CCBA

**03/19/16**

NOTE: AB stands for applied baccalaureate.

Session One – AB Design Lab: Intro to AB Degrees

CCBA – Beth Hagan

* Articulation Agreements
* Two + two programs
* University Centers
* Distance Learning Partnerships
* Baccalaureate Degree conferring

More than 80 Community colleges conferring 600+ baccalaureate degrees in 19 states. 20 states have right to confer.

What are AB Degrees? Debra Bragg

What forms do they take in community colleges and university settings?

BS Degrees

How do we get students the education they need to create a pathway into the labor market and a career?

It’s all about pathways based on local workforce needs.

\*\* NOTE: However, there is not enough data to validate the return on investment to students. Data collection is critically important.

Teacher shortage hand healthcare crisis have lead to AB degrees.

* BS in Nursing – Northern New Mexico

Professional credentialing and technology are other reasons for AB degrees.

New licensure and newly created jobs due to new technology are creating a need for AB’s that don’t exist.

Reviewed different design lab sessions.

* Australia – has technical baccalaureates
* Stakeholder perspectives
* Policy at state level
* Overcoming challenges
* Evaluation and continuous improvement

Michigan issues – Dan Phelan

Path to approval began in 2003 – 2004 with Governor’s Office recognizing that AB’s were not getting to where they needed to be..

Took 9 years for legislation (2012).

Had to fight university and other arguments that CC’s were not fully accredited and high cost.

Jackson Community College is now Jackson College – changed name in 2013

* Started with Energy Production Technology and Culinary Arts and Hospitality Management.
* Used Perkins funding for curriculum design.

Michigan working on new legislation to get new degrees authorized (SB 98, 2015) . Facing strong opposition.

Lessons learned;

* Find your advocates – there will be much opposition
* Must have data to support
* Understand your environment – each state is different
* Be steadfast, relentless and patient – know you will be in it for the long haul.

Discussion

CSUF, in partnership with NOCCCD, is interested in understanding the need for professional development and research /data collection.

Session Two – WA State Applied Baccalaureate Degrees

* 34 community and technical college - strong relationship universities
* 56% female – trending toward more balance with men pursuing science degrees
* 40 % students of color – showing increase with Hispanics, but African-American stagnant
* (State set ambitious goals – 70% of residents will have a postsecondary credential by 2023)
* 60 AB (Called BAS or BSN) programs at 30 colleges
* New legislation put forth to offer AB and other baccalaureate degrees – did not pass even though University of Bellevue in favor

Challenges

* Mission creep – expansion to BS and BA degrees
* Communication between 2 and 4-year institutions – concerns over enrollments
* Marketing – program titles have become problematic and confusing
* Data to demonstrate need

Process

* Statement of Intent
* 30-Day Review
* Board Study Session
* Peer Review
* Board approval
* Accreditation
* DOE/Financial aid approval

Criteria for development

* Within mission
* Employer demand
* Is there an existing degree
* Student demand
* Communication with universities
* Curriculum rigor
* Qualified faculty
* Admission process
* Student Services
* Etc.

Trends

* Applied Mgmt.
* Nursing
* Dental Hygiene
* Health Professions

Documenting Employer Demand – John Lederer, North Seattle College

Goal – Show that there is excess demand for baccalaureate-trained people in target occupation in local area.

Methodological Problems

* Need to apportion job openings by there educational attainment level (i.e. how many jobs in field require an AB degree
* Labor supply can only be estimated

Case Example

* Target Occupation: Pre-School Teachers
* Identify CIP-SOC crosswalk
* Create a data table for forecast demand. Have to show reality in field.
* Allocate demand by education level (EMSI Analyst or Careeronestop.org)
* Show earnings, age and job postings (Burning Glass or Careeronestop.org)
* Supply side – Get IPEDS completions by level in local area for CIP (EMSI Analyst, IPEDS Data Center)
* Identify the gap: demand = 106 jobs.; supply = 9 people in region currently qualified

IPEDS is challenging to work with. EMSI Analyst is worth having.

Session Three – AB Design Lab: Institutional Involvement and Impact: Faculty, Resources and college Culture – Australia and US

Australia

TAFE institutes

* Evolution toward baccalaureate
* Of 57 TAFE, 20 confer baccalaureate degree
* Why do they offer AB? It was primarily giving access to people who did not have access to higher ed degrees in an environment where they felt comfortable
* Developed with industry
* Applied learning model – work integrated learning
* Provide direct pathways
* Different pedagogy – small classes
* Must comply with national standards
* Must establish a governing council
* Must comply with Australian Qualifications Framework (all institutions must comply

What makes higher ed different from TAFE

* Teacher qualifications - mandated professional development and active in scholarship
* Work-ready graduates
* Strengthening pathways
* Alignment with work

Engagement of Faculty

* Have appropriate qualifications
* Operating is a scholarly environment
* Have mechanisms for measuring quality

Student Cohort

* Establish data collection
* Will find greater representation from equity groups – mature age workers, first gen, etc.
* Need different kind of pedagogy based on different learning styles
* Cultivate use of scholarly resources

Very costly to undertake wand needs commitment.

NOTE: Intent is to demonstrate the TRANSFORMATIONAL change that these higher ed programs offer for the (underserved) equity student

Need to:

* Compare and contrast to university degrees
* Determine if meeting student expectations
* Engage with industry
* Benchmark courses and assessments with other colleges working in similar industry areas

Washington State

* Students pay $25,000 over four years versus California costing $10,000
* Washington universities did not want CC AB’s to undercut them

Comparison

* Florida, Washington and California
  + Strong president /chancellor took the lead

Who should be involved?

* Industry groups
* Universities
* Economic Development groups
* City/County government
* Legislators
* Etc.

How to engage?

* Implementation team
* All faculty (credit, non-credit)
* Research possibilities

Financial commitment – sustainability and quality

Expect confrontation.

Washington has good data showing that students obtain wage increases and pursue graduate degrees.

Lunch

Keynote Speaker – Mary Alice McCarthy

Provided research on the history of community colleges and universities and how community colleges were only supposed to offer terminal degrees and nothing transferable. There are equity concerns due to lingering beliefs that the CC AB’s are not the same as university baccalaureates or transfer pathways that work. Her research is dedicated to overcoming this belief.

Session Four: AB Design Lab – Assessing How Stakeholder Perspectives Impact AB Degree Adoption and Implementation (Bragg, Soler and Durham)

Provided definition of AB Degree – designed to incorporate applied associate courses and degrees once considered terminal or non-baccalaureate level while providing students with higher-order thinking skills and advanced technical knowledge and skills so desired in today’s job market.

Pros

* Improve associate-to-baccalaureate degree transfer
* Increasing baccalaureate degree completion
* Deliver instruction to non-traditional and underserved learners
* Align higher education with the workforce
* Expand community college commitment to economic development

Cons

* Questions about rigor and quality of AB degrees
* Uncertainty about outcomes for students and graduates
* Mission drift; duplication of programming
* Highly specialized training may prepare people for jobs that will not exist in the future

Students see the AB degree as affordable and relevant, but there is concern it being viewed as credible.

Community college personnel see it as expanding access and serving communities, but there are cost and institutional identity concerns.

University personnel see the AB degree as responding to workforce shortages, but see mission creep and cost as an issue.

Employers value an AB, but some don’t necessarily see a difference between and AB and other baccalaureate degrees. They like the community service, a qualified workforce, social mobility and collaboration.

Issues vary from state to state in terms of the level of support and opposition to AB degrees. Illinois has equally strong opponents to supporters. There is an all out turf war between the universities and CC’s and the situation is a politically sticky one. Having strong legislator/legislative advocates is critically important.

Session Five: AB Design Lab – Public Policy and Accreditation

Began with Washington state reiterating session two (see above).

Washington has BAS Directors WACTC Presidents, Instruction Comm. (VPI’s) and Council of Presidents that all must work together under a state board. Communication is key.

Critical uses:

* Strategic plan
* Capacity analysis
* Impact on college mission
* Funding model
* University relations
* Research
* Employment gap
* Impact on existing transfer programs
* Legislative actions (BA/BS expansion)

California (Presented by Jackie Escajeda)

State Role:

* Develop and administer an application process
* Provide guidance to the 15 pilot colleges
* Coordinate meetings and support a collaborative effort with 15 colleges, NOCCCD and Academic Senate
* Review lower and upper division curriculum
* Develop new title 5 regulations
* Evaluation of the program
* Disburse funding and track curriculum

Application Criteria

* Labor market info
* Evidence of lack of duplication
* Demographics and enrollment data of college/district
* Evaluation of student interest and community support
* Enrollment and graduation projections
* Analysis of curriculum
* Required upper division general education
* Size, scope and success of existing AS degree
* Timeline

CCCCO additional criteria:

* Geographic distribution of programs in state
* Program diversity
* Verification o lack of duplication
* Colleges must be in good standing with accreditation
* Have good fiscal management
* Good administration and student support
* College capacity
* Program support offered by college
* Evidence of available faculty
* Description of facilities and equipment

Georgia (Presented by Marci Middleton)

Organizational Commitment

* Core Degrees
* Workforce Preparedness
* Academic Program Array

Campus and Curriculum Planning and Other Criteria

* Faculty
* Students
* Research
* Cost and productivity indicators
* Delivery methods
* Admissions strategies
* Assessment - multiple
* Human resources
* Technology
* Finances
* Financial aid/sustainability
* Facilities
* Security
* Quality assurance
* Need/demand
* Mission driven

Session Six: AB Design Lab – Overcoming Challenges

Michigan Case Study – Schoolcraft College Culinary

Highly qualified chefs suddenly did not meet minimum quals for AB degree. Had to go back to school.

Michigan gives credit for prior on-the-job/life experience learning. How do we determine this? SAC’s program and other pilot programs do not do this. OTA must abide by the requirements of its accrediting body, ACOTE.

Assessment of student learning: How do we assess success? Michigan university faculty were concerned that CC AB faculty were unable to properly assess the English and math competency of AB students. However, there was no concern for university professors’ ability to do the same.

Challenges with concerns with how CC’s would manage costs associated with delivery.

Session Seven: AB Design Lab – Evaluation and Continuous Improvement

Report and handout. Report Title: Outcomes Evaluation of Applied Baccalaureate Degree Programs in STEM and Technical Education

See U. of Chicago’s Office of Community College Research and Leadership webpage for online copy of report and other information.

Importance of evaluating outcomes:

* To inform decision makers and provide accountability info:
  + Are AB degrees effective relative to the absence of these degrees? In other words, did the degree make a difference?
  + Which implementation approach is most effective
* To improve the programs
* To provide an in-depth understanding of the program
* To evaluate whether outcomes are equitable and whether they promote greater social justice.

What is an AB outcome evaluation?

* Has the degree made a difference?
* Has the degree made a positive change in the lives of participants?
* Need to evaluate:
  + Program
  + Effectiveness
  + Impact
  + Policy

Levels of outcomes:

* Student
* Institutional
* Employment

Methodological considerations

* Who conducts evaluation?
* Methodology: Qual, Quant or Mixed Methods?
* Type of questions: Descriptive, Normative or Cause and Effect?
* Data and Instruments: Records, interviews, focus groups , surveys, observations and/or document analysis
* Units of Analysis: Which AB degree program pathways? Students, graduates and employers
* Other phases: data collection, analysis and report of results and dissemination

Washington’s AB evaluation

One area of evaluation: employment outcomes methodology:

* Use unemployment insurance wage data
* Economic return to students – pre/post wage gain
* Propensity score matching techniques to create comparable groups of AAS and AB graduates for analysis

Findings

* AB graduates differed from AAS graduates in demographics

Assess the implications and questions for further study.

See Program Outcomes Survey handout and Student Interview Protocol handout.

**March 20, 2016**

Breakfast Keynote: Dr. Marcal Stoll, CEO, Accreditation Commission for Education in Nursing (ACEN)

Trends:

* Closing of AS programs and opening of baccalaureate programs
* Shift in nursing titles (e.g. RN to BSN)
* Reduction of number of units required to graduate
* Community colleges are going through name changes as they seek baccalaureate degrees
* College mission statements are also changing
* Local and state politics are applying pressure to community colleges to both offer and not offer Nursing AB degrees depending on the political environment
* The nursing shortage across the nation continues

Both AS and AB accredited degree programs are much needed. The education system needs to change and improve to allow for the progressing of nursing education. The quarrelling surrounding nursing must lead to collaboration and unity toward accreditation. Community colleges and universities need to partner.

All of us must be reflective and evidence-based practitioners. We must rise above the politics and do what is best for our nation. We need to look at New Mexico and Kansas as models for getting this done.

Session One: The California Community College Baccalaureate: Overcoming Hurdles

California is the 22nd and newest entrant in offering AB degrees. Legislation was passed in 2014.

First hurdle was choosing 15 among 113 colleges. Collaboration was key among CCCCO and colleges. To track AB degrees, CCCCO decided to separate them from existing curricular process. Created handbook to guide AB development.

Unexpected hurdles:

* Accreditation changes – ACCJC might not be accrediting body
* Minimum quals might change
* CSU partnership – CSUF grant and NOCCCD implementation grant
* GE patterns – might change from six to 9 units for upper GE. However there is now talk at the CSU level to do away with upper division GE.

San Diego Mesa College: Health Information Management

* Chancellor Carroll and Legislator Block led the way.
* Allowed Mesa to begin AB development process a year before everyone else.
* Hurdles:
  + Which program to offer?
  + Campus, district and industry support
    - Develop a dream team
    - Include instructional and Student Services Faculty and Administration
      * Vice Chancellors, President, VP of Student Services, VP of Instruction, Dean and program faculty
    - College Collaboration is imperative
    - Transparent communication among all constituents
    - Regular meetings
    - Divide up workload by expertise
    - Industry input throughout process
    - Curriculum development
      * Course sequence
      * Lower and upper division courses
      * Let CIC know a year in advance that courses were coming
  + Development/start up costs
    - Identify facilities
    - Secure funding in advance
    - Identify the students that you are going to serve
    - Know labor market now and in the future
    - Assure you have faculty
    - Library resources
    - Identify equipment and supply needs
  + Curriculum development – let faculty take ownership
  + State and accreditation approvals
    - Submit proposal for state approval
    - Develop program components
    - Develop COR’s
    - ACCJC Site visit – a deposition for faculty
    - Finalize admission criteria and rating rubrics
    - Publish info on website
    - Develop proposal for discipline accrediting body and submit for approval

MiraCosta College: Biomanufacturing

* Located in the third largest biotech hub in the nation
* Internally, transparent process for selecting a discipline
* Mike Fino, Interim Dean of Math and Science and faculty lead for AB
  + First profitable year for biotech/biomanufactiuring was 2008
  + Reports came out from industry supported need for middle skills workforce
  + Biotech is about research, development and production (NOTE: this construct was pointed out by a well known community college researcher in the audience, Debra Bragg, as an important way of thinking for many industries to identified where there is a need for additional baccalaureates in a particular industry.)
  + CSU/UC’s focus on research
  + Biomanufacturing focuses on understanding the process – some development, but mostly the production component
  + Worked with CSU/UC’s to define differentiation and courses
  + Targeted occupations: Technicians, associates, specialists, operators, coordinators, inspectors and analysts

Session Two: Articulation and Transfer for Technical Students (by Mark Fincher, Mississippi State University)

Mississippi State U. is not getting the job done, particularly in Engineering. Consequently it is losing outstanding students to universities in other states and these students are not coming back to Mississippi. The economic implication for Mississippi are great.

Labor of frustration – what are the barriers to transfer from a CC to a University

* There is a claim that there are differences in competencies
* Texas universities defined differences in writing, but state is forcing universities to do this.
* Perceived lower quality
* CC students don’t understand theory

Community colleges are seen as the competition and not the partner.

Universities need to realize that most all of our higher ed institutions are accredited and must adhere to quality standards.

People need to stop looking at CC mission creep and look at university mission failure. This is why the CC’s are expanding into areas that are not addressed by the universities. CC’s are fulfilling the needs that society presents to them in the offering of AB degrees.

Segregation in higher education is not only a matter of student demographics, it is also a matter of cost/financing.

Articulation is successful in many states and we all need to take note. Beware of those that claim to be transfer friendly; not all are so.

Stressed the importance for colleges to conduct an institutional review for effectiveness, especially with articulation and transfer.