



November 2010

Proposed Applied Baccalaureate Selection Process and Criteria

Executive Summary

A new way in which Washington can increase baccalaureate degree production is through awarding a relatively new type of degree – the applied baccalaureate degree (B.A.S.). These are degrees specifically designed for individuals who hold an associate of applied science (A.A.S.) degree, or its equivalent, in order to maximize application of their technical course credits toward the baccalaureate degree.

Although the applied baccalaureate degree itself is not new, offering these degrees at two-year colleges is a relatively recent phenomenon. Currently, B.A.S. degrees are offered at both two- and four-year institutions in 10 states, including Washington.

As part of the 2010 System Design Plan legislation (SSB 6355), the status of applied baccalaureate degrees offered by Washington's community and technical colleges was changed from pilot to regular status. The State Board for Community and Technical Colleges (SBCTC) and the Higher Education Coordinating Board (HECB) approve all degree proposals from the community and technical colleges for applied baccalaureates. The HECB has authority to approve all four-year degree programs under RCW 28B.76.230 (5)(a).

Staff from the SBCTC and the HECB have developed an approval process and a common application for colleges intending to offer additional applied baccalaureate degrees. The proposed criteria incorporate all criteria the HECB currently uses to evaluate new degree programs. Although staff from both boards will work closely throughout the entire process, each board maintains its independent approval authority in the proposed process and criteria.

The approval process and criteria described herein were approved by the SBCTC on October 28, 2010. This item provides an overview of the proposed process and criteria.



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Authorizing Legislation

In 2005, the Legislature expanded access to baccalaureate degree programs through the passage of House Bill 1794. The bill included several provisions aimed at increasing access to baccalaureate degree programs, including a pilot project at the community and technical colleges that would allow up to four institutions to offer a baccalaureate degree program in an applied field. In 2007, three additional institutions were authorized to offer applied baccalaureate degrees.

By 2008, the State Board for Community and Technical Colleges (SBCTC) and the Higher Education Coordinating Board (HECB) had approved eight degree programs at seven institutions. In 2010, the Legislature removed the pilot status from applied baccalaureate degrees as part of SSB 6355, the System Design Plan bill, and removed the limitation on the number of colleges that could offer the programs.

Purpose of Applied Baccalaureate Degrees

Applied baccalaureate degrees are described in statute (RCW 28B.50.030) as degrees “specifically designed for individuals who hold an associate of applied science degree, or its equivalent, in order to maximize application of their technical course credits toward the baccalaureate degree.” The degrees should also be “based on a curriculum that incorporates both theoretical and applied knowledge and skills in a specific technical field.” Specifically, these programs should:

1. Serve professional and technical degree-holding students who have limited access to bachelor’s degree programs;
2. Provide opportunities for place-bound working adults; and
3. Fill skill gap needs in specific occupations.

Applied degrees should increase educational pathways for professional and technical associate degree holders who would otherwise have limited options for obtaining a baccalaureate degree.

Applied baccalaureate degrees also should meet the needs of employers. The HECB’s System Design plan, endorsed by the Legislature in spring 2010, identified the applied baccalaureate degrees offered by community and technical colleges as a key strategy for growing enrollment in the near term.

Status of Current Applied Baccalaureate Degree Programs

The eight approved programs include the following:

- Bachelor of Applied Science (BAS) in Radiation and Imaging Sciences at Bellevue College (Approved July 26, 2006)
- BAS in Applied Management at Peninsula College (Approved July 26, 2006)
- Bachelor of Science in Nursing at Olympic College (Approved July 27, 2006)
- BAS in Hospitality Management at South Seattle Community College (Approved July 26, 2006)
- BAS in Applied Management at Columbia Basin College (Approved July 22, 2008)
- Bachelor of Technology in Applied Design at Lake Washington Technical College (Approved July 22, 2008)
- BAS in Applied Behavioral Sciences at Seattle Central Community College (Approved July 22, 2008)
- Bachelor of Applied Arts in Interior Design at Bellevue College (Approved July 28, 2009)

The first four programs began enrolling students in fall 2007. A total of 90 full-time equivalent (FTE) students enrolled during the 2007-08 academic year, growing to 143 FTEs in 2008-09. By 2009-10, with eight programs in place, enrollment grew to 246 FTEs. A total of 35 degrees were awarded to students in the first four programs by the end of the 2008-2009 academic year and an additional 57 degrees were awarded during 2009-2010.

Proposed Criteria for Applied Baccalaureate Degrees

New applied baccalaureate degree programs must meet a total of 12 criteria. These criteria build upon the criteria developed by an SBCTC task force in 2005, which were used to select the pilot colleges. The proposed criteria for the applied baccalaureate degree programs also incorporate the criteria the HECB currently uses to evaluate all new degree programs.

The 12 criteria address the following major areas:

1. Regional student and employer demand with an emphasis on serving place-bound students with no other viable options for baccalaureate degree completion.
2. Alignment with existing programs offered by the college.
3. Rigorous curriculum, appropriate for the baccalaureate level.
4. Qualified faculty.
5. Appropriate student services.
6. Capacity to make a long-term commitment of resources.

Detailed descriptions of each criterion are provided in Attachments B and C.

Proposed Program Approval Process

The proposed approval process is comprised of six key steps:

1. Institutions notify the HECB, the SBCTC, and other higher education institutions of intent.
2. Institutions submit a Statement of Need Application to the SBCTC.
 - a. The SBCTC and college administrators engage in a study session.
 - b. Staff from the SBCTC and the HECB conduct a joint review.
3. Institutions submit full program approval application to the SBCTC.
 - a. Staff from the HECB participate in a committee review that results in a recommendation for the SBCTC.
4. The SBCTC reviews the application and the recommendation from the review committee and makes a decision concerning approval of the proposed program.
5. The HECB Education Committee reviews the application.
6. The HECB reviews the recommendation from the HECB Education Committee and makes a decision concerning approval of the proposal.

A more detailed description of the process is provided in Attachment A.

Conclusion

Staff from the HECB have collaborated with staff from the SBCTC to draft a selection process, uniform selection criteria, and one application package (Attachments A, B, C and D) for community and technical colleges seeking approval to offer new applied baccalaureate programs. While staff from both boards will work closely throughout the entire process, each board will maintain its independent approval authority.

RESOLUTION NO 10 – 31

WHEREAS, HB 1794, passed in 2005, established a pilot project authorizing the HECB and SBCTC to approve Bachelor of Applied Science degrees at four community and technical colleges; and

WHEREAS, In 2007, the number of pilot degree programs was increased to seven; and

WHEREAS, By 2009-10, eight applied baccalaureate programs were being offered; and

WHEREAS, SSB 6355 (System Design) passed in 2010, removed pilot status and the limitation on the number of community and technical colleges allowed to offer such degrees; and

WHEREAS, Applied baccalaureate degrees increase access and educational attainment by allowing place-bound AAS holders to maximize the application of technical course credits toward a bachelor's degree, serve students with limited access to bachelor's degree programs, and fill skill gaps in specific occupations; and

WHEREAS, The HECB and SBCTC have developed common criteria and a process to guide further development of applied baccalaureate degrees that preserve each board's independent approval authority; and

WHEREAS, The proposed criteria consider student and employer demand; access for place-bound students; alignment with existing programs, mission, and goals; rigorous, appropriate curriculum; qualified faculty; appropriate student services; and capacity for sustainability; and

WHEREAS, The proposed process consists of six key steps to follow, including notification of intent, a statement of need, a full proposal, SBCTC review and recommendations, and HECB review and recommendations;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the work completed so far to establish a common set of criteria and a process for further development of applied baccalaureate degrees and endorses further efforts to refine the criteria and processes as needed to ensure the success of these degree programs.

Adopted: November 16, 2010

Attest:

Jesús Hernandez, Chair

Roberta Greene, Secretary

DRAFT
Applied Bachelor Degree
Program Approval Process Outline

As part of the 2010 System Design Plan legislation (SSB 6355), the status of applied baccalaureate degrees offered by Washington's community and technical colleges was changed from pilot to regular status. The State Board for Community and Technical Colleges (SBCTC) and the Higher Education Coordinating Board (HECB) approve all proposals for applied baccalaureate degrees from the community and technical colleges. These programs are intended to:

1. Serve professional and technical degree-holding students who have limited access to bachelor degree programs after completing their technical associate degree.
2. Provide opportunities for working adults who are place-bound and want to earn a bachelor degree.
3. Fill skills gap needs in specific occupations.

The following describes the process for community and technical colleges seeking to acquire state approval to offer specific applied bachelor's degree programs. The SBCTC and the HECB may make future revisions to the selection process and criteria as needed.

Step 1: Institutions notify the HECB, the SBCTC, and higher education partners of intent by placing the program title and anticipated date of enrollment on the higher education Inter-institutional Committee on Academic Program Planning (ICAPP) Grid.

The grid is used to inform higher education partners (colleges, universities, the Higher Education Coordinating Board, and the State Board for Community and Technical Colleges) of a college's intent to offer a program.

- Institutions simply send an email to the SBCTC and the HECB staff responsible for reviewing applied baccalaureate degree program proposals. The body of the email must include the working title of the degree program and the anticipated enrollment date.
- SBCTC staff will place the program information on the ICAPP grid for notice to the higher education community and notify HECB staff.

Step 2: Institutions submit a Statement of Need to SBCTC staff, who will then forward the Statement of Need to Board members for a conceptual discussion regarding the relationship of the proposed applied baccalaureate degree to the mission, vision and goals of the college and the system.

- Institutions can download the cover sheet and document entitled "Statement of Need Criteria" (Forms A and B) from the SBCTC website. Institutions must complete all elements of Forms A and B and then submit the completed forms to SBCTC staff within a specified period of time. SBCTC staff will then forward a copy to HECB staff.

- Once a SBCTC staff member receives the Statement of Need, a State Board Study Session will be scheduled at a mutually agreed time between the Board and college administration. The Study Session will focus on the college's strategic goals, applied baccalaureate selection criteria, and state and regional needs. College administrators will receive feedback from the Board on their Statement of Need and other appropriate elements related to their proposed applied baccalaureate degree concept.
- The Statement of Need will also be jointly reviewed by HECB and SBCTC staff to ensure that all criteria have been met. SBCTC staff will forward feedback regarding the strengths of the plan and areas needing improvement to the college. The college may submit revised documents as many times as appropriate.
- If the Statement of Need criteria are met, staff from the SBCTC and the HECB will send out a notice to universities and community and technical colleges informing them of the proposed program. Questions or concerns about the proposal must be submitted to the SBCTC and the HECB within 30 days. Agency staff will jointly review all feedback received.

Step 3: Institutions submit program approval application to the SBCTC. Institutions can download the cover sheet and document entitled “New Degree Program Proposal” (Forms C and D) from the SBCTC website. Institutions must complete all required elements of Forms C and D and submit the completed documents to SBCTC staff within a specified period of time.

- A committee of higher education representatives will review the application. The committee will be comprised of community and technical college vice presidents of instruction, student services, and finance/business; a community or technical college president; and representatives from a university, the Workforce Training and Education Board, the HECB, the SBCTC, and others as appropriate. The committee will make recommendations to the SBCTC.

Step 4: The SBCTC will review the program application and the recommendations from the review committee. The college will be notified of the outcome. If the application is approved by the State Board, the program proposal will move to Step 5.

Step 5: The HECB Education Committee will review the program application. The college will be notified of the outcome. If the HECB Education Committee supports the program, the program proposal will move to Step 6.

Step 6: The HECB will review recommendations from the HECB Education Committee. If the HECB approves the program, the college may begin full program implementation.

Form A

COVER SHEET
STATEMENT OF NEED

Program Information

Program Name: _____

Institution Name: _____

Degree: _____ Level: _____ Type: _____ CIP Code: _____
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Proposed Start Date: _____

Projected Enrollment (FTE) in Year One: _____ At Full Enrollment by Year: _____
(# FTE) (# FTE)

Funding Source: State FTE ____ Self Support ____ Other _____

Mode of Delivery

Single Campus Delivery _____
(enter locations)

Off-site _____
(enter locations)

Distance Learning _____
(enter formats)

Statement of Need

- Employer demand
- Student demand
- Options for place-bound students

Please see criteria and standard sheet FORM B

Contact Information (Academic Department Representative)

Name:
Title:
Address:
Telephone:
Fax:
Email:

Chief Academic Officer

Date

FORM B

**APPLIED BACHELOR DEGREE
STATEMENT OF NEED CRITERIA**

Criteria	Standard
<p>1. Employer/community demand for graduates with baccalaureate level of education proposed in the program.</p>	<ul style="list-style-type: none"> • Employer demand must exceed regional supply of graduates with relevant degrees. • Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade association data, and other transactional data. Please provide evidence of the gap between the number of program graduates versus the number of job openings locally and regionally.
<p>2. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.</p>	<p>Describe the existing professional and technical degree program that will be used as the foundation for the applied baccalaureate program.</p> <ul style="list-style-type: none"> ▪ How long has the program been in existence? ▪ What has been the enrollment history of the program over the past five years?
<p>3. Student demand for program within service area.</p>	<p>Evidence of student interest and demand from multiple sources, such as but not limited to: Students graduating with technical associate degrees in catchment-area, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in industry standards.</p>
<p>4. Efforts to maximize state resources to serve place-bound students.</p>	<ul style="list-style-type: none"> • Identify similar programs offered by public or independent institutions in the region. • Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and/or community organizations considered in the development of the proposal. • Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion of an existing program would be desirable or necessary.

Form C

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Program Name: _____

Institution Name: _____

Degree: _____ Level: _____ Type: _____ CIP Code: _____
(*e.g. B.S. Chemistry*) (*e.g. Bachelor*) (*e.g. Science*)

Contact Information (Academic Department Representative)

Name:

Title:

Address:

Phone:

Fax:

Email:

Chief Academic Officer

Date

Proposal criteria

Please respond to all 12 areas listed in proposal criteria Form D

Form D

NEW DEGREE PROGRAM PROPOSAL

CRITERIA	STANDARD
1. Relationship to institutional role, mission, and program priorities.	Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities.
2. Support of the statewide strategic plans.	Describe how the program will support SBCTC Mission goals outlined in the Mission Study and HECB policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.
3. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including: (1) program learning outcomes; (2) program evaluation criteria and process; (3) course preparation needed by students transferring with a technical associate degree; (4) general education components; and (5) course work needed at junior and senior levels in the BAS.
4. Qualified faculty.	<ul style="list-style-type: none"> • Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program. • Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.
5. Student enrollment.	<ul style="list-style-type: none"> • Provide enrollment projections for each year over the next five years. • Describe how the program will serve place-bound working adults. • Describe how you will recruit and facilitate student articulation and transition from regional community and technical colleges with similar programs.
6. Selective admissions process, if used for the program, consistent with an open door institution.	Describe the selection and admission process. Explain efforts that will be used to assure that the program serves as diverse a population as possible.
7. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and the college plan for providing those services. Include a description of financial aid services and academic advising for students admitted into the program.
8. Appropriate staff and administration.	Describe the administrative and staff FTEs allocated to the program.
9. Commitment to build and sustain a high quality program.	<p>Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be used; (4) equipment, technology, and instructional resources needed for the program.</p> <p>Document the college's ability to sustain the program over time.</p>

10. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accrediting body.
11. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place-bound BAS graduates to continue their education onto a graduate (Master's) degree program.
12. External expert evaluation of program.	<p>The institution will select two external experts to review the program.</p> <p>In a separate document, provide copies of external evaluators' reports or letters. Summarize the institution's responses and subsequent modifications to the proposal based upon evaluator's recommendations. Attach a short bio of the evaluators.</p> <p>See HECB "Program and Facility Approval Policies and Procedures" for specific requirements related to external evaluation.</p>