POLICY GUIDE:
Proposals for New
Applied Baccalaureate Programs

HIGHER EDUCATION COORDINATING COMMISSION
Office of Community Colleges
and Workforce Development (CCWD)

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D. PROPOSAL PROCESS & DEADLINES

1. Overview of Submission Process

The proposal process has been created as a two-step submission process, with a ***minimum ninety-day period*** between the first submitted document (the "Statement of Need") and the final document (the "Program Proposal"). This period allows parties across the region and state to learn of programs under consideration and explore collaborative opportunities. The waiting period is intended particularly to enable Oregon's higher education institutions and community partners to consider ways to improve access to all students – particularly with a lens on improving attention to equity. Finally, it offers colleges time to discuss and resolve any concerns across institutions. Such collaboration serves employers more effectively, reduces costs to students, and leads to more innovative academic programming. HECC staff are available and willing to convene or facilitate discussions if requested.

Submission Item	Deadlines	Subsequent Action
1. Statement of Need Provide response that fully addresses Criteria & Standards required for Statement of Need in **Appendix A**. Provide well-grounded analysis of supply/demand gap for desired occupational education, based on multiple data sources, per **Appendix B**.	Plan to submit at **least six weeks** prior to the next regularly scheduled, full HECC Commission meeting. Submit via email, per instructions.	1. Once reviewed and accepted by HECC staff, item will be placed on agenda for next available full Commission meeting. 2. A 90-day waiting period begins on date of the meeting.
No proposal documents are accepted during the waiting period. A revised and updated Statement of Need may be resubmitted after the 90-day waiting period with the Program Proposal documents. Include information about how plans have benefited as a result of collaboration or other actions expected to contribute to meaningful, positive change for Oregonians.		
2. Program Proposal **Must include completed materials relating to Appendix C, D, and E.** If needed, include revised **Statement of Need** with updated Appendix A & Appendix B.	Proposal may be submitted on the 91st working day. Latest date to submit is last working day of the 12th month after the date of the Commission's initial Board meeting.	Plan for 4-6 weeks for staff review. Proposal will be added to next available Commission full-Board meeting agenda. Staff will make Summary Recommendation, with Board voting.
If the college misses the deadline for submission, the file will be closed, and the proposal noted as 'withdrawn' upon email notification from HECC to the college. The college will need to re-start the process from the beginning. One emergency extension may be allowed. The college's Chief Academic Officer or relevant dean must send an email describing the extraordinary circumstances and requesting the extension. The email must be received within two working days after the missed deadline.		

2. Format for File Names

a. BEFORE attaching files to an email, RENAME each submitted file using this convention:
   - Use an underscore line between each word or abbreviation.
   - Goal is to have NO EMPTY SPACES left between words.

b. Use the 3 or 4 letter abbreviation for the college name.

c. Shorten the program name to the most critical 2 or 3 words.

d. End with the type of document. Here are examples:

   Example 1: LCC_AB_Digital_Marketing_Stmt_of_Need.pdf

   Example 2: MHCC_AB_Wildlife_Mgmt_Stmt_of_Need.pdf

   Example 3: PCC_AB_Website_Analytics_Tech_ReviewerReport.pdf

e. Attach all documents that are part of your submission, each saved in pdf format, to one email.

f. Send email to: AB@HECC.oregon.gov
   Date of successful email delivery is considered the submission date.

g. In EMAIL SUBJECT line: College name abbreviation_AB_2word-program-name

3. Required Information for Transmittal Cover Page

Please transmit submission files as attachments to emails, with documents saved as Adobe Acrobat pdf files.   Include a separate document to serve as a transmittal cover page. It must include the following information:

a. College name, proposed program name. (Email receipt date will serve as submission date.)

b. Statement of approval of document(s) being submitted, signed and dated by academic official with signatory authority.
   Include name, title, mailing address, email address, office phone on that document.

c. Contact person for HECC staff questions on this submission if different from person named in (b.) above. Include name, title, mailing address, email address, office phone.

d. List of all documents intended to be attached to the email.

SECTION E: APPENDICES

Appendix A: Standards and Criteria for 'STATEMENT OF NEED'

STATEMENT OF NEED	
STANDARD	**CRITERIA: Draft your responses to the criteria below.**
1. Relationship to institutional mission and goals, and Oregon's educational goals.	a. Describe how this program serves ʻOregon's residents to obtain a bachelor degree that provides technical/professional knowledge and skills required for specific career positions with Oregon's local, regional or statewide employers. • How does this program serve Oregon's education diversity and equity goals?
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. 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?
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. Note: Text that synthesizes your key data can help reviewers better understand your analysis and conclusion of employer need better than just attaching a generated data report. See **Appendix B** for information on how to determine supply and demand data for both existing and emerging occupations.)
4. Applied baccalaureate program builds upon academic, professional or technical degree program(s) or courses already offered.	a. Describe the existing professional and 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. b. How might this existing program need to be revised to better integrate with an applied baccalaureate program?

Appendix B: Details to Calculate Supply/Demand Gap

Use information in this section to develop a well-reasoned argument that demonstrates a sufficient employer demand for specific job competencies not met by current educational providers. Employer demand must exceed the regional supply of job candidates with the desired competencies.

A. EXISTING OCCUPATIONS

1. Calculating Demand

a. Investigate **annual trend data** for employment using information such as job title, degree level, and relevant competencies for the intended industry and job role (occupation) expected for graduates of this program. Rely on data based on occupations that require a bachelor degree rather than more advanced degrees. Similarly, don't rely solely on occupation title; instead, also investigate and compare the required competencies for those positions. Don't just attach a generated data report; provide your analysis that synthesizes key data points from those reports.

   Multiple sources are accessible for demand data for targeted occupations. Sources include Oregon Employment Division's Occupation Profiles Report (found at qualityinfo.org), O*Net (found at https://www.onetcenter.org/), or commercial services such as Emsi, Burning Glass, or other providers. Some providers are able to offer a greater range of differentiation in competencies required, particularly for careers that have very similar job titles. Similarly, the OED and O*Net overlap but also include different information from the other. If you are using Burning Glass, it is particularly suited to emerging occupations because it relies on a continually compiled database based on data bits gleaned from digital job postings from a myriad of sources.

b. Describe recent **industry trends** that influence employer demand, using reliable information such as industry-provided data or trade association reports that help substantiate the need for this program's specific design or content. For example, some fields require a specific competency but don't necessarily require it to be gained through a traditional education provider.

2. Calculating Supply

List and provide names for all local and regional schools providing relevant baccalaureate degrees, and the number of annual program graduates for each of those programs. If the supply of available graduates is low, separately list and provide data on the number of associate-level graduates in your area. These graduates may be in the hiring pool, assuming employers *prefer* to hire candidates with a bachelor degree, but are not be able to find

enough candidates to require it. (This is an example of an insight obtained from using an employer survey.)

3. Calculating the Supply Gap

Calculate the average annual gap for multiple recent years, between employer demand and supply of graduates with employer-desired education. Is the number of current annual baccalaureate graduates sufficient to meet current and projected demand?

If not, how are employers responding? Are employers hiring those with associate or certificate credentials instead? If employers accept less education, does a bachelor degree play a role in advancement, earnings level, or priority hiring consideration? Consider soliciting qualitative data (e.g., feedback from employers, or articles/reports from labor organizations or professional association) to better inform the proposed program.

B. EMERGING OCCUPATIONS

Emerging occupations may have insufficient trend data to estimate demand and supply. The alternative is to consider collecting data via a survey distributed through with technical occupation advisory group and provided to other potential community employers.

- Surveys provide more useful insight with responses from a representative number of employers. Target the employers who will likely comprise the majority of employment.

- Summarize the survey results in context of the broader research into demand and supply for this emerging or changing occupation. For the 'Statement of Need', include a copy of the survey with the aggregated results by question.

These questions are examples from Washington colleges' surveys for new applied baccalaureate programs. You're welcome to use them or to design and use your own questions.

1. Sample Questions that help estimate DEMAND:

Do you have anticipated demand for (named) job title that requires competencies such as (list them)? Provide a brief description of specific job duties for this (named job).

If there is demand, how many positions do you currently have open?

How many do you anticipate having open over the next 3 years?

Is a bachelor's degree a requirement or preference for this position?

What degree level, and what program content, would you prefer for positions like this?

Do you have difficulty finding Bachelor's degree level applicants for this position? If yes-explain.

Will the proposed program (provide description) assist you in finding qualified applicants to fill your position(s)?

2. Sample Questions that help demonstrate SUPPLY:

What is the anticipated occupational job title(s) for graduates upon program completion?

What are the job titles for the more common job step *before*, and the anticipated job step *after* experience at this occupational title?

If this job title is not represented in the O*NET-SOC 2019 data, what is the closest approximation in O*NET to the anticipated job title?   (*Provide needed details if you use this question with employers.*)

Appendix C: Standards & Criteria for 'PROGRAM PROPOSAL'

STANDARD	CRITERIA
1. Curriculum demonstrates baccalaureate-level rigor.	Describe the criteria to be used to evaluate achievement of baccalaureate-level learning outcomes in upper division courses as well as professional competencies for the program's discipline. Provide list of all of the program's required courses (or course sequences) for the major and describe how they are intended to collectively build the competencies required for the intended occupation. If the current AAS that is expected to funnel students into the BAS program currently requires more than 90 credits, your proposal must demonstrate how overall BAS program requirements (e.g., upper-division academic and technical courses, major courses, additional general education, etc.) will be met while requiring no more than 180 total credits. Alternately, your proposal may also consider how the AAS may be revised to require only 90 credits, and better integrate with the BAS. Describe how the program will address the requirements as described in NWCCU's Eligibility Requirement #12, for General Education or Related Instruction.
2. Focus in targeted professional or technical fields with input from members of those fields.	Describe how this program has been designed to fill specific labor market needs within its targeted field. How have industry professionals specifically participated in program planning, defining program outcomes, program design, or other efforts that help ensure success in student employment, stability or advancement? Provide list of industry advisors who assisted with program development, including title, employer and short summary of professional experience.
3. Availability of qualified faculty and teaching resources.	Provide a profile of current faculty expected to teach within the relevant foundational program, describing each's educational and/or professional experience. Provide a description of how the institution will attempt to meet the faculty needs for the technical and academic courses by the start of Year 1 of the first two years of upper-division courses. Consider the required FTE for faculty for the various course types: technical course work, general education or related instruction, and academic courses and electives. In addition, provide the total faculty FTE included in the budget plan for the new program.

(Continued from #3 on page 15.)	Additionally, describe the adequacy or challenges to acquiring access to other needed teaching resources, such as internship opportunities, industry partnerships, clinical placement sites, access to advanced technical or technology resources or other core assets required of teaching within an applied baccalaureate program in the focus areas as your proposal.
4. Selective admissions process, if used, is consistent with an open access institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves diversity and equity to the fullest possible extent. Include specific detail for how students will be selected for admittance when there are more applicants than available seats in the program.
5. Appropriate student services plan.	Describe services and resources that will be needed by the students admitted to the degree program and the college's plan for providing those services for baccalaureate-level students. (Resources should include both broad and program-specific needs, such as clinical placement sites, technical support for learning management systems and other aspects of online course delivery, specialized equipment or rooms for courses, or access to library resources.) Include a description of financial aid services and academic advising that will be available for students admitted into the program, and highlight alternative ways that adult, non-traditional students may access these services.
6. Commitment to build and sustain a quality program. ***See Appendix D for sample worksheet***	Provide a financial plan for the first four years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses (direct and indirect); (3) any new facilities, equipment, technology, or instructional resources needed for the program; and (4) anticipated revenue based on reasonable assumptions relative to revenue sources. *See Appendix D for sample worksheet for projected revenue and expenditures for first four years of program. You may use any format that addresses the four items listed above.*
7. Program specific accreditation.	Provide a copy of the most recent accreditation status report for the institution, as well as specific program accreditation status report, if relevant to the proposed program. Summarize whether the institution will seek specialized program accreditation or recognition, and if so, identify the source, any specialized requirements to achieve that status and expected timeline to file for submission and receive accrediting agency review.

8. External expert evaluation ***See "Guide for External Evaluation" in Appendix E***	Select three external experts within the occupational focus of degree, to review the program, and respond to the attached criteria. External experts should include representation from a) community college or university, i.e., departmental professor, academic dean or department head with relevant experience as a faculty member; and b) the relevant industry, i.e. a technical manager or professional staff with depth of knowledge about specific skill sets/competencies needed to enter and succeed in occupational expectation for degree. Summarize the college's responses to the reviewers' comments and note any subsequent modification to the proposal based on evaluator's recommendations. Provide copies of external evaluators' report or letters, in addition to the college's summary.
9. Collaborative plans or unresolved concerns.	a) Provide a summary of how College will be collaborating with other higher education providers, industry or relevant parties, relative to this program. Provide details on how collaboration serves Oregon, e.g., increases access, ensures greater equity, improves program quality or improves use of state resources relative to educating students. b) Provide summary of content and status of discussion if any other institution raised concerns with you about any aspect of your proposal for this program. If these issues remain unresolved, or incomplete, please include the relevant name and contact information for the other parties.

APPENDIX D: Worksheets for Projected Revenue and Expenditures

PROJECTED REVENUE		YEAR 1	YEAR 2	YEAR 3	YEAR 4
1. Nonresident Student Tuition					
2. Nonresident Student Fees	$				
3. Resident Student Tuition	$				
4. Resident Student Fees	$				
5. Contributions/Grants	$				
6. Other Revenues	$				
List:					
7. College Budget Allocation	$				
8. Federal Funds	$				
9. Other:	$				

TOTAL PROJECTED REVENUE $ _____

(Continued next page)

PROJECTED PROGRAM EXPENDITURES

INSTRUCTIONS: Enter the projected program expenditures and revenue sources for the first four years of program implementation. Round expenditures to nearest dollar.

		YEAR 1	YEAR 2	YEAR 3	YEAR 4
INSTRUCTIONAL					
1a. Faculty FTE for Full-time					
1b. Faculty FTE for Part-time					
Faculty Full-time Salaries /Benefits	$				
Faculty Part-time Salaries/Benefits	$				
	$				
Faculty Support (Lab or Designated Teaching Assts, etc.) List:					
Other instruction-related expenditures					
SUB-TOTAL	$				
OPERATING EXPENSES					
1a. Academic Administration FTE (e.g. program chair, director, etc.)					
1b. Academic Administration Salary/Benefits	$				
1c. Academic Administration -Other expenses	$				
2. Materials / Supplies -required for teaching	$				
3. Travel	$				
4. Technology	$				
5. Initial Accreditation review / Initial external reviewers' expense	$				
6. Student Services Support	$				
7. Other Professional Services	$				
8. Communication / Marketing	$				
9. Other program supplies / services (Describe briefly below)	$				
_____					
10. Other program-specific operating expenses	$				
SUB-TOTAL	$				
CAPITAL OUTLAY					
1. Library Resources: Purchase/Subscription/Access fees/ Other	$				
2. Technology equipment or resources	$				
3. Other equipment required for program iinstruction	$				
4. Facilities/ Renovations (specific to new program)	$				
SUB-TOTAL	$				
TOTAL PROJECTED EXPENDITURES	$				

Appendix E: External Reviewer Team

Instructions for Colleges:

1. To complete a program proposal, colleges must select three external experts to review the proposed program. This is an opportunity that is intended to help the college improve and strengthen its plans for the new program. (NWCCU staff have noted that outcome in Washington colleges which later underwent review by that agency (personal communication, Winter 2019.)
2. Reviewers should be independent parties with expertise in the appropriate discipline or professional subject.
3. At least one of these external expert reviewers must come from a university or community college, with experience in program curriculum development i.e. departmental professor, academic dean or department head. A second external expert reviewer must be a professional or practitioner with career experience in the field, in either the private or public sector. The third reviewer must be an instructor or administrator with experience developing applied baccalaureate programs. (Two sources[14] may be able to refer you to knowledgeable reviewers with experience establishing AB programs.)
4. *External Expert Reviewers should be instructed by colleges to address the criteria listed in the Worksheet.*

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to their submission of a program proposal.
2. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed applied baccalaureate program.
3. Reviewers must also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
4. Reviewers need not provide responses to every criterion listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that.
5. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a written narrative.   In whatever format they choose, reviewers should address the criteria outline in the rubric.

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)			
College Name:		**BAS Degree Title:**	
Reviewer Name:		**Institutional or Professional Affiliation:**	
Professional License or Qualification, if any:		**Relationship to Program, if any:**	

Please evaluate the following specific elements

a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	Comment

b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	Comment

c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	Comment

d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	Comment
e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment
f) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment
g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment

h)	Membership and Advisory Committee	Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?
		Comment
i)	Overall assessment and recommendations	Please summarize your overall assessment of the program.
		Comment

Reviewer Bio or Resume
Evaluator, please insert a short bio here or attach as separate document.