

## COMMUNITY COLLEGE BACCALAUREATE DEGREE PROPOSAL EVALUATION

**The proposals of several community colleges to undertake programs resulting in the granting of baccalaureate degrees is an important issue – because it has significant implications and potential impact on Florida’s new K-20 system of education. It should not be taken lightly – and deserves thorough and rigorous evaluation.**

The Legislature enabled community colleges to submit proposals to grant baccalaureate degrees with regard to specific needs/areas of instruction.

This was done in the same legislative session in which the new K-20 education system was approved – which is currently settling into place with full implementation to be effective January 2003. **Two major goals of the new K-20 system are to:**

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

**The desirability of moving ahead with approval and implementation of the programs that have been proposed should depend on several factors – as follows:**

- **The need for the program and quality of the proposals submitted by the community colleges** – in terms of:
  - Validity and importance of the identified need and the factors that contribute to the need.
  - Ability to significantly address the identified need.
  - The quality of the program including the curriculum and availability of resources to meet the identified need.
  - How the proposed program will strengthen the overall K-20 system.

- **The evaluation and recommendation by CEPRI** – which will involve ensuring that:
  - There is a real need – which is important enough to implement a major change to the overall system.
  - The proposed program is the most cost-effective means available to meet the need.
  - The proposed programs are of the necessary quality.
  - The proposed programs meet the accountability criteria.
  - The proposed programs strengthen rather than fragment the K-20 system.
  
- **The final decision by the State Board** – particularly with regard to:
  - The impact of achieving goals of the overall system.
  - The issue of timing – whether this is the right time to incorporate such a change.

**Consideration of the proposed programs should be driven by their potential positive impact on students, meeting of workforce needs, and the potential to strengthen and improve the K-20 system.** Approval should not be granted just because the Legislature has:

- Enabled such proposals to be submitted.
- Allocated funds to be used to start up and achieve accreditation of such programs, if approved.

## **MATRIX OF CRITERIA**

**A matrix of criteria will be used in evaluating such proposals** – both those that have been submitted as well as those that may be submitted in the future. The criteria need to ensure that the right decisions are made for the right reasons – including:

- The potential impact on existing public and private programs.
  - There are no four-year institutions, public or private, in Chipola's district.
  - These programs are proposed to serve those graduates who cannot commute or move to a university, so they do not continue in a public or private institution. There will be little or no impact on public and private programs.
  
- What will make the overall system stronger and best able to meet student and workforce needs.

The Chipola proposal will make the overall system stronger by meeting student and workforce needs. The SUS programs now in place clearly do not meet the needs of the underserved population in Chipola's district.

### **The criteria focus on the following key questions:**

- **NEED – is the identified need real and important?**
  - Is the need in an area of critical concern?
    - Yes.
    - Nursing Shortage –
      - Well-documented critical nursing shortage in Chipola's district, the state, and nationally.
      - To address the shortage of RN's, it will be necessary to hire more BSN and MSN prepared instructors. BSN's can teach in 2-year RN programs for five years while they work toward a MSN degree.
      - Graduates from Chipola's RN program are well served by the student centered Health Science program. FSU delivers an on-line BSN degree. A few RN's from our area have enrolled in that program. There is virtually no contact with the on-line faculty, no mentoring of the student, no instructor office hours, no student services, etc.

- In this large five-county district there are many health care issues that are unique to poor, rural areas. The BSN program at Chipola will have an emphasis on rural health care and will be much more appropriate for area residents than the FSU on-line program.
    - Jackson Hospital is likely to build their new hospital on the grounds of Chipola. This proximity and cooperation will benefit the BSN program as well as the current RN program.
  - Secondary School Education – address the shortage of Math, Science, and Technology teachers.
    - There is a critical shortage of mathematics, science and technology secondary school teachers in Chipola's district, the state and the nation.
    - The Secondary School Education degree would provide the core of courses required for certification and students could take math, science, and technology content courses to certify them in their field of interest.
  - Business Administration– Critical concern for area businesses.
    - Because this area has been continuously classified as economically depressed by the Federal and State Government, Jackson County is one of thirty rural areas nationwide to be designated as a Federal Rural Enterprise Community and is also a Florida State Enterprise Zone. Federal funds have been allocated to Jackson County to stimulate industry and commerce. Delivery of these baccalaureate degrees will provide the educated work force needed to make the JCDC efforts fruitful.
  - Jackson County has been designated as a depressed area by OTTED. Efforts to attract business and industry to the area have been hampered by the absence of a well-educated workforce from which to recruit. An increase in the number of graduates with BS degrees in Business Administration will address that issue.
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- Is the need large – reflecting a significant shortage and/or opportunity?
    - Yes.

- Over 50% of Chipola graduates do not continue their education beyond a two-year degree. When half of the AA graduates from a community college are not served by existing universities, the need is large.
- Is the need driven by proven student demand?
  - Yes.
  - BSBA – Database of over 100 students interested in enrolling. Over half of Chipola's business majors indicate that they would enroll if given the opportunity.
  - BASSE – Database of over 95 students interested in enrolling. Many are teacher aids with an AA degree.
  - BSN – 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. We will be taking in another class beginning January 2003.
- Has employer demand exceeded supply for the past five years? Is need projected to exceed supply for the next five years?
  - Yes. Information gathered from business leaders, school personnel, and health facilities indicates that demand did and will exceed supply in each category.
- Is the need primarily related to programmatic content, the nature of the delivery system, or other factors?
  - Programmatic content.
  - The need for the BSN is related more to the nature of the delivery system. Area students indicate a lack of interest in on-line degrees which provide no mentoring, interaction, and slow progress to degree.
- **POTENTIAL IMPACT – will the proposed program significantly reduce the identified need?**
  - What impact would this program have on the current mission of the institution?
  - Chipola Junior College is the only postsecondary institution in a large, poor, rural district of northwest Florida. For over fifty years, Chipola's mission has been to provide area residents with access to the first two years of a college education. Unfortunately, over 50 % of Chipola's graduates do not

continue their education because of financial, family, or job constraints.

- The Mission of Chipola is to provide accessible, affordable, quality educational opportunities to the residents of its five-county district, to create a student-oriented atmosphere of educational excellence and maintain an intellectual environment which inspires the full development of each individual's goals, abilities, and interests, and to empower faculty members to establish and achieve the highest possible standards.
  - The current mission of the college will be expanded to include delivery of special Baccalaureate programs to underserved students in Chipola's district. Chipola will continue to fulfill the mission of a community college in an exemplary way. The student-centered climate, student support services network, faculty-educators, small classes, and sense of community that have traditionally contributed to the success of students enrolled in two-year programs at Chipola will be extended and adapted to the BASSE, BSBA, and BSN programs.
- What percent of the gap between supply and demand will the proposed program address?
- Very close to 100%.
  - We will accept all qualified applicants into the programs. So the demand by students for these programs will be largely satisfied.
  - The graduates of these programs will meet the demands of employers in the district on an ongoing basis.
- Will the proposed program be of necessary quality associated with a baccalaureate degree – in terms of:
- **Faculty** – Chipola intends to meet and exceed the SACS criteria for faculty. SACS requires that 25% of courses in the major be taught by faculty with terminal degrees. In Chipola's proposed Baccalaureate programs the number will be closer to 50%. In addition, Chipola intends to continue to employ approximately 95% fulltime faculty educators rather than rely heavily on adjunct instructors.
  - **Facilities** – The proposed programs will be provided with facilities of superior quality. The BSN program will be housed in the new Health Sciences building. This building will be equipped with state-of-the-art equipment and will be completed in August 2002. There

is ample room for the BSN program faculty, students, labs, and classrooms.

- In August 2002 Chipola's Business Department will move into their newly renovated building. This building will include ample office and classroom space. In addition, several up to date computer lab/classrooms and a lecture hall that seats 108 will be available for the BSBA program.
- **Curriculum**
- Prerequisites – The prerequisites for each program will be the same as those required in exemplary programs in Florida's universities. Florida's common course numbering assures that these prerequisites will contain the same content.
- Standards of the field – In addition to seeking accreditation from SACS for Chipola's Baccalaureate programs, official approval will be sought from NCATE, BON, and ACBSP as well. The curriculum for each degree will satisfy all state requirements and will be modeled on exemplary programs in Florida's state universities.
- Will the program increase access or redistribute the current pool of applicants?
  - The programs will increase access for the underserved population in Chipola's district. Over 50% of Chipola's graduates do not continue their education beyond the two-year degree. Because of family, financial, work, and other restraints, these graduates cannot commute or move to a university. These citizens are not currently enrolled in another baccalaureate program, so these programs will provide a feasible path to a bachelor's degree of this underserved population.
- Will the program have an adverse impact on existing public and independent providers?
  - No. It is anticipated that most students who will enroll in these proposed programs would be Chipola graduates who have been unable to continue their education beyond the AA or AS degree. They have not been able to commute to public or independent institutions. The existing public and independent providers have not met the needs of this underserved population and will not experience an adverse impact.

**USE OF RESOURCES – is the proposed program the most effective way to use the combined resources of the overall K-20 system?**

- Are there existing programs within commuting distance which have unused capacity? No
  
- Is there a cooperative program with a four-year institution currently in place? How effective has it been and can it be improved?
  - There is no cooperative BASSE or BSBA program with a four-year institution. Attempts have been made to work with universities in northwest Florida to bring these degrees to our campus. No institution has agreed to do so.
  - FSU delivers an on-line BSN degree. This program has not been as effective as hoped.
  
- Has a cooperative program been proposed by the community college or by another institution – and likely to be implemented? Can such a program be offered more efficiently than the proposed program? No.
  
- Does the proposed program duplicate programs offered by other institutions within commuting distance (~~70 miles/60 minutes~~) or through distance learning? No
  
- Are there issues related to access/articulation that, if resolved, would preclude the need for the proposed program? No.
  
- **IMPLEMENTATION – can the proposed program be implemented in a timely and effective manner?**
  - Does the proposal adequately address the steps necessary to achieve the necessary accreditation (i.e., regional accreditation, and where available, specialized accreditation) in a timely manner?
    - Yes – See detailed objectives in full proposal.
  - Does the proposal adequately address any other impacts or requirements on the community college that may be associated with accreditation or baccalaureate degree programs?
    - Yes
  - Is there clear provision for compilation and reporting of measurable performance data for accountability/evaluation?  
Yes



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

- Is the program 120 hours in length or will it require FBOE approval for additional hours?
  - Yes.
- Does the program comply with common prerequisites and other applicable requirements of state articulation agreements?
  - Yes.
- Will the program be limited access? If so, does it comply with statutory requirements and FBOE policy on limited access?
  - Yes
- What are the proposed admission requirements?
  - BASSE – 2.5 GPA, an AA\* and completion of prerequisites.
  - BSBA – 2.5 GPA, an AA\* and completion of prerequisites.
  - BSN – Licensed RN, 2.5 GPA, an AA\* and completion of prerequisites.

\* Or 60 hours and satisfaction of all general education requirements.

➤ **COST EFFECTIVENESS – will the proposed program contribute to the most cost effective use of systemwide resources and meeting of workforce needs?**

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

State Universities                      \$7,630 (upper-level cost for 2001-02)

Independent Universities    \$2,690 (FRAG 2001-02)

- The full incremental cost will be approximately \$2900.
- The implementation of these programs will not require building, renovating, or equipping facilities. The only exception is the request for a computer lab for the BASSE program.
  - Is the cost to the student less than with other available alternatives?

State Universities	\$56 average matriculation fee per credit hour (2001-02)
Independent Universities	\$14,073 average annual tuition or \$469.10 per credit hour

- The cost to Chipola's students will be \$50 matriculation fee per credit hour.

- Will the proposed programs contribute significantly to meeting important workforce needs in the service region and, if appropriate, throughout the State? Yes

➤ **Summary**

- In light of all information provided, summarize the net value added through the proposal program for the delivery of baccalaureate education.
- SB1162, Section 35 states, "It is the intent of the Legislature to further expand access to baccalaureate degree programs through the use of community colleges apply (sic) this concept in the creation and funding of a program that supports local economic development and responds to public demand for increased access to baccalaureate degrees in areas of the state that are underserved by 4-year institutions."
  - The proposed degrees in Business Administration (BSBA), Nursing (BSN), and Secondary School Education (BASSE) support local economic development. A better-educated work force will attract more industry, provide better health care, and improve the K-12 system in the area. The citizens of this poor, rural area that has been designated as a National and State Rural Enterprise area will benefit from higher salaries and better job opportunities.
  - Each of the three degrees responds to public demand from local workforce boards, business and industry, chambers of commerce, and potential students. The full proposal documents this demand through state occupational employment and economic reports, letters from business, industry, educational institutions, and chambers of commerce, and with a large database of students who have indicated their intention to enroll in Chipola's baccalaureate programs.
  - Since approximately 50% of Chipola's graduates do not continue their education, it is clear that the citizens of Chipola's district are underserved by 4-year institutions, even those in neighboring districts. There are no 4-year institutions in the district.

- The Matrix of Criteria focuses on need, potential impact, use of resources, implementation, accountability and cost effectiveness.
  - Need – is the identified need real and important?
    - Over 50% of Chipola’s graduates cannot commute or move to a 4-year institution and, therefore, do not continue their education beyond a 2-year degree. The success of the University Center at Chipola Junior College attests to that.
      - The University Center collaborates with universities to deliver Criminal Justice, Special/Elementary Education, and Social Work bachelor’s degrees on Chipola’s campus. The response has been excellent and is evidence of the unmet need and enthusiasm for these opportunities on Chipola’s campus. Over 200 students are currently enrolled in University Center programs. Student comments on satisfaction surveys are typically in this vein: “Thank you so much for bringing this to Chipola! This is a Godsend. There is no way I could ever have gotten a bachelor’s degree any other way.”
      - Attempts were made to attract universities to deliver the BASSE and BSBA program at Chipola. Unfortunately, no cooperative agreement could be reached that would serve the needs of students in Chipola’s district.
      - FSU delivers an on-line BSN program and some RN’s have enrolled. Lack of mentoring, interaction with students, instructor office hours, a full schedule of classes, etc. make this program less than ideal for area RN’s. The BSN program that Chipola wishes to implement will have a strong focus on rural health care and the issues associated with that.
    - BSN – There is a critical shortage of nurses locally, statewide, and nationally. Because of the required ratio of instructors to students, more BSN and MSN prepared nurses will be needed to teach in nursing programs.
    - BASSE – There is a critical shortage of secondary math, science, and technology teachers locally, statewide, and nationally.
    - BSBA – Jackson County has been designated as a Federal and State Rural Enterprise zone and a depressed area by OTTED. Efforts to attract business and industry to the area have been hampered by the absence of a well-educated workforce from which to recruit. An increase in the number of graduates with BS degrees in Business Administration will address that issue.

- Student databases indicate a strong demand for all three proposed degrees. Over 100 BSBA, 96 BSN, and 95 BASSE potential students have indicated their intent to enroll in those programs if Chipola is authorized to offer them.
  - For the past five years and the next five years, need exceeds supply for graduates of these programs in Chipola's district. In addition, the existence of well a well-qualified workforce should actually increase the demand in the future.
- Potential Impact – will the proposed programs significantly reduce the identified need?
  - The BASSE, BSBA and BSN address the three areas of need indicated by workforce development boards, local businesses and industry, local chambers of commerce, and potential students. Offering those degree programs will significantly reduce the identified need.
  - Chipola's mission will not adversely impacted. Rather, the mission will be extended to include the delivery of these baccalaureate degrees to citizens in Chipola's district.
  - Chipola has a long tradition of academic excellence. Much of this excellence is due to the approximately 95% fulltime faculty educators. Chipola will continue this tradition in its baccalaureate programs. Chipola intends to exceed SACS criteria for faculty qualifications in baccalaureate program.
  - There are ample facilities, technology resources, and student support services to accommodate these programs. The BSN program will be located in the new Health Sciences building, the BSBA program will be located in the newly renovated Business Department building, and the BASSE program will be located in the University Center facility.
  - The curriculum of each program is modeled after the curriculum offered in exemplary programs in Florida's state universities.
  - The prerequisites are the same as those required in exemplary programs in Florida's state universities.
  - Most of the students who will enroll in Chipola's baccalaureate programs will be those who would never commute or move to a university. These are not students that 4-year institutions are successful in recruiting, so there should be no adverse effect on existing public and independent providers. These programs will truly increase access.

- Use of Resources – are the proposed programs the most effective way to use the combined resources of the overall D-20 system?
    - Yes. This is a cost effective way to deliver these degrees to an underserved population in a poor, rural district of Florida. The existing programs in Florida’s SUS have not met the need in the past and there is no reason to think that they will meet the need in the future.
  - Implementation – Can the proposed program be implemented in a timely and effective manner?
    - Yes. The full proposal from Chipola contains Objectives for the implementation of all three programs. Included are the plans for submitting the Application for Substantive Change to SACS, hiring of faculty, development of curriculum, marketing and recruitment efforts, etc.
  - Accountability – Does the proposed program comply with statutory requirements regarding time-to-degree, articulation, and access?
    - Yes
  - Cost Effectiveness – will the proposed program contribute to the most cost effective use of system-wide resources and meeting of workforce needs?
    - The full incremental cost will be approximately \$2900.
    - The cost to students will be \$50 matriculation fee per credit hour.
    - The implementation of these programs will not require building, renovating, or equipping facilities. The only exception is the request for a computer lab for the BASSE program.
- Two major goals of the new K-20 system are to:
- Provide a more seamless & student centered approach to achieving a high level of learning.
  - Achieve a more coordinated and cost effective use of available resources.

The Chipola proposal clearly will contribute to the realization of those goals.