

New Degree Program Proposal
For the Bachelor of Applied Science in
Organizational Management

Submitted January 29, 2015

By



Grays Harbor College
Aberdeen WA 98520

Program Information

Institution Name: Grays Harbor College

Degree: Bachelor of Applied Science in Organizational Management CIP Code: 52.0201

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS - Business Management CIP Code: 52.0201 Year Began: 1984-1985

Degree: AAS - Criminal Justice CIP Code: 43.0107 Year Began: 1993-1994

Degree: AAS - Human Services CIP Code: 51.1593 Year Began: 1993-1994

Planned Implementation Date (i.e. Fall 2014): Fall 2015

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

Page Limit: 30 pages

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Chief Academic Officer

1/28/2015

Date

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NEW DEGREE PROGRAM PROPOSAL

Introduction

It is the goal of Grays Harbor College to offer a Bachelor of Applied Science degree in Organizational Management (BASOM). Grays Harbor and Pacific counties, like many small rural communities, are in transition. Communities once based on natural resources must now redefine their economic and social structures to provide living wage jobs for their citizens. Grays Harbor and Pacific County communities are ripe for development, with both human and physical capital. Yet, the area has a limited number of individuals educated to the level required to move development forward. The Twin Harbor communities need a more broadly educated, technologically savvy, and economically strategic workforce to take on key roles in management and organizational development. The Bachelor of Applied Science degree in Organizational Management (BASOM) provides a pathway for students with AAS degrees in Human Services, Criminal Justice, and Business Management to take leadership roles in both non-profit and profit-based organizations.

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

1.1 Program Learning Outcomes and Assessment

Students who finish a BAS degree in Organizational Management will be able to:

Communicate

- Demonstrate ability to communicate effectively and use the language, tools, concepts, and models of management applicable to the professional/technical discipline.
- Utilize current systems of communications, writing, speaking, and digital.

Think critically

- Demonstrate ability to apply critical thinking and knowledge in a field-specific context related to the job. Gathering, analyzing, and interpreting in order to make informed, reasoned, equitable decisions.
- Prepare and complete cost control processes including the ability to establish a budget, prepare cost reports, and forecast expenditures, as well as analyze quantitative data.

Lead

- Utilize the leadership theories and skills needed to bring a group together for a common goal.
- Develop the specific knowledge and skills to supervise, develop, and apply human resource systems for employment, compensation, and training.

Innovate

- Employ new and developing information technologies.
- Originate multiple approaches to problems with complex and competing priorities.

Understand

- Propose and design community and business solutions that address diverse perspectives.
- Develop and articulate a statement of values or code of ethics.

The BAS in Organizational Management degree outcomes align closely with GHC's college-wide Desired Student Abilities:

- **Disciplinary Learning** Knowledge of content in or transfer courses, as well as preparation for a career.
- **Literacy** Skills in reading, writing, speaking, listening, and quantifying, as well as awareness and appreciation of learning styles and life-long learning options.
- **Critical Thinking** Competency in analysis, synthesis, problem solving, decision making, creative exploration, and formulation of an aesthetic response.
- **Social and Personal Responsibility** Awareness of and responsiveness to diversity and commonality among cultures, multiplicity of perspectives, ethical behaviors, and health and wellness issues.
- **Information Use** Skills in accessing and evaluating information resources including campus resources, awareness of the role of information resources in making sound decisions, and command of the skills required to use appropriate technologies effectively.

Grays Harbor's college-wide outcomes are directly linked to course-level student-learning outcomes across the curriculum, including courses specific to the BAS in Organizational Management. Further, program-level outcomes are mapped to both course-level and college-wide outcomes.

Grays Harbor College will assess the BAS in Organizational Management degree using the same assessment process as all other GHC degrees. At GHC, responsibility for assessment of student learning resides squarely with the faculty. This approach allows faculty to focus on student learning outcomes for a specific course and program that are specifically meaningful to them, using assessments derived from their disciplines and pedagogy. The annual course, program, and institutional learning assessment processes are supported and facilitated by the Division Chairs and the Instructional Management Team (which includes the Associate Dean for Transfer and Baccalaureate Programs).

1.2 Program Evaluation Criteria and Process

The BAS in Organizational Management degree will be evaluated using the Colleges established Instructional Review process. The vast majority of courses will be taught by existing GHC faculty who can readily apply instructional review to the BAS program.

Instructional Review involves the following activities:

1. Systematic collection, analysis, and interpretation of data to assess the overall design and effectiveness of programs. The information gathered and analyzed aids in planning, decision-making, personnel development, and allocation and use of college resources.
2. A systematic evaluation process to determine if programs should be expanded, continued, reduced, or terminated.
3. A process to determine if need and resources exist for new program development.

A key player in instructional review is the College's office of institutional research, assessment and planning. Instructional Review involves two levels of assessment, analysis and improvement:

Part 1, Course Level Review, is completed individually by faculty and includes analysis of resources, instructional methodologies, academic support, enrollment and scheduling, and annual course-level student learning outcomes assessment. Faculty are also asked to report any changes to course outcomes and their impact on program and degree outcomes. Reports are submitted to the vice president for instruction and to the respective division chair and reviewed jointly by the Instructional Management Team and Division Chairs.

Part 2, Program Level Review, is conducted by the Instructional Management Team in conjunction with the Division Chairs. Division chairs are responsible for compiling program-level outcomes assessment results and recommendations based on faculty course outcomes assessment. The Instructional Management Team uses Course Level Review information from faculty to determine the annual course schedule, program needs, and budget requests. Instructional managers also analyze student progression data and enrollment trends for each core theme area on a three-year rolling basis. The overall timeline for program assessment is noted in the table below with the years of each review cycle after each tasks. (See Table 1)

Table 1 - Instructional Review at a Glance	
Part 1 Faculty Course Level Review	Part 2 Instructional Management Team/ Division Chairs Program Level Review
Resources (yearly)	Scheduling (yearly)
Instructional Methods (every other year)	Enrollment Trends/Demographics (every third year)
Course Outcomes Assessment (yearly)	Student Progression and Completion (every third year)
Instructional Support Services (every other year)	Budget and Resource allocation (every other year)
	Program Outcomes Assessment (every other year)
	Institutional Outcomes Assessment (every third year)

As with all other GHC AAS degrees, the BAS in Organizational Management (BASOM) will be guided by an advisory committee made up of representatives from non-profit and for-profit organizations that will meet several times per year and help guide the curriculum development. The membership of the BASOM Advisory Committee is designed to support a clear pathway and smooth transition from AAS to BAS to Master's. The BASOM Advisory Committee will be made up of two representatives from each of the feeder program advisory committees (two from Human Resources, two from Criminal Justice, and two from Business Management) as well as a representative from one of the baccalaureate institutions offering a Master's pathway for the BASOM degree. Two BASOM program faculty and the Assistant Dean for Transfer and Baccalaureate programs will serve as ex-officio members.

1.3 Course preparation needed by students transferring with a technical associate degree

The GHC BASOM program has three specific benchmarks as graduation requirements:

1. Completion of a two-year degree.
2. Completion of the 60-credit general education requirement as outlined by SBCTC, which can be made up of both lower and upper division credit.
3. Completion of the 90 credits of upper BASOM coursework

The BASOM program was designed as a pathway for three vocational programs: Business Management, Human Services, and Criminal Justice. In each of these programs students intending to pursue a baccalaureate degree can choose 20 credits of transferable general education including English Composition I, Speech 101, Psychology 100 or Sociology 101, and Math for the Liberals Arts, in place of more vocational related instruction coursework.

AAS graduates will need to complete three additional courses which help fulfill general education requirements:

- MATH& 146
- Lab Science class
- ACCT& 201

Students entering from different GHC vocational programs or from other colleges may have additional coursework to complete in order to begin the BASM program.

1.4 General Education Components for BASOM degree

A total of 60 credits of general education are required to complete the BASOM degree. There are 40 credits derived from within the program (BASOM Courses), as well as 20 credits transferred in from the respective AAS degree. The BASOM degree emphasizes key skills, as identified by community partners, essential for management level positions including communication, critical thinking, leadership, innovation, ethics, sustainability, and relationship management. The table below outlines the general education classes either required in the associate's level program or in the BASOM degree. (Please see Table 2 below)

Table 2 - General Education Requirements for BAS Completion				
Distribution Area	Required Credits for graduation	AAS	BASOM	Credits included
Communication Skills	10 credits	ENGL&101: English Composition I	ENG 301: Grant and Report Writing (Writing with a Federal Voice)	10 credits
Quantitative/Symbolic Reasoning Skills	5 credits		MATH& 146: Introduction to Statistics	5 credits
Humanities	10 credits	SPCH 101: Fundamentals of Speech	ENG. 304: Advanced Business Writing (or ENGL& 235)	10 Credits
Social Sciences	10 credits		BASM 402: Leading and Managing in a Diverse World SOC 403: Communication in a Social Context	10 credits
Natural Sciences	10 credits	MATH& 107: Math for the Liberal Arts	Lab Science (student's choice)	10 credits
Additional General Education	15 credits	PSYC& 100: General Psychology OR SOC& 101: Introduction to Sociology	BASM 305: Program Assessment and Evaluation ACCT& 201: Introduction to Accounting I	15 credits
Total:		20 credits	40 credits	60 credits

1.5 300 and 400 Level Class Work

GHC's BASOM degree aims to move current workers from entry-level positions to management/supervision, and to be a stepping-stone to leadership within the community. As indicated in

the BASOM Need Statement, there is currently no clear pathway for the transition to a baccalaureate degree without backtracking to the traditional Associates in Arts. Many of the general education courses from within the BASOM program have been developed to ensure the breath of education students would find in an AA degree.

Core to the BASOM Program are thirteen upper division classes derived from the needs of the local community, as outlined in the *statement of need* submitted to the SBCTC February 2014. A key to the degree is the Capstone Project, which will be internship or project-based and provide real world experience. The fourteen classes are outlined in Table 3 below.

Table 3 - BAS in Organizational Management Requirements	
ENGL 301: Grant and Report Writing (Writing with a Federal Voice)	5
BASM 302: Intro to Leadership	5
BASM 303: HR Systems	5
SOC 306: Organizational Behavior	5
BASM 307: Quantitative Design, Data, and Analysis	5
BASM 308: Emerging Technologies	5
BASM 309: Project Management-Time, Goals and Budget Management	5
BASM 401: Business Processes and Excel	5
BASM 404: Accounting for Decision Making	5
SOC 405: Legal and Labor Issues for Supervision and Management	5
BASM 406: Seminars in Private or Public Service	5
BASM 407: Professional Ethics and Social Responsibility	5
BASM 408: Facilitating Change and Development	5
BASM 409: Capstone Project/Administrative/Management Internship	5
Total Credits	70

GHC is meeting the needs of place-bound adult students. The College has outlined a number of options for students entering the BASOM program. Full-time students will complete in two years using the schedule below. (Please see Table 4 below)

Table 4 - The BASOM schedule for two years for full-time students		
BASOM Year 1		
Fall	Winter	Spring
ENGL 301- Grant and Report Writing <i>Prereq: ENG&101</i> <u>BASM Gen. Ed.</u>	ENGL 304 - Advanced Business Writing <i>Prereq: ENG&101</i> <u>BASM Gen. Ed.</u>	BASM 307 - Quantitative Design, Data, and Analysis <i>Prereq: MATH& 146</i> <u>BASM Gen. Ed.</u>
BASM 302 - Introduction to Leadership <i>Prereq: Admission to program</i> <u>BASM Core</u>	BASM 305 - Program Assessment and Evaluation <i>Prereq: ENGL 301</i> <u>BASM Gen. Ed.</u>	BASM 308 - Emerging Technologies <i>Prereq: Admission to program</i> <u>BASM Core</u>
BASM 303 - Human Resource Systems <i>Prereq: Admission to program</i> <u>BASM Core</u>	SOC 306 - Organizational Behavioral <i>Prereq: Admission to program</i> <u>BASM Core</u>	BASM 309 - Project Management - Time, Goals and Budget Management <i>Prereq:ENG&101, MATH& 146</i> <u>BASM Core</u>
BASOM Year 2		
Fall	Winter	Spring
BASM 401 - Business Processes and Excel <i>Prereq: BASM 307</i> <u>BASM Core</u>	BASM 404 - Accounting for Decision Making <i>Prereq: BASM 401, ACCT& 201</i> (<u>BASM Gen. Ed.</u>) <u>BASM Core</u>	BASM 407 - Professional Ethics and Social Responsibility <i>Prereq: Admission to program</i> <u>BASM Core</u>

BASM 402 - Leading and Managing in a Diverse World <i>Prereq: Admission to program</i> <u>BASM Gen. Ed.</u>	SOC 405 - Legal and Labor Issues of Supervision and Management <i>Prereq: Admission to program</i> <u>BASM Core</u>	BASM 408 - Facilitating Change and Development <i>Prereq: ENGL& 101, SOC 306</i> <u>BASM Core</u>
SOC 403 - Organizational Communication in a Social Context <i>Prereq: ENGL 304</i> <u>BASM Gen. Ed.</u>	BASM 406 - Seminars in Private or Public Service <i>Prereq: Completion of the first year of the BASM program</i> <u>BASM Core</u>	BASM 409 - Capstone Project / Administrative/ Management Internship <i>Prereq: Completion of the first year of the BASM program</i> <u>BASM Core</u>

GHC understands the need for both part-time and full-time enrollment opportunities in the BASOM program. As the program is launching, part-time students will need to take the 4-year pathway to complete the BASOM. (Please see Table 5) This model is structured to ensure students have the prerequisite classes they need in an appropriate cycle.

GHC has developed a number of pathways for students to enter the BASOM program, as outlined in the preceding tables (4, 5, and 6). The schedules appropriate to each student will allow them to successfully complete their studies.

Table 5 - The BASOM Part-time schedule for first three years (and later if keeping the every other year cohort model.)		
BASM Year 1		
Fall	Winter	Spring
ENGL 301	ENGL 304	BASM 307
BASM 302	BASM 305	BASM 308
BASM Year 2		
BASM 401	BASM 404	BASM 407
BASM 402	SOC 405	
BASM Year 3		
BASM 303	SOC 306	BASM 309
BASM Year 4		
SOC 403	BASM 406	BASM 409
		BASM 408

Table 6 - BASOM in 3 years (with every year cohort starts)		
BASM Year 1		
Fall	Winter	Spring
ENGL 301	ENGL 304	BASM 307
BASM 302	BASM 305	BASM 308

BASOM Year 2		
BASM 303	SOC 306	BASM 309
BASM 401	BASM 404	BASM 407
BASOM Year 3		
BASM 402	SOC 405	BASM 408
SOC 403	BASM 406	BASM 409

Near the end of the first cohort (year 2), the College will explore transition to a yearly cohort model. In this case, part-time students could complete the program using the 3-year schedule. (Please see table 6 below.)

Criteria 2: BASOM Program Staffed with Qualified Faculty

2.1 Provide a profile, including education credentials, of faculty supporting the program.

2.2 Faculty to cover the technical course work, general education courses and electives.

The BAS in Organizational Management degree builds on the strengths from a number of GHC programs. The program draws *leadership* instruction from criminal justice, *organizational behavior* from Human Services, and *Accounting* from Business. In partnership with GHC Social Sciences, Math/Science, and Humanities departments, faculty ensure the program is up to the College's intended rigor. (See Tables 7 and 8)

Table 7 - Program Core Faculty		
Faculty	Credentials	Courses
Ron Bradbury	MS, California State University – Long Beach BS, California State; University – Long Beach; Vocational Certificate	BASM 302 – Introduction to Leadership
Erin Frasier	Ed.D. (Candidate), Brandman University, Irvine, CA; MS, Portland State University, Portland, OR; BA, Portland State University, Portland, OR	BASM 308 - Emerging Technologies BASM 401 - Business Processes and Excel
David Halverstadt	MBA, Central Michigan University, Mount Pleasant Michigan; MPA, University of Puget Sound, Tacoma WA; BA, Whitman College, Walla Walla Washington; Holder of Society of Human Resource Management Senior Professional in Human Resources Designation (SPHR).	BASM 303 - Human Resources Systems SOC 405 - Legal and Labor Issues of Supervision and Management
Doug Jones	MBA, Portland State University; BA, Sonoma State University; Vocational Certificate	BASM 309 - Project Management – Time, Goals and Budget Management BASM 408 - Facilitating Change and Development
Chandra Miller-Starks Faculty Lead	MS, University of Central Arkansas, Conway, Arkansas; BS, University of Central Arkansas, Conway, Arkansas;	SOC 306 - Organizational Behavior BASM 402 - Leading and Managing in a Diverse World

	Vocational Certificate	BASM 407 - Professional Ethics and Social Responsibility
J.E.B. Stuart Thornton	MA, Pacific Oaks Northwest College, Seattle, WA; BA, The Evergreen State College, Olympia, WA	BASM 406 - Seminars in Private or Public Service BASM 409 - Capstone Project and/or Administrative/ Management Internship
Mark Zerr	JD, University of Washington, School of Law; MBA, University of Washington, Foster School of Business; BBA (Marketing)	BASM 409 - Capstone Project and/or Administrative/ Management Internship

Table 8 - Program General Education Faculty		
Faculty	Credentials	Courses
Darby Cavin	Ed. D, Seattle Pacific University, Seattle, WA; Master of Letters, University of St. Andrews, Fife, Scotland; BA, Whitworth University, Spokane, WA	ENG 301 - Grant and Report Writing ENG 304 - Advanced Business Writing
Chris A. Portmann	Ph.D., University of Nebraska, Lincoln, NE; MA, Regis University, Denver, CO; BS Montana Tech, Butte, MT	BASM 305 - Program Assessment and Evaluation SOC 403 - Organizational Communication in a Social Context
Kenji Seta	MS, Troy State; BS, United State Air Force Academy	BASM 307 - Quantitative Design, Data, and Analysis

The BASOM program will primarily utilize current tenured faculty for the first three years. As the program grows and when it moves into a yearly cohort model, additional faculty will be hired.

2.3 Faculty and administrators responsible must meet certification requirements.

BASOM program faculty are highly qualified and include three tenured faculty with doctorates, as well as a faculty member who is a doctoral candidate. All other faculty have masters' degrees including three MBAs. Technical faculty are vocationally certified as required by WAC. The College anticipates Human Services (HS) to be the most prominent feeder degree for the BASOM. It is for this reason Chandra Miller-Starks (HS Faculty) has been asked to fill the role of faculty lead for the BASOM program.

Criteria 3: Admissions Process Consistent with an Open Door Institution.

3.1 Describe the selection and admission process.

Admission into the BAS in Organizational Management

The College will accept 24 to 28 students (depending on the mix of full and part-time) into the two-year cohort based program each fall quarter.

Entrance Requirements

All interested and qualified individuals are encouraged to apply for admission into the BASOM. Entrance requirements must have been completed to be considered for the program, and are as follows:

- An Associate in Applied Science degree, with a 2.5 college level G.P.A.
- ENGL&101 *English Composition I* or the equivalent with a grade of 2.0 or better.
- MATH 98 *Intermediate Algebra* with 2.0 or better. Students who have completed math more than 5 years prior to application may need to take a math placement test.

- Students must have completed 10 transfer credits of Social Sciences, Natural Sciences, or Humanities.

Expected Proficiency: Although not an admissions requirement, baccalaureate students are expected to have an ability in general computing that includes: navigating online and proficiency in word processing, spread sheets, and presentation software. (The proficiency expectation will be posted on recruiting materials, the BAS program web page, as well as on the admission application.)

Application Process

- Application - A BASOM degree admission application (which includes a document checklist) must be completed. Applicants, who are not enrolled at GHC within the four quarters prior to applying, must also fill out the GHC admission form. Forms are available online at WWW.GHC.edu or in the Welcome Center at GHC. Please note incomplete applications will not be considered.
- BASOM Degree Checklist
 1. Transcripts - To verify your completion of a two-year degree and all other college credits earned, please request official transcripts from all accredited colleges (other than Grays Harbor College) attended to be sent to: Admissions, GHC, 1620 Edward P Smith Dr., Aberdeen WA, 98520
 2. Grays Harbor College Application - Those who have attended Grays Harbor College within the last year need not submit this general application form.
 3. BAS Application - A Bachelor of Applied Science in Organizational Management application must be completed in addition to the standard GHC application.
 4. Resume
 5. Personal Statement- Your personal statement of purpose is an essential part of your BASOM admissions application. This statement provides an opportunity for you to share aspects of your life that may not be apparent from your application form, transcripts, work experiences, and letters of recommendation. It is also an opportunity for you to reflect upon your experiences with management and, an opportunity for you to discuss your vision of an effective manager.
 - a. Directions: Submit a typed personal statement responding to each of the topics listed below. The total length of your statement should not be more than three double-spaced pages. The personal statement topics are:
 - i. Describe how the BAS in Organizational Management degree will help you accomplish your career goals.
 - ii. Describe and discuss your philosophy of management, as you understand it today.
 - iii. If you wish, you may share another dimension of yourself not generally apparent in your application that may enhance your involvement and commitment to the program.

Application Fee - A nonrefundable application fee of \$20 is assessed to each applicant for the BASOM program. A check or money order payable to Grays Harbor College must accompany your application, or be made directly to the GHC cashiers office. It is anticipated that with the new ctLink system the admission fee will be able to be paid online.

Application Deadline - Applications for admission to the BAS in Organizational Management program are accepted on an ongoing basis. Due to the possible competitive nature of the program, some applicants may be wait-listed. For priority admission, all documents must be submitted to the GHC Admissions office prior to 0/00/20xx

Selection for Admission, Prioritizing, and Final Decision

The Selection Process

The BASOM program is designed to serve place-bound students, so preference will be given to recent GHC graduates living in the area. Admission into the BASOM program will be made of eligible applicants, and if the number of eligible applicants exceeds the number of openings, all applications for that year will be weighted as follows:

The applicants' personal statement will be reviewed and scored by BASOM faculty and staff. Readers will be looking for a number of factors including: A. The student's ability to articulate the manner in which the BASOM will help them accomplish career goals; B. Their ability to articulate an understanding of a philosophy of management; C. Dimension of self not generally apparent in an application that may enhance students involvement and commitment to the program; D. Writing presentation.

The Program Director will score each application using the BASOM Prioritizing Rubric (below).

BASOM Prioritizing Rubric	
Grays Harbor College Graduate (2 for yes, 0 for no)	(sample) 2.00
College Level GPA	(sample) 2.54
Personal statement points (1 to 5)	(sample) 4.00
Dimension of self not generally apparent in an application that may enhance students involvement and commitment to the program (2 points)	(sample) 2.00
Total	10.54

The BASOM Program accepts the Program Director is the administrator responsible for the integrity and performance of the BASOM program, and it is the Director working with faculty members of the BASOM program who will make final admission decisions.

Conditional Admission

It is anticipated there may be a number of BASOM applicants who have completed a two-year degree, yet have not met the other entry requirements. Applicants lacking two or BASOM requirements may be admitted, based on space availability, on a conditional basis (for up to 1 calendar year) to allow them time to complete the other entry requirements. (Please note, classes are not scheduled for the summer, so this is a prime opportunity for these students to complete entry requirements).

Transfer Credit

Transfer credit is awarded to BASOM students as soon as they become fully enrolled in the program. Conditionally admitted students will not be awarded transfer credit until they complete their BASOM program admission requirements.

3.2 Recruitment - efforts to assure program serves as diverse a population.

The primary location of recruitment for the program will be at GHC, given it has been created for local place-bound students. Outreach events will be held at GHC as well as the branch campuses in Raymond and Ilwaco. In addition, a number of community outreach events will be scheduled throughout Grays Harbor and Pacific counties. The GHC campus has a population of 27% students of color, split evenly between woman and men, has 65% first generation students, and has the highest number of students in the two lowest quintiles of income in the state. The College has a large number of underrepresented students attending at GHC.

Enrolling a Diverse Population

Grays Harbor College intends to enroll a diverse group into the BASOM program through a number of specific steps.

1. The BASOM application includes a personal statement and gives students the opportunity to share another dimension of self not generally apparent in the application. The application readers are asked to consider this extra dimension of information and may add up to two extra points in scoring if they believe this facet would add some way to the overall program. This is by no means a catchall for all diversity, yet it is an opening the College has provided.

The BASOM application includes a personal statement where students are given the opportunity to share another dimension of self not generally apparent in the application. Application readers are asked to consider additional dimension within the text that would make an addition to the program. The self-disclosed dimension of self can be used as the basis for two additional points in the rubric. This is by no means a catch-all for all diversity, yet it is an opening the College has provided.

2. Efforts to assure the program serves a diverse population will be facilitated through the ongoing development of relationships with underrepresented populations. GHC currently offers a reservation based Associate in Arts degree as a bridge to The Evergreen State College. The tribal collaborations established for this transfer degree provide an excellent avenue to market the BASOM degree to Native communities. GHC has a number of offices which work directly with underrepresented populations such as culturally based clubs and organizations. For example, TRiO Student Support Services, Veteran's Services, Disability Services, and the Multi-Cultural Club all address the needs of their stakeholders. Supporting groups such as those mentioned work to develop a relationship with those they serve, and therefore make a great outreach resource. The recruitment process will target the students in these programs, and will work to develop ongoing relationships with these populations. The GHC Program Director will meet with the offices on campus serving special populations. The offices themselves hold no responsibility in recruiting for the BASOM, yet will provide a connection and partnership to the program.

3. The BASOM program will be looking beyond the general population. The key feeder programs at GHC for the BASOM program are the Business Management, Human Services, and Criminal Justice programs. The prime focus of the degree is to facilitate movement into management and supervision for the degree holders in these areas. It is GHC's intention to draw from the pool of students locally; nonetheless, GHC will work with regional community and technical colleges with similar programs to ensure a smooth articulation process. A student transferring into the BASOM with an associate's in technology degree (AT) i.e., Diesel Technology, Construction Technology, and Welding Technology, may need additional coursework in order to meet the qualifications for admission into the BASOM program.

4. One of the key tools to draw local low-income students will be the overall affordability of the program, truly making a quality education available at a reasonable price.

Criteria 4: Appropriate Student Services Plan

4.1 Services that will be needed by the students admitted into the degree program and the College plan for providing those services.

The BASOM Program will use an "Embedded Services Model," in addition to stand-alone services. Grays Harbor College has found that making a strong connection with students early in their academic process makes a significant improvement in retention and success. For those students who find "their

person” on campus, progression has significantly increased. It is because of this the College has chosen to use an “embedded services” model for the BASOM students. Because the BASOM program focuses on working adults who do not generally spend a lot of time on campus, the Program Director (PD) will be their person.

The Assistant Dean for Transfer and Baccalaureate program will act as Program Director. He has earned a MA from Pacific Oaks College Northwest, with a specialization in Educational Leadership. His experience includes a number of years working as an advisor at a baccalaureate institution within Washington State. Additionally, he worked for years in admissions focusing on adult student recruitment. For the last 10 years’ he has had the experience as the Director of GHC’s TRiO Student Support Services Program. The key role of the Assistant Dean for Transfer and Baccalaureate programs is in managing the BAS program(s) at GHC.

One of the key roles of the PD is to provide direct services to students, such as entry advising, assistance completing financial aid paperwork, and making referral to other campus services. The position is loosely based on the TRiO model at GHC. It is anticipated the director will spend about 20% of his time in administration and outreach, and 30% of his time on providing direct student services to the BASOM students. To begin with the PD is a half time position who will work directly with students as well as act as a liaison to additional campus services. The instruction office will continuously monitor program needs to ensure staffing remains at an appropriate level.

The interdisciplinary need of service to students requires the work of more than one person. To better facilitate services across campus the College will initiate a BAS workgroup, made up of interested faculty, admissions and advising staff, as well as the Program Director. Monthly meetings will enable this group to respond to the evolving needs of the BASOM students. This group will also facilitate the “training of the campus” regarding the baccalaureate operations.

Program Outreach and Information

Outreach will be accomplished primarily by the Director and, at times, BASOM faculty. Acting as an entry advisor for the program, the director will guide prospects through application preparation and advisement to ensure entry requirements for the BASOM program are met. This initial contact with students will foster a connection with the PD (potentially, as “their person”) to BASOM students. Campus advising staff will also be able to provide direction to BASOM prospects through advising and through transfer handout developed by the BASOM program.

Admissions Services

The admission office will collect and ensure applications are complete. In addition, transfer credits will be evaluated by the Registrar or his/her designee. The BASOM PD will make admission decisions and contact students regarding admission and denial. It is anticipated this foray into baccalaureate education will have a substantial impact on the College’s credit evaluation person. GHC currently has two BAS programs (Forestry and Management) under development. The College understands this will have an impact to the admission and student records area, yet may not warrant a new staff member. The student services office has agreed to cross-train another individual in the area. Instruction and Student Services will revisit the credit evaluation challenge in the second year of the program.

Services beyond the embedded model

BASOM Intensive

One aspect of GHC’s student service plan begins with an mandatory orientation, BASOM, is which will include a tour and exploration of the available student services beyond the services offered by the Faculty

and Program Director. The facilitators will guide a tour of the campus to new BASOM students to introduce them to additional student services staff and their BASOM specific hours. The tour will include GHC's Learning Center and an introduction to the director, and review BASOM specific hours.

Library integration

Continuing with the "embedded services model," the BASOM program at GHC will have a designated faculty librarian to provide assistance to baccalaureate students. The designated librarian will provide a library research overview at the beginning of the program, and meet with the group periodically during their time at the College. During a final Capstone Project BASOM students will be required to meet with their librarian to come up with a research plan.

Evening hours

The BASOM PD will maintain routine evening hours to provide information and advising to evening students and applicants. Since GHC will be using the cohort model to start, academic advising will be pretty straightforward. Additional advising will be evenly distributed between faculty. Students who do not pick a faculty adviser will be given one by the PD. At least six of the faculty members teaching in the BASOM Program will be full-time faculty members of Grays Harbor College and, as part of their contracted duties, will serve as academic advisors for students in the program. They will be available evenings. All support offices will make themselves available for evening appointments as needed. The use of teaching technology will be in place. Tools like lecture/capture will be an important part of the delivery of course content. Students will have 24/7 access to the lecture components of the program. Online tutoring service will be available 24/7 through a cooperative of two and four-year institutions at all undergraduate levels.

Connecting to the community

A major component of the BASOM program is the Capstone Project, which may be research or internship based. The PD will work to help place students in internships (if desired) that could work around the students' open hours and specific location. The community placement process is based on the connection the PD and faculty members have made in the community. (It is important to note that both the Human Services and Criminal Justice feeder programs have internship included in their programs. The faculty leading these programs have been developing local internship sites for many years.)

At times, place-bound students may not be able to utilize the internship component of the Capstone Project and the PD will assist these students in finding other options. Internship alternatives could include service learning and/or specific local projects (utilizing learning developed in the BASOM program) such as managing a major fund raising event or acting as an external evaluator to a local organization.

Employment

The internship and the research projects are tools to get student into the community and meeting potential employers. The BASOM program has developed an employment interest log initially based in the competencies surveys made in the community, with follow up communications from the PD. It is through community interactions and job development the BASOM program will assist students in finding gainful employment.

Student advising, retention, and success

A key component of the embedded service model is a solid connection between BASOM students, staff, and faculty. The PD will make initial contacts with the students and act as a resource to get them started in the program (entry advising.) The PD will remain in the role for the first 2 quarters of the BASOM program, by which time students are expected to have established a connection with a faculty member who will become their program advisor. If student do not choose a faculty advisor, one will be appointed

for them. As a cohort modeled program, the academic advising load is not difficult, yet it is important for the student to make additional connections within the program. The College believes it is the close-knit nature of a small program that will allow GHC students to receive the time and attention they need to be successful. Periodic team meetings will allow faculty and staff to compare notes and develop plans for students who may be struggling. The PD will follow up with these students to ensure they are successful. Workshop series for additional support

The BASOM program will hold frequent information workshops for students an hour prior to the start of class (and at other times as needed.) Many of the workshops will be offered by on campus resources like financial aid (scholarship writing), and the book store (how to save money in buying books). Other workshops will be more specifically designed for the BASOM students, for example: creating a resume highlighting their education; the value of a mentor; dress for success; applying for graduate school; and even etiquette if students are interested. The BASOM team will come up with a “menu” of workshops for students, and survey students for additional workshop ideas.

4.2 A description of financial aid services and academic advising for students admitted into the program.

Campus Services to Support Students at GHC (*Italicized items indicate BASOM specific services*)

FAFSA Facilitator

Helps student to complete their FAFSA and all the related follow up materials. Works with students to find scholarship opportunities, and develop scholarship applications. *The FAFSA Facilitator will schedule appointments that will work for BASOM students, as well as participate the BASOM workshop series.*

Financial aid

This Office processes and distributes federal, state, and institutional aid for all GHC. Financial Aid personnel can explain the difference between lower division and upper division aid. GHC currently has two BAS programs (Forestry and Management) under development. It is anticipated this foray into baccalaureate education will have a substantial impact on the College’s financial aid process. The College understands the impact to the personnel in the area, yet may not warrant a new staff member. *An additional .10 FTE funding has been budgeted to support the additional time required awarding funds at the baccalaureate level, which double if GHC portal begins every-year cohorts.*

The College acknowledges financial aid for veterans is complex and different at the 4-year level. It is for this reason, the College commits to sending a specific financial aid representative to additional training in order to serve the needs of veteran students of the BASOM program.

Financial Aid Portal

The financial aid process for the BASOM student is somewhat different from that of the other students on campus. It is for this reason that the BASOM program will fund additional hours for the financial aid director and assistant director to award these students, and explain their options. The financial aid staff will schedule appointments when possible that will work for BASOM student, as well as participate in GHC’s workshop series. Students may track their financial aid information 24 hours a day, using the College.

Registration

Registration will evaluate incoming students for compliance with admission requirements and student records for all degree requirements when students near graduation. The College’s credentials evaluators, in consultation with program faculty, will evaluate all transfer or prior learning requests for core courses.

The College understands the impact to the personnel in the area, yet may not warrant a new staff member. The student services office has agreed to cross-train another individual in the area to provide these services. Instruction and Student Services will revisit the credit evaluation and financial aid staff challenge in the second year of the program.

BASOM students will be able to register online, 24 hours a day during the open registration periods. Registration will schedule appointments when possible that will work for BASOM students.

Disability Support Services

Provides accommodations for those students with documented disabilities. It assists faculty in providing appropriate accommodations, and can provide course materials in alternate formats. Adaptive technology aids as well as quiet testing areas may be provided. The GHC DSS office will provide documented student with adaptive services as required. *It is suggested that BASOM students communicate with DSS via email, and work to schedule appointment that work for the staff and students alike.*

TRiO Student Support Services

Students who are first-generation college, low-income, or have a documented disability may receive academic and personal support. TRiO services include tutoring, study skills, and advocacy. Mentoring will be available evenings. Currently, the Department of Education is developing policies related to community colleges offering baccalaureate degrees. Additional information will be provided during the next grant cycle.

Veteran's Services

These services are provided through GHC's financial aid office, and a campus VetsCorp worker. The BASOM degree will be eligible for VA-approved student funds. *The Veterans service team will schedule appointments when possible that will work for BASOM student, as well as participate in the workshop series.*

Learning Center

GHC offers a well-supported academic assistance program with tutoring services available for mathematics, English, and accounting. Additionally, there is online tutoring is available 24 hours a day, seven days a week through participation with online partners (contact information is on the web.)

BASOM students will be able to receive academic support through the Learning Center with some specific times set for BASOM participants. Since the BASOM program will require higher order academic work, the BASOM program will fund .2 FTE for additional Learning Center support specifically to meet the needs of BASOM students. The funding will double if GHC begins every-year cohorts.

Writing Center

GHC will be opening a new Writing Center in the fall of 2015 to accommodate the highly level writing needs of baccalaureate students. The Writing Center will serve student in lower division classes as well.

eLearning support

An orientation will be included in the BASOM for first-year students and ongoing technical support will be provided. This orientation will address skill building in using online course materials and technology. In addition, one of the strengths of a hybrid program is that the initial courses in each cohort will provide classroom instruction and practice in accessing online materials and resources. Technical assistance will be made available to students via online access, email, telephone, and in-person.

College internet access

BASOM students will have full access to the College has computer labs, staffed with assistants, which are available Monday through Thursday evenings through 8 p.m. The main computer lab hours will be extended on Tuesday and Thursday for one hour beyond the class periods, to 10 p.m. and 9 p.m. respectively. It is noted however, that students increasingly use personal laptops and the College's widely available Wi-Fi in lieu of the labs. The campus is Wi-Fi enabled. Students are given their own e-mail accounts and have access to the campus Wi-Fi network continuously. The two major academic buildings on campus are open evenings until 10 p.m. and have Wi-Fi access.

Library support (BASOM specific)

Continuing with the "embedded services" model, the BASOM program at GHC will have a designated faculty librarian to provide assistance. A .10 FTE has been budgeted for the additional library support, which will double if GHC begin a cohort every-year. The faculty librarian in collaboration with the Writing Center staff will provide a library research overview at the beginning of the program, and meet with the group periodically during their time at the College. During a final Capstone Project BASOM students would be required to meet with their librarian to identify a research plan.

Beyond this, the library provides multiple services for students, faculty and staff. GHC's library staff foster an environment in which students acquire the information literacy skills that support independent inquiry and lifelong learning. The library team develops and maintains collections in support of college curriculum, information literacy instruction, reference service, circulation services, course reserves, inter-library loan, instructional equipment, student technology support, college archives, and copyright guidance. Library instruction and collection development is conducted by professional librarians, each with a specific liaison area in the College's academic and technical programs. *Support of the Bachelor of Applied Science in Organizational Management Program will fall to the librarian who has developed the resources to support the BASOM program. This position will be budgeted a .1 FTE increase to provide additional services in the evening and weekends.*

The library's collections consist of both print and online resources. The monograph collection alone includes over 180,000 titles, almost 3/4 of which are in e-book collections, selected to meet the needs of lower division and technical curricula. *The library collections budget to support the BASOM degree includes initial funding to augment the current monograph collection and purchase additional online databases. The growth of the collection will be focused on management, organizational development, public service management and nonprofit management.* GHC Library staff will reach out to peers at other colleges with a BAS in Management programs in operation for additional guidance in the development of the BASOM resources. Many of the resources will be available at the startup of the BASOM program, yet the library will take the time required to build a high quality collection for the BASOM program.

The library currently subscribes to several major full-text periodical databases with access to thousands of titles in management and business. A review of university library collections revealed two major databases required to support the program. The budget includes the subscription cost for these two resources (via the Orbis Cascade Alliance) and estimated cost increases.

Criteria 5: Commitment to build and sustain a high quality program.

5.1 A Five-Year Plan

Gray Harbor College has taken an intentionally cautious step into the BASOM domain. The conservative goals of serving a limited number of students with the program have allowed us to startup predominantly with resources already available on campus. The College will be using current infrastructure, faculty, and staff to startup the program in a highly cost efficient manner.

The initial budget projections are based on operating a single cohort at a time, with a new cohort starting every other year. GHC has looked at the possibility of yearly cohorts beginning in the fourth year, yet the program is fully sustainable at one cohort at a time. The single cohort model is what is used for the budget calculations.

The BASOM program is a relatively inexpensive program to start and to sustain. There are no specialized equipment or supplies required for this discipline. The bulk of the startup costs are in personnel (faculty, director, and student support resources.)

Startup period

Grays Harbor College understands the real startup period encompasses the preparation before the first cohort, the completion of the entire first cohort, and the evaluation and adjustments made after the completion of the first cohort. Nonetheless, GHC's conversation relating to startup in this context will be focused on the month preceding and through the first quarter of the program.

No outreach or advertising of the program will occur prior to the changes in the College's accreditation status and SBCTC approval. GHC anticipates requesting for a substantive change from the NWCCU in May of 2015. After those steps, the College will make a full press for the BASOM program. A prime outreach method will be in contacting the large pool of local underserved place-bound students to gain prospects interest. Initial outreach will be conducted using several methods, including two mailings. GHC has arranged with campus student services to provide additional support for the startup of the program to ensure beginning the first cohort at capacity. The budgetary impact of startup will be in the advertising that is funded and the collateral generated for program outreach activities, as well as faculty and staffing.

Student enrollment and program sustainability

It has been mentioned early in this document GHC's conservative step into the BAS arena, and the limited costs of startup will be explained later in this text. The result of these two conditions is the program will be sustainable operating with a single cohort completing every other year. The next series of tables outline the budget related expectations for the first five years of the BASOM Program: Projected Enrollment (Table 9); Projected Revenue (Table 10); Projected Personnel Costs (Table 11); and a Projected 5-year Budget (Table 12)

Projected Enrollment

The projections are based on an entering class of 26, with 6 of those students starting on a part-time basis (2/3 time). Using a highly student-centered model, and considering the limited number of 4-year options in the area, the College foresees a high retention rate of 80% as being quite reasonable. After completing the first cohort, the institution will determine if there is sufficient demand to move to a yearly cohort model. If so, at that point, a full-time instructor will be hired to start the fall of the next year, as the BASOM Program launches an additional cohort into the system. This person will teach courses for which they are qualified and absorb additional advising of the BASOM Students. (Please see Table 9)

Table 9 - GHC BASOM Projected Enrollment First 5 years (based on 80% yearly retention)					
BASOM Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time	20	16	20	16	20
Part-time	6	5	6	5	6
FTE	24	19	24	19	24

Projected Revenue

GHC has begun the revenue projections on the number of students the program anticipates serving (with a single cohort) and the 2014-2015 baccalaureate rate of tuition of \$7,512 for year 1. The College then subtracted out S&A, Building, and ctcLink fees, which left us with a net tuition rate of \$6,527 for the first year. The program will be a self-supporting program, with no state funding anticipated. (Please see Table 10).

Table 10 - Projected Revenue (and types of funds)					
	Year 1 - 16	Year 2 - 17	Year 3 - 18	Year 4 - 19	Year 5 - 20
Full-time	20	16	20	16	20
Part-time	6	5	6	5	6
Total FTE	24	19	24	19	24
Tuition Rate Annualized	\$6,299	\$6,299	\$6,299	\$6,299	\$6,299
Total Tuition Revenue	\$151,176	\$119,681	\$151,176	\$119,681	\$151,176

Projected Personnel Costs

GHC will hire a Program Director for the BASOM who will teach a class a quarter. The role of Program Director will be one of the responsibilities of the Assistant Dean for Transfer and Baccalaureate programs. The salary at an Assistant Dean level is \$68,912 and the BASOM Program Director will be in this role for 50% of the time. At this time, he is responsible for other transfer related activities for the other 50% of their time. GHC will also use a number of current faculty at GHC to teach within the BASOM program. Faculty costs have been figured at an estimated overload rate, since at a single cohort level GHC will be able to use current faculty on staff. (Each faculty member is able to teach one overload class for two quarter of the academic year, on an alternating year basis.)

Finally, to ensure the BASOM students have support and resources specifically for them the College will increase tutoring services, financial aid services, and library resources services by adding staffing in each area. The library has agreed to identify a BASOM specific person to work within the BASOM classes and for the BASOM student in the library, needing support at an upper division credit level. The College has agreed the Learning Center as well as the Writing center at GHC will add extra evening support for BAS programs. The College understands there are different needs for processing and informing the evening BAS student. As such, the College will increase the evening hours of the financial aid office with a specific staff member for the BAS students. (Please see Table 11)

Table 11 - Projected Personnel Costs (and FTE allocated)					
	Year 1	Year 2	Year 3	Year 4	Year 5
Director	\$34,456	\$34,456	\$34,456	\$34,456	\$34,456
	.50 FTE	.50 FTE	.50 FTE	.50 FTE	.50 FTE
Faculty	\$25,470	\$25,470	\$25,470	\$25,470	\$25,470
Learning Center (Additional tutor hrs.)	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	.20 FTE	.20 FTE	.20 FTE	.20 FTE	.20 FTE
Financial Aid (increase overtime)	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400
	.10 FTE	.10 FTE	.10 FTE	.10 FTE	.10 FTE
Faculty Librarian (increase overtime)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	.10 FTE	.10 FTE	.10 FTE	.10 FTE	.10 FTE
Personnel Subtotal	\$69,326	\$69,326	\$69,326	\$69,326	\$69,326
Benefits	\$24,261	\$24,261	\$24,261	\$24,261	\$24,261
Total Personnel	\$93,587	\$93,587	\$93,587	\$93,587	\$93,587

Direct and indirect costs for the BASOM

The direct costs for the program are outlined in the budget above (faculty salary, office supplies, goods and services). Program administration has been designated as a direct cost to the program. A portion of the indirect costs are diminished through the use of current resources. For example, capital costs are not affected since the program will use classroom space during off hours. HR costs have already been covered since the program will use current staff. Yet, there remains minimal amount of indirect costs for additional administration, institutional personnel and security costs that need to be attributed to the program. Additionally, the BASOM program does generate some increased overhead in the added costs for lighting, heating, and cleaning the classrooms in the evening for this program. Since the direct costs, as well as a portion of the indirect costs, have already been accounted for in the budget, the remaining indirect and overhead costs have been portioned out to two percent of total tuition revenue.

Projected 5-year Budget

The College has stepped back and looked at the 5-year budget and sees the program will be self-supporting in the 3rd year. (See Table 12)

Table 12 - Projected 5-year Budget					
	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Personnel	\$93,587	\$93,587	\$93,587	\$93,587	\$93,587
Program Related					
Curriculum Development	\$20,000	\$3,000	\$2,000	\$2,000	\$2,000
Program Review	\$7,000	\$1,000	\$1,000	\$1,000	\$1,000
Support					
New PC equipment	0	0	0	0	0
Office Equipment	\$750	\$250	\$250	\$250	\$250
Office Supplies	\$1,500	\$500	\$500	\$500	\$500
Software	0	0	0	0	0
Library	\$4,500	\$1,500	\$1,500	\$1,500	\$1,500
Marketing	\$3,000	\$1,000	\$2,000	\$1,000	\$1,000
Marketing Collateral	\$1,200	\$600	\$600	\$600	\$600
Mailings	\$900	\$600	\$600	\$600	\$600
Travel	\$1,650	\$700	\$700	\$200	\$700
Professional Development	\$2,200	\$1,100	\$1,100	\$1,100	\$1,100
Other Administration	\$8,000	\$1,000	\$1,000	\$1,000	\$1,000
Indirect Costs/ Overhead (2%)	\$3,024	\$2,394	\$3,024	\$2,394	\$2,394
Total Expenditures	\$147,311	\$107,231	\$107,861	\$107,231	\$107,861
Total Revenue	\$151,176	\$119,681	\$151,176	\$119,681	\$151,176
Net	\$3,865	\$12,450	\$43,315	\$12,450	\$43,315

Budget Details

The budget details for the BASOM program have been broken down into three areas, personnel, program related, and support. Details are as follow:

Personnel

Program Director - .50 FTE, direct admission and advising (w/benefits.) Salary at the Asst. Dean level is \$68,912, half is \$34,456 (.50 other administrative duties)

Faculty Costs –Instruction for the BASOM program is equivalent to 1 FTE, yet the classes are broken up between 10 faculty. During start up, BASOM faculty will pick up the baccalaureate classes as overload. (Faculty overload is a norm at GHC). Faculty members will take two additional BASOM classes every two years. (Faculty lead picks up three classes). As the program develops faculty will be able to choose if BASOM classes will be part of their normal load or an overload. If these classes fall under their normal load, their basic classes (ENG& 101, SOC& 101) will be offered to adjunct as overload. Please note: at this point of the budget all faculty is based on overload (\$566 a credit). 45 credits x 566 = \$25,470 per year, per cohort.

Tuition - \$2,504 (from SBCTC) minus \$124 building fee, \$137 S&A fee = \$2,243 x 3 quarters \$6,726 minus \$202 (3% ctcLink)= \$6,527, then subtract 3.5% for needy students (\$228) finally leave a net tuition at **\$6,299**. (Please note the fees are slightly less for part-time student, yet the tuition is the same.)

Learning Center staffing a .2 FTE increasing in staffing (\$4,000), which double if GHC begin every-year cohorts (\$8,000).

Financial aid staffing a .1 FTE increasing in staffing at the director or assistant director level (\$3,400), which will double if GHC begin every-year cohorts (46,800).

Library - Will receive .1 FTE for increased staffing (\$2,000), which will double if GHC begin every-year cohorts (\$4,000).

Benefits - In this working document, benefits are figured at 35% of payroll.

Program Related

Curriculum Development - Completed during start-up, review thereafter of one-third of the BASOM courses each year on an ongoing basis.

Program Review - Initial evaluation is estimated to cost \$7,000 and ongoing evaluation for adequacy and appropriateness – may be external.

Hybrid - Development and maintenance, program specific (TBD).

Support

PC equipment – As we are using current staff no new equipment in the form of computers and printers is necessary at this time. BASOM students pay the same technology fee as other GHC students, which cover the cost of student computing technology at the College.

Office Equipment – Equipment will be from existing labs, costs are for maintenance.

Office Supplies – Basic supplies for daily operation.

Software- Program specific, reviewed and updated annually.

Library - Collections and database, have program specific, increase of pro-rata position from .1 for BASOM support. Startup funds of \$4,500 have been set aside for the purchase of an additional library database and other resources, as well as a \$1,500 a year there after.

Marketing - Program specific work plan, which will allow for the purchase of radio, print or other advertising as well as a mailing to inform the community about the new BAS opportunity being offered. After two years, the marketing budget will be re-assessed to determine amount of need.

Marketing Collateral – To produce program specific materials. This budget begins at \$1,200 for the first year, and is \$600 each year after that.

Travel - Supports in-district contact with businesses and organizations, as well as current and prospective students. Estimated for site visits, employer meetings, external recruitment, SBCTC, WSAC, and NWCCU.

Professional Development – Intended to fund faculty opportunities to learn professionally.

Other Administration – Initially, this is to cover the new costs attributed to a substantive change charged by the NWCCU (estimated at \$5,000.) Facilities part of transitioning to baccalaureate status.

Facilities to be used

GHC has recently begun to renovate the 800 building on campus. The College is creating a specific place for the BASOM program, as well as the 4-year partners schools we have operating at the College. This project will be completed prior to the start of the BASOM program. The renovated space will include classrooms for the program, a gathering place for the BASOM students, meeting rooms, as well as office for the PD.

Equipment Technology and Instructional resources

The newly renovated space will include updated equipment and instructional resources. All other instructional equipment and technology resources have been upgraded in 2013, and as such no additional resources would be needed for the program.

Criteria 6: Program specific accreditation

Prior to seeking a specific program accreditation, GHC will request and complete the substantive change process with the NWCCU. GHC is in the first steps required for the accreditation phase and anticipates formally requesting a substantive change in May of 2015.

An Organizational Management accreditation process has not yet been identified. GHC has contacted the National Certified Public Managers Consortium about the program certification process. The CPM program is a nationally accredited comprehensive management development program specifically for managers in federal, state and local government. GHC is exploring this path as an option for the BASOM program.

Criteria 7: Pathway options beyond the baccalaureate degree.

7.1 Opportunities for the place-bound BAS graduates to continue into a graduate program.

The BASOM has a number of pathway options for those students wishing to progress beyond the baccalaureate level. A key question the BASOM graduates must ask themselves is in which professional direction (private, public, or non-profit) do go? This will affect any graduate school decision the student makes. GHC BASOM have contacted a number of graduate programs and has been assured the degree would articulate to a number of Master's in Business Administration as well as a Master's in Public Administration (or Affairs.)

A number of graduate programs in the area have agreed to accept the BASOM degree for entry into their programs, although their distance may be a challenge for GHC's place-bound students. Table 13 outlines these programs and their distance from GHC.

Table 13 – Graduate Programs Accepting the BASOM Degree		
Name	Degree	Distance in miles
The Evergreen State College	Master of Public Administration	46
Saint Martin’s University	Masters of Business Administration	52
Brandman University	Masters of Business Administration, Masters of Arts in Organizational Leadership	54
University of Washington - Tacoma	Masters of Business Administration	77
Washington State University - Vancouver	Masters of Public Affairs, Masters of Business Administration	136
Western Governors University	Masters of Business Administration	NA

The Evergreen State College MPA - This program fully accepts the BASOM program, and offered to make a “formal arrangement” with GHC for transferring students. Public service is prime avenue of employment for BASOM students. The Evergreen State Colleges’ program is part-time MPA program located only 46 miles away from GHC.

Saint Martin’s University MBA - Saint Martin’s stated the BASOM degree met the entry level requirements of their program, yet they would like to see additional finance and business law, (which GHC has now added to the program.) This is the closet MBA program for the BASOM students offering part-time options for commuter students with evening classes held 2 nights a week, and located 52 miles away from Grays Harbor.

Brandman University MBA and MA in Organizational Leadership - The next closest program, is located in Lacey Washington (54 miles away.) Brandman offers an MBA, as well as an Master’s of Arts in Organizational Leadership. Both programs are taught at a full or part-time level, online or in-person. Additionally, a student can pick and choose the combination of formats that works best for them.

University of Washington in Tacoma MBA - The BASOM program meets their entry requirements for the MBA degree. The admissions committee of that program state they would like to see additional finance to the BASOM (which has been added.) This program is 77 miles away and each class is taught 1 night a week as an option.

Washington State University - Vancouver MPA and MBA – This university offers two options for BASOM students. The director of this program was especially pleased with the combination of quantitative design and program evaluation classes offered within the core of the BASOM program. This program is also accepting of the BASOM program, yet suggested it needed public finance and American government (which has been added to the BASOM program.)

Western Governors University – In considering the online graduate programs available to students, WGU was the first consideration due to low cost of enrollment. The entry process for a competency based institution is different from the others colleges that were contacted. GHC contacted Bob Rustard, in Strategic Relations, and learned WGU’s MBA program has two entry requirements (1) a transcript verifying receipt of your bachelor’s degree from a recognized accredited institution. (2) submission of a resume demonstrating at least three years of significant experience in business, industry, or a nonprofit organization. The BASOM would meet the academic entry requirements for the WSU program.

In addition to graduate programs, GHC has been in conversations with Meg Ryan, program Director of the Center of Excellence for Global Trade and Supply Chain Management at Highline Community College. The BASOM graduates could complete certifications in Import/Export and Logistics, which could help them gain employment of graduates in a port town like Aberdeen.

Criteria 8: External expert evaluation of program

The BASOM is GHC's first step into the BAS arena, and, as such, we have selected to work through a peer evaluation and revision, prior to contacting our external evaluators. The first peer reviewer used was Dr. Deborah Meadows, Dean for Business at Columbia Basin College. Dr. Meadows holds D.M., University of Maryland University College; Ed.D., International Graduate School; M.Ed., B.S., Ed., University of Idaho, and is the director for one of Washington state's BAS pilot schools. Her suggestions and adjustments have been integrated into the current proposal.

The second peer evaluator asked to review the proposal was Meg Ryan, program Director of the Center of Excellence for Global Trade and Supply Chain Management at Highline Community College, as well as the director of their BAS in Logistics. Her suggestions and adjustments and suggestions have been integrated into GHC's the current proposal.

In the next level of evaluation, two doctoral level expert reviewers were consulted to examine and comment on the BASOM program. The two experts were chosen from institutions, which are most likely to see BASOM students attend as graduate students. This process provided an excellent review, as well as the confirmation BASOM students could articulate into their graduate programs. The two reviewers are: Dr. Cheryl King, Director of the Masters in Public Administration program at The Evergreen State College, in Olympia, Washington. Next to review was Dr. Richard Beer, Dean of the School of Business, and director of the Masters in Business Administration at Saint Martin's University in Lacey, Washington. (Reviewer qualifications to follow in the appendices.)

Dr. Beers began his comments with "I have found the proposal sound and an attractive academic option for students," and went on to say "within its intended scope and programmatic goals the proposal is well developed." Dr. Beer provided the BASOM team with a number of thoughts, which fell into three areas: 1) the perceptions around restricted admission to the BASOM; 2) an inconsistency in language that needed to be cleared up; 3) and specific curricular additions, clarifications, and prerequisites.

1). Questions relating to admission would have been quickly cleared up; had the Statement of Need been included in the review pack, as opposed to only the Degree Proposal. Dr. Beer identified a concern that only students from the three feeder programs could enter the BASOM. Although this is the primary target group for the degree, it is a degree designed for the Grays Harbor community and intended to meet the needs of place-bound students with a number of two-year degrees.

2). An inconsistency Dr. Beer identified within the text of the proposal GHC needed to address: Beer noted ["an AAS and AT degrees are not typically accepted as appropriate preparation for most BA or BS degrees," yet it is sufficient for the 4-year BASOM Operations Management degree.] This inconsistency has now been clarified. The proposal has been amended to clearly state why AAS and AT degrees will be a satisfactory entry point for the degree. The degree is designed around a specific core curriculum, along with a well fleshed out general education component, thus preparing AAS and AT level students to succeed at the baccalaureate level.

3). Specific curricular additions, clarifications, and prerequisites to the BASOM program: Dr. Beer suggested "a requirement of at least ACCT 201 (or similar) as a pre-requisite for BASM 401 Accounting for Decision Making)." Dr. Beers went on to say the inclusion of a Business Law course would be highly desirable, and that he would like to see Micro-Economics and Business Communication courses.

In regard to the Business Communication class, Dr. Beers suggested GHC look at SPSCC's Business Communication 210 course. The class breaks communication into three sub areas: soft skills of communication, oral communication, and the technical skills (such as writing reports, memorandums, and

employment communications). The soft skills in the SPSCC class focus on the role of communication, voice, tone, and contemporary issues. GHC faculty have looked at the syllabi and responded: ENG 304, Advanced Business Writing (with a federal voice) addresses both technical aspects of Business Communication, as well as voice and tone. The BASOM program also has a SOC 403 Organizational Communication in a Social Context, which specifically focuses on communication soft skills; GHC faculty believe these areas have been met. In addition to these, it should also be noted that students from each of the feeder programs will have a required speech class prior to entry in to the BASOM.

Regarding Dr. Beers curricular suggestions, GHC faculty have considered them. Dr. Beer would like to have seen additional economics, business law, accounting, and finance as would be found in a Business Administration degree. The BASOM program is a fine balance between the applied and the theoretical, and not intended to be a Business Administration degree. The focus of the BASOM is developing supervision and management skills in order to support local police officers, counselors, and entrepreneurs to start in management and advance. Nonetheless, we have added ACCT& 201 as a required general education course and prerequisite to BASM 404 and an additional course was designed into the BASOM program: BASM 406, Seminars in Private or Public Service. The course will provide students the opportunity to explore, compare, and contrast both domains. Students focusing in public service will explore the legislative process and public finance, while those students looking to work in the private sector will explore business law and finance. Periodically during the quarter the two groups will meet and discuss differing perspectives of shared case studies. The course is not intended to meet all of the economics, business law, accounting, and finance classes suggested by Dr. Beers, yet will give students a primer for those areas. In regard to prerequisites, we have made adjustment and now make them as suggestions for students entering the BASOM.

The additional expert evaluator of the BASOM degree proposal was Dr. King, the program Director for the Master in Public Administration program at The Evergreen State College. Dr. King began by stating “We in the Master of Public Administration program at Evergreen were quite pleased to be consulted during your program development work and we look forward to serving your alumni in the future.” She went on to compliment the BASOM project for its student services, “The cohort model is a terrific model for student engagement and learning, particularly with “nontraditional” students. You will be creating tightly knit learning communities; these communities will exist long after students complete their program, something especially important for folks who will be growing and developing local communities. Also, the “embedded services” model you propose to use to provide student services and support them through the program is excellent.” After the kudos, Dr. King outlined her recommendations and suggestions.

Dr. King’s concerns fell into the following areas: 1) Type of Degree, 2) Who Does it serve, 3.) What it needs

1.) Type of degree - As with Dr. Beers, many questions relating to the type of degree and the needs, would have been addressed if GHC had included a Statement of Needs along with the program proposal. Having said that, there were definably valuable topics to be explored. Dr. King asked why a Bachelor of Applied Science was being offered instead of a Bachelor of Arts. She went on to say, “the BAS does not have the same cachet as a BA and it could be a limitation for your students.” She was concerned that BAS degrees carry the reputation that there are few general education requirements in the programs, and most of the credits are awarded in a particular professional or technical area. She stated that this was “not true in this case” referring to the BASOM. In one of Dr. King’s statements she outlined GHC should “state why you are better suited to provide this program (and I think you are) than a distance learning program, or the UW, or some other entity.” The development team of the BASOM believes GHC is better-suited to offer this degree since it is based on identified Grays Harbor community needs, integrated within the community through class work. Further, BASOM students will take their classroom

knowledge into the community via the internship/capstone project. We believe this is a far more viable option degree for twin county residents, then an online or out of town program.

2.) Who does it serve - Dr. King stated “This community-based program should be community based”; although a good deal of this concern was addressed in the needs statement, and program development was based on a community survey, the BASOM proposal could do more. The program will have students taking their experience back to the community via internship and the capstone project, yet the community needs to be brought deeper into the BASOM and integrated into the teaching and learning that is occurring. To this end, faculty will identify specific community members to enter each class and connect the academic work to the community. Dr. King stated our “students need the social, economic, and political (governing) context of the region and the state,” if the BASOM is going to support them to the next professional level.

3.) What it needs - Dr. King did not see a “clear indication students will be exposed to budget and finance, beyond what may be covered in the accounting course and the grant writing course (funding).” To this end, we have added ACCT& 201 as a required general education course and prerequisite to BASM 404 and we have added the seminars class, which offers a primer on public finance.

Dr. King mentioned a concern about “how the Advanced Business Writing and Quantitative Design, Data, and Analysis classes differ from each other, given the listed course learning outcomes.” Our faculty took this into consideration, and clarified this through amending the listed course learning outcomes.

Finally, Dr. King was concerned that “In the budget for the program, no money is allocated for support (clerical) services – won’t the program need support staff? Perhaps this is going to be absorbed (in-kind?) by the Dean’s office – if so, indicate so in proposal.”

At GHC, clerical services are provided to the BAS programs through the Office of Instruction, and as such were not included in the BASOM budget. The Vice President of Instruction will monitor and adjust staffing needs to ensure adequate support.

Overall, the BASOM team received some great feedback, made some adjustments, and now has a stronger degree. Expert reviewers’ correspondence on the BASOM program is included in full-text below.

Appendix A – GHC Bachelors of Applied Science in Management (BASOM) Curriculum

ENG 301 Grant and Report Writing (Writing with a federal voice)

This course develops the techniques of business writing and the preparation of informal and formal technical reports commonly found in vocational, technical, and business environments. Students will compose the level of written communication required for the world of work. **Prerequisite(s):** *ENGL& 101: English Composition I*

BASM 302 Introduction to Leadership Course

This course provides an introduction to leadership in private and public organizations. Historical to current leadership theories, leadership principles, and theoretical concepts will be compared and contrasted. Students will integrate theory into ‘real world’ and present day scenarios, and assess the implications to organizations and to leaders while formulating individual leadership styles and skills. **Prerequisite(s):** *Admission to the BASM program*

BASM 303 Human Resources Systems

The course analyzes the HR systems that managers need to successfully operate in today’s workplace. Key principles and strategies in labor relations, recruiting, performance accountability and the role performance evaluations play in gaining employee cooperation and achieving high levels of productivity will be illustrated. Students will identify and assess how HR affects the outcomes of key organizational decisions as well as the role of HR in strategic organizational systems. **Prerequisite(s):** *Admission in the BASM program or instructor permission*

ENG 304 Advanced Business Writing

Technical writing necessitates that students develop foundational knowledge in the area of quantitative research writing: procedures, vocabulary, and concepts. The concepts and procedures serve as important tools utilized for problem solving, and the vocabulary of research is essential for effective communication and critical evaluation of research findings. **Prerequisite(s):** *ENGL& 101: English Composition I*

BASM 305 Program Assessment and Evaluation

This course integrates operationalization, measurement, and assessment of various types of programs and program objectives. Both qualitative and quantitative approaches will be covered as they relate to assessing social programs using applied social science research methods as students formulate evaluation instruments and measurements. **Prerequisite(s):** *ENGL& 301: Grant and Report Writing*

SOC 306 Organizational Behavior

This course analyzes how people and groups in organizations behave, react, and interpret events. Students will assess the role of organizational systems, structures, and processes in shaping behavior. The course will relate theory and research to organizational problems by reviewing advanced concepts in motivation, perception, leadership, decision-making, and conflict. **Prerequisite(s):** *Admission to the BASM program or instructor permission*

BASM 307 Quantitative Design, Data, and Analysis

This course illustrates research design issues related to the social sciences including types of studies, sampling, data collection techniques, research ethics, and report writing. Students will utilize data analysis and presentation strategies including measures of central tendency and parametric testing (e.g., t-test, ANOVA, Pearson Correlation) to present research information and justify management decisions. **Prerequisite(s):** *MATH& 146: Introduction to Statistics*

BASM 308 Emerging Technologies (Including Collaborative and Project Software)

This course identifies emerging technologies and their impact as drivers of change on organizational and team effectiveness and innovation. Students will select and utilize technology tools for content management, project management, collaboration and communication. Students will incorporate group development theories and technology tools to increase traditional team and virtual team performance.

Prerequisite(s): Admission to the BASM program or instructor permission

BASM 309 Project Management – Time, Goals and Budget Management

Students will develop the basic tools, knowledge and skills necessary for successful project management. All phases of the project management process, including: initiating, planning, executing, controlling and closing will be assessed. Areas of leadership, communication and budgeting in relation to project management will also be critiqued. *Prerequisite(s): ENGL& 101: English Composition I and MATH& 146: Introduction to Statistics*

BASM 401 Business Processes and Excel

Students will solve simple and complex problems by moving beyond basic Excel skills to think critically about realistic management situations. Students will organize data for analysis, utilize Excel features and tools for decision making and effectively display results. *Prerequisite(s): BASM 307: Quantitative Design, Data and Analysis*

BASM 402 Leading and Managing in a Diverse World

Students will analyze the concepts, policies and practices facing leaders in a global workplace; including how to manage a diverse workforce by effectively managing/leading people who vary by nationality, ethnicity, culture, religion, gender, language, age, abilities, and unique personal characteristics.

Prerequisite(s): Admission in the BASM program or instructor permission

SOC 403 Organizational Communication in a Social Context

Students will analyze organizations as communication systems. Contemporary approaches to and theories of organizational communication will be evaluated. Organizational membership and identity construction, power and control, efficiency, and group dynamics will be key topics. *Prerequisite(s): ENGL 304: Advanced Business Writing*

BASM 404 Interpretation of Accounting - Accounting for Decision Making

Students will utilize the principals and methods of accounting systems for decision making and interpret financial and managerial accounting documents. The link between accounting information and managerial functions will be analyzed. Understanding that accounting is an integral part of the firm's organizational structure, and not just an isolated department, students will determine the strengths and limitations of accounting systems and utilize accounting information as managers, for decision making, control, planning, and to measure and evaluate performance. The relationships between accounting and other organizational activities will be emphasized. *Prerequisite(s): BASM 401: Business Process and Excel and ACCT& 201: Principals of Accounting I*

SOC 405 Legal and Labor Issues of Supervision and Management

Human resources legal and labor issues directly impact the supervision of staff and the management of the organization. Students, as future managers, will identify the legal and labor issues and behaviors that can lead to personal and organizational liability. Students will assess, research and analyze: (1) legal issues regarding recruitment; (2) key legal issues that govern the employer-employee relationship; (3) the laws that govern individual rights and responsibilities; (4) workplace discrimination law including Title VII of the 1964 Civil Rights Act to the American Disabilities Act of 1991; (3) Labor law and how it impacts contract negotiations and contract administration. *Prerequisite(s): BASM 303: Human Resources Systems*

BASM 406 Seminars in Private or Public Service

Students will explore, compare, and contrast the domains of the public and private sector, choosing one as an emphasis. Students focusing in public service will explore the legislative process and public finance, while those students looking to work in the private sector, will explore business law and finance. Periodically, during the quarter, the two groups will meet and discuss and compare differing perspectives of shared case studies. *Prerequisite(s): Completion of the first year of the BASM program*

BASM 407 Professional Ethics and Social Responsibility

Professional Ethics and Social Responsibility analyzes the ethical responsibilities of managers and leaders within organizations. Students will assess difficult ethical conflicts and dilemmas and originate plausible frameworks for addressing those conflicts. The course will engage students in the critical evaluation of managerial and leadership ethics. *Prerequisite(s): Admission to the BASM program or instructor permission*

BASM 408 Facilitating Change and Development

Students will determine and manage planned and unplanned change by reviewing and evaluating change strategies, initiating change; gaining commitment; overcoming resistance; and maintaining momentum of work groups and organizations within both the internal and external environment. *Prerequisite(s): ENGL& 101: English Composition I and SOC 306: Organizational Behavior*

BASM 409 Capstone Project and/or Administrative/Management Internship

Students will further integrate course work with the world they live in. Students will to link theory and practices, as well as gain exposure to the interdisciplinary nature of management work. Students will work with their advisor to develop their Capstone Project, which will consist of an internship, service learning and/or a special in-depth project. Students will reflect on their observations and evaluate what they have learned. *Prerequisite(s): Completion of the first year of the BASM program*

Appendix B – Doctoral Level Reviews (full-text) and Reviewer’s Qualifications

January 25, 2015

JEB Thornton
Assistant Dean for Transfer and Baccalaureate Programs
Grays Harbor College
Aberdeen WA 98520

Dear Mr. Thornton,

It is a pleasure to serve as an external reviewer for Grays Harbor College’s proposal for a Bachelor of Applied Science in Organizational Management (BASCOM).

I already had occasion to look at components of your program because of the excellent due diligence you did in preparing your proposal, contacting all of the pathway regional programs to which your BASOM students may matriculate. We in the Master of Public Administration program at Evergreen were quite pleased to be consulted during your program development work and we look forward to serving your alumni in the future.

That, in short, represents my overall orientation toward this proposal: you did excellent work preparing the proposal. It is quite complete, contains components that should be part of a good program in organizational management, and will serve an important segment of the higher education market that is not now being served.

The cohort model is a terrific model for student engagement and learning, particularly with “nontraditional” students. You will be creating tightly knit learning communities; these communities will exist long after students complete their program, something especially important for folks who will be growing and developing local communities. Also, the “embedded services” model you propose to use to provide student services and support them through the program is excellent.

I have no doubts that this will be a very successful endeavor for the College and for the Twin Harbors community.

That said, of course I have some recommendations for your consideration.

I performed the review in two ways: 1) used track changes (minimally) and commented on the proposal itself; and, 2) summarized my feedback in the three thematic areas below.

Type of Degree

I know that there are statewide policies on what kinds of degrees can be awarded by which colleges and universities. I presume you have no choice other than to award a Bachelor of Applied Science instead of a Bachelor of Arts, as a degree like this would be awarded elsewhere. That said, the BAS does not have the same cachet as a BA and it could be a limitation for your students. Also, BAS degrees carry the reputation (not true in this case) that there are few general education requirements in the programs and that most of the credits are awarded in a particular professional or technical area. I don’t know if any of this will matter but I think it is worth stating in this context.

Whom Does the Program Serve?

The proposal misses an opportunity to connect this proposed degree to the community/communities the program intends to serve. In addition, there is no demand data in the proposal and no evidence of a needs assessment (or a similar endeavor) performed to test the demand for this program. Your communities are in transition and nascent development efforts are underway. The intention and expectation is that your place-bound graduates will stay in their communities and contribute to positive transition and development. Where will they be working? In what kinds of organizations? Doing what kinds of work? What kinds of projects will they be pursuing in their Capstone experiences? Yes, as you state in the first paragraph of the Introduction, the Twin Harbors communities need better-educated people to take on key roles in management and organizational development. Why do they need the kind of people you are going to be educating? How will this program directly benefit the communities? This is particularly important given the applied nature of the students' proposed Capstone experiences.

One of the most important reason for this program, and why it should be approved in this competitive higher education environment, is that your students are place-bound, in an area that needs the kind of people you are going to graduate. Make this case. State why you are better suited to provide this program (and I think you are) than a distance learning program, or the UW, or some other entity.

Perhaps this was already covered in the statement of need submitted to the SBCTC in February 2014, but I think it is critical to this program, and to the importance of approving this program for GHC, and should be included here. Also, as indicated below, I think it should be central to the definition of your program and the one big, and only, missing piece in your program development

What Is Missing in Proposal? What Changes are Needed?

Given the previous section, it follows that grounding the program in your community is missing in the coursework. If alumni from your program are going to lead the transition and development of the Twin Harbors communities, your students need a strong grounding, as part of their program, in the social, economic, and political (governing) context of the region and the state. This community based program should be community based.

A few more small observations:

- I couldn't find any clear indication students will be exposed to budget and finance, beyond what may be covered in the accounting course and the grant writing course (funding).
- In your Core Competencies (Program Learning Outcomes) you combine analytic and critical thinking: I suggest these be separated.
- In the budget for the program, no money is allocated for support (clerical) services – won't the program need support staff? Perhaps this is going to be absorbed (in-kind?) by the Dean's office – if so, indicate so in proposal.
- It is not clear how the Advanced Business Writing and Quantitative Design, Data, and Analysis classes differ from each other, given the listed course learning outcomes.

If I can be of any further assistance, please do not hesitate to contact me.

Best Wishes,

Cheryl Simrell King, Ph.D.
(electronically signed: 1/25/15)

**Assessment and Review of Program Proposal
for the Bachelor of Applied Science in
Organizational Management**

January 25, 2015

Richard Beer, Ph.D.
Dean, School of Business
Saint Martin's University

Introduction

I congratulate the administration and faculty at Grays Harbor College for their initiative to propose and develop a 4-year degree path for students at Grays Harbor College. I am confident this initiative will resonate with the students at Grays Harbor and the business community in the county. Having reviewed Forms C and D of the degree proposal for the Bachelor of Applied Science in Organizational Management (BASOM) I have found the proposal sound and an attractive academic option for students at Grays Harbor College.

This review will primarily focus on the academic curriculum and pre-requisites. I have attempted to offer a few suggestions; however, as I am not thoroughly familiar with Community College rules and regulations some of these might not be implementable.

As far as administrative resources (financial, staff, and faculty resources) are concerned the proposed program seems adequately resourced. The enrollment and financial projections seem to be realistic.

Curriculum Review

Entry requirements and course pre-requisites

The proposal states that the new program is intended as a pathway for students with AAS degrees in Human Services, Criminal Justice, and Business Management to take leadership roles in both non-profit and profit-based organizations. This raises several questions,

- Is program admission restricted to graduates from only these three areas (Human Services, Criminal Justice, and Business Management)?
- Can students with an AA in other fields be admitted if they meet certain course pre-requisites?
- The Grays Harbor General Catalog states, "AAS and AT degrees are not typically accepted as appropriate preparation for most BA or BS degrees," yet it is sufficient for the 4-year BASOM Operations Management degree. This seems inconsistent and should be clarified.
- Must student have completed the AAS degree before being admitted to BASOM? I believe it would greatly increase the program attractiveness (and enrollment) if student were to be allowed to concurrently enroll, i.e. be admitted to BASOM while being within a certain credit count towards AAS requirements. For example to grant (conditional?) admission to BASOM if the prospective student is with XXX credits of an AAS degree and also meets functional pre-requisites (like MTH 146) for BASOM courses.

I suggest considering opening the new program to all graduates of a 2-year degree as long as an appropriate set of additional courses have been satisfied. For example, graduates of vocational programs (Automotive, Carpentry, etc.) might wish to at one point run their own small business and would greatly benefit from the proposed BASOM program. [Disclaimer: I am not familiar with Community College accreditation requirements to judge if this "cross-

over” would even be administratively possible. In my opinion it would at the very least require a minimum of additional courses work in General Education and Math, but possibly not a “full” AA or AAS degree.]

As additional course requirements I strongly suggest the inclusion of at least an Introductory Accounting course and a Business Law course (students entering with an AA in Business have already met these requirements. However, the required Law courses in Human Services and Criminal Justice are sufficiently different in their emphasis and do not typically cover core areas in Business Law.)

It is also suggested to include a course in Business Communication, which again has a very different orientation from either Speech and/or Business Writing. Beyond writing and speech Business Communication should also include such subjects as: negotiation skills, presentation skills (e.g. effective presentation skills of data/quantitative information, role playing hiring interviewer/interviewee, etc.).

Curriculum specific recommendations

- The course “Program Assessment and Evaluation” does not list any other pre-requisites than BASM 301 Grant and Report Writing. It should explicitly list MTH 146 (Statistics) and possibly (desirable) BASM 307 Quantitative Design, Data, and Analysis (which does list MTH 146 as pre-requisites). Without a strong foundation in Statistics it is not possible to address some of the stated content for this course: Measurement, Program Outcomes, Randomized Field Experiments, Measuring Efficiency).
- Inclusion of a Business Communication class (e.g. SPSCC CIS 210 (<http://www.spscc.ctc.edu/programs/comp-is/classes-4>)
- Inclusion of a Business Law course
- Requirement of at least ACC 201 (or similar) as a pre-requisite for BASM 401 Accounting for Decision Making).
- Highly desirable would also be a Micro-Economics course.

Inclusion of these suggested course cannot be accomplished at BASOM level (300 and above) as this would greatly increase the course requirements and therefor length of the program (unless other courses are dropped, which would weaken the program). It is suggested to incorporate the above courses in the AAS curriculum (Students with an AA degree in Business will have already met all these suggested additional courses. For other students these courses could be taken in lieu of some electives).

In summary, the program title “Organizational Management” implies that it is not intended as a Business Administration degree, which would require a more comprehensive coverage in Economics, Accounting, and Finance. For 4-year Business Administration program it is generally understood that twelve (12) core areas must be covered with at least 30 hours of coverage in each area. It does not mean that each core area must be covered in an individual course; the content material can be demonstrably subsumed in other courses across the total curriculum.

Undergraduate Common Professional Component for Business Administration	
Functional Areas	a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resource Management

The Business Environment	<ul style="list-style-type: none"> e. Legal Environment of Business f. Economics g. Business Ethics h. Global Dimensions of Business
Technical Skills	<ul style="list-style-type: none"> i. Information Systems j. Quantitative Techniques/Statistics
Integrative Areas	<ul style="list-style-type: none"> k. Business Policies l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

A BASOM student with a prior AA in Business will mostly likely meet all criteria. Students with other backgrounds (Human Services, Criminal Justice) will most likely fall short in some areas (like Economics, Business Law, Accounting, Finance). The former will have a good academic foundation to succeed in an MBA program, whereas the latter will most likely be required to take additional bridge courses before entering an MAB program (of course, each school sets their own admission criteria for MBA students).

Within its intended scope and programmatic goals the proposal is well developed and the curriculum well defined. The high level course descriptions have clearly articulated goals and learning outcomes, and administrative rules and policies.

Submitted electronically, January 25, 2015, Richard Beer, Ph.D.

Appendix - Reviewer Qualifications

Cheryl Simrell King, Ph.D. has been teaching, doing research, and practicing in the areas of policy, governance, citizen engagement, community building, sustainability, and design thinking for 30 years, the last 15 years in the Olympia area.

She is author and editor of two editions of a text on the roles and relationships among and between citizens and their governments: (*Government is Us: Strategies for an Anti-Government Era*, 1995) and (*Government is Us: 2.0*, 2011), and coauthor of a text on transformational practices in administration (*Transformational Public Service: Portraits of Theory in Practice*, 2005). She has also published numerous articles in journals and trade publications. Recently, one of her coauthored articles was chosen as one of the 75 most influential articles in the 75-year history of the journal *Public Administration Review*.

In addition to serving on the faculty at The Evergreen State College and as Director of the Master of Public Administration (MPA) Program, she also works with local and regional governments advising on, designing, and deploying engagement strategies. Recently she expanded her portfolio, including design elements into engagement work, focusing on how citizens and administrators communicate with each other and how we design citizen-centered processes and services.

Richard Beer, Ph.D., Dean, School of Business, Saint Martin's University Dr. Richard Beer came to Saint Martin's from the School of Management at the University of San Francisco where he served as a member of the faculty and Associate Dean. He has been a teacher, researcher and research administrator in Information Technology for over twenty years. His research interests include data mining, process modeling, IT security, and computer simulation models. His undergraduate degree is in Engineering and he holds a PhD in Informatics and a graduate degree in Mathematics. Richard Beer: B.S. (1976), Technische Fachhochschule Berlin; M.A. (1980), Wake Forest University; M.S. (1983), University of Minnesota; Dr.-Eng. (1987), Technische Fachhochschule Berlin.