



Results of the Baccalaureate Degree Task Force Survey to the Field

There were 432 responses to the survey during the timeframe the survey was opened, September 15 to 26. The original survey and introduction is below, with the response data below each question. A brief analysis of some questions and summary of the comments is also included below the survey results.

Introduction

The passage of SB850, signed into law in September 2014, and action by the Board of Governors, in March and May 2015, authorized the California Community College system to create 15 bachelor's degrees offered by pilot community colleges commencing in Fall 2016. The quick timeline required by the law has required the Chancellor's Office and the Academic Senate to rapidly act to define the parameters the degrees. To assist in providing guidance, the ASCCC formed the Bachelor's Degree Taskforce, comprised of CTE faculty from the pilot colleges as well as faculty experts in general education and articulation. The Bachelor's Degree Taskforce developed recommendations to address specific issues inherent in creating Bachelor's Degrees such as unit requirements, general education and minimum qualifications for faculty teaching in these new programs. These recommendations will be brought forward to faculty by resolution at the fall ASCCC plenary session for deliberation. In an effort to involve the field and our colleagues as much as possible, the ASCCC has had numerous breakout sessions and meetings since April to discuss the work of the Taskforce and receive input. To ensure an exhaustive vetting of the Taskforce recommendations, we invite you to provide feedback on the recommendations through this survey, 10 minutes, of the work proposed by the ASCCC Task Force and Executive Committee regarding the academic and professional matters associated with these requirements: Degree Unit Requirements, Minimum Qualifications for Faculty, and General Education Requirements.

1. Please identify if you are:
2. Please identify the community college district that is your primary place of employment

Answer Choices	Responses
Faculty	86.11% 372
Administrator	9.26% 40
Responses Other- please list	4.63% 20
Total	

The “Other” category seems to be mostly faculty, self identified as *counselor*, *part-time faculty*, or *emeritus faculty*. There are also *student government* and *curriculum specialist* identifiers. There does seem to be a breadth of various districts that responded to the survey.

Recommendation #1:

Modify Title 5 to define baccalaureate degrees at California community colleges as a minimum of 120 semester units including a minimum of 24 upper division units; and

Ensure that upper division units are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, and/or computation, and allow that upper division may encompass research elements, workforce training, apprenticeship, required practicum, or capstone projects.

Explanation: The Task Force recommends the minimum parameters of a baccalaureate degree offered by the CCC system have at least 120 semester units and at least 24 units of upper division coursework. In addition, upper division units are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, and/or computation. The Task Force acknowledges that upper division courses may encompass research elements, workforce training, apprenticeship, required practicum, or capstone projects.

3. How do you feel about this recommendation?

Answer Choices	Responses
Agree	83.12% 325
Disagree	5.88% 23
Responses	11.00% 43
Unsure	
Total	391

Most of the comments here expressed concern that 24 units is an insufficient number of upper division units and the number should be higher, 30, 32, and 40 were given as examples. A few suggested we should have the same requirements as the CSU system. That said, 83% agreement with the recommendation is important to note.

Recommendation #2:

Modify Title 5 §53410 to ensure that faculty teaching upper division coursework adhere to these minimum qualifications as follows:

(e) For faculty assigned to teach upper division courses in disciplines where the master's degree is not generally expected or available, but where a related bachelor's or associate degree is generally expected or available, possession of either:

- (1) *a master's degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree plus two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or*
- (2) *a bachelor degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree plus six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.*

(f) For faculty assigned to teach upper division courses in disciplines where the master's degree is not generally expected or available, and where a related bachelor's or associate degree is not generally expected or available, possession of either:

- (1) *any master's degree or equivalent foreign degree plus two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or*
- (2) *any bachelor degree or equivalent foreign degree plus six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.*

Explanation: All of the disciplines proposed fall into disciplines where no specific degree is required, so this recommendation is important to define the minimum qualifications necessary to teach the courses offered in the upper division. As evident in the language above, the Task Force recommends that equivalency is not an option for minimum qualifications that do not fall on the master's degree list of disciplines. Please notice that disciplines that already require a master's degree as the minimum qualification are not affected by this recommendation, nor are the minimum qualifications to teach any lower division courses changed.

4. How do you feel about this recommendation?

Answer Choices	Responses
Agree	78.36% 286
Disagree	9.04% 33
Responses	
Unsure	12.60% 46
Total	365

The preponderance of the unsure responses and comments were confused by the language that currently exists in Title 5 regarding “equivalent foreign degree” language. Other than that, there were some that thought a Ph.D. should be required for upper division instruction, and some that expressed concern that experience in the field should be recent. A few were concerned about finding qualified instructors. 78% of the respondents endorsed the recommendation.

Recommendation #3:

Ensure all baccalaureate degrees granted by the California community colleges require either IGETC or CSU-GE Breadth as lower division general education preparation; and,

require six semester units of upper division general education offered by at least two disciplines external to the major – one of which must have an emphasis in written communication, oral communication or computation.

Explanation: The Task Force recommends that in order to earn a baccalaureate degree from the CCCs, students must complete a general education pattern consisting of either IGETC or CSU-GE Breadth to satisfy lower division requirements. In addition, six additional semester units of upper division general education must be completed in disciplines external to the major – one of which must have an emphasis in written communication, oral communication or computation. This total of 43-45 semester units of general education is consistent with the requirements of other states' community college baccalaureate programs and slightly less than the Title 5 requirement of 48 semester units of general education for the CSU system.

5. How do you feel about this recommendation?

Answer Choices	Responses
Agree	73.65% 260
Disagree	15.58% 55
Responses	
Unsure	10.76% 38
Total	353

The comments on this question were sharply divided and generated the most comments, 59, and the most unsure comments, 38. Many of the respondents thought the total units of general education were too stringent for CTE degrees and advocated for a different pattern for the community college baccalaureate. Another large group of respondents seemed to indicate that we should require exactly what CSU requires in terms of general education –

an argument for more units. The number of written comment responses advocating for less units in general education was 24, the number of written comment responses advocating for more units of general education was 29. Overall, the recommendation garnered support from 74% of the field.

Additional Thoughts or Comments

6. Are there any other thoughts you would like to share?

Most of the additional thoughts and comments expressed excitement about the pilot program, concern about expanding our mission, gratitude for being asked to participate in this decision, or outrage that common structure is recommended.

Respectfully submitted:

John Stanskas, ASCCC Secretary, Chair of the Bachelor's Degree Task Force for the ASCCC

September 29, 2015