

JAMES E. "JIM" KING, JR.
President



Diane Leone
Bob McIntyre
Elaine Vasquez

JOHNNIE BYRD
Speaker



Robert Taylor
Pat Telson

THE FLORIDA LEGISLATURE

COUNCIL FOR EDUCATION POLICY,
RESEARCH AND IMPROVEMENT

Philip Morgaman, Chair
Akshay Desai, Vice Chair

April 4, 2003

MEMORANDUM

TO: Members, Council for Education Policy, Research and Improvement

FROM: Bill Proctor *Bill Proctor*

SUBJECT: Okaloosa-Walton Community College Baccalaureate Degree Proposals and Staff Recommendations

Okaloosa-Walton Community College proposes the establishment of two baccalaureate degree programs: Bachelor of Applied Science in Project & Acquisitions Management and Bachelor of Science in Nursing. Copies of the staff analyses are enclosed. These proposals were considered at the March 12, 2003 meeting of the Council in Tampa.

The following are my staff recommendations relative to the requests by Okaloosa Walton Community College; these have been developed in accordance with Section 1007.33 (3), F.S., which provides that "A community college may develop a proposal to deliver specified baccalaureate degree programs in its district to meet local workforce needs. The proposal must be submitted to the State Board of Education for approval...The proposal must be submitted to the Council for Education Policy Research and Improvement for review and comment."

Let me be clear that Okaloosa Walton Community College is an excellent institution and has an outstanding reputation, not only within their service area, but around the state. These recommendations should only be viewed as a critique of the demonstrated need for the program, as well as commenting on preferred methods of delivering the program.

Request to offer a Baccalaureate Degree in Nursing

The State Board of Education should support a joint ADN to BSN program between Okaloosa Walton Community College and the University of West Florida. If this program cannot be implemented by the fall of 2004, the State Board of Education should ensure that an alternative ADN to BSN program is developed and implemented by 2005. All institutions of higher education,

William B. Proctor, Executive Director
Room 574 Claude Pepper Building, 111 W. Madison Street, Tallahassee, Florida 32399-1400
Telephone (850) 488-7894 FAX (850) 922-5388

both public and private, in addition to Okaloosa-Walton Community College, should be considered by the State Board of Education as candidates to deliver this degree.

Request to offer Bachelor of Applied Science Degree in Project and Acquisitions Management

As demonstrated by many of the letters from the CEOs of various companies in the OWCC service region, assessing the actual demand for the proposed degree program is difficult. Due to the difficulty in assessing demand for the degree and the scarcity of resources available to meet the critical needs of higher education, this program should not be initiated at this time. However, if the State Board of Education decides to approve this request it should be implemented with the following stipulations:

1. The College should be allocated planning and program development funding that currently exists in the SBE for this type of program.
2. Upon approval by the Southern Association of Colleges and Schools for OWCC to offer baccalaureate degrees, this program should be self-sufficient, with funding derived from tuition and other non-state revenue sources. We believe, based on the letters of support from business and industry, that external funding should be available from many supporters of the program.

Additional Issues and Recommendations

Program Need

The following recommendation, offered by the Council in March 2002, remains relevant. It identifies an initial process that should be followed by institutions in a region prior to the submission of a proposal to establish a new degree program.

The boards of trustees of all community colleges and universities in each region should jointly conduct a baccalaureate degree needs analysis. The needs analysis and plan to address identified needs should be submitted to the State Board of Education, with copies sent to the Council for Education Policy Research and Improvement. Development of the needs analysis and plan should involve representation from the business community, workforce boards, chambers of commerce, economic development councils and independent colleges and universities.

The Council believes that collaborative partnerships among postsecondary institutions are the most efficacious use of State resources relative to increasing access to baccalaureate education.

Recommendation:

Partnerships among public and independent institutions in a region should be explored exhaustively by a community college prior to the college's development of a proposal to develop and deliver a baccalaureate program. Before submission of a

proposal by a community college, there should be a joint meeting of the Boards of Trustees of the College and State University which serves the area to determine if a stand-alone community college baccalaureate is the appropriate course of action.

The role of the Board of Governors of the State University System in this process should be clarified before additional degree program proposals are developed.

Institution Mission

The Council believes that an institution's name is a direct reflection of its mission. As stated in the Southern Association of Colleges and Schools Criteria for Accreditation, "The name of an institution, the titles of chief administrators, the designations of administrators and academic divisions, the terms used to describe academic offerings and programs, and the names of degrees awarded must be accurate, descriptive and appropriate" (6.1.1).

An institution's desire to change its name from "community college" to "college" is ultimately a board decision, but the establishment of one or a few selected baccalaureate programs by a community college may not signal an overall shift in institution mission nor the need for a name change.

Recommendation:

A long-range vision of the current postsecondary education system is needed to determine the impact of the delivery of baccalaureate education on the mission of community colleges and to determine how many baccalaureate-granting community colleges are needed in Florida.

Recommendation:

Until this review is accomplished, the addition of one or a selected few baccalaureate degree programs should not necessitate a change in the institution's name.

Funding

At present, St. Petersburg College is offering selected baccalaureate degrees and two other community colleges, Chipola Junior College and Miami-Dade Community College, have been authorized to offer such programs. Of the latter, only MDCC has received authorization from the Southern Association of Colleges and Schools at present. Questions of both the level and procedure for providing state support for such programs remain. Should upper division instruction provided by community colleges receive the same amount of state support as similar instruction in state universities? Factors that militate against this notion include different institutional missions, teaching loads, and average faculty compensation. Another question concerns the source of whatever state funds are forthcoming. Should this funding be provided from the community college program fund or from the state university funding formula, as is the case with St. Petersburg College?

April 4, 2003
Page 4

Recommendation:

Approved programs should be funded based on actual documented costs associated with the delivery of the program. This support should be channeled through the Community College Program Fund for accountability purposes.

/dca

Enclosures

c: Dr. Robert Richburg, President

**OKALOOSA-WALTON COMMUNITY COLLEGE
BACCALAUREATE DEGREE PROPOSAL
BACHELOR OF APPLIED SCIENCE DEGREE IN
PROJECT & ACQUISITIONS MANAGEMENT**

STAFF FINDINGS

1. Unmet need still to be determined. The letters of support provided by local CEO's or other administrative personnel did not clearly indicate need for program graduates. See **"Additional Information"** on the following page and **Appendices D and E**.
2. A Bachelor or Applied Science in Resource Management is offered independently and at no cost to the State of Florida by Troy State University.
3. The TSU program focuses on the same target group of military personnel and a similar technical curriculum as the proposed program at OWCC.
4. The TSU program is offered in Fort Walton Beach and surrounding military installations.
5. The TSU program is fully SACS accredited and has been offered by TSU since the late 1970s.
6. Active and retired members of the military make use of military tuition reimbursement, and as a result can pursue the TSU program at no or very little cost.

SUMMARY

Unmet need for the proposed program remains undetermined.

A Bachelor of Applied Science in Resources Management is offered independently and at no cost to the State of Florida by Troy State University in Fort Walton Beach, at Eglin Air Force Base, Hurlburt Field, Pensacola Naval Air Station, and Tyndall Air Force Base.

Troy State University has indicated that its program has been offered since the late 1970s, is fully SACS accredited, and is one of its strongest programs. The TSU Bachelor of Applied Science in Resource Management also focuses on military enrollees who wish to utilize their technical training in pursuit of an experience-oriented bachelor's degree. The program is also open to those who possess the AS or AA degrees.

Tuition for the program at TSU is \$120 per credit hour, with no differential between in-state or out-of-state tuition.

There is no cost to the State of Florida for the TSU Bachelor of Applied Science degree in Resource Management. Further, the TSU program is also available via distance learning.

ADDITIONAL INFORMATION

Unmet Need

- OWCC asserts that the CEPRI determination of unmet need should include discussion with CEO's of the various companies cited rather than Human Resource personnel in order to establish workforce need.
- OWCC included letters of endorsement from 18 of the TECMEN group CEOs or other administrative officers.
- The majority of these letters did not address a specific number of program graduates these companies would be willing to hire. Indeed most of the letters included the following comment: "Actual job vacancies in these fields can be difficult to predict and can fluctuate based on contracts, but our company would be pleased to consider applicants with the degree in question when openings are available." Further, one of the letters was written by a consultant previously contacted by CEPRI staff whose business employs only one person and who previously expressed no interest in the proposed program.
- Eighteen letters are insufficient to establish a compelling need for investment of State resources in the proposed program.
- A summary of the letters' statements regarding need or desire to hire program graduates is included at **Appendix D**. The letters are found in **Appendix E**.
- The College asserts that Florida labor market statistics from the Florida Office of Workforce Information Services demonstrating **187** annual job openings in the areas identified by the proposed program. In reviewing these data, employment projections through 2009 for Workforce Region 2, Okaloosa and Walton Counties, CEPRI staff identified **31** such openings according to the data. The focal reason for the discrepancy between the College's count of 187 and the CEPRI staff count of 31 is the College's inclusion of the "General Manager/Executive" category (103 openings) and the "All Other Managers and Administrators" category (43 openings) in their calculation. Please see **Issue 1, Number 2, Analysis of Need**, for detailed information.

Program Cost

- OWCC asserts that the analysis of differential cost to the student should include a comparison of OWCC and Troy State University program costs, and offered the following information:

	<u>OWCC</u>	<u>TSU</u>
Tuition Per College Credit	\$44.55	\$120
Tuition Per Credit-Distance Learning	\$50.55	\$135
	(\$6/credit)	(\$15/credit)
Admission Application Fee	-0-	\$55
Late Payment Fee	-0-	\$25
Graduation Filing Fee	-0-	\$50
Graduation Re-Filing Fee	-0-	\$50
Schedule Change Fee	-0-	\$25
Servicemembers Opportunity College Evaluation & Contract Fee	-0-	\$50
Tuition for Complete BAS	\$5,436	\$14,400

Troy State University Graduation Data

- TSU representatives provided the following historical graduation data from their BAS program:

1997	34
1998	96
1999	93
2000	87
2001	90
2002	58

ISSUE MATRIX

NEED		
1. Is the need in an area of critical concern?	NO	Pg. 5
2. Is the need large, reflecting a significant shortage?	Undetermined	Pg. 5
3. Is the need driven by proven student demand?	NO	Pg. 7
4a. Has employer demand exceeded supply? 4b. Is need expected to exceed supply for the next five years?	4a. NO 4b. NO	Pg. 8
5. Is the need primarily related to programmatic content, nature of delivery system, or other?	Program Content and Nature of Delivery System	Pg. 9

POTENTIAL IMPACT		
6. Will the impact of the program have an impact on the current mission of the institution?	YES	Pg. 10
7. Will the program cover a significant percentage of the supply/demand gap?	Undeterminable	Pg. 11
8. Will program be of necessary quality associated with baccalaureate degree?	YES	Pg. 11
9. Will program increase access rather than simply redistributing applicants?	POSSIBLY REDISTRIBUTE	Pg. 12
10. Will program have adverse impact on public or independent providers?	MAY IMPACT SIMILAR PROGRAM	Pg. 12

USE OF RESOURCES		
11. Are there other programs within commuting distance with unused capacity?	SIMILAR, NOT IDENTICAL	Pg. 12
12. Is there a cooperative program currently in place?	NO	Pg. 13
13. Has a cooperative program been proposed?	YES	Pg. 13
14. Does the proposed program duplicate other programs currently within commuting distance or through distance learning?	THERE IS A SIMILAR, NOT IDENTICAL, PROGRAM IN THE AREA	Pg. 13

15. Are there issues related to access/articulation that if resolved would preclude need for the proposed program?	NO	Pg. 14
--	----	--------

IMPLEMENTATION		
-----------------------	--	--

16. Does proposal address steps necessary for accreditation?	YES	Pg. 14
17. Is the planned process for inclusion of the proposed program's enrollment into the College's registration, information, and costs accounting systems delineated?	YES	Pg. 14

ACCOUNTABILITY		
-----------------------	--	--

18. Is the program 120 hours in length	YES	Pg. 15
19. Does the program comply with common prerequisites?	Not Applicable	Pg. 15
20. Will the program be limited access?	NO	Pg. 15
21. Proposed Admission Requirements	YES	Pg. 15

COST EFFECTIVENESS		
---------------------------	--	--

22. Is the incremental cost (including capital outlay) to the State less than other available options? Total Year 1 Requested Funds: \$150,000	DIFFICULT TO DETERMINE BECAUSE OF A SIMILAR PROGRAM IN THE AREA	Pg. 16
23. Is the cost to the students less than other available alternatives?	YES	Pg. 16

ANALYSIS OF CRITERIA

ISSUE 1: NEED

1. Is the need in an area of critical concern?

- OWCC proposes a program in Project and Acquisitions Management and indicates that the program addresses an area of critical concern, “Business Management,” as defined by the December 2000 Postsecondary Education Planning Commission report, “An analysis of the Extent to Which Universities Meet the Workforce Needs of Florida’s Skilled Economy.” The report states that “The occupational demand for business and management related positions is very high in Florida.”
- However, the same report also concludes that, “Unfortunately, it is very difficult to match occupations to degree programs. The occupational demand data does not provide a clear indication of the discipline required to fill positions in this area.” The report further states that “In terms of degree production, business and management continues to be among the top degrees granted at public universities in the state,” and that “The state’s public universities have recently experienced large increases in business degrees granted at the bachelor’s and master’s level.”
- According to the college, the proposed program will be designed to prepare a specific cadre of potential students, approximately 500 Air Force personnel who have completed an A.A.S. or A.S. degree from the Community College of the Air Force or OWCC, for occupations in a number of management areas, including project manager, process-improvement or quality manager, purchasing/acquisitions manager, training/development specialist, administrative service manager, and management analyst. No such program currently exists in the public sector of Florida higher education.
- A similar, but not identical, program is currently offered independently and at no cost to the State of Florida by Troy State University in numerous locations in the Okaloosa-Walton service area. See **Issue 3, Use of Resources**, below. See also **Appendix B** for a program brochure.
- Citing the 2000-2001 Occupational Outlook Handbook, the PEPC report in Table 18 identifies that annual openings requiring a bachelor’s degree are projected to exist in the following fields in Florida: Personnel, Training, Labor Relations Specialist; Purchasing Agent Executive; Industrial Production Manager; Management Analyst; and Purchasing Manager. The areas of project management and administrative service management were not identified in the report.

2. Is the need large, reflecting a significant shortage?

- The College asserts that a significant shortage of qualified individuals in the above management fields exists at both state and local levels. The College cites data from the December 2000 Postsecondary Education Planning Commission report, “An

analysis of the Extent to Which Universities Meet the Workforce Needs of Florida's Skilled Economy," and states that "on a statewide basis, more than 7,000 positions in general management existed." This data citation is from Table 18 in the report, which indicates 7,707 average annual openings for General Managers and Top Executives from 1997 through 2007. It is noteworthy that the proposed degree program is specifically designed to prepare graduates for management careers in technical, applied areas, not general administrative concerns. No evidence has been provided indicating that students seeking general management or executive positions would likely be better prepared by pursuing the specifically-tailored technical bachelor of applied science degree rather than a traditional Bachelor of Arts degree in general management.

- The College notes that in its 2002 report, "Florida Employment Forecast," the Florida Agency for Workforce Innovation projects "Business Services" as the state industry gaining the most jobs through the year 2009. However, this statistic is misleading with regard to the proposed degree program. The Agency for Workforce Innovation's report was prepared in accordance with standard national industry groupings established by the Standard Industrial Classification Manual, a product of the United States Occupational Safety and Health Administration. The subgroup "Business Services," Industry Code 73, includes establishments primarily engaged in rendering services, not elsewhere classified, to business establishments on a contract or fee basis, such as advertising, credit reporting, collection of claims, mailing, reproduction, stenographic, news syndicates, computer programming, photocopying, duplicating, data processing, services to buildings, and help supply services. Management and operation of a business, where operating staff as well as management is provided, is classified according to the activity of the establishment managed in the Standard Industrial Classification Manual. With specific regard to managerial occupations, the "2002 Florida Employment Forecast" states that "Employment of managerial occupations is expected to grow slightly less than the average growth rate for all occupations through 2009 and will add the second fewest number of new jobs, behind the agricultural forestry, and fishing occupations." The report further states that "A slowdown in job growth for middle managers is expected due to the trend of job restructuring, especially in manufacturing and government. Managerial employment, nonetheless, is expected to grow substantially in the finance, insurance, real estate, and services industry divisions. Of all the managerial occupations, computer and information systems manager will grow the fastest and general manager will add the greatest number of new jobs." Again, it must be emphasized that although the general manager position is forecast to add the greatest number of new jobs in Florida through 2009, the proposed bachelor of applied science program is tailored to provide hands-on experience in the management of technical areas. General management positions would likely be better suited for individuals possessing a traditional general management degree.
- The College indicated labor market statistics from the Florida Office of Workforce Information Services demonstrating **187** annual job openings in the areas identified by the proposed program. In reviewing these data, employment projections through 2009 for Workforce Region 2, Okaloosa and Walton Counties, CEPRI staff

identified the following average annual position openings correlative to the management areas identified by the college as focus areas of the proposed program: Project Manager: 0 positions; Process Improvement or Quality Manager: 0 positions; Acquisitions Manager: 10 positions; Training/Development Specialist: 8 positions; Administrative Service Manager: 8 positions; Management Analyst: 5 positions. Total Estimated Annual Position Openings in Workforce Region 2, Okaloosa and Walton Counties addressed by the proposed degree program: **31**. The focal reason for the discrepancy between the College's count of 187 and the CEPRI staff count of 31 is the College's inclusion of the "General Manager/Executive" category (103 openings) and the "All Other Managers and Administrators" category (43 openings) in their calculation. As previously stated, it appears that the proposed program was not designed to meet the needs of general and executive management, the duties of which would be more closely attuned to the knowledge and skills developed in a traditional bachelor of arts program in general management. The proposed program is designed to provide a technical emphasis and culminates in a Bachelor of Applied Science degree.

3. Is the need driven by proven student demand?

- The proposed Bachelor of Applied Science degree in Project and Acquisitions Management is targeted primarily toward a cohort of Air Force Personnel in the local area who have completed technical degrees through the Community College of the Air Force (CCAF) and/or OWCC. The College notes, however, that the proposed program will easily accommodate any student with an AS or AAS degree.
- The College projects a first-year enrollment in 2004-2005 of between 30 to 40 students. The fifth-year 2008-2009 projected enrollment is 100 students enrolled and 50 program graduates. No projection calculations were provided.
- The College states that approximately 150 Air Force personnel graduate with the Associate in Applied Science degree from the CCAF every year on the three local Air Force bases (Eglin, Hurlburt, and Duke Field). The College identifies these personnel, when coupled with the approximately 240 annual OWCC technical degree graduates, as a significant recruiting pool for the proposed program.
- The College substantiates student demand for the proposed program on the basis of two separate surveys of the CCAF students on the military bases located in the College's service district. The first of the surveys was conducted at Hurlburt Air Force Base in 2001. The number of students surveyed was not provided, but 98% of the 300 respondents indicated a high degree of interest in pursuing a bachelor's degree from CCAF or OWCC that would build upon their technical training. The College performed a second survey in late 2002, but the number of students surveyed and the number responding was not provided. Over 90% of the respondents in the second survey indicated interest in a degree with the following characteristics:

- Designed specifically for Air Force personnel who have completed a 2-year technical degree.
- Offered as an A.A.S. to B.A.S career-ladder program.
- Designed to prepare Air Force technical personnel management and supervisory positions in the private sector directly related to their Air Force training and experience.
- More than 50% of the required courses offered in a distance-learning format.

4a. Has employer demand exceeded supply?

4b. Is need expected to exceed supply for the next five years?

- According to the Florida Department of Labor and Employment Security, employer demand has exceeded supply in business/management professions in Florida for the past five years and is expected to exceed supply for the next five years.
- The College “identified 31 industrial firms in its district (all members of the Technology Coast Manufacturing and Engineering Network) that have a long history of hiring technically trained Air Force personnel.” The College surveyed these industrial employers in October 2002 to verify the need for technically trained Air Force personnel who have completed a degree such as the proposed program. The College indicated that “All of the thirty-one firms surveyed cited a need for professionals in the area of project management, acquisitions, training and development, and quality control.”
- However, CEPRI staff contacted by telephone each of the 31 companies submitted by the College, successfully reaching the Human Resources Directors of 20 of these firms (one company appeared on the list twice under different names, in effect bringing the total number of companies to 30). Of the 20 HR Directors interviewed, 17 expressed little or no interest in graduates of the proposed program. See **Appendix A** for the results of the CEPRI staff survey of employers submitted by the College.
- As previously stated, with specific regard to managerial occupations, the “2002 Florida Employment Forecast” by the Florida Agency for Workforce Innovation states that “Employment of managerial occupations is expected to grow slightly less than the average growth rate for all occupations through 2009 and will add the second fewest number of new jobs, behind the agricultural forestry, and fishing occupations.” The report further states that “A slowdown in job growth for middle managers is expected due to the trend of job restructuring, especially in manufacturing and government. Managerial employment, nonetheless, is expected to grow substantially in the finance, insurance, real estate, and services industry divisions. Of all the managerial occupations, computer and information systems manager will grow the fastest and general manager will add the greatest number of new jobs.”

5. Is the need primarily related to programmatic content, nature of delivery system, or other?

- The College states that the need for the proposed program is directly related to programmatic content, noting that “The traditional management degree is not designed to be coupled with an Associate in Applied Science or Associate in Science Degree, much less with a highly technical degree in such fields as those earned (*sic*) by Air Force personnel from OWCC and CCAF. This degree program provides a career-ladder approach that the traditional associate in arts to Bachelor of Arts articulation path does not.”
- In further delineating the difference between the BAS and traditional BA degrees, the College concludes that “the programmatic content in a general management degree does not fully prepare students to manage or supervise in an industrial setting or in the specific areas of project management, acquisitions, training, and development or quality control.”
- The College additionally cites its previously articulated estimates of workforce and student demands as rationales for developing the proposed program, as well as the unique instructional delivery methods to be employed and the flexible scheduling built into the program.
- With regard to instructional delivery, the College intends to offer coursework through three primary delivery methods: (1) traditional classroom instruction; (2) online and distance instruction; and (3) blended classes. Depending upon individual preference and course selection, students may earn at least 50% of their credits through distance-learning or 75% through a variety of non-traditional delivery methods.
- The College also states that the program will be based upon OWCC’s tradition of flexible scheduling, a necessity for the targeted cohort of Air Force personnel. Day, evening, twilight, and weekend courses in sixteen, ten, and eight-week concentrations are “the usual fare at OWCC.”

SUMMARY

OWCC proposes a Bachelor of Applied Science degree in Project and Acquisitions Management which targets a narrowly-tailored, specific cohort of Air Force personnel who have attained a two-year technical degree and wish to pursue baccalaureate studies for occupations in a number of management areas, including project manager, process-improvement or quality manager, purchasing/acquisitions manager, training/development specialist, administrative service manager, and management analyst. A Bachelor of Applied Science in Resource Management program is currently offered independently and at no cost to the State of Florida by Troy State University in numerous locations in the Okaloosa-Walton service area.

According to the Florida Department of Labor and Employment Security, employer demand has exceeded supply in business/management professions in Florida for the past five years and is expected to exceed supply for the next five years. However, with specific regard to managerial occupations, the “2002 Florida Employment Forecast” by the Florida Agency for Workforce Development states that “Employment of managerial occupations is expected to grow slightly less than the average growth rate for all occupations through 2009 and will add the second fewest number of new jobs, behind the agricultural forestry, and fishing occupations.” The report further states that “A slowdown in job growth for middle managers is expected due to the trend of job restructuring, especially in manufacturing and government. The December 2000 Postsecondary Education Planning Commission report, “An analysis of the Extent to Which Universities Meet the Workforce Needs of Florida’s Skilled Economy,” states that “In terms of degree production, business and management continues to be among the top degrees granted at public universities in the state,” and that “The state’s public universities have recently experienced large increases in business degrees granted at the bachelor’s and master’s level.”

ISSUE 2: POTENTIAL IMPACT

6. What impact would the program have on the current mission of the institution?

- The addition of the proposed program would considerably expand the mission of the College by including baccalaureate education in its repertoire of degree offerings. The College concludes that “Although this presents a significant change in the eyes of the SACS Commission on Colleges, it represents a natural progression for OWCC” in that the proposed program is an expansion of the applied, workforce-oriented associate degrees currently offered.
- Further, the traditional mission of community colleges includes articulation, remediation, technical training, and continuing education. The recent movement toward community colleges offering baccalaureate education should therefore be examined within the context of the overarching mission of community colleges to assess the impact of offering the proposed program on the institution’s guiding principles.
- See **Appendix C** for correspondence with Dr. William L. Proctor of the Florida State Board of Education regarding community college baccalaureate degrees and concomitant mission.

7. What percentage of supply/demand gap is covered by the program?

- A precise percentage cannot be calculated given the nature of data constraints. The variety of applicable available positions coupled with the various permissible baccalaureate degrees through which those positions can be filled preclude the calculation of a supply/demand percentage to be addressed by the proposed program.

8. Will program be of necessary quality associated with baccalaureate degree?

- a. Faculty-OWCC exceeds SACS accreditation standard for faculty teaching at the baccalaureate level. In the implementation phase of operations, the College proposes to add two additional, full-time doctoral level faculty members dedicated to the program. These new faculty members will assume provide leadership in instruction, curriculum development, and academic advising. The College proposes to hire one new faculty member in the first year of implementation and a second in year two.
- b. Facilities-The College states that its existing facilities can accommodate the proposed program.
- c. Curriculum-The College has developed a draft curriculum addressing course content, prerequisites, admissions and graduation requirements, scheduling issues, and academic support services for the proposed program. The proposed curriculum, as states, focuses on the AS to BAS model, though it can accommodate students beginning with the AA degree as well.
- d. Prerequisites-No common prerequisites for the proposed program have been established because the degree is not currently offered in any other Florida institutions, public or private. Also, the proposed degree differs significantly in structure and content from the traditional bachelor's degree in management or business. Thus, the College designed the curriculum such that graduates will exit with a similar knowledge in business basics as graduates of a traditional degree program, but the BAS will provide additional emphasis on skills and application.
- e. Standards of Field-The College designed the draft curriculum to include courses meeting accreditation standards of a variety of professional and associational business organizations and societies. The proposed program was also reviewed by businesses who would consider hiring graduates, and adjustments were made to the plan based on feedback. However, the specific businesses reviewing the program were not indicated by the College. See prior discussion of employer demand at **Issue 1, Need, 4a & 4b.**

9. Will program increase access or redistribute applicants?

- Possibly redistribute. A very similar program is currently offered independently and at no cost to the State of Florida by Troy State University in numerous locations in the Okaloosa-Walton service area. See **Issue 3, Use of Resources**, below.

10. Will program have adverse impact on public or independent providers?

- Adverse. The proposed program and the program offered independently by Troy State University at no cost to the State of Florida would have a deleterious effect on TSU program enrollment as each program would vie for applicants from the same pool.

SUMMARY

The addition of the proposed BAS program to the College's degree offerings may precipitate a significant shift in the mission of the College. OWCC has included in its proposal numerous mechanisms to ensure quality in the proposed program and states that its current facilities can accommodate the proposed program. A BAS in Resource Management is offered independently and at no cost to the State of Florida by Troy State University.

ISSUE 3: USE OF RESOURCES

11. Are there other programs within commuting distance with unused capacity?

- Yes. A Bachelor of Applied Science in Resource Management is offered independently by Troy State University in Fort Walton Beach, at Eglin Air Force Base, Hurlburt Field, Pensacola Naval Air Station, and Tyndall Air Force Base. The Troy State program is also targeted toward members of the military and designed for individuals with "skills and understanding obtained from accredited postsecondary technical schools, community colleges, military schools, and non-traditional sources." In addition, "All credit from the Community College of the Air Force (CCAF), accredited postsecondary technical schools, and American Council on Education (ACE) recommendations will be considered junior college credit except where specifically recommended by ACE for upper-division credit," in the program at Troy State. The proposed program is not currently offered in any Florida public institution. OWCC did not identify this program in its proposal. **See Appendix B.**
- CEPRI staff contacted the Site Manager of the Florida and Western Region of Troy State University (TSU). The TSU representative indicated that their program has been offered since the late 1970s, is fully SACS accredited, and is one of their strongest programs. The TSU Bachelor of Applied Science in Resource Management also focuses on military enrollees who wish to utilize their technical training in pursuit of an experience-oriented bachelor's degree. The program is also open to those who possess the AA degree.
- Tuition for the program at TSU is \$120 per credit hour, with no differential between in-state or out-of-state tuition. Members of the military, however, receive 100% military reimbursement, and thus pursue the program at no cost.
- There is no cost to the State of Florida for the TSU Bachelor of Applied Science degree in Resource Management. Further, the TSU program is also available via distance learning.

12. Is there a cooperative program currently in place?

- No.

13. Has a cooperative program been proposed?

- The University of West Florida offers baccalaureate degrees in Management, Business and Engineering Technology. According to the College, however, these degrees do not meet the specific needs of the Air Force personnel that represent the focus of this proposal.
- According to the College, the Management degree offered by the University of West Florida has a strong emphasis on general management, e-commerce and finance, but falls short of the competencies and skills required by local employers for project, acquisitions, process improvement and other technical managers.
- The degrees offered by the University of West Florida do not articulate with the C.C.A.F. technical degrees (A.A.S.), nor is it likely they will in the future. The UWF College of Business is accredited by the International Association for Management Education, which traditionally has not sanctioned an A.A.S. to B.A.S. program such as the one proposed herein to be part of a university curriculum. In order to develop and offer the degree program as needed by the audience for whom it is intended, the University of West Florida's College of Business would be forced to put its accreditation at risk.
- The College's president met with the president of the University of West Florida to discuss the feasibility of a cooperative program. The University's focus now and in the foreseeable future is on other priorities and programs. Therefore, a cooperative program is not likely to be implemented, nor can one be offered more efficiently than the proposed program.

14. Does the proposed program duplicate other programs currently within commuting distance or through distance learning?

- Yes. See Number 11 above.

15. Are there issues related to access/articulation that if resolved would preclude need for the proposed program?

- See Number 11 above. The proposed program is not offered in any Florida public institution, but a very similar program is offered independently by Troy State University. Furthermore, the A.A.S. from the Community College of the Air Force will not articulate into the programs offered at UWF. The proposed program is designed such that AS, AAS, or AA degree holders from CCAF or OWCC will be

the primary student population of the proposed program, as is the BAS program offered independently by Troy State University.

SUMMARY

The proposed bachelor of applied science program is not currently offered in any Florida public postsecondary institution, but a similar program is offered independently and at no cost to the State of Florida by Troy State University in Fort Walton Beach, at Eglin Air Force Base, Hurlburt Field, Pensacola Naval Air Station, and Tyndall Air Force Base. The TSU program articulates with C.C.A.F. technical degrees. The degrees offered by the University of West Florida do not articulate with the C.C.A.F. technical degrees (A.A.S.), nor is it likely they will in the future. The College's president met with the president of the University of West Florida to discuss the feasibility of a cooperative program. The University's focus now and in the foreseeable future is on other priorities and programs. Therefore, a cooperative program is not likely to be implemented, nor can one be offered more efficiently than the proposed program.

ISSUE 4: IMPLEMENTATION

16. Does proposal address steps necessary for accreditation?

- Yes. The College has developed an accreditation plan and concomitant timeline.

17. Is the planned process for inclusion of the proposed program's enrollment into the College's registration, information, and cost accounting systems delineated?

- Yes. Key dimensions of these administrative mechanisms are identified in the proposal.

SUMMARY

As a result of the significant accreditation issues posed by offering the proposed degree, OWCC has drafted a "specific substantive change/accreditation sub-plan." The College has also devoted planning efforts relative to including the proposed program in current administrative and financial mechanisms.

ISSUE 5: ACCOUNTABILITY

18. Is the program 120 hours in length

- Yes.

19. Does the program comply with common prerequisites?

- There are no commonly established prerequisites for the proposed degree program because the proposed program is not offered in any Florida public institution. The College relies upon the existing AS to BS model as its entry standard, with the requirement for admission into the program established as the completion of an associate degree (preferably AS or AAS) with fifteen hours of transferable general education. Applicable curriculum paths have been established for enrollees who have completed the AA degree as well.
- The curriculum of the proposed program is similar to the Bachelor of Applied Science in Resources Management offered independently by Troy State University.

20. Will the program be limited access?

- No.

21. Proposed admissions requirements

- Completion of an AS or AAS degree in a technical field with at least 18 semester hours in transferable general education courses and completion of the standard Florida foreign language upper division admission requirement.
- Students with an AS degree may be admitted to the program with the approval of the program director. If general education credits are complete in this case, the student may be asked to complete additional credits in a technical area.

SUMMARY

The proposed program curricular and admissions requirements appear to comport with contemporary State of Florida regulations, though no common prerequisites have been established. However, the curriculum of the proposed program is similar to the Bachelor of Applied Science in Resources Management offered independently by Troy State University.

ISSUE 6: COST EFFECTIVENESS

22. Is the incremental cost (including capital outlay) to the State less than other available options? Is the cost to the student less than with other available alternatives?

- SUS (Upper Level/Credit Hour-2001 Exp. Analysis): \$205
- SUS (\$205 x 877 SCH): \$179,785
- SUS (Cost per FTE, Year 2, 22 FTE): \$8,172

- Independent Institutions (FRAG 2002-2003): \$2,686

- OWCC Total Projected Cost (Year 1): \$150,000
- OWCC Total Requested Funds (Year 2)*: \$93,997
- OWCC Total Projected FTE (Assumes 40 hours): 22 FTE
- OWCC Cost to State per FTE (Year 2): \$4,273
- OWCC Cost to State per SCH (Year 2): \$108

* The College requests \$150,000 in Year 1. No student enrollment is planned in the initial year, thus FTE and SCH calculations are inapplicable.

- The College notes that no new facilities or renovation costs will be required to implement the new program.

- Again, BAS in Resource Management program is offered independently by Troy State University. TSU offers a Bachelor of Applied Science in Resources Management at locations in Fort Walton Beach, Eglin Air Force Base, Hurlburt Field, Pensacola Naval Air Station, and Tyndall Air Force Base. There is no cost to the State for students to pursue the degree program through Troy State University. Members of the military receive 100% tuition reimbursement, and thus may pursue the TSU degree at no cost.

23. Is the cost to the students less than available alternatives?

- OWCC (tuition per credit hour) - \$42.43
- SUS (average matriculation per credit hour) - \$58.45
- Independent Institutions (average tuition per credit hour) - \$469.10
- Troy State University (tuition per credit hour) - \$120

SUMMARY

The proposed program is not offered in the State University System. However, a program targeting military personnel with technical degrees is offered independently by Troy State University in Fort Walton Beach and surrounding Air Force bases. There is no cost to the State for students to pursue the degree through Troy State University.

APPENDIX A
RESULTS OF CEPRI SURVEY OF EMPLOYERS

AIC:

- Company is an engineering firm hiring mainly degreed engineers or others with closely related degrees.
- Project managers are preferred to have more traditional degrees in engineering, computer science, computer systems, or business.
- Purchasing area managers fall under the same requirements.
- Technical supervisors do not need a college degree.

BAE Systems:

- Very limited positions in the areas that the proposed program emphasizes.
- Possibly one position in the near future.
- Type of degree is not as relevant, so any degree is acceptable.

Boeing SOF Aero Support Center:

- Have only a scattering of openings.
- Staff is small, and wouldn't be a "big player" in terms of hiring graduates.
- They prefer to hire individuals with bachelor's degrees, but do not have requirements concerning degree type.

Crestview Aerospace Corp:

- Did not return call. Left second message 2-13-03.

Ft. Walton Machining:

- Company is an engineering firm hiring mainly degreed engineers.
- They have no perceived need for program graduates. Engineers decide which supplies are necessary and a clerk orders them. No degree is required for the clerk.
- Suggested that perhaps if the company were larger, a purchasing manager might be needed, but not at the present time.

Gulf Power:

- Company hires with specific regard to degree (engineers must have engineering degree, etc.), but they would consider an applicant holding this degree for a purchasing position.
- However, the HR representative could not say whether the degree would present a distinct advantage over a traditional degree.

Infrared Thermography Inspectors:

- This is a company consisting of a staff of two people and expected to grow by one additional employee over the next ten years. This additional person will be a thermographer.

Manufacturing Tech Inc.:

- Did not return call. Left message on 2-13-03. HR Director out of office until 2-14.

Metric Systems:

- Did not return call. Left message 2-6-03. Left second message 2-13-03.

Modern Technology Corp.:

- Company hires 2 or 3 new people per year from any degree background.
- However, it was noted that “their people already had degrees,” and they would prefer for applicants to have hands-on skills and training, citing less of a need for managerial skills.
- Suggested a certificate program in the area of the proposed program.

Jacobs Sverdrup:

- Company is an engineering firm hiring only degreed engineers.
- HR director expressed no interest in the proposed program, stating that they would only hire a program graduate if they also had an accompanying engineering degree.

Tech Marketing Associates:

- Company is a consulting firm employing one person.
- Absolutely no interest in proposed program graduates.

Tybrin Corp.:

- Software engineering company with no need for program graduates.

Signal Tech Keltec:

- Expressed interest in graduates trained in the areas emphasized by the proposed program. They seek employees with skills and training.

Suncoast Scientific:

- This company is now a Motorola subsidiary focusing on software development.
- They hire computer science and related majors.
- No need for program graduates.

Sunshine Aero Industries:

- Company is very small and does not require bachelor’s degrees for employees.

Alpha Data Corp:

- Did not return call. Left message 2-13-03.

ARINC:

- Local offices for this company are field offices without need for program graduates. Suggested that graduates might pursue positions at their main office in Annapolis, Maryland.

BIT Wizards:

- Did not return call. Left message 2-13-03.

Computer Education and Design:

- Company is an Information Technology firm with no need for program graduates.

Dyncorp:

- Did not return call. Left message 2-13-03.

EJM Aerospace Services:

- Could not find contact information. No website, no listing with directory assistance or in telephone directory.

National Center for Simulation:

- This company is located in Orlando, Florida.
- Staff member did not know why they were included in the list of TecMen group.
- No interest in program graduates.

Wavenet Technologies:

- Company focuses on computer networks.
- No college degree is necessary. They prefer industry certifications (Microsoft, CISCO, etc.).

MEVATEC Corp.:

- Did not return call. Left message 2-13-03.

Micro Systems:

- Did not contact. HR director returned call, but is now out of town.

Technical Services Laboratory, Inc.:

- Company is a small electronics manufacturing enterprise.
- No need for program graduates.

Tital Corporation:

- Could not find contact information. No website or listing with directory assistance was available.

Turnbow Industries:

- Very small company with no need for program graduates at this time.
- Perhaps in several years as company grows.

Keltec Corp.:

- See Signal Technologies above. This company appears on the list twice.

Spectrum Sciences Software:

- They prefer employees with degrees, and would be interested in hiring applicants with a purchasing or project management background.

Appendix B
Troy State University
Bachelor of Applied Science in Resource Management
Brochure

BACHELOR OF APPLIED SCIENCE



120 Hours

Program I: General Studies

48 Hours

NOTE: For required general studies courses, see section entitled General Studies Program.

Program II: Business Concentration

51 Hours

LAW	3321 (3)	Legal Environment
QM	2241 (3)	Business Statistics
IS	2241 (3)	Business Information Systems
EEO	2251 (3)	Principles of Macroeconomics
EEO	2252 (3)	Principles of Microeconomics
ACT	2291 (3)	Principles of Accounting I
ACT	2292 (3)	Principles of Accounting II
MKT	3361 (3)	Principles of Marketing
FIN	3331 (3)	Managerial Finance <small>Prerequisite: ACT 2292</small>
MGT	3371 (3)	Principles of Mgmt/Org Behavior
MGT	3375 (3)	Human Resource Management
BAN	3382 (3)	Business Communications
MGT	4479 (3)	Management Seminars
MGT	4477 (3)	Labor Relations
MGT	4472 (3)	Advanced Organizational Behavior

Select 6 hours upper-level management courses.

NOTE: Students considering graduate work in management (MSM) or human resource management (MSHRM) should take BAN 4476 as an elective.



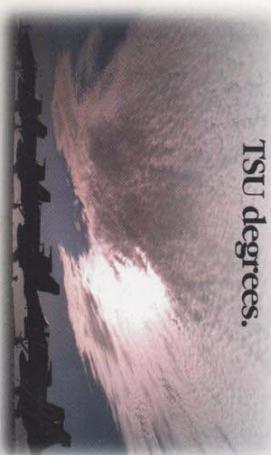
Program III (Specialization) 12-18 Hours

Credit will be awarded for specialized technical knowledge based upon one or all of the following: American Council on Education credit recommendations, credit for experiential learning that has been evaluated by Troy State University faculty and approved by the associate vice president, University College, or transfer work from regionally accredited (Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, etc.) post-secondary community colleges or technical schools as approved by the Academic Council. For students to qualify for the transfer of technical credit from a regionally accredited community college or technical school, they must have a minimum of 12 semester hours of transferable credit (in the same technical field) with a minimum overall grade point average of 2.0 on 4.0 scale. Maximum technical credit that will be accepted is 18 semester hours. Specializations are not available in fields of study that are offered through Troy State as majors, programs or minors, i.e. nursing, accounting, computer science and education.



FACTOID:

TSU has helped train the leadership of all four branches of the U.S. military.
More than 50 general and flag-rank officers have earned TSU degrees.



POLICY STATEMENT

Troy State University is an equal opportunity institution and therefore does not discriminate on the basis of sex, race, religion, or handicap in admission or access to its programs.

APPLIED SCIENCE PROGRAM

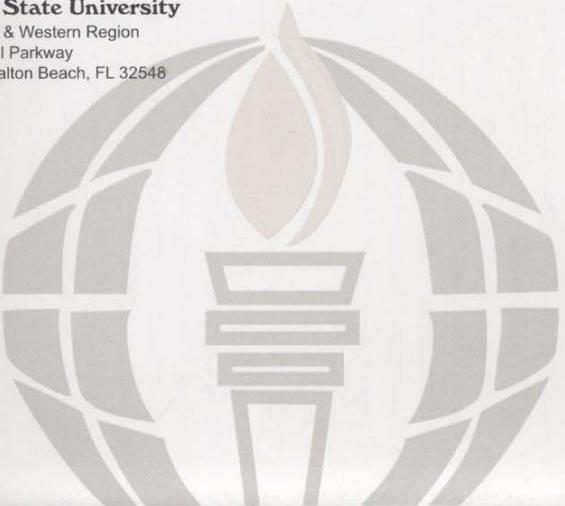
Through these programs the university offers associate and baccalaureate degrees especially designed for individuals with skills and understanding obtained from accredited post secondary technical schools, community colleges, military schools and non-traditional sources. These programs require residence (main campus or branch locations) study. Selected courses are offered through distance learning.

The applied science degrees were initiated after several years of study which involved faculty members, outside consultants and conferences with staff members of the Commission on Colleges, Southern Association of Colleges and Schools. The unique feature of these degree programs is that credit may be awarded for completion of technical courses and/or learning acquired through experience. In assessment and recognition of experiential and other non-traditional education, the university follows the "Principles of Good Practice in Assessing Experiential Learning" recommended by the Council for Adult and Experiential Learning (CAEL). All applied science degree programs are not offered at all TSU locations.

**Quality Education
One Student
At A Time**

Troy State University

Florida & Western Region
81 Beal Parkway
Fort Walton Beach, FL 32548

A horizontal banner with a dark red background on the left and a blue sky background on the right. The right side shows a large cargo ship at sea, a military aircraft in flight, and a satellite in orbit. An American flag is visible in the upper right corner. A white, curved banner across the middle contains the text "Traditions of Excellence".

Traditions of Excellence

**BACHELOR OF APPLIED SCIENCE
IN
RESOURCE MANAGEMENT**

Troy State University

APPENDIX C
CORRESPONDENCE WITH DR. WILLIAM L. PROCTOR,
STATE BOARD OF EDUCATION



FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

F. PHILIP HANDY, *Chairman*

Members
SALLY BRADSHAW

LINDA J. EADS, ED. D.

T. WILLARD FAIR

CHARLES PATRICK GARCÍA

JULIA L. JOHNSON

WILLIAM L. PROCTOR, PH.D.

JIM HORNE
Commissioner of Education

January 28, 2003



Dr. William B. Proctor
Executive Director
CEPRI
574 Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1400

Dear Bill:

Mikey Bestebreurtje forwarded your kind invitation to the meeting with Dr. John Porter. As a member of the Jacksonville City Council Education Task Force, I had the opportunity to hear Dr. Porter and to engage in an extended question and answer period.

I inquired as to the merits of converting community colleges into four-year institutions. You will find his response to be of interest. You may wish to pursue this matter.

Cordially,

William L. Proctor, Ph.D.

WLP/dmb

Enclosure

cc: Commissioner Jim Horne

LARRY D. WOOD, PH.D.
Chief Operating Officer

325 W. GAINES STREET • SUITE 1514 • TALLAHASSEE, FL 32399-0400 • (850) 201-7400 • www.fldoe.org

Page 113	Page 115
<p>1 And I guess what I would say to you is you 2 need to find whatever that catalyst is here in 3 this region. I mean, you got plenty of 4 choices. I don't want to give you -- you know 5 that better than I do, but there has to be a -- 6 there's got to be a vision, a common vision that 7 we're going to become something better and -- 8 not just to deal with the problem. 9 But what Denmark did and Scotland did, they 10 painted a vision of what they were going to 11 become. So it wasn't "poor us" and "we're going 12 to be just like Bolivia," or "look at our 13 dropout rates," or whatever. They told a story 14 of what they were going to become like, and so 15 it became a vision that they rallied behind, 16 that everybody got excited. And the educators, 17 the people that dealt with education, then, were 18 part of that. They said, "Well, our part of 19 that is we've got to change the education system 20 around." 21 MR. DANIELS: The parallel here may be that 22 about four years ago Ginger set about to define 23 for us what kind of community we are, and we're 24 rapidly becoming that third-world community 25 because our growth and our economic well being</p>	<p>1 three years ago, and now everybody has a new 2 vision of what they're going to be in education, 3 workforce development, the economy. 4 Can you imagine -- just think of what 5 companies, industries, the kind of businesses 6 that would keep the environmental -- and by the 7 way, you have a wonderful -- the one strength 8 you have, which I hope you never lose fact of, 9 is this is a beautiful place. You may not -- 10 you may take that for granted. When I fly in, I 11 see it. It's a beautiful place to live. So 12 your environment you want to protect. That 13 doesn't mean you can't have some growth. I'm 14 just saying that's one of the things you should 15 value. 16 But think of what would happen if you had a 17 reputation as a region to have every student, 18 every youth read at grade level and have 30 to 19 40 career academies all in five or six major 20 industries. 21 I know companies right now -- I work with 22 several national manufacturing organizations and 23 industry groups. There are companies that would 24 move in here if they knew what kind of -- if 25 they knew there was a pipeline of high-quality</p>
Page 114	Page 116
<p>1 is not keeping pace with what surrounding 2 counties are doing or what the rest of the 3 states are doing. So maybe that's a point that 4 we ought to go back to. 5 THE CHAIRWOMAN: You're referring to the 6 per capita income issue that I raised as a 7 concern? 8 MR. DANIELS: Yeah. 9 But my sense is that we are -- we're crisis 10 driven in this country and in this community, 11 and I just wondered if there was a parallel 12 with -- 13 DR. PORTER: Well, what I would say to you, 14 what I helped Columbus, Ohio do and a couple 15 other regions is create a crisis. And I don't 16 mean -- I mean that half teasing and half 17 serious. 18 In other words, take the information you 19 have, get the stakeholders together, hold a 20 press conference like Columbus did, and say we 21 have a choice. We're either going to go down 22 this road or we're going to go up this road. 23 Okay? And as a community of leaders and 24 stakeholders, we choose not to go the low road. 25 Because Columbus is exactly where you were</p>	<p>1 adults and youth that came out with good skills, 2 you would have people knocking at your door. 3 And so what I'm saying is create your own 4 context, create your own rallying point, have a 5 vision of what you can become. And have people 6 want to come here, have people want to come to 7 your region because this is a place where kids 8 read well. This is a place where there is less 9 than a true low dropout rate. This is a place 10 when students leave high school as young adults 11 they have a choice to go into a career or go to 12 the university. This is a place where the 13 health and the way families deal with health, 14 both physical and emotional, are dealt with 15 effectively. You know, establish your 16 beachheads and get a reputation. 17 Don't take a whole bunch of things. Take 18 three things maybe, three things. You're going 19 to be better than anybody. And then the Chamber 20 can charge a fee for other communities that come 21 and visit you. You can even raise money to have 22 people study you. 23 THE CHAIRWOMAN: Dr. Proctor, you have 24 another question. 25 DR. PROCTOR: I want to return a minute to</p>

Page 117

1 your comment on the challenge to the community
2 college. You listed two specific missions.
3 We have a -- kind of a development here in
4 Florida that troubles me a bit, and that is
5 because of the teacher shortage and the shortage
6 in nursing and information technology and also
7 because of the concern over the percentage of
8 our population that has baccalaureate degrees,
9 that we are beginning to move some of our
10 community colleges into positions where they
11 offer baccalaureate degrees.
12 My concern is -- my experience tells me
13 that most institutions focus their attention and
14 their resources at the highest degree level they
15 can offer. Research universities don't focus on
16 freshmen undergraduate instruction.
17 Have you seen that develop anywhere and do
18 you have any thoughts on it?
19 DR. PORTER: The only place I've seen that
20 is in Vermont. And I would warn you to not go
21 down that road. If that's true, I think that's
22 a huge mistake and I think the community college
23 will end up paying for it first.
24 I think the community college is a -- the
25 way -- the idea of the community college, when

Page 118

1 it was developed, has a real purpose and a real
2 need in our society right now, more than ever,
3 more than ever.
4 And what I see across the country is
5 they're losing their vision and they're just
6 grabbing right and left any little pocket of
7 thing they can get ahold of. And I think that's
8 a terrible mistake.
9 And again, I do not -- I'm not referring to
10 what the community college here is doing because
11 I really don't -- I just started to get to know
12 them as a client. But I'm saying across the
13 country that is a huge problem, and I've seen
14 that happen and you will lose -- you lose your
15 focus. I would say the same thing about K-12
16 and I would say the same thing about the
17 university system, is don't lose your focus.
18 THE CHAIRWOMAN: Okay. Thank you.
19 Real quickly, Susan.
20 MS. LEHR: One last thing with regards
21 to -- you're probably aware that we passed the
22 constitutional amendment on class size?
23 DR. PORTER: Yes.
24 MS. LEHR: Big problem here to solve.
25 DR. PORTER: Right.

Page 119

1 MS. LEHR: And in terms of the career
2 academies, I was wondering if you could comment
3 on the idea of partnering with the community
4 colleges, for the community college system to
5 offer some of the technical education which
6 would free up the school districts to be more
7 mission central.
8 DR. PORTER: Well, one of the things when
9 you -- again, when you get to a new form of
10 governance and you really get excited about
11 doing something well, one of the things you stop
12 doing is duplication. Everybody puts on the
13 table what they do well.
14 Schools, public schools do not do family
15 integration services well. Does that mean they
16 shouldn't be involved? No. What Kentucky did,
17 what Scotland does, what Denmark does is every
18 school has a family center staffed by people who
19 know what to do. But the school becomes a
20 catalyst.
21 The same with the community college and
22 high schools. High schools should not duplicate
23 workforce development, technical training,
24 equipment things that the community colleges
25 already have.

Page 120

1 Now, that doesn't mean you don't have
2 technology in high schools. It doesn't mean you
3 don't have -- but you don't have the duplication
4 of it. The students may be exposed to one level
5 of it in the high school and get level two and
6 three at the community college.
7 So in the IT context, let's say an IT
8 program, the students would have some basic
9 courses at the high school, but anything that
10 gets into specific programing at very high
11 levels should not -- the high schools need to
12 put their money into making sure every student
13 reads and writes well and has three levels of
14 mathematics before they leave high school, even
15 if they're never going to go to the University
16 of Miami.
17 The new basic math out of secondary schools
18 is algebra II. That's the new basic math,
19 applied knowledge of algebra II. When I see a
20 high school that offers consumer math and all
21 these other Mickey Mouse math classes, what
22 they're telling that student is we don't believe
23 that you're a national or a county or a district
24 treasure; we don't believe you're going to think
25 for a living; we don't believe you're going to

APPENDIX D
SUMMARY OF STATEMENTS OF NEED
FOR PROPOSED PROGRAM GRADUATES
FROM LETTERS OF SUPPORT

AEROSPACE INTEGRATION CORPORATION

John Marshall, Program Manager
850.301.0040

ALPHA DATA CORPORATION

Vercell Vance, President/CEO
850.315.0417

“Some of our existing personnel **with college degrees** could benefit from some of the coursework available in this degree...”

AVCON

Virgil C. “Lee” Lewis, Regional Manager
850.678.0050

“Although we are a relatively small engineering office, we understand the importance of local education to the limited local labor pool and the benefits that this brings to our community and industry.”

BAE SYSTEMS

Gordon S. Eldridge, President
850.244.7711

“BAE is a high tech defense contractor headquartered in Okaloosa County. We are the area’s largest private employer with approximately 1000 employees working in the county. A high percentage of our professional work force is involved with the areas of project management, quality management, or acquisition management.”

FLORIDA TRANSFORMER, INC.

Al Ward, General Manager
850.892.2711

“Even though it is impossible to predict our staffing needs in the future, we certainly think that the referent program could benefit our incumbent workforce as well as the entire community.”

“Some of our existing personnel **with college degrees** could benefit from some of the coursework available in this degree...”

CHELCO SERVICES, INC. (CSI)

James F. Shambo, Chief Operating Officer
(800) 342-0990

“As a small company with a management philosophy focused on growing our future managers...”

“This degree will provide an excellent opportunity for our technical employees to learn the necessary skills for advancement.”

EJM AREOSPACE SERVICES

Erick L. White, Director, Commercial Programs
850.682.1069

“As you know, EJM has been looking for a Project/Program Manager to assist us in our aviation engineering and manufacturing efforts for some time now. [We have place ads and received responses from several qualified engineers and aviation technicians, but there has been no response from anyone trained in project management.] Those few qualified managers with whom we talked earlier were not interested in ‘starting their careers over’ with our small firm.”

“Our only frustration is that you don’t have someone to send us now.”

FORT WALTON MACHINING, INC.

Tim McDonald, President
800.223.0881

“Some of our existing personnel **with college degrees** could benefit from some of the coursework available in this degree...”

“Actual job vacancies in these fields can be difficult to predict and can fluctuate based on contracts, but our company would be pleased to consider applicants with the degree in question when openings are available.”

MEVATEC

Lydia Hernandez, Sr. Vice President
850.678.1444

“There are many reasons, but the predominant reason for our support is to enhance our current workforce with the coursework available in this degree....”

IDT/METRIC SYSTEMS

Edwin R. Epstein, President and CEO
850.302.3000

“Metric Systems is one of the largest defense manufacturing and engineering contractors in Okaloosa County.”

“[Our continued growth] cannot happen without formal training in the areas of project management and quality assurance, which have in the past required the non-ideal use of short courses and seminars (usually out of town).”

“Actual job vacancies in these fields can be difficult to predict and can fluctuate based on contracts, but our company would be pleased to consider applicants with the degree in question when openings are available.”

PANNEX CORPORATION

Brian W. Gortney, President/CEO
850.582.2181

“Though we are currently a small operation, we have noted significant difficulty in finding personnel qualified to meet our needs in these areas.”

“I would readily consider hiring graduates from this program as openings become available.”

MANUFACTURING TECHNOLOGY INC. (MTI)

Paul S. Hsu, CEO and Chairman
850.664.6070

“Education assets, like OWCC, support our current employee’s development and prepare those we seek to hire for complex technical assignments.”

“Actual job vacancies in these fields can be difficult to predict and can fluctuate based on contracts, but our company would be pleased to consider applicants with the degree in question when openings are available.”

“This degree offers new opportunities for technicians to upgrade their education.”

MICRO SYSTEMS, INC

Cort Proctor, Vice President Business Development
850.244.2332

“Micro Systems Inc. is a small but growing business specializing in flight avionics for the military sector.”

“This degree offers new opportunities for technicians in local companies such as ours to upgrade their education for possible advancement.”

TECHNICAL MARKETING ASSOCIATES (TMA)

James M. Glenn, President
850.651.1773

“My company’s primary function is to act as consultant for several defense companies for the purpose of doing business at Eglin and Hurlburt. As you know, my company supports the establishment of the BAS for the following reasons.”

[Mr. Glenn is the consultant with whom CEPRI staff previously spoke. In Appendix A, his comments on the proposed program at that time were as follows:]

Tech Marketing Associates:

- Company is a consulting firm employing one person.
- Absolutely no interest in proposed program graduates.

SPECTRUM SCIENCES AND SOFTWARE

Dwight D. Howard, Director of Manufacturing
850.796.0909

“Spectrum is a small business located in the Ft Walton Beach industrial park.”

“This degree offers new opportunities for technicians in local companies such as our to upgrade their education for possible advancement.”

“Actual job vacancies in these fields can be difficult to predict and can fluctuate based on contracts, but our company would be pleased to consider applicants with the degree in question when openings are available.”

TYBRIN CORP.

CEPRI staff contacted CEO. He did not advocate a need for the proposed program.

TECHNICAL SERVICES LABORATORY (TSL)

Andy Corbin, President
850.243.3722

“As you know, my company is a small, but well-established designer and manufacturer of a wide variety of electronic equipment, primarily for the U.S. government.”

“Actual job vacancies in these fields can be difficult to predict and can fluctuate based on contracts, but our company would be pleased to consider applicants with the degree in question when openings are available.”

“Some of our existing personnel **with college degrees** could benefit from some of the coursework available in this degree...”

TURNBOW INDUSTRIES

Fred Turnbow, President/CEO
850.897.9633

“TI moved to Okaloosa County four years ago as a small consulting company. Since then we have begun manufacturing...”

“This degree offers new opportunities for technicians in local companies such as ours to upgrade their education for possible advancement.”

“Actual job vacancies in these fields can be difficult to predict and can fluctuate based on contracts, but our company would be pleased to consider applicants with the degree in question when openings are available.”

APPENDIX E
OWCC'S LETTERS OF SUPPORT FROM LOCAL CEO'S
AND OTHER ADMINISTRATIVE OFFICERS