



*Report from  
California Community Colleges  
Baccalaureate Degree  
Study Group*

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**Overview:**

There has been renewed interest in the addition of bachelor degrees to the California community college mission as evidenced by the responses to presentations made at recent statewide meetings and conferences. The establishment of bachelor degree programs at community colleges is seen by some as a strategy to increase college participation rates for local residents who are unable to relocate because of family or work commitments or to address the needs of rural communities and the state's need for additional bachelor degree-trained individuals in high demand technical disciplines that are either not offered by other segments of higher education or for which demand cannot be met by existing programs.

California has been falling behind other states in percentage of residents holding bachelor's degrees. The state ranked eighth in the nation in its share of 25 to 34-year-olds with bachelor's degrees in 1960 when the California Master Plan for Higher Education was implemented. Today it has slipped to 14<sup>th</sup> place, according to the Public Policy Institute of California.

Currently, state public institutions award slightly more than 110,000 bachelor's degrees each year and private institutions award 40,000. To meet the projected demand by 2025, the state would need to immediately increase the number awarded by almost 60,000 per year—about 40 percent above current levels.

While a community college bachelor's degree might assist in meeting this challenge, questions and reservations do exist regarding the idea of bringing this model to California. Some express concern that community college bachelor's degrees would represent a further erosion of the California Higher Education Master Plan's differentiation of missions across the state's systems of public higher education. Those voicing these objections argue that further broadening the California Community Colleges' mission, would diminish attention to transfer, basic skills, and career technical education—especially since the system is just now restoring access levels in the wake of the recent severe economic recession. Additional concerns involve the potential duplication of programs and efforts or other ramifications that might result from potential duplication amongst the systems.

A Study Group, appointed by Chancellor Brice W. Harris, was asked to review the various aspects of bachelor degrees at community colleges. The Study Group included members from various constituencies from across the community college system as well as members from the California State University and the University of California. It should be noted that the group engaged in dialogue and study but were not given the task for finalizing positions or policy statements on behalf of their constituent groups.

The granting of baccalaureates at community colleges is a growing movement. Nationwide, more than 50 community colleges operate almost 500 baccalaureate programs in 21 states. To help inform policy development in California, the Study Group reviewed the track records of these existing programs. In addition, current California demographic, economic, and workforce trends were analyzed to determine potential areas of need for such a program. Of special note is the work being done by the Community College Baccalaureate Association, a national organization promoting better access to the baccalaureate degree on community college campuses and serving as a resource for information on various models for accomplishing this purpose and the Office of Community College Research at the University of Illinois ([http://occrll.illinois.edu/applied\\_baccalaureate/](http://occrll.illinois.edu/applied_baccalaureate/)) which has done some of the most respected and extensive work on the applied baccalaureate.

**Process:**

The Study Group held a series of meetings and public presentations to discuss the various aspects of offering baccalaureate degrees in California community colleges. All Study Group members actively participated.

August 22	Webinar/Conference Call Introductions, Review Plan, History, Need Statement. Finalize Schedule of Meetings
September 17	Meeting (Sacramento) Facilitated Discussion, Research, Draft Recommendations
October 15	Conference Call Review Draft Recommendations
November 22	Release of Draft Recommendations at CCLC
December 9	Conference Call Review Final Recommendations, Submit to Chancellor

California Community Colleges Chancellor’s Office staff developed the final document by reviewing discussions and information from each meeting and summarizing this material according to key topics. The Chancellor will review the final document and use it to inform the Board of Governors and all constituents of the work completed.

**Research Available and Reviewed**

Through the course of the study period, the Study Group reviewed reports dealing specifically with community colleges bachelor’s degrees as well as more general information related to labor market demand and completion metrics.

The following website links provide key information and resources used by the Study Group:

#### Study Group Resources and Reports

- Baccalaureate Degree Study Group Website
- PowerPoint Presentation (Fall 2013)
- California Demand for Four-Year Degrees
- The Community College Baccalaureate: Process and Politics
- California Policy and Legislative History

#### Nursing Resources

- California Nursing Baccalaureate Sub Committee Report
- The Future of Nursing
- CCC-CSU Nursing Degree Pathways

#### General Resources

- More Community Colleges Confer Bachelor's Degrees
- A Cost-Effectiveness Analysis of Two Community College Baccalaureate Programs in Florida: An Exploratory Study by Edwin Bommel, 2008
- CTE Transfer - Literature Review
- Public Institutions Awarding 4 and 2 Year Degrees
- Save Community Colleges Org Inc.

### **Topics Covered**

The Study Group reviewed the charge provided by Chancellor Harris. The following responses provide the basic directions and output received from the Study Group. In some cases, the discussion is still incomplete and will require further study, research, and analysis as well as meaningful engagement of constituent groups.

- How would bachelor's degree programs complement other programs and courses offered by the community colleges?

The Study Group agreed that the addition of baccalaureates should not alter or detract from the present mission of community colleges in California. Baccalaureates should achieve a net gain for the State of California without diminishing resources for programs already being sponsored at the 112 colleges in the system. Community Colleges in several other states have offered bachelor degrees without detracting from their primary missions. In Florida, for example, legislation requires the colleges to retain the community college missions when expanding to offer applied baccalaureates. If California were to pursue the idea of offering baccalaureates in its community colleges, similar protections for the primary missions of the colleges would be necessary.

- How bachelor's degree programs would address specific regional or state workforce needs.

The Study Group agreed that bachelor's degrees should be held to the same level of standards as associate degrees and certificates, especially in the area of regional or state workforce needs. Through the Doing What Matters initiative from the Chancellor's Office, colleges evaluating the offering of baccalaureate degrees would need to participate in regional research and discussion, including strong input from business and industry. In reviewing the workforce needs, California should take care that new degrees are based on documented demand from the California economy and not based solely on federal or international labor market data.

- Documented demand for additional bachelor's graduates in the programs proposed.

The Doing What Matters initiative provides a framework for setting the necessary levels of business and industry demand for workers needing more than an associate degree.

- Additional costs of delivering the proposed bachelor's degree programs.

The Workgroup discussed several funding models identified in the research on other states that offer a community college baccalaureate degree. These ranged from fully self-supporting using differential tuition revenue, to full state support. State-supported models with funds augmented with revenue from community partners and regional collaboratives were also discussed as important options. Based on current experience and research, the assumption is that offering community college baccalaureates would be a cost effective way for the state to prepare the workforce with the skills needed for the future of California.

- Admission criteria that could be used by colleges in selecting students for entrance into bachelor's degree programs along with the number of students to be admitted and served by the programs.

Currently, California community colleges have an open access policy, requiring only an application and minimal admission requirements. If colleges begin to offer baccalaureate degrees, there must be a discussion of when and how an admissions process should be engaged, governed by local policy. Should it be during the initial education planning process or at the end of the associate degree sequence? This topic must be studied further by a specific group of specialists in the area.

- Whether the proposed bachelor's degree programs would unnecessarily duplicate the degree programs offered by other postsecondary education institutions in certain regions (CSU, UC, and private) and that are meeting projected state workforce needs.

Although further study of the distribution of baccalaureate degree programs is necessary, it is anticipated that the regional statewide assessment of need would be based on business and industry need, coupled with an analysis of current offerings of degrees from the California State University (CSU), the University of California

(UC), and other higher education institutions and their capacity to meet California's workforce needs. The anticipation is that most (if not all) new baccalaureate degree programs at community colleges would not otherwise be offered in the region.

- How articulation strategies might complement or possibly limit the movement of students from community colleges to the CSU or UC systems.

The implementation of a baccalaureate program at community college is not meant to take away from current articulation, but to enhance it. There are already many examples of cooperative efforts between community colleges and baccalaureate-granting institutions. These should continue to operate and be encouraged. In addition, current strategies to increase the number of transfer students should not be decreased or otherwise negatively impacted by the addition of community college baccalaureates.

- The implications on the existing accreditation of California community colleges should the bachelor's degree option be added.

Currently, community colleges are limited to offering one baccalaureate degree under accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC is currently seeking changes in its scope with the U.S. Department of Education to accredit community colleges offering more than one baccalaureate. The decision on change in scope for ACCJC is projected to be determined sometime during Spring 2014.

- Ability of community colleges to support bachelor's degree programs including the adequacy of facilities, faculty, administration, libraries, and other student support and academic resources.

The actual cost of offering a baccalaureate degree was not reviewed by the Study Group. A cost study should be completed as costs may vary due to geography, program, service area, and population.

- What changes would be needed at the Chancellor's Office to support community college bachelor's degree (curriculum, student services, fiscal, facilities, etc.) programs.

The Chancellor's Office is currently understaffed. Adding the review, approval, and reporting of baccalaureates would increase the workload. Although this concern was clearly identified, the Study Group did not have sufficient data on which to predict the impact. Obviously, if only a few colleges move forward with baccalaureates, the impact would be minimal after the initial implementation process. If many colleges move toward the baccalaureate, it may be necessary to establish a single office with associated staff in the Academic Affairs Division.

The Chancellor's Office should respond to these challenges by identifying resources – external or otherwise. They should identify how many districts want to move forward with offering baccalaureate degrees and determine what impact that will have on the system. It could be possible that a limited, targeted, and strategic project would be more feasible than a system-wide initiative.

Data from states which have established community college baccalaureates could inform decisions about the need for state coordination.

- Data collection and evaluation needed to measure the success and effectiveness of bachelor's degree programs.

The Study Group identified that the Student Success Scorecard, Salary Surfer, and other reporting products from the Chancellor's Office would need to be expanded to capture and identify the impact of the degrees being offered.

### **Summary:**

The Baccalaureate Degree Study Group studied the basic issue of awarding baccalaureates in California community colleges. In addition, the Study Group gathered feedback at two major community colleges conferences during the fall semester. At both conferences, there was significant interest and support demonstrated.

After much discussion and feedback, the Study Group believes that the offering of baccalaureates by the California community colleges merits serious review and discussion by the Chancellor and the Board of Governors.

We recommend that the Chancellor's Office and the Board of Governors conduct the necessary research and policy analysis that is noted above related to providing baccalaureates in the California community colleges, including a definition of the types of baccalaureates that would be appropriate for California Community Colleges, the criteria in which the Chancellor's Office would evaluate college proposals, and an analysis of related degrees already in existence. The research should include projections of workforce needs, demonstration of financial support, and measures of program quality. Further work should proceed with an ongoing dialogue with the California State University and the University of California. The research should include projections of workforce needs, analysis of potential sources of financial support and fiscal feasibility, and measures of program quality that would be used by the Chancellor's Office in evaluating future college proposals. Finally, further study should consider potential impact on the current mission of the California community colleges as well as on existing programs at local campuses.

## **Membership:**

Dr. Marshall Alameida  
Nursing  
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Palomar College  
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Dr. Linda Thor  
Chief Executive Officer  
Foothill-De Anza Community  
College District



# Appendices

## Study Group Resources and Reports

- Baccalaureate Degree Study Group Website
- PowerPoint Presentation (Fall 2013)
- California Demand for Four-Year Degrees
- The Community College Baccalaureate: Process and Politics
- California Policy and Legislative History

## Nursing Resources

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- CTE Transfer - Literature Review
- Public Institutions Awarding 4 and 2 Year Degrees
- Save Community Colleges Org Inc.




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# The Community College Baccalaureate Degree

**Constance Carroll, Ph.D.**  
**Chancellor**  
**San Diego Community College District**

**Linda Thor, Ed.D.**  
**Chancellor**  
**Foothill-De Anza Community College District**

**Barry A. Russell, Ph.D.**  
**Vice Chancellor Academic Affairs**  
**California Community College Chancellor's Office**

# Baccalaureate Degree Study Group Charge

- How bachelor's degree programs complement other community college offerings.
- How bachelor's degree programs address specific regional or state workforce needs.
- Documented demand for additional bachelor's graduates.
- Additional costs of delivering the proposed bachelor's degree programs.
- Admission criteria for bachelor's degree programs and number of students to be served by the programs.
- Would unnecessarily duplication of other degree programs occur in certain regions?

# Charge...

- How articulation strategies might complement or limit the movement of students from community colleges to the CSU or UC systems.
- Implications for accreditation.
- Ability of community colleges to support bachelor's degree programs.
- What changes would be needed at the Chancellor's Office to support bachelor's degrees.
- Data collection and evaluation needed to measure the success and effectiveness.

# Study Group Members

- Chief Executive Officers
- California Community College Trustees
- Chief Instructional Officers
- Chief Student Services Officers
- Chief Business Officers
- Faculty Senate (4 members)
- Student Senate
- Research and Planning Group
- University of California
- California State University

# Timeline

- Aug. 22 Webinar/Conference call
- Sept. 17 In-Person Meeting
- Oct. 15 Webinar/Conference Call
- Nov. 22 Release of Draft Recommendations at CCLC Annual Conference
- December Webinar/Conference Call (Review Final Recommendations for submission to Chancellor)



# Overview of Community College Baccalaureate Degrees Nationally



# Community College Baccalaureate Association



# CCBA Vision

CCBA members believe:

A baccalaureate degree is an important requirement for better jobs and a better lifestyle.

Every person should have an opportunity to pursue the baccalaureate degree at a place that is

- ✓ convenient
  - ✓ accessible
    - ✓ affordable

# Baccalaureate Degree Pathways

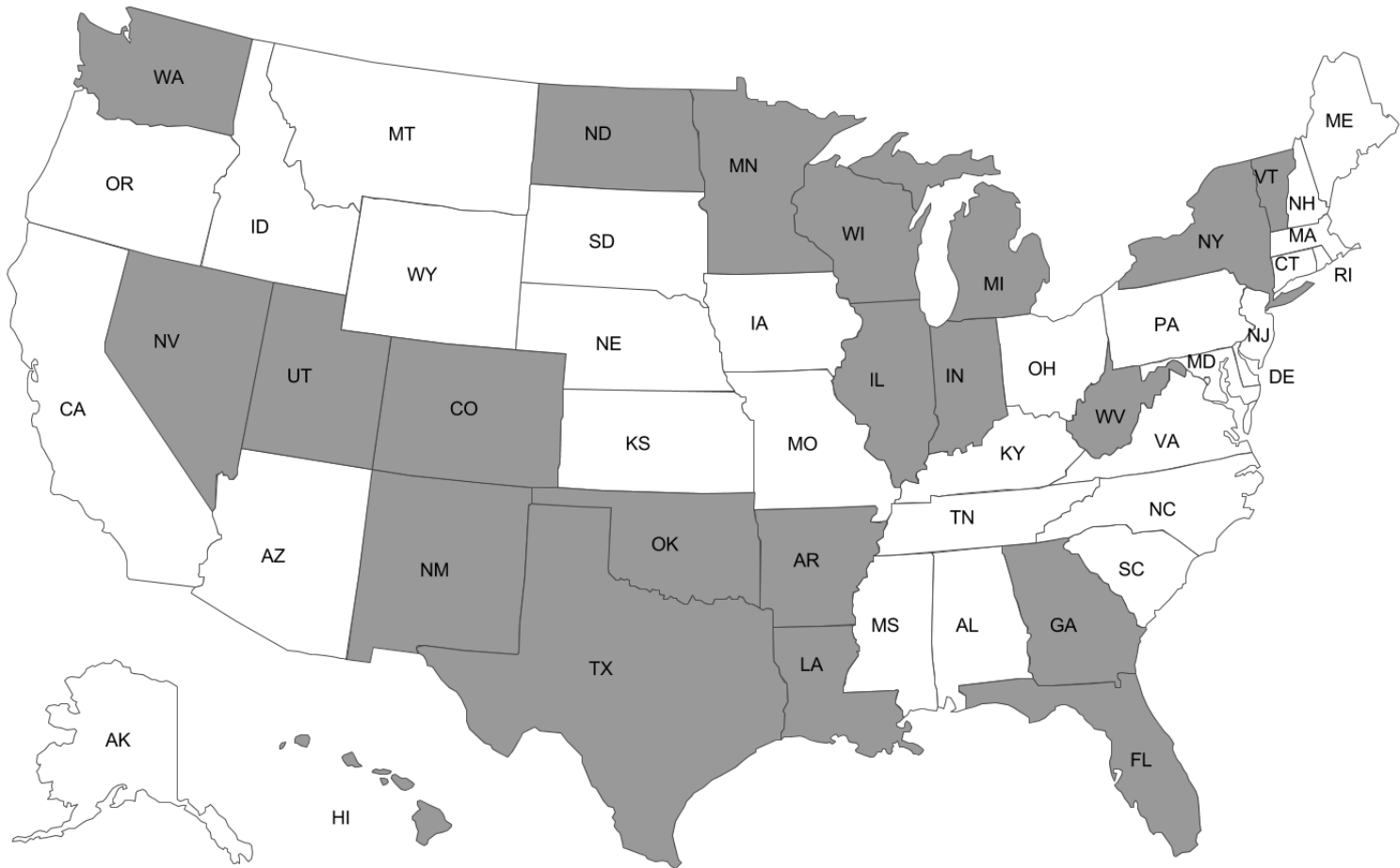
- Articulation Agreement
- Two + Two Program
- University Center
- Distance Learning/Degree Completion
- Community College Baccalaureate



# It's a movement!

More than 50 community colleges  
confer 465+ baccalaureate  
degrees in 21 states.

# States Currently Conferring



# *Conferring History*

New York	1970
West Virginia	1990
Utah	1992
Vermont	1993
Florida	1997
Nevada	1998
Louisiana	2001
Hawaii	2003
Texas	2003
Minnesota	2003
New Mexico	2004
Indiana	2004
Washington	2005
Georgia	2005
North Dakota	2006
Arkansas	2006
Oklahoma	2006
Colorado	2009
Wisconsin	2010
Illinois	2012
Michigan	2012



# Why?

Have so many states authorized the  
community college baccalaureate  
degree or ....

are considering doing so?

# Community Colleges

- Increase access to BA degrees—geographically, financially and academically
- Flexible and responsive
- Committed to economic and workforce needs
- Are cost-effective



# Local Workforce Need

- BAS in Instrumentation - Great Basin, NV
- BS in Energy Management - Bismarck, ND
- BAT in Technology Management - Midland, TX
- BS in Equine Studies - Vermont Technical
- BAS in Agriculture Management - Great Basin

# Teacher Shortage

- BA in General Education - Vermont Technical
- BA in Bilingual Education - Northern New Mexico
- BS in Secondary Science Education - Chipola, FL
- BA in Elementary Education - Univ. of West Virginia
- BS in Biology Secondary Education - Indian River, FL

# Health Care Crisis

- BS in Nursing (BSN) - Northern New Mexico
- BAS in Radiologic and Imaging Sciences - Bellevue, WA
- BS in Integrated Health Sciences - Northern New Mexico
- BS in Dental Hygiene - St. Petersburg, FL
- BAS in Cardiopulmonary Sciences - Edison State College, FL

# Professional Credentialing

- BAS in Paralegal Studies - St. Petersburg State College
- BAS in Fire Science Management - Florida Community College
- BAS in Public Safety Management - Edison State College
- BS in Dental Hygiene - Community College of Southern Nevada

# Technological Revolution

- BS in Technology - Vincennes, IN
- BT in Information Assurance & Technology - Oklahoma State
- BAT in Computers & Information Technology - South Texas
- BAS in Applied Business & Information Technology - Maui

## Summary of national arguments in favor of the community college baccalaureate

- ✓ Ability to meet local workforce demands
- ✓ Expertise in applied and technical degrees
- ✓ Improved access to the baccalaureate
- ✓ Overcrowding at four-year colleges
- ✓ Support of under-represented students
- ✓ Reduced taxpayer cost
- ✓ Reduced student cost
- ✓ Alternative to for-profit institutions



# Community College Baccalaureate Degree Option

## **California Policy and Legislative History**

# Legislative History of CCC Baccalaureate Degree Option

## **Five Legislative Items**

- AB 1932 (Maze, 2004)
- AB 1280 (Maze, 2005)
- AB 1455 (Hill, 2009)
- AB 2400 (Block, 2010)
- AB 661 (Block, 2011)



# AB 1932 (Maze): Public Postsecondary Education: Advisory Committee

- Established advisory committee to recommend a framework for Porterville College and College of the Sequoias to offer baccalaureate degrees
- Held by Assembly Committee on Higher Education

# AB 1280 (Maze): Public Postsecondary Education: California Community College Baccalaureate Partnership Program

- Authorized 2 annual \$50,000 grants to a collaborative of one or more community colleges and baccalaureate degree-granting institution to offer baccalaureate programs on community colleges campuses
- Signed by Governor Oct. 2005

# AB 1455 (Hill): Public Postsecondary Education: Community Colleges: Baccalaureate Degrees: Pilot Program

- Authorized the San Mateo CCD to offer baccalaureate degree
- Failed, but folded into AB 2400 in 2010

# AB 2400 (Block): Public Postsecondary Education: Community Colleges: Baccalaureate Degree Pilot Program

- Authorized the San Diego, Grossmont-Cuyamaca and San Mateo CCDs to establish baccalaureate degree pilot programs
- Failed in Assembly Committee on Higher Education

# AB 661 (Block): Public Postsecondary Education: Community College Districts: Baccalaureate Degree Pilot Program

- Authorized Grossmont-Cuyamaca and San Mateo CCDs to offer one baccalaureate degree pilot program per campus
- Passed Assembly Higher Education subcommittee, but failed in general Assembly due to inactivity



# Accreditation Issues WASC and ACCJC

# History of Accreditation

- Joint Accreditation

- ① Northern Marianas College: B.S. in Education, 2000
- ① Fashion Institute of Design & Merchandising: B.S. in Interior Design, 2005
- ① Maui College: B.S. in Applied Business Information Technology, 2007
- ① American Samoa Community College: B.A. in Education, 2012


# ACCJC seeking to change

- 2013 DOE nixes joint accreditation
- ACCJC asks DOE for change in scope to accredit bachelor's degree at community colleges
- NACIQI review in December, 2013; notification expected in March, 2014



# ACCJC requirements

- Added to draft standards new requirements specific to bachelor's degree
  - ⌚ Minimum 120 semester credits
  - ⌚ Minimum GE requirement 36 semester credits
  - ⌚ All standards apply and interpreted in the context of the degree (e.g. faculty credentials, library resources, etc. should be appropriate to the degree)



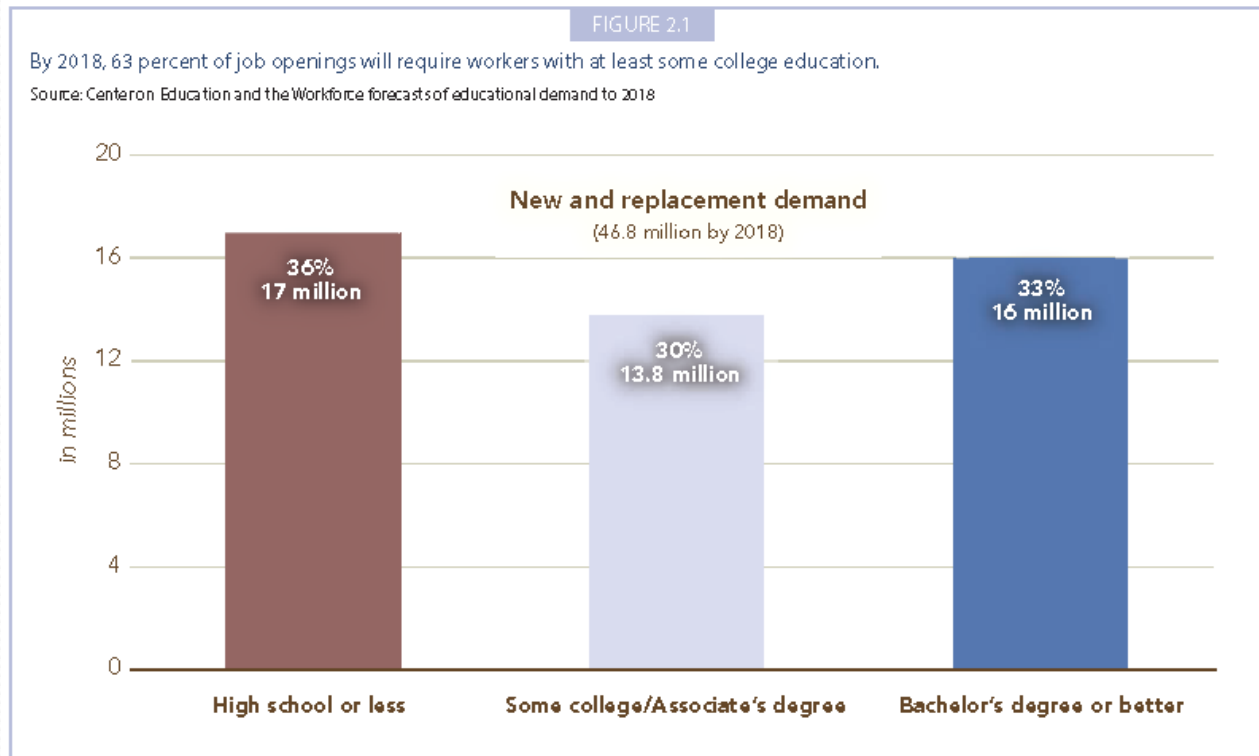
# California demand for 4 year degrees

Adapted from

Andrew LaManque, Ph.D.

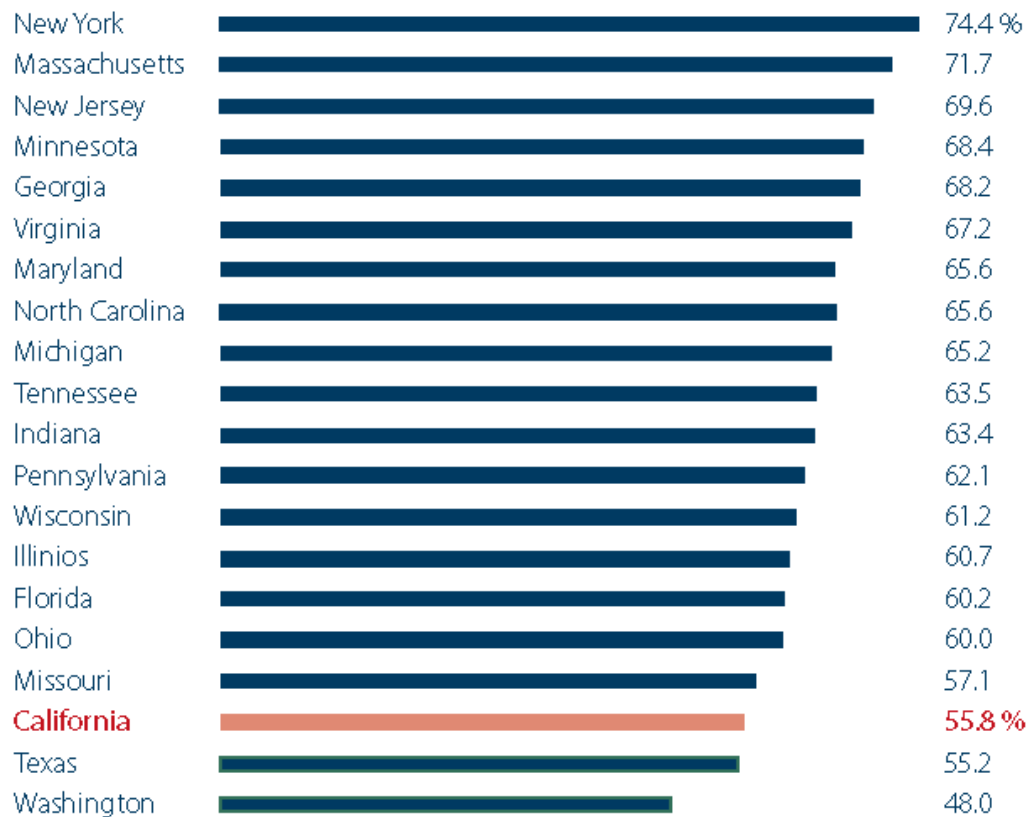
August 22, 2013

# “(Nationally) Our Current Postsecondary System Will Not Meet the Growing Demand for Workers with Postsecondary Education and Training”



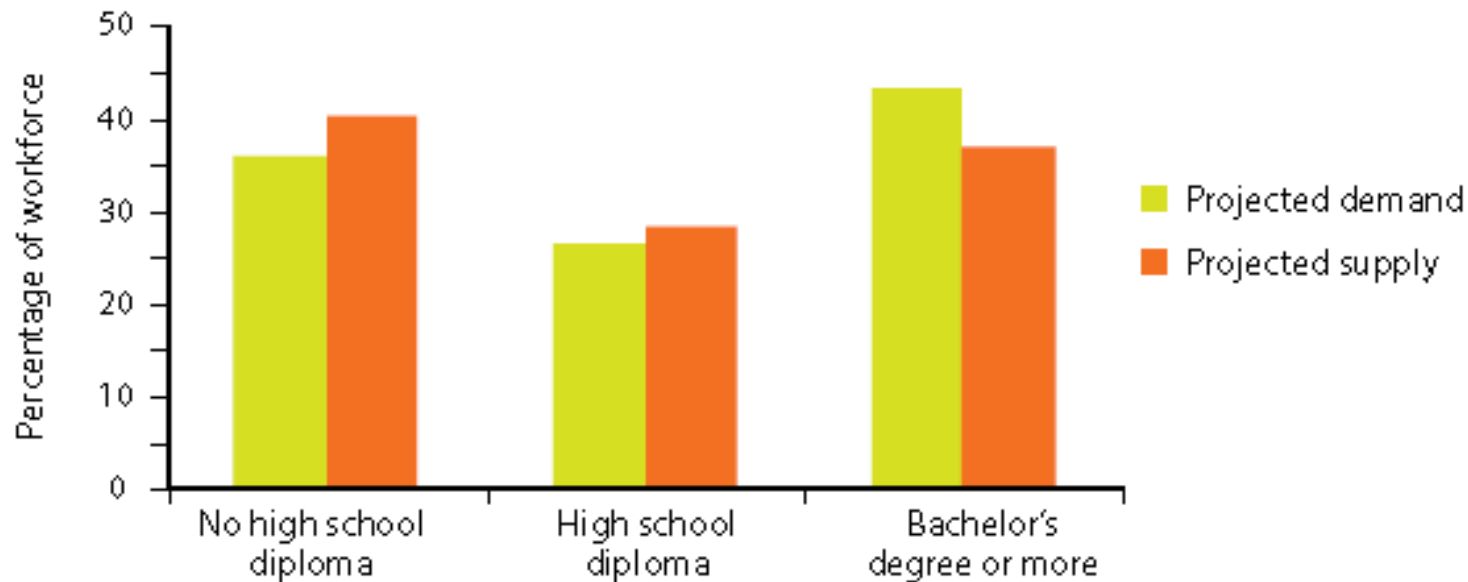
Among the 20 most populous states, California ranks 19th in the percentage of high school graduates who enroll directly in a four-year college or university; 18th in the percentage who enroll in any college, including community colleges; and 18th in the ratio of bachelor's degrees awarded to high school graduates.

**CALIFORNIA'S COLLEGE-GOING RATES OF RECENT HIGH SCHOOL GRADUATES ARE LOW**



Source: National Center for Higher Education Management System.

# “(In California) By 2025, Demand for College-Educated Workers Will Outstrip the Supply”



SOURCE: PPIC projections.

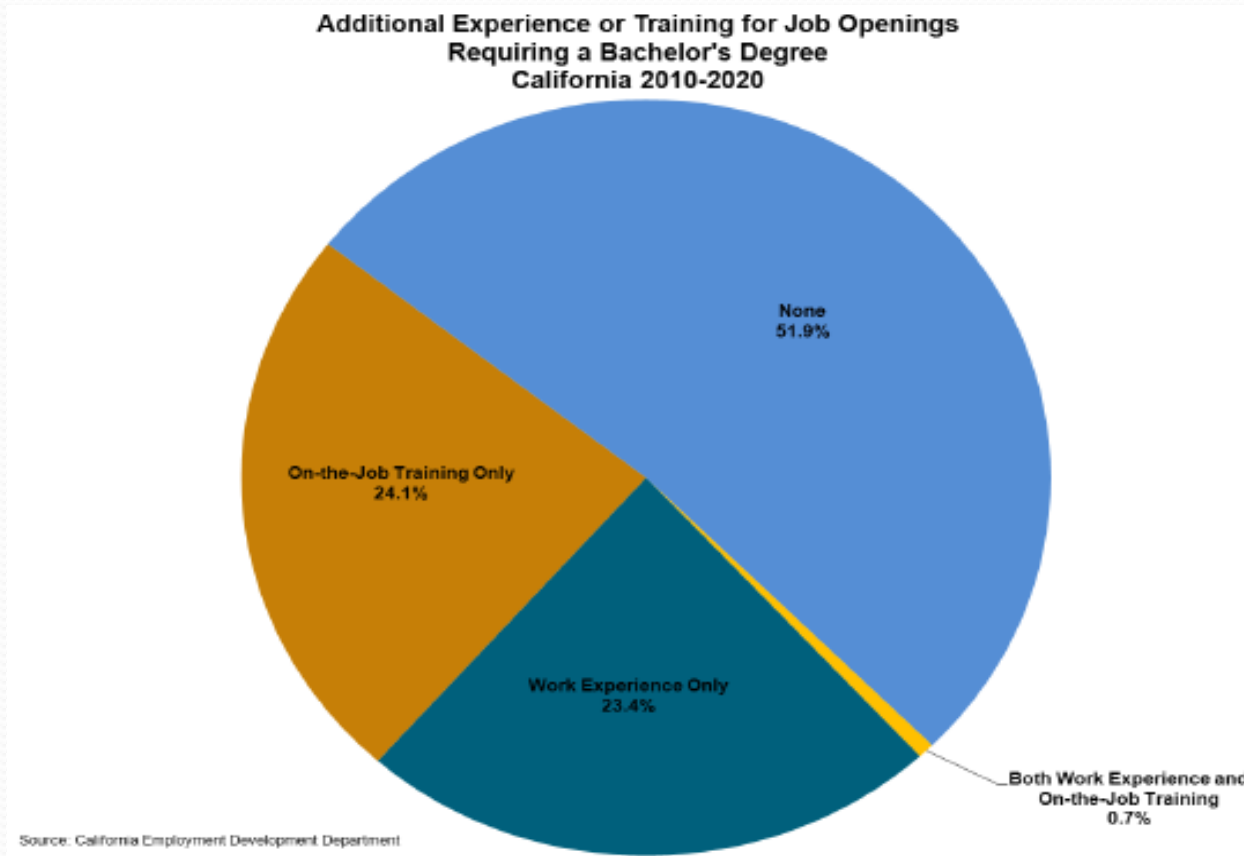
California 2025: Planning for a Better Future. Public Policy Institute of California. Sarah Bohn, Ryken Grattet, Ellen Hanak, Joseph Hayes, Laura Hill, Hans Johnson, Shannon McConville, Paul Warren, and Margaret Weston. January 2013.

# California Degree Needs

- Since 2000, California has lost slightly more college graduates to other states than it has gained from those states. California does attract highly skilled workers from other countries, but not enough to meet the need.
- Currently, state public institutions award slightly more than 110,000 bachelor's degrees each year and private institutions award 40,000. To meet the projected demand by 2025, the state would need to immediately increase the number awarded by almost 60,000 per year—about 40 percent above current levels.

California 2025: Planning for a Better Future. Public Policy Institute of California. Sarah Bohn, Ryken Grattet, Ellen Hanak, Joseph Hayes, Laura Hill, Hans Johnson, Shannon McConville, Paul Warren, and Margaret Weston. January 2013.

“Of the more than one million job openings over the 10-year projections period requiring a bachelor’s degree, more than 250,000 also require pre-employment work experience in a related occupation, and more than 260,000 openings also require on-the-job training.”



# The Need for Applied Baccalaureate Degrees

- Health profession jobs that once required no more than LPN or RN certification now demand the BSN or higher in addition to state licensure. In short, individuals seeking secure, established, and reasonably lucrative careers in allied health, public service, law enforcement, and the technologies must expect to make a commitment of no less than the baccalaureate merely to gain access to these fields.

Deborah L. Floyd & Kenneth P. Walker (2008).

The Community College Baccalaureate: Putting the Pieces Together.

Community College Journal of Research and Practice, 33:2, 90-124.

To link to this article: <http://dx.doi.org/10.1080/10668920802564667>



# National Efforts to Increase Registered Nurse Requirements to Baccalaureate Level

“Rapidly expanding clinical knowledge and mounting complexities in health care mandate that professional nurses possess education preparation commensurate with the diversified responsibilities required of them...As such, registered nurses at the entry-level of professional practices should possess, at a minimum, the educational preparation provided by a four-year Bachelor of Science degree program in nursing (BSN).”



SOURCE: The Baccalaureate Degree in Nursing as Minimal Preparation for Professional Practice, American Association of Colleges and Nursing

# 72 Associate Degree Nursing Programs In California Community Colleges

Allan Hancock  
American River  
Antelope Valley  
Bakersfield  
Butte  
Cabrillo  
Canyons  
Chaffey  
Citrus  
Contra Costa  
Copper Mountain  
Cuesta  
Cypress  
De Anza  
Desert  
East L.A.  
El Camino  
Evergreen Valley

Fresno City  
Gavilan  
Glendale  
Grossmont  
Hartnell  
Imperial Valley  
L.A. City  
L.A. Harbor  
L.A. Southwest  
L.A. Trade-Tech  
L.A. Valley  
Long Beach City  
Los Medanos  
Marin  
Mendocino  
Merced  
Merritt  
Mira Costa

Mission  
Modesto  
Monterey Peninsula  
Moorpark  
Mt. San Antonio  
Mt. San Jacinto  
Napa Valley  
Ohlone  
Palomar  
Pasadena City  
Porterville  
Redwoods  
Reedley  
Rio Hondo  
Riverside City  
Sacramento City  
Saddleback  
San Bernardino

San Diego City  
San Francisco City  
San Joaquin Delta  
San Mateo  
Santa Ana  
Santa Barbara City  
Santa Monica  
Santa Rosa  
Sequoias  
Shasta  
Sierra  
Siskiyou  
Solano  
Southwestern  
Ventura  
Victor Valley  
West Hills Lemoore  
Yuba

Source: CCCCCO Curriculum Inventory, based on Active AS Degrees with a TOP Code in Registered Nursing

# Discussion Points

- Values and Principles
- Opportunities and Challenges
- Questions to Be Considered

# Values or Principles

- AA degrees are to remain the **primary** mission
  - Address critical workforce needs
  - Strategic and targeted
  - Meets the needs of the students
  - Colleges should be allowed to opt in and not be forced to do Baccalaureate programs
  - Avoid unnecessary duplication of services as much as possible
- Continue high **quality** programs
  - Comparable program at a 4-year college
  - Allow students to pursue a Masters Degree or higher

# Opportunities

- Serves underserved areas and populations
- Responds to workforce needs
- Benefits the state economy
- Part of a national trend
- Removes barriers for completion
- Compensates for lack of university capacity in some fields

# Challenges

- Need for additional funding
- Capacity issues (physical and programmatic)
- Mission creep
- Faculty hiring issues – possible collective bargaining complications
- Legislation needed

# Questions to Be Considered and Discussions to Be Had

- Should this be part of a total reassessment of the Master Plan for Higher Education?
- What statewide or regional needs to be addressed first?
- How/why are CSU, UC, and others unable to fill the need?
- How should the Baccalaureate Degrees be funded?
  - Differential tuition?
  - State aid?
  - Local budget discretion?
  - Other?

## What Happens Now?

- Study group will report its findings
- Findings will be given to the Chancellor
- Any further action by the Chancellor's Office will be through consultative processes
- The Legislature is very interested in the findings of this group but it is unknown what action will be taken.

# More Information

## Website

- CCCCO.edu
  - Academic Affairs
    - Baccalaureate Degree

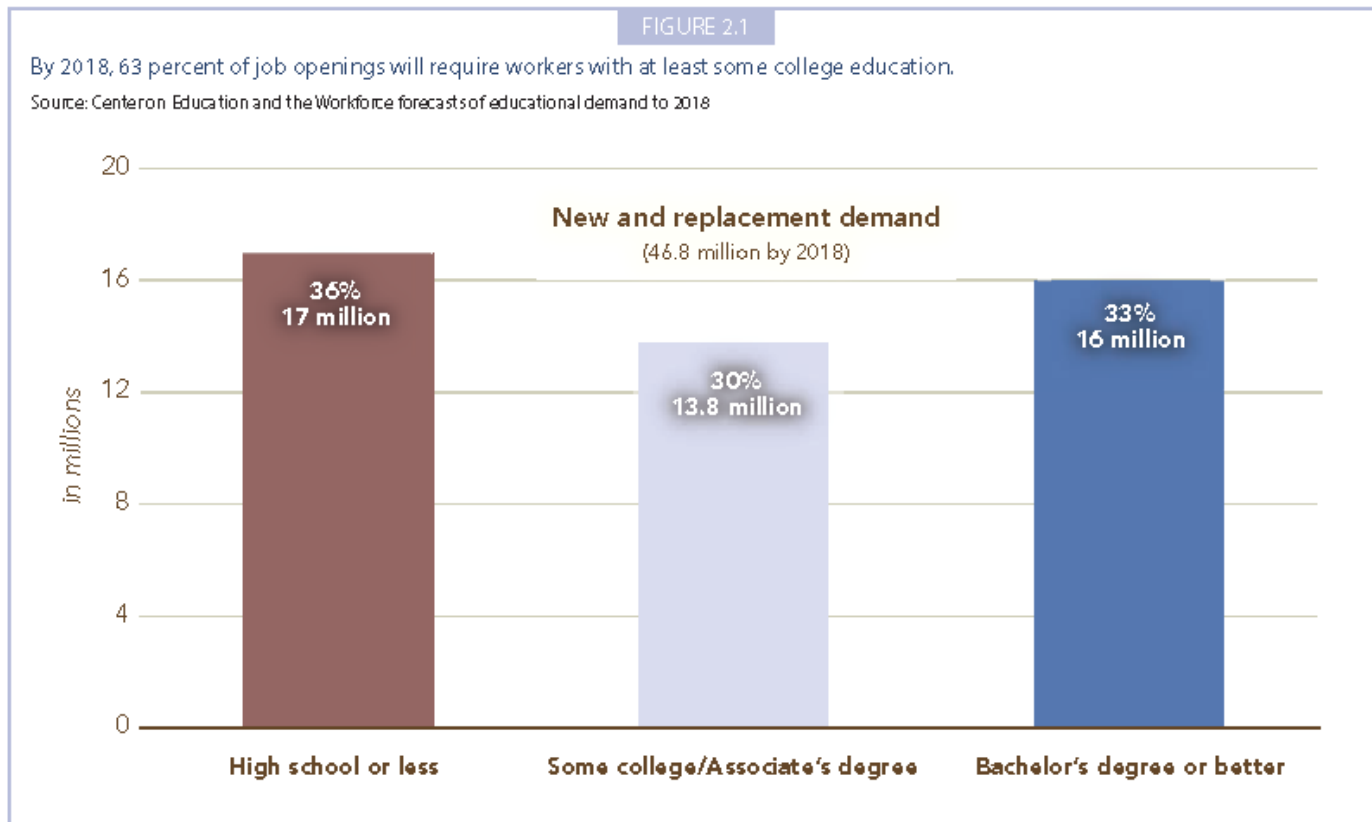


# California demand for 4 year degrees

Andrew LaManque, Ph.D.

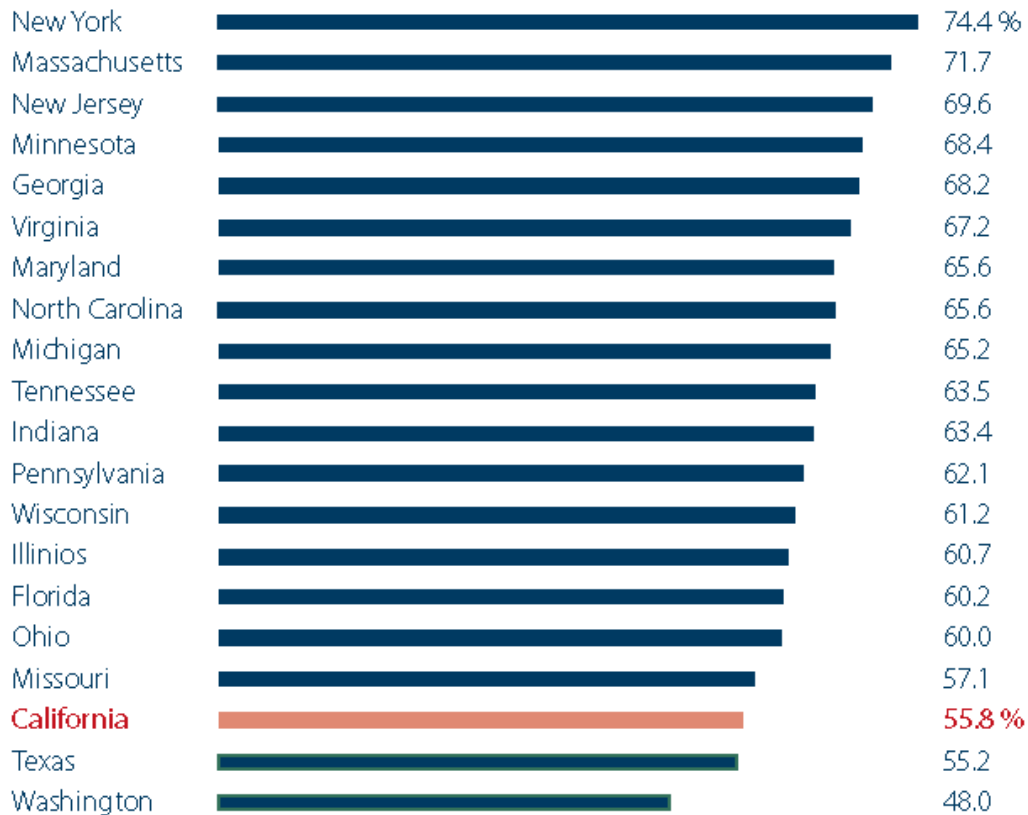
August 22, 2013

# “(Nationally) Our Current Postsecondary System Will Not Meet the Growing Demand for Workers with Postsecondary Education and Training”



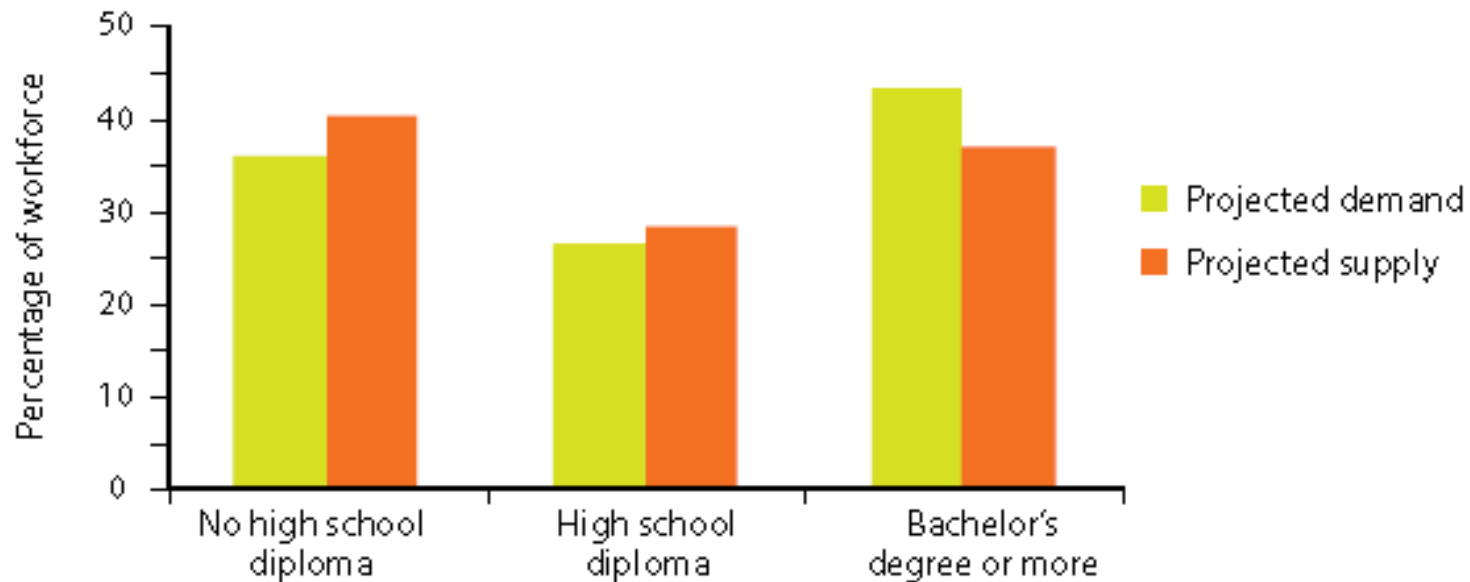
Among the 20 most populous states, California ranks 19th in the percentage of high school graduates who enroll directly in a four-year college or university; 18th in the percentage who enroll in any college, including community colleges; and 18th in the ratio of bachelor’s degrees awarded to high school graduates.

**CALIFORNIA'S COLLEGE-GOING RATES OF RECENT HIGH SCHOOL GRADUATES ARE LOW**



Source: National Center for Higher Education Management System.

# “(In California) By 2025, Demand for College-Educated Workers Will Outstrip the Supply”



SOURCE: PPIC projections.

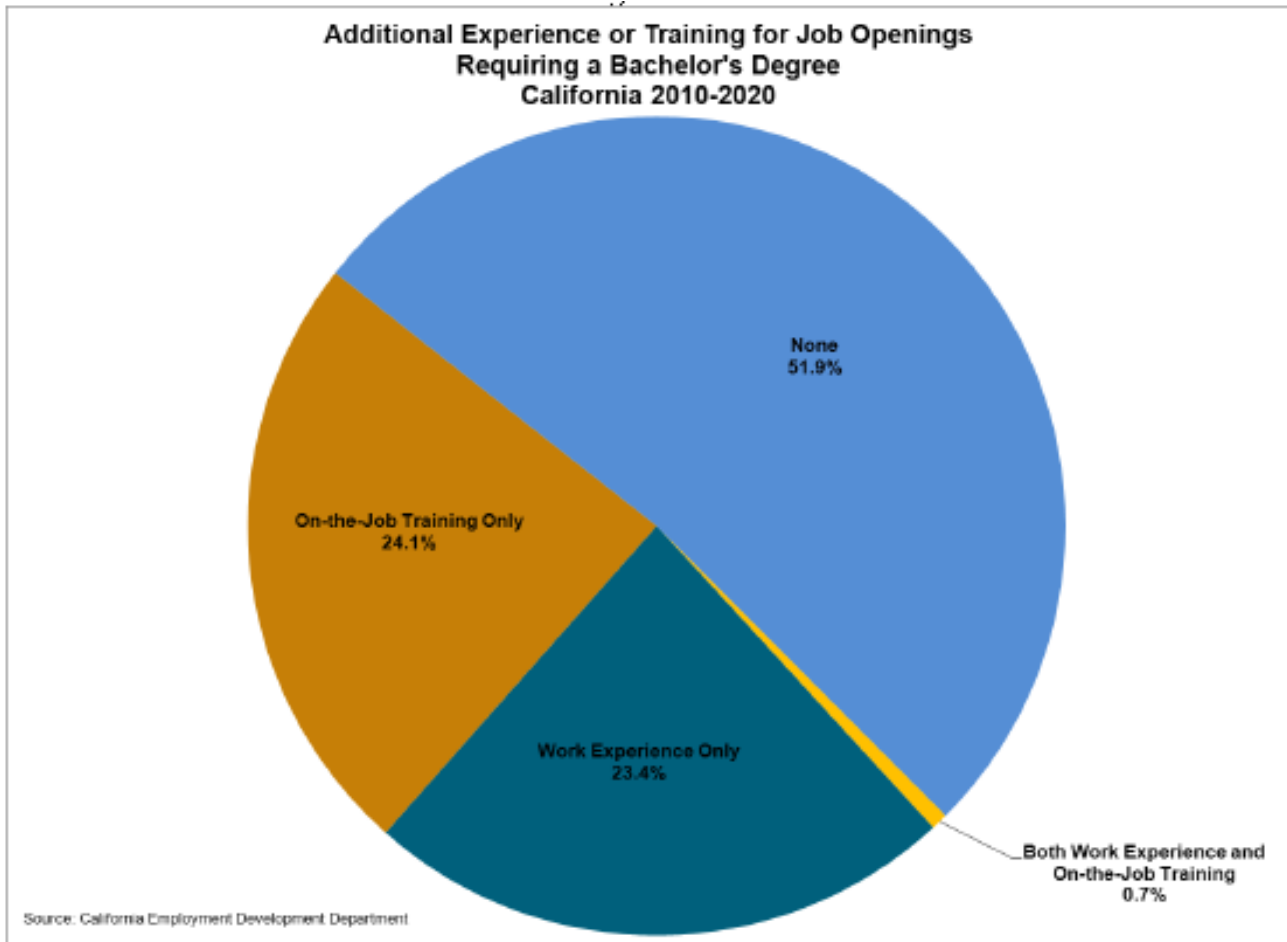
California 2025: Planning for a Better Future. Public Policy Institute of California. Sarah Bohn, Ryken Grattet, Ellen Hanak, Joseph Hayes, Laura Hill, Hans Johnson, Shannon McConville, Paul Warren, and Margaret Weston. January 2013.

# California Degree Needs

- Since 2000, California has lost slightly more college graduates to other states than it has gained from those states. California does attract highly skilled workers from other countries, but not enough to meet the need.
- Currently, state public institutions award slightly more than 110,000 bachelor's degrees each year and private institutions award 40,000. To meet the projected demand by 2025, the state would need to immediately increase the number awarded by almost 60,000 per year—about 40 percent above current levels.

California 2025: Planning for a Better Future. Public Policy Institute of California. Sarah Bohn, Ryken Grattet, Ellen Hanak, Joseph Hayes, Laura Hill, Hans Johnson, Shannon McConville, Paul Warren, and Margaret Weston. January 2013.

“Of the more than one million job openings over the 10-year projections period requiring a bachelor’s degree, more than 250,000 also require pre-employment work experience in a related occupation, and more than 260,000 openings also require on-the-job training.”



# The Need for Applied Baccalaureate Degrees

- Health profession jobs that once required no more than LPN or RN certification now demand the BSN or higher in addition to state licensure. In short, individuals seeking secure, established, and reasonably lucrative careers in allied health, public service, law enforcement, and the technologies must expect to make a commitment of no less than the baccalaureate merely to gain access to these fields.

Deborah L. Floyd & Kenneth P. Walker (2008).

The Community College Baccalaureate: Putting the Pieces Together.

Community College Journal of Research and Practice, 33:2, 90-124.

To link to this article: <http://dx.doi.org/10.1080/10668920802564667>

## **The Community College Baccalaureate: Process and Politics**

**By Linda M. Thor, Chancellor, Foothill-De Anza Community College District  
and Chris Bustamante, President, Rio Salado College**

In most instances, obtaining authorization to offer the community college baccalaureate degree requires state legislative approval. When Rio Salado College challenged the status quo by seeking such approval from the Arizona State Legislature, a political firestorm erupted over issues of mission, need and cost. A heated battle ensued between this public Maricopa Community College and several of its public and private university competitors. The controversial issue was played out through legislative hearings, in the media, and behind the scenes for the next eight years. Although the legislative effort was ultimately unsuccessful, the goal of increased access has progressed in Arizona as a result of bringing attention to the need for more baccalaureate options and pathways. In this chapter, Rio Salado's experience will be presented as a case study along with strategies and lessons learned.

The origins of Rio Salado College's attempt to gain approval for the community college baccalaureate can be traced to the State of Arizona's legislative session beginning in January 1997. At the time, Linda Thor and Chris Bustamante were serving, respectively, as president of Rio Salado College and as a seasoned lobbyist for the Maricopa Community College District, the largest district of its type in the nation in terms of headcount.

Before proceeding with the specifics of the battle for the baccalaureate, it is worthwhile to review the statewide catalysts that led to the call for higher education change and to note the political climate of those times.

### **Arizona's Catalysts for Change**

For decades, Arizona has ranked as one of the nation's top five fastest growing states, with a rapidly decreasing median age. According to U.S. Census data, between 1990 and 2000 Arizona's population grew from 3,665,228 to 5,130,632, the 5th-largest increase and 2nd-largest percentage gain (40%) among the 50 states. In spite of this soaring growth, during the 1990s the state had fewer higher educational options per capita than comparably sized states.

In addition to the community college system, the public higher education system was built around three state universities—Arizona State University (ASU) in Tempe, a suburb of Phoenix; University of Arizona (UA) in Tucson; and Northern Arizona University (NAU) in Flagstaff. The courses and degree programs at these institutions were still targeted largely at the 18 to 25-year-old population. There were limited evening and weekend classes. This was inadequate to address the specific needs of working adults, namely: rotating work schedules; commuting; juggling work, home and studies; and the need to constantly upgrade professional knowledge. However, Arizona's extensive rural populations were only accommodated by public university extension centers or distance learning. The smaller private universities that did exist tended to be highly specialized, such as Embry Riddle Aeronautical University in the Prescott area, or they were branches of



institutions headquartered elsewhere, such as Ottawa University. The exception, of course, is the mega University of Phoenix (UOP).

In contrast, there were 19 Arizona community colleges. Collectively they served in excess of 200,000 students—more than the public universities combined. However, Arizona's community colleges did and still do receive significantly less state funding per student than the three state universities. They were and are primarily funded through property-tax revenue and tuition. At approximately \$450 a semester for a full-time student, tuition in 1997 was just over half that of the state universities. In recent years, the community colleges have faced record student-enrollment increases. The largest district in the state is the Maricopa Community Colleges, with its 10 colleges: Chandler-Gilbert, Estrella Mountain, Gateway, Glendale, Mesa, Paradise Valley, Phoenix, Rio Salado, Scottsdale, and South Mountain. Arizona's rural colleges are Arizona Western, Central Arizona, Cochise, Coconino, Eastern, Mohave, Northland Pioneer, Pima, and Yavapai.

As is true today, the line between two-year and four-year colleges had become increasingly blurred. Nationally, studies indicated that on average it took a student up to four years to earn a so-called “two year” degree and up to seven years to earn a “four year” or bachelor's degree. The reasons varied. As tuition increased, students found it necessary to limit course loads. And, as more adults entered the higher education system, they needed to balance work and family life with studies. Noting this trend, the *New York Times* stated, “In ways legislators in state capitols and in Washington are struggling to make sense of, the higher education mainstream is coming to look a lot more like Rio Salado and Maricopa than like Harvard or Yale.”<sup>1</sup>

### **The 1997 Legislative Session: SB1109 Introduces a New Model of Higher Education**

With all these catalysts in place, the time appeared right for introducing new models that would revolutionize access to higher education in Arizona. It was in this climate, just prior to the 1997 Arizona legislative session, that Carol Springer, a powerful Republican who served in the Arizona State Senate from 1990 to 1998, set the community college baccalaureate movement in motion. Sen. Springer was the Appropriations Chair, and this gave her a great vantage point from which to push for this change because she had great influence on the purse strings of the state's public universities and community colleges. Her constituents resided in the rural areas surrounding the town of Prescott, and she recognized their unmet education needs. Her initial bill was simply a request to appropriate \$940,000 to aid an existing cooperative program between Northern Arizona University and Yavapai College in Prescott.

Shortly thereafter, she approached the Maricopa Community Colleges with a broader plan: Senate Bill 1109, which would authorize the community college baccalaureate. She had learned of similar models across the nation and in surrounding states with rural populations, such as Utah and Nevada. Implementing such a change would require the legislature to delete just four words in the statute authorizing community colleges. The Maricopa Chancellor, Dr. Paul Elsner, was favorably

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<sup>1</sup> Applebome, Peter. (August 3, 1997). Community Colleges at the Crossroads: Which Way Is Up? *The New York Times*, 4A, 24-26.

inclined. He was nationally acknowledged as a visionary throughout his lengthy career with the Maricopa Community Colleges. In assessing the legislation's potential for the state's community colleges, he realized that the one most likely to grasp the concept and successfully implement it in short order was the very non-traditional Rio Salado. The college was not restricted by the usual geographic service boundaries. Established in 1978 as a "college without walls," it was never intended to have a large physical campus. Rather it brought quality, flexible college courses to working adults utilizing distance learning formats and in-person programs at major employers and in community centers.

In early 1997, Rio Salado served some 34,000 students annually, making it the third largest in headcount of the 10 Maricopa Community Colleges. The 1996-97 academic year was a pivotal one for Rio Salado for several reasons. First, during that time Rio Salado became the first college or university in the Southwest to offer courses online, backed up by placing the college's entire student support services online as well. Immediately, student enrollment began to surge, with a corresponding increase in full time student equivalents (FTSE). Within the next 10 years online offerings would grow to more than 500 courses and more than 30,000 online students annually. The growth and popularity of online learning at Rio, combined with several highly innovative programs, qualified Rio Salado to be a major provider for the community college baccalaureate.

### **The Rio Salado College Applied Baccalaureate Model**

One of the themes that we would stress in legislative testimonies over multiple years was that the community college baccalaureate was a model whose time had come. The concept proposed by Sen. Springer was an excellent fit for the non-traditional Rio Salado. First, its focus would be on applied programs rather than theory-based programs offered by universities. The designated programs would offer advanced education and technical skills for specialized employment in communities already served by the college, which enrolled students state-wide. The four applied career fields that were ultimately selected were public safety, allied health, computer technology and business. A few years later, teacher education would be added to the mix.

Secondly, the community college baccalaureate and Rio Salado were a perfect fit was that it would utilize Rio's expertise in distance learning formats to reach students unable to access baccalaureate degrees because of geographic barriers. This would keep local students residing as taxpayers within their own Arizona communities, saving them the cost of relocating or time-consuming commutes.

Next, the community college baccalaureate would not compete with state university programs for students. The legislation would permit these degrees only in select career fields and "workforce-related disciplines" where degrees were not currently offered by one of the state universities. In addition, the applied baccalaureate degrees offered and conferred through Rio Salado would be delivered with full articulation to Arizona's other community colleges. As an example, in 1997 there was no career pathway at the three state universities for public safety personnel through a Bachelor in Applied Science degree in either Public Safety or Police Science. Yet Rio Salado had already served more than 10,000 police and public safety officers over the course of the decade through specialized courses and its law enforcement technology program leading to the Associate

in Applied Science degree. A more highly educated police force would greatly benefit all Arizona communities. Several prominent chiefs within the police community would ultimately join forces with Rio Salado in the bid for the applied baccalaureate.

Another very appealing feature of the applied baccalaureate was that it would provide an alternative means to address workforce shortages. For example, there were documented shortages of highly qualified dental hygienists when the Arizona Dental Association (AzDA) approached Rio Salado for educational remedies back in the mid-1990s. With the financial support and long-term commitment of AzDA and its member dentists, the college opened the Rio Salado School of Dental Hygiene in 1998, offering an accelerated 15-month program leading to the Associate in Applied Science degree. Still there was no state-wide equivalent baccalaureate program for articulation.

The financial plan behind SB 1109 was that applied baccalaureate students would pay “university” tuition for upper division courses. A critical factor that would become a legislative point of contention was that no additional state funds would be required beyond those already allocated to the community colleges. In addition, supporters of the bill were emphatic that no additional faculty or physical facilities would be required. Instead, Rio Salado was highly qualified and fully prepared to offer distance learning options for applied baccalaureate programs, most notably through online learning. These formats would effectively utilize existing resources, both human and tangible.

### **The 1997 Legislative Arguments For and Against the Community College Baccalaureate**

The need to approach the Arizona Legislature for a statute change was driven by the necessity to remove four simple words from the definition of community college. The definition would be amended as such: “ ‘Community college’ means an educational institution which is under the jurisdiction of the state board and which provides a program training in the arts, sciences, and humanities beyond the 12<sup>th</sup> grade of the public or private high school course of study of vocational education...”<sup>2</sup>

From the time it was introduced to legislators, Arizona’s version of the community college baccalaureate created a firestorm of controversy. We were called upon multiple times to testify on behalf of SB 1109. Our testimony made it clear that this bill would enable our community colleges to do what we do best: be fully responsive to the needs of working adults and their employers. The curriculum and degrees would be designed in close partnership with the community and local employers. Other “pro” lobbying arguments we presented included:

- The mission of community colleges would not change: we did not seek to become research institutions.
- Applied baccalaureates would be customized for adults in ways university programs were not.
- Industry experts with current market experience, as opposed to full-time research professors, would teach classes.

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<sup>2</sup> State of Arizona. Text of Senate Bill 1109, 15-1401 (3). Forty-third Legislature: First Regular Session, 1997.

- Arizona’s public universities were overflowing with students and were reaching capacity.
- The universities had education “gaps” that community colleges could fill more cost-effectively.
- Community colleges have always been a much more cost-effective alternative when it comes to educating.
- Despite articulation agreements, students were often finding that their community college credits were not accepted at the state universities.
- Students would receive more choices for lower-cost options.
- The middle class was being squeezed out of the higher education system due to cost.
- Rural communities could “grow their own” if their residents received their education in their own back yard.
- Rural students and working adults would receive better and improved access.
- Mothers with children, mortgages and jobs needed more higher education options because they cannot simply “pick up” and go off somewhere else to finish their degrees.

The issue began to receive extensive local and eventually national media coverage. As then-president of Rio Salado, Linda Thor wrote a guest column for the *Arizona Republic* called “Workforce Needs Community College Baccalaureate Degree,”<sup>3</sup> explaining how our curriculum and degrees are community-driven. On the positive side, *Tribune Newspapers*—the region’s second-largest circulation newspaper chain—ran an editorial that asked “Why didn’t somebody think of this before?”<sup>4</sup> A *Tribune* guest commentary by Sam Steiger, a former five-term member of Congress, appeared with the headline “Universities Standing in Way of Progress to Protect Their Turf.” He wrote, “The simple truth is that the 43,000-student ASU is riddled with the tyranny of a few elitists who prefer to publish rather than teach. UA is equally dedicated to preserving and expanding its student population at the expense of teaching values.”<sup>5</sup>

The “con” arguments against the applied baccalaureate by the university lobbyists included:

- Mission erosion: that is, community colleges would depart from their core mission of providing low-cost associate degrees, workforce development, remedial and vocational education.
- Mission creep: once the community colleges received limited authority to grant applied baccalaureates, down the road they would want the same authority for academic programs.
- There was simply no need and no demand for the applied baccalaureate.
- There would be hidden costs and the Legislature would have to produce additional funding.
- It would lead to a three-tier system in which minorities and low-income students came out short.

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<sup>3</sup> Thor, Linda M. (April 3, 1997). Workforce Needs Community College Baccalaureate Degree. *The Arizona Republic*, B4.

<sup>4</sup> Editorial Staff. (November 22, 1996). Expanding Community Colleges. *Tribune Newspapers*, A12.

<sup>5</sup> Steiger, Sam. (February 18, 1997). Universities Standing in Way of Progress to Protect Their Turf. *Tribune Newspapers*, A9.

- Community colleges and their faculty members were not qualified to offer or teach baccalaureates classes.
- It would undercut the existing 2+2 programs between public universities and community colleges.
- It would lead to duplication of educational services that could lead to increased tuition.
- Physical expansion would be required.
- The universities had already greatly expanded their capacity to meet Arizona's needs.
- The change in higher education would be too radical.

Joining the university lobbyists in opposition was the head of the Arizona Tax Research Association (ATRA), an organization which has made it a perpetual mission to oppose every single tax increase in Arizona. It should be emphasized that although SB1109 specifically did not call for new taxes or state allocations, the ATRA representative claimed that would be an end result.

Midway through the 1997 legislative session, an editorial in *The Arizona Republic* was headlined "The Universities' Job" and declared "this well-meaning proposal is perilous for both the state's universities and its community colleges." The same article concluded the applied baccalaureate was "divisive and unneeded."<sup>6</sup> At another point, Sen. Springer was quoted in *Tribune Newspapers* as saying her bill was causing "heartburn" for the universities.<sup>7</sup>

### **The Outcome of the 1997 Proposed Applied Baccalaureate Legislation**

Nevertheless, SB 1109 was passed 22-8 by the Arizona Senate before its defeat in the House Education Committee. The final bullets were delivered in-person through appearances by the three public university presidents: Clara Lovett of NAU; Manuel Pacheco of UA and Lattie Coor of ASU. They argued that SB 1109 was well intentioned but misguided and needed much more study. Therefore, the House Education Committee complied by adopting an amendment to set up a committee to study the issue.<sup>8</sup> It was well-known that then-Governor Fife Symington was squarely against the community college baccalaureate, and he vetoed the amended bill, stating it "represents a substantial departure from the existing structure of higher education in Arizona."<sup>9</sup>

Sen. Springer was equally outspoken. The *Arizona Republic* quoted her as saying, "This bill was absolutely not judged on its merits, period." She added that it was vetoed because the state's universities feared competition from community colleges.<sup>10</sup>

But the movement did not end there. The Legislature proceeded to form its own Higher Education Study Committee, with 13 members including Sen. Springer, representatives of major universities and the community colleges, the Arizona Board of Regents, the Arizona Community College

<sup>6</sup> Editorial Staff. (March 19, 1997). Four-Year Degrees: The Universities' Job. *The Arizona Republic*, B6.

<sup>7</sup> Noyes, Francie. (February 23, 1997). College Bill Debate Continues. *Tribune Newspapers*, A1.

<sup>8</sup> Staff. (March 21, 1997). New Degrees for 2-Year Colleges Killed In House. *Arizona Capitol Times*, 4-5.

<sup>9</sup> Van Der Werf, Martin. (April 29, 1997). Study of 4-Year Degrees for Small Colleges Vetoed. *The Arizona Republic*, B1.

<sup>10</sup> Van Der Werf, Martin. (April 29, 1997). Study of 4-Year Degrees for Small Colleges Vetoed. *The Arizona Republic*, B1-2.

Association, the Governor's Office, and key legislators. Linda Thor served as one of the two community college members. Among the committee's responsibilities was to determine unmet higher education baccalaureate needs, identify options, and develop specific recommendations for meeting those needs. The committee was to also research non-traditional delivery needs for career or technical fields; articulation options; possibilities for community colleges and universities to coordinate and cooperate; a cost analysis; and models for the community college baccalaureate in other states.

Months later, the committee reached consensus that the Arizona Board of Regents and the Board of Directors for the Arizona Community College Association should jointly establish a committee to continue the collaborative process. The Legislature, in a 1998 footnote, provided specific charges to the committee. Thor was once again appointed, and we completed our work in December 1998. The committee proposed a system for identifying and meeting needs for additional baccalaureate degrees, but was unable to reach agreement on seeking legislation to allow the baccalaureate.

As reported by *Community College Week*, "What did emerge from the panel's work, however, was a proposal that if community college officials identified a need for a baccalaureate program, they could shop it around to the universities. If none were interested in offering the program on their own or in collaboration with a two-year college, then a joint review committee would look into other options—including handing the program to community colleges."<sup>11</sup>

In the same issue, Linda stated that fears of mission creep or erosion were missing the point: "I am proud to be a community college. I do not want to be a university. We're not talking about a bachelor's that has the same characteristics. Frankly, we probably need another term. We're all getting hung up on the term bachelor's rather than talking about how community colleges meet certain needs."<sup>12</sup>

During 1998 the applied baccalaureate issue attracted the attention of the *Chronicle of Higher Education*, which referred to it as "a landmark plan," emphasized its "practitioner" approach, and raised important issues about the overall nature of baccalaureate degrees. Should they be practical or more holistic?<sup>13</sup>

### **The Revitalized 2004, 2005 and 2006 Legislative Campaigns**

However, legislation would not be proposed again for six years. In spring 2004 Rep. Russell Pearce (R-Mesa), the Chair of the House Appropriations Committee, introduced a bill to allow community colleges to offer baccalaureate degrees in fire science, law enforcement, nursing and teacher education in a six-year pilot. This bill was defeated in committee 9-7. However, the lawmakers left the door open to reconsider the measure at a future legislative session.

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<sup>11</sup> Evelyn, Jamilah. (August 23, 1999). The Bid for the Bachelor's. *Community College Week*, 12.

<sup>12</sup> Evelyn, Jamilah. (August 23, 1999). The Bid for the Bachelor's. *Community College Week*, 13.

<sup>13</sup> Healy, Patrick. (February 27, 1998). A 2-Year College in Arizona Bills Itself as a New Model for Public Higher Education. *The Chronicle of Higher Education*, A32-33.

By 2005, Rio Salado was a dramatically expanded and different college than when the concept of the community college baccalaureate was introduced eight years prior. With credit enrollment exceeding 40,000 students annually, it was poised to emerge as the largest in headcount among the Maricopa Community Colleges. This growth was fueled largely by its online offerings, which numbered 450+ unique courses.

Working in partnership with the Maricopa District, Rio Salado was still the logical choice to advocate on behalf of all community colleges when in the winter of 2005, the community college baccalaureate issue emerged yet again in the Legislature. This time the Chair of the House Higher Education Committee, Rep. Laura Knaparek (R-Tempe), proposed House Bill 2079. It had the ardent support of several powerful legislators, including once again the House Appropriations Committee Chair, Rep. Pearce. Under the bill approximately half of Arizona's community colleges would be allowed to issue the baccalaureate, primarily in teaching, health professions, fire science and law enforcement. However, it was understood that with the exception of Rio Salado, most of the colleges were not positioned to offer all four career paths.

The legislation proposed by Rep. Knaparek would have changed how the state funds Arizona's universities and maximize use of the community college system for increased access. The funding, she stated, would follow the students, rather than the traditional "arbitrary formula where dollars are doled out by political whim instead of need."<sup>14</sup>

The legislation was bolstered by positive and widespread media coverage. In advance of the legislative session, the conservative *Daily News Sun*, serving residents of the retirement communities surrounding Sun City, issued an opinion column with the headline "Community College Bill Makes Sense." It began: "One of several disappointments by the Legislature last session was its failure to pass a sensible bill that would have allowed community colleges to begin offering four year degrees in select fields..."<sup>15</sup> The *Arizona Republic*, which had been so opposed in 1997, challenged and chastised legislators, stating: "OK, skeptics, you axed university reform; now it's your turn for some new ideas."<sup>16</sup> Another editorial in the *East Valley Tribune* touted, "4-Year Community College Degrees Deserve a Try."<sup>17</sup>

An additionally encouraging sign was an independent statewide public opinion poll, which found that 74% of those surveyed would support a bill "that would allow community colleges to offer four-year baccalaureate degrees."<sup>18</sup>

We again returned with our supporters to the Legislative chambers with our messages of access, affordability, specialization, economic efficiency, experience and this time, widespread support. We

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<sup>14</sup> Knaparek, Laura. (March 19, 2005). Let Funds Follow the Student. *East Valley Tribune*, B5.

<sup>15</sup> Editorial Staff. (December 6, 2004). Community College Bill Makes Sense. *Daily News-Sun*, A6.

<sup>16</sup> Editorial Staff. (February 16, 2005). Higher Education/Our Stand: OK, Skeptics, You Axed University Reform; Now It's Your Turn For Some New Ideas. *The Arizona Republic*, B6.

<sup>17</sup> Editorial Staff. (December 2, 2005). 4-Year Community College Degrees Deserve a Try. *East Valley Tribune*, A20.

<sup>18</sup> Merrill, Bruce. (February 22, 2005). Press Release. Cronkite/Eight Poll: Voters Don't Want Junk Food in the Schools in the Schools, But They Do Want Community Colleges to Award Four-Year Diplomas. Walter Cronkite School of Journalism, Arizona State University.

cited U.S. Census statistics indicating that Arizona ranks 20<sup>th</sup> in population with three public universities. In contrast, Maryland, ranking 19<sup>th</sup> in population, has 14 public universities, and Minnesota, ranking 21<sup>st</sup> in population, has 14 public universities. We told legislators how Rio Salado's 10,600 occupational certificates and degrees in 2004 accounted for 76% of the total awards presented that year. We were pleased to report that the accrediting body for Arizona's community colleges and three public universities—the Higher Learning Commission of the North Central Association—had concluded that these degrees would not compromise the community colleges' traditional mission.

But once again, HB2079 was met with fierce opposition from the universities and turf wars erupted. Each committee meeting was populated by a sizable number of opposition lobbyists from both the private sector, including the UOP, and the public sector, including all three state universities. And again, the representative from ATRA was on hand, claiming that taxpayers would be left footing the bill. As always, our position was that an adjusted tuition plan would pay for the costs incurred. However, university lobbyists told the legislators that if passed, the bill would cost the state \$20 million in its first year alone.

In spite of this, the bill proceeded fairly smoothly through the House, and was then approved by the Senate Higher Education Committee. At this point, we were as cautiously optimistic as we had ever been. It appeared this time the applied baccalaureate just might become a reality. The final hurdle to pass the bill was the vote in the Senate Appropriations Committee, scheduled for April 5, 2005. However, before any testimony was heard, Bob Burns (R-Peoria) who chaired the Senate Appropriations Committee, told Rep. Knaparek, "I don't think the bill, in its present form, will be able to make it through this committee."<sup>19</sup>

In a last-minute attempt to keep her legislation alive, Rep. Knaparek offered an amendment that would have gutted the specifics of the bill. For instance, it would have taken out any reference to funding. That would have eliminated writing a new university funding formula into statute. Under her revision, the community colleges would have been authorized to offer baccalaureate degrees without any funding. Nevertheless, on April 5, 2005, the community college baccalaureate bill received its final legislative defeat in the Senate Appropriations Committee on a 6-5 vote. The majority sided with university lobbyists who called for more time to study the state's higher education gaps and then determine the best way to fill them.

In spite of so many legislative committee meetings and testimonies, a previous report from an appointed Higher Education Committee, positive media messages, and community support, the cause was defeated by a single vote. In Rep. Knaparek's words, "The political reality is that their lobbyists beat us." She complained that the universities feared a "more cost-efficient competitor."<sup>20</sup>

The rhetoric intensified within the media. "Blocking Community Colleges' 4-year Aspirations is Asinine" stated the *Arizona Republic*, adding: "Sensible people have been asking for years why this

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<sup>19</sup> Slivka, Judd. (April 6, 2005). College Bill Dies in Senate. The Arizona Republic, B1-2.

<sup>20</sup> Slivka, Judd. (April 6, 2005). College Bill Dies in Senate. The Arizona Republic, B1-2.



arbitrary barrier to community colleges meeting expanding educational demands in a variety of areas persists.”<sup>21</sup>

But in an unusual twist, six days later the baccalaureate authority was resurrected under a special legislative format as SB1109, ultimately passing through the full House on a 31-28 vote and proceeding to the Senate, where it was once again killed. Reminiscent of years before, another study committee was convened, this one called the Joint Ad Hoc Task Force on Higher Education.

By the end of 2005, the applied baccalaureate was still receiving considerable renewed media attention. Articles in the state’s largest newspapers were reporting a more positive outlook for the community college baccalaureate in Arizona. A Dec. 19 article appeared in the *Arizona Republic* with the headline: “Support For 4-Year degrees mounting.”<sup>22</sup>

The Dec. 2, 2005 *East Valley Tribune* published this headline: “4-year community college degrees deserve a try.”<sup>23</sup> The editorial called for pilot programs, while mocking a UOP-funded study that concluded the applied baccalaureate was a bad idea. The headline for another *Tribune* commentary by a Scottsdale City Councilman stated: “ASU’s gouging justifies 4-year community college degrees.”<sup>24</sup> The councilman pointed out that 70% tuition increases at ASU do not follow the state university mission to provide in-state instruction in a manner “as nearly free as possible.”

Nevertheless, we were proud of the fact that this bill, which was characterized as higher education reform legislation, was approved by the full House and made it through its policy committee in the Senate. Although we faced heavy opposition and extensive public and behind-the-scenes lobbying by the public and private universities, we persevered because we believe that providing access to affordable, accessible baccalaureate degrees is the right thing to do for our students and our state.

Legislation for the applied baccalaureate would be sponsored one more time, in spring 2006. Rep. Knaparek, still chair of the House Higher Education Committee, again introduced bill, but it was compromised to the point that we could not support it.

### **Economic Crisis Precipitates Call for New Models**

Five more years would pass before community college baccalaureate legislation was again introduced in the 2011 Arizona Legislative Session. In the intervening years, much had transpired locally on the economic front. Like California and other rapidly-growing states, Arizona’s economy had been hit extremely hard by the economic recession. The State of Arizona found itself with as much as a \$6 billion annual budget shortfall. In an effort to balance the state’s budget, higher

<sup>21</sup> Editorial Staff. (April 7, 2005). Craven Cave-In: Blocking Community Colleges’ 4-Year Aspirations Is Asinine.” *The Arizona Republic*, A12.

<sup>22</sup> Editorial Staff. (December 19, 2005). Support For 4-year Degrees Mounting. *The Arizona Republic*,

<sup>23</sup> Editorial Staff. (December 2, 2005). 4-Year Community College Degrees Deserve a Try. *East Valley Tribune*, A20.

<sup>24</sup> Lane, Jim. (date>) East Valley Voice: ASU’s Gouging Justifies 4-Year Community College Degrees. *East Valley Tribune*, A12.

education allocations for universities and community colleges were drastically reduced, and at one point there was an attempt to cut community college funding by as much as 50%.

In January 2011, Arizona Governor Jan Brewer, who is a community college graduate, called for more significant higher education budget cuts. However, in a special directive to the 2011 Arizona Legislature, Gov. Brewer stated she wanted to explore whether community colleges should be empowered to grant bachelor's degrees.

The Governor told the legislature there is no way the state can financially maintain Arizona's higher education system in its present form. She called for solutions beyond the extremes of further hikes in tuition or eliminating programs. In short, she called for new models of higher education that will not only expand existing programs to allow students to start their baccalaureate degrees at community colleges, but also for the creation of new four-year schools. Another option would be having additional campuses for the three public universities around the state, but with lower tuition than charged at the main campuses in Tucson, Tempe and Flagstaff. Other options she believed worth considering are the expansion of 2+ 2 programs. Ultimately, the governor set a goal to double the number of Arizona's students earning baccalaureate degrees by 2020.

Subsequently, during the 2011 Arizona Legislative Session, two bills were introduced. HB 2277 was introduced in the House, discussed and HELD in the House Appropriations Committee after much debate. This bill would have allowed any community college district in the state to offer baccalaureate degrees in Elementary Education and Nursing programs.

The second bill, SB 1289, failed on the Senate Floor on a 3<sup>rd</sup> Reading vote of 8 -21. This bill would have only allowed rural Eastern Arizona College (EAC) to offer baccalaureate degrees in three areas: Education, Business, and Mining Technology. Six months after that defeat, ASU announced a partnership with EAC to offer associate's and bachelor's degrees at tuition of \$5,500 dollars per year, a little more than half of the normal annual ASU tuition of close to \$10,000. The degree programs will be implemented in phases, starting with associate's degrees in nursing. Eventually, bachelor's degree programs will be offered in nursing, business/organizational studies, elementary education, operational management and more.

## **Lessons Learned**

If hindsight is always 20-20, what would we do differently from a strategic point of view?

We believe we have learned the following lessons that may help colleges in other states advance their own cause of achieving the baccalaureate.

### **1. From the start, we needed more grassroots momentum leading the charge.**

Admittedly, back in 1997 we were called upon to respond on extremely short notice when we were first approached by Sen. Carol Springer. The legislature was already in session. As a result, we did not have ample time to plan and execute a thoroughly organized grassroots campaign. Therefore, we advocated primarily through frequent testimony and through the

supportive voices and letters of select members of the community, such as the heads of the Arizona Nursing Association and the Phoenix Law Enforcement Association.

What was also missing from our campaign was the voice of the community at large, backing up our statements that there was a great demand for these baccalaureates. The community college baccalaureate was a radical concept for people to grasp, and unfortunately, not enough people were sold on the idea. A greater volume of powerful messages from our constituents, including students and even their parents, would ideally have reinforced these messages: Arizona needs a more highly educated workforce to compete and experience economic growth. We need more options to educate our youth and working adults within our own communities, where they will then likely reside and become taxpayers. We need more highly educated police, more allied health workers, more computer technicians, and more general business graduates than the universities alone can currently provide.

Also missing was an organized movement that would present students and their parents sharing their issues of access in their own words to the legislators. Ideally, after it was organized it would be led by "the people" so the community colleges don't appear self-serving.

Unfortunately, without this grassroots momentum, our campaigns eventually fizzled. Even worse, the community colleges often appeared to be self-serving or greedy and to not have the greater community good in mind. We were inadvertently positioned as adversaries to the very popular universities. Of course, in reality the opposite was true: Our cause would greatly benefit the community through increased options that the universities were not interested in providing.

The issue of building substantial grassroots momentum did not improve in subsequent years. Legislation for the baccalaureate was not introduced during every legislative session. We typically received very brief notice when the cause was about to be revived by one or more legislators. Coupled with this short notice was the fact that in several of those years, we were also engaged in very aggressive legislative battles to retain funding for our free Adult Basic Education classes, which had grown to become the largest program of its type in Arizona. Our resources and collective energy were spread thin during those years. We had to carefully choose our battles.

## **2. We needed to attract more peer support from within the leadership ranks of Arizona's community colleges themselves.**

Throughout the eight-year battle for the baccalaureate, the issue proved to be highly sensitive among members of the Chancellor's Executive Council, which consisted of the Chancellor, all 10 presidents, and four vice chancellors. This was understandable, since not every college stood to benefit equally from the community college baccalaureate. In fact, a number of the colleges would not initially benefit at all, simply because the model did not fit their individual mission. This contributed to Rio Salado's reputation as a renegade college.

This was particularly true back in 1997. Although the Arizona Community Colleges Presidents' Council supported SB 1109, behind the scenes some of the state's community colleges were questioning why any of us would want to offer applied baccalaureates, and commenting publicly in local news media. Furthermore, support for our position was met with limited enthusiasm from our colleagues at the national level. "We are who we are," said David Pierce,

then-president of the American Association of Community Colleges. “We are community-based, associate-degree-granting institutions. This [granting baccalaureate degrees] isn’t necessarily our job.”<sup>25</sup>

**3. We underestimated the collective power of the public and private universities when they unite as allies.**

As we discussed, at every legislative committee meeting, we were up against the very large, polished, and vocal contingent of unified lobbyists from the public and private universities—a sort of David and Goliath match-up. But in our case, the underdog did not always command sympathy from the majority of the legislators. In fact, our team of lobbyists was outnumbered eight to one. Also, the objections of the university lobbyists were bolstered by the Arizona Taxpayers Research Association (ATRA), which insisted that we were withholding the fact that that this was going to be a very expensive proposition for the public. The community colleges were unfairly perceived as wanting something for themselves—a type of power grab if you will—that was unnecessary. Therefore, the public and private universities came across as the ones who were truly looking out for the best interests of the general public.

**4. We didn’t anticipate the legislators viewing the controversy behind the applied baccalaureate among higher education entities as a “family feud.”**

The university lobbyists were already well positioned and had favor with the legislators due to the enormous local popularity of their campuses. The legislators could see merits behind both sides of the argument. Therefore, they wanted to avoid being held liable as decision-makers in a very divisive debate. They wanted the universities and community colleges to work the issue out among themselves.. But we could not, because the applied baccalaureate involved a change in statute.

The Rio Salado story is unique due to Arizona’s political composition. Each state’s political structure may call for different tactics and strategies. Issues of cost duplication and mission erosion and creep will always arise and need detailed explanations.

**Subsequent Progress**

As of early 2012, there is still no community college baccalaureate in Arizona. However, we believe our cause has yielded some positive outcomes. In the absence of formal legislation, we can report that several unprecedented avenues have opened that now increase access or transferability for students across our state and outside of Arizona. For example:

- Previously the Associate of Applied Science degree would not transfer. Now it is accepted as a block in the new Baccalaureate of Applied Science degree at NAU, ASU Polytechnic Campus and ASU West Campus.
- ASU and Rio Salado have a joint online Baccalaureate in Interdisciplinary Studies degree that transfers 75 credits from the community college.
- NAU accepts 90 credits from the Maricopa Community Colleges into the Baccalaureate of Interdisciplinary Studies program.

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<sup>25</sup> Evelyn, Jamilah. (August 23, 1999). The Bid for the Bachelor’s. *Community College Week*, 13.

- The Maricopa Community Colleges now have articulation agreements with more than 25 states and out-of-state universities that transfer between 75 and 90 community college credits.
- The ASU Polytechnic Campus has two Maricopa Community College partners onsite; namely, Chandler-Gilbert Community College and Mesa Community College.
- The nation's first communiversity west of the Mississippi opened in 2009 and features unique public-private partnerships between the City of Surprise, Rio Salado, Glendale Community College, Phoenix College, Ottawa University and West-MEC, a public school district specializing in vocational education
- A similar communiversity is underway in the Town of Queen Creek, Arizona.

### **On the Horizon...Another Opportunity?**

It is clear that the story of the community college baccalaureate in Arizona remains unfinished. Despite enduring multiple years of a housing collapse and state budget crises that mirror the national scene, Arizona emerged in the 2010 U.S. Census as the second-fastest growing state in population. Arizona is currently home to nearly 6.6 million residents, which translates into more than a 28% growth rate since the 2000 U.S. Census. In contrast, the total U.S. population recorded growth of slightly more than 9% during the same decade. Arizona, like most western states, is growing faster than the nation as a whole. Furthermore, more than 1 out of every 4 Arizonans is under the age of 18, which also exceeds the national average, according to the U.S. Census Bureau.<sup>26</sup>

Faced with shrinking financial resources, the state's higher education institutions must undergo revolutionary changes to comprehensively serve two burgeoning populations: youth who will graduate from high school in the coming decade, and adults who will need to be retrained and retooled to keep pace with the state's post-recession job market. We would argue that in the foreseeable future, the only logical solution for our state is to move forward with new models of public higher education, which include the community college baccalaureate.

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<sup>26</sup> U.S. Census Bureau Quick Facts, Retrieved 22 February 2011, from The U.S. Census Bureau web site, <http://quickfacts.census.gov/qfd/states/04000.html>

# COMMUNITY COLLEGE BACCALAUREATE DEGREE OPTION

## California Policy and Legislative History



**Constance M. Carroll, Ph.D.**  
*Chancellor, San Diego Community College District*



# Legislative History of CCC Baccalaureate Degree Option

## Five Legislative Items

- AB 1932 (Maze, 2004)
- AB 1280 (Maze, 2005)
- AB 1455 (Hill, 2009)
- AB 2400 (Block, 2010)
- AB 661 (Block, 2011)



# AB 1932 (Maze)

## AB 1932: Public Postsecondary Education: Advisory Committee

**In 2004, Assembly Member Maze proposed a bill that would have established an advisory committee to recommend to the legislature a framework to authorize Porterville College and College of the Sequoias to offer baccalaureate degrees.**

**The bill was held without recommendation by the Assembly Committee on Higher Education, and failed at the end of the legislative session on November 30, 2004.**





# AB 1280 (Maze)

## AB 1280: Public Postsecondary Education: California Community College Baccalaureate Partnership Program

Introduced in 2005, this bill authorized the establishment of the California Community College Baccalaureate Partnership Program. Under the program, the Office of the Chancellor of the California Community Colleges would be authorized to annually award 2 grants, not to exceed \$50,000 each, to a collaborative, composed of at least one community college and at least one baccalaureate degree-granting institution, formed for the purpose of offering baccalaureate degree programs on the participating community college campus or campuses.

The bill was signed by the Governor on October 4, 2005.



# AB 1455 (Hill)

## AB 1455: Public Postsecondary Education: Community Colleges: Baccalaureate Degrees: Pilot Program

Introduced in 2009, this bill would have authorized the San Mateo Community College District to offer a baccalaureate degree.

The bill failed, but was basically folded into AB 2400 in 2010.



# AB 2400 (Block)

## **AB 2400: Public Postsecondary Education: Community Colleges: Baccalaureate Degree Pilot Program**

**Introduced in 2010, this legislation would allow the San Diego, Grossmont-Cuyamaca, and San Mateo Community College Districts to establish baccalaureate degree pilot programs in subject areas where the workforce need is high.**

**The bill failed in the Assembly Committee on Higher Education at the end of the legislative session on November 30, 2010.**



# AB 661 (Block)

## AB 661: Public Postsecondary Education: Community College Districts: Baccalaureate Degree Pilot Program

Coauthored by Assembly member Hill, this bill, introduced in 2011, would allow the Grossmont-Cuyamaca and San Mateo Community College Districts to establish one baccalaureate degree pilot program per campus in subject areas where the workforce need is high.

This bill cleared the Assembly Higher Education subcommittee, but failed due to inactivity in the general Assembly on February 1, 2012.



# A Special Emphasis on Nursing



# National Efforts to Increase Registered Nurse Requirements to Baccalaureate Level

“Rapidly expanding clinical knowledge and mounting complexities in health care mandate that professional nurses possess education preparation commensurate with the diversified responsibilities required of them...As such, registered nurses at the entry-level of professional practices should possess, at a minimum, the educational preparation provided by a four-year Bachelor of Science degree program in nursing (BSN).”

*SOURCE: The Baccalaureate Degree in Nursing as Minimal Preparation for Professional Practice, American Association of Colleges and Nursing*





# 72 Associate Degree Nursing Programs In California Community Colleges

## Colleges that Offer an Associate Degree in Registered Nursing

Allan Hancock	Fresno City	Mission	San Diego City
American River	Gavilan	Modesto	San Francisco City
Antelope Valley	Glendale	Monterey Peninsula	San Joaquin Delta
Bakersfield	Grossmont	Moorpark	San Mateo
Butte	Hartnell	Mt. San Antonio	Santa Ana
Cabrillo	Imperial Valley	Mt. San Jacinto	Santa Barbara City
Canyons	L.A. City	Napa Valley	Santa Monica
Chaffey	L.A. Harbor	Ohlone	Santa Rosa
Citrus	L.A. Southwest	Palomar	Sequoias
Contra Costa	L.A. Trade-Tech	Pasadena City	Shasta
Copper Mountain	L.A. Valley	Porterville	Sierra
Cuesta	Long Beach City	Redwoods	Siskiyou
Cypress	Los Medanos	Reedley	Solano
De Anza	Marin	Rio Hondo	Southwestern
Desert	Mendocino	Riverside City	Ventura
East L.A.	Merced	Sacramento City	Victor Valley
El Camino	Merritt	Saddleback	West Hills Lemoore
Evergreen Valley	Mira Costa	San Bernardino	Yuba

Source: CCCCCO Curriculum Inventory, based on Active AS Degrees with a TOP Code in Registered Nursing

# Nursing Baccalaureate Study Group

September 17, 2013

Chancellor's Office

Sacramento, CA

Chris Mallon; Marshall Alameida; Pam Kersey



# Nursing Specific Topics

- Need
- Program Approval/Accreditation Issues
- Curriculum
- Pros and Cons
- Alternatives
- State Context
- Financial Considerations
- Conclusion

# Need to Increase Number of Nurses with a BSN

The need for more BSNs has been well established and documented.

For this presentation we will not discuss the need but instead will look at specific information about how to make it happen.

# California Board of Registered Nursing (BRN) Approval Issues

- Continuing to offer an ADN will not change current BRN approval
- ADN-to-BSN programs (post licensure) do not need approval by BRN
- Establishing new BSN programs requires BRN approval
- Pam received this information directly from the BRN

# Accreditation Issues

**Choice of accrediting bodies, each with different accreditation criteria and procedures**

- Accreditation Commission for Education in Nursing  
ACEN
- Commission on Collegiate Nursing Education (CCNE)  
Part of the American Association of Colleges of  
Nursing (AACN)

# ACEN (formerly NLNAC) Accreditation

- Accreditation Commission for Education in Nursing
- All Types of Nursing Programs may be accredited by this organization
- A Community College with an ADN program that is accredited would have to go through the process to have a new RN to BSN program accredited.
- They did not respond to Pam's email however this information is based on what could be found on their website.

# AACN

- Accreditation of Baccalaureate and Graduate nursing education
- Community College ADN program could not be accredited by this organization

# ACCJC/WASC Accreditation Issues

- This would be a college level not nursing program specific issue. Another group is researching this.

# Pros and Cons of Community Colleges offering a BSN

## Pros

- Students graduating with an ADN can take the licensure exam and begin working as a nurse while they continue their education.
- Students who may be intimidated by moving into a larger university setting may be more comfortable continuing their education at the community college.
- Students may be able to start their BSN education sooner instead of waiting for a CSU placement.

## Cons

- CCC would compete with existing programs for nursing faculty and clinical placements, already in short supply.
- Students remaining in the c c setting do not get the same experience that a university offers.
- Diverts state funding from enhancing existing programs to new programs and structures
- Does not focus on aligning ADN program curriculum for transfer



# Curriculum

- See AB 1295 BSN Content handout
- Developed by CCC and CSU faculty working on AB 1295 in 2011
- CCC ADN programs have requirements that vary by district and college
- Units required for ADN programs vary
- LAO has urged greater consistency to improve transfer and to make degree completion more efficient
- CSU fulfillment of AB 1295 is online <https://www.calstate.edu/adn-bsn/>

# Proposed Curriculum

- Developed by Community College Nursing Program Directors:
  - Debbie Yadow (Grossmont College)
  - Debbie Berg (San Diego City College)
  - Sandy Baker (Riverside College)
- See Handout

# BSN Option

- Implementation of the 'differential nursing courses' that are currently not taught in the ADN curriculum as an ADN-BSN model.
  - The ADN-BSN could be considered as a one (1) year continuation curriculum, post NCLEX-RN, at which time student would be awarded the BSN.
  - The ADN-BSN could be considered as a concurrent, overlay to the existing ADN curriculum (e.g., summers).
  - The ADN-BSN could be considered in terms of a fee-based program, if allowable under Community College guidelines. In this manner, students could offset much of the cost of the program and still attain a BSN at a remarkably affordable cost.



# BSN option

- The establishment of ‘Online Technology Centers’ that facilitate the differential BSN courses in an online environment.
  - An existing center(s) or a new center(s) with the most current technology that has built in capacity for future, long-term growth of online education in general.
  - Possibility of State budget funding for on-line education expansion. The following model does not address the infrastructure development for online education delivery.

# Continued

- Multiple campuses would collaborate and their students would co-mingle in the lecture, learning environment.
- In this manner we can maximize student enrollment in the theory courses to offset the cost of clinical cohorts for Community (highest cost course).
- We can also maximize instructor resources from a system wide, statewide, nationwide pool.

# BSN option

- The model is based on a 1:120 student/lecture class environment (online). It is also based on a 1:15 clinical ratio for Community clinical reflective of a preceptor method of instruction.
  - The model can be adjusted. *Marshall suggests:* increments of 15 in accordance with the clinical ratios.
  - Marshall acknowledges lack of knowledge on all of the possible variables associated with Community College funding though he is eager to learn.



# BSN option

Course	Lecture Units Hours	Lecture Load	Lab Units Hours	Lab Load	Total Units Hours	Total Load	Cost
Advanced Health Assessment			1/54	15%	1	15%	\$12,375  *This lab is defined in the curriculum as an adjunct of Advanced Health Assessment Lecture. My suggestion is that it be integrated within currently funded clinical/lab hours of the ADN curriculum so that clinical/lab ratios would not have to be added to the model cost.



# BSN option

<b>Model Assumptions [120 Student Model]: \$356,668.75</b>	<b>State Level Model Cost Assumptions: \$0?</b>	<b>Additional Savings Assumptions</b>
<p>-Faculty Cost: \$94,875 (\$82,500 + \$12,375 benefits [15%])</p> <p>-Centralized Online Delivery of Lecture Courses 1:120 Faculty/Student Ratios</p> <p>-One Lecture Course Each Topic/Model</p> <p>-Community Clinical Faculty/Student Ratios 1:15</p> <p>-Eight Clinical Sections per each 120 Student Model</p>	<p>-7700 Annual ADN Graduates (Foundation for California Community Colleges)</p> <p>-7700/120 Students = 65 Student Models</p> <p>\$356,668.75 x 65 Student Models = \$23,183,468.75 Annual Cost</p> <p>-\$23,183,468.75 / 7700 Students = \$3,111 Additional Student Fees</p> <p>-Student Cost For Community College Baccalaureate 92.8 (assumes 120 overall curriculum) Units X \$46/unit = \$4,268. Baccalaureate Differential Curriculum = \$3,111 [If we ran the program as an added year to the ADN Curriculum and or were able/willing to make it more of a fee based offering].</p> <p><b>Total ADN &amp; BSN Tuition = \$7,380</b></p>	<p>-Reduction of overall units for students when individual colleges standardize prerequisites and reduce units to conform with an overall 120-130 unit ADN + BSN.</p>

# CCC ONLINE TECHNOLOGY CENTERS (OTC) BSN potential benefits

- OTC BSNs potentially decrease the cost of a baccalaureate degree for California's students and California taxpayer
- OTCs allow for expansion of Community College course offerings inclusive of expanded baccalaureate degrees
- OTCs allow for the CSU to direct capacity planning toward IOM recommendations 5, 7 & 2, thereby benefitting California and the Profession of Nursing
  - 5: Double the number of nurses with a doctorate by 2020
    - ***Marshall suggests: EXPAND Doctor of Nursing Practice (DNP)***
  - 7: Prepare and enable nurses to lead change to advance health
  - 2: Expand opportunities for nurses lead and diffuse collaborative improvement efforts

# CCC ONLINE TECHNOLOGY CENTERS (OTC) BSN potential benefits

- OTC BSNs provides a potential market of approximately 7700 California Community College graduates annually with a seamless transition into the ADN-BSN curriculum
- OTC BSNs provide a curriculum that follows the student vs. restricting employment migration and decreasing entry motivation into ADN-BSN programs
- OTC BSNs eliminate the complex maze of TMC development
- OTC BSNs provide the approximately 20% of CCC prior baccalaureate ADN graduates a shortened ADN-BSN timeline due to the potential elimination of 30 unit residency requirements

# Alternatives to Community Colleges offering BSN

1. CSUs and CCCs jointly pursue state funding for streamlined ADN-to-BSN programs.
2. CCC nursing programs could agree on common standards that make ADN completion requirements more standardized, and that would make transfer to the CSU for BSN completion easier to accomplish (like has been done with CSU GE Breadth, IGETC, and Associate Degrees for Transfer).

# Alternative

## AB 1295 Seamless State Nursing Education Pathways



### LAO recommendations



- Common GE Pattern for ADN programs
- Transfer model curriculum CCC-to-CSU
- Prescribed unit total for ADN-to-BSN

<http://www.calstate.edu/adn-bsn/>





# State Context

## 2011-12 Pre-licensure enrollment distribution

- 46% in ADN (9.7% ) (Capacity exists here)
- 47.5% in BSN (1.9% ) (Capacity exists in ADN-to-BSN)
- 6.5% in ELM (Capacity exists here)

**New Student Enrollment by Program Type**

	<i>Academic Year</i>									
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>New Student Enrollment</b>	7,457	7,825	8,926	11,131	12,709	12,961	13,988	14,228	13,939	13,677
ADN 	5,316	5,547	6,160	7,778	8,899	8,847	9,412	8,594	7,688	7,411
BSN 	1,903	1,960	2,371	2,709	3,110	3,404	3,821	4,842	5,342	5,445
ELM	238	318	395	644	700	710	755	792	909	821
Private	980	1,150	1,614	2,024	2,384	2,704	3,774	4,607	4,773	4,795
Public	6,477	6,675	7,312	9,107	10,325	10,257	10,214	9,621	9,166	8,882

# State Context

Since 2006-07

- public enrollments down 14% 
- private enrollments more than doubled 

California needs to invest in public nursing education programs

# State Context

## Enrollment Capacity in Existing CSU Nursing Programs

2014-2015 CSU Undergraduate Impacted Programs Matrix

	Bakersfield	Channel Islands	Chico	Dominguez Hills	East Bay	Fresno	Fullerton*	Humboldt	Long Beach*	Los Angeles	Maritime Academy N	Monterey Bay	Northridge	Pomona	Sacramento	San Bernardino	San Diego*	San Francisco	San Jose*	San Luis Obispo*	San Marcos	Sonoma	Stanislaus
Nursing, Basic	I	I	I		I	I	I		I	I					I	I	I	I	I		I	I	I
Nursing, RN to BSN	I	O	O	O	O	O	I		I	O			O		O	O	I	O	I		O	I	O

- All pre-licensure BSNs are impacted (“I”)
- Capacity (“O”) in post-licensure (ADN-to-BSN)
- **CSU can produce more BSNs through transfer**



# Financial Considerations

- How will ADN tuition compare with RN to BSN tuition in the community college?
- Will financial aid be an issue when pursuing a Baccalaureate degree in a community college?
- Tax dollars are limited, how will allocation be different?
- If tuition is less at the CCC will students be drawn to these programs instead of the CSU?
- Will the CCCs only accept their own graduates or will they accept any RN wanting to obtain a BSN?
- Many students have opted for more expensive private schools to obtain their post licensure BSN.

# Conclusion

- Pam, Marshall and Chris agreed to disagree as we worked on this project together. We have included our best information in these slides.
- A lot of work has been done by others before this work group was initiated and we have included some of that information.
- California is fortunate to have so many options available for students and so many educators who are passionate about giving the best solutions for RNs to obtain a BSN.

## **The Future of Nursing: Leading Change, Advancing Health**

With more than 3 million members, the nursing profession is the largest segment of the nation's health care workforce. Working on the front lines of patient care, nurses can play a vital role in helping realize the objectives set forth in the 2010 Affordable Care Act, legislation that represents the broadest health care overhaul since the 1965 creation of the Medicare and Medicaid programs. A number of barriers prevent nurses from being able to respond effectively to rapidly changing health care settings and an evolving health care system. These barriers need to be overcome to ensure that nurses are well-positioned to lead change and advance health.

In 2008, The Robert Wood Johnson Foundation (RWJF) and the IOM launched a two-year initiative to respond to the need to assess and transform the nursing profession. The IOM appointed the Committee on the RWJF Initiative on the Future of Nursing, at the IOM, with the purpose of producing a report that would make recommendations for an action-oriented blueprint for the future of nursing. Through its deliberations, the committee developed four key messages:

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

The United States has the opportunity to transform its health care system, and nurses can and should play a fundamental role in this transformation. However, the power to improve the current regulatory, business, and organizational conditions does not rest solely with nurses; government, businesses, health care organizations, professional associations, and the insurance industry all must play a role. Working together, these many diverse parties can help ensure that the health care system provides seamless, affordable, quality care that is accessible to all and leads to improved health outcomes.

Report length: 700 pages.

See more at:

<http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx#sthash.f53rGZrv.dpuf>

AB 1295

Program Content: Elements of CCC-CSU Nursing Degree Pathways

GOAL: Streamlined transfer pathways for CCC-to-CSU BSN degrees (ADN-to-BSN pathways)

AGREED: No difference in pre-licensure content, whether delivered at CCC or CSU

<u>BRN Requirements (Pre-Licensure)</u>	<u>Courses and Content for ADN (as beginning of BSN pathway)</u>	<u>CSU Nursing Prerequisites</u>	<u>Underlying principles of BSN, compared to ADN</u>	<u>Courses and Content for BSN Continuum</u>	<u>AACN Essentials of Baccalaureate Education</u>
<p><b>Not fewer than 58 semester/87 quarter units:</b>  <i>Art and science of nursing (36/58 units)</i>                      --18 sem/27 qtr units of theory                      --18 sem/27 qtr units of clinical practice  <i>Communication skills 6 sem/9 qtr units</i>                      --verbal, written, group communication  <i>Related natural, behavioral, &amp; social sciences</i>                      --16 sem/24 qtr units  <i>Theory and clinical nursing areas:</i>                      --Medical-surgical; Maternal/child; Mental health; Psychiatric; Geriatrics  <i>Theory and Clinical Instruction in (but not limited to):</i>                      --Personal hygiene; Human sexuality; Client abuse; Cultural diversity; Nutrition; Pharmacology; Legal, social and ethical aspects of nursing; Nursing leadership and management  <i>Integrated throughout nursing curriculum</i>                      -Basic intervention; Human development across lifespan; Knowledge &amp; skills to develop collegial relationships; oral, verbal, &amp; group communication; anatomy, physiology, and microbiology; related social &amp; behavioral sciences emphasizing social and cultural patterns, human development, and behavior relevant to health-illness</p>	<p>BRN Standards of competent performance                      SLOs match competencies                      Approved by Board                      Students have to pass NCLEX                      [Chemistry may be hidden prerequisite and not visible as program prerequisite]                      Evidence-based practice                      Community-based healthcare (not community health)                      Leadership &amp; management at bedside, with groups (not case management, not at organizational level)                      Theory-based programs (but not theories and how they are applied)</p>	<ol style="list-style-type: none"> <li>1. Anatomy</li> <li>2. Physiology</li> <li>3. Microbiology</li> <li>4. Integrated Chemistry</li> <li>5. Written Communication</li> <li>6. Oral Communication</li> <li>7. Math (Confirm: statistics is required for the BSN)</li> <li>8. Critical Thinking (CSU GE or IGETC certified)</li> </ol>	<p>Expanding analytical and critical interaction with data, theory, research, practice</p> <p>Orientation toward organizational level</p> <p>Change-agency, innovation and transformation skills</p> <p>Population-based care</p> <p>Designing and changing systems</p> <p>Application of statistics and research principles</p> <p>Application of informatics and information technology for improving client outcomes</p>	<ol style="list-style-type: none"> <li>1. "Transition" course (meet individual'</li> <li>2. Nursing research (beyond evidence-based practice)</li> <li>3. Health care policy, politics and economy</li> <li>4. Community health lecture and clinical (90 hours of public health clinical lab)</li> <li>5. Leadership &amp; management theory at the organizational level</li> <li>6. Nursing theory and application to practice</li> </ol> <p>Campus-specific content</p> <ol style="list-style-type: none"> <li>1. Care of high risk populations across settings</li> <li>2. Family theory</li> <li>3. Ethics (biomedical ethics)</li> <li>4. Health promotion in individuals, families and aggregates</li> <li>5. Health education in individuals, families and groups</li> <li>6. Informatics</li> <li>7. Genomics and genetics</li> <li>8. Leadership and management at the organizational model—clinical, precepted model</li> </ol>	<ol style="list-style-type: none"> <li>I. Liberal Education for Baccalaureate Generalist Practice</li> <li>II. Basic Organization and Systems Leadership for Quality Care and Patient Safety</li> <li>III. Scholarship for Evidence-Based Practice</li> <li>IV. Information Management and Application of Patient Care Technology</li> <li>V. Healthcare Policy, Finance, and Regulatory Environment</li> <li>VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</li> <li>VII. Clinical Prevention and Population Health</li> <li>VIII. Professionalism and Professional Values</li> <li>IX. Baccalaureate Generalist Nursing Practice</li> </ol>

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## More community colleges confer bachelor's degrees

By Ellie Ashford, Published December 5, 2013

A growing number of community colleges are jumping on the baccalaureate bandwagon, but college leaders say the trend is not a threat to the associate degree or community college concept.

"This isn't about turning two-year colleges into four-year colleges," said Beth Hagan, executive director of the [Community College Baccalaureate Association \(CCBA\)](#), a council affiliated with the [American Association of Community Colleges](#).

"People don't understand that the bachelor's degrees conferred by community colleges are not the degrees being offered by local universities," she said.

In fact, community college-based baccalaureate through the accreditation process to offer a bachelor's degree in hospitality management, it had to make improvements to the library, advising services and other support mechanisms.

"That benefits all the associate programs and made the whole college stronger," said Malcolm Grothe, associate vice chancellor for the [Seattle Community College District](#) and executive dean for hospitality management at [SSCC](#).

Community colleges and 'next generation universities'

degrees in culinary arts had no opportunities for educational advancement. Now, he said, they can pursue a bachelor of applied science (BAS) in hospitality management and seek a supervisory position in food or beverage management at a hotel, restaurant, cruise ship or private club, work for a trade association or start their own catering business.

The program "has raised the college's profile and improved our ability to connect with industry," Grothe said.

[Holland America](#), [Sheraton](#) and [Compass Group](#) are all represented on a college advisory committee and are generous in funding scholarships.

### Meeting a need

"It's all about meeting local needs," Hagan said. "The entry-level degree is still the associate degree for community colleges."

"The idea is to make baccalaureate degrees accessible to those who want them. Nursing is a perfect example; community colleges already have the labs and equipment, so why shouldn't they provide the second two years?"

Bachelor's degrees are needed for certain professions, and often there isn't a four-year college nearby that offers an appropriate program, so community colleges are stepping in. That allows students with jobs and families to continue their education while staying in their communities.

In North Dakota, [Bismarck State College \(BSC\)](#) started a BAS degree in energy management in 2008 because of industry demand, said Kari Knudson, vice president for the college's [National Energy Center of Excellence](#) (see video, below). None of the four-year colleges in the region offer that program.

Working with K-12, four-year partners on student success

Tuition is slightly higher, \$232 per credit hour plus fees, compared to \$220 for associate degree programs.



Vinson Doan earned a bachelor's degree in hospitality management at South Seattle Community College in 2010 and now owns Just Crepes in downtown Seattle.

Photo: SSCC

Giving students an opportunity to continue in higher education "debunks the myth that the associate degree is a dead end," he said.

Most public universities in Washington don't accept a two-year technical degree, and that meant people with associate

degrees in culinary arts had no opportunities for educational advancement. Now, he said, they can pursue a bachelor of applied science (BAS) in hospitality management and seek a supervisory position in food or beverage management at a hotel, restaurant, cruise ship or private club, work for a trade association or start their own catering business.

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The BAS degree is aimed people who want to be a supervisor or manager at an energy facility, including power plants, nuclear facilities, process plants or oil and gas facilities, Knudson said. The program covers such topics as energy economics, energy markets, safety, facility management, ethical issues and government regulations.

Tuition is slightly higher, \$232 per credit hour plus fees, compared to \$220 for associate degree programs.

Courses are entirely online and are in eight-week blocks rather than the traditional 16 weeks. Only about 10 percent of the 250 students in the program are in North Dakota; the rest are all over the country. Most are adults already working in the field, although there are some traditional students who've just completed an associate degree.



### Partners with four-year colleges

CCBA's mission is a lot broader than just focusing on community colleges that confer baccalaureate degrees. The association helps community colleges work with four-year institutions to help graduates complete bachelor's degrees through such efforts as improved articulation and online learning.

Calif. district leaders endorse plan to offer certain baccalaureates

Colleges that are members of CCBA's [Distance Learning Alliance](#) work with one of the association's five online university partners—[Walden University](#), [University of Maryland University College](#), [Western Governors University](#), [Excelsior College](#) and [National American University](#)—to facilitate pathways leading to bachelor's degrees.

CCBA also supports 2+2 programs, a form of articulation in which all the courses a student takes at a community college are matched with a university's requirements. That allows students to earn a bachelor's degree in two years, with all of the community college courses they take counting toward the degree.

About half of the nation's community colleges have some sort of "university center," a dedicated place on campus where students can work on a baccalaureate degree, Hagan said.

### Florida leads the pack

According to Hagan, 52 community colleges confer baccalaureate degrees, mostly in applied technology or science. Twenty states allow community colleges to confer baccalaureates but not all of the colleges in those states do so.

Florida is the most active state in this trend. Twenty-four of its 28 associate degree-granting institutions are authorized to confer bachelor's degrees since the state allowed community colleges to do so in 2001. [St. Petersburg College \(SPC\)](#) offers the most, with 25.

Together, Florida's two-year institutions have more than 168 baccalaureate programs, most of them in management and supervision, education, nursing and allied health fields. A wide variety of other degrees are also offered, including, for example, criminal justice at [Indian River State College](#), industrial biotechnology at [Santa Fe College](#) and orthotics and prosthetics at SPC.

Enrollment in these programs has been growing, with more than 10,000 students currently enrolled, said Carrie Henderson, spokesperson for the [Florida College System](#). Still, that's only 5 percent of community college enrollment statewide, she said.

Partnership taps reverse transfers to boost college completion

To add a baccalaureate program in Florida, colleges require approval from their board of trustees and from the state board of education. Two-year colleges set their own admission requirements and are encouraged to work with state universities and private colleges to ensure they are not duplicating existing programs.

Four-year institutions in Florida can object to a community college's request to add a baccalaureate program, and that has happened four times during the past two years, Henderson said. In all of those cases, the state board overruled the objection and approved the college's request.

### An impetus to earn a degree

In Washington, community colleges have about 30 or 40 baccalaureate programs, with new ones added every year. In 2007, the state legislature agreed to let four community colleges start baccalaureate programs, including a bachelor of science in nursing at [Olympic College](#), a BAS in applied management at [Peninsula College](#) and a BAS in radiology and imaging sciences at [Bellevue College](#), as well as the hospitality BAS at SCCC. A few years later, the state allowed all community colleges to confer bachelor degrees.

The first four programs had completion and graduation rates of 80 to 90 percent, Grothe said. And although there is no confirming data yet, he believes baccalaureate programs are contributing to higher graduation rates for students in two-year programs as they realize they'll need an associate degree to continue to the next level.

#### The dual mission of community colleges

SSCC added baccalaureate programs in behavioral science, building sustainability management, dental hygiene and several health fields. This fall, the college launched a baccalaureate program in professional technical teacher education and plans to add more. Still, only about 100

SSCC students are in baccalaureate programs, compared to a total enrollment of nearly 6,400.

Grothe noted that some fields, such as dental hygiene, already require more than the 90 credits it generally takes for an associate degree, so it doesn't take much more to earn a BAS.

#### Slow and steady

At [South Texas College](#) (STC), about 400 to 500 students are enrolled in bachelor degree programs. STC has conferred 586 baccalaureates since starting its first one—in technology management—in 2005, said Ali Esmaeili, dean of math, science and bachelor programs.

STC is authorized to offer up to five baccalaureate degrees, which cannot duplicate existing programs in nearby universities.

A BAS in computer information technology was added in 2008, followed by medical and health sciences management in 2011. In January, a competency-based BAS in applied science in organizational leadership will be launched. After that, STC is considering a bachelor's degree in public safety and homeland security.

#### Study debunks community college 'penalty'

The courses in each program are a mix of traditional, online and hybrid formats. Most courses are in the evening or Saturdays to make them more convenient for working adults.

Before launching any applied program, STC surveys local employers, seeks input from advisory committees, and convenes experts from the field for a brainstorming session to identify required skills and knowledge. Faculty use that information to develop the curriculum.

Allowing a community college to confer bachelor's degrees "makes it more comprehensive and better able to respond to the needs of business and industry in the region," Esmaeili said.



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## **A Cost-effectiveness Analysis of Two Community College Baccalaureate Programs in Florida: An Exploratory Study**

The purpose of this case study was to determine which, if any, alternative in delivering baccalaureate programs in the state of Florida was the most cost-effective one. This exploratory study focused on gaining an understanding of the cost effectiveness of two baccalaureate programs offered at a Florida community college to two like programs at a Florida university using qualitative and quantitative methodologies. The researcher interviewed five community college and three State Department of Education administrators during the Fall of 2007 and analyzed expenditure and effectiveness data from 2003-04 through 2006-07 to determine the cost effectiveness for the programs at each institution. The study revealed that the university and community college programs were equally effective as measured by student graduation and test scores. The community college baccalaureate programs were more cost effective, however, using a formula of per-student state funding combined with student cost. The lower per-student funding and student tuition charged resulted in the community college baccalaureate being a less expensive alternative of offering baccalaureate degrees to the state and the students. Using Henry Levin's ingredients model of measuring cost effectiveness, the quantitative analysis of the study revealed that that the university programs were more cost effective in the early years, but the differences diminished over time. Using Levin's model for comparison, the researcher concluded that increased growth in the enrollment of the programs combined with the implementation of effectiveness measures comparable to those of the university would render baccalaureate programs at the community colleges more cost effective.

Conclusions based on the formula of state and student cost were based on factual data, while conclusions based on Levin's ingredients model were based on assumptions and estimates using a weighting factor along with an indirect cost rate for Proxim University. The study identified factors other than the cost effectiveness that could make the community college baccalaureate a more attractive alternative and concluded with recommendations for practice, policy, and future research. Differences in state and local laws, or economic, geographical, and environmental differences combined with the nature of this exploratory case study limit the generalizability of the results of this study.

Author: Edwin P. Bommel

Contributor and Publisher: Florida Atlantic University

ISBN: 9780549930105

Length: 168 pages

See more at:

<http://extranet.cccco.edu/Portals/1/AA/Miscellaneous/BaccalaureateDegreeStudyGroup/BommelCostEffectiveness2008.pdf>



## CTE Transfer - Literature Review

Oct 1, 2009

Kelley Karandjeff (Researcher, RP Group) compiled this literature review summary based on previous research performed by Suzanne Korey and Lorraine Giordano.

This document summarizes an extensive review of literature related to CTE transfer performed during Phase I. The research team carried out this literature review between Fall 2007 and Spring 2008 to provide context for its subsequent exploration. Specifically, the goal was to identify current research on and policies and practices impacting occupational transfer; inform the study's research questions and design; and distinguish gaps in existing research that could potentially be addressed by the CTE Transfer Research Project. This summary highlights information found in the literature that particularly relates to preliminary results from the study's first phase and in a few cases, supplements the initial literature review with publications and findings produced after Spring 2008.

Based on the available literature, this document addresses the following:

- 1) the definition of CTE transfer;
- 2) the context for studying CTE transfer;
- 3) models that facilitate and support CTE transfer; and
- 4) factors that influence this transition.

Where possible, information is highlighted on the status of these issues in California policy and practice. Each section concludes with the identification of specific research questions that arise from the literature to guide the CTE Transfer Research Project's quantitative and qualitative investigation.

Report Length: 27 pages.

See more at:

<http://www.rpgroup.org/sites/default/files/CTELitReview.pdf>

**Colleges Awarding Both 2 Year and 4 Year Degrees  
(Sorted by the Number of Bachelor's Degrees Awarded)**

**Note: this list includes University Centers and Native American Colleges that awarded at least 50% of their degrees at the pre-baccalaureate level.**

September 10, 2013

NAME	STATE	All Awards 2011-12	Bachelor's Degrees Awarded 2011-12	Program Area (Classification of Instruction Programs - CIP at the 2 digit level)								
				Computer and Inform Sciences	Education	Engineer Tech	Law Enfor and Protective Services	Visual and Performing Arts	Health Professions	Business	All Other CIP Areas	
Fashion Institute of Technology	NY	3,350	1,405					569		548	288	
St Petersburg College	FL	5,647	1,044	81	189		88			437	187	62
CUNY New York City College of Technology	NY	1,933	847	111	10	65		127	126	131	277	
Miami Dade College	FL	14,123	667		150	0	168	13	145	191	0	
Pennsylvania College of Technology	PA	1,628	590	55		188		22	90	103	132	
CUNY Medgar Evers College	NY	995	484	10	19				33	202	220	
Dixie State College of Utah	UT	2,051	483	36	66		3	9	58	99	212	
Florida State College at Jacksonville	FL	8,501	392	60	64		15		26	227	0	
University of Arkansas at Monticello	AR	1,058	370		51	5	14	12	33	73	182	
Daytona State College	FL	4,625	355		57	17				281	0	
Indian River State College	FL	4,213	306		46				41	204	15	
Edison State College	FL	2,979	294		110		29		77	78	0	
Broward College	FL	7,442	281	24	57				27	173	0	
SUNY College of Technology at Canton	NY	936	254	25		3	42	9	37	80	58	
SUNY College of Technology at Delhi	NY	900	250	2					54	155	39	
SUNY College of Agriculture and Technology at	NY	590	248	24				2		52	170	
West Virginia University at Parkersburg	WV	742	232		29	19				29	155	
SUNY College of Technology at Alfred	NY	1,052	215	23		85	5			58	44	
Dalton State College	GA	683	210		59		19			69	63	
Northwest Florida State College	FL	1,819	173		38				26	109	0	
Morrisville State College	NY	686	168	29			8		12	42	77	
Palm Beach State College	FL	5,921	157	0					0	157	0	
College of Coastal Georgia	GA	406	124		59				48	14	3	
Vermont Technical College	VT	614	123	20		31			3	41	28	
Gainesville State College	GA	965	121		79			2		15	25	
Ohio State University-Newark Campus	OH	263	114		45					13	56	
South Texas College	TX	3,964	109	35						74	0	
Vincennes University	IN	1,633	108		40	20	22		26		0	
Gordon State College	GA	574	101		50				39		12	
Ohio State University-Mansfield Campus	OH	295	96		46					2	48	
Pennsylvania State University-Penn State Worthi	PA	210	96	8					27	30	31	
Chipola College	FL	617	82		27				30	25	0	
Haskell Indian Nations University	KS	185	75		3					34	38	
Wright State University-Lake Campus	OH	159	73		19				11	34	9	
Ohio State University-Marion Campus	OH	171	71		32					5	34	
Santa Fe College	FL	3,534	66		0				66		0	
Great Basin College	NV	452	61	3	9	5			15	14	15	
Polk State College	FL	2,131	56						0	56	0	
Oklahoma State University Institute of Technolo	OK	695	54	36		18					0	

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				Computer and Inform Sciences	Education	Engineer Tech	Law Enfor and Protective Services	Visual and Performing Arts	Health Professions	Business	All Other CIP Areas	
Pennsylvania State University-Penn State Hazlet	PA	111	53	9							25	19
Bellevue College	WA	2,663	51					38	13			0
Northern New Mexico College	NM	194	51	0	4	0		0	5		26	16
Oglala Lakota College	SD	192	50	2	16						6	26
Pennsylvania State University-Penn State Dubois	PA	160	50								17	33
Abraham Baldwin Agricultural College	GA	503	49									49
Middle Georgia College	GA	520	46		11							35
Kent State University at Salem	OH	178	45						41			4
Pennsylvania State University-Penn State Mont / PA	PA	163	45	3					15	8		19
State College of Florida-Manatee-Sarasota	FL	1,823	44		0	0	0		44			0
Bismarck State College	ND	1,097	43							43		0
Olympic College	WA	2,301	27						27			0
Seattle Community College-South Campus	WA	1,444	20								20	0
Sitting Bull College	ND	56	19		2						7	10
Oklahoma State University-Oklahoma City	OK	770	17				17					0
Pensacola State College	FL	2,391	17						2		15	0
Seminole State College of Florida	FL	4,548	17	0		0		17			0	0
Columbia Basin College	WA	1,500	15								15	0
Potomac State College of West Virginia Universi	WV	186	15				0				0	15
Seattle Community College-Central Campus	WA	1,121	15						15			0
Brazosport College	TX	619	14								14	0
College of Southern Nevada	NV	2,348	14						14			0
Lake Washington Institute of Technology	WA	1,116	14					14				0
Peninsula College	WA	1,000	13								13	0
Midland College	TX	644	11								11	0
University of Cincinnati-Blue Ash College	OH	601	9						9			0
Northwest Indian College	WA	78	8									8
Dine College	AZ	168	7		7							0
University of Hawaii Maui College	HI	560	7			3					4	0
Fort Berthold Community College	ND	38	6		4							2
Western Nevada College	NV	495	5									5
Gulf Coast State College	FL	1,364	4	4								0
Kent State University at Stark	OH	207	2					2				0
Saint Johns River State College	FL	1,270	2		0						2	0
Kent State University at Trumbull	OH	124	1									1
Kent State University at Tuscarawas	OH	271	1									1
<b>Total</b>		<b>121,566</b>	<b>11,762</b>	<b>600</b>	<b>1,398</b>	<b>459</b>	<b>430</b>	<b>836</b>	<b>1,672</b>	<b>3,831</b>	<b>2,536</b>	



## An educational site dedicated to providing information on the benefits of and threats to Community Colleges.

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New Threats

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IL SB0244 & HB0556 CC 4 year

Illinois' CC 4-year Bill Facts

CC Baccalaureate Rules

CC Baccalaureate Planning

Community College ROI

Interesting Links

Guestbook

Community college tuition and fees are rising faster than many citizens' ability to access them. If those in need cannot obtain higher education services from them, they no longer fulfill their missions. "Community" colleges cease to exist! America's prosperity depends upon community college's open access and affordable education and career training.

Most economists and historians credit the GI Education Bill of 1944 as one of the leading causes of the great prosperity achieved since World War II. It is easy to see why they came to this conclusion; millions of GIs went on to become college graduates. (The average WW2 GI's education was one year of high school!) These GI graduates then became the entrepreneurs and leaders who made our continuing prosperity possible.

The presidents of two of the country's greatest universities both wrote letters to President Roosevelt opposing the GI Education bill. They stated that opening up higher education to veterans (a poor uneducated group) would be a disaster for the United States and its universities. What the university presidents did not see, was what individuals can accomplish when given the chance. They also did not envision the tremendous return on investment higher education provides to both the individuals and to the nation.

Community colleges have been and are continuing to support this affordable open access higher education and our prosperity. "Open access" and "affordable" however are being threatened, placing community colleges and our future prosperity in jeopardy.

Just as the GI Education Bill provided a tremendous return on investment, community colleges have and continue to do so. Community colleges are in the business of teaching. They are not in the research business. They have generated little or no information on their economic impact. Hence, their heavy economic impact and their gigantic return on investment are not well known. The present value of the cumulative return on local taxes invested in community colleges is in the thousands of percents! That is correct. You put in \$1.00 in local tax and the community receives back the \$1.00 and almost \$20.00 in community earnings!

Using Illinois data, one dollar of state funding of its community colleges results in the state receiving more than a dollar in increased tax revenue and saves Illinois over a dollar of state social welfare expenses. This allows the state to fund other programs. This leads us to the conclusion; "Community colleges are not a state budget problem, they are a state budget solution." A link to a white paper detailing the very large returns community colleges provide to the state of Illinois is included in our interesting links section.

Underfunding of existing community college missions has already priced out many Americans. The move to expand community college into four year institutions without commensurate funding will further reduce their availability. We hope this site will help to save them, to save community colleges as we know them.

Save Community Colleges Organization Inc. is an Illinois Non-Profit corporation and it is a listed 501 (c) 3 educational charity. All funds are used for educational activities and all work is performed by volunteers. We have no paid employees or fund raisers. Tax deductible donations can be made to the: Save Community Colleges Organization Inc. c/o American Chartered Bank 459 S Rand Rd. Lake Zurich, IL 60047. Please email us at [donor@saveccs.org](mailto:donor@saveccs.org) with donor information so that we may thank you and supply you with a donation verification letter. Your information will not be used for any other purpose.