CCB Degrees: What National and State Data Reveal for Illinois Community Colleges

Jim Reed, Illinois Community College Trustees Association

Debra Bragg, Bragg & Associates, Inc.

Tim Harmon, Workforce Enterprise Services

- 2009: Illinois established a P-20 Council with a goal of increasing the proportion of Illinoisans with high-quality degrees and credentials to 60% by 2025
- 2022: We currently stand at about 55%
- Can we get there under the status quo?

What is the Goal?

- 2004: Baccalaureate Access Task Force (CCB)
- 2006-2009: CCB efforts championed by William Rainey Harper College
- 2014: College of DuPage
- 2021: Early Childhood Education (ECE) and Bachelor of Science in Nursing (BSN)

IL Legislative Struggles with CCB

- ICCTA and ICCCP priority
- Joyce Foundation support
- Introduction of Debra Bragg & Tim Harmon

A Different Approach

NATIONAL LANDSCAPE

Debra Bragg

How many states authorize community colleges to confer baccalaureate degrees?
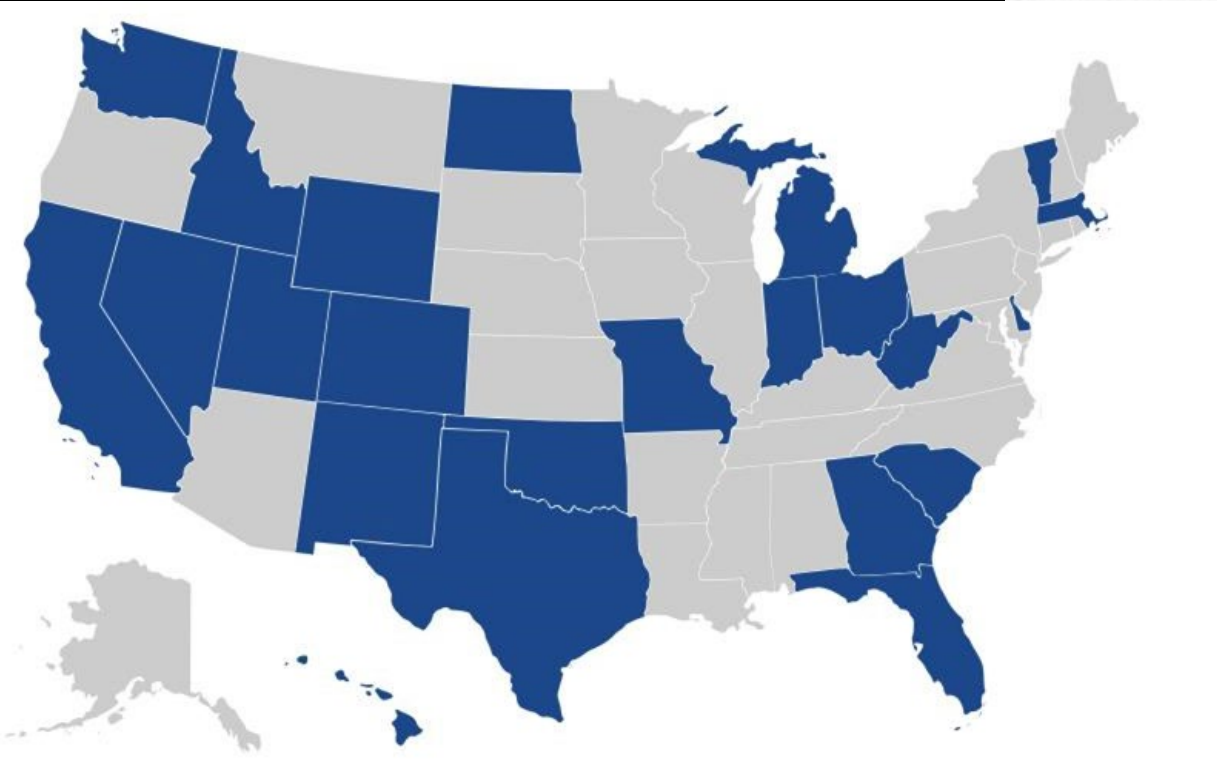
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~580 in ~150 in 25

PROGRAMS COLLEGES STATES

Community College Baccalaureate Association (CCBA) National Inventory of CCB Degrees
https://www.accbd.org/state-inventory/

CCB-Conferring States

Arizona (AZ)
California (CA)
Colorado (CO)
Delaware (DE)
Florida (FL)
Georgia (GA)
Hawaii (HI)
Idaho (ID)
Indiana (IN)
Massachusetts (MA)
Michigan (MI)
Missouri (MO)
Nevada (NV)

New Mexico (NM)
North Dakota (ND)
Ohio (OH)
Oklahoma (OK)
Oregon (OR)
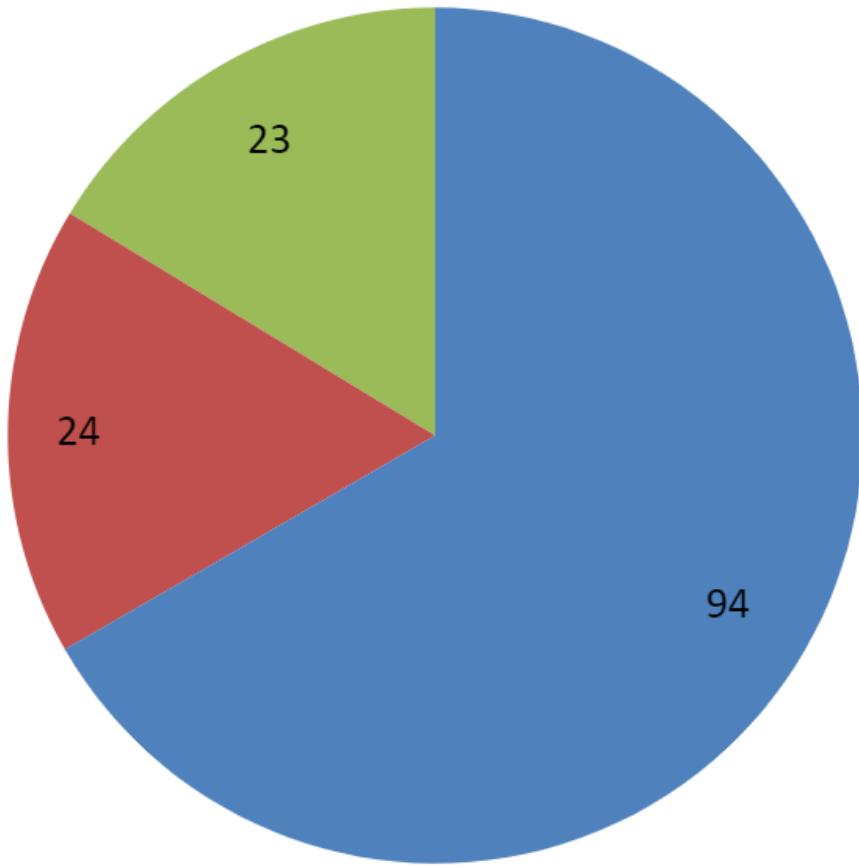South Carolina (SC)
Texas (TX)
Utah (UT)
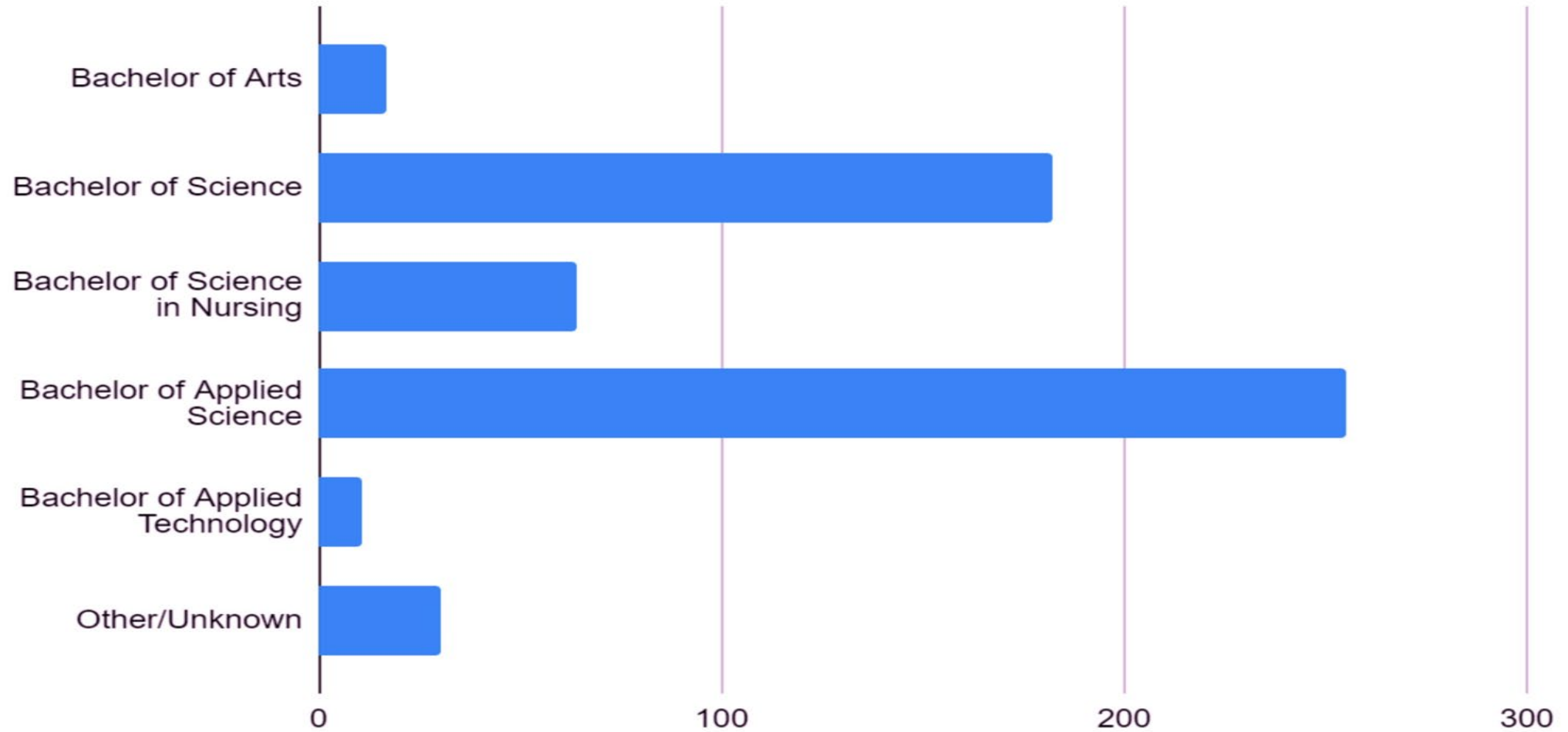Vermont (VT)
Washington (WA)
West Virginia (WV)
Wyoming (WY)

Blue font identifies states with CCB legislation in 2021
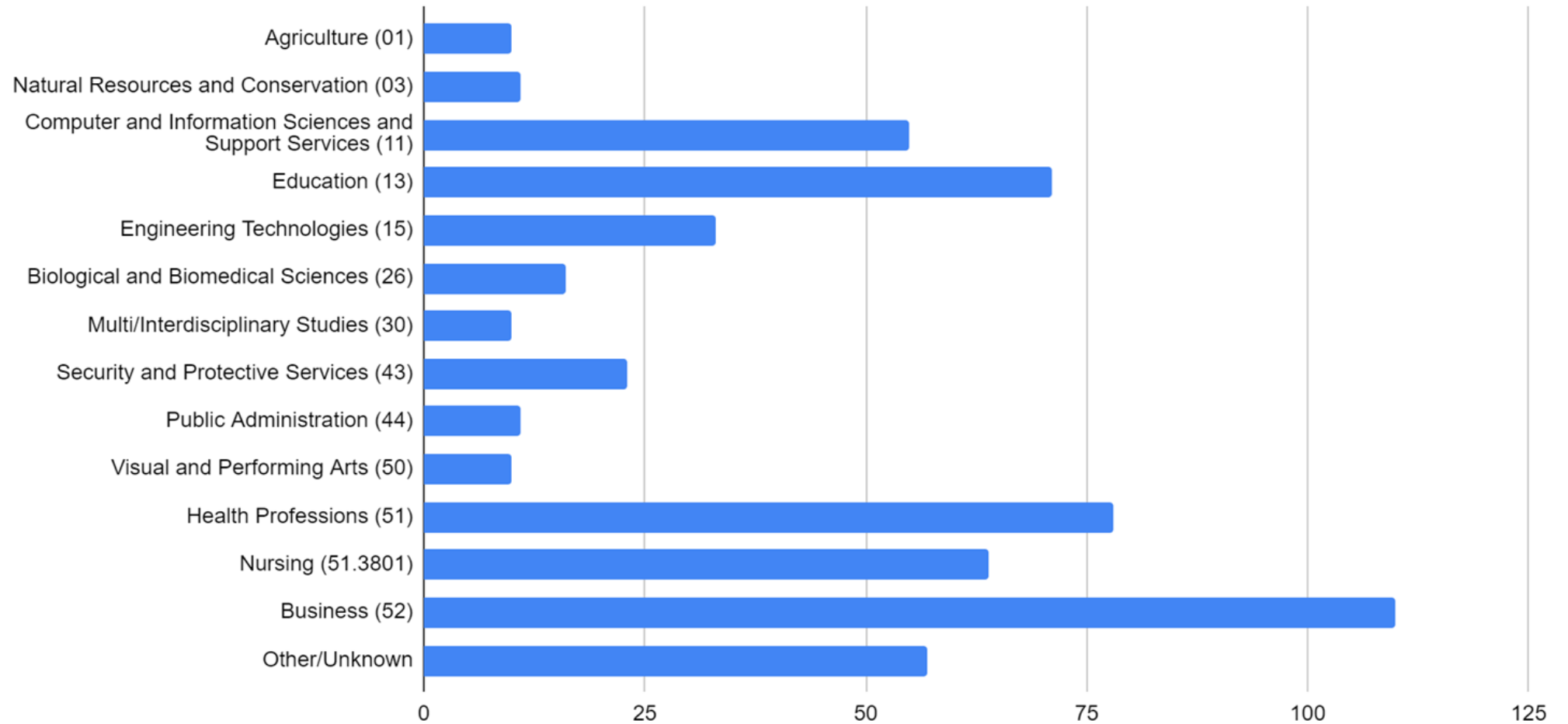
Legend:
- Baccalaureate, Associates Dominant
- Baccalaureate, Mixed Mission
- Associates College

23

24

94

CCB Institutions by Carnegie Classification

CCB Programs by Type of Degree

CCB Programs by CIP Code

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

Debra D. Bragg
Timothy Harmon
Tammy Napiontek
Ellen Wassserman
Angela Kersenbrock

June 30, 2022

20 Promising Practices

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

Access, Equity, and Outcomes
4. 360 Equity Design, Skagit Valley College, Washington **p23**
5. Equity Analysis, Lake Washington Institute of Technology, Washington **pXX**
6. Numbers with Heart, Weatherford College, Texas **pXX**
7. Anti-Bias Curriculum and Assessment, North Seattle College, Washington **pXX**

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

Curriculum and Instruction
12. Developing A Curriculum (DACUM), Big Bend College, Washington **pXX**
13. Cohort Model & 8–Week Term, Modesto College, California **pXX**
14. Experiential Learning, Lone Star College, Texas **pXX**
15. Digital First Content, Jackson College, Michigan **pXX**

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

Employee Partnership
19. Mentors in Tech, Green River College, Washington **pXX**
20. Google Tracker, Centralia College, Washington **pXX**

https://www.accbd.org/wp-content/uploads/2022/07/CCBA-Ebook.pdf

JOYCE FOUNDATION PROJECT

Tim Harmon

- Organize and support **rigorous data gathering and analysis pertaining to the supply and demand** for CCB degrees in regions

- Conduct **supply and demand studies** for occupations requiring bachelor's degrees in regions with underserved populations that may lack adequate baccalaureate programs of study

- Conduct **focus groups** on the potential of CCB degrees to address labor market needs, strengthen regional economies, and expand baccalaureate access and attainment for underserved populations

Joyce Foundation Project Goals

Focus so far on this aspect of case-making

Extent to which the CCB degree addresses a substantial workforce need

Strong case

Strongest case

Strong case

Extent to which the CCB degree provides access to baccalaureate completion for students who would not otherwise be likely to attain the degree

Elements of Case-making for CCB Degrees

- Occupation(s)
- Corresponding program(s) of study
- Geographic region(s) for the analysis
- Measures of demand:
  - Bureau of Labor Statistics (BLS) occupational employment projections data
  - Lightcast job postings data
  - Estimating demand for employees with a baccalaureate degree or higher

Supply and Demand Analysis Using Lightcast Data

- **Measures of supply:**
  - IPEDS data on degree conferrals for the selected programs of study.
  - Estimating out-migration and in-migration of graduates
- **Comparing supply and demand:**
  - Comparing projected BLS vacancies requiring a baccalaureate to estimated degree conferrals
  - Comparing Lightcast job openings requiring a baccalaureate to annual degree conferrals
  - Comparing Lightcast job openings requiring a baccalaureate to all worker profiles with a baccalaureate or higher

Supply and Demand Analysis Using Lightcast Data

| College	Geographic Area	Programs
Malcolm X	Cook County	• Bachelor of Science in Nursing
Moraine Valley	Cook, DuPage, Will Counties	• Bachelor of Applied Science in Computer Information Systems Management
Shawnee	Southern IL and possibly part of southeastern MO and western KY	• Bachelor of Science in Nursing • Bachelor of Applied Science in Technology Management

Pilot Colleges to Test Supply and Demand

- Personnel in all 3 colleges thought the supply and demand method helped them confirm their selection of occupation and program of study
- All 3 colleges came away with greater appreciation of the work required to pursue a new CCB degree if the state adopts legislation authorizing these degrees
- Faculty discussion about CCB degrees varied among the 3 colleges, with some spending substantial time and others very little
- The value of the pilot test worksheets depended on prior exposure to and use of Lightcast
- Colleges request support on specific uses of Lightcast data, including assessing programs to include in determining the supply for a particular occupation.

Selected Focus Group Findings
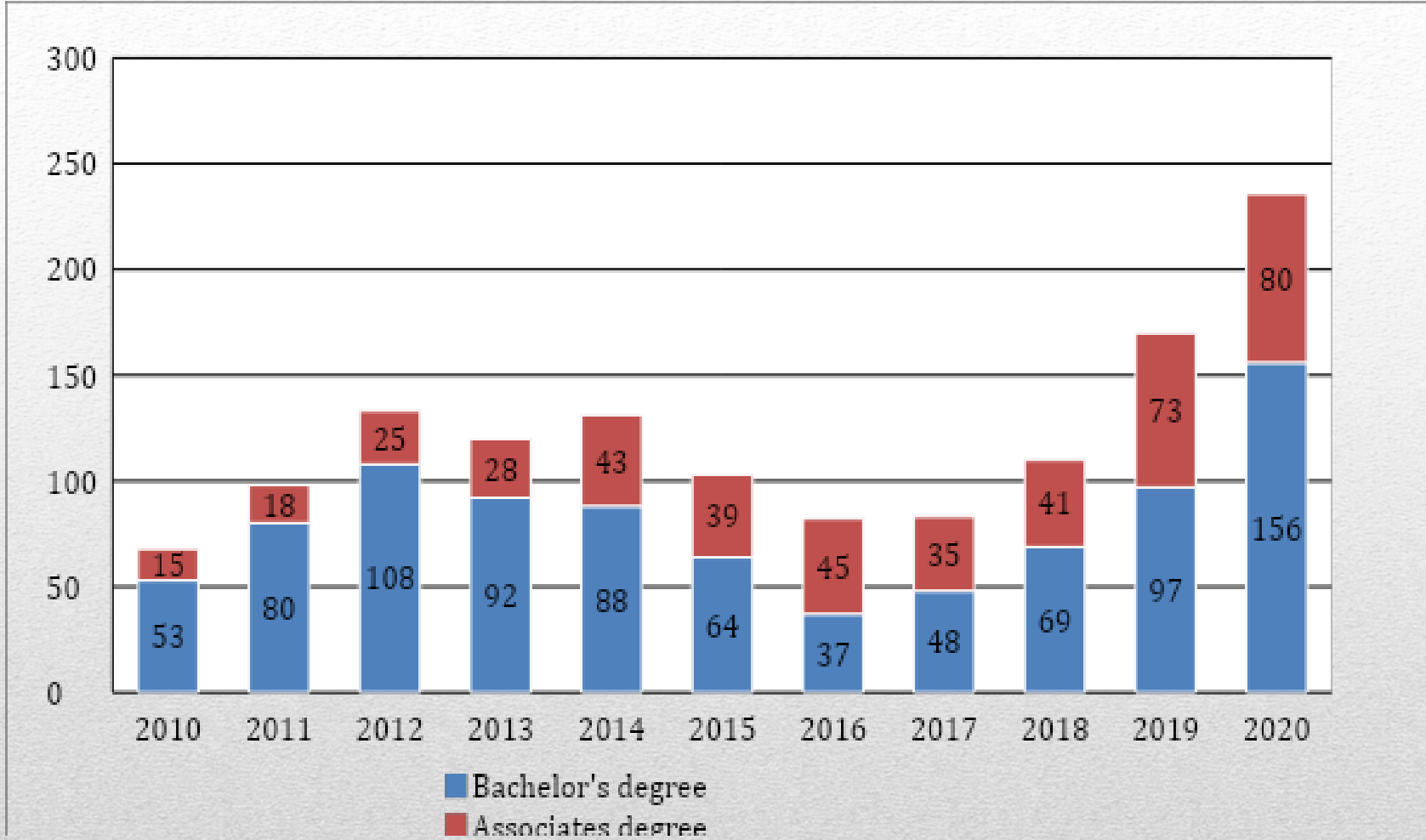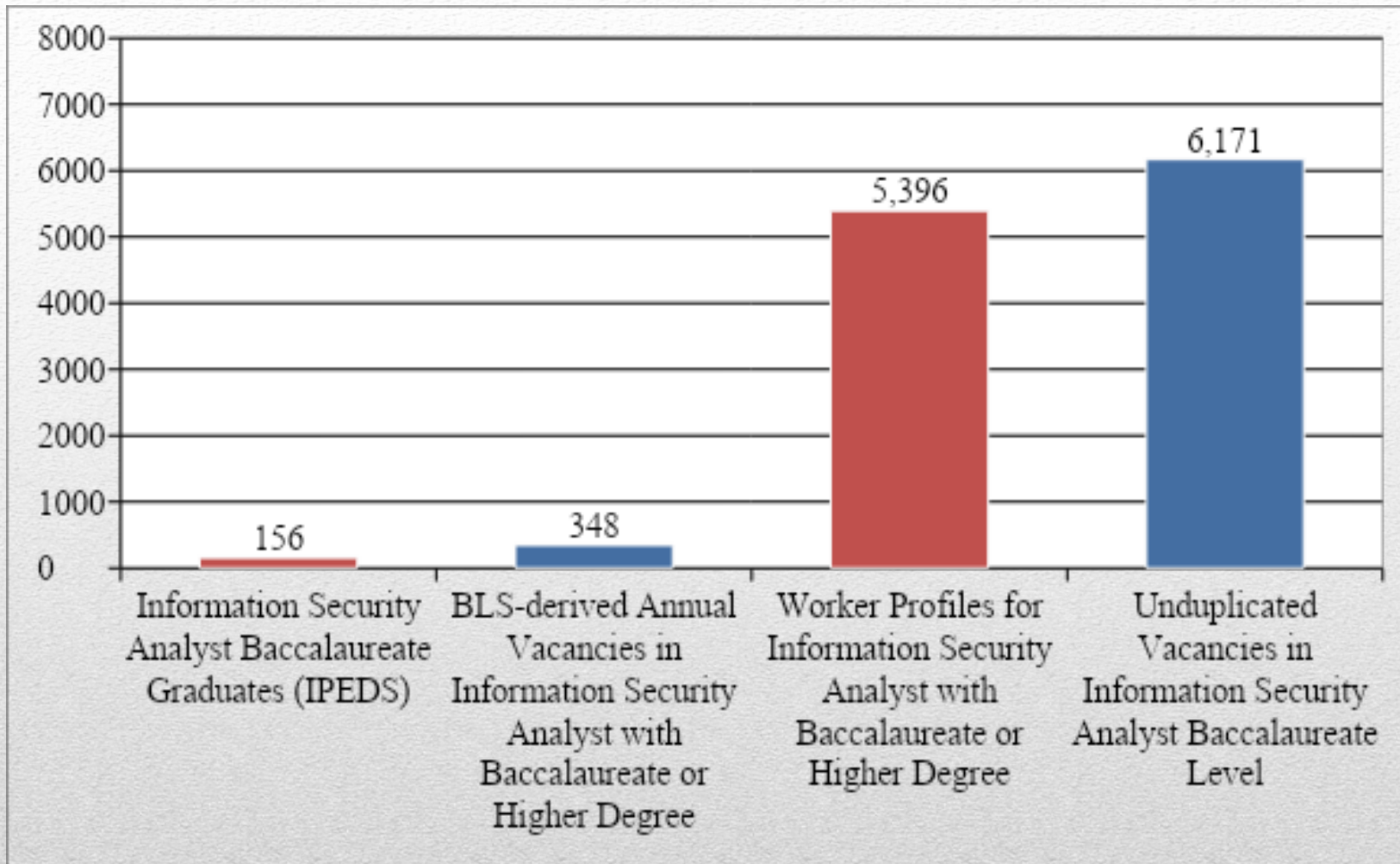
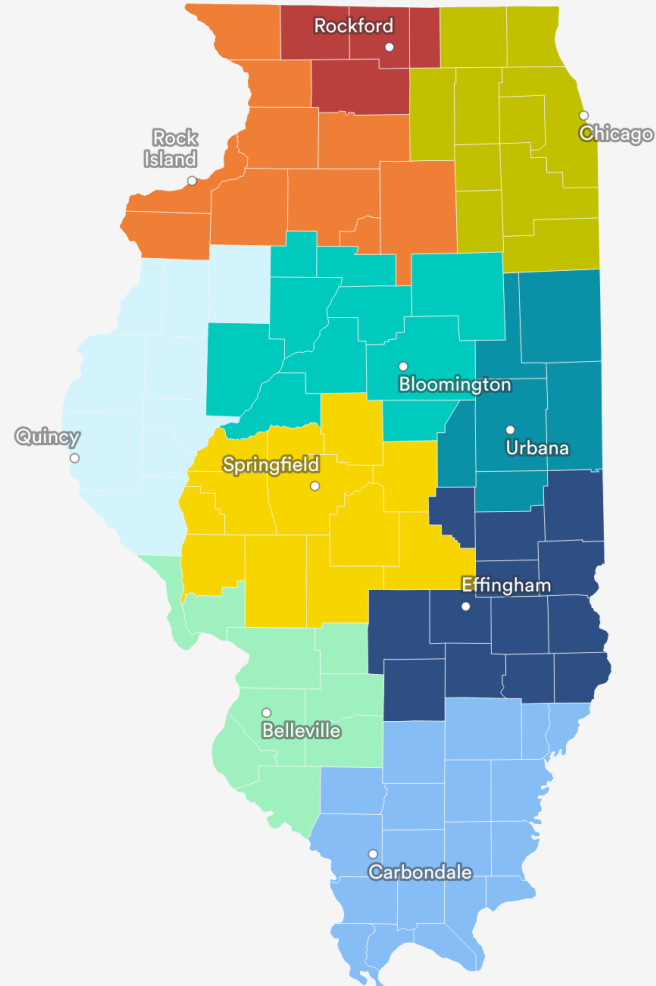# Statewide Analysis of Information Security Analyst

Statewide Analysis of Information Security Analyst

Economic Development Regions for Regional Analysis of Information Security Analyst

Illinois Economic Development Regions (Copy)

State Regions
- Central Region
- East Central Region
- North Central Region
- Northeast Region
- Northern Stateline Region
- Northwest Region
- Southeast Region
- Southern Region
- Southwest Region
- West Central Region

Rockford

Rock Island

Chicago

Bloomington

Quincy

Urbana

Springfield

Effingham

Belleville

Carbondale

Statewide and Regions	Baccalaureate Graduates (IPEDS)	BLS-derived Annual with Baccalaureate or Higher Degree	Lightcast Worker Profiles with Baccalaureate or Higher Degree	Lightcast-derived Annual Vacancies with Baccalaureate or Higher Degree
Central IL	22	18	87	242
East Central IL	0	10	87	41
North Central IL	58	32	339	233
Northeast IL	74	211	4,447	5,227
Northern IL Stateline	0	7	41	58
Northwest IL	0	17	63	108
Southeastern IL	0	4	30	7
Southern IL	0	3	34	9
Southwestern IL	0	44	250	238
West Central IL	2	2	18	8
Sum of Regions	156	348	5,396	6,171

Regional Analysis of Information Security Analyst

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