



An International Organization for the
Community College Baccalaureate Degree

BEACON

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(239) 947-8085 • www.accbd.org

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WHAT IS THE CCBA MISSION?

*To promote better access
to the baccalaureate degree
on community college
campuses, and to serve as
a resource for information
on various models for
accomplishing this purpose.*

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REFLECTIONS ON THE RECENT CONFERENCE

Dr. Ted Dunlop

By pure happenstance, I stumbled upon the existence of the CCBA earlier this year just in time to get myself invited to participate on the conference programme. In fact, I seem to recall that it was through an email exchange with Michael Skolnik that I first became aware of the Community College Baccalaureate Association.

For the past 20 years, I have been engaged in the struggle, along with many others, to open doors for community college/polytechnic graduates aspiring to higher level study in their chosen fields. In the early years in Ontario (I am talking about the 1980s here), we managed to patch together fairly ad hoc arrangements to allow college diploma graduates to move into university study at the degree level. Ironically, we were able to stitch together deals with American colleges and universities around the Great Lakes that were much more generous than what our Canadian confreres were willing to concede at the time. This probably had something to do with the longstanding transfer arrangements between American junior colleges and universities which provided the latter with a greater comfort level about the “products” of a community college education.

The Canadian experience generally (with the exception of a select few provincial jurisdictions with their longstanding transfer schemes) has seen the two systems operate essentially as two solitudes. In the main, the community college systems in Canada were designed and structured deliberately in such a way to clearly differentiate them from the universities. The colleges were expected to “stick to their knitting” with the offering of certificates, diplomas and various trade qualifications while the universities catered to the allegedly brighter and more motivated high school graduates, in particular, being groomed for baccalaureate and graduate level study.

From the 60s through to the 80s, this division seemed to work quite well, especially at a time when the population of learners was less diverse and composed primarily of high school leavers. In hindsight the colleges were, in fact, afforded some breathing space to develop their own identities and unique cultures as career based, employment driven organizations and a useful vehicle for central planners directing and shaping workforce policy. From the mid 1980s on, this earlier raison d’etre began to rapidly crumble with the onset of the Information Age, the growing democratization of higher education fuelled by a Baby Boom generation, who began to reach college age in the mid 60s. They saw higher education as a right rather than a privilege and the dramatic shift in student demographics away from the high school leaver cohort to a much more diverse and polyglot mix of students began. It shouldn’t come as a surprise that we are

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REFLECTIONS ON . . .

now living through one of those watershed periods when higher education is compelled to redefine itself as it has done down through the ages.

One early symptom of the pending shift that I noticed very early on in Ontario was the pattern of university graduates from the mid 80s on topping up their undergraduate degrees with a compressed college qualification as a means of making themselves more job ready. The walls dividing the 2 sectors soon began to crumble and it was the student, now transformed into the “consumer”, who was driving the change. At the same time, as graduates of the still fledgling community colleges began to find their place in the world, there was less of a willingness to accept the “terminal” status of their college qualifications. This is a phenomenon that I predict will repeat itself as applied baccalaureate graduates over time refuse to accept the terminal status of their higher level qualifications.

The reaction to these trends from both worlds of university and college has been an interesting one. On the community college/polytechnic side, it was becoming quite evident that many of the traditional trade and vocational programmes, in order to maintain currency, were becoming increasingly sophisticated, requiring higher order thinking and skills acquisition abetted by clearer recognition of the diversity of learning styles and multiple intelligences that don't necessarily fit with the university paradigm of what qualifies as scholarship worthy of wearing the mantle of a degree. The same phenomenon likely drove the old professions of law, medicine, commerce and engineering into the reluctant arms of the universities in an earlier era. Of course, the downside of this trend to “academize” vocational education, has seen the charge of “creeping elitism” flung at community college leaders perceived in some quarters as hell bent on undermining the vocational culture of their organizations and driving a wedge between their faculty.

The issue isn't going to go away in the near future and is one that warrants an open and honest debate. There are legitimate concerns raised here by a significant portion of our constituency that deserve to be fully addressed. How we make room for applied degrees without becoming a wannabee university remains a challenge when we see institutions in some jurisdictions that struggle to maintain a balancing act by precariously straddling both sides of the fence.

Through this tumultuous period of change, the universities aren't getting off lightly either as they increasingly face the wrath of traditionalists in their ranks, storming the ramparts of the ivory tower to rail against what they see as “creeping vocationalism” that threatens to undermine the hallowed values and ideals that have underpinned western university education for much of the past 1,000 years.

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Again, the debate that is currently raging is not necessarily an unhealthy one as universities set out to reinvent themselves in pursuit of advancing the “knowledge economy” agendas of their government paymasters. In part, this helps explain the proliferation of new designer degrees in unlikely subject areas such as real estate management, hospitality and tourism studies, fashion design and retail merchandising.

At the same time, universities over the past 20 years have set out to expand their share of the burgeoning adult learner market by developing a plethora of certificate and diploma qualifications that, in very many cases, resemble the traditional offerings of community colleges/polytechnics.

What we may be witnessing here is the convergence of the two very distinct models of tertiary education which might suggest, in my view, the need for greater dialogue, cooperation and exploration of new institutional models. In fact, this is already happening with the emergence of hybrid “universities of technology” in Australia and New Zealand and the recent announcement by the Government of British Columbia that the University College of the Cariboo, based in Kamloops, will be converted into a “special purpose university”. Also, lurking in the wings is an ever expanding private educational sector with a growing appetite to grab a bigger slice of the pie. Perhaps these developments lend some urgency for an accelerated dialogue between public colleges and universities to find ways of providing a more seamless range of options to learners who are becoming increasingly mobile and discerning about the opportunities available to them.

Where to from here? For me personally, the existence of the CCBA and the conferences it sponsors is a vindication of the efforts of those pioneers (and I like to include myself in their august company) who have struggled to break down barriers and open doors for our community college/polytechnic graduates to access advanced level study. Isn't that part of what lifelong learning is all about? The journey ahead will not be an easy one. There are still uncharted waters to be navigated. However, having participated in this recent conference, I see greater cause for hope in the future.

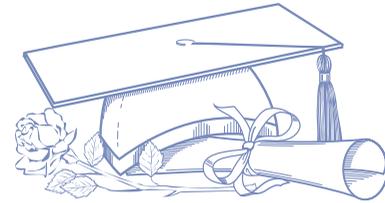
By providing a platform for debate and the exchange of ideas and experience, I believe that the Association can serve as a clearinghouse for examining the range of issues and challenges associated with the development of applied degrees. Although the Association at present is strongly oriented to the North American scene, there is much to be learned from those jurisdictions like New Zealand that have been offering applied degrees for a significant period of time going back to the early 1990s. It does help to have a forum in which to compare notes given the varying stages of development of applied degrees in different jurisdictions. Why reinvent the wheel?

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Community Colleges Part of University Solution

East Valley Tribune

Bob Schuster, Perspective Editor



Is there a limit to Arizona State University's size? That's the \$58 million question the Legislature will have to answer in the next few months.

But as ASU President Michael Crow has emphasized since taking office 14 months ago, growth isn't the only challenge facing our state universities. Turning them in new directions may be even more critical—and difficult.

Crow made it known late last month that unless the Legislature comes up with an additional \$58 million, on top of the \$300 million ASU already receives, he'll have to cap the university's enrollment for the first time in its history. As many as 5,000 qualified students would have to be turned away next fall, he said.

Gov. Janet Napolitano immediately announced she would demand more money for universities even though state revenues continue to lag several hundred million dollars behind projected expenses. With Arizona continuing its rapid population growth, straining state services, and with Napolitano committed to protecting public education, which consumes most of state revenues, the Legislature faces perhaps an even tougher budget squeeze than last year.

But this exercise should be about much more than simply balancing the books. State officials have an opportunity here to rethink Arizona's entire higher-education system, and make some changes that will result in better use of limited dollars.

Crow understands that, as does the Board of Regents. They've been busy this past year charting "new directions" not only for the state's three universities, but also for Tempe-based ASU's three emerging satellite campuses. While ASU East will emphasize polytechnic, a new downtown Phoenix campus likely will house the law school, and other programs will move to the West Valley campus. Crow also wants more world-class research programs, particularly in bioscience, and partnerships with businesses to capitalize on scientific breakthroughs.

Crow and the regents raised eyebrows last year with a big tuition increase and by making it known that the universities may no longer welcome every Arizona high school graduate seeking a college education. More tuition hikes are in the offing, but Crow has promised to increase scholarships and loans so that financial need will not keep out students the universities are seeking.

So where will Arizona graduates go if they're turned away by the universities?

House Appropriations Chairman Russell Pearce, R-Mesa, has a big part of the answer: Our community colleges. When asked about Crow's budget request, Pearce told Howard Fischer of Capitol Media Services that community colleges—"the best bang for the buck that we have"—would have to be brought into the budget equation.

He's right. Community colleges are underutilized, though they continue to grow. The Maricopa County Community colleges are planning a \$1 billion expansion this year to keep up with the growth. But part of that investment should be tied to re-shaping the role of community colleges—possibly to include some four-year programs.

There is no good reason that community college students working toward a degree in, say, general studies or business should have to transfer to a university after two years. Yet attempts in recent years to lift the legislative prohibition on community colleges offering some four-year degrees have failed.

Pearce told me last week that this may be the year to at least get some pilot four-year programs started in the community colleges.

"We have got to do things smarter. We've got to get rid of this monopoly mentality,"

I don't always agree with Pearce on policy matters, but he's absolutely right on this one. And he's in a position, as one of the keepers of the state purse strings, to force this issue.

Ironically, the community colleges haven't pushed the four-year-degree issue. Faced with the challenges of just keeping up with break-neck growth, perhaps that's not surprising. But it's a bit disappointing.

Crow probably should get some of the money he's seeking to accommodate growth. But the governor and Legislature should also present a challenge, and an incentive, for the community colleges to expand their role in higher education.

What that role should be and how it's fulfilled should be decided by leaders in the Legislature and the university and community college systems, with encouragement from the governor. We would almost certainly end up with a system of higher education that is both better and more cost efficient.

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National Essay Contest Winner

Baccalaureate Degrees at Community College

Oliver Aaron, Central Alabama Community College

For many high school graduates, a college degree is the next reasonable goal. For some, the path to that goal is filled with obstacles. Baccalaureate degrees should be offered at community colleges because that would make them available to non-traditional students. Many students are not able to attend a four-year college or university because of family situations, monetary deficiencies, or distance to the university; however, a conveniently located community college can provide a good education close to home for less money than many four-year schools. I would benefit from this for all of these reasons, and so would many others.

Although I am only nineteen years old, I have a younger brother for whom I am guardian. Mitchell is fourteen years old and requires constant attention, time, and money. Because of this responsibility, I am often unable to spend our meager income on myself and my education. However, it is this very responsibility that encourages me to pursue a bachelor's degree. If the local community college offered four-year degrees, I would not struggle with the cost of higher tuition at larger institutions of higher learning. I would be able to do more things with and for my brother with the money that I would save by staying at a community college.

It is hard for college students to find jobs that pay well and even harder for college students to work long hours because of the large amounts of studying required. My situation complicates the challenge further. Community colleges offer quality education while allowing students to keep some of their hard-earned money. Also, the available scholarships at community colleges are generally much more abundant than those

at universities. This is particularly important to someone in my situation because of the vast responsibilities that accompany guardianship of a young teen, who not only requires money but also time.

In the community college system, the student-teacher ratio is significantly smaller than in universities. This fact is beneficial to the community college students who can have convenient access and assistance from their teachers. As a community college student, I have found that my stress level is lowered and I have more time to spend with my brother than if I were constantly worried about classes.

As primary caregiver for my brother, I cannot attend a university far from home. He is not in a healthy state of mind and would probably not handle a move well. For this reason, it is imperative that I remain near him. If the local community college offered a four-year degree, I would be able to live at home, care for my brother, and work toward my degree.

There are many reasons that community colleges should offer baccalaureate degrees. For a non-traditional student juggling family, work, and school, community college provides an opportunity that might not be available otherwise. To extend that opportunity throughout four years of college would help many students overcome obstacles to achieve their dreams.

Oliver Aaron received a check for \$1,000 and his college received a check for \$1,000. These funds were donated by The Community College Week. Oliver Aaron can be reached at oliveraaron@msn.com

REFLECTIONS ON . . . *(continued from page 2)*

Through research and more opportunities for dialogue such as those provided by CCBA, we can begin to tackle those issues that have the potential to obstruct our efforts—"parity of esteem" concerns that will continue to test the credibility and standing of these new types of baccalaureate degrees both in the eyes of the general public and employers in particular; relationships with universities that should be shaped by cooperation rather than competition (not all of our university colleagues are hostile to our efforts); examination of the quality assurance roles of accreditation boards and commissions; curriculum design requirements that ensure a progression of learning outcomes (which is especially important for students following a pathway from certificate through diploma to degree level study); opportunities for advancement of graduates over time for further study beyond the baccalaureate; implications for the professional development of faculty earmarked to teach on applied degree programmes; employer support for qualifications that deviate from the classical profile of a university

degree where the currency is widely recognized and finally, the place of general education within the curricula of applied degrees to ensure that the end result is a graduate with specialized expertise who is well rounded enough to appreciate the social, ethical and civic mindedness that should also be the hallmark of a good education at the degree level.

There is a Herculean task facing us in responding to these challenges but it does help to know that there is a formal context through the Community College Baccalaureate Association where the debate can continue and expand.

Dr. Ted Dunlop is a member of the Executive Group at Waikato Institute of Technology in Hamilton, New Zealand. Starting in the mid 1980s, Dr. Dunlop became involved in the degree completion programs in an Ontario (Canada) College of Applied Arts and Technology. ted.dunlop@wintec.ac.nz



Kenneth P. Walker

Fourth Annual CCBA Conference Opening Session Remarks 2004

Welcome to the fourth annual Community College Baccalaureate Association International Conference. We chose this year's theme "It's About Access" because, since the last conference in Phoenix, we have heard from so many community college leaders who are exploring a variety of innovative ways to increase access to postsecondary education, baccalaureate degrees in particular.

It is the philosophy of the Community College Baccalaureate Association that an educated populace is the foundation of a free and prosperous society. Thomas Jefferson believed that person should have an opportunity to pursue education at a place that is convenient, accessible and affordable. We have convened here in beautiful San Francisco to promote better access to the baccalaureate degree on community college campuses. We hear each day about different approaches: the university center model, the articulation model and, of course, the conferring of four-year degrees by community colleges themselves.

This has been an historic year. The authority to confer degrees has been approved in several states. Several more are moving in that direction. You will hear specifics during the Rotating Round Table session later this afternoon. You will also hear the news from American Samoa, Jamaica and New Zealand.

Interest in improving access has never been higher in Canada, as evidenced by the thirty conference participants who are here today. In fact, in a few moments we will hear all the news from Canada during our plenary session, "A Cross Canada Checkup." It should not surprise us that the CCBA Board of Directors will be awarding the 2004 Pioneer Award at our Gala Dinner tonight to a Canadian Leader.

The offering of degrees for those who cannot attend universities is becoming a more pressing community need every day. We will hear the collective voice of the students at lunch today when this year's Essay Contest winner, Oliver Aaron, reads his winning essay. He speaks for the dozens of students who wrote so clearly about their own reasons for wishing to obtain a four year degree on their own community college campuses.

We have the spirit of our students here in an additional way. The U.S. Small Business Administration reports that America's 23 million small businesses employ more than 50% of the private workforce. Springfield Technical Com-

munity College is addressing the educational needs of entrepreneurs at a student incubator where young Dezee Olivo runs DeeZees Personalized Umbrellas from whom the CCBA purchased umbrellas with the CCBA logo as gifts for this year's presenters.

We are especially honored to have U.S. Congresswoman Lynn Woolsey of California as our Keynote Speaker at Lunch today. Congresswoman Woolsey has been a member of the House of Representatives since 1992. As the first former Welfare Mom to serve in Congress, she understands the need for access. As the Ranking Member on the House Education and Workforce Committee's subcommittee on Education Reform, she understands innovation and forward thinking.

You will have an opportunity to speak with each other informally at tonight's Gala Dinner. Many of you may know that Mark Milliron, President of the League for Innovation is a terrific and engaging speaker who understands the issues of the CCBA. We are pleased that he will speak about his views, "Further Down the Road Ahead for the Community College Bachelor's Degree."

We are especially thankful to this year's sponsors. They have provided financial and organizational support to make this, what I know will be, the best conference yet. Community College Week sponsored this year's essay contest, Roosevelt University sponsored our program and yesterday evening's reception was co-sponsored by Cambridge College and the Education Alliance.

The CCBA had it's beginning as a dream that every person who wanted to try to earn a bachelor's degree should have an opportunity to try. Providing access and opening the doors of community colleges is the first step for helping these students achieve their dreams. Based on this belief, the CCBA was founded in 1999 by four people who believed passionately in their dream. They were Dr. John Garmon, Dr. Steve Wallace, Dr. Linda Thor and myself. From this humble and controversial beginning, we have grown to 130 members representing several countries. Studies have shown that millions of people will be denied an opportunity to earn a bachelor's degree unless something is done to increase access. This is our dream and that is why we are here today at the CCBA 4th annual conference.

The News from.....

Alberta

In a 2002 student satisfaction survey, 77 per cent of the students at Grant MacEwan College indicated that they would like to finish their degree at MacEwan, if they had the option of doing so. The recent passing of Bill 43, the Post-Secondary Learning Act (2003), by the Alberta Legislature, Grant MacEwan College will request a change in mandate to enable the offering of undergraduate degrees.

Degree completion will round out MacEwan's offerings, which currently include diverse career and diploma programs, corporate learning programs, and its university transfer and applied degree programming. For additional information, contact Dr. Paul Byrne, President, Grant MacEwan College at byrnep@macewan.ca.



2004 Pioneer Award

Jim Wright, University College of the Caribou, receives 2004 Pioneer Award, at Fourth Annual Conference.

Mark Your Calendar

Fifth Annual Conference 2005

Next Years Conference will begin with an Opening Reception on Friday, March 4, 2005 through Sunday, March 6, 2005 at the Marriott Marquis in New York City. Proposal deadline is October 15.

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