



*Big Bend*  
**COMMUNITY COLLEGE**

**Program Proposal:**  
**Bachelor of Applied Science Degree in Applied Management**  
**October 2020**

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**COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL**

**Program Information**

Institution Name:	<b>Big Bend Community College</b>				
Degree Name:	<b>Bachelor of Applied Science in Applied Management</b>	CIP Code:	52.0201		
Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:					
Degree:	Accounting Technician	CIP Code:	52.0302	Year Began:	<b>2000</b>
Degree:	Agriculture Technology & Management	CIP Code:	01.0301	Year Began:	<b>2014</b>
Degree:	Aviation Maintenance Technology	CIP Code:	47.0687	Year Began:	<b>1965</b>
Degree:	Business Information Management-Administrative Professional Services	CIP Code:	52.0204	Year Began:	<b>2010</b>
Degree:	Business Information Management-Medical Office & Billing Support Services	CIP Code:	51.0705	Year Began:	<b>2010</b>
Degree:	Commercial Pilot	CIP Code:	49.0102	Year Began:	<b>1965</b>
Degree:	Systems Administration	CIP Code:	11.0901	Year Began:	<b>2012</b>
Degree:	Criminal Justice	CIP Code:	43.0107	Year Began:	<b>2016</b>
Degree:	Early Childhood Education	CIP Code:	13.1210	Year Began:	<b>2004</b>
Degree:	Industrial Electrical Technology	CIP Code:	46.0302	Year Began:	<b>1997</b>
Degree:	Manufacturing and Processing Support Technician	CIP Code:	15.0000	Year Began:	<b>2017</b>
Degree:	Mechanical Maintenance Technology	CIP Code:	47.0396	Year Began:	<b>1997</b>
Degree:	Welding Technology	CIP Code:	48.0508	Year Began:	<b>2000</b>
Planned Implementation Date (i.e. Fall 2014):		<b>Fall 2021</b>			

**Proposal Criteria:** Please respond to all eight (8) areas listed in proposal criteria FORM D.

Page Limit: 30 pages

**Contact Information** (Academic Department Representative)

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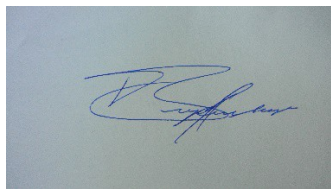
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Chief Academic Officer

8/14/20

Date

## Program Overview

The proposed BAS in Applied Management (BAS-AM) will build upon BBCC's current Associate of Applied Science (AAS) degrees, especially its degrees in Business, Aviation, Computer Science, and Trade/Industry occupations. Significantly, the program will provide customized upper-level courses geared toward the needs of students from a variety of professional-technical programs as well as regional employers. The program will be designed to address management skills sought by employers in the primary sectors of the local economy. Based on feedback from 167 employers in the region, the college anticipates that the degree will contain courses on organizational communications, ethics, employee training and development, operations management, customer relations, leading change, management theory, organizational behavior, equity and diversity, project management, and human resources.

BBCC has received employer feedback indicating that they have difficulty finding qualified applicants for managerial positions that often require bachelor degrees. Additionally, employers explain that the remoteness of the region makes it difficult to attract and keep qualified applicants from outside the area. With no baccalaureate institution within Grant or Adams counties, employers must look outside the area for bachelor's prepared individuals to fill managerial positions. There is a need to provide baccalaureate level education to local residents to meet local employment demand. For BBCC to respond to this demand is in keeping with its role as the higher education provider in the community.

The proposed BAS-AM supports BBCC's role within the communities it serves and is central to the college's mission. As the only higher education entity located within the BBCC service district, the college plays a critical role in providing higher education services to the district's residents. BBCC works closely with local government, non-profit organizations, public education, business, and industry representatives to develop and deliver educational programs and services that meet the economic, educational, and cultural needs of the adults living in communities throughout the college's service district. Offering a BAS in Applied Management would be a significant step in meeting local economic development needs. It also creates an educational pathway for students completing any of its Associate of Applied Science degrees.

CRITERIA	STANDARD
1. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.

### 1) Program Learning Outcomes

Based on input from regional employers, BBCC has developed the following program outcomes (POs) for the BAS degree in Applied Management (BAS-AM). Institutional outcomes (IOs) in the areas of Communication, Computation, and Human Relations/Workplace Skills are included within all BBCC degrees and certificates (=> 45 credits). The first three program outcomes listed are the IOs.

1. **Communication:** Communicate effectively with internal and external stakeholders using an appropriate channel for the situation.
2. **Computation:** Analyze the financial health of a business by interpreting business data obtained from financial statements.
3. **Human Relations/Workplace Skills:** Demonstrate effective leadership, critical thinking, teamwork, and technical and information literacy competencies needed to make business-critical decisions to resolve interpersonal and organizational challenges that most often occur in the modern workplace.

4. Apply and analyze multicultural strategies to facilitate respectful and equitable inclusion of diverse individuals and perspectives to achieve organizational goals.
5. Identify the significance of and key decisions in the operations management function, and quality management/quality control methods.
6. Develop comprehensive project plans, monitor the plans, identify areas of risk and deal with problems through appropriate use of project management techniques.
7. Demonstrate integrity through ethical behavior and socially responsible decision making.
8. Apply organizational behavior principles and human resources management practices to effectively develop, hire, and retain a skilled workforce.

## 2) Program Evaluation Criteria and Process

Upon SBCTC approval and successful NWCCU accreditation, the BAS-AM will be integrated into established BBCC evaluation processes. BBCC will evaluate all program components at varied times—quarterly, annually, and biannually to ensure a continuous improvement process.

- **Baseline and Completion Data:** At the start of the program (fall-every other year), BBCC will conduct a student intake survey to capture baseline data for the cohort. At the end of the program (spring-every other year), BBCC will conduct a student survey to capture completion data for the cohort. As is BBCC's common practice for the associate level programming, program retention and stop-out points will be evaluated regularly for the BAS-AM, and all retention and completion data will be disaggregated as allowable.
- **Student Evaluations of Program Courses:** Student perceptions make up an important component in understanding course relevance, course design, instructional effectiveness, and other considerations. Student evaluations will be collected quarterly for BAS program courses.
- **Student Success Rates:** BBCC has established a set of indicators for student achievement that are institutional indicators used to measure the success of the college in fulfilling its overall mission, core themes, and supporting objectives. With the help of BBCC's Institutional Research (IR), BBCC regularly evaluates student retention, persistence, and completion rates at the course and program level.
- **Annual Course and Program Assessment:** The BAS assesses outcomes and content alignment at the course, program, and institutional level. All program outcomes (including the institutional outcomes) are cross walked to specific program courses and scheduled for assessment within the program's assessment plan (see Appendix X) so that all program outcomes and all courses are assessed at least once during a 7-year period (see Appendices A and H).
- **Reporting to Advisory Committee:** The program presents an annual report to the Advisory Committee. The report includes, but is not limited to, evaluation and assessment findings, recommendations, and program audit results.
- **Program Audit:** The BAS-AM will complete a program audit at the end of each program cycle (every other year). The program will conduct a self-evaluation and review industry expectations and market trends to ensure relevance and currency. The self-evaluation includes, but is not limited to, review and reflection of program quality, technology, industry/community involvement, cohort data (baseline/completion surveys) and faculty/staff professional development.

## 3) Course Preparation Needed by Students Transferring with Technical Associate Degree

Admission to the program may occur when the following can be documented:

1. At least an associate degree from an accredited institution
2. Minimum 2.5 cumulative GPA for all college-level credits
3. 2.0 or above grade equivalent in the following courses:
  - a. ENGL&101 (5 credits)
  - b. MATH& 146 or its equivalent (5 credits)

4. Minimum of 10 GER credits required in Humanities and Social Science distribution areas (see table below)
5. Completion of application for admission to the BAS program.
6. Payment of a non-refundable program application fee of \$35.

4) General Education Component

To support institutional and program outcomes, students are required to have at least 60 General Education Requirement (GER) credits upon completion of the BAS-AM degree. Forty-five of these credits are at the associate level, with the balance earned at the baccalaureate level (15+ credits). All associate-level GER courses are regularly offered courses at BCC.

Course No & Name	Credits
<b>Communication (10 credits)</b>	
ENGL&101 English Composition I (required for admission)	5
ENGL&235 Technical Writing*	5
<b>Quantitative/Symbolic Reasoning (5 credits)</b>	
MATH&146 Intro to Statistics* (required for admission)	5
<b>Humanities (10 credits) (5 credits required for admission)</b>	
CMST&220 Public Speaking*	5
PHIL&120 Symbolic Logic*	5
<b>Social Sciences (10 credits) (5 credits required for admission)</b>	
PSYC&100 General Psychology*	5
ECON&201 Micro Economics	5
<b>Natural Sciences (10 credits)</b>	
ENVS&100 Survey of Environmental Science*	5
CHEM110 w/Lab*	5
<b>Upper Level (15 credits)</b> Must be a combination of Social Science (SS) and Humanities (H)	
BUS320 Organizational Behavior (SS)	5
BUS330 Organizational Communication (H)	5
BUS340 Professional Ethics (H)	5
<b>General Education Course Total</b>	<b>60</b>
*or advisor approved course from the same General Education distribution area	

5) Course Work needed at Junior and Senior Levels in the BAS-AM

Regional businesses provided critical feedback in support of curriculum development. In BCC's Winter 2019 employer survey, 156 employers rated a comprehensive list of management topics to ascertain the topics that should be considered in curriculum development. Employers were also invited to add topics not on the list provided.

Upper-division BAS courses align with program outcomes and industry needs. Courses will be offered in a mixed-modality model using hybrid and online formats. Hybrid courses are taught once or twice a week during the evening hours to accommodate working students. (See Appendix A for course descriptions and scheduling.)

All courses will be offered annually so students are able to enroll as part-time. The student and the BAS Coordinator will work together to ensure the student's program plan addresses quarterly course offerings.

Course	Title	Credits
	<b>AAS Skill/Technical Courses (minimum)</b>	<b>70</b>
	<b>AAS Gen Ed Requirements (minimum)</b>	<b>20</b>
<b>General Education Requirements</b>		
ENGL&235*	Technical Writing	5
PHIL&120*	Symbolic Logic	5
ECON&201	Micro Economics	5
ENVS&100*	Survey of Environmental Science	5
CHEM110*	Chemical Concepts w/Lab	5
BUS320	Organizational Behavior (SS)	5
BUS330	Organizational Communication (H)	5
BUS340	Professional Ethics (H)	5
<b>BAS Degree Requirements</b>		
ACCT105	Intro to Accounting	5
BIM110	Microsoft Office Essentials	3
BUS&101 OR BUS&201	Intro to Business Business Law	5
BUS305	Business Management	5
BUS310	Accounting for Managers	5
BUS350	Marketing for Mangers	5
BUS370	Organizational Leadership	5
BUS380	Human Resource Management	5
BUS410	Financial Management	5
BUS430	Project Management	5
BUS440	Operations Management	5
BUS460	Applied Management Capstone	5
<b>BAS Total</b>		<b>188</b>
*or advisor approved course from the same General Education distribution area Social Science (SS); Humanities(H)		

Both Columbia Basin College (CBC) and Spokane Falls Community College (SFCC) offer BAS degrees in Applied Management with specific specializations. CBC offers specializations in Agriculture and Healthcare Administration while Spokane Falls offers specializations in Manufacturing, Healthcare, and Fitness Lifestyle Management. Both colleges have expressed an interest in collaborating with BBCC to allow students in the BAS program at BBCC to enroll in BAS specialization courses at CBC and SFCC. As these collaborations are developed, the BAS Coordinator, program faculty, and the advisory committee will work together to identify appropriate substitutions to meet course requirements for these specializations within the BAS program.

This collaboration will allow BBCC to offer students BAS specialization options for each of the major sectors of the local economy: Agriculture, Manufacturing, and Healthcare. Due to BBCC's size, it is unlikely to be able to offer the specialization options without this collaboration. The BAS Coordinator will work with both colleges to ensure enrollment and financial aid processes are smooth and do not present barriers to students.

CRITERIA	STANDARD
2. Qualified faculty.	Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.



	Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.
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The equivalent of two faculty FTE is required to teach in the BAS program. The BAS Coordinator (see Appendix B) has program facilitation and advisor responsibilities as well as teaching 1/3 FTE within the BAS-AM program. The remaining courses will be taught by full- and part-time faculty where appropriate.

There are sufficient qualified faculty to support the program. Program courses will be taught by current faculty, both full- and part-time. If more instructors are needed to teach within the BAS-AM program, BBCC will recruit additional faculty who meet the qualifications listed below for both technical courses and general education courses.

All BBCC full- and part-time instructors teaching in the BAS-AM program (see Appendix C) hold master's degrees in the subject/related field and are required to complete certification as Washington professional and technical college instructors. BBCC currently has 4 full-time and 9 part-time faculty who meet the qualifications listed. Additionally, BBCC will hire a BAS Coordinator who meets the same qualifications as BAS-AM teaching faculty.

All BBCC full- and part-time General Education Course Faculty have a master's degree, at minimum, in the subject/related field.

**Minimum Qualifications:**

- Master's degree in a related field
- Industry Experience (*technical course instructors*)
- Experience working with students/workforce from diverse academic, age, socioeconomic, cultural, disability, and ethnic backgrounds

**Desirable Qualifications:**

- Experience teaching at a community college
- Five+ years of industry-related work experience (*technical course instructors*)
- PhD degree in a related field
- Bilingual English/Spanish proficiency

CRITERIA	STANDARD
3. Selective admissions process, if used for the program, consistent with an open door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.

**Selection and Admission Process:** The BAS Coordinator will lead the outreach and recruitment efforts targeting diverse student populations through TRIO, informational sessions, non-traditional times, and technology. BBCC utilizes an online recruitment tool that houses all the content needed to walk a student through the process of applying to the program, including videos on applying for admissions, how to register, how to search the class schedule, setting up a student network account, and virtual new student registration.

The BAS-AM program proposes a process with four steps to help identify students who BBCC will admit into the program.

**STEP 1 – Pre-admission** (fall quarter, 1 year before fall entry).

- Send electronic notice to all BBCC AAS and AAS-T students with fewer than 45 credits to review education plans toward degree completion. The notice includes resource links and an alert to meet with advisor for pre-admission planning purposes.

- Send electronic notice of eligibility to all AAS and AAS-T students with more than 45 credits. The notice will let students know they are eligible to apply for admissions and will include the steps to apply and the requirements for admission to the BAS-AM program.
- Activate marketing, such as, print and social media and information sessions. Information sessions will be offered multiple times, in both evening and online formats, to provide prospective students with an overview of the BAS-AM program and to explain the admission process.

**STEP 2 – Application** (February - April, prior to fall entry).

- Applicants submit application via BBCC web portal.
- Continue marketing efforts and information sessions.

**STEP 3 – Applicant selection** (June, prior to fall entry).

- The selection committee—BAS Faculty, Workforce Dean, Registrar, and BAS Advisor—reviews applications using Admission Requirements 1-3 below as the priority for selection.
- The Selection Committee notifies applicants of admission selection.
- If there are more qualified applicants than capacity, the selection committee will review alternatives; such as, increasing capacity, opening additional sections, and/or establishing a waitlist.

**STEP 4 – Admissions & Registration** (July – August, prior to Fall entry).

- Selected applicants complete any outstanding requirements for admissions (e.g. official transcript for non-BBCC graduate).
- The BAS advisor meets with admitted applicants
- Admitted applicants register for fall classes.
- In the event that a student declines an admission offer, and there is a waitlist, the Selection Committee will notify the next qualified applicant from the waitlist of admission selection in date order of completed Admission Requirements 1-6 (provided below).

**Admission Requirements:** Advisors will work closely with students at the associate level to develop education plans that meet BAS-AM admission requirements.

1. At least an associate degree from an accredited institution
2. Minimum 2.5 cumulative GPA for all college-level credits
3. 2.0 or above grade equivalent in the following courses:
  - a. ENGL&101 (5 credits)
  - b. MATH& 146 or its equivalent (5 credits)
4. Minimum of 10 GER credits required in Humanities and Social Science distribution areas
5. Completion of application for admission to the BAS program.
6. Payment of a non-refundable program application fee of \$35.

CRITERIA	STANDARD
4. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.

The BAS-AM is a full-time, cohort-based, mixed-modality education model. It anticipates a full capacity of 25 students by the fifth year of the program, 2025-26.

BBCC is focused on its mission, to *deliver lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement*. To this end, and in keeping with

BBCC's mission, core themes, and objectives (see Appendix D), the BAS program will leverage existing comprehensive student services as well as BAS specific support.

Through the student intake survey, the Coordinator will connect students to resources prior to the start of the program/class. BBCC will embed the use of resources into curriculum; such as writing assignment review/editing support available online, personalized mobile support through SignalVine, tutoring, connection to mentors, study skills, and pre-professional seminars. To further support students, BBCC promotes professional development for faculty and program staff in multicultural, diverse, inclusive pedagogy/ andragogy and course design; ESCALA training (specific to Hispanic Serving Institutions); diversity, power, and privilege training; and developing strong faculty/staff-student relationships. Completion advising by the BAS coordinator will provide additional support to students in the second year of the BAS-AM program. The primary goal is to support students in successfully achieving graduation by providing academic guidance and necessary resources throughout their path.

*Welcome Packet:* Upon acceptance of admissions, students will receive a welcome packet that includes essential information about the two-year BAS-AM program

- Welcome letter
- BAS Advisor assignment
- Checklist to complete prior to BAS orientation (student login, official transcripts, student baseline survey, class schedule, etc.)
- Information pamphlets about student services including financial aid
- Next steps with timeline of follow-up activities to complete onboarding processes

*BAS-AM Orientation:* BAS students will attend an on-campus or online orientation where they will meet BAS faculty, advisors, student services representatives, and peer cohort members. The intent is to establish a learning community, discuss specific program expectations and structure, onboarding to Canvas and Starfish, and learn of services intended to promote degree completion. Orientation videos and tutorials are accessible throughout the BAS program. Other course-specific onboarding activities are embedded in each class.

*Student Services:* BBCC student services are available to all AAS and BAS students. Admissions & Registration, Academic Advising, Workforce Education Services (WES), TRiO Student Support Services, Financial Aid, Disability Services, Testing Center, Veteran Services, and Counseling are all located in the same building and interact continuously to support students. Additionally, these services can be accessed online via LiveChat. Students have will have 24/7 access to an Online Orientation.

- *Academic Advising and Assessment:* The BAS coordinator will serve as the assigned advisor for each BAS-AM student and will conduct tasks to assess student goals, strengths, areas of need as well as capture baseline information needed for program evaluation, and an academic and support plan. The coordinator will identify credit for prior learning possibilities as well as provide career and completion advising. Advising will be available virtually and in the evening. BBCC has implemented Starfish allowing faculty/staff to provide case-management services for students. This system will alert the BAS Coordinator who manages the BAS student caseload. The Coordinator will be the first point of contact for students on any one of a number of questions or issues.
- *Career Services:* BBCC Career Services is available to current and potential students as well as alumni of Big Bend. The Center offers a wide range of information and assistance; such as, job/career exploration, job hunting techniques, industry/business tours, career assessments, resume and interview skills, and computer resources. The staff will attend transfer fairs to inform students about BBCC's new BAS program. The center will include information about management jobs as well as information about graduate programs specifically for BAS graduates.

- *Child Care:* The BBCC Learning Center Child Care Program is located on campus and provides a safe, nurturing, and positive learning environment for children from infancy through school age. Priority enrollment is provided to BBCC students with child care needs.
- *Counseling Services:* BBCC has faculty counselors to help students, including those in the BAS-AM, through challenging times. The counselors are licensed mental health counselors for the state of Washington. They are trained to provide a wide array of services, including, but not limited to, short-term personal counseling, crisis intervention, and referrals to community agencies. The faculty counselors are accessible in person, phone, and email. BBCC also includes various counseling-related information on its website.
- *Disability Services (DSS):* BBCC's Disability Support Services (DSS) offers students a range of resources and services to support students with disabilities. Once students are registered, they can engage online or in person to request appropriate accommodations.
- *Financial Aid Services:* Within the welcome packet, BAS students will receive information, which includes financial aid resources, how to use the financial aid office and library system to research financial aid, and how to navigate application complexities. Students admitted to the BAS program will be required to meet the same financial aid deadlines as other students and will benefit from the workshops and financial aid literacy tools provided. Online Financial Literacy Modules are available for students. The modules include information about financial aid, scholarships, grants, work study, loan options, repayment, overview of educational costs, average salaries for a range of positions, and personal budgeting. Throughout the year, the program notifies students of possible financial aid opportunities. Financial aid application forms and procedures, eligibility requirements, and satisfactory academic progress requirements are provided on BBCC's website. The financial aid staff awards funds in accordance with state and federal guidelines. Policies and procedures that guide the disbursement of state and federal aid are regularly reviewed and updated as necessary. The program will work with the BBCC Foundation to establish scholarships to support BAS students.
- *Food Pantry:* The Viking Food Pantry serves all Big Bend Community College students or employees who are in need. Working in partnership with the Moses Lake Food Bank, the pantry provides food and dairy products, personal care products, and connections to community and campus resources.
- *Library Services:* BBCC faculty librarians regularly teach information competency skills online and in the classroom. BAS faculty and faculty librarians will work together to identify and make available appropriate resources and training to support upper division courses with scheduled-direct instruction and real-time support for use of the library and information resources. They will also work together to ensure databases support bachelor-level curriculum as well as develop specialized Library Research Guides if needed for industry specific information. The library provides technology (i.e. laptops and webcams) loans in addition to books, videos, and reference material loans. Additionally, the eLearning office is in the library, so students can visit or contact the library for help with Canvas (online learning management system) and other online learning questions. If approved, the BAS-AM will be the first at Big Bend, and the librarians are ready to meet the NWCCU standards on libraries for BAS programs.
- *Technology Support:* The BAS-AM delivery model leverages online and tech-assisted instruction. BBCC has resources committed to the integration of technology in learning: free WiFi, laptops on loan, computer labs, eLearning office, and tech support via email and phone. BAS-AM students can access these resources from across the BBCC service district.

- *Testing Center:* The BBCC Testing Center offers a variety of exam opportunities in a secure and quiet environment. The testing center regularly proctors student make-up exams, accommodated exams, college placement exams, and a host of other vendor exams by appointment.
- *TRIO Student Support Services TRIO SSS:* TRIO provides academic support, progress monitoring, success workshops, advising, and opportunity to participate in social, cultural, and career-related activities. The program assists students in overcoming the challenges and barriers of higher education.
- *Tutoring & Supplemental Instruction (SI):* BBCC has a full complement of tutoring services, which includes face-to-face tutoring, online tutoring, Writing Center, and STEM Center. Collectively, the intent of all BBCC tutoring is to support students in becoming independent, self-directed learners. Students may make an appointment or drop in to access services (in person or online). Supplemental instruction (SI) is a peer-assisted study program for select courses where students have historically struggled. Where appropriate, the BAS-AM program will leverage the SI in reading, writing, quantitative, and other business courses (math, economics, accounting, operations and logistics, etc.) to promote student success.
- *Veteran Services:* The Vet Corps Navigator acts as an on-campus guide for student veterans and provides advice and assistance to resources both on and off campus.
- *Workforce Education Services (WES):* The Workforce Education Services department provides wrap-around guidance, support, and financial assistance for students in basic education and workforce education programs. WES facilitates the Worker Retraining (WRT) student funding for Big Bend Community College. WRT funding is a program which provides options for unemployed or underemployed workers to access education and training to maintain employment or to re-enter the workforce. BBCC's WRT program provides aid with tuition and books for one quarter of attendance. Funding for subsequent quarters depends on availability of funds.

CRITERIA	STANDARD
5. Commitment to build and sustain a high-quality program.	Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (5) anticipated revenue. Document the college's ability to sustain the program over time.

Big Bend Community College is well prepared to offer the BAS-AM. Despite the fact that a growing percentage of living-wage jobs in the post-recession economy require some postsecondary education, there is no four-year institution in the region.

There is a clear need to provide accessible applied baccalaureate degree opportunities to residents in BBCC's service district, many of whom are place-bound due to economic, familial, or cultural constraints. BBCC intends to address these challenges by offering a BAS-AM that can provide equitable access to an applied baccalaureate education and increase both career options and earning power for the region's population.

An applied baccalaureate degree offered by BBCC would significantly benefit employers within the district, who engage primarily in economic activities in the areas of agriculture, local government, manufacturing, retail trade, and health services.

1) Types of Funds to Be Used to Support the Program

The BAS-AM is self-supported, funded by a combination of tuition and fees. FTEs generated by the program are eligible for state reporting, but the program itself is not dependent on state-funding. The table below projects 5 years of expenses and revenue.

BBCC maintains a budget for program development that will cover any shortfall in Years 1 & 2. While not expected, costs for increased student services, library and eLearning, and technology is supported by the college. If costs do increase due to increases in student enrollment, BAS program revenues will be utilized to support those services. In addition to the existing program development funds, BBCC has been awarded the Expanding Equitable Education (E3) Title V grant that includes budgets specifically identified to support the development and launch of the BAS-AM program. The grant begins October 1, 2020.

Tuition calculations are based on the currently published SBCTC rates, with a 2.5 percent increase applied for each year following Year 1. Because the actual increases for the next two biennia are not certain, the expense budget was conservatively calculated in order to allow for adjustments and fluctuations in enrollment.

2) Projected Program Expenses

<b>Projected Revenue</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Projected New Student	13	17	20	22	25
Projected Returning Student <sup>1</sup>		10	14	16	18
Tuition <sup>2</sup>	76,717	163,318	210,676	241,068	279,131
Program Fees	7,873	16,503	21,014	23,740	27,131
<b>Total Revenues</b>	<b>84,135</b>	<b>179,821</b>	<b>231,691</b>	<b>264,808</b>	<b>306,262</b>
<b>Projected Expenses</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Faculty Wages <sup>3,6</sup>	37,882	96,783	99,202	101,682	104,224
Faculty Benefits <sup>4,6</sup>	13,259	33,874	34,721	35,589	36,478
Coordinator Wages <sup>5</sup>	56,540	57,954	60,851	65,415	71,957
Coordinator Benefits <sup>5</sup>	19,789	20,284	21,298	22,895	25,185
Curriculum Development <sup>5</sup>	3,000	2,500	1,000	1,000	1,000
Goods & Services <sup>5</sup>	500	500	500	500	500
Marketing & Outreach <sup>5</sup>	150	350	150	350	150
Travel <sup>5</sup>	300	300	300	300	300
Professional Development <sup>5</sup>	500	500	500	500	500
<b>Total Expenses</b>	<b>131,920</b>	<b>213,044</b>	<b>218,522</b>	<b>228,231</b>	<b>240,294</b>
<b>Balance</b>	<b>(47,330)</b>	<b>(33,223)</b>	<b>13,169</b>	<b>36,576</b>	<b>65,968</b>
<p>*1: FTE retention calculated at 80%</p> <p>*2: A 2.5% annual tuition increase is assumed for calculations.</p> <p>*3: The coordinator teaches at 1/3 load. A 2.5% annual increase in salary &amp; benefits is assumed for calculations.</p> <p>*4: Benefits calculated at 35%</p> <p>*5: Budgeted for within the E3 Title V grant.</p> <p>*6: Year 1 specifically budgeted for within the E3 Title V grant.</p>					

The BAS Coordinator will seek input from faculty/staff regarding budget development, resource identification, and evaluation of effectiveness of all resources, facilities, and services. The BAS coordinator administers the BAS budget and will submit budget proposals annually to the Dean of Workforce Education for approval.

- 3) Appropriate Facilities AND
- 4) Equipment, Technology, and Instructional Resources Needed for the Program
- 5) Anticipated Revenue (see table above)

BBCC has experienced significant improvements to the workforce instructional facilities in the last two years, adding and designing space that is flexible. BBCC has maintained up-to-date technology in instruction, with most classrooms being updated with “smart classroom”-type standards, web-based conferencing tools, and lecture capture capabilities.

BBCC has classrooms, labs, offices, and conference rooms available that will be assigned to and/or scheduled for the BAS–AM program. They are adequate in size, number, and type according to purpose and use. The on-campus class sections will be taught in the evening when the college has more than sufficient classroom delivery capacity.

This program will be delivered in hybrid and online modalities, utilizing a combination of online and face-to-face classroom sessions. A review of the existing computer lab and technology (LMS, WiFi, etc.) resources indicates that the additional BAS-AM students can easily be accommodated. Upgrades to the computer network infrastructure to improve WiFi access as well as an offsite smart classroom have been budgeted for within the E3 Title V grant that begins October 2020.

No special equipment is required for the BAS-AM program.

*Ability to sustain the program over time:* Despite the fact that a growing percentage of living-wage jobs in the economy require some postsecondary education, there is no four-year institution in the region. There is a clear need to provide accessible baccalaureate opportunities to residents in BBCC’s service district, many of whom are place-bound due to economic, familial, or cultural constraints. BBCC intends to address these challenges by offering the BAS-AM that can provide equitable access to baccalaureate education and increase both career options and earning power for the region’s population. A bachelor’s degree offered by BBCC would also significantly benefit employers within the district, who engage primarily in economic activities in the areas of agriculture, local government, manufacturing, retail trade, and health services.

On the BBCC Winter 2019 employer survey, 45% of the employers indicated that at least four of their employees would benefit from the opportunities afforded them by a BAS at BBCC. Twenty percent (20%) of the employers indicated that 10 or more of the employees would benefit. Importantly, employers also expected that a significant number of their employees would participate in the program.

The BAS Coordinator and program faculty will work with the Outreach & Recruitment, Communications, and Admissions Departments to incorporate recruiting baccalaureate seeking BAS-AM students along with recruiting students for associate degree programs in order to maintain and grow enrollment. Program faculty/staff will work with the advisory committee and employers to ensure the program curriculum is relevant and meeting their needs. BBCC will continue to maintain facilities and technology in order to meet the needs of all students and programming.

CRITERIA	STANDARD
6. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college’s plan to seek accreditation through NWCCU and/or current status of college’s standing to offer applied baccalaureate degrees.

Upon receiving SBCTC approval, the BBCC Accreditation Liaison Officer will pursue substantive change approval from the Northwest Commission on Colleges and Universities (NWCCU) to offer baccalaureate degrees, specifically the Bachelor of Applied Science – Applied Management.

Program-specific accreditation is not required for BAS-AM graduates to be employed in industry; therefore, BBCC will not seek program/industry-specific accreditation at this time.

CRITERIA	STANDARD
7. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master's) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post- baccalaureate pathways for graduates.

Graduates of the Applied Management program have pathways to earn a graduate degree. WGU offers master's degrees in the business field and accepts all Washington BAS degree graduates via a statewide articulation agreement.

Eastern Washington University has committed to automatically accept BBCC's BAS-AM graduates with a 3.0 cumulative GPA into their Master of Business Administration (MBA) program (see Appendix G).

BBCC will continue conversations with Central Washington University and Washington State University in order to seek articulation with their programs as well.

CRITERIA	STANDARD
8. External expert evaluation of program	The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal. In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.

Big Bend Community College selected two external experts to review the proposed BAS in Applied Management program. Dr. Ali Ostadfar is a faculty member in the Operations Management BAS Program at Clover Park Technical College. Dr. Jeff Stafford is a Professor in the Department of Communication Studies at Eastern Washington University as well as Director of the Leadership Certificate program.

BBCC provided the evaluators with a review rubric as well as relevant portions of the program proposal, including program overview, program outcomes, program evaluation criteria and process, curriculum outline, course descriptions, faculty plan, student services plan, and pathway options beyond baccalaureate degree. Both reviewers provided pertinent feedback and resumes, which can be found in Appendices E and F.

*Response to expert reviews:* While both experts were supportive and found the program suitable, Dr. Ostadfar provided recommendations for changes/additions in program courses and the addition of a general education class. Dr. Stafford also provided a Supply Chain Management course recommendation if not included elsewhere in the programming. These potential changes do provide focus area electives that could be added to the degree program, which will further support the additional electives/focus areas in conjunction with SFCC's and CBC's courses discussed in Standard 1. No modifications have been made to date; however, BBCC certainly recognizes the value of the feedback



and will take the course recommendations under advisement as it continues to work with the employers and the advisory committee to review the programming for the degree.

Dr. Ostadfar provided this statement in his overall assessment:

“The program is well organized with solid documentation. The proposed program follows the main standards of an academic management program.”

Dr. Stafford made following statement in his overall assessment:

“The proposed BAS is an excellent example of a program that has the rigor and appeal for students and the businesses and industries that they can gain employment in as they pursue their career objectives.”

## APPENDIX A: Curriculum, Scheduling, Course Descriptions, and Outcomes Assessment Plan

### BAS APPLIED MANAGEMENT (BAS-AM) & SCHEDULE

#### GENERAL EDUCATION REQUIREMENTS

##### *Communication (10 credits)*

ENGL&101 English Comp I.....	5
ENGL& 235 Technical Writing*.....	5

##### *Quantitative/Symbolic Reasoning (5)*

MATH& 146 Introduction to Statistics*.....	5
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##### *Humanities (10 Credits)*

CMST& 220 Public Speaking*.....	5
PHIL& 120 Symbolic Logic.....	5

##### *Social Sciences (10 credits)*

PSYC& 100 General Psychology*.....	5
ECON& 201 Micro Economics.....	5

##### *Natural Sciences (10 credits)*

ENVS&100 Survey of Environmental Science*.....	5
CHEM 110 w/lab*.....	5

##### *Gen Eds (15 credits)*

BUS 320 Organizational Behavior (SS).....	5
BUS 330 Organizational Communication (H).....	5
BUS 340 Professional Ethics (H).....	5

**Gen Ed Required Total (60 minimum).....60**

**AA SKILL/TECH COURSES (70 minimum).....70**

#### APPLIED MANAGEMENT COURSEWORK/TECH COURSE REQUIREMENTS

ACCT 105 Introduction to Accounting.....	5
BIM 110 Microsoft Office Essentials.....	3
BUS&101 Intro to Business <u>QR</u> BUS&201 Business Law.....	5
BUS 305 Business Management.....	5
BUS 310 Accounting for Managers.....	5
BUS 350 Marketing for Managers.....	5
BUS 370 Organizational Leadership.....	5
BUS 380 Human Resource Management.....	5
BUS 410 Financial Management.....	5
BUS 430 Project Management.....	5
BUS 440 Operations Management.....	5
BUS 460 Applied Management Capstone.....	5

**BAS Skill Courses Total (50 minimum).....58**

**BAS TOTAL (180 minimum).....188**

\*or advisor approved course from the same General Education distribution area Social Science (SS); Humanities (H)

**Yr 1 – Qtr 1**

BIM 110 Microsoft Office Essentials .....	3
BUS 320 Organizational Behavior (SS) .....	5
ENGL& 235 Technical Writing* .....	5
PHIL& 120 Symbolic Logic.....	5

**Yr 1 – Qtr 2**

BUS&101 Intro to Business <u>OR</u> BUS&201 Business Law .....	5
ECON& 201 Micro Economics.....	5
BUS 330 Organizational Communication (H) .....	5

**Yr 1 – Qtr 3**

ACCT 105 Introduction to Accounting.....	5
BUS 305 Business Management.....	5
ENVS&100 Survey of Environmental Science* .....	5

**Yr 2 – Qtr 1**

CHEM 110 w/lab* .....	5
BUS 310 Accounting for Managers .....	5
BUS 340 Professional Ethics (H) .....	5
BUS 380 Human Resource Management.....	5

**Yr 2 – Qtr 2**

BUS 370 Organizational Leadership .....	5
BUS 410 Financial Management.....	5
BUS 430 Project Management.....	5

**Yr 2 – Qtr 3**

BUS 350 Marketing for Managers .....	5
BUS 440 Operations Management.....	5
BUS 460 Applied Management Capstone .....	5

All courses will be offered annually so students are able to enroll as part-time. The student and the coordinator will work together to ensure the student’s program plan addresses quarterly course offerings.

## **COURSE DESCRIPTIONS**

### **Upper Division Courses**

#### **BUS 305 Business Management**

This course explores organizational theory that introduces the principles and concepts of effective management. It includes organizational structure and control systems, managing organizational technology and innovation, information processing and decision making, and applications in today's management and leadership. Students will learn the management functions of planning, organizing, leading, and controlling.

#### **BUS 310 Accounting for Managers**

This course covers the basic principles of financial and managerial accounting, including analyzing balance sheets, income statements, cash flow statements, financial analysis, and budgetary control systems. This course reviews accounting practices and how they are used to help managers make good business decisions.

#### **BUS 320 Organizational Behavior**

Through exploring current theory and research of organizational behavior, this course covers managing relationships within an organization. Students will study the concepts of corporate culture, organizational structure, environmental influences, decision making, group behavior, and organizational politics.

#### **BUS 330 Organizational Communication**

This course explores organizational communication principles. Students will learn techniques for improving organizational communication through exploration of various communication topics including public relations and marketing, leadership functions, dispute resolution, coaching and mentoring, motivation and influence, perception, goal setting, emotional intelligence, growth mindset, diversity, and global perspectives.

#### **BUS 340 Professional Ethics**

This course explores ethical principles and the ethical problems that managers face in a business environment. Students will examine the role of ethics and social responsibility in the management of business. Students will be able to apply the codes of practice, standards of conduct, professional responsibilities and regulatory aspects associated with common professional business. A study of trends with respect to ethical, legal, economic, and regulatory conditions in the global marketplace is included.

#### **BUS 350 Marketing for Managers**

The course is an introduction to marketing with an emphasis on developing marketing strategies to communicate and create value for the organization. The course focuses on the development of marketing techniques, management of the marketing mix, and digital and social media marketing.

#### **BUS 370 Organizational Leadership**

This course reviews the role of leadership in an organization. Students will explore leadership theories and strategies to enhance collaboration, manage conflict, and lead with integrity and respect in order to meet organizational goals. Students will complete self-assessments to identify and analyze their leadership style for application in the workplace.

#### **BUS 380 Human Resource Management**

This course examines the major trends in human resources development and management. Students will examine the role of the human resource department as well as the development of a skilled and diverse workforce by applying effective strategies for recruiting, selecting, and maintaining personnel.

**BUS 410 Financial Management**

This course covers financial management principles with a focus on the concepts associated with allocation of resources. Students will learn how to meet financial objectives and make decisions through topics such as analysis of financial statements, forecasting, cash and capital budgeting, risk and return, capital structure, value of money, and financing. Case studies are used to examine financial management problems and solutions.

**BUS 430 Project Management**

This course examines the role of project management and introduces students to project management frameworks and processes. Students will learn to apply knowledge and skills for effective project management in order to plan, execute, and complete projects that organizational goals.

**BUS 440 Operations Management**

This course examines the concepts for designing, planning and improving service through application of operations management. Students will learn to evaluate the operational decision-making management techniques used to improve processes and productivity in organizations. Topics include quality control, forecasting, work flow processes and lean manufacturing, and inventory management.

**BUS 460 Applied Management Capstone**

This course involves the application of the principles and concepts from the functional areas of business through project-based learning. It provides students the opportunity to apply their learning in a culminating project.

**Lower Division Courses****BIM 110 Microsoft Office Essentials**

This course is an introduction to Microsoft Office Suite 2019. This course is not intended for Business Information Management majors.

**BUS& 101 Intro to Business**

This course provides an overview of business, focusing on the world of business today within the context of a global society. Basic principles and concepts include; business models, entrepreneurship, functional areas of business, management, organizational structure, human resources, marketing, information systems, finance, ethics and social responsibility as well as emerging business topics.

**BUS& 201 Business Law**

This course provides an introduction to the nature and sources of law and overview of law typically relating to the operation of businesses from the point of view of owners, managers, employees, customers, and suppliers with an emphasis on contracts and sales.

**ACCT 105 Introduction to Accounting**

This course provides the student with an introductory level understanding of the fundamentals of bookkeeping and accounting. The student is provided the procedures for completing the accounting cycle for both a service entity and a merchandising entity within a single proprietorship.

## Institutional/Program Outcomes

### Institutional (1-3)/Program (4-8) Outcomes:

**IO1: Communication:** Communicate effectively with internal and external stakeholders using an appropriate channel for the situation.

**IO2: Computation:** Analyze the financial health of a business by interpreting business data obtained from financial statements.

**IO3: Human Relations/Workplace Skills:** Demonstrate effective leadership, critical thinking, teamwork, and technical and information literacy competencies needed to make business-critical decisions to resolve interpersonal and organizational challenges that most often occur in the modern workplace.

**PO4:** Apply and analyze multicultural strategies to facilitate respectful and equitable inclusion of diverse individuals and perspectives to achieve organizational goals.

**PO5:** Identify the significance of and key decisions in the operations management function, and quality management/quality control methods.

**PO6:** Develop comprehensive project plans, monitor the plans, identify areas of risk and deal with problems through appropriate use of project management techniques.

**PO7:** Demonstrate integrity through ethical behavior and socially responsible decision making.

**PO8:** Apply organizational behavior principles and human resources management practices to effectively develop, hire, and retain a skilled workforce.

### Crosswalk and 7-Year Program Assessment Plan

Course ID	Course Name	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>Technical Courses</b>								
ACCT 105	Intro to Acct	IO2						
BUS&101/ BUS&20 1	Intro to Business/ Bus Law		IO3					
BUS 305	Business Mgmt			PO4				
BUS 310	Acctg for Managers	IO2						
BUS 350	Marketing for Managers		IO3				PO7	
BUS 370	Organizational Leadership		IO3		PO5			IO1/PO 8
BUS 380	HR Mgmt		IO3	PO4				
BUS 410	Financial Mgmt	IO2	IO3		PO5			
BUS 430	Project Mgmt					PO6		
BUS 440	Operations Mgmt				PO5			
BUS 460	Applied Mgmt Capstone			PO4	PO5	PO6		
<b>Gen Ed Requirements</b>								
BUS 320	Organizational Behavior		IO3	PO4				
BUS 330	Organizational Comm			PO4				IO1
BUS 340	Professional Ethics			PO4			PO7	

## APPENDIX B: BAS COORDINATOR JOB DESCRIPTION

### Essential Job Duties:

Primary essential responsibilities include, but will not be limited to, the following:

- Coordinate, plan, and direct the day-to-day operational details of the Bachelors' of Applied Management (BAS-AM) program; plan class schedules in coordination with Director of Title V grants
- Lead in the development of BAS courses as well as 100 and 200 level courses that feed into the BAS
- Coordinate the development and implementation of BAS student support services
- Conduct outreach for prospective students to the BAS program. Provide entry, career, and completion advising for students
- Develop community partnerships through the advisory committee. Solicit feedback, and implement changes as necessary to improve program. Conduct continuous program assessment to make improvements to services and supports to students.
- Work closely with Director of Title V grants and the instructional deans to recruit program faculty and provide program-specific training to support faculty in courses; promote a professional environment and foster professional development.
- Represent the college and the BAS program to develop, promote, and enhance educational activities including service on various college, community, and state committees.
- Exercise fiscal responsibility for departmental budgets. Ensure appropriate level of inventory for program use.
- Ensure responsiveness to current and future BAS student needs by maintaining appropriate communication with team members and other college staff/faculty. Proactively manage expectations of students, staff, and faculty.
- Teach 1 BAS and/or feeder course as needed per quarter

### Other Work Responsibilities:

- Maintain professional growth and leadership development through seminars, workshops, and professional affiliations to keep abreast of latest trends in field of expertise.
- Ensure no injuries to self or others by following safe work practices and policies, including but not limited to security and safety.
- Ensure compliance with college policies and procedures as well as state and federal requirements
- Conduct self in professional manner and ensure the interface with team members and other support groups is conducted in a courteous and respectful manner conducive with the college's values.
- Able to work flexible hours, including weekends and evenings, in order to provide services to students or complete tasks on deadline.
- Perform other related duties and responsibilities as may be required.

### Required Knowledge, Skills, & Abilities:

- Advanced knowledge and skills with Microsoft Office Suite and the use of Social Media and Networking tools
- Critical thinking skills: Seek resources for direction, when necessary; perform independent problem-solving; decision-making is logical and deliberate.
- Perform actions that demonstrate accountability. Exercise safe judgment in decision-making. Practice within legal and ethical guidelines.

### Minimum & Desirable Qualifications

- Master's degree in business administration, management, or related field
- Three (3) years of professional work experience in program development and/or coordination
- Commitment to Equity

- Excellent communication and interpersonal skills
- Experience in higher education and working directly with individuals from diverse academic, age, socioeconomic, cultural, disability, and ethnic backgrounds
- Willingness to participate in ESCALA, instructional design, equity, and advising training

Desirable Qualifications:

- Previous experience teaching or providing training and designing curriculum
- Bilingual English/Spanish proficiency.
- Demonstrated experience successfully managing multiple projects concurrently



### APPENDIX C: Program and GER Faculty

<b>TECHNICAL COURSE FACULTY</b>		
<b>Faculty</b>	<b>Degree &amp; License</b>	<b>Department</b>
Preston Wilks	MBA, CPA	Business, Accounting
Terry Pyle	MBA	Economics, Business
FT Faculty Position (recruitment to begin Fall 2020)	MBA	Business, Accounting
Ryan Duvall	MS	Business, Business Information Management
Joe Auvil	MBA	Accounting, Business
Deb Correll	MA	Business, Business Information Management
Michael Earl	JD/BA	Business
Monica Medrano	MS	Business
Les Michie	MAC/CPA	Business, Accounting
Tammy Napiontek	MED	Business
Jerry Norris	MS	Business,
Mitch Poth	MA	Communications, Business
Elizabeth Sieverkropp	MS	Economics, Business
<b>GENERAL EDUCATION COURSE FACULTY</b>		
<b>Faculty</b>	<b>Degree</b>	<b>Department</b>
Salah Abed	MS	Mathematics
Sarah Bauer	MS	Chemistry
Barbara Bush	PhD	Communications
Theresa Calip	MA	Biology
Steve Close	PHD	English
Johanna Doty-Fleming	MS	Mathematics
Eric Fleming	MS	Mathematics
Lindsay Groce	MS	Chemistry
Octaviano Gutierrez	MA	English
James Hamm	PHD	Physics, Science
David Holliday	PHD	Psychology, Sociology
Dennis Knepp	PHD	Philosophy
Angela Leavitt	MA	Foreign Language
Ryann Leonard	PHD	Psychology, Criminal Justice
David Mayhugh	MS	Mathematics
Allison Palumbo	PHD	English
Terry Pyle	MBA	Economics
Jody Quitadamo	MA	History, Political Science
Suzanne Reilly	PhD	Sociology, Psychology
Chris Riley	MA	History, Political Science
Sean Twohy	MA	English
Tyler Wallace	EDD	Mathematics
Christy Welch	MS	Sociology, Psychology
Mariah Whitney	MS	Biology

<b>GENERAL EDUCATION COURSE FACULTY</b>		
Melissa Doty	MS	Communications
Logan Garrels	MFA	English
Kim Jackson	MED	Communications
April Murray	MED	English
Katie Peterson	MA	English
Duane Pitts	EDD	English
Mitch Poth	MA	Communications
Jennifer Ramm	MA	English
Patty Rasmussen	MA	English
Elizabeth Sieverkropp	MS	Economics
Matt Sullivan	MFA	English
Scott Woodham	MFA	English

## **APPENDIX D: BBCC Mission, Core Themes, and Objectives**

### **Mission Statement**

Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

### **Core Themes**

#### **Student Success**

- 1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students
- 1.2 Use of services correlates with success, retention, and completion
- 1.3 Students are prepared to graduate and to transfer or to seek employment

#### **Excellence in Teaching and Learning**

- 2.1 BBCC implements innovation and creativity in programs and services
- 2.2 BBCC helps students attain high academic standards
- 2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes

#### **Community Engagement**

- 3.1 BBCC works with community and industry partners to support economic development
- 3.2 BBCC works with K-12 & university partners to provide educational opportunities
- 3.3 BBCC practices responsible use of resources, including fiscal and natural resources
- 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community

**APPENDIX E: Expert Review #1 – Ali Ostadfar, PhD**

<b>College Name:</b>	Big Bend Community College	<b>BAS Degree Title:</b>	Applied Management
<b>Reviewer Name/ Team Name:</b>	Ali Ostadfar	<b>Institutional or Professional Affiliation:</b>	Clover Park Technical College Bellingham Technical College
<b>Professional License or Qualification, if any:</b>	PhD, PEng	<b>Relationship to Program, if any:</b>	N/A
<b>Please evaluate the following Specific Elements</b>			
Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p><b>Comment:</b> In consideration to industrial environment and business administrations in Washington state and United States, this program does not have any issue with regard to the job placement. As an advantage, the program covers a broad area in the management fields. In addition, the general aspects of the program enable the graduates to find jobs in a wide range of work fields, for instance; it covers from manufacturing to operations systems, or from defense to medical systems, etc.</p>		
Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p><b>Comment</b> The current learning outcomes are great. However, it can benefit from the following additional outcomes;</p> <ul style="list-style-type: none"> <li>- Apply forecasting techniques to increase performance of management.</li> <li>- Develop a written proposal for financial justification of the projects.</li> <li>- Apply guidelines for the management of health and safety in the workplace.</li> </ul>		
Curriculum Alignment	Does the curriculum align with the program’s Statement of Needs Document?		
	<p><b>Comment</b> Yes, the curriculum is aligned.</p>		

Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p><b>Comment</b>  The current curriculum is very close to financial or business management program. In the situation that an employer seeks for the qualified candidate for the project or operations management job, it may be challenging for the applicant to fit well.</p> <p>There are three accounting and financial courses; ACCT105 (intro to Accounting), BUS310 (Accounting for Managers) and BUS410 (Financial Management). Also, BIM 110 (MS office) is not a vital course, hence can be replaced by other more critical courses when necessary.</p> <p>I suggest to remove at least two of the above-mentioned courses for Applied Management. I also strongly recommend the addition of the following courses to the program:</p> <ul style="list-style-type: none"> <li>- Logistic Planning and Supply Chain Management</li> <li>- Statistical Process Control, or Quality Management</li> <li>- Health and Safety Management</li> </ul> <p>By adding these courses, the program will demonstrate the academic standards for baccalaureate degree.</p>
General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p><b>Comment</b>  Yes, it is suitable. However, I suggest to add physics&amp;114 to the general education list.</p>
Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p><b>Comment</b>  The current program/curriculum has a potential to prepare the students for graduate degree programs in relevant fields. However, my proposed modifications in section d augments this potential by increasing the probability of graduate’s admission in variety of graduate degree program.</p>
Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b>  Yes, However, I propose to add “Holding a PhD degree” to preferred qualification section. For some programs Master’s degree is enough, but for management programs a PhD degree holder can create more educational</p>

	space for students, also he or she is a good source for students who want to enter graduate degree program in future.
Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities? <b>Comment</b> Yes, the college has enough resources (spaces, educational tools, library services, facilities, etc) to support the students for this program.
Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations? <b>Comment</b> I didn't have any approval or report from the Advisory Committee during this review. The program has annual report to the Advisory Committee. I suggest to meet with Advisory Committee twice a year including one meeting in October (to plan for academic year) and the other one in May (to report the academic outputs).
Overall assessment and recommendations	Please summarize your overall assessment of the program. <b>Comment</b> In general view, the design of the program is professional. The program is well organized with solid documentation. The proposed program follows the main standards of an academic management program. In order to maximize its performance, the program needs to modify a few courses (see section d). This small modification will have significant positive impact on its graduates for making a successful career path. In consideration to the number of colleges in that region, the Big Bend Community College can enroll enough students in this program.
<b>Reviewer Bio or Resume</b> <b>ALI OSTADFAR, PhD, PEng</b> PhD in Engineering Science MSc in Biomedical Engineering BSc in Mechanical Engineering <ul style="list-style-type: none"> <li>• Instructor at Bellingham Technical College and Clover Park Technical College</li> <li>• More than 25 years professional work experience in industry and academic fields</li> <li>• Background in Management (chief manager of subway workshops), Biomedical Engineering, Mechanical Engineering, HVAC&amp;R.</li> <li>• Experienced in design, maintenance and repair of engineering projects</li> </ul>	

- More than 10 years of professional work experience in academic systems
- More than 15 years of professional work experience in engineering systems

## ALI OSTADFAR, PhD, P.Eng.

[ostadfar@gmail.com](mailto:ostadfar@gmail.com) , Cell: 360 224 7895,  
<https://ca.linkedin.com/in/ali-ostadfar>

### SUMMARY

- More than 25 years professional work experience in industry and academic fields
- Background in Biomedical Engineering, Biomechanics, Mechanical Engineering, HVAC &R.
- Experienced in design, maintenance and repair of related engineering projects
- More than 15 years of professional work experience as a Mechanical Engineer
- More than 10 years of professional work experience as a researcher and engineer in Biomedical Engineering

### EDUCATION

- Sep 2008- Dec 2013 **Ph.D. Engineering Sciences (Biomedical Eng.)**, Simon Fraser University, Greater Vancouver, Canada
- Thesis: Design and experimental proof of selected functions in implantable artificial kidney
- Sep 2001- Jan 2004 **M.Sc., Biomechanical Engineering**, Tehran Azad Science and Research University, Tehran, Iran
- Thesis: Car seat design to reduce whiplash injury
- Sep 1992- Aug 1996 **B.Sc., Mechanical Engineering**, Tehran Azad University, Tehran, Iran
- Thesis: Design of cooling system for electronics devices

### TEACHING INTERESTS/EXPERIENCES

Biomedical Engineering		Mechanical Engineering		Electronics Engineering	Operations Management
Biofluids Mechanics	Orthopedic Systems Design	Strength of Materials	Statics	AC and DC Circuits	Project Management
Biomechanics	Assistive Devices	Fluid Mechanics	Dynamics	Instrumentation and Controls	Quality Management
Rehabilitation	Artificial Limbs and Organs	Measurement and Experimental Methods for Engineers	Thermodynamics	Micro Controllers	Mathematical Techniques in Management
Medical Devices	Bio Engineering Labs	Machine Design	Vibrations	Solid State Components	Professional Ethics
Reliability	Sensors and Actuators	Robotics	Control Automatic	Automated Manufacturing System	Forecasting and System Design
Capstone Projects		Heat Transfer	HVAC	PLC	Logistic Planning and Supply Chain
		Mechanical Eng. Graphics	Mechanical Eng. Labs	Electrical Controls	Facility Layout and Material Handling
		Capstone Projects	Hydraulics and Pneumatics	Capstone Projects	Measurement and Statistical Process Control
		Materials Science	Bearing and Drives		
			Pumps		



## RESEARCH EXPERIENCE

Jan 2017- Mar 2018 **Research Associate**, University of British Columbia, Vancouver, Canada

- Clinical research on neural disabilities, neural habilitation and rehabilitation for children and youth with neuro developmental disabilities.

May 2017- Present **Project Manager**, Optinity Systems, Vancouver, Canada

- Research on Bio-Mechatronics devices, including biofluid sensors
- Research on 3D Goniometer for medical and industrial purposes (Provisional US patent)

Sep 2008 - Dec 2013 **Project Manager**, Simon Fraser University. Vancouver, Canada

- Leadership in following fields:  
Biofluid mechanics:  
Implantable devices:

Jan 2001- Jan 2004 **Research Associate**, Tehran Science and Research University, Tehran, Iran

## ACADEMIC EXPERIENCE

Apr 2018- Present **Faculty (Operation Management Program)**,

Clover Park Technical College, Greater Seattle, Washington

Sep 2017- Present **Faculty (Industrial Maintenance and Mechatronics Program and OPM)**

Bellingham Technical College, Bellingham, Washington

July 2013-May 2015 **Academic Writing, My book: *Biofluid Mechanics, Principle***

***and Application***” Published by “Elsevier Inc.

Sep2009- May2013 **Teaching Assistantship**, Simon Fraser University

- Capstone Engineering Science Project, ENSC 440
- Project Documentation, ENSC 305

2001-2006 **Industrial instructor**, Tehran subway Co (Metro)

- Technical materials (mechanical courses) to new engineers and technicians

## INDUSTRIAL EXPERIENCE

- **Jan 2017- Mar 2018, Research Associate, University of British Columbia, Vancouver, Canada**

- Clinical research on neural disabilities, neural habilitation and rehabilitation for children and youth with neuro developmental disabilities.

- **2014 - Present, Optinity Systems, Founder/Managing Director Vancouver, BC, Canada**

- Research and development of Bio- Mechatronics devices including, biofluid sensors drug delivery systems, clinical, medical pumps and measurement tools.

- **Jan 2000 - Sep 2006, Chief Manager of Subway Workshop Tehran Subway Co (Metro), Tehran, Iran,**

The Tehran Metro is a rapid transit system serving Tehran, the capital of Iran. The Tehran Metro carries more than 3 million passengers per day.

- **May 2003 – August 2003, Biomedical Engineer Javaheri Hospital (University Hospital), Tehran, Iran**

- Maintenance and repair of Infusion pumps, autoclaves, oxygenators, cardiovascular pumps, incubators, lab instruments and measurement devices, etc.
- **May 2000 – 2008, Head of committee and Mechanical Engineering, Co-Founder PS Co, Tehran, Iran**
- **Feb 1998- Jan 2000, Mechanical Engineer, Ebtekar Co, Manufacturer of plastic injection machines, Tehran, Iran**
- **Apr 1996 – Feb 1998, Mechanical Engineer, Logistic department of Tehran police (Military Service), Tehran, Iran**

## TECHNICAL CERTIFICATION

- **WA-State Procurement Ethics**, Washington state department of enterprise services 2019
- **CANVAS 101 Introduction Certificate**, Washington SBCTC, Washington 2018
- **AUTO CAD, Fundamental and Advanced 2D, 3D**, Vancouver Central College, 2007, 2008
- **HVAC/R Diploma**, Ashworth University, Atlanta, Georgia 2007
- **ISO 9001-2000**, Documentation and Internal Audition, Tehran /Iran 2005/2006
- **Transportation Door System**, IFE/ Knorr-bremse Co., Waidhofen, Austria 2004
- **Graduation Certificate for Mechanical Devices in Transportation**, CRC Co., Changchun, China 2004
- **HVAC/R License for Design and Installation**, Tehran provincial association of construction professional engineers, Tehran 2000
- **Workshop Management**, Tehran, Iran 2003
- **Industrial Oil and Principles of Lubricating**, R.A.A.F Institute, Iran 2003
- **Bearing Technology**, FAG Co, Germany/Iran branch 2004
- **Brake Systems**, Faiveley transport (SabWab) Co, Amiens (France) & Turin (Italy) 2001
- **Mobile Lifting Jack**, Beijing Material handling Research Institute 2001
- **Diesel Engine (maintenance)**, Changzhou Diesel locomotive, China 2000
- **Pneumatics Systems, Fundamental and Advanced**, Festo Co., Tehran Branch 1998

## HONORS AND AWARDS

- 2008-2013 Educational Grant, Ministry of Advance Education, BC, Canada
- 2010 BCH educational awards
- 2011 Graduate Fellowship (PhD), Simon Fraser University
- 2012 BCH educational awards
- 2012 President's PhD Research stipend, Simon Fraser University

## PROFESSIONAL MEMBERSHIPS

- American Society of Heating, Refrigeration and Air conditioning Engineers (ASHRAE)
- Institute for Electrical and Electronics Engineers (IEEE)
- American Society of Mechanical Engineers (ASME)
- Engineers and Geoscientist of BC (PEng - EGBC)
- Canadian Medical and Biological Engineering Society (CMBES)
- Engineers Without Borders (EWB)

## PUBLICATION REVIEWER

- 2014 - Present Journal of Medical and Biological Engineering - Springer
- 2015 - Present Book proposal - Elsevier
- 2017 - Present Medical Engineering & Physics - Journal - Elsevier

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## PUBLICATIONS

### Book:

As a sole author of book; “**Biofluid Mechanics, Principle and Application**” Published by “**Elsevier Inc**”, ISBN-13: 978-0128024089, June 2016.

### Journal Papers:

1. **Ali Ostadfar**, Will A. Cupples, Andrew H. Rawicz, The effects of filter configuration on ion and protein separation under electric fields in an implantable filter, *American Journal of Biomedical Science and Engineering*, 3(4): 31-36, 2018.
2. **Ali Ostadfar**, Hemolysis in Medical Devices, *International Journal of Biosensors & Bioelectronics*, 2017, 2(5): 00041
3. **Ali Ostadfar**, Andrew H. Rawicz, Effects of pulsatile flow and back washing on plasma flow rate in an implantable plasmapheresis - II. Experiment, *Biomedical Engineering*, Springer, Volume 49, Issue 2, pp 90-93, 2015.
4. **Ali Ostadfar**, Andrew H. Rawicz, Effects of pulsatile flow and back washing on plasma flow rate in an implantable plasmapheresis - I. Theory and principle, *Biomedical Engineering*, Springer, Volume 49, Issue 1, pp 29-32, 2015
5. **Ali Ostadfar**, Andrew H. Rawicz, John D. Jones, Mohammad Izadi, Pore Geometry Optimization for an Implantable Artificial Kidney, *Biomedical Engineering*, Springer, 48(3): 156-159, 2014.
6. **Ali Ostadfar**, Andrew Rawicz, Characterization of an innovative implantable valve-less pump for bio or drug fluids delivery application - theory and experiment, *Biomedical Engineering*, Springer, 47(1) ,50-55. May 2013
7. **Ali Ostadfar**, Andrew Rawicz, Mojgan Gitimoghaddam, Application of back-washing to increase permeate flux in bioparticle separation, *Journal of medical and biological engineering*, 33(5):478-485, 2013.
8. **Ali Ostadfar**, Andrew Rawicz, Glomerular Plasmapheresis design for an Implantable Artificial Kidney, *Journal of medical and biological engineering*, 32(4): 273-278, 2012.

### Conference:

1. **Ali Ostadfar**, Andrew Rawicz, Reliability Design into Medical Implantable Device: An Artificial Kidney Case, CMBEC 32 nd: Conference of the Canadian Medical and Biological Engineering Society (CMBES), May 2009 Calgary, Alberta.
2. **Ali Ostadfar**, Andrew Rawicz, Design and Optimization of Glomerular Membrane in Implantable Artificial Kidney, CMBEC 33 Conference of the Canadian Medical and Biological Engineering Society (CMBES), June 2010, Vancouver, BC
3. **Ali Ostadfar**, Andrew Rawicz, Back flushing method to maximize membrane flux in an implantable artificial kidney, North West Biomechanics symposium, June 3-4, 2011, Vancouver, BC
4. **Ali Ostadfar**, 3D digital Goniometer, 2019 International Mechatronics Conference, Oklahoma, In Press, Oct 2019

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## PATENT

**Ali Ostadfar**, Provisional Patent, US 62/520,023, 3D Digital Goniometer

### Appendix F: Expert Review #2 – Jeffrey Stafford, PhD

<b>College Name:</b>	Big Bend Community College	<b>BAS Degree Title:</b>	Applied Management
<b>Reviewer Name/ Team Name:</b>	Stafford & Associates, LLC Jeffrey L. Stafford, PhD	<b>Institutional or Professional Affiliation:</b>	Stafford & Associates, LLC Eastern Washington University
<b>Professional License or Qualification, if any:</b>	Organizational Consultant, 35 plus years, University Professor	<b>Relationship to Program, if any:</b>	None
<b>Please evaluate the following Specific Elements</b>			
Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p><b>Comment</b> The proposed BAS creates a degree program that is relevant and appropriate to employer demands. I would cite two points of evidence. First, as a consultant, it fits with what I hear from clients and business owners. Secondly, I examined LinkedIn as one of the largest sources of potential employment and the coursework fits with what employers are seeking. Academically, the degree is made up of classes that integrate to create a comprehensive program. Graduates should be able to gain employment in a number of industries. The resources of the BBCC Career Services will be able to help students craft their credentials to successfully gain employment.</p>		
Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p><b>Comment</b> The learning outcomes are appropriate and rigorous. The learning outcomes are clear to me. However, there is some disagreement among assessment professionals. Some would say that the use of “and” in the outcomes is confusing. However, I do not see this as an issue.</p>		
Curriculum Alignment	Does the curriculum align with the program’s Statement of Needs Document?		
	<p><b>Comment</b> Yes, my assessment is that the curriculum and program needs are congruent. The proposal contains both Institutional Outcomes (IO) and Program Outcomes (PO). Both the IO 1-3 outcomes and the PO 4-8 outcomes are important and support proficiency in what employers want. The coursework and related student services create a path that leads to these outcomes. The sequencing of the course work also makes sense in that courses build upon each other.</p>		

<p>Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p>
	<p><b>Comment</b>  As I examine the core and elective courses, they are very appropriate and they are what I hear employers requesting. I have been asked by different organizations for additional training on every one of those courses. I was especially pleased to see the course on Project Management. I developed a course that was certified by PMI (Project Management International) for 48 hours of CE credits. One course that I did not see was anything on Supply Chain Management; however, that might be included in the Operations Management course. While not necessary, this would be a good “value add” course to include in the future as an elective. Furthermore, the “Applied Mgmt Capstone” makes tremendous sense with emphasis on the application.</p>
<p>General Education Requirements</p>	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p>
	<p><b>Comment</b>  The Gen Ed requirements seem appropriate and are similar in nature to other programs that I examined for the purpose of this review. I looked at Gen Ed coursework from Eastern Washington University, Western Washington University, Bellevue College and Spokane Falls Community College. There were differences, but they all met the same general goal of providing a general educational foundation for the students.</p>
<p>6. Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p>
	<p><b>Comment</b>  I believe they do as BBCC has made agreements with EWU’s MBA and with Western Governor’s University. The rigor of the BAS would prepare graduates for successful participation in those as well as other graduate programs. BBCC is currently in negotiation with WSU to accept BAS graduates into their graduate program. The success of this negotiation will further strengthen the sustainability of the degree and the potential for future graduate degrees. I also believe the coursework would prepare students for graduate programs outside of business. Two examples that I am aware of would be the Master of Science in Communications program and the Public Administration program at EWU.</p>
<p>Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p>
	<p><b>Comment</b>  Yes, especially the number of faculty with PhDs and terminal degrees. While I have not examined the vita of the faculty as I did not have access to them, it appears to me that their degrees provide the appropriate level of knowledge. Additionally, BBCC has a positive reputation with regard to their teaching. I also perused the BBCC</p>

	website and was able to look at some faculty credentials. I was impressed with their background and believe faculty will continuously improve the curriculum.
Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities? <b>Comment</b> The program proposal lists all of the student services and library resources that would support a successful program. Some of those that are especially relevant on the academic side would include Career Services, Library Services, Technology Support, and other support services. Additionally, on the personal side for the students, issues of Child Care, Counseling, Food Pantry, etc. all seem to fit with what I perceive to be needs of students at a community college.
Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations? <b>Comment</b> While I did not see a specific mention of approval from the Advisory Committee, BBCC has worked with their Advisory committee and received input from local business and industry. They also conducted a Winter 2019 survey where 156 employers gave feedback on KSA's (Knowledge, Skills, Attributes) that they desired. It is obvious that this survey and input has led to a strong curriculum. It seems appropriate to me that they first gained broader feedback from business and industry in the design phase of this degree and then will continue working with their Advisory Committee, or better yet, an Advocates Group as the program unfolds. This can be done in a variety of ways but has the possibility of formal or informal mentoring relationships for the students.
Overall assessment and recommendations	Please summarize your overall assessment of the program. <b>Comment</b> The proposed BAS is an excellent example of a program that has the rigor and appeal for students and the businesses and industries that they can gain employment in as they pursue their career objectives.
<b>Reviewer Bio or Resume</b> Attached	

## Jeffrey Lynn Stafford, PhD

### EDUCATION

<b>PhD</b>	<b>Communication Studies</b>	University of Kansas	<b>1991</b>
<b>18 hours post M. S.</b>	<b>Educational Administration</b>	Kansas State University	<b>1986</b>
<b>M.S.</b>	<b>Student Personnel and Counseling</b>	Kansas State University	<b>1982</b>
<b>B.S.</b>	<b>Architecture and Design</b>	Kansas State University	<b>1977</b>

**Professional Certifications:** Certified in over 10 corporate Leadership Training Programs including: The Situational Leadership Experience (3-days), High Performance Teams (3-days), Situational Self Leadership (3-days), Student Self Leadership II (3-days), Coaching & Leadership (2-days), Microsoft Certified Data Base Programmer: Macro Programming Languages, Advanced Microsoft Access Programming (2-days), Access Programming (2-days), Intro to Access and Relational Databases (2-days)

### Significant Academic & Administrative Positions At EWU

Professor of Communication Studies	2000 to present
Associate Professor of Communication Studies	1996 to 2000
Assistant Professor of Communication Studies	1990 to 1996
Department Chair Communication Studies	2016 to 2018
Associate Dean, College of Social & Behavioral Sciences and Social Work	2005 - 2011
Interim Vice Provost: Division of Educational Outreach	2001
Associate Vice Provost: Division of Educational Outreach	1997 to 2000
Director, Master of Science in Communications	1992-1997
Coordinator, Internships in Communication Studies	(intermittently) 1991- Present
Director & Founder, Leadership Certificate	2006 - Present

### TEACHING EXCELLENCE

Teaching Evaluations have consistently hovered between 4.3 to 5 on a 5-point scale  
Directed over 100 graduate theses and research projects.  
Mentored undergraduate thesis, McNair scholars, NCUR & EWU Symposium students  
Coordinated (for most of the past 30 years) CMST Internships placing 50 to 80 students per year  
Developed and directed the Leadership Certificate which is one of the most viable certificates on campus

**Primary Undergraduate Courses at EWU:** Developed & Taught CSBS 200 Introduction to Leadership Studies, CMST 331 Interviewing, CMST 430 Communications in Organizations, CMST 438 Leadership & Strategic Communication, CMST 490 Senior Capstones, CMST/CSBS 330 Integrated Methods for the Social Sciences, CMST/ENTP 496 Leadership Innovation & Sustainability (cross listed with ENTP)

**Developed Special Topics Courses including:** Social Media, Project Leadership, Communication and Job Search Strategies, Project Management and Communications, Strategic Planning, Organizational Decision Making, Internships and Pre-internship Workshop, Convention Planning & Event Management

**Primary Online Courses (Developed & Taught):** Intro to Leadership, Organizational Communication, Research Methods, Project Management Fundamentals, Leadership & Strategic Communication

**Primary Graduate Courses at EWU include:** CMST 521 Research Methods (Quantitative Focus), CMST 530 Communications in Organizations, CMST 578 Seminar in the Consulting Processes, CMST 598 Introduction to Graduate Studies, CMST 501 Graduate Theory, CMST 596 Leadership & Change

**Developed Graduate Seminars Special Topics:** Educational Administration and Student Affairs Practice, Communication Audits, Public Relations Practices, Change Management and Communication Processes, Graduate Leadership Seminars, Graduate Research Methods in Focus Groups and Qualitative Methods

**Visiting Professor at several institutions while at Eastern including:** Gonzaga University, University of Montana, Rockhurst College (Kansas City), Emory University at Oxford (Athens Georgia), the Hewlett Packard Visiting Faculty Program (1-year appointment)

### SIGNIFICANT PROFESSIONAL CONTRIBUTIONS IN RESEARCH & SCHOLARSHIP

- Stafford, J. L., Underhill, M. & Seagrave, H. (2019) A Field Test of How Vision & Values Drive Change Through Strategic Thinking, Poster session International Psychology & Social Science Conference, Tokyo, Japan
- Stafford, J.L., Hege, M., Barnes, A., Underhill, M., & Seagrave, H. (2018), Communication Assessment in Organizations, or Help, My Organization is Broken: the Communication Audit as an Approach to Improvement. in JD Wallace & D Becker (Eds.), *Best Practices in Training & Development*, Taylor & Francis, United Kingdom.
- Stafford, J. L. & Seagrave, H. (2017) An Integration of Theory & Practice to Inform a Systemic Change, Poster session at The International Social Science Conference, Hiroshima, Japan
- Stafford, J. L. (2017) Chair, NCA Training & Development Preconference Workshop Contemporary Leadership & Conflict Management: An Integration of Research & Practice in Training & Development, NCA, Dallas, TX
- Stafford, J. L. & O'Neil, D. (2016) Using Data to Inform & Manage Change: A Case Study that Integrates Theory & Practice, Building Bridges: Washington State Higher Education Technology Conference in Spokane, WA
- Otto, J. L., Meade, Q. H., Stafford, J. L., Wahler, P., (2016), "Library Lights Out", Digital Library Perspectives, Vol. 32 Issue 3 pp. 192 - 208 Permanent link to this document: <http://dx.doi.org/10.1108/DLP-09-2015-0018>
- Stafford, J. L. (2015) Leadership, Advising & Mentoring for Student Success. **Keynote**, First National Prep, Dammam, Saudi Arabia
- Stafford, J. L. (2015) Leadership & Self Determination, The Last Lecture Series Inaugural Lecture, EWU
- Stafford, J. L. (2015) Leadership & Coaching for Student Success. Preconference Workshop, First National Prep, Dammam, Saudi Arabia
- Stafford, J. L. (2014) Leadership & Trust for Academic Administrators. Workshop **Keynote**, Washington State Association for Community College Administrators, TriCities, Washington
- Stafford, J. L. & CMST 598 Class. (2014) "Spokane Neighborhood Action Program (SNAP) Communication Audit" United Way of Spokane County
- Stafford, J. L. (2014). A sustainable model of strategic planning. The National Communication Association in Chicago, IL
- "Communication, Leadership & Careers," a 4-day workshop Residence Life Staff at PACE University, 2014.
- "Situational Team Leadership," a 3-day workshop for the Senior Leadership Team of Information Technology at the Community College System of Spokane, 2012.
- "Situational Team Leadership," a 3-day workshop for the Senior Leadership Team of Information Technology at Eastern Washington University & the Community Colleges of Spokane, 2010 & 2012.
- Stafford, J. L. & Ashcroft, S (2011) "Data gathered for the strategic reorganization of the Community Colleges of Spokane Office of Information Technology"
- Stafford, J. L. & Petrie, G. M. (2010) "The Dean's Role in Renovation & New Construction: Working with Architects, Engineers & Facilities or Issues of Power & Voice" Conducted at the Council of Colleges of Arts & Sciences, New Orleans, LA
- Stafford, J. L. (2007) Strategic Planning: Using communication style & leadership theory to facilitate your organizations strategic planning efforts. **Keynote**, Washington State Optometry Association, Seattle, WA
- Stafford, J. L. (2006). A guide to advanced project management: A training manual (5<sup>th</sup> edition) Office of Professional & Technical Training, EWU.
- Stafford, J. L. (2006). Project Management 101: A training manual. Kootenai Medical Center
- Stafford, J. L. (2005) The role of leadership & the future: The ability to train transactionally & implement transformationally. Commissioning Speaker, Fighting Eagle Battalion, ROTC, Cheney, Washington
- "Eastern Washington University Comprehensive Strategic Plan" Stafford, J. L. & Lindekugel, D. (2003).
- Stafford, J. L. & Cornelius, D. (1992, 1996, 2000) "Presidential Debate Focus Groups Project" Commission on Presidential Debates. (we were 1 of 9 nationwide sites included in this longitudinal research study for the Commission on Presidential Debates)
- "Eastern Washington University Integrated Marketing Plan" Stafford, J. L. & Moss, R. (1999).



Blewett, S. & Stafford, J. L. (1997). Hitting the bricks: A college student's practical guide to finding work as a communication professional (2<sup>nd</sup> edition) Dubuque, Iowa: Kendall/Hunt Publishing Company.

Stafford, J. L. *The Link: Labor Market Research Tool* Computer Software, © 1995 Community Colleges of Spokane, Department of Health & Social Welfare, Employment Security Department, & Job Training Partnership Agency, Access Relational Database, 2.2 MB.

Drucker, P. (1995) "Business & Management." The Center for Organizational Effectiveness National Satellite Network George Washington University, Teleconference held at Gonzaga University, Spokane, Washington. (I was asked to make the introductory remarks & facilitate the discussion after Dr. Drucker's presentation.)

Stafford, J. L. (1994) "Using Active Learning to Teach Large Organizational Behavior & Management Courses" Conducted at The Northwest Organizational Behavior & Management Teaching Conference, Los Angeles, CA

Downs, C. W., Archer, J., McGrath, J., & Stafford J. L. (1988). An analysis of communication style instrumentation. Management Communication Quarterly, 1(4), 543-571.

**SUBSTANTIAL CONTRIBUTIONS TO THE DEVELOPMENT OF ACADEMIC LEARNING PROCESSES, PROGRAMS, AND CURRICULUM**

- Moderator & Reviewer for National & International Communication Associations Training & Development Division, Org Comm Division, Public Relations Division 2013 to Present
- Developed Hybrid Social Science Integrated Methods Class 2005
- College Curriculum Integration Project (Methods Committee Chair) (FIPSE Project) 2001-2004
- Advanced Project Management Certificate Program (certified by PMI 2003) 2001 - 2010
- Treasurer Northwest Communication Association 2003 to 2005
- Master of Science in Communications Program revision 2002
- Leadership Spokane Curriculum Redesign (ASTD Project Team) Chair 1993 & 1998
- Diversity & Inclusivity Curriculum & Leadership Curriculum (Hewlett Packard) 1997
- Advisory Consultant and Focus Group Research: Center for Farm Safety Grants 1999-2004
- Awarded: Multiple \$8,000 & \$10,000 Teaching and Learning Center Grants 2004

**Selected University Service**

- Internal Consultant, EWU Presidential Leadership Team Summer 2016
- President's Advisory Council on Athletic Affairs 2014 to 2018
- EWU Mentoring Program Steering Committee 2014 to 2017
- EWU Research & Creative Works Symposium Steering Committee 2014 to Present
- PRSSA (Student Chapter) Advisor 1996 to 2006 & 2012 to Present
- CSBSSW Deans Faculty Advisory Committee 2012 to 2016
- Chair or Member Multiple University Search Committees 1995 to present
- LGBTQA Task Force (University Committee) 2009
- CSBS FIPSE Methods Committee (College Committee) 2000 to 2005
- Internal Consultant EWU Strategic Plan Taskforce (Presidential Appointment) 2002-2003
- Internal Consultant University Reorganization (Presidential Appointment) 1999-2001
- Advisory Committee Professional and Technical Programs (University Committee) 1997-2003
- Co-chair, Integrated Marketing Committee (Presidential Appointment) 1998-1999
- EWU Web Page Revision Group (University Committee) 1999
- Internal Consultant, University Mission Committee (Presidential Appointment) 1998-1999
- Director, Weekend College Program (Presidential Appointment) 1997 to 2000
- Chair, STAMATS Marketing Committee (Presidential Appointment) 1997-1998

**SELECTED VOLUNTEER ACTIVITIES & COMMUNITY SERVICE**

- Cheney Depot Society Capital Campaign Consultant to the Board 2019 to Present
- Channel Partner Advisory Board, The Ken Blanchard Companies 2012 to 2017

Board of Directors EWU Young Professionals Network, Founding Member	2012 to 2016
Consultant to the Inland Northwest Business Alliance	2011 to 2015
Board of Directors Spokane South Little League	2004 to 2006
Citizens Advisory Board Council to School Board, District 81	2001-20

