



CCBA Beacon

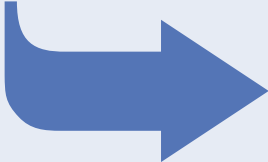
An International Organization for the Community College Baccalaureate Degree

VOL. 2 • No. 3

Laurie McDowell, Editor

Fall/Winter 2001

IN THIS ISSUE



- **Edison Community College**
Find it on Page 5
- **Market Research Report**
Find it on Page 6
- **Membership Application**
Find it on Page 3
- **Conference Registration Form**
Find it on Page 4

What is the CCBA Mission?

To promote the development and acceptance of the community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost.

Mark your calendar for . . .

The Democratization of the Baccalaureate Degree Second Annual Conference

The second annual CCBA conference will take place in Boston from Friday, March 15 through noon, Sunday, March 17. The conference will be held at the Boston Marriott Copley Place, a destination that is rich with historic landmarks and ideal for celebrating St. Patrick's Day. Reservations can be made and a virtual tour of the Marriott can be found through a link on the CCBA website.

The conference will begin with a Friday evening reception on March 15. Saturday's program will include several concurrent presentations, round table discussions, "The Great Debate" and a luncheon. There will be a panel discussion after Sunday morning's breakfast. Many participants will remain for the League for Innovation's annual conference, Innovations 2002, that is being held at the same location.

Topics presented during the conference will include the history, politics, practical aspects and future trends relative to the offering of baccalaureate degrees at community colleges. Issues will be presented from several perspectives. Presentation proposals have been received from several community college leaders who are interested in the issues of Baccalaureate Degree offerings through Community Colleges.

The registration fee for CCBA members who register before February 15 is \$235; after February 15 it is \$285. The non-member registration fee is \$275 before February 15 and \$325 after February 15. This includes attendance at all sessions, the opening reception on March 15, lunch on the 16th and breakfast on the 17th. Arrangements for tables have been made at SkipJacks, (www.Skipjacks.com) for those who wish to dine with conference attendees on Saturday night.

To register, submit the form on page 4.

Louisiana State University at Alexandria Succeeds in Bid to Become Bachelor's Degree-Granting Institution

by Robert Cavanaugh, Chancellor

Louisiana State University at Alexandria is a part of the LSU System, one of four higher education systems in the state of Louisiana. LSUA was created in 1959 and enrolled its first students in the fall of 1960. LSUA has offered a variety of two-year degrees and certificate programs since the university was established. Citizens of the central part of the state had long desired a four-year institution

and expected LSUA to grow into that role since its beginning. During the mid 1970's, a very strong effort was mounted to change the role of LSUA to that of a four-year institution. This attempt failed in the Louisiana Legislature due to concerns over funding and "turf" by existing four-year institutions.

continued on page 2

Louisiana State University at Alexandria Succeeds . . .

(continued from page 1)

During the middle 1970's, LSU in Shreveport was successful in changing its role from a two-year campus to a four-year institution. Such changes require a two-thirds vote in both houses of the Legislature. In the 1980's another strong attempt was made to create a four-year LSUA. This effort failed as well. The conventional refrain among legislators and the Louisiana Board of Regents (the policy board for higher education in the state) was that Louisiana has too many colleges and could not possibly afford another one.



When the decision was made in 1995 to make the change in mission a top priority of the institution, the Chancellor of LSUA and other supporters both on campus and in the community decided on a change of strategy. The new strategy involved a number of factors that could only be accomplished over a period of years. These were:

1. To gather information on the higher education situation in the central Louisiana area.
2. To provide legislators and other decision makers, including the LSU Board of Supervisors and the Louisiana Board of Regents, with information concerning the current higher education situation in central Louisiana and its impact on place bound students, particularly minorities and women.
3. To gather strong support from our area's Legislative delegation, Chambers of Commerce, mayors and other elected officials, the local media, citizens of the area, and to get strong involvement from our own faculty, staff, and students.
4. Create a bumper sticker and lapel pin campaign to foster awareness of LSUA's efforts.
5. To work to gather support from the governor and other statewide elected officials.
6. To create a "Friends of a Four Year LSUA" group to coordinate the efforts to bring about this change of mission.
7. To raise funds to hire a consultant to help build our case, to hire lobbyists to advise us in the political process, and to hold social functions for the Legislature.
8. To turn the case for a four-year LSUA into a regional issue rather than a local issue.

Although the process eventually took longer than the three or four years originally estimated, the LSUA four-year bill first went before the Legislature in a Special Session in 2000. This first effort was unsuccessful as the bill failed to gain a two-thirds vote in the House.

The "Friends of a Four-Year LSUA" began a strong campaign aimed at success in the 2001 regular session. This campaign consisted of the following:

1. Meeting with the Governor and his staff to discuss support in the 2001 session.

2. Gaining the strong vocal support of the LSU Board of Supervisors and the President of the LSU System.
3. Maintaining very active lobbying efforts in the Legislature.
4. Writing columns stating our case for newspapers across the state.
5. Targeting the Black Caucus and the Women's Caucus legislators in both Houses.
6. Starting the bill in the Senate rather than the House for strategic reasons.
7. Working with the Speaker of the House and the Governor's office to have funding put into the budget for LSUA's expansion early rather than trying to add it during the Session.
8. Making the legal case that the LSUA Bill should require a simple majority of both Houses rather than two-thirds.

The 2001 effort began with a hearing on the LSUA Bill in the Senate Education Committee. The Bill passed this committee by a one vote margin. The Bill, with strong support of Senator Joe McPherson and a coalition of statewide support, passed the Senate with a two-thirds majority. The House education committee, after much debate, passed the bill favorably by an 11-6 vote. The strong support from Governor Mike Foster and Speaker of the House Charlie DeWitt helped to pass the bill through the House with a two-thirds majority.

Summing up the reasons for LSUA's success this year is not difficult. It appears that nearly all of the necessary support "pieces" were in place for the 2001 session. Several factors that we did not anticipate back in 1995 worked in our favor by 2001. Charlie DeWitt, the local legislator in whose district LSUA is located, was elected as Speaker of the House. The president of a private religious college in our area, Louisiana College, was strongly supportive. Governor Mike Foster was willing to work hard to make a four-year LSUA a reality. The students and former students of LSUA were much more effective in this effort than we had earlier anticipated. The Central Louisiana Chamber of Commerce was totally committed and was very effective in promoting our case.

At this time LSUA is working closely with the Southern Association of Colleges and Schools to gain accreditation to offer baccalaureate degrees. LSUA is developing several degrees and seeking the necessary approval from our governing boards. Three degrees, Liberal Studies, Biology, and Elementary Education should be approved by both boards by the end of this calendar year. Other degrees including Nursing, Computer Information Systems, Psychology, and Business Administration are being developed on campus. LSUA anticipates offering the first four-year degrees by Spring of 2003. Interestingly enough, LSUA's Fall 2001 enrolment was up by 14% over Fall 2000. Since we are offering no four-year programs yet, this increase is apparently due to community excitement over the new LSUA role. ■

JOIN US AND MAKE IT HAPPEN

To become a member of the Community College Baccaalaureate Association, send your membership application today.

Community College Baccaalaureate Association

P.O. Box 60210 Fort Myers, Florida 33906-6210

Phone: (941) 489-9295 <http://www.accbd.org>

PLEASE PRINT

Name _____ Date _____
(Dr./Mr./Mrs./Ms.)

College/Campus _____ Position _____

College Address _____
(Street) (City/State) (Zip)

Phone No. _____ Fax No. _____ E-Mail _____

Membership Information: *Check one.*

	Membership Level	Annual Dues
<input type="checkbox"/>	Institutional Member	\$500.00
<input type="checkbox"/>	Individual Member	\$100.00

New CCBA Member

Renewing CCBA Member

Payment Information:

Please submit payment by check in U.S. dollars, payable to **Community College Baccaalaureate Association** or by credit card. Membership dues are tax deductible. The Employee Identification Number is 65-1026796.

Please return this form to:

Laurie McDowell, Director
Community College Baccaalaureate Association
c/o Edison Community College
P.O. Box 60210
Fort Myers, FL 33906-6210

Payment by credit card:

Exact name on card: _____

Card Number: _____

Expiration Date: _____

Type (Visa, M/C, AmEx): _____

Amount: \$ _____

Signature: _____

Please use form on page 4 for conference registration.

BACHELOR'S DEGREE CURRICULUM DEVELOPMENT: THE EDISON COMMUNITY COLLEGE APPROACH

by Laurie McDowell

A common topic of interest among those requesting information of the CCBA, is curriculum development. The approach to this task will likely vary according to regional accrediting requirements, state requirements and degree majors. This article highlights the approach of one Florida community college that is not yet in the implementation phase.

As reported in the last issue of *The Beacon*, the Florida legislature recently passed a bill permitting community colleges to seek authorization for offering bachelor's degrees. The state also allocated \$5 million in implementation funding for those colleges receiving authorization, and issued guidelines for submitting proposals. At this time, Edison Community College plans to submit proposals for two bachelor's degrees: A Bachelor of Applied Science (BAS) in Computer Technology and a BAS in Public Service.

Proposal submission is being coordinated through the Office of Institutional Advancement. As part of its proposals, the College must "list the curricular requirements for the proposed degree program, including the required academic courses and pre-requisite courses to fulfill the degree program requirements." A task force has been formed for each of the proposed degree programs. Patricia C. Gordin, Director of Research, Reporting and Assessment, plays a pivotal role in collecting survey data from stakeholders and providing a framework within which to build each curriculum.

Curriculum components for the two applied science degrees will be based upon competencies identified from three different sources. The first source is curriculum frameworks developed by the Florida Community College System for Associate in Science (AS) degrees. These frameworks identify the intended outcomes that must be addressed in each AS degree program. Edison plans to merge the degree requirements of related AS programs into the BAS degrees. State curriculum frameworks are being examined for overlapping outcomes. These outcomes are being distilled into about 15 common outcomes.

The second basis for curriculum components is competencies assessed by the College Level Academic Skills Test (CLAST). The CLAST is designed to ensure that students have achieved communication and computation skills

commensurate with successful completion of lower division coursework. All students seeking an Associate of Arts or Baccalaureate degree are required by the State of Florida to satisfy the CLAST requirement.

Third source of information used for building curricula is survey data collected from industry representatives. Rather than asking these professionals which courses they felt should be included in the bachelor's degrees, respondents were asked to select from among a list of competencies that degree completion would achieve. They were also asked to rank order these competencies in order of importance. Competencies identified from these three sources have been placed on a grid, to be cross-referenced with degree course requirements. The end goal is to ensure that all crucial competencies are addressed by the required courses in each degree.

Another crucial component to program development is the method of delivery of instruction. One group of stakeholders identified a desire for mixed media, combining classroom instruction with distance learning. Scheduling of course lengths and times will also be carefully considered, keeping the needs of potential students in mind. This aspect of Edison's proposal is as important as curriculum. In Gordin's words, "There is a very important reason for authorizing community colleges to provide a limited set of workforce bachelor's degrees - the many years of successful experience they've had in educating non-traditional students."

Edison plans to submit its proposals to the Council for Education Policy Research and Improvement by mid-December. Florida's statute authorizing community college baccalaureate degrees calls for twice-yearly reviews of proposals. The first review is slated to occur in January of 2002. ■

For more information, contact Patricia Gordin at (941) 489-9008 or by e-mail at pgordin@edison.edu.

VISIT OUR WEBSITE

For articles, list of members and on-line application, be sure to check out our website at www.accbd.org.

First Nationwide Community College Baccalaureate Association Market Research Report

by James E. Samels and James Martin

Through our participation at the first annual CCBA conference in Orlando, Florida and in our follow-up communications with CCBA members, the Alliance has conducted a national market research survey focusing on the community college baccalaureate phenomenon. Activities have included environmental scanning, comparative modeling, and gathering market intelligence research aimed at producing a needed snapshot of the CCBA movement.



In our nationwide survey, community and technical colleges were asked to report on the status of their knowledge and awareness of community college baccalaureate degree initiatives. More specifically, institutions were asked whether they were currently considering the development of bachelor degree programs

on either a free-standing or collaborative basis with other senior colleges and universities. Participants were also asked to provide data on the assessment of student demand, employer market need, and overall institutional preparedness to offer the bachelor degree.

Institutions were also invited to share experience on collaborations with baccalaureate degree-granting institutions including joint and collaborative degree models.

Last, and importantly, institutions were asked to share their experience in building institutional capacity to deliver baccalaureate programs, including faculty credentialing, curriculum and professional development, classroom lab and infrastructure improvements, and library and learning resource needs.

In May of 1990, we predicted in an opinion editorial published in *Community College Week* that two-year colleges across the nation would begin to experiment and adopt the two-plus-two baccalaureate degree completion mode.

In order to more fully understand the various formats for a community college baccalaureate, it is helpful to think about several distinctive typologies:

1. Freestanding:

The community college acquires the authority to issue the baccalaureate degree on an independent, freestanding basis.

2. Collaborative:

In this model, community college students can complete their bachelor degree on campus, with 300 and 400 level credits generated by the collaborating four year college or university.

3. Joint Degree:

In this model, both institutions offer the degree to their students.

- Over the past 50 years, an original group of over 330 private two-year colleges has dwindled to approximately 80 institutions with the balance having merged, discontinued, or, in many instances,

- developed baccalaureate degree programs to become more comprehensive institutions. Among the scores of junior colleges making this transition, a number developed two-plus-two program formats in which students would first be admitted into the associate degree program and then only upon completion of 60 credits at a satisfactory quality point average proceed to more academically rigorous work at bachelor degree level.

- In light of the foregoing junior college megatrend, it was not that difficult to predict this same trend among many community colleges. What has been surprising is the accelerated rate of growth of Community College bachelor degrees over the last several years - no doubt owing to increased public awareness and support for the concept promoted by the CCBA.

- We are pleased to report that in the Education Alliance's most recently conducted survey nearly two out of three community colleges nationwide report having already considered the possibility of offering bachelor degree completion programs at their campus. Key motivating factors include unmet student demand, rising employer career preparation expectations, and the need for expanding access to quality, affordable, convenient bachelor degree completion options.

- It is also not surprising that the greatest frequency of interest is shared among place-bound community colleges where students and employers continue to lack solid bachelor degree choices on a local basis. Neither is it surprising that fewer than one in three community colleges has conducted a feasibility study assessing student demand, employer market need, partnering options and overall institutional preparedness to offer the bachelor degree. These same institutions have customarily not had an opportunity to evaluate the impact of the bachelor degree option on academic advisement, counseling, academic support, student services, campus infrastructure and telecommunications. Indeed, few of these colleges have done significant environmental scanning, comparative modeling, benchmarking or forecasting of revenues and expenditures from these baccalaureate degree initiatives.

- What all this data indicates is that the Second Annual CCBA conference is likely to become the forum of choice for the exchange of new approaches and ideas about expanding baccalaureate degree completion opportunities at community colleges throughout the nation.

- The Education Alliance is committed to furthering the CCBA continuing education and professional development agenda and we look forward, with enthusiasm, to co-sponsoring the opening reception for CCBA members at the Second Annual conference in Boston in March, with our partners *Community College Week*, THINQ Learning Solutions and Cambridge and Excelsior Colleges. ■