

# 20 Promising Practices to Advance Quality, Equity, and Success in Community College Baccalaureate (CCB) Degree Programs

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The Community College Baccalaureate Association (CCBA) has undergone tremendous growth in recent years, expanding its institutional membership from 33 colleges in 2019 to 124 institutions in 2022. This increase of nearly 350% reflects significant expansion of CCB programs in community colleges across the United States. Among CCBA's institutional members are colleges in Florida, Texas, Washington, and other states that adopted state laws on CCB degrees long ago, as well as a colleges much newer to CCB program adoption in states like Arizona, Ohio, and Oregon. Regardless of their experience so far, all these institutions seek opportunities to learn about what makes CCB-degree pathways meaningful and successful for students.

This e-book is designed to meet the needs of practitioners no matter where they are on their CCB journey, from planning and designing new programs to evaluating and improving programs already underway. This project would not have been possible without the leadership and support of the CCBA board, as well as CCBA members who offered advice and submitted nominations foundational to the book's contents. Among these leaders are CCBA board chairs Michael Hansen (through February 2022) and Roberta Teahen (starting February 2022), along with many other college leaders and practitioners who encouraged CCBA to engage in the creation and dissemination of new knowledge about CCB degrees.

I would also like to express gratitude on behalf of CCBA to the ECMC Foundation for providing funding and encouragement for this project. Special thanks go to Rosario Torres, our ECMC program officer, who was a thought partner and advocate every step of the way. We also offer our appreciation to the Joyce Foundation for its generous support of CCBA's programs and services over the last three years, as well as for supporting research on CCB policy and programs conducted by the lead authors of this e-book.

We also express our appreciation for the research team for this project, led by Debra Bragg, President of Bragg and Associates, and Tim Harmon, President of Workforce Enterprise Services, with Tammy Napiontek and Ellen Wasserman, who interned with Bragg & Associates over the 2021–22 academic year. We are also grateful to Colleen Pawlicki of Troy Street Professional Services who served as our editor, Scott Gericke who designed the e-book, and our own Shelley Ouellette who managed the e-book's production. Without the dedicated work of this entire team, the project would not have been possible.

In closing, I want to express my optimism for the future of CCB programs in the United States. More programs are sure to come, and the thirst for new knowledge can't help but grow. CCBA is eager to meet this need through networked leadership in the field and strong partnerships dedicated to forging more opportunities for community college students to secure baccalaureate degrees.

*Angela Kersenbrock, Ed.D.*

*President CCBA*

*June 2022*

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# About This E-book

This e-book describes promising practices implemented by community colleges conferring baccalaureate degrees in the United States. Led by the Community College Baccalaureate Association (CCBA), a national council committed to growing high quality, equitable community college baccalaureate (CCB) degrees, this project has solicited previously untapped information from practitioners across the US. Research used to prepare this book began with a national inventory of community colleges and programs identified in 25 states across the country. Once these data were analyzed, a nomination process was designed and conducted to secure promising practices from practitioners responsible for planning and implementing CCB degree programs nationwide. Nominations from faculty, staff, program chairs, and campus leaders who work closely with CCB degree programs were reviewed, selected, and summarized for this e-book. Focusing on the central question of what practices make CCB programs valuable to students, this e-book describes practices that contribute to more equitable student outcomes. The promising practices highlighted in this e-book may also help improve CCB degree programs that have already gotten underway.

The content in this e-book was developed by the CCBA leadership team, led by Angela Kersenbrock, in partnership with Bragg & Associates' research team, led by Debra Bragg, along with Tim Harmon, Tammy Napiontek, and Ellen Wasserman. This e-book presents results of a year-long project that engaged the CCBA membership in an unprecedented way. Drawing on the collective expertise of practitioners who work most closely with CCB degree programs, this project engaged a group of CCBA members in an advisory council to help define and determine the project's approach and scope.

Guided by their insights, the project invited CCBA members to nominate practices that they believed were key to student success in their CCB-degree programs. The method used to conduct this process is detailed later but suffice it to say, CCBA members were foundational to advancing knowledge on promising practices presented in this book that also set the stage for CCB program implementation in the future.

This e-book begins with a brief introduction on the Community College Baccalaureate Association (CCBA) and proceeds to a short description of the evolving landscape of CCB degree programs in the US. The following sections speak to promising practices to advance high-value CCB degrees, including what is meant by promising practices and how they were selected. The centerpiece for this e-book is a set of 20 promising practices that align with six critical dimensions of high-value CCB degree programs: leadership and organizational support; access, equity, and outcomes; pathway design; curriculum and instruction; student supports; and employer partnerships. Each promising practice identifies the CCB degree programs with which it is affiliated, how the promising practice works, available evidence of student enrollments and outcomes, lessons learned, and practitioner contact information. Following each description of the 20 promising practices, a brief discussion of lessons learned and next steps gives readers a sense of the future direction for this work. The e-book concludes with acknowledgments of the many individuals who contributed to this important project.



*We are living during a period when the futures of individuals, communities, and the nation rest significantly on the ability for community colleges to ensure student success. Having the ability to learn about promising practices from other institutions helps reimagine the student experience. Sharing promising practices inspires colleges to continue redesigning and personalizing the student experience by strengthening processes, practices, and student support services that serve as guides to effective academic and career pathways. It is essential to expand opportunities and eliminate barriers of access by offering flexible modalities and innovative curriculum to support equity and success.*

**Madeline Pumariega, CCBA Board Member  
President, Miami Dade College**



# The Community College Baccalaureate Association (CCBA)



*Throughout our promising practices research journey, we were excited to learn that there are so many great strategies and tools being used by CCB conferring colleges to help move the needle on baccalaureate degree attainment. From my own experience running baccalaureate programs, I know that hearing what others are doing successfully helps to inform practice and enhance our baccalaureate degrees. This e-book offers effective and valuable strategies for improving student outcomes across the country.*

**Dr. Angela Kersenbrock, President**  
Community College Baccalaureate Association



The Community College Baccalaureate Association (CCBA) was founded in 1999 to provide leadership and direction to community and technical colleges nationwide that seek to enhance baccalaureate options for their students. CCBA advocates for associate-dominant community colleges (i.e., colleges that have historically conferred associate degrees as their highest credential) to strengthen transfer pathways and university centers and to confer baccalaureate degrees, with special emphasis placed on state and institutional adoption and implementation of CCB degrees.

CCBA's mission articulates the power of the bachelor's degree to change the lives of individuals and families for generations to come. The national network of community and technical colleges and other organizations committed to baccalaureate degrees conferred by associate-dominant colleges seeks to close racial, economic, social, and other outcomes gaps for student populations underserved by higher education. As the nation's only professional association dedicated to the conferral of CCB degrees, the CCBA strives to implement equity-conscious education that ensures students gain access to relevant, convenient, and affordable baccalaureate degrees that lead to economic security and career mobility.<sup>1</sup>

CCBA supports associate-dominant colleges that seek to confer baccalaureate degrees at any point along their CCB journey, from planning and initial start-up to the scale-up, evaluation, and continuous improvement of mature programs. Key activities supported by CCBA, including through the leadership board members and active involvement of members, include:

- Research and dissemination on CCB policy and program implementation, including housing the nation's most current and comprehensive inventory of CCB degree programs
- Exemplars of state legislation and administrative guidance authorizing community colleges to offer bachelor's degrees
- Professional development opportunities, including webinars on policies, programs, and practices and an annual conference offering networking and practical tools for program development, problem solving, and partnership development
- E-newsletters, evidence-based materials, and learning resources authored by CCBA members, policy makers, and researchers engaged in national and international CCB implementation
- Relationships with practitioners who are passionate about understanding and advocating for high-value CCB degrees

<sup>1</sup>CCBA philosophy, mission and strategic plan.

# Community College Baccalaureate–Degree Programs

CCB degrees are growing across the country. Awarded by community and technical colleges that have historically conferred associate degrees as their highest credential, CCB-conferring colleges remain associate dominant but have added the conferral of baccalaureate degrees to their portfolio of college degrees. While CCB degrees can be offered in a wide range of fields, they are typically focused on programs of study that are critical to local and regional economies where community college students live and work. This focus on community is integral to the rationale for the adoption of baccalaureate degrees and ensuring their strong alignment with economic, social, and human needs.

Colleges conferring baccalaureate degrees (CCB degree conferring institutions) retain their historic commitment to associate degrees as their predominant degree. They do not lessen or abandon their legacy of providing an open door to college education that culminates in the associate degree. This commitment is important because the Carnegie Commission, which classifies all college credentials, requires that community colleges retain the associate degree as their primary college degree. For this reason, we designate institutions that are classified by Carnegie as baccalaureate conferring/associate dominant as CCB colleges.

Degrees conferred in the form of the bachelor of applied science (BAS), bachelor of science (BS), and bachelor of science in nursing (BSN) are the most common baccalaureate degree types awarded by community colleges nationwide. Moreover, most of these degrees are conferred in applied, workforce, and/or career-technical programs that prepare graduates for living-wage jobs and career advancement. A sought-after group of students for CCB degree programs is adult learners who have already completed an associate degree or have substantial credits toward an associate degree. Already active in the labor market, these students view community colleges as a preferred provider of higher education that facilitates college attendance and full-time employment. For students whose schedules already demand the majority of their time and attention for work, family, and community, the CCB represents a valuable and possibly the only option to secure a bachelor's degree.<sup>2</sup>

In fall 2021, researchers affiliated with the CCBA and New America published the first national inventory on CCB degree programs in the US.<sup>3</sup> Now residing on the CCBA website, this [portal](#) enables users to identify states, colleges, and programs that are approved to operate at the baccalaureate level throughout the US. Most programs indexed in the inventory are already up and running, with the largest number of programs active in Florida, Washington, and Georgia. Altogether, the national inventory shows nearly 570 CCB degree programs (not counting approved specializations as separate programs) operating in 148 community and technical colleges across 25 states.

<sup>2</sup>Meza, E., & Love, I. (2022, March 2). Community college baccalaureate programs as an equity strategy: [Student access and outcomes data](#).

<sup>3</sup>Love, I., Bragg, D. D., & Harmon, T. (2021, November 9). Mapping the community college baccalaureate: [An inventory of the institutions and programs comprising the current national landscape](#)



Whereas the BS, BAS, and BSN are the three most common degrees conferred by CCB programs, some bachelor of arts (BA) programs do exist in associate–dominant institutions. We also see variation in the occupational focus of CCB degree programs exists from state to state, but the largest concentration of programs is in healthcare and business. The number of CCB degree programs preparing students for employment in other sectors vary from state to state, with the largest number of programs in Florida where all colleges confer baccalaureate degrees and Washington state where 29 of the 34 community and technical colleges are approved to confer.

Delving more deeply into CCB degree programs approved in the last six years, our national inventory documented 136 new programs. Of this total, 113 (83%) are offered in business, health sciences and nursing, education, computer and information sciences,

and science technology, engineering, and mathematics (STEM), including engineering and engineering technology. Occupations in health sciences and nursing make up the largest proportion of new CCB degree programs, with 31% of the total offered in this area. With the demand for health care workers increasing during and beyond the pandemic, we expect to see healthcare and nursing programs continue to grow.<sup>4</sup> Demand for teachers is similarly high and growing, with 10% of new CCB degree programs in education in the last six years. Like healthcare, education is a growing area of CCB degree programs due, in part, to the growing demand for teachers exacerbated by the pandemic. The remaining 23 programs are offered in a wide range of fields, including such areas as human, social, and legal services; visual and performing arts; and agriculture and natural resources.<sup>5</sup>

<sup>4</sup>Discussion of growing student interest in health care during the pandemic.

<sup>5</sup>A video of the national webinar on Mapping the Community College Baccalaureate conducted November 9, 2021.

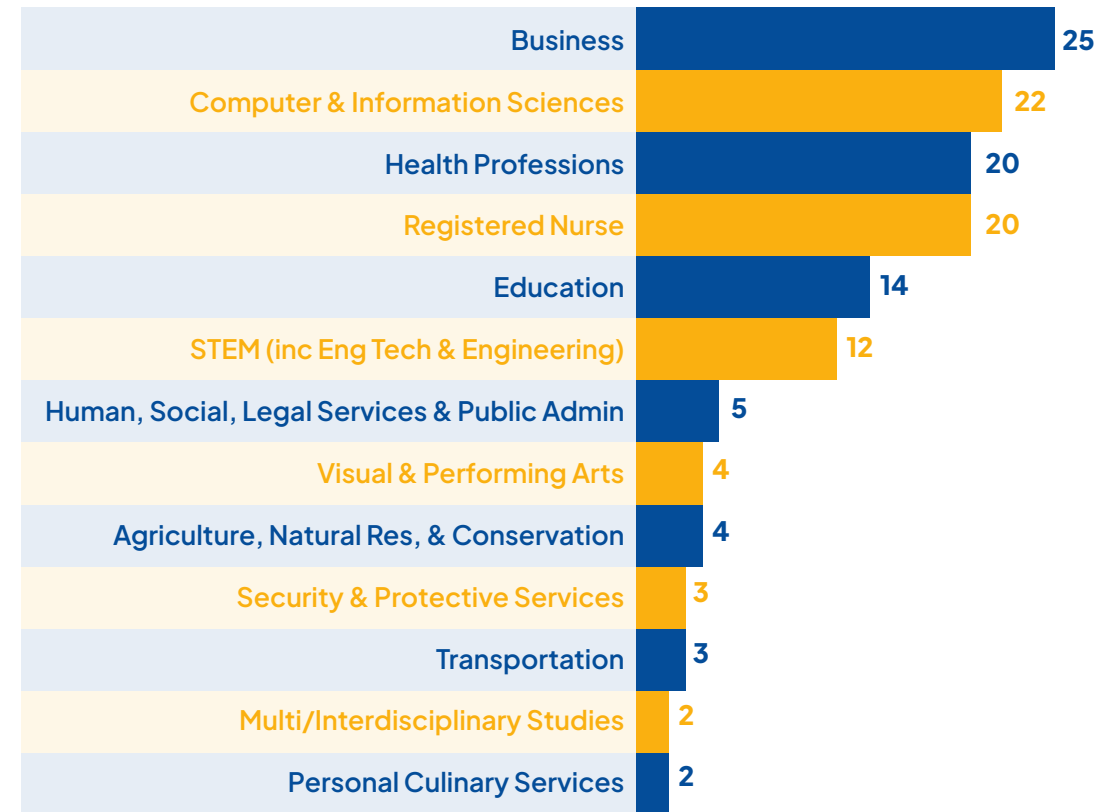
## Community College Baccalaureate–Degree Programs cont.

Combining CCB degree programs with similar occupational foci, health sciences and nursing makes up nearly 30% of new CCB degree programs and business, including management and organization leadership, comprises 18%. Education programs make up 14 (10%) of new CCB degree programs. With an already serious teacher shortage exacerbated even further by the pandemic, programs preparing teachers and paraprofessionals are expected to rise even more in the coming years.<sup>6</sup>

The trends we see in CCB degree program approval and implementation nationwide seem to reflect supply and demand patterns operating locally and sometimes also at the state and national level. Intentionally sensitive to changes in the workforce, CCB-degree programs align with the labor market demand in ways that help advance the economic and social well being of communities and individuals who reside in them.

A new [brief](#) delves into CCB student characteristics, goals, and aspirations for using their baccalaureate degree to advance careers and improve the lives of their family and others in their communities.<sup>7</sup> This qualitative study tells the story of three CCB graduates in Washington state, including sharing promising practices that students identified as supporting their success. These practices include hybrid instruction, capstone projects, internships, and study abroad. The students also shared their appreciation for faculty, staff, fellow students, family, employers, and co-workers who supported them in numerous ways so they could continue their coursework at the community college. Recognizing the challenges of college attendance for working learners, including concerns about cost and commuting time, all of these students spoke about the opportunity their community colleges had given them to obtain a bachelor's degree they never thought possible.

### NEW CCB DEGREE PROGRAMS FROM 2017 TO 2022



<sup>6</sup>A [discussion](#) of the national teacher shortage, 2021 edition.

<sup>7</sup>Wetzstein, L., Meza, E. A., & Bragg, D. D. (2022, May 18). [Evaluating the student experience at community college baccalaureate programs.](#)



# What are Promising Practices?

Higher education has long focused on identifying and sharing promising practices, and this project benefited from studying how earlier projects have defined and disseminated these practices and lessons learned. Indeed, the idea of defining and distinguishing practices that are believed to have a positive impact on student success has garnered the attention of leading research organizations in the country, including the What Works Clearinghouse (WWC) of the United States Department of Education, a primary guide for educational research in the US.

WWC has differentiated between “best” practices and “promising” practices. According to the WWC, naming a practice “best” requires the most rigorous research designs applied to education, including experimental and quasi-experimental studies. Because these kinds of studies are relatively rare, the designation of “best” is also rather limited. However, naming a practice “promising” relies on less prescriptive research designs. A wide range of data sources can be used, including quantitative and qualitative measures. Involving practitioners who work directly with planning and implementing practices is valued and beneficial.<sup>8</sup> Gathering evidence of how practices work is always important, but the perspectives and experiences of practitioners who engage in program development and delivery is especially valuable to projects identifying “promising” practices, such as in this e-book.

The best known work on promising practices may be the American Association of Colleges and Universities’ (AAC&U) [high-impact practices](#) (HIPs). For many years, AAC&U has engaged the US higher education community in identifying practices that have evidence of significant benefits for students, especially underserved students. Eleven practices on the current list of HIPs appear relevant to CCB-degree programs, including capstone courses and projects, diversity/global learning, internships, learning communities (cohorts), and community-based learning.<sup>9</sup> Readers are encouraged to review the extensive research and resources on HIPs on the AAC&U website.

One other observation about promising practices is worth mentioning. While the notion of sharing what works seems powerfully attractive, concerns are sometimes raised about how beneficial descriptions of promising practices can be, given the different contexts in which programs operate and students learn. Particularly critical of “best” practices, some educators and educational researchers worry about how easily ideas can transfer from one setting to another without evidence-based insights and scrutiny required to determine their appropriateness for implementation. Practitioners need to engage in understanding the local context in which practices originate and work well so as to understand how they may work in new and different environments, such as their own local community college. We agree with these concerns and urge readers and users of this e-book to think deeply about whether practices identified as promising in one college are a good fit for another, including their own.<sup>10</sup>



*The community college baccalaureate movement is transformative for colleges, their local communities, and the overall economy. It is important to plan well and thoroughly for these programs. Two promising practices would be early contact with the college’s accrediting agency to ensure proper preparation for submitting a request for approval and early contact with the relevant labor union(s) to ensure that any necessary adjustments in the collective bargaining agreement, such as a possible change in teaching load for baccalaureate faculty, will be made in the process.*

**Dr. Constance M. Carroll**, CCBA Board Member  
President & CEO, California Community College Baccalaureate Association



<sup>8</sup>What Works Clearinghouse (WWC), Institute for Education Sciences (IES). (n.d.). [Evidence tiers and WWC ratings](#).

<sup>9</sup>Kuh, George D. (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*: [American Association of Colleges and Universities](#) (AACU).

<sup>10</sup>Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. The Guilford Press.

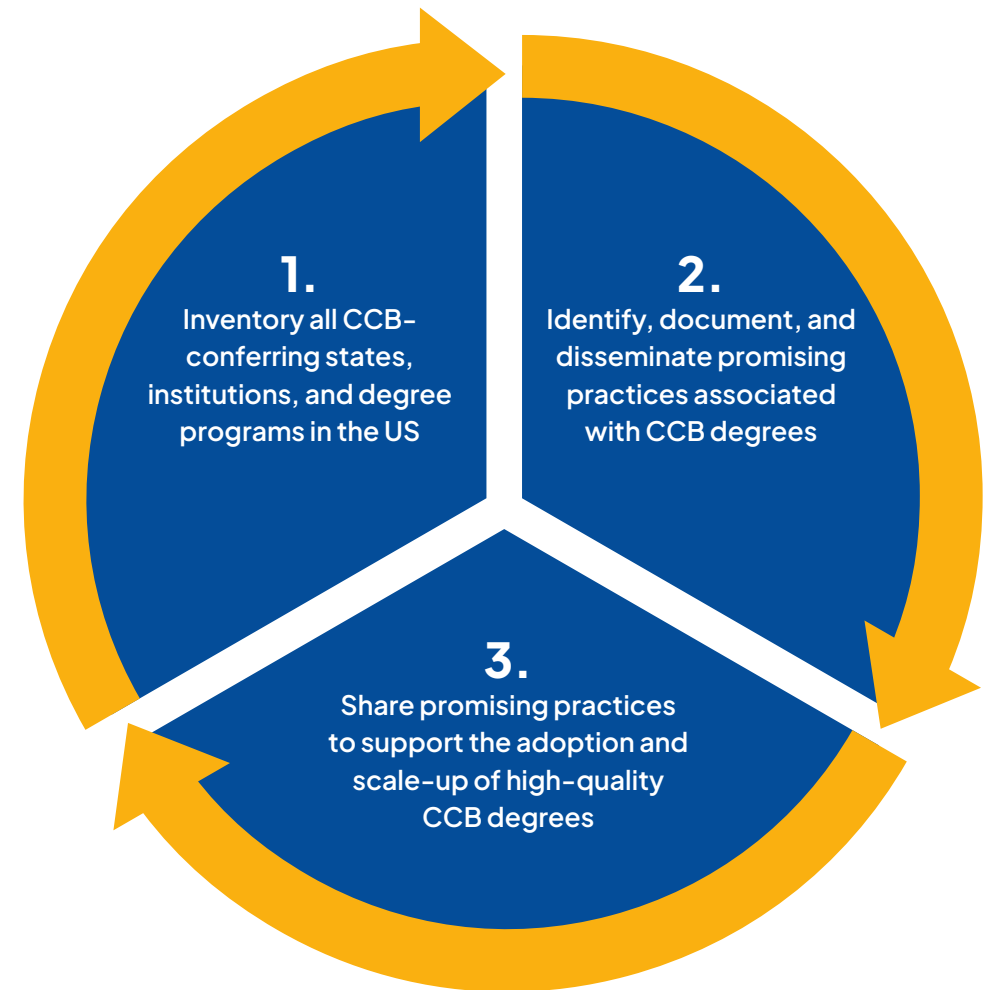
# The CCBA Promising Practice Project

With the generous support from the [ECMC Foundation](#), our team designed the CCBA promising practice project in a way that would engage CCBA members in unprecedented ways in sharing information about their CCB degree programs. The project sought advice and perspectives from individuals who lead CCB degree program planning and implementation at the state and local levels, engaging individuals in sharing their insights on what is working in their efforts to create new CCB degree programs, and improve programs that already exist.

Our project had three major objectives (see figure right): (1) document all CCB degree programs approved and/or currently operating in the US; (2) identify, assess, and document what makes these programs work well for students, contributing to equitable student outcomes; and (3) share what has been learned about promising practices nationwide.

Our first major assignment was conducted in partnership with the Center for Education and Labor at New America ([CELNA](#)). CELNA has been involved in conducting research on CCB degrees for several years, with members of our research team working across projects to ensure a cohesive and efficient approach to data collection. Working together through most of 2021, the new national inventory on CCB degrees offered within states, colleges, and programs was released in early November 2021. CELNA planned and hosted a national webinar, with CCBA co-sponsoring the event.<sup>11,12</sup>

Following completion of the national inventory, the CCBA built a [webpage](#) that allows users to search CCB degree programs by state, college, and program of study.<sup>13</sup>



<sup>11</sup>A [recording](#) of this event.

<sup>12</sup>[Briefs](#) summarizing major findings from the national CCB inventory.

<sup>13</sup>National CCB program inventory [by state](#).

Readers are encouraged to return to this portal on a periodic basis, as CCBA will be refreshing these data as new CCB degree programs are approved across the country. New features are also planned that enable users to search programs and promising practices in the future. None of this work would be possible without the contributions of the CELNA research team, led by Ivy Love, and the Bragg & Associates research team, led by Debra Bragg and Tim Harmon and their associates, Tammy Napiontek, Ellen Wasserman, Carianne Bishop, and Stephanie O'Leary.

The work to define what promising practices mean in the context of CCB degree programs and how to go about identifying and reporting them was guided by an advisory council created and led by CCBA's president Angela Kersenbrock. Soon after the ECMC grant was awarded, an advisory council was formed to help suggest data collection methods (i.e., online surveys, websites, interviews, and other strategies) and generate nominations and recommendations of promising practices that they believe produce student success through more equitable student outcomes. The council also advised the CCBA on publication formats, dissemination strategies, and other activities to generate, validate, and promote promising practices.

Concurrent with engaging the advisory council, the Bragg & Associates research team conducted a review of literature in three key areas: (1) research on CCB degree program design, implementation, and evaluation; (2) promising practices methods and approaches used in postsecondary education; and (3) frameworks potentially applicable to organizing and reporting promising practices aligned with CCB degree programs. The first area of research on CCB degree programs revealed practices that cover many aspects of CCB degree program planning and implementation. Often included in doctoral dissertations but also in the growing body of academic

literature on CCB degree programs, descriptions of practices include state and local administration, regional accreditation, curriculum and instruction, student services, and relationships within higher education, communities, and employers. This literature has been reviewed and catalogued by our research team and can be made available to readers upon request.

The second area of research delved into how prior efforts to identify and document promising practices have been conducted. For this work, we studied the guidelines of the What Works Clearinghouse (WWC), reviewing practice guides produced by the WWC that are well aligned to the practices employed in CCB degree programs. These included practice guides on effective advising for postsecondary students, designing and delivering career pathways at community colleges, and using technology to support postsecondary student learning.<sup>14</sup> These practice guides provide a valuable model for ways to think about promising practices for CCB-degree programs.

Then, our team examined pathway models and frameworks that are prevalent in community college education today, and we mapped the practices mentioned in these models against literature, policy, and practice on CCB degree programs. One of these models is guided pathways<sup>15</sup>, which focuses on scaling reforms designed to improve student success in community colleges. A second model that garnered our attention was the career pathway systems framework, which includes guidance on advancing quality standards and indicators for career pathways.<sup>16</sup> Analysis of this framework relative to potential promising practices for CCB degree programs revealed alignment with workforce development, employer partnerships, quality pathway systems, continuous improvement, and other critical components that are important to graduate employment and career progression.

<sup>14</sup>The [practice guides](#) on effective advising for postsecondary students.

<sup>15</sup>TBailey, T., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges*. Harvard University Press. ISBN 978-0-674-36828-6.

<sup>16</sup>*Alliance States Continue Quality Career Pathway System Building: [Blog Post](#)* (2016). Center for Law and Social Policy (CLASP).

Utilizing the crosswalk we created with these and other frameworks, we created a set of major categories and sub-categories of practices that may be useful to the field. We used this crosswalk to further define what we mean by promising practices and gather information needed to create a nomination process, based on a survey of the CCBA membership. The definition we created was modified and improved several times, resulting in the following:

***Promising practices are key to making innovative, workforce-focused CCB programs succeed. They are critical ingredients to high-quality CCB programs that produce equitable education, employment, and life outcomes for students and graduates. Promising practices demonstrate what works in a real-world setting; they may be rooted in practical experience and also in evidence such as qualitative and quantitative data gathered by program faculty and staff.***

***Examples of promising practices are wide ranging and may include recruitment of underserved students, cohort models, online or hybrid delivery, retention specialists/navigators, total ~\$10,000 tuition, and employer tuition reimbursement and hiring commitments. Many more promising practices exist, and it is our goal to find them, document them, and share them nationwide.***

This definition was shared with CCBA members using SurveyMonkey® to gather nominations of promising practices associated with CCB degree programs. Altogether, we received 78 nominations from CCBA members, CCBA Promising Practice advisory members, and CCBA board members. Fifty of these nominations came from individuals who recommended a practice associated with their own CCB-degree program or in a program with which they had a great deal of familiarity.

An additional 28 nominations came from individuals who had not yet implemented a CCB degree program but who aspired to implement or were in the early stages of planning to implement. Both types of nominations of promising practices were

useful, as the first set focused on practices already existing in community colleges, and the second set pointed to practices that individuals wanted to know more about when considering implementing new CCB degree programs. Both of these lists were given careful consideration when selecting the following 20 promising practices to feature in this e-book.

Thinking about how promising practices meet the needs of underserved learners, including racially minoritized students, McNair, Bensimon, and Malcom-Piqueux<sup>17</sup> remind us that practices do not happen without practitioners. To advance equity in education in truly meaningful and impactful ways, practitioners need to understand how practices work for learners who have been historically marginalized from higher education and who continue to not be well served. Important to translating a promising practice from one setting to another is knowing who implemented the practice and understanding what is especially important about how the practice works and for whom it works. Nuanced insights are needed on implementation and evaluation to manage and sustain practices over time, again using evidence showing how well and for whom the practices are working. Answering these questions is crucial to scaling promising practices that work for students who may benefit the most from CCB-degree programs, which is why we address this information in the promising practices presented later in this e-book.

In the following section, we provide a relatively brief description of 20 promising practices associated with CCB degree programs. We organized these practices into the following six categories that appeared most prominently in the full list of nominations:

- Leadership and organizational support
- Access, equity, and outcomes
- Pathway design
- Curriculum and instruction
- Student supports
- Employer partnerships

<sup>17</sup>McNair, T., Bensimon, E. M., & Malcom-Piqueux, L. (2020). From equity talk to equity walk: Expanding practitioner knowledge for racial justice in higher education. Jossey-Bass.

# 20 Promising Practices



## Leadership and Organizational Support

1. BSN Consortium Partnerships, Seminole State College, Florida **p14**
2. CCB Working Group, West LA College, California **p17**
3. Allied Health Center for Excellence Center, Yakima Valley College, Washington **p20**



## Access, Equity, and Outcomes

4. 360 Equity Design, Skagit Valley College, Washington **p22**
5. Equity Analysis, Lake Washington Institute of Technology, Washington **p25**
6. Numbers with Heart, Weatherford College, Texas **p27**
7. Anti-Bias Curriculum and Assessment, North Seattle College, Washington **p30**



## Pathway Design

8. Competency-Based Education (CBE), South Texas College, Texas **p33**
9. Pathway Stackable Credentials, Solano College, California **p35**
10. Embedded Industry Certifications, South Texas College, Texas **p37**
11. Accelerated Baccalaureate Pathway, Central Ohio Technical College, Ohio **p39**



## Curriculum and Instruction

12. Developing A Curriculum (DACUM), Big Bend College, Washington **p42**
13. Cohort Model & 8-Week Term, Modesto College, California **p46**
14. Experiential Learning, Lone Star College, Texas **p48**
15. Digital First Content, Jackson College, Michigan **p51**



## Student Supports

16. Removing Bias in Admissions, Highline College, Washington **p53**
17. Faculty Mentors, West Los Angeles College, California **p55**
18. Student Success Specialists, MiraCosta College, California **p57**



## Employer Partnerships

19. Mentors in Tech, Green River College, Washington **p59**
20. Google Tracker, Centralia College, Washington **p62**

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<b>Promising Practice</b>	<b>BSN Consortium Partnership</b>
<b>College 1 Name &amp; Website</b>	Seminole State College <a href="https://www.seminolestate.edu">https://www.seminolestate.edu</a>
<b>College 2 Name &amp; Website</b>	Valencia College <a href="https://valenciacollege.edu/">https://valenciacollege.edu/</a>
<b>College 3 Name &amp; Website</b>	Lake-Sumter College <a href="https://www.lssc.edu/">https://www.lssc.edu/</a>
<b>State</b>	Florida
<b>CCB Program, Degree Type &amp; Links</b>	Nursing, Bachelor of Science in Nursing (BSN) <a href="https://www.seminolestate.edu/catalog/programs/nur-bs">https://www.seminolestate.edu/catalog/programs/nur-bs</a> <a href="https://net1.valenciacollege.edu/future-students/degree-options/bachelors/nursing/">https://net1.valenciacollege.edu/future-students/degree-options/bachelors/nursing/</a> <a href="https://www.lssc.edu/academics/bachelor/nursing/">https://www.lssc.edu/academics/bachelor/nursing/</a>
<b>One-Sentence Description</b>	This BSN Consortium, comprised of three Florida State colleges, secured permission from Florida to develop Registered Nurse (RN)-to-Bachelor of Science in Nursing (BSN) programs through a BSN-program development partnership.
<b>Primary Goals</b>	<ul style="list-style-type: none"> <li>→ Increase the number of BSN-prepared nurses in central Florida</li> <li>→ Obtain state approval for RN-to-BSN degree programs</li> <li>→ Create accessible, affordable, and high-quality programs with similar RN-BSN curriculum</li> </ul>
<b>How this Promising Practice Works</b>	<p>In summer 2016, a consortium involving three Florida State colleges (Seminole State College, Valencia College, and Lake Sumter State College) formed to begin the process of securing approval from the local university, University of Central Florida (UCF), and the Florida Department of Education (DOE) for each college to offer RN-to-BSN degree programs. The consortium hired Anne Peach, RN, a well-respected healthcare leader, former nurse executive, and consultant, to lead the process. During summer 2016, Ms. Peach interviewed every major healthcare organization, the local workforce board, and the nursing deans and presidents of all three colleges and UCF to gain insight into the nursing needs of the community.</p> <p>A nursing summit was held in early fall 2016 to address the nursing shortage in central Florida and to focus on the need for BSNs. Area healthcare organizations, regional workforce representatives, elected officials, and leaders and practitioners associated with the three colleges and UCF participated in the summit. An important outcome of this summit was support from UCF for the three colleges to pursue offering RN-to-BSN degree programs. Other critical outcomes included fiscal assistance from key healthcare agencies for program development and operations and political backing from local officials.</p>



1

How this Promising Practice Works cont.

After the summit, work began on the BSN-degree approval process. Using the consortium as a vehicle, a written agreement was signed by the three colleges to use the same curriculum and learning resources and to share electives that ensured no one college had to offer every elective. Deans and faculty from the colleges met regularly to develop the curriculum, and each college took responsibility for creating specific courses and suggesting textbooks. Each college also agreed to offer two electives, and students from any of the three colleges could enroll in any of the electives using the transient process. After review, the final course curricula and learning resources were approved by all colleges, a decision that was facilitated by all colleges using the same learning managementsystem (LMS) and a common “drop box” that made curriculum documents available virtually.

During the Florida DOE proposal preparation and approval process timeframe, consortium members continued to meet monthly to address future accreditation requirements, problem solve curricula challenges, and support each other’s contributions. Florida DOE approval requests with nearly identical program specifications were submitted by the three colleges in spring 2017, with final state approval received in July 2017.

Seminole State College was the first to offer the new BSN degree program in spring 2018, with Valencia College’s degree program starting in summer 2018 and Lake Sumter State College’s degree program in fall 2018. To encourage students in all three colleges’ associate nursing degree (ADN) programs to continue their education, all newly admitted ADN students were provisionally admitted to the RN-to-BSN degree program. Upon their ADN graduation, these students experienced a seamless pathway to the BSN degree program.

Along the way, the consortium had to overcome a number of barriers to launch the new RN-to-BSN degree programs, including overcoming university resistance to the idea of the three Florida State colleges creating new BSN degree programs. Worries that these programs would detrimentally impact university BSN enrollments had to be addressed by the colleges, but support from local healthcare organizations helped advance the initiative.

Another barrier was that it took longer to achieve program accreditation than anticipated, so the timeline for the BSN degree program start-up was longer than expected. During this time, dean turnover at two of the three colleges further slowed initial degree offerings.

A final barrier was that students did not like the transient elective process, stating they were more comfortable taking courses from their home institution than a nearby one. Even though all courses were online, the students did not support this innovative idea.

Since the inception of the three RN-to-BSN degree programs in 2018, 700 students have enrolled, and approximately 500 BSN-credentialed nurses have graduated. State data shows 97% of these 500 graduates are employed as nurses, and more than 90% said they planned to stay in the central Florida area when they were surveyed post-graduation. These outcomes show the value of the new BSN degree programs, as well as the BSN Consortium Partnership that created them.

Dr. Cheryl Cicotti, former Seminole State Associate Vice President and founding consortium member, praised the unique partnership stating, “The consortium has met and will continue to meet its goals by increasing the number of BSNs in central Florida. Equally important, the addition of the three state colleges’ RN-to-BSN programs did not affect the local university’s BSN enrollment numbers, thus demonstrating the need for these workforce baccalaureate programs.”

**Supporting Research & Resources**

Funding from area healthcare organizations helped the BSN degree programs in numerous ways, including training faculty on distance education, facilitating initial course development, adding faculty positions, and supporting accreditation.

A valuable resource on the need for BSN degrees at Florida State Colleges is: Loglisci, M. M. (2018). An analysis of community college baccalaureate nursing degrees. ProQuest Publication No. 13421002 [Doctoral dissertation, Wilmington University]. Retrieved from [here](#).

**Lessons Learned**

The BSN Consortium Partnership provided valuable leadership to launch new RN-to-BSN programs in Central Florida. The presence and support of personnel from the region’s healthcare agencies attending the Nursing Summit was invaluable to swaying the local university to agree that the three state colleges could offer the RN-to-BSN degree. There is strong belief among leaders and faculty at the three colleges that this decision would not have come about without the unique partnership made possible by the BSN Consortium. The sharing of workload among consortium members was instrumental to their success with the approval process. Now that the BSN programs are underway, consortium members meet quarterly to improve practice, with each college controlling its own RN-to-BSN curriculum. This evolution reflects each college’s commitment to local employers and students, as well as changes in college leadership and administration.

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# 2

## Promising Practice

### Community College Baccalaureate Working Group

#### College Name & Website

West LA College (WLAC) <https://www.wlac.edu/>

#### State

California

#### CCB Program, Degree Type & Link

Dental Hygiene, Bachelor of Science (BS)

#### One-Sentence Description

West LA College began implementation of the dental hygiene BS program with a workshop for college-wide constituents that has evolved into an internal problem-solving team supporting the CCB degree program.

#### Primary Goals

The primary goals of the CCB work group was to:

- Ensure the voices of individuals across essential departments in the college were heard
- Plan the implementation process including financial aid, admissions and records, counseling, as well as the library, business office, academic senate, and program faculty
- Reduce potential barriers to implementation of the program

#### How this Promising Practice Works

The first step in formulating the process was to create a work group specifically for the BS program, with representatives from each of the affected departments. The lead faculty created the agenda that included potential challenges to the process, and this group met in a room with white boards to problem-solve, including identifying action items.

When the working group was created, the department chair and program director took the lead on the project, with support from the supervising dean and vice president in academic affairs. The committee members included the dean of admissions and records, dean of counseling, articulation's officer, financial aid supervisor, business office representative, faculty, and others who would be affected by the new program.

Challenges to implementing this promising practice required the CCB work group to address several issues before starting the program. Once the group agreed on a time and day to meet, it identified key players who needed to be involved throughout the planning and implementation processes. By working backward from the end-goal of BS conferring degrees, the group could identify steps along the way that needed to involve key players. Once these individuals and groups were identified, roles could be defined and assigned. For example, because the BS degree requires higher tuition for upper division courses, it was necessary to engage the business office to identify a way to accept higher payments. Solving this problem involved flagging bachelor's level classes in the Student Information System (SIS) so that the tuition payments could be linked to the BS-level courses. Another issue involved recognizing different degree templates for the bachelor's degree and getting the governor's signature on those templates, something never done before.

# 2

## How this Promising Practice Works cont.

Engagement in the program is extensive, with approximately 200 college personnel involved in various aspects of the program planning and implementation process.

The dental hygiene program accepts 70 students per year. The success rate for the dental hygiene program is 90–100%. Having the work group in place prior to initiating the program helped to reduce potential barriers. WLAC began the first BS in Dental Hygiene (BSDH) cohort in fall 2016 and is projected to award over 300 bachelor’s degrees by 2023 based on current trends and college capacity.

### Lessons Learned

- The decision to implement a bachelor’s degree at a community college should be a college-wide decision, necessitating an organizational structure that secures college-wide input into program planning, implementation and evaluation.
- An CCB workgroup requires an agreement from all units all across a college and district that are impacted since these departments are required to ensure the program’s success.
- Students should be included in a CCB workgroup so they have the opportunity to provide valuable feedback to decision-making processes.

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# 3

## Promising Practice

### Washington State Allied Health Center of Excellence (AH COE)

#### College Name & Website

Yakima Valley College, [www.yvcc.edu/](http://www.yvcc.edu/)

#### State

Washington

#### Link to this Promising Practice

<https://www.coewa.com/allied-health>

#### One-Sentence Description

The Allied Health Center of Excellence (AH COE) provides system coordination, coaching, and mentoring to assist in building seamless educational and work-related systems in Washington, including bachelor of applied science (BAS) degrees conferred by the state’s community and technical colleges.

#### Primary Goals

The primary goals of the AH COE are:

- **Economic Development Focus:** Serve as partners with various state and local agencies and regional, national, and global organizations to support economic vitality and competitiveness in Washington’s driver industries
- **Industry Sector Strategy Focus:** Collaboratively build, expand, and support industry, labor, and community and technical college partnerships to support and promote responsive, rigorous, and relevant workforce education and training, using data-driven resources
- **Education, Innovation, and Efficiency Focus:** Collaborate and convene industry networks and educational partnerships to support the development of efficient educational systems and strategies, all with the aim of building a diverse and competitive workforce
- **Workforce Supply/Demand Focus:** Research, analyze, and disseminate information related to training capacity, skill gaps, trends, and best practices within each industry sector to support a viable, new, and incumbent workforce

#### How this Promising Practice Works

Acting as a liaison to the state’s Baccalaureate Leadership Council (BLC), the AH COE began as a pilot in 2004 and became part of state statute in 2007. The AH COE assists college personnel to develop and deliver in-demand healthcare-related programs and understand the transformation that is happening in healthcare reform. Communicating closely with allied health directors and deans, the AH COE helps to network college personnel to healthcare providers within their communities, including encouraging programs to think beyond the scope of associates degree programs. Center staff also assists deans and directors to identify management challenges (e.g., clinical placements, admission policies, faculty recruitment, program development) and assists them to develop strategies to resolve those challenges.

The Center also ensures active use of data to drive evidence-based practice. It makes sure BAS programs are referencing data resources like Chmura, including providing the colleges with requested data from Chmura and other resources demonstrating current workforce demand. It also ensures regular presentations by data scientists to healthcare deans and directors, including providing data profiles for the top 5–10 in-demand professions by industry and facility type. This support also includes the data-WA Sentinel Network from the Center for Health Workforce Studies.



# 3

## How this Promising Practice Works cont.

An example of this activity has occurred in recent years in the development of the bachelor of applied science (BAS) in behavioral healthcare at Lake Washington Institute of Technology (LWIT), Centralia College, Yakama College, Edmunds College, and others. This baccalaureate program deals with behavioral health concerns in communities and seeks to meet community healthcare needs. The Center has encouraged these programs to emphasize team-based inter-professional practice that integrates primary care and behavioral health into Bachelor's of Applied Science (BAS) integrated care management.

The AH COE also provides coordination, coaching, and mentoring to assist colleges in building seamless educational and work-related systems. The Center staff research, analyze, and disseminate information related to training capacities, skill gaps, trends, emerging roles, and practices that support a sustainable workforce within the allied health sector. Center staff also collaborate with various state and local agencies and regional and national organizations to support economic vitality and the competitiveness in Washington's healthcare industry.

It is also important to encourage ongoing industry engagement, not just when industry partners are needed for program development. Industry leaders should be engaged in ongoing problem solving and solution building in times of crisis and stability. To this end, the AH COE provides support to help colleges sustain strategic industry partnerships. Ensuring strong working relationships that are formed in the beginning continue to be given adequate attention over time is important but often overlooked once programs are up and running. Underestimating the time to convene, facilitate common goals and initiatives, and evaluate how the partnership is evolving is common, and the AH COE has deep expertise to help the colleges to maintain momentum and forward movement.

Whereas the AH COE does not have direct responsibility over BAS degree program development in Washington state, the Center is required to review applications for new healthcare programs of study. Healthcare programs (BAS as well as the Bachelors of Science in Nursing (BSN)) are one of three industry sectors with substantial numbers of BAS graduates, with the other sectors being business and science, engineering, technology, and mathematics (STEM). Meza and Bragg (2020) studied Washington BAS programs and found annual enrollment of over 1,200 students in health, safety, and human services, with just under 300 graduates per year. The state-level graduation rate has risen for healthcare programs over the last three years to a graduate rate of 77% in nursing, dental hygiene, and other critical healthcare programs of study.

# 3

## Supporting Research & Resources

The Center uses a number of models and frameworks to guide its work, including:

The Collaboration Spectrum

Cocreative System Change

The AH COE is featured in this forthcoming publication: Karam, R., Goldman, C., & Rico, M. (In press). Career Services and College-Employer Partnership Practices in Community Colleges: Colleges in California, Ohio, and Texas. RAND: Santa Monica, CA

For more information on Washington healthcare programs, see Meza, E. A., & Bragg, D. D. (2020).

Community college baccalaureate degree completion in Washington.

## Lessons Learned

Lessons learned about the ways Washington community and technical colleges utilize the AH COE to develop and sustain BAS degree programs include:

- To develop and actively engage with the Center’s robust advisory board that represents multiple industry sectors (acute care, CHC’s, BH, public health) and routinely participates in mutually beneficial activities
- To facilitate industry partner support in recruiting incumbent worker candidates
- To develop strong relationships to support local health workforce development
- To leverage the Center’s networks to move beyond content creation to more advanced strategies, such as faculty sharing, work-based learning experiences for students, mutually supporting student success strategies, and technology innovations

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# 4

## Promising Practice

### 360 Equity Design

#### College Name & Website

Skagit Valley College (SVC) <https://www.skagit.edu/>

#### State

Washington

#### CCB Programs, Degree Types & Links

Applied Management, Bachelors of Applied Science (BAS)  
Applied Management, Healthcare Management, Bachelors of Applied Management (BAS)  
Environmental Conservation, Bachelors of Applied Science (BAS)

#### One-Sentence Description

The program is rooted in “equity 360”, a multi-dimension approach to embedding principles of equity into every aspect of the program, from entry requirements and instruction to completion, the labor market, and post- baccalaureate studies.

#### Primary Goals

- Equip students with an integrated view of management functions that incorporate critical reasoning, awareness of culture-bound assumptions, and contextualize professionalism, and discipline knowledge in a way that supports timely baccalaureate degree completion.
- Provide accessible opportunities for educational attainment for professional- technical degree holders.
- Address local labor market needs for qualified managers.
- Serve as an institutional learning lab for multi-dimensional approaches to infusing equity-centered practices.

#### How this Promising Practice Works

Begun in 2018, Skagit Valley College sought to streamline entry requirements to create an integrated view of management functions taught in the BAS in Applied Management program. The students are professional-technical education (PTE) associate-degree holders who want to move into managerial and leadership roles. Annually, the program enrolls a total of 50 students, with 25 students admitted per year.

Using a cohort model that follows a spiral learning design, each course scaffolds and integrates with every other course in the curriculum. To support program accessibility, textbook costs are capped at \$50 per course, meaning the total textbook cost for the program runs no higher than \$900. However, to date, the actual cost of textbooks in this BAS program is approximately \$400.

To ensure continual contextualization, all general education courses are modeled where the programs’ subject matter expert and management/business faculty co- design and team teach. Students engage in intensive, scaffolded projects and teamwork that develop their leadership and conflict resolution skills. The students also get an opportunity to practice collaborating with people who may not appear, sound, or think like them. This project work also fosters a community environment within the cohort that provides peer motivation and support. The building of this community environment starts with an introductory program briefing session wherein prospective students learn about the program and continue through onboarding and a weekly, optional but highly encouraged Zoom course involving all faculty who teach in the program.

# 4

**How this Promising Practice Works**  
cont.

To promote baccalaureate degree completion, all students are advised by the faculty program chair who monitors progress across all courses in the program, providing early, direct, and relationship-based interventions. The faculty advisor works with student services professionals on campus to support students in navigating potential roadblocks. Finally, student achievement is supported through instructional interventions, such as consistent course syllabi and online learning platform designs, standard due dates for all assignments, and common rubrics as learning evaluation tools.

Key contributors to the program appear below, along with the roles they play:

<b>Program chair (faculty)</b>	Lead and coordinate all aspects of the program student outreach, admission, enrollment, completion, and post graduation networking and guidance, including a partnership with Student Service departments
<b>BAS Coordinator</b>	Coordinate program outreach
<b>Executive Dean (supervising administrator), Vice President (VP) Instruction, and VP Student Services</b>	Support in navigating institutional roadblocks and in promoting the role of bachelor degrees as a critical component of achieving SVC's mission
<b>Course faculty, including faculty librarians</b>	Deliver instruction, support student success by flagging the need for student intervention, and coordinate intervention with program chair
<b>e-learning Director</b>	Design and implement curriculum
<b>Advisory Committee</b>	Ensure continual relevance of curriculum to local labor market
<b>Advising &amp; Retention (SVC Student Services)</b>	Advise students into the program
<b>Financial Aid</b>	Serve as a partner in program design and implementation so that program meets students' financial aid funding requirements
<b>Enrollment Services</b>	Collaborate in establishing intake and registration processes appropriate for selective-entry cohort programs

The integration of Equity 360 is yielding completion rates of 82% in 150% time, with 70% of students completing in 100% time. According to data collected by faculty using post-graduation follow-up methods, virtually every graduate is employed, and the majority has been promoted or shifted jobs since program completion. The follow-up data also indicate that several graduates are considering or have pursued masters' degrees, including Masters in Business Administration (MBA), Accounting, Leadership, and Legal Studies.

Qualitative data collected during the program highlight the power of the spiral learning designing. Illustrating this point, one student commented, "[I] felt like I was tapping into a part of my brain that I had never been able to [use] before, and I felt so empowered. All the connections being made ... I'm understanding topics that I haven't been able to before and I feel myself being drawn in to learning in a way I haven't before."

Student feedback also points to the value of the cohort model, with one student saying, "This cohort model is motivating ... Knowing that I don't have the option to drop a class or skip something to leave for later is a great motivator."

# 4

**How this Promising Practice Works**  
*cont.*

Graduate reflections on their experiences in the program are informative of what 360 equity meant to them. One graduate said, “Skagit Valley College has offered me a type of education that combined theory with practical experience to solve some of the challenges in our communities today.” Another student shared, “I have had an amazing journey full of self-discovery that brought a better level of consciousness of my surroundings.”

**Supporting Research & Resources**

Research evidence on appreciative advising, guided pathways, Bruner’s Spiral Curriculum, and team teaching modeled after IBEST are all integrated into the design of Equity 360. Useful research and resources on these topics appear online at:

- [Appreciative Advising](#)
- [Guided Pathways](#)
- [Bruner’s Spiral Curriculum](#)
- [IBEST](#)

**Lessons Learned**

The equity 360 design dismantles traditional learning constructs and rebuilds them in a way that supports student access and achievement. Students who choose to become involved demonstrate the personal courage to live in a “brave space.” Skagit Valley College’s commitment to equity provides the platform for students to question and reframe educational approaches in ways that support their success.

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# 5

## Promising Practice

## Equity Analysis

### College Name & Website

Lake Washington Institute of Technology <https://www.lwtech.edu/>

### State

Washington

### CCB Programs, Degree Types & Links

Applied Management – [Entrepreneurship, Bachelor of Applied Science \(BAS\)](#)  
 Behavioral Health, [Bachelor of Applied Science \(BAS\)](#)  
 Dental Hygiene, [Bachelor of Applied Science \(BAS\)](#)  
 Design, [Bachelor in Applied Science \(BAS\)](#)  
 Digital Gaming and Interactive Media, [Bachelor in Applied Science \(BAS\)](#)  
 Early Childhood Education, [Bachelor of Science \(BAS\)](#)  
 Funeral Service Education, [Bachelor of Applied Science \(BAS\)](#)  
 Information Technology (IT): Computing and Software Development, [Bachelor of Applied Science \(BAS\)](#)  
 Public Health, [Bachelor in Applied Science \(BAS\)](#)  
 Transportation, Logistics, and Supply Chain Management, [Bachelor of Applied Science \(BAS\)](#)

### One-Sentence Description

This promising practice prioritizes the use of demographic data at the program level to identify and close equity gaps.

### Primary Goals

- Provides program-level data on equity gaps in student achievement to faculty and staff
- Provides data to monitor interventions used to reduce equity gaps

### How this Promising Practice Works

Beginning in 2018, Lake Washington Institute of Technology (LWTech) collects student demographic data (e.g., ethnicity, gender) and achievement levels (e.g., enrollment, persistence, completion) on all LWTech students, from Basic Skills to Baccalaureate. Recording an annual headcount enrollment of 5,228 at LWTech in 2020–21, this practice touches the work of all campus personnel and students.

Completing equity analyses require data visualization (via Tableau) to make reports and inquiry tools available to all faculty and staff. Use of data dashboards is required and integrated into the annual college program review process, and all staff can view the dashboards.

The process takes a team approach. Enrollment Services collects demographic data and ensures quality, while the Institutional Research creates and maintains the data dashboards. Instruction determines the annual Program Review template, and Faculty Directors and Department Chairs complete the report. The college provides professional development to help faculty and staff implement proven interventions to reduce equity gaps. Future program reviews monitor progress and provide insights into possible program improvement.



# 5

## How this Promising Practice Works cont.

When faculty can see the gaps in their own programs, they are motivated to implement change. They care deeply about their students and are frustrated by persistent equity gaps. They have readily asked for help and implemented reforms inside and outside the classroom to close equity gaps, and these efforts are reinforced when they are able to see gaps close over time. Notably, some baccalaureate degree programs have no equity gaps.

## Supporting Research & Resources

LWTech’s journey into equity analysis began with adapting the Drop Rate Improvement Program (DRIP) from Odessa College. LWTech’s program is called 4 Connections.

This promising practice is enhanced by the college-wide Equity, Diversity and Inclusion (EDI) plan at LWTech

## Lessons Learned

- Top management support backed up with a college equity plan is crucial to successful implementation.
- Top management endorsement of equity analysis is also crucial. Specifically, the vice president for instruction, deans, faculty, and staff all have to do their part.
- LWTech faculty was not resistant to this process once program-level data was provided, countering the notion that college personnel resist equity analysis.
- Funding, time, staff, and training are all required to engage successfully in equity analysis.
- Enrollment services must verify quality assurance (QA) procedures to ensure that data are valid and reliable for the purposes for which they are being used.
- Institutional research needs to invest in the tools, training, staff, and time to create the dashboards.
- Professional development has to be created, implemented, and revised to ensure the training is meaningful and effective.

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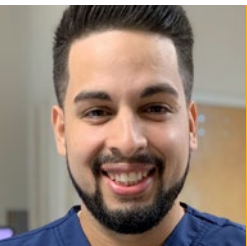
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*I'm the first one that has a bachelor's degree in my family so it was definitely special. My father cried when I graduated! Professionally, it has allowed me to grow. In fact, the week I graduated I was offered a promotion.*



Kevin Zapata, CCB Graduate





# 6

## Promising Practice

## Numbers with Heart

### College Name & Website

Weatherford College <https://www.wc.edu>

### State

Texas

### CCB Programs, Degree Types & Links

[Nursing \(BSN\)](#)

[Organizational Leadership, Bachelors of Applied Arts and Sciences \(BAAS\)](#)

[Medical and Health Services Management, Bachelors of Applied Technology \(BAT\)](#) (starts August 2022)

### One-Sentence Description

Numbers with Heart (NWH) links institutional data with student impacts happening at the individual level.

### Primary Goals

- Remove a significant barrier to student success
- Identify a meaningful opportunity to enhance student success
- Celebrate institutional success rooted in student success

### How this Promising Practice Works

Numbers with Heart (NWH) began in May 2018, as Weatherford College (WC) committed to its Culture of Caring initiative. The board of trustees implemented this promising practice to link the institution’s data-driven decision making to student success at the individual level.

NWH respects the uniqueness of each person while recognizing that individual challenges and opportunities have patterns. By understanding these challenges and opportunities, NWH enables WC, which enrolls about 5,500 students annually, to focus student success initiatives to yield meaningful impacts.

Among the finest examples of NWH are the college’s baccalaureate programs. Each program matches regional employment needs with the life enriching careers for graduates. Each serves students with limited access to four-year degrees, placing completion opportunities within reach physically and financially. Each program was tailored to fit the real world needs of the students served. The college understands that offering hybridized and online coursework for relatively small populations of students, ensuring each program is led by an inspiring and committed faculty member, and providing support for the underrepresented and underserved members of the college community will test its ability to consistently achieve revenue neutrality in these fields. For WC, consideration for these investments began with data, allowing the decisions to be made with the heart.

All college stakeholders are engaged in the Culture of Caring and NWH initiatives on some level. Data helps the college anticipate student needs and provide resources to facilitate the success of each individual, contributing to changing the status quo, breaking down silos, and training stakeholder groups.



# 6

## How this Promising Practice Works *cont.*

The Student Services Division’s redesign of new student orientation has yielded overwhelmingly positive responses from students and parents while generating increased numbers of participations and registrations completed during CORE events. Through faculty-led redesigns of curricular pathways, the college has increased student success in course and credential completions while decreasing the time and number of hours to completion. Because Texas’ financial model encourages student success rather than enrollments, improvement in recognized success point areas correlates positively with institutional funding.

## Supporting Research & Resources

The NWH initiative began with the college’s president and board of trustee members attending a development session on the Caring Campus. They saw evidence of caring throughout the institution, but understanding this ethic was often unspoken and unrecognized; the impacts of caring were largely anecdotal. In essence, caring was at the heart of the college’s people but not expressed in the college’s design, form, or function. Opportunities to more fully recognize a caring college were provided when college leaders attended Guided Pathways Institutes and visited with colleagues from Amarillo College. These experiences revealed in order for the college to be truly successful in its mission, caring had to become a cultural norm.

The commitment to cultural change was immediate. Board members made it clear they would lead the way in engaging with the college in deeply student-centered ways. From the board through the president and administration, the message was conveyed; caring would be the norm. The college would assess its actions, paying attention to quantitative and qualitative data, and engage the board routinely through a monthly report they called NWH.

An abbreviated literature review is available from Dr. Ainsworth, English Professor at WC, including:

Bailey, T. R., Smith Jaggars, S., & Jenkins, D. (2015). *Redesigning America’s community colleges: a clearer path to student success*. Harvard University Press.

Jenkins, D., Lahr, H., & Pellegrino, L. (2020). *Redesigning Community College Student Onboarding through Guided Pathways. Part 1: Rethinking New Student Onboarding*.

Webber, K. L., Krylow, R. B., & Zhang, Q. (2013). Does Involvement Really Matter? Indicators of College Student Success and Satisfaction. *Journal of College Student Development*, 54(6), 591–611.

# 6

## Lessons Learned

- The college board and administration did not use a top-down approach to create a caring college.
- College leaders formally recognized and honored exemplary behavior already evident in the college at every level but not formally acknowledged, showing how caring is critical to student success within the college and at other institutions.
- College leaders asked that the entire college community to envision caring as demonstrated through quality of service, recognizing everyone is responsible for improving student outcomes.
- College personnel are encouraged to go out of their way to serve student expectations because student success is at the center of institutional success.

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# 7

## Promising Practice

## Anti-Bias Curriculum and Assessment

### College Name & Website

North Seattle College <https://northseattle.edu/>

### State

Washington

### CCB Programs, Degree Types & Links

Application Development, Bachelor of Applied Science (BAS)  
Early Childhood Education, Bachelor of Applied Science (BAS)  
Residential and Commercial Property Management, Bachelor of Applied Science (BAS)  
Accounting with International Accounting, Bachelor of Applied Science (BAS)  
International Business, Bachelor of Applied Science (BAS)  
Links to all programs are online [here](#).

### One-Sentence Description

Anti-bias educational practices associated with culturally responsive curriculum and assessment help to advance cultural responsiveness and social justice in early childhood education.

### Primary Goals

- Observe baseline attitudes and behaviors within the student body
- Measure changes in student attitudes and behaviors as a result of their educational experience in the BAS program

### How this Promising Practice Works

The BAS program in Early Childhood Education (ECE) at North Seattle College emphasizes anti-bias educational practices in its curriculum to advance cultural responsiveness and social justice in the early childhood education system. Beginning in fall 2019, an assessment tool was developed to measure anti-bias attitudes and behaviors among students and evaluate the effectiveness of the department’s anti-bias education coursework.

A pre-post assessment tool, grounded in the research literature on teaching and evaluating anti-bias teaching practices, was developed in collaboration with North Seattle’s ECE department instructors and the ECE Student Advisory Board. Instructor input ensured survey questions were tailored to the BAS program curriculum. This tool was used with first-year students in the ECE program. Typically, approximately 60 students take the pre-assessment survey each fall quarter.



# 7

## How this Promising Practice Works *cont.*

Some of the barriers that need to be overcome in implementing this promising practice include:

- Instructors should develop a systematic process for observing how students connect back to survey results and avoid too much reliance on self-reporting.
- The program should match pre- and post-survey results at the student level to ensure the most accurate, reliable, and comprehensive survey results.
- Instructors should consider creating an assignment with points attached to encourage students to take the survey in the virtual learning environment.

The faculty coordinator or instructors teach the entry-level program courses in the fall, and the faculty coordinator oversees the pre- and post-survey implementation. External evaluators have been hired to analyze, review, and report on the assessment results.

## Supporting Research & Resources

Self-efficacy is a widely used measure in education and medical research, using self-efficacy scales to understand teacher capabilities and measure the effects of anti-bias training (Price, 2005; Siwatu, 2007). Combining self-assessment with teacher observations is recommended to understand changes in anti-bias behavior, as teachers are likely to self-report their behavior more favorably due to social desirability bias (Debnam, 2015; Siwatu, 2007, 2011). Because observations were not possible in recent years due to COVID, the pre- and post-test relied on student self-reporting. To understand student behaviors with the use of a survey tool instead of direct observation, the pre- and post-test relies on students to assess themselves on four dimensions (i.e., Attitudes, Knowledge, Self-Efficacy, and Action). Results in each category are analyzed individually and combined to create index scores. The survey includes demographic questions, allowing comparison of results by race and ethnicity, age, years of teaching experience, and level of past anti-bias education and training.

The driving theory of change behind this pre-post assessment is that the anti-bias teaching coursework students complete in the ECEBAS program should: (1) increase knowledge about systemic inequities; (2) improve cultural responsiveness and enhance an anti-bias approach to education; and (3) increase educator confidence in implementing culturally responsive and anti-bias teaching practices.

By changing attitudes and improving self-efficacy, teachers will implement these practices with more frequency. If effective, a comparison of pre- and post-test results will show measureable increases across the four dimensions of anti-bias teaching practice after students complete one year of coursework.



# 7

## Supporting Research & Resources cont.

Results from the second year of the assessment process show increases in student self-efficacy associated with social identities, cultural backgrounds, and values in the curriculum and classroom, finding whether there are biases in the policies or practices at their workplaces and providing trauma-informed care to children. Also, after completing their first year, students demonstrated a large increase in knowledge related to anti-bias practice but showed little change in attitudes. The students especially gained understanding in the ways that racism affects the ECE system in the United States, with White students showing a 50% increase in their understanding of how their social identity or culture could influence interactions with children, families, and coworkers. Questions on workplace experience help staff understand the power their students perceive they have to implement changes in the workplace, with slightly under 50% of responding students agreeing there is a clear focus on cultural responsiveness and anti-bias education at the childcare center/preschool where they work.

Additional quantitative and qualitative results are available from Ninder Gill (contact information below).

### Lessons Learned

- It is important to develop an assessment tool that is contextualized for each specific program.
- There is considerable literature on how anti-bias skills, knowledge, and efficacy can be assessed in various applied fields, but this literature needs to be aligned and relevant for the field of study.
- It is important to ensure whoever is leading and managing culturally responsive curriculum and anti-bias assessment ensures pre- and post-surveys are completed, analyzed, and used.

### Nominator

Ninder Gill

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*The reason I decided to pursue my Bachelor's degree was because it would create more opportunity for me to advance in my profession whether it's management or leadership. That way I can show my children that they can also accomplish whatever they set their mind to.*



Odetta Julien, CCB Graduate







# 8

## Promising Practice

## Competency-Based Education

### College Name & Website

South Texas College <https://www.southtexascollege.edu/>

### State

Texas

### CCB Programs, Degree Types & Links

Organizational Leadership, [Bachelor of Applied Science \(BAS\)](#)  
Computer and Information Technologies, [Bachelor of Applied Technology \(BAT\)](#)  
Medical and Health Services, [Bachelor of Applied Technology \(BAT\)](#)  
Technology Management, [Bachelor of Applied Technology \(BAT\)](#)  
Nursing, [Bachelor of Science in Nursing \(BSN\)](#)

### One-Sentence Description

Competency-based education (CBE) gives students the option to apply their existing experience and prior knowledge to attain degrees at a pace that meets their needs.

### Primary Goals

- Accelerate course completion
- Provide educational equity for low socio-economic and minority students
- Address the educational needs of students that have prior credit but no degree
- Serve students' prior work experience, certificates, trainings, and military experience

### How this Promising Practice Works

CBE gives adult learners a realistic idea of what they will be doing in their chosen profession by preparing students for a career that is more aligned with their respective skills and preferences. Begun in 2014, about 400 students enroll in bachelor's programs annually at South Texas College.

CBE programs tend to be more responsive to the changing labor market conditions for the 21st century. Students learn at their own pace and leverage the three A's:

- Affordable - \$850 per 7-week term for as many courses they can successfully pass
- Accessible - 100% online
- Accelerated - work at your own pace with faculty guidance

The CBE approach involves a large spectrum of personnel, including college administrators, faculty, academic coaches, department chairs, and campus leaders of distance learning, student affairs, academic affairs, and program advisory committees. Extensive faculty and student training is needed in order for the CBE modality to work effectively. It is also important to monitor the student-to-academic coach ratio and justify using data for the hiring of additional academic coaches for programs having more than 400 students.

# 8

## How this Promising Practice Works cont.

Programs utilizing the aforementioned CBE elements at South Texas College and their enrollments are:

- The Organizational Leadership program, with a CBE framework and Prior Learning Assessment (PLA) that graduated more than 500 students in its first five years.
- The Early Childhood Education program, with a CBE framework and PLA offered through a collaborative program of South Texas College and the University of Texas Rio Grande Valley.
- The Computer Information Technology, with a CBE framework and PLA offered through a collaborative program of South Texas College and Austin Community College.

### Supporting Research & Resources

Two valuable resources on CBE are: [Southwest Texas College CBE Manual](#) and [The Competency Based Education Network \(CBEN\)](#).

### Lessons Learned

CBE is the future of academics because it leverages the student’s prior learning that allows them to move quickly through their programs. CBE allows students to move at their own pace without having to sit down for 16 weeks. It is also more cost effective, as books are included and students can add classes without any additional cost. Students can combine CBE with micro-credentials, providing students with more value to their degrees.

### Nominator

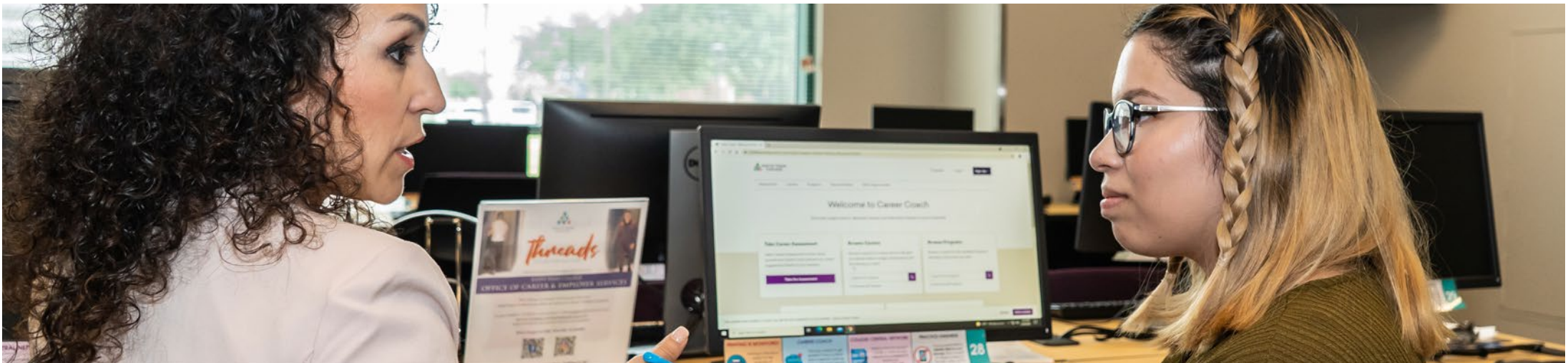
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# 9

## Promising Practice

### Pathway Stackable Credentials

#### College Name & Website

Solano College <https://welcome.solano.edu/>

#### State

California

#### CCB Programs, Degree Types & Links

Industrial Biomanufacturing, [Bachelor of Science \(BS\)](#); [Biomanufacturing degree](#)

#### One-Sentence Description

This promising practice showcases a complete educational pathway in biotechnology that offers stackable credentials, including certificates, an associates degree, and a baccalaureate degree.

#### Primary Goal

→ Provide career training in science, engineering, quality, and regulations to prepare students for employment and graduate study in biotechnology and biotechnology-related fields of study

#### How this Promising Practice Works

Enhancing access to college is important to the residents of Solano County, the most diverse county in California, including the City of Vallejo, which is the most diverse city in the United States. The program provides multiple access points to enroll 30 students from diverse backgrounds. For example, high school students from articulated programs can leap over prerequisites and jump into the Industrial Biotechnology certificate, and the Laboratory Assistant certificate is used as a tool to reach underserved communities.

Building on an Industrial Biotechnology certificate first offered about 25 years ago, Solano College began offering the Biomanufacturing bachelor's degree in fall 2017. This degree is offered as part of the biotechnology educational pathway that familiarizes students with the business, quality, and regulatory aspects of the biotechnology field. The pathway also emphasizes scientific and engineering principles used to produce products (mainly pharmaceuticals) using living cells.

The BS program in Industrial Biomanufacturing offers advanced courses in engineering, quality, and business principles like supply chain management, Six Sigma, Lean Manufacturing, and Project Management. Technical Writing and Bioethics are also part of the program. Each component of the program requires extensive laboratory experience in the Solano College Biotechnology training facility. Examples of these program components include the new Cell and Gene Therapy certificate (the first of its kind in the United States), which teaches students to work for Cell Therapy (treating cancer with genetically engineered immune cells) and Gene Therapy (using virus vectors to introduce missing genes into patients who inherited a genetic disorder).



# 9

## How this Promising Practice Works *cont.*

Graduates of the pathway can enter the workforce or enter graduate programs at universities that have negotiated agreements with Solano College. The pathway offers students the option of entering or exiting at any point, and there are full- time and part-time options. Many graduates from other colleges or universities take courses to learn additional skills to build their resume. To date, the pathway has complete four cohorts of baccalaureate graduates.

Pathway stackable credentials can be challenging to develop. Colleges adopting the promising practice should use formal project management procedures, including a project charter that identifies an assigned project manager and a Gantt chart with timelines and assigned accountability, financial planning, facilities, and equipment planning. Colleges are also encouraged to involve the entire campus to avoid giving the impression that benefits flow to only one part of the college.

Industry partners report that graduates of the program are well trained and quickly integrate into duties in the biotechnology companies in the region. For this reason, graduates enjoy a near 100% placement rate. Specific to the bachelor’s degree, the first cohort had a 100% graduation rate, and subsequent cohorts have experienced a 90% graduation rate.

## Supporting Research & Resources

To design the program, Solano gathered extensive labor market information and conducted multiple interviews with industry partners, especially on curriculum.

## Lessons Learned

- Involve the entire campus in the development and implementation of the program, not merely the department where the program resides. If the program requires upper division general education classes, involve the departments where the general education courses are taught.
- Formalize the planning process using project management tools.
- Gain commitment from the administration for assured, ongoing funding of the program.
- Involve industry partners early and often in curriculum design, equipment and facilities decisions, and advocacy with both the community and campus administration.

## Nominator

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# 10

## Promising Practice

## Embedded Industry Certifications

### College Name & Website

South Texas College <https://www.southtexascollege.edu/>

### State

Texas

### CCB Programs, Degree Types & Links

[Bachelor of Applied Technology \(BAT\) in Computer and Information Technology](#)  
[Bachelor of Applied Technology \(BAT\) in Technology Management](#)  
[Bachelor of Applied Technology \(BAT\) in Medical and Health Services Management](#)  
[Bachelor of Applied Science \(BAS\) in Organizational Leadership](#)  
[Bachelor of Science in Nursing \(BSN\)](#)

### One-Sentence Description

Industry certifications are embedded in the Bachelor of Applied Technology (BAT) program utilizing a pathway design with embedded credentials.

### Primary Goals

- Ensure that students can graduate with 2–3 industry certifications
- Ensure that students gain marketable skills for cutting-edge technology job opportunities
- Engage in ongoing curriculum alignment with business industry needs

### How this Promising Practice Works

Addressing the needs of about 70 low-income, racially minoritized students per year, this promising practice began in 2020. A primary purpose of this practice is to meet the needs of: (1) students who have prior credit but no degree; (2) students who have prior work experience, certificates, or trainings; and (3) military personnel who may be able to secure credit for prior learning. The practice involves three courses in the information technology (IT) pathway wherein students can earn the Google IT Support Professional Certificate, Google IT Automation with Python Certificate, and Amazon Web Services (AWS) Certified Cloud Practitioner Certificate at no cost. These opportunities help students prepare to gain employment in the IT field.

One concern raised by South Texas College personnel about this promising practice is cost. There is a financial barrier for students associated with the Amazon Web Services certification. Students must pay 50% of the cost of the certification, and this financial burden may mean some students are unable to take advantage of this promising practice.

# 10

## Supporting Research & Resources

- Research is being done currently to determine the outcomes and impact of the industrial training certifications on student populations.
- Program advisory committee members have emphasized the importance of industry certifications to help students gain more opportunities for employment.
- Faculty and staff provide industrial certification training and financial support for students associated with the Amazon Web Services certification.

## Lessons Learned

Embed the industry certification training into the course to make the program more attractive to students.

## Nominator

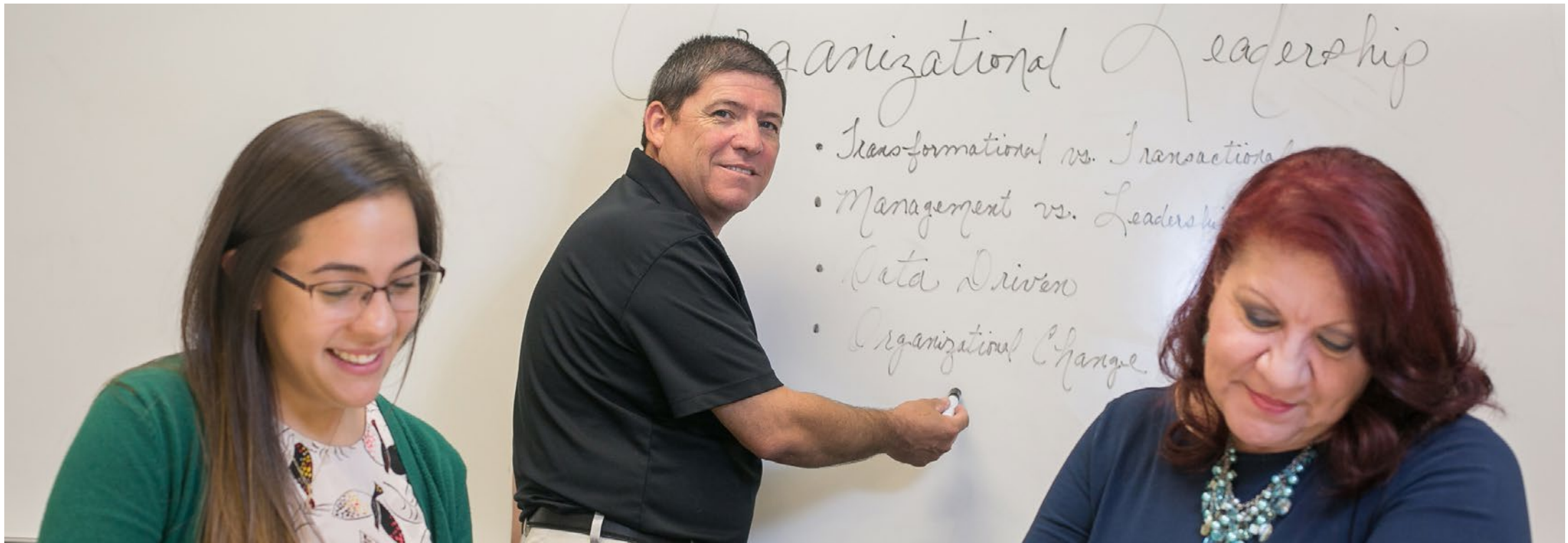
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# 11

## Promising Practice

### Accelerated Baccalaureate Pathway

#### College Name & Website

Central Ohio Technical College (COTC) <https://www.cotc.edu/>

#### State

Ohio

#### CCB Program, Degree Type & Link

Diagnostic Medical Sonography (DMS), [Bachelor of Applied Science \(BAS\)](#)

#### One-Sentence Description

The BAS program in Diagnostic Medical Sonography (DMS) accepts 10 transfer credits for prior learning in any general education category.

#### Primary Goals

- Provide students with a choice of two majors: 1) general ultrasound, and 2) cardiovascular ultrasound that can be completed in three years if students do not have prior learning
- Provide students with the opportunity to sit for five sonographer credentialing exams
- Continue to exceed accreditation exam pass rates and pass rate averages nationally
- Provide cross training for registered sonographers
- Provide opportunity for students with an existing associate degree to earn their bachelor degree through COTC and The Ohio State University partnership

#### How this Promising Practice Works

Beginning in 2022, students have applied to COTC to be admitted into the Diagnostic Medical Sonography (DMS or Sonography) program, including providing official transcripts from all previous schools.

Students interested in Sonography attend a mandatory information meeting and complete an online, self-paced mandatory course. These mandated requirements ensure applicants understand the Sonography degree and the time commitment and requirements for completing the degree. Students also complete an entrance exam and work with an academic advisor to complete a Sonography degree application. The Sonography degree program is competitive selection happening once per year based on the entrance exam score and GPA from official transcripts.

The program is led by Melinda Brillhart, Program Director, as well as faculty (full- and part-time), college administrators, staff, employers, students, and alumni. College administrators include the college president, provost, dean of technical studies, dean of general education, and a healthcare program director. Staff can include, but is not limited to, professionals from units for Admissions, Academic Advising, Student Success - testing, tutoring, etc., Student Life - Disability Services, Counseling, Career Development, etc., and Marketing. Students include future and current students. Alumni are engaged through Advancement and Development, which incorporates Alumni Relations.



# 11

## How this Promising Practice Works cont.

Approval of the accelerated baccalaureate in Sonography depended on a site visit from Higher Learning Commission (HLC), and initially, the program received mixed reviews. Concern was expressed about creation of the new bachelor’s degree and elimination of the associate degree, which would enable the Sonography program to be offered in an accelerated format. Some prospective students and parents were disappointed the associate degree was being replaced with the three-year bachelor’s degree, but advisors helped them understand the potential benefits of the bachelors at an accelerated pace. With full-time enrollment, students can complete the entire baccalaureate in Sonography in the same eight semesters that it was taking associate degree students attending part-time, which was the norm at COTC.

The first group of students admitted to the Sonography program includes 12 students selected for the cardiovascular major and 10 students selected for the general Sonography major. The majority of students enrolling in the first cohort are female and White, with 20% of the students identifying as African American or Asian. Over 80% of the students entering the program had transfer credit, indicating they had already attended college, and over 90% were working. Most of these students indicated they planned to reduce their work hours in order to take advantage of the accelerated baccalaureate format of the program.

The first BAS cohort will graduate in May 2024. Key performance indicators that will be evaluated include attrition, credentialing examination success, and employment rates.

## Supporting Research & Resources

The average time to completion for the associate’s program in Sonography was eight semesters, with students enrolled part-time for at least a year. The majority of associate degree students were dual enrolled / double major in a second DMS associate degree program in order to meet financial aid eligibility. The time to completion for the BAS program is eight semesters, with students enrolled full-time and utilizing summer semester. This BAS model combined the associate degree programs, added pertinent general education courses, and created higher-level bachelor’s degree courses to create the DMS BAS program.

The primary resource for the accelerated bachelor degree in Sonography is the [COTC website and dedicated page\(s\) for DMS](#). There is a checklist mid-way down the webpage to provide students with the information they need to ensure that they complete all the required enrollment steps.



# 11

## Lessons Learned

COTC chose not to provide graduates who hold an associate degree in Sonography with direct entry into the bachelor’s degree program. Rather, those students are referred to a four-year partnership (articulation agreement) with The Ohio State University. This decision rests on the Program Director’s assessment that it would have been too complicated to launch the new bachelor’s degree program for students with no degree in Sonography along side graduates who already held an associate degree. Creating a degree-completion program would have been challenging due to significant course credit hours, content changes, and accreditation curriculum requirements that have happened during the last 10 years. Also, many of COTC’s DMS alumni graduated in the quarter-system, not the semester system, which would have further complicated completion. For COTC’s associate’s graduates in Sonography, The Ohio State University partnership provides a seamless pathway for completion without repeating coursework or clinicals, and it was a priority to the college to maintain this transition pathway with Ohio State.

**Nominator #1** Melinda Brillhart

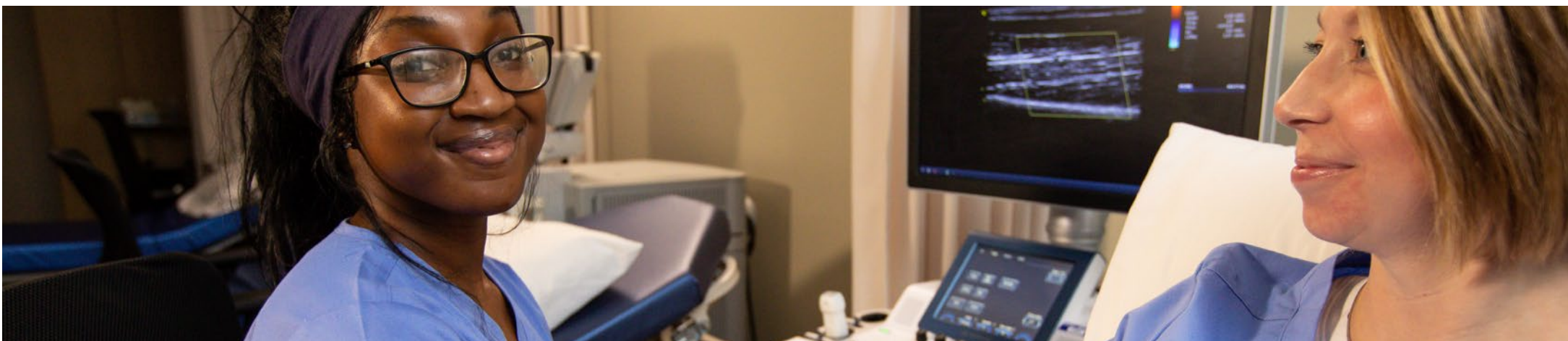
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# 12

## Promising Practice

### Developing A Curriculum (DACUM)

#### College Name & Website

Big Bend Community College <https://www.bigbend.edu>

#### State

Washington

#### CCB Program, Degree Type & Link

Applied Management, [Bachelor of Applied Science \(BAS\)](#)

#### One-Sentence Description

DACUM is a process wherein educational organizations join forces with industry to design a high-demand, workforce-oriented curriculum that emphasizes roles, duties, and tasks performed in occupations.

#### Primary Goals

The goals for the project fell into two categories. The first set of goals was specific to the course content:

- Create a manager profile that includes managerial duties, and the knowledge and skills needed to effectively perform those duties in a variety of industry sectors
- Align BAS-MGMT courses with real-world duties, knowledge, and skills

The second set of goals was focused on curriculum and course enhancements:

- Identify “real-world” projects/activities that could be integrated into courses
- Identify any preparation for certifications that could be included in the degree or certificates (i.e., HR-SHRM or project management)
- Identify effective ways to recruit a) students and b) industry leaders who might teach courses

#### How this Promising Practice Works

DACUM, an acronym for Developing a Curriculum, is a means for conducting a job analysis that results in a chart listing the duties, tasks, and related knowledge about the job. Then, it is applied to the development of a curriculum to assure and document the content taught is required on the job.

The process of using DACUM to design and develop the BAS program in Applied Management began May 17, 2021 with a pre-session survey sent to all industry participants. The process was conducted by the BAS project director and an external evaluator who designed the process.

The timeline for the entire DACUM process follows:

- Pre-Session Survey launched May 19, 2021
- Virtual Session 1 held June 3, 2021
- Knowledge and Skills Survey administered June 4, 2021, with an email reminder sent June 6, 2021
- Virtual Session 2 held June 7, 2021
- Follow-up survey launched June 14, 2021, with reminder sent June 18



# 12

## How this Promising Practice Works cont.

Going deeper into each step, surveys play a prominent role in the DACUM process. For Big Bend, three rounds of surveys were administered over the course of the college's customized approach to a multi-phased DACUM process. Across all surveys, the following information was gathered:

- Participant Information: Participant position, organization, and industry sector
- Definition of Manager (the occupational focus of the curriculum): The definition broadly describes the manager's role and includes the who, what, how, and why of the occupation. Respondents were also invited to record their "manager" definition.
- Managerial Duties: General areas of competence that successful managers demonstrate or perform on an ongoing basis. Duties are not the same as tasks, which have a definite beginning and ending and can be defined by two or more specific, observable steps. Here again, respondents were invited to share what managers do, not what others think managers do.
- Impact of COVID-19 pandemic: How has COVID-19 changed managerial concerns or practices in your organization that you expect to be long-term or permanent?

### Pre-Session Survey:

Results of the Pre-Session Survey conducted beginning on May 19, 2021 and prior to the first virtual session were compiled into competency areas, and duties associated with these competencies were emailed to participants.

### Virtual Session 1:

Because of the pandemic, the sessions that would normally be done in-person as part of the DACUM process were conducted online, with the first virtual session held on June 3, 2022. After Virtual Session #1, the original "competency areas and duties" document was revised, integrating feedback received in this session.

### Knowledge and Skills Survey:

The Knowledge and Skills Survey was conducted prior to the second virtual session wherein participants were asked to (1) identify the knowledge and skills needed for high proficiency performance of each of the duties established during the first virtual session and (2) identify any industry/organizational certifications associated with that duty. An email was sent with the revised document based on the prior session and survey results. At this point, the document included competency areas, duties, and examples of knowledge and skills identified during the previous session and in the survey.

### Virtual Session 2:

The first topic for Session 2 was a review of knowledge and skills identified by the participants in the survey for each duty. The last part of this session was devoted to generating ideas about:

- Recruiting students and/or adjunct faculty
- Creating "real world" projects for management students



# 12

## How this Promising Practice Works cont.

### Follow-up Survey:

Following Session 2, the evaluator again updated the document, incorporating this session’s ideas, feedback, and the survey. A follow-up survey was emailed to participants, asking one last time for feedback on the competencies–duties– knowledge/skills document and any further course project ideas. All of the competencies developed through the DACUM were mapped to courses offered in the Applied Management BAS program and are also included in the final capstone course assessment.

Implementation of the DACUM required care due to the pandemic. Restrictions and safety considerations associated with the pandemic compelled the decision to conduct the DACUM process virtually. Because of the detrimental health implications of COVID-19, the traditional storyboarding approach was impractical. Other modifications were also needed to ensure the DACUM process was a logical approach for the BAS in Applied Management. First, a traditional DACUM process often focuses on a technical job rather than a management position, with the focus on discrete tasks rather than managerial duties or responsibilities. Second, DACUM is generally a one–or two–day workshop where a storyboarding process is used to generate charts. Because the curriculum development project needed to be conducted completely online, the design was more efficient and honored the limited time participants could give to the process.

Over half (56%) of the industry participants in the DACUM now sit on the BAS–Applied Management (AM) program board. This board works with other local industry to begin discussions about paid internships. The board has also brought more instructors into the program and, in a few instances, prospective students. The advisory board was also a driving force for the new diversity requirement change to the program and approved by the college’s Instructional Council.

### Supporting Research & Resources

The DACUM process was developed to engage managers employed in the region so that the thinking and observations of these managers could be incorporated into the initial curriculum development conducted for the BAS degree proposal. It also included ideas for enhancing the curriculum with suggestions for real–world experiences for students.

Two resources that may be useful for conducting the DACUM process for management–focused bachelor’s programs are:  
Kosidlak, J. G. (1987). Dacum: an alternative job analysis tool. (developing a curriculum). *Personnel*, 64(3), 14.  
Stup, R. E., Holden, L. A., & Hyde, J. (2007). Profiles of management competencies identified by successful dairy managers. *Professional Animal Scientist*, 23(6), 728–737.



# 12

## Lessons Learned

- The initial request for industry partners to participate in the DACUM process came from the President’s office. Then, follow-up calls came from employees on campus with connections to the industries that the college wanted to include in the DACUM process.
- Nudges help secure completed surveys.
- Reminder emails are necessary for meeting attendance and hitting important deadlines.

## Nominator

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# 13

## Promising Practice

### Cohort Model & 8-Week Schedule

#### College Name & Website

Modesto Junior College <https://www.mjc.edu/>

#### State

California

#### CCB Program, Degree Type & Link

Respiratory Care, Bachelor of Science (BS)

#### One-Sentence Description

Modesto Junior College created a cohort model with two eight-week sessions per semester for the B.S. degree in Respiratory Care.

#### Primary Goals

- Collaboration – The cohort model facilitates collaboration and social interaction among peers. It promotes an enhanced sense of community and allows students the opportunity to develop professional academic relationships. This is especially important in the online learning format. The cohort model assists in humanizing the course.
- Support – The cohort model creates a sense of support. Faculty have the opportunity to become familiar with the students within the cohort and are able to identify potential problems when assignments are late or grades drop. Students are also more prone to assist and support each other in the cohort model as a result of building relationships.
- Structure – The cohort model promotes structure in online learning by incorporating due dates for assignments, projects, and quizzes. Members of the online cohort assist each other in being accountable for completing assignments on set due dates.
- Networking – The cohort model promotes networking between working and non-working respiratory care professionals. Students within the cohort are given the opportunity to connect with their peers and learn of employment opportunities within the profession.

#### How this Promising Practice Works

The B.S. degree program in Respiratory Care began in August 2017. The program admitted a cohort each fall semester by recruiting working practitioners who desire an advanced degree in respiratory care. Between 6–20 new students are enrolled in the program each year.

This promising practice involves two courses (six units) offered over an eight-week session, with two sessions per semester. All students admitted for the fall semester make up the cohort for the 15-month program, and these students interact within the cohort, complete projects, participate in discussions, and build community. Tools are incorporated so that students are able to see each other (i.e. Zoom, Flipgrid, etc.). Discussions and assignments also allow for small group interactions.

# 13

## How this Promising Practice Works *cont.*

This promising practice is executed by the campus administration, program director, faculty, support staff, and advisory committee that also includes employers and community partners.

The college administration would like to enroll more students in the program each year. To this end, there was an effort to admit new students in the fall and spring semesters, thus blending and creating more than two cohorts starting in the program in an academic year. This attempt to reform new cohorts has been attempted one time and results are being evaluated.

The B.S. in Respiratory Care program has a low attrition rate, which is attributed to the community that is nurtured among students. Students and faculty are able to interact and communicate their concerns, problems, and challenges as a result of positive interaction and communication. Also, the faculty is positioned to encourage student feedback and assist students when problems or difficulties arise. Students feel valued and supported with this model; they are much more than a student ID number.

### Lessons Learned

The cohort model has proven effective in improving student outcomes by creating community, fostering accountability among peers, and facilitating collaboration. The process is not difficult, but it does require one start date, which means applicants interested in admittance must wait until the following academic year.

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# 14

## Promising Practice

### Experiential Learning Outside the Classroom

#### College Name & Website

Lone Star College (LSC) <https://www.lonestar.edu>

#### State

Texas

#### CCB Programs, Degree Types & Links

Cybersecurity, Bachelor of Applied Technology (BAT) Nursing  
Bachelor of Science in Nursing (BSN) Energy  
Bachelor of Applied Science (BAS)  
Manufacturing and Trades Management, Bachelor in Applied Science (BAS)  
[Link to Bachelor Degrees](#)

#### One-Sentence Description

This promising practice bridges the gap between the classroom learning pace and the dynamic industry pace that transcends tools used in classes.

#### Primary Goals

- Provide students with mentorship and hands-on learning to create real-world relevance and enable Cyber Security students to prepare for the most recent threats
- Integrate formative field exposure
- Embed an active and continuous outside-of-classroom experience within the curriculum
- Engage students in programs that develop a broad range of soft skills, including teamwork, leadership, critical thinking, and networking
- Create a separate advisory board that includes primarily cyber security leaders and experts

#### How this Promising Practice Works

Beginning in fall 2017, Lone Star College (LSC) focused on boundless teaching and learning outside of the classroom and in lab environments. Building on Larsen, Walsh, Almond, and Myers (2017), this approach to experiential learning engages over 70 students, majority racially minoritized, on an annual basis. The curriculum offers a broad range of soft skills and leverages teamwork, communication, leadership, problem solving, adaptability, critical thinking, and networking outside of the classroom. Examples of the experiential learning scenarios include:

- A mentorship program with Information Systems Security Association (ISSA) international providing students with CEO-level, hands-on approaches in current industry experience
- An internship project with LyondellBasell Industries
- API Cyber Security Conference three-day program
- An industry partnership to develop a cyber security-relevant math track (offered as an alternative to discrete math) that combines logical math and coding
- Key industry leaders' speaker series
- A continuing education (CE) cyber security boot camp





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## How this Promising Practice Works cont.

This practice is led by the Associate Vice Chancellor for Academic Affairs, and the Executive Dean provides leadership, strategic vision, and connections with key industry leaders. Faculty of the Bachelor of Applied Technology Cyber Security program embed experiential learning in the course content, pedagogy, and assessment and plan the asynchronous-synchronous mix, peer learning, and student engagement. Faculty members also accompany student cohorts participating in outside functions, conferences, and events. The Department Operations Manager gauges student participation and engagement and follows up on paperwork needed to allow the students to benefit from these experiential learning initiatives.

Research on experiential learning scenarios show higher levels of student motivation, academic performance, retention, success, completion, and graduation. Integrating formative field exposure has also been shown to produce an immediate sense of purpose and connectedness and forge a shrewd field research mindset to stay current and professionally relevant in a rapidly changing industry (Hutson, Cooper, & Talbert, 2011). Industry involvement and outreach has contributed to a strong program brand resulting in graduate employment. The college plans to add more robust building blocks of theory, tools, attacker tactics, soft skills, and more in the future, including live-fire cyber range scenarios with real-world simulated incidents.

Recommendations for overcoming barriers in the implementation of experiential learning include:

- Recognizing how online learning and social isolation as occurred during the pandemic can affect student motivation; customize lab environments for social distancing and take other precautions
- Establishing industry-based initiatives through challenging times, including during the pandemic when companies were unwilling to engage in in-person meetings and internships
- Making students aware of benefits, preparedness, continued motivation, preparation time, and logistics

## Supporting Research &amp; Resources

Research studies and resources relevant to this promising practice are:

Claiborne, L., Morrell, J., Bandy, J., Bruff, D., Smith, G. & Fedesco, H. (2020). Teaching outside the classroom. Vanderbilt University Center for Teaching. Retrieved [1/31/2022] from [here](#).

Dewey, J. (1897). My pedagogic creed (No. 25). EL Kellogg & Company.

Georgiadou, Mouzakitis, Askounis, & Dimitris (2021). Designing a cyber-security culture assessment survey targeting critical infrastructures during the covid-19 crisis.

International Journal of Network Security and Its Applications, 13(1), 33–50. SSRN: [Link](#)

Hutson, T., Cooper, S., & Talbert, T. (2011). Describing connections between science content and future careers: Implementing Texas curriculum for rural at-risk high school students using purposefully designed field trips. *The Rural Educator*, 33(1), 37–47.

Morgan, S. (2021). Cyber Security Jobs Report. 1–3. [Link](#)

Pridmore, J., & Oomen, T. (2021). A practice-based approach to security management: Materials, meaning, and competence for trainers of healthcare cybersecurity. In *International Security Management* (pp.357–369). Springer. doi:10.1007/978-3-030-42523-4\_24

# 14

## Lessons Learned

- Keep students motivated and energized while progressing toward their goal
- Follow up on all initiatives to ensure the shift from a one-time meeting format to an ongoing relationship is sustained
- Follow up with ISSA, mentors, and mentees every two weeks to build rapport and offer additional support

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# 15 Promising Practice **Digital First**

**College Name & Website** Jackson College <https://www.jccmi.edu/>

**State** Michigan

**CCB Program, Degree Type & Link** Energy Systems, [Bachelor of Science \(BS\)](#)

**One-Sentence Description** The digital first online practice focuses on providing all students with course content (textbooks and courseware) by the first day of class in digital format.

- Primary Goals**
- Reduce content costs for students
  - Enhance equity through access and supports for student success
  - Meet students where they are and address student expectations
  - Evolve and modernize the campus bookstore to one that better meets student needs

**How this Promising Practice Works** In fall 2021, Jackson College adopted a digital first content strategy, rolling out BibliU’s “learning solution” ([link here](#)). Core to this promising practice is the idea that textbooks and course materials represent a vital infrastructure to support student learning. This promising practice involves a procurement and provisioning model that involves the Director of Auxiliary Services, Chief Operating Officer, Vice President of Academic Affairs, and Faculty Services.

In this promising practice, course content is packaged with enrollment in that students access textbooks and course materials through the college’s learning management system (LMS) for a set fee per student. Begun with general education, BibliU is now rolled out to all 5,000+ students attending Jackson College, including the college’s BS program in Energy Systems. Students are guaranteed access to digital materials at a reduced cost by the first day of class, offering a cost savings of 30–50% compared to typical textbook costs per course.





# 15

## How this Promising Practice Works *cont.*

This practice prioritizes digital content that conveys other benefits for students beyond mitigating the last-dollar expense barrier to enrolling in or completing college. By its very nature, the digital format promotes equity by making course materials available on students' preferred devices (e.g., laptop, mobile phone, tablet) both on and offline. Notably, digital content also provides enhanced access to students with learning disabilities, such as dyslexia or vision impairment, and includes study features like text-to-audio and speed-reading not available in print format. Also, digital content offers future opportunities to convert static textbooks into interactive courseware, with in-book discussions with faculty and students, nudges, and quizzes.

The Digital First content practice is a new business model in which the institution bills students for content costs. Because of unfamiliarity with this approach, the model's value must be communicated to stakeholders, including students, faculty, and the institution as a whole. Faculty who are also key stakeholders in the adoption of Digital First need to receive training on the BibliU app features. Moreover, getting a complete booklist for digitalization is an iterative process that requires time to work through the process.

Over time, Jackson College won support from faculty to implement this new model, and after about four years of implementation, 90% of all students attending Jackson College have access to digital textbooks on day one of class.

### Supporting Research & Resources

By reducing the affordability barrier to course materials, this learning solution levels the playing field for academic success. Research suggests that the likelihood of academic success is much higher for students who have access to all required materials and address student anxiety about gaining access to textbooks needed to achieve academically.

### Lessons Learned

- Do not underestimate the importance of getting faculty feedback on how to provide them with training and support.
- Major campus transitions such as Digital First reinforce that it is never too early to plan.

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# 16

## Promising Practice

## Removing Bias in Admissions

### College Name & Website

Highline College <https://www.highline.edu>

### State

Washington

### CCB Program Names, Degree Types & Links

Elementary Education, Bachelor of Applied Science (BAS)  
 Early Childhood Education, Bachelor of Applied Science (BAS)  
 Cyber Security & Forensics, Bachelor of Applied Science (BAS)  
 Applied Behavior Science-Youth Development, Bachelor of Applied Science (BAS)  
 Integrated Design, Bachelor of Applied Science (BAS)  
 Respiratory Care, Bachelor of Applied Science (BAS)  
 Global Trade and Logistics, Bachelor of Applied Science (BAS)  
[Link to all Highline CCB degree programs](#)

### One-Sentence Description

With BAS admissions, Highline College has removed admission criteria such as essays and recommendation letters to reduce elements of bias.

### Primary Goal

→ Improve access to BAS programs to which students can apply once they are within 30 credits of receiving an associate degree.

### How this Promising Practice Works

Beginning BAS-degree programs in 2016, Highline College has used lessons learned over the years to improve its admissions process. Now, the process focuses on removing subjective criteria that have traditionally been used to “gatekeep” marginalized student populations from admissions to competitive programs, including removing personal statements and letters of recommendation that may be used to limit access to the baccalaureate by qualified students. Once students have decided to apply, they can spend only about 5–10 minutes to complete the application process. This expedited admissions process can be especially important to students who need to take a course offered only once a year. When the college requires students make adequate progress towards both an associate and bachelor’s degree, it is important to be able to gain admission and enrollment on a timely basis.

This practice is led and implemented by a collaborative team of Highline College professionals, including the BAS Admissions coordinator, the Associate Dean for BAS, and Workforce Pathways personnel, and also supported by BAS faculty leads.

# 16

**How this Promising Practice Works**  
cont.

Challenges to implementing this practice include recognizing changes needed to move from the paper application process to this new one. At Highline, the department administering BAS admissions had to be intentional in ensuring the broader college community was informed of this new practice. Highline professionals also had to be collaborative in working with faculty leads, including carefully constructing language about the new admissions process on the Highline College website.

Similar to any other admissions process, the process of removing bias in admissions had to be described clearly and accurately to avoid confusion. This concern is especially acute when programs have more applicants than open positions.

Highline College students found the new admissions process to be clear and simple. In the academic years of 2019–2020 and 2020–2021, the college admitted an average of 233 students during a time when COVID-19 was impacting enrollment. This new admissions process that de-emphasizes criteria potentially biasing admissions for underserved student populations is also attributed with helping Highline College sustain enrollments in BAS programs when community college enrollments have been falling in the state and nationally during the pandemic.

**Supporting Research & Resources**

Highline College has a dedicated website that provides details on admission requirements and how the admissions process works. Students select BAS programs and login to complete the process online [here](#).

**Lessons Learned**

- Clearly convey the gatekeeping of traditional selective admissions practices and the importance of removing barriers to admissions.
- Share information with key stakeholders and the broader campus community so there is transparency, accuracy, and clarity in reforming admissions processes.

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# 17

## Promising Practice

### Faculty Mentors/ Advisors and Peer Mentors for Students

#### College Name & Website

West LA College <https://www.wlac.edu/>

#### State

California

#### CCB Program, Degree Type & Link

Dental Hygiene, Bachelor of Science (BS)

#### One-Sentence Description

Faculty members are assigned a group of students upon entry into the dental hygiene program who monitor completion of course requirements and retention to graduation.

#### Primary Goals

The goals include:

- Create a sense of belonging for students in the cohort group
- Improve the three-year program completion rates for all student groups
- Explore a replicable strategy that can be used by other workforce-focused CCB programs
- Document program retention semester to semester and year to year

#### How this Promising Practice Works

Since the initiation of the bachelor's program in dental hygiene in 2016, the program director has assigned faculty members to meet regularly with a group of students to ensure they are on a path to completion. The actions of the faculty include ensuring their mentees are meeting program clinical competencies, grades are posted in the program grade book, and tutoring is provided, when needed. In addition, students receive mentoring from their peers.

Once students are accepted into the dental hygiene program, the list of students is given to the upper class president. A student-only picnic is arranged where all students come together to meet, share experiences, and connect with their peer mentee (Big Sister/Brother). The peer mentee and mentor exchange contact information for future meetings, tutoring, and so forth. Since the program is cohort based, the connections are coordinated by the program director. The upper classmates receive service credit for meeting with their mentee. These meetings consist of tutoring and/or any type of guidance needed to help students be successful in the program. They also help with relationship building.

The program has a 90–100% success rate, with the small percentage of students who depart realizing they do not want to pursue a career in dentistry. Being assigned a faculty mentor provides students with someone who they can turn to for any reason and get the support they need. In addition, student grades are input by advisors and monitored regularly to ensure progress toward completing requirements, as well as reaching required competencies on required tasks. Also, students can allow for comments/feedback.



# 17

## How this Promising Practice Works cont.

Overall, this practice has been successful, but part-time faculty are less available to students than full-time faculty, which prompted the program to assign more full-time faculty to students. Also, since the start of the bachelor's program, additional full-time faculty have been hired, which helps support mentoring. Even so, part-time faculty use their office hours to tutor and advise students accordingly.

Approximately 200 students are involved in this promising practice on an annual basis.

### Supporting Research & Resources

This is a long-standing practice in the dental hygiene program that has proven successful over the years. Thus, the practice has been continued in the bachelor's program.

### Lessons Learned

This practice is very useful in mentoring students and monitoring their progress toward degree completion, but it has some challenges. Faculty delays in grading can impede their ability to provide early alerts to students who may need advising and support to stay on the path to graduation. To address this concern, a tracking/grading system is developed for new students every semester that is time-consuming but well worth it. Recognizing faculty and peers differ in the level of support they provide students is important, requiring guidance to help them be inclusive in mentoring students.

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*My Bachelor's degree allowed me to receive a raise at work, and, as a result, I was able to buy a new car, put a down payment on a house and even buy a dog!*



Jorge Suarez, CCB Graduate





# 18

## Promising Practice

## Student Success Specialist

### College Name & Website

MiraCosta College <https://www.miracosta.edu/>

### State

California

### CCB Program, Degree Type & Link

Biomanufacturing, Bachelor of Science (BS)

### One-Sentence Description

The student success specialist uncovers the hidden curriculum, advocates for students, and connects them to resources to help them succeed in college and career.

### Primary Goals

- Serve as an advocate, career coach, and advisor to first generation, low income, and racially minoritized students
- Connect students to campus resources
- Serve as a liaison between the academic world and that of the home and workplace

### How this Promising Practice Works

When the Biomanufacturing program was launched in late 2017 as one of California’s 15 pilots, MiraCosta College developed a new position called Student Success Specialist (or Specialist) to support students. Enrolling a diverse group of learners, the majority of Biomanufacturing students are 25 and older, female, and Latinx or mixed race. Nearly 70% are low-income, more than 25% are the first in their family to attend college to earn a higher education degree, and more than 15% are veterans and military dependents. Surveys of community college students show more than 25% are housing and/or food insecure while attending college, and this holds true for Biomanufacturing program students.

Over four cohorts, the specialist has developed a set of practices to meet learners’ needs, including meeting students individually or as a group on a weekly basis to find out how their classes are going and help diagnose barriers to success. From these regular interactions and results of qualitative surveys, a number of other practices have been developed as a blueprint to help advance the student success specialist position.

Another important responsibility of the specialist is to connect students with academic and non-academic resources to ensure they have what they need to succeed and also advocate for students to be treated equitably. Regular communication with instructors to monitor student academic progress is critical. Building trust with students is an express objective to help ensure the most effective approach, including creating individualized plans to help students perform well and feel supported throughout the academic term.

The specialist’s role also focuses on creating an environment where students feel well prepared to start careers in the life sciences, and the specialist helps facilitate these connections. In the first weeks of the semester, near-peer-to-peer mentoring between alumni and current students is used to network and prepare students to start employment with a near-peer mentor who graduated from the program and is currently employed in the industry. Ten weeks of “Mentoring with Industry” is an additional opportunity for students to be coached by an industry partner in a management role and build a professional network for life. The specialist also contributes to a weekly Biomanufacturing Seminar Series that features guest speakers who present on a topic of their choice, share their career journey, and engage in a Q&A with the students.



# 18

## How this Promising Practice Works cont.

The specialist also plays a role in recruiting students to the program and transitioning them to graduate education. The specialist attends career fairs with local high schools to build the pipeline. The local master’s degree program features regular engagement activities for their own students, much like the Seminar Series, and the Specialist attends these with the bachelor’s students to broaden their networking and enrichment.

The Biomanufacturing program exhibits positive retention, graduation, and employment outcomes for students accepted as a cohort into the upper division following an open access lower division experience. Through four cohorts, 91 of 98 (93%) students who started the upper division program have earned a bachelor’s degree. The employment rate for the first three cohorts is also 93%, and 82% of the fourth cohort of graduates in May 2022 is already employed and several interviews pending. These outcomes are distributed equitably by race and ethnicity, with high success rates for historically underserved student groups. Though many factors contribute to student success, these outcomes attest to the value of the Student Success Specialist role in validating the success of diverse learners in a STEM program of vital importance to the college district.

### Supporting Research & Resources

The What Works Clearinghouse (WWC) practice guide on Effective Advising for Postsecondary Students by Karp, M. et al. (2021, October) [Link](#)  
For a list of competencies and resources on holistic student supports from Achieving the Dream (ATD), see this [link](#)  
Fino, M. (2021). STEM equity: Access and success in a novel community college baccalaureate [Doctoral dissertation]. San Diego State University.  
Gomez, J. M. (2020). Defining the role of a student success specialist in a novel community college baccalaureate program in biomanufacturing [Master’s thesis]. California State University San Marcos.

### Lessons Learned

From an administrative perspective, the program’s impressive outcomes result from investing in intentional and intrusive supports that create an environment inevitable to student success. Considering all the ways the specialist is able to help bridge challenges for students, program leaders feel certain the observed success rates would not be possible without the specialist’s active role in students’ lives. Overcoming disproportionate impact requires disproportionate effort, which defines the program’s specialist.

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# 19

## Promising Practice

### Engaging Partners to Connect Students

#### College Name & Website

Green River College <https://www.greenriver.edu/>

#### State

Washington

#### CCB Program Names, Degree Types & Links

Aeronautical Science, Bachelor of Applied Science (BAS)  
 Applied Management, Bachelor of Applied Science (BAS)  
 Early Childhood Education, Bachelor of Applied Science (BAS)  
 Information Technology: Cybersecurity and Networking, Bachelor of Applied Science (BAS)  
 Information Technology: Software Development, Bachelor of Applied Science (BAS)  
 Marketing and Entrepreneurship, Bachelor of Applied Science (BAS)  
 Natural Resources in Forest Resource Management, Bachelor of Applied Science (BAS)  
 Realtime Reporting: Court Reporting & Captioning, Bachelor of Applied Science (BAS)  
 All BAS-degree programs can be found [here](#)

#### One-Sentence Description

Mentors in Tech (MinT), working as an intermediary organization, helps diverse learners navigate and launch their tech careers through evidence-based, structured, and inclusive mentoring and industry connection programs, including capstone projects.

#### Primary Goals

The overarching goal of engaging partners to connect with students is to close equity gaps for:

- Students who are trying to enter the industry without having a network in the industry
- Students who are at a community college with limited or no career-specific career services and are less familiar to recruiters (as opposed to students who have access to university and department career services and recruiters who target university students)
- Students from historically marginalized backgrounds who are not well represented in colleges and in industries where they may lack of a sense of belonging

#### How this Promising Practice Works

The faculty in the applied baccalaureate program is partnering with Mentors in Tech (MinT), an intermediary organization that offers technical (tech) industry-focused programs and services to college students who aspire to enter a tech career.

#### Structured Yearlong Mentorship with Industry Mentors

MinT recruits mentors from industry from a large variety of companies across the region and nation. Mentors are provided training on evidence-based practices around mentorship.

Similarly, student mentees are provided training on how to effectively engage in mentorship. Over the course of the year:

- Students are matched with two mentors who share common interests and similar backgrounds and can offer varying perspectives.
- Students participate in monthly meetings with their mentors (1 hour per month with each mentor) to discuss or work on a specific topic.



# 19

## How this Promising Practice Works cont.

- Students share reflections and report on career search and career development activities they have engaged in.
- Students get feedback to support learning and growth.

As a result of this mentorship program, faculty in the program have observed students engage in career search activities earlier in the program and land more internship and full-time opportunities prior to graduation. The faculty have heard personal narratives from both mentors and mentees on personal growth and rewarding experiences through mentorship. Through student feedback, the program now has a better sense of where students need additional support in the program and a better picture of how students are engaging in their career search activities.

### **Paid Industry Capstone Projects**

Through capstone projects, companies are able to discover the unique strengths and abilities of students who otherwise would not have the opportunity to work in the industry. The engagement of partner employer mentors is approximately 18 hours over 10 weeks. During that time, students learn about project management, product management, technical implementation, user experience, and design, and they ultimately deliver a finished project. All these skills are critical for students who plan to transition from college to career in a tech field.

The students form teams and use industry-led practices to plan, build, and deploy real software, which grows and refines their skills. Student teams partner with project clients from industry (e.g., Microsoft, GitHub, and an attorney-entrepreneur) and earn a stipend for their work. Students build a resume with a brand-name company to accompany a project description that includes the latest tech practices. This capstone project is mentioned by many students as motivation for joining the program.

Students who have completed the capstone projects have landed summer internships in tech positions at companies like Costco Wholesale, REI, Alaska Airlines, and regional firms, and a few students have landed full-time jobs before graduation.

Students who were not able to access an internship or full-time role after the project for various reasons (e.g., parents with childcare responsibilities, disability/medical condition, unable to leave essential employment) were still able to list the projects on their resume.

### **Industry-Specific Career Services**

Mentors in Tech offers students a monthly opportunity to access industry-specific career services with expert voices. Group workshops are held on topics like:

- Navigating the Tech Hiring Process, featuring recruiters and HR directors from two different companies
- Tech Interviews, featuring a software engineer and a technical project manager who conduct tech interviews and offer a live demonstration of two different whiteboarding interviews with students
- Salary Negotiation, featuring an experienced HR recruiter who gives students a “behind the scenes” look at how negotiation is conducted by employers



# 19

## How this Promising Practice Works cont.

In addition, some individual and small-group events are offered to students around specific topics like Resume Review, Military Veterans in Tech, Reframing Prior Experience, Working Abroad, and Tech Work Visas, with experts sharing their insight and advice.

### Supporting Research & Resources

Employer Partnerships Essential to High-Quality CCB Programs was a CCBA webinar that featured perspectives from Kendrick Hang (program faculty member) and Kevin Wang (founder of Mentors in Tech) on this partnership. [Link](#)

MinT has an extensive website showing how companies, colleges, students, and mentors can get involved. [Link](#)

The Christensen Institute published an interview with Kevin Wang, the founder of MinT. [Link](#)

The Paid Industry Capstone Project component is a Career Connect Washington – Career Launch–endorsed program (Green River College, partnering with MinT). More details are available [here](#) and [here](#).

MinT is a Career Connect Washington Program Builder, bridging connections between industry and educators to create and scale Career Launch programs. [Link](#)

McCarthy, M. A., & Bragg, D. D. (2019, August 19). Escaping the Transfer Trap, Washington Monthly. [Link](#)

### Lessons Learned

- Engage and partner with an organization, such as a non-profit or social good intermediary, to connect students and the program with a wider range of industry partners
- Partner with an intermediary organization to present a single, collective voice to industry and other community colleges with similar programs
- Create partnerships to provide industry-specific career services that otherwise would not be regularly sustainable by the program
- Engage students in paid industry capstone projects to give students a learning experience that is similar to a traditional internship but more accessible to them
- Connect students with mentors from industry to help them navigate into a new career, engage earlier in career search activities, and foster confidence and a sense of belonging in industry

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# 20

## Promising Practice

### Google Map Tracker

#### College Name & Website

Centralia College <https://www.centralia.edu/>

#### State

Washington

#### CCB Program Names, Degree Types & Links

Teacher Education, Bachelor of Applied Science (BAS) ([English](#)) ([Spanish](#))  
Information Technology (IT), [Bachelor of Applied Science \(BAS\)](#)  
Diesel Technology, [Bachelor of Applied Science \(BAS\)](#)  
Behavioral Healthcare, [Bachelor of Applied Science \(BAS\)](#)  
Applied Management, [Bachelor of Applied Science \(BAS\)](#)

#### One-Sentence Description

A Google Map Tracker shows where graduates of the BAS in Teacher Education (BASTE) are teaching in the community college’s district.

#### Primary Goals

- Demonstrate how the “grow your own” model for the BASTE program works by showing where graduates work in the community college district
- Meet the employment needs of local K-12 school districts

#### How this Promising Practice Works

Originally developed as a physical map with pins showing the locations of the first cohort of BASTE graduates, in 2021 this information was integrated into a Google Map format to capture three cohorts of graduates and show where they work in the community college district.

The Google Map Tracker is a visual representation showing that the majority of graduates are employed in local communities, confirming Centralia College’s belief that this program is a significant contributor to addressing the teacher shortage in its rural area. The tool shows stakeholders how the college is supporting BASTE graduates to meet workforce needs in K-12 education in the county by visually displaying their teaching locations. The idea for the Early Childhood Education program grew from K-12 school districts indicating their severe need for teachers who: (1) understand the needs of low income students; (2) understand the culture of living in a rural community; and (3) are highly skilled. The college created the ECE program with these needs in mind.

The Google Tracker was designed by the BASTE program director who is also a pro-rata faculty member and advisor for the program. Because of the multiple roles played by the director, this individual creates lasting relationships with students that facilitate the collection of timely and accurate post-graduation information.



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## How this Promising Practice Works *cont.*

The target population is para-educators who are employed in the district who would like to advance in their career and become a certified teacher through enrollment and completion of the BASTE program. The second target market for the Google Tracker is students who are seeking a teaching certification to work close to home. On average, 24 students graduate annually from this two-year program.

A significant majority of the students reside in the college’s service district, graduate from the program, and are then employed locally. Because the graduates are residents of the community, they tend to (1) understand the economic challenges of the students they will be teaching; (2) understand rural culture and want to remain in a rural setting; and (3) are highly trained through the program, as demonstrated through employment and retention of employment.

This promising practice offers compelling evidence of the placement of graduates in local K-12 school districts. It is a readily available visual reminder to K-12 partners that “grow your own” BASTE program graduates are ready to work and are already assuming teaching positions in local communities.

The BASTE program has an average completion rate of 86% in two years, and the Google Tracker shows 85 graduates from cohorts 1-3 of the program. About 62% of graduates are working in the college’s service district. If surrounding counties are added to this count, the percentage of graduates working in the college’s service district rises to 78%. Looking at districts that hosted BASTE students during their student teaching experience, the placement rate is very high at 93%. About 8% of BASTE graduates are choosing to not work currently, with some indicating they are waiting for COVID-19 to end before looking for employment.

### Supporting Research & Resources

The resources used to implement this promising practice are the Google Map tool, student graduation data, and surveys of students regarding employment.

### Lessons Learned

- Devote relatively modest resources to implement this promising practice, but the impact can be extensive in terms of providing compelling visual evidence of graduate employment in teaching positions in the district
- Provide a consistent workforce for rural schools by creating the Google Tracker, which has had a favorable impact on the college’s partnerships with rural districts

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# Lessons Learned



*As a result of what I learned in the baccalaureate program, I was able to go from being a server to being the Executive Vice President of one of Central Florida's largest caterers. I decided to go back to school because I was in a transition point in my life where I knew that in order to get the things I wanted out of life and in order to live up to my own expectations of myself, I needed to get a degree that was going to open doors for me and also give me the knowledge and the skills I would need to be successful in my career. I owe it all to that bachelor's degree program.*

**Hector Boehme, CCB Graduate**



CCBA's Promising Practices project provided community college practitioners with an opportunity to share the decisions they make and the actions they take to make CCB degree programs work for their diverse students. The project documented how practitioners address the needs of their students, many of whom are racially minoritized, first-generation college, low-income, and marginalized from baccalaureate education, and facilitate college attendance for these students who often work full-time to support their families. These working learners seek accessible and affordable baccalaureate programs that are applicable to their current and future employment, career, and life goals.

This project documented what the promising practices that practitioners saw as most salient to student success in baccalaureate-degree completion, well-paying employment, and career advancement opportunities. Sharing the lessons learned by those closest to CCB degree programs, including college faculty, staff, and administration, enables others to learn from their experiences in implementing and improve CCB programs on their campuses. This section synthesizes lessons learned from the 20 promising practices into four themes, reflecting what it means to advance quality, equity, and student success in CCB degree programs.





## 1. Equity-Minded Practitioners

In writing about lessons learned, practitioners involved in this e-book acknowledged that equitable student success must be intentionally designed into the fabric of CCB degree programs. They understood their students' needs and aspired outcomes on a deep level, and they used this knowledge to determine what the program and college would need to do to ensure a level playing field for students who have had little or no opportunity to pursue a baccalaureate degree. While some CCB degree students have finished an associate or higher degree before enrolling in a baccalaureate-conferring program at the community college, some have completed college credit but have not yet finished a degree. College-going and full-time work are a necessity for many adults, complicating their return to college to pursue a bachelor's degree. CCB degree programs are intentionally designed to meet the needs of these students, recognizing many of them have familial, cultural, religious, and other personal experiences that need to be respected in program design.

Examples of the lessons practitioners learned about equity in student success include Skagit Valley College's BAS programs use of an "equity 360 design" approach that "dismantles traditional learning constructs and rebuilds them in a way that supports student access and achievement" and Weatherford College's "numbers with heart" initiative that asks the entire "college community to envision caring as demonstrated through quality of service, recognizing everyone is responsible for improving student outcomes."

## 2. Pathway-Designed Programs

Many practitioners described lessons learned relating to their CCB degree programs being part of pathways that lead to employment, career advancement, and graduate education. These practitioners did not envision programs as terminating without giving options beyond the baccalaureate. Rather, they pictured programs that open even more doors to pathways to enhance students' wellbeing. Using a pathway design addresses the entire learning experience, from the time students decide to enroll, through their

whole educational experience in the classroom and workplace, to completion of their bachelor's degree and transition to the next phase of their education, employment, and life. Several practitioners spoke about implementing programs of study that energize and inspire students to continue learning as they move from classrooms, to online formats, to work-based learning, and to employment.

Exemplifying elements of pathway design, practitioners at Highline College thought carefully about how to get students on a path, taking steps to remove bias in admissions processes for their BAS programs. This change process involved informing "key stakeholders and the broader campus community so there is transparency, accuracy, and clarity in reforming admissions processes." In another example, Lone Star College's Cybersecurity program recognized the importance of connecting students to industry leaders to help them network and actively engage in experiential learning that extends into employment. By creating a pathway that strategically blurred the lines between the classroom and workplace, Lone Star contributed to equitable outcomes (i.e., learning, completion, and employment) for students in the program.

## 3. Employer-Engaged Partners

Most CCB degree programs are created with the goal of preparing graduates for well-paying employment that offers career advancement. Many students enrolling in CCB degree programs already have work experience, including experience in the industry for which they are pursuing a bachelor's degree. Involving employers in the process of baccalaureate program design and ongoing delivery is critical to ensuring these programs demonstrate quality, equity, and student success. Involving employers in program improvement is essential in ensuring that changes in the workplace are adequately reflected in curriculum and instruction, which is vital to program effectiveness and student outcomes.

The alignment of CCB degree programs to the workforce in ways that recognize the needs and aspired outcomes of working learners is uniquely important to the success of these new bachelor's degree programs. We see this commitment to employer engagement and student success in the Biomanufacturing BS program offered by Solano College, where practitioners describe their efforts to “involve industry partners early and often in curriculum design, equipment and facilities decisions, and advocacy with both the community and campus administration.” We also see productive efforts to engage employers in Green River College's partnership with “Mentors in Tech,” which helps students “navigate into a new career, engage earlier in career search activities, and foster confidence and a sense of belonging in industry.” Engaging employers in CCB degree programs can be life changing for students, encouraging them to envision themselves in careers they never imagined possible before pursuing their baccalaureate degree.

#### 4. Community-Anchored Colleges

Possibly the most fundamental and easily overlooked feature of CCB degree programs is their rootedness in local communities where students live and work and where many seek the opportunity to continue to build careers and contribute to civic life. Traditional views of higher education that envision distancing students from their homes as a vital part of college-going are turned on their head when community colleges make baccalaureate degrees attainable for students in their own communities. By situating the baccalaureate degree locally, where distance is reduced between home, work, and school, students are able to reduce commute times and attend college at more affordable tuition rates than four-year universities. These factors can make or break a student's decision to pursue bachelor's degree programs, especially for students whose economic circumstances require full-time work.

Lessons learned about the importance of locally anchored CCB degree programs include efforts of the Allied Health Center of Excellence, formed among Yakima Valley College (home of the Center), Lake Washington Institute of Technology, Centralia College, Edmunds College, and others to develop baccalaureate programs in behavioral healthcare. These programs deal with behavioral health concerns in communities with unmet healthcare needs, including needs that have emerged during the pandemic. The Center has encouraged colleges to emphasize team-based, inter-professional practices that integrate primary care and behavioral health into bachelor's programs. These evidence-based practices replicate the work of healthcare professionals in communities served by these colleges and prepare graduates to move directly into professional roles needed to serve local citizenry.

Further, lessons about nurturing a sense of community among faculty, staff, and students are present in many of the promising practices included in this e-book, exemplified in the cohort design utilized by Modesto Junior College. Practitioners involved in this Respiratory Care BS program shared lessons about the importance of community building within the program and with community partners. Reflecting on this practice, a practitioner leading the program noted the importance of networking with working professionals who are tightly coupled to the program. They observed that “the cohort model has proven effective in improving student outcomes by creating community, fostering accountability among peers, and facilitating collaboration.”

These lessons are indicative of the holistic approach CCB degree programs have taken to serve students and assist them to meet their goals and aspired outcomes. Recognizing this e-book is a beginning to a much longer journey that many community colleges have just begun or are only considering embarking upon, many more advancements are needed to implement baccalaureates fully and effectively in the future.

# Next Steps

The CCB Promising Practices project has been an important undertaking for the CCBA. It has facilitated the organization's leaders and members to provide brief vignettes of CCB degree programs and practices that have garnered very little attention so far. By engaging the CCBA membership in nominating the practices they believe make a difference in quality, equity, and student success, the organization has established an important foundation upon which more documentation and dissemination can take place. To this end, the CCBA will be exploring the following activities in the future.

## Sharing Promising Practices

The CCBA will continue to work with members to identify, gather, and publish promising practices associated with high quality, equitable, student success-focused CCB degree programs across the country. This e-book focused on promising practices on leadership and organizational support, equity-minded practice, pathway designs, curriculum and instruction, student supports, and employer partnerships, and these areas will undoubtedly continue to be top of mind when it comes to CCB degrees. However, it is also important to focus more broadly on other aspects of program design and delivery, including program cost, impact evaluation, and improvement.

## Advancing Quality in CCB Degree Programs

Delving even more deeply into what makes CCB degrees uniquely valuable to underserved working learners will be an important area of focus for CCBA in the future. Plans are being made to investigate what a quality framework and guiding principles might look like for CCB degree programs. Drawing on research from other student-success initiatives advancing guided and career pathways, CCBA is well positioned to facilitate and guide the design, planning, and implementation of new CCB degree programs that reflect the most current knowledge of what it takes to support quality, equity, and success for diverse learners.

## Supporting the Scale-up of CCB Degree Programs Nationwide

Supporting the expansion of CCB degree programs in states that do not yet allow community colleges to confer baccalaureate degrees is important to CCBA. As the primary professional organization dedicated to increasing and improving CCB degree attainment, the CCBA is the national voice for state and college leaders who are just beginning to consider CCB degrees and who are scaling up new CCB programs. Acting as a resource for new initiatives, including helping higher education entities consider the strengths and challenges of gaining CCB conferral authority, the CCBA will continue to develop a portfolio of resources, tools, and templates to assist the field to grow.



*As more and more states authorize and more and more community colleges implement baccalaureate programs, it is critical that they follow the best research and guidance to ensure high quality programs with high quality outcomes for students. This eBook is a great example of the kind of contributions the Community College Baccalaureate Association can provide for our members.*

**Mike Hansen**, CCBA Board Member  
Former President of the Michigan Community College Association



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We would like to acknowledge the individuals whose leadership, advice, and insight helped create this CCB Promising Practices e-book.

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*Thank you to those who served on our CCBA/ECMC Promising Practices Advisory Council.*

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*I want to extend my most heartfelt gratitude to everyone with the CCBA and at MiraCosta College for persisting in the hard work you do to establish CCB programs, so that people like me have the ability to compete with university graduates for jobs and opportunities that otherwise were unavailable for me. To everyone who is still striving to build programs like this in community colleges across the US, I want to implore you to not give up. We need the work you are doing, we need the opportunities you are creating for us. You truly are modern day life-changers and heroes. Please don't stop!*



Esther Nair, CCB Graduate

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