WA State Applied Baccalaureate Degrees

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CCBA Conference
March 18-20, 2016
COMMUNITY AND TECHNICAL COLLEGE SYSTEM
Number of Colleges
34

Students Enrolled
Headcount, 2014-2015
387,801
Full Time Equivalent, 2014-2015
181,451

Annual Tuition
(45 credits)
$3,846

Impact on Higher Education

Nearly 60% of students in WA public colleges and universities are enrolled in community and technical colleges.

40% of public baccalaureate graduates in WA start at a community or technical college.
Student profile:
- 26 median age
- 50% part-time
- 56% female
- About 40% students of color
- About 20,000 veterans, active duty personnel and assisted dependents
STATEWIDE ATTAINMENT GOALS

ACCESS POINTS
CREATE COLLEGE AND CAREER PATHWAYS

All adults ages 25-44 in Washington will have a high school diploma or equivalent.

- Basic Education for Adults
- High school completion
- GED™
- High School 21+

At least 70% of Washington adults ages 25-44 will have a postsecondary credential.

- Certificates and degrees
- Workforce training
- Academic transfer
- Applied bachelor’s degrees
- Remediation-college-ready
History

• 2005 pilot (Bellevue, Olympic, Peninsula, South Seattle), 2010 regular status

• Currently 35 programs at 15 colleges (out of 34)

• 2014-2015: 947 FTE enrolled, 1403 headcount

• 1079 Completions (September 2015)

• 2017-2018: 60 programs at 25 colleges

• HB 2769
WA Applied Baccalaureate Degrees

- Often called BAS/BSN
- Builds off of professional/technical associates degree (e.g. AAS-T)
- 180 credits
  - Minimum 60 credits general education
  - 120 credits applied/core courses
  - Includes upper/lower division courses
All Applied Baccalaureate Programs: System Total FTES and Headcount

Year | FTES | Headcount
---|---|---
2008 | 77 | 141
2009 | 141 | 193
2010 | 243 | 445
2011 | 342 | 596
2012 | 399 | 722
2013 | 475 | 729
2014 | 597 | 857
2015 | 947 | 1403
Distribution of Full and Part Time Enrollments

- Full-time
- Part-time
Gender: All Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>2012</td>
<td>32%</td>
<td>68%</td>
</tr>
<tr>
<td>2013</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>2014</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>2015</td>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>
Race and Ethnicity: All Programs

- **White**
- **African American**
- **Asian/Pacific Islander**
- **Hispanic**
- **Native American**
- **Other, multi-racial**
Challenges

• Mission creep, expansion to BS/BA degrees
• Two/four-year communication
• Marketing
• Process (titles, substantive changes, external reviews, criteria, etc.)
• Unmet need/workforce niches
• Employer data
Applied Baccalaureate Timeline

1. College informs SBCTC of intent
2. SBCTC staff informs higher education community of intent through ICAPP grid
3. College develops Statement of Need

1. SBCTC staff informs all two-year, four-year, higher education institutions of new program for public comment
2. SBCTC staff reviews Statement of Need based on approval criteria adopted by State Board
3. College develops Program Proposal

1. Statement of Need is discussed by State Board in study session
2. Peer Review of Program Proposal for colleges new to accredited BAS degrees
3. SBCTC staff in collaboration with Instruction Commission reviews Program Proposal
Applied Baccalaureate Timeline

**Board Approval**

1. Program proposal is scheduled with State Board for approval

2. If approved...

**Accreditation**

1. College moves program to NWCCU for Accreditation

2. College submits application for Veterans Services approval

3. Nursing Commission (if applicable)

**DOE/Financial Aid**

1. College moves program to Department of Education for Financial Aid approval

2. Program Implementation
Statement of Need Criteria

• Institutional role, mission, program priorities
• Statewide strategic plan
• Employer/local demand/ higher wage jobs
• Existing professional and technical degree program
• Student demand/place-bound factors
• Conversations with universities/brief program outcomes
Proposal Criteria

- Curriculum rigor
- Qualified faculty
- Admissions process
- Student Services
- Financial commitment- sustainability/quality
- Accreditation
- Pathway options beyond applied baccalaureate/external reviewers
Trends

• Applied Management
• Information Technology (e.g. networking admin. systems software, application development)
• Nursing
• Dental Hygiene
• Health professions (e.g. health informatics and management)
• Cyber Security
• Teacher Education/Early Childhood Education
Documenting Employer Demand
Statement of Need

John Lederer, Ed.D.
North Seattle College
Employer Demand

• **Goal:** Show that there is excess demand for baccalaureate-trained workers in the target occupation(s) in the local area.
  
  Operational definition: Annual baccalaureate-level job openings exceed the annual baccalaureate-level completions in the instructional program area(s) supporting the target occupation(s).

• **Methodological Problems:**
  
  ▪ Need to apportion job openings by education attainment level.
  
  ▪ Labor supply can only be estimated, based on completions.
Gap Analysis Methodology

• Use completions (degree and certificate awards) as a proxy for “supply.”
• For the target occupation(s) in our local area, compare current completions with annual forecast job openings.
• Excess demand:
  job openings > completions
Case Example

• Instructional Program: Early Childhood Education and Teaching, CIP 13-1210

• Target Occupation:
  Pre-School Teachers, Except Special Education (SOC 25-2011)
Demand Side

- Create a data table for forecast demand.

<table>
<thead>
<tr>
<th>SOC</th>
<th>Description</th>
<th>2015 Jobs</th>
<th>2025 Jobs</th>
<th>2015 - 2025 Change</th>
<th>2015 - 2025 % Change</th>
<th>Annual Openings</th>
<th>Median Hourly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-2011</td>
<td>Preschool Teachers, Except Special Education</td>
<td>4,491</td>
<td>5,295</td>
<td>804</td>
<td>18%</td>
<td>2,196</td>
<td>$14.31</td>
</tr>
</tbody>
</table>

Source: EMSI, Inc.
Demand Side (Cont.)

- Allocate demand by education level (use EMSI Analyst or Careeronestop.org for breakdown)
- Show earnings, age, job postings (use EMSI Career Coach, Burning Glass or Careeronestop.org)

Table 2
Forecast Annual Job Openings for Preschool Teachers (SOC 25-2011) in King County by Education Level in 2020

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Number of Job Openings in 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree or higher (53%)</td>
<td>106</td>
</tr>
<tr>
<td>Associate’s Degree (9%)</td>
<td>18</td>
</tr>
<tr>
<td>Some College or Certificate (19%)</td>
<td>38</td>
</tr>
<tr>
<td>HS Diploma/GED (14%)</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

Supply Side

- Get IPEDS completions by level in the local area for your CIP (use EMSI Analyst, IPEDS Data Center).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Award of less than 1 academic year</th>
<th>Award of at least 1 but less than 2 academic years</th>
<th>Associates degree</th>
<th>Award of at least 2 but less than 4 academic years</th>
<th>Bachelors degree</th>
<th>All Certificates</th>
<th>All Degrees</th>
<th>All Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green River Community College</td>
<td>50</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>14</td>
<td>64</td>
</tr>
<tr>
<td>Renton Technical College</td>
<td>7</td>
<td>14</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>12</td>
<td>33</td>
</tr>
<tr>
<td>North Seattle College</td>
<td>21</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>Bellevue College</td>
<td>12</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>Lake Washington Institute of Technology</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Highline Community College</td>
<td>15</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>1</td>
<td>16</td>
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<tr>
<td>City University of Seattle</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Seattle Central College</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>109</strong></td>
<td><strong>27</strong></td>
<td><strong>60</strong></td>
<td><strong>0</strong></td>
<td><strong>9</strong></td>
<td><strong>136</strong></td>
<td><strong>63</strong></td>
<td><strong>205</strong></td>
</tr>
</tbody>
</table>

Source: EMSI, Inc from NCES IPEDS data, 2013.
Identify the Gap

Annual Baccalaureate Demand: 106 jobs
Annual Baccalaureate “Supply”: 9 workers
Net Gap: 97 graduate-workers