

Bachelor of Applied Science in Applied Management

Green River College

Submitted: August 2017

COVER SHEET

NEW DEGREE PROGRAM PROPOSAL

Program Information

Program Name: Bachelor of Applied Science in Applied Management CIP Code: 52.0701

Institution Name: Green River College

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

Degree: AAA in Business Management CIP Code: 52.1401 Year Began: 1993

Planned Implementation Date: Fall 2018

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Introduction

The goal of Green River College's BAS in Applied Management is to provide placebound and underserved students a pathway into high-demand, high-paying careers in management, marketing, sales, and human resources. Labor data from a variety of sources confirms a shortage of qualified candidates in these fields and this degree seeks to address this critical shortage, helping provide employment opportunities and help drive economic growth in our communities. This degree will feature close collaboration between our business program and local businesses in the form of job shadows, consulting projects, and possible internships. The opportunity for students to address real issues in real businesses will be deeply embedded in the program curriculum and will prepare students for the rigors of the modern workforce. The proposed BAS in Applied Management is consistent with Green River's mission "Ensure student success through comprehensive educational programs and student support services responsive to our diverse communities."

Criteria 1: Curriculum Demonstrates Baccalaureate-Level Rigor

Green River College has carefully designed the Bachelor of Applied Science (BAS) degree in Applied Management curriculum to include baccalaureate-level academic rigor as well as knowledge and technical skills demanded by employers.

Program Learning Outcomes

The BAS degree in Applied Management program is designed to prepare students for employment in a variety of business positions, including management analyst, general and operations manager, marketing managers, market research analyst, sales manager, and human resource specialist. Based on an assessment of the skills required for the occupations targeted by this degree, students completing the BAS in Applied Management will be able to:

1. Formulate effective business strategies by conducting thorough analysis of a given market and business environment
2. Demonstrate leadership competencies and teamwork skills necessary to resolve interpersonal and organizational challenges that most often occur in the modern workplace
3. Analyze quantitative and qualitative data to effectively and efficiently resolve business problems
4. Analyze financial data to explain organizational performance and identify business opportunities in a given market
5. Using organizational behavior principles and human resources management practices, formulate a plan to effectively hire, retain, and develop a workforce

6. Plan and implement marketing and sales strategies to maximize long-term profitability of a firm
7. Demonstrate professional and persuasive communication to internal and external stakeholders, both orally and in writing
8. Construct operations and project plans that efficiently and effectively leverage organizational resources
9. Formulate strategies to increase ethical behavior and socially responsible decision-making within and organization

Program Evaluation Criteria and Process

Program evaluation is a continuous process at Green River College, beginning during the initial exploration and development of a degree. In addition to the research and feedback used to evaluate the need for the BAS degree in Applied Management, the program has sought out input and feedback from a number of additional sources including:

- The Business, Marketing, and Entrepreneurship Advisory Committee members were asked to conduct a review and provide feedback on program outcomes, curriculum, and course descriptions to ensure students will attain the necessary development for success in various management careers. The Business, Marketing, and Entrepreneurship Advisory Committee unanimously supports this degree.
- Business, Marketing, and Entrepreneurship faculty engaged in discussions with managers in local industry to gain insights about this area's employment and skill needs related to business professionals.
- Business, Marketing, and Entrepreneurship faculty corresponded with business faculty and with business educators at colleges and universities to discuss best practices as they pertain to educating business students.

External experts with experience in management and higher education have also assessed the BAS degree in Applied Management to ensure rigor, consistency, and quality (See p. 25,).

Green River College will continue to gather input from business experts in industry and higher education throughout the curriculum development and implementation phases to ensure rigor of the content, appropriate learning methodologies, and required expertise.

Through the input of the Business, Marketing, and Entrepreneurship Advisory Committee, industry will continually participate in recommending and reviewing program curriculum for the BAS degree in Applied Management. This advisory committee has been instrumental in the success of Green River College's Business Management AAA degree and has expanded its scope to include our BAS degrees, including our existing BAS in Marketing and Entrepreneurship and

this new BAS in Applied Management. Committee members include business owners, managers, and professionals working in large and small companies.

At Green River College, a formal Program Assessment and Improvement review is conducted every five years. However, for this new BAS degree, aspects of the college's program review process will be completed at the end of year one and a full review will be completed at the end of year two, then every five years thereafter. This review process entails a thorough assessment of every part of the program including:

- Description of the program
 - Student demographics
 - Enrollment trends
 - Annual course offerings/cancellations
 - Quarterly enrollment
 - Quarterly course completion
 - Employment and wage status
- Personnel summary: courses taught by full-time versus adjunct faculty by quarter
- Program curriculum
- Course prerequisites
- Program support: instructional resources; facilities, equipment, and budget; and miscellaneous support services
- Learning outcomes
 - Campus-wide learning outcomes and program-level learning outcomes
- Advisory committee/industry relations
- Employment outlook
- Overall assessment of the program

In addition to the recommendations of the Business, Marketing, and Entrepreneurship Advisory Committee and the Program Assessment and Improvement process, Green River College will routinely collect and analyze data and feedback from students, program faculty, and the institution to evaluate the BAS degree in Applied Management program's effectiveness. Exhibit 1 outlines various assessment tools that will be used for program assessment.

Exhibit 1: Program Assessment Tools

Assessment Tool	Used to Assess	When Assessed
Student course evaluations	<ul style="list-style-type: none"> Satisfaction with balance of knowledge, skills, and practice in the course 	Every other quarter that a course is offered
Student program evaluations	<ul style="list-style-type: none"> Satisfaction with program's curriculum, access to resources, feedback from faculty, and student services 	Last quarter of the program prior to graduating
Institution program statistics	<ul style="list-style-type: none"> Student demographics Student enrollment trends Student retention Student persistence Student success/completion by course Student progression through the program Student persistence from year to year 	Quarterly and annually
Post-graduation student survey	<ul style="list-style-type: none"> Effect of program completion on career Effectiveness of the program in meeting job expectations Effect of the program on career progression Effect of the program on wage progression 	Six months after graduating
Post-graduation employer survey	<ul style="list-style-type: none"> Graduates possess the skills and knowledge required for entry into the profession The extent to which the graduates' skill and knowledge meet employers' needs and expectations 	Six months after graduating
Faculty feedback	<ul style="list-style-type: none"> Observed increase in student skills and performance Student preparedness upon entering individual courses 	Annually
Advisory committee feedback	<ul style="list-style-type: none"> Perceived strengths and weaknesses of the program Relevance of curriculum to employer needs 	Annually
Cost Analysis of Program	<ul style="list-style-type: none"> Program viability Alignment with strategic planning goals of the institution 	Annually
Curriculum Review	<ul style="list-style-type: none"> Relevance of curriculum to employer needs Perceived strengths and weaknesses of the program 	Every three years

Course Preparation Needed by Students Transferring with a Technical Associates Degree

The BAS in Applied Management enables individuals with any AAA, AAS, AAS-T, AA, and AS degrees to combine their lower-division technical or transfer preparation courses with upper-division credits in management. The result is a practical, application-oriented Bachelor's degree. The BAS in Applied Management also combines the breadth and academic rigor required for students who wish to continue their studies at the Master's level.

The entry requirements for the BAS degree in Applied Management program have been carefully designed to accomplish two goals. The first is to provide access to students from both career and technical programs and academic transfer programs, which opens pathways for students with a variety of associate's degrees and allows for easy articulation of degrees from neighboring colleges. The second is to select requirements that are sufficiently rigorous to ensure that prospective applicants are prepared for success once they enter the program. Entry requirements are:

- Possess a AAA, AAS or AAS-T degree with a cumulative GPA of 2.5 or better **OR** an AA or AS degree (when applicable) with a cumulative GPA of 2.5 or better
- Completion of Math at the 097 level or higher (5 credits with a grade of 2.5 or better)
- Completion of ENGL& 101 or ENGL 126 or ENGL 127 or ENGL 128 or ENGL& 235 (5 credits with a grade of 2.5 or better)

General Education Components

General education is an important component of all applied baccalaureate degrees, providing students with a baseline of knowledge and understanding in: communication skills, quantitative and symbolic reasoning skills, humanities, social sciences, and natural sciences. Green River College has planned carefully to ensure that the general education courses required for the BAS degree in Applied Management meet state guidelines for general education in applied baccalaureate degrees.¹

To complete the BAS degree in Applied Management, students must complete 10 credits of communication skills, 5 credits of quantitative and symbolic reasoning skills, 10 credits of humanities, 10 credits of social sciences, 10 credits of natural sciences, and an additional 15

¹ Washington State Board for Community and Technical Colleges, [Recommendation for Minimum General Education Requirements for Applied Baccalaureate Degrees](https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/applied-baccalaureate/RecommendationforGenEdRequirementsforBASJuly2015.pdf), <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/applied-baccalaureate/RecommendationforGenEdRequirementsforBASJuly2015.pdf>, July 5, 2017

credits of general education courses; to total 60 credits. These general education requirements are detailed in Exhibit 2.

Green River College has designed these general education requirements to carefully balance rigor and flexibility. The general education requirements in the BAS program allow students from a wide variety of career and technical, and transfer degree programs to utilize their associate's level credits to complete the BAS degree in Applied Management in a timely manner. These requirements also allow students to utilize courses from a breadth of academic disciplines. Green River College will continue expanding their upper-division course offering so that students will have the ability to utilize additional upper-division courses in their academic plan for the BAS degree.

Exhibit 2: General Education Requirements for BAS in Applied Management

Area	Credits	Course(s)	Typical Level of Completion
Communication Skills	10	ENGL& 101 English Composition I	Associate
		ENGL& 126 Writing: Humanities or ENGL& 127 Writing: Social Science or ENGL& 128 Writing: Science, Engineering, Business or ENGL 235 Technical Writing	Associate or BAS
Quantitative/Symbolic Reasoning Skills	5	MATH& 141 Pre-Calculus or MATH 147 Finite Mathematics: Business & Social Science	Associate
Humanities	10	CMST& 210 Interpersonal Communication or CMST& 220 Public Speaking or CMST& 230 Small Group Communication	Associate
		Five credits from the list of Humanities courses approved for the AA-DTA degree.	Associate or BAS
Social Sciences	10	BUS& 101 Introduction to Business	Associate
		BUS& 201 Business Law or BUS 181: Introduction to International Business or Five credits from the list of Social Sciences courses approved for the AA-DTA degree.	Associate or BAS
Natural Sciences	10	5 credits lab science from Natural Science List A for the AA-DTA degree	Associate or BAS
		MATH 256 Statistics for Business and Social Science	Associate
Additional General Education	15	ACCT& 201 Principals of Accounting I	Associate or BAS
		10 credits from the lists of Humanities/Fine Arts/English, Social Science, or Natural Science courses approved for the AA-DTA degree	Associate or BAS
Total General Education Credits: 60			

Course Work Needed at Junior and Senior Levels in the BAS Program

In addition to the 105 general education course credits discussed in the previous section, students will need to complete 75 credits of upper-division core requirements, totaling 180 credits, to earn the BAS degree in Applied Management. The core requirements are shown in Exhibit 3.

Exhibit 3: Core Requirements for BAS Degree in Applied Management

Core Requirements - 75 Credits	Credits
ACCT 300 Financial and Managerial Accounting	5
BUS 301 Organizational Leadership	5
BUS 310 Marketing Research and Analytics	5
BUS 315 Organizational Design	3
BUS 320 Human Resources Management	5
BUS 335 Integrated Marketing Communications or BUS 350 Product Development and Innovation	5
BUS 340 Project Management	5
BUS 345 Corporate Finance	5
BUS 360 Business Development and Sales Management	5
BUS 361 Negotiations	5
BUS 385 Operations Management for Competitive Advantage	5
BUS 395 Strategic Marketing Management	5
BUS 399 Applied Professional and Career Development	5
BUS 405 Corporate Social Responsibility	2
BUS 420 Business Strategy	5
BUS 425 Business Analysis	5

These core business courses will provide students with advanced business skills that build on the knowledge and skills they acquired from associate's level courses. In addition, these courses will develop broader competencies by embedding content in the areas of:

- Oral and written communications
- Critical thinking and problem solving
- Diversity
- Business law

By embedding this content across a variety of core courses, these important topics can be presented in multiple contexts and can be reinforced several times over the course of the program.

Please see Appendix A for course descriptions.

A student who has only completed the entry level requirements and is attending full-time (15 credits) during fall, winter, spring and summer quarter will be able to complete the BAS degree in Applied Management in 9 quarters. *However, most students entering the BAS program will have completed several general education courses as part of their AAA, AAS or AAS-T degree requirements and will be able to complete the program in 6-7 quarters.*

Exhibit 4 shows a sample full-time student schedule for a student who has completed the entry level English requirement plus two other general ed courses as part of their AAA, AAS, or AAS-T degree.

Exhibit 4: Sample Student Schedule

Fall – Year 1		Winter – Year 1		Spring – Year 1		Summer – Year 1	
Course	Credits	Course	Credits	Course	Credits	Course	Credits
Bus 340	5	Bus 399	5	Bus 361	5	BUS 385	5
Bus 301	5	Acct 300	5	Bus 350 or 344	5	BUS 395	5
General Ed	5	General Ed	5	General Ed	5	General Ed	5
Total Credits	15	Total Credits	15	Total Credits	15	Total Credits	15

Fall – Year 2		Winter – Year 2		Spring – Year 2		Summer – Year 2	
Course	Credits	Course	Credits	Course	Credits	Course	Credits
BUS 320	5	BUS 315 & BUS 405	5	BUS 420	5	BUS 425	5
BUS 345	5	BUS 310	5	BUS 360	5	General Ed	5
General Ed	5	General Ed	5	General Ed	5	General Ed	5
Total Credits	15	Total Credits	15	Total Credits	15	Total Credits	15

The Program Director and/or Program Manager will work with each student in the BAS in Applied Management program to develop an academic plan, ensuring that students are able to efficiently meet their degree goals. The program schedule will be constructed to provide students the flexibility to attend full or part-time. To ensure convenience for working students, while maintaining a high level of interaction between program participants, core courses will be offered mainly in hybrid format, with evening class sessions at Green River’s Kent Campus. Certain core classes may be offered online. General education classes will typically be available in face-to-face, hybrid, and online formats throughout the year, giving advisors and students a variety of alternatives when constructing an academic plan.

Criteria 2: Qualified Faculty

Green River College projects an enrollment of 24 FTE for the first year that the BAS degree in Applied Management program is offered. It projects full enrollment of 48 FTEs by the second year. To support this degree program, one full-time equivalent faculty will be dedicated to the program in the first year, and two full-time equivalent faculty will be dedicated to the program in subsequent years.

The business faculty member assigned to the program during year one will serve as the Program Director and receive a stipend for performing these additional duties. This faculty member has served as Program Director for three years in Green River's BAS in Marketing and Entrepreneurship, allowing us to leverage existing processes to efficiently and effectively serve students. The Program Director will be supported by our existing full-time Program Manager, who can also leverage established processes to serve students. The second faculty member, added in year two, will be assigned 100% to instruction.

Green River College faculty teaching upper-division general education courses in the BAS degree in Applied Management program will teach these courses as part of their normal load, so initially no additional faculty will be required in departments outside of Business, Marketing, and Entrepreneurship.

Faculty Credentials

Business faculty teaching in the BAS degree in Applied Management program will typically be required to hold a minimum of a master's degree. Adjunct faculty will typically be business professionals who are currently working in the field and hold a master's degree. When possible, the program will seek faculty with a PhD or JD degree.

Faculty teaching general education courses meet the standards of qualifications for community and technical college personnel (outlined in WAC 131-16-080 and 131-16-091). These individuals hold advanced degrees (e.g. masters, doctorate, juris doctorate) in their field(s) of educational service. All faculty, full-time and adjunct, are screened and evaluated per college policy and negotiated agreements. Green River is committed to recruiting diverse faculty to serve our diverse student populations.

Exhibit 5 shows the faculty profiles of Green River College full-time and adjunct faculty who will teach core courses in the BAS degree in Applied Management degree program. These class assignments may change as new full-time faculty are hired into the program.

Exhibit 5: Faculty Profiles

Faculty Name	Education Credentials	Full-time or Adjunct	Upper-Division Course(s) To Be Taught
R.J. Amador	Masters in Applied Economics	Full-time Business, Marketing, and Entrepreneurships Faculty	BUS 310, BUS 335, BUS 350, BUS 360, BUS 361, BUS 385, BUS 405, BUS 420, BUS 425
Tim Broxholm	MA in Industrial-Organizational Psychology	Full-time Business, Marketing, and Entrepreneurships Faculty	BUS 301, BUS, 315, BUS 320, BUS 360, BUS 361, BUS 399, BUS 420
Jeff Perlot	MBA	Full-time Business, Marketing, and Entrepreneurships Faculty	BUS 310, BUS 335, BUS 350, BUS, BUS 385, BUS 420, BUS 425
Felix Khumalo	PhD in Business Administration	Adjunct Business Faculty	BUS 301, BUS 315
Jeremy Mauck	MBA	Adjunct Business Faculty	BUS 395, BUS 420
Philip Pizelo	ABD Industrial-Organizational Psychology Masters in Economics	Adjunct Business Faculty	BUS 301, BUS, 315, BUS 320, BUS 360, BUS 361, BUS 399 BUS 420
Nausica Zorzi	MIB Masters of International Business	Adjunct Business Faculty	BUS 340, BUS 360, BUS 361
Kelly Walsh	MA in Communications	Adjunct Business Faculty	BUS 335, BUS 395
Nicole Harris	MPAcct	Full-time Accounting Faculty	ACCT 300, BUS 345

Professional/Technical Certification

Full-time faculty who are responsible for the core requirement technical courses in the BAS in Applied degree program meet the certification requirements for professional and technical instructors and administrators as stated in the Washington Administrative Code, WAC 131-16-091.

Criteria 3: Admissions Process Consistent With an Open-Door Institution

The admission process for Green River College’s Bachelor of Applied Science (BAS) degree in Applied Management program is designed to create a pathway for students to obtain a bachelor’s degree while maintaining the necessary entry requirements for student success.

Selection and Admission Process

All persons who meet the entry requirements for the BAS degree in Applied Management will be admitted into the program. By utilizing an open admission process students who meet the entry requirements will have access and a pathway to advanced education. In the case where more students wish to enroll in the program than spots are available, a waitlist will be created and those students will be admitted on a rolling basis. In the meantime, waitlisted students will work with the Program Manager or Program Director to take general education courses to begin fulfilling the general education degree requirements. This combination of rolling admission and intensive pre-entry advising helps maximize access for underserved student populations. The entry requirements for the BAS degree in Applied Management program are detailed in Exhibit 6.

Exhibit 6: Entry Requirements for BAS Degree in Applied Management Program

Entry Requirements	Notes	Credits
<ul style="list-style-type: none">• Possess a AAA, AAS or AAS-T degree with accumulative GPA of 2.5 or better OR an AA or AS degree (when applicable) with a cumulative GPA of 2.5 or better• Completion of Math at the 097 level or higher (5 credits with a grade of 2.5 or better)• Completion of ENGL& 101 or ENGL 126 or ENGL 127 or ENGL 128, or ENGL& 235 (5 credits with a grade of 2.5 or better)	Degree must have been earned at a regionally accredited institution	90

Entry requirements for the BAS degree in Applied Management program have been designed to ensure that prospective applicants are academically prepared for the rigors of the BAS degree, and that once students enter the program they will have the ability to attain success. The entry requirements are also designed to allow educational pathways for students from a variety of programs, including those from neighboring colleges. In addition, Green River is actively developing accelerated learning formats designed to provide new pathways for students who don’t initially meet program entry requirements upon completion of their associate’s degree.

To ensure that graduates from nearby community colleges are given an opportunity to complete the proposed BAS degree, Green River College plans a three-part approach. First, the BAS Program Director and Program Manager will work with each of the surrounding schools to articulate their career and technical associate's degrees to the proposed BAS degree. Second, the BAS Program Director and Program Manager, along with Green River's Business faculty, will perform outreach to their students by visiting other campuses to speak with students who are nearing graduation. Third, faculty members will participate in Green River's open house events to share information about the BAS degree.

Efforts to Assure Service to Our Diverse Population

One of Green River College's institutional goals is: *"Ensure student success through comprehensive educational programs and support services responsive to our diverse communities."*² Equity is a core value that is integral to every program offered at Green River College, including its existing associate's-level programs and its future BAS degree in Applied Management. We encourage, foster respect for, and respond equitably to diverse perspectives and needs.

The BAS in Applied Management fits within the Career and Technical Education core theme at Green River. Within this core theme, equity is a core objective. The BAS in Applied Management will be measured by indicators of proportional representation of diverse students in terms of access to the program and retention and success in the program.

The BAS Program Manager will partner with the Green River Office of Diversity, Equity, and Inclusion, the outreach office, and marketing and communications office to develop an early outreach plan and marketing plan to diverse populations, both on and off campus. While it is anticipated that several students in GRC's BAS in Applied Management program will have earned their associate's degree at Green River College, the program will reach out to diverse populations within associate degree programs at other technical and community colleges in the area. Specifically, the BAS Program Director and Program Manager, along with Green River's Business faculty, will reach out to neighboring colleges, including Renton Technical College, Highline College, Pierce College, and Tacoma Community College, to ensure a path for their graduates toward an applied baccalaureate degree. The demographics of these colleges are different from Green River and can enhance overall diversity within the BAS in Applied Management program.

Green River College Business faculty, working with the Business, Marketing, and Entrepreneurship Advisory Committee and the BAS Program Manager will also promote the BAS degree in Applied Management to local businesses to reach currently employed employees

² Green River College, About Us, <http://www.greenriver.edu/about-us/strategic-plan/mission-and-vision.htm> July 7, 2017

who would benefit from upgrading their education, skills, and abilities. Delivery modes and course schedules will take into account the needs of employed students.

Criteria 4: Appropriate Student Services Plan

Green River College is committed to providing a variety of student-focused support services that will help students achieve success in the Bachelor of Applied Science (BAS) degree in Applied Management program.

Student Services Plan

Green River College places the highest priority on the needs and success of all of its students. The college is committed to providing students with open access to comprehensive programs and services in a nurturing environment, empowering students to take initiative and responsibility for their educational and professional development. More specifically, students in the BAS in Applied Management program will be supported at the program level through concierge student support from a full-time Program Manager. The Program Manager can provide support for admissions, scheduling, advising, and other student navigation services.

Program faculty will participate in the Progress and Alert for Student Success (PASS) system. The system is designed for faculty to alert students and the Program Director to potential success inhibitors at any point in the quarter. The PASS system is useful specifically in scenarios where faculty provide feedback early in the quarter, enabling faculty, advisors, and the Program Director to become aware of potential issues that would derail a student's success, address those situations, and create an academic plan to ensure the student is able to succeed. Further, the PASS system allows faculty to provide positive reports, ongoing feedback, and completed progress.

Another service offered at the program level will include a Career Preparation Plan. During a student's final year, the Program Manager or Program Director will work with students to develop a post-graduation career plan that includes: a targeted job searching strategy, a networking plan, a high-quality resume, and a portfolio of applicable projects. The goal of this service is to ensure students are prepared to enter the job market and attain employment.

This intensive program-level support helps minimize additional impacts on Green River's student service departments that would normally be caused by the addition of a new degree program.

At the institutional level, students in the BAS program will have year-around access to the high-quality student services that all Green River College students receive. It is anticipated that the following services will be those most frequently used by students in the BAS degree program.

Bookstore: The Paper Tree bookstore offers students one-stop convenience for textbook and general school supplies needs. Students may purchase textbooks online as well as on campus.

Career and Advising Center: The Career and Advising Center offers comprehensive career and education planning resources for current and prospective students. The BAS Program Manager and the BAS Program Director will provide most of the advising and educational planning services for BAS students. The BAS Program Manager will work extensively with students to help them pursue work in their chosen field, including sponsoring career forums and job fairs specifically for the Applied Management BAS students who are nearing graduation.

Counseling Services: Counseling seeks to promote physical and psychological health of Green River College students and the campus community to support student success. Counseling provides short-term mental health counseling and self-care/wellness education to Green River College students. Workshops and consultation services are offered for staff, faculty, and student organizations. Services are free and confidential.

Disability Support Services (DSS): DSS assists students with physical, learning, sensory, cognitive and/or psychological disabilities by identifying and coordinating reasonable accommodations for equal access to academic programs and activities.

Office of Diversity, Equity and Inclusion: The Office of Diversity, Equity and Inclusion works to promote intellectual discourse, leadership and social justice among students, staff, faculty and our surrounding communities. Some of the services provided are Bilingual services to multiple groups, including translation, peer navigation of the campus, peer mentoring, and co-curricular opportunities to learn and engage with other students, faculty and staff.

Enrollment Services: Enrollment Services provides a variety of support to prospective students, current students, and the campus. It interprets and applies Green River College's policy and procedures for admissions, registration, records and graduation. The BAS Program Manager will be the first point-of-contact for enrollment-related services for students enrolled in the BAS in Applied Management degree program.

Financial Aid: Please see the Financial Aid Services section on the next page.

Library and Open Computer Labs: The Holman Library serves the students, faculty, and staff of Green River College by providing the resources and services necessary to ensure access to information and development of information literacy skills. The library houses approximately 59,000 items. It has a collection of more than 35,000 eBooks. The library provides online access to approximately 15,000 periodicals through subscription databases. The library also subscribes to 200 periodicals in print format. Students have access to more than 150 networked computers in the Information Commons open computer lab of the Holman Library. Students also have access to more than 100 networked computer workstations in an open computer lab in the college's Technology Center.

Online Services: Online services enable students to apply for admissions, plan their schedules, register and pay for classes, run a Degree Audit to view graduation requirements for their program and courses needed to complete the program, and view their unofficial transcript. Students can also access their student e-mail account, eLearning content and resources, and library services.

Recreation and Athletics Center (RAC): Green River strives to provide safe and healthy outlets from the intellectual and emotional demands of college life. Some of your daily stressors can be sweated away by lifting weights in the weight room, using cardio machines or joining a group fitness class in the RAC or joining in on a full schedule of Intramural Sports where you can meet fellow students in a friendly challenge.

Student Life: Student Life provides an opportunity for students to foster personal and professional relationship building, provides occasion to enrich cultural experiences, cultivate community connects and supports a healthy school-life balance. You can engage in involvement through a wide variety of experiences by participating in events, activities and clubs/organizations such as (but not limited to): volunteering, attending lectures that will challenge your current perspectives and ideas in a safe and educational setting, participate in leadership opportunities all while having fun. Through our office, you can also join one of many social or academic clubs/organizations or join the Associated Students of Green River College (ASGRC) Student Government.

Tutoring and Resource Center: Students have access to free tutoring services. In addition to tutoring, several other student resource centers are available on campus, including the Writing Center, the Public Speaking Center, and the Math Learning Center.

Veterans Services: The Veterans Service office assists veterans in activating and maintaining their educational benefits. Green River College actively reaches out to veterans through its Veterans Coordinating Council, which engages in marketing and outreach to veterans about resources available on campus, honors veterans with symbolic events, and seeks to help veterans with the transition from college to career or workforce.

Financial Aid Services

The Financial Aid office awards, prepares, and disburses federal, state, and institutional aid for all eligible Green River College students. To streamline the disbursement process, Green River College, working with HigherOne, provides students several disbursement options, including direct deposit or a free checking account with debit card through BankMobile. These cards allow students to choose how to receive their financial aid disbursement.

Green River College recognizes that paying for college is a challenge for most students. Financial aid is available in three forms: gift aid—grants and scholarships; employment—jobs on

or off campus; and loans—low interest with deferred repayment. In 2015-2016, the Green River College Foundation offered 296 scholarships worth approximately \$512,000.

The G.I. Bill, veteran's assistance and other military education benefits can all be applied to the cost of attending Green River College.

Green River College offers students a tuition payment plan, called STEP, which enables students to pay their tuition and fees in three manageable payments. STEP is also an option for students who are waiting for their Financial Aid file to be reviewed.

Academic Advising Services

New and continuing BAS program students will receive comprehensive academic advising services from the BAS Program Director and Program Manager. Student-centered program advising is a core competency of the existing associate's program in Business Management and BAS in Marketing and Entrepreneurship, and represents a firm commitment to modeling professionalism and customer service to business students. This same philosophy will be extended to the new BAS program.

Services at Green River's Kent Campus

Most core classes will be available in hybrid format, with evening class sessions conducted at Green River's Kent Campus. As a result, the BAS Program Manager and Program Director will be housed at the Kent Campus to provide support for program students during the day and evening. Students at the Kent Campus will have access to a variety of on-site student services until 8pm Monday through Thursday, including cashiering, open computer labs, and advising. The campus bookstore is available Monday through Thursday during the first week of each quarter. Additional student services can be accessed at Green River's Kent Campus by appointment.

Students at Kent Campus have access to all of the library resources available to students on main campus. This includes online access to all e-books, periodicals, and streaming video resources. Physical books and photocopies from print-only journals can be requested and delivered directly to Kent Campus. Access to a reference librarian is available via phone, email, or chat. The program will collaborate with a faculty librarian to create course-specific online reference guides that curate the most relevant library resources for students, and information sessions facilitated by a faculty librarian will be integrated into select courses. As an additional resource, Kent Campus is across the street from the Kent Library, which is part of the extensive King County Library System.

Kent Campus also provides a convenient location for place bound students due to its proximity to the Kent Station Transit Center, which provides access to the Sounder train and an extensive bus schedule.

Criteria 5: Commitment to Build and Sustain a High-Quality Program

Green River College is committed to developing and sustaining the Bachelor of Applied Science (BAS) degree in Applied Management.

Financial Plan

Green River College proposes the following comprehensive financial plan for its BAS degree in Applied Management.

Funds Used to Support the Program

The BAS degree in Applied Management will be funded as a State FTE program. The degree program is projected to start fall 2018 with 24 students. Another 48 students are projected to start the following academic year. Thereafter, the program will alternate between admitting 24 and 48 students each academic year. Projected enrollments in the BAS degree in Applied Management program for the first five years are shown in Exhibit 7.

Exhibit 7: Projected Enrollments

	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Quarterly FTEs	72	168	192	192	192

**First cohort fall 2018*

The projected enrollment has been used to compute the projected program revenue as shown in Exhibit 8. The tuition to be charged to students is set forth in the Washington State Community College FY2016-17 Tuition Schedule for Upper Division Courses in Applied Baccalaureate Degree Programs.³ It is assumed that the program will run four quarters per year.

Exhibit 8: Projected Program Revenue

Note: Revenue projection assumes a 3% average tuition increase in years 2-5.

	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Applied Baccalaureate Operating Fees	\$ 129,168	\$ 310,434	\$ 365,425	\$ 376,388	\$ 387,679

³ Washington State Board for Community and Technical Colleges, [Current Tuition](https://www.sbctc.edu/colleges-staff/programs-services/tuition-fees/current-tuition.aspx), <https://www.sbctc.edu/colleges-staff/programs-services/tuition-fees/current-tuition.aspx> July 2017.

Projected Program Expenses

Green River College is committed to making this program succeed. Green River College anticipates program expenses for the first five years of the BAS degree in Applied Management program as detailed in Exhibit 9. Green River will leverage courses and resources from its current bachelor's program, which reduces startup costs and maximizes use of existing staff, faculty, and courses.

Exhibit 9: Projected Program Expenses

Note: The projected expenditures assume a 3% average salary increase in years 2-5.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Full-time Business Faculty Salaries		-	69,141	71,215	73,351	75,552
Part-time Business Faculty Salaries		29,275	32,666	43,999	45,319	42,102
Full-time Related Instruction Salaries		-	-	-	-	-
Part-time Related Instruction Salaries		8,132	16,752	8,627	8,886	18,305
BAS Mgmt PD Stipend		12,100	12,100	12,100	12,100	12,100
BAS Program Manager Salary					-	-
Benefits		19,665	48,827	51,199	52,735	56,722
Curriculum Development Stipends	7,000	3,000	3,000	3,000	3,000	3,000
Goods and Services		5,000	5,000	5,000	5,000	5,000
Library		10,000	10,000	22,000	22,000	22,000
Prof. Development/Conferences/Travel		5,000	5,000	5,000	5,000	5,000
Program Promotion	5,000	5,000	5,000	5,000	5,000	5,000
Total Estimated Program Expenses	\$ 12,000	\$ 97,172	\$ 207,486	\$ 227,140	\$ 232,391	\$ 244,781

During the first year, one full-time faculty member will also serve as the Applied Management BAS Program Director, receiving a stipend for those duties. A second full time faculty member will be added fall quarter of year two (2019), the remainder of courses will be taught by adjunct instructors who have strong professional and academic experience.

Sustaining the BAS over time

Because the new BAS in Applied Management builds upon existing resources that efficiently serve BAS students, minimal startup expenses are required. As a result, the program will achieve financial surplus in year 1, and thereafter. Any decisions to expand program enrollments will carefully weigh the resources required to maintain quality and rigor, while ensuring sustainability of providing those additional resources.

Exhibit 10: Projected Net Program Excess (Deficiency)

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Program Income	\$ -	\$ 129,168	\$ 310,434	\$ 365,425	\$ 376,388	\$ 387,679
Estimated total program expenses	12,000	97,172	207,486	227,140	232,391	244,781
Estimated net program excess (deficiency)	\$ (12,000)	\$ 31,996	\$ 102,948	\$ 138,285	\$ 143,997	\$ 142,898

Facilities, Equipment, and Technology

Green River College has developed a Facilities Master Plan to improve its facilities and service to students and the communities it serves. Over the past 10 years, Green River College has constructed several new buildings on its main Auburn campus, including the Technology Center, the Marv Nelson Science Learning Center, Salish Hall, Cedar Hall, and most recently the Mel Lindbloom Student Union. Green River College also has campus locations in Kent, Washington and Enumclaw Washington.

The BAS degree will primarily be operated out of Green River College's Kent Campus. The Kent Campus is part of Kent Station, which is located in the middle of the City of Kent's new downtown shopping district. The location provides ample access to local businesses including: retail stores, restaurants, an event center, professional services, and financial service firms. The location also has immediate access to the Sound Transit's sounder train which offers a commuter option for students. Lastly, the Kent campus features the Small Business Assistance Center which operates with the U.S. Small Business Administration. Close collaboration between the BAS program and the Small Business Assistance Center (SBAC) will provide students access to a variety of learning opportunities and resources. For example, the BAS program will partner with the SBAC to define market research, promotions, and operations projects that students will complete for local businesses under the supervision of Green River business faculty and SBAC Certified Business Advisors. In addition, the BAS program will expand upon our current partnership with the Seattle chapter of Entrepreneur's Organization to source student projects, job shadows, and internships.

Green River College maintains a high level of modern equipment and technology to deliver its existing associate's-level programs. For example, the college recently purchased a state-of-the-art server computer with enormous capacity that supports virtualization and storage area networking.

Green River College has an Instructional Technology committee that works with our Information Technology department to plan and implement regular equipment replacements. Most classroom computers are scheduled for replacement every three to four years. Some classrooms are replaced more often than that to keep hardware and software up-to-date to meet industry demands.

Green River College plans to use its existing facilities, equipment, and technology for the BAS degree in Applied Management program.

Other anticipated technology resources that have also been included in the projected program expenses include library subscriptions to periodicals and software licenses.

Criteria 6: Program Specific Accreditation

The Northwest Commission on Colleges and Universities (NWCCU) reaffirmed the College's regional accreditation on July 15, 2013 as a result of its comprehensive *Year Seven Mission Fulfillment and Sustainability Self-Evaluation*. Upon approval of the by the State Board, the College will submit a minor substantive change application and proposal to the NWCCU to offer the Bachelor of Applied Science (BAS) degree in Applied Management.

Green River College does not plan to seek specialized program accreditation at this time. Baccalaureate programs in business disciplines may be accredited by the Association to Advance Collegiate Schools of Business (AACSB), a nonprofit membership of educational institutions.⁴ Currently, only large public and private universities with multiple business degree offerings are accredited by AACSB.⁵ All of these programs are traditional degree programs—none are Bachelor of Applied Science degree programs.

Criteria 7: Pathway Options Beyond Baccalaureate Degree

Green River College is committed to identifying and developing pathway options for students that extend beyond earning their Bachelor of Applied Science (BAS) degree in Management.

Articulation to Graduate Degree Programs

Green River College Business faculty members are working with institutions that confer graduate degrees in order to articulate clear and efficient pathways for BAS graduates who wish to continue their education onto a master's degree program.

In July 2017, Green River College Business faculty and program manager conferred with the MBA Advisor at the Milgard School of Business, University of Washington-Tacoma (UWT). Admission to the Milgard MBA program at UWT requires a baccalaureate degree from a regionally accredited institution. It was confirmed that the proposed applied baccalaureate in Applied Management would meet this criteria.

Also in July 2017, Green River College Business faculty and program manager conferred with the Director of MBA and Undergraduate Business Programs at Pacific Lutheran University (PLU). It was confirmed that the proposed applied baccalaureate in Applied Management would meet the degree requirement for admission into PLU's MBA, MSF, and MSMR programs. It was suggested that Green River College Business Management faculty work with PLU to develop an

⁴ AACSB, [About AACSB](http://www.aacsb.edu/about), <http://www.aacsb.edu/about>, July 5, 2017.

⁵ AACSB, [Find Accredited Programs](http://www.aacsb.edu/accreditation/accredited-members/global-listing), <http://www.aacsb.edu/accreditation/accredited-members/global-listing>, July 5, 2017.

articulation agreement to streamline the admissions process for our BAS students. Green River faculty and staff agreed to pursue this and is moving forward with this partnership.

In April 2017, an articulation agreement was signed by the State Board for Community and Technical Colleges and Western Governor's University (WGU) Washington. This partnership is extended to all applied baccalaureates in the state of Washington, and will be another fully-online and reputable option for our graduates to consider for continuing their education.

Green River faculty and administrators plan to continue contacting representatives of two- and four-year educational institutions in the area to implement articulation agreements to provide students with a pathway to a Bachelor's in Applied Management. We will also work collaboratively with these institutions in the development of new degrees.

Criteria 8: External Expert Evaluation of Program

Evaluation 1: Chris Finnin, Ph.D. (Appendix B)

Evaluator biography: Dr. Chris Finnin is a multi-award winning Clinical Professor at Drexel University's LeBow College of Business in Philadelphia. He teaches freshman Introduction to Business and Business Consulting; and he helps business undergrads achieve their dreams. He is an avid lover of all things tech and usually has his MacBook Pro, iPad, and iPhone running close to empty.

In November of 2015, Chris was awarded the Dean's Distinguished Teaching Fellowship in the LeBow College of Business. In addition, he was the 2010 recipient of Drexel University's prestigious Barbara G. Hornum Award for Teaching Excellence, an award given to the top teaching professor at the University. Chris earned his Doctorate of Educational Leadership and Management with emphasis in Higher Education from Drexel University.

In 2016, Chris co-authored an article titled "*Measuring Quality, Evaluating Curricular Change: A 7-Year Assessment of Undergraduate Business Student Writing*" which was published in the Journal of Business and Technical Research. In 2012, his co-authored article "*The Impact of ePortfolio's on Students' Learning*" was published in the International Journal of Business & Social Research. He remains passionate about teaching and learning, and being ahead of the best practices for engaging students in large and small classroom environments.

Institution's response and modifications:

Dr. Finnin affirmed and supported Green River College's concept and overview, "*It is my opinion that this program successfully addresses the demands of current employers and accepted academic standards. I am very encouraged by the deep sense of assessment embedded in the program as well as the skills which are being developed and ultimately assessed. The opportunities this program will provide are limitless and the focus on current relevancy is to be commended and applauded.*"

Dr. Finnin believes the learning outcomes do an outstanding job of addressing changing needs of the modern workforce while providing appropriate rigor. Dr. Finnin said, "*I am very encouraged by the depth and breadth of courses offered. This program will provide students with the understanding of business which is required by business leaders today. The required coursework, specifically at the upper level, appears focused on preparing students for the world of work while also preparing them to be informed citizens of their community. Several courses jumped out however, certainly of note is BUS 399, Applied Professional and Career Development. I believe courses like this one should be required of all students at the undergraduate level (across the nation) and I applaud the leadership of Green River College for creating and developing such a course.*"

While Dr. Finnin acknowledged that he does not have expertise regarding learning outcomes and curriculum alignment with graduate school, he did state Green River College's outcomes mirrored those listed in his program at Drexel University.

Dr. Finnin believes the background of the faculty is more than adequate. He recommends the faculty continue to remain relevant in their subject matter expertise. Faculty have the opportunity to apply and leverage funding through the Business, Law, and Education Division as well as through the Faculty Development fund. The Division Dean, along with the faculty, will also seek funding through grants for faculty to continue their growth and development.

Dr. Finnin highlights research regarding student success and first year experience courses. He advocates for Green River College to integrate this experience into the program. Green River College acknowledges and agrees with Dr. Finnin's assertion. The college continues to evolve its student success and first year experience resources. The program will seek opportunities to build this for students transitioning from associates to bachelor's degrees.

Dr. Finnin's analysis of the financial projections affirms the program creates the financial means to successfully operate. Dr. Finnin suggests a continued investment in enhancing access to student services. Green River College is dedicated to ensuring students have access to student services that enhance learning and will work at the institutional level to further assess this recommendation.

Dr. Finnin asserts the program has successfully integrated recommendations from the Advisory committee.

Evaluation 2: Luke Williams, MBA (Appendix C)

Evaluator biography: Having been raised in an entrepreneurial home from a young age, I am the third generation of a family of real estate investors. We have together collectively remodeled over 140 homes in the Greater Puget Sound Area to date. I earned a B.A. in Computer Information Systems with a Business Minor. During college, I also had the opportunity to live and study abroad in Oxford, UK. It was a life-changing experience for me, having studied directly under some of Britain's top experts in foreign policy, international business, and computer science.

After completing my undergraduate degree, I continued my education by completing a Master of Business Administration (MBA) Degree. Having gotten a taste of entrepreneurship at an early age, I decided to embark upon an official career in real estate, being both an agent/investor and a business owner. I have worked in commission sales for over thirteen years, having held positions in small, medium, and large organizations ranging from technical sales recruiting to wireless infrastructure sales & service. Some of the customer relationships I have developed include companies such as Microsoft, Amazon, Expedia, Oracle, Parallels, Entellium, Splunk, PivotLink, Jobster, the Los Angeles Angels of Anaheim, and many others.

My most recent professional experience prior to teaching was working for Pearson Education, a Global Fortune 500 learning company. I am currently a full-time instructor at Central Washington University. Courses I have taught include Professional Selling, Customer Relationship Management, Business Communication/Report Writing, Principles of Retail Management & Technology, Omni-Channel Retailing, Principles of Marketing, Introductory/Advanced Microsoft Excel, Introduction to Business, Small Business

Management/Entrepreneurship, Introduction to Business Principles/Planning/Organization, and Personal Computing.

Institution's response and modifications:

Professor Williams believes the program is relevant and provides opportunity for students seeking positions in a variety of management positions. He supports this by sharing the feedback he has received from his advisory committee at CWU, which consists of executives who believe there is lack of quality candidates in the job market. They specifically mention interpersonal, human relation, and communication skills. The proposed program gives students ample opportunity to cultivate these competencies.

Professor Williams affirms the learning outcomes and curriculum are rigorous and are on par with bachelor's program at his institution, Central Washington University.

Professor Williams suggests adding in a module to *BUS 340 Project Management* that is specific for IT. Green River College acknowledges this suggestion and will seek to build a module related to IT project management into the course. Green River is fortunate to have two highly successful IT BAS programs, and the faculty in both departments can collaborate to build a strong module related to this content.

Professor Williams provides strong support for Green River College's English 235 course in technical writing. He acknowledges Green River College has built access and pathways for students to enter the program.

Professor Williams believes the program provides a variety of options for students pursuing graduate degrees. He recommends building a partnership with CWU's MS-ITAM program which currently accepts BAS degree. Green River College greatly appreciates the suggestion and the program's representatives including, Dean, Program Director, and Program Manager will engage with CWU's contacts to solidify this opportunity for students.

Professor Williams applauds the faculty's ability to be both academics and practitioners in the field. He also affirms the involvement of the departments Advisory Committee in the development of the program.

Professor William's summarizes his support by saying, *"I believe that this is a very exciting offering for current Green River students and prospective new students of the Applied Management program. The strengths of the program appear to be the applied management focus on relevant industry skills/knowledge, faculty who have demonstrated practical experience in their fields, and the flexibility of both relevant class offerings and what can be articulated/accepted from various AA degree programs. These aspects of Green River College's Bachelor of Applied Management program allow for the widest possible net to attract and retain qualified students now and in the future."*

Appendix A: Upper-Division Course Descriptions

ACCT 300 Financial and Managerial Accounting – 5 credits

Students learn to analyze financial information for planning, decision-making, and control. Topics include financial statement analysis for investment and management decisions, various costing methods, and budgeting. *Prerequisite: ACCT& 201; and BUS& 101.*

BUS 301 Organizational Leadership – 5 credits

Students learn to develop and apply leadership concepts to make an impact on groups and teams within organizations, communities, and society. Topics include team dynamics, leading people, leading by example, leading projects, creating goals, and setting expectations. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101.*

BUS 310 Marketing Research and Analytics – 5 credits

Students learn how to formulate marketing goals and solutions by utilizing market research methods to collect, analyze, and evaluate marketing data and information. Topics include the role of marketing intelligence, strategic decision making, data analysis and interpretation, communicating research, and applications of research. *Prerequisite: Admission into the BAS in Applied Management program; and MATH& 141 or MATH 147; and BUS& 101. Strongly recommended: MATH 256 concurrently with BUS 310.*

BUS 315 Organizational Design – 3 credits

Students learn effective organizational design in both traditional and innovative organizations, with special emphasis on organizational structures that can provide strategic advantage. Topics include when to use functional, divisional, or matrix organizations, and examples of high engagement organizational cultures. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101.*

BUS 320 Human Resources Management – 5 credits

Examines the role of the human resource professional as a strategic partner in managing today's organizations. Topics include recruitment, selection, development, appraisal, retention, compensation, employment law, and labor relations. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101.*

BUS 335 Integrated Marketing Communications – 5 credits

Students learn how to develop, measure, analyze and evaluate the advertising effects of an integrated marketing communication plan. Topics include media planning and strategy, advertising tools, direct marketing, interactive/internet marketing, public relations, budget determination, and measuring promotional program effectiveness. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101. Recommended: BUS 121.*

BUS 340 Project Management – 5 credits

Examines the theories and best practices for completing projects on time, on budget, and to specification. Students learn to apply knowledge and skills to effectively initiate, plan, execute, and complete projects. Software-based project management tools are discussed. Course aligns with current PMBOK Guide. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101. Recommended: BUS 202.*

BUS 345 Corporate Finance – 5 credits

Students learn principles for making long-term investment and financing decisions for a business. Topics include time value of money, capital budgeting using various project valuation methods, real options, and debt versus equity financing. *Prerequisite: Admission into the BAS in Applied Management program; and ACCT 300.*

BUS 350 Product Development and Innovation – 5 credits

Students learn how to innovate, design, develop create, test, and evaluate a new product. Topics include complete product development process, tools to capture emerging trends, navigating the design process, using qualitative research to meet customer needs, connecting strategic planning and brand management to product development. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101.*

BUS 360 Business Development and Sales Management – 5 credits

Students learn to integrate business development and selling strategies to effectively create productive buyer-seller relationships. Topics include strategic prospecting, personal selling strategies, organizational relationships, managing the sales funnel, and developing sales proposals. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101. Recommended: BUS159.*

BUS 361 Negotiations – 5 credits

Students learn to integrate negotiation strategies to effectively maximize outcomes and secure agreements between two or more parties. Topics include applying interest-based negotiations principles and developing options for mutual gain. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101.*

BUS 385 Operations Management for Competitive Advantage – 5 credits

Students learn how to apply operations management methods to increase results and streamline processes in small to medium sized businesses. Topics include strategic and operational planning, organizational controls and tools; and risk management techniques. *Prerequisite: Admission into the BAS in Applied Management program; and completion of MATH& 141 or MATH 147; and BUS 340. Recommended: MATH 256.*

BUS 395 Strategic Marketing and Management – 5 credits

Examines how managers develop, implement, and evaluate strategic marketing decisions. Students learn how to make effective decisions in situations where multiple stakeholders are involved. Topics include analysis of competitor behavior, product line management, and long-term road mapping for product and branding strategy. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101. Recommended: BUS 121.*

BUS 399 Applied Professional and Career Development– 5 credits

Facilitates student development in the world of work through highly experiential and reflective learning focused on personal, professional, and career growth. Topics include emotional intelligence, personal branding, goal setting, networking, continuous learning, and career planning. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101.*

BUS 405 Corporate Social Responsibility – 2 credits

Students learn to integrate corporate social responsibility (CSR) strategies into core business objectives to create value and positive social change. Topics include the shareholder-stakeholder controversy, triple-bottom-line analyses, supplier sourcing, employee considerations, and the global environment. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101.*

BUS 420 Business Strategy – 5 credits

Student learn to develop and execute strategic plans that create and sustain a competitive advantage in a given market. Topics include techniques for analyzing firm capabilities, competitive environments, and strategic positioning; and tactics for implementing strategic plans across an organization, and business models. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101.*

BUS 425 Business Analysis – 5 credits

Students learn techniques for analyzing business opportunities, improving processes, and making rational decisions that maximize value and limit risk. Topic include value stream mapping, structured analysis techniques such as linear programming and sensitivity analysis, and foundations for sound decision-making. *Prerequisite: Admission into the BAS in Applied Management program; and BUS& 101.*

Appendix B: External Evaluation 1

Review of Green River College's Bachelor of Applied Science Degree in Applied Management – Dr. Chris Finnin

Review of Degree

Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?

It is my opinion that this program successfully addresses the demands of current employers and accepted academic standards. I am very encouraged by the deep sense of assessment embedded in the program as well as the skills which are being developed and ultimately assessed. The opportunities this program will provide are limitless, and the focus on current relevancy is to be commended and applauded.

Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

The program level learning outcomes do an outstanding job of addressing the changing needs of the modern workforce. When considering multiple factors, I feel the learning outcomes do a superb job of demonstrating appropriate rigor. The outcomes are clear and measurable and, in addition, demonstrate a sound understanding of the outcomes for the College.

Does the curriculum align with the program's Statement of Needs Document?

I feel strongly that the proposed degree meets the requirements of students in the region as well as the foreseen demand for degreed students. The mission, core values and strategic plan align well and show an incredible amount of thought toward the future. As the market continues to shift and adjust to our new economy, this program, from top to bottom, appears in line with the market. Of note is the expected supply gap for populations targeted by the degree program. This relevant and timely data shows how the curriculum is aligned closely with market needs and highlights the value of the program.

Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?

I am very encouraged by the depth and breadth of courses offered. This program will provide students with the understanding of business which is required by business leaders today. The required coursework, specifically at the upper level, appears focused on preparing students for the world of work while also preparing them to be informed citizens of their community. Several courses jumped out however - certainly of note is *BUS 399: Applied Professional and Career Development*. I believe courses like this one should be required of all students at the

undergraduate level (across the nation) and I applaud the leadership of Green River College for creating and developing such a course.

Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?

Research shows that the effect of a student success course is wide reaching. Students generally report an improvement in their social and study skills because of a well-structured and delivered student success/first year experience course. My comment in this area revolves around an interest to see the College explore having this type of course required in the program, but also having the course owned at the department or college level. This could likely provide another opportunity for faculty, staff and students to closely interact and develop close knit relationships. Whether for students transferring into the College/Program or students who have been connected to the program for some time, a course around student success could provide additional insights and take a-ways for students who are struggling academically or socially. It is unclear if a course like this one is required earlier in the program or for students who transfer, however, I would recommend this for further exploration.

Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?

This is not an area of expertise for me, however, I do feel the broad range of courses will prepare students for the experiences needed to be successful in a graduate program. I base this assessment on the program I oversee and the outcomes we have in place. Many of the outcomes mirror those listed in this program.

Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

The background of the faculty is, in my opinion, more than adequate. In researching some of the faculty, I am very impressed with their backgrounds and continued efforts to stay relevant in industry. I would ask the department/college to define criteria require to, not only be hired (Master's degree, etc.), but also a plan to ensure faculty maintain relevancy in their field/discipline. This is likely embedded in the standard accreditation documentation; however, further clarification would bolster the package. Examples of maintaining relevancy might include consulting, conference presentations or presentation/publication of research.

Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?

Based on the financial projections, the college demonstrates the ability to sustain and advance the program. The projections are very realistic and attainable. In considering the support of students, I would suggest the college investigate the hours when student services are available

to see students. As the program expands, students might be coming from a wide range of backgrounds. As such, evening and Saturday hours might become areas to evaluate in an effort to maintain the concierge level service the college is known to provide.

Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?

Based on my research and discussions, I believe they have successfully responded to the recommendations of the Advisory Committee.

Please summarize your overall assessment of the program.

I find this to be an outstanding program and am looking forward to the results. The program provides students with the skills and tools needed to enter a highly competitive, global workforce. In addition, the staff of the program are committed to providing their students with the best possible education and transformative experiences possible. The program learning outcomes as well as the evaluation criteria and process were of importance to me. I find them to be well documented and planned; with a clear eye towards the continued success of the students and the program.

Appendix C: External Evaluation 2

Review of Green River College's Bachelor of Applied Science Degree in Applied Management – Professor Luke Williams

Review of Degree

Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?

Yes, I believe this program will be relevant for students seeking positions in a variety of management related disciplines and industries, based upon the classes offered and the ripe job market for advanced professionals with management skills. We have quarterly meetings with our Advisory Board for ITAM (Information Technology and Administrative Management) at CWU and the executives of these companies consistently articulate to us the lack of quality candidates in the market with relevant soft skills (communication, writing, management, etc.). A list of some of the people and companies represented on our board can be found at: <http://www.cwu.edu/it-management/advisory-board>

Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

Yes. Having taught in several Bachelor of Science and Bachelor of Applied Science programs (Centralia BAS, CWU BAS and BS), I believe that the learning outcomes and curriculum in this program appear to be as rigorous as the other baccalaureate degree programs referenced.

Does the curriculum align with the program's Statement of Needs Document?

Yes. I made one minor suggestion regarding the "technical skills" aspect of the curriculum (see below).

Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?

The classes offered in this program are relevant to industry. They do demonstrate academic rigor and are similar to those offered in other applied business baccalaureate programs. I would also like to emphasize and encourage the inclusion of modules specific to IT Project Management for the BUS 340 course. It appears that there are general uses of technology in this course, but there should also be a focus on offering curriculum related to project management targeted toward information technology organizations and/or business units (as opposed to general Project Management in the broadest sense), particularly because of the close proximity to the high-tech job market of the Seattle Metropolitan area.

Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?

Yes. It is almost identical to the general education program requirements of the BAS program I currently teach for at CWU. I particularly like that ENGL 235 (technical writing) will satisfy one of the English requirements, in addition to ENGL& 101. Students are being given generous and appropriate options on which specific courses will be accepted within each subject area.

Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?

Yes, absolutely. There are a variety of options for students pursuing graduate degrees. I would also recommend that the program advisor and faculty confer with Central Washington University's MS-ITAM Degree program, which currently accepts many BAS degrees from a variety of institutions around the country. I believe a number of graduates from Green River's Applied Management Program would be successful and find significant value in the MS-ITAM Program at CWU.

Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

Yes. It is refreshing to see so many instructors who are active practitioners and industry professionals within the disciplines they teach in. It is my firm belief and experience that students tend to respond well to instructors with current and relevant applied knowledge in their respective fields.

Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?

Yes, it appears so. My knowledge of this topic is minimal/limited.

Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?

Yes. From what I have learned, the Advisory Committee has been involved in every step of the program's development. Any additional information on this topic is beyond the scope of my knowledge of the subject.

Please summarize your overall assessment of the program.

I believe that this is a very exciting offering for current Green River students and prospective new students of the Applied Management program. The strengths of the program appear to be the applied management focus on relevant industry skills/knowledge, faculty who have demonstrated practical experience in their fields, and the flexibility of both relevant class

offerings and what can be articulated/accepted from various AA degree programs. These aspects of Green River College's Bachelor of Applied Management program allow for the widest possible net to attract and retain qualified students now and in the future.