

**Council of Presidents (COP) and State Board of Community and Technical Colleges (SBCTC)  
Final Summary of Joint Bachelor of Applied Science (BAS) Degrees**

In 2018, Washington's public baccalaureate institutions and community and technical colleges engaged in an eighteen-month process focused on BAS degrees. This process centered on the following: a review of the joint academic degree program planning process, development of a shared understanding of the approval process in the community and technical college sector, strengthening engagement between and among institutions, institutions and collaborating on communications to students regarding BAS degrees.

The Provosts of Washington's public four-year college and universities and representatives from the SBCTC Instruction Commission and Baccalaureate Leadership Council met in February 2018 to discuss perceptions, opportunities and challenges focused on Bachelor of Applied Science.

This meeting resulted in a set of mutually agreed upon recommendations. Over the last eighteen months, SBCTC and COP partnered to implement the recommendations advanced by both sectors.

This memo provides a final summary of this work. This process established processes for ongoing engagement and communication between the community and technical colleges and public baccalaureate institutions around BAS degrees.

**Recommendations for the Interinstitutional Committee on Academic Program Planning (ICAPP)**

ICAPP performs a role in the planning stages of both new baccalaureate and graduate degree programs and existing programs for new locations or modalities. The purpose of the Committee is to provide a forum for communication, transparency, and exploration of partnership opportunities among Washington's public baccalaureate institutions and the State Board for Community and Technical Colleges.

Recommendations

Review Notice of Proposal (a.k.a. Notice of Intent for community and technical colleges) stage regarding how to address the lack of curriculum content available at this stage and the changing nature of curriculum in the proposal process to better inform institutional responses to degree proposals.

- In February 2018, ICAPP discussed the changing nature and the limitations of curriculum at this stage. It was noted that it would be challenging to ask for additional information. Instead ICAPP agreed to encourage institutions to provide context when responding to be clear, if appropriate, that the response is based on the information provided in the current documentation but may change with additional information in the 30-Day Review stage. ICAPP confirmed the degree proposal process is fluid and institutions should be encouraged to connect and respond to proposals throughout the process. It was further affirmed both the Notice of Proposal and 30-Day Review stages are opportunities to respond to a proposal and at neither stage is the program too far down the process for feedback. Finally, ICAPP confirmed the importance of managing expectations on campus and sharing with colleagues this is a learning process.

Develop a process for tracking letters issued commenting on degree proposals within ICAPP process.

- In February 2018, ICAPP discussed the current process of tracking institutional comments to degree proposals. ICAPP noted it can be challenging to determine if an institution's comments or response to comments are what was expected and enough or if additional conversation is needed. COP and SBCTC shared to date no requests for additional meetings beyond the comments shared between institutions have been requested. Institutions are encouraged to reach out to the institutions to determine receipt of comments and follow-up. Those receiving comments are encouraged to respond that the comments have been received. ICAPP agreed no additional tracking however is necessary.
- Develop changes to the ICAPP guidelines to include requiring a list of institutions contacted as part of the Notice of Proposal (a.k.a. Notice of Intent for community and technical colleges) documentation and the creation of an early flag in the process for institutions to determine if the proposal is okay, there are some questions or there are concerns.
- In February and November 2018, COP shared as part of the BAS discussions between the community and technical colleges and public, baccalaureate institutions that institutions will be asked to share what institutions have been contacted and who at the institution was contacted at the Notice of Proposal and 30-Day Review stages. It was recognized by ICAPP that institutions may not have been contacted at the Notice of Proposal stage given the preliminary nature of the proposal at this time however if institutions have been contacted, they should be listed. COP will add language to the Program Planning Process Guidelines to include a list of institutions contacted and provide as a draft to ICAPP for their feedback. This language was included in the ICAPP guidelines in November 2018.

ICAPP also discussed the potential of including language to develop an early flag in the process for institutions responding to a proposal. ICAPP noted the earlier conversation about curricular content and echoed the importance of communication between institutions. ICAPP determined there was no need to include formal language about an early flag in the guidelines.

Monitor institutional engagement to determine if the new framework provides the necessary time and structure for earlier and more robust communications between institutions for six months. If not reassess, to determine potential solutions.

- ICAPP recognized the importance of reviewing the changes made last year to the ICAPP Guidelines. ICAPP is in the process of reviewing the guidelines and overall work of ICAPP to ensure early robust communications exist and that the committee is meeting the needs of Washington's institutions and statewide degree offerings in alignment with state statute, RCW 28B.50.810.

Determine as concerns arise through the review process, how they will be addressed in mixed sector, collegial discussions.

- Determined ICAPP meetings, as part of the work, focus on sharing emerging issues. ICAPP will continue to address issues that arise as part of the degree proposal process through a standing committee agenda item.

## **Recommendations for the SBCTC and Community and Technical Colleges**

### Recommendations

Develop an agreement to accept general education of BA and BAS degrees for BAS degrees.

- The BLC has drafted policy language on this topic and will be considering it at their Fall 2020 meeting. If approved, it will progress to the Instruction Commission for consideration at their December 2020 meeting. The intention is to adhere to the BIs' policy.

Share BAS student survey and results when complete with COP for distribution to the baccalaureate institutions.

- The BAS student survey is still in progress. The Community College Research Institute has worked closely with the SBCTC on the impact of BAS degrees. Highlights of their research can be found at: <https://www.washington.edu/ccri/research/new-baccalaureates/>

Share draft BAS marketing guidelines with the public, baccalaureate sector for feedback.

- This has been shared; adopted by BLC in 2019; and can be found at: <https://www.sbctc.edu/colleges-staff/commissions-councils/pic/pio-resourcemanual/advertising-course-enrollment.aspx>

Identify institutions contacted at the Notice of Proposal stage, if available, and 30-Day Review stage/Statement of Need stage in the required documentation for the degree proposal. The contact will be the individual identified by each institution as the single BAS contact.

- This practice has been adopted and is included in the statement of need phase.

Include language in the external reviewer rubric notifying the reviewer that external reviewers are shared with public baccalaureate institutions. Identify how to communicate external reviewer information to institutional BAS contacts.

- This information has not been included in the external reviewer rubric yet. The discussion will be happening at BLC later this fall 2020. Current rubric template: <https://www.sbctc.edu/resources/documents/colleges-staff/commissions-councils/blc/external-review-rubric.pdf>

Provide data to the public baccalaureate institutions to include reviews that take place out-of-state and in-state and as part of the in-state data at what institutions and the sector level.

- The SBCTC includes the external reviewer's higher education institutions' information and a summary of how feedback was incorporated into the final program proposal.

Identify a single BAS contact for BAS degree proposals.

- At each community and technical college that offers BAS degrees, there is an identified representative that serves as the BAS contact. For the majority of the colleges, this person is also their college's representative on the Baccalaureate Leadership Council. The list is available on the SBCTC's website: <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/applied-baccalaureate/bas-contacts.pdf>

## **Recommendations for the Council of Presidents and Public Baccalaureate Institutions**

### Recommendations

Identify a single BAS contact at each baccalaureate institution for BAS degree proposals.

- The Council of Presidents developed a single BAS contact list for each public four-year college and university. This list was shared with SBCTC and is posted on the agency's website: <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/applied-baccalaureate/bas-contacts.pdf>

Robustly engage with community and technical college in the Notice of Proposal stage.

- The baccalaureate institutions partnered with the community and technical colleges, through ICAPP, to review the existing ICAPP process for communicating new degrees and changes to existing degrees. In 2018, ICAPP developed an Idea Stage and a framework for the Notice of Proposal stage to encourage robust and early discussions about opportunities and challenges of new and existing degree programs. This work is ongoing through the ICAPP process and meetings.

Regularly and actively review new proposed applied baccalaureate degree programs at the CTCs and express concerns about those programs in a timely manner and where appropriate share these reviews with the public, four-year sector.

- The baccalaureate institutions committed resources to review BAS proposals and engage with community and technical partners regarding opportunities and challenges at all stages in the ICAPP process. This work is ongoing through the ICAPP process and tri-annual meetings of the committee.

### **Recommendations for Ongoing Work for SBCTC and COP**

Engage in an in-person meeting between the public four-year Provosts and SBCTC Instruction Commission to discuss emerging issues. The Provosts of Washington's baccalaureate institutions and Vice Presidents of Instruction of the Washington's community and technical college met in December in 2018.

- Major takeaways included: How to create a more transparent guided to transfer between the two sectors; opportunities to bring faculty together from both sectors, suggestion to create a pilot faculty group around Math and perhaps English; and BAS degrees and a joint charge to work through agreed upon initiatives and emerging issues

Form an ad-hoc work group with representatives from both sectors to develop shared definitions for "geographic scope" and "place bound".

- COP convened a work group to develop shared definitions for "geographic scope" and "place bound" in 2018. The work group drafted and finalized definitions. The definitions were approved by the Provosts of the baccalaureate institutions in October 2018. The SBCTC Instruction Commission is scheduled to consider the proposal at its October 22, 2020 meeting.

Additional conversations are needed between the two sectors with regard to differences in perception between the sectors including the blurring of lines between technically focused applied baccalaureate degrees and academically focused baccalaureate degrees, the lack of clarity and communication of student expectations and the impacts in the four-year, public baccalaureate sector.

- ICAPP meets three times a year. Discussion about BAS degrees and other degree related opportunities and challenges is a standing part of the agenda for each meeting. In addition, each sector continues to respond to opportunities and challenges through standing sector committees and councils.

For questions or additional support please contact:

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