

Santa Monica College Bachelor's Degree Program Ad Hoc Committee

Meeting Minutes

Date: Monday, June 13, 2022, 2:00 PM - 3:00 PM

Location: Virtual Meeting: [Zoom Link](#)

Chairs: Steven Sedky & Sal Veas, Co-Chairs and Bradley Lane, Vice-Chair

Voting Members: Dion Carter, Nicole Chan, Sheila Cordova, Jeff Gordon, Nancy Grass, Luke Johnson, Bradley Lane, Jamar London, Peter Morse, Estela Narrie, Patricia Ramos, Perviz Sawoski and Steven Sedky, Sal Veas

Present:

Members: Steven Sedky, Sal Veas, Bradley Lane, Dion Carter, Nicole Chan, Sheila Cordova, Jeff Gordon, Nancy Grass, Luke Johnson, Bradley Lane, Jamar London, Estela Narrie, Patricia Ramos, Perviz Sawoski
Diane Arieff and Matt Hotsinpillier alternate attendants for Peter Morse

Interested Parties: AnnMarie Leahy, Howard Stahl

I. Call to Order

- a. 2:05
- b. Agenda Approved Unanimous

II. Public Comments

- a. No comments

III. Approval of Minutes: N/A

- a. First Meeting – no minutes

IV. Reports

a. Co-Chairs: Steven Sedky & Sal Veas

- Large and long process but intentional to get us up and running
- Innovative school to better serve our schools with BS degrees moving forward
- Excited to be working with this team

b. Vice-Chair: Bradley Lane

- 23 states currently offer BS. Most are in health and highly tech fields. His takeaway is that community college Bachelor's degrees are not built to replace 4-year degrees from universities. These are for students who would not usually earn a Bachelor's degree from a university for various reasons. In some instances, the degrees are built as 2+2 degrees, to allow for a more meaningful credential to the industry.
- Less than 40% of the workforce have a Bachelor's degree or higher, yet more than 50% of jobs or careers require a Bachelor's degree. We can make a difference by doing Bachelor's degrees our way and not necessarily the way universities do it.

V. Information & Discussion Items

a. Introductions & Opening Remarks- Bradley Lane & Patricia Ramos

- Remarks:
 - Estela – can start a Bachelors in the first year. Should look at starting/create our own local degree within the ACCJC
 - Tricia – next cohort in January

- Introductions:
 - Sal Veas, outgoing Business Dept Chair, incoming Curriculum Chair
 - Perviz Sawoski, Theater Arts, Dept Chair
 - Nicole Chan, Faculty Lead IxD and Graphic Design
 - Tricia Ramos, Dean of Academic Affairs and Workforce Development, former co-chair of CE Committee
 - Jeff Gordon, 50% Project Manager for IxD and Adjunct Counselor
 - Nancy Grass, Communication and Media Studies Dept Chair
 - Luke Johnson, Fulltime Faculty in IxD and Graphic Design
 - Sheila Cordova, outgoing Curriculum Chair, incoming Design Technology Dept Chair
 - Jamar London, Math Faculty and Academic Senate
 - Matt H, English Faculty and member of Faculty Association (Interested Party)
 - DeeDee Carter, Dean of Academic Affairs
 - Ann Marie Leahy, Senior Career Services (Interested Party)
 - Estela Narrie, Articulation Officer and part of the IxD process from approval through to today
 - Diane Arieff, English Faculty and member of Faculty Association (Interested Party)
 - Steven Sedky, Business Faculty, CE Chair, and Chair of this Ad Hoc Committee
 - Bradley Lane, VP of Academic Affairs and Vice-Chair of this Ad Hoc Committee

b. BDP Overview Presentation- Steven Sedky

- Slideshow attached
- Comments during slideshow
 - We cannot draw from any UC program
 - We do want to help students with programs from private high-cost degrees
 - This is why IxD is so successful, it is only offered at private schools
 - Statewide Academic Senate is developing a Rubric but in very early stages. Talked to Chancellor's Office and they will be giving updates at the Curriculum Institute. It looks like they will not be accepting applications in August but are expected to accept them in January. Lobbied for more resources: CCC Bachelor's Association
 - Can we review our current BA degree – future meeting?
 - Resources and Links available in the Teams Folder: IxD slideshow and application

c. CE Committee Update- Steven Sedky

- Discussed Bachelors Degree possibilities with the CE Departments. All seem positive about the idea and supported having an Ad Hoc taskforce to explore. They were asked about department interest in the Long Term and Short Term for BS applications.
- History: when IxD was submitted there were two other applications: CS and Respiratory Therapy
- CSIS expressed interest in Cloud Computing for the January application
- Communications expressed interest in pursuing a degree also
- Respiratory expressed interest in the long term (ad hoc noted there is one in the north and south but we are central so might be a good fit).

d. Responsibilities: Resources, Internal Process, Timeline, Workflow: Sal Veas & Bradley Lane

- We are developing an internal process and setting the college up long-term to consider proposals and what we want to bring forward. That means we will need to be mindful - is the timeline realistic?
- 10 applications applied this round (statewide – we did not apply)

- Does not mean all 10 will be accepted
- Short turnaround in that first application process – resulting in fewer numbers
- It looks like more college Presidents are interested in pursuing bachelor’s degrees on their campus and so expected to be more competitive in the future
- Our competitive advantage is that we can

e. *Internal Rubric Development:* Sal Veas, Patricia Ramos & Steven Sedky

- Rubric items to consider in future meetings:
 - Steven: Labor Market date will be critical
 - Sal: Business CC will have a narrow focus since the universities Business programs are robust
 - Steven: Number of full-time faculty to support
 - Jamar: Equity gaps should be kept in mind: racial data such as what percentage of students in the gaps are enrolled in these programs? Do those careers employ or need to employ in the demographic gaps?
 - Tricia: We need to supply a diverse workforce
 - Tricia: Important for us to look at the potential for other programs to feed into our program – need good recruitment to make this happen
 - Tricia: Labor Market Data will be very important in planning for a successful degree
 - Bradley: Having feeders into the program is important for building a strong degree. Enrollment growth can happen around degrees in addition to within programs.
 - Pervis: Is it necessary for a program to have an AA degree?
 - Sal: At this stage, we want to keep our options as wide open as possible.
 - Estela: IxD was to attract minoritized students, was it effective. The industry was looking for diversity and trying to meet this demand. Articulation markets to other schools but can we market to a larger audience? Big Blue Bus, etc...
 - Nicole’s response: Diversity in the program is identical to the school. IxD does its best to advertise but under a bigger umbrella of SMC marketing to transfer. IxD wants to retain students as opposed to transfer. Agrees with Bradley, Bach Degree will strengthen enrollment in programs around it.
 - Jeff: went to equity partners (Black Collegians, etc) with info sessions to get the word out. Needs to go out (market) at the institution level. Estela has done great work with articulation, but some programs have a hard time entering our program since we are more digital. Might have different challenges.
 - Steven: Re Jamar: focus our recruitment on those students in the equity gap (such as from local high schools). Re Rubric: understand the cost of the program to departments or school and explore external funding. He will advocate for funding from a higher level.
 - Sal: with more than one BA degree there should be shared resources
 - Bradley: with more BA degrees it will normalize what is appropriate funding for a BA degree.

f. *Planning Future Meetings:*

- Nicole presentation
- Reverse engineer from application
- Updates from Curriculum Institute

VI. Adjournment

a. 3:08pm

For all documents, visit www.smc.edu/senate

Next scheduled meeting: **July 11 at 2:00**, Location: Zoom

Exploring Adding More Bachelors Degrees

Early/Mid 2022



10 + 1



ACADEMIC SENATE for California Community Colleges

Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (c), "Academic and professional matters" means the following policy development and implementation matters:

- 1 Curriculum including establishing prerequisites and placing courses within disciplines
- 2 Degree and certificate requirements
- 3 Grading policies
- 4 Educational program development



Senate & Academic Affairs

- Career Education & Curriculum Committees
- Academic Affairs Partnership
- Long & Complex Process
- Transparency



History & Future

September, 2014

Jerry Brown signed SB 850 to pilot 15 CC degrees

October, 2021

Gavin Newsom signed [AB 927](#) which made permanent the 15 and provides opportunity to create more bachelor's degree programs

	2017-18	2018-19	2019-20	2020-2021
BS Degrees Awarded in Interaction Design	13	22	15	26



AB 927 Details

- Makes permanent the pilot 15 bachelor's degree programs
- Allows other CCC opportunity to create bachelor's degree programs
- 30 approval per year in August and January
- Labor market demand
- Degrees cannot be duplicative of UC or Cal State systems



National Context

- 24 States now all CC to offer Bachelor's Degrees

State	Year of Authorization	Number of Institutions with Approved CCB Programs	Number of Active CCB Programs
Washington	2005	29	114
Florida	2001	28	172
Texas	2003	16	29
California	2014	15	15
Colorado	2010	9	25
Georgia	1997	7	67
Ohio	2018	7	9
Michigan	2012	5	5
Wyoming	2019	4	6
Nevada	1999	3	26
Missouri	2018	2	0
Oklahoma	2004	2	4
Utah	2012	2	6
West Virginia	1989	2	16
Delaware	2015	1	1
Hawaii	2007	1	2
Idaho	2017	1	1
Indiana	2004	1	15
New Mexico	2004	1	10
North Dakota	2006	1	2
South Carolina	2018	1	0
Vermont	1993	1	15
Arizona	2021	0	0
Oregon	2019	0	0

[Mapping the Community College Baccalaureate](#)



National Context

- CCB Programs by 2-Digit Classification of Instructional Program Code

CIP Code Area	Number of Programs
Business (52)	117
Health Professions (51)	80
Education (13)	72
Nursing (51.3801)	65
Computer and Information Sciences and Support Services (11)	56
Engineering Technologies (15)	34
Security and Protective Services (43)	24
Biological and Biomedical Sciences (26)	17
Multi/Interdisciplinary Studies (30)	12
Public Administration (44)	12
Natural Resources and Conservation (03)	11
Agriculture (01)	10
Visual and Performing Arts (50)	10
Engineering (14)	9
Personal and Culinary Services (12)	6
Transportation and Materials Moving (49)	6
Communication, Journalism, and Related Programs (09)	5
Communications Technologies (10)	4



[Mapping the Community College Baccalaureate](#)

National Context

- In Washington there was a cumulative total of 6,175 graduates from 2009 through spring 2020 (SBCTC, 2020), with the largest numbers in business, health care, and computer and information sciences. Recently, the state has seen considerable growth in programs in education, especially early childhood education.
- In Florida, over 45,000 students were enrolled in baccalaureate programs in 2018–19, with the highest enrollments in business, education, health care, and computer and information sciences.



Why

- CCC Bachelor's Degree >\$11,000 vs. One UC Semester \$13,000
- CCC are part of communities and have strong industry connections
- Not impacting UC and Cal State enrollments but serving students who UC and Cal State are not (Rios-Aguilar)



Why

“The most important thing is to think collectively about collaboration, about how to support these programs with research infrastructure (and) with more opportunities... Not to think about who is stealing students from who. **It’s more about how are we going to close racial equity gaps in this state and (support and embrace) these programs**” (Rios-Aguilar).

Additional Resource: [Community College Baccalaureate Programs as an Equity Strategy: Student Access and Outcomes Data](#)



Next Steps

- CCCCCO will announce new funding model for BDP
- BDP [Handbook](#) will be updated
- Internal process for development and selection of program
- Internal commitment & plan for FT faculty, staff and funding for programs



BDP Ad Hoc Committee Charge

- Explore institutional capacity to offer additional BDP
- Plan financial, faculty, classified staff resources needed to support BDP
- Develop systems and processes to support BDP
- Ensure student success and equity are central in development of BDP
- Ensure students transition from BDP into careers with family sustaining wages

Senate Bylaws 6.1.C General Committee Provisions



BDP Ad Hoc Committee Composition

- Co-Chairs, Chair of CE & Chair of Curriculum
- Vice Chair, Academic Affairs Dean (Workforce)
- 3 CE Department Chairs
- Articulation Officer
- Academic Affairs Dean (Budget)
- VP of Academic Affairs
- IxD Project Manager
- AS President
- 1-2 Faculty Members from the IxD Program
- FA President or Designee
- Add additional members as needed



Selection Process

- CE Committee process (precedent)
- Curriculum
- Partnership with Academic Affairs & Senate Approval
- AA & BOT



Thank you
Q&A



Additional Resources

[Community College Baccalaureate Programs as an Equity Strategy: Student Access and Outcomes Data](#)

[Mapping the Community College Baccalaureate](#)

[CCCCO Baccalaureate Degree Pilot Program Handbook \(2016\)](#)

[A collection of resources on how community colleges can offer bachelor's degrees](#)



From Pilot to Permanent: Embracing the CCBs in California

From a forthcoming publication by Cecilia Rios-Aguilar, Ph.D.

In this brief, we provide a short synopsis of the research base on CCBs, in California and nationally, and highlight lessons learned from the design and implementation of a successful CCB program: the dental hygiene program at West Los Angeles College (WLAC). As California looks to grow BA opportunity, in particular for low-income students of color who have been underrepresented in opportunity for an attainment of bachelor's degree, our close examination of the evolution of CCBs at WLAC offers several important lessons and **recommendations for policy decision makers and community colleges looking to create their own CCB programs: (1) adjust the SCFF, (2) revise compensation for faculty and (3) increasing financial aid for students.**

