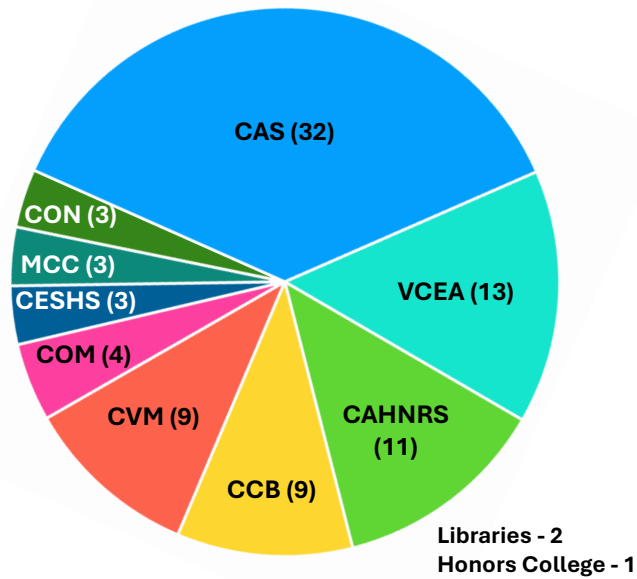


90 Credit Bachelor's (90CB) Feedback Summary

From Faculty Survey
Conducted by Qualtrics
Spring Semester 2026

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Survey Response Rate by College



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Major Concerns Regarding Learning Outcomes

- **Breadth & General Education**
 - Losing electives and UCORE courses reduces critical thinking, writing skills, exploration, breadth of knowledge, liberal arts foundations
- **Depth & Preparedness**
 - Students will have less depth in their major, inadequate skills for the workforce, insufficient preparation for graduate school, diminished opportunity for research experiences
- **Maturity & Development**
 - Students need time to mature between ages 18–22. A 3-year path will accelerate students into the workforce before they are developmentally ready.

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Potential Negative Impacts of 90CB

- **Enrollment shifts:** migration of students to 90-credit degrees, harming majors that cannot reduce credits (e.g., STEM, accredited professional programs, language programs, humanities)
- **Loss of electives:** significant declines in minors, experiential learning, opportunity to take elective courses
- **Accreditation conflicts:** for many disciplines, 90 credits is not possible for accreditation (e.g., engineering, architecture, music, education)
- **Reputational harm:** fear that WSU would appear “less rigorous,” “like a community college,” or “in a race to the bottom,” possible damage to the value of existing WSU degrees

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Potential Negative Impacts of 90CB

- **Student Outcome Risks:** underprepared graduates, who are less competitive for jobs or grad school, potential long-term consequences for career flexibility
- **Operational and Structural Risks:**
 - potential loss of up to 25% of credit-hour tuition due to enrollment shifts
 - potential loss of faculty, reduced TA lines, smaller departments
 - competition for students between departments
 - increase in advising complexity
- **Fear of losing R1 status over time**

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Possible Negative Impacts for Students

- **Effects on student education and preparation for future opportunities:**
 - less well-rounded (fewer elective courses)
 - less rigorous education
 - less time to mature
 - less competitive for jobs and professional/graduate programs
 - less opportunity for experiential and senior integrative coursework
- **Students may regret the 90CB later and returning for a regular bachelor's degree may be difficult**
- **Complicates advising: students may need to know what degree they want when they first enroll, options to change majors may be limited**

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Potential Benefits of 90CB

- **Reduced cost and time to degree**
- **Increased enrollment and recruitment competitiveness**
(especially with other institutions offering 90CB)
- **Increased accessibility for non-traditional or economically constrained students**
- **Possibility for specialized technical degrees and niche career-focused programs**
- **New pathways for students with many transfer or Running Start credits**
- **Possible creation of 3+1 or 3+2 master's pathways**
- **Re-engagement of stopped-out students**

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Factors that Increase Support for 90CB

- **Giving the 90-credit degree a distinct name**
- **Outcome expectations differ clearly from the 120-credit degree**
- **90CB degree is designed *de novo*, not as a reduced credit version of an existing degree**
- **90CB degrees still require strong foundational and general education**
- **Employers are shown to respect a 90-credit bachelor's degree**
- **The different degree paths are clearly explained to avoid confusion by students and faculty**

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Additional Considerations Regarding 90CB

- **Market research:** we need to know what employers actually think
- **Data-based analysis:** will enrollment really increase enough to offset lost tuition from reduced credits
- **Clarity on naming conventions:** many faculty feel that it must not be called a bachelor's degree
- **Integration with UCORE reform**
- **Pilot programs first, not campuswide adoption**
- **Input is needed from alumni, employers, and graduate schools**
- **Clear communication & transparency of rationale and impacts**

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Conclusions

- **Faculty express a range of concerns regarding the adoption of 90CB**
- **Some faculty responding to the survey expressed opposition to the adoption of 90CBs**
 - especially if these are not clearly differentiated credentials from 120-credit degrees
- **Faculty support exists for 90CBs that are:**
 - applied, workforce oriented, and/or focused on technical fields
 - are intentionally designed
 - have distinct learning outcomes
 - maintain academic integrity
 - are named differently
 - target specific student populations
- **Faculty request evidence, transparency, and careful, program-level design, not a broad mandate**

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