

COUNCIL FOR EDUCATION POLICY RESEARCH AND IMPROVEMENT

March 12, 2002

SUBJECT: Community College Baccalaureate Degree Proposals

PROPOSED COUNCIL ACTION

For action

BACKGROUND INFORMATION

Section 240.3836, F.S., provides that "a community college may be authorized by the Florida Board of Education to offer a limited number of baccalaureate degrees designed to meet local workforce needs." The law further provides that any such baccalaureate program proposal must be submitted to the Council for Education Policy Research and Improvement for review and comment.

To date, the following proposals have been submitted:

Chipola Junior College	BS in Business Administration BS in Nursing BS in Secondary School Education
Miami-Dade Community College	BS in Early Childhood Education BA/BS in Elementary Education BA/BS in Secondary Education BA/BS in Special Education
Edison Community College	BS in Public Services Management BS in Computer Technology

College representatives presented these proposals at the January Council meeting. At the request of the Council a matrix of criteria was developed, discussed and agreed upon by the Council at its February 12th meeting to assist in the final evaluation of these proposals. Final staff reviews and recommendations are enclosed and may also be found on the Council website at <http://www.cepri.state.fl.us> .

Supporting Documentation Included:

Authorizing Legislation
Final Staff Review and Recommendations

Facilitators/Presenters:

Dr. Proctor/Staff

Sector and Institutional Representatives

JOHN M. MCKAY
President



Diane Leone
Bob McIntyre
Edwin Moore
Jacob Stuart

TOM FEENEY
Speaker



Robert Taylor
Pat Telson
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THE FLORIDA LEGISLATURE

**COUNCIL FOR EDUCATION POLICY,
RESEARCH AND IMPROVEMENT**

Philip Morgaman, Chair
Akshay Desai, Vice Chair

March 7, 2002

M E M O R A N D U M

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

FROM: Bill Proctor, Executive Director

SUBJECT: Chipola Community College Baccalaureate Degree Proposals and Staff Recommendations

Section 240.3836, F.S., provides that "a community college **may** be authorized by the Florida Board of Education to offer a limited number of baccalaureate degrees designed to meet local workforce needs." The law further provides that any such baccalaureate proposal must be submitted to the Council for Education Policy, Research and Improvement for review and comment. In addition to the Proposal Process and Review Procedures adopted by the Council at its September 13th meeting, the Council adopted a criteria matrix on February 12th. Information submitted by the community colleges has been supplemented with information obtained through surveys of existing four-year institutions, contact with Workforce Development Boards and other sources to assist in determining if the proposals deal with significant unmet needs which cannot be addressed more effectively through another method.

Copies of the staff analyses and recommendations for the proposals submitted by Chipola are enclosed and summarized below. These will be considered at the March 12th meeting of the Council in Tampa.

The college has requested a total of \$343,999 for the first year development of these programs and \$427,224 for the initial year of enrollment.

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BS in Business Administration

This proposal should not be approved at this time. A cooperative program with other potential public and independent providers should be pursued with the assistance of the Division of Colleges and Universities and if not achieved within one year, this proposal should be resubmitted. A critical need could not be established for this program. Individuals with BSBA degrees are occupied across a large range of occupations but this particular credential is generally not required for employment. Before creating a new program to address this area, Chipola should further explore the potential for collaboration with existing four-year institutions.

BS in Secondary Education

This proposal should not be approved at this time. A cooperative program with FSU's Panama City Branch and other potential public and independent providers should be pursued with the assistance of the Division of Colleges and Universities and if not achieved within one year, this proposal should be resubmitted. The subject areas of Science, Math, Engineering and Technology are recognized as critical shortage areas statewide. However, the magnitude of the need in Chipola's service area does not warrant establishment of a new program at this time.

BS in Nursing

This proposal should not be approved, however efforts to include a rural health care track within the current cooperative program with FSU should be examined. In addition, problems with advising and mentoring within the current program need to be addressed by both institutions. A critical need could not be established for this program. A BS in Nursing is currently available at Chipola from FSU via distance learning. Approximately twelve students are currently participating.

Based on all available information the request to initiate this program is not warranted, however several modifications to the existing cooperative program with FSU should be pursued.

/dca

Enclosures

Cc: Dr. H. Dale O'Daniel, President

**CHIPOLA COMMUNITY COLLEGE
BACCALAUREATE DEGREE PROPOSAL
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION**

STAFF RECOMMENDATION

This proposal should not be approved at this time. A cooperative program with other potential public and independent providers should be pursued with the assistance of the Division of Colleges and Universities and if not achieved within one year, this proposal should be resubmitted.

While surveys suggest that there would be sufficient student enrollment in such a program, current and future demand for individuals with a BSBA in Chipola's service area could not be established. It is recognized, however, that much of the difficulty in establishing this demand is due to the fact that individuals with BSBA degrees are occupied across a large range of occupations. It is also recognized that Chipola is in an economically depressed area, thus a BSBA degree, which individuals could use across a range of occupations would potentially assist in the socioeconomic state of the area. It is also recognized that currently no distance education BSBA program exists in the Florida Virtual Campus or through the Southern Regional Electronic Campus. However, it is the recommendation of the Council that such a BSBA program be achieved through a cooperative agreement with a four-year institution. If efforts to secure a cooperative agreement do not progress in the coming year, then Chipola should resubmit this proposal.

ISSUE MATRIX

NEED		
1. Is the need in an area of critical concern?	NO	Pg. 3
2. Is the need large, reflecting a significant shortage?	NO	Pg. 3
3. Is the need driven by proven student demand?	NO	Pg. 3
4. Has employer demand exceeded supply in the past? Is demand projected to exceed supply in the future?	NO	Pg. 3
5. Is the need primarily related to programmatic content, nature of delivery system, or other?	Nature of Delivery System	Pg. 4

POTENTIAL IMPACT		
6. Will the impact of the program have a positive impact on the current mission of the institution?	Unable to Determine	Pg. 5
7. Will the program cover a significant percentage of the supply/demand gap?	N/A	Pg. 5
8. Will program be of necessary quality associated with baccalaureate degree?	YES	Pg. 5
9. Will program increase access rather than simply redistributing applicants?	Unable to determine intent of potential applicants	Pg. 5
10. Will program have adverse impact on public or independent providers?	Unable to determine intent of potential applicants	Pg. 5

USE OF RESOURCES		
11. Are there other programs within commuting distance with unused capacity?	YES	Pg. 7
12. Is there a cooperative program currently in place?	NO	Pg. 7
13. Has a cooperative program been proposed?	YES	Pg. 7
14. Does the proposed program duplicate other programs currently within commuting distance or through distance learning?	YES	Pg. 7
15. Are there issues related to access/articulation that if resolved would preclude need for the proposed program?	YES	Pg. 3

IMPLEMENTATION		
16. Does proposal address steps necessary for accreditation?	YES	Pg. 8
17. Does the program adequately address other impacts or requirements associated with accreditation?	YES	Pg. 8
18. Is there performance data for accountability/evaluation?	YES	Pg. 8

ACCOUNTABILITY		
19. Is the program 120 hours in length	YES	Pg. 9
20. Does the program comply with common prerequisites?	YES	Pg. 9
21. Will the program be limited access?	NO	Pg. 9
22. Proposed admission requirements.	<ul style="list-style-type: none"> ▪ 2.5 GPA ▪ An AA degree or Equivalent ▪ Completion of prerequisites 	Pg. 9

COST EFFECTIVENESS		
23. Is the cost to the state less than other options? First year Development- \$95,333 Initial \$ per FTE - \$3,617	YES Compared to Publics NO Compared to Privates	Pg. 10
24. Is the cost to the students less than other options?	YES	Pg. 10
25. Will program contribute significantly to meeting region workforce needs?	N/A	Pg. 10

ANALYSIS OF CRITERIA

ISSUE 1: NEED

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

- Jackson County has been classified as economically depressed by the Federal and State Government and is a Federal Rural Enterprise Community and is also a Florida State Enterprise Zone. Chipola states that a better-educated workforce would help in these efforts. However, a BSBA is not required to work in business.
- The Florida Agency for Workforce Innovation provided the following projections for the year 2001 through the year 2009 for Florida Workforce Region 3: Calhoun, Holmes, Jackson, Liberty, and Washington counties:

Fastest Growing Industries

1. Transportation by Air
2. Communications
3. Business Services
4. Auto Repair Services and Parking
5. Engineering and Management Services
6. Legal Services
7. Social Services

8. Building Materials and Garden Supplies
9. Agricultural Services
10. Health Services

Industries Gaining the Most New Jobs

1. Local Government
2. Health Services
3. Eating and Drinking Places
4. Social Services
5. Food Stores
6. Special Trade Contractors
7. General Contractors, Excluding Building
8. Communications
9. Membership Organizations
10. General Merchandise Stores

Fastest Growing Occupations

1. Telephone and Cable TV Installer/Repairer
2. Teacher's Aide and Educational Assistant
3. Social Worker, Excluding Medical and Psych
4. Nursing Aide and Orderly
5. Teacher, Secondary School
6. Cashier
7. Textile Machine Operator
8. General Office Clerk

9. General Manager and Top Executive
10. Salesperson, Retail

Occupations Gaining the Most New Jobs

1. Correction Officer and Jailer
2. Cashier
3. Salesperson, Retail
4. General Office Clerk
5. Nursing Aide and Orderly
6. Teacher, Secondary School
7. General Manager and Top Executive
8. Teacher's Aide and Educational Assistant
9. Textile Machine Operator
10. Food Preparation Server, Fast Food

- Of the top ten fastest growing jobs through 2008 in Chipola's workforce district, none require a BSBA.

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

- The Florida Industry and Occupational Employment Projections for Workforce Development Region 3, Chipola' district, shows projected employment through 2008 for workers with a bachelor's in business to be 292, or 48 per year.
- It is difficult to quantify the need for individuals with a BSBA since that degree is not a requirement to work in business. However, based on the three areas of focus (accounting, management, and MIS) for the Chipola proposal, the following figures are the annual openings over the next 10 years, as projected by the Chipola Regional Workforce Development Board.
 - Accounting – 3
 - General managers (This does not necessarily require a BSBA) – 24
 - Computer programmers, support specialists, systems analysts - 3

3. Is the need driven by proven student demand?

- In 2000, Chipola conducted a survey to determine the baccalaureate degrees most in demand in the district. Over 2000 responses were received and 518 respondents indicated a desire to obtain a BSBA. The results of the survey are available if needed.
- Based on surveys conducted by the institution, they suggest an initial enrollment of 30, and by January 2004, when both years of the upper-level program will be running concurrently, the enrollment should be over 60.
- However, it is important to note that on one of the surveys included in this calculation, individuals were told, "*The University Center @ Chipola Junior College is investigating the possibility of collaborating with a university to offer one or more four-year and/or graduate Business degrees on Chipola's campus. Of course, university personnel would teach the classes and the university would award the degrees.*" Since Chipola's proposal does not involve collaboration with a university, responses to this survey are not applicable to the proposed program.

4. Has employer demand exceeded supply in the past? Is demand projected to exceed supply in the future?

- It is difficult to assess employer demand for individuals with BSBA's since one does not require such a degree to work in business and those possessing such a degree gain employment in a multitude of fields.
- 5.8 percent of the workforce in Chipola's workforce region are employed in executive, administrative, and managerial occupations.

- Between March 2000 and March 2001, the total number of job seekers registered with One-Stop centers in Chipola's Workforce region grew by 50 percent from 444 to 671.
- A representative of the Jackson County Chamber of Commerce estimated 50 to 60 job openings per year.

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

- While a critical need for individuals with BSBA degrees could not be established for Chipola's service area, Chipola states the need is primarily the delivery system, in that their students (due to the economically depressed nature of their region) cannot travel to other institutions offering BSBA programs. However, this seems as if it could be resolved if a four year institution would enter into a cooperative agreement with Chipola to offer the program on their campus. Chipola states that area institutions have denied such requests.

SUMMARY

A critical need could not be established in Chipola's service area for individuals with BSBA degrees. Most jobs within business do not require such a degree and individuals possessing such a degree are employed across an array of occupations.

ISSUE 2: POTENTIAL IMPACT

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

- Clearly, if the proposed program were approved, the mission of Chipola would be expanded. However, it is impossible to predict all the ramifications at this point in time.

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

- No gap could be established

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

- a. Faculty
 - Chipola proposes strict educational and professional requirements of applicant hired for the new positions necessary. SACS requires that 25 percent of courses in business be taught by faculty with terminal degrees. In Chipola's program the number will be closer to 50 percent.

- b. Facilities
 - Chipola states that they already have adequate facilities to house the program and it will move into a newly renovated building in Fall 2002.
- c. Curriculum
 - Chipola has proposed a preliminary curriculum and has stated they will adopt the state's common course prerequisites for business administration.
- d. Prerequisites
 - Chipola has proposed a preliminary curriculum and has stated they will adopt the state's common course prerequisites for business administration.
- e. Standards of field
 - It is difficult to articulate one succinct set of standards for the field of business, especially since it is one composed of several disciplines. Several business associations list "standards of professional practice", which vary across organizations. However, the accrediting agency for business programs from which Chipola seeks accreditation has articulated certain standards for business schools, thus if accreditation is granted by this organization, one can conclude that the institution is abiding by these proposed standards in educating their future business professionals.

9. Will program increase access or redistribute applicants?

- Over 50 percent of Chipola's graduates do not continue their education beyond the two-year degree. This is the proposed program's target audience, and thus not individuals who would already be applying to other institutions. However, it is impossible to predict the intentions of potential applicants.

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

- This question is also impossible to quantify because it depends on the answer to the previous question.

SUMMARY

While Chipola did appear to provide in their plan several mechanisms to ensure quality, the fact remains that a critical need for the program could not be established. In addition, while Chipola's program is targeted to individuals who would not otherwise apply to a four-year institution for such a program, the intent of applicants cannot be predicted, thus the program's effect on other institutions cannot be quantified.

ISSUE 3: USE OF RESOURCES

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

- Yes:
 - FSU's Panama City Branch (60 miles from Chipola) offers the BSBA
 - Other programs responded to our survey on unused capacity, however none were within commuting distance.

12. Is there a cooperative program currently in place?

- No

13. Has a cooperative program been proposed?

- Yes:
 - Chipola proposed such a program to UWF, FAMU, FSU, and Troy State University and all declined the opportunity.

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

- a. Programs
 - The following institutions have BS programs in Bus Admin and Management - FSU, UWF, FAMU, Barry, Flagler
- b. Distance Learning
 - Florida Virtual Campus, while not listing a BSBA, does offer a BS in Information Studies (one of the focuses of Chipola's proposal) via distance learning through FSU.

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

- Yes, a major theme in Chipola's stated need for the program is the inability of their students to commute to other institutions. However, if a university offered the program on Chipola's campus, this would alleviate the need for the proposed program. As stated earlier, Internet surveys used to predict enrollment stated the program would be a cooperative program with a university, thus while not valid for the Chipola proposal, do indicate that students would enroll in such a cooperative program.

SUMMARY

There are several BSBA programs available to Chipola students. It is recognized, that because of the area's economically distressed profile, several students are not able to commute to such programs because of a lack of resources. However, a cooperative program with an existing four-year institution can best serve this need.

ISSUE 4: IMPLEMENTATION

16. Does proposal address steps necessary for accreditation?

- Chipola has developed a timeline to seek SACS accreditation.

17. Does the program adequately address other impacts or requirements associated with accreditation?

- The program will seek accreditation from the Association of Collegiate Business Schools and Programs (ACBSP). However, the Association to Advance Collegiate Schools of Business (AACSB) accredits all the state universities.
- The Southern Association of Colleges and Schools (SACS) reaffirmed its accreditation of the college in 1998. Based on subsequent follow-up correspondence there are no issues outstanding that would negatively impact this proposal.

18. Is there performance data for accountability/evaluation?

According to the 2001 Articulation report compiled by the Department of Education, state university grade point averages of Chipola CC transfers generally compare favorably to the average GPA for all community college transfers.

	CJC Transfers Mean GPA			Average GPA for All CC Transfers		
	1996	1997	1998	1996	1997	1998
FAMU	2.91	2.94	2.91	2.75	2.72	2.96
FSU	2.80	2.85	2.94	2.80	2.78	2.75
UF	2.85	2.94	2.96	2.86	2.85	2.85
UWF	2.80	2.85	2.72	2.86	2.84	2.83

- Chipola proposes the following measures:
 - GPA of graduates compared to GPA in state universities for graduates from similar programs.
 - Completion data – number of completions, percent completion, dropout rate, etc.
 - Job placement upon graduation from Chipola's BSBA program.

SUMMARY

Chipola appears to have provided a clear timeframe and plan for achieving accreditation. They also have developed several performance and accountability measures.

ISSUE 5: ACCOUNTABILITY

19. Is the program 120 hours in length?

- Yes

20. Does the program comply with common prerequisites?

- Yes

21. Will the program be limited access?

- No, however a 2.5 GPA will be required for admission.

22. Proposed admissions requirements

- 2.5 GPA
- An AA degree or Equivalent
- Completion of prerequisites.

SUMMARY

The proposed program appears to be consistent with the curriculum in place in the state universities.

ISSUE 6: COST EFFECTIVENESS

23. Is the cost to the state less than other options?

Amount Requested for First Year Development - \$95,333
Amount Requested for Enrollment (second year)- \$203,440

Projected Number of FTE – 56.25

Initial Cost per FTE - \$3,617
SUS COST per FTE (upper level) - \$7,635
Independent Institutions (FRAG) - \$2,686

24. Is the cost to the students less than other options?

Chipola Tuition - \$50

SUS (average matriculation per credit hour) - \$55.67

Independent Institutions (average annual tuition) -\$459 (less FRAG)

25. Will program contribute significantly to meeting region workforce needs?

A regional need for individuals with BSBA degrees could not be established.

SUMMARY

While the cost per FTE and proposed tuition of Chipola's program compares favorably to other sectors, a regional need for individuals with a BSBA degree could not be established. Furthermore, the cost of delivering the program cooperatively with a four-year institution should be explored.

**CHIPOLA COMMUNITY COLLEGE
BACCALAUREATE DEGREE PROPOSAL
BACHELOR OF SCIENCE IN NURSING**

STAFF RECOMMENDATION

This proposal should not be approved, however efforts to include a rural health care track within the current cooperative program with FSU should be examined. In addition, problems with advising and mentoring within the current program need to be addressed by both institutions.

While there is a critical need for individuals with RN degrees, this proposal is a Capstone program thus not producing RN's. Chipola states that there is a need for individuals with BSN degrees to teach the RNs who will be needed in the future. BSN's can teach in 2-year RN programs for five years while they work toward a MSN degree. However, no shortage of instructors could be established, and students wishing to gain a BSN degree can seek enrollment through distance learning programs in several institutions as well as commute to the Panama City branch.

Chipola has stated that these programs do not address rural health care. It is the recommendation of the Council that institutions offering the BSN through distance learning be given the opportunity to work with Chipola to ensure that a rural health care track is established. Furthermore, students complained of a lack of mentoring through distance learning programs. This too should be corrected by Chipola working in cooperation with FSU or and other distance learning programs to address the need for advising and mentoring. These concerns can be corrected without establishing a new program.

ISSUE MATRIX

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

POTENTIAL IMPACT		
6. Will the impact of the program have a positive impact on the current mission of the institution?	Unable to Determine	Pg. 4
7. Will the program cover a significant percentage of the supply/demand gap?	N/A	Pg. 4
8. Will program be of necessary quality associated with baccalaureate degree?	YES	Pg. 4
9. Will program increase access rather than simply redistributing applicants?	Unable to determine intent of potential applicants	Pg. 4
10. Will program have adverse impact on public or independent providers?	Yes, If Program With FSU is Terminated	Pg. 4

USE OF RESOURCES		
11. Are there other programs within commuting distance with unused capacity?	YES	Pg. 5
12. Is there a cooperative program currently in place?	YES	Pg. 5
13. Has a cooperative program been proposed?	See 12. above	Pg. 5
14. Does the proposed program duplicate other programs currently within commuting distance or through distance learning?	YES	Pg. 5
15. Are there issues related to access/articulation that if resolved would preclude need for the proposed program?	YES	Pg. 5

IMPLEMENTATION		
16. Does proposal address steps necessary for accreditation?	YES	Pg. 6
17. Does the program adequately address other impacts or requirements associated with accreditation?	YES	Pg. 6
18. Is there performance data for accountability/evaluation?	YES	Pg. 6

ACCOUNTABILITY		
19. Is the program 120 hours in length	YES	Pg. 7
20. Does the program comply with common prerequisites?	YES	Pg. 7
21. Will the program be limited access?	No	Pg. 7
22. Proposed admissions requirements.	<ul style="list-style-type: none"> ▪ Licensed RN ▪ 2.5 GPA ▪ AA Degree or Equivalent ▪ Completion of prerequisites 	Pg. 7

COST EFFECTIVENESS		
23. Is the cost to the state less than other options? First Year Development - \$95,333 Initial \$ per FTE - \$9,042	NO	Pg. 8
24. Is the cost to the students less than other options?	YES	Pg. 8
25. Will program contribute significantly to meeting region workforce needs?	N/A	Pg. 8

ANALYSIS OF CRITERIA

ISSUE 1: NEED

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

- While a critical need for RNs could be established, a similar need for individuals with BSNs could not. Furthermore, those seeking such a degree in Chipola's district can do so by enrolling in one of several BSN programs offered via distance learning or at the Panama City branch of FSU.

- The Florida Agency for Workforce Innovation provided the following projections for the year 2001 through the year 2009 for Florida Workforce Region 3: Calhoun, Holmes, Jackson, Liberty, and Washington counties:

Fastest Growing Industries

1. Transportation by Air
2. Communications
3. Business Services
4. Auto Repair Services and Parking
5. Engineering and Management Services
6. Legal Services
7. Social Services

8. Building Materials and Garden Supplies
9. Agricultural Services
10. Health Services

Fastest Growing Occupations

1. Telephone and Cable TV Installer/Repairer
2. Teacher's Aide and Educational Assistant
3. Social Worker, Excluding Medical and Psych
4. Nursing Aide and Orderly
5. Teacher, Secondary School
6. Cashier
7. Textile Machine Operator
8. General Office Clerk

9. General Manager and Top Executive
10. Salesperson, Retail

Industries Gaining the Most New Jobs

1. Local Government
2. Health Services
3. Eating and Drinking Places
4. Social Services
5. Food Stores
6. Special Trade Contractors
7. General Contractors, Excluding Building
8. Communications
9. Membership Organizations
10. General Merchandise Stores

Occupations Gaining the Most New Jobs

1. Correction Officer and Jailer
2. Cashier
3. Salesperson, Retail
4. General Office Clerk
5. Nursing Aide and Orderly
6. Teacher, Secondary School
7. General Manager and Top Executive
8. Teacher's Aide and Educational Assistant
9. Textile Machine Operator
10. Food Preparation Server, Fast Food

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

- A shortage of BSN degree holders could not be established in Chipola's service area.

3. Is the need driven by proven student demand?

- Of last three years graduates, 96 individuals indicated an interest in entering a BSN program. Of the 36 currently enrolled RN students, most desire to seek BSN. However, as stated earlier there are distance learning programs available to these students.
- Based on surveys conducted by the institution, they suggest an initial enrollment of 30, and by January 2004, when both years of the upper-level program will be running concurrently, the enrollment should be over 60.

4. Has employer demand exceeded supply in the past? Is demand projected to exceed supply in the future?

- Employer demand for individuals with a BSN degree in Chipola's service workforce district could not be established.
- A representative of the Jackson County Chamber of Commerce estimated 50 job openings for RNs annually. However, the proposed program would not increase the number of available RNs.

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

- Chipola suggests that RN to BSN programs available to their students do not focus on rural health care, which is a need in their area.

SUMMARY

A critical need could not be established in Chipola's service area for individuals with a BSN degree. Individuals in Chipola's service district can enroll in several BSN programs available via distance learning. The college, however, states that these programs do not focus on rural health care. However, before establishing a new program, four-year institutions currently offering RN to BSN programs should be given the opportunity to work with Chipola in order to include a rural health care emphasis. In addition, Chipola should work with these institutions to address advising and mentoring concerns expressed by students.

ISSUE 2: POTENTIAL IMPACT

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

- Clearly, if the proposed program were approved, the mission of Chipola would be expanded. However, it is impossible to predict all the ramifications at this point in time.

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

- No gap could be established

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

a. Faculty

- Chipola proposes strict educational and professional requirements of applicant hired for the new positions necessary.

b. Facilities

- Chipola states that they already have adequate facilities to house the program and it will move into the school's new Health Sciences Building.

c. Curriculum

- Chipola has proposed a preliminary curriculum and has stated they will adopt the state's common course prerequisites for nursing programs.

d. Prerequisites

- Chipola has proposed a preliminary curriculum and has stated they will adopt the state's common course prerequisites for nursing programs.

e. Standards of field

- Several standards exist for health care professionals. The accrediting agencies reviewing Chipola's program also have standards and it is assumed that should Chipola's program be granted accreditation by these agencies, it would serve as an indicator of meeting standards in the field.

9. Will program increase access or redistribute applicants?

- Students applying to this program could be students who would have otherwise enrolled in one of the distance learning programs. However, it is impossible to predict the intentions of potential applicants.

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

- Yes, if program with FSU is terminated.

SUMMARY

While Chipola did appear to provide in their plan several mechanisms to ensure quality, the fact remains that a critical need for the program could not be established.

ISSUE 3: USE OF RESOURCES

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

- Yes:
 - FSU's Panama City Branch (60 miles from Chipola) offers the BSN

12. Is there a cooperative program currently in place?

- Yes, currently 10-12 Chipola students are enrolled in the BSN program via distance learning through FSU.

13. Has a cooperative program been proposed?

- See 12. above.

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

- a. Programs
 - The following institutions have BS programs in Nursing – FSU, UWF, FAMU, and Barry University
- b. Distance Learning
 - The Florida virtual campus also lists BSN degrees via distance learning at FSU, UCF, and USF.

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

- Yes, a major theme in Chipola's stated that while their students could enroll in FSU's BSN program via distance learning, that the program did not focus on rural health care and furthermore students enrolled in the program expressed concerns about advising and mentoring. However, these issues do not necessarily constitute a need for a new program if these issues can be resolved in a cooperative way between FSU and Chipola.

SUMMARY

Chipola students currently have access to several BSN programs. For those enrolling in the FSU program via distance learning, concerns have been expressed regarding the lack of emphasis in the program on rural healthcare, as well as advising and mentoring concerns. However, these issues seem readily solved through cooperation between FSU and Chipola.

ISSUE 4: IMPLEMENTATION

16. Does proposal address steps necessary for accreditation?

- Chipola has developed a timeline to seek SACS accreditation.

17. Does the program adequately address other impacts or requirements associated with accreditation?

- The current Associate degree in Nursing at Chipola is not accredited with the National League for Nursing (NLN).
- The Southern Association of Colleges and Schools (SACS) reaffirmed its accreditation of the college in 1998. Based on subsequent follow-up correspondence there are no issues outstanding that would negatively impact this proposal.

18. Is there performance data for accountability/evaluation?

According to the 2001 Articulation report compiled by the Department of Education, state university grade point averages of Chipola CC transfers generally compare favorably to the average GPA for all community college transfers.

	CJC Transfers Mean GPA			Average GPA for All CC Transfers		
	1996	1997	1998	1996	1997	1998
FAMU	2.91	2.94	2.91	2.75	2.72	2.96
FSU	2.80	2.85	2.94	2.80	2.78	2.75
UF	2.85	2.94	2.96	2.86	2.85	2.85
UWF	2.80	2.85	2.72	2.86	2.84	2.83

- Chipola proposes the following measures:
 - GPA
 - Completion Rate
 - Job Placement
 - Licensure Rate

SUMMARY

Chipola appears to have provided a clear timeframe and plan for achieving accreditation. They also have developed several performance and accountability measures.

ISSUE 5: ACCOUNTABILITY

19. Is the program 120 hours in length?

- Yes

20. Does the program comply with common prerequisites?

- Yes

21. Will the program be limited access?

- It will be limited access in the fact that there is a 2.5 GPA required for admission.

22. Proposed admissions requirements

- Licensed RN
- 2.5 GPA
- AA Degree or Equivalent
- Completion of prerequisites

SUMMARY

The proposed program appears to be consistent with the curriculum in place in the state universities.

ISSUE 6: COST EFFECTIVENESS

23. Is the cost to the state less than other options?

Amount Requested for First Year Development - \$95,333
 Amount Requested for Enrollment (second year)– \$203,440

Projected Number of FTE – 22.5

Initial Cost per FTE - \$9,042
SUS COST per FTE (upper level) - \$7,635
Independent Institutions (FRAG) - \$2,686

24. Is the cost to the students less than other options?

Chipola Tuition - \$50
SUS (average matriculation per credit hour) - \$55.67
Independent Institutions (average annual tuition) -\$459 (less FRAG)

25. Will program contribute significantly to meeting region workforce needs?

A regional need for individuals with BSN degrees could not be established.

SUMMARY

The cost per FTE of the Chipola program is greater than that in the public four-year institutions. Furthermore, the programs are already offered to Chipola students via distance learning, thus involving no additional cost.

**CHIPOLA COMMUNITY COLLEGE
BACCALAUREATE DEGREE PROPOSAL
BACHELOR OF ARTS IN SECONDARY EDUCATION**

STAFF RECOMMENDATION

This proposal should not be approved at this time. A cooperative program with FSU's Panama City Branch and other potential public and independent providers should be pursued with the assistance of the Division of Colleges and Universities and if not achieved within one year, this proposal should be resubmitted.

Science, Math, Engineering, and Technology (SMET) teachers are classified as a critical shortage in Education in Florida. However, figures could not be produced to show that the districts served by Chipola are currently experiencing a shortage. Rather, difficulties in hiring were often attributed to budget shortages and competition with larger districts. It is also recognized that often times teachers in small districts are indigenous to the area due to district cost differentials. Therefore, it is the recommendation of the Council that Chipola pursue a cooperative program with a four-year institution to offer teaching degrees in science, mathematics, engineering, and technology.

Chipola states that they are unsure if they will have sufficient student demand to fill four separate areas, however it is the view of the Council that this mechanism of program offering be pursued first before a separate bachelor degree program is approved at Chipola.

Special attention should be given to developing a cooperative program utilizing the FSU Panama City site. FSU officials state they already have a Secondary Education program at this campus and certification programs in Science, Math, Engineering, and Technology could be added. If efforts to develop such a cooperative program do not make progress in the coming year, then Chipola should resubmit their proposal.

ISSUE MATRIX

NEED		
1. Is the need in an area of critical concern?	YES	Pg. 3
2. Is the need large, reflecting a significant shortage?	NO	Pg. 3
3. Is the need driven by proven student demand?	NO	Pg. 3
4. Has employer demand exceeded supply in the past? Is demand projected to exceed supply in the future?	NO	Pg. 3
5. Is the need primarily related to programmatic content, nature of delivery system, or other?	Nature of Delivery System And Program Content	Pg. 4

POTENTIAL IMPACT		
6. Will the impact of the program have a positive impact on the current mission of the institution?	Unable to Determine	Pg. 5
7. Will the program cover a significant percentage of the supply/demand gap?	N/A	Pg. 5
8. Will program be of necessary quality associated with baccalaureate degree?	YES	Pg. 5
9. Will program increase access rather than simply redistributing applicants?	Unable to determine intent of potential applicants	Pg. 9
10. Will program have adverse impact on public or independent providers?	Unable to determine intent of potential applicants	Pg. 9

USE OF RESOURCES		
11. Are there other programs within commuting distance with unused capacity?	YES	Pg. 6
12. Is there a cooperative program currently in place?	NO	Pg. 6
13. Has a cooperative program been proposed?	NO	Pg. 6
14. Does the proposed program duplicate other programs currently within commuting distance or through distance learning?	YES	Pg. 6
15. Are there issues related to access/articulation that if resolved would preclude need for the proposed program?	YES	Pg. 6

IMPLEMENTATION		
16. Does proposal address steps necessary for accreditation?	YES	Pg. 7
17. Does the program adequately address other impacts or requirements associated with accreditation?	NO	Pg. 7
18. Is there performance data for accountability/evaluation?	YES	Pg. 7

ACCOUNTABILITY		
19. Is the program 120 hours in length	YES	Pg. 8
20. Does the program comply with common prerequisites?	YES	Pg. 8
21. Will the program be limited access?	NO	Pg. 8
22. Proposed admissions requirements.	<ul style="list-style-type: none"> ▪ Completion of prerequisites ▪ 2.5 GPA ▪ AA Degree or Equivalent 	Pg. 8

COST EFFECTIVENESS		
23. Is the cost to the state less than other options? First Year Development - \$153,333 Initial \$ per FTE - \$9,042	NO	Pg. 9
24. Is the cost to the students less than other options?	YES	Pg. 9
25. Will program contribute significantly to meeting region workforce needs?	N/A	Pg. 9

ANALYSIS OF CRITERIA

ISSUE 1: NEED

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

- SMET teachers are classified as critical shortage areas in Education in Florida.
- The Florida Agency for Workforce Innovation provided the following projections for the year 2001 through the year 2009 for Florida Workforce Region 3: Calhoun, Holmes, Jackson, Liberty, and Washington counties:

Fastest Growing Industries

1. Transportation by Air
2. Communications
3. Business Services
4. Auto Repair Services and Parking
5. Engineering and Management Services
6. Legal Services
7. Social Services

8. Building Materials and Garden Supplies
9. Agricultural Services
10. Health Services

Fastest Growing Occupations

1. Telephone and Cable TV Installer/Repairer
2. Teacher's Aide and Educational Assistant
3. Social Worker, Excluding Medical and Psych
4. Nursing Aide and Orderly
5. Teacher, Secondary School
6. Cashier
7. Textile Machine Operator
8. General Office Clerk

9. General Manager and Top Executive
10. Salesperson, Retail

Industries Gaining the Most New Jobs

1. Local Government
2. Health Services
3. Eating and Drinking Places
4. Social Services
5. Food Stores
6. Special Trade Contractors
7. General Contractors, Excluding Building
8. Communications
9. Membership Organizations
10. General Merchandise Stores

Occupations Gaining the Most New Jobs

1. Correction Officer and Jailer
2. Cashier
3. Salesperson, Retail
4. General Office Clerk
5. Nursing Aide and Orderly
6. Teacher, Secondary School
7. General Manager and Top Executive
8. Teacher's Aide and Educational Assistant
9. Textile Machine Operator
10. Food Preparation Server, Fast Food

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

- Data could not be found to constitute a significant shortage. The Florida Industry and Occupational Employment Projections for Workforce Development Region 3, Chipola's district, shows projected employment through 2008 for secondary school teachers to be 169, or 28 per year.
- Chipola reported that the total estimated number of job openings from the five-county district, as reported by secondary school personnel, is in excess of 30 per year. Three districts wrote letters in support of these programs. However, school districts served by Chipola could not produce figures indicating a significant shortage. This was in large part due to the small size of these districts and the size of their teaching staffs. Officials from these districts did indicate difficulties hiring individuals to fill openings in math and science due to the inability to compete with larger districts in terms of salary dollars. These districts did, however, indicate that they will be losing some teachers to the DROP program over the next few years but could not offer figures substantiating that they would not be able to fill those positions.

3. Is the need driven by proven student demand?

- Chipola has a database of over 95 students interested in enrolling. Many are teacher aides with an AA degree.
- In 2000, Chipola conducted a survey to determine the baccalaureate degrees most in demand in the district. Over 215 respondents indicated a desire to obtain a BASSE. The results of the survey are available if needed.
- It is important to note that surveys conducted on Chipola's web site and used in their projections stated that "The University Center @ Chipola Junior College is exploring the possibility of offering a Bachelor's degree in Secondary School Education (Middle and High School) in the near future on Chipola's campus. The University of West Florida already offers Bachelor's degrees in Special and Elementary Education on Chipola's campus. Of course, university personnel teach the classes and the UWF awards the degrees for the Special and Elementary programs." The wording seems misleading leading students to believe that UWF faculty would be teaching the courses as they do in the Special and Elementary Education programs.

4. Has employer demand exceeded supply in the past? Is demand projected to exceed supply in the future?

- Districts indicated that they will be losing some teachers to the DROP program over the next few years but could not offer figures substantiating that they would not be able to fill those positions. One district did supply data suggesting that in the next few years they will lose 4 math teachers and 6 science teachers to drop and have relatively few applications on hand. However, since those positions have yet to become open and advertised, the number of applications

on hand do not accurately represent response rates to these positions. Another district stated that of the 10 positions that will come open as a result of DROP, that they estimate they will have difficulty filling half of them. But they stated that this was due to District Cost Differentials.

- A representative of the Jackson County Chamber of Commerce estimated 35 to 40 openings per year for Secondary teachers.

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

- Chipola suggests that due to the economically depressed nature of their area, students cannot travel to obtain bachelor degrees at other institutions. Furthermore, Chipola's proposed program combines four different disciplines (science, math, engineering, and technology). Other institutions do not have such a combined program.

SUMMARY

While SMET teachers have been classified as a critical shortage area for education, it could not be established that there is a critical shortage in the districts served by Chipola. While two counties could project numbers of anticipated openings, the anticipated difficulty of filling them appeared more related to District Cost Differentials and the difficulties competing with larger districts for applicants. Furthermore, no efforts have been made to develop a cooperative program with a four-year institution to offer secondary education degrees.

ISSUE 2: POTENTIAL IMPACT

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

- Clearly, if the proposed program was approved, the mission of Chipola would be expanded. However, it is impossible to predict all the ramifications at this point in time.

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

- No gap could be established

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

- a. Faculty
 - Chipola proposes strict educational and professional requirements of applicant hired for the new positions necessary.
- b. Facilities

- Chipola states that they already have adequate facilities to house the program and no new facilities will need to be constructed.
- c. Curriculum
- Chipola has proposed a preliminary curriculum and has stated they will adopt the state's common course prerequisites for education programs.
- d. Prerequisites
- Chipola has proposed a preliminary curriculum and has stated they will adopt the state's common course prerequisites for education programs.
- e. Standards of field
- The accrediting agencies reviewing the Chipola program have certain standards.

9. Will program increase access or redistribute applicants?

- Chipola is targeting this program to students who would not have otherwise been able to enroll in a secondary education program. However, it is impossible to predict the intentions of potential applicants.

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

- This question is also impossible to quantify because it depends on the answer to the previous question.

SUMMARY

While Chipola did appear to provide in their plan several mechanisms to ensure quality, the fact remains that a critical need for the program could not be established. Furthermore, a cooperative program has not been pursued and should be before an independent program is approved at Chipola.

ISSUE 3: USE OF RESOURCES

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

- Yes:
 - FSU's Panama City Branch (60 miles from Chipola) offers a secondary education program. While certification in SMET areas is not currently available, FSU officials say such areas could be added.

12. Is there a cooperative program currently in place?

- No

13. Has a cooperative program been proposed?

- No

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

a. Programs

- While a single program combining SMET is not available, the following programs offer duplicate certification
 - Florida State University – Bachelors in Mathematics Teacher Education; Bachelors in Science Teacher Education; Bachelor in Secondary Science/Math Teacher Education
 - University of West Florida – Bachelors in Mathematics Teacher Education; Bachelors in Science Teacher Education
 - Florida A&M University - Bachelors in Mathematics Teacher Education; Bachelors in Science Teacher Education
 - Flagler College – Bachelors in Secondary Teacher Education

b. Distance Learning

- No distance learning programs are currently offered

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

- FSU has suggested that they could add SMET certification areas to their existing secondary education program at their Panama City location.

Chipola Students Taking Education Courses 1994-1997

	Took Ed. Courses	Earned AA	Trans. To SUS	Earned AA	Earned Ed. BA
1994-1995	22	12 (55%)	4 (18%)	0 (0%)	0 (0%)
1995-1996	14	11 (79%)	9 (64%)	5 (36%)	4(29%)
1996-1997	33	16 (48%)	15 (46%)	2 (6%)	2 (6%)

SUMMARY

While no program combining SMET is offered, FSU has stated that they could add these certification areas to their existing secondary education program at their Panama City branch.

ISSUE 4: IMPLEMENTATION

16. Does proposal address steps necessary for accreditation?

- Chipola has developed a timeline to seek SACS accreditation.

17. Does the program adequately address other impacts or requirements associated with accreditation?

- It is still unclear if such a combined SMET program will pose problems for students seeking certification in these areas. However, beginning in July 2002 individuals can take subject area exam. Must have minimum of bachelors to take it, and if pass will receive temporary certification.
- The Southern Association of Colleges and Schools (SACS) reaffirmed its accreditation of the college in 1998. Based on subsequent follow-up correspondence there are no issues outstanding that would negatively impact this proposal.

18. Is there performance data for accountability/evaluation?

- Chipola proposes the following measures:
 - GPA of graduates compared to GPA in state universities for graduates from similar programs.
 - Completion data – number of completions, per cent completion, dropout rate, etc.
 - Results of the Florida Teachers' Exam.
 - Certification data.
 - Job placement upon graduation from Chipola's BASSE program.

SUMMARY

Chipola appears to have provided a clear timeframe and plan for achieving accreditation. They also have developed several performance and accountability measures.

ISSUE 5: ACCOUNTABILITY

19. Is the program 120 hours in length?

- Yes

20. Does the program comply with common prerequisites?

- Yes

21. Will the program be limited access?

- The program is not limited access, because Section 240.529, F.S. requires a 2.5 GPA for admission into state approved teacher education programs.

22. Proposed admissions requirements

- Completion of prerequisites
- 2.5 GPA
- AA Degree or Equivalent

SUMMARY

The proposed program appears to be consistent with the curriculum in place in the state universities.

ISSUE 6: COST EFFECTIVENESS

23. Is the cost to the state less than other options?

Amount Requested for First Year Development - \$155,333
Amount Requested for Enrollment (second year)– \$203,440

Projected Number of FTE – 22.5

Initial Cost per FTE - \$9,042
SUS COST per FTE (upper level) - \$7,635
Independent Institutions (FRAG) - \$2,686

24. Is the cost to the students less than other options?

Chipola Tuition - \$50
SUS (average matriculation per credit hour) - \$55.67
Independent Institutions (average annual tuition) -\$459 (less FRAG)

25. Will program contribute significantly to meeting region workforce needs?

A current critical shortage of SMET teachers in the school districts served by Chipola could not be established.

SUMMARY

The cost per FTE of the Chipola program is greater than that in the public four-year institutions. Furthermore, FSU has proposed that SMET certification areas could be added to their existing secondary education program at their Panama City branch. The cost of such an action has not yet been calculated but should be explored before a new degree program at Chipola is approved.