

COUNCIL FOR EDUCATION POLICY RESEARCH & IMPROVEMENT

COMMUNITY COLLEGE BACCALAUREATE DEGREE PROPOSAL

Daytona Beach Community College – Bachelor of Applied Science

STAFF RECOMMENDATION

The establishment of a bachelor in applied science degree program at Daytona Beach Community College is not recommended.

If the need for more technically trained personnel to fill management and supervisory positions can be demonstrated, DBCC should design a more clearly defined Bachelor of Applied Science degree program in management and supervision in collaboration with the University of Central Florida or an independent college or university in the region.

If there is a documented need and a collaborative program cannot be developed with an existing baccalaureate degree granting institution, DBCC should resubmit a well defined program proposal during the next approval cycle.

Summary Points

- Section 1007.33, Florida Statutes, enables community colleges **to deliver specified baccalaureate degree programs when demand for the baccalaureate degree program is identified by the workforce development board, local businesses and industry, local chamber of commerce and potential students.**
- Daytona Beach Community College proposes to establish and offer a Bachelor of Applied Science (BAS) degree program. The BAS degree program is designed for individuals with an associate in science (AS) degree and employed in the Daytona Beach area, who are on track to advance into leadership and management positions that require a bachelor's degree for employment. The College has labeled this degree program a "workforce baccalaureate."
- The bachelor of applied science (BAS) degree is designed for applied technology students and provides students the opportunity to combine applied technology course work with both general education core and elective course work leading to a baccalaureate degree. Building upon the learning outcomes of their AS or AAS program, students achieve the learning outcomes of the university core curriculum. Additionally, students cluster course work within a specific discipline resulting in specialized knowledge designed to complement their course work and enhance their career potential. The vast majority of BAS degrees offered in the US, Canada, Australia, New Zealand and the United Kingdom are offered at four year universities.
- Demand for the proposed baccalaureate program was expressed via surveys of current AS students. There is no indication, however, that the College assessed the education needs of

employed individuals who have sufficient work experience, along with the AS degree, that would place them in line for advancement into positions that require a bachelor's degree.

- A bachelor's degree is not required for employment in a majority of jobs in business and industry in Florida's workforce. Management and other leadership positions often do require a bachelor's degree.
- External support for the establishment of the proposed degree program centers on the desire to raise the general education level of the area's workforce and to provide access to baccalaureate degrees for working adults in the region. No specific occupations in the workforce that require a bachelor's degree are identified. A demand for employees with a bachelor's degree that would be met by graduates of the proposed DBCC program is not verified.
- The University of Central Florida has an established record of collaboration with community colleges in its 11 county service area and provides education programs and services in seven of the 11 counties.
- The University of Central Florida at Daytona Beach Campus is located on the campus of Daytona Beach Community College, with classrooms, computer laboratories, faculty, staff, and administrative offices located in two joint use facilities.
- The University of Central Florida offers 15 complete bachelor's degree programs at its Daytona Beach branch campus. The University also offers eight AS to BS degree programs as specified in Florida's Statewide Articulation Agreement that are tightly articulated programs in specific disciplines and employment areas. These AS to BS career ladder agreements include programs in Liberal Studies and Business Administration.
- In the Daytona Beach area, baccalaureate programs are offered at three independent institutions: Bethune-Cookman College – 33 degree programs, Stetson University – 60 degree programs, and Embry-Riddle Aeronautical University – 22 degree programs. These institutions have successfully collaborated with DBCC and other community colleges to develop articulated pathways to the baccalaureate.
- Information presented in the proposal on the curriculum for the degree program is incomplete and cannot be evaluated as it relates to the program goals, components, standards and implementation.
- In consideration of the most efficient use of available resources, UCF has expressed the desire to expand existing successful partnerships with DBCC and to work closely with the College and other institutions in Volusia and Flagler Counties in order to respond to the higher education needs in the region. UCF Daytona Beach administrators have begun to explore models for the delivery of applied baccalaureate degrees based on the demonstrated needs of AS graduates and on appropriate indicators of program quality.
- When a community college is granted authority from the State Board of Education to become a baccalaureate-granting State college, the role and purpose of the institution is

significantly altered. While all of the ramifications of the change in mission, as mandated through the SACS re-accreditation process, are difficult to determine prior to implementation, institutional decisions relating to program emphasis and cost, resource allocation and staffing, and student recruitment and enrollment will ultimately determine its effectiveness and success.

COMMUNITY COLLEGE BACCALAUREATE DEGREE PROPOSAL

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Proposal Evaluation

The Bachelor of Applied Science (BAS) degree program that is being proposed by Daytona Beach Community College is designed for individuals with an associate in science (AS) degree and employed in the Daytona Beach region, who are on track to advance into leadership and management positions that require a bachelor's degree for employment. The proposal states that the bachelor of applied science curriculum will provide skills necessary for success in leadership positions. DBCC describes the proposed degree as a "workforce baccalaureate degree" which will provide an umbrella four-year option for holders of two-year workforce degrees.

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

DBCC identified the following determinants of need for the proposed bachelor of applied science program: recommendation of faculty focus groups, surveys of prospective students and input from business and industry in the region.

The DBCC proposal, however, does not directly address the enabling authority in law, Section 1007.33(3), Florida Statutes - *Site-determined baccalaureate degree access*, that specifies that a community college propose a "*specified baccalaureate degree program in its district to meet local workforce needs.*" The proposal and its supporters focus on a need to raise the general education level of the area's workforce and the desire to provide access to baccalaureate degrees for working adults in order to promote economic development in the region.

Section 1007.33(3)(a), F.S., further states that "*demand for the baccalaureate degree program is identified by the workforce development board, local businesses and industry, local chambers of commerce and potential students.*" While the DBCC proposal states that "feedback from community and business leaders was overwhelmingly in support of the workforce baccalaureate degree," the value of a bachelor of applied science degree is not clear. No information is provided that identifies specific high growth industries and critical occupations that require a bachelor of applied science for employment. No information is provided that identifies specific jobs that require a bachelor of applied science for employment and no information is provided that identifies specific employment demand for individuals with this bachelor's degree.

DBCC conducted surveys of current AS students in 2002 and in 2004 in preparation for submission of the proposal. In the 2002 survey, 489 students expressed an interest in the BAS degree and 178 students reported an interest in other specific bachelor's degree programs. In the 2004 survey, 80 percent of respondents reported a strong desire for baccalaureate access and 36 percent reported a desire to immediately enroll in a BAS degree program. The significant percentage of AS students interested in bachelor's degrees begs the question as to whether an associate in arts program would be more appropriate and beneficial for these students. Additionally, the individuals who were

surveyed, as currently enrolled AS students, would rarely have the work experience needed to be considered for leadership positions that would require a bachelor's degree. There is no indication that the College assessed the education needs of employed individuals who have sufficient work experience, along with the AS degree, that would place them in line for advancement into positions that require a bachelor's degree.

The Florida Agency for Workforce Innovation provided the following projections for the years 2003 through the year 2011 for Florida Workforce Region 11, Flagler and Volusia Counties:

Fastest Growing Industries

1. Nondepository Institutions
2. Social Services
3. Security and Commodity Brokers
4. Water Transportation
5. Hotel and Other Lodging Places
6. Business Services
7. Engineering and Management Services
8. Health Services
9. Building Materials and Garden Supplies
10. Agricultural Services

Industries Gaining the Most New Jobs

1. Health Services
2. Local Government
3. Business Services
4. Eating and Drinking Places
5. Social Services
6. Food Stores
7. Hotel and Other Lodging Places
8. Special Trade Contractors
9. Membership Organizations
10. Educational Services

Fastest Growing Occupations

1. Computer Software Systems Engineers
2. Computer Software Applications Engineer
3. Social and Human Service Assistants
4. Medical Record & Health Information Tech
5. Speech & Language Pathologists
6. Network Systems & Data Comm. Analyst
7. Computer Support Specialists
8. Pharmacy Technicians
9. Diagnostic Medical Sonographers
10. Occupational Therapists

Occupations Gaining the Most New Jobs

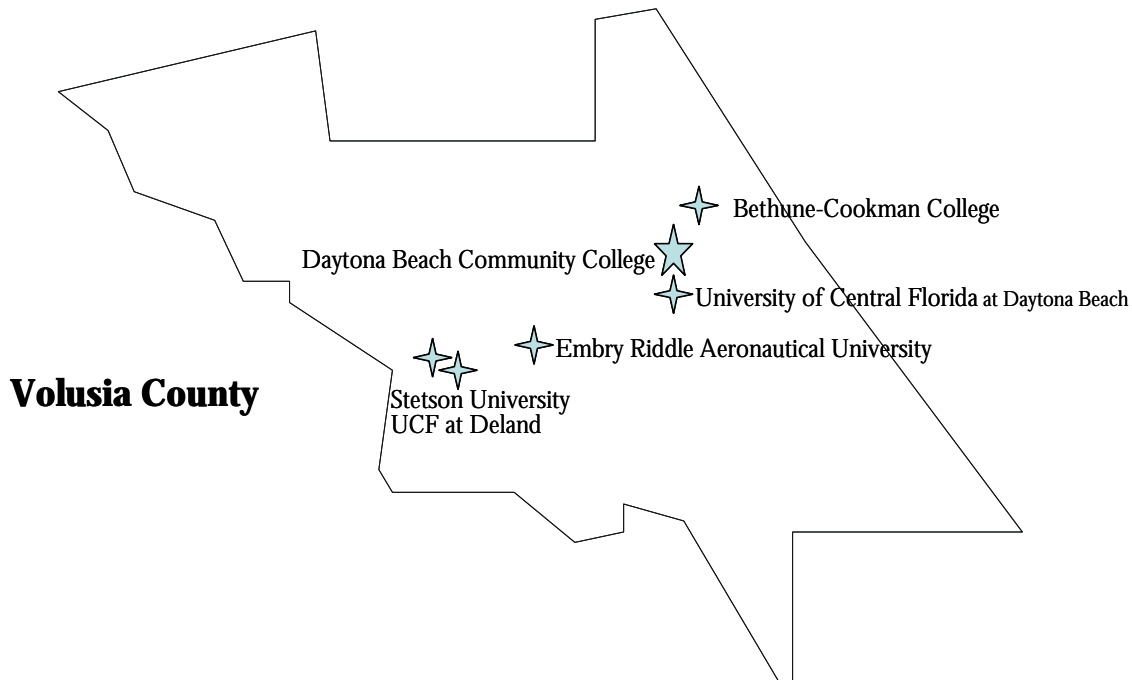
1. Retail Salesperson
2. Cashiers
3. Food Preparation & Serving Workers
4. Registered Nurses
5. Maids & Housekeeping Cleaners
6. Landscaping & Groundskeeping workers
7. Receptionist and Information Clerks
8. Office Clerks General
9. Waiters and Waitresses
10. Customer Service Representatives

A majority of occupations in the above lists require specific technical skills and there is no information to indicate that these positions would require a bachelor's degree for employment. A majority of the jobs identified in these lists require vocational/technical training, associate's level education or professional certification.

Six letters of support from the region's business/industry sector are included in the proposal. An examination of these letters found that three letters contain the identical language. One letter of support includes a note of caution: The Ormond Beach Chamber of Commerce encourages DBCC to move forward "as long as this selected degree fills an unmet need and is not a duplication of an offering in the state school system." Additionally, the Port Orange South Daytona Chamber states that the proposed program would allow local residents "to continue their education without the expense and time required to travel to an out-of-town university," which fails to recognize the baccalaureate programs at UCF-Daytona Beach, Bethune-Cookman, Stetson and Embry-Riddle that are currently available to residents of the region.

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

The introductory section of the DBCC proposal includes a discussion of Florida’s two-plus-two system that encourages students to attend community college and transfer to one of the 11 state universities. The proposal states that “this transfer activity appears to be a barrier since the four-year universities are often beyond commuting distance for students who may have become place-bound by the time they complete the two-year degree.” However, the proposal also affirms that DBCC is a member of the Volusia Higher Education Partnership, with the University of Central Florida, Bethune-Cookman College, Stetson University and Embry-Riddle Aeronautical University. Clearly, Volusia County is rich in postsecondary opportunities in both the public and private sector that includes a diverse delivery system for baccalaureate education. See map.



The College believes that the bachelor of applied science degree will increase access to higher education for its AS graduates. The proposal states that AS graduates typically must complete the requirements for an associate in arts degree and must select a different upper division major in order to enroll in a baccalaureate degree program. The need to earn an AA and the need to select a new major are viewed as barriers for transferring the AS degree. Throughout the public and private postsecondary delivery system in the State, however, liberal studies baccalaureate programs are often designed to meet the needs of AS students seeking a more generalized bachelor’s degree. The DBCC proposal states that “no other school in the region offers a workforce baccalaureate degree.” Numerous baccalaureate programs, however, that are currently being offered in the region by UCF and three independent institutions (see below) lead directly to employment in specific technical and business fields, and therefore, can be considered “workforce” degrees.

Baccalaureate degree programs in Volusia County:

University of Central Florida at Daytona Beach

The University of Central Florida operates a system of regional campuses for the university's 11 county service area, many programs and services in partnership with community colleges. UCF at Daytona Beach is a full-service campus that is located on the campus of Daytona Beach Community College, with classrooms, computer laboratories, faculty, staff and administrative offices located in two joint use facilities. Courses and degree programs are designed for students who are place-bound by work, family responsibilities or economic circumstances and are offered in a variety of flexible delivery options.

Articulated AS to BS Degree Programs - The University of Central Florida, in collaboration with DBCC and other community colleges in its service area, offers the eight specific AS to BS degree programs as specified in Florida's Statewide Articulation Agreement:

- Criminal Justice
- Electrical Engineering Technology
- Business Administration
- Hospitality Management
- Information Systems Technology
- Liberal Studies
- Nursing
- Radiologic Technology.

These tightly articulated, career ladder agreements include common course pre-requisites and are based on agreed-upon curriculum frameworks that lead students from the lower level to the upper level to the completion of the baccalaureate.

UCF-Daytona Beach Baccalaureate Degree Programs

College of Arts and Sciences

- Liberal Studies (BS and BA)
- Photography (BS)
- Political Science (BA)
- Psychology (BA and BS)
- Social Sciences (BS)
- Sociology (BA)

College of Business Administration

- General Business Admin (BA,BS)
- Accounting (BSBA) *
- Economics (BSBA) *
- Finance (BSBA) *
- Management (BSBA) *
- Management Information Syst. (BSBA) *
- Marketing (BSBA) *

* Admission by cohort only

College of Education

- Elementary Education (BS)
- Exceptional Education (BS)
- Vocational Education (BS)(web)

College of Health & Public Affairs

- Criminal Justice (BA, BS)
- Health Sciences (Generalist) (BS)
- Health Services Admin. (BS) (web)
- Legal Studies (BA, BS)
- Nursing (RN to BSN)

UCF at Deland - Early Childhood Education (BS)

Correspondence submitted by the President of the University of Central Florida confirms an open and long-standing cooperative relationship between the UCF Daytona Beach campus and DBCC. In consideration of the most efficient use of available resources, UCF has expressed the desire to expand existing successful partnerships and to work closely with DBCC and other institutions and community leaders in Volusia and Flagler Counties in order to respond to the higher education needs in the region.

Bethune-Cookman College Baccalaureate Degree Programs

Bachelor of Arts

- English
- English Education
- History
- International Studies
- Liberal Studies
- Mass Communication
- Music
- Music Education
- Political Science
- Religion and Philosophy
- Social Science Education
- Sociology
- Speech Communications

Bachelor of Science

- Accounting
- Biology
- Biology Education
- Business Administration
- Business Education
- Chemistry
- Computer Info. Systems
- Computer Science
- Criminal Justice
- Elementary Education
- Exceptional Student Education
- Gerontology
- Hospitality Management
- International Business
- Mathematics
- Nursing
- Physical Education
- Physics
- Physics Education
- Psychology

Stetson University

Stetson University offers 60 undergraduate majors and minor, including 38 undergraduate degree programs in the College of Arts and Sciences, nine degree programs in the School of Business Administration and 10 degree programs in the School of Music.

Embry-Riddle Aeronautical University

Embry-Riddle Aeronautical University offers 22 undergraduate degree programs, primarily in fields related to aviation and related industries.

UCF-Daytona Beach, Bethune-Cookman College and Stetson University offer a bachelor's degree in Liberal Studies in Volusia County that is designed for individuals who desire or need a more generalized baccalaureate education.

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

Institution Mission

The primary purpose of the AS degree is to prepare individuals to enter the workforce with technical, “go to work” skills immediately upon graduation. The DBCC proposal states that the College will continue to provide an open door for its students and will focus on preparing graduates to directly enter into the workforce or to transfer to postsecondary education. DBCC states that the proposed bachelor of applied science degree will provide an opportunity for graduates of AS and/or AAS workforce programs to continue their education with minimal barriers by increasing geographic, financial and academic access to higher education. According to the proposal, no current two-year programs will be discontinued as a result of the new baccalaureate program.

Addressing institutional mission, Section 1007.33(4), *F.S. Site-determined baccalaureate degree access*, concludes by stating that “the Legislature intends that the primary mission of a community college, including a community college that offers baccalaureate degree programs, continues to be the provision of associate degrees that provide access to a university.” The College believes that the implementation of the bachelor of applied science degree will have a minimal impact on its current mission which centers on “quality, affordable job training.” However, the College’s statement that “a priority for Daytona Beach Community College is to assist AS students in obtaining baccalaureate degrees” may create conflict over the use of scarce resources for existing programs as the College works to address both its current and new mission.

When a community college is granted authority from the State Board of Education to become a baccalaureate-granting State college, the role and purpose of the institution is significantly altered. While all of the ramifications of the change in mission, as mandated through the SACS re-accreditation process, are difficult to determine prior to implementation, institutional decisions relating to program emphasis and cost, resource allocation and staffing, and student recruitment and enrollment will ultimately determine its effectiveness and success.

Enrollment

Based on feedback from student surveys, graduates and business and industry representatives, the College estimates that 10-15 students per year will enroll in the baccalaureate degree program, with an eventual program enrollment of 50-75 students.

Faculty

The College reports that a minimum change in its faculty will be needed while implementing the proposed bachelor’s degree program. Although over 20 percent of current faculty hold terminal degrees, faculty credentials will need to be re-examined as part of the SACS Level II accreditation process. The SACS requirement states that “at least 25 percent of the discipline course hours in each undergraduate major must be taught by faculty members holding the terminal degree.” In the proposed program, faculty would be used from the Business, Education, Psychology and Social Sciences disciplines. The College estimates that in the first few years of the program, no more than 3-5 new faculty would be needed, and suggests that these needs could be accommodated within the normal hiring/attrition process.

Curriculum

The workforce baccalaureate degree proposed by DBCC will not result in a traditional major, but will prepare graduates to serve in leadership/management or education/training roles in the area of their associate degree preparation. The proposal provides a “sample” curriculum for the baccalaureate program with little specificity, which makes an assessment of its sufficiency and quality difficult. While much of the suggested coursework focuses on business administration, management and leadership development, the actual baccalaureate courses will be determined through the DACUM process which utilizes an industry expert committee to identify appropriate coursework based on required skills and competencies for employment. It is stated that prerequisites and standards will also be developed. In the baccalaureate program, it appears that individual students will select courses based on their intended career progression.

Facilities

DBCC reports that it is well-positioned to maximize its resources for the implementation of a baccalaureate degree program. Most of the student services necessary to offer a bachelor’s degree program, such as admissions, assessment, registration and counseling are already in place. Minimal expansion will be necessary to implement the degree program with existing resources for computer labs, library services and science laboratories. Library services will be available through the Community College Library Automation System. The College states that there will not be any immediate need for additional facilities beyond the continuing growing need of facilities to carry out its current mission.

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

DBCC states that the proposed workforce baccalaureate degree program will be treated the same as other academic programs at the College. A four-phase implementation process has been planned as follows:

- Final curriculum development and approval
- Application for approval for status change from Level I to Level II from the Southern Association of Colleges and Schools (SACS)
- Program marketing, advising and scheduling
- Admission and enrollment

Depending on the date of notification of approval of this degree, the College reports that an application will be submitted to SACS for consideration at its June 2005 or December 2005 meeting. There is no discussion of the identification of College resources that will be made available to complete the accreditation process.

The proposal explains that baccalaureate-seeking DBCC students will be coded and delineated accordingly in the College’s registration, information and cost accounting systems. A College administrator will be designated to coordinate the daily operation of the degree program. The proposal does not present a program component for academic advising and counseling of the baccalaureate-seeking students.

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

The College reports that the proposed baccalaureate program will not be limited access. Admission will be open to all AS/AAS graduates with at least a 2.0 grade point average and passed any licensing or certification examinations in their area of concentration. The College will continue to comply with the requirements of all state, accreditation and other regulatory agencies.

Additional measures of accountability include:

- On-going student satisfaction surveys
- On-going surveys of business/industry; advisory committee input
- Assessment of economic impact of program
- Development of standards of performance and progress
- State/college accountability measures

A review of common prerequisites and other applicable curricular requirements, as well as performance standards and outcomes, cannot be conducted due to the incomplete curriculum that was presented.

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

DBCC states that it expects to offer the workforce baccalaureate degree at approximately the same cost as that currently charged by other community colleges offering baccalaureates. The College reports that the current average tuition for the community college baccalaureate is \$2,120, compared to \$2,887 at state universities and \$15,288 at private institutions.

DBCC calculates that the College will charge fees for the workforce baccalaureate in an amount greater than \$60.83 but less than the amount charged by UCF. At UCF, the undergraduate matriculation fee and additional university fees result in a total per credit hour charge of \$99.40.

DBCC has projected the following enrollment and program expenditure data:

	<u>First Year</u>	<u>Fifth Year</u>
Student Headcount	30	75
Student FTE	25	70
Program Expenditures	\$164,500	\$384,100

The College concludes that “with State funding at 85 percent of university funding for an equivalent bachelor’s degree program and with reduced tuition costs to the student, DBCC can provide quality instruction, quantity output of graduates/enrollments and meet a higher educational demand current unmet in this region.”