



# Applied Baccalaureate Degree Program

## BAS in Global Trade & Logistics Program Proposal

### Forms C and D

Form C

COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL

**Program Information**

Program Name: Global Trade and Logistics

Institution Name: Highline Community College

Degree: BAS Global Trade & Logistics Level: Bachelor Type: Science

CIP Code: \_\_\_\_\_

Proposed Start Date: Fall 2013

Projected Enrollment (FTE) in Year One: \_\_\_\_\_ At Full Enrollment by Year:

\_\_\_\_\_ (# FTE) (# FTE)

Funding Source: State FTE   x   Self Support        Other                   

**Mode of Delivery**

Single Campus Delivery 2400 S 240<sup>th</sup> Street, Des Moines WA \_\_\_\_\_ (*enter locations*)

Off-site N/A \_\_\_\_\_  
(*enter locations*)

Distance Learning \_\_\_\_\_  
(*enter formats*)

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\_\_\_\_\_  
Chief Academic Officer

\_\_\_\_\_  
Date

## NEW DEGREE PROGRAM PROPOSAL

### Introduction

According to a recent International Competitiveness Strategy developed by the Washington Council on International Trade (WCIT) and the Trade Development Alliance (TDA), Washington is widely considered to be one of the most trade-supported state economies in the country. Industry standards in supply chain management and logistics have changed so that there is an increased demand for employees with bachelor's degrees in this field. Though there are several universities offering this option, they require a student to follow a traditional associate degree with the addition of the business prerequisites for admittance. Any current or potential worker without this specific degree is required to start over.

A Bachelor of Applied Science in Global Trade & Logistics at Highline Community College will keep pace with the growing workforce demand by providing more students with an educational pathway to higher wages and promotion. Located in a region with dozens of ports, directly between two ports that serve as one of the largest shipping hubs in the nation, Highline Community College is in a unique position to offer this degree.

### Criteria 1 Curriculum Demonstrates Baccalaureate Level Rigor

#### *1.1 Program Learning Outcomes and Assessment*

Students who finish a BAS degree in Global Trade & Logistics will be able to

- Use and apply appropriate terminology, processes and key principles in discussing multifaceted issues in the areas of Global Trade, Logistics and Supply Chain Management.
- **Analyze** the key roles that SC managers play in company financial decisions, customer relations issues, operating procedures, product development and risk and regulatory compliance.
- **Understand and utilize Enterprise Resource Planning** (ERP) software systems and explain how they can be used to assist management in making decisions.
- Formulate alternatives and tradeoffs in transportation, inventory, warehousing and supplier contracts to make informed decisions, while taking into consideration issues such as corporate social responsibility, environmental sustainability, and risk management.
- Demonstrate leadership and interpersonal skills used in supplier relationship management, organizational management and negotiations.
- Apply professional ethics in a global context when dealing with confidential information, relationships with suppliers and customers, and pressures to develop a sustainable supply chain.
- **Analyze** alternatives to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques.

- Observing local constraints, demonstrate how to adapt marketing strategies to specific international market needs and apply basic and advanced marketing concepts to develop integrated marketing plans in a global marketplace
- Conduct data analysis and explain how these analytics can impact aspects of supply chain to improve forecasts, demand planning, sourcing, production and distribution.
- Formulate hypotheses for decision-making and research, analyze data using appropriate statistical techniques and interpret the results of statistical analysis for use in decision making.

The assessment of the BAS degree in Global Trade and Logistics will use the same assessment process as other Highline Community College degrees. At HCC, 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 or program that are specifically meaningful to them, using assessments derived from their disciplines and pedagogy. The assessment process is supported and facilitated by the Standards, Outcomes and Competencies Committee (SOCC), a standing faculty committee comprised of divisional representatives and library faculty, with *ex officio* representation from instructional deans and the institutional researcher.

The college's assessment processes, guided by SOCC, facilitate a cycle of continuous improvement. Annual reports on assessment activities are submitted by academic department coordinators at the end of every academic year to the vice president for academic affairs, who reviews them before forwarding them to SOCC. The reports follow a structured, consistent format determined by the vice president. Using a common rubric, SOCC members review and evaluate the departmental reports prior to fall quarter. The evaluations are then sent to the vice president and the academic division chairs, as well as the department coordinators early in fall quarter. Departments meet with members of SOCC to review the evaluations and discuss possible improvements to their assessment activities, as well as planning for the current year's assessments. Follow-up contact between SOCC members and departments is available during winter and spring quarters as departments maintain momentum on their assessment activities.

In 2002, Highline Community College adopted a set of college-wide student learning outcomes (CWOs) that represent an integrated set of foundational knowledge, skills, and attitudes that prepare each learner for future academic and career success. These basic competencies create a foundation for a lifetime of self-directed learning, effective communication, and responsible citizenship. Highline's CWOs are:

*Think Critically*

The ability to identify and summarize assumptions, issues, and salient arguments, as well as to draw logically valid conclusions from statements, images, data, and other forms of evidence relevant to discipline- or occupation-specific content, and to assess the implications and consequences of conclusions.

*Reason Quantitatively*

The ability to comprehend, analyze, estimate, use, and evaluate quantitative information arising in a variety of situations and involving a combination of words, data sets, graphs, diagrams, and symbols.

*Communicate Effectively*

The ability to read, write, listen, speak and use visual and other nonverbal means of

communication with clarity and purpose while being mindful of audience characteristics; to express original thought, to take a position and defend it using solid evidence and sound reasoning; and to recognize and consider the perspectives and contributions of others.

*Demonstrate Civic Responsibility in Diverse and Multifaceted Environments*

The ability to understand and interact productively and ethically with others in diverse local, national, and global communities with an informed awareness of contemporary issues, their historical contexts, and their personal relevance.

*Develop Information and Visual Literacy*

The ability to assess the information requirements of complex projects, to identify potential textual, visual and electronic resources, to obtain the needed information, to interpret, evaluate, synthesize, organize, and use that information, regardless of format, while adhering strictly to the legal and ethical guidelines governing information access in today's society.

Highline's college-wide outcomes are directly linked to course level student learning outcomes across the curriculum, including courses specific to the BAS in Global Trade and Logistics. Further, program-level outcomes are mapped to both course-level and college-wide outcomes. Continuous assessment of student learning at the course or program level ensures that the CWOs are also assessed regularly, providing the college with data for continuous improvement in all areas.

## ***1.2 Program Evaluation Criteria and Process***

Highline has an established process for reviewing AAS degrees that assures comprehensive examination, allows focus on pertinent areas, and requires timely action on recommendations. That process informs the foundation for the institution of regular review of BAS degree programs. A BAS program review will be scheduled every 3 to 5 years. The program review committee includes faculty representation from the department, division, and at large, and the Dean for Instruction for Professional Technical Education. The process includes collaboration with the Institutional Researcher. Unique to BAS degree review is the role of an external reviewer. The committee determines the focus points of the review process which typically include but are not limited to examination of the following information:

- Mapping of degree/program outcomes, college wide outcomes, curriculum and course alignment, and student learning outcomes
- BAS related industry relationships, meeting regularity, program contributions
- Student enrollment, retention and completion
- Surveys and/or focus groups of students determining satisfaction with feedback/recommendations
- Surveys and/or focus groups of BAS alumni determining satisfaction and feedback/recommendations
- Report of student work-based learning/internships, submitted by the student, employer and internship coordinator
- Data tracking employment in the industry post BAS graduation
- Employer satisfaction and feedback regarding graduate preparation, advancement opportunities, wage progression
- Opportunities for pathways to related master's degrees and actual student access

The process includes quantitative data collection, employer-industry, faculty, and student interviews, and student and alumni focus groups. The external reviewer conducts student and alumni focus groups and compiles the findings for the review committee.

The program review committee completes a self-study that includes relevant quantitative and qualitative data, recommendations and a time line for implementation. The external reviewer analyses the self-study and meets with the review team for final suggestions prior to report submission to the Vice President for Academic Affairs.

The program review self-study is submitted to the Vice President for Academic Affairs. The VP for Academic Affairs presents the review to the Executive Staff (President and Vice Presidents). The Executive Staff reviews the report, provides feedback and suggestions to be considered, and assists in identifying resources for implementation, which may include possible changes to course design and delivery. The subsequent review cycle requires the program to begin by documenting actions taken in response to recommendations, if any, from the prior cycle.

As with our applied degrees at the associate's level, the BAS in Global Trade & Logistics will be guided by an advisory committee made up of industry professionals that will meet several times per year and help guide the curriculum development. In addition, the advisory committee for the Center of Excellence for Global Trade & Supply Chain Management, made up of business and educational partners in the trade, logistics and supply chain industry will serve as a vital resource for program evaluation and updating. They meet three times per year on Highline's campus. Using this resource, we have the ability to conduct broad industry surveys, employer needs surveys and educational surveys, as needed, to maintain program relevancy. In addition, Highline Community College has trained DACUM facilitators who can assist in the development of competency and performance-based, learner-centered curriculum and instructional materials. The DACUM process brings together expert practitioners in specific occupations for a two-day workshop to provide input on the specific tasks, knowledge, and skills required to perform their job.

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

Entering students will need to have completed an AAS degree in a Business or Logistics related field. The BAS in Global Trade & Logistics specifically builds on the AAS degree in International Business and Trade program at Highline, though it is not exclusive to that entry point. This particular AAS degree has been developed through the years to align with both industry certification requirements and industry advisory committee recommendations. The program has had strong industry input from regional and national employers such as CEVA Logistics, American President Lines, FedEx, Global Logistics, and DHL Global Forwarding.

Because this BAS degree falls under the business umbrella, there are key courses needed by those transferring in with associate degrees if they are going to be successful in upper division courses within the program and have access to the pathway into a masters level program. These courses are not included in the BAS curriculum but they are necessary prerequisites for many crucial courses in the degree program. These include:

- Communications Studies 101;
- Business Statistics;
- Micro Economics;
- Management;

- International Business
- Cultural Awareness/Cross Cultural Communication
- Computer course covering Microsoft Office applications with an emphasis in Excel.

Those students transferring from Highline Community College’s International Business & Trade program will meet all entry requirements into the BAS degree. According to the report “Careers in Logistics,” those currently working in some aspect of the logistics industry come from a variety of career and educational pathways. Providing flexible pathways for entry is possible as long as these key courses and the required number of General Education credits are completed before entrance into the BAS program. When students transfer in from a different program or different college, some additional coursework may be required and can be taken concurrently with those BAS courses that do not have pre-requisites. Students should have completed to a level of college algebra at a minimum. Students also must have completed English 101, college composition, at a minimum and are advised to have taken English 235, Technical Writing. If they have not completed the latter, they can take English 235 while in the program, as it is a prerequisite for English 335, Advanced Technical Writing, which is one of the general education requirements of the BAS degree.

***1.4 General Education Components for BAS degree***

A total of 40 credits of general education credits are required in the BAS degree. In addition, 30 credits are included in the AAS degree or required to be taken before completion of the BAS for a total of 70 credits of general education courses. Based on consultation with our industry partners in advisory roles, we emphasize several key skill areas that are essential for management level positions in the logistics and supply chain industry: communication, decision making within an ethical/sustainability framework, relationship management and quantitative reasoning. Table 1 outlines the general education classes that are required in either the associate’s level program or will be required in the proposed BAS degree to address the needed skill sets.

**Table 1: General Education requirements for BAS completion**

Distribution Area	Required Credits for graduation	AAS	BAS	Credits included
Communication Skills	10 credits	ENGL&101: English Composition  ENGL 235: Technical Writing  CMST 101: Introduction to	ENGL 335: Advanced Technical Writing	20 credits

		Communication		
Quantitative/Symbolic Reasoning Skills	5 credits	Math 111: College Algebra	MATH 148: Business Calculus	10 credits
Humanities	10 credits		PHIL 346: Professional Ethics  CMST 320: Cross-Cultural Presentation Skills  CMST 330: Organizational Behavior & Communication	15 Credits
Social Sciences	10 credits	ECON 201: Microeconomics  GEOG 120: World Geography	Econ 290: Survey of International Economics	15 credits
Natural Sciences	10 credits		ENV 301: Global Environmental Issues  Math 346: Advanced Statistics	10 credits



Total:		30 credits	40 credits	70 credits
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### 1.5 300 and 400 Level Class Work

The BAS degree is designed to move those current and potential workers from the entry to mid level occupations within the logistics and supply chain management industry to the upper management level occupations. As indicated, there is currently no clear pathway for this transition without backtracking to the traditional Associates in Business degree. As shown in Table 2, the upper level curriculum is a combination of business prerequisites normally taken in the traditional associates program and the upper level courses typical of a Logistics/Supply Chain Bachelor's degree. The courses required are very similar to other Bachelors level programs, including Central Washington University's BSBA in Supply Chain Management, but the pathway into the program is broader and can include a larger pool of current or potential employees. Because of this similarity, there is a great opportunity for collaboration between the two programs.

A key item is the 5 credit internship, 150 hours of work experience, which will be required for those students not currently working in the field. Real world experience is critical and this requirement would provide this. Students who are entering the program from the workforce with applicable experience will apply for Prior Learning Assessment (PLA) credit for the internship class. The student will have to demonstrate the competencies required in the course outcomes and be approved through the standard PLA process. PLA grades are determined by an individual assessment described a PLA contract developed in a faculty/student conference. Each PLA contract is reviewed by the campus PLA Director.

#### Table 2: BAS in Global Trade & Logistics

As discussed in Section A&B in our application material, integrating diversity and globalism into all aspects of the college and its programs is an important part of Highline's mission. For the past 15 years, all courses in the business programs have been infused with a global content and perspective, regardless of course title or subject matter. The AAS in International Business & Trade includes globally focused courses such as International Business; Cultural Awareness and Business Etiquette; and Introduction to International Trade, International Logistics, & World Geography. The Business Ethics/Sustainability course has a global perspective integrated throughout the course and includes a specific module focused on international ethics. This global integration will also be an important part of the courses found in the BAS in Global Trade & Logistics. Though some have the word "global" in the title and some do not, all courses will include the global content and perspective in accordance with the college's mission.

Business Core Prerequisites		Credits	
ACCT 201: Financial Accounting 1		5	Generally accepted accounting principles and their application in determining assets, liabilities and equity; determination of periodic incomes; presentation of accounting

			systems and reports.
ACCT 202: Financial Accounting 2		5	Continue with generally accepted accounting principles; analysis of assets, liabilities and equity; analysis of financial statements and statement of cash flows.
BAS Global Trade & Logistics Requirements			
BUSN 305: International Law & Regulatory Compliance		5	An analysis of the various aspects of US government regulations and licenses relating to trade. The student will develop a complete understanding of export clearance procedures and will gain an in-depth understanding of the Export Administration Regulations, International Trafficking in Arms Regulations, determination of license requirements and classification of all products under schedule B. Coverage of the role and scope of US government agencies such as the Bureau of Industry and Security, the Food & Drug Administration, the State Department, the Department of Defense, the Department of Commerce and US Customs. Also includes international legal issues such as international contracts, dispute resolution and scope of international regulatory bodies.
BUSN 310: Intro to Supply Chain Management	Share with CWU	5	Adoption of a supply chain orientation toward business management which emphasizes the inter-functional and inter-firm relationships that contribute to improving coordination of operations and performance of organizations that participate in various types of supply chains

BUSN 316: Introduction to ERP		5	Fundamentals of enterprise resource planning (ERP) systems concepts, and the importance of integrated information systems in a global business organization. The focus of this course is on illustrating procurement, production, and sales business processes using ERP software. Use of SAP application software
Busn 318: International Project Management		5	Modern techniques in project management geared and suited to international projects What is an international project and why is it different? Addresses the critical success factors for managing international projects: how vendors and outsourcing are managed across national boundaries; how businesses effectively address cross-cultural, social, and political issues; how international communications are set up and coordinated; how inadequate or incompatible infrastructure and technology issues are overcome; how legal and bureaucratic limitations on project management are addressed
BUSN 425: Purchasing & Supply Chain Management	Share with CWU	5	Purchasing processes, procurement cycle analysis, research to support purchasing decisions, supplier relationship development and management, negotiations, commodity planning, costing, pricing, and value analysis related to the purchasing of products and services in a global marketplace

BUSN 475: Global Supply Chain Management	Share with CWU	5	Global supply chain activities emphasizing integration of transportation, inventory, warehousing, facility location, customer service, materials handling, packaging, and information. Analysis of product and service delivery and the associated trade, cultural, and legal factors and influences.
Busn 355: Financial Management		5	Course in corporate financial management that will study concepts associated with the allocation of scarce resources across assets over time. Analysis and calculations are done both by hand on paper and by using the spreadsheet program Excel. Topics covered are: financial statements and cash flow, time value of money, interest rates, discounted cash flow analysis, stocks, consumer, corporate and government debt, capital budgeting, exchange rates. Extensive practice with problem analysis, problem setup, making necessary calculations and making conclusions based on the calculations using Excel. Includes basic elements of international financial management
Busn 438: Global Marketing Management		5	Examines the impact of economic, cultural, political, legal and other environmental influences on international marketing. Includes how to identify and analyze worldwide

			marketing opportunities, and examine product, pricing, distribution and promotion strategies from a global perspective. Provides opportunity to develop international market plan.
BUSN 440: Internship or  Elective if already working in the field: recommended Busn 420: Lean Six Sigma		5	<p>Practical, guided work experience in Global Trade, Logistics or Supply Chain Management</p> <hr/> <p>Development and deployment of Lean Management and Six Sigma management techniques in a manufacturing and supply chain environment</p>
Total Credits		55	

In the interest of inter-institutional efficiency and collaboration, the current plan calls for three shared courses with CWU: BUSN 310: Intro to Supply Chain Management; BUSN 425: Purchasing & Supply Chain Management; BUSN 475: Global Supply Chain Management. At present, the two institutions have reached an agreement-in-principle for sharing of these courses, with the strong support of CWU's local department, the dean of the School of Business, and the associate provost. CWU and HCC administrators are currently finalizing a Memorandum of Understanding (MOU) that will allow our BAS students to register into a Highline section, with tuition income for those pre-reserved seats passed through to CWU.

Judging from the nature of the student body at Highline Community College, we will be serving two types of students in the BAS program: those who are full time students and those are part-time students because of work and/or other responsibilities. The program contains many courses that function in one of the following ways:

- 1) pre-requisite business courses offered every quarter
- 2) shared CWU courses offered either every quarter or every other quarter, or
- 3) general education courses shared with other proposed BAS programs and thus offered more frequently

Because of this array of course offerings, we have the flexibility to offer an open enrollment process rather than a cohort model.

The following table a sample schedule for a student who is attending full time.

**Table 3 – Full time students (15 credits/qtr)**

**Year 3**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
ACCT 201	ACCT 202	BUSN 316	
MATH 148	CMST 320	BUSN 355	
ECON 290	BUSN 438	ENGL 335	

**Year 4**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
BUSN 305	MATH 346	CMST 330	LOG 440
BUSN 310	BUSN 425	BUSN 475	
PHIL 346	ENV 301	BUSN 318	

The business prerequisites need to be taken in the beginning of the program – these include ACCT 201 & 202 and MATH 148. In addition, BUSN 310 is a prerequisite for BUSN 425 and BUSN 475. These requirements should not pose a problem to those students who enter in a quarter other than fall or for those who need to skip a quarter. Each of the listed courses required as a prerequisite is offered every quarter, including summer, as part of either the Business DTA degree or as part of CWU’s Supply Chain program. BUSN 425 and 475 are offered at least twice per year, which creates even more flexibility. For those courses only offered in specific quarters, this flexibility allows a reshuffling of courses each quarter as needed to still complete the degree in 2 years for full time students and 3 years for part time students.

Table 4 illustrates that students who are only able to take two classes per term would not be severely impacted if they had to take a quarter off.

**Table 4 – Part time students (10 credits/qtr)**

**Year 3**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
ACCT 201	ACCT 202	CMST 330	
MATH 148	CMST 320	ENG 335	

**Year 4**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
BUSN 305	MATH 346	BUSN 318	
ECON 290	BUSN 438	LOG 316	

**Year 5**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
BUSN 310	BUSN 425	BUSN 475	
PHIL 346	ENV 301	BUSN 355	

The part-time students would take approximately three quarters longer to complete the program if they do not attend summer quarter. If they decide to take courses one summer, earning the degree will take two quarters longer, which would be true at any institution.

**Criteria 2: Qualified faculty**

The BAS degree in Global Trade & Logistics builds on the strengths of Highline’s programs and international initiatives, its geographic location and industry network, and its collaboration and co-location with both the Center of Excellence for Global Trade & Supply Chain Management and Central Washington University. These connections create access to a large pool of qualified adjunct instructors for both upper and lower division courses as well as access to a large industry network from which to pull both instructors and industry speakers. Table 5 illustrates the number of qualified faculty the new BAS program can pull from for its upper division courses.

**Table 5: Program Core Faculty**

<b>Lead Faculty</b>	<b>Credentials</b>	<b>Courses Qualified</b>
Raegan Copeland	BS, Florida State University; MIM, Thunderbird-American Graduate School of International Management	BUSN 338; BUSN 455; BUSN 440; BUSN 305;
New Faculty Hire (Fall 2014)		BUSN 305; BUSN 316; BUSN 338; BUSN 455; BUSN 440

<b>Supporting Faculty</b>		
Samad Chakour	BA, University of Washington; MBA, City University; DBA, University of Sarasota.	BUSN 338
Meg Ryan	BA, San Diego State University; MS, University of Nevada, Reno; PhD, University of Washington.	BUSN 338; BUSN 318
Michael Girvin	B.A, Evergreen State College; MBA California State University	BUSN 455
Anthony Newton	AAS Highline Community College AA Highline Community College BABA, University of Washington Masters of Professional Accounting, University of Washington DBA, University of Phoenix	ACCT 201; ACCT 202
<b>Central Washington University Faculty</b>		
Ke (Grace) Ke	Ph.D University of Massachusetts, Amherst Masters Tiangin University, China BS Tiangin University, China	BUSN 310; BUSN 425; BUSN 475: BUSN 305
Ozden Bayazit	Ph.D Ankara University, Turkey MBA Ankara University, Turkey BS Ankara University, Turkey	BUSN 310; BUSN 425; BUSN 475; BUSN 305
Yong Joo Lee	Ph.D Washington State University MBA, Brigham Young University BS Washington State University	BUSN 310; BUSN 425; BUSN 475: BUSN 305
Deepak Iyengar	Ph.D University of Maryland Masters International Business, Indian Institute of Foreign Trade, India Bachelor of Commerce, Indian Institute of Management & Commerce, India	BUSN 310; BUSN 425; BUSN 475: BUSN 305

The staffing plan anticipates two core faculty from Highline Community College, 3 supporting faculty from within the Business Department, and a close collaboration with Central Washington University's Supply Chain Management program and its adjunct faculty. With at least three shared courses between the two programs and a combined industry network the program will be able to attract highly qualified adjunct faculty from local business and industry. The college is currently in the hiring process for a tenure track faculty with background in international trade, logistics and supply chain management to serve as the second core faculty for the BAS degree.

*Lead Faculty (.50FTEF, Full Time)* Highline's lead instructor in trade & logistics is tenured and currently hold the position of Program Coordinator of the Business Department. She earned an undergraduate degree from Florida State University and a Masters in International Management from Thunderbird (American Graduate School of International Management.) She has 15 years experience of college-level experience and 10 years experience managing programs, international initiatives and grant-funded projects. She was instrumental in the college receiving the designation of Center of Excellence for International Trade, Transportation & Logistics (now Global Trade & Supply Chain Management) and served as the Director for that Center for three years.



She has worked in South Africa, Namibia and China on college related programs related to curriculum development, serving under-prepared students, and workforce training in the logistics and trade industry. She will assume the coordination duties and some of the teaching responsibilities for the new BAS degree with some of her former load will be reassigned to other full and part-time department members.

*Co-lead faculty (new position, .50 FTEF, full time):* The college determined that an additional full-time faculty appointment is necessary to support the BAS option. The college is currently recruiting for this position.

*Other tenured faculty (0.3 FTEF, est.):* As needed, the BAS program can pull from our highly qualified faculty in the Business Department for specialty courses such as Global Marketing and Financial Management. The program has 2 tenured doctoral level faculty with a focus in Marketing and International Business. In addition, Highline has a strong transfer program in Business so we currently offer the two required accounting courses several times each quarter and have the capacity to increase those offerings as needed by the degree offerings.

*Adjunct faculty (.5 FTEF):* Adjunct instructors will play a key role in supporting the BAS program. Our collaboration with CWU will provide a large pool of highly qualified adjunct faculty with specific areas of expertise. As documented in Table 3, well qualified and highly educated industry practitioners are tenured faculty for the Central Washington University program both on site and online. They are already teaching the three courses that will be shared courses and all have the education and industry experience necessary to teach the two Highline specific courses.

In addition to the core faculty within the department, the program will draw on the expertise of the faculty in the Humanities, Social Sciences and Sciences to provide a well-rounded degree covering key skills and broadening the scope of the program. Some of the general education requirements are at the 100 or 200 level, such as World Geography and Economics, and draw on the current strengths of Highline’s liberal arts faculty and transfer programs. In addition, we will share several 300 and 400 level courses with other BAS programs at the college. These include applications focused courses in public speaking/presentation, statistics, organizational behavior, environmental sciences and technical writing. These 300 and 400 level courses will be taught by faculty within the various divisions as shown in Table 6.

**Table 6: General Education Faculty**

<b>Name</b>	<b>Credentials</b>	<b>Courses</b>
Glen Avantaggio	BA, University of Maine; PhD, University of Hawaii	PHIL 346
Woody Moses	BA, Vassar College; MS, Oregon State University	ENV 301
Craig Hurd-McKenney	BA, Texas A&M University; MA, Southern Methodist University; PhD, Texas Tech University	ENGL 335
Vickie Ropp	BA, California State University, Long Beach; MEd, University of Alaska; PhD, University	CMST 320

	of Washington	
Helen Burn	BA, The Evergreen State College; MS, Western Washington University; PhD, University of Michigan	MATH 346

Highline is fortunate to have 35 doctorate-prepared faculty among its tenured ranks. They will be given preference for upper division assignments.

**Criteria 3: Selective admissions process, if used for the program, consistent with an open door institution.**

HCC is committed to open-door general admission, a policy that provides increased access to higher education for those that have been disenfranchised. HCC is the most diverse institution of higher education in Washington State; 70.1% of our student body is comprised of students of color. Almost all our students are first-generation and we serve a community that is economically challenged. As evidenced in table 7 below, the students currently in business programs for AAS degrees reflect this diversity with 48% students of color.

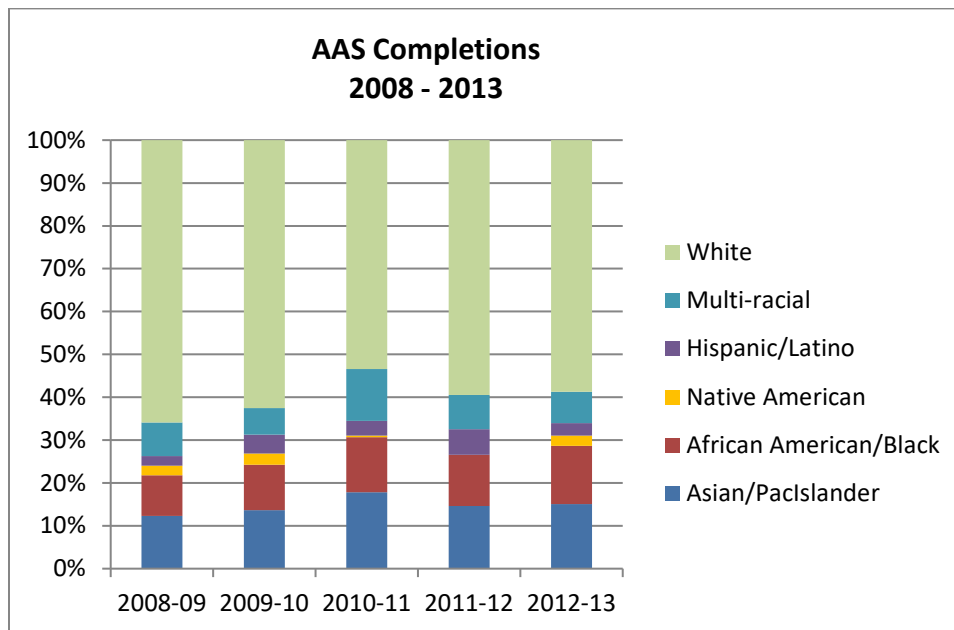
**Table 7: Diversity of Students in AAS Business Programs**

	Asian/Pacific Islander	African American/Black	Hispanic/Latino	Native American	Multi-racial	White
International Business	26%	20%	0%	0%	2%	52%

In general, the diversity of students earning AAS degrees at our college is rising steadily, as evidenced in Figure 1.

Figure 1 also makes clear that, despite Highline’s extraordinary diversity overall, we face a significant shortfall in our Latino enrollments. Though Latino men and women make up 40 percent of our non-credit ESL population and nearly 20 percent of our community, they represent less than 2 percent of our certificate- and degree-seeking students, college-wide. Highlighted as a mission-fulfillment gap in our *Institutional Effectiveness Report*, the response has become a centerpiece of our institutional strategic planning. Pages 78-79 of our *NWCCU 2013 Comprehensive Self-Evaluation Report* (Attachment C) summarize our many efforts to improve our outreach and recruitment efforts in the Latino community. Briefly, these initiatives include formation of a 15-member Latino Community Advisory Committee, a successful co-application for \$50,000 in grant funds with our partner organization Latinos for Community Transformation (LCT), and the permanent establishment of a staffed (1.0 FTE), on-campus center (*El Centro Latino*) for programmatic outreach, referral assistance, and higher-education navigation in English and Spanish. Since the 2013 self-evaluation was written, the college has invested over \$100,000 in these efforts and has secured a second \$35,000 grant in collaboration with LCT. We are optimistic that these energies and investments will bear results.

**Figure 1. AAS Completions at Highline Community College, 2008-2013**



The BAS in Global Trade & Logistics will serve these students well. Because they provide a pathway for students who have received associate degrees in professional technical fields, BAS programs increase access for historically marginalized populations, which include women, people of color, first-generation students and those with limited financial resources.

In keeping with our institution’s collaborative culture, we will rely on a number of offices — among them our Veterans Services Office, Community Education division, Workforce Education Services (WES) advisors, and Outreach Office — to share BAS information with groups like service-members, incumbent workers, and public schools. Additionally, the Center of Excellence for Global Trade & Supply Chain Management, housed at Highline, will help to disseminate our recruitment information to a variety of audiences. Our BAS director will facilitate these outreach processes by providing materials, responding to initial inquiries, and cross-connecting our internal contact people. Looking at the numerous feeder programs that can lead into our BAS degree, the potential to reach out to and recruit a diverse student population is considerable. These feeder populations include the following:

- Incumbent workers: Because of the lack of consistent formal educational requirements for many entry-level positions, this industry attracts a very diverse workforce. Jobs in warehousing, transportation and distribution, and shipping/receiving are common employment opportunities in this category. Incumbent workers are a large percentage of our student base, and the addition of a BAS degree will be an incentive for many to continue their education and move into higher level positions.
- Military: Working with returning military personnel, many of whom have logistics training that can translate into PLA credits, creates another avenue for recruitment at all levels of education in this industry. With the national focus on translating military training into industry certifications, such as the Manufacturing Skill Standards Council’s (MSSC) Certified Logistics Associate, Highline’s continuing work to align curriculum with industry certifications provides opportunity for PLA credit for this particular group and a pathway that may not have existed.

- Short term students: Employers who specialize in trade and logistics with specific countries have recognized the importance of recruiting employees who can speak multiple languages. The program actively recruits HCC ESL students who are transitioning into the college's academic programs through collaboration with the ESL department. There are also many students who are earning short term certificates through neighboring colleges; these students can articulate seamlessly into the AAS and on to the BAS degree.

The BAS in Global Trade and Logistics will provide these students with the opportunity to continue their education beyond the short-term certificates and IBest programs in an institution that has already served them well. Because they provide a pathway for students who have received associate degrees in professional technical fields, BAS programs increase access for historically marginalized populations, which include women, people of color, first-generation students and those with limited financial resources. The BAS degree should also reflect the diversity that already exists at two urban campuses (TCC and SCCC) from which it will also recruit, as well as the general diversity that exists in HCC's surrounding communities.

- High School: According to "Remade in America," a series about the newest immigrants and their impact on American institutions, those in our immediate service area, Highline, Federal Way and Tukwila, rank 2<sup>nd</sup>, 5<sup>th</sup> and 1<sup>st</sup> in terms of diversity of the student population out of 19 school districts in our state,. Outreach to our High Schools has always been challenging because both students and their parents want to see options for continuing an education beyond the associate's level. With the addition of a complete pathway through to a master's degree, professional-technical programs such as ours provide the option of both near term employment if necessary and longer-term degrees if desired. Career Start, a program that allows completion of a professional-technical degree while still in High School (as Running Start does for traditional pathway students,) will also be a more desirable recruiting tool with the addition of the Bachelors option.

Outreach and recruitment for the AAS degrees in International Business & Trade has involved a close collaboration between the program faculty and the Center of Excellence for the past five years. To reach a diverse target population, we have worked closely with the related Career/Technical Education (CTE) clusters in the K12 system. We also have an articulation agreement with Airport Jobs and are members of associations such as the Institute for Supply Chain Management, the Council of Supply Chain Management Professionals, the Trade Development Alliance and The International Air Cargo Association.

The lack of a pathway to a bachelor's level program has often been an obstacle in recruiting students into the AAS program. The addition of the BAS in our marketing materials and other recruitment and networking tools will create more opportunity in our outreach activities. The program will continue work closely with the CoE in its effort to reach the targeted populations. Highline has already initiated collaboration with CWU in both industry related job fairs and education fairs.

### *Admissions*

Our plans anticipate modestly-sized cohorts. We will employ a selective admissions process. Our admissions department coordinates will coordinate the admissions processes required for entry into the BAS program. Highline will use minimal admissions criteria, using criteria that ensure students are prepared for upper-division coursework. This reflects our continued commitment to both student access and success.

For the BAS in Global Trade and Logistics, the admissions criteria include:

- a. General admission to HCC, which means that students are at least 18 years of age or have completed high school.
- b. Paid admission application fees
- c. Complete application to the Global Trade & Logistics program
- d. Completion of an AAS degree in International Business, Business or Logistics related program from a regionally accredited institution with a 2.25 GPA or higher. Related fields will be considered and the equivalency determined by the program coordinator.
- e. Completion of Math 111 or equivalent
- f. Additional pre-requisites may need to be completed after admittance if entering with a degree other than the AAS International Business & Trade.

Offers of admission will be made to up to 24 eligible candidates **per year** who have submitted a complete application by the deadline. To be considered complete, all requirements must be met on or before the deadline. **We expect a minimum admissions yield of 75%, with 18 of 24 candidates accepting our offers of admission (see Attachment B) in each cycle. To ensure that we meet that minimum, we will also maintain a waiting list of eligible candidates.**

Our initial plan is to admit qualified candidates from each pool on a first-come, first-served basis. However, if enrollment demand exceeds two cohorts per school year, we have a several options:

- Priority would first be given to Highline students with a GPA of 2.5 or higher
- Priority would secondly be given to students from community colleges with whom we have signed articulation agreements, again with preference for students with a GPA of 2.5 or higher and returning military with logistics training
- Next in consideration would be incumbent workers or those coming in from High Schools with transferable credits.
  - Letters of recommendation
  - Letter of application with career goals
- Remaining students would be screened based on remaining seats and similar criteria

In this way, we can serve our place bound students while offering the pathway to others in the region. This plan will allow us to control the number of students we serve at any given time and keep track of potential enrollees should others drop out because of normal attrition.

#### **Criteria 4: Appropriate student services plan.**

**Conceptually, our student services plan is shaped around an institutional commitment to integrate our BAS programming fully into our existing governance structures, services, and academic department roles. We anticipate that, at capacity, we will offer a total of four modestly-sized BAS degree programs, each with an anticipated same enrollment as this program (approximately 32 FTEs). A single full-time director will act as a facilitator of information flow**

and service coordination among the four programs. The director will act as an initial point of contact with students, referring them to Admissions Office and Financial Aid staff who will help them navigate the enrollment and funding process. In that start-up role, he will work closely with each BAS faculty coordinator and with student services offices, including admissions, financial aid, advising, veteran's services and registration. The BAS director will also collaborate with our Outreach Office and other population-specific service areas to facilitate information to prospective students and prospective employers. With clerical support from existing staff in Academic Affairs Office, the director will oversee tracking of all BAS students through the startup process as they complete their application packet and develop a funding plan. From there, students will work with their faculty advisors to formulate a long-term plan for classes and to register for classes, with occasional support as-needed from the BAS Office. Finally, the director will also facilitate referrals to support services when needed during the students' journey.

In addition to this director, at full capacity the college will fund two additional full-time positions in Student Services — one in Admissions and Records and a second in Financial Aid — order to provide support in those areas for BAS students.

As part of the network of coordinated services that the director will facilitate for BAS students, the college has enlisted help from a variety of campus resources to support BAS student success. As part of the network of customized services that the director and his assistant will offer BAS students, the college has planned specific resources to support student success.

- *Academic Advising*

Advising availability and accuracy are critical to BAS student success:

- During the academic year, there will be information sessions for prospective BAS students. These faculty-led sessions will cover the admissions requirements for each BAS program, application deadlines, learning format, funding sources, and other pertinent program information.
- Drawing from what has proven to be a successful strategy with our two-year professional-technical programs, BAS students will be assigned a faculty advisor in the BAS program. Faculty advisors in the professional-technical departments review and approve initial applications for graduation. With a faculty advisor, BAS students will consistently receive the most complete, accurate and current information not only on graduation requirements, but also on industry trends and connections. Further, this faculty-driven advising model leverages classroom relationships between students and their instructors, providing yet another avenue for engagement and retention.
- Our BAS students will also have the seamless support made possible by the Educational Planning and Advising Center (EPAC). While faculty will handle in-program student advising, EPAC will work closely with the instructional department in order to offer advising to students when faculty are away from campus as well as support students who are seeking admission into the program.

- *Internship support*

BAS students will gain valuable work experience through our internship program. All internship openings are listed on the Center of Excellence website, and the matches between student and employer are arranged by the department's internship coordinator.



Students go through the interview process, and once accepted, the learning outcomes are agreed to and signed by the employer, student, and internship coordinator. During the internship, the coordinator or another department faculty member performs a site visit. The final report is a culmination of the faculty, employer and student assessments.

- *Career Advising*

Highline is prepared to serve BAS students with resources and guidance to support their transition:

- Our Transfer Center will identify appropriate resources for BAS candidates whose intentions are to continue further on their academic path, including bridges to Masters level programs. Workshops on GRE exams and applications for graduate school will be provided.
- Highline's BAS faculty will develop articulation agreements with specific graduate programs and communicate the information to the Transfer Center. As with all of our transfers, the faculty advisors will guide the students in what classes they need to focus on for their chosen career path.
- To successfully assist program graduates with placement, our counseling center is acquiring resources about placement opportunities relevant to these new career pathways. These resources will be available in individual sessions and in curriculum for career exploration courses.
- A well-established job fair focused on Business, Logistics and Supply Chain is already in place at the Central Washington University branch that is located on Highline's campus. We have been invited to collaborate in future events for our BAS student graduates. In addition, the Center of Excellence works closely with our related program to create connections between students and industry employers.

BAS students tend to be older students with more challenges and needs than traditional student populations. Along with the general services for BAS support, we will provide care for students in the BAS program who are struggling and for special populations that might need additional attention. Toward this end, the BAS director will meet one-on-one with students who need special consideration. If needed, he will set follow-up appointments with faculty, counseling, access services and/or veteran's services. Along with our director's response to students in need, we have designated several services to address retention and success for our BAS cohorts:

- *Academic Early Alert*

Our program design emphasizes close contact between the students and their lead instructors, who will act as the students' academic advisors. At the midterm of the first quarter, a grade check will go to each student and primary faculty advisor. Students who have earned below a 2.5 in any of their core classes will be required to meet with their advisor. An appropriate plan for additional support will be developed between student and advisor. In addition, regardless of their GPA, all students will also be required to meet with their advisor at the end of their first quarter, as well as at their 45-credit threshold, to assess their progress.

- *Academic Support Center*

The HCC tutoring center will assist BAS students in both general education courses and core courses through a variety of tutoring techniques, addressing individual needs in a

constructive environment. The department will work closely with the Academic Support Center to have peer tutors available for students in the program as we do with many of our existing programs. BAS students may use the HCC Writing Center for help with writing in any class or see one of the math support tutors for assistance with quantitative literacy in any of their courses.

- *Veteran's Services*

In Enrollment Services, Veterans Services is the liaison between the federal Veterans Affairs (VA) and veterans and dependents, helping veterans use their VA benefits for their education at Highline. This office connects students with on and off-campus resources to meet needs that may be affecting their academic performance. Students can also access one-on-one counseling or support in a group setting through Dropzone, which is an informal social gathering of veterans, dependents, and allies to discuss anything of concern or interest to the students. A veterans club through Student Leadership will provide more opportunities for advocacy and community-building. Counseling Services supports veterans by providing ongoing counseling for issues related to adjustment to college, PTSD symptoms, stress management, and symptom management. Our counseling department also provides referrals to appropriate long term services such as VA, counseling for serious impairments and other specialized support.

In addition to the services focused toward creating a robust support system for our BAS students, other student services will change to serve the new BAS cohorts.

- *Financial Aid*

Highline will provide a comprehensive financial aid package to all admitted and eligible BAS students. Financial Aid will work to ensure that students have access to as wide a variety of funding options as possible and will consider the unique needs of special populations, such as veterans. Required documents and deadlines will be consistent for all Highline students. Aid will be packaged based on eligibility and availability of funds. The Financial Aid Office will make available orientations, workshops and advisor appointments. The Financial Aid Director and her staff are committed to helping students understand the financial aid application process and guidelines. Our Financial Aid office is preparing for the unique needs, experiences and situations of the BAS student. Our Financial Aid Office has been in contact with the Department of Education and Department of Veterans' Affairs. We are prepared to submit the required program updates to those entities as soon we receive approval of our Substantive Change Prospectus from the Northwest Commission on Colleges and Universities (NWCCU).

- *Library*

A critical part of student success is access to appropriate and plentiful resources for research. Our librarians are tenured faculty with advanced degrees and the ability to work with BAS students on advanced research projects. To serve its current AAS degree programs, the library currently has the *Academic Search Complete* database, which contains a significant amount of business information in trade and scholarly journals. Also, the library has the *Westlaw Next* database, which contains *Hoover's Basic Company Reports* and *Company Profiles*, as well as SEC filings. However, the library recognized the need for a specific high-level business database and has been allocated additional funds to subscribe to a database at the *ABI Inform/Business Source Complete* level. This will happen in Winter/Spring 2014 based on library staff consultations with business faculty as to which one



best meets their curricular and research needs. We are also in discussions with CWU about shared use options for those students going through either program.

- *Instructional Computing*

Recognizing that the right tools are critical for academic success, HCC has invested significant resources in technology. Our college has a dedicated instructional computing department (IC). Separate from our administrative technology department, the focus of IC is centered on the needs of the student. This department ensures that we have quality facilities, technical support, equipment, systems and resources adequate for the high-demand technology needs required for student success. Open extended hours and featuring 15 classroom labs and 3 drop-in labs areas, the Instructional Computing Center makes both computing resources and human expertise readily available to all students. This ICC is in addition to 13 classroom or open labs throughout campus and other satellites both on- and off-campus.

Coupled with the eLearning platform, the integrated myHCC system gives students the mobility they need to work in any location. From financial aid status to educational progress, online services provide transparency and protected access to student record information. Specifically in anticipation of the BAS students and their needs, HCC is preparing by adding additional equipment and resources, including staffing. BAS students will receive comprehensive and extensive technology access and support services from HCC.

- *Access Services*

A core value of HCC is *access* and that is just what BAS students will receive from the skilled staff in this department. Access Services supports and assists students who have disabilities with campus and classroom accommodations. Reasonable accommodations include services like interpreting, transcription, alternate format textbooks and alternative testing.

- *Registration & Records*

BAS students will receive attentive registration services and accurate and safe record-keeping from our Registration & Records department. To prepare for our BAS programs, course adoption forms will be authored and submitted, and permissions for programs and degrees obtained. All systems will be updated from degree audit to SMS to ensure that BAS students are served and included. BAS students can go to Registration & Records for any needs related to transcript evaluation, degree posting and transcript generation.

- *Campus Community*

We are prepared to offer the BAS student an experience that extends beyond the classroom. The co-curricular and extra-curricular activities we offer will work in unison with the classroom experience to ensure BAS student success and retention. Our college is well-regarded among our peer institutions and recognized as a leader in the area of student leadership and engagement. In our most recent accreditation visit, we received compliments for our innovative and exemplary programming in this area. We are excited to provide this experience to our incoming BAS students and welcoming them into our campus community through opportunities for:

- Service: student governance, advocacy, leadership jobs
- Engagement: clubs, organizations, Intercultural Center (a physical space with resources to explore and celebrate culture and diversity)

- Formal Learning: First Fridays Leadership Institute, Winter Leadership Retreat, MLK Week, Unity through Diversity Week, Students of Color Conference

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

As noted earlier in this application, Highline Community College has kept sustainability at the center of its BAS development. The institution's plans are intentionally modest and conservative. The college's goal is to offer the BAS in Global Trade and Logistics to a limited number of students in a manner that is highly efficient, making extensive use of existing infrastructure, faculty expertise, and curricular resources of the longstanding AAS-International Business program.

*Financial projections:* Currently, BAS tuition rates in Washington average roughly \$7,500 per annual full-time equivalent (FTE) student, a planning figure that we believe will achieve a sustainable budget by Year 3 of operations.

At capacity, target enrollments have been set conservatively at a 39 student headcount and approximately 32 annual FTE, yielding a modest overall program budget of \$247,525 annually (31.67 FTE enrollments at \$15,000-per-FTE). That enrollment projection is based on a thorough analysis of anticipated course loads and year-to-year attrition. In brief, we expect to plateau at an approximate headcount of 18 first-year, 15 second-year (retained), and 6 third-year students. We expect first- and second-year students to be roughly evenly divided between full-time (15 credits/quarter) and part-time ( $\approx 10$  credits/quarter) attenders. Third-year attenders will almost certainly be finishing their requirements part-time. To ensure program quality and sustainability — and to avoid flooding the employment market — we intend to cap admissions to meet these levels for the first three to five years of operation. If demand consistently outpaces our capacity for those years, we are prepared to revisit the program's budget, staffing levels, and enrollment caps.

By its nature, programming in business is relatively inexpensive to sustain. It requires no specialized facilities, equipment, or supplies. Further, because the BAS program's organizational home will remain within established departmental and division structures, little or no investment in supervisory personnel is required. The projected, new expenditures for the BAS option are almost entirely in direct-service personnel. The bulk of this new investment will be in one additional full-time faculty position (\$80,000 annual salary and benefits, projected), along with a two full-time positions in Student Services (each at \$52,000 annual salary and benefits, projected). The remainder of the program's expenditures will primarily be in additional part-time faculty, routine supplies and materials, local travel, marketing, and professional development. Effective July 2013, Highline appointed a full-time, mid-level manager (\$90,000 annual salary and benefits) to oversee the start-up administration of the college's four planned BAS offerings. For budgeting purposes, the three new positions' costs have been distributed proportionately (0.25 FTE each) among the suite of Highline's proposed BAS programs.

Table 8 provides a detailed five-year projection of expenditures and revenues for the BAS start-up phase. A few notes on our expenditure plan may be helpful. First, the budget reflects our anticipation that, as noted in Criteria 4, we will offer a total of four BAS degree programs at our full capacity. Because the director's position will be funded proportionately from each of our four BAS programs, that appointment is budgeted at 0.25 FTE per program ( $4 \times 0.25 \text{ FTE} = 1.0$

FTE). For the same reason, our two new full-time positions in Student Services are similarly budgeted at 0.5 FTE per program (4 X 0.5 FTE = 2.0 FTE, total). Second, the budget intentionally omits some obligatory costs — for example, faculty professional travel and Academic Affairs clerical support — that will be borne elsewhere. Because we anticipate inflation rates to remain low, we have not included an annual cost escalator. If tuition rates are not increased, the Equipment Replacement Reserve can be tapped to accommodate modest cost escalations.

**Table 8 Financial Projection**

Highline Community College BAS Financial Projections					
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<b><u>Revenues:</u></b>					
Local Support	\$ 64,200	\$ -	\$ -	\$ -	\$ -
Tuition and Fees	\$ 117,900	\$ 216,275	\$ 247,625	\$ 247,625	\$ 247,625
<b>Total Revenue</b>	<b>\$ 182,100</b>	<b>\$ 216,275</b>	<b>\$ 247,625</b>	<b>\$ 247,625</b>	<b>\$ 247,625</b>
<b><u>Expenditures</u></b>					
Full-time faculty position	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Part-time Faculty	\$ 8,100	\$ 17,000	\$ 17,000	\$ 17,000	\$ 17,000
CWU Contract Enrollments	\$ 3,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
BAS Director (.25 of 1.0 fte)	\$ 15,225	\$ 15,225	\$ 15,225	\$ 15,225	\$ 15,225
Student Services (.5 of 1.0 fte)	\$ 19,250	\$ 19,250	\$ 19,250	\$ 19,250	\$ 19,250
Paraprofessional Lab Assistant	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Benefits	\$ 39,975	\$ 44,075	\$ 44,075	\$ 44,075	\$ 44,075
Professional Development	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Supplies	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500
Library Materials	\$ 8,000	\$ 4,375	\$ 4,375	\$ 4,375	\$ 4,375
Equipment	\$ 2,450	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Marketing	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
Transfer to Equipment Replacement Reserve	\$ -	\$ 22,750	\$ 54,100	\$ 54,100	\$ 54,100
<b>Total Expenditures</b>	<b>\$ 182,100</b>	<b>\$ 216,275</b>	<b>\$ 247,625</b>	<b>\$ 247,625</b>	<b>\$ 247,625</b>
<b>Under/Over</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

Because the planning effort has been integrated with routine processes and governance structures of the college, no other significant expenditures have been associated with the development of the new degree.

The institution's initial contribution of non-tuition, base-budget support —\$64,200— will be drawn from local reserves in Year 1. The long-term budgetary and financial implications for the entire institution are therefore expected to be minimal.

#### **Criteria 6: Program specific accreditation.**

There are no accreditation bodies for this particular program field at this time. There are, however, many industry associations that offer industry certifications. We are members of many of these associations and continuously work to align our curriculum as much as possible, both at the AAS and the BAS level, with these certifications to allow for students to sit for the exam if they choose. These include:

- The International Import/Export Institute
  - Certified Exporter; Certified Freight Forwarder; Certified Trade Documentation Specialist
- The Manufacturing Skill Standards Council
  - Certified Logistics Technician

Other certifications we don't currently work with are offered through the International Supply Chain Management Institute, the Council for Supply Chain Management Professionals and American Production and Inventory Control Society (APICS). We will continue to keep abreast of the industry requirements and adjust our curriculum accordingly.

#### **Criteria 7: Pathway options beyond baccalaureate degree.**

Educational pathways have always been a challenge in the logistics and supply chain industry. There are not many formal educational requirements beyond a certificate or AAS degree for many of the entry level jobs, while at the management level a Bachelor's is usually required. The transition between these two levels is not provided by the current system. The restructured AAS and new BAS program are meant to address this challenge while assuring that graduates of the program have comparable skills to those who follow the more traditional route.

There are several pathways for those who complete the BAS in Global Trade & Logistics, including working towards a Master's degree in Supply Chain Management or an MBA. The complete pathway, including the restructured AAS degree, is shown in Figure 2 with all of the possible entry points as well as options after completion. The goal is to provide a flexible, stackable pathway with many entry points. All levels are based on applied teaching and learning and lead to a comparable end result as those on the traditional degree pathway.

#### **Figure 2. Pathways toward a Master's Degree**



As the program reaches the master's level, its similarity to the traditional bachelor's degree program allows for the sharing of resources and expertise with the Central Washington University program that is located on the Highline Community College campus. CWU's Chair of Finance & Supply Chain Management and Director of the Supply Chain Management Institute, (put in title) has worked closely with our Business department to assure that sharing of certain courses would be possible and to provide benefits to both institutions. Highline will also gain access to the highly skilled adjunct faculty pool associated with CWU's Bachelor of Science in Business Administration in Supply Chain Management.

Because they will meet the essential business program prerequisites by the time they finish the BAS curriculum, students will be well prepared to enter into a graduate level program. For place bound students, Portland State University has a new online master's program in Supply Chain Management and has indicated that the BAS degree in Global Trade & Logistics would be the perfect feeder program. For students who prefer the MBA option, there are several online options through University of Phoenix and Washington Governors University. For those who prefer a the opportunity for a combination of face-to-face options and online offerings, DeVry University's Keller Graduate School of Management in Federal Way would accept our graduates

into their MBA program, a program that allows industry-relevant emphases in topics like Sustainability Management, Project Management or Analytics Management/Business Intelligence. One of our reviewers, who is the director of the Master of Science in Global Supply Chain Management Program at University of Alaska, stated that he would give “serious consideration” to applicants from Highline with this BAS degree, indicating that he would find our graduates’ background in international trade and experience with a cohort-based program to be particularly attractive.

As admission to MBA programs is not contingent on an undergraduate in Business Administration. However, as long as certain prerequisites are met, students graduating from this program should have access to most of the MBA programs around the state or online. In addition to the ones mentioned above, most of the requirements will have been met for admission into MBA programs at Seattle University, Central Washington University, Western Washington University, University of Phoenix and any number of the schools around the nation.

### **Criteria 8: External expert evaluation of program.**

Two doctoral level expert reviewers were consulted to review the program proposal: Dr. Carlo Smith and Dr. Darren Prokop.

The first reviewer, Dr. Carlo Smith, is currently a professor at Central Washington University (CWU) where he serves as chair of the Department of Finance & Supply Chain Management and director of the Supply Chain Management Institute. Before he came to CWU, he served as faculty at Missouri State University and University of San Diego, where he helped to establish a masters in supply chain management. Before his academic service, Dr. Smith worked in industry in operations management, financial analysis and logistics consulting.

Dr. Smith praised the opportunities that this BAS program will provide to underserved student populations, particularly veterans, and to industry partners seeking employees with higher level credentials. He lauded the unique collaboration opportunities for students in shared coursework between HCC and CWU. Dr. Smith also highlighted the internship portion of the program for providing valuable industry experience for students. He felt the curriculum in general, the course content and the early alert system were consistent with what CWU uses for their students. He also noted that HCC’s BAS program will benefit from our direct relationship with industry representatives as well as from our involvement with the Center of Excellence in Global Trade & Supply Chain Management.

Dr. Smith goes on to commend our internship requirement and our “realistic sequence” of courses for the program. He believes that our program offers excellent opportunities for veterans, in particular, to transition into meaningful employment.

The second reviewer, Dr. Darren Prokop, is a professor of logistics and the director of the Supply Chain Management Program at University of Alaska. Dr. Prokop specializes in transportation economics and its effects on international trade and supply chain security. He is also engaged in research examining the role of government policy as it is related to transportation, infrastructure provision, and non-tariff trade barriers.

Like the first reviewer, Dr. Prokop recognizes that our proposed BAS will meet a “distinct need in the state’s educational market.” Prokop praises several aspects of the proposal in particular:

- The learning assessment process
- The program evaluation criteria and external review
- Resources offered by the Center of Excellence
- Student advising and career planning
- Plans for adding new faculty

In addition, he liked the internship aspect of the program and suggested that we expand the number of hours for the internship. However, at Highline we need to stay consistent with our internship policy (5 credits = 150 hours of internship).

Dr. Prokop had several excellent revision suggestions for the program proposal:

- He pointed out that we needed to revise the program learning outcomes to include higher level cognitive domain verbs from Blooms Taxonomy in order to stress the upper-division demands. In response, our learning outcomes were modified to include the higher cognitive levels and an additional learning outcome was added to encompass the higher level quantitative analysis included in the program.
- Because he noted that we should include the specific names of business software packages in our outcomes and in a specific course, we added that we will be using SAP.
- We liked his suggestion that the degree include an additional economics course focused on the international economy. This could be macroeconomics or, more preferably, a course in international economics. We modified the curriculum to accommodate this second course in economics.
- Because the BAS is in effect a degree in international logistics and supply chain management, he recommends that we add another international course within the discipline to enhance the mission of the proposed BAS. In response to this suggestion, we changed the title of Busn 305 to reflect the international scope and added some wording to the finance class to indicate its inclusion of international finance concepts. The international economics course also expands the international focus. Many of the Central Washington University courses that our students will take as part of the BAS include international concepts, but this is not indicated in the titles. We have to stay consistent with their titles in these cases.

Dr. Prokop also recommended that we specify the library resources for this group of BAS students, and we have done so in the student services section. Finally, he felt that our students should consider UAA's Master of Science in Global Supply Chain Management (MS-GSCM) as another graduate program pathway because this degree emphasizes international logistics and supply chain management and is located in a state even more trade-dependent than Washington. We have included this recommendation in the criteria 7.

## **Appendix A: Doctoral Level Reviews (Full Text)**

### **Reviewer's Qualifications**

**Your full Name: Carlo D. Smith, Ph.D.**



**Bachelor degree** *Pennsylvania State University, Business Logistics*

**Master's degree** *Pennsylvania State University, MBA with Logistics Concentration*

**Doctoral degree** *University of Tennessee, Logistics Management*

*Please provide a brief biography highlighting your expertise in this field. Two to four paragraphs.*

My career includes approximately 12 years in industry prior to returning to the University of Tennessee for my Ph.D. Industry experience includes operations management for a specialty transportation company, transportation financial analysis for a fortune 500 healthcare products company, logistics consulting teamed with members of faculty at Penn State University, education and consulting with a successful inventory management software company and directing inventory management for a rapidly growing marine product retailer (West Marine). I returned to pursue my Ph.D. with a major in Logistics Management and minor in Marketing at the University of Tennessee in 1995. My research was focused on forecasting management and its impact on logistics performance. In addition to academic pursuits, I was part of an on-going research/consulting team that helped companies such as Union Pacific, Lexmark, Eastman Chemical, Smith & Nephew and others benchmark and improve on their forecasting management activities.

I completed my Ph. D. in 2000 and subsequently have been on faculty at the University of San Diego where I helped establish a new Masters in Supply Chain Management, Missouri State University where I predominantly taught at the graduate level and now Central Washington University where, in addition to my role as Chair for the Department of Finance & Supply Chain Management, I direct the activities of the CWU Supply Chain Management Institute. Since joining CWU, I successfully guided a significant revision to the curriculum for the specialization in supply chain management. The SCM program at CWU has grown from approximately 30 students enrolled at the main campus in 2009 to currently 200+ students enrolled at three locations.

### **Overall Summary**

*Please provide an overview of your opinion of the proposed BAS. Be sure to include whether or not the graduates of the program would be good candidates for your Masters or Doctoral programs. This should be ½ to 1 page in length.*

The BAS in Global Logistics and Trade offers a unique opportunity to address an underserved population while helping to support the future workforce needs in Washington State. For individuals who may have pursued an Associates of Applied Science, the potential to enter into a traditional Bachelor of Arts or Bachelor of Science in area of business are limited due to the lack of prior general education requirements. While important, to return and complete such requisite courses extend the time they will be in programs and add to the expense of attendance. Both factors may be prohibiting access for many good quality candidates. For industry, the development of the program will help to serve a business community that will benefit from higher-level skills and expertise in the field.

Central Washington University currently does not offer a graduate degree in Business. If it were the case, given our close involvement with HCC in the development and delivery of the BAS, I suspect applicants emerging from the HCC BAS program would be reviewed in a manner



consistent with any other applicant. Such a review would likely incorporate criteria related to prior education, industry experience as well as admissions test scores.

Perhaps a unique aspect of the BAS in Global Trade and Logistics is that it draws on collaboration between HCC and Central Washington University. Pre-requisites for students to enter the program are equivalent in critical areas such as math, accounting and economics. Students in the BAS program will be attending these courses alongside colleagues pursuing a traditional AA degree, who may be continuing on to pursue their BSBA at CWU or a similar institution. Once students gain entry to the upper division courses, the nature of the collaboration between the two programs is implemented through courses offered by Central Washington University. For those courses, students pursuing the BAS degree will be in the same CWU class alongside CWU students pursuing their BSBA in Business with a supply chain management specialization. The CWU College of Business is one of less than 5% of business colleges worldwide accredited by AACSB. As we would expect CWU students to be prepared to further their education at a graduate level, so we would expect students pursuing the BAS to achieve a similar level of preparation.

### **Specific Commentary**

*In this section please provide feedback, specifying page and paragraph of items you like, would like to see changed, additions that would enhance the program.*

Central Washington University and Highline Community College have established a collaborative relationship in part due to the co-location of the CWU Higher Learning Center on the HCC campus. The institutions maintain a close relationship that facilitates students who wish to transition to complete a four-year degree. Furthermore the CWU and HCC faculty associated with this program are housed in the same building. This will support on-going program evaluation and improvement.

Section 1.2 beginning on page 5 outlines an effective process for establish criteria and completing periodic program reviews. Of particular import is the role of external representation to insure curriculum relevance along with delivery effectiveness. As noted, HCC will benefit from their direct relationship with industry representatives as well as their involvement with the Center of Excellence in Global Trade & Supply Chain Management. While not mentioned in this section, upper division course content, and subsequently the BAS program, will also benefit from CWU's Supply Chain Management Institute advisory council.

Section 1.5 beginning on the top of page 9 highlights an important component of the program in an industry internship requirement for students who have not been exposed to relevant industry experience. This is a valuable requirement that will help ground each student's traditional education experience.

Section 1.3 beginning on page 12 offers a realistic sequence of courses. As indicated mid-page, CWU has a similar goal to allow for completion of specialization courses in a two-year period and typically offers the relevant courses to be included in the BAS twice a year at the Highline Center.

Under Criteria 2, page 14, the collaboration between HCC and CWU will give BAS students access to an extensive roster of well qualified, Ph.D. faculty with relevant degrees from leading institutions worldwide. Many of the faculty members also have significant industry experience.

Under Criteria 3, page 17, of the various sources of students who would be good candidates for this program are returning military. These individuals bring a wealth of relevant experience through their service. The BAS program has the potential to offer an excellent means for military veterans to transition into well-paying industry positions.

Under Criteria 4, page 20 bottom, the academic early alert program is consistent with efforts at CWU to identify and intervene with students in need of additional support. It will be important to insure that warnings and communications transfer smoothly between Highline and CWU faculty in cases where student success is threatened.

There will be opportunities to enhance the program and its content. Viewed as the initial design of a new program, the BAS in Global Trade & Logistics will likely see modifications to the program as a result of on-going industry input, rapid changes in technology and new course proposals. The program as described is a good place to begin implementation.

### **Reviewer's Qualifications:**

Dr. Darren Prokop  
Professor of Logistics  
Director, Master of Science in Global Supply Chain Management Program  
College of Business and Public Policy  
University of Alaska Anchorage

**Bachelor's degree:** B.A. Economics; The University of Winnipeg (1988)

**Master's degree:** M.A. Economics; The University of Manitoba (1990)

**Doctoral degree:** Ph.D. Economics; The University of Manitoba (1999)

### **Biography:**

Dr. Darren Prokop is a Professor of Logistics in the College of Business and Public Policy at the University of Alaska Anchorage. He joined UAA in 2000. Since 2002 he has served as the director of the Master of Science in Global Supply Chain Management Program. Since 2009 Dr. Prokop has also been serving as faculty advisor to students in the BBA in Global Logistics and Supply Chain Management.

Dr. Prokop received his Ph.D. in Economics from the University of Manitoba in 1999. His expertise in transportation economics has informed much of his research and consulting activities over his nearly 20 year academic career.

Dr. Prokop specializes in transportation economics and its effects on international trade and supply chain security. He is also engaged in research examining the role of government policy as related to transportation, infrastructure provision, and non-tariff trade barriers. Dr. Prokop's Alaska-based research and publications involve air cargo logistics and port development. In

addition to publishing his research in academic journals and trade magazines, Dr. Prokop is an active consultant to government and business.

Dr. Prokop's career at UAA has involved baccalaureate and graduate-level curriculum design and multiple course development in logistics and supply chain management. He has managed learning assessment programs and has had leadership positions in college accreditation efforts.

### **Overall Summary:**

I have thoroughly reviewed the document outlining the proposed Bachelor of Applied Science (BAS) in Global Trade and Logistics at Highline Community College in Washington State. Based on the information provided, which overviews resources in place and resources to be secured, I find that the college would be in a position to effectively deliver the degree and that it would meet a distinct need in the state's educational market.

The specialization in global trade and logistics offered by the proposed BAS degree fits in well with a state that has two prominent ocean vessel ports, an international airport and an important land border with Canada. Washington is also a gateway to Alaska--- another state highly dependent on trade.

Graduates with this academic degree could be expected to work for shippers, carriers or intermediaries such as freight forwarders or customs brokers. Trade associations, non-profit organizations and government positions might also be enhanced by the academic background offered by the proposed BAS degree.

As director of the Master of Science in Global Supply Chain Management Program at UAA I would give serious consideration to applicants with this BAS degree from the NWCCU-accredited Highline Community College. What I find especially attractive about such applicants is that they would have a background in international trade and would be used to a cohort-based program.

### **Specific Commentary:**

In this section I will provide more specific comments on the proposed BAS degree with page citations from the document provided to me.

#### *Likes*

The outline of the learning assessment process (p. 4) demonstrates a solid commitment to this important activity. Though I would suggest that discussing "possible improvements to their assessment activities" be expanded to note that assessment results would also be considered in terms of possible changes to course design and delivery.

The program evaluation criteria (p. 5) are a challenging list of information to be gathered. Of course, as noted on pp. 6 and 13, the Center of Excellence appears to be a resource which will be invaluable when the information is sought. Having an external reviewer (p. 5) is also a nice addition to the process.

I am glad to see that there is an internship requirement (p. 9). I note that this 5-credit course requires 150 hours of work experience. Unless this structure is uniform within Highline Community College I would suggest expanding the number of hours for the BAS. For example, our undergraduate internship course at UAA requires 225 hours for 3 credits.

I am also glad to see that the college is in the process of hiring a tenure track faculty with expertise in international trade, logistics and supply chain management (p. 14). This will be a critical hire and this new faculty would help address some suggestions I make below.

The outline of the student advising and career planning services (pp. 19-20) appear thorough and well-staffed.

### *Suggested Changes*

I would suggest that at least a couple of the program learning outcomes (pp. 3-4) be rewritten to include some of the higher level cognitive domain verbs related to synthesis (e.g., compile, formulate, etc.) and evaluation (e.g., appraise, justify, etc.). Since several of the courses in the program are upper-division it would be useful to see them reflected in this way within the program learning outcomes. For a sample of this taxonomy see:

<http://courses.washington.edu/pharm439/Bloomstax.htm>

Page 6 contains some typos. The correct company names are American President Lines and FedEx.

### *Suggested Additions*

The reference to ERP software (p. 3) should include the name(s) of the packages under consideration (e.g., SAP). Of course, if BUSN 316 (p. 10) is already using particular software it would be nice to know what it is.

The fifth learning outcome (p. 3) should read “environmental” sustainability.

I note the requirement of a course in microeconomics (p. 8). However, a case could be made for a course in macroeconomics too since a lot of international logistics and supply chain management is affected by exchange rate and interest rate risk. Better still would be if the economics department offered a course in international trade and/or international finance.

Given that the proposed BAS is in effect a degree in international logistics and supply chain management I note that only 2 out of 9 courses in the discipline are truly international (table 2; pp. 9-11). Of course, it might be 3 out of 9 if the internship course requires that the host organization be international in scope (and if this is so it should be noted in the document). At any rate, if it were possible to add one more international course within the discipline it would surely enhance the mission of the proposed BAS. Some options could be: trans-border or international transportation; international purchasing management; or international law and contracting.

I would suggest expanding the discussion about the library's resources (pp. 21-22). If the library offers scholarly and practitioner journal databases (e.g., ABI Inform, Business Source Premier, etc.) these should be noted. The same holds for other useful databases such as LexisNexis which provide financial data.

While I am admittedly biased, I would suggest expanding the discussion of other master's programs (p. 26) to include UAA's Master of Science in Global Supply Chain Management (MS-GSCM) as another graduate program to target. This degree emphasizes international logistics and supply chain management and is cohort-based as well. It is also located in a state even more trade-dependent than Washington. Of course, Washington and Alaska maintain strong trade ties. Furthermore, Alaska is along the great circle route for air and ocean-based trade connecting Washington with Asia markets. Finally, the MS-GSCM charges the same tuition for both in-state and out-of-state students the latter of which find it easy to attend classes because they are offered one weekend per month for a total of four weekends per course.

*Appendix B*

<b>Enrollment Projections</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 3</u>	<u>Year 3</u>
1st yr Full-time Students (45 Credits)	9	9	9	9	9
1st yr Part-time Students (30 Credits)	9	9	9	9	9
<b>1st yr Full-time FTE</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>
<b>1st yr Part-time FTE</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>
2nd Yr Full-time Students (45 Credits)		8	8	8	8
2nd yr Part-time Students (30 Credits)		7	7	7	7
<b>2nd yr Full-time FTE</b>		<b>8.00</b>	<b>8.00</b>	<b>8.00</b>	<b>8.00</b>
<b>2nd yr Part-time FTE</b>		<b>4.67</b>	<b>4.67</b>	<b>4.67</b>	<b>4.67</b>
3rd Yr Full-time Students (45 Credits)			-	-	-
3rd yr Part-time Students (30 Credits)			6	6	6
<b>3rd yr Full-time FTE</b>			<b>-</b>	<b>-</b>	<b>-</b>
<b>3rd yr Part-time FTE</b>			<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
<b>Yearly FTE</b>	<b>15.00</b>	<b>27.67</b>	<b>31.67</b>	<b>31.67</b>	<b>31.67</b>
<b>Total New Heads</b>	<b>18.00</b>	<b>18.00</b>	<b>18.00</b>	<b>18.00</b>	<b>18.00</b>
<b>Total Heads</b>	<b>18.00</b>	<b>33.00</b>	<b>39.00</b>	<b>39.00</b>	<b>39.00</b>

content, with print publications targeted to areas where students wanted materials in that format. The data also indicated heavy use of social media by students. Accordingly, Highline embraced social media as a tool that allows us to move from simply communicating our mission, to actively listening to our communities. In 2012, the college increased its Facebook presence by expanding fourfold the number of users that follow the page (currently over 4,000). Highline has also been active with Twitter and is beginning to experiment with other platforms that will allow the college to engage with potential, current, and past students.

Along similar lines, the college has used the Hebert Community Perception Survey to collect baseline data that inform how best to align college programs, community needs, and the institution's public image for future community-based engagement, and for the educational needs and interests of Highline's service district. When Highline administered the Hebert Community Perception Survey most recently in 2011, the results indicated a continued strong community awareness and positive perception of the college's mission — a positive indicator of our success with Core Theme 3's first objective.

The Senior Signing Day initiative offers another example of a similar planning, assessment, and improvement cycle within Core Theme 3, Objective 1. This year, Senior Signing Day replaced our Spring Festival, which had formerly brought large groups of high school students to campus to consider Highline as an institution to attend. When high school budget cuts ended the Spring Festival, the more refined, targeted Senior Signing Day program was developed, targeting two groups of students that, according to our data, were most likely to enroll: those who indicated they were likely to attend a community college, and those not likely to attend college at all. Highline now communicates intentionally to these two target groups, bringing them to campus, connecting them to resources and beginning the admissions, financial aid, advising, and student engagement processes — a more deliberate approach that responds to shifting community needs.

A parallel example is our change of communication tactics based on the 2011 Hebert Community Perception Survey. There, findings indicated that some high school students did not know about the college. Using a data-driven approach, Highline examined the demographics of the high school students in the area, finding that certain groups were less aware of Highline than others. As a result, we changed tactics to target our communication toward the groups most unaware of Highline or most unlikely to consider attending Highline — specifically Latino and Latina students — in an effort that also supports our efforts to initiate community connections under Objective 2.

***CT 3, Objective 2: The College initiates community connections to understand community needs***

Responsibility for Core Theme 3, Objective 2 lies with Institutional Advancement (IA) and Institutional Research (IR). Secondary responsibility lies with Academic Affairs and with Student Services. Monitoring is conducted by both IA and IR. Overall, our performance on Objective 2 is above benchmark and positive. However, for this objective, one measure is below benchmark, and one benchmark is pending validation.

Specifically, Core Theme 3, Objective 2, Measure 2.2B monitors “participation rates of traditional-aged, degree-seeking students by ethnic group (vs. district population).” On this metric, the college meets or exceeds its target for every group — except Latino students. For them, a 17 percentage-point gap separates the district representation (19 percent) from the group's rate of participation (2 percent) in degree and certificate programs.

In keeping with Highline's protocols for core theme assessment, where results are below benchmark, our planning, assessment, and improvement cycle activities fall under the oversight of Executive Staff, with delegation to the appropriate vice president(s).

For the Latino student participation rate, Academic Affairs assumed primary responsibility, first forming an ad hoc advisory group in 2010-11 to study this gap and to offer recommendations. That group's initial report came before Instruction Cabinet in June 2011. This past academic year, the effort gained considerable momentum under the leadership of the dean of instruction for transfer and pre-college education, and with the collaboration and support of faculty and Student Services staff.



As noted in the discussion of Standard 3.A.4, significant human and fiscal resources have been reallocated to this effort. Among key accomplishments so far:

- The college was successful in securing a \$50,000 planning grant from the College Spark Foundation, matched with college funds, to develop an action plan based on community-based research.
- Highline also created the Latino Advisory Committee in fall 2012, made up of 15 members, including Highline Community College students and graduates, high school students, their parents, college administrators, school district administrators, and community organization members. The members will provide resources, feedback, and structure in carrying out the project outcomes of the partnership.
- The college launched and staffed *El Centro Latino* in spring 2013 as a central clearinghouse for programmatic outreach, referral assistance, and higher-education navigation in English and Spanish. The Center will occupy a visible permanent space on campus, with dedicated staff and support resources

Additionally, Highline worked with community partners to learn how to increase the participation rates of Latino students taking college courses and to shape Highline Community College's campus into a more welcoming space for our Latino students and families. In partnership with a local non-profit organization, Latinos for Community Transformation, we conducted a survey of 492 Latino adults on topics pertaining to attending college. Another 100+ participated in focus groups. The resulting spring 2013 report offers a wealth of ideas, recommendations, and resources for closing the participation gap among our Latino communities. Already, the research initiative has encouraged a variety of pilot activities, including a [Spanish language website](#), new Heritage Spanish offerings, campus visits from high school Latino organizations, an infusion of college-going resources into Spanish GED courses, and others. While it's too early to measure the impacts of full implementation, we are confident that we have developed a thorough, thoughtful, and community-responsive blueprint for our next steps. We further believe that other student populations will benefit from what this initiative has taught us.

***CT 3, Objective 3: Highline Community College contributes to meeting community needs***

Highline has a strong tradition of faculty and staff from across campus creating and maintaining relationships with our community in formal and informal ways, and new connections are regularly formed. However, in developing our core themes, we found that our community connections proved difficult to measure through readily-available data sources. Our conversations with colleagues, in fact, suggest that good community-engagement metrics are still being developed, researched, and understood by most institutional researchers and colleges in our sector. In initially crafting our measures here, we focused on the number of local jobs created as a measure of Core Theme 3, Objective 3. In doing so, we relied on the Small Business Development Center (SBDC) and Institutional Research (IR) to monitor those indicators of regional economic development. Using those metrics, we completed one full cycle of data collection and assessment. However, this approach created several problems: first, there is no easy way to set a benchmark, and, second, the number of new jobs provides too limited a view of our community impact. Furthermore, the number of jobs is vulnerable to economic fluctuations independent of Highline. Therefore, as noted in Chapter One, we are currently revisiting Core Theme 3, Objective 3 to identify indicators and measures which more accurately reflect our contributions to meeting community needs. Likely candidates include community surveys and broader measures of the college's overall economic impact, like those available through Economic Modeling Specialists International (EMSI). Measure 3.2.A, which tracks job placement rates for professional-technical graduates, offers another positive and meaningful measure of alignment with local economic needs that could be expanded upon. For example, to provide greater access to the community we serve, we have developed multiple innovative "on-ramps" to college that are offered at off-campus sites, including a Spanish GED pathway, an Early Childhood Education certificate offered in the Somali language, and an I-BEST program in Business Technologies sited at the White Center YWCA. The impact of these efforts, if measured effectively, could paint a more thorough