

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.
- What will make the overall system stronger and best able to meet student and workforce needs.

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?
- Is the need large – reflecting a significant shortage and/or opportunity?
- Is the need driven by proven student demand?
- Has employer demand exceeded supply for the past five years? Is need projected to exceed supply for the next five years?
- Is the need primarily related to programmatic content, the nature of the delivery system, or other factors?

■ **POTENTIAL IMPACT – will the proposed program significantly reduce the identified need?**

- What impact would this program have on the current mission of the institution?
- What percent of the gap between supply and demand will the proposed program address?
- Will the proposed program be of necessary quality associated with a baccalaureate degree – in terms of:
 - Faculty
 - Facilities
 - Curriculum
 - Prerequisites
 - Standards of the field
- Will the program increase access or redistribute the current pool of applicants?
- Will the program have an adverse impact on existing public and independent providers?

■ **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?

- ❑ Is there a cooperative program with a four-year institution currently in place? How effective has it been and can it be improved?
 - ❑ 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?
 - ❑ Does the proposed program duplicate programs offered by other institutions within commuting distance (~~70 miles/60 minutes~~) or through distance learning?
 - ❑ Are there issues related to access/articulation that, if resolved, would preclude the need for the proposed program?
- **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?
 - ❑ Does the proposal adequately address any other impacts or requirements on the community college that may be associated with accreditation or baccalaureate degree programs?
 - ❑ Is there clear provision for compilation and reporting of measurable performance data for accountability/evaluation?
- **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?
 - ❑ Does the program comply with common prerequisites and other applicable requirements of state articulation agreements?
 - ❑ Will the program be limited access? If so, does it comply with statutory requirements and FBOE policy on limited access?
 - ❑ What are the proposed admission requirements?

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

- Are 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)

- 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

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

Summary

In light of all information provided, summarize the net value added through the proposal program for the delivery of baccalaureate education.