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Photo Credit: icangotocollege.com/bachelor-s-degree-pilot-program

The ABC's and D's of Launching a California Community College Baccalaureate Degree

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A11Y 3/23/23

Agenda

- ➢ Application Review and Approval
- ➢ Before you Begin
- ➢ Compliance, Curriculum, and Compelling LMI
- ➢ **Duplication Do's and Don'ts**

Background and History of BDP Programs in California

AB 927 (Medina)

- **Goal: To increase the number of bachelor's degrees in high**-demand workforce industries.
- Effective January 1, 2022, and chaptered into Education Code §78040-78042.
- Made permanent the existing 15 community college pilot sites authorized by SB 850 (2014).
- Allows an expansion of up to 30 community college baccalaureate degree programs per year.
  - Permits more than one baccalaureate program per community college district.

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Why Community College Baccalaureate Degree Programs Matter

- According to a study conducted by PPIC, the state needs to increase the number of bachelor degrees awarded by 40% to keep up with the demand for a college-educated workforce.

- CSU and UC are not producing enough graduates for high demand fields. CCCs can help fill the gap.

- CCCs offer baccalaureate degrees at a fraction of the cost of other institutions.

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A - Application Review and Approval

Application Quick Facts

- Quick Facts
  - The Cycle 2 application launched on October 21, 2022/due January 13, 2023
  - The application includes 28 questions divided into 6 main sections:
    - Proposal Information – Program Name and TOP/CIP/SOC Codes
    - Policy Compliance and Certification – Education Code requirements
    - Program Planning /Workforce Need – Discussed in more detail
    - Institutional Capacity – Student Interest, Administration/Funding Plans, Faculty
    - Program and Curriculum Design
    - Intersegmental Alignment/Non-Duplication

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Approval Criteria
Scoring Rubric Point System

Rubric Sections		Points
I.	Policy and Compliance	Not scored (Verified by Chancellor's Office)
II.	Institutional Financial Stability	15 (Researched and scored by Chancellor's Office)
III.	Equitable Student Outcomes for Proposed Degree	10 (Researched and scored by Chancellor's Office)
	TOTAL INTERNAL SCORE	**25**
IV.	Program Planning/Workforce Need	25
V.	Institutional Capacity	30
VI.	Program and Curriculum Design	25
VII.	Intersegmental Alignment/Non-Duplication	20
	TOTAL READER SCORE	**100**
	TOTAL	**125**

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BDP Application Approval Requirements

Policy Compliance
- Proposed BDP conforms to what is legally required

Program Quality
- Approval criteria and scoring rubric requiring a minimum score

Intersegmental Agreement
- Consultation with CSU, UC, and AICCU Leadership is required
- Collaboration on objections required
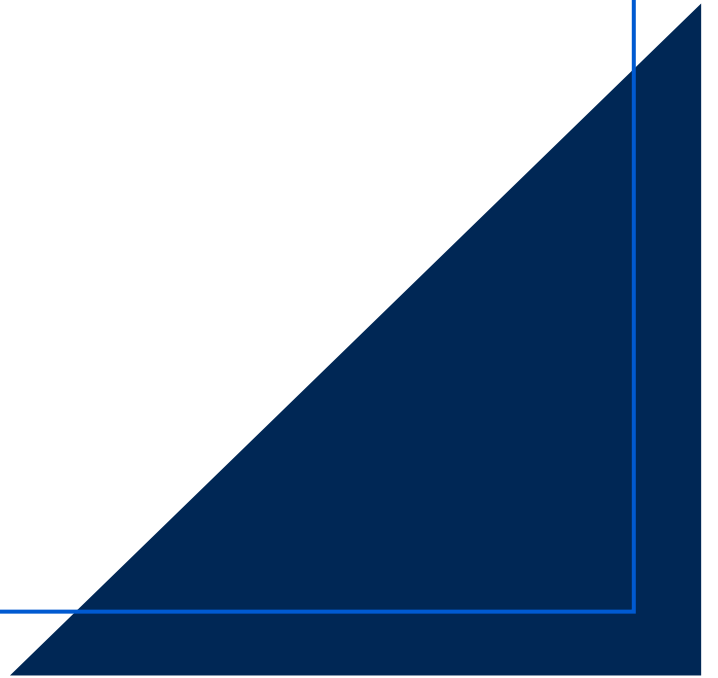- Establish written agreement addressing whether objections are resolved

ACCJC Approval
- Required for programs to be established
- Colleges submit proof of approval

BOG President Approval
- Informational item to the full BOG

B – Before you Begin

Getting Started: Considerations

- Ensure proposed program fits into the mission, curriculum, and master planning of the college and higher education in California

- Have a system in place to maintain separate records for students who are enrolled in courses classified in the upper division and in the lower division

- Have a system or process in place to report students enrolled in both lower division and upper division courses

- Consult with the CSU and UC regarding collaborative approaches to meeting regional workforce needs

- Ensure all district financial and audit reports have been timely submitted and the district maintains sufficient general fund reserves.

- Ensure student outcome data for current associate degree program and student interest surveys justify need for the proposed program

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Getting Started: Considerations – Cont'd

Prepare detailed Administrative and Funding Plans:

- Includes estimated costs to students and the college/district, including funding for faculty, facilities, equipment, and other resources.

- Demonstrate adequate human administrative support (e.g., faculty, support staff, counselors, and student services such as DSPS)

- Program faculty are qualified to teach upper-division courses and continuously improve the curriculum.

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C – Compliance, Curriculum, and Compelling LMI
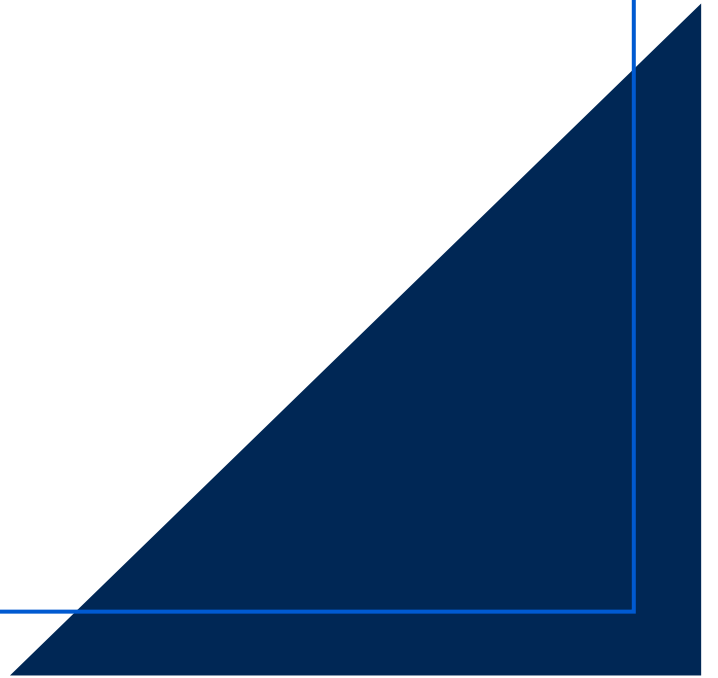
Minimum Compliance

- Applicant currently offers an associate degree program in the same academic subject

- Applicant provides the corresponding program TOP and CIP/SOC Codes

- Applicant has a system in place to maintain separate records AND to separately report upper-division students

- Applicant has a written policy that requires all potential students to submit either a FAFSA or California Dream Act application in lieu of the California Promise Grant.

- Applicant has completed a detailed Duplication Analysis form that lists all upper and lower division courses for the proposed program, along with both program and course outcomes

- Applicant provides evidence of consultation with the CSU and UC

- While an application may be submitted prior to receiving ACCJC approval, the Chancellor's Office will only provide conditional approval until evidence of ACCJC approval is received

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Curriculum Concerns

- Definition of Upper Division:

    Upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicum or capstone projects. Upper division courses typically will have one or more lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in title 5, section 55003. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees (from the CCC BDP Handbook).

Guiding Principles for Upper Division Courses

- Restricted Enrollment

- Students must be admitted to the Bachelor of Science Degree program offered by the college and meet final criteria to be eligible to take upper division courses. Currently California community college courses coded as upper division are only intended to be applicable to baccalaureate students **and should not be open to students who are not enrolled in the college's** baccalaureate program.

- Course Characteristics

- Prerequisite(s) or corequisite(s) course(s);
- Course content, assessment and learning outcomes build on skills developed in lower division courses;
- Course content, assessment, and learning outcomes demonstrate evidence of an advanced focus or greater depth in content than lower division courses;
- Course content, assessment and learning outcomes target higher-order of critical thinking skills than lower division courses; and
- Course content, assessment and learning outcomes develop advanced writing, speaking and communication, and information literacy skills.
- Curricular design incorporates Diversity Equity Inclusion Anti-racism and Accessibility (IDEAA)

- Survey similar programs
- Consult with local advisory boards and industry leaders
- Match curriculum to accreditation standards

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Compelling LMI

Application must include a written statement supporting the necessity of a four-year degree for the proposal. The written justification should include an analysis and discussion of statewide and regional workforce data and unmet workforce need.

Analysis should include:

a) evidence that employers are having difficulty filling positions that require a baccalaureate degree;

b) evidence that employers are willing to pay baccalaureate degree holders more than those with a related associate's degree or no postsecondary degree;

c) evidence that employers prefer candidates with the proposed baccalaureate degree;

d) evidence of job placement and/or promotion opportunities for candidates with a baccalaureate degree; and

e) evidence that the occupation/field the proposed baccalaureate degree is in will provide for higher-wage job opportunities.

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Compelling LMI Evidence

Evidence of labor market need may include:

- Centers of Excellence report;

- Statistical projections of growth in specific jobs by county (or labor market area) from the EDD LMI system;

- Recent employer surveys, industry studies, regional economic studies;

- Job advertisements for positions in the college's service area;

- Newspaper or magazine articles on industry or employment trends;

- Studies or data from licensing agencies or professional associations.

Evidence must support the need for the proposed

baccalaureate degree program

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D –Duplication
Do's and Don'ts
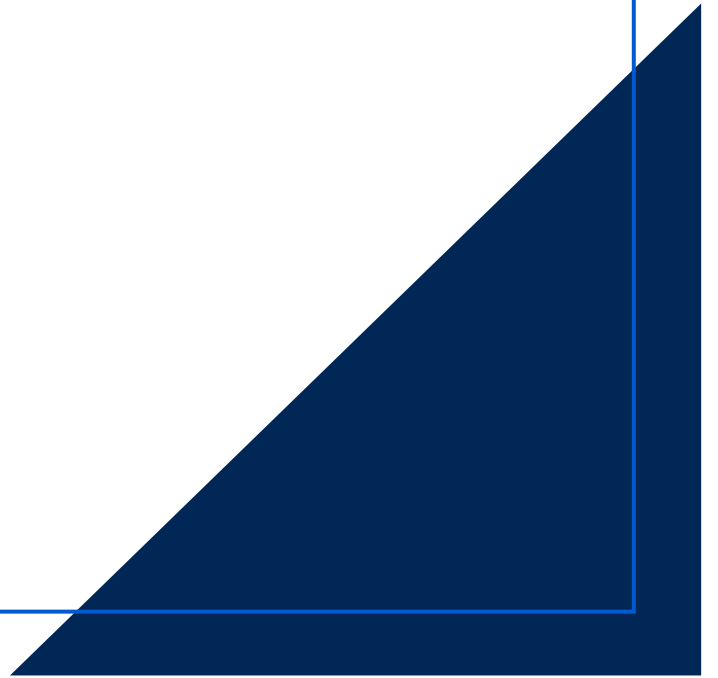
Defining Duplication

- "Consisting of or existing in two corresponding or identical parts or examples; being the same as another." (Merriam-Webster)

- "Anything corresponding in all respects to something else." (Dictionary.com)

- Proposed definition – An existing baccalaureate degree program within the service area of the applying California Community College that is overwhelmingly the same in curriculum, course scope and sequence, and program type.

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Duplication Intent

- The Legislature intended the baccalaureate degree program to provide "place-bound local students and military veterans" access to a quality baccalaureate education needed for new job opportunities and promotions, while avoiding unnecessarily duplication of similar programs offered "by nearby public four-year institutions." (SB 850, § 1, subd. (e); AB 927 (2021).

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Duplication Do's and Don'ts

- DO:
  - Complete a detailed Duplication Analysis Form with all lower and upper division courses and outcomes
  - Reach out to UC and CSU to discuss your proposed program BEFORE you submit an application
  - Address any duplication concerns

- **DON'T:**
  - Just look online to see if UC/CSU offer a program with the same title
  - Submit an application without doing your due diligence!

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ADVICE FROM THE CALIFORNIA COMMUNITY COLLEGE BACCALAUREATE ASSOCIATION BOARD MEETING OF OCTOBER 24, 2022

ANTICIPATE POTENTIAL OBJECTIONS BY CSU CAMPUSES REGARDLESS OF THEIR LOCATION

SUBMIT	SUBMIT A COURSE-BY-COURSE COMPARISON OF REQUIREMENTS
EMPHASIZE	EMPHASIZE THE CAREER TECHNICAL ASPECTS OF YOUR PROGRAM
DESCRIBE	DESCRIBE COMPETITION BEYOND CALIFORNIA PUBLIC HIGHER EDUCATION
OFFER	OFFER TESTIMONIALS OF PLACEBOUND STUDENTS
DOCUMENT	DOCUMENT OVERALL DEMAND FOR AND INADEQUATE SUPPLY OF WORKERS
CONSIDER	CONSIDER INDIVIDUAL MEETINGS WITH OPPONENTS

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CCC Chancellor's Office Staff

- Dr. Aisha Lowe, Vice Chancellor, Educational Services and Support
- Erin Larson, Dean, Educational Services and Support
- Leslie LeBlanc, Specialist, Educational Services and Support
- Jennifer Yang, AGPA
- Email: BDP@CCCCO.edu

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Contacts and Resources

- Additional information on BDPs, visit or send inquiries to:

- BDP@cccco.edu

- info@asccc.org

- [California Community Colleges Chancellor's Office](https://cccco.edu) (cccco.edu)

- BDP Community in the [Vision Resource Center](https://visionresourcecenter.cccco.edu) (visionresourcecenter.cccco.edu)

- [California Community College Bachelor's Association](https://cccbac.org) (cccbac.org)

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