Master Instructional Plan

(MIP)

August 2016

(revised August 2017)

Submitted by Elliot Stern
Vice President of Instruction

Vision2025

The Strategic Priorities outlined in this document stem from and support a collective vision for Instruction at LWTech in 2025. That collective vision embraces existing programs but expands offerings-- with a definite skew toward Technology, Applied Design, Health Sciences and STEM--as our mission requires of us in order to meet the changing workforce needs of our community and to prepare our students for remunerative and satisfying careers in 2025. This will also require development of more transfer programs and BASs, as the credentials required to work in these burgeoning fields already exceed 2-year degrees and certificates in many cases.

In this collective vision, all programs, including existing ones, emphasize new technologies. Technology should be as prominent in our learning signature as it is on our name and in the workplaces of the community we serve.

LWTech in 2025 will have fully embraced the polytechnic philosophy of "praxis" or applied learning. This is reflected in use of "hands on" learning in labs, but also in problem and case-based learning (often interdisciplinary), work-based learning, integrated learning (especially I-BEST), undergraduate research opportunities and other project-based learning and contextualized learning. Applied learning should be viewed as one tool we use in helping recruit, retain and facilitate completion for non-traditional students and students underrepresented in their field of study.

By 2025, we envision more than half of all LWTech students completing their selected certificate and degree programs. All students will have clear, guided pathways to credential completion and meeting career goals, including BEdA and ESL students. Multiple programs and degrees will be offered as "all-OER." I-BEST pathways will be greatly expanded, and onboarding classes with opportunities to explore related careers will exist in all metamajors. Achievement gaps for minority and other underrepresented students will be closed—in all programs. The faces of LWTech staff and faculty will be as diverse as the students and community we serve, and all who work or attend school at LWTech will consider it a welcoming and inclusive workplace and place of learning.

What follows will get us there.

Table of Contents

LAKE WASHINGTON
INSTITUTE OF TECHNOLOGY

Introduction

Increasing numbers of community and technical colleges are creating strategic plans specific to Instruction. These plans articulate strategic priorities for Instruction, typically for the next 5-10 years. Such plans are commonly referred to as Master Academic Plans. Because the term "academic" is often used in the CTC system to distinguish transfer-directed education from professional-technical education and our plan is intended to encompass both, we opted, instead, to call this document a Master Instructional Plan, hereinafter MIP.

Instructional leadership determined shared goals of the MIP. These fit into four broad categories:

1. *The MIP should articulate a sense of our priorities and values and thus be used to identify tactical goals and help allocate scarce resources*, thereby transcending shorter-term operational concerns and the people holding leadership positions.
    a. The MIP should align with the well anchored mission and strategic plan of the College, help define who we are as a College, and articulate a consistent, enduring philosophy for Instruction. The priorities of the MIP should serve and enhance the College's workforce mission and its goals with respect to completion, EDI and enrollment growth.
    b. The MIP should inform decision making in allocating new faculty positions and financial resources, vetting equipment purchases and grant opportunities, planning of professional development activities and organization of Instructional personnel.
2. The MIP should help establish a sense of our brand or "learning signature"—the thread that runs through all of our disparate programs—so that we can align our planning and operations with that signature and assist other areas in the College, such as Marketing, in messaging. This "core" or brand should transcend programs and the people who support them.
    a. We must distinguish ourselves from neighboring comprehensive community college and other technical colleges, particularly in the face of state-wide enrollment challenges.
    b. The priorities set out in the MIP should set a strategic course for Instruction and present a vision that is cohesive, distinct and marketable.
    c. We recognize, as a premise to this goal, that we cannot be all things to all people in an era of dwindling resources.
3. The MIP should provide us with a framework with which to vet and prioritize new program development and assess existing programs for alignment with strategic priorities.
    a. We need to be able to identify strategic priorities and directionality in prioritizing development of new program offerings.
    b. Existing program evaluations should include assessment of alignment with priorities set forth in the MIP, and programs should be striving to better align with the MIP.

    c.   In the event that financial sustainability ever requires the institution to consider program contraction or elimination, assessment of program efficacy should, of course, include enrollment trends, cost per FTE, and space and other resource utilization, but should also ask how programs in question serve the priorities of the MIP.

4. The MIP should define our pedagogical and cultural goals, and these should reflect known strengths and low-hanging opportunities. These pedagogical and cultural goals should align with broader College goals to facilitate student success and completion, equity/diversity/ inclusiveness and preparation for careers, as well as its efforts to increase enrollment.

    a.   Creation of professional faculty development opportunities should be informed by and support priorities of the MIP.

    b.   The MIP should reflect the values of our college culture, particularly our faculty culture, and serve as a beacon in growing the campus community and culture into the community and culture we want, particularly a diverse, equitable and inclusive one.

    c.   The MIP should help move us toward equity in student achievement and diversity in the faces of faculty, staff and administrators, reflective of the community in which we sit.

    d.   New Instructional initiatives under consideration should be vetted for alignment with priorities of the MIP, let alone for alignment with the College's broader work on Completion, EDI and Enrollment.

Method for Creating the MIP

1. D-Team Retreat. The VPI and Instructional Deans and Directors had an all-day retreat in February 2016 to begin work on the MIP. The team reviewed and discussed program changes since 2000, the name change to Lake Washington Institute of Technology in 2011, our BAS history, and a bit of history about Oregon Institute of Technology, an institution often spoken of as a model for technical-college-turned-polytechnic. The team then brainstormed goals of the MIP, synthesized above. With goals established, the team did a SWOT analysis and target-2025 visioning exercise. They then brainstormed Strategic Priorities going forward that reflected the results of the SWOT analysis and embraced the collective vision of LWTech target-2025. Results from the SWOT analysis and articulation of Strategic Priorities were later ordered based on participant votes and then synthesized and released for review by the team. The team provided input and edits. The results are attached as Exhibit A. The results were also shared with Executive Cabinet, with their input considered for drafting of the final document.

2. All-Faculty Meeting. In April 2016, the VPI and Deans hosted a 90-minute All-Instruction meeting for the express purpose of using similar but more abbreviated exercises to produce a list of Strategic Priorities, this time to be generated by the faculty. Deans facilitated faculty discussions in small groups. The Strategic Priorities provided by the faculty were later ordered based on participant votes and then synthesized. They were sent out to faculty and shared with the Instructional Leadership team and Cabinet. The results are attached as Exhibit B.

3. The VPI and Instructional Leadership combined the Strategic Priorities derived from their own leadership retreat with those from the All-Instruction meeting through synthesis, and the VIP created from that final list, eight Strategic Priorities that are the core of the MIP. The final MIP was written by the VPI, then submitted to the rest of the Instructional Leadership for edits and input at a Retreat in August 2016. Edits and input were made in the document and a final document was created and submitted to the President and her Cabinet for additional input later in August 2016.

A few additional points about this process are noteworthy:

First, faculty participating in the All-Instruction meeting were not shown the list of Strategic Priorities earlier put forward by the Dean Team, to ensure that they would not be influenced. Strategic Priorities set out in the MIP reflect values and perspectives of both faculty and Instructional administrators, generated independently.

Second, while one might have expected those two lists of Strategic Priorities to be very discrepant, they were, actually, remarkably similar. Apparently, all who serve students at this College, in any capacity, tend to share common values and a common understanding of the institution's strengths and challenges, a sign of effective shared governance, transparency and clear communication.

Third, while several checkpoints were set up in the project plan to vet workproduct for alignment with the College's broader goals and strategic initiatives, particularly those involving Completion, EDI and (of late) Enrollment; at no point did we find the need to step back, alter or add to workproduct in order to align it with and fully honor those major initiatives already under way at the College. Enrollment is called out as a distinct Strategic Priority in this document even though it was not a specific Strategic Priority called out by the Dean Team or Faculty. But the addition of Enrollment to the final list of Priorities should be viewed as an editorial choice rather than a leadership override. Discussion at all levels made clear that other priorities cited by participants were crucial to or otherwise in service of enrollment. The decision was made to call out Enrollment as a distinct Strategic Priority in the final document for fear that some might interpret absence of Enrollment as a glaring oversight rather than seeing other Strategic Priorities as a direct response to Enrollment challenges. The lack of need for mid- or final course correction to align the MIP with the College's major strategic initiatives likely reflects broad buy-in for and embrace of those college-wide strategic initiatives. It seems that the Strategic Priorities of the MIP flow from the strategic priorities of the College—organically.

Scope and Projected Lifespan of the MIP

The MIP is intended to inform tactical planning and operations of Instruction, not LWTech at large. Areas of scope include all areas of operation for Instruction: program development, structure, format, scheduling, refreshes and outcomes; curriculum development and refreshes; course development and refreshes; pedagogy; faculty development; faculty advising; classroom space design, planning and utilization; classroom and lab equipment planning and utilization; grant planning, co-writing and co-management; and involvement of faculty and Instructional administrators in outreach, recruitment or creation of partnerships in K-12, industry and our community. Participants in exercises giving rise to the strategic priorities articulated herein worked with a 9-10-year visioning horizon (target-2025) but understood that the MIP should be fully operationalized within 5 years and would likely require revision in 5 years.

Strategic Priorities
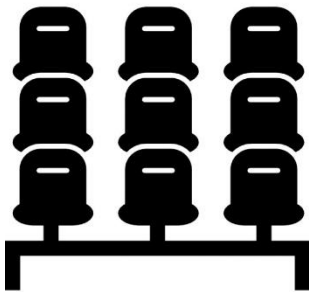
1. Growth

At the inception of the MIP, building enrollment should be viewed as a primary strategic priority. Indeed, much of the MIP can be viewed as a response to current enrollment challenges, as many of the Strategic Priorities were put forward in the context of declining enrollment and are intended to build enrollment once operationalized. As the MIP is successfully operationalized and the resultant activities increase enrollment, perhaps enrollment growth will not need to be the object of such intense focus. But even then, Instruction should be focused on enrollment sustainability and selective growth in high workforce-demand areas.

A. Instruction should integrate activities with other areas of the College to recruit and engage in outreach activities, particularly with Industry and feeder high schools.

B. Instruction should, with other areas of the College, build a sustainable International program to supplement state-supported enrollment and to contribute to targets for state-supported enrollment, to the extent permitted.

C. Instruction should continue to build and maintain its alternative high school programs and recruit graduates of those programs as potential candidates to return to the College for additional training after high school graduation.

D. Instruction should build a thriving Running Start program and view student participants as candidates for returning to the College after high school graduation.

E. Instruction should build its general transfer programs and academic core offerings, as these programs are likely to attract a new, untapped audience of students, including Running Start students and International Students. Academic core offerings also have higher S/F ratios and are therefore more cost-effective, potentially reducing cost/FTE for the College as a whole.

F. Instruction should expand its BAS offerings and increase their efficiency by developing common, co-listed courses that can be taught for multiple BAS programs.

G. Instruction should expand customized education for industry. (See also, External Partnerships, below.)

H. Instruction should consider modifications to offerings, schedule, format, mode of delivery and lengths of programs as well stackability of credentials and alternative learning models in response to student and industry needs.

I. Instruction should showcase recruitment models with proven efficacy in growing enrollment.

J. Completion and EDI work serves Enrollment, and Instruction should work with other areas of the College to increase student completion, eliminate achievement gaps for underrepresented students and zealously pursue the creation of a diverse and inclusive workplace and place of learning.

2. Applied Learning ("Praxis")

It has been five years since LWTC became LWTech--an Institute of Technology. In the next five years, it should develop new programs, modify existing programs and select initiatives that align with the polytechnic philosophy of "praxis" or "applied learning."

A. New programs approved for development should lend themselves to applied learning models—hands-on, case-based, problem/inquiry-based, contextualized and interdisciplinary.

B. Programs should be modified, as necessary, to emphasize these models of applied learning over isolated theory/didactic.

C. New cooperative (workplace/classroom) models should be introduced and diffused for scale-up.

D. Foundational learning, especially pre-College level, should be *contextualized* and *integrated* (I-BEST'd) into the career training or discipline-specific learning to which it should apply.

E. Active learning pedagogy emphasizing inquiry-based, case-based, problem-based and hands-on learning should be promulgated and emphasized in professional development opportunities.

F. Applied learning should be introduced early in student educational pathways, including on-ramp classes.

G. Instructional programs should develop opportunities for students to engage in UGR--undergraduate research (class-based or independent), provide showcases for that research and create industry or community partnerships which might provide research fodder and/or funding for UGR.

H. Instruction should develop all-OER degrees and certificates and promote OER adoption among faculty as another way of creating active and informationally literate, lifelong learners.

I. Instruction should increase student involvement in curriculum and course planning to create "student ownership." Hands-on learning should extend to management of the learning process.
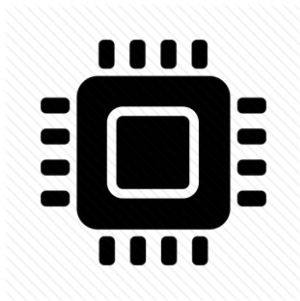
3. Technology

"Institute of Technology" also connotes an emphasis on technology-laden disciplines, especially computer science, math, engineering and science, but also the embrace and pursuit of cutting edge technology in other fields of study, such as health sciences, design and manufacturing.

A. New Instructional program development should focus on preparing students for technology-oriented careers with high demand in our region--STEM, Health Care, Advanced Manufacturing and Applied Design in particular but not exclusively.

B. All programs should emphasize use of technology relevant to that discipline and career for which it prepares students. Programs should be modified and updated to include and emphasize training for technology used in leading edge workplaces.

C. Classroom and lab equipment should mimic technology found in leading edge workplaces. Students should be using state-of-the-art technology.

D. LWTech should become a site for technological innovation in teaching and learning and should be showcased as such.

4. External Partnerships

Partnerships with industry and industry trade groups, K-12 and non-profit community organizations will build enrollment, help us better serve our community and hasten our re-branding as an Institute of Technology offering STEM and transfer programs.

    A. Instruction should work with other areas of the College to create relationships with high school feeders.

    B. Instruction should create partnerships with industry for customized and credit-bearing training, cooperative learning, apprenticeship training, internships and job placement and to maintain fresh advisory committees. Such partnerships might also include sharing of equipment, space or personnel and donations/loans of equipment.

    C. Instruction should create partnerships and explore grant opportunities with community agencies like the WDC and industry trade groups like WTIA .

    D. Instruction should be guided by industry, in part through its advisory committees and DACUM process, in maintaining up-to-date curricula and developing new programs and new curricula. We should model industry in our responsiveness, nimbleness, entrepreneurship and willingness to innovate and take risks. The rate at which we bring about new programs and re-fashion existing ones should mimic the rate at which industry brings new products to market or re-designs existing ones rather than the rate at which other colleges do so.

    E. Instruction should increase its ties to immigrant and refugee populations and community organizations who seek to connect non-traditional and minority students to higher education and career opportunities.

5. Internal Partnerships

Creating interdisciplinary courses, projects and models builds connections between faculty to create a more cohesive college community and gives students experiences that better mimic modern workplaces.

A. Instruction should provide UGR experiences for students--cross-listed courses and projects as well as curricularized research opportunities.
B. Instruction should provide "Maker" spaces with cross-listed courses, interdisciplinary projects and opportunities for community members and industry professionals to work alongside students--using technology.
C. Instruction should create and scale-up use of interdisciplinary, problem-based case studies linking multiple programs.
D. Instruction should explore and diffuse other opportunities for faculty, especially those in the same metamajor, to work together and expose students to cross-disciplinary modeling, as this better prepares students for modern careers involving cross-functional teams and collaboration.
E. BEdA/ESL faculty should be working with Professional Technical and Academic Core faculty to integrate transitional studies into career pathways. BEdA/ESL should be viewed as an on-ramp to career pathways. Integrated learning (I-BEST) should be expanded to all metamajors, and all BEdA/ESL students should be provided opportunities to identify career pathways early on.

6. Cohorts/Guided Pathways

Instruction should design and modify programs using Guided Pathways (GP) principles and leverage existing cohort models to increase student retention and completion. Instruction should remove barriers to completion and work to achieve other goals of the College's larger Completion Initiative, focusing on cohort models, default pathways and other GP principles.

A. Instruction should create on-boarding classes for all metamajors. These classes should provide opportunities for career exploration in addition to preparing students to be successful in their programs.

B. New programs should be built on the GP/Cohort model. Existing programs should be supported in adopting GP principles and moving toward a Guided Pathway model.

C. Instruction and Student Services should integrate faculty advising with student service advising and increase faculty role and presence to ensure that students stay on charted pathways and complete their programs.

D. Program and course design; pedagogy; faculty advising; design and furnishing of informal learning spaces; and Instructional initiatives should facilitate student-student and student-faculty connections, as strengthening relationships and creating a sense of belonging may be the most effective way of increasing student completion, particularly for students from underrepresented populations

E. Instruction, in collaboration with other areas of the Colleges, should create and maintain clear and chartable maps/diagrams for all career tracks offered and similarly clear and trackable maps/diagrams indicating default course requirements on a quarter-by-quarter basis for all degrees and certificates. These degree and certificate maps should eventually be manipulatable electronically and accessible by students, advisors and faculty for synchronous or non-synchronous access and editing.

F. Instruction should view Integrated Learning (I-BEST) as an on-ramp to career pathways for BEdA and English Language Learners; and career maps should reflect such on-ramps.

G. Instruction should pursue new models for academic support that are cohort or course-focused.

H. Guided Pathways/Cohort work is part of the College's broader Completion work and so should be workplanned and tracked for progress and efficacy, like all other work done under Completion.

7. Evidence-Based Decision Making

Outcomes assessment and evidence-based decision making is fundamental to higher ed efficacy in 2016 and is required by our accreditors, regulators and grant funders. Instruction should track and analyze data where data is available and model data-informed or other evidence-based decision making in its own operations. Indeed, being evidence-based and using data analytics should be part of our modus operandi as an Institute of Technology, as evidence-based decision making epitomizes applied learning and use of technology for good. While we value data and other "hard" evidence, we should not dismiss anecdotes or the human elements worthy of consideration in providing instruction to transform lives.

A. Instruction should work with other areas of the College to create and maintain Dashboards to provide faculty and staff with program-specific and course-specific data on completion, enrollment and achievement gaps for underrepresented students at present and compared to past years.
B. Because college-wide initiatives will not address challenges in all programs, Instruction should target program-specific problems with program-specific, evidence-based solutions, especially program-specific solutions used effectively in other programs with similar characteristics.
C. Instruction should target course-specific problems with faculty support and Supplemental Instruction.
D. Instruction should use data, including projected data, to inform its curriculum and program development processes. As an Institute of Technology, we should be looking at the job demands of tomorrow, not just today, especially given the time necessary to develop new programs from scratch.

8. Faculty Development

Faculty at LWTech define the institution and most directly impact student lives and effectuate the mission of the College. As such, they should be supported by Instruction and provided the tools they need to remain effective and state-of-the-art in subject matter expertise, use of technology and pedagogy.

A. Instruction should develop effective on-boarding processes and orientation for both full and part-time faculty. Mentoring should be included.
B. All faculty should be provided with on-campus professional development opportunities that support effective practice of their craft.
C. Instruction should provide opportunities and support a climate that facilitates community-building among faculty.
D. Professional development opportunities and other activities created by Instruction should align with the priorities of the MIP, particularly training and showcases of pedagogy and program design which support applied, problem-based and hands-on learning.
E. Faculty should be provided with cultural competency training and the support they need to create diverse and inclusive classrooms and to work with their colleagues to eliminate achievement gaps based on race or gender in all programs.
F. Special assignments and stipends should be scrutinized for alignment with Strategic Priorities of the MIP and the College's broader Completion and EDI work.

Exhibit A: Instructional Leadership Team SWOT Analysis and Strategic Priorities for MIP February 2016

MIP SWOT Analysis - D-Team - Feb2016

Strengths	Votes
Integrated learning	11
Our programs -- in-demand jobs -- "Value Proposition"	6
Hands-on education/applied "praxis"	5
Good professional development - eLearning/ E&L	4
Partnerships/potential partnerships	4
Good faculty & staff with buy-in/flexibility/loyality	3
Student-centered -- holistic view of students	2
Advisory committees	1
New voices/eyes in leadership	1
Family feel	1
Some interdiscipline work - interest in it	0
Legislative relationships	0
SBCTC loves LWTech	0
Leadership	0
Good physical resources	0
Fee income	0
Free parking - access to culinary	0
Faculty/student scale/relationships	0
Location vis-à-vis industry	0

Weaknesses	Votes
Lack of economic sustainability	7
Onboarding/processes (administrative staff)	6
Lack of cultural competency among faculty/staff	6
Infrastructure	2
Competition	2
Lack of marketing funds	2
Lack of collaborative mindset	2
Dependence of state funds	2
Low completion rates	2
Turnover - administratively, faculty	1
Tech obsolescence	1
CBA -- Faculty not viewed as professionals	1
Lack of "brand"	1

Lack of buy-in for EDI	1
Low salaries	1
Old pedagogy - faculty overwhelmed	1
Aging workforce	0
We are not entrepreneurial enough	0
High per FTE/cost	0
Lack of High School relationships	0
Not connected to economic future of state	0
Lack of alumni connections	0
Faculty/staff too white	0
Lack of courageous/difficult conversations	0
Lack of conversations about cultural competency/racism	0
Ignore feeder populations, e.g. ESL	0
Scarce resources	0
Mindset of deprivation	0
Poor space allocation	0
Mismatch between programs & local workforce	0

Opportunities	Votes
Scale up integrate eLearning	8
Refugee/immigrant population	5
Untapped polytechnic brand - we have the name already	5
Capatalize on strong programs (e.g. Applied Design)	4
Faculty Development	4
New allocation model	3
Apprenticeships - re-establish relations and build new	2
Alternative scheduling (evening/weekend)	1
Crisis mode -- change	1
Guided pathways	1
Industry is here!	1
Instruction/Student Services link!	1
Kirkland's growth	1
Transfer!	1
Veterans	1
Better ties to community partners	0
CECC	0
Fresh D-team	0
Good grant writer with energy!	0
Great marketers with financial support	0
Transfer pathways	0

Threats	Votes
Enrollment	9
Memories/culture of fear sabotaging change/paralysis	6
Budget/state dependency/cuts	5
Bellevue	2
Cost of Living Increases	2
Belief systems/ negativity/ resistence	1
Recruitment failures	1
Transfer might not catch on	0
Retirements	0
Cutting - program loss ("shorelining")	0

MIP - Strategic Priorities - D-Team Feb '16

Priorities	Votes
Hands-on education (cooperative learning) – branding	7
Reaches to multiple programs Industry – including shared equipment, courses, facilities – "tentacles"	5
Thinking ahead in terms of career needs	5
Partnerships – education ↔ practice, feedback, new/fresh, brand enhancement, space, faculty, education	4
Space efficiency	3
Alignment with community & state workforce opportunities	3
IT (Institute of Technology) – live up to our name	3
Responsive to labor market > living wage	2
Competition	2
Innovations – even with risk of failure	2
Move to more narrow focus	2
Contribute to public good	2
Stem from strength	1
Part of pathway	1
Certifications/ alignment opportunities – we are that place	1
Staff/faculty – retention/ professional development, student completion	1
Alignment with community demographics	1
COST – for student & College	
Multiple career opportunities	
Lifelong learning	
Value Proposition	
Promote diversity in UR (under-represented) populations	
Equity	
Alignment with Metamajors	
Unique discipline with wide reach	
Wide feed	
Core – move toward defined core	

Exhibit B: All-Faculty Meeting
Strategic Priorities for MIP
April 2016

Strategic Priorities—faculty April 2016	Votes
More cross-disciplinary instruction	21
Partnerships with local industry	19
Community Partnership	18
State of art equipment & technology	17
Cohort communities for students	13
Improved outreach-orientation-registration processes	12
Market with greater visibility & outreach to community	10
Maker culture projects/instruction	10
Creative outreach/marketing	10
Increase/improve online presence ("excellence" in technical area)	9
Guided pathways	9
Becoming a polytech institute	8
Multidisciplinary instruction	8
Change community perspectives/image	8
Synergies within college	8
Appealing to non-trad students + Access + Support	7
Hands on learning	7
Use data to inform decisions	6
Non-instructional staff need to help faculty (communicate, support)	6
Each "school" have one faculty member exchange committee involvement for financial generation	6
Offer more opportunities for part-time students	6
Student ownership	5
Process improvements with help of those people using the systems (policy & procedures)	3
Get out of Silos	3
Integrated learning	3
Utilize expertise of faculty	1
College community collaboration	1
Alumni	1
Add interdisciplinary school	0
Alternative teaching modes	0

Exhibit C: New Program Development Schedule 2015-18

AS	Biology DTA/MRP	2016	Fall
AS-T	Engineering AS-T/MRP Computer/Electrical Engineering AS-T/MRP	2016	Fall
AS-T	Mech/Civil/Aero/Ind/Mat Sci	2016	Fall
Cert	Photonics Technology	2016	Fall
Cert	Cosmetology	2017	Winter
Cert	Dental Front Office	2017	Winter
Cert	Funeral Services Attendant	2017	Winter
Cert	New Vehicle Technology	2017	Winter
Cert	Science Technician - Molecular Diagnostics	2017	Winter
Cert	Sterilization Technician	2017	Winter
Cert	User Interface/Experience (UI/UX) Design	2017	Winter
Cert	Rehabilitation Aide	2017	Spring
BAS	Dental Hygiene Engineering AS-T/MRP	2017	Summer
AS-T	Bioengineering/Chemical	2017	Fall
BAS	Behavioral Healthcare	2017	Fall
BAS	Digital Gaming & Interactive Media	2017	Fall
BAS	Funeral Service Education IT Application Development - Software	2017	Fall
BAS	Development	2017	Fall
BS	Nursing RN to BSN	2017	Fall
BAS	Early Childhood Education	2018	Fall
BAS	Exercise Science	2018	Fall

Degrees under consideration not yet on schedule:

BAS-IT: Business & Entrepreneurship—Technology Focus
BAS –IT: Technology Change Management
BAS: Applied Mathematics