

THE UNIVERSITY-CENTER BACCALAUREATE DEGREE IN
CALIFORNIA: A MULTIPLE CASE STUDY

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By
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CERTIFICATION OF APPROVAL

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DEDICATION

I would like to dedicate this study to those who have supported me in my life and my education. To God, he must become greater; I must become less. To my Mom, thank you for emphasizing the importance of education and making the sacrifices necessary for me to achieve. To my sister and brother-in-law, thank you for loving me unconditionally and being supportive throughout my life. To my nieces and nephews, I love you all very much. To my Aunt Kris, thank you for being a model of success in my life. To Stella and John, thank you for teaching me that learning takes place outside the classroom, too. To my cohort, we did this together and I am so proud of you all. To Shawna, I showed up in your office nearly six years ago with little more than the will to improve my situation. Thank you for becoming my mentor, coach, colleague, friend, and for pulling out the champion inside of me. You have more than helped me better my situation. To Alina, thank you for your huge contribution and remaining calm through the storm. To my coworkers and my college, thank you for the support and flexibility to get this done! To Brandon, we are proof that Dodgers and Giants fans can be friends. Nevertheless, Go Giants! Lastly, I dedicate this study to every student who did not have the same privilege I have had in life. I dedicate the next chapter in my life to you...

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ABSTRACT

The community college baccalaureate and the university-center baccalaureate models are gaining traction in the state of California as alternatives to addressing the need for greater access to baccalaureate degree programs and to increase the baccalaureate-educated workforce. Little is known about the characteristics and factors associated with the university-center baccalaureate model that exists in California; specifically, there is an absence of standard criteria for measuring the effectiveness of the models in place. Therefore, a multiple case study was conducted to examine the 3 university-center baccalaureate model programs in California to develop an inventory of characteristics, identify common indicators of success, and develop a model evaluation plan for university-center baccalaureate programs. The case analysis led to a cross-case comparison that identified common characteristics, unique characteristics, and typology-based descriptions (Floyd, Skolnik, & Walker, 2005). Based on the results of the study, recommendations were made for the development of a university-center baccalaureate program in California, common indicators of effectiveness for university-center programs in California were presented, and a model evaluation plan to serve as a template from which other university-center baccalaureate programs could use was developed.

CHAPTER I

BACKGROUND OF THE STUDY

The practice of community colleges offering baccalaureate degree programs is an emerging trend in postsecondary education and an area of focus in many states. Community colleges originally offered baccalaureate degree programs to support the open access tradition emphasized in their mission and values (Floyd, Skolnik, & Walker, 2005). Today, several state community college institutions offer the baccalaureate in different ways. In *The Community College Baccalaureate*, Floyd et al. (2005) described the four types of community college baccalaureate degree programs: *articulation*, *university center*, *university extension*, and *the community college baccalaureate* (Floyd et al., 2005). The articulation model provides lower division coursework that transfers to 4-year institutions. Students complete their upper division coursework and achieve a baccalaureate degree, which is conferred through a 4-year university. The university-center model provides students with the opportunity to obtain a baccalaureate degree at a community college center with the degree conferred through a partner 4-year institution. The community college and 4-year baccalaureate granting partner institutions involved in university-center models typically share the university center space (Floyd et al., 2005). The university extension operates similarly to the university-center model in that the 4-year university operates the baccalaureate degree program on the same site as the community college. However, the university extension model provides exclusive use of the facility by the 4-year university partner. The university extension space located on the community college campus is not shared with the community college but is

used exclusively by the 4-year university partners (Floyd et al., 2005). The community college baccalaureate model relies on the community college's academic and student support service programs to deliver lower and upper division coursework and confer the baccalaureate degree (Floyd et al., 2005).

Three main factors have influenced the growth of community college baccalaureate programs in the United States: workforce demands, a desire to increase college access, and enrollment demands. The U.S. Bureau of Labor Statistics (BLS) affirms that there is a need to increase the number of baccalaureate degrees attained in high workforce demand fields and determined that the majority of future high-wage jobs, higher entry-level positions, and job advancement will require a baccalaureate degree (Dohm & Shniper, 2007). Between 1973 and 2008, the number of positions that required some postsecondary education increased from 28% to 59% (Carnevale, Rose, & Cheah, 2011, p. 1). Moreover, the recent economic downturn, which culminated in the Great Recession (2007–2009), leads researchers (Carnevale et al. 2011) to predict a need for 22 million college degrees by 2018 to fulfill the needs of a burgeoning economy: one that demands a higher skilled, more highly educated workforce. In an executive summary titled “Help Wanted: Projections of Jobs and Education Requirements through 2018,” researchers at Georgetown University’s Center on Education and the Workforce speculate that “postsecondary education has become the gatekeeper to middle and upper class” (Carnevale et al., 2010, p. 3). Community Colleges, in accordance with their commitment to open access, are responding in kind by offering baccalaureate degree programs. The result is twofold: these marketplace driven baccalaureate degree programs respond to workforce

demands and allow an individual the opportunity to increase their income and thereby their contribution to society at large (Floyd et al., 2005).

Another reason for the increase in baccalaureate degree access through community colleges is the assumption that community college baccalaureate programs will address the low baccalaureate degree participation rates in rural communities (CPEC, 2012; Little Hoover Commission, 2000). The Little Hoover Commission (2000) published a report that explored the role of the community college and its ability to provide true and “universal access” to the students it serves. Among the commission’s observations was a redefinition and expansion of the term *access*—often defined too narrowly as financial affordability. The commission conceded that while community colleges successfully mitigate financial barriers, they fail to address additional barriers to student success such as flexible scheduling, attractive course offerings, student-centered teaching methods, and limited access to counselors and course offerings (Little Hoover Commission, 2000). For students in rural communities, these additional barriers serve as powerful deterrents to participation in baccalaureate degree programs.

The third factor to influence the expansion of community college baccalaureate programs is the enrollment increases that result from economic downturns. Historically, economic downturns produce an increase in postsecondary enrollment. With limited job prospects, individuals often seek to strengthen their personal capital by investing in their education. Past studies (Betts & McFarland, 1995) note a strong association between a 1% increase in the unemployment rate and a 4% increase in full-time community college enrollment. Barrow and Davis (2012)

noted similar correlations between unemployment rates and postsecondary enrollment increases from 1960 to 2012 with a smaller increase of 2.6% observed for 2-year college enrollment. These surges in enrollment impact all post-secondary educational institutions and their ability to effectively serve their current and emerging student population.

The California Postsecondary Education Commission's report (2002) found that the development of community college baccalaureate programs through joint-use agreements and joint-use education centers was a viable policy alternative to support the projected enrollment increase described by the state as a "Tidal Wave II" (CPEC, 2002). The Commission Report (2002) forecasted that students seeking enrollment at public institutions of higher education would rise by more than 714,000 students from 1998 to 2010 (CPEC, 2002). Though the projected forecast never materialized, a more recent California Postsecondary Education Commission Report (2010) projected that the undergraduate enrollment demand is expected to increase from 362,226 students in fall 2008 to 416,106 students in fall 2019, representing an increase of 15% enrollment across the state. Subsequently, the community college baccalaureate remains a viable recommendation to support the state of California in resolving its capacity issues at 4-year universities.

In Florida, community college baccalaureate programs have more than doubled since 2001-2002 (Cohen & Brawer, 2008). In addition to growth in the number of programs, enrollment in bachelorette degree programs at Florida community colleges has increased from 2,400 in 2005 to more than 13,000 in 2011 (Gonzalez, 2012, p. 19). In 2007, 14 states were authorized to confer baccalaureate

degrees through the community college baccalaureate degree model. Since then, the number of states awarding baccalaureate degrees by the community college has increased to 21 (Gonzalez, 2012; Fain, 2013; Weldon, 2012). The states where community colleges are approved to offer the community college baccalaureate degree include Arkansas, Colorado, Florida, Georgia, Hawaii, Indiana, Louisiana, Michigan, Minnesota, Nevada, New Mexico, New York, North Dakota, Oklahoma, South Carolina, Texas, Utah, Vermont, Washington, West Virginia, and Wisconsin (Weldon, 2012, p. 2). Florida is arguably one of the more innovative and groundbreaking states to implement several community college baccalaureate degree programs, utilizing a variety of the four model types of community college baccalaureate programs. The community college baccalaureate programs were first introduced in Florida in 2001 when state legislation authorized specific community colleges to offer and confer baccalaureate degrees (Bemmel, 2008). At the time, Florida legislation made this groundbreaking policy possible in order to address the state's workforce needs. It was presumed to be an affordable policy alternative that would increase access to postsecondary education (Bemmel, 2008; Floyd et al., 2005). In Florida and throughout the United States, community colleges have used the variety of community college baccalaureate degree models (articulation, university extension, community college baccalaureate, and university center) to deliver the community college baccalaureate (Floyd et al., 2005).

The university-center baccalaureate is one example of the community college baccalaureate that is gaining traction in the state of California. The university-center baccalaureate model enables community colleges to offer baccalaureate programs at

their campus though partner 4-year institutions and, in some cases (e.g. Florida), to confer the degree by the community college (Floyd et al., 2005). Traditionally, the university center is located in proximity to or onsite at the community college and serves as the facility where one or more institutions offer access to baccalaureate degree programs. The university-center baccalaureate model allows the community college to serve as a distance education site. It provides space for 4-year institutions to extend physical access to their baccalaureate programs.

The university center terminology is only a broad term used to classify one of six different university-center model types where community colleges collaborate with 4-year universities to provide access to baccalaureate programs (Floyd et al., 2005). The typology of the six university-center models was created by Floyd et al. (2005) and includes the *co-location model*, *enterprise model*, *virtual model*, *integrated model*, *sponsorship model*, and *hybrid model*. The co-location model allows for the community college and 4-year degree institution to operate independently of one another but share the same facilities to deliver academic programs (Floyd et al., 2005). The co-location model rarely has full-time staff, shared-governance, or centralized decision making processes (Floyd et al., 2005). The enterprise model consists of several institutions working as a consortium to develop and operate a university center in underserved parts of the state (Floyd et al., 2005). The community college serves as a joint-venture partner in the enterprise model and provides assistance in operations, finances, and programming (Floyd et al., 2005). The virtual model of the university-center typology provides upper division coursework through online programming. The community college does not always

serve as the site for the university center but is directly involved with students from enrollment to baccalaureate attainment (Floyd et al., 2005). The integrated model requires the community college to collaborate with a 4-year institution to plan and identify programming needs, provide dedicated staff to oversee the university center and merge community college and 4-year university academic and student service programs (Floyd et al., 2005). The sponsorship model requires the community college to lead in developing and operating the university center, determining what academic programs are offered, recruiting partners, obtaining funding, and operating the facility (Floyd et al., 2005). The hybrid model combines university center programming with the authority to grant the baccalaureate. The hybrid model is the only university center type that allows for the community college to confer the baccalaureate (Floyd et al., 2005).

There are many examples of university-center baccalaureate programs throughout the United States and in California. The Northwestern Michigan University Center includes eleven 4-year institutions. North Harris Montgomery Community College (Texas) includes six public universities. Broward Community College maintains a campus home at Florida Atlantic University. The College of the Canyons (California) includes seven 4-year university institutions. Shasta Community College is the home of the California State University (CSU) Chico University Center, and Cañada College (California) includes four 4-year university institutions (Cohen & Brawer, 2008). Overall, the total number of university-center baccalaureate programs is increasing in the United States (Floyd et al., 2005). The emerging university-center baccalaureate phenomena, combined with the limited amount of

research examining the characteristics of effective university-center baccalaureate models, warrants further investigation into the trend of the university-center baccalaureate—specifically in California, where several community colleges have developed and implemented centers.

Historically, the California Community College (CCC) focused its efforts on offering associate degrees, transfer credit, certificates, vocational-technical education, developmental education, and community education to all students. Traditionally, community colleges have absorbed the majority of nontraditional students—older adults, students of color, working adults and less-affluent individuals seeking postsecondary education—compared to the traditional 4-year universities that typically serve students between the ages of 18 and 22 (Dowd, 2007; Troumpoucis, 2004; Levin, 2010). In the last 20 years, however, a greater emphasis has been placed on addressing the disproportion of access to baccalaureate programs for nontraditional students and rural communities, with particular attention paid to high workforce demand fields. The CCC is now reexamining how it fulfills its original mission to provide greater educational access to students by increasing the number of baccalaureate programs available on community college campuses.

In California, there has been substantial legislative activity to address the lack of baccalaureate degree participation in rural communities (CPEC, 2002). In 2004, Assemblyman Bill Maze introduced Assembly Bill 1932 to establish pilot baccalaureate programs at two community colleges. In 2011, California lawmakers presented Assembly Bill 661 to the California State Assembly Committee on Higher Education to grant certain community colleges the authority to issue baccalaureate

degrees (Naple, 2011). Assembly of Higher Education Chair Marty Block, the leading Assemblyman behind the bill stated (Naple, 2011):

AB 661 gives two community college districts authorization to expand their scope and offer a baccalaureate degree in areas of high workforce need. At a time when more students are relying on community colleges to fulfill their higher education goals, this legislation would not only expand access for these students, it would also help address local workforce needs in areas like health, biotechnology and other in-demand professions. (Naple, 2011, p. 1)

Assembly Bill 661 unanimously passed the California State Assembly Committee on Higher Education (Naple, 2011). However, like Assembly Bill 1932, Assembly Bill 661 never moved beyond California State Assembly and died for a lack of votes on the assembly floor (ACOHE 2011-2012 Legislative Summary, 2012, p. 1). AB 661 may have fallen short of votes, but the tenets of the assembly bill—to increase student access, equity, and attainment of baccalaureate degrees in high workforce demand fields and in rural communities—remain active.

Recently, there has been an increased emphasis on bringing pilot baccalaureate degree programs to the CCC. On January 9, 2014, Senator Marty Block introduced Senate Bill 850 to the State Senate of California. Senate Bill 850 would permit the Chancellor of the California Community Colleges to authorize the establishment of one baccalaureate degree pilot program per campus per district. If passed, SB 850 would allow the Chancellor to establish pilot baccalaureate degree programs for eight years, with a report due to Legislation at least one year following the termination of the eight year pilot program.

In addition to SB 850, the Chancellor of the California Community Colleges formed the Community College Baccalaureate Study Group (California Community College Chancellor's Office [CCCCO]) in 2013. The Study Group was called upon to look into the need and feasibility of a community college baccalaureate in California. From its exploration, the Study Group asserted that the community college baccalaureate must be for the greater good of the State of California and must not diminish resources or alter the mission of the community college (CCCCO, 2014). Moreover, the baccalaureate degree must address specific regional workforce needs and must follow the same standard as AA and certificates. The CCBSG recommended that programs utilize the Doing What Matters initiative to identify workforce needs. The CCBSG identified the community college baccalaureate as a potentially cost-effective model; though, they did not conduct a cost-analysis. The Study Group also cautioned that the admission process may change the open access tradition of the community college. In addition, the CCBSG identified a need for the State of California to identify the distribution of degrees in districts, by industry, and business; they also recommended that California determine any potential implications of implementing the baccalaureate degree with regard to accreditation. Finally, the Study Group noted that little data exists (as a result of understaffing at the California Chancellor's Office) to determine what the impact of the baccalaureate degree will be on the State of California (CCCCO, 2014, pp. 4–7). The CCBSG recommended the baccalaureate degree at the community college undergo further review and discussion at the Chancellor's Office and by the Board of Governors. In addition to undergoing further review by the Chancellor's Office and the Board of Governors, the Study

Group deemed it necessary to conduct further research and policy analysis to identify the types of baccalaureate programs that are appropriate, the projected workforce needs, the financial infrastructure to fund the initiative, the measures of program quality, and the impact on the CCC mission (CCCCO, 2014, pp. 4–7).

The CCC's emphasis on contributing toward the increase in access to baccalaureate degree programs in high-workforce demand fields and in rural communities is a new development. Traditionally, baccalaureate degree access and attainment was never the responsibility of the CCC. In fact, State Education Code 66010.4 clearly states that the CCC will not offer instruction beyond the second year of college. California Education Code limits access to baccalaureate programs to the CSU and University of California (UC) institutions (California State Education Code, 2013). However, given the need for increased baccalaureate attainment and the demand for all postsecondary institutions to contribute toward the attainment of the baccalaureate degree, there is a new expectation of the CCC to take on additional responsibility and to contribute toward providing access to baccalaureate programs.

Statement of the Problem and Rationale of the Study

Statement of the Problem

In 2009, President Barack Obama issued a joint address to Congress in which he set a lofty goal to increase baccalaureate degree attainment by 50% by the year 2020 (Naple, 2011). The proposal will increase the number of baccalaureate degrees issued in the United States to over 8,000,000 and to over 1,800,000 in California by the year 2020. The proposal from President Obama is particularly challenging for California, which is currently ranked 43rd out of 50 states in the proportion of its

college-age population that attains a baccalaureate degree (Naple, 2011). The ranking of 43rd is troubling given that California has, in the past, issued more baccalaureate degrees than any other state in the nation and currently has the highest number of prospective baccalaureate degree seeking students (U.S. Department of Education, 2012). To achieve the proposed degree attainment goal set by President Obama, California needs to rely on all post-secondary institutions of higher education to provide academic programming and, ultimately, issue nearly 1,880,161 degrees by 2020 (U.S. Department of Education, 2009).

Access to education for both younger and older adults has been a primary barrier to postsecondary education attainment (Dowd, 2007). Cardenas and Warren (1991) described the maintenance of access at community colleges as the most important and challenging service community colleges provide. The Little Hoover Commission (2000) supports this assertion, but as previously stated, claims that while community colleges have failed to address additional barriers to access: scheduling, course offerings, teaching methods, and greater access to counselors (Little Hoover Commission, 2000). In *Community Colleges as Gateways and Gatekeepers: Moving beyond the Access "Saga" toward Outcome Equity*, Alicia Dowd (2007) suggests the community college's mission will be challenged by its inability to help students make it through the community college system. To demonstrate that they are, in fact, open-access institutions, the community college must show evidence that they are providing "universal access," supporting student advancement, and educational achievement; specifically, transfer to a 4-year university and into a baccalaureate degree program (Clark, 1980, p. 16). In California, enrollment increases across all

postsecondary institutions of higher education have increased the selectivity of 4-year university degree programs, with community colleges absorbing the remaining students not accepted into CSU and UC institutions. As described above, community colleges typically inherit the majority of nontraditional students (Dowd, 2007), but this shift in student population has produced a stratified student body population who are unable to move beyond their current level of education and socioeconomic status (Dowd, 2007). The university-center baccalaureate is now being considered as an avenue of relief for the CSU and UC systems; one which allows them to increase the number of baccalaureate degrees in high-workforce demand fields and increase the number of baccalaureate participants in rural communities during a period of time when enrollment at California public institutions are at capacity.

Several reports explore baccalaureate degree attainment and provide recommendations for the development of programs and partnerships in California. The California Postsecondary Education Commission: Commission Report from 2002 (CPEC, 2002) studied six rural counties in California and found that the number of high school graduates attending public state universities was only half that of the state average. The study observed that the distance from the state university was the greatest influence on the low rate of state university attendance of students from rural counties. The Report of the California Performance Review (State of California, 2007), a four-volume comprehensive recommendation to reform and revitalize California's state government, recommended the state implement pilot baccalaureate degree programs at authorized community colleges to increase access to postsecondary education, particularly in rural communities and in high-demand

disciplines (State of California, 2007). In addition, the California Department of Education's Performance Report (2012) found that residents in rural regions of California have low university participation rates compared to residents in more urban and suburban parts of California (California Performance Report, 2012). The California Department of Education's Performance Report (2012) also recommends that community colleges offer some form of baccalaureate program to address the issue of baccalaureate access for residents of more rural regions of California.

Rationale for the Study

Proponents of university-center baccalaureate model programs at community college campuses recommend universities promote and lobby for change in legislature. Among the supporters of this model are the American Nurses Association of California, Grossmont-Cuyamaca Community College District, Kaiser Permanente, and the San Mateo Community College District (California State Assembly, 2012). They suggest that these legislative changes will allow for greater competition between educational institutions and benefit students who seek baccalaureate degree attainment. Additionally, proponents recommend that faculty treat the community college baccalaureate degree assignment as a university extension, noting that the programs will need to address degree attainment barriers consistent with distance education models (Cohen & Brawer, 2008).

The university-center baccalaureate programs in California face real impediments to their success beyond the scarcity of colleges interested in participating in a complex coordination of efforts involved in 4-year university and community college partnerships. Moreover, the lack of evidence and research on

university-center baccalaureate degree models poses an additional challenge: an absence of standard criteria measuring its effectiveness and a shortage of evidence demonstrating the impact the model has had on postsecondary education access for high demand workforce fields, rural communities, and nontraditional students (Cohen & Brawer, 2008). Collectively, these circumstances warrant an examination of the implementation of the university-center baccalaureate model in California.

The CCCs that have successfully developed and implemented baccalaureate programs at their campuses have done so through the design and development of the university-center baccalaureate. Many utilize “joint-use” partnership agreements, student support service programs, and other amenities that promote access and achievement of baccalaureate degree attainment on their community college campus. However, the characteristics of programs offering baccalaureate degrees through the university-center baccalaureate model in California vary substantially in design and infrastructure from one community college to another. The CCCCCO (2013) identified nine community colleges that offer baccalaureate programs in partnership with a 4-year university. Of the nine CCCs identified on the Chancellor’s Office list, three were identified as possessing a university center on the campus; though, no description of these models exists. A deeper examination is needed to clarify distinctions in characteristics and identify which of the six university-center model types are being used.

Purpose of the Study

By using a multiple case study to examine the three university-center baccalaureate model programs in California, this study aimed to:

1. develop an inventory of university-center baccalaureate model program characteristics in California;
2. identify common indicators of success for university-center baccalaureate model programs in California; and
3. develop a model evaluation plan for university-center baccalaureate programs in California.

Research Questions

Given the three-part purpose of this multiple case study, three research questions were examined:

1. What are the various characteristics of the three CCC university-center baccalaureate programs that (a) classify them together within the four-model community college baccalaureate typology system as a university center and (b) differentiate them from one another within the six-model university-center typology system?
2. What common indicators of success can be identified for university-center baccalaureate programs in California?
3. Using the common indicators of success identified for the university-center baccalaureate programs in California, what model program evaluation plan could be used as a template across all university-center baccalaureate programs to provide information about the effectiveness of their programs?

Theoretical and Conceptual Framework

Theoretical Framework

College access has been a major topic of discussion since President Truman's Commission on Higher Education recommended the figurative door to higher education be opened (Cohen & Brawer, 2008; Gilbert, & Heller, 2010). In 1947, the Commission found that at least 49% of the population had the ability to complete 2 years of higher education, yet far fewer were enrolled. The commission determined that fundamental and systemic inequities deprived access to far too many potential leaders and individuals based on their race, creed, sexual orientation, and socioeconomic status (Gilbert, & Heller, 2010). Thus, the Commission recommended that the number of students enrolled in college should be doubled by the year 1960 (Gilbert, & Heller, 2010). While progress has been made to increase the number of students participating in education, access to an equal and equitable postsecondary education remains elusive to millions of students throughout the United States with specific student characteristics and demographics (Commission on National Investment in Higher Education, 1997).

While community colleges are often seen as serving the central needs of society, providing educational opportunities, training middle-level workers, and preserving the academic excellence of our universities (Dougherty, 2006), the advent of the university-center baccalaureate model on community college campuses raises an additional question, where does the university-center baccalaureate fit in U.S. society and in postsecondary education? The theoretical position of *functionalism* asserts that education can democratize college access by being plentiful, nearby,

inexpensive, and by maintaining an “open door” admissions policy. Functionalism suggests that “the educational system inculcates the fundamental values and norms of a society, prepares and certifies people for jobs, allows social mobility, and creates new knowledge” (Clark, 1962). The community college baccalaureate and the university-center baccalaureate were designed to: increase geographical and financial access in higher education; increase cost efficiencies through the use of existing infrastructure; increase success among nontraditional students; create upward mobility opportunities for students with associate degrees; establish stable family and employment relationships for students seeking a baccalaureate degree; affirm the community college commitment to economic and workforce development; and respond to community needs for specialized programs (Floyd et al., 2005). In summary, the university-center baccalaureate is designed to serve the fundamental needs of society as a whole and emulates the primary tenant of functionalism theory. Subsequently, this study explores the university-center baccalaureate through the lens of functionalism theory with the overarching aim to define program characteristics and identify measures of effectiveness, which would allow for the creation and application of future evaluation.

Conceptual Framework

In its earliest conceptions, evaluation was defined as the judgment of something’s worth or merit (Scriven, 1967). A broader definition of evaluation is the identification, clarification, and application of defensible criteria to determine the evaluation object’s value in relation to the established criteria (Fitzpatrick, Sanders, & Worthen, 2011). In education, evaluation focuses on the systematic determination of

program quality through rigorous documentation (Sanders & Sullins, 2006). Both the old and the new definitions emphasize the necessity to determine the value or worth of an object through rigorous or defensible measures. Through the process of evaluation, individuals can determine priorities, identify needs, and eventually set objectives for their programs (Sanders & Sullins, 2006). Without evaluation, program improvement remains undocumented and unexamined analytically; and suggested program changes and improvements are, essentially, made on faith alone (Sanders & Sullins, 2006). The success of the university-center baccalaureate program model in California and the future implementation and development of new university center programs requires formal evaluation to determine the value of the model and is a critical piece in determining if the current models are achieving what they were originally intended to accomplish.

From this multiple case study, a model program evaluation was developed, anchored in common indicators of success identified through the case study and guided by key elements of the evaluation framework established by Sanders and Sullins (2006). The key elements of the Sanders and Sullins (2006) framework are expressed in Figure 1 (the Evaluation Worksheet).

Evaluation Questions	Why the Question is Important	Information Needed to Answer the Question	When and How the Information will be Collected	Data Analysis and Interpretation Procedures
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Figure 1. Evaluation worksheet. Format designed from Sanders and Sullins Evaluation Worksheet (2006).

The first stage in the development of the evaluation worksheet (which reflects the key elements of the evaluation plan) involves identifying *evaluation questions* based on themes manifested from stakeholder interviews, an examination of archival documents, and observations. The second stage requires a determination of the question's importance. This is accomplished by examining themes established from stakeholder interviews, archival documentation, and conducting observations. The third stage of the evaluation worksheet requires the identification of a data collection method; while the fourth step of the evaluation worksheet determines when and how the information will be collected. To identify when and how the information will be collected, a time schedule is developed for collecting data, and an individual is assigned the task of collecting data (Sanders & Sullins, 2006, p. 37). The final stage of the evaluation worksheet focuses on data analysis and interpretation procedures. Altogether, these prompts lead the investigator toward answering each evaluation question (Sanders & Sullins, 2006, p. 45).

Other elements of Sanders' and Sullins' (2006) program evaluation planning guide are not addressed here. The intention of this multiple case study is to inventory characteristics of the university-center baccalaureate programs in California, identify common indicators of success, and develop a model evaluation plan that can serve as a template which other university-center baccalaureate programs can modify to suit their individual needs. In addition to potentially modifying evaluation questions and their corresponding analyses, it is assumed (and recommended) that personnel from university-center baccalaureate programs will consult the Sanders and Sullins (2006) resource and employ other important steps when conducting a comprehensive

program evaluation including: identifying the type of evaluation, selecting a program evaluation coordinator, identifying stakeholders, and clarifying what is to be evaluated.

Assumptions

Three university-center baccalaureate programs at three different community colleges of California were investigated through a multiple case study. Several assumptions were held as the study was undertaken: (a) the stakeholders being sought out for interviews would have insight regarding challenges and successes associated with the implementation of the university-center model; (b) the three university centers would fall under the typology of a community college baccalaureate as described by Floyd et al. (2005, p. 25–37); (c) each university center program would be developed enough to provide comprehensive insight for this study; and (d) the multiple case study, including interviews, observations, and examination of archival program documentation, would yield enough information to identify common indicators of success for university-center baccalaureate programs, which would then serve as the basis to develop a model program evaluation plan.

Limitations

Three primary limitations of this study have been identified. First, the sample size—three university-center baccalaureate programs may not represent the entirety of characteristics present in all university-center baccalaureate programs. A second limitation arises from not controlling for the economic environment of the country and the state. Historically, economic downturns with limited job prospects result in an increase in postsecondary enrollment. Past studies (Betts & McFarland, 1995;

Barrow & Davis, 2012) have noted strong correlations between a rise in the unemployment rate and an increase in full-time community college enrollment. Enrollment increases at the three university center sites could reflect this correlation rather than evidence of the university center's successful provision of access to students.

A third limitation stems from not controlling for any interaction that may exist between distance education, online education, and the university-center baccalaureate programs. Each year over the last 10 years has seen an increase in distance education enrollment in the United States, with an increase of students enrolled in distance education totaling over 6.7 million (Allen, & Seaman, 2013). The rise in the number of students enrolled in distance education might have a potential impact on the success and use of university-center baccalaureate programs.

Delimitations

This study was purposefully limited to the three university-center baccalaureate programs in California because they all fall under the jurisdiction of a single Chancellor's Office and operate under common state legislation. This boundary of the study enables recommendations specific to university-center baccalaureate programs in California.

Conclusion and Organization of the Study

This examination, via a multiple case study, of three university-center baccalaureate model programs in California was designed to accomplish the following:

1. The development of a characteristics inventory for university-center baccalaureate model programs in California;
2. An identification of common indicators of success for university-center baccalaureate model programs in California; and
3. The creation of a model evaluation plan for university-center baccalaureate programs in California.

Chapter 1 introduces the background of the community college baccalaureate typology and the university-center baccalaureate typology. It includes a statement of the problem, rationale for the study, purpose of the study, theoretical framework, conceptual framework, assumptions, limitations, delimitations, and operational definitions. Chapter 2 provides a review of relevant literature through an overview of reports, policies, laws, and studies associated with community college baccalaureate programs. Chapter 3 details the research design and methods of the study. Chapter 4 describes the results of the multiple case study and includes the individual case narratives as well as the final cross-case comparison report. Chapter 5 provides recommendations for the university-center baccalaureate model in California, a model evaluation plan, and suggestions for future research.

Operational Definitions List

Articulation: Coursework agreement between a 4-year university and community college.

Basic joint use: A joint use agreement between a district and another educational institution to share district controlled facilities.

California Community College: The institutions of community colleges in California.

California State University: The institutions of the public 4-year university of California.

California Master Plan: The formal document outlining the operations of institutions of higher education in California.

Case records: Includes all the information gathered during a multiple case study used to complete a final case analysis.

Co-location: A type of university-center model that rarely has full-time staff, shared-governance, or centralized decision making processes.

Community College Baccalaureate: A trend across many community colleges to provide baccalaureate degree programs and confer the degree.

The California Community College Chancellor's Office: The Chancellor's Office oversees matters pertaining to the board of governors, the Consultation Council, the annual budget, the legislative process, communications to the general public and media, and the internal operations of the agency.

Enterprise model: A type of university-center model consisting of several institutions working as a consortium to develop and operate a university center.

Evaluation: The process of determining the value or worth of something through defensible and rigorous measures.

Educational program: A program with the primary objective of educating individuals and groups.

Functionalism: theory that educational systems inculcate the fundamental values and norms of a society, prepare and certify people for jobs, allow social mobility, and create new knowledge.

Hybrid model: A type of university-center model that allows the community college to confer the baccalaureate degree.

Integrated model: A type of university-center model that requires community colleges and 4-year institutions to collaboratively plan and develop programming needs, provide staff to oversee the program, and merge academic programs.

Joint development for joint use: An agreement between a school district and an outside agency to build facilities together that will be used jointly.

Joint use: The sharing of resources between two education agencies.

Joint-use agreement: A binding agreement that outlines the conditions of the joint use.

Joint-use education center: A center with two or more educational entities using the facility.

Joint-use partnerships: The ongoing formal relationships between a public school district and one or more outside agencies.

Multiple case study methodology: A social science methodology that collects raw data through interviews, observations, and documents to characterize a phenomenon.

Sponsorship model: A type of university-center model that requires the community college to take the lead regarding program development and operations of a university center.

University center: A type of educational center that provide students access to baccalaureate degree programs at or near a community college.

University-center baccalaureate: A model of the community college baccalaureate which uses one facility at a community college to offer baccalaureate programs through partner universities.

University extension: A 4-year university operates the baccalaureate degree program on the same site as the community college.

University of California: The institutions of the public 4-year university of California with major emphasis in research.

Virtual model: A type of university-center model that provides upper division coursework through online programming.

CHAPTER II

LITERATURE REVIEW

This literature review provides a historical context of the university-center baccalaureate phenomenon in California. The literature review explores findings from several reports, studies, and legal documents to provide salient information about the university-center baccalaureate's inception. The literature review is organized in 12 parts: (a) CCC history of access, (b) the student's role in persistence, (c) distance education, (d) credit portability, (e) the Master Plan for Higher Education in California, (f) community college classification, (g) California state law, (h) joint use in Florida, (i) joint use in California, (j) community college baccalaureate typology, (k) university-center baccalaureate typology, and (l) community college baccalaureate research. Collectively, these topics describe the environment from which the university center has emerged.

California Community College: History of Access

The history of the community college dates back to the 19th century, when William Rainey Harper, the founding President of the University of Chicago, established a plan to desegregate the first 2 years of college from the final 2 years of college. The vision was to establish junior colleges that would focus on preparatory educational material—freeing the university for advanced study—and also to encourage a more diverse student body (Kane, & Rouse, 2006; Nevarez, & Wood, 2010,). However, universities remained reluctant to relinquish their role in delivering general education, and the delineation of institutional roles was never fully realized (Nevarez, & Wood, 2010). Historically, the junior college design has varied

throughout the country, but a theme has become predominantly clear for the majority: to increase access to higher education without compromising or burdening 4-year universities (Kane, & Rouse, 2006). Similarly, California's community colleges all share a theme regarding design and delivery: increasing access to higher education by offering associate degrees, transfer credit, certificates, vocational-technical education, developmental education, and community education to all students. This theme is exercised through the university-center baccalaureate model in California.

Access to postsecondary education has been an important topic since the Truman Commission of 1947, when it was reported that the system of higher education was depriving access to far too many potential leaders and individuals based on race, creed, sexual orientation, and socioeconomic status. Since 1947, the topic of access has continued to remain important to community colleges' emphasis and mission to provide open access to all students seeking an education.

The commission originally intended to be more "directly responsive to the wishes of the people" through mechanisms such as advisory committees, reports, executive summaries, and public hearings (Little Hoover Commission, 2000, p. 2). On March 28, 2000, the commission published a report that explored the role of the community college and its ability to provide true and "universal access" to the students it serves. Among the commission's observations was a redefinition and expansion of "access," altogether, defined too narrowly as financial affordability. The commission conceded that, although community colleges successfully mitigate financial barriers, they fail to address additional barriers to student success, such as flexible scheduling, attractive course offerings, student-centered teaching methods,

and limited access to counselors and course offerings (Little Hoover Commission Executive Summary, 2000).

Although the commission identified the role of the college as primarily teaching in nature—a system that provides lifelong learning opportunities and a path for students to transfer to 4-year institutions—it also highlighted the function of the college as entrepreneurial—responding both to the needs of workers and employers (Little Hoover Commission, 2000). The commission identified community colleges as institutions that offer individuals with a “real opportunity to participate in the new economy and contribute to our new society” (Little Hoover Commission Executive Summary, p. iii) by providing pathways for transfer and courses that allow individuals to enter the marketplace as skilled workers.

The demand for more skilled workers and managers in the marketplace has long been associated with the purpose of higher education. The community college addresses the needs of workers and employers by providing pathways for transfer and coursework that prepare individuals to enter the marketplace as skilled workers. However, the demands for more skilled and college-educated workers in the marketplace have not been met. In *The Undereducated American*, Carnevale and Rose (2012) observed a continued underproduction of college-educated workers. This ongoing underproduction exacerbates two growing problems: a lack of efficiency in the workforce due to underskilled and undereducated workers and income inequality (Carnevale & Rose, 2012). Since 1980, this growing deficit in college-educated Americans has contributed to an ever-increasing gap in income with rising wages for college-educated workers and decreasing, untenable wages for

individuals with only a high school diploma. Individuals with a bachelor's degree earn 37 to 45% more than those with only high school diplomas.

To highlight opposing arguments, the authors cite Harvard economist Richard Freeman's 1970 study *The Overeducated American*, in which Freeman argued that a "surge in college attendance among baby boomers was sure to reduce earnings of college graduates in the future" (as cited in Carnevale & Rose, 2012, p. 9). Freeman (1970) contended that a large investment in a postsecondary education was not worthwhile, noting that many young Americans remained underemployed. However, economists and Freeman himself now generally concede that consistent wage growth occurred from 1980 to 1990 among college-educated Americans—wage growth that outpaced the growth for those with less education (Carnevale & Rose, 2012). The authors also argued that an increase in the number of college graduates will bolster economic competition and result in "more equitable prosperity" (Carnevale & Rose, 2012, p. 38).

By providing access to education, community colleges allow individuals to participate in the new economy and contribute to society. This serves as an integral contribution to the future of the American workforce and the deficit in college-educated Americans. Though the primary barrier to postsecondary educational attainment for both younger and older adults is access (Dowd, 2007), additional themes must be considered when examining barriers to attainment, such as the student's persistence in education and the availability of distance education and credit portability.

Student's Role in Persistence

Access and persistence are both essential to the discussion of attainment. The community college seeks to remove the barrier of access to postsecondary education by providing open-access to all students. But access to education will only allow the student to enroll in an education. Most of the studies that have examined factors impacting student persistence (Aitken, 1982; Pascarella, Smart, & Ethington, 1986; Pascarella & Ternezini, 1979, 1980, 1983; Strauss & Volkwein, 2004;) have built on or diverged from Tinto's (1975) model. Tinto's model, however, only explored student persistence and withdrawal patterns at 4-year, largely residential institutions. Common themes exist throughout the empirical literature that has explored the factors attributable to student persistence and withdrawal. Factors associated with student persistence in both 2-year and 4-year postsecondary institutions (present across nearly all student persistence and withdrawal literature) include the student's commitment, presence of clear goals and objectives, academic and social integration into the college campus and culture, and employment status.

Distance Education

As mentioned above, a student's ability to integrate academically and socially to the college campus and culture impacts his or her educational attainment. Distance education may remove barriers to access, such as cost and convenience, but little evidence suggests that distance education programs mitigate barriers to attainment. Over the last 10 years, each year has seen an increase in distance education enrollment in the United States, and the total number of students enrolled in distance education has increased to over 6.7 million (Allen, & Seaman, 2013). However, the

challenge to academically and socially integrate students with their college campus and culture proves difficult to overcome because the campus and culture in distance education remain relatively nonexistent. Distance education programs provide no physical facility to integrate students in contrast to traditional community college and 4-year universities, whose reputations have often been built around their physical facilities. The lack of student's academic and social integration is only exacerbated by the rise of students with low levels of literacy and language proficiency enrolling in distance education programs, which may account for the increase in student attrition in distance education programs (Patterson & McFadden, 2009). Though access remains a clear barrier to educational attainment, the verdict concerning distance education as a worthy and equitable replacement to in-class instruction remains to be determined. More recent discussions surrounding access focus on students' movement both into and through the postsecondary educational system (Remington & Remington, 2013). University-center baccalaureate programs seek to address this additional layer through the development of clear, navigable pathways from an associate degree to a baccalaureate degree. The movement, also known as credit portability, is described in the following section.

Credit Portability

The lack of transferability of credits is one of the highest reported barriers for transfer students (Glass & Bunn, 1998). The lack of credit portability adds time to the completion of a baccalaureate degree and also discourages students enough to withdraw from college entirely (Cardenas & Warren, 1991; Dougherty, 1987). One of the greatest challenges to addressing credit portability is the complicated transfer

policies at individual institutions. In California, legislation has been passed to address the complexity of transfer policies.

The Student Transfer Achievement Reform Act (Senate Bill 1440, 2010), similar to the university-center baccalaureate programs, seeks to address the challenge of credit portability in California through a systemic and integrated solution. SB 1440 provides for collaboration between the CCCs and CSU on associate in arts (AA) and associate in science (AS) degree-transfer programs. Community colleges are now required to confer associate degrees for transfer once a student has met specified degree requirements. Upon completion, the student is eligible for transfer as a junior to the CSU system and guaranteed admission into the CSU system. SB 1440 impedes class repeatability, also known as the “transfer tax,” by prohibiting CSU institutions from requiring students to retake any course that counted toward their associate degree for transfer at their 2-year institution. In their intent, both SB1440 and the university-center baccalaureate seek to expedite students’ progress by creating clear academic pathways by systematizing transferability and creating consensus across postsecondary educational systems.

The trend toward credit portability will connect learning outcomes with academic policies and program requirements, and, in addition, it will connect learning outcomes to workplace requirements. In *Harnessing America’s Wasted Talent: A New Ecology of Learning*, Peter Smith (2010) identified a movement away from measuring an individual’s success by the reputation of his or her alma mater and toward measuring success by the value of the education earned. Students now recognize that learning is not effortlessly portable—both to other institutions and the

workplace. Students also recognize how delays in portability can lead to penalties—both in their institution of learning from the additional cost and time it takes to achieve a degree and in the workplace, where a lack of education might impact professional mobility.

The movement to establish workplace–college articulation agreements, or credit portability, is the result of many students being unable to complete their education in a timely manner and the added difficulty of students being unable to receive full recognition for credits earned. The movement to address the latter concern is a direct challenge to the structure of higher education that has historically supported the student who remains continuously enrolled from high school to postsecondary education.

Barriers to attainment exist in postsecondary education regardless of the CCC’s mission to provide pathways to baccalaureate degrees and open-access education to all students. However, movements to mitigate barriers to access (e.g., persistence, transfer, and attainment) have all been explored at the community college level of postsecondary education. Yet the CCCs do not share in the role played by public 4-year universities as the primary providers of higher education in California. The subsequent section will introduce the primary role of public institutions of higher education in California as outlined in the Master Plan for Higher Education in California in 1960.

The Master Plan for Higher Education in California

The role, mission, and infrastructure would be more clearly outlined through the Master Plan for Higher Education in California (Regents of the University of

California, 1960). The master plan provides the recommended blueprint for the state's primary institutions of undergraduate and graduate education and designates the overarching institutional mission of each institutional tier of higher education in California. The three tiers of higher education in California include UC, CSU, and CCC. The missions of the three tiers are distinct because of the institutions' differing infrastructure and degree objectives. As outlined in the master plan, UC serves as the primary academic research institution of the state and provides undergraduate, graduate, and professional degrees with an emphasis on research. The mission of CSU is to provide undergraduate and graduate education and serve as the state's secondary institution of educational research. Finally, the mission of the CCC is to provide access to academic and vocational instruction for students interested in achieving associate degree completion, developmental education, transfer credit to 4-year institutions, certificate completion, and community and adult education courses.

California law, State Education Code 66010.1 through 66010.8, prohibits community colleges from conferring baccalaureate degrees primarily due to the CCC's mission to not instruct beyond the second year of college. The primary purpose of California State Education Codes 66010.1 through 66010.8 is to identify the common educational missions shared by each tier of educational institution and to provide clear differentiation between the institutions of higher education in California (State of California Education Code, 2014). State Education Code 66010.4 specifically describes the mission of postsecondary institutions of the CCC:

- (a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both

younger and older students, including those persons returning to school.

Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree. (State of California Education Code, 2014)

Recently, the clear differentiation in mission, infrastructure, and objectives of the three tiers of higher education (as outlined in the Master Plan for Higher Education) in California have become blurred. As a result of the changes in mission, infrastructure, and objectives, California institutions of postsecondary education have been forced to reevaluate the classification system that used to differentiate between associate degree colleges and baccalaureate degree colleges.

Community College Classification

The Carnegie Foundation (2007) developed a new classification of postsecondary college that is different from the traditional community college classification of “associates dominant” college. Associates dominant classification refers to a college that issues both associate and baccalaureate degrees, but the majority of the degrees issued are associate. The new classification describes institutions of higher education that award a minimum of 10% of its degrees at the bachelor’s level and offer both associate and bachelor degrees as “baccalaureate/associate colleges,” a baccalaureate- and associate degree-granting college. In California, no public community colleges have the baccalaureate/associate designation (Carnegie Foundation, 2013). For the community colleges of California to fall under Carnegie Foundation’s bachelorette/associate college classification, they would have to gain legal authority from the state to confer the baccalaureate degree.

Over the last several decades, several state higher education systems have established pathways to baccalaureate degrees through community college baccalaureate programs. Many community colleges have expanded their mission to offer a baccalaureate degree program, including Navarro College (Texas) in 1985, Utah Valley Community College in 1997, and Westark College (Arkansas) in 1994 (Cohen & Brawer, 2008). The community colleges that explore the options to offer baccalaureate degree programs often do so against the wishes of many 4-year universities. The efforts by many of these community colleges to broaden their role and scope of degree offerings in higher education have been referred to as “mission creep” (Fain, 2013). Though the practice of offering baccalaureate degree programs and issuing baccalaureate degrees at a community college level has existed in some states since the 1980s, 4-year universities that offer courses at a community college through joint-use agreements date back even further (Cohen & Brawer, 2008). The next section explores the history of laws regarding 4-year universities offering courses at the community college.

California State Law

The CCC’s ability to develop programs that promote its mission is influenced by laws such as the California Civic Center Act of 1917. This act established provisions that allow and encourage the efficient use of public schools as civic centers (State of California, 1917). The act specifically promotes the use of public schools for recreational purposes; however, many additional laws support the use of sharing public school space for the benefit of a school district and its stakeholders (State of California Education Code):

- Section 17110 authorizes the governing boards of a school district to issue revenue bonds for sale to finance the construction of joint occupancy facilities.
- Section 17515 authorizes school districts to enter into lease agreements relating to district property to be used jointly by the district and a private person, firm or corporation.
- Section 17527 authorizes governing boards of a school district to enter into agreements to rent or lease vacant classrooms and other public school space to other school districts and educational agencies, except private k-12 educational institutions (State of California Education Code, 2013).

Joint use (referenced in Section 17515), as it pertains to agreements and partnerships, is defined in the Analysis of Joint Use of Public Schools from the Office of the Superintendent of Public Instruction in California (2010) as “a negotiated agreement between a district and another public or private entity where facilities, land, utilities, or other common elements are shared between two or more parties on site” (Dorn, 2010). The subsequent discussion explores Joint Use in Florida and California and reviews the background and recommendations to the practice of joint use.

Joint Use in Florida

Background

In the Florida Postsecondary Education Planning Commission’s (1999) report, the commission received input from state representatives, joint-use campus administrators, and students enrolled in joint-use education programs regarding their perceptions of the impact that joint-use facilities have on the delivery of

postsecondary education in Florida. Through the study, the state sought to gain information on instruction, support services, registration, advisement, time to degree, and student attainment of educational objectives in joint-use education programs. At the time of the commission (1999) report, the state of Florida had 10 state universities and 28 community colleges.

Joint use in Florida was established to increase students' access to baccalaureate degree programs and maximally utilize the existing education infrastructure. The commission analyzed over 9,000 students enrolled in one of six joint-use facilities during 1998–1999 calendar year. The demographic results indicated that the students were primarily older, white female students enrolled part-time. The student profile also found that the participants tended to work while in school, to be financially burdened, and to have family obligations. The commission identified institutional mission in joint-use partnerships as the most important component of success.

The commission found that the most successful joint-use partnerships did the following: originated at the local and regional level; identified specific workforce needs; offered educational programs that met those needs; and made recommendations in the areas of governance of the joint-use facility, the academic affairs of the facility, and student affairs.

Recommendations

The Florida Postsecondary Education Planning Commission (1999) makes several recommendations for governance of successful joint use:

- the original mission of the college where the joint-use facility should remain intact;
- the supervision of the joint-use campus should maintain a direct line of communication with the leaders at both institutions;
- formal written agreements should be executed and cover all administrative and academic responsibilities;
- the partners involved in joint-use should be funded equitably to the home institution;
- the scheduling of classroom space should be done collaboratively between the partner institutions;
- an admission process should be established to provide students provisional admission to the university;
- and the facility should maintain active student recruitment and marketing of the joint-use campus to attract traditional high school graduates.

Additionally, the commission made the following academic affairs recommendations:

- the university partner should conduct continuous assessment of the student demand of degree program;
- the joint-use partners should collaborate to publish a universal class schedule and degree program guide;
- all academic classes should be available on site;
- faculty should function identically to the home institution;

- joint-use partners should maintain a close relationship that supports seamless articulation;
- joint-use partnerships should implement dual enrollment provisions; and
- university academic partnerships should continue to monitor enrollment levels in comparison to the home institutional program.

Finally, the commission made the following student affairs recommendations:

- all student activity and student fees should be allocated to those campuses for use by the enrolled students;
- students enrolled at joint-use programs should have access to the full array of student and academic services that are as close to the home institution as possible, including advising and counseling;
- student identification cards should be interchangeable;
- the administration should promote student government;
- the main university student government should be allowed full representation at the joint-use campus.

Joint-use in Florida is considered a groundbreaking and innovative approach to addressing student barriers to access to postsecondary education. Through Florida's leadership in joint-use facilities, subsequent states and studies have followed to address local and regional needs. The next segment of this chapter will address local, California, practices regarding joint-use of facilities.

Joint Use in California

Background

The UC Berkeley Center for Cities and Schools (2010) report on partnerships for joint use outlined the need for public school facilities to increase joint-use access of public space for learning, socialization, and exercise, and to address inefficiencies in limited public resources (UC Berkeley, 2010). The 10 categories of joint use in California are:

- expanded outdoor recreational opportunities,
- expanded indoor recreational opportunities,
- shared library services,
- shared performance arts facilities,
- expanded student and/or community social services,
- curriculum enhancement,
- public or private meetings,
- events, and activities,
- broader land development and/or local revitalization, and
- administrative uses or tenant type arrangements (UC Berkeley, 2010).

The Berkeley Center for Cities and Schools (2010) report outlines the three strategies of joint use in California: basic joint use, joint development for joint use, and joint use partnerships. Basic Joint Use refers to the use of a district-owned facility by a broad range of private and public tenants. In general, basic joint use is the result of a policy objective from the state or local government. Fees associated with the use

of the facility are typically outlined in a document. Joint development refers to the strategy to fund and build a brick-and-mortar facility to be jointly used. Essentially, in joint development for joint use, two or more entities develop a partnership based on the outcome of planning, designing, and building (renovating) a shared-use facility. Joint-use partnerships refer to a formal relationship between a public school district and an outside entity which describe the relationship, policies, and procedures between the two agencies. In general, the formal agreement takes the form of a memorandum of understanding or a joint-use agreement (UC Berkeley, 2010).

Recommendations

The Analysis of the Joint Use of Public Schools from the Office of the Superintendent of Public Instruction in California (2010) recommends the development of programs that offer baccalaureate programs through lease and rental agreements entered into by the district and other school districts and agencies (Dorn, 2010). Support for the use of education facilities jointly in California dates back to 2002 and the California Postsecondary Education Commission's Report (2002).

The mission of joint-use agreements and education centers as described in the Commission Report (2002) is to promote and encourage the development of collaborative, joint-use facilities that will meet the educational needs of California's growing and diverse population (CPEC, 2002). The California Postsecondary Education Commission: Commission Report issued six postsecondary goals for Joint-Use Education Facilities that include the following: promote a seamless system of higher education that emphasizes the ease of transition through sharing facilities; expand access to place-bound and underserved low socioeconomic students and in

fast-growth regions of the state; improve regional economic development opportunities through access to a university education; encourage capital outlay savings that result from two or more institutions sharing facilities; utilize classroom space more efficiently through shared use of facilities; and expand the total number of academic programs offered in a single location (CPEC, 2002, p. 33-34).

The UC Berkeley Center for Cities and Schools (2010) research report found that successful expansion of facilities use through joint-use agreements hinges on the services provided and the multiagency partnership having the ability to influence government policy (UC Berkeley, 2010). Joint-use agreements between school districts and local entities have proven to be challenging both politically and logistically (UC Berkeley, 2010).

The majority of joint-use partnerships have identified saving money through local partnerships, providing more amenities and services, and effectively making use of buildings and land as primary goals (UC Berkeley, 2010). However, the benefits of joint-use are often underappreciated by the presence of partnership barriers. The nontraditional joint-use partnership model's greatest barrier is a forced arrangement between the facility and the outside entity. The forced arrangement within partnerships without a clear model for success, combined with the demand for comprehensive policies and procedures, makes the development of new partnership models difficult (UC Berkeley, 2010). The Berkeley Center for Cities and Schools (2010) found that isolated silos of decision-making at the colleges and the districts further impeded development and sustainability.

The UC Berkeley Center of Cities and Schools (2010) research report emphasizes ten key findings that promote the expansion of a partnership model system of support for successfully instigating, implementing, and sustaining effective joint use:

- silo management in public agency planning and operations is a tremendous contextual obstacle to joint use and joint development;
- capacity building and resources for joint-use partnerships are needed;
- state policies and/or incentives can play an important role in supporting joint-use partnerships;
- comprehensive school district-level community use policies set an important framework of clarity and aid in establishing a new culture of sharing;
- a shared vision across stakeholders builds a partnership's foundation;
- formal agreements structure joint-use partnerships;
- school districts tend to highly subsidize the community use of schools; understanding the real costs required to maintain healthy and adequate school facilities is essential to establishing a system of supports for joint-use partnerships;
- school site support from principals and teachers is essential; and
- legal concerns for public agency partners can be addressed through formal agreements and adopted policies (UC Berkeley, 2010).

In the UC Berkeley Center for Cities and Schools' (2007) review of educational reform efforts, the researchers investigated education reform efforts at 11

different programs. The programs ranged from complete or nearly complete to just beginning; however, all the programs aimed to benefit the community. The authors used a conceptual framework to explain the history of the programs and their unique characteristics. The framework included inspiration, leadership and stakeholders, infrastructure, funding, scope of work, accomplishments, and challenges. The authors (2007) found that the programs needed to be delivered by a charismatic leader with a strong sense of mission, risk taking, and experimentation. The organizational infrastructure of the program must foster creativity, have well-designed organizational charts and governance structures, and have the funding needed to be creative and sustainable. Among their recommendations, the researchers (2007) encouraged programs to diversify funding and to document and perform evaluations, which will facilitate increased funding opportunities.

The preceding section of the literature review focused on the background and recommendations of joint-use programs and partnerships being utilized to address barriers to access to postsecondary education. The succeeding section will present an additional trend in higher education: community colleges addressing barriers to access of postsecondary education through four community college baccalaureate models. This next section will introduce the four model typology of the community college baccalaureate and introduce the leading model in California, the university center, a community college baccalaureate type which emphasizes joint-use.

Community College Baccalaureate Typology

Although CCCs do not have the authority to confer baccalaureate degrees, some participate in various community college baccalaureate degree programs.

Community colleges in California participating in community college baccalaureate degree programs vary considerably in both infrastructure and model. As described by Floyd et al. (2005), the four models of community college baccalaureate degree programs include articulation, university extension, community college baccalaureate, and university center.

Articulation, as it relates to a community college baccalaureate program, is a transfer agreement between a community college and a 4-year university. The typical articulation agreement identifies the lower division community college courses that are equivalent and transferable to the 4-year university. The model supports better transfer pathways from enrollment to graduation, but does not address place-bound students. University extension, as it relates to a community college baccalaureate program, allows 4-year universities to establish off-campus locations away from the main campus's location. The university extension brings baccalaureate degrees to offsite locations; however, the facility is not a shared space with other institutions of higher education. The community college baccalaureate is an innovative practice that allows the community college to deliver lower and upper division coursework and confer the degree. The community college baccalaureate allows for seamless transition from lower division to upper division coursework, however, depending upon the state, significant state laws must be addressed for community colleges to offer upper division courses and confer a baccalaureate degree. The university center is generally located on or near a community college and promotes the shared use of an education facility. The university center allows the community college to deliver lower division programs and partner 4-year universities to deliver the upper division

programs. The baccalaureate degrees are conferred by the 4-year partner university. This model is explored further in the subsequent section.

University-Center Baccalaureate Typology

Within the community college baccalaureate type system, the university center is quickly becoming of growing interest in California, where community colleges are not authorized to confer baccalaureate degrees. The university-center model of the community college baccalaureate degree has been a practice in the United States since the late 1980s (Floyd et al., 2005). The *university center* is a generic term used to describe one of six different models where community colleges collaborate with 4-year universities to provide access to baccalaureate programs (Floyd et al., 2005). The typology of the six university-center models was created by Floyd et al. (2005) and includes the co-location model, enterprise model, virtual model, integrated model, sponsorship model, and hybrid model.

Co-location

Floyd et al.'s (2005) typology describes the first model of university center as the co-location model. In the co-location model, the community college and 4-year institution use the university center to deliver academic programming for each institution at the same facility. The co-location model allows for the community college and 4-year degree institution to operate independently of one another but to share the same facilities to deliver academic programs. In general, the co-location model rarely has full-time staff, shared-governance, or centralized decision-making processes (Floyd et al., 2005). In this model, the baccalaureate degree is conferred by the 4-year university partner.

Enterprise Model

The second of the six university-center models is the enterprise model. The enterprise model consists of several institutions working as a consortium to develop and operate a university center in underserved parts of the state (Floyd et al., 2005). In the enterprise model, the university center facility is not always located on a community college campus; however, it is generally located at or near the public community college. In the enterprise model, the community serves as a joint-venture partner in the university center and provides assistance in operations, finances, and programming (Floyd et al., 2005). In this model, the baccalaureate degree is conferred by the 4-year university partner.

Virtual Model

The virtual model of the university-center typology provides upper division coursework through online programming. The community college does not act as the site for the virtual model but is considered a full partner and is directly involved with students from enrollment to their baccalaureate degree attainment (Floyd et al., 2005). In this model, the baccalaureate degree is conferred by the 4-year university partner.

Integrated Model

The integrated model of the university center is similar to the co-location model but goes beyond shared facilities and provides additional coordination and collaboration. The integrated model requires that community college and 4-year institutions merge programs and student services (Floyd et al., 2005). The community college works with the 4-year institution to plan and identify

programming needs and to provide dedicated staff to oversee the university center. In this model, the baccalaureate degree is conferred by the 4-year university partner.

Sponsorship Model

The sponsorship model of the university-center typology requires the community college to take the lead in developing and operating the university center and determining what academic programs are offered (Floyd et al., 2005). The community college works to recruit partners, obtain funding, operate the facility, and influence the academic programs offered (Floyd et al.2005). In this model, the baccalaureate degree is conferred by the 4-year university partner.

Hybrid Model

The last of the university-center typology models is the hybrid model. The hybrid model has increased in popularity and combines university center programming with the authority to grant baccalaureate degrees (Floyd et al., 2005). The hybrid model is the most fully developed model that allows a variety of 4-year university degree options, but also provides the community college the authority to confer the degree (Floyd et al., 2005).

The preceding section provided an overview and definition of the four types of community college baccalaureate programs and the six types of university-center baccalaureate programs. The next section discusses research conducted on the need for community college baccalaureate programs and the cost-effectiveness of the university-center baccalaureate types.

Community College Baccalaureate Research

In 2003, the Community College Baccalaureate Association administered a study to determine the perceptions of United States community college presidents regarding organizational and programmatic issues relevant to the delivery of baccalaureate degree programs. The association sent 500 surveys to community college presidents and received a 20% response rate. The study had several key findings. First, the presidents indicated that they were more likely to consider a partnership with a 4-year university if they had a shared mission. Second, the majority of presidents indicated that their state had or was considering expanding baccalaureate programs through the community college. Third, the presidents from more rural areas had greater interest in baccalaureate degrees than presidents in more urban areas. Fourth, community colleges that had expanded into baccalaureate degree programs did so in the majors of business, computer science, criminal justice, education, and nursing (Community College Baccalaureate Association, 2003). Although the study generated only 100 responses, it was able to provide a great deal of insight into the perceptions of community college presidents on the topic of the community college baccalaureate degree programs.

As a follow-up to the 2003 study, Johanna Bell Williams (2010) assessed the professional and personal opinions of Mississippi community college students, faculty, and administrators regarding the need for community college baccalaureate degree programs in Mississippi. The goal of the study was to determine the attitudes and perceptions regarding the benefits to the college of offering a community college baccalaureate program. The students and faculty were surveyed using quantitative

research methods utilizing two survey instruments. The participants of the study included students, faculty, and administrators at each of the 15 community colleges in Mississippi during the spring 2010 school semester. The surveys were distributed to 50 students at each main campus, 25 students at each branch campus, 25 faculty and administrators at each main campus, and 10 faculty at each branch campus. The study utilized both cluster and random sampling techniques. The survey administration returned a total of 1,497 survey responses. From the 1,497 survey responses, the majority of students and faculty reported an overall need for community college baccalaureate degree programs in Mississippi. The analysis also revealed a significant, positive effect regarding the need of baccalaureate degree programs for nontraditional students, first-generation students, employed female students, and students with family obligations.

The study identified the perceptions of students, faculty, and administrators regarding the need for community college baccalaureate degrees in Mississippi; however, the study did not address the cost of a community college baccalaureate degree compared to a traditional university. Therefore, the following study is being presented to address the cost-effectiveness of the community college baccalaureate degree model.

In Edwin Bemmell's (2008) study, the purpose was to determine which, if any, alternative baccalaureate degree program in the state of Florida was the most cost-effective model. In addition, the focus of the study was to explore the cost effectiveness of two baccalaureate programs offered at two Florida community colleges and two baccalaureate degree programs at Florida universities. The

researcher utilized a mixed-methodology research design consisting of interviews and an analysis of expenditure data. The dissertation used a cost-effectiveness evaluation model to analyze two types of programs offered at two types of institutions (Levin & McEwan, 2001). Cost-effectiveness was also measured through tax payers' and students' perceptions. The results of the cost-effectiveness evaluation revealed that the community college programs and the university programs were equally effective as measured by student graduation and test scores. Utilizing a formula of per-student state funding combined with student cost, the findings suggested that the community college baccalaureate programs were ultimately more cost-effective than university baccalaureate programs.

Conclusion

This chapter presented a review of the relevant literature relating to the historical context of the university-center baccalaureate in California. Several prevalent themes emerged from the literature: CCC's history of access, student persistence, distance education, credit portability, the Master Plan for Higher Education in California, the community college classification system, California state law, joint use in Florida and California, the typology of community college baccalaureate programs, the typology of university-center baccalaureate programs, and relevant studies concerning the community college baccalaureate. Collectively, the overview of these topics provides the context from which the university-center phenomenon has emerged.

CHAPTER III

METHODOLOGY

This multiple case study examined three university-center baccalaureate degree programs in California with the following purpose: 1) to develop an inventory of characteristics of university-center baccalaureate model programs in California, 2) to identify common indicators of success for university-center baccalaureate model programs in California, and 3) to develop a model evaluation plan for university-center baccalaureate programs in California.

The study utilizes case study research methods as described by Patton (2002) and Yin (2011), who defined a case as one of several dissimilar entities that may include individuals, a program, an event, a period of time, a community, an organization, or an important occurrence. When there is more than one subject (case) of the same type in a study, the study is categorized as a multiple case study (Patton, 2002). Patton (2002) and Yin (2011) suggested the case study method is principally useful when the subject or program has individual differences and/or unique variations. Case study research methods are a reliable social science research method when the phenomenon under investigation is too complex and undistinguishable to ascertain through other means. They are often prescribed for educational programs applying midstream interventions for failing programs and can be used to address participation changes in a program, poor retention, high attrition rates, and poor partnership relations (Rossi & Freeman, 1993).

The multiple case study methodology relies on the raw data accumulated through the research process to determine what characteristics and conditions of the

phenomena have relationships that need to be investigated further (Yin, R. 2011). Multiple case study methodology requires the researcher to immerse himself/herself in the raw experience of the subject (in this case, the programs) as well as the previous research literature. This immersion and subsequent analysis of raw data enables the researcher to produce a final definition or articulate a hypothesis (Yin, R. 2011).

Data Collection and Analysis

Data collection and analysis procedures for this study were based on Patton's (2002) recommended case study strategy. Patton's (2002) case study strategy includes four steps: 1) collecting raw data, 2) building a case record, 3) presenting the case study narrative, and 4) constructing a final report.

Collecting Raw Data

The case study approach to analysis is a specific process of collecting, organizing, and analyzing data (Patton, 2002). The ultimate purpose of the case study process is to gather comprehensive, systemic, and in-depth information about each case. Case data includes all the information one can collect about each individual case such as interview data, observations, documenting data, impressions, statements from others about the case, and contextual information. This study includes the following data: participant/program personnel interviews; program archival documents; and observations of the programs. The order of interviews, observations, and the collection of archival documentation emerged organically through the case study process, based on access to data granted by gatekeepers.

The interviews of the participants and personnel utilized an open-ended interview guide for interviews (See Appendix C). A pilot test protocol was utilized to improve validity and reliability of the open-ended interview questions (See Appendix A). The participants interviewed for the multiple case study were selected through a purposeful sampling of participants who could provide rich and illuminative information about university-center baccalaureate programs (Patton, M. 2002, p. 40). The sampling aimed to provide the most accurate and precise information about the phenomenon rather than empirical generalizations from a larger sample (Patton, M. 2002, p. 40). Because the study involved human subjects, approval by the Institutional Review Board (IRB) at CSU Stanislaus was required (Appendix B). Following IRB approval, the researcher made initial contact with each of the three community college university center directors via telephone to initiate the approval process for participation in this study and collect identification and consent from additional participants. Upon agreement to participate in the study, subjects were interviewed in person or by phone. A total number of 13 individuals were selected and interviewed between March 27, 2014 and April 7, 2014. The individuals involved in the case study included three executive administrators from the community college, three university center directors, three 4-year university program directors involved in university center partnerships, three 4-year university partner faculty teaching at university center programs, and one research analyst involved in the evaluation of a university center. Interviews were recorded using an Olympus VN-702PC digital recording device. Data files were transcribed using an external

transcription company, and then stored to a secure password protected external memory drive.

Records, archival documents, and artifacts constitute a rich source of data about organizations and programs (Patton, 2002, p. 293). The process for retrieval of records, archival documents, and artifacts from the university-center baccalaureate programs required thoughtful negotiation of necessity while emphasizing anonymity. Patton (2002) describes “the ideal situation [as one that] include[s] access to all routine records on clients, all correspondence from and to program staff, financial and budget records, organization rules, regulations, memoranda, charts, and other official and unofficial documents generated form the program” (Patton, 2002, p. 293). The procurement of program documents was negotiated during the process of seeking participant approval, both during and after interviews. Archival program documents were obtained following a request from executive administrators, university center directors, and 4-year university center directors during interviews. The archival documents obtained included strategic business plans, memoranda of understanding, vision and concept proposals, meeting notes, marketing materials, articulation agreements, and university center guides.

Observation data allows the researcher to gain a deeper understanding of a program and provides additional insights limited by participant interviews (Patton, 2002). The reports produced from direct observations describe “what was being observed and the people who participated in those activities” (Patton, 2002, p. 262). The direct observation of the university-center baccalaureate programs was negotiated during the process of scheduling interviews. The observations occurred

between March 27, 2014, and April 7, 2014, and included a touring and observing of the community college campus, the university center facility, and the classroom experience for each of the university centers in the study. The data from the observations were recorded in the form of field notes and photographs. The following template (Figure 2) was used to guide the format of the field notes recorded.

Observation	Description(s)

Figure 2. Qualitative fieldnote template.

Building the Case Records

The case records (Patton, 2002) include all the major information used to write the case narratives and the final case report, which in this study is a cross-case comparison. For this study, the coding process followed Patton's (2002) steps in content analysis. The researcher utilized the qualitative database software Dedoose for all coding. The primary data sources included interview transcripts, program archival documents, and observation field notes. Emerging themes were categorized and used as the foundation for building the case records, and the information gathered was then edited. Redundancies were sorted out, parts were fitted together, and the case record was organized chronologically and topically. Each case record included the following elements: a chronology of the program; defining characteristics of the

university-center baccalaureate program; goals of the program; and indicators of success.

Building the Case Study Narratives

The case study narratives for this study have been presented with a chronological and topical organization. They are modeled after Patton's (2002) description of case study narratives as "readable, descriptive picture[s] of a person or a program . . . accessible to the reader [with] all the information necessary to understand that person or program" (Patton, 2002, p. 450). Each narrative includes the following sections: demographic information and community college mission; history of university center at the community college; university center development; university center mission and goals; areas of improvement; and indicators of success.

Constructing the Final Report

Patton's (2002) case study strategy includes writing a final report based on the raw data collected and organized in steps one through three. For this study, the final report was designed as a cross-case comparison of the three university center programs in California. Through this cross-case comparison, the programs were compared and contrasted using the community college baccalaureate typology classification system and the university-center typology classification system. Common indicators of success for university-center baccalaureate programs were later identified.

Timeline

Data collection occurred between March 27, 2014 and April 7, 2014 upon authorization to carry forward with the study by the Institutional Review Board (IRB)

of CSU Stanislaus. The preliminary observations, stakeholder interviews, and archival document retrieval of the three identified university-center baccalaureate programs in California took place during coordinated site visits between March 27, 2014 and April 7, 2014.

Approach for Each Research Question

Three research questions were addressed through this multiple case study.

Research Question 1

What are the various characteristics of the three CCC University-center baccalaureate Programs that categorize them within the 4-type classification of Community College Baccalaureate Programs but also distinguish them by typology within the university-center classification? This question was addressed through case reports which built upon program stakeholder interviews, program observations, and an examination of archival documents.

Research Question 2

What common indicators of success among the three university-center baccalaureate programs can be identified, which can later serve as the basis for a model evaluation plan for university-center baccalaureate programs? This question was addressed through case reports which built upon program stakeholder interviews, program observations, and examination of archival documents.

Research Question 3

Based on the identification of common indicators of success, what model program evaluation plan could serve as a template from which all university-center baccalaureate programs could use to provide information about the effectiveness of

their programs? Based on the findings from the multiple case study and guided by the program evaluation framework developed by Sanders and Sullins (2006), a model evaluation plan was developed. The model evaluation plan includes the following elements:

1. important program evaluation questions for university-center baccalaureate programs;
2. an explanation of why these questions are important;
3. a description of information needed to answer each evaluation question;
4. an explanation of when/how the information can be collected to answer each evaluation question; and
5. an explanation of the data analysis/interpretation procedures appropriate for each evaluation question.

In summary, this multiple case study of three university-center baccalaureate degree programs in California involved seven stages and three points of data collection (see Figure 3).

Position of the Researcher

In qualitative research, the background of the researcher is pertinent to the research design since the researcher serves as the main instrument of data collection, analysis, and interpretation (Denzin & Lincoln, 2005; Merriam, 2009). As the primary research instrument, there are essential and required skills the individual must acquire or possess. Strauss and Corbin (2007) describe this process and suggest that the researcher must:

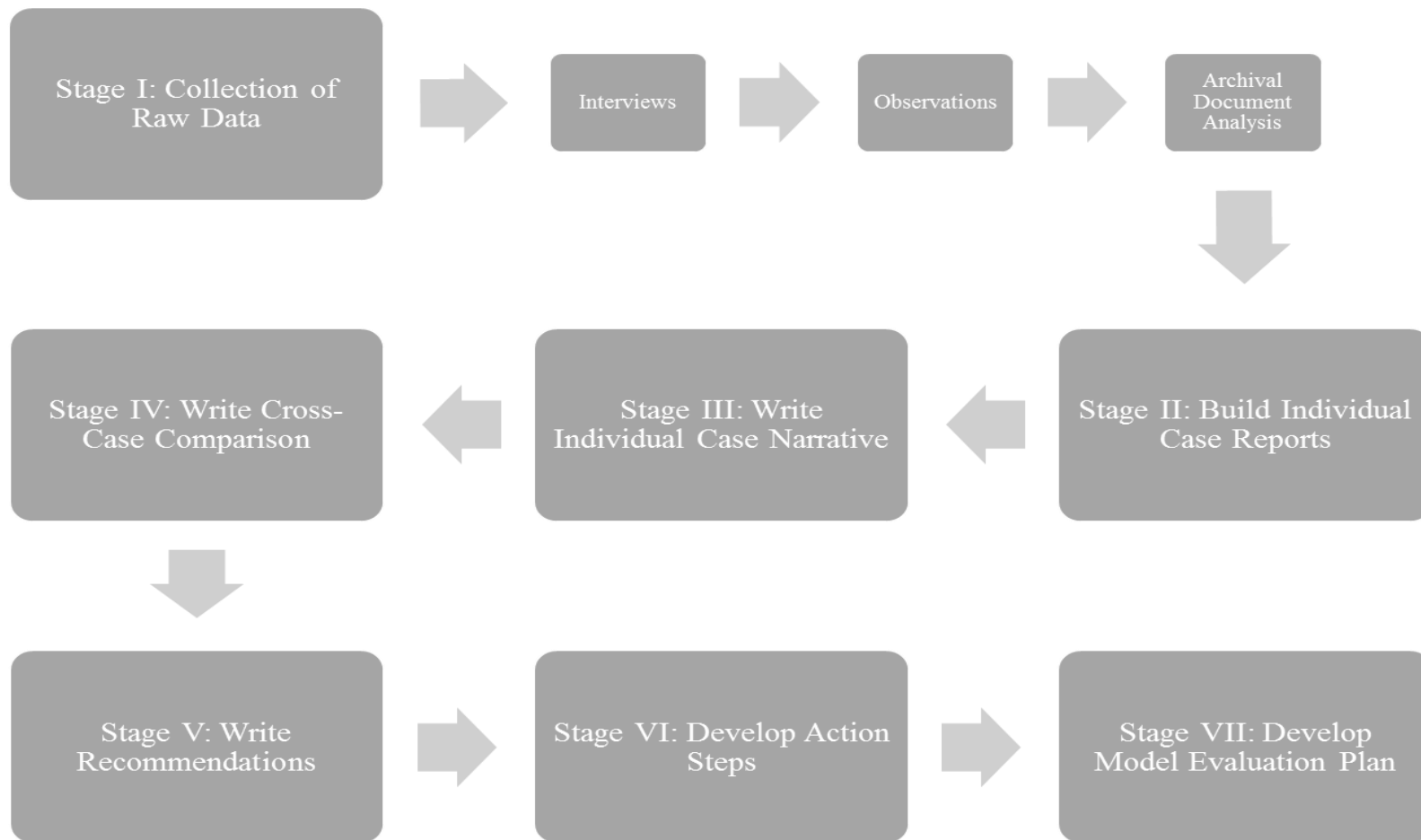


Figure 3. Summary of research steps.

step back and critically analyze situations . . . recognize and avoid bias . . . to obtain valid and reliable data[;] think abstractly. To do [this], a qualitative researcher requires theoretical and social sensitivity, the ability to maintain analytical distance while at the same time drawing upon the past experience and theoretical knowledge to interpret what is seen, astute powers of observation, and good interaction skills. (p. 18)

The researcher in this study is a program services coordinator of a community college university center, which serves as one of the cases in this study. The researcher, as a university center coordinator, is involved in the implementation of a \$3.1 million Title V Department of Education Hispanic Serving Institutional Development Grant and the implementation of the A2B Cooperative Project which seeks to improve the success of high-need students, increase data-driven decision making through database development, and create infrastructure changes to improve fiscal stability. The researcher initiated this study to identify successful university-center models, how they operate, and to uncover common indicators of success for university centers in California. The researcher acknowledged the bias associated with being a coordinator at a university center and an advocate for the model. To address potential insider bias, the study implemented the construct of first, second, and third person inquiry-practice (Torbert & Reason, 2001). The first, second, and third person inquiry-practice construct utilizes inquiry and learning through collaboration with the insider and others; both led to information delivered to a neutral third party. The researcher maintained ongoing collaboration through communication with participants, shared

interview transcriptions with participants, and shared findings through the process of analysis to maintain a process of open-inquiry and collaboration.

Ethical Considerations, Protections of Participants, and Protection of Data

Before any data collection occurred for this study, all research protocols involving human subjects were reviewed and approved by the CSU Stanislaus University Institutional Review Board to assure compliance with University regulations and applicable laws. Consistent with the Institutional Review Board policy, the researcher gained informed consent from the participant through a signed form of consent prior to data collection (See Appendix B for IRB approval letter). The information collected in this study was protected from all inappropriate disclosure under the law. All future publications, distribution of information to the public, or conference and community presentations will not reveal the identity of any participant, student, administrator, college, or other individual or organization involved in the study. The researcher provided each participant and program with a pseudonym, which will be used for any publications in relation to this study. Only the researcher and transcriber have access to the data which can be linked to individual subjects. All data will be maintained for a period of one year from the completion of the study and will be destroyed by May 2015.

Sample Population

The sample involved three university-center baccalaureate programs in California. Personnel interviews included three executive administrators, three university center directors/coordinators, three 4-year university program

directors/coordinators, three 4-year university center faculty, and one research analyst.

Statement of Validity, Reliability, and Trustworthiness

Qualitative validity requires the assessment of whether information being obtained for the study is accurate (Creswell & Clark, 2012, p. 211). In an effort to ensure validity of the study, the researcher used site interviews, site observations, and program archival documents to create triangulation of data in the study. Data triangulation ensures validity through obtaining data through several sources and from several participants (Creswell & Plano, 2012, p. 211). The practice of triangulation requires the researcher to build evidence for a code or theme from several sources of data (Creswell & Clark, 2012, p. 212). In addition to data triangulation, the researcher provided participants ongoing summaries of the findings to ensure that the qualitative data collected is an accurate reflection of the experience.

Reliability in qualitative research is specifically concerned with the accuracy of observations, coding data, and themes (Creswell & Clark, 2012, p. 212). The researcher addressed the reliability of the observations through debriefing observations with the staff, faculty, student or administrator involved. The researcher established an intercoder and interrater reliability agreement with the individuals involved in coding the transcription using Cohen's kappa statistics. The intercoder and interrater reliability agreement helps ensure the reliability of coding and theming results by comparing their work to make certain that all codes and themes are accurate (Creswell & Clark, 2012, p. 212).

The following steps were taken in the coding process to insure reliability and trustworthiness: (a) the researcher identified one individual who was familiar with the university-center baccalaureate model, but was not part of the study, to code the transcription; (b) the researcher and the individual coded sections of the first three interviews separately; (c) the researcher and the individual compared codes and themes that each individual identified and determined the appropriate codes and themes based on mutual agreement; and (d) each individual shared their rationale and reasoning for the codes and themes they selected. In cases when the coding samples between the two coders was less than 80%, the researcher revisited the examination of the chosen codes and themes and defined new ones. Once an overall inter-coder reliability of 80% was obtained, the researcher proceeded with building the case reports.

Chapter Summary

Chapter 3 provided an overview of the research design and methodology of the study. It included a procedural overview for data collection, analysis techniques used in case record development, narrative construction, and the final report. Additionally, the position of the researcher was disclosed, ethical considerations were explored, and the validity and integrity of the data were described.

CHAPTER IV

RESULTS

The three featured cases were selected based on their innovative implementation of a community college university-center baccalaureate program model. In an effort to acquire the most unrestricted and accurate portrayal (Simon, 2009) of the university center and to reduce potentially harmful subjective responses to the findings, the researcher made the study anonymous. A pseudonym has been provided for each college, university center, and participant involved in the study. Each narrative includes the following sections: demographics and community college mission, history of the university center, university center development, university center mission and goals, areas of improvement, and indicators of success. A cross-case comparison follows the presentation of case narratives. The cross-case comparison includes the following sections: common characteristics, characteristics unique to each university center, and a description of cases using university-center typology system.

Purpose of the Study

Through an examination, via a multiple case study, of the three university-center baccalaureate model programs in California, the purpose of this study was to accomplish the following:

1. Development of an inventory of characteristics of university-center baccalaureate model programs in California;
2. Identification of common indicators of success for university-center baccalaureate model programs in California; and

3. Development of a model evaluation plan for university-center baccalaureate programs in California.

Research Questions

Given the three-part purpose of the multiple case study, three research questions were examined:

1. What are the various characteristics of the three CCC university-center baccalaureate programs that (a) classify them together within the four-model community college baccalaureate typology system as a university center and (b) differentiate them from one another within the six-model university-center typology system?
2. What common indicators of success can be identified for university-center baccalaureate programs in California?
3. Using the common indicators of success identified for the university-center baccalaureate programs in California, what model program evaluation plan could be used as a template from which all university-center baccalaureate programs could evaluate (and modify as appropriate) to provide information about the effectiveness of their programs?

Data Presentation

The following narratives represent the data collected from each of the three university-center baccalaureate degree programs in California. The narratives were constructed based on case reports built from program observations, archival document analysis, and interviews. The narratives contain pseudonyms to protect the

anonymity of the programs and their participant's personnel. The narratives capture the history and development of each university center, as well as an inventory of their characteristics, goals, and indicators of success.

Case Narratives

John F. Kennedy Community College

Demographic information and community college mission. John K.

Kennedy Community College (JFK) is a 2-year public community college providing instruction for completion of associate degrees, transfer credit, certificates, vocational-technical education, developmental education, and community education. JFK provides access to baccalaureate degrees through university partner institutions. The student body population consists of just over 22,000 students with the majority of students being female, identifying as Hispanic/Latino or White, and being between the ages of 20 to 24 years of age. The campus is in an urban environment and spans over 130 acres. Per their mission, JFK Community College values their diverse student population and seeks to provide students with high quality, comprehensive instructional programs and student support services to positively influence student success and provide clear pathways to achieve personal, educational, and career goals (JFK Community College, 2014). JFK also seeks to develop knowledge, skills, and values that will prepare students to be productive in the global community.

History of the University Center at the community college. The University Center at JFK emerged after a shift in the automotive industry at the outset of the 21st Century. This shift in the automotive industry created changes—new technology, opportunity, limitations, and regulations—that directly affected the future of the

industry. At the turn of the 21st century, the automotive industry in the region surrounding JFK was the largest market in the world. The State of California was implementing legislation, while the California Air Resource Board (CARB) instituted regulations that changed the way vehicles were being sold. The increase in industry regulations, combined with the need for continuing education, professional development, and an aging auto technician workforce, created an opportunity for JFK to establish partnerships and collaborate with the automotive industry. The partnership culminated in a 4-year baccalaureate university; one which sought to offer a “world class automotive training center for the needs of the 21st century” (JFK Community College, 2014, p. 1).

The original vision for the university center was to meet the needs of the community college students and the needs of an automotive industry faced with new challenges. The community college was seeking to strengthen their already robust auto technician training program (which serves 1,000 students annually on the JFK campus) through developing fee based training programs, adding training services for future workforce, and increasing program enrollment in their auto technician training program. The automotive industry was seeking to address the deficits in the industry by educating an aging and traditionally undereducated workforce. In addition, the automotive industry hoped to increase its visibility by bringing dealership management training programs to a single site and promote an increase in baccalaureate degree attainment in an industry that has traditionally undervalued postsecondary education.

David Lane, the director of the University Center at JFK, was one of the original champions to advocate for the university center. He participated during the planning and development stages of the university center. David Lane now manages the facility, the partnership with the 4-year baccalaureate granting university, and is also the president of an automotive association on the university center site. When discussing the genesis of the university center, David shares:

This center originated from a need for the auto industry to have a closer relationship with formal education programs . . . to have an educational stake in the legislative programs that were being pushed on the industry . . . legislative programs and changes in the auto industry [caused by] technology advancement, alternative fuels, and the lack of funding to the high schools, and the community college programs state wide.

David highlights how the university center resulted from a need to develop and strengthen the relationship between formal education and the automobile industry.

University Center development. Though the community college and the automotive industry may not have shared similar visions, each partner advocated for the development of the center. A group of community advocates and stakeholders, later named the “Citizens for JFK College,” held meetings to ensure the development of a university center for JFK College—one that would serve as an automotive training ground for one densely concentrated area of auto dealership, and in turn, would bring baccalaureate degrees to an underserved population. Over time, the Citizens for JFK College gained support from local businesses, elected trustees, senior staff members, and the college president to move forward with a capital

campaign. The Citizens of JFK College strove to produce enough financial and community support to move the university center from vision to actualization. David Lane describes the exhausting experience of advocating for legislation:

We were working the polls on this bond measure. I would go to the polls at 5:00 p.m. and they would close at 7 or 8 p.m. I would look at the list and the registry was wrong. I would call my constituents and say “hey, remember I called you last week and you said you were going to vote “yes” for JFK College? There’s still two hours left, and you can still make it down here.”

They would say “Oh yeah, I forgot all about it . . . I’ll go right now.” It was a lot of hard work. This is a 12 hour a day job.

Ultimately, the capital campaign pursued and passed a \$210 million general obligation bond in spring 2004 to build the university center. The bond passed by 1%, and was likely passed because of the efforts of the legislative advocates.

The university center’s development model parallels the enterprise model in the university-center typology, wherein several institutions work together to develop a university center. The university center was originally envisioned as a 60,000 square foot facility with a \$25 million dollar cost estimation. Eventually, JFK College and the automotive association developed a Memorandum of Understanding (MOU) that outlined the development of the university center building. The center’s development involved the commitment of \$15,000,000 from JFK College and the District College Board. The first stage of the MOU earmarked \$9,000,000 for the modernization and redevelopment of the existing automotive technology training facility. The second phase of the development included \$6,000,000 to construct a

new building to host the partnership between JFK and a 4-year baccalaureate degree issuing university. After the facility went through both phases of development, a 10,000 square foot university center—the University Center at JFK Community College—was built to host the 4-year baccalaureate degree-issuing university.

The development of a 4-year partnership did not come without its challenges. There were no agreements in place until after the facility was already built, and only then did the 4-year university agree to and begin to offer classes at the facility. Eventually, the planning stage evolved into an actual articulation agreement with a 4-year baccalaureate degree-issuing university. The articulation agreement allowed the student to complete three years of the 4-year degree at JFK College and the final year at one of the three 4-year campuses. This articulation agreement is known as the “3+1” model.

Since the inception of the partnership, the program has received incredible support from the automotive industry, the community college, and the students. The faculty of the university center are all practitioners who work in their industry and teach part-time, with the exception of Dr. Michael Reed. Dr. Reed works part time as a faculty member of the 4-year institution and full-time as a community college instructor. Dr. Reed suggests that faculty of the 4-year university are working professionals in their field—not solely academics. Dr. Michael Reed discussed the 4-year university, sharing the following:

It’s a tremendous program for the students in JFK College. It allows them to go from their AA degree directly into a bachelor’s degree program on the same campus. The classes are small and very interactive and the instructors

come from industry so they have both academic experience as well as real world experience.

The 4-year university is a traditional university based in a Midwestern state. We're fortunate to have a program center manager on the JFK College campus where students can earn a bachelor's degree in business administration or in automotive marketing and management. This specialized degree offers students the educational tools they need to run a car dealership. Dr. Reed believes this hybrid of faculty and practitioner separates their faculty from the status-quo of traditional institutions of higher education and fosters a more dynamic learning experience for students.

The University Center at JFK College and their partnership with a 4-year baccalaureate degree granting university have several amenities and services in place to support student success. To achieve this, however, it requires staffing power from the 4-year university. The amenities and services being provided by the 4-year university align with the co-location model of the university-center typology, but the presence of full-time staff. Full-time onsite staff at a university center is more comparable to the enterprise model typology. Amenities and services provided by the 4-year college include (a) admissions advising, (b) transcript advising, (c) articulation and pathway advising, and (d) course registration assistance.

University Center mission and goals. The interpretation of the mission and goals of the University Center at JFK College varies significantly depending upon the person being interviewed and the document being analyzed. The community college believes the university center exists to address barriers to access, offer an additional

option to the repertoire of programs, and increase the options available to students at the community college. This differs from the mission and goals of the university center per the automotive trade association housed on site. The trade association sees the university center as providing: (a) facility usage, (b) increased training for the industry, and (c) increased visibility. The mission and goals of the university center from the perspective of the 4-year university faculty hovers somewhere between the community college's and the automotive trade association's. Dr. Michael Reed demonstrates this duality when describing the importance of the university center:

A lot of our students that come to a community college come with missing skills; that's why they're coming to a community college, because they can't get into a CSU, because they don't have the math skills or reading skills or writing skills. A huge percentage of our students don't come here taking college level classes; they come here to take classes that lead to college level classes. The community college provides the lower level skills to students, and by the time they get to the upper division, 4-year university; they're college ready, capable of taking college classes, and they're quite successful at it. We have a really high success rate. Since we deal with the adult learners, they're committed to doing it, and they actually show up with the book, and they actually do the work and they actually want to get through the program. That's not like high school kids that are in there because they want to stay on their parents insurance, so they've got a commitment to themselves and their families and are some hard working people.

Dr. Reed captures how both the community college and industry goals manifest to students. Moreover, Dr. Reed describes how the collaboration works to provide for students employment in the automotive industry and greater options for education and advancement.

The mission, core values, core purpose statement, and outcomes of the 4-year university are as follows:

Mission statement

The mission of the 4-year university is to develop the future leaders of a global, free-enterprise society.

The Core Values

We believe in:

- The advantages of an entrepreneurial, free-enterprise society.
- Individual freedom and individual responsibility.
- Functioning from a foundation of ethics and integrity.
- Promoting and leveraging the global, diverse, and multi-cultural nature of enterprise.

Core Purpose Statement

A university education is more than the courses offered and the experiences made available. It is the architecture of those elements designed to create defined results. As a learning community, we focus our efforts on the accomplishments of the following outcomes and attributes.

Our graduates:

1. Understand the tradition of freedom.

2. Have a broad practical understanding of their chosen field.
3. Are familiar with the ideas driving enterprise leaders.
4. Communicate effectively in speech and writing.
5. Understand complex global issues.
6. Have a constant attraction to new ideas.
7. Can explain their personal values.
8. Understand the aesthetic, creative, and spiritual elements of life.
9. Are effective self-evaluators.
10. Are action oriented.
11. Are skilled at detecting and solving problems.
12. Seek lifelong education. (University Partner 1, 2014, p. 1)

The university center identified an additional goal in the area of supporting student success: student tracking. The community college faculty in the business department utilize incentives, offering an increase in a mid-term grade or final if a student participates in a survey. The survey is designed to act as an early indicator of a student's educational outcomes or goals. Dr. Michael Reed describes the benefit of the student survey, stating the following:

I can tell you that 84% of the students plan on going on for an AA degree or bachelor's degree, and I can tell you that 16% plan on getting the AA degree. That means something like 58% say they want to go on for a bachelor's degree. Then we ask them: what program do you want to get your certificate in? What program do you want to get your AA degree in? What are your goals? By identifying who the students are and what their goals are, we can

feed them information about pathways to consider early on so they aren't wasting their time taking classes that they don't need.

Dr. Michael Reed believes that this survey effectively helps students identify their goals. The surveys also help to inform faculty and staff of these goals, which allows them to direct students to an appropriate pathway.

Areas of improvement. Improvement in identified areas may promote greater success and longevity of the university center and its partnerships. One major area of improvement described by the community college and the 4-year university was admissions. The community college recommended that the 4-year university improve their admissions process by not accepting students conditionally. As the Vice President of Academic Affairs describes:

The 4-year university is willing to enroll a student even when sometimes all the prerequisites are not met. They will enroll a student knowing they are a class or two short. But, now the student will have to take those back on the JFK College side of the house. That places pressure on JFK College.

Alternatively, the 4-year university would like to see the community college offer more sections of the most in-demand courses for transfer students

Indicators of success. The indicators of success identified by the personnel of the University Center at JFK College vary based on the stakeholder. The indicators of success identified by the automotive trade personnel and 4-year university included: usage of the facility by outside vendors; customer service; visibility of the program; placement of students in pathways; the graduation rate of students; the number of associate degrees for dealership management; the number of office management

training courses offered; and the mitigation of barriers to access of postsecondary education.

Roosevelt Community College

Demographic information and community college mission. Roosevelt Community College (RCC) is a 2-year public community college. RCC delivers instruction for the completion of associate degrees, transfer credit, certificates, vocational-technical education, developmental education, community education, and it provides access to baccalaureate degrees through university partner institutions. The student body population consists of just fewer than 15,000 students, with the majority of students being male, identifying as either White or Hispanic/Latino, and being between the ages of 20 to 24 years old. The campus resides in a rural to suburban environment and covers over 150 acres. In summary, the mission of RCC is to embrace diversity, engage students, promote community scholarly inquiry, foster creative partnerships, and encourage the application of knowledge. By offering accessible, enriching education, RCC strives to supply students with the academic skills essential for transfer, workforce skills development, and attainment their educational goals (Roosevelt Community College, 2014).

History of the University Center at the community college. The history of the University Center at Roosevelt Community College is cataloged in the center's internal business plan. The business plan details the history of the RCC university center and refers to it as a dream established 20 years prior through the advocacy of the chancellor and a land developer (Roosevelt Community College, 2014).

Originally, the chancellor of RCC approached CSU to collaborate and bring upper

division classes to RCC. At the time, the CSU was not ready to pursue the partnership. In 1994, a local land developer approached the chancellor to discuss the creation of a higher education learning center for the community surrounding RCC. Unfortunately, a natural disaster sidelined the plans for several years. Planning resumed in 1999 when the CEO of the land development company and the chancellor visited a community college in Texas that hosted a university center on their campus. The CEO and chancellor began their university center development process with the creation of an action plan. The action plan, as detailed in the internal business plan, included the following steps:

- Assemble a group of business leaders to test out the idea.
- Survey the residents to see if the idea would help them with their workforce training needs.
- Ask students if they would attend a satellite center to achieve a BA or MA degree, versus going to the actual university.

The action plan resulted in several prominent business partners in the community gathering together to look at various models, review survey data, and discuss the impact of expanding access to higher education and training in the community. The survey results indicated that 90% of the respondents believed a university center was *important to very important* to the development of the rural community. It also revealed that 56% believed the university center was *important* to the development of workforce, and 56% believed that access to higher education was *important or very important* to attracting qualified professionals to live and work in

the area. The lack of access to upper division degrees in the surrounding area created a significant barrier for those in the greatest need: single parents, parents with childcare issues, and working adults. The survey results reinforced the notion that the university center served as a solution to the lack of upper division, graduate school, and continuing education in the area. Moreover, it created an avenue of educational access to the emerging population surrounding RCC.

Eventually, the university center was brought to Roosevelt Community College by several strong advocates in the community, including the chancellor of the community college district, a major land developer, and local and state politicians. The community rallied behind the vision of the land developer and the chancellor and formed a cooperative to investigate what model would work best for their community: the sponsorship model and the co-location model of university-center typology. The RCC university center embodies the sponsorship model in that the community college led development and marketing efforts for the facility. Because the only service and amenity truly shared between the two partners is the facility, the RCC operates as a co-location model. The community college, in essence, serves as the landlord to the 4-year university partners.

University Center development. There were several funding sources explored for the development of the University Center at Roosevelt Community College. The community collaborated tightly with the community college and local businesses, which helped facilitate a capital campaign for the development of the university center. Among the resources that were obtained were (a) a capital campaign, (b) a congressionally-directed grant, (c) a high school academy, (d) a

general obligation bond, and (e) a use tax. Fortunately, the university center raised enough capital to avoid debt-services and proudly proclaims that it is a self-supported entity run entirely off of the revenue generated from renting the facility.

Once the development of the university center was underway, the community college began furthering discussions with the 4-year universities. They engaged partners with histories of offering off-site programs who were also recruiting students for their programs. Though the process that eventually led to articulation agreements required a great deal of discussion and time, in 2002, the University Center at Roosevelt Community College began hosting 4-year baccalaureate degree and graduate degree programs at an interim site. The interim site was a 7,500 square foot modular facility piloted for the purpose of exploring the actual interest of the community. The Director of the University Center, Mary Riggs, describes the approach to establishing an interim center:

We didn't want to just have the mentality of build it and they will come.

That's why we had the interim center in 2002. Since the interim center was established, we've had over 1900 students graduate from programs in the University Center.

After nearly 5 years of hosting baccalaureate degree programs in modular buildings, a 110,000 square foot university center was built on the southwest side of the community college campus. The university center now offers 40 baccalaureate and graduate level programs.

Similar to the co-location and sponsorship model in the university-center typology, Roosevelt Community College does not provide university center students

additional amenities beyond advertising, articulation, and library services. Dr. Ben Smith, vice president of RCC, explained how dialogue with 4-year university partners determined what services the university center would offer:

Another function that we considered doing early on was advisement, and all the University Center partners let us know early on that they weren't interested in us doing advisement. They wanted to do their own academic advisement of their students. We always respected that each university had to operate its own program for accreditation reasons. We don't get involved with curriculum, what they teach at the upper division level, and we don't get involved with their hiring. Occasionally, we will help do recruitment of faculty for them, but the hiring decisions and the curricular decisions are entirely theirs.

As a result, RCC determined the most effective strategy was to serve as "landlord" to the tenants of the university center, rather than perform additional functions. Similar to the integrated model in the university-center typology, the University Center at Roosevelt Community College has full-time staff onsite. Dr. Rebecca Perkins, a faculty member who teaches at the university center through the 4-year partner, described the importance of having full-time onsite staff available for students:

They actually have staff onsite; staff who are there five days a week to help the students. I think that's really important; that the students have that, so they're not just being hung out to dry. It is important that they have somebody there to support them. We have our one stop person, which does a little bit of

financial aid and admissions. Then we also have an advisor who helps them set up their courses and then connects them with faculty if there are issues.

University Center mission and goals. As described in the business plan, the goals and objectives of the university center are to:

- Provide access to bachelors, masters, and doctoral programs, as well as advanced training programs to the community surrounding RCC.
- House economic development functions to serve the needs of local businesses.
- Provide other services needed by businesses, including meeting space.

The university center, through providing access to bachelors, masters, and doctoral programs, enables community members to continue their education and meets the needs of local businesses.

The University Center will:

- Bring education to the students and community.
- Enhance transfer potential of RCC students.
- Keep spending local (restaurants, childcare, books, gas).
- Give participants more time to spend with families.
- Create jobs locally.
- Reduce time away from work responsibilities (help employers & employees) (Roosevelt Business Plan, 2014, p. 10).

An additional goal for the university center is to continue to grow its programs. Over the last 5 years, the university center has experienced major growth since the inception of the interim facility. Dr. Ben Smith outlines why he believes the

center experienced a growth in enrollment during the recession and describes the motivation for public institutions to continue to grow partnerships:

Over the past 5 years, there's been lots of budget cuts, but by and large, the state's budget cuts have driven students to the University Center because they struggle, oftentimes, getting into the universities directly. The University Center programs have no caps from the university partners because none of them are state-funded. Since they're all self-sustaining [and] self-supported, they don't have any limitations on enrollment, any caps like the state-supported programs have had over the last five years. I think that choosing which partner offers the programs is important. We are very careful about who we choose as a university center partner. We want to make sure it's a high-quality program, and that it's got strong articulation with our programs, but also that the University Center partner operates in a consistent way as the college operates.

The selection of the partnerships, which involves choosing 4-year university partners that do not have a limit on the number of students they can enroll, accounts for much of RCC's university center growth. Successful partnership selection is based on choosing partners who share both vision and mission and who are self-supported universities who do not receive state-funding

One major goal for the 4-year university is to provide additional educational programs to students in the community. The university center is a successful model of providing access to baccalaureate degrees to nontraditional students and to communities that are not otherwise served. Delivering new programs is an essential

component to the long-term success of the 4-year university and is directly aligned with the university center's goal to bring in new programs. In addition, the 4-year university and the university center share the goal of increasing student enrollment in programs. The overarching mission, vision, and purpose of the four university are as follows:

Mission Statement

The mission of the 4-year university is to provide students with a dynamic education based on excellence and flexibility that creates lasting value and relevance for evolving careers.

Vision Statement

The 4-year university will be the recognized leader in the evolution of adult learning.

Purpose Statement

Our purpose is to impart knowledge and skills that help students achieve their dreams. (University Partner 2, 2014, p. 1)

Areas of improvement. Despite their shared goals to increase university center program offerings and increase student enrollment, challenges remain. Among them, the 4-year university views the noncompetitive agreement in the memorandum of understanding as an area needing refinement. The noncompetitive agreement limits the addition of new programs based on the noncompetitive status of the contracts. Each university center partner is restricted to offer only the program agreed upon in the contract. Moreover, they are restricted to only discussing with and advising students about the degree option they have contractually agreed to provide,

despite the potential benefit to the student. The 4-year university is also restricted from offering lower division courses—a function that could assuage the burden placed on community colleges, and subsequently students, during times of economic crisis. When community colleges face financial constraints, they respond by cutting a significant amount of courses (Bohn, Reyes, & Johnson, 2013). These cuts directly impact students' ability to get the lower division courses needed for transfer and delays their time to degree completion. The theory of the noncompetitive contract is challenging for staff and faculty as it inhibits collaboration among 4-year university partners. Dr. Rebecca Perkins believes institutions should establish better methods of collaboration. She shares:

In theory the non-competitiveness status makes sense. You can't have an education program because so and so is providing that education program. [But] is there something that we can do to help support that program so that we're working in cooperation versus, you just can't talk about your education program, and you can't ever offer it? I think that in the end, what ends up happening is that we steer students into the programs that we offer.

This non-competitive contractual challenge is intensified by a history of 4-year university institutions competing against one another for student enrollment. An additional layer of historical competition exists between the 4-year university and community college with regards to offering lower division coursework

Indicators of success. The university center and the 4-year partner agree on indications of the university center's success. The university center and the 4-year university partner both believe the greatest indicators of success are the graduation

rates of students, the total number of students enrolled in programs, and the number of new programs being offered at the university center. In addition to these shared measures, Dr. Ben Smith believes the university has successfully increased access for students:

The University Center clearly removes barriers to access. We survey from time to time the University Center participants, and I think that the last survey of participants, 91% of the participants indicated that the University Center removes barriers. The type of barriers that were removed were childcare, work schedules, and travel time.

Jefferson Community College

Demographic information and community college mission. Jefferson Community College (JCC), a 2-year public community college, delivers instruction for the completion of associate degrees, transfer credit, certificates, vocational-technical education, developmental education, and community education. JCC provides access to baccalaureate degrees through university partner institutions. The student body population consists of just fewer than 7,000 students with the majority of students being female, identifying as Hispanic/Latino or White, and being between the ages of 25 to 39 years old. The campus resides in an urban to suburban environment, spanning over 131 acres. In summary, the mission of Jefferson Community College is to provide the diverse members of their community with a learning-centered environment that ensures community members achieve their educational goals through transfer, career/technical, and basic skills programs, and lifelong learning. The college encourages students to think critically and creatively,

communicate effectively, reason quantitatively, and understand and appreciate different points of view in a diverse community.

History of the University Center at the community college. In 2001, Jefferson Community College became the first CCC to establish a university center funded by special legislative appropriation from the Governor at the time. The University Center at Jefferson College was established as an innovative model to provide residents of the community convenient access to 4-year college degree programs, workplace certificates, and graduate-level programs; this was accomplished through partnerships with 4-year universities. The university center strives to make college affordable for those who seek to remain close to their community—all while eliminating the barriers that discourage many from pursuing an education, such as traffic, inflexible schedules, and work obligations. The university center programs attempt to address the needs of individuals who have a desire to return to school and advance their career—community members with full-time work and family obligations. The university center’s academic programs were designed to improve access to 4-year and graduate programs for all residents who would, otherwise, be unable to attend because of already over-burdened schedules.

University Center development. During its development, the chancellor served as an advocate for the university center by collaborating with community stakeholders, government officials, and 4-year university partners. William Mason, the Chancellor of JCC’s district, describes the history of the University Center saying:

The center was my brainchild. Back in, probably, 2000, I began discussing with my board and with others the options of looking at expanding our

service, and I would say more in a vertical span. I was a huge proponent of concurrent enrollment on the K through 12 side, and I figured why not look at expanding our opportunities on the post-secondary side; namely looking at a baccalaureate level degree.

The development of the university was motivated by several factors, including: an identified need to bring baccalaureate degree programs to the community that Jefferson Community College serves; a desire to better support students transitioning to 4-year universities; and a need to address the rising cost of postsecondary education. At the time of the university center's development, JCC's county lacked a 4-year university. The lack of a public 4-year university presence was an alienating force for students who wanted to stay in the area after completing their lower division coursework. Expensive private colleges were students' only other option causing many to leave the area or commute to obtain postsecondary education. Moving to a new area and learning a new institution's culture poses an additional challenge to students who are already faced with significant barriers such as work and family obligations. The university center would support students through the transition process, helping them move from one tier of education to the next by providing transitional support into a baccalaureate program on a campus with which students were already familiar. The university center also served to mitigate the high costs of a baccalaureate education. Community colleges are considerably more affordable than CSUs, UCs, and private institutions of higher education. Community college courses, the self-supported funding model of the district, and the district's ability to

fund development through taxes and general obligation bonds, all worked together to make the university center a cost effective option for students.

The process of bringing a university center to Jefferson Community College included substantial planning, coordination, and discussion with local and state leaders. Chancellor William Mason describes the process, sharing:

We began to discuss the university center in more detail with the staff and also the faculty and, basically, got the board to buy in to the concept, and at that time, started discussions with legislators about this initiative. Frankly, there was a lot of resistance, as you can imagine, from CSUs and UCs. There was actually push back from the chancellor's system-wide office. Everybody was concerned about mission creep. The three factors I explained before were largely ignored, and it was more about maintaining the turf and probably, more importantly, the vestige that was created with the Master Plan of 1960 that really created three separate, distinct siloed systems of post-secondary education in California.

Chancellor William Mason details how the university center circumvented the resistance by ultimately receiving support from the governor:

On a few occasions we went to legislature with assembly bills. They were excited about the prospect, but there was no support from anybody, so bills that we had introduced quickly died, but there was one person that was interested in it, and that was Governor Gray Davis. The governor got wind of it and basically decided to, outside of the normal funding of 2001, provide \$5 million to Jefferson Community College to begin an experiment with the

university center. The experiment was not to pilot a 4-year degree but to allow us to partner with 4-year baccalaureate granting universities that wanted to participate at that time with us in a 4-year program.

As a result of the additional funding, The University Center at Jefferson Community College developed a facility plan in 2001 to build a state-of-the-art instructional technology center that would serve as the hub for the programs and services associated with the University Center programs. However, the university center is not currently housed in this original facility.

From the program documents and interviews, the university center appears to have moved locations several times since its inception in 2001. The absence of a prime location and the inconsistency of the university center's placement has resulted in a lack of community and campus buy-in and the diminished university center's visibility with students and potential partners. However, these issues are now being addressed partly through a Federal grant meant to strengthen and develop the university center. Emma Kincaid, the supervisor of the university center, describes the current emphasis on strengthening the university center:

Where the University Center stands now, it's interesting. The university center is a grant-funded program . . . a 5-year effort designed to strengthen the University Center. What was outlined in the grant was to bring on new partnerships and also provide academic and student support services for students at the University Center.

University Center mission and goals. The original goal of the university center was to make upper division postsecondary education and graduate level

education programs available to students in the community through partnerships with reputable post-secondary institutions. The community college would teach the lower division coursework and rely on the 4-year partner university to provide the upper division coursework and confer the degree. The original vision of the university mirrors the enterprise model in the university-center typology with JCC providing operational, financial, and programmatic support.

Since its inception in 2001, several programs have been forced to stop offering courses. Many 4-year university programs stopped offering degrees as a result of the economic recession and because of program impaction. However, the loss of partnerships highlighted the need to strengthen the university center for the future—for it to possess a strong infrastructure regardless of economic conditions. The Federal grant, described earlier, serves to address this identified need by reinforcing the university center's infrastructure. Major components of the university center's original mission still remain in the current mission. It includes (a) providing a seamless transition into a 4-year university baccalaureate degree program, (b) providing access to a population that may not otherwise attend college, and (c) bringing on collaborative partnerships that would work in harmony to support student attainment.

Though the mission has changed slightly, the original emphasis remains the same. The mission of the community college, the program mission statement, and the grant program goals and objectives are as follows:

Mission Statement

By providing opportunities for members of our community to earn a bachelor's degree on the Jefferson Community College campus, the University Center supports the College's mission to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals.

Program Mission Statement

The grant program supports the University Center mission by:

- Improving the transition from the associate degree to the bachelor's degree.
- Bringing in new bachelor's degree programs and strengthening existing programs.
- Coordinating academic support services for students.
- Using data analysis to improve programs.
- Enhancing program infrastructure and resources.

Program Goals and Objectives

Increase post-secondary success of high-need students by:

- Improving the transition from the associate degree to the bachelor's degree.
- Bringing in new bachelor's degree programs and strengthen existing programs.
- Coordinating academic support services for students.
- Enabling data-driven decision-making.
- Designing and implementing a new data collection system.
- Using data analysis to improve programs.

- Improving productivity and financial stability.
- Strengthening program infrastructure.
- Enhancing program resources. (University Center at Jefferson, 2014, p. 1)

Areas of improvement. The university center has faced many challenges in achieving its mission and goals. One major challenge stemmed from the economic recession, which directly impacted the loss of several partnerships. Now, with the economic recession waning, the university center seeks to address this area of growth by bringing on new partnerships. This will require substantially improved coordination with all post-secondary institutions and an ability to better support the financial infrastructure of partnerships. William Mason describes the potential benefit of broadening coordination and collaboration, saying:

We have 112 community colleges, 26 CSUs and 10 UCs. Maybe, we ought to look at ourselves as more like close to 150 institutions of higher education and . . . work on having these . . . 150 institutions address the needs of our community as opposed to [addressing the] separate siloed needs of the community college, CSU, and UC.

As described by Mason, this future cooperative of public colleges may, in the long term, facilitate stronger, more effective partnerships through unified collaboration.

Indicators of success. The University Center at Jefferson Community College personnel, nearly all the stakeholders of the university center, and the 4-year university partnerships share consensus about the indicators of success. These indicators of success include graduation rate, enrollment in baccalaureate degree

programs, increase in the number of programs offered, course completion, the number of students transitioning from the community college to a baccalaureate degree program at the university center, and an impact on the community. Emma Kincaid, believes that strengthening the community workforce and making baccalaureate degree options available for students are among the most important indicators of success:

I think if you look at it community-wise, step outside of just the individual student; clearly if you have a population that has higher education, whether it be a bachelor's degree or beyond, you strengthen the community; you strengthen the workforce. I think that for the institution, Jefferson Community College, you don't often times, when you're working with students or a group of students . . . you don't really get to see them beyond the associate degree, and I think a University Center really allows the campus community to be able to see the impact of students completing their bachelor's degree. I think what the University Center does is . . . provides a local option. It really is for the student that is place bound or who has other obligations.

Cross-Case Comparison

A comparison of each case report and narrative was conducted. An analysis was performed to explore similarities across programs, as well as uncover unique characteristics for each program. Based on that analysis, these common characteristics emerged: process of center development; goals of the university center; amenities and services; identified areas of needed improvement; identified indicators of success; barriers to access; and approaches for mitigating barriers to

access. In addition, the analysis revealed characteristics unique to each program: goals; amenities and services; and approaches for mitigating barriers to access.

Common Characteristics

The university centers at JFK Community College, Roosevelt Community College, and Jefferson Community College share several common characteristics as innovative baccalaureate degree programs on community college campuses. The common characteristics of the university center baccalaureate programs address the first of the three research questions. The common characteristics were identified within the following categories: (a) process of center development, (b) goals of the university center, (c) amenities and services, (d) identified areas of needed improvement, (e) identified indicators of success, (f) barriers to access, and (g) approaches for mitigating barriers to access. Each area is described below and lists common characteristics. The subsequent section presents the common characteristics of each category, beginning with the process of development.

Process of center development. In each case, the development process of the university center involved common characteristics present during its formation. The common characteristics include (a) identification of a need for a university center, (b) a champion advocating for the development of the university center, (c) a capital campaign to raise funding for the development, (d) evidence of regional workforce program needs, and (e) state and local resistance. The next section presents the common goals shared by each case.

Goals of the University Center. In each case, several common goals appeared across all university centers. These shared goals included the following: (a)

to bring baccalaureate degree programs to an underserved population, (b) to increase baccalaureate degree attainment, (c) to increase student enrollment in baccalaureate programs, (d) to develop transfer pathways from the community college to university-center baccalaureate degree programs, (e) to increase degree options, (f) to strengthen existing programs, and (g) to remove barriers to postsecondary education access. The next section presents the common amenities and services shared by each case.

Amenities and services. Common amenities and services existed at all three university center sites. The amenities and services similar across each university center include (a) articulation agreements between the community college and the 4-year university, (b) memorandums of understanding between the community college and the 4-year university, (c) workforce relevant degree programs, (d) onsite 4-year university staff, (e) a webpage on the college website dedicated to the university center, (f) a clearly articulated transfer pathway that is conveyed to students through advising, (g) career services, (h) a flexible schedule of classes to meet the needs of nontraditional students, (i) access to library services, and (j) shared classrooms between community college and 4-year university partnership. The next section presents the common areas of improvement shared by each case.

Identified areas of needed improvement. In all cases, university center personnel, stakeholders, and 4-year partners identified similar areas needing improvement. The following areas of improvement were identified at each university center site: (a) collaboration and coordination between the community college and the 4-year university, (b) collaboration between the community college and the 4-year partner university regarding non-competitive programs, and (c) collaboration between

the 4-year university and the community college to address the shortage of lower division courses at the community college. The next section presents the common indicators of success shared by each case.

Identified indicators of success. Each university center identified common indicators of success, with thematic elements spanning multiple university centers. The shared characteristics that were identified as common indicators of success at each university center include (a) graduation rate, (b) student enrollment, (c) the number of new partnerships, (d) the number of new degree options, (e) student perceptions of satisfaction, and (f) student transfer rate from the community college to the university center. This inventory addresses Research Question 2. The subsequent section presents the common barriers to access shared by each case.

Barriers to access. Each university center cited increasing access to postsecondary education as central to its mission. However, in all cases, there were common characteristics that continued to serve as barriers to postsecondary education access. The most commonly identified barriers to access were (a) cost, (b) the financial impact of the budget cuts to higher education as a result of the recession, (c) lack of a shared vision and mission between the community college and the 4-year university, (d) student underpreparedness, and (e) lack of awareness of university center programs on campus and in the community. The next section presents the common approaches each case has taken to mitigate the barriers of access.

Approaches for mitigating barriers to access. In all cases, there were common solutions perceived to mitigate barriers to access to postsecondary education. Among the shared solutions were (a) access to a 4-year university

baccalaureate degree program in the community, (b) offering flexible scheduling that meets needs of nontraditional students who work and have family obligations, and (c) offering programs based on demonstrated workforce need. The next section presents categories where unique characteristic were only connected with an individual case.

Characteristics Unique to Each University Center

The University Center at JFK, the University Center at Roosevelt College, and the University Center at Jefferson College each had unique characteristics associated only with the particular case. The unique characteristics were identified within the following categories: (a) goals, (b) amenities and services, and (c) approaches for mitigating the barriers to access. Each category is listed below by institution and includes the unique characteristics of the individual case.

Goals. *University Center at JFK Community College.* Several goals of the University Center at JFK are unique to the automotive dealer association present in the university center. The automotive dealer association, a renter in the facility, lists its goals as: providing exceptional customer service, renting the facility for training in the industry, and marketing and advocating for the automotive industry. The next section presents unique amenities and services present at the University Center at Jefferson Community College.

Amenities and services. *University Center at Jefferson Community College.* The amenities and services at Jefferson Community College (funded by the Federal grant) include academic and student support services provided by the community college to the 4-year baccalaureate degree-seeking student. The academic and support services include case management, counseling, advising, and mentorship.

The University Center at Jefferson Community College is unique among the cases in that they provide wraparound academic and support services to the university center students. In the other cases, there is no agreement to provide additional academic or support services. The next section presents unique approaches to mitigating barriers to access present at the University Center at JFK Community College.

Approaches for mitigating barriers to access. *University Center at JFK Community College.* JFK attempts to mitigate barriers to college access by managing the cost of postsecondary education. This approach is unique to the JFK's university center. In the innovative "3 + 1" articulation model utilized at JFK, the community college provides lower division coursework for the first 2 years, then also provides upper division coursework for the third year through career and technical education pathways. The partner 4-year university provides the final, fourth year of upper division coursework. The student is able to pay for three years of postsecondary education at the \$46/unit community college rate and then is obligated to pay only one year of tuition at the 4-year university rate of \$412/unit. The following section will present the community college baccalaureate typology and university-center typology associated with

Description of Cases Using the University-Center Typology System

Floyd et al.'s (2005) community college baccalaureate typology and university-center typology classification system guided the subsequent descriptions. Based on the findings of this multiple case study, the three cases can be categorized in the following way:

- The University Center at JFK retains university-center typology characteristics descriptive of the enterprise model and the virtual model. Demonstrated characteristics associated with the enterprise model include the involvement of several institutions working in consortium to develop and operate a facility. The characteristics associated with the virtual model, which the University Center at JFK demonstrates, include the community college's participation in student enrollment in online baccalaureate degree programs.
- The University Center at Roosevelt retains university-center typology characteristics descriptive of the co-location model and the sponsorship model. Characteristics associated with the co-location model, which the University Center at Roosevelt exhibits, include the community college and 4-year university operating independently from one another while sharing the facility to deliver academic programming. The University Center at Roosevelt Community College displays elements of the sponsorship model, which include the community college leads in the development and operation of the university center, recruits new partners, obtains funding, and selects which academic programs are offered.
- The University Center at Jefferson Community College retains university-center typology characteristics descriptive of the integrated model and the virtual model. Characteristics associated with the integrated model, which the University Center at Roosevelt

demonstrates, include the community college merging student services with the 4-year university, planning and identifying program needs, and providing a dedicated staff to oversee the university center. The characteristics associated with the virtual model, which the University Center at Jefferson demonstrates, include the community college's involvement in student enrollment in online baccalaureate degree programs.

The aforementioned typology descriptions, based on the multiple case study and guided by Floyd et al.'s (2005) community college baccalaureate typology and university-center typology classification system, are inconclusive. The three cases share characteristics representative of more than one typology and do not fit neatly into a single category. In practice, Floyd et al.'s community college baccalaureate typology and university-center typology classification system fails to provide classifications which fully capture how university-center models in California operate. To be effective, the classification must be applied as a flexible framework rather than a concrete category. This typology description of the cases addresses Research Question 1.

Conclusion

This chapter shared the results of the multiple case study. It presented the three case narratives as well as a cross-case comparison. The cross-case comparison enabled a view of the three programs through their similarities (common characteristics) and differences (unique characteristics). The cross-case comparison also provided a description of each program based on the community college

baccalaureate typology system and the university-center typology system (Floyd et al., 2005). Ultimately, the centers could not be conclusively categorized as they exhibited characteristics present across multiple typologies.

CHAPTER V

DISCUSSION

This multiple case study of three university-center baccalaureate degree programs in California has provided data that suggest some fundamental action steps for the successful development of university-center baccalaureate programs. Based on review of the case reports, narratives, and the cross comparison, recommendations for the development of a university-center baccalaureate program in California include (a) identification and evidence of the need for a university center, (b) a champion who will advocate for the development of the university center, (c) a capital campaign to raise funding for the university center development, (d) evidence of regional workforce program needs, and (e) selection of 4-year university partnerships with a shared mission and vision.

Recommendations

Identify Need

In all cases, need was identified in multiple ways: (a) community surveys, (b) discussions with stakeholders of the community college and 4-year university, (c) workforce development, and (d) advocating for greater access. The recommendation is critical to the justification of the development of the center.

Identify a Champion Who Will Advocate for the University Center

All schools in this study had a leader who championed the development of a university center program. In most cases, the champion of the university-center development was in a position of leadership and had direct communication with constituents and decision makers. The identification of a champion to advocate for

the development of a center is essential to building cooperation within complex partnerships and to gain community approval.

Launch and Sustain a Capital Campaign

In all cases, the university-center development involved a long process of financial development. The capital campaign generated funds to support the development of a university center from a variety of sources such as general obligation bonds and local taxes. The long-term feasibility of the university center was also a major component to resigning capital. The ability to avoid debt services allowed for one case to immediately begin self-supported operations.

Develop a Regional Workforce Degree Option

In all cases, the university center addresses shortages in workforce needs of the area through offering relevant degree programs. Determining the workforce needs of an area required tracking data sources including labor market information and workforce development reports. In some cases the workforce need was nursing, in some cases the workforce need was automotive, and in some cases the workforce need was a more qualified and educated workforce.

Partner with 4-Year Universities with a Shared Mission and Vision

In all cases, a major emphasis was placed on the type of 4-year university the community college partnered with. The community college stressed the importance of the 4-year university having a history of offsite degree program experience, sharing in the vision and mission of the community college, and being a financially sound partnership to invest in, thus mitigating risk.

The recommendations for the development of a university center were based on the review of the case reports, narratives, and the cross comparison from the multiple case study of three university-center baccalaureate degree programs in California. The recommendations are fundamental action steps that should be undertaken by a district or college in California when initiating the development of a university-center baccalaureate degree program.

In addition to recommendations for the development of a university center in California, based on findings from this multiple case study, common indicators of effectiveness for university-center programs in California were identified. These common indicators include (a) workforce-relevant degree programs, (b) transfer pathways, (c) baccalaureate degree programs for underserved populations, (d) an increased number of baccalaureate degrees attained, (e) an increased number of students enrolled in baccalaureate programs, (f) an increased number of degree options, and (g) a program goal of removing barriers to access postsecondary education.

Model Evaluation Plan

In response to the CCC Task Force call for further research on community college baccalaureate models to identify the types of baccalaureate programs that are appropriate for the CCCs a multiple case study was conducted on three university-center baccalaureate programs in California. In addition, the CCC Task Force placing specific emphasis on identifying measures of program quality and evaluating the programs for their effectiveness, a model evaluation plan for university centers baccalaureate programs was developed. This model evaluation plan addresses

Research Question 3. This model evaluation plan has been developed to serve as a template from which other university-center baccalaureate programs can modify to suit their individual needs.

This model evaluation utilizes key elements of Sanders and Sullins's (2006) program evaluation planning guide framework. The first stage of the Sanders and Sullins (2006) framework involves the development of an evaluation worksheet to identify evaluation questions based on themes created from the content analysis of the data used for the multiple case study. The second stage requires determining why the question is important. The third stage of the evaluation worksheet requires identifying a method to collect information needed to answer the evaluation question. The fourth step of the evaluation worksheet includes identifying when and how the information will be collected. To identify this information, someone should be assigned to develop a time schedule for collecting data (Sanders & Sullins, 2006, p. 37). The final stage of the evaluation worksheet is to identify data analysis and interpretation procedures of the data to answer the evaluation questions (Sanders & Sullins, 2006, p. 45; see Table 1).

Table 1

Model Evaluation Plan

Evaluation questions	Why the question is important	Information needed to answer the question	When and how the information will be collected	Data analysis and interpretation procedures
1. How many baccalaureate degrees are awarded by partners at the university center?	The question is important to determine if the university center is a viable option to increase baccalaureate degree attainment in California.	Total number of baccalaureate degrees conferred by 4-year university partners and demographic information of graduate.	Each semester data should be collected from each university center partner institution with the total number of baccalaureate degrees conferred and student information.	Track the total number of students graduating. Descriptive statistical analysis including age, gender, work status, head of household status, cultural/ethnic identification, SES.
2. What is the total number of students enrolled in university center programs?	The question is important to confirm the need of the university center program and if the university center is addressing the access needs of non-traditional students.	Total number of student's enrolled in each university center partnership program.	Each semester data should be collected from each university center partner institution with the total number of students enrolled.	Track the total number of students enrolled. Descriptive statistical analysis including age, gender, work status, head of household status, cultural/ethnic identification, SES.
3. How many total university center partnerships exist at the university center?	The question is important to determine if the university-center model is expanding the number of degree options in the region.	University Center and community college partnership agreements. Signed MOUs. Partnerships ended/terminated.	Every year data should be collected from the community college listing the total number of new partner institutions to sign MOUs, create articulation agreements, and the services they provide.	Track the total number of partnerships added. Descriptive statistical analysis including college classification and types of services and amenities.

Evaluation questions	Why the question is important	Information needed to answer the question	When and how the information will be collected	Data analysis and interpretation procedures
4. How many total university center degree options exist at each university center?	The question is important to determine if the university-center model is expanding the number of degree options in the region.	University Center and community college partnership agreements. Signed MOUs. Partnerships ended/terminated.	Every year data should be collected from the community college listing the total number of baccalaureate degrees.	Track the total number of baccalaureate degrees at the university center. Descriptive analysis.
5. What are student perceptions of the university center at mitigating barriers to access (e.g., flexible schedule, cost, types of programs, counseling availability)?	The question is important to determine how if the university-center model is meeting the needs of the students.	Student survey. Focus groups.	Each semester the community college and the 4-year university center partner should issue a self-selected student response survey regarding their perceptions of the program and the university center.	A descriptive analysis using a five point Likert scale to determine student perception regarding program and university center. Wilcoxon signed-rank test from year-to-year. Qualitative analysis of focus groups.
6. How many total students are transferring from the host community college to the university center??	The question is important to determine the effectiveness of clear pathways and the university-center baccalaureate model meeting education needs of the area.	Tracking students from community college into 4-year university partner programs.	A multi-institutional database would be necessary to track successful transfer from the community college university center to partnering 4-year universities.	Descriptive statistical analysis including age, gender, cultural/ethnic identification, degree program, 4-year partner university.

Evaluation questions	Why the question is important	Information needed to answer the question	When and how the information will be collected	Data analysis and interpretation procedures
7. Is the cost-effectiveness of the university center baccalaureate degree equivalent to or less than a traditional 4-year university baccalaureate degree?	The question is important to determine if the university center model is a cost-effective model for the student.	Degrees awarded, credit hours, test scores, cost of degree (Levin & McEwan, 2001)	Degrees awarded, credit hours, test scores will be collected from the university center partner. Cost of degree will be gathered from IPEDs and College Navigator.	Two measures of cost-effectiveness: 1) Cost of degree over degrees awarded per credit hour; and 2) Cost of degree over test scores per credit hour.
8. How many workforce relevant degree programs exist at the university center?	The question is important to determine if the university center is addressing the workforce needs of the area.	Workforce development agencies, Workforce Investment Boards (WIBs), Centers of Excellence, and Doing What Matters Initiative.	Track the workforce demands of the area utilizing data sources including Labor Market information, Workforce Development reports from WIBs, IPEDs, Doing What Matters, and Centers of Excellence. Every year data should be collected from the community college listing the total number of baccalaureate degrees.	Descriptive statistical analysis.

Note. Format designed from Sanders and Sullins Evaluation Worksheet (2006).

Recommendations for Future Research

Following further reflection of the examination of this multiple case study of the three university-center baccalaureate model programs in California, three new areas of research emerged:

1. The findings of the study demonstrate the importance of addressing workforce demands in the region where a university center exists or will be developed. However, little evidence is available to suggest that university-center baccalaureate models are graduating students into the marketplace and into jobs where their degrees are needed. Additional research is needed on the impacts that university-center baccalaureate programs have on the job markets they serve.
2. The purpose of the study on three university-center baccalaureate models was to determine what characteristics and factors are associated with the success of the each site. Analyzing university centers that have not succeeded and identifying the factors and characteristics associated with their failure would provide greater insight into how to better support the university-center baccalaureate programs in California.
3. Recommendations are made in the California Community College Baccalaureate Study Group to determine what the financial infrastructure will be to fund community college baccalaureate and university-center baccalaureate model initiatives. Future research in the form of a cost-analysis of the university-center baccalaureate programs and other community college baccalaureate degree options may be required to

determine the exact costs, savings, or both for the state when implementing these types of programs.

Conclusion

Through an examination of a multiple case study of the three university-center baccalaureate model programs in California, the purposes of this study was to

1. develop an inventory of characteristics of university-center baccalaureate model programs in California;
2. identify common indicators of success for university-center baccalaureate model programs in California; and
3. develop a model evaluation plan for university-center baccalaureate programs in California.

Following analysis of characteristics of the three university-center baccalaureate programs studied and identification of common indicators of success, recommendations have been made for community colleges and 4-year university partners for the development of a university-center baccalaureate program, including: identification of evidence of need for the program; identification of a champion who will advocate for the program; implementation of a capital campaign to raise funds for the program; identification of specific workforce needs; and development of partnerships between 2-year and 4-year institutions with a shared vision. In addition to these recommendations for the development of a university-center baccalaureate program, a model evaluation plan has been offered so that programs that are developed have an immediate resource to guide evaluation of their program – to help ensure the program is meeting expectations of all the vested stakeholders. Viability

and sustainability of successful university-center baccalaureate programs depend on well-conceived programs that meet real needs, have essential human and fiscal support, and are evaluated periodically to ensure those needs are being addressed.

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APPENDICES

APPENDIX A

PILOT TESTING PROTOCOL FOR PARTICIPANT INTERVIEW QUESTIONS

Time Required: Approximately 1 hour

Subjects: 5 persons (one per each interview subject type)

Purpose: As part of the multiple case study, research questions were developed to gain insight into the phenomenon of the university center baccalaureate model in California. The research questions were designed to illicit common characteristics of three university center models, identify common indicators of success, and produce a model program evaluation plan that can be modified and used by university center programs for their own use. Your participation during the pilot test of the interview questions is greatly appreciated and your feedback will provide insight into the validity of the interview questions. Your individual responses in the pilot test phase will not be recorded nor will the responses be reported in any way but to inform the development of the interview questions.

1. The researcher will provide the interview questions to the participant.
2. Indicate the total amount of time the participant will have to complete the interview questions.
3. Indicate to the participant that the interview questions should be answered thoughtfully and seriously.
4. Upon completion of the interview questions, the pilot participant must respond to the question in three ways.
 - a. **Understandable:** Was the interview question “understandable.” That is, did you have to read the question more than once to understand what was being asked? Was the meaning of the questions clear and straightforward?
 - b. **Only one response:** Was the question written in such a way that you could have answered it more than one way? (e.g., could you have said BOTH “very little” and “very much?”)
 - c. **Loaded:** In your opinion, was the item written in such a way that there was ONLY one OBVIOUS answer to you? In other words, the way the item is worded, it is highly unlikely that respondents would be able to respond using more than one response choice.
5. Please circle yes/no for each interview question.

Please provide additional explanation in the Comments box for any questions that you answered “no” to.

Questions	Understandable?	Only One Response?	Loaded?	Comments
“Question”	Yes / No	Yes / No	Yes / No	

Format designed from Sample Protocol for Pilot Testing Survey Items by Gloria

Rogers, ABET.

APPENDIX B

INSTITUTIONAL REVIEW BOARD APPROVAL



Institutional Review Board
 CSU Stanislaus
 One University Circle, MSR 250
 Turlock, CA 95382
 Telephone: (209) 667-3784
 Email: IRBAdmin@csustan.edu
 IRB BOARD MEMBERS
Jarrett Kotrozo, Ph.D., CHAIR
 Business Administration

Susan Eastham, Ph.D.
 Kinesiology

Huan Gao, Ph.D.
 Criminal Justice

John Garcia, Ph.D.
 Social Work

Brian Jue, Ph.D.
 Mathematics

Xun (Sunny) Liu, Ph.D.
 Communication Studies

Susan Neufeld, Ed.D.
 Advanced Studies

Jen Rinaldo, Ph.D.
 Nursing

Brent Powell, Ph.D.
 Kinesiology

Robin Ringstad, Ph.D.
 Social Work

Gary Jones
 Community Representative

Shawna Young
 Research & Sponsored Programs
 (non-voting)

IRB Administration
Julie Johnson, JD
 Campus Compliance Officer

Heidi Britt
 UIRB & AW Administrator

March 10, 2014

Jeffrey Rhoades
 694 Roberts Road, Apt. A
 Pacifica, CA 94044

Re: Protocol #1314-109

Dear Jeffrey,

Congratulations. Your research has been designated Expedited and can be conducted as detailed in your research protocol, **“The University Center Baccalaureate in California: A Multiple Case Study.”**

Your approval to conduct research expires March 10, 2015. If you anticipate that you will need more time to complete your research, please apply for renewal at least 30 days prior to the expiration date.

If you have any questions regarding this designation, please contact UIRB at (209) 667-3493.

Please Note: Human subjects research liability protection from the university only covers IRB-approved research by faculty, students, and employees of CSU Stanislaus. If your employment or student status changes during the year or if you make changes to your methods, subject selection, or instrumentation, please discontinue your research and notify the IRB to obtain the appropriate clearances.

If any research subject experiences a serious adverse or unexpected event during or following participation, please notify Campus Compliance immediately.

Best regards,

Jarrett Kotrozo, Ph.D., Chair



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APPENDIX C

QUALITATIVE INTERVIEWS

**Interview Protocol for Directors or Coordinators of
the University Center Baccalaureate Programs****Script:**

Good morning (good afternoon), my name is Jeffrey Rhoades and I am a doctoral candidate at California State University Stanislaus. I am also the Program Services Coordinator at the University Center at Cañada College. The purpose of this interview is to catalogue the characteristics and conditions of the university center baccalaureate program in California, so I have a better understanding of the phenomenon. In order to fully capture your responses to my queries, I would like to record this interview using (device). Do I have your permission to record this interview?

Begin recording upon permission granted.

Script (Continued):

Good morning (good afternoon), my name is Jeffrey Rhoades and I am a doctoral candidate at California State University Stanislaus and I am also the University Center Coordinator at Cañada College's University Center. The title of my dissertation is "The University Center Baccalaureate in California: A Multiple Case Study." The purpose of this interview is to inform my understanding of the community college baccalaureate, specifically, the university center baccalaureate model in California. Would you please state your name?

Thank you for contributing your time to participate in this interview and completing the consent form. Are there any questions that you have for me before we begin the interview?

1. Please explain in detail how your university center originated at your college?
2. Please describe the process of development of your university center?
3. What are the missions/goals/objectives/outcomes of the university center?
 - a. Please describe them in detail.
 - b. Are there any documents that you could provide me that describe these further?
4. What does this university center consider as indicators of success for the program?

5. Describe what areas of improvement are necessary, if any, for your university center?
6. Please explain in detail what barriers exist, if any, at the university center that impact access to postsecondary education?
7. Are there any records/documents/proposals available in files in your university center that would help document the history of the program and could be made available to the researcher? Are there any records/documents/proposals elsewhere that could be made available to the researcher?
8. Are there any key people you would suggest contacting who would help document the history of your university center program?
9. Is there anything else you would like to add about your university center program or community college education in general?

Interview Protocol for Directors or Coordinators of the 4-Year Baccalaureate Programs

Script:

Good morning (good afternoon), my name is Jeffrey Rhoades and I am a doctoral candidate at California State University Stanislaus. I am also the Program Services Coordinator at the University Center at Cañada College. The purpose of this interview is to catalogue the characteristics and conditions of the university center baccalaureate program in California, so I have a better understanding of the phenomenon. In order to fully capture your responses to my queries, I would like to record this interview using (device). Do I have your permission to record this interview?

Begin recording upon permission granted.

Script (Continued):

Good morning (good afternoon), my name is Jeffrey Rhoades and I am a doctoral candidate at California State University Stanislaus and I am also the University Center Coordinator at Cañada College's University Center. The title of my dissertation is "The University Center Baccalaureate in California: A Multiple Case Study." The purpose of this interview is to inform my understanding of the community college baccalaureate, specifically, the university center baccalaureate model in California. Would you please state your name?

Thank you for contributing your time to participate in this interview and completing the consent form. Are there any questions that you have for me before we begin the interview?

1. Please explain in detail how your university center originated at your college?
2. Please describe the process of development of your university center?
3. What are the missions/goals/objectives/outcomes of the university center?
 - a. Please describe them in detail.
 - b. Are there any documents that you could provide me that describe these further?
4. What does this university center consider as indicators of success for the program?
5. Describe what areas of improvement are necessary, if any, for you university center?
6. Please explain in detail what barriers exist, if any, at the university center that impact access to postsecondary education?
7. Are there any records/documents/proposals available in files in your university center that would help document the history of the program and could be made available to the researcher? Are there any records/documents/proposals elsewhere that could be made available to the researcher?
8. Are there any key people you would suggest contacting who would help document the history of your university center program?
9. Is there anything else you would like to add about your university center program or community college education in general?

**Interview Protocol for Executive Management (President and Vice Presidents)
Team of Community Colleges with University Center Baccalaureate Programs**

Script:

Good morning (good afternoon), my name is Jeffrey Rhoades and I am a doctoral candidate at California State University Stanislaus. I am also the Program Services Coordinator at the University Center at Cañada College. The purpose of this interview is to catalogue the characteristics and conditions of the university center baccalaureate program in California, so I have a better understanding of the phenomenon. In order to fully capture your responses to my queries, I would like to record this interview using (device). Do I have your permission to record this interview?

Begin recording upon permission granted.

Script (Continued):

Good morning (good afternoon), my name is Jeffrey Rhoades and I am a doctoral candidate at California State University Stanislaus and I am also the University

Center Coordinator at Cañada College's University Center. The title of my dissertation is "The University Center Baccalaureate in California: A Multiple Case Study." The purpose of this interview is to inform my understanding of the community college baccalaureate, specifically, the university center baccalaureate model in California. Would you please state your name?

Thank you for contributing your time to participate in this interview and completing the consent form. Are there any questions that you have for me before we begin the interview?

1. Please explain in detail how your university center originated at your college?
2. Please describe the process of development of your university center?
3. What are the missions/goals/objectives/outcomes of the university center?
4. What does this university center consider as an indicator of success for the program?
5. Describe what areas of improvement are necessary, if any, for you university center?
6. Please explain in detail what barriers exist, if any, at the university center that impact access to postsecondary education?
7. Are there any records/documents/proposals available in files in your university center that would help document the history of the program and could be made available to the researcher? Are there any records/documents/proposals elsewhere that could be made available to the researcher?
8. Are there any key people you would suggest contacting who would help document the history of your university center program?
9. Is there anything else you would like to add about your university center program or community college education in general?

Interview Protocol for Faculty Teaching at a University Center Baccalaureate Program

Script:

Good morning (good afternoon), my name is Jeffrey Rhoades and I am a doctoral candidate at California State University Stanislaus. I am also the Program Services Coordinator at the University Center at Cañada College. The purpose of this interview is to catalogue the characteristics and conditions of the university center baccalaureate program in California, so I have a better understanding of the phenomenon. In order to fully capture your responses to my queries, I would like to record this interview using (device). Do I have your permission to record this interview?

Begin recording upon permission granted.

Script (Continued):

Good morning (good afternoon), my name is Jeffrey Rhoades and I am a doctoral candidate at California State University Stanislaus and I am also the University Center Coordinator at Cañada College's University Center. The title of my dissertation is "The University Center Baccalaureate in California: A Multiple Case Study." The purpose of this interview is to inform my understanding of the community college baccalaureate, specifically, the university center baccalaureate model in California. Would you please state your name?

Thank you for contributing your time to participate in this interview and completing the consent form. Are there any questions that you have for me before we begin the interview?

1. How did you get involved in teaching in the university center?
2. What are the goals and outcomes for the program?
3. What are the positive aspects of teaching at the center?
4. What are the challenges of teaching at the university center?
5. How do you view the student population compared to traditional university students?
 - a. Are they similar? How are they similar?
 - b. Do they differ in any way? How are they different?
6. What recommendations do you have for other faculty teaching in university center programs?
7. What recommendations do you have for directors/coordinators/executive management for improvement of program delivery at your university center?