

**Florida College System Task Force & State College Pilot Project Joint Meeting  
October 2, 2008**

**Task Force Members**

Eric Smith, Commissioner, Florida Department of Education  
David Armstrong, President, Broward College  
Charles Dassance, President, Central Florida Community College  
Judy Genshaft, President, University of South Florida  
Dennis Gallon, President, Palm Beach Community College  
Arthur Kirk, President, St. Leo University  
Dean Colson, Special Advisor to Governor Charlie Crist  
Katherine Johnson, President, Pasco Hernando Community College  
Ann McGee, President, Seminole Community College  
Steven Wallace, President, Florida Community College at Jacksonville  
William Law, President, Tallahassee Community College  
\*Gary Holkono, Vice Chancellor Academic Affairs, Keiser University (in for Art Keiser, Chancellor)

**Pilot Project Members**

Kenneth Walker, President, Edison State College  
Eileen Holden, President, Polk Community College  
Kent Sharples, President, Daytona State College  
Edwin Massey, President, Indian River State College  
Eduardo Padron, President, Miami Dade College  
Carl Kuttler, President, St. Petersburg College  
James Richburg, President, Northwest Florida State College  
Gene Prough, President, Chipola College  
Jackson Sasser, President, Santa Fe College

**Others Present**

Will Holcombe, Chancellor, Division of Community Colleges  
Judith Bilsky, Executive Vice Chancellor, Division of Community Colleges  
Kasongo Butler, Assistant Chancellor, Division of Community Colleges  
Dick Richardson, Consultant & Professor, New York University  
Ashkay Desai, Member, State Board of Education

**Richardson Presentation: Higher Education Systems in Transition**

- Divide “rules” into six categories (will discuss four of them—see handout)
  - System Design (Table 1): at center of effort, relationship between government & higher education, planning, how authority is exercised, private & non-baccalaureate institution role
    - Mission/Vision/Governance Workgroup
    - Closely related to duties of Baccalaureate Approval Process Workgroup
  - State Leadership (Table 2): how state government chooses to have authority over public institutions, rules used to influence higher ed professionals to pursue goals & priorities defined by elected officials as public interest, operational flexibility
    - Do rules for approval of baccalaureates need more oversight than approval of associates?
    - Mission/Vision/Governance Workgroup
  - Access & Achievement (Table 3): access to baccalaureates, assess learning outcomes & coordinate student transitions
    - Becoming a State College Workgroup
    - State doesn’t want to sacrifice articulation, remedial programs or access for more baccalaureates
    - Workgroup members need to spend much time worrying how to keep valued rules in effect as developing new rules
  - Fiscal Policies (Table 4): strategies used to allocate financial support governments provide directly to institutions, public support for private institutions, authority to establish tuition and fees, basis for funding research universities and use of low-cost non-baccalaureate institutions
    - Funding Options Workgroup

- How will you fund cost of upper-division instruction in a way that reflects savings over cost for similar degree in SUS, but still take into account additional costs you will incur?
- Mistake states make in system changes: not recognizing range of rules to be addressed—governance is last thing to look at
- System must be created to serve people
- States that have recently changed rules as well as 1 that has tried and failed may be of some value:
  - Indiana
    - Had one of lowest participation rates in higher education
    - Universities working with rural & agricultural interests were successful in blocking comprehensive community colleges (CC)
    - After unsuccessful marriage between 2-year institution & comprehensive CC, state universities were required to accept 2-year institution courses/degrees
      - Undoubtedly copied from FL 2+2 system
    - State has single board that governs all campuses
  - Washington & Texas
    - Large CC systems that currently have pilot projects (3 in TX, 4 in WA)
    - Neither have reached point where they are involved in changing system rules to reflect emergence of new type of institution
  - Illinois
    - CC requested approval to offer baccalaureate in 2004, request never went past higher ed board
- 3 states where CC baccalaureates are going forward have legislative involvement & weak coordinating boards
- CC baccalaureate is populist idea that reflects aspirations of many rather than leadership of a few
- What is a state college (SC)?
  - Many SCs serve as bridge between CCs & research-intensive universities (CA is an example)
  - Like CCs, SCs see themselves as opportunity institutions
  - American Association of State Colleges & Universities (AASCU): “. . .range from 1K students to 44K. . .in inner city, suburbs & rural America. . .offer law, medicine & doctoral ed as well as assoc degrees to complement baccalaureate studies. . .institutions of access. . .student-centered & stewards of place.”
  - Most SCs are open access & have remediation; only recently have governing boards placed limits on remediation; has happened only in states well-served by open access CCs
- Table 5: AASCU & National Association of State University & Land Grant Colleges, Community College Baccalaureate Association & similar organizations—institutions should consider membership
- Important questions:
  - Can FL overcome disadvantage in awarding baccalaureates without SC system?
  - How will FL use position of leadership in development of SCs?
  - Will rules encourage new institutions to embrace SC role?
  - Will rules allow them to offer some baccalaureates to meet local community or regional needs?
  - Will programs be available to all residents or restricted to geographic areas?
  - Will planning be state-wide or regional?
  - Will rules encourage collaboration or competition between CCs, SCs and SUS?
  - Should you build in a scheme for post-transition reviews (like NJ did)?
  - Should this be first phase of a transition that should be revisited?
- To the extent baccalaureates address needs of employed professionals, they may be dubious source for workforce-related degrees described as essential to future of FL economy
  - Is it possible for high school graduate to enter a baccalaureate program without an associate degree?
- Rules for programs are at least as important as rules for approval process
  - Some SCs give associates to those in baccalaureate programs when they meet requirements en route to their baccalaureate; treat admission to baccalaureate program as major change rather than new application
  - This is not trivial for first generation & minority students
  - Degree approval process is closely linked to nature of programs
  - Current rules place more emphasis in proving there is no alternative to having CC offer baccalaureates
  - Does this encourage CCs to develop backs that are too narrowly defined & place specific?
- CCs submitted 22 proposals over past year without generating alternative proposal from anyone
- Do well-established CCs need to be labeled immature when they begin to offer baccalaureates?
- If restraint of competition is consideration, what are effects of removing market influence on institutional services, accountability & cost? (many observers fault CA plan on these grounds)
- While competition can promote efficiency & accountability, there needs to be sensible regulation

- Can you define mission change process as rigorously as you wish in terms of meeting necessary requirements & make degree process a collaboration between BOT & SBE?
- Funding Options: emphasis is on direct charge of instruction & keeping cost lower than SUS
  - Open programs to representative population? How will you account for costs?
    - Based on 2 pilot colleges: hard to see how cost of instruction will be more than cost already incurred for existing associates? In some cases it may even be less
    - Funding will depend on type of program
  - Develop faculty to ensure they remain on cutting edge—participation in associations of professionals in other baccalaureate-granting institutions
  - Personnel policies in pilot colleges similar to other CCs but lack features of SCs: recognize need for faculty leadership but what incentives & support will be added to encourage more responsibilities? Recognize achievements? Ranking system/titles or will they always be an instructor? Encourage sabbaticals to earn advanced degrees? (SUS can be important resource)

## **Mission/Vision/Guiding Principles**

### **Dassance**

- All institutions continue to stay in Florida College System (FCS), refers to *SCPP Update*; program approval needs to be coupled with state & regional needs, how do we define this to meet all needs of FL?

### **Smith**

- Will institutions fulfill workforce needs/state needs/regional needs?

### **Desai**

- SUS has strategic plan which has identified critical needs of state, some can be met by SUS but some can be met by new system
- Used Vision/Guiding Principles (by SCPP) as starting point for further consideration
- Emphasis should be given to Guiding Principle #1 (assures SCs are part of FCS)
- **Coordinated Higher Education Baccalaureate Planning Process**
- Need an established higher ed baccalaureate planning process that includes participation by FCS, SUS, ICUF & CIE institutions which offer baccalaureate degrees; workgroup members felt there is no formal avenue for coordination of program development
- **Coordinating Board or Council for The Florida College System**

## **Baccalaureate Degree Approval Process**

### **Genshaft**

- Discusses workgroup conference call
- Proposals should meet critical workforce needs
- Proposals should serve geographic needs
- Avoiding undesirable duplication of effort and expense
- Consistency in approval process for all baccalaureates for institutions within FCS
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### **Wallace**

- Primary focus should relate to workforce needs but don't want to craft narrowly (MD shortage); subsequent degree approval process

### **Desai**

- To avoid undesirable duplication there needs to be state-level approval for all baccalaureates

### **Holcombe**

- Does BOG still review program?
- Employment demands of state may/may not be in specific AS degree programs

### **Genshaft**

- Yes, program goes back & forth with critiques until approved

**Becoming a State College:** consensus on regional focus (not state), BOT control after 1<sup>st</sup> approval by SBE, keep 2+2, access & affordability

- Use of name “SC” whether or not an institution offers baccalaureate degrees or combinations:
  - CCs (no baccalaureates); state colleges (baccalaureates)
  - CCs, (no baccalaureates), colleges (some baccalaureates)
  - state colleges (broader baccalaureate offerings)
  - CCs (no baccalaureates); colleges (baccalaureates)
- Consider public perception
- If an institution has level-2 SACS, does it become a SC or an institution that can offer a baccalaureate?
- Issues related to “name” and transition:
  - If all use “state,” may emphasize 1 system, but admissions criteria (or lack of), may confuse public; want to ensure open door, requirements at upper division

### **Dassance**

- \*Send via email--Starting point is Mission/Vision Statement (by SSCP) for comments/recommendations
- If we don’t create another board, we may be only left with baccalaureate approval (with Genshaft)

### **Smith**

- Bigger issue is how one becomes authorized to offer baccalaureates
- TF should provide legislature most preferred recommendations (if there is more than 1 from a workgroup)
- Clarification: is workforce regional, state or local?; regarding area of service, define workforce?—is it inclusive of degree readiness in workforce arena (physician, engineer)?; is it open field for anything?
- This will have impact on kind of oversight in program approval (whether it is every time); possibly moving into an area of duplication—if it’s that vague there should be rigorous evaluation

### **Holcombe**

- Provide why certain recommendations are being made

### **Dassance**

- Issue of what state & local is easier to define than regions since we do not have regions

### **Bilsky**

- Play with language & come back with definitions of what is regional, local & state

### **Smith**

- There is great value in both groups participating in discussion together, shared thinking will produce better product in the end
- Big issue: local, regional & state definition
- We have responsibility to be thoughtful of overall process, we are changing rules of the game & you can’t do that without impacting all institutions in FL
- Process for SUS baccalaureates, as we have new player should some of this be revisited at BOG level?
- Need to ask hard questions about current practice for getting into this process; is it too difficult?
- If we decide to expand baccalaureates with area that has already been approved, is there a cooperative that still engages the state in that and can it be defined on piece of paper but not on same level of rigor you may begin process for program approval
- Certainly a state role when you’re dealing with a domain that has been university domain, engaging in multiple governance structures
- There needs to be some process of coordination—falls under “this” subcommittee
- Specificity is better than lack of; rather have specificity that everyone hates—at the end of the day this committee is irrelevant since someone else will make decisions for you

**Genshaft**

- I have had very good relationship with kind of baccalaureates that have been offered that surround us & there has been a lot of collaboration & coordination, without that I would be nervous
- Want flexibility for workforce needs so that offering new programs doesn't take such a long time
- 2+2 really works well, it is very important to put this in report as well

**Bilsky**

- Dr. Dassance's group talked about a statewide planning process where you have all higher ed players getting together on a regular basis a few times a year to look at economic needs of state, by region, by state & by local area—have an avenue for those conversations which is not something we have now

**Smith**

- Need to quickly respond to workforce & economic needs

**Johnson**

- 2+2 has worked so well, at what point do we rely on that as opposed to offering a degree ourselves?

**Holcombe**

- Majority of students will get their baccalaureates with 2+2 agreement for at least next decade

**\*November 13, 2008; 10:00 a.m. – 3:00 p.m.**

**\*December 4, 2008**