

Influences Affecting the Development of the Applied Baccalaureate

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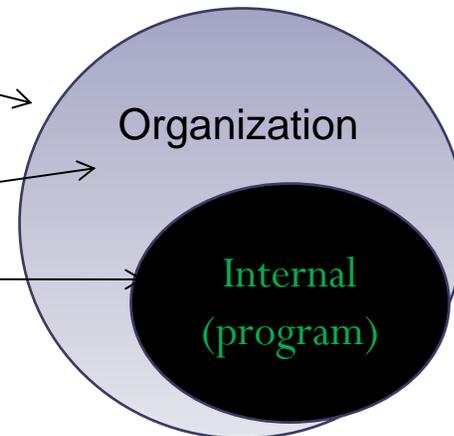
The Problem

- Global economy – demand for “knowledge workers”
 - Jenkins (2006) projects that "in a global economy, communities will thrive or decline based on how well they do to ensure sufficient numbers of high-value jobs and an ample supply of ‘knowledge workers’ to fill them" (p. 4).
- State seek ways to enhance workforce and economy
- Approximately 20% of adult workers have some college but no degree
- Call for improved baccalaureate attainment

The Purpose

- Determine the current status (as of July 2008) of applied baccalaureate degree programs in public higher education institutions in the US.
- Use Stark and Lattuca's (1997) lens of factors affecting curriculum development to determine factors most influential in the development of this degree.
- Curriculum development

- External influences
- Organizational influences
- Internal influences



Research Questions

- What is the definition of the applied baccalaureate used in this study?
- When did the applied baccalaureate first appear in the public sector of US higher education?
- What is the extent of the applied baccalaureate in the public sector, both by state and by institutional type?
- What external factors led to or discouraged its development in particular states?
- What organizational factors affected its development in particular higher education institutions?
- What institutional factors affected its development in particular institutions?

Methods

- Mixed methods design:
 - Review and analysis of library and Web-based databases and other information available on the Web, including relevant reports of professional groups
 - LexisNexus and Westlaw for statutes authorizing degree
 - Telephone interviews with one or more state officials knowledgeable about or responsible for degree (by referral or snowball sampling)
 - Input from an advisory committee comprised of nationally recognized experts

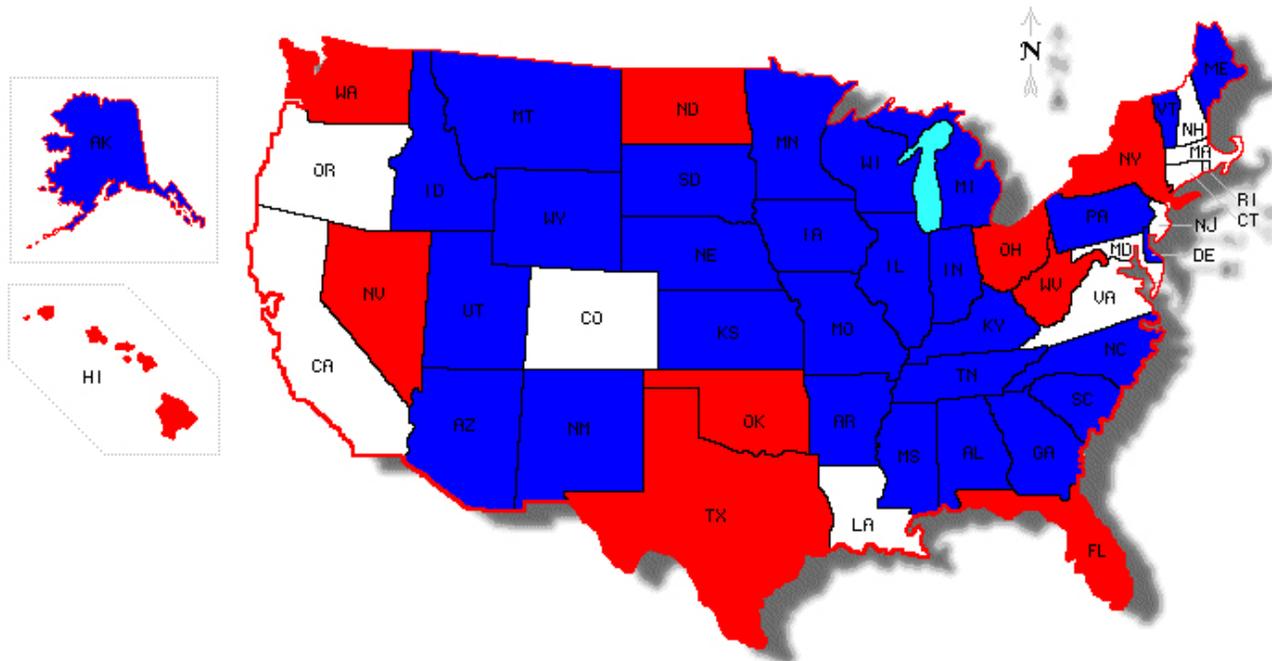
Definition

- A bachelor's degree designed to incorporate applied associate courses and degrees once considered as “terminal” or non-baccalaureate level while providing students with higher-order thinking skills and advanced technical knowledge and skills.
 - Associate-degree granting institutions
 - Traditional baccalaureate-degree granting institutions
 - Typical titles:
 - Bachelor of Applied Science
 - Bachelor of Applied Technology, Science Technology or Technology
 - Bachelor of Applied Arts and Sciences

Status of the Applied Bacc

Map 1: Applied Baccalaureate in the Public Sector

- - Traditional Baccalaureate Degree-Granting Institutions Only
- - Both Associate Degree-Granting and Traditional Baccalaureate Degree-Granting Institutions



NOTES:
The Adult Learner and the Applied
Baccalaureate (Townsend, Bragg, & Ruud)

Types of Applied Bacc

- *Career ladder program* requires a substantial number of upper-level courses in the technical major of the applied associate degree (e.g., BAS in Instrumentation Technology, Great Basin College, Nevada)
- *Inverse or upside down program* reverses or turns the traditional curriculum sequence upside down by accepting courses taken in an associate degree program as satisfying much of the baccalaureate requirements for a major (e.g., Bachelor of General Studies (BGS), Western Kentucky University)
- *Management ladder program* provides its recipients with applied management skills sufficient to prepare for a managerial position (e.g., BAS in Business Administration – Management, Peru State College, Nebraska)

Emergence of Applied Bacc– by State and Decade

1970s	1980s	1990s	2000s
Alabama	Delaware	Arizona	Florida
Missouri	Idaho	Arkansas	Hawaii
Illinois	Indiana	Georgia	Iowa
	Nebraska	Kentucky	Kansas
	Oklahoma	Minnesota	Mississippi
	Texas	Montana	Maine
	Vermont	New York	Nevada
		South Dakota	New Mexico
			North Carolina
			North Dakota
			Tennessee
			Washington
			West Virginia
			Wisconsin
			Wyoming

External Influences

- *External influences* include disciplinary and regional accrediting bodies; reports calling for curricular and educational change; attitudes about the necessity of a college education; and workforce needs.

Results:

- State need to increase and enhance the technical workforce, including at the baccalaureate level.
- State concern about low percentage of adults with baccalaureate degrees, as well as low percentage of adults with some baccalaureate credits.

Organizational Influences

- *Organizational* influences include aspects of the educational institution offering the curriculum, such as institutional mission, resources, and governance structure.

Results:

- Institutional history and mission.
- Resources, including faculty, facilities and student enrollment.
- Distinctive identity & market niche.

Internal Influences

- *Internal* influences include faculty backgrounds, educational beliefs, and disciplines, as well as student characteristics and goals.

Results:

- Desire by faculty and institution to meet needs of a particular student population.
- Concern for quality and credibility of the degree.



Logic Model: Factors Influencing Development of Applied Baccalaureate

Conclusion

- The emergence of the degree and in particular the authorization of the community college to award this degree reflects influence of a global, knowledge-based economy and need for workers with higher levels of education.
- For adults who lack baccalaureate-level education but have some technical credits or an applied associate degree, the applied baccalaureate offers pathway to baccalaureate degree.
- States seeking to increase baccalaureate attainment, the Applied Bacc degree is an attractive option.

Phase Two

Case studies of implementation of Applied Bacc policy and programs in 8 states and 2-3 applied and traditional baccalaureate institutions per state:

- To what extent does creation of the Applied Bacc degree facilitate baccalaureate attainment for adult learners?
- To what extent does receipt of the Applied Bacc serve its recipients well from an employment perspective?
- To what extent does the Applied Bacc meet workforce needs and justify its maintenance and even extension to other public institutions and to all states?