From Two to Four Years – Double the Pleasure/Double the Fun

American Sign Language Preparation in Transition
Collaboration is Hard Work

- Dilbert: Change is good; you go first.

- **Collaboration** to achieve change is not easy work!
  - I know; it’s my business
  - Mandatory Collaboration is tough enough
  - Voluntary Collaboration is tougher than mandatory collaboration
  - You don’t have to do it
Collaborate, damn it!

- Dilbert: Change is good; you go first.

- Mandatory Voluntary Collaboration is even tougher yet
  - You don’t have to do it,
  - But, yes you do.
  - 2012 is just around the corner
The Good News

- The trail has been blazed!
  - Others Have Been There
    - Nursing – Vertical Articulation
      - The Career Ladder – From LPN to ADRN to BSN to MN to ND
  - Articulation in General Education
    - Common Numbering
    - Required Transfer of Credit
    - Fully Articulated Degree Programs
      - Respiratory Therapy
      - Vocational Rehabilitation/Occupational Therapy
      - Early Childhood Education
      - 2 Plus 2s
The Other Story—It’s Not Exactly The Same for ASL

- The 2012 Benchmark doesn’t anticipate a career ladder – the BA will be it.
  - If completion has been an issue at the two-year level, . . .
  - If the market isn’t demanding it, . . .
- With no historic career ladder, there isn’t an obvious path
  - Two year become Four Year
  - Two year become Feeder Programs
  - Reverse Two Plus Two
  - Whatever
The Other Story—It’s Not Exactly The Same for ASL

- Issue of Institutional Missions
  - Should Community Colleges be in the BA Game -- organizational disease or natural transition?
  - The 2yr/4yr articulation conundrum

- Finding the Faculty to Fit Accreditation Standards

- The affront to those who have (and continue) to serve well
  - Is the 35 year old certified professional now incompetent?
The Broader Context – American Higher Education’s Perfect Storm

- The Confluence of Three Massive Waves
  - Demographic Change
  - Change within the Demographic Change
  - Resource Constraints
Wave I: Demographics

Figure 17. Percent Change in Number of Public and Nonpublic High School Graduates by State, U.S., 2001-02 (actual) and 2017-18 (projected)

Wave II: Changing Demographics

<table>
<thead>
<tr>
<th>High-School Grads</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>65%</td>
<td>57%</td>
</tr>
<tr>
<td>Am Indian/Ak Native</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Totals do not sum to 100% due to rounding
Wave III- Show Me The Money

State and local surplus or shortfall as a percent of baseline revenues

Source: National Center for Higher Education Management Systems (NCHEMS)
Wave IV: Our Declining Competitiveness
Percent of Adults with an Associate or Higher Degree

Source: Prepared by NCHEMS from Organisation of Economic Cooperation and Development, American Community Survey
Summary of the Factual Context

- Demographically Challenged
  - Numbers
  - Changing Nature
- Financially Challenged
- Competitively Challenged
The Broader Policy Context

- Secretary Spellings Commission Recommendations
  - Broaden *ACCESS*, but make sure it is *ACCESS to SUCCESS*
  - Improve *Accountability*
    - Including accreditation
    - Measuring Student Learning
  - Control *Cost & Price*
What This Means for You in 2to4

- Resolving the “Mission Differentiation/Mission Creep” dilemma
  - No single answer
    - Some will expand Community Colleges to Bachelors Degree granting
    - Some will ABSOLUTELY not do so.
  - Possible solutions
    - Intentionally blended programs
      - WICHE’s NEON/ICE
      - NAU’s 2 plus 2 programs (can include professional substance in both).
      - Lessons from “Accessing the Baccalaureate”
    - Going Cold Turkey – The Teacher Ed Model
      From Normal School to College
More on What This Means

- Resolving the Faculty Qualifications Dilemma
  - Intentional Faculty Development Programs – at the Masters Level
    - Pre-service
    - In-service
- Resolving the Program Attrition Issue
  - A clinical “co-op work-study” model
  - A regulatory requirement
  - Technology Mediated Delivery
  - Focus on a Diversity Agenda
More on What This Means

- Resolving the Lapse in Logic: *Future ASL interpreters can’t be competent without 4 year degrees, but current ASL interpreters are wonderful with 2 year degrees.*

- Solution
  - Program Standards that distinguish a difference
  - Competency Assessment that distinguishes a difference
  - Credit/Credential for competence
  - A phase in period that allows current cadre to move to new level
More on What This Means

- Building the program itself

  - Start with what the graduate needs to know, and work backwards *(Competence)*
    - The *Western Governor’s University Model*
  
  - Develop the way you will know whether people have these skills *(Assessment)*
  
  - Develop and integrated curriculum that gets students to the expected level of competence *(Curriculum)*
  
  - Negotiate the appropriate division of labor *(Institutional Integrity)*
  
  - Maybe a career ladder approach should be considered/reconsidered
Enough Already