

**A MULTI-CASE STUDY OF THREE FLORIDA COMMUNITY COLLEGES
OFFERING APPLIED BACCALAUREATE DEGREE PROGRAMS AND HOW THE
PROGRAMS ASSIST STUDENTS WITH THEIR POSTSECONDARY NEEDS**

by

Jerilyn D. Morton

Bachelor of Science, Duquesne University, 1993

MBA, Robert Morris University, 1997

Submitted to the Graduate Faculty of
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This dissertation was presented

by

Jerilyn D. Morton

It was defended on

November 19, 2013

and approved by

Dr. John Weidman, Professor, Administrative and Policy Studies

Dr. Stewart Sutin, Associate Professor, Administrative and Policy Studies

Dr. W. James Jacob, Associate Professor, Administrative and Policy Studies

Advisor and Dissertation Chair: Dr. Cynthia Tananis, Associate Professor, Administrative and
Policy Studies

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Jerilyn D. Morton, Ed.D.

University of Pittsburgh, 2013

This study examined the trend of community colleges offering baccalaureate degrees that address workforce needs. Employers are looking for better-educated employees and in many cases require a baccalaureate degree to even consider an individual for a job opening. Florida's legislature has been an effective facilitator in supporting the development of directly conferred baccalaureate degrees in 24 of the state's 28 community colleges. Four-year institutions offer traditional degrees, but sometimes are not able to accommodate all the students requiring admission. In these cases, community colleges are meeting some of these specific student needs by offering these practice-related programs such as nursing. Some of these programs include part-time campus study and online study for a hybrid delivery system that has not been embraced as readily by some of the four-year institutions. Online study is believed to allow more students the ability to obtain a bachelor's degree, especially the non-traditional place-bound students.

This study was conducted to provide a better understanding of what it means to offer directly conferred baccalaureate degree programs in community colleges, how each institution went through the process of deciding this option for the particular programs offered, what internal and external issues were resolved, how the funding to start up the programs was obtained, how it affected the other programs at the institution, how the bachelor of applied

science programs satisfy student needs and, finally, what the policy implications of offering baccalaureate degrees were at each institution.

This information will be important to other state's legislators and community college administrators in determining the implications of offering baccalaureate degrees, and how it may meet their needs in serving the many students that rely on these institutions for their postsecondary education.

TABLE OF CONTENTS

| | |
|--|------------|
| PREFACE..... | XIV |
| 1.0 INTRODUCTION..... | 1 |
| 1.1 STATEMENT OF THE PROBLEM..... | 1 |
| 1.2 FOCUS OF THE STUDY | 3 |
| 1.3 RESEARCH QUESTIONS..... | 3 |
| 1.4 SIGNIFICANCE OF THE PROBLEM | 4 |
| 1.5 PLAN FOR REVIEW OF LITERATURE | 5 |
| 2.0 REVIEW OF LITERATURE | 6 |
| 2.1 HISTORY OF THE COMMUNITY COLLEGE MISSION | 6 |
| 2.1.1 Transfer and Remedial Assistance Mission | 7 |
| 2.1.2 Mission to Divert Students from Universities | 9 |
| 2.1.3 Occupational, Terminal, Vocational Mission..... | 10 |
| 2.1.4 Adult Education, Continuing Education, Lifelong Learning Mission..... | 11 |
| 2.1.5 “Open Door” Mission..... | 11 |
| 2.1.6 Baccalaureate Mission..... | 12 |
| 2.2 COMMUNITY COLLEGE EFFECT ON STUDENTS’ POSTSECONDARY EDUCATION..... | 13 |
| 2.2.1 Student Rates of Return..... | 15 |
| 2.2.2 Assisting Students in Fields with Shortages | 16 |
| 2.2.3 Diversion Effect..... | 17 |
| 2.2.4 Future Challenges to Meeting Students’ Needs | 18 |
| 2.2.5 Baccalaureate Provides for Students’ Needs..... | 20 |

| | | |
|--------|--|----|
| 2.2.6 | Students' Preferences | 22 |
| 2.3 | COMMUNITY COLLEGE BACCALAUREATE..... | 23 |
| 2.3.1 | New York vs. Florida Community College Baccalaureate Trend..... | 24 |
| 2.3.2 | Florida Department of Education Recognizes Need for More Baccalaureates | 28 |
| 2.3.3 | Effects of the Community College Baccalaureate | 35 |
| 2.3.4 | Future of the Community College Baccalaureate | 39 |
| 3.0 | METHODOLOGY..... | 41 |
| 3.1 | STUDY OVERVIEW | 41 |
| 3.2 | RATIONALE FOR CASE STUDY | 41 |
| 3.3 | RESEARCH QUESTIONS..... | 43 |
| 3.4 | RESEARCH DESIGN..... | 44 |
| 3.5 | DATA COLLECTION..... | 48 |
| 3.5.1 | Data Sources | 48 |
| 3.5.2 | Selection of Institutions | 50 |
| 3.5.3 | Selection of Interviewees..... | 53 |
| 3.5.4 | Details of Semi-Structured Interviews..... | 55 |
| 3.6 | DATA ANALYSIS FOR THE STUDY | 56 |
| 3.7 | LIMITATIONS OF THE STUDY | 58 |
| 3.8 | ASSUMPTIONS OF THE STUDY | 60 |
| 3.9 | BASIS FOR QUALITATIVE RESEARCH..... | 61 |
| 3.10 | TRUSTWORTHINESS OF CASE STUDY | 64 |
| 3.10.1 | Credibility | 67 |
| 3.10.2 | Transferability | 68 |

| | | |
|--------|--|----|
| 3.10.3 | Dependability | 70 |
| 3.10.4 | Confirmability | 72 |
| 3.11 | ETHICAL CONSIDERATIONS..... | 73 |
| 4.0 | OVERVIEW OF STATE COLLEGES AND THE THREE CASE STUDIES .. | 76 |
| 4.1 | OVERVIEW OF FLORIDA STATE COLLEGES | 76 |
| 4.1.1 | Facts about Florida Community and State Colleges..... | 76 |
| 4.1.2 | Students of Florida State Colleges | 79 |
| 4.1.3 | Florida State Funding | 80 |
| 4.2 | OVERVIEW OF INTERVIEWEES' ROLES AND THE THREE CASE STUDIES | 82 |
| 4.2.1 | Role of a Community College Dean | 83 |
| 4.2.2 | Role of a Community College Program Coordinator/Director..... | 84 |
| 4.3 | COLLEGE ONE CASE STUDY..... | 85 |
| 4.3.1 | Background of College One..... | 85 |
| 4.3.2 | Participants at College One | 86 |
| 4.3.3 | Faculty at College One | 87 |
| 4.3.4 | Setting up Baccalaureate Programs and the Effects on the Mission | 87 |
| 4.3.5 | Resources Needed and Implementation of Programs at College One | 89 |
| 4.3.6 | Students at College One | 90 |
| 4.3.7 | Costs and Additional Issues at College One..... | 92 |
| 4.3.8 | Perceptions of Participants at College One..... | 93 |
| 4.4 | COLLEGE TWO CASE STUDY | 93 |
| 4.4.1 | Background of College Two | 93 |
| 4.4.2 | Participants at College Two..... | 94 |

| | | |
|-------|--|-----|
| 4.4.3 | Regulations, Faculty, and Advisement at College Two..... | 95 |
| 4.4.4 | Effects of Four-Year Institutions on College Two..... | 96 |
| 4.4.5 | Students at College Two..... | 97 |
| 4.4.6 | Faculty and Staff at College Two | 98 |
| 4.4.7 | Perceptions of Participants at College Two | 99 |
| 4.5 | COLLEGE THREE CASE STUDY | 99 |
| 4.5.1 | Background of College Three..... | 99 |
| 4.5.2 | Participants at College Three | 100 |
| 4.5.3 | Mission and Student Enrollments at College Three..... | 101 |
| 4.5.4 | Students at College Three | 103 |
| 4.5.5 | Programs and Regulations at College Three | 104 |
| 4.5.6 | Faculty and Student Advisement at College Three | 105 |
| 4.5.7 | Perceptions of Participants at College Three..... | 106 |
| 5.0 | FINDINGS | 107 |
| 5.1 | INTRODUCTION | 107 |
| 5.2 | OPTIONS, MISSION, AND EFFECTS ON OTHER PROGRAMS | 108 |
| 5.3 | RESOURCES NEEDED AND OUTSIDE BARRIERS..... | 111 |
| 5.4 | MEETING STUDENTS' NEEDS | 115 |
| 5.5 | PROGRAM QUALITY | 117 |
| 5.6 | STARTUP FUNDING AND ONGOING COSTS | 119 |
| 5.7 | INTERNAL ISSUES AND OUTCOMES | 121 |
| 5.8 | POLICY IMPLICATIONS | 124 |
| 5.9 | FINAL ANALYSIS OF THEMES..... | 125 |
| 6.0 | INTERPRETATION | 128 |

| | | |
|------------------|---|-----|
| 6.1 | EMERGENT CODING | 128 |
| 6.2 | FOUR EMERGING THEMES | 130 |
| 6.2.1 | Regulations and Reasons for State Colleges' Offering Baccalaureates.. | 130 |
| 6.2.2 | Internal Issues and Effects of the Baccalaureate Programs..... | 133 |
| 6.2.3 | Baccalaureate Students and Services to Assist | 137 |
| 6.2.4 | Perceptions of Administrators That Offer Baccalaureate Programs..... | 141 |
| 6.3 | FINAL ANALYSIS AND THE DEVELOPED GROUNDED THEORY | 143 |
| 7.0 | IMPLICATIONS | 151 |
| 7.1 | BACCALAUREATE DEGREES – POLICY AND PRACTICE | 151 |
| 7.2 | FURTHER RESEARCH | 153 |
| APPENDIX A | | 157 |
| APPENDIX B | | 159 |
| APPENDIX C | | 160 |
| APPENDIX D | | 162 |
| APPENDIX E | | 163 |
| APPENDIX F | | 167 |
| APPENDIX G | | 169 |
| APPENDIX H..... | | 173 |
| APPENDIX I | | 175 |
| APPENDIX J | | 180 |
| APPENDIX K..... | | 183 |
| APPENDIX L | | 184 |
| APPENDIX M | | 185 |
| APPENDIX N | | 186 |

| | |
|---------------------------|------------|
| APPENDIX O..... | 187 |
| APPENDIX P | 188 |
| APPENDIX Q..... | 189 |
| APPENDIX R..... | 190 |
| APPENDIX S..... | 193 |
| BIBLIOGRAPHY | 194 |

LIST OF TABLES

| | |
|---|-----|
| Table 1: Timeline of Florida State College Baccalaureate Programs and State Legislation | 33 |
| Table 2: Data Gathered, Methods of Collection and Evidence to Support the Research Questions..... | 45 |
| Table 3: Florida Community Colleges offering Baccalaureate Degrees..... | 51 |
| Table 4: Facts About Florida State College (2011-12) | 77 |
| Table 5: Florida Community Colleges, BAS/BS Programs & Approval Dates - June 2013 | 169 |
| Table 6: Inventory of Baccalaureate – Bachelor of Applied Science (BAS) Programs | 184 |
| Table 7: Interview Questions and Emerging Themes – Options, Mission, & Effects on Other Programs | 185 |
| Table 8: Interview Questions and Emerging Themes – Resources Needed & Outside Barriers | 186 |
| Table 9: Interview Questions and Emerging Themes – Assisting Students’ Needs | 187 |
| Table 10: Interview Questions and Emerging Themes – Quality Program | 188 |
| Table 11: Interview Questions and Emerging Themes – Start-up Funding & Ongoing Costs | 189 |
| Table 12: Interview Questions and Emerging Themes – Internal Issues & Outcomes..... | 190 |
| Table 13: Interview Questions and Emerging Themes – Policy Implications..... | 193 |

LIST OF FIGURES

| | |
|--|-----|
| Figure 1: “Increased AS/AA Student Retention” – State College Baccalaureate Regulations..... | 149 |
|--|-----|

PREFACE

As many have said before, a person could not finish a dissertation without the help of family and friends. That is true in my case, as well. It has truly been an experience that will last a lifetime.

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1.0 INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

The community college is challenged to assist students with their postsecondary needs, including the ability to offer baccalaureate degrees. Offering baccalaureate degrees is expanding the institution's mission and assists the non-traditional place-bound student who is faced with family obligations—these obligations force students to remain close to home where the local community college education offers opportunity for a better life. Referred to as the community college baccalaureate (CCB) for approximately ten years, “this degree is now referred to only as a baccalaureate degree,” noted Beth Hagan (2012), the director of the Community College Baccalaureate Association (CCBA), in a recent conversation (personal communication, May 9, 2012). From this point forward, the CCB or those that are directly conferred by the institution will be referred to as a baccalaureate degree.

There is evidence to suggest that the number of low-income, minority, first-generation, non-native-English-speaking and adult students expected to enroll in community colleges has been increasing and will continue to increase in the next few years. Projections of the level in 2000 to the level in 2015 are expected to rise by 13% (McClenney 2004). These projections are backed by the National Center for Education Statistics (2011) which reports that low-income dependents of all first-time beginners entering postsecondary education in 1989-1990 were 22.6%, showing an increase to 25.4% by 2003-2004 (NCES, 2012-254, Table A).

More and more jobs are requiring at least a bachelor's degree to be considered for employment. Florida is addressing this problem by offering an increased number of bachelor's degrees through community colleges. The Florida College System (FCS) enrolled more than one

million students in 2010, and estimates show in excess of 13 million jobs needed by 2014 that require a degree currently offered in one of the Florida colleges (PRNewswire, December 13, 2010).

Some of the degrees are workforce related and not offered at four-year institutions. In an article by Evelyn (2003), Eduardo Padrón, president of Miami-Dade Community College, said, “What universities won’t or cannot do is an opportunity for my college” (para. 3). However, a new trend is emerging in community colleges where a number of these institutions are offering Bachelor of Science (BS) degrees. The degrees tend to be in fields with shortages, such as nursing and education, but there is no evidence at this time to suggest it will not extend into other fields. Students are being turned away from four-year institutions that appear to be having some difficulty accommodating the large number of students wanting to apply in nursing and education. The American Association of Colleges of Nursing (AACN) 2012 reports in a study conducted of 733 schools of nursing in 2011 that “58,327 applicants from qualified entry level baccalaureates were not accepted at four-year colleges and universities due largely to a shortage of faculty and resource constraints” (para 6).

One reason community colleges directly offer the baccalaureates, especially the BS or traditional baccalaureate, is that four-year institutions are not meeting the demands. Still, there are those in this ever-changing battle for higher education through community colleges debating concerns over duplication of programs, student demands, the cost associated with the programs and the demands of extending the community college mission (Glennon, 2005).

1.2 FOCUS OF THE STUDY

The focus of this multiple case study is to understand how and why the applied baccalaureate programs at three Florida community colleges were implemented to effectively assist their students' postsecondary needs; find out how this change is affecting the community college mission and the cost and affects it is having on other programs and customary offerings of the institution's mission; and help glean the similarities and differences among the three community college baccalaureate programs and the policy implications to the institutions.

This study will examine the community college baccalaureate in three Florida institutions that offer direct Bachelor of Applied Science (BAS), as well as Bachelor of Science (BS) degrees. It has been a decade since some of the Florida institutions have offered the BAS degrees, and it is important to understand the reasons why these institutions decided to directly offer applied degrees. There may be reasons these institutions are offering the BAS degrees beyond the fact that four-year institutions do not offer workforce-related degrees. This study will look at the reasons the institutions are offering any baccalaureate degrees, workforce-related (BAS) or traditional (BS), but most importantly, why the Bachelor of Applied Science degrees?

1.3 RESEARCH QUESTIONS

The community college baccalaureate may be the answer to non-traditional place-bound Florida students. Many baccalaureates are now offered in the state community college system, particularly in fields related to workforce needs. The research will seek answers to the following questions:

1. Why did community college administrators request state authorization to directly confer baccalaureate degrees in the chosen fields and what other options were considered?
2. What additional resources, services and funding were necessary to implement the directly conferred baccalaureate degree programs and how have they affected the other programs at the institutions?
3. What has changed or remained the same at the institutions since the inception of the baccalaureate programs and what problems or difficulties did they encounter while going through the process of requesting authorization to offer the programs?
4. What are the administrators' perceptions of how the programs are addressing student needs? What are the internal issues and outcomes that have occurred as a result of offering the baccalaureate programs?
5. What policy implications might be garnered from these case studies?

These questions will serve to answer the primary issues related to the community college baccalaureate degree programs and how the programs better serve the students who rely on these institutions for their postsecondary needs.

1.4 SIGNIFICANCE OF THE PROBLEM

Community colleges have long been known as two-year colleges that assist students with remedial needs, have an “open-door” policy, and are located within close proximity of the students who attend these institutions. The mission for community colleges is flexible and changes to adapt more quickly to students' needs than most four-year institutions. Additionally, lower tuition has always been one of the advantages of attending a community college, and now these institutions are challenged to offer baccalaureate degrees at a much more affordable price.

Critics see this as directly competing with four-year institutions. They are concerned that community colleges will not be able to continue offering the advantages that only this institution provides to students, such as remedial needs and the “open-door” policy that has always been a part of its mission. As noted by Glennon (2005), “In pursuing authority to grant baccalaureate degrees, community colleges would betray a legacy of commitment to accessible higher education which traditionally has been available to anyone with the motivation to learn” (p. 2).

Advocates see a much brighter future for community colleges offering baccalaureate degrees. They believe it is time bachelor’s degrees should be affordable to obtain and this would allow even individuals of low socioeconomic means an opportunity to get such a degree. The expansion of the mission can pave the way for individuals to get a higher degree to satisfy today’s workforce needs and to compete in today’s expanding global market (Smith & Holcombe, 2008). Understanding how community colleges have been doing in the last ten years since the inception of offering baccalaureate degrees is important to understanding whether it is properly serving students’ needs.

1.5 PLAN FOR REVIEW OF LITERATURE

The review of literature cites the issues surrounding the community college baccalaureate. It will cover the history of the mission of community colleges and how this mission has evolved and continues to evolve, how student enrollment in community colleges affects their postsecondary education by allowing place-bound students and students of low socioeconomic means a way to increase their postsecondary education and what the expanding role of the community college mission is toward conferring baccalaureate degrees.

2.0 REVIEW OF LITERATURE

Throughout the community college's history, its mission has evolved and changed to meet the needs of the students it serves. This institution has been known to offer remedial help for students ill-prepared for college and it has an "open door" policy that allows all students wanting postsecondary education a means of getting it. It strives to offer different types of study that include associate degrees that are stand alone or that transfer to a four-year institution for a bachelor's degree, certificates, and personal development. The institution also offers full-time working adults, also known as non-traditional students, the ability to get classroom study during evening and weekend hours that are convenient for them and located within commuting distance of home and work.

Today, the community colleges are expanding their mission to include direct baccalaureate degrees, a choice that was once offered only at four-year institutions through articulation agreements. Reviewing the history of the community college mission will provide a basis to understanding how this has evolved into offering direct baccalaureate degrees and how this is affecting students of low socioeconomic means by offering them a postsecondary education and the ability to obtain better-paying jobs.

2.1 HISTORY OF THE COMMUNITY COLLEGE MISSION

The community college mission has evolved over the years to accommodate the students who seek their postsecondary education at the institution. The mission was to assist with transfer preparation, but eventually included vocational/technical education, continuing education, personal development and community service (Cohen & Brawer, 2003). Evolution of this mission from remedial education, to open access where anyone can be admitted, to the more

recent conferral of baccalaureate degrees continues to address the student requirements this institution is known to advance.

Throughout the colleges' history, the mission has varied at some of the institutions, depending on where the colleges are located and the specific communities' needs. This mission evolution appears to be one of the most flexible institutional missions in postsecondary education. Some believe for-profit schools are challenging this flexibility (Bailey, Badway & Gumport, 2003) by being even more flexible than the community college. The for-profits, however, train for specific high-demand occupations or professional fields offered through online distance education. Community colleges tend to offer a broader sense of educational and developmental needs (Foster, 2004) that students prefer to get through hybrid or classroom study.

2.1.1 Transfer and Remedial Assistance Mission

Beach (2011) notes, "From the beginning, junior colleges combined an erratic mixture of curricula: college-level transfer, college preparatory, remedial, and vocational/technical" (p. 13). The primary mission started as two years of study that could be an extension of high school, better known as the "California Idea" whereby students were offered postgraduate courses (Mellow, 2000) as focused in liberal arts, or they could transfer to a four-year university for a bachelor's degree. Many of the students that were admitted seemed less prepared for college, and the needs of these particular students extended the mission to remedial assistance.

According to Boggs, the past president of the American Association of Community Colleges and former president of Palomar Community College in California, "Colleges never saw remedial education as their mission." This echoed the sentiments of other educators who felt their job was

merely to give students an opportunity (Stuart, 2009, p. 15). Unfortunately, it has shown some disappointing results where fewer than 20% of students are able to advance by transferring to a four-year degree or show success with technical/occupational courses (Monroe, 1972).

Nevertheless, transfer students do not always complete a degree, which some believe is caused by the lack of defined articulation agreements. As suggested by Anderson, Sun, and Alfonso (2006), a study of states with and without articulation agreements shows little effect on whether transfer students will complete their bachelor's degree at a four-year institution. One may conclude from this study that there is more to the transfer of students than the previous belief that well-defined articulation agreements would solve the problem of progression leading to degree attainment.

Some educators believe the transfer function is limited, if not weak, for the mission focus (Gleazer, 1980; Parnell, 1985). The decline of the transfer mission in the 1970s and 1980s, according to Knoell (1982), was due to pressure on four-year institutions to improve access for ethnic minorities, unemployment and underemployment of baccalaureate degree holders, and public attitudes questioning the costs and outcomes of a college education. However, the trend shifted back toward more transfers in the 1990s as noted by Baker (1994), who indicated "there is now a resurgence to transfer programs" (p. 114). The mission, according to the public, was simply "college" (Gleazer, 1980).

The community college transfer function has not changed much from the inception of the institution. There is little flexibility or innovation in a four-year institution accepting the credits earned at the community college (Blocker, Plummer, & Richardson, 1965). The primary advantage to attending a two-year school over a four-year school is the lower cost of tuition and, in some cases, the close proximity of the college to students who commute. Some suggest that

the education is not as robust (Russell, 2010; Wattenbarger, 2000), but others indicate that students who are able to transfer to a four-year institution from a community college are at no disadvantage. A student in this situation is just as likely to graduate and attend graduate school as those that started their postsecondary education at the four-year institution (Beach, 2011). Beach's observations of the successful students, however, indicated they were "traditional" students, young white males academically prepared in high school for college representing 56% of the successful transfers. The problem is that few community college students in the United States have many of these characteristics. Even though the transfer function has always been a part of the mission, not all believe the primary mission started out as the transfer function. Some believe the institution's founder, William Rainey Harper, had a much different reason for starting the junior college.

2.1.2 Mission to Divert Students from Universities

Hardin (1975) notes, Harper believed there were several reasons for the four-year college to offer only two years of study and not four years. Harper, along with Henry P. Tappan, president of the University of Michigan, William Watts Folwell, president of the University of Minnesota, David Starr Jordan, president of Stanford University and Alexis Lange, Dean at the University of California at Berkeley, adhered to the German university model whereby the first two years of study were completed at a separate institution from the university (Vaughn, 1982). Harper's sage judgment was to encourage students to seek an education by offering a two-year degree, especially for students not able to afford four years of schooling (Hardin, 1975).

Harper's idea was to use the existing universities for the specialized studies of juniors and seniors to help alleviate the overcrowded classes that were occurring at the universities. To solve

this problem, he thought the first two years of college should be conducted by secondary schools, an idea that would be assisted by the efforts of J. Stanley Brown.

J. Stanley Brown, who was the principal of the public high school in Joliet, Illinois, noted that, many of his students lacked the money to continue their education. So, Brown extended the high school curriculum to include two more years of study, thus alleviating the burden of paying tuition. The professors advanced these students' education by granting them college credit for successful study during the extended fifth and sixth year of high school curriculum (Medsker, 1960). In 1901, this high school became known as the Joliet Junior College. The "Wisconsin Idea," developed by the University of Wisconsin in 1904, established the state as a main service region and would ultimately be translated into the two-year college's mission to serve the local community (Mellow, 2000), thereby diverting students toward specific occupations. Some believe the diversion of students from obtaining a degree still exists today.

2.1.3 Occupational, Terminal, Vocational Mission

Local industry needs also became a part of the junior college mission, expanding the mission to include terminal/occupational education (Brint & Karabel, 1989). Dougherty believed the occupational mission of the community college started in 1910, but did not accelerate until the 1960s (Dougherty & Townsend, 2006). The terminal function was not one of the original missions of the community college—it developed over time as the institutions' faculty members started to realize that many of the students graduating did not transfer to a four-year institution to obtain a bachelor's degree, but rather went directly into employment or homemaking (Medsker, 1960).

2.1.4 Adult Education, Continuing Education, Lifelong Learning Mission

Up to the time of World War I, the mission was primarily focused on college-bound youth, but continued to expand when the college administrators noticed adults were interested in taking the regular college courses on a part-time basis (Monroe, 1972). By including continuing education in the 1930s, also referred to as adult education, the mission expansion covered a more diverse student body (Dougherty & Townsend, 2006). Continuing education dramatically increased in the 1940s (Cohen & Brawer, 2003), and as Vaughn (1982) suggests, “the occupational technical education at this time became a permanent and major component of the community college curriculum” (p. 8). Mission emphasis in the 1960s and 1970s was personal development, outreach programs, and adult education programs that grew along with the community dimension of the institution “when the focus of the public educational policy was on accessibility and affordable higher education” (Ratcliff, 2002). Finally, in the 1970s lifelong learning gained popularity in a number of colleges, and today it is as important to the mission as the transfer and occupational-technical functions (Vaughn, 1982). Some credit the inclusion of the adult population as having a significant impact on the name change to the “community college.” Including adult students meant the entire community was recognized for higher education opportunities, which educators felt was the most important community service role (Monroe, 1972).

2.1.5 “Open Door” Mission

Brint and Karabel (1989) believe the mission of community colleges is not as democratizing as it is suggested—it is simply a diversion for many students, of modest social backgrounds, who might otherwise have applied to four-year institutions. They acknowledge, however, that many

individuals, such as workers, immigrants, minorities, and women would never have received a formal education if not for the community college. It was the “open door” policy that allowed these students to gain access to postsecondary education in the first place.

By 1970, the “open door” policy’s wide acceptance included a comprehensive curriculum creating a diverse student body (Monroe, 1972). The diversity was increased even more by the majority of community colleges that offered remedial programs and adult education (Medsker, 1960). Some like Deegan and Tillery (1985) are not convinced that the “open door” policy properly assists these individuals. They believe it provides a minimal level of service and that it hinders those that it could help the most. The mission of “open door” access remains today, but many believe it is threatened by the mission expansion to include conferring baccalaureate degrees.

2.1.6 Baccalaureate Mission

In 1999, the Community College Baccalaureate Association (CCBA) was formed “to promote better access to the baccalaureate degree on community college campuses as a means for every person to have an opportunity at a place that is convenient, accessible and affordable.” This comprehensive mission change made some educators begin to distinguish the institution as the “comprehensive college”.

To the community college baccalaureate advocates, the natural progression of the expansion of the mission from initial transfer to vocational training and, today, having some community colleges conferring baccalaureate degrees is necessary to assist the students it serves. The institution is still able to provide “open-door” access, remedial assistance, focus on the non-traditional part-time student, and provide training at a reasonable cost. This democratization, as

Rouse (1995) points out, allows a number of students a chance to gain positions they would not be able to without a formal education. Critics, however, believe a four-year degree earned at a community college is inferior because the courses are not as rigorous (Russell, 2010; Wattenbarger, 2000). This view may be changing with some state administrators recognizing a need where certain programs can be offered at community colleges with cost-effective measures (Moltz, 2010).

Some believe the calculations used to report this information are unfair to community colleges because students at community colleges do not typically finish a degree or transfer to another institution in three years. Dealing with students having remedial needs is cause, in itself, to know the calculations are unfair. Older students have barriers to education simply because of personal family and financial situations involving a need, at times, to put their education on hold. Some community colleges provide daycare for students while they attend classes (Steiger, K., 2013; St. Rose & Hill, 2013), but not all institutions have the means to support these student services. Many states are cutting educational funding where limited resources force community colleges to eliminate services that assist certain students with degree completion.

2.2 COMMUNITY COLLEGE EFFECT ON STUDENTS' POSTSECONDARY EDUCATION

Community colleges tend to focus their programs toward fields with shortages or where gainful employment is possible, and once students complete their degree, they are able to find available work. The nursing and teaching fields, in states like Florida, New York, and California (Trapps, 2001) are experiencing shortages. Future trends seem to suggest these shortages will continue for ten years or more, giving the local community colleges an incentive to offer programs in

these fields. Recently, the government offered funds to help with field shortages in Pennsylvania. The Pennsylvania Community Colleges were informed that the U. S. Department of Labor would provide them with a federal grant of \$20 million to help expand curriculums that prepare individuals for today's important jobs (Pennsylvania Commission for Community Colleges, 2011). This grant money will help fill positions with skilled individuals in a number of fields in Pennsylvania, such as advanced manufacturing and energy, which are projected to add more than 16,000 jobs by 2018. The mission is not only to cater to workforce needs, but to offer many types of programming that satisfy the needs of a diverse student body.

This challenges the community colleges struggling to offer a number of different types of training, such as personal development, vocational, transfer, general study, remedial curriculum and certificate programs that don't allow the added advantage of offering concentrated programs other institutions provide. Students are attracted to community colleges because they are known for smaller class sizes and cater to a large number of non-traditional students that require evening and weekend programs. Even with these advantages, some students have reasons to shun these institutions.

According to Rosenbaum, Redline and Stephan (2007), community college students are less likely to know they are going to graduate with a degree because the increased flexibility the institutions offer allows colleges to move classes around. For students who must rely on these class offerings, it causes a delay in graduation because of the time of day the class(es) are offered or the inability to get the class(es) in the semester needed to graduate. This delay may mean the difference between finding viable employment or being unemployed. During an economic downturn, timing is the most valuable asset one possesses and having a degree may make all the difference in finding a good sustainable job.

2.2.1 Student Rates of Return

Students are realizing better rates of return because of postsecondary education. A 2010 report of Trends in Higher Education (Baum, Ma, & Payea) shows that compared to a high school graduate, an average four-year college graduate who enrolls in college at age 18 can earn enough money by the age of 33 to make up the difference in compensation for being out of the workforce during four years of study and, at the same time, pay back any money borrowed to pay tuition and fees without grant assistance. For all institutions and students, whether Asian, Black, Hispanic or White, male or female, the report shows that students with some college or an associate's degree earn more than a high school graduate and their earning power goes up with each degree earned.

Another study of community college working students by Marcotte, Bailey, Borkoski and Kienzl (2005) also indicated that students' incomes appear to be greater with each degree earned than those for students with a high school diploma, who earn on average \$23,297 annually; those with an associate's degree averaging \$27,224 and with a bachelor's degree, \$33,732. Referring to transfer students, it is estimated that each year of completion at a community college is associated with an increase in annual earnings of five to eight percent, which equates to an estimated year's worth of credit at a four-year college (Kane & Rouse, 1995, 1999; Grubb, 1995; Monk-Turner, 1994). Further, the study suggests there is an annual earnings increase of 15 to 27% with the completion of an associate's degree. Graduates of vocational programs, as defined by Gill and Leigh (2003), show a 38% increase in earnings compared to individuals with only a high school diploma.

Bailey, Kienzl, and Marcotte (2004), did a study of occupational students wherein they concluded that the benefit of postsecondary coursework without a degree is five percent for

women versus 15% for women who focused on academic programs and 10% more than for women without any postsecondary education. For occupational men having postsecondary coursework without a degree, the earnings were four percent better than for men in academic programs and eight percent more than for men without any postsecondary education. The conclusion was that occupational education at community colleges leads to positive earnings outcomes, especially for academically challenged students or those that were in the lower two quartiles of standardized reading and math tests in grade 12.

2.2.2 Assisting Students in Fields with Shortages

Community connections with certain businesses extend to community college students—an advantage for vocational students attending these institutions. Other institutions without these corporate bonds offer no occupational training, which provides the skilled laborers for these companies. The corporations provide money to assist community colleges with specific curriculum offerings geared toward the skills they need with the advantage of eventually offering graduating students gainful employment.

For example, in 1989, when Motorola launched its famed Training and Education Center (now called Motorola University), it tapped Maricopa Community College in Phoenix to help. The college pulled together a team of 75 instructors, including part-time college instructors, private contractors and retired Motorola employees, to teach subjects ranging from accounting to statistical process control. Today the college continues to provide an array of training offerings including a special curriculum that supports Motorola's semiconductor-manufacturing processes (Stamps, 1995). In 1990, about half the community colleges were offering some form of contract training specific to local company needs. By 1995, this increased to 90% of the member

colleges of the American Association of Community Colleges (AACC) in Washington, DC, aimed at local business contract training rather than teaching generic subjects or trades (Stamps, 1995). Many believe this is simply an extension of the colleges' mission to serve the local communities.

Companies such as Grainger, a wholesale tools company, in an effort to handle skilled labor shortages, is so sure that the community college can serve its needs, that it has collaborated with the American Association of Community Colleges to promote the Grainger Tools for Tomorrow scholarship program at 35 selected AACC member colleges across the country ("Grainger handles skilled labor shortage," 2008). Once again, there are individuals that believe the limited resources may be stretched too thin, causing the institutions to eliminate programs or services other students need.

Gonzalez notes that in 2009, Miami Dade College could not accommodate all the students who wanted to take classes at the institution because it lacked the funding to hire enough teachers and advisors to achieve this. California also had its problems when 250,000 students were not able to enroll because of cuts in state funding. Other educators do not see this in a negative light because they believe these students would gain more from a degree obtained at a four-year institution (Long & Kurlaender, 2009).

2.2.3 Diversion Effect

"Although 'open-door' policies at community colleges have increased access to higher education, critics assert that this increased educational opportunity does not necessarily result in increased educational attainment, particularly the attainment of the baccalaureate degree" (Alfonso, 2006; Rouse, 1995). This is what Pascarella and Terenzini (1991) call "cooling out" or

leading students away from the path to a bachelor's degree. Brint and Karabel (1989) submitted that a study done in 1987 by Dougherty reported that the prospect of success for 30% of the students who aspired to a baccalaureate degree at the community college was lowered by approximately 11 to 19%. There are some that believe the increased flexibility that community colleges offer, such as programs created specifically for part-time students, is reason for a number of these students to rely solely on community colleges and never obtain a bachelor's degree (Cohen & Brawer, 2008). Others believe this will be solved by offering baccalaureate degrees at community colleges where programs are geared toward vocational needs and fields with shortages (Fanelli, 2007).

2.2.4 Future Challenges to Meeting Students' Needs

The impact of community colleges on postsecondary education is significant to a number of diverse student groups who solely depend on these schools for their educational needs. Four-year institutions are being inundated with students wanting to be admitted into programs having shortages of trained individuals to fill open positions. Students with remedial needs are turned away from four-year institutions and look to the community colleges for their postsecondary education. The need for remedial education is causing some to question why community colleges continue to offer this as part of their programming. Some believe it hinders the school's ability to serve other student needs and lowers the value of the education by spreading limited funds over too many mission goals. For those who believe the community college offers a second-rate education, Pascarella (1995) notes from a National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA) study, "community colleges may provide a cost effective way for students to obtain the first two years of effective postsecondary education

without necessarily sacrificing either the intellectual rigor of their college experience or relative competitiveness in the marketplace” (p. 31). Additionally, the fact remains that some students are not going to the community college for a baccalaureate degree. They may only be aspiring to an associate degree, certificate or vocational training to satisfy their postsecondary needs. A more recent study done by Pierson, Wolniak, Pascarella and Flowers (2003), of five two-year community colleges and 18 four-year institutions located in 15 different states, concluded that the very nature of two-year community colleges did not lessen the developmental influence of undergraduate experience typically available at a four-year institution.

The comprehensive community college that tries to “be all things to all people” (Vaughan, 2003) is continuing to handle larger enrollments with decreased state and local funding, forcing tuition and fees to increase. The Report of Advisory Committee on Student Financial Assistance (Garcia, 2002) indicates that financial barriers prevent 22% of low-income college-qualified individuals from attending any college at all within two years of graduating from high school. This may be enough to eliminate many minority or non-traditional students from ever receiving postsecondary education. Secondly, the quality of education received may be compromised due to the lack of funds. Quality full-time faculty are already receiving an average salary in 2008-2009 of \$61,433, compared to \$75,245 at public four-year institutions and \$79,410 at private four-year institutions according to the National Center for Education Statistics (NCES, 2012, Table 298). Lastly, the limited resources are forcing community colleges to place less emphasis on academic support and student services that could increase academic achievement (Mullin, 2010).

Community colleges continue to work through the financial issues and assist the many students who depend on them for their postsecondary education. With President Obama’s

Academic Graduate Initiative calling upon community colleges to increase the numbers of college-educated Americans over the next decade to ensure U.S. global competitiveness (Kroll, 2010), it appears these institutions should be a prominent part of some students' postsecondary education well into the future.

2.2.5 Baccalaureate Provides for Students' Needs

For many years, community colleges have been viewed strictly as two-year institutions. The mission dictated it, especially at the inception of this institution when it was created as the extension of the Joilet High School and helped prepare less-academic students for postsecondary education. The institution, however, has expanded its mission over the years and, more recently, is noted as an institution trying to enter the four-year degree conferring arena. Community colleges that offer baccalaureate degrees are being used in areas that prescribe its use rather than through articulation agreements or partnerships with four-year institutions. Some educators are not convinced that community colleges offering baccalaureate degrees are really community colleges any longer. Levin (2004) submits, "The nascent institutionalization of the community college baccalaureate degree now suggests that there are signs, not only of mission expansion, but also of a challenge to institutional identity" (p. 1).

The four-year community college is primarily known to exist in areas where there are few four-year institutions that can serve all the students wanting a baccalaureate degree. These community college baccalaureate programs focus on vocational needs and serve the areas of nursing and teaching where shortages exist. Advocates believe it is simply the expansion of a mission that constantly changes to meet the needs of the students it serves. According to Garmon, in 2000, 60% of all currently registered nurses who obtained their degree from a

community college scored as high, and in some cases higher, on the certification test as those earning a nursing degree at a four-year institution. Advocates, such as Walker (2001), believe that it is a good idea to expand the community college mission to include baccalaureate degrees and, at the same time, maintain the “open door” philosophy and keep alert to local community needs.

Community colleges that offer baccalaureate degrees are meeting much criticism, nonetheless. Glennon (2005) does not believe the institution will be able to maintain its traditional mission to serve the underserved. Further, Glennon asserts, it challenges the “open-door” policy that has always been a part of the community college mission—she believes that community college baccalaureates will result in duplication of efforts and waste the limited resources that this institution struggles to preserve. Cook (2000) offers the insight of Katherine Boswell, Executive Director for the Center of Community College Policy at the Education Commission of the States in Denver, who perceives a definite need for more applied baccalaureate degrees and a place where baccalaureate degrees offer more accessibility, but not at the expense of the institution’s core programs. Boswell does not feel community colleges should become universities where the emphasis leans more toward research and less on educating the underprepared college students who depend on this institution’s “open door” policy to find the viable training they need. Eaton (2005) is more direct in her criticism by concluding that baccalaureate degree programs at community colleges come with “too high a price” and that we “simply do not need them” (para. 10). In spite of this, a little over a year later, she suggests that community college baccalaureates are a fact of life and believes they give students a range of options (Eaton, 2007). She acknowledges that there are multiple ways the community college offers a baccalaureate degree and describes not only articulation with a four-

year institution, but also the partnerships formed through the use of university centers. The partnerships are not a new concept for community colleges—the community college has been assisting students through partnerships from its inception. Ultimately, what the community college baccalaureate comes down to is student needs and satisfaction.

2.2.6 Students' Preferences

A survey done in 2010 through the National Student Satisfaction and Priorities Report, released by Noel-Levitz, a higher education consulting firm, suggested that the community college students are more satisfied with their education than students at other postsecondary institutions. Seventy percent of the students in the survey indicated that they would likely re-enroll at a community college. Only 58% of the students surveyed indicated they would re-enroll at a four-year institution and 52% indicated they would re-enroll at a private or for-profit school. Some believe the satisfaction comes from the lower tuition expense at community colleges. Additionally, students are satisfied with the familiarity of the institution and prefer the smaller class sizes that allow instructors to offer more personal attention to each student. Other factors seem to suggest that there are areas where the community college does not satisfy students. Questions around advisement and registration are more critical of the community college—what is needed for the student to graduate and registration for classes needed to graduate seem to negatively challenge the community college students' experience.

Another survey done by the Pearson Foundation of Community College Students (2011) concludes that, in the fall of 2011 semester, 20% of community college students surveyed had problems enrolling in the courses needed for degree completion or certification. This does not appear to be causing a large decrease in enrollment, however. “Community colleges are seeing

an interest in students who simply prefer to get their degree at a community college because of lower tuition, location of the institution, and familiarity of the student with the institution” (Townsend, 2007, p. 135). The college mission is comprehensive, as some suggest, but the college continues to expand its mission to meet certain needs.

2.3 COMMUNITY COLLEGE BACCALAUREATE

For years, many students have relied on the community college for their educational needs. This trend continues even today. Fry (2009) notes that some 3.1 million young adults, or 10.9% of all 18- to 24-year-olds were enrolled in a community college in October 2007 and, a year later, that figure had risen to 3.4 million students, or 11.8%. When times are economically challenged, community college enrollments tend to rise. “Palm Beach Community College’s spokeswoman, Grace Truman, asserts that one of the most influential powers stimulating enrollment is the economy—Our enrollment growth strongly correlates to downturns in the economy” (Chen, 2008, para. 4).

Eaton (2005) and others believe the community college mission change to include baccalaureate degrees will mean this institution cannot continue meeting the needs of its traditional mission. Students have come to rely on the community college for services, such as remedial needs not offered at any traditional four-year institutions. Nonetheless, advocates believe the community college is the perfect venue to get a baccalaureate degree. It will increase access for many disadvantaged students and increase their chances for productive employment (Walker, 2000). According to Walker (2000), “the opportunity to go to college will be denied to millions of Americans unless sweeping changes are made to control costs, halt sharp increases in tuition and increase other sources of revenue” (para. 1).

The CCBA reports (2012) that Florida community colleges offer more baccalaureate degrees than any other state; 23 out of its 28 community colleges offer 156 baccalaureate degrees with the addition of one more since October of 2012, causing the total to be 24 that now offer 157 programs (Florida College System, 2013) (see Appendix G). Florida was challenged in 2005 by being the 46th state in producing bachelor's degrees while the economic opportunities were being reoriented from agricultural and service-based disciplines to technology, health care, and other more sophisticated industries and services (Winn & Armstrong, 2005). Shortages in the nursing and teaching fields were also cause for allowing community colleges to offer baccalaureates (Campbell, 2005). Chen (2008) suggests in the 1990s, the CCBA sought to revise the tradition where baccalaureates could only be obtained at a four-year institution, and created the mission statement that the organization intended to "promote the development and acceptance of the community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost." She indicates that the American Association of Community Colleges (AACC) also recognized the community college baccalaureate as "an emerging development in higher education" (para. 2). There are three primary reasons why: first to respond to increased workforce needs, second to respond to economic pressures facing students and communities, and third to increase the accessibility of higher education by making the degree programs more affordable and manageable than those at a traditional university. Florida addresses all these needs through their community colleges.

2.3.1 New York vs. Florida Community College Baccalaureate Trend

Research shows, however, that the New York Fashion Institute of Technology offers 21 baccalaureate degrees with some offered since the 1970s, but these programs are exclusively in

the fields of fashion and design (Glennon, 2005), which do not appear to impact this new trend of community college baccalaureates. Other institutions offered applied baccalaureates in the 1980s and 1990s (see Appendix K), but the real movement toward offering direct traditional baccalaureate degrees occurred in 2001 at St. Petersburg Junior College in Florida (Townsend, Bragg, & Ruud, 2008), which offered the first baccalaureate in the state. Additionally, the degrees are created so they transfer to a higher degree in a four-year institution—in many cases, they are able to transfer into a master’s degree.

In 1998-1999, “the State Board of Community Colleges, the Postsecondary Education Planning Commission (PEPC) (now the Council for Education Policy Research and Improvement or CEPRI), and the Senate Education Committee identified access to the baccalaureate as a major issue in Florida, and recognized community colleges as a potential option for addressing this need” (Winn & Armstrong, 2005). However, the PEPC decided it did not understand how allowing community college baccalaureates would affect four-year institutions and limited resource distribution—the organization thought it was premature to allow community colleges to offer a baccalaureate and continued to encourage the forming of partnerships with four-year institutions. At the time, partnering helped use valuable resources more efficiently. The 2008 Senate Bill No. 1716 replaced the Florida Community College System with the Florida College System (FCS) and presented 9 out of the 28 community colleges with the option to transition to state colleges (Floyd, Falconetti & Hrabak, 2009). This bill became effective on July 1, 2008, and was created to maximize open access for students, to respond to community needs for postsecondary academic education and career education and to provide associate and baccalaureate degrees to best meet the state’s employment needs

(Holcombe, 2008). The promises of this new bill appear to be having a profound impact on the way Florida community colleges educate students.

The Office of Program Policy Analysis and Government Accountability (OPPAGA), the legislature office in Florida that provides data, evaluative research, and objective analyses to assist legislative budget and policy deliberations (OPPAGA, 2012), reported in January of 2010 that “the number of students who transferred to a baccalaureate degree program after earning an associate in arts (AA) degree grew by 29% for the period 2005 to 2010” according to the FCS (2012). Nevertheless, 31% of students who earned AA degrees did not transfer to a baccalaureate program. This prompted a cause for concern and, when students were questioned why they did not transfer into a bachelor’s program, the main reason they gave was the lack of information provided by their institution about articulation policies (OPPAGA, 2010). In the case of the part-time working student, there were few faculty members that met with students and discussed transferring to a four-year institution for a baccalaureate degree, causing only one third of these faculty members to know whether their students planned to transfer for a degree (Martinez, 2004).

Offering students a baccalaureate degree at community colleges would be one way Florida could assist students toward obtaining their bachelor’s, but as some suggest, not all baccalaureates will or should be offered at the community college. Critics fear that duplication of programs will deplete the limited funds the state can offer to all educational institutions in the state of Florida (Glennon, 2005). With the higher costs necessary for baccalaureate programs to be offered, such as higher faculty salaries, expansion of library services and upgrades to equipment, labs and other facilities, the programs may not be cost effective in the long run. In Florida, after three years of the institutions’ offering a baccalaureate program, the per credit cost

exceeded the average state university's cost (Glennon, 2005). J. David Armstrong, president of Broward College and chancellor of the FCS from 2001 to 2006, argues that “ [baccalaureate] degrees are no more important than some of the new [associate degree] programs, such as marine technology—that's far more expensive to run than any of the baccalaureate programs” (Moltz, 2010, para. 18).

In 2007, the Pappas Consulting Group was hired by the Board of Governors (BOG) to recommend the most cost-effective path to the baccalaureate for the entire state college system. The recommendations included the expanded access to distance education degrees, with special emphasis on internet-based courses, through the establishment of the BOG Distance Education Consortium. Further, it reported that funding by the legislature should be increased significantly to improve the number of distance degrees available to students, but is there evidence to suggest this is being done?

A survey done in 2009 by Allen and Seaman concludes that faculty of online education for a baccalaureate degree appear to be mostly neutral regarding its value and legitimacy—only 11.1% agreed, and 55.6% remained neutral, leaving 33.3% that disagreed. The bottom line, however, is whether employers respect an online degree compared to a degree earned by attending classes on campus. With the shortages that are occurring in certain fields and a need for more highly trained individuals, it appears that some employers are accepting an online degree as readily as one earned from classroom study. For instance, the nursing profession is showing shortages and continues on this vein. Raines (2011) interviewed Marcia Seay, who works for Children's Healthcare of Atlanta and is now system manager for case management, who said, “We value people who have gone back to get a degree, at Georgia State, Emory or Georgia Tech. But we'd never look at someone's degree and say, ‘Oh, it was online.’ We'd be

more apt to say, ‘Wow, you got your bachelor’s’” (para, 10). Florida legislators continue to surprise educators by taking risks to improve their higher education standings.

The fact that Florida ranked near the bottom in baccalaureate degree production (Russell, 2010)—47th in the United States in 2001 (Law, 2011)—is cause for this state to take drastic measures. Currently, it is 32nd in bachelor degree attainment and 41st in production of bachelor degrees per 1,000 18-44 year-olds (Holcombe, 2011). The low number of baccalaureates in the state, along with the fact that there are critical workforce shortages both in teacher and nursing education, are reasons why the state considered allowing these institutions to offer baccalaureate programs in the first place (Campbell, 2005).

Florida legislation allows community colleges to offer baccalaureate’s in high-demand programs where four-year institution partnerships cannot be formed, but is it more than that? Are community colleges serving in the most effective way both the state’s needs to maximize the efficiency of limited funds and serving the students who depend on these institutions, in the most effective way and why did the state approve these programs in the first place?

2.3.2 Florida Department of Education Recognizes Need for More Baccalaureates

The demand to increase baccalaureates in the state was recognized and addressed in 2001—the primary aim was to satisfy workforce needs. Senate Bill sb0986e1 amended 240.3836 Site-determined baccalaureate degree to “further expand access to baccalaureate degree programs through the use of community colleges” (The Florida Senate, SB 986, 2001). At the time, the bill indicated that the State Board of Education was allowing community colleges a limited number of baccalaureate degrees that would satisfy local community workforce needs. It was aimed at the first Florida community college, St. Petersburg Junior College, to offer

baccalaureates and, at the same time, allowed this institution to change its name to St. Petersburg College. Further, the Florida College System in accordance with section(s.) 1007.33, Florida Statutes (F.S.) (see Appendix I), as defined in Rule 6A-14.095, Florida Administrative Code, granted community colleges the right to offer direct baccalaureate degrees and according to a memo in April of 2012 is now reviewed annually (see Appendix H). This statute recognized the need for both public and private postsecondary institutions to provide for the economic well-being of the state and quality of life for Florida residents. It also addressed the concerns of place-bound, non-traditional students who require local access to baccalaureate degree programs (The Florida Senate, Statute 1007.33 Site-determined baccalaureate degree access, 2012) (see Appendix I). For some, it was just a start of what would become the most prevalent offering of baccalaureate degrees by community colleges in one state. It was not without restrictions, however—referring to 2011 statute 1004.65 (see Appendix J) Florida College System institutions; governance, mission, and responsibilities, which denote issues such as the following: the institution must maintain its responsibility for responding to community needs for postsecondary education, keep associate degree programs that transfer to a university, maintain an open-door admission policy for associate-level degree programs and workforce education programs, continue to provide remedial education and outreach to underserved populations and comply with all provisions of the statewide articulation agreement, which relate to two-year and four-year public degree-granting institutions as adopted by the State Board of Education and is still on the books today (The Florida Senate, Statute 1007.33 Site-determined baccalaureate degree access, 2012). The law, as stated, made it very clear that “the legislature intends that the primary responsibility of a Florida College System institution, including a Florida College System institution that offers baccalaureate degree programs, continues to offer associate degrees

that provide access to a university” (Florida Senate, 2012). To increase baccalaureate degrees in community colleges, in 2009, the Florida Department of Education Senate drafted Bill 2682 indicating that

beginning July 1, 2010, Florida colleges authorized to award baccalaureate degrees by the State Board of Education (SBE), and accredited by Southern Association of Colleges and Schools at Level II, to request three years after initial approval, an exemption from further SBE review, and specifies the criteria and process for such exemption; and require all Florida colleges with exemptions from SBE baccalaureate approval to submit new programs to the Division of Florida Colleges (DFC) for compliance review prior to implementation per criteria detailed (p. 2).

This, according to Russell (2010), caused it to be the first state that has ever made such a move.

The critics believe that community colleges now have way too much power to dictate what baccalaureate programs they can offer. This new legislation allows current community colleges offering baccalaureates for at least three years an exemption from further SBE review. It may suggest the state of Florida is satisfied with the way limited funds are being used to assist students with the goal of obtaining a baccalaureate degree even though critics were previously concerned that the limited funds would be a problem in granting community colleges the ability to offer baccalaureate degrees. Moltz (2010) points out that “Linda Serra Hagedorn, professor and director of the Research Institute for Studies in Higher Education at Iowa State University, said ‘adding too many baccalaureate degrees might water down the traditional mission of community colleges’” (para. 31). Like most critics, she believes the mission will change and the two-year institutions will be unable to continue offering remediation and the vocational programs, the primary reason community colleges were started in the first place. Having previously worked at the University of Florida, she had to admit that the trend of offering baccalaureate degrees at community colleges was not taking students away from any Florida

universities as she and other critics had previously thought would happen. Beyond these concerns, there are additional concerns about the quality of the four-year degree offered at a two-year institution.

Within the last few years, a number of critics have voiced their opinion that a community college baccalaureate does not have the quality of a baccalaureate conferred at a four-year institution. As Wattenbarger (2000) suggests, “it would be difficult, if not impossible, to convince anyone that the bachelor’s degree offered by a community college is as important as the one offered by a university or a four-year college” (p. 4).

Unlike four-year institutions that have selective admission policies, the community college “open door” policy democratizes this institution so all students have access to postsecondary education. For minorities and low-income students, it may be their only chance to advance toward the postsecondary educational requirements that certain positions demand today (Park & Pascarella, 2010; Alfonso, 2006). Students and local communities where industries have increased access to better trained employees through community college training are showing a positive impact. For the nursing and teaching fields, it is helping alleviate shortages (Russell, 2010). According to the National Center for Educational Statistics (NCES) (2008), in 2006-2007 community colleges enrolled 6.2 million students, which equates to 35% of all postsecondary students enrolled that school year.

Currently, there are 15 states that allow their community colleges to offer at least one baccalaureate degree according to the CCBA (2012). These include Colorado, Florida, Georgia, Hawaii, Indiana, Nevada, New Mexico, New York, North Dakota, Oklahoma, Texas, Vermont, Washington, West Virginia and Wisconsin. At least three of these states’ community colleges, Florida, Georgia, and Texas, also partner with four-year institutions to confer a baccalaureate

degree. The FCS (2013) reports that partnerships in the 2012-2013 year in Florida numbered 334 programs in all but six of the state's 28 community colleges. This has not stopped the state from developing direct baccalaureate degree programs, however (see Table 1 Timeline).

Between 2001, when St. Petersburg College offered the first baccalaureate degree in the Florida community colleges, and June of 2013, when Pasco-Hernando Community College got approval to offer one baccalaureate degree, the timeline shows when the 24 institutions began offering baccalaureate degrees along with some key legislature handed down by the Florida statutes.

Table 1: Timeline of Florida State College Baccalaureate Programs and State Legislation

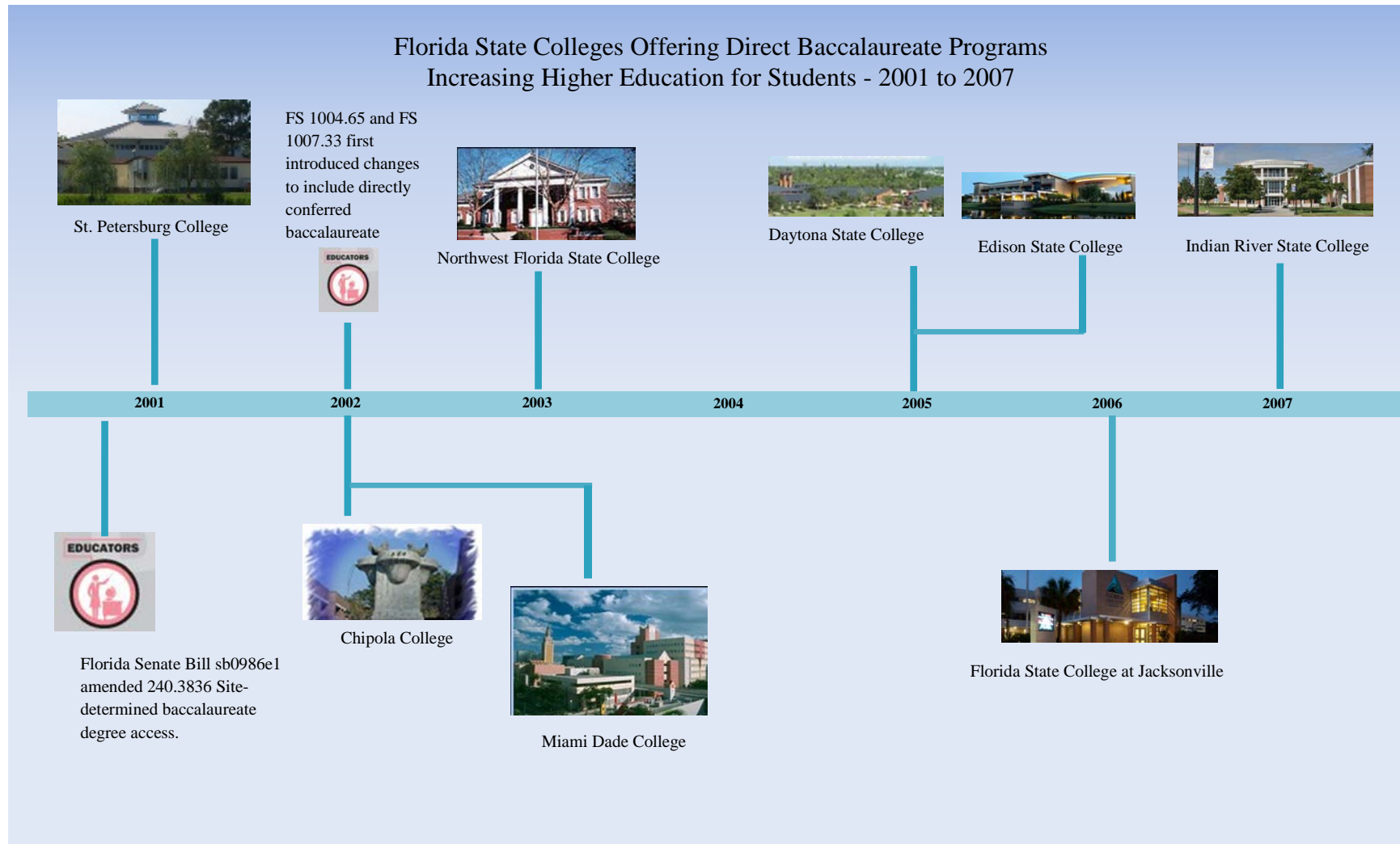
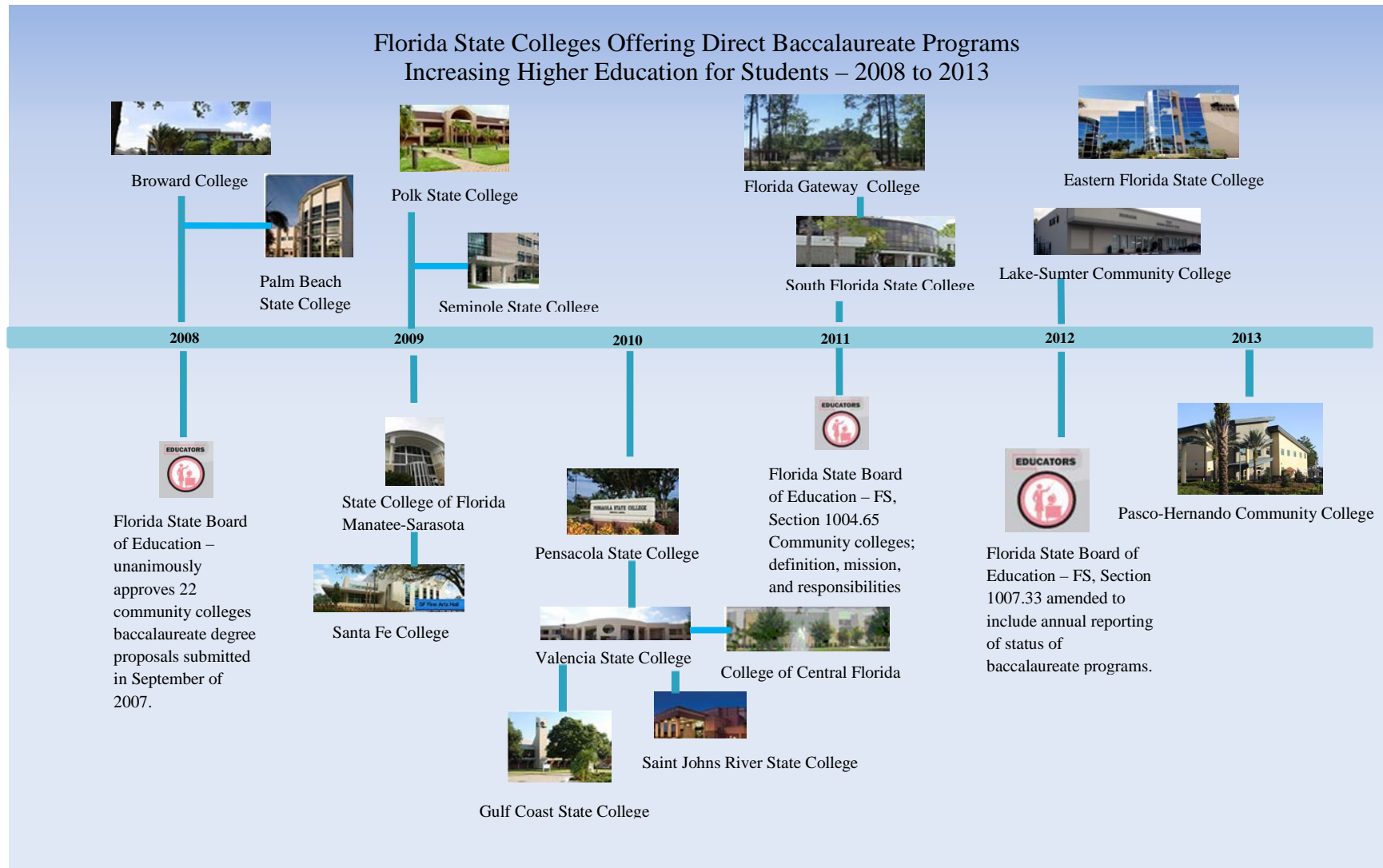


Table 1: Timeline of Florida State College Baccalaureate Programs and State Legislation



2.3.3 Effects of the Community College Baccalaureate

The community college baccalaureate is changing the mission of the institution to expand and address the needs of the students it serves. Even if the Carnegie Foundation changes the label of community colleges that offer baccalaureates to baccalaureate/associate's colleges and the institutions are labeled four-year institutions by the regional accrediting associations, they are still acting community colleges (Townsend, 2005).

Critics like James Wattenbarger, a professor emeritus of education at the University of Florida, believe the community college should not offer baccalaureate degrees, therefore eliminating the need to re-label these institutions. He believes, like other critics, that offering baccalaureate degrees at a community college is an incredible waste of limited resources. He adds that it moves the community college away from what they do well and into an arena in which they will offer "second-class baccalaureates" (Mills, 2003, p. 2). Besides, many of the community colleges that have been given the authorization to offer baccalaureates have decided to change to four-year institutions. This has occurred in Utah, where the Utah Valley Community College changed to the Utah Valley University and switched to university status in 2008, and also in Arkansas, when the Westark Community College earned university status in 2001 and became the University of Arkansas – Fort Smith (Floyd, 2005), to name just a couple.

Advocates see baccalaureate programs offered at community colleges from a different point of view. They believe it is time the community college mission expanded to assist students being turned away from four-year institutions because of remedial needs, vocational needs, or programs where shortages are occurring (Russell, 2010). For the advocates, these are reason enough to allow the community college to confer baccalaureate degrees.

Recent findings, however, note a number of students who are being turned away from community colleges. Michael Richards, the president of the College of Southern Nevada, said “the state's largest college is turning away potential students. We're turning away one qualified applicant for the nursing program for every two who apply” (Lake, 2009, para. 4). California is also struggling with the problem where prospective nursing students are waiting years to get into the community colleges, so they turn to private schools for their education, even though the cost is much higher (Korry, 2010).

The community college mission automatically serves a more diverse student population than other types of institutions by the many types of curriculum offerings it provides. If the community college is unable to serve these students, will they be unable to find the training they need to find viable employment? “In the US, they may look to the for-profit sector—a shift that will (on average) cost students and tax payers more” (Daun-Barnett, 2011, p. 396). Still, states have an obligation to do something.

New York community colleges are finding it difficult to satisfy the needs of all students who desire training. In the fall of 2009, Gail O. Mellow, then president of LaGuardia Community College, indicated that enrollment had risen by 50% in the last decade, which seemed to be hindering the “open door” policy that students always depended on. This forced thousands of students to be shut out of the programs they wanted because the state’s community colleges were not able to accommodate them (Foderaro, 2009).

Florida is also finding itself in a tight situation as evidenced by several community college presidents in a conversation with special correspondents of the Tampa Tribune, Atwater and Holden, in February of 2011. The presidents of the Florida College System: Ken Atwater, Ph.D., of Hillsborough Community College; Eileen Holden, Ed.D. of Polk State College;

Katherine M. Johnson, Ed.D., of Pasco-Hernando Community College; and Bill Law, Ph.D., of St. Petersburg College; plead the following, “As the college presidents representing the interests of more than 150,000 students, we ask legislators to fund enrollment growth, assess the lowest percentage of budget cuts possible, minimize tuition increases and allow our trustees maximum flexibility in administering budget restraints.” Further, “...higher enrollments increase the need for support services, including learning labs, career centers and advising and counseling services” (p. 11).

The benefits of the baccalaureate for certain students that depend on the community college for their postsecondary education seem to be evident for some. Floyd and Walker (2009) offer that the increase of community college baccalaureate programs that are both politically supported and funded, either directly conferred or through partnership, will show strong student satisfaction. She and other advocates of the baccalaureate at community colleges believe that as these programs develop, especially in nursing, education and services, students will abandon four-year institutions, forcing these institutions to offer fewer undergraduate programs and more graduate and research instruction. Still, others like Lewin (2009) indicate that the four-year institutions are expressing their concern that community colleges are suffering from “mission creep” and are abandoning their traditional mission to offer watered down baccalaureate degrees.

It is evident that there will always be a difference of opinions toward a baccalaureate earned at a community college. Students, however, can embrace community college pedagogy by enrolling in this institution’s baccalaureate programs, but many decide to venture toward for-profit institutions to fulfill their postsecondary education requirements. Still, others will find the lower tuition costs, close location of the community college, and familiarity a plus. Advocates understand this will help keep the baccalaureate viable, and wonder if critics’ perceived opinion

of the baccalaureate earned at a community college can be positively altered, particularly where vocational programs exist.

Scholars like Dougherty (1987) believe the community college baccalaureate that focuses on the vocational/terminal programs offers students a very good place to start a lifelong career. There is still some debate over whether a liberal academic degree will provide the same benefit. He suggests, from comparing a number of studies done of community college students between the fall of 1972 and fall of 1979, that the community college may economically hinder some students' aspiring to a traditional baccalaureate, but that students who are looking for vocational training and ultimately a degree will be aided through education, which will increase their economic benefits. Students who enter community colleges obtain fewer bachelor's degrees and have fewer years of education overall than students entering four-year colleges. Vocational aspirants appear to do better when they start their postsecondary education at a community college rather than a four-year college or vocational school (Dougherty, 1987).

Finally, we consider that there are numerous factors of educational needs and requirements to be assessed before state administrators decide to allow their community colleges the ability to directly offer the baccalaureate degree. Some believe the programs are easier to incorporate into their institution over a two-year program. According to Pamela Menke, Vice Provost for Education at Miami Dade College, "it is less expensive for a community college to add the remaining two years for a program they already offer at the associate degree level than for a nearby four-year institution to create a baccalaureate program from scratch" (Moltz 2010). In other circumstances, many more skilled individuals are required and the vocational needs are not being met by four-year institutions. Other four-year institutions are not located close enough to the students who commute to the institution for their studies—this is allowing locally situated

community colleges to offer commuting students better options. Is the baccalaureate at a community college finally finding a niche to satisfy without hurting the four-year institutions in the local competing areas or will some states decide that it is more costly to let students obtain this degree over one obtained at a four-year institution?

2.3.4 Future of the Community College Baccalaureate

The question remains whether community colleges are able to serve all the students that seek a bachelor's degree from these institutions. A number of issues still need to be addressed. Are students getting the excellent training at the community college that others believe they can receive only at a four-year institution? Will students seeking a bachelor's degree be able to get the classes they need to graduate in a timely manner? Lastly, Russell (2010) points out that, "Given the widespread availability of online degree programs, students are no longer limited by where they live." Distance education is becoming more prevalent at all institutions. The most updated information offered by the National Center for Educational Statistics is that in 2000-2001 there were 1,070 two-year public institutions offering distance education out of a total of 4,130 institutions compared to 620 four-year public institutions (NCES, 2003017, Table 1). With the large number of four-year institutions offering some form of distance education, is it necessary to offer baccalaureate degrees to community college students who could also be served through distance education at four-year institutions? Adding "community college baccalaureate programs may be unwarranted, especially for programs that can be effectively delivered online" (Russell, 2010, p. 8) or by partnering between community colleges and four-year institutions. These questions and others demand further consideration before states can decide the educational needs for their students and the need to allow community colleges to offer baccalaureate degrees.

Research continues to show that Florida community colleges keep increasing the number of baccalaureate degrees they offer (Moltz, 2010). Some wonder, will the trend ever subside? The exploration being conducted will try to offer reasons for this continuing trend and why these institutions find it necessary to offer baccalaureate degree programs.

3.0 METHODOLOGY

3.1 STUDY OVERVIEW

Community colleges have assisted students with their postsecondary education since the early 1900s. Students rely on these institutions for their postsecondary needs, including associate's degrees, certificates, and personal enrichment courses. As things evolve and community colleges begin to offer more and more baccalaureate programs that were once offered only at four-year institutions, the institution's mission is expanding to serve an additional group of students. Only 15 states currently allow their community colleges to offer direct baccalaureate degrees. This case study takes an in-depth look into the reasons for this expansion at several community colleges in the state of Florida, where the growth of this phenomenon is greater than in any other state. From this point forward, community colleges in the state of Florida that offer baccalaureate degrees will also be referred to as state colleges, a designation given to them by state legislation.

3.2 RATIONALE FOR CASE STUDY

Case study is an ideal methodology when a holistic, in-depth investigation is needed (Feagin, Orum, & Sjoberg, 1991). For this reason, the study was conducted using case study analysis to gather, from the administrators/faculty members' perspectives, reasons that the institutions decided to offer an applied or traditional baccalaureate in certain programs. Selecting several specific case studies maximized what can be learned, in the period of time available for the study (Tellis, 1997). Choosing the Florida system allows the research to show where community college baccalaureates have been sustained, what has previously occurred and what has been learned.

Reviewing three institutions in a state that allows more community colleges to offer baccalaureate degrees than any other state provides a more thorough understanding to this phenomenon, but it does limit the research on what can be accomplished in other venues. Florida has some unique circumstances that assist the colleges, like an internet library resource system that can be subscribed to by all educational institutions. Additionally, the state education department and SACS highly regulate the baccalaureate programs.

Case study deals with four problems: what questions to study, what data are relevant, what data to collect, and how to analyze the results (Philliber, Schwab & Samsloss, 1980). The case study method provided answers to five research questions covering all aspects of offering baccalaureate programs in three state colleges, the interview questions provided the detailed data that were collected, and constant comparative analysis offered a means to locate relevant data leading to the final analysis of a grounded theory. Tellis (1997) suggests that “case studies are designed to bring out the details from the viewpoint of the participants by using multiple sources of data” (para. 1). The use of online documents, interviews, and the field notes from the interviews, which observe the participants’ verbal mannerisms and, in cases where Skype is being used, the non-verbal mannerisms, provided the details. Further, this case study explored three separate state colleges of similar size located throughout the state with local differences.

3.3 RESEARCH QUESTIONS

The research questions that helped me gather information about the directly conferred baccalaureate degrees, most importantly the Bachelor of Applied Science degrees, as well as some Bachelor of Science degrees, provided answers and insight into the phenomena in my study. It increased the understanding of why these degrees are offered and how they are assisting students' needs.

The multiple case studies addressed the following research questions:

1. Why did community college administrators request state authorization to directly confer baccalaureate degrees in the chosen fields and what other options were considered?
2. What additional resources, services and funding were necessary to implement the directly conferred baccalaureate degree programs and how have they affected the other programs at the institutions?
3. What has changed or remained the same at the institutions since the inception of the baccalaureate programs and what problems or difficulties did they encounter while going through the process of requesting authorization to offer the programs?
4. What are the administrators' perceptions of how the programs are addressing student needs? What are the internal issues and outcomes that have occurred as a result of offering the baccalaureate programs?
5. What policy implications might be garnered from these case studies?

The study used these questions to glean the data related to the state college baccalaureate degrees.

3.4 RESEARCH DESIGN

The study's qualitative design was framed in two parts:

The first part consists of basic data related to the baccalaureate programs of all Florida community colleges. This started the initial process of understanding the community college baccalaureate phenomena in this state. Information was gathered from websites and documents on the Florida College System, providing insightful knowledge about the institutions that are allowed to offer the baccalaureate degrees and the types of degrees they are allowed to offer. The Florida Senate website provided a review of the state statutes for the phenomena and the progression of changes that occurred (see Table 1, Timeline), allowing state colleges to first offer only BAS degrees and, then, later offer some BS degrees. Additionally, the statute indicates that the mission for these institutions must continue with the "open door" policy, outreach to underserved populations, and remedial education, as well as responding to community needs for postsecondary and career education. A more detailed list of data sources can be found (3.5.1 Data Sources) later in this chapter. Data gathered (background information and each research question), the method used to collect the data, and the evidence to support each is found in Table 2.

Table 2: Data Gathered, Methods of Collection and Evidence to Support the Research Questions

| <i>Data to Be Gathered</i> | <i>Methods of Collection</i> | <i>Evidence</i> |
|---|---|--|
| Background information about participants | Interviews | <ul style="list-style-type: none"> • Age • Gender • Years at current position • Length of time as an administrator or teaching baccalaureate program • Level of involvement with baccalaureate programs • School(s) and districts worked |
| Study Question 1 Why did community college administrators request state authorization to directly confer baccalaureate degrees in the chosen fields and what other options were considered? | Interviews Documents | <ul style="list-style-type: none"> • Workforce shortages • Four-year institutions do not offer or do not want to offer • Four-year institutions cannot accommodate number of students applying • Students prefer baccalaureate at community college • State low in number of baccalaureate degrees awarded • Partnership not an option – no local four-year institution |
| Study Question 2 What additional resources, services and funding were necessary to implement the directly conferred baccalaureate degree programs and how have they affected the other programs at the institutions? | Interviews Documents | <ul style="list-style-type: none"> • Library resources • Faculty members with PhDs • Student services – counseling and advising • Funding for programs <ul style="list-style-type: none"> ○ Student enrollment (tuition) ○ Outside funding ○ Existing program funding • First-time equipment costs – existing equipment re-purposed • Capital expenditures – expand buildings or classroom space • Existing Associate degrees • Existing Certificates programs • Existing Personal Enrichment courses |

| <i>Data to Be Gathered</i> | <i>Methods of Collection</i> | <i>Evidence</i> |
|---|-------------------------------------|---|
| Study Question 3 What has changed or remained the same at the institutions since the inception of the baccalaureate programs and what problems or difficulties were encountered while going through the process of requesting authorization to offer the programs? | Interviews Documents | <ul style="list-style-type: none"> • Accreditation policy • Mission – <ul style="list-style-type: none"> ○ Open-door policy ○ Remedial needs ○ Quality of programs offered – rigor, PhD faculty, can transfer into graduate program • Modify or eliminate existing programs • Outside barriers and how solved • Existing Associate’s Degrees programs • Start-up funds • State preferred partnerships – Administrators and legislators • Traditional vs. Applied Degrees |
| Study Question 4 What are the administrators’ perceptions of how the programs are addressing student needs? What are the internal issues and outcomes that have occurred as a result of offering the baccalaureate programs? | Interviews Documents | <ul style="list-style-type: none"> • Students who are place bound (adult non-traditional) • Students who prefer smaller classes • Students who prefer lower tuition • Students who prefer familiarity with institution • Students who want online programs • Additional Faculty or Administrative staff needed • Faculty not on board – <ul style="list-style-type: none"> ○ Concerned about new hires paid more ○ Concerned about need to increase their own education ○ Concerned about eliminating existing programs • Administrators question the need for programs – <ul style="list-style-type: none"> ○ Concerned limited funds stretched too far ○ Concerned about duplication of programs with four-year institutions ○ Concerned about effects on traditional mission ○ Concerned tuition increases will be necessary • Student enrollment low • Student enrollment large – cannot accommodate all in certain programs • Physical space needs expansion • Distance-education curriculums |

3.5 DATA COLLECTION

This study incorporates the use of three methods of data collection as noted by Swan (2008), who indicates that expert opinions, previous findings, and documents through research are the best sources used together in case study analysis. The use of online data sources, previous dissertations, and semi-structured interviews provided the data collected for this study. Detailed descriptions of the data sources, selection of institutions, and selection of interviewees provide information to where the data were found and how the selections for the study were made.

3.5.1 Data Sources

This case study research includes the review of the institutions' websites to posit information about the baccalaureate programs each institution is currently offering. Next, material and documents that were found on the websites of the Florida College System (FCS), the Division of Florida Colleges (DFC), and the State Board of Education (SBE), that are all referred to in different parts of the research, but are all part of the Florida Department of Education, were reviewed. Additionally, documents from the Florida Senate, the department that gives authorization for the baccalaureate programs, were reviewed. Finally, the Office of Program Policy Analysis and Government Accountability (OPPAGA) and the Council for Education Policy Research and Improvement (CEPRI), a citizen board for independent policy research and analysis, documents were reviewed. CEPRI (2006) is housed under the Office of Legislative Services and was required by the Legislature (Chapters 2001-170, Laws of Florida) to conduct and review educational research, provide independent analysis on education progress, and

provide evaluation of education issues of statewide concern, closed as of January 1, 2006, but keeps the website available for researchers.

These organizations provided documentation related to the baccalaureate programs at the three institutions, lending new and corroborating information. Additionally, there was a review of previous dissertations that have valuable insights of the community college baccalaureate programs, and lastly, the administrators/faculty members' interviews, conducted and coded during the course of the study, data were reviewed and coded for thematic groupings. Field notes that were taken during the interviews of each participant afforded an observation of the interviewees' demeanor during the inquiries through the hesitations to certain questions and the expression of a pleasant or stressed demeanor, all providing an additional layer of understanding to the answers given.

Two other researchers, Debra Petry (2006) and Edwin Bemmell (2008), have conducted research that was helpful to this study. Debra Petry's study of five community colleges in the state of Florida offering baccalaureate degrees was completed in 2006 and offered a historical background to this phenomenon. Edwin Bemmell's study was completed in 2008 and looked at the financial aspects of the community college baccalaureate by comparing a Florida community college with a local four-year institution to ascertain the differences in costs for the state. It provided a background to the financial implications of offering baccalaureate programs.

Additionally, the data collection through semi-structured interviews of twelve individuals in three state colleges provided answers to the interview questions found in Appendix E, along with the field notes from the interviews that became an additional layer of collected data. Details of how the institutions and interviewees were selected for the study can be found in 3.5.2 Selection of Institutions and 3.5.3 Selection of Interviewees.

The online documentation, review of previous dissertations, interviews, and field notes are all data sources used in the final analysis of the study.

3.5.2 Selection of Institutions

The use of purposeful sampling was necessary in finding the three institutions from a group of 21 community colleges in Florida offering workforce and traditional baccalaureate degrees—this made the case study more robust when replicating pattern-matching, which increased the confidence in the information provided (Tellis, 1997).

Table 3 indicates all the potential Florida community colleges that have directly conferred baccalaureate programs, except for one, that were possible selections for the study—they are shown by name, number of BAS/BS degree program offerings, year the institution offered its first baccalaureate degree, and total credit enrollment sizes. Miami Dade College also offers baccalaureate degrees, but is not on the selection list. Its very large enrollment size, culminating with the fact that it is the largest higher educational institution in the nation, made it difficult to compare well to the other institutions and was not considered for this study.

Table 3: Florida Community Colleges offering Baccalaureate Degrees

| Name of Institution | Number of BAS/BS Programs (FCS, 2013) | First Year Offered Direct Baccalaureate Program (FCS, 2013) | Total Enrollment (AACC, Fall 2010 Credit Enrollment) |
|---|--|--|---|
| St. Petersburg College | 25 | 2001 | 31,793 |
| Indian River State College | 14 | 2007 | 17,511 |
| Florida State College at Jacksonville | 13 | 2006 | 28,642 |
| Chipola College | 10 | 2002 | 2,211 |
| Edison State College | 10 | 2005 | 16,951 |
| Broward College | 10 | 2008 | 40,375 |
| Daytona State College | 9 | 2005 | 18,497 |
| State College of Florida, Manatee-Sarasota | 7 | 2009 | 11,431 |
| NorthWest Florida State College | 5 | 2003 | 7,760 |
| Santa Fe College | 5 | 2009 | 15,745 |
| Seminole State College of Florida | 5 | 2012 | 18,028 |
| Gulf Coast State College | 4 | 2010 | 7,207 |
| Palm Beach State College | 3 | 2008 | 29,534 |
| St. Johns River State College | 3 | 2010 | 6,613 |
| College of Central Florida | 2 | 2010 | 8,766 |
| Florida Gateway College | 2 | 2011 | 3,032 |
| Pensacola State College | 2 | 2010 | 11,676 |
| Polk State College | 2 | 2009 | 10,589 |
| Valencia College | 2 | 2011 | 41,583 |
| Pasco-Hernando Community College | 2 | 2013 | 10,770 |
| Eastern Florida State College | 1 | 2012 | 18,096 |

According to *collegedata.com*, student enrollment sizes fall into one of three categories:

Small is less than 5,000 students

Medium is between 5,000 and 15,000 students

Large is greater than 15,000 students

Six of the Florida state colleges in Table 3 were selected to be contacted, but the study includes only three of the institutions. The six considered have similar credit enrollment sizes, as well as a number of baccalaureate programs offered, but the selection was not all from the top of the list. The reason for selecting the institutions this way is to give them some anonymity, and the selection of six rather than three provided a contingency plan to expedite the interview process.

The basic backgrounds of the six colleges selected for this study are as follows:

College One - is a large-enrollment institution that has several centers and several campuses to accommodate its students. The institution offers certificates, associate's degrees, baccalaureate degrees, personal enrichment, continuing education and lifelong learning, as well as online learning options. It is a public small-city institution.

College Two - is a large-enrollment institution that has several campuses and a center to accommodate its students; the institution offers certificates, associate's degrees, baccalaureate degrees, continuing education, and online study. It is a suburban, large-city institution.

College Three - is a medium-enrollment institution offering associate's degrees, baccalaureate degrees, online learning, continuing education, and personal-enrichment courses. It is considered a suburban, large-city institution.

College Four - is a large-enrollment institution that has a number of centers and several campuses. The institution offers certificates, associate's degrees, baccalaureate degrees, continuing education, and online learning and is a public, mid-size-city institution.

College Five - is a large-enrollment institution with a number of campuses and centers to assist students with their studies. It offers associate's degrees, baccalaureate degrees, online study, certificates, and continuing education programs. It is considered a public, large-city institution.

College Six - is a large-enrollment institution and has numerous campuses to assist students in the local area. It offers certificate programs, associate's degrees, baccalaureate degrees, continuing education, lifelong learning, as well as online study and is considered a suburban, mid-size-city institution.

All six institutions were eventually contacted—this contingency plan of six saved time in locating three institutions' contacts that agreed to have their institutions' administrators be interviewed for my case study because three of the institutions' contacts decided not to participate.

The three institutions in the study were located throughout the state. This allowed me to explore certain factors, such as whether local industry needs were being met, whether local four-year institutions were capping enrollments in programs that state colleges offer, or whether specialized programs were necessary to offer so that competition did not occur with the local four-year institution(s). Further, state colleges of comparable size provided a better comparison between the institutions and the baccalaureate programs they offer and how the programs satisfy students' needs.

3.5.3 Selection of Interviewees

It was important to find individuals with experience in the baccalaureate programs being studied, which according to Maxwell (2008) “is a strategy in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices” (p. 235), was necessary for this particular study. The interviews gave me an opportunity to hear what administrators know about the programs that may not be easily obtained through the use of a survey because of its rigid structure. Additionally, administrators in the positions of dean's, associate dean's, program coordinators and directors are individuals

that are not as likely to have the time to fill out a survey—they are more comfortable with personal contact, an extension of their day to day interactions.

One dean, provost, or department administrator was contacted at each institution to help me find individuals with the knowledge and background of the workforce-related or traditional baccalaureate programs from the programs' inceptions or that are currently responsible for either BAS or BS programs, so I had full knowledge of how baccalaureate programs were set up at each institution. Further, including individuals in the BS programs gave me some understanding of the fields showing shortages, particularly in nursing and teaching. This contact was asked to provide the names of at least four or more individuals that might be willing to participate in my study. This snowballing selection or process of "gathering" interviewees occurs "by asking initial contacts or interviewees to recommend other potential interviewees, and can be very useful" (Rowley, 2012, p. 265). The potential problem for selecting interviewees this way is that the research should not be totally dependent on one individual's responses because the initial contact, most likely, will direct the researcher to individuals who think like themselves.

This problem may be dispelled somewhat in my study because in at least two of the institutions, the initial contacts had been at their institution for less than a year. In addition, there are a limited number of baccalaureate programs at each institution and not all individuals whose names were initially given to me wanted to be interviewed, thus offering individuals that were less likely to think like the original contact.

The other problem is that there is a bond created between the researcher and the first selected participant, making it necessary to search for other sources of information that either corroborate or contradict the evidence of this interviewee's responses (Yin, 2009). This was

handled by researching documents and information that was gathered for the study and is listed under 3.5.1 Data Sources.

The participants that agreed to be interviewed for my study consisted of four individuals from college one, five from college two and three from college three. This selection of twelve administrators provided depth of knowledge of a diverse group of programs with some individuals having years of experience and others having less experience, but current knowledge of what is happening with the programs through their history.

3.5.4 Details of Semi-Structured Interviews

Semi-structured interviews were conducted with twelve administrators/faculty members: four from college one, five from college two and three from college three. This type of interview was chosen to gather information from the participants that may not be offered in a totally structured interview. The advantage of semi-structured interviews is the follow-up questions that can corroborate evidence from other sources (Tellis, 1997). Verifying the authenticity of the information gives prominence to the research.

The interviews were manually transcribed verbatim, typed into a Word document, and placed on a password-protected personal network drive. The transcribed document was password protected and emailed to the interviewee so each could verify the information's correctness. The password was sent to the interviewee in a separate email. Ten participants verified the information and several of the participants offered corrections. Each recording was marked by the pseudonym College One, College Two, or College Three with an additional random number given to each individual that was interviewed. This was necessary to provide confidentiality for the interviewees in the study to allow participants more freedom to express the actual facts of these programs. Offering this degree of security is necessary so the participants

do not have to fear retribution of any kind, such as the loss of their jobs or demotion, thus allowing the most valid information possible.

3.6 DATA ANALYSIS FOR THE STUDY

The collected data from each institution's website and additional information collected from the Florida College System and Community College Baccalaureate Association started the initial review. Other Florida organizations were reviewed, such as the Florida Senate, where statutes give details of the legislation allowing state colleges to offer baccalaureate degrees, to the American Association of Community Colleges (AACC), as well as OPPAGA and CEPRI. Semi-structured interviews were conducted and the data were sent to the interviewee for verification.

Once the data were verified for correctness, the task of coding was conducted. Constant comparative analysis conducted throughout the interviews made it easier to find themes and direct the questions for the next interviewee to obtain more comprehensive information. Manual coding was done to identify thematic areas of analysis that paint a picture—analyzing the data through a visual means is helpful to the researcher before even starting to write the analysis (Hairston, 2011). Further, Miles and Huberman (1994) suggest that a case study is a phenomenon occurring in a bounded context that is a unit of analysis in itself and that coding is important to the inductive analysis of the data where elements start to repeat, function, or nest in the context.

Manual coding, in this instance, was sufficient to the study; however, I did need to be careful not to filter out information that did not seem pertinent to me. Sipe and Ghiso (2004) note that “category building involves our subjectivities, our personalities, our predispositions, and our quirks to the process and is therefore a judgment call” (pp. 482–483). Nevertheless, it is

necessary to report thorough information so that other individuals reviewing the information will get a total picture of the results. Data from each interview were coded and used to determine the themes as I progressed and then were compared to the previous interview so that repeating information emerged. Verification was done by incorporating questions from one interview to the next. This constant comparative analysis is necessary in developing a grounded theory (Glaser & Strauss, 1967).

Constant comparative analysis is conducted by reading and re-reading the transcribed interviews that help determine appropriate categories or themes. The cyclical act of coding may make it necessary to code a second cycle, the axial coding, or even a third or fourth time to further filter the qualitative data in order to develop a theory, according to Saldana, (2012).

Additionally, memoing, or the field notes that I recorded from the interviews, described the emotions or demeanor of the interviewee, hesitations, ready responses, observing where the interviewee was uncomfortable with a question or did not readily understand a question or needed prompting for a question. The notes were transcribed into a Word document to clarify and give more prominence to the answers given by the participants. These notes are kept in a journal placed in a locked file box that only I can access.

Memoing occurred throughout the coding process and became part of the data to be analyzed (Benaquisto, 2008). The manually coded data from both the interviewees' responses and the field notes were used in the emerging themes. Coding continued throughout the interviews until no new themes emerged. When the same theme continues to emerge, the coding for this theme does not need to continue (Glaser & Strauss, 1967), but I did note all the participants who responded to key points of the interview questions and the emerging themes. This can be seen in Appendices M through S.

This theoretical saturation is necessary to exhaust all possibilities of emerging themes in the final analysis of a grounded theory. Charmaz and Bryant (2008) suggest that when a researcher is using grounded theory, the practice of theoretical saturation can be achieved when the data becomes repetitive and no new theoretical categories surface. The use of constant comparative analysis by coding both the interviews and memos for emerging themes allowed the integration of theory to emerge itself (Glaser & Strauss, 1967). Finally, as offered by Piantanida, Tananis, and Grubs (2004), grounded theory is accomplished by consciously interpreting the data and making meaning of the information as one goes through the inquiries.

This analysis was accomplished as I delved into the interviewees' responses of each question and found areas that combined together into a common category. The analysis in Chapter 5 will discuss this in more detail.

3.7 LIMITATIONS OF THE STUDY

This study is limited by researching institutions only in Florida and further, by reviewing only three state colleges that currently offer direct baccalaureate degrees. Individuals selected for the interview process had various levels of expertise in their knowledge of the baccalaureate programs within their institution. I have chosen Florida because it has the largest number of community colleges offering baccalaureate degrees and therefore can offer other state Department of Education legislators and accreditation association administrators a better insight into what they may encounter if they choose to allow their states' community colleges to offer BAS or BS degrees.

According to the FCS (February 2013), 24 out of the 28 Florida community colleges offer 157 direct baccalaureate degrees. Of the 24 community colleges, only 22 offer programs that culminate in offering both BAS and BS degrees that the research will partially focus toward,

eliminating some of the institutions from the selection process. Currently, none of the Florida institutions are offering Bachelor of Arts degrees (FCS, 2013); therefore, the research will not emphasize BA degrees.

Another limitation was the distance between the researcher and participants, which made it more difficult to obtain participants. This posed some problems with participants who found the use of technology challenging, but it did not seem to cause any of the important individuals to drop out of the study because I tried to reduce this limitation by offering a telephone interview, giving some individuals a more comfortable way to communicate. By using Skype, however, I was able to see the individual and observe him/her more freely for my field notes. Only one individual used Skype for the interview. Additionally, two others were willing to try the interview through Skype, but I was not able to contact them through Skype at the specified time, and we decided to do a telephone interview instead.

Lastly, the subject is a controversial one in which many four-year institutions' administrators and some states' administrators find themselves disagreeing with the role of community colleges offering bachelor's degrees. To some, it denotes a tenuous phenomenon that should not be allowed. Additionally, this may have caused some difficulty in finding willing participants who were open to the questions of the study. A couple of the initial institutions decided not to participate after I sent them my detailed proposal. In certain cases, it was not clear whether individuals found the study of the subject too divisive to participate or whether they had other reasons. Some of the participants quit communicating with me throughout the process of participant selection. They simply did not answer my emails any longer and when I called, I received their voicemail and decided to stop pursuing them as participants. Others expressed a desire for complete anonymity, which I have strived to provide through the use of

pseudonyms for the institution and the numerical representations of the participants involved. Further, the information related to the institutions has been carefully guarded without indicating too many exact numbers. In some cases I have given a range or provided an approximate percentage to give these institutions and the participants the privacy they required.

3.8 ASSUMPTIONS OF THE STUDY

The state of New York is second highest in baccalaureate production of community college baccalaureates, which offers 21 baccalaureate programs since the '70s, but at only one institution (CCBA, November, 2012), the Fashion Institute of Technology, and all are related to the fashion industry. Assumptions can be made that the administrators in the Fashion Institute of Technology offering baccalaureate degrees for such a long period of time would have fostered knowledge of effectively working programs and be better able to determine the needs of offering baccalaureate programs. Further, the administrators would have a broader comprehension of properly setting up and implementing a program, noting the obstacles and barriers encountered while assessing how well they are accomplishing the goals set in addressing students' needs.

The goal of my study was to look at three institutions that were similar in nature and that offered BAS and BS degrees. This was best served in the state of Florida, where I had a number of institutions that I could choose from that are now offering baccalaureate degrees. It was also easier to find three institutions that would participate in the time that I allotted for my study.

The study also assumes that a knowledgeable and forthcoming administrator and faculty member of these programs could be found in each of the three institutions versed in the BAS

programs with some in the BS programs, since their inception, that were agreeable to share his/her experience of the programs and foresee how sharing this knowledge would be useful to others.

Further, assumptions can be made that even with Florida's unusual circumstances, such as the low number of baccalaureates conferred in the state, and shortages in certain fields like teaching and nursing, the study will provide useful information to other states' administrators and legislators. The state of Florida provides some items that other states may not have access to, such as the intrastate library resources and the information from the Florida Department of Education that specifies the curriculum and details for setting up any of the associate's degree programs in the state.

3.9 BASIS FOR QUALITATIVE RESEARCH

Qualitative research is vital to the case study—it allows individuals to answer open-ended questions through semi-structured interviews. Information gathered this way cannot be offered by using other types of collections (Patton, 2002; Maxwell, 2008). Knowledgeable participants were able to give an in-depth explanation of how and why the selected programs at their institution were proposed as baccalaureate degree programs. Petry's (2006) study of five Florida Community Colleges included the major factors precipitating the change to baccalaureate programs, critical decisions made, how the mission changed, problems encountered and resolved during the change as well as problems that remained, and lastly the perspectives of community college leaders related to the baccalaureate programs. The current study substantiated what some of the Florida institutions' administrators have, since her study, learned in assessing the effectiveness of these programs. Bemmell's (2008) research is about the cost analysis of the community college baccalaureate programs and compares a community college with a four-year

institution. He suggests that the cost per credit hour of a community college baccalaureate will be greater than a university's in the first few years due to the low enrollment and increased need for resources. Over time, the community college cost per credit hour decreases and is still lower than a university's. Further, costs differ by program, whereby one program shows an increase a few years after the inception. This variance was addressed by the hiring of additional faculty to teach the program because of projected increases in student enrollments. Costs increased for that year but, from that point on, the cost per credit hour slowly decreased over time. Additionally, he mentions that universities receive more state funding than community colleges for each student and possibly offers an answer to why the spread in costs between the two institutions is closer than one would expect.

Both these studies provided valuable insight into the research questions for my study that, in Petry's case, expanded upon the study she conducted. Bemmell's study was used to give a sense of the funding for a baccalaureate program, so I could better understand what the individuals were discussing when asked about start-up funding and the ongoing costs to support these programs.

The current study explains what the three institutions' administrators are experiencing since the inception of their programs and how they believe their institutions are able to determine the future expansion of baccalaureates. There is definitely future expansion of baccalaureate programs being considered as this state continues to approve baccalaureate programs at additional colleges and additional programs at state colleges that currently offer baccalaureate degrees. This is important to the research because it appears from the FCS documentation that the current trend of Florida community colleges continues to add baccalaureate programs at a fairly rapid pace. As cited by Moltz (2010), in 2008 ten of the state's 28 community colleges

offered 70 baccalaureate degrees, which increased to 111 by 2010. According to the Florida College System (2013), there are 157 BAS/BS programs offered at 24 out of the 28 colleges (see Appendix G).

Merriam (2002) suggests that qualitative research holds four key components. First, a genuine interest in and engagement with the topic must be evident. In this case, I have had a profound interest in the topic since my admission into doctoral study. This interest stems from the first two years of my bachelor's degree completed at the local community college campus where study was engaging, faculty were interested in helping students achieve their goals, and tuition was low enough to allow a full-time employed, part-time student, like me, to pay tuition each semester. The second is for the researcher to expect to learn about him/herself. Research has been engaging in my studies to a point where I have expanded my knowledge of community colleges and the programs they offer from the research that was conducted. I have found a new resilience and strength in myself to complete this very intensive project and realized that from all the research I have done, it is not an exhaustive process, but there is always more to learn—this became even more evident once I started interviewing the participants. The third is there is no substitute for experience. From my past experience as a community college student to the last thirteen years I have worked in academia, and the interviews that I recently conducted with administrators, the experience has given me a better appreciation of what these institutions' administrators go through on a daily basis. The deans and program coordinators struggle to offer the best and most sought after programs at the most affordable price and, at the same time, incorporate rigorous study to allow students, who wish, an opportunity to go to graduate study. This leads to Merriam's final lesson: that of the value of other people. In this case, the participants were very valuable in sharing the knowledge of their institutions' baccalaureate

programs. Further, being engaged in a study group where the members bring other perspectives to my study was also valuable to the process. I would be remiss not to acknowledge the value of these individuals—without their input, the study would not have been as robust. This has deepened the experience of my research, and has given me a better understanding of what I am pursuing and, ultimately, of the final outcomes and analysis of the study.

3.10 TRUSTWORTHINESS OF CASE STUDY

The very nature of qualitative research rejects the typical notions of the validity and reliability of the data because of the subjectivity of those being interviewed in a case study. The foundation of interpretation rests on triangulated empirical materials that are trustworthy (Lincoln & Guba, 1985, p. 300). For a constructivist approach the “trustworthiness” of the inquiries consists of four components: credibility, transferability, dependability and confirmability, which are important aspects in the case. Lincoln and Guba (1985) describe the four aspects of trustworthiness as follows: credibility is how confident the researcher is with the truth of the study’s findings; transferability is the degree to which findings can be applied to other contexts or groups; dependability denotes whether the findings would be consistent if the study were to be replicated; and confirmability is the extent to which findings are the result of the participants in and conditions of the research and not the result of other influences, biases or perspectives. As Guba (1981) notes, the assumptions of the researcher revealing his/her biases should be shown to the readers. A researcher, many times without knowing, passes along only information that is important to him/her and tends to mold or reconstruct a situation to be personally meaningful (Stake, 2000).

The trustworthiness of the cases being studied was found by considering the four aspects of credibility, transferability, dependability and confirmability during the research. Since my background experience will reflect a possible bias to the study, I will state what aspects of my experiences may reflect on this study's findings.

The start of my bachelor's studies was done at the local Community College of Allegheny County, where I received an associate's degree in Accounting. Most of the credits from this degree transferred to a local four-year institution before I finally obtained my Bachelor of Science degree in Business. It was not possible for me to obtain my baccalaureate from the community college, at the time, because community colleges in Pennsylvania did not offer bachelor's degrees, which still remains today. Instead, Pennsylvania government opts to allow partnerships or articulation agreements with local four-year institutions.

I don't believe bias, in this case, can be assumed to support community colleges offering baccalaureate degrees, even though I received the first two years of my bachelor's degree at a community college—currently, I work at a four-year institution, the University of Pittsburgh. This background and the study being conducted may lead one to believe the bias would be toward allowing community colleges to offer baccalaureate degrees. When I first became interested in this phenomenon, the tendency was to believe community colleges should offer baccalaureates, but since doing an extended amount of research, I realize it may not always be the best answer in every situation. Exploring the state colleges through the eyes of the administrators, has given me a better understanding of when community colleges need to offer the degrees. It depends on the circumstances of the state, where Florida has a low number of individuals that have obtained baccalaureate degrees, and the particular community, where the institution strives to meet local business needs, and, finally, where four-year institutions cap

enrollments in traditional programs, it allows the state colleges to offer the programs, as well.

Exploring only one state may not be able to answer the needs for all other states, but will start the process of providing an understanding of how and when this phenomenon should transpire given the correct circumstances.

This revealed information, as noted previously, is important because, as the researcher, I can undermine the trustworthiness of the research if there is no preparation for personal bias and triangulation and peer evaluations are not used. It is also important to prepare for the research analysis, not to depend on previous research too much, and to work with the participants and verify the data through other sources so that triangulation takes place (Poggenpoel & Myburgh, 2003).

It is difficult to be totally objective in a research study. As Peshkin (1988) says, “Whatever the substance of one’s persuasions at a given point, one’s subjectivity is like a garment that cannot be removed. . . . our subjectivity lies inert, unexamined when it counts, that is, beyond our control while actively engaged in the research process” (p. 17). In this study, my own subjectivity is revealed to dispel some of the bias error or, at least, make it evident to the reader. It gives others an understanding of where the bias exists, so they may make better informed decisions for themselves.

Additionally, the field notes offer an audit trail that is kept in a journal. It indicates dates, and times of participants’ interviews, and whether the interview was through the use of Skype or a telephone conversation. The use of Skype is able to offer visual observation as opposed to only the verbal mannerisms that are noted for the telephone conversations.

3.10.1 Credibility

Deans and associate deans or program coordinators/directors of departments in these institutions offering baccalaureate degrees are the most informed individuals about the set-up and implementation of baccalaureate degree programs. They were selected to ascertain the most reliable information about this phenomenon. The individuals were questioned and follow-up was done to see if there is a collaborative view of why the baccalaureate is chosen for the specified program(s). Further, some of the questions were reframed to help extract more personal responses so that individuals would be comfortable enough and not feel a need to answer in such a way as to elicit socially desirable responses rather than answer from personal experience (Krefting, 1991). Triangulation is a strategy used to enhance the quality of the research (Knafl & Breitmayer, 1991).

The use of triangulation includes the review of documents along with the interview data sources where different days, different correspondence via Skype or telephone interviews, and different administrators/faculty provided an in-depth study. Member checking or feedback from the participant after the interview was transcribed into a document and provided for review was used to verify accuracy of the information (Doyle, 2007; Merriam, 2002). This gave the participants a chance to clarify or elaborate on the points made during the actual interview process. The field notes collected from multiple administrators/faculty members are located in a journal and are used to cross-check the data with documents and interviews, enhancing the credibility of the data through another source of triangulation.

3.10.2 Transferability

According to the CCBA, there are only 15 states that currently allow their community colleges to offer four-year degrees. With the low number of states allowing this, the information garnered from this study may assist state legislators and community college administrators in some of the other 35 states. The research in the study was able to extract some of the primary reasons for allowing this phenomenon in Florida. Florida has particular circumstances that encourage state legislators to allow these programs over other alternatives and, yet, there may be other reasons why state legislators and administrators should or should not follow suit in allowing this phenomenon in their state. Not all states have a low number of baccalaureates conferred in the state—Florida is number 47 in baccalaureate degree conferral (Law, 2011). The valuable information gleaned from this study is offering state education departments and administrators of community colleges an avenue to assist their workforce needs for higher education, as well as in fields showing shortages, particularly, nursing, teaching, and technology (Smith & Holcombe, 2008).

The shortages of nurses, as noted in an article by Alexander, *Easing the Nursing Shortage*, in 2006, indicates a serious need for nurses because of an aging U.S. population—the average age of nurses is increasing (45.2 in 2000 to 46.8 years of age in 2004) because fewer women are selecting this field, which is causing the existing nurses to burn out and leave the field. The next 20 years show serious nursing faculty shortages, as well, which is exacerbating the problem and, in 2005, impeded 41,683 nursing student candidates (para. 1) who were turned away from four-year institutions that were unable to accommodate them.

A more recent 2009 article by Carlson, *Nursing Shortage Eases ... but Only While the Recession Lasts*, notes that experts warn that, even though the recession has allowed more

experienced nurses who are working part-time to go full-time in the nursing field, they also believe, since these nurses are aging and, “that the current trends and focus on the scholarly research projects that a stunning 500,000 shortfall in nursing ranks by 2025, will occur if current demographic patterns hold” (para. 8).

The teaching profession is also showing shortages in many fields of study. Trapps (2001) offers the following observation: some projections that were done by a panel of school administrators, teachers’ group representatives, and policymakers who believed at the time there would be a nationwide shortfall of 2 million teachers by 2011, show that California, alone, would have 300,000 open teaching positions in public schools. Allowing community colleges to offer a baccalaureate degree in nursing and teaching may help alleviate some of these shortages.

The study explored some of the community college baccalaureates in nursing and the teaching fields within Florida that, actually, show signs that nursing candidates are getting the education they desire. In some cases, the program had to be specialized so that the local four-year institution did not feel the state college was directly competing with them. In other cases, the four-year institutions were turning students away because they cap their enrollments, opening the door for state colleges to offer the program. Still, others allow the same program at several different institutions in the area because there is proof that students are able to obtain gainful employment once they graduate, as evidenced by many of the state colleges that offer nursing and teaching baccalaureate programs.

3.10.3 Dependability

From an interpretive point of view the researcher looks for consistency and stability over time and between researchers. Using a multiple case study approach provides a level of consistency that is not provided from a single case study. The data from three institutions were reviewed for consistency where other institutions can replicate part or all of the processes necessary to institute a baccalaureate program(s). In addition to this, the study was focused on specific needs for understanding the baccalaureate programs.

To achieve dependability, we need to define the procedures that we employ to collect and analyze data, understand the ends that these achieve, and record them so others can understand them (Gasson, 2003). The use of constant comparative analysis on the interview data and field notes where categories emerged and started to form patterns is noted in detail in Chapter 6, where four primary themes eventually emerged from the data.

This study focuses on the Bachelor of Applied Science (BAS) programs, but also reviewed Bachelor of Science (BS) programs with some of the participants. Walker and Floyd (2005) note that the difference in the two types of programs is that a Bachelor of Applied Sciences (BAS) and/or Bachelor of Applied Arts (BAA) is workforce-related and that learning begins from the results of practical problems and circumstance and, then, focuses more toward general knowledge. On the other hand, the Bachelor of Science (BS) and Bachelor of Arts (BA) or traditional baccalaureates are focused on academic pedagogy, and can be successful without any outside source; learning itself satisfies the goals (Walker & Floyd, 2005).

The BS programs currently being offered at the Florida state colleges include a number of nursing and education curriculums as well as business administration; technology; supervision and management; organizational management; public safety management; public policy and

administration; and biological sciences. Regarding the BA and BAA curriculums, Florida institutions are not currently offering programs for these degrees.

The focus for this study is on BAS (workforce oriented) programs because these programs are not usually offered at four-year institutions. Four-year institutions concentrate their programs more toward generalized study in different fields without connections to any particular company. The workforce baccalaureate programs are very important to the state colleges because these institutions work closely with the local businesses to offer programs that satisfy the businesses' employment needs—this is consistent in all three case study institutions.

The one caveat in this study was that Florida has economic reasons and needs for more trained individuals in fields showing shortages, which is what encouraged the Department of Education to permit their community colleges to offer baccalaureate programs over other states' mandates. However, the workforce programs are the main reason given for the state to allow baccalaureates in state colleges and, in some cases, where the four-year institution caps enrollments. The need to help students obtain a baccalaureate degree they would not be able to afford at a four-year institution is an additional factor.

Finally, Debra Petry (2006), who did her research of community college baccalaureate degrees, addresses several of the issues related to reasons why the community colleges now offer baccalaureates that are consistent with the findings in this study. She addresses the issues of increasing demands for higher education at affordable costs, limited resources, the four-year capped enrollments or overcrowding of universities, the needs of non-traditional students, and labor demands of specialized fields (p. 157).

3.10.4 Confirmability

In qualitative research, confirmability is the criterion that the study is based on the research and not the beliefs or biases of the researcher (Lincoln & Guba, 1989). This is achieved when the researcher's confidence in the data and applicability establishes how the research can be applied to other institutions (Krefting, 1991). As noted by Patton (2002), it is important to find a middle ground where the researcher does not become too close to the interviewees, so subjectivity is less pronounced, or too distant, so the researcher is able to understand the important points being made. Diebel (2008) suggests that it is virtually impossible for the researcher to turn off his/her own experiences and what he/she finds important; thus the researcher becomes part of the inquiry and is not separate from it.

This study was conducted by selecting the most appropriate administrators/faculty members using semi-structured interviews via Skype or telephone conversation. The great distance between Pennsylvania and Florida will add neutrality to the study where the research is done without the direct day-to-day involvement with the participants. Neutrality is difficult to achieve—complete neutrality cannot be achieved “even when using a postpositivist qualitative approach with a set of survey-like questions used in the interviews” (Diebel, 2008, p. 556). Data neutrality, not investigator neutrality, can be achieved by establishing truth value and applicability. This is accomplished through the use of confirmability where interviewees are given an opportunity to review the assessment of the interview and make sure the information is stated properly. Verifying the correctness of information through triangulation is done by interviewing different individuals on different days and by using a field journal that offers reflexivity. During the interviews, I jotted down my behavior and experiences, as well as the mood, elicited emotions and demeanor of the participants, such as pauses in answering and body

language of the participant on Skype, and provided this information as field notes to the study. The collected data of semi-structured interviews were recorded and transcribed in a typed document word for word to increase the confidence of the data by making sure none of the collected data were filtered out. In many cases, while the participant was being questioned, he/she referred back to a previous question. All the information was resolute in the coding process.

3.11 ETHICAL CONSIDERATIONS

Ethical considerations in research are based on showing respect for persons, beneficence, and justice, according to the Office of Human Subjects Research, Belmont Report (1979).

Beneficence means to “do no harm” to those participating in the study, and justice is to ensure reasonable, non-exploitative, and well-considered procedures that are administered fairly to everyone involved in the study.

The Institutional Review Board (IRB) reviewed this study and gave final approval before any of the contacts were even elicited. A contact at each institution was located to request permission to conduct the study at the institution and for referrals to others that were contacted and interviewed. A letter of introduction (Appendix A and Appendix C) along with the consent form (Appendix B) was emailed to the interviewees explaining all the specifics of the study and noting that their participation remains anonymous for privacy purposes. The consent form was sent in the initial email to expedite the interview process. Consent forms were signed by the study participants and emailed to me, signed and dated by me and returned by email to the interviewee for their records, before the interview commenced. Spradley (1980) suggests that the ethical issues are common to all qualitative research and should be considered throughout the course of the study. It is very important that the interviewees not be exploited—the researcher

needs to inform the interviewee about the study being conducted and its purpose. Further, it is necessary to protect the interviewees' privacy, at all costs. Spradley (1980) believes the participants should be made to feel they are a part of the study by being offered a copy of the results. Therefore, participants were offered a copy of the data results once the study was completed.

Selected interview questions strived to avoid issues that appeared to cause harm to the interviewees, but more importantly, focused on the content of the programs that already exist and answered the how, what, where, and why of these programs. The rights of the interviewees were taken into consideration, so in respect to these individuals, any interviewee feeling uncomfortable about a particular question was informed that they did not have to answer—it was indicated throughout the analysis in certain cases, particularly when the participant was not involved with the aspect, such as start-up funding. Bogdan and Bilken (1992) suggest the following points for ethics consideration:

1. Avoid research sites where informants may feel coerced to participate in the research.
2. Honor your informants' privacy.
3. There is a difference in informant's time commitment to you when you do participant observation in a public place and when they do an interview with you. Always let your participants know what is expected of them and what they can expect of you and the process.
4. Unless otherwise agreed to, the informant's identity should be protected so that the information that you collect does not embarrass or in other ways harm them.
5. Treat informants with respect and seek cooperation with them throughout the research process.
6. In negotiating permission to do a study, you should make the terms of the agreement clear. The agreement goes both ways and all parties should abide by the contract.
7. Tell the truth when you write up and report your findings.

The telephone and Skype interviews were recorded by use of the Audacity software and a digital recorder as a backup copy in case one of the recordings failed. All interviews were conducted with the interviewee by our choosing a convenient time and place where the participant felt comfortable and private. In a couple of instances, this was on a lunch break or their time off, so it did not interfere with their daily work. Prior to the interview, the interviewees were informed that it would take about an hour for the interview. The length of the interviews ranged between 35 minutes and an hour with the average being 48 minutes. The names of interviewees were not placed on the field notes so they remain anonymous. A number was provided for each participant and information was tracked this way. The number consisted of the college number given to the institution, 1, 2, or 3 and a random number from 1 to 30 for each participant, for example, a College One participant may be 130. Field notes were kept along with the recordings to allow for an improved understanding of what was said and to remain truthful to the interviewee in reporting information as it was stated.

4.0 OVERVIEW OF STATE COLLEGES AND THE THREE CASE STUDIES

4.1 OVERVIEW OF FLORIDA STATE COLLEGES

To begin the process of understanding the Florida's education system and the state colleges offering baccalaureate degrees, it is important to take a look at several key areas. These include the background of the state colleges in the state of Florida, students of Florida state colleges, Florida state funding of higher education, as well as a description of the responsibilities of the two primary roles of the individuals that were interviewed, deans and program coordinators. Finally, the chapter will describe the background, participants and context of the three case studies.

4.1.1 Facts about Florida Community and State Colleges

Florida has 28 public community colleges that include 66 campuses and 181 sites. The colleges are known to include a diverse group of students, many of whom are part-time working adults, and first-generation students. The following facts give some perspective to the campuses and the student diversity that exists on these campuses (Division of Florida Colleges, 2012).

Table 4: Facts About Florida State College (2011-12)

| | |
|----------------------------|---------------------------------|
| Campus Buildings | 2,089 |
| Acres of Land | 12,928 |
| Capital Assets | \$7.0 billion |
| Students in credit courses | 478,130 (Average age is 26) |
| 18 – 21 years of age | 225,951 |
| FT/PT Designation | 39% Full-time and 61% Part-time |
| Gender | 59% Female and 41% Male |
| Minority | 46% |

During the 2010-2011 year, there were 19,366 students enrolled in one of Florida’s state college bachelor’s degree programs with 2,729 students obtaining bachelor’s degrees during the same time period according to the Florida Department of Education, *College Facts at a Glance* (2013). The total students enrolled in the baccalaureate programs might seem small compared to the total students enrolled in credit courses, but keep in mind that the programs have only been in effect since 2001 with a majority of the institutions starting to offer baccalaureates in 2009 or later (see Table 1 Timeline).

Requesting approval from the state is a long laborious process—once the state legislature gives final approval, it must, then, go to the Southern Association of Colleges and Schools (SACS) for their approval. Administrators go through this lengthy process to help students with their postsecondary education and, secondly, to keep staff employed by increasing enrollments in programs. Prior to offering bachelor’s degrees, administrators struggled to keep some of the

programs open. As suggested by one administrator, the lack of state funding means that enrollments drive staffing needs. Additionally, the institutions' administrators work to serve the needs of the local communities.

State colleges that offer workforce programs collaborate with local businesses to provide specific courses that offer employers the specialized skilled labor they desire. It seems to be effectively working—as indicated in “The Enterprising State report of 2011,” Florida is in the top workforce and training rankings for three reasons: efficient job placement (ranks 1st), high school students in advanced placement intensity (ranks 1st), affordable (ranks 3rd) and efficient higher education system (ranks 2nd) (Kotkin, 2011, p. 45).

These statistics suggest the FCS system, so diligently put into place to effectively serve students who rely on these institutions, is working. Further, the state may have changed the names of the community colleges that were granted the right to offer baccalaureate degrees to help dispel the stigma that a community college degree has less value. It is the same reason that the baccalaureate degree is no longer referred to as a “community college baccalaureate” degree. Once an institution is granted the right to offer baccalaureate degrees, it is considered a state college, and most of the colleges no longer keep “community college” in the institution’s name.

The designation of a state college simply means that the institution acts like a community college, but now it is able to offer bachelor’s degrees in certain programs, as well. This has extended the mission of these colleges, but has not changed the primary focus of what they have always offered students who depend on them. More recently, the step from community college to state college has escalated to 24 of the 28 Florida community colleges since the first baccalaureate was offered in the fall of 2001 at St. Petersburg College (FCS, 2013). As of June 2013, there were 157 baccalaureate programs offered in Florida state colleges (see Appendix G).

From October 12, 2012, when 50 workforce-related (BAS) programs were offered (see Appendix L), until June, 2013, an additional seven BAS programs have been approved, making the total 57 for workforce-related programs. Regarding the traditional programs (BS) degrees, in fields showing shortages, there is a total of 56 in education, and 26 in healthcare (see Appendix G). Technology is also showing shortages that some of the other programs are targeting with a few other courses offered toward local area needs. At least one of these programs, nonetheless, is being phased out as of the fall of 2013 (FCS, 2013) due to low enrollment in the program.

4.1.2 Students of Florida State Colleges

State college students are an extremely diverse group of individuals that come from all walks of life. The more customary group attracted to community colleges are from low-income, minority, first-generation families that are offered better opportunities because of the postsecondary education they receive through these colleges. The low tuition and “open-door” policy of this institution provides the means.

Typically, there are more female students than male students and the student body includes a large non-traditional part-time population that work while they are enrolled in college courses. According to the AACC (n.d.), two-thirds of the students at community colleges are part-time students. More recently, there is an increase in the number of traditional-age students that include high school students wanting to get a head start on college attainment, or students that want to keep their student loan costs down. Fain suggests (2012), “Community colleges are an increasingly popular choice for 18-22 year-olds from the upper middle class, thanks to cheap tuition, a career focus, smoother transfer options, and growing public respect for the sector’s academics” (para. 1). These students are academically better prepared and cost the institution

less to educate, but there are still many that need the remedial assistance primarily found and supported at these institutions.

A large number of minority students attend community colleges to first obtain assistance with their English as a second language (ESL) skills where the “open door” policy allows them admission and the cost of the class instruction is much more obtainable than the four-year institution’s (Baum, Little and Payae, 2011). Often, the remedial needs of these students who speak a native language other than English dictate the need to go to a community college for their education. The smaller class sizes and personal attention assist them better than a four-year institution would. As of the fall of 2011, minorities comprised 46% of the Florida community or state college student population.

Student backgrounds at community colleges are diverse ethically, economically, and culturally. Administrators also know that these students have specific needs. They are aware that it is necessary to satisfy not only the traditional full-time students, but also the non-traditional part-time students that have their own specific needs. For the administrators of the study, the differentiation of traditional and non-traditional students is the driving force behind these programs. It means offering programs in the daytime, evenings, and weekends, as well as offering hybrid and online courses. These student designations are what the administrators deal with on a daily basis for the development of baccalaureate programs.

4.1.3 Florida State Funding

As with all institutions, a primary issue for the community colleges revolves around the funding of programs. The recession in 2008 forced states’ governors to start cutting budgets and Florida was no exception. Projections of state cuts forced Florida’s 11 public universities to raise tuition

in both the 2009-2010 and 2010-2011 academic years, culminating in a 32% tuition increase for the two years alone (Johnson & Williams, 2011).

Florida governor Rick Scott's hopes of lowering the corporate tax from 5.5% to 3% to help small businesses and increase jobs in the state in 2011 meant that there would be a large loss of revenue, and the governor looked to offset these losses with large cutbacks to higher education and healthcare, according to the Center on Budget and Policy Priorities (Leachman, Williams & Johnson, 2011). Even though the bill did not pass, the governor was able to lobby to increase the corporate exemption to the first 25,000 dollars of taxable income in 2011 and, then, lobbied to increase it to 50,000 dollars of taxable income for corporations in 2012 (Sanders, 2013), causing state revenues to be depleted and subjecting higher education to decreases in state general revenues for the 2011-2012 reporting year (FCS, 2012).

State colleges and other institutions that are sustaining losses of state funding are being forced to raise tuitions to cover expenses. This is putting an added burden on the students that depend on these colleges. In 2011-2012 (FCS, 2012), the funding for all the state and community colleges from student fees was 924 million dollars for 382,146 FTE enrollments, or 2,417 dollars per student. If you compare this with the prior year, 2010-2011, when student fees were 855 million dollars for FTE enrollments of 375,292, which is about 2,278 dollars per student, it shows an increase of \$139 in just one year. Finally, if you look back at 2005-06, when tuition dollars of 469 million dollars were obtained for FTE enrollments of 287,714, or roughly 1,630 dollars per student, you find an increase of \$787 in six years. This shows that a larger burden is being placed on community college students that are struggling to get their degrees at an affordable cost. Even when state colleges raise tuition, specifically for the baccalaureate programs, the state allows an increase of only 5% in any given year, so they have to look for

other ways to cover the increasing expenses of offering these programs. Somehow, these institutions are finding novel ways to offer the baccalaureate degrees that today's students desire to achieve.

Many of these programs are provided in online or hybrid formats in order to save money to implement and sustain them. This not only saves the college money because no capital expenditures are necessary, it increases enrollments in the program by offering students what they need, particularly the working students. Non-traditional students comprise a large part of the baccalaureate programs' student body. By offering online and hybrid courses, students have less travel time to the college, which lowers travel expenses and lessens the time away from family duties. It is a win/win situation for the college and student.

4.2 OVERVIEW OF INTERVIEWEES' ROLES AND THE THREE CASE STUDIES

The participants in this study held one of three positions: dean, associate dean, or program coordinator/director. Understanding the roles of these individuals in the community college setting will give a better understanding of what their day-to-day job duties entail. It might also give a glimpse into why these individuals perceive the issues the way they do. Lastly, it appears that the people in these three primary roles are the most informed individuals about the baccalaureate programs, from writing the state proposals, to creating the curriculum for the programs, and hiring the faculty that teach the programs.

The rest of this chapter will describe the three individual cases studies, including the background of the institution, the participants, and context of each case, some of the issues surrounding the baccalaureate degree programs offered at the institution, the regulations placed on the programs, how the programs serve the students, and some of the insights and perceptions of the participants.

4.2.1 Role of a Community College Dean

The deans' and associate deans' positions are either for specific schools, such as the School of Education, or specific baccalaureate programs within the institution, such as Nursing. In talking with the participants, one might think there are many similarities between the positions of deans and program coordinators where the responsibilities appear to overlap, but a dean's duties go well beyond those of a program coordinator or director.

Little research has, however, been done on the dean's position, particularly in a community or state college setting. What research there is suggests that this individual has the accountabilities of several different positions at most four-year institutions, and makes many of the decisions within the school or area he/she oversees. The position of dean is one of assorted administrative and supervisory responsibilities and offers numerous problems and concerns that are dealt with on a day-to-day basis.

Bragg (2000) suggests, "Deans create the stage for future operations while managing day-to-day activities" (p. 75). He believes they influence most change in community colleges. Vaughan's 1990 study of community college deans offers that they are individuals who perform the duties of deans from major universities, as well as the duties assigned to chief academic officers at small private four-year institutions and the duties of the provosts or academic vice presidents at a major university. The picture that one imagines while reading the responsibilities of a community college dean is that of an individual that wears numerous hats within the confines of this institution. Most importantly, this very stressful and demanding role has been under-researched and, for some, this research is long overdue (Robillard, 2000; Vaughn, 1990).

Colvin (2011) suggests in her dissertation, *The Role of the Dean in the Public Comprehensive Community College*, that "the hierarchical placement of a community college

dean is an individual who reports to the vice president of instruction or chief academic officer who, in turn, reports to the president or the chief executive officer of the college” (p. 25). This position involves a great deal of interaction with faculty members, staff, and students and their parents to make sure that students are getting the best college experience and pedagogy the institution can offer. The deans and associate deans, typically, oversee several program coordinators or directors, which is the primary role of the other participants in the study.

4.2.2 Role of a Community College Program Coordinator/Director

A program coordinator/director also has numerous responsibilities, but is primarily responsible for one program within a specific school rather than all the programs in the school, as the dean must do. A few of the baccalaureate program administrators have hired coordinators to help set up a baccalaureate program and assist implementation of the program, such as hiring faculty to instruct courses in the program, supervising employees, working with students on a one-on-one basis, developing curriculum, and creating budgets, as noted by a few of the participants.

The program coordinator/director position advises specific areas or student organizations on program content, and he/she is involved with volunteer committees that ensure the compliance of procedures and policies related to the program being established by planning, marketing, and evaluating (Association of College Unions International, 2013). Oftentimes, this individual is what one participant referred to as a SME, also known as the subject matter expert, who is usually a terminally degreed faculty member capable of teaching some of the classes within the baccalaureate program being implemented. The position is not as diverse as the dean’s position, but it is very important, particularly to the baccalaureate program as it is being set up and sustained in good working order.

The deans, associate deans, and program coordinators/directors are the individuals that have the most day-to-day direct contact with the set-up, implementation, and the daily maintenance of the baccalaureate curriculum, faculty teaching the baccalaureate programs, and four-year institutions and local businesses served by the programs. This study depends on these individuals to provide the most accurate information related to all aspects of the baccalaureate programs at Florida state colleges.

4.3 COLLEGE ONE CASE STUDY

4.3.1 Background of College One

College One is a Level II public institution located in an urban setting with a number of different campuses and satellite centers to service its large student enrollments that offers associate's degrees, bachelor's degrees, certificates, and personal enrichment courses. Students can obtain BAS degrees as well as BS degrees that the Florida Department of Education gives permission to offer in areas showing shortages of skilled labor. The college works closely with local industry in setting up the BAS/BS programs to get students' job ready. It was not one of the first colleges in Florida to offer baccalaureate degrees, but has embraced the change to a state college by expanding its mission to assist students in obtaining a higher degree that provides better employment opportunities. The closest four-year public university is within 15 miles of one of this state college's campuses.

4.3.2 Participants at College One

All participants at this institution readily agreed to be interviewed for the study and offered the initial understanding of the Florida Senate (FS), the Florida Department of Education (FDE), and the Southern Association of Colleges and School's (SACS) requirements that are stipulated for baccalaureate degree approval at state colleges.

An initial contact helped me find appropriate individuals—this individual was not interviewed because he/she was recently hired and had limited knowledge of the institution and the baccalaureate programs. Four individuals at this institution were interviewed for the study, two as current administrators, one as faculty/administrator and one as a current faculty member. The faculty member had administrative duties when the baccalaureate program he/she administered was set-up—this individual was referred to me by one of the other three participants that the original contact provided.

All four individuals were immersed in the baccalaureate programs at different levels, but all had some part of development of the proposals to the state in requesting approval of at least one of the baccalaureate programs, to developing the curriculum of the program, and overseeing all parts of the program in a particular school. There are an equal number of females to males with the ages ranging from mid-40s to mid-60s. Years of experience of the participants at this institution ranged between two years and 11-1/2 years. Two of the participants had worked at only this institution, and two had worked at both a four-year university, at some point in their career, and another community college, one of these two had previously worked at numerous four-year institutions and community colleges. A key point made by several of the participants was about the SACS's rule that 25% of faculty teaching baccalaureate programs must be terminally degreed.

4.3.3 Faculty at College One

The institution's full-time faculty includes 20% with doctorate degrees and 70% with master's degrees. One participant indicated he/she already had the required terminally degreed faculty for his/her program; another said it was necessary to hire faculty members for the program; a third participant indicated that the program could use some additional faculty members, but the economy currently did not justify it; and the fourth indicated that new faculty being hired were generally terminally degreed individuals—this seemed to be the case for most participants in the study.

In some programs, nonetheless, a terminally degreed faculty member might just mean having a master's degree, which most existing faculty have already attained, because these programs do not offer or require PhDs. The college administrators believe it is just good practice to hire new faculty with PhDs, however, so problems do not occur, if the requirement should change in the future, or they lose a terminally degreed faculty member from one of the programs. Additionally, one participant indicated that new faculty members at the institution are also mentored with an existing full-time faculty member for at least a year to acclimate them to the college and provide consistent course instruction, a practice that was noted at only this institution.

4.3.4 Setting up Baccalaureate Programs and the Effects on the Mission

Administrators reported to me that they are seeing new challenges with offering baccalaureate degrees. As one administrator at this institution suggested, the offering of baccalaureate degrees seems to be giving new life to the institution. Most of the administrators noted that it takes many hours to set up and implement a new program: getting the proper terminally degreed instructors,

increasing library resources and, most of all, locating the funding necessary to cover expenses. Several administrators indicated that much of what is accomplished is through trial and error. They look to other state colleges and four-year institutions that have gone before them in creating some of the programs. This makes the curriculum robust enough to transfer to a graduate program that some students are expressing as their ultimate goal, while being admitted into the programs. Two of the participants discussed the use of advisory committees that review proposals and constantly assess the needs of the local industry. The industry advisory committee, noted by one participant, is used to make sure the material being presented in class is much more relevant to the local area needs. A program review system is used, as well, to provide each program with a quality index score—as mentioned, the baccalaureate programs index score is climbing each year. It is also used to eliminate associate programs with low student enrollment that no longer are viable enough for the institution to offer, but it was made clear to me that it is not specifically to make room for any of the baccalaureate programs.

One of the state's provisions to offering baccalaureate degrees is that the local four-year public institution gives the state college permission to offer the degree, especially if the four-year institution offers it, or it is similar in nature to their degree. One participant noted that a program he/she helped develop was specialized so it would not directly compete with the local four-year institution—this was an effort to suppress competition with them and keep good articulation relations. The concern, particularly from the state's point of view, is duplication of programs within a selected area that will not allow students to find suitable employment in the field of study after they graduate. Florida requires evidence of gainful employment before approving a baccalaureate program, so that the limited funds for education are being used efficiently.

All four participants suggested that the mission of the college has not changed significantly, but has essentially expanded to include baccalaureate degrees. The “open door” policy for AS or AA students has not changed, and remedial needs, certificate programs, and adult study are still offered, although I was told by one participant there is less emphasis now on adult education.

4.3.5 Resources Needed and Implementation of Programs at College One

This institution had to increase online library resources to assist students with their bachelor’s degree research requirements—Florida has a state-wide online library resource system available to educational institutions through subscription. The library upgrade for baccalaureate programs is a requirement mandated by the state. In addition to offering increased library resources, one participant indicated that a librarian is made available during the students’ mandatory orientation to explain how to use the library services. The institution also uses a learning management system, Blackboard, and develops master course shells for their coursework. A course shell includes the official course outline and learning outcomes, standardized syllabus, learning modules, assignments, exams, and resources that students need to complete their studies. Particularly for the online students, it provides a way for students to receive and complete their assignments, as well as communicate with the instructor.

One administrator at this institution discussed the need to provide updated labs for his/her baccalaureate program(s), and noted that he/she is struggling to locate funding for the needed improvements. In partial justification of the updates, this administrator believes the lab enhancements will also assist lower division students.

Baccalaureate programs are set up through a 2 + 2 system that allows students to obtain an associate’s degree at the state college that will, then, transfer to a four-year institution (FCS, n.d.). It will also allow the student to obtain the degree at the state college, when the state

college offers a baccalaureate program in the field. In addition, several participants discussed that students who complete their BAS or BS degree at the state college are able to transfer to the local four-year institution's graduate programs—this may be attributable to the programs' initially being set-up through collaboration with the local four-year institution and using a common course numbering system. Administrators put careful thought into the programs before implementation, but they also consider increasing resources beyond the hiring of faculty that are terminally degreed, to allow for a more robust study, and it is also a state requirement.

4.3.6 Students at College One

Students at college one include 40% male and 60% female with the following ethnicities stated in order of highest to lowest: White, Black or African American, Hispanic/Latino, Asian, Native Hawaiian or other Pacific Islander, and American Indian or Alaska Native. The median age of the traditional students is 27 years of age and the median age of the non-traditional students is 39 years of age. The majority of the students at this institution are pursuing associate's degrees. Students for the fall 2012-2013 term pay between \$100.00 and \$110.00 per credit for lower division and between \$110.00 and \$120.00 per credit for upper division.

The diverse population of students includes over 100 countries, adding to a traditional student's campus experience. However, the bachelor's programs offered are largely online and hybrid classes, and might not offer as much campus experience as that offered for the students that take traditional classroom courses. Online study also has helped this state college eliminate the need to expand classroom space. Capital expenditures are very costly, and the money saved from this type of expansion can be put to better use, such as for terminally degreed faculty members, and the purchase of software for online courses.

Some of the baccalaureate programs at this institution are also offered at other state colleges, and at least one of the programs is a similar degree to one offered at the local public four-year institution. One participant said that his/her program(s) include guest lecturers and speakers, retired CEOs or other top officials from different industries who come to classes offering their personal insights. Other programs, suggested by another participant, offer site visits that give students a better understanding of what to expect once they are employed in their field of study. Additionally, it is to encourage the students to apply for employment at the business once they receive their degree. Lastly, one administrator expressed surprise to see that 92% of the students in the institution's baccalaureate programs are internal students with two-thirds of the students having an AA degree and one-third having an AS degree.

The one area that seemed to be a problem at the institution was student advisement. Students need help with registering for the required classes to complete their degree in a timely manner and graduate as quickly as possible. One participant indicated that the institution has a long way to go before providing good student advisement, and it may take some time to get better at this task. This was reiterated by another participant who indicated that the advisor for his/her perspective program was being shared with another school. The advisor, in this case, was actually seeing between 4,000 and 5,000 students, making for a very stressful situation, and students were expressing their unhappiness with the advisor's attitude. Nevertheless, another participant indicated having several advisors for just two programs and the advisors for these programs received training before they advised students—much of the advisement was done online through email, and this participant did not seem to indicate having as many problems with student advisement.

The point one can ascertain from this is that various program administrators can offer different perspectives depending on their experience, how long the program has been established and the program's needs. Some of the programs with larger student enrollments may justify the need for specific advisors, therefore having fewer advisement problems. Additionally, this increases the expenses for these programs: hiring additional advisors, obtaining software to assist the advisors to counsel the students, and training for the advisors to effectively use the software, which is an expense that some departments cannot absorb.

4.3.7 Costs and Additional Issues at College One

The ongoing costs of the programs are being handled primarily with tuition and fees according to two of the participants, with an additional participant indicating that it is also being covered by state funding, which continues to dwindle each year. Another participant indicated he/she is now looking for grant funds to keep the program up and running. With the tuition and fees being primary to the programs, that means the enrollments will virtually keep the programs alive.

Other issues discussed included the largest barriers to offering the baccalaureate programs, such as, SACS's requirements, the need to make the program specialized so it does not compete with the local four-year institution's program, the library resources that need to be updated, and funding to update labs for certain programs. Some participants viewed the barriers as a way to cooperate with the four-year institution's administrators and local business associates to form programs that meet local community needs, and to eliminate duplication of efforts, although, one participant suggested there were a couple programs that the state college really wanted to offer, but could not, because the four-year institution thought it would compete with their programs.

4.3.8 Perceptions of Participants at College One

Lastly, one of the administrators discussed the issue of having more part-time students than had been anticipated, causing problems with progression to graduate. Some students that change fields of study when being admitted into the baccalaureate program may need additional classes for the program requirements—this leads to excess credit hours and causes them to pay higher tuition in the end. Florida dictates that any student going over 15% of a program's credit hours will pay a premium tuition, or the comparable amount of tuition paid at a four-institution. The administrators know this puts students in a precarious position, and they feel it is their obligation to advise students of this, so that students do not find themselves in an impossible situation where the additional costs pose a problem and conceivably lead to student attrition. He/she also offered that it is a cultural change because offering a baccalaureate degree is very different from offering an associate's degree. There are more terminally degreed faculty, which increases the cost of instruction, and insuring that you have a quality degree by establishing minimum thresholds of performance had to be benchmarked against the four-year institution.

4.4 COLLEGE TWO CASE STUDY

4.4.1 Background of College Two

College Two is a Level II college that offers associate's degrees, bachelor's degrees, career and technical certificate programs, continuing education programs, and community education enrichment programs, as well as distance education. This institution is considered a large student enrollment public institution in a suburban setting with a number of campus locations to service students. It has been recognized for a very high graduation rate in one of its associate's degree programs. At least one four-year university is located within 15 miles of the state college.

4.4.2 Participants at College Two

Five administrators/faculty members were interviewed from this institution—an initial contact helped me coordinate my efforts in finding participants with knowledge of the baccalaureate programs. This contact was not interviewed because the individual was new to the program, but offered to assist by finding others who agreed to be interviewed. All the participants from this institution seemed happy to assist with my study. Much of the information that this institution's participants offered reinforced and verified the information contributed from college one's participants.

The participants of college two range in age from mid-30s to mid-60s and comprise 60% female and 40% male. One of the individuals is an administrator, two are administrators that are also faculty members, and two other individuals are faculty with administrative duties as coordinators of their program(s). Regarding the prior experience of these participants, two of the individuals worked at only the state college, two had worked at a four-year institution in a research capacity prior to their current position, and one had no prior higher education experience, but taught in K-12. Participants had between 4 months (in the department with the program for 8 years) to 16 years of experience at their current position with an average of 5.4 years. Involvement with the baccalaureate programs was mixed, with three of the participants being involved with writing the proposals for the program, and one indicating also having been involved with going to the state board meeting in the approval process for the baccalaureate program. One participant oversees the program and works with two program coordinators on a daily basis, and one participant was hired after the proposal was approved to coordinate his/her program.

4.4.3 Regulations, Faculty, and Advisement at College Two

Once again, all the participants mentioned that SACS requires that 25% of the faculty teaching the baccalaureate programs must be terminally degreed. Of the five participants, one indicated that new adjunct faculty had to be hired for his/her program, and if new full-time faculty needs to be hired for the baccalaureate program, the institution's administrators look for terminally degreed individuals. Another participant said they had enough terminally degreed faculty to teach the baccalaureate program when it started, and a third participant indicated that the department hired one full-time 12-month contracted faculty member for the start of each baccalaureate program he/she oversees. Yet another participant responded as being hired because he/she has a PhD degree, and to coordinate the set-up of his/her baccalaureate program, including the hiring of part-time faculty; lastly, a participant offered that the department has more PhD faculty than master's degree faculty along with their well-qualified part-time faculty members but, initially, had to hire a couple of faculty members for the program. Two of the administrators have faculty duties including assisting students with course advisement—one mentioned giving career advice, as well. This appears to be one way, in departments with limited advisors, to alleviate some of the advisement problems. As suggested, this makes the best use of limited resources.

One administrator mentioned that there is a shift on campus to making the two-year and four-year programs completely online, including the advisement of these students, so the students never have to come to campus. Another participant said he/she hired a full-time advisor shortly after the program started, but the biggest internal issue was the tracking system put into place to advise and track students through their program. Yet another participant said that one internal hurdle was educating the advisors to help students select the correct courses—this

program has only one advisor for the upper and lower divisions. In addition, he/she suggested that the advisors are sent to high schools, in the area, to reach out to students before they come to college, and they have a summer camp for 9th graders to reach out even earlier than high school. Lastly, a participant in a different department said that one full-time advisor and one part-time advisor are available, as well as two faculty members that also advise students, which provides quality to the program. In addition, the faculty help students select classes taken in the same semester to make the student's study easier, and faculty assist students with problems and resolve them as well as they can. Finally, faculty suggest when students should start to look for jobs and remind the students that the college has career resources available, as well as suggest to the student to join a professional organization to help them gain employment once they graduate. This participant also mentioned that SACS makes sure the baccalaureate programs have enough faculty and advisors, one of the many regulations of these programs.

4.4.4 Effects of Four-Year Institutions on College Two

The administrators of the baccalaureate programs are aware of the importance of the local four-year institution—as suggested before, four-year institutions must give approval to the state college before they can offer a program. Two administrators mentioned that their students are transferring into master's degree programs at the university, and two participants indicated these students come to the state college with the intentions of going on to graduate school. Another administrator expressed the importance of alerting the four-year institution of the baccalaureate graduates that may be interested in graduate study. In addition, the state college has patterned its program curriculums and, in some cases, the teaching philosophies after the local four-year institution's. Since graduates of the state college are transferring into the four-year institution's master's and doctoral degree programs, the four-year institutions are very supportive of the state

college's baccalaureate programs. Additionally, it helps students by advancing their degrees, thereby improving their career opportunities.

4.4.5 Students at College Two

Students at this institution are 55% female and 45% male and consist of the following ethnicities, in order of highest to lowest numbers: White, Black or African American, Hispanic/Latino, Asian, American Indian and Alaska Native, and Native Hawaiian or other Pacific Islander—minority students are approximately 30% of the student body. Further, the student population is comprised of 57% part-time and 43% full-time. The students are offered a number of different programs where tuition is between \$100.00 and \$105.00 per credit hour for lower division and \$120.00 and \$125.00 per credit hour for upper division.

The student body is made up of many individuals from around the world, as well as, individuals from outside the community of the state college. The institution advertises its small class sizes, one of the attractions to community college students, including several degrees that are completely online options aimed toward assisting non-traditional students. Some programs offer hybrid courses that, one administrator suggested, are the best of both worlds. A student needs to come to class only once a week, and the additional class requirements can be completed online. As some have suggested, students prefer hybrid courses that offer online coursework where they complete the work from any location: home, work, or library, but also appreciate one-on-one meetings with their instructors. Although, one participant suggested that there is a lot of bad press for online education; still, this college has offered online education for over 10 years. Other participants suggested, however, that students prefer the evening and weekend classes, and the small class sizes the community colleges are known to offer. Additionally, a few

participants point to the fact that the baccalaureate programs help students advance in their careers, even though some staff members appear slow to accept the institution's state college status.

4.4.6 Faculty and Staff at College Two

One of the participants indicated that they believe most of the faculty/staff at the college view the college as a community college that offers a few bachelor's degrees. Many staff at the institution did not see the initial need to offer baccalaureate programs, but they now realize the importance of the programs, especially since other colleges began offering the degrees. Another associate indicated that before the baccalaureate programs were allowed, it was a struggle to keep the AS programs open because of low enrollment but that, now, both the AS and BS programs are full.

The administrators work closely with the local community businesses and university to offer programs that make it easier for their students to find jobs and prepare them properly for employment. Many of the baccalaureates at this institution are workforce-related and do not conflict with programs being offered at the local four-year university. Still, another participant offered that the program was selected because of the need in the community, and the available adjuncts in the area that can teach the program. Additionally, it is important to match the existing staff in the department that will be teaching the courses to the courses offered in the program. It keeps costs down because there is less need to hire additional faculty, and it gives the existing faculty a chance to continue their employment.

Other resources were necessary before offering the baccalaureate programs. This state college had capital building expenses that the other two did not. As suggested, this was in the works before the baccalaureate programs were approved, and it was accomplished through scheduled

grants and private donations. In addition to this, four participants said the library resources were increased, and one of these participants indicated the library resources had to increase because it was a SACS requirement.

4.4.7 Perceptions of Participants at College Two

Participants gave some opinions about the programs offered at their institution. One administrator believes the institution should be more aggressive in offering baccalaureate degrees, but this is not the political reality. The baccalaureate programs at this institution seem to be driven by the workforce needs trend, in more recent years, which is requiring better skilled labor in certain fields. It is important to build a symbiotic relationship with the local businesses that receive more highly educated employees from the state college's programs, giving the institution and the business a close connection. In one program, the relationship between the state college and local industry is important because the student is acclimated to the field of study through an internship. Additionally, the institution hopes students will look at their internship company as a place for employment, once they graduate.

4.5 COLLEGE THREE CASE STUDY

4.5.1 Background of College Three

College Three is a Level II institution that also waited before offering the institution's first baccalaureate degrees, after state approval was allowed in 2001. It is considered a large-suburban, large-city institution with a large student enrollment having several campuses to serve its students. It offers associate's degrees, as well as certificate programs and baccalaureate programs. There is at least one four-year public university within 15 miles of this state college.

4.5.2 Participants at College Three

The initial contact of this institution was an individual responsible for the approval of the research studies done at the institution—he/she was not one of the administrators of the baccalaureate programs. Additionally, this contact had not been with the institution for very long. Recent turnover in administrative positions made it difficult to find individuals who had knowledge of the baccalaureate programs, starting with the approval from the state and SACS through implementation of the programs, some of which have been offered for a while. I initially interviewed one participant at this college and, then, I had some difficulty finding three others to interview. The initial participant had worked at the institution for just about a year, but was well informed of the history and background of the institution and the program he/she oversees. Eventually, I ended up with two additional administrators that agreed to be participants, one of whom had been with the institution for a number of years, and the other about ten years. All the participants of the study held the position of dean or associate dean, and they are responsible for three different types of programs that provided a good contrast of information.

One administrator was focused on workforce needs to get students job ready, and his/her background and philosophy of education reflected this. Another was focused on a field where the baccalaureates are not applied degrees, but are traditional BS degrees, and the third participant was responsible for a specialized BAS degree that he/she actually proposed for development. One participant is an administrator with two coordinators for his/her program, another participant is an administrator of a department, and the third is an administrator of a department as well as a faculty member. The participants were 66% male and 33% female with two of the participants having prior K-12 experience, one of whom had also worked at a four-

year institution, and the third participant had worked at one other community college. The years of experience ranged from about 1 year to 4 years in their current positions.

4.5.3 Mission and Student Enrollments at College Three

Again, the participants verified much of the information that was previously provided specific to the state's and SACS's requirements. An interesting note about the mission of the college occurred with one of the participants in this institution, however. He/she went beyond the usual response of saying the mission had just expanded to offer a different group of students a higher degree. This individual suggested that offering baccalaureate programs had dramatically changed the culture of the institution, changed priorities, shifted some funding, and changed the mindset of individuals at the institution in a positive way. All three participants believe it is allowing the institution to increasingly accommodate students through this mission change.

Offering the programs, as suggested by one administrator, was done through a comprehensive needs analysis. This includes surveying the students and school districts, talking with the four-year institution nearby about the programs they offer, reviewing state critical shortages, and determining the faculty needed to offer the program. A second participant offered that the programs for his/her department (BAS programs) were to fill the gaps that the local four-year institution or the for-profit institutions were going to have difficulty filling, and to provide workforce education availability to people in their respective service areas—therefore, offering one of the applied degrees was just a logical step to take. The third participant indicated that two programs were being considered before offering the program he/she now oversees. He/she championed this program, and it was finally selected by the state college because the program offered greater strength and support from the local community, as well as national professional support, and that the literature research compiled was pretty compelling, as well.

The institution's administrators have seen many changes that affected their enrollments over the years, but in the last few years, enrollments are down partly due to the economic downturn, mentioned by one participant. One of the other participants noted, however, that enrollments have increased since offering the baccalaureate degrees, more than it has in twenty years. The third participant is in a field that by 2020 will require a baccalaureate degree for employment—once that occurs, he/she believes the program will see an increase in enrollments. When asked if the baccalaureate programs were increasing enrollments in the associate's degree programs, he/she suggested that it is one of the reasons, but not the only reason. This participant noted that graduation rates have been going up in the last few years in the associate's programs, but it is because of local employer requests and internships with the organization. He/she believes two factors are actually contributing to more students in the associate's programs. First, the economic downturn in the last few years is a contributing factor because students looking for employment are seeing there are jobs for the AS degrees and, second, the institution increased the lower division programs that students must complete before being accepted for admission into the bachelor's programs. Additionally, he/she did agree that there is evidence to suggest the baccalaureate degree programs are increasing the enrollments in the AS programs. The evidence may be from students that are expressing in their written admission essays, before starting the AS programs, that they are interested in the baccalaureate degree program. This is backed up by actual behavioral changes that show the AS students are going directly into the BS programs once they complete the lower division degree, whereas in the past, they went directly into the workforce.

4.5.4 Students at College Three

Students attending this state college are similar to those at other institutions. There are 60% female and 40% male, consisting of a diverse group of ethnicities listed in order of prominence: White, Hispanic/Latino, African American, and Asian/Pacific. Once the students are admitted into the programs at this state college, they will pay tuition per credit hour of between \$100.00 and \$110.00 for lower division and \$120.00 and \$130.00 for upper division. Because the state sets the tuition, most of the state colleges' tuition rates will be close, but the tuition might vary slightly. The state allows the institution to increase tuition up to five percent a year, but as one participant indicated, the board must approve this, and it is usually less than the allowed five percent.

The reasons given for students coming back to the state college for their baccalaureate or to remain there for a baccalaureate degree is that it is providing students with additional avenues of employment. One participant indicated there are four goals for the students coming to the program: they want the expertise in more sophisticated diagnostics; they envision themselves as a manager in the area of employment; they envision themselves as an educator sometime in the future; or they use the program to continue on to graduate school. He/she was also surprised that 30% of the students in the program were coming from outside the institution. Additionally, one participant noted that the baccalaureates offer outstanding service to the community and to students that might not otherwise have the opportunity to get this degree (referring to the lower tuition costs). Another participant said the majority of students in the program are non-traditional students, and the college tracks the students in this program for five years after they graduate and tracks the employers in the area, as well. Another program administrator suggested they track their students for two years after they graduate. Finally, one of the participants

suggested, students stay at the college because they are familiar and comfortable, the first-generation students did not branch out to institutions that family members attended, and the institution has a reputation for academic success and accessibility that is well-established in the community.

4.5.5 Programs and Regulations at College Three

Courses offered at this institution are both online and blended, also known as hybrid, and this provides low overhead to the college, as noted by two of the participants. One participant indicated that the program he/she oversees is offered as 70% hybrid and 30% online instruction, but administrators and staff are in the process of shifting the hybrid to online. AS degree programs are not eliminated to make room for baccalaureate programs—the programs are simply not viable any longer. One participant suggested that break-even for a program is seven students. Further, the savings of eliminating these programs might offset the colleges eLearning software expense, which is needed for the online offerings that one participant mentioned. In setting up the baccalaureate program's curriculum, one administrator said, the Florida Department of Education's website provides a program framework for all K-12 and all associate's programs, but the associate's given framework makes it difficult to use because the local industry requests its own set of requirements. In addition, there is no specified program framework for baccalaureate programs. These institutions rely on four-year institutions and other state colleges with matching programs that have already gone through the rigorous process of research to develop the curriculums.

The administrators at college three also mentioned a number of the requirements previously mentioned for the baccalaureate programs, such as 25% of faculty must be terminally degreed, students must have an AA or AS or 60 credit hours, and the programs are deemed as 2 + 2

programs. One participant indicated baccalaureate programs were originally proposed to fill gaps or offer programs the local university does not or take the overflow of programs they do. Another participant indicated that the program proved there is enough gainful employment to offer it, even though the local four-year institution offered the same program, and was surprised that once the state college began offering the program, the university closed its program. In the meantime, however, another institution in the area started the same program, which eliminated the advantage they had for a short period of time, and there are some online programs offered through other institutions, as well.

Regarding the limitation of 2 + 2 designation that the state stipulates for baccalaureate programs, one participant offered that this requirement makes it difficult for students wanting to go directly into the baccalaureate programs from their associate program because grades must be posted before the student can register for the first term of their baccalaureate study. The classes fill up so rapidly that the institution has problems with enrolling these students. Lastly, the baccalaureate programs are 10% of the total population, as noted by one participant, which seems to be a significant amount for the limited time the programs have been in existence.

4.5.6 Faculty and Student Advisement at College Three

Regarding faculty teaching the baccalaureate programs, one participant suggested there was a shift of faculty from within to teach these programs because they are more prestigious, and that he/she looks for terminally degreed faculty so they don't have to worry about the 25% rule.

Another participant suggested they needed to hire a coordinator and faculty for the program, but that it is difficult to find someone that is terminally degreed in his/her field. In addition, many of the faculty at the institution went back to receive terminal degrees that the college pays for them to complete. The third participant suggested that the most significant change was the additional

faculty qualified (terminally degreed) to teach the baccalaureate programs.

This institution's administrators also expressed problems with advisement. One participant suggested that it would better serve the students to have advisors housed in the department rather than student affairs. Another participant said there was additional staff added to advise his/her students because the program is separate from all the other programs. The third participant indicated that one advisor was hired for his/her program and the department uses the student success coordinator to advise students, as well.

4.5.7 Perceptions of Participants at College Three

Finally, the administrators offered some personal perceptions about offering baccalaureate programs. One administrator noted that he/she believed it was long overdue for community colleges to offer baccalaureate degrees. The second administrator said it is critical for senior administration to be supportive, and that the institution needs to have a healthy culture and climate before setting up the baccalaureate programs—otherwise, it would be difficult to accomplish. The third participant said that some of the faculty thought that offering baccalaureate programs would water down the mission, and there was fear that the funding would be taken away from the lower division, which did not occur. This participant suggests that faculty members totally support the baccalaureate programs now.

5.0 FINDINGS

5.1 INTRODUCTION

The first process in data analysis is assessing the key repeating points from the interview questions and the administrators' responses. To offer baccalaureate programs, these institutions' administrators had to make some difficult decisions to accommodate both the state education department and SACS's requirements. A few of the participants suggested that, if they could do it over again, they might do things a little differently in the set-up and implementation of the baccalaureate programs, but all indicated that offering baccalaureate programs in the chosen fields was right for their institution—these administrators believe it is serving a group of students that would not be able to get this degree in any other way.

Constant comparative analysis provided a lengthy list of items from each interview, but the list started to emerge, rather quickly, into repeating categories, which I coded with letters and numbers. During the interview process, I incorporated questions that were not in the original list, but were noted from a point the prior interviewee had made. When the interviews were done and the open coding was finished, the long list of repeating facts and opinions made by the interviewees revealed numerous points about the baccalaureate programs.

The second part of the coding seemed much easier. This coding broke the list down into a smaller number of key points, and was done by listing the repeating views from the first process where codes matched for two or three colleges. Lastly, this iteration of axial coding showing repeating views was used to determine four primary themes that emerged: 1) regulations and reasons for state colleges offering baccalaureate programs, 2) internal issues and effects of the baccalaureate programs, 3) baccalaureate students and services to assist, and 4) perceptions of the administrators that offer baccalaureate programs. Many of the repeating points and some

individual points are shown in Appendices M through S. Some of the appendices are grouped in order of the administrative interview questions, such as Appendix M where Options, Mission, and Effects on Other Programs are grouped. An explanation of the appendices is given at the top of Appendix M.

In a few general areas of discussion and key points, an item of importance (key point) is noted that might have been indicated by only one participant (see Appendices M through S). This provided a level of personal expression that I felt needed to be included, especially in an inductive study where analysis is not determined until coding is completed. Some participants were more thorough in their answers, and a couple of administrators went into areas that were outside the initial question, but the added data relates to the information being provided and makes the study more robust.

The details for interview questions that are grouped together or listed individually are described in the information that follows, including key points offered by participants and a summary of each. The four thematic areas: 1) regulations and reasons for state colleges offering baccalaureate programs, 2) internal issues and effects of the baccalaureate programs, 3) baccalaureate students and services to assist, and 4) perceptions of the administrators that offer baccalaureate programs are explained in more detail in Chapter 6.

5.2 OPTIONS, MISSION, AND EFFECTS ON OTHER PROGRAMS

The first area of discussion includes three questions asked of each administrator during his/her interview. It covers the options and reasons given by the institutions' administrators for the baccalaureate programs offered at their perspective institution, how the baccalaureate programs

changed the mission of the institution, and how the decisions that were made affected the other programs offered at the institution. These questions related to the thematic area of regulations and reasons and internal issues and effects.

Three particular items were repeated for the reasons why baccalaureate programs are now being offered: the programs are workforce related, they offer gainful employment, and local four-year institutions cap student enrollments. Participants proposed that the BAS/BS degrees are workforce related or there is a market demand for the program. In addition, there must be proof that there is gainful employment after the program is completed. Baccalaureate program requirements are state regulated, and one stipulation is that there be proof of gainful employment for the program, especially a program also offered at the local four-year institution. The state controls duplication of programs in the same area—it views this as a waste of precious resources where limited funds can better serve students by offering a program that, at least, gives them employment opportunities. The BAS programs are good options for state colleges to offer because four-year institutions do not. Additionally, local businesses are looking to increase the skills of their labor force, and state colleges are satisfying these needs. In fact, this was the driving force in allowing community colleges to offer baccalaureate degrees in the first place.

Nine of the participants pointed out that a market demand exists for baccalaureate programs but that, initially, the state allowed the colleges to offer only workforce degrees. Since that time, the state has recognized that fields showing significant shortages could be assisted by the state colleges, so they are now allowing certain traditional baccalaureate programs to be offered, as well. It is educating a local group of students at a higher level, and the advanced skills provide viable employment for these students. As far as the state is concerned, filling these positions with local skilled laborers is important so local businesses are not forced to look outside the

state. Lastly, participants pointed to local public four-year institutions that sometimes cap enrollments in certain programs, which means that students wanting to get into the field of study may have to wait a year or more for admission. This exacerbates the problem with fields showing shortages—in these cases, the request to offer the program is granted so more individuals can get the education they need to quickly fill these positions.

The second question relates to the mission of the state college, and how the mission changed after it began to offer baccalaureate programs. Eleven of the participants felt that it had not significantly changed the mission—more likely, it had expanded the mission. One participant put it mindfully—it expanded to serve an additional group of individuals. Lastly, one administrator went beyond what others indicated by suggesting that the change is dramatic or significant, where it seems to have changed the culture of the institution, but it serves the main mission of the college to fill workforce needs.

The third question, regarding the effects to other programs, suggests the majority of participants, eleven, thought the programs remained the same, and any associate's programs, or certificate programs that are eliminated because of low enrollment, are not directly attributable to offering baccalaureate programs. These programs would have been closed down, even if the institution did not offer baccalaureate programs. Four of the participants said that the associate's programs that fed into the baccalaureate programs were being modified to reflect the more stringent regulations for the increase in general education or prerequisites that need to be satisfied before students are admitted into the baccalaureate programs. Two participants talked about the state's eliminating Applied Associate of Science (AAS) degree programs to save the state money and more efficiently dispense funds to programs that serve more students. In addition, one participant believed the community felt students needed a little more general

education now being offered in the AS degrees. One of these participants suggested that many of the state colleges are turning their AAS degrees into AS degrees because students cannot be admitted into the baccalaureate without first obtaining an AA or AS degree. There were two participants from college two that also believed the baccalaureate programs helped increase enrollments for the lower division, AS programs.

The options expressed by the administrators for offering baccalaureate programs suggests that the programs are workforce related and fill market demands. Programs are also created where gainful employment is projected, and where the four-year institution is unable to accommodate all the students wanting admission into certain programs. Regarding the mission, there are very few changes to the actual mission, as expressed by the majority of participants, but one saw it as significantly changing the culture of the institution. Lastly, offering baccalaureate programs has affected the other programs offered at the college in a positive way. There have been some AAS degrees eliminated by mandate of the state, but a number of institutions, as expressed by one participant, are changing these to AS degrees, and modifying some of the existing AS degrees that feed into the baccalaureate programs.

5.3 RESOURCES NEEDED AND OUTSIDE BARRIERS

The next two questions dealt with the resources that were needed to implement the baccalaureate programs that were a part of the internal issues and effects theme, and the outside barriers the administrators encountered while trying to obtain approval to offer and set up the baccalaureate programs, related to the regulations and reasons theme. A few key items surfaced quickly in reference to the resources that were needed.

Most of the participants were aware of the new faculty requirements where 25% of the faculty teaching the baccalaureate programs must be terminally degreed. In many fields of study, this is a doctorate degree, while in others the terminal degree might only be a bachelor's or master's degree depending on the location of the institution. This was noted by one of the participants, who suggested that some areas currently only require a bachelor's degree for his/her program.

Along with the need for better educated instructors, there is a need to add specific program advisors. Because of the numerous requirements for the students to fulfill, added pressure is put on the advisor(s) that service more than one program. In several cases, it was suggested that the institution is sharing advisors with other programs. One participant indicated the advisor is covering two major programs, and a second participant suggested the advisors had to know all the institution's programs, which he/she felt is way too much for one individual to cover effectively. Another suggested they have not found a way to successfully recruit and advise students yet. Still another participant indicated that his/her program needed to add a part-time advisor; in addition, a new system for student advisement had recently been implemented that the advisors were struggling with to assist the students in his/her program. Lastly, several participants indicated the programs were using their instructors for advisement, as well.

The primary reasons advisement is so important in the baccalaureate programs are that students need to be informed of items such as the prerequisites required for admittance into the program and the proper courses to take to complete the program, and to be warned about going over 15% of their credit hours, which affects their financial aid, costing them higher tuition. Advisement was the most suggested area for improvement in relationship to the baccalaureate programs.

The third primary resource mentioned by participants is library resources. Florida may be a unique state because all of its educational institutions can subscribe to an online library system. These added costs are just another expense that must be funded. Two of the participants included in their list of needed resources funding for curriculum development, and noted it is more difficult to pay for additional expenses because the state funds are slowly being depleted. Other items that were revealed included technology or the software and hardware used to offer online and hybrid courses, and smart technology used in the classrooms of the hybrid courses—these upgrades were mentioned by several participants. One participant mentioned that a new campus was constructed to offer his/her baccalaureate degree, but the funding was not a problem because it was funded by grants and private donations. This institution was the only one with major building expenditures related to the baccalaureate programs.

The fifth question related to the outside barriers to implementing baccalaureate programs where four primary factors surfaced: Florida Department of Education, SACs, local four-year public and private institutions, and funding. Most of the participants viewed the local four-year institutions as the largest barrier because they need their consent to offer a baccalaureate program. In many cases, however, the state college has learned to effectively work with the four-year institution to offer a level of quality to the program that a student would receive if his/her study was transferred and obtained, instead, at the four-year institution. The participants that discussed this issue seemed to support working with the four-year institutions, but a couple mentioned having a program they wanted to offer only to have the four-year institution deny them the opportunity. In these cases, the administrators work with the four-year institution to offer a program that is specialized in the field of study—such as intensive care nursing instead of general nursing. In one case, the four-year institution did not mind the state college's offering

the program because the four-year institution eliminated its program and, eventually, received the baccalaureate students wanting admittance into graduate study. So, in some cases, there is a bond of sorts between the institutions. Nonetheless, one participant pointed out that the belief still exists with some administrators in the Department of Education and four-year institutions that community colleges should not offer baccalaureate degrees. Time may be a factor in lessening the angst that certain people have regarding the community college baccalaureate phenomenon, but others may never be dissuaded from this view no matter how many students are effectively served.

In addition, several participants referred to the Department of Education and SACS because of the requirements they dictate, such as, no duplication of programs with the local university, students must have earned an AA or AS degree or 60 credit hours with a 2.0 GPA before being admitted into the baccalaureate program, and 25% of the faculty teaching the baccalaureate program must be terminally degreed. One department hires a 12-month faculty member for each baccalaureate program and others hire adjunct faculty to teach theirs, as well as program curriculums that are rigorous enough to satisfy students' needs, particularly those students wanting admittance into graduate school. Finally, funding was the last point, where one participant indicated funds were needed to update labs, and another participant indicated that funding was not proposed until the four-year institution indicated it was not going to offer the program he/she supported.

These institutions had to purchase several different types of resources before offering the baccalaureate degree programs. The primary list includes: hiring terminally degreed faculty where they prefer faculty with PhDs, library resources, advisors to track and advise students for their program needs, technology (hardware and software) as well as training to use the

technology and, in certain programs, upgraded classrooms and labs. Lastly, two participants indicated funding for curriculum development. Regarding the outside barriers, most believe the four-year local institution was their largest barrier, as well as SACS, the department of education, and funding.

5.4 MEETING STUDENTS' NEEDS

The sixth question, regarding how the institutions' administrators felt their institution helped meet students' needs, was based on the services and the programs these institutions offer, which emerged in the baccalaureate students and services to assist theme. The answers included a number of different areas, such as the fact that these programs are serving an unmet need, offered by five participants; lower tuition costs, offered by four participants; and advising/tracking the students through their programs—six of the participants felt this was primary to helping the students complete their degree, with two mentioning that faculty give ready advice. In addition, offering classes in the evening and weekends was suggested by seven participants, and offering the core classes every term was noted by six participants. Mentioned by seven participants was that programs are offered online and as hybrid courses, which lowers students' travel expenses, but still offers some direct contact on campus that a number of students prefer. Additionally, seven participants indicated that small class sizes assist their students with personal attention from instructors in classes with fewer students.

One of my questions to six of the participants was regarding whether the institution provides daycare. Some of the research suggests that community college students may need help with services like daycare that many community colleges are not able to provide. Several mentioned that daycare is offered only to daytime students, one was not sure if they offered daycare, and one said they did not offer daycare. In addition, two participants mentioned that

students using the daycare service can get financial aid for this service while they attend classes. A couple of other individuals mentioned that the daycare was offered through an outside company, and that the community was also allowed to participate in the daycare service, but that students and staff had first priority.

Other items that meet students' needs include providing the technology to communicate easily with students, which was mentioned by four participants. Two participants suggested that offering admission every term is important. Four administrators indicated that they would offer a student a particular class to either catch up in the program, or to allow the student to graduate in a timely manner, so the student did not need to wait one or two semesters before completing his/her degree. In addition, offering a cohort program helps students through the program in the quickest manner possible, as suggested by four participants. One administrator said it would make the scheduling easier if he/she could offer his/her program(s) as a cohort program(s) with a fall submission only, but it would be a significant change to the set-up they now have where students can start the program(s) every semester.

A mandatory orientation was indicated by three participants who felt this was necessary to let students know that the last two years of study were not identical to the first two years, so students knew what to expect. Finally, two participants mentioned offering students career advice and providing site visits to prospective companies, with five participants suggesting the degree helps students with career advancement. Lastly, providing tutoring and coaching, and hiring the best qualified instructors were offered by an individual participant.

A number of items regarding assisting students' needs were mentioned. The primary ones, however, were related to providing proper advice, small class sizes, offering evening and weekend classes, as well as hybrid and online courses, and the technology to effectively

communicate and offer online class instruction. Other items that were mentioned included: lower tuition costs, offering programs to satisfy workforce or unmet needs, having cohort programs to help students through the program more quickly, and having admission every term.

5.5 PROGRAM QUALITY

When asked about what is done to provide a quality baccalaureate program, the participants again offered a diverse group of answers. Most of the points were noted under the baccalaureate students and services to assist theme, but an additional point for each of the regulations and reasons and the internal issues and effects themes was made showing the crossover of themes for a number of the key points.

Six of the participants suggested that having terminally degreed faculty members is primary to the quality of the program. Another key point made by the participants is that the program's curriculum development is heavily researched before offering the programs. Many suggested the programs are set up by emulating either the four-year institution or other state colleges' program because administrators and other responsible individuals knew it had been researched and set up to rigorous course standards. Often, programs that are set up identically to the one previously approved by the state are used in the proposal to obtain state and SACS approval. Eight participants saw this as a primary issue related to the quality of the program(s).

Some programs have guest lecturers (retired CEOs and business administrators) come onto campus to talk with students, and others have internships with local businesses to give the students an understanding of exactly what they will be doing upon graduation and acceptance of employment. The programs also include essays and critical thinking to provide a more robust study element, suggested by three participants. Others pointed out that the technology used to communicate with the students and in the classrooms creates an advanced study environment and

offers quality to the program(s); this was posed by three participants. In addition, one participant suggested that new faculty members are mentored by an existing faculty member for one year to provide a level of quality at this institution.

A number of the participants that were asked about whether students graduating from the programs, particularly the BAS programs, are being admitted into graduate school indicated that there are no problems for students requesting admission into advanced-degree programs. One participant did not know if this was true, but the program is newer and, most likely, does not have many graduates going on to graduate school at the moment. In addition, the program's current industry standard may only be a baccalaureate degree—some programs are not set up for graduate school because the industry does not require it. The other issue, mentioned by five participants, was that the programs are being reviewed through an advisory committee—this alleviates problems with curriculum or specific programs that are dispelled at least once a year, if not more often, so funds can be put to better use.

Other issues that came up during the discussion of how the institution's administrators offer quality programs included: the fact that the program meets industry needs, indicated by four participants; two participants submitted the development of robust course materials, and knowing that the programs go through a rigorous approval process with the state and SACS seems to indicate the programs are set to high standards. Additionally, two participants, again, suggested small class sizes, with two participants mentioning faculty advice and contact, including the monitoring of student progress.

It was also noted that the state requires an annual report for review of each program. In one case, the participant suggested the state department has individuals who talk to the students and local business employers to determine their level of satisfaction with the program, and whether

standards are being met and students are getting what they need. One program administrator suggested that his/her lower-division program is internationally accredited and the feeder programs meet international standards of quality too. In two years, after enough graduates have completed the bachelor's programs in this school, he/she will seek international accreditation for the baccalaureate programs as well. A couple of other participants in different departments suggested eventually seeking accreditation for their baccalaureate programs.

A number of issues for the quality of the programs was suggested: programs are modeled after the four-year institutions or established programs, technology in the classroom offers greater advantages to class study, local industry needs are being met, and students are being admitted into graduate study after completing their baccalaureate program at the state college. These were the primary points suggested by the administrators related to program quality.

5.6 STARTUP FUNDING AND ONGOING COSTS

Start-up funding and the ongoing costs, the eighth and ninth questions for administrators, are two areas related to the internal issues and effects theme. Not all the participants could give details of the start-up funding, but most knew about the ongoing costs.

Start-up funding was a question that a number of participants had difficulty answering because this responsibility was either above the participants' administrative level, particularly the participants that were program coordinators/directors hired to develop the program, or the individual was not in the position when the start-up funding for the program was discussed. Administrators, who could answer this question, indicated the program start-up funding was handled by four means: state funding, tuition and fees, grants, and the college funds. From college one, one participant indicated that the program was started with state funds and college monies, two participants suggested it was state funds and tuition and fees, and the last participant

indicated it was tuition and fees, college funding, and grant money. In college two, one participant indicated his/her program started with tuition and fees and grant money, two indicated that it was only college funding, and two noted that start-up was done only with grant money. The last college, college three, has one participant offering that the baccalaureate program was started with state funds, and tuition and fees, while the two other participants indicated it was college funding and tuition and fees.

Most participants were, however, able to answer how the baccalaureate programs are being funded since the implementation of the programs. Ongoing costs are primarily covered by tuition and fees as offered by eleven of the participants with one suggesting that it was only tuition and not fees that was covering the costs. Two participants indicated the institution went after grant funding to keep the program(s) going, with an additional participant indicating only grant money is being used to keep his/her program going. Two other participants suggested that in addition to the tuition and fees, state FTE funding was being used for their program(s). Another participant suggested the administrators had looked into grant funding for the program, but the program is paying for itself and, currently, he/she does not need this outside source.

A few of the individuals provided specific amounts for the start-up funding of the program(s), but this information did not seem pertinent to the outcomes of this study. However, a number of individuals indicated that the start-up funds were small, and the larger amounts needed were for the hiring of additional faculty and additional equipment to implement the program. Other funds were needed for travel expenses and sundry items to initiate the programs, but were not as significant.

The primary points for start-up funding suggest that four sources of funding were used: state funding, tuition and fees, college funds, and grant money. Regarding the ongoing costs for

the baccalaureate programs, the programs are primarily being supported by tuition and fees, grants, and state FTE funds.

5.7 INTERNAL ISSUES AND OUTCOMES

The tenth question related to the internal issues and outcomes and provided the largest array of answers for any of the questions in the study. All four themes were referenced in this particular question. A few issues were suggested by several participants.

The most prevalent point made was that faculty members were paid the same whether they taught upper or lower division classes. As one participant pointed out, if faculty were paid more to teach the upper division, baccalaureate programs, no one would want to teach the lower division, associate's programs. Still another participant indicated that it is only fair to pay instructors that teach the baccalaureate programs more because they have additional duties, like the completion of annual reports and data collection required by the state. Yet another participant suggested it is more prestigious to teach in the upper division, and that is why some faculty members want to teach upper division rather than lower division classes.

Another point about faculty, suggested by two participants, was that the existing faculty teaching lower division courses were going back to get their terminal degrees—the state college offers reduced tuition and encourages them to get a higher degree, so they can teach the upper division classes. Several other participants said their faculty members teach courses in both the upper and lower divisions in the program. Two administrators suggested that they could use more faculty members for their programs with one of these individuals indicating hiring 12-month faculty, which was the largest internal issue for him/her. Lastly, terminally degreed

instructors increase costs, as noted by one participant, and another participant noted that it is a challenge to find money to pay teachers more.

A second key area noted by the participants was that they need advisors to assist students in their specific programs—this was indicated by one participant at each college. Another participant indicated sharing an advisor with another school's baccalaureate programs, which meant that one advisor was assisting 4,000 to 5,000 students. Yet another participant from a different institution offered that the advisors for his/her college must be knowledgeable of all the institution's programs, which total a little over 65 programs. As this participant suggested, even the most knowledgeable person would not be able to know all the details of that many programs. And still another participant from the third institution suggested that the college advisors do a good job, but they have a long way to go before providing the best possible advice to these students.

This particular point is very important because of the requirements the Department of Education and SACS places on the students wanting to be admitted into the baccalaureate degree programs. Tracking the students is a difficult task itself. One of the administrators suggested the institution purchased software to give advisors an easier and more efficient way to assist students, but it takes training and time to effectively use the software. Furthermore, two other administrators suggested that they could do a better job of advising students, offering that it will take some time before this occurs, and three participants said the programs increased the demands on advising as well as the financial departments.

The last point, which seemed to be expressed by more than one individual, was that the faculty and staff need to understand that offering a baccalaureate degree is very different from offering an associate degree. This was suggested by two participants, but quite possibly is felt by

all. Additionally, two participants of different programs suggested that state colleges are the primary feeders into graduate schools, and that the programs were marketed through articles in newspapers, billboards, and mailers. One participant indicated that the institution would probably need to market their AS programs more effectively from now on.

The largest internal issue for one participant was the budget, and another indicated that the library resources were a larger issue than originally anticipated. Other points noted were the discussion of needs analysis to shut down programs, that a large number of non-traditional students were causing issues with progression to graduate, the unanticipated number of associates' students that were changing fields when being admitted into the baccalaureate programs, the larger number of unanticipated graduates entering the programs, and that graduates from five years ago account for 25 to 30% of the students in one participants program. Yet another participant noted that there were a significant number of AS students who did well in the first two years of study, but were struggling with the online self-directed study. Lastly, one program has a problem with students having to travel between campuses for the courses they are taking during the semester. This participant said the students are asking that the course selection be changed so they have to go to only one campus each day to eliminate traveling between campuses.

Many internal issues were provided by the participants, but there were a few key points suggested: the need to hire better-quality instructors, programs to track and advise students, and recognition of the specific needs of different types of students entering the programs. These include the needs of non-traditional students who need classes to be offered in the evening, on weekends, or online, and traditional students who need classes offered during the day on the same campus, so they have less traveling in one day between campuses and, lastly, the internal

issues of providing better quality programs—including better qualified teachers, better advisement, and programs that transfer into graduate study.

5.8 POLICY IMPLICATIONS

The last question of my study was that of policy implications, which were related to the internal issues and effects and perceptions of administrators' themes. This particular question seemed to perplex a number of the participants. So, I suggested a prompt question for most of the individuals regarding whether they believed the campus seemed somewhat fragmented between associate's degree students and baccalaureate degree students. This point was mentioned in Floyd, Skolnik and Walker's 2005 book, *The Community College Baccalaureate: Emerging Trends and Policy Issues*. Several felt there was some fragmentation on campus, with one participant talking about the upper and lower division faculty being somewhat fragmented. Another participant believed the upper and lower divisions of students were somewhat fragmented only because the traditional students are primarily there during the day and the non-traditional students are there at night. This same individual pointed out that students were fragmented on campus, but he/she saw students intermingling on the job. Further, this individual also pointed out that there is less and less interaction because the programs are online and students do not need to come to campus to fulfill their baccalaureate degree study. Lastly, three of the participants seemed to indicate there is some fragmentation between upper and lower division students in their program(s). Seven others, however, did not see this fragmentation between the divisions because many times, the students shared the same labs and even intermingled at lunchtime.

Other policy implications that were noted included: the requirements for admission to the baccalaureate programs where a student must have completed an AA or AS degree or 60 credit

hours with a 2.0 GPA, noted by five participants; the 2 + 2 programs by state statute, indicated by seven participants; and the workforce baccalaureate transfers to graduate school, suggested by four participants. Finally, the marketing necessary to encourage students to come to associate's programs was noted by five participants.

A few other personal items were suggested, such as, policies of the first and second year level are extended to the third and fourth year level, the policy manual had to be entirely updated to include baccalaureate programs, the fact that the BAS programs are created for students to go to work, programs average 32 students to be viable, it would have been easier to implement the program if senior administration had shared the funding information, and lastly, that some policies should be created before the start of the baccalaureate program, all mentioned by single participants.

Policy implications offered from the administrators included: the programs are 2 + 2 programs, a student must have obtained an AA or AS degree or 60 credits hours with a 2.0 GPA, BAS programs are created for students to go to work, and some policies should be created before the programs begin. Lastly, there appears to be some fragmentation on campus between lower and upper division students, but that having more and more online programs where students never need to come to campus for their course completion will not allow the intermingling between programs and will not lessen the fragmentation.

5.9 FINAL ANALYSIS OF THEMES

During the interviews, there were a number of questions that presented similar answers to the questions posed, which eventually cross over among the four primary themes. Other questions elicited a variety of responses because of the differences in individuals' personal responsibilities,

as well as the personal views toward offering the degrees. Some individuals have been with the programs from the very start and others were hired to help set up the program(s).

All three institutions had large student enrollments with a number of campuses that offered a variety of programs. A number of the baccalaureate programs had feeder programs or associate's degrees in the same genre. From the perspective of most participants, the students were generally happy with their institution and the services they received. Most of the administrators described their students as preferring the institution for the personal attention received from the faculty and staff, small class sizes that allow more personal attention, online and hybrid course offerings, as well as evening and weekend class offerings that non-traditional students prefer, and the familiarity the students acquire during their associate's coursework leading many to stay at the institution for their baccalaureate degree study. Further, it may appear, although somewhat early in the process for some of these programs, that students are graduating rather than taking courses and never completing their degree as some research suggests for larger enrollment institutions, particularly in the associate's degree programs that are needed before admittance is allowed into the baccalaureate degree programs.

An area that may be a problem for many of the institutions was the student advising. At least one administrator pointed out that students expressed unhappiness in the advisor that serviced their program. Another participant noted that the institution has a long way to go before he/she believes the institution can provide the proper advising students need. Additionally, advising is a service that these institutions can ill afford. With state funds being depleted, this is one area that will, most likely, be negatively affected.

In the first process of coding, the analysis led me to many key points of information that started to repeat. The repeating information was coded in a second iteration process. This

coding was used for a final analysis where four primary themes, previously mentioned, emerged. The themes suggest that state mandates dictate much of what these programs offer, and how the students obtain the baccalaureate degrees. Chapter 6 discusses the emergent themes and interprets the four thematic areas that were discerned from the coding.

6.0 INTERPRETATION

The phenomenon of community college baccalaureate programs is one that has been scrutinized since before its inception. While interviewing the deans, associate deans, and program coordinators/directors it gives one pause to understand how the difficulties of going through the lengthy processes to make this happen have not dissuaded these individuals from doing what they believe is the right thing to do. One realizes that the programs continue to challenge the institutions' administrators in providing the needs of students that are not able to get postsecondary education through other means. These students and the community's needs are the reason that this phenomenon exists.

The data were carefully considered during the couple of months that the interviews took place. Many issues were discussed related to the reasons the programs were offered, the effects that offering baccalaureate degrees has on the mission and other programs, the internal issues and outcomes, outside barriers, and policy implications. Finally, the interviewees were given an opportunity to offer additional perspectives relating to their institutions' offering baccalaureate degrees.

This chapter includes a discussion of the emergent coding and how emergent coding was used to decipher the four themes, a detailed description of the four themes and, finally, the final analysis and a description of the developed grounded theory.

6.1 EMERGENT CODING

To begin the discussion of emergent coding it is necessary to describe the primary source used in deriving the coding for this study. Emergent coding offered by Strauss and Corbin (1990), who suggest that coding is done by using three types of coding—open coding, axial coding and

selective coding—is used for the iterative processes. Open coding is the first step in constant comparative analysis where the data are examined, compared, and categorized. Then, a second process is completed through axial coding. This process makes connections between thematic categories that emerge from the open coding. Finally, selective coding is completed by establishing a main category and validating the relationship with the other categories.

The research being conducted here is taking the well-established inductive approach and therefore is focused on the constant comparative analysis that leads one to the development of a grounded theory, rather than deductive, which tries to find evidence of a theory that is already proposed or established. The data were collected from semi-structured interviews of three to five administrators/faculty members from three different Florida institutions. The interviews were transcribed for all participants, and verified for correctness by all but two of the interviewees.

The first coding listed many different points, some of which were repeated from one participant to another. As I did the open coding, I was careful not to filter out any key points. This allowed me to effectively analyze everything discussed about these programs to reflect the most important points from participants' points of view about the issues related to baccalaureate degree programs in community colleges. Secondly, the key points coded were reviewed during the interview process and allowed me to incorporate additional questions to the interviewees as each new interview occurred. The coded list at the finish of the interviews was scrutinized for areas of related key points, which I finally categorized into four primary thematic areas. These themes were separated, but still have interconnecting relationships to each other. Finally, the last thematic or selective coding process was a review of the four primary themes from the axial coding that developed into a grounded theory chiefly developed by one of the themes with a second one that indirectly impacted the theory.

From the open coding in the first step of emergent coding leading to the axial coding, I found four primary themes that emerged from the data: 1) regulations and reasons for offering baccalaureates, 2) internal issues and effects of the baccalaureate programs, 3) baccalaureate students and services to assist, and 4) perceptions of administrators that offer baccalaureate programs. These four categories will be explored more fully in the remainder of this chapter to show how they were interpreted in the development of a grounded theory.

6.2 FOUR EMERGING THEMES

6.2.1 Regulations and Reasons for State Colleges' Offering Baccalaureates

This theme was rooted in the regulations that actually make it possible for the state colleges to offer baccalaureate degrees. Initially, state colleges were allowed to offer only BAS or workforce-related degrees because of the demand for the programs, and because four-year institutions were not interested in offering them. Eventually, the state was open to allowing state colleges to offer more traditional degrees, especially when four-year institutions cap enrollments for the program(s). This might be related to the concern that only 27% of the population in the area of one of the institutions has a baccalaureate degree, as noted by one participant. The ability for state colleges to offer both BS and BAS degrees, opened up a whole new world for these institutions to assist students, but created more regulation in an effort to stop duplication of programs and competition with the four-year institutions.

So, applying for state approval from the Department of Education is the first step in the process of community colleges' offering baccalaureate degrees, but the Southern Association of Colleges and Schools (SACS), the accreditation organization, is also important to the emerging standards. The state of Florida is highly regulating the programs by creating a 2 + 2 program

articulation agreement. Further, the program cannot be offered unless the four-year institution gives approval, there is documented proof that students will have gainful employment in the local area even when the four-year institution offers the same program, or it is a specialized program not offered at the four-year institution.

In addition, there are stipulations that students must meet before admission into the baccalaureate programs at state colleges: the student must first have earned an Associate of Arts (AA) degree or Associate of Science (AS) degree or earned 60 credit hours, as well as obtained a 2.0 or higher GPA. There are also general education requirements or prerequisite courses that must be met before admission into the program(s). In some cases, however, the state has asked the state colleges to eliminate the Applied Associate of Science (AAS) degrees in an effort to cut costs—one participant offered that many of the state colleges are revising the AAS programs to an AS degree to make the programs more acceptable to transfer into BAS/BS programs. The 2 + 2 programs allow students a seamless transfer of accepted courses from state colleges to the four-year institutions, for-profit, or other institution conferring baccalaureate degrees. As noted on the “Florida 2 + 2 Pathways to Success” documentation, the policies brought on by this concept are evolving from an established Statewide Articulation Agreement in 1971.

The state has since adopted a number of additional policies to assist students in smoothly transitioning between community colleges and four-year colleges and universities. It is important that students who wish to pursue a bachelor’s degree through the 2 + 2 option be aware of these policies, as well as their rights as transfer students. Then, the bachelor’s degree can be earned in a timely and efficient manner (p. 2).

Additionally, coursework in many of the programs is set up by using Florida’s common course numbering system and researched by other state colleges that offer the same program in Florida or other states or four-year institutions that once offered the program. At least one institution mentioned that before offering the baccalaureate program they formed an advisory

committee that included local industry members so that they could revise the program, especially if it was workforce-related, to meet the local needs.

SACS regulates requirements for these programs, as well. There is a stipulation that a minimum of 25% of the faculty teaching the baccalaureate courses must be terminally degreed. Distance education is regulated by a maximum of 25 students in any one class. In addition, the library resources must meet certain minimum requirements for coursework research requirements that students must complete for the last two years of the baccalaureate degree, as well as having enough library personnel to assist students.

With the approval to offer baccalaureate degrees, the community colleges in Florida changed both their name and the persona of being a community college to one more closely related to a four-year institution. As these institutions' administrators will tell you, the mission has not changed, but has just expanded to serve another group of individuals. Florida is changing the way community colleges are viewed. As the community colleges have done in the past, the institution that was once called a junior college, then the comprehensive community college to the community college that offered associate degrees, certificates, personal enrichment classes, and adult education, is now offering baccalaureate degrees. The state considers it to be a "state college" once it begins to offer the BAS/BS degrees in Florida. This does not mean the colleges are classified as four-year institutions because they are still required to maintain all the aspects of a viable community college, but it gives them the ability to expand their mission to include some BAS or BS degrees without emphasizing the stigma some critics prefer, that of offering a lesser quality degree. These programs are highly regulated degrees with the proper general education requirements, prerequisite courses, and rigorous course study that a four-year institution would offer.

Some of the reasons given by the state college administrators for offering baccalaureate programs included: the program(s) were workforce-related and four-year institutions do not offer the program(s); certain fields that used to expect an associate's degree for their job requirements are now requiring a baccalaureate degree; the institution had an existing AS program that led to the decision to offer a BAS program; and it was helping keep enrollments up in some of the other programs, especially lower division programs, although this was probably determined after the program had been in place for a couple years.

6.2.2 Internal Issues and Effects of the Baccalaureate Programs

The second emerging theme is that of the internal issues and the effects these programs have on the community college and other programs offered. Numerous hurdles were encountered for the administrators of the baccalaureate programs, such as, the funding needed for the startup of a program, obtaining the proper resources, outside barriers to setting up the programs, quality of the programs, and the changes to the mission.

Funding was a primary concern for one participant. Most of those interviewed indicated that the startup funds were minimal from the state, and that some of the programs looked toward grant monies to sustain their program after the initial funds were exhausted. In addition, it was noted that the lack of funding held up the implementation of one program. In most cases, however, the largest expense seemed to be faculty salaries, but one participant suggested that the specialized equipment needed was even more expensive than the faculty salaries for his/her program. Nonetheless, funding for additional terminally degreed faculty and the funding needed to pay teachers higher salaries were suggested by others. Finally, some of the programs that require updated equipment for labs try to find innovative ways and grant money to update the labs that are needed for the more rigorous programs.

Secondly, the hiring of terminally degreed faculty that teach a program where SACS requires that 25% of the instructors must have attained the highest degree offered in a program did not appear to cause issues because, as one participant indicated, they already had more than 25% terminally degreed internal faculty to teach the programs—others, however, did need to hire faculty and still others indicated that they would like to hire more faculty, but it was not possible because of the slow economy right now. Further, faculty members are, in most cases, being paid the same for the lower division, associate's courses, as they are for the upper division, baccalaureate courses. For some participants this posed some issues. Knowing that the college is getting higher tuition for the program(s), and that the faculty members have earned a PhD, which is required in many cases to teach these classes, means that the faculty members feel some of the funds should be directed their way. The state college's senior administrators might look at this differently—a number of faculty members who are not terminally degreed are getting their terminal degrees because the institution defrays some of the tuition costs. Another administrator mentioned that faculty members are increasing their compensation by changing to programs that pay more, so this institution is experiencing the loss of faculty from one program to another program. Still another administrator suggested they currently do not have this problem, but they will soon have it too.

Nonetheless, no administrator/faculty indicated that they were not happy to be working for the state college, but rather that they are willing to assist the students in any way they can to advance students in their careers. It is these same administrators that make the difficult decisions that are necessary to help more students obtain bachelor's degrees. Because they are aware that many of the baccalaureate students are non-traditional students, the programs are being offered online. Even hybrid courses, suggested by one administrator, are currently being changed over

to fully online courses. As one participant mentioned, this is how the state colleges are able to keep more students in the programs and, at the same time, keep the expenses down because building space is not required. Another institution actually created a new campus for their program, but used grants and private donations. The other two institutions had limited capital expenditures for buildings, but one used funds to update labs for a specific program.

Technology and equipment for these programs are the third major resource acknowledged by the administrators. The hybrid course format, which is conducted 50% in the classroom and 50% online, is the best of both worlds, since students prefer to have some direct contact with the faculty, as suggested by one administrator. It provides a better understanding of the subject being learned because, while the students are in the classroom, they can ask questions and get an immediate answer. These same students prefer not to have to come to class twice a week—it saves them money and time needed to travel to class and be away from their family. Depending on where the student is employed this can get costly—one administrator has a student that travels 30 minutes to get to class, which done once a week is not too difficult, but twice a week makes it more so.

The institutions use smart technology, teleconferencing equipment, and software to assist with advising, which comes at a cost; at least one participant mentioned that the equipment was the largest expense to their baccalaureate program startup. The increased demands on the advising and financial aid departments were not projected well, mentioned by one administrator. Still other issues involve the need to put systems in place to track and advise the students in the baccalaureate programs, as well as the time and personnel needed to train the advisors appropriately.

Finally, the library resources were, for one participant, the largest internal issue that surfaced from offering baccalaureate programs. Florida offers a state-wide library system that institutions can subscribe to—it offers a way for these institutions to get the proper service without setting up an entirely separate internal system. The additional library resources are necessary to make the programs more rigorous. Student research is incorporated into the baccalaureate program curriculum, and the online system provides easy access for the students to complete their studies.

Outside barriers included the Florida Department of Education and SACS, which highly regulate the program(s); the four-year institution that is in close proximity of the state college; and the resistance from legislators and state universities that still believe community colleges should not offer baccalaureate degrees. Another administrator offered that it takes 50 to 75 unduplicated headcount in a program to break even, so the funding continues to be a problem for some of the programs. Still another administrator suggested that break-even is not until the end of the fourth year for his/her program(s). Most administrators, however, suggested the ongoing costs are primarily covered by tuition and fees, which are driven by enrollments. Lastly, one administrator indicated that his/her programs were profitable because they were taught by adjuncts and the programs were offered online.

The quality of the programs comes into play when students are transferring to a four-year institution. To make the programs rigorous, most of the curriculum is patterned either after one that another state college has already researched and set up, or after a four-year institution's because the administrators know the courses will transfer to the higher degree. Many times the state college gets together with administrators from the four-year institution to set up the

program so it will not conflict with the four-year institution's program and so that it will properly transfer to a graduate program.

The one important aspect that did not change was the mission of these institutions. They still have an “open-door” policy; offer remedial needs courses, associate's programs, certificates, personal enrichment programs; and generally act like a community college. None of the lower division programs or offerings are eliminated to offer the baccalaureate programs. One administrator even indicated that the funding for baccalaureate programs is actually separate from that of the associate's degrees. So, the effects on the other programs are only positive—some of the AS degree programs are being enhanced to provide all the requirements needed to feed into the baccalaureate programs.

There were a plethora of issues expressed relating to the internal issues and effects of the baccalaureate programs. Several of the issues were repeated and have some prominence that include: increasing library resources, getting the proper faculty and advisors for the programs, obtaining software and training staff on how to use the new technology that helps the advisors counsel students more effectively, setting up the curriculum to be rigorous enough to transfer to a four-year institution and, finally, offering online and hybrid courses to non-traditional students that are attracted to baccalaureate programs.

6.2.3 Baccalaureate Students and Services to Assist

Students requesting admission into the state college baccalaureate programs are from several different backgrounds. These colleges are finding that many of the existing AA and AS students are naturally choosing to go further in their education by applying to the baccalaureate program after the completion of their AA or AS degree. Others that have previously graduated from the community college prior to offering baccalaureate degrees are finding their way back. For some,

it is suggested that the slow economy is attracting them to get a higher degree, so they will be more viable in the market for employment. This is necessary in case their company would downsize or they want to make themselves more promotable. Some students are actually getting the baccalaureate degree to go on to graduate school. Others are currently at local four-year or non-profit institutions where tuition is higher and they come back to save on tuition and fees. Still others are being rejected at four-year institutions and come to the state college for their postsecondary education.

The main reasons given by participants for students to go to a community college for their postsecondary education is that students like the familiarity—the feel and atmosphere of the community college—students appreciate the state college culture, students feel that they get personalized attention with the smaller class sizes—where one institution indicated there are no more than 35 in an online class and 24 maximum in other classes with the average of 33 per class. Other reasons suggested are that it is less expensive; the schedule meets their needs; classes are available during the daytime and evening, and hybrid or online, which is particularly attractive to the non-traditional full-time-employed individual coming back to school; the institution is giving students an opportunity for a higher degree that they could not obtain otherwise (refers to lower tuition rates); personal contact with instructors allows the student to stop by anytime; enrollment is easy; scheduling is convenient; and, lastly, nontraditional students do not like taking classes with 18 year-olds (refers to evening and online class offerings).

Many of the programs are filled with non-traditional part-time students, or those students that are employed during the day and take evening and weekend courses, as well as online, so they do not have to commute to campus at all. Some students still enjoy the interaction with faculty that some state college administrators and faculty recognize, so course offerings are

available to accommodate the traditional as well as the non-traditional students. One administrator noted that he/she has a program that comprises 50% part-time students. Another administrator indicated that this is causing issues for the state college with progression to graduate because it takes these students longer to complete their degrees. This is just one of the issues that administrators face on a daily basis.

State colleges are assisting the baccalaureate students by making the programs more rigorous—collaborating with the local four-year institution to have these programs, even the workforce-applied baccalaureate degrees, accepted into graduate-level programs at the four-year institution. Forming articulation agreements through the 2 + 2 system, additionally, gives the students an opportunity to either complete their bachelor's at the state college, or go on to a four-year institution to complete their degree. Further, it allows students who have a desire to obtain a graduate degree the ability to do so.

Other services that assist the students include an advisor to direct the students to the courses that will allow them to obtain their degree in a timely manner. Some programs are sharing advisors with other programs that cause the advisors more stress and leave the students with a bad feeling. Other programs are lucky enough to have a specific advisor for the program. The state colleges are finding it necessary to incorporate more technology, especially for the programs that are online. Other uses of technology include Skype for communication with students and a Learning Management System that incorporates work conferencing into the classes. As one participant mentioned, the faculty become advisors, as well, and they try to assist students to select the types of courses that offer better job selection. Another participant

suggested that offering advice for employment was helping students, and that the institution even has on-site visits where other programs actually incorporate an internship with local businesses.

All the administrators and faculty members that were interviewed assist students in various ways, such as, they advise the student of employment opportunities and give them a hands-on experience of what they can expect for future employment in the selected program, or to discuss how to select courses that will offer them a better future in their field of study or to select the correct courses so they do not go over the credit hours of a program by 15% or more, which would cause them to pay premium tuition rates. As noted by the Southern Regional Education Board (SREB) (Grove, 2007), “Florida was one of the 16 SREB states that limited state support for excess credit hours of undergraduate students” (p. 1). The annual savings, alone, to the state for students not going 15% over their credit hours was 29 million dollars.

So the state colleges that track students through the program become a large part of students’ not going over their credit hours for their program, but there is an added bonus for the state colleges. Student tracking is used to help enhance retention rates through graduation. Meeting with an advisor before registering for classes is one way to assist these students with keeping their educational costs down and to help them graduate with a degree. However, non-traditional part-time students have always been a challenge. These students typically work during the day and take longer to complete their degree. Traditional students take twice as many classes each term as non-traditional students take. This was pointed out by a participant who suggested this causes problems for the college with regard to progression to graduate.

Many of the baccalaureate students tend to be employed and come back to the state college for a baccalaureate degree, or work through the associate’s program with the intention of getting a baccalaureate degree. That means these institutions need to offer the programs either in the

evenings, on weekends, or online. Additionally, there is some indication that traditional students are coming to state colleges from high schools to get a head start on college or to lower their educational costs. Some students are getting the baccalaureate degree to eventually go on to graduate school. For the baccalaureate students, getting this degree provides an opportunity for a better way of life.

6.2.4 Perceptions of Administrators That Offer Baccalaureate Programs

A number of issues surfaced from the interviews where the administrators were asked to offer additional information that had not already been discussed. Some of the individuals were happy to add their empirical reflections of going through the process of offering baccalaureate degrees at their perspective institutions. The first point made was that the baccalaureate degree is very different from the associate's degree. Even though this seems obvious, there were some at the institutions that based their analysis of needs for the baccalaureate program from the needs of their existing associate's programs. As time went on, it became evident to the administrators that the analysis they used was not as reliable as originally thought.

One administrator was surprised that more students were switching fields and going into a different baccalaureate program from the associate's degree they had attained. This actually can skew the numbers of students admitted and, in some circumstances, might eventually affect some of the projections of the baccalaureate programs. If more students are entering a program from outside the program and the projections were based on the feeder program, it may cause some issues with not having enough classes and instructors to accommodate them. It might even mean that students would be turned away.

There were three other administrators that believe it is possible that there are more completers at the associate degree level due to offering baccalaureate degrees. One of these

administrators thought there was another possibility for more completers at the associate level. He/she believes that the economic downturn and the fact that there are jobs available for his/her associate's degree students are factors making it attractive for more people to enter the program, since their aim is to get a job, but he also feels that it might be because they are offering the baccalaureate programs.

Still, another administrator believes the state colleges should be aggressive and offer more baccalaureates than they currently offer. Research shows that some Florida institutions are doing just that. Florida state college baccalaureates degrees grew from 145 programs in October 2012 to 157 that were approved and being offered in June 2013 (see Appendix G). Some state college administrators will tell you they are planning to add between two and three additional programs for the next few years. Another participant suggested that offering the baccalaureate program is providing growth at the institution during an economic downturn, and that he/she believes the institution will eventually be 50% associate's degree students and 50% baccalaureate or third- and fourth-year students that can be attributable to the online degree offerings. This administrator also believes the institution offers more online courses, as a percentage of their offerings, than are offered online at the local four-year institution, and that it is done, especially, to accommodate the non-traditional students.

Another participant believes that it is critical to have senior administrative support during the set-up of a new baccalaureate program along with a healthy institutional culture and climate. Further, the baccalaureate degrees are offering outstanding service to students and communities, and they provide opportunities that students would not be able to get elsewhere. Still another administrator believes that community colleges' offering baccalaureate degrees is long overdue, and that workforce education is finally getting the academic recognition it deserves.

An additional issue surfaced in one interview where an administrator offered that some individuals at the community college, particularly faculty, were worried that the funding for associate's programs would be used for the baccalaureate programs, but that these programs are actually given new funding. The faculty members were worried that they would water down the mission and take away from the traditional core population of students being served by the institution—this administrator suggested, however, that the fears of these faculty members have been unfounded. Since this has not come to fruition, the baccalaureate programs are well received by the faculty because the programs continue to show growth like any other program at the institution.

The last two insights go together by offering that any state legislators, accreditation organizations, and community college administrators contemplating offering baccalaureate programs should start the process early, form strong advisory boards, do their homework, and most of all, coordinate the efforts by first getting the four-year institutions' approval and, then, the state department of education and state accreditation levels can effectively work out program approvals culminating in the implementation of community college baccalaureate programs.

6.3 FINAL ANALYSIS AND THE DEVELOPED GROUNDED THEORY

Interpretation of the empirical data affords a better understanding of the community college baccalaureate phenomenon. The data reveals a paradigm where four key thematic areas emerged. Reviewing the four thematic areas shows a crossover of the data among the four themes and starts the process of final analysis to disclosing a primary theme, the baccalaureate students and the services to assist. This theme is necessary because without these students, the theory would not be possible. It is the desire and drive for a better way of life that is the main impetus for these students in attaining a baccalaureate degree.

An additional theme, regulations and reason for state colleges to offer baccalaureates, indirectly influences the developing theory. Without the students, however, this regulation has very little meaning. The regulations require that students wanting a baccalaureate degree must first satisfy the AA or AS degree or 60 credit hours with a 2.0 or greater GPA—they must meet this requirement before being admitted into the baccalaureate program of the desired field of study. The baccalaureate student must go through the process of admission, pay the tuition, encounter the many hours of study to attain a degree, and upon completion of the associate's degree or baccalaureate degree, find viable employment or the promotion he/she has diligently worked to achieve. This regulation may be a way to increase education beyond the K-12 level, especially when students desire to obtain their baccalaureate degree. To begin the journey, however, one must understand what is driving the need.

It begins with companies or local industries looking for better-educated employees and is based on the precept that companies desire individuals with baccalaureate degrees. This is transmitted to the students who desire to get the education that the company requires of their candidates for position openings. Further, students are subjected to the Florida regulations of state colleges for baccalaureate degree completion, by first obtaining their associate's degree. So, it means that more students desiring a baccalaureate degree from the state college will be getting an AA or AS degree, so they can go on to a higher level of achievement, which suggests there will be more students attaining associate's degrees than were achieved in the past. For the state colleges that struggle with graduation rates, this is a positive sign of progression, and it might be the answer to less student attrition in the lower division associate's degrees, at least.

The development of a theory can be suggested by knowing that certain students could not get a baccalaureate degree if the degrees were not offered at community colleges. Employers,

today, want their employees to have a higher level of education, and job candidates without the degree are eliminated for positions that, at one time, did not require an academic education. Even companies that once required a more technical background and less general education see the significance of having individuals acquire a broader view of all the aspects that a formal education affords. This has given many of these state colleges a reason to offer the baccalaureate programs, in addition to the fact that four-year institutions do not offer BAS or workforce-related degrees. As one participant noted, the workforce degree is finally getting the recognition that it deserves. Even the associate's degree is classified more as a bona fide academic degree that must include some general education, so these students are able to transition to the last two years of the baccalaureate degree. Another administrator suggested that students having a goal to achieve their baccalaureate degree are much more likely to persist and achieve their associate's degree. Yet another noted that, when students enter the associate's programs, they are stating in their admission essays their desire to obtain a baccalaureate degree. Still, if students attain their associate's degree from the state college, and they desire to complete their baccalaureate at a four-year institution, the Florida statute dictates that the AA or AS degree from the state college be accepted for admittance into a four-year institution's baccalaureate study—the 2 + 2 system regulates this. That means that there is every reason for students to complete their associate's degree at the state college, whether they want to continue their study at the state college or go on to a four-year institution to complete it there.

So the theory develops from the desire for more students to get their bachelor's degrees because they can afford the tuition, the institution is close to them or offers online courses to make the education more easily accessible to them, they get personalized attention from smaller class sizes, the quality of the associate's programs offered at the state college is more rigorous as

compelled by Florida statutes, and the students with a state college associate's degree who desire to complete their baccalaureate degree at the four-year institution can do so.

The suggestion of the developing theory was first noted in the fourth theme, the perceptions of the administrators of the baccalaureate programs. There is reason to believe, as indicated in the data, that students are entering these programs because of gainful employment. Potential students are seeing this availability, but the positions require additional education, so students are looking to the state colleges to fill that need. Additionally, one participant in each of the colleges suggested there may be more students entering the associate's degree programs, and another expressed the fact that some of the associate's programs had low enrollments before the baccalaureate degree programs were added, but since the offering of baccalaureate degrees, enrollments are increasing. It may actually go even further than that, however, where one individual noted to me there seem to be better graduation rates in the lower division AA and AS degrees.

This increase is made possible by the Florida statutes requiring students to have earned one of these degrees or 60 credit hours before even being admitted into one of the baccalaureate programs. This is vital to the student retention that community colleges have always struggled with because they offer students so many options. The problem that surfaces will be that many of the students in these programs are non-traditional part-time students who work during the day and pursue their studies in the evenings and on weekends. These students, as one participant pointed out, take fewer classes each term, causing issues with progression to graduation. Further, family obligations sometimes make it necessary for these students to drop out. In some instances, it may mean they never return to their studies. If they do return, there is no obligation for them to pick up where they left off. Some of the students may actually enter a new field. It

is suggested this is happening with students that have attained their AA or AS degree and, then, want to be admitted into a baccalaureate degree program. When students change fields, as one administrator noted, this forces the state college to track and effectively advise these students so the students are as close to the number of credit hours needed for completion as possible.

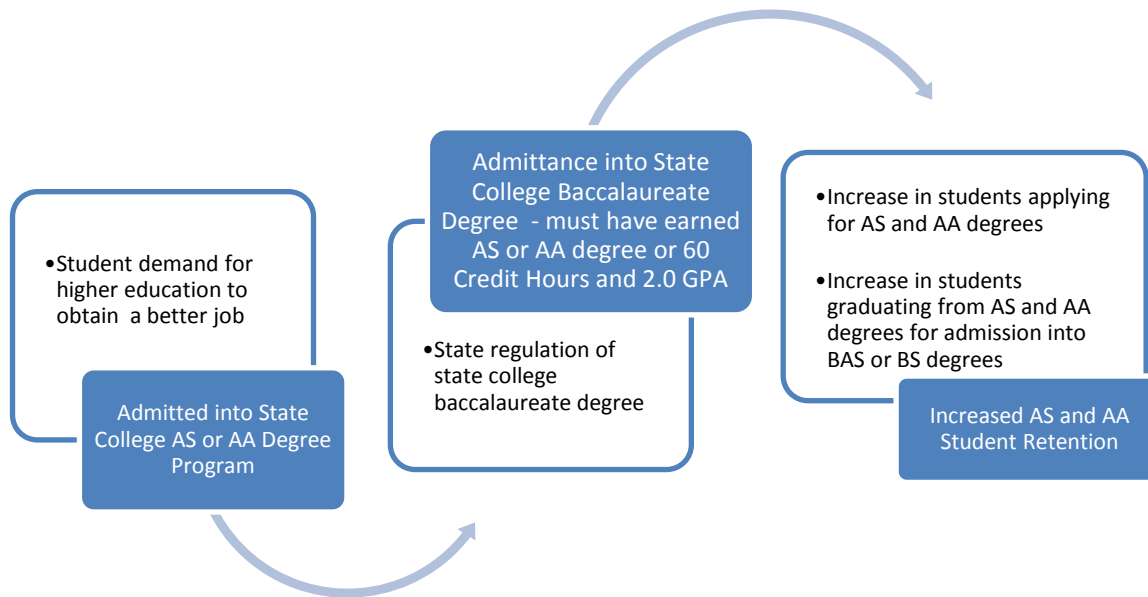
In Florida, the state requires students to pay premium tuition when they exceed program credit hours by more than 15%. This poses a problem for the advisors, who must carefully track the baccalaureate students so that students do not find themselves paying the tuition a student would pay at a four-year institution. When a student changes fields, he/she may need to take additional courses to complete the new field of study, thus exceeding the credit hours needed for a bachelor's degree. The administrators realize many of their students are classified as low-socioeconomic individuals and would not be able to afford their degrees if they are forced to pay premium tuition rates.

So, the theory is developed from a combination of two themes, the baccalaureate students and services to assist and, indirectly, the regulations and reasons the state colleges offer baccalaureate degrees. The students are demanding higher education to obtain better jobs. The state college accepts these students into their associate's degree programs with the understanding that the student will work to sustain at least a 2.0 GPA. When the students complete the AS/AA degree, they are requesting admittance into the baccalaureate programs. Regulation dictates that students must have already attained an AS or AA degree to even be considered for admission into the baccalaureate programs. This logical progression allows state colleges to aver that "increased AS/AA student retention" is occurring, and more students are being awarded AS/AA degrees, as offered by three participants who said that there appear to be more students graduating from the associate's degree programs. The developing grounded theory of "increased

AS/AA student retention” may suggest that state colleges are finding ways to offset student attrition, at least at the AS/AA degree level. This was not possible, however, before the baccalaureate degrees were being offered because there were no regulations for the programs other than the articulation agreements the community colleges had with four-year institutions. Students wanting a baccalaureate degree could actually get the AS degree, if they desired, or take as many credits as they wanted at the community college and, then, request admittance into the four-year institution’s baccalaureate programs. Many times, students would lose credits, if they were not careful to plan that courses taken at the community college would transfer to the four-year institution’s program for the completion of their baccalaureate degree.

An illustration of the theory can provide a picture of what is allowing “increased AS/AA student retention.” As seen in Table 5, students desire to obtain higher education, or a baccalaureate degree, to obtain a better job, so they are accepted into an AS or AA degree program. To get the desired baccalaureate degree, however, the student is required by the state to first complete the AA or AS degree. This regulation may be helping to increase the number of students entering the AS or AA degree programs that feed into the baccalaureate programs. In addition, it is encouraging more students to complete the AS or AA degree, which shows increasing numbers of graduates. Student attrition in the lower division becomes less of a problem when the desired associate degree is achieved.

Figure 1: “Increased AS/AA Student Retention” – State College Baccalaureate Regulations



So how is the theory developed? It is a combination of all four themes (noted in Chapter 5) where some of the key points cross over among the themes, but is primarily made up of two of the four themes where one of these themes indirectly impacts the theory. Primarily, the baccalaureate students and the services to assist them are used to develop the theory with the regulations and reasons for offering baccalaureate programs offering an indirect impact. The theory may not immediately be recognized, however.

It may be too early to assess “increased AS/AA student retention” at certain state colleges that have seen only a few bachelor’s degree graduates in some of their programs, but it is a thought-provoking one, nonetheless. More research is needed to witness the desired result, and some of these programs will need to be reviewed after they have been in place for a while where students are entering associate’s programs with the desire of completing their baccalaureate degree. Additionally, students will need to be surveyed to see if they are entering the lower

division programs to obtain a job without going on to get their baccalaureate degree, or to complete the AA/AS degree so they can gain admittance into the baccalaureate program. Finally, the institutions will need to track students that complete the AS/AA degrees, and determine whether the students are requesting admission into a baccalaureate program. In some cases, however, this may mean the student surveys will need to ask if and where the students are going on to a four-year institution to get their baccalaureate degree. A caveat is suggested for the non-traditional students who are sometimes forced to leave their studies because of issues beyond their control. Nonetheless, the state of Florida along with the state colleges may have found a way to help positively impact student retention, at least in their associate's programs, because state colleges are offering baccalaureate degrees.

7.0 IMPLICATIONS

7.1 BACCALAUREATE DEGREES – POLICY AND PRACTICE

The study of community college baccalaureate degrees is one that starts with the students who depend on these institutions for their postsecondary education. These students are often from low socioeconomic means and first generation college students who desire a better way of life—they are challenged academically or are minority students that speak English as a second language. Still, they have the drive to attain the education needed for certain jobs that they can afford only from a community college.

Community colleges have always assisted these students who have this drive and desire. They often provide the remedial needs and ESL classes that these students require before being able to continue with their studies. With the re-invention of these colleges into state colleges, giving the institutions the ability to offer baccalaureate degrees, these institutions continue the legacy of helping students that other institutions cannot. The policy of “open-door” that allows the challenged students entry is still one of the primary missions of these institutions. It continues with providing remedial needs to offer them the postsecondary education necessary to be considered for employment at local industries.

Much research has been done in recent years regarding allowing community colleges to offer baccalaureate degrees. In Florida, this phenomenon is more prevalent than in any other state. The baccalaureate programs are offering more students viable employment, and the programs are offering new life to the associate’s programs that the institutions struggled to keep open in the past.

State colleges offering baccalaureate degrees are also assisting in educating students in programs showing shortages. These shortages in nursing and teaching are challenging the state

to fill positions with educated individuals from within the state. Four-year institutions, in recent years, find themselves so deluged with students wanting access to nursing programs that sometimes it is necessary to cap enrollments. The answer to Florida appears to be the state colleges—these institutions are established and can assist in educating students in these programs. In addition, economically challenged students find the state college tuition more feasible.

The policies regulating state college baccalaureate degrees have given these students options to complete the bachelor's degree either at the state college, or at a local four-year institution through articulation agreements. The 2 + 2 system that the state has put into place dictates this. Some may suggest that this encourages more students to obtain their associate's degrees at the state college, where the degree can be attained at a lower cost. There is no reason to believe traditional students would not be attracted to get their associate's from the state college, especially with the new-found rigorous study being offered in these programs.

Policies of the past would suggest that state colleges' programs are less rigorous than those offered at a four-year college, but the state has effectively dispelled this through the regulations of the baccalaureate programs. They have brought new rigor to the associate's degrees that are now feeding into the baccalaureate degrees, and require that more general education and prerequisites are necessary. The earned associate's degree allows students to get their bachelor's degree at either the state college or a four-year institution, if they desire. Often, the state college develops the curriculum for the baccalaureate programs with the four-year institution, or with a state college that has already researched and set up the program and has been given state approval. Additionally, colleges approved to offer baccalaureates are named as state colleges, allowing them to change their name. Taking "community college" from the names of these

colleges offers a new opportunity to dispel the lesser quality that many believe “community college” conveys. Furthermore, the state protects the students that need these colleges for their education. It dictates that the state college’s mission is to remain as a community college and keep with the policies of the past.

Community colleges have always been known to struggle with student retention. This is often caused by the different types of students the college assists and the many types of programs offered. Numerous non-traditional students are attracted to the programs because they are able to attend evening and weekend classes. Now, they are also able to get the study they desire through distance education, which offers them another option. Some, however, see too many options as a detriment to study. To them, this is helping cause the student attrition that occurs at these institutions. Some believe that non-traditional students hurt progression to graduation because these students, typically, take half the courses that a traditional student takes each semester. It is necessary for them to go at a slower pace because they work during the day and have family obligations in the evening. Others suggest there are more traditional students being attracted to the state colleges, especially for the associate’s programs that feed into the last two years of the baccalaureate degree programs. There is reason to believe more students will complete their associate’s degrees at these institutions. Only time, however, will make this suggestion a reality. If this turns out to be true, the state of Florida and the colleges that service these students will realize the advantages that these policies have rendered to increasing student retention.

7.2 FURTHER RESEARCH

Further research is needed before associate feeder programs indicate there are more graduating students because of the state and SACCS requirements put into place for state college

baccalaureate programs. It is important to understand whether the state regulations are assisting the student retention in the associate's programs or whether students see it as fashionable in being part of a new program. Determining whether these programs are standing up to the test of time or whether there is a slowdown of interested students for the program after a few years of its being offered, causing these institutions to eliminate them because of dwindling enrollments, would be important research. At least one of the programs that received state approval is being eliminated as of the fall of 2013 in one of the institutions, as noted on the FSC website.

Research to determine how many of the applied baccalaureate programs are being sustained or eliminated throughout the state colleges, and whether other programs are being suggested for approval from the state and SACS would help in knowing whether these programs will be viable in the long run. If there is a turnover in applied baccalaureate programs, will it be cost effective for the state colleges to offer them? It would mean that faculty members may constantly need to be retrained to set up and teach new programs, and just the initial approval from the state becomes laborious and takes administrators away from other duties that might help students in other ways.

Another study might look at how the workplace baccalaureate graduates are doing in terms of whether they are viewed as having a bona fide degree or whether there will always be the stigma of their degree's being considered a lesser valued baccalaureate when obtained at a community or state college. The FDE seems to be doing a number of things to make these programs rigorous enough to stand up to four-year institution standards. Because of these stringent regulations, Florida universities are obligated through the 2 + 2 articulation agreements to accept these degrees into their graduate programs. It would be interesting to look at this in other states that allow their community colleges to offer baccalaureate degrees to see from their

perspective, whether they have put similar regulations in place to make the degree more acceptable. Also, if the students in Florida were to get a bachelor's at their community or state college and they were to relocate to another state, what might be the effects on furthering their education in other states? Would it be necessary for them to take additional classes before being accepted into a four-year college in another state?

Additionally, it would be important to understand if students' needs are being met by finding out if the students are able to get gainful employment upon obtaining their degree. In Florida, particularly where local employers have worked with the state college to set up the program, the program needs to have proof of gainful employment. Are the students that graduate from these programs getting the jobs they desire? Would the student also be able to obtain employment in other states with the obtained BAS/BS degree?

Another study might be to find out what types of students are achieving the higher degrees at community colleges. For instance, are minority students being assisted to achieve their goals with baccalaureate degrees? This is such a large group, 30% of the students at one of the institutions; it would make one wonder how many have been assisted to a higher level of achievement at the state colleges. Are traditional students remaining at the state college for their bachelor's degree or are they transferring to four-year institutions to attain a baccalaureate there? Lastly, are non-traditional students able to complete at least an associate's degree, or do they continue to drop out before even attaining a degree, as they have sometimes done in the past?

Finally, another area of study could be to determine whether students are getting the proper advising, and whether most of the students are able to get their degree without paying premium tuition. Proper advisement would help these students with the goal of getting their degree at a

lower tuition rate. What services do the students get to help them through their program, and what services are the students not currently getting that they believe would help them achieve their goals?

APPENDIX A

Informed Consent Letter for Initial Participant

My name is Jerilyn Morton and I have worked in the Registrar's office at the University of Pittsburgh for the last twelve years. I am currently a doctoral student at the university in the Graduate School of Education; in which, I would like to conduct a multiple case study of the baccalaureate programs at community colleges in Florida. I have chosen your institution to be one of three for my study and ask permission to interview you and hope that you can also provide three other individual's names that may be participants that includes at least one faculty member. These individuals should have direct knowledge of the baccalaureate programs or have taught or been directly involved with one of the programs for at least a year. I am particularly interested in the BAS programs, but would also like to discuss the traditional baccalaureate programs.

Participation in this study is voluntary and the information provided will be kept completely confidential. The names of your institution and individual participants' names will not appear in any written material. All information will be kept in a secure place that only I can access. If you choose to participate, please fill out the consent form and return it to me by Month, Day, 2013 in the enclosed addressed envelope.

The fact that your institution has been offering baccalaureates for quite some time now and the information your participants can provide will be very valuable to others. The final analysis of the study and results may benefit other state administrators who are considering whether their state's community colleges should offer baccalaureate programs and community college administrators contemplating requesting approval from their state administrators to offer baccalaureate programs.

If you have questions about the study or any other information, please contact me at jmorton@pitt.edu or 412-624-7516. Other questions about this study may be answered by my doctoral advisor, Cynthia Tananis, EdD, University of Pittsburgh, Graduate School of Education, Department of Administrative and Policy Studies, 4316 Wesley W. Posvar Hall, 230 S. Bouquet Street, Pittsburgh, PA 15260 or the Institutional Review Board, University of Pittsburgh, 3500 Fifth Avenue, Hieber Building, Suite 106, Pittsburgh, PA 15213.

I hope you decide to be a part of the study. Your institution's participants can provide valuable information that will help others. As a study participant, the transcribed interview will be emailed to you as an encrypted document and password protected—it is provided so you can review the information and make any necessary changes, additions or deletions. This information can be provided at the bottom of the emailed form and sent back as an attachment. The password will still be valid in protecting your information. I would also like to contact you and the other participants in a follow-up interview with questions that need further clarification during the study. You may indicate that by signing your signature on the consent form where it

requests a signature to follow-up interviews. I will also offer a summary of the study findings when the study is completed. The consent form will have a checkbox that you can check to indicate that you are interested in receiving this information.

Sincerely,
Jerilyn D Morton

APPENDIX B

Interview Consent Form

I am aware that my participation in this study is completely voluntary. The study has been explained to me and I was informed that all information provided will be kept completely confidential. By signing this form, I am consenting to be a participant in the study.

Please indicate your preferred method of interviewing by checking one of the boxes below: (It does not obligate you to be interviewed this way, if you decide there is another method you prefer when the actual interview takes place. It will give me a better understanding of how participants would like to communicate).

☐ SKYPE – NAME _____
PHONE NUMBER _____

☐ FACETIME – EMAIL ADDRESS _____
PHONE NUMBER _____

☐ TELEPHONE – NUMBER _____

I understand that the interview will be recorded for all methods of the interview. By checking one of the three methods, I am consenting to the digital recording of the interview. These recordings will be transcribed and sent to you for verification. The original copies will be kept in a secure place that only the researcher has access.

Initial Interview

Follow-up Interview

Printed Name

Signature

Date

☐ Please check this box if you want a copy of the results.

Researchers signature

Date

APPENDIX C

Informed Consent Letter of Additional Participants of the Study

My name is Jerilyn Morton and I am a doctoral student at the University of Pittsburgh. I am very interested in conducting a study of community college baccalaureate programs. My interest stems from the time I spent as a community college student and has led to the current opportunity I have of obtaining my doctoral degree. Your name was given to me as an individual that would possibly be interested in being a participant of my study.

My study will include three Florida institutions that have been offering baccalaureate degrees for at least five years or more. I am particularly interested in the BAS programs, but would like to discuss all the baccalaureate programs that your institution offers. The study will examine the options that were considered in offering baccalaureate degree programs, what resources were needed to offer the programs, internal issues and outcomes, problems and difficulties that were overcome, and the policy implications of offering the baccalaureate programs.

Participation in the study is completely voluntary. The final analysis and results of the study will provide valuable information to other states' administrators and community college administrators that are contemplating offering baccalaureate degrees at their institutions. The data collected from each participant will be transcribed and emailed in an encrypted, password protected document for verification of its correctness. This information will be kept in a secure place that only I have access. The document will be labeled with a pseudonym for your institution and a number for you as a participant to provide complete confidentiality.

I hope you decide to be a participant in my study. As a participant, I would like to follow-up with you during the study to clarify information about issues that may come up during other interviews. I realize that all individuals do not feel comfortable with the use of technology that I will be using to conduct my study. The interviews will be conducted through Skype, FaceTime, or a telephone conversation that is encrypted and password protected. I am providing several ways to communicate so that one of these means will make it more comfortable for you to participate.

If you have questions about the study or about any other information, please contact me at jmorton@pitt.edu or 412-624-7516. Other questions about this study may be answered by my doctoral advisor, Dr. Cynthia Tananis or the University of Pittsburgh Institutional Review Board:

| | |
|---|---|
| Dr. Cynthia Tananis | Institutional Review Board |
| University of Pittsburgh Graduate School of Education Department of Administrative and Policy Studies 4316 Wesley W. Posvar Hall 230 S. Bouquet Street Pittsburgh, PA 15260 | University of Pittsburgh 3500 Fifth Ave. Hieber Building, Suite 106 Pittsburgh, PA 15213 |
| 412-648-7171 | |

Thanks for taking the time to consider being a participant. If you decide to participate, please sign the consent form and return to me by Month, Day, 2013.

Jerilyn Morton
220 Thackeray Hall
Pittsburgh, PA 15260
Work: 412-624-7516
Email: jmorton@pitt.edu

APPENDIX D

Follow-up Thank You Correspondence to Participants of the Study

Dear _____

Thank you very much for being a participant in my study. I am providing my contact information, along with my advisors, in case you would like to contact us with any questions related to the study. If you indicated on your interview consent form that you want a copy of the results, I will email this to you when the analysis is completed.

| Researcher | Academic Advisor |
|--|---|
| | |
| Jerilyn Morton | Dr. Cynthia Tananis |
| | |
| 305 Fairview Drive Irwin, PA 15642 | University of Pittsburgh 4316 Wesley W. Posvar Hall 230 S. Bouquet Street Pittsburgh, PA 15260 |
| | |
| University of Pittsburgh 220 Thackeray Hall Pittsburgh, PA 15260 | |
| | |
| (H) 724-864-7135 (W) 412-624-7516 | (W) 412-648-7171 |
| jmorton@pitt.edu | tananis@pitt.edu |
| mortonjd@verizon.net | |

I appreciate the time you spent to interview with me, and also to verify the information of our transcribed interview.

Sincerely,

Jerilyn Morton

APPENDIX E

Administrator/Faculty Interview Questions

| Question and Probes | | Related to Research Question |
|--|--|------------------------------|
| Do you have any questions about the study or the informed consent form before we begin? | | Courtesy |
| Please state your age. | | Background |
| Please state whether you are an administrator, a faculty member, or a staff member. | | Background |
| How long have you worked at your current position? | | Background |
| Please state your level of involvement with the baccalaureate programs. | | Background |
| Have you worked at other educational institutions, and if so, was it a community college or four-year institution or both? | | Background |
| 1. What options did your administrators consider before offering baccalaureate programs, particularly the Bachelor of Applied Science degree programs? | | Q1 |
| Probes | a. What was the reason(s) your institution decided not to offer the baccalaureate programs through a partnership with a four-year institution? | Q1 |
| | b. What baccalaureate programs, if any, are offered to satisfy workforce shortages? | Q1, Q5 |
| | c. What effect, if any, did Florida's low turnout of baccalaureate degrees ten years ago have on the decision to offer baccalaureate degrees? | Q1 |
| 2. How has the addition of the baccalaureate programs affected your institution's mission? | | Q3 |
| Probes | a. What effect has it had on the "open-door" policy? | Q3, Q5 |
| | b. How has it affected the remedial needs certain students require? | Q3, Q5 |
| | c. Explain if class sizes are kept small enough to assist students who need more personal attention from faculty or describe other ways faculty assist students? | Q4 |

| | | |
|--|---|--------|
| 3. How has the addition of the baccalaureate programs affected the other programs offered at the institution or have they remained the same? | | Q2 |
| Probes | a. How has it affected the existing associate's degree programs? | Q2, Q3 |
| | b. How has it affected the existing certificate programs? | Q2 |
| | c. How has it affected the existing personal enrichment programs? | Q2 |
| 4. What additional resources, if any, were needed to implement and effectively offer any of the baccalaureate programs? | | Q2 |
| Probes | a. Please explain whether it was necessary to hire additional faculty and, if so, were they hired because they have a PhD degree? | Q2, Q4 |
| | b. Please explain whether it was necessary to add additional library resources? | Q2 |
| | c. Please explain whether your institution had capital expenditures and, if so, what kind? | Q2, Q4 |
| | d. Please explain whether your institution provided additional services and, if so, what services were added? | Q2 |
| 5. What outside barriers were encountered and solved while deciding to offer the baccalaureate programs and are any unresolved? | | Q3 |
| Probes | a. Please explain the barriers your institution encountered from the state legislators and how these were solved. | Q3 |
| | b. Please explain the barriers your institution encountered with the state administrators and how these were solved. | Q3 |
| 6. Please discuss how you perceive the baccalaureate programs and how the services at your institution are assisting student needs? | | Q4 |
| Probes | a. How does your institution assist non-traditional students' (25 years and older) needs? <ul style="list-style-type: none"> i. Please explain how your institution offers easy accessibility to students. ii. Please describe what services your institution offers to assist evening students, such as daycare, curriculum advisement, or some other service? iii. Please explain whether required classes are given often enough for a student to complete his/her degree in a reasonable amount of time? | Q4 |

| | | |
|---|---|------------|
| | b. How does your institution assist traditional students' (18 -24 year olds) needs? <ul style="list-style-type: none"> i. Please explain whether your institution offers any distance education for the baccalaureate programs and, if so, what programs offer online learning? ii. Please explain whether your required classes are available in most semesters for your students to graduate in a timely manner. iii. Please explain whether your institution offers a student any form of campus experience and, if so, what is being provided? | Q4 |
| 7. Please discuss what your institution does to provide a quality baccalaureate program(s)? | | Q3 |
| Probes | a. How do you make your baccalaureate programs as rigorous as ones offered at a four-year institution? | Q3, Q5 |
| | b. What standards of accreditation are met for the baccalaureate programs and are the programs allowing students to transfer into graduate school programs? | Q3, Q5 |
| | c. What are the qualifications of the faculty members who teach the baccalaureate programs and whether the majority have PhD degrees? | Q2, Q5 |
| 8. Please discuss your knowledge of the start-up funding necessary to offer the baccalaureate programs? | | Q2, Q3, Q4 |
| Probes | a. Please describe whether it was outside contributions, student enrollments (tuition) or funds diverted from existing programs. | Q2 |
| 9. How is your institution handling the ongoing costs of the baccalaureate programs? | | Q2 |
| Probes | a. Please discuss whether the current levels of student enrollment in the baccalaureate programs are covering program expenses and, if not, how are they being covered? | Q2, Q4 |
| | b. Please describe whether per credit costs of a traditional baccalaureate program are equal to, more than, or less than a comparable program at a local four-year institution? | Q2 |

| | | |
|---|---|--------------------|
| 10. What are some of the internal issues and outcomes that have been encountered since the inception of the baccalaureate programs? | | Q4 |
| Probes | a. What are some of the concerns that faculty members have about offering baccalaureate programs? | Q4 |
| | b. What are some of the concerns that administrators have about offering baccalaureate programs? | Q4 |
| | c. What do you perceive as the main reasons students prefer to stay at your institution for a baccalaureate degree rather than transfer to four-year institution? | Q1, Q4 |
| 11. Please discuss the policy implications that occurred from offering baccalaureate degrees. | | Q5 |
| Probes | a. How has offering baccalaureate degrees affected your institution's mission? | Q3, Q5 |
| | b. How have administrators provided a complete campus rather than a fragmented one which separates non-baccalaureate and baccalaureate components? | Q5 |
| | c. How does your institution create a curriculum for workforce baccalaureate degrees so they transfer into graduate programs? | Q5 |
| | d. How does the state determine whether to allow your institution to offer an applied baccalaureate degree program? | Q3, Q5 |
| 12. Is there anything else that can be learned from your experience with your institution's offering applied baccalaureate degree programs? | | Q1, Q2, Q3, Q4, Q5 |

APPENDIX F

GLOSSARY

Articulation Agreements – Florida’s Articulation agreement is designed to help students who earn an Associate of Arts (AA) degree transfer seamlessly to the state university system. It guarantees that at least 60 credit hours will transfer so that students will be admitted to the upper division as juniors. It improves student transfer and progression between the state’s colleges and public universities thereby reducing the time it takes students to earn a baccalaureate degree (Florida College System, Zoom Edition 2009-01, April 2009, p. 1).

Bachelor of Applied Science is workforce related and involves a different way of related theory and practice than the Bachelor of Science (Floyd, Skolnik & Walker, 2005).

Bachelor of Science is considered the traditional baccalaureate where study is focused on academic pedagogy and can be fully successful without any external connection with the workforce (Floyd, Skolnik & Walker, 2005).

Community College Baccalaureate (CCB) is a directly conferred baccalaureate degree offered at a community college. Today, this is referred to simply as a baccalaureate degree (Hagan, 2012).

Community College is primarily a two-year institution offering associate degrees, certificates, and personal enrichment courses. More recently, the institution offers baccalaureate degrees and some of these institutions changed their names so they do not include the words “community college” to reflect this change. It is defined in the Oxford Dictionary (2013) as a nonresidential junior college offering courses to people living in a particular area.

Democratizing – Community colleges give those who might not have otherwise attended college the ability to do so (Rouse, 1995, 217). Democratizing refers to the “open door” policy of the community college that allows anyone with a high school degree wanting postsecondary education an entrance into the institution.

Distance Education is “institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors” (Schlosser and Simonson 2009, p. 1).

Four-Year Institution – “a postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. It includes schools that offer postbaccalaureate certificates only or those that offer graduate programs only and also includes free-standing medical, law or other first-professional schools” (NCES, 2013).

Feeder programs – as described by one participant, this is the AS program that is counterpart to the BS program now being offered and therefore is considered to feed into the baccalaureate program.

Hybrid Courses “are courses in which a significant portion of the learning activities have been moved online, and time traditionally spent in the classroom is reduced but not eliminated. The goal of hybrid courses is to join the best features of in-class teaching with the best features of online learning to promote active independent learning and reduce class seat time” (Garnham and Kaleta, 2002, p. 1).

Level I status – offers the associate degree as the highest degree out of six categories (SACS COC, 2012)

Level II status – offers the baccalaureate degree as the highest degree, out of six categories (SACS COC, 2012).

Occupational, Terminal and Vocational – refers to a degree that is aimed at satisfying training for a specific occupation.

Terminal Degree – n.N.Amer.Educ. the highest degree achievable in a given academic or professional discipline when referring to terminally degreed faculty.

Traditional Baccalaureate is a Bachelor of Science or Bachelor of Arts degree that is typically offered at four-year institutions, but more recently being offered at community colleges. These degrees are aimed more at general knowledge rather than specific workforce needs (Floyd, Skolnik, & Walker, 2005).

2 + 2 Programs – Florida’s higher education system is designed to allow students to successfully pursue a bachelor’s degree by first attending a community college and then transferring to a four-year institution. This approach to earning a four-year degree is commonly referred to as the 2 + 2 system. The state of Florida guarantees that students who complete an AA degree at a community college have the opportunity to enroll in and earn a bachelor’s degree at a state university. The success of the 2 + 2 articulation system has been made possible by the development of several state policies:

- Defining the Associate of Arts Degree as the transfer degree;
- Establishing requirements for awarding degrees and degree definitions;
- Guaranteeing transfer of the general education block of credit;
- Creating the Articulation Coordinating Committee, its purpose, role, and membership;
- Guaranteeing transfer of credit via the Statewide Course Numbering System;
- Establishing a process for determining credit-by-examination equivalencies;
- Providing for Associate in Science degree articulation; and
- Establishing a common college transcript.

(Florida Department of Education , 2011, p. 14)

APPENDIX G

Table 5: Florida Community Colleges, BAS/BS Programs & Approval Dates - June 2013

| College | Program Type | Program Title | Program Approval Date |
|---|--------------|--|-----------------------|
| Eastern Florida State College | BAS | Organizational Management | 12/12/12 |
| Broward College | BS | Exceptional Student Education | 2/19/08 |
| | BS | Middle Grades Mathematics Education | 2/19/08 |
| | BS | Middle Grades Science Education | 2/19/08 |
| | BS | Secondary Biology Education | 2/19/08 |
| | BS | Secondary Mathematics Education | 2/19/08 |
| | BAS | Information Technology | 1/21/09 |
| | BS | Nursing | 1/21/09 |
| | BAS | Supervision and Management | 1/21/09 |
| | BAS | Technology Management | 1/21/09 |
| | BAS | Supply Chain Management | 11/6/12 |
| Chipola College | BS | Middle Grades Mathematics Education | 5/14/02 |
| | BS | Middle Grades Science Education | 5/14/02 |
| | BS | Secondary Mathematics Education | 5/14/02 |
| | BS | Secondary Science-Biology Education | 5/14/02 |
| | BAS | Organizational Management | 2/20/07 |
| | BS | Elementary Education | 2/19/08 |
| | BS | Exceptional Student Education | 2/19/08 |
| | BS | Nursing | 2/19/08 |
| | BS | Business Administration | 12/17/10 |
| | BS | Secondary English Education | 12/17/10 |
| College of Central Florida | BAS | Business and Organizational Management | 3/26/10 |
| | BS | Early Childhood Education, Pre-K through Grade 3 | 3/26/10 |
| Daytona State College | BAS | Supervision and Management | 4/19/05 |
| | BS | Elementary Education | 2/19/08 |
| | BS | Exceptional Student Education | 2/19/08 |
| | BS | Secondary Biology Education | 2/19/08 |
| | BS | Secondary Chemistry Education | 2/19/08 |
| | BS | Secondary Earth/Space Science Education | 2/19/08 |
| | BS | Secondary Mathematics Education | 2/19/08 |
| | BS | Secondary Physics Education | 2/19/08 |
| | BS | Engineering Technology | 5/18/10 |
| Edison State College | BAS | Public Safety Administration | 4/19/05 |
| | BS | Secondary Biology Education | 2/20/07 |
| | BS | Secondary Mathematics Education | 2/20/07 |
| | BS | Elementary Education | 2/19/08 |
| | BS | Nursing | 2/19/08 |
| | BAS | Supervision and Management | 2/19/08 |
| | BAS | Cardiopulmonary Sciences | 3/26/10 |
| | BS | Middle Grades Language Arts Education | 3/26/10 |

| College | Program Type | Program Title | Program Approval Date |
|---|--------------|---|-----------------------|
| Edison State College – cont. | BS | Middle Grades Mathematics Education | 3/26/10 |
| | BS | Middle Grades Science Education | 3/26/10 |
| Florida Gateway College | BS | Nursing | 6/21/11 |
| | BS | Early Childhood Education, Birth through age 4; non-certification | 9/20/11 |
| Florida State College at Jacksonville | BAS | Fire Science Management | 2/21/06 |
| | BAS | Computer Networking | 2/19/08 |
| | BS | Nursing | 2/19/08 |
| | BAS | Supervision and Management | 2/19/08 |
| | BS | Early Childhood Education - Age Three Through Grade 3 | 1/21/09 |
| | BAS | Information Technology Management | 1/21/09 |
| | BAS | Public Safety Management | 1/21/09 |
| | BS | Business Administration | 9/21/10 |
| | BS | Biomedical Sciences | 12/17/10 |
| | BAS | Digital Media | 6/21/11 |
| | BS | Converged Communications | 10/18/11 |
| | BS | Human Services | 3/27/12 |
| | BS | Financial Services | 7/17/12 |
| Gulf Coast State College | BAS | Technology Management | 3/26/10 |
| | BS | Nursing | 3/27/12 |
| | BAS | Organizational Management | 11/6/12 |
| | BAS | Digital Media | 5/21/13 |
| Indian River State College | BS | Exceptional Student Education-with ESOL Endorsement | 2/20/07 |
| | BS | Middle Grades Mathematics Education | 2/20/07 |
| | BS | Middle Grades Science Education | 2/20/07 |
| | BS | Nursing | 2/20/07 |
| | BAS | Organizational Management | 2/20/07 |
| | BS | Secondary Biology Education | 2/20/07 |
| | BS | Secondary Mathematics Education | 2/20/07 |
| | BS | Biology | 5/18/10 |
| | BAS | Digital Media | 5/18/10 |
| | BS | Human Services | 5/18/10 |
| | BS | Business Administration | 3/27/12 |
| | BS | Criminal Justice | 3/27/12 |
| | BS | Public Administration | 5/10/12 |
| | BS | Information Technology and Security Management | 5/10/12 |
| Lake-Sumter State College | BAS | Organizational Management | 3/27/12 |
| Miami Dade College | BS | Exceptional Student Education | 5/14/02 |
| | BS | Secondary Biology Education | 5/14/02 |
| | BS | Secondary Chemistry Education | 5/14/02 |
| | BS | Secondary Earth Science Education | 5/14/02 |
| | BS | Secondary Mathematics Education | 5/14/02 |

| College | Program Type | Program Title | Program Approval Date |
|---|--------------|--|-----------------------|
| Miami Dade College – cont. | BS | Secondary Physics Education | 5/14/02 |
| | BAS | Public Safety Management | 3/21/06 |
| | BS | Nursing | 2/20/07 |
| | BAS | Film, Television, and Digital Production | 1/21/09 |
| | BAS | Health Science with an Option in Physician Assistant Studies | 1/21/09 |
| | BAS | Supervision and Management | 1/21/09 |
| | BS | Electronics Engineering Technology | 3/26/10 |
| | BS | Biological Sciences | 6/21/11 |
| | BS | Early Childhood Education, Age 3 through Grade 3 and Birth through Age 4 | 9/20/11 |
| Northwest Florida State College | BAS | Project Management | 5/15/03 |
| | BS | Elementary Education | 2/20/07 |
| | BS | Nursing | 2/19/08 |
| | BS | Middle Grades Science Education | 3/17/09 |
| | BS | Middle Grades Mathematics Education | 3/17/09 |
| | BS | Early Childhood Education, Birth through Age 4; non-certification | 3/19/13 |
| | BAS | Management and Supervision | 6/18/13 |
| Palm Beach State College | BAS | Supervision and Management | 2/19/08 |
| | BS | Nursing | 6/15/10 |
| | BAS | Information Management | 6/15/10 |
| Pasco-Hernando Community College | BAS | Supervision and Management | 6/18/13 |
| | BS | Nursing | 6/18/13 |
| Pensacola State College | BAS | Administration and Supervision | 3/26/10 |
| | BS | Nursing | 3/26/10 |
| Polk State College | BAS | Supervision and Management | 1/21/09 |
| | BS | Nursing | 5/17/11 |
| | BS | Criminal Justice | 7/17/12 |
| Santa Fe College | BAS | Clinical Laboratory Science | 1/21/09 |
| | BAS | Health Services Administration | 1/21/09 |
| | BS | Early Childhood Education, Birth through Age 4; non-certification | 9/21/10 |
| | BS | Nursing | 10/18/11 |
| | BAS | Organizational Management | 3/27/12 |
| | BAS | Industrial Biotechnology | 4/16/13 |
| Seminole State College of Florida | BAS | Interior Design | 1/21/09 |
| | BS | Engineering Technology | 9/21/10 |
| | BS | Business and Information Management | 9/21/10 |
| | BS | Construction | 9/21/10 |
| | BS | Information Systems Technology | 9/21/10 |
| | | | |

| College | Program Type | Program Title | Program Approval Date |
|--|--------------|---|-----------------------|
| St. Johns River State College | BS | Early Childhood Education, P-K through Grade 3 | 3/26/10 |
| | BAS | Organizational Management | 3/26/10 |
| | BS | Nursing | 5/10/12 |
| St. Petersburg College | BS | Elementary Education | 10/17/01 |
| | BS | Exceptional Student Education | 10/17/01 |
| | BS | Nursing | 10/17/01 |
| | BS | Secondary Mathematics Education | 10/17/01 |
| | BS | Secondary Biology Education | 10/17/01 |
| | BAS | Technology Management | 10/17/01 |
| | BAS | Dental Hygiene | 3/20/03 |
| | BAS | Orthotics and Prosthetics | 7/24/03 |
| | BAS | Public Safety Administration | 7/24/03 |
| | BAS | Veterinary Technology | 1/23/04 |
| | BS | Secondary Business Technology Education | 3/22/04 |
| | BS | Secondary Technology Education | 3/22/04 |
| | BAS | International Business | 4/20/05 |
| | BAS | Paralegal Studies | 8/23/05 |
| | BAS | Banking | 2/21/06 |
| | BS | Educational Studies - non-certification | 2/20/07 |
| | BAS | Health Services Administration | 2/20/07 |
| | BAS | Management and Organizational Leadership | 2/20/07 |
| | BS | Middle Grades Mathematics Education | 2/20/07 |
| | BS | Middle Grades Science Education | 2/20/07 |
| | BAS | Sustainability Management | 5/15/07 |
| | BS | Biology, General | 2/18/08 |
| | BS | Public Policy and Administration | 2/18/08 |
| | BS | Prekindergarten/Primary Education with Infused ESOL and Reading | 12/18/08 |
| | BS | Business Administration | 12/18/08 |
| South Florida State College | BAS | Supervision and Management | 9/20/11 |
| State College of Florida, Manatee-Sarasota | BS | Nursing | 3/17/09 |
| | BS | Early Childhood Education, Birth through Age 4 | 3/26/10 |
| | BAS | Health Services Administration | 3/26/10 |
| | BAS | Public Safety Administration/Homeland Security | 3/26/10 |
| | BAS | Energy Technology Management | 6/15/10 |
| | BAS | International Business and Trade | 11/15/11 |
| | BAS | Technology Management | 11/15/11 |
| Valencia College | BS | Electrical and Computer Engineering Technology | 9/21/10 |
| | BS | Radiologic and Imaging Sciences | 9/21/10 |
| | BS | Cardiopulmonary Sciences | 6/18/13 |

APPENDIX H

Annual Baccalaureate Performance Accountability Report

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

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The Florida College System



August 2, 2012

MEMORANDUM

TO: Florida College System Baccalaureate Liaisons

FROM: Abbey Cunningham, Coordinator of Baccalaureates and Common Prerequisites

SUBJECT: Annual Baccalaureate Performance Accountability Report

Section 1007.33, Florida Statutes, *Site-Determined Baccalaureate Degree Access*, was amended during the 2012 legislative session, eliminating the annual performance accountability report. Section (5)(h) was added requiring the college to annually (and at the request of the State Board of Education, the Commissioner of Education, the Chancellor of The Florida College System, or the Legislature) report the status of its baccalaureate programs using a specific set of performance and compliance indicators. In addition, the State Board of Education, upon review of the compliance indicators, may require a college's board of trustees to modify or terminate a baccalaureate degree program.

As a result of this legislative change, Rule 6A-14.095, *Site Determined Baccalaureate Access*, was revised to reflect the addition of the new annual compliance review. Section (8) outlines this requirement and references the Annual Baccalaureate Performance Accountability Report Template. Colleges are required to report by August 15 of each year, using the attached template. However, due to timing issues with this year's legislative change and subsequent rule revision, **the deadline for the submission of the 2012 reports has been extended to October 1, 2012.** Copies of the pertinent statute and rule are attached.



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Florida College System Baccalaureate Liaisons

Page Two

August 2, 2012

A supplemental form is also attached that may be used to assist with the requirements. While not required, this form can be used as a guide for providing the performance and compliance indicators information.

The completed Annual Baccalaureate Performance Accountability Report (ABPAR) should be submitted electronically to me at abbey.cunningham@fldoe.org. The Division of Florida Colleges will host a conference call for Baccalaureate Liaisons and any other interested parties to review the new ABPAR requirements on Tuesday, August 14, 2012 at 2 p.m. EST. Details for the conference call will follow.

Should you have any questions, please contact me at the email address above or at 850-245-9492.

AC

Attachments

Cc: Julie Alexander, Division of Florida Colleges (DFC)
Patricia Frohe, DFC

APPENDIX I

Florida Statute 1007.33 Site Determined Degree Access

The 2012 Florida Statutes

[Title XLVIII](#)
K-20 EDUCATION CODE

[Chapter 1007](#)
ARTICULATION AND ACCESS

1007.33 Site-determined baccalaureate degree access.—

(1)(a) The Legislature recognizes that public and private postsecondary educational institutions play an essential role in improving the quality of life and economic well-being of the state and its residents. The Legislature also recognizes that economic development needs and the educational needs of place-bound, nontraditional students have increased the demand for local access to baccalaureate degree programs. It is therefore the intent of the Legislature to further expand access to baccalaureate degree programs through the use of Florida College System institutions.

(b) For purposes of this section, the term “district” refers to the county or counties served by a Florida College System institution pursuant to s. [1000.21](#)(3).

(2) Any Florida College System institution that offers one or more baccalaureate degree programs must:

(a) Maintain as its primary mission:

1. Responsibility for responding to community needs for postsecondary academic education and career degree education as prescribed in s. [1004.65](#)(5).
2. The provision of associate degrees that provide access to a university.

(b) Maintain an open-door admission policy for associate-level degree programs and workforce education programs.

(c) Continue to provide outreach to underserved populations.

(d) Continue to provide remedial education.

(e) Comply with all provisions of the statewide articulation agreement which relate to 2-year and 4-year public degree-granting institutions as adopted by the State Board of Education pursuant to s. [1007.23](#).

(f) Not award graduate credit.

(g) Not participate in intercollegiate athletics beyond the 2-year level.

(3) A Florida College System institution may not terminate its associate in arts or associate in science degree programs as a result of being authorized to offer one or more baccalaureate degree programs. The Legislature intends that the primary responsibility of a Florida College System institution, including a Florida College System institution that offers baccalaureate degree programs, continues to be the provision of associate degrees that provide access to a university.

(4) A Florida College System institution may:

- (a) Offer specified baccalaureate degree programs through formal agreements between the Florida College System institution and other regionally accredited postsecondary educational institutions pursuant to s. [1007.22](#).
- (b) Offer baccalaureate degree programs that were authorized by law prior to July 1, 2009.
- (c) Beginning July 1, 2009, establish a first or subsequent baccalaureate degree program for purposes of meeting district, regional, or statewide workforce needs if approved by the State Board of Education under this section.

Beginning July 1, 2009, the Board of Trustees of the St. Petersburg College is authorized to establish one or more bachelor of applied science degree programs based on an analysis of workforce needs in Pinellas, Pasco, and Hernando Counties and other counties approved by the Department of Education. For each program selected, St. Petersburg College must offer a related associate in science or associate in applied science degree program, and the baccalaureate degree level program must be designed to articulate fully with at least one associate in science degree program. The college is encouraged to develop articulation agreements for enrollment of graduates of related associate in applied science degree programs. The Board of Trustees of the St. Petersburg College is authorized to establish additional baccalaureate degree programs if it determines a program is warranted and feasible based on each of the factors in paragraph (5)(d). Prior to developing or proposing a new baccalaureate degree program, St. Petersburg College shall engage in need, demand, and impact discussions with the state university in its service district and other local and regional, accredited postsecondary providers in its region. Documentation, data, and other information from inter-institutional discussions regarding program need, demand, and impact shall be provided to the college's board of trustees to inform the program approval process. Employment at St. Petersburg College is governed by the same laws that govern Florida College System institutions, except that upper-division faculty are eligible for continuing contracts upon the completion of the fifth year of teaching. Employee records for all personnel shall be maintained as required by s. [1012.81](#).

- (5) The approval process for baccalaureate degree programs shall require:
 - (a) Each Florida College System institution to submit a notice of its intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days before the submission of its proposal under paragraph (d). The notice must include a brief description of the program, the workforce demand and unmet need for graduates of the program, the geographic region to be served, and an estimated timeframe for implementation. Notices of intent may be submitted by a Florida College System institution at any time throughout the year.
 - (b) The Division of Florida Colleges to forward the notice of intent within 10 business days after receiving such notice to the Chancellor of the State University System, the President of the Independent Colleges and Universities of Florida, and the Executive Director of the Council for Independent Education. State universities shall have 60 days following receipt of the notice by the Chancellor of the State University System to submit an alternative proposal to offer the baccalaureate degree program. If a proposal from a state university is not received within the 60-day period, the State Board of Education shall provide regionally accredited private colleges and universities 30 days to submit an alternative proposal. Alternative proposals shall be submitted to the Division of Florida Colleges and must be considered by the State Board of Education in making its decision to approve or deny a Florida College System institution's proposal.

(c) An alternative proposal submitted by a state university or private college or university to adequately address:

1. The extent to which the workforce demand and unmet need described in the notice of intent will be met.
2. The extent to which students will be able to complete the degree in the geographic region proposed to be served by the Florida College System institution.
3. The level of financial commitment of the college or university to the development, implementation, and maintenance of the specified degree program, including timelines.
4. The extent to which faculty at both the Florida College System institution and the college or university will collaborate in the development and offering of the curriculum.
5. The ability of the Florida College System institution and the college or university to develop and approve the curriculum for the specified degree program within 6 months after an agreement between the Florida College System institution and the college or university is signed.
6. The extent to which the student may incur additional costs above what the student would expect to incur if the program were offered by the Florida College System institution.

(d) Each proposal submitted by a Florida College System institution to, at a minimum, include:

1. A description of the planning process and timeline for implementation.
2. An analysis of workforce demand and unmet need for graduates of the program on a district, regional, or statewide basis, as appropriate.
3. Identification of the facilities, equipment, and library and academic resources that will be used to deliver the program.
4. The program cost analysis of creating a new baccalaureate degree when compared to alternative proposals and other program delivery options.
5. The program's admission requirements, academic content, curriculum, faculty credentials, student-to-teacher ratios, and accreditation plan.
6. The program's enrollment projections and funding requirements.
7. A plan of action if the program is terminated.

(e) The Division of Florida Colleges to review the proposal, notify the Florida College System institution of any deficiencies in writing within 30 days following receipt of the proposal, and provide the Florida College System institution with an opportunity to correct the deficiencies. Within 45 days following receipt of a completed proposal by the Division of Florida Colleges, the Commissioner of Education shall recommend approval or disapproval of the proposal to the State Board of Education. The State Board of Education shall consider such recommendation, the proposal, and any alternative proposals at its next meeting. If the State Board of Education disapproves the Florida College System institution's proposal, it shall provide the Florida College System institution with written reasons for that determination.

(f) The Florida College System institution to obtain from the Commission on Colleges of the Southern Association of Colleges and Schools accreditation as a baccalaureate-degree-granting institution if approved by the State Board of Education to offer its first baccalaureate degree program.

(g) The Florida College System institution to notify the Commission on Colleges of the Southern Association of Colleges and Schools of subsequent degree programs that are approved by the State Board of Education and to comply with the association's required substantive change protocols for accreditation purposes.

(6)(a) Beginning July 1, 2010, and each subsequent July 1, the Division of Florida Colleges may accept and review applications from a Florida College System institution to obtain an

exemption from the State Board of Education's approval for subsequent degrees as required in subsection (5), if the Florida College System institution is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a baccalaureate-degree-granting institution and has been offering baccalaureate degree programs for 3 or more years. The division shall develop criteria for determining eligibility for an exemption based upon demonstrated compliance with the requirements for baccalaureate degrees, primary mission, and fiscal, including, but not limited to:

1. Obtaining and maintaining appropriate SACS accreditation;
2. The maintenance of qualified faculty and institutional resources;
3. The maintenance of enrollment projections in previously approved programs;
4. The appropriate management of fiscal resources;
5. Compliance with the primary mission and responsibility requirements in subsections (2) and (3);
6. The timely submission of the institution's annual performance accountability report; and
7. Other indicators of success such as program completers, placements, and surveys of students and employers.

(b) If the Florida College System institution has demonstrated satisfactory progress in fulfilling the eligibility criteria in this subsection, the Division of Florida Colleges may recommend to the State Board of Education that the institution be exempt from the requirement in subsection (5) for approval of future baccalaureate degree programs. The State Board of Education shall review the division's recommendation and determine if an exemption is warranted. If the State Board of Education approves the application, the Florida College System institution is exempt from subsequent program approval under subsection (5) and such authority is delegated to the Florida College System institution board of trustees. If the State Board of Education disapproves of the Florida College System institution's request for an exemption, the college shall continue to be subject to the State Board of Education's approval of subsequent baccalaureate degree programs.

(c) Prior to developing or proposing a new baccalaureate degree program, all Florida College System institutions, regardless of an exemption from subsection (5), shall:

1. Engage in need, demand, and impact discussions with the state university in their service district and other local and regional, accredited postsecondary providers in their region.
2. Send documentation, data, and other information from the inter-institutional discussions regarding program need, demand, and impact required in subparagraph 1. to the college's board of trustees, the Division of Florida Colleges, and the Chancellor of the State University System.
3. Base board of trustees approval of the new program upon the documentation, data, and other information required in this paragraph and the factors in subsection (5)(d).

The Division of Florida Colleges shall use the documentation, data, and other information required in this subsection, including information from the Chancellor of the State University System, in its compliance review.

(d) The board of trustees of a Florida College System institution that is exempt from subsection (5) must submit newly approved programs to the Division of Florida Colleges and SACS within 30 days after approval.

(e) Within 30 days after receiving the approved baccalaureate degree program, the Division of Florida Colleges shall conduct a compliance review and notify the college if the proposal meets the criteria for implementation based upon the criteria in paragraphs (5)(d) and (6)(c). If the

program fails to meet the criteria for implementation as determined by the Division of Florida Colleges, the college may not proceed with implementation of the program until the State Board of Education reviews the proposal and the compliance materials and gives its final approval of the program.

(7) The State Board of Education shall adopt rules to prescribe format and content requirements and submission procedures for notices of intent, proposals, and alternative proposals under subsection (5).

History.—s. 363, ch. 2002-387; s. 122, ch. 2007-217; s. 7, ch. 2007-246; s. 7, ch. 2009-228; s. 103, ch. 2011-5.

APPENDIX J

Florida Statute 1004.65

2011 Florida Statute

[Title XLVIII](#)

[Chapter 1004](#)

K-20 EDUCATION CODE

PUBLIC POSTSECONDARY EDUCATION

1004.65 Florida College System institutions; governance, mission, and responsibilities.—

(1) Each Florida College System institution shall be governed by a district board of trustees under statutory authority and rules of the State Board of Education.

(2) Each Florida College System institution district shall:

(a) Consist of the county or counties served by the Florida College System institution pursuant to s. [1000.21](#)(3).

(b) Be an independent, separate, legal entity created for the operation of a Florida College System institution.

(3) Florida College System institutions are locally based and governed entities with statutory and funding ties to state government. As such, the mission for Florida College System institutions reflects a commitment to be responsive to local educational needs and challenges. In achieving this mission, Florida College System institutions strive to maintain sufficient local authority and flexibility while preserving appropriate legal accountability to the state.

(4) As comprehensive institutions, Florida College System institutions shall provide high-quality, affordable education and training opportunities, shall foster a climate of excellence, and shall provide opportunities to all while combining high standards with an open-door admission policy for lower-division programs. Florida College System institutions shall, as open-access institutions, serve all who can benefit, without regard to age, race, gender, creed, or ethnic or economic background, while emphasizing the achievement of social and educational equity so that all can be prepared for full participation in society.

(5) The primary mission and responsibility of Florida College System institutions is responding to community needs for postsecondary academic education and career degree education. This mission and responsibility includes being responsible for:

(a) Providing lower level undergraduate instruction and awarding associate degrees.

(b) Preparing students directly for careers requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Career education in a Florida College System institution shall consist of career certificates, credit courses leading to associate in science degrees and associate in applied science degrees, and other programs in fields requiring substantial academic work, background, or qualifications. A Florida College System institution may offer career education programs in fields having lesser academic or technical requirements.

(c) Providing student development services, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development, and remedial and tutorial services, to ensure student success.

(d) Promoting economic development for the state within each Florida College System institution district through the provision of special programs, including, but not limited to, the:

1. Enterprise Florida-related programs.

2. Technology transfer centers.

3. Economic development centers.

4. Workforce literacy programs.

(e) Providing dual enrollment instruction.

(f) Providing upper level instruction and awarding baccalaureate degrees as specifically authorized by law.

(6) A separate and secondary role for Florida College System institutions includes the offering of programs in:

(a) Community services that are not directly related to academic or occupational advancement.

(b) Adult education services, including adult basic education, adult general education, adult secondary education, and General Educational Development test instruction.

(c) Recreational and leisure services.

(7) Funding for Florida College System institutions shall reflect their mission as follows:

(a) Postsecondary academic and career education programs and adult general education programs shall have first priority in Florida College System institution funding.

(b) Community service programs shall be presented to the Legislature with rationale for state funding. The Legislature may identify priority areas for use of these funds.

(c) The resources of a Florida College System institution, including staff, faculty, land, and facilities, shall not be used to support the establishment of a new independent nonpublic educational institution. If any institution uses resources for such purpose, the Division of Florida Colleges shall notify the President of the Senate and the Speaker of the House of Representatives.

(8) Florida College System institutions are authorized to:

(a) Offer such programs and courses as are necessary to fulfill their mission.

(b) Grant associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates, awards, and diplomas.

(c) Make provisions for the General Educational Development test.

(d) Provide access to and award baccalaureate degrees in accordance with law.

Authority to offer one or more baccalaureate degree programs does not alter the governance relationship of the Florida College System institution with its district board of trustees or the State Board of Education.

History.—s. 215, ch. 2002-387; s. 91, ch. 2004-357; s. 4, ch. 2009-228; s. 7, ch. 2010-155; s. 50, ch. 2011-5.

APPENDIX K

First Applied Baccalaureate Offered by A Public Traditional Baccalaureate Degree-Grant Institution

Table 1. Appearance of First Applied Baccalaureate Offered by a Public Traditional Baccalaureate degree-granting Institution*

| 1970s | 1980s | 1990s | 2000s |
|----------|----------|--------------|----------------|
| Alabama | Delaware | Arizona | Florida |
| Missouri | Idaho | Arkansas | Hawaii |
| Illinois | Indiana | Georgia | Iowa |
| | Nebraska | Kentucky | Kansas |
| | Oklahoma | Minnesota | Mississippi |
| | Texas | Montana | Maine |
| | Vermont | New York | Nevada |
| | | South Dakota | New Mexico |
| | | | North Carolina |
| | | | North Dakota |
| | | | Tennessee |
| | | | Washington |
| | | | West Virginia |
| | | | Wisconsin |
| | | | Wyoming |

* Missing data for Alaska, Michigan, Ohio, Pennsylvania, South Carolina, and Utah. NOTE: States not included because none of their public traditional baccalaureate degree-granting institutions offer an applied baccalaureate: California, Colorado, Connecticut, Louisiana, Maryland, Massachusetts, New Hampshire, New Jersey, Oregon, Rhode Island, and Virginia.

Table is from Townsend, Bragg and Ruud 2008

APPENDIX L

Table 6: Inventory of Baccalaureate – Bachelor of Applied Science (BAS) Programs

(October 12, 2012)



Appendix C: Inventory of Program Offerings

| Baccalaureate Programs – Bachelor of Applied Science (BAS) | |
|---|--------------|
| Program Title | Total |
| Administration and Supervision | 1 |
| Banking | 1 |
| Business and Organizational Management | 1 |
| Cardiopulmonary Sciences | 1 |
| Clinical Laboratory Science | 1 |
| Computer Networking | 1 |
| Dental Hygiene | 1 |
| Digital Media | 2 |
| Energy Technology Management | 1 |
| Film, Television, and Digital Production | 1 |
| Fire Science Management (being phased out) | 1 |
| Health Science with an Option in Physician Assistant Studies | 1 |
| Health Services Administration | 3 |
| Information Management | 1 |
| Information Technology | 1 |
| Information Technology Management | 1 |
| Interior Design | 1 |
| International Business | 1 |
| International Business and Trade | 1 |
| Management and Organizational Leadership | 1 |
| Organizational Management | 4 |
| Orthotics and Prosthetics | 1 |
| Paralegal Studies | 1 |
| Project Management | 1 |
| Public Safety Administration | 2 |
| Public Safety Administration/Homeland Security | 1 |
| Public Safety Management | 2 |
| Supervision and Management | 8 |
| Supervision and Organizational Management | 1 |
| Sustainability Management | 1 |
| Technology Management | 4 |
| Veterinary Technology | 1 |
| BAS Total | 50 |

22

General Area of Discussion and Key Points: general interview question, as well as the discussed points from the interviewees on the highlighted question.

College One, College Two, and College Three refer to each case and the respondents answering to the discussed point.

Theme that Emerged: The study found four primary themes, regulations and reasons, internal issues, baccalaureate students, and administrators' perceptions

APPENDIX M

Table 7: Interview Questions and Emerging Themes – Options, Mission, & Effects on Other Programs

| General Area of Discussion and Key Points | College One | College Two | College Three | Theme that Emerged |
|--|--------------------|------------------------|----------------------|----------------------------------|
| Options | | | | Regulations & Reasons |
| Workforce or Labor market demand | 105, 117, 126 | 209, 220, 223 | 303, 308, 327 | |
| Gainful employment | 105, 117, 121 | 209, 220, 223, 225 | | |
| 4- year capped enrollments | 117, 126 | 223 | | |
| Mission | | | | Internal Issues |
| Expanded | 105, 121, 117, 126 | 209, 220, 223, 225 | 303,308 | |
| Dramatic impact | | 229 | 327 | |
| Meet workforce need | 105 | 229 | | |
| Less emphasis – adult education | 126 | | | |
| Effects on Other Programs | | | | Internal Issues |
| Remained same | 105, 117, 126 | 209, 220, 223, 225,229 | 303, 308, 327 | |
| AAS eliminated | 105 | 223 | | |
| AS changed/added to feed into BAS/BS | 126 | 223, 225 | 303 | |
| Helped enrollment for AS – continued growth | | 225, 229 | | |

APPENDIX N

**Table 8: Interview Questions and Emerging Themes –
Resources Needed & Outside Barriers**

| General Area of Discussion and Key Points | College One | College Two | College Three | Theme that Emerg ed |
|--|-----------------------|----------------------------|----------------------|--------------------------------------|
| Resources Needed | | | | Internal Issues |
| Faculty – 25% terminally degreed/staff/admin | 105, 117, 126 | 209, 220, 223, 225, 229 | 303, 308, 327 | |
| Library resources increased | 105, 117, 121, 126 | 209, 223, 225, 229 | 303, 308, 327 | |
| Advisors/training | 105, 121 | 220, 229 | 303, 308, 327 | |
| Funding- curriculum development | 126 | | 303 | |
| Technology (software) /training | 105, 117 | 209, 220, 225 | 327 | |
| Upgrades to classrooms | 105, 121 | 220, 223 | | |
| Outside Barriers | | | | Regulations & Reasons |
| SACS | 126 | 209 | | |
| Dept. of Education | 126 | 220 | | |
| State four-year universities | 105, 117, 126 | 209, 220, 223, 225, 229 | 303, 327 | |
| Funding – state, college, grants | 121 | 229 | | |

APPENDIX O

**Table 9: Interview Questions and Emerging Themes –
Assisting Students’ Needs**

| General Area of Discussion and Key Points | College One | College Two | College Three | Theme that Emerged |
|---|--------------------|--------------------|----------------------|-------------------------------|
| Meeting Student Needs | | | | Baccalaureate Students |
| Advising/tracking(state 15% excess hours issue) | 105, 126 | 209, 223 | 303, 308 | |
| Meeting unmet workforce need | 117, 121 | 225 | 308, 327 | |
| Lower tuition costs | 105, 117 | 209, 223 | | |
| Four-year enrollment caps | 117 | | | |
| Classes-evening/weekend | 105, 117, 121 | 220, 223, 229 | 308 | |
| Site visits – local employers | 121 | | | |
| Core classes and/or all classes offered every term | 105, 121 | 209, 220, 225 | 308 | |
| Daycare service - daytime | 121 | 209, 223, 229 | 303, 327 | |
| Admission every term | 105 | | 327 | |
| Mandatory orientation | 105, 121 | | 327 | |
| Online and/or hybrid course - lower student costs | 105 | 209, 220, 225, 229 | 303, 308 | |
| Offer separate class to allow to graduate or catch-up | 105, 121 | 223 | 327 | |
| Help advance in career | 105 | 209, 223, 225 | 327 | |
| Faculty advising readily available | | 209, 220 | | |
| Technology to communicate easily/classroom | 105 | 209, 220, 225 | | |
| Provide tutoring & coaching | | 223 | | |
| Hire qualified instructors | | 223 | | |
| Cohort program | | 220, 223 | 303, 327 | |
| Small class sizes | 105, 117, 121 | 209, 220, 223, 229 | | |
| Career advising | 121 | 209 | | |

APPENDIX P

**Table 10: Interview Questions and Emerging Themes –
Quality Program**

| General Area of Discussion and Key Points | College One | College Two | College Three | Theme that Emerged |
|---|--------------------|--------------------|----------------------|----------------------------------|
| Quality Program | | | | Baccalaureate Students |
| Local industry needs met | 117, 126 | 225 | 327 | |
| Quality index score BAS/BS increasing last 3 years | 126 | | | |
| Technology assists students | 117 | 209, 220, 225 | | |
| New faculty assigned mentor | 117 | | | |
| Scholarship campaign | 117 | | | |
| Program modeled after four-year institution or established programs | 105, 121 | 209, 220, 223, 229 | 303, 308 | |
| Associate Program – Internationally accredited | 105 | | | |
| Courses developed by SME | 105 | | | |
| Feeder programs meet international standards of quality | 105 | | | |
| Small class sizes | 105 | 225 | | |
| Guest lecturers, retired CEO | 105 | | | |
| Develop robust course materials | 105, 117 | | | |
| Faculty advising/contact | | 209, 225 | | |
| Monitor student progress | | 209 | 303 | |
| Review problem students | | 209 | | |
| Students accepted into graduate schools | | 209, 220 | 303, 327 | |
| Essays and critical thinking in courses (research) | 121 | 225, 229 | | |
| Administrative support | | 229 | | |
| Review student and applicable employer satisfaction | | | 327 | |
| 25% Terminally degreed faculty | 126 | 220, 223, 229 | 308, 327 | Regulations & Reasons |
| Advisory committee reviews curriculum | 105, 126 | 209 | 303, 327 | Internal Issues |

APPENDIX Q

**Table 11: Interview Questions and Emerging Themes –
Start-up Funding & Ongoing Costs**

| General Area of Discussion and Key Points | College One | College Two | College Three | Theme that Emerg ed |
|--|--------------------|---------------------------|----------------------|--------------------------------|
| Startup Funding | | | | Internal Issues |
| State funds (decreasing) | 105, 126, 117 | | 303 | |
| Tuition and Fees | 117, 121, 126 | 223 | 303, 308, 327 | |
| College provides | 105, 121 | 220, 229 | 308, 327 | |
| Grant money | 121 | 223, 225 | | |
| | | | | |
| Ongoing costs | | | | Internal Issues |
| Tuition and fees | 105, 117, 126 | 209, 220, 223,225, 229 | 303, 308, 327 | |
| Grants | 105, 121 | 223 | | |
| State FTEs | 105 | | 303 | |

APPENDIX R

**Table 12: Interview Questions and Emerging Themes –
Internal Issues & Outcomes**

| General Area of Discussion and Key Points | College One | College Two | College Three | Theme that Emerged |
|---|--------------------|--------------------|----------------------|---------------------------|
| Internal Issues & Outcomes | | | | Internal Issues |
| Policy manual – redone to include baccalaureates | 126 | | | |
| Needs analysis to shut down programs | 126 | | | |
| Offering baccalaureate very different from associate | 126 | 225 | | |
| Larger number of non-traditional students’ issues with progress to graduate | 126 | | | |
| Library larger issue than anticipated | 126 | | | |
| Terminally degreed instructors increases costs | 126 | | | |
| Benchmarked against local four-year to offer quality program | 126 | | | |
| Associates students changing fields to baccalaureate not anticipated | 126 | | | |
| Increased demand on advising and financial departments | 117, 126 | 229 | | |
| Advisors needed for programs | 117 | 223 | 308 | |
| Students have to travel to various campuses to get needed courses | 121 | | | |
| Job fair day – assist students with employment | 121 | | | |
| Fairness to all campuses for course sections | 105 | | | |
| State colleges are primary feeders into graduate schools | 105 | 220 | | |

| General Area of Discussion and Key Points | College One | College Two | College Three | Theme that Emerged |
|---|--------------------|--------------------|----------------------|----------------------------------|
| Internal Issues & Outcomes – cont. | | | | Internal Issues |
| Hiring more faculty – enrollments drive staffing | 105 | 220 | | |
| Marketed programs articles in newspapers, billboards, mailers | | 225 | 308 | |
| Faculty teach both associates and baccalaureate programs | | 225 | 308, 327 | |
| Systems and tracking needed to advise and track students | | 229 | | |
| Upper/lower division faculty paid same | | 220, 225, 229 | 303, 308, 327 | |
| Upper division faculty do more reporting, data collection, but are paid the same (should get more?) | | | 303 | |
| Challenge is to find money to pay teachers more | | 229 | | |
| Technology and training instructors to use | | 220 | | |
| Part time faculty paid more for upper division over lower division | | 223 | | |
| Budget primary internal hurdle | | 223 | | |
| Educating advisors to help students select right courses | | 220, 223 | | |
| Lower division faculty getting master's degree to teach upper division | 105 | | 327 | |
| State and SACs review student retention and graduation every year – talk with students, administrators, and faculty in program making sure they have what they need | | 209 | | Regulations & Reasons |
| Initially allowed only workforce baccalaureates | 105 | | | |

| General Area of Discussion and Key Points | College One | College Two | College Three | Theme that Emerged |
|---|--------------------|--------------------|----------------------|-------------------------------|
| Internal Issues & Outcomes – cont. | | | | Baccalaureate Students |
| Orientation to educate students what to expect in bachelor's program | 105, 117 | | | |
| Majority of students in program are existing AA/AS students or internal | 105 | 225 | 327 | |
| Significant number of AS students who did well, struggling with online self-directed study(baccalaureate) | | | 327 | |
| Graduates from five years ago account for 25 to 30% of students | | | 327 | |
| Larger number of new graduates entering programs than anticipated | | | 327 | |
| Believe have more completers at associates level from offering baccalaureates | 105 | 229 | 327 | Perceptions of Admins |

APPENDIX S

**Table 13: Interview Questions and Emerging Themes –
Policy Implications**

| General Area of Discussion and Key Points | College One | College Two | College Three | Theme that Emerg ed |
|---|--------------------|--------------------|----------------------|--------------------------------------|
| Policy Implications - | | | | Internal Issues |
| Some fragmentation between non-baccalaureate & baccalaureate students | 105 | 209 | 327 | |
| No fragmentation between non-baccalaureate & baccalaureate students | 126 | 220, 223, 225, 229 | 308 | |
| Policies of 1st & 2nd year extended to 3rd & 4th year I | 117 | | | |
| Programs average 32 students to be viable | 126 | | | |
| Policy manual now includes baccalaureate references | 126 | | | |
| Faculty guaranteed tuition reduction to obtain PhD | 105 | | 303 | |
| Workforce baccalaureate transfers to graduate school | | 220, 225 | 308, 327 | |
| BAS is workforce degree created for students to go to work, state of Florida | | 225 | | |
| Marketing necessary to encourage students to come to associate programs | 121 | 209, 223 | 308, 327 | |
| Senior administration should share funding info | | | 303 | Perceptions of Admins |
| Some policies need creating before start the baccalaureate program | | | 303 | |
| Admission to baccalaureate requires AA or AS or 60 credit hours and 2.0 GPA | 117 | 209, 223 | 308, 327 | Regulations & Reasons |
| 2 + 2 programs by statute | 121, 126 | 223, 225 | 303, 308, 327 | |
| Graduate with 2.5 GPA guaranteed admission into MBA program with 25% reduction in tuition costs | 105 | | | |

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