Design Lab: Baccalaureate Degree Innovations, Trends, and Best Practices

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North Seattle College
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Agenda

John Lederer, Program Development
• Forward Progress with BAS Programs
• Program Structure
• Program Selection
• Program Approval

Samantha Dolan, Program Design
• Work-Based Learning
• Coaching and Supervision (Video)
• Prior Learning
• Advising
• Inventorying Student Needs

Time for Q&A
Program Development

John Lederer, Ed.D.
BAS Enrollments in WA Continue to Climb

- BAS is 6.1% of all Workforce Education Enrollments.
- 27 of 34 colleges offering BAS degrees.
- 24 new BAS programs in WA since 2016. 78 total.
- 41% increase in BAS FTES since 2016.

Applied Baccalaureate
In fall 2017, 27 community and technical colleges had enrollments in 78 applied baccalaureate programs (3 new colleges and 24 new programs since fall 2016). Pilot implementation of upper division course offerings for applied baccalaureate degrees began in 2007. Colleges enrolled 2,874 applied baccalaureate FTES in fall 2017, up 41 percent (842 FTES) from fall 2016.
Forward progress

BAS Programs (sample listing):

- Applied Accounting
- Digital Marketing
- Healthcare Informatics
- Radiation and Imaging Sciences
- Operations Management
- Application Development
- Dental Hygiene
- Applied Management
- Forest Resource Management
- IT Networking
- Global Trade and Logistics

- Aeronautical Science
- Marketing and Entrepreneurship
- Cyber Security and Forensics
- Respiratory Care
- Digital Gaming and Interactive Media
- Public Health
- Property Management
- International Business
- Sustainable Building Science Tech.
- Nursing (RN-BSN and BSN)

See [https://www.sbctc.edu/colleges-staff/programs-services/applied-baccalaureates/current-bachelor-programs.aspx](https://www.sbctc.edu/colleges-staff/programs-services/applied-baccalaureates/current-bachelor-programs.aspx) for a full list of programs.
## Program Structure: 2+2

<table>
<thead>
<tr>
<th>Division</th>
<th>Degree Component</th>
<th>Total Credits (S/Q)</th>
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</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>General Education</td>
<td>20/30</td>
</tr>
<tr>
<td></td>
<td>Related Instruction (Electives)</td>
<td>40/60</td>
</tr>
<tr>
<td>Upper Division</td>
<td>General Education</td>
<td>20/30</td>
</tr>
<tr>
<td></td>
<td>Major Field</td>
<td>40/60</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120/180</strong></td>
</tr>
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</table>
Program Selection

Successful BAS Program

- Existing Strong Program
- Demand: Student & Labor Market
- Faculty Champion
Program Selection: Build from a Strong Program

• Critical if you are creating a 2+2 program. A BAS program will not revitalize a flailing lower division program.
• Build off of a reputation of excellence in the community.
• Employer engagement to build support and guidance throughout the development process (but build a new BAS advisory Board).
• Create a lower division degree program that has 25-30 general education credits (if it does not already exist).
Program Selection: Student Demand

• Identify your primary source of students--high school, Associate degree programs, incumbent workers.
• Determine where they are and how to reach them.
• Survey them for program interest, preferred modality, target occupation, classroom time of day/day of week, need for financial aid.
Program Selection: Labor Market Demand

• Identify target occupations
• Get annual openings forecast (state LMI, EMSI Analyst)
• Determine how many of those openings are at the BA+ level (careeronestop.org, EMSI Analyst)
• Determine BA+ awards by CIP in your labor market (IPEDS, EMSI Analyst)
• Calculate demand-supply gap at BA+ level.
• Have local employers validate your analysis and add anecdotes.
Program Selection: Faculty Champion

Someone need to:

• Lead the curriculum development process (prerequisites, program outcomes, courses, and course content).

• Get courses approved by the college curriculum committee.

• Work with outside reviewers and faculty at your institution.

• Create excitement for the start of the new program on campus.
Program Approval

• State process (first) and (then) regional accreditation process.
• In WA, state approval process mimics the substantive change of plan criteria.
• Major components are:
  - Mission consistency
  - Demand analysis (student and labor market)
  - Program outcomes and course list
  - 3-year budget
  - Staffing plan
  - Outside reviews (not required in WA for state approval)
• Can’t begin public marketing until approval is received from regional accreditation agency. Need to plan.
Program Design

Samantha Dolan, Ph.D.
Work-based Learning

• Embedded practicum requires students to spend a minimum of 5 hours per week in an early care and education setting

• “next-day” application of strategies, theories and skills
Coaching and Supervision

Use of video platform to assess student application of course objectives through the program through communities of practice

- Allows instructors to provide ongoing feedback on emerging skills
- Allows students to develop coaching and mentoring skills
Credit for Prior Learning

Students with expertise/experience can apply prior learning credit to 25% of degree requirements

The process:

• Meet with coordinator to review course objectives/determine eligibility
• If eligible, pay fee
• Create portfolio highlighting previous training and/or work experience
• Faculty evaluates the work and assigns credit or no credit
• Course is transcribed onto student transcripts
Inventorying Student Needs

Before
• What is the ideal balance of online and in-person?
• What funding streams are available to students?
• What class times/frequencies/locations are non-prohibitive?

During:
• What obstacles are students encountering?
• Is there anything missing from the curriculum that is needed for their job?

After:
• Are students advancing in their careers?
• Any barriers to graduation after core ECE content?
Adapting to Student Needs

• Before: Foundation scholarships
• During: Math Pathway
• After: ECE Directors community of Practice
Advising

Intrusive advising practices
- Application/intake meeting with transcript evaluation
- New student orientation
- General advising before/in class

Flexible advising formats
- LMS course shell with announcements, videos, forms
- Phone, in-person, video conferencing sessions
- Drop in days and face to face appointments

Ongoing
- Quarterly adjustments to education plans in response to academic success, workload, and life circumstances
Q&A

• What (if anything) did we mention that you hadn’t really thought about or considered?
• What programs are you working on? Why do you think they will make a good BAS program?
• What issues/fears/concerns do you have in developing or implementing a BAS program?
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