


**PROPOSAL TO PILOT A CTC APPLIED BACHELOR'S DEGREE
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

COVER PAGE

College: Columbia Basin College	Date: 4/24/08 Revised 2/21/08
Contact: Richard Cummins, Executive Vice President	
Phone: (509) 542-4869	E-mail: rcummins@columbiabasin.edu
Proposed Bachelor's Title: Applied Management	
Primary Related Applied Associate Degree(s) or, if any, certificates with a pathway directly to the B.A.S.:	
A.A.S. Degree Programs	2006-07 Grads
Computer Science Programs	15
Early Childhood Education	14
Engineering Technology	11
Social, Legal, Protective Services	30
Auto Body/Automotive Tech/Machine Tech/Welding	18
Business/Accounting/OT	33
Dental Hygiene	12
Associate Degree Nursing	52
Medical Assistant/Paramedicine	6
A.A.S.-T. Degree Programs	
Early Childhood Education & Administrative Assistant	4
Accepted Certificates	
Medical Assistant	12
Paramedic	12
Total	219

- *The degree is referenced by several titles in the document –BAS in Applied Technology Management and Entrepreneurship and BAS in Applied Management and Entrepreneurship. The curriculum focuses primarily on management rather than technology or technology management. Please consider whether the degree is a BAS in Applied Management and Entrepreneurship or a BAT in Management and Entrepreneurship or a BAS in Applied Technology Management and Entrepreneurship.¹*

Content Experts list 1 person in each category.
Provide complete contact information.

Industry	Similar Bachelor's Degree
Frank Armijo Lockheed Martin 1981 Snyder Richland, WA 99352 (509) 367-1090 (work) (509) 438-1090 (cell)	Dr. Jay Larson B.A.S. Lead Faculty Great Basin College Elko, NV (775) 753-2235 jayl@gwmail.gbcnv.edu
Lee R Thornton Signature of College President 	1/24/08 Date

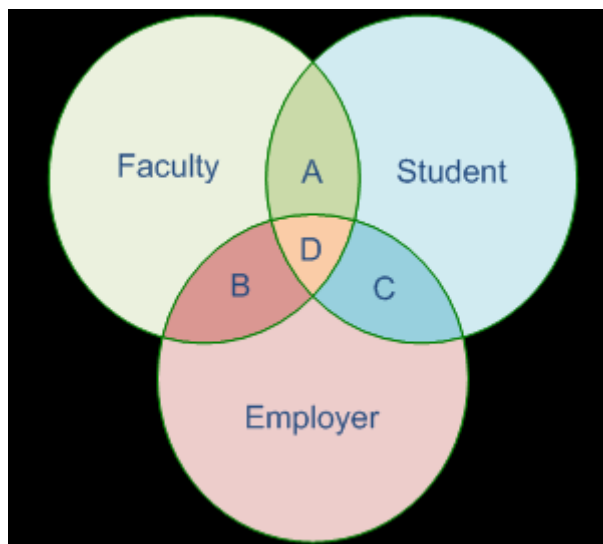
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BRIEF DESCRIPTION OF THE EXPECTED OUTCOMES

College: Columbia Basin College	Date: 1/24/08 Revised 3/17/08
Proposed Bachelor’s Title: ¹Applied Management	

Please describe the expected outcomes for students and employers as a result of offering the proposed pilot applied bachelor’s degree.

Columbia Basin College is proposing a unique degree that brings students, program faculty, and the business community together in a cooperative educational environment to provide the benefits of applied instruction to students and their employers. The following diagram illustrates this concept. In a traditional educational setting (A), faculty and students interact through a course of instruction. In the proposed B.A.S. program, the faculty members assume significant mentoring roles, resulting in a learning, rather than teaching, environment. Additionally, interaction between faculty and employers (B) results in a set of tailored course outcomes. Interactions of faculty and students produce the means by which the students accomplish the outcomes in terms of pedagogy and assignments. The student, through employment (C), applies classroom theory and materials to real-life problems and situations. Together, all of these elements create a whole greater than its parts, a “continuous internship” (D) that creates a unique cooperative educational environment.



Employer Perspective on Outcomes

Employers will be able to hire bachelor-educated employees with technical and managerial/entrepreneurial skills. The need to increase baccalaureate attainment is driven by an explosion of knowledge creation in every field coupled with difficulty recruiting bachelor's degree holders with a technical background at a time when highly educated baby boomers are beginning to retire. Further, the needs for greater demonstrated abilities in critical and creative thinking, diversity, ethics, ecological and systems thinking, digital fluency, statistical numeracy, interpersonal and group communications, and other fundamental competencies have grown rapidly with the emergence of the global economy. As documented in many of the letters of support, area employers have many highly capable employees with A.A.S. degrees or applied experience who lack the broader business-related education needed to move into leadership positions. Employers are struggling to meet their needs for organizational management and leadership. An additional benefit is that B.A.S. students will be trained to contribute to what has been long recognized as the engine of the American economy: small business creation and entrepreneurial/innovative capability.

In sum, the degree builds on two key requirements in the new knowledge economy, namely the need to (a) develop knowledge workers who can assume supervisory leadership, and (b) increase innovative capacity by producing greater numbers of entrepreneurs.

Student/Graduate Perspective on Outcomes

B.A.S. graduates will be attractive to employers because their new technology management and entrepreneurial skills can be applied in businesses and companies where these graduates have core technician-level knowledge of the employer's technology, processes, and outputs. The B.A.S. creates employees who are competent in a variety of roles. This degree is designed to be a part of a career ladder for students that will broaden career opportunities, improve chances for promotion to supervisory positions, provide preparation for a broad range of business and company opportunities, including starting their own businesses. Many area employees have a strong technical background and the desire to move upwards in their organizations, but cannot meet the bachelor's degree requirements of most supervisory and other exempt positions. Their careers have essentially reached a plateau beyond which they cannot advance.

The B.A.S. degree facilitates an efficient and cost-effective strategy for students to move upwards through these barriers. Universities and other baccalaureate programs do not generally accept community college applied science credits for transfer. The AAS graduates essentially have to start over with their college education in order to pursue a bachelor's degree. The B.A.S. degree will therefore be a highly cost-effective program for students. .

The B.A.S. program will provide benefits to students and employers not only in the immediate Tri-Cities area, which is the second-largest population area in eastern Washington state, but will also serve as an geographically close option for Walla Walla Community College students as well. The eastern Washington community college

presidents and Spokane chancellor have all provided support letters. Place-bound students seeking this type of further education in CBC’s district have no applied degree educational options.

Program Goals

The goals of the B.A.S. program are straightforward and necessary and include the following for employers and students.

- Graduates will increase their technical, interpersonal, and management knowledge.
- Graduates will assume leadership roles in an increasingly technology supported workforce.
- Degree attainment will increase potential for promotion and salary progression.
- Graduates will add new contributions to their current employers.
- Graduates will be prepared to start their own business.

PILOT PROPOSAL WEB ADDRESS

List a single web site for the program, or specific addresses for individual additional items

Item:	Web address: http://www.columbiabasin.edu/bas
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RESPONSES TO CRITERIA

PROVIDE THE EVIDENCE SPECIFIED IN THE STANDARD.

<p>Principle – Service to Placebound Students: Locally offered applied bachelor’s degrees are intended primarily to serve students from the college’s catchment area not otherwise served by existing public baccalaureate degree programs due to factors such as distance, cost, enrollment limitations or major.</p>	
Criteria 1.A	Standards
<p>Program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in</p>	<p>Requirement: Provide evidence that no public baccalaureate institution offers or has submitted a pending Notice of Intent (NOI) to offer this degree or related degrees serving the placebound graduates of relevant applied associate degree</p>

the college's geographic area.	<p>programs in the college's geographic area.</p> <p>For a stronger proposal: Additionally, provide evidence that no public baccalaureate institution offers degrees serving the graduates of relevant applied associate degree programs in the region (broader than college's catchment-area) or state.</p>
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No College or University Offers This Type of Degree in Catchment Area

Columbia Basin College's place bound Applied Science graduates currently do not have a viable option for an applied bachelor's degree. If they decide to seek a bachelor's degree, they have only a few other choices and suffer the loss of a majority of the credits they have earned.

The main choice is one of the 17 traditional bachelor's degrees at WSU Tri-Cities, where majors are available in Business, English, Social Science, Nursing, Education, and other fields. With the exception of the Associate Degree in Nursing (A.D.N.), the applied science courses would not transfer and the student would also need to take general education credits and program prerequisites for their chosen major. A Business major, for example, would still need to complete WSU's general education requirements or a CBC Direct Transfer Agreement (DTA) and 45-50 credits in business prerequisites. Students would have a similar experience if they chose one of the other WSU Tri-Cities degrees. In essence, the student's applied science degree would be boiled down to one quarter's credit at best.

The same scenario exists for a student considering an online degree through the College of Business at WSU in Pullman. These majors include Management and Operations with emphases in Organization Management, Management Information Systems, or Entrepreneurship. Each of these degrees requires the professional-technical student to complete 50 credits of prerequisite courses prior to enrolling in the upper-division credits. In addition, either a DTA degree or WSU's general education courses would need to be completed prior to graduation. Other online degrees offer the same dilemma of applied science courses having limited transferability, prerequisites for major requirements, and extensive additional general education requirements.

The Tri-Cities is approximately same driving time from three universities, illustrated below.

University	Distance	Driving Time
CWU	117 miles	1 hour 50 minutes
EWU	123 miles	2 hours
WSU-Pullman	134 miles	2 hours 15 minutes

Though an occasional student will make the round-trip commute of four-hours, most place-bound students are not able to attend courses at the three universities because of the obstacle imposed by the distances. Although CWU has some courses scheduled on the Yakima Valley Community College campus, the curriculum is essentially the same

course selection already available at WSU Tri-Cities and therefore has the same limitations for the applied science student.

Finally, a review of the Higher Education Coordinating Board’s “Authorization and Evaluation” website indicated that there are no similar programs currently under review nor recently approved.

Programs Outside of Catchment Area

CWU’s Bachelor of Applied Science degrees and EWU’s Bachelors of Science in Applied Technology are available on either on their main campuses or located even further away on the eastern side of the state. In addition, although both colleges take a number of A.A.S. degree credits, students still need the equivalent of the respective universities general education requirements. For additional specific information see website (<http://www.columbiabasin.edu/home/index.asp?page=2347>).

Principle: Service to Placebound Students:	
Criteria 1.B	Standards
Demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate.	<p>Requirement: Provide evidence that the number of students graduating from relevant applied associate degree programs in the catchment-area result in sufficient students going on for the B.A.S. each year to match the planned junior year FTE request. Currently about 11% of applied associate degree graduates transfer (with considerable variation by field of study). National data indicate that the transfer rate could be as high as 30% if pathways were available to match student interests.</p> <p>For a stronger proposal: Additionally, provide evidence of student demand from multiple sources. Examples of other evidence include transfer trends for similar applied associate degree programs elsewhere; demand in excess of opportunity to enroll in related traditional bachelor’s programs; changes in industry requirements such that upgrading the bachelor’s will be necessary.</p>

- *As you did with the preliminary student needs survey and workforce student interest survey, state the number of respondents for your Alumni Survey (the web site summary suggests 59 responses.)²*
- *Between page 8 and 9 and 10 and 11, three different numbers are provided to describe the annual number of potential program applicants – 91, 81 and 100. Please clarify and document one expected number.³*

The key question for the proposed B.A.S. degree is, “Are there likely to be enough applicants to the program to ensure a sustainable flow of new students?” CBC conducted several needs analysis studies to assess the perceived usefulness and viability of the B.A.S. program for both students and employers. The results are summarized in this section.

Preliminary Student Needs Analysis Survey

CBC conducted a preliminary survey (the instrument is available at the website at: <http://www.columbiabasin.edu/home/index.asp?page=2356>) of workforce students during the first week of December, 2007. Workforce program deans provided copies to a random sample of the applied science workforce instructors. Approximately 100 students from the Criminal Justice, Chemical Dependency, Machine Tech, and Auto Body/ Automotive Tech programs completed the surveys. Surveys were completed confidentially to avoid influencing responses either for or against the B.A.S. degree.

Roughly 70% of students surveyed expressed an interest in completing a bachelor’s degree. When asked if the availability of an applied bachelor’s degree at CBC would improve their likelihood of continuing past the A.A.S. level, nearly 70% of all respondents answered “yes”. Asked about their interest in enrolling in the CBC baccalaureate program, over 70% of respondents in the Automotive Tech, Chemical Dependency, and Machine Technology programs responded positively. Please see the proposal website for a PowerPoint summary of the complete **survey results**.

Workforce Student Interest Survey

A more in-depth needs analysis survey asked students to provide ratings about numerous aspects of the B.A.S. program, including whether the degree would help them meet their educational goals, whether they thought the program was a good idea, and the likelihood that they enroll in the program if it were available. Detailed results of the study are provided in the report “Workforce Student Interest Survey” on the proposal website (<http://www.columbiabasin.edu/home/index.asp?page=2356>).

442 current Workforce students completed the survey, with respondents from nearly all programs on campus, including Automotive Technology, Early Childhood Education, Radiological Tech, Business Administration, Computer Science, Engineering Tech, Paralegal, Criminal Justice, Dental Hygiene, Paramedic and Nursing. The main findings of the study are summarized below.

- Over 70% of these students intend to pursue a bachelor degree.
- Over 70% wanted more information about CBC’s bachelor program.
- Over 90% thought that the degree was a good idea for CBC.
- Overall, 55% indicated that they would enroll in the program, if it were available.
- Over 60% indicated that the degree would help them meet their educational goals.
- Over 75% thought that the degree would help them earn a higher income.
- Over 75% thought that the degree would improve their promotional or career opportunities.

Responses to these questions varied by Workforce program. Responses were extremely positive for students in virtually all programs except for nursing respondents (for whom the Bachelor of Science in Nursing is the preferred four-year degree) and students in the Welding Technology program.

Eighty-one students provided written comments. Sixty-nine (85%) were positive, indicating interest and support for the proposed program. A few comments were neutral (for example, “Need more information” or “I currently have a bachelor’s degree”). Students overwhelmingly noted that the bachelor’s degree program was a “great idea,” that there was a strong need for such a program, and that they would “love to see the program here.” A number of students described the program as a great opportunity, frequently using adjectives such as “fantastic” and “amazing” to express their enthusiasm. Many perceived that the degree would add considerable value for the community. These place-bound students were very excited about the possibility of attaining a bachelor degree without leaving home.

A complete listing of comments is available on the CBC Proposal Website, entitled “**Survey Results**” (<http://www.columbiabasin.edu/home/index.asp?page=2357>)

Alumni Survey Results

At the same time that the Student Survey was being distributed, a similar survey was being mailed, along with a stamped return envelop, to all Workforce alumni from the past two years. The survey asked respondents about their plans for additional education and for their reactions to the proposed Applied Science baccalaureate degree. Responses were again anonymous, although alumni were asked which program they had participated in at CBC. This was a critical group to contact for feedback because the respondents, having completed their A.A.S. degrees and being in a work environment, have had an opportunity to assess their work situation, future career prospects and potential need for additional education. *A total of 59 completed surveys were received within the 2-week response time provided.*

Over 80% of the alumni respondents stated their intention to obtain a bachelor’s degree in the future. They were extremely positive about the proposed degree. Nurses were again the exception, with an interest in a BSN rather than the B.A.S. Of the non-nursing respondents, over 75% wanted more information about the B.A.S., 95% thought the program was a good idea, 68% would like to enroll in the program if it were available, and 68% thought this type of degree would meet their educational goals. Over 83% thought that they would earn more money with the degree and 88% thought they would have a greater chance for promotion. About 68% thought it was likely they would pursue the degree within the next year or two.

Written comments were consistent with these high ratings. Comments included:

- “I’m looking at going back for a bachelor’s in the next two or three years.”
- “Most jobs in this area require a Bachelor’s degree.”

- “It would be great to be able to further my degree. A technical degree [A.A.S.] is fairly limited when it comes to advancement.”
- “I would LOVE to get a bachelor’s degree at CBC-- much better than distance ed.”
- “This would be a very positive step for CBC...”
- “Great idea.” [multiple comments]

There were no negative comments at all regarding the program.

Walla Walla Community College Survey Results

To help test the hypothesis that students at regional community colleges would be interested in the CBC B.A.S. program, administrators at Walla Walla Community College were asked to provide the survey to a sample of their Workforce students. The WWCC administrators received the survey on Tuesday, January 15th and within three days returned completed surveys from 248 students enrolled in a variety of programs. The quick turnaround demonstrated considerable interest on the part of WWCC administrators, as President Van Ausdler’s stated in his letter of support.

About 65% of the respondents were age 25 or younger and about 55% had completed 45 or fewer credits. About 46% of respondents wanted additional information about the program. Nearly 70% thought the B.A.S. was a good idea, about 68% thought graduates of the program would earn more money and about 65% thought the degree would result in better job opportunities. About 40% thought the program would meet their educational goals and about 30% thought that they would be likely to enroll in the program. These numbers were less positive than those obtained for CBC students, but still indicated a positive view of the program and considerable interest in further information or possible enrollment.

Only 14 written comments were obtained from this sample of students. Six of the responses were favorable, indicating interest or that the program seemed to be a good idea. These comments included, “This would be excellent!!!!!!”; “This program would be great”; and “This would help me reach my education goals to further my advancement.” Two comments indicated a lack of interest, one requested additional information, and three indicated that they wanted WWCC to sponsor that type of degree program locally. Only two comments were clearly negative (e.g., “I don’t think it will be credible.”). Overall, these comments were not as favorable as those received from CBC students but were still generally positive in nature.

Potential Applicant Pool

Applicants for the B.A.S. degree program are likely to come from a variety of sources. The primary applicant pool, however, will be CBC graduates of specific AAS degree programs. Table 1 (page 1) showed the number of graduates from each AAS program. The total number of graduates last year was ~~187~~ 219. ***Results of the student and alumni surveys indicated that Associates of Nursing graduates are unlikely to apply for the B.A.S. degree (preferring the BSN degree), so these 52 students should not be considered as part of the potential B.A.S. applicant pool. Of the remaining 167***

graduates, it is anticipated that about 20% will apply for the B.A.S. program (based on estimates from the SBCTC), resulting in 34 applicants.

In addition, applicants from regional community colleges are expected to apply. *Given the emphasis on distance learning opportunities, driving distance should be less of a factor than is typically the case.* Walla Walla Community College (348 AAS graduates last year) is roughly 45 miles from CBC and well within commuting distance. Other regional community colleges include Yakima Valley Community College (210 AAS graduates last year), and Big Bend Community College (78 AAS graduates). It is possible that students from Wenatchee Valley, Spokane Falls and Spokane Community Colleges could apply, but for the sake of a conservative applicant pool estimate, these students are not included. The State Board has suggested a figure of 10% of the graduates of nearby community colleges might apply. While this figure was used to estimate WWCC applicants, a more conservative figure of 5% was used for YVCC and BBCC. ³*Overall, the anticipated applicant pool is 83 students per year (It should be noted that another potential source of program applicants will be graduates of the apprenticeship programs. These graduates were excluded from the present supply analysis, again to maintain a conservative estimate.)*

These estimates are presented in the table below.

College	AAS Graduates	Enrollment %	Expected Applicants
Columbia Basin (excluding Nursing)	167	20%	34
Walla Walla	348	10%	35
Yakima Valley	210	5%	10
Big Bend	78	5%	4
		Total	83

Program Capacity

The B.A.S. program, as proposed, will support 20 FTE per year. Given that some students will participate on a part-time basis, this is likely to be the equivalent of about 50 students enrolled per year. Thus, of the ~~100~~ 83 expected applicants, about ~~50%~~ 60% can be accepted into the program.

Principle – Service to Placebound Students:	
Criteria 1.C	Standards
If applicable, has a plan for program articulation with nearby colleges.	Requirement: Indicate why articulation is or is not applicable. If applicable, describe articulation plans and the number of student expected from nearby colleges.

Committed to Developing Articulation Agreements

The leadership for the community colleges east of the Cascade Mountains recognizes that the B.A.S. degree is an expanded opportunity for all A.A.S. students in eastern Washington to continue their higher education. The Presidents of Walla Walla Community College (WWCC), Big Bend Community College (BBCC), Wenatchee Valley College (WVC), and Yakima Valley Community College (YVCC), as well as the Chancellor of the Spokane Community College District (SCCD), have written letters of support for this degree program because they understand that it will increase opportunity for their students. Please see these letters of support on the program website (<http://www.columbiabasin.edu/home/index.asp?page=2332>).

If CBC is selected as a pilot site, articulation agreements for the B.A.S. would immediately be negotiated with Walla Walla Community College. The distance of approximately 40 miles make it an easy commute for students. Articulation agreements would also be developed with the other eastern Washington community colleges to offer their students options that are not already served by EWU and CWU B.A.S. programs.

Principle – Part of Workforce Mission: Applied bachelor’s degrees are an extension of the workforce education mission of community and technical colleges, and a response to the increasing skill requirements of employers in occupations for which community and technical colleges have traditionally provided education and training.

Criteria 2.A	Standards
<p>The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree.</p>	<p>Requirement: Based on the data sources described below, document that:</p> <ul style="list-style-type: none"> ▪ Local employer demand for bachelor’s level workers exceeds the current local supply of relevant bachelor’s degrees awarded by public institutions serving the area, or ▪ State level employer demand for bachelor’s level workers exceeds statewide public baccalaureate supply. <p><u>Data sources:</u> Demand: One approach is to look for High demand occupations, then compare those to the baccalaureate supply – High demand occupations are those listed as in demand – at the state or at the sub state level in the Employment Security Department’s Local Area Demand/Decline Occupations List (http://www.wilma.org/wdclists/), shown as in demand. This list is based on multiple variables, weighted and combined into a single index. The variables used include the current number of job openings, growth projections, projected vacancies, and other factors. Or use a detailed employer demand spreadsheet at referenced at the SBCTC website for CTC Bachelor’s Pilots - http://www.sbctc.ctc.edu/college/e_transfer.aspx Supply: Workforce Explore may provide information on the number of graduates in the related areas – if data are not provided, look up related graduates (use a board</p>

definition for related) in the IPEDS -<http://nces.ed.gov/ipeds/cool/> - select Washington, the major, bachelors degree for a listing of degree providers – for each selected institution, click on award/degrees for a count by major.

Another approach is to look at occupations that may not be high demand, but where the baccalaureate supply in the local region is sufficiently short of documented level of average annual openings (use the same Wilma source)

The HECB’s State and Regional Needs Assessment includes some of this analysis. That report may be used as documentation. Look for the report at <http://www.hecb.wa.gov/autheval/dpr/dprindex.asp> - the detailed spreadsheet on supply and demand is at http://www.workforceexplorer.com/admin/uploadedPublications/1647_longoccupt.xls

For a stronger proposal: Document a supply-demand gap at both the state level and in the local region.

- *Regarding the table on page 16⁴ (this is a new table)*
 - *Describe the education level needed for entry into the occupations listed. Provide the source of that education level information.*
 - *Clarify the relationship between these occupations and a) the work expected for BAS graduates and b) the career ladder for graduates of the feeder associate degree programs.*
 - *Clarify the columns in the table (change/openings)*
 - *State the conclusion to be draw from the data presented*
- *Regarding the employer survey (page 14) and other data from employers, did you ask (or do you have evidence) if employers view the BAS as of sufficient value to raise the pay of those employees above the level paid for applied associate degree graduates?⁵*

In Criteria 1.B the key question was, “will there be enough student enrollment to sustain the program.” This section’s question is, “will there be a demand for program graduates?”

Survey of Workforce Advisory Committee Members

As an initial step in getting employer feedback about the program, a survey was developed for completion by members of CBC’s Advisory Committees. Committee members are typically managers or owners of businesses that employ AAS graduates and are quite familiar with training needs as well as recruiting, retention and promotion issues. A total of 300 letters were sent to Advisory Committee members, of whom 67 returned usable surveys. The response rate, 22.3%, is typical of responses to mailed surveys. Surveys were again anonymous to avoid creating response biases or other demand characteristics. The primary goal of the survey was to assess opinions regarding the importance and viability of an Applied Bachelor’s degree at CBC.

Responses were obtained for a wide variety of Workforce programs, including AOT, Automotive Technology, Business, Chemical Dependency, Computer Science, Criminal Justice, Dental Hygiene, Engineering Technology, Health Sciences, and ECE. Responses were overwhelmingly positive and supportive of the program. Nearly everyone felt that the degree “was a good idea” (94%), believed that “there would be strong student support for the program” (90%), thought the program “would help meet A.A.S. student educational needs” (95%), would “enhance [student] employment prospects” (90%), would enable students to “earn more money” *than would A.A.S. graduates (90%) would* result in “enhanced promotion opportunities” (94%) *compared to A.A.S. graduates*. Over 84% of the Advisory Committee respondents indicated that it was important for CBC to receive funding for the Applied Bachelor’s program.

Written comments from Advisory Committee members were also overwhelmingly positive. Some of the comments included:

- “It gives those who chose an A.A.S. degree an opportunity to go further without starting over.”
- “Would provide more opportunities for students in the local area. An excellent idea!”
- “I would love to participate in this program [myself]. It would easily increase my wages by \$15,000/yr-- a very significant amount!”
- “It would benefit students to stay in the same college past the A.A.S. degree.”
- “More and more technical positions are requiring a bachelor’s degree for promotion while requiring professional/technical credits to perform the job”
- “I am very excited about the possibility of offering this degree in this part of our state”

Two committee members expressed some reservations about the program, feeling that CBC should continue to focus exclusively on two-year degree programs.

Demand for Program Graduates

Evidence for the demand of B.A.S. program graduates comes from several sources. First, the survey of A.A.S. Advisory Committee members, most of whom are management or supervisory personnel for organizations that employ AAS graduates, clearly indicated a strong desire and need for B.A.S. graduates in their workforce. Second, letters of support from a variety of Benton-Franklin area employers, including large organizations such as Lockheed-Martin, also reflected a substantial need for B.A.S. graduates. These sources provided a strong, qualitative indication of the need for program graduates among employers. (See survey results on the webpage at <http://www.columbiabasin.edu/home/index.asp?page=2357> and letters of support on webpage <http://www.columbiabasin.edu/home/index.asp?page=2332>).

Analysis of Workforce Explorer Projections

In an effort to provide a more quantified estimate of employer demand for B.A.S. graduates, projections of demand for both the Benton/Franklin County region and the State were developed. Employment experts within the Employment Security Department (ESD) were provided a list of the CBC A.A.S. degree and certificate programs that will serve as feeders into the BAS degree. Dave Wallace, ESD Labor Market Economist, matched these degree programs with appropriate SOC Occupations and developed employment projections for both the region and state for each occupation. These results are presented in two tables. The first table (see below) links each AAS degree or certificate program with SOC Occupations. These positions include a variety of first-line supervisor and management positions, as well as more technical and staff positions. Note that several A.A.S. programs are linked to the same SOC Occupations (e.g., Auto Body Collision Repair, Automotive Technology, and Machine Technology are linked with First Line Supervisors/Managers of Mechanics, Installers, and Repairers).

Linkages Between AAS Degrees and Certificates and SOC Occupations

11.0901	Computer Science–Network	113021	Computer and Information Systems Mgrs.
11.1004	Computer Science–Internet Spec.	113021	Computer and Information Systems Mgrs.
11.9901	Computer Science–Help Desk	113021	Computer and Information Systems Mgrs.
12.0504	Hospitality & Food Service	119051	Food Service Mgrs.
		351012	FirstLine Supervisors/Mgrs. of Food Preparation/Serving Workers
		371011	FirstLine Supervisors/Mgrs. of Housekeeping/Janitorial Workers
13.1210		119081	Lodging Mgrs.
15.0000	Early Childhood Education	119031	Education Administrators, Preschool & Child Care Center/Program
22.0301	Engineering Technology	119041	Engineering Mgrs.
22.0302	Legal Administrative Assistant	113011	Administrative Services Mgrs.
		431011	FirstLine Supervisors/Mgrs. of Office & Admin. Support Workers
43.0103	Paralegal	436012	Legal Secretaries
43.0106	Criminal Justice	331012	FirstLine Supervisors/Mgrs. of Police and Detectives
43.0202	Criminal Justice/Forensics	331012	FirstLine Supervisors/Mgrs. of Police and Detectives
	Fire Science (Day)	331021	FirstLine Supervisors/Mgrs. of Fire Fighting and Prev. Workers
47.0603	Fire Science (Evening)	331021	FirstLine Supervisors/Mgrs. of Fire Fighting and Prev. Workers
47.0604	Autobody Collision Repair	491011	FirstLine Supervisors/Mgrs. of Mechanics, Installers & Repairers
48.0501	Automotive Technology	491011	FirstLine Supervisors/Mgrs. of Mechanics, Installers & Repairers
48.0508	Machine Technology	491011	FirstLine Supervisors/Mgrs. of Mechanics, Installers & Repairers
51.0602	Welding Technology	511011	FirstLine Supervisors/Mgrs. of Production & Operating Workers
51.0708	Dental Hygiene	292021	Dental Hygienists
51.0713	Medical Transcriptionist	292071	Medical Records and Health Information Technicians
51.0801	Medical Reimbursement/Coding	113041	Compensation and Benefits Mgrs.
	Medical Assistant	319092	Medical Assistants
51.0904	Medical Assistant	319092	Medical Assistants
	Paramedic	292041	Emergency Medical Technicians and Paramedics
51.0909	Paramedic	292041	Emergency Medical Technicians and Paramedics
51.0911	Surgical Technology	292055	Surgical Technologists
51.1501	Radiologic Technology	292034	Radiologic Technologists and Technicians
51.1593	Chemical Dependency Counseling	211011	Substance Abuse and Behavioral Disorder Counselors
51.1601	Human Services	113049	Human Resources Mgrs., All Other
	Administrative Assistant	113011	Administrative Services Mgrs.
52.0302	Legal Office Specialist	431011	FirstLine Supervisors/Mgrs. of Office & Admin. Support Workers
52.1401	Accounting	113031	Financial Mgrs.
41.0301	Business Administration	113011	Administrative Services Mgrs.
		431011	FirstLine Supervisors/Mgrs. of Office & Admin. Support Workers
	Chemical Technology	194031	Chemical Technicians
	Corrections	331011	FirstLine Supervisors/Mgrs. of Correctional Officers
13.1210	Industrial Security	113051	Industrial Production Mgrs.
52.0204	Early Childhood Education	119031	Education Administrators, Preschool and Child Care Center/Program
	Administrative Assistant	431011	FirstLine Supervisors/Mgrs. of Office & Admin. Support Workers
		119111	Medical and Health Services Managers
		292021	Dental Hygienists

Employment projections for each occupation were also provided by Mr. Wallace. However, the list of occupations was reviewed and filtered using several criteria to eliminate occupations that would not contribute to a reliable and valid estimate of employment; that is, every effort was made to avoid over-estimation of projected employment. For example, occupations linked with A.A.S. programs not currently active were eliminated from the projection estimate. These dormant A.A.S. programs included Hospitality and Food Service, Corrections, Industrial Security, and Chemical Technology. In addition, occupational projections were included in the analysis only if a

bachelor’s degree was an important requirement. The positions eliminated by this requirement included dental hygienist, surgical technologist, legal secretary, and several technician positions. Third, occupations in which there were no anticipated employment openings in the Benton-Franklin region were eliminated from consideration. Finally, the redundant occupations present in the first table were combined to avoid re-counting employment opportunities. The resulting table (see below) provides the anticipated employment for both the Benton/Franklin region and for the state for B.A.S. graduates, as per ESD projections. According to these estimates, there would be 58 job openings per year in the Benton-Franklin region. Thus, although the B.A.S. program would expect to enroll students from other regions in Eastern Washington (e.g., students from the Walla Walla area), the Benton-Franklin area could absorb the full number of B.A.S. graduates.

ESD Projections of Employment for BAS Degrees

SOC	Occupation Title	Average Annual		Average Annual	
		Openings (long-term)		Growth Rate	
		B/F Region	State	Region	State
113011	Administrative Services Mgrs.	4.5	113	1.4%	1.6%
113021	Computer and Information Systems Mgrs.	1.5	214	0.2%	2.3%
113031	Financial Mgrs.	3.5	259	0.6%	1.5%
119041	Engineering Mgrs.	4.5	186.5	-0.6%	1.7%
211011	Substance Abuse and Behavioral Disorder Counselors	3.5	98.5	1.8%	2.6%
331012	FirstLine Supervisors/Mgrs. of Police & Detectives	2.5	80.5	0.8%	1.1%
331021	FirstLine Supervisors/Mgrs. of Fire Fighting	4	100.5	0.6%	1.2%
	and Prevention Workers				
431011	FirstLine Supervisors/Mgrs. of Office	23.5	1142.5	0.9%	1.7%
	and Administrative Support Workers				
491011	FirstLine Supervisors/Mgrs. of Mechanics, Installers	10.5	362	0.7%	1.2%
	and Repairers				
	Total:	58	2556.5		

The table indicates a very conservative estimate of 58 supervisory/first-line management position openings per year within the Benton-Franklin county areas. This number also does not take in consideration that other Eastern Washington communities will also have job openings and their local community college graduates will be seeking this degree and wanting to stay in their own community. The table suggests that the demand for B.A.S. program graduates will substantially exceed the number of program graduates, even assuming a 100% program completion rate.

The Tri-Cities is unusual due to the largest employment cluster in the region is Hanford. Approximately one third of the community’s payroll comes from federal contracts while another one-third of the community’s payroll, particularly the area’s retail base is heavily dependent on the Hanford payroll. The region is consequently very interested in economic diversification. Diversification efforts have resulted in a high interest in promoting entrepreneurship and retaining/recruiting new businesses, manufacturing, and companies. A trained local workforce is key to this effort and the B.A.S. degree has captured much local interest. More detailed information can be found on the website economic diversification (<http://www.columbiabasin.edu/home/index.asp?page=2348>).

Washington Higher Education Coordinating Board State and Regional Needs Assessment

The Washington Higher Education Coordinating Board (HECB) states the following in the February 2006 (Revised) State and Regional Needs Assessment report¹:

Benton-Franklin Regional Assessment Section

- Higher education enrollments need to grow from 5,184 FTE in 2003-04 to 5,755 FTE in 2010-11 to maintain the current level of participation of higher ed.
- To match the state average of higher education attendance an additional 200 FTE enrollments would be necessary.
- Upper-division enrollments should be increased 12 percent from 1,436 FTE in 2003 to 1,618 FTE in 2011 to maintain current service level.
- Benton-Franklin region is home to a dense concentration of highly educated citizens, thus local business leaders, educators, and economic development specialists are working to expand post-secondary capacity.
- The post-secondary expansion emphasis is directed to high-technology skill base as well as agribusiness and manufacturing industries associated with agricultural business.

Eastern Regional Assessment Section

- The attendance rate of the 17-24 year olds is below state average.
- The region still needs to increase lower-division enrollments from 4,660 FTE in 2003-04 to 4,963 FTE in 2010-11 with Upper-division enrollments needing to increase from 1,421 in 2003-04 to 1,538 in 2010-11
- To match state enrollment the 2010-11 enrollment would need to increase to 6169 FTE just in lower-division alone.
- Regional employers would like students to explore both workforce preparation and baccalaureate education to meet the demand for numerous jobs in service, agriculture, and natural resource based industries.
- Community assessment measures indicate that all fields are becoming more complex and require workers prepared with higher levels of education than in the past. As a result, workers would ideally develop a mix of technical skills and management, communication, and team work skills.
- A high proportion of openings in agriculture, construction, production, transportation and sales and service occupations will require higher levels of training. The training that is required is often supervisory and/or highly technical.

Principle – Part of Workforce Mission:

¹ State and Regional Needs Assessment, February 2006. Washington Higher Education Coordinating Board.

Criteria 2.B	Standards
Has a plan for development of the curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree.	<p>Requirement: Describe curriculum including the additional technical course work for the B.A.S. and the general education component of the bachelor's degree. Identify the general education expected from the applied associate level, the gaps in general education by area (humanities, social science, etc) that will be addressed at the junior and senior level in the B.A.S.. To the extent possible identify the mix of lower division course work that applicable to junior and senior requirements. (Many institutions require 60 quarter credits of upper division course work for their bachelor's degrees graduates.)</p>

- *Is this a technology management or an applied management degree? The major core has an “applied management” focus.¹ The degree is now called Applied Management.*
- *Discuss the choice of 40 credits of general education as sufficient for this BAS degree.⁶*

⁶The General Education requirements now total to 55 credits. After calling Northwest Accreditation they do not have specific guidelines as to minimum or maximum just that the courses are an appropriate collection of courses for the degree. The upper division general education courses are specifically designed to complement the B.A.S. degree while still meeting the CBC guidelines for general education coursework.

- *Clarify the information on page 23 regarding the distance learning aspect of the degree. If the plan is to offer an on-line degree the other comparable BAS degrees (Criteria 1A) would include a broader set of options elsewhere in the state. If the plan is to offer hybrid courses with a combination of face-to-face instruction and e-learning components, state that more clearly.⁷*

⁷CBC does not have plans to offer an online B.A.S. degree program. Instead each class will have online support through a website and some of the classes will have some elements offered online as part of a hybrid (or blended is used as an equivalent term to hybrid) class. To provide the level of support to the other eastern Washington community colleges some synchronous ITV coursework may be part of an articulation agreement.

B.A.S. Degree Structure

The tentative CBC B.A.S. degree structure was developed by a combination of reviewing similar degrees, working closely with the CBC Business department, and consulting with community employers expressing an interest in the program. A strong component was also the consideration how this degree fits into professional/technical programs

“pathways.” (Sample pathways can be found on the website at: <http://www.columbiabasin.edu/home/index.asp?page=2355>) Although the tentative degree structure is included in this document, the curriculum will continue to be refined and developed during the planning year. The B.A.S. Advisory Committee, the newly hired lead instructor, the entire Business department, and community employers will all be part of the process to finalize the degree.

The curriculum as a whole supports the program assumptions and the following guiding principles:

- Incorporate a balance of theory and practical application of that theory
- Incorporate assignments and learning experiences that demonstrate the mastery of course content and the application of that content to a specific industry or career cluster through working closely with employers and students
- Reinforce application of course information through rewarding student’s efforts to integrate their workplace into their class assignments and develop a program culture that supports “continuous internship” experiences in all classes
- Integrate the use of distance and elearning technology into each course,
- Demonstrate how to use technology to support businesses and companies, as well as how to use technology to enhance management/supervisory activities
- Reinforce ethics, social responsibility, and sustainability concepts
- Support critical and creative thinking and provide practice in problem solving
- Promote the spirit of entrepreneurship
- Integrate specific knowledge into across the curriculum that will support the entrepreneur (i.e. angel investors in a Finance, intellectual property in Legal Issues)

The current degree structure is outlined in the following table and sample course descriptions can be found on the web site at: <http://www.columbiabasin.edu/home/index.asp?page=2349>).

Bachelor’s of Applied Science in Applied Management

A.A.S. Degrees for a total of 90 credits		Credits
Including, or in addition to, the equivalent of the following classes:		
General Education 20 credits		
Math	College Level Math	5
ENGL 101&	English Composition	5
PSYC 100&	General Psychology or other social science	5
	Approved General Education Elective Course	5
Core Classes 70 credits		
Applied Science Core, Core Electives, Electives		70

-Or-		
Approved credits from the following list:		
Portfolio Development Course (5 credits)		
Work Experience or Internship Credits		
Approved Applied Science and/or Transfer courses		
Internship/Work Experience		
B.A.S. Courses for a total of 90 credits		Credits
General Education 35 credits		
ENVS 310	Environmental Issues	5
Eng 410	Professional & Organizational Communications	5
MATH& 146	Statistics	5
ICS 310	American Diversity	5
Phil 305	Professional Ethics	5
ECON 305	Managerial Economics	5
	Approved General Education Elective Course	5
Major Core & Core Elective Classes (55 Credits)		
AMGT 300	Management/Leadership Theories & Strategies	5
AMGT 310	Strategic Operations Management	5
AMGT 320	Organizational Process & Behavior	5
AMGT 330	Legal Issues for Business & Managers	5
AMGT 400	Venture, Growth Capital and Finance	5
AMGT 410	Information Technology and Technology Applications	5
AMGT 420	Human Resources Management	5
AMGT 430	Accounting for Managers	5
Capstone (5 credits)		
AMGT 480	Applied Management Capstone Experience -OR-	5
AMGT 490	New Venture Strategies Capstone Experience	5
Electives		
Choose 10 credits from the following elective courses		
AMGT 340	Project Management	5
AMGT 350	Marketing For Managers	5
AMGT 470	Applied Management Internship	5-10
	Approved Electives	5-10

General Education Requirements

The general education requirements for the B.A.S. program are a collection of courses from the original applied science degrees and are enhanced by an additional set of general educational requirements to complete the B.A.S. degree general education degree requirements. The additional general education requirements will be designed to support and supplement the applied management core classes. For example, one of the upper division general education courses entitled “American Diversity” will focus on the different ethnic groups that will be a growing part of the 21st Century workforce and what the means for managers/supervisors. Another proposed class is Professional Ethics

which, in combination with building science knowledge through the Environmental Issues course, will support the B.A.S. social responsibility and sustainability program principles. Fine tuning of the general education course content will be incorporated into the planning year but will stay focused on program goals and outcomes. A specific review of the preliminary general education expectations is included in the following table:

General Education Requirements for B.A.S. Degree						
AREA	General Education Courses – AAS	Credits 20		General Education Courses - Junior or Senior Year	Credits 35	Total General Education Credits
Communications	ENGL& 101 English Composition	5	and	English 410 Profession & Organizational Communications	5	10
Quantitative Reasoning				MATH& 147 Statistics	5	5
Social Science	PSYC& 100 General Psychology or approved Social Science	5	and	ECON 305 Managerial Economics	5	10
Mathematics & Natural Science	MATH transfer elective	5	and	EnSci 310 Environmental Issues	5	10
Humanities				PHIL 305 Professional Ethics	5	10
				ICS 310 American Diversity	5	
Approved General Education course		5	and	Approved General Education course	5	10
B.A.S. Total					Minimum of 55 credits	

Core Management Courses and Electives

The theoretical foundation that will make up the last two years of the bachelor degree will be balanced with practical, applied methodology that will prepare individuals to meet the supervisory demands of business and industry. Special effort will be made to keep the course content relevant to each student and their individual career goal.

Applied Management Courses with Specific Workplace Applications

Although management instructors will primarily teach the core coursework, a cadre of associate faculty from CBC and the community will help to customize the degree for the many different areas that are represented by the different CBC and other colleges' A.A.S. degrees. Course theory will be grounded by individual students within their own communities of practice. When, for example, a management instructor provides the theory for a class project, students will prepare assignments using the specific information appropriate to their professions. For instance, a Criminal Justice associate faculty member might team up with the management instructor to grade an assignment for a student with a Criminal Justice A.A.S. background. In a powerful and unique approach to learning, the management instructor would verify the knowledge of theory while the Criminal Justice associate faculty member would ensure its applicability for law enforcement.

Application and Integration of Classroom Knowledge

The program would also make use of continuous internships experiences in each class through individually tailoring each assignment to student's workplace or career goals, internship credits, and a capstone experience as additional ways to integrate the application of concepts and skills into the curriculum.

Internships: Internships would be carefully developed and monitored to ensure students have an opportunity to have new experiences in their current workplace or have experiences to use their classroom knowledge in the workplace. Courses such as Marketing will provide students with real life experiences through students working on projects from the Creative Marketing Consultants (CMC). CMC is a campus based not-for-profit Marketing company that does marketing projects for the community.

Capstone: By definition, either choice of capstone class would provide students with an opportunity to integrate all of the knowledge gained and demonstrate the overall ability expected of each graduate. Since many students would be employed, the capstone experience might be an exercise useful to an employer in a real work situation. Should a student have a specific interest in entrepreneurship an alternative option will be available for them to integrate all of the knowledge they have learned and apply that to developing an entrepreneur plan.

Delivery Options

Given that this program is primarily designed for working students, courses will be offered evenings, on the weekends and with the assistance of distance learning technology. Spontaneous comments on the initial student surveys confirm that many students are expecting to be working while participating in this program. Consequently, the comments often came with a statement requesting the classes be evening, weekend, or distance.

As students are accepted into the program a careful review will be made to accommodate the maximum number of students with class times that will meet their needs. Weekend College, a successful program at Columbia Basin College, can be modified for these working adults with offerings on Thursday and Friday nights and Saturday morning and afternoons. Many CBC students have experienced this CBC option and Heritage University has successfully been offering programs on the weekends in the Tricities since the early 1990's. In the last several years, Heritage University has been offering several of their programs in a weekend format on the CBC campus. They are now serving over 200 students each semester on the weekends and students report high satisfaction with weekend college delivery. Heritage University reports that the Tricities is their largest off-site program.

In addition, these evening and weekend face-to-face classes would also utilize distance learning technologies to create levels of blended curriculum delivery that is appropriate for each individual course. Some students may, for example, attend courses entirely face-to-face (f2f) or may participate in the same course through distance learning such as Interactive Television (ITV).

Columbia Basin College instructors and students have many years of demonstrated competence in using distance learning technologies. Most quarters over 35% of CBC's students are taking either a distance course or have a class that is web-supported. New

students have distance learning training in the new student orientation called FYI. Student Government conducts student surveys and runs their elections with WebCT so CBC students have a logon password each quarter. Each quarter student and faculty WebCT training is regularly scheduled face to face but is also available through the Internet.

Each B.A.S. course will have a WebCT/BlackBoard course shell with course materials, course discussion, email support, whiteboards, chat room, quizzes, and testing features. The current CBC business instructors all have WebCT support for each class, are very experienced with eLearning technology and will be able to assist new faculty in integrating distance learning into all of the B.A.S. courses. In addition, each course will be have classroom activities recorded using Tegrity software, which will make each recorded class session viewable at anytime through streaming video available through the course shell or from Internet podcasts. Synchronous distance viewing can be made available through ITV technology at multiple sites if other eastern Washington community colleges seek that as an option in an articulation agreement. Other technologies include virtual meeting and social networking software will also be used.

Finally, it should be noted that although distance and eLearning technology is incorporated to support the B.A.S. curriculum to engage students beyond the standard classroom it is not the only reason for its use. CBC recognizes that the same characteristics that make students successful in using distance learning are the same characteristics that the B.A.S. program is committed to promote in each student. Just some of those characteristics are: good technology skills, understanding how technology is used in electronic communication and training, good writing skills, ability to read for specific content, time management skills, self motivated, etc. Those skills are key to being an excellent 21st century worker.

Criteria 3.A	Standards
<p>Demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program.</p>	<p>Requirement: Describe plans for the \$226,000 in 2008-09 to prepare for fall 2009 students.</p> <p>Provide a financial plan for the first years in which courses will be offered (FY 2010, 2011, and 2012) with projection revenue streams (differentiate the \$6,300 per FTEs state support for 20 FTE FY 2010 and 40 FTE in FY 2011 and beyond; expected tuition revenue (approximately \$4,000 per FTE - waivers) and revenue from employer contributions and any anticipated redistribution from existing funding); and projection of expenditures to be charged to the program. Description of the adequacy of current facilities, equipment and other instructional resources required by the bachelor's program. Also, document a history of financial stability that demonstrates the capacity to undertake and sustain new instructional initiatives.</p>

- *Please share (on the web is fine) a letter or resolution from the Foundation regarding the commitment to \$20,000 annually for scholarships?⁸*

⁸See commitment letter on the website at:

<http://faculty.columbiabasin.edu/instruction/bas/CBC%20Foundation%20-%20Richard%20Reisinger.pdf>

- *Do you anticipate investing any institutional funds prior to enrolling students in fall 2009? If so, please add information about your planned investments.⁹*

⁹*Yes, CBC will be investing additional dollars into the program in 2008-2009*

CBC Investment in Program

	FY2009
Remodeled Business Building (08-09)	\$5,200,000
New Office Furniture	\$ 3,000
New 30 station Computer Lab	\$ 70,000
New Smart Classroom Elmo, microphones, camera, smart board, tables, chairs, etc. (classroom is new space to be added during remodeling and will be designed for B.A.S. program)	\$ 30,000
Total CBC Investment	\$5,303,000

- *The following budget items need additional explanation*
 - *Relationship between line 3d and the current faculty and staff needs as described in the chart on the top of page 29¹⁰*

¹⁰*To make the B.A.S. program budget work as planned the instructional component was determined to be a mix of three funding types. Each quarter the full-time B.A.S. instructor would be responsible for two classes, the remaining classes would be taught by part-time/moonlight instructional rate or as a part of an instructor's full-time rate. Since all full-time instructors are currently teaching a full load and we would want the expertise represented by the sample list of current CBC faculty we would sometimes be able to have them teach moonlight but not all instructors would want to take on extra course. For those instructors not willing to teach an extra class we would pay a percentage of their full-time contract. In addition, we would potentially be able to recruit business/industry employed individuals as part-time instructors and therefore pay them at part-time rate. The budget number represents a potential scenario of instructors and their pay rates as a budget placeholder. The scenario is our best guess of the ratio of faculty pay rates and number of courses that would be scheduled each quarter. The part-time rate is approximately the current rate and an average full-time salary rate was calculated at 1/10th of \$52,500.*

Year	Fall	Winter	Spring	Summer	Total for non-Primary BAS instructors
1	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Full-time instructor@ \$5,250	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Part-time instructor @ \$2,690	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Part-time instructor @ \$2,690	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 part-time instructor@ \$1010 (assist on summer internships)	\$22,400
2	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Full-time instructor@ \$5,250 Full-time instructor@ \$5,250	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Full-time instructor@ \$5,250 Full-time instructor@ \$5,250	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Full-time instructor@ \$5,250 Full-time instructor@ \$5,250	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 part-time instructor@ \$1670 (assist on summer internships)	\$52,000
3	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Full-time instructor@ \$5,250 Full-time instructor@ \$5,250	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Full-time instructor@ \$5,250 Full-time instructor@ \$5,250	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 Full-time instructor@ \$5,250	Primary BAS instructor Primary BAS instructor Part-time instructor @ \$2,690 Part-time instructor @ \$2,690 part-time instructor@ \$760 (assist on summer internships)	\$54,000

- *Documentation of a need for the level of investment shown in library development*¹¹

¹¹Summary of Library Expenditures (detailed information can be found on website: <http://www.columbiabasin.edu/home/index.asp?page=2378>)

	Year 1	Year 2	Year 3	Year 4
Electronic databases	\$17,500	\$18,725	\$33,780	\$36,190
Books (electronic/print)	\$19,000	\$ 3,675	\$10,820	\$11,110
Laptops	\$13,500		\$5,400	\$ 2,700
totals	\$50,000	\$22,400	\$50,000	\$50,000

- *Explanation of the high software need in FY 2011/2012 versus minimal need FY 2010*¹²

¹²2010 has the fewest budget dollars of the entire project and the full cost of the new faculty member and the Recruiting & Retention staff person is needed for the entire year. To allow for limited funds and high staff expenditures it is proposed that the software/hardware will be either purchased in advance during 2009 or delayed the following years by scheduling courses that have high software needs during 2011 or 2012. Example: AMGT 410

*Information Technology would be taught for the first time in 2011 with potentially an advanced course taught as an elective in 2012. AMGT 430 Accounting for Managers class will be supported by full versions of QuickBooks (not student version) that may cost as high as approximately 1,000 per version. The appropriate instructor will be considering what software to use for business plans and business decision software. See sample software costs on website at:
<http://www.columbiabasin.edu/home/index.asp?page=2379>*

- *Explanation of the \$1,000 annual increment in the faculty/program lead salary*¹³

¹³The \$1,000 increments were placeholders for faculty and exempt staff for COLA and potential tenure-track salary increment. Upon advice, the increments were deleted and the budget information was updated to accommodate the change.

Projections of all Costs, Expenditures and Revenue Streams

As defined by the State Board for Community College there is an expectation of a certain level of funds to plan and develop and implement a new B.A.S. program. The following table accounts for the FTE State Funding and the local tuition that would be generated. An additional \$20,000 per year for scholarships has also been pledged by the community through the Columbia Basin College Foundation to assist deserving students with tuition, fees, and books.

Revenue Projections

	FY2009	FY 2010	FY 2011	FY 2012
1 State Funding		\$	\$	\$
One time start-up funds	\$226,000			
20 FTE's x \$6,300		\$126,000		
40 FTE's x \$6,300			\$252,000	\$252,000
2 Local Funds – Tuition				
20 FTE's x \$4,000		\$ 80,000		
40 FTE's x \$4,000			\$160,000	\$160,000
Total Revenue Budget	\$226,000	\$206,000	\$412,000	\$412,000

Additional Support

Local employers will provide in-kind support for the program through their willingness to release employees to serve on the Advisory Committee, assist with curriculum development, provide public speakers for the classroom or student development opportunities, and to provide student internship experiences. Please see the website for further information on letters of support.

CBC will supplement the budget by in-kind match through such items as administrative and clerical support, office furniture, modification of facilities to best support the program, existing Library services, wireless network, distance learning infrastructure and support, etc.

The CBC Foundation has pledged \$20,000 a year for scholarships. ⁸See commitment letter on the website at: <http://faculty.columbiabasin.edu/instruction/bas/CBC%20Foundation%20-%20Richard%20Reisinger.pdf>

Expenditure Projections

	FY 2009	FY 2010	FY 2011	FY 2012
3 Salaries and Benefits	\$	\$	\$	\$
3a Full-time Faculty/Program Lead				
Salary	32,000	64,000	64,000	64,000
Lead Faculty Stipend	6,000	12,000	12,000	12,000
Benefits	11,400	22,800	22,800	22,800
3b B.A.S. Recruitment & Retention Specialist				
Salary	23,000	46,000	46,000	46,000
Benefits	6,900	13,800	13,800	13,800
3c Faculty Stipends (Curriculum/Prof Dev)				
Salary	15,000		17,000	17,000
Benefits	4,500		5,100	5,100
3d Additional Teaching Faculty				
Salary	0	22,400	52,000	54,000
Benefits	0	5,000	15,600	16,200
4 Library Collection Development	50,000	22,400	50,000	50,000
5 Software and Hardware	40,000	5,000	30,000	30,000
6 Recruiting costs for new faculty	7,700	0	0	0
7 Travel / Professional Development	8,000	7,000	10,000	10,000
8 Consultant	5,000	2,000	23,000	20,100
Services/Assessment/Accreditation				
9 Distance Learning/Licensing			31,000	31,000
10 Program Materials & Operating Costs	9,000	4,000	17,000	17,000
11 Equipment-Computers & Printers	7,500	0	2,700	4,000
Total Expenditure Budget	\$226,000	\$206,000	\$412,000	\$412,000

Budget Notes

3a Upon hearing that CBC is selected by the State Board and has completed the HECB process, CBC would begin immediately to recruit the new full-time faculty/lead for the position. The goal would be to hire the new faculty member well in advance of the first classes in Fall 2009. After the development year the faculty member would work a four quarter contract with a coordinator stipend and partial release to be able to develop the program and maintain the program quality by interacting with other program faculty, staff, and students.

3b The Recruiting and Retention Specialist would also be recruited in the same time frame and be hired for ½ year initially and be on a full-year exempt contract beginning year two. This position would be the primary student service support for the students.

3c The current Business full-time instructors, the associate Professional/Technical faculty the part-time instructors and the Advisory Committee would begin to further develop the program curriculum. The development year would provide much of the curriculum development with year FY 2010 and 2011 set for additional curriculum fine tuning and development.

4 The Library would develop a list of books, periodicals, identify database options the development year appropriate to take the collection and databases from the current two year level of support to bachelor's level of support and continue to develop the collection and expand databases to support the different classes as they are taught. CBC would continue its current collaboration with WSU-Tricities to support our

community's higher education library efforts. One of the four librarians would work closely with the B.A.S. program.

5. The faculty would identify additional software needed for the computer lab and continue to expand the software and maintain the software licensing as the program adds courses. For FY09 some funds would go to the initial new computer lab (approximately \$18,700 to assist with the total computer lab cost of \$74,700). See some sample software costs on website @

<http://www.columbiabasin.edu/home/index.asp?page=2379>

6. As a key individual recruiting costs including travel for interviews and moving costs will be available to recruit the best faculty member.

7. The staff development money will allow for travel to other colleges with similar programs, attend national conferences, and provide local travel to work with employers and students.

8. Consultant funds and accreditation funds are built in to support the accreditation process and get the program off to a good start. After accreditation status is accomplished the funds would go to support staff efforts in Library and Student Services.

9. Since the program will be a maximum user of eLearning support and it is planned that the program always be using cutting edge distance support funds are expanded because of program growth and the need to stay current with new distance learning technology.

10. These funds are for general materials, recruiting items, etc for the program.

11. The computers and printers are for the new faculty member and the Recruiting and Retention staff. Since the program will emphasize technology and will be delivered by scalable distance learning the full-time staff will need up-to-date computers.

Current Facilities, Equipment and Other Instructional Resources

The start up for the B.A.S. degree is perfectly timed for the completion of the Columbia Basin College's Business building renovation project. Scheduled for completion just prior to September 2009, the building will be essentially a new building from the ground-up. The building will then have ten multimedia equipped classrooms specially designed for business course delivery. The building will have the following resources and concepts:

- 30 station computer teaching lab equipped with specialized business software
- Wireless Internet access and local area network throughout the building
- Teaching laboratory for Marketing program
- Specially designed eLearning content production studio with an eLearning delivery classroom. The eLearning classroom will have outstanding multimedia capability including: digital image presenters (ELMOs), microphones, a smart board, and cameras to capture the instructor presentation and student participation. A central equipment podium will allow the instructor to access all of the multimedia components in the classroom.
- The Business building will be the first "certified silver LEED level green" building and will be a living demonstration of environmental and sustainable technology that will reinforce the program's promotion of environmentally sound business practices.

During the decade from 1995 to 2015, the College will have invested over \$114 million in capital improvements. These renovations, replacements, and new facilities will directly support the B.A.S. program. Accompanying the building projects has been expansion of programs and educational support systems. Many of these improvements are directly related to expanding facilities for the overall CBC professional and technical programs and would specifically support the B.A.S. program. A few are listed below.

For additional details see the webpage at:

(<http://www.columbiabasin.edu/home/index.asp?page=2350>)

- Columbia Basin Business Access Center (CBAC) is a 5,500 square-foot building that fosters community economic development through English as a Second Language/Adult Basic Education (ESL/ABE) courses, business workshops, community education and continuing education. The building with its recent expansion was funded by HUD.
- Adjacent to CBAC is CBC's Small Business Development Center (SBDC). Service Corps of Retired Executives (SCORE) and the Hispanic Chamber of Commerce are co-located with the SBDC.
- The new 66,000 square foot Career & Technical Education Center scheduled to open in September 2010.

History of Financial Stability and Capacity to Undertake and Sustain New Instructional Initiatives

CBC has been a financially stable college since it opened its doors in 1955. CBC has had no Washington State Audit findings for the last 15 years and the Annual State Board Review has also been equally as positive.

CBC has been most resourceful in beginning and sustaining programs and maintaining the campus infrastructure through capital projects. Funding has come from bequeathments, community residents, companies, contracts, grants, and the CBC students supporting capital projects, etc. Since 1995 and including current capital projects already in the state funding cycle approximately \$114 million has been invested into CBC capital improvements.

In addition the college has carefully selected federal and private grants that allow expansion of specific services, programs, equipment and capital improvements. During academic year 2007-8 CBC is expecting, approximately \$7,000,000 from grants.

An active CBC Foundation also coordinates campaigns and actively seeks scholarship funds. The CBC Foundation works hard to build the endowment account and then assertively invests the funds so that programs have annual interest income each year to help enhance programs.

CBC has started many new programs and has expanding many others in the last 10 years. A few examples include: Radiological Technology, Dental Hygiene, Latino and Latin American Studies, Health and Fitness degree, Multimedia, Medical Assistant, Surgical Tech, and expansion of the language program and the nursing program. A number of new degree programs are currently being developed including: Industrial and Ag Equipment Technology, an Apprenticeship degree, Computerized Manufacturing, Construction Management, Welding Inspection, Maintenance Mechanic, Medical Equipment Maintenance, Alternative Energy, Ethnic and Immigration Studies, Health and Wellness, etc. The campus has also revitalized the Agriculture program through a

strong scholarship/internship program with local farms and agricultural companies and has a research component through the development of a research farm.

CBC is committed to the changing demographics of the community as evidenced by:

- CBC is designated Hispanic Serving Institution with \$6 million annually in HSI federal grants
- A Vice President for Diversity Services position is part of senior management
- Two AA degrees with the first which is an AA degree with an Emphasis on Latino and Latin American Studies and second AA degree with an Emphasis on Ethnic and Immigration Studies

The college has also established many partnerships in order to creatively expand educational options. Examples include public/private partnerships with R J Lee for research and use of an electronic microscope and Lockheed Martin involvement with the Computer Science program and the development of the campus wireless network.

CBC is a vital college with much growth in educational programs and in capital infrastructure. The campus creatively leverages funds and ideas to maximize what the college can do for the community and region.

Principle – Capacity & Sustainability:	
Criteria 3.B	Standards
Has analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments and anticipated sources of qualified faculty and staff.	<p>Requirement: Describe the number and characteristics of staff and faculty for FY 2010 and FY 2011, by year. Include faculty needed to cover the technical course work, general education courses and electives. For faculty, identify the highest level of education needed and describe other experience expectations such as recent work experience in the field (minimum of two years at a job appropriate for those with at least the bachelor's degree). Faculty and administrators responsible for technical courses must meet certification requirements for professional-technical administrators and instructors</p> <p>FinalCertificationWACs2004.doc.</p>

Faculty and Staff Requirements

After developing the initial curriculum, considering the delivery model, and taking in consideration the potential employer expectations, CBC developed an overview of the type and number of faculty and staff needed to deliver the B.A.S. degree. Factored into this analysis is a review of the current CBC faculty/staff and the State Board's guidelines

for the B.A.S. degree. The review revealed that except for the Lead instructor, the Retention and Recruitment Specialist (it should be noted that a number of CBC employees have the skills needed) , and identifying some possible focused B.A.S. course instructors that CBC already has highly qualified professional staff to deliver the B.A.S. program. The current faculty identified to teach management courses and Administrator are already vocationally certified.

CBC will use the faculty salary schedule and class load as negotiated in the current faculty contract. The contract will also identify the level of funding for curriculum stipends, coordination stipends, and any faculty release time.

The criteria that were developed for identifying program faculty and staff includes:

- B.A.S. Lead Faculty: PhD or DBA. Expertise in management and supervision with applied work experience, curriculum development, teaching experience, and program coordination experience. Eligible for vocational certification.
- Additional B.A.S. Faculty: Masters and Beyond education level. Seek a balance of advanced degrees, applied work experience in the field related to course/degree content, curriculum development experience and teaching experience at the community college level and beyond. For select B.A.S. courses seek focused content experts (i.e. Human Relations). Eligible for vocational certification.
- Associate Applied Science Faculty: Masters prepared. To assist the B.A.S. faculty, identify current CBC and regional community college faculty that will provide the industry specific assistance needed to support current B.A.S. student mix. Vocational certified.
- General Education Faculty: Advanced degree in the discipline and teaching experience at the community college level and beyond. General education faculty will be selected for their ability to teach, and knowledge/education level appropriate to delivering upper-division level coursework.
- Recruitment & Retention Specialist: Two years' work experience in education; experience advising students/ public; ability to work and make decisions independently; experience with program organization, monitoring and scheduling activities;.
- Administration: Appropriate administrative experience. For staff and administrative requirements a clear understanding of the program and experience with program startup will be invaluable. Eligible for vocational certification.
- Clerical Support: Experience providing faculty support

The following chart provides an overview of the faculty and staff levels.

New or Current	Area	FTE FY 10	FTE FY 11
New	Management Courses & Part-time Coordinator	1.0 1/3 release for coordination	1.0 1/3 release for coordination
	Recruitment & Retention Specialist	1.0	1.0
Current	Management Courses part-time faculty	.33	.66
	Associate Professional/Technical Faculty	.33	.33
	General Education faculty	.33	.66
	Additional Student Services Support	.075	.075
	Clerical Support	.1	.1
	Division Dean (Assistant VP)	.1	.1
	Distance Learning Director	.1	.1

<http://apps.leg.wa.gov/WAC/default.aspx?cite=131-16-092> voc cert used as criteria

Principle – Capacity & Sustainability:	
Criteria 3.C	Standards
Has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level.	Requirement: Document that by fall 2009, the college will be able to hire new faculty or reassign current faculty meeting the qualifications described above and to do so within the funding constraints. For a stronger proposal: Additionally, document that the faculty to be assigned to the program will have teaching experience in the field.

As stated in the previous section, after identifying what staff is needed for the proposed B.A.S. degree, CBC already has most of the expertise needed to deliver the proposed B.A.S. program. Only the one new lead faculty member and the new Recruiting and Retention Specialist will need to be recruited. The following table highlights the level of expertise that is already available on the CBC campus and that can be reassigned to teach the core courses. The faculty that would teach the core classes are either vocational certified or are eligible for certification.

B.A.S. Core Management Faculty Currently Available			
Faculty	Work Experience	Degree	Teaching Experience
Dr. Carol Wysocki (Informational Technology & Technology Applications <i>Project Management</i>)	Casino Accounting (Vocational Certified) Expertise in MIS & Technology (Vocational Certified)	PhD, MIS & Education WSU MBA, Business WSU CPA/CMA	1995 to present, CBC Assistant Professor, Business Instructor at WSU-Pullman & WSU-TC
Gary Key <i>Accounting for Managers</i>	Owner/Operator Tax Business Owner of Coaching Consultant Company (Vocational Certified)	MBA, University of Dallas BS Arkansas Polytechnic University CPA	1998 to present, CBC Assistant Professor Business & Business Law
Tammy Wend <i>Accounting for Managers</i>	Several years in accounting firms Instructor & Volunteer AARP Tax Aid (Vocational Certified)	BS/MPAC Montana State University CPA	2001 to present, CBC Assistant Professor, Business
Gene Holand <i>Marketing for Managers</i>	CEO of Creative Marketing Consultants (Vocational Certified) Expertise in Entrepreneurship	MA—Education Heritage University BA—Business Eastern Oregon University	CBC 1981 to Present Assistant Professor, Business
Dr. Joe Montgomery <i>Organizational Process & Behavior</i>	- CBC Dean Institutional Effectiveness -President /owner of Montgomery & Assoc. (Organizational effectiveness consulting services) -Psychologist 1985-89	PhD/MS Industrial/Organizational Psychology Colorado State University BS Psychology/Physics U of W	2007 to present, CBC Adjunct Instructor Affiliate Professor of Management, WSU-Tri-Cities
Camilia Glatt <i>Human Resources & Legal Issues for Business & Managers</i>	-Vice President for Human Resources and Legal Affairs CBC 2005 to present -Law Firm Associate & part-time Prosecuting Attorney in Wenatchee	JD Gonzaga University, BA WSU	CBC Training courses
Dean Schau <i>Managerial Economics</i>	Washington State Regional Economist for 29 years	MA--Economics WSU BA—Economics CWU	CBC 1986 to Present Assistant Professor
Dr. Debjani Chakrabarti <i>Managerial Economics</i>		PhD—Sociology Mississippi State University MA—Delhi School of Economics	CBC 2003 to present Assistant Professor

CBC also has a full complement of Profession/Technical faculty and administrative, library and support staff to support the program and several examples of these individuals can be found on the webpage

(<http://www.columbiabasin.edu/home/index.asp?page=2351>) Examples of current CBC faculty that could teach the general education classes are:

General Education Faculty	Degree	Teaching Experience
Dr. Teresa Thonney <i>Professional Communications</i>	PhD--English U of W MA/BA--English EWU	1986 to present, CBC Assistant Professor
Dr. Limin Zhang <i>Statistics</i>	PhD/M--Math and Computer Science WSU MS/BS—Applied Math Northeast University of Technology	1993 to present, CBC Associate Professor
Dr. Gary Bullert <i>Professional Ethics</i>	PhD/MA--Political Science/ Philosophy, Claremont Graduate School BA Philosophy, Stanford	1992 to present, CBC Assistant Professor
Dr. David Arnold <i>American Diversity</i>	PhD/MA—History UCLA BA—History WSU	1998 to present, CBC Assistant Professor & Adjunct at WSU-TC
Dr. Yongsheng Sun <i>American Diversity</i>	PhD--Education WSU M.Ed., Heritage University MA/BA Inner Mongolia Teachers' University	1994 to present, CBC Assistant Professor
Dr. Reid Helford <i>American Diversity</i>	PhD/MA--Sociology Loyola University Chicago BS University of Kentucky Agriculture	2004 to present, CBC Assistant Professor Walla Walla College (two years)
Martin Valadez <i>American Diversity</i>	ABD/MA--History Stanford BA UCLA	2006-present, CBC Instructor 4 year teaching at Humboldt State
Dr. Jim Lynch <i>Environmental Science</i>	D.V.M, WSU MS, University of Idaho BS, Oakland University	1989 to present, CBC Assistant Professor

Principle – Maintain 2-Year Focus: Community and technical colleges will remain predominantly lower division institutions. The applied bachelor's degree will be an additional degree offered by community and technical colleges, and not viewed as the first step to a progressive conversion to a comprehensive baccalaureate institution.

Criteria 4.A	Standards
Has an adequate and appropriate student services plan.	<p>Requirement: Describe the services that will be needed by the students admitted to the applied bachelor's degree program. Describe plans for providing those services. Include a description of the following items in the plan:</p> <ul style="list-style-type: none"> • Provision of financial aid services for students admitted to the program. • Effective academic advising that engages disciplinary expertise. • Retention strategies to enhance success of students in the program. • How to assist program graduates with placement.

The B.A.S. program presents the challenge of offering student support services that will meet the needs of a number of students seeking a bachelor's degree but also delivering a program to students with their varying A.A.S. degree backgrounds. CBC is anticipating that the education background will range from the Accounting degree to the Welding degree and that the students will tend to be a bit older, experienced in taking college courses and be busy career-minded students. They are likely to be working and/or have family responsibilities. Since the B.A.S. degree courses will be evening, weekends, and be offered by blended or distance coursework, services will need to be conveniently scheduled when students can access them close to their classroom time and/or provided through online services. CBC fortunately already has extensive online services and specific links to these services can be found on the web at:

(<http://www.columbiabasin.edu/home/index.asp?page=2352>)

Given these assumptions, CBC plans to hire a specific person to focus on the students and their specialized needs. Building on an already successful CBC delivery model (Opportunity grant and Radiological grant/high demand program), the B.A.S. program will have one person dedicated to the B.A.S. students to provide services, coordinate services, or help students to access services that are already being offered by an excellent CBC Student Services staff. The students therefore will have a clear contact point when they want assistance so that they can efficiently access whatever services and support that they need. The new staff person's title will be Recruiting and Retention Specialist.

Specialized B.A.S. support services will start well before Fall '09. The lead faculty and the new B.A.S. Recruitment & Retention Specialist will develop and maintain the B.A.S. website, develop recruiting materials, refine a recruiting plan and then implement the plan, coordinate information meetings for interested students, coordinate with the entire Student Services staff.

Financial Aid

The College is committed to providing a comprehensive financial aid program for admitted degree seeking students who have need, apply on time, and meet other requisite conditions for financial aid. CBC will offer aid, including loans, work study, and grants or scholarships, to meet the needs of the B.A.S. student. The CBC Financial Aid director has already begun to ask questions of the federal financial aid offices and the colleges that are already offering the B.A.S. degree. She is confident that CBC will be able to offer bachelor's level financial aid services in a timely matter. Should CBC be selected for the remaining B.A.S. pilot, the Financial Aid director will continue to consult with the current four B.A.S. colleges to seek best practices and lessons learned at the Washington campuses that are already offering a B.A.S. degree.

Upon hearing about the B.A.S. RFP the CBC Foundation has already pledged that they will commit \$20,000 a year in scholarship funds for bachelor's student scholarships so that cost of the program will not limit potential students from applying. It is expected that employers and companies will also provide some tuition assistance.

Advising

The B.A.S. Recruitment & Retention Specialist and the lead instructor will do academic advising and educational planning for the B.A.S. student. These two program experts will ensure that students receive clear and accurate information. A specific B.A.S. advising website to be used with the current CBC online advising site will also be designed for the B.A.S. students. Students will also be trained and therefore be able to use the online advising/registration services 24/7. The current online advising, educational planning, and degree audit software has been developed as part of an consortium Title V grant with Walla Walla Community College and Yakima Valley Community College. See examples of the online services at:

(<http://www.columbiabasin.edu/home/index.asp?page=2352>)

Retention

The retention efforts will be specifically designed to meet the needs of the adult B.A.S. student that is working, going to school in the evenings, weekends, and through blended learning. These students will be busy, and they are likely to need assistance to keep engaged, focused, avoid feeling overwhelmed, and avoid the feeling of isolation while engaged in distance learning.

The retention strategies will emphasize both “high touch and high tech.” The “high touch” strategy will begin with one-on-one time with the B.A.S. Recruitment & Retention Specialist and the B.A.S. lead faculty member. The B.A.S. program will get to know each student well so that the student will feel that the program staff understands them and has committed to their success. The B.A.S. Recruitment & Retention Specialist will be the main contact for many of the student’s needs so the student has only to ask for help and the B.A.S. Recruitment & Retention Specialist will either offer personal help or coordinate with the Student Services staff to provide what is needed. In addition, the B.A.S. Recruitment & Retention Specialist will try to anticipate what the students individually or as a group might need and provide student options. At the beginning of each year the B.A.S. Recruitment & Retention Specialist will coordinate a gathering that will provide an initial opportunity for students to get to know each other, meet instructors and administrative support, and help anticipate their B.A.S. experience.

The “high tech” efforts will come in many ways. Since the program will be designed with integrating eLearning tools into each class and throughout the whole program, students will experience the use of technology seamlessly throughout the program. Each class will have a WebCT course shell. The course shell will offer students and faculty opportunities to have course discussions that extend well past the face-to-face time in the classroom. The asynchronous discussion will keep students engaged beyond the classroom time. The use of Tegrity (add description) will offer students the opportunity to replay all or a portion of each class session by logging into their class shell. Students can download their class session to their MP3 player for viewing or reviewing on the go.

Group projects will encourage students to get to know other students as well as refine their teamwork skills. The group projects will also use technology to create “virtual teams” so students can work synchronously and asynchronously on their assignments.

To further avoid a sense of isolation while also learning the use of technology the B.A.S. program will use one of the “social networking” software packages. The social networking software will support student interaction beyond one class at a time so that students will get to know all the students engaged in the B.A.S. program. The B.A.S. program will also seek use of the CBC portal (Azorus software) so the B.A.S. students will have easy computer desk-top access to online services and information especially tailored to them and other B.A.S. students.

As another way to keep student engaged the B.A.S. students will also have opportunities to listen to community experts provide information about the business world, community economic development, entrepreneur support, etc. These presentations will be recorded through Tegrity so students will be able to participate. As another step toward integrating professionalism across the B.A.S. curriculum and keeping students engaged, the campus will also seek to start a chapter of Sigma Beta Delta (<http://www.sigmbetadelta.org/>) the international honor society for Business, Management, and Administration.

For B.A.S. students that struggle academically in a class, CBC recently expanded the Tutor Center extending services beyond math or science tutoring and study and the Writing Center to business and humanities/social sciences. Bachelor’s prepared tutors have been hired and expansion of use of WSU’s Business Master’s students will be sought to provide the level of tutoring that the B.A.S. student will need.

The CBC Resource Center will provide assessment and support accommodations for B.A.S. students with documented disabilities. The Center has testing space and the staff coordinates testing for disabled students and assists faculty to provide appropriate accommodation.

To connect with other CBC students the B.A.S. Recruitment & Retention Specialist will specifically email B.A.S. students about campus happenings (should also be available to them by the campus portal also) and coordinate with the CBC Student Government for student activities. Once a year the student government has an evening bar-b-que so the B.A.S. Recruitment & Retention Specialist can encourage all B.A.S. students to attend and have group interaction.

To continue to fine tune the retention program, each year the B.A.S. students will also be asked what is working and what would help them be more successful In their program. The feedback will be added to the program assessment.

Placement

As part of the recruiting plan the B.A.S. Recruitment & Retention Specialist person will also work closely with the B.A.S. Advisory committee and the CBC Student Placement Office to become familiar with the types of businesses that would have need of a B.A.S. prepared student. This early and ongoing networking will provide the ground work for a successful placement effort both for internships as well as the placement after program completion.

Since a number of the B.A.S. students might opt for an internship experience or will already be working, special attention will be paid to assist students to use their experiences to network or seek initial employment or work with their current employer to identify promotional options.

The students will be invited to the annual CBC Placement Fair and will have access to CBC workshops on Interviewing, Resume Writing, etc. The CBC Student Placement Office has pledged to provide placement assistance to the B.A.S. students. CBC will also have the support of the local WorkSource (who has been recognized nationally as “WorkSource of the Year”).

Since placement for the “entrepreneurship focused student” will instead be focused on providing support for business start-up the B.A.S. program will help coordinate community and program support. Entrepreneurship support will be available through the several community business incubators programs such as Applied Process Engineering Laboratory (<http://www.apel.org/>) or Tri-Cities Enterprise Center (<http://www.enterprisecenter.net/>), business counseling through the CBC Small Business Development Center or the Historically Underutilized Business program, or community support through Pacific Northwest National Laboratory Economic Development Office (<http://www.pnl.gov/edu/>) or Three Rivers Entrepreneur Network (<http://www.pnl.gov/edo/resources/tren.asp>) to name just a few.

Additional Student Services

An even more complete overview of student services and how the Student Services will be integrated with the B.A.S. Recruitment and Retention Specialist can be found at (<http://www.columbiabasin.edu/home/index.asp?page=2353>).

Principle: Maintain 2-Year Focus	
Criteria 4.B	Standards
Has a plan for the assessment of student achievement and program assessment at the bachelor’s level built upon a track record of effective assessment of the associate degrees.	Requirement: Describe methods for assessment of student achievement and program assessment for the related applied associate degrees and provide examples of how those assessments have been used to improve the program. Describe which parts of that assessment will be applied at the bachelor’s levels and the plans for other assessments at the bachelor’s level.

Assessment and Planning

The assessment for the B.A.S. degree will use the same assessment process as for all of the other current Columbia Basin College courses and degrees. The assessment process has been developed by the Teaching and Learning Committee, approved by the CBC Faculty Senate, integrated into the Curriculum Committee’s course and degree approval

process, and is supported by the Office of Institutional Research (IR). Institutional Research staff includes the Dean for Institutional Effectiveness, the Director of Institutional Research, Planning and Assessment and a Research Analyst.

The CBC Assessment Model has three levels including the Classroom level, the Student Learning Outcomes level, and the Program/degree level (see CBC Assessment Diagram on webpage). Since the program outcomes for the A.A.S. degrees and the DTA/AA degree are already in place, the B.A.S. program would build on that existing work to expand the assessment to cover the new B.A.S. classes that make up the upper-division general education courses and the applied management core courses for the bachelor's degree. In addition, new strategies will be developed to assess the applied nature of the upper-division courses and the new bachelor's degree.

In the 2009-2010 planning year the B.A.S. program staff will work closely with the Teaching and Learning Committee (assessment committee) to develop the program specific assessment measures and insure that assessment is integrated across the B.A.S. curriculum. During that academic year careful consideration will be given to similar bachelor's programs across the nation and national supporting organizations such as the Association of Collegiate Business Schools and Programs (<http://www.acbsp.org>) and the National Business Education Association (<http://www.nbea.org>). Funds have been built into the budget for research, travel, and consultant assistance that will be available to the B.A.S. assessment effort.

CBC is currently beginning to integrate the use of ePortfolio into programs and program assessment process across the campus. The ePortfolio approach will be integrated throughout the last two years of the B.A.S. degree. Each of the six CBC Student Learning Outcomes will be mapped as to their location in the B.A.S. curriculum and then tracked using the ePortfolio software. Each student will have their class projects in their personal ePortfolio to demonstrate their learning. The portfolio will offer students a continuously developed sample of skills and knowledge to use in their job seeking or job advancement activities.

An annual report will be produced to capture all the data, the analysis of the data and how the data analysis will inform or suggest program changes. A draft of the report will be shared with all B.A.S. faculty, B.A.S. staff, B.A.S. and other professional/technical advisory groups and appropriate campus administrators for review and comment. An annual focused retreat will be scheduled the first several years to support appropriate program changes.

Sample assessment efforts will include but not be limited to:

- Track student and employer interest in the degree
- Develop pre/post surveys and testing items to determine value added learning from the degree
- Use ePortfolio to track Student Learning Outcomes through the individual classes
- Use ePortfolio to identify changes in learning from the initial B.A.S. classes to the capstone course

- Conduct employer surveys to track B.A.S. graduates capabilities, job fit, wage and job advancement information, and impact on company/organization
- Create a longitudinal B.A.S. study using B.A.S. alum surveys, interviews, focus groups, etc.

Principle – Open Door: Maintaining the open door mission of community and technical colleges is an important value and context for adding applied bachelor’s degree programs at some colleges.	
Criteria 5.A	Standards
Has a plan for selective admissions processes, if used for the bachelor’s program, consistent with an open door institution.	Requirement: Describe the program selection and admissions process (how this process relates to and supports the open door.) Also, describe efforts to assure that the CTC bachelor’s degree program serves as diverse a population as enrolled in the relevant associate degree programs in terms of aspects of diversity important to the college community.

- *Your proposal must also respond to the second part of the standard regarding how you will assure that the BAS program serves as diverse a population as enrolled in the feeder associate degree programs. Include a description of the diversity of the feeder programs and your efforts at maintaining that diversity at the BAS level.¹⁴*

Access

Columbia Basin College operates under an open door admission policy, granting admission to all applicants who are 18 years of age or older and/or graduated from high schools accredited by a regional accrediting association (Administrative Policy 7-010). Our mission and institutional values promote making educational opportunities broadly available. Our Mission specifically mentions CBC's commitment to diversity, fairness and equity; these values also will apply to the B.A.S. program and will be applied to the applicant selection process. One of the goals of the selection process will be to assure B.A.S. participants mirror the diversity of the communities we serve. To meet this goal, a set of Admissions Criteria, an Applicant Selection Process, and a participant monitoring and tracking system have been identified.

Admissions Criteria

The following admissions criteria have been identified as creating opportunities for a broad spectrum of applicants as well as optimizing the likelihood of successfully completing the curriculum.

Admissions Criteria for the BAS in Applied Management degree

1. Completion of an Applied Science two-year degree from an accredited college (applicants with an A.A. degree may apply, but professional/technical work experience equivalent to A.A.S. training must be documented through the CBC work portfolio program)

2. Overall GPA of ¹⁴~~2.5~~ **2.0** or greater
3. Demonstrated computer proficiency (equivalent to CS 100 coursework)
4. An application packet which includes:
 - Completed CBC Admissions Form
 - Completed B.A.S. Program Application. The application includes 1) an essay outlining career goals and how a B.A.S degree will support those goals and 2) summary of work experience/resume
 - Official College Transcripts
 - Two Letters of Recommendation

Selection Process

The selection process will be conducted by a committee that includes the BAS Faculty/Program Lead, the B.A.S. Recruitment & Retention Specialist, a representative of the Student Services Department and a representative of the Office of Diversity and Outreach. The Selection Committee will first review each application packet to identify those who meet the Admissions Criteria. If the qualifying applicants can be accommodated into the next cohort, no further selection will be necessary.

However, since it is anticipated that the number of qualified applicants will exceed space availability, the selection committee will then proceed to a process of evaluating the individual applicants on specific criteria and identifying those to be invited to participate. This process will include:

- 1 A thorough review of each application, including transcripts, admissions forms, essays, letters of recommendations and other available documentation.
- 2 Development of quantified ratings of each applicant on specific dimensions by each committee member. These dimensions may include relevance of career goals, strength of transcript, relevance of work experience, and strength of the personal statement. Prior to selection of an initial cohort, these selection dimensions will have been identified, definitions developed, behaviorally-based rating scaled developed, and committee members trained to use the dimensions in a reliable and valid manner.
- 3 Review and discussion of the ratings of each applicant by the committee. Where significant disagreement exists regarding ratings for an applicant, the committee will review the applicant's data and reach a consensus on the rating.
- 4 Identify the top candidates, based on the ratings, sufficient to fill available spaces. A waiting list of candidates will also be developed, in case not all of those selected subsequently enroll in the program.

¹⁴Maintaining a Diverse B.A.S. Student Population

A key goal for the B.A.S. program will be to maintain or exceed the diversity levels of the A.A.S. feeder programs. The Office of Diversity and Outreach will work closely with the B.A.S. program in this effort. The goal of the Diversity and Outreach Office is to ensure that underrepresented members of our community have fair and equitable access to post secondary education. The Office will provide the resources to maintain

recruitment and retention of diverse students within the B.A.S. program. Outreach efforts will include disseminating B.A.S. information to local businesses, both to inform A.A.S. graduates about program opportunities and to educate the business community regarding the upcoming availability of B.A.S. graduates. Other activities will include hosting a Multi-Cultural College Night, developing key relationships and B.A.S.-focused presentations with school districts that maintain large diverse student populations, and hosting events that inform parents of the CBC B.A.S. program. Additionally, efforts will be made to qualify and register B.A.S. students into federally-funded programs that best fit their needs. By communicating with minority students currently involved in A.A.S. programs, by communicating with qualified minorities within the community, and by educating employers about the benefits of hiring and promoting B.A.S. graduates, CBC anticipates maintaining or improving the relative proportion of minority students within the current A.A.S pool.

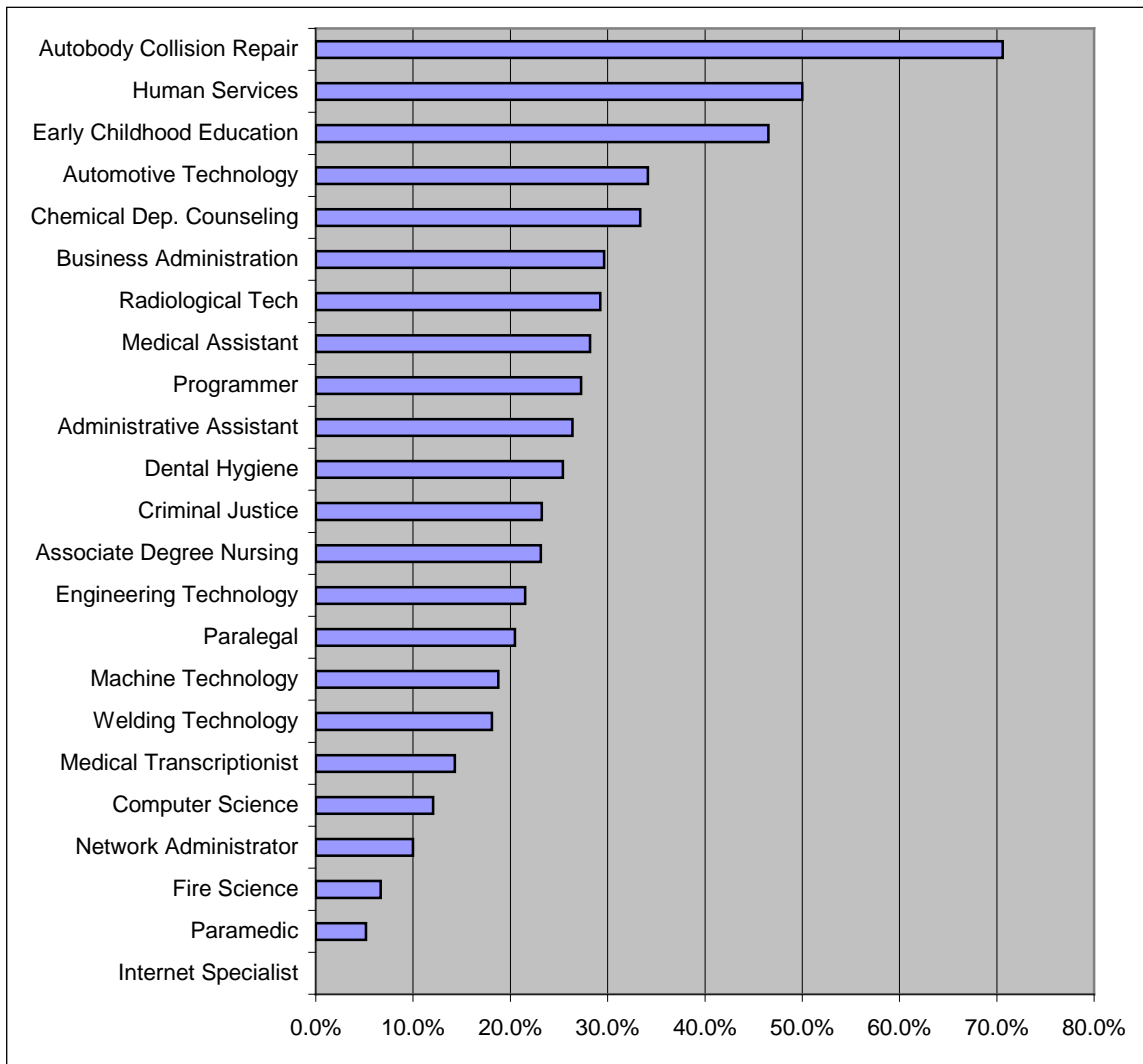
CBC also proposes to monitor the representation of minorities within the B.A.S. on a regular basis and to modify application and selection procedures, as needed, if problems are found. The minority representation of each A.A.S. program that will feed the B.A.S. degree is shown in the table below. Currently, the proportion of minorities in A.A.S. programs ranges from a low of 0% for Internet Specialist (with only three students) to a high of 70.6% for Auto Body Collision Repair. Overall, the programs include 407 minority students, versus 1262 Whites, for an overall minority representation rate of 24.4%.

Representation of Minorities in Each A.A.S. Program

Program	Asian/Pac Isl	African Am/Black	Native Am/Alsk Nat	Hispanic	Other	White	% Minority
Business Administration	3	1	3	25	0	76	29.6%
Dental Hygiene	1	3	0	29	0	97	25.4%
Associate Degree Nursing	10	5	5	66	0	286	23.1%
Radiological Tech	3	4	1	30	0	92	29.2%
Paramedic	2	1	0	3	0	110	5.2%
Medical Assistant	3	1	1	6	0	28	28.2%
Early Childhood Education	1	0	0	39	0	46	46.5%
Human Services	0	0	0	1	0	1	50.0%
Chemical Dep. Counseling	0	3	3	11	1	36	33.3%
Computer Science	2	0	0	8	0	73	12.0%
Programmer	0	1	0	2	0	8	27.3%
Internet Specialist	0	0	0	0	0	3	0.0%
Network Administrator	0	0	0	1	0	9	10.0%
Administrative Assistant	0	2	1	21	0	67	26.4%
Medical Transcriptionist	0	0	0	2	0	12	14.3%
Paralegal	0	0	0	9	0	35	20.5%
Engineering Technology	5	0	2	10	0	62	21.5%
Autobody Collision Repair	0	1	0	23	0	10	70.6%
Automotive Technology	1	3	0	10	0	27	34.1%
Machine Technology	0	0	1	2	0	13	18.8%
Welding Technology	1	2	2	13	1	86	18.1%
Fire Science	0	0	0	3	0	42	6.7%
Criminal Justice	0	0	1	12	0	43	23.2%
Total	32	27	20	326	2	1262	24.4%

The distribution of minorities across A.A.S. programs is shown in the figure below. Eight of the programs have less than a 20% minority enrollment, 10 have between 20% and 30%, and five programs have greater than 30% minority enrollment.

Distribution of Minorities Across A.A.S. Feeder Programs



Given the wide range of minority percentages in each program, a minimum overall value of 25% is expected for the initial B.A.S. cohort. This figure is consistent with the minimum Hispanic percentage needed for qualification as a Hispanic Serving Institution (HSI) and is consistent with the Benton/Franklin region Hispanic population percentage. As mentioned earlier, however, outreach and recruiting efforts for the B.A.S. program will have a strong Hispanic/minority-oriented component and specific recruiting goals will be set for these activities by the Office of Diversity. As a result, minority representation in the B.A.S. program is expected to rise over time.

Summary and Conclusion

Columbia Basin College proposes to develop and implement a Bachelor's of Applied Science degree in Applied Management. The College meets the following requirements for selection:

- The capacity to commit the necessary resources for success;
- The ability to engage faculty to develop and deliver the curriculum;
- The documented demand for the program in our service area;
- The need for cost-effective access to a baccalaureate program for place-bound students that builds on unique community college programs; and
- A program that fills a gap in options offered by the public four-year institution in the geographic area.

The program would allow graduates of existing A.A.S. programs, and others with appropriate qualifications, to pursue a bachelor's degree locally while utilizing credits that they have already earned in their A.A.S. programs. The degree will provide students with applied management & supervisory training and entrepreneurship skills that will help them add value to their employers through expanded skills in their specific technical area, while at the same time opening the doors to the students for promotion and higher wages. Students and employers, as well as the community, will gain substantially as a result of implementing the program.

A substantial number of CBC's alumni and current students expect to enroll. Applicants from other colleges in the region will expand this applicant pool. Surveys of existing students and alumni indicate a strong interest in the program from the "supply" side. Surveys of CBC Advisory Committee members and comments and letters from a wide variety of area businesses and business-related organizations indicate a consistent demand by employers for B.A.S. graduates. The strong supply of applicants for the program and the clear demand for program graduates ensure program sustainability, given the limited capacity of the program (roughly 20 graduates a year).

CBC has a highly qualified faculty and other area experts with strong academic and applied experience to provide high-quality teaching and training. A creative and thoughtful curriculum has been developed to meet program goals. Critical support elements, such as the capability for advising and placement, are in place. A thorough plan for conducting formative and summative program evaluations, and for using the data for continuous improvement, has been developed. CBC has shown, in a variety of other A.A.S. and academic programs, that it provides high-quality, cost-effective educational programs.

Finally, it is clear that the proposed B.A.S. program is unique to the region and offers considerable benefits to a variety of students, employers and the community without intruding on or duplicating the goals or mission of other educational programs in the region. In addition the program will provide an opportunity for a pilot program to be implemented in the eastern region of the state.