

COUNCIL FOR EDUCATION POLICY RESEARCH & IMPROVEMENT

COMMUNITY COLLEGE BACCALAUREATE DEGREE PROPOSAL EVALUATION

The 2001 Legislature established procedures to expand access to baccalaureate degree programs through the use of community colleges (see Section 240.3836, F.S.). This policy was enacted in concert with the Legislature's establishment of a new K-20 education system. Among the major goals of the new K-20 system are:

- Provide a more seamless and student centered approach to achieving a high level of learning.
- Achieve a more coordinated and cost effective use of available resources.

The legislation enables a community college to offer a limited number of baccalaureate programs that are designed to meet local workforce needs following a review of the college's proposal by CEPRI and authorization by the Florida Board of Education.

A matrix of criteria will be used by CEPRI to evaluate each community college proposal. Consideration of each proposal will be guided by the Council's review of several issues – as follows:

- I. **NEED** – is the need for the bachelor's program and demand for program graduates verified and important enough to implement a major change to the K-20 system?
- II. **POTENTIAL IMPACT** – will the proposed program be of sufficient academic quality and will the program significantly reduce the identified need?
- III. **USE OF RESOURCES** – is the proposed program the most effective way to use all education resources of the K-20 system?
- IV. **IMPLEMENTATION** – can the proposed program be implemented in a timely and effective manner?
- V. **ACCOUNTABILITY** – Does the proposed program comply with statutory requirements regarding time-to-degree, articulation, and access?
- VI. **COST EFFECTIVENESS** – will the proposed program provide the most cost effective use of the State's education resources to meet the identified workforce needs?

The decision to support the approval and implementation of a proposed new bachelor's degree program will depend on the evaluation of the College's plan to improve baccalaureate degree attainment, to meet the identified workforce needs and to strengthen the delivery of the K-20 education system.

MATRIX OF CRITERIA

I. NEED – Is the need for the bachelor’s program and demand for program graduates verified and important enough to implement a major change to the K-20 system?

- Is the need for the baccalaureate program in an area of critical concern? Does a significant shortage of individuals with this degree level currently exist?
- Will the proposed program contribute significantly to meeting workforce needs in the service region and, if appropriate, throughout the State?
- Is the need driven by proven student demand (e.g., student requests, surveys of residents or lower level students, or admission applications of similar programs)? Estimate initial and projected program enrollments.
- Has demand for graduates of the proposed program been expressed by local business and industry, the workforce development board and local chambers of commerce or documented in any studies or needs analyses? Is there documentation of the availability of jobs for graduates?
- Has employer demand exceeded supply for the past five years? Is need projected to exceed supply for the next five years?
- Is the need primarily related to programmatic content, the nature of the delivery system, or other factors?

II. POTENTIAL IMPACT – Will the proposed program be of sufficient academic quality and will the program significantly reduce the identified workforce need?

- What impact would this program have on the current mission of the institution?
- What percent of the gap between supply of and demand for baccalaureate graduates will the proposed program address?
- Will the proposed program be of necessary quality associated with a baccalaureate degree – in terms of:
 - Faculty
 - Facilities
 - Curriculum
 - Prerequisites
 - Standards of the field

- ❑ Are assurances provided that the College will not terminate any associate in arts or associate in science degree as a result of this program addition?
- ❑ Will the program increase access or redistribute the current pool of applicants?
- ❑ Will the program have an adverse impact on existing public and independent providers?

III. **USE OF RESOURCES – Is the proposed program the most effective way to use all education resources of the K-20 system?**

- ❑ Is there a cooperative program with a four-year institution currently in place? How effective has it been and can it be improved?
- ❑ Has a cooperative program been proposed by the community college or by another institution – and likely to be implemented? Can such a program be offered more efficiently than the proposed program?
- ❑ Does the proposed program duplicate existing programs offered by other institutions with excess capacity within commuting distance or through distance learning?
- ❑ What additional faculty positions will be needed to offer the baccalaureate program? If existing faculty are assigned to teach in the new program, how will their current teaching assignments be covered?
- ❑ Are there issues related to access/articulation that, if resolved, would preclude the need for the proposed program?

IV. **IMPLEMENTATION – Can the proposed program be implemented in a timely and effective manner?**

- ❑ Does the proposal adequately address the steps necessary to achieve the necessary accreditation (i.e., regional accreditation, and where available, specialized accreditation) in a timely manner? Are resources currently available to pursue and complete the accreditation process?
- ❑ Is the planned process for inclusion of the proposed program’s enrollment into the College’s registration, information and cost accounting systems delineated?

V. **ACCOUNTABILITY – Does the proposed program comply with statutory requirements regarding time-to-degree, articulation, and access?**

- ❑ Is the program 120 hours in length or will it require FBOE approval for additional hours?

- ❑ Does the program comply with common prerequisites and other applicable requirements of state articulation agreements?
- ❑ Will the program be limited access? If so, does it comply with statutory requirements and FBOE policy on limited access?
- ❑ What are the proposed admission requirements?
- ❑ Does the College provide for the collection of enrollments, completions, and other performance data, including outcomes assessment measures that will be used to assess program quality and competencies attained by graduates?

VI. **COST EFFECTIVENESS – Will the proposed program provide the most cost effective use of the State’s education resources to meet the identified workforce needs?**

- ❑ Is the incremental cost (including capital outlay) to the State less than other available options?

State Universities	\$244.36(most recent avg. upper-level expenditure per credit hour less matriculation - 2003 Exp. Analysis)
Independent Universities	\$2,369 (annual FRAG - 2004-05)

- ❑ Is the cost to the student less than other available alternatives?

State Universities	\$68.16 average matriculation fee per credit hour (2004-05)
Independent Universities	\$16,073 average annual tuition or \$535.77 per credit hour (2004-05)

SUMMARY

In light of all information provided, summarize the net value added through the proposed program for the delivery of baccalaureate education in your region and in the State.

ATTACHMENT A

Funding Worksheet

1. Projected Program Enrollment

	<u>First Year</u>	<u>Fifth Year</u>
Student Headcount	_____	_____
Student FTE	_____	_____

*Assuming two-thirds enrollment full time and one-third part-time

2. Program Tuition *[NOTE: Are Credit hour charges less than the average state university undergraduate matriculation fees (\$68.16 for 2004-05)?]*

3. Projected Program Expenditures

[NOTE: Funding for upper-level instruction should not exceed the average cost for comparable instruction in state universities.]

	<u>First Year</u>		<u>Fifth Year</u>	
	<u>Salaries/Benefits</u>	<u>Number</u>	<u>Salaries/Benefits</u>	<u>Number</u>
Faculty–Full-Time	\$ _____	_____	\$ _____	_____
Faculty–Adjunct*	\$ _____	_____	\$ _____	_____
<u>Operating Expenses</u>				
Academic Administration	\$ _____		\$ _____	
Materials/Supplies	\$ _____		\$ _____	
Travel	\$ _____		\$ _____	
Communications/ Technology	\$ _____		\$ _____	
Library Support	\$ _____		\$ _____	
Student Services Support	\$ _____		\$ _____	
Professional Services	\$ _____		\$ _____	
Other	\$ _____		\$ _____	
<u>Capital Outlay</u>				
Equipment	\$ _____		\$ _____	
Facility Construction/ Renovation	\$ _____		\$ _____	
Other	\$ _____		\$ _____	
TOTAL	\$ _____		\$ _____	