leading to adoption of the *SUS of Florida Master Plan, 1993-94 through 1997-98* are shown in Table 1 (p. 34).
  - ii..The *Enrollment Plan* is developed each year for presentation to the *Enrollment Estimating Conference* in November. The plan is based
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## STATE UNIVERSITY SYSTEM MISSION

### PURPOSE

The ten universities which comprise the State University System (SUS) of Florida discharge their responsibilities to the citizens of Florida within three primary functional areas: teaching, research, and public service. Teaching is the means by which the accumulated knowledge of centuries is transmitted and preserved, and an enlightened, informed citizenry produced. Research is the process whereby the frontiers of knowledge are extended; there can be little advancement of the common good if the acquisition of new knowledge is not aggressively pursued. Public service is how the universities apply their unique and hard won knowledge to the solution of problems faced by virtually every element of our society. The universities bear a heavy responsibility to society to ensure that the knowledge and skills they impart, produce, and apply are consistent with the values and ideals that are deeply rooted in history.

### VALUES

The SUS of Florida recognizes that the inculcation of certain values and ideals is essential to the general welfare of the State and its citizens. In response to the need expressed by most Floridians, and in an effort to assist in the definition of the public morality in society, the Board of Regents continues to set forth the following values for use in the SUS:

- Personal integrity that is rooted in respect for truth and love of learning.
- A sense of duty to self, family, and the larger community.
- Self-esteem rooted in the quest for the achievement of one's potential.
- Respect for the rights of all persons regardless of their race, religion, nationality, sex and age, physical condition, or mental state.
- The courage to express one's convictions, and recognition of the rights of others to hold and express differing views.
- The capacity to make discriminating judgments among competing opinions.
- A sense of, and commitment to, justice, integrity and fair play.
- Understanding, sympathy, concern, and compassion for others.
- A sense of discipline and pride in one's work; and respect for the achievements of others.
- Respect for one's property and the property of others, including public property.
- An understanding of, and appreciation for, other cultures and traditions.
- A willingness to perform the obligations of citizenship, including the right to vote and the obligation to cast an informed ballot, jury service, participation in government and adherence to the rule of law.



Miami, electronic communications in Ft. Lauderdale; and agricultural research in 20 research centers distributed across the state under the direction of the University of Florida Institute of Food and Agricultural Science. The research function pervades the state university system and Enterprise Florida's goal is to maximize the economic opportunities of university research for the benefit of all Floridians.

Most people who receive their baccalaureate and higher education in Florida will do so through the ten state universities. The increasing degree of complexity encountered in the technological, commercial, and industrial spheres often requires upgrading of present skills or acquisition of entirely new ones for people to remain productive. Similarly, current teacher recertification requirements have resulted in an increased demand for courses both in pedagogy provided by colleges of education and in subject disciplines from other colleges and schools throughout the universities. And, increasing public demand for government efficiency coupled with decreasing resources mandate retraining and continuing education of the State's employees. The state universities of Florida must provide these continuing education opportunities for Florida teachers and other professionals, if they are to continue their professional development in an affordable, high quality manner.

The urbanization of the State and the increased sophistication of its population have created new demands for the provision of artists and performers and for cultural facilities and events. The SUS recognizes t

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## **Access to Undergraduate Education**

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## PRIORITY ISSUE A

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### IMPROVE THE QUALITY OF UNDERGRADUATE EDUCATION

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#### TRENDS AND CONDITIONS

The last ten years have been marked by significant growth in enrollments and continued enhancement of quality throughout the State University System. Much of the improvement was achieved during a time of economic recession during which many difficult budgetary choices and decisions had to be made by the Legislature, the Board, and by university administrators. While budgetary limitations constrained growth in the number of first-time college students, the quality of freshmen who did enroll was maintained or increased. The high school grade point averages, SAT scores, and ACT scores of fall term, 1992 freshmen were as high or higher than they have been at any time since 1980.<sup>v</sup> The grade point averages and test scores have risen to such a level that some observers of the university system are concerned about possible elitism and excessive selectivity.

Another indication of the heightening quality of students attracted to Florida's public universities is the increased number of undergraduate National Merit Scholar and National Achievement Scholar finalists enrolled, which grew by nearly 300 from 679 in 1988 to 966 in 1992. The 1992 freshman class at Florida A and M University included the highest number of National Achievement Scholar finalists of any college or university in the country.

Throughout the master planning process, the Board assumed that enhancement of the quality of higher education provided by the SUS will be on the State's agenda and will receive adequate support from citizens, the Legislature and the Governor. Without adequate support, the achievements of past years will be further threatened, as they have been during recent budget reductions. From 1989-90 to 1992-93, the real Educational and General appropriation of General Revenue funds plus Educational Enhancement Trust Fund (Lottery) dollars fell from \$7,156 constant dollars to \$5,356 per full-time-equivalent student (FTE). This decrease of \$1,800 per FTE occurred at the same time that the number of students enrolled in the universities increased by 14,585. As well as the overall decrease in State General Revenue, these data reflect a decrease in the SUS share of General Revenue from 9.8 percent in 1987-88 to 7.7 percent in 1992-93. Nonetheless, tuition in the State University System has risen less in the last decade than in the nation as a whole, ranking Florida number 42 of the fifty

states, with only eight states charging a lower tuition for resident undergraduates.

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graduate at the same rates as other students.

### NOTES

v..In 1980, the mean high school GPA, SAT and ACT scores were 2.97, 957, and 20.9, respectively. By 1985, they had risen to 3.08, 1024.5, and 22.5. The 1992 statistics are 3.3, 1061.8, and 23.4. A history of high school GPAs, SAT scores and ACT scores since 1980 is presented in Table 2 (p. 35).

## PRIORITY ISSUE B

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### PROVIDE ADEQUATE ACCESS TO UNDERGRADUATE EDUCATION

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#### TRENDS AND CONDITIONS

The years preceding the inception of the *SUS of Florida Master Plan, 1988-89 through 1992-93* saw an unprecedented growth in student enrollment. Fall headcount (not including fee waivers) rose from 140,445 in 1983 to 158,019 in 1988. Undergraduate and unclassified student headcount, during this period, rose from 119,773 to 133,081, an 11 percent increase.<sup>vi</sup> Between 1983 and 1988, freshman enrollments increased nearly eighteen percent, and the number of National Merit Scholar and National Achievement Scholar finalists enrolled as undergraduates grew from 563 to 679, an increase of 20 percent. The years covered by the 1988-89 through 1992-93 Master Plan were, like the previous five years, marked by significant growth. During this period the number of students enrolled in the universities increased by 24,877, with undergraduates and unclassified students accounting for 75 percent of the increase.

Increasing access to opportunities for higher education for the citizens of Florida has been a long-time goal of the Board of Regents. The Board has aggressively sought funding from the Florida Legislature in accordance with Chapter 240.209, Florida Statutes, to support increased enrollment at every level, even during years of economic recession. But, the demand for a four-year university experience remains high, as demonstrated by an increase in applications from first-time-in-college students of nearly 8,000, or 16 percent between fall, 1988 and fall, 1992. In an effort to improve access, the Board, the Legislature, and the Governor, taking a step unprecedented anywhere in the United States in the past decade, pressed forward to establish a new university to be located in Southwest Florida near Fort Myers (Florida Statute 240.522). Florida's newest university, as yet unnamed, will make a four-year college experience readily accessible to a student population that presently is located nearly 150 miles from the nearest state university. The university will emphasize distance learning technologies, and schedule many of its classes in the evenings and on weekends to enhance its accessibility to students. The university in Fort Myers is now scheduled to offer its first classes in 1997.

The Board has identified the diminishing capability of the State University System to provide Florida's citizens adequate access to higher education as the most significant

problem confronting the System for the next decade . The greatest challenge facing the System is satisfying the increasing demand for access while maintaining quality during a period of reduced resources. Access to the baccalaureate degree is more limited in Florida than in nearly any other state, regardless of whether students begin their higher education experience in a community college or in a university.<sup>vii</sup> By design, most Florida students matriculate through the freshman and sophomore year at community colleges. More than any other state, Florida relies on this articulated mechanism.<sup>viii</sup> While this relationship between community colleges and universities is unique and must be preserved, it should be adjusted, if necessary, to meet the needs of the State. During the period of this strategic plan, the Board will seek to expand access to the State University System to allow for 20% of Florida high school graduates to enroll as first-time-in-college students at state universities. While community colleges will remain the primary point of entry for freshman students, the SUS must provide more direct baccalaureate opportunities for Florida citizens, and reverse the trend toward exclusivity and exclusion which results from overly limited opportunities.

The upper divisions of state universities must be viewed as the primary points of entry for juniors, just as the community colleges are for freshmen. With adequate funding for all qualified upper division students, the Board of Regents will reduce designations of limited access programs to only those required by physical constraints and necessary prerequisites, including statutory and accreditation requirements.<sup>ix</sup> Unnecessary competition between community college and university lower division students for inadequate upper division opportunities must be eliminated if reasonable access is to be provided.

### **OBJECTIVES**

1. Provide increased opportunities for Florida high school graduates to attend state universities (Ch. 187.201(1)(b)9, F.S.).
    - Increase the proportion of Florida high school graduates who enroll as first-time-in
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## PRIORITY ISSUE C

**SOLVE CRITICAL PROBLEMS IN A RAPIDLY GROWING STATE**

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and social health of the State is dependent on meeting, as quickly as possible, the educational needs of this, its largest population center. Substantial academic strength in the public sector is evident at Florida Atlantic University and Florida International University, respectively, and additional support can be drawn from other State University System units as needed. Additionally, the private sector has substantial strength. TcaLITut-baccalauri Univ im otheu(Universiesed. )-280On Noveti

## OBJECTIVES

1. Increase the number of minority students enrolled in Florida law schools by 200 during the next three years (Ch. 187.201(1)(b) 17c, 17k, F.S.).
  - a. Develop a law school component for the Florida Education Fund (McKnight program).
  - b. Develop a pre-law minority scholarship program.
  
2. Increase production of primary care physicians, nurses and allied health professionals (Ch. 187.201(1)(b) 1, 9, 12, 13, 17b, 17c, 17e, F.S.).
  - a. Evaluate nursing program articulation to ensure there is easy articulation between and among nursing programs offered by area vocational-technical centers, community colleges and universities.
  - b. Monitor the effect of strategies to contain costs on the funding of medical education.
  - c. When necessary, adjust allied health program curricula to reflect the dynamic demands of the health care labor market.
  - d. Continue efforts to increase allied health baccalaureate degree production by 50 percent over the 1987-88 base year.
  - e. Examine the need for additional baccalaureate degree programs for physician assistants in the next allied health program review.
  
3. Continue to develop publicly supported advanced graduate programs in Southeast Florida (Ch. 187.201(1)(b) 12, 17c, 17e, 17g, 17i, 17j, F.S.).
  - Develop new stand alone programs based on documented needs, unmet student demands, institutional mission statements, and the availability of the program at other public and independent institutions in the area.
  
4. Increase by ten percent each year, in constant dollars, the amount of private giving to the State University System (Ch. 187.201(1)(b) 14, 17l, F.S.).
  - a. Seek unrestricted gifts from benefactors.
  - b. Expand programs, such as the Eminent Scholars program, which match public and private monies to provide restricted funds to meet identified needs.

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## APPENDIX

Table 1. State University System of Florida Master Plan 1993-94 to 1997-98, 1992-93 Schedule of Activities.....	p. 34
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