# Baccalaureate Leadership Council Work Plan 24-25

The Baccalaureate Leadership Council was established by the Washington Association of Community and Technical Colleges (WACTC).

Based on a consistent and sustained growth of the number of overall baccalaureate degrees, this formal council exists to support the

work of the Instruction Commission, as appropriate, or matters relating to baccalaureate policy, procedures/processes, and promotion.

# Purpose and Objectives

The purpose and objectives of this Council are:

1. To assume and maintain leadership in the promotion, support and advocacy of baccalaureate programs at the local and state level.
2. To improve communication, collaboration and share best practices and processes among community and technical colleges in the State of Washington regarding conferring baccalaureate degrees.
3. To inform and advise on policy, procedures and processes of baccalaureate programs to other formal Washington State Community and Technical College councils and commissions.
4. To support the implementation of Guided Pathways within the CTC system in alignment with the Guided Pathways equity principles. To cooperate/partner with business, labor, community organizations, and other four-year institutions in creating pathways that align with both workforce needs and master’s level education and beyond.
5. To align goals and outcomes with the SBCTC vision of leading with racial equity to maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

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| **Goal #1: Promote bachelor programs statewide**  Supports the following objective(s):   * To assume and maintain leadership in the promotion, support and advocacy of baccalaureate programs at the local and state level. * To improve communication, collaboration and share best practices and processes among community and technical colleges in the State of Washington regarding conferring baccalaureate degrees. | | | |
| Action Items | Deliverables | Responsible Committee or Activity Lead | Timeline for Deliverable |
| Connect with PIC (Public Information Commission) with regards to statewide marketing guidelines change. | Val and Ken to connect with Katie Rose at SBCTC to propose retirement of BAS/Baccalaureate Marketing Guidelines and ask Katie to communicate this update to the college PIOs through their PIC workgroup | Lead: Cristie Crawford | Report out at Fall BLC meeting |
| Update BLC Marketing Guidelines | Revise and expand existing guidelines to provide detailed guidance to colleges including marketing language and service districts. Provide updated guidelines to PIC | Lead: Cristie Crawford | Winter 2025 |
| Create/contribute to a repository of best practices for marketing bachelor campaigns (on Canvas). | Create a repository in BLC Canvas (module) to share materials such as flyers, webpage, FAQ examples, etc. (group by program/pathway). Distribute information on the listserv. | Lead: Cristie Crawford | Spring 2025 |
| Connect with PIC with regards to exploring a state-wide marketing campaign for bachelor programs similar to past state-wide campaigns. | Explore opportunities and communicate the need for additional support to increase marketing. Perform needs analysis to determine what is needed (funding, content, etc). | Lead: Ken Hang/Cristie Crawford | Spring 2025 |
| **Goal #2: Improve systems alignment and pathways to and through BAS degrees (Articulation, CCN, pathways to Masters degrees)**  Supports the following objective(s):   * To support the implementation of Guided Pathways within the CTC system in alignment with the Guided Pathways equity principles. To cooperate/partner with business, labor, community organizations, and other four-year institutions in creating pathways that align with both workforce needs and master’s level education and beyond. * To improve communication, collaboration and share best practices and processes among community and technical colleges in the State of Washington regarding conferring baccalaureate degrees. * To inform and advise on policy, procedures and processes of baccalaureate programs to other formal Washington State Community and Technical College councils and commissions. | | | |
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| Connect with:  COE (Agriculture and Natural Resources) ‘Ag. resource eastern region’, existing teacher ed community of practice, behavioral health, computer science / AppConnect NW, to identify efforts around regional collaboration and aligning programs. | Create an appendix to the work plan of inventory of regional collaborations and aligning programs that tracks progress.  Identify opportunities and areas of interest for upper division CCN. Request member of the Behavioral Health CCN work team to present in fall. Create an appendix to the work plan of programs with CCN and examples. | Lead: Chris Mahoney | Spring 2025  Fall 2024: Presentation by the Behavioral Health CCN group. |
| Work with institutions interested in creating system wide BA-Masters agreements. | Continue work with CWU, and explore options with Northeastern University. | Lead: Chris Mahoney |  |
| Conduct survey to identify the number of articulation agreements statewide | Survey was created and sent out in Fall 2022 and again in 2023-2024. Reported out to BLC in Spring 2024 and a repository was developed and uploaded to Canvas. | Lead: Chris Mahoney | Report out at Fall BLC meeting on the repository |
| **Goal #3: Enhance practices in reducing equity gaps within BAS programs.**  Supports the following objective(s):   * To align goals and outcomes with the SBCTC vision of leading with racial equity to maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities. * To improve communication, collaboration and share best practices and processes among community and technical colleges in the State of Washington regarding conferring baccalaureate degrees. * To inform and advise on policy, procedures and processes of baccalaureate programs to other formal Washington State Community and Technical College councils and commissions. | | | |
| Action Items | Deliverables | Responsible Committee or Activity Lead | Timeline for Deliverable |
| Identify and share statewide data on equity gaps with BLC and Instruction Commission. | Request presentation/workshop from SBCTC staff (high level review of data and trends and hands-on workshop utilizing the dashboard).  Comparison of AAS and BAS demographics. | Activity Lead: Ron May | Fall 2024 Presentation/Workshop  Spring 2025 |
| Connect with WEC to identify lessons learned/best practices in addressing equity gaps from the perkins/CLNA work that might apply to BAS programs. | Identify best practices that can be shared with BLC. |  | Spring 2025 |
| Review the CCBA Quality Framework to explore standards and begin to discuss next steps for potential integration | Collect feedback, determine how colleges might use the framework for self-assessment to improve program quality and equity outcomes. |  | Fall 2024 Gallery Walk Activity (CCBA Quality Framework) |
| Continue to monitor the request for a review of the tuition rates for full-time versus part-time students (equity/impact to part-time students overall program cost higher for full-time). | Check in with Val for progress with WAC. |  | Spring 2025 |
| Develop a toolkit for colleges on common practices towards reducing equity gaps |  |  | 2025/2026 year goal |
| **Goal #4: Develop recommendations for policy, procedures and processes to develop guidelines for BAS programs.**   * Supports the following objective(s): * To inform and advise on policy, procedures and processes of baccalaureate programs to other formal Washington State Community and Technical College councils and commissions. | | | |
| Goals and Action Items | Deliverables | Responsible Committee or Activity Lead | Timeline for Deliverable |
| 1.Address BAS approval process for revision | 1. Review/document current process-modified PAR? 2. Could the objection process be a part of the approval process-current objection process does not align with timelines, develop/propose criteria objection? 3. Bachelor’s degrees viability criteria for approval   Note from BLC Exec Retreat: consider if anything presented at the Fall meeting on the CCB Quality Framework (<https://www.accbd.org/wp-content/uploads/2024/01/CCBA-Thought-Paper-publication.pdf>) may be helpful in the approval process. | Activity Lead Skye Field | Winter 2025-policy workgroup present proposal on Priority 1  Before 9/12/24   1. Connect with Bill Belden requiring current AAS PAR process 2. Review current BAS approval process in comparison to the modified PAR |
| 2. Revision of general education list-should we allow full determination by colleges for what meets quantitative (Q req) (create list like we do for other distributions?) https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/bachelors/approved-distribution-requirements-for-bas.pdf |  |  | Before 9/12/24   1. Review quantitative course connection to Graduate programs 2. Research CTCs to determine if CTCs use ENGR courses in quantitative category |
| 3. Upper-division credit requirements: Consistency, either in rules or best practices, for the number of upper-division credits required for a BAS (or BS, or BSN) degree. A recommendation should be discussed for ICs agenda. | Should we set a minimum? Suggestion: at least 40% of credits need to be upper division. (Models 3+1, or 3 yr bachelor degree need to be considered) |  | Before 9/12/24   1. Review CCB and CCRI research for recommendations, group seems to think requirements morphed when the GEN ED requirements were developed. |
| 4. Program revision process | 1. What triggers BAS program review? 2. Policy for discontinuation/hiatus of BAS programs |  |  |
| 5. Upper division certificates | 1. Overlap and # of upper division 2. Tied to existing program (rather than specific credit #) |  |  |
| 6. Revised library rubric | 1. Do we need individuals to review? NWCCU standards have been revised. |  |  |
| **Goal #5: Advisory Committees and Workforce Pathways and Partnerships**  Supports the following objective(s):   * To support the implementation of Guided Pathways within the CTC system in alignment with the Guided Pathways equity principles. * To cooperate/partner with business, labor, community organizations, and other four-year institutions in creating pathways that align with both workforce needs and master’s level education and beyond. | | | |
| Action Items | Deliverables | Responsible Committee or Activity Lead | Timeline for Deliverable |
| Identify best practices and assess current utilization of advisory committees for BAS programs (or methods colleges are using to ensure programs remain aligned with industry standards). | Conduct survey with membership  Develop presentation for BLC-explore potential partnership with WEC in spring  Identify or develop a presentation on best practices (potential presentation from Dan-CCBA 23 Conference, regional approach to advisory, unique elements/needs of BAS programs vs AAS).  Develop a repository on the BLC Canvas site to collect best practices and examples from the colleges. | Activity Lead: Dan Ferguson and committee | Fall 2024: Review survey results  Winter 2025: Report findings to BLC and identify best practices.  Winter 2025: Make recommendation to the policy committee regarding inclusion of advisory committees as a requirement of the program approval request/process  Spring 2025: Deliver presentation to BLC |
| Collaborate with WEC to explore developing a joint taskforce to review and update Advisory Committee materials | Connect with WEC President to discuss options for developing both an updated Advisory 101 presentation and more advanced resources around partnership development resources.  Further develop taskforce and goals and objectives for work in 25-26  Future topics for consideration:  Advancing the conversation to IC around Institutional commitment to partnership engagement and return on investment. | Tamra Gilchrist and committee | Fall 2024/Winter2025  2025-2026: Taskforce Activities (if approved) |
| Support access to workforce data as a best practice from the CCBA “Regional labor market significant and alignment” by:  Assess college needs around access to labor market data and tools (lightcast, Burning Glass, Chmura, JobsEQ etc.) to be used for program development and viability analysis. | Conduct a survey to determine current labor market tools utilized and needs for additional support from COE and SBCTC. | Committee | Spring 2026 |