

**HOUSE OF REPRESENTATIVES
FINAL BILL ANALYSIS**

BILL #:	HB 7135 (CS/CS/SB 1366)	FINAL HOUSE FLOOR ACTION:	
SPONSOR(S):	Education Committee; Proctor and others (Budget Subcommittee on Higher Education Appropriations; Education Pre-K – 12; Gaetz and others)	115 Y's	0 N's
COMPANION BILLS:	CS/CS/SB 1366	GOVERNOR'S ACTION:	Pending

SUMMARY ANALYSIS

House Bill 7135 passed the House on March 5, 2012, and subsequently passed the Senate on March 7, 2012.

The bill requires that the strategic plan adopted by the Board of Governors (BOG) address, not only goals and objectives for the State University System (SUS) and each constituent university, but also each university's contribution to overall system goals and objectives. The strategic plan must also include performance metrics and standards common to all institutions and standards and metrics unique to each institution, depending on the institutional mission. To advance system and unique institutional priorities the BOG may consider waiving its regulations to reduce barriers and support attainment of goals identified in institutional plans as necessary.

The bill establishes a formula for performance funding whereby state universities can compete for additional funding to support engineering and technology programs that have high employment outcomes.

The State Board of Education (SBE) must clarify the mission statements of each Florida College System (FCS) institution and its role within the system as a whole. More specifically, the SBE must identify the role of each institution in baccalaureate degree production and establish criteria for service delivery areas of FCS institutions authorized to grant baccalaureate degrees. The SBE must identify performance metrics for the FCS and develop a plan that specifies goals and objectives for each FCS institution.

The SBE, in consultation with the BOG and the Department of Economic Opportunity (DEO) must adopt a unified state plan for Science, Technology, Engineering, and Mathematics (STEM).

A FCS institution notice of intent to propose a baccalaureate degree program must include independently-determined workforce demand and unmet need data. In addition, the bill repeals the unused provision allowing FCS institutions to bypass SBE approval for additional baccalaureate degrees and requires each FCS institution offering baccalaureate degree programs to annually report its status using specific performance and compliance indicators.

The bill revises provisions related to general education beginning with students initially entering a FCS institution in 2014-15, by reducing the requirement from 36 semester credit hours to 30 semester credit hours for an associate or baccalaureate degree. The chairs of the SBE and the BOG are required to jointly convene faculty committees to identify statewide general education core course options. General education core course options must consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The bill also requires that associate in arts degree students demonstrate competency in a foreign language pursuant to s. 1007.262, F.S.

Beginning December 31, 2013, the bill requires the DEO to annually prepare an economic security report of employment and earning outcomes for degrees or certificates earned at a public postsecondary educational institution.

The bill requires all private postsecondary institutions that receive state funds to submit student-level data to appropriate state level entities.

Subject to the Governor's veto power, the effective date of the bill is upon becoming law.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: h7135z.EDC.DOCX

DATE: March 14, 2012

I. SUBSTANTIVE INFORMATION

A. EFFECT OF CHANGES:

State Board of Education

Present Situation

As set forth in the Florida Constitution, the State Board of Education (SBE) supervises the system of free public education, as provided by law, and serves as the head of the Department of Education (DOE).¹ The SBE is the chief implementing and coordinating body of public education in Florida, except for the State University System (SUS).² The SBE, in conjunction with the Board of Governors (BOG), is required to develop and periodically review a 5-year plan for postsecondary enrollment and annually submit the plan to the Legislature.

Current law requires the SBE to adopt a strategic plan that specifies goals and objectives for the state's public schools and Florida College System institutions (FCS). The plan must be formulated in conjunction with plans of the BOG in order for the roles of the universities and FCS institutions to be coordinated to best meet state needs and reflect cost-effective use of state resources.³

The SBE is required to specify, by rule, procedures for use by FCS institution boards of trustees in the annual evaluation of college presidents and must review the evaluation of each president by their board of trustees.

Effect of Proposed Changes

To strengthen SBE's oversight of FCS institutions, the bill requires the SBE to:

- Clarify the mission statement of each FCS institution and the system as a whole and identify degree programs including baccalaureate degree programs. The strategic plan must consider reports and recommendations of the Higher Education Coordinating Council (HECC) and the Articulation Coordinating Committee (ACC).
- Establish criteria for service delivery areas of FCS institutions authorized to grant baccalaureate degrees.
- Identify, in conjunction with the BOG, enrollment and graduation expectations by baccalaureate degree programs as part of the required 5-year plan to be submitted to the Legislature as part of its legislative budget request (LBR).
- Adopt, in conjunction with the BOG and DEO, a unified state plan to improve K-20 STEM education and prepare students for high-skill, high-wage, high-demand employment in STEM and STEM-related fields.
- Include the extent to which college presidents serve both institutional and system goals.
- Identify performance metrics by July 1, 2013, for the FCS and develop a plan that specifies goals and objectives for each FCS institution. The plan must:
 - Include performance metrics and standards common for all institutions and metrics and standards unique to institutions depending on institutional core missions, including, but not limited to: remediation success, retention, graduation, employment, transfer rates, licensure passage, excess hours, student loan burden and default rates, job placement, faculty awards, and highly respected rankings for institutions and program achievements.
 - Include student enrollment and performance data delineated by traditional, online, or distance learning instruction.

¹ Art. IX, s. 2, Fla Const.

² Section 1001.02, F.S.

³ Section 1001.02(3)(a), F.S.

The bill also authorizes the Commissioner of Education or designee, to conduct a review or investigation of practices, procedures, or actions of any FCS institution which appear to be inconsistent with sound financial, management, or academic practice.

State University System Accountability

Present Situation

Current law requires an accountability process be implemented that provides for the systematic, ongoing evaluation of quality and effectiveness of state universities by the BOG. This accountability process must monitor performance at the system level in each of the major areas of instruction, research, and public service, while recognizing the differing mission of each of the state universities. The accountability process provides for the adoption of system-wide performance standards and performance goals for each standard identified through a collaborative effort involving state universities, the BOG, the Legislature, and the Governor's office. These standards and goals must be consistent with and maintain congruity with the performance based budgeting process. This process requires that university accountability reports reflect measures defined through performance based budgeting. The performance based budgeting measures must also reflect the elements of teaching, research, and service inherent in the mission of the state universities.⁴

The BOG must submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives, providing information on the SUS's performance on quality and effectiveness indicators in the areas of instruction, research, and public service.⁵ Each board of trustees must submit to the BOG a university annual report that describes progress regarding articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information. Each university's annual report must include, at a minimum, the following:

- An executive summary that captures key performance data required by the BOG;
- The university's mission and vision;
- Summary information on budgets, enrollments, and other core resources;
- Reports on undergraduate education, graduate education, and research and economic development, as appropriate to the university's mission, including narrative to provide context and perspective on key goals, data trends, and university performance on metrics specified by the BOG; and
- Any other specific performance information requested by the BOG in advance of the submission deadline.⁶

Effect of Proposed Changes

To ensure that the BOG and all institutions within the SUS System are working together to provide the best quality education, the bill requires the BOG to include as part of the strategic plan each university's contribution to overall system goals and objectives. The strategic plan must include performance metrics and standards common for all institutions, and metrics and standards unique to institutions depending on institutional core missions, including, but not limited to:

- Student admission requirements
- Graduation
- Retention
- Employment
- Continuing education
- Licensure passage
- Excess hours

⁴ Section 1008.46, F.S.

⁵ Section 1008.46(1) F.S.

⁶ Florida Board of Governors Regulation 2.002; *see also* s. 1008.46, F.S.

- Student loan burden and default rates
- Faculty awards
- Total research funding
- Patents
- Licenses and royalties
- Intellectual property
- Start-up companies
- Annual giving
- Endowments
- Well-known, highly-respected national rankings for institutional and program achievements.

The BOG strategic plan must consider reports and recommendations of the HECC and the ACC and include student enrollment and performance data, delineated by traditional, online, or distance learning instruction.

The BOG must review and rank each state university that applies for performance funding based on the following formula:

- Twenty-five percent of a state university's score must be based on the percentage of employed graduates who have earned degrees in the following programs:
 - Computer and information science;
 - Computer engineering;
 - Information system technology; and
 - Management information systems.
- Twenty-five percent of a state university's score must be based on the percentage of graduates who earned baccalaureate degrees in computer and information science, computer engineering, information systems technology, and management information systems and who earn industry certifications in a related field from a FCS institution or state university before beginning a baccalaureate degree program.
- Fifty percent of a state university's score must be based on factors determined by the BOG which relate to increasing the probability that graduates who have earned degrees in computer and information science, computer engineering, information systems technology, and management information systems will be employed in high-skill, high-wage, and high-demand jobs.

The BOG must award up to \$15 million to the highest-ranked state universities from funds appropriated for this purpose and provides that the minimum amount awarded to a state university must be a minimum of 25 percent of the total amount appropriated.

Beginning December 31, 2012, the BOG is required to annually submit a report containing the rankings and award distributions to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

Tuition differential

Present Situation

Current law and BOG regulation authorize each university board of trustees to establish a tuition differential for undergraduate courses upon approval from the BOG. The combination of base tuition and tuition differential cannot increase more than 15 percent over the prior year, or exceed the national average. Seventy percent of the revenues from the tuition differential must be expended for the purposes of enhancing undergraduate education. The remaining 30 percent of the tuition differential must be used to provide financial assistance to undergraduate students who exhibit financial need. Universities that have met the entire tuition and fee costs of

all students who exhibit financial need are allowed to expend the excess portion of the 30 percent in the same manner as required for the other seventy percent of the tuition differential revenues.⁷

Effect of Proposed Changes

To advance system and unique institutional priorities the BOG may consider waiving its regulations to reduce barriers and support attainment of goals identified in institutional plans as necessary. The BOG may also request from the Legislature a waiver or modification of specific statutory requirements, including percentage and dollar amount limitations relating to state university student fees. Regulatory or statutory flexibilities authorized or sought by the BOG related to waiving or modifying tuition differential must be disclosed in the accountability plan.

Higher Education Coordinating Council

Present Situation

The HECC was created by the Legislature in 2010 to identify unmet needs and to facilitate solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers.⁸ The HECC is required to act as an advisory board to the Legislature, the SBE and the BOG. Recommendations of the HECC must be consistent with the following guiding principles:

- To achieve within existing resources a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's students;
- To promote consistent education policy across all educational delivery systems, focusing on students;
- To promote substantially improved articulation across all educational delivery systems;
- To promote a system that maximizes educational access and allows the opportunity for a high-quality education for all Floridians; and
- To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the educational delivery systems.⁹

The HECC was required to submit a report on December 31, 2011, that specifically included recommendations for legislative consideration during the 2012 Legislative Session.¹⁰ The HECC was required to make detailed recommendations relating to:

- The primary core mission of public and nonpublic postsecondary education institutions;
- Performance outputs and outcomes designed to meet annual and long-term state goals;
- Florida's articulation policies and practices; and
- A plan to align school district and FCS workforce development education programs and improve the consistency of workforce education data collection and reporting by colleges and school districts.¹¹

HECC is comprised of the following members: the Commissioner of Education; the Chancellor of the State University System of Florida; the Chancellor of the Florida College System; the Executive Director of the Commission for Independent Education; the Executive Director of the Independent Colleges and Universities of Florida; and two members representing the business community, one appointed by the President of the Senate and one appointed by the Speaker of the House of Representatives.¹²

⁷ Section 1009.24(16)(a), F.S.; Florida Board of Governors Regulation 7.001 (Feb. 20, 2012).

⁸ Section 1004.015(1), F.S.

⁹ Section 1004.015(3), F.S.

¹⁰ Section 1004.015(5), F.S.

¹¹ Section 1004.015(4), F.S.

¹² Section 1004.015(2), F.S.

Effect of Proposed Changes

The bill requires the HECC to continue to annually report, by December 31, to the Governor, the President of the Senate, the Speaker of the House of Representatives, the BOG, and the SBE recommendations relating to the:

- Primary core mission of public and nonpublic postsecondary education institutions;
- Performance outputs and outcomes designed to meet annual and long-term state goals;
- Florida's articulation policies and practices; and
- Workforce development education, specifically recommending improvements relating to the consistency of workforce education data collected and reported by FCS institutions and school districts.

The Commission for Independent Education

Present Situation

The Commission for Independent Education (CIE) regulates all independent postsecondary education institutions, which are postsecondary educational institutions that operate or make application to operate in Florida and that are not provided, operated, and supported by the State of Florida, its political subdivisions, or the Federal Government.¹³ The following institutions are not under the jurisdiction or purview of the CIE:

- Any postsecondary educational institution provided, operated, or supported by this state, its political subdivisions, or the Federal Government.
- A college, school, or course licensed or approved for establishment and operation under certain statutes¹⁴ that require licensure or approval by an entity other than the CIE.
- Any institution that is under the jurisdiction of the DOE, eligible to participate in the Florida Resident Access Grant Program and that is a nonprofit independent college or university located and chartered in the state and accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to grant baccalaureate degrees.
- An institution that offers only continuing education or avocational, examination preparation, contract training, or professional development programs or courses.
- An institution that was exempt from licensure prior to the creation of the CIE, as long as the institution maintains certain qualifying criteria.
- A religious college that annually verifies compliance with certain statutory requirements relating to the name of the institution, the programs offered, the titles of degrees, the duration of degree programs and fair consumer practices.
- An institution that is regulated by the Federal Aviation Administration, another agency of the Federal Government, or an agency of the state which has regulatory laws similar in nature and purpose to those of the CIE and which requires specified minimum educational standards.

For institutions, the CIE is responsible for matters concerning licensure, consumer protection, and program improvement.¹⁵ Independent postsecondary educational institutions may not grant diplomas or degrees until they have been licensed by the CIE.¹⁶

The CIE requires all licensed institutions to report enrollment, graduation, and placement outcomes using CIE Annual Data Collection forms¹⁷ and institutions may volunteer to participate in the Florida Education and

¹³ Section 1005.02(11), F.S.

¹⁴ These statutes include: Part I of Chapter 464, F.S. – the Nurse Practice Act; Chapter 466, F.S. – Dentistry, Dental Hygiene, and Dental Laboratories; Chapter 475, F.S. – real Estate Broker, Sales Associates, Schools and Appraisers; and other chapter of the Florida Statutes requiring licensure or approval as defined in Chapter 1005, F.S.

¹⁵ Section 1005.21(2), F.S.

¹⁶ Section 1005.21(1), F.S.

Training Placement Information Program (FETPIP), which is required for those licensed institutions that are Workforce Development training providers.¹⁸

Effect of Proposed Changes

The bill requires the CIE to collect, and all institutions licensed by the commission to report, student-level data for each student who receives state funds. Data must be reported annually and include retention rates, transfer rates, completion rates, graduation rates, employment and placement rates, and earnings of graduates.

William L. Boyd, IV, Florida Resident Access Grant Program

Present Situation

The William L. Boyd, IV, Florida Resident Access Grant (FRAG) Program provides tuition assistance to Florida undergraduate students attending an eligible private, non-profit Florida college or university. FRAG is a decentralized state of Florida program, which means that each participating institution determines application procedures, deadlines, and student eligibility.¹⁹ Thirty-one colleges and universities are eligible to participate in the program for the 2011-12 academic year.²⁰ In the 2010-11 academic year, 39,427 students received FRAG awards with an average award amount of \$2,109.²¹

Effect of Proposed Changes

The bill also requires college and universities eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant Program to report student-level data for each student who receives state funds in a format prescribed by DOE. Data must be reported annually and include retention rates, transfer rates, completion rates, graduation rates, employment and placement rates, and earnings of graduates.

Articulation Agreement

Present Situation

The State Board of Education and Board of Governors are required to enter into a statewide articulation agreement to preserve Florida's "2+2" system of articulation and facilitate the seamless articulation of student credit across and among Florida's educational entities.²²

Current law establishes the Associate in Arts (AA) degree as the basic transfer degree of the FCS. The AA degree consists of 60 semester credit hours of college-credit courses, including a 36 credit general education curriculum comprised of communications, mathematics, social sciences, humanities, and natural sciences courses. AA degree programs offered by FCS institutions are structured to enable students to complete the general education and prerequisite coursework requirements for admission into a baccalaureate degree program.²³

¹⁷ Florida Department of Education, Commission for Independent Education, Chapter 6E, Florida Administrative Code, http://www.fldoe.org/cie/pdf/chapter6E_rules.pdf (last visited Feb. 21, 2012).

¹⁸ Section 1008.39, F.S.

¹⁹ Section 1009.89, F.S.

²⁰ Florida Department of Education, *2011-12 Florida Resident Access Grant Program Eligible Institutions*, https://www.floridastudentfinancialaidsg.org/admin/SAWELIGPSI_ByProg.asp?ByProg=FRAG (last visited Feb. 27, 2012).

²¹ Florida Department of Education, Office of Student Financial Assistance, *Annual Report to the Commissioner 2010-11*, at 29, available at <http://www.floridastudentfinancialaid.org/SSFAD/home/StateProgramLinks.htm> (last visited Feb. 27, 2012).

²² Section 1007.23 (1), F.S.

²³ Section 1001.02(6), F.S.

Florida's statewide articulation agreement guarantees each AA degree graduate of a FCS institution receive priority for admission over out-of-state students into a baccalaureate degree program offered by an institution in the SUS or FCS. Through this program, the graduate may choose to enroll in either the SUS or FCS; however admission into the graduates' preferred institution within the SUS or FCS is not guaranteed.²⁴

Effect of Proposed Changes

To improve articulation and reduce excess credit hours, beginning with students initially entering a FCS institution in 2013-2014, the bill requires each student seeking an AA degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours. Once a student indicates a baccalaureate degree program offered at an institution of interest, the institution in which the student is enrolled must inform the student of the prerequisites for the baccalaureate degree program.

Foreign Language Requirement

Present Situation

Currently, students receiving an AA degree are not required to demonstrate competency in a foreign language. However, SUS institutions require undergraduate transfer students to have earned two high school credits in one foreign language or American Sign Language (ASL); successfully completed eight or more semester credit hours in one foreign language or ASL at an undergraduate institution; demonstrate equivalent foreign language competence on the basis of scores determined by the ACC Credit-By-Exam Equivalencies; or demonstrate equivalent foreign language or ASL competence through other means approved by the university.²⁵

Effect of Proposed Changes

The bill enhances smooth transition to the baccalaureate degree and may reduce excess hours by requiring students seeking an AA degree to demonstrate competency in a foreign language pursuant to s. 1007.262, F.S., prior to graduation.

General Education

Present Situation

To meet regional accreditation requirements, each institution must require in each undergraduate degree program, "the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale."²⁶ For baccalaureate degree programs, the general education component constitutes a minimum of thirty semester hours or the equivalent. These credit hours must be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.²⁷

The DOE must identify courses that meet general education requirements within the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. Such courses must be identified by their statewide course number using the Statewide Course Numbering System. All public postsecondary educational institutions are required to accept the general education courses.²⁸ In Florida, the

²⁴ Section 1007.23(2)(3), F.S.

²⁵ Florida Board of Governors Regulation 7.001 (Feb. 28, 2012).

²⁶ Southern Association of Colleges and Schools Commission on Colleges, *Foundations for Quality Enhancement*, at 19 (2012), available at <http://sacscoc.org/principles.asp> (last visited Feb. 15, 2012).

²⁷ Southern Association of Colleges and Schools Commission on Colleges, *Foundations for Quality Enhancement*, at 19 (2012), available at <http://sacscoc.org/principles.asp> (last visited Feb. 15, 2012).

²⁸ Section 1007.25(3), F.S.

general education component for undergraduate degree programs constitutes a total of thirty-six semester hours.²⁹

Effect of Proposed Changes

To provide institutions with flexibility in developing a solid foundation for students enrolled in their undergraduate programs, the bill revises provisions related to general education beginning with students initially entering a FCS institution in 2014-15, by requiring 30 semester credit hours of general education rather than 36 semester credit hours. The chairs of the SBE and BOG are required to jointly appoint faculty committees to identify statewide general education core course options. General education core course options must consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. Each general education core course option may contain high-level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course.

Students entering a college or university in 2014-15 and thereafter, must complete at least one identified core course in each subject area as part of the general education requirements. All public postsecondary institutions must offer and accept these courses as meeting general education core course requirements. The remaining general education course requirements must be identified by each institution and reported to the department by their statewide course number.

The SBE and BOG must adopt the general education core course options in rule and regulation, respectively.

Site-determined baccalaureate degree access

Present Situation

Section 1007.33(6), F.S., effective July 1, 2010, allows eligible FCS institutions to apply for an exemption from the existing State Board of Education approval process for offering subsequent baccalaureate degree programs. To qualify for this exemption, and bypass State Board of Education approval for new baccalaureate degrees, a FCS institution must have received Level 2 accreditation from the Southern Association of Colleges and Schools and must have been a baccalaureate-degree-granting institution that has offered baccalaureate degree programs at their institution for 3 years or more. According to DOE, the FCS institutions that would qualify for this are Chipola College, Miami Dade College, Edison State College, Northwest Florida State College, Daytona State College, Florida State College at Jacksonville, and Indian River State College. Broward College and Palm Beach College will become eligible later in 2012.³⁰

Effect of Proposed Changes

The bill repeals section 1007.33(6), F.S., governing the approval process for subsequent baccalaureate degrees at FCS institutions offering baccalaureate degree programs for 3 or more years. To date, no colleges have applied for the exemption.³¹ The repeal of this section does not prohibit FCS institutions from adding baccalaureate degree programs for which a need is demonstrated and approval is received by the SBE.

The bill also includes as part of the approval process for baccalaureate degree programs that the FCS institutions annually and upon the request of the State Board of Education, Commissioner of Education, Chancellor of the Florida College System, or Legislature, report on the status of baccalaureate degree programs, using the following performance and compliance indicators:

- Obtaining and maintaining appropriate Southern Association of Colleges and Schools accreditation;
- Maintaining qualified faculty and institutional resources;

²⁹ Rule 6A-10.024, F.A.C.

³⁰ Staff of the Florida Department of Education, Division of Florida Colleges, *Agency Legislative Bill Analysis for SB 492* (2012).

³¹ Telephone Conversation with Department of Education Staff (March 18, 2011).

- Maintaining enrollment in previously approved programs;
- Managing fiscal resources appropriately;
- Complying with primary mission and responsibility requirements; and
- Other indicators of success, including program completers, placements, and survey of graduates and employers.

The bill authorizes the SBE, upon review of the performance and compliance indicators, to require a Florida College System institution's board of trustees, to modify or terminate a baccalaureate degree program.

Economic Security Report

Present Situation

With the economic downturn in recent years and the difficulty many college graduates have had finding employment; many students have begun to question the economic value of a bachelor's degree.³² In a survey by Rutgers University, 48 percent of the students surveyed said that in order to have economic security they would have been more careful in selecting a major or would have chosen a different major.³³

Research by the Center on Education and the Workforce at Georgetown University found that a student's choice of major substantially affects employment prospects and earnings. The study found that "majors with high technical, business, and healthcare content tend to earn the most among both recent and experienced college graduates."³⁴

According to the TechAmerica Foundation, in a ranking of states on high technology measures based on 2010 data, Florida ranked fifth in high tech employment, third in number of high tech establishments, and second in defense systems manufacturing.³⁵ According to a Georgetown University report analyzing STEM jobs by state, Florida will require a total of 385,010 STEM jobs by 2018, and 89 percent of those jobs will require postsecondary education and training in high technology employment. Forty-nine percent of Florida's STEM jobs will be in computer occupations by 2018. The report also projects that nine percent of all Florida jobs for holders of Master's degrees and ten percent of all jobs for holders of a PhD degree will be in STEM fields by 2018. However, since 2001, there has been a 43 percent decline in bachelor's degrees earned at state universities in computer, computer services, information technology, software engineering, management information systems and related high tech fields.³⁶

Effect of Proposed Changes

Beginning December 31, 2013, the bill requires the Department of Economic Opportunity (DEO) to annually prepare, or contract with an entity to prepare, an Economic Security Report of employment and earning outcomes for degrees and certificates earned at a public postsecondary educational institution.

³² Kwoh, L. "Generation Jobless: No One Wants to Hire Me", *Wall Street Journal*, November 12, 2011, <http://online.wsj.com/article/SB10001424052970204224604577032551908947414.html?KEYWORDS=value+of+a+college+degree> (last visited Feb. 16, 2012); Wooldridge, A., "Angst for the Educated," Schumpeter column, *The Economist*, September 3, 2011, <http://www.economist.com/node/21528226> (last visited Feb. 16, 2012); and Fischer, Karin, "Crisis of Confidence Threatens Colleges", *The Chronicle of Higher Education*, May 15, 2011, <http://chronicle.com/article/Higher-Education-in-America-a/127530> (last visited Feb. 16, 2012).

³³ Godofsky, J.; Zukin, C.; Van Horn, C; "Unfulfilled Expectations: Recent College Graduates Struggle in a Troubled Economy", John J. Heldrich Center for Workforce Development, Rutgers University, May 2011, *available at* http://www.heldrich.rutgers.edu/sites/default/files/content/Work_Trends_May_2011.pdf.

³⁴ Carnevale, A.P.; Cheah, B.; and Strohl, J.; "Hard Times: College Majors, Unemployment and Earnings: Not All College Degrees are Created Equal," <http://cew.georgetown.edu/unemployment> (last visited Feb. 16, 2012), Georgetown University Center for Education and the Workforce, January 4, 2012.

³⁵ TechAmerica Foundation, "Cyberstates 2011: The Definitive State-by-State Analysis of the U.S. High-tech Industry", at 8-9 and 114, *available at* <http://www.techamericafoundation.org/cyberstates> (last visited Feb. 28, 2012).

³⁶ Email, Florida State University Learning Systems Institute (March 9, 2012).

The DEO must prepare the report using data obtained through the Florida Education and Training Placement Information Program (FETPIP), the federal Integrated Postsecondary Education Data System (IPEDS), the State University System (SUS), and the Florida College System (FCS). The report must include information on employment, earnings, continuing education, and receipt of public assistance for all students who earn a degree or certificate in the SUS or the FCS, and those who hold industry certifications. The report must be easily accessible to and readable by the public and must be made available online.

Beginning in the 2014-15 academic year and each year thereafter, the BOG must require a state university to provide each enrolled student electronic access to the Economic Security Report prepared by DEO. The BOG must also require a state university to provide, using FETPIP each student electronic access to the following information each year prior to registration:

- The top 25 percent of degrees reported by the university in terms of highest full-time job placement and highest average annualized earnings in the year after earning the degree.
- The bottom 10 percent of degrees reported by the university in terms of lowest full-time job placement and lowest average annualized earnings in the year after earning the degree.

Beginning in the 2014-15 academic year and each year thereafter, the SBE must require each FCS institution, prior to registration, to provide each enrolled student electronic access to the Economic Security Report of employment and earning outcomes prepared by DEO.

Beginning in the 2014-15 school year and annually thereafter, each middle school and high school student or the student's parent prior to registration, must be provided a two page summary and electronic access to the Economic Security Report.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

The Economic Security Report required by the bill will inform students and their parents regarding the employment and income of graduates of various degree programs with the goal of helping students choose academic fields that will lead to employment and economic security.

D. FISCAL COMMENTS:

None.