

State Colleges in Florida

A Pilot Project Created by the 2008 Florida Legislature

November 5, 2008

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Vision for Florida's State Colleges

The vision for state colleges in Florida is to ignite Florida's long-term economic potential by providing Florida residents with readily available means to maximize their own productivity through higher education. The Florida College System has grown over time to become the state's foremost resource for postsecondary academic and workforce credentials including the Associate in Arts, Associate in Science, Associate in Applied Science degrees, selected baccalaureate degrees, and many workforce certificates. Florida ranks in the 3rd quartile of states measuring bachelor's degree holders or higher among individuals 25–44 years old: scoring 25.2% in 2005 compared to 29% nationally and 33% for top quartile states.¹ Thus, the ability to transition to state colleges is essential to respond effectively to local, regional, state, national and global educational and employment demands through expanded and affordable access to baccalaureate degrees.

Guiding Principles for the State College Pilot Project

1. State colleges are part of the Florida College System composed of 28 two-year and four-year public institutions. Based on their mission, level of accreditation and appropriate authorization, the colleges within this system offer Bachelor's degrees, Associate degrees, career and technical certificates, developmental/remedial studies, and/or adult education.

Statutes and rules which apply to Florida community colleges are assumed to apply to the Florida College System, including state colleges, unless such statutes and rules are specifically revised through the legislative process.

2. State colleges will continue the traditional community college mission for lower division, as specified in Section 1004.875, Florida Statutes, created by Senate Bill 1716.

¹ National Science Foundation Science and Engineering Indicators 2008

State colleges are locally based and governed by a district board of trustees appointed by the Governor. State colleges will continue to serve lower division students within their district boundaries. Therefore the district boards of trustees should remain as presently constituted in Florida law.

State colleges offer open admissions access to lower division students and provide quality and affordable access to undergraduate academic and technical degrees and certificates.

State colleges are responsive to local educational needs and challenges and maintain strong connections with K-12 education in order to provide early college and other acceleration opportunities including dual enrollment for high school students.

State colleges are partners with K-12 education to reduce the need for remediation beyond high school graduation.

State colleges focus on student success through student development and academic support services such as advising, counseling, financial aid, learning centers, and tutoring.

State colleges promote local, regional and statewide economic development.

State colleges ensure seamless transition to a baccalaureate degree through 2+2 articulation and partnerships with other Florida College System colleges, state universities, ICUF institutions, and others.

State colleges continue to participate in the systems that enable seamless transition and statewide articulation including the common course numbering system, common prerequisites, common 36 hour general education requirements, common academic calendars, transfer guarantee, and all other conventions included in the statewide articulation agreements.

State colleges are committed to aligning tuition and other student fees with Florida's Bright Futures awards and Florida Prepaid College Tuition program.

3. In addition to fulfilling the lower-division Florida College System mission, state colleges will:

Bolster and support Florida's economic productivity and competitiveness by increasing access to affordable baccalaureate degrees, thus helping to supply the

projected 2.15 million baccalaureate graduates needed to bring Florida to the level of the 10 most productive states by 2027.

Provide the highest quality baccalaureate degrees responsive to local, regional, and statewide educational and employment needs, while maintaining the flexibility to respond quickly to emerging trends.

Demonstrate the highest quality by meeting all of the requirements to attain and maintain SACS Level II accreditation.

Place the highest priority on effective teaching and student learning and seek discipline specific accreditation where appropriate as determined by the district board of trustees, as a way to demonstrate a commitment to the highest quality instruction.

Be authorized for baccalaureate program approval by the district board of trustees, once initial approval to offer baccalaureate degrees has been granted by the State Board of Education and Level II accreditation has been received from the Southern Association of Colleges and Schools.

Base new program offerings on a rigorous review of unmet and emerging educational or employment needs, local, regional, and statewide student and employment market forces; and institutional capacity.

Structure programs and services to respond to the educational needs of all student populations including place-bound, non-traditional, and under-represented students.

Maintain a “one faculty” philosophy since courses taught at both the lower and upper-division ultimately apply toward a baccalaureate degree.

Promote the value of the associate degree by prioritizing admission to upper-division programs for students who have completed an associate degree (or equivalent).

Summary of Recommendations

Definition and Characteristics of a State College in Florida (page 7)

Recommendation: Amend current law to reflect that the baccalaureate degree is part of the primary role for state colleges and require as the primary defining characteristic that state colleges must receive Level II accreditation by the Southern Association of Colleges and Schools and be approved to offer baccalaureate degrees in Florida by the State Board of Education.

Recommendation: Amend current law to specify that the upper division mission of a state college is to serve local, regional, and statewide educational and employment needs.

Baccalaureate Program Selection and Approval for State Colleges (page 8)

Recommendation: Maintain the current approval process by the State Board of Education for institutions who are applying to offer the initial baccalaureate degree. After initial approval by the State Board of Education and attainment of Level II accreditation by SACS, authorize each state college board of trustees to establish and discontinue all programs.

Transition Criteria for Use of the Name State College (page 12)

Recommendation: Boards of Trustees of any of the other members of the Florida College System can use the name state college once the college has received State Board of Education approval to offer baccalaureate degrees and Level II accreditation by SACS.

Governance and Coordination for State Colleges (page 13)

The Pilot Project group affirmed the current policy of local governance for state colleges without recommendations for change as stated in the guiding principles of this report. Statewide coordination options for consideration are presented.

College-level communication and mathematics skills examination (CLAST) (page 14)

Recommendation: Return to one law governing CLAST for all colleges in the Florida College System (s. 1008.29 F.S.) for both lower-division and upper-division students.

Funding Issue 1 – Funding Basis (page 16)

Recommendation: 85% of SUS upper division full cost of instruction

Funding Issue 2 - Enrollment Calculation (page 20)

Recommendation: Maintain current upper division policy of projected enrollment and revisit the enrollment issue in 5 years as programs mature.

Funding Issue 3 – Startup Funds (page 21)

Recommendation: Authorize state colleges to utilize options for startup funds: legislative budget requests for startup funds, and a categorical appropriation for startup grants through the SBE.

Funding Issue 4 – Student Tuition for Upper Division Courses (page 23)

Recommendation: State college tuition should continue to be set in the General Appropriations Act (GAA) and local boards of trustees should be authorized to vary within the statutory range currently authorized for the Florida College System with the provision that it could not exceed the average university tuition.

Definition and Characteristics of a State College in Florida

A state college in Florida is part of the Florida College System, pursuant to section 1001.60(2), Florida Statutes (F.S.). Therefore the primary mission of a state college is defined in current state law: Section 1004.65(6), Florida Statutes: to respond to “community needs for postsecondary academic education and career degree education.” The current law goes on to stipulate more specific responsibilities such as providing lower-level undergraduate instruction and associate degrees; preparing students for careers that require less than a bachelors degree, providing student development services, promoting economic development, and providing dual enrollment instruction.

All of these responsibilities are included in the mission of the Florida College System and continue to apply to state colleges. This fact is emphasized by the legislature in creating the state college pilot project in section 1004.875(3)(a), F.S.; which requires that each pilot college “maintain, as the institution’s primary mission, responsibility for responding to community needs for academic instruction and career degree education as prescribed in s. 1004.65(6).”

In addition, state colleges are charged by s. 1004.875(3)(i), F. S., to provide affordable access to baccalaureate degrees.

Recommendation: Amend current law to reflect that the baccalaureate degree is part of the primary role for state colleges and require as the primary defining characteristic that state colleges must receive Level II accreditation by the Southern Association of Colleges and Schools and be approved to offer baccalaureate degrees in Florida by the State Board of Education.

Rationale: This amendment is needed to clarify the state college two part mission which is prescribed in two different sections of current law.

Another defining characteristic for a state college should include specification of the scope of mission as it applies to local, regional, and statewide needs. There are currently three sections of law pertaining to baccalaureate programs offered by institutions in the Florida College System and each treats this issue differently.

Section 1004.73, F.S. – St. Petersburg College. St. Petersburg College has a specific statutory mission to provide baccalaureate degrees with the purpose of promoting “economic development by preparing people for occupations that require a bachelor’s degree and are in demand by existing or emerging public and private employers in the state.” The St. Petersburg law goes on to require the board of the college to base its degree selections on the needs beyond their lower division service district (prescribed in s. 1004.73(4)(a) as “Pinellas, Pasco, Hernando, and other counties approved by the Department of Education”). This law pertains to only one college within the Florida College System but is a model that has proved successful in balancing the need to address regional and statewide baccalaureate degrees while working cooperatively with other colleges so as not to infringe on the others’ requirement to serve the lower division students in their districts. In fact that cooperation is required in s. 1004.73(4)(e).

Section 1007.33, F.S. – Site Determined Baccalaureate Degree Access. This law provides a proposal process for all institutions in the Florida College System (other than St. Petersburg College), to pursue offering a bachelor’s degree. Section 1007.33 (3)(a), requires that the degree programs proposed meet “local workforce needs”.

Section 1004.875, F.S. – State College Pilot Project. Subsection (1) of this section references legislative findings that call for baccalaureate programs that are designed to meet regional and statewide employment needs. Subparagraph (4)(a)1., further specifies that “proposals for new baccalaureate degree programs are not limited to proposals designed to meet regional workforce needs.”

Recommendation: Amend current law to specify that the upper division mission of a state college is to serve local, regional, and statewide educational and employment needs.

Rationale: This amendment is needed to clarify conflicts in three different sections of current law and is consistent with the law which created the state college pilot. State colleges will continue to serve lower division students within their district boundaries (note – district boundaries are no longer defined in Florida law and might need to be re-codified in law or rule).

Baccalaureate Program Selection and Approval for State Colleges

Similar to the scope of mission issue, there are inconsistencies in current law with regard to baccalaureate program approval. The Florida College System has a long tradition of local governance by the district board of trustees as demonstrated for lower division program selection and approval in the following sections of current laws.

Section 1001.64, F.S. - Community college boards of trustees; powers and duties.

- (6) Each board of trustees has responsibility for the establishment and discontinuance of program and course offerings in accordance with law and rule...New programs must be approved pursuant to s. 1004.03.

Section 1004.03, F.S. - Program approval.

This provision requires the State Board of Education to establish criteria for the approval of new programs to include, but not limited to, the following:

- (a) New programs may not be approved unless the same objectives cannot be met through use of educational technology.
- (b) Unnecessary duplication of programs offered by public and independent institutions shall be avoided.
- (c) Cooperative programs, particularly within regions, should be encouraged.
- (d) New programs shall be approved only if they are consistent with the strategic plan adopted by the State Board of Education.

Section 1004.73, F.S. – St. Petersburg College. St. Petersburg College has statutory authority to offer several specified Bachelor of Arts or Bachelor of Science degrees in nursing and education related fields, as well as authority to add Bachelor of Science degrees selected by the board of trustees that are based on an analysis of workforce needs.

One deviation from the concept of local program approval is in the current approval process for baccalaureate degrees:

Section 1007.33, F.S. – Site Determined Baccalaureate Degree Access. Community colleges (now called Florida Colleges) may seek approval by the State Board of Education to offer baccalaureate degrees in math and science which would prepare students for teaching positions in math and science or any other program that meets local workforce demands. This

section of law was created in 2002, when baccalaureate degree programs at community colleges were newly established. The section sets up a detailed process by which the State Board of Education must review and approve proposed baccalaureate programs.

Section 1004.875, F.S. – State College Pilot Project. The law creating the state college pilot project specifically directed the report to recommend program approval process for new baccalaureate degree programs designed to meet the employment needs of Florida, such programs are not limited to those that meet regional workforce needs.

In order to comply with SACS guidelines for academic program approval, institutions currently examine the same issues that are required by the current State Board of Education baccalaureate program approval procedure including but not limited to:

- Analysis of Need, Demand and Supply
- Enrollment and FTE Projections
- Target Populations, Pipelines, and Opportunities for Graduate Articulation
- Cost Projections, Funding Sources, and External Resources
- Alignment with K-20 Goals and Strategic Imperatives
- Academic Issues and Requirements
 - Program Length
 - Curriculum Features (core courses, electives, clinical hours, capstone, etc.)
 - Course Sequencing
 - CIP Code Classification
 - General Education Requirements
 - CLAST Requirements
 - Foreign Language Requirements
 - Common Course Prerequisite Requirements
 - Learning Outcomes
 - Clinical Experiences
 - Admission Requirements including Need for Limited Access Status
 - Graduation Requirements
 - Access to Underserved Populations
 - Majors, Minor, and Concentrations
- Faculty Credentials and Ratios
- Need for Specialized Accreditation
- Delivery Systems (including opportunities to collaborate with other institutions)
- Availability of Facilities (including classrooms, labs, and offices)
- Availability of Equipment
- Library Holdings and Staffing
- Planning Process including Advisory and Community Input
- Implementation Timeline
- Financial Aid and Scholarships

- Academic and Student Support Services

Policy Option 1: Require the State Board to develop a streamlined process that could be used for additional baccalaureate degree programs, once a college receives initial approval and SACS Level II accreditation.

Policy Option 2: Maintain the current approval process by the State Board of Education for institutions who are applying to offer the initial baccalaureate degree. Authorize each state college board of trustees to establish and discontinue all programs. (According to the proposed definition of a state college on page 6 of this report; this authority would be obtained once the college has received both State Board approval and SACS Level II accreditation as a baccalaureate degree granting institution.)

Recommendation: Policy option 2

Rationale: Changing from a level I to level II accredited institutions should continue to require the review and approval of the State Board of Education. Program selection and approval for state colleges should continue to include a rigorous local approval process consistent with the requirements of SACS.

Local board of trustees' authority for baccalaureate program approval is recommended in keeping with the longstanding tradition of local governance and a statutory framework of maximizing access and local operational flexibility. This approach would support the development and delivery of baccalaureate degrees for Florida's residents and employers. When combined with existing state laws for program approval guidelines and program review, this approach also creates a shared responsibility for program quality, accreditation, and statutory compliance, with a rigorous approval process at the local institution level and a state program review for compliance with state guidelines. Additionally, statutory frameworks exist for local program approval within state

adopted guidelines (s. 1004.03, F.S.); and planning and coordination on a local and regional level to avoid unwarranted duplication (s. 1004.73 (4)(e). These existing laws could be modified or expanded for the upper division programs at state colleges.

Transition Criteria for Use of the Name State College

The group of pilot college presidents discussed potential transition criteria which should be required before a member of the Florida College System is authorized to use the name state college. The group identified the need for consistency with the recommended definition of a state college on page 6 of this report: Level II accreditation by the Southern Association of Colleges and Schools and approval to offer baccalaureate degrees in Florida by the State Board of Education.

Senate Bill 1716 granted authorization for the local board of trustees of any member of the Florida College System to use the name college to institutions granting either 2- or 4-year degrees. The name college was previously adopted by some boards of trustees after they received authorization to offer 4-year degrees.

Additionally, Senate Bill 1716 named nine pilot state colleges in creating the state college pilot project. All nine of them have the statutory authority to use the name “state college”.

Recommendation: Boards of Trustees of any of the other members of the Florida College System can adopt the name state college once the college has received State Board of Education approval to offer baccalaureate degrees AND Level II accreditation by SACS.

Rationale: The recommended transition criteria are consistent with the recommended definition of a state college on page 6 of this report. The name state college should be reserved to reflect baccalaureate degree granting authority. The Florida College System has a long tradition of the use of multiple names within the system (i.e.:

Junior College, Community College, and College). Senate Bill 1716 defines the Florida College System as a “single system...comprised of institutions that grant 2-year and 4- year academic degrees.” The name junior, community, and college can all be used by members of the system granting either 2- or 4-year degrees.

Governance and Coordination for State Colleges

The Pilot Project group affirmed the current policy of local governance for state colleges without recommendations for change as stated in the guiding principles of this report.

State colleges are part of the Florida College System composed of 28 two-year and four-year public institutions. Based on their mission, level of accreditation and appropriate authorization, the colleges within this system offer bachelor’s degrees, associate degrees, career and technical certificates, developmental/remedial studies, and/or adult education.

Statutes and rules which apply to Florida community colleges are assumed to apply to the Florida College System, including state colleges, unless such statutes and rules are specifically revised through the legislative process.

State colleges are locally based and governed by a district board of trustees appointed by the Governor. State colleges will continue to serve lower division students within their district boundaries. Therefore the district board of trustees should remain as presently constituted in Florida law.

The group considered models for statewide coordination of state colleges within the broader context of the Florida College System. The group identified two potential feasible models: keeping the statewide coordination responsibilities with the State Board of Education and creating a new board or council.

The discussion on coordination contained a review of the legislation proposed during the 2008 session which would have created a board for the Florida College System. Also discussed was the role played by the former State Board of Community Colleges. Advantages of the current partnership with the State Board of Education were discussed at length; as well as advantages and disadvantages of creating a new board or council.

Current Policy – State Board of Education (SBE)

The successful growth of the Florida College System under the current State Board of Education was acknowledged. Also acknowledged as policy advantages of the current approach were: strengthened partnerships with K-12, and having educators or keenly interested stakeholders (rather than elected officials) as Commissioner and State Board members.

Policy Option - New Statutory Board or Council, under the SBE, appointed by the Legislature and Governor. Possible roles include coordination of strategic planning development of guidelines for program approval, program approval compliance, program review, data collection and accountability.

Advantages – The discussion of a new board or council acknowledged that it would be a statutorily created board within the structure of the State Board of Education which is created constitutionally. The advantages discussed were increased advocacy and increased attention to Florida College System and state college issues.

Disadvantages – The major disadvantage discussed was that the creation of a new board or council would add another layer of bureaucracy.

Other Policy Issues

College-level communication and mathematics skills examination (CLAST)

Section 1008.29 requires public postsecondary institutions to administer the CLAST exam as a demonstration that students have mastered the academic competencies needed for obtaining a baccalaureate degree. Subparagraph (9) of s. 1008.29, provides for exemption of the CLAST exam for students who:

- Achieve a score that meets or exceeds a minimum score on a nationally standardized exam as established by the SBOE in conjunction with BOG
- Demonstrate successful remediation of any deficiencies identified by the CPT and earn a cumulative GPA of 2.5 in college coursework specified by the SBOE in conjunction with the BOG

Senate Bill 1716, in creating the State College Pilot Project, created section 1004.875, F.S., which applies to state college pilots only. In the new section of law, subparagraph (3) (c)1.:

- requires successful completion of CLAST as an admission requirement unless the student has been awarded an associate degree from a community college or state university

Subparagraph (3) (c)2. requires “for the purposes of a longitudinal study of CLAST”:

- each student admitted to an upper-division program shall take the CLAST unless the student has achieved the minimum scores that constitute successful completion according to **s. 1008.29(4)**
Note: this paragraph provides authority for the SBOE to set minimum scores for the CLAST exam in conjunction with the BOG. Current passing scores are: Reading, 295; English Language Skills, 295; Mathematics, 295; and Essay, 6.
- each pilot institution shall report annually the test scores of each student tested according to this provision and any exemption the student has been provided pursuant to **s. 1008.29(9) to:**
 - The Florida College System Task Force until its dissolution
 - The State Board of Education once the task force is dissolved
 - OPPAGA

This effectively requires the administration of the CLAST upon admission to state colleges for students who could have been previously exempt. It also creates two different laws governing CLAST: 1004.875 for state colleges and 1008.29 for all other colleges in the Florida College System. Further, the state college students would be subject to a requirement that is not part of student requirements at any other public postsecondary and even some private institutions (Florida colleges, Florida State universities, and Florida Resident Access Grant students at independent colleges and universities in Florida.)

Recommendation: With regard to College Level Academic Skills Testing (CLAST), return to one law for all colleges in the Florida College System (s. 1008.29 F.S.) for both lower-division and upper-division students.

Rationale: This approach provides fairness for all students in public and private postsecondary institutions and eliminates s. 1004.875 F.S. relating to the State College Pilot Project.

Authority for State Colleges to Student Housing

Currently, Florida College System institutions are able to offer student housing through their direct support organizations. In his address to the Commissioner's Task Force, which was also created in Senate Bill 1716, Dr. Richard Richardson of New York University stated as part of his definition of state colleges:

Like community colleges, state colleges have been seen and have seen themselves as opportunity institutions. The web site for the national association that serves most state colleges (AASCU) defines its membership as follows:

We are public. We range in size from 1,000 students to 44,000. We are found in the inner city, in suburbs, towns and cities, and in remote rural America. We include campuses offering associate degrees to complement baccalaureate studies. We are both residential and commuter. We are institutions of access and opportunity. We are student-centered institutions. We are "stewards of place."

Dr. Richardson's point, and that of the AASCU, is that state colleges are diverse and have needs that vary depending on their location. This issue is important for considering numerous aspects of defining a state college, including the authority to offer residential or on campus housing. There may be institutions that become state colleges to expand access to the baccalaureate degree, which also determine that on-campus housing is an integral part of fulfilling their mission. The issue of on campus housing needs more study and because of the potential fiscal impact, is not as prioritized by the pilot presidents as is the focus on creating state colleges and expanding baccalaureate access, particularly during a period of declining revenues in our state. Nonetheless, the issue warrants discussion; and the legislature should consider a policy to authorize on campus housing at state colleges at the appropriate time.

Funding Options for State Colleges

Funding Issue 1 – Funding Basis

The state college pilot group identified two primary options for funding the State College System: tying funding to the State University System (SUS) cost analysis and developing a new funding model.

Policy Option 1: SUS based funding

There is a history and precedence for basing funding for baccalaureate degree programs at community colleges on funding for the state university system. In fiscal year 2002-03, St. Petersburg College (SPC) made a legislative budget request for funding baccalaureate degree

programs. That request cited “Paragraph (8) SB 1162 (2001)... “the Legislature intends to fund St. Petersburg College as a baccalaureate degree level institution for its upper-division level courses and program...”² In this report, SPC supports a model proposed by the (then) Council for Education Policy Research and Improvement (CEPRI) for baccalaureate degree programs at community colleges that is based on the following formula:

\$10,429 per FTE student (the amount in the 2001-02 General Appropriations Act for the State University System (SUS) full time equivalent (FTE) upper division student; minus \$2227 SUS-wide average FTE student fee; and minus \$567 SUS-wide average FTGE funding for certain major research programs = \$7635 net per FTE upper division state support.³

Funding for baccalaureate degrees at community colleges later evolved to 85% of SUS costs, with 85% serving as a proxy for the cost of SUS minus research. Most recent years have seen funding based on 85% of SUS direct cost of instruction. For purposes of this report, the fiscal year 2007-08 will be used as a baseline year for comparison purposes due to 2008-09 funding cuts that do not reflect the prior legislative appropriation policy.

Advantages:

Indexing funding as a lower percent than SUS related costs satisfies the legislative intent that baccalaureate degree programs at state colleges are to be more affordable than the cost of the same programs at a university.

Indexing to SUS costs, as shown by the SUS annual expenditure analysis, documents that there is a known higher cost for conducting upper level programs. According to the 2006-07 State University System Cost Analysis, the average cost of SUS lower division programs was \$6000. The average cost of SUS upper division programs was \$8100 - 35% higher than lower division.

Disadvantages:

A disadvantage of SUS related funding is that State College funding would be dependent on SUS reporting. The SUS accounting methodology has changed several times in recent years. Those changes have resulted in major changes in the average cost of instruction between upper and lower division, for example. If State College funding is linked to SUS costs and those costs change, our

² Proposal for Cost Accounting and Legislative Budget Request Upper Division Instruction, St. Petersburg College, 2002-03.

³ *ibid*

funding could be negatively impacted.

Of particular concern would be potential changes in policy that might result from current governance and legal activities. If the universities were to begin increasing tuition, the legislature could respond by reducing state support. This highlights an important distinction of this funding option. An SUS related funding model would not be indexed for SUS funding levels; it would be indexed to the SUS cost analysis.

1.1.a – 85% of SUS upper division full cost of instruction

This model would provide not only for direct instructional costs, but also for indirect costs. Funding the whole cost of a student in upper division recognizes that the student will continue to need services as they progress toward their educational goals. Further, it allows colleges to support additional costs that these students bring beyond just instructional costs.

Fiscal impact:

This model would fund state colleges at a total of \$17,218,456 based on projected FTE for 2008-09 of 3,582. The total appropriation for these same colleges in 2007-08 (before budget cuts) was \$10,235,531.

1.1.b – SUS upper division full cost minus fees and research

This model would likely provide the highest level of support for state colleges and is closest to the original model proposed by CEPRI and supported by St. Petersburg College in FY 2001-02.

This model also provides for both direct instructional and indirect costs.

Fiscal impact:

This model would fund state colleges at a total of \$20,470,095 based on projected FTE for 2008-09 of 3,582. The total appropriation for these same colleges in 2007-08 (before budget cuts) was \$10,235,531.

Policy Option 2 - New Model for Funding Basis

A second type of funding basis considered by the working group was the development of a new model, independent of either university or community college funding or costs. While such a

model would be independent, it would likely contain many of the same standards or factors that are in the current community college funding model. The current formula is a standards based model created by a committee that reviews data and makes recommendations for the standards and weighted funding of certain elements. These factors include (below are examples but not an exhaustive list):

Direct instructional cost, number of locations (one or more campuses), class size (upper division classes are typically smaller than lower division classes), faculty load (community college faculty teach 15 semester hours, university faculty which teach 12 with extra time allotted for research), faculty salaries (level II accreditation requires a higher ratio of PH.D. level faculty which increases faculty salary costs), program costs (some technical programs have higher costs due to specialized equipment), diseconomies of scale for small colleges, district cost differential for high cost areas. An additional important factor would be the cost for student resources (library, student services, and other resources some of which are required to be in place for level II accreditation).

A model included in or similar to the current CCF accounts for factors such as diseconomies of scale at small colleges and district cost differential in high cost areas of the state. This could be seen as both an advantage and a disadvantage. An advantage of this type of funding is that it is widely seen as fair to provide funding mechanisms that account for these types of differences in operating costs. A disadvantage, especially early in implementation of state colleges, is that there would not be a constant dollar value per FTE in baccalaureate degree program funding.

Policy advantages:

A new funding methodology would allow the development of a model that could more accurately reflect the actual costs of operating upper division programs at state colleges.

Policy disadvantages:

A new model would take time to develop and would most likely be easier to develop once the State College baccalaureate degree programs have had more time to "mature" and have a more predictable enrollment level. Creating a new funding model during a period of intense growth might lead to the creation of a formula that is found not to be as effective once growth levels off.

It will not necessarily be obvious that costs are lower than university costs as is required in current law.

Fiscal impact:

In a proxy for a new funding model, the Department of Education staff created a basic model that accounted for a 25% increase in faculty salary for baccalaureate programs, a 20% decrease in class size, and increased library level needed. This scenario projected a fiscal impact of a new model to be \$20,650,397 based on projected FTE for 2008-09 of 3,446. The total appropriation for these same colleges in 2007-08 (before budget cuts) was \$10,235,531.

Recommendation: Policy 1.1a - 85% of SUS full cost of instruction

Rationale: This model is a generally accepted approach for funding that supports both direct instructional and indirect costs, and clearly supports the legislative direction for affordable access to the baccalaureate degree for both student and the state.

Funding Issue 2 - Enrollment Calculation

Once a funding basis model is determined for state colleges, a second factor needs to be addressed – how are enrollments calculated for purposes of funding? Current policy for community college lower division students is that enrollments are calculated based on actual enrollment data and a three year rolling average is used for funding distribution purposes. For baccalaureate degrees at community colleges, enrollment projections are used for funding. This working group focused on the policy implications for upper division funding but acknowledged enrollment calculation policy for upper and lower division is an area that may warrant a broader policy discussion.

2.1 –current upper division policy – projected enrollment

Advantages - Funding on enrollment projections can allow new programs to receive funding in the year the growth is expected (if funded by the Legislature). Although this is represented as the current model for funding baccalaureate degree programs at community colleges, the current FTE projections have not been fully funded at all institutions.

This policy is consistent with current law which requires recurring funds before programs can begin accepting students.

Disadvantages - This funding approach can result in unfunded enrollments when projections are underestimated (or conversely, over funded enrollment if over-projections occur) which can lead to disequalization in FTE funding between colleges.

Fiscal impact – Regardless of the enrollment calculation, the Legislature will make the funding decisions for the expansion of access to the baccalaureate degree.

2.2 – current lower division policy – actual enrollment data, three year rolling average

Advantages - A three year rolling average can have a smoothing effect on funding levels from year to year; decreasing extreme peaks and valleys in funding that result from dramatic changes in FTE from year to year. There is also precedent with extraordinary cases for "hold harmless" funding in cases of extremely rapid decreases in enrollment (hurricane funding is an example).

Disadvantages - Funding FTE on prior years' actual enrollments does not allow for expected growth to be funded in the year it is realized. This makes starting new programs very difficult.

This type of enrollment funding is also especially challenging during economic downturns as community college enrollments are counter cyclical to the economy and usually grow rapidly during bad economic times.

Recommendation: Option 2.1 – keep current upper division policy of projected enrollment and revisit the enrollment issue in 5 years as programs mature.

Rationale: Projected enrollment allows for growth, which will allow for the greatest expansion of access to baccalaureate degree programs.

Funding Issue 3 – Startup Funds

There are two types of startup funding which must be addressed. First, there are funds for the initial time a college applies to the State Board of Education and to the Southern Association of Colleges and Schools (SACS), for approval to award baccalaureate degrees. The second type of

start-up funds are needed when an approved level II institution opens a new baccalaureate program.

In 2001, St. Petersburg College received an appropriation for start-up funding of baccalaureate degree programs in the amount of \$1 million. In the same year, \$5 million was appropriated for other community colleges to develop baccalaureate degrees. In several recent years, no startup funds have been appropriated. In fiscal year 2008-09, \$40,000 per each of nine colleges was appropriated for transition to State Colleges.

Programs other than baccalaureate degrees at community colleges have received start-up funding from time to time. A most recent example is the Succeed Florida grant program which was appropriated by the Legislature to startup or expand workforce programs. These funds were nonrecurring.

State Universities have recently received startup funding for new institutions (Florida Gulf Coast University) and new professional schools (medical, law).

3.1 - Authorize legislative requests for funds which can be used for accreditation and starting of new programs for initial approval of an institution to offer baccalaureate degrees.

Fiscal impact - There is a cost associated for student resources improvements (library, student services, and others) which are required to be in place for level II accreditation.

3.2 - Provide a "Succeed" like categorical appropriation to be administered by the SBE for baccalaureate degree expansion.

Advantages - This type of startup funding has been easier to achieve through legislative appropriation in the past because it has been nonrecurring. Another advantage is that this would give the State Board of Education an expanded role in meeting the need for baccalaureate degree production.

Disadvantages - Some colleges indicate that grant funding like this has been difficult to administer (Succeed funding had specific reporting requirements and restrictions on what funds could be used to support). One specific limitation was that Succeed grants could not be used to support recurring costs such as faculty; which is often a great need in starting up new baccalaureate degree programs.

Fiscal impact – would be determined by the Legislature based on appropriation

amount.

Recommendation: Authorize state colleges to utilize options for startup funds:

3.1 - legislative budget requests for startup funds

3.2 – categorical appropriation for startup grants through the SBE

Rationale: In addition to the advantages listed above, these options place maximum control of startup funding in the hands of the Florida Legislature.

Funding Issue 4 – Student Tuition

Until 2008, the models for tuition and local fees were different for St. Petersburg College and the remaining colleges that offer baccalaureate degrees. St. Petersburg College had a separate section of law authorizing their programs (s. 1044.73, F.S.) which gives their board flexibility in setting tuition and fees but they have to be consistent with law and the General Appropriations Act. The St. Petersburg College law went on to direct that the tuition and fees shall be set at a rate that recognizes the college does not incur the cost of major research programs and is therefore within a range that is lower than the fees established for students at a state university but higher than fees for community college students. The actual current situation is that the tuition has been set in the General Appropriations Act each year.

Current Practice -State College Tuition is set in the General Appropriations Act (GAA) at a rate that is 85% of the current base SUS tuition - with no flexibility.

Advantages - Tuition is the same for all baccalaureate students within the State College system.

Disadvantages - There is no flexibility to address local economic conditions.

Fiscal impact - Tuition under this scenario would be set at \$69.73.

4.1 - State College Tuition would be set in the GAA at a rate that is 125% of the base community college tuition with the flexibility allowed in law for lower division

authorized for upper division as well.

Advantages - Provides local decision making in the setting of student tuition.

Disadvantages - Unless specifically limited, if maximum flexibility is used, tuition could be higher than the current tuition at a state university.

Fiscal impact - Tuition under this scenario would be set at \$78.24, if the 15% flexibility were allowed; tuition would exceed base SUS tuition - \$89.97.

4.2 - State College Tuition would be allowed to vary by a range of from 5% below to 15% above the amount set in the GAA and to be determined by the local board.

Advantages - Provides local boards the opportunity to set tuition while taking into account local economic factors.

Disadvantages - Unless specifically limited, if maximum flexibility is used, tuition could be higher than at a state university.

Fiscal impact – Tuition under this scenario would be set at \$69.73, if the 15% flexibility was utilized, tuition would be \$80.19.

Recommendation: 4.2 - State college tuition should continue to be set in the GAA and local boards of trustees should be authorized to vary within the statutory range currently authorized for community colleges with the provision that it could not exceed the average university tuition.

Rationale: This option balances legislative control of tuition with specified local flexibility. It also supports the requirement in the law creating state colleges that the baccalaureate degree must be cost efficient for the state and the student.

Background and Pilot Project Meeting Summary

Based on Legislative findings that it was in the “best interest of the state to provide the residents of the state affordable access to baccalaureate degree programs that are designed to meet regional and statewide employment needs;” Senate Bill 1716, passed by the 2008 Florida Legislature, created the State College Pilot Project. There are nine colleges named in pilot project (note some colleges have changed their names as authorized in the bill, new college names are shown in Appendix B):

- Chipola College
- Daytona Beach College
- Edison College
- Indian River College
- Miami Dade College
- Okaloosa Walton College
- Polk College
- Santa Fe College
- St. Petersburg College

Section 1004.875, Florida Statutes, created by Senate Bill 1716 required that the state college pilots:

- Maintain their primary mission as responding to the community needs for postsecondary academic education and career degree education as prescribed in s. 1004.65(6)
- Maintain an open-door admissions policy for associate level and workforce programs
- Require as a condition of admission to upper division programs successful completion of the college level communication and mathematics skills exam (CLAST)
- Continue to provide outreach to underserved populations
- Continue to provide remedial education
- Comply with all provisions of the statewide articulation agreement that relate to 2 year and 4 year public degree granting institutions
- Be prohibited from awarding graduate credit or degrees
- Be prohibited from participating in intercollegiate athletics beyond the 2 year level
- Deliver the programs and services in providing associate and baccalaureate degrees in a cost-effective manner that demonstrates substantial savings to the student and to the state over the cost of providing the degree at a state university

The law required the pilot colleges to collaborate with the Florida College System Task Force (also created in Senate Bill 1716) and to report to the State Board of Education, the Speaker of the Florida House of Representatives, and the President of the Florida Senate on specific issues that should be addressed in the transition of a community college to a state college. The law further requires the report address:

- The development of a program approval process to be followed by the State Board of Education for new baccalaureate degrees that are designed to meet the employment needs of Florida. (And, specified that new proposals are not limited to regional workforce needs).
- The formulation of criteria for an institution to transition from a community to a state college
- The development of a funding model for state colleges.

The presidents of the nine pilot state colleges held an organizational meeting on June 12th at Okaloosa Walton College where they began developing guiding principles and setting the scope of their work. They asked the business officers from each college to work over the summer to develop funding models to bring back to the presidents for consideration. The working group of business officers met three times over the summer to prepare funding models as requested.

The presidents met a second time on September 3, 2008, at St. Petersburg College. At that time they revised and adopted the guiding principles in concept by a unanimous vote. They considered the definition of a Florida state college, as well as issues of program approval, transition criteria, governance, statewide coordination which are presented in this report. They heard a report from the group of business officers who worked over the summer on funding models and decided which models to put forth in this report.

The presidents met via conference call on **September 19, 2008** to discuss the first rough draft of the report. At that time they discussed edits to the report draft, adopted the report in concept, and directed the consultant to prepare a final draft based on the meeting discussion which could be adopted at a meeting set for October 16, 2008 (via conference call). The group met via conference call on **October 16, 2008** and approved the report by a unanimous vote.

The pilot college presidents met jointly with the Commissioners Task Force on **October 3, 2008** to discuss the common issues they have each been charged by the Legislature to review. The community college Chancellor updated the group of the state college pilot project. Subcommittees of the task force reported on issues under their charge: mission and vision,

program approval, and transition criteria. Dr. Richard Richardson also made a presentation on higher education systems in transition.

Appendix A

The Pilot college presidents endorsed all the information contained in the program review of baccalaureate degrees in community colleges and requested it to be submitted as an appendix to this report. The report, entitled “Baccalaureate Programs in Community Colleges: A Program Review” can be found at the following website:

http://www.fldoe.org/cc/Vision/PDFs/PR2008_02_Baccalaureate_Program_Review.pdf

Appendix B

Implementation Information by State College

- Chipola College
- Daytona State College
- Edison State College
- Indian River State College
- Miami Dade College
- Northwest Florida State College
- Polk College
- Santa Fe College
- St. Petersburg College

Chipola College

1. Please give a general status update of your college's transition to a state college.

The transition to a state college has been a very productive one, one that Chipola is uniquely prepared to make easily and smoothly. Chipola started delivering baccalaureate degrees in 2004 and was the first college to do so after the passage of SB 1162. The creation of the Florida College System and the designation of Chipola as a state college will provide a structure and environment that will facilitate the expansion of the number of baccalaureate programs. Chipola College and all stakeholders look forward to the opportunities this new initiative will provide.

The transition to a state college for Chipola College began with the transition from a community college, Level I institution to a baccalaureate degree granting, Level II institution. In preparation for this transition, Chipola conducted needs assessments involving business and industry, the education sector, the health care sector, current and prospective students, and the college district as a whole. In a rural district, like Chipola's, which has no local public four-year institution, AA and AS graduates have traditionally had no convenient access to baccalaureate degrees. The response to the needs assessment activities was very clear. Chipola received a mandate from its stakeholders to provide the access to bachelor's degrees that its constituents need.

Chipola College and Miami Dade College were among the first three community colleges to receive permission to offer baccalaureate degree and both institutions received authorization from the Florida State Board of Education (SBE) in 2003. Since then, the number of SBE approved degrees at Chipola has increased and Chipola currently delivers the following eight degrees.

2005 BS in Mathematics Education (6 -12) – Initiated January, 2004
 BS in Biology Education (6 – 12) – Initiated January, 2004
 BS in Middle Grades Mathematics Education (5 – 9) – Initiated August,
2005

 BS in Middle Grades Mathematics Education (5 – 9) - Initiated August,
2005

 BAS in Business Management - Initiated January, 2008
 BS in Nursing (RN to BSN) - Initiated August, 2005
 BS in Elementary Education - Initiated August, 2005

BS in Exceptional Student Education - Initiated August, 2005

Chipola has been continuously accredited by the Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC) for more than the last 50 years. SACS-COC approved each of the baccalaureate degrees above. The approval process for the first two degrees required a visit from SACS-COC. The middle grade, elementary, and ESE degree were approved without a visit or a prospectus being required. The business management degree required submission of a full prospectus, and the BSN degree only required a submission of a faculty roster, facility report, and library holdings report.

At Chipola all of the students support services, library holdings, facilities, faculty credentialing guidelines, courses of study, and administrative services needed for the effective delivery of baccalaureate degrees are in place and functioning effectively. Budget planning is an important component of the planning process for each degree and detailed analyses conducted by the Executive Budget Committee and appropriate personnel guide the decisions that must be made. Effective marketing and recruitment activities are ongoing.

The Florida Department of Education Bureau of Educator Recruitment, Development, and Retention approved Chipola's BS degrees in mathematics and science education. The submission for approval for the BS in Elementary and Exceptional Student Education degrees are being prepared now and will be submitted in spring, 2009.

Chipola is laying the groundwork to apply for degree-specific, national accreditation for the teacher education, business, and BSN programs.

In the transition to becoming a state college, Chipola College will continue the same careful planning and implementation process that has been so successful in the transition from Chipola Junior College to baccalaureate degree granting Chipola College. Chipola's district, students, faculty, administrators and staff are enthusiastic about this new expanded role for the college and the increased access it will bring to its stakeholders.

What activities did your college undertake upon being named a state college?

Many of the activities undertaken are continuations and expansions of those, discussed above, that were so essential to the successful implementation of Chipola's eight baccalaureate degrees. The following list gives a sampling of those activities.

- Informing the Board of Trustees, students, college employees and the community that Chipola is a state college and is now part of the Florida College System.
- Participating in the State College Pilot Project initiative.

- Planning for the identification of new degrees
 - Assessment of student demand for bachelor's degrees.
 - Assessment of local workforce needs.
 - Assessment of regional and state workforce needs.
 - Internal assessment to identify new degree possibilities and weaknesses/strengths in the current baccalaureate programs.
- Institutional planning for the transition, including the impact of expanding the baccalaureate degree offerings on facilities, faculty, library holdings, budgets, and other components of the college which will be affected.
- Determining, based on the activities above, the plan of action for the submission of applications to the SBE for approval of additional high-need bachelor's degree in the near future.
- Planning for the delivery of some baccalaureate degrees completely online to provide educational opportunities to both our local students and students across the state.

What, if any, impediments to implementation did you college experience during the transition to a state college.

The transition to a state college did not bring additional impediments to the implementation and successful continuation of bachelor's degrees. There are, however, impediments that were already in place prior to the designation of Chipola as a state college.

- At present, there is only one SBE approval process for every new baccalaureate degree application. There should be at least two. Institutions who are applying for the first time should go through the lengthy and rigorous process that is now in place. On the other hand, institutions such as Chipola, that are already approved as Level II institutions by SACS-COC, have successfully delivered baccalaureate degrees for several years, have awarded numerous bachelor's degrees, and have stellar retention, graduation, certification/licensing, and placement rates have already demonstrated the capabilities needed to offer additional degrees. The application process for such state colleges should be abbreviated.
- It is difficult to do financial planning when there is, so far, no funding model nor dedicated funding for this initiative.

What suggestions would you offer for overcoming implementation impediments?

- Give program approval authority to the local Board of Trustees and create an abbreviated program approval process for institutions that have received SACS-COC Level II status and are successfully delivering quality baccalaureate degrees.

- Provide non-recurring start-up funding for new programs.
- Design a funding model that will provide adequate ongoing funding for baccalaureate programs.

What major successes of the transition to state college did you college experience?

The designation of Chipola College as a state college and the creation of the Florida College System serves to clarify the role of the “community college baccalaureate degree granting institution.” Although the public and the education community have come to better understand the value of baccalaureate degrees granted by community colleges, the new inclusive mission, name (state college) and structure (Florida College System) provide a platform for more effective operations, educational excellence, and improved public opinion of our institutions.

The response has been uniformly positive. Chipola’s baccalaureate degrees are highly enrolled and, based on community and student surveys; there has been an increase that seems to be attributable to the state college designation.

What future plans does your college have with regard to expanding access to the baccalaureate degree?

Chipola is in the process of analyzing needs assessments to determine what new programs are needed locally, regionally, and statewide. Some of the programs being considered are listed below.

- BS degrees in teacher education with majors in specific subjects. Possibilities include: Language Arts, History, Secondary science subjects (Physical Science, Earth Science, Chemistry, etc.), Foreign Language
- BAS in Health Management
- BAS in Public Service Management
- BAS in Construction Management

Chipola is planning for the delivery of some baccalaureate degrees online to better serve local students and to provide educational opportunities to students across the state.

Daytona State College

Current and Future Baccalaureate Programs

Daytona State College (Daytona State) currently offers two baccalaureate degrees that are based on local workforce needs as approved by the State Board of Education (SBE): a bachelors of applied science (BAS) in supervision and management and a bachelors of science (BS) in education programs.

Volusia and Flagler counties have been experiencing a dramatic shift in the workforce needs of employers, and these changes have increased the need for postsecondary education at the certificate, associate's, and bachelor's degree levels. Responding to the demand for postsecondary access at the baccalaureate level and to the needs of major industry sectors, Daytona State developed the BAS in supervision and management. The BAS was approved by the SBE in April of 2005.

Volusia and Flagler county school districts are experiencing a severe shortage of educators. The school boards of both counties and their superintendents requested that Daytona State apply to the Florida Department of Education (FDOE) for approval to offer a bachelor's degree in education. Daytona State received approval from the SBE to offer education programs to meet the following critical shortage areas:

- Elementary education
- Exceptional student education
- Secondary mathematics
- Secondary biology
- Secondary chemistry
- Secondary earth/space science
- Secondary physics

Daytona State did not receive start up funding from the state for the BAS in supervision and management or the BS in education degrees. Only partial FTE funding was realized in the 2008-09 General Appropriations Act as a result of the state's current economic status. Daytona State supports the recommendations of the State College Pilot Project for the Legislature to adopt an appropriate funding formula, provide start up funding, provide full FTE funding, and authorization for adequate tuition and fees for state college baccalaureate programs.

Based on an initial review of regional and statewide workforce demands, Daytona State is investigating the provision of regional and statewide baccalaureates to further expand access to a bachelor's level education. Daytona State is examining the need for the following baccalaureate programs: a regional BS in engineering technology, and a statewide BS in Environmental Science and Marine Biology. Daytona State is not currently pursuing approval by the SBE to offer baccalaureate programs.

Activities Undertaken Upon Being Named a State College

New Program Planning

Daytona State began planning for the transition in 2004, prior to SBE approval in 2005 for the BAS in supervision and management. The position of Dean for Transitional and Institutional Effectiveness Services was created to provide leadership in various areas related to the College's transition efforts to the Florida College System and state college status. The Dean for Transitional and Institutional Effectiveness Services, hired on August 18, 2008, is credentialed with a doctorate and post-doctorate in higher education and community college leadership and transition.

The Dean co-chairs the newly created Institutional Transition Committee (ITC), a sub-committee of the college-wide Planning Council. The ITC is comprised of two additional vice presidential co-chairs including the vice president of planning, academic department chairs, academic and student service vice presidents, and selected administrators. The purpose of the Committee is to engage in strategic thinking and exploration of the institution from the perspective of its current status. By default, this process will also shape, to some extent, how the institution presents itself during the next reaffirmation visit of the Southern Association of Colleges and Schools in 2014.

Daytona State is committed to effectively and successfully transitioning to at state college in the Florida College System. President Kent Sharples ensures that the transition is at the core of College planning, programs, and processes while maintaining the primary mission responsibility for responding to community needs for postsecondary academic and career education and preserving the open door. The Executive Vice President and Vice President for Governmental Relations participate in all related statewide transition meetings to provide additional support, information, and coordination.

Marketing and Student Recruitment

The Board of Trustees of Daytona State voted to officially change the College's name to Daytona State College on June 19, 2008. The College's Office of Marketing and Communications

launched a public information campaign to promote and increase awareness and understanding of the new state college name. The campaign included the creation and approval of a new College logo, updates to the website and promotional materials, new business cards for employees, and ads in the Volusia and Flagler county newspapers explaining “What’s in a New Name?” The Office of Marketing and Communications and Enrollment Services collaborated to create promotional materials that accurately convey the transition to prospective students and employers. The Office of Marketing and Communications and the Office of Administrative Services ensued the updated signage on Daytona State’s six campuses.

The June 19, 2008 transition to Daytona State has generated much enthusiasm among students, faculty, administrators, and staff, and members of the Flagler and Volusia communities. Students convey excitement about the continued evolution of the College’s mission and vision and anticipate upcoming changes. College faculty, administrators, and staff are balancing baccalaureate programs and services with career and technical education, adult high school curricula, apprenticeships, and two-year associate degrees. Flagler and Volusia community members indicated that the transition to a state college has strengthened the College’s status in its service district.

Future Plans for Expanding Access to the Baccalaureate

As an effective baccalaureate degree granting institution, Daytona State was well prepared to serve students during the transition to state college. Daytona State is dedicated to excellence in the quality of baccalaureate programs and services and is developing future plans to expand access to the baccalaureate by:

- Adding regional and statewide baccalaureates, as described in the first section of the present document.
- Considering the provision of a baccalaureate in liberal arts if state universities continue to limit access to academic programs.
- Compliance with the statewide 2 + 2 articulation agreement, developing 2+2 articulation agreements with colleges of Florida’s College System, and ICUF institutions. Daytona State seeks to develop 2+2 articulation agreements for associate in arts degree students to transfer to the BAS in Supervision and Management and the BS in Education. Partnering with colleges and universities across the state will expand access to the baccalaureate for citizens of counties that do not offer such degrees.
- Expanding enrollment services to accommodate new baccalaureates through:

- the evaluation of the transcripts of students pursuing baccalaureates with select program requirements and transfer students from baccalaureate degree granting colleges of Florida's College System, the State University System, ICUF institutions, and out-of-state junior and senior level students,
- baccalaureate academic program of studies and pre-requisites,
- federal financial aid, and
- recruitment of students across the state.

Edison State College

Edison State College's Board of Trustees, faculty, staff and students have been actively engaged in the transition to a state college. This process was thoughtful, deliberate and planned over the course of three years, once approval to grant baccalaureate degrees was received. The process included philosophical inquiry and definition, cultivating academic programming, augmenting student life, and identifying pathways for student goal attainment. This transition provided Edison a focus for the entire organization, building upon the strength of an already successful community college.

Currently Edison State College offers five baccalaureate degrees: BAS Public Safety Management, BAS Supervision and Management, BS Secondary Education Mathematics, BS Secondary Education Biology, BS Elementary Education, and we anticipate offering a Bachelor of Science degree in Nursing in fall 2009. These programs were selected after careful market analysis based on student interest, occupational trend analysis, and regional employer needs.

During 2006-2008, SACS Level II Accreditation and Florida Department of Education approval were sought, prior to being named a state college.

What activities did your college undertake upon being named a state college?

Edison State College offered baccalaureate degrees for nearly two years prior to being named a state college. As a result, the College was well positioned to assume the programmatic responsibilities of a state college. To prepare for the state college designation, the College:

- ◆ Engaged the Board of Trustees in a dialogue about the role of a state college
- ◆ Reviewed the College mission to ensure alignment with its expanded mission
- ◆ Focused the College's Convocation in August 2008 on The Meaning of Being a State College by holding a free-form panel discussion lead by President Kenneth P. Walker, with the entire faculty and staff
- ◆ Realigned the College University Center's mission and focus
- ◆ Created pathways/articulation agreements to the master degree level as appropriate
- ◆ Implemented a pilot Rank and Promotion faculty evaluation system
- ◆ Reviewed hiring qualifications for administrative and faculty positions to include baccalaureate experience "preferred"
- ◆ Changed student advising systems to track student educational goals from freshman year through educational goal attainment
- ◆ Formed a task force to study the feasibility of student housing
- ◆ Notified SACS regarding our name change
- ◆ Met with our regional public and private four year colleges to reaffirm our commitments
- ◆ Notified all appropriate federal and state agencies, financial institutions, and associations of the name change
- ◆ Conducted focus groups with staff and students to fine tune message and brand

- ◆ Changed the College name to Edison State College and prepared a public relations package to include a new logo; changed official College apparel sold in the Bookstore
- ◆ Changed college signage, stationary, and official documents, including the college seal
- ◆ Notified highway agencies for directional sign changes

What, if any, impediments did your college experience during the transition to a state college?

As indicated, Edison State College obtained Level II accreditation status from SACS in 2006, and therefore was well positioned to address the new challenges of the state college. During the accreditation process, the institution underwent an effective self study and continuous improvement process, thus enabling us to be better prepared as a state college. The rigor of this process, though taxing, served the institution well.

Although not an “impediment,” recognizing the need to shift the organizational culture from a *two year community college* to an *open door community based baccalaureate institution* was and continues to be a priority. We began to think about our educational programs and pathways differently, and to recognize that attitudes, perceptions, processes, and branding needed to be addressed as well. This continues to be a priority for the entire organization, and this shift in culture is progressing well.

The challenge of being a *community based open door baccalaureate college* has been embraced throughout the organization. Now, more than ever, both faculty and administration recognize the responsibility of moving students from diverse academic backgrounds through the baccalaureate degree. A special task force has been formed to prepare for a meaningful freshman experience by providing a Foundations of Excellence (Gardner) approach to student success. Reinforcing the organization’s commitment to student success was identified as a key component to the successful transition to a state college.

What major successes of the transition to the state college did your college experience?

The support for our new state college status from the Edison student body, as reflected in the number of applications, has been outstanding. Students are excited about staying at Edison to complete their degree, and affirm their baccalaureate goal from the moment they are admitted. Continuity for the student, both academically and procedurally, is nearly seamless.

Community and staff alike are very proud to extend the mission of the College to meet student needs.

Indian River State College

1. Please give a general status update of your college's transition to a state college.

Currently offering baccalaureate degree programs based on local workforce needs as approved by the State Board of Education

IRSC is currently offering the following 9 Baccalaureate degree programs based on local workforce needs, with more than 900 students enrolled:

- B.S. in Secondary Mathematics
- B.S. in Middle School Mathematics
- B.S. in Secondary Biology
- B.S. in Middle School Science
- B.S. in Exceptional Student Education with ESOL
- B.S.N. in Nursing
- B.A.S. in Organizational Management
- B.A.S. in Public Safety Administration
- B.A.S. in Health Care Management

Pursuing approval by the State Board of Education to offer (initial or additional) baccalaureate programs

IRSC is currently in the process of conducting a comprehensive needs assessment to identify additional Baccalaureate programs necessary to meet local, regional and statewide employment needs. Based on this needs assessment, IRSC anticipates pursuing State Board of Education approval to offer additional Baccalaureate programs in high-demand employment areas.

Planning to implement (or currently offering) regional or statewide baccalaureate programs

IRSC's State College Transition Team and New Degree Subcommittee have established a three-year phased approach to identify, assess needs, propose, and implement additional Baccalaureate programs to respond to local, regional and statewide needs. At this time, IRSC is

reviewing prospective Baccalaureate programs identified by the faculty and administration as potential high-need areas. Through this systematic in-depth review, IRSC is examining factors such as employment demand, student interest, gaps in program availability, institutional capacity, and available funding to prioritize and categorize additional programs for implementation during 2009-10, 2010-11, and 2011-12.

2. What activities did your college undertake upon being named a pilot state college?

Organizational/Cultural Leadership

IRSC has established a college-wide State College Transition Team that consists of faculty, program directors, deans, and administrators from throughout the institution. This group is charged with the responsibility of leading a holistic, purposeful, proactive approach for transitioning to a state college. Through this innovative and broad-based team approach, issues and actions are addressed in a synergistic, systematic manner which promotes effectiveness and quality among programs and services throughout the College.

Accreditation and Quality

IRSC successfully completed the SACS Substantive Change process to be accredited as a Level II (Baccalaureate-granting) institution. Through this rigorous process, IRSC conducted an extremely intensive internal review of its mission, curriculum, instructional personnel, library resources, academic and student support services, facilities, equipment, resources, institutional effectiveness processes, and other factors to ensure readiness to offer high-quality Baccalaureate degrees. In addition, IRSC was a lead participant in establishing state-wide accountability measures for Florida College System Baccalaureate degree programs, and utilizes these measures as a continuing benchmark to track and enhance program performance.

Needs Assessment

Internal institutional needs to accommodate expansion of baccalaureate degree programs

IRSC identified a strong regional need for additional Baccalaureate opportunities more than 10 years ago, and as a result, has purposefully developed its facilities, faculty and support services at the level necessary to support high-quality Baccalaureate programs. In addition, IRSC has established a systematic in-depth review process to continuously examine and enhance factors such as faculty resources, student services, facilities, and available funding as new programs are proposed.

External needs assessment – i.e.: community, regional, or statewide employment needs for baccalaureate degrees

IRSC is currently conducting a comprehensive needs assessment to identify additional Baccalaureate programs necessary to meet local, regional and statewide employment needs. This includes an examination of relevant job data, input from advisory committees, and survey data from area employers. Based on this needs assessment, IRSC anticipates pursuing the necessary approvals to offer several additional Baccalaureate programs in high-demand employment areas in 2009-2010.

New program planning

IRSC has implemented a three-year phased approach to identify potential programs, assess needs, develop proposals, and implement additional Baccalaureate programs to respond to local, regional and statewide needs. At this time, IRSC is reviewing prospective Baccalaureate programs identified by the faculty and administration as potential high-need areas. Through this systematic in-depth review, IRSC is examining factors such as employment demand, student interest, gaps in program availability, institutional capacity, and available funding to prioritize programs to be proposed for implementation in 2009-10, 2010-11, and 2011-12.

Program approval process (State Board of Education application)

Based on the needs assessment and program planning processes identified above, and on the availability of adequate funding, IRSC anticipates submitting applications and seeking approval for additional, high-need programs over the next three years.

DACUM or other curriculum development process

IRSC instructional administrators and faculty are engaged in working with business/industry/non-profit advisory committees in a structured process to identify employment needs and develop curricula that address not only academic and technical skills, but “soft skills” and industry certifications essential for success in today’s workplace. All Baccalaureate programs at IRSC are designed to be competency-based so that graduates will have both the requisite knowledge, and the demonstrated ability to perform the tasks and functions necessary for success in the workplace.

Business and industry or other community outreach

IRSC maintains close ties to area businesses and industries through advisory councils, economic development planning meetings, surveys, and personal contacts. Business and industry leaders provide input during the Baccalaureate proposal development process about current

employment needs and future business initiatives. In order to maintain and strengthen these ties, and as part of the state college transition process, IRSC has implemented a focused State College Communications Initiative to inform and involve regional economic development, business, industry and community leaders regarding the changes, impacts, and benefits associated with IRSC's transition to a state college. All area economic development agencies, major business organizations, and governmental agencies have been engaged in and endorsed IRSC's transition to a state college. The President and other College representatives will be making more than 50 presentations in the coming year to further ensure strong public awareness and understanding of what the transition means to all sectors of the community.

Marketing and student recruitment

IRSC is supporting the State College Communications Initiative described above with a multi-faceted marketing and student recruitment campaign. Over the past year, IRSC has presented more than 20 Information Sessions for prospective students, coupled with 15 Orientation Sessions for incoming students. Orientation information is also available online to facilitate the success of distance learning students. In addition, the IRSC Enrollment Management Department conducts targeted marketing events in partnership with area school districts, public service and governmental agencies, hospitals and health care agencies, and business/industry organizations to inform prospective students and employers regarding IRSC's new degree opportunities. IRSC's transition has also received extensive positive media and editorial support throughout the region.

3. What, if any, impediments to implementation did your college experience during the transition to a state college.

- ✓ Inadequate and unpredictable funding for Baccalaureate program enrollment
- ✓ Lack of dedicated funding source for start-up of new Baccalaureate programs
- ✓ Cumbersome and lengthy approval process for new Baccalaureate programs

4. What suggestions would you offer for overcoming implementation impediments?

- ✓ Adoption and adherence to a funding model that will provide equitable and adequate funding to support enrollment growth and ensure high-quality programs, while still maintaining an emphasis on program efficiencies and affordability.
- ✓ Aligning Bright Futures scholarships with State College tuition rates.
- ✓ Utilizing non-recurring funds to provide program start-up grants.
- ✓ Subsequent to initial State Board of Education and SACS Level II approval, provide local program approval authority to Boards of Trustees with a streamlined application and compliance check by state-level staff.

5. What major successes of the transition to state college did your college experience?

- ✓ Maintained inclusive “one college” culture and philosophy as Baccalaureate programs were introduced.
- ✓ Ensured high level of engagement, involvement and communication in transition through establishment of a College-wide State College Transition Team, with broad-based subcommittees focused on Academic/Student Support, Technology, and New Program Planning.
- ✓ Developed and implemented approximately 75 course sections, offering students the options of classroom, blended and on-line course delivery methods.
- ✓ Received enthusiastic student acceptance of Baccalaureate programs, with over 900 students currently enrolled.
- ✓ Achieved a 92% overall satisfaction rating by students enrolled in IRSC Baccalaureate programs to date.
- ✓ Project that IRSC will graduate its first 75 Baccalaureate students in the coming year.
- ✓ Generated strong community support, including the ability to award over \$300,000 in foundation scholarships for students in IRSC Baccalaureate programs.
- ✓ Implemented new College “brand” to ensure ongoing public awareness, understanding and support for our transition to IRSC.

6. What future plans does your college have with regard to expanding access to the baccalaureate degree?

IRSC’s State College Transition Team and New Degree Subcommittee have established a three-year phased approach to identify, assess needs, propose, and implement additional Baccalaureate programs to respond to local, regional and statewide needs. At this time, IRSC is reviewing prospective Baccalaureate programs identified by the faculty and administration as potential high-need areas. Through this systematic in-depth review, IRSC is examining factors such as employment demand, student interest, gaps in program availability, institutional capacity, and available funding to prioritize and categorize additional programs for implementation during 2009-10, 2010-11, and 2011-12.

In addition, IRSC is expanding access by providing the programs in multiple formats, including classroom, blended and on-line instruction. Currently, over 50% of the Baccalaureate courses offered by IRSC are available in both traditional and on-line formats to meet the specific learning needs of our students.

Baccalaureate courses have been extended to IRSC branch campuses in surrounding counties through the innovative use of technology such as streaming media and interactive video broadcasts. Additional courses are being phased in at all campuses based on student/employer need and demand.

IRSC is also expanding access by ensuring affordability. All nine Baccalaureate programs have received approval by the U.S. Department of Education Office of Student Financial Aid for Title IV support. To date over \$500,000 in federal financial aid, and over \$300,000 in IRSC Foundation scholarships have been awarded to students pursuing baccalaureate degrees at Indian River State College.

Miami Dade College

1. MDC State College/Baccalaureate Degree Status

- Currently offers the following workforce-related baccalaureate programs:
 - BS, Education (Exceptional Children Education, Secondary Mathematics Education, Secondary Science Education)
 - BAS, Public Safety Management
 - BSN, Nursing
- Has received Board of Trustee approval and has proposed these programs to the State Board of Education
 - BAS, Electronics Engineering Technology
 - BAS, Film, Television, and Digital Production
 - BAS, Health Sciences, with a Physician Assistant Studies Option
 - BAS, Supervision and Management
- Has included the possibility of offering regional or statewide baccalaureate programs as part of the MDC State Pilot College Planning Project

2. MDC Activities Related to Being Named as a Pilot State College

- The MDC State Pilot College Planning Project described below emerged from the State Pilot College Planning Retreat led by Dr. Eduardo Padrón.
- The Project is led by a Steering Committee composed of MDC Campus Presidents, senior District administrators, and representative Deans and Chairs.
- Actions approved by the Steering Committee are recommended to the College President and, upon his approval and as appropriate, are presented to the MDC Board of Trustees. The Committee is chaired by the College President or his designee(s).
- MDC State Pilot College Project – General Description
 - A. **Steering Committee Responsibilities**
 - Set and monitor the overall timeline, structure, and goals for the State College Project
 - Establish and provide the charge and oversight both for Subcommittees and for any other special work group that might be deemed necessary

- Assure that related College units (Executive Committee, Support Staff Councils, Deans Councils, etc.), faculty, staff, students, alumni, and external stakeholders are informed and engaged, as appropriate
- Provide guidance and assistance to the Project Director regarding regular communication to stakeholders so that all parties are kept well informed about Project developments
- Oversee the work and recommendations of the Subcommittees.
- Recommend the establishment of other subcommittees as needed.

B. Subcommittee Leadership and Responsibilities

- Co-chaired by a Campus President or College Provost and one other Steering Committee member
- Address the multiple planning processes that need to occur sometimes concurrently and sometimes sequentially
- Provide periodic updates to the Steering Committee on its progress,
- Collect best-practice models and relevant research to inform planning,
- Develop/recommend a plan of action, including timeline, needed events/actions, and resources to the Steering Committee for review and approval, and, as appropriate for recommendation to the College President

C. 2008-09 Subcommittees

1. Vision and Mission

- Accomplishes a market analysis
- Identifies MDC strengths and potential
- Drafts and recommends an initial vision/mission statement that addresses MDC as a renowned State College and includes/expands the MDC Collegewide Student Learning Outcomes linked to Baccalaureate graduates
- Identifies measures by which to assess MDC's progress toward becoming a State College exemplar
- Designs/implements a politically sensitive process to vet the proposed draft with internal/external stakeholders
- Prepares a final draft for review by the Steering Committee

2. Baccalaureate Master Plan

- Conducts an academic market analysis and review of relevant MDC data
- Based on the vision/mission, recommends the distinctive, overall design/elements of MDC baccalaureate degrees/programs
- Recommends criteria for baccalaureate design and selection (including existing baccalaureate programs and those under current consideration)
- Based on the above, recommends initial list of baccalaureates degrees and programs to offer with an implementation timeline
- Develops a curriculum design process for baccalaureate programs

- Recommends format/ nature of baccalaureate programs (2+2, seamless, online, etc.)
- Recommends resources necessary (e.g., library, specialized labs, additional personnel, equipment, facilities) to develop and support baccalaureate programs

3. Student Services

- Recommends infrastructure for baccalaureate student services (advising, career information, recruitment, retention strategies, transcript evaluation, student information systems)
- Recommends student success systems for baccalaureate students

4. Financial

- Prepares an analysis funding needs
- Recommends funding sources
- Supports other subcommittees in analyzing costs/benefits associated with new programs, changes in structure, facilities, personnel, etc.

5. Organizational Structure

- Responsive to the Baccalaureate Master Plan and types of programs
- Responsive to fiscal realities and funding
- Based on options that effectively serve the vision/mission: geographical vs. functional structures, district vs. campus jurisdictions, centralized vs. decentralized functions, etc.

6. Faculty Profile and Development

- Academic credentials, teaching and professional experience, technology literacy, responsibilities, expectations (teaching, advising, scholarship/research, etc.) for existing and new faculty
- Loads and schedules
- Salaries and benefits
- Recruitment and screening
- Advancement (performance review, continuing contract, promotion, etc.)
- Placing faculty in divisions, schools, departments
- Adjunct faculty

7. Facilities, Capacity, and Resources

- Rationalization of space use
- Physical location of new programs
- Additional space needs (remodeling, construction, rental)
- Resource analysis for implementation of State College Plan

3. Implementation Impediments

The Baccalaureate proposal and the State-level approval process is over a long period of time from notice to approval, and then implementation. This can affect the start up of classes in any given semester. Start up funding for new programs is not always available from the Legislature. New programs can then draw away from other programs at the College.

4. Suggestions for Overcoming Implementation Impediments

State College System standards and accountability measures that assure systematic quality are essential, and State Colleges should meet those standards and accountability measures. We suggest that each State College after it receives SACS and Florida Department of Education approval to provide baccalaureate level instruction should be permitted to develop proposals that are reviewed and approved at the institutional level by the local Board of Trustees in a manner similar to the current policy and practice at St. Petersburg College. We recommend that star up funds be formulized and guaranteed once approval of such programs are made.

5. Major Transition Successes

MDC has a carefully structured, ambitious, and effective strategic plan. Baccalaureate-level offerings and students are an important part of that plan. However, the opportunities offered by MDC's becoming a pilot State College have sharpened the focus of MDC faculty, staff, and administrators on the challenges and possibilities available in baccalaureate learning: expanding student access, providing new levels of education, and strengthening Miami Dade County and South Florida.

6. Future Plans to Expand Access to Baccalaureate Degree

MDC anticipates substantial opportunity to expand access through baccalaureate programs designed to meet the educational needs of our community. The shape and substance of that expanded access are a central part of the MDC State College Planning Project.

NORTHWEST FLORIDA STATE COLLEGE

The transition of Okaloosa-Walton College to Northwest Florida State College has been a smooth process. The process required the Board of Trustees to select a name that would be representative of the expanded mission of Okaloosa-Walton College. After considering numerous suggested names, the Board unanimously decided to name the college ***Northwest Florida State College***.

The response from the local community has been most positive to the name change. Students are thrilled with the name and the college has received positive comments from the local media, friends of the college, faculty, and staff. Further, as a very interesting aside, the Fort Walton Beach Regional Airport renamed itself the *Northwest Florida Regional Airport* and attributed the name change to the leadership of the new state college.

Northwest Florida State College is currently offering four baccalaureate programs: 1) Bachelor of Applied Science in Project Management with five majors; 2) Bachelor of Science in Nursing; 3) Bachelor of Science in Elementary Teacher Education; and 4) Bachelor of Science in Middle Grades Mathematics/Science Teacher Education. All programs have strong enrollments, with an FTE increase over last fall of more than 29%.

The college is planning to offer additional baccalaureate degrees and is developing a phase-in plan for degrees with business administration scheduled in the fall of 2009. Additional degrees will follow based upon community need and availability of resources.

What activities did your college undertake upon being named a state college?

During the process of adding bachelor's degrees to the college offerings, focus groups consisting of area employers were used to assess the needs for the degrees. Department of Labor employment data was used to help establish the level of needs for the degrees. After the legislature created the current legislation, the college continued these processes but also added a branding effort to its college marketing.

The college initiated a branding effort within the college service area to introduce the new name to the community. Media and public speaking by college officials was the primary means of targeting the new name. A new logo and new college signage have been developed and are presently being installed. The college received the cooperation of the Department of Transportation in developing new highway signs on county, federal, and state highways.

The community response has been so positive that several business groups have met with college officials to discuss future baccalaureate programs. A special session was held with major employers in the engineering area to talk about systems science.

Impediments to implementation

The college has not experienced any impediments to its transition as a state college. It was necessary to inform the state, regional, and federal agencies of the change so that there would be no interruption in services in financial aid or in accreditation status. No issues were encountered at any level.

Major successes of the transition to state college did your college experience?

The major success in intangible and hard to verbalize, but it is the positive response of the community and its excitement over what it sees as a new status for the college in the state and in the community. The name state college has simply been phenomenal in terms of raising the prestige of the college in terms of its community and its students.

Further the college has been successful in its accreditation efforts. The Commission on Colleges of the Southern Association of Schools and Colleges approved the bachelor's degrees and teacher education as a substantive change without a committee site visit based on the success of the earlier bachelor's degrees. The bachelor's degree program in nursing recently hosted a site visit from the Commission on Collegiate Nursing Education and received a no findings report.

Future plans does your college have regarding expanding to other baccalaureate degrees.

The college is in a systematic planning process with it's curriculum committee and it's Board of Trustees along with input from the community to identify additional degrees. As described earlier, Business Administration will be offered in the fall of 2009 and degrees in public safety, information technology, systems science, and interdisciplinary arts are under consideration and discussion.

Polk College

Please give a general status update of your college's transition to a state college.

We are pursuing approval by the State Board of Education to offer initial baccalaureate programs.

What activities did your college undertake upon being named a pilot state college?

Needs assessment – An analysis of the Workforce Needs was conducted both internally and externally.

Internally, our online survey of over 1200 students showed a favorable response for the BAS degree, citing convenience of location and low cost of program as important factors.

Externally:

- a) A questionnaire was mailed to over 100 businesses, city and local governments, and public safety organizations averaging over an 85% favorable response for the need.
- b) An online survey of the community and employees showed location, low cost and the availability of evening classes important.
- c) An analysis of baccalaureate degree production from both public and private universities and colleges revealed a paucity of degrees in Supervision and Management have been awarded.

An analysis of the Occupational Forecast predicts over 600 openings annually for this degree.

The curriculum and program were developed by the faculty and program director of our Business Department with input from the Business Administration Advisory Committee.

We are currently preparing our application for a substantive change with SACS.

What, if any, impediments to implementation did your college experience during the transition to a state college.

We did not run into any impediments preparing for this transition. The staff at the DOE have been extremely helpful preparing the documents.

What suggestions would you offer for overcoming implementation impediments?

One suggestion would allow submission of documents twice per year as does the accrediting agency.

What major successes of the transition to state college did your college experience?

The broad and engaged support by the community, local businesses and public institutions intensified both the dialogue and the collaboration between our college and the many audiences across our service area to make this transition a very successful endeavor. Almost all commentary strongly validated the decision of the legislature to implement the state college system and indicated expansion opportunities for the near future.

What future plans does your college have with regard to expanding access to the baccalaureate degree?

Based on the community feedback cited above, our institution will conduct additional workforce and market demand analyses to assess further baccalaureate program options in other academic disciplines.

In addition, the current baccalaureate program enrollment trends reported by other state colleges encourage us to plan for an expanded program size.

Santa Fe College

Please give a general status update of your college's transition to a state college.

- ✓ Currently offering baccalaureate degree programs based on local workforce needs as approved by the State Board of Education
No
- ✓ Pursuing approval by the State Board of Education to offer (initial or additional) baccalaureate programs
Yes, 2 BAS applications are currently under review in the Dept of Education/Division of CC. They are Clinical Laboratory Technology and Health Services Administration.
- ✓ Planning to implement (or currently offering) regional or statewide baccalaureate programs
Yes, to the extent that SFC will be the only institution to offer a bachelor's degree in Clinical Laboratory Technology in the area from Jacksonville to Tampa.

What activities did your college undertake upon being named a pilot state college? Below are a few examples. Please describe any that apply.

- ✓ Needs Assessment
 - Internal institutional needs to accommodate expansion of baccalaureate degree programs

Yes, we completed the comprehensive internal assessment of resources required as part of the BAS application (including faculty, space, library, and program funding resources).
 - External needs assessment – i.e.: community, regional, or statewide employment needs for baccalaureate degrees

Yes, we completed a comprehensive, data-driven needs assessment that considered employment needs within the state but focused most importantly on needs in our district and region. We looked at new and replacement worker needs in the context of the current higher education pipeline. We also looked at potential salaries for graduates to assure the programs were both high wage and high demand. We also conducted a “pipeline” assessment to determine viability in terms of ongoing student enrollment.
- ✓ New program planning
Yes, we used the state common prerequisites as the program base along with all the BAS requirements (e.g., 36 hours of general education). The curriculum was designed by the area faculty in consultation with potential employers.
- ✓ Program approval process (State Board of Education application)
Yes.

✓ DACUM or other curriculum development process

We evaluated current curriculum in place in existing BAS/BS programs in both Clinical Laboratory Science (CLS) and Health Services Administration at state universities. We also consulted with external accreditors regarding curriculum requirements: the National Accrediting Agency for Clinical Laboratory Sciences and the Association of University Programs in Health Administration. Finally, we discussed the specific needs of potential employers. This last discussion did help shape the CLS curriculum in particular. Our program is especially targeted to state of the art medical diagnostic technology, which emphasizes molecular biology and genomics.

✓ Business and industry or other community outreach

We had discussions with all of our relevant partners: K12, the Rural Healthcare Alliance, the chambers of commerce, and local hospitals, medical and biotechnology firms. In addition, we did outreach with all related SFC program Advisory Committees. We found that the discussion was so germane in the health care industry in the region that potential partners began to seek us out. This was how we connected with the Mayo Clinic in Jacksonville, which is experiencing a dramatic need for licensed clinical/medical technologists.

✓ Marketing and student recruitment

The BAS programs have been pre-marketed within SFC's existing health careers programs. Area media have been contacted and have provided extensive news coverage about the bachelor's degrees. The college implemented a Web information page <http://www.sfcc.edu/academicaffairs/BASprograms.php> and assigned program advisement to several current staff, among them the Coordinator of Biotechnology, the Director of the Health Sciences Counseling Center, and the Associate Vice President for Academic Affairs. The college has also been approached by several other state community colleges regarding potential articulation agreements. Several partners, the Mayo Clinic among them, have indicated they may provide scholarships for students or otherwise underwrite expenses for current employees.

What, if any, impediments to implementation did your college experience during the transition to a state college.

The timeline from the July 1 implementation of the state college pilot project to the September 1 application was compressed. This timeline also occurred over the second half of summer, a time when most faculty are off-contract and on vacation. The College had to work aggressively to involve faculty in the curriculum process to assure quality program development.

What suggestions would you offer for overcoming implementation impediments?

As indicated in the previous answer, I suggest the application development process take place over a longer timeline and during a time when most faculty are available. For example, it might begin in September and conclude in December. I would also suggest a more streamlined, local approval process for additional BAS programs after initial approval. This would facilitate a more productive and effective timeline.

What major successes of the transition to state college did your college experience?

The process has strengthened some of our key industry partnerships, which in our district involve to a significant extent the health care industry. The shortage of workers in this sector is extreme and potentially crippling for the region and the state. Representatives from this industry have expressed excitement and even gratitude about this new pipeline of opportunity.

Another success has been the opportunity to increase the public's knowledge about the role of community and (now) state colleges in meeting the specific workforce needs of their service districts and regions. There has been very positive community response to SFC's proposed baccalaureate programs because of the opportunities they provide for individual advancement and local economic development.

What future plans does your college have with regard to expanding access to the baccalaureate degree?

We will continue to assess local workforce needs for a baccalaureate-trained workforce. SFC sees the opportunity to provide access to bachelor's degrees as consonant with its longstanding mission: "adding value to the lives of our students and enriching our community" and the workforce mission assigned by Florida Statutes. If regional needs cannot be met through existing baccalaureate programs, the college will certainly review its responsibility to help meet these needs.

St. Petersburg College

Please give a general status update of your college's transition to a state college.

- ✓ Currently offering baccalaureate degree programs based on local workforce needs as approved by the State Board of Education
- ✓ Pursuing approval by the State Board of Education to offer (initial or additional) baccalaureate programs
- ✓ Planning to implement (or currently offering) regional or statewide baccalaureate programs

St. Petersburg College is currently offering 20 baccalaureate degree programs. For a full listing of all majors and tracks please see <http://www.spcollege.edu/bachelors>. After the SB 1162 was passed in 2001, the College began program development in the identified areas. The first three, Education, Nursing and Technology Management were based on the state and local critical shortage areas, and were offered in fall 2002. Subsequent majors, which have been approved by our Board of Trustees, have been added after an extensive needs assessment analysis.

What activities did your college undertake upon being named a pilot state college? Below are a few examples. Please describe any that apply.

- ✓ Needs Assessment
 - Internal institutional needs to accommodate expansion of baccalaureate degree programs
 - External needs assessment – i.e.: community, regional, or statewide employment needs for baccalaureate degrees
- ✓ New program planning
- ✓ Program approval process (State Board of Education application)
- ✓ DACUM or other curriculum development process
- ✓ Business and industry or other community outreach
- ✓ Marketing and student recruitment

SPC was the first community college, in Florida, to begin offering bachelor degrees. SB 1162 authorized the college to increase access to baccalaureate degrees, by offering instruction in three critical shortage areas: Nursing, Education and Technology Management. Steps that were taken during program development include the following:

- SACS accreditation
- State contact with CIP designation
- Budget development
- Program planning, including:
 - DACUM sessions (input from local business/industry/education on curriculum)

- Curriculum development (actual course development)
- Faculty
- Incorporate SUS academic standards
- Develop outcome measures
- Name advisory committees
- Identify learning resources
- Identify facilities
- Expand financial aid opportunities
- Tuition determination
- Identify student services areas of impact (admissions, records, advising)
- Initiate recruitment and marketing, including advertisement, information sessions, direct mail, program brochures and employer visits.

To initiate any new programs, the college follows an extensive needs assessment process. The template is as follows:

St. Petersburg College Baccalaureate Programs Approval and Implementation Process	
A. <u>Needs Assessment</u>	<ul style="list-style-type: none"> ◆ Outline or describe the need ◆ Student interest (survey), Employer interest (survey or other) ◆ Job Projections (local; statewide) Positions available for graduates, salary ◆ Current and projected labor market analysis (number of current and needed professionals in field) ◆ Research other private/public institutions
B. <u>Program Description</u>	<ul style="list-style-type: none"> ◆ How does this fit into SPC's mission ◆ Why is this program distinctive ◆ Quality measures that will be used to assess success of program ◆ Identify tentative program goals/outcomes and provide program outline recommendation ◆ Proposed curriculum ◆ Community/Industry Feedback
C. <u>Program Initiation Details</u>	<ul style="list-style-type: none"> ◆ Administrative Structure ◆ Cost of Program <ul style="list-style-type: none"> ▪ Faculty ▪ Equipment ▪ Facilities/ On-Line possibilities ▪ Other Expenses ◆ Location ◆ Enrollment numbers ◆ Potential Partners (UPC Proposals)
D. <u>Approval Process</u>	<ul style="list-style-type: none"> ◆ Senior VP of Baccalaureate Programs and UPC ◆ SPC President ◆ Cabinet Presentation

- ◆ Board of Trustees
- E. **Projected Enrollment**
 - ◆ 1st year- headcount (unduplicated); FTE Subsequent Years
- F. **Implementation**
 - ◆ DACUM Process
 - ◆ Curriculum Development/Consultants
 - ◆ Admission/Progression/Graduation Rules
 - ◆ CIP Code Determination
 - ◆ Marketing and Recruitment

Employers are surveyed to understand their job need and salary expectation, as well as a local labor market analysis with our county economic development organization. Statewide data is also utilized to respond to critical areas of need. A close relationship with University of South Florida allows us to communicate possibilities and avoid duplication of effort.

What, if any, impediments to implementation did your college experience during the transition to a state college.

Because SPC was fortunate to receive legislative start up funding, the college was able to begin meeting the stated community needs in the critical shortage areas very quickly. Since SPC was the first in the state to offer these programs, many new models had to be developed, including working with the state on identifying our students in the database. The college worked closely with the state in determining the program fit within existing common course numbering and pre-requisites. Communication of our mission was an important and continuing activity. The college was committed to the open door access and wanted to maintain the one college concept. The difference was providing additional options upon the associate's graduation including avenues for students with associate of science degrees that had difficulty transferring their credits to other institutions.

Since we were the first institution in Florida, and in southern states, to try this model, we worked closely with SACS on the accreditation. The college had continued communication with SACS on each new program development.

What suggestions would you offer for overcoming implementation impediments?

Communication is the key, within and outside the institution. It is helpful to seek guidance from institutions that have experienced this transition to understand areas that are impacted and the benefits to the institution.

Maintaining our strong relationship with the University of South Florida was critical as we were able to avoid duplication of programs while increasing access to underserved areas.

What major successes of the transition to state college did your college experience?

Since the first graduates in 2003, over 1700 students have received bachelor degrees. Approximately 6100 students have taken upper division coursework. Employer and student surveys indicate satisfaction with the graduates and programs. Feedback from the community has been strong and many of the new majors have been initiated by their current and future needs.

In addition to receiving SACS level II accreditation, specialized program accreditation has been received in the areas that we are currently eligible. This includes:

- BS in Nursing
 - Commission on Collegiate Nursing Education (CCNE)
 - National League for Nursing Accrediting Commission (NLNAC)
- BS in Education (including all teacher education majors)
 - Florida Department of Education (FL DOE)
- BAS in Paralegal Studies
 - American Bar Association (ABA)
- BAS in Veterinary Technology
 - American Veterinary Medical Association (AVMA)
- BAS in Orthotics and Prosthetics
 - National Commission on Orthotic and Prosthetic Education (NCOPE)

The College of Education is also in the process of seeking national accreditation through Teacher Education Accreditation Council (TEAC).

What future plans does your college have with regard to expanding access to the baccalaureate degree?

Sustainability Management

Foreign Language Education

Biotechnology Management

The above programs have been approved by the District Board of Trustees and are in implementation stage. A DACUM session has been held on Sustainability Management and is on the schedule for Foreign Language Education and Biotechnology Management.