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ABSTRACT

This study reports the higher educational needs of the persons living in lower west Florida counties from Manatee to Collier, identifies the most feasible course of action to meet those needs and assesses the consequences ensuing from adding to the state university system. Chapters cover access to public higher education, expansion of the state university system, population growth and higher education, enrollment patterns in the 9-county area, higher education needs of the lower west coast, junior colleges as a source of upper-division enrollment, future enrollment projections, the impact of resource allocation in expanding public higher education, alternative courses of action, and projected cost estimates for expanding public higher education. Appendices include research material. (MJM)

Higher Educational Needs Of the Lower West Coast

Florida Board of Regents
Tallahassee, Florida

Higher Educational Needs of the Lower West Coast

Florida Board of Regents

Tallahassee

1973

73-17

Foreword

In recent years, the residents of the lower west coast of Florida, speaking through their elected officials, have expressed the feeling that the State University System in its present framework does not properly serve them. The 1972 Legislature, responding to the efforts of Senator Wilbur Boyd, then representing the 31st senatorial district, provided the Board of Regents with funds to be used in studying the need for baccalaureate-level education in that section of Florida.

The basic issue dealt with in this study, then, is access to higher education. Some years ago the State of Florida embarked upon a program of making education accessible to the various population centers in the state. In the case of the community colleges this effort took the form of establishing community colleges within commuting distance of almost the entire population of Florida. In the case of the universities, institutions have been established in the major population centers. These dramatic programs have received wide publicity.

Less noted but equally dramatic have been other efforts to make education accessible. These include the establishment of ten off-campus, university centers, an external degree program, and increasing utilization of television courses for credit, as well as the more traditional continuing education efforts. Some of these efforts have received special funding. Others have generated sufficient income so that no special funding was required, or have been carried on by a particular university willing to absorb the cost of providing the service. No consistent policy now exists with respect to the funding of these efforts, and one needs to be established.

Implementation of the philosophy of accessibility has left the lower west coast as the only densely populated area in Florida unserved by the existing network. The geographical distribution of the population on the southwest coast, plus its age composition, presents special problems. Our study has attempted to pinpoint some of the policy questions which must be addressed by the Legislature in making a determination as to whether to expand educational opportunities to the lower west coast. The decisions may very well have an impact on the method of funding existing centers.

The study has been conducted by the Board of Regents' own office of Educational Research, under the general supervision of Vice Chancellor Allan Tucker. Specific instructions were given to the project director and his staff to establish a close and continuing relationship with President Cecil Mackey of the University of South Florida, and with the legislative and educational leaders in the study area, and this was done.

The completed study has raised as many questions as it has answered. It is our recommendation that there be special funding to plan for the expansion of off-campus instruction, thereby providing access for education to persons living in Bradenton, Sarasota, Fort Myers, Port Charlotte, Naples, and throughout the area. In the next budget we will attempt to address the problem of funding of all centers and to bring to the Legislature for resolution our recommendations with respect to this matter.

This study was performed under the immediate direction of Dr. G. Emerson Tully. He has performed his usual outstanding task of conceiving and executing a study which should be of interest to all those concerned with the welfare of higher education in the State of Florida.

Robert B. Mautz
Chancellor

Acknowledgments

Documenting the higher educational plans of the residents of the lower west coast of Florida was a major component of this study. Assistance from the Tampa Bay Regional Planning Council in conducting the survey, support from the news media in publicizing the project, and cooperation by the county superintendents in distributing questionnaires contributed significantly to the data-gathering phase of the study.

Dr. Sam Neel, president of Manatee Junior College, and Dr. David Robinson, president of Edison Community College, opened doors on their campuses to enable the project staff to obtain from their students statements of long-range educational objectives. The willingness of these two college presidents to cooperate committed not only themselves, but their faculties and students to give time and effort to the survey. This commitment on the part of all individuals concerned was graciously honored, such action earning the gratitude of the project director and his associates.

Dr. Edwin Martin, appointed by President Cecil Mackey, president of the University of South Florida, to effect liaison between the university and the project staff, fulfilled his assignment most admirably. For his efforts, I am most appreciative.

My colleagues here on the Chancellor's staff were resourceful and prompt in supplying needed data. To them and to Robert F. Sanchez, Research Associate for the project, Jerry Baker, Research Assistant, and Margaret Crawford, Secretary, I am truly indebted for their creative input which was coupled with just plain hard work.

G. Emerson Tully
Director of Educational Research
Project Director

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Summary of Study

In the early summer of 1972, a study of the higher educational needs of the residents of the lower west coast of Florida was undertaken by the Chancellor's staff. Instigated at the request of Senator Wilbur Boyd, then representing the 31st senatorial district, and supported by funds provided by the 1972 Legislature, the study included surveys of the general population in the area, as well as of students enrolled at Manatee Junior College and Edison Community College.

The project staff maintained close liaison with faculty and administrative personnel from the University of South Florida designated by President Mackey to assist with the study. During the course of the study, the project director and his colleagues visited all counties in the study area, returning to Bradenton, Sarasota, Port Charlotte, and Fort Myers a number of times.

The study was completed in April of 1973, and presented in the May 15, 1973 meeting of the Board of Regents after being earlier reviewed by the Planning Committee of the Board.

The findings, conclusions, and recommendations of the study are presented immediately below. The text of the study, as well as appendices, including survey results, then follow.

Findings

1. By the fall of 1972, the state had expanded its university system to the point where some 89.5 percent of the high school graduates were within commuting distance (approximately a one-hour round-trip) of one of the state's nine public universities. If off-campus centers were taken into consideration, over 93 percent of the graduates were within commuting distance.

2. The nine-county area under study, with its 472,700 residents (1972 population estimate), its 5.9 percent of the state's high school graduates, and its prospects for rapid growth, is the most populous region of Florida not yet having a university or any other public facility providing education leading to the baccalaureate.

3. Despite the area's current population and the prospects for further growth, neither the existing level of enrollment nor enrollment projections through 1980 came close to meeting CODE[1] requirements for establishing a separate university or a branch campus.

4. Off-campus instruction, offered in the area under the auspices of the University of South Florida, is almost entirely confined to selected courses in the field of teacher education.

5. Surveys of the general population and junior college students in the area indicate that there is a reservoir of potential students who will be denied access to baccalaureate study in business and selected arts and sciences programs unless upper-division course work becomes available within commuting distance of their place of residence. Population projections indicate that this reservoir will grow larger in the immediate years ahead.

6. The geographic distribution of residents within the nine-county region is not uniform, but is characterized by location of the larger towns and cities in a narrow coastal zone, and by the further division of the coastal zone into two centers of population--the Bradenton-Sarasota area to the north, and the Fort Myers area 75 miles to the south. Further excerbating the situation are poor transportation and the findings of the educational survey of the region concerning willingness of the residents to commute in pursuit of higher education. Over half of the survey respondents were unwilling to travel more than 25 miles round-trip, and only one in five would be willing to travel more than 50 miles round-trip.

Conclusions

1. Most of the nearly 500,000 residents of the nine-county area (1972 estimate) live beyond commuting distance of an existing state university. In the minds of numerous civic leaders, educators, and other citizens of the area, many of their college-age persons are not pursuing the baccalaureate because of relative isolation from one of the nine state universities. There is some merit to this argument. When community college students were asked if the absence of a university within commuting distance of their homes influenced their decision to continue their education, 25 percent responded "Yes" and another 20 percent responded "Uncertain." Fifty-four percent, or about one out of every two students, said the absence of a university made no difference in their plans.

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[1] CODE is an anachronism of the title of the Board of Regents' long-range planning document, Comprehensive Development Plan (CODE) of the State University System of Florida 1969-1980, Phase I, published in 1969.

2. The current off-campus instructional programs in Bradenton-Sarasota and in Fort Myers are teacher-training oriented, and understandably, are not viewed by adults in the two cities as a means for meeting baccalaureate degree requirements in business and other fields of study not related to teacher training. As a result, off-campus enrollment has become stabilized, and probably will not pick up as long as only education courses are offered, even though there is an overall population growth taking place in both Bradenton-Sarasota and Fort Myers.

3. Off-campus instruction in Bradenton-Sarasota and in Fort Myers can best be expanded by coordinating course offerings in the two cities to allow faculty members to teach in each city on alternate days. Although a faculty member (especially one who lives midway between the two population centers) can be expected to travel to either city by automobile to meet his classes, Bradenton-Sarasota and Fort Myers are too distant from each other (75 miles) for students residing in one city to commute to the other city to attend class at a single location.

4. Course offerings in economics, accounting, humanities, etc., will likely result in enrollment increase over a period of three years. The first year of expanded instruction will exhibit a relatively high cost per credit hour that will successively decrease during the second and third years. In the third year of operations, allocation funds generated by enrollments should approximate total operating costs.

5. Because of the unique population distribution on the lower west coast of Florida, special funding to expand off-campus education into the area will be needed initially. Such special funding is in contrast to the present policies that require universities providing off-campus instruction to absorb the costs, and the implications of this special funding should be carefully weighed.

6. No capital outlay, except for limited renovations to any existing buildings that are made available to the state by local agencies for classrooms and administrative offices, will be required.

7. The period of rapid expansion of the State University System of Florida appears to have ended, and requests for funding are being subjected to increased scrutiny. Nevertheless, there remains sufficient support for the philosophy of providing maximum access to higher education so that efforts to increase accessibility in those major areas of Florida passed over during the expansion era may receive a sympathetic hearing--provided that CODE criteria are followed, and also provided that the state retains the option of terminating those programs which do not prove viable after a reasonable opportunity to do so.

Recommendations

1. That the provisions of CODE prescribing the expansion of the State University System according to growth of the instructional program be

observed in meeting the educational needs of the persons living in the study area.

2. That off-campus instruction in the nine-county area described in the study as the lower west coast of Florida (Manatee, Sarasota, Charlotte, Lee, Collier, Hardee, DeSoto, Glades, [illegible] counties) be expanded on a coordinated basis under the administrative control of the University of South Florida.

3. That the educational effort be at two physical locations--one in the Bradenton-Sarasota area, the other in Fort Myers, but with the two locations supervised by one director, appointed by and responsible to the president of the University of South Florida.

4. That the 1973 Legislature appropriate $35,000 to support a full year of development and planning leading to an expanded program of off-campus instruction to begin in the fall of 1974; that the initial $35,000 be used for the director's salary, travel, a one-half time secretary, and operating expenses during the academic year 1973-74.

5. That the development and planning activities during the academic year 1973-74 include a determination of probable enrollments in required courses leading to the baccalaureate degree in education and in business, the master's degree in education, and upper-level study in nursing education.

6. That the program of off-campus instruction be reviewed each year of its operation, beginning in 1973-74, to (a) establish the cost per credit hour of each degree program, (b) determine the adequacy of the program in the eyes of area residents, and (c) evaluate enrollments and enrollment trends in terms of CODE criteria governing further expansion of the programs.

7. That after two years of an expanded program of off-campus instruction, the program be cut back or terminated if faculty and administrative positions and other costs are not being generated and maintained by enrollment.

8. That the criterion of equating total off-campus instructional costs with funds generated by enrollment to determine the continuation of a center be applied uniformly throughout the State University System beginning in 1974-75.

Chapter 1: Access to Public Higher Education

Purpose of Study

A significant development occurred in the State University System of Florida in the fall of 1972. In September two new public universities were opened, one in Jacksonville and one in Miami, thereby giving access to a public university to residents of all the major cities in Florida. With the opening of these two new institutions, approximately 89.5 percent of the state's high school graduates were within commuting distance of a public university campus.

Now the issue of the availability of public higher education leading to the baccalaureate has come up again, this time in reference to the populous counties extending along the lower west coast of Florida from Manatee to Collier and the less populous counties lying immediately east of the coastal counties. It is the purpose of this feasibility study to (a) report the higher educational needs of the persons living in those counties, (b) identify the most feasible course of action for meeting those needs, and (c) assess the consequences ensuing from adding to the State University System or not adding to the System at this time.

In February 1972, Senator Wilbur Boyd of Palmetto, at that time the Senator from the 31st senatorial district, in order to call attention to the felt needs of the people of his region, drafted a bill for the consideration of the State Senate. The bill would have authorized creation of an extension program of the University of South Florida to be located on the campus of Manatee Junior College near Bradenton. The program would have granted baccalaureate degrees in the subject-matter areas of business and education. A preamble to the bill called attention to the rapid growth of the region, and to

the need to provide the area with trained personnel for careers in business and teaching. The bill's preamble also indicated a feeling that the higher educational needs of the region were not being adequately met. Included in the enacting section of the bill was an appropriation of $100,000 to effectuate the authorized program. (The text of Senator Boyd's proposed bill is found in Appendix A.)

After the introduction of the bill by Senator Boyd, Board of Regents Chancellor Robert B. Mautz and members of his staff conferred with Senator Boyd. Following an exchange of views, it was felt by all concerned that further study was needed to determine the best means of meeting the post-secondary educational needs of the Bradenton-Sarasota area. Accordingly, Senator Boyd withdrew his bill with the understanding that the Board of Regents intended to press forward with a comprehensive study of the higher educational needs of the region. A sum of $30,000 was later appropriated for the study.

Projected Scope of the Study

Shortly after the legislative session ended, the Board acted, at its June meeting, to launch the study. Immediately following the Board's action, members of the Chancellor's staff met to outline the scope of the study and to seek consensus on the major issues to be considered. The following major points were accepted as general guidelines:

1. Broad questions of policy, such as the obligation of the state to place a degree-granting facility in every large population area, should be discussed.

2. The proposed study, in exploring "feasibility," should give as much weight to the availability of resources as to the educational needs of the area under study.

3. Among the first steps in the development of the study should be a conference with the leadership of the University of South Florida to elicit its views and to seek input from specialists on the University of South Florida faculty.

4. The study should consider the full range of alternative courses of action for meeting the educational needs of the lower west coast. These include (a) no action...continuing present service; (b) an upper-division center...non-degree granting; (c) an upper-division, baccalaureate degree-granting center; (d) a satellite campus of the University of South Florida; and (e) a separate upper-division university.

5. Projected cost estimates for each of the types of action listed in item 4 should be prepared.

6. Enrollment projections based, in part, on current community college enrollments in the nine-county area should be prepared.

7. New trends in higher education should be discussed in relation to the need for a facility on the lower west coast. These trends include the external degree, emphasis on career education, and increasing use of instructional technology.

8. Although projections of the graduates of the area's community colleges will constitute a basic component of need, the study should also encompass the needs of the region's population of older age groups.

9. Particular emphases should be given to exploring the need for upper-division programs in the fine arts and other programs of study intended to enrich personal development.

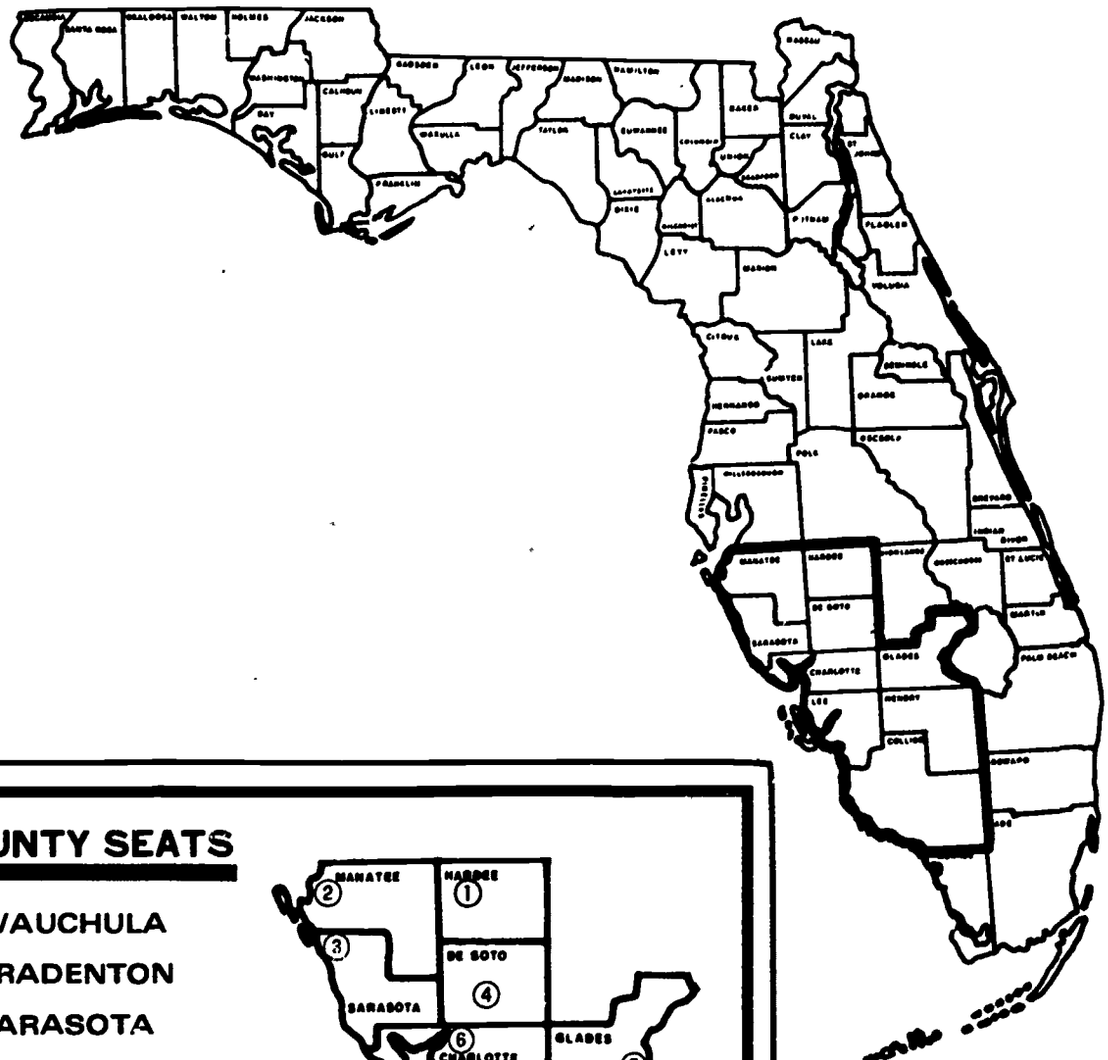
10. The study should relate specifically to present programs of continuing education.

Geographic and Demographic Overview of the Study Area

With these guidelines defining the educational boundaries of the study, it remained for the project staff to define more clearly the geographical boundaries of the study (Map 1). In examining the lower west coast, the staff found it difficult to isolate the problems of any one small area from those of the entire region. The region seemed bound together by a similarity of geography and population, although certain important differences were later to become apparent. The region's counties seemed to share many interests and many problems. Initially it was decided that the study would encompass a six-county area including Manatee, Sarasota, Charlotte, DeSoto, Lee, and Hardee

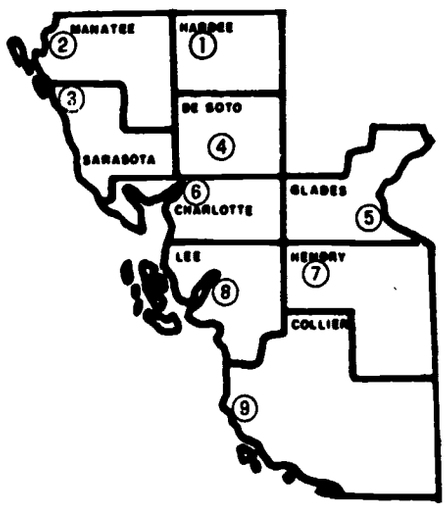
REGION OF STUDY

MAP I



COUNTY SEATS

1 WAUCHULA
2 BRADENTON
3 SARASOTA
4 ARCADIA
5 MOORE HAVEN
6 PUNTA GORDA
7 LABELLE
8 FORT MYERS
9 NAPLES



counties. Early in the initial phases of the study, reaction from the region indicated the desirability of adding Collier, Glades, and Hendry counties, and these counties were added, thus completing the geographical delineation of the area of study.

The region of the study is a dynamic one. The nine-county area grew from a population of 364,071 in 1960 to 431,829 in 1970. In that decade from 1960 to 1970, the region's share of the state's population grew from 5.3 percent to 6.3 percent. Projections of population trends indicate that further rapid growth is in store for most of the area in the immediate future. A ten-year forecast by a well-known business source estimates that the population of the region will reach 748,100 by 1982.[2]

The population increase has not been entirely evenly distributed. The region is growing rapidly along a narrow coastal strip, with the immigration of elderly retired persons as a major cause of the growth. Between 1960 and 1970, the population of the region's five coastal counties (Manatee, Sarasota, Charlotte, Lee, and Collier) increased from 228,949 to 388,343. In contrast, the four interior counties of the region (Hardee, DeSoto, Glades, and Hendry) have been thinly populated and relatively dormant. Although there are some indications of possible future "spillover" from coastal growth, the four counties showed a population increase from 35,122 in 1960 to only 43,477 in 1970. (A more complete discussion of population characteristics is found in Chapter 3.)

In addition to the natural division of the region into a coastal strip and an interior area, observation suggests that the coastal strip is not a continuous whole, but rather is divided and subdivided. At the northern end

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[2] Adjunct to Kiplinger Florida Letter, 1972.

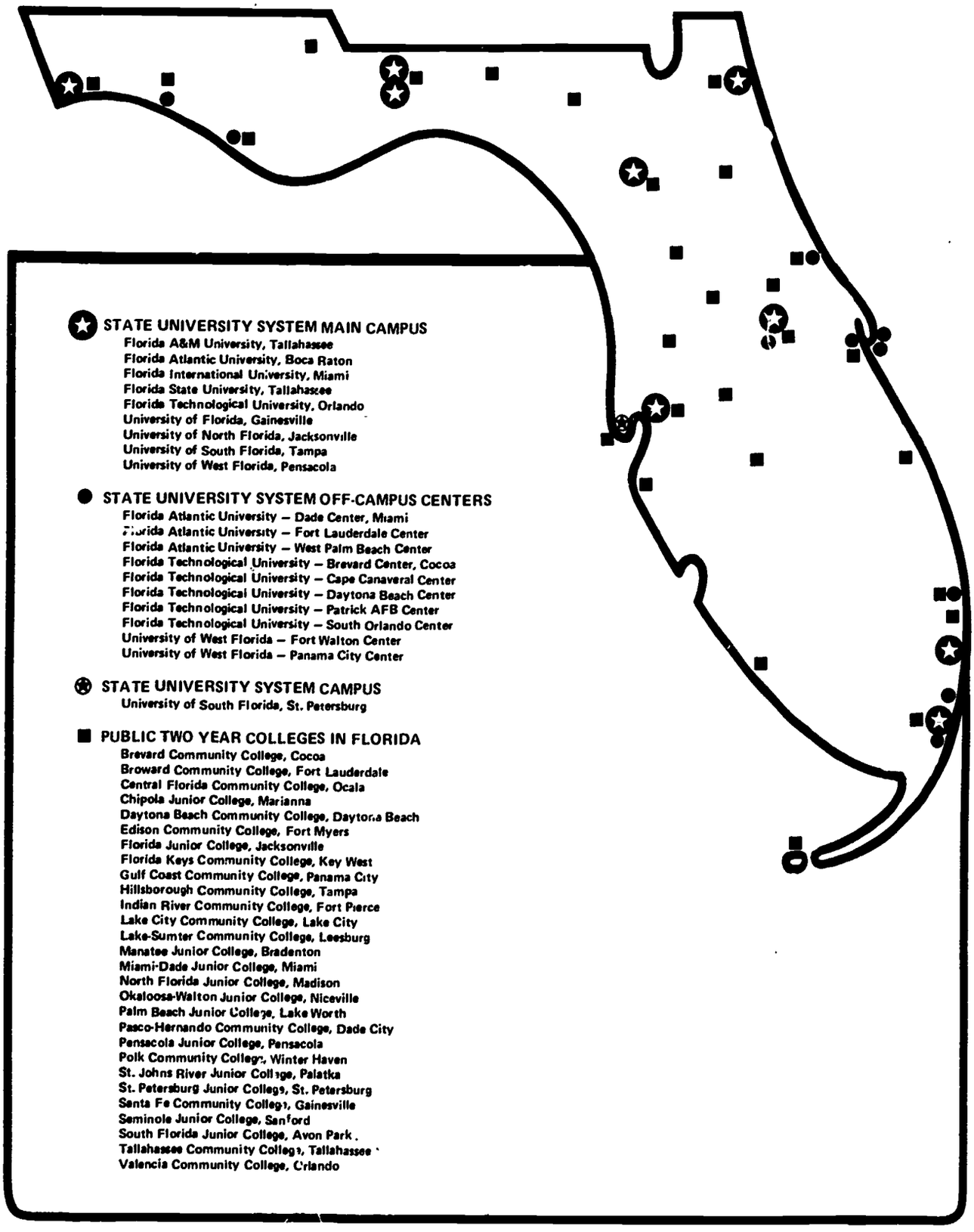
of the coastal area, the Bradenton-Sarasota area is knitted together by urban sprawl, overlapping news and information media, a common airport, a community college, a similarity of population makeup, and many other factors. To the south, the area with Fort Myers at its hub lies separated from its northern neighbors by distance, by poor roads, by inadequate transportation, and by reliance on news and information media largely different from those serving the northern counties of the region. Any planning for the region should reflect an awareness of these divisions.

Overview of Higher Education Enrollment Trends in the Region

The area is presently served by two community colleges within commuting distance of almost all high school graduates. In addition, the University of South Florida regularly offers courses in Sarasota and Fort Myers, mainly for the in-service training of teachers. The University of South Florida also offers similar classes in four other area counties. One small private school, New College of Sarasota, has an enrollment of 613 students, but only 16 of its students are from the nine-county area of this study. Eight of the nine counties are entirely beyond commuting distance of a State University System campus (Map 2). Only Manatee County lies generally within what is usually regarded as normal commuting distance of a university, but traffic conditions make Manatee County's commuting status marginal at best. These eight counties beyond commuting distance have 4.67 percent of the state's high school graduates. That is almost half of the 10.46 percent of Florida high school graduates currently beyond commuting distance of a state university campus. With Manatee County included, the region has 5.9 percent of the state's high school graduates. Furthermore, if present population trends continue across the state, this region's share of Florida's high school graduates beyond commuting distance of

PUBLIC HIGHER EDUCATION IN FLORIDA

MAP II



STATE UNIVERSITY SYSTEM MAIN CAMPUS

- Florida A&M University, Tallahassee
- Florida Atlantic University, Boca Raton
- Florida International University, Miami
- Florida State University, Tallahassee
- Florida Technological University, Orlando
- University of Florida, Gainesville
- University of North Florida, Jacksonville
- University of South Florida, Tampa
- University of West Florida, Pensacola

STATE UNIVERSITY SYSTEM OFF-CAMPUS CENTERS

- Florida Atlantic University – Dade Center, Miami
- Florida Atlantic University – Fort Lauderdale Center
- Florida Atlantic University – West Palm Beach Center
- Florida Technological University – Brevard Center, Cocoa
- Florida Technological University – Cape Canaveral Center
- Florida Technological University – Daytona Beach Center
- Florida Technological University – Patrick AFB Center
- Florida Technological University – South Orlando Center
- University of West Florida – Fort Walton Center
- University of West Florida – Panama City Center

STATE UNIVERSITY SYSTEM CAMPUS

- University of South Florida, St. Petersburg

PUBLIC TWO YEAR COLLEGES IN FLORIDA

- Brevard Community College, Cocoa
- Broward Community College, Fort Lauderdale
- Central Florida Community College, Ocala
- Chipola Junior College, Marianna
- Daytona Beach Community College, Daytona Beach
- Edison Community College, Fort Myers
- Florida Junior College, Jacksonville
- Florida Keys Community College, Key West
- Gulf Coast Community College, Panama City
- Hillsborough Community College, Tampa
- Indian River Community College, Fort Pierce
- Lake City Community College, Lake City
- Lake-Sumter Community College, Leesburg
- Manatee Junior College, Bradenton
- Miami-Dade Junior College, Miami
- North Florida Junior College, Madison
- Okaloosa-Walton Junior College, Niceville
- Palm Beach Junior College, Lake Worth
- Pasco-Hernando Community College, Dade City
- Pensacola Junior College, Pensacola
- Polk Community College, Winter Haven
- St. Johns River Junior College, Palatka
- St. Petersburg Junior College, St. Petersburg
- Santa Fe Community College, Gainesville
- Seminole Junior College, Sanford
- South Florida Junior College, Avon Park
- Tallahassee Community College, Tallahassee
- Valencia Community College, Orlando

a public university campus may be expected to increase because most of the rest of the students throughout the state beyond commuting distance live in areas of declining or stable population.[3]

It should also be pointed out, however, that much of the growth of the lower west coast region has been the result of an influx of elderly retired persons who may represent relatively few potential university students. All five of the region's more rapidly growing coastal counties have a median age substantially above the national and state medians. Increases in the number of students have lagged behond increases in the general population. Adding to the lag was the relatively low percentage of high school graduates in the region who chose to continue their education. Only in Sarasota County did the percentage of high school graduates continuing their schooling (61.9) exceed the state average of 57.7 percent (Table 1). In the other eight counties, the weighted average of high school graduates continuing their education was 44.8 percent. Economics alone may not adequately account for these statistics, for by way of comparison, in seven counties in northwest Florida which lie near the bottom when ranked with the remaining counties in the state on per capita income, and which are also beyond commuting distance of a campus, 49.7 percent of high school graduates nevertheless elected to continue their education.

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[3]Statewide, 10.46 percent of the high school graduates live beyond commuting distance of a State University System campus--4.67 percent in the eight counties of this study area lying outside commuting distance (all except Manatee); 2.86 percent in the northwest Florida area consisting of Walton, Holmes, Washington, Bay, Jackson, Gulf, and Franklin counties; 1.84 percent in the east south-central region of Highlands, Okeechobee, Indian River, and St. Lucie counties; and 1.09 percent in four isolated counties--Hamilton, Flagler, Citrus, and Monroe.

Table 1: High School Graduates in the Nine-County Area

County	1971 H. S. Graduates	Pct. H.S. Grad. Continuing Educ.	Pct. Aged 14-17 Not in School
Charlotte	268	36.5	12.2
Collier	483	43.0	18.8
DeSoto	128	35.9	15.0
Glades	39	33.3	0.1
Hardee	146	31.5	29.5
Hendry	117	36.7	13.1
Lee	1,139	47.0	18.1
Manatee	956	47.7	11.0
Sarasota	1,202	61.9	12.0
9-County Region	4,478	49.4	14.5
Florida	75,413	57.7	9.4

Source: Division of Elementary and Secondary Education, Dept. of Education, Research Report No. 96, "Florida High School Graduates"

Neither was the relatively low proportion of high school graduates attending college explained by the isolation of the region from availability of a campus. Two community colleges and several vocational-technical schools serve the region's high school graduates. Practically all of the region's students were within commuting distance of one of them. Furthermore, as noted previously, other regions similarly isolated from State University System campuses have significantly higher proportions of high school graduates continuing their education.

One theory which might account for the relatively low proportion of the region's high school graduates attending college or other post-secondary educational institutions would be that the counties of the region have succeeded in lowering their attrition (drop out) rates so that students of marginal abilities are carried along in school at least through high school graduation, whereas in some other counties they may drop out prior to graduation, leaving a relatively elite group of high school graduates of whom a larger proportion will enter college. Unfortunately, such data as are available (Table 1) do not lend support to this theory. While in the state as a whole, only 9.4 percent of the persons 14 to 17 years of age were not in school, in the nine-county region 14.5 percent of the 14 to 17 age group had discontinued schooling.

Summary

The region of this study is an intriguing, sometimes puzzling area of dynamic change, striking contrasts, and occasional apparent contradictions. The region has a large and rapidly growing population somewhat atypical in age distribution, with 6.3 percent of the state's people and 5.9 percent of its high school graduates. It is not a tightly-knit, homogeneous region but contains several sub-regions.

Given the geographical milieu, the population data, and the current educational patterns, then, this study attempts to assess the current and future higher educational needs of this broad region of Florida. The study also seeks to determine how best to meet those needs, choosing from among a wide range of alternative courses of action. Although the data supplied by this study can assist in the making of the final choice, certain value judgments will remain to be made concerning issues which are as of yet unresolved. One such issue, for example, is how far Florida can reasonably be expected to extend

the principle of making higher education accessible to the state's students before reaching a point of diminishing returns at which it would be economically more feasible to subsidize the transportation or relocation of the students, or their attendance at existing private institutions, rather than to establish additional publicly supported centers, branches or universities. This issue is tacitly raised in a discussion of future expansion of the university system contained in the system's Comprehensive Development Plan (CODE). Not dealt with in CODE, however, is a related issue: is it a workable theory to "grow a university" beginning with a center operated by an existing institution, given the well-documented tendency of institutions to act on the basis of the self-interest of the main campus? Put another way, is it entirely defensible to tie feasibility of proposed future institutions to enrollment growth of "centers" and "branches" when enrollment may be a function of course offerings which, in turn, may be related not so much to perceived educational needs as to institutional self-interest and availability of resources?

The mention of these issues does not presuppose a particular answer to the questions they raise. Rather, it may indicate that a systemwide evaluation of the program of off-campus instruction, more detailed cost data, as well as equitable procedures for funding this instruction, should be developed.

Chapter 2: Expansion of the State University System

Public Higher Education in Florida Up to the Post World War II Era

The ways by which Florida in past years increased the enrollment capacity of its public institutions of higher learning were determined in large part by the concept of institutional role and scope that prevailed at the time the institutions were founded and developed. In the first half of this century, the roles assigned by the State Board of Education to the two public colleges and the state university were sharply delineated, and represented the generally held viewpoint of the way in which public higher education should be provided. The University of Florida in Gainesville was given the purpose of extending higher education principally to white males from throughout Florida. Florida State College for Women had essentially the same role, but for white females. Florida Agricultural and Mechanical College on the other hand, was coeducational, and enrolled black young men and women on a statewide basis.

Growth of the three institutions during this period was characterized by steadily increasing enrollments at each institution as degree programs were added and as the population of the state increased. Not until the rate of population growth began to swing sharply upward during World War II was any serious consideration given by the Legislature, the Board of Education, or the then Board of Control (now the Board of Regents) to changing to a method for expanding public higher education in Florida other than allowing each of the three existing institutions to admit more students.

Expansion of the State University System by Legislative Authorization

In the post World War II period, population growth had occurred to an extent that the previous mold for dealing with the higher educational needs of

Florida's young people was forever broken. Also, in 1947, Florida State College for Women (now Florida State University) became coeducational, bringing an end to the precise determination of institutional purpose according to sex and race. From 1960 to 1972, there was an unprecedented period of expansion of the State University System during which six new state universities were opened, tripling the number of state universities in operation prior to 1960 (Table 2).

Table 2: The State University System of Florida

Institution	Opening Year	Headcount Enrollment Fall 1972	Location	Type of Program
Univ. of Florida	1853	21,031	Gainesville	4-year
Florida State Univ.	1857	19,160	Tallahassee	4-year
Florida A & M Univ.	1887	4,563	Tallahassee	4-year
Univ. of S. Florida	1960	18,145	Tampa	4-year
Fla. Atlantic Univ.	1964	5,581	Boca Raton	Upper-Div.
Univ. of W. Florida	1967	3,559	Pensacola	Upper-Div.
Fla. Tech. Univ.	1968	6,852	Orlando	4-Year
Fla. Internat'l. U.	1972	5,126	Miami	Upper-Div.
Univ. of N. Florida	1972	1,985	Jacksonville	Upper-Div.

Authorization for the expansion of the State University System that took place during the 1960's was wholly in the hands of the Legislature. The University of South Florida, which opened in 1960, was authorized by the 1955 Legislature in response to a recommendation by the Board of Control. The 1955 Legislature in a separate act also authorized a public university for Palm

Beach County and one for Escambia County. Appropriation for building the institutions did not come for several years following passage of the authorizing legislation. Legislative acts authorizing Florida Technological University came in 1963, and for the University of North Florida and Florida International University in 1965.

Board of Regents and State University System Expansion

A distinction can be made between the responsibility of the Board of Control (created by the Buckman Act of 1905) in bringing about expansion of the State University System, and that of the Board of Regents, established by constitutional amendment in 1963.

The Board of Control from its early years to 1950 was basically management oriented. Academic programming and planning was largely in the hands of the university presidents. Conflict over institutional academic planning was minimal because institutional role was so firmly structured on the basis of sex and race. By the early 1950's, however, a need for long-range planning on the part of the Board of Control had emerged, a need which could not be met without an increased involvement in academic planning.

Especially significant among the long-range planning actions of this period was the decision by the Board of Control in 1955 to implement the concept of the "upper-division university," which would allow the State University System to expand without disrupting the planned growth of the community college system. By the 1960's, the community college movement, which had gained momentum in Florida during the decade after the end of World War II, had resulted in more than two dozen two-year public colleges coming into operation. Four of the six new universities opened in 1960 or thereafter were upper-division universities, enrolling students at the junior and senior years. All four

of the upper-division universities were located near large community colleges, a step that enabled the graduates of the community colleges to continue their education toward the baccalaureate without moving to another city.

Florida Atlantic University, opened in 1964, was the first of the four Florida public universities based on the upper-division concept. It was followed in 1967 by the University of West Florida and in 1972 by the University of North Florida and Florida International University. By the fall of 1972, these four institutions enrolled 13,226 of the 44,732 upper-division headcount enrollment in the State University System.

The Concept of Regional Universities

The concept that each public university in Florida should have a special responsibility to the students of college-age living in the geographical area in which the institution is located is gaining increasing acceptance among educators and laymen. The high cost of travel from a student's home to a far-away university campus supports this concept. The staffing of off-campus courses by the university, which logically calls for faculty members to travel only short distances to meet their off-campus classes, and the administrative control of the parent university over its off-campus instructional activities are also factors that support the regional concept.

The geography of Florida and its uneven distribution of population combine to make a division of the state into regions of the same approximate geographical size and population a difficult undertaking. Also, the way that the State University System has developed compounds the problem.

The placement of Florida's first two institutions of higher learning represented a clear effort to situate the institutions to serve geographical area. The pre-Civil War Legislature authorized one seminary to be located

east of the Suwannee River (later to become the University of Florida) and another to be west of the river (now Florida State University). The most populous part of Florida extended from Jacksonville on the east to Pensacola on the west, and the geographic placement of the two seminaries also made them generally accessible to the people. Even as late as 1887, when Florida Agricultural and Mechanical University had its beginning, most of the people lived in the northern part of the state. There was no overlapping in geographical areas when Florida Agricultural and Mechanical University was established, inasmuch as segregation by race was the prevailing practice at that time.

When the dormant phase in the expansion of higher education ended in the 1950's, and the period of opening new universities began, the newer institutions were located in centers of large populations. The University of South Florida was established in Tampa, Florida Atlantic University in Boca Raton, and Florida Technological University in Orlando. Location of the University of West Florida in Pensacola appeared to be based on an intent of the Legislature to place a public university in a geographic area not served by a state university rather than to locate the institution in one of the more populous sections of the state. Location of the University of North Florida in Jacksonville and Florida International University in Miami clearly represented a return to the policy of placing universities in the more heavily populated areas. In 1972, after the two new institutions opened in Miami and Jacksonville, 89.5 percent of the state's high school graduates were approximately within commuting distance of at least one of the state's nine universities.

A New Approach to Expansion

With the opening in 1972 of the state's eighth and ninth universities, it was widely assumed that Florida had reached the end of the phase of university system expansion whereby the system grew through creation of new institutions. The university system's development plan (CODE) seems to presuppose this change when it states:

> With the establishment of nine state universities, the State of Florida has completed its goal of establishing universities close to its most populous areas. For the foreseeable future the nine institutions will be able individually to service the populations of their immediate vicinity, and collectively the State of Florida, by combining on-campus resident instructional programs with off-campus continuing education programs. Although the nine universities will provide adequate coverage of the educational needs that now exist, the future may well dictate additional institutions to serve Florida's rapidly growing population. The establishment of additional institutions, however, should evolve through an orderly process based upon determined need.

Although this passage from CODE does imply an end to creation of additional autonomous institutions in the near future, it does not stop there. It also prescribes new methods for increasing the availability of higher education without immediate creation of separate new institutions. Furthermore, it leaves the door open for the eventual creation of new institutions as the need arises, and it goes on to prescribe a way for this to happen:

> By demonstrating sufficient enrollment potential, communities not within commuting distance of a university may now request the nearest state university to offer one or more upper-level or master's level courses in a specific discipline. When a predetermined number of certain kinds of courses is offered in a given community, however, and the enrollments in these courses have reached a specified level, the Regents should consider establishing in that community a university "center" which will develop and grow as student demand increases and the educational needs of the community become apparent. When a center reaches a predetermined size in terms of the number of courses offered, student enrollment, and resources available, it might very well be given "university branch" status. When such a "branch" has achieved a specified stage in its development, moreover, consideration would be given to granting it separate university status.

Current Off-Campus Instruction in Florida

There are several urban areas in Florida with sizeable populations which are still without a state university. Off-campus instruction is offered in the[se] areas to meet the educational needs of the persons who do not have immediate access to a state university campus. Generally, off-campus instruction in such cities or geographical areas is administered by the nearest state university.

By the end of 1972, ten centers providing off-campus instruction were in operation throughout Florida with the official approval of the Board of Regents. In addition, one satellite campus--the St. Petersburg Campus of the University of South Florida--was operational. The ten officially approved centers, and the universities providing the administrative support for the centers, were as follows:

Florida Technological University

- Brevard Center
- Cape Canaveral Center
- Daytona Beach Center
- Patrick Air Force Base Center
- South Orlando Center

Florida Atlantic University

- Dade Center
- Fort Lauderdale Center
- West Palm Beach Center

University of West Florida

- Fort Walton Center (Eglin Air Force Base)
- Panama City Center

Off-Campus Enrollment in the Nine-County Area

Considerable demand has been voiced in the Bradenton-Sarasota and Fort Myers areas for baccalaureate-level higher education. As a result, a program of off-campus instruction, staffed by faculty from the University of South Florida was initiated in both areas. The magnitude of the off-campus instructional program for either Bradenton-Sarasota or Fort Myers alone falls short of CODE requirements for establishing an officially approved off-campus center. As stated in CODE, there must be 45 or more classes offered during an academic year, with an average enrollment of 20 students per class, before consideration can be given to authorizing a center for that city, with the center to be administered by the nearest state university. Also, there must be a concentration of at least 15 classes in one or more broad subject-matter disciplines, such as business or education.

Even with the off-campus enrollment for the nine-county area combined instead of being considered on a separate county basis, CODE criteria are only partially met. As Table 3 shows, most of the enrollments were in the Bradenton-Sarasota and the Fort Myers areas. Alternative courses of action that might be followed to expand public higher education at the baccalaureate level on the lower west coast of Florida, in view of current off-campus enrollment, are discussed in Chapter 8.

Pattern for Expansion

Concurrent with the changes in the university system's direction implicit in CODE have come legal changes granting additional authority for the Board of Regents to use in planning and coordinating the university system, with emphasis on broad matters of policy rather than the day-to-day management of the

Table 3: Off-Campus Instruction in the Nine-County Area (1971-1972)

	Fall 1971			Winter 1972			Spring 1972			Summer 1972			Academic Year 1971-1972*			
	Courses	Students Enrolled	Credit Hours	Courses	Students Enrolled	Credit Hours	Courses	Students Enrolled	Credit Hours	Courses	Students Enrolled	Credit Hours	Courses	Students Enrolled	Credit Hours	3-qtr. FTE Enrollment
Charlotte	0	0	0	1	11	55	1	18	72	0	0	0	2	29	127	2.8
Collier	1	9	36	1	16	80	0	0	0	0	0	0	2	25	116	2.6
DeSoto	1	18	72	1	30	120	1	25	125	1	14	56	3	73	317	7.0
Glades	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Hardee	0	0	0	1	29	116	0	0	0	0	0	0	1	29	116	2.6
Hendry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Lee	8	97	497	13	200	806	8	108	446	0	0	0	29	405	1749	38.9
Manatee	2	49	196	1	21	84	1	11	44	0	0	0	4	81	324	7.2
Sarasota	12	184	796	9	177	720	8	143	554	0	0	0	29	504	2070	46.0
Nine-County Area	24	357	1597	27	484	1981	19	305	1241	1	14	56	70	1146	4819	107.1

*Summer 1972 not included

Source: Planning and Evaluation, Board of Regents

system's institutions.[4] The increased authority arose at least in part from the Legislature's desire that decisions affecting the university system be made on the basis of sound educational reasoning rather than in reaction to ephemeral political pressures. Accordingly, it has become a practice for major decisions by the Board of Regents to be preceded by careful studies of various alternatives, studies conducted by--or under the auspices of--the Regents' professional staff. Several of these studies have been conducted in recent years. Studies preceded the opening of Florida International University in Miami and the University of North Florida in Jacksonville. A 1971 study, "Public Upper Division Campuses in the Tampa Bay Area: A Look at the Future," reviewed the higher educational needs of the Tampa Bay area counties, including Manatee and Sarasota counties. A 1969 study, "Post-Junior College Education for Charlotte, Collier, and Lee Counties: A Feasibility Study," dealt with the higher educational needs of the southern part of the region of the current study.

If future growth of the State University System adheres to existing plans and procedures, then it will occur through the establishing of centers which offer programs of study leading to the baccalaureate. The centers will be initiated by the university system, based on demonstrated need and careful study, following policies outlined in CODE. This current study of the higher

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[4] This policy trend was reaffirmed and emphasized anew in the 1972 Annual Report of the State University System, approved by the Board of Regents at its December meeting. The report states: "Partially in response to public criticisms of the Board and partially out of a sense of need resulting from the growth of the State University System, the Board of Regents began early in 1972 to divorce itself from administration and to concentrate more on its policy making role. Managerial authority was delegated downward to the Chancellor and the university presidents." (Annual Report, State University System of Florida, Florida Board of Regents, Tallahassee, 1972, p. 4.)

educational needs of the lower west coast may be better understood in that context.

Chapter 3: Population Growth and Higher Education Enrollment Patterns in the Nine-County Area

The Lower West Coast of Florida

A veritable hurricane of growth and development struck the lower west coast of Florida in the years following World War II. Sleepy fishing villages and small resort towns found themselves changing almost overnight into rapidly growing urban areas. Farms, groves, and ranches were turned into subdivisions. Once-deserted beaches sprouted towering hotels, apartments, and condominiums. Bays, bayous, and marshes were filled to create expensive waterfront real estate. Shopping centers were built where once palmetto thickets stood.

Along with the growth of the west coast came the kinds of problems which seem to face most urbanized areas: pollution of the air and water, traffic congestion, rising taxes, and other social dysfunctions. In addition, a special set of problems on the lower west coast was created by the influx of the elderly as thousands of senior citizens flocked to retirement in the area. Meanwhile, towns along the west coast often found themselves hard-pressed to provide the newcomers with municipal services such as water, hospital care, and police protection. Despite the problems, however, growth is continuing on the lower west coast, although the rate of growth has slowed in some parts of the region.

Population Not Typical

A breakdown of the population of the lower west coast by age (Table 4) shows that much of the growth of the area has been the result of an immigration of retired persons. Indeed, these "senior citizens" form the largest age group in the region, while persons of what is often considered college age--18 through 24--are a substantially smaller proportion of the population than elsewhere.

Table 4: Age Distribution of Population, Nine Counties

	17-19 Years	20-29 Years	30-39 Years	40-49 Years	50-59 Years	60-69 Years	Over 70 Years
Charlotte	717	1,705	1,627	2,144	3,463	7,358	5,747
Collier	1,565	4,418	3,722	4,271	4,819	5,311	2,844
DeSoto	551	1,590	1,370	1,367	1,513	1,519	1,356
Glades	180	454	378	437	373	328	177
Hardee	843	1,895	1,457	1,729	1,513	1,194	936
Hendry	561	1,604	1,383	1,386	1,151	871	457
Lee	4,325	11,104	9,424	10,964	12,702	17,042	11,248
Manatee	3,649	8,457	7,247	8,833	10,211	17,686	19,503
Sarasota	4,604	10,275	9,051	11,832	14,385	23,887	21,468
Total	16,995	41,502	35,659	42,963	50,130	75,196	63,736

Source: U.S. Census, 1970

The relatively high proportion of retired persons in the population is reflected in the income statistics for the area. Median family income in 1971 ranged from $5,792 in Hardee County to $9,136 in Collier County. For the state at large, median family income was $8,267. Only the median income in Collier County of the nine counties in the area of this study was above the state median income, which is itself somewhat below the national norm.

In discussing the special economic situation of the elderly in Florida, Florida Trend magazine noted that of the 986,365 persons over 65 years of age in Florida, 726,507 draw social security benefits and that of these, "309,256 must also rely on welfare and food stamp assistance to survive."

Florida Trend continues:

> There is no money for fun in most cases; it all goes into the essentials of living.... The average Social Security benefit in Florida

> is now $133.31 per capita monthly.... The vast majority of elderly Floridians receive only about $262.62 monthly per couple. This gives them a $3,199.00 yearly income, only $599.44 more than the United States Office of Economic Opportunity considers the poverty level....

Furthermore, Florida Trend continues:

> There is little an elderly person can do to improve his economic situation. A person can earn up to $1,680 a year and receive full Social Security benefits, but there are reductions after that.... There are similar restrictions on welfare aid and food stamps....

The magazine goes on to point out that while many of the elderly have modest, relatively fixed incomes, their cost of living is subject to rapid escalation. Not only must they cope with the same spiraling costs of food, housing, and insurance which affect the economy generally, but the elderly are also particularly susceptible to sudden calamitous and prolonged medical expenses. Inasmuch as a startling 43.2 percent of the adults in the nine-county area are over 60 years of age and, as indicated, many of them subsist precariously on social security, welfare, and food stamps, the economic situation of the elderly must be borne in mind in any discussion of potential enrollment in instructional programs of more than nominal cost.

Current Enrollment Patterns

The exodus of younger persons from the lower west coast is reflected in surveys of the educational plans of high school seniors in the area. Although an appreciable number stated plans to attend a nearby community college such as Edison Community College in Fort Myers or Manatee Junior College at Bradenton, many others indicated an intention to go elsewhere to continue their education. For those first-time-in-college students attending an institution in the State University System, the choices of institution as of the fall of 1971 indicated a slight preference for the institution nearest most of the region's students, the University of South Florida in Tampa, with

substantial numbers naming the University of Florida and Florida State University as their choice (Table 5). Interestingly, as will be noted from Table 6, more students from the lower west coast stated plans to attend an out-of-state school than any single Florida public university. In the nine-county area, 19.2 percent of the college-bound high school graduates stated plans to attend an out-of-state school, compared with 14.2 percent statewide. In Sarasota County, over 30 percent declared an intention to go out of state, in Collier County 28 percent.

The high incidence of students from the area planning to go out of state to continue their education may reflect more than the fact that there is no state university in the region. Other sections of the state with no university lose fewer students to out-of-state institutions. What may be reflected instead on the lower west coast is the somewhat larger proportion of the population with roots in other states. The census of 1970 shows, for example, that 71.6 percent of the people in the nine-county area are not native to Florida. This compares with 61.8 percent non-native population in the rest of the state.

Preliminary Indications of Potential Enrollment Interest

If one were to make the assumption that creation of a separate upper-division university within the nine-county area would induce every student from the region who is currently enrolled in any baccalaureate institution in Florida, public or private, to transfer to the newly-created institution, the

Table 5: Choice of State University System Institutions, First-Time-In-College Enrollment, Nine Counties, Fall 1971

School:	FAMU	FSU	FTU	UF	USF	Total
Charlotte	1	9	0	10	7	27
Collier	1	16	1	5	19	42
DeSoto	0	1	0	2	4	7
Glades	0	0	0	0	1	1
Hardee	2	0	1	1	2	6
Hendry	4	1	1	4	2	12
Lee	5	22	2	43	29	101
Manatee	8	20	1	12	10	51
Sarasota	1	34	3	40	60	138
Totals	22	103	9	117	134	385

Source: Enrollment Reports, Academic Affairs, Board of Regents

Table 6: Post-Secondary Enrollment, 1971 High School Graduates

	H.S. Grad.	Pub. Jun. Coll.	Priv. Jun. Coll.	Pub. Univ.	Priv. Univ.	Out-of-State	Voc. Tech.	Did Not Immed. Continue
Charlotte	268	48	3	30	4	13	17	153
Collier	483	68	2	65	15	58	15	260
DeSoto	128	24	2	12	3	5	11	71
Glades	39	3	0	1	1	8	4	2?
Hardee	146	36	0	2	3	5	12	88
Hendry	117	17	1	18	1	6	7	67
Lee	1,139	366	6	95	17	52	39	564
Manatee	956	339	2	47	20	48	25	475
Sarasota	1,202	315	14	135	55	225	109	349
Total	4,478	1,216	30	405	119	420	239	2,049

Source: Division of Elementary and Secondary Education, Dept. of Education, Research Report No. 96, "Florida High School Graduates"

total resultant enrollment of 3,504 would still fall short of the 5,000 prescribed by CODE for separate university status. Actually, however, one could not make such an assumption because a substantial proportion of the 3,504 from the region currently enrolled in baccalaureate degree-granting institutions are freshmen or sophomores, therefore not subject to immediate transfer to an upper-division university fed by community colleges.

In addition, the region's community colleges represent a relatively small source of potential upper-division students. If an upper-division university were centrally located within the nine-county region, for example, it would be the closest university for only 1,311 (FTE 990) college-transferable community college students. In comparison, the four existing upper-division universities draw upon a much larger pool of students. Florida International University is the most accessible university for community colleges with fall 1972 college-transferable enrollments totaling 22,012 (FTE 16,790), Florida Atlantic University 12,268 (FTE 8,275), the University of North Florida 9,151 (FTE 8,813), and the University of West Florida 8,924 (FTE 6,512).

Aside from students currently enrolled in baccalaureate institutions or community colleges, the general adult population would represent the next largest group of potential students. In any assessment of potential university enrollment among the adult population of the region, cognizance must be taken of the current educational level of the population (Table 7). 1970 census figures show that of the 287,944 persons over age 25 in the nine-county region, at least 219,391, or 76.3 percent, would not be educationally qualified to enter an upper-division university. An additional 32,010, or 11.1 percent, already have baccalaureate or advanced degrees, thus limiting their interest in upper-division undergraduate course work, but making some of them

Table 7: Years of School Completed by Persons 25 Years Old or Older, Florida - 1970

County	Population 25 Years or Older	Elementary School		High School		College		Median Years Completed
		4 Years or Less	5-8 Years	1-3 Years	4 Years	1-3 Years	4 Years or More	
Charlotte	21,179	395	5,167	4,384	6,986	2,387	1,860	12.1
Collier	23,233	1,517	4,352	3,799	7,040	2,924	3,601	12.3
DeSoto	7,923	897	2,565	1,706	1,953	508	384	10.0
Glades	1,952	308	549	468	450	117	60	9.8
Hardee	7,719	984	2,411	1,589	1,875	509	351	9.9
Hendry	5,971	735	1,501	1,563	1,345	376	451	10.4
Lee	66,934	3,014	14,137	13,593	21,490	8,060	6,640	12.1
Manatee	67,482	2,577	16,377	12,960	20,634	8,424	6,510	12.1
Sarasota	85,551	1,849	14,928	14,138	29,155	13,328	12,153	12.4
Nine-County Total	287,944	12,276	61,987	54,200	90,928	36,633	32,010	12.2
Florida Total	3,967,881	234,871	869,242	778,424	1,219,216	458,864	407,264	Avg. 12.1

Source: Bureau of Adult and Veteran Education, Division of Vocational, Technical and Adult Education, Department of Education

eligible for graduate course work. The remaining 36,633 persons with from one to three years of college represent the prime potential adult constituency for a degree-granting upper-division university in the region, but for this group an interest in degree programs is by no means inevitable. There are other programs for adults which, in effect, compete for the patronage of potential students.

When an adult is trying to choose the most appropriate and meaningful program of post-secondary education in which to participate, his educational level is only one of a number of factors which may affect his decision. Individual career plans, for example, could be an important element in the decision for a younger adult. Another key factor for some potential students will be the cost of the various programs. As indicated previously, many of the older adults on the lower west coast live on incomes which place them near the poverty level. For them, at least, fees might well be a factor in determining their choice of educational program participation. Generally, most of the adult and continuing education courses are offered for a very nominal fee, often less than five dollars for a one-semester course. In contrast, the current fee for a four-credit, one-quarter course in the State University System is $76, an amount not inconsiderable for a retired person living on Social Security or for a younger adult with a family to support.

When degree work offers the prospect of economic gains or professional advancement, as in the case of public school teachers, prospective students may be more willing to invest money in it. But when course work is undertaken for reasons such as cultural enrichment or in order to socialize with other students, then less costly adult education enrichment courses will often suffice.

In view of the age distribution patterns, current educational status and economic situations of the population of the lower west coast, it is appropriate to consider the role of adult and continuing education as an alternative to university attendance in meeting the post-secondary educational needs of the people of that region.

Adult and Continuing Education

On the lower west coast and throughout Florida, there are large numbers of adults who wish to obtain a high school diploma. The General Educational Development (GED) Test is administered periodically by the Department of Education to those adults who seek to demonstrate high school equivalency through test performance, thus becoming eligible to receive a high school diploma without attending high school level courses. In the 1971-72 school year, 7,237 Floridians earned high school diplomas this way, including 463 in the nine-county region (Table 8). For those adults, however, who wish to complete an organized program of instruction leading to high school graduation, there are adult education courses planned and staffed at the county level by adult education directors. Inasmuch as many of the adults who enroll in the adult education courses work during the day, the classes are scheduled to meet in the evenings as well as during the day. Classroom space is provided in high schools, community colleges, vocational-technical centers, church buildings, and similar facilities. In the 1971-72 school year, some 6,950 Floridians, including 470 from the nine-county area, earned diplomas in this fashion (Table 9).

Adult education leading to the high school diploma is, however, only one of the two major components of adult education. The other component is comprised of those adults who have attained a high school education and beyond,

Table 8: Adults Who Earned Florida High School Equivalency Diplomas Through General Education Development Testing Program

	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	Total
Charlotte	0	0	0	16	32	48
Collier	47	62	68	145	114	436
DeSoto	0	0	0	41	25	66
Glades	0	0	0	0	0	0
Hardee	3	1	0	0	0	4
Hendry	0	0	0	0	37	37
Lee	27	66	70	61	68	292
Manatee	25	72	79	90	94	360
Sarasota	62	54	54	76	93	339
Nine-County Area	164	255	271	429	463	
Florida	5,420	4,839	5,102	6,915	7,237	

Source: Bureau of Adult and Veteran Education, Division of Vocational, Technical and Adult Education, Department of Education

often to the level of graduate and professional study, but who wish to continue to study and learn. These adults, usually somewhat older than the adults seeking a high school diploma, either seek to revitalize and update their skills and competencies by present-day classroom study, to study for a field of endeavor entirely different from their original field of work, or simply to return to the classroom for the personal enrichment to be gained by studying philosophy, the fine arts, the crafts, or some other area of similar interest and appeal.

Recognizing the needs of the older adult as well as the younger adult,

Table 9: High School Diplomas Earned by Adults in Nine-County Area, 1967-72

	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	Total
Charlotte	0	1	0	0	0	1
Collier	0	1	0	4	1	6
DeSoto	15	14	26	11	0	66
Glades	3	13	22	17	36	91
Hardee	16	0	21	22	25	84
Hendry	3	0	0	0	0	3
Lee	47	38	35	60	49	229
Manatee	151	225	175	191	197	939
Sarasota	73	68	128	126	162	557
Nine-County Area	308	360	407	431	470	
Florida	5,247	5,652	6,318	7,675	6,950	

Source: Bureau of Adult and Veteran Education, Division of Vocational, Technical and Adult Education, Department of Education

school boards in the nine-county area covered by this feasibility study have moved to initiate adult education to serve each component. Three counties, Sarasota, Manatee, and Lee, have already established vocational-technical centers that offer instruction for adults of all ages, and Collier County has moved to establish such a center in the near future. In contrast, Charlotte County has established an adult education program that reflects the involvement of older adults to a greater degree than the vocational-technical centers in the nearby counties.

In Charlotte County, the School Board, the County Commission, and the Adult Education Association of Charlotte County, Inc., have joined in efforts with interested citizens to bring into operation a vehicle for providing a comprehensive program of adult education, the Port Charlotte Cultural Center. Organized in recent years, the Center has over one million dollars invested in classrooms, library facilities, student center, and supportive administrative offices. A substantial part of the capital outlay money was raised by subscription from the citizens of Port Charlotte, including many of the persons who enrolled at the center.

Adjacent to several large apartment complexes occupied principally by retired persons, the Center attracts large numbers of older adults who enroll in the community education courses and activities sponsored by the Adult Education Association of Charlotte County. Also offered is a wide array of adult general education credit courses, taught by persons who hold certification from the Department of Education, for enrollees who wish to transfer credit to a high school to apply toward a diploma. Although the credit courses attract adults of all ages, older adults tend to register for the non-credit courses. No work assignments are given in the non-credit courses, and no final examinations are required, in contrast to the credit courses, where assignments may be involved and final examinations are given.

The Port Charlotte Cultural Center is directed by Dr. Walter Storm, a retired medical missionary. In the fall of 1972, the Center offered 135 courses. There were more than 2,000 course registrations, representing the attendance of approximately 1,600 persons. The Center offers no courses for credit at the college level.

In Sarasota, under the leadership of Dr. Evelyn Duvall, a series of seminars for the older adult has been established. Known as the Sarasota Institute of Lifetime Learning, the seminars are informal, non-credit, participant-centered activities, with no examinations and no homework, although readings and projects are provided for interested participants. The seminars are supported by the Institute of Lifetime Learning (a service of the National Retired Teachers Association and the American Association of Retired Persons) and the Adult Education Division of the Sarasota County Public Schools.

The direction in which Charlotte County has moved and in which Sarasota County is moving to provide a wide range of educational opportunities for the older adult will no doubt be charted by Lee and Collier counties. Manatee may in all likelihood, merge its efforts with Sarasota County. Greater emphasis on education for the older adult will not necessarily be inimical to the continued growth of the vocational-tehhnical centers. A review of the overall adult education trends in the nine-county area suggests vocational-technical centers will tend to become more like the Port Charlotte Cultural Center and the Center will become more like the vocational-technical centers. Such a development in the immediate years ahead would largely correct the inbalance between the existing adult education program in Charlotte County and the programs in nearby counties with strong vocational-technical centers.

All county-level programs of adult education are coordinated by education specialists in the Division of Vocational, Technical, and Adult Education, Department of Education. The role of the Department of Education in the adult education movement has been, and will continue to be, that of expanding adult education to reach more people and of seeking heightened effectiveness of the programs.

In addition to these public-sector trends affecting potential student enrollment, any comprehensive analysis must examine the educational innovations that are taking place which in overall effect tend to provide greater access to higher education. These innovations, including the University of South Florida "Your Open University," program, the "university without walls concept," and external degree programs will be discussed more fully in Chapter 5.

Summary

Although the lower west coast is experiencing rapid growth, the age distribution of the population has been such that a growth of similar magnitude in potential college enrollment has not occurred in the region as of yet. Despite the fact that an interest in learning remains vigorous among many of the area's senior citizens, there is proportionately less need for instruction leading to course credit, vocational preparation, or job certification commonly associated with college-degree programs.

The fact that the composition of the population and the rate of growth are subject to change suggests the need for followup studies from time to time. In the meantime, it is appropriate to determine what educational needs do exist at present, given the nature of the population and the current efforts, public and private, to meet those needs. Thus, in a subsequent chapter, an effort will be made to report on findings of surveys assessing the educational plans and aspirations of the people of the lower west coast.

Chapter 4: Higher Educational Needs of the Lower West Coast

What are the higher educational needs and aspirations of the people of the lower west coast? In order to determine the answer to that question, the project staff devised two questionnaries during the fall of 1972. One was used to survey a sample of the general population of the lower west coast. It is discussed in this chapter. The second questionnaire was used to survey junior college students in the region's two two-year institutions. It is discussed in Chapter 5.

Survey of the General Population

The survey of the general population was sent by mail to a sizeable sample of citizens living in the nine-county area of the lower west coast. Over 20,000 questionnaires were mailed to residents selected in a random sample. Each questionnaire (Appendix B) provided for multiple responses by up to three persons. Every effort was made to obtain a representative sample. Voter registration lists, for example, were rejected as a possible source of addresses for questionnaire recipients because they were found to be unrepresentative. With the assistance of the Tampa Bay Regional Planning Council and a commercial mailing firm, a way was devised to send the questionnaires to a random sample of households.

Of the 20,701 questionnaires mailed during October to the sample in the nine-county area, 1,957 completed questionnaires were returned by the December 4 cutoff date. This represents a rate of return of 9.45 percent. Because many of the questionnaires were completed by more than one person, a total of 3,094 responses was elicited, an average of 1.58 respondents per questionnaire.

Table 10: Survey Responses by County

County	Column 1: (% of Region)	Column 2: (% of Respondents)	Column 3: Sample	Returned	% Returned
Charlotte	7.0	7.2	1,494	142	9.5
Collier	8.3	9.0	2,185	176	8.0
DeSoto	2.8	1.4	468	27	5.8
Glades	.7	.3	108	7	6.5
Hardee	2.9	1.4	522	26	4.9
Hendry	2.3	1.1	408	26	6.3
Lee	23.5	24.7	4,770	484	10.2
Manatee	23.2	19.0	4,644	371	7.9
Sarasota	29.3	34.8	6,102	681	11.1

Representativeness of Sample: By County

A reasonably representative geographical distribution within the nine-county area was obtained, as demonstrated in Table 10 comparing each county's percentage of the region's population 17 years of age or older (Column 1) with each county's percentage of the region's total survey respondents (Column 2). It may be observed in Column 3, however, that the rate of return varied slightly from county to county, from a low of 4.9 percent of the questionnaires returned by recipients in Hardee County to a high of 11.1 percent returned in Sarasota County.

Representativeness of Sample: By Race

Black citizens in the nine-county area were underrepresented in survey returns, in spite of efforts to assure their opportunity to participate. In the

drawing of the sample, methods which tended to discriminate against ethnic minorities or the poor were rejected. In publicizing the survey, care was taken to see that news releases were sent to newspapers serving black citizens as well as to the general-circulation newspapers. Although no data are available on the percentage of blacks who received copies of the survey, there is every reason to believe that it approximated the percentage of blacks in the general population. Nevertheless, although 7.6 percent of the persons age 17 and older in the nine-county region were black, only 1.4 percent of the survey respondents were black.

Representativeness of Sample: By Sex

In distribution of survey respondents by sex, women were slightly underrepresented, for although 53.6 percent of the region's population 17 and older were female, only 48.1 percent of the survey respondents were women. The deficit, however, is not considered crucial. Within the context of higher education in general, a 48.1 percent representation of women might be considered good. In fall of 1972, for example, State University System enrollment was only 40.6 percent female.

Representativeness of Sample: By Age

With respect to the age distribution of respondents, as might have been expected, persons under 30 tended to respond to the questionnaire on education in somewhat larger numbers than older persons, especially those over 60, as indicated in Table 11, which compares the percentage of the region's 17-and-over population in various age ranges (Column 1) with the percentage of respondents in those age ranges (Column 2).

Table 11: Age Distribution of Respondents

	Column 1: % of Region Population	Column 2: % of Respondents To Survey
17-19	5.2	5.2
20-29	12.7	16.2
30-39	10.9	12.7
40-49	13.2	14.4
50-59	15.4	17.1
60-69	23.1	21.1
70 and over	19.5	12.3

Representativeness of Respondents: Summary

During the course of the survey, every precaution was taken to afford all interested persons an opportunity to participate. For residents who did not receive a questionnaire by mail or whose household had more potential respondents than the questionnaire could accommodate, extra forms were made available at widely-publicized public distribution points. When it appeared that the response rate would be below ten percent, an additional effort was made to publicize and increase the availability of the questionnaire. A member of the project staff visited editors of the six daily newspapers in the region and the Chancellor appeared on television to explain the purpose of the survey and urge a greater response. The end result, then, is that although the questionnaires returned were not fully representative of the composition of the region's population by age, race, sex, or county of residence, the results might fairly be assumed to be representative of those persons interested in higher education.

Summary of Results of Survey, Part A

The purpose of Part A of the questionnaire, consisting of questions one through ten, was to elicit personal and attitudinal information from the respondents, who totaled 3,094 persons. (Part B of the survey, to be discussed later, consisted of 13 additional questions concerning educational plans and aspirations, and was completed by 1,596 of those 3,094 persons who indicated that they expected to further their education or were uncertain as to their plans.) The complete results of both parts of the survey are found in Appendix C.

The makeup of the group responding to Part A by race, sex, county, and age has already been discussed in connection with the analysis of the representativeness of the sample. In addition, responses to Part A reveal that at the time of the survey:

...Three-fourths of the respondents were married, although among the respondents in the 17-24 age group more typical of "college age," only one-third were married;

... Almost half of the respondents either had no dependents, or no dependents other than themselves, while a similar number had two or more dependents;

...In current educational level, slightly more than one-third of the respondents had completed 12 grades or less of schooling. A little more than one-fourth had finished some college work, approximately one in five had earned a four-year degree, and one in ten possessed an advanced degree. One in five was attending school or college at the time of the survey on either a full-time or part-time basis. The under-30 age group accounted for half of those attending.

...Of those enrolled in some kind of schooling, ten percent were

still in high school, one-third were in community colleges, 15 percent in public universities, and five percent in private universities. Others were scattered among vocational, adult, and continuing education programs.

In attitudes toward higher education, survey respondents were generally supportive. Almost half of the 3,094 respondents felt that the proportion of high school graduates who go on to college is about right, while only one-fourth felt that too many attend, and one in ten felt that too few attend. Two-thirds favored expanding opportunities for students to obtain credit by examination.

Of the total responding group of 3,094 persons, 34.8 percent had definite plans to continue their education, and another 16.8 percent were uncertain about their educational plans. Among respondents under age 30, however, some 70 percent planned to further their education, and another 17 percent were uncertain. Because those who had no plans to further their education did not proceed to Part B of the questionnaire, this pattern of response concerning educational plans suggests that the makeup of the group which did respond to Part B differs from the total responding group, and from those who completed only Part A, in age distribution and possibly in other ways. These differences warrant attention before any discussion is undertaken of the results of Part B of the survey.

Age Distribution of Respondents to Part B

One of the more striking areas of contrast between respondents to Part B and other respondents was in age distribution. While the median age for the total group of 3,094 respondents was about 50, the median age of the group which filled out only Part A of the survey was close to 61, and the median age

of the persons who proceeded to Part B was approximately 33. Column 1 of Table 12 shows the percentage in each age range among the 1,414 persons who completed only Part A of the survey. Column 2 shows the percentage in each age range among the 1,596 persons who went on to complete Part B. Column 3 shows the percentage in each age range among the total group of 3,094 respondents. Column 4 shows the percentage of respondents in each respective age range who answered "Yes" to the question, "Do you plan to pursue additional education or training?" It graphically illustrates the marked differences in attitude toward schooling among various age groups, with 86.3 percent of respondents age 17-19 planning to continue their education and only 3.4 percent of these 70 and over. The implications of this phenomenon will be discussed in more detail later in relation to projections of enrollment.

Table 12: Educational Plans by Age Group

Age Range	Column (1) Part A Only	Column (2) Part B	Column (3) Total Group	Column (4) "Yes"
17-19	0.3	9.9	5.2	86.3
20-29	5.0	26.9	16.2	65.9
30-39	6.2	19.1	12.7	51.3
40-49	9.7	19.1	14.4	43.2
50-59	20.3	14.8	17.1	26.1
60-69	35.3	8.4	21.1	8.8
70 and Over	23.2	1.8	13.3	3.4
Total Group	100.0	100.0	100.0	34.8

Representativeness by Race: Respondents to Part B

The group responding to Part B differed slightly in racial makeup from the total group and from the group responding only to Part A, although the number of blacks involved was so small in either case that the change in numbers was minimal. While only 1.4 percent of the total of 3,094 respondents were black, 2.9 percent of the persons who went on to Part B of the survey were black. The difference stemmed from the fact that 90.7 percent of the small group of blacks who participated in the survey said they either planned to continue their education or were uncertain about their plans. Only 9.3 percent of the black respondents said they had no plans for further schooling. This is in marked contrast to the stated plans of non-black respondents, 46.9 percent of whom said they did not plan to continue their education.

The actual cause of this apparent difference by race in educational plans may be the age factor. Generally, black respondents represented a much younger group than non-black respondents, with a median age of approximately 31 compared to the non-black respondents' median age of approximately 51. When allowance is made for the age factor, there appears to be no significant racial difference in stated educational plans. Beyond the purview of these data is the matter of the degree to which stated educational plans are carried out by members of various groups. At least one study of followup on educational plans indicates that blacks may be less able to carry through with their stated intention to pursue a college education.[5]

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[5]Thomas H. Stafford, Factors Related to Changes in Post-High School Plans: A Comparison of White and Black Florida High School Seniors, Dissertation, Florida State University, Tallahassee, 1971.

Representativeness by Sex: Respondents to Part B

In composition by sex, the group responding to Part B contained proportionally more women than the group responding only to Part A. Some 52 percent of the respondents to Part B were women, compared to 44.7 percent of the respondents to Part A only. This reflects the fact that 55.7 percent of the female respondents to the survey either planned to further their education or were uncertain about their plans. Only about 42 percent did not intend to continue their education. In contrast, half of the male respondents said they did not intend to continue their education. Once again, there is no accounting for the degree to which the respondents will be able to carry out their stated intentions.

Representativeness by County of Residence: Respondents to Part B

There was no significant difference in the county of residence of those responding to Part B as compared to the total group or to those responding to Part A only.

Summary of Representativeness of Respondents to Part B

Respondents to Part B of the survey were generally younger than the general population of the region. Blacks continued to be underrepresented although not as badly as among respondents to Part A only. The distribution by county did not differ significantly from that of respondents to Part A. The sexes were equitably represented among respondents to Part B.

Responses to Survey Questions, Part B

As noted previously, complete results of the entire survey are contained in Appendix C. Part B of the survey, encompassing questions 11 through 23, attempted to assay respondents' educational goals, their motivation for estab-

lishing those goals, their plans for attaining those goals, the problems they encounter in attempting to carry out their plans, and their attitudes toward some of the educational issues which may relate to their plans and aspirations.

Educational Goals and Motivations

In general, most respondents reported educational goals related to careers, with two-thirds seeking education to prepare for a career or profession, to upgrade their level or training in their present work, or to prepare for a new career. Conversely, another third or so planned to seek education for "personal enrichment." Generally, younger respondents were more career-conscious, while older persons looked more toward personal enrichment in education.

In accordance with their reasons for furthering their education, most respondents aspired to attain a level of education commensurate with their career goals. For many (40 percent) this meant "no specified level," but rather the acquisition of job skills. For others it meant completion of a baccalaureate or advanced degree. Planned areas of study were divided among various broad career fields, with many (36.2 percent) reflecting uncertainty or doubt about the area of study they would like to pursue. A substantial majority of respondents indicated their intention to remain in their present hometown once their educational goals had been attained.

Plans for Attaining Educational Goals

In marked contrast to what has long been a dominant media image of the college student as a full-time resident on an ivy-covered campus, only 15 percent of the respondents to Part B said they intend to attend school on a full-time basis--and of these, a substantial number would commute from their homes each day, with some expressing a willingness to travel 25 to 100 miles round-trip. Well over half planned to work, either full-time or part-time.

Half of the total responding group would be receptive to participation in "work-study" programs under the auspices of a university. Two-thirds, however, felt that their own present financial resources would be adequate to pay for their education "if there were an appropriate institution within commuting distance." Most who expressed any opinion on the matter would favor an institution de-emphasizing residence requirements and encouraging students to obtain some credit by independent study and by examination. Most said they would prefer to continue their education without interruption until they obtain their degree.

Problems in Attaining Educational Goals

Almost no respondents felt that physical health would constitute an obstacle to their furthering their education. Neither would many respondents be deterred by "lack of encouragement from home" or "indecision about a career," or "inadequate finances," although one in ten found "having to work" a problem.

The problem most frequently mentioned by these respondents from Florida's lower west coast, blamed by almost one in five who say they have had some interference with their educational progress, was "poor access to a public university."

Significance of Response Patterns

Responses to any survey must be carefully evaluated with a full awareness of the limitations of the data. There are pitfalls in sampling which may cause survey recipients to differ from the general population that they are supposed to represent. Furthermore, a low response rate by the recipients may increase the possibility that respondents will not accurately represent either the recipient sample or the population at large.

Despite these problems, the data resulting from the survey yielded some helpful insights. Furthermore, in the absence of other quantitative data, results of this survey of the lower west coast may be the best available indicator of the educational plans and aspirations of the people of the region. Lending credence to the survey in this regard are the subjective impressions of various members of the project staff who have traveled in the region, impressions which tend to confirm the feeling that the survey is basically representative of the thinking of citizens in the region in most respects.

If indeed there is any major respect in which survey respondents differed from those who did not respond or from the general population, a reasonable assumption would be that it lies in the area of degree of interest in education. Those who took the time and trouble to respond to this survey on education might logically be assumed to be more interested in education than those who did not respond. Any projections about potential enrollment interest based on the stated plans of survey respondents might, therefore, be assumed to be liberal, optimistic or "outside" estimates. With these precautions borne in mind, it might be possible to use survey data to gain a better insight into the true enrollment potential of a locale than can be derived from raw population data.

Problems in Projecting Potential Enrollment

The enrollment projection process, although far more sophisticated in technique in recent years than formerly, is still subject to error, which tends to increase as the span of years covered by the projections increases. Long-established universities have at times had serious difficulty in predicting future enrollment trends, difficulty which sometimes led to costly miscalculations. Often the problem stemmed from dimly perceived effects on

enrollment of social and economic forces beyond the ability of universities or anyone else to forecast with assurance. War, the state of the economy, and rapid changes in life styles among young people may cause college enrollment to vary. Changes in higher education policies, such as the recent curtailment of graduate level enrollment, higher tuition, and similar developments, if not accounted for, widen the error of prediction. In addition, there is a somewhat more predictable fluctuation in the number of young persons of typical college age resulting from the after-effects of recurring "baby booms." Taken together, however, these variations on top of variations make enrollment prediction a hazardous matter at best. In this context, almost any additional information on which to base projections is welcome.

Plans to Pursue Further Education

Survey data, then, may be of some help in trying to determine potential enrollment on the lower west coast. It will be recalled that Question 10 of the survey asked, "Do you plan to pursue additional education or training?" If one were to assume that the survey respondents were fairly representative of the general population, then he might simply take the percentage of respondents answering "Yes" to Question 10 and apply it to the general population. Thus, in Manatee County, for example, 36.1 percent of the respondents said they planned to continue their education. If it were assumed that the same percentage of the total population 17 and older would answer identically then it could be deduced that a total of 28,786 persons 17 and older in Manatee County would be interested in continuing their education. Unfortunately, this method would depend upon an assumption that the population not responding to the survey was identical to the responding population. This assumption cannot be made, for the respondents and non-respondents differed in one crucial matter. Although the responding sample was representative of the population in most

respects, it will be recalled that it differed in age distribution compared to the population as a whole (Table 11), and that educational plans differed quite substantially from age group to age group, ranging from 86.3 percent of those in the 17-19 age group who planned to continue their education to only 3.4 percent of those age 70 and over (Table 12). Any projection of potential enrollment, then, must take into account the age distribution of the population in the locale. Assuming that the total population would behave the same as the respondents by age, then a new adjusted total may be derived which gives a much better approximation of the number of persons interested in continuing their education. In Manatee County, the total adjusted for age would be 22,341 in contrast to the 28,786 projected without adjusting for age.

The critical importance of making an age adjustment rather than depending on raw population data may be illustrated by a comparison of Manatee County with another county, Okaloosa, which is similar to the extent that it, too, does have a community college but lies outside easy commuting distance of a state university. Whereas Manatee County had a total population of 103,200 by official 1972 estimates, Okaloosa had 93,700. In population 17 years of age or older, Manatee led 79,743 to 58,198. In either case, a quick conclusion without considering age factor might be that Manatee had a larger number of persons interested in continuing their education than Okaloosa County. Such was not the case, however, for when the age factor was taken into consideration, Okaloosa County, with a relatively younger population projected 29,489 persons interested in furthering their education compared to the Manatee County total of 22,341. One must keep in mind, however, that this comparison between the two counties is based on the assumption that age for age, the percentage of persons over 17 who desire to further their education is the same in Okaloosa County as in Manatee County.

Interest in Four-Year Degrees

In addition to the quantitative differences among the age groups in level of interest in furthering their education, there are qualitative differences as well. Not every person who answered "Yes" to the question "Do you plan to pursue additional education or training?" intends to pursue a four-year degree. That, too, varies by age. Among those in the 17-19 age group, for example, 59.7 percent of those who said they plan to further their education were interested in obtaining at least a four-year degree. Among those 70 and over, only 3.7 percent of the small group who said they plan to further their education had any desire for a four-year degree. When this additional age variation was taken into consideration to calculate the number of persons interested in a four-year degree, the result was that the two counties used as examples, Manatee and Okaloosa, differed even more percentagewise, with Okaloosa projecting 9,852 persons 17 and over as potentially interested in a four-year degree compared to 6,311 in Manatee County.

Validity of Survey--Based Estimate

How valid are these data as a reflection of people's educational intentions? Several independent sources tend to suggest that they are valid. It will be noted, for example, that 86.3 percent of the survey respondents age 17-19 answered "Yes" when asked if they intended to pursue further education or training. Further, of this 86.3 percent, some 59.7 percent indicated an interest in pursuing a four-year degree. This means that 51.5 percent of the total survey respondents age 17-19 indicated an interest in pursuing a four-year degree.

Data from other sources tend to suggest that this is a fairly valid representation of the actual plans of that age group. In 1971, for example,

State Department of Education statistics indicated that 52.7 percent of Florida's high school graduates entered college. The Board of Regents publication "Plans Beyond High School" in 1971 found 54.7 percent of the high school graduates attending college, although some of these may have intended to pursue non-degree programs. On the whole, then, data from sources other than the west-coast survey indicate that the responses of the 17-19 age group surveyed are consistent with other survey data.

There is no reason to suppose that the data for other age groups are any less valid. In fact, another recent independent study tends to confirm further the validity of the west-coast survey.

Under the leadership of Dr. Samuel Gould, a Sarasota resident who is Chancellor Emeritus of the State University of New York and currently vice-president of the Educational Testing Service, the Commission on Non-Traditional Study conducted a nationwide survey of 3,001 adults, ages 18 to 60. Reporting on the preliminary findings of the study, the Chronicle of Higher Education noted:

> Research conducted for the Commission makes clear that adults not now studying full-time have an enormous appetite for further education. No fewer than 79.8 million people, about three-fourths of the total are estimated to be in this category of "would-be learners," the Commission says.
>
> However, what they want to learn and where they want to learn it might leave many colleges and universities out of the picture.
>
> Preliminary survey results for a sample of 3,001 such adults, for example, indicate that vocational subjects, hobbies and recreation, and family life and personal development are more popular areas of learning than general education.
>
> The survey also indicates that almost 80 percent of these people would rather study somewhere other than at a college or university....
>
> If so many adults are interested in additional education, why haven't they been taking courses or learning skills?
>
> The main obstacles, according to the research, are costs, insufficient time, and the adults' not wanting to go to school full time.

> Meanwhile, among adults who are part-time students--some 32 million nationwide--the Commission reports a striking indifference to earning degrees.
>
> "It appears that three-quarters of this group are content with no credit at all or with a piece of paper which indicates that they have performed the tasks required of them," the Commission says....
>
> ...a major theme of the report is that colleges should shift their emphasis from degree-granting to providing service to learners--"clarifying the need to counter...a degree-earning obsession...."

In reporting on "where adults choose to study," the Commission's survey divided respondents into two groups. "Would-be learners" were those who said they would like to study in the coming year, and "learners" were those who had studied within the year preceding the study (Table 13).[6] These data confirm that the stated interest of adults in furthering their education does not necessarily translate into college enrollment.

Follow-Up on Interest in Four-Year Degree

Experience shows that not evervone who says he is interested in pursuing a four-year degree will do so. Furthermore, of those who do follow up on their desire to pursue such a degree, not everyone would enroll in a nearby upper-division university, even if it were available. Some will first enroll in a community college, intending later to transfer to an upper-division university or other institution. Others will enroll in a community college and drop out. Still others will choose to attend a more-distant Florida university, a private institution, or an out-of-state school. A rough idea of the percentage in a given area who might be interested in attending an upper-division university in their own county may be gained from the experience of Palm Beach

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[6] Robert L. Jacobsen, "Colleges Are Not Meeting Needs of Adults, Panel on Non-Traditional Study Finds." Chronicle of Higher Education, Vol. VII, No. 18 (February 5, 1973), p. 1.

Table 13: Where Adults Choose to Study (by Percentages)

Location	Would-Be Learners	Learners
Public High School (Day or Evening)	15.8	9.1
Community-Run "Free School"	10.4	2.6
Public Two-Year College or Technical School	9.8	5.9
Home	9.6	16.9
Four-Year College or University	8.5	5.5
Private Trade or Business School	7.6	2.9
Business or Industrial Site	4.9	5.3
Individual Instructor	4.7	4.4
Employer	4.6	13.1
Correspondence School	3.6	2.4
Community or Social Organization	3.2	6.1
Fine Arts, Performing Arts, or Crafts Studio	2.8	0.2
Graduate School	2.6	2.4
Religious Institution or Group	1.9	6.3
Governmental Agency (Federal, State, Local)	1.6	5.5
Recreation or Sports Group	1.2	2.1
Library or Other Cultural Institution	1.1	2.2
Other Site	1.3	1.6

Source: Chronicle of Higher Education, Report of Study by Commission on Non-Traditional Study, February 5, 1973.

County, site of Florida Atlantic University, the state's first upper-division university, which opened in 1964.

Under the age-adjustment method of calculation, Palm Beach County would project 27,071 persons interested in pursuing a four-year degree. (This figure assumes that interest in education in Palm Beach County would be about the same, age for age, as in the nine-county region of the survey, an assumption that would seem to be reasonable in view of the fact that degree-interest, when adjusted for age, did not vary significantly from county to county within the nine-county region surveyed, despite the socio-economic differences among the counties.)

While there were 27,071 persons in Palm Beach County projected as interested in pursuing a four-year degree, the fall 1971 Palm Beach County headcount enrollment at Florida Atlantic University totaled 1,311, or 4.8 percent of the projected number of persons in the county potentially interested in a four year degree. If it is assumed that the same percentage of Manatee County's "interested" persons would actually attend an upper-division university located in Manatee County, then the projected headcount enrollment from Manatee County at such an institution would be 303. In addition, four other counties lie within commuting distance of Manatee County--Sarasota, Hardee, DeSoto, and Charlotte. Using the same methodology and assuming the same level of enrollment interest in these four counties (even though such interest might normally be assumed to be somewhat less in the more distant parts of the four counties because of the difficulty of commuting), an additional enrollment total of 568 students might be projected making a grand total of 871 potential students from within commuting distance for a fully-developed, upper-division university in Manatee County. In addition to these, such an institution, when fully developed to include some beginning graduate programs, as Florida Atlantic University does, might be expected to draw students from more distant counties of Florida and from out of state. Using the model of Florida Atlantic University,

which draws 20.5 percent of its students from areas beyond commuting distance and includes a graduate enrollment of 12.9 percent, a fully-developed Manatee institution might project a grand total enrollment of 1,095. If the same methodology were used to project enrollment for an institution to be located in the region's other major population center, Fort Myers, a total headcount enrollment of 743 would be derived from within commuting distance, which includes Lee, Collier, Glades, Hendry, Charlotte, and DeSoto counties. Taking into consideration students from beyond commuting distance, a grand total of 935 students would be projected for a fully-developed institution as of 1972, based on analysis of the results of the survey of the general population of the lower west coast. It will be noted from the survey question dealing with willingness to commute that no single location within the nine-county region can be considered within commuting distance of the entire region. It will also be noted that the enrollments spoken of here are headcount enrollments, as opposed to FTE enrollments. The relationship between the two types of enrollment figures will be dealt with in Chapter 6 in connection with projection of future enrollment potential.

Problems of Projection

A series of statistical projections, like a series of azimuths followed by an outdoorsman using a compass, is subject to serious and cumulative error which can ultimately lead an interpreter of data in the wrong direction. The enrollment figure resulting from this series of projections and assumptions represents an attempt to use survey data, past university-system experience, and logical analysis to reach some tentative conclusions concerning potential enrollment. The resultant figures are not immune to error. But in the

absence of more definitive data, such projections are more sound than speculation based on no data at all.

At each step in the projection processes used in the chapter, the benefit of every doubt was given in the direction of projecting a liberal or "outside" estimate of enrollment potential. In spite of this, the figures projected for current maximum enrollment fall short of CODE requirements for university or branch status. In Chapter 6, consideration will be given to projections of future enrollment potential. In Chapters 7 and 8, various alternatives for meeting the region's higher educational needs will be discussed in light of CODE criteria and these enrollment projections.

Summary

Recent speculation about the higher educational needs of the lower west coast suggested the need for more definitive data. To obtain such data, a survey of the general population was undertaken. Every effort was made to obtain a representative sample. When the sample differed from the general population, computer analysis permitted adjustments to be made. The survey results are detailed in Appendix C and summarized in detail earlier in this chapter. In brief, the survey indicated that although there was substantial interest in education on the lower west coast, the education in question was not necessarily that leading to a college degree. Rather, the types of educational goals varied widely, especially among different age groups. For older citizens, who constitute a substantial proportion of the region's population, the survey indicated that there is serious reason to question whether universities, as presently constituted, are the best way to meet their educational needs.

Chapter 5: Junior Colleges as a Source of Upper-Division Enrollment

During the past decade of rapid growth in the State University System in Florida, a policy evolved whereby newly created universitites avoided duplicating the offerings of community junior colleges. As a result, four of the five newest universities in Florida's system of nine universities were created as "upper-division institutions," without freshman or sophomore classes. Florida Atlantic University was the first such institution, opening in 1964, followed by the University of West Florida in 1967, and Florida International University and the University of North Florida in 1972. The one exception to the practice of creating upper-division universities was Florida Technological University (FTU), which opened at Orlando in 1968. In the case of FTU, there was not a fully-developed public junior college in the Orlando area. Orlando Junior College was private, while Valencia Junior College did not open its doors for students until 1967. Furthermore, there was a feeling that because of the emphasis at FTU at that time on providing instruction in certain highly specialized fields of technology, it might be necessary for some students to commence some of the courses in their academic majors prior to their junior year. Accordingly, freshmen and students were admitted at FTU. At the rest of Florida's newer universities, however, this was not the case.

Development of Upper-Division Universities--Historical Overview

Although upper-division universities are a relatively new development in American higher education--a development in which Florida has taken a leading role--the orgin of the institutions is rooted in the nineteenth century. Until then, American higher education had been closely patterned after the English model of the four-year residential college. During the mid-1800's, however, many American educators became interested in the German model of a

research-oriented institution specializing in advanced studies. This interest manifested itself in American higher education by the addition of German-style graduate schools to the English-style undergraduate colleges.

Meanwhile, as these events were taking place at the collegiate level, vast changes were occurring in secondary schools. The growth of the high schools greatly improved the general education of the students entering college. Far more students attended high school, and they received a much better education.

Leaders in higher education responded to these changes in secondary and higher education in various ways. Some of the reactions eventually led to what Robert Altman has called "bisection of the baccalaureate," and to the birth of the junior college movement. Chief among the educators was William Rainey Harper, President of the University of Chicago from 1891 to 1906. Harper wanted to divest the University of Chicago of the responsibility for providing basic academic instruction and general education so that the school might concentrate on the advanced studies and research which he conceived to be the true purpose of the university. Accordingly, Harper proposed the development of a system of "junior colleges," to be created either by adding the thirteenth and fourteenth grades to high schools or by having certain "weak" four-year colleges revert to junior college status. These junior colleges were to act as "feeder schools" for an upper-division University of Chicago. Although Harper was able to achieve part of his plan, one university president alone could not accomplish the reform.

Some years later, another University of Chicago president, the iconoclastic Robert M. Hutchins, proposed that the baccalaureate be awarded at the completion of the sophomore year, signifying the completion of

a student's general education. Hutchins would have awarded a master's degree after the student completed two more years of schooling and demonstrated mastery of a specialized subject-matter field.

The Growth of Junior Colleges

Hutchins' proposals for changing the degree structure were unsuccessful, but Harper's idea of a junior college system was one idea whose time had come, although the eventual pattern of development differed somewhat from what he envisioned. Illinois, California, and several other states began earnestly to develop junior colleges during the past World War I era, but it was not until after World War II that the most explosive growth took place. Florida became committed during the 1950's to the principle that a junior college should be within commuting distance of as many of the state's high school graduates as economically feasible. By the fall of 1972, with the opening of the state's twenty-eighth public two-year institution, the Department of Education estimated that 99 percent of the state's high school graduates were within commuting distance of a public two-year college. To achieve this level of availability, Florida has committed a substantial proportion of its higher education resources to the support of the two-year college system. As a result, in 1972 the state ranked third in per capita expenditures for community colleges and forty-seventh in per capita expenditures for universities, although the latter ranking may be attributed in part to certain budgetary procedures rather than to neglect of the university system.

As the junior college system in Florida grew, the implications of the growth were taken into consideration by the State Board of Regents (and its predecessor, the Board of Control) in planning expansion of the university system. It was noted, for example, that the proportion of first-time-in-

college students in Florida who enrolled in the university system declined from 31.7 percent in 1960 to 14.4 percent in 1972. Meanwhile, the proportion of junior college transfers in the upper divisions of the nine institutions of the State University System increased dramatically. It was in recognition of the important relationship between the universities and the two-year colleges that the State University System in 1972 entered into an articulation agreement with the state's community college system, an agreement that has been hailed as a model of cooperation for the benefit of students, the institutions, and the taxpayers alike. In any discussion of possible expansion of the university system, then, if precendent and policy are adhered to, the resultant institution would be an upper-division university, branch, or center.

The prospects for successful operation of an upper-division facility may be greatly dependent on its relationship with the two-year institutions in its region. This is dramatically illustrated in Table 14, depicting the undergraduate transfer patterns among Florida's public institutions. It will be noted that most of the junior college students elect to continue their education at the senior university nearest their home. These patterns make clear that no study of the feasibility of an upper-division institution can afford to overlook the important relationship such an institution would have with the junior colleges in its region.

Junior College Survey

In order to gain an insight into the educational plans and aspirations of students at the two-year colleges on the lower west coast, a survey was devised and administered during the fall of 1972 to selected groups of students at Manatee Junior College in Bradenton and at Edison Community College in Fort Myers (Appendix D). The survey questions were similar, but not identical, to

Table 14: State University System Undergraduate Transfers, Fall Quarter, 1972

	Institutions Reporting Transfers								
	FAMU	FAU	FIU	FSU	FTU	UF	UNF	USF	UWF
Transfers from Universities:									
FAMU	---	1	4	6	57	6	11	11	2
FAU	0	---	124	1	2	15	3	7	2
FIU	*	*	---	*	*	*	*	*	*
FSU	1	16	32	---	15	37	41	61	26
FTU	0	0	1	21	---	23	6	21	2
UF	1	26	43	61	34	---	73	79	13
UNF	*	*	*	*	*	*	---	*	*
USF	0	12	12	53	19	61	12	---	3
UWF	0	4	4	5	4	3	7	6	---
Transfers from Public JC's:									
Brevard	1	23	1	80	164	55	0	57	12
Broward	2	417	43	87	1	115	0	54	3
Central Fla.	5	0	0	41	5	70	3	16	11
Chipola	3	3	0	69	0	28	0	3	53
Daytona Bch.	3	16	1	40	101	42	3	31	2
Edison	1	17	1	37	1	24	0	62	12
Fla. J. C. Jax.	6	6	2	74	0	77	479	22	12
Fla. Keys	0	10	1	12	2	7	3	10	2
Gulf Coast	1	2	0	66	1	19	1	6	51
Hillsborough	2	0	0	10	1	6	0	193	0
Indian River	6	25	0	19	6	36	0	16	4
Lake City	2	0	0	17	6	42	8	8	10
Lake-Sumter	2	0	2	23	23	21	3	10	1
Manatee	1	7	0	40	3	31	0	109	8
Miami-Dade	7	179	688	296	13	367	0	220	15
North Fla.	3	4	0	77	3	40	12	11	8
Okaloosa-Walton	0	0	0	45	1	20	0	10	87
Palm Beach	2	215	6	94	5	119	1	35	1
Pensacola	2	4	0	61	5	39	2	45	393
Polk	1	2	0	52	18	53	1	103	4
St. Johns River	0	9	0	35	5	66	31	3	5
St. Petersburg	1	27	1	155	11	123	1	552	12
Santa Fe	3	6	4	35	7	254	15	42	3
Seminole	0	3	0	24	148	23	5	20	5
South Fla.	0	2	1	9	2	14	1	---	1
Tallahassee	4	0	1	160	4	6	1	7	3
Volusia	7	2	1	34	188	16	1	13	3

*Institution Opened, Fall 1972

Source: Academic Affairs, Board of Regents

questions on the educational survey sent to a sample of the general population in the region as discussed in Part A of this chapter.

Representativeness of Sample

At Manatee Junior College (MJC), a sample of 659 students participated in the survey out of a total MJC enrollment of 3,125. The survey participants were believed to be mainly representative of the MJC students in college-level transfer programs. Somewhat the same situation occurred in the survey of students at Edison Community College, where 264 students participated. At both institutions, the questionnaire was also administered separately to a group of veterans. In both the veteran and non-veteran groups, participants may be assumed to be predominantly enrolled in college-transfer programs. This circumstance adds to the usefulness of the survey data, for students in college-transfer programs represent the prime pool of potential students for any upper-division institution in the region.

Responses to Part A, Junior College Survey

The purpose of Part A of the junior college survey was to elicit personal and attitudinal information from the respondents. (Part B of the survey, discussed later, deals more directly with educational plans, and was completed by only those who intended to continue their education.) A complete report of the responses to both parts of the survey is included in Appendix E. Briefly summarized, Part A of the survey indicates that the non-veteran students responding were young (93 percent were 21 or younger), caucasian (93.1 percent), unmarried (93.3 percent), and had no dependents other than themselves (93.8 percent). The sexes were evenly represented among the non-veterans, and the counties of the region were appropriately represented. A little over half of the respondents were freshmen, the rest sophomores. Almost all were full-

time students. There were no significant differences between the responses of students at Manatee Junior College and those at Edison Community College.

Many (52.1 percent) intended to continue their education at a senior university immediately upon completion of their junior college work. Another 19.7 percent intended to continue, but not immediately. Some 16.9 percent were uncertain as to their future plans, while only 10.8 percent did not expect to continue their education at a senior university. Only 25 percent of the respondents felt that the absence of a degree-granting institution within commuting distance would influence their decision to continue their education. Many were willing to commute some distance to attend a university--36.7 percent said they would travel 50 miles a day, round-trip. In summary, then, non-veteran respondents to Part A represented a rather homogeneous group of students who evinced a strong interest in continuing their education, an interest not surprising in view of their being predominantly enrolled in college-transfer programs at their respective institution.

Among the rather small group of 103 veterans who took the survey, respondents to Part A differed in several respects from their non-veteran fellow students. As might have been expected, the veterans group was somewhat older (more than half were 26 or older) and overwhelmingly male (87.4 percent). Seven in ten were married and most had dependents. All were caucasian. Perhaps because family responsibilities made relocation difficult, most (60.2 percent) felt that the lack of a degree-granting institution within commuting distance would influence their decision to continue their education. Over half were willing to commute 50 miles a day or more, round-trip, to continue their education. One third of the veterans said they planned to continue their education immediately after completing their junior college work, and another 42.7 percent planned to continue, but not immediately. Only 3.9

percent did not plan to continue at all. Veterans, then, constitute a somewhat older, less homogeneous group than their non-veteran counterparts, but they evidence an even greater interest in continuing their education.

Responses to Part B, Junior College Survey

The purpose of Part B of the junior college survey was to elicit information about the educational plans and goals of the students. Part B was completed by all persons who responded to Part A except for those who answered "No" to the question, "Do you expect to continue your education in a senior university?" Of the 923 non-veterans participating in the survey, 819 completed Part B. Of the 103 veterans, 99 completed Part B.

Educational Goals and Motivations

For most junior college respondents, educational plans related closely to vocational goals. Seven out of eight respondents, both veteran and non-veteran, planned to further their education in order to prepare for a future career, to change career fields, or to advance through qualifying for promotion in their present career. Because of this, a substantial majority planned to seek a baccalaureate or higher degree. Among non-veterans, interest was almost evenly divided among the liberal arts, business, and education. Among veterans, twice as many respondents, percentagewise, were interested in business, while fewer were inclined toward education or liberal arts.

Plans for Attaining Educational Goals

Most respondents plan to engage in full-time study in pursuit of their educational goals. Most also plan to work, either full-time or part-time. Their choice of an upper-division institution will be determined mainly by

specific program offerings, and to a lesser degree by their personal financial situation. Somewhat less than half of the respondents said they would tend to choose an institution which de-emphasized residence requirements and encouraged obtaining credit by examination. Most of the rest were indifferent. Over half of the respondents said they would be attracted by a university offering a work-study program, but only one in eight planned to interrupt his education except for summer vacations.

Significance of Results, Junior College Survey

In contrast, with the respondents to the survey of the general population of the lower west coast, respondents to the junior college questionnaire were younger and less restricted by responsibilities. Accordingly, they were freer to set educational goals and to pursue those goals on a full-time basis. Being less tied down by dependents and careers, they were free to go elsewhere to continue their education, basing their choice of institution not so much on its proximity to them as on its course offerings. Although the majority of students appears to fall in this general category, that does not mean that there are no students for whom relocation would be difficult.

Projected Transfer Enrollments

The results of the survey of the general population of the lower west coast were used as a basis for projecting potential enrollment, in the absence of any better data. There is no compelling need, however, to use the junior college survey data in the same way to project potential transfers to upper-division universities, for there are exact data already available on the topic, as shown in Table 14. It indicates that in the fall of 1972, 199 students entered the State University System upon transfer from Manatee Junior College, and another 155 from Edison Community College, for a total of 354. The survey's findings (Appendix E) are in line with the records of transfers.

Summary

Expansion of the State University System in recent years has been largely at the upper-division level. A close relationship exists between upper-division institutions and the junior colleges which supply most of the enrollment for them. In order to shed light on the plans of junior college students on the lower west coast, a survey was conducted. Findings indicate a high level of interest in futher education among junior college students enrolled in college-transfer programs. Most students planned to enroll in a senior university, eventually if not immediately upon completion of their junior college work. The survey also indicated that as a relatively young group compared to the general population of the region, junior college students were less restricted by the kinds of responsibilities which constitute impediments to continuing their education. Compared to the general population, fewer junior college students said they found the absence of a university in their region a major deterrent to continuing their education. In general, the findings of the survey are reinforced by an examination of the transfer patterns of Florida junior college students (Table 14).

Chapter 6: Future Enrollment Projections

No projection of future college enrollment can afford to ignore population trends, especially in a growing state such as Florida, nor can it afford to ignore current innovative trends in higher education. This chapter will discuss future enrollment potential in light of both developments.

Florida's population has increased rapidly in recent years. Between 1960 and 1970, for example, the state's total population rose from 4,951,560 to 6,789,443. Projections by the University of Florida's Bureau of Economic and Business Research indicate that the total will reach 7,776,700 by 1975 and 8,719,400 by 1980.

The lower west coast of Florida has participated fully in Florida's rapid growth. The nine-county region's population rose from 264,071 in 1960 to 431,820 in 1970, an increase of 63.5 percent compared to Florida's 37.1 percent increase for the same period. Projections indicate that the population of the region will reach 527,600 by 1975 and 618,600 by 1980.

Total population is only one of several factors which may affect potential college enrollment. Population mix is another. The importance of such data in educational planning--data including the distribution of population by age, race, and income--has been discussed in previous chapters. Fortunately for planning purposes, no drastic shifts are anticipated in the current population mix of the lower west coast. According to Dr. Madelyn L. Kafoglis, director of population studies at the University of Florida, the makeup of the population of the nine-county area is likely to change only slightly in the short run, and for all practical purposes will remain constant.

In the long run, growth of service industries in retirement areas such as Charlotte County may help to increase the unusually small population of

younger persons currently in the population there. This forecast is based on observation of growth patterns in certain California areas heavily populated by retired persons. In those instances, local economies seemed to reach a "saturation point" of "dependent persons." ("Dependent" in this case does not mean financially dependent, but rather persons under 18 or over 65 for whom services must be performed but who generally do not perform services themselves). In the long run, then, the proportion of retired persons in the population of the lower west coast should level off at its present high plateau or possibly even decrease slightly in several of the region's counties. In the short run encompassed by the remainder of the 1970's, however, it is reasonable to assume a continuation of the present population mix.

Bases for Projecting Enrollments

Although population is an important consideration in educational planning, many factors besides population affect college enrollment. Various social forces affect the proportion of a given college-eligible population which will choose to attend a degree-granting institution. Throughout the twentieth century, for example, colleges benefited from an almost uninterrupted growth in the number of young people, in the proportion of those young people who chose to complete high school, and in the proportion of high school graduates who elected to attend college. In recent years, however, there has been a decline in the actual number of young people. In addition, the proportion of young people completing high school has leveled off on a high plateau, leaving little room for further increase. Finally, the proportion of high school graduates choosing to attend college seems to have edged slightly downward from the peak reached in the late 1960's and early 1970's--perhaps in response to the ending of the draft or to factors such as a growth of

appreciation for the opportunities afforded by vocational education and other alternatives to college.

The volatile changeability of the social and educational forces affecting college enrollment is such that it is difficult to forecast their impact in the long run. Who, for example, could have forecast in 1960 the dramatic course of events that beset the troubled decade that ensued? In the short run, however, present trends, if continued, would seem to indicate a movement toward a "steady state university" concept in Florida, based on the expectation of more stable enrollment.

Impact of More Stable Enrollment

Leveling off of enrollment--or at least the slowing of its growth--has already occurred in a number of states. It would have occurred already in Florida if the school and college enrollments were dependent on the state's birth rate. Migration from other states, however, has offset drops in the birth rate and has kept Florida's population and enrollment growing larger while other states began to note a reversal of the growth pattern. Now, however, there is evidence that Florida may be entering a period of more stable enrollment. In the fall of 1972, for example, first-time-in-college (FTIC) enrollment in the State University System actually posted a 1.5 percent decline compared to 1971, with 8,896 FTIC students enrolled compared with 9,028 in the fall of 1971. In addition, although the community college system as a whole experienced a gain in total FTIC enrollment, ten of the 28 public two-year colleges showed a decline in FTIC students.

The full implications of a more stable enrollment in the university system have yet to be fully assessed. For the past two decades, Florida's State University System has been geared to planning for rapid growth in enrollment. If and

when pressures of enrollment growth subside, perhaps attention may then be focused upon innovations designed to improve the quality of education even further.

Headcount Enrollment

Although the importance of social forces tending toward more stable enrollment is acknowledged, the size and mix of the population remain key elements in projections of potential future enrollment. Using population projections as the basis, the 1,095 maximum potential headcount enrollment based on the 1972 population of 472,700 (See Chapter 4) could be extrapolated through the remainder of the decade as follows:

Table 15: Projected Headcount Enrollment, based on Regional Population Projections

Year	Nine-County Population	Headcount Enrollment
1973	491,300	1,134
1975	527,600	1,219
1977	563,900	1,302
1979	600,400	1,387
1980	618,600	1,429

As a check on the validity of these projections, they were compared to projections made for the university system as it currently exists.[7] If a fully-developed upper-division university with beginning graduate programs

[7] David C. McOuat, "Enrollment Projections for the State University System of Florida, 1972-1980." Office of Planning and Evaluation, Florida Board of Regents.

were operative with the enrollment projected in Chapter 4, it would represent 1.85 percent of the upper-division and beginning graduate students in the State University System. Then, if it were assumed that this institution, being fully developed, would maintain the same share of enrollment, the following enrollments could be projected:

Table 16: Projected Headcount Enrollment, Based on State University System Enrollment Projections

Year	System U-D	System B-G	System Total	Area U-D	Area B-G	Area Total
1973	50,234	11,064	61,282	929	205	1,134
1975	54,982	12,056	67,038	1,017	223	1,240
1977	59,384	13,729	73,113	1,099	253	1,352
1979	60,843	15,504	76,347	1,126	286	1,412
1980	62,156	16,427	78,583	1,151	303	1,454

It will be noted that the enrollments projected using this method are almost identical, year for year, with those based on extrapolating population growth, differing by only 25 students for the year 1980.

Full-Time Equivalency (FTE) Enrollment

Headcount enrollment figures such as those projected above do not give a complete picture for planning purposes. In headcount enrollment, a student who is taking a full load of course work in pursuit of a degree counts the same as a student taking only one course. Both are recorded as "one enrolled student." Obviously, however, more teachers and facilities would be needed to serve 1,000 full-time, degree-seeking students than to serve 1,000 students

who are each enrolled in only one course. For planning and budgeting purposes, then FTE enrollments are used. Based on the usual ratio of headcount enrollments to FTE enrollments for upper-division and beginning graduate students, maximum FTE projections for a fully-developed university in the Bradenton-Sarasota area would be as follows:

Table 17: Projected FTE Enrollment, Based on State University System Headcount/FTE Ratio

Year	Upper-Division FTE	Beginning Grad. FTE	Total FTE
1973	883	171	1,054
1975	965	186	1,151
1977	1,044	211	1,255
1979	1,070	239	1,309
1980	1,093	253	1,346

These projections of FTE enrollment, it should be noted, are based on an observed systemwide ratio of headcount enrollment to FTE enrollment. Actually, however, the ratio varies considerably among the various institutions of the system, depending on the location of particular campuses. At residential campuses (University of Florida and Florida State University) outside a major urban area, the tendency is for FTE enrollment to approximate headcount enrollment more closely than at non-residential campuses in urban areas, where part-time students are more common. A case in point is the St. Petersburg campus of the University of South Florida, where the 1972-73 headcount enrollment of 1,630 represented an FTE enrollment of only 881. If the ratio of headcount-to-FTE enrollment were assumed to apply to the enrollment

projection for an institution in the Bradenton-Sarasota area, the FTE enrollment would project as follows:

Table 18: Projected FTE Enrollment Based on Headcount/FTE Ratio of St. Petersburg Campus of the University of South Florida

Year	Upper-Division FTE	Beginning Grad. FTE	Total FTE
1973	502	110	612
1975	549	116	665
1977	593	127	720
1979	608	158	766
1980	622	163	785

Evaluation of alternative courses of action set forth in Chapter 8 will be based on the projections in this table.

Variance by Location

All projections of enrollment through 1980 in this chapter have assumed a location of the institution so as to place a maximum number of students within commuting distance. (No single location would place the entire nine-county region within commuting distance.) The optimum location for maximizing potential enrollment within commuting distance would be somewhere in the northern population center of the nine-county region, in the Manatee-Sarasota county area. On the other hand, if a location were assumed to be in the southern population center of the nine-county region, the Fort Myers area, then all projections would be reduced by 14.6 percent. That would mean the projected 1973 FTE enrollment for a fully-developed upper-division university with beginning graduate programs, located in the Fort Myers area, would be 523. If two

institutions were created, the total 1973 FTE enrollment would project as 1,097, a figure derived by adding the projections for the two locations, then adjusting for the fact that Charlotte County was counted in both projections, being within possible commuting distance of either location.

Changes in Higher Education

There have been vast changes in higher education in the last several decades. Many of the changes stem from the upsurge in enrollment. Other changes have resulted from pressures of society to reform higher education, pressures ranging from the post-war drive to educate veterans to the post-Sputnik moves to upgrade science education. Some changes have even occurred in response to the tactics of militant students protesting the impersonal nature of the "multiversity."

Despite the climate favoring reform, however, far less change has taken place in the basic instructional delivery system than has occurred in other aspects of higher education. Instruction still consists, for the most part, of transmission of data from instructor to student through face-to-face interaction, quite often through lectures. Some observers have viewed the tenacity of this mode of instruction as a sign of its basic merit, while others have taken it as a sign of higher education's resistance to those types of change which impinge upon the prerogatives of its principals. Nevertheless, in the context of recent growing cost-consciousness in higher education, there has been increasing dissatisfaction with the inherent inefficiency of the traditional mode of instruction. This dissatisfaction has led various institutions to respond by looking for alternative instructional delivery systems. The advent of new technology in fields such as television and computers has facilitated the growth of such new systems. A brief check of recent developments indicates that higher education may finally be on the threshold of far-reaching changes in its basic

instructional delivery system for the first time since the medieval period. These changes may have serious implications for the future of the traditional university campus. Illustrative of some of the possibilities of these innovations is a program called "Your Open University" (Y.O.U.) recently developed at the University of South Florida.

"Your Open University"

"Your Open University" combines the use of educational television with the open university concept that instruction need not be confined to campus. Faculty members, selected from among those who volunteer to participate, are given released time from teaching in order to develop course materials and to videotape lectures and oth.r presentations for Y.O.U. courses. Taped sessions are then broadcast over the university's educational television station. (With present technology, the videotapes might also be played back through one or more television sets in a classroom or a home.)

Y.O.U. courses are publicized in advance so that students off-campus as well as on-campus may register for credit. In the fall of 1972, the University of South Florida reported that 184 students scattered among 12 cities in five counties were enrolled in one or more of the six Y.O.U. courses offered, representing the fields of art, music, education, chemistry, and criminal justice. In addition to courses for credit, certain non-credit courses were offered. For the credit courses, normal university fees were charged. For the non-credit offerings, a fee of $30.00 was assessed to cover the cost of materials supplied to registrants. Some additional television viewers may have watched Y.O.U. telecasts without registering for the courses or paying fees.

With Y.O.U. courses perserved on videotape, they can be shown any number

of times, subject only to the need to update material or improve areas of the course. If the course's student evaluation procedures consist of pre-programmed, machine-scored tests, then a "live instructor" might be dispensed with altogether in subsequent repetitions of the course. This does raise certain issues concerning the computation of faculty pay, productivity, and university budgeting, questions which have yet to be resolved but which surely must be confronted soon. Such details will no doubt be worked out, however. The point is that the Y.O.U. program illustrates that technology exists to change the traditional instructional delivery system at long last. Application of that technology, in programs such as Y.O.U., is gaining acceptance as the higher education community, pressed by rising costs, looks for ways to increase efficiency and productivity. If widely applied, such techniques could change the pattern where instruction was conducted largely on the campus through face-to-face communication between teacher and pupil.

Other Types of Change in Higher Education

Development of programs such as Y.O.U. are important, of course, because they affect the instructional delivery system which is at the heart of one of a university's major purposes, teaching. Because such programs embody highly visible reforms and hardware that is often quite fascinating to the layman, they tend to receive their share of attention and recognition, and their implications for the future are recognized and discussed. There are, however, other trends equally important to the future shape of higher education which receive less attention because they embody changes less obvious or more subtle. Illustrative of these trends are two developments involving changes in higher education's certification function and financing.

The Future of the Certification Function of Higher Education

Recent court decisions concerning job discrimination appear to be setting judicial precedents which may eventually have far-reaching implications for American higher education. Courts have held that an employer may not require, as a condition of employment, any qualification unrelated to the duties of the job. Specifically, an employer may not require a college degree or a particular score on a test of aptitude or achievement, unless it can be clearly demonstrated that such requirements are necessary qualifications for performing the specific duties of the job sought. This ruling, in effect, holds that certification of fitness for a job shall depend upon an applicant's individual competencies, regardless of how he may have acquired them, and not necessarily upon a piece of paper such as a college degree or a printout of test results.

If broadly applied by the courts, such a precedent would strip colleges of the task of certifying job competency, a function which has given higher education an awesome responsibility and tremendous power. It is too early to ascertain the full implications of this new judicial doctrine, but it is already obvious that its impact could be substantial.

Financing of Higher Education

The upsurge in college enrollment during the 1960's, and the even greater increase in costs, has prompted a serious and far-reaching re-examination of the financial structure of higher education. At issue, basically, is the matter of how much of the cost of an individual's education should be borne by the individual himself, and how much by the taxpayers. Beyond that is the question of how much of the taxpayers' share should be channeled through the federal government, and how much through state and local governments. In addition, there is the question of whether governmental support should be

directed to the institutions or to the individual students through some kind of voucher system or tax credits. Finally, there are pressures growing out of the desire for increased institutional accountability concerning the way financial resources are expended.

Decisions on these issues may relate in part to value judgments on hard-to-measure matters such as the relative degree to which higher education's benefits accrue to society on the one hand and to the recipient of the education on the other. Value judgments may play a role, too, in assessing the merits of public support for the survival of the private sector of higher education.

Beyond value judgments such as these, the matter of the relative efficiency and accountability of various systems of distributing support may be yet another factor in deciding the future course of higher education finance. The way these issues are decided may play a major role in determining, among other things, the future size of college enrollment, especially at the graduate level, and may also help determine the proportions of future enrollment in the public and private sectors of higher education.

Higher Education for 1980

In 1968, a book entitled Campus 1980 was published under the editorship of Alvin C. Eurich of the Academy for Educational Development. Subtitled, "The Shape of the Future in American Higher Education," the book contained a collection of 16 essays, most written during the last half of the 1960's. Writers included such distinguished educators as John Gardner, Logan Wilson, Christopher Jencks, David Riesman, Lewis Mayhew and Clark Kerr. Each tried to describe some aspect of American higher educati as it might develop by 1980. Most of the writers made appropriate disclaimers indicating the problems involved in trying th peer into the future.

Now, from a vantage point nearer 1980, the forecasts of this distinguished and well-informed group of educators seem to differ in many respects from the direction current trends appear to be taking American higher education. In retrospect, their collective crystal ball seems clouded by the mood and perceptions of the late 1960's. That is not to say the prophets were totally wrong. Far from it. In many respects, they were remarkably perceptive. But they do appear to have miscalculated in some of their very basic assumptions--assumptions such as a continuation of the uninterrupted rapid growth in college enrollment.

The fact that assessments of the future can sometimes be wrong does not mean there is no value in looking ahead. It is a necessity, especially in planning. After all, if a new university were authorized by statute this year and were developed at a normal pace, its first graduates would enter the job market of the 1980's. An inkling of the future shape of higher education--and society's future educational needs--is an essential part of planning. Awareness of higher education trends increases the likelihood of appropriate planning, but it does not insure it. Lack of awareness of trends, however, almost surely dooms planning to failure.

Summary

As Florida's State University System plans for meeting the future higher educational needs of the state as a whole and the lower west coast in particular, it must be cognizant not only of present conditions, but of future trends as well. Population and enrollment trends of the nine-county area of study projected through 1980 indicate an increase in enrollment, but in terms of FTE enrollment, the totals remain relatively small in relation to CODE

criteria for university facilities. At the same time, the overall enrollment trend in the state may be moving toward a more stable period characterized by a leveling off or possibly even an occasional decline in enrollment. Meanwhile, planning must also take into consideration innovations including reforms in the instructional delivery system, changes in higher education's certification function, alteration of the financial structure which supports colleges and universities and such other trends as may arise in the dynamic field of higher education.

Chapter 7: The Impact of Resource Allocation on Expanding Public Higher Education

The Changed Setting for Enlarging the State University System

The ten-year period from the late 1950's to the late 1960's has been termed by some educators as the "golden years" for higher education in the United States. These were the years when educators generally were faced with the challenging and satisfying tasks of building new institutions and expanding existing institutions to accommodate larger enrollments. In Florida, the expansion of the State University System took place almost precisely in step with the expansion throughout the nation. During this ten-year period ending in the late 1960's, four public universities were opened in Florida, and the planning to open two additional state universities was accomplished. Also, the long existing public universities in the state--the University of Florida, Florida State University, and Florida Agricultural and Mechnical University--were greatly expanded in this span of years. The seven public two-year colleges in Florida in operation in 1955 tripled in number in the ten years that followed. In the private sector, enrollments in the older colleges and universities increased, and new institutions emerged. Only in private two-year institutions was there a dropoff, both in enrollment as well as in the number of institutions in operation.

In the period of rapid growth, the primary point of consideration that influenced legislators and higher education planners alike in creating a new institution was to give access to higher education to an increasingly larger number of college-age persons that were being generated by a growing population. Cost estimates for the projected institutions were made more for the purpose of preparing legislative requests to establish the projected

institutions and for setting fund raising goals for private institutions than for viewing the impact of the cost of a new institution on the allocation of funds among existing and projected institutions.

Great pride was taken by both educators and members of the legislature in the upward swing in the percent of June high school graduates entering college for the following September. This percentage figure reached its high-water mark in 1969, when approxmmately 56 percent of the public high school graduates that spring entered college in the following fall.[8] The percent of a high school graduating class entering some form of post-secondary education over an 18-month period after graduation is much higher than the percent that entered college without a delay. The percentage of the high school class of 1969 that had entered college by 1971 is estimated to have exceeded 70 percent.

In the years since 1970, the percentage of high school graduating classes entering college in the same year as high school graduation, as well as the overall percentage of entering some type of post-secondary instructional program within a year and a half after leaving high school, has leveled off, and in fact, may be declining about one percent a year. Even so, the percentage of graduating class that ultimately enters a post-high school program of study remains high. An estimated 69 percent of the high school class of 1971 is now enrolled in some type of after-high school study or training.

Now that college graduates in some fields of study are being trained in excess of manpower needs, there is no evidence of great concern in legislative circles, on campuses, or among people generally that the percentage of high school graduates entering college is stabilizing instead of climbing. In

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[8] Florida High School Graduates, Research Report No. 89 (March, 1971), Bureau of Research, Division of Elementary and Secondary Education, Department of Education

some quarters, the belief is reflected that the percent of high school graduates continuing their education is about what is should be. The results of the educational survey reported in Chapter 4, revealed that 47.8 percent of the respondents indicated that they thought the proportion of high school graduates entering college was about right, and an additional 22 percent thought the proportion was too high. Thirteen percent reported that in their opinion the current number of high school graduates enrolling in college was too low.

The higher education scene in 1973 is drastically different from that of the mid-1960's. The thrust to build new institutions, largely unhampered or unqualified in the 1960's, is now tempered with this reservation: Can the proposed institution be justified in terms of its cost, both as a single institution and as a member of a system of institutions? At least four developments support giving a thorough analysis to institutional funding: (a) enrollment projections point to a leveling off or perhaps a decline of the college-age population in the future, (b) the market for college graduates in some fields is glutted, (c) costs of operating existing institutions have risen sharply in recent years, resulting in significantly larger budget requests leaving less available money for new institutions, and (d) costs of operating non-education governmental agencies have also spiralled upward, which ultimately means that the proportion of the tax dollar going to education will shrink unless taxes are increased and extended to a broader base.

Estimated Costs As a Factor in Determining Expansion

To bring into operation two new public institutions in 1972 was nothing less than a traumatic financial endeavor for the State. In the three years prior to the opening of Florida International University in Miami, and the

University of North Florida in Jacksonville, the state appropriated a total of 28 millions of dollars in capital outlay, salary, and expense money to enable these two institutions to open their doors in 1972. The funding for the two newest state universities, discussed in greater detail later in this chapter, provides a ready index for estimating the cost of establishing a new institution on the lower west coast of Florida.

Legislative leaders from Miami and Jacksonville in 1965, by joining forces to obtain a new state university or a branch of a university in their respective cities, had no difficulty in obtaining the authorization they sought. Consideration of costs, if evident at all, was muted in the determined drive of these two delegations to get a state university in their cities.

Since 1965, there has emerged an increasing acceptance among members of the legislature, university faculties, and citizens in general that Florida now has as many public universities as it should have if adequate funding for existing institutions is to be provided. This is not to say persons in all sections of Florida have abandoned efforts to see a college or university located in their city. Also continuing assessment of the higher educational needs of persons living in populous sections of the state not served by a state university should be made. Even so, the widespread feeling throughout the state that Florida has enough public universities reflects a deep concern on the part of many people that the quality of the educative process of existing institutions must be maintained and even heightened, and that cost estimates for proposed new institutions should be subjected to a penetrating

scrutiny within the context of the expenditures required to ensure that existing institutions are adequately funded.

In 1968, the Legislature authorized the Board of Regents to assume a greater role in planning for the future operation of the State University System.[9] One intent of this legislation seems to have been to place the planning of new universities in the hands of the Board. As pointed out earlier, it was in that year that the era of projecting and authorizing state universities by direct action of the Legislature ended.

Theoretically, the action of the 1968 Legislature in handing over the planning of new institutions to the Board of Regents put the Board in a position of assigning priorities in allocating funds to current operations and future expansion. In a real sense, however, the Board had no option but to assign top priority to obtaining funds for bringing the two newly authorized institutions into being, even at the risk of not adequately funding the operations of the existing seven universities.

Although causative relationships are hazardous, the task facing the Board of obtaining large funds from the Legislature for capital outlay and for a cadre of administrators and faculty to carry forward the site development of the two new campuses in all likelihood shaped the design of the long-range planning that occurred after 1968. At any rate, a major assumption that underlay future planning in the Board office after 1968 was that the nine-member State University System (including the two projected to open in 1972) would not be increased by additional universities in the foreseeable future.

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[9] Florida Statutes 239.013

A meaningful strategy was needed, however, to allow for growth of the State University System other than by establishing new universities. The procedure that was devised and set forth in CODE (Chapter II) emphasized that greater emphasis should be given to the demand for higher education as reflected by enrollments in off-campus courses. This policy of expansion would make it possible for a major city without a state university to demonstrate its need for public higher education at the baccalaureate degree level by the magnitude of the enrollment of its citizens in off-campus courses. Once enrollment attained a specified level, defined in quantitative terms, the educational activity in a city would be organized into a center, then into a branch, and finally, into a separate institution.

The CODE criteria for expanding public higher education at the junior and senior years reflect a pragmatic approach to expending public money for expanding the State University System. Essentially, the CODE criteria say the need for expansion should be evidenced only in terms of actual enrollment in off-campus instruction. As the cost for public higher education spirals upward, this rationale for expanding the State University System has an increasing appeal to many citizens.

1972-73 Appropriations and 1973-74 Proposed Budgets for the State University System

Before a review is given, in the chapter to follow, of the estimated costs for the various alternatives for extending baccalaureate degree study into the lower west coast of Florida, a brief summary of 1972-73 appropriations from general revenue and trust funds, together with the recommendations of the Board of Regents and the Governor for 1973-74, is presented to provide a perspective for the estimates (Table 19).

Even if public higher education leading to the baccalaureate degree is not expanded in the near future, total appropriations from general revenue and trust funds to maintain the present system will exceed $400 million by 1974-75. If public higher education is expanded into the lower west coast of Florida after 1973-74, appropriations in addition to those shown in Table 19 will be necessary.

Table 19: Summary Analysis of Governor's Recommendations for the Division of Universities* (General Revenue and Trust)

Budget Entity	1972-73 Appropriations	1973-74 Board of Regents Recommendation	1973-74 Governor's Recommendation
General Office	$ 2,567,479	$ 2,913,172	$ 2,805,336
Administered Funds	5,363,313	6,485,950	5,970,950
Education and General	197,886,304	221,202,749	212,558,920
IFAS	24,418,618	27,201,862	26,980,422
U.F. Health Center	29,047,392	34,826,440	32,967,240
Vet. Med. Planning	352,880	261,894	162,399
U.S.F. Medical Center	3,880,950	5,345,779	4,957,395
Auxiliary Enterprises	51,779,662	60,206,304	54,469,091
Contracts and Grants	49,274,029	54,808,750	54,808,750
Total	$364,570,627	$413,252,900	$385,707,503

*Source: "MEMO", Chancellor's Office (March 12, 1973).

When one notes that the appropriation from general revenue and trust funds will soon exceed $400 million, he may rightfully ask: How does the level of appropriations for the State University System compare to the appropriations ten years ago? Fifteen years ago? What was the cost per student ten years ago? What is the cost per student today? What will the level of appropriations be in 1980? In 1990?

Table 20 shows the total appropriations from general revenue and trust funds for the period 1957-58 through 1972-73. As will be noted, in this 16-year period, the number of institutions tripled and the enrollment quadrupled. Cost per student escalated from $2,900 in 1957-58 to $4,110 in 1972-73.

Table 20: State University System of Florida
Summary of Disbursements

Fiscal Year	Universities	Enrollment*	Amount
1957-58	3	21,146	$ 52,280,894
1958-59	3	22,569	55,442,483
1959-60	3	23,713	60,966,485
1960-61	4	27,053	70,143,062
1961-62	4	29,219	69,770,143
1962-63	4	30,675	84,119,906
1963-64	5	33,449	102,466,649
1964-65	5	38,466	120,582,539
1965-66	5	43,849	145,588,173
1966-67	6	48,372	169,581,902
1967-68	7	54,119	190,085,240
1968-69	7	60,515	220,251,976
1969-70	7	67,794	249,126,631
1970-71	7	73,488	273,905,826
1971-72	9	78,396	321,480,815
1972-73	9	88,713	364,480,815
1973-74	9	(91,243)a (96,096)b	(385,707,503)---Gov. Req. (413,252,900)---BOR Req.

Source: Annual Report of the State Comptroller
*Headcount Enrollment for Fall of Academic Year Comparable to Fiscal Year
a--Projected Enrollment for 1973, Adjusted Population Based
b--Projected Enrollment for 1973, Sum of Institution Projections

Projected appropriations for the years ahead can be made in terms only of the education decisions that are made in the period covered by the projections. A decision to expand public higher education in the nine-county area will contribute to a higher estimated appropriation for 1980 than would be the case were the status quo maintained.

Chapter 8: Alternative Courses of Action and Projected Cost Estimates for Expanding Public Higher Education

Expansion Alternatives Defined

Prior to 1968, when the Legislature relinquished its direct role in creating greater access to higher education, the Legislature authorized a total of six universities in addition to the three dating from the nineteenth century. After 1968, the Board of Regents, in contrast, adopted off-campus enrollment as an economically sound and demographically feasible vehicle for extending baccalaureate study into population centers beyond commuting distance from a state university. In so doing, the Board of Regents created a basis for four alternative courses of action for expanding the State University System. These four courses of action, stated in terms applicable to the lower west coast of Florida, are:

1. To establish a separate, autonomous state university in the nine-county area at a site to be selected, thereby bringing the State University System up to a total of ten universities.

2 To build a branch campus of the University of South Florida in the area at a site to be selected.

3. To expand off-campus education in the area to the extent of offering required courses leading to the baccalaureate in education, business, and possibly in selected arts and science fields.

4. To take no action at all at this time, but to rely on the existing structure of the State University System to serve the needs of the people in the nine counties.

The above cited alternative approaches to expanding public higher education are associated with differing enrollment potentials. For example, the enrollment potential for a branch university does not have to be as large as the enrollment potential for a separate university. The alternative courses of action are also associated with significantly different cost factors. Expanding off-campus instruction, which requires no capital outlay, is far less

expensive than to establish a branch campus or a separate university, both of which involve building programs that run into millions of dollars. Finally, CODE criteria prescribe quantitative differences in minimum levels of the instructional program for an off-campus center, for a branch, and for a separate university.

Discussion of the possible courses of action that may be followed in expanding public higher education will be centered around these basic questions:

What is the enrollment potential?

Are CODE criteria satisfied?

What public funds will be required?

Alternative 1: Establishing a Separate University

Several advantages accrue to a town or city, regardless of its population, when a college or university is located in or near it. One of the principal advantages is the immediate geographical access to higher education for persons living in or near the city. Inasmuch as access to a nearby college or university reduces the cost of going to college (the students live at home, and living and travel expenses are minimal), students whose financial resources are marginal tend to enroll in greater numbers in their hometown university than in institutions located some distance away. Other advantages are that the lives of the persons generally in the area are enriched by their exposure to and involvement in the cultural activities of the institution. Also, there is no question but that establishing an institution in a population center has a salutary impact on the economy of that area.

The state, however, must weigh factors other than the advantages that are gained by a specific locality when a new university is placed there. Turning

to enrollment potential, one notes that the projected initial FTE enrollment for 1975 in the nine-county area is 665 students (Table 18). Enrollment is projected to lag below 800 students throughout the 1970's. Such a projected enrollment would be smaller than the enrollment of the St. Petersburg Campus of the University of South Florida, which totaled 881 students (FTE) in 1972. Present and projected enrollments for a separate university in the nine-county area are far, far short of CODE requirements, which specify a student population of 5,000.

What Public Funds Will Be Required for a Separate University?

Broad estimates of salary and operating expense money presented here were derived from an analyses of current appropriations for existing state universities in Florida. Estimates of capital outlay money were based on a review of capital outlay money provided to Florida International University and the University of North Florida (Table 21) to enable these two institutions to begin operation in the fall of 1972.

Money for campus planning, for a cadre of administrators and faculty, and for operating expenses during the three-year period 1974-75, 1975-76, and 1976-77 with an opening target date of the fall of 1978 would total three million dollars over the three-year period, or one million dollars annually. With the advent of a more complete staff and faculty in 1978, the annual appropriation for salaries and operating expenses would come to three million dollars.

Assuming that a new site is chosen without any existing buildings, four million dollars, or approximately 1.3 million dollars annually, would be needed to construct an administration building and the first unit of a classroom complex. Once the university opened, an additional five million dollars would be needed for second phase construction.

Table 21: Amount Spent for New Construction for Florida International University and the University of North Florida (Construction, Fees, Equipment and Furnishings, and Contingencies)

Florida International University	
Projects Complete and/or under Construction	
1. Multi-Purpose Building	$ 8,130,594
2. Multi-Function I Building	4,369,791
3. Student Service Building	3,707,059
Sub-Total	$ 16,207,444
Projects in Planning	
4. Multi-Function II Building	$ 4,239,000
5. Out Door Recreation Facilities	500,000
6. Library/Auditorium, Phase I	4,925,000
Sub-Total	$ 9,664,000
Total for Florida International University	$ 25,871,444
University of North Florida	
Projects Complete and/or under Construction	
1. Phase IB Building	$ 6,818,086
2. Phase II Building	4,720,694
Sub-Total	$ 11,538,780
Projects in Planning	
3. Classroom/Laboratory/Auditorium	$ 1,500,000
Total for University of North Florida	$ 13,038,780

In summary, assuming the new university were to open in 1978 on a site on which the buildings had been built, the following money would be required for the period 1974-80.

Capital Outlay	
First phase construction	$ 4,000,000
Second phase construction	5,000,000
Salary and Expense	
Prior to 1978	3,000,000
1978-79	3,000,000
1979-80	3,000,000
	$ 18,000,000

Enrollment projections are based on an analyses of demographic trends, and cost estimates are derived from expenditure data in funding capital outlay, salary, and operating expenses. The question of whether the need for a new university is so urgent that CODE criteria governing the expansion of the State University System be abandoned is a judgment calling for a review of the consequences that ensue when a basic policy is waived. In this instance, approximately eighteen million dollars would be spent over a four-year period to establish a university that would serve less than 800 students.

Alternative 2: Establishing a Branch Campus of the University of South Florida

There are no branch campuses in the State University System. CODE criteria allow for a center to progress in enrollment and degree output to a level of operations that justify branch status, but to date, no center has shown that magnitude of growth.

CODE states:

> University Branch Status---Granting university branch status to a center would be considered when the center enrolls a student population of 1,000 full-time day students and 2,500 part-time evening students. In addition, two or more complete degree programs should be available at the center.

The magnitude of the off-campus program in the nine counties comprising the study area is nowhere near that required by CODE for a branch. Such is the potential enrollment situation now, and such will be the potential enrollment situation in 1980.

Estimated Cost for a Branch Campus:

Although the St. Petersburg Campus of the University of South Florida is more of a satellite campus than a branch campus, the operations at the location give an approximate basis for estimating branch costs. Total appropriations for the St. Petersburg Campus in 1972-73 were in excess of two million dollars. The campus occupies a thirteen acre tract immediately south of downtown St. Petersburg. Conservatively valued at one-half million dollars, the property was deeded to the State Board of Education in 1966.

Through renovation, six of the nine buildings on the site, with a combined gross area of 182,111 square feet, have been converted to house administrative offices, classrooms, laboratories, a library, and supporting activities. Although the suitability of the space being utilized for the various activities ranges from more than adequate to less than adequate, its replacement in terms of capital outlay would exceed five million dollars. Replacement value for all of the buildings on the campus is ten million dollars.

To open a branch campus in the nine-county area in 1978 would require an expenditure of five million dollars in capital outlay, and planning money (salary and expense) of $500,000 annually for three years prior to 1978, and

an annual appropriation of $750,000 for salary and expense after 1978. The total cost of a branch campus from its planning stage through its first three years of operation would be between eight and ten million dollars.

In 1969, the Legislature authorized the Board of Regents to establish the St. Petersburg Campus of the University of South Florida. Although to date the enrollment at the St. Petersburg Campus does not meet CODE requirements for a branch, any decision to establish a branch campus in the nine-county area should take into consideration the existence and scope of operations of the St. Petersburg Campus.

The St. Petersburg Campus, which came into being as an off-campus education center in 1965, has shown steady growth and in 1972-73, had an enrollment of 881 FTE students, there approaching the CODE criterion of a 1,000 FTE day student enrollment. During the four-year period 1968-72, enrollment climbed from a three quarter FTE enrollment of 303 (average enrollment per quarter of the three quarters of an academic year) to its present level. The total number of students (headcount) enrolled in 1972-73 was 1,630 students.

Enrollment at the St. Petersburg Campus is curtailed by two persistent and interlocking restraints. There is insufficient money to schedule a wider array of courses that would attract more students and also, there is barely adequate classroom space, support facilities (laboratories, administrative offices, etc.), and parking, for the present enrollment.

Pinellas County, which alone has a population greater than the nine counties in the area under study combined, has long sought an expansion of public higher education leading to the baccalaureate degree. Furthermore, the St. Petersburg Campus is progressing toward branch status in a manner prescribed by CODE. That campus, fed by the graduates of St. Petersburg Junior College (which has

an enrollment larger than that of Manatee Junior College and Edison Community College put together) now sends more transfer students into upper-level study in the State University System than the 1980 projected upper-division output of a branch established in the nine-county area. For the University of South Florida to bypass Pinellas County in order to move ahead with a branch campus in Manatee, Sarasota, Fort Myers, or any other population center in the nine-county area would negate the concept that the magnitude of off-campus enrollment is the proper basis for resource allocation.

Even were there no St. Petersburg Campus, the factors of low enrollment potential, high estimated cost, and abrogation to CODE would mitigate against a branch campus in the nine-county area. There is not now and there will not be in the next five years, a projected enrollment of sufficient size to warrant a branch campus. Not until after 1980-81 will the projected enrollment approximate 800 FTE students. A branch campus serving 800 FTE students would call for an allotment of nearly ten million dollars to open and operate through 1980. Furthermore, such a high cost, low utilization branch campus would have been brought into operation at the added cost, which cannot be expressed in dollars, of discarding the existing rationale for expanding the State University System.

Alternative 3: Expanding Off-Campus Education

The Current Program:

During the three quarters of the school year 1971-72, 29 courses were taught in Sarasota, in which 504 students were enrolled who earned a total of 2,070 credit hours. The average FTE enrollment for each quarter was 46 students.[10] In Fort Myers, 29 courses were also taught during the same academic

[10] The total number of credit hours generated for the academic year was 2,070. Thus the average for each quarter was 690. When 690 credit hours are divided by 15 (normal course load), the average FTE figure of 46 was reached.

year, in which 405 students were enrolled earning 1,749 credit hours. The average FTE enrollment for each quarter at Fort Myers was 38.9 students. The average headcount enrollment in each course taught in Sarasota was seventeen students; in Fort Myers, average headcount enrollment in each course was fourteen students.

In theory, as the population of an area increases, a larger and larger number of persons will seek to enroll in off-campus instruction. In practice, population gain does not always result in enrollment gain. If the universities that staff the off-campus courses are unable to assign off-campus teaching responsibility to their faculty members because of campus commitments or if the universities do not have the funds to pay adjunct faculty, programming of new courses may not take place and enrollment levels off. To some degree, a stabilization of academic programming has occurred in both Bradenton-Sarasota and Fort Myers, which in turn, tends to hold down enrollment gains, even though the overall population of the area has increased since off-campus courses were first introduced into the area.

In Bradenton-Sarasota, the courses offered are mainly in education, both upper-division and graduate. Scattered offerings in business, government, and the arts and sciences have been scheduled, but the Bradenton-Sarasota program projects the image of being a teacher-education oriented activity. In Fort Myers, where off-campus instruction is directly linked to teach development, the instructional program is regarded, and rightly so, as essentially an in-service teacher-training facility.

The present off-campus instruction in the Bradenton-Sarasota location has little to offer the graduate from Manatee Junior College who wants to enter upper-division study in the arts and sciences or business. Similarly, the

Fort Myers location does not attract graduates from Edison Community College who wish to study outside of the field of teacher education. Because of this restraint brought about by a limited range of offerings, enrollment has not increased substantially over a three-year period, and is not likely to increase as long as the courses scheduled are only in the field of education.

Enrollment Potential:

An expansion of the instructional program to include other than education courses is necessary if larger enrollments are to be expected. Even if course offerings were significantly increased, no soaring enrollment could be projected. Initially, a lag in enrollments may be expected, despite an expansion of offerings in the arts and sciences and the business areas. Persons living in both cities would have to be informed, over a period of time, of the availability of complete upper-level programs leading to the baccalaureate. For a year or two, and perhaps longer, courses in non-education instruction would likely have a very small enrollment, which hopefully, would begin to grow as the general public responded to the opportunity to avail itself to the baccalaureate degree through off-campus instruction in their area.

In addition to the problem of time lag in enrollment, the number of graduates each year from both Manatee Junior College and Edison Community College that enter upper-level study is not of sufficient magnitude to cause enrollment to take a sharp turn upward. The percentage of two-year graduates from college preparatory tracks in the two community colleges would likely rise as these young people increasingly chose to take advantage of earning the baccalaureate degree without having to enroll in an out-of-town existing university.

Estimated Costs:

Cost estimates must relate to specifically defined instructional programs.

The cost estimates presented here are for supporting programs of study leading to baccalaureate degrees in general business and elementary education and to master's degrees in education (elementary, secondary, and vocational).

The cost estimates are based on the assumption that the county will provide classroom space and administrative offices. Included in the cost estimates, however, is money for renovation. The renovation estimate may need to be modified later, in that it does not relate to a specific building. At the time this study was written, no particular buildings or other facilities were evaluated for potential use in housing an expanded program of off-campus instruction.

The estimated costs, in terms of salaries and operating expenses, are set forth in Table 22. No money for capital outlay is shown, as none is envisioned. If capital outlay expenditures become necessary, the cost for expanding off-campus instruction into the area would be higher.

Enrollment Potential:

Three hundred and fifty-four students who completed lower-division study at either Manatee Junior College or Edison Community College entered upper-division study in the State University System in the fall of 1972. This number of transfer students from the two colleges was not expected to show much increase between now and 1980.

As previously indicated in this report, the concentrated offerings of education courses have given the entire program the stamp of a wholly teacher-training program. If the area is to be well served by off-campus instruction, courses in business and in the arts and sciences must be scheduled. Unless this action is taken, the present leveling off in enrollment will persist, even though the number of persons completing lower-division study in the community colleges show a steady increase.

Table 22: Estimated Budget for Expanding Off-Campus Instruction in Bradenton-Sarasota and Fort Myers (1974-75)

Salary	
Fall, Winter and Spring Quarters	
Center Director	$ 18,000
Elementary Program	
3 FTE Faculty in Residence at $14,756 Per Position (1972-73 University of South Florida Faculty Average)	44,268
1.33 FTE Faculty Positions Filled by Adjunct Faculty	19,625
Vocational-Technical Program	
1 FTE Faculty in Residence	14,756
General Business	
4.5 FTE Faculty in Residence	66,402
Secretarial Support	12,000
Fringe Benefits	18,000
Summer Quarter	
Center Director	6,000
Elementary Program	
2 FTE Faculty in Residence	7,834
Vocational-Technical Program	
1 FTE Faculty in Residence	3,917
General Business Program	
2 FTE Faculty in Residence	7,834
Secretarial Support	4,000
Fringe Benefits	6,000
Total	$ 228,636
Operating Expense	
Travel	$ 10,000
Administrative Expense	20,000
Total	$ 30,000
Capital Outlay	
Renovations — Total	$ 50,000
Grand Total	$ 308,636

It is difficult to say what percent of the output of the two-year colleges would enroll in an expanded off-campus center. Respondents to the survey administered in the two institutions in late 1972 indicated that academic programs offered played a large part in their choice of the upper-level university. (More than 52 percent reported that academic offering was the principal determinant of their choice.) On the other hand, 25 percent of the students surveyed reported that they could not pursue the baccalaureate (although they wished to) if they had to leave home.

The enrollment pool for Bradenton-Sarasota and Fort Myers combined for an expanded center is estimated to be 175 FTE students for the fall of 1974. Although three out of every four community college students surveyed indicated plans to take a full-time course load, the limited number of course offerings, quite sparce in comparison to the offerings of a branch or a full-scale university, might attract fewer full-time enrollments than would actually take place on a full-scale campus.

In 1975, with an expanded curricula over the offerings now available, the enrollment would rise to 225 FTE students, or more than twice that of the 1972-73 off-campus enrollment of the nine-county area. By 1980, the projected enrollment would reach 300 FTE students, or about one-third the present enrollment of the St. Petersburg Campus. Opening enrollment in 1974 and for the following six years until 1980, is of sufficient magnitude to justify the expansion and maintenance of off-campus instruction in the two locations of Bradenton-Sarasota and Fort Myers.

The Commuting Factor:

The Bradenton-Sarasota area is approximately 75 miles north of Fort Myers. In terms of commuting time, the two population centers are nearly two hours

distant. Travel time by automobile up and down busy U.S. 41 is a formidable barrier to persons going from one location to the other to enroll in off-campus courses. Persons living in the Bradenton-Sarasota area might well decide to go to the main campus at the University of South Florida (55 miles away) or to the St. Petersburg Campus of the University of South Florida (30 miles distant) rather than going to Fort Myers. The nearest university campus to Fort Myers, however, is Florida Atlantic University, 125 miles due east.

Were the two localities closer together, establishing a single location for off-campus education would seemingly be a proper course of action. In reality, the distance between the two cities places a decided burden of travel time and expense on persons living either in the extreme northern part of the area or the extreme southern part of the area. In the survey, respondents clearly indicated that they would not travel more than 50 miles round-trip to attend a class.

Plans are underway to extend I-75 from St. Petersburg south along the lower west coast in a corridor a few miles inland from U.S. 41. Such a development would ease, but not entirely resolve, the problem of traveling from one city to the other to enroll in off-campus study.

Although Bradenton-Sarasota and Fort Myers are too far apart to expect students to travel from one city to the other, the location of the two cities with respect to each other is no barrier to the concept of having a teaching location in both cities under the administration of one director. Moreover, the Bradenton-Sarasota location would be within easy access to persons living in Manatee, Sarasota, Hardee, and DeSoto counties. Fort Myers, of course, would serve persons living in Lee, Charlotte, Glades, Hendry, and Collier. In all likelihood, the director would schedule some courses to meet in locations

other than Bradenton-Sarasota or Fort Myers if course registration were sufficient and the class load of his faculty permitted.

Alternative 4: To Take No Action to Expand Baccalaureate-Level Public Higher Education

The alternative of making no change, drastic and harsh as it may appear to the people in the nine-county area, is a possible course of action because of concern in many sectors of the state over the large amount of public funds now going to support the existing State University System. If the cost of the State University System continues to rise, as it is expected to do by many persons, the alternative of holding the State University System to its present number of institutions and off-campus instructional sites will no doubt elicit even stronger support, especially among those persons living outside of the nine-county area.

The argument against this "no action" alternative is convincing if one looks only at the slow enrollment growth over the past several years in off-campus instruction in Bradenton-Sarasota and Fort Myers. If, however, the limits of the present instructional offerings are considered, the alternative of "no action" is less defensible. There is no question but that the present low level of enrollment in off-campus instruction in the nine-county area will continue until the schedule of course offerings is expanded. As new courses are taught, enrollment will rise, course hours completed will show a steady trend upward, and the off-campus faculty will move in the direction of becoming a productive educational enterprise serving increasing numbers of persons seeking the baccalaureate degree.

In January, 1973, a group of about 50 nurses in Sarasota met with a faculty member from the University of South Florida to request courses in nursing education that would satisfy either the "recency of training" requirement that

faces registered nurses and also, satisfy upper-level course requirements for the baccalaureate. The University of South Florida representative could give the group no assurance that the courses being requested would be taught. He was sympathetic to the group's request, but he was aware of the limited funds available to the University of South Florida to provide faculty to teach the course for nurses. To take no action at all to increase baccalaureate-level public higher education in the nine-county area would mean that groups, such as registered nurses, would continue to derive no benefits from off-campus instruction.

Summary

Four courses of action have been evaluated in response to requests from persons living in the nine-county area that baccalaureate-level instruction be expanded in their region.

Information has been presented that, when considered objectively, rules out a separate university or a branch campus for at least a decade. Enrollment projections reveal that the number of students would be too small to justify the enormous sums that would be required for either a separate university or a branch campus.

At the other extreme from that of establishing a separate university or a branch lies the course of action of maintaining the status quo insofar as expansion is concerned. This too is obviously an unwise alternative. The nine-county area is too populous, and its college-age youth are too far away from existing campuses to commute to classes. To enroll for baccalaureate study at present, youths in the area must enroll at an existing university as resident students. The cost of moving away from home is too high for many students, causing them to terminate their baccalaureate study whether they wish to or not.

Appendix A
Proposed Legislation Relating to Higher Education on the Lower West Coast

SB 548

By Senator Boyd
February 7, 1972

A bill to be entitled

An act relating to the division of universities of the department of education; authorizing the University of South Florida to establish an extension program in business and elementary and secondary education at Manatee Junior College; providing an appropriation.

WHEREAS, a state which is developing as rapidly as Florida is in great need of talented, trained individuals with degrees in the fields of business and elementary and secondary education, and

WHEREAS, with the state's burgeoning population rate and the concomitant pressure of economic growth, men with business acumen and managerial training are becoming more difficult to locate, and

WHEREAS, one of the state's most precious natural resources is its youth who must be educated and socialized within the state educational structure, and

WHEREAS, the present facilities for training individuals in business and in elementary and secondary education are not large enough to handle the present need, NOW, THEREFORE,

Be It Enacted by the Legislature of the State of Florida:

CODING: Words in ~~struck through~~ type are deletions from existing law; underlined words are additions.

Section 1. The board of regents of the division of universities of the department of education is hereby authorized to establish a school of business and a school of elementary and secondary education to be operated at the facilities of Manatee Junior College as a part of the regular program of instruction and research of the University of South Florida.

Section 2. The extension division of the University of South Florida, as herein provided, shall offer degrees of Bachelor of Arts and Bachelor of Sciences in the fields of business and elementary and secondary education.

Section 3. One hundred thousand dollars ($100,000) is hereby appropriated out of the general revenue fund to be used by the board of regents to effectuate the purpose of this act.

Section 4. This act shall take effect July 1, 1972.

LEGISLATIVE SUMMARY

Appropriates $100,000 to establish an extension of the University of South Florida at Manatee Junior College. Authorizes a program offering bachelor of arts and bachelor of sciences degrees in business and elementary and secondary education.

Appendix B

Questionnaire for Higher Education Survey of Lower West Coast

Hillsborough Manatee Pasco Pinellas Sarasota Counties

Clearwater Tampa St. Petersburg Bradenton Sarasota

Venice Pinellas Park Dade City Largo

TAMPA BAY REGIONAL PLANNING COUNCIL

3151 Third Avenue North, Suite 540
St. Petersburg, Florida 33713

Telephone: (813) 898-0891

October 20, 1972

Dear Citizen:

The Tampa Bay Regional Planning Council, at the request of Robert B. Mautz, Chancellor, State University System of Florida, is assisting in a study of the post high school educational needs of persons living in the following counties: Manatee, Sarasota, Charlotte, DeSoto, Hardee, Lee, Collier, Hendry, and Glades.

The Council selected at random the addresses of heads of households in the nine-county area to receive a survey questionnaire, and your address was among those selected. We are aware that there may be more than one person at each address interested in responding to the survey questionnaire. We have, therefore, designed the questionnaire so that one, two, or as many as three persons may respond, the first person using the first column for his responses, the second person using the second column, and the third person using the third column. If there are more than three persons in a household who wish to respond, additional copies of the questionnaires may be obtained at locations being publicized in your local newspaper.

Will you please take the few minutes necessary to fill out the questionnaire? Then, drop the completed form in the nearest mailbox. NO POSTAGE IS NECESSARY. Your responses will help us gauge the educational aspirations of the people living in the study area and to become aware of the steps that these persons plan to take to attain their educational goals. All responses will be treated confidentially.

If you have no plans to pursue further education or training, you will answer only the items in Part A. If you are currently in an educational or training program, or plan to be in one at a later date, answer both Parts A and B.

Please complete and mail the questionnaire when you receive it. By doing so, you will be participating in a study of significance to all persons in the area who hope to pursue further educational programs.

Only persons who are 17 years of age and older should respond.

Cordially,

G. Emerson Tully

G. Emerson Tully
Project Director

GET/jak

DIRECTIONS: If more than one member of a family completes this questionnaire, each family member should use one of the three columns at the right for his responses. If there are more than three respondents in a family, see cover letter for instructions.

PART A

		Response Column for First Family Member	Response Column for Second Family Member	Response Column for Third Family Member
1.	PLEASE ENTER THE YEAR (ONLY) OF YOUR BIRTH.	1.		
2.	ENTER THE NUMBER CORRESPONDING TO YOUR SEX. (1) Male (2) Female	2.		
3.	ENTER THE NUMBER CORRESPONDING TO YOUR MARITAL STATUS. (1) Single (3) Divorced (5) Separated (2) Married (4) Widowed	3.		
4.	ENTER THE NUMBER OF PERSONS THAT ARE FINANCIALLY DEPENDENT ON YOU (INCLUDE YOURSELF IF YOU ARE YOUR OWN DEPENDENT) (1) One (3) Three (5) More than four (2) Two (4) Four (6) No dependents	4.		
5.	ENTER THE APPROPRIATE NUMBER TO DESCRIBE YOUR RACE (1) White (2) Black (3) Other_____ specify	5.		
6.	PLEASE ENTER THE NUMBER CORRESPONDING TO YOUR PRESENT LEVEL OF EDUCATION. (1) Less than grade 8 (2) Grades 8–11 (3) High school graduation (4) Two years or less of college (5) More than two years, but less than four years of college (6) Four year degree (7) Master's degree (8) Doctorate (M.D., Ph.D., Ed.D., D.D.S., etc.) (9) Law degree (10) Other_____ specify	6.		
7.	ARE YOU NOW ATTENDING SCHOOL OR COLLEGE OR ANY OTHER TYPE OF REGULAR PROGRAM OF STUDY? (1) Yes, full-time (2) Yes, part-time (3) No	7a.		
	IF "YES", PLEASE ENTER THE NUMBER CORRESPONDING TO THE KIND OF INSTRUCTIONAL PROGRAM IN WHICH YOU ARE NOW ENROLLED. (1) Basic adult continuing education (2) High school (3) Industry sponsored school program of instruction (4) Vocational, technical training (5) Public community college (6) Public university (7) Private college or university	7b.		
8.	AT THE PRESENT TIME APPROXIMATELY ONE OUT OF EVERY TWO HIGH SCHOOL GRADUATES IN FLORIDA ENROLLS IN A COLLEGE OR UNIVERSITY. WHAT IS YOUR OPINION CONCERNING THIS GOING-TO-COLLEGE RATIO? (1) Too High (3) About right (2) Too low (4) Have no opinion	8.		
9.	SOME INSTITUTIONS OF HIGHER LEARNING AWARD CREDIT TO STUDENTS WHO PERFORM WELL ON COLLEGE EQUIVALENCY TESTS, MORE AS A RESULT OF THEIR OUT-OF-CLASS LEARNING THAN FROM BEING IN THE CLASSROOM. HOW DO YOU VIEW THESE PROGRAMS OF CREDIT BY EXAMINATION? (1) Should be expanded (3) Have no opinion (2) Should be curtailed (4) Does not apply	9.		
10.	DO YOU PLAN TO PURSUE ADDITIONAL EDUCATION OR TRAINING? (1) Yes (2) No (3) Uncertain IF YOU ANSWERED "YES" OR "UNCERTAIN" TO ITEM 10, OR IF YOU ARE CURRENTLY ENROLLED IN AN EDUCATIONAL OR TRAINING PROGRAM, PROCEED TO PART B.	10.		

PART B

	Response Column for First Family Member	Response Column for Second Family Member	Response Column for Third Family Member

11. ENTER THE NUMBER CORRESPONOING TO YOUR PRIMARY GOAL

(1) Prepare for a career or profession
(2) Upgrading level of training in my present work
(3) Prepare for a new career
(4) Personal enrichment

11. ☐ ☐ ☐

12. OO YOU PLAN TO WORK WHILE YOU PURSUE YOUR INTENOEO STUOIES?

(1) Yes, full-time
(2) Yes, part-time
(3) No
(4) Uncertain

12. ☐ ☐ ☐

13. WHAT CLASS ATTENOANCE SCHEOULE OO YOU PLAN TO FOLLOW?

(1) Full-time
(2) Have not decided
(3) Part-time, day courses
(4) Part-time, evening courses

13. ☐ ☐ ☐

14. PLEASE REPORT THE PROBABLE LEVEL OF EOUCATION THAT YOU INTENO TO ATTAIN.

(1) High school graduation
(2) Vocational, technical program beyond high school
(3) Completion of junior college
(4) Four year degree
(5) Master's degree
(6) Ooctorate (M.O., Ph.O., Ed.O., O.O.S., etc.)
(7) Law degree
(8) No specified level

14. ☐ ☐ ☐

15. IF YOU PLAN TO STUOY AT THE COLLEGE LEVEL, INOICATE INTO WHICH OF THE FOLLOWING GENERAL AREAS YOUR STUOY WILL FALL.

(1) Liberal Arts
(2) Business, including Sales, Accounting, etc.
(3) Education
(4) Engineering
(5) Other_____ specify
(6) Uncertain
(7) Ooes not apply to me; I don't plan to attend college

15. ☐ ☐ ☐

16. HOW FAR WOULO YOU BE WILLING TO COMMUTE TO PURSUE YOUR CHOSEN EOUCATIONAL GOAL (ROUNO TRIP)?

(1) Up to 15 miles
(2) Up to 25 miles
(3) Up to 50 miles
(4) Up to 75 miles
(5) Up to 100 miles
(6) Up to 150 miles

16. ☐ ☐ ☐

17. OOES YOUR GENERAL HEALTH CONOITION POSE A PROBLEM FOR YOU IN REACHING YOUR EOUCATIONAL OBJECTIVE?

(1) Yes (2) No (3) Uncertain

17. ☐ ☐ ☐

18. ONCE YOU ATTAIN YOUR EOUCATIONAL GOAL, OO YOU PLAN TO REMAIN IN YOUR PRESENT HOMETOWN AS OPPOSEO TO SEEKING WORK ELSEWHERE?

(1) Yes (2) No (3) Uncertain

18. ☐ ☐ ☐

19. OO YOU OR YOUR FAMILY HAVE ADEQUATE FINANCIAL RESOURCES TO ALLOW YOU TO PURSUE YOUR CHOSEN EOUCATIONAL GOAL IF THERE WERE AN APPROPRIATE INSTITUTION WITHIN COMMUTING OISTANCE?

(1) Yes (2) No (3) Uncertain

19. ☐ ☐ ☐

20. IN YOUR EOUCATION UP TO NOW, WHICH OF THE FOLLOWING (ENTER MORE THAN ONE RESPONSE IF YOU WISH) HAS INTERFEREO WITH YOUR PROGRESS

(1) Lack of encouragement from home
(2) Having to work
(3) Indecision about a career
(4) Poor health
(5) Inadequate finances
(6) No interest
(7) Poor access to public university
(8) Other_____ specify
(9) Have had no interference with progress

20. ☐ ☐ ☐

Go on to next page

	Response Column for First Family Member	Response Column for Second Family Member	Response Column for Third Family Member

21. WOULD YOU BE ATTRACTED TO A COLLEGE OR UNIVERSITY OFFERING A WORK–STUDY PROGRAM?

(1) Yes
(2) No
(3) Indifferent
(4) Does not apply to me; I don't plan to attend college

22. SOME STUDENTS, FOR VARIOUS REASONS, FIND IT NECESSARY TO INTERRUPT THEIR EDUCATION, THEN RE–ENROLL. IF YOU CONTEMPLATE SEEKING A COLLEGE DEGREE, DO YOU PLAN TO CONTINUE IN YOUR STUDIES UNTIL YOU GET YOUR DEGREE (EXCEPT FOR SUMMER VACATION) WITHOUT DROPPING OUT AND THEN RE–ENTERING?

(1) Yes
(2) No
(3) Uncertain
(4) Question does not apply to me

23. IF YOU PLAN TO ATTEND COLLEGE, WOULD YOU TEND TO CHOOSE AN INSTITUTION THAT DE–EMPHASIZED RESIDENCE REQUIREMENTS AND ENCOURAGED YOU TO OBTAIN SOME CREDIT BY INDEPENDENT STUDY?

(1) Yes
(2) No
(3) Have no opinion
(4) Question does not apply to me

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Appendix C
Results of Higher Education Survey, Lower West Coast

Part A.

The distribution of respondents by county was as follows:

COUNTY	NO.	PCT.
Charlotte	224	7.2
DeSoto	43	1.4
Hardee	42	1.4
Lee	764	24.7
Manatee	587	19.0
Sarasota	1076	34.8
Collier	279	9.0
Glades	8	0.3
Hendry	34	1.1
Blank or invalid	37	1.1
Total	3094	100.0

1. The distribution of respondents by age was as follows:

AGE	NO.	PCT.
15-19*	161	5.2
20-24	232	7.5
25-29	270	8.7
30-34	206	6.7
35-39	186	6.0
40-44	223	7.2
45-49	224	7.2
50-54	261	8.4
55-59	268	8.7
60-64	311	10.1
65-69	340	11.0
70 and over	381	12.3
Blank or invalid	31	1.0
Total	3094	100.0

*NOTE: The 15-19 age group consists of the 17, 18, and 19 year olds in the sample. The questionnaire was not administered to persons under 17.

2. The distribution of respondents by sex was as follows:

SEX	NO.	PCT.
Male	1577	51.0
Female	1489	48.1
Blank or invalid	28	0.9
Total	3094	100.0

3. The distribution of respondents by marital status:

STATUS	NO.	PCT.
Single	364	11.8
Married	2359	76.2
Divorced	115	3.7
Widowed	193	6.2
Separated	25	0.8
Blank or invalid	38	1.3
Total	3094	100.0

4. Number of dependents (respondents include themselves):

DEPENDENTS	NO.	PCT.
One	672	21.7
Two	778	25.1
Three	242	7.8
Four	212	6.9
More than four	168	5.4
No dependents	644	20.8
Blank or invalid	378	12.3
Total	3094	100.0

5. The distribution of respondents by race was as follows:

RACE	NO.	PCT.
White	2998	96.9
Black	43	1.4
Other	8	0.3
Blank or invalid	45	1.4
Total	3094	100.0

6. Respondents' present level of educational attainment:

EDUCATION	NO.	PCT.
Less than grade 8	41	1.3
Grades 8-11	318	10.3
High school graduation	848	27.4
Two years or less, college	568	18.4
Over 2, Under 4 yrs. college	300	9.7
Four year degree	572	18.5
Master's degree	216	7.0
Doctorate	59	1.9
Law degree	36	1.2
Other	94	3.0
Blank or invalid	42	1.3
Total	3094	100.0

7. Are you now attending school or college or any other type of regular program of study?

RESPONSE	NO.	PCT.
Yes, full-time	204	6.6
Yes, part-time	356	11.5
No	2480	80.2
Blank or invalid	54	1.7
Total	3094	100.0

If "yes," please indicate the kind of instructional program in which you are now enrolled:

PROGRAM	NO.	PCT.
Basic Adult-Cont. Education	86	15.4
High School	61	10.9
Industry sponsored program	29	5.2
Vocational, tech. training	74	13.2
Public community college	179	32.0
Public university	88	15.7
Private college or univ.	29	5.2
Blank or invalid	14	2.4
Total	560	100.0

8. At the present time, approximately one out of every two high school graduates in Florida enrolls in a college or university. What is your opinion concerning this going-to-college ratio?

OPINION	NO.	PCT.
Too high	792	25.6
Too low	358	11.6
About right	1377	44.5
Have no opinion	463	15.0
Blank or invalid	104	3.3
Total	3094	100.0

9. Some institutions of higher learning award credit to students who perform well on college equivalency tests, more as a result of their out-of-class learning than from being in the classroom. How do you view these programs of credit by examination?

OPINION	NO.	PCT.
Should be expanded	1957	63.3
Should be curtailed	285	9.2
Have no opinion	654	21.1
Does not apply	70	2.3
Blank or invalid	128	4.1
Total	3094	100.0

10. Do you plan to pursue additional education or training?

PLANS	NO.	PCT.
Yes	1076	34.8
No	1414	45.7
Uncertain	520	16.8
Blank or invalid	84	2.7
Total	3094	100.0

Part B. (Answered by those who replied "yes" or "uncertain" to question 10 above.)

11. Primary goal in continuing to pursue further education:

GOAL	NO.	PCT.
Prepare for career or profession	301	18.9
Upgrading level of training in my present work	506	31.7
Prepare for a new career	163	10.2
Personal enrichment	490	30.7
Blank or invalid	136	8.5
Total	1596	100.0

12. Do you plan to work while you pursue your intended studies?

WORK	NO.	PCT.
Yes, full-time	669	41.9
Yes, part-time	310	19.4
No	320	20.1
Uncertain	192	12.0
Blank or invalid	105	6.6
Total	1596	100.0

13. What class attendance schedule do you plan to follow?

CLASSES	NO.	PCT.
Full-time	241	15.1
Have not decided	391	24.5
Part-time, day	193	12.1
Part-time, evening	645	40.4
Blank or invalid	126	7.9
Total	1596	100.0

14. Probable level of education you indend to attain:

LEVEL	NO.	PCT.
High school graduation	24	1.5
Vocational, technical program beyond high school	117	7.3
Completion of Jr. College	95	6.0
Four year degree	278	17.4
Master's degree	206	12.9
Doctorate	103	6.5
Law degree	21	1.3
No specified level	638	40.0
Blank or invalid	114	7.1
Total	1596	100.0

15. If you plan to study at the college level, into which general area will your studies fall?

AREA	NO.	PCT.
Liberal arts	215	13.5
Business	247	15.5
Education	224	14.0
Engineering	64	4.0
Other	268	16.8
Uncertain	187	11.7
Does not apply to me	194	12.2
Blank or invalid	197	12.3
Total	1596	100.0

16. How far would you be willing to commute to pursue your chosen educational goal (round trip)?

DISTANCE	NO.	PCT.
Up to 15 miles	457	28.6
Up to 25 miles	495	31.0
Up to 50 miles	323	20.2
Up to 75 miles	76	4.8
Up to 100 miles	47	2.9
Up to 150 miles	41	2.6
Blank or invalid	157	9.9
Total	1596	100.0

17. Does your general health condition pose a problem for you in reaching your educational objective?

PROBLEM	NO.	PCT.
Yes	53	3.3
No	1391	87.2
Uncertain	53	3.3
Blank or invalid	99	6.2
Total	1596	100.0

18. Once you attain your educational goal, do you plan to remain in your present hometown as opposed to seeking work elsewhere?

REMAIN	NO.	PCT.
Yes	974	61.0
No	148	9.3
Uncertain	364	22.8
Blank or invalid	110	6.9
Total	1596	100.0

19. Do you or your family have adequate financial resources to allow you to pursue your chosen educational goal if there were an appropriate institution within commuting distance?

RESOURCES	NO.	PCT.
Yes	1070	67.0
No	176	11.0
Uncertain	229	14.3
Blank or invalid	121	7.7
Total	1596	100.0

20. In your education up to now, which of the following factors has interfered with your progress?

INTERFERENCE	NO.	PCT.
Lack of encouragement from home	13	0.8
Having to work	161	10.1
Indecision about career	75	4.7
Poor health	7	0.4
Inadequate finances	53	3.3
No interest	35	2.2
Poor access to a public university	240	15.0
Other	92	5.8
Have had no interference	328	20.6
Multiple responses	468	29.3
Blank or invalid	124	7.8
Total	1596	100.0

21. Would you be attracted to a college or university offering a work-study program?

WORK-STUDY	NO.	PCT.
Yes	817	51.2
No	226	14.2
Indifferent	210	13.2
Does not apply to me	214	13.4
Blank or invalid	129	8.0
Total	1596	100.0

22. Some students, for various reasons, find it necessary to interrupt their education, then re-enroll. If you contemplate seeking a college degree, do you plan to continue in your studies until you get your degree (except for summer vacation) without dropping out and then re-entering?

CONTINUE	NO.	PCT.
Yes	412	25.8
No	155	9.7
Uncertain	273	17.1
Does not apply to me	605	37.9
Blank or invalid	151	9.5
Total	1596	100.0

23. If you plan to attend college, would you tend to choose an institution that de-emphasized residence requirements and encouraged you to obtain some credit by independent study?

INDEPENDENT	NO.	PCT.
Yes	797	49.9
No	125	7.8
Have no opinion	191	12.0
Does not apply to me	341	21.4
Blank or invalid	142	8.9
Total	1596	100.0

Appendix D

Questionnaire for Survey of Community College Students

PLANS BEYOND COMMUNITY COLLEGE

PART A: Enter only one response for each question.

_____ 1. Enter your age at your last birthday.

_____ 2. Enter the number corresponding to your sex.

(1) Male (2) Female

_____ 3. Enter the number corresponding to your marital status.

(1) Single
(2) Married
(3) Divorced
(4) Widowed
(5) Separated

_____ 4. Enter the number of persons who are financially dependent on you (include yourself if you are your own dependent).

(1) One
(2) Two
(3) Three
(4) Four
(5) More than four
(6) No dependents

_____ 5. Enter the appropriate number to describe your race.

(1) White (2) Black (3) Other_____
specify

_____ 6. Enter the number corresponding to the county in which you live.

(1) Manatee
(2) Sarasota
(3) Lee
(4) Collier
(5) Charlotte
(6) DeSoto
(7) Hardee
(8) Hendry
(9) Glades
(10) Other

_____ 7. How far would you be willing to commute (round trip) to continue your education?

(1) Up to 15 miles
(2) Up to 25 miles
(3) Up to 50 miles
(4) Up to 75 miles
(5) Up to 100 miles
(6) Does not apply to me

_____ 8. Will the absence of a baccalaureate degree-granting institution within commuting distance of your home substantially influence your decision to continue your education?

(1) Yes (2) No (3) Not certain

_____ 9. What is your enrollment status at the present time?

(1) Freshman, full-time
(2) Sophomore, full-time
(3) Freshman, part-time
(4) Sophomore, part-time
(5) Unclassfied

_____ 10. Do you expect to continue your education in a senior university?

(1) Yes, immediately
(2) Yes, but not immediately
(3) No
(4) Uncertain

IMPORTANT INSTRUCTIONS: If you answered either "Yes, immediately", "Yes, but not immediately", or "Uncertain" to Item 10, turn the page over and answer questions under PART B. If you answered "No", turn in your questionnaire when directed by the supervisor.

PART B: Enter only one response for each question.

_____ 11. Enter the number corresponding to your future educational goal.

(1) To prepare for a career or profession
(2) To change career fields
(3) To qualify for promotion in present career field
(4) To gain personal enrichment

_____ 12. What is the principal factor that will determine your choice of a senior college or university?

(1) Specific program offerings
(2) Personal financial resources
(3) Reputation of institution
(4) Others in family have attended
(5) Other_____ specify

_____ 13. Do you plan to work while you pursue your upper-level studies?

(1) Yes, full-time
(2) Yes, part-time
(3) No
(4) Uncertain

_____ 14. What class attendance schedule do you plan to follow?

(1) Full-time
(2) Part-time, day
(3) Part-time, evening
(4) Have not decided

_____ 15. Report the probable level of education that you intend to attain.

(1) Bachelor's degree
(2) Master's degree
(3) Law degree
(4) Doctorate (M.D., Ph.D., Ed.D., D.D.S., etc.)
(5) No specified level

_____ 16. Indicate into which one of the following general areas your upper-level program of study will fall.

(1) Liberal Arts
(2) Business, including Sales, Accounting, etc.
(3) Education
(4) Engineering
(5) Other_____ specify
(6) Uncertain

_____ 17. Would you tend to choose an institution that de-emphasized residence requirements and encouraged you to obtain some credit by independent study?

(1) Yes (2) No (3) Indifferent

_____ 18. Would you be attracted to a college or university offering a work-study program?

(1) Yes (2) No (3) Indifferent

_____ 19. Some students, for various reasons find it necessary to interrupt their education, then re-enroll. Do you plan to continue in your studies until you get your four-year degree (except for summer vacation) without dropping out and then re-entering?

(1) Yes (2) No (3) Uncertain

Appendix E
Results of Survey of Community College Students

Part A.

	Non-Veterans		Veterans	
1. The distribution of respondents by age was as follows:				
AGE	NO.	PCT.	NO.	PCT.
17	33	3.6		
18	382	41.4		
19	309	33.5		
20	104	11.3		
21	28	3.0		
22 and over	65	7.0		
Blank or invalid	0	0.0		
17-25			45	43.7
26-40			46	44.7
41 and over			12	11.7
Blank or invalid			0	0.0
Total	923	100.0	103	100.0

2. The distribution of respondents by sex was as follows:				
SEX	NO.	PCT.	NO.	PCT.
Male	455	49.3	90	87.4
Female	466	50.5	13	12.6
Blank or invalid	2	0.2	0	0.0
Total	923	100.0	103	100.0

3. The distribution of respondents by marital status:				
STATUS	NO.	PCT.	NO.	PCT.
Single	846	91.7	29	28.2
Married	62	6.7	72	69.9
Divorced	9	1.0	2	1.9
Widowed	1	0.1	0	0.0
Separated	3	0.3	0	0.0
Blank or invalid	2	0.2	0	0.0
Total	923	100.0	103	100.0

4. Number of dependents (respondents include themselves):				
DEPENDENTS	NO.	PCT.	NO.	PCT.
One	379	41.1	33	32.0
Two	38	4.1	24	24.3
Three	12	1.3	21	20.4
Four	2	0.2	12	11.7
More than four	4	0.4	6	5.8
No dependents	486	52.7	6	5.8
Blank or invalid	2	0.2	0	0.0
Total	923	100.0	103	100.0

	Non-Veterans		Veterans	

5. The distribution of respondents by race was as follows:

RACE	NO.	PCT.	NO.	PCT.
White	859	93.1	103	100.0
Black	52	5.6	0	0.0
Other	6	0.7	0	0.0
Blank or invalid	6	0.7	0	0.0
Total	923	100.0	103	100.0

6. The distribution of respondents by county was as follows:

COUNTY	NO.	PCT.	NO.	PCT.
Manatee	359	38.9	44	42.7
Sarasota	247	26.8	30	29.1
Lee	207	22.4	22	21.4
Collier	31	3.4	3	2.9
Charlotte	9	1.0	2	1.9
DeSoto	5	0.5	1	1.0
Hardee	0	0.0	0	0.0
Hendry	5	0.5	1	1.0
Glades	0	0.0	0	0.0
Other	57	6.2	0	0.0
Blank or invalid	3	0.3	0	0.0
Total	923	100.0	103	100.0

7. How far would you be willing to commute (round trip) to continue your education?

DISTANCE	NO.	PCT.	NO.	PCT.
Up to 15 miles	160	17.3	17	16.5
Up to 25 miles	235	25.5	28	27.2
Up to 50 miles	197	21.3	30	29.1
Up to 75 miles	36	3.9	12	11.7
Up to 100 miles	106	11.5	12	11.7
Does not apply to me	179	19.4	4	3.9
Blank or invalid	10	1.1	0	0.0
Total	923	100.0	103	100.0

8. Will the absence of a baccalaureate degree-granting institution within commuting distance of your home substantially influence your decision to continue your education?

RESPONSE	NO.	PCT.	NO.	PCT.
Yes	231	25.0	62	60.2
No	505	54.7	34	33.0
Not certain	180	19.5	7	6.8
Blank or invalid	7	0.8	0	0.0
Total	923	100.0	103	100.0

	Non-Veterans		Veterans	

9. What is your enrollment status at the present time?

STATUS	NO.	PCT.	NO.	PCT.
Freshman, full-time	497	53.8	22	21.4
Sophomore, full-time	363	39.3	40	38.8
Freshman, part-time	25	2.7	16	15.5
Sophomore, part-time	24	2.6	17	16.5
Unclassified	8	0.9	8	7.8
Blank or invalid	6	0.7	0	0.0
Total	923	100.0	103	100.0

10. Do you expect to continue your education in a senior university?

PLANS	NO.	PCT.	NO.	PCT.
Yes, immediately	481	52.1	35	34.0
Yes, but not immediately	182	19.7	44	42.7
No	100	10.8	4	3.9
Uncertain	156	16.9	20	19.4
Blank or invalid	4	0.4	0	0.0
Total	923	100.0	103	100.0

Part B. (Answered by those who replied "yes, immediately," "yes, but not immediately," or "uncertain" to survey item 10 above.)

11. Primary goal in continuing to pursue further education:

GOAL	NO.	PCT.	NO.	PCT.
To prepare for a career or profession	678	82.8	60	60.6
To change career fields	17	2.1	12	12.1
To qualify for promotion in present career field	26	3.2	15	15.2
Personal enrichment	75	9.2	11	11.1
Blank or invalid	23	2.8	1	1.0
Total	819	100.0	99	100.0

12. What is the principal factor that will determine your choice of a senior college or university?

FACTOR	NO.	PCT.	NO.	PCT.
Specific program offerings	427	52.1	51	51.5
Personal financial resources	157	19.2	23	23.2
Reputation of institution	78	9.5	4	4.0
Others in family attended	21	2.6	0	0.0
Other	112	13.7	20	20.2
Blank or invalid	24	2.9	1	1.0
Total	819	100.0	99	100.0

13. Do you plan to work while you pursue your upper-level studies?

WORK	Non-Veterans NO.	Non-Veterans PCT.	Veterans NO.	Veterans PCT.
Yes, full-time	56	6.8	37	37.4
Yes, part-time	398	48.6	31	31.3
No	153	18.7	12	12.1
Uncertain	189	23.1	17	17.2
Blank or invalid	23	2.8	2	2.0
Total	819	100.0	99	100.0

14. What class attendance schedule do you plan to follow?

CLASSES	NO.	PCT.	NO.	PCT.
Full-time	666	81.3	56	56.3
Part-time, day	26	3.2	4	4.0
Part-time, evening	12	1.5	22	22.2
Have not decided	91	11.1	16	16.2
Blank or invalid	24	2.9	1	1.0
Total	819	100.0	99	100.0

15. Probable level of education that you intend to attain:

LEVEL	NO.	PCT.	NO.	PCT.
Bachelor's degree	323	39.4	54	54.5
Master's degree	206	25.2	23	23.2
Law degree	47	5.7	5	5.1
Doctorate	81	9.9	7	7.1
No specified level	133	16.2	9	9.1
Blank or invalid	29	3.5	1	1.0
Total	819	100.0	99	100.0

16. Into what general area will your upper-level program of study fall?

AREA	NO.	PCT.	NO.	PCT.
Liberal arts	165	20.1	13	13.1
Business	156	19.0	41	41.4
Education	156	19.0	6	6.1
Engineering	39	4.8	8	8.1
Other	183	22.5	17	17.2
Uncertain	90	11.0	12	12.1
Blank or invalid	30	3.7	2	2.0
Total	819	100.0	99	100.0

	Non-Veterans		Veterans	

17. Would you tend to choose an institution that de-emphasized residence requirements and encouraged you to obtain some credit by independent study?

INDEPENDENT	NO.	PCT.	NO.	PCT.
Yes	322	39.3	47	47.5
No	148	18.1	18	18.2
Indifferent	320	39.1	32	32.3
Blank or invalid	29	3.5	2	2.0
Total	819	100.0	99	100.0

18. Would you be attracted to a college or university offering a work-study program?

WORK-STUDY	NO.	PCT.	NO.	PCT.
Yes	454	55.4	65	65.7
No	71	8.7	5	5.1
Indifferent	267	32.6	28	28.3
Blank or invalid	27	3.3	1	1.0
Total	819	100.0	99	100.0

19. Some students, for various reasons, find it necessary to interrupt their education, then re-enroll. Do you plan to continue in your studies until you get your four-year degree (except for summer vacation) without dropping out and then re-entering?

CONTINUE	NO.	PCT.	NO.	PCT.
Yes	522	63.7	57	57.6
No	102	12.5	14	14.1
Indifferent	168	20.5	27	27.3
Blank or invalid	27	3.3	1	1.0
Total	819	100.0	99	100.0