STARS

University of Central Florida
STARS

Electronic Theses and Dissertations, 2004-2019

2013

The Impact Of Moving From Sacs Level I To Level Ii Status On Faculty Employment In The Florida College System

Christine Broeker
University of Central Florida

Part of the Educational Leadership Commons
Find similar works at: https://stars.library.ucf.edu/etd
University of Central Florida Libraries http://library.ucf.edu

This Doctoral Dissertation (Open Access) is brought to you for free and open access by STARS. It has been accepted for inclusion in Electronic Theses and Dissertations, 2004-2019 by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation
Broeker, Christine, "The Impact Of Moving From Sacs Level I To Level Ii Status On Faculty Employment In The Florida College System" (2013). *Electronic Theses and Dissertations, 2004-2019*. 2736.
https://stars.library.ucf.edu/etd/2736

THE IMPACT OF SACS LEVEL I TO LEVEL II STATUS CHANGE ON FACULTY EMPLOYMENT WITHIN THE FLORIDA COLLEGE SYSTEM

by

CHRISTINE MARIE CAPPS BROEKER
B.A. State University of New York at Albany, 1995
M.A. State University of New York at Albany, 1996

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
Higher Education & Policy Studies Program
in the College of Education and Human Performance
at the University of Central Florida
Orlando, Florida

Fall Term
2013

Major Professor: Tom Owens

©2013 Christine Capps Broeker

ABSTRACT

The State of Florida legislatively authorizes Florida community colleges to confer workforce-oriented bachelor's degrees. As part of the legislation, community colleges are required to achieve Level II (baccalaureate-granting) status through Florida's regional accreditor, the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC). When moving from SACS Level I to II, former community colleges need to meet the SACS CS 3.7.1 (Qualified Faculty), which requires that faculty who teach baccalaureate courses hold the minimum of a master's degree in field. Further complicating matters, as baccalaureate granting institutions, colleges must also comply with CS 3.5.4, requiring 25% of course hours in the baccalaureate degree major to be taught by terminally-degreed faculty. The purpose of this study was to identify what issues related to faculty credentials, if any, have been observed by Florida's community colleges as part of the process to gain SACS-COC Level II status. Results were analyzed through the lens of Travis Hirschi's Social Control Theory.

The results of this study indicate that colleges have reported changes in faculty employment after implementing the community college baccalaureate. The most common types of changes included requirements for faculty to complete additional graduate coursework and moving faculty to different programs with different conditions for credentialing. Other types of changes reported included faculty terminations and retirements. The study found strong evidence supporting the notion that finding terminally-degreed faculty is a problem for institutions moving from Level I to Level II status particularly in the fields of nursing and computer science/information technology.

The findings indicate that as Florida's community college baccalaureate programs continue to expand, colleges will need to find creative solutions to address SACS CS 3.5.4 requirement of terminal degrees for faculty.

This dissertation is dedicated to my wonderful husband Craig and my three incredible daughters, Cathleen, Meghan, and Christina. You make my life complete and without you this journey would not have been worthwhile.

ACKNOWLEDGMENTS

Many thanks to my dissertation committee chair, Dr. Tom Owens. Your feedback kept me on track and moving forward. Thanks to Dr. Rosa Cintron. It was because of your enthusiasm that I saw the history of higher education in a new light and because of your wisdom that I understand the reason enduring enigmas exist. Thanks to my former committee chair and current committee member Dr. Tammy Boyd. Without your guidance, feedback, understanding, and support this document would not have been completed. Thanks to my committee members Dr. Frank Albritton and Dr. Thomas Cox. Your feedback has been invaluable and I truly appreciate it.

A special thank you to Dr. Elayne Reiss for her expertise in editing and to Dr. Jeffrey Reiss for his expertise in online survey design. Thank you to the academic leadership team at Seminole State College, especially Dr. Laura Ross and Dr. Lisa Valentino.

Thanks to my family for helping me keep things in perspective. Mom and Dad, thanks for being my cheerleaders. To my wonderful husband and children, thanks for tolerating all of the evenings and weekends that I was gone because I had to go to class or the family vacations when my head was buried in a book. I am eternally grateful and am blessed to have you in my life.

Finally, to the all of the current and future students in UCF's HEPS program—*Altiora Peto!*

TABLE OF CONTENTS

TABLE OF CONTENTS vii

LIST OF FIGURES xii

LIST OF TABLES xiii

CHAPTER 1 INTRODUCTION 1

Background 1

Statement of the Problem 3

Purpose of the Study 6

Significance of the Study 7

Research Questions 8

Theoretical Framework 8

Definition of Terms 9

Assumptions 12

Limitations 12

Summary 13

CHAPTER 2 REVIEW OF THE LITERATURE 14

Introduction 14

Community Colleges 14

Community College History 14

Community College Mission and Purpose 20

Workforce Development 21

History of the Community College Baccalaureate 23

Purpose of the Community College Baccalaureate 25
The Community College Baccalaureate in Florida 27
History of Florida's Community Colleges 28
History of Florida's Community College Baccalaureate Legislation 34
Accreditation 42
Regional Accreditation 43
Self-Regulation 46
Levels of Accreditation 47
SACS Substantive Change 47
Faculty Credentials for Purposes of Accreditation 49
Florida College System Guidelines Faculty Credentials and Qualifications 52
Theoretical Framework: Social Control Theory 55
Critiques of Hirschi's Social Control Theory 59
Applicability to Higher Education 60
Summary 61
CHAPTER 3 METHODOLOGY 63
Introduction 63
Research Questions 63
Site/Context 64
Population 64
Sample Limitations 65
Research Design 65

Instrumentation 66
Reliability and Validity 67
Data Collection 68
Variables 69
Data Analysis 70
Research Question 1 70
Research Question 2 70
Research Question 3 71
Authorization to Conduct the Study 71
Turnitin.com 72
Summary 72
CHAPTER 4 DATA ANALYSIS 73
Introduction 73
Population 73
Research Question 1 73
Number of Bachelor's Degrees Offered and Accreditation Date 74
Recommendations and Problems 75
Research Question 2 78
Changes 78
Additional Education and Terminal Degrees 83
Research Question 3 85
Faculty Employment Before and After Attaining Level II Status 86

Faculty Hired to Support Bachelor's Degrees 86
Terminal Degrees and New Faculty Hires 87
CHAPTER 5 SUMMARY AND RECOMMENDATIONS 88
Overview 88
Discussion 89
Research Question 1 89
Research Question 2 91
Research Question 3 93
Theoretical Framework 95
Implications for Practice and Policy 96
Recommendations for Future Research 98
Conclusions 102
APPENDIX A FLORIDA COLLEGE SYSTEM SACS FACULTY CREDENTIALS DOCUMENT 104
APPENDIX B E-MAIL INVITATION AND PHONE SCRIPT 114
APPENDIX C PILOT STUDY REQUEST E-MAIL TO ASSOCIATE DEANS 118
APPENDIX D SURVEY INSTRUMENT 120
APPENDIX E SACS POLICY ACCREDITATION LIAISON 124
APPENDIX F SACS FACULTY CREDENTIALS GUIDELINES 127
APPENDIX G REQUIREMENTS FOR LETTER OF INTENT 129
APPENDIX H FCS BACCALAUREATE PROPOSAL PROCESS FLOW CHART 131
APPENDIX I BACCALAUREATE PROPOSAL APPROVAL APPLICATION 133

APPENDIX J IRB APPROVAL OF EXEMPT HUMAN RESEARCH 141

APPENDIX K SACS FACULTY ROSTER TEMPLATE 143

REFERENCES 145

LIST OF FIGURES

Figure 1. Annual FCS Bachelor's Degree Enrollments Since 2007 5

Figure 2. Annual FCS Bachelor's Degree Completions Since 2007 5

Figure 3. Community college growth over the past 100 years. 19

Figure 4. Map of the Florida College System. 30

Figure 5. Map of regional accrediting organizations..... 45

Figure 6. Distribution of years in which colleges achieved SACS Level II Accreditation. 75

LIST OF TABLES

Table 1 *The Great 28: Florida's State Colleges* 29

Table 2 *The Magnificent Twelve: Historically Black Community Colleges of Florida* .. 33

Table 3 *Florida College System Institutions and Approved Baccalaureate Degrees as of July 2013* 41

Table 4 *Linkage Between Theoretical Framework and Research Questions* 60

Table 6 *Types of SACS-Based Recommendations(N = 8)* 76

Table 7 *Fields of Study Indicating Difficulty in Hiring Terminally-Degreed Faculty (N = 16)* 77

Table 8 *Types of Changes Occurring From Moving to SACS Level II Status, Survey Question 9 (N = 16)* 79

Table 9 *Employment Status-Based Changes Due to Offering of Bachelor's Degrees (N = 10)* 81

Table 10 *Types of Financial Support Provided to Faculty for Earning Higher-Level Credentials (N = 15)* 82

Table 11 *Summary of Additional Education and Terminal Degrees Results (N = 16)* ... 84

CHAPTER 1
INTRODUCTION

Background

The community college baccalaureate is a growing phenomenon. A number of states have passed or are considering legislation allowing community colleges to offer bachelor's degrees. Nationwide, 19 states authorize community colleges to confer baccalaureate degrees, yet in most cases the scope of offerings is quite small (Community College Baccalaureate Association, 2013). However, within the State of Florida a large scale community college baccalaureate initiative has begun. As of July 2013, 24 of Florida's 28 former community colleges have been approved to offer bachelor's degrees (Florida College System [FCS], 2013).

The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) is the regional accreditor for Florida's public higher education institutions. SACS classifies colleges by highest degree offered. Associate degree-granting community colleges are classified as Level I institutions. In order to offer baccalaureate degrees, community colleges must complete a SACS substantive change to move from Level I (Associate) to Level II (Baccalaureate) degree-granting status. An important aspect of level change involves the application of more stringent faculty credentials requirements. Specifically, the minimum faculty credential requirement to teach associate degree-level non-transfer courses is a bachelor's degree, while transfer and baccalaureate degree courses require a faculty member to have earned either a master's degree or a bachelor's degree with 18 graduate semester hours in the field. Research has shown that

faculty qualifications are among the top areas of non-compliance for SACS accredited institutions (Miller, 2000, SACS, 2006b).

Florida's community college legislation mandates that bachelor's degrees offered at community colleges must be associated with fields of study highly demanded by the workforce. These are the same fields in which community colleges have been offering associate degree-level, non-transfer programs since the 1960s; therefore, faculty in these areas have been credentialed at the associate non-transfer level (bachelor's degree as minimum). When community colleges move to Level II status, the faculty credential requirements become more stringent, requiring a minimum of a master's degree. Further, SACS Comprehensive Standard (CS) 3.5.4 requires "at least 25% of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate of the equivalent of the terminal degree" (SACS, 2012b, p. 29-30). This evolution has resulted in a situation where some faculty members, often on continuing contract, are no longer credentialed to teach at an institution in their respective disciplines.

Accreditation is a quality assurance process. Regional accreditation documents that a college has complied with commonly agreed upon standards of quality. Shelton (2010) explains, "in the United States, the process of accreditation is one means that colleges and universities use to signify to students, parents, alumni, government officials, future employers, financial aid providers, and other stakeholders that those institutions provide a quality education" (p. 198).

Regional accreditation is critical because it determines whether or not a college is eligible for federal financial aid (Council for Higher Education Accreditation [CHEA], 2011). With 46% of community college students receiving financial aid and 14% of community college revenue coming from federal funding (American Association of Community Colleges [AACC], 2011) loss of accreditation can easily mark the demise of an institution. The stigma related to the loss of accreditation or the imposing threat thereof can be significant. For example, California's Compton Community College was withdrawn from accreditation in 2006 because of fiscal mismanagement by their regional accreditor, the Western Association of Schools and Colleges. Even before accreditation was formally withdrawn, the publicity of the crisis affected enrollment, as enrollment dropped by 80%. Hoffman and Wallach (2008) noted, "the negative publicity resulting from the numerous articles that detailed all of the questionable administrative practices has done the damage. Students were going elsewhere for a community college education" (p. 608).

Statement of the Problem

As part of the recent Florida community college baccalaureate legislation, community colleges must achieve Level II (baccalaureate-granting) status through Florida's regional accreditor, the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC). Accreditation, however, comes at an enormous cost. Community colleges typically operate with limited financial resources; therefore, having to absorb additional costs can seriously impact college operations. Lack of

knowledge of the impact of higher-level credential requirements on faculty puts community colleges at risk, because (a) recommendations from SACS can result in sanctions up to and including loss of accreditation; (b) once a recommendation is given and a college is placed on monitoring, the institution only has 24 months to address the issue; (c) time is needed to address issues of faculty in need of additional coursework or degrees; and (d) due to time and money constraints, colleges may have to terminate faculty members who do not meet credential requirements. When moving from SACS Level I to II, former community colleges need to meet the SACS CS 3.7.1 (Qualified Faculty), which requires that faculty who teach baccalaureate courses hold the minimum of a master's degree in field. Further complicating matters, as baccalaureate granting institutions, colleges must also comply with CS 3.5.4, requiring 25% of course hours in the baccalaureate degree major to be taught by terminally-degreed faculty.

As of 2013, 85% of Florida College System (FCS) institutions offer or plan to offer bachelor's degrees. Florida's former community colleges now offer a total of 157 baccalaureate degrees; the number of offered programs continues to grow (FCS, 2013). Since the FCS employs 24,941 faculty members, the potential magnitude of this problem is significant (FCS, 2012a). Further, the expansion FCS bachelor's enrollments has grown exponentially. Florida Department of Education Fact Book data indicates that in 2007, there were 2,457 bachelor's enrollments within the FCS. By 2012, enrollments grew to 19,366 students- an incredible 788.2% growth over 5 years. FCS baccalaureate graduation rates have also increased. FCS Fact Book data indicates 398 bachelor's degree completers in 2007. By 2012 FCS reported 2,729 annual completers, a growth of

655.2% over 5 years. Figures 1 and 2 illustrate FCS bachelor's degree enrollment and completion growth since 2007.

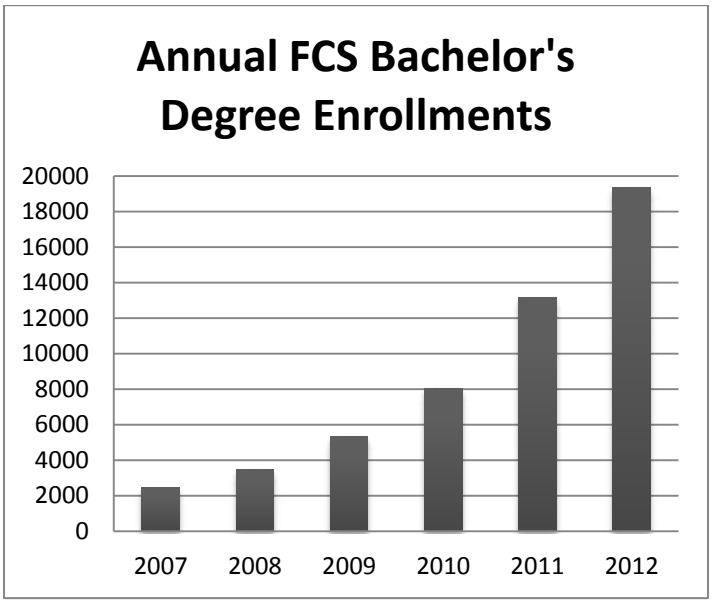


Figure 1. Annual FCS Bachelor's Degree Enrollments Since 2007

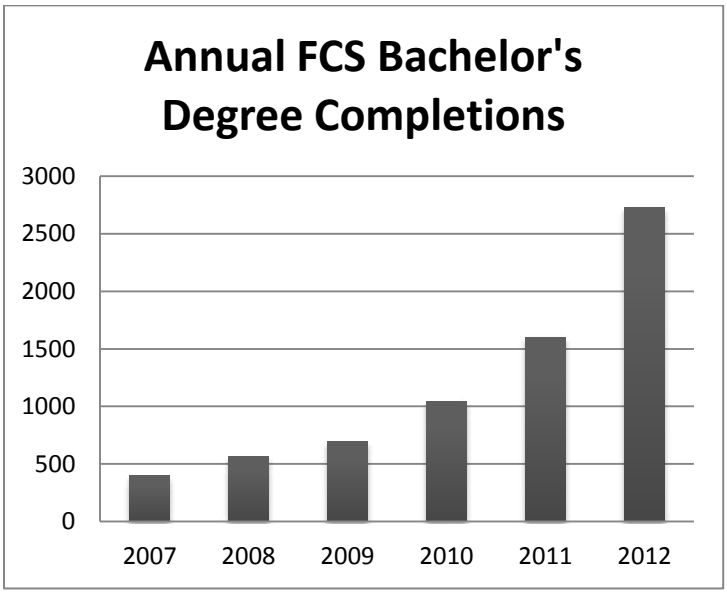


Figure 2. Annual FCS Bachelor's Degree Completions Since 2007

The process of moving from SACS Level I to Level II status requires a substantive change application and a site visit. Anecdotal evidence has indicated that community colleges have received recommendations related to faculty credentials from their regional accrediting agencies as part of the higher-level accreditation process. However, prior to the research detailed in this dissertation, no formal study had substantiated this issue. Because of the significant costs of accreditation as well as the potential for negative sanctions by SACS, termination of formerly credentialed faculty, and costs to faculty and institutions to increase terminal degrees, this lack of knowledge regarding the impact of higher-level accreditation on faculty credentials can pose a significant problem for community colleges making the transition to a higher level of accreditation.

Purpose of the Study

The primary purpose of this study was to provide insight and guidance on faculty credential implications for community colleges transitioning from SACS Level I to Level II status. This study may also provide insight for prospective faculty seeking to teach within baccalaureate-granting community colleges. Furthermore, this study may provide graduate programs with valuable information on the additional academic programmatic needs for ensuring that community college faculty hold appropriate credentials. Results were analyzed through the lens of Travis Hirschi's Social Control Theory.

Significance of the Study

Given the recency of the existence of the community college baccalaureate, research on this topic is sparse (Floyd, 2005). Floyd (2005) stated, "surprisingly, there is little research published about the specifics of national and state policies and practices related to the community college baccalaureate…clearly these new programming areas are ripe for publications and research" (p. 40). McKinney and Morris (2010) add,

> The immediate and long-term implications of the CCB for all of American higher education corroborate the need for empirical research on this subject. Although numerous position papers have been written by both advocates and critics of the CCB phenomenon, very few empirical research studies have specifically addressed the CCB (p. 188).

Prior to the current study, no research appeared to exist regarding the impact of higher-level regional accreditation status on faculty employment at Florida's community colleges. Furthermore, conversations with FCS staff indicated that no data existed regarding the changes in faculty credentials as a result of baccalaureate implementation within the FCS.

The results of this study are intended to serve as a resource to help guide Florida colleges planning to offer baccalaureate degrees as well as other community colleges within the Southern region anticipating offering baccalaureates. The potential implications are significant, because (a) the process of moving from a Level I to a Level II institution is costly in terms of both time and money; (b) the sanctions for non-compliance are severe, including loss of accreditation; and (c) formerly credentialed

community college faculty may be terminated or required to complete additional graduate coursework/and/or additional graduate degrees because of the more stringent credential requirements. This study adds to the current literature by providing a basis for practical application for community colleges seeking advancement to baccalaureate degree-granting status.

Research Questions

An unexpected consequence of the community college baccalaureate phenomenon in Florida is that formerly credentialed community college faculty in workforce-oriented fields no longer met credentialing requirements. The study sought to understand the scope and impact of this problem through the following research questions:

1. What recommendations or problems regarding faculty credentials have former Level I (associate's-granting community colleges) moving to Level II (baccalaureate-granting) institutions in Florida received from SACS?
2. In what ways do the former community colleges differ in addressing these problems?
3. What impact (if any) have faculty credential problems had on faculty employment in the Florida College System?

Theoretical Framework

This study was framed using the theoretical framework Travis Hirschi's Social Control Theory. Travis Hirschi is a prominent American criminologist who postulated

social control theory in 1969 in his classic work *Causes of Delinquency*. Hirschi sought to explain "why do men obey rules of society?" (p. 10). According to Hirschi's Social Control Theory, behavior is a function of one's bonds with society. Pro-social bonds result in pro-social behaviors. Weak or broken bonds with society result in delinquency. Through the lens of Social Control Theory, the impact of the accreditation peer review process as it relates to faculty credentials was analyzed. Although Hirschi's Social Control Theory is a criminological theory, it is grounded in sociological research, which easily translates to higher education research. In keeping with Hirschi's approach, just as social bonds function to control delinquency, for the purpose of this study the researcher assumes that the accreditation self-study and peer review processes function as controls for institutions of higher education. The theory, modifications that were made for its usage in the current study, and its application to higher education are detailed in Chapter 2.

Definition of Terms

Accreditation is defined as

> a concept that guides accredited postsecondary institutions to form voluntary bodies and encourages colleges and universities to evaluate and improve their programs. Accreditation is also a process by which colleges and universities evaluate their programs according to their own objectives and to the criteria of the association from which they seek recognition. (Cintron Delgado, 1992, p. 6)

Community college: Formerly known as junior colleges, community colleges are traditionally defined as publically-supported institutions providing lower-level undergraduate education which award the associate degree as the highest level degree (Cohen & Brawer, 2003).

Comprehensive Standard: Terminology used by the Southern Association of Colleges and Schools in the Principles of Accreditation which represent good practice in higher education and establishes appropriate thresholds of accomplishment (SACS, 2012b).

Community college baccalaureate: A bachelor's degree conferred either by a community college or a former community college which has been reclassified to confer bachelor's degrees (Floyd, 2005).

Faculty credentials: The documentation of faculty members' academic degrees and accomplishments. The most common type of faculty credentials documentation is official college transcripts showing highest degree earned.

Florida College System (FCS): A system of 28 locally governed public colleges in the State of Florida coordinated by the Florida State Board of Education (FLDOE, n.d.).

Florida State Board of Education (SBOE): The regulating body for Florida's public K-12 and state college system (former community colleges). This eight-member committee is appointed by the governor. While the SBOE governs Florida's state college system, the Florida Board of Regents governs Florida's State University System.

Full-time Faculty: For the purpose of this study, full-time faculty are defined as employees in faculty positions teaching a full-time course load or its equivalent. This would include faculty with continuing contract/tenure and those in tenure track positions.

Level I: The Southern Association of Colleges and Schools (SACS) accreditation status identifying institutions granting the associate degree as highest level degree.

Level II: The SACS accreditation status identifying institutions granting the baccalaureate as highest level degree.

Open access: The fundamental mission of the community college movement is access. Community colleges demonstrate their commitment to access through open access admissions policies.

Principles of Accreditation: The guiding principles identified by the Southern Association of Colleges and Schools with which institutions must comply in order to achieve and maintain accreditation. The Principles of Accreditation handbook "provides consistent guidelines for peer review, representing the collective judgment of the membership on standards appropriate for the assurance of quality in higher education" (SACS, 2013, para.1).

Social Control Theory: A criminological theory postulated in 1969 by Travis Hirschi in his book *Causes of Delinquency* which sought to explain the causes of juvenile delinquency.

Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) is

> the recognized regional accrediting body in the 11 U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees. (SACS, 2012a, para. 1)

Workforce development: A function of community colleges since the 1920s. Over the years, workforce development programs have been referred to as vocational, semiprofessional, technical, occupational, trades and career (Cohen & Brawer, 2003). Early workforce development programs were considered terminal programs where a student could learn a trade and move directly in the workforce.

Assumptions

This study assumed both willingness to participate in the study and that respondents had the academic and professional background to accurately and completely answer the survey questions. Furthermore, because faculty hiring and employment practices may be a sensitive topic, the study assumed veracity of respondents.

Limitations

This study involved the analysis of regional accreditation at Florida community college baccalaureate-granting institutions. Florida's demographics and higher education structure are unique, so results may not be generalizable outside of the state of Florida. Additionally, the researcher is employed at Seminole State College of Florida (SSC; formerly Seminole Community College), a baccalaureate-granting institution. While she does not serve as the college's SACS liaison, she has been designated by the College's Vice President of Academic Affairs as the college's liaison for baccalaureate programs, chairs the baccalaureate steering committee, serves on the SACS steering team, and is responsible for oversight of faculty credentials at SSC.

Summary

This study sought to identify what, if any, recommendations or problems related to faculty credentials have been given to Florida's community colleges that have moved to SACS-COC Level II status. Understanding issues regarding faculty credentials is critical because problems with credentials place the institutions at risk of sanctions, up to and including the loss of accreditation.

A comprehensive review of the relevant literature including the history and function of accreditation, history and overview of the community college baccalaureate, a detailed account of SACS policy and procedures related to faculty credentials, as well as a summary of Hirschi's Social Control Theory, is provided in Chapter 2. Chapter 3 identifies the methodology including data collection methods. Chapter 4 details the results of this study. Finally, Chapter 5 provides conclusions, practical applications and recommendations for further research.

CHAPTER 2
REVIEW OF THE LITERATURE

Introduction

This chapter contains a comprehensive review of relevant literature on the scholarship of regional accreditation and the community college baccalaureate. First, the history and mission of the community college in America is discussed. Next, the history and scope of the community college baccalaureate with specific focus on Florida's implementation is provided. The purpose, function, and types of accreditation in higher education are discussed with emphasis on faculty credentials. Finally, a summary of Travis Hirschi's Social Control Theory and its use as a theoretical framework for this study is explained.

Community Colleges

Community College History

One of the earliest factors influencing the community college movement in the United States was the concept of universal high school enrollment. Prior to the early 20th century, secondary education was viewed not as a right but as a privilege enjoyed primarily by the upper classes. At the time, the United States thrived upon an agrarian economy in which students were needed in the fields, keeping them out of the classroom. Among those students who did attend high school, graduation was rare and was not an

expectation. In other words, prior to the 20th century, simply attending high school was considered a success (Dorn, 1996).

With the arrival of the Great Depression, jobs became scarce. High school was seen as a place to house and socialize youth to reduce criminality. As the country moved out of the Great Depression, the U.S. labor market became more industrialized. Industrialization led to the need for new technological skills, thus increasing the demand for public high school education. The social perspective of high school as a universal right instead of a privilege emerged. High school enrollment grew at unprecedented rates, graduation rates increased and stabilized, and the idea of high school graduation as the norm was solidified in American society (Dorn, 1996).

The concept and growth of the community college in America mirrors the growth of the American high school. Prior to the 20th century, higher education was stratified and the elite upper classes were the primary beneficiaries. As high school graduation rates increased, the need for further education increased as well. Cohen and Brawer (2003) stated that "the simplest overarching reason for the growth of community colleges was that an increasing number of demands were being placed on schools at every level" (p. 2).

The United States has uniquely addressed the challenge of providing access to higher education through its system of community colleges. Established in 1901, the first community college in the United States was Joliet Junior College located in in Joliet, Illinois. Joliet Junior College was the result of an experimental post-high school program developed by William Rainey Harper, the first president of the University of Chicago,

and J. Stanley Brown, the superintendent of Joliet Township High School (Joliet Junior College, 2012).

Initially, Joliet's program was considered a high school post-diploma program, which was essentially the fifth and sixth years of high school. In 1900, a total of six students enrolled in the new program. The general education curriculum provided through this post-diploma program was designed to prepare high school graduates to transition to the university. Most of the students enrolled in the program were geographically bound and would not have been able to directly enter college because of family and/or financial issues. In a precursor to today's articulation agreements, affiliations with the University of Chicago allowed the students to continue their studies at the university. In 1906, the first graduate of Joliet's post-high school diploma program finished her degree (Witt, Wattenbarger, Gollatscheck, & Suppiger, 1994).

During the early 1900s, the junior college movement was focused in the Midwest with programs in Illinois, Michigan, and Missouri. Education included not just general education but also vocational subjects. Critics argued that "junior colleges lacked collegiate standards, that they should become more exclusive—like universities" (Witt et al., 1994, p. 27). By 1920 there were 74 junior colleges in the United States. This number jumped to 180 by 1930 and to 238 by 1940 (AACC, 2012a).

Community college growth expanded after World War II in response to the Serviceman's Readjustment Act of 1944, commonly referred to as the GI Bill, prompting the need for local access to higher education for returning veterans (Witt et al., 1994). The GI Bill was a governmental grant program created under the Roosevelt

administration to retrain World War II veterans and laid-off defense workers after World War II ended. While the GI Bill opened up new educational opportunities, many of the veterans were either geographically bound because of family commitments or simply not academically prepared for study at a university. Many veterans chose to enroll in local junior colleges, comprising 46% of the entire junior college student populations by 1946 (Witt et al., 1994). Witt et al. (1994) noted, "the GI Bill had created a test for higher education in new segments of the population. College-educated veterans were able to build a better life for their families, and they instilled in their children and grandchildren the importance of higher education" (p. 127).

The President's Commission on Higher Education of 1947, commonly referred to as the Truman Commission, brought the community college movement into the national spotlight. Under the leadership of Harry Truman and chaired by George Zook, a junior college advocate, the 28-member commission was tasked with evaluating higher education and recommending a master plan for higher education in the United States. According to Witt et al. (1994), "the GI Bill had opened college doors to the average American, and Truman intended to keep them open" (p. 130). The Commission recognized World War II servicemen as an underserved population and advocated for expanding educational opportunity at the two-year level. Interestingly, although the Truman Commission is often credited with creating the two-year college and coining the term *community college*, by 1947 there were more than 500,000 students already enrolled and the term community college was already in existence. However, it was after the Truman Commission report that many junior colleges changed their names from junior to

community college. The critical importance of the Truman Commission report was the national spotlight and support that it provided to the community college movement. Witt et al. explained, "in supporting these institutions' comprehensive mission, the commission made the community college a keystone of national educational policy and set the stage for the massive college growth over the next two decades" (p. 132).

The growth in the number of community colleges since 1940 has been staggering. Between 1940 and 1960, a total of 174 new community colleges were created in the United States. Enormous growth took place in the 1960s as the Baby Boomer generation entered college. From 1961 to 1970, 497 new community colleges were added nationwide. As of 2011, there were 1,167 community colleges in the United States serving a total of 12.4 million students (AACC, 2012a). Figure 1 graphically illustrates community college growth over the past 100 years.

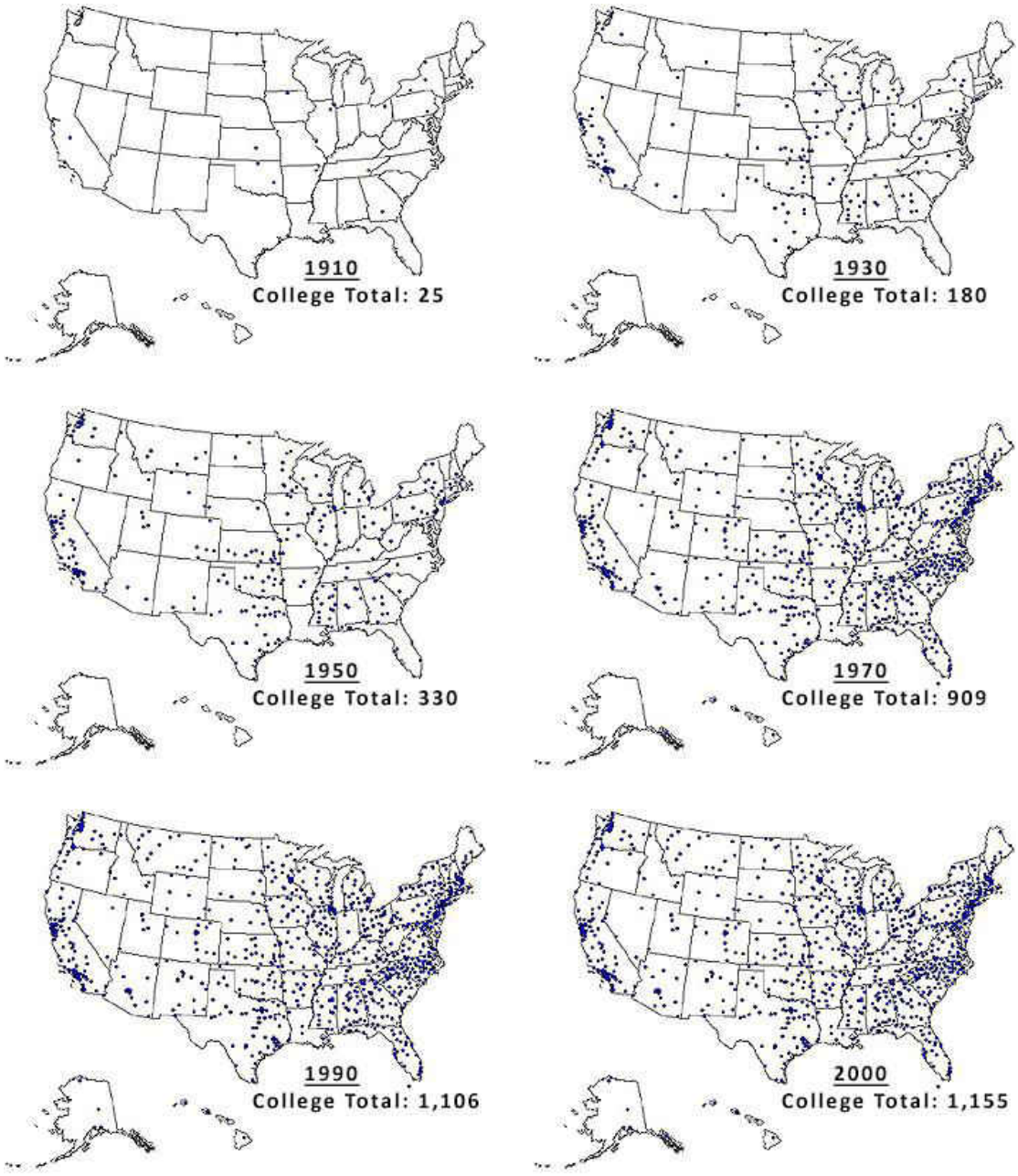


Figure 3. Community college growth over the past 100 years.

Reproduced with permission of American Association of Community Colleges, 2012a.

Community College Mission and Purpose

Cohen and Brawer (2003) noted, "since its founding, the United States has been more dedicated to the belief that all individuals should have the opportunity to rise to their greatest potential" (p. 10). Community colleges are the ultimate forms of the democratization of higher education in America. Community colleges embrace access as a fundamental goal (Brubacher & Rudy 2007; Cohen & Brawer, 2003; Ratcliff, 1994; Shannon & Smith, 2006; Witt et al., 1994). This mission is achieved through (a) open access policies, (b) strategically located campuses, and (c) traditionally lower cost tuition than is found at most universities.

Cohen (2002) stated,

> Indeed, the general principle underlying community college development has been a belief in individual mobility and achievement- the belief that anyone seeking it should be given the opportunity to learn in order to advance professionally or personally in society, notwithstanding their prior educational accomplishments or their social or economic status (p. 6).

Witt et al. (1994) added that "by reaching out to the average citizen, these 'people's colleges' allowed a generation of American's to achieve a goal that would have been unthinkable to their parents—a college diploma" (p. 3).

In support of the access mission, America's community colleges have been strategically located within communities to increase local access to higher education. Cohen and Brawer (2003) stated, "the advent of the community college as a neighborhood institution did more to open higher education to more people than did its

policy of accepting even students who had not done well in high school" (p. 16). Today, community colleges are located within a reasonable commuting distance of 90% to 95% of the population (Cohen & Brawer). Proponents of the community college baccalaureate argue that the addition of this degree to community college offerings reflects an evolution of the access mission, allowing institutions to better provide educational opportunities to the masses. Walker (2005) explains,

> U.S. society and the economy were based first on agriculture, then on industry, and today on information and knowledge. As society has evolved, so has education in response. It is again essential to expand educational opportunity to everyone in today's knowledge-based society. Just as community colleges democratized higher education through open-door philosophy and associate degrees, so they must now democratize opportunity for higher education through the baccalaureate degree. (p. 11)

Workforce Development

Workforce development has been a function of community colleges since the 1920s. Throughout the years, these programs have been referred to as vocational, semiprofessional, technical, occupational, trade, and career (Cohen & Brawer, 2003). Early workforce development programs were considered terminal programs in that a student could learn a trade and move directly in the workforce. These programs began as extensions of vocational training provided by high schools and were not intended to support the community college transfer function. In many cases, advanced degrees in

workforce fields simply did not exist; therefore, the faculty members teaching in these programs were credentialed via certificates, an associate in science degree, or work experience. As detailed later in this chapter, the early emphasis of workforce development programs as terminal in nature has resulted in challenges today in the area of faculty credentials as community colleges increase offerings of workforce-oriented baccalaureate degrees.

Community colleges serve an important role in local economic development by providing workforce education programs. Boggs (2012) explained,

> community colleges play an essential role in preparing the nation's workforce. They prepare more than half of the nation's registered nurses and the majority of other healthcare workers, more than 80 percent of first responders with postsecondary credentials (paramedics, EMTs, firefighters, and police officers), and a growing percentage of the nation's technological workforce. (p. 37)

Additionally, community college workforce programs are extremely attractive to nontraditional older students and displaced workers because of the accessible location, lower tuition, and affiliations with local employers.

Ratcliff (1994) concluded,

> Community colleges have stood for open admissions, geographic proximity, and relative financial affordability to the potential students in the community and region served. Within the structure of American higher education, the community college's contribution has been increased accessibility and pragmatic curricular diversity geared to regional and local needs. (p. 4)

One of the rationales given for the community college baccalaureate is to advance workforce development. In response to this rationale, the majority of community college baccalaureate programs are in workforce-oriented fields such as nursing and teacher education.

History of the Community College Baccalaureate

Floyd (2005) posits four models in which community college students can gain baccalaureate degree access. First, the traditional articulation model involves completion of lower-division coursework at the community college followed by transfer to the university. The second model, university center, involves completion of lower-division coursework at the community college followed by-upper division coursework provided by the university but offered on the community college campus. This arrangement includes the incorporation of joint-use facilities. The third model, university extension, involves an actual university branch located at same site as the community college. Finally, the community college baccalaureate involves complete control of curriculum and conferring of the degree by the community college. Floyd explains that the community college baccalaureate is attractive to local institutions perceiving that traditional upper-division programs are unresponsive to nontraditional, geographically-bound students (p. 39).

Although community colleges in Canada have offered baccalaureate degrees since the 1980s (Skolnik, 2005), the community college baccalaureate in the United States is a fairly recent phenomenon. In 1993, Utah Valley Community College was granted

legislative authorization to offer bachelor's degrees. In 1997, Westark Community College in Arkansas was granted authority to offer a bachelor's degree in manufacturing. Dixie State College in Utah and Great Basin College in Nevada both followed in 1999 by offering bachelor's degrees in education (Walker, 2005, pp. 12-13). As of 2013, 19 states authorized community colleges to offer bachelor's degrees and a number of other states were considering community college baccalaureate legislation (Community College Baccalaureate Association, 2013).

The process of community colleges transitioning to baccalaureate-granting institutions has not been a straightforward one. The concept of the community college baccalaureate has faced detractors. The primary arguments against the community college baccalaureate focus on concerns for losing the primary access mission of the community college (Townsend, 2005). Opponents question whether community colleges can effectively expand their missions without letting two-year programs suffer due to the scarcity of fiscal resources. At the state level, should funds be spent on the community college baccalaureate or instead be provided to expand university programs? The question also remains regarding the impact on faculty of community colleges transitioning to baccalaureate granting colleges. These questions remain unanswered but point to the need for research on the community college baccalaureate.

The state of Florida has authorized the largest scale implementation of the community college baccalaureate to date. As of 2013, 24 of Florida's 28 community colleges offer or are in the planning stages of offering baccalaureate degrees (FLDOE,

2013). Local access is the primary rationale for Florida's community college baccalaureate programs. Gonzalez (2011) explains,

> The distance between many of the state's community college campuses and the nearest public four-year university, as well as lack of online options for many programs at the four-year institutions, hampered the ability of transfer students to earn bachelor's degrees. It was hard for them to balance work and family while having to drive a couple of hours to attend classes at a university. That has changed now that community colleges award their own bachelor's degrees. (para. 14)

The history of Florida's community college baccalaureate legislation is discussed in detail later in this chapter.

Purpose of the Community College Baccalaureate

Access has always served as the fundamental mission of the community college. Edmund Gleazer noted that one of the major aims of the community college movement was to extend educational opportunity (as cited in Witt et al., 1994). He explained,

> a careful study of community college development shows these institutions have been especially important to people whose educational options are limited by a variety of circumstances. That is a significant factor to consider in any policy discussions about the present and future role of these colleges. From the beginning their call has been to extend educational opportunity. (p. xiv)

In light of this access-focused mission, it is understandable that community colleges would seek to extend access to higher education to meet the needs of the communities they serve. The purpose of the community college baccalaureate is to provide local access to baccalaureate education. McKinney, Scicchitano and Johns (2013) recently conducted a national survey of 37 community college baccalaureate granting institutions. McKinney et.al.'s data suggests that "student needs, and not institutional revenue or prestige, are the primary motivation for offering bachelor's degrees" (p. 54).

The community college baccalaureate is controversial. While some view this degree as an expansion of the access mission, others view it as a threat to the core mission of the community college (Floyd & Skolnik, 2005). The rationale for the community college baccalaureate is that it will extend the opportunity of a higher level of postsecondary education to the nontraditional students typically served by the community college. These nontraditional students are generally older, female, minority, or geographically bound. In this view, the community college baccalaureate is the natural evolution of the community college access mission, as it provides additional access to the community it serves. The rationale against the community college baccalaureate focuses on the fact that community colleges typically function with scarce financial resources (Townsend, 2005). The concern is that already scarce resources used to support traditional associate degree programs, career and technical programs, and adult education will be diverted to baccalaureate education, hence threatening to degrade these long-running programs. Further, critics argue that baccalaureate education is best left up to the university (Townsend, 2005).

The Community College Baccalaureate in Florida

The Florida College System (FCS) consists of 28 colleges and serves over 900,000 students annually. As of 2012, there were 24,941 faculty members working within the FCS (FCS, 2012). When Florida's community colleges became baccalaureate-granting institutions, the level of faculty credentials required to maintain regional accreditation increased. Specifically, since associate of science (AS) degrees now transfer into bachelor's degrees, faculty members in AS degree programs must now meet the transfer-level faculty credential of holding a master's degree or higher.

There are 1,132 community colleges in the United States serving 13 million students (AACC, 2013). About one-third of all higher education faculty in the United States teach at community colleges. Nationally, 86% of full-time and 53% of part-time community college faculty hold master's-level or higher degrees. However, these higher-level degrees are overrepresented in the traditionally transferrable arts and sciences-oriented fields. In fact, in occupationally-specific programs, only 40% of full-time and 28% of part-time faculty hold master's or higher level degrees (AACC, 2012b). Florida's community college baccalaureate legislation requires that bachelor's degrees must be offered in workforce oriented fields. SACS CS 3.5.4 requires that at least 25% of baccalaureate course hours are taught by faculty holding a terminal degree, typically the earned doctorate. An unexpected consequence of the community college baccalaureate phenomenon is that community college faculty formerly deemed appropriately credentialed to teach in workforce-oriented fields may no longer meet credentialing requirements.

History of Florida's Community Colleges

Florida has had a long and expansive history of community college education since the establishment of St. Petersburg Junior College in 1927. Early community colleges were initially governed by local boards of instruction, the same boards responsible for K-12 governance. In 1957, Florida's legislature authorized a master plan for the coordination and development of a system of 28 community colleges to provide access to higher education. The system was strategically designed to locate community colleges within commuting distance of 99% of the state's population (Wattenbarger & Albertson, 2007). The new system was separate from the K-12 schools, created local community college district boards of trustees as governing boards of the institutions, and established a new Division of Community Colleges within the Florida Department of Education (Wattenbarger & Albertson, 2007). By 1972 the entire system of 28 community colleges as defined by the master plan was completed. Table 1 lists the institutions of Florida's community college system, often referred to as the "Great 28." Likewise, Figure 2 displays the geographical locations of these institutions.

In 2001, Florida passed landmark legislation authorizing community colleges to offer bachelor's degrees. This legislation is detailed later in this chapter. Florida's Community College System was re-designated the Florida College System in 2008 to better align with the transition from community to state colleges.

Table 1

The Great 28: Florida's State Colleges

College	Year Established
St. Petersburg College	1927 (private), 1947 (public)
Palm Beach State College	1933
Chipola College	1947 (private), 1948 (public)
Pensacola State College	1947
Gulf Coast State College	1957
College of Central Florida	1957
Daytona State College	1958
State College of Florida, Manatee-Sarasota	1958
North Florida Community College	1958
St. John's River State College	1958
Eastern Florida State College (formerly Brevard)	1960
Broward College	1960
Indian River State College	1960
Miami Dade College	1960
Edison State College	1962
Florida Gateway College	1962
Lake-Sumter State College	1962
Northwest Florida State College (formerly Okaloosa-Walton)	1964
Polk State College	1965
Florida Keys Community College	1966
Florida State College at Jacksonville	1966
Santa Fe College	1966
Seminole State College of Florida	1966
South Florida State College	1966
Tallahassee Community College	1967
Valencia College	1967
Hillsborough Community College	1968
Pasco-Hernando Community College	1972

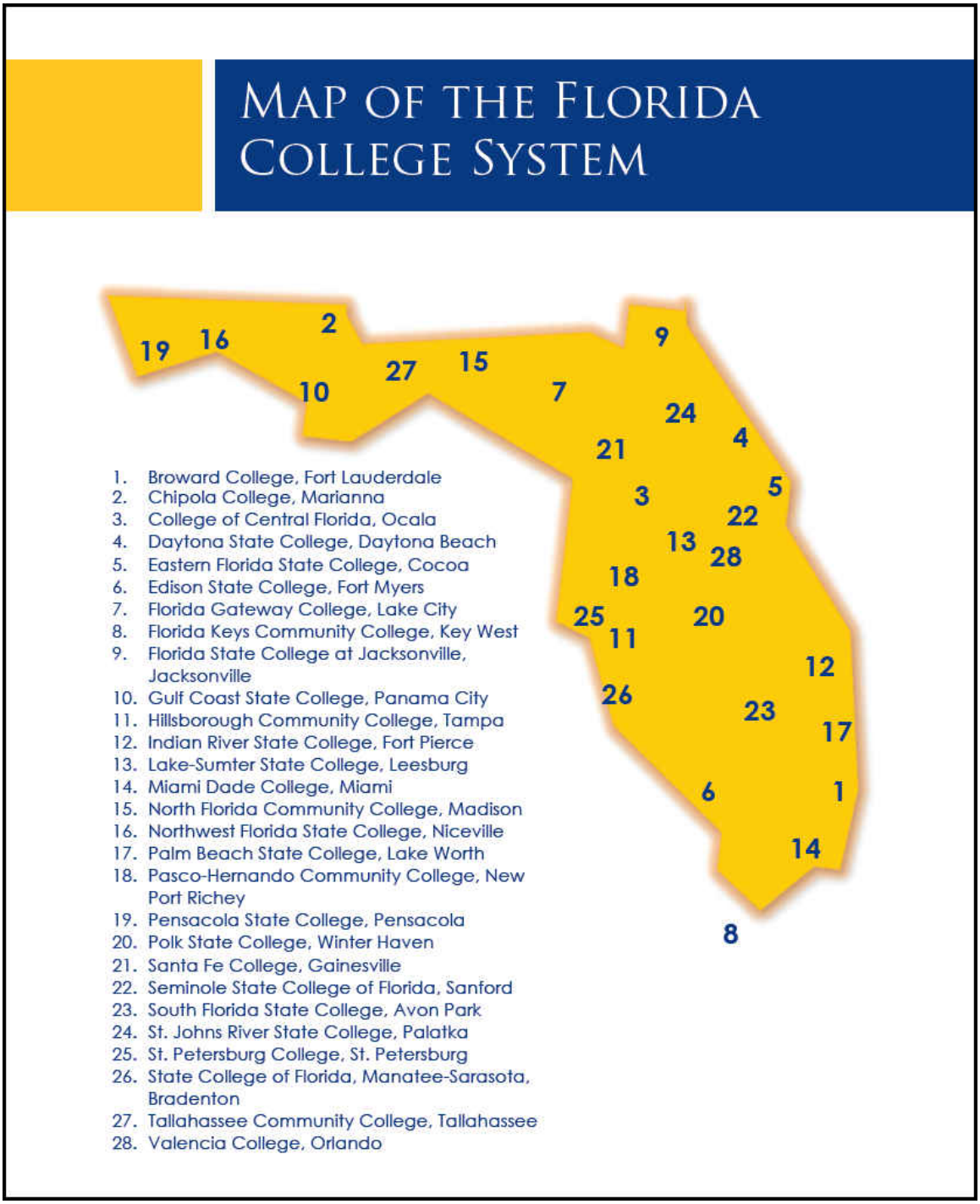


Figure 4. Map of the Florida College System.

Reproduced with permission of the Florida College System (2013).

The Magnificent Twelve

The history of Florida's community college system is not complete without an acknowledgement of the "Magnificent Twelve". Historically, the period prior to the 1970s was a time of racial segregation between Blacks and Whites, especially in the South. The separate-but-equal doctrine prevailed within all levels of the educational system. Although the *Brown v. Board of Education* decision was rendered in 1954 by the U.S. Supreme Court, the State of Florida established and maintained 12 segregated community colleges until the late 1960s. Ironically, all but one of these schools were established after the Brown decision. During the 1950s and early 1960s, Florida maintained a stance against integration based upon a clause in its state constitution that noted, "White and colored children shall not be taught in the same school, but that impartial provisions be made for both" (Smith, 1994, p. xvi).

Coursework offered in Florida's Magnificent Twelve included general education courses; courses in the trades, such as automotive and building construction; and remedial adult education courses. During the 1950s and early 1960s, the only public university which Blacks could attend was Florida Agricultural and Mechanical University (FAMU), located in Tallahassee. Geographically-bound students and those without the financial resources to attend FAMU were left without access to higher education. The Magnificent Twelve, aligned with the community access mission, provided the only opportunity for public higher education for many in the Black community. Further, courses in the trades, such as those in building construction offered by Booker T.

Washington Junior College in Pensacola, helped to address local workforce needs. Walter Smith (1994) explained,

> BTWJC was developed at a time when the people in the area were experiencing tremendous hardships because of unemployment, and overpopulation due to the return of under-educated military persons after the end of World War II. The need for skills which could enhance the building industry was evident. The total environment was mushrooming because of the area's population explosion and military bases in northwest Florida were expanding. Artisans to build and maintain the expanded facilities were essential and BTWJC could contribute to that employment" (p. 5).

The contributions of the Magnificent Twelve were significant. Just as today's community colleges play a critical role in workforce development, the Magnificent Twelve contributed to the economic development of Florida by providing skilled workers to the local community. Additionally, without the Magnificent Twelve, higher education among the Black citizens of Florida would have fallen behind.

It was not until the Civil Rights Act of 1964 was passed that Florida began to comply with desegregation. The 12 black colleges merged with other Florida community colleges by the end of the 1960s. The colleges and mergers are listed in Table 2.

Table 2

The Magnificent Twelve: Historically Black Community Colleges of Florida

College (Year Founded)	Merged With (Year)
Booker T. Washington Junior College (1949)	Pensacola Junior College (1965)
Carver Junior College (1960)	Brevard Junior College (1963)
Collier-Blocker Junior College (1960)	St. Johns River Community College (1965)
Gibbs Junior College (1957)	St. Petersburg Junior College (1966)
Hampton Junior College (1958)	Central Florida Community College (1966)
Jackson College (1961)	Chipola Junior College (1966)
Johnson College (1962)	Lake-Sumter Community College (1966)
Lincoln College (1960)	Indian River Community College (1965)
Roosevelt College (1958)	Palm Beach Community College (1965)
Rosenwald College (1958)	Gulf Coast Community College (1966)
Suwannee River College (1959)	North Florida Community College (1967)
Volusia Community College (1957)	Daytona Beach Community College (1966)

These mergers proved to be particularly difficult for the Black colleges, students, and staff. Black students and staff felt unwelcomed at the new integrated institutions. Many of the faculty and staff members from the Black colleges lost their jobs or were demoted as part of the mergers. None of the Black college presidents went on to become vice presidents at the integrated institutions. Furthermore, no Black institution had any part of its name reflected in the name of the merged institution; each White institution retained its name (Smith, 1994).

Finally, during the 1990s, Florida's State Board of Education recognized the contribution of the Black community colleges to the state's system of higher education. Specifically, the colleges "served as encouragement for Black youth and other citizens to move into a level of education that had not been considered possible by the great majority of the Black communities" (Smith, 1994, p. 278). In 1993, the Florida State Board of

Education passed a resolution recommending that each of the community colleges involved in a merger with a Black junior college dedicate a building or erect a permanent marker on its campus in remembrance of the 12 Black colleges (Smith, 1994). Today, the 12 black community colleges are referred to as the "Magnificent Twelve" and are acknowledged to be a critical part of the foundation of Florida's College System (FCS, 2011).

History of Florida's Community College Baccalaureate Legislation

As Florida's population grew, so did the demand for baccalaureate-level education. Eventually, it became evident that Florida's State University System did not have the capacity to meet the demand. In 1991, the Florida Postsecondary Educational Planning Commission (PEPC) reported insufficient access to higher education within the state of Florida. By 1998, PEPC reported a critical lack of capacity within the current university system and recommended increased partnerships between universities and local community colleges to address this need (Florida PEPC, 1998; Floyd, Falconetti, & Hrabak, 2008). In 2001, PEPC reported that Florida ranked 9th out of the 10 largest states in proportion of the population holding a bachelor's degree or higher, yet Florida ranked 49th out of 50 states in baccalaureate access (Bemmel, Floyd, & Bryan, 2009).

The first legislation authorizing the community college baccalaureate in Florida occurred in 2001 when Florida's legislature passed Senate Bill 1162, which authorized St. Petersburg Junior College (now St. Petersburg College) to offer baccalaureate degrees in high-demand areas such as education and nursing. The bill, which became §1004.73,

Fla. Stat. (2002), also provided the ability for other Florida community colleges to offer site-specific, workforce-focused bachelor's degrees. To date, St. Petersburg College has the largest number of community college baccalaureate offerings and is considered the pioneer for the community college baccalaureate in Florida.

As a result of §1004.73, community colleges were required to seek authorization to submit a proposal to the State Board of Education (SBE) for approval. Part of the SBE approval process included a review by the Council for Education Policy Research and Improvement (CEPRI), formerly known as PEPC. In March 2002, Chipola, Edison, and Miami-Dade Community Colleges applied for authorization to offer baccalaureate degrees. At the time, however, CEPRI recommended denial of the proposals. In an interesting turn of events, Jim Horne, then Florida's Secretary of Education, sent a recommendation directly to the Florida Board of Education members recommending the approval of Chipola and Miami-Dade's baccalaureate proposals. Secretary Horne recommended that Edison be granted funding to establish a partnership with Florida Gulf Coast University. In May 2002, the SBE accepted the recommendations and both Chipola Community College and Miami-Dade Community College received baccalaureate approval (FLDOE, 2008).

From that point forward, approvals at other institutions took place. Northwest Florida State College (formerly Okaloosa-Walton Community College) was granted approval to offer baccalaureate degrees in 2003. In 2005, Daytona Beach Community College and Edison Community College received baccalaureate approval. Florida Community College at Jacksonville gained approval in 2006, followed by Indian River

Community College in 2007. Broward Community College and Palm Beach Community College earned baccalaureate approval in 2008. Seminole Community College and Santa Fe College were approved in 2009. The College of Central Florida, St. John's River State College, and Valencia College were approved in 2010. Florida Gateway College and South Florida State College were approved in 2011. Eastern Florida State College (formerly Brevard Community College) and Lake Sumter State College were approved in 2012. Pasco-Hernando Community College was approved in 2013.

The Pappas Consulting Group was commissioned by the Florida Board of Governors in 2007 to propose a blueprint, a new master plan for the State University System. Pappas (2007) noted, "in a state like Florida that has under-produced at the baccalaureate level, has access issues, and has increasing proportions of poor and minority students, the community colleges will be able to contribute to increasing some specialized degree production" (p. 20). Pappas recommended the establishment of "a new system within the SUS with sole focus on bachelor's degrees" to include "any community college that wishes to produce more than 50% of its credit hours at the baccalaureate level" (p. 14). Essentially, Pappas proposed creating a new state college system within the state of Florida wherein certain community colleges would transform into baccalaureate-granting state colleges.

In line with Pappas's recommendations, Florida Senate Bill 1716 established the Florida College System in 2008, with the purpose of increasing access to the baccalaureate by developing a means for transitioning community colleges to baccalaureate-degree-granting colleges. SB 1716 is significant because it solidified the

concept of the community college baccalaureate in Florida and began a fundamental redesign of the Florida Community College System. The 2008 bill denoted the following:

> Redesignat[ing] the name of certain community colleges as colleges. Establishes the Florida College System to be comprised of public postsecondary educational institutions meeting certain criteria…establish[es] the Florida College System Task Force for the purpose of developing recommendations for the transition of community colleges to baccalaureate-degree-granting colleges and for establishing and funding state colleges (lines 2-7; 12-15)

SB 1716 yielded §1004.87, Fla. Stat. (2008), which created the Florida College System Task Force "for the purpose of developing findings and issuing recommendations regarding the transition of community colleges to baccalaureate-degree-granting colleges and the criteria for establishing and funding state colleges" (FCS Task Force, 2008, p. 6). The Task Force was comprised of 10 members assigned by the governor, including six community college presidents, two private college presidents, one public state university president, and the education advisor to the governor (FCS Task Force, 2008).

In 2008 the Task Force issued a report to the legislature entitled "The Florida College System: Assuring Postsecondary Access that Supports Florida's Future." The Task Force recommended updating Florida Statutes to reaffirm the community college's associate degree access mission, reaffirm governance by community college local boards of trustees, and apply baccalaureate statutory provisions to the Florida College System. Essentially, the Task Force recommended support for the traditional community college mission, structure, and governance with the addition of granting baccalaureate degrees.

In addition to creating the Florida College System Task Force, SB 1716 also created the State College Pilot Project, which re-designated nine community colleges as state colleges. These nine participating community colleges included: Chipola College, formerly Chipola Community College; Daytona State College, formerly Daytona Community College; Edison State College, formerly Edison Community College; Indian River State College, formerly Indian River Community College; Miami-Dade College, formerly Miami-Dade Community College; Northwest Florida State College, formerly Okaloosa-Walton Community College; Polk State College, formerly Polk Community College; Santa Fe College, formerly Santa Fe Community College; and St. Petersburg College, formerly St. Petersburg Junior College. According to the FLDOE (2008b), the purpose of state colleges is to "bolster and support Florida's economic productivity and competitiveness by increasing access to affordable baccalaureate degrees…helping to supply the projected 2.15 million baccalaureate graduates needed to bring Florida to the level of the 10 most productive states by 2027" (pp. 3-4).

The State College Pilot Project report recommended (a) definition of state colleges to include Level II accreditation by SACS, (b) maintaining the current State Board of Education baccalaureate approval process, (c) the ability for any baccalaureate-granting community college to transition its name to include the term *state college*, (d) maintenance of local college boards of trustees, (e) the requirement of the College Level Academic Skills Test (CLAST) for upper- and lower-division students, (f) implementing a funding formula of 85% of State University System upper-division cost of instruction, (g) maintenance of the current funding formula based on projected enrollment, (h)

authorization of start-up funds and, (i) authorization of tuition for state colleges to be established legislatively through the General Appropriations Act (FLDOE, 2008b).

Florida Department of Education's Division of Florida Colleges (DFC) coordinates the bachelor's degrees offered through the Florida College System. Colleges planning to offer baccalaureate degrees must undergo a lengthy approval process. The first step in the process is submission of a Letter of Intent (LOI) from the college to the DFC. Under Florida Administrative Code 6A-14.95 the LOI must include evidence of program need, demand, economic impact, and startup costs. Additionally, the LOI must contain evidence of coordinated discussion with public universities and other regionally accredited private universities. Coordination is critical in order to ensure that programs are not being unnecessarily duplicated. After submission of the LOI, the State University System (SUS) and Independent Colleges and Universities (ICUF) are provided an opportunity (60 days for SUS and 30 days for ICUF) to submit objections and alternate proposals. The community college then submits a completed baccalaureate application to DFC. Copies of the LOI requirements, flowchart, and application template for the baccalaureate proposal process are provided in Appendices G, H, and I.

The DFC reviews the application and provides the college with written feedback on any deficiencies that need to be corrected or areas in which additional information is needed. The college makes any necessary changes to the application and resubmits it to DFC for review. Within 45 days, the Commissioner of Education then forwards the application along with recommended approval or disapproval to the SBE, which has the authority to approve or deny the application. To date, 24 of Florida's 28 former

community colleges have been approved to offer a total of 157 baccalaureate degrees. Table 3 shows the colleges, dates authorized and current number of bachelors offered.

The community college baccalaureate is a relatively new phenomenon; as such, research is limited and longitudinal studies are generally unavailable. Additionally, the small amount of research available focuses primarily on healthcare programs (Krupp, 2012; Mattingly, 2012) and funding (Bemmel, 2008; Bottoroff, 2011). Further, informal discussions with Florida Department of Education staff have indicated that no data currently exists on the impact of moving from Level I to Level II accreditation status on faculty employment in the Florida College System.

Table 3

Florida College System Institutions and Approved Baccalaureate Degrees as of July 2013

College	Year of First Bachelor's Approval	# of Bachelor's Degrees Approved
Broward College	2008	10
Chipola College	2002	10
College of Central Florida	2010	2
Daytona State College	2005	9
Eastern Florida State College (formerly Brevard Community College)	2012	1
Edison State College	2005	10
Florida Gateway College	2011	2
Florida Keys Community College	—	0
Florida State College at Jacksonville	2006	13
Gulf Coast State College	2010	4
Hillsborough Community College	—	0
Indian River State College	2007	14
Lake-Sumter State College	2012	1
Miami Dade College	2002	14
North Florida Community College	—	0
Northwest Florida State College	2003	7
Palm Beach State College	2008	3
Pasco-Hernando Community College	2013	2
Pensacola State College	2010	2
Polk State College	2009	3
Santa Fe College	2009	6
Seminole State College	2009	5
St John's River State College	2010	3
St Petersburg College	2001	25
South Florida Community College	2011	1
State College of Florida, Manatee-Sarasota	2009	7
Tallahassee Community College	—	0
Valencia College	2010	3

Accreditation

> Accreditation is defined as a
>
> concept that guides accredited postsecondary institutions to form voluntary bodies and encourages colleges and universities to evaluate and improve their programs. Accreditation is also a process by which colleges and universities evaluate their programs according to their own objectives and to the criteria of the association from which they seek recognition. (Cintron Delgado, 1992, p. 6)

The purposes of accreditation are to ensure higher education quality and to promote institutional quality enhancement.

The national origins of higher education accreditation emerged in 1906 when the National Association of State Universities met to establish common standards for admissions decisions. This was followed by the decision of the North Central Association of Colleges Secondary Schools decision to accredit member colleges, as well as the American Medical Association Council on Medical Education's rating system for medical schools (Young, Chambers, & Kells, 1983). Today, numerous regional, national, specialized, and programmatic accrediting bodies exist. National accrediting organizations review and recognize institutions throughout the nation. Specialized and programmatic accrediting organizations recognize and review specific programs and do not necessarily review the entire institution. Regional accreditation evaluates the entire institution where specialized and programmatic accreditors evaluate on a by-program basis. Regional accreditation is critical to institutions of higher education because it is required for college eligibility to receive federal financial aid.

Accreditation involves a triad consisting of the state, the accrediting agency, and the federal government. While authority for education is placed upon the states, the federal government does have a vested interest in education. The federal government provides significant financial support to the states in the form of student financial aid programs such as the Pell grant. Because of this financial support, the federal government requires monitoring of higher education and depends on accrediting agencies to perform this function. Although accreditation is technically voluntary and non-governmental, the institution must maintain accreditation in order to receive federal aid.

Regional Accreditation

Regional accreditation is a voluntary, self-regulatory process for ensuring educational quality. Bemis (1983) provides an excellent definition of regional accreditation, stating that

> regional accrediting bodies are voluntary associations of institutions engaged in the self-regulatory process of assessing and improving educational quality. They serve to assure the public that an institution's purposes are appropriate and soundly conceived, that its educational programs have been intelligently devised, that its purposes are being accomplished, and that the institution should continue to merit confidence because of its organization and resources (p. 168).

Regional accrediting organizations review and recognize institutions within specific geographic areas. There are six regional accrediting agencies within the U.S:

- Middle States Association of Colleges and Schools Middle States Commission on Higher Education (MSCHE)

- New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE)
- North Central Association of Colleges and Schools The Higher Learning Commission (NCA-HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools (SACS) Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC-ACCJC) and the Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

A graphical representation of the states represented by each of these accrediting agencies is presented in Figure 3.

Regional accrediting agencies have formally defined comprehensive standards and principles designed to ensure educational quality. Institutions seeking initial regional accreditation or reaffirmation of accreditation must demonstrate compliance with these standards or principles. Two primary stages comprise the accreditation process: the institutional self-study and the peer review (Bemis, 1983). The self-study is a formal written document completed by the institution seeking accreditation or reaffirmation of accreditation consisting of documentation showing institutional compliance with accrediting principles and comprehensive standards. This document is then submitted in advance to the regional accrediting association, which reviews the document, requests any additional information if needed, and schedules an on-site visit.

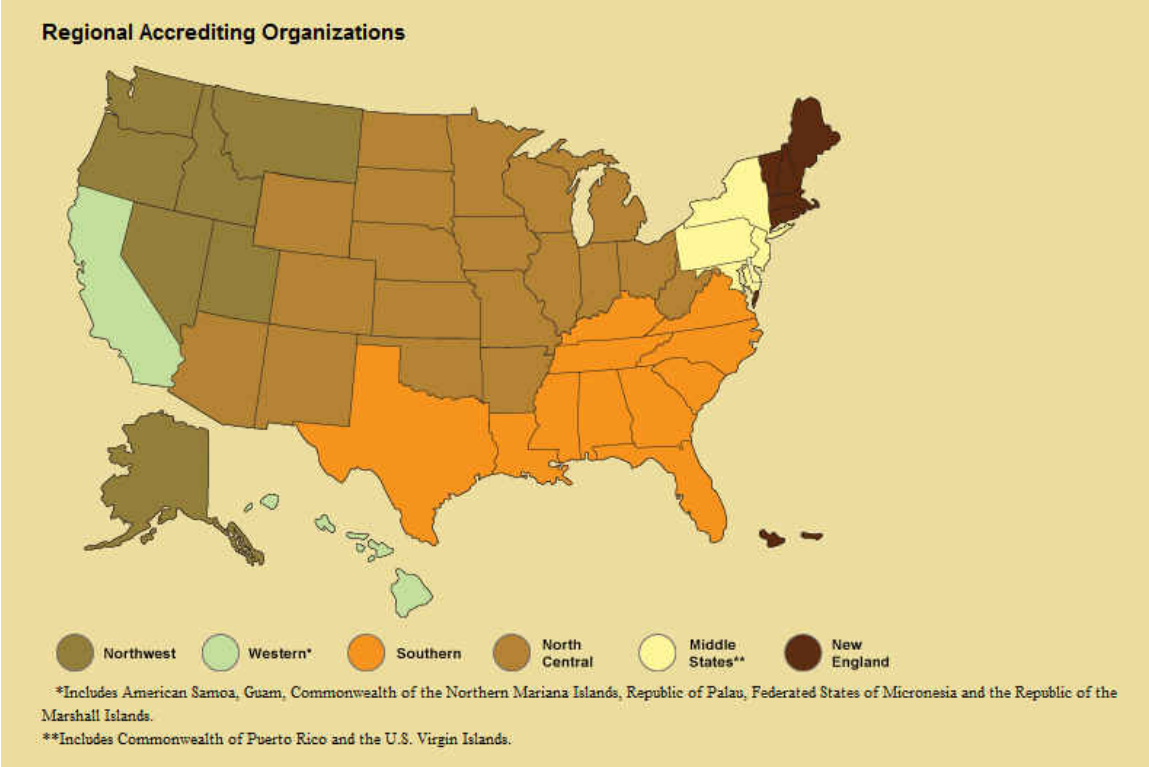


Figure 5. Map of regional accrediting organizations.

Reproduced with permission of the Council of Higher Education Accreditation (CHEA) 2012.

The peer review committee is traditionally comprised of agency staff members as well as of teams of faculty and administrators from member institutions similar in size and scope to the institution being reviewed. The purpose of the peer review team is to "look for coherence between what the institution says and what it does" (Bemis, 1983, p. 172). The peer committee functions as the evaluation unit, although each team member may have specific tasks related to an area of expertise. For example, a library member of the peer review team may be assigned to evaluate library resources. At the conclusion of

the peer review, the evaluation committee makes a report. The report is typically provided verbally to the institution's president and leadership team, followed by a formal report provided to the accrediting agency. The committee may make recommendations for improvements to the institution. Typically, these recommendations are followed up with documentation and subsequent evaluation by the accrediting agency.

Self-Regulation

Self-regulation is defined as "a wide range of collective actions to maintain responsible practice in all areas of operation" (El-Kawas, 1983, p. 55). Accreditation has a strong tradition of self-regulation. In fact, scholars argue that "accreditation should be recognized as a form of educational self-regulation" (El-Kawas, 1983, p. 55). When the accreditation process involves peer institutions coming together to define standards and criteria, self-regulation is achieved through the institutional self-study and peer review processes.

Self-regulation is a fundamental component of accreditation. CHEA (2011) explained, "self-regulation through accreditation, an independent, powerful peer/professional review capacity, is the most effective means to review and judge the complex set of educational experiences offered in our colleges and universities" (p. 1). Educational institutions and accrediting agencies endorse the concept of self-regulation. Young et al. (1983) noted, "self-regulation is preferable to and, in the long run, more effective than any form of external regulation" (p. 11). In essence, accreditation through self-regulation performs a policing type of function within the academy.

Levels of Accreditation

The six regional accrediting agencies within the United States offer different levels of accreditation status based on the highest degree awarded. These classifications are similar to the Carnegie classifications of associate's granting, baccalaureate colleges, master's colleges and universities, doctorate-granting colleges and universities, and special focus institutions (Carnegie Foundation for the Advancement of Teaching, 2010). SACS-COC designates six levels of accreditation status based on the highest level of degree offered. Level I institutions offer the associate's as highest degree. Level II colleges offer the baccalaureate as highest degree. Level III colleges and universities offer the master's as highest degree, while Level IV offer master's and specialist degrees. Level V and Level VI both offer doctoral degrees; the former offers three or fewer types of these degrees, while the latter offers four or more. (SACS, 2012b).

SACS Substantive Change

Instituting coursework at a higher degree level is considered a substantive change by SACS. According to SACS policy, institutions must notify the Commission at least one year in advance and must submit an application for level change prior to the Commission's biannual meetings (SACS, 2011). The application requires details addressing (a) general institutional data, (b) current and projected enrollment, (c) the rationale and requirements for the new program, (d) faculty resources and qualifications, (e) financial resources, (f) library and learning resources, and (g) physical facilities.

Additionally, institutions must document ongoing compliance with the Principles of Accreditation Core Requirements and identify the anticipated impact of the level change on the institution. A substantial amount of documentation is required, including (a) evidence that the institution is authorized by the governing agencies to offer the new degree; (b) the institution's mission statement and strategic plan; (c) descriptions of planning and evaluation processes; (d) an assessment plan for the new program; (e) catalog information; (f) a faculty roster, including loads, duties, and supervisory responsibilities; (g) detailed library and learning resources, as well as a financial plan for expanding library resources; (h) information on student support services; (i) a financial audit and projected budget; and (j) documentation that the physical resources are adequate for the new program (SACS, 2011)

Costs include a $300 fee for SACS to review the level change, travel, lodging, food and related expenses for the substantive change committee visit, and 25% of the total cost of the committee (SACS, 2011). A typical substantive change site visit committee consists of four to five people. If the travel costs of five people are valued at $2,000 per person, the cost to the institution is $10,000. Added to this cost is 25% of the $10,000, or $2,500, plus the $300 application fee, for a total estimated cost of $12,800 to the institution for the site visit. Indirect costs would consist of the institutional costs of writing and preparing the documents. When indirect costs are included, a reasonable estimate for most SACS Level I to Level II site visits is $15,000. Significant additional costs of moving from Level I to Level II include costs of hiring new faculty, expanding facilities and increasing library resources.

McKinney and Morris (2010) conducted a qualitative study of organizational change accompanying the community college baccalaureate. The researchers interviewed six executive leaders at two Florida community colleges offering the community college baccalaureate. McKinney and Morris noted,

> Reflecting on the accreditation process, several of our interviewees mentioned they had significantly underestimated the total costs that would be incurred by the institution. In addition to monetary costs, a great deal of preparation was required of the campus community to ensure the site visit is successful. Executive leaders at both institutions spent a great deal of time and energy preparing for this important facet of the SACS accreditation process (p. 198).

Faculty Credentials for Purposes of Accreditation

SACS-COC is the regional accreditor for Florida's public higher education institutions. Under SACS policy, accreditation at a higher level is required for colleges with Level I status (associate's degree-granting) to offer baccalaureate degrees (Level II status). An important aspect of level change involves more stringent faculty credentials requirements. SACS Faculty Credential Guidelines (2006), based on SACS Comprehensive Standard 3.7.1, state:

> The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness,

> and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (para. 1)

SACS (2006) adds:

> When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:
>
> c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
>
> d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline) (para. 2).

According to SACS Faculty Credentials Guidelines (2006), the minimum faculty credentials requirement to teach associate degree non-transfer courses is a bachelor's degree. A master's degree or a master's degree with 18 graduate semester hours in field is the minimum requirement for transfer and baccalaureate degree courses. When community colleges began offering bachelor's degrees in workforce-oriented (formerly

associate degree non-transfer areas), the faculty minimum credentials increased from a bachelor's to a master's degree.

SACS provides a template for reporting faculty qualifications. The document requires the faculty name, full-time or part-time status, courses taught and academic level of courses (developmental, undergraduate transfer, undergraduate non-transfer, and graduate, academic degrees and coursework relevant to courses taught and additional qualifications. The faculty roster is required as part of the SACS prospectus, application for level change and is also required as part of the initial application for accreditation and reaffirmation processes. A sample faculty roster form is included in Appendix K.___

Additionally, as baccalaureate granting institutions, Florida's former community colleges must meet SACS Comprehensive Standard 3.5.4 which states, "at least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding the appropriate terminal degree-usually the earned doctorate or the equivalent of the terminal degree" (SACS, 2013b, pp. 29-30).

In essence, baccalaureate-granting former community colleges are faced with two great challenges. First, they must ensure that faculty in workforce-oriented fields—those same faculty who may have been previously considered to be credentialed by holding a bachelor's degree—now must hold a master's degree. Second, the colleges must meet the 25% terminal degree threshold, which means that even if all faculty members held master's degrees, institutions would still need faculty to complete doctorates in certain areas. When colleges have small numbers of baccalaureate programs, meeting the 25% threshold may not be incredibly difficult. However, as the numbers of programs and

levels of enrollment expand, the needs for additional terminally-degreed faculty, often in fields that present difficulties in even securing faculty holding master's degrees, will continue to increase. Colleges must meet these standards to achieve and maintain their accreditation.

Florida College System Guidelines Faculty Credentials and Qualifications

Under Florida Statute 1007.33, Florida's community college baccalaureate degrees must be workforce-oriented. The goal was to increase access by providing a transfer path from the associate of science degree to the bachelor's degree. An unexpected consequence was the impact on faculty credentials requirements. When institutions started offering baccalaureate degrees, many of the faculty members teaching in AS degree programs were credentialed at the non-transfer level, which only required a bachelor's degree. However, offering a higher-level degree came with an increased faculty credential requirement of holding a minimum of a master's degree. Essentially, courses and programs once considered terminal or non-transferrable became transferrable with the advent of the FCS bachelor's degrees. Colleges were faced with a situation where some faculty members, often on continuing contract, were no longer credentialed to teach in their disciplines. Further, a number of programs such as Emergency Medical Services did not have local access to master's degrees in their discipline. Faculty teaching in those fields had minimal options to obtain a master's degree. As FCS (2012) stated,

> As BAS programs began to expand in Florida, it became clear that graduate-level faculty credentials had not yet been developed for many of these degrees which

were created in response to emerging workforce needs. Due to this realization, the move to reframe standards by which effective teaching is measured, as reflected by revisions that the Southern Association of Colleges and Schools (SACS) has made to Comprehensive Standard 3.7.1, has become of heightened importance (p. 1).

FCS responded by coordinating a seven-month, cross-state effort to create statewide faculty credentials guidelines. The general academic guidelines follow SACS faculty credential guidelines in that faculty teaching general education courses and baccalaureate courses must have a master's degree in discipline or a master's degree with 18 graduate semester hours in discipline. FCS defined these as *primary qualifying credentials*. For AS programs, while the Primary Qualifying Credential is an in-field master's or master's with 18 in-field graduate semester hours, FCS made the case for *suggested alternative credentials*. The suggested alternatives were designed as a means of credentialing faculty with less than a master's degree in their fields. The rationale given by FCS (2012) was:

> *Comprehensive Standard 3.7.1* asserts the fundamental principle that qualified, effective faculty members are essential to carrying out the goals of the mission of the institution and ensuring the quality and integrity of the academic programs of the institution. The emphasis is on overall qualifications rather than simply academic credentials and that while academic credentials are primary and in most cases will be the standard qualification of faculty members, other types of qualifications may prove to be appropriate. It is also important to note that the

> documentation and justification of qualifications for each member of the faculty is the responsibility of the institution. (p. 11)

In February 2012, FCS staff met with Dr. Belle Wheelan, President of SACS; the proposal was sent to SACS in April 2012. Unfortunately, FCS did not receive the positive response from SACS for which they had hoped. In May 2012, Dr. Wheelan submitted a formal written response from SACS to Dr. Randy Hanna, Chancellor of the FCS. In her response, Dr. Wheelan stated:

> With regard to the revised document entitled, Guidelines on Transfer Agreements and Faculty Credential Guidelines and Qualifications, we feel that you have again moved forward another step in the alignment process. While we stop short of endorsing any external document as a proxy for the Principles, we think that most evaluation committees will generally agree with the "Primary Qualifying Credential" guidelines. In regard to the "Suggested Alternative Credential" guidelines for the AS degree, while they are generally good, we would anticipate that evaluation committees may sometimes disagree with them depending on individual circumstances. (B. Wheelan, personal communication, May 16, 2012, para. 2).

In summary, while SACS acknowledged the FCS proposal, it did not receive endorsement. SACS left the determination of what constitutes alternative credentials up to the institution; the determination of acceptable qualifying credentials was left to the discretion of the SACS review teams. Each college in the FCS was left without firm answers as to whether or not alternative credentials would be recognized. The colleges

were again facing the unknown. If the college accepts alternative qualifying credentials it risks a recommendation from SACS evaluators during their accreditation reviews. SACS recommendations can lead colleges to formal and public sanctions, carrying a serious risk to an institution's reputation.

Theoretical Framework: Social Control Theory

In the field of criminology, two primary schools of thought exist: the classical school and the positivist school. The classical school assumes (a) rational choice; (b) that crime can be controlled; and (c) that punishment will deter criminal behavior as long as it is swift, certain, and severe. In contrast, the positivist school assumes that internal (biological, psychological) and external factors (sociological) influence deviancy.

Social Control Theory was developed in the 1960s by criminologist Travis Hirschi. His classic work, *Causes of Delinquency* (1969), is considered as one of the fundamental perspectives of modern criminological and sociological research. Prior to the 1960s, most criminological research attempted to explain why people deviate. Hirschi's Social Control Theory was unique because it reversed this premise and instead sought to explain why people do not deviate.

Hirschi was actually trained as a sociologist, earning a master's degree in sociology from the University of Utah and a doctoral degree in sociology from the University of California at Berkeley. During his studies in sociology he came across French sociologist Emile Durkheim's classic work, *Suicide*. In *Suicide*, Durkheim postulated that certain social conditions or environments predispose individuals to

attempt suicide. Hirschi was profoundly influenced by Durkheim's writings; this fact helps to explain why the foundation of Hirschi's Social Control Theory is pronouncedly influenced by Durkheim's work. Hirschi explained,

> Before I read *Suicide*, I had no idea what sociology was about. I read *Suicide* and I said aha… the general argument is controlled by it; those outside society are free to follow their own impulses. To my mind that was the beginning of my interest in control theory. (as cited in Laub, 2011, p. 298)

Interestingly, renowned higher educational theorist Vincent Tinto was also strongly influenced by Durkheim. In fact, the fundamental underpinnings of Tinto's classic Theory of Student Departure also build upon Durkheim's *Suicide*.

Although Hirschi earned degrees in sociology, he was always interested in criminology. As a graduate student he was fortunate to be introduced to the Director of the Richmond Youth Project, Alan B. Wilson. The Richmond Youth Project was a study of White, male juveniles living in Richmond, Virginia during the 1960s. The research involved self-report data collected from the juveniles as well as reports from schools and the police. In 1964, Hirschi began working as an unpaid assistant on the Richmond Youth Project and in exchange he was given the opportunity to add items to the self-report questionnaire. Hirschi used this experience as a venue for testing his Social Control Theory and added a number of items to the questionnaire to assess his theory (Laub, 2011). Hirschi used the Richmond Youth Project data for his doctoral dissertation and in 1969 published his work in his book *Causes of Delinquency*.

In line with the positivist school of criminology, Hirschi was interested in what social factors influence deviancy. Hirschi's approach was unique because he took the traditional question of what causes delinquency and reframed it, instead asking the question of why a person would not deviate. According to Hirschi, bonds are created between children, their parents, and society. The quality of these bonds determines pro-social behavior; weak or broken bonds result in delinquency. Hirschi's theory proposes four independent elements of the bond: attachment, commitment, involvement, and belief (Hirschi, 1969).

The first type of bond, attachment, involves psychological attachments to others. A primary form of attachment is the bond between parent and child. Attachments also occur between children and their schools and children and their classmates. According to Hirschi, those with strong parent-child attachment bonds are more likely to exhibit pro-social behaviors (Hirschi, 1969).

The second type of bond, commitment, involves the value of those social bonds to the person. Basically, those with strong commitment bonds are less likely to deviate because it would jeopardize those relationships. Hirschi (2002) explains,

> The concept of commitment assumes that the organization of society is such that the interest of most persons would be endangered if they were to engage in criminal acts. Most people, simply by the process of living in an organized society, acquire goods, reputations, prospects that they do not want to risk losing. These accumulations are society's insurance that they will abide by the rules. (p. 21)

The third type of bond, involvement, focuses on how individuals use their time. The concept of involvement is the simplest of bonds. In essence, involvement means that juveniles who are involved in pro-social activities will spend less time in deviant activities.

Hirschi's fourth and final type of bond is belief. According to Hirschi (2002), "control theory assumes the existence of a common value system within a society or group whose norms are being violated" (p. 23). The assumption is that the stronger the person's pro-social beliefs are, the less likely the person will deviate. Pratt, Gau, and Franklin (2011) elaborate,

> Although this relationship is quite simple, the underlying concept Hirschi was tapping into was that there is an important link between attitudes and behavior-not in the sense that attitudes motivate people to commit crime, but rather than pro-social attitudes constrain people from committing the crimes they otherwise would have in the absence of such bonds. (p. 59)

Using the Richmond Youth Data project, Hirschi tested his Social Control Theory. He found evidence to support his hypothesis that social bonds act as social controls and stronger bonds resulted in less delinquency, subsequently publishing his findings in his 1969 book *Causes of Delinquency*. Social Control Theory has remained an influential theory for the past 40 years.

Critiques of Hirschi's Social Control Theory

While Hirschi's Social Control Theory has been a prominent theory, it is not without critics. Criminologist Robert Agnew (1991) conducted a longitudinal test of Social Control Theory and delinquency. Agnew used longitudinal data from the National Youth Survey conducted during the late 1970s. Agnew's analysis revealed little support for Hirschi's theory. Specifically, Agnew found a weak effect of the bonds identified by Hirschi (attachment, commitment, involvement and belief) on delinquency. Agnew instead found prior delinquency and association with delinquent peers as better predictors of delinquency.

Kimberly Kempf (1993) conducted a study to test the generalizability of Hirschi's Social Control Theory. Kempf reviewed 71 empirical tests of control theory published from 1970 through 1991. Not surprisingly, her findings indicate an overrepresentation of White male juveniles in control theory research. Kempf found the attachment bond to be the weakest predictor of delinquency. The commitment bond was found to be the strongest predictor. It is possible that perhaps Hirschi's four elements of a bond are not independent variables but instead are interrelated. Kempf supports this prospect and recommends integrating Social Control Theory with other theories.

Table 4 illustrates how the research questions map to the commitment bond postulated by Hirschi's Social Control Theory.

Table 4

Linkage Between Theoretical Framework and Research Questions

Bond Type	Research Question 1	Research Question 2	Research Question 3
Attachment Commitment Involvement Belief	X	X	X

Applicability to Higher Education

Although Hirschi's theory of social control is a criminological theory, Hirschi's background as a sociologist provides it with a strong grounding in sociology. Therefore, this theory has the potential to translate easily into application for higher education due to their shared sociological foundations. While applying a sociological or criminological theory to higher education is unique, it is not without precedent. For example, Vincent Tinto's classic interactionalist theory of student departure in higher education was based on Emile Durkheim's sociological theory of suicide. As previously stated, Hirschi's theory of social control was strongly influenced by Durkheim's work.

Further, Braxton applied Social Control Theory to higher education in a study of deviancy within higher education science professors. In testing Social Control Theory on a national sample of science faculty, Braxton (1990) found support for the theory, contending that "control theory is another explanation that can be advanced to account for deviancy from the norms of science" (p. 463). Braxton further noted, "these findings

suggest that social control in the academic profession lies primarily in the community of the academic disciplines rather than with personal controls" (p. 461).

In keeping with Hirschi's approach, just as social bonds function to control delinquency, the researches assumes the accreditation self-study and peer review processes similarly function as controls for institutions of higher education. For the purpose of this study, the researcher will build upon Hirschi's concept of social control and modify the theory for use within higher education. The concept of academic self-regulation through accreditation mirrors the self-regulation through social bonding theorized by Hirschi. The regional accreditor can be viewed as the social organization. Colleges and universities have strong commitment bonds with the accreditor and therefore function according to accrediting standards. The impetus for conforming is the need for accredited status. The self-study and peer review processes function as the tools and regulatory mechanisms for social control of institutions of higher education.

Summary

The history of the community college documents its continued commitment to access and its critical role in workforce development. The community college baccalaureate seeks to expand upon this mission and provide baccalaureate-level education within local communities. Regional accreditation serves as the mechanism for ensuring educational quality within institutions of higher education. As part of the accreditation process, faculty credentials are evaluated. A minimum of a master's degree is required for faculty teaching baccalaureate level courses; therefore, community

colleges seeking baccalaureate authorization must achieve these standards. This research project sought to better understand the changes in faculty employment related to community colleges offering bachelor's degrees. For the purpose of this study, Hirschi's Social Control Theory was modified for use in the higher education arena. Chapter 3 discusses the methodology that was used in this research project.

CHAPTER 3
METHODOLOGY

Introduction

The purpose of this study was to identify what recommendations related to faculty credentials, if any, have been given to Florida's community colleges that have moved to Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) Level II status. This chapter consists of a review of the research questions; the site and context of the study; discussion of the sample population; and the research design, including pilot study, data collection and sampling procedures. Data analysis, validity, reliability, institutional review board procedures and originality report via Turnitin.com are also discussed.

Research Questions

The research questions for this study focused on the impact of moving from SACS Level I (associate's degree-granting) to Level II (baccalaureate degree-granting) on faculty employment within the Florida College System (FCS). In accordance, the following research questions were crafted to guide the research:

1. What recommendations or problems regarding faculty credentials have former Level I moving to Level II institutions in Florida received from SACS?
2. In what ways do the former community colleges differ in addressing these problems?

3. What impact have faculty credential problems had on faculty employment in the FCS?

Site/Context

The site of this study was the Florida College System. The Florida College System (formerly the Florida Community College System) consists of 28 public colleges throughout the State of Florida. Each college is governed by a local Board of Trustees appointed by the Governor.

Population

At the time of this study, 20 of Florida's 28 former community colleges had moved from SACS Level I (associate's-granting) to Level II (baccalaureate-granting) status. These 20 former community colleges comprised the entire population for this study. Under SACS policy (see Appendix E), each college chief executive officer is required to identify one faculty member or administrator who directly reports to the CEO to serve as the SACS accreditation liaison. Since each college has a designated SACS accreditation liaison, this individual at each institution served as the targeted respondent to either respond to the survey instrument or identify the college personnel member most appropriate to complete the survey. The researcher compiled a list of SACS liaisons from personally known contacts and by contacting each college information office to identify its SACS liaison.

Sample Limitations

The sample population was actually a census since it consisted of all 20 SACS accreditation liaisons within FCS Level II colleges at the time of this study. While the census is representative of the FCS Level II population at the time of the study, it may not be representative of all Level II colleges within the SACS territory, which spans eleven southern states and parts of Latin America.

The researcher attempted to gain a 100% participation rate from the survey respondents to compensate for the small size of the population. The researcher was able to gain full participation, as all 20 colleges responded. However, only 16 of the colleges provided complete responses to all of the survey questions; the remaining 4 colleges provided only limited responses. Because of the small population and lack of complete responses from all colleges, the researcher recommends exercising caution in making full inferences from any conclusions.

Research Design

The study utilized quantitative methods to gather descriptive statistical data. A survey instrument was administered on a private, secure server contracted for use by the researcher. The survey instrument was developed by the researcher based on a review of the literature and was designed to solicit feedback on the research questions. Individual survey items were structured for appropriate delivery through an online format. Participants were contacted by the researcher by e-mail in advance to (a) inform them of the survey, (b) confirm that they were the appropriate college personnel to complete the

survey, and (c) to request their participation (see Appendix B). A second e-mail contained a summary link to the online survey and login information. Follow-up e-mails were sent as needed to increase survey response rates. Samples of the emails are included in Appendix B. Logins were randomly generated and were only used for purposes of identifying which colleges had completed the survey. Final results were analyzed using Microsoft Office Excel Data Analysis Toolpack and the Statistical Package for the Social Sciences (SPSS). Upon completion of the data analysis, all identifying information was destroyed by the researcher.

Dillman, Smyth, and Christian's (2009) Tailored Design Method was used to guide the research process. Tailored design is defined as "using multiple motivational features in compatible and mutually supportive ways to encourage high quantity and quality of response to the surveyor's request" (p. 16). Essentially, tailored design focuses creating the best possible exchange of information between the subject and the researcher through positive social interactions. According to Dillman et al., the fundamentals of tailored design involve reducing survey error, developing survey procedures, and building positive social exchanges to encourage survey response.

Instrumentation

Since the study was the first of its kind, the researcher developed a survey instrument. The survey instrument consisted of 18 main questions and 4 additional sub-questions to answer upon affirmative responses to parent questions for a total of 22 questions. The majority of questions asked the respondents for factual information. Of the

22 questions there were 7 fill-ins (questions 1, 2, 3, 4, 5, 6, and 13), 6 yes-or-no (questions 7, 8, 10, 14, 16 and 17), 8 multiple-choice (questions 7a, 9, 10a, 11, 12, 14a, 15, and 16a), and one free response item (question 18). Questions 7a, 10a, 14a and 16a also contained fill-in text boxes so that respondents who answered affirmatively to their parent items could provide additional information. The survey was delivered in a web-based format.

Reliability and Validity

As is the case with most new surveys, it is strongly recommended to first conduct a pilot study with the instrument. Dillman et al. (2009) recommend obtaining feedback on the questionnaire from people with specialized knowledge of the research question. Because the sample identified for the research project consists of the entire population of 20 participants, a similar group was used to conduct the pilot. The researcher identified a group of 10 associate deans from a local public state college (former community college) within the FCS to serve as a pilot group. Associate deans comprise an appropriate pilot group because they have similar academic and professional backgrounds as the SACS liaisons and are familiar with SACS faculty credentialing requirements and processes.

The researcher obtained a 100% response rate from the pilot group. The group provided excellent suggestions related to the structure and delivery of the instrument, such as the movement of survey items within the list to provide a more logical flow. The group also suggested adding text boxes next to some of the responses to attempt to solicit further details. For example, item 9 initially featured a series of responses such as “salary

increases" formatted in list form so that the respondent could simply check off any responses that applied. The pilot group suggested adding text boxes next to these responses so that participants could provide further elaboration, thereby providing richer data for the study. The research instrument was adjusted based on information gathered from the pilot study and subsequently created online.

Validity is a determination of whether or not a survey instrument measures what it intends to measure. Content validity of this survey was evaluated by the experts in the field during the pilot study, as they had the ability to determine if the questions were not only appropriately worded, but also measured what they intended to measure. No substantive changes resulted from the pilot study. Likewise, reliability is the consistency of scores of measure. The reliability of the survey questionnaire cannot be measured statistically as it does not produce a score, particularly because the questions are factual in nature and not opinion-based.

Data Collection

The subjects were contacted three times at 14-day intervals. The first contact was made by the researcher via e-mail to each SACS liaison asking to confirm if he or she was the appropriate person to complete the survey or to refer the researcher to the appropriate person who would be able to complete the survey. The e-mail script is listed in Appendix B. Upon obtaining consent of the subjects, the researcher e-mailed the survey link and user code to the subject. A copy of the email is located in Appendix B. One week after the e-mail including the survey was sent, a reminder e-mail was sent to

the subjects who had not completed the survey. Two weeks after the reminder was sent, the researcher sent an additional e-mail reminder and contacted the subjects by phone to request survey completion.

Variables

The survey instrument designed by the researcher contained 22 questions intended to gather information to address the research questions. The survey, included in Appendix E, was designed to be delivered in an online format. Table 5 contains a summary map of research questions and specific variables addressed by the survey.

Table 5

Mapping of Research Questions to Survey Variables

Research Question	Variable	Survey Questions
1: SACS Recommendations/Problems	Number of bachelor's degrees offered	2
	Accreditation Date	1
	Recommendations/Problems	7, 7a, 17
	Comments/Feedback	18
2: Addressing Recommendations/Problems	Changing hiring standards	8,9
	Changing employment status	8, 9, 10, 10a
	Institutional and financial changes	9, 10, 10a,14,14a, 15
	Additional education	11, 12, 13, 16, 16a
	Terminal degrees	17
	Comments/Feedback	18
3: Impact on Faculty Employment	Demographics	3, 4, 5, 6
	Employment changes	8, 9, 10, 10a
	Terminal degrees	17
	Comments/Feedback	18

Data Analysis

Descriptive statistics were used to address the research questions. Descriptive statistics are defined "as techniques which allow us to tabulate, summarize, and depict a collection of data in an abbreviated fashion" (Lomax, 2007, p. 6). Because of the small sample size and structure of questions, inferential statistics were not recommended. Microsoft Excel's Data Analysis Toolpack and the Statistical Package for the Social Sciences (SPSS) was utilized to analyze the data. The statistical analyses that will be used with each research question are listed below.

Research Question 1

What recommendations or problems regarding faculty credentials have former Level I (associate's-granting community colleges) moving to Level II (baccalaureate-granting) institutions in Florida received from SACS?

Research Question 1 was addressed in survey questions 1, 2, 7, 7a, 17, and 18. Standard descriptive statistics including frequencies were reported. Questions 7a (regarding SACS recommendations), 17 (difficulty hiring terminally degreed faculty) and 17a (additional feedback) encouraged respondents to provide qualitative data.

Research Question 2

In what ways do the former community colleges differ in addressing these problems?

Research Question 2 was addressed in survey questions 8, 9, 10, 10a, 11, 12, 13, 14, 14a, 15, 16, 16a, 17, and 18. Various types of descriptive statistics were used to analyze these survey items, including measures of central tendency and measures of

dispersion. Questions using a "check all that apply" response method are rank-ordered by frequency of responses. Question 18 is simply reported qualitatively to address any commonalities or themes pertinent to this research question.

Research Question 3

What impact (if any) have faculty credential problems had on faculty employment in the Florida College System?

Research Question 3was addressed in survey questions 3, 4, 5, 6, 8, 9, 10, 10a, 17 and 18. Various types of descriptive statistics were used to analyze these survey items, including measures of central tendency and measures of dispersion. Survey question 17 (terminally degreed faculty) was reported and analyzed by frequency along with qualitative results. Although survey question 10 (employment changes) was also addressed in Research Question 2, the researcher reviewed the results to gain a better understanding of the impact of SACS faculty credential recommendations/problems on faculty employment in the FCS .

Authorization to Conduct the Study

The University of Central Florida requires Institutional Review Board (IRB) approval prior to any study on human subjects. In April 2013 the researcher submitted an IRB application requesting exemption. On April 26, 2013 the researcher received a letter of approval of exempt human research. A copy of the exemption letter is located in Appendix J.

Turnitin.com

The University of Central Florida requires all graduate students to submit their dissertations and theses through Turnitin.com, an online anti-plagiarism tool. This manuscript was submitted to Turnitin.com according to UCF and the Higher Education and Policy Studies program procedures. Turnitin results were filtered to exclude direct quotations and bibliography. The researcher had submitted manuscript drafts through Turnitin which were also excluded from the results. The final match overview was 4%, with all matching items reported at <1%.

Summary

An unexpected consequence of the community college baccalaureate phenomenon in Florida is that formerly credentialed community college faculty in workforce oriented fields no longer met credentialing requirements. Through the lens of Hirschi's Social Control Theory, this study sought to understand the scope and impact of this problem. A survey was used to attempt to answer research questions regarding recommendations that institutions have received from SACS, the ways in which institutions have addressed these recommendations/problems, and the impacts that recommendations/problems have had on faculty employment.

CHAPTER 4
DATA ANALYSIS

Introduction

Chapter 4 provides the results of this research study including the statistical analysis used to interpret the data. The organization of this chapter is based upon the three research questions. Discussion and interpretation of the results, as well as practical application of the study's findings, are subsequently contained in Chapter 5.

Population

As discussed in Chapter 3, the sample population was actually a census since it consisted of all 20 SACS accreditation liaisons within FCS Level II colleges at the time of the current study. However, while the census is representative of the FCS Level II population at the time of the study, it may not be representative of all Level II colleges within the SACS territory, which spans 11 southern states and parts of Latin America. A 100% participation rate was achieved; however, only 16 of the 20 institutions answered all of the survey questions.

Research Question 1

What recommendations or problems regarding faculty credentials have former Level I (associate's-granting community colleges) moving to Level II (baccalaureate-granting) institutions in Florida received from SACS? (Survey questions 1, 2, 7, 7a, 17, 18)

Number of Bachelor's Degrees Offered and Accreditation Date

In order to fully explore Research Question 1, the researcher collected data regarding the numbers of bachelor's degree programs currently offered at the institutions and the year in which the college was granted SACS Level II status. Survey question 2 (*How many baccalaureate degrees does your institution currently offer*) and survey question 1 (*In what year did your institution move to SACS Level II status*) addressed these metrics. All 20 colleges (100%) answered both questions. Regarding numbers of degrees offered, responses ranged from 1 to 22 with a mean of 6.80 and standard deviation of 6.23. Half of the institutions offered three or fewer degrees. Higher numbers of degree offerings also corresponded with the length of time from colleges obtaining SACS Level II accreditation. Those accredited for the longest amount of time offered the most degrees.

Survey question 1 addressed the years in which colleges moved to SACS Level II status. The surveyed colleges made this move between 2001 to 2012; the largest number of colleges moved in 2009. The majority of colleges (14 institutions; 70%) moved to SACS Level II status after 2007. This result is consistent with the passage of Florida Senate Bill 1716 in 2008 which expanded the community college baccalaureate in Florida, established the Florida College System, and developed a means for transitioning community colleges to baccalaureate-degree-granting colleges with the purpose of increasing access to workforce-oriented baccalaureate degrees. Figure 4 illustrates the distribution of years in which the colleges reported moving from SACS Level I to Level II status.

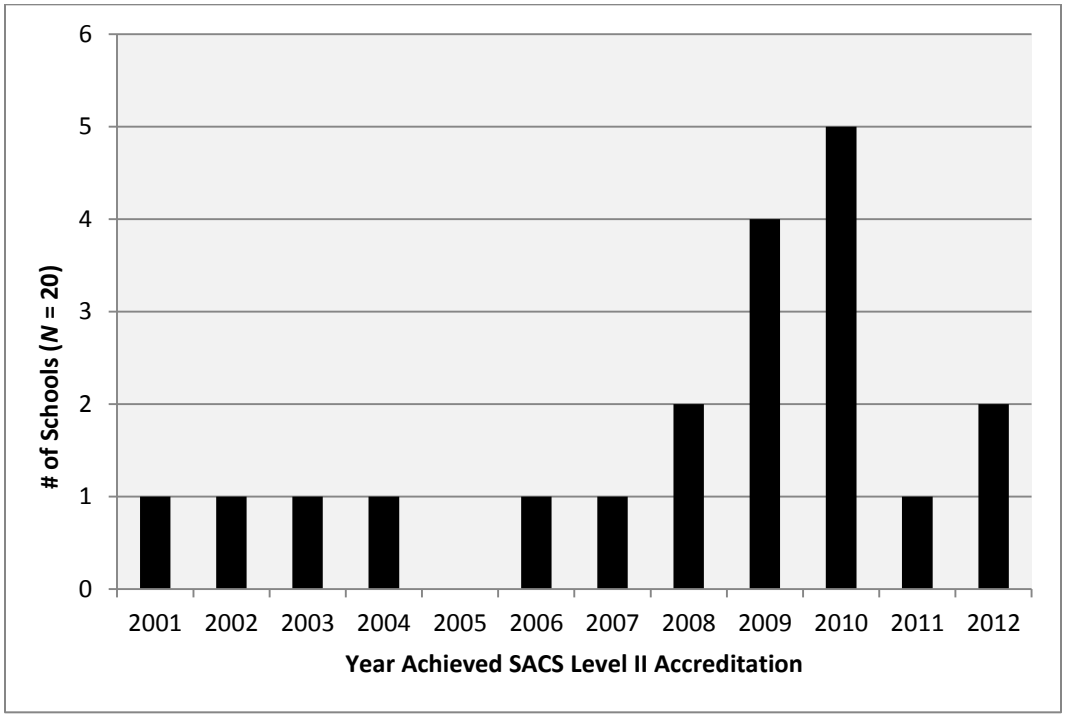


Figure 6. Distribution of years in which colleges achieved SACS Level II Accreditation.

Recommendations and Problems

Respondents were asked to address the problems and recommendations given from SACS upon moving from SACS Level I to Level II in survey questions 7, 7a, 17 and 18. A total of 16 institutions responded to survey question 7(*did your institution receive any recommendations from SACS as a result of moving from level I to Level II status*). Of these 16 institutions, 7 colleges (43.8%) reported that SACS did provide recommendations as a result of moving from Level I to Level II.

Survey question 7a provided respondents who did receive recommendations from SACS with an opportunity to further categorize and describe the recommendations. Of

the 7 colleges reporting receiving SACS recommendations, 5 (71.4%) reported recommendations related to institutional effectiveness, 1 (14.2%) reported recommendations related to faculty qualifications, and 2 (28.6%) reported receiving other recommendations. The summary of recommendation statuses is provided in Table 6.

Table 6

Types of SACS-Based Recommendations(N = 8)

Recommendation	#	%
Institutional effectiveness	5	71.4
Other recommendations	2	28.6%
Faculty	1	14.2

Respondents were provided with an opportunity to further explain the requested recommendations not related to institutional effectiveness or faculty qualifications. Two comments revealed curriculum-related recommendations. The respondents noting such issues indicated challenges related to the leveling of a course (e.g., lower-level or upper-level) as well as issues with transferring courses taken as part of an AS program into to the bachelor's program. One comment also revealed faculty credentialing challenges; the respondent's institution experienced recommendations related to the credentialing of faculty teaching lower level courses. This comment could technically be classified within the faculty qualifications category as well.

Survey question 17 attempted to identify whether institutions had any difficulty hiring terminally-degreed faculty. Of the 20 participating institutions, 16 answered this

question. Difficulties in hiring terminally-degreed faculty were noted by 12 (75%) of the respondents. Comments revealed difficulties with hiring faculty in a wide range of fields including accounting, allied health fields, business, computer science, construction, digital media, engineering, finance, healthcare management, IT, and nursing. The fields presenting the most difficulty were computer science/information technology and nursing, each reported by 5 institutions (41.7% each). Also providing difficulty was hiring in business-related fields; these areas were reported by 3 colleges (25.0%). Of those reporting difficulty finding terminally-degreed faculty, 55% indicated difficulties in hiring in two or more fields. A summary of results is provided in Table 7.

Table 7

Fields of Study Indicating Difficulty in Hiring Terminally-Degreed Faculty (N = 16)

Metric	#	%
Difficulty finding terminally-degreed faculty (*N* = 16)		
No	4	25.0
Yes	12	75.0
Fields in which finding was difficult (*N* = 12)		
Computer science/Information technology	5	41.7
Nursing	5	41.7
Business, accounting, and finance	3	25.0
Allied health and healthcare management	2	16.7
Construction and engineering	1	8.3
Digital media	1	8.3

Research Question 2

In what ways do the former community colleges differ in addressing these problems? (Survey questions 8, 9, 10, 10a, 11, 12, 13, 14, 14a, 15, 16, 16a, 17and 18)

Changes

Institutional changes resulting from moving from Level I to Level II status were addressed in survey questions 8, 9, 10, 10a, 14 and 14a. Survey question 8 asked respondents to report whether or not the institution had changed faculty credential standards since moving to SACS Level II status. Of the 16 respondents who answered this question, 8 (50%) reported having changed faculty credential standards as a result of changing SACS status. Interestingly, none of the schools approved as Level II prior to 2007 reported changing credential requirements. All of the colleges responding affirmatively had moved to Level II status after 2007.

Survey question 9 attempted to gather specific details regarding the types of changes that occurred as a result of moving to Level II status. These changes were categorized as related to (a) AS degree curriculum, (b) hiring policy, (c) salary increases, (d) changes to tenure, (e) funding for PD, and (f) other changes. The overall distribution of respondents citing these types of changes is provided in Table 8 and subsequently described in further detail.

AS degree curriculum changes ranked highest in reports of changes resulting from moving from Level I to II, with 8 colleges (50%) reporting these types of changes. All comments focused on transferability of associate degrees into baccalaureate degrees and

could be grouped into two areas: (a) modifications to AS degrees to support transfer (7 respondents) and review of credentials to ensure appropriate qualifications of faculty for teaching transfer courses (3 respondents).

Table 8

Types of Changes Occurring From Moving to SACS Level II Status, Survey Question 9 (N = 16)

Change	#	%
AS degree curriculum	8	50.0
Hiring policy	7	43.8
Salary increases	3	18.8
Changes to tenure	2	12.5
Funding for PD	2	12.5
Other changes	5	31.3

Making faculty hiring policy and procedures changes as a result of moving from SACS Level I to Level II status was reported by 7 colleges (44%). All comments focused on requiring that faculty hold a master's or doctorate degree. Interestingly, and in line with the terminal degree requirements of SACS CS 3.4.5, the majority of the comments (5 of 7) focused on having to seek faculty with terminal degrees. One college noted, "For our bachelor's programs, we do need a faculty member with a doctorate to oversee the program. Other programs do not require this." An additional commenter noted the creation of a faculty credentials manual for hiring purposes.

Only 3 colleges (18.8%) reported salary increases as a result of moving from SACS Level I to Level II status. Comments revealed that at one college, faculty who teach baccalaureate courses receive a higher salary than do faculty who teach associate's-

level courses. One respondent reported the instatement of a faculty ranking system due to moving to Level II status. Another unique comment noted, “deans got raises.”

Few colleges (2; 12.5%) reported changes to the tenure/continuing contract process. Both respondents who cited this change attributed it to changes in state criteria, not because of moving from SACS Level I to Level II status. It should be noted that during the time of this study, Florida State Board of Education Rule 6A-14.0411 (Issuance of Continuing Contracts) was revised. Comments recognized this revision. Additionally, only two colleges (12.5%) reported increased funding for professional development. Comments noted that the focus of the funding was to support graduate level courses.

Other changes resulting from moving from SACS Level I to Level II status that did not fall into the aforementioned categories were cited by five colleges (31.3%) Comments reported changes including more systematic and consistent assessment of student learning outcomes, increased frequency of assessment, purchase of software to track assessment of student learning outcomes, and administrative additions for program oversight.

Survey question 10 (*Have there been employment status changes to full-time or part-time faculty members as a result of offering bachelor’s degrees*) and 10a examined the specific effects on employment status for faculty. Of 16 responding institutions, 10 colleges (62.5%) responded that employment status changes took place for full-time or part-time faculty members as a result of offering bachelor’s degrees. Estimates of numbers of faculty affected ranged from 1 to 40 with a mean of 27 and standard deviation of 6.3.

Specific changes are outlined in Table 9. Moving faculty to a different program and requirements for faculty to complete additional graduate coursework were each cited by 3 institutions. Likewise, faculty retirements and faculty terminations were reported by 2 of the colleges. No contract length changes were reported. Two colleges reported other faculty employment status changes; one college described a unique approach, stating "some faculty are more likely to be scheduled to teach at the associate degree level if they have not earned the terminal degree yet."

Table 9

Employment Status-Based Changes Due to Offering of Bachelor's Degrees (N = 10)

Change	#	%
Moving faculty to different program	3	30.0
Requiring faculty to complete additional graduate coursework	3	30.0
Faculty terminations	2	20.0
Faculty retirements	2	20.0
Contract length changes	0	0.0
Other changes	2	20.0

Survey questions 14, 14a and 15 investigated institutional financial support for professional development. A total of 16 colleges responded to survey questions 14 and 14a, which addressed financial support for faculty to increase credentials. These questions provided strong responses, as 15 colleges (93.8%) affirmatively responded that their institution provided financial support for faculty to obtain higher level academic credentials. This indicates that most colleges nearly all colleges do provide some type of financial support to faculty for professional development.

Types of financial support are provided in Table 10. The most frequently reported type provided to faculty to obtain higher level academic credentials was tuition reimbursement, with 13 colleges (86.7%) citing this support. Increased professional development funding was cited by 5 colleges (33.3%), while 4 colleges (26.7%) reported the use of sabbaticals. Comments regarding other supports indicated that these two colleges focused funding on strategic programming and faculty on continuing contract.

Table 10

Types of Financial Support Provided to Faculty for Earning Higher-Level Credentials (N = 15)

Support Type	#	%
Tuition reimbursement	13	86.7
Increased professional development funding	5	33.3
Sabbaticals	4	26.7
Release time	2	13.3
Other support	2	13.3

Survey question 15 was designed to solicit feedback on the approximate percentage of the annual college budget allocated to professional development. Of the 16 colleges that answered this question, 12 were able to report a percentage; the other 4 respondents selected that they did not know the professional development allocation. The majority of the 12 respondents who did not select unknown (10; 83.3%) reported that less than 5% of their annual college budget was allotted for faculty professional development. Specifically, 5 colleges reported less than 1% was budgeted for faculty development and another 5 colleges reported an allotment of 1% to under 5%. Only 2 colleges noted an allotment between 5% and 10%.

Additional Education and Terminal Degrees

Survey questions 11, 12, 13, 16, 16a, and 17 collected data on additional education obtained by faculty as a result of moving from SACS Level I to Level II status. Questions 11, 12, 13, 16 and 16a were designed to gather data regarding (a) types of additional education pursued by faculty, (b) where this education was being pursued, and (c) what obstacles, if any, were hindering faculty from completing advanced degrees/credentials. Survey question 17 was already addressed in the discussion of Research Question 1; therefore, its results will not be discussed further.

Survey question 11 investigated the types of higher-level credentials pursued by faculty. Of the 16 colleges responding to this question, 9 (56.3%) reported that faculty were pursuing doctoral degrees. Two colleges (12.5%) reported faculty compliance through working toward a master's degree, while five colleges (31.3%) indicated having faculty members who were simply trying to gain 18 hours in their respective fields. Five institutions (31.3%) utilized the *not applicable* option. No colleges utilized the *other* option; therefore, the inference can be made that the preferred paths for faculty earning higher-level academic credentials were more traditional in nature. Results are summarized in Table 11.

Survey question 12 sought to identify where faculty pursued additional graduate work. Of the 16 colleges responding, half (50.0%) selected *unknown* or *not applicable*. However, equal numbers of colleges (7, 43.8%) selected that they were aware of faculty pursuing additional graduate work at either a private or a public university or college, respectively. Results are summarized in Table 11.

Table 11

Summary of Additional Education and Terminal Degrees Results (N = 16)

Metric	#	%
Higher-level credentials pursued		
Doctoral degree	9	56.3
Master's degree	2	12.5
18 credit hours in field	5	31.3
Not applicable	5	31.3
Location for pursuing credentials		
Public college/university	7	43.8
Private college/university	7	43.8
Unknown	3	18.8
Not applicable	5	31.3

Survey question 13 collected data on the percentage of faculty completing advanced credentials online. Seven colleges provided a response for this question; percentage estimates ranged from 0 to 100% with a mean of 46% and standard deviation of 33.5. It is notable that so few institutions responded to this question, which may indicate a lack of knowledge by the institutions on what instructional mode is being used by faculty to pursue advanced credentials.

Survey questions 16 and 16a collected data on any difficulties or obstacles reported by faculty as hindering their ability to complete advanced degrees. These questions yielded strong results; 13 institutions (81.3%) of colleges reported affirmatively that faculty have cited difficulties or obstacles hindering their ability to complete

advanced degrees. Not all respondents named the specific difficulties for faculty members completing advanced degrees, but three named time as a difficulty, while location and cost each received two responses, respectively. One institution reported the difficulty of finding an appropriate program in-field. No colleges selected the *other* option; however, the difficulty factors faced by the institutions that answered affirmatively to the existence of difficulties but did not answer the more detailed questions are unknown.

Research Question 3

What impact (if any) have faculty credential problems had on faculty employment in the Florida College System? (Survey questions 3, 4, 5, 6, 8, 9, 10, 10a, and 17)

Faculty demographic data was collected in survey questions 3, 4, 5 and 6. Specifically, (a) survey question 3 sought approximate numbers of faculty members currently employed, (b) survey question 4 examined the number of faculty employed before adding baccalaureate programs, (c) survey question 5 examined the number of new faculty hired to support baccalaureate programs, and (d) survey question 6 asked respondents to identify the percentage of new faculty hired to support baccalaureate programs who held a master's or doctoral degree. Responses to the remaining items were discussed within results for other research questions and will not be presented again here.

Faculty Employment Before and After Attaining Level II Status

A total of 16 colleges reported a total of 12,891 currently employed faculty. Of these 12,891 total faculty members, 3,652 were full-time (28.3%), while 9,239 were part-time (71.7%). This trend suggests a heavily part-time faculty across institutions. Specifically examining full-time employment percentages, the smallest full-time faculty proportion was 19.8%, while the largest full-time faculty proportion was 71.4%.

Colleges appeared to have more difficulty in providing data regarding faculty employment levels prior to attaining Level II status. In total, 12 of the colleges left this question blank, indicating that they did not have an answer to this question. Of the 8 colleges that did respond, the majority (7; 87.5%) became baccalaureate-granting institutions in 2009 or later. Regarding full-time faculty employment levels in these schools, of the 4,181 faculty members employed, 1,302 were full-time (31.1%) and 2,879 were part-time (68.9%). Examining full-time faculty percentages in this period prior to launching baccalaureate programs, the smallest proportion was 19.8% while the largest proportion was 42.9%. The average full-time rate of 31.1% in this period was higher than that of current levels, suggesting that dependence on part-time faculty has become even greater than in previous years.

Faculty Hired to Support Bachelor's Degrees

Among all 16 colleges who provided a response, 1,047 new faculty were hired to support bachelor's degrees. Of these faculty, 319 were full-time (30.5%) and 728 were part-time (69.5%). The lowest percentage of full-time new baccalaureate program hired

faculty among respondents was 11.0% (excluding one institution citing no new hires), while the highest percentage was 100%. The ratio of full-time to part-time faculty for baccalaureate hires was consistent with those of the overall colleges, which on average had just over 28% of their faculty as full-time.

Terminal Degrees and New Faculty Hires

Regarding the percentage of faculty holding a master's degree who were hired to support the baccalaureate programs, reported rates ranged from 0% to 75%, with an average of 27%. Likewise, the reported percentage of new hires brought aboard to support baccalaureate offerings who held doctoral degrees ranged from 1% to 100%, with an average of 45%. Specific employment changes related to attaining terminal degrees were addressed in survey questions 8, 9, 10 and 10a; these changes were detailed in the discussion of Research Question 2.

CHAPTER 5
SUMMARY AND RECOMMENDATIONS

Chapter 5 begins with a review of the problem statement and purpose of the study. The chapter contains a discussion of the results of the survey framed around the research questions; this discussion is tied to both the theoretical framework and the literature review. Finally, implications for practice and policy as well as recommendations for future research are provided.

Overview

As detailed in Chapter 1, Florida's community colleges must achieve Level II (baccalaureate-granting) status through Florida's regional accreditor, the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) in order to offer baccalaureate degrees. Enormous costs of accreditation particularly affect community colleges, which typically operate with limited financial resources. An increased need to absorb additional costs can seriously impact college operations. Furthermore, lack of knowledge regarding the impact of higher-level credential requirements on faculty puts community colleges at risk, because (a) recommendations from SACS can result in sanctions up to and including loss of accreditation; (b) once a recommendation is given and a college is placed on monitoring, the institution only has 24 months to address the issue; (c) time is needed to address issues of faculty in need of additional coursework or degrees; and (d) due to time and money constraints, colleges may have to terminate faculty members who do not meet credential requirements.

While anecdotal evidence presented the fact that changes in faculty employment had occurred in former community colleges now offering baccalaureate degrees, no formal research had substantiated the impact prior to the research presented within the current study. Because of the significant costs of accreditation, potential for negative sanctions by SACS, and potential termination of formerly credentialed faculty, this lack of knowledge regarding the impact of higher-level accreditation on faculty credentials can pose a significant problem for community colleges making the transition to a higher level of accreditation.

The primary purpose of this study was to provide insight and guidance on faculty credential implications for community colleges transitioning from SACS Level I to Level II status. Results were analyzed through the lens of Travis Hirschi's Social Control Theory and are discussed in the following section.

Discussion

Research Question 1

What recommendations or problems regarding faculty credentials have former Level I (associate's-granting community colleges) moving to Level II (baccalaureate-granting) institutions in Florida received from SACS?

Research Question 1 examined whether or not former community colleges now offering bachelor's degrees received any recommendations from SACS or identified problems related to faculty qualifications. Of the survey respondents, 43.8% reported receiving SACS recommendations as a result of moving from SACS Level I to Level II

status. Consistent with the literature (Miller, 2000; SACS, 2006), the primary recommendations reported related to institutional effectiveness, but few were related to faculty qualifications. Interestingly, of institutions reporting a recommendation, most (71.4%) reported receiving one related to institutional effectiveness. Only one college reported receiving a SACS recommendation related to faculty qualifications.

The researcher cautions that the responses to this survey question may have underestimated the extent of the problem. The survey question exploring recommendations received asked about actual recommendations. The SACS level change process involves both an off-site and an on-site review. During the off-site review, the application for level change document is reviewed by the off-site committee. The off-site committee then provides a report to the college of any issues regarding either non-compliance lack of evidence to determine full compliance. The college is given the opportunity to provide additional documentation in the form of a focused report, which is then viewed by the on-site committee. Although many of the colleges in this survey did not report formal SACS recommendations related to faculty credentials, it is possible that previous issues were already reconciled by the focused report.

The current study found strong evidence supporting the notion that finding terminally-degreed faculty is a problem for institutions moving from Level I to Level II status. Of institutions that responded to survey questions addressing this issue, 75% reported experiencing difficulties in hiring terminally-degreed faculty. Comments revealed that seemingly, no field was immune to the issue; respondents cited hiring difficulties in areas such as accounting, allied health fields, business, computer science,

construction, digital media, engineering, finance, healthcare management, information technology and nursing. The most rampant hiring issues occurred among faculty in the fields of nursing and computer science/information technology. Further comments attributed these difficulties to small pools of qualified applicants and to faculty salaries that tend to be lower than those commonly found in these respective industries.

Research Question 2

In what ways do the former community colleges differ in addressing these problems?

Research Question 2 was used to examine whether differences exist in the ways in which former community colleges addressed any faculty credential-related problems. The goal of this research question was to solicit the various strategies being used by the colleges to address increasing faculty qualifications. Two major themes emerged in analyzing this question: faculty credentials and curricular changes.

The results of the current study indicate that colleges have utilized a variety of strategies to attend to this issue. Of responding colleges, 44% reported having made changes to their faculty credential standards since moving to SACS Level II status. The majority of changes were related to (a) curricula, (b) faculty hiring policies and procedures, and (c) terminal degrees. The primary strategy for addressing increasing faculty credentials was through funding for professional development. Nearly all respondents (93.8%) reported that their institutions have provided financial support for faculty to obtain higher-level academic credentials. Tuition reimbursement was the most frequently reported type provided to faculty to help them obtain higher-level academic

credentials, with a total of 86.3% of the colleges reporting this type of support. Other types of financial support provided include sabbaticals, professional development funding, release time, and grant funding. While nearly all the institutions reported providing some sort of professional development funding, the amount provided relative to the rest of the college budget is limited. For professional development, 83.3% of respondents reported that it comprised under 5% of the annual college budget; furthermore, 31.3% reported an allocation of less than 1%.

Results of this study also indicate that faculty typically pursue higher-level academic credentials in a traditional fashion, by earning either 18 graduate semester hours in field, a master's degree, or a doctoral degree. Faculty pursuing doctoral degrees comprised the most common group, consistent with the need for terminally-degreed faculty for compliance with SACS C.S. 3.5.4, which requires that at least 25% of the faculty teaching in baccalaureate programs hold a terminal degree, typically a doctoral degree earned in field. Historically, community colleges have been teaching (versus research) institutions. While community colleges may have some doctorate-educated faculty teaching within the arts and sciences fields, faculty teaching within workforce-oriented fields have typically held a master's-level degree as the highest credential. Furthermore, in the case of some workforce-oriented fields, such as interior design, doctoral options have been available either in a limited fashion or not available at all. As previously stated, because the number of baccalaureate programs and level of enrollment in these programs are respectively growing, the need for terminally-degreed faculty teaching in community college baccalaureate programs will also increase.

Research Question 3

What impact (if any) have faculty credential recommendations had on faculty employment in the Florida College System?

Research Question 3 was used to examine the extent of any faculty employment changes related to implementing the community college baccalaureate. The results of the current study indicate that colleges have reported changes in faculty employment after implementing the community college baccalaureate.

Colleges in the sample reported at the time of the survey, 28.3% of faculty were full-time and 71.7% were part-time. These results may indicate an excessive use of part-time faculty within this population. Colleges appeared to have difficulty in identifying the proportions of full-time versus part-time faculty employed prior to their moves to Level II status, as only eight institutions responded to this survey question. However, based on this limited sample, results indicate that the full-time faculty rate had dropped since the inception of baccalaureate programs at these institutions; at that time, the full-time faculty rate was estimated at approximately 31.1%. Again, the researcher cautions that the response rate to this survey item was small.

Regarding new faculty hired to support baccalaureate degrees, responding colleges reported that 30.5% of new hires were of full-time status and 69.5% were of part-time status. This percentage of full-time to part-time aligns with typical community college faculty staffing rates. Literature regarding the community college baccalaureate has postulated a concern regarding the potential of colleges diverting resources away

from lower division programs to upper division programs (Townsend, 2005). The results of the current study do not support this hypothesis.

Half of the colleges reported employment status changes to full-time or part-time faculty members as a result of offering bachelor's degrees. The most common types of changes included requirements for faculty to complete additional graduate coursework and moving faculty to different programs with different conditions for credentialing. Other types of changes reported included faculty terminations and retirements.

Of the institutions reporting faculty completing additional coursework, faculty appear to have equally selected either public or private universities as their sites of choice. Attaining an estimate of the modalities in which faculty members are taking these courses was difficult, as only seven colleges responded to a survey item asking for an estimate on the percentage of coursework that faculty are taking online. This phenomenon may indicate a lack of knowledge by the institutions on what instructional mode is being used by faculty to pursue advanced credentials.

The majority of responding colleges (81.3%) did report faculty citing difficulties and obstacles hindering their ability to complete advanced degrees. Such difficulties included time, location, cost, and availability of program in field. No colleges reported other obstacles; therefore, it can be inferred that these four obstacles in field are the primary difficulties/obstacles hindering faculty ability to complete advanced degrees. Colleges should therefore focus on these four factors when attempting to increase faculty educational attainment.

Theoretical Framework

Institutions of higher education self-regulate through the accreditation peer-review process. This study modified Travis Hirschi's social control theory as a lens through which the impact of moving from SACS Level I to Level II status on faculty qualifications can be viewed.

In keeping with Hirschi's approach, just as social bonds function to control delinquency, the researcher assumes the accreditation self study and peer review processes similarly function as controls for institutions of higher education. For the purpose of this study, the researcher built upon Hirschi's concept of social control and modified the theory for use within higher education. The concept of academic self-regulation through accreditation mirrors the self-regulation through social bonding theorized by Hirschi. The regional accreditor can be viewed as the social organization. Colleges and universities have strong commitment bonds with the accreditor and therefore function according to accrediting standards. The impetus for conforming is the need for accredited status. The SACS application to a higher status level, combined with peer review processes, function as the tools and regulatory mechanisms for social control of institutions of higher education.

As discussed in Chapter 2, self-regulation is a fundamental component of accreditation. CHEA (2011) explained, "self-regulation through accreditation, an independent, powerful peer/professional review capacity, is the most effective means to review and judge the complex set of educational experiences offered in our colleges and universities" (p. 1). Educational institutions and accrediting agencies endorse the concept

of self-regulation. Young et al. (1983) noted, "self-regulation is preferable to and, in the long run, more effective than any form of external regulation" (p. 11). In essence, accreditation through self-regulation performs a policing type of function within the academy.

The results of this study support Hirschi's social control theory. Specifically, it appears that self-regulation through accreditation is working. Colleges are self-regulating by following their accreditor's faculty credentialing guidelines and requirements. It does appear that the colleges are closely bonded with their accreditor and are self-regulating through these social controls.

Implications for Practice and Policy

Florida's community college baccalaureate programs continue to expand in number and enrollment levels as these programs continue to grow. As discussed in Chapter 2, as the number of programs and levels of enrollment expand, the needs for additional terminally-degreed faculty, often working in fields presenting difficulties in attaining faculty with credentials at the level of a master's degree, will continue to increase. Former community colleges currently offering or planning to offer baccalaureate degrees must recognize and be able to address these challenges at initial startup and understand how to continue to address them for continued sustainability.

The information currently required in the State of Florida baccalaureate proposal application is insufficient to identify faculty needs. The current application simply asks colleges to provide the number of existing full-time and part-time faculty and a brief

description of anticipated additional faculty needed. The researcher recommends that the initial state application be amended to include a current faculty roster showing (a) current faculty credentials; (b) credentials required for new hires; and (c) the college's plan to meet SACS CS 3.7.4, which addresses terminally-degreed faculty. Furthermore, the proposed budget document should include an annual budget line item for funding faculty professional development.

Because of SACS CS 3.5.4, at least 25% of the faculty teaching in baccalaureate programs must hold a terminal degree in field. Expansions in community college baccalaureate programs will continue to grow the number of terminally-degreed faculty members. The current research revealed a lack of knowledge by the institutions as to the instructional modes through which faculty prefer to pursue terminal degrees. Colleges need to be aware that as they offer more baccalaureate programs, they will need additional terminally-degreed faculty. The researcher encourages baccalaureate-granting institutions to pursue "grow-your-own" types of professional development programs to ensure that current faculty members have the time and resources available to complete terminal degrees. Further, colleges should investigate collaborative opportunities with public and private doctoral-granting institutions to guarantee availability of doctoral programs within an instructional mode that allows faculty to continue their studies while also teaching.

Recommendations for Future Research

As discussed in Chapter 2, the community college baccalaureate is a fairly recent phenomenon; as such, little research on the topic exists. Florida's community college baccalaureate legislation became effective in 2001 and its greatest expansion took place after 2007. As these programs continue to evolve and grow, further research will be needed to evaluate their collective effects. The current study sought to contribute to the literature by providing information on the accreditation implications on faculty qualifications related to providing the community college baccalaureate.

Based on a review of the literature as well as the results of the current study, the researcher concludes that additional research is not only necessary but critical as these programs continue to expand. The researcher suggests future research focus on several areas and questions.

The first area involves geographic scope. This study surveyed the entire population of public state colleges currently offering baccalaureate degrees within the state of Florida. It is recommended that future research expand to other states such as Texas now offering bachelor's degrees. Additionally, there are six regional accrediting associations throughout the United States. Future research should expand to other regional accrediting associations, exploring the criteria that these other accrediting agencies use to evaluate faculty qualifications.

Another area for future research should focus more on the financial impact. Implementing the community college baccalaureate comes at a great cost. Future research should investigate cost effectiveness and cost benefits, exploring whether the community

college baccalaureate is truly the most cost-effective method of increasing baccalaureate attainment within local communities.

A recent Gallup poll (2013) found that the majority of Americans report the most important factor in selecting a college is the ability to subsequently procure a good job. Future research should focus on employment of community college baccalaureate graduates; specifically, research should compare employment outcomes of these graduates with those of traditional university baccalaureate graduates, both in terms of short-term attainment and long-term career advancement. Likewise, the same Gallup poll reported price as the second most important college selection factor. Therefore, future research should examine consumer affordability of the community college baccalaureate, comparing the average student loan debt of graduates from these programs to that of traditional university baccalaureate graduates.

Future research should also focus on the precedence and rationale for SACS CS 3.5.4 (Terminally degreed faculty). Specifically, what is the rationale for the 25% threshold and how does it support institutional quality? Do other regional accreditors have similar policies? What is the impact, if any, of having more than 25% of the faculty teaching in a baccalaureate program holding terminal degrees? Additionally, the current SACS policy does not provide for extenuating circumstances. Should there be exceptions to this policy and if so what guidelines should institutions follow?

Because of the teaching versus research emphasis of the community college, it would be interesting to identify what types of degree are most appropriate for faculty teaching in community college baccalaureate programs. Kot and Hendel (2011) note,

"the modern form of the Doctor of Philosophy has been and still remains, a research degree" (p. 346). The recent development of professional doctorates may provide an opportunity for developing faculty to teach in community college baccalaureate programs. The professional doctorate is an alternate to the Ph.D but is more industry focused. Examples of the professional doctorate include the Doctor of Engineering (EngD), Doctor of Public Health (DPH), Doctor of Psychology (PsyD), and Doctor of Education (EdD). While professional doctorates have grown within the United Kingdom, Australia, Canada and the United States, there has been a lack of research on expansion of these programs in United States and Canada (Kot & Hendel, 2012). Future research should focus on the availability of these programs and the opportunity for these programs to produce industry experienced, terminally-degreed faculty to teach within community college baccalaureate programs.

Additionally, within certain disciplines, the master's degree is regarded as a terminal degree as evident with the the Master of Fine Arts degree. Recently, a new type of master's degree, the Professional Science Masters (PSM) has emerged. PSM degrees began in 1997 through a Sloan Foundation grant and are designed as holistic, industry-focused, practice terminal master's degree programs. PSM programs have become popular in emerging fields such as bioinformatics and computational science (National Conference on State Legislatures, 2012). The industry focus of the PSM appears to align well with the industry focus of the workforce-oriented bachelor's degree. Future research should focus on the applicability of PSM degree as option for faculty teaching in community college baccalaureate programs.

An additional area of interest involves the effects of the community college baccalaureate on both students and faculty. From the student perspective, determining whether the degree increases baccalaureate attainment in the long term would be of value. From the faculty perspective, workload (including teaching, research and service) for community college baccalaureate faculty is an important metric to compare to that of peers teaching in university baccalaureate programs.

From a faculty perspective, it would also be interesting to investigate faculty perspectives on being required to increase academic credentials. Are faculty engaged and vested in increasing credentials or are faculty resentful of the additional requirement?

Also from the faculty perspective, the current study revealed that while most colleges indicated faculty were pursuing additional graduate work, few colleges knew the location, discipline, or modality of this coursework. Future research should further examine (a) the specific disciplines in which faculty most often need additional coursework, (b) faculty preference for instructional modality, and (c) the institution characteristics for completing this coursework.

One final recommendation of future exploration centers upon college organizational structures. The study focused on the SACS liaison as the primary contact person. At many of the colleges, the SACS liaison was located in the office of institutional effectiveness. It is interesting to note that while for many of the colleges the SACS liaison had the information available to complete the survey, a handful of college representatives forwarded the task of survey completion to academic affairs. This reflects the diversity within college organizational structures: some are more centralized than

others. It is suggested that future research focus on the strengths and weaknesses of the centralized and decentralized organizational structure within state colleges.

Conclusions

The purpose of this study was to identify what issues related to faculty credentials, if any, have been observed by Florida's community colleges as part of the process to gain SACS-COC Level II status. Results were analyzed through the lens of Travis Hirschi's Social Control Theory. The results of this study indicate that colleges have reported changes in faculty employment after implementing the community college baccalaureate. Half of the colleges reported employment status changes to full-time or part-time faculty members as a result of offering bachelor's degrees. The most common types of changes included requirements for faculty to complete additional graduate coursework and moving faculty to different programs with different conditions for credentialing. Other types of changes reported included faculty terminations and retirements.

The current study found strong evidence supporting the notion that finding terminally-degreed faculty is a problem for institutions moving from Level I to Level II status. Of institutions that responded to survey questions addressing this issue, 75% reported experiencing difficulties in hiring terminally-degreed faculty. Comments revealed that seemingly, no field was immune to the issue; respondents cited hiring difficulties in areas such as accounting, allied health fields, business, computer science, construction, digital media, engineering, finance, healthcare management, information

technology and nursing. The most rampant hiring issues occurred among faculty in the fields of nursing and computer science/information technology. Further, the majority of responding colleges (81.3%) reported faculty citing difficulties and obstacles hindering their ability to complete advanced degrees. Such difficulties included time, location, cost, and availability of program in field. These findings indicate that as Florida's community college baccalaureate programs continue to expand, colleges will need to find creative solutions to address SACS CS 3.5.4 requirement of terminal degrees for faculty.

APPENDIX A
FLORIDA COLLEGE SYSTEM SACS FACULTY CREDENTIALS DOCUMENT

(Relevant Excerpts- full document is available online at

http://www.fldoe.org/fcs/OSAS/Correspondence/pdf/tfcg.pdf)

Guidelines on Transfer Agreements and Faculty Credentials and Qualifications

The Florida College System

Florida Department of Education

THE Florida COLLEGE SYSTEM

A RESOLUTION
OF THE
FLORIDA COLLEGE SYSTEM
COUNCIL OF PRESIDENTS

WHEREAS, the **Florida College System Council of Presidents** representing the 28 public postsecondary institutions within the Florida College System support the mission and goals of Florida's K-20 Education system: Highest Student Achievement; Seamless Articulation and Maximum Access; Skilled Workforce and Economic Development; and Quality Efficient Services;

NOW THEREFORE, be it resolved that the **Florida College System Council of Presidents** endorses and supports the following guidelines which are in keeping with the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges, to ensure consistency and full faith in the academic integrity of transferable coursework delivered by the Florida College System institutions.

BE IT FURTHER RESOLVED that the **Florida College System Council of Presidents** pledges itself to the efforts of the statewide Council of Instructional Affairs, the Division of Florida Colleges, the Articulation Coordinating Committee and the State Board of Education to achieve the admirable goals represented herein that seek to facilitate student progression through the educational pipeline by clearly defining and recognizing common systemwide validation measures that maximize quality degree programs and minimize barriers to a postsecondary education and gainful employment.

In testimony whereof, the 28 members of the Florida College System Council of Presidents have hereunto subscribed their names to this document to affirm the solidarity in our statement and our collective resolve.

Katherine M. Johnson, Chair
Pasco-Hernando Community College

Joseph E. Pickens, Vice Chair
Saint Johns River State College

Eileen Holden
Eileen Holden, Immediate Past Chair
Polk State College

John Grosskopf, Steering Committee Member
North Florida Community College

Lars A. Hafner, Steering Committee Member
State College of Florida, Manatee-Sarasota

A. James Kerley, Steering Committee Member
Gulf Coast State College

Charles Edward Meadows, Steering Committee Member
Pensacola State College

Charles R. Mojock, Steering Committee Member
Lake-Sumter Community College

Norman L. Stephens, Jr., Steering Committee Member
South Florida Community College

James A. Drake, Member
Brevard Community College

J. David Armstrong, Jr., Member
Broward College

Gene Prough, Member
Chipola College

Kenneth P. Walker, Member
Edison State College

Steven R. Wallace, Member
Florida State College at Jacksonville

Edwin R. Massey, Member
Indian River State College

Eduardo J. Padron, Member
Miami Dade College

Dennis P. Gallon, Member
Palm Beach State College

E. Ann McGee, Member
Seminole State College of Florida

James Murdaugh, Member
Tallahassee Community College

James D. Harvey, Member
College of Central Florida

Carol Eaton, Member
Daytona State College

Lawrence W. Tyree, Member
Florida Keys Community College

Kenneth H. Atwater, Member
Hillsborough Community College

Charles W. Hall, Member
Florida Gateway College

Ty Julian Handy, Member
Northwest Florida State College

Jackson N. Sasser, Member
Santa Fe College

William D. Law, Jr., Member
St. Petersburg College

Sanford C. Shugart, Member
Valencia College

Guidelines on Transfer Agreements and Faculty Credentials and Qualifications

Background

The Florida College System (FCS) is the primary higher education access point for Floridians. The 28 colleges that comprise the FCS maintain a primary mission of open-door access to the associate degree. The majority of the FCS degree-seeking students use it as a conduit to the State University System (SUS), completing their Associate in Arts (A.A.) degree and then transferring to a state university for a baccalaureate degree. In the early 2000's, the Florida Legislature authorized community colleges to deliver select baccalaureate degrees in an effort to meet the state's need for increasing the number of citizens with bachelor degrees.

FCS institutions are now offering targeted baccalaureate degrees that meet local, regional, and/or state workforce needs and demand. There are two baccalaureate degree types offered in the FCS: Bachelor of Science (B.S.) and Bachelor of Applied Science (B.A.S.). The B.S. degree is typically in nursing or teacher preparation programs while the B.A.S. degree is more applied and designed to include a capstone experience. Examples of common B.A.S. degree programs are supervision and management, technology management, and health science related fields.

The FCS's baccalaureate degree delivery system is based on a 2+2 structure whereby students complete an associate degree and then seek admission to the upper division. This 2+2 structure provides A.A. and Associate in Science (A.S.) degree students with opportunities for direct matriculation to upper division coursework with junior class status. Each baccalaureate degree has a designated *primary pathway* enabling students to complete the baccalaureate degree within the designated total degree hours. The *Common Prerequisite Manual* establishes the primary pathway and prerequisites.

The primary pathway for the B.S. degree may be the A.A. degree, as with teacher preparation programs, or the A.S. degree. The B.S. in Nursing is an example where the A.S. in Nursing is the primary pathway allowing students to complete the B.S. degree within the approved program length. The primary pathway designation does not preclude students who have completed alternative pathways from admission to a baccalaureate degree program; however, these students are likely to exceed the prescribed hours towards the degree in order to complete the requisite coursework. The A.A. and the A.S. are considered to be the FCS's 2+2 associate degree options intended for seamless transfer to the upper division and conform to all academic requirements foundational to the award of a bachelor degree per Florida statute and Southern Association of Colleges and Schools' Commission on Colleges (SACSCOC) Principles of Accreditation.

A.S. degrees are intended for transfer to aligned baccalaureate degrees. The general education component of the A.S. degree meets transfer level quality accreditation standards and all courses designated as general education must meet degree requirements in the subject area.

The Associate in Applied Science (A.A.S.) is a career-focused college credit-bearing degree intended for direct entry to the workforce. The primary intent is immediate employment in a specialized occupation. A student who completes an A.A.S. degree is not precluded from later admission to an A.S. or baccalaureate degree program and should be considered for transfer on the basis of existing articulation policies, including course numbering guarantees and statewide articulation agreements. Regardless of the degree, all programs are comprised of student learning outcomes that are above the level of basic skills and include validation mechanisms that ensure the college-level integrity of content and instruction.

Guidelines on Transfer Agreements and Faculty Credentials and Qualifications

Florida's statewide articulation policies are multi-faceted, and the basic unit of transfer is at the course level. The Statewide Course Numbering System (SCNS) is established in s. 1007.24, F.S., and guarantees the transfer of course and credit from one institution to another, provided the receiving institution participates in the SCNS, as all public postsecondary institutions do, and offers the course. In addition to course transfer, state-level policies guarantee the transfer of the A.A. degree to a baccalaureate degree at a FCS institution and state university. The individual SACSCOC accredited institutions are responsible for ensuring the fidelity of the curriculum and the appropriate credentialing of faculty. This broad guarantee is a critical access point to a state university for many Florida citizens.

Florida statutes also encourage the development of statewide articulation agreements that facilitate student transition from one education level to the next. As such, statewide articulation agreements are developed through faculty engagement and result in a sequential linkage of competencies from one program to another leading to higher credentials. These "transfer agreements" are developed through a deliberate and inclusive process with engaged faculty, and result in an award of credit based on demonstration of comparable student learning outcomes.

FACULTY CREDENTIALS AND QUALIFICATIONS GUIDELINES

Introduction

The FCS recognizes the importance of the accreditation standards established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), specifically those related to faculty credentials and qualifications.

Southern Association of Colleges and Schools Commission on Colleges Standards

Core Requirement 2.8 (Faculty)
The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Comprehensive Standard 3.2.9 (Faculty/Staff Appointment)
The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Comprehensive Standard 3.5.4 (Terminal Degrees of Faculty)
At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Comprehensive Standard 3.7.1 (Faculty Competence)
The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Faculty Credentials Guidelines
Institutions in the FCS should use the following credential guidelines when justifying and documenting the qualifications of faculty except when using alternative credentialing:

a. Faculty teaching general education courses at the undergraduate level: doctorate or master degree in the teaching discipline or master degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master degree in the teaching discipline or master degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: Bachelor degree in the teaching discipline, or associate degree and demonstrated competencies in the teaching discipline.
d. Faculty teaching baccalaureate courses: doctorate or master degree in the teaching discipline or master degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

Resource Manual for the Principles of Accreditation: Foundation for Quality Enhancement - Rationale and Notes

The SACSCOC *Comprehensive Standard 3.7.1* asserts the fundamental principle that qualified, effective faculty members are essential to carrying out the goals of the mission of the institution and ensuring the quality and integrity of the academic programs of the institution. The emphasis is on overall qualifications rather than simply academic credentials and while academic credentials are primary and in most cases will be the standard qualification for faculty members, other types of qualifications may prove to be appropriate. It is also important to note that the institution is responsible for the documentation and justification of qualifications for each member of its faculty.

The FCS embraces the preceding rationale provided by SACSCOC and encourages its institutions to adopt the primary qualifications and outline the process for approving individuals to teach courses based on alternative credentials and qualifications.

General Academic Credential Guidelines

FCS institutions are committed to maintaining full SACSCOC accreditation compliance in the hiring of all faculty. Each course in every discipline requires relevant experience and expertise in order to support and elicit the student learning outcomes that exist for each course or program in the college curriculum. Such credentials may include a degree in the field associated with the course or program or alternative credentials that result in the same learning outcome.

General Education in Florida
Each faculty member teaching college credit courses as part of the general education requirements towards an associate degree programs must have completed a master degree

in the teaching discipline or hold at least a master degree and completed at least 18 graduate semester hours in the teaching discipline.

Career and Technical Education (College Credit)

Associate in Applied Science Degrees

The primary qualification for faculty teaching in career and technical education programs is the bachelor degree in field. In select career and technical education programs, faculty also may be required to have a current professional license and/or certificate in the field of specialty.

In those select career and technical education programs where bachelor degrees are not available, the minimum credential will be an associate degree in the discipline or a related discipline, plus appropriate national accreditation, industry licensure, and/or certification.
Faculty with other directly related qualifications, such as work experience, industry licensure and/or certification, must be justified through the alternative credentialing process.

Associate in Science Degrees

The primary qualification for faculty teaching in career and technical education programs is the master degree in discipline or master and 18 hours in the field. In select career and technical education programs, faculty also may be required to have national accreditation, a current professional license, and/or certificate in the field of specialty.

In those select career and technical education programs where advanced degrees are not available, the minimum credential will be a bachelor degree in the discipline, coupled with industry licensure and/or certification, work experience, and other directly related qualifications.

Faculty with other qualifications must be justified through the alternative credentialing process.

Baccalaureate Degrees

The primary qualification for faculty teaching in baccalaureate programs is the master or doctorate degree in the discipline or master degree and 18 hours in the field. In select baccalaureate programs, faculty may also be required to have national accreditation, a current professional license, and/or certificate in the field of specialty.

Faculty with other qualifications must be justified through the alternative credentialing process.

Alternative Credentials in Florida

Faculty members may have experience that clearly contributes to student learning outcomes and can be considered in lieu of formal academic preparation. In these cases, the applicant may present a portfolio that documents such experience. The institution also considers competence in the field, national accreditation, professional licensure, and/or certificates, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

Guidelines for Evaluating Alternative Credentials

All faculty must meet the primary qualifications. Faculty who hold alternative credentials may be considered for appointment if:

a. The faculty member has outstanding professional experience and demonstrated contributions to the teaching discipline, which may be presented in lieu of formal academic preparation.
b. The faculty member has training in a closely related discipline and the competencies needed to teach the course objectives were covered in the related disciplines.

Each college shall have or will need to develop and establish its own process for evaluating alternative and experiential credentials.

Professional Experience

Documentation of professional experience may include a combination of factors, such as:

a. Recognition in journals, online sources, or textbooks on the discipline
b. Certification of participation in training
c. Certification in field
d. Professional presentations
e. Professional registry
f. Apprenticeships
g. Honors and awards directly related to the discipline
h. Appearance on programs reflecting work in the discipline
i. Letters of support from past employers, colleagues, etc. on business stationery that speak directly to work in the discipline
j. Evidence of continuous excellence in teaching
k. Other discipline-related documentation that demonstrates third party recognition of the applicant's expertise in the field

APPENDIX B
E-MAIL INVITATION AND PHONE SCRIPT

Sample E-mail- 1st contact

Request to participate in doctoral research re SACS Level II and faculty employment

Dear <Institution SACS Liaison>

My name is Christine Broeker and I am a doctoral candidate in the Educational Leadership Program at the University of Central Florida. My dissertation topic is the impact of moving from SACS Level I to Level II on faculty employment in the Florida College System. You have been identified as having expertise in this topic and I would like to know if you would be willing to complete a short survey. The survey instrument will be online and will take minimal time to complete. Thank you in advance for your time and your assistance.

Sincerely,

Christine Broeker

Sample Phone Script- 1st contact:

Hello <Institution SACS Liaison>

My name is Christine Broeker and I am a doctoral candidate in the Educational Leadership Program at the University of Central Florida. My dissertation topic is the impact of moving from SACS Level I to Level II on faculty employment in the Florida College System. I would like to know if you or anyone else at your institution would be able to answer questions about this topic. My phone number is (XXX) XXX-XXXX and email is _____ The survey instrument will be online and will take minimal time to complete. I sincerely appreciate your assistance. Thank you.

Sample E-mail- 2nd contact; includes survey link:

Dear <Institution SACS Liaison>

Thank you for agreeing to participate in my doctoral research project regarding the impact of moving from Level I to Level II status on faculty employment in the FCS.

Please click here to complete the survey<insert hyperlink>

Should you have any questions please contact me at _____ or by phone at (XXX) XXX-XXXX. Thank you in advance for support of this project.

Sincerely,

Christine Broeker

APPENDIX C
PILOT STUDY REQUEST E-MAIL TO ASSOCIATE DEANS

Dissertation research pilot study: SACS Level II and Faculty Employment

Dear <NAME>

A sincere thank you for agreeing to pilot this survey to assist with my dissertation research.

The purpose of this study is to identify the impacts of Florida's former community colleges moving to SACS Level II status on faculty employment.

Your responses to the survey questions and feedback are very important to me. Should you have any questions, concerns or suggestions regarding the survey please note at the end of the survey.

The survey link is below.

Thank you in advance for your time. I sincerely appreciate your help.

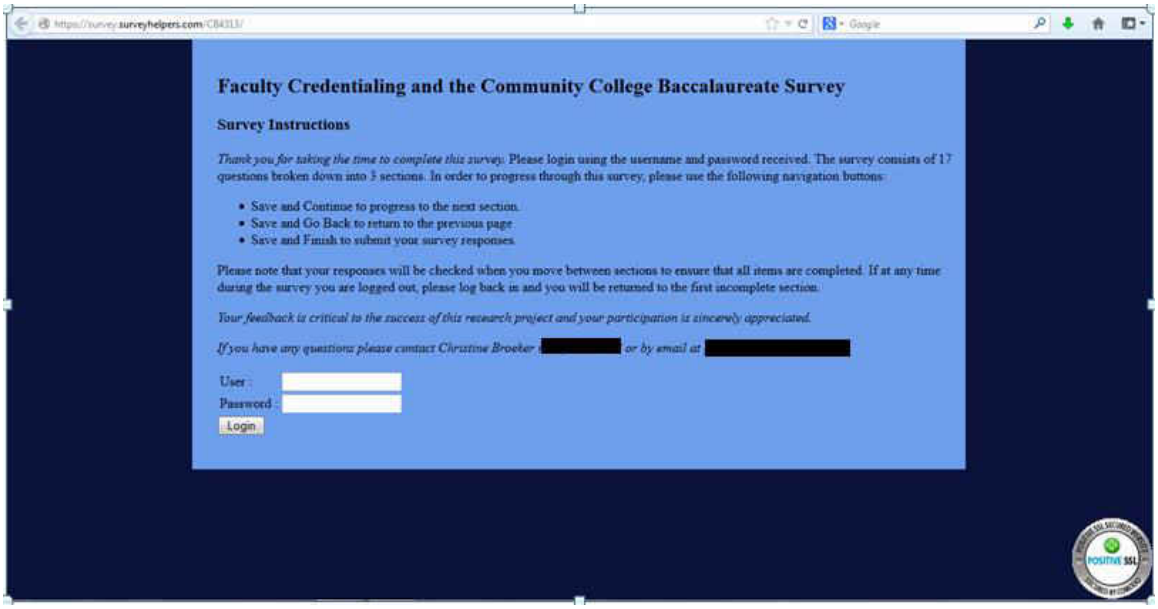
-Christine Broeker

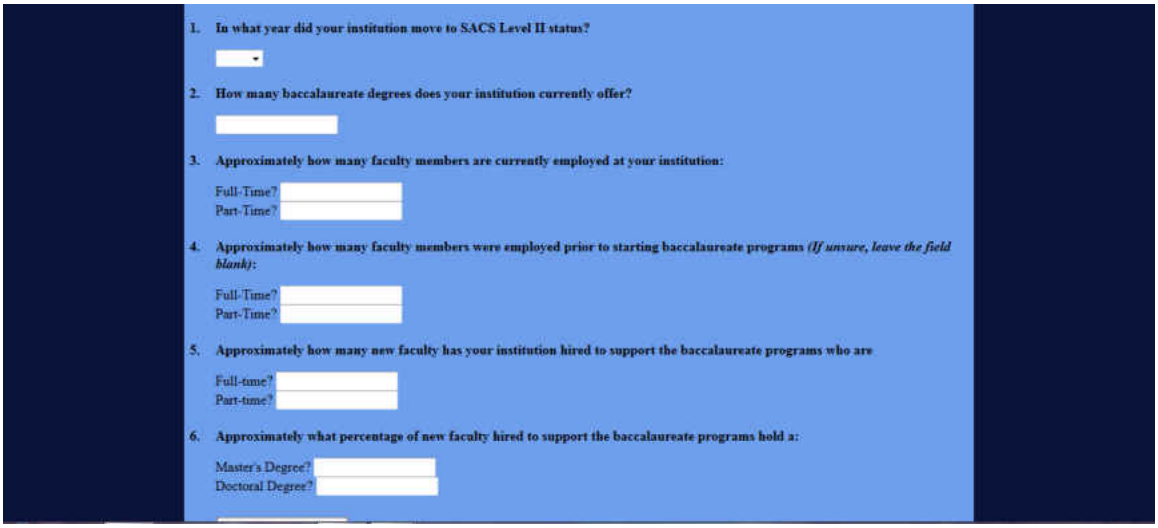
****

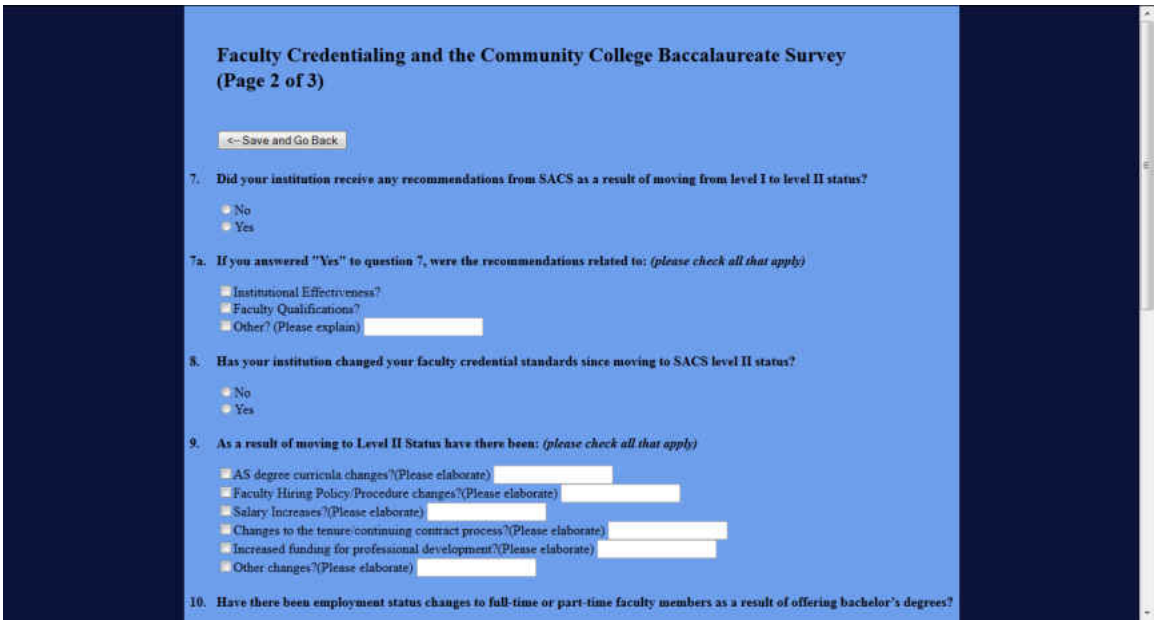
Add textboxes at to end of survey to get feedback on:

- Terminology: Were any terms/phrasing used in this survey confusing?
- Directions: Were the directions clear?
- Clarity: Were there any questions that needed clarification to help you answer them?
- Structure: Did the survey structure follow a logical order? If not do you have any recommendations to improve the structure?

APPENDIX D
SURVEY INSTRUMENT


https://survey.surveyhelpers.com/CB4313/
Google
Faculty Credentialing and the Community College Baccalaureate Survey
Survey Instructions
Thank you for taking the time to complete this survey. Please login using the username and password received. The survey consists of 17 questions broken down into 5 sections. In order to progress through this survey, please use the following navigation buttons:
• Save and Continue to progress to the next section.
• Save and Go Back to return to the previous page.
• Save and Finish to submit your survey responses.
Please note that your responses will be checked when you move between sections to ensure that all items are completed. If at any time during the survey you are logged out, please log back in and you will be returned to the first incomplete section.
Your feedback is critical to the success of this research project and your participation is sincerely appreciated.
If you have any questions please contact Christine Broeker [redacted] or by email at [redacted]
User :
Password :
Login
POSITIVE SSL


1. In what year did your institution move to SACS Level II status?
2. How many baccalaureate degrees does your institution currently offer?
3. Approximately how many faculty members are currently employed at your institution:
Full-Time?
Part-Time?
4. Approximately how many faculty members were employed prior to starting baccalaureate programs (If unsure, leave the field blank):
Full-Time?
Part-Time?
5. Approximately how many new faculty has your institution hired to support the baccalaureate programs who are
Full-time?
Part-time?
6. Approximately what percentage of new faculty hired to support the baccalaureate programs hold a:
Master's Degree?
Doctoral Degree?



Faculty Credentialing and the Community College Baccalaureate Survey (Page 2 of 3)

<-- Save and Go Back

7. **Did your institution receive any recommendations from SACS as a result of moving from level I to level II status?**

- No
- Yes

7a. **If you answered "Yes" to question 7, were the recommendations related to:** ***(please check all that apply)***

- Institutional Effectiveness?
- Faculty Qualifications?
- Other? (Please explain)

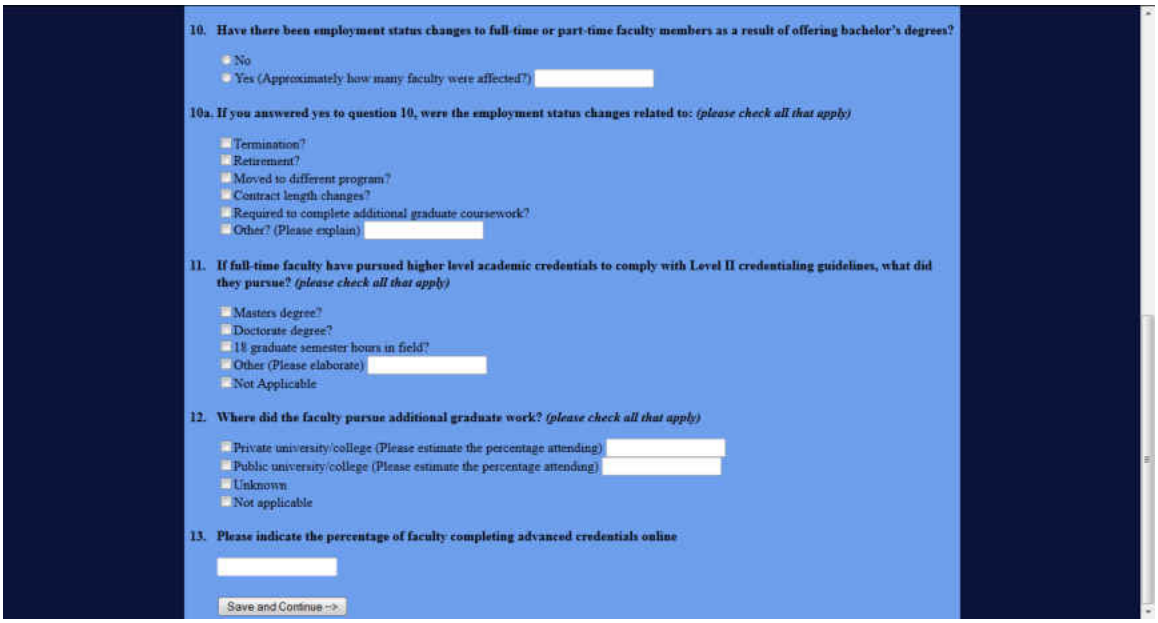
8. **Has your institution changed your faculty credential standards since moving to SACS level II status?**

- No
- Yes

9. **As a result of moving to Level II Status have there been:** ***(please check all that apply)***

- AS degree curricula changes?(Please elaborate)
- Faculty Hiring Policy/Procedure changes?(Please elaborate)
- Salary Increases?(Please elaborate)
- Changes to the tenure/continuing contract process?(Please elaborate)
- Increased funding for professional development?(Please elaborate)
- Other changes?(Please elaborate)

10. **Have there been employment status changes to full-time or part-time faculty members as a result of offering bachelor's degrees?**



10. **Have there been employment status changes to full-time or part-time faculty members as a result of offering bachelor's degrees?**

- No
- Yes (Approximately how many faculty were affected?)

10a. **If you answered yes to question 10, were the employment status changes related to:** ***(please check all that apply)***

- Termination?
- Retirement?
- Moved to different program?
- Contract length changes?
- Required to complete additional graduate coursework?
- Other? (Please explain)

11. **If full-time faculty have pursued higher level academic credentials to comply with Level II credentialing guidelines, what did they pursue?** ***(please check all that apply)***

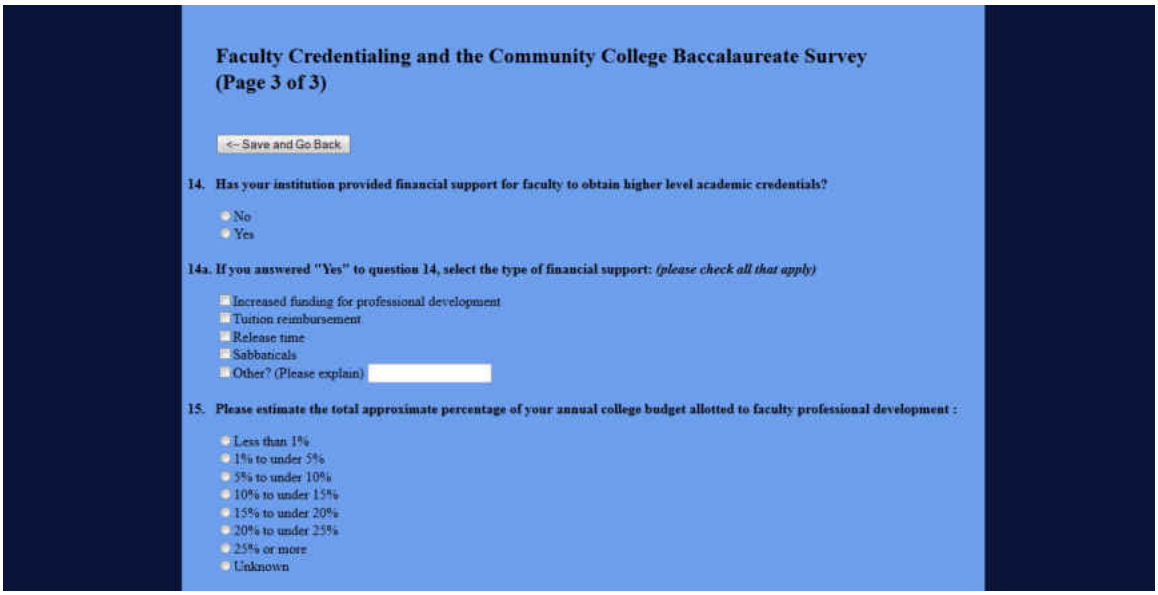
- Masters degree?
- Doctorate degree?
- 18 graduate semester hours in field?
- Other (Please elaborate)
- Not Applicable

12. **Where did the faculty pursue additional graduate work?** ***(please check all that apply)***

- Private university/college (Please estimate the percentage attending)
- Public university/college (Please estimate the percentage attending)
- Unknown
- Not applicable

13. **Please indicate the percentage of faculty completing advanced credentials online**

Save and Continue -->



Faculty Credentialing and the Community College Baccalaureate Survey (Page 3 of 3)

<-- Save and Go Back

14. Has your institution provided financial support for faculty to obtain higher level academic credentials?

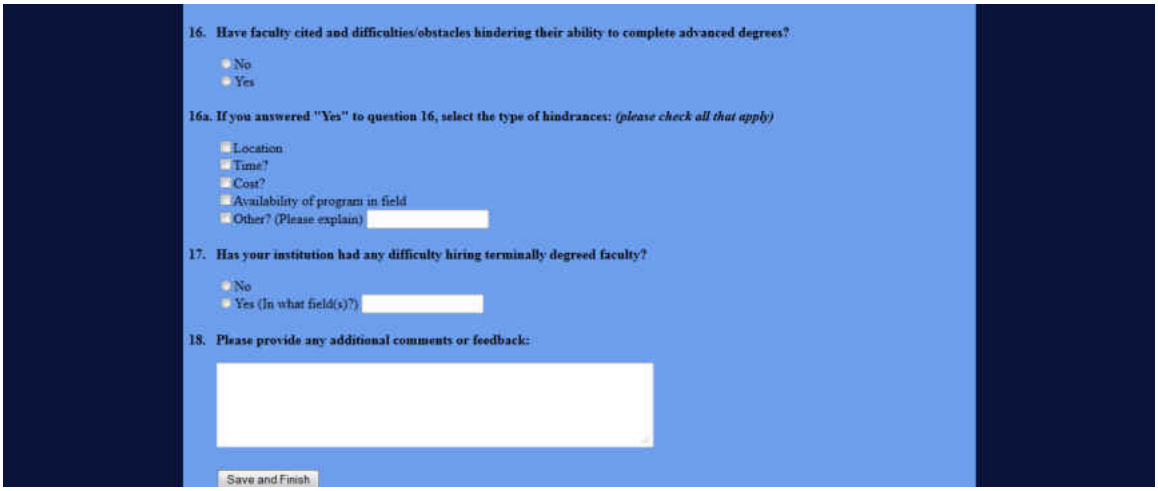
- No
- Yes

14a. If you answered "Yes" to question 14, select the type of financial support: ***(please check all that apply)***

- Increased funding for professional development
- Tuition reimbursement
- Release time
- Sabbaticals
- Other? (Please explain)

15. Please estimate the total approximate percentage of your annual college budget allotted to faculty professional development :

- Less than 1%
- 1% to under 5%
- 5% to under 10%
- 10% to under 15%
- 15% to under 20%
- 20% to under 25%
- 25% or more
- Unknown



16. Have faculty cited and difficulties/obstacles hindering their ability to complete advanced degrees?

- No
- Yes

16a. If you answered "Yes" to question 16, select the type of hindrances: ***(please check all that apply)***

- Location
- Time?
- Cost?
- Availability of program in field
- Other? (Please explain)

17. Has your institution had any difficulty hiring terminally degreed faculty?

- No
- Yes (In what field(s)?)

18. Please provide any additional comments or feedback:

Save and Finish

APPENDIX E
SACS POLICY ACCREDITATION LIAISON

Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

THE ACCREDITATION LIAISON

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and its candidate and member institutions share responsibility for maintaining a relationship whereby both are fully informed of current accreditation issues and requirements and how those requirements are applied. In order to facilitate close and effective communication, the Commission has assigned a staff member to each candidate and member institution. This staff member establishes a working relationship with the leaders of the institution, consults with the institution during its reviews, answers questions or receives comments from the institution, maintains the Commission file on the institution, and, in general, develops a familiarity with the operations of the institution, to the extent possible.

Each candidate and member institution can help fulfill its responsibilities and complement this relationship with Commission staff by appointing an Accreditation Liaison.

Selecting the Accreditation Liaison

The Commission strongly recommends that the chief executive officer appoint as the institution's Accreditation Liaison a senior faculty member or administrator who reports directly to the chief executive officer and has a suitable degree of visibility on campus. The liaison should not be a consultant employed to assist the institution during its decennial review. All official communications from the Commission will continue to go to the chief executive officer.

Responsibilities of the Accreditation Liaison

The Accreditation Liaison is responsible for the following:

1. Ensuring that compliance with accreditation requirements is incorporated into the planning and evaluation process of the institution.

2. Notifying the Commission in advance of substantive changes and program developments in accord with the substantive change policies of the Commission.

3. Familiarizing faculty, staff, and students with the Commission's accrediting policies and procedures, and with particular sections of the accrediting standards and Commission policies that have application to certain aspects of the campus (e.g., library, continuing education) especially when such documents are adopted or revised.

4. Serving as a contact person for Commission staff. This includes encouraging institutional staff to route routine inquiries about the *Principles of Accreditation* and accreditation policies and processes through the Accreditation Liaison, who will contact Commission staff, if necessary, and ensuring that email from the Commission office does not get trapped in the institution's spam filter.

5. Coordinating the preparation of the annual profiles and any other reports requested by the Commission.

6. Serving as a resource person during the decennial review process and helping prepare for and coordinating reaffirmation and other accrediting visits.

7. Ensuring that electronic institutional data collected by the Commission is accurate and timely.

8. Maintaining a file of all accreditation materials, such as, reports related to the decennial review; accreditation committee reports; accreditation manuals, standards, and policies; schedules of all visits; and correspondence from accrediting offices.

How to Become an Effective Accreditation Liaison

Effective communication between member institutions and Commission staff is the key to ensuring that institutions are kept informed of current accreditation issues and requirements and that the Commission is made aware of institutional perspectives and concerns that touch accreditation issues. To develop an effective relationship between the institution and the Commission staff member, the Accreditation Liaison may want to

1. Learn about the Commission on Colleges and the way it works by reviewing the following sections of the its website (www.sacscoc.org):

    - general information about the Commission
    - the *Principles of Accreditation*
    - policies and publications of the Commission
    - institutional resources, including handbooks, manuals, and guides
    - upcoming meetings and events

2. Maintain contact with the Commission staff member assigned to your institution.

3. Get involved in Commission activities by attending the annual meeting and serving as a peer evaluator.

4. Become acquainted with the institution's accreditation history by reviewing past correspondence with the Commission and materials stemming from previous reaffirmation or substantive change reviews.

5. Ensure that reports to the Commission and significant correspondence from the Commission are archived for future reference.

Document History
Endorsed: Commission on Colleges, June 2000
Edited: January 2007, January 2012

APPENDIX F
SACS FACULTY CREDENTIALS GUIDELINES

Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097

FACULTY CREDENTIALS

- Guidelines -

Comprehensive Standard 3.7.1 of the *Principles of Accreditation* reads as follows:

> The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Approved: College Delegate Assembly, December 2006

APPENDIX G
REQUIREMENTS FOR LETTER OF INTENT

Requirements for Letter of Intent per 6A-14.095, Florida Administrative Code
http://www.fldoe.org/cc/students/bach_degree.asp

(3) Letter of intent. The following requirements shall apply to the Letter of Intent that is required pursuant to Section 1007.33(5)(a), F.S.

(a) The description of the program shall include:

1. The name of the program;

2. The type of degree to be conferred under the program;

3. Key skills expected of graduates; and

4. A description of the career path or potential employment opportunities for graduates of the program.

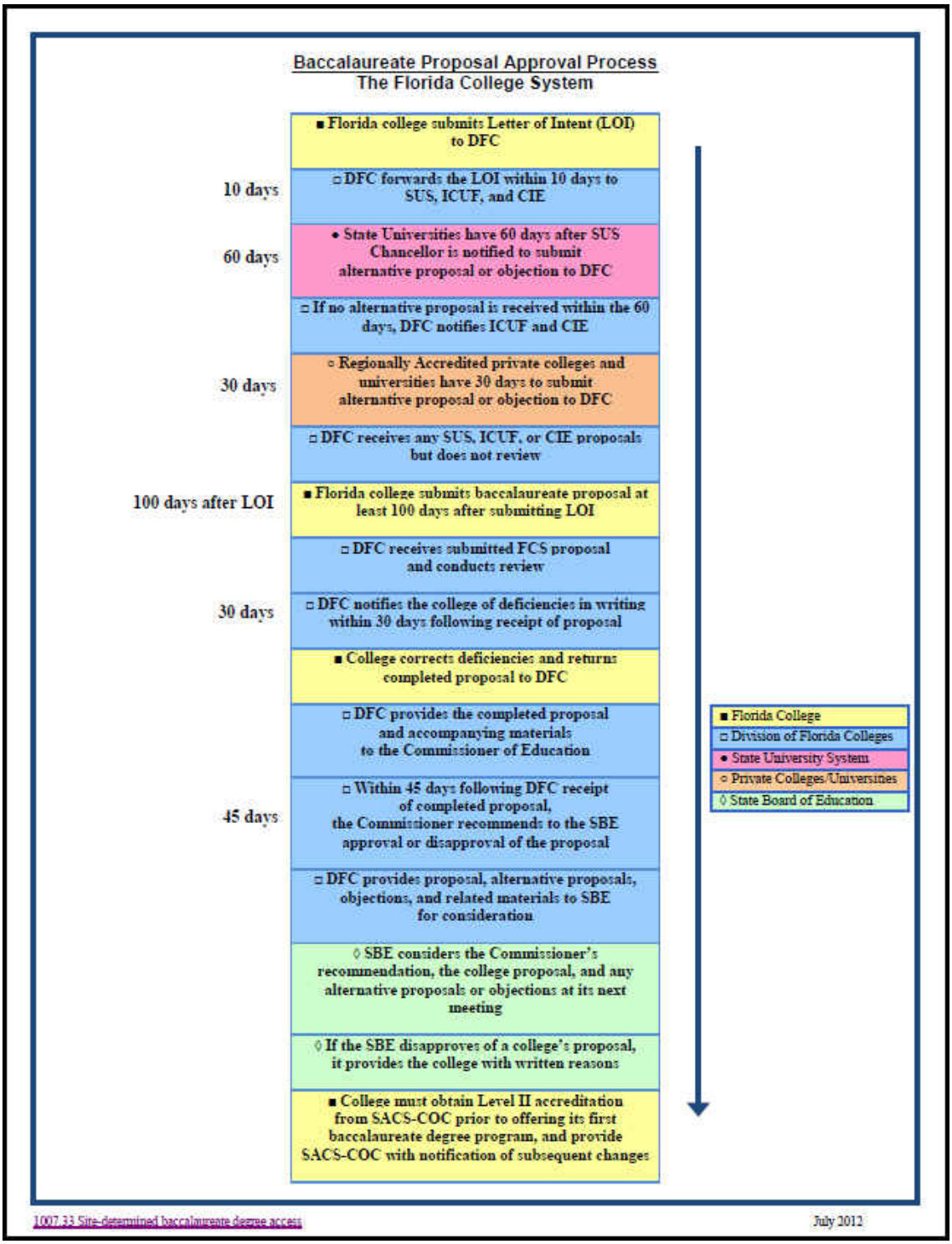
(b) The letter of intent shall include a summary of discussions with the state university in the Florida college's service district and other public and nonpublic postsecondary institutions in the region regarding evidence of need, demand, and economic impact.

(c) The letter of intent shall include the expected term and year of the first term of upper division enrollment in the proposed program.

(d) The letter of intent shall include a description of funds available for program startup costs, including promised support from local businesses and industries.

APPENDIX H
FCS BACCALAUREATE PROPOSAL PROCESS FLOW CHART

Source: http://www.fldoe.org/cc/students/pdf/flowchart.pdf



APPENDIX I
BACCALAUREATE PROPOSAL APPROVAL APPLICATION

THE FLORIDA COLLEGE SYSTEM

BACCALAUREATE PROPOSAL APPROVAL APPLICATION

COVER SHEET

INSTITUTION:

BACCALAUREATE DEGREE CONTACTS:

PRIMARY

Name:

Title:

Phone:

Email:

SECONDARY

Name:

Title:

Phone:

Email:

DEGREE TYPE (BS, BAS, other):

DEGREE TITLE:

TOTAL NUMBER OF CREDIT HOURS:

PROPOSED DEGREE SIX-DIGIT CIP CODE *(And track, if appropriate):*

PLANNED PROGRAM IMPLEMENTATION DATE:

PROGRAM DESCRIPTION/EMPLOYMENT OPTIONS FOR GRADUATES:

The description should be brief, but stand-alone. The first sentence should include degree type, degree title, areas of concentration (if applicable), and geographic region to be served. (Limit 200 words)

BOARD OF TRUSTEES APPROVAL DATE:

PRESIDENT'S SIGNATURE AND DATE: _____ Date: _____

Original application and subsequent revision submission must include a current signature/date.

EXECUTIVE SUMMARY

Provide a narrative describing the program and concise summaries for Evaluation Criteria A-J of the proposal. Label section headings. (Limit 1200 words)

In Section A of the Executive Summary, summarize all results of collaboration and outcomes with public and regionally accredited private postsecondary institutions in your region and nearby postsecondary institutions. In the Supplemental Materials, identify individuals or groups included in the discussions, including meeting minutes, notes on telephone conversations, and any other contacts regarding collaboration. Provide a reference relating to the information in the Supplemental Materials.

Institution:

Degree Type:

Degree Title:

EVALUATION CRITERIA

A. PLANNING PROCESS

1. Internal Process and Meetings (Limit 800 words)

2. External Process and Meetings (Limit 1200 words)

The college must engage in discussions and coordination with public universities and regionally accredited private postsecondary institutions, as outlined in section 1007.33, Florida Statutes (5)(a). The proposal must provide evidence of these discussions and coordination.

B. PROGRAM IMPLEMENTATION TIMELINE

1. Provide date or date range for each of the following activities:

- Assessment of Need and Demand
- Curriculum Development
- Accreditation Activities
    - Include SACS and DOE Teacher Preparation Program Approval and other accreditation activities, as appropriate for the program.
- Recruitment of Faculty and Staff, if needed
- Systems, Facilities and Resource Upgrades and Development, if needed
    - For example, provide equipment, instructional and media materials, advising and information system upgrades, development of online resources.
- Student Recruitment and Advising

2. Estimated date upper division courses are to begin:

C. WORKFORCE DEMAND/UNMET NEED SPECIFIC TO PROGRAM AREA

Include an analysis for the geographic region to be served.
Guidelines for Demand and Supply

1. Geographic region to be served

2. Number of current jobs

3. Number of current job openings

4. Projected number of job openings five years from current year

5. Number of most recent graduates in the discipline area from the State University System, by institution(s) in the geographic region specified in the application
Degrees Awarded by State University System

6. Number of most recent graduates in the discipline area from nonpublic postsecondary institutions in geographic region (if available), by institution

7. Data and a one-paragraph description of the employment gap based on 2 through 6
   Provide the gap between employment numbers needed and graduates in the programs in the geographic region. (Limit 300 words)

8. Other measures as selected by institutions, which may include brief qualitative or quantitative data/information such as local economic development initiatives or evidence of rapid growth or decline not reflected in local, state, and national data (Limit 300 words)

D. FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

1. Provide a brief description of the existing facilities and equipment that will be utilized for the program. (Limit 150 words).

2. Provide a brief description of the new facilities and equipment that will be needed for the program, if any. (Limit 150 words)

E. LIBRARY/MEDIA SPECIFIC TO PROGRAM AREA

1. Provide a brief description of the existing library/media resources that will be utilized for the program. (Limit 150 words)

2. Provide a brief description of the new library/media resources that will be needed for theprogram, if any. (Limit 150 words)

F. ACADEMIC RESOURCES SPECIFIC TO PROGRAM AREA

1. Number of existing full-time faculty
2. Number of existing part-time faculty

3. Provide a brief description of the anticipated additional faculty that will be needed for the program, if any. (Limit 150 words)

4. Anticipated instructional support personnel needed
   List titles of personnel including administrators, advisors, librarians, lab managers, etc.

5. As applicable, provide additional information related to academic resources. (Limit 150 words)

G. COST TO STUDENTS

1. Anticipated cost for four years of study at FCS institution (Tuition and fees x credit hours)

2. Estimated cost for four years of study at each state university in service district

3. Estimated cost for four years of study at each nonpublic institution in service district, if available

H. ACADEMIC CONTENT

1. List the admission requirements for the program.

2. Faculty credentials – Estimated percentage of upper division courses in the program to be taught by faculty with a terminal degree The Principles of Accreditation 3.5.4, Southern Association of Colleges and Schools (SACS)

3. Anticipated average student/teacher ratio in first year based on enrollment projections as stated in the Enrollment, Performance and Budget Plan form

4. Summary of SACS accreditation plan, Florida Teacher Education Program Approval plan, and/or other specialized accreditation plan(s), as appropriate

5. Curriculum

   Course listing format: Course Number (e.g. MAC 1105), Course Title, # of Credits

   a. Are there similar programs listed in the Common Prerequisites Counseling Manual (CPCM) for the CIP code (and track, if appropriate) you are proposing? (Yes/No) Common Prerequisites Manual

   b. Include a copy of the latest page from the CPCM for the CIP/Track for this program, as applicable.

   c. If specific courses are listed in the CPCM or as determined appropriate for new programs, list lower division common prerequisites required. If no prerequisites are required for the program, state "No prerequisites."

   d. List all courses required for the final two years of the baccalaureate program by term, in sequence. For some broad-based programs (e.g., BAS Supervision and Management), a sample curriculum may be appropriate. For degree programs with concentrations, there may be more than one sequence showing courses that are the same and/or different per concentration area. Include credit hours per term, and total credits for the program.

   e. List specific Associate in Science and/or Associate in Applied Science programs offered at your institution that are aligned with the program, as applicable.

   f. Is the program being proposed as a Limited Access program? (Yes/No) If yes, complete the following form and include it in the appendix for consideration. Limited Access Request Form

I. ENROLLMENT, PERFORMANCE AND BUDGET PLAN

1. Complete Enrollment, Performance, and Budget Plan form. (Excel format)

2. Provide a budget narrative justifying the estimated and projected program expenditures as they appear in Section III of the Enrollment, Performance, and Budget Plan form. Include start-up costs, required faculty, library resources, facility renovations/remodeling, and other anticipated operational costs to develop and maintain the program over a four-year period. State funding for baccalaureate program approved pursuant to Section 1007.33, Florida Statutes, shall be as provided in the General Appropriations Act. (Limit 400 words)

3. The last paragraph of this section must include a statement on how the college will fund the program if it is not provided funding by the Legislature, and how that would impact the college's implementation plan. Explain how the college will fund the program if funds are not granted.

J. PLAN OF ACTION IF PROGRAM MUST BE TERMINATED

Summary of train-out alternatives for students (Limit 200 words)

K. SUPPLEMENTAL MATERIALS

Include a listing (one page index) of materials showing evidence of need and demand discussions and coordination with postsecondary institutions. Include these materials in the supplemental materials. For example, documents may include meeting minutes, other records of collaboration, letters of support, etc. Include all survey instruments, tables and graphs as appropriate, etc. Links may also be included as appropriate to your documentation.

APPENDIX J
IRB APPROVAL OF EXEMPT HUMAN RESEARCH

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Christine Broeker**

Date: **April 26, 2013**

Dear Researcher:

On 4/26/2013, the IRB approved the following activity as human participant research that is exempt from regulation:

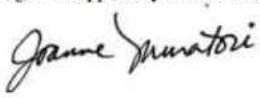
Type of Review:	Exempt Determination
Project Title:	The Impact of SACS Level I to Level II Status Change on Faculty Employment Within the Florida College System
Investigator:	Christine Broeker
IRB Number:	SBE-13-09346
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 04/26/2013 02:38:08 PM EDT



IRB Coordinator

Page 1 of 1

APPENDIX K
SACS FACULTY ROSTER TEMPLATE

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution:

Name of Primary Department, Academic Program, or Discipline:

Academic Term(s) Included: **Date Form Completed:**

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

REFERENCES

Agnew, R. (1991). A longitudinal test of social control theory and delinquency. *Journal of Research in Crime and Delinquency, 28,* 126-156. doi:10.1177/0022427891028002002

American Association of Community Colleges. (2011). *2011 fact sheet*. Retrieved from http://www.aacc.nche.edu/AboutCC/Documents/FactSheet2011.pdf

American Association of Community Colleges. (2012a). *Community college growth over past 100 years*. Retrieved from http://www.aacc.nche.edu/AboutCC/history/Pages/ccgrowth.aspx

American Association of Community Colleges. (2012b). *Faculty degree attainment*. Retrieved from http://www.aacc.nche.edu/AboutCC/Trends/Pages/facultydegreeattainment.aspx

American Association of Community Colleges. (2013). *2013 fact sheet*. Retrieved from http://www.aacc.nche.edu/AboutCC/Documents/fastfacts13_full.jpg

Bemis, J. F. (1983). Regional accreditation. In K. E. Young, C. M. Chambers, & H. R. Kells (Eds.), *Understanding accreditation: Contemporary perspectives on issues and practices in evaluating educational quality* (pp. 167-186). San Francisco, CA: Jossey-Bass.

Bemmel, E. P. (2008). *A cost-effectiveness analysis of two community college baccalaureate programs in Florida: An exploratory study* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3338441)

Bemmel, E. P., Floyd, D. L., & Bryan, V. C. (2009). Perceptions and reflections of administrators: Community colleges transitioning to baccalaureate colleges. *Community College Journal of Research and Practice*, *33*, 151-176. doi:10.1080/10668920802564923

Boggs, G. R. (2012, February/March). Democracy's colleges: The evolution of the community college in America. *Community College Journal, 82*(4), 36-39.

Bottorff, E. A., II. (2011). *The community college baccalaureate: A study of capital costs in Florida* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3480600)

Braxton, J. M. (1990). Deviancy from the norms of science: A test of control theory. *Research in Higher Education, 31(5),* 461-476.

Brubacher, J. S., & Rudy, W. (2007). *Higher education in transition: A history of American colleges and universities* (4th ed.). New Brunswick, NJ: Transaction.

Carnegie Foundation for the Advancement of Teaching. (2010). *Classification description*. Retrieved from http://classifications.carnegiefoundation.org/descriptions/basic.php

Cintron Delgado, R. A. (1992). *History of the inclusion of the governing board concept as a requisite for accreditation in the Commission on Colleges, Southern Association of Colleges and Schools: Implications for policy formulation* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 9222375)

Cohen, A. M. (2002). America's community colleges: On the ascent. *U.S. Society & Values, 7*(1), 5-8.

Cohen, A. M., & Brawer, F. B. (2003). *The American community college* (4th ed.). San Francisco, CA: Jossey-Bass.

Community College Baccalaureate Association. (2013). *Baccalaureate conferring locations*. Retrieved from http://www.accbd.org/resources/baccalaureate-conferring-locations/?ct=US

Council for Higher Education Accreditation. (2011). *Accreditation and accountability: Looking back and looking ahead*. Retrieved from http://www.chea.org/pdf/accred_account.pdf

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009*). Internet, mail, and mixed-mode surveys*: *The tailored design method.* Hoboken, NJ: John Wiley and Sons.

Dorn, S. (1996). *Creating the dropout: An institutional and social history of school failure*. Westport, CT: Praeger.

El-Kawas, W. (1983). Accreditation: Self-regulation. In K. E. Young, C. M. Chambers, & H. R. Kells (Eds.), *Understanding accreditation: Contemporary perspectives on issues and practices in evaluating educational quality* (pp. 54-70). San Francisco, CA: Jossey-Bass.

Florida College System. (2012a). *Fact book*. Retrieved from http://www.fldoehub.org/CCTCMIS/c/Documents/Fact%20Books/fb2012.pdf

Florida College System. (2012b). *Guidelines on transfer agreements and faculty credentials and qualifications*. Retrieved from http://www.fldoe.org/cc/OSAS/Correspondence/pdf/tfcg.pdf

Florida College System. (2013). List of approved bachelor's programs by college. Retrieved from http://www.fldoe.org/cc/students/bach_degree.asp

Florida College System Task Force (2008). *The Florida College System: Assuring postsecondary access that supports Florida's future*. Retrieved from http://www.fldoe.org/cc/pdf/CollegeSystemFinalReport.pdf

Florida College System Fact Book (2007). Retrieved from http://www.fldoehub.org/cctcmis/c/Documents/Fact%20Books/fb2007.pdf

Florida College System Fact Book (2012). Retrieved from http://www.fldoehub.org/CCTCMIS/c/Documents/Fact%20Books/fb2012.pdf

Florida Department of Education. (2008a). *Baccalaureate programs in community colleges: A program review*. Retrieved from http://www.fldoe.org/cc/Vision/PDFs/PR2008_02_Baccalaureate_Program_Review.pdf

Florida Department of Education. (2008b) *State colleges in Florida: A pilot project created by the 2008 Florida legislature*. Retrieved from http://www.fldoe.org/cc/pdf/StateCollegePilotProjectFinal.pdf

Florida Department of Education. (n.d.). *Florida College System: Overview*. Retrieved from http://www.fldoe.org/cc/overview.asp.

Florida Postsecondary Educational Planning Commission. (1998). *Feasibility plan for the implementation of a state college system.* Retrieved from http://www.cepri.state.fl.us/pdf/feasibilityimplementcollegesystem1998.pdf

Florida Senate. (2008). Bill 1716: Relating to postsecondary education. Retrieved from http://www.flsenate.gov/session/index.cfm?BI_Mode=ViewBillInfo&Mode=Bills&SubMenu=1&Year=2008&billnum=1716

Floyd, D. L. (2005). The community college baccalaureate in the U.S.: Models, programs and issues. In D. L. Floyd, M. L. Skolnik, & K. P. Walker (Eds.), *The community college baccalaureate: Emerging trends & policy issues* (pp. 25-47). Sterling, VA: Stylus.

Floyd, D. L., Falconetti, A. M., & Hrabak, M. R. (2008). Baccalaureate community colleges: The new Florida College System. *Community College Journal of Research and Practice*, *33*, 195-202. doi:10.1080/10668920802590233

Floyd, D. L., & Skolnik, M. L. (2005). Perspectives on the community college baccalaureate. In D. L. Floyd, M. L. Skolnik, & K. P. Walker (Eds.), *The community college baccalaureate: Emerging trends & policy issues* (pp. 1-7). Sterling, VA: Stylus.

Gallup. (2013). *Americans say graduates' jobs status key to college choice*. Retrieved from http://www.gallup.com/poll/163268/americans-say-graduates-jobs-status-key-college-choice.aspx

Gonzalez, J. (2011, June 12). Go to community college, earn a bachelor's degree: Florida likes that combination. *Chronicle of Higher Education*. Retrieved from http://www.chronicle.com

Hirschi, T. (1969). *Causes of delinquency*. Berkeley, CA: University of California Press.

Hirschi, T. (2002). *Causes of delinquency*. New Brunswick, NJ: Transaction.

Hoffman, A. J., & Wallach, J. (2008). The demise and resurrection of Compton Community College: How loss of accreditation can lead to a new beginning. *Community College Journal of Research and Practice*, *32*, 607-613. doi:10.1080/10668920701831373

Joliet Junior College. (2012). *History*. Retrieved from http://www.jjc.edu/about/college-info/Pages/history.aspx

Kempf, K. (1993). The empirical status of Hirschi's control theory. In F. Adler and W. S. Laufer (Eds.), *New directions in criminological theory* (pp. 143-185). New Brunswick, NJ: Transaction.

Kot, F. C., & Hendel, D. D. (2011). Emergence and growth of professional doctorates in the United States, United Kingdom, Canada and Australia: a comparative analysis. *Studies in Higher Education, 37(3),* 345-364. doi:10.1080/03075079.2010.516356

Krupp, J. B. (2012). *General education requirements in a community college baccalaureate RN-to-BSN program* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3506933)

Laub, J. H. (2011). Control theory: The life and work of Travis Hirschi. In F. T. Cullen, C. L, Jonson, A. J. Myer, & F. Adler (Eds.), *The origins of American criminology* (pp. 295-331). New Brunswick, NJ: Transaction.

Lomax, R. G. (2007). *An introduction to statistical concepts* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Mattingly, R. S. (2012). *The impact of re-accreditation processes and institutional environment upon a community college's efforts to meet minimum standards for assessing general education* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 1022043496)

Miller, V. D. (2000). *The specific criteria cited most often by visiting committees to level I institutions* (Doctoral dissertation, Baylor University). Retrieved from http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED457930

McKinney, L., & Morris, P. (2010). Examining an evolution: a case of organizational change accompanying the community college baccalaureate. *Community College Review*, *37(3)*, 187-208. doi:10.1177/0091552109351185

McKinney, L., Scicchitano, M., & Johns, T. (2013). A national survey of community college baccalaureate institutions. *Community College Journal of Research and Practice, 37,* 54-63. doi: 10.1080/10668926.2012.711140

National Conference of State Legislators. (2012). Growing the 21st century workforce: the professional science master's degree. Retrieved from www.ncsl.org/research/education/professional-science-masters-psm.aspx

Pappas Consulting Group. (2007). Proposing a blueprint for higher education in Florida: Outlining the way to a long-term master plan for higher education in Florida. Retrieved from http://www.flbog.org/about/_doc/fbd/StructureReport.pdf

Pratt, T. C, Gau, J. M., & Franklin, T. W. (2011). *Key ideas in criminology and criminal justice.* Thousand Oaks, CA: Sage.

Ratcliff, J. L. (1994). Seven streams in the historical development of the modern American community college. In G. A. Baker III (Ed.), *A handbook on the community college in America: Its history, mission, and management* (pp. 3-16). Westport, CT: Greenwood Press.

Shelton, K. (2010). Community college advantages: The roles of accreditation with financial aid. *Community & Junior College Libraries*, *16*, 197-208. doi:10.1080/02763915.2010.497690

Shannon, H. D., & Smith, R. C. (2006). A case for the community college's open access mission. In B. K. Townsend & K. J. Dougherty (Eds.), *Community college missions in the 21st century: New directions for community colleges* (pp. 15-21). San Francisco, CA: Jossey-Bass.

Skolnik, M. L. (2005). The community college baccalaureate in Canada: Addressing accessibility and workforce needs. In D. L. Floyd, M. L. Skolnik, & K. P. Walker (Eds.), *The community college baccalaureate: Emerging trends & policy issues* (pp. 49-72). Sterling, VA: Stylus.

Smith, W. L. (1994). *The magnificent twelve: Florida's black junior colleges*. Tallahassee, FL: Four-G Publishers.

Southern Association of Colleges and Schools. (2006a). *Faculty credentials*. Retrieved from http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf

Southern Association of Colleges and Schools. (2006b). *Identifying and exploring issues of compliance: An analysis of the external peer review process for institutions seeking reaffirmation of their accreditation during 2005-2006.* Retrieved from http://www.sacscoc.org/pdf/COC%20Research%20Project.pdf

Southern Association of Colleges and Schools. (2011). *Substantive change for accredited institutions of the Commission on Colleges*. Retrieved from http://sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf

Southern Association of Colleges and Schools. (2012a). *About the Commissions*. Retrieved from http://sacscoc.org/about.asp

Southern Association of Colleges and Schools. (2012b). *Principles of accreditation*. Retrieved from http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

Southern Association of Colleges and Schools. (2012c). *Resource manual*. Retrieved from http://www.sacscoc.org/pdf/Resource%20Manual.pdf

Southern Association of Colleges and Schools. (2013). *General information on the reaffirmation process*. Retrieved from http://www.sacscoc.org/genaccproc.asp

St. Petersburg College, §1004.73, Fla. Stat. (2002)

Townsend, B. (2005). A cautionary view. In D. F. Floyd, M. L. Skolnik, & K. P. Walker (Eds.). *The community college baccalaureate: Emerging trends & policy issues* (pp. 179-190). Sterling, VA: Stylus.

Walker, K. P. (2005). History, rationale, and the community college baccalaureate association. In D. F. Floyd, M. L. Skolnik, & K. P. Walker (Eds.). *The community college baccalaureate: Emerging trends & policy issues* (pp. 9-23). Sterling, VA: Stylus.

Wattenbarger, J. L., & Albertson, H. T. (2007). *A succinct history of the Florida community college system*. Retrieved from Association of Florida Colleges website: http://www.facc.org/facc/Community_College_History.asp?SnID=330992135

Witt, A. A., Wattenbarger, J. L., Gollattcheck, J., & Suppiger, J. E. (1994). *America's community colleges: The first century*. Washington, DC: Community College Press.

Young, K. E., Chambers, C., M., & Kells, H. R. (1983). *Understanding accreditation: Contemporary perspectives on issues and practices in evaluating educational quality*. San Francisco, CA: Jossey-Bass.