



CALIFORNIA COMMUNITY COLLEGES
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DEGREE PROGRAMS

2024 Baccalaureate Degree Workshop

Monday, June 10, 2024



LAND ACKNOWLEDGEMENT

We acknowledge that the land on which we gather is the traditional territory of the Nisenan people, with some areas of Sacramento stretching into the traditional territory of the Miwok people.

**If you would like learn about the Native Land that you currently reside on please check out:
<https://native-land.ca/>**

Documentation of Unmet Workforce Needs

- Proposed Baccalaureate Degree Codes: TOP Codes, CIP Codes, Standard Occupational Classification
- Check the CSU/UC list for duplication of codes
- Evidence employers will pay students with a bachelor's degree higher wages
- Evidence employers are having difficulty filling positions (baccalaureate degree necessary)



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Unmet Workforce Needs Continue

- Job Announcements that support the proposed Degree
- LMI Data (Regional and Statewide)
- Evidence program meets industry standards; provides knowledge and skills for occupations that pay a **high wage** (LMI workforce data)
- Evidence of sufficient demand/student interest (student surveys)
- Evidence program will provide equity



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Community College Baccalaureate Degrees

Labor Market Information and Meeting Workforce Demands

Erin Larson, Dean, Educational Services and Support
June 10, 2024

41 Baccalaureate Degree Programs at 34 Colleges

- **Antelope Valley** - 2 Programs: [Airframe Manufacturing Technology](#) and [Respiratory Care](#)
- **Bakersfield** - 2 Programs: [Industrial Automation](#) and [Research Laboratory Technology](#)
- **Canyons** – Building Performance (recently approved)
- **Cerritos** - [Dental Hygiene](#)
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- **Cypress** - 2 Programs: [Mortuary Science](#) and [Dental Hygiene](#) (link coming soon)
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Impact of Community College Baccalaureate Degrees



Advance the State's goal of 70% degree or certificate attainment by 2030



Affordable programs that keep students out of debt



Students graduate into high-paying, high-skill jobs



Applied, workforce-oriented programs



Training the next generation innovative workforce



Reduce equity gaps for place-bound students

Vision 2030 and Community College Baccalaureate (CCB) Degrees



Vision 2030 Goals: Equity in Success, Equity in Support, Equity in Access



Strategic Direction: Equitable Baccalaureate Degree Attainment



Actions: Ensure community college baccalaureate completions for

Dual enrollment
Justice involved Californians
Full-time working adults with dependents



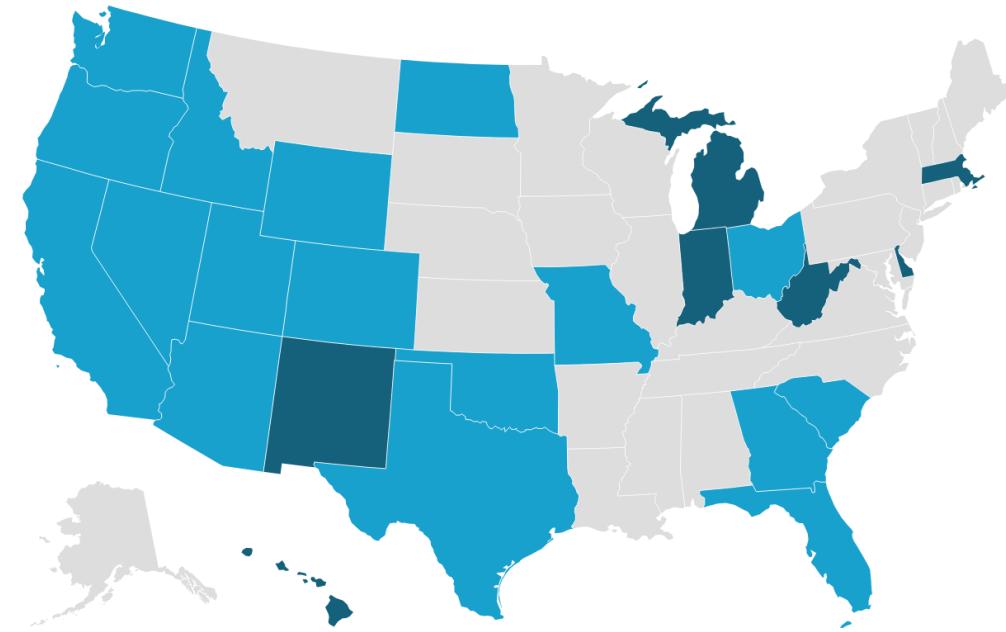
Outcomes:

Increase community college baccalaureate attainment
Earn a living wage



National Landscape of CCB Degree Programs

- 24 States allow community colleges to **grant baccalaureate degrees**
- 17 of those **require the demonstration of a workforce need for program approval**



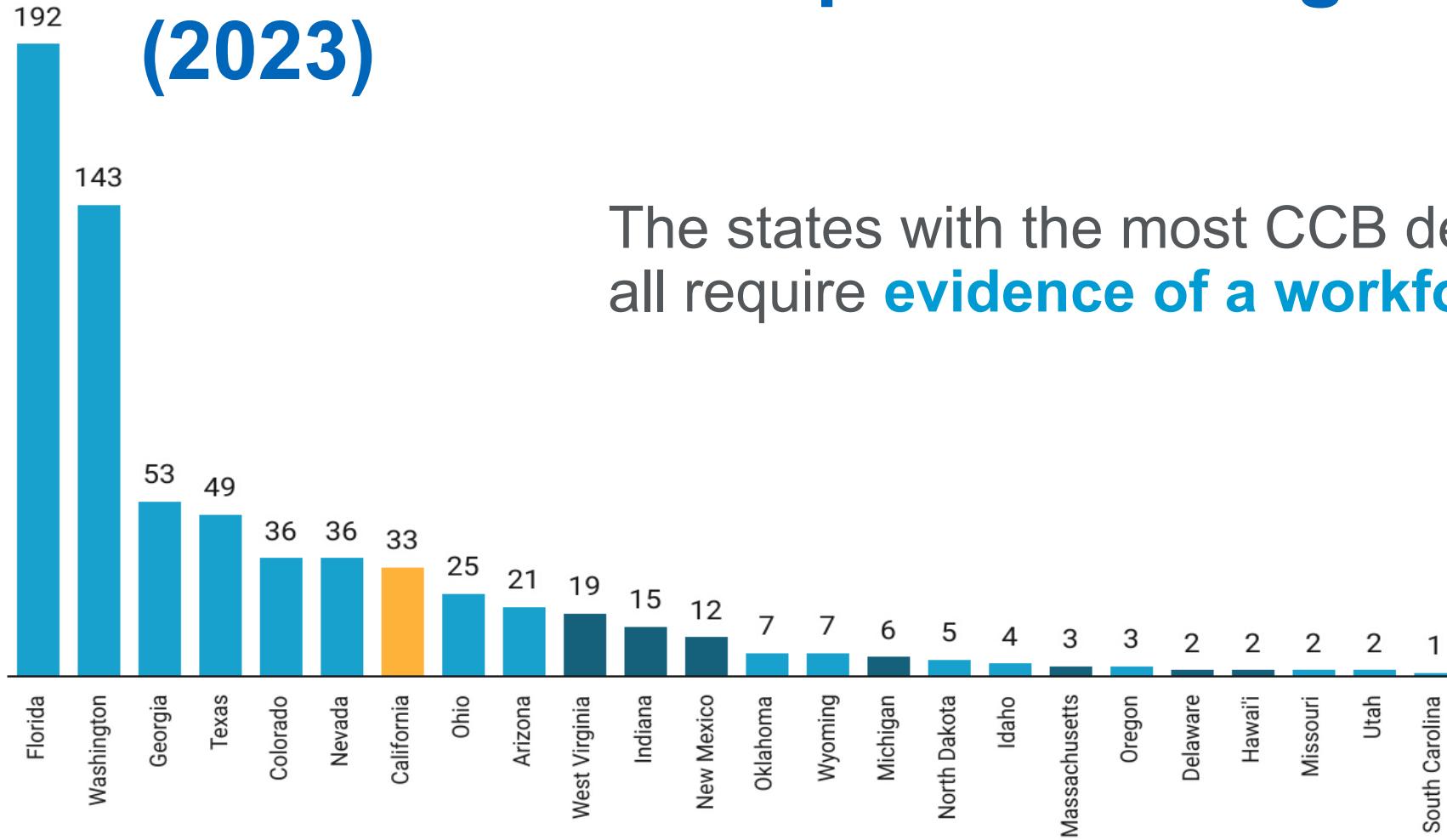
Created with Datawrapper

24 States that allow community colleges to grant baccalaureate degrees:
WA, OR, CA, ID, NV, UT, AZ, WY, CO, NM, ND, OK, TX, MO, MI, IN, OH, GA, FL, SC, WV, DE, MA, HI

17 of 24 States that require the demonstration of a workforce need for program approval:
WA, OR, CA, ID, NV, UT, AZ, WY, CO, ND, OK, TX, MO, OH, GA, FL, SC

Source: Success Center. (2023, unpublished). State Inventory of Community College Baccalaureate Degree Programs.

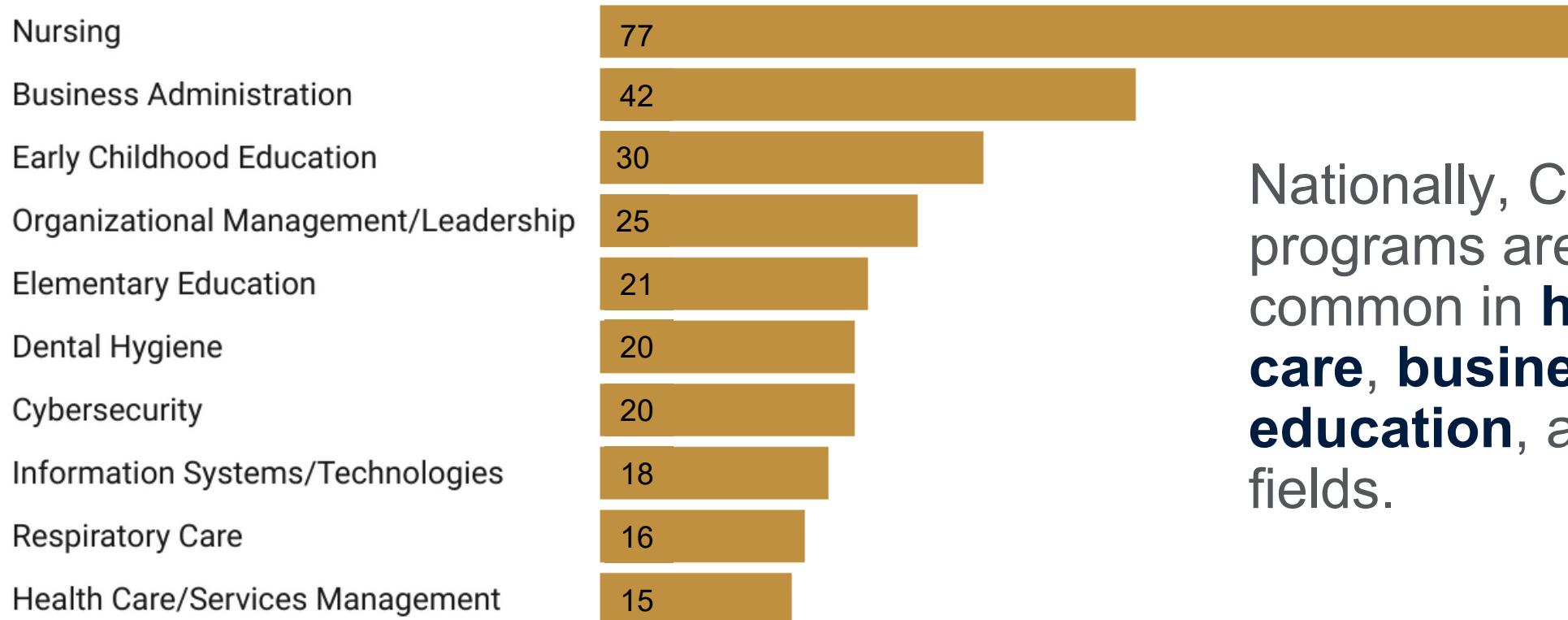
National Landscape: CCB Programs by State (2023)



The states with the most CCB degree programs all require **evidence of a workforce need**.

Source: Bragg, D. (2024). Tracking the growth of CCB degrees in the U.S. New results and important perspectives. Community College Baccalaureate Association. Success Center. (2023, unpublished). State Inventory of Community College Baccalaureate Degree Programs.

National Landscape: Top Ten CCB Program Areas in the US (2023)

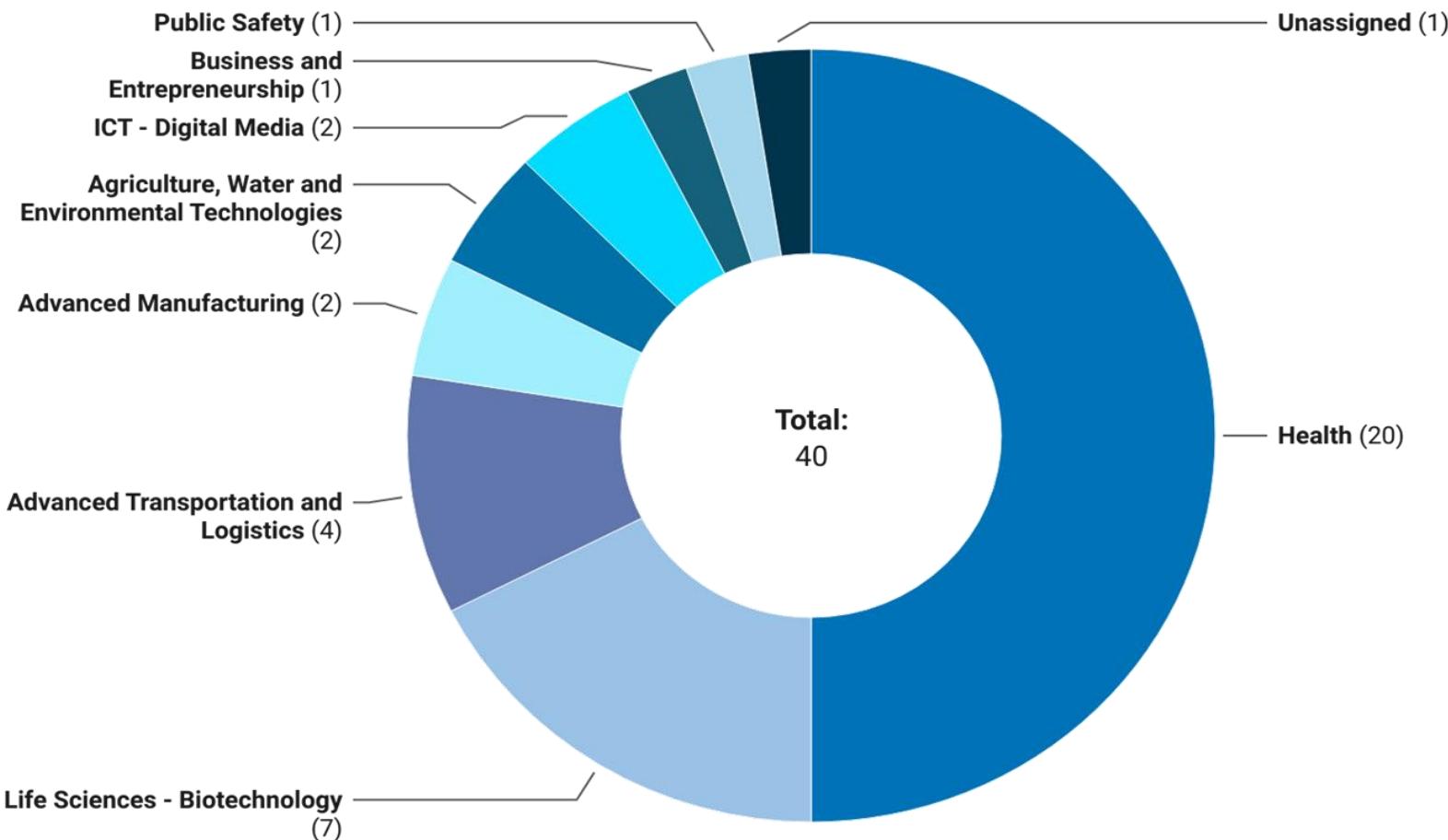


Nationally, CCB programs are most common in **health care, business, education, and IT** fields.

Source: Bragg, D. (2024). Tracking the growth of CCB degrees in the U.S. New results and important perspectives. Community College Baccalaureate Association.

California CCBs by Industry Sector

(As of April 2024)



Most CA CCBs are in
health care, biotechnology, and advanced transportation / logistics

Changes are Coming: Strengthening CCB Application Response to Workforce Need



Colleges need:

Labor Market Assessment
Evidence of Unmet Workforce
Need



To ensure:

Application consistency for
evaluation
Program viability and
sustainability
Workforce relevance



Equitable Success, Support, and Access

That prepares students for
higher wage jobs
Meet workforce needs

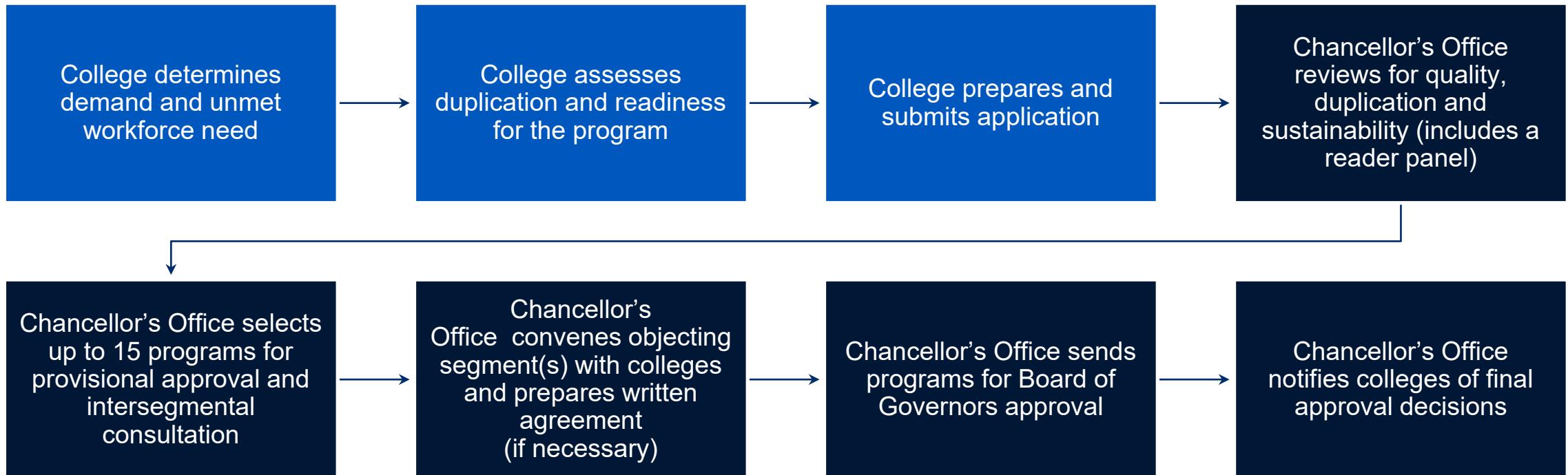


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COE for Labor Market Research



CCB Approval Process



Community College Baccalaureates Must Have:

Documentation of unmet workforce need

AND

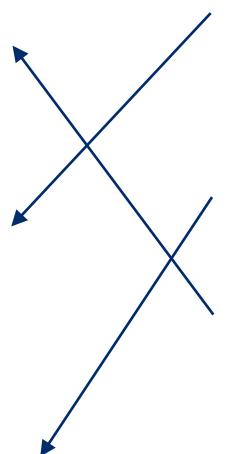
Narrative supporting the necessity for a 4-year degree for the program

- Ed Code Section
78042(f)(5)



Documentation must include

- A. Evidence of consultation with regional employers and regional workforce development boards.
- B. Statewide and regional workforce data relevant to the proposed CCB.
- C. Evidence that the baccalaureate degree to be offered will help address unmet workforce needs.

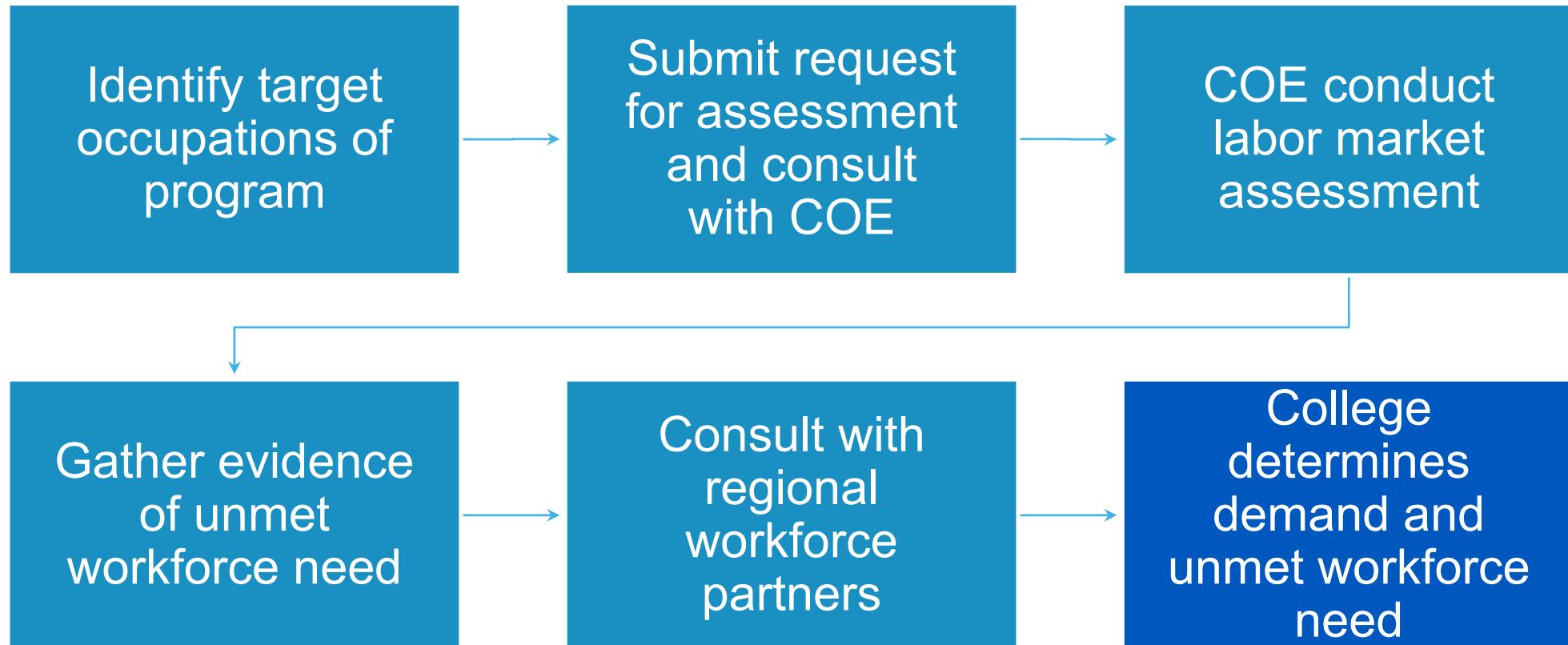


Optimal Sequence

1. **Labor market assessment from COE**
2. **Employer surveys, worker surveys, license requirements**
3. **Employer Surveys; Employer Advisories or Focus Groups; Documentation of Regional Workforce Partnerships**



Research Process for Documentation



1

Identify Occupations

Select the Standard Occupational Classification (SOC) titles that students would be qualified to enter post-graduation.

Visit: O*NET Online
(<https://www.onetonline.org/>)



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Data Warehousing Specialists

Reported job titles:
Data Warehouse Analyst,
Data Warehouse Solution Architect

Description:
Design, model, or implement data warehousing activities.

Education:
78% of respondents report Bachelor's degree required

SOC Code: 15-1243
Database Architects

CIP Code: 11.0802
Data Modeling/Warehousing and Database Administration

1

Submit Request and Consult with COE

Requesting a Labor Market Assessment

- 1) Link to COE request form (https://bit.ly/LMI_request)
- 2) List of occupations (SOC codes or occupation titles)
- 3) TOP and CIP codes associated with request

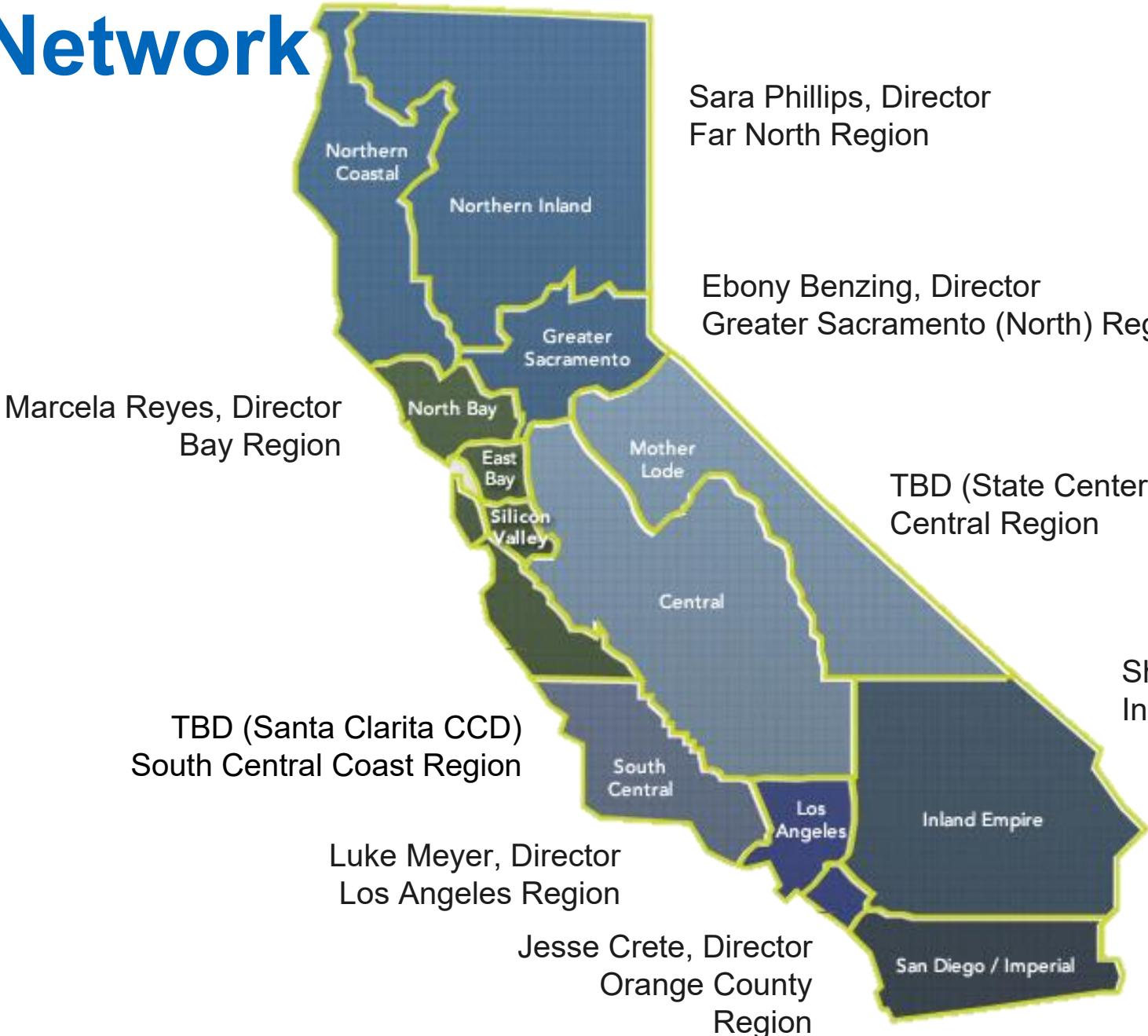
Consulting with COE

- 1) Research timeline
- 2) Data / information concerns
- 3) Options for documenting unmet workforce need



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The COE Network



www.coeccc.net

Workforce Data and Analysis

LABOR MARKET ASSESSMENT

CALIFORNIA COMMUNITY COLLEGE
BACCALAUREATE DEGREE PROGRAM



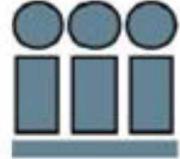
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- Required for regional program recommendation and for state application.
- COE use available data and information to analyze occupational characteristics and regional labor market landscape.
 - State-level analysis of the educational requirements and outlook for California.
 - Regional analysis of current and future demand and supply, and entry-level wages.

Workforce Data and Analysis

NEW PROGRAM RECOMMENDATION?	EVIDENCE OF A SUPPLY GAP?	AT OR ABOVE THE LIVING WAGE?	EXPECTED LEVEL OF EDUCATION
 Proceed with Caution	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Doctorate Degree <input type="checkbox"/> Master's Degree <input checked="" type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Associate Degree
	NUMBER OF INSTITUTIONS THAT PROVIDE TRAINING 	NUMBER OF ANNUAL JOB OPENINGS 	



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Document Unmet Workforce Need

- Required for state application.
- Burden is on applicant to provide evidence that the current labor force is not meeting industry or occupational requirements.

Are employers having difficulty filling positions? Why?

Do employers prefer entry-level workers with a baccalaureate degree?

Do employers compensate workers with a baccalaureate degree higher than those without?

Is there a change in scope of work or practice that having a baccalaureate degree addresses?



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Document Unmet Workforce Need and How COE Can Help

Data and Information Needed	Collection Options	How COE Can Help
Employer practices and preferences	Survey Focus group	<ol style="list-style-type: none">1) Provide business listings2) Share survey template3) Assist with survey development and sample design4) Advise on focus group sample design and questions5) Manage survey development, design and implementation
Occupation practices and requirements	Survey Focus group Licensing board or other body rules or requirements	



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3

Regional Consultation

Input Needed	Options	Documentation
Regional Employers	Survey Focus group Advisory board	<ol style="list-style-type: none">1) Provide summary of input from survey or focus group
Regional Workforce Development Boards	Advisory or planning committee	<ol style="list-style-type: none">2) Provide summary of input from advisory board or committee



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Pending Legislation and Regulatory Change for Community College Baccalaureates

- **Legislation to Watch**
 - **SB 895 (Roth) and AB 2104 (Soria) – Baccalaureate Degree in Nursing Pilot Program**
 - **AB 2044 (Chen) – Eliminating an associate degree**
 - **AB 1142 (Fong) – Coordinating Commission**
 - **AB 2305 (Fong) – Single timeline for BDP applications**
- **Regulation Changes in Development**
 - New Article specifically for community college baccalaureate degrees
 - Updating related sections
 - Repealing of old and redundant language



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Thank you!

Send questions to bdp@cccco.edu

Navigating the BDP Application and Non-Duplication Process

Presented by Leslie LeBlanc, Community College Specialist, CCCCO

June 10, 2024



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Agenda

- Background and Current Program Status
- Before you Begin – Are you Ready
- Evidence of Workforce Need/Sufficient Demand
- The Dreaded “D” Word – Duplication
- BDP Application Overview
- Approval Requirements and Application Process
- Questions & Answers

Background and Current Program Status



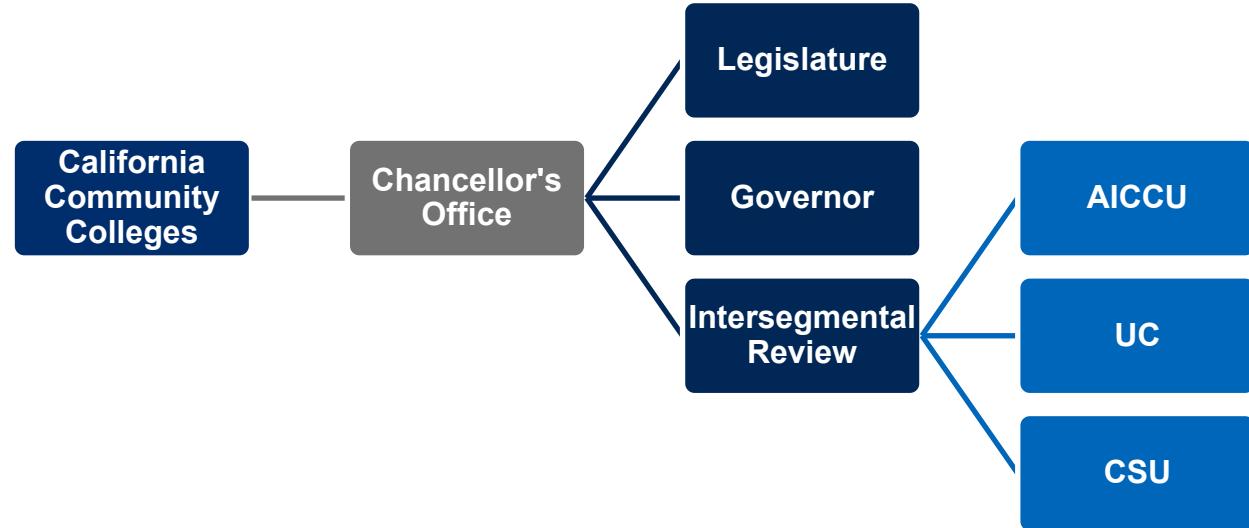
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CCCCO: Our Role in the CCB/BDP Process

- Review BDP applications based on legislative requirements
- Recommend BDPs for Board of Governors approval
- Coordinate intersegmental duplication review
- Collect BDP data for Legislature



We ask a lot of our colleges.

41 Fully Approved Programs at 34 Colleges

Airframe Manufacturing Technology

Automotive Career Education

Automotive Technology/Management

Aviation Maintenance Technology:
Avionics

Biomanufacturing

Building Performance

Cyber Defense and Analysis

Dental Hygiene/Administration

Ecosystem Restoration/Applied Fire

Equine and Ranch Management

Health Information Management

Histotechnology

Industrial Automation

Interaction Design

Mortuary Science

Occupational Studies

Paralegal Studies

Paramedicine

Public Safety Management

Research Lab Technology

Respiratory Care/Therapy

Programs Pending Intersegmental Agreement

Cycle 2

- Applied Cybersecurity and Network Operations
- Stem Cell and Gene Technologies
- Cloud Computing
- Performance and Production of Electronic Popular Music: emphasis on electronic digital instrument performance

Cycle 3

- Cyber Security Technology
- Water Resources Management
- Physical Therapy Assistant
- Digital Infrastructure & Location Service
- Land Stewardship and Sustainability



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Programs for Expedited Review by CSU

- Airframe Manufacturing Technology
- Automotive Career Education
- Automotive Technology
- Industrial Automation
- Mortuary Science
- Dental Hygiene
- Dental Hygiene Administration
- Respiratory Care
- Occupational Studies/Occupational Therapy Assistant
- Histotechnology
- Research Laboratory Technology
- **Equine and Ranch Management**

This list may change in the future. All CCC proposals for these disciplines are still subject to full review by the CSU Office of the Chancellor

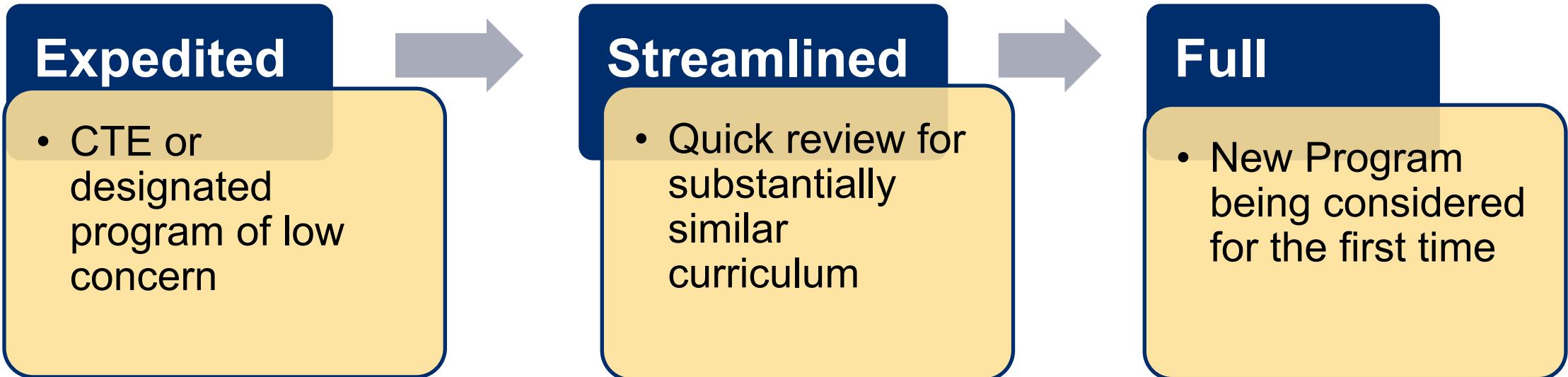


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Review Types – NEW!



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Before you Begin



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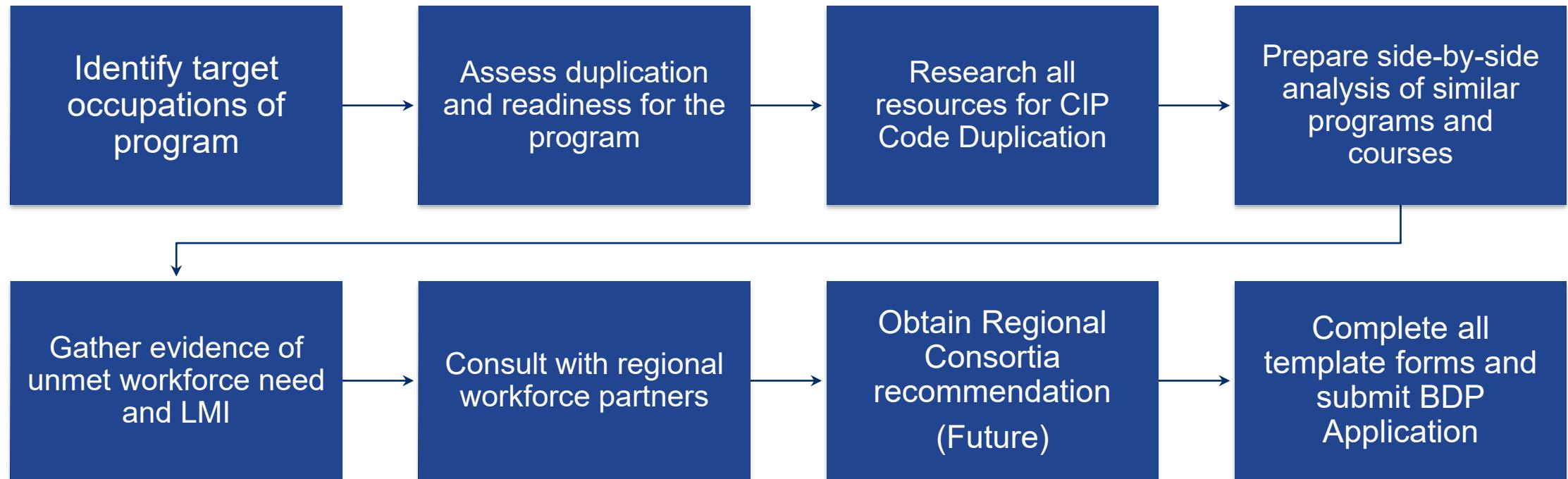
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Before You Begin

Is Your Campus Ready to Support a Four-Year Program??

- Conduct detailed research of similar statewide programs
- Survey students and industry partners to determine need
- **Ensure student outcome data for current associate degree program justify need for the proposed program**
- Update college mission
- Update systems for upper division records and reporting
- Update financial aid policies
- Ensure you have the campus-wide expertise and resources to offer a quality CCB
- Ensure all district financial and audit reports have been timely submitted and the district maintains 2 months general fund reserves (scored)

CCC Research Process



Evidence of Workforce Need/Sufficient Demand



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Workforce Need/Sufficient Demand

Evidence Must Demonstrate Workforce Need, Higher Wages, and Student/Employer Demand

Is your program necessary to fill a workforce need?

Does your completer data support the need?

Do you have strong student interest?

Do employers require/prefer a bachelor degree?

Are employers willing to pay more?

Does the degree lead to high-wage job opportunities?

Does your LMI evidence support all of the above?

Does your LMI specifically match your proposal?

Pending Changes for Workforce Need/Evidence

- Centers of Excellence – Labor market assessment specific for proposed BDP
- Historical Employment Trends
- Projected Demand/Projected Supply
- Occupational Wages
- Consultation with Regional Workforce Development Boards/Consortium
- Centers of Excellence Director Letter of Certification/Recommendation**

Dreaded “D” Word – Duplication



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Resources to check for CIP Code/Program Duplication (Found on BDP Webpage)

- [UC Majors](#)
- [CSU Academic Master Plan](#)
- [WASC Programs Directory](#)
- [COE CSU and UC Program Finder Tool](#)
- [COE CSU and UC Program Finder Tool Instructions](#)
- [Search Degrees at the CSU](#)
- [CSU Majors by CIP Code](#)
- [CSU Degrees and CIP Codes Report](#)
- [Guidance Search for CSU Programs](#)
- [CIP SOC Crosswalk](#)



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Dreaded Duplication

Anticipate potential objections by CSU regardless of their location

Check all available Resources – Statewide!

CIP/SOC Code Alignment

- Do your program outcomes align to chosen CIP Code?
- Compare and identify any related SOC Codes

Prepare side-by-side analysis for each program that could potentially be duplicative

For each program identified, provide side-by-side comparison of ALL similar courses and learning outcomes

Duplication Analysis

Examples

Institution	Degree Title	Program Description / objectives	CIP Code	Analysis
CSU Los Angeles	BS in Aviation Administration	Provides hands on learning ... to prepare you for an aviation management career	49.0101	Focuses on managerial knowledge, no upper-division curriculum in technology
College	Applicant	CSU 1	CSU 2	UC
Degree	BS in XXX	BS in XXX	BS in XXX	BS in XXX
Program Learning Outcomes				
Upper Division Major Courses (include learning outcomes for each course)				
Analysis				

BDP Application Overview

Overview of BDP Application

Download PDF and templates!!

Page 1

- Pre-Application Certification of Statutory Compliance & Readiness
- Designation of Review Type

Page 2

- Instructions/Contact Information

Page 3

- Non-Duplication Analysis (template)

Page 4

- Current and Proposed program information (CIP/TOP Codes)
- ACCJC approval (if applied/received)

Page 5

- Workforce Need/Evidence of Sufficient Demand (template) + Evidence
- Program Description (template)

Page 6

- Program Description/Program Quality and Curriculum Design (templates)

Page 7

- Institutional Capacity: Administrative and Funding Plan (template)
- District's formal policy to maintain unrestricted reserves

Page 8

- Certification/3 Signatures required

Program Quality/ Curriculum Design Shared with CSU/UC/AICCU



Complete Proposed Program Description (template) with all lower and upper division courses and outcomes



Complete Program Quality and Curriculum Design template

Describe your upper division approval process

Describe how program articulates to/from other programs or allows for transfer

Does the program align with industry standards or is it in good standing for certifications or accreditation?



Include Catalog Description that includes:

Program requirements and prerequisite skills

Admission/enrollment limitations

Program goals

Listing of courses and sequencing that includes GE pattern and total units

The Administrative and Funding Plan

Aligned with the ACCJC
Application



Describe the systemwide planning process



Identify plan for faculty, staff, and administration



Describe the upper division faculty qualifications



Describe how student services, learning support services, library etc. are tailored specifically to CCB students



Describe the impact to technology, equipment, physical resources



Provide estimated costs to students and a budget demonstrating your district has the capacity to start and maintain the proposed program

Approval Requirements and Application Process



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CCB Application Approval Requirements

Policy Compliance

- Proposed CCB 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

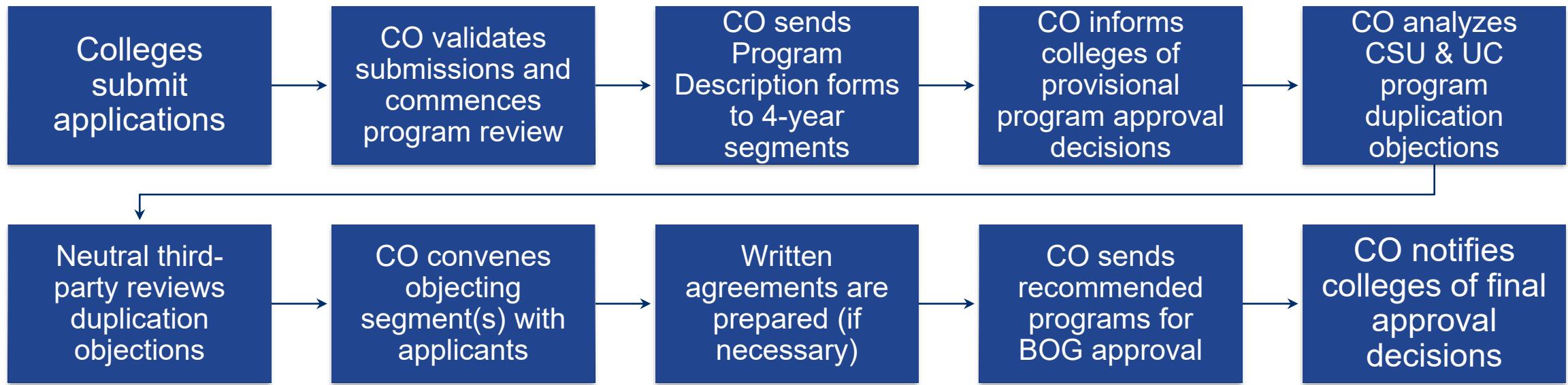
ACCJC Approval

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

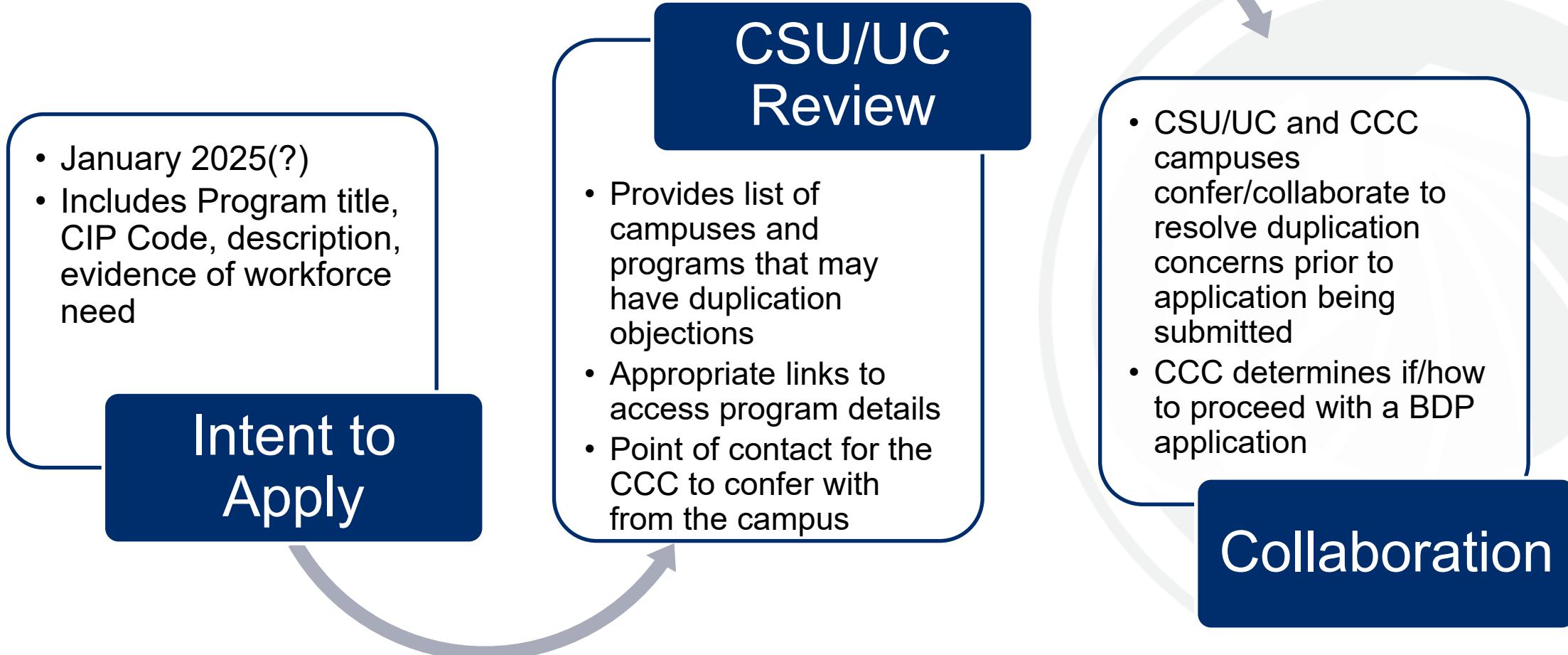
BOG President Approval

- Informational item to the full BOG

CCB Approval Process



New Step: Pre-Application (TBD)





Community College Baccalaureate Degrees

Navigating Intersegmental Review for Duplication

Erin Larson, Dean, Educational Services and Support
June 10, 2024

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Nine Programs Pending Intersegmental Agreement

Cycle 2

- Applied Cybersecurity and Network Operations
- Stem Cell and Gene Technologies
- Cloud Computing
- Performance and Production of Electronic Popular Music: emphasis on electronic digital instrument performance

Cycle 3

- Cyber Security Technology
- Water Resources Management
- Physical Therapy Assistant
- Digital Infrastructure & Location Service
- Land Stewardship and Sustainability

Intersegmental Program Review: Standards and How Compared

- Use Intersegmental Committee of the Academic Senates (ICAS) rubric and recommendations for Duplication Review
- Programs evaluated for difference rather than duplication
- Must have a comprehensive comparative analysis
- If review is at an impasse, engage a neutral third party to conduct analysis

Intersegmental Program Review: What's in and What's Out

Key Elements of Program Duplication

- CIP Codes
- Program Name, Description, and Outcomes
- Course Details
- Program accreditation
- Intended industry licensure or certification
- Lower division major prep
- Concentrations

Elements NOT included

- Lower division major prep
- Minors and certificates
- Upper division general education
- Method of instruction

Intersegmental Program Review

How programs will be reviewed for intersegmental consultation:

- **Full Review** – New program considered for the first time
- **Streamlined Review** – Proposed program that is the same as previously approved community college programs
- **Expedited Review** – Clear career technical education or applied degrees that are not in CSU or UC's wheelhouse and were previously approved

PROGRAMS CONSIDERED FOR EXPEDITED REVIEW

- Airframe Manufacturing Technology
- Automotive Career Education
- Automotive Technology
- Industrial Automation
- Mortuary Science
- Dental Hygiene
- Dental Hygiene Administration
- Respiratory Care
- Occupational Studies/Occupational Therapy Assistant
- Histotechnology
- Research Laboratory Technology
- Equine and Ranch Management



Establishing Agreement

- The segments will come to an agreed upon conclusion before community college baccalaureate degree programs are approved.
- For written agreement, duplication objections has been rescinded based on one of the following:
 - Shared agreement that there is not sufficient evidence of program duplication
 - Curricular revise an resubmit: Documented changes to the proposed curriculum to eliminate duplication
 - Potential opportunities to collaborate to ensure student need is met

BACHELOR'S DEGREE



Program Curricula Processes

Rosa Estrada

Community College Specialist

Equitable Student Learning, Experience and Impact Office

Educational Services and Support Division

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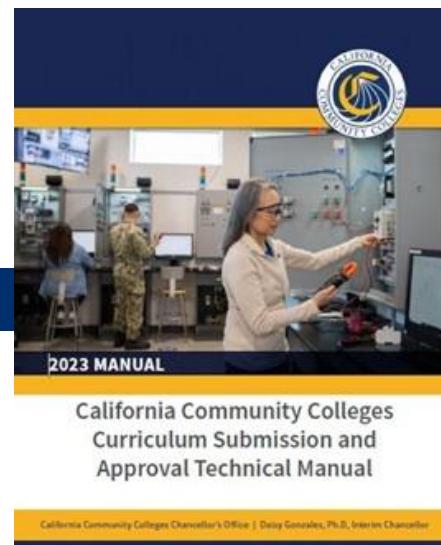
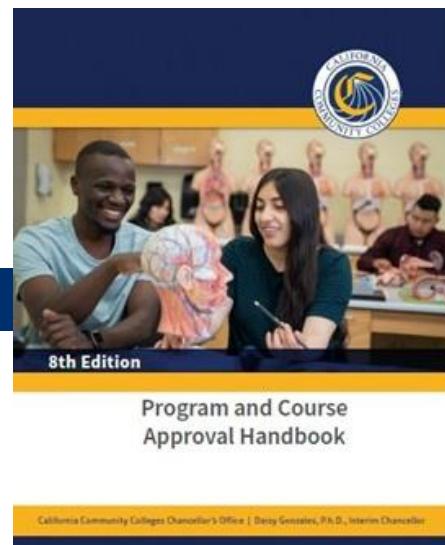
California Community Colleges Chancellor's Office

1102 Q Street, Sacramento, California 95811

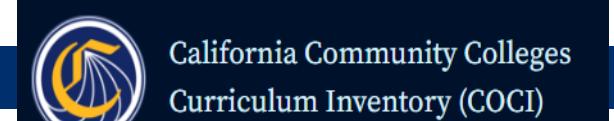
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COCI



<https://coci2.ccctechcenter.org/>



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PCAH PG.74 –PG78.

General Baccalaureate Degree Standards

All baccalaureate degrees offered by a California community college must meet the minimum requirements outlined in this section. These requirements are designed to ensure the baccalaureate degrees are equivalent or superior to other baccalaureate degrees offered by other regionally accredited community colleges or universities throughout the United States. Each degree program must include the following:

1. A combination of lower division and upper division coursework totaling a minimum of 120 semester or 180 quarter units that are applicable to a baccalaureate degree as defined within these guidelines. A minimum degree requirement of 60 semester credits or 90 quarter units at the associate level.
2. At least 36 semester or 54 quarter units of lower division general education is required.
3. Completion of a minimum of 40 semester or 60 quarter units of upper division courses.
4. At least nine semester or 13.5 quarter units of upper division general education coursework is required.
5. The general education requirements are integrated and distributed to both lower and upper division courses.

Chancellor's Office BDP Reviewer Checklist

PCAH PG pg74-78 pg74	Baccalaureate Degree Program Reviewer Checklist (BDP)
	<ul style="list-style-type: none"><input type="checkbox"/> Number of Units<input type="checkbox"/> 1. A combination of lower division and upper division coursework totaling a minimum of 120 semester or 180 quarter units that are applicable to a baccalaureate degree as defined within these guidelines. A minimum degree requirement of 60 semester credits or 90 quarter units at the associate level.<input type="checkbox"/> 2. At least 36 semester or 54 quarter units of lower division general education is required.<input type="checkbox"/> 3. Completion of a minimum of 40 semester or 60 quarter units of upper division courses.<input type="checkbox"/> 4. At least nine semester or 13.5 quarter units of upper division general education coursework is required.<input type="checkbox"/> 5. The general education requirements are integrated and distributed to both lower and upper division courses. <p>C. Lower Division Major Requirements As required for associate degrees in Title 5, § 55063, colleges should identify a minimum of 18 semester or 27 quarter units of lower division coursework in the declared major for each baccalaureate degree.</p>



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MOST COMMON ERROR NUMBER OF UNITS



Units and Hours

Minimum Units for Degree	From	122.00	To	122.00
Maximum Units for Degree	From	126.50	To	126.50
Minimum Units for Major or Area of Emphasis	From	72.00	To	72.00
Maximum Units for Major or Area of Emphasis	From	72.00	To	72.00



Units and Hours

		Units Field Previous Value		Units Field Previous Value
Minimum Units for Degree	From	120.00	68.00	X To 120.00
Maximum Units for Degree	From	120.00	68.00	X To 120.00
Minimum Units for Major or Area of Emphasis	From	68.00	30.00	X To 68.00
Maximum Units for Major or Area of Emphasis	From	68.00	30.00	X To 68.00



PROGRAM NARRATIVE : 9 elements

pg77



- **Program Narrative**
- **Program Goals and Objectives** - must address unmet workforce needs and may address transfer preparation
- **Administrative Plan** – includes, but is not limited to, the governing board of the district's funding plan for its specific district
- **Expertise, Resources, and Student Interest** - documentation of the district's expertise, resources, and student interest to offer a quality baccalaureate degree in the proposed field of study
- **Catalog Description** – **MUST MATCH COCI** includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- **Program Requirements** – includes course requirements, faculty, facilities, and sequencing that reflect program goals
- **Master Planning** – describes how the program fits in the mission, curriculum, and master planning of the college and higher education in California
- **Enrollment and Completer Projections** – projection of number of students to earn degree annually
- **Place of Program in Curriculum/Similar Programs** – how it fits in college's existing program inventory
- **Similar Programs at Other Colleges in Service Area** – justification of need for program in the local community or region of the district.



ALL

COURSE OUTLINE OF RECORD: for courses



It helps us when the word COR is in the file name

1. Dental Hygiene 708
2024FA.pdf
2. Dental Hygiene 708
2024FA.pdf
3. 2024-01-10
Approval Letter for
Clinical Dental
Hygiene I

- Course Outline of Record COR: per Title 5, Section 55002 (a)(3) - for all courses
- Unit value
- The expected number of contact hours
- The expected number of outside of class hours
- The expected number of total student learning hours for the course as a whole
- Prerequisites, corequisites or advisories on recommended preparation (if any) for the course
- Catalog description
- Objectives
- Content in terms of a specific body of knowledge
- Types or examples of required reading and writing assignments
- Types or examples of other outside-of-class assignments
- Types or examples of instructional methodology
- Types or examples of methods of evaluation



Labor Market Information Regional Consortia Advisory Committee Recommendation Consultation



- **Labor Market Information (LMI)**
 - Employers are having difficulty filling positions that require a baccalaureate degree
 - Employers are willing to pay baccalaureate degree holders more than those with a related associate degree or no postsecondary degree
 - Employers have preference for candidates with the proposed baccalaureate degree.
- **Regional Consortia:** meeting minutes clearly detailing the title of the program and clearly stating the consortium's recommendations. **(only for new programs)**
- **Advisory Committee Recommendation** – includes advisory committee membership and meeting minutes that clearly detail the recommendation for the specific program being offered by the college and clearly details the committee's recommendation.
- Consultation with Regional Employers and Workforce Development Boards.



Modified



Baccalaureate Degree



<input type="checkbox"/> Modified Baccalaureate Degree
<input type="checkbox"/> Program Narrative
<input type="checkbox"/> Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
<input type="checkbox"/> Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
<input type="checkbox"/> Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.



Any documents missing from original file will be requested.



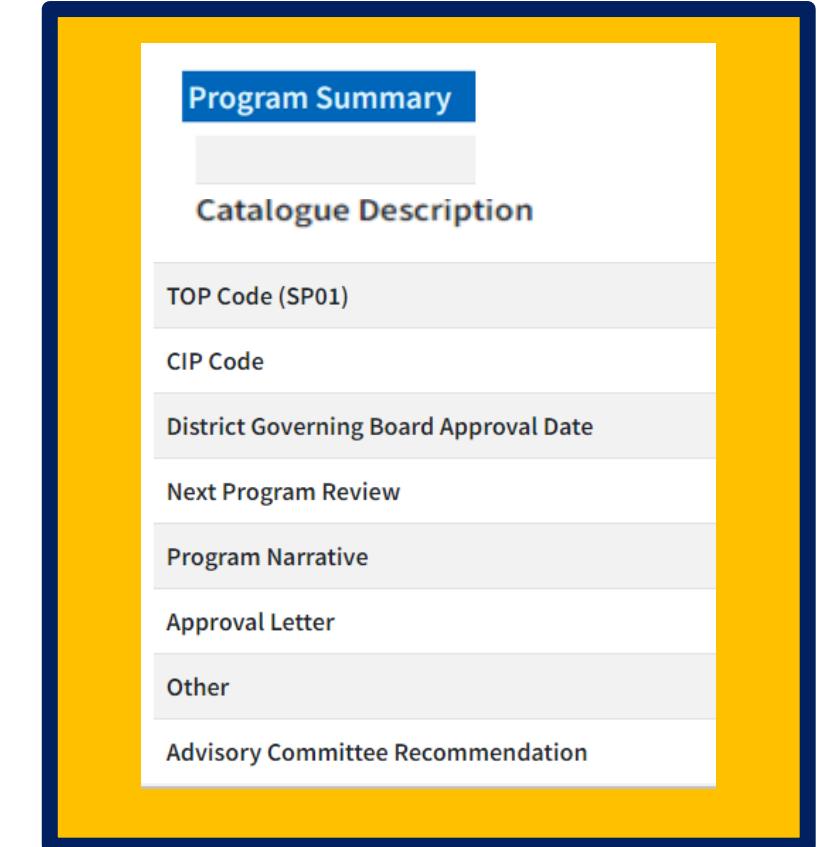
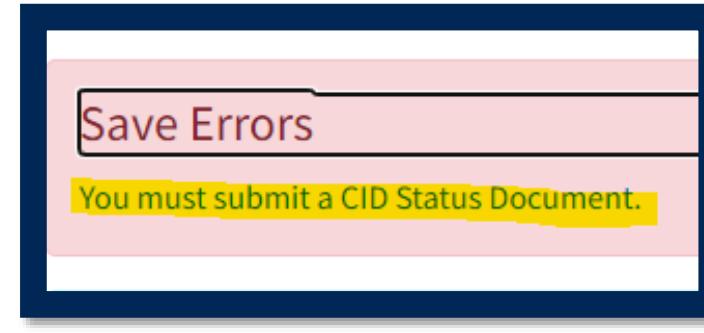
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California Community Colleges

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CALIFORNIA COMMUNITY COLLEGES
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Program Curricula Processes

Mike Fino, EdD
Biomanufacturing
MiraCosta College



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Biomanufacturing as an example of Upper Division Curriculum development

Goals

- Develop industry-driven and industry-aligned curriculum
- Assure appropriate rigor for each course to be considered Upper Division
- Develop a curriculum approval process that proved appropriate rigor
- Gain the respect of industry and graduate programs
- Spoiler Alert: Each goal was accomplished

Biomanufacturing as an example of Upper Division Curriculum development

Accomplishments

- Develop industry-driven and industry-aligned curriculum - confirmed
- Assure appropriate rigor for each course to be considered Upper Division - verified
- Develop a curriculum approval process that proved appropriate rigor - accomplished
- Gain the respect of industry and graduate programs – a near 100% placement rate

What Makes an Upper Division Course Differ from a Lower Division Course?

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 the California Code of Regulations (CCR), title 5, section 55003.

California Community College Academic Senate Baccalaureate Handbook

Solano College adapted that definition of an Upper Division Course

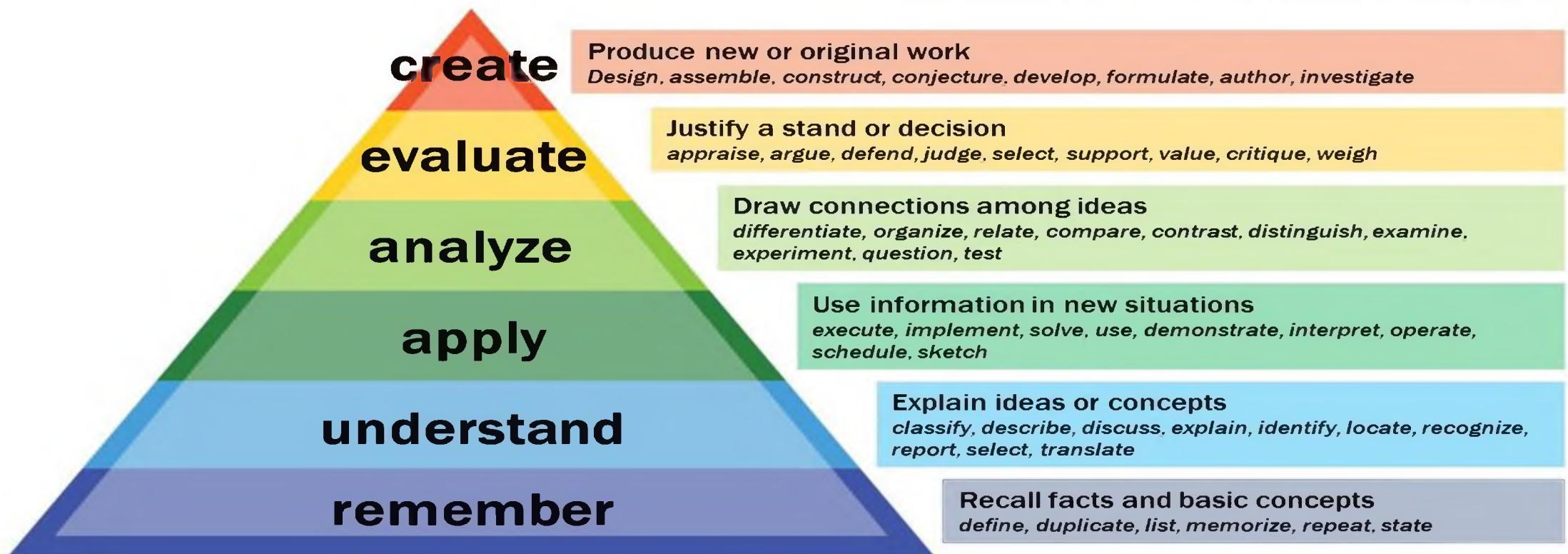
Solano Community College defines upper division coursework as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation, and allow that upper division coursework may encompass research elements, workforce training, apprenticeships, internships, required practicum, or capstone projects. - Solano College Academic Senate

What makes an upper division course differ from a lower division course?

1. Depth/Focus: student outcomes include the development and understanding of the theories and methods of the discipline which may include the applications and limitations of those theories.
2. Specialization: student outcomes include specific intellectual and professional abilities to enable success or progress in a particular field or professional practice.
3. Refinement: student are able to build upon the “general education” background noted above the application of these skills in more discerning or challenging contexts.
4. Preparation: prerequisites may include more general courses, student class standing, GPA requirements, or admission to a pre-professional program.
5. Capstone Courses/Projects: though not necessarily specialized or focused on in-depth study of one discipline, student outcomes may have an integrative function wherein students integrate knowledge from earlier studies.

Bloom's Taxonomy

Bloom's Taxonomy



Student Learning Outcomes Require the Application of Higher Levels of Bloom's Taxonomy

Lower Division Prerequisite Course SLO

1. Describe an overview of the process in the production pipeline for manufacturing a protein pharmaceutical.
2. Outline the business life cycle of a biotechnology company.
3. Outline the structure of the Food and Drug Administration and describe how they assure the safety, efficacy, identity, purity, and potency of a drug or biologic through the enforcement of current Good Manufacturing Practices.

Upper Division Course SLO

1. As the result of this course students will develop the ability to utilize a Quality by Design (QbD) approach to develop a regulatory strategy for a protein pharmaceutical. In this approach students will identify the critical quality attributes (CQAs) of the product, the relationship between the product and the process used to produce it, the quality considerations of the raw materials, and knowledge of the product's clinical properties to design a strategy. Students will identify how a company's different teams - research and development, manufacturing, quality control, and regulatory affairs – team to produce a regulation system. (Bloom's Taxonomy: Create) (Webb's Depth of Knowledge: Extended Thinking)

Student Learning Outcomes Require the Application of Higher Levels of Bloom's Taxonomy

Lower Division Prerequisite Course SLO

1. Describe an overview of the process in the production pipeline for manufacturing a protein pharmaceutical.
2. Outline the business life cycle of a biotechnology company.
3. Outline the structure of the Food and Drug Administration and describe how they assure the safety, efficacy, identity, purity, and potency of a drug or biologic through the enforcement of current Good Manufacturing Practices.

Upper Division Course SLO

2. As the result of this course students will develop the ability to read and critically analyze primary documents from the International Council for Harmonisation (e.g. ICH 7, ICH 8, ICH 9, and ICH 10) and evaluate how the basic science that governs the manufacturing of protein pharmaceuticals led to the design of these regulations.

(Bloom's Taxonomy: Analyze)

(Webb's Depth of Knowledge: Extended Thinking)

Biomanufacturing Upper	
Biomanufacturing Process Sciences (Lecture/Lab) BIOT 401 (5 Units) <ul style="list-style-type: none"> Physical and chemical principles of biochemical engineering that enable large cell culture Thermodynamics and the properties of fluids; mass and heat transfer, fluid flow, and the energy relationships in fluid systems Biomanufacturing technologies enabling large scale upstream and downstream processes 	Supply Chain and Enterprise Resource Planning (Lecture) BIOT 406 (3 Units) <ul style="list-style-type: none"> Manage flow of materials in a supply chain Understand the design, planning and execution of raw material procurement and use Eligibility for certification test
Design of Experiments for Biomanufacturing (Lecture/Lab) BIOT 402 (4 Units) <ul style="list-style-type: none"> Established methods to systematically vary process parameters to improve and optimize a biomanufacturing process 	Advanced Topics in Quality Assurance and Regulatory Affairs (Lecture) BIOT 407 (4 Units) <ul style="list-style-type: none"> Study of the harmonized quality system approaches of ICH Q8, 9, 10, and 11, including quality risk management, qualification, and validation
Design of Biomanufacturing Facilities, Critical Utilities, Processes, and Equipment (Lecture) BIOT 403 (4 Units) <ul style="list-style-type: none"> An examination of how the robust design of all aspects of a biomanufacturing facility minimizes errors The role of Quality by Design (ICH Q8) in facility design Processes and equipment in biological production, recovery, and purification. Aseptic process design. Clean utility and support systems 	Six Sigma and Lean Manufacturing (Lecture/Discussion) BIOT 408 (4 Units) <ul style="list-style-type: none"> Study of key six sigma concepts and tools; the DMAIC phases: design, measure, analyze, improve, and control Use and implementation of lean tools to reduce waste Completion of this course prepares students to earn a certification in six sigma.
Bioprocess Monitoring and Control (Lecture/Lab) BIOT 404 (5 Units) <ul style="list-style-type: none"> The measurement, monitoring, modeling, and control of biomanufacturing processes. 	Methods in Quality Improvements, Investigations, and Audits (Lecture) BIOT 409 (4 Units) <ol style="list-style-type: none"> The study of continuous quality improvement techniques, including investigational methods into process deviations
Emerging Biomanufacturing Technologies (Seminar) BIOT 405 (3 Units) <ul style="list-style-type: none"> An examination of new technologies in biological production and purification operations. 	Emerging Trends in Biomanufacturing Quality (Seminar) BIOT 410 (3 Units) <ul style="list-style-type: none"> An examination of new regulatory requirements and changes to current practices in biomanufacturing quality

A Complete Educational Pathway

Dual Enrollment HS program → Lab Assistant Certificate → Industrial Biotech Certificate → Add GE = Associates in Science in Biotechnology → Bachelors of Science in Biomanufacturing → articulation with nine university graduate programs (including engineering degrees)

A pathway that starts in high school and potentially goes through PhD with multiple possible entry and exit points

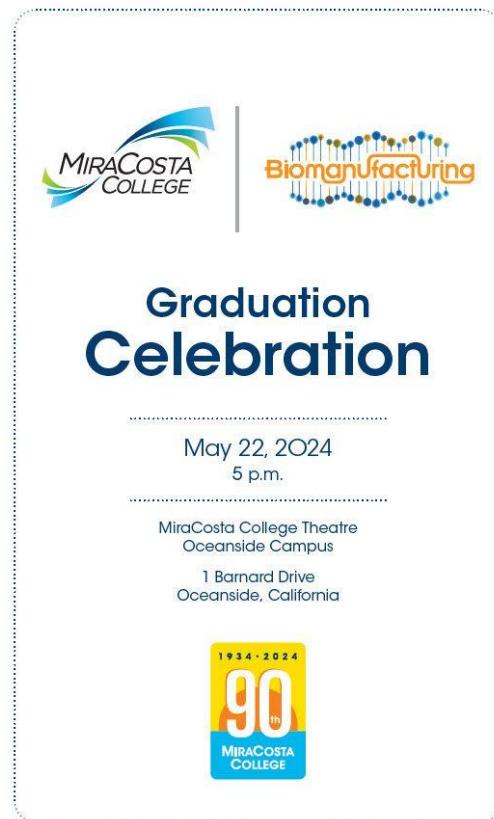
The graduate programs, and industry, have been convinced of the rigor of the program

Exporting Biomanufacturing Baccalaureates

- **First Fifteen: MiraCosta College and Solano College**
- **Moorpark College**
- **Los Angeles Mission College**
- **Los Angeles Pierce College**

By assuring rigor, the new colleges can step into the agreements with graduate programs and enjoy the complete educational pathway

Why we all do this





CALIFORNIA COMMUNITY COLLEGES
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ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

Academic Senates and California Community College Baccalaureate Degrees

Cheryl Aschenbach, ASCCC President
Dolores Davison, Foothill College
Carrie Roberson, Butte College

June 10 - 11, 2024

Benefits of CCC Baccalaureate Degrees

- STUDENTS!
- Address local workforce and economic needs
- High graduation rates
 - 67% of CCC BDP students earned a bachelor's degree within 2 years of starting upper division coursework; 78% completed in 3 years (Hoang 2022)
- Wage increases for CCC BDP graduates
 - 2020 graduates increased annual earnings by \$18,400 on average (Hoang 2022)
- Provide accessible and affordable bachelor's degree programs
 - for students who are geographically bound
 - for historically underrepresented and marginalized populations who may not otherwise consider earning a bachelor's degree
 - 56% of CCC BDP graduates reported they would not have pursued a bachelor's degree if it hadn't been offered at their community colleges (Hoang 2022)



ASCCC Resistance, Support, & Advocacy for CCC Baccalaureate Degree Programs

- As a result of the position established by [Resolution S10 06.01](#), ASCCC was opposed to SB 850 (Block, 2014)
- Remove opposition, urge removal of “pilot” status ([F19 06.01](#))
- Support expansion of BDPs, especially in allied health fields ([F19 06.02](#))
- Develop lower division GE pathway for BDPs ([S22 09.03](#))
- Support revisions to BDP lower division GE requirements ([F22 07.02](#))
- Add LL&SD requirement to BDP lower division GE ([F22 09.02](#))
- Propose definitions for BDP duplication and non-duplication ([F22 15.05](#))
- Support completion of BDP Application Cycle 2 ([S23 06.06](#))
- Revisit BDP upper division GE and and MQ requirements ([S23 07.06](#))

BDP=Baccalaureate Degree Program
GE=General Education

LL&SD=Lifelong Learning & Self-Development
MQ=Minimum Qualifications



ASCCC & SB 850 (Block, 2014) Response

- [SB 850 \(Block, 2014\)](#) Baccalaureate Degree Pilot Program
- Many elements of BDP pilot development and implementation fell under CCR §53200(b) and (c): academic senates' academic and professional matters
 - ✓ Curriculum
 - ✓ Degree and certificate requirements
 - ✓ Educational program development
- Some elements of BDP implementation fell under Ed Code §87357
 - ✓ Faculty minimum qualifications
- ASCCC worked closely with the Chancellor's Office and pilot colleges to develop and make recommendations in areas under its purview



Local Academic Senate Areas for Engagement

- Curriculum
- Faculty Minimum Qualifications
- Accreditation
 - National/Regional (ACCJC): general education, academic standards, substantive change report
 - Programmatic: curriculum, academic and professional standards, faculty minimum qualifications
- District Policy Development and Revision
- Articulation Officers- CCC to CCC articulation, general education approaches and considerations, upper division training for local curriculum committees, input in shaping local and statewide policies and practices



Curriculum

General Education – Current Requirements

- 36 units
 - 27 lower division
 - 9 upper division
- IGETC or CSU GE Breath

General Education - Potential

- Fewer units for Lower Division
- Areas aligned w/ AA/AS GE & CalGETC

Proposed CCC Lower Division Baccalaureate Degree General Education Pathway

Area	Subject	Units	Current Title 5
1	English Composition Oral Communication and Critical Thinking	3 semester/4 quarter units* 3 semester/4 quarter units*	Title 5 §55063(c)(4)(A) and (d)(1) Title 5 §55063(c)(4)(B)
2	Mathematical Concepts and Quantitative Reasoning	3 semester/4 quarter units+	Title 5 §55063(c)(4)(B) and (d)(2)
3	Arts and Humanities	3 semester/4 quarter units*	Title 5 §55063(c)(3)
4	Social and Behavioral Sciences	3 semester/4 quarter units*	Title 5 §55063(c)(2)
5	Natural Sciences	3 semester/4 quarter units*	Title 5 §55063(c)(1)
	<i>Lifelong Learning and Self-Development</i>	optional	
6	<i>Language other than English (LOTE)</i>	optional	
7	Ethnic Studies	3 semester/4 quarter units*	Title 5 §55063(d)(3)
	Additional units from any of the above areas	6 semester/8 quarter units	
	<i>Total Units</i>	27 semester/36 quarter	

* indicates transfer-level course required

+ indicates transfer-level course expected with limited exceptions



Continued BDP Efforts and Advocacy

- Title 5 changes
- Defining *duplication* with CSU
- Updating faculty minimum qualifications
- Deploying appropriate funding model for BDPs
- Determining necessary BDP student support services
- Exploring general education transferability
- Expanding into fields of high workforce demand (nursing, education)
- CCC to CCC articulation on ASSIST.org



ASCCC Advocacy & Resources

- Advocacy
 - ✓ [Resolution 6.06 S23-](#) In Support of Completing Cycle Two of the Baccalaureate Program Approval Process
 - ✓ [Resolution 7.06 S23-](#) Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements
 - ✓ [Resolution 113.01 S24-](#) Support SB 895 (Roth, as of March 9, 2024) to Establish the Baccalaureate Degree in Nursing Pilot Program
 - ✓ [Resolution 113.04 S24-](#) Support AB 2093 (Santiago, as of March 6, 2024) to Extend College Promise to California Community College Baccalaureate Degree Students
- [Local Academic Senate Visits](#)
- Technical Visits- [Curriculum](#)
- Questions, comments, thoughts, ideas, concerns: info@asccc.org





Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR
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Baccalaureates & Substantive Change!



CALIFORNIA COMMUNITY COLLEGES
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ACCJC Mission and Values

The ACCJC supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.



U.S. Dept. of Ed. Authorization to Approve Baccalaureate Degrees



ACCJC is authorized by the U.S. Department of Education to accredit institutions which have as a primary mission the granting of associate degrees, but which may also award certificates and other credentials, including bachelor's degrees, where the provision of such credentials is within the institution's mission.

The U.S. Department of Education's approval of this scope is the means by which institutions and their programs may qualify for federal student aid and federal aid to postsecondary institutions.



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ACCREDITING COMMISSION FOR
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Substantive Changes – Federal Regulation

- Federal regulation (34 CFR §602.22), requires accrediting agencies to approve substantive changes before the agency includes the change in the scope of accreditation it previously granted to the institution.
- Types of change that apply to baccalaureates:
 - The addition of programs that represent a significant departure from the existing offerings or educational programs

Substantive Change Process

ACCJC ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Outcomes | Innovation | Improvement

ABOUT ACCREDITING COMMISSION DIRECTORY RESOURCES NEWS EVENTS STANDARDS REVIEW

SUBSTANTIVE CHANGE

The Accrediting Commission for Community and Junior Colleges (ACCJC) supports all efforts to continuously improve the quality of learning at our member institutions. As such, change is constant. Defined by federal regulations, an institutional change that significantly affects quality, mission, scope, or control is considered substantive. The U.S. Department of Education (ED) regulations require that accrediting agencies have policies and procedures that ensure that any substantive changes to the institution, its educational mission, or programs do not adversely affect the capacity of the institution to continue to meet Eligibility Requirements, Accreditation Standards, and Commission policies. Federal law mandates that accrediting agencies require institutions to obtain accreditor approval of a substantive change before it is included in the scope of the accreditation granted to the institution (34 CFR §602.22).

The ACCJC is committed to supporting our member institutions' efforts to ensuring quality in higher learning. The revised manual is the result of comments and concerns from practitioners in the field. The ACCJC staff and Commissioners work with an advisory committee comprised of accreditation liaison officers from across the region to streamline the substantive change process in order to help institutions meet their students' needs.

Colleges, through their ALOS, will submit a Substantive Change Inquiry Form, for each change, so that a determination can be made as to whether the change requires a full Substantive Change Application or whether an Administrative Approval can be granted.

Please email Dr. Kevin Bontenbal at substantivechange@accjc.org regarding questions about the Substantive Change process.

On behalf of the Commission, thank you for your continued commitment to accreditation and academic quality in higher education.

[Substantive Change Inquiry Form](#) [Substantive Change Manual](#) [Policy on Substantive Change](#) [Policy on Accreditation of Baccalaureate Degrees](#)

<https://accjc.org/substantive-change/>

Begin by submitting:

[Substantive Change Inquiry Form](https://accjc.org/forms/substantive-change-inquiry-form/)

<https://accjc.org/forms/substantive-change-inquiry-form/>

Substantive Change Committee Meetings

Fall 2024

August
September
October
November

Spring 2025

February
March
April
May



ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Steps in the Substantive Change Process

1. Institution's **ALO** completes the [**Substantive Change Inquiry Form**](#) on the ACCJC website.
2. **ACCJC staff** reviews inquiry form to determine (a) if the proposed change qualifies as *substantive*, and (b) whether it can be affirmed through administrative approval or requires review and approval from the **ACCJC Substantive Change Committee**.
3. **ACCJC staff** sends **ALO** the appropriate application template and guides them through the process, as needed.
4. **ACCJC** invoices the college for the process, per the [**ACCJC Fee Schedule**](#) (on ACCJC website)
5. **Applications** and **fees** must be received **at least 30 days** before a **Substantive Change Committee meeting** to be reviewed for approval.
6. **Substantive Change Committee** takes action and **ACCJC staff** promptly notifies the institution of decision.

Application Requirements

Describe how the baccalaureate degree is consistent with the mission of the institution (Standard 1.1).

Include in your response the rationale and internal approval process for the proposed program (e.g., *Curriculum Committee, Academic Senate, Board of Trustees, students, advisory boards, community members, etc.*).

Describe how the baccalaureate degree will be integrated into the institution's regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).

Application Requirements

Describe how the baccalaureate degree reflects appropriate breadth, depth, and expected learning outcomes (*Standard 2.1 and 2.2*).

Does Baccalaureate Degree have a minimum of 120 credits? Yes No

Is Baccalaureate Degree more than 120 credits? Yes No

If yes, provide justification for additional credits.

Include in your response the student learning outcomes for baccalaureate degree.

Include program sheet for the college catalog.

Describe the upper-level general education requirements for the baccalaureate degree (*Standard 2.3*).

Application Requirements

Describe how courses in the baccalaureate degree will be scheduled to ensure completion in the expected period of time (*Standard 2.5*).

Describe how the institution designs and delivers equitable and effective services and programs (e.g., *counseling, advising, tutoring, library, etc.*) that support students in the baccalaureate degree (*Standard 2.7*).

Describe how the institution systematically reviews and assesses the baccalaureate degree to ensure quality and implement improvements and innovations in support of equitable student achievement (*Standard 2.9*).

Application Requirements

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the baccalaureate degree (Standard 3.1).

Include faculty qualifications.

Application Requirements

Describe the institution's fiscal resources to support and sustain the baccalaureate degree (Standard 3.4).

Provide a budget showing evidence the institution has the capacity to start and maintain the proposed baccalaureate degree.



CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S
DEGREE PROGRAMS



California
Community
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ACCJC
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Application Requirements

Describe the institution's physical resources including, if applicable, equipment and supplies, to support and sustain the baccalaureate degree (*Standard 3.8*).

Describe the institution's technology resources to support and sustain the baccalaureate degree (*Standard 3.9*).

Describe how the institution's decision-making structures support innovation and equitable student outcomes for the baccalaureate degree (*Standard 4.3*).

Application Requirements

Describe any external approval process for the baccalaureate degree (state/federal approvals, etc.).

Include documentation, if appropriate, of state/regional authorization with application, or within one year of ACCJC approval.



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Ongoing Monitoring

- No Follow-up Substantive Change Site Visit after approval
- No separate narrative specific to Baccalaureate Degree in ISER or Team Report
 - Address where appropriate in response to Standards
- Report on Institution-Set Standards for Baccalaureate Degree in Annual Report