



TRANSMITTAL PAGE

Linn-Benton Community College
Bachelor of Applied Science in Education

Please accept the attached updated Statement of Need and supporting documentation for our application to offer a Bachelor of Applied Science in Education degree at Linn-Benton Community College. The BASE degree will be on the **The Linn-Benton Community College Board agenda in May 2025**. We look forward to working with you to advance this project to increase educational opportunities for our community.

Lisa Avery, President, Linn-Benton Community College
averyl@linnbenton.edu
541-917-4200
6500 Pacific Blvd SW
Albany, OR 97321

Secondary Contact:

Kanoe Bunney, Education Faculty
bunneyk@linnbenton.edu
541.236.4937

HECC contact:

K.C. Andrew, 503-979-5670
kc.andrew@hecc.oregon.gov
Shalee Hodgson, 971-372-0889
shalee.hodgson@hecc.oregon.gov

Emailed to:

HECC.AB@HECC.Oregon.Gov
Mailing Address: 3225 25th St. SE, Salem, OR 97302

Documents Attached:

Attachments:

- [BASE Consortium Agreement](#)
- [Letters of Community Support](#)
- [Occupational Forecast Data](#)
- Employer Demand: [Lightcast](#) report
- [Student Survey Data](#)
- [District Regional Data Survey](#)

Introduction

Linn-Benton Community College, in collaboration with four other Oregon community colleges, is seeking approval to offer a Bachelor of Applied Science in Education (BASE) with a focus on Early Childhood and Elementary Education, including a pathway to an elementary education special education (SPED) license. As part of a statewide consortium, Linn-Benton is committed to addressing Oregon's ongoing and deeply rooted challenges in recruiting and retaining high-quality elementary teachers in special education, bilingual classrooms, and rural communities. Although community colleges and universities have invested significant time and effort over the years in developing Major Transfer Maps (MTMs) and articulation agreement, efforts that have benefited many students, substantial barriers still remain for non-traditional students pursuing bachelor's degrees and licensure. In fact, due to limited access to traditional teacher education programs, many rural and small districts report having no student teachers at all. These challenges are described in this statement of need and are supported by both qualitative and quantitative data.

This effort goes beyond simply addressing teacher shortages. Our shared goal is to ensure every Oregon student has access to an effective, well-prepared educator who reflects the rich diversity of our communities. Despite strong interest in the teaching profession, many non-traditional and underrepresented students face significant barriers completing teacher licensure through existing pathways. By offering affordable, accessible bachelor's degree options at the community college level, Linn-Benton CC and our partner colleges can remove these barriers and support a more inclusive and representative educator workforce.

Recently Oregon has joined a growing national movement of 24 states and counting, that allow community colleges to offer bachelor's degrees in education. Today's college students are increasingly older, more racially and ethnically diverse, and often balancing multiple responsibilities such as employment and family care, while facing financial challenges. However, many postsecondary education systems remain designed for traditional, full-time students, leaving a growing segment of the population underserved (Meza & Love, 2023). As demand grows for these flexible educational models, the BASE degree pathway through the community college consortium has emerged as a viable strategy to expand access and improve outcomes for nontraditional students.

This degree pathway is a necessary step toward equity in higher education and long-term sustainability for our state's educator development. This degree pathway will complement the more traditional pathways that our University partners offer and include options that serve part-time, online, and working individuals with options for credit for prior learning, paid place-based practicums, and flexible learning modalities.

Over the past few years, school districts in Oregon have had no choice but to hire more than 2,000 underprepared teachers on emergency or restricted licenses. Rural and low-income communities have been especially impacted by this lack of highly qualified educators who are connected to their communities and represent their students. According to the 2022 Oregon

Educator Equity Report, there is a persistent gap in diversity between the educator workforce and the student population. In 2021-22, 40% of Oregon's students identified as racially or ethnically diverse, while only 15% of educators did so (Oregon Equity Report, 2022). The proposed BASE degree aims to close this gap by creating a complimentary educator pathway for underrepresented culturally and linguistically diverse individuals, particularly those who are place-bound due to geographic or financial barriers. Research indicates that educators who reflect the students they serve come from the communities they serve can improve student outcomes and engagement, making this initiative critical for Oregon's future workforce.

The 2024 Oregon Educator Equity Report highlights progress in diversifying the state's teaching workforce while also revealing ongoing challenges in retention and completion rates for educators of color. Currently, 20.6% of new teachers in Oregon identify as racially or ethnically diverse, reflecting an improvement from previous years. However, retention remains a significant issue, particularly for early-career teachers and those in high-need fields like special education. The report also notes a contrast between the increasing completion rates of diverse community college graduates and the declining completion rates of diverse candidates obtaining licensure, indicating systemic barriers that continue to impact Oregon's teacher pipeline.

To address these systemic barriers and retain these educators, Linn-Benton's BASE degree will implement proven "grow-your-own" (GYO) strategies such as mentorship, flexible scheduling, stacked credentials, embedded practicum experiences, credit for prior learning, and placed-based, paid practicum opportunities to reduce financial barriers and improve retention while ensuring high quality preparation that prioritizes mentorship and community-responsive preparation. These elements directly contribute to greater access, persistence, and preparation quality for non-traditional students (Bianco & Marin-Paris, 2019).

Research on GYO teacher initiatives shows that recruiting non-traditional candidates from local communities and placing them in supportive environments can significantly enhance long-term retention (Gist, Bianco & Lynn, 2019). Localized programs vary in nature, however nearly every state has some form of program which seeks to harness the place-based knowledge of an individual who is from a community. Expanding upon these strategies, along with targeted institutional support, will contribute to a valuable complementary educator pathway. By increasing access to affordable and accessible education degree and licensure pathways, addressing workforce shortages, and strengthening teacher retention efforts, Linn-Benton's BASE degree will directly contribute to Oregon's goal of building a more diverse and effective educator workforce.

Additional challenges remain with transfer pathways in Oregon's higher education system. The 2025 report by Student-Ready Strategies, commissioned by the Oregon Community College Association, highlights persistent challenges within Oregon's postsecondary transfer system. Despite multiple legislative reforms over the past decade, including the creation of the Transfer Student Bill of Rights, the Major Transfer Maps in Elementary Education, and a statewide Transfer Council, students continue to face significant barriers when transferring from community colleges to four-year institutions. Key issues include complex and poorly communicated transfer pathways, advising gaps, and a lack of access to transfer student

services that continue to place the burden of navigation on students. Regional transfer data described below highlights the lack of success in retention and completion of licensure for community college transfer students. To highlight the challenges of these transfer pathways I have included an example of a recent Linn-Benton Community College's student experience with transferring. I am also including a university's policy shift which unfairly impacts Education students who are trying to follow pre-established articulated maps. Often unclear pathways or a lack of attention to the unique journey of a community college student can lead to student frustration and drop out.

When Emily first entered LBCC she took many Early Childhood courses. After taking an education course, she decided to focus on Elementary Education. She followed the Elementary Education program map at LBCC and her advisor suggested she speak with an advisor at the university where she intends to transfer. When the student spoke with an advisor from this university, she reported her intentions to transfer into the Elementary Education Program. The advisor, using another articulation agreement from the past, refused to acknowledge the articulated agreement of the Major Transfer Map and instead completed a course evaluation based on a different agreement. The student was told to complete more courses. A significant number of transfer students face the issue of their previously earned credits not fully transferring or being applied to their intended major. This can result in increased time and costs for completing a degree. Since she was not able to use the MtM course pathway to complete her degree, Emily was told she had to take many other courses to complete her degree.

One Oregon university has rescinded its acceptance of the general education writing requirement outlined in the Major Transfer Map. Consequently, transfer students are now informed they must complete an additional writing course upon enrollment, as the equivalent course taken at LBCC is no longer recognized within their AAOT. These examples illustrate how a community college student's academic progress can be impeded by ambiguous transfer agreements, university policy changes, or an advisor's failure to adhere to the Major Transfer Map.

To truly serve Oregon's diverse student population and meet workforce needs, the state must revisit legislative intent, improve implementation, and center student equity in ongoing transfer reform. The BASE degree program addresses these issues and will help the state meet these goals.

| STATEMENT OF NEED | |
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| STANDARD | CRITERIA: Draft your responses to the criteria below. |
| 1. Relationship to institutional mission and goals, and Oregon's | a. Describe how this program serves Oregon's residents to obtain a bachelor's degree that provides technical/professional knowledge and skills required for specific career positions with Oregon's local, regional or statewide employers. |

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| educational goals. | b.How does this program serve Oregon’s education diversity and equity goals? |
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1. Program Alignment with Institutional Mission and Goals

Linn-Benton’s mission involves cultivating an environment for success through inclusive education and community engagement.. The proposed BASE degree directly aligns with this mission by creating an accessible, affordable, career-focused pathway for students interested in early childhood and elementary education. Specifically, the BASE degree supports Linn-Benton’s commitment to inclusivity by focusing on recruiting and graduating students from diverse backgrounds, thus increasing representation among educators.

The BASE degree also addresses the need for localized educator preparation programs.This complementary education degree program will prepare educators who can connect effectively with students from various cultural and linguistic backgrounds, a priority highlighted in Oregon’s educational goals. Accessibility is at the root of Linn-Benton’s mission: Given the high percentage of Linn-Benton’s Education AAOT graduates who either do not transfer to local University partners or do not persist if they do transfer, this program will provide additional options that are better suited to meet the needs of community college students.

2. Program Alignment with Oregon’s educational goals

National trends strongly support the development of a Bachelor of Applied Science in Education (BASE) degree at Linn-Benton Community College as a timely and effective response to pressing educator workforce and equity needs. As of 2025, 24 states have authorized BAS degrees at 191 community and technical colleges, including Washington State, where such programs have operated successfully for nearly a decade (Community College Baccalaureate Association [CCBA], n.d.). These programs have significantly improved access for racially and ethnically diverse students; for example, the number of Latine students earning baccalaureate degrees through community colleges rose from 1,623 in 2016–17 to 2,941 in 2020–21—a 4% increase over six years (CCBA, 2024). The BASE degree directly supports Oregon’s education equity goals, including those outlined in the Higher Education Coordinating Commission’s Equity Lens (HECC, 2022), by expanding access to historically underserved students, particularly first-generation, multilingual, and racially and ethnically diverse future educators.

Simultaneously, the United States is facing a severe teacher shortage, with over 314,000 positions either vacant or filled by individuals who are not fully certified—roughly 1 in 10 teaching roles nationwide (Learning Policy Institute [LPI], 2024). Rural and high-poverty schools are especially affected, experiencing chronic staffing gaps and high turnover rates (U.S. Department of Education [USDOE], 2024). Reflecting this national crisis, 86% of public schools reported difficulty hiring teachers for the 2023–24 academic year (National Center for Education Statistics [NCES], 2023).

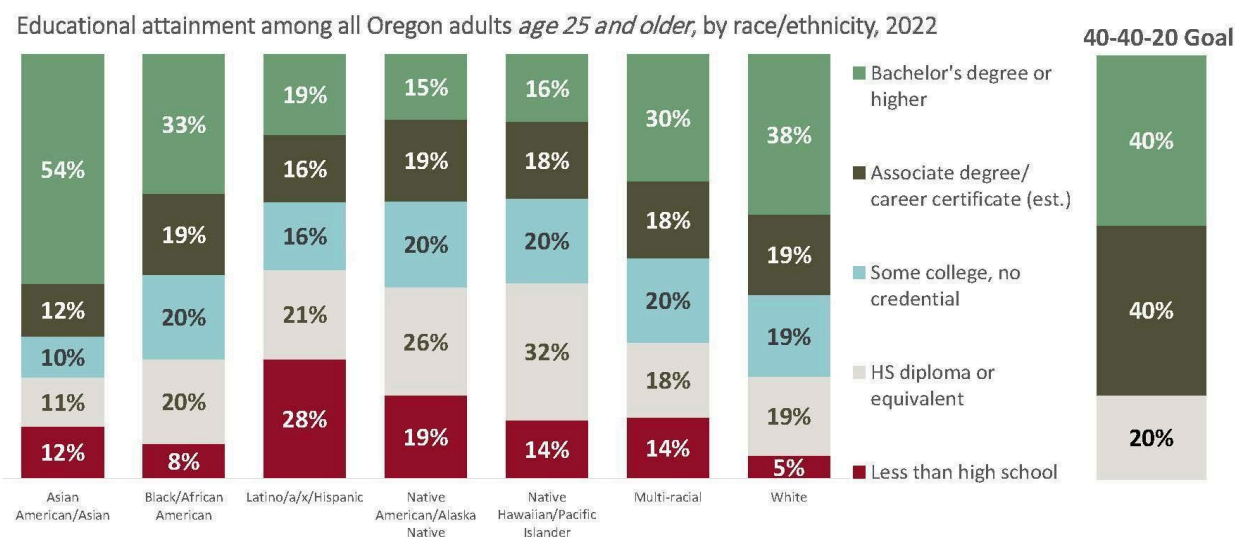
In Oregon, access to teacher preparation programs is largely restricted to university-based models, many of which are in-person or hybrid, making them inaccessible to working adults and place-bound students. A BASE degree at Linn-Benton CC would fill this critical gap by providing a flexible, affordable, and locally available pathway into the teaching profession, particularly for first-generation and Bilingual students. Peer colleges in Washington, such as Clark College, Highline, and Yakima Valley, have successfully implemented similar BAS-Ed programs for comparable student populations. The regional partnership between Centralia and Grays Harbor College further demonstrates how collaborative models can expand access across underserved areas (CCBA, n.d.). Moreover, labor market data show that elementary teaching positions in the Mid-Willamette region offer salaries ranging from \$53,000 to \$126,000, underscoring the degree’s potential to support upward mobility and address regional workforce shortages (Lightcast, n.d.).

Oregon’s goals

Oregon has set an ambitious goal for 40% of its adult population to hold a bachelor’s degree; however, current attainment rates fall short of this benchmark and reveal persistent racial and ethnic disparities Chart 1. Although some groups have approached or exceeded the goal, bachelor’s degree attainment remains disproportionately low among many communities of color.

Chart 1: Educational attainment in Oregon

Educational attainment varies widely by race/ethnicity

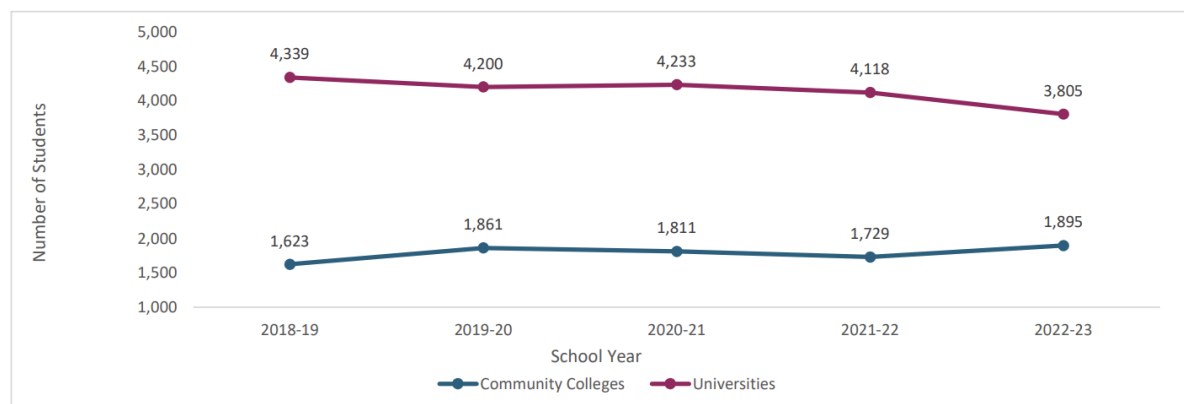


These rates include all adults age 25+. The size of the gaps among young adults are likely smaller than the gaps for all adults, but disparities remain. Equity gaps occur at each level of educational attainment.

Challenges in educator degree attainment and licensure follow these statewide trends with enrollment in education majors at Oregon public colleges and remaining below 4,500 statewide over the past five years, with community colleges contributing a consistent but limited share (see chart 2).

Chart 2: Education degrees earned 2018-2023 at Oregon Public Institutions

Figure 2. Statewide Enrollment in Education Majors at Public Colleges and Universities, 2018-19 to 2022-23



Source: HECC analysis of student data. Note that data on enrollment in public universities includes Oregon residents only.

Furthermore, data from the Teacher Standards and Practices Commission (TSPC) show that while the number of preliminary teacher licenses issued has increased from 6,795 in 2019-2020 to 7,483 in 2022-2023, nearly **80%** of those licenses continue to be issued to white educators, with Latinx educators representing only 5.7% and Black educators just 0.8% in 2022–23. These figures highlight the urgent need for accessible, community-based pathways that support non-traditional students' degree attainment, such as a BASE degree, to improve equity in degree completion and teacher workforce diversity across the state. The 2024 Oregon Educator Equity Report shows a clear gap between community college pathways and teacher licensure (see chart 3).

Chart 3: Oregon Preliminary Teacher Licenses 2019-2023

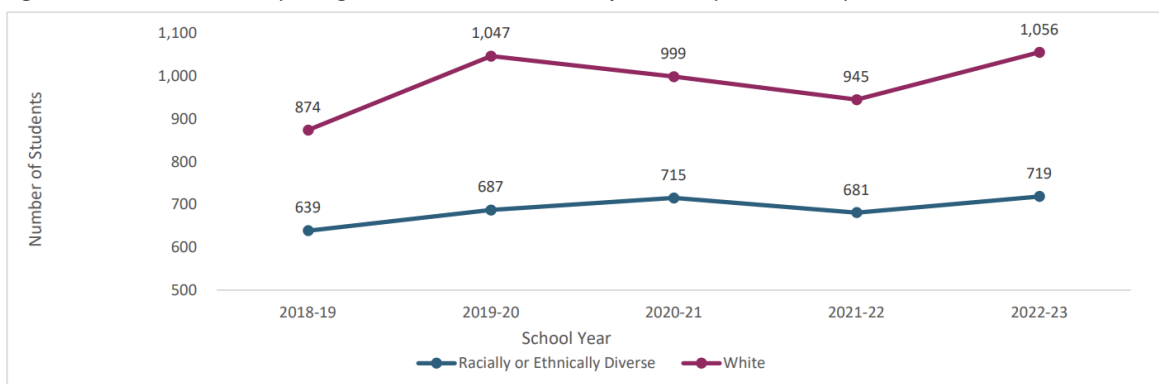
Table 18. Preliminary Teaching Licenses

| Race and Ethnicity | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------------|--------------|--------------|--------------|--------------|
| Asian | 185 | 194 | 167 | 210 |
| Black | 57 | 53 | 57 | 62 |
| Hispanic | 335 | 321 | 389 | 424 |
| Multithnic | 294 | 262 | 265 | 333 |
| Multithnic Hispanic | 196 | 169 | 197 | 268 |
| Native American | 33 | 37 | 30 | 29 |
| Not Specified | 141 | 154 | 142 | 156 |
| Other | 128 | 130 | 126 | 137 |
| Pacific Islander | 13 | 16 | 13 | 11 |
| White | 5,413 | 5,322 | 5,236 | 5,853 |
| Total | 6,795 | 6,658 | 6,622 | 7,483 |
| English is Primary Language | 6,362 | 6,194 | 6,165 | 6,915 |
| English is Not Primary Language | 433 | 464 | 457 | 568 |
| Multilingual | 1,008 | 1,041 | 1,025 | 1,176 |

Source: Oregon Teacher Standards and Practices Commission. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application.

This gap especially affects racially and ethnically diverse students. From 2018–2019 to 2022–2023, enrollment of diverse students in education majors at Oregon community colleges grew from 639 to 719. However, these students are not completing licensure programs at the same rate at four-year institutions. In 2022–23, only 25.3% of students who completed teacher licensure programs in Oregon identified as racially or ethnically diverse. This is lower than their representation in community college enrollment (see Chart 4).

Figure 3. Statewide Community College Enrollment in Education Majors: Racially and Ethnically Diverse Students, 2018-19 to 2022-23



Source. HECC analysis of student data. Does not include international students and students who did not report race or ethnicity.

Many diverse teacher candidates licensed in Oregon were prepared out of state as indicated in the 2024 Oregon Educator Equity report, “The number of racially and ethnically diverse students completing educator preparation programs in Oregon continues to decline each year, though the number of racially and ethnically diverse candidates receiving preliminary teaching and administrator licenses continues to increase each year, likely due to many racially and ethnically diverse candidates having been prepared in programs outside of Oregon” (p. 6). This suggests that Oregon’s current educator preparation programs are not meeting their needs (see Table 1). One major barrier is limited access to affordable and flexible bachelor’s degree programs. These types of programs are important for working adults and students who cannot relocate to attend a university. A BASE degree offered at locations across the state through the Community College Consortium would help close this gap. It would give local and diverse students a clear, affordable path to become licensed teachers while they remain in their communities.

Chart 5: Preliminary teacher licenses issued in Oregon

Preliminary Teacher Licenses Issued in Oregon

| Race and Ethnicity | 2019-2020 | | 2020-2021 | | 2021-2022 | | 2022-2023 | |
|--------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| Asian | 185 | 2.70% | 194 | 2.90% | 167 | 2.50% | 210 | 2.80% |
| Black | 57 | 0.80% | 53 | 0.80% | 57 | 0.90% | 62 | 0.80% |
| Hispanic | 335 | 4.90% | 321 | 4.80% | 389 | 5.90% | 424 | 5.70% |
| Multiethnic | 294 | 4.30% | 262 | 3.90% | 265 | 4.00% | 333 | 4.50% |

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|----------------------|------|--------|------|--------|------|--------|------|--------|
| Multiethnic Hispanic | 196 | 2.90% | 169 | 2.50% | 197 | 3.00% | 268 | 3.60% |
| Native American | 33 | 0.50% | 37 | 0.60% | 30 | 0.50% | 29 | 0.40% |
| Not Specified | 141 | 2.10% | 154 | 2.30% | 142 | 2.10% | 156 | 2.10% |
| Other | 128 | 1.90% | 126 | 1.90% | 126 | 1.90% | 137 | 1.80% |
| Pacific Islander | 13 | 0.20% | 16 | 0.20% | 13 | 0.20% | 11 | 0.10% |
| White | 5413 | 79.70% | 5322 | 80.00% | 5236 | 79.10% | 5853 | 78.20% |
| Total | 6795 | | 6654 | | 6622 | | 7483 | |

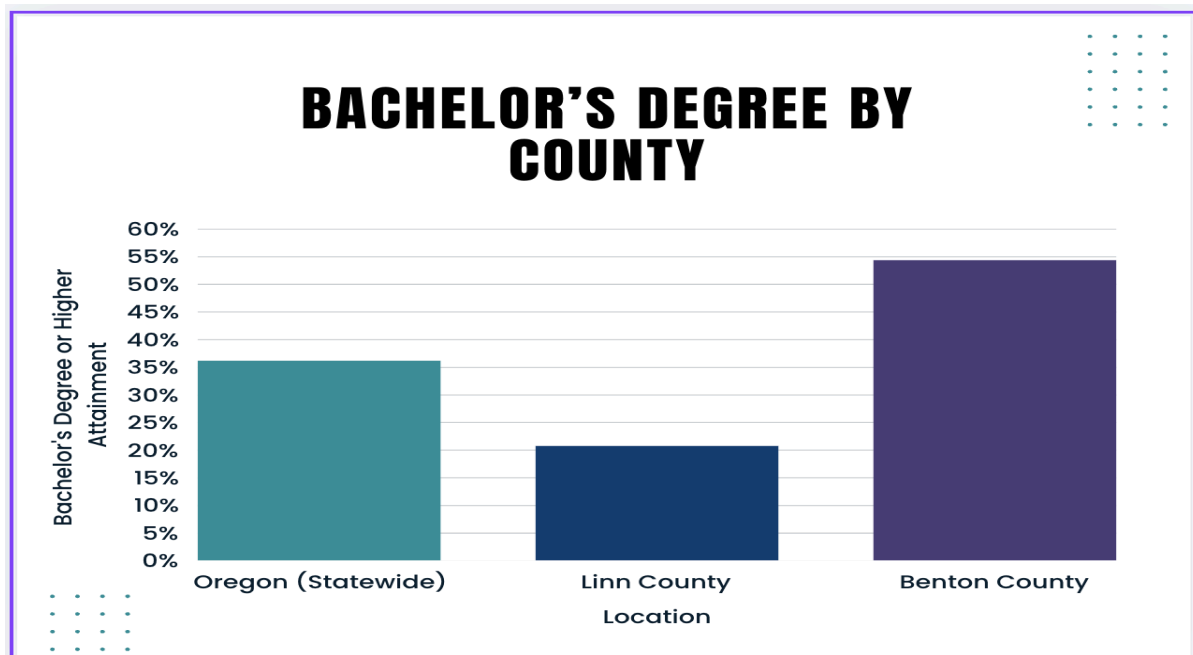
This table is from the data in the image above but with added percentages.

Source: Oregon Teacher Standards and Practices Commission

Linn-Benton Community College Service Area

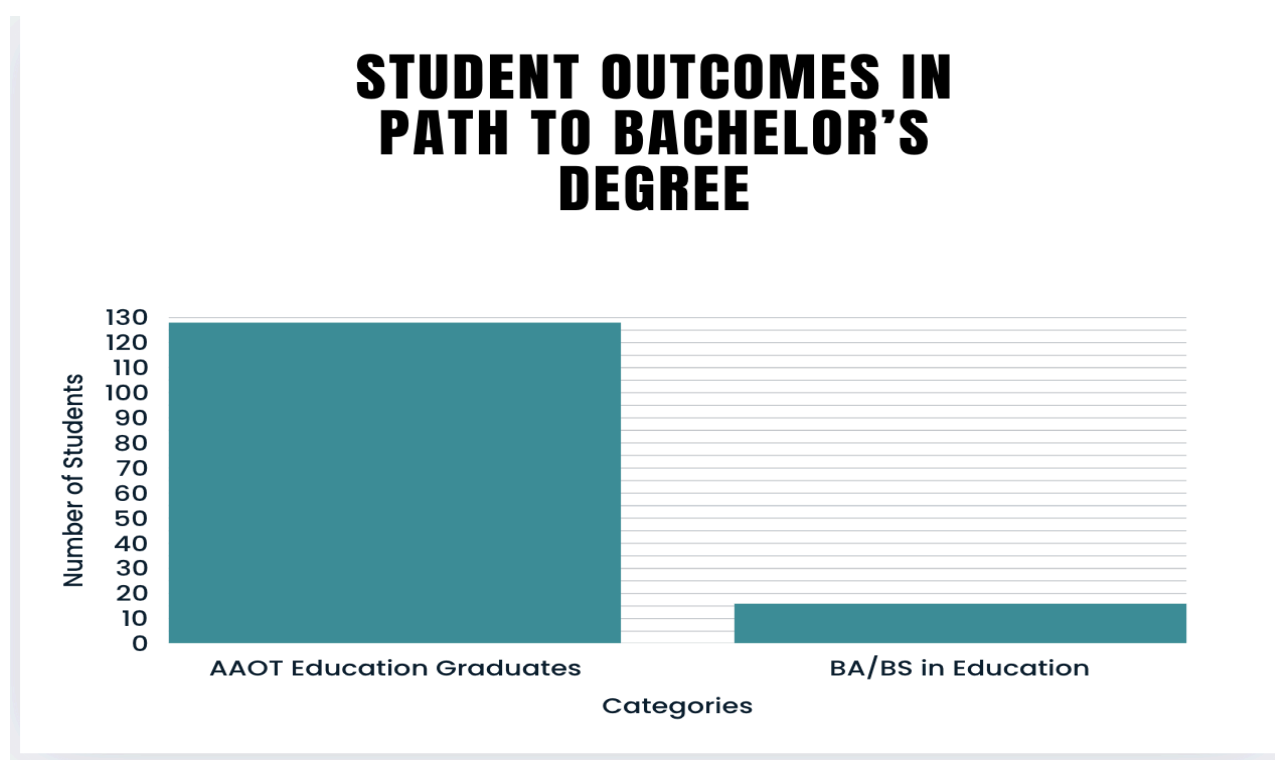
The state of Oregon continuously aims to achieve a goal which states that **40%** of young adult Oregonians will complete a **four-year degree or more** (bachelor's degree or higher). Bachelor's degree attainment in Linn-Benton's service district falls well below this goal. In Linn County, only 20.8% of adults hold a bachelor's degree or higher, while the statewide average is 37.7%. The presence of Oregon State University in Benton County likely contributes to its high bachelor's degree attainment rate of 54%. The disparities are even more pronounced in specific rural regions such as Sweet Home where just 9.6% of adults over the age of 25 have earned a bachelor's degree. Across Linn and Benton counties, 107,891 adults over age 25 have not completed a bachelor's degree, and less than half of these individuals possess some college credits, illustrating both a strong need and a clear opportunity for expanded local access to bachelor's-level education, (see chart 5).

Chart 6: Adults with Bachelor's degree by county



At LBCC, the following table looks at Linn-Benton's AAOT graduates from AY 2018-2019 through AY 2023-24. LBCC Education Graduates take three or more Education classes in alignment with the Major Transfer Map (MTM), receive an AAOT in Education, and finally transfer to a university to complete their BA. However, of the 128 students who took three or more of the required courses in the Education pathway, only 21 completed the BA in Education, a 16% BA completion rate for students who began their academic journey intending to complete a BA in Education. Overall, 25% of students who completed the sequence of three or more required courses in the Education pathway completed a BA, reflecting that some students did not continue the journey to become educators.

Chart 7: Student Outcomes for Bachelor's degree



Of the 128 students who completed the Education course sequence, only 25% completed a bachelor's degree of any kind with an additional 12% still currently enrolled in a four-year university, a total of 37% of those who completed the sequence. The gap between those who transferred (67%) and those who completed or who are continuing a degree (37%) is a significant 40% of stop out or drop out students. It is this gap that the BAS in Education intends to address.

Chart 8: Linn-Benton CC Education Graduates (AAOT Elem Ed, ECE, Secondary Ed)

| Transfer Destinations for Education Linn-Benton Community College Graduates | | |
|---|---------------|-----------|
| College | College State | Transfers |
| Eastern Oregon University | OR | 1 |
| Oregon State University | OR | 3 |
| Pacific University | OR | 1 |
| Southern Oregon University | OR | 1 |
| University of Oregon | OR | 1 |
| Western Governors University | UT | 1 |
| Western Oregon University | OR | 13 |

*Students may transfer to more than one university.

Due to their relative proximity, most of LBCC's education students transfer to Western Oregon University and Oregon State University. However, from our small rural communities, both universities are typically a 45 minute drive which negatively impacts place-bound, non-traditional students' ability to complete their degree. These low rates suggest that the current transfer pathways do not provide an effective or accessible route to licensure for many community college students, highlighting the need for a local, streamlined bachelor's degree option like a BASE program.

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| 2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication. | <p>A. Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.</p> <p>B. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations:</p> <ul style="list-style-type: none"> • to minimize costs to students and Maximize effective use of state resources • to enrich teaching & learning, and • to facilitate students' preparation to |
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| | |
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| | enter and succeed in postgraduation employment |
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2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication.

- a. **Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.**

No existing program in Linn-Benton's service district currently offers a fully accessible, affordable, community-college-based bachelor's degree leading directly to teacher licensure, particularly one designed for working adults and place-bound students. In chart 10 we identify programs at the baccalaureate level offered by other education institutions by our university partners. We provide information on the elementary and/or early childhood educator preparation programs and describe the similarities and differences with our proposed BASE degree. This data was collected using the most up to date attached National Clearinghouse data for 2022-23 graduates.

Chart 9: 2022_2023 National Clearinghouse graduate data on Oregon Educator Preparation programs

| Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon | | | |
|---|--|-------------------|--|
| Name of Institution | Degrees Offered | Graduates 2022_23 | Points of Similarity and Differences |
| Oregon State University | BS in Teaching – Elementary Education; BS in Human Development and Family Sciences – Child Development | 59 | Both OSU and BASE offer hybrid learning options that support some flexibility for working and non-traditional students. BASE expands on this by eliminating relocation needs, providing consistent advising, asynchronous coursework, and local student teaching placements, particularly benefiting rural students. |

| Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon | | | |
|---|--|-----|---|
| Portland State University | BS in Elementary Education; BS in Early Childhood: Inclusive Education | 13 | PSU and BASE share hybrid instructional models. BASE enhances accessibility through place-based student teaching, credit for prior learning, and robust advising from entry to graduation, reducing relocation barriers common in PSU's metro-focused placements. |
| Western Oregon University | BS in Early Childhood Studies | 144 | WOU and BASE both provide hybrid options in the final two years. WOU has in-person lower-division requirements and geographically limited placements. BASE supports fully place-based, online-accessible pathways with consistent advising and rural student inclusion. |
| Eastern Oregon University | BS in Elementary Education; BS in Early Childhood Education (Online) | 60 | EOU and BASE both deliver flexible online and in-person formats. BASE extends access for students by offering statewide placements, asynchronous options, and comprehensive advising to better serve remote areas. |
| Southern Oregon University | BA/BS in Early Childhood Development | 67 | Both SOU and BASE offer flexible upper-division formats. BASE improves access with lower-division flexibility, asynchronous instruction, and advising throughout the student journey, enabling participation from rural areas without relocation. |
| George Fox University | BS in Elementary Education | 68 | GFU serves adult learners with prior credits in a cohort model. |

| Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon | | | |
|---|---|----|--|
| | | | BASE mirrors this flexibility but offers greater affordability, open access without a high credit threshold, and advising from start to finish, making the degree more accessible to a broader student population. |
| University of Portland | BA in Education (Multiple Subjects Licensure) | 31 | UP offers strong online endorsements but requires in-person lower-division coursework and metro-area placements serving students with religious affiliations. BASE offers fully online and local pathways, significantly reducing cost and increasing access for all students, including non-traditional and rural students. |
| Pacific University | BA in Education and Learning (with Elementary Education endorsement option) | 38 | Pacific provides a flexible online teacher residency program for those with prior credits. BASE offers similar flexibility with added affordability, broader access without pre-credit thresholds, and expanded support via consistent advising and local student teaching opportunities. |
| Warner Pacific University | BS in Early Childhood/Elementary Education | 5 | WPU offers an online BSED for working adults with prior credit. BASE aligns in flexibility but broadens impact through lower cost, statewide placements, asynchronous formats, and full-spectrum advising for students at any entry point. |
| Linfield University | BS/BA in Elementary Education (2022 program start date) | | Linfield supports flexible entry and online coursework for those with prior credits. BASE |

| Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon | | | |
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| | | | enhances this model by offering comprehensive local placements, full advising support, and access without the need for relocation, benefiting underserved and rural students statewide. |

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| 3. Employers in relevant community area have substantive demand for graduates With baccalaureate level degree and specific competencies students are expected to achieve in this program. | A. Demonstrate that employer demand exceeds regional supply of graduates with bachelor degrees in the employer-desired field of study. This must be substantiated, for example, by the number of positions lacking a sufficient candidate pool or by other information within letters of support from industry employers. Calculate the estimated annual gap between employer demand and supply of graduates. . |
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- b. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations to minimize costs to students and maximize effective use of state resources; to enrich teaching & learning, and to facilitate students' preparation to enter and succeed in post graduation employment.**

At Linn-Benton Community College, we are committed to maximizing the use of state resources and minimizing costs to students through strategic collaboration. To that end, we have joined with four other community colleges to form a consortium, establishing a shared curriculum aligned with national accreditation requirements. This collaboration will allow us to be highly efficient with faculty and staff resources, streamline program development, and create clear, coherent pathways for students. Students who have completed associate degrees in fields such as Early Childhood Education or Paraeducator programs will be able to apply their credits toward the Bachelor of Applied Science (BAS) in Education and complete their degrees within 180 credits. By working together across institutions, we will minimize unnecessary

duplication of programs, maximize the effective use of state investments, and significantly reduce overall costs for students seeking a pathway to licensure.

The five-community college consortium has developed an initial shared governance structure and has started to formalize these agreements with bylaws and MOU's. We have completed our consortium agreement outlining our bylaws in a document submitted to HECC on 4/20/25 and we are working on MOU's to document the shared curriculum framework and common standards for advising and field placement submitted with phase 2 of our application. This shared governance defined in these agreements will ensure seamless collaboration and efficient use of state resources.

Our steadfast partnerships with public and private universities underscores our commitment to expanding access and opportunity for all learners. Linn-Benton will maintain and promote our long-standing articulation agreements and statewide Major Transfer Maps (MTMs) that we have diligently developed for our Associate of Arts Oregon Transfer (AAOT) in Elementary Education program. As part of the MTM agreement, education faculty at both the university and community college have made an effort to engage in conversations related to common course numbering and outcome alignment. Many of our students will continue to transfer into public and private universities such as Western Oregon University, Oregon State University, and Linfield University. Through these critical partnerships, students are better able to apply their coursework efficiently, avoid accumulating unnecessary credits, and shorten both the time and financial investment needed to complete their bachelor's degree.

One of the key ways we collaborate is through our strong partnership with Western Oregon University (WOU). WOU advisors often recommend that students complete their general education requirements with us, citing course availability and flexible online modalities as major benefits. Currently, we are also working jointly with WOU and a rural school district in Linn County to develop a site-based school. This initiative will bring together LBCC practicum students, dual credit high school students, and WOU student teachers to work side by side—creating more equitable, sustainable pathways to teacher preparation within our shared service area.

Students planning to attend Linfield University are often referred to LBCC to complete coursework in the Education Core, including our Foundations of Education course and the Elementary Math series. Additionally, students intending to transfer to Oregon State University often participate in the Dual Partnership Program (DPP), allowing them to be enrolled at both institutions simultaneously. Representatives from these universities are regularly invited to present transfer information directly within LBCC Education courses, providing students with clear guidance and support as they plan their academic pathways.

Rooted in a deep commitment to culturally responsive teaching, place-based education and nontraditional student success, our work continues to drive regional initiatives aimed at creating a more diverse and representative educator workforce in Oregon. Looking ahead, our proposed Bachelor of Applied Science in Education (BASE) degree will build upon these foundations, offering a flexible, affordable, and local option for students who are place-bound by

work or family commitments. In partnership with four-year universities, we will continue to create seamless pathways into graduate programs, ensuring students have every opportunity to advance their careers and meet Oregon’s critical needs in elementary, bilingual, and special education fields. Through these collective efforts, we are poised to create more accessible, equitable, and workforce-aligned education pathways for Oregon’s future teachers.

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| <p>3. Employers in relevant community area have substantive demand for graduates With baccalaureate level degree and specific competencies students are expected to achieve in this program.</p> | <p>A. Demonstrate that employer demand exceeds regional supply of graduates with bachelor degrees in the employer-desired field of study. This must be substantiated, for example, by the number of positions lacking a sufficient candidate pool or by other information within letters of support from industry employers. Calculate the estimated annual gap between employer demand and supply of graduates.</p> |
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Employer Demand

There is a documented shortage of qualified teachers in Oregon, particularly in rural areas, as well as in bilingual education, and special education. The Oregon Employment Department projects significant growth in K-12 education employment opportunities, with demand in some areas far exceeding the supply of qualified candidates. By offering a BASE, Linn-Benton aims to provide a direct pathway to teaching licensure and help fill this gap. The BASE will also prepare students for leadership roles in educational settings, such as instructional coordinators or options to continue their education to become school administrators, further addressing the shortage of educators prepared to step into these critical positions.

Oregon Employment Department Data:

Lightcast Data: The attached labor market analysis from Lightcast indicates significant demand for educators across elementary and secondary levels. The regional employment of 920 positions (Lightcast, 2024) aligns closely with the national average for comparably sized areas, yet demand continues to exceed the supply of qualified candidates. Job postings for these roles have been high, with a median posting duration of 23 days, indicative of employer challenges in filling open positions.

Salaries for educational roles in this region are notably competitive, with a median salary of \$71,100, which is 11% higher than the national median. This increased compensation reflects the high demand for education professionals, especially in early childhood, elementary, and special education. Diversity among educators is a priority, as regional data shows lower racial diversity than national averages, with only 163 educators from diverse backgrounds compared to an expected 326 for an area of this size.

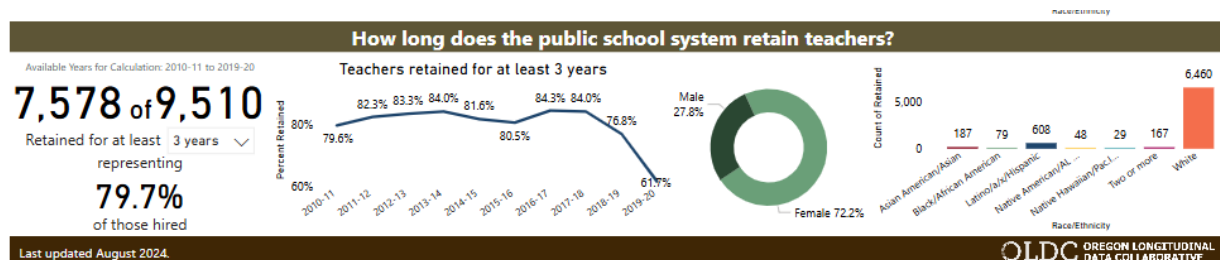
Labor market data from Linn and Benton counties reveals that local school districts are actively hiring, with 48 unique job postings from Greater Albany Public Schools, Sweet Home School District, Lebanon Community Schools, and Corvallis School District alone. These numbers highlight a sustained demand for elementary teachers across both rural and urban communities in the region.

Further analysis of job titles shows a broad distribution of need across all early grade levels. Employers are seeking Elementary Teachers, Elementary Classroom Teachers, and Elementary School Teachers in general, as well as educators for specific grades—1st through 4th—and Kindergarten. This suggests that the shortage is not isolated to a single area, but rather reflects a system-wide need across multiple classrooms and schools. Smaller charter schools and rural-serving organizations (e.g., Muddy Creek Charter, Kings Valley) are also recruiting, supporting the need for educators in rural/alternative settings. This creates a persistent annual shortfall of at least 125 qualified candidates in elementary education alone, not accounting for additional shortages in special education and bilingual education fields.

Teacher retention is a particular concern for school districts as the most recent data shows that over 30% leave within the first 5 years. Retention is particularly challenging when teachers are not from the local communities in which they work. Blaushild, Mackevicius, and Wigger (2023) found that teachers who return to teach in their home communities are more likely to stay in the profession over time. This local effect is especially strong among educators from racially and ethnically diverse backgrounds, highlighting the importance of place-based teacher education as a strategy to support both teacher retention and workforce diversity. These findings reinforce the value of GYO programs, which cultivate future teachers from within the communities they will eventually serve, building strong community ties, reducing turnover, and addressing persistent equity gaps in the teaching workforce.

The diagram below from the Oregon Longitudinal Data Collaborative shows the retention issue and how detrimental it is as the five year attrition rate exceeds 30%. This is especially challenging to growing teacher leaders as the attrition rate is higher in under-resourced schools.

Chart: 10



The dashboard also illustrates the retention difficulty of the education system and how early attrition also makes the equity gaps even more pronounced as the already small populations of teachers who are Asian American/Asian, Black/African American, Latino/a/x/Hispanic, Native Hawaiian/Pacific Islander or two or more races decline with early career attrition.

Gist, Bianco, and Lynn (2019) emphasize the critical role GYO programs play in cultivating a diverse and locally rooted teaching workforce. These programs are particularly effective at recruiting community members from non-traditional backgrounds and guiding them into the education profession. By aligning teacher preparation with the cultural and linguistic backgrounds of local students, GYO initiatives help improve educational equity and student engagement.

District partners report that as schools are becoming increasingly diverse, the need for teachers who reflect the racial and ethnic backgrounds, and the multilingual skills of the community are profound. At Linn-Benton CC, 20% of our Education students identify as students of color. This statistic reflects the population of students in our service area. The three largest school districts in our service region include Albany, Lebanon and Corvallis. Each reports a growing population of students of color, many of whom come from families whose home language is not English, yet they struggle to find teachers who reflect their student population. Research suggests that students of color often experience better academic outcomes, including improved test scores and graduation rates, when they have teachers of the same race or ethnicity. This could be due to various factors, including culturally responsive teaching practices, stronger student-teacher relationships, and higher expectations (Lindsay & Hart, 2017). The gap is even more pronounced at the high school teaching level and for special education teachers.

Chart 11

| School District | Teachers of Color | Students of Color | English Language Learners |
|-----------------|-------------------|-------------------|---------------------------|
| Albany | 7% | 35% | 15% |
| Lebanon | 7% | 20% | 5% |

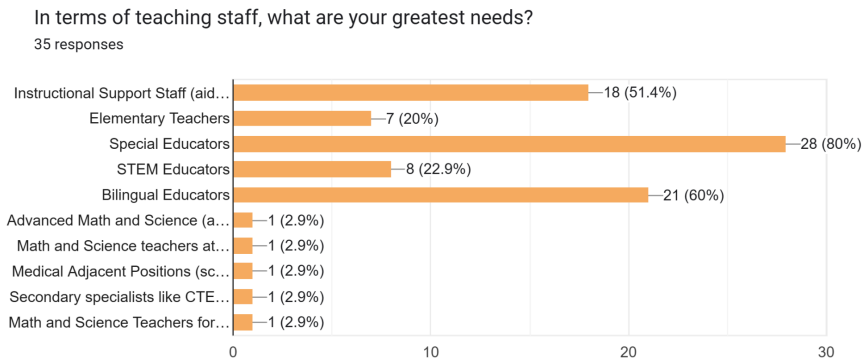
| | | | |
|---|-----|-----|-----|
| Corvallis | 17% | 35% | 15% |
| Source: Oregon At A Glance District Profiles 2024 https://www.ode.state.or.us/data/ReportCard/Reports/Index | | | |

Our local school districts, Regional Educator Network and Education Service District have expressed strong support for this program detailed in the attached letters of support, highlighting the need for local teacher education programs that can prepare diverse educators and qualified graduates who are familiar with the unique challenges of the region’s schools and communities. Our school districts participated in a needs assessment highlighting these needs in the data included below.

School District needs

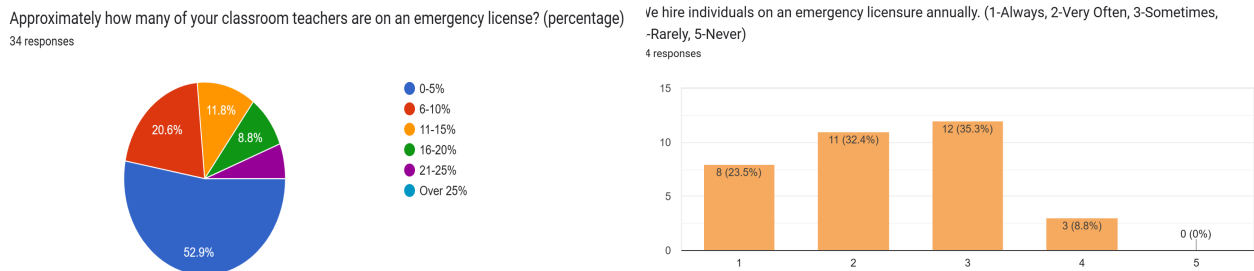
The consortium surveyed our regional school district partners to determine their needs. The survey responses from district leaders offer compelling evidence in support of the Oregon Community College Consortium’s application to offer the BASE degree shown below in chart 12. Respondents consistently cited persistent teacher shortages, particularly in Special Education (SPED), bilingual education, and remote locations and stressed that current pathways are not effectively meeting regional or demographic needs).

Chart 12: Educator needs



Many schools rely on emergency-licensed teachers annually, with some districts reporting over 20% of their teaching staff currently holding emergency licenses see charts 13 and 14. These data point to a structural gap in educator preparation that disproportionately affects rural, isolated, and lower-income communities.

Chart 13 & 14: Teachers on emergency licenses



The barriers to recruiting and growing a stable, diverse teaching workforce were strikingly consistent across regions. Survey respondents emphasized the financial burden of earning a teaching degree, the difficulty of accessing programs in remote areas, and the lack of clarity around how to navigate licensure pathways. Respondents strongly supported the inclusion of features like place-based clinical practicum experiences, credit for prior learning, flexible delivery formats (e.g., hybrid and online), and accelerated, cost-effective options, especially for classified staff who want to grow into teaching roles but can't relocate or take time off from work.

Districts affirmed that “grow your own” (GYO) models and registered apprenticeships are among the most successful strategies for both recruitment and retention. Many emphasized that student teachers are essential to their recruitment and prefer to recruit individuals who already reflect the local community's language and cultural identity. However, due to limited access to traditional teacher education programs, many rural and small districts report having no student teachers at all. This feedback underscores the need for a localized, flexible BASE degree that meets communities where they are. The proposed BASE degree directly addresses the systemic and financial barriers identified and will significantly strengthen the capacity of Oregon's schools to recruit and retain high-quality, diverse educators.

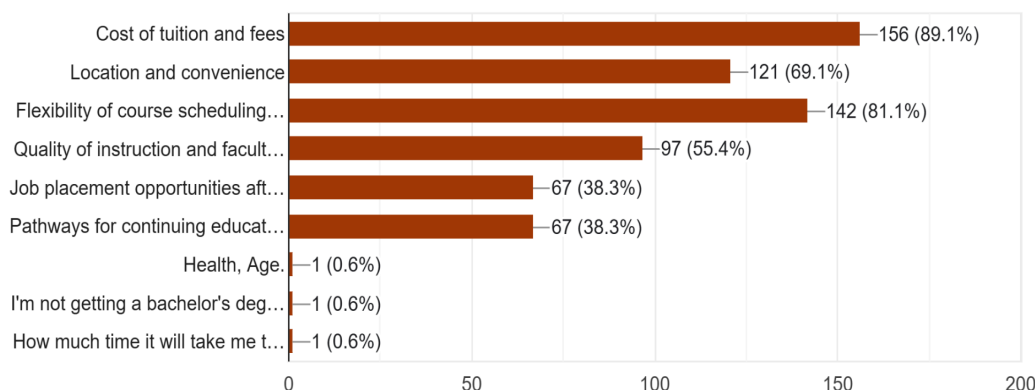
Student data

Survey responses from education students attending the five community colleges in our consortium reveal a powerful demand for a locally accessible, affordable, and flexible bachelor's degree pathway in education. Students overwhelmingly cited the cost of tuition and fees, location and convenience, and flexibility of course scheduling as their top priorities when selecting a program, chart 15.

Chart 15: Factors that are important

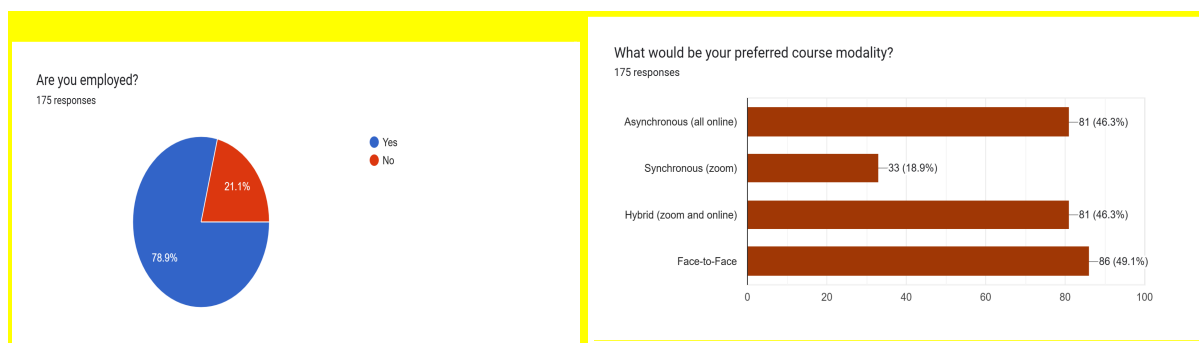
What factors are most important to you when deciding where to pursue a bachelor's degree in education? (Select all that apply)

175 responses



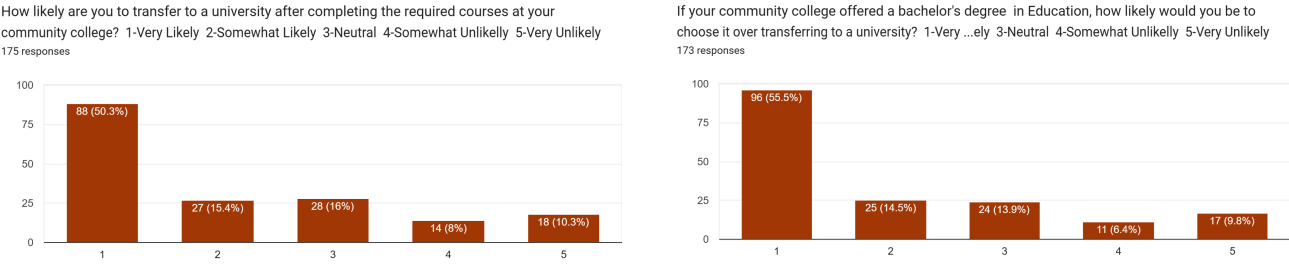
Many students juggle work and family responsibilities and require asynchronous or hybrid modalities that allow them to remain employed or meet caregiving demands. This demand, shown below in chart 16, is particularly strong among students already embedded in local schools as instructional assistants or substitute teachers, who are eager to advance their careers without leaving their communities.

Chart 16 & 17: Student employment and modality preferences



The data also shows in chart 16 and 17 that while most students are "very likely" or "somewhat likely" to transfer to a university, nearly all respondents indicated they would be more likely to complete their bachelor's degree in education if it were offered at their current community college. Barriers such as travel or relocation requirements, credit transfer issues, and feeling unprepared for the transition to a university setting were common themes. Many students expressed concerns about the lack of support in university systems compared to the accessible advising and mentorship they currently receive at their community colleges. Importantly, students emphasized the importance of completing student teaching locally, a benefit that the BASE degree program housed within their community would provide.

Chart 18 and 19. How likely are you to transfer to a university after completing the required courses at your community college



Finally, in short answer responses students identified the specific supports they would need to thrive in a community college-based bachelor's program: financial aid or scholarships, academic advising and mentorship, and flexible scheduling were the most frequently requested. These insights align perfectly with the mission of the BASE consortium to create equitable, streamlined, and workforce-aligned educational opportunities. A BASE degree offered at the community colleges would not only eliminate systemic barriers but also help diversify Oregon’s teacher pathways by serving students who are rooted in their communities, experienced in local schools, and committed to advancing educational equity where they live.

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| <p>4. Applied baccalaureate program builds upon academic, professional or technical program(s) or courses already offered.</p> | <p>A.</p> <p>If the proposed degree is a bachelor of applied science (BAS), describe the existing professional and career technical degree program(s) that will be used as the foundation for this applied baccalaureate program. Include how long the program has been in existence, the date of its last review by its department within the college, and the enrollment history of the program(s) over the past six years.</p> <p>B.How might this existing program need to be revised to better integrate with an applied baccalaureate program?</p> |
|--|--|

Building on Existing Programs

The BASE degree will build on Linn-Benton's existing Associate of Applied Science (AAS) and Associate of Science (AS) programs in Early Childhood Education and AAOT in Elementary Education. These programs have consistently produced graduates who are well-prepared to work in local schools as teaching assistants, paraprofessionals, and early childhood educators and are named in chart 18 below. Students who have historically stopped their education at this level and do not transfer will have new opportunities. The proposed BAS will provide these graduates with the opportunity to advance their careers by earning a bachelor's degree and obtaining teaching licensure, creating a seamless transition from associate level coursework to a bachelor's degree program without facing some of the obstacles to transferring. Additional pathways will be developed to provide opportunities for students earning an AAS in any program to return and pursue a second career in teaching.

Students by declared major can be seen in Chart 20 below showing interest in both terminal certificate and AAS degrees but also significant numbers of students in transfer programs.

Chart 20: Linn Benton Early Childhood Majors by Academic Year

| Degree or Certificate | Program Name | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Associate of Applied Science | Child and Family Studies | 57 | 45 | 40 | 29 | 22 | 24 | 12 | 5 | 3 | 2 |
| Career Pathway Certificate | Child and Family Studies | 4 | 7 | 1 | 2 | 3 | 2 | 2 | | | |
| Associate of General Studies | Childhood Care and Education | 1 | 3 | | | | | | | | |
| Associate of Applied Science | Early Childhood Education | | | | | | | 14 | 14 | 22 | 33 |
| Career Pathway Certificate | Early Childhood Education | | | | | | | 1 | | 2 | 3 |
| Associate of Science (Transfer to OSU) | HDFS: Child Development Emphasis | | 53 | 99 | 111 | 92 | 54 | 40 | 28 | 16 | 12 |

Linn-Benton Community College has a strong history of supporting Career and Technical Education (CTE) in Early Childhood Education. For many years, the college has offered an AAS in Early Childhood Education, along with a one-year certificate that prepares students for immediate employment in preschool and childcare settings. Prior to 2021, the program operated under the name Child and Family Studies, and LBCC also offered a Child Development emphasis within the Human Development and Family Studies Associate of Arts degree.

Currently, 33 students are enrolled in the AAS in Early Childhood Education, and three students are pursuing the one-year certificate. While the program experienced lower enrollment during the pandemic, interest has returned to pre-2020 levels and continues to grow. Our curriculum is designed to meet state licensing standards, and our programs parallel and support Oregon's CTE goals—providing students with industry-relevant skills, practicum-based experiences, and clear career pathways in the early learning workforce.

The development of an Applied Bachelor's Degree in Education would significantly enhance the Early Childhood Education program by creating a seamless, place-based pathway for students to move from entry-level positions into lead teaching and managerial roles, particularly in publicly funded PreK–3 settings. It would also support the growing demand for early childhood educators who are culturally responsive, bilingual, and rooted in the communities they serve. An applied bachelor's degree would provide our students—many of whom are working adults and first-generation college-goers—with an affordable, local opportunity to continue their education without leaving the region. This expansion strengthens our commitment to Oregon's early learning workforce and to the long-term success of children and families across our service area.

By leveraging Linn-Benton's established partnerships with local school districts and its history of producing qualified early childhood, paraeducators, and preparing students to transfer to an Educator Preparation Program (EPP) partner, the BASE degree will improve the college's ability to meet the needs of its community and the state's educational system.

Chart 21: Linn Benton Community College Degree pathways in ECE and Education

| College | Program Name | Year Established | Last Reviewed (program review) |
|----------------|------------------|------------------|--------------------------------|
| Linn-Benton CC | AAS in ECE | 1967 | 2019 |
| Linn-Benton CC | AAOT in Elem. ED | 2024-2025 | 2025 |

To better integrate with the proposed BASE program, Linn-Benton's existing Early Childhood Education (AAS) and Elementary Education (AAOT) programs will expand advising to include clear transfer pathways into the BASE degree starting in 2025. The Elementary Education (AAOT) has received approval to shift to an asynchronous modality option, meaning that more courses will be accessible to students who cannot attend classes during the work day. Minor course adjustments, such as increased emphasis on culturally responsive pedagogy and special education practices, will align lower-division preparation with upper-division degree outcomes.

This labor market analysis confirms that the proposed BASE degree is a **timely and necessary** response to regional workforce needs. It will prepare locally rooted, culturally responsive educators ready to serve the diverse schools of Linn and Benton counties.

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